

Knowledge Organiser

Year 7

Cycle Three

2024-25

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
22nd April	A	Week 1	23rd June	A	Week 9
28th April	B	Week 2	30th June	B	Week 10 Assessment week: No Cornell notes. Revise for assessments. Only SPARX Homework due.
6th May	A	Week 3	7th July	A	Super-teaching week: teachers will set homework linked to knowledge gaps identified in assessments. Only SPARX Homework due
12th May	B	Week 4	14th July	B	Enrichment Week. No homework set at all.
19th May	A	Week 5			
2nd June	B	Week 6			
9th June	A	Week 7			
16th June	B	Week 8			

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	Computing
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

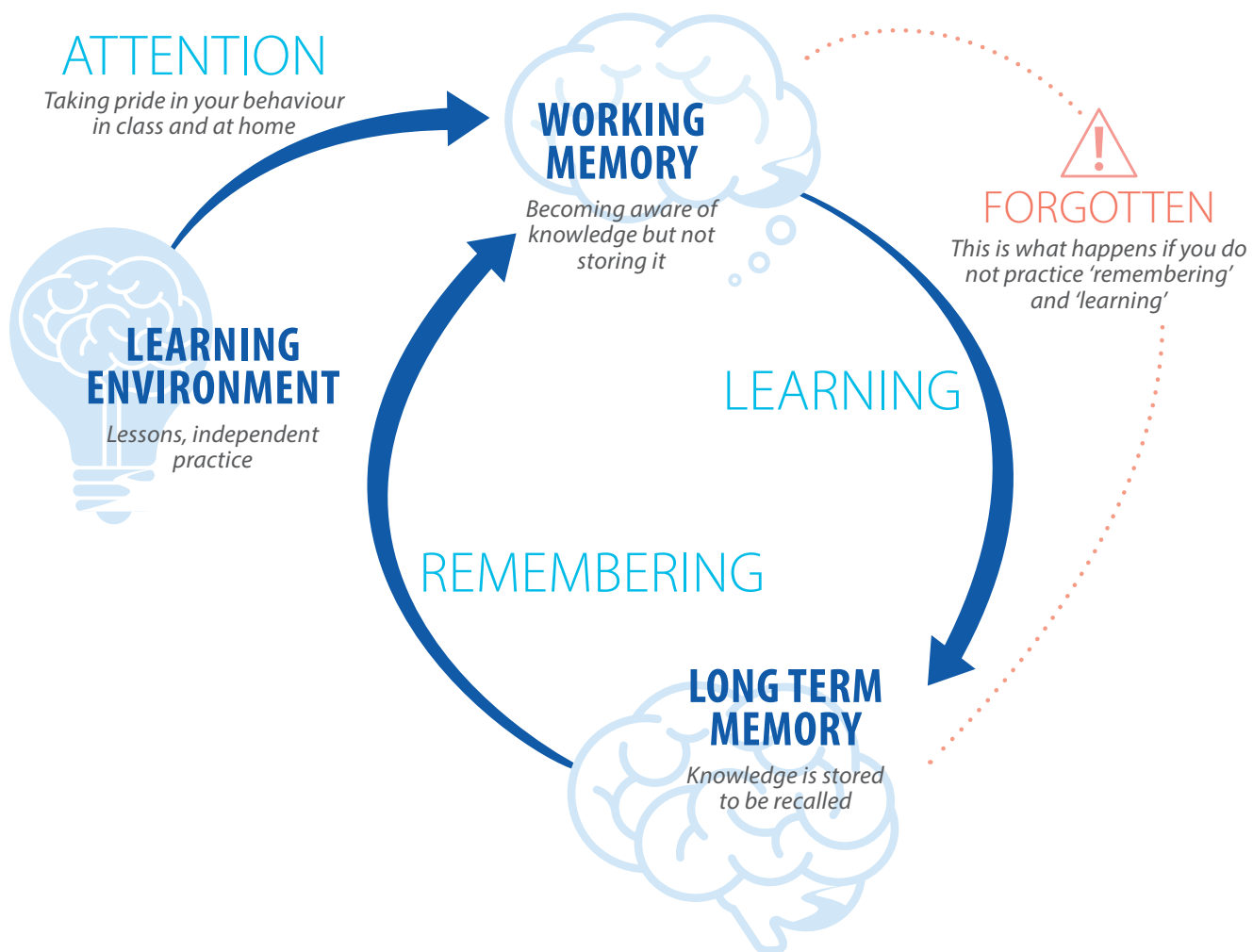
Maths – Sparx Homework

- 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

Homework Merits will be awarded daily on class charts by your tutor.

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			
Geography			
Cue Column	Notes		
1.			
2.			
3.			
4.			
	Summary		
5.			
Self Quiz			
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.

Need more help?

Scan the QR code to access a step by step video of a teacher explaining how Cornell Notes work.

You can also access this on the school website.



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

?	Is... Are... Was...	Does... Do... Did...	Can (Possibility)	Should (Opinion)	Will (Prediction)	Might (Imagination)
What (Event)	Journey to deeper questioning					
When (Time)						
Where (Place)						
Who (Person)						
Why (Reason)						
How (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. • 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. • They are rich through trade & globalisation.
4. How did these countries become super powers?	• HIC = High Income country. • NEE = Newly emerging country. • LIC = low income country.
5. What is an HIC?	• Superpower = strong military, ↑ money, ↑ population, ↑ influence. • Examples = (USA), India, China, Russia & EU. • Rich due to trade & globalisation. • HIC/LIC high/low income countries.

Summary

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				
Period 1 9.15 - 10.15					
Period 2 10.15 - 11.15					
11.15 - 11.45	Break 1				
Period 3 11.45 - 12.45					
Period 4 12.45 - 1.45					
1.45 - 2.10	Break 2				
Period 5 2.10 - 3.10					
Enrichment 3.10 - 4.10					

Timetable Week B

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



Year 7 ART

WEEK 9/10

FORM

Form refers to three dimensional objects. Forms have height, width and depth.

[3D = height, width + depth]

Forms that are three dimensional, such as sculptures or buildings are called **real forms**.

Two dimensional work can suggest three dimensional objects by including **implied forms**. This means that lines or shapes are shown in a way that suggests they have depth. This can be done using perspective, or through tone or colour effects.

Geometric forms are mathematical objects including cubes, pyramids and spheres.

Geometric forms appear man made and can suggest something solid, balanced and permanent.

Organic forms look natural. They are irregular and may seem flowing and unpredictable. Some designs may mix elements of organic and geometric forms.

Forms have mass. The mass of a form is a result of its size and the material it is made from. The greater the mass the heavier a form is.

FORM VOCABULARY

- Rounded Angular Irregular
- Small Fragile Feminine
- Masculine Bold Bulbous
- Sculptural Cylindrical Delicate
- Balanced Organic Geometric
- Abstract Realistic Simplified
- Structure Proportion Spherical
- Square Ovoid Regular Volume

WEEK 7/8

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.

Space in a work of art refers to a feeling of depth or three dimensions. It can also refer to the artist's use of the area within the picture plane.

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 5/6

SHAPE

A shape is a two-dimensional area. Shapes have height and width but not depth.

[2D = height + width]

Shape is defined by a boundary, such as a line, colour, or texture. It can be geometric, like squares or circles, or organic, like the shapes found in nature.

Shape can be positive, meaning it is the actual form, or negative, meaning it is the space around the form.

Artists use shape to create visual interest and composition in their works. They can use shape to create a sense of movement or direction, to emphasize certain elements or objects, or to create a pattern or rhythm.

There are two types of shape:

Organic – Organic shapes are ones that can be found in nature. For example fruit, vegetables, flowers and shells all have organic shapes. Organic shapes are **irregular** and **imperfect**. Naturally these shapes will all be slightly different from one another. They are often curved and flowing and can seem unpredictable.

Geometric - Geometric shapes are mathematical shapes, such as squares and circles. They are **perfect** and **regular**. They are characterised by straight lines, angles and points.

An exception to this would be a perfect circle as it has no straight lines or points. Other geometric shapes are squares, rectangles, triangles, parallelograms, hexagons etc.

WEEK 3/4

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. For example, by a pencil, pen or other art material.

A line can be a long continuous mark or short sketchy marks to show the shape of an object or figure.

A line drawing uses only lines without any tonal shading.

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.

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.

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 1/2

CUBISM

Cubism was a revolutionary art movement that emerged in the early 20th century. It originated in France and is known for its abstract and geometric style, which broke away from traditional forms of art.

Geometric shapes: Cubism is known for its use of geometric shapes such as squares, circles, triangles, and polygons.

Multiple perspectives: Cubist artists like Picasso & Braque sought to represent a subject from multiple viewpoints simultaneously, often fragmenting the image and reassembling it in an abstract form.

Depiction of form: Cubist artists reduced natural forms to basic geometric shapes, and sometimes even eliminated recognizable forms entirely.

Limited colour palette: Cubist paintings often used a limited colour palette, consisting of earth tones, blacks, and greys.

Key Artists:

Pablo Picasso: Picasso is perhaps the most famous Cubist artist.

Georges Braque: Braque was a French painter who worked closely with Picasso and is often considered a co-founder of the Cubist movement.

Cubist portrait showing use of shapes and form.



Year 7 Computing

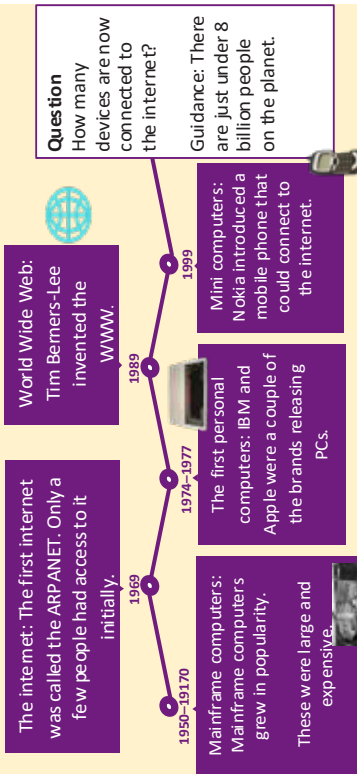


Week 1

Computer networks and protocols

A computer network is when two or more computers are connected together to allow them to communicate.

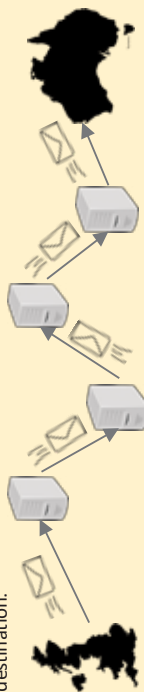
Key milestones



Message transmission: email

Just as a letter does not go directly from the sender to the recipient, the email does **not** travel from a sender's machine through a cable or "into the cloud" directly to the recipient's machine.

The message is passed on to many mail servers along the way, who help get the message to its destination.



Protocols

A protocol is a standard set of rules that allow electronic devices to communicate with each other. Protocols exist for several different applications. ... Examples include wired networking (e.g., Ethernet), wireless networking (e.g., 802.11a/c), and Internet communication (e.g., IP).

email and web address protocols

For email an **@** symbol must be used in an email address. The email address must be unique e.g. studentname@stlukescofe.school

For web address E.g. <http://www.stlukescofe.school> All website addresses start with 'http://'. All website addresses are unique. They use **dots** to separate each part of the address.

Week 3

Networking Hardware

What is hardware?

Hardware is the term given to a physical device that you can see and touch. For instance the monitor you are watching this video on is a piece of hardware.

So what is Network Hardware?

The Physical devices that are needed in order to create a network

There are a number of pieces of hardware that are needed in order to create a network. You will become familiar with the following



Hub



Router



Server



Network Cable



Switch



Patch Panel



Patch Cord



Patch Panel



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Year 7 Computing



Week 5

Wired and Wireless Networks

Bandwidth Performance:

Test the performance of your current connection.

Visit <https://www.speedtest.net/>

- Look at your download speed
- Look at your upload speed

Questions:

- Are your speeds the same as your neighbours'? If not, why might that be?
- If we were all watching YouTube at the same time, would this change the result?



The typical download speeds are:

- 3G: 3 Mbps
- 4G: 20 Mbps
- Broadband: 46 Mbps

Download: Your computer is receiving data (e.g. browsing a web page, watching online videos).

Upload: Your computer is sending data to the internet (e.g. putting a video on YouTube, posting a photo on Instagram).

The future

- 5G is the next generation of mobile internet connectivity.
- It is available now. EE was the first to release it in 6 cities in May 2019.
- 5G has the potential to reach speeds of 10 Gbps (1 Gb = 1000 Mb).
- 20 times faster than 4G.
- It would take less than 1 second to download an HD film!



Buffering

Think of your internet connection as a pipe, but instead of water, it's carrying digital data. If you see the icon shown here, it means that your connection is too narrow and the data it carries is not coming through quickly enough to keep up with your activity. An example might be when you are watching a film on Netflix and it pauses, and you have to wait for a period of time before it starts again. If this occurs a lot, you might need to change your internet package to one with more bandwidth.

Week 7

The Internet

The internet is a worldwide collection of networks **connected** globally. Information can travel between and within these networks.

- It is the physical hardware, i.e. the cables, the routers, and other pieces of hardware used to connect devices together.
- Any device connected to the internet is part of this network, for example:
 - Laptops
 - Games consoles
 - PCs
 - Tablets
 - Mobile phones

What do we use it for?

There are many uses of the internet. Below are some of the most common uses:

- Storing information (e.g. cloud storage)
- Communication (e.g. email)
- Entertainment (e.g. streaming films, videos, and music)
- Playing online games
- Social networking (e.g. Instagram)
- Online shopping
- Viewing websites

How are networks in the UK connected to networks in the United States?

By using Oceanic cables (www.submarinecablemap.com)



Satellites are used to connect distant networks in some instances, particularly in remote locations where cables are not present, but it is not the most common way. 99% of internet data passing across continents travels through cables that lie on the seabed. These are faster and cheaper than satellites.

Data Transmission - Packets

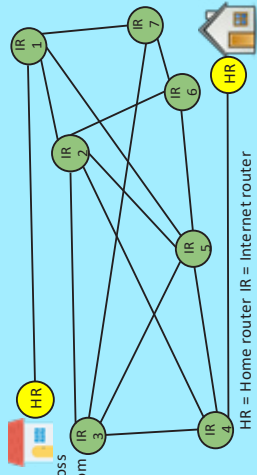
- Networks send and receive messages in small units of data known as 'packets'.
- A single message may be too large to fit in one packet. It is often split into many packets.
- Each packet contains a part of the message, an address of where it came from, and an address of where it is going. These addresses are known as 'IP addresses', and they are unique.

Internet Protocol (IP) addresses

- An IP address is made up of 4 groups of numbers between 0 and 255, each separated by a full stop. e.g. (192.168.0.1)
- These are unique for every device on the internet.
- Typically, this would be the address of the router that connects to the internet.

Packets and routers:

- A router joins networks together across the internet and forwards packets from sender to receiver.
- Packets will be sent in the correct order.
- There are millions of routers on the internet.
- Packets can take different routes on their way to their destination.



Week 9

Internet Services

The World Wide Web and the internet are **NOT** the same thing. The internet is a vast network of computers all connected together. The World Wide Web is a service provided on the internet. It is the websites, web pages, and links found on the internet. (the programs (software) that run on the Hardware of the Internet)



The Internet

- The internet was created by the US military in the 1960s and was originally called the ARPANET
 - The US wanted to design a system where information could be passed on even in the event of a catastrophe or nuclear attack
 - Data was sent along multiple routes and reconstructed at their destination
 - The system could keep running even if parts of it were destroyed



The World Wide Web (WWW)

- The World Wide Web is part of the internet that contains websites and web pages.
- It was invented in 1989 by an English computer scientist called Tim Berners-Lee.
- The World Wide Web is also known as 'the WWW' or 'the web'.



Internet Services

- Voice over IP (VoIP) – audio calls
- Email
- Online gaming
- World Wide Web
- Media streaming (Netflix, Spotify)
- Internet of Things (IoT)
- Instant messaging

Email

- Allows people who have an email address to send and receive electronic messages.
- Email is delivered almost instantly over great distances, and is usually free.
- You can attach documents to emails and email multiple people at the same time.

VoIP

- 'VoIP' is short for 'Voice over Internet Protocol'.
- This allows voice data to be sent in packets over the internet.
- It is cheaper than landline calls and can have many people on the call at the same time.
- Many popular apps use VoIP to make internet calls, such as WhatsApp.

IoT

- The Internet of Things means taking everyday 'things' and connecting them to the internet.
- 'Connectivity' is the key factor. It allows the advantages of the internet to go beyond computers and smartphones.
- These connected 'things' allow us to gather information, send information, or both.

Internet of Things (IoT) concerns

- Your security:
 - IoT devices could be hacked
 - Example: opening a car or house door remotely without your permission



- Your privacy:
 - IoT devices collect and share information about you, with or without your knowledge. This includes microphones, cameras, and GPS location.
 - Companies may eventually be able to learn everything about you.

The Internet of Things has the potential to make our lives much simpler, but privacy must be protected, and it must be secure.

Year 7 Drama - The Way West - Oregon Trail – Exploring History Through Drama

Week 1-2 - The Trail, The Route and Mary Ellis The Oregon Trail was a major route that people took when migrating to the western part of the United States. Between 1841 and 1869, hundreds of thousands of people travelled westward on the trail. Many of them travelled in large wagon trains using covered wagons to carry their belongings. The Oregon Trail began in the town of Independence, Missouri and ended in Oregon City, Oregon. It stretched for around 2,000 miles and through six different states including Missouri, Kansas, Nebraska, Wyoming, Idaho, and Oregon. Along the way, travellers had to cross all sorts of rough terrain such as the Rocky Mountains and the Sierra Nevada Mountains. 	Week 3-4 Covered Wagons The main vehicle used to carry the pioneer's belongings was the covered wagon. Sometimes these wagons were called "Prairie Schooners", because they were like boats going over the vast prairies of the west. The wagons were made of wood with iron around the wheels like tires. The covers were made from waterproofed cotton or linen canvas. The typical covered wagon was about 10 feet long and four feet wide. 	Week 5-6 – Dangers and Supplies Travelling the Oregon Trail in the 1800s was a dangerous journey. However, the danger wasn't from Native Americans as you might think. As a matter of fact, many records show that Native Americans helped many of the travellers along the way. The real danger was from a disease called cholera that killed many settlers. Other dangers included bad weather and accidents while trying to move their heavy wagons over the mountains. The pioneers were able to bring very little with them. When they left their homes in the east, they had to leave most of their belongings. The covered wagon was mostly filled with food. It took over a 1,000 pounds of food to feed a family of four on the trip out west. They took preserved foods such as hard tack, coffee, bacon, rice, beans, and flour. They also took a few basic cooking utensils such as a coffee pot, some buckets, and an iron skillet. The pioneers didn't have room for a lot of fancy items. They only had room to pack two or three sets of tough clothing. They packed candles for lighting and a rifle to hunt with along the way. Other items included tents, bedding, and basic tools such as an axe and a shovel.	Week 7-8 – The Oregon Trail and Other Trails Although the Oregon Trail was the most used wagon trail, there were other trails that led out west. Some of them branched off the Oregon Trail like the California Trail which left the Oregon Trail in Idaho and headed south to California. In 1849, a guide was published describing the overland journey to California. There were reports of the trail being littered with items that people cast off along the way. These included books, stoves, trunks and other heavy items. It took about five months for a wagon train to make the journey. The first major migration took place in 1843 when a single large wagon train of 120 wagons and 500 people made the trip. The trail was popular until the 'transcontinental railroad' connected the east to the west in 1869. In 1978, the U.S. Congress officially named the trail the Oregon National Historic Trail. Although much of the trail has been built over through the years, around 300 miles of it has been preserved and you can still see the ruts. 	Week 9-10 – Native Americans Some Native Americans were nomadic (did not live in one place, but travelled between seasons), some were semi-nomadic, and others were static (remained in the same place). It is estimated that there were many languages spoken in around 600 different dialects. Religions and beliefs were very important to the Native American way of life. Animism is a commonly shared belief amongst American Indian tribes. It is based on the spiritual belief that everything, living, natural or inanimate and has a soul or spirit. Festivals and ceremonies were very important to Native American culture and were closely linked to religion and beliefs. It was usual to hold ceremonies and rituals to worship and pacify the spirits; the festivals and ceremonies would include chanting, singing and dancing. Native American totem poles are large trees carved with figures representing faiths and beliefs. The carvings, colours and symbols on a totem pole have spiritual meanings and significance. Music and dance were important parts of the Native American culture. Songs were sung at important religious rituals, but were also part of everyday life. They believed that music was the language of the spirits.
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Year 7 English – Noughts and Crosses



Week 1	Week 2	Week 3	Week 4	Week 5
• Malorie Blackman was born in 1962 in London. Her parents are from Barbados. She qualified in Computer Science and followed a successful career in computing, before becoming a writer at the age of 28. • She has since written 60 books for children and young adults. Her best-known books for young adults are the multi award-winning <i>Noughts & Crosses</i> series. • With <i>Noughts and Crosses</i>, Blackman addresses racial issues, depicting a world in which black people, or 'Crosses', are the ruling elite and white people, or 'Noughts', are confined to minority status, denied legal rights and work in menial jobs. • She has been awarded numerous prizes and in 2008 she received an OBE for her services to children's literature. • Malorie Blackman was the Children's Laureate 2013–15.	Key Vocabulary • racism (Unfair treatment of people based on the opinion that one race, typically the race with more wealth and power, is better than another race or races.) • prejudice (An opinion that is formed without knowing or considering all the facts; hatred or unfair treatment toward a person or group without reason.) • interracial (Involving two races, e.g. an interracial marriage) • discrimination (The act of treating some people unfairly because of prejudice.) • segregation (The practice of separating people according to groups, especially racial groups.) • oppression (The act of being treated in a way that is cruel or unfair). • repression (The action of subduing or overpowering someone by force)	Key Vocabulary • dystopia (An imagined state or society in which injustice, oppression are the norm.) • rebellious (Someone who is difficult to control and does not follow the rules.) • betrayal (To not be loyal to your country or a person, often by doing something harmful such as helping their enemies.) • liberation (An occasion when something or someone is released or made free.) • militia (A military force whose members are not soldiers in a permanent army.) • terrorism (The use of violence or fear by a political group as a way of forcing others to meet its demands.) • extremism (Someone having beliefs that most people think are unreasonable and unacceptable.) • dominant (Being more important, strong, or successful than anything else of the same type.)	Context The play is in the dystopian genre, (relating to an imagined state or society where there is great suffering or injustice). However, it has taken inspiration from real historical events and societies. Apartheid (South Africa) was a system for keeping white people and non-whites separated in South Africa. It lasted from about 1950 to the early 1990s. The population of South Africa is mainly non-white but the white government leaders established laws to keep racial groups separate and discriminated against the non-white majority. Jim Crow Laws (USA) were laws in the South based on race. They enforced segregation between white people and black people in public places such as schools, transportation, restrooms, and restaurants. They also made it difficult for black people to vote. The Black Panthers (USA) were a political group of around 2000 African Americans who believed in fighting for their civil rights. They were seen by some as an army as they clashed violently with the police many times. Others saw them as freedom fighters as they set up charities to help black Americans.	Key Quotations – Callum 'I may be a nought, but I'm worth more than nothing. I'm not a Blanker. A waste of time and space. A zero. A nothing.' 'Being in and being accepted are two different things.' 'Why couldn't I live in a house like Sephy's?' 'Noughts and Crosses should be equal... I support anyone who tries to bring that about.' 'They'd murdered my dad... Something inside me had died as well.' 'I want to smash you and every other Dagger who crosses my path. I hate you so much it scares me.' 'Love doesn't exist – friendship doesn't exist between a Nought and a Cross.' EXTENSION TASK: Write a WHAT/HOW/WHY analysis of one or two of the quotations. Don't forget to use IMPACTS.



Year 7 English – Noughts and Crosses



Week 6

Key Quotations - Sephy

'This place isn't so bad, is it?'

'Us noughts and you Crosses. It makes it sound like... like I'm in one world and you're in another.'

'Shouting, like an angry wave, rolled towards me.'

'YOU'RE ALL BEHAVING LIKE ANIMALS... WORSE THAN ANIMALS! LIKE BLANKERS!'

'It's just a word.'

'The news lies all the time... the majority of Noughts are decent, hard working people.'

'You're a Nought and I'm a Cross and there's no way we could ever be together.'

'I love you. And you love me, I think.'

EXTENSION TASK:

Write a WHAT/HOW/WHY analysis of one or two of the quotations. Don't forget to use IMPACTS.

Week 7

Learn These Key Quotations – Other characters

Jude: 'I'm the only one...who knows what he is and is proud of it.'

Mr Corsa: 'Get back to your own table – NOW!'

Joanne: 'Everyone knows they're all muggers and they hang around in gangs and knife people'

Kamal: 'This government does not allow itself to be whitemailed by illegal terrorist groups.'

Kamal: 'cowardly, barbaric act of terrorism.'

EXTENSION TASK:

Write a WHAT/HOW/WHY analysis of one or two of the quotations. Don't forget to use IMPACTS.

Week 8

Meggie: 'You killed – you murdered all those people.'

Ryan: 'They were legitimate targets.'

Ryan: 'Long live the liberation militia!'

Jasmine: 'Oh, Persephone. Grow up. It's about time you stopped behaving like a child!'

Jasmine: 'One day you'll realise that you can't always do what you want in this life.'

EXTENSION TASK:

Write a WHAT/HOW/WHY analysis of one or two of the quotations. Don't forget to use IMPACTS.

Week 9

Dramaturgy

• **Stage Directions** - an instruction in the text of a play indicating the movement, position, or tone of an actor, or the sound effects and lighting.

• **Narrator** – one of the performers who speaks directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters.

• **Entrances and exits** – when and how characters enter and exit the stage.

• **Character construct** – the deliberate crafting of a character by a writer as a symbol of something.

• **Foreshadowing** - a writer gives an advance hint of what is to come later in the story.

• **Dramatic Irony** – when the audience knows something that the characters don't.

• **Tension and Tone** – when the writer creates a tense atmosphere or tone in the play.

• **Props and symbolism** – items and objects used by characters in the play which represent wider ideas. on the stage

EXTENSION: list examples of these techniques from the play.

Week 10

Revise all of the key quotations from **Week 5, Week 6, Week 7 and Week 8** ready to use them in Assessment Week.

Year 7 French

Week 1: Les cheveux		Week 2: Les yeux		Week 3: Comment est-il?		Week 4: La personnalité		Week 5: Les vêtements	
Key vocabulary:		Key vocabulary:		Key vocabulary:		Key vocabulary:		Key ideas:	
J'ai	I have	J'ai les yeux bleus	I have blue eyes	Il est/ elle est	He is/ she is	Je suis	I am	Je porte	I wear
Les cheveux noirs	Black hair	J'ai les yeux verts	I have green eyes	Il n'est pas/ elle n'est pas	he isn't/ she isn't	Tu es	You are	Il porte	He wears
Les cheveux blonds	Blonde hair	J'ai les yeux marrons	I have brown eyes	Grand(e)	Tall	Il/elle est	He/she is	Elle porte	She wears
Les cheveux roux	Red hair	J'ai les yeux gris	I have grey eyes	Petit(e)	Short	Méchant/e	Mean/ naughty	Un pull	A jumper
Les cheveux gris	Grey hair	Je porte des lunettes	I wear glasses	Mince	Slim	Sympa	Nice/ kind	Une robe	A dress
Les cheveux bruns	Brown hair	Je porte des lentilles de contact	I wear contact lenses	Gras/ grasse	Fat	Marrant/e	Fun	Une jupe	A skirt
Les cheveux courts	Short hair	Avoir	To have	Beau/ belle	Good-looking	Têtu/e	Stubborn	Une casquette	A cap
Les cheveux longs	Long hair	J'ai	I have	Intelligent(e)	Intelligent	Timide	Shy	Une chemise	A shirt
Les cheveux mi-longs	Medium-length hair	Tu as	You have	Jeune	Young	Généreux/ généreuse	Generous	Un T shirt	A T shirt
Les cheveux bouclés	Curly hair	Il/elle a On a	s/he has We have	laid(e)/ moche	Ugly	Sportif /sportive	Sporty	Un sweat à capuche	A hoodie
Les cheveux raides	Straight hair	Nous avons	We have	Être	To be	Très	Very	Des jeans	Some jeans
Je suis chauve	I am bald	Vous avez	You all have	Je suis	I am	Un peu	A bit	Des pantalons	Some trousers
		Ils/ells ont	They have	Tu es	You are	Assez	Quite	Des chaussettes	Some shoes
				Il/ elle est On est	s/he is We are	Trop	Too	Des bottes	Some boots
				Nous sommes	We are			Des baskets	Some trainers
				Vous êtes	You all are				
				Ils/ ells sont	They are				



Year 7 French



Week 6: Les couleurs		Week 7: Ma maison		Week 8: Les pièces		Week 9: Location		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.	
Jaunes	Yellow	J'habite	I live	Ma maison a Dans ma maison il y a	My house has In my house there is/are	Ma maison est	My house is		
Bleu	Blue	Dans un appartement	In an apartment	Quatre pièces	4 rooms	À la campagne	In the countryside		
Blanc	White	Dans une maison	In a house	Une chambre	A bedroom	Sur la côte	On the coast		
Gris	Grey	J'aime habiter ici	I like living here	Un salon	A living room	Dans une ville	In a city		
Marron	Brown	Je n'aime pas habiter ici	I don't like living here	Une salle à manger	A dining room	Dans un village	In a village		
Orange	Orange	C'est tranquille/ grand/ confortable/ trop petit	It's peaceful/ big/ comfortable/ too small	Une cuisine	A kitchen	Dans le désert	In the desert		
Noir	Black	Il n'y a pas de space	There is no space	Une salle de bains	A bathroom	À la montagne	In the mountains		
Rouge	Red	Moderne Vieux/ vieille	Modern Old	Un bureau	An office	Au centre	In the centre		
Vert	Green	Petit/e Grand/e	Small Big	Un garage	A garage	Au nord	In the north		
		Beau/ belle Moche	Pretty Ugly	Un jardin	A garden	Au sud	In the south		
		Confortable Inconfortable	Comfortable Uncomfortable	Un escalier	A staircase	À l'ouest	In the west		
				Une piscine	A pool	À l'est	In the east		

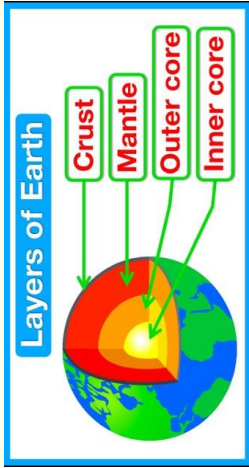
Year 7 - Geography- Cycle 3

Key vocabulary

- Lithosphere:** Outer layer of the Earth. Sometimes called the crust.
- Mantle:** Much thicker mass of rock under the lithosphere. Rocks hot enough to deform and move like plastic.
- Outer core** is liquid. **Inner core** is solid and made of iron and nickel.
- Oceanic plate:** 50-100km thick.
- Continental plate:** Up to 200km thick.
- Slab pull** - where the denser plate sinks into the mantle under the influence of gravity. It pulls the rest of the plate along behind it.
- Ridge push:** Magma rises as the plates move apart. The magma cools to form new plate material.

Week 1 – Structure of the Earth

The Earth is made of 4 main layers: Crust, Mantle, Outer Core and Inner Core.

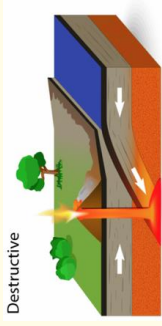


In 1912, Alfred Wegener, a German meteorologist, put forward his theory of **continental drift**. He argued that millions of years ago, the continents that we know today were joined together into one super continent called **Pangea**. The continents have been drifting apart and together ever since.

Week 2 - Destructive & Collision

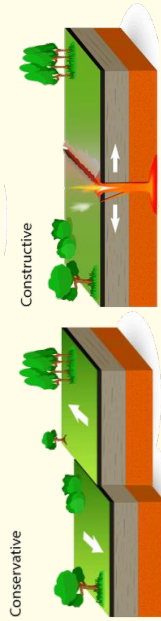
- Destructive plate boundary:** Plates move together.
- If an oceanic plate moves towards a continental plate, the heavier oceanic plate sinks (called **subduction**) beneath the continental one.
 - This creates an **ocean trench**.
 - Continental plate moves up to form mountains.
 - The melting oceanic plate creates **magma** which rises to the surface as a volcanic eruption.
 - The pressure can trigger earthquakes often followed by a tsunami.

Collision zone: Two continental plates meet and push upwards to create high mountain belts. No volcanoes.



Week 3 – Constructive & Conservative

- Constructive plate boundary:** two plates are forced apart.
- Magma rises and the hot rocks melt, forming a ridge of volcanoes and new ocean lithosphere.
 - Forms a **mid-ocean ridge**.
- Conservative plate boundary:** Two plates slide slowly past each other.
- **Friction** causes the plates to stick together and pressure builds.
 - As the friction is overcome, the sudden movement creates a severe earthquake. No magma escapes so there are no volcanic eruptions.



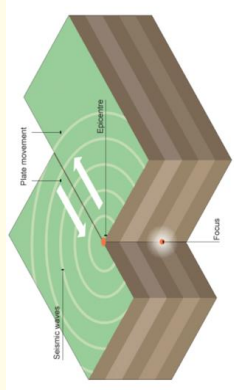
Week 4 – Earthquakes

Focus: the centre of an earthquake below the Earth's surface.

Epicentre: the area on the surface directly above the focus. Seismic waves: waves of energy.

Richter scale: measurement of the magnitude or size of an earthquake. Recorded on a seismometer.

Mercalli scale: measurement of the intensity of the earthquake by recording the effect and damage it caused.



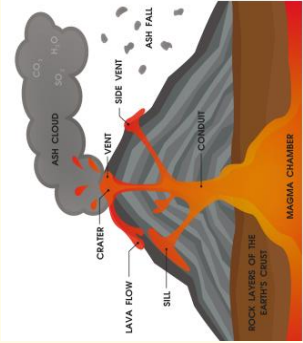
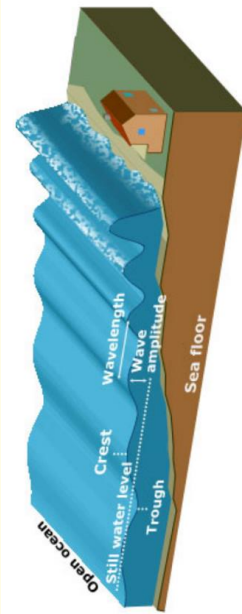
Week 5 – Nepal

Nepal earthquake (25 April 2015)

- **Collision** zone between Indian and Eurasian plate.
- Focus 8km deep.
- 8,632 dead
- 19,009 injured
- Worst in 80 years
- Many aftershocks
- Temperatures fell at night, survivors suffering hypothermia.
- Landslides cut off remote villages.
- Triggered an avalanche at Mt Everest.
- International aid from China and India: \$1 billion to help.

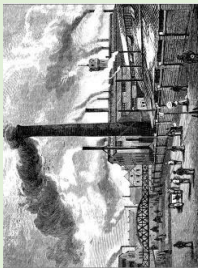




Key vocabulary	Week 6 – Volcanoes	Week 7 – Eyjafjallajökull
Primary Effects: effects that occur immediately as a result of a hazard. Secondary Effects: the indirect effects caused by the primary impacts, after the main event. Immediate Response: a response in the days and weeks immediately after a disaster has happened. Long-term Response: responses that go on for months and years after a disaster. Volcano: an opening in the Earth's crust that allows molten rock from beneath the crust to reach the surface. Risk: the probability of a hazard event causing harmful consequences.	Magma chamber: A store of molten rock deep within the Earth. Pyroclastic flow: a fast-flowing current of hot gas, ash and other volcanic matter. Can reach speeds of 700km/h and temp of 1000oC. Shield volcano: gentle slopes forming from runny lava spreading far e.g. Mauna Loa, Hawaii Composite volcano: Steep sides, cone shape. Form from thick, viscous lava that does not flow easily e.g. Mt Fuji, Japan. 	Eyjafjallajökull eruption, Iceland (April 2010) - Started on 20 March when a 500 metre fissure opened up. - Constructive plate margin. - The eruption happened under an ice sheet. Dissolved gases in the molten rock along with steam generated from the melting ice caused a huge column of volcanic ash. - Areas were flooded by the Jökulhlaups (glacier meltwater floods). - Farm land was affected by heavy ash fall, poisoning animals. Perishable foods were wasted as they could not be transported into Europe e.g. flowers from Kenya. 95,000 flights were cancelled. People were not able to get to work because they were stranded. The eruption cost airlines \$200 million per day.
Week 8 – Tsunamis	Week 9 – SE Asia Tsunami	Week 10 – Management
Tsunami: a large ocean wave caused by an underwater earthquake or volcanic eruption. They are NOT tidal waves! A tsunami can have a very long wavelength that can be hundreds of kilometres long. You tend not to notice them at sea; they increase in height when they meet the shallow water and friction at the shore. In deep water, tsunamis travel over 500mph or as fast as a jet plane. A sign that a tsunami is coming is often the withdrawal of water from a beach. 	SE Asia Tsunami (26 December 2004) - Indo-Australian plate subducting beneath Eurasian plate. - Magnitude 9.1 quake. - Speed of tsunami up to 800km/h. 15 metre height onshore. 250,000 people died across 14 countries. - Two million homeless. Indonesia and Thailand most affected. Now an Indian Ocean early warning system. Japan tsunami (11 March 2011) - Magnitude 9.0. - Pacific and North America plate. - Epicentre 129km away from Japan. - Wave travelled 10km inland in Sendai. Destroyed sea walls. - Fukushima nuclear power plant flooding – radioactive disaster. 18000 people died. - Total damages \$300 billion.	Managing earthquakes: People may have earthquake survival kits and earthquake drills to practise what people would do during a real earthquake (drop, cover, hold on). Buildings can be made earthquake resistant using cross bracing and sheer walls. Old buildings can be modified to make them more resistant. Earthquakes can not be predicted accurately. Managing volcanic eruptions: Easier to predict than earthquakes – changes in gases, deformed land, foreshocks. Communities can have evacuation plans and hazard maps prevent building in vulnerable places. Some cities, like Tokyo, have hazards guides educating people about what to do in the event of tectonic hazards. Predict: Try to work out when the hazard is going to happen. Prepare: Change the physical or human surroundings to reduce the damage. Protect: Be ready for when something does happen - have a plan.

Year 7 History



Week 1	Week 2	Week 3	Week 4	Week 5
Key words in History Chronological = in time order Century = 100 years Decade = 10 years Source = anything that gives us information about the past. Primary source = a source created by someone who was there at the time. Secondary source = a source created by someone who wasn't there at the time. Evidence = facts or information that support a point. Significant = important. An event is significant if it shows us something important and/or leads to important changes. Cause = a reason for an event or development. Consequence = the result or effect of an event or development. Interpretation = someone's point of view about something or someone.	The Industrial Revolution Key Words: Industry: The making of goods. Revolution: A major change. Trade: The buying and selling of goods. Population: The number of people living in a certain place. Labour: Hard work. Rural: Areas of countryside. Urban: Areas that have been developed as towns or cities. Urbanisation: When people move from rural areas to urban areas. Agriculture: Farming. 	Changes during the Industrial Revolution, 1750-1900: Population increased from about 10 million to about 40 million. There was mass urbanisation – In 1750 about 15% of people lived in towns or cities. By 1900 it was about 80%. Between 1750 and 1850 the amount of food produced on British farms doubled. The steam powered train was invented and railways were built across Britain. Canals (man-made waterways) were built to transport coal and other goods. Instead of jobs which were based in the home or small workshops, most people began to work in factories or mines. 	Causes of the Industrial Revolution: Population growth Between 1750 and 1900 the population grew from 10 million to 40 million. This provided the workforce for the factories and people to buy the goods that were made. Raw materials By 1850, Britain produced two thirds of the world's coal. Coal was the fuel that powered steam engines and machines in factories. Iron was also used to make machines and railways. The agricultural revolution New farming equipment was developed and machines began to replace farm workers. The amount of corn grown per acre increased by 40%. Improvements in transport The first steam-powered railway was built between Liverpool and Manchester in 1830. Railways were then built across the country in the 1840s and 1850s. Canals (human-made waterways) were also built to transport goods and materials. 	Causes of the Industrial Revolution: Growth of banks Banks were started in the 18th century and by the early 19th century there were over 400 banks across the country. Banks provided capital (money) for entrepreneurs, who took out loans. Inventors and inventions Thomas Newcomen invented a steam engine in around 1712. This was improved in the 1770s by James Watt, who invented a steam engine, that could turn a wheel much more efficiently. Entrepreneurs Entrepreneurs were businessmen who were willing to take risks by investing money to set up businesses producing goods. Two successful entrepreneurs were Richard Arkwright and Matthew Boulton. Growth of the British Empire At one point, Britain ruled around 450 million people in 56 different countries. British companies could sell their goods to people all over the Empire. Britain also gained raw materials such as cotton from the colonies. 

Year 7 History



Week 6

Industrial Cities – Key words:

Labour: Hard work.

Profit: The money that you make (income minus expenditure).

Terraced housing: Houses that are joined together in a row.

Back-to-backs: Houses that were built in terraces and joined to the row behind. They had only one wall that windows could be put in to.

Cellars: A room built below the ground floor. They were often damp and dirty.

Privies: Toilets which were built outside houses. They were shared by up to hundreds of people from poor families.

Cesspits: The hole dug underneath privies, where sewage collected.

Night-soilmen: People who cleaned out the cesspits. Sometimes they were not paid by landlords and the cesspits overflowed.

Disease: An illness that is spread by germs.

Waterborne disease: A disease that spreads through dirty water.

Cholera: A waterborne disease that killed 31,000 people in Britain in 1831-32. Symptoms included diarrhoea, vomiting, turning a blue-black colour and sunken eyes.

Week 7

The Norman Conquest

The 3 contenders for the throne in 1066 were William the Conqueror, Harold Godwinson and Harold Hardrada.

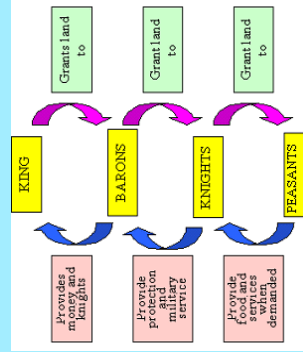
September 1066 – Harold Godwinson defeated Harold Hardrada at the Battle of Stamford Bridge.

October 1066 – William the Conqueror won the Battle of Hastings.

How did the Normans keep control?

1. 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.

2. They introduced the feudal system:



3. They used fear and violence e.g. the Harrying of the North in 1069

Week 8

Why did Henry VIII break with Rome?

Love

Henry VIII had fallen in love with Anne Boleyn so wanted to divorce Catherine of Aragon to marry Anne. However, the Pope would not grant him a divorce.

Money

Henry VIII was bankrupt due to wars in France and extravagant spending. If he changed the church from Catholic to Protestant then all taxes could

be given to him instead of the Pope. He could also gain the monasteries' wealth. Many people thought that the Catholic Church was too rich.

Power

All English churches were Catholic and so were controlled by the Pope. Henry VII did not like this.

He also wanted to have an heir to the throne, a boy, in order to continue his family line.

Faith

Two of Henry's close advisers were Protestant: Thomas Cromwell and Thomas Cranmer. Many other rich people in England would also support a Protestant Church.

Week 9

Causes of the Industrial Revolution:

Population growth

Between 1750 and 1900 the population grew from 10 million to 40 million. This provided the workforce for the factories and people to buy the goods that were made.

Raw materials

By 1850, Britain produced two thirds of the world's coal. Coal was the fuel that powered steam engines and machines in factories. Iron was also used to make machines and railways.

Improvements in transport

The first steam-powered railway was built between Liverpool and Manchester in 1830. Railways were then built across the country in the 1840s and 1850s. Canals (human-made waterways) were also built to transport goods and materials.

Inventors and inventions

Thomas Newcomen invented a steam engine in around 1712. This was improved in the 1770s by James Watt, who invented a steam engine, that could turn a wheel much more efficiently.

Growth of the British Empire

At one point, Britain ruled around 450 million people in 56 different countries. British companies could sell their goods to people all over the Empire. Britain also gained raw materials such as cotton from the colonies.

Week 10

Industrial Cities – Key words:

Labour: Hard work.

Profit: The money that you make (income minus expenditure).

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Year 7 - Life To The Full - Cycle 3

Week 1					Week 3					Week 5					Week 7					Week 9																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
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The Caste system		This is class structure that is decided by the family you are born into								Nanak was born into a Hindu family in a village where Muslims and Hindus lived together. When he was born he was said to have not cried like most babies but just smiled. The nurse was convinced he was special and that she could see a dazzling light around his head. His father was worried and asked the priest what it meant. The priest said it was a good sign and that it meant Nanak would grow up to be a great king or guru (teacher). From stories that have been handed down, we know that Nanak was very inquisitive, always asking questions. Nanak was not at school for very long. He would rather sit quietly and think about God than read textbooks. Nanak's father had hoped that his son would join the family business. However Nanak had a tendency to give away his things, including clothes, to the poor. Nanak's father thought that if he gave his son an important business task, his son would learn about the business. Nanak was given a large amount of money to buy things to sell. On his way to the city, he met twenty holy men. They were thin and hungry so Nanak spent all his money on food for them. Nanak returned home with nothing and his dad was very angry but Nanak replied that he had helped twenty starving people, so what could be better work than that? Every morning, Nanak would get up early and go the river to bathe and then say his prayers. One day, Nanak did not return. His friends went looking for him but could only find his clothes. They could not find Nanak anywhere. His family were upset and thought he had drowned. Nanak's sister was the only one who believed he was still alive. 2 days later and there was still no sign of Nanak but on the third day he reappeared. Everyone was amazed asking where he had been all this time. He replied he had been with God and God had told him to go and teach others and that he was a Guru. Nanak taught people that there is no Hindu, there is no Muslim. After his religious experience, Guru Nanak left his family and travelled around teaching people. Those who followed his teachings became known as Sikhs. After twenty years of travelling, he settled down with his family. Before Guru Nanak died, he chose one of his followers, Lehna to be his successor. Guru Nanak named Lehna Guru Angad, which means 'myself'. Guru Nanak died 1539.										Sikhs focus their lives around their relationship with God, and being a part of the Sikh community. The Sikh ideal combines action and belief. To live a good life a person should do good deeds as well as meditating on God.										Sikhs believe that human beings spend their time in a cycle of birth, life, and rebirth. They share this belief with followers of other Indian religious traditions such as Hinduism, Buddhism and Jainism .										The quality of each particular life depends on the law of Karma. Karma sets the quality of a life according to how well or badly a person behaved in their previous life. The only way out of this cycle, which all faiths regard as painful, is to achieve a total knowledge of and union with God.										Guru Nanak's teachings were that there is only one God, all humans are equal, you should work hard, help others and always tell the truth.										Sikh beliefs about God are:										Sikhs don't think it pleases God if people pay no attention to others and simply devote themselves to religion on its own.										Sikhism doesn't ask people to turn away from ordinary life to get closer to God. In fact, it demands that they use ordinary life as a way to get closer to God.										A Sikh serves God by serving (<i>sewa</i>) other people every day. By devoting their lives to service and helping others, they get rid of their own ego and pride.										Many Sikhs carry out chores in the Gurdwara as their service to the community. These range from working in the kitchen to cleaning the floor. The Langar, or free food kitchen, is a community act of service.										Sikhs also regard caring for the poor or sick as an important duty of service.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
Inequality		The idea that life and opportunities are unequal or unjust for different people																		Sikhs believe that human beings are equal before God										A good life is lived as part of a community, by living honestly and caring for others										Empty religious rituals and superstitions have no value										When a Sikh wants to see God, they look both at the created world and into their own heart and soul. Their aim is to see the divine order that God has given to everything, and through it to understand the nature of God.										Most human beings can't see the true reality of God because they are blinded by their own self-centred pride (Sikhs call it <i>haumain</i>) and concern for physical things. Sikhs believe that God is inside every person, no matter how wicked they appear, and so everyone is capable of change.										There is only one God										God is without form, or gender										Everyone has direct access to God										Everyone is equal before God																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
Guru Nanak		The founder of the religion of Sikhism																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	



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 1st June 2017

Task 1

D40 $12 + 13 = \underline{25}$ ✓

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

F60 $\begin{array}{r} 12 : 18 \\ \downarrow \div 6 \\ 2 : 3 \end{array}$ ✓

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

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

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

E41 $P(\text{yellow}) = \frac{3}{6}$ ✗

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: SAME

CORRESPONDING: SAME

INTERIOR: ADD TO 180°

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°

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

Interior + Exterior = 180°

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

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°

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Angles formed by parallel lines

ALTERNATE: SAME

CORRESPONDING: SAME

INTERIOR: ADD TO 180°

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

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

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

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			
The Elements of Music <i>The elements of music are the individual components that, when combined, make music.</i> Melody : A sequence of single notes. The 'tune'. Rhythm : Notes have different lengths, some long, some short. When we combine long and short sounds, it creates a pattern, which is a rhythm. Tempo : Tempo means the speed of the music. Music can change tempo within a piece. Dynamics : Dynamics means the volume of the music. Music can change dynamics within a piece. Pitch : How high or low of a sound is. Structure : Music is divided into sections. The order of these sections creates a structure. Song structure includes Chorus, Verse, Instrumental etc. Texture : A single part creates a thin sound. Adding more parts/layers creates a bigger sound. These layers can interact with each other. Tonality : The overall sound of the music. Tonality usually falls into two categories which are major and minor.			
Week 3 - 4			
Musical Vocab One Conjunct: Moving up or down by one note. Moving in steps. Disjunct: Moving by leaps. Improvisation: Music made up by a musician in mid performance. Pulse: The beat of the music. Every piece of music has a 'heartbeat'. It doesn't need to be played by drums - you can 'feel' the beat. Metre: Metre is the grouping of beats into regular measures, or bars. Off beat: The emphasis being on the second and fourth beats Riff: Repeated short melodic or rhythmic figure. Scale: In music theory, a scale is any set of musical notes ordered by a set pattern. For example, all major scales will have the same pattern. A scale ordered by increasing pitch is an ascending scale, and a scale ordered by decreasing pitch is a descending scale. Syncopation: Accents which are note on the beat, or rhythms that emphasise unusual parts of the beat.			
Week 5- 6			
What is Baroque? The word 'baroque' is used to describe a style of art from a certain period of history. This includes paintings, architecture or music. The Baroque era was a time when people liked large spaces and a lot of ornamentation. This can be seen in the architecture of famous buildings such as St. Peter's Basilica in Rome or St. Paul's Cathedral in London. Baroque music was often a melody with a bass line at the bottom. There was usually a harpsichord or organ that played the bass line as well and made up chords in between. Often the composer did not write out all the chords, leaving it to the performer to decide exactly which notes to play. Baroque Composers One Johann Sebastian Bach whose famous pieces include: • Brandenburg Concerto No. 4 • Toccata and Fugue in D Minor • Mass in B Minor			
Week 7 - 8			
Music Vocab Three Ornamentation the embellishment of a melody, either by adding notes or by modifying rhythms Ostinato: a repeated pattern, often a bassline Canon a piece in which the same melody is begun in different parts one after the other Imitation: repetition of a melody Clef: a sign placed at the start of a musical staff which determines the pitch of notes Harpsichord: an early form of piano, where strings are plucked rather than hammered Chamber music: instrumental music played by a small ensemble Four to the Floor: heavy bass on each beat, a pounding sound. Found in most variations of dance music. Remixing: is where record producers take an original track and make a new version by changing style and balance, adding new parts and taking away ingredients from the original.			
Week 9 - 10			
Club Dance Club dance music is technology-based with the DJ playing a vital in mixing and presenting tracks. It is characterised by: • Four to the floor rhythms • Extensive use of samples and loops • Layered textures The origins of club dance are in the 1970s Jamaican club, Funk, Disco and 1980s European synth-pop. Jamaican dub is a style of reggae where new instrumental versions of songs are made by remixing. Effects including reverb and echo are added. Lee Scratch Perry is a dub artist. Funk is energetic, jazzy, guitar led and groove based. Artists include Sly and the Family Stone and James Brown. European synth-pop uses an awful lot of electronic instruments. Bands include Kraftwerk, the Pet Shop Boys and Depeche Mode. Hip-Hop was an early influence of dance music. It is a US urban black culture which features DJing, rap and breakdancing.			

Year 7 Core PE



Week 1 / 2

The Principles of training – Acronym - SPORT

- **Specificity** - Making training relevant to demands of the sport, muscles used, needs of the person.
- **Progressive** - Gradually increasing intensity of training over time.
- **Overload** - Working harder than normal to push the body.
- **Reversibility** - Negative effects when you stop training. Going backwards in training.
- **Tedium** - Boredom.

The Principles of training – Acronym - FITT

- **Frequency** - How often you train.
- **Intensity** - How hard you train.
- **Time** - How long you train for.
- **Type** - What method of training you use.

Week 3 / 4

The Components of Fitness.

REMEMBER THE ACRONYMS

Sprinters Can Run **F**ast Speeds
Marathon Can Be **P**ainful

Strength - The ability to overcome a resistance.

Coordination - The ability to use 2 or more body parts together smoothly and efficiently.

Reaction time - The time taken to initiate a response to a stimulus.

Flexibility - The range of movement possible at a joint.

Speed- The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time.

Agility - The ability to move and change direction quickly whilst maintaining control.

Muscular Endurance - The ability of a muscle group to undergo repeated contractions avoiding fatigue.

Cardiovascular Endurance - The ability of the heart and lungs to supply oxygen to the working muscles.

Balance - Maintaining the centre of mass over the base of support.

Power - Maintaining the centre of mass over the base of support.

Week 5 / 6

Types (Methods) of Training

Continuous training – steady-state low- moderate intensity.

Example Athletes– Paula Radcliffe/Mo Farah (long distance runners).

Fartlek training – continuous steady state aerobic exercise with random higher intensity periods.

Example Athletes– Lucy Bronze/Ollie Watkins (footballers).

Interval Training – periods of exercise followed by periods of rest used by both aerobic and anaerobic performers.

Example Athletes – Candace Parker/ LeBron James (Basketballers).

TRAINING SEASONS

PRE-SEASON (PREPARATION)

Build fitness, aerobic. Skills needed for season.

COMPETITION SEASON (PEAK/PLAYING)

Peak level of fitness, maintain it, work on skills.

POST-SEASON (TRANSITION)

Rest and recover, light aerobic training to not drop too far.

Week 7 / 8

Types (Methods) of Training

Circuit Training – a series of exercise stations arranged in a specific order to usually alternate muscle groups.

Example Athlete
Katarina Thompson-Johnson (heptathlon)/Raheem Sterling (footballer).

Weight Training – a series of exercises organised into repetitions with an intensity and recovery time specific to the individual.

Example Athlete
Dina Asher-Smith / (100m)/ Anthony Joshua (Boxer).

High Altitude Training

2000m+ above sea level

Less oxygen so body has to work harder

Body compensates by creating more red blood cells

Return to sea level and training is easier due to more red blood cells

Suits endurance athletes

Example Athletes – Paula Radcliffe/Mo Farrah (Marathon Runners). Juliana Buhring/Sir Bradley Wiggins (Endurance Cyclists)

Week 9 / 10

Types (Methods) of Training

Plyometrics – a series of explosive exercises to improve the speed at which a muscle contracts. Used by performers who sprint, jump or throw .

Example Athletes – Candace Parker ((Basketballers)/ Philips Idowu (Triple Jump).

High Intensity interval training (HIIT) – repeated periods of high-intensity exercise followed by varied recovery times.

Example Athletes– Lucy Bronze/Ollie Watkins (footballers).

MAXIMUM HEART RATE =

220 MINUS YOUR AGE

E.g. 220-11= 209

60-80% = Aerobic

E.g. 125-167 bpm

80+% = Anaerobic

E.g. 167 bpm and over



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?

- Sparx club Wednesday after school
- There are catch up sessions every Thursday both break 1 and 2

Week 1: ¿Cómo tienes el pelo?		Week 2: ¿De qué color tienes los ojos?		Week 3: ¿Cómo es?		Week 4: Describing character		Week 5:	
Key vocabulary:		Key vocabulary:		Key vocabulary:		Key vocabulary:			
Tengo el pelo castaño	I have brown hair	Tengo los ojos azules	I have blue eyes	Es	s/he is	Soy	I am	Llevo	I wear
Tengo el pelo negro	I have black hair	Tengo los ojos marrones	I have brown eyes	No es	s/he isn't	Eres	You are	Lleva	s/he wears
Tengo el pelo rubio	I have blonde hair	Tengo los ojos verdes	I have green eyes	Alto/a	Tall	Es	s/he/it is	Un jersey	A jumper
Tengo el pelo gris	I have grey hair	Tengo los ojos grises	I have grey eyes	Bajo/a	Short	Deportivo/a	Sporty	Un vestido	A dress
Tengo el pelo blanco	I have white hair	Llevo gafas	I wear glasses	Delgado/a	Slim	Fuerte	Loud	Una falda	A skirt
Tengo el pelo azul	I have blue hair	Llevo lentillas	I wear contact lenses	Gordo/a	Fat	Gracioso/a	Funny	Una gorra	A cap
Tengo el pelo liso	I have straight hair	Tengo	Tener	Guapo/a	Good-looking	Alegre	Happy	Una camisa	A shirt
Tengo el pelo largo	I have long hair	Tengo	Tener	Inteligente	Intelligent	Perezoso/a	Lazy	Una camiseta	A T shirt
Tengo el pelo rizado	I have curly hair	Tengo	Tener	Joven	Young	Trabajador/a	Hard working	Una sudadera	A hoodie
Tengo el pelo corto	I have short hair	Tengo	Tener	Viejo/a	Old	Travieso/a	Naughty	Unos vaqueros	Some jeans
Soy pelirrojo/a	I am a redhead	Tengo	Tener	Feo/a	Ugly	Bastante	Quite	Unos pantalones	Some trousers
Soy calvo	I am bald	Tengo	Tener	Tiene pecas	s/he has freckles	Muy	Very	Unos zapatos	Some shoes
		Tengo	Tener	Tiene barba	s/he has a beard	Un poco	A bit	Unas botas	Some boots
		Tengo	Tener	Ser	To be	Demasiado	Too	Unas zapatillas de deporte	Some trainers
		Tengo	Tener	soy	I am	Nunca	Never		
		Tengo	Tener	eres	You are	Siempre	Always		
		Tengo	Tener	es	s/he is	A veces	Sometimes		
		Tengo	Tener	somos	We are	A menudo	Often		
		Tengo	Tener	sois	You all are				
		Tengo	Tener	son	They are				



Year 7 Spanish



Week 6: Los colores		Week 7: ¿Cómo es tu casa?		Week 8: ¿Dónde está?		Week 9: Las habitaciones		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.	
Amarillo	Yellow	Vivo en	I live in	Está en	It is in	Mi casa tiene	My house has		
Azul	Blue	Una casa	A house	El campo	The countryside	En mi casa hay	In my house there is/are		
Blanco	White	Un piso	A flat	La costa	The coast	Cuatro habitaciones	4 rooms		
Gris	Grey	Vivo en una casa	I live in a house	Una ciudad	A city	Un dormitorio	A bedroom		
		Vivo en un piso	I live in a flat	Un pueblo	A village	Un salón	A living room		
Marrón	Brown	Vivo en una granja	I live on a farm	El desierto	The desert	Un comedor	A dining room		
Naranja	Orange	Vivo en un barco	I live on a boat	La montaña	The mountains	Una cocina	A kitchen		
		Moderno/a Antiguo/a	Modern Old	El centro	The centre	Un cuarto de baño	A bathroom		
Negro	Black	Pequeño/a Grande	Small Big	El norte	The north	Un despacho	An office		
Rojo	Red	Bonito/a Feo/a	Pretty Ugly	El sur	The south	Un garaje	A garage		
		Cómodo/a Incómodo/a	Comfortable Uncomfortable	El oeste	The west	Un jardín	A garden		
Verde	Green			El este	The east	Un pasillo	A hall		
						Una escalera	A staircase		
						Una piscina	A pool		





St LUKE'S
Church of England School