Beckfoot School

Knowledgeable And Expert Learners

Year 7

2023/24

Easter-May

enjoylearnsucceed

Name: ……

Tutor group: ……

Contents

What should you be working on each week?

Homework:

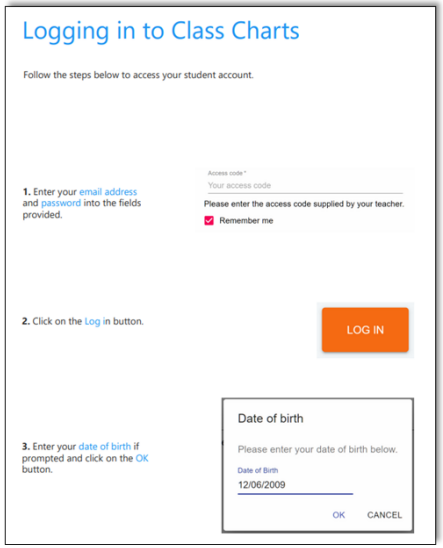
- Your teacher will set specific tasks, with a deadline, on Class Charts
- Instructions for your homework and how to access it are in this booklet
- You must complete and hand in the work by the deadline

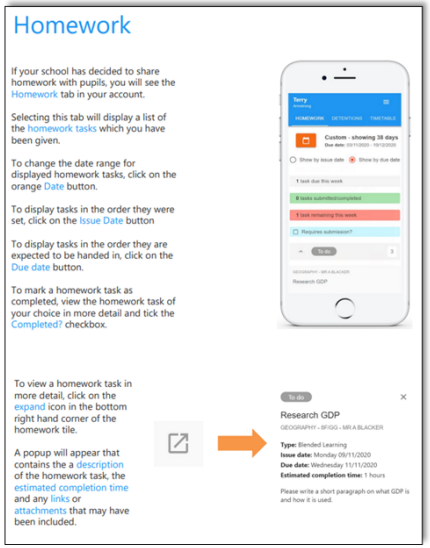
Independent Learning: Quiz It, Link It, Map It, Shrink It (QILIMISI)

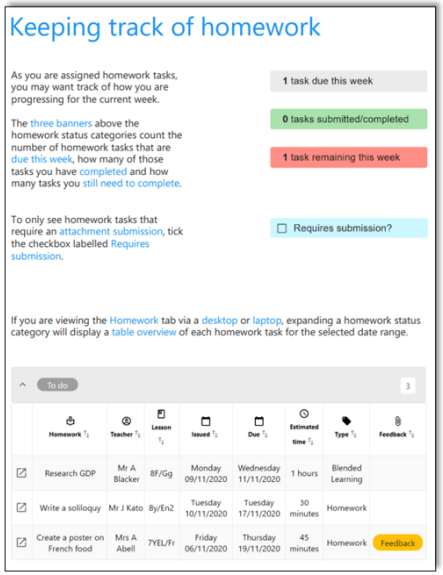
- You should complete 1 task per day, 5 days a week
- The tasks will be set on Class Charts to help you keep track
- You can choose the subject/topic you want to work on
- Your tutor will check your ILB at regular intervals
- You will be rewarded for going above and beyond expectations

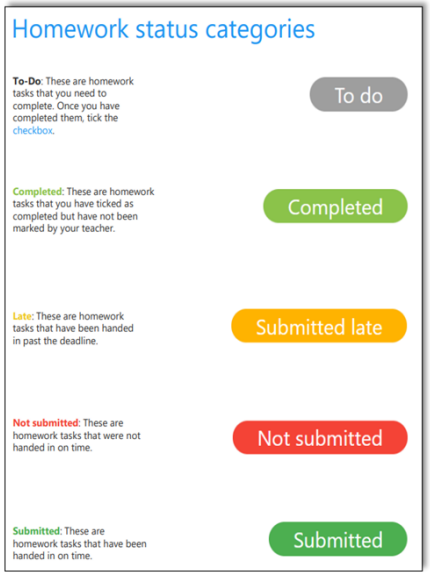
Homework Instructions

- 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.

Maths

English

Science

MFL

Humanities

D&T

Perf. Arts

Art

Music

Computing

Knowledgeable & Expert Learners

Confident Communicators

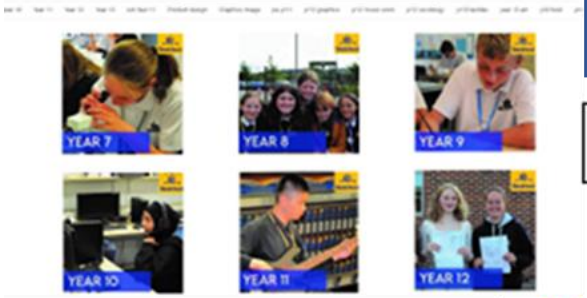
How to access My Learning Resources

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

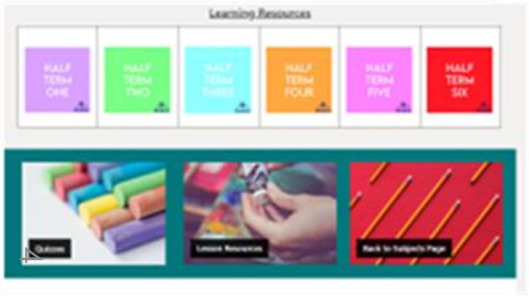
2. Select 'My Learning Resources

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

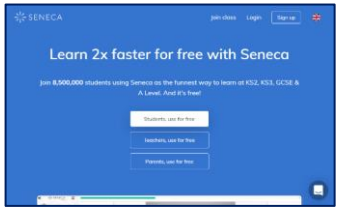


3. Select the relevant half term.

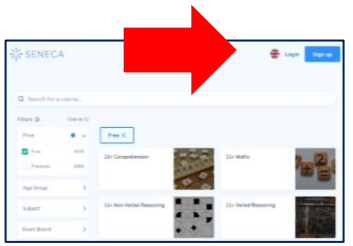
All the resources you need will be here

How to access Seneca

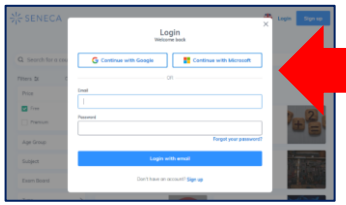
Seneca learning is a free online platform that will help you revise for all your subjects.



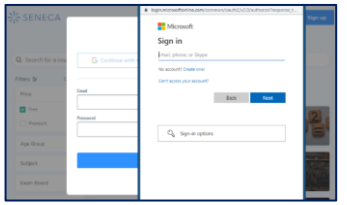
1. Go to https://senecalearning.com/en-GB/



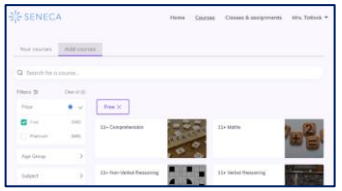
2. Click 'Log In' at the top right hand corner.



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

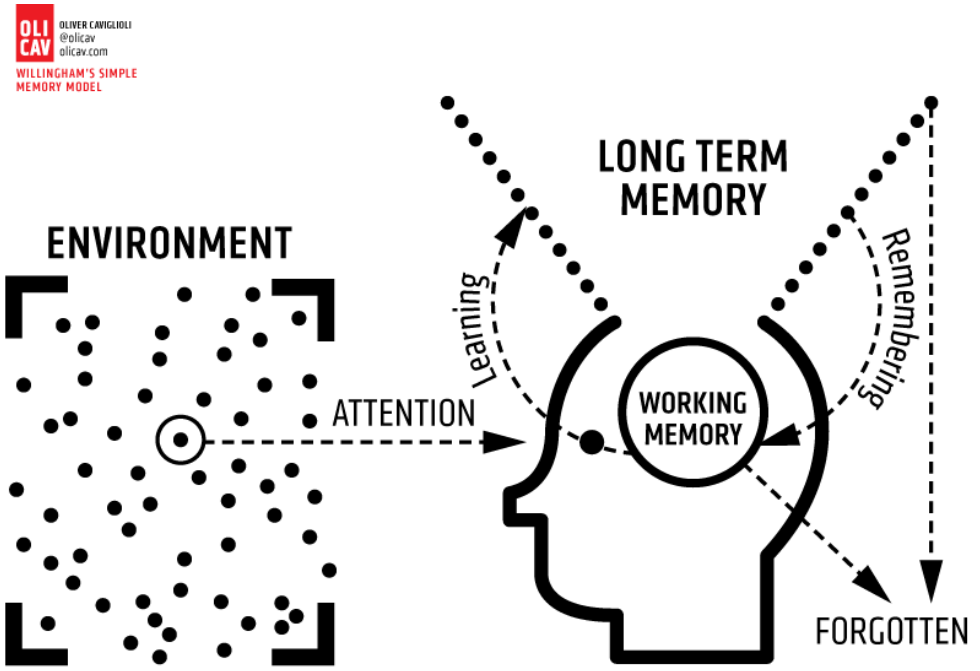
Independent Learning at KS3 is all about helping you to build on the knowledge you learn in class so that you know more, remember more, and can do more. This means you will experience lasting changes in your long-term memory, and develop a deep understanding of what you cover in class.

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

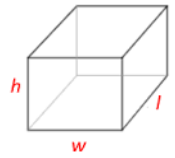
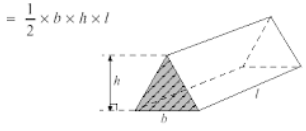
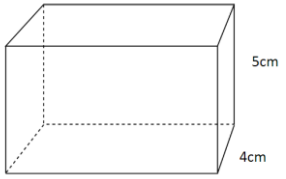
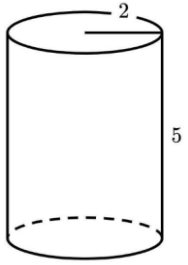


Our evidence-informed Independent learning strategies:

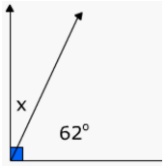
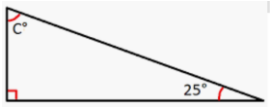
1. Quiz It
2. Link It
3. Map It
4. Shrink It

Subject: Maths	Term: Half term 6 – April	Year Group: 7

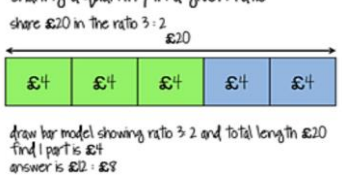
Geometry - Volume

1	Volume of cubes, cuboids V = length x width x height	
2	Volume of simple prisms Triangular prism = ½ x base x height x length	
3	Find missing lengths given volume $Length = \frac{160}{5 \times 4}$ $= 8cm$	
4	Volume of cylinders & composite shapes $V = \pi r^2 h$ $V = \pi \times 2^2 \times 5$ $V = 62.83\ cm^3$	

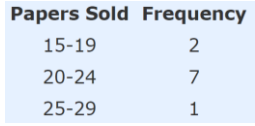
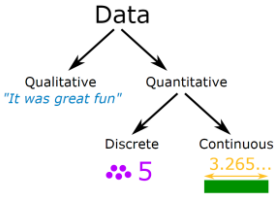
Geometry - Angles

1	Angles on a line, in a triangle, around a point	Angles on a straight line = 180° Angles in a triangle = 180° Angles around a point = 360°
2	Find missing angles x = 90 – 62 x = 28°	
3	Angles in a triangle and in a quadrilateral	Angles in a triangle = 180° Angles in a quadrilateral = 360°
4	Missing angles in a triangle and in a quadrilateral C = 180 – 90 – 25 = 65°	
5	Angles in parallel lines & intersecting lines	Alternate angles are equal. Corresponding angles are equal. Co-interior angles = 180° Vertically opposite angles are equal.

Ratio

1	Find missing parts in a ratio using bar modelling	

Statistics – Graphs & Charts

1	Bar charts	Bars must be the same width. Always leave equal gaps between bars.
2	Grouped frequency tables	
3	Understand different types of data	

Key Vocabulary

1	Quadrilateral	A four sided shape.
2	Parallel	Two lines that are always the same distance apart and never touch.
3	Perpendicular	A line meeting another at a right angle, or 90°.
4	Volume	The space enclosed by a 3D shape.
5	Frequency	The number of times something occurs.
6	Composite shapes	A shape that consists of multiple different shapes.

Subject: Maths	Term: Half term 6 – April	Year Group: 7

Geometry - Volume

1		
2		
3		
4		

Geometry – Angles

1		
2		
3		
4		
5		

Ratio

1		

Statistics – Graphs & Charts

1		
2		
3		

Key Vocabulary

1	Quadrilateral	
2	Parallel	
3	Perpendicular	
4	Volume	
5	Frequency	
6	Composite shapes	

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English | Sonnets | Year Group: 7

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Conventions of a Petrarchan Sonnet

1	**Number of lines**	14
2	**Stanza structure**	Octave followed by a sestet
3	**Volta**	Generally occurs on Line 9
4	**Meter**	Iambic pentameter
5	**Rhyme scheme**	ABBAABBA CDECDE CDCDCD CDEDCE
6	**Theme/s**	Courtly Love
7	**Language**	Italian

Conventions of a Shakespearian Sonnet

1	**Number of lines**	14
2	**Stanza structure**	3 Quatrains
3	**Volta**	May occur anywhere in the poem
4	**Meter**	Iambic pentameter
5	**Rhyme scheme**	ABABCDCDEFEFGG
6	**Theme/s**	Love, philosophy
7	**Language**	English

Key Poets

1	**Petrarch**	Francesco Petrarca, (1304 – 1374). Italian scholar and poet famous for his sonnets addressed to Laura, an idealized and unattainable lover.	6	**Christina Rossetti**	Christina Rossetti was considered one of the finest female poets of the Victorian era alongside EBB and wrote romantic, devotional and children's poetry.
2	**Shakespeare**	William Shakespeare (1564 – 1616) was an English playwright, poet, and actor. His *Sonnets* were published in 1609 – a series of 154 poems about the complexities of love and life.	7	**Emma Lazarus**	An American poet who wrote the poem 'The New Colossus' (1883) that was inscribed below the statue of liberty in 1903.
3	**Wordsworth**	William Wordsworth was an English poet from Cumbria who spent time living in France during the revolution. He wrote about feelings and nature.	8	**Countee Cullen**	Countee Cullen was an African American poet who wrote during the Harlem Renaissance period in 1920s and 30s New York.
4	**Elizabeth Barret Browning**	Elizabeth Barrett Browning was an English poet who lived in London with a very controlling father. She wrote about her love of her husband and political and moral issues.	9	**Carol Ann Duffy**	Carol Ann Duffy is a British poet and playwright. She is also a professor of contemporary poetry at Manchester Metropolitan University. She has written many collections of poetry such as *The World's Wife* and *Feminine Gospels*.

Key Vocabulary

1	**Sonnet**	This is the form of the poem. Italian for 'little song'.
2	**Stanza**	Lines grouped together. Also referred to as a verse.
3	**Octave**	A group/ stanza of eight lines.
4	**Sestet**	A group / stanza of six lines.
5	**Volta**	The turning point in a sonnet.
6	**Iamb**	An unstressed syllable followed by a stressed syllable e.g., Arise, Happy
7	**Pentameter**	a line of verse consisting of five metrical feet.
8	**Syllable**	A single unit of sound
9	**Meter**	The pattern of stressed and unstressed syllables in a line.
10	**Quatrain**	A rhymed group of 4 lines in a poem.
11	**Couplet**	A pair of successive lines of verse, typically rhyming and of the same length.
13	**Courtly Love**	The art of romance practiced by the European courts during the middle ages (1300-1500).

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English	Sonnets	Year Group: 7

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Conventions of a Petrarchan Sonnet		
1	Number of lines	
2	Stanza structure	
3	Volta	
4	Meter	
5	Rhyme scheme	
6	Theme/s	
7	Language	

Conventions of a Shakespearian Sonnet		
1	Number of lines	
2	Stanza structure	
3	Volta	
4	Meter	
5	Rhyme scheme	
6	Theme/s	
7	Language	

Key Poets					
1	Petrarch		6	Christina Rossetti	
2	Shakespeare		7	Emma Lazarus	
3	Wordsworth		8	Countee Cullen	
4	Elizabeth Barret Browning		9	Carol Ann Duffy	

Key Vocabulary		
1	Sonnet	
2	Stanza	
3	Octave	
4	Sestet	
5	Volta	
6	Iamb	
7	Pentameter	
8	Syllable	
9	Meter	
10	Quatrain	
11	Couplet	
13	Courtly Love	

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Science	Acids and Alkalis	Year 7

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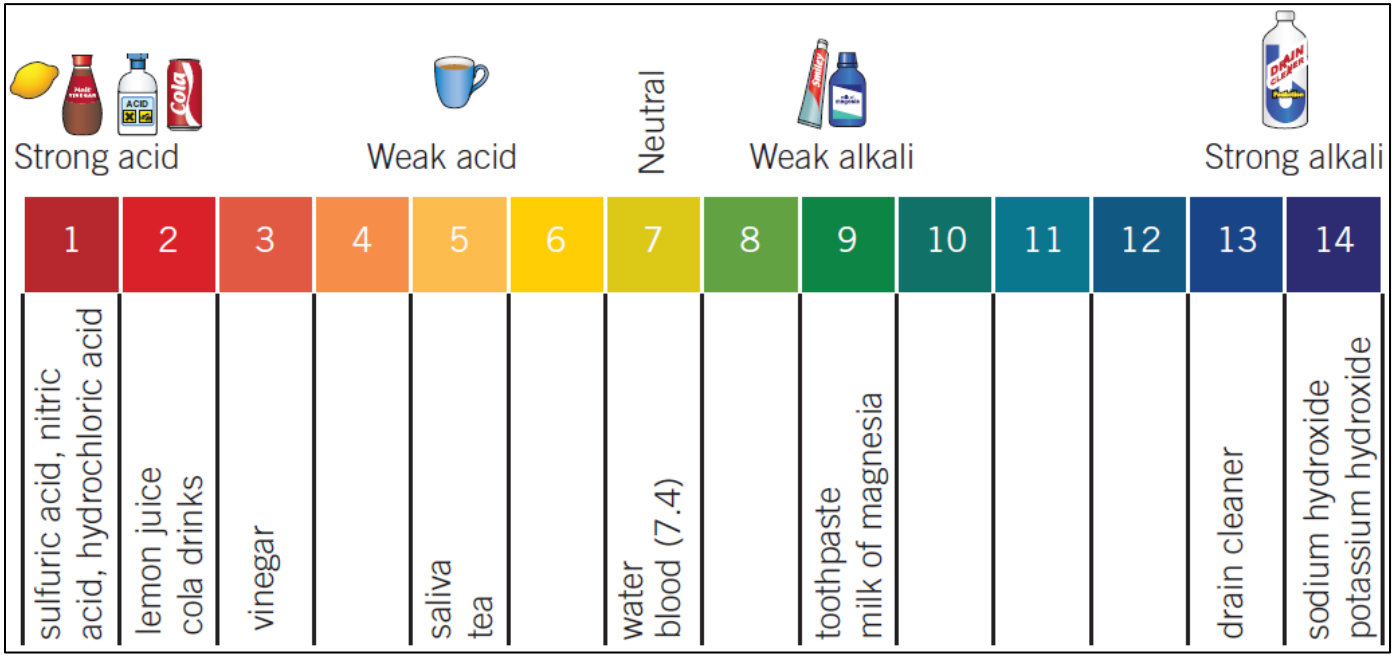
Acids and alkalis

Solution	pH range	Example
Acid	Below 7	Hydrochloric acid Sulfuric acid Ethanoic acid
Alkali	Above 7	Sodium hydroxide Potassium hydroxide Calcium hydroxide
Neutral	7	Water

Naming salts

Acid	Name of salt
Hydrochloric acid	Chloride
Sulfuric acid	Sulfate
Ethanoic acid	ethanoate
Citric acid	citrate



Key Vocabulary

1	**Acid**	A solution with a pH below 7
2	**Base**	A substance which reacts with an acid
3	**Alkali**	A base which has dissolved in water
4	**Neutral**	A solution with a pH of 7
5	**Strong acid**	An acid where all of the particles split up in water
6	**Neutralisation**	The reaction between an acid and a base
6	**Weak**	An acid where only some of the particles split up in water
7	**Concentrated**	A solution that has a lot of particles per volume
8	**Dilute**	A solution that has a small number of particles per volume

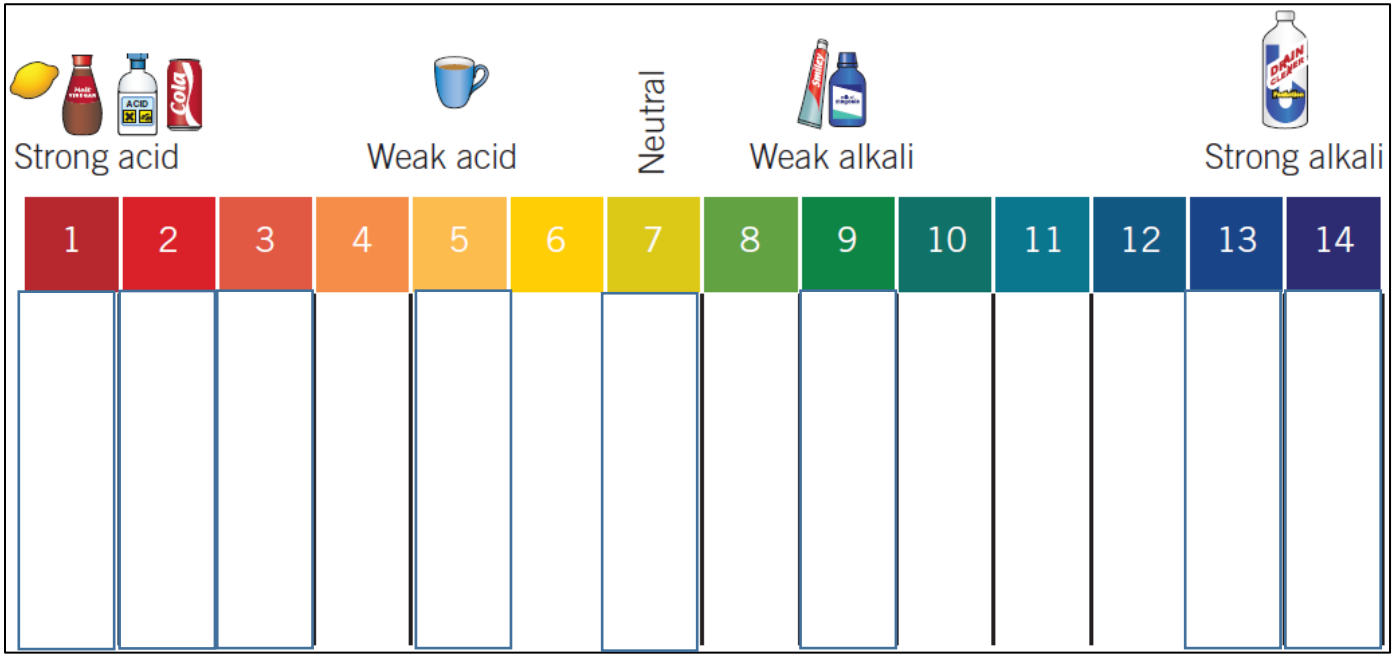
Science	Acids and Alkalis	Year 7

Acids and alkalis

Solution	pH range	Example
Acid		
Alkali		
Neutral		

Naming salts

Acid	Name of salt
Hydrochloric acid	
Sulfuric acid	
Ethanoic acid	
Citric acid	



Key Vocabulary

1	**Acid**	
2	**Base**	
3	**Alkali**	
4	**Neutral**	
5	**Strong acid**	
6	**Neutralisation**	
6	**Weak**	
7	**Concentrated**	
8	**Dilute**	

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Science	Metals and Non-metals	Year 7

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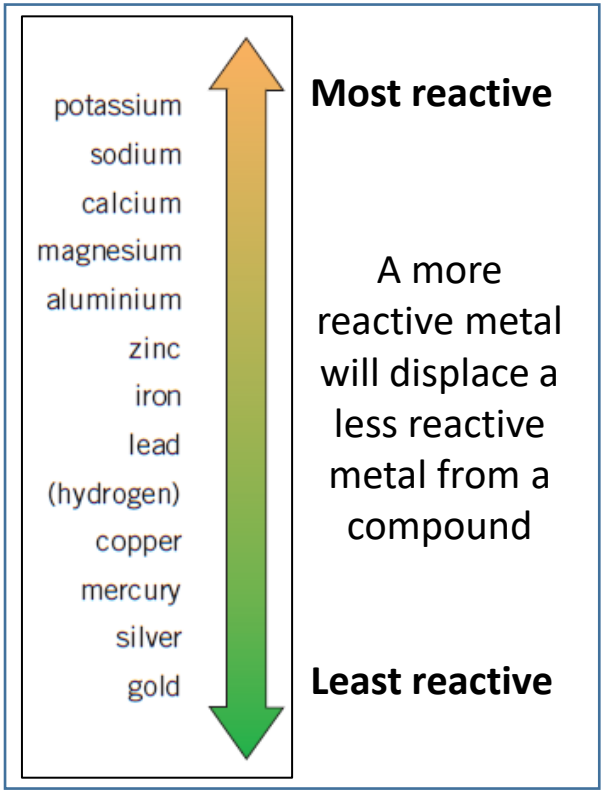
Reactions of metals

Reactants	Products
Metal + acid	Salt + hydrogen
Metal + oxygen	Metal oxide
Metal + water	Metal hydroxide + Hydrogen

Properties of metals and non-metals

Metals	Non-metals
High melting point	Low melting point
Good conductors of heat	Poor conductors of heat
Form basic oxides	Form acidic oxides
High density	Low density
Sonorous	Not sonorous
Ductile and malleable	Brittle



Reactions with oxygen

Iron filings	Burns producing yellow sparks
Magnesium ribbon	Burns with a bright light; grey ash formed
Sodium	Shiny surface quickly tarnishes (becomes full)
Carbon	Carbon dioxide gas is formed

Key Vocabulary

1	**Oxidation**	The reaction where a substance combines with oxygen
2	**Displacement**	A reaction a more reactive metal takes the place of a less reactive metal in a compound
3	**Reactivity series**	A list of elements which shows how reactive they are compared to each other
4	**Sonorous**	Rings when it is hit (e.g a metal)
5	**Malleable**	Can be hammered into shape
6	**Ductile**	Can be pulled into a wire

Beckfoot

Science	Metals and Non-metals	Year 7

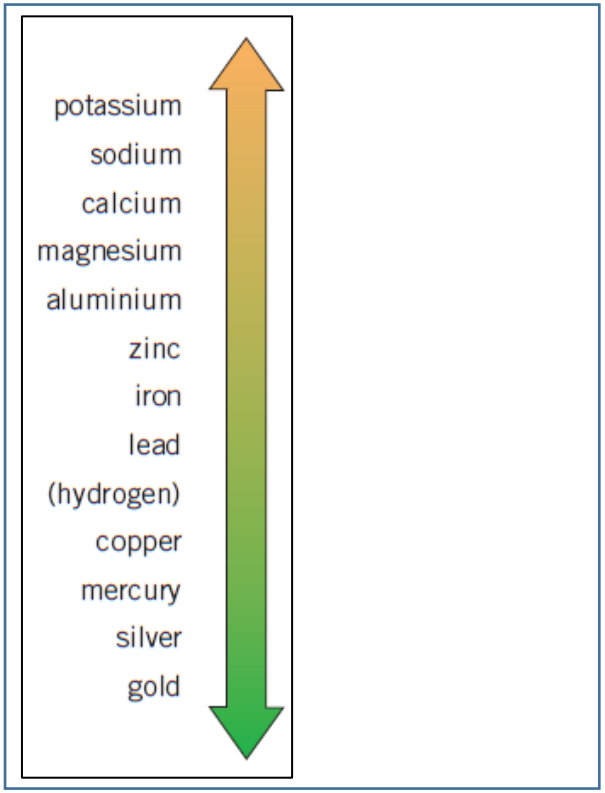
enjoy learn succeed

Reactions of metals

Reactants	Products
Metal + acid	
Metal + oxygen	
Metal + water	

Properties of metals and non-metals

Metals	Non-metals
High melting point	
Good conductors of heat	
Form basic oxides	
High density	
Sonorous	
Ductile and malleable	



Reactions with oxygen

Iron filings	
Magnesium ribbon	
Sodium	
Carbon	

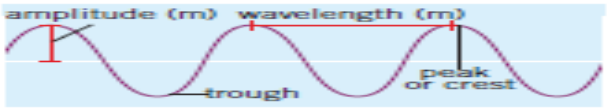
Key Vocabulary

1	**Oxidation**	
2	**Displacement**	
3	**Reactivity series**	
4	**Sonorous**	
5	**Malleable**	
6	**Ductile**	

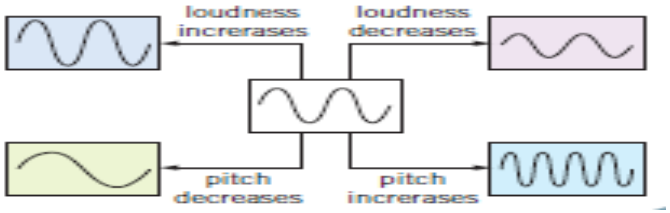
KS3	Topic: Waves –Light and Sound	Year Group: 7

Properties of Waves

1	Transverse eg light	Travel at 90 degree direction of energy transfer Do not need a medium to travel through
2	Longitudinal eg sound	Travel in the direction of energy transfer • • Need a medium to travel through



Sound waves



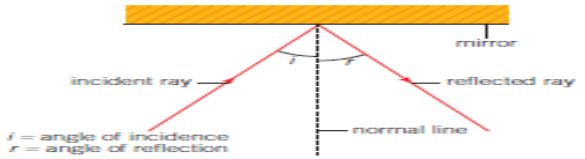
1	Loudness	Amplitude of wave changes
2	Pitch	Wave length changes

Colour

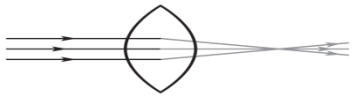
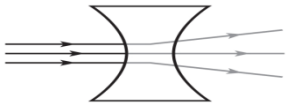
1	Light can be split using a prism and is made up of different colours of light. Primary colours can be mixed to form secondary colours. If a shirt reflects green light it must be green.If a material reflects no light it looks black.	
2	Primary	Red, Blue, Green
3	Secondary	Cyan, Magenta, Yellow

Law of Reflection

1	Law of Reflection	States that the **angle of incidence** will be equal to the **angle of reflection**



Lenses

1	Convex	
2	Concave	

Hearing

1	The pinna directs sound along an auditory canal into the eardrum
2	The vibration from the eardrum moves onto the ossicles which amplify the sound
3	This passes the sound to the cochlea where tiny hairs detect the vibrations and pass this along to the auditory nerve as electrical signals to the brain.

Key Vocabulary

1	**Amplitude**	The distance from the middle to the top of the wave
2	**Wavelength**	The distance between a point on a wave to the same point on the next wave
3	**Trough**	The bottom of the wave
4	**Peak**	The top of the wave
5	**Frequency**	How many waves pass a fixed point in a second
6	**Hertz**	Frequency is measured in Hertz
7	**Ultrasound**	Soundwaves above 20,000 (Hz) too high for humans to hear
8	**Transparent**	A material that allows all light to pass through
9	**Translucent**	A material that only allows some light to pass through
10	**Opaque**	A material that lets no light pass through
11	**Frequency Equation**	1/ time period

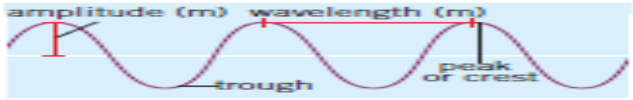
Light and the eye

1	Light entering the eye is refracted by the lens focusing it on the retina as an inverted image
2	Photoreceptors detect the light hitting your retina and send an electrical impulse to the brain
3	If the light is not focuses properly on the retina or the eye you cannot see
4	Long sighted people have the light focus behind the retina
5	Short sighted people have the light focus in front of the retina

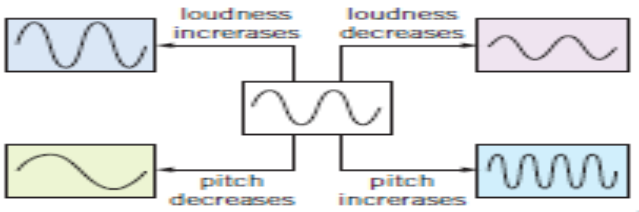
Beckfoot	KS3	Topic: Waves –Light and Sound	Year Group: 7	enjoy learn succeed

Properties of Waves

1	Transverse eg light	
2	Longitudinal eg sound	



Sound waves



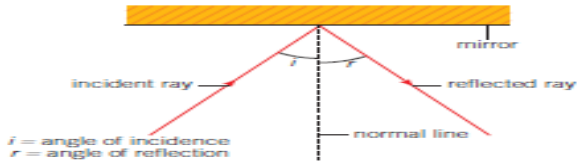
1	Loudness	
2	Pitch	

Colour

1		
2	Primary	
3	Secondary	

Law of Reflection

1	Law of Reflection	



Lenses

1		
2		

Hearing

1		
2		
3		

Key Vocabulary

1	**Amplitude**	
2	**Wavelength**	
3	**Trough**	
4	**Peak**	
5	**Frequency**	
6	**Hertz**	
7	**Ultrasound**	
8	**Transparent**	
9	**Translucent**	
10	**Opaque**	
11	**Frequency Equation**	

Light and the eye

1	
2	
3	
4	
5	

Subject: French	Topic: Les vacances, mode d'emploi – T6	Year Group: 7

Using the pronoun 'nous' with verbs		
1	**Nous allons**	We go
2	**Nous faisons**	We do
3	**Nous restons**	We stay
4	**Nous visitons**	We visit
5	**Nous sommes allés**	We went
6	**Nous avons fait**	We did

Using reflexive verbs		
1	**Je me lave**	I wash (myself)
2	**Tu te laves**	You wash
3	**Il/Elle/On se lave**	He/she/we/you washes/wash
4	**Nous nous lavons**	We was
5	**Vous vous lavez**	You wash
6	**Ils/Elles se lavent**	They wash

Time phrases/Frequency		
1	**Normalement**	Normally
2	**D'habitude**	Usuallly
3	**D'abord**	Firstly
4	**Ensuite**	Next
5	**Puis**	Then
6	**Finalement**	Finally
7	**Quelquefois**	Sometimes
8	**L'année dernière**	Last year

Numbers		
1	**10**	Dix
2	**20**	Vingt
3	**30**	Trente
4	**40**	Quarante
5	**50**	Cinquante
6	**60**	Soixante
7	**70**	Soixante-dix
8	**80**	Quatre-vingts
9	**90**	Quatre-vingt-dix

Examples		
1	**Normalement nous allons en Espagne**	Normally we go to Spain
2	**L'année dernière nous sommes allés en Grèce**	Last year we went to Greece
3	**D'abord je me douche et ensuite je me coiffe**	Firstly I have and next I do my hair
4	**Quelquefois je me maquille**	Sometimes I do my make-up
5	**D'abord il se lave et puis il se fait une crête**	Firstly he has a wash and then he makes his hair spikey
6	Je voudrais une limonade et un sandwich au jambon, s'il vous plaît.	I would like a lemonade and a ham sandwich please
7	**Ça coûte dix Euros vingt**	That costs 10 Euros 20

Subject: French	Topic: Les vacances, mode d'emploi – T6	Year Group: 7

Using the pronoun 'nous' with verbs		
1	**Nous allons**	
2	**Nous faisons**	
3	**Nous restons**	
4	**Nous visitons**	
5	**Nous sommes allés**	
6	**Nous avons fait**	

Using reflexive verbs		
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5	**Vous vous lavez**	
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Time phrases/Frequency		
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2	**D'habitude**	
3	**D'abord**	
4	**Ensuite**	
5	**Puis**	
6	**Finalement**	
7	**Quelquefois**	
8	**L'année dernière**	

Numbers		
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2	**20**	
3	**30**	
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6	**60**	
7	**70**	
8	**80**	
9	**90**	

Examples		
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2	**L'année dernière nous sommes allés en Grèce**	
3	**D'abord je me douche et ensuite je me coiffe**	
4	**Quelquefois je me maquille**	
5	**D'abord il se lave et puis il se fait une crête**	
6	Je voudrais une limonade et un sandwich au jambon, s'il vous plaît.	
7	**Ça coûte dix Euros vingt**	

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Subject: Geography	Topic: **Antarctica**	Year Group: 7

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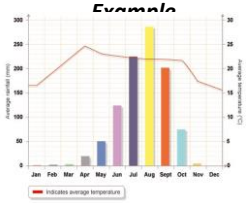
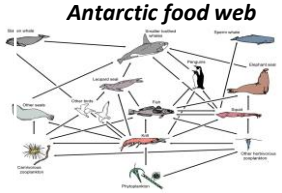
Where do we find Antarctica?	
Antarctica	A continent lying mostly within the Antarctic Circle and centred on the South Pole. 98% percent of Antarctica is covered by an icecap averaging 1 mile in thickness.
Desert	A dry region of little rainfall, extreme temperatures, and sparse vegetation.
Antarctic Treaty	The Antarctic Treaty was signed in 1959 by 12 countries and sets out the rules to manage the continent and surrounding waters.
Expedition	A journey with a focus on exploration and discovery. Norwegian explorer, Roald Amundsen, first reached the South Pole in 1911.

The climate in Antarctica	
Weather	Weather describes the day-to-day conditions of the atmosphere.
Climate	Climate describes average weather conditions over longer periods and over large areas.
Climate graph	Climate graphs are a combination of a bar and line graph showing temperature and rainfall. 

Plant and animal adaptations	
Adaptations	Physical and behavioural changes that help animals survive in certain conditions.
Food web	The sequence of events in an ecosystem, where one organism eats another and then is eaten by another organism. 
Apex predator	A predator at the top of the food chain with no natural predators of their own. E.g Orca

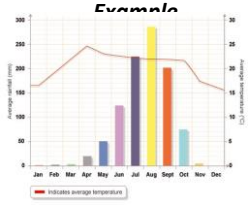
Human activities in Antarctica	
Scientific research	Eighteen countries operate year-round scientific research stations on the continent and the surrounding islands. There are unique opportunities to study things that are not found anywhere else in the world.
Tourism	Tourists visit during the summer to enjoy the spectacular scenery and abundant wildlife. Figures show that 73,991 people travelled to Antarctica between October 2019 and April 2020.
Fishing	Some legal fishing is allowed off the coast of Antarctica but it is closely monitored. Approximately 400,000 tonnes of Antarctic krill was caught in 2019 alone.

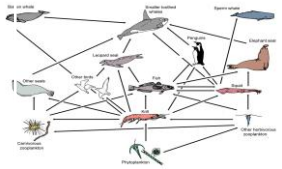
Protecting Antarctica	
Antarctic Treaty	The Antarctic Treaty now has 54 countries who have signed and committed to the protection of Antarctica and its waters through international law.
Microplastics	Small particles of plastic that are less than 5mm in size. They are often found in the marine environment.
Illegal fishing	Fishing that breaks international laws, boundaries and quantity of catch. Antarctic toothfish is often caught illegally due to its high price.
Pollution	The contamination of soil, water, or the atmosphere by the discharge of harmful substances. Pollution is finding its way to Antarctica more frequently in various forms.
Sea Shepherd	An organisation founded in 1977 with the mission of protecting marine environments. Their most notable missions have been in the Antarctic to prevent illegal whaling and

Climate change and Antarctica	
Climate change	The planet's average surface temperature has risen about 1.18°C since the late 19th century. This is attributed to human activities and is known as anthropogenic (human caused) climate change.
Sea level rise	Antarctica has the potential to contribute more than a metre of sea-level rise by 2100 and more than 15 metres by 2500.

Subject: Geography	Topic: **Antarctica**	Year Group: 7

Where do we find Antarctica?	
Antarctica	
Desert	
Antarctic Treaty	
Expedition	

The climate in Antarctica	
Weather	
Climate	
Climate graph	

Plant and animal adaptations	
Adaptations	
Food web	
Apex predator	

Human activities in Antarctica	
Scientific research	
Tourism	
Fishing	

Protecting Antarctica	
Antarctic Treaty	
Microplastics	
Illegal fishing	
Pollution	
Sea Shepherd	

Climate change and Antarctica	
Climate change	
Sea level rise	

Subject: German	Topic: Gute Reise! – T6	Year Group: 7

Using verbs – werden (will)		
1	**ich werde**	I will
2	**du wirst**	you will
3	**er/sie wird**	he/she will
4	**wir werden**	we will
5	**ihr werdet**	you will (plural)
6	**Sie/sie werden**	You (polite)/they will

Giving opinions		
1	ich mag	I like
2	ich mag … nicht	I don't like
3	ich mag … sehr	I really like
4	Ich liebe	I love
5	Ich hasse	I hate
6	Meiner Meinung nach	In my opinion
7	Ich denke	I think

Using adjectives		
1	fantastisch	fantastic
2	toll	great
3	großartig	great
4	einfach	easy
5	schwierig	difficult
6	langweilig	boring
7	schlecht	bad
8	nervig	annoying

Activities		
1	klettern	climb
2	im Meer schwimmen	swim in the sea
3	rodeln	tobogganing
4	im See baden	bathe in the lake
5	segeln	sail
6	wandern	hike
7	windsurfen	windsurf
8	tauchen	dive
9	ins Restaurant gehen	go to a restaurant
10	einkaufen gehen	go shopping
11	faulenzen	laze about

Examples		
1	In meiner Stadt gibt es einen Bahnhof/eine ein Kino/eine Kirche.	In my town there is a train station/a cinema/a church.
2	Wie viel kostet eine Postkarte?	How much does a postcard cost?
3	Es kostet zehn Euro zwanzig. Das finde ich billig.	It costs 10 euros 20 cents. I find that cheap.
4	Ich möchte eine Freundschaftsband kaufen.	I would like to buy a friendship bracelet.
5	Ich esse Pizza gern, weil es lecker ist.	I enjoy eating pizza because it's delicious.
6	Ich möchte Pommes mit/ohne Mayo/Ketchup/Senf.	I would like fries with/without mayo/ketchup/mustard.
7	In den Sommerferien werde ich segeln, wandern und tauchen.	In the summer holidays I will sail, hike and dive.
8	Ich werde eine Woche/zwei Wochen bleiben.	I will stay for a week/two weeks.

Subject: German	Topic: Gute Reise! – T6	Year Group: 7

Using verbs – werden (will)		
1	**ich werde**	
2	**du wirst**	
3	**er/sie wird**	
4	**wir werden**	
5	**ihr werdet**	
6	**Sie/sie werden**	

Giving opinions		
1	ich mag	
2	ich mag … nicht	
3	ich mag … sehr	
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5	Ich hasse	
6	MeineR Meinung nach	
7	Ich denke	

Using adjectives		
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Activities		
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2	im Meer schwimmen	
3	rodeln	
4	im See baden	
5	segeln	
6	wandern	
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Examples		
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8	Ich werde eine Woche/zwei Wochen bleiben.	

Subject: Geography	Topic: Life in a Hot Desert	Year Group: 7

1. Life in a hot desert	
Desert	A dry region of little rainfall, extreme temperatures, and sparse vegetation. They can be cold deserts, hot deserts or coastal deserts.
Hot desert	Hot deserts have high average temperatures and very low rainfall. Some examples are the Sahara Desert and the Mojave Desert.
Temperature	As there is little humidity and cloud cover, temperatures can become extremely hot during the day and cold at night.

2. How do plants and animals adapt	
Biodiversity	The number/variety of different plant and animal species in an ecosystem.
Nocturnal	Most active at night.
Camel	Camels have many adaptations that help them survive in the harsh hot desert climate.
Plant adaptations	Many desert plants can expand during a rainfall event to store water in their stems. When it rains in the desert, these plants can increase as much as 50% through water absorption.

3. How may desert climate change	
Sahara	A vast desert in northern Africa extending east from the Atlantic coast to the Red Sea
Sahel region	The vast semi-arid region of Africa separating the Sahara Desert to the north and tropical savannas to the south. 
Desertification	The process by which fertile land becomes desert, typically as a result of drought, deforestation, or inappropriate farming.
Famine	A drastic, wide-reaching food shortage. The Sahel region is particularly vulnerable to food scarcity (lack of food).
Great Green Wall	A plan to build a strip of trees across the north of Africa. There has been evidence that this is reducing the risk of desertification and improving farming.

4. Introduction to Mojave desert		
1	Location	The Mojave desert is located on the continent of North America in the country of the U.S.A. The desert covers parts of the states of Nevada, California and Arizona.
2	Climate	The desert reaches temperatures of 35°C and months where the highest amount of rainfall is just over 1mm.

5. Human activity- Tourism to a desert	
Las Vegas	A city in southern Nevada best known for the Strip, a street lined with mega-resorts and casinos.
Visitor numbers	In the last five years, Las Vegas averaged above 40 million tourists visiting each year. 2020 saw that number drop due to the pandemic.
Activities	There are a number of activities that draw tourists to Las Vegas. Some popular experiences are helicopter rides to the Grand Canyon, walking the famous strip and shopping for luxury goods.

6. Is Las Vegas sustainable?	
Sustainable	Something that can be continued without harming the environment. For example, solar power or reusable cups.
Unsustainable	Not sustainable. For example, petrol cars, wasting water and electricity.
Water scarcity	A lack of water. Las Vegas consumes the most water per person compared to any other city in the world. They are also running out of water.
Green incentives	Businesses are given benefits to create a more green and environmentally friendly city.

Subject: Geography	Topic: Life in a Hot Desert	Year Group: 7

1. Life in a hot desert	
Desert	
Hot desert	
Temperature	

2. How do plants and animals adapt	
Biodiversity	
Nocturnal	
Camel	
Plant adaptations	

3. How may desert climate change	
Sahara	
Sahel region	
Desertification	
Famine	
Great Green Wall	

4. Introduction to Mojave desert		
1	Location	
2	Climate	

5. Human activity- Tourism to a desert	
Las Vegas	
Visitor numbers	
Activities	

6. Is Las Vegas sustainable?	
Sustainable	
Unsustainable	
Water scarcity	
Green incentives	

Subject: History Topic: Should Elizabethan England be called a 'Golden Age'? Year Group: 7

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1. Did religion matter?

1	What had happened before 1558?	1. Henry VIII had changed the religion of England from Catholic to Protestant 2. It stayed Protestant under Edward VI 3. Mary I changed the religion back to Catholic and punished Protestants Harshly
2	What changes did Elizabeth make to the Church?	1. She made a compromise called the Middle Way - It had features of both religions 2. She didn't punish people harshly when they didn't go to Protestant Church
3	What effect did her changes have?	1. Some Catholics were unhappy and made plots to replace her. 2. The plots were unsuccessful 3. Most people were happy with her compromise

2. What was life like for Elizabethan women?

1	What did the Elizabethans think about women?	1. Elizabethan England was a patriarchy 2. Women were thought to be less important and powerful than men 3. Women would be less likely to inherit land and wealth
2	Who was Bess of Hardwick?	1. Bess of Hardwick was born into a quite wealthy family but was not a noble 2. She had some important jobs in court 3. She was married 4 times and inherited money after each of her husbands died 4. She became the second richest woman in England, after Elizabeth
3	How unusual was Bess?	1. It was unusual for a woman to be able to climb the social ladder 2. It was unusual for a woman to be able to build a legacy, like the houses she improved 3. She was clever about keeping her properties when she got remarried

3. How well did Elizabethans look after the poor?

1	Why was poverty a problem?	1. When England was a Catholic country, monasteries would give help to poor people. Henry VIII shut down the monasteries 2. There was more unemployment because there were changes to farming
2	What did Elizabethans think about the poor?	1. The Elizabethans divided the poor into two categories 2. The Deserving Poor were people who deserved help because they couldn't work 3. The Undeserving Poor were people who didn't deserve help because they were seen to be too lazy
3	How did Elizabethans try to help poverty?	1. The Elizabethans set up almshouses to offer food and shelter to the poor 2. Local taxes were used to help the deserving poor 3. Beggars were punished harshly 4. People who refused to work were imprisoned in workhouses

4. How diverse was Elizabethan England?

1	How did people from Africa come to be in England?	1. People of African origin came to be in England from a range of routes. 2. Some came as traders and ambassadors to represent their counry 3. Some straight from Africa, while some arrived through the Spanish and Portuguese empires.
2	What evidence do we have of Black Tudors?	1. Cattelina of Almondsbury was an unmarried woman who owned a cow and made money by selling dairy products 2. Diego was the personal servant to Francis Drake. He had important jobs as translator for Drake 3. Mary Fillis was servant, merchant and seamstress. She was baptized as a Christian

Key word	Definition
Almshouse	A place where poor people could go for food and shelter
Catholic	**The Christian religion that is headed by the Pope. The religion of Europe at this time**
Court	A place where the King or Queen would live and meet important people. It was an honour to be invited to court
Noble	The most respected group in society. They were born into their position and owned land
Patriarchy	When society is set up in a way where men are more important than women
Pope	The person in charge of the Catholic church. He lives in Rome
Protestant	**Someone who followed the teachings of Martin Luther and protested against the Catholics**
Workhouses	A place where poor people were sent to do hard work in return for food and shelter

Did England rule the waves?

1	What was piracy?	1. Explorers like Francis Drake went sailing around the world to discover new places and bring back new riches. 2. These explorers also attacked Spanish ships and brought the gold back to England. Elizabeth supported their activities 3. Another famous pirate was Grace O'Malley, who fought to keep control over parts of Ireland. She met Queen Elizabeth
2	How did piracy affect England?	1. Piracy made England rich as it brought lots of gold back to England 2. Elizabeth was grateful for the pirates activities – she even knighted Francis Drake 3. Piracy made Spain very angry with England, especially when Drake was given a knighthood. 4. Piracy was one of the reasons that Spain tried to invade England in the Spanish Armada
3	Why did England win the Spanish Armada?	1. England had more experienced sea captains and better ships 2. Spain was planning a land invasion, so their leaders and equipment were prepared for fighting on land 3. Spain was supposed to meet up with a bigger army from the Netherlands but they never arrived. 4. The English tactics of fireships managed to break the Spanish ships defensive formation 5. The weather meant that the Spanish ships were forced to sail up around Scotland and Ireland where they were attacked more.

Subject: History Topic: Should Elizabethan England be called a 'Golden Age'? Year Group: 7

Beckfoot

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Key word	Definition
Almshouse	
Catholic	
Court	
Noble	
Patriarchy	
Pope	
Protestant	
Workhouses	

Did England rule the waves?

1	What was piracy?	
2	How did piracy affect England?	
3	Why did England win the Spanish Armada?	

Subject: RE Topic: What is wisdom? Year Group: Year 7

Beckfoot

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Knowledge Group 1 World of Change

1	Why was Heraclitus sad?	The world and so our knowledge is always changing
2	What is the problem with change?	Our knowledge also always changing
3	Give an example	I know I am 5ft until I grow
4	Why are ideas different to the real thing?	An idea can be perfect, but the real version will always be imperfect.

Knowledge Group 2 Allegory of the Cave

1	What happens at the start of the allegory?	Prisoners are chained and watching shadows
2	What does the prisoner realise when he is freed?	That the shadows aren't real
3	What is behind the prisoners?	A fire, people carrying statues and a world outside the Cave
4	What happens when the prisoner leaves the cave?	He sees truth for the first time
5	What does the prioser decide to do next?	Return to tell the other prisoners what he has learnt
6	How do the prisoners react?	They attack him and say he is lying.

Knowledge Group 3 Philosopher Prisoner

1	Why do the prisoners beat the one who escaped?	They don't want to know that their beliefs are false
2	Who does the prisoner represent?	Socrates – he was put to death for asking questions.
3	Who do the people carrying statues represent?	Politicians – they lie to the prisoners and have power despite also being deluded themselves
4	What does this show about justice?	The politicians are unjust and don't understand justice.

Knowledge Group 4 Theory of Forms

1	How do we know something is a horse?	It is an imperfect version of the form of a horse
2	What is a Form?	The perfect, unchanging version of something that exists in the world of Ideas, not this world
3	Give examples of important Forms	Beauty, Justice, Truth
4	Can we know the Forms?	In this world we cannot because we only see the changing, imperfect versions but we can think about them.

Key Word	Definition
Flux	The world is always changing
Empirical	Knowledge from the senses
Philosophy	Lover of wisdom
Allegory	A story with a hidden meaning
Form	Perfect version of something
Justice	Just treatment: giving what is deserved
Politician	Someone in charge of a country
Plato	Philosopher who came up with the allegory of the cave
Socrates	Philosopher who was put to death for corrupting the youth
Heraclitus	Philosopher who saw the world was always changing

Philosophy translates as a lover of wisdom. We would say that philosophy is the study of the big questions of life, such as what is real or true

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Subject: RE Topic: What is wisdom? Year Group: Year 7

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Knowledge Group 1 World of Change

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2	What is the problem with change?	
3	Give an example	
4	Why are ideas different to the real thing?	

Knowledge Group 2 Allegory of the Cave

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Key Word	Definition
Flux	
Empirical	
Philosophy	
Allegory	
Form	
Justice	
Politician	
Plato	
Socrates	
Heraclitus	

Beckfoot

Design & Technology; Resistant Materials | Topic: Gadget Stand Project | Year Group: 7

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1. Process; Tools & Equipment

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

2. Materials; Softwoods

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

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

3. Materials; Hardwoods

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

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

3. Health & Safety

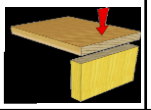
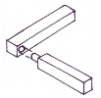
1	**PPE**	Personal Protective Equipment
2	**Safety Goggles**	Made from Polycarbonate, designed to protect the eyes from projectiles
3	**Ear Defenders**	Designed to protect your hearing in loud environments

4. Materials; Manufactured Boards

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

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

2. Wood Joints

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

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

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

Beckfoot

Design & Technology; Resistant Materials	Topic: Gadget Stand	Year Group: 7

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 	

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3	Cedar	

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2	Oak	
5	Beech	

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2	Safety Goggles	
3	Ear Defenders	

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

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5	Chipboard	

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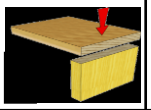
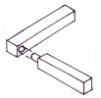
2	Butt Joint 	
3	Dowel Joint 	
4	Screw Joint 	

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Beckfoot

Design & Technology; Textiles

Topic: Pencil Case

Year Group: 7

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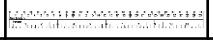
1. Tools & equipment

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

2. Sewing Machine Components

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

3. Process; Sewing machine sewing

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

4. Materials

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

Key Vocabulary

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

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

Beckfoot

Design & Technology; Textiles

Topic: Pencil Case

Year Group: 7

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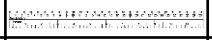
1. Tools & equipment

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

2. Sewing Machine Components

1	Bobbin 	
2	Bobbin Case 	
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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
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Beckfoot

Design & Technology; Food

Topic: Healthy breakfast project

Year Group: 7

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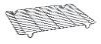
1. Equipment

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

2. Nutrition

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

3. Processes in the kitchen

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

Key Vocabulary

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

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

Beckfoot

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

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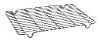
1. Equipment

1	Sieve 	
2	Colander 	
3	Chopping board 	
4	Wooden spoon 	
5	Peeler 	
6	Cooling rack 	
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2. Nutrition

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

3. Processes in the kitchen

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Beckfoot	Subject: Drama	Topic: Bollywood	Y7	enjoy learn succeed

Bollywood – What is it?	
Origins	**Combines two names: Bombay (the city now called Mumbai) and Hollywood. Based in Mumbai, India and is one of the worlds largest film industries.**
What does it look like?	**A FUSION of Classical Indian dance, folk dances, Jazz, Hip Hop, Arabic and Latin. It uses lots of bent knees and stamps. It is very energetic and has lots of jumps/hops. It uses hand gestures which were originally used to tell folk tales.**

KEY VOCABULARY		
1	Action	The movement performed
6	Formations	The shape that you and your dancers make in the space. E.g. diamond, circle, zig zag.
7	Gesture	A movement done by the body which is not weight bearing, e.g., clapping, pointing, waving.
8	Warm up	Increases your heart rate so that oxygen travels in your blood faster to your muscles. E.g. Jogging on the spot or star jumps. It also stretches your muscles and mobilises your limbs. E.g. lunges to each side. This prevents injury during and after dancing
9	Fusion	A mix of different dance styles

Choreographic Devices : Ways in which a choreographer makes the movement created look more interesting		
1	Levels	Using different areas of space (high, middle, low)
2	Directions	Facing and travelling different wats when performing movements.
3	Formations	Where the dancer stand on stage in relation to others on stage – Creates a pattern
4	Canon	Group of dancers performing a movement one after the other, similar to Mexican wave
5	Unison	Group of dancers performing movement at exactly the same time

Bollywood Movements		
1	Adja	Turn palms of hands toward sky (1 hand slightly in front of the other) and beckon someone to come towards you
3	Hamsasya	Place you forefinger and thumb together. Rotate your hands (this is sign of knowledge, peace and meditation).
4	Triple Step	<u>3 counts</u> Flat of right foot Toes of left foot Flat of right Repeat on left side
5	Limp Step	Put toes of right foot on the floor Press down on toes lifting left foot slightly off the floor Repeat on left foot
6	Side Lunge	Start feet together Lunge to the right with your leg, twisting your body to face the right. Keep your head to facing the front. Bring your feet back to the middle. Do the same on the left.
7	Around the World	Right foot on the floor Place ball of left foot on floor and push off it 4 times so that you turn your body around in a full circle Repeat on left foot
8	Step & Touch	Start feet together Step out to the right Touch ball of left foot on floor next to right Step out to left Touch ball of right foot on floor next to left
9	Turn	Start feet together Take right foot and cross it over in front of left foot Place ball of foot on the floor Simply unwind in a spin (This is all one action)
10	Shrugging Shoulders	Shrug your shoulders up and down <u>Progressions</u> 1)Gradually lift/raise arms up above shoulders 2) Can you do any of this at double speed?
11	Arm Pulse	Put one arm behind your head and the other out to the said. Then pulse out and in.

Subject: Drama	Topic: Bollywood	Y7

Bollywood – What is it?	
Origins	
What does it look like?	

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Bollywood Movements		
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11	Arm Pulse	

Subject: Drama	Topic: Bollywood	Y7

DANCE PERFORMANCE SKILLS - DREAMS		
1. D	DYNAMICS	How the movement is performed e.g. sharp, soft, heavy and having a variation to suit the dance.
2. R	RHYTHM AND TIMING	Picking out beats in music / Performing movements at the correct time as beat suggests or as other dancers are moving. "Being in time"
3. E	EXECUTION AND COMMITMENT	Making sure you finish off all your movements fully and fully immerse yourself into the mood and your character when performing.
4. A	AWARENESS OF SPACE	Having an awareness (knowing) of where other dancers are in relation to you , maintain formation and knowing the correct pathways to transition from one formation to another. Having An awareness (knowing) of set and props on stage. Important to prevent collisions.
5. M	MOVEMENT MEMORY	Being able to remember the movements choreographed without thinking or stalling.
6. S	STAMINA	Ability to keep going with high energy throughout rehearsal / performance without sowing fatigue.

Contextual links: **Madonna, Shakira & Britney Spears have incorporated the Bollywood style of dance or music into their songs, videos and stage shows. Inspired films such as Slumdog Millionaire.**

Subject: Drama	Topic: Bollywood	Y7

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Beckfoot

Music | Topic: Caribbean Music | Year Group: 7 – Half term 5

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1. Calypso

1	**Calypso**	a style of Afro Caribbean music that originated in Trinidad and Tobago during the early to mid-19th century
2	**Musicians**	Lord Kitchener, Mighty Sparrow, Roaring Lion
3	**Instruments used**	Trumpet, Flute, Saxophone, Steelpan, Congas, Bongos, Bass Guitar, Trombone, Violin

2. Reggae

1	**Reggae**	A music genre that originated in Jamaica in the late 1960s influenced by rhythm and blues and Jazz
2	**Musicians**	Bob Marley, Toots and the Maytals, Jimmy Cliff
3	**Instruments used**	Bass guitar, Drum Kit, Guitar, Electric Organ, Brass instruments, Piano, Melodica

3. Song Structure

1	**Intro**	The section of the music that introduces the song.
2	**Verse**	A section that repeats in a song, it has the same music, but different lyrics.
3	**Chorus**	The main section of a song, it will repeat both the lyrics and the music in the same way..
4	**Outro**	The ending section of a song.

4. Caribbean music

1	**Syncopation**	A variety of rhythms played together
2	**Off beat Skanking**	Playing chords on beats 2 and four
3	**Bassline**	The lowest part in music, provides the harmonic structure of the music.
4	**Rastafarianism**	Religion of reggae music. About peace, love and unity

5. Instruments

1	**Melodica**	To play the melody, you blow into it. 
2	**Steel Pan**	Can play all the parts, used in Calypso 
3	**Bass Guitar**	Play the bassline riff. 
4	**Electric Organ**	Plays the off beat skanking chords. 

6. Key Vocabulary

1	**Dynamics**	The volume of the music (Loud or quiet)
2	**Rhythm**	A pattern on sounds of different lengths and what makes music move and flow.
3	**Structure**	Gives shape and balance to the music
4	**Melody**	The main tune
5	**Instrumentation**	The instruments used in the piece
6	**Texture**	The layers of instruments. Thick- lots of instruments Thin- A few instruments
7	**Harmony**	A multiple of pitches being played at the same time.
8	**Timing**	Playing with the pulse of the music
9	**Pulse**	The background “heartbeat” of a piece of music.
10	**Tempo**	The speed the music is played (fast or slow)
11	**Pitch**	How high or low the note is
12	**Tonality**	Major (Happy) or Minor (Sad) sounding. Determined by the Key of the music.

Other musical styles linked to this: Ska, Dancehall, Salsa, Reggaeton, 2 tone. **Performances Pieces:** Yellowbird, Charley Marley, Three Little Birds

Beckfoot

Music	Topic: Caribbean Music	Year Group: 7 – Half term 5

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1. Calypso

1	**Calypso**	
2	**Musicians**	
3	**Instruments used**	

2. Reggae

1	**Reggae**	
2	**Musicians**	
3	**Instruments used**	

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Subject: Computing	Topic: Algorithms	Year Group: 7

Algorithms basics

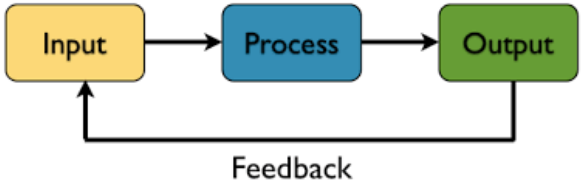
1	Algorithm	is a sequence of steps that can be followed to complete a task
2	Problem solving	Finding a way to fix or resolve a task
3	Variable	A variable is a location in memory that we use to store data
4	Flowchart	a diagrammatic representation of an algorithm

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

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2	Problem solving	
3	Variable	
4	Flowchart	

Computational Thinking - 4 Steps

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Input, process, output model

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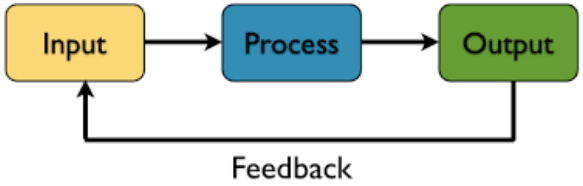

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Flowchart symbols

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

Beckfoot

Subject: Computing	Topic: Programming with Small Basic	Year Group: 7

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Flowchart Symbols

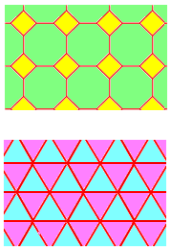
1	Start/Stop	To begin and end the flowchart.
2	Process	To calculate the result of a user input.
3	Input/ Output	To enter data or to display the result.
4	Decision	To make choices based on some data.

Basic Turtle Commands

1	Command	What does it do?
	Turtle.Show()	Show Turtle.
	Turtle.Hide()	Hide Turtle.
	Turtle.Speed = 8	Set speed to 8.
	Turtle Move(100)	Move 100 pixels.
	Turtle.Turn(90)	Turn 90°
	Turtle.Angle = 180	Turn to 180°
	Turtle.PenUp()	Turtle stops drawing.
	Turtle.PenDown()	Turtle start to draw.

Repetition and Tessellations

1	Repetition	FOR loops are one way to repeat sections of code.
		`For x = 1 To 360`
		`  Turtle.Move(1)`
		`  Turtle.Turn(360/360)`
		`EndFor`

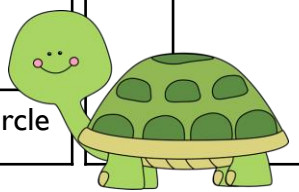
2	Tessellation 	A tessellation is repeating a pattern without leaving any gaps. There are two types of tessellations regular and semi regular. Can you find out what they are?

Graphics Window Commands

1	Command	What does it do?
	BrushColor = Red	Changes fill colour to Red.
	FillRectangle(,,,)	Draw and fill a rectangle
	FillTriangle(,,,,,)	Draw and fill a triangle
	FillEllipse(,,,)	Draw and fill a circle

Key Vocabulary

1	Algorithm	A step by step sequence for how to solve a problem.
2	Flowchart	A flowchart is a step by step method to solving a problem.
3	Intellisense	This is the area of Small Basic where hints and tips and displayed while we write code.
4	Cartesian Co-ordinates	Location of a fixed point to state how far along and how far up it is.
5	Iteration	Iteration is the process of looping or repeating sections of a program



Beckfoot

Subject: Computing	Topic: Programming with Small Basic	Year Group: 7

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Flowchart Symbols

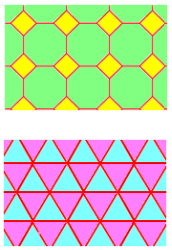
1	Start/Stop	
2	Process	
3	Input/ Output	
4	Decision	

Basic Turtle Commands

	Command	What does it do?
1		Show Turtle.
		Hide Turtle.
		Set speed to 8.
		Move 100 pixels.
		Turn 90°
		Turn to 180°
		Turtle stops drawing.
		Turtle start to draw.

Repetition and Tessellations

1	Repetition	`For x = 1 To 360`
		`  Turtle.Move(1)`
		`  Turtle.Turn(360/360)`
		`EndFor`

2	Tessellation	

Graphics Window Commands

	Command	What does it do?
1		Changes fill colour to Red.
		Draw and fill a rectangle
		Draw and fill a triangle
		Draw and fill a circle

Key Vocabulary

1		
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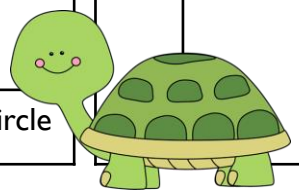
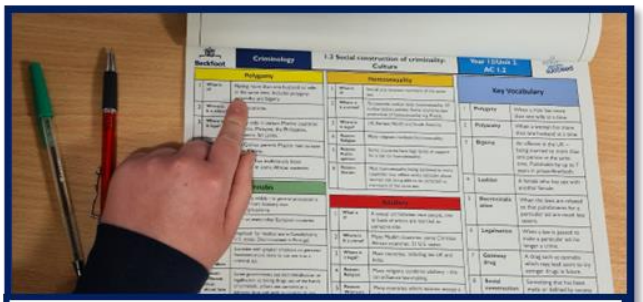


Independent Learning: How to 1 – Quiz It

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

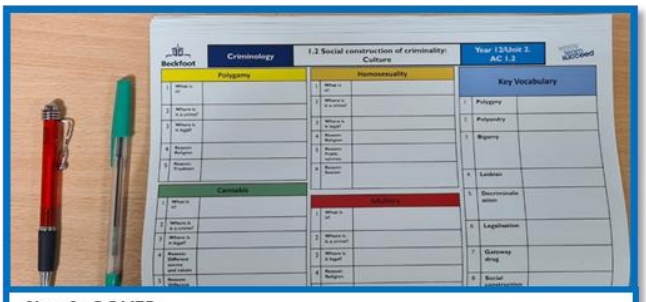
Retrieval Practice: Just do steps 2-4: Cover, Write, Check



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

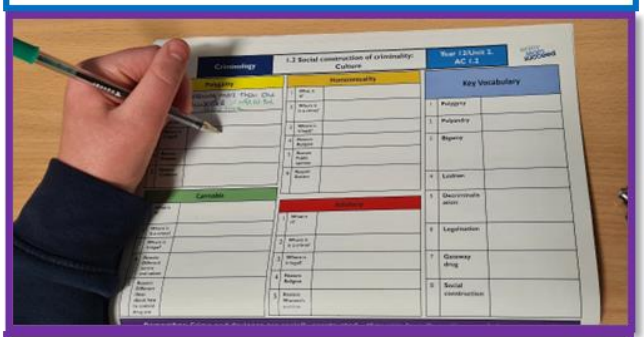


Step 2: COVER

- 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	

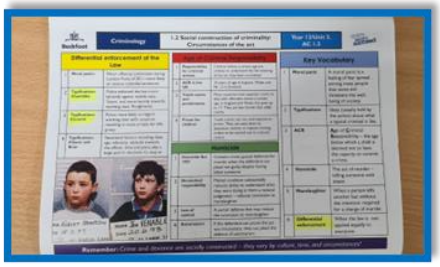
Independent Learning: How to 2 – Link It

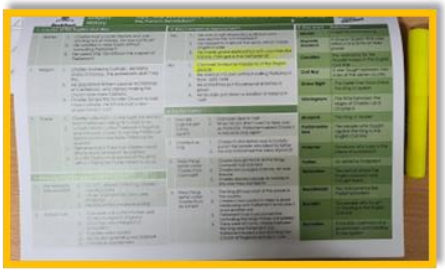
- Choose 3-6 items from your knowledge organiser
- Write 3 sentences to show how these things link together
- You could:

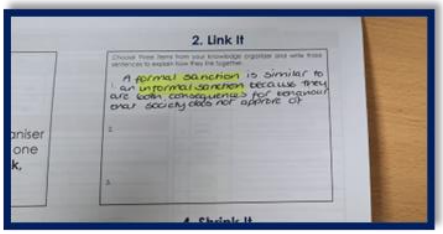
Compare and contrast:
- x is similar to/different from y because…
- x is more/less … than y because…

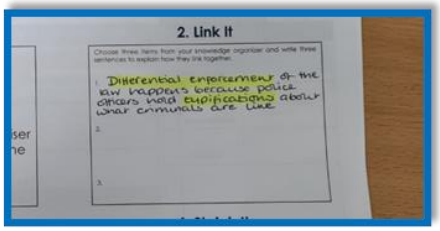
Cause and effect:
- x happens because of y…
- x and y work together to produce z…

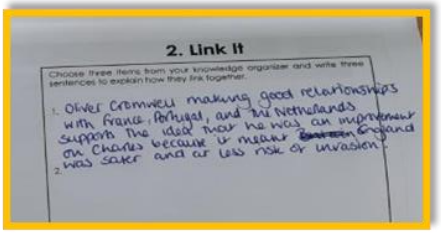
Support/refute:
- x supports the ideas of y because…
- x refutes the ideas of y because…











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

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

Link It

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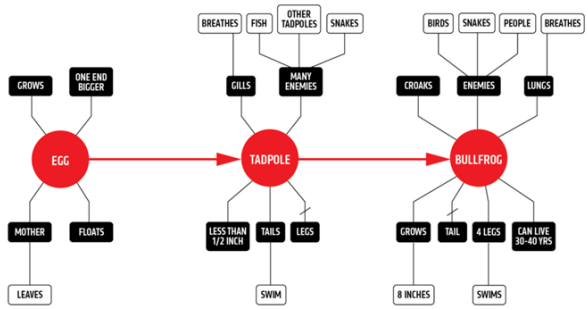
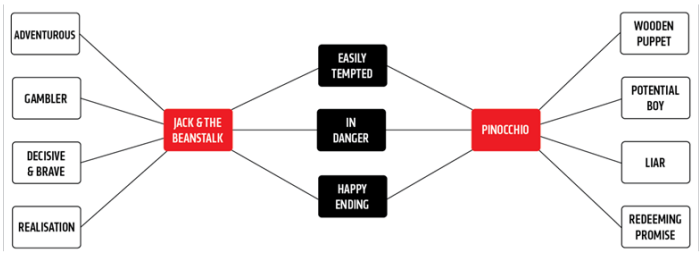
Independent Learning: How to – 3 Map It

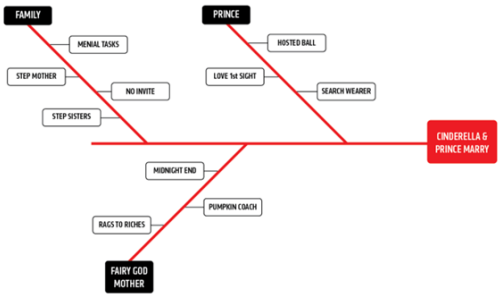
Mind-maps are useful if you want to chunk information or organise it into categories. In this example, the central idea is the 'The Three Pigs' and each branch is a theme within the story



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



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



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

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

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

Map It

Map It

Map It

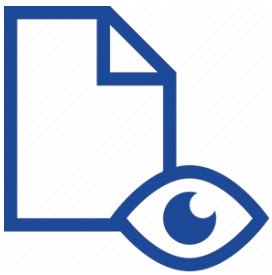
Map It

Map It

Map It

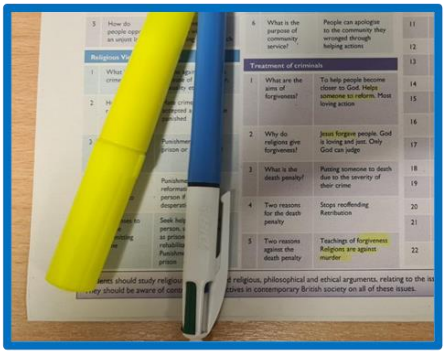
Map It

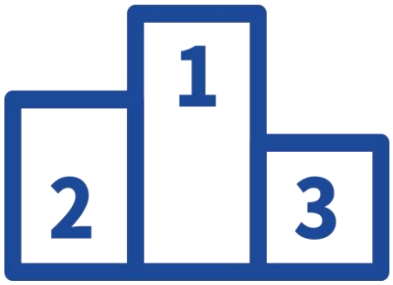
Independent Learning: How to 4 – Shrink It



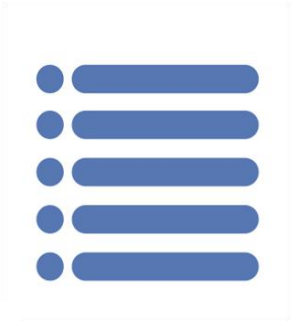
1. Skim over the Knowledge Organiser and look for the key information

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

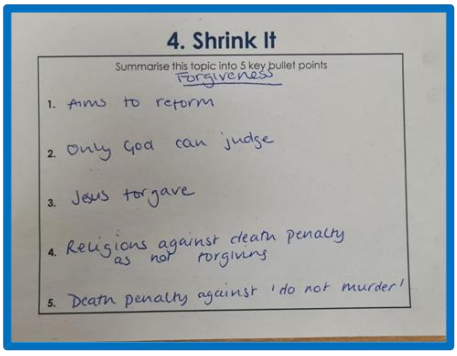




3. Rank your chosen points in order of importance



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?

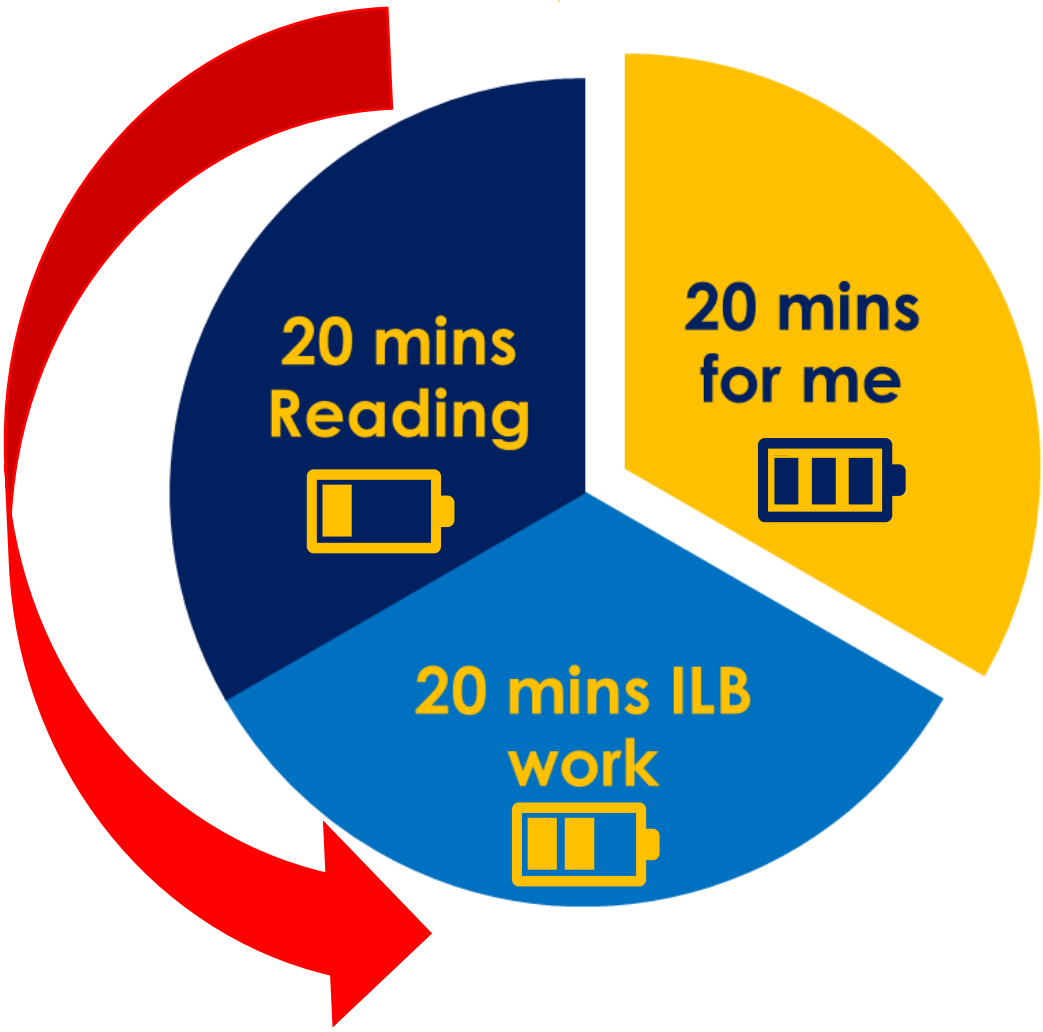
How did my motivation level affect my performance in the task?

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.

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