

# Knowledge Organiser

## Year 7

Cycle One

2026-27

## Personal Details

Name ..... Tutor ..... Tutor Group .....

School email address ..... School username ..... Password .....

Sparx username ..... Sparx password ..... Classcharts .....

## Homework Guide

You are expected to spend a minimum of one hour on your homework each day. You should spend 30 minutes on each subject. You will be assessed on the knowledge in your knowledge book for every subject throughout each cycle.

## Homework Schedules

| Week commencing | Week | Section of KO to work from                                                                          | Week commencing | Week | Section of KO to work from                                                                  |
|-----------------|------|-----------------------------------------------------------------------------------------------------|-----------------|------|---------------------------------------------------------------------------------------------|
| 7th Sept        | A    | Week 0 - No homework                                                                                | 19th Oct        | A    | Week 6                                                                                      |
| 14th Sept       | B    | Week 1 - Homework completed in tutor time with tutor guidance.                                      | 9th Nov         | B    | Week 7                                                                                      |
| 21st Sept       | A    | Week 2 - Homework completed at home but no catch up if incomplete. Tutor support during tutor time. | 16th Nov        | A    | Week 8                                                                                      |
| 28th Sept       | B    | Week 3 - Homework completed at home and catch up starts.                                            | 23rd Nov        | B    | Week 9                                                                                      |
| 5th Oct         | A    | Week 4                                                                                              | 30th Nov        | A    | Week 10                                                                                     |
| 12th Oct        | B    | Week 5                                                                                              | 7th Dec         | B    | Week 11 Assessment week: No Cornell notes. Revise for assessments. Only SPARX Homework due. |
|                 |      |                                                                                                     | 14th Dec        | A    | Week 12 Super teaching week: No Cornell notes. Only SPARX Homework due.                     |

| Week A    | Subject 1     | Subject 2               |
|-----------|---------------|-------------------------|
| Monday    | English       | MFL                     |
| Tuesday   | Sparx English | History                 |
| Wednesday | Sparx Maths   | PE Health and Nutrition |
| Thursday  | Sparx Science | Geography               |
| Friday    | Drama         | Comp                    |
| Week B    | Subject 1     | Subject 2               |
| Monday    | English       | MFL                     |
| Tuesday   | Sparx English | History                 |
| Wednesday | Sparx Maths   | Life to the Full        |
| Thursday  | Sparx Science | Geography               |
| Friday    | Art           | Music                   |

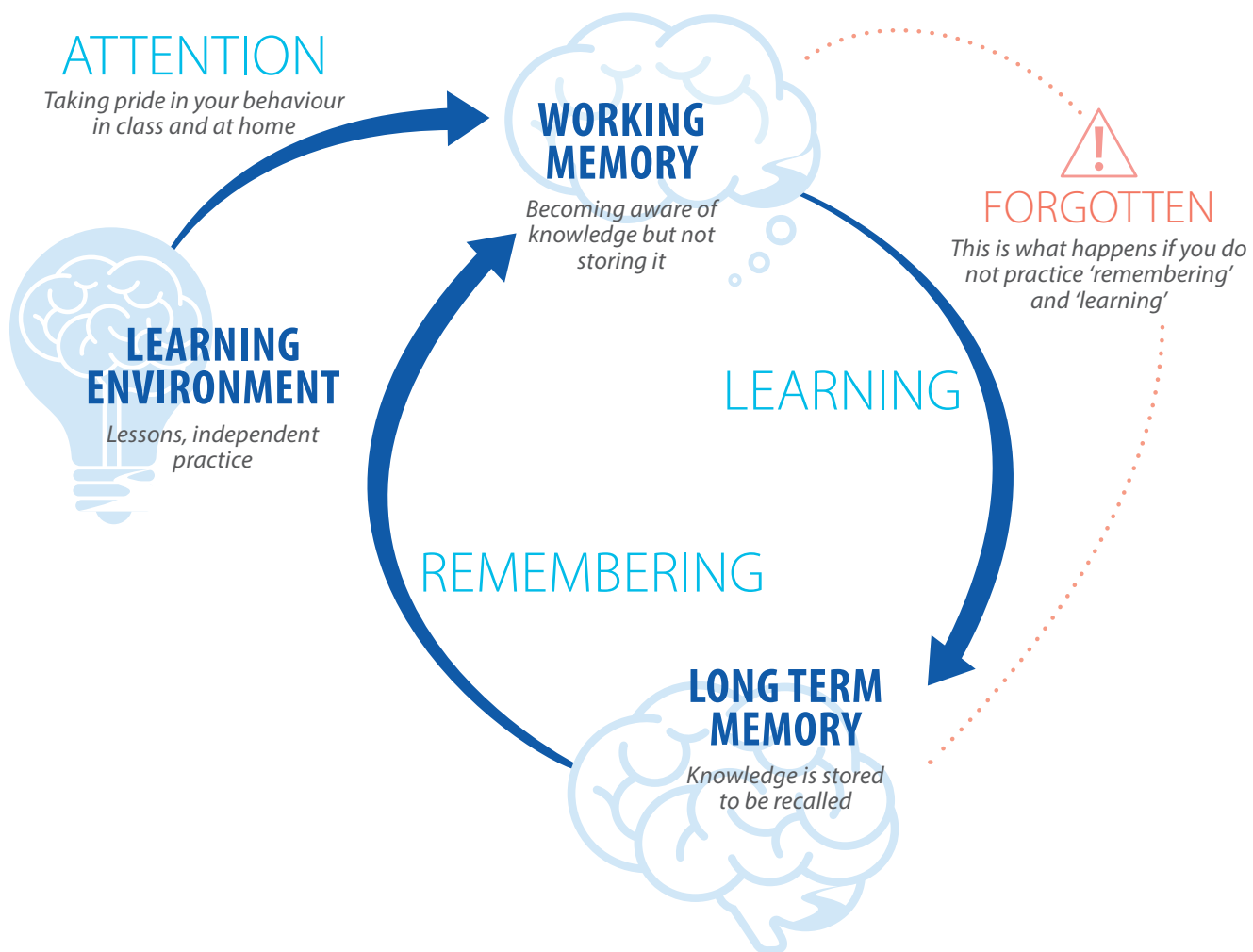
## Sparx Homework

- SPARX maths home learning - <https://sparxmaths.com/>
- Username .....
- Password .....
- Sparx for English, Maths and Science is set a week in advance. English is due on a Tuesday, Maths on Wednesday and Science on Thursday. It is due 8am on the day of deadline.
- There are support sessions in school running Tuesday – Thursday at both break and lunchtime in the Maths corridor.
- Any student who hasn't completed 100% of their Sparx for English, Maths or Science by 8am on deadline day will be expected to attend Sparx homework catch up after school that day. Or get to 100% throughout the day by going to the Maths corridor during break and lunch to catch up.

## Rewards

Early completion rewards are given for English, Maths and Science.

# This is how you learn



## Mastering your Memory and Cornell Notes

- **Learning** is what happens when knowledge moves from your **working memory** to your **long term memory** and can be recalled or retrieved.
- Your **working memory** is like a desktop on your computer. If the information is not 'saved' then it will be **forgotten**.
- Your **long term memory** is like a computer hard drive. **Remembering** is what happens when you access the information in your **long term memory**.
- Cornell notes for homework and do now quiz questions are two of the ways we support you to remember the key content from your lessons.
- Your brain needs to regularly practice retrieving that information for it not to be forgotten.

### Link to Learning

Cornell Notes are a note taking system that was developed at Cornell University in America.

It is specifically designed to help you initially strengthen your **learning** but perhaps more importantly, build in opportunities to **remember** what you have **learned**.

# Completing Cornell Notes

- 1) Read your knowledge organiser then in the note taking area write bullet points from this week's section of the knowledge organiser. You can copy the points from your knowledge organiser here or you can rewrite your notes in your own words and shorten. You must fill this entire space.
- 2) Summarise all the information in the note taking area into 3 bullet points. It should cover the main points you think need to be remembered from the notes. If definitions, put down the most important ones for you to remember.
- 3) In the cue column, create 5 questions that your bullet points answer. You need at least 5 questions in this column. Example: If in your note taking area you have written "Elizabeth I became Queen in 1559" then your cue column question could be "What year did Elizabeth I become Queen?"
- 4) Answer the five questions in full sentences and then mark and correct with green pen.

| Monday                                |       | Week                             |  |
|---------------------------------------|-------|----------------------------------|--|
| Read and make notes                   |       | Summarise to 3 bullet points     |  |
| Create 5 quiz questions in cue column |       | Cover notes and answer questions |  |
| Mark and correct answers              |       |                                  |  |
| <b>Geography</b>                      |       |                                  |  |
| Cue Column                            | Notes |                                  |  |
| 1.                                    |       |                                  |  |
|                                       |       |                                  |  |
| 2.                                    |       |                                  |  |
|                                       |       |                                  |  |
| 3.                                    |       |                                  |  |
|                                       |       |                                  |  |
| 4.                                    |       |                                  |  |
|                                       |       |                                  |  |
|                                       |       | Summary                          |  |
| 5.                                    |       |                                  |  |
|                                       |       |                                  |  |
|                                       |       |                                  |  |
|                                       |       |                                  |  |
| <b>Self Quiz</b>                      |       |                                  |  |
| 1.                                    |       |                                  |  |
| 2.                                    |       |                                  |  |
| 3.                                    |       |                                  |  |
| 4.                                    |       |                                  |  |
| 5.                                    |       |                                  |  |

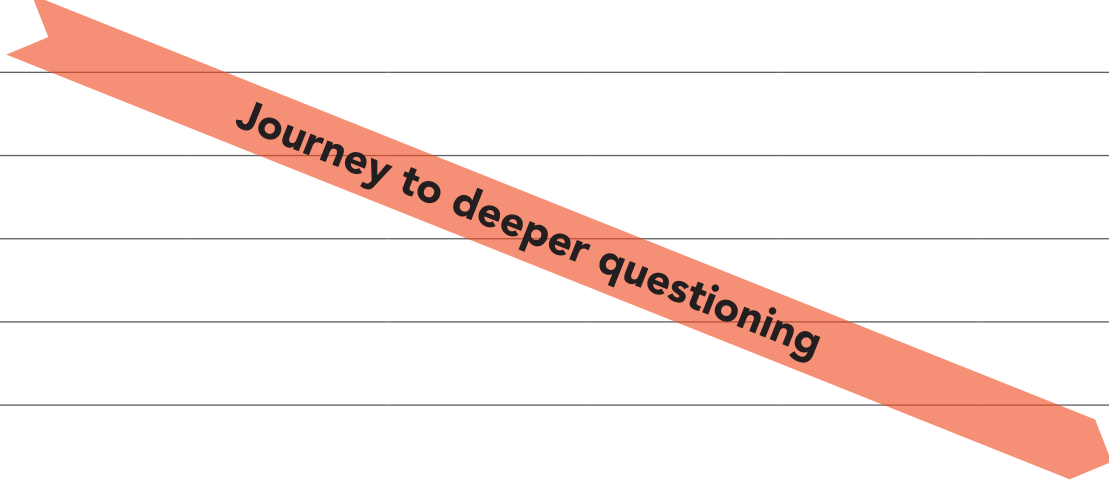
3) Create 5 Quiz Questions.

1) Read your knowledge organiser and then make notes here.

2) Summarise notes to three bullet points.

4) Answer the five questions in full sentences and then mark and correct with green pen.

# How can I write the best possible questions for Cornell notes?

| ?                | Is...<br>Are...<br>Was...                                                          | Does...<br>Do...<br>Did... | Can<br>(Possibility) | Should<br>(Opinion) | Will<br>(Prediction) | Might<br>(Imagination) |
|------------------|------------------------------------------------------------------------------------|----------------------------|----------------------|---------------------|----------------------|------------------------|
| What<br>(Event)  |  |                            |                      |                     |                      |                        |
| When<br>(Time)   |                                                                                    |                            |                      |                     |                      |                        |
| Where<br>(Place) |                                                                                    |                            |                      |                     |                      |                        |
| Who<br>(Person)  |                                                                                    |                            |                      |                     |                      |                        |
| Why<br>(Reason)  |                                                                                    |                            |                      |                     |                      |                        |
| How<br>(Meaning) |                                                                                    |                            |                      |                     |                      |                        |

This is what your homework should look like:

**Monday**  
Read and make notes

**Week**  
Summarise to 3 bullet points  
Create 5 quiz questions in cue column  
Cover notes and answer questions  
Mark and correct answers

**Geography**

| Cue Column                                      | Notes                                                                                                                                                                                                 |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. What is a superpower?                        | • A super power country is one that has a strong military, lots of money, large population & lots of influence.                                                                                       |
| 2. Which countries are super powers?            | • At the moment the USA is the main superpower.<br>• China, India, Brazil & Russia are all catching up fast.                                                                                          |
| 3. How many countries in the EU?                | • EU is also a superpower even though it's 27 countries.<br>• They are rich through trade & globalisation.                                                                                            |
| 4. How did these countries become super powers? | • HIC = High Income Country.<br>• NEE = Newly emerging country.<br>• LIC = low income country.                                                                                                        |
| 5. What is an HIC?                              | • Superpower = strong military, ↑ money, ↑ population, ↑ influence.<br>• Examples = (USA), India, China, Russia & EU.<br>• Rich due to trade & globalisation.<br>• HIC/LIC high/low income countries. |

**Self Quiz**

1. A super power is a country with a big military, ↑ money, ↑ population & ↑ influence.
2. USA, India, China & Russia are examples. & Brazil.
3. There are 27 countries in the EU.
4. Globalisation & trade are how they got rich.
5. An HIC is a high income country.

## Timetable Week A

| Week A                           | Monday                     | Tuesday | Wednesday | Thursday | Friday |
|----------------------------------|----------------------------|---------|-----------|----------|--------|
| 8.30 - 9.15                      | Morning Tutorial & Session |         |           |          |        |
| <b>Period 1</b><br>9.15 - 10.15  |                            |         |           |          |        |
| <b>Period 2</b><br>10.15 - 11.15 |                            |         |           |          |        |
| 11.15 - 11.45                    | Break 1                    |         |           |          |        |
| <b>Period 3</b><br>11.45 - 12.45 |                            |         |           |          |        |
| <b>Period 4</b><br>12.45 - 1.45  |                            |         |           |          |        |
| 1.45 - 2.10                      | Break 2                    |         |           |          |        |
| <b>Period 5</b><br>2.10 - 3.10   |                            |         |           |          |        |
| <b>Enrichment</b><br>3.10 - 4.10 |                            |         |           |          |        |

## Timetable Week B

| Week B                           | Monday                     | Tuesday | Wednesday | Thursday | Friday |
|----------------------------------|----------------------------|---------|-----------|----------|--------|
| 8.30 - 9.15                      | Morning Tutorial & Session |         |           |          |        |
| <b>Period 1</b><br>9.15 - 10.15  |                            |         |           |          |        |
| <b>Period 2</b><br>10.15 - 11.15 |                            |         |           |          |        |
| 11.15 - 11.45                    | Break 1                    |         |           |          |        |
| <b>Period 3</b><br>11.45 - 12.45 |                            |         |           |          |        |
| <b>Period 4</b><br>12.45 - 1.45  |                            |         |           |          |        |
| 1.45 - 2.10                      | Break 2                    |         |           |          |        |
| <b>Period 5</b><br>2.10 - 3.10   |                            |         |           |          |        |
| <b>Enrichment</b><br>3.10 - 4.10 |                            |         |           |          |        |

# Anti-Bullying at St Luke's



## See It.

If you see or hear of anyone being bullied you should report it immediately. Be an upstander.

Bullying can impact anyone at anytime. It could happen face to face or online. It is important we are vigilant and look after the people in our school community.

### Bullying can take many forms including:

- Social media
- Nasty or hurtful messages
- Threatening behaviour
- Name calling
- Sexting
- Cyberbullying
- Pushing, hitting or kicking

### Bullying behaviour can include;

- People calling you names
- Making things up to get you into trouble
- taking things away from you
- Damaging your belongings
- Sending abusive messages
- Threats and intimidation



## Report It.

Bullying, of any kind, has no place at St Luke's.  
Report bullying as soon as you can.

You can report bullying in a variety of ways. We know it takes courage to do so, but be an Upstander, it's the right thing to do.

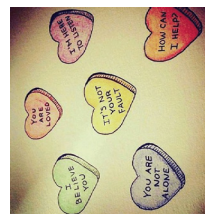
You can report bullying to any member of staff, we are all upstanders.

You can also use this email address to report bullying

**[bullyingupstander@stlukescofe.school](mailto:bullyingupstander@stlukescofe.school)**

Bullying can also be reported on the school website via an online form. The form is on the school life tab, then the Anti-bullying ethos page.

Any bullying incidents are reported to the local authority by the school.



## Sort it.

We will deal with bullying sensitively and effectively.  
Everyone has the right to feel safe and happy.



After any bullying incident it is important to ask the following questions:

- 1) Has the bullying stopped?
- 2) Are you happy with the resolution?

If the bullying continues, you must report it again.

As a school community we have a moral duty to challenge bullying and support each other to feel safe and happy, enabling us to live life to the full.





# Year 7 ART

## WEEK 5/6

### PATTERN

Refers to a design created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. These motifs can be simple shapes or complex arrangements. Patterns can be man-made, like a design on fabric, or natural, like the markings on animal fur. Patterns can also be regular or irregular.

**The Visual Element of Pattern** is constructed by repeating or echoing the elements of an artwork to communicate a sense of balance, harmony, contrast, rhythm or movement. There are two basic types of pattern in art: **Natural Pattern** and **Man-Made Pattern**. Both natural and man-made patterns can be regular or irregular, organic or geometric, structural or decorative, positive or negative and repeating or random.



## WEEK 5/6

### LINE

**Lines are used by Artists and Designers to describe objects, add detail or create expression.**

A line is a mark made on a surface that joins different points. Lines can vary in length, width, direction and shape.

**Contour Lines** - lines that are used to define the shape or form of an object.

**Descriptive Lines** - tell us more about a subject. They help make a shape look more three-dimensional by showing light, shade and texture.

**Expressive Lines** - they may be thicker or thinner, bold or smudged. The way lines are created can be used to express emotions and to create mood.

**Orientation** - refers to the direction of lines. They could be vertical, horizontal or diagonal.

**Leading Lines** - lines that our eyes follow round a composition.

**Geometric Lines** - are ones that relate to perfect mathematical shapes and man-made objects. They are straight, regular and uniform. They often follow a specific pattern.

**Organic** - Lines that appear natural and imperfect rather than man-made or mathematical.

## WEEK 3/4

### MARK MAKING

Is a term used to describe the different lines, patterns, and textures we create in an illustration.

These are a selection of mark making ideas that will allow you to explore different textures and shading techniques when drawing.

**Cross-Hatching** - used to add tone to an object/area, the more lines used and the closer together they are the darker the area will appear.

**Broken Lines** - one of the easiest ways to make marks on paper is by breaking them up. You could draw sketchy dashes in different directions or break up straight lines into dots and dashes.

**Jagged Zigzags** - add personality, texture and energy to drawings by using tight zigzagging lines in a row, create a heartbeat monitor or short irregular zigzags.

**Loops and Scribbles** - this is one of the most interesting ways to make marks in your drawing, tight lines of loops close together, large wide loops which overlap or free-form scribbles all over an area to create dense texture.

**Interlocking Lines** - lines and shapes become spectacular when combined with interlocking patterns for example mini arcs or tiny little lines in different directions.

## WEEK 1/2

### WHAT IS ART?

Art is the expression and practice of human creativity, skill and imagination, typically expressed through visual arts such as painting, sculpture and photography. Auditory (music) or performing arts (such as drama). Its purpose is to deliberately create and produce works that are appreciated for their beauty, emotional power, and/or conceptual ideas.

Art is a method of communication that connects people and evokes feelings. It can be broken down into a few key concepts:

**Creative Expression:** Using materials or methods to share thoughts, personal visions, or experiences.

**Emotional Connection:** Aiming to stir an emotion, challenge a perspective, or tell a story.

**Skill:** The thoughtful execution of a craft—whether it's painting, music, writing, or sculpting

**Aesthetics:** Aesthetics in art is the philosophical study of beauty, taste, and the nature of art itself. It explores what makes an artwork visually pleasing, how we experience it emotionally, and how we judge its value



Year 7 ART

ELEMENTS IN ART

| The elements of art are the building blocks used by artists to create a work of art. |                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LINE / POINT                                                                         | A line is a mark made on a surface. For example, by a pencil, pen or other art material. It can take many forms: diagonal, horizontal or curved. Line can be used to show many different qualities, for example: Contours, feelings or expressions and movements.                                                                                                                                                     |
| -tone                                                                                | Refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object.                                                                                                                                                                                                                                               |
| SHAPE                                                                                | Is a Two-Dimensional area. Shapes can either be geometric, like a circle, square or triangle, or irregular. [2D = height + width]                                                                                                                                                                                                                                                                                     |
| TEXTURE                                                                              | Refers to how something feels or how it appears to feel. There are two types of texture: actual texture and simulated texture.<br><u>Actual Texture</u> : means the actual physical surface of an artwork or design. It describes the tactile feeling you would get if you ran your hand over it.<br><u>Simulated Texture</u> : refers to the illusion of texture which is created by an artist using various skills. |
| PATTERN                                                                              | Refers to a design created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. These motifs can be simple shapes or complex arrangements. Patterns can be man-made, like a design on fabric, or natural, like the markings on animal fur. Patterns can also be regular or irregular                                                                    |

| TONAL VOCABULARY                                                                                                                                                                     | SHAPE VOCABULARY                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Light Dark Shades Harsh Silhouette Tint Reflecting Gradient Graphite Grayscale Hatching Cross-hatching Shadow Sketch Tonal Solid Contrast Dull Shading Highlight Blend Bold          | Rounded Angular Irregular Regular Chunky Small Fragile Feminine Masculine Delicate Balanced Organic Geometric Abstract Realistic Simplified Proportion Square Triangle Circle Rectangle Pentagon Hexagon Ellipse |
| LINE VOCABULARY                                                                                                                                                                      |                                                                                                                                                                                                                  |
| Bold Thin Thick Erratic Zig-zag Wavy Broken Hatch Cross-hatch Sharp Soft Curved Angular Dotted Continuous Straight Horizontal Vertical Diagonal Dashed Length Slant Outline Parallel |                                                                                                                                                                                                                  |

Week 9/10

SPACE

Three-dimensional work creates real space. Two-dimensional works can create implied space using artistic technique. Objects take up positive space, while negative space is the empty space around them.

**What is space?** Space refers to objects and to the area around them. Space relates to volume, so a space has width, depth and height.

**Real space** - Three-dimensional works like sculptures, architecture, products and jewellery exist in real space – they are real forms that take up a real volume.

**Positive and negative space** - Whether real or implied, space can be positive or negative. Positive space is taken up by objects.

Negative space is the empty space around and between objects.

**Enclosed and open space** - In architecture, the structure of buildings takes up positive space and creates negative spaces that people live and work in.

The space **inside** a building is called the **interior**. The space **outside** is the **exterior**.

An **enclosed** space is one that is surrounded by the structure with few openings.

An **open** space is one with large opening or few walls or other barriers.

WEEK 7/8

Composition

Composition means "putting together". Composition in art is the way in which different elements of an artwork are combined.

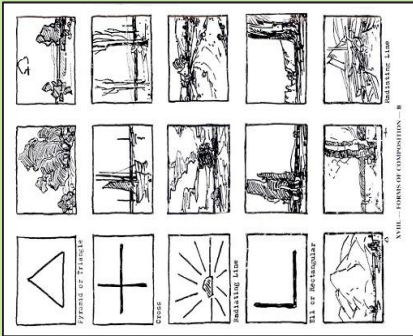
In general, this refers to the key subjects of the artwork and how they are arranged in relation to each other.

It can be thought of as the organization of the elements of art according to the principles of art & Design.

Composition can apply to any work of art, from music through writing and into photography, that is arranged using conscious thought.

In the visual arts, composition is often used interchangeably with various terms such as *design, form, visual ordering, or formal structure*, depending on the context.

An artist arranges the different elements of an artwork so as to bring them into a relationship acceptable to them and, it is hoped, the viewer.



# Year 7 Computing



## Week 2

### How To Log onto the School Computers (Network)

To log on you will have your own unique **Username** and you will set your own **Password**

User Name:

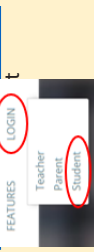
**firstname.lastname@stlukescofe.school**  
e.g. **ben.smith30**

Your new password must have a capital letter, be at least 8 characters long and have a number or symbol.  
e.g. **Password1**

Write your Password **HERE**:

### How to access ClassCharts

Go to <http://classcharts.arts.com>



Type your login details in

|             |        |         |
|-------------|--------|---------|
| Teacher     | Parent | Student |
| Pupil code  |        |         |
| Remember me |        |         |
| Log in      |        |         |

Write your pupil code **HERE**:

### How to access Google Classroom

Open a web browser  
Go to the google classroom webpage  
<http://classroom.google.com>  
Click the 'SIGN IN' button

Your email will be:  
**schoolusername@stlukescofe.school**  
e.g. **ben.smith30@stlukescofe.school**

Your password will be the same as your school login.  
(You wrote this down above)

### What is an Acceptable Use Policy?

An Acceptable Use Policy (AUP) is an important document which governs students' use of the internet at school and covers a wide range of issues surrounding the rights, responsibilities and privileges – as well as sanctions – connected with computer use.

#### File types / extensions

Files have two parts to their names – a **name** and an **extension**.

The purpose of a file extension is to tell the computer what type of file it is. The file extension is typically three or four letters long and is always at the end of a file name. There are hundreds of different file extensions.

#### Common file extensions

| Extension | File type   |
|-----------|-------------|
| *.doc     | Document    |
| *.xls     | Spreadsheet |
| *.jpg     | Image       |
| *.exe     | Executable  |

#### Naming conventions

It is important to name your files sensibly and in a way you can easily read. If we had a science research task on frogspawn it would be hard to read if we named it:

**Researchtaskonfrogspawn.doc**  
But we could use some naming conventions

#### CamelCaps:

**ResearchTaskOnFrogspawn.Doc**

#### UnderScores:

**Research\_Task\_On\_Frogspawn.Doc**

#### Shortcut Keys

**Ctrl + A** : Selects all text

**Ctrl + X** : Cuts the selected item

**Ctrl + C** : Copy the selected item

**Ctrl + V** : Paste the selected item

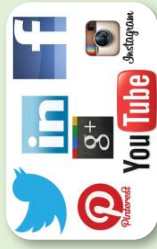
**Windows key + Left arrow or Right arrow** : Snap selected window to the left or right half of the screen.

## Week 4

### E-Safety

#### Social networking

**Definition:** The use of websites to interact with friends, family and classmates, or to find people with similar interests



#### Online dangers

**Cyberbullying**

"Bullying others through the use of technology, for example a mobile phone or the Internet."

- Includes: threats, rumours, identity theft etc...
- Don't reply, however tempting
- Block the sender
- Keep any evidence
- Tell somebody
- Use a 'Report' button

#### Online strangers

- How can you check that the person you are speaking to online is who they say they are?
- Only add people to your social network who you know offline

#### Inappropriate content

- Malicious or personal attacks on others (cyberbullying)
- Impersonating another person or company without permission
- Personal or confidential information about others
- Sexually explicit material (nudity, pornography)

#### Reporting concerns

- Concerns can often be reported directly through the website using a 'Report' button
- You should also inform an adult or parent, noting:
  - Who was posting the content?
  - What were they posting

### Keeping your data safe Passwords and encryption can also protect data on:

- USB drives
- Backup hard drives
- Memory cards in phones and cameras

#### Password security

- Do NOT:**
  - Write it down (I know we told you to write down your password in Week 1, this was only because you are new to the school, we will not ask you to do so again)
  - Tell anyone
  - Use something easy to guess such as your name or date of birth, or a word in the dictionary
  - Use the same password for all your online accounts
- Automated hacking tools can hack passwords of up to 10 characters!
- Use at least 8 characters
- Use a mixture of UPPERCASE and lowercase letters, numbers and symbols

#### Phishing

- A phishing email is one from a criminal trying to find out personal information about you such as password and account information
- It tries to get you to click on a link in the email
  - Don't take the bait!**

#### What to look out for

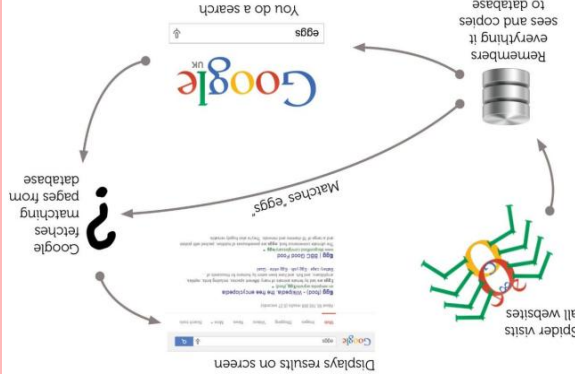
- Greeting:** The phishers don't know your name, so the greeting is not personalised
- The sender's address** is often a variation on a genuine address
- Forged link:** The link looks genuine, but it may not link to the website given. Roll your mouse over it to check
- Request for personal information:** Genuine organisations never ask you to provide personal information via email
- Sense of urgency:** Criminals try to persuade you that something bad will happen if you don't act fast
- Poor spelling and grammar:** Generally phishers are not good proof-readers!

## Week 6

### What is a search engine?

A search engine is an online tool that helps people find information on websites

### How a search engine works:



#### Web servers

- Where is the information on web pages stored?
- All stored on web servers, all over the world
- When you type in a website address, your browser requests the right website file from the web server

### Is the information correct?

- Who is the author of the page? Have you heard of them? Is there contact information?
- Is the information up to date? When was it last updated?
- What is the purpose of the page – information, public service, news source, advertising etc?
- Is there a copyright symbol on the page? Who owns the copyright?
- Are there any references?

**Week 6**

**How email works**

- Mail servers pass on or store emails until they are collected
- You must log in to a mail server to collect mail
  - Examples of mail providers are Gmail or Yahoo



**Choosing your email address**

- Emails coming from cute, creative addresses are likely to be deleted immediately by future prospective employers
- There will come a time when you will want to be taken seriously
- Changing email addresses is a nuisance to you and all your friends who have to update your address in their Contacts list

**Advantages of email**

- Can send to multiple recipients at once
- Can send attachments
- Sent instantly at any time
- Can request a receipt that the email has been read
- Can send and receive email from any web enabled device

**Disadvantages of email**

- Spam
- Viruses
- Phishing
- Need an Internet connection
- Your message can only be read when the recipient next logs in and checks their mail

**Week 8**

**Programming Inputs, Storage and Outputs**

- A Program will often allow the user to interact with it. In order to do this:
- 1.They need instructions (**inputs**) from the user
  - 2.They then need to **store** and **process** these inputs
  - 3.Then then will respond and display an **output** onto the screen

**Word Processor example**

**INPUT** : Users can press a letter on a keyboard (input) – this event gets sent to the program.  
**STORAGE** : The computer stores this event (storage)  
**OUTPUT** : And then decides (processes the event) to display the letter on the screen (output)

**INPUT**

The **ASK** script asks the user to enter (input) a value into scratch?



**STORAGE**

Once you have inputted a value into scratch it is stored in a 'variable' called **answer**.

**What is a variable?**

- In programming, a variable can be thought of as a storage box.
- The box may be given a name, and it may hold various different things.

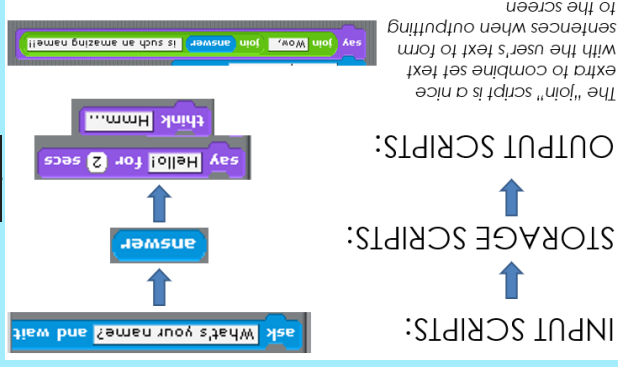
- In scratch, **answer** is the name of the variable, and it will store what ever you type into scratch.

**OUTPUT**

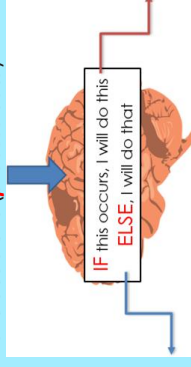
The 'say' and 'think' blocks in Scratch allow you to **OUTPUT** information to the user



**IF – ELSE** statements allow programs to make decisions based on certain conditions occurring.



Inputs → Storage → **Process** → Output  
 IF statements are how programs make decisions (**process** data).



**IF – ELSE** statements allow programs to make decisions based on certain conditions occurring.

**Week 10**

**Programming Inputs, Storage and Outputs**

- A Program will often allow the user to interact with it. In order to do this:
- 1.They need instructions (**inputs**) from the user
  - 2.They then need to **store** and **process** these inputs
  - 3.Then then will respond and display an **output** onto the screen

**Word Processor example**

**INPUT** : Users can press a letter on a keyboard (input) – this event gets sent to the program.  
**STORAGE** : The computer stores this event (storage)  
**OUTPUT** : And then decides (processes the event) to display the letter on the screen (output)

**INPUT**

The **ASK** script asks the user to enter (input) a value into scratch?



**STORAGE**

Once you have inputted a value into scratch it is stored in a 'variable' called **answer**.

**What is a variable?**

- In programming, a variable can be thought of as a storage box.
- The box may be given a name, and it may hold various different things.

- In scratch, **answer** is the name of the variable, and it will store what ever you type into scratch.

**OUTPUT**

The 'say' and 'think' blocks in Scratch allow you to **OUTPUT** information to the user



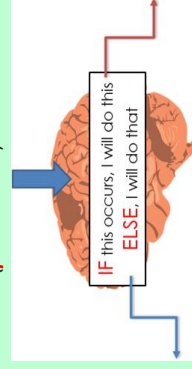
**Inputs, Outputs, Variables and Decisions**

**Inputs** → Storage → Process → Output  
 The **ASK** script asks the user to enter (input) a value into scratch?



Inputs → **Storage** → Process → Output  
 Once you have inputted a value into scratch it is stored in a 'variable' called **answer**.

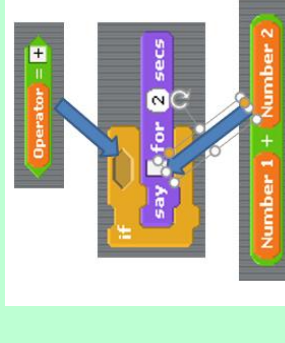
Inputs → Storage → **Process** → Output  
 IF statements are how programs make decisions (**process** data).



**IF – ELSE** statements allow programs to make decisions based on certain conditions occurring.

How can we get the program to either add, subtract, multiply or divide?

We use an **IF** block:



Inputs → Storage → Process → **Output**  
 The 'say' and 'think' blocks in Scratch allow you to **OUTPUT** information to the user

# Year 7 DRAMA: IDENTITY/BASICS/TELLING TALES



## Week 1/2

### Still Image / Freeze Frame

A still image or freeze frame is a picture that is created by an actor, or a group of actors, which tells a story through the use of acting skills such as body language, facial expressions, posture and levels.

It can be described like a photograph where you are positioning yourself and changing your bodies to suit the mood and setting of the location.



### Key rules of Still Images

1. No moving
2. No talking
3. Use Eye Focus ('One Small Point on the Wall')
4. Facial Expressions
5. Frozen Gesture (Body Language)
6. Don't all stand on one level
7. Make it interesting

## Week 3/4

### Thought-tracking

helps to tell an audience about a character. It is when:

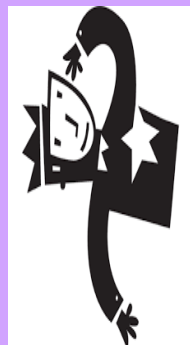
- a character speaks out loud about his/her inner thoughts at a particular moment in the drama
- a character speaks out loud about his/her inner thoughts during a freeze frame/still-image

### Why give a thought-track? What does it add to a drama?

Sometimes in daily life we would like to know what someone thinks at important moments. In drama, too, when we know more of what a character thinks or feels, the drama is deepened, and the audience becomes more involved.



## Week 5/6

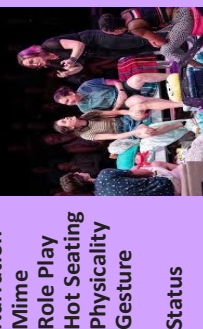


**Narration** - Telling the audience what is happening, or about to happen, rather than actors speaking to each other

**Mime** - Mime is where we act out a scene without speaking. To make this work we must exaggerate all our gestures and movements.

### Key Words

### Still Image/Freeze Frame Thought tracking



Narration  
Mime  
Role Play  
Hot Seating  
Physicality  
Gesture

Status

Facial Expression

Vocal Expression

Pitch

Pace

Tone

Story Telling, Reactions,  
Performance Energy

**Task** – Read and make notes of the 'Objectives for the Term' from the accompanying sheet.

## Week 7/8

A **role-play** is acting out of a scene. This includes talking You should always start and end a Role-Play with a Freeze- Frame

- Starts and ends in a freeze-frame (so we know it has started and we know it has ended)
- Voice projection-we need to be able to hear you
- No backs to the audience - we want to see you
- Good spatial awareness
- No laughing (stay in role), focus-we want to believe the role-play is real.
- Be creative



**Hot seating** is where people take on the role of characters from a story and other people ask them questions. The characters must answer the questions in as much detail as possible.



**Task** – Read and make notes of the Qualities of a Fairy Tale, using the accompanying Sheet.

## Week 9/10

### Performing Skills

**Physicality:** How the actor creates meaning with the body. **Gesture:** An Action with Meaning - A movement made with the hand/arm/head that means a particular thing. E.g. thumbs up. **Facial Expression:** The expression on the face.

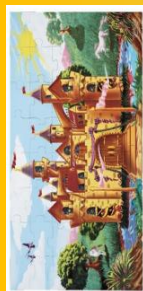
**Vocal Expression:** How the actor creates meaning with the voice not just words. **Pitch** (high or low voice); **Pace** (Speed of voice); **Projection** (Volume of voice) & **Emphasis** (Stressed words). **Tone:** A general description of the voice. E.g. a sarcastic tone of voice.

**Storytelling** describes the social and cultural activity of sharing stories, sometimes with improvisation, theatrics or embellishment. Every culture has its own stories or narratives, which are shared as a means of entertainment, education, cultural preservation or instilling moral values.



**Reactions:** How the character reacts to others (especially when not speaking).

**Performance Energy:** the amount of effort put into the performance.



## Year 7 DRAMA INTRO: MIME-FAIRY TALE



Objectives for the term:

To Introduce and develop the following skills:

- Gesture (An action with meaning / The Use of Movement)
- Facial expression
- Eye focus
- Still Image
- Confidence



Qualities of a fairy tale:



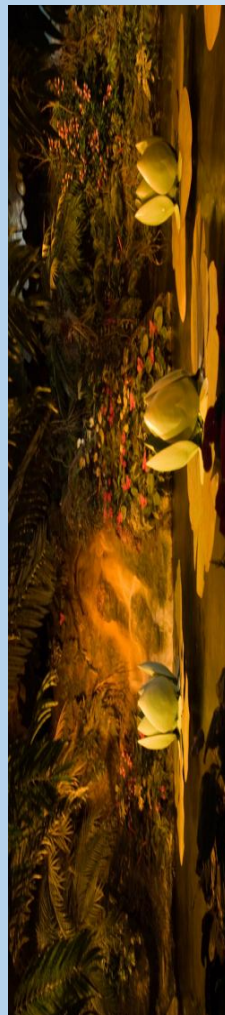
- Fantasy, Magical, Mythical
- Works of Fiction
- Passed on by oral traditions
- Therefore there are many versions of each story – some more gruesome than others
- Later written down by people like Hans Christian Andersen and The Brothers Grimm
- Good Versus Evil
- Talking animals
- Witches, Wizards and Fairies
- Happy Endings
- Iconic Phrases – EG 'Once upon a time.... And they all lived and happily ever after'
- Note that specific stories have their own iconic phrases (to be discussed later when introducing the different stories)
- Morals and Messages (That these stories are supposed to be educational and informative as well as entertaining)

Further solidify understanding of the following Drama concepts:

- **Status**
- **Mime:** the theatrical technique of expressing an idea or mood or portraying a character entirely by gesture and bodily movement without the use of words. (Linking gestures, facial expressions and eye focus, images into a sequence). Also called: mime artist a performer specializing in such a technique, especially a comic actor.
- **Physical Theatre** (Creating non-human images and 'moments' with our bodies)
- **Collaboration - Group Work** (Initiating ideas and supporting the ideas of others)
- **Literal and Non-Literal ways of presenting ideas**
- **Creativity using our drama 'tools' to translate the combination of imagination and experience (Personal and reported), including 'The Magic If'.**
- **Communication** (Verbal and non-verbal – speaking with voice and/or body) and **listening** (with eyes and/or ears)

In this Scheme of Work we introduce the following:

- The use of Voice (Pitch, tone, pace, pause, intonation, projection)
- Narration/Character Narration
- The Art of Storytelling – reaching the audience in an engaging way
- The use of Space (Making the work available so an audience can see it)



| Year 7 - English - Cycle 1                                                                                                    |                       | Week 1 – Excellent Epithets and Subject Terminology |                       | Week 2 - Excellent Epithets and Subject Terminology |  |
|-------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------|-----------------------|-----------------------------------------------------|--|
| Timeline                                                                                                                      |                       |                                                     |                       |                                                     |  |
| Mesopotamian Empire                                                                                                           | Egyptian Civilisation |                                                     |                       |                                                     |  |
| Classical Mythology                                                                                                           | Han Chinese Dynasty   |                                                     |                       |                                                     |  |
| Anglo Saxons and Viking Raids                                                                                                 | Medieval Period       |                                                     |                       |                                                     |  |
| Yoruba                                                                                                                        | The Renaissance       |                                                     |                       |                                                     |  |
| Week 3 - Excellent Epithets and Subject Terminology                                                                           |                       | Week 4 - Excellent Epithets and Subject Terminology |                       | Week 5 - Excellent Epithets and Subject Terminology |  |
| Theseus                                                                                                                       | Valiant(adj):         | Duplicitous (adj):                                  | Audacious (adj):      |                                                     |  |
| Appositives: hero, Minotaur-slayer, king of Athens                                                                            | Brave and determined  | Cunning and deceitful                               | Willing to take risks |                                                     |  |
|                                                                                                                               | Valour (n)            | Duplicity (n)                                       | Audacity (n)          |                                                     |  |
| Metaphor: Figurative language that compares two unrelated things stating that one thing IS something else – e.g time is money |                       |                                                     |                       |                                                     |  |
| Thesis: a statement, idea or argument.                                                                                        |                       |                                                     |                       |                                                     |  |
| Premise: a complex sentence that sums up your argument.                                                                       |                       |                                                     |                       |                                                     |  |
| Key knowledge: We create premises by writing a sentence that answers a question with two different viewpoints.                |                       |                                                     |                       |                                                     |  |
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| Week 6- Excellent Epithets and Subject Terminology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                      |                                                    |                                                    | Week 7 - Revision                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Week 8 - Creative Writing and Subject Terminology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|----------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Penelope</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Desolate (a)</b>                  | <b>Patient (adj)</b>                               | <b>Forbearing (adj i)</b>                          | Revise from the previous weeks: <ul style="list-style-type: none"><li>• Key vocabulary</li><li>• Subject terminology</li><li>• Epithets</li><li>• Narrative structures</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Creative Writing: Sentence Types</b><br><br><b>Comma sandwich</b> (Hiding in the bush, which covered me completely, I saw Arcite approaching).<br><b>More, more, more sentence</b> (the more I watched him, the more I saw his smiling face, the more my blood boiled).<br><b>Semi-colon split</b> (Our friendship had long since disappeared; there was no space left in my heart for love or mercy).<br><br><b>Subject Terminology</b><br><b>Dialect:</b> a particular form of a language which is peculiar to a specific region or social group.<br><b>Allusion:</b> An expression which calls something to mind without mentioning it explicitly; an indirect or passing reference<br><b>Juxtaposition:</b> the fact of two things being seen or placed close together with contrasting effect.<br>"the juxtaposition of these two images" |
| wife of Odysseus, Queen of Ithaca                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Unhappy and lonely<br>Desolation (n) | Able to accept delays and setbacks<br>Patience (n) | Patient, polite and restrained<br>Forbearance (n)) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| The ancient Greek philosopher, Aristotle, said that the six elements of both epic and tragedy are, from most to least important: <ul style="list-style-type: none"><li>•Plot – what happens in what order</li><li>•Character – men and women who act part in the plot</li><li>•Thought – how the thoughts and feelings of the characters develop</li><li>•Diction – the language through which characters reveal their thoughts</li><li>•Song – a means of embellishing diction</li><li>•Spectacle – the way the plot is staged</li></ul>                                                                                                                                                     |                                      |                                                    |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Week 9.- Creative Writing and Subject Terminology</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                      |                                                    |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Creative Writing: Sentence Types</b><br><br><b>Present participle start</b> (Standing in front of Theseus, I couldn't believe my ears).<br><b>Whoever/whatever</b> (Whoever thought they could tell me what to do, whatever they thought was right for me, they were mistaken).<br><b>Three Adjective punch</b> (Angry, confused, determined, I was no longer the shy young woman who had blushed in front of Arcite).<br><br><b>Subject Terminology</b><br><b>Characterisation:</b> The process of constructing a fictional character.<br><b>Dialogue:</b> A conversation in a narrative between two or more people.<br><b>Context:</b> Information which forms the background of a text. |                                      |                                                    |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Week 10 - Creative Writing and Subject Terminology</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                      |                                                    |                                                    | <b>Creative Writing: Sentence Types</b><br><br><b>1. Comma Sandwich</b> (The expanse of trees, which shifted in darkness, fully surrounded me.)<br><b>2. More, More, More Sentence / Less, Less, Less Sentence</b> (The less the light trickled through, the less it caught the thin branches, the less it touched the oddly shaped rocks at the feet of the trees.)<br><b>3. Comparative, More, More Sentence</b> (Every step forward, the darkness grew deeper, more complete, more worrying.)<br><b>4. Semi-colon Split</b> (The birds had long since disappeared; there was no open space for even the smallest of birds.)<br><br><b>Subject terminology</b><br><b>Dramatic Irony:</b> Where the full significance of a character's words or actions is clear to the audience or reader although unknown to the character |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



# Sparx Reader

You are logging into:

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## How to be successful:

- ✓ Read slowly and carefully and then answer questions on what you have read
- ✓ Earn SRP (Sparx Reader Points) for correct answers
- ✓ To complete your homework you need to earn 300SRP
- ✓ This should take you approximately 30 minutes
- ✓ If you rush and get questions wrong you will earn fewer SRP and it may take longer as you have to re-read
- ✓ In year 9 and 10 you may re-read your literature texts to support your revision

## \* What is Sparx Reader?

Your child will be completing weekly reading homework using Sparx Reader.

Sparx Reader is designed to help every student do meaningful, independent reading every week, which is vital for building reading stamina, improving literacy skills, and promoting perseverance.

It's really important that young people are able to practise careful, silent reading for a decent amount of time, without distraction.

Sparx Reader reassures teachers and parents that focused reading is happening, and that readers of all abilities feel successful and motivated.

www.sparxreader.com **Sparx Reader** © Sparx Limited

# Due Tuesday 8am

# Year 7 French

| Week 1: Greetings      |                    | Week 2: Numbers |    | Week 3: Age and dates |                    | Week 4: Nationalities |                     | Week 5: Siblings           |                                        |
|------------------------|--------------------|-----------------|----|-----------------------|--------------------|-----------------------|---------------------|----------------------------|----------------------------------------|
| Key vocabulary:        |                    | Key vocabulary: |    | Key vocabulary:       |                    | Key vocabulary:       |                     | Key vocabulary:            |                                        |
| Bonjour                | Hello              | Un              | 1  | J'ai ... ans          | I am ... years old | Où habites-tu?        | Where do you live?  | As-tu des frères et sœurs? | Have you got any brothers and sisters? |
| Salut                  | Hi                 | Deux            | 2  | lundi                 | Monday             | J'habite à            | I live in           | Oui, j'ai...               | Yes, I have...                         |
| Au revoir              | Goodbye            | Trois           | 3  | mardi                 | Tuesday            | Je suis               | I am                | Non, je n'ai pas de frères | No, I don't have any siblings          |
| À plus tard            | See you later      | Quatre          | 4  | mercredi              | Wednesday          | anglais/e             | English             | Un frère                   | One brother                            |
| À toute à l'heure      | See you later      | Cinq            | 5  | jeudi                 | Thursday           | français/e            | French              | Deux frères                | Two brothers                           |
| Bonsoir                | Good evening       | Six             | 6  | vendredi              | Friday             | espagnol/e            | Spanish             | Une sœur                   | One sister                             |
| Bonne nuit             | Good night         | Sept            | 7  | samedi                | Saturday           | polonais/e            | Polish              | Deux sœurs                 | Two sisters                            |
| Comment t'appelles-tu? | What is your name? | Huit            | 8  | dimanche              | Sunday             | roumain/e             | Romanian            | Un demi-frère              | One stepbrother                        |
| Je m'appelle           | My name is         | Neuf            | 9  | janvier               | January            | Je viens d'Angleterre | I come from England | Une demi-sœur              | One stepsister                         |
| Ça va?                 | How are you?       | Dix             | 10 | février               | February           | Je viens de France    | I come from France  | Je suis fils unique        | I am an only child (male)              |
| Ça va très bien        | I'm very well      | Onze            | 11 | mars                  | March              | Je viens d'Espagne    | I come from Spain   | Je suis fille unique       | I am an only child (female)            |
| Ça va bien             | I'm well           | Douze           | 12 | avril                 | April              | Je viens de Roumanie  | I come from Romania |                            |                                        |
| Bof                    | Meh/ bleurgh       | Treize          | 13 | mai                   | May                |                       |                     |                            |                                        |
| Ça va mal              | Bad                | Quatorze        | 14 | juin                  | June               |                       |                     |                            |                                        |
| Comme-ci comme-ça      | So-so              | Quinze          | 15 | juillet               | July               |                       |                     |                            |                                        |
|                        |                    | Seize           | 16 | août                  | August             |                       |                     |                            |                                        |
|                        |                    | Dix-sept        | 17 | septembre             | September          |                       |                     |                            |                                        |
|                        |                    | Dix-huit        | 18 | octobre               | October            |                       |                     |                            |                                        |
|                        |                    | Dix-neuf        | 19 | novembre              | November           |                       |                     |                            |                                        |
|                        |                    | Vingt           | 20 | décembre              | December           |                       |                     |                            |                                        |

# Year 7 French

| Week 6: Family members     |                          | Week 7: Talking about names |                       | Week 8: Learning bigger numbers |     | Week 9: Talking about ages   |                                   |
|----------------------------|--------------------------|-----------------------------|-----------------------|---------------------------------|-----|------------------------------|-----------------------------------|
| Key vocabulary:            |                          | Key vocabulary:             |                       | Key vocabulary:                 |     | Key vocabulary:              |                                   |
| La famille                 | Family                   | Comment elle s'appelle?     | What is she called?   | Vingt                           | 20  | Quel âge a-t-il/elle?        | How old is s/he?                  |
| Dans ma famille il y a ... | In my family there is... | Ma mère s'appelle           | My mum is called      | Trente                          | 30  | Mon frère a .... ans         | My brother is ... years old       |
| La famille d'accueil       | Foster family            | Comment il s'appelle?       | What is he called?    | Quarante                        | 40  | Ma soeur a .... ans          | My sister is ... years old        |
| Ma mère                    | My mum                   | Mon frère s'appelle         | My brother is called  | Cinquante                       | 50  | Mes parents ont ... ans      | My parents are ... years old      |
| Mon père                   | My dad                   | Comment ils s'appellent?    | What are they called? | Soixante                        | 60  | Quel âge as-tu?              | How old are you?                  |
| Mon (beau-) père           | My (step) father         | Mes cousins s'appellent     | My cousins are called | Soixante-dix                    | 70  | J'ai ... ans                 | I am ... years old                |
| Mon grand-père             | My grandfather           | S'appelle                   | Is called             | Quatre-vingts                   | 80  | Mes grandparents ont ... ans | My grandparents are ... years old |
| Mon (demi-) frère          | My (step) brother        | S'appellent                 | Are called            | Quatre-vingt-dix                | 90  | Il/ elle a ... ans           | Is ... years old                  |
| Mon fils                   | My son                   |                             |                       | Cent                            | 100 | Ils/ ells ont ... ans        | Are ... years old                 |
| Ma fille                   | My daughter              |                             |                       |                                 |     |                              |                                   |
| Ma (belle-) mère           | My (step) mother         |                             |                       |                                 |     |                              |                                   |
| Ma grand-mère              | My grandmother           |                             |                       |                                 |     |                              |                                   |
| Ma (demi-) soeur           | My (step) sister         |                             |                       |                                 |     |                              |                                   |
| Mes parents                | My parents               |                             |                       |                                 |     |                              |                                   |
| Mes cousins                | My cousins               |                             |                       |                                 |     |                              |                                   |

**Week 10:**

Use this week to revise the content from previous weeks in preparation for your assessment.



## YEAR 7 CYCLE 1 GEOGRAPHY – Biomes Knowledge Organiser

| WEEK 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | WEEK 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | WEEK 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | WEEK 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | WEEK 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>Ecosystem:</b> A community of plants and animals that interact with each other and their environment.</p> <p><b>Biome:</b> A plant and animal community that covers a large area of the Earth's surface (e.g. desert, tropical rainforest).</p> <p><b>Global atmospheric circulation:</b> The worldwide system of winds which moves heat from the equator to the poles. It helps to create the conditions for different biomes to exist.</p> <p><b>Climate:</b> The average weather conditions over the long period of time. Around the world, this creates zones that have the same pattern of temperature and rainfall.</p>   | <p><b>Biomes of the world</b></p> <p>There are seven major world biomes.</p> <p>Tundra: Low growing plants due to cold and windy conditions.</p> <p>Coniferous forest: Also known as the taiga or boreal. Cone-bearing evergreen trees able to cope with harsh winters.</p> <p>Temperate deciduous forest: Trees such as oak and beech that lose leaves during the autumn (UK's biome).</p> <p>Temperate grasslands: Grassy plains suited to dry, hot summers and cold winters.</p> <p>Mediterranean: The smallest biome. Shrubs, herbs and olive trees able to cope with high temperatures and summer drought.</p>         | <p><b>Desert:</b> Few plants (e.g. cactus) and animals (e.g. camels) that cope with extreme temperatures and very dry conditions.</p> <p>Tropical rainforest: Vegetation suited to warm, wet climate throughout the year and inhabited by 50% of the world's plants and animal species. Tropical rainforests only cover 6% of the Earth's surface, yet they contain 50% of the plant and animal species.</p> <p>Tropical grasslands (savanna): Grassland able to cope with long, dry periods with some violent thunderstorms; grazed by animals (e.g. gazelles) and stalked by predators (e.g. lions).</p> | <p><b>Tropical rainforest vegetation</b></p> <p>Emergents: Tallest trees in the rainforest reaching around 50 metres.</p> <p>Canopy: Receives 70% of sunlight and 80% of rainfall. Around 30 metres high.</p> <p>Undercanopy: Sheltered layers of young trees growing to a height of 20 metres.</p> <p>Shrub layer: Only small trees and shrubs. Less than 5% of sunlight reaches the forest floor.</p> <p>Epiphytes: Some plants grow on larger trees as they only need water and air to survive e.g. orchids.</p> <p>Convictional rainfall: Where the ground is heated intensely by the sun, the air rises and condenses to form clouds and heavy downpours.</p> | <p><b>Threats to the rainforest</b></p> <p>Deforestation: The cutting down of trees, transforming a forest into cleared land for other uses.</p> <p>Logging: Trees cut down for items such as furniture, paper and utensils. Half of wood used for fuel.</p> <p>Cattle ranching: Cattle raised on the cleared land to meet the demand for beef elsewhere e.g. USA.</p> <p>Mining: Rainforests contains copper, diamonds, gold and other metals.</p> <p>Some places also have oil and gas.</p> <p>Palm oil plantations: Palm oil is found in around half the products in supermarkets, for example, biscuits, shampoo, margarine.</p> <p>Dam building: Often built to produce hydroelectric power for other activities such as logging.</p> |
| WEEK 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | WEEK 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | WEEK 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | WEEK 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | WEEK 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Tropical rainforest</b></p> <p>Around the Equator. Central Africa, SE Asia, Brazil &amp; central America. No seasons. Temps 26-28°C each day. 2000mm rainfall. Tall trees such as mahogany. Long vines called lianas. Toucans, insects, jaguars, monkeys, snakes, frogs.</p> <p><b>Tropical grassland</b></p> <p>Between the rainforest and desert biome. Around Congo Basin, Venezuela, northern Australia, Mexico. Wet season &amp; dry season. 80% rainfall happens in 4-5 months - wet season. Dry season as low as 100mm. Baobab tree. Grasses such as pampas. Gazelles, giraffes, wildebeest, cheetah, lions, hyenas.</p> | <p><b>Deserts</b></p> <p>Around 30° latitude, at the tropics. Sahara in Africa, Arabian desert. Temperatures can reach 36°C in the day. Below freezing at night. Annual rainfall 40mm. Cacti and yucca plants. Bushes grow apart so they do not compete for water. Camels, meerkats, scorpions.</p> <p><b>Polar regions</b></p> <p>At the poles. Below the Arctic is the tundra (northern Canada, Russia). Long, cold winters, short, cool summers. Temperature rarely above freezing. Low rainfall 250mm. Mosses and some grasses in the Arctic. No trees. Killer whales, polar bears, wolves, foxes, reindeer, seals.</p> | <p><b>Arctic (north)</b></p> <p>Temperatures are warmer from -46°C to -26°C. Sea does not fall below -2°C. Southern parts include the tundra. Arctic is an ocean surrounded by land. Around four million people live there.</p> <p><b>Antarctica (south)</b></p> <p>Temperatures are colder from -62°C to -55°C. Average height of 2300 metres – highest of all continents. Only 1% of the continent is ice free. Antarctica is land surrounded by an ocean. No permanent inhabitants but up to 10000 scientists in the summer.</p>                                                                        | <p><b>Arctic food web</b></p> <p>Food webs are more complex than food chains. They show that producers and primary consumers are prey for more than one predator.</p> <p>Producer: Phytoplankton (Microscopic plants that provide food for a wide range of marine creatures)</p> <p>Primary consumers include krill, squid and fish</p> <p>Secondary consumers include leopard seals, penguins and Baleen whales</p> <p>Top predators in the Arctic food web would be smaller toothed whales</p>                                                                                                                                                                   | <p><b>Threats to polar bears</b></p> <p>Climate change: Sea ice melting means less hunting grounds. Polar bears become lighter (10kg) and less healthy.</p> <p>Toxic pollution: High pollutants found in polar bears leads to lower levels of vitamins and antibodies. Milk can poison cubs.</p> <p>Oil exploration: Consuming oil from eating oil from contaminated prey. Noise from construction can destroy their habitat.</p> <p>Overhunting: Laws set a limit on how many can be hunting by local people. Numbers are monitored to keep numbers stable.</p>                                                                                                                                                                           |

# Year 7 History



| Week 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Week 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Week 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Week 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Week 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>What is History and why do we study it?</b></p> <p>History is the study of the past. It involves investigating important events, people and developments in the past to find out what happened and why things happened. It also involves looking at different historians views and developing important skills.</p> <p><b>Key words in History</b></p> <p><b>Chronological</b> = in time order</p> <p><b>Century</b> = 100 years</p> <p><b>Decade</b> = 10 years</p> <p><b>Source</b> = anything that gives us information about the past.</p> <p><b>Primary source</b> = a source created by someone who was there at the time being studied.</p> <p><b>Secondary source</b> = a source created by someone after the time being studied.</p> | <p><b>Why do we study History?</b></p> <p>At St Luke's we study History in order to become informed about the past, develop the skill of being inquisitive and to become inspired by the past to make a difference to the world today. This is part of living life to the full.</p> <p><b>Key words in History</b></p> <p><b>Evidence</b> = facts or information that support a point.</p> <p><b>Significant</b> = important. An event is significant if it shows us something important and/or leads to important changes.</p> <p><b>Cause</b> = a reason for an event or development.</p> <p><b>Consequence</b> = the result or effect of an event or development.</p> <p><b>Interpretation</b> = someone's point of view about something or someone.</p> | <p><b>Significant Individuals in 1066</b></p> <p><b>Edward the Confessor</b> = An Anglo-Saxon who became King of England in 1042. He died in January 1066.</p> <p><b>The Witan</b> = A group of English nobles (important, rich men) who gave the King advice.</p> <p><b>Contenders for the throne in 1066:</b></p> <p><b>Harold Godwinson</b> = Anglo-Saxon and the Earl of Wessex. He had been Edward the Confessor's deputy and said that Edward had promised him the throne on his deathbed. Supported by the Witan.</p> <p><b>Harald Hardrada</b> = Viking and King of Norway. He was related to a previous King of England.</p> <p><b>William, Duke of Normandy</b> = He was related to Edward the Confessor through his mother. He claimed that Edward had promised him the throne and that Harold had sworn an oath to support him being King.</p> | <p><b>Key dates in 1066</b></p> <p><b>January</b> – Edward the Confessor died and Harold Godwinson crowned King. William began preparing to invade England.</p> <p><b>20<sup>th</sup> September</b> – The Battle of Fulford Gate. Harold Hardrada landed in the north of England and defeated the Anglo-Saxons.</p> <p><b>25<sup>th</sup> September</b> – The Battle of Stamford Bridge. Harold Godwinson and his Anglo-Saxon army marched to the north of England and defeated Harald Hardrada and his Viking army.</p> <p><b>28<sup>th</sup> September</b> – William and his Norman army landed in the south of England.</p> <p><b>14<sup>th</sup> October</b> – The Battle of Hastings. William and his Norman army defeated Harold Godwinson and his Anglo-Saxon army.</p> | <p><b>Why did William win the Battle of Hastings?</b></p> <p><b>Luck</b></p> <p>The wind changed and allowed William and the Normans to cross the English Channel in September 1066.</p> <p>Harald Hardrada invaded the North of England, which meant Harold Godwinson was in the north of England when William landed in the south.</p> <p>Harold Godwinson was killed at an important moment during the battle.</p> <p><b>William's strengths</b></p> <p>The Norman army had well trained knights and archers.</p> <p>The Normans used the feigned retreat tactic effectively.</p> <p>William bravely inspired his men by lifting his helmet to show them he was not dead.</p> <p><b>Harold's weaknesses</b></p> <p>Harold let his men go home to harvest in August 1066.</p> <p>Harold chose not to wait for reinforcements in London.</p> <p>The Anglo-Saxons broke their shield wall to chase the Normans when they retreated.</p> <p>The Anglo-Saxons did not have any cavalry (soldiers on horseback) or archers.</p> |

# Year 7 History

| Week 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Week 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Week 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Week 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Week 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>The 3 types of castle:</b></p> <ol style="list-style-type: none"> <li><b>Motte and Bailey Castles</b> – made of wood. The motte was a mound of earth with a fort on top of it. The bailey was a living space, protected by a ditch and wooden palisade (fence).</li> <li><b>Stone Keep Castles</b> – had thick, stone walls and turrets. The keep was a large tower in the middle of the castle. Surrounded by a ditch or moat with a drawbridge.</li> <li><b>Concentric</b> – Made of stone. Had an inner wall and outer wall. The space between the walls was called the 'death hole.' Surrounded by a ditch or moat with a drawbridge.</li> </ol> <p><b>Rougemont Castle (in Exeter):</b></p> <ul style="list-style-type: none"> <li>Built by William the Conqueror after there was a rebellion in Exeter in 1067.</li> <li>Built with wood and then walls replaced with stone.</li> <li>The stone gatehouse is the oldest still standing in Britain.</li> </ul> <p><b>Why did the Normans build castles?</b></p> <ol style="list-style-type: none"> <li>For protection.</li> <li>To show the Norman's power.</li> <li>To be centres of trade.</li> </ol> | <p><b>The Feudal System:</b></p> <pre> graph TD     KING -- Grants land to --&gt; BARONS     BARONS -- Provide money and knights --&gt; KING     BARONS -- Grants land to --&gt; KNIGHTS     KNIGHTS -- Provide protection and military service --&gt; BARONS     KNIGHTS -- Grants land to --&gt; PEASANTS     PEASANTS -- Provide food and services when demanded --&gt; KNIGHTS     </pre> <p>There were 2 types of peasants:</p> <p><b>VILLEINS</b> had to work for a lord without wages. They normally did farming jobs and lived in a village.</p> <p><b>FREEMEN</b> were not owned by a lord and could earn money through their trade (job), normally in a town.</p> | <p><b>Life in a Medieval Village</b></p> <p>Most villagers worked in farming. Jobs included sowing seeds, weeding and harvesting.</p> <p>Peasants lived in <b>CRUCK HOUSES</b>. These were small houses made from mud, clay, sticks and straw. There was no chimney but a fire was often lit.</p> <p>Peasants did not have much variety of food. They ate a lot of bread and vegetables. <b>POTTAGE</b> was a thick stew made from vegetables.</p> <p>Peasants drank water from rivers which was dirty and caused diseases.</p> <p>Medicine was extremely basic and peasants would not have been able to afford to see a doctor.</p> <p>Peasants worked 6 days a week and went to church on Sunday mornings. After church peasants were free to socialise.</p> <p>The only entertainment for peasants was singing and dancing during festivals such as <b>EASTER</b> and <b>CHRISTMAS</b>.</p> | <p><b>Life in a Medieval Town</b></p> <p>There was a variety of jobs in towns, they included:</p> <ul style="list-style-type: none"> <li>Fletchers (who made arrows)</li> <li>Blacksmiths (who made products out of metal)</li> <li>Coopers (who made barrels)</li> </ul> <p>Houses were made out of wood. Fires could spread quickly.</p> <p>A town or city wall was built around the town for protection. The gates were locked at a certain time in the evening.</p> <p>There was more variety of food in towns due to the existence of markets. Freemen could buy fruit and vegetables as well as some meat and fish.</p> <p>There were no sewage systems and so towns were dirty. Water was unclean and caused diseases.</p> <p>There was an annual fair for entertainment, including singing, dancing, bear baiting and wrestling. Freemen could also go to alehouses (like pubs) to socialise.</p> | <p><b>The Norman Conquest</b></p> <p>The 3 contenders for the throne in 1066 were William the Conqueror, Harold Godwinson and Harald Hardrada.</p> <p>September 1066 – Harold Godwinson defeated Harald Hardrada at the Battle of Stamford Bridge.</p> <p>October 1066 - William the Conqueror won the Battle of Hastings.</p> <p><b>How did the Normans keep control?</b></p> <ol style="list-style-type: none"> <li>They built castles: motte and bailey, stone keep and concentric. These were for protection, to show the Normans' power and to be centres of trade.</li> <li>They introduced the feudal system:</li> </ol> <pre> graph TD     KING -- Grants land to --&gt; BARONS     BARONS -- Provide money and knights --&gt; KING     BARONS -- Grants land to --&gt; KNIGHTS     KNIGHTS -- Provide protection and military service --&gt; BARONS     KNIGHTS -- Grants land to --&gt; PEASANTS     PEASANTS -- Provide food and services when demanded --&gt; KNIGHTS     </pre> <p>3. They used fear and violence e.g. the Harrying of the North in 1069.</p> |

# Year 7 - Life To The Full - Cycle 1

| Week 2            |                                                                   | Key vocabulary: World religions Christianity |                                                                                                       |
|-------------------|-------------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Trinity           | The belief in God the Father, God the Son and God the Holy Spirit | Enlightenment                                | The moment of discovering ultimate wisdom and the truth about life                                    |
| The Bible         | The Christian holy book                                           | Buddha                                       | The man, Siddhartha Gautama who first discovered how to reach enlightenment                           |
| The Old Testament | The first half of the Bible                                       | Meditation                                   | Focusing your mind, with silence or chanting for religious purpose or for relaxing                    |
| The New Testament | The second half of the Bible that explores the life of Jesus      | Buddhist centre, temple or monastery         | The Buddhist place of worship                                                                         |
| <b>Islam</b>      |                                                                   | Guru Nanak                                   | The founder of Sikhism                                                                                |
| Mosque            | The Muslim place of worship                                       | Gurdwara                                     | The Sikh place of worship                                                                             |
| Qur'an            | The Muslim holy book                                              | Langar                                       | The kitchen in a Gurdwara where anybody is invited to eat a warm meal no matter what your religion is |
| Prophet Muhammad  | The final Prophet of Islam                                        | The Five Ks                                  | The five things that a Sikh wears to show their religion                                              |
| Hijab             | The headscarf a Muslim woman wears                                | Brahman                                      | The one God that is the supreme force in the Universe                                                 |
| The Five Pillars  | The five rules/actions that a Muslim must aim to follow           | Atman                                        | The unique and eternal essence of a person                                                            |
| Prophet           | A messenger of God                                                | Bhagavad Gita                                | One of the key Hindu texts                                                                            |
| Allah             | Arabic word for God                                               | Polytheistic                                 | A religion that believes in more than one God                                                         |
| <b>Judaism</b>    |                                                                   |                                              |                                                                                                       |
| Covenant          | A special promise or agreement between humans and God             |                                              |                                                                                                       |
| Synagogue         | The Jewish place of worship                                       |                                              |                                                                                                       |
| Torah             | The Jewish holy book                                              |                                              |                                                                                                       |
| Monotheistic      | Believing in one God                                              |                                              |                                                                                                       |
| Denomination      | A specific branch/group/type of religious person                  |                                              |                                                                                                       |

| Week 4        |                                                                                                       | Key Vocabulary: World religions Buddhism |                                                                                                       |
|---------------|-------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Guru Nanak    | The founder of Sikhism                                                                                | Enlightenment                            | The moment of discovering ultimate wisdom and the truth about life                                    |
| Gurdwara      | The Sikh place of worship                                                                             | Buddha                                   | The man, Siddhartha Gautama who first discovered how to reach enlightenment                           |
| Langar        | The kitchen in a Gurdwara where anybody is invited to eat a warm meal no matter what your religion is | Meditation                               | Focusing your mind, with silence or chanting for religious purpose or for relaxing                    |
| The Five Ks   | The five things that a Sikh wears to show their religion                                              | Buddhist centre, temple or monastery     | The Buddhist place of worship                                                                         |
| Brahman       | The one God that is the supreme force in the Universe                                                 | Guru Nanak                               | The founder of Sikhism                                                                                |
| Atman         | The unique and eternal essence of a person                                                            | Gurdwara                                 | The Sikh place of worship                                                                             |
| Bhagavad Gita | One of the key Hindu texts                                                                            | Langar                                   | The kitchen in a Gurdwara where anybody is invited to eat a warm meal no matter what your religion is |
| Polytheistic  | A religion that believes in more than one God                                                         | The Five Ks                              | The five things that a Sikh wears to show their religion                                              |

| Week 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | Prophet Muhammad: The founder of Islam                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Prophet Muhammad was born around 570 AD in Mecca (now in Saudi Arabia). His father died before he was born and he was raised first by his grandfather and then his uncle. He belonged to a poor but respectable family. The family was active in Meccan politics and trade. In his early teens, Muhammad worked in a camel caravan, following in the footsteps of many people his age, born of meagre wealth. Working for his uncle, he gained experience in commercial trade traveling to Syria and eventually from the Mediterranean Sea to the Indian Ocean. In time, Muhammad earned a reputation as honest and sincere, acquiring the nickname "al-Amin" meaning faithful or trustworthy. In his early 20s, Muhammad began working for a wealthy merchant woman named Khadijah, 15 years his senior. She soon became attracted to this young, accomplished man and proposed marriage. He accepted and over the years the happy union brought several children. |  | Muhammad was also very religious, occasionally taking journeys of devotion to sacred sites near Mecca. On one of his pilgrimages in 610, he was meditating in a cave on Mount Jabal al-Nour. The Angel Gabriel appeared and relayed the word of God: "Recite in the name of your Lord who creates, creates man from a clot! Recite for your Lord is most generous...." These words became the opening verses of surah (chapter) 96 of the Qur'an. Most Islamic historians believe Muhammad was initially disturbed by the revelations and that he didn't reveal them publicly for several years. However, Shi'a tradition states he welcomed the message from the Angel Gabriel and was deeply inspired to share his experience with other potential believers. |  |

| Week 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | Prophet Muhammad: The founder of Islam                                                                                                                                                                                                                                                                                                                                                                  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Islamic tradition holds that the first persons to believe were his wife, Khadija and his close friend Abu Bakr (regarded as the successor to Muhammad by Sunni Muslims). Soon, Muhammad began to gather a small following, initially encountering no opposition. Most people in Mecca either ignored him or mocked him as just another prophet. However, when his message condemned idol worship and polytheism, many of Mecca's tribal leaders began to see Muhammad and his message as a threat. Sensing a threat, Mecca's merchants and leaders offered Muhammad incentives to abandon his preaching, but he refused. |  | Increasingly, the resistance to Muhammad and his followers grew and they were eventually forced to emigrate from Mecca to Medina, a city 260 miles to the north in 622. There Muhammad was instrumental in bringing an end to a civil war raging amongst several of the city's tribes. Muhammad settled in Medina, building his Muslim community and gradually gathering acceptance and more followers. |  |
| Between 624 and 628, the Muslims were involved in a series of battles for their survival. After the conflict with Mecca was finally settled, Muhammad took his first true Islamic pilgrimage to that city and in March, 632, he delivered his last sermon at Mount Arafat. Upon his return to Medina to his wife's home, he fell ill for several days and died on June 8, 632, at the age of 62.                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                                                                                                                                                                                         |  |

| Week 10        |                                                                                                        | Healthy Lifestyle: Key Vocabulary |                                                                            |
|----------------|--------------------------------------------------------------------------------------------------------|-----------------------------------|----------------------------------------------------------------------------|
| Stress         | state of mental or emotional strain resulting from a difficult situation                               | Emotional                         | how you feel in and about yourself                                         |
| Physical       | what your body is doing                                                                                | Cognitive                         | how it affects your thinking/ brain function                               |
| Behavioural    | what other people see you doing                                                                        | Serotonin                         | a chemical in the brain that helps to regulate mood - it makes you happier |
| Empty calories | Food that contains calories but no nutritional value. E.g. Fizzy drinks, sweets, chocolate and ketchup | Drug classification               | The ranking given to an illegal drug based on its danger to health         |
| Vaccinations   | A substance used to help your body to be immune to a disease.                                          |                                   |                                                                            |



# Mathematics

## sparx Homework

### How to login:

1. Go to 'www.sparx.co.uk'
2. Click on 'Login' in the top right corner, then on 'Student Login'.
3. Search for 'St Luke's Church of England School' in the 'find your school' box.
4. Login with your username and password, which should be written into your homework book.
5. Click on 'Homework'

### Complete your compulsory Sparx homework as follows:

- ✓ Write the bookwork code
- ✓ You must show your working and your answer.
- ✓ Mark your answer.
- ✓ If you are struggling, watch the video.
- ✓ Your homework is only complete when you have answered every question correctly.

Homework Thursday 1<sup>st</sup> June 2017

Task 1

D40  $12 + 13 = 25$  ✓

E50  $4 \times 3 + 2 \times 5 =$   
 $12 + 10 = 22$  ✓

F60  $\frac{12}{18} : \frac{18}{12} = 6$  ✓

H70  $\frac{1}{14} + \frac{1}{7} = \frac{1}{21}$  ✗

J90  $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$   
 $= \frac{3}{8}$  ✓

A01  $\begin{array}{r} 495 \\ + 162 \\ \hline 655 \end{array}$  ✓

F41  $P(\text{yellow}) = \frac{3}{6}$  ✗

F51  $P(\text{black}) = \frac{4}{8}$   
 $= \frac{1}{2}$  ✓

Task 2

G61 All the marbles are green.  
The probability of  
choosing a purple marble  
is impossible ✓

H71  $P(\text{odd}) = \frac{3}{5}$  ✓

Task 3

J22 False ✓

Your book work should look like this.  
You can earn merits for good book work, as well as completing your compulsory, XP boost and target homework tasks.

### What if I need help?

Speak to your Maths teacher about the Sparx help clubs.

# Need to know formulae

## Areas

Rectangle =  $l \times w$

Parallelogram =  $b \times h$

Triangle =  $\frac{1}{2} \times b \times h$

Trapezium =  $\frac{1}{2}(a+b)h$

## Circles

Circumference =  $\pi \times \text{diameter} = \pi d$   
 $2 \times \pi \times \text{radius} = 2\pi r$

Area of a circle =  $\pi \times \text{radius squared} = \pi r^2$

## Right-angled triangles

Pythagoras' Theorem  
 For a right-angled triangle,  
 $a^2 + b^2 = c^2$

Trigonometric ratios (new to F)  
 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$ ,  $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$ ,  $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$

## Volumes

Cuboid =  $l \times w \times h$

Prism =  $\text{area of cross section} \times \text{length}$

Cylinder =  $\pi r^2 h$

## Compound measures

Speed =  $\frac{\text{distance}}{\text{time}}$

Density =  $\frac{\text{mass}}{\text{volume}}$

Pressure =  $\frac{\text{force}}{\text{area}}$

## Angles formed by parallel lines

ALTERNATE, CORRESPONDING, INTERIOR

## Constructing Pie Charts

The angle to draw for each sector is

$$\text{Angle} = \frac{\text{frequency}}{\text{total}} \times 360^\circ$$

## Angles in Polygons

Sum of Interior Angles =  $(n-2) \times 180^\circ$   
 Where n is the number of sides of the shape

Exterior Angles add up to  $360^\circ$

One exterior angle in a REGULAR polygon =  $\frac{360^\circ}{n}$

Interior + Exterior =  $180^\circ$

## Other useful formulae

$$\text{gradient} = \frac{\text{change in } y}{\text{change in } x}$$

$$\% \text{ change} = \frac{\text{difference}}{\text{original}} \times 100$$

## Types of numbers

### SQUARE NUMBERS

→ 1, 4, 9, 16, 25, 36, 49, 64, 81, 100 etc  
 (1x1)(2x2)(3x3)(4x4)(5x5)(6x6)(7x7)(8x8)(9x9)(10x10)

### CUBE NUMBERS

→ 1, 8, 27, 64, 125 etc  
 (1x1x1)(2x2x2)(3x3x3)(4x4x4)(5x5x5)

### PRIME NUMBERS

→ 2, 3, 5, 7, 11, 13, 17, 19, 23, 29 etc

## Foundation Formula Quiz

## Higher Formula Quiz

### Areas

Parallelogram =  $b \times h$

Triangle =  $\frac{1}{2} \times b \times h$

Trapezium =  $\frac{1}{2}(a+b)h$

### Circles

Circumference =  $\pi \times \text{diameter} = \pi d$   
 OR  
 $2 \times \pi \times \text{radius} = 2\pi r$

Area of a circle =  $\pi \times \text{radius squared} = \pi r^2$

Area of a Sector  
 $A = \frac{\theta}{360^\circ} \times \pi r^2$

Length of an Arc  
 $A = \frac{\theta}{360^\circ} \times \pi d$

### Volumes

Prism =  $\text{area of cross section} \times \text{length}$

Cylinder =  $\pi r^2 h$

Volume of pyramid =  $\frac{1}{3} \times \text{area of base} \times h$

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Sum of Interior Angles =  $(n-2) \times 180^\circ$   
 Where n is the number of sides of the shape

Exterior Angles add up to  $360^\circ$

One exterior angle in a REGULAR polygon =  $\frac{360^\circ}{n}$

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### Compound measures

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Trigonometric ratios (new to F)  
 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$ ,  $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$ ,  $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$

### Angles formed by parallel lines

ALTERNATE, CORRESPONDING, INTERIOR

## Quadratic equations

The Quadratic Equation  
 To solve a quadratic equation  
 in the form:  
 $ax^2 + bx + c = 0$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

### Indices and surds

$$a^0 = 1 \quad a^{\frac{1}{2}} = \sqrt{a}$$

$$a^{-n} = \frac{1}{a^n} \quad a^{\frac{1}{n}} = \sqrt[n]{a}$$

$$\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$$

$$\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}$$

### Straight lines

$$\text{gradient} = \frac{\text{change in } y}{\text{change in } x}$$

Given a gradient of a line m, the gradient of the line perpendicular to it is:  $-\frac{1}{m}$

Perpendicular gradients multiply to give -1.

### Trigonometric formulae

$$\text{Sine Rule } \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$\text{Cosine Rule } a^2 = b^2 + c^2 - 2bc \cos A$$

$$\text{Area of triangle} = \frac{1}{2} ab \sin C$$



| x       | 0° | 30°                  | 45°                  | 60°                  | 90°                   |
|---------|----|----------------------|----------------------|----------------------|-----------------------|
| SINE    | 0  | $\frac{1}{2}$        | $\frac{1}{\sqrt{2}}$ | $\frac{\sqrt{3}}{2}$ | 1                     |
| COSINE  | 1  | $\frac{\sqrt{3}}{2}$ | $\frac{1}{\sqrt{2}}$ | $\frac{1}{2}$        | 0                     |
| TANGENT | 0  | $\frac{1}{\sqrt{3}}$ | 1                    | $\sqrt{3}$           | Undefined (asymptote) |

# Year 7 Music

## Week 1 -2

**Treble Clef Notes**

**Line Notes**  
E G B D F

**Space Notes**  
F A C E

## Week 3 -4

**Rhythms into Syllables**

| Syllable   | Duration | Example   |
|------------|----------|-----------|
| Semibreve  | 4 beats  | Te        |
| Minim      | 2 beats  | Coffee    |
| Crotchet   | 1 beat   | Lemonade  |
| Quaver     | 1/2 beat | Coca-Cola |
| Semiquaver | 1/4 beat | Pineapple |

**Rhythm Symbols and Values**

### The Elements of Music Part 1:

**Dynamics:** The Volume of a piece of music.

**Rhythm:** The pattern of notes within the music.

**Pitch:** The intervals (gaps) between different notes. How high or low a sound is.

**Structure:** The sections that make up the music.

**Melody:** The main tune of the music.

### The Treble Clef:

The treble clef is used for higher-pitched melody instruments.

Music of higher voices, Soprano and Alto, are written using treble clef.

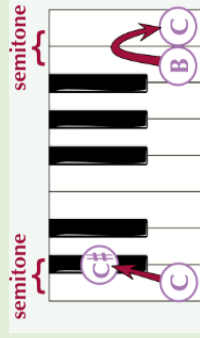
The sign always goes in the same place on the staff, with the curly bit wrapped around the line for the G above middle C.

## Week 5-6

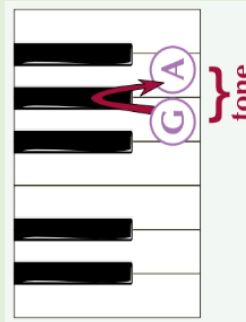
### Tones and Semitones

Tones and semitones are the gaps between notes.

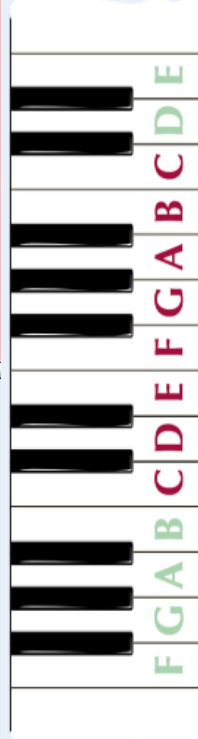
One a piano, a **semitone** is the gap between any key, black or white, and it's immediate neighbour.



The gap from any key to a key two **semitone** steps above or below is called a **tone**.



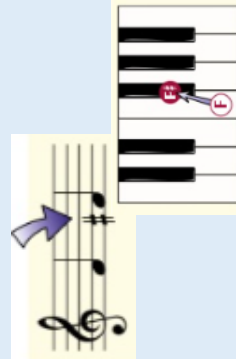
## Week 7 -8



Above are the notes of the keyboard. You must learn the names of these notes and the order they appear in.

### Sharps and Flats

A **sharp** sign next to a note tells you to play it one **semitone** higher.



A **flat** symbol next to a note means you must play one **semitone** lower.



### Dynamic Terms

These are words used to describe the volume in a piece of music.

| Symbol    | Name                  | Definition    |
|-----------|-----------------------|---------------|
| <i>pp</i> | <b>Pianissim</b><br>o | Very soft     |
| <i>p</i>  | Piano                 | Soft          |
| <i>mp</i> | Mezzo piano           | A little soft |
| <i>mf</i> | Mezzo forte           | A little loud |
| <i>f</i>  | forte                 | Loud          |
| <i>ff</i> | Fortissim<br>o        | Very Loud     |

# Year 7 Core PE

| Week 1 / 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Week 3 / 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Week 5 / 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Week 7 / 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Week 9 / 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b><u>Intent of PE</u></b></p> <p>To create <b>positive relationships</b> with <b>movement and physical activity</b>.</p> <p><b><u>What is Health?</u></b></p> <p>A state of complete <b>physical, mental and social</b> wellbeing and not merely the absence of disease or infirmity.</p> <p><b><u>Core PE</u></b></p> <p>In Core PE we use Physical Literacy to guide your learning.</p> <p><b>Physical Literacy</b> is “our relationship with movement and physical activity throughout life.”</p> <p>It's not just about skills — it's about how you <b>move</b>, how you <b>feel</b> about moving, how you <b>think</b> about it, and how you <b>connect</b> with others through movement.</p> <p><b><u>Why this matters to you</u></b></p> <p>It means being physically literate isn't just about being good at sports — it's about enjoying movement, feeling confident, and choosing to be active now and later in life.</p> | <p><b><u>Move</u></b></p> <p><b>Move:</b> developing techniques and physical capabilities to improve ability in a wide range of sports.</p> <ul style="list-style-type: none"> <li>Includes balance, coordination, agility, strength, speed, stamina, and flexibility.</li> <li>Covers both basic skills (running, jumping, throwing, catching) and more complex ones (dribbling in football, performing a gymnastics routine).</li> </ul> <p><b><u>Why it matters for you</u></b></p> <ul style="list-style-type: none"> <li>Helps you take part confidently in PE and sports.</li> <li>Builds fitness and keeps your body healthy.</li> <li>The more movement skills you master, the more activities you can enjoy for life.</li> <li><b>Example:</b> Learning how to pass a netball accurately, swim with correct technique, or sprint with good form.</li> </ul> | <p><b><u>Think</u></b></p> <p><b>Think:</b> developing decision making, knowledge of rules and evaluation skills.</p> <ul style="list-style-type: none"> <li>Knowing tactics, rules, strategies, and why movement is good for your body.</li> <li>Problem-solving during activity — adapting when the game changes.</li> </ul> <p><b><u>Why it matters for you</u></b></p> <ul style="list-style-type: none"> <li>Helps you play smarter, not just harder.</li> <li>Lets you transfer knowledge from one activity to another (e.g., spacing in basketball and football).</li> <li>Builds awareness of how activity affects health and wellbeing.</li> <li><b>Example:</b> Deciding when to pass or shoot in football, planning a relay race strategy, or recognising why warming up prevents injury.</li> </ul> | <p><b><u>Feel</u></b></p> <p><b>Feel:</b> developing and understanding how physical activity makes you feel and what it can develop.</p> <ul style="list-style-type: none"> <li>Feeling joy, pride, or excitement when moving.</li> <li>Building resilience to keep trying even if you fail.</li> </ul> <p><b><u>Why it matters for you</u></b></p> <ul style="list-style-type: none"> <li>If you feel positive and confident, you'll want to join in more.</li> <li>Reduces nerves, embarrassment, or fear of failure.</li> <li>Supports your mental health and makes activity enjoyable.</li> <li><b>Example:</b> Feeling proud when you finally lift a certain weight, enjoying the fun of playing rounders with friends, or staying calm in a penalty shoot-out.</li> </ul> | <p><b><u>Connect</u></b></p> <p><b>Connect:</b> developing communication, leadership and social skills.</p> <ul style="list-style-type: none"> <li>The <b>social side</b> of physical activity.</li> <li>How you work with others: teamwork, communication, respect, leadership.</li> <li>Feeling part of a group, club, or community through movement.</li> </ul> <p><b><u>Why it matters for you</u></b></p> <ul style="list-style-type: none"> <li>Builds friendships and trust with classmates and teammates.</li> <li>Helps you learn how to win humbly and lose gracefully.</li> <li>Makes activity inclusive—everyone can take part and feel valued.</li> <li><b>Example:</b> Encouraging a teammate who missed a shot, sharing tactics in basketball, or celebrating together after a relay race.</li> </ul> |



# Science

# sparx Homework

## How to login:

1. Go to 'www.sparxscience.com'
2. Click on 'Login' in the top right corner, then on 'Student Login'.
3. Search for 'St Luke's Church of England School' in the 'find your school' box.
4. Login with your username and password, which should be written into your homework book.
5. Click on 'Homework'
6. Complete the homework task assigned for the week

You can also access SPARX Science from your SPARX Maths home page

## Complete your compulsory Sparx homework as follows:

- ✓ Complete 100% of the questions
- ✓ If you are struggling, use the help "I don't know" button in the bottom left corner. Write down the hint you are given and use it to answer the follow up question.
- ✓ Your homework is only complete when you have answered every question correctly.

| Set          | Due (8am) |
|--------------|-----------|
| Thursday 4pm | Thursday  |

## What if I need help?

- Homework club runs every day after school
- Sparx Science catch up sessions every Thursday both break 1 and 2

# Year 7 Spanish

| Week 1: Greetings |                    | Week 2: Numbers |    | Week 3: Age and Dates |                    | Week 4: Nationalities |                    | Week 5: Siblings      |                               |
|-------------------|--------------------|-----------------|----|-----------------------|--------------------|-----------------------|--------------------|-----------------------|-------------------------------|
| Key vocabulary:   |                    | Key vocabulary: |    | Key vocabulary:       |                    | Key vocabulary:       |                    | Key vocabulary:       |                               |
| Hola              | Hello              | Uno             | 1  | Tengo ... años        | I am ... years old | ¿Dónde vives?         | Where do you live? | ¿Tienes hermanos?     | Do you have any siblings?     |
| Buenos días       | Good morning       | Dos             | 2  | lunes                 | Monday             | Vivo en ...           | I live in          | Sí, tengo...          | Yes, I have...                |
| Buenas tardes     | Good afternoon     | Tres            | 3  | martes                | Tuesday            | Soy                   | I am               | No, no tengo hermanos | No, I don't have any siblings |
| Adiós             | Goodbye            | Cuatro          | 4  | miércoles             | Wednesday          | Soy de                | I am from          | Un hermano            | One brother                   |
| Hasta luego       | See you later      | Seis            | 6  | jueves                | Thursday           | inglés/a              | English            | Una hermana           | One sister                    |
| Hasta mañana      | See you tomorrow   | Siete           | 7  | viernes               | Friday             | español/a             | Spanish            | Dos hermanos          | Two brothers                  |
| Hasta pronto      | See you soon       | Ocho            | 8  | sábado                | Saturday           | francés/a             | French             | Dos hermanas          | Two sisters                   |
| ¿Cómo te llamas?  | What is your name? | Nueve           | 9  | domingo               | Sunday             | polaco/a              | Polish             | Un hermanoastro       | One stepbrother               |
| Me llamo...       | My name is...      | Diez            | 10 | enero                 | January            | rumano/a              | Romanian           | Una hermanastra       | One stepsister                |
| ¿Qué tal?         | How are you?       | Once            | 11 | febrero               | February           | Inglaterra            | England            | Soy hijo único        | I'm an only child (male)      |
| Muy bien          | Very well          | Doce            | 12 | marzo                 | March              | España                | Spain              | Soy hija única        | I'm an only child (female)    |
| Bien              | Good               | Trece           | 13 | abril                 | April              | Francia               | France             |                       |                               |
| Regular           | So-so              | Catorce         | 14 | mayo                  | May                | Polonia               | Poland             |                       |                               |
| Mal               | Bad                | Quince          | 15 | junio                 | June               | Rumania               | Romania            |                       |                               |
| Fatal             | Awful              | Dieciséis       | 16 | julio                 | July               |                       |                    |                       |                               |
|                   |                    | Diecisiete      | 17 | agosto                | August             |                       |                    |                       |                               |
|                   |                    | Dieciocho       | 18 | septiembre            | September          |                       |                    |                       |                               |
|                   |                    | Diecinueve      | 19 | octubre               | October            |                       |                    |                       |                               |
|                   |                    | Veinte          | 20 | noviembre             | November           |                       |                    |                       |                               |
|                   |                    |                 |    | diciembre             | December           |                       |                    |                       |                               |

# Year 7 Spanish

| Week 6: Family members               |                                           | Week 7: Talking about names |                          | Week 8: Learning bigger numbers |    | Week 9: Talking about ages |                              | Week 10:                                                                                    |  |
|--------------------------------------|-------------------------------------------|-----------------------------|--------------------------|---------------------------------|----|----------------------------|------------------------------|---------------------------------------------------------------------------------------------|--|
| Key vocabulary:                      |                                           | Key vocabulary:             |                          | Key vocabulary:                 |    | Key vocabulary:            |                              | Use this week to revise the content from previous weeks in preparation for your assessment. |  |
| ¿Cuántas personas hay en tu familia? | How many people are there in your family? | ¿Cómo se llama tu madre?    | What is your mum called? | veinte                          | 20 | ¿Cuántos años tiene?       | How old is s/he?             |                                                                                             |  |
| En mi familia hay...                 | In my family there are...                 | Mi madre se llama           | My mum is called         | treinta                         | 30 | Mi hermano tiene ... años  | My brother is ... years old  |                                                                                             |  |
| Mis padres                           | My parents                                |                             |                          |                                 |    | Mi hermana tiene ... años  | My sister is ... years old   |                                                                                             |  |
| Mi madre                             | My mum                                    |                             |                          |                                 |    | Mis padres tienen ... años | My parents are ... years old |                                                                                             |  |
| Mi padre                             | My dad                                    |                             |                          |                                 |    |                            |                              |                                                                                             |  |
| Mi madrastra                         | My stepmum                                |                             |                          |                                 |    |                            |                              |                                                                                             |  |
| Mi padrastro                         | My stepdad                                |                             |                          |                                 |    |                            |                              |                                                                                             |  |
| Mi abuelo                            | My grandfather                            |                             |                          |                                 |    |                            |                              |                                                                                             |  |
| Mi abuela                            | My grandmother                            |                             |                          |                                 |    |                            |                              |                                                                                             |  |
| Mi bisabuelo                         | My great-grandfather                      |                             |                          |                                 |    |                            |                              |                                                                                             |  |
| Mi bisabuela                         | My great-grandmother                      |                             |                          |                                 |    |                            |                              |                                                                                             |  |
| Mi hermano                           | My brother                                |                             |                          |                                 |    |                            |                              |                                                                                             |  |
| Mi hermana                           | My sister                                 |                             |                          |                                 |    |                            |                              |                                                                                             |  |
| Mi hermanastro                       | My stepbrother                            |                             |                          |                                 |    |                            |                              |                                                                                             |  |
| Mi hermanastra                       | My stepsister                             |                             |                          |                                 |    |                            |                              |                                                                                             |  |
| Mi tío                               | My uncle                                  |                             |                          |                                 |    |                            |                              |                                                                                             |  |
| Mi tía                               | My aunt                                   |                             |                          |                                 |    |                            |                              |                                                                                             |  |







**St LUKE'S**  
Church of England School