Beckfoot School And Expert Learners Knowledgeable

enjoylearnsucceed

Feb-Easter

2023/24

Name: .	,
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Tutor group:	
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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.

					[
Logging in to	Class	Chart	S		Homework	
Follow the steps below to acces	; your student ac	count.			If your school has decided to share homework with pupils, you will see the Homework tab in your account.	e -
					Selecting this tab will display a list of the homework tasks which you have been given.	Automotive OETENTIONS TEMETABLE Custom - showing 38 days Due date (\$111000-101/2000)
1. Enter your email address	Access Your	access code			To change the date range for displayed homework tasks, click on the orange Date button.	Drow by insue date Show by due date Isak due this week
and password into the fields provided.	Please Re	enter the access	s code supplied by	your teacher.	To display tasks in the order they were set, click on the Issue Date button	tasks submitted completed task remaining this week Prepures submission?
					To display tasks in the order they are expected to be handed in, dick on the Due date button.	A DEC 3
2. Click on the Log in button.			LC	DG IN	To mark a homework task as completed, view the homework task of your choice in more detail and tick the Completed? checkbox.	
	[Date of bin	irth		To view a homework task in more detail, click on the expand icon in the bottom right hand corner of the homework tile.	Research GDP Geographer - Bridg - MRA BLackER
 Enter your date of birth if prompted and click on the OK button. 		Please enter Date of Birth 12/06/2009	r your date of bir	rth below.	A popup will appear that contains the a description of the homework task, the estimated completion time and any links or	Type: Elended Learning Issue date: Wordword 0/071/2020 Dee date: Wiednesdry 11/11/2020 Estimated completion time: I hours Please write a biot paragraph on what GDP and how it is used.
Keeping trac	c of ho	mewo	ork	CANCEL	Homework status ca	itegories
Keeping track syou are assigned homework you may want track of how you progressing for the current wee The three banners above the homework tasks that due this week, how many of tho	c of hc asks, ire it the are e) mewo 1 0	OK Ork task due this w tasks submitted task remaining	CANCEL eek d/completed this week	Attachments that may have been included. Homework status ca To-Do: These are homework tasks that you need to completed. Once you have completed them, tick the checkbor.	itegories To do
Keeping track you may want track of how you progressing for the current wee the track of how you progressing for the current wee the track source and the track of the homework status categories con number of homework tasks that due this week, how many of tho tasks you have completed and the many tasks you still need to con To only see homework tasks that require an attachment submissis the checkkox labeled Requires submission.	c of hc asks, re nt the are e w plete.	omewo 1 0 1	OK Ork task due this w tasks submittee task remaining Requires subn	cancel eek d/completed this week	attachments that may have been included. Homework status co To-Do: These are homework tasks that you need to completed them, tick the checkbox. Completed: These are homework tasks that you have ticked as completed but have not been marked by your teacher.	To do Completed
Keeping track you may want track of how you progressing for the current wee The three banners above the homework status categories con number of homework tasks that due this week, how many of tho tasks you have completed and the many tasks you still need to con To only see homework tasks that checkbox labelled Requires submission.	c of hc asks, rre e ww plete. n, tick tab via a deskt	opp or laptop, e mework task fr	OK ORK task due this w tasks submittee task remaining Requires subm	eek d/completed this week nission?	attachments that may have been included. HOMEWORK status cost To-Do: These are homework tasks that you need to completed them, tick the checkbox. Completed: These are homework tasks that you have ticked as completed but have not been marked by your teacher.	To do Completed Submitted late
Keeping trace As you are assigned homework you may want track of how you progressing for the current week the three banners above the homework status categories cor number of homework task that require an attachment submission To only see homework tasks that the checkbox labelled Requires submission.	c of hcc asks, rre n the are e ypete. n, tick tab via a deskt view of each ho	omewo 1 1 1 0 1	OK Ork task due this w tasks submittee task remaining Requires subn expanding a holo for the selected	eek d/completed this week mission?	Attachments that may have been included.	tegories To do Completed Submitted late
A gou are asigned homework our may want track of how you porgressing for the current wee here there banness above the nomework status categories co. The status categories co. The status categories co. The status of the status status that but this week, how many of this but this week, how many of this but this week, how many of this put the status status status that but this week, how many of this status you till need to cor to only see homework tasks that he checkoos labeled Requires ubmission.	c of hc asks, rre	omewo 1 1 1 0 1 1 0 0 1	OK Ork task due this w task submitter task remaining Requires subn expanding a hoh for the selected	eek d/completed this week nission? mework status date range. 3 0 reemax 1;	attachments that may have been included. HOMEWORK Status cca To-Do: These are homework tasks that you need to completed. Once you have completed them, tick the checkbox. Completed them, tick the checkbox. Completed but have not been marked by your teacher. Late: These are homework tasks that you have ticked as completed but have not been marked by your teacher.	To do To do Completed Submitted late
Cooperation of the second	c of hc asks, rre e ww plete. tab via a deskt tab via a deskt view of each ho	omework 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 1 1 0 0 1 1 0 0 1 1 0 0 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0	OK OR OR CAN Task due this w task submitter task remaining Requires subm Requires subm expanding a holo for the selected Control of the	eek d/completed this week nission? mework status date range. 3 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	attachments that may have been included. Homework status cc Conjector in the set of the set 	To do Completed Submitted late





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How to access My Learning Resources

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



How to access Seneca

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





3. Select 'Continue with Microsoft'.

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

code for a video

in as a student





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

M. CENECA	International and the second conversion of the second s	-
AL DENCON	Microsoft	
	Sign in	
Q Search by a real	imail, phone, or Skype	
	No account? Oneix onei	
Filters 24 C	Carrit access your account?	
Proz	Back Next	
E for		100
Previous Previous		Y-T
	Q. Sign-in options	
with month		
Subject		1000
Loss Reed		

4. Enter your school email and password.



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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

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Independent Learning: How to 1 – Quiz It

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. How you use this strategy depends on whether you are **rehearsing** (the information is new to you) or **retrieving** (trying to

Retrieval Practice: Just do steps 2-4: Cover, Write, Check Rehearsal: Do all 4 steps, Look, Cover, Write, Check





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



- 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

this half term. Blank versions follow every organiser.

and checked

Beckfoot Subject: Maths				Term: Half term 5 – February			r Group: 7		enjoy learn succeed	
N	umber – Factors, M	ultiples & Primes	0	eometry & Surface		lgebra – Coc	ordinate	s, Straight line graphs		
1	Find the highest common factor (HCF) & lowest common multiple (LCM)	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 HCF by Listing out the Factors Find the HCF of 24 and 36		Find the surface area cubes & cuboids	Find the area of each surface and add together. Surface Area = 21w + 21h + 2wh		Draw lines in th y=3, x=2, y = x A: y = 2 C: y = -3	e form B: x = 1 D: y = x		
		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	2	Find the surface area of triangular prisms &	$Cylinder = 2\pi rh + 2\pi r^2$					
2	Express a number as a product of its prime	Example: Write 84 as a product of its prime factors 84		cylinders *	Triangular prism = bh + 2ls + lb	2	Plot simple linea from a table of the form y = ma	ar graphs results, in x + c	Draw the graph of $y = 2x - 1$ $\begin{array}{c ccccccccccccccccccccccccccccccccccc$	
		• 84 = 2 x 2 x 3 x 7 • 84 = 2 ² x 3 x 7	3	Draw 3D shapes on isometric shapes	tem bem					
3	Use Venn diagrams to find the HCF and LCM	HCF and LCM Find the HCF and LCM of 24 and 36	4	4 Draw note of 3D shapes Cylinder	Cube					
	u l	2 s HCF: 2 x 2 x 3 = 12 3 3			Cuboid	3	Find the gradient of a straight line		Change in y Change in x	
				Pyramid	Triangular Prism	4	Identify the equation of a straight line graph		y = mx + c m is gradient and c is y intercept	
			╡└				Key Vocabulary			
Number - Decimals			1		_ I	Linear graph	A straight	t line graph.		
	Round to a given number decimal places	of Round 5.68 to 1 dp = 5.7	3	Estimate answers to calculations involving decimals	$\frac{7.19 \times 19.7}{0.46} = \frac{7 \times 20}{0.5}$	2	Surface area	The area added tog	of each surface of a 3D shape gether.	
2	Round to any significant figure	Round 346 to 1sf = 300			= 280	3	Gradient	The slope the steep	e of a line. The higher the gradient er the line.	

Subject: Maths			Term: Half term 5	5 – February	Year	Group: 7	enjoy Jeorn succe	enjoy learn succeed		
Number – Factors, Mult	iples & Primes	G	eometry & Surface	A	Algebra – Coordinates, Straight line graphs					
1		1								
2					2					
3		3			3					
		4								
Number - Decimals					K	ey Vocabulary	/			
1						Linear graph				
		3			2	Surface area				
					3	Gradient				

	লন							enioy		
	Beckfoot	English			The Merchant of Venice	Year Gr	oup: /	ed		
		Plot Summary			Themes		Key Vocabulary			
I	Act I: Exposition	In, Venice, Antonio is unhappy. Despite owing his best friend a lot of money, Bassanio asks Antonio to fund his trip to Belmont to woo Portia. Shylock	I	Love L	ove is presented as complicated in the play. E.g., Portia is tied by her ther's test of caskets and Bassanio tries to use money to woo Portia,	I	Persecution	Hostility or cruel treatment towards someone race or political or religious beliefs.		
		(who is Jewish) is angry at Christians' treatment. He lends Antonio money to support Bassanio. He demands a pound of Antonio's flesh if he doesn't pay him bock promptly in Relmost Portia longs for	2	Mercy T P o	he question of who is or is not merciful in the play runs throughout the lay. E.g., Shylock shows no mercy to Antonio through pursuing his 'pound r flesh'.	2	Masquerade	To pretend to be someone who you are not.	e	
		a good husband but her father has set up a test for	3	Prejudice T	he Venetians are intolerant towards Shylock and the other Jews in	3	Quest	A long arduous search for something.		
	any suitor- they must choose between a casket of gold, silver or lead one of which will contain Portia's portrait.			V	enice. Being anti-Semitic seems to bond people together in the play.		Justice	The principle that people get what they deserve.		
2	Act 2	In Venice Jessica (Shylock's daughter) is rescued			Punctuation & Grammar	5	Avarice	Extreme greed for wealth or material g	ain.	
-	Inciting Incident	from her house by Lorenzo (her lover) and his friends. She takes money from him upsetting Shylock. In Belmont, the Prince of Morocco chooses		Full stop .	Marks the end of a sentence. Always followed by a capital letter.	6	Money Lending (Usury)	Charging interest on money leant (usury) was considered against Christian values.		
		a gold casket. The Prince of Aragon chooses silver. Neither is right and Portia remains single.	2	Exclamation Mark !	Indicates a strong emotion. Always followed by a capital letter.	7	Anti Comition	Many Furopean countries restricted the		
3	Act 3:	In Venice, Antonio's ships have sunk meaning he	3	Question Mark ?	Indicates a question. Always followed by a capital letter.		Anti-Semiusin	rights of Jewish people and were prejudiced towards them.		
	Breaking Point	can't pay Shylock; Shylock demands his pound of flesh. In Belmont, Bassanio makes the correct choice of a lead casket. Portia is pleased and they marry. Gratiano (Bassanio's friend) and Nerissa	4	Semi-colon ;	Joins two related sentences together. Replaces a coordinating conjunction. No capital letter needed afterwards.	8	Patriarchy	Wealthy fathers decided who their daughters should marry & women had little control over their personal lives.		
		(Portia's lady in waiting) also agree to marry. Portia and Nerissa decide to dress up as men to travel to Venice and help Antonio.	5	Colon :	Introduces an idea. No capital letter needed afterwards. Replaces 'which is' or 'such as'. Can be replaced with a full stop.	9	Metaphor	A word or phrase is applied to an object or action to which it is not literally applicable.		
4	Act 4: Climax	In Venice, Shylock refuses to show mercy in the trial leaving Antonio facing death. Dressed as a lawyer, Portia enters the court and tells Shylock	6	Brackets ()	Adds additional detail or comment. Can be removed without affecting the sentence.	10	Rhetorical question	A question asked for dramatic effect/to make a point, rather than to get an answ	wer.	
		that spilling Antonio's blood would be criminal; Shylock is forced to become Christian. Portia and	7	Dash -	Used before an additional comment. No capital letter needed afterwards.	11	Cyclical structure	An idea introduced at the start of a text	t is	
		Nerissa, still disguised, trick their husbands into giving away their wedding rings.	8	Apostrophe '	Indicates letters have been omitted (don't, I'm, etc.) or to show		-	returned to at the end.		
5	Act 5: Resolution	In Belmont, the main characters are reunited. Portia and Nerissa reveal themselves and chastise their husbands saving they have been unfaithful for giving	9	One word sentence	A paragraph made up of one word, e.g., Time.	12	Repetition	Repeating a word or phrase throughout text for effect.	: a	
		away their wedding rings. Antonio's ships arrive in Venice miraculously.	10	Complex sentence	A sentence made up of a main clause and subordinate clause(s).	13	Instruction	A direction or an order.		
						L				

	ୁଇ Beckfoot	English		The Merchant of Venice			Year Gr	oup: 7	enjoy learn succeed		
	Plot Summary				Themes	Key Vocabulary					
I	Act I: Exposition		I	Love		I	Persecution				
			2	Mercy		2	Masquerade				
			3	Prejudice		3	Quest				
						4	Justice				
2	Act 2.				Punctuation & Grammar	5	Avarice				
-	Inciting Incident		I	Full stop .		6	Money Lending				
			2	Exclamation Mark !		7	Anti-Semitism				
3	Act 3:		3	Question Mark ?							
	Breaking Point		4	Semi-colon ;		8	Patriarchy				
			5	Colon :		9	Metaphor				
4	Act 4: Climax		6	Brackets ()		10	Rhetorical question				
			7	Dash -		11	Cyclical structure				
			8	Apostrophe '							
5	Act 5: Resolution		9	One word sentence		12	Repetition				
			10	Complex sentence		13	Instruction				

Subject: ScienceTopBeckfoot(Biology)		Торіо	c: G	enes –Variation & Human Reprod	lucti	ion	Yea	r Grou	р: 7	enjoy learn succeed		
Knowledge: Adaptations				Knowledge:Variation				Key Vocabulary				
Ι	Adaptations are characteristics which organisms have developed to best survive in their surroundings		hich st	Ch I The differences in characteristics of living things is known as variation		I	Gametes		The male gamete (sex cell) in animals is a sperm, the female gamete is an egg.			
2	Organi adapto	sms with the best suited ations can breed and pass		2 There is a large amount of variat between different species , but		2	Gestatic	on	Process wh develops c	here the b during pre	aby gnancy.	
	these c				characteristics are shared	3	Fertilisat n	tio	Joining of a nucleus from a r and female sex cell.		from a male	
3	die out their ge	and not be able to pass o enes	ed will ss on		Even though two organisms may look the same, they will always	4	Amniot c fluid	ti	Liquid that protects th	surrounds ne fetus.	and	
Kn	owledge	: Inherited Variation			have variation between them.	5	Placenta	1	Organ tha	t provides	the fetus	
Any	/thing the	at comes directly from you	r	Knowledge: Adolescence				re		ves waste substances. It ucts as a barrier, stopping		
par	Exampl	rtning that you inherit		Adolescence is the process in which a child changes into an adult, it				infections substance		and harmful es reaching the fetus.		
	lobed e	ear lobes and eye colour.		involves both physical and emotional changes			Knowledge: The menstrual cycle					
Kn	owledge	: Environmental Variation		2	The physical changes alone in this	The	e menst r	ual c	ycle is the	e process	in which	
Any surr	/ type of ounding:	variation that is caused by s	your		time are known as puberty , these are caused by sex hormones	an thr	egg is re ough the	eleas e vag	ed from a gina	in ovary o	and leaves	
Ι	I Factors that can cause environmental variation include diet, education and lifestyle			Knowledge: Reproductive System			y blood uteru (a pe	od from the rus lining lost period)				
Environmental factors can also impact inherited factors, e.g. a poor diet can affect height or your exposure to the sun			wary - eggs the return of the febus source in			y Bleed uteru to re-	Bleeding stops, uterus lining starts to re-grow					
can affect skin tone			k	outside the body where the USF- urethra temperature is few degrees coolar and better for development of sparm	Day	y Egg r	Egg released from one of the ovaries (ovulation)		If the eq fertilised	gg is 1 the cycle		
	Characteristics which are inherited and not affected by environmental variation		d not						ovari (ovu	ntil the baby		
and	d genetic	: diseases	r	A	dditional Information: Knowledge of F quired	ertili	sation, I	Implo	antation	& Gesto	ation	

ୁଇ Beckfoot	Subject: Science (Biology)	Торі	c: Genes –Variation & Human Reprod	uct	ion Y	ear Grou	ıp: 7	enjoy learn succeed		
Knowledge:	Adaptations		Knowledge:Variation	Key Vocabulary						
1			1	Ι	Gametes					
2			2	2	Gestation					
				3	Fertilisati on					
3			3	4	Amnioti c fluid					
Knowledge:	Inherited Variation		Knowledge: Adolescence	5	Placenta					
			1							
1				Kr	nowledge:	The menstr	rual cyc	le		
Knowledge:	Environmental Variation		2							
1			Knowledge: Reproductive System	Daj I	y					
Environmento	al factors		every - eggs	Day 5	у		perints (and and			
Characteristi	cs which are inherited and	d not	scretum – korpo the fasters outside the body where the control the body where the control the body where the control the body where the control the body where control the body where development of sperm	Day 14	y H					
affected by e	environmental variation		Additional Information: Knowledge of Fe required.	ertilis	sation, Im	plantation	& Gest	tation		

Be	Science Electromagnetism - Electricity Year 7						Кеу	Vocabulary	
	Charge and Static electricity			Series Circuits (only one loop)				Electron	A negatively charged particle that orbits the nucleus. Also carries charge in a circuit
	Structure of the atom			Current	Is the same e	verywhere in a series circuit	2	Proton	A positively charged particle found in the nucleus
				difference	Is shared between the components in the circuit.		3	Neutron	A neutral particle found in the nucleus
			3	More bulbs = less bright			4	Current	The amount of charge flowing per second
2	Atoms	are normally neutral (no charge) because they have		(because there's more	Г	× v 3v	5	Potential Difference	The energy supplied to each charge in the circuit
3	Static electricity	Caused by the rubbing together of two insulators. Friction causes electrons to transfer from one		resistance) 6V (V) One bulb Free contractions of the second seco		6	Resistance	a property of a component, making it difficult for charge to pass through	
		material to the other. If it gains electrons it becomes negatively charged. If it loses electrons it becomes positively charged		breaking = all bulbs go			7	Series Circuit	A circuit with only one loop
4	Forces	Objects with the same charge will repel . Objects with opposite charges will attract .		Parallel Circ	cuits (mo	re than one loop)	8	Parallel Circuit	A circuit with more than one loop
	Current Potential Difference and			Current	Is shared betw	veen the different loops	9	Conductor	A material with low resistance so electricity will flow easily
	Current	Resistance	2	Potential difference	ls the same o	n each loop	10	Insulator	A material with high resistance so electricity will not flow easily
	Current The amount of charge flowing per second. Measured with an ammeter (always in series). Units are Amps (A).		3	More bulbs = no change in brightness	s s			Circo	uit Symbols
2	Potential difference	The amount of energy given to the charges by the cell or battery. Measured with a voltmeter (in parallel). Units are Volts (V).	4	One bulb breaking = only that				Switch	Cell Battery
3	Resistance	Measured in Ohmst (D) di Calculated using: current (A)		bulb goes out				Lamp	Voltmeter Ammeter







Using	g verbs – vouloir (to v	want)	Usi
I	je veux	l want	I
2	tu veux	you want	2
3	il/elle/on veut	he/she/we want	3
4	nous voulons	we want	4
5	vous voulez	you (pl) want	5
6	ils/elles veulent	they (m)/they (f) want	6

Jsing	Tim			
	је реих	l can		T
				2
-	tu peux	you can	ľ	3
;	il/elle/on peut	he/she/we can		4
ŀ	nous pouvons	we can		5
		vou (pl) can		6
				7
)	ils/elles peuvent	they (m)/they (f)		
		can		8

	Time phrases					
	I	quelquefois	sometimes			
	2	souvent	often			
	3	d'habitude	usually			
	4	normalement	normally			
-	5	tout le temps	all the time			
-	6	tous les weekends	every weeekend			
-	7	une fois par semaine	once a week			
	8	deux fois par semaine	twice a week			

Giving	Giving opinions					
I	Je pense que	I think that				
2	À mon avis	in my opinion				
3	c'est	it is				
4	bien	good				
5	joli	pretty				
6	ennuyeux	boring				
7	vraiment nul	really rubbish				
8	intéressant	interesting				
9	trop petit	too small				
10	J'aime ça	I like that				
	J'adore ça	I love that				

Exa	mples	
Ι	Dans ma ville il y a un centre de loisirs et une patiniore. Il n'y a pas de parc.	In my town there is a leisure centre and an ice-skating rink. There isn't a park.
2	J'aime ma ville. Je pense que c'est très jolie.	l like my town. I think it's very pretty.
3	Pardon. Où est le bateau pirate? C'est tout droit!	Excuse me! Where is the pirate ship? It's straight on!
4	Dans ma ville tu peux aller au concert. J'adore ça!	In my town you can go to a concert. I love that!
5	Nous pouvons manger au restaurant. À mon avis c'est très bien.	We can eat at a restaurant. In my opinion it's really good.
6	J'aime beaucoup le trampoline magique au parc d'attractions.	I really like the magic trampoline at the theme park.
7	Je veux faire du skate car c'est amusant.	l want to go skating because it's fun.
8	Tu veux jouer au foot plus tard?	Do you want to play football later?





Using verbs – vouloir (to want)			Using verbs – pouvoir (to be able to/can)		Time phrases			
I	je veux		1	je peux		I	quelquefois	
						2	souvent	
2	tu veux		2	tu peux		3	d'habitude	
3	il/elle/on veut		3	il/elle/on peut		4	normalement	
4	nous voulons		4	nous pouvons		5	tout le temps	
-			-			6	tous les weekends	
5	vous voulez		5	ils/elles peuvent		7	une fois par semaine	
0	iis/elles veulent		0			8	deux fois par	
Giving opinions		Exa	mples					
Ι	Je pense que		I	Dans ma ville il y a un centre de loisirs et une patiniore. Il n'y a pas de parc.				
2	À mon avis							
3	c'est		2	J'aime ma ville. Je pense que c'est très jolie.				
4	bien		3	Pardon. Où est le bateau pirate? C'est tout				
5	joli		4	Dans ma ville tu peux	aller au concert			
6	ennuyeux			J'adore ça!				
7	vraiment nul		5	Nous pouvons manger au restaurant. À				
8	intéressant		6	J'aime beaucoup le trampoline maaiaue				
9	trop petit			au parc d'attractions.				
10	J'aime ça		7	Je veux faire du skate car c'est amusant.				
11	J'adore ça		8	Tu veux jouer au foot plus tard?				





Using verbs – haben (to have)						
I	ich hab e	l have				
2	du ha st	you have				
3	er/sie/es ha t	he/she/it has				
4	wir hab en	we have				
5	ihr hab t	you (pl) have				
6	sie hab en	they have				

Givir	Using			
I	ich mag	l like	I	
2	ich mag nicht	l don't like	2	
3	ich mag sehr	l really like	3	
4	lch liebe	llove	4	
5	Ich hasse	L hate	5	
4	Moinor Moinung		6	
0	nach		7	
7	Ich denke	l think	8	

Using adjectives						
I	faszinierend	fascinating				
2	toll	great				
3	furchtbar	awful				
4	einfach	easy				
5	schwierig	difficult				
6	nützlich	useful				
7	nützlos	useless				
8	nervig	annoying				

Characteristics					
I	alt	old			
2	jung	young			
3	fair	fair			
4	freundlich	friendly			
5	launisch	moody			
6	lustig	funny			
7	nervig	annoying			
8	streng	strict			
9	pünktlich	punctual			
10	unpünktlich	unpunctual			
11	faul	lazy			

Exa	Examples					
Ι	Mein Lieblingsfach ist Deutsch, weil es wirklich interessant ist.	My favourite subject is German because it's really interesting.				
2	Ich mag Kunst sehr aber ich mag nicht Erdkunde. Meiner Meinung nach ist es langweilig.	l like art a lot but l don't like geography. In my opinion it is boring.				
3	Am Dienstag haben wir Geschichte. Das ist supercool!	On Tuesday we have history. That's super cool!				
4	Mein Lieblingstag ist Freitag denn wir haben Musik und Sport. Sport ist in der dritten Stunde.	My favourite day is Friday because we have music and PE. PE is in the third period.				
5	Ich mag meine Englischlehrerin, weil sie sehr freundlich ist.	I like my English teacher because she is very friendly.				
6	Ich finde mein Mathelehrer nett aber er ist ein beisschen streng.	I find my maths teacher nice but he is a bit strict.				
7	In der Pause darf ich am Computer spielen.	At break I am allowed to play on the computer.				
8	In der Schule darf man nicht im Korridor laufen.	At school you are not allowed to run in the corridor.				





Using	<mark>g verbs – haben (to ha</mark>	ve)	Giv
I	ich hab e		I
2	du ha st		2
			3
3	er/sie/es ha t		4
4	wir hab en		5
5	ihr hab t		6
6	sie hab en		7

ing opinions	Using adjectives				
ich mag	I	faszinierend			
ich mag nicht	2	toll			
iste an en en en tra	 3	furchtbar			
ich mag sehr	4	einfach			
Ich liebe					
Ich hasse	5	schwierig			
ICHTIQSSE	6	nützlich			
Meiner Meinung					
nach	7	nützlos			
Ich denke	8	nervig			

Chara	acteristics	Exa	mples
I	alt	I	Mein Lieblingsfach is
2	jung		interessant ist.
3	fair	2	Ich mag Kunst sehr Meiner Meinung nac
4	freundlich	3	Am Dienstag haben
5	launisch		
6	lustig	4	und Sport. Sport ist
7	nervig	5	Ich mag meine Engli freundlich ist.
8	streng	6	Ich finde mein Math
9	pünktlich		beisschen streng.
10	unpünktlich	7	In der Pause darf icl
11	faul	8	In der Schule darf m

Exa	mples	
I	Mein Lieblingsfach ist Deutsch, weil es wirklich interessant ist.	
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5	Ich mag meine Englischlehrerin, weil sie sehr freundlich ist.	
6	lch finde mein Mathelehrer nett aber er ist ein beisschen streng.	
7	In der Pause darf ich am Computer spielen.	
8	In der Schule darf man nicht im Korridor laufen.	

	୍ମ ସିଥିଲ୍ Beckfoot	Subject:	Geography	Topic: Antarctica	Year Group: 7		enjoy learn succeed	
	Where do we find Antarctica?			Plant and animal adaptations		Protecting Antarctica		
Antarctica	A continent lying mostly w Antarctic Circle and centre South Pole. 98% percent c	A continent lying mostly within the Antarctic Circle and centred on the South Pole. 98% percent of Antarctica is covered by an icecap averaging 1 mile in thickness.Adaptation sPhysical and behavioural changes that help animals survive in certain conditions.A dry region of little rainfall, extreme temperatures, and sparseFood webThe sequence of events in an ecosystem, where one organism eats another and then		Antarctic Treaty	The Antarctic Treaty now has 54 countries who have signed and committed to the protection of Antarctica and its waters			
	Antarctica is covered by a averaging 1 mile in thickness			The sequence of events in an Antarctic food web	through int		ernational law.	
Desert	A dry region of little rainfa extreme temperatures, ar			region of little rainfall, me temperatures, and sparse			5mm in size. They are often found in the marine environment.	
Antarctic Treaty	vegetation. The Antarctic Treaty was signed in 1959 by 12 countries and sets out the rules to manage the continent and surrounding waters.			is eaten by another organism.	Illegal fishing	Fishing that boundaries a	breaks international laws, and quantity of catch. Antarctic	
,			the rules to manage the continent and surrounding waters.		Apex predator	A predator at the top of the food chain with no natural predators of their own. E.g Orca		high price.
Expedition	A journey with a focus on exploration and discovery.			Human activities in Antarctica	Pollution	atmosphere by the discharge of harmful substances. Pollution is finding its way to Antarctica more frequently in various forms.		
	Norwegian explorer, Roald Amundsen, first reached t	d he South	Scientific Eighteen countries operate year-round research scientific research stations on the continent					
Weather	Pole in 1911. The climate in Antarctica Veather describes the day-to-day			and the surrounding islands. There are unique opportunities to study things that are not found anywhere else in the world.	Sea Shepherd	An organisat mission of p Their most n Antarctic to	tion founded in 1977 with the rotecting marine environments. Notable missions have been in the prevent illegal whaling and	
Climate	conditions of the atmosphere		Tourism	Tourists visit during the summer to enjoy the		fishing.		
Climate	conditions over longer period	s and		spectacular scenery and abundant wildlife. Figures show that 73,991 people travelled	Climate change and Antarctica			
Climate graph	over large areas. Climate Exam graphs are a	ver large areas. limate <i>Example</i> raphs are a		to Antarctica between October 2019 and April 2020.	Climate change	The planet's risen about : This is attrib	average surface temperature has 1.18°C since the late 19th century. uted to human activities and is	
	combination of a bar and line graph showing temperature and rainfall.	Average temperature (Fishing	Some legal fishing is allowed off the coast of Antarctica but it is closely monitored.		known as an climate char	thropogenic (human caused) nge.	
		Aug Sept Oct Nev Dec		Approximately 400,000 tonnes of Antarctic krill was caught in 2019 alone.	Sea level rise	Antarctica h more than a and more th	as the potential to contribute metre of sea-level rise by 2100 an 15 metres by 2500.	

	୍ର ସିଥିଲ୍ଲ Beckfoot	Subject: Ge	eography	Topic: Antarctica	Year G	roup: 7	enjoy lean succeed	
Where do	o we find Antarctica?		Plant and animal adaptations		Protecting Antarctica			
Antarctica		A	Adaptation		Antarctic Treaty			
		F	ood web					
Desert					Microplastics			
Antarctic Treaty				Tables Participation of the state of the sta	Illegal fishing			
		A p	Apex predator					
Expedition				Human activities in Antarctica	Pollution			
		S	cientific esearch					
The cli	mate in Antarctica		Г ^у Д		Sea Shepherd			
Weather			<u> </u>					
Climate		T	ourism			Climate char	nge and Antarctica	
					Climate change			
Climate graph	Exam	ple						
	The second secon	Ang Sept Ot Nor Det	rishing		Sea level rise			



Subject: History Topic: How did the world change with the Age of Exploration?





Dee	lafaat				
Bed	KTOOT		3. V	/hy did some Eu	
1.	How new was th	ne 'New World'?	1	Who were the	
1	Different societies and cultures?	 South and Central America: Maya, Aztecs, Incas North America: Divided into many tribes. Cahokia was the largest settlement with 40,000 inhabitants at its peak 	2	Conquistadors What were the rewards?	
2	What were these1.Incas: Built roads and bridges, developed a postal service, performed				
	societies like?	 brain surgeries, created their own calendar Aztecs: Had multiple gods which required thousands of human sacrifices each year. Everyone was educated up to age of 17. Had their communication is an early and their communication is a second and the second secon	3	How was North America settle	
		important role in society.	4. V	/hat impact did t	
3	How did Europeans discover the Americas?	 Christopher Columbus voyaged west on behalf of Spain in 1492 to look for new routes to the East, discovering fertile lands full of new foods and precious metals. The Caribbean 	1	How did Europ become more powerful?	
		 Many Europeans followed in his footsteps to discover the new continent and take riches back. 	2	How did global empires emerg	
2.	What impact did	Europeans have on the Americas?			
1	How were the natives	1. The Aztecs and Incas were slaughtered and enslaved by the Spanish			
	treated?	conquistadors (1521) due to their superior weaponry and technology	3	What role did pirates play?	
2	What happened to the conquered	 European diseases like Smallpox wiped out millions of natives who had no immunity to them. Languages and cultures like those of the Antennan Letter theman 			
	people?	forced to convert to Christianity	4	Which parts of world were ba impacted	
3	Why were slaves used?	 Natives who were captured were used as slaves to farm and dig for gold Too few survived so slaves were brought from Africa as well 			

			SUCCO
Why did some European	s go to the Americas?		Definition
Who were the Conquistadors?	 Spanish and Portuguese explorers and warriors who travelled West and went on to 	Key Term	Indigenous people who
	discover Mexico, Florida and Brazil	Aztecs	controlled an empire
What were their rewards?	 Conquistadores like Hernan Cortes brought back huge quantities of gold They set up great empires and gained huge power by taking over the empires of the Incas and Aztecs, with cities like Tenochtitlan under their possession 	Conquistadores	The Spanish and Portuguese invaders who took control of South America and the Caribbean
How was North America settled?	 Many Northern Europeans went to North America to escape religious persecution and set up their own societies. This involved having to fight and defeat 	El Dorado	A mythical city or empire blessed with huge amounts of gold that Europeans searched for during the 1500s
What impact did the 'Ne	native inhabitants. w World' have on the old World?	Incas	Indigenous people who controlled an advanced empire around modern day
How did Europe become more powerful?	 The riches from the new World gave Europe a huge advantage over Asia and the Middle East Direct trade routes with China and India wore groated with increased wealth as well 	Indigenous people	Peru and the Andes Cultural and social groups that share ancestral connections to lands where they live
How did global empires emerge?	 Spain and Portugal now had huge riches which combined with their ship technology to allow them to gain territory from China 	New World	Name given to The Americas and West Indies by Europeans
	 and India all the way to South America Soon Britain and France also began to take advantage of Europe's new riches and superiority on the seas to gain territories. 	Privateers	Ships with guns employed by Kings and Queens to capture other boats and goods from merchants
What role did pirates play?	 England employed privateers under Queen Elizabeth I to try take gold and other precious items from Spanish and Portuguese and bring them back backs 	Smallpox	A deadly disease that spread from Europe to the New World devastating indigenous populations
	 These pirates became very rich and caused tension between European countries 	Tenochtitlan	The capital of the Aztec empire which had a population of about
Which parts of the	1. Africa's population suffered greatly from the		200,000
impacted	 traded by Europeans to work in the 'New World' Empires like the Mughal and Ottoman went into decline as they could not compete 	Treaty of Tordesillas	1494 agreement that divided the 'New World' between Spain and Portugal

-	Sul	bject: History Topic: How did	the w	orld change wit	h the Age of Exploration?	Year	Group: 7	e	njoy learned
Bec	kfoot		3. W	/hy did some European	s go to the Americas?				SUCCOO
1.	How new was t	he 'New World'?	1	Who were the			Key Term	Definition	
1 Different societies and				Conquistadors!			Aztecs		
	cultures?		2	What were their rewards?					
2	What were these						Conquistadores		
	societies like?	3	How was North America settled?			El Dorado			
							Incas		
3	B How did		4. W	4. What impact did the 'New World' have on the old World?					
E C A	discover the Americas?	1	How did Europe become more powerful?						
							New World		
			2	How did global empires emerge?					
2.	What impact did	Europeans have on the Americas?					Privateers		
1	How were the natives troated2		2	What role did			Smallpox		
2	What		3	pirates play?					
	happened to the conquered						Tenochtitlan		
٦	people? Why were		4	Which parts of the world were badly					
5	slaves used?			impacted			Treaty of Tordesillas		

Subject: RE **Beckfoot**

00

Topic: Islam

Year Group: Year 7



I What are the five pillars? S things Muslims are committed to I What is a prophet? A person to whom God revealed truth. They are not a god Key word Definition 2 What does Sawm mean? Fasting during Ramadan 2 Who is the most important mean? Prophet Muhammad (PBUH) Five Pillars Adhan Call to prayer at the mosque these five things 3 What does Salat mean? Giving to charity 3 What are the Hadith? An account of Muhammad (PBUH) Five Pillars Muslims are committed to these five things 4 What does Salah mean? Prayer- 5 times a day mean? 3 What are the Hadith? An account of Muhammad (PBUH) Haafiz Someone who has learnt th their own lives. 5 What does Salah mean? Prayer- 5 times a day mean? 4 Who was Muhammad (PBUH)? When the Quran was revealed the Quran to thim revealed the Quran to thim revealed the Quran to thim revealed the Quran to thim mean? Haafiz Someone who has learnt th teachings of Prophet 6 What is the Sahadah? The declaration of faith Shahadh? 1 Who is the founder of Islam? Prophet Muhammad (PBUH) Musarity Prophet Muhammad (PBUH) Mosque Mosque 1 What does pilgrimage mean? Going on a special Islam?	Knowledge Group I				owledge Group 3			
2 What does Sawm mean? Fasting during Ramadan mean? 2 Who is the most important Prophet Muhammad (PBUH) Five Pillars Muslims are committed to these five things 3 What does Zakat mean? Giving to charity 3 What are the Hadith? An account of Muhammad's life. Muslims read it for how to act in their own lives. Haafiz Someone who has learnt the Qur'a off by heart 4 What does Salah mean? Prayer- 5 times a day 4 Who was Muhammad Seal of the prophets. God revealed to Qur'an to him Haafiz Someone who has learnt the Qur'a off by heart 5 What does Haij mean? Pilgrimage to Mecca 5 What is the Night of Prower? When the Quran was revealed to Muhammad (PBUH) Areligion based on the teachings of Prophet Muhammad (PBUH) 6 What does pilgrimage Going on a special religious journey 1 Who is the founder of Prophet Muhammad (PBUH) Prophet Muhammad (PBUH) 1 What does pilgrimage Going on a special religious journey 1 Who is the founder of Prophet Muhammad (PBUH) Prophet Muhammad (PBUH) 2 What does pilgrimage Going on a special religious journey 1 Who is the founder of Prophet Muhammad (PBUH) Prophet Muhammad (PBUH) 4 What does pilgrimage Going on a specia	I	What are the five pillars?	5 things Muslims are committed to	I	What is a prophet?	A person to whom God revealed truth. They are not a god	Key word Adhan	Definition Call to prayer at the mosque
3 What does Zakat mean? Giving to charity 3 What are the Hadith? An account of Muhammad's life. Musims read is for how to act in the for now to act the realio	2	What does Sawm mean?	Fasting during Ramadan	2	Who is the most important Prophet in Islam?	Prophet Muhammad (PBUH)	Five Pillars	Muslims are committed to these five things
4 What does Salah mean? Prayer- 5 times a day 4 Who was Muhammad (PBUH) Seal of the prophets. God revealed the Qur'an to him iiiiterate Unable to read or write 5 What does Hajj mean? Pilgrimage to Mecca 5 What is the Night of Prower? When the Quran was revealed to Muhammad (PBUH) Iiiiterate Unable to read or write 6 What is the Shahadah? The declaration of faith Shahadah? The declaration of faith Shahadah? What is the Night of Prower? What is the founder of Prower? Whon the Quran was revealed to Muhammad (PBUH) Mecca Holy place of pilgrimage 1 What does pilgrimage on a special mean? Going on a special religious journey 1 Who is the founder of Islam? Prophet Muhammad (PBUH) Mosque Muslim place of worship 2 Where do Muslims go on Haj? The black stone in their tilferime 3 Where do Muslims go to Prophet started the religion Musa worship? Muhamm Gorego for spect 3 What is the Kaaba? The black stone in their tilferime 3 What is a Haafiz? Someone who knows the Quran off by heart Qur'an The Holy Book of Islam 4 Mustims go on Pilgrimage? A t least once in their tilferime 5 What is the role of a The	3	What does Zakat mean?	Giving to charity	3	What are the Hadith? An account of Muhammad's life. Muslims read it for how to act in their own lives		Haafiz	Someone who has learnt the
5 What does Hajj mean? Pilgrimage to Mecca 5 What is the Night of Power? When the Quran was revealed to Muhammad (PBUH) Islam A religion based on the teachings of Prophet Muhammad (PBUH) 6 What is the Shahadh? The declaration of faith 5 What is the Night of Power? When the Quran was revealed to Muhammad (PBUH) Islam A religion based on the teachings of Prophet Muhammad (PBUH) 1 What does pilgrimage mean? Going on a special religious journey 1 Who is the founder of Islam? Prophet Muhammad (PBUH) Mosque Muslim place of worship 2 Where do Muslims go on Hajj? To Mecca in Saudi Arabia started the religion 2 What is the name of the Islamic holy book? Qur'an Mosque Muslim place of worship 3 Where do Muslims go to musifies go on Pilgrimage? The black stone in their lifetime 3 Where do Muslims go to worship? Mosque Muhammad (PBUH) Qur'an The Holy Book of Islam 4 Muslims go on Pilgrimage? A t least once in their lifetime 5 What is the role of a They are a messenger Suhoor Muslims eat this meal befor sunrise during Ramandan 6 Name two things Throw stone at Jamarat 6 What is the role of a <	4	What does Salah mean?	Prayer- 5 times a day	4	Who was Muhammad (PBUH)?	Seal of the prophets. God revealed the Our'an to him	illiterate	Unable to read or write
6 What is the Shahadah? The declaration of faith Image: Monor the Shahadah? Monor the	5	What does Hajj mean?	Pilgrimage to Mecca		What is the Night of Power? When the Quran was revealed to Muhammad		Islam	A religion based on the teachings of Prophet
Knowledge Group 2 Knowledge Group 4 Monothei sm Belief in one God. sm 1 What does pilgrimage mean? Going on a special religious journey 1 Who is the founder of Islam? Prophet Muhammad (PBUH) Mosque Muslim place of worship 2 Where do Muslims go on Hajj? To Mecca in Saudi Arabia 2 What is the name of the Islamic holy book? Qur'an Mosque Muslim place of worship 3 Why is Mecca special? Its where the Prophet started the religion 3 Where do Muslims go to worship? Mosque Prophet Prophet The final and complete revelation was from this mat d (PBUH) Public With a sign of respect 4 What is the Kaaba? The black stone in the centre of Mecca 4 Muslims are monotheistic, what does that mean? They believe in one God Qur'an The Holy Book of Islam 5 How often should Muslims go on Pilgrimage? At least once in their lifetime 5 What is a Haafiz? Someone who knows the Quran off by heart Suhoor Muslims eat this meal befor sunrise during Ramandan 6 What is the role of a They are a messenger Suras Verses in the Qur'an	6 What is the The declaration of faith Shahadah?							Holy place of pilgrimage
IWhat does pilgrimage mean?Going on a special religious journeyIWho is the founder of Islam?Prophet Muhammad (PBUH)MosqueMuslim place of worship2Where do Muslims go on Hajj?To Mecca in Saudi Arabia2What is the name of the Islamic holy book?Qur'anQur'anGod reveals truths to these people3Why is Mecca special?Its where the Prophet started the religionIts where the Prophet started the religion3Where do Muslims go to worship?MosqueMosqueProphet Muhamm ad (PBUH)The final and complete revelation was from this mat ad (PBUH) is a sign of respect4What is the Kaaba?The black stone in the centre of Mecca4Muslims are monotheistic, what does that mean?They believe in one GodQur'anThe Holy Book of Islam Ramadan5How often should Muslims go on Pilgrimage?At least once in their lifetime5What is the role of aSomeone who knows the Quran off by heartSuhoorMuslims eat this meal befor sunrise during Ramandan6Name two thingsThrow stone at Jamarat sunrise during Ramandan6What is the role of aThey are a messengerSurfaceSurface	Knowledge Group 2			Kn	owledge Group 4		Monothei sm	Belief in one God.
2 Where do Muslims go on Hajj? To Mecca in Saudi Arabia 2 What is the name of the Islamic holy book? Qur'an Prophet God reveals truths to these people 3 Why is Mecca special? Its where the Prophet started the religion 3 Where do Muslims go to worship? Mosque Prophet The final and complete revelation was from this ma ad (PBUH) is a sign of respect 4 What is the Kaaba? The black stone in the centre of Mecca 4 Muslims are monotheistic, what does that mean? They believe in one God Qur'an The Holy Book of Islam 5 How often should Muslims go on Pilgrimage? At least once in their lifetime 5 What is the role of a Someone who knows the Quran off by heart Ramadan The period of fasting 6 What is the role of a They are a messenger Surias Verses in the Qur'an	I	What does pilgrimage mean?	Going on a special religious journey	Т	Who is the founder of Islam?	Prophet Muhammad (PBUH)	Mosque	Muslim place of worship
3 Why is Mecca special? Its where the Prophet started the religion 3 Where do Muslims go to worship? Mosque Prophet Muhamm ad (PBUH) The final and complete revelation was from this mater worship? 4 What is the Kaaba? The black stone in the centre of Mecca 4 Muslims are monotheistic, what does that mean? They believe in one God Qur'an The Holy Book of Islam 5 How often should Muslims go on Pilgrimage? At least once in their 5 What is a Haafiz? Someone who knows the Quran off by heart Muslims eat this meal before sunrise during Ramandan 6 Name two things Throw stone at Jamarat 6 What is the role of a They are a messenger Suras Verses in the Our'an	2	Where do Muslims go on Hajj?	To Mecca in Saudi Arabia	2	What is the name of the	Qur'an	Prophet	God reveals truths to these people
 What is the Kaaba? The black stone in the centre of Mecca Muslims are monotheistic, what does that mean? How often should Muslims go on Pilgrimage? At least once in their lifetime What is a Haafiz? What is the role of a What is the role of a They are a messenger Suras Verses in the Our'an 	3	Why is Mecca special?	Its where the Prophet started the religion	3	Where do Muslims go to worship?	Mosque	Prophet Muhamm	The final and complete revelation was from this man.
5 How often should Muslims go on Pilgrimage? At least once in their lifetime 5 What is a Haafiz? Someone who knows the Quran off by heart Ramadan The period of fasting 6 Name two things Throw stone at Jamarat 6 What is the role of a They are a messenger Suras Verses in the Our'an	4	What is the Kaaba?	The black stone in the centre of Mecca	4	Muslims are monotheistic,	They believe in one	Qur'an	The Holy Book of Islam
Pilgrimage? the Quran off by heart Widshins eat this mean before sunrise during Ramandan 6 Name two things Throw stone at Jamarat 6 What is the role of a They are a messenger Suras Verses in the Our'an	5	How often should Muslims go on	At least once in their lifetime	east once in their 5 What is a Haafiz? Someone wh		Someone who knows	Ramadan	The period of fasting Muslims eat this meal before
Muslims do at Mecca Walk the Kaaba / times prophet? of God and reveal truth	6	Pilgrimage? Name two things Muslims do at Mecca	Throw stone at Jamarat Walk the Kaaba 7 times Walk between Safa and		suras	sunrise during Ramandan Verses in the Qur'an		



□ Islam is the second-largest religion in the world, following Christianity.

□ Indonesia has the largest following of the Islamic religion - 12.6%. Pakistan, India and Bangladesh also have large Muslim populations.

□ Muslims make up .9% of the US population. □ It is the fastest growing religion in the world today

□ It is misrepresented in the media

Marwa

в	eckfoot Subje	ct: RE Topi	ic: l	Islam	Year Gr	oup: Yea	r 7	enjoy learn succeed
Kr	nowledge Group I		Kno	wledge Group 3		Key word	Definition	
I	What are the five pillars?		I	What is a prophet?		Adhan		
2	What does Sawm mean?		2	Who is the most important		Five Pillars		
3	What does Zakat			Prophet in Islam?		Haafiz		
4	What does Salah		3	What are the Hadith?				
	mean?		4	Who was Muhammad		illiterate		
5	What does Hajj mean?		F			Islam		
6	What is the Shahadah?		2	Power?				
	onunasun					Mecca		
Kr	nowledge Group 2		Kno	owledge Group 4		Monothei		
I	What does pilgrimage mean?		I	Who is the founder of Islam?		Mosque		
2	Where do Muslims go on Hajj?		2	What is the name of the Islamic holy book?		Prophet		
3	Why is Mecca special?		3	Where do Muslims go to		Prophet Muhamm		
4	What is the Kaaba?			worship?		ad (PBUH)		
			4	Muslims are monotheistic, what does that mean?		Qur'an		
5	How often should		5	What is a Haafiz?		Ramadan		
	Pilgrimage?		5	VVIIde is d MddilZ!		Suhoor		
6	Name two things Muslims do at Mecca		6	What is the role of a		suras		
				P. 9P. 99		Wudu		

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Design & Technology; Resistant Materials

Topic: Gadget Stand Project



1.	Process; Tool	s & Equipment	2.	2. Materials; Softwoods			4. Materials; Manufactured Boards			
1	Coping Saw	Hand held tool used to cut intricate shapes in woodworking	A c coi coi tre	collective term niferous trees, a ne-bearing tree es can be used.	for tł Imos s can	ne wood which is produced by it all of which are evergreen and take up to 20 years before these	Manufactured boards are timber sheets which are produced by gluing wood layers or wood fibres together. Often made use of waste wood materials			
	Tenon Saw	Used to cut straight lines in	1	Pine		Furniture		Medium Density	Wood particles are combining with glue, and formed into panels by	
2	IRWIN	the 'back' on the top of the	2	Spruce		Roofing		Fibreboard (MDF)	applying high temperature and pressure.	
	Hedner Saw	A piece of machinery used to	3	Cedar		Cladding			Consists of two or more layers of	
3		cut intricate curves and joints	3.	Materials;	Har	dwoods	2	Plywood	wood glued and pressed together with the direction of the grain alternating.	
4	Try Square	Used to check and mark right angles in constructional work	Ha dec grc	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)			5	Chipboard	Made from compressed wood chips and glues, often coated or veneered to give desired appearance	
	File	Hardened steel in the form of a	1	1 Teak Exterior furniture			2. Wood Joints			
5		bar or rod with many small cutting edges raised on its surfaces: used for smoothing or	2	2 Oak Interior furniture / Beams in old cottages			Comb Joint	Consists of a series of alternate		
		shaping objects.		Beech Kitchen items & musical instruments.		1		same width which are subsequently glued.		
	Steel Kule	Manufactured from stainless steel and features metric or imperial (or both)	3.	3. Health & Safety			2	Butt	Coming together of two edges	
6		scales along its length. One end	1	PPE		Personal Protective Equipment			together.	
	Bandfacer A vertical bandfacer used for		2	Safety Gogg	les	Made from Polycarbonate, designed to protect the eyes from projectiles	3	Dowel Joint	Used to reinforce Butt Joints by drilling holes and inserting round lengths of wood.	
7 isanding, finishing & linishing tasks. (making surfaces flat). 3 Ear Defenders Designed to protect your hearing in loud environments 4 Screw Joint by rod A to yrod								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. 									



Design & Technology; Resistant Materials

Topic: Gadget Stand



Deckioot		_		
1. Process; Tools & Equipment	2. Materials; Softwoods	4. Materials; Manufactured Boards		
1 Coping Saw	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	Manufactured boards are timber sheets which are produced by gluing wood layers or wood fibres together. Often made use of waste wood materials		
2 Tenon Sąw	1 Pine 2 Spruce	Medium Density Fibreboard (MDF)		
3 Hegner Saw	 3 Cedar 3. Materials; Hardwoods 	2 Plywood		
4 Try Square	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)	5 Chipboard		
File	1 Teak	2. Wood Joints		
5	2 Oak 5 Beech	1 Comb Joint		
6 Steel Rule	 3. Health & Safety 1 PPE 	2 Butt Joint		
Bandfacer 🗃	Safety Goggles	3 Dowel Joint		
7	Ear Defenders	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. 				

Bec	Design & Technology; Textiles Topic: Pencil Case Year Group: 7								
1. 7	1. Tools & equipment			Sewing Machine	Components	3.	Process; Se	wing machine sew	ving
1	Pins	Used to hold pieces of material	1	Bobbin	The small circular thread holder that goes in the bottom of the	1	Thread up wish to sev	the sewing machine w v with.	ith the thread you
	Needles	Used to sew material together			sewing machine to stop your stitches coming undone.	2	Bring up th Select you	ne bobbin thread (fish r stitch.	ing)
2	6	by hand. In this project for tacking your material before using the sewing machine	2	Bobbin Case	Holds the bobbin in place in the sewing machine. Must be put in with the arm to the top.	3	Place your the lever a your need	material under the pr t the back to hold in p e into the fabric.	essor foot and lower blace. Then lower
3	Ruler	Helps you mark out your fabric in straight lines before cutting.	3	Bobbin Winder Located on the top of the sewing machine and used to wind up the bobbin. When		4	Hold your material steady with both hands and place your foot on the foot peddle. Let the machine take the fabric.		both hands and place et the machine take
4	Material Scissors	Scissors that are designed to cut fabric only. Cutting paper with		ERMINAN I	machine sewing.		Do three stitches forward and three back to lock		ree back to lock
	Tailors Chalk	blunt the blades. A special chalk that is used to	4	Foot Peddle	Operates the sewing machine, must be out on the floor. DO NOT PULL UP BY THE WIRE	5	stitching repeating the three stitches forward and three back at the end.		
5		mark out material. The chalk				4.	4. Materials		
		a mark.	5	Stitch Selector	Changes the style of the stitches. 1 is used for straight			A natural fabric tha	t is made from
6	Thread	Thread is used to sew material together. It comes in lots of colours and can be used on the		Buttons BERNINA	stitching.	1	Denim	has a stretch) Usually dyed using	indigo dye
		sewing machine or with a needle by hand.	6		reverse. Should be used at the start and the finish of a line of stitching to stop the stitching	2	Cotton	A natural fabric tha cotton fibres. Can different colours.	t is made from be dyed many
	Tie dye	Restrict method of dying fabric. Elastic bands are used to stop		BERNINA	coming undone.	Ke	Key Vocabulary		
7		the flow of dye from one section of the fabric to the other	7	Sewing machine feet (zipper 👒	A foot that is attached to the sewing machine to sew a zip	1	Puller	Metal part of a zip pu	lled to open and close
	Sewind	forming a pattern An electronic machine that sews		foot)	into fabric. Helps you line up your	2	Teeth	The interlocking part raised. They open and	s of a zip that are t close when the puller
8	Machine	materials together.	8	machine needle plate	material correctly and produce a nice even straight stitch.	2	Tack stitch	is moved up and dow A temporary stitch u place before you sew machine.	n. sed to hold fabric in on the sewing

Bed	Design & Technology; Texti	Topic: Pencil Case	Year Group: 7	enjoy learn succeed			
1. 1	Tools & equipment	2.	Sewing Machine Components	3.	3. Process; Sewing machine sewing		
1	Pins	1	Bobbin	1			
2	Needles	2	Bobbin Case	2			
3	Ruler		Bobbin Wi nde r	5			
	Material Science	3		4			
4			Foot Peddle	5			
	Tailors Chalk	4		4. Materials			
5			Stitch Selector	1	Denim		
6	Thread	5	Buttons Berning	2	Cotton		
	Tie dve	6	Reverse putton	Ke	ey Vocabulary		
7				1	Puller		
	Sewing	7	feet (zipper foot)	2	Teeth		
8	Machine	8	Sewing machine needle plate	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.						



Design & Technology; Food

Topic: Healthy breakfast project





1. Equipment			2.	2. Nutrition			3. Processes in the kitchen					
1	Sieve	We use it to get air into a mixture and get any lumps out of flour.	1	Importance of breakfast	 Breaks the fast Provides energy for the day Prevents fatigue and headaches Brevents had food the issue later 	1	Washing up	Always wash up in hot soapy water and dry thoroughly before putting away.				
2	Colander	Used to drain water out of food e.g pasta, washing vegetables	2	Tips to avoid nutrient loss	 Prevents bag flood choices later Chop into large pieces Prepare just before serving Do not leave to soak in water 	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	Chopping board	Used to prepare food on for hygiene and to protect the	3	Portion size	- One portion of fruit/vegetables is roughly the size of your hand	3	Coloured chopping	Red= raw meat Green= salad & fruit Brown=vegetables Blue= fish Vallew= cooked meat				
		kitchen surface.		Dangers of sugar	 Can lead to tooth decay from as bacteria feeds off sugar causing 		boards					
4	Wooden spoon	Used to stir hot things as it doesn't melt or conduct	4			4	4	4	4 cavities - Can lead to obesity as they are empty calories	4	Plating up	Do not over fill the plate and use a variety f colours and textures.
	Peeler	neat. Takes the skin off food e.d		666	- Can lead to diabetes as it effects	K	ey Vocabı	lary				
5	D	carrots.		Carbohydrates	Two types (sugar & starchy). Starchy	1	Bridge &	Hand positions to ensure you cut				
6	Cooling rack	Used to put hot things on to let them cool down faster as the air can get all around.	5	CREC PORTS	foods release energy slowly so are ideal for breakfast e.g. toast, oats, cereal.	2	Rubbing in	Using your fingertips to rub fat into flour to make breadcrumbs.				
7	Measuring jug	Used to measure liquid. Read at eye level for accuracy.	6	Fibre	Also called NSP helps keep the digestive system moving and present constipation. Foods high fibre include; fruit, nuts, seeds, oats,	3	Temperat ure control	Changing the temperature to ensure your food to cooked correctly. High for boiling and low heat for simmering.				
8	spoon	A spoon bigger than a teaspoon and dessert spoon.		Water	We should drink 21 a day. We lose		Hygiene	Points in a recipe to follow to ensure				
9	Cooker 霣	Consists of three parts		i i i i i i i i i i i i i i i i i i i	water through wee and sweat. We get	4	and safety checks	you make the produce sately and hygienically				
10	Saucepan	Used to heat up things on the hob.	7		skin, hair, headaches, dry eyes, stiff joints, digestion. Too little cause dehydration.	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



Topic: Healthy breakfast project

Year Group: 7



1. Ec	quipment	2. Nutrition			3. Processes in the kitchen		
1	Sieve	1	Importance of breakfast	1	Washing up		
2	Colander	2	Tips to avoid nutrient loss	2	Kitchen brigade		
3	Chopping board	3	Portion size	3	Coloured chopping		
			Dangers of sugar		boards		
4	Wooden spoon	4		4	Plating up		
5	Peeler			K	ey Vocabulary		
			Carbohydrates	1	Bridge & Claw		
6	rack	5	ARRIO CONTRACTOR OF	2	Rubbing in		
7	Measuring jug	6	Fibre	3	Temperat ure control		
8	Table 🖉 spoon 🦯				Hygiene		
9	Cooker	7	vvater	4	and safety checks		
10	Saucepan			5	Food miles		

□ To use equipment correctly and safely



Year 7

HT5

	Knowledge Group 1: Outline			
1	Calavera (Sugar skull)	Edible or decorative skull made from either sugar or clay.		
2	Outline	A drawing or sketch restricted to line without shading or form.		
3	Bold shapes	Shapes which have a strong, vivid, or clear appearance.		
4	Abstract shapes	Unusual shapes.		
5	Symmetrical	Made up of exact parts facing each other.		
6	Trace	Copy (a drawing or design) by drawing over its lines on a superimposed piece of transparent paper.		

	Knowledge Group 3: Embellishment				
1	Tonal hatching	Closely spaced parallel lines which gradually get fainter.			
2	Highlights	The areas on an object where light is hitting the object.			
3	Steel wool	A bundle of very fine and flexible sharp- edged steel filaments. Used for subtracting dry Sharpie ink from metal and recording tone, form and texture.			
4	Similar (Analogous) colours	Colours that are next to each other on the colour wheel.			
5	Complementary colours	Colours that are opposite on the colour wheel.			
6	Colour blending	A technique where two or more similar colours are partially layered, giving a smooth transition from one colour to the next.			

Knowledge G	roup 2: Metal Embossing
Repoussé (high relief) Image: Constraint of the second s	Pushing and stretching the metal outward from the back.
Chasing (low relief)	Pushing and stretching the metal inward from the front.
Repoussé High Relief	Flat Surface Low Relief Chasing

	Key Vocabulary					
1	Day of the Dead	A celebration of life and death.				
2	Metal Embossing (Metal Tooling)	The art of using tools to work one side of a soft metal sheet, creating a design on the front.				

	Knowledge Group 3: Artists/Periods					
1	Thaneeya Mcardle	American artist who creates colourful art in a variety of styles, ranging from abstraction to photorealism.				
2	Ninette Kruger	New Zealand-based pewter artist, who creates one-of-a-kind, hand-embossed metal artworks.				

Packfoot School	enjoy	Subject:	Topic: Day of The Dead	Year 7
	learn	Art	(Metal Embossing)	HT5
Recktoot School	Succe		(11100000116)	

	Knowledge Group 1: Outline				
1	Calavera (Sugar skull)				
2	Outline				
3	Bold shapes				
4	Abstract shapes				
5	Symmetrical				
6	Trace				

	Knowledge	e Group 3: Embellishment
1	Tonal hatching	
2	Highlights	
3	Steel wool	
4	Similar (Analogous) colours	
5	Complementary colours	
6	Colour blending	

	Knowledge Gr	oup 2: Metal Embossing
1	Repoussé (high relief)	
2	Chasing (low relief)	
3	Repoussé	Elat Surface
		Chasing

1 Day of the Dead 2 Metal Embossing (Metal Tooling)		Key Vocabulary										
2 Metal Embossing (Metal Tooling)	1	Day of the Dead										
	2	Metal Embossing (Metal Tooling)										

	Knowledge Group 3: Artists/Periods											
1	Thaneeya Mcardle											
2	Ninette Kruger											

	ୁ ସିଥିଲୁ Beckfoot	Topic: Riffs Year Grou					up: 7 –	Half term 4	enjoy learn succeed			
I. No	otation	players can easily read the pitch and duration	2. 1	Riffs				4. K	ey Vocabulary			
of the	e notes they are su	players can easily read the pitch and duration pposed to play.	1	Riff		A repeated musi in Pop/rock/jazz	A repeated musical pattern in Pop/rock/jazz music		Dynamics	The volume of the music (Loud or quiet)		
	•	Crotchet = I Beat	2	Ostina	ito	A repeated musi	cal pattern	2	Rhythm	A pattern on sounds of different		
2	♪	Quaver = $\frac{1}{2}$ Beat	3	Catch	y	Something that g	zets stuck			lengths and what makes music move and flow.		
3		Minim = 2 Beats				in the listeners h	iead	3	Structure	Gives shape and balance to the music		
4	0	Semibreve = 4 Beats	- 5	5 Chord		A group of 2 or more notes played together		4	Melody	The main tune		
5	>	Rest = Rest for 1 beat	6	6 Chord Sequence		A pattern of cho	ords	5	Instrumentation	The instruments used in the piece		
	<u> </u>	(Crotchet rest)	7	7 Major		Happy sounding		6	Texture	The layers of instruments. Thick- lots		
6	7	Rest = Rest ½ beat (Quaver rest)	8	Minor		Sad sounding	Iding			of instruments Thin- A few instruments		
7	2	Treble Clef = A symbol that is placed on every line of music to show the notes	9	12 bar blues		A popular patter originating in blu	n of chords ues music	7	Harmony	A multiple of pitches being played at the same time.		
	9	which will be sung or played by voices and	10	Interv	als	The gaps between the						
		instruments that can achieve higher notes.				notes of the cho	ord.	8	Timing	Playing with the pulse of the music		
8	?	Bass Clef = Signifies low to medium pitches being read on the staff.	3. I Sor	3. Key vocab Song structure					Pulse	The background "heartbeat" of a piece of music.		
9	§	Stave/ Staff = The Stave is the five lines which the notes are written on.	1	Intro The section the song.		ion of the music that g.	introduces	10	Тетро	The speed the music is played (fast or slow)		
10	24	Time signature- Indicating how many beats	2	2 Verse A section same mu		n that repeats in a sor usic, but different lyri	ng, it has the cs.	11	Pitch	How high or low the note is		
	94	in a dar	3 Chorus The bo			The main section of a song, it will repeat both the lyrics and the music in the same way			Tonality	Major (Happy) or Minor (Sad) sounding. Determined by the Key of the music.		

Good examples of riffs: Ed Sheeran- Shape of you, Deep purple- Smoke on the water, Mission impossible theme, Cream- Sunshine of your love

L. Notation 2. Riffs 4. Key Vocabulary Writing music down so players can easily read the pitch and duration of the notes they are supposed to play. 1 Riffs 1 Dynamics 1 J 2 Ostinato 2 Riffs 1 Dynamics 2 J 3 Catchy 2 Rhythm 2 Structure 3 J 6 Chord 4 Melody 5 Instrumentation 6 Y Major 6 Chord Sequence 7 Harmony 6 7 Riffs 1 Intro 1 Intro 8 Timing 8 9: 12 bar blues 7 Harmony 1 Intro 1 10 Intervals 1 Intro 10 Tempo 1 1 Intro 1 1 Pitch 10 Intervals 3 Chorus 3 Chorus 1 1 Pitch 1 1 1 1 1 1 1 1 1 1 1 1 1	ศรีย์ Beckfoot				Riffs		Year Grou	up: 7 –	Half term 4	enjoy leatn succeed		
I Riff I Dynamics 1 J 2 Ostinato 2 Rhythm 2 J 3 Catchy 3 Structure 3 J 6 Chord 4 Melody 5 Z Ostinato 6 Chord 4 Melody 6 J 7 Major 5 Instrumentation 7 S Minor 7 Harmony 8 J: Intro 1 Intro 9 12 bar blues 7 Harmony 8 J: Inining 9 Izer blues 1 Ining 10 Intro 1 Intro 10 2 Verse 1 Intro 10 3 Chorus 3 Chorus 11	I. No	I. Notation			iffs			4. Key Vocabulary				
1	of the	e notes they are su	provention and the pitch and duration provention players can easily read the pitch and duration	1	Riff			I	Dynamics			
2) 3 Catchy 3 Structure 3) 5 Chord 3 Structure 4 O 6 Chord Sequence 4 Melody 5 2 7 Major 6 Texture 6 7 10 Intervals 7 Harmony 8 9: 10 Intervals 8 Timing 9 2 Verse 10 Tempo 10 11 Intro 10 Tempo 10 2 Verse 11 Ptch 10 3 Chorus 11 Ptch	1			2	Ostinato			2	Rhythm			
3 J	2	D			Cataby							
3 3 5 Chord 4 Melody 4 0 6 Chord Sequence 5 Instrumentation 5 2 7 Major 6 Texture 6 7 Major 6 Texture 7 8 Minor 9 12 bar blues 7 10 Intervals 10 Intervals 8 Timing 8 9: Song structure 9 Pulse 10 10 Intro 1 Intro 10 Tempo 10 Song structure 1 10 Tempo 11 10 Song structure 1 10 Tempo 11 10 Song structure 1 10 Tempo 11 10 Song structure 1 11 11 11 11 10 Song structure 3 Chorus 12 Tonality 12	3			┨Ľ	Catchy			3	Structure			
	4	0		5	Chord			4	Melody			
3 8 7 Major 6 Texture 6 7 8 Minor 6 Texture 7 8 Minor 9 12 bar blues 7 Harmony 10 Intervals 10 Intervals 8 Timing 9 3 Chorus 10 Texture 10 10 Intro 10 Texture 10 Texture 10 Intro 10 Texture 11 Pitch 10 Intro 3 Chorus 12 Tonality	5			6	Chord Sequence			5	Instrumentation			
6 7 8 Minor 7 7 9 12 bar blues 7 Harmony 10 Intervals 8 Timing 8 9: 3. Key vocab 9 Pulse 10 Intro 10 Tempo 10 Intro 10 Tempo 10 Intro 10 Tempo 11 Intro 10 Tempo 12 Verse 11 Pitch 13 Chorus 12 Tonality		*		7	Major			6	Texture			
7 8 9 12 bar blues 7 Harmony 8 9 10 Intervals 8 Timing 9 1 Intervals 9 Pulse 10 1 Intro 10 Tempo 10 1 Intro 10 Tempo 10 1 Intro 10 Tempo 11 Intro 10 Tempo 12 Verse 11 Pitch 13 Chorus 12 Tonality	6	7		8	Minor							
Image: Second	7	0		9	12 bar blues			7	Harmony			
8 9: 3. Key vocab Song structure 8 Timing 9 Image: Song structure 9 Pulse 1 Intro 10 Tempo 2 Verse 11 Pitch 3 Chorus 3 12		6		10	Intervals							
8 9 Pulse 9 1 Intro 10 1 3 Chorus 3 Chorus								8	Timing			
9 1 Intro 10 Tempo 10 1 Verse 11 Pitch 3 Chorus 3 Chorus 12 Tonality	8	9:		3. K Son	3. Key vocab Song structure				Pulse			
IO <	9	8		1	Intro			10	Тетро			
10 2 11 11 0 4 12 Tonality					Verse				Pitch			
		64			Chorus			12	Tonality			
	<u> </u>	U		_ 3								

Good examples of riffs: Ed Sheeran- Shape of you, Deep purple- Smoke on the water, Mission impossible theme, Cream- Sunshine of your love



Subject: Performing Arts

Topic: Charlie and the Chocolate Factory



			К	EY VOCABUI	ARY DRAMA TECHNIQUES	Characters					
VC DE	OCAL SKILLS	TO BECOME A CHARACTER E -	1	Tableau	A freeze frame or still image.	١.	Charlie Bucket	Age:11 Hobby: Helping others. Personality: Charlie is a humble and respectful towards everyone in his			
١.	DICTION AND PROJECTI	Diction means pronouncing your speech clearly. Projection is making sure your voice can be heard	2	Thought- tracking	Stopping the actions and speaking a character's thoughts out loud in a scene.			life. He is undernourished but refuses to ever take an extra portion of food because it would deprive another member of his family. Family:Charlie comes from a poor background. His mother is very kind but has little money. They love each other very much He also has four hed-ridden			
	ON	(this doesn't mean shouting).	3	Marking the Moment	Making a moment stand out using a drama technique e.g. a piece of music, a change of lighting, a tableau or			grandparents that he helps take care of. He gets one chocolate bar a year for his birthday.			
2.	e mphasis AND	Emphasis is when you make a word stand out "I never said you stole my hat" is different from "I never said you stole my bat"			a thought-track	2.	Augustus	Age: 10 Hobby: Eating. Personality: Augustus is rule and very greedy (not just for food) He is			
	VOLUME	Volume is how loud or quiet the voice is. Don't forget words such as whisper and shout.	4	Off-text Improvisation	Making up a scene on the spot, showing what happens before or after the script.		Gloop	not very clever and does not understand the health issues that his over eating may cause. Family: He is an only child. His parents choose to feed him			
			5	Characterisatio	Creating and performing a character convincingly –			constantly to stop him from whining.			
3.	PITCH	Pitch means how high or low your voice is.			using vocal (uepart) and physical (gspeed) skins.	3.	Violet Beauregard	Personality: She is obsessed with sweets and very curious about them. She is highly competitive and wants to be the best at everything.			
4	ACCENT	Accent is used to show where a character is from.	6	Role on the Wall	A 'role on the wall' diagram is an outline of a person with information written on it - either inside the			Family: Violet's mum is also very competitive and pushes her to be the best. She is a saleswoman and is very nosey.			
т.		specifically which country or region. It can help us to understand if some one is posh or not (their social class) or where they come from, eg Geordie accent or Yorkshire accent.			outline, or round the edge. It represents all of the information your KNOW about a character and also things you PRESUME or imagine about a character.	4	Verruca Salt	Age:11 Hobby: Throwing tantrums. Personality: Verruca is very bossy. She likes to get lots of attention and thinks she is the most important person in the world. Family: She is a poly shild. Her parents always give in to be:			
			7	Dialogue	The speech and conversations in the performance			wishes if she throws a tantrum. She always demands attention.			
5.	R HYTHM AND	Rhythm is where we pause and leave gaps in speech.				5	Mike Teevee	Age:12 Hobby: Watching TV.			
	TEMPO	Tempo is how fast or slow the speech is.	8	Cross-Cutting	Switching between time-period in a performance (a flash forward or flash back)			likes it. He is very bad tempered but extremely smart. Family: His parents are Geography Teachers. They struggle to keep Mike			
6.	TONE	Tone describes the emotion behind the line.	9	Hot-seating	Asking and answering questions IN CHARACTER.			parents.			
						6	Willy Wonka	Eccentric factory owner who loves chocolate. Lives in a fantasy world, which he is very proud of and protective of			

PLOT SUMMARY

Charlie Bucket, a poor boy, wins a golden ticket to tour Willy Wonk's chocolate factory, along with 4 other children from very different backgrounds. One by one, the children disappear from within the factory as they do not follow the rules. Charlie, along with his Grandpa, Grandpa Joe, are the final two. Willy Wonka gifts the factory to Charlie.

Contextual links:

Roald Dahl Books – The Twits, Georges Marvellous Medicine, James and the Giant Peach, Danny Champion of the World. Current Theatre Productions and musicals based on books – Wicked, Curious Incidents of the Dog in the Night time, Matlida.

Po		Subject: Performing Arts			Topic: Cha	Topic: Charlie and the Chocolate FactoryY7						
ве	cktoot		К	EY VOCABULARY	DRAMA TECHN	NIQUES	Ch	aracters				
VO DE	OCAL SKILL PART	S TO BECOME A CHARACTER E -	1	Tableau			١.	Charlie Bucket	Age: Hobby: Personality:			
١.	DICTION AND PROJECTI		2	Thought- tracking					Family:			
			3	Marking the Moment								
2.	EMPHASIS AND						2.	Augustus Gloop	Age Hobby Personality:			
	VOLUME		4	Off-text Improvisation					Family:			
2	РІТСН		5	Characterisatio n			3.	Violet	Age: Hobby:			
3.				Polo on the				Beauregard	Personality: Family:			
4.	ACCENT		ľ	Wall								
							4	Verruca Salt	Age: Hobby: Personality:			
			7	Dialogue					Family:			
5.	AND		8	Cross-Cutting			5	Mike Teevee	Age Hobby Personality:			
				Hot-coating					Family			
6.	TONE		9	Hot-seating			6	Willy Wonka				
PL	ot summa	ARY										
Cha wit wit are	arlie Bucket h 4 other cl hin the fact the final tv	, a poor boy, wins a golden ticket to tour Will hildren from very different backgrounds. One cory as they do not follow the rules. Charlie, a vo. Willy Wonka gifts the factory to Charlie.	y Wa by a long	onk's chocolate facton ne, the children dis with his Grandpa, G	ory, along appear from Grandpa Joe,	Roald Dahl Boo Current Theatre Pr	oks – Ti roducti	he Twits, Geor ons and music	<u>Contextual links:</u> ges Marvellous Medicine, Jama Champion of the World. als based on books – Wicked, (Night time, Matlida	es and the Giant Peac Curious Incidents of t	ch, Danny he Dog in the	

	10			-							Voice	
Be	-40	Subjec	t: Computing	Торі	c:Al	gorithms			Year Group: 7		succeed	
				·								
Al	orithms bas	sics			Inpu	ut, process, output	model	K	ey Vocabulary			
I	Algorithr	gorithm is a sequence of steps that can be followed to complete a		can	I	IPO model	is a widely used approach in systems analysis and	1	Sequence	Step by step in order	instructions	
			task		software engineering		2	Selection	A decision is	s made with a		
2	Problem		Finding a way to fix or reso	olve	2	Input	to provide or give data to			true or false	answer	
	solving		a task		2	Due en es	a series of actions or stops	- 3	Iteration	Repeat steps	s until a	
3	Variable	ble A variable is a location in			3	Process	taken in order to achieve a				met	
			memory that we use to store data				particular end.	4	Comparison	Screater tr < Creater tr < Cr	nan	
4	Flowchar	t	a diagrammatic representat	ion	4 Output		the information produced by a computer process	5	Linear search	a method fo element wit	r finding an 1in a list.	
Co	Computational Thinking - 4 Steps				Input Process Output			6	Bubble sort	a sinking sor and swappin	t, comparing g items in list.	
	Decompo	sition	means breaking a proble into a number of sub-	m				FI	Flowchart symbols			
2	Da 44 a 111		involves finding similari	tios		Fe	edback	1	Start / End			
	recognitic	on	or patterns among small decomposed problems	l,	Dat	a types and calcula	ation symbols	2	Input / Output			
3	Abstractio		is the process of removi	ng	1	Integer	Used to represent a whole					
		511	unnecessary detail from	a -			number	3	Process / Assign			
			problem.		2	Real	A number with a fractional					
4	Algorithm Thinking	nic is a logical way of getting from the problem to the solution, following step by		g _ by	3 3	String	Used to represent text or collection of characters	4	Decision / If			
			step instructions & rules precisely.		4 Calculate		+ Addition - Subtraction * Multiply / Divide	5	Direction of data flow			

Be	Ckfoot	Subject	: Computing	Торіс	::Algorithms	Year Group: 7	enjoy Jearn succeed				
Al	gorithms ba	sics		I	Input, process, outpu	ıt model	K	Key Vocabulary			
Ι	Algorith	m			I IPO model			Sequence			
2	Problem	1			2 Input		2	Selection			
	SOLAILE						_ 3	Iteration			
3	Variable				3 Process		4	Comparison			
4	Flowcha	rt			4 Output		5	Linear search			
Сс	Computational Thinking - 4 Steps						6	Bubble sort			
1	Decompo	osition					FI	Flowchart symbols			
					F	eedback	Ι	Start / End			
2	Pattern recognitio	on			Data types and calcu	Ilation symbols	2	Input / Output			
					I Integer		2	Process / Assign			
3	Abstracti	on			2 Real			Trocess / Assign			
					3 String		4	Decision / If			
4	Algorithn Thinking	nic			4 Calculate		5	Direction of data flow			

ہے۔ Beckf	Subject: C	Computing	Торіс:	Programming	g with Small Basic	Y	ear Group:	7 enjoy learn succeed			
Flow	chart Symbols		R	epetition and	Tessellations	Кеу	Key Vocabulary				
Ι	Start/Stop	To begin and end the flowchart.	i I	Repetition	FOR loops are one way to repeat		Algorithm	A step by step sequence for how to			
2	Process	To calculate the result of a user input.			<pre>sections of code. For x = 1 To 360 Turtle.Move(1) Turtle.Turn(360/360)</pre>	2	Flowchart	solve a problem. A flowchart is a step			
3	Input/ Output	To enter data or to display the result.	2	Tessellation	EndFor A tessellation is repeating a pattern without loaving any			by step method to solving a problem.			
4	Decision	To make choices based on some data.			gaps. There are two types of tessellations regular and semi	3	Intellisense	This is the area of Small Basic where hints and tips and			
Basic	Turtle Comm	ands			regular. Can you find out what they are?			displayed while we write code.			
Ι	Command	What does it do	o? C	Graphics Wind	low Commands		Contonion	Location of a fixed			
	Turtle.Show()	Show Turtle.				4	Cartesian Co-	point to state how			
	Turtle.Hide()	Hide Turtle.		Command	VVhat does it do?		ordinates	far along and how			
	Turtle.Speed = 8	Set speed to 8.		BrushColor =	Changes fill colour			far up it is.			
	Turtle Move(100)	Move 100 pixels.				5	Iteration	Iteration is the			
	Turtle.Turn(90)	Turn 90°			rectangle			process of looping			
	Turtle.Angle = 180	Turn to 180°		FillTriangle(,,,,,)	Draw and fill a	Ļ		or repeating			
	Turtle.PenUp()	Turtle stops drawi	ng.		triangle 🤃	6		program			
	Turtle.PenDown()	Turtle start to drav	w.	FillEllipse(,,,)	Draw and fill a circle						

ہے۔ Beckf	Subject:	Computing	Тор	oic: P	rogrammin	g with Small Basic	Ye	ear Group: 7		enjoy learn succeed
Flowchart Symbols			Repetition and Tessellations			Key Vocabulary				
Ι	Start/Stop			Ι	Repetition		1			
2	Process					For x = 1 To 360 Turtle.Move(1) Turtle.Turn(360/360) EndEon	2			
3	Input/ Output			2	Tessellation					
4	Decision						3			
Basic Turtle Commands										
Ι	Command	What does it d	o?	Gra	aphics Wind	low Commands	4			
		Show Turtle.		1	Command	What does it do?				
		Hide Turtle.		'	Command					
		Set speed to 8.				to Red.				
		Move 100 pixels.				Draw and fill a	5			
		Turn 90°				rectangle				
		Turn to 180°				Draw and fill a				
		Turtle stops draw	ing.			triangle 🔅	6			
		Turtle start to dra	aw.			Draw and fill a circle				

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:



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









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

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









Independent Learning: How to - 3 Map It











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



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 have completed and checked this half term. There Map It templates for you to use overleaf. are some VOU

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	46































Independent Learning: How to 4 – Shrink It



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

3. Rank your chosen points in order of importance

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

N

1

ω N

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+ tor Jave God

ony

com

judge

4

Reusians against clean penalty

Death penalty against 1 do not murder

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

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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

Building habits like this will boost your academic performance and help minutes of something you really enjoy as a reward at the end.

minutes of **Revise Like a Beckfooter** activities in your ILB; and at least 20

Your Power Hour should include three chunks: 20 minutes of reading; 20

around your independent learning. Little and often is the key!

The Beckfoot Power Hour is a way to help you build positive routines

Ihe

Beckfoot

Power

Hour

Reading

mins ILB

20 mins

20 mins

for me

support your mental wellbeing at the same time.

Have a go at building a Power Hour into your day as often as you can.



Communication Pages

			Date
			То
			From
			Message
66			Please sign to acknowledge

Communication Pages

			Date
			То
			From
			Message
67			Please sign to acknowledge

Learn Like a Beckfooter Rewards

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

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

- 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.

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

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

