Beckfoot School

Knowledgeable And Expert Learners

Year 7

2023/24

Nov - Dec

enjoylearnsucceed

Name: .....

Tutor group: .....

Contents

What should you be working on each week?

Homework:

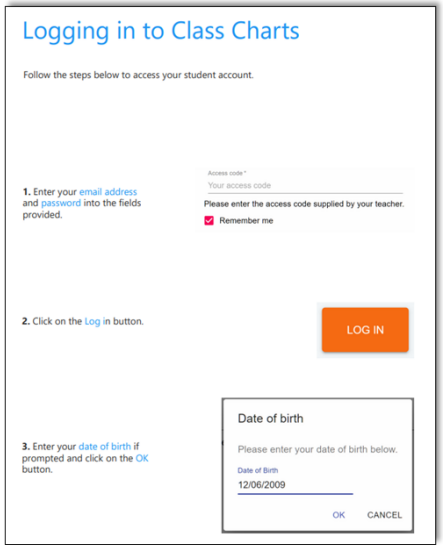
- Your teacher will set specific tasks, with a deadline, on Class Charts
- Instructions for your homework and how to access it are in this booklet
- You must complete and hand in the work by the deadline

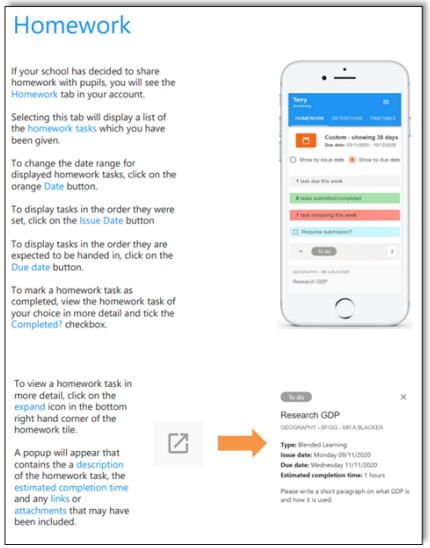
Independent Learning: Quiz It, Link It, Map It, Shrink It (QILIMISI)

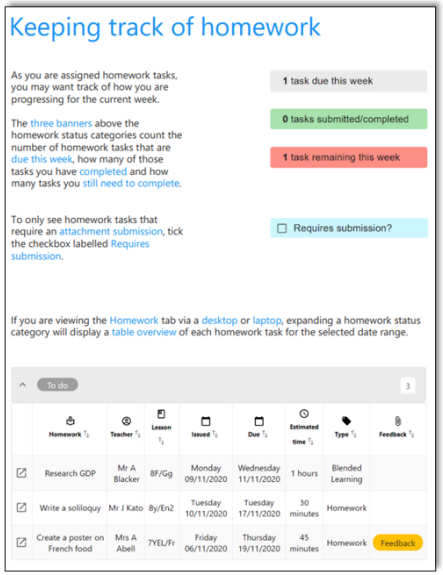
- You should complete 1 task per day, 5 days a week
- The tasks will be set on Class Charts to help you keep track
- You can choose the subject/topic you want to work on
- Your tutor will check your ILB at regular intervals
- You will be rewarded for going above and beyond expectations

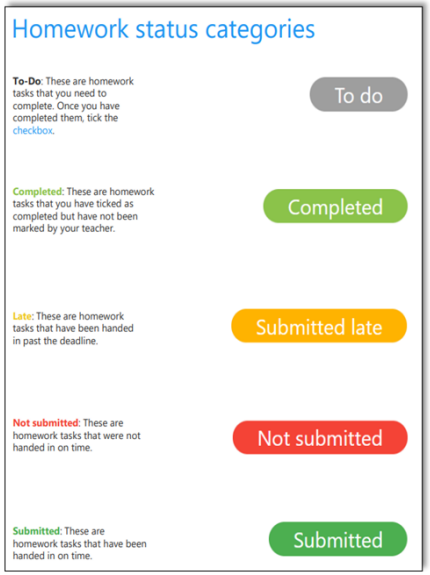
Homework Instructions

- 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

SCAN ME

Science

SCAN ME

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

SCAN ME

Confident Communicators

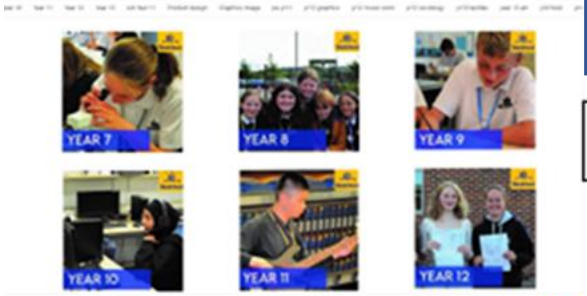
How to access My Learning Resources

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

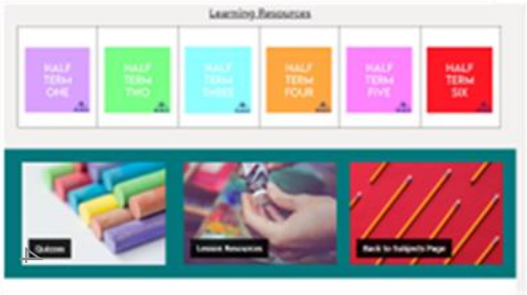
2. Select 'My Learning Resources

You may be asked to enter your school email address and password here



3. Select your year group

3. Select the subject you want to work on

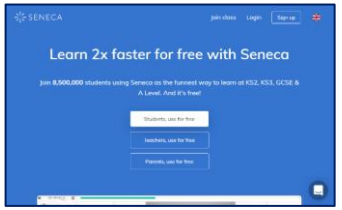


3. Select the relevant half term.

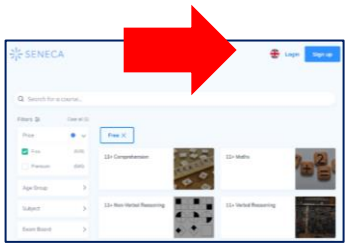
All the resources you need will be here

How to access Seneca

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

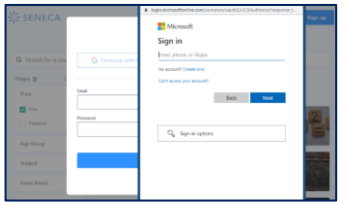


1. Go to https://senecalearning.com/en-GB/

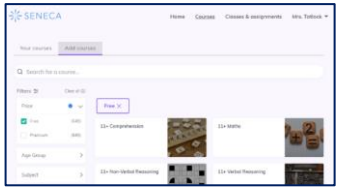


2. Click 'Log In' at the top right hand corner.

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

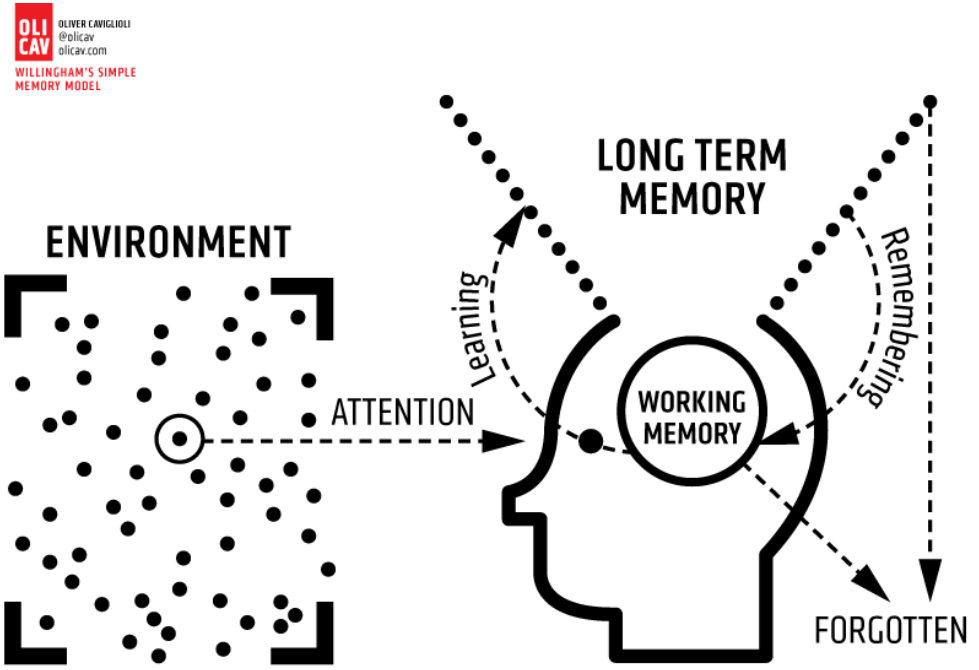
Independent Learning at KS3 is all about helping you to build on the knowledge you learn in class so that you know more, remember more, and can do more. This means you will experience lasting changes in your long-term memory, and develop a deep understanding of what you cover in class.

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:

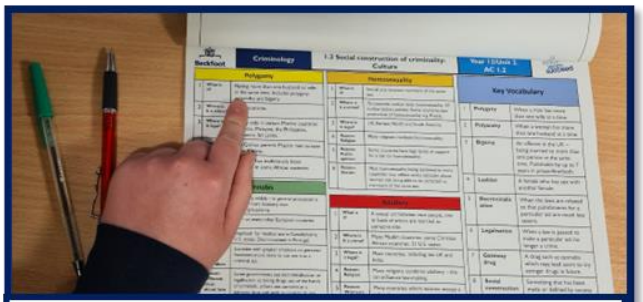
1. Quiz It
2. Link It
3. Map It
4. Shrink It

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

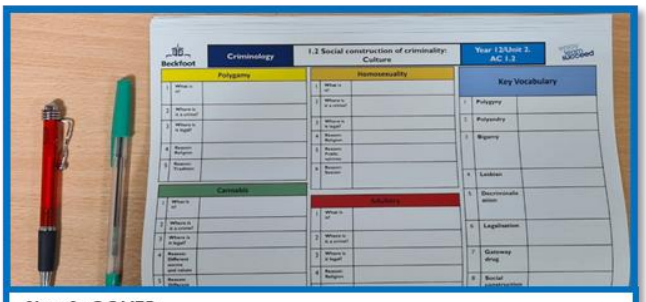
Retrieval Practice: Just do steps 2-4: Cover, Write, Check



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

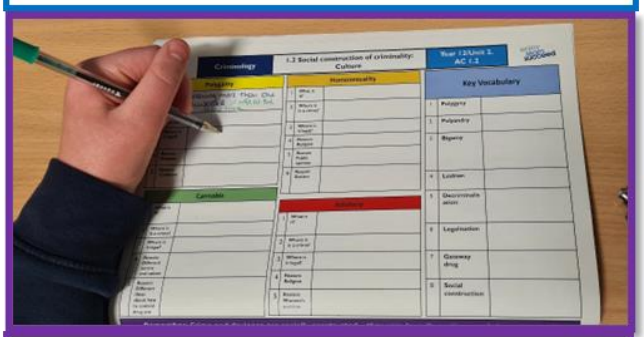


Step 2: COVER

- 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

enjoy learn succeed

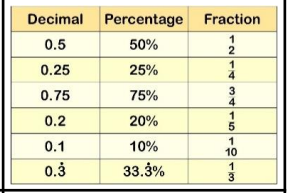
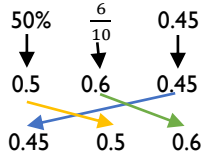
Number – Types of Number

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

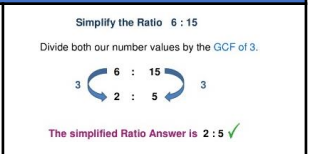
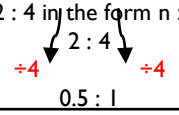
1	Equivalent fractions, decimals and percentages.	
2	Ordering FDP • Convert them all into the same form and then compare	

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.	

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.

Beckfoot

Subject: Maths	Term: November	Year Group: 7

enjoy learn succeed

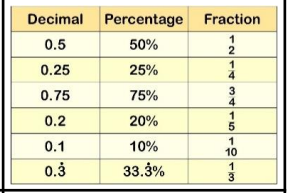
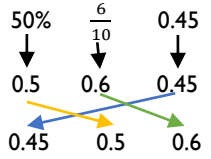
Number – Types of Number

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

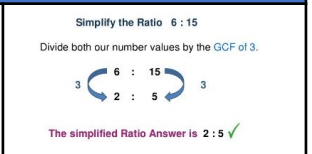
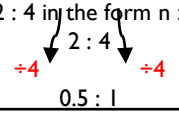
1	Equivalent fractions, decimals and percentages.	
2	Ordering FDP • Convert them all into the same form and then compare	

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.	

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.

Beckfoot

English	Creatively Coraline	Year Group: 7

enjoy learn succeed

Chapter Summaries

1	**Chapter 1**	Coraline explores her new home and finds a mysterious door that leads nowhere.
2	**Chapter 2**	Coraline visits Miss Spink and Miss Forcible, who read her future and see she is in danger.
3	**Chapter 3**	Coraline meets the Other Mother and Father and the Other Mr Bobo.
4	**Chapter 4**	Coraline meets the cat and visits the Other Miss Spink & Forcible, then heads back to the real world.
5	**Chapter 5**	Coraline thinks the Other Mother has kidnapped her parents; the cat advises her how to save them.
6	**Chapter 6**	Coraline continues to search for her parents. The Other Mother traps Coraline behind a mirror.
7	**Chapter 7**	Coraline meets the three ghost children behind the mirror and promises to help them too.
8	**Chapter 8**	Coraline continues her search in the Other Miss Spink & Miss Forcible's house.
9	**Chapter 9**	The Other Mother tries to trick Coraline and trap her in a basement with the Other Father.
10	**Chapter 10**	Coraline continues her search in the Other Mr Bobo's apartment.
11	**Chapter 11**	Coraline escapes the Other Mother's world with her parents.
12	**Chapter 12**	Coraline and her real parents spend time together and Coraline dreams of the children she saved.
13	**Chapter 13**	The Other Mother invades the real world and Coraline must defeat her once and for all.

Characters

1	**Coraline Jones**	The **protagonist.** Coraline is a curious, brave and intelligent young girl.
2	**The Other Mother**	The **antagonist**. She impersonates Coraline's mother in order to trap her.
3	**The Cat**	A **father figure** of sorts and Coraline's ally in the Other world.
4	**The Other Father**	A copy of Coraline's father, created by the Other Mother.
5	**Spink & Forcible**	Two of Coraline's neighbours, also copied by the Other Mother.
6	**Coraline's Parents**	Coraline's real parents, often too busy to spend time with her.
7	**Mr Bobo**	One of Coraline's neighbours, who lives above. Copied by the Other Mother.
8	**Ghost Children**	Three other victims of the Other Mother, trapped in the Other world.

Punctuation & Grammar

1	**Full stop .**	Marks the end of a sentence. **Always** followed by a capital letter.
2	**Exclamation Mark !**	Indicates a strong emotion. **Always** followed by a capital letter.
3	**Question Mark ?**	Indicates a question. **Always** followed by a capital letter.
4	**Semi-colon ;**	Joins two related sentences together. Replaces a coordinating conjunction. No capital letter needed afterwards.
5	**Colon :**	Introduces an idea. No capital letter needed afterwards. Replaces 'which is' or 'such as'. Can be replaced with a full stop.
6	**Direct Speech " "**	Indicates a character is speaking. Capital letter **always** needed; always includes some punctuation inside the closing speech mark; start a new line for a new speaker.
7	**Brackets ( )**	Adds additional detail or comment. Can be removed without affecting the sentence.
8	**Dash –**	Used before an additional comment. No capital letter needed afterwards.
9	**Apostrophe '**	Indicates letters have been omitted (don't, I'm, etc.) or to show possession (Liam's pen).
10	**Sentence Fragment**	A short, incomplete sentence used for emphasis or dramatic effect. Like this.

Key Vocabulary

1	**Characterisation**	Actions, descriptions and dialogue used to create a character's personality.
2	**Imagery**	Vivid descriptive images for the reader, often using similes and metaphors.
3	**Show Don't Tell**	Where actions and speech are used to reveal ideas, rather than simply stating them.
4	**Pathetic fallacy**	When the environment mirrors the character's mood.
5	**Narrative Drive**	The feeling that the story is pushing forwards and towards a goal.
6	**Pace**	How quickly the plot is moving forward.
7	**Set-up/Pay-off**	Something mentioned earlier that is connected to important later events.
8	**Foreshadowing**	Where future events are hinted at through similar moments earlier.
9	**Genre**	The category of writing, e.g. horror, action, fairy-tale, etc.
10	**Genre Convention**	A detail that is typical of a genre. Also called a trope.

Beckfoot	English	Creatively Coraline	Year Group: 7	enjoy learn succeed

Chapter Summaries

1	Chapter 1	
2	Chapter 2	
3	Chapter 3	
4	Chapter 4	
5	Chapter 5	
6	Chapter 6	
7	Chapter 7	
8	Chapter 8	
9	Chapter 9	
10	Chapter 10	
11	Chapter 11	
12	Chapter 12	
13	Chapter 13	

Characters

1	Coraline Jones	
2	The Other Mother	
3	The Cat	
4	The Other Father	
5	Spink & Forcible	
6	Coraline's Parents	
7	Mr Bobo	
8	Ghost Children	

Punctuation & Grammar

1	Full stop .	
2	Exclamation Mark !	
3	Question Mark ?	
4	Semi-colon ;	
5	Colon :	
6	Direct Speech " "	
7	Brackets ( )	
8	Dash –	
9	Apostrophe '	
10	Sentence Fragment	

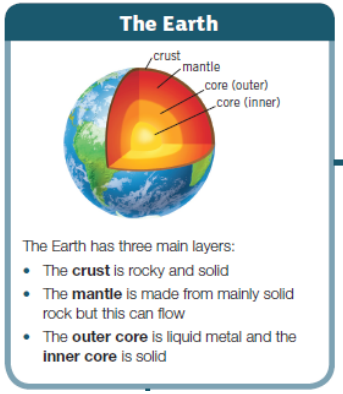
Key Vocabulary

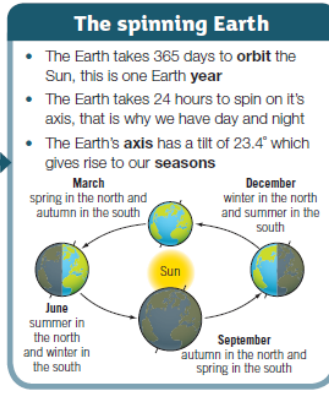
1	Characterisation	
2	Imagery	
3	Show Don't Tell	
4	Pathetic fallacy	
5	Narrative Drive	
6	Pace	
7	Set-up/Pay-off	
8	Foreshadowing	
9	Genre	
10	Genre Convention	

Beckfoot	Subject: Science (Chemistry)	Topic: Earth structure and universe	Year Group: 7	enjoy learn succeed

Types of rock

	Type of rock	How is it formed	Properties
1	Sedimentary rock	Sediment piles up in one place and, over many years, sticks together by compaction or cementation	• Porous: made of small grains stuck together so there are holes that water can pass through • soft: easy to break apart the sediment
2	Igneous rock	When liquid rock cools it turns into igneous rocks these are made of crystals locked tightly together	• Durable and hard (difficult to damage): the crystals are locked tightly together • not porous: there is no space between crystals
3	Metamorphic rock	Sedimentary or igneous rocks are heated and put under high pressure	• Not porous: there is no space between the crystals





	Geocentric model	Heliocentric model
Describe the model	The sun, moon, planets and stars move around the earth	The planets orbit the sun
What observations did the model explain?	• The ground did not seem to move • The sun and moon did appear to move • The stars also appeared to move	• Moons in orbit around Jupiter, not the earth • Venus had phases, just like the moon
Problems with the model	The planets appeared to go backwards	N/A

The solar system

1	Our solar system consists of eight planets which orbit the Sun, four inner and four outer planet. The inner planets (small and rocky) are Mercury, Venus, Earth and Mars. The outer planets (gas giants) are Jupiter Saturn, Uranus and Neptune.
2	The planets all orbit the sun, but the path of their orbits are all slightly different.
3	A galaxy is a collection of stars, our galaxy is known as the Milky way. Stars produces their own light. Planets are large objects which do not produce their own light but orbit stars.

Key Vocabulary

1	Core	The innermost layer of the Earth, which extends about halfway from the centre of the Earth to the surface.
2	Crust	The rocky outer layer of the Earth.
3	Mantle	The layer of Earth that is below the crust. It is solid but can flow very slowly.
4	Rock Cycle	Sequence of processes where rocks change from one type to another, over a timescale of millions of years.
5	Orbit	Path taken by one object moving around another larger object, such as a satellite around the Earth. Earth completes one orbit of the Sun every year
7	Milky Way	Galaxy containing our Sun, Solar System, and billions of other stars and planets
8	Natural satellite	A moon in orbit around a planet.
9	Night	The period on one section of the Earth, or other planet, when it is facing away from the Sun.

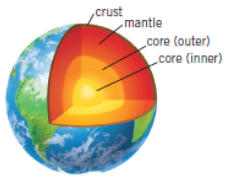
Beckfoot	Subject: Science (Chemistry)	Topic: Earth structure and universe	Year Group: 7

enjoy learn succeed

Types of rock

	Type of rock	How is it formed	Properties
1	Sedimentary rock		
2	Igneous rock		
3	Metamorphic rock		

The Earth

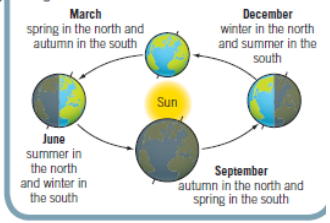


The Earth has three main layers:

- The **crust** is rocky and solid
- The **mantle** is made from mainly solid rock but this can flow
- The **outer core** is liquid metal and the **inner core** is solid

The spinning Earth

- The Earth takes 365 days to **orbit** the Sun, this is one Earth **year**
- The Earth takes 24 hours to spin on it's axis, that is why we have day and night
- The Earth's **axis** has a tilt of 23.4° which gives rise to our **seasons**



	Geocentric model	Heliocentric model
Describe the model		
What observations did the model explain?		
Problems with the model		

The solar system

1	
2	
3	

Key Vocabulary

1	Core	
2	Crust	
3	Mantle	
4	Rock Cycle	
5	Orbit	
7	Milky Way	
8	Natural satellite	
9	Night	

Beckfoot

Subject: Science (Physics)	Topic: **Energy** –Costs & Transfer	Year Group: 7

enjoy learn succeed

Knowledge: Energy

1	Energy is needed to make things happen
2	It is measured in joules or kilojoules
3	Energy cannot be created or destroyed, only transferred (law of conservation of energy)
4	The total energy before a change is always equal to the total energy after a change.

Knowledge: Renewable energy

1	Can be replaced within your lifetime
2	Includes wind, tidal, wave, biomass, solar, hydroelectric & geothermal
3	Do not produce much carbon dioxide, meaning that they have a smaller effect on global warming

Knowledge: Dissipation of energy

1	Energy is dissipated when it is transferred to a non-useful store, it cannot be used for what it was intended for
2	Energy can be wasted through friction, heating up components or heating surroundings
3	Efficiency is a measure of how much of the energy has been used in a useful way, we can calculate this with the equation: Efficiency (%) = $\frac{\text{Useful energy output}}{\text{energy input}}$ x100

Knowledge: Non-renewable energy

1	Cannot be replaced within your lifetime
2	Includes coal, oil, natural gas and nuclear resources
3	Coal, Oil and Natural gas are also known as fossil fuels, they release carbon dioxide when burned which contributes to global warming

Knowledge: Energy stores

Energy can be in different stores, including

1	Chemical	To do with food, fuels and batteries
2	Thermal	To do with hot objects
3	Kinetic	To do with moving objects
4	Gravitational potential	To do with the position in a gravitational field
5	Elastic potential	To do with changing shape, squashing and stretching

Knowledge: Food & energy

1	Food has energy in a chemical energy store
2	Different foods contain different amounts of energy
3	Different activities require different amounts of energy
4	Different people need different amounts of energy depending on what they do each day

Key Vocabulary

1	Energy resource	Something with stored energy that can be released in a useful way
2	Fossil fuel	Non-renewable energy resources formed over millions of years from the remains of ancient plants or animals. Examples are coal, crude oil, and natural gas
3	Joule	The unit of energy, symbol J
4	Kilojoule	1 kilojoule = 1000 J, symbol kJ
5	Kilowatt	1 kilowatt = 1000 W, symbol kW
6	Kilowatt hour	The unit of energy used by electricity companies, symbol kWh
7	Law of conservation or energy	Energy cannot be created or destroyed, only transferred between stores

Knowledge: Power and energy

1	Power is a measure of how much energy is transferred per second
2	Power is measured in watts (W)
3	Each appliance has it's own power rating to tell us how quickly it uses energy
4	We can calculate power with the equation: Power (W) = $\frac{\text{energy (J)}}{\text{time (s)}}$

Beckfoot

Subject: Science (Physics)	Topic: **Energy** –Costs & Transfer	Year Group: 7

enjoy learn succeed

Knowledge: Energy

1	
2	
3	
4	

Knowledge: Renewable energy

1	
2	
3	

Knowledge: Dissipation of energy

1	
2	
3	

Knowledge: Non-renewable energy

1	
2	
3	

Knowledge: Energy stores

Energy can be in different stores, including

1	Chemical	
2	Thermal	
3	Kinetic	
4	Gravitational potential	
5	Elastic potential	

Knowledge: Food & energy

1	
2	
3	
4	

Key Vocabulary

1	Energy resource	
2	Fossil fuel	
3	Joule	
4	Kilojoule	
5	Kilowatt	
6	Kilowatt hour	
7	Law of conservation or energy	

Knowledge: Power and energy

1	
2	
3	
4	

Subject: French	Topic: Mon collège – T3	Year Group: 7

Giving and explaining opinions		
1	**Je déteste**	I hate
2	**J'aime assez**	I quite like
3	**J'aime beaucoup**	I really like
4	**C'est ma matière préférée**	It's my favourite lesson
5	**Parce que /car**	Because
6	**On a beaucoup de devoirs**	We have lots of homework
7	**C'est nul**	It's rubbish
8	**C'est intéressant**	It's interesting
9	**C'est génial**	It's great
10	**C'est ennuyeux**	It's boring
11	**C'est marrant**	It's funny
12	**C'est facile**	It's easy
13	**C'est difficile**	It's difficult
14	**Le prof est sympa**	The teacher is nice
15	**Le prof est sévère**	The teacher is strict

Time phrases		
1	**Il est…heures**	It is…o'clock
2	**À…heures**	At…o'clock
3	**Et quart**	Quarter past
4	**Et demie**	Half past
5	**Moins le quart**	Quarter to

Key verbs		
1	**J'ai**	I have
2	**On a**	We have
3	**On n'a pas**	We don't have
4	**On commence**	We start
5	**On étudie**	We study
6	**On bavarde**	We chat
7	**On rigole**	We have a laugh
8	**On mange**	We eat
9	**On finit**	We finish
10	**On est**	We are

Key vocabulary		
1	**Je mange**	I eat
2	**du poulet**	Chicken
3	**du fromage**	Cheese
4	**du poisson**	Fish
5	**de la glace**	Ice cream
6	**des frites**	Chips
7	**des crudités**	Raw vegetable
8	**des haricots verts**	Green beans

Examples		
1	**J'aime beaucoup le français car c'est marrant et le prof est sympa.**	I really like French because it's funny and the teacher is nice.
2	**L'anglais c'est ma matière préférée parce que c'est facile.**	English is my favourite lesson because it's easy.
3	**Je déteste le dessin car c'est difficile et on a beaucoup de devoirs.**	I hate art because it's difficult and we have lots of homework.
4	**Au collège j'ai cinq cours par jour, on commence à huit heures et demie et on finit à trois heures moins le quart.**	At school I have 5 lessons per day, we start at 8:30 and we finish at 2:45.
5	**Pendant la récréation on mange, on rigole et on bavarde.**	During break we eat, we have a laugh and we chat.
6	**A la cantine je mange du poisson et des frites. C'est miam miam.**	In the canteen I eat fish and chips. It's yummy.

Beckfoot	Subject: French	Topic: Mon collège – T3	Year Group: 7	enjoy learn succeed

Giving and explaining opinions		
1	Je déteste	
2	J'aime assez	
3	J'aime beaucoup	
4	C'est ma matière préférée	
5	Parce que /car	
6	On a beaucoup de devoirs	
7	C'est nul	
8	C'est intéressant	
9	C'est génial	
10	C'est ennuyeux	
11	C'est marrant	
12	C'est facile	
13	C'est difficile	
14	Le prof est sympa	
15	Le prof est sévère	

Time phrases		
1	Il est…heures	
2	À…heures	
3	Et quart	
4	Et demie	
5	Moins le quart	

Key verbs		
1	J'ai	
2	On a	
3	On n'a pas	
4	On commence	
5	On étudie	
6	On bavarde	
7	On rigole	
8	On mange	
9	On finit	
10	On est	

Key vocabulary		
1	Je mange	
2	du poulet	
3	du fromage	
4	du poisson	
5	de la glace	
6	des frites	
7	des crudités	
8	des haricots verts	

Examples		
1	J'aime beaucoup le français car c'est marrant et le prof est sympa.	
2	L'anglais c'est ma matière préférée parce que c'est facile.	
3	Je déteste le dessin car c'est difficile et on a beaucoup de devoirs.	
4	A collège j'ai cinq cours par jour, on commence à huit heures et demie et on finit à trois heures moins le quart.	
5	Pendant la récréation on mange, on rigole et on bavarde.	
6	A la cantine je mange du poisson et des frites. C'est miam miam.	

Beckfoot	Subject: German	Topic: Familie und Tiere! – T2	Year Group: 7	enjoy learn succeed

Using verbs – haben (to have)		
1	Ich hab**e**	I have
2	du ha**st**	you have
3	er/sie/es ha**t**	he/she/is has
4	wir hab**en**	we have
5	ihr hab**t**	you (pl) have
6	Sie hab**en**	you (formal) have
7	sie hab**en**	they have

Using verbs – sein (to be)		
1	ich bin	I am
2	du bist	you are
3	er/sie/es ist	he/she/it is
4	wir sind	we are
5	ihr seid	you (pl) are
6	Sie sind	you (formal) are
7	sie sind	they are

My family		
1	meine Mutter	my mother
2	mein Vater	my father
3	mein Bruder	my brother
4	meine Schwester	my sister
5	mein Stiefbruder meine Stiefschwester	my stepbrother my stepsister
6	mein Halbbruder meine Halbschwester	my half brother my half sister
7	meine Eltern	my parents

Adjectives		
1	dick	fat
2	schlank	thin
3	gemein	mean
4	süß	sweet
5	groß	big
6	klein	small
7	kräftig	strong
8	musikalisch	musical
9	sportlich	sporty
10	schlau	cunning

Examples		
1	Ich habe einen braunen Hund. Er heisst Frank.	I have a brown dog. He is called Frank.
2	Meine Mutter haT schwarze Haare und blaue Augen.	My mum has black hair and blue eyes.
3	Mein Stiefbruder ist sehr frech.	My stepbrother is very cheeky.
4	Ich habe keine Geschwister aber ich habe zwei Katzen.	I have no siblings but I have two cats.
5	Ich habe ein kleines Meerschweinchen. Sie ist sehr niedlich und ziemlich faul.	I have a small guinea pig. She is very cute and quite lazy.
6	Meine grüne Schlange kann Italienisch sprechen!	My green snake can speak Italian!

Beckfoot	Subject: German	Topic: Familie und Tiere! – T2	Year Group: 7	enjoy learn succeed

Using verbs – haben (to have)		
1	Ich hab**e**	
2	du ha**st**	
3	er/sie/es ha**t**	
4	wir hab**en**	
5	ihr hab**t**	
6	Sie hab**en**	
7	sie hab**en**	

Using verbs – sein (to be)		
1	ich bin	
2	du bist	
3	er/sie/es ist	
4	wir sind	
5	ihr seid	
6	Sie sind	
7	sie sind	

My family		
1	meine Mutter	
2	mein Vater	
3	mein Bruder	
4	meine Schwester	
5	mein Stiefbruder meine Stiefschwester	
6	mein Halbbruder meine Halbschwester	
7	meine Eltern	

Adjectives		
1	dick	
2	schlank	
3	gemein	
4	süß	
5	groß	
6	klein	
7	kräftig	
8	musikalisch	
9	sportlich	
10	schlau	

Examples		
1	Ich habe einen braunen Hund. Er heisst Frank.	
2	Meine Mutter haT schwarze Haare und blaue Augen.	
3	Mein Stiefbruder ist sehr frech.	
4	Ich habe keine Geschwister aber ich habe zwei Katzen.	
5	Ich habe ein kleines Meerschweinchen. Sie ist sehr niedlich und ziemlich faul.	
6	Meine grüne Schlange kann Italienisch sprechen!	

Subject: Geography	Topic: Ice on the land	Year Group: 7

A.How has the global distribution of ice changed?		
1.	Ice age	A cold period resulting in large formation of ice sheets.
2.	Ice sheet	A large body of ice over 50 000 km2 in extent.
3.	Glacier	A slowly moving mass or river of ice, often in a valley or on a mountain.
4.	Ice coverage	Last ice age was 2 million years ago when global temperatures fluctuated considerably During the colder glacial periods ice advanced south in the Northern Hemisphere to cover large parts of Europe and North America. Present day ice coverage – two large areas of ice called ice sheets – Greenland and Antarctic. The Greenland ice sheet has an area of 1.7 million Km2 and is showing evidence of melting due to rising global temperatures.

B. What causes glaciers to move?		
1.	Accumulation	Glacier ice accumulation occurs through increased inputs of snow and other frozen precipitation.
2.	Ablation	The decrease in the size of the glacier due to increased outputs.
3.	Glacial budget	The glacier budget is the balance between the inputs (accumulation) and the outputs (ablation) of the glacier.

C. How does Ice shape the land?		
1.	Abrasion	The process of scraping or wearing something away.
2.	Plucking	Rocks become frozen into the bottom and sides of the glacier. As the glacier moves downhill it 'plucks' the rocks frozen into the glacier from the ground.
3.	Freeze-thaw	Is a process of erosion that happens in cold areas where ice forms

D. What distinctive landforms do glaciers produce?		
1.	Corrie	**Formation of a corrie**: Snow accumulates in a sheltered hollow on a hillside. Gradually the snow turns to ice and a small corrie glacier is formed. Through the process of rotational slip, the glacier scoops out an over-deepened hollow through abrasion. The ice plucks away material from the back wall as it moves which creates the steep back wall. Reduced erosion at the front of the corrie due to thinner ice forms a raised lip, allowing a tarn to form behind it when the ice melts. An arête is a knife edge point found at the back of a corrie sometimes separating two corries. If you have three corries backing into each other a pyramidal peak is formed.
2.	Glacial trough	*A glacial trough is a steep-sided, wide and relatively flat-bottomed valley*. The process of abrasion is mostly responsible as the moving glacier grinds into the valley as the glacier is unable to flow around previously existing interlocking spurs so the glacier simply cuts through them forming straight edges **truncated spurs**. Former tributary valleys, containing smaller glaciers are unable to erode down the same level as the main glacier so many are left perched high above the main valley floor and become **hanging valleys** where spectacular waterfalls are often found.

E. Why do people visit Glaciated areas?		
1.	Positive impacts	80% of jobs come from tourism to Jungfrau. In 2011, over 800,000 people visited the Jungfrau region, and the region made just short of £745 million in profit from tourism in 2011 alone.
2.	Negative impacts	The old pristine environment that Jungfrau was once famous for is slowly disappearing, and replacing it is ski-runs and chairlifts to keep up with the increasing demand for winter tourists. Many tourists want 'après-ski' (drinking and partying late into the night). Tourists like to relax after they have skied all day, and this can result in clubs and bars opening. This can affect the local community because it can result in drunken tourists and loud music from these bars and clubs which offend the locals and may destroy their culture and traditions.

F. Avalanches: hazards in glaciated environments		
1.	Avalanches	Avalanches are falling masses of snow that can contain **ice, soil** and **rock** that move downhill at speeds of 300kmph. They occur naturally in mountain environments and only cause a hazard where there are people. They are found in mountain environments all over the world but are more likely where there is heavy snow, strong winds, slopes over 25degrees but more commonly 30-40 degrees. The Alps would be an example.

Subject: Geography	Topic: Ice on the land	Year Group: 7

A.How has the global distribution of ice changed?		
1.	Ice age	
2.	Ice sheet	
3.	Glacier	
4.	Ice coverage	

B. What causes glaciers to move?		
1.	Accumulation	
2.	Ablation	
3.	Glacial budget	

C. How does Ice shape the land?		
1.	Abrasion	
2.	Plucking	
3.	Freeze-thaw	

D. What distinctive landforms do glaciers produce?		
1.	Corrie	
2.	Glacial trough	

E. Why do people visit Glaciated areas?		
1.	Positive impacts	
2.	Negative impacts	

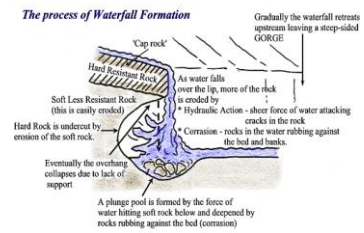
F. Avalanches: hazards in glaciated environments		
1.	Avalanches	

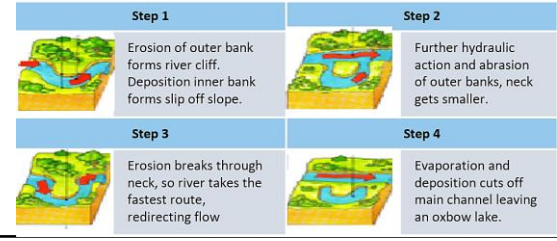
Subject: Geography	Topic: Rivers	Year Group: 7

A. Why are rivers important?		
1.	Importance of rivers	Rivers are important sources of food and transport across the world.

B. Structure of drainage basin		
1.	Drainage Basin	An area of land drained by a river and its tributaries
2.	Watershed	The edge of a drainage basin.
3.	Source	The start of a river
4.	Tributary	A smaller river which joins a larger river
5.	Confluence	Where two rivers join

C. How do rivers change?		
1.	**Upper course**	The upper section of a river and its valley. Includes the source. Usually located on high land where rainfall is plentiful. Dominant process is erosion as the river tries to 'cut down' by vertical erosion.
2.	**Middle course**	The middle section of the river and its valley. Found on lower land. Processes of both erosion *and* deposition are active here. Landforms such as meanders and ox-bow lakes are commonly found. Here the river channel and valley are wider and the gradient is more moderate.
3.	**Lower course**	The final stage in the long profile. Located towards the mouth of the river on low-lying, flat land. Deposition is the dominant process. As the river reaches its end the gradient becomes gentle and the river and its valley much wider.

D. Formation of a waterfall		
1.	Formation of a waterfall	

D. Formation of an ox-bow lake		
1.	Formation of a ox-bow lake	

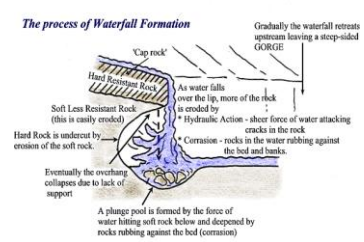
E. Causes of flooding		
I	**How physical and human factors affect the flood risk: Precipitation, geology, relief and land use**	***Physical:* Prolong & heavy rainfall** Long periods of rain causes soil to become saturated leading to runoff and increased flood risk. ***Physical:* Geology** Impermeable rocks cause surface runoff to increase river discharge. Permeable rocks allow water to pass through them and porous rocks absorb/hold water so reduce river discharge. ***Physical:* Relief** Steep-sided valleys channel water to flow quickly into rivers thus increasing discharge and flood risk. ***Human:* Land Use** Tarmac and concrete are impermeable. This prevents infiltration & causes surface runoff. Deforestation reduces interception and increases soil erosion. This causes surface runoff and increases flood risk.

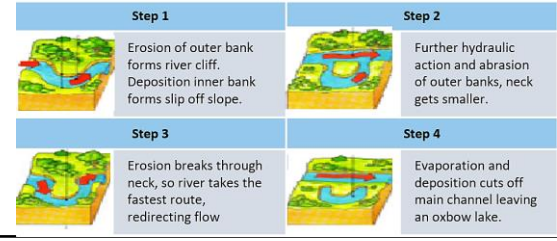
Subject: Geography	Topic: Rivers	Year Group: 7

A. Why are rivers important?		
1.	Importance of rivers	.

B. Structure of drainage basin		
1.	Drainage Basin	
2.	Watershed	
3.	Source	
4.	Tributary	
5.	Confluence	

C. How do rivers change?		
1.	**Upper course**	
2.	**Middle course**	
3.	**Lower course**	

D. Formation of a waterfall		
1.	Formation of a waterfall	

D. Formation of an ox-bow lake		
1.	Formation of a ox-bow lake	

E. Causes of flooding		
I	**How physical and human factors affect the flood risk: Precipitation, geology, relief and land use**	

Beckfoot

Subject: History | **Topic: How far did invasions change life in Britain?** | **Year Group: 7**

enjoy learn succeed

1. Who were the Vikings?

1	Where were the Vikings from?	1. Norway, Sweden, Denmark and (after 890) Iceland.
2	Why did they come to England?	1. Some came due to a lack of opportunities to make money or farm land at home. 2. Others came for adventure or to make their living as raiders or warriors.
3	How did Vikings come to Britain?	1. As Viking society became bigger, Vikings began sailing to find new land to settle in 2. Invaders often attacked monasteries or villages to plunder them.
4	What was Viking culture like?	1. They had pagan gods but some later became Christian. 2. They travelled all over the world. 3. They did not write but used runes, and produced beautiful art objects. 4. Ships were important and were well designed.

2. How did the Vikings change Britain?

1	What did the Vikings do in England?	1. Many came to set up farms and raise families 2. Many married local women and had children with Viking ancestry. 3. Viking settlements can easily be identified today as places ending in –by or –thorpe 4. The area that the Vikings ruled became known as Danelaw 5. In the 9th century the Vikings were defeated by Alfred and stayed in the north of England.
2	What was important about Jorvik?	1. It was the main settlement in the Danelaw and was the capital of Viking England. 2. It was an important place of trade and exchange and people came there from all over the world.
3	What kinds of people lived in Jorvik?	1. Craftspeople and traders such as blacksmiths, fishermen, leatherworkers. 2. Both English people and Viking people lived in Jorvik and many people moved there.
4	What was important about the diversity of Jorvik?	1. Jorvik had a mix of cultures which exposed people to new experiences. 2. It was possible to get all kinds of goods in Jorvik and to make money there. 3. It showed that Jorvik was an important place and helped it to grow further.
5	What was the relationship between the English and the Vikings?	1. There were still some problems and a massacre of the 'Danes' was ordered in 1002. 2. Some people in the North supported Harald Hardrada when he invaded in 1066 and attempted to become King.

3. What happened in 1066?

1	Why was there competition for the English throne?	1. Edward the Confessor died without an heir and having promised more than one person the throne.
2	Who wanted to be king?	1. Harold Godwinson became king. 2. Other contenders also tried to claim the throne: William (Duke of Normandy) Harald Hardrada (King of Norway) and Edgar Aetheling.
3	How did Harold lose the throne?	1. Harold, William and Hardrada all got ready to fight for the crown. 2. Bad weather stopped William invading so he spent the time preparing instead. 3. Hardrada invaded Yorkshire, won the battle of Fulford Gate but both he and Tostig were killed at Stamford Bridge. 4. Harold rushed south but was then defeated and killed at Hastings.
4	Why did William win the Battle of Hastings?	1. Luck: William would have fought a much bigger army if the wind hadn't delayed their invasion 2. Preparations: While Harold was marching his soldiers up north and then straight back south again, William was building castles and gathering supplies 3. Tactics: William pretended to retreat which allowed him to break the shield wall

4. How did Norman invasion change Britain?

1	Land Ownership	1. William I took land away from those who had fought against him at the Battle of Hastings 2. He gave this land to his supporters. They then swore loyalty to William 3. By 1087 almost all the land in England was owned and run by Norman nobles
2	Control	1. William developed the feudal system to help control the country. 2. This wasn't too different to the Anglo-Saxon system from before because the king was at the top and the peasants were at the bottom 3. The bit that was new was the nobles and knights in the middle
3	Noble women	1. Although it is hard to find written evidence of women's stories, there is some evidence that Anglo-Saxon noble women were more equal before the Norman invasion. 2. They were expected to marry, but there is evidence that they would have more say in this marriage. 3. After the Norman invasion, William ordered widowed Saxon noblewomen to marry his Norman lords, which meant they lost control of their land. 4. Noble women rebelled by keeping their language; they were part of the reason the English language survived
4	The Church	1. In Anglo-Saxon England, the church was wealthy and owned more land in England than anyone else 2. The priests could have other jobs and marry and have children, even though this was against the Church's teachings 3. William brought a religious friend called Lanfrac with him. He was made Archbishop of Canterbury. 4. Lanfrac created a new church hierarchy so it was clear who everyone needed to obey. 5. They fired priests that they couldn't truest and created new churches and rules for new priests and monks to follow 6. William also pulled down Anglo-Saxon churches and replaced them with grand stone buildings to demonstrate their own power and the power of God

Key word	Definition
Viking	A pirate or settler who came from Scandinavia.
Longship	A Viking ship that could sail on seas or rivers.
Monastery	A place where monks lived, worked and worshipped.
Lindisfarne	The site of the first Viking attack in 793.
Runes	A Viking style of writing.
Plunder	Theft and violence.
Raid	A Viking attack.
Pagan	A person holding religious beliefs other than those of the main world religion
Danelaw	The part of England under Viking law.
Jorvik	Viking York.
Anglo-Saxon	Another term for an English person before 1066.
Norman	A person from Normandy.
Succession	The decision over who gets to be the next king.
Heir	The person next in line to the throne.
Feigned retreat	The Norman tactic of pretending to run away.
Nobles	Powerful and wealthy people.

Beckfoot

Subject: History | Topic: How far did invasions change life in Britain? | Year Group: 7

enjoy learn succeed

1. Who were the Vikings?

1	Where were the Vikings from?	1.
2	Why did they come to England?	1. 2.
3	How did Vikings come to Britain?	1. 2.
4	What was Viking culture like?	1. 2. 3. 4.

2. How did the Vikings change Britain?

1	What did the Vikings do in England?	1. 2. 3. 4. 5.
2	What was important about Jorvik?	1. 2.
3	What kinds of people lived in Jorvik?	1. 2.
4	What was important about the diversity of Jorvik?	1. 2. 3.
5	What was the relationship between the English and the Vikings?	1. 2.

3. What happened in 1066?

1	Why was there competition for the English throne?	1.
2	Who wanted to be king?	1. 2.
3	How did Harold lose the throne?	1. 2. 3. 4.
4	Why did William win the Battle of Hastings?	1. 2. 3.

4. How did Norman invasion change Britain?

1	Land Ownership	1. 2. 3.
2	Control	1. 2. 3.
3	Noble women	1. 2. 3. 4.
4	The Church	1. 2. 3. 4. 5. 6.

Key word	Definition
Viking	
Longship	
Monastery	
Lindisfarne	
Runes	
Plunder	
Raid	
Pagan	
Danelaw	
Jorvik	
Anglo-Saxon	
Norman	
Succession	
Heir	
Feigned retreat	
Nobles	

Subject: RE Topic: Judaism Year Group: Year 7

Beckfoot

enjoy learn succeed

Knowledge Group 1

1	How old is Judaism?	3,000 years old
2	What are the followers of Judaism called?	Jews
3	Who was Abraham?	The original father of the religion and its founder
4	Who was Moses?	A prophet who saved the Jews from slavery in Egypt.
5	Who was Isaac?	Prophet and promised son to Abraham
6	Who was Jacob?	Prophet who saved the pharaoh from Gods punishment.

Knowledge Group 2

1	What does covenant mean?	Promise with God
2	Who made the first covenant with God?	Abraham with God
3	What is the Shema?	Jewish prayer
4	What is a mezuzah?	Decorative case containing the Torah placed on a door
5	Give two reasons why the covenant is important	Brings humanity and God together It formed Judaism

Knowledge Group 3

1	What is the Jewish Holy book?	The Torah
2	What is a Yad?	Jewish ritual pointer
3	What is a Wimpel?	Long sash used a binding of the Torah
4	What is a Genizah?	Storage area In the synagogue for worn out books
5	What is a Sofer?	Jewish scribe who transcribes the Torah
6	Give two reasons its important to respect the Torah	It is the word of God It teaches Jews how to lead a good life

Knowledge Group 4

1	Name two types of Jewish Clothing	Teffilin, Kippah
2	What is the Passover?	Celebration of Moses saving the Jews from slavery
3	Why is Passover important?	It reminds them of becoming free and allows thanksgiving
4	What is the Seder plate?	Special plate containing symbolic food
5	What is a Bar Mitzah and Bar Mitzvat?	Coming of age ritual for Jewish children
6	What is the Tallit?	Jewish prayer shawl

Key Word	Definition
Covenant	The special and sacred promise made between God and Jews.
Bar Mitzvah	A coming of age ritual for Jewish boys.
Bat Mitzvah	A coming of age ritual for Jewish girls.
Kippah	Jewish prayer hat
mitzvah	Translates as commandments. These are the 613 rules Jews must follow.
Orthodox Jew	A type of Jew who strictly follows the commandments
Passover	Jews celebrate Passover to remember the biblical story of Moses helping to free the Jews from slavery.
Patriarch	An important man is Jewish history. Abraham, Isaac and Moses are all Jewish patriarchs.
Plague	A punishment sent by God to the Egyptians who kept the Jews as their slaves.
Shema	The most important prayer in Judaism.
Tallit	Jewish prayer shawl. It is usually a blue and white scarf.
Tefillin	Little leather boxes and straps. These are worn by Jews when they pray.
Torah	Jewish holy book.
Tzitzit	Fringes to remind Jews of the 613 commandments
Yad	A gold pointer used to follow the text in the Torah without touching it.

Judaism is one of the oldest monotheistic religions and was founded over 3500 years ago in the Middle East.
Jews believe that God chose the Jews to be his chosen people in order to set an example of holiness and good behaviour to the world. This is known as the Jewish covenant. Jews believe that God will look after them, and they should follow God's rules in return.

Subject: RE Retrieval Quiz Judaism Year Group: 7

Beckfoot

enjoy learn succeed

Knowledge Group 1

1	How old is Judaism?	
2	What are the followers of Judaism called?	
3	Who was Abraham?	
4	Who was Moses?	
5	Who was Isaac?	
6	Who was Joseph?	

Knowledge Group 2

1	What does covenant mean?	
2	Who made the first covenant with God?	
3	What is the Shema?	
4	What is a mezuzah?	
5	Give two reasons why the covenant is important	

Knowledge Group 3

1	What is the Jewish Holy book?	
2	What is a Yad?	
3	What is a Wimpel?	
4	What is a Genizah?	
5	What is a Sofer?	
6	Give two reasons its important to respect the Torah	

Knowledge Group 4

1	Name two types of Jewish Clothing	
2	What is the Passover?	
3	Why is it important?	
4	What is the Seder plate?	
5	What is a Bar Mitzah and Bar Mitzvat?	
6	What is the Tallit?	

Key Word	
Covenant	
Bar Mitzvah	
Bat Mitzvah	
Kippah	
mitzvah	
Orthodox Jew	
Passover	
Patriarch	
Plague	
Shema	
Tallit	
Tefillin	
Torah	
Tzitzit	
Yad	

Beckfoot

Design & Technology; Resistant Materials

Topic: Gadget Stand Project

Year Group: 7

enjoy learn succeed

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

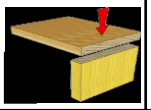
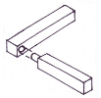
1	**PPE**	Personal Protective Equipment
2	**Safety Goggles**	Made from Polycarbonate, designed to protect the eyes from projectiles
3	**Ear Defenders**	Designed to protect your hearing in loud environments

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

enjoy learn succeed

1. Process; Tools & Equipment

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

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	
2	Spruce	
3	Cedar	

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	
2	Oak	
5	Beech	

3. Health & Safety

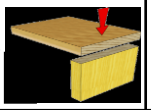
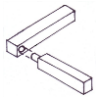
1	PPE	
2	Safety Goggles	
3	Ear Defenders	

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)	
2	Plywood	
5	Chipboard	

2. Wood Joints

1	Comb Joint 	
2	Butt Joint 	
3	Dowel Joint 	
4	Screw Joint 	

- ❑ 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

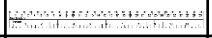
Design & Technology; Textiles

Topic: Pencil Case

Year Group: 7

enjoy learn succeed

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.

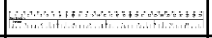
- ❑ Thread up a sewing machine independently.
- ❑ Know how to use the sewing machine safely
- ❑ Be able to put the bobbin into the sewing machine correctly.

Beckfoot

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

enjoy learn succeed

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 	
5	Stitch Selector Buttons 	
6	Reverse button 	
7	Sewing machine feet (zipper foot) 	
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.

Beckfoot

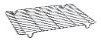
Design & Technology; Food

Topic: Healthy breakfast project

Year Group: 7

enjoy learn succeed

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.

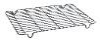
- ❑ To use equipment correctly and safely
- ❑ Understand the different nutrients in the eatwell guide
- ❑ To follow the correct process in the kitchen

Beckfoot

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

enjoy learn succeed

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

1	Bridge & Claw	
2	Rubbing in	
3	Temperature control	
4	Hygiene and safety checks	
5	Food miles	

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

Beckfoot School

enjoy learn succeed

Subject: Art	Topic: Elements of Art Abstract Sculpture	Year 7

Knowledge Group 1 Base Construction		
1	**Sculpture**	An artistic form in which materials are worked into three-dimensional art objects.
2	**Sculpt**	Create or represent (something) by carving, casting, or other shaping techniques
3	**Wire**	Metal drawn out into the form of a thin flexible thread or rod.
4	**Form (shape)**	The visible shape or configuration of something.
5	**Nylon**	Silk-like thermoplastic, generally made from petroleum, that can be melt-processed into fibers, films, or shapes
6	**Taut**	Stretched or pulled tight; not slack.
7	**Seam**	A line where two pieces of fabric are sewn together in a garment or other article

Knowledge Group 2 Priming		
1	**Prime**	To prepare a surface for painting by covering it with primer.
2	**Acrylic paint**	Water-based paint composed of pigment particles dispersed in an acrylic polymer emulsion.
3	**Flat colour**	Process of applying a coloured medium onto a surface to record a solid and uniform finish.
4	**Layering**	Letting one application of paint dry before adding another.

Key Vocabulary		
1	**Paul Slater (Fabric Lenny)**	An artist and image-maker based in the North of England creating a range of distinctive work with drawing at its heart.
2	**Colour Forms “straws upon the water”**	An exhibition inspired by viruses and vaccines which consists of a series of hand painted spheres, structures and benches accompanied by an atmospheric soundscape.
3	**Lady Mary Wortley Montgu**	English writer who introduced the smallpox vaccine into England.

Subject: Art	Topic: Elements of Art Abstract Sculpture	Year 7

Knowledge Group 1 Base Construction		
1	Sculpture	
2	Sculpt	
3	Wire	
4	Form (shape)	
5	Nylon	
6	Taut	
7	Seam	

Key Vocabulary		
1	Paul Slater (Fabric Lenny)	
2	Colour Forms “straws upon the water”	
3	Lady Mary Wortley Montgu	

Knowledge Group 2 Priming		
1	Prime	
2	Acrylic paint	
3	Flat colour	
4	Layering	

Music	Topic: Gamelan	Year Group: 7

1. Gamelan – Music of Indonesia

1.	**What is Gamelan?**	Gamelan is the most popular traditional music in Indonesia, particularly the islands of Java and Bali.
2.	**Why is Gamelan called Gamelan?**	"**Gamelan** gets its name from the Javanese word 'gamel', which means a type of hammer. The name '**gamelan**' refers to playing the instruments by striking them with mallet.

2. Gamelan Instruments –These instruments are percussion and are the main instruments played in an orchestra for Gamelan music.

1.	**Metallophone** 	Consists of tuned metal bars across the instrument's body, struck with a mallet.
2.	**Gongs** 	The gongs are the larger instruments creating longer sounds.
3.	**Gong Chimes** 	The horizontal gongs are played either in racks or in the lap, creating short and higher pitched sounds.
4.	**Drums** 	The hand played drums register the beat of Gamelan music.

3. Gamelan Structure

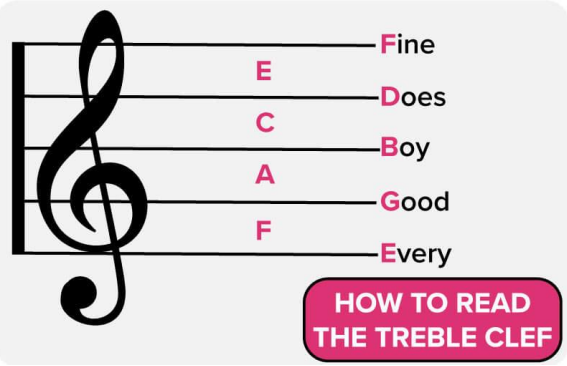
1.	**Kethuk**	A single gong chime that keeps the rhythm
2.	**Saron**	A metallophone with 7 metal bars that plays the balungan
4.	**Peking**	A small metallophone, an octave higher than the Saron. Plays a decorative part over the main tune
3.	**Kenong**	A type of metal gong
5.	**Balungan**	Main tune in Gamelan

4. Gamelan Scales

1.	**Slendro**	A 5 notes scale used in gamelan - C - D - F - G - Bb

5. Wayang Theatre

1.	**Wayang**	An Indonesian, dramatic representation of mythological events in a puppet shadow play. The puppets perform their plays and are projected by light onto a white sheet. Gamelan music assists the plays.



DON'T FORGET TO DR SMITH

Dynamics - How loud or quiet you play the music.

Rhythm - Is a pattern on sounds of different notes and what makes music move and flow.

Structure - Gives shape and balance to music.

Melody - The main tune of the piece.

Instruments - A combination of instruments used to perform a piece of music.

Texture – A combination of instruments used to perform a piece of music.

Tempo – How fast or slow the music is.

Tonality - Major or minor

Harmony - multiple pitches played at the same time.

Listen to Gamelan music:
https://www.youtube.com/watch?v=c1AiCTJ9t8g

Music	Topic: Gamelan	Year Group: 7

1. Gamelan – Music of Indonesia

1.	What is Gamelan?	
2.	Why is Gamelan called Gamelan?	

2. Gamelan Instruments –These instruments are percussion and are the main instruments played in an orchestra for Gamelan music.

1.	Metallophone 	
2.	Gongs 	
3.	Gong Chimes 	
4.	Drums 	

3. Gamelan Structure

1.	Kethuk	
2.	Saron	
4.	Peking	
3.	Kenong	
5.	Balungan	

4. Gamelan Scales

1.	Slendro	

5. Wayang Theatre

1.	Wayang	

DON'T FORGET TO DR SMITH

Dynamics -
Rhythm -

Structure -
Melody -
Instruments -

Texture –

Tempo –
Tonality -
Harmony -

Listen to Gamelan music:
https://www.youtube.com/watch?v=c1AiCTJ9t8g

Subject: Drama	Topic: Physical Theatre	Y7

What is Physical Theatre?
A form of theatre which mainly uses physical movement as in dance and mime for expression. Where possible, shapes and objects as well as mood and atmosphere are created using the body as the main tool

Physical Theatre Key Vocabulary

1	Balance	Even distribution of weight enabling someone of something to remain steady
2	Counter Balance	Equal distribution of weight between TWO or more people / objects
3	Body as Prop	Using your body to create and 'become' an object such as a table
4	Round By Through	Technique used by frantic assembly to create "building blocks of movement". The three movements are used repetitively
5	Transition	The linking of two sections together smoothly.
6	Mime	Performing an action or gesture to suggest an object or character is there.
7	Narration	Telling the story out loud to the audience

GREEK THEATRE- 600BC

1	Dionysus	The Greek God of wine, festivals and theatre.
2	Amphitheatre	An outdoor theatre in a semi-circle shape.
3	Masks	Face coverings with different emotional expressions.
4	Chorus	A group of people who act as one within a performance.
5	Choral movement	Movement that is performed in unison (at the same time).
6	Choral Speech	Speech that is performed in unison (at the same time).
7	Trojan	People from the city of Troy (in Turkey).
8	Spartans	People from the city of Sparta (in Greece).
9	Trojan Horse	A giant wood horse built by the Spartans. It was a pretend gift for the Trojans. The Spartan soldiers hid inside and then attacked the Trojans.

STAGECRAFT SKILLS FOR PERFORMANCE AND REHEARSAL - BEPLACES

B	BLOCKING	Working out the movement and positioning of all the actors on stage. WHERE you will STAND and WHEN you will move
E	EXTRANCES AND EXITS	Where and when you come on and off stage.
P	PROXEMICS AND USE OF SPACE	Proxemics is how close or near you are to others on stage. This can help to communicate meaning e.g. if your character is scared of another character you might stand far away. Use of space is where you position yourself on the stage so the audience can see you and others clearly.
L	LEVELS	How high or low you are positioned on the stage. This could be to communicate how important you are or to show you are in a different place to other characters.
A	AUDIENCE AWARENESS	Being mindful of what the audience will be able to see and hear and adapting your positions and voice to make sure they can understand everything clearly.
C	CONCENTRATION AND FOCUS	Being organised and sensible in your performance and staying in role at all times.
E	ENERGY	Putting effort into your performance and making sure you are lively and enthusiastic when you perform.
S	SET AND PROPS INTERACTIONS	Using the objects on stage confidently to show something about your character or the situation. E.g. snatching a bag of sweets to show your character is greedy.

Contextual links: DV8, Push Theatre, Frantic Assembly.
Theatre : The Curious Incident of the Dog in the Nighttime / Lovesong (Frantic Assembly)

Subject: Drama	Topic: Physical Theatre	Y7

What is Physical Theatre?

Physical Theatre Key Vocabulary		
1	Balance	
2	Counter Balance	
3	Body as Prop	
4	Round By Through	
5	Transition	
6	Mime	
7	Narration	

GREEK THEATRE- 600BC		
1	Dionysus	
2	Amphitheatre	
3	Masks	
4	Chorus	
5	Choral movement	
6	Choral Speech	
7	Trojan	
8	Spartans	
9	Trojan Horse	

STAGECRAFT SKILLS FOR PERFORMANCE AND REHEARSAL - BEPLACES		
B	BLOCKING	
E	EXTRANCES AND EXITS	
P	PROXEMICS AND USE OF SPACE	
L	LEVELS	
A	AUDIENCE AWARENESS	
C	CONCENTRATION AND FOCUS	
E	ENERGY	
S	SET AND PROPS INTERACTIONS	

greedy.

Contextual links: DV8, Push Theatre, Frantic Assembly.

Theatre : The Curious Incident of the Dog in the Nighttime / Lovesong (Frantic Assembly)

Subject: Computing	Topic: Algorithms	Year Group: 7

Algorithms basics

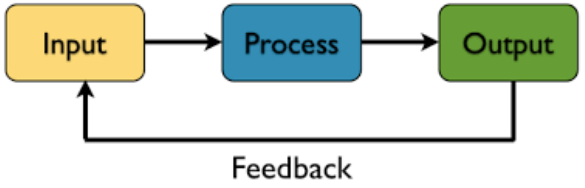
1	Algorithm	is a sequence of steps that can be followed to complete a task
2	Problem solving	Finding a way to fix or resolve a task
3	Variable	A variable is a location in memory that we use to store data
4	Flowchart	a diagrammatic representation of an algorithm

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

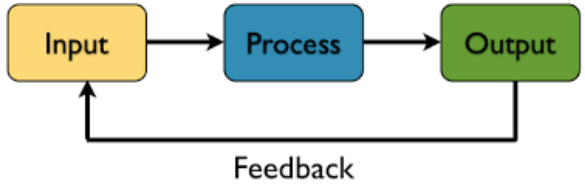
1	Algorithm	
2	Problem solving	
3	Variable	
4	Flowchart	

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.

Subject: Computing	Topic: Internet Safety	Year Group: 7

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	

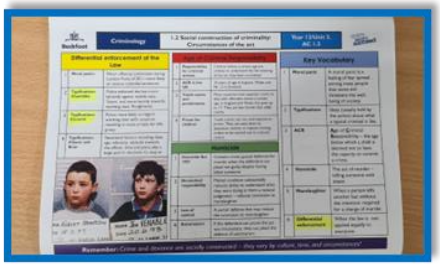
Independent Learning: How to 2 – Link It

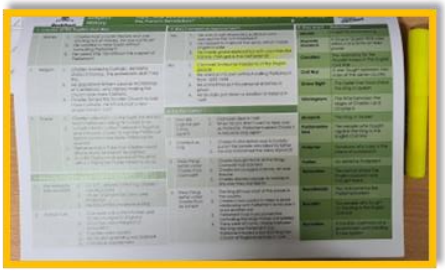
- Choose 3-6 items from your knowledge organiser
- Write 3 sentences to show how these things link together
- You could:

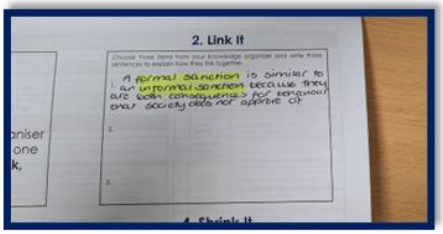
Compare and contrast:
- x is similar to/different from y because…
- x is more/less … than y because…

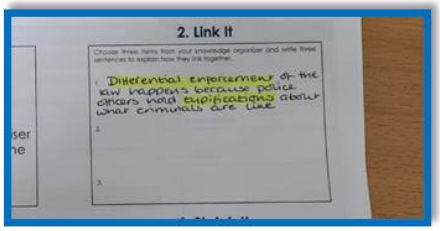
Cause and effect:
- x happens because of y…
- x and y work together to produce z…

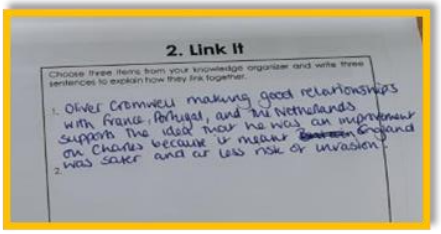
Support/refute:
- x supports the ideas of y because…
- x refutes the ideas of y because…











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

-
-
-

Link It

-
-
-

Link It

-
-
-

Link It

-
-
-

Link It

-
-
-

Link It

-
-
-

Link It

-
-
-

Link It

-
-
-

Link It

-
-
-

Link It

-
-
-

Link It

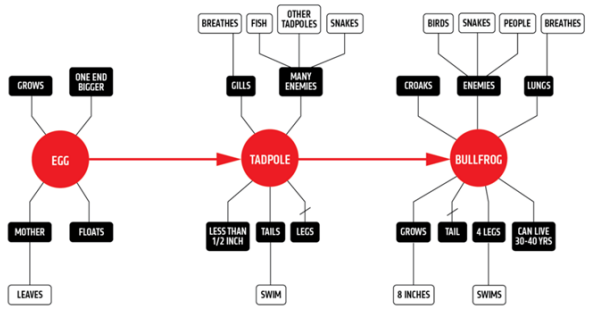
-
-
-

Link It

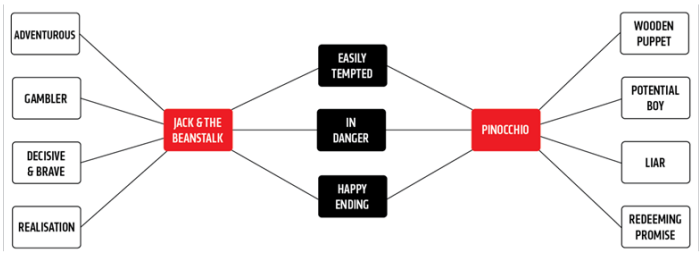
-
-
-

Independent Learning: How to – 3 Map It

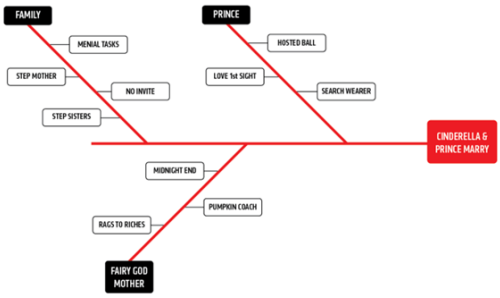
Mind-maps are useful if you want to chunk information or organise it into categories. In this example, the central idea is the 'The Three Pigs' and each branch is a theme within the story



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

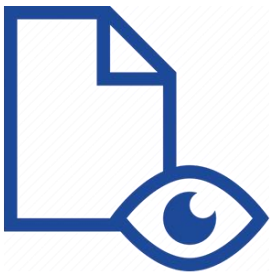
Map It

Map It

Map It

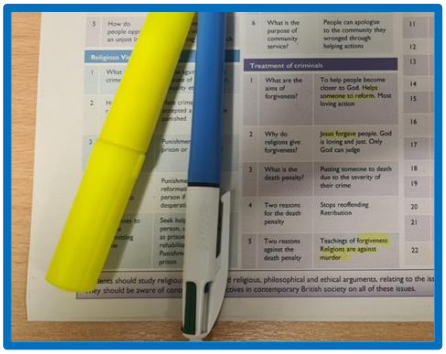
Map It

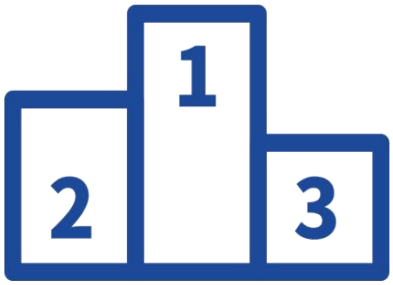
Independent Learning: How to 4 – Shrink It



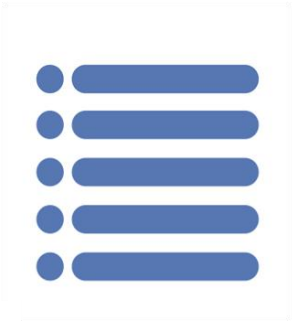
1. Skim over the Knowledge Organiser and look for the key information

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

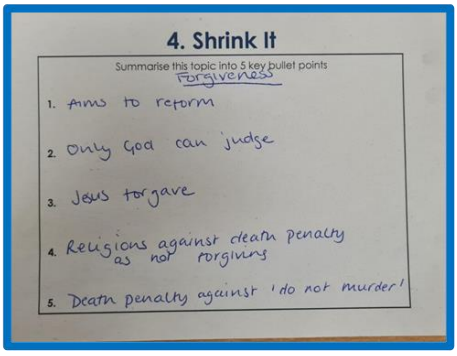




3. Rank your chosen points in order of importance



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

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

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

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?

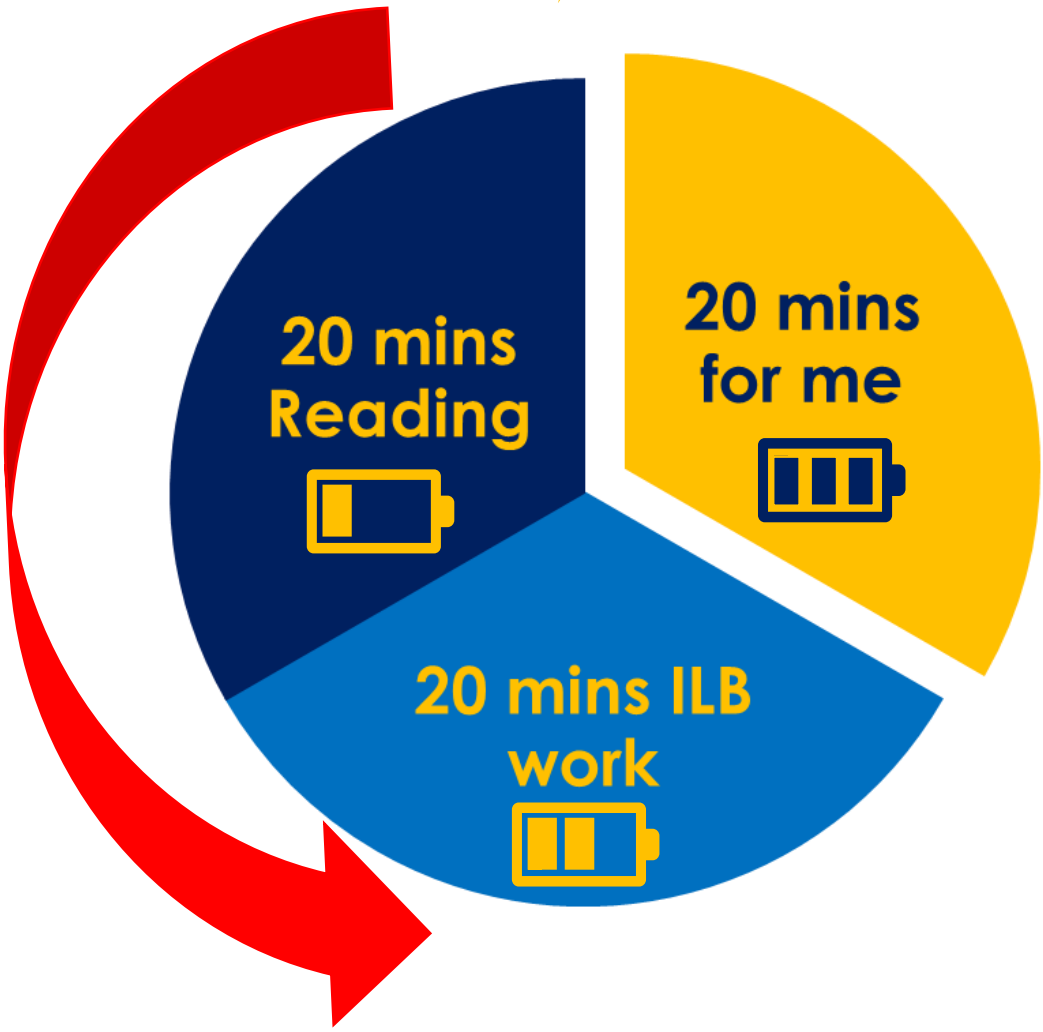
How did my motivation level affect my performance in the task?

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

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