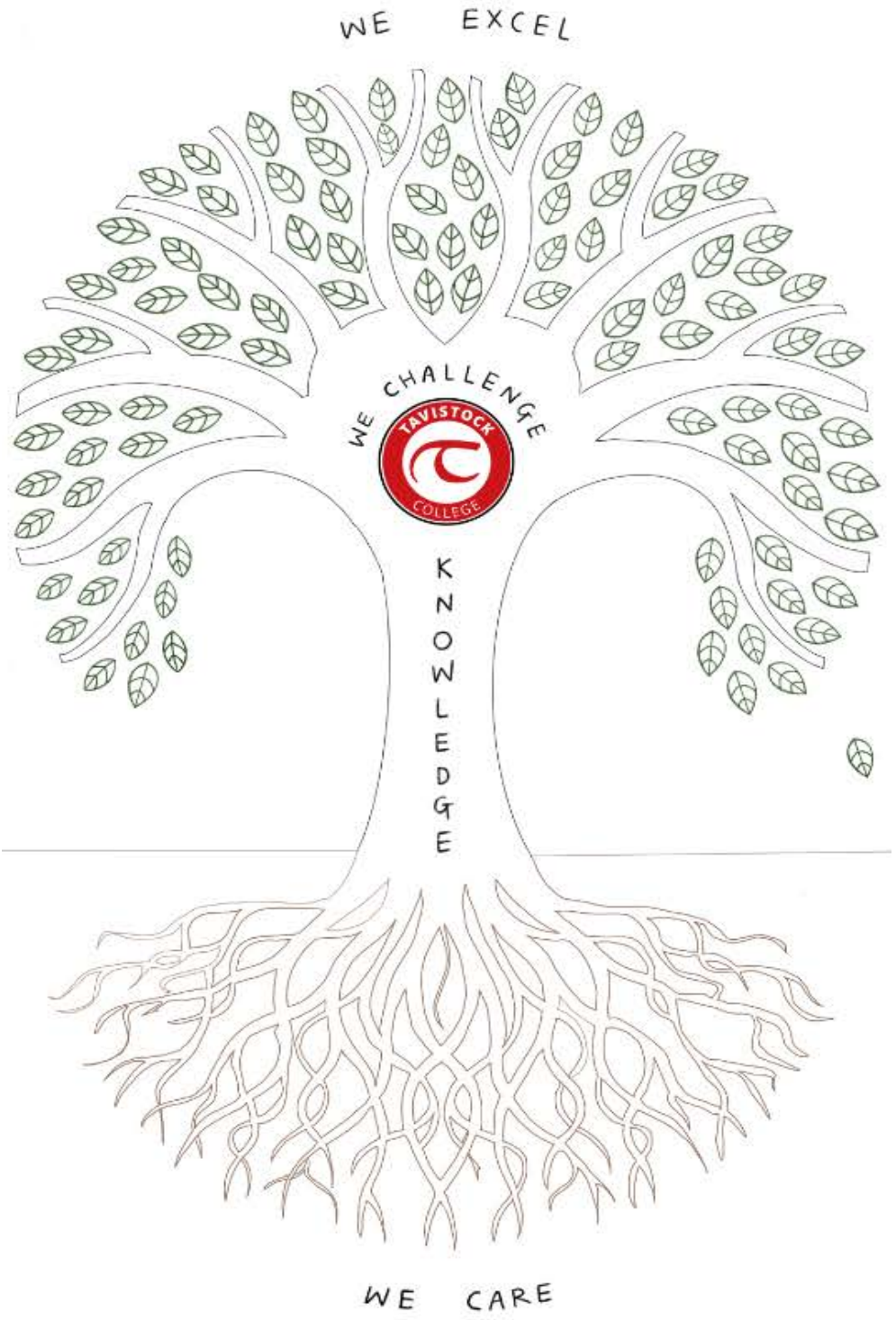
The Bare Essentials



YEAR 7
Spring Term 1

Essential knowledge for your curriculum

Outline of contents:

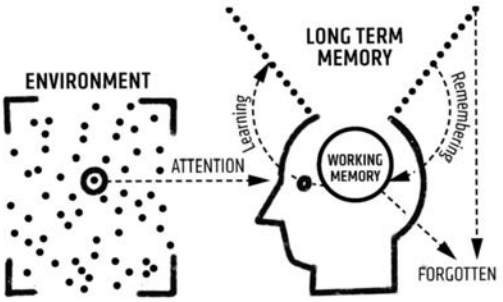
Please note some faculties contain more than one subject and so may have multiple Bare Essentials for their subjects.

Homework

At Tavistock College our school motto of 'Together: we care, we challenge, we excel' applies not only to what you do in school but also to what you do at home.

Your memory is amazing and is split into two parts: the working-memory and the long-term memory. Everybody's working-memory can only hold so much (the average is about four things/ideas/concepts) and can become full and overwhelmed very easily. On the other hand, everybody's long-term memory is essentially limitless: You just have to train it. You can help your working memory by storing key facts and processes in your long-term memory. These facts and processes can then be called upon (retrieved) to stop your working memory becoming overloaded.

To support your working and long-term memory your Bare Essentials guides and homework schedule are a key way to help you learn core knowledge so this can be recalled at a later date.



Your Bare Essentials contains the key information for you to master in each subject, so that you can be successful in lessons and your learning as you travel through your learning journey at Tavistock College.

You are expected to do 30 minutes of homework on the nights, and in the subjects, specified in the timetable below.

Don't worry though. You will normally have a week to complete each piece and to allow for other commitments outside of school and also to help you organise your time. Remember we offer a homework club after school every Tuesday and Thursday, in the library, with ICT access and teacher support.

Ideally, you will spend 20 mins self-quizzing and then 10 minutes doing a retrieval quiz which your subject teacher will set on Class Charts.

There are lots of different ways to learn the material in your Bare Essentials booklet and you could:

- Make flash cards based on your Bare Essentials booklet and ask someone to quiz you
- Cover up one section of the Bare Essentials and try and write out as much as you can from memory
- Draw a mind map using everything you can remember from the Bare Essentials
- Make up mnemonics to help you remember key facts and then write these out from memory

Week A				**Week B**		
Day	**Subject 1**	**Subject 2**		**Day**	**Subject 1**	**Subject 2**
Monday	Performing Arts & Music	Art & Textiles		Monday	Social & Religious studies	Technology
Tuesday	English	Attend an after school or homework club		Tuesday	English	Attend an after school or homework club
Wednesday	Science	History		Wednesday	Geog	PE
Thursday	Maths	Attend an after school or Homework club		Thursday	Maths	Attend an after school or Homework club
Friday	Languages			Friday	Languages	

Please note that a variety of platforms and activities will be set and faculties may set additional tasks based on the curriculum needs of that subject. If there are any issues please contact the class teacher in the first instance.

Rooted in Reading: Our Reading Curriculum

Reading is at the root of all learning. At KS3, students are given dedicated time for personal reading every week in lessons and in tutor time. In addition, students are asked to bring their own personal reading book to school everyday as part of their 'Tavi 7' personal equipment and we ask students to commit to at least 10 minutes of independent reading, in their own time, each day. ALL KS3 students should read a minimum of one personal reading text during each academic term. ALL teachers in ALL subject areas promote reading for pleasure and progress at Tavistock College.

	KS3 Fiction	KS3 Literary Nonfiction
Maths	The Curious Incident by C. Boone The Phantom Tollbooth by N. Juster The Man who Counted by M. Tahan	50 Ideas you Really Need to Know about Maths by T. Crilly Maths Makers by Posamentier & Spreitzer How Many Socks Make a Pair by R. Eastaway
Science	The Loneliest Girl in the Universe by L. James Railhead by P. Reeve Maggot Moon by S. Gardener Nowhere on Earth by N. Lake	Home Lab by Robert Winston The Science Squad - Usbourne-Stem The Book of Potentially Catastrophic Science by S. Connolly
IT, Design and Technology	A Series of Unfortunate Events by L. Snicket Noah's Gold by F.C. Boyce Hacker by Malorie Blackman	How Food Works by D. Kinersley Cooking up a Storm by S. Stern 100 Things to Know about Inventions by C. Gifford
Religion and Social Learning	I am Malala by M. Yousafzai The Crossing by M.Mann A Monster Calls by Patrick Ness	DK - The Religions Book World Religions by J. Bowker
French	Le Petit Prince by Antoine de Saint-Exupéry Le Petit Nicolas by Sempé / Goscinny C'est moi le plus beau! by Mario Ramos Paroles	French Cinema – A Student's Guide by Phil Powrie and Keith Reader
Spanish	El libro de Gloria Fuertes para niñas y niños: versos, cuentos y vida Cuentos de la selva Cuentos que contaban nuestras abuelas	SCHOLASTIC EXPLORA TU MUNDO (EXPLORE YOUR WORLD) USBORNE LEYENDO APRENDO
English	Odysseus by G. McCaugheran Pony by R. Palacio Things a Bright Girl Can Do by S. Nicholls The Blue Book of Nebo by M.S. Ros My Swordhand is Singing By M. Sedgewick Northern Lights by P. Pullman The Pearl by J. Steinbeck	Treasury of Greek Mythology - National Geographic The Shakespeare Book - Dorothy Kinersley Shakespeare by Bill Bryson My Name is Book by J. Agard Weird Words by Suzie Dent
Geography	The Summer We Turned Green by W. Sutcliffe Journey to the River Sea by Eva Ibbotson Diary of a Young Naturalist by Dara McAnulty The Explorer by Katherine Rundell Running Wild by Michael Morpurgo	Eyewitness Guides Dorothy Kinesley Series No one is too Small to Make a Difference by G. Thunberg How to Give Up Plastic by M. Bearer-Lee
History	The 1,000 Year Old Boy by Ross Welford Ruby and the Smoke by P.Pullman Arctic Star by Tom Palmer Salt to the Sea by R. Sepetys Orphan, Monster, Spy by M. Killeen	The Book of Awesome Women by B. Anderson Black Heroes by A. Norwood What Happened When in the World - DK
Performing Arts	Goodnight Stories for Rebel Girls Stories for Boys who Dare to be Different Millions the Play by F.C. Boyce The Dodger (Oxford Playscripts) by T. Pratchett Ballet School Boys by E. Dixon	All about Theatre - National Theatre Shakespeare for Everyday by Allie Esiri Ballet and Modern Dance by A. Au Hope in a Ballet Shoe by M. DePrince
Art	Fire Colour One by J. Valentine I'll Give you the Sun by J. Nelson The Girl who Became a Tree by J. Coehlo Peanut Jones and the Illustrated City by R. Biddulph	The Usborne Introduction to Art Art Matters by N. Gaiman A Big Important Art Book by D. Kryson Splat by M. Richards
PE and Sport	Ghost by J. Reynolds When I was the Greatest by J. Reynolds Booked by Kwame Alexander Football Academy Series by T. Palmer The Boxer by Nikesh Shuklah Run Rebel by M. Mann (Yr 9)	You are a Champion by Marcus Rashford Unbelievable by Jessica Ennis 

BARE ESSENTIALS

SUBJECT: Art & Textiles **YEAR:** 7 **TERM:** Spring 1

Big Question: How can I use a variety of art techniques to create an imaginary creature?

End point task: Create an underwater creature painting.

Did you know?

- In this topic we look at the work of Tony Meeuwissen (pronounced May Wissen). He is an illustrator and was born in London in 1938. He has designed postage stamps for the Royal Mail, covers for the Radio Times and illustrated articles for the Sunday Times Magazine. He also designed the cover for a Rolling Stones album
- Tony Meeuwissen created a book where each creature was divided into three parts, allowing the reader to create their own creatures and we are going to use his book as his inspiration for our own imaginary 'Tops, Tails and Tums' creatures
- For our first project we mix up animal 'Tops, Tails and Tums'. The title is a form of alliteration because the words all start with the same letter
- We use chalk and charcoal to create our blob creatures but we use a more refined source in a charcoal pencil. Traditional charcoal pictures date as far back as ca. 23,000 BC

Where is this learning coming from?

- The learning will continue your understanding of the visual elements of line, tone, colour, pattern, texture, shape and form
- We will continue to examine tonal shading and explore how it can be used in watercolour painting.
- We will re-examine colour theory and extend our learning of how different pigments are mixed to create more colours
- Art learnt at primary school
- Art galleries or exhibitions you may have visited

Where is this learning going?

- Your learning will include how to work in watercolour which will provide a strong introduction to painting
- This will give you a strong set of artistic skills as you continue with creative arts
- This learning will strengthen your imaginative ideas.
- Later in the year, we will be exploring textiles and how the visual elements can be explored in fabric and recycled materials
- This will give you the range of techniques to create your underwater endpoint task
- Prepare you for creative arts GCSE subjects

What will you know as a result of this?

- How to mix colour
- How different starting points can help you to develop your own style
- How to use varying amounts of water to create tonal watercolour paintings

Career links:

There are a number of career paths linked directly and indirectly to improving your artwork. Below are careers that involve working in art:

- Artist
- Graphic Designer
- Printer
- Architect
- Teacher
- Advertising Designer
- Art Gallery Curator

Useful weblinks:

Remarkable Animals

Elements of art - GCSE Art and Design Revision - BBC Bitesize

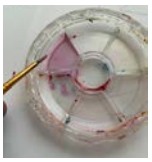
Together: We Care, We Challenge, We Excel

Topic	Bare Essentials to remember (**words in bold are in your keywords**) :	Keywords
Sketch 'Tops, Tails and Tums'.	You will select your individual 'Top, Tail and Tum' and combine them to create your own Imaginary creature. You will lightly **sketch** your creature thinking about **proportion** and **scale.**	**sketch** a loose, less refined form of drawing, typically created as preliminary drawings in order to prepare for a more finished work of art. **proportion** is to do with the dimensions between height, width and depth. **scale** refers to the size of one whole object in relation to another whole object. **mix colour** is the combination of two or more paints to create a new colour. **watercolour** refers to a solid block of paint that is mixed with a wet brush. **background** is the part of a picture that appears to be farthest from the viewer. **evaluate** is a process of using judgement, analysis, interpretation and description to appraise or critique an artwork. **enlarge** means to increase or expand an image.
Paint 'Tops, Tails and Tums'.	You will **mix colours** and use **watercolour** to add detail to the imaginary creature.	
Add detail to 'Tops, Tails, and Tums'.	Using coloured pencils you will add detail, ensuring the **background** is complete.	
Create a blob creature and sketch one outline.	Using the blob creatures sheet, you will create a collection of your own imaginary animals, you will **evaluate** the creatures and then choose your favourite.	
Add detail to blob creature in charcoal.	You will **sketch** your chosen creature and then **enlarge** them to fill a sheet of A4 paper, before adding tone with chalk and charcoal pencils.	
E.P.T. Paint underwater creatures.	You will practise creating underwater plant life before sketching your own underwater creature. You will then add **watercolour.**	
E.P.T. Add detail to underwater creatures.	Using coloured pencils you will then add **detail**, ensuring the **background** is complete.	

Topic 2: Imaginary Creatures: ' Tops, Tails and Tums'

WORKING WITH WATERCOLOUR

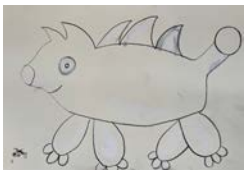
- Drawing one section at a time, lightly sketch each part (I prefer to start with the head)




- When painting, remember to mix colours, rather than just using the ones in the palette. Allow colours to dry before painting next to them or they will bleed into each other

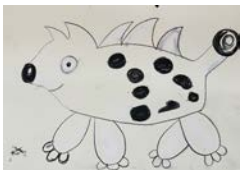
- Use watercolour to create the main areas of the creature, remember to use water or the paint will be too thick. Take your time and always use a wet brush or the lines will be scratchy

- When the paint is dry you can use a coloured pencil to start to add detail then you can tidy up your lines and add extra tone (TONE is light and dark)
- When your creature is complete you can create the background



WORKING WITH CHALK AND CHARCOAL

- Start by sketching the outline of the creature, using white charcoal, (I have used black to help you see clearly). Do not add any tonal shading at this point

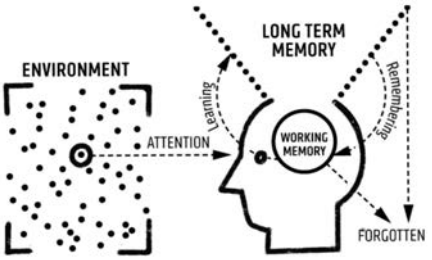


- Start to map out the light and dark areas of the creature using the white and black charcoal pencils

- When you have put in the white and black tones in, use the white pencil to create a mid/ grey tone. The colour of the paper will offer a mid tone too

- Using a cotton bud is another way to create a blended mid/ grey tone

- When all the tones are mixed, go back over the design adding detail with sharpened pencils. Fix the design with hair spray: this will stop it smudging

Your Bare Essentials Reflection
In your own words summarise your learning.

Explain the importance of what you have learnt.


How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Music - Introduction to Keyboard - Medieval YEAR: 7 TERM: Spring 1

Big Question: How do I find notes, play early music and play a melody and accompaniment on the keyboard?

End point task: Piano performance of a medieval song - Salva Nos

Did you know?

- Salva Nos was written in the 13th Century
- The Latin lyrics of **Salva nos, stella maris et regina celorum** translate as **'Save us, star of the sea and queen of the heavens'**
- People would have sung this song when travelling by sea
- This was originally written as a vocal song
- Piano has contributed greatly to modern and classical music
- The piano originated from a harpsichord and since has taken on different forms: grand piano, upright piano, digital pianos and finally keyboards and synthesisers, as well as hybrid piano
- Pianos usually have around 220-230 strings that are made from steel and strung extremely tight in order to produce a sound when being struck by the hammers
- This piano was invented in Italy in 1709 by a harpsichord maker Bartolomeo di Francesco Cristofori
- Western music typically uses 12 notes – C, D, E, F, G, A and B, plus five flats and equivalent sharps in between, which are: C sharp/D flat (they're the same note, just named differently depending on what key signature is being used), D sharp/E flat, F sharp/G flat, G sharp/A flat and A sharp/B flat
- These 12 notes have typically been used to compose most of the Western music we listen to
- We typically use just 12 notes in Western music because of the spaces – or intervals – between the notes

Where is this learning coming from?

Piano/Keyboard skills will be taught to you through this scheme but also think about:

- rhythm & metre skills from autumn term;
- any music skills that you learned in primary school
- previous instrumental experience;
- previous notation experience.

Where is this learning going?

These lessons will help you practically and verbally to:

- Answer the Big Question: How do I play a melody and accompaniment on the keyboard?
- Prepare you for further keyboard performance in KS3
- Prepare you for GCSE Music Component 1 and Component 3
- Prepare you for future live presentations and performances
- Develop your social and communication skills which will support interactions and interviews using empathy, negotiation and vocal and facial expression and body language

What will you know as a result of this?

- How to conduct yourself in a performing arts space
- How to warm up and prepare for performing arts activities
- How to follow notation and rhythm
- How to find notes on the keyboard
- How to perform a Melody, Drone and Ostinato
- How to work in a pair to create Music performance
- How to refine performing arts work
- How to share performing arts work
- How to conduct yourself whilst watching performing arts work
- How to give feedback on performing arts work

Career links:

- Actor / Dancer / Performer
- Composer
- Performing Arts Teacher/ facilitator / workshop leader
- Journalism
- Stage manager
- Theatre technician
- Costume designer
- Set designer
- Political speech writer
- Radio or TV presenter
- Marketing and advertising
- Any role that requires communication skills

Useful weblinks:

- BBC Bitesize KS3 Music
- Virtual Piano

Together: We Care, We Challenge, We Excel

Unit Content Bare Essentials to remember **(words in bold are keywords) :**	**Keywords:**
Introduction to the Keyboard We have to learn how to conduct ourselves in the space, so that everyone can be safe, happy and achieving. You will learn how to enter/exit the space, where to put yourself/your belongings, how to dress and how to work with others. You will learn how STAR behaviours look without desks and when you are doing practical work (stopped, still and silent). You will learn to use **neutral** as a position.	**vocal** is anything to do with or referring to the voice and we use vocal warm ups to make sure our voice is ready to perform. **physical** is anything to do with or referring to the body, we use physical warm-ups to make sure our body is ready to perform. **concentration** you will need to concentrate a lot during anything to do with performing arts (there are usually multiple things happening at once) so we use concentration warm ups to make sure our mind is ready to be creative and perform. **trust/ teamwork** we use trust and teamwork warm-ups to make sure we are ready to work creatively in a group. **stimulus** is a starting point for creative work. An image, quote, piece of music, title or theme. **discuss** your initial responses and reactions to the stimulus need to be talked through with your group: it's important that everyone contributes to the discussion. **improvise** your initial responses and reactions to the stimulus need to be tried out with your group - this is a great time to explore and experiment with what your work could do without worrying about it going wrong. **rehearse** means to select/ delete/ edit/refine your improvised work until it is ready to share. **perform** means showing and sharing your practical creative ideas. **evaluate** is considering the work you have created or seen and discussing its merits and areas for development*. **performer** is someone who acts, dances, sings and shares their work with an audience. **audience** is a group of people watching and listening to a performance. **melody** is the tune, a series of notes that are musically satisfying. **drone** is an accompaniment where a note or chord is continuously sounded throughout most or all of a piece. **ostinato** is a repeated musical pattern. **notation** is a visual record of heard or imagined musical sound, or a set of visual instructions for performance of music. **treble clef i**s a symbol that you use when writing music in order to show that the notes on the staff are above middle C. **structure** is an arrangement and order of the parts or sections of the music. **rhythm** is a regular repetition or grouping of beats - in a melody, the length a note is held for. **pitch** is how high or low a note should be played. **tempo** is the speed of the music. **octave** is a series of 8 notes in a musical scale - For example C major: C,D,E,F,G,A,B,C - C to C is an octave. **scale** is a set of notes in order of their pitch. *We use the **CRESS** structure as a way to helpfully and positively critique performance that we have seen (please see your class room wall and Google classroom for **CRESS**
Performing Arts Warm-Up Exercises You will take part in a series of warm up exercises to get you ready to work creatively and perform. These will be from one of or a mix of; **Vocal** warm-up exercises, **physical** warm-up exercises, **concentration** warm-up exercises, **trust/teamwork** warm-up exercises.	
Melody We will learn how to play a simple **melody** using the keyboard. We will follow the **notation** and **rhythm** to **perform** the **melody** accurately with a partner	
Drone We will learn how to play the **drone** with a partner. This will accompany the **melody.** We will work on the timing and **rhythm** of the piece to ensure the **melody** and **drone** are played accurately together.	
Ostinato We will learn how to play a few different types of **ostinato.** This will accompany the **melody** and the **drone.** We will work on the **rhythm** to ensure that the **melody** and **accompaniment** fit in time together.	
Structure We will all **structure** our pieces into a **performance** so that you and your partner have an opportunity to perform the **melody**, **drone** and **ostinato** whilst keeping in time.	
Listening We will listen to the song and parts regularly analysing how the **melody, drone and ostinato** all fit together. We will listen to each other perform regularly and use this opportunity to feedback	
Rehearsal You will refine your piece in **rehearsal.** Rehearse with a partner until you can play the song perfectly. Try playing it 3 times in a row without making a mistake. Start rehearsing at a slow **tempo** and play faster as you improve	
Perform You will share your work in a recorded **performance** to an **audience**. Your teacher will edit your work to create your film.	
Evaluate You will watch your film and **evaluate** your group's **performance** using **CRESS**.	

Knowledge Organiser Performing Arts Combined Course Yr 7: What skills do we need to create performance work?

1 beat	***Crochet*** Tea
1 beat (½ beats)	2 x ***quavers*** Coffee
1 beat (¼ beats)	4 ***semi quavers*** Coca Cola
1 beat	***Crochet Rest***
Treble Clef + Time signature	The higher notes are played on the treble clef, this is often the melody
Bass Clef	The lower notes are played on the bass clef, this is often the chords

Types of Warm Up:
Vocal Physical Concentration Teamwork/Trust

Actions (What we do)

- Jump
- Turn/Roll
- Gesture
- Travel
- Transference of Weight
- Balance/Stillness

Space (Where we perform)

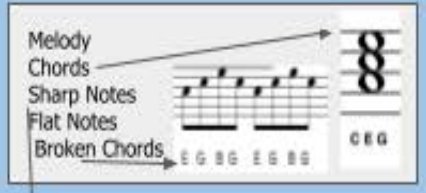
- Levels
- Size
- Directions
- Formations

Dynamics (how we perform)

- Speed – fast/slow
- Weight – Heavy/Soft
- Flow – Sharp/smooth

Relationships (who we perform with)

- Unison
- Canon
- Mirroring
- Accumulation



Audience
Stage
Performance
Practice

DEVISING
COMPOSING
CHOREOGRAPHING

Stimulus

Discuss

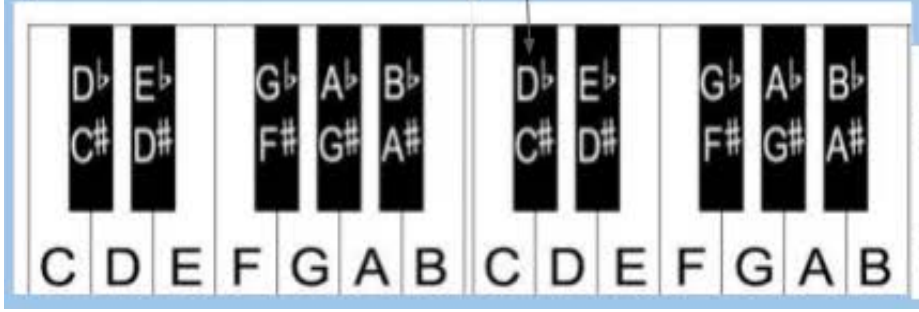
Improvise

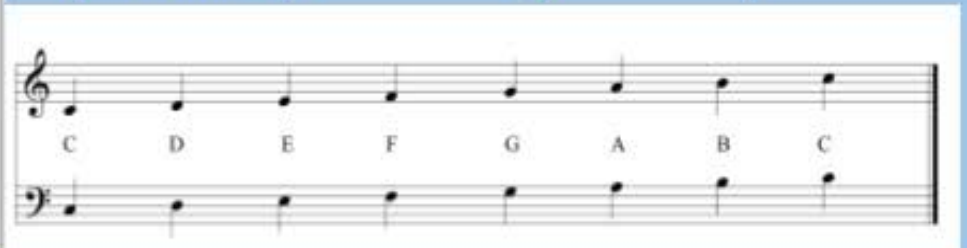
Rehearse

Perform

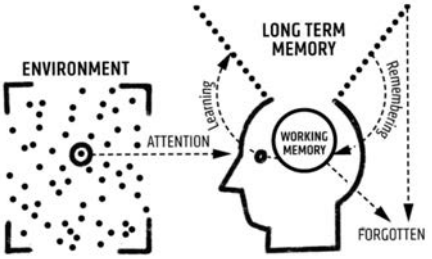
Evaluate

Freeze Frame
Narration
In Role Thought
Monologue
Choral Speaking
Synchronized Movement
Soundscape
Music for Atmosphere
Facial Expression
Body language
Character
Corpsing
Split Scene
Protagonist
Antagonist
Messenger Speech
Amphitheatre
Script
Stage Directions
Physical Theatre





Together: We Care, We Challenge, We Excel

Your Bare Essentials Reflection
In your own words summarise your learning.

Explain the importance of what you have learnt.


How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Performing Arts: Introduction to Dance Skills **YEAR: 7** **TERM: Spring 1**

Big Question: What dance skills do we need in order to choreograph a dance based on a character?

End point task: Create a dance based on a character using all the dance skills you have learnt this term.

Did you know?

- Studying performing arts improves your communication skills: According to recent research **55% of communication is non-verbal** through facial expressions and body language, 38% of communication is your vocality (pitch, pace, pause, tone, volume) and just 7% the actual words spoken
- **90% of employers** interviewed in an international study said **communication skills** are the number one desirable skill for an employee, with **83%** saying that being able to work in a **team** or group and **problem solve, cooperate** and **compromise** were also in the top five skills they looked for
- Studying performing arts improves your social skills. We explore human behaviour and learn to empathise with other people's experiences. The theatre performances we see expose us to diverse cultures and gives us a wider appreciation of the arts
- The arts and culture industry supports around **£48bn** in turnover, **£32bn** added value to the **British economy**
- Broadly, the UK arts and culture industry supports **c363,713 full-time jobs**
- The arts and culture industry pays nearly **five per cent more than the UK average salary**
- The UK's arts and culture are a very strong draw for international visitors, attracting at least **£856m of tourist spending**
- Arts and culture play an important role in supporting the UK's wider commercial creative industries, such as film production, advertising, design and crafts, and showcasing the country's creative talent overseas

- The arts and culture sector has an important benefit on **health and well-being.** Those who had attended a cultural place or event in the preceding 12 months were 60% more likely to report good health, and theatre-goers were 25% more likely to report being in health on average. As a practical subject, it allows us freedom to move and helps us to find healthy ways to express our emotions
- People **valued being in the audience** for the arts at about £2,000 per year, which is higher than sport
- It's **physically good for us too**. We develop fine motor skills, it's a form of exercise, it teaches us better coordination and improves our memory as a neuroeducation international summit discovered. It improves our concentration, cognition and attention
- Studying performing arts can **support many other subjects** through teaching transferable skills and knowledge
- The health benefits of dancing- **improves the condition of our heart and lungs**, increased muscular strength/tone, endurance and aerobic fitness.

Refs: Department for Digital, Culture, Media & Sport, ,John Hopkins University, Derby University, Psychology Today, Indeed.com, Study International

Where is this learning coming from?

The skills will be taught to you through this scheme but think about:

- primary school plays you have been involved with (Nativity, End of Year 6 etc)
- a stage show at school or at a theatre or local community show that you might have seen that used these
- specific techniques seen in TV and films, live dance, concerts
- any dances that you created at home or at school or in a dance club

Where is this learning going?

These lessons will help you practically and verbally to:

- Answer the Big Question: What dance skills do we need to choreograph a dance based on a stimulus or character?
- Prepare you for further devising/choreographing from a stimulus in KS3
- Prepare you for GCSE Drama Component 1 and Component 3
- Prepare you for BTEC Dance
- Prepare you for the study of dance practitioners and analysing works
- Develop your social and communication skills which will support interactions and interviews using empathy, negotiation and vocal and facial expression and body language

What will you know as a result of this?

- How to conduct yourself in a performing arts space
- How to warm up and prepare for performing arts activities
- How to respond to a starting point for a performing arts piece
- How to work in a group to create performing arts work
- How to refine performing arts work
- How to share performing arts work
- How to conduct yourself whilst watching performing arts work
- How to give feedback on performing arts work
- How to use particular dance skills within actions, dynamics, space, relationships

Career links:

- Actor / Dancer / Performer
- Playwright / Screenwriter
- Performing Arts t-Teacher/ facilitator / workshop leader
- Journalism
- Stage manager
- Theatre technician
- Costume designer
- Set designer
- Political speech writer
- Radio or TV presenter
- Marketing and advertising
- Any role that requires communication skills

Useful weblinks:

- Dancer | Explore careers
- Dance - BBC Bitesize
- BBC Bitesize Jobs that use Performing Arts and English

Unit Content Bare Essentials to remember **(words in bold are your keywords) :**	Keywords
Actions and Space We will learn the skills of action and space by being taught a motif inspired by James Bond and then adding particular skills within actions and space to improve our dance. Dynamics and Relationships We will learn the skills of dynamics and relationships and add these to our James Bond dances. Learning and Developing a dance For two lessons you will learn a professional dance based on a Gobstopper sweet. You will apply all the skills you have learnt from Action/Dynamics/Space/Relationships as well as adding some literal and abstract movements. Creating own sweetie character For two lessons you will use all the skills we have learnt to create our own sweetie character. Perform You will share your work in a recorded **performance** to an **audience**. Your teacher will edit your work to create your film. Evaluate You will watch your film and **evaluate** your group's **performance** using **CRESS**.	**vocal** is to do with or referring to the voice, we use vocal warm ups to make sure our voice is ready to perform. **physical** to do with or referring to the body, we use physical warm ups to make sure our body is ready to perform. **concentration** you will need to concentrate a lot during anything to do with performing arts (there are usually multiple things happening at once) so we use concentration warm-ups to make sure our mind is ready to be creative and perform. **trust/teamwork** we use trust and teamwork warm-ups to make sure we are ready to work creatively in a group. **stimulus** is a starting point for creative work. This could be an image, quote, piece of music, title or theme **discuss** your initial responses and reactions to the stimulus need to be talked through with your group -it's important that everyone contributes to the discussion. **improvise** your initial responses and reactions to the stimulus need to be tried out with your group - this is a great time to explore and experiment with what your work could do without worrying about it going wrong. **rehearse** is to select/ delete/ edit/refine your improvised work until it is ready to share. **perform** means showing and sharing your practical creative ideas. **evaluate** considering the work you have created or seen and discussing its merits and areas for development* **character** is a part played/ shown by a performer that is not themselves. **audience** a group of people watching and listening to a performance. **actions** are what we do in dance (jump, turn/roll, gesture, travel, transfer of weight, balance). **dynamics** are how we perform movements (Speed - Fast/ slow, Flow - Sharp/smooth, Weight - Heavy/Light). **space** is the location where we perform (Levels, formations, directions, pathways, size). **relationships:** who we perform with (canon, unison, accumulation, mirroring, action/reaction. **canon** is when you perform a movement one after the other. **unison** when all are dancing at the same time. **mirroring** is when you are performing the same movement but one after the other. **accumulation** is a build up of one movement (one person starts and the next joins in etc). **action/reaction** happens when one person or group performs a movement and the other person or group replies with a different movement. **literal movements** are movements that show the exact meaning of an action. **abstract movements** are movements that do not show the exact meaning of an action. **facial expressions** are using parts of the face to convey emotions **We use the **CRESS** structure as a way to helpfully and positively critique performance that we have seen (please see your class room wall and Google classroom for **CRESS*** **Together: We Care, We Challenge, We Excel**

Knowledge Organiser Performing Arts Combined Course Yr 7: What skills do we need to create performance work?

1 beat	***Crochet*** Tea
1 beat (½ beats)	2 x ***quavers*** Coffee
1 beat (¼ beats)	4 ***semi quavers*** Coca Cola
1 beat	***Crochet Rest***
	Treble Clef + Time signature The higher notes are played on the treble clef, this is often the melody
	Bass Clef The lower notes are played on the bass clef, this is often the chords

Types of Warm Up:
Vocal Physical Concentration Teamwork/Trust

Actions (What we do)

- Jump
- Turn/Roll
- Gesture
- Travel
- Transference of Weight
- Balance/Stillness

Space (Where we perform)

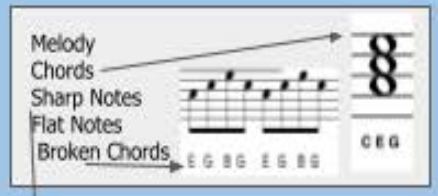
- Levels
- Size
- Directions
- Formations

Dynamics (how we perform)

- Speed – fast/slow
- Weight – Heavy/Soft
- Flow – Sharp/smooth

Relationships (who we perform with)

- Unison
- Canon
- Mirroring
- Accumulation



DEVISING
COMPOSING
CHOREOGRAPHING

Stimulus

Discuss

Improvise

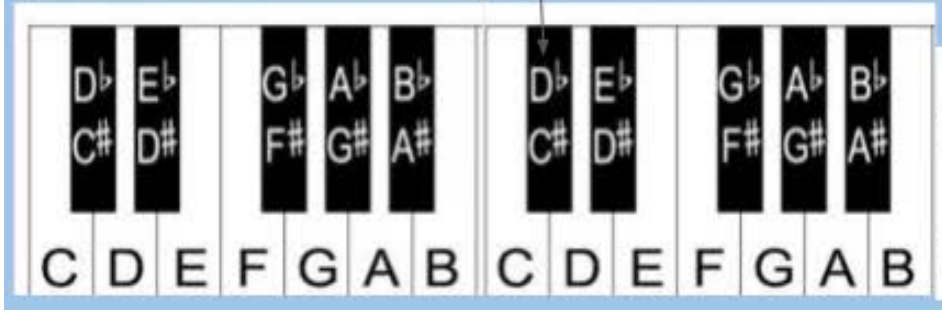
Rehearse

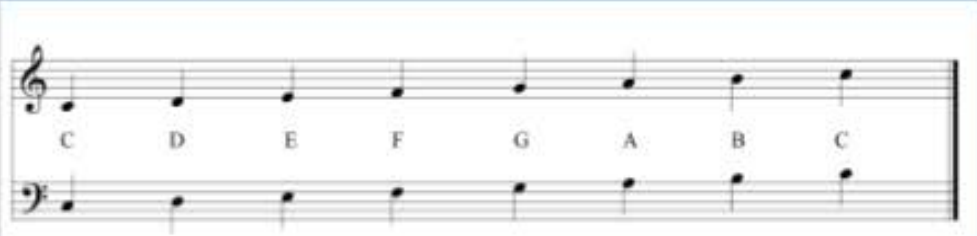
Perform

Evaluate

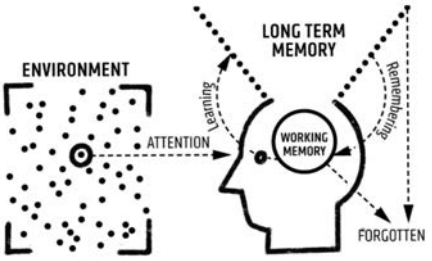
Audience
Stage
Performance
Practice

Freeze Frame
Narration
In Role Thought
Monologue
Choral Speaking
Synchronized Movement
Soundscape
Music for Atmosphere
Facial Expression
Body language
Character
Corpsing
Split Scene
Protagonist
Antagonist
Messenger Speech
Amphitheatre
Script
Stage Directions
Physical Theatre





Together: We Care, We Challenge, We Excel

Your Bare Essentials Reflection
In your own words summarise your learning.

Explain the importance of what you have learnt.


How does this link with other subjects?	What follow up questions will you ask?
	

Together: We Care, We Challenge, We Excel

BARE ESSENTIALS

SUBJECT: English **YEAR: 7** **TERM: Spring 1**

Big Question: How do extreme sports writers manipulate language to engage their audience?

End point task: Write an article giving your opinion on an extreme sport.

Did you know?

- Sports writing is a form of creative nonfiction in which the narrator's experience of either playing or watching sport serves as the dominant subject. This can take the form of straightforward sports journalism, sporting memoirs or it can cross over with other genres; for example travel writing
- Extreme Sports - also known as action sports or alternative sports - are sporting pursuits perceived as involving a high degree of risk including; rock-climbing, mountaineering, skateboarding, surfing, parkour, hang-gliding, base-jumping, skiing and snow-boarding

- Notable contemporary sports writers include Joe Simpson (rock climbing), Bear Grylls (mountaineering), Ranulph Fiennes (mountaineering), William Finnegan (surfing), Craig R. Stecyk (skateboarding), Tony Hawk (skateboarding), Lynn Hill (rock climbing) and Libby Riddles (dog-sled racing) among countless others
- Current extreme sports champions from around the world include Kelly Clark (snowboarder), Lizzie Armanto (skateboarder), Laird John Hamilton (surfer), Shaun White (snowboarder), Jamie Anderson (snowboarder) and Amanda Voll (parkour)

Where is this learning coming from?

In this scheme you will be building on your KS2 reading skills: Reading between the lines, synthesising and comparing texts. You will add to your knowledge of non fiction text types and analyse how writers manipulate language to portray their point of view and engage the reader. There will also be opportunities to use expert techniques in your own writing.

Where is this learning going?

The skills you practise during this unit will be revisited in Year 8 where you will study non-fiction again through the lens of a different genre. Later in your English studies, understanding how non-fiction writing is constructed will be an essential part of your English Language GCSE.

What will you know as a result of this?

- You will know how to identify a number of different forms of sports writing
- You will be able to identify the target audience and purpose of a variety of pieces of sports writing
- You will be able to analyse the effectiveness of a variety of linguistic and structural techniques which are regularly found in sports writing
- You will know how to adapt your own writing style and techniques to match your intended purpose and target audience

Career links:

- Athlete - an interest in sport might lead to a career in your chosen sport
- Fitness and health (personal trainer, nutritionist, physiotherapist, etc)
- Physical Education
- Sports Management
- Sports Journalist (Broadcast or Writer)
- Sports Writer/ Author

Useful resources:

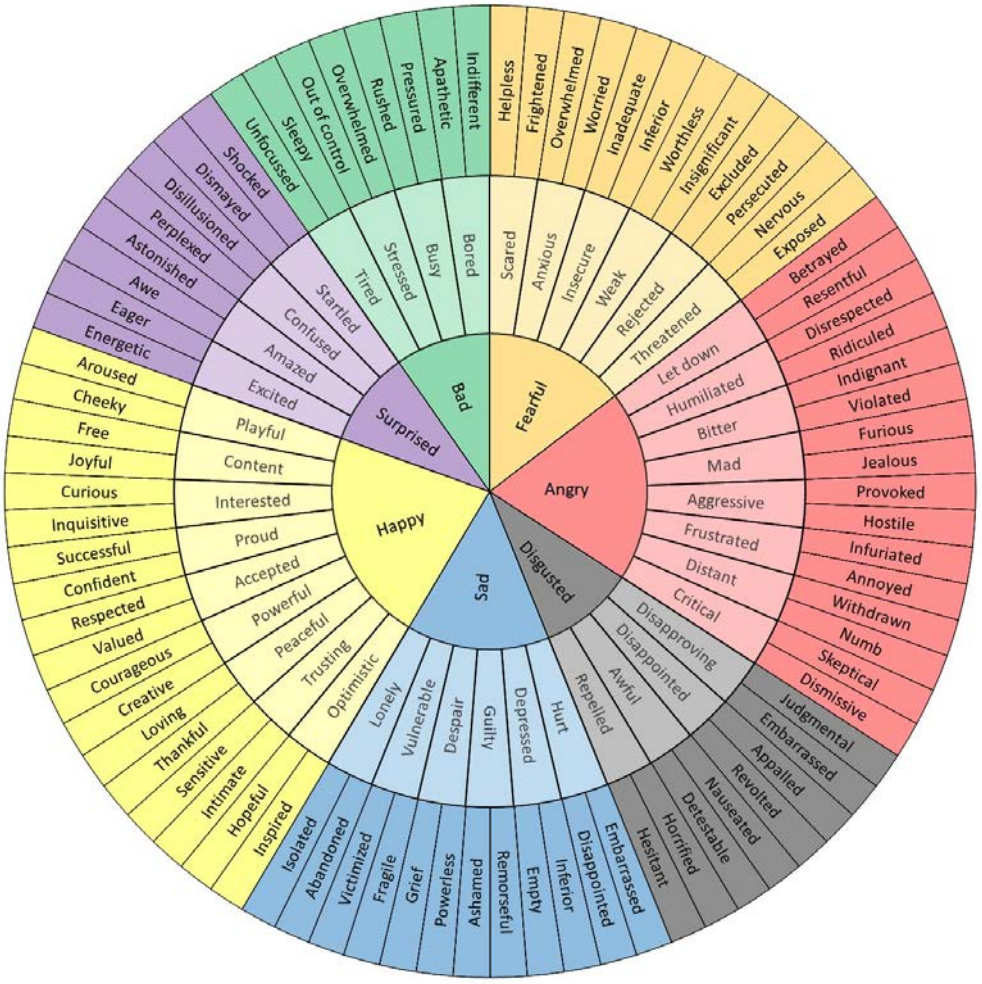
BBC Bitesize (this is a good resource to teach students how to read and analyse non-fiction) https://www.bbc.co.uk/bitesize/topics/zjfkscw
Examining different text types https://www.bbc.co.uk/bitesize/topics/zfwpd6f/articles/zv4q7yc
Audience, purpose and form https://www.bbc.co.uk/bitesize/topics/zfwpd6f/articles/zwspn9q
How to investigate language in non-fiction texts https://www.bbc.co.uk/bitesize/topics/zfwpd6f/articles/z4d4xyc

BBC Teach - a video guide to how to write sports journalism for the BBC
https://www.youtube.com/watch?v=JvVaqgNrxbk

Oak Academy (a series of online video lessons looking at non-fiction that students can complete)
https://classroom.thenational.academy/units/non-fiction-texts-and-view-point-writing-8dd2

Learning Sequence	Bare Essentials to remember **(words in bold are in your keywords) :**	**Keywords:**
Introduction - Touching the Void by Joe Simpson	What is nonfiction? What genres does it include? Introducing a range of literary nonfiction techniques Understanding the difference between **implicit** and **explicit** content Reading a short extract and annotating **implicit** and **explicit** meanings	**alliteration** is the occurrence of the same letter or sound at the beginning of adjacent or closely connected words. **anecdote** is a short, amusing or interesting story about a real incident or person. **asyndetic listing** is a list of words joined without the use of a conjunction, but with commas instead. **audience** is the target group to whom a writer is speaking through their work. **emotive language** links to specific word choices to evoke an emotional response from the reader. **ethos** means appealing to an audience's values or morals, or focusing on the speaker's trustworthiness. **fact**: a thing that is known or can be proven to be true. **form** is the name of the text type the writer uses. **headline** is a heading at the top of an article or page in a newspaper or magazine. **hyperbole** is a rhetorical technique that is an intentional exaggeration for emphasis or comic effect. **hypophora** is when a writer raises a question, and then immediately provides an answer to that question. **logos** means to persuade your audience by the use of logical argument, for example using facts or statistics. **objective** is not being influenced by personal feelings or opinions in considering and representing facts. **opinion** is a view or judgement formed about something, not necessarily based on fact or knowledge. **pathos** means appealing to a listener/ reader by provoking an emotional response. **perspective**: is the writer's point of view about the subject. **purpose** is the goal or aim of a piece of writing. eg to express oneself, to provide information, to persuade, **rhetorical techniques** (also known as stylistic devices, persuasive devices, or simply rhetoric) are techniques or language used to convey a point or convince an audience. **rhetorical question** is a question asked in order to create a dramatic effect or to make a point rather than to get an answer. **statistics** refer to factual data used in a persuasive way. **subtitles** are subordinate titles of a published work or article giving additional information about its content. **subjective** means to be influenced by personal feelings, tastes, or opinions. **syndetic listing** is a list of words joined with a conjunction. **topic sentence**: a sentence that introduces the essential point or idea of a paragraph or larger section. **tricolon** is a rhetorical term that consists of three parallel clauses, phrases, or words, which happen to come in quick succession without any interruption.
Comparison of 'Morning Glass' and 'Letter from Hawaii' - historic and modern texts on surfing	Learning how to summarise, condensing the most relevant information Reading and summarising two texts about surfing - one modern and one C19th Exploring the **implicit** meanings of key quotes Mapping interesting points of comparison and selecting suitable evidence / quotes	
200 Word Challenge:- Write a Letter to a Local MP	Learning about **DAFOREST rhetorical techniques** e.g. **anecdotes, asyndetic listing** Collating information about the importance of sport for young people Planning and writing using conventions of a formal letter Revising persuasive conjunctions e.g. furthermore	
Comparison of tightrope walking texts: (Blondin and Petit) - various newspaper articles	Summarising and comparing two texts about tightrope walking, past and present Learning how to structure a comparison paragraph, incorporating short quotes and inference Using conjunctions to organise clear comparison	
Practice Assessment - Rafting in the Grand Canyon newspaper article	Reviewing specific language techniques commonly found in engaging sports writing e.g. **emotive language, dynamic verbs, personification** Practising annotating key quotes from an article about white water rafting Teacher models **What - How - Why** analysis paragraphs (WHW)	
Language Investigation - 'Touching The Void' extract	Consolidating understanding of language techniques; examining **figurative language e.g. similes & metaphors** Shared reading of 'Touching the Void' - beginning to make independent annotations Independently, completing language grid and constructing WHW paragraphs	
Exploring / comparing writer's perspective - Guardian article on Big Game Hunting and C19th text Shooting in the Himalayas	Introducing differing **writers' perspectives**; understanding the difference between **viewpoint, attitude, perspective and experience** Using the emotions wheel to be specific about **tone and register** in the texts e.g. **subjective and objective tone** Discussion (and mapping) of different viewpoints and changing tones in the two texts	
200 Word Writing Challenge writing a speech using rhetorical devices (Nicola Adams and Muhammed Ali speeches)	1) Examining the use of **rhetoric** in famous speeches by boxing champions, past and present **(Ethos, Logos & Pathos)** Fine grained analysis of quotes, explaining the impact on the reader of single words Summarising different **writers' perspectives** on discrimination / prejudice in sport 2) Writing an emotive speech using previous texts as models Focusing on audience appeal: using examples, **tone and register**, reasoning that will appeal to a specific audience	
Investigating philosophical questions: man vs nature Comparing two texts: "First Official Climate Change Refugees" & "How Alex Honnold made the ultimate climb."	Applying conceptual thinking to modern texts, examining how man's relationship to nature is portrayed Through discussion and annotation, exploring how language is manipulated to persuade the reader Summarising contrasting attitudes, citing short examples from each text and making inferences	
200 Word Writing Challenge: An Adventure in an Extreme Location	Consolidating phase: Using **emotive language** and a range of descriptive and **rhetorical techniques** within a powerful description Planning, drafting and checking extended writing Considering **tone, register and audience appeal**	

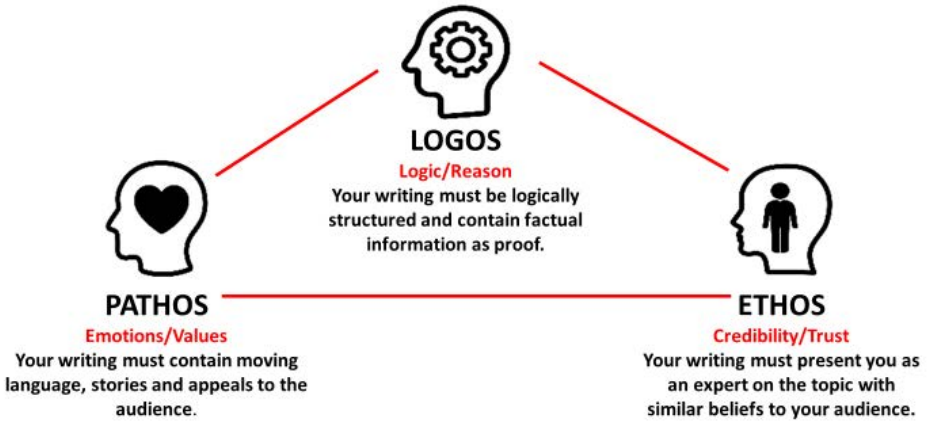
An emotions wheel - be specific about writers' attitudes and the emotional tone



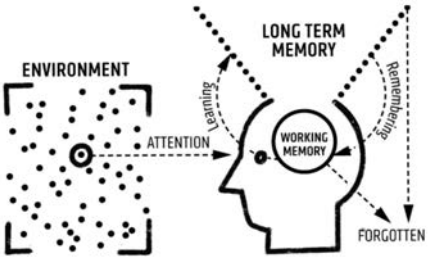
Vocabulary to Describe Tone

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
condemning	critical	objective	supportive	sympathetic
accusatory	frustrated	factual	amused	admiring
embittered	sarcastic / ironic	discursive	approving	inspirational
vilifying	pessimistic	detached	optimistic	astonished
confrontational	resigned	matter-of-fact	proud	awestruck

Art of Rhetoric: ethos / pathos / logos



THE ARISTOTELIAN TRIAD

Your Bare Essentials Reflection
In your own words summarise your learning.

Explain the importance of what you have learnt.


How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Geography **YEAR: 7** **TERM: Spring 1**

Big Question: Where am I?

End point task: At the end of this topic you will complete an assessment in which you will demonstrate your map reading skills and understanding of different maps.

Did you know?

- The UK is made up of 4 countries and 48 counties
- According to a survey by Ordnance Survey 77% of adults in the UK cannot read a map or recgonise map symbols
- The first Ordnance survey map was created following the Scottish rebellion in 1745 to make planning of military troops easier and more effective
- The first public map was released in 1801 of the county of Kent, which was deemed the most vulnerable to French invasion

Where is this learning coming from?

Almost all of us have used a map at some point, to tell us where we are going and how to get there; even if you weren't aware. In year 7 you have learnt key geographic skills including reading graphs and global maps. To further these skills, in this topic, we will be focusing on understanding places through using more localised maps.
This topic will also expand your understanding of the UK's landscape, the history behind the nation and how our population is distributed.

Where is this learning going?

- Mastering the skills required for graphicacy and the ability to use a range of maps
- To extend the student's knowledge of the UK: politically, topographically and locationally
- This introduces and allows practise in skills essential for Key stage 4 and 5 Geography
- Introduces ideas around the impact of landscapes on humans and vice versa

What will you know as a result of this?

- You will be able to recognise the countries that make up the U.K.
- You will know some of the key landmarks in the U.K and describe where they are
- You will be able to describe where people live in the U.K
- You will understand why maps are important
- You will be able to recgonise map symbols
- You will know how to give both a 4 figure and 6 figure grid reference

Career links:

There are a number of careers that require the ability to read and use a map. Below is a list of jobs that will require these key map skills and other potential career links through the knowledge gained:

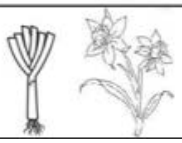
- Cartographer
- Geospatial technician
- Drone pilot
- Land surveyor
- Meteorologist
- Archaeologist
- You could even work for NASA, using cartography to navigate alien landscapes such as Mars

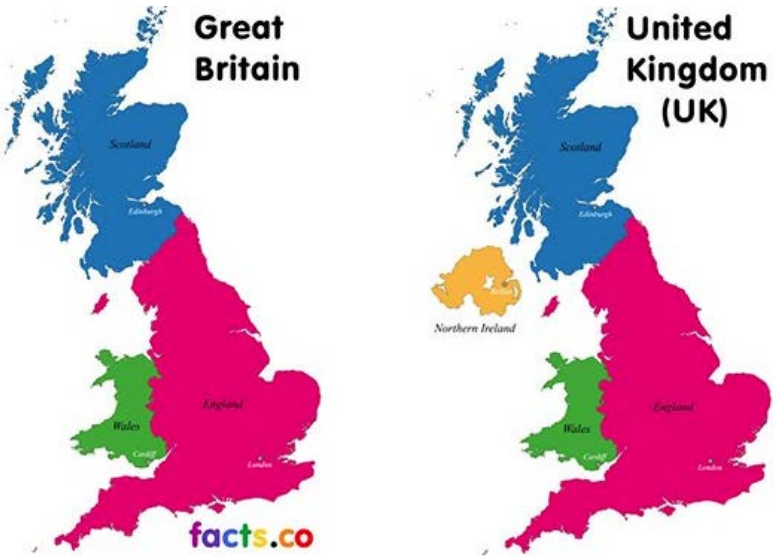
Useful weblinks:

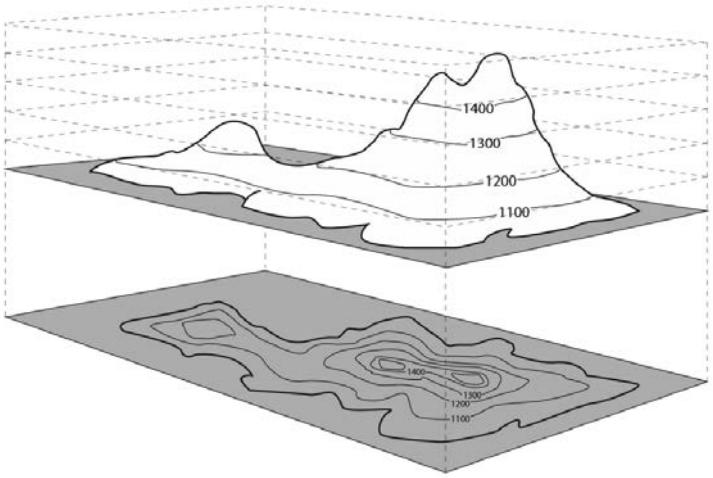
A beginners guide to grid references: https://getoutside.ordnancesurvey.co.uk/guides/beginners-guide-to-grid-references/
OS map skills: https://www.bbc.co.uk/bitesize/guides/z6j6fq8/revision/4
Google Earth https://earth.google.com/web/
GIS and map making via Arc GIS:
Digimap https://digimap.edina.ac.uk/os
U.K CIA Factfile https://www.cia.gov/the-world-factbook/countries/united-kingdom/
U.K Lonely Planet https://www.lonelyplanet.com/the-united-kingdom

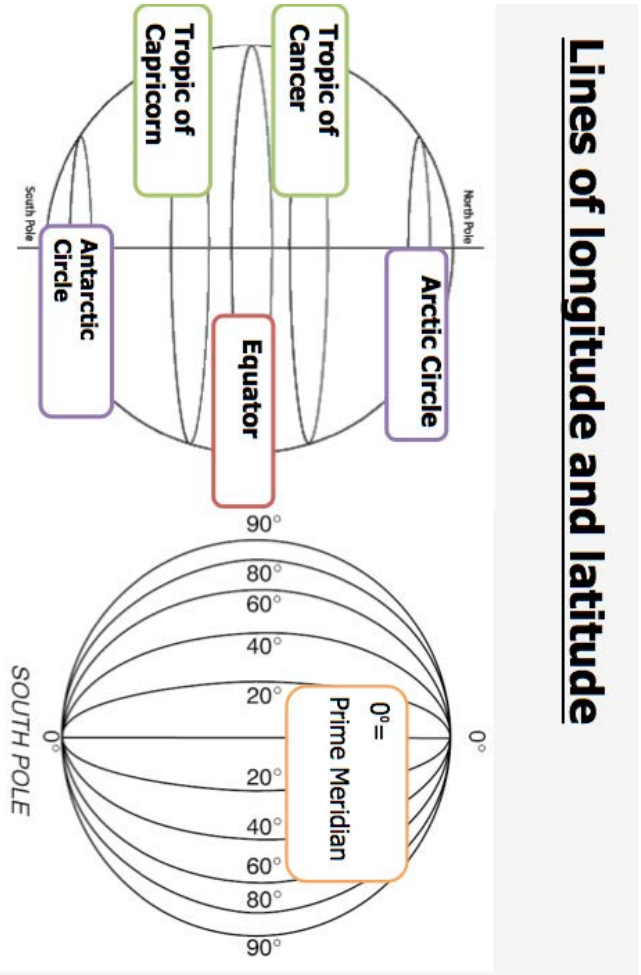
Together: We Care, We Challenge, We Excel

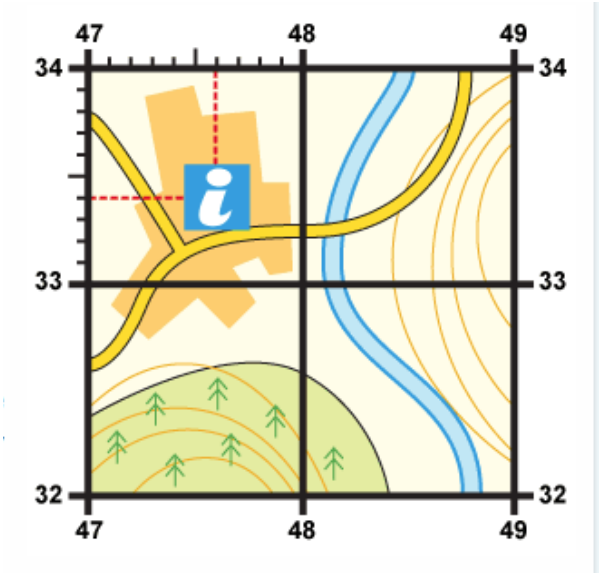
Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1. United Kingdom overview	The UK is split into four main countries: England: **Population** of approx. 56 million people, the longest river is the River Thames, the national flower is the rose and Scafell Pike is the tallest mountain. Scotland: Population approx. 5 million people, the longest river is the Tay, highest mountain is Ben Nevis and the national flower is thistle. Northern Ireland: Population approx. 1 million, longest river is the River Bann, tallest mountain is Slieve Donard and the national flower is the shamrock. Wales: Population approx. 3 million, longest river is the River Severn, the highest mountain is Snowdon and the national flower is the daffodil.	**population** refers to the number of inhabitants in a particular place. **a landmark** is an object or feature of a landscape or town that is easily seen and recognized from a distance. **dense** means closely compacted. **opportunities** means a time or set of circumstances that makes it possible to do something. **political maps** show the state and national boundaries of a place. **physical maps** show the physical features of a place or country, like rivers, mountains, forests and lakes. **topographical maps** are similar to physical maps, which show the physical features of an area. In topographic maps, differences in elevation and changes in landscape are shown with the help of contour lines and not colours. **climatic map** shows the information about the climate of different areas. **economic or resource maps** are maps that show the different resources present in the area or economic activity prevalent. **road map -** Road map is the most widely used map which shows different roads, highways or railways present in the area. **thematic map** is a map that focuses on a particular theme or special topic. **grid references** are map references indicating a location in terms of a series of vertical and horizontal grid lines identified by numbers or letters. **interpret** means to understand & explain the meaning of something.
2. Landmarks in the United Kingdom	There are many **landmarks** that can be found in the UK. For example: the city of Liverpool in the North West of England, Alton Towers in Staffordshire, the Lake district is located north of Liverpool in Cumbria, The Cairngorm Mountains in Scotland, London, which is the capital of England and the UK, is a landmark in itself. The Isles of Scilly are located off the coast of Cornwall. The Angel of the North is near Newcastle.	
3. UK's population distribution	A choropleth map is a map which uses differences in shading/colours, within predefined areas, to indicate the average values of a particular quantity. The population in the UK is most dense in and around cities, due to all the opportunities cities can offer. The area of the U.K which has the highest population density is the South East, predominantly in and around London. On a population choropleth map the south east would be a darker shade to indicate a high density of people. When describing locations on a map we use compass directions e.g. north, south, east and west.	
4. Why are maps important	There are 7 types of maps: **political maps, physical maps, topographical maps, climatic maps, economic or resource maps, road maps, and thematic maps.** Maps use colours, symbols or numbers to display data about an area. Maps can be used to find out information about a certain area or they can be used to locate a specific place or country. All maps have scales, every 1 cm on the map will represent a certain distance in real life, this is shown by the scale bar and ratio stated.	
5. 4 figure grid references	Along the corridor and up the stairs. Use this rhyme to help in giving a four figure grid reference. The bottom left corner of each box is where you will get your information from. A four figure grid reference will tell you the location of something accurate to 1 km². It is also the starting point of a six figure grid reference.	
6. Six figure Grid references	Using the same method as you would to find a four figure grid reference only with a small addition you can reduce your location accuracy to 100m². Divide the numbered square up into 10 sections. Number these sections on the line from 1 to 10 with 10 landing on the right hand side line of the 1 km² box. Work out how far across the box the location/symbol is & add this to the two digits of the grid's four figure grid reference. Repeat this process for the 'up the stairs'. Work out how high up a grid squares, out of 10, the location/symbol is and add this to the fourth and fifth numbers. *(See the example in the infographic page below for a visual representation)*	
7. Revision Lesson	In this lesson you will bring together all you have learned in this topic. This will be the perfect time to recap any topics you were unsure of. We will practise different revision skills and you will test each other to identify misconceptions (parts of the topic you or your partner don't understand) and give support to each other.	
8. TEST	You will be assessed on your ability to read and **interpret** a map, to find data and/or information. You will be assessed on what you have learnt about maps and how they are useful.	
9. DIRT	You will be given personalised feedback and questions will be given by your teacher to help you improve your justifications. You will reflect on how to improve your work to help you with future decision making exercises	

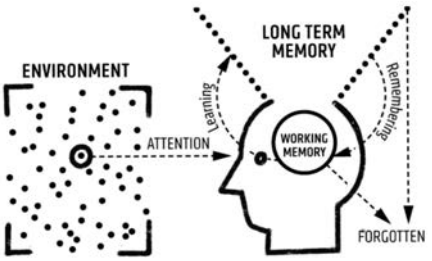
Countries	England	Scotland	Wales	Northern Ireland
Capital cities	London	Edinburgh	Cardiff	Belfast
Symbols				









Your Bare Essentials Reflection
In your own words summarise your learning.

Explain the importance of what you have learnt.


How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: History **YEAR: 7** **TERM: Spring 1**

Big Question: Who were the Tudors and what was their impact?

End point task: The final assessment will be a piece of extended writing evaluating the reasons why the Armada sailed and failed.

Did you know?

- There were **6 Tudor monarchs** in total- Henry VII (1485-1509), Henry VIII (1509-1547), Edward VI (1547-1553), Lady Jane Grey (9 days 1553-1553), Mary I (1553-1558) and Elizabeth I (1558-1603)
- The **Tudor rose** was created when Henry VII brought an end to the Wars of the Roses (an ongoing battle between the House of Lancaster and House of York). He joined the **White Rose of York** with the **Red Rose of Lancaster,** creating the Tudor Rose. This is still used as the floral emblem of England today
- During this time, **England became wealthier** which meant improved architecture and buildings. Tudor houses were very distinctive and many can be seen today. Schools and colleges were also set up
- **William Shakespeare** was alive in Tudor times and wrote over 38 plays, some of which are still being performed today
- Your religion could get you into trouble! There were **lots of religious changes** under the Tudors and people saw the religion changing from Catholic to Protestant and back. If you did not follow the religion of the monarch you could have been arrested or even executed

Where is this learning coming from?

You may have completed projects in your primary school on certain aspects of Tudor life or looked at the lives of some of the monarchs.

Last term you investigated the background to this time period to help gain the correct chronological overview. You have covered key skills and concepts to help with your understanding of this topic.

Tavistock played an important role in Tudor time and the Russell family, as Dukes of Bedford and Marquesses of Tavistock benefitted from Henry VIII's dissolution of Tavistock Abbey. Sir Francis Drake was also born in Tavistock. You will have seen various symbols and buildings relating to this when you walk through the town centre and may have visited nearby landmarks. For example Buckland Abbey.

Where is this learning going?

Your learning will include who the Tudors were, what religious and foreign policy changes happened under the Tudors and how this impacted people. As you continue through year 7 you will see the long term impacts of these religious changes and how this developed under the Stuarts. You will also discover how interpretations of the role of key individuals are important in today's society. This will continue throughout year 8.

Many of you will continue with GCSE history and this learning will feed into the GCSE Paper 1 on Crime and Punishment: Showing how the changes in society can affect changes in the types of crimes and punishments.

Some of you will continue with History A level and study Unit 1 'Wars of the Roses and Henry VII' and also Unit 3 'Tudor Rebellions' which this topic also links to.

What will you know as a result of this?

- You will know who the Tudors were, how religion changed under the Tudors and what the impacts of these changes were both locally and internationally
- You will learn about the reformation and dissolution of the monasteries
- You will learn about Elizabeth I and the Spanish Armada, discovering the causes for it and why it failed
- You will learn to analyse evidence and form a judgement
- You will learn how to write extended answers and PEEL paragraphs

Career links:

There are a number of career paths linked directly and indirectly to this topic. Below is a list of organisations and/ or careers which involve using the skills and knowledge gained in this unit:

- English Heritage and The National Trust
- Record Offices, Archives, Libraries and Universities
- Archaeology, Architecture and the conservation of buildings or artefacts
- Museums and galleries
- Teaching in schools

Useful weblinks:

BBC Bitesize on The Tudors https://www.bbc.co.uk/bitesize/topics/zwcsp4j

Oak Academy lessons on Henry VIII's break with Rome
https://classroom.thenational.academy/units/why-did-henry-viii-make-the-break-with-rome-85e5

Horrible Histories- Terrible Tudor Special
https://www.bbc.co.uk/iplayer/episode/b0b2wr6q/ad/horrible-histories-series-7-15-terrible-tudor-special?seriesId=b08vqq1k

Spanish Armada information https://www.theschoolrun.com/homework-help/spanish-armada

National Archives Armada resources https://www.nationalarchives.gov.uk/education/resources/god-blew-they-were-scattered/

Together: We Care, We Challenge, We Excel

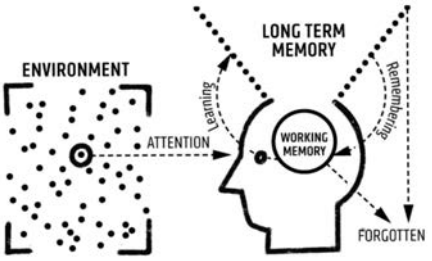
Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords
1. Tudors introduction- who is who and the Church	The Tudor **monarchs** were Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I. Lady Jane Grey took the throne for 9 days, breaking the line of **succession**. During the Tudor **reign**, the religion of the country changed from Catholic to Protestant and this was dependent on the ruling monarch.	**monarch** refers to a person who reigns over a Kingdom or empire e.g. a King or a Queen. **succession** is the sequence of members of the Royal family in the order in which they stand in line to the throne. **reign** means to rule as a King or Queen. **Roman Catholic** refers to the oldest and largest branch of Christianity, led by the Pope. **Protestant** is a form of Christian practice and faith that separated from the Roman Catholic Church in the 16th century. **reformation** is the changing or reforming the religion of a country. **Lutheranism** is the name given to the branch of religion started by Martin Luther. **Pope** is the title of the head of the Catholic Church. **dissolution** means to close down/ get rid of e.g. Dissolution of the monasteries. **monastery** is a place where a community of monks live and work. **social** is used to describe aspects of people and society. **economic** is used to describe aspects of money and the economy. **political** is used to describe aspects power and control **propaganda** is a form of communication to distribute information. The information is designed to make people feel a certain way or to believe a certain thing.
2. The Reformation	Martin Luther was a German priest and he started to have concerns about the nature of the Catholic Church. He wrote a list of complaints in 1517 and these ideas appealed to lots of people. Luter was critical of the elaborate church ceremonies and also the language the bible was written in. He wanted churches to be plain and simple. His ideas spread across Europe.	
3. Henry VIII and the Break with Rome	King Henry VIII's break with the Catholic Church is one of the most far-reaching events in English history. During the Reformation, the King replaced the **Pope** as the Head of the Church in England, causing a bitter divide between Catholics and Protestants. He decided to create his own religion: The Church of England. There are many reasons for why Henry made such a drastic split, such as money, religion and power.	
4. Dissolution of the Monasteries	The **dissolution** of the **monasteries** was an event that happened from 1536 to 1540, when King Henry VIII took away the land and money that the nuns and monks of the Roman Catholic Church owned. Henry VIII then gave this land and money to people that supported him.	
5. Consequences of the dissolution (extended writing)	You will investigate local history links and find out how, along with all the other abbeys throughout the land, Tavistock Abbey was raised to the ground. Just a few ruined bits still remain into the 21st century. You will also complete a piece of writing showing the consequences of the dissolution of the monasteries and consider a range of **social**, **economic** and **political** effects.	
6. Elizabeth I portraits and propaganda	Elizabeth I, like all monarchs, used portraiture as a form of **propaganda**. Throughout her reign she wanted to be seen as equal to any of her continental male counterparts. In order to secure her country, Elizabeth needed to be seen as a strong leader, capable of resisting threats of invasion. We will look at a range of different portraits that were used throughout her reign.	
7. The Armada- why it sailed and failed?	The Spanish Armada was the name of the fleet of warships belonging to King Phillip II of Spain. It had 130 ships with 30,000 troops and 2,500 guns. In 1588, during the reign of Elizabeth I, the Spanish Armada attacked Britain. It then went on to suffer a famous defeat at the hands of Sir Francis Drake. We will look at the reasons why it sailed and why it failed. We will also investigate the role of Sir Francis Drake in the defeat.	
8. End point task	We will be completing a piece of extended writing on why the Armada sailed and failed, using your essay writing skills and focusing on PEEL paragraphs.	
9. DIRT	Opportunity to reflect on your work and review your teacher's comments. Time will be given so you can improve your work through the feedback given.	

Year 7 Henry VIII and Elizabeth I

Key Terms	
Heir	A person who is next in line to the throne.
Protestant	A member or follower of any of the Western Christian Churches that are separate from the Roman Catholic Church. They broke away from the Church during the Reformation.
Catholic	A form of Christianity, followers of the Roman Catholic Church.
Reformation	Reformation, also called Protestant Reformation, the move of part of the church away form the authority of the Pope. It's greatest leaders undoubtedly were Martin Luther and John Calvin.
Renaissance	A revival of European art and culture based upon the ideas of Greece and Rome. It included a new appreciation for learning.
Pope	The spiritual leader of the Roman Catholic Church, he is based in Rome.
Dissolution of the Monasteries	*The closure of English monasteries by Henry VIII in 1536-1540.* Monasteries were run by the Catholic Church and were homes for monks and nuns. They also provided hospital care and charity to the local people.
Act of Supremacy	This Act of Parliament, passed in 1534, made Henry VIII the 'Supreme Head of the Church'. All ministers, nobles and members of the Church had to accept this or be accused of treason.

The Spanish Armada timeline	
12 July 1588	The Spanish Armada sets sail from Spain.
19 July 1588	The English see the Armada. After seeing the Armada ships, English ships chase them up the English Channel.
27 July 1588	The Armada anchors off Calais. The English send burning ships at the Armada. The Spanish panic!
28 July 1588	English ships attack the Armada near Gravelines in the Netherlands. As the Spanish sailed off from Calais they were attacked by the English. This meant that they could not stop to pick up more soldiers waiting for them in the Netherlands.
30 July 1588	The Armada tries to make it back to Spain by going around the coast of Scotland.
August	Fierce storms off Scotland and the west coast of Ireland wreck many Spanish ships.
September	Only two-thirds of the Armada war ships make it back to Spain.

Why did the English win?	
Luck	The English were lucky with the wind allowing them to sail behind the Armada. The wind also blew before Gravelines which helped scatter the Spanish.
Tactics	The English were able to prevent the Spanish landing at the Isle of Wight. They also used fireships which panicked the Spanish.
Experience	The English were experienced sailors who were used to naval battles. Many had been involved in piracy against the Spanish in the 1560s and 70s.
Leadership	The English had experienced leaders like Francis Drake. The Spanish leader, the Duke of Medina Sedonia, was not experienced at sea. Elizabeth gave a famous speech at Tilbury which increased the confidence of the English.
Preparations	The English had beacons lit across the country when the Spanish arrived which warned them. The English ships were quicker and easier to manoeuvre than the Spanish.

Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
How does this link with other subjects?	What follow up questions will you ask?

BARE ESSENTIALS

SUBJECT: Maths **YEAR:** 7 **TERM:** Spring 1

Big Question: The population of rhinos has decreased by 143% over the last 50 years - can this be right?

End point task: I scored 78% on my test. My test score is 120% of what it was last time. What was my previous score?

Did you know?

- The practical need for counting, elementary measurements and calculations became the reason for the emergence of arithmetic. The first authentic data on arithmetic knowledge are found in the historical monuments of Babylon and Ancient Egypt in the third and second millennia B.C
- The big contribution to the development of arithmetic was made by the ancient Greek mathematicians, in particular Pythagoreans, who tried to define all regularities of the world in terms of numbers
- After the fall of Rome and the destruction of the library of Alexandria, arithmetic continued in India and the countries of Islam and was rediscovered in Western Europe during the Renaissance
- Luca Pacioli's *Summa de Arithmetica, Geometria, Proportioni et Proportionalità* was first printed and published in Venice in 1494. Pacioli introduced symbols for plus and minus for the first time in a printed book
- Negative numbers are now built into our daily lives: Banking, money, stock markets, temperatures, coordinate geometry (plotting points on a grid), golf (and other sports) scores, latitude and longitude, ions (atoms) and their charges, grades

Where is this learning coming from?

Solving problems with addition and subtraction.
This unit will introduce students to study mental methods and formal methods to add and subtract numbers. This will include looking at perimeter, bar charts and frequency trees
Solving problems with multiplication and division.
Introduction of multiplication and division. This will include multiplying and dividing by 10, 100, 1000. Students will also learn multiples and factors and problem solving
Fractions and percentages of an amount.
Build upon KS2 work to understand and use fractions and percentages and will investigate the commonality between the two

Where is this learning going?

Solving problems with addition and subtraction.
Students will have the opportunity to start using a calculator correctly. They will be able to apply this knowledge to solving algebra equations
Solving problems with multiplication and division.
Students will be able to apply this knowledge to solve two step equations, change between standard units, and form & solve formulas
Fractions and percentages of an amount.
To understand how to use the four operations (studied earlier in this term) to fractions and percentages. How to work with decimals,mixed numbers and improper fractions

What will you know as a result of this?

You will be able to correctly use the four essential, fundamental operations (adding, subtracting, multiplying and dividing), and to be able to use more complicated calculations. Recognise the relationships between operations and consequently use the inverse operations. Use a calculator. Form and solve equations and functions. Find the fraction or percentage of an amount. Create and interpret tables and charts.

Career links:

- Teacher
- Accountant
- Data Entry
- Engineering
- Architect

Useful weblinks:

www.sparxmaths.com
www.corbettmaths.com
www.desmos.com
www.geogebra.org
https://www.mathspad.co.uk

Together: We Care, We Challenge, We Excel

BARE ESSENTIALS

SUBJECT: Maths YEAR: 7 TERM: SPRING 1

OVERARCHING THEMES - APPLICATIONS OF NUMBER - PROBLEM SOLVING -DIRECTED NUMBER -FRACTIONAL THINKING

Applications of Number Problem solving, fractions and percentage of amounts 5-6 weeks (M000 - These codes relate to SPARX practices)	Directed Number 2-3 weeks	Fractional Thinking 2- 3 weeks 	
• Problem solving with addition, subtraction, multiplication and division - M928,M347 • Use and choice of formal methods - M187 • Solving problems in context using perimeter • Solve financial maths problems • Solve problems with frequency trees, bar charts and line graphs - M574 • Recognise and use relationships between operations including inverse operations • Derive and apply formulae to calculate and solve problems involving perimeter, area, parallelograms M920 M900 M390 • Use algebraic methods to solve linear equations M707 • Use the four operations, including formal written methods, applied to integers,decimals,proper and improper fractions M835,M157	• Use the four operations, including formal written methods, applied to integers, both positive and negative ~U742, U548 • Recognise and use relationships between operations including inverse operations • Use square and square roots • Use a calculator and other technologies to calculate results accurately and then interpret them appropriately • Substitute numerical values into formulae and expressions, including scientific formulae • Understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors • Simplify and manipulate algebraic expressions to maintain equivalence • Understand and use standard mathematical formulae	• Move freely between different numerical, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals] • Express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1 • Order positive and negative integers, decimals and fractions; use the number line as a model for ordering of the real numbers; use the symbols =, ≠, , ≤, ≥ • Select and use appropriate calculation strategies to solve increasingly complex problems • Use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative • Work interchangeably with terminating decimals and their corresponding fractions Interleaving/Extension of previous work	
Key words: total, sum, difference, commutative, associative, inverse, equivalence, profit, loss, balance	**ascending, descending, smaller/bigger than, positive, negative, greater/less than, increase, decrease, difference**	**denominator, numerator, divisor, mixed number**	**Useful weblinks:** **www.whiterosemaths.com** **www.sparx.co.uk**

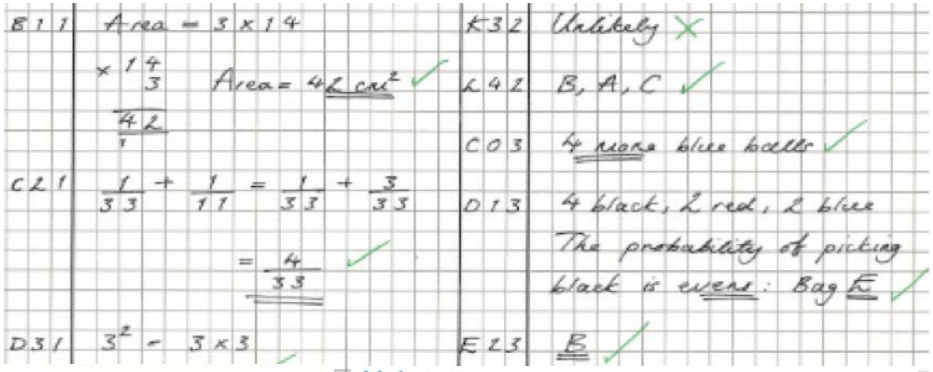
Together: We Care, We Challenge, We Excel

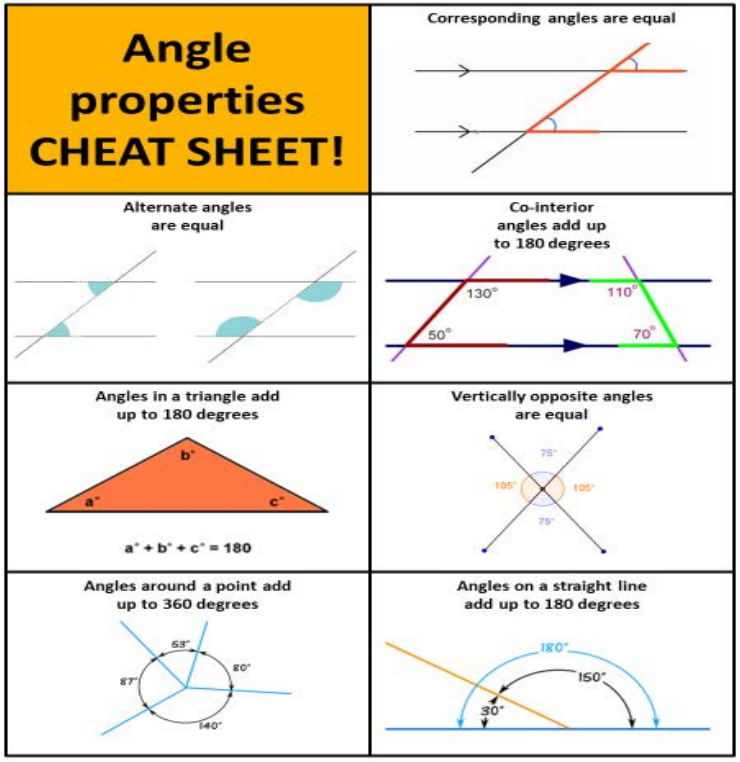
SPARX

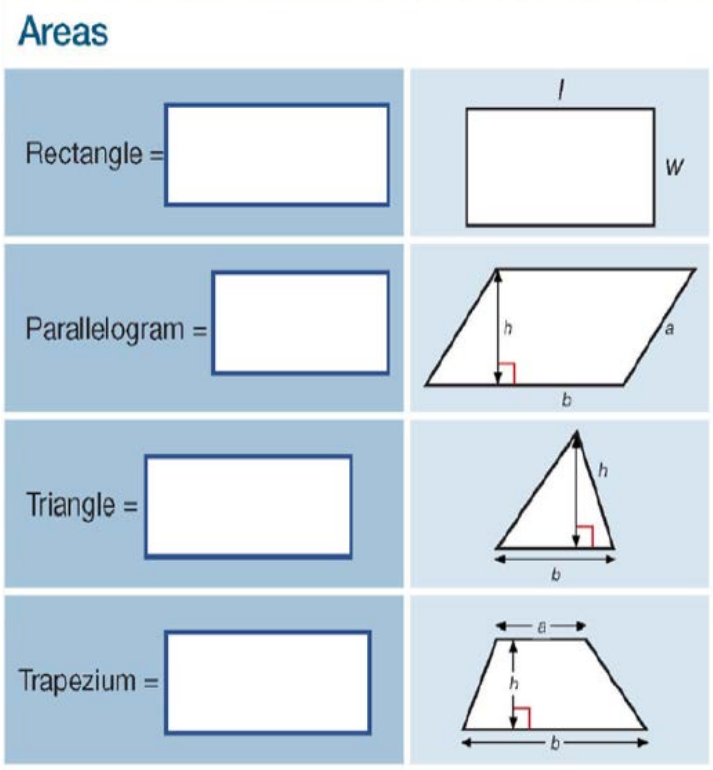
tavistockcollege.sparxmaths.uk/student

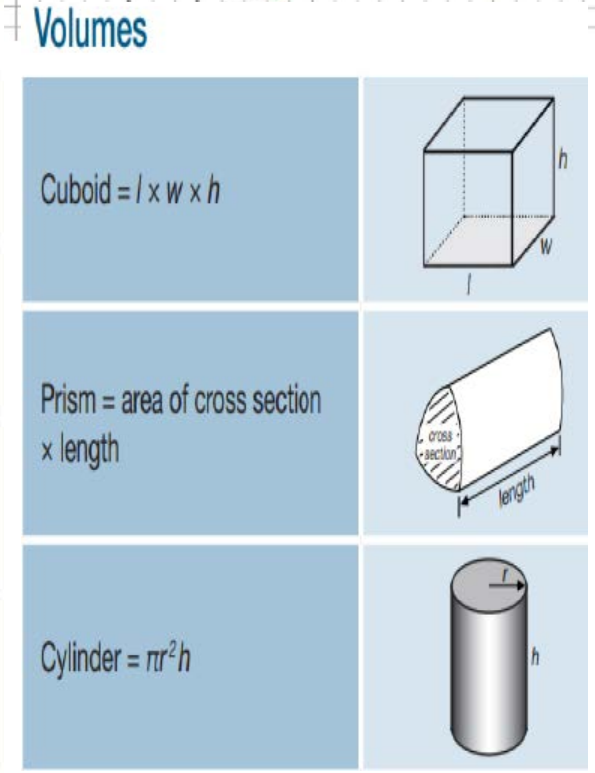
Username:

1. **Write the bookwork code**
2. **Write the questions, your workings and your answer**
3. **Check and correct your answer using a different coloured pen**



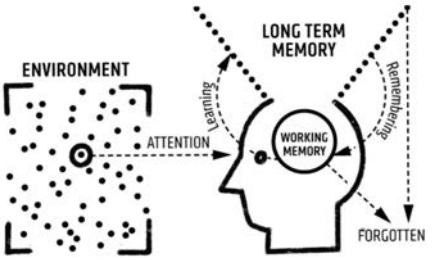






<u>If you are unsure of a question, make sure you watch the video. Your homework is only complete when you have answered every question correctly</u>

Together: We Care, We Challenge, We Excel

Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
	
How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: French **YEAR:** 7 **TERM:** Spring 1

Big Question: Qu'est-ce que tu fais au collège? What do you do at school?

End point task: You will write an article in French for your student newsletter, talking about school.

Did you know?

- **Conjugation of aimer:** j'aime, tu aimes, il/elle/on aime, nous aimons, vous aimez, ils/elles aiment
- **Describing Subjects:** you can expand your answers by using qualifiers - **vraiment**, really, **très** very, **un peu** a bit
- **Subjects:** Remember the gender and quantity, science and maths are **les** (plural)
- **Negatives:** When we use negatives, the *ne....pas* goes around the verb, and if the verb begins with a vowel, the ***ne*** changes to n' - **je n'aime pas, mon frere n'aime pas**

Where is this learning coming from?

In the last unit, I learnt how to:

- say my name
- talk about my age and birthday
- say how many siblings I have
- give further information about siblings
- give information about my family
- give information about my pets
- ask for and understand information about others

Where is this learning going?

In this unit, I will be able to:

- talk about what subjects I study
- give preferences and reasons
- talk about teachers
- provide negatives views and reasons
- include timings and sequencing of school day
- create longer and complex sentences
- include correct adjectival endings
- conditional - what I would like to study

What will you know as a result of this?

J'adore les maths, car, à mon avis, le prof est vraiment gentil et il nous aide beaucoup. J'aime vraiment l'anglais parce que je dirais que c'est une matière facile cependant je n'aime pas du tout l'histoire puisque je m'ennuie. Je préfère le français car les cours sont variés et la professeur est très sympa cependant elle nous donne trop de devoirs. Je voudrais étudier les arts dramatiques car ça ne serait pas fatigant, par contre je ne voudrais pas étudier le sport parce que, d'après moi, c'est tellement inutile pour l'avenir, même si ce serait amusant.

Career links:

Language learning can lead into all career paths! It encourages strengths such as:

- Enhanced problem solving skills
- Improved verbal and spatial abilities
- Improved memory function (long & short-term)
- Enhanced creative thinking capacity

Learning a language is impressive to all employers. It opens doors to new countries, cultures, and experiences. Specific career links, however, include but are by no means limited to:

- Spy or secret service
- Translator
- CEO
- Influencer
- And many more!

Useful weblinks:

www.languagesgym.co.uk
www.sentencesbuilders.com
https://www.bbc.co.uk/bitesize/guides/z692bdm/revision/3
https://fulbright-france.org/en/study-france/understanding-french-education-system#:~:text=The%20French%20education%20system%20consists,that%20have%20highly%20centralized%20administrations.

Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords
1.	**Modelling:** You'll get your sentence builder with all the vocab you'll need and we'll work with this through activities - not looking at individual words but the chunks . The target sentence pattern(s) is (are) modelled through sentence builders: Translations from target language into English (Example activities: Vhishpers, lotto, mini whiteboards, syllabling, spot the missing word).	**à cause de** because of **à part** apart from **ainsi** so, therefore **alors** so, therefore, then **aussi** also **car** because **cependant** however **c'est-à-dire** that is to say, i.e. **comme** as, like **d'un côté/de l'autre côté** on the one hand/on the other hand **donc** so, therefore **ensuite** next **évidemment** obviously **mais** but **même si** even if **ou** or **par contre** on the other hand **par exemple** for example **pendant que** while **pourtant** however **puis** then **puisque** seeing that, since **quand** when
2.	**Modelling**: We will then continue with the sentence builders chunks and focussing on listening and phonics: (Example activities: partial translation, spot the mistake in listening activities, parallel reading and listening activities, delayed dictation).	
3.	**Awareness-raising**: We will draw your attention to specific features in the model sentences. We'll do lots of Input-flooding activities to raise awareness of the patterns and spelling-sound links (Example activities: bad translation, stealing sentences, gap filling., sentence puzzles (jumbled up sentences), bingo, battleships listening, listening pyramids).	
4.	**Receptive processing:** In the first part of this phase, we'll be looking at using sentences and we'll repeat the model sentences through different activities - mostly listening. You'll hear lots of examples of the patterns of language and we'll be looking at boosting our reading and listening skills. We'll be doing micro-listening skills, looking at how to build up our overall listening skill(Example activities include inductive grammar stealing sentences, translations from English into target language (mini whiteboards) battleships, noughts and crosses, dictogloss, finding someone who...).	
5.	**Receptive processing:** In the second part we'll be looking at longer texts using what we already know and what we're learning. We'll be looking at texts in detail - narrow listening and narrow reading. Other example activities could be: information gap activities, guess who/ where, translation, key works board, games duck, frog stick walk, oral translations ping-pong, translation with dice.	
6.	**Structured production:** In the first part of this pushed-output phase, you'll do lots of chunking-aloud games/tasks (Example activities include: sentence stealer, sentence chaos, mind-reading, lie-detector) all these focus on you being able to reproduce chunks of language with gradually less support from the sentence builder.	
7.	**Structured production:** the second part is retrieval practice in highly structured oral and written communicative activities. Quick-fire translation, noughts and crosses, pyramid translation, translation with metalinguistic structures, snakes and ladders.	
8.	**Expansion**: this is where we look at being clear about grammar - either asking you questions to spot the patterns (guided discovery) or explicitly teaching the grammar to you (deductively) or inductively (where you're given a number of sentences which show you the rules and you work out the rules by yourselves) We'll draw your attention to patterns and link to prior knowledge and other aspects. Example activities:, parsing grid, spot and rewrite the pattern, roll a verb, battleships - conjugation of verbs, front to front, pull the switch.	
9.	**Autonomous recall**: this is where short achievement tests are staged. These are snappy, easy-to mark, low-stake assessments aimed at working out whether you have attained at least receptive mastery of the target input Intensive practice of language covered with the scaffolding (Sentence Builder) removed. Fix it, move up!	
10.	**Routinisation** means building up speed for REAL LIFE usage, fluency cards, photo cards, written texts, speed dating, spider game. You will also work on spontaneity; this is when you build up to giving an unplanned response to a stimulus from a task-based activity where you need to use the language learnt over the unit, but in a real-life scenario.	

J'aime
(I like)

J'aime vraiment
(I really like)

J'aime beaucoup
(I like a lot)

J'aime surtout
(I particularly like)

J'aime un peu
(I like a bit)

J'adore
(I love)

Je préfère
(I prefer)

Je n'aime pas
(I don't like)

Je n'aime pas vraiment
(I don't really like)

Je n'aime pas beaucoup
(I don't like a lot)

Je déteste
(I hate)

Je voudrais
(I would like)

étudier
(to study)

les SVT (les sciences de la vie et de la terre)
(science)
les arts plastiques
(art)
les maths
(maths)
la géographie
(geography)
la technologie
(technology)
la musique
(music)
la religion
(RE)
le français
(French)
le dessin
(art)
l'EPS (l'éducation physique et sportive) (PE)
l'histoire
(history)
l'espagnol
(Spanish)
l'anglais
(English)
l'informatique
(computing)
l'art dramatique
(drama)

car
(because)

parce que / qu'
(because)

puisque / puisqu'
(because)

mais
(but)

cependant
(however)

je pense que
(I think that)

je dirais que
(I would say that)

à mon avis
(in my opinion)

selon moi
(in my opinion)

d'après moi
(in my opinion)

c'est
(it is)

ce n'est pas
(it is not)

très
(very)

vraiment
(really)

un peu
(a bit)

plutôt
(rather)

assez
(quite)

facile
(easy)

super
(great)

intéressant
(interesting)

amusant
(fun)

génial
(great)

utile
(useful)

créatif
(creative)

marrant
(fun)
passionnant it's exciting

le prof est sympa the teacher's nice
C'est une matière facile It is an easy subject
Le professeur nous aide beaucoup The teacher helps us a lot
Les cours sont variés The lessons are varied

Je m'ennuie I get bored
le prof nous donne trop de devoirs the teacher gives us too much homework
C'est pénible It's annoying
Je ne la supporte pas I can't stand her
Ce n'est pas marrant it's not funny
le prof est trop sévére the teacher's too strict
Le prof est antipathique The teacher's unfriendly
on a beaucoup de devoirs we've a lot ofhmwk

c'est
(it is)

ce n'est pas
(it is not)

ça serait
(it would be)

ça ne serait pas
(it would not be)

très
(very)

vraiment
(really)

un peu
(a bit)

plutôt
(rather)

assez
(quite)

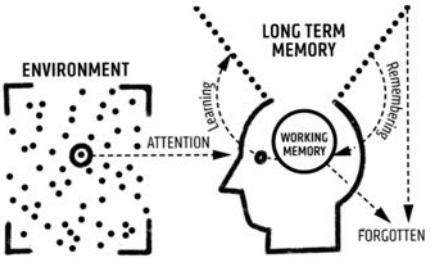
difficile
(difficult)

nul
(rubbish)

barbant
(boring)

ennuyeux
(boring)

fatigant
(tiring)
inutile
(useless)

Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
	
How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Spanish **YEAR:** 7 **TERM:** Spring 1

Big Question: "¿Qué haces en el colegio?" What do you do at school?

End point task: You will write an article in Spanish for your student newsletter, talking about school.

Did you know?

- Using a wide range of adjectives in Spanish is key in this topic e.g. *divertido, útil, aburrido, fácil, interesante* BUT all adjectives must agree with the noun that they are describing
- When using opinion phrases like *"me gusta"* and *"me encanta"*, add -n- when describing the plural e.g. *"me gusta la historia"* but *"me gustan las matemáticas"*
- Using a wide range of linking words to extend sentences and add extra detail will make your writing more interesting - *porque, ya que, en mi opinión, diría que, dado que*

Where is this learning coming from?

In the last unit, I learnt how to do the following:

- say my name
- talk about my age and birthday
- say how many siblings I have
- give further information about siblings
- give information about my family
- give information about my pets
- ask for and understand information about others

Where is this learning going?

In this unit, I will be able to do the following:

- talk about what subjects I study
- give preferences and reasons
- talk about teachers
- provide negatives views and reasons
- include timings and sequencing of school day
- create longer and complex sentences
- include correct adjectival endings
- conditional - what I would like to study

What will you know as a result of this?

En mi colegio estudió arte, Me gusta el arte porque me lo paso bien. Estudio también diseño, español, inglés, teatro, geografía, historia, informática y música. Odio el teatro porque se me da mal.

Mis asignaturas favoritas son las ciencias ya que son divertidas y son útiles para el futuro pero no me gusta la profesora. Me gustaría estudiar el japonés porque en mi opinión sería útil y divertido.

Mi profesor favorito es el de música porque es muy divertido y nos hace reír. Me gusta mi profesora de inglés porque me ayuda mucho, es divertida y nunca chilla.

Career links:

Language learning can lead into all career paths! It encourages strengths such as:

- Enhanced problem solving skills
- Improved verbal and spatial abilities
- Improved memory function (long & short-term)
- Enhanced creative thinking capacity

Learning a language is impressive to all employers. It opens doors to new countries, cultures, and experiences. Specific career links, however, include but are by no means limited to:

- The secret service
- Translator
- CEO
- Influencer

Useful weblinks:

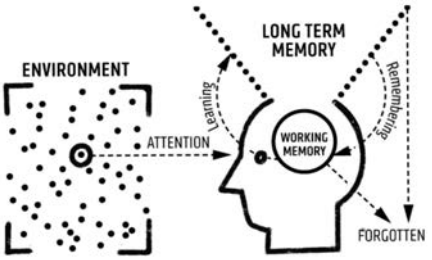
- https://uk.language-gym.com https://www.sentencebuilders.com
- https://www.languagesonline.org.uk/Hotpotatoes https://quizlet.com

Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1.	**Modelling**: you'll get your sentence builder with all the vocab you'll need and we'll work with this through activities - not looking at individual words but the chunks . The target sentence pattern(s) is (are) modelled through sentence builders and other means: translations from target language into English (Example activities: whispers, lotto, mini whiteboards, syllabling, spot the missing word).	**a pesar de** in spite of, despite **así que** so, therefore **aun (si)** even (if) **Aunque** although, (even) though **como** as, since **Cuando** when **Incluso** even **mientras (que)** while, meanwhile **o/u** or **Pero** but **por eso** for that reason, therefore **por lo tanto** therefore **Porque** because **pues** then, since **si** if **sin embargo** however **tal vez** maybe, perhaps **También** also **ya (que)** as, since
2.	**Modelling**: we will then continue with the sentence builders chunks and now focussing on listening and phonics: (Example activities: partial translation, spot the mistake in listening activities, parallel reading and listening activities, delayed dictation).	
3.	**Awareness-raising**: we'll draw your attention to specific features in the model sentences. We'll do lots of Input-flooding activities to raise awareness of the patterns and spelling-sound links (Example activities: bad translation, stealing sentences, gap filling., sentence puzzles (jumbled up sentences), bingo, battleships listening, listening pyramids).	
4.	**Receptive processing**: in the first part of this phase, we'll be looking at using sentences and we'll repeat the model sentences through different activities - mostly listening. You'll hear lots of examples of the patterns of language and we'll be looking at boosting our reading and listening skills. We'll be doing micro-listening skills, looking at how to build up our overall listening skill. (Example activities include: inductive grammar stealing sentences, translations from English into target language (mini whiteboards) battleships, noughts and crosses, dictogloss, finding someone who...).	
5.	**Receptive processing:** in the second part of this phase, we'll be looking at longer texts using what we already know and what we're learning. We'll be looking at texts in detail - narrow listening and narrow reading. Other example activities could be: information gap activities, guess who/ where, translation, key works board, games duck, frog stick walk, oral translations ping-pong, translation with dice.	
6.	**Structured production:** in the first part of this pushed-output phase, you'll do lots of chunking-aloud games/tasks (Example activities include: sentence stealer, sentence chaos, mind-reading, lie-detector) all these focus on you being able to reproduce chunks of language with gradually less support from the sentence builder.	
7.	**Structured production:** the second part is retrieval practice in highly structured oral and written communicative activities. Quick-fire translation, noughts and crosses, pyramid translation, translation with metalinguistic structures, snakes and ladders.	
8.	**Expansion**: this is where we look at being clear about grammar - either asking you questions to spot the patterns (guided discovery) or explicitly teaching the grammar to you (deductively) or inductively (where you're given a number of sentences which show you the rules and you work out the rules by yourselves) We'll draw your attention to patterns and link to prior knowledge and other aspects. Example activities: grammar - expansion, parsing grid; spot and rewrite the pattern; roll a verb, battleships - conjugation of verbs; front to front and pull the switch.	
9.	**Autonomous recall** – this is where short achievement tests are staged. These are snappy, easy-to mark, low-stake assessments aimed at working out whether you have attained at least receptive mastery of the target input Intensive practice of language covered with the scaffolding (sentence builder) removed. Fix it, move up!	
10.	**Routinisation** = building up speed for REAL LIFE usage, fluency Cards, photo cards, written texts, speed dating, spider game **Spontaneity** is when you build up to giving an unplanned response to a stimulus from a task-based activity where you need to use the language learnt over the unit, but in a real-life scenario.	

School - subjects, teachers, opinions

En mi colegio estudio... *(At school I study...)* Mi asignatura favorita es *(my favourite subject is)* Me encanta *(I love)* Me gusta *(I like)* Me da igual *(I don't care about)* No me gusta *(I don't like)* No soporto *(I can't stand)* Odio *(I hate)* ***Me gustaría estudiar*** ***(I would like to study)***	el	arte diseño español francés inglés teatro japonés	*Art* *Design* *Spanish* *French* *English* *Drama* *Japanese*	**porque** *because* **ya que** *seeing as* **pero** *but* ***en mi opinión*** *(in my opinion)* ***diría que*** *(I would say that)*	aprendo mucho en clase es interesante es útil para el futuro es fácil es divertido (a) No es aburrido(a) duro(a) me gusta el profesor me gusta la profesora me lo paso bien se me da bien tengo amigos en la clase es demasiado difícil se me da mal no aprendo nada en clase no es útil no me gusta el profesor no me gusta la profesora ***sería útil*** ***no sería fácil***	*I learn a lot in class* *It's interesting* *It's useful for the future* *It's easy* *It's fun* *It's not boring/hard* *I like the teacher (male)* *I like the teacher (female)* *I have a good time* *I'm good at it* *I have friends in class* *it's too hard* *I'm bad at it* *I don't learn anything in class* *It's not useful* *I don't like the teacher (m)* *I don't like the teacher (f)* *it would be useful* *it wouldn't be easy*
	la	geografía historia informática religion música tecnologia educación física	*Geography* *History* *ICT* *RE* *Music* *DT* *PE*			
Mis asignaturas favoritas son *(my favourite subjects are)* Me encantan *(I love)* Me gustan *(I like)* Me dan igual *(I don't care about)* No me gustan *(I don't like)* Odio *(I hate)*	las	matemáticas ciencias	*Maths* *science*		son divertidas son interesantes son útiles para el futuro me gusta el profesor me gusta la profesora son fáciles se me dan bien tengo amigos en la clase son demasiado difíciles son aburridas se me dan mal no me gusta la profesora	*It's (they're) fun* *It's (they're) interesting* *It's (they're) useful for the future* *I like the teacher (male)* *I like the teacher (female)* *It's (they're) easy* *I'm good at it (them)* *I have friends in class* *It's (they're) too hard* *It's (they're) boring* *I'm bad at it (them)* *I don't like the teacher (f)*

Together: We Care, We Challenge, We Excel

Your Bare Essentials Reflection
In your own words summarise your learning.

Explain the importance of what you have learnt.


How does this link with other subjects?	What follow up questions will you ask?
	

Together: We Care, We Challenge, We Excel

BARE ESSENTIALS

SUBJECT: Physical Education **YEAR:** 7 **TERM:** Spring 1

The PE Bare Essentials are divided into the team and individual activities to match the Year 7 PE curriculum mapping. As each PE group will follow these activities in rotations at different times the focus of the Bare Essentials should be on the activity areas being followed in that specific term. As a result the activities in the PE Bare Essentials will be replicated in the Autumn and Spring term.

Big Question: How can we outwit opponents through Tag Rugby, Badminton and Netball?

End point task:

Tag rugby EPT: use a range of skills and techniques fluently and accurately through a range of different practices and progress into competitive situations.

Badminton EPT: apply a range of shot techniques to sustain a rally in a cooperative situation and play modified games demonstrating an understanding of the sport.

Netball EPT: use a range of skills and techniques fluently and accurately through a range of different practices and progress into competitive situations.

Did you know?

Badminton club is on Tuesdays/Thursdays after school in the sports hall. Tavyside is our local Badminton community club. Badminton is the fastest racket sport, with shuttles clocking up speeds in excess of 200 mph

The ***fastest badminton hit,*** in competition, was ***332 kph (206 mph)*** by Fu Haifeng of China during the 2005 Sudirman Cup. Badminton England's 'No Strings Badminton' places you in games with people of your own standard, so the game remains fun and relaxed. The origins of Badminton probably lie in shuttlecock games played more than ***2,000 years ago*** in Greece, China and India. The British game was born in Gloucestershire in 1873, at Badminton, the country estate of the Duke of Beaufort. The first official badminton club was established in 1877 in Bath. Badminton only became an Olympic sport in 1992, at the Barcelona games**.** If you join one of the UK's more than 2,000 clubs, Badminton can be a great social activity. The BBC Sport Academy has hailed Badminton the second most popular participation sport in the world, with football coming top

Netball club is on Tuesdays/Thursdays after school. Netball involves two teams of seven players - with seven different positions. England had the honours of inventing Netball in 1895. There are over 20 million netball players around the world. Netball became part of the commonwealth games in 1998. The current Netball world champions are New Zealand.

Rugby club is on Tuesdays/Thursdays after school. In 1839 William Webb Ellis, came up with the game by picking up a regular football and charging at the opposing team's goal. A formal set of rules would be made later that year. The winners of the Rugby World Cup lift the Webb Ellis trophy. Rugby union was only classified as a professional sport in 1995. New Zealand are the most successful team in world rugby with a win percentage of 78%. Rugby union involves two teams of 15 players, rugby league involves two teams of 13 players. 7's rugby is now contested at the Olympics.

Where is this learning coming from?

In primary school you may well have tried some of these skills or played in a game before. Some of you may have also experienced first hand or watched professional sport - the best elite performers in the world will work on the skills taught in your PE lessons.

Where is this learning going?

You will be able to answer the end point task and understand the rules around these games of tag rugby, badminton and netball. You will develop skills to be able to play in and understand the rules of a game situation. You will be able to perform at extra-curricular clubs and link to community clubs. You are also preparing for progression routes through level 2 and level 3 sports courses through practical performance, analysis of performance and theoretical topics. You will develop an understanding of the importance of an active and healthy lifestyle as well as developing leadership skills and opportunities in KS4.

What will you know as a result of this?

Badminton Warm-up a small group ready to play badminton. Correctly hold and control a racket. Begin a rally with a serve and by using different strokes Move your feet to get into the correct position to hit the shuttlecock. Understand how the angle of the racket face affects the direction of the shuttlecock. Display basic tactical play .Describe the strengths and weaknesses in their own and others' performance.

Netball Pass the ball in different ways (chest. bounce, shoulder one/two handed). Begin to link movement together in drills. Use footwork in drill/small games and understand how to perform it correctly. Understand the position of the ball and how to make accurate passes.

Rugby Warm-up a small group ready for a game of tag rugby. Pass the ball correctly to someone presenting a catching target. Understand how to beat an opponent in a 1 v 1 scenario. To stand in a defensive line. How to provide feedback to another student based on performance within a game, relating to their attacking and defending. Describe the strengths and weaknesses in your own and others' performance.

Useful weblinks & career links:

www.badmintonengland.co.uk - Badminton national governing body
www.englandnetball.co.uk - Netball national governing body
www.netballsl.co.uk - Netball super league
https://www.englandrugby.com/home - England rugby

- Sports coach
- PE teacher
- Physiotherapist
- Personal trainer
- Sports therapist
- Athlete
- Sports data analyst
- Sport Journalist
- Sports psychologist

Together: We Care, We Challenge, We Excel

Bare Essentials to remember (**words in bold are in your keywords**) :	Keywords
Badminton **Grip and shuttle familiarisation** - how to grip the racket effectively **Underarm** - strokes - forehand and footwork Backhand and footwork **Serving** - using a variety of serves effectively **Net shots** - how and when to play these shots? **Overhead strokes** - overhead clear **Tactical matches** - how can you overcome your opponent in different situations? **Netball** **Understand where to stand on the court** **Passing - different types of passing used** Spacial awareness - movement Marking/dodging - how to evade an opponent **Rugby, Netball and Badminton** Attacking skills Defensive skills **Netball** Shooting Tactical game play **Rugby** **passing** means sharing possession of the ball in order to create attacking opportunities. Understand the rules of the rugby pass and demonstrate successful passes within a game **Side stepping** is about to evading an opponent **Try** is the placing of the ball on the ground in a controlled manner on or behind the opponents try line, to score	**Badminton** **grip** is how you hold the racket, this is important so you can play a variety of shots**.** **ready position** is about being ready with a wide stance, to be able to sprint and get into position for any type of shot. **forehand** is any shot that is done on the racket side of the body and it is performed with a forehand grip. **backhand** is a hit with the back of the hand leading **forecourt** is the front third of the court, between the net and the short service line. **rearcourt** is the back third of the court, in the area of the back boundary lines. **balance** means maintaining the centre of mass over the base of support. **service box** is the area of a court only used during a serve. **weight transfer** is the ability to safely move your weight from one side of the body to the other **trajectory** is the path that the shuttlecock follows as it moves **tactics** refers to the action or strategy carefully planned to achieve a specific end. **Netball** **passing** is the method of keeping possession of the ball in Netball. There are different types of passing used including the **chest pass**, **bounce pass** and **shoulder** pass. **dodging** means outwitting your defender by moving in one direction and then quickly moving off in the opposite direction to receive a pass. **speed** is the maximum rate at which an individual is able to perform a movement or cover a distance in a period of time. **interception** is when a player regains possession of the ball during a pass by the opposition. **attacking play** refers to players keeping possession and passing the ball across the centre and goal zones to the shooting circle (court linkage), also known as the D. **Rugby** **passing and possession** is the method of sharing and keeping possession of the ball within your team to create attacking/scoring opportunities. Understanding that the ball can only travel backwards/flat . **attacking** is when players keep possession, moving forward through phases of possession in order to attempt to score. Use a variety of different methods to outwit an opponent - miss passes, loops, side steps, dummies, switches, overlaps **defending** can include defending as one keep, keeping a defensive line and putting pressure on the attack, tagging an opponent, 6 tags equals a turn over. **Personal development and character values** • **evaluate** is considering the work you have created or seen and discussing its merits and areas for development • **respect** is about showing respect to your opposition regardless of whether they are stronger or weaker and to the officials • **resilience** means being able to face new challenges in a positive way, avoiding blaming others for any disappointments/set-backs and not giving up, even when the hope of winning seems impossible • **integrity** is being true to your own values and giving your best efforts • **motivation** means inspiring and motivating others in your team who are less confident or encouraging and praising other players • **rehearse** means practising successful techniques until they are perfect

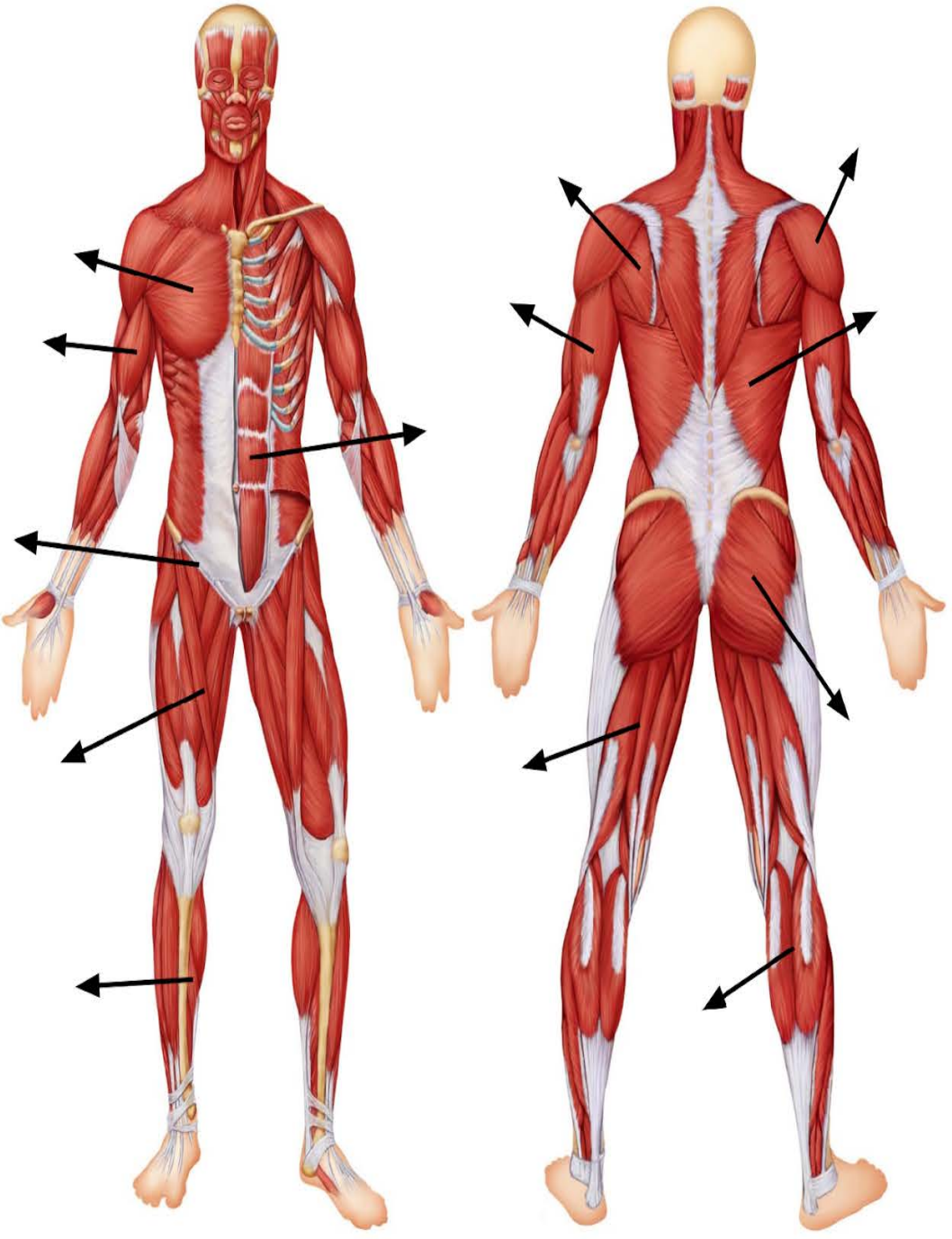
Together: We Care, We Challenge, We Excel

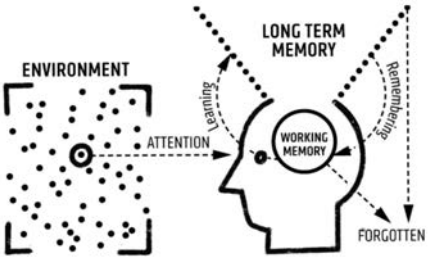
The Structure Of The Muscular System

All these muscles are used in rugby, netball and badminton

Task: Identify the location of the following muscles:

Pectorals, latissimus dorsi, gastrocnemius, deltoid, hamstring, quadriceps, biceps, abdominals, hip flexor, rotator cuffs, tibialis anterior, gluteal, triceps



Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
	
How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Physical Education **YEAR: 7** **TERM: Spring 1**

Big Question: Individual sports and problem solving through: training, fitness, gymnastics (floor), orienteering.
Can you adapt and use problem solving strategies effectively, through planning and communicating to others, in order to orienteer successfully in a challenging situation?

End point task:

Training EPT: training safely and effectively by devising effective warm-up routines and understanding the importance of cooling down.
Gymnastics EPT: be able to create and then perform a group sequence on the floor incorporating balances with fluency in transitions.
Orienteering EPT: plan activities cooperatively and accept the challenge they present by working with determination and coping with success and failure.

Did you know?

Please see the extra-curricular board located outside the PE office or the school bulletin for after school or recess clubs.

Fitness:
Fitness is something that students learn at an early age and is needed for every sport. The majority of people carry on with fitness type physical activities throughout their lives to help with their overall health and mental well-being. Women's muscles recover faster than men's after weightlifting. All-strength circuits burn up to 30% more calories than a typical weight workout. It also offers more cardio benefits! Exercise improves brain power and activity!

Gymnastics:
Gymnastics is a sport that uses a variety of skills and has a number of disciplines that people can specialise in. The Ancient Greeks prepared their young men for war by doing gymnastics and gymnastics was a sport at the first Olympics. Nowadays, many professional gymnasts begin their training as early as two years old!

Orienteering:
Orienteering is completed during curriculum time around the mapped college site. While orienteering, only a map (and compass when required) are available to help students navigate from point to point. Problem solving skills developed through orienteering are essential and transferable skills to help with academic development. Physical fitness improves and teams aim to win team challenges set through orienteering. Armed and emergency services use essential orienteering skills both during daylight and nighttime activities. British Orienteering athletes compete in the World Orienteering Championships each year.

Where is this learning coming from?

- Primary school - you may well have tried some of these skills or played in a game before.
- Professional sport - the best elite performers in the world will work on the skills taught in your PE lessons.

Where is this learning going?

You will be able to answer the end point task You will be able to perform at extra-curricular clubs and link to community clubs. You are also preparing for progression routes through level 2 and level 3 Physical Education courses through practical performance, analysis of performance and theoretical topics. You will develop an understanding of the importance of an active and healthy lifestyle as well as developing leadership skills and opportunities in KS4.

What will you know as a result of this?

Fitness: You will understand the basic principles surrounding health and safety. Be able to undertake a basic warm up. You will be able to record their own results for basic exercises and identify your current level of fitness. You will have a basic knowledge of key components of fitness (CV, ME, MS), what they are and how to train.
Gymnastics: Demonstrate a range of gymnastic skills such as a forward roll and partner balances . Link moves to create a fluent gymnastics routine. Lead a small group.
Orienteering: To be able to orientate a small map and describe why working in a team is important.

Career links:

- Sports coach
- PE teacher
- Physiotherapist
- Personal trainer
- Mountain leader
- DofE Assessor
- Royal Marine
- Sports therapist
- Athlete
- Sports data analyst
- Sport Journalist
- Sports psychologist

Useful weblinks:

https://www.nuffieldhealth.com/ Fitness
https://www.british-gymnastics.org/ Gymnastics national governing body
https://www.dofe.org/ Duke of Edinburgh Award
https://www.britishorienteering.org.uk Orienteering

Together: We Care, We Challenge, We Excel

Bare Essentials to remember	Keywords:
Training - Fitness	**Training - components of fitness** **balance** an ability to hold a physical pose or position steadily. **cardiovascular endurance (aerobic endurance)** is the ability of the heart, lungs and blood to transport oxygen and sustain exercise over a prolonged period of time. **coordination** is the ability to use two or more body parts. **flexibility** is the range of motion at a joint. **muscular endurance** is the ability to use voluntary muscles repeatedly without tiring. **power** is the ability to perform strength performances quickly. **reaction time** is the time taken to respond to a stimulus. **muscular strength** is the amount of force a muscle can exert against a resistance. **speed** is the ability to put body parts into motion.
Gymnastics **Core skills -** With a partner, use skills and ideas to perform a partner sequence on the floor lasting about 1 minute. Requiring: **Balances -** Develop partner balances and individual balances **Rotation -** Demonstrate a forward roll, backward roll and twists. **Flight** **Sequence development**	**Gymnastics** **Flight** - the gymnast is suspended in the air without touching the beam **Balance** - the gymnast holds the body in particular shape **Travel** - the gymnast travels over mats or benches using different body parts **Rotation** - includes movement patterns that requires the body to move through space **Tension** - body tension to control movement **Extension** - pointing toes and fingers, keeping everything straight, head up and long limbs **Canon** - the same physical actions but with a time lapse between start times **Mirror** - performing the exact same movement **Unison** - performing the exact same movement at the exact same time **Orienteering** • Independently orientate a simple map. • Orientate a map around a basic course, as a group • Organise a team effectively to complete a given problem such as a treasure hunt • Use a compass to navigate effectively to given directions • Independently/in teams read grid coordinates to locate given places/features on a map • Correctly record the grid coordinates of a given location
Orienteering Plan activities cooperatively. Communicate to others. Problem-solve to achieve goals. Navigate to control points. Orientate a map. Read a compass accurately	**Personal development and character values** • **evaluate** is considering the work you have created or seen and discussing its merits and areas for development • **respect** is about showing respect to your opposition regardless of whether they are stronger or weaker and to the officials • **resilience** means being able to face new challenges in a positive way, avoiding blaming others for any disappointments and set-backs and not giving up, even when the hope of winning seems impossible • **integrity** is being true to your own values and giving your best efforts • **motivation** means inspiring and motivating others in your team who are less confident or encouraging and praising other players • **rehearse** means practising successful techniques until they are perfect

Different types of training methods-

Fartlek Training: Involves varying intensity or speed of a run to improve fitness and endurance.

Continuous Training: Continuous Intensity exercise that doesn't involve any rest periods. Involves activities such as running, biking, swimming and rowing.

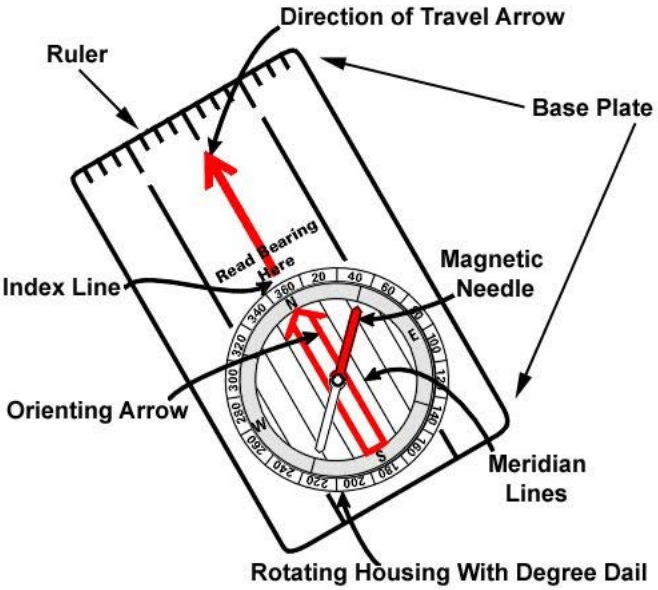
Interval Training: Consists of a series of repeated rounds of exercise, each interval is at a set intensity for a specific period of distance or time ranging from several minutes to a few seconds.

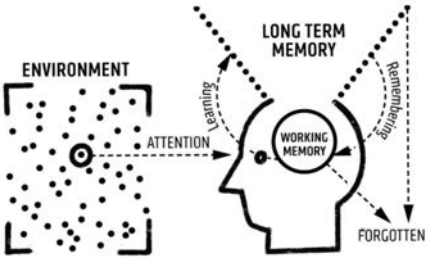
Weight Training: Strength training that uses weights for resistance. Provides stress to the muscles, causing them to adapt and get stronger.

Plyometric Training: Type of exercise training that uses speed and force of different movements, this builds muscles power and can improve physical performance.

Flexibility Training: Low-intensity exercises that increase the total range of motion of a joint. Done by flexibility and. Balance exercises which can decrease the chance of muscle imbalances.

Circuit Training: Combination of multiple exercises performed which form a circuit of exercises with short rest periods in-between. Circuit Training is very time efficient due to short rests in between, it's an excellent way to improve cardiovascular fitness, muscular strength and muscular endurance.



Your Bare Essentials Reflection
In your own words summarise your learning.

Explain the importance of what you have learnt.


How does this link with other subjects?	What follow up questions will you ask?
	

Together: We Care, We Challenge, We Excel

BARE ESSENTIALS

SUBJECT: Science Biology B1 **YEAR: 7** **TERM: Spring 1**

Big Question: Why do you need specialised cells, like epithelial cells?

End point task: You are going to produce a guide explaining why we need epithelial cells using your cheek cells as a worked example. You will use your microscopy work, that you have completed in this unit, to help you. You must include a fully labelled diagram and an explanation of how each structure in the cell relates to its overall function in the cell and then in the tissue it belongs to. Ensure you include key terms in your answer, you can select them from the ones here, or those you have learned this unit.

Did you know?

- The shortest bone in the human body is the stapes found in the middle ear and the largest is the femur in the leg
- In any human body there are around 30 trillion human cells, but our microbiome is an estimated 39 trillion microbial cells including bacteria, viruses and fungi that live on and in us
- Cells were discovered in 1665 by Robert Hooke who named them for their resemblance to monastery cells
- In the human body around 50-70 billion cells die a day and are replaced. You are a whole new person (except your nervous system) every 7 years, as that is how long it takes for your bones to be completely replaced

Where is this learning coming from?

Year 5 Programme of study – Living things and their habitats:

- Describe the life process of reproduction in some plants and animals

Year 6 Programme of study – Animals including humans:

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Describe the ways in which nutrients and water are transported within animals, including humans

Year 7 unit C1 - you learned about the process of diffusion.

Where is this learning going?

Cells is the first module taught in Biology as you will be linking structures of organisms to their functions before you learn to link the structure to the function of more complex structures. Cells and the life processes underpin the whole of Biology, and introduces you to practical Biology in the use of microscopes and dissection. You will learn about movement in the human body. This is a very physical concept that you will be able to relate to in your own body and links to the more abstract concept of cells and organisation of an organism.

What will you know as a result of this?

You will be able to:

- Describe how multicellular organisms are composed of cells which are organised into tissues, organs and systems to carry out life processes
- Explain why multicellular organisms need organ systems to keep their cells alive
- State that both plant and animal cells have a cell membrane, nucleus, cytoplasm and mitochondria and plant cells also have a cell wall, chloroplasts and usually a permanent vacuole
- Compare the structures of both plant and animal cells and relate this to their functions.
- Use a light microscope to observe and draw cells
- Explain how to use a microscope to identify and compare different types of cells. There are many types of cell. Each has a different structure or feature so it can do a specific job
- Suggest what kind of tissue or organism a cell is part of, based on its features
- Describe how the parts of the human skeleton relate to work as a system for support, protection, movement and the production of new blood cells
- Explain how a physical property of part of the skeleton relates to its function
- Explain why some organs contain muscle tissue
- Use a diagram to predict the result of a muscle contraction or relaxation
- Describe how antagonistic pairs of muscles create movement when one contracts and the other relaxes.
- Explain how antagonistic muscles produce movement around a joint

Career links:

All biology related careers including:

- Medicine
- Veterinary Science
- Pharmacology
- Pharmacist
- Physiotherapist
- Forensic scientist
- Biotechnologist
- Entomologist

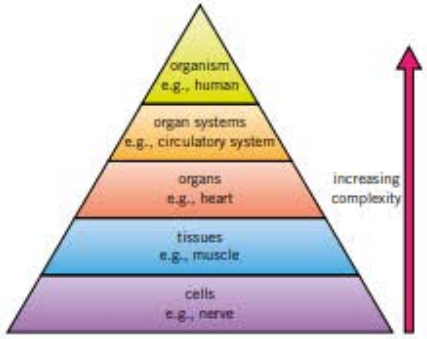
Useful weblinks:

BBC Bitesize KS3 **Living organisms**:https://www.bbc.co.uk/bitesize/topics/znyycdm
YouTube - FuseSchool What are cells: https://www.youtube.com/watch?v=M1wdldCOk-Y
YouTube - Revision monkey, microscopes and other relevant videos are linked:
https://www.youtube.com/watch?v=Ri8S0M2HbfM&list=PLyf3QQ9ddzgngBzZiwWcEBuRoKUYaXS6N
Microbiology online: https://microbiologysociety.org/why-microbiology-matters/what-is-microbiology.html

Together: We Care, We Challenge, We Excel

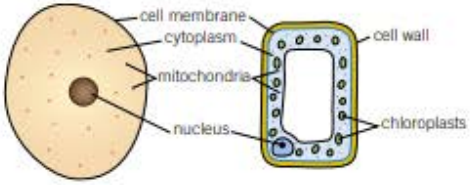
Bare Essentials to remember:

Levels of organisation



Plant and animal cells

- To be able to **observe** a **cell** we need to use a **microscope**, this magnifies the cell to a point to which we can see it
- Plant and animal cells have small structures inside known as **organelles**, each of these performs a certain role which allows the cell to survive

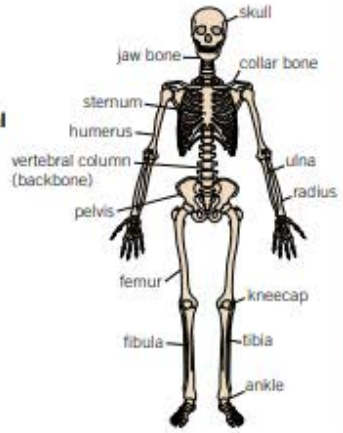


Specialised cells

- **Specialised cells** are designed to carry out a particular function, because of this they have specific features and adaptations to allow them to carry this out
- Both plant and animal cells can be specialised, with these specialised cells working together to help the organism to survive

The skeleton

- The **skeleton** is made up of 206 **bones** which are a type of **tissue**
- Bones have a blood supply and are a living tissue
- The skeleton is part of the **muscular-skeletal system**
- The four main functions of the skeleton are:
  - To support the body – to keep you upright and hold **organs** in place
  - Protect organs – such as the skull protecting the brain
  - Movement – by working with muscles to allow you to move
  - Making blood cells – the **bone marrow** produces red and white blood cells



Muscles

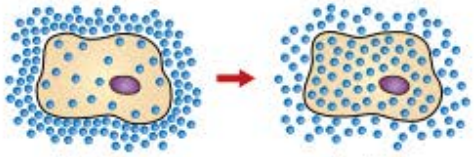
- **Muscles** are a type of tissue which allows movement
- They pull on tendons which in turn pull on bones to allow movement
- Muscles like the triceps and biceps are known as **antagonistic muscle pairs**, they work together –as one contracts, the other will relax

Organs

- An organ is a group of tissues that have the same function
- They can work with other organs in an **organ system**, such as the respiratory system which uses organs like the heart and lungs to transfer oxygen around the body
- Vital organs are the organs that need to keep functioning for an **organism** to stay alive, e.g. the heart

Movement into and out of cells

- The process in which substances move into and out of cells is known as **diffusion**
- This occurs across the **cell membrane**
- During diffusion particles move from an area of high **concentration**, to an area of low concentration



- Oxygen and nutrients enter the cell by diffusion, carbon dioxide and waste products leave

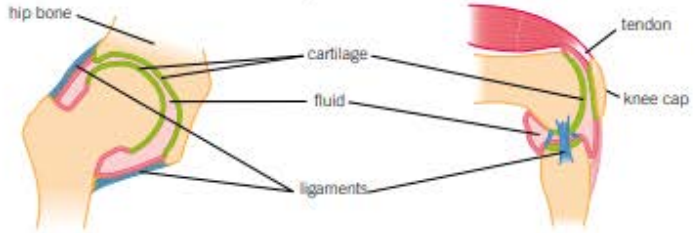
Movement

Joints occur between bones and allow movement, there are three main types of joints

Hinge	Ball and socket	Fixed
For back and forward movement, e.g. knees	*For movement in all directionse.g. hips*	*Do not allow movement, e.g. skull*

Joints have three main types of tissue:

Ligaments	**Cartilage**	**Tendons**
Connect bone to bone	*Coats the end of bones as a protection*	*Connects bone to muscle*



Key terms Make sure you can write definitions for these key terms.

antagonistic muscle pair *bone* *bone marrow* *cartilage* *cell* *concentration* *diffusion* *joints* *ligaments* *microscope* *muscular skeletal system* *nucleus* *organ* *organism* *organ system* *skeleton* *specialised cells* *tendons* *tissue*

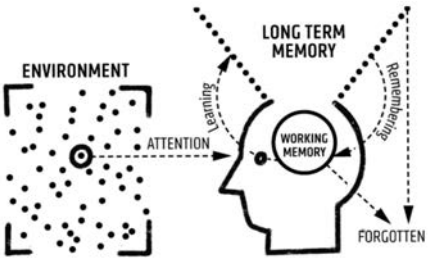
From Kerboodle 2022

Together: We Care, We Challenge, We Excel

Key terminology

How are you going to use this? Create a quiz, flashcards, a concept map?

Part 1: Cells	
Keyword	**Definition**
cell	The unit of a living organism; contains parts to carry out life processes.
unicellular	Living things made up of one cell.
multi-cellular	Living organisms that are made up of many types of cells.
tissue	Group of cells of one type.
organ	Group of different tissues working together to carry out a job.
diffusion	One way for substances to move into and out of cells.
structural adaptations	Special features to help a cell carry out its functions.
cell membrane	Surrounds the cell and controls movement of substances in and out.
nucleus	Contains genetic material (DNA) which controls the cell's activities.
vacuole	Area in a cell that contains liquid, and can be used by plants to keep the cell rigid and store substances.
mitochondria	Part of the cell where energy is released from food molecules.
cell wall	Strengthens the cell. In plant cells it is made of cellulose.
chloroplast	Absorbs light energy so the plant can make food.
cytoplasm	Jelly-like substance where most chemical processes happen.
immune system	Protects the body against infections
reproductive system	Produces sperm and eggs, and is where the foetus develops.
digestive system	Breaks down and then absorbs food molecules.
circulatory system	Transports substances around the body.
respiratory system	Replaces oxygen and removes carbon dioxide from blood.
muscular skeletal system	Muscles and bones work together to cause movement and support the body.
Part 2: Movement	
joints	Places where bones meet.
bone marrow	Tissue found inside some bones where new blood cells are made.
ligaments	Connect bones in joints.
tendons	Connect muscles to bones.
cartilage	Smooth tissue found at the end of bones, which reduces friction between them.
antagonistic muscle pair	Muscles working in unison to create movement.

Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
	
How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Social Studies **YEAR: 7** **TERM: Spring Term 1**

Big Question: What makes a good friendship and how can we recognise hurtful, toxic friendships? Why do friendships have to change and how can we deal with this when it happens and how can we make new friends? Why do people bully others and how can we develop strategies to deal with bullying and seek support? What are the different forms of discrimination and why do people bully others because of their prejudice?

End point task: 'Being bullied is always unacceptable and can be dealt with if people speak out and if we work together to stamp it out!''. Do you agree with this? Show a range of views in your answer.

Did you know?

Students will focus on friendships and why they are important throughout our lives, but also look at how people can change and the impact that can have on the friendship. Friendships do change over time; some will be short lived and some will last a long time. They will identify the characteristics of a good friend such as trust, honesty and common interests. Students will also be introduced to the concept of toxic friendships. These are friendships that appear to be okay but when looked at closely aren't.

Students will look at definitions of bullying, focusing on the fact that bullying is determined by the victim not by the perpetrator.

Different types of bullying including:

• Physical Bullying • Verbal Bullying • Psychological/Emotional Bullying • Cyberbullying and Specific Bullying. This term is used to describe bullying based on protected characteristics (protected by law through the Equality Act 2010). These characteristics are identified by age /disability/ gender reassignment marriage and civil partnership/ pregnancy and maternity/ race/ religion or belief/ sex/ sexual orientation.

Students will identify the key characteristics of bullying and develop a range of strategies on how to deal with being bullied, focusing on reporting, seeking help and not being a bystander when others are being bullied.

Where is this learning coming from?	**Where is this learning going?**
This unit will be building on work done in primary schools on the topic of friendships and bullying. Human beings are social beings. Human civilization is built upon relationships which form societies. Year 7 students have been at Tavistock College for a number of months now and will have experienced a range of personal relationships. We hope that most of these will have been positive but we know that people are often not that nice to each other.	PSHE education acknowledges and addresses changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.
What will you know as a result of this?	**Career links:**
The lessons on friendships for young people aged 11-12 years provide foundational learning for the exploration of healthy and unhealthy relationships. They are designed for the very beginning of secondary school and help young people to stay safe and maintain positive relationships, as they enter a new stage of their lives. The learning focuses on changing and developing friendships at this time of transition and how to communicate safely and positively online. Students will use a wide range of social skills in different contexts and understand the consequences of their behaviour and actions towards others in different relationships. They will clearly identify bullying behaviour and recognise its impact on themselves and others. Students will learn how to seek support and advice for themselves and others if they are being bullied. They will be able to identify right from wrong and apply this to their own life and to the lives of others. They will understand the significance of protected characteristics and the protection offered by law (Equalities Act 2010). They will understand the value of living in a diverse society and appreciate the wide range of cultural influences which shape everyone's lives.	This unit of work links with all areas of the curriculum as maintaining good relationships is essential in the workplace. Bullying doesn't stop at the end of school but can happen in the workplace as well. Knowing how to navigate different relationships will help with a range of jobs but specific jobs relating to this field & social injustice include: • Police Force • Military Service • Charity work • Youth worker • Social worker • Magistrate • Solicitor 

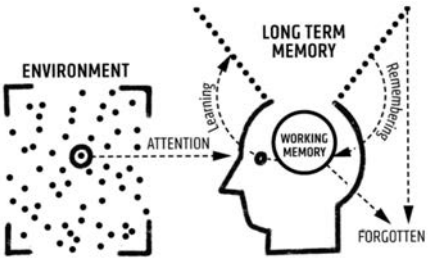
Useful weblinks:

www.childline.org.uk
www.childnet.com
www.thinkuknow.co.uk
www.youngminds.org.uk

Together: We Care, We Challenge, We Excel

Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1. **Changing friendships**	This looks at the nature of **friendships** and how they change as young people go through transitions. It enables young people to see the benefits and opportunities of forming new friendships and to manage these changes in a safe and healthy way.	**bullying** - the repetitive intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Can be face to face or online. **protected characteristics** -it is against the law to discriminate against someone because of their age, disability, gender reassignment, marriage and civilpartnership, orgnancy and maternity, race, religion or belief, sex and sexual oritentation **toxic friendships** - one person is emotionally harmed or used by another, making the relationship a burden rather than a support. **bystander** - a person who does not become actively involved in a situation where someone requires help. **anti-bullying policy** - aims to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.
2. **Healthy online relationships**	Covers the differences between online and offline friendships and ways to manage healthy **friendships** online. Explores some of the potential risks and benefits of communicating with others online including being part of online forums and groups. For example risks of forming inappropriate relationships with individuals who could be disguising their age, sharing information with groups that puts an individual's identity and personal information at risk and allowing an individual to be vulnerable to online scams and potential fraud.	
3. **Hurtful behaviour**	Explores the right everyone has to be treated with respect, the nature of gender-based hurtful behaviour and what is acceptable and unacceptable. We consider how young people can respond and challenge hurtful behaviours and where to get support if needed. Support can be accessed within College through our all staff and more specifically our safeguarding teams. There is also online support at www.childnet.com. Identifies **toxic friendships** and their impact. **Toxic friendships** happen when one person is emotionally harmed or used by another, making the relationship more of a burden than a support.	
4. **What is bullying?**	This lesson covers how **bullying** is defined and why people bully others. **Protected characteristics** are defined and explained so students have a clear understanding of these and the law in relation to them. Strategies are discussed on how we deal with **bullying**. For example the importance of reporting **bullying** and not being a **bystander** and where we get support from: Teachers, tutors, heads of year and all our safeguarding team in College. Childine and other online organisations are also there for support (see next page).	
5. **How do we deal with bullying in schools**	Using resources from Anti Bullying Week students will identify and go through the school **anti bullying policy;** understanding how our college deals with **bullying** issues. The different roles involved in **bullying** are investigated and discussed with a focus on the role of 'bystander'. Students will learn the importance of making a stand, supporting people who are being bullied and not looking the other way. Students will learn the importance of policies and the legal requirement for **anti bullying policies** in schools linking to individual rights.	
6 **Assessment of understanding.**	This lesson will focus on an extended writing task to show understanding of their learning. Students will respond to the statement, expressing a personal view, and showing an understanding of alternate views. They will need to show a clear understanding of how to seek support and help others who are being bullied. '***Being bullied is always unacceptable and can be dealt with if people speak out and if we work together to stamp it out!***'	

Together: We Care, We Challenge, We Excel

Your Bare Essentials Reflection
In your own words summarise your learning.

Explain the importance of what you have learnt.


How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Religious Studies **YEAR: 7** **TERM: Spring 1**

Big Question: How are Sikh teachings on equality and service put into practice today?

End point task: You will complete an evaluation question around this statement: "Wearing the five Ks is the best way to show commitment as a Sikh". You will need to give arguments to support the statement and arguments to support different points of views from the knowledge acquired.

Did you know?

- Sikhism started in the early 1500's, at the time of King Henry VIII. All of the Punjab region was part of India (today it's in India and Pakistan), which was ruled by the Mughals, who were Muslims. Punjabi society was a mixture of Hindus and Muslims. Guru Nanak was raised as a Hindu
- Guru Nanak went into a river and disappeared for three days. When he reappeared, he said, "There is neither Hindu nor Muslim, so whose path shall I follow? I shall follow God's path." The quote shows that one of Guru Nanak's main teachings was equality
- Guru Nanak set up a community called Kartarpur, (which means 'City of God') where Sikhs lived according to his teachings, alongside Hindu and Muslim neighbours
- Guru Nanak was followed by 9 other human Gurus who each added to Sikh teaching over a period of 200 years
- The Guru Granth Sahib (Holy book) is considered to be the Eternal Guru, Sikhs believe it should be treated in the same way the human Gurus were treated. This means it must be treated with the utmost respect
- Sewa and Equality: The langar is the free vegetarian meal regularly offered at gurdwaras to anyone who turns up. It is perhaps the most well-known expression of Sikh commitment to sewa and equality
- Many Sikhs prefer their religion to be called Sikhi instead of Sikhism. This is because the word "Sikh" comes from "Sikhna", which means "to learn". Sikhi is a path to follow rather than a set of rules which is what "Sikhism" suggests
- Today there are more than 22 million Sikhs in the world, with 90% living in India.There are almost 500,000 Sikhs across the U.K.

Where is this learning coming from?

This unit is not simply about gaining knowledge and understanding about the Sikh religion and beliefs. It is building on learning from primary school and also developing some of the themes introduced in the Buddhism unit, studied last term.

Where is this learning going?

In year 7 the scheme of learning aims to develop a coherent understanding of several religions by studying one religion at a time (systematic study) before bringing together and comparing different traditions (thematic study). All units enable pupils to make sense of the religions and beliefs studied so they appreciate and understand the impact of these beliefs on people's lives and to make connections with their learning and wider world experience.

What will you know as a result of this?

This topic will help you to develop an understanding of the world and how to live by developing understanding, skills and attitudes. It will make a contribution to your spiritual, moral, social and cultural development as well as giving important opportunities for exploring our British values.

Career skills:

All of these skills are useful for a wide variety of jobs where you might have to deal with people through:

- The ability to understand how people have thought and acted in different places and times
- By developing empathy for the beliefs of others
- Being able to understand different viewpoints

Useful weblinks:

https://www.sikhnet.com/
http://www.discoversikhism.com/sikh_contact/sikh_website_links.html
https://www.bbc.co.uk/bitesize/topics/zyqnvcw/articles/znpq47h

Together: We Care, We Challenge, We Excel

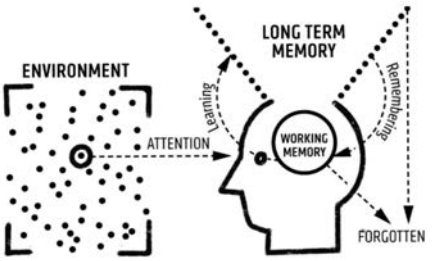
Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1. How are Sikh teachings on equality and service put into practice today?	**Sewa** is a way of life for many Sikhs and is part of their daily routine. Sikhism teaches that sewa is an act of service towards **Waheguru** and therefore must be done regularly in order to become closer to Waheguru. It helps Sikhs to show their faith towards Waheguru .Sikhs perform sewa in a variety of ways, such as helping the **sangat** and the local community. Many Sikhs perform much of their sewa by helping at the **gurdwara**, including cleaning, washing dishes or serving in the langar. Performing sewa is important because:It demonstrates belief in equality and the importance of all people. This is because serving others shows that Sikhs do not believe they are better than anyone else. Showing love and respect by helping others shows love for Waheguru. This develops the virtues of truth and truthful living, compassion and patience, contentment, humility, self-control, love, wisdom and courage.It stops Sikhs from becoming **manmukh** because their focus is on the needs of others rather than themselves. There are three types of sewa. These are tan, man, dhan. Tan- this involves physical work. Man- this involves using mental skills and talents e.g teaching people. Dhan-this means helping people with material wealth e.g giving to charity.	**sewa**-service **Waheguru**- 'wondrous enlightener'. **sangat** -It is the community of people who meet and worship in the gurdwara in the presence of the Guru **Granth Sahib** - the Sikh holy book. **gurdwara** -A Gurdwara is the place where Sikhs come together for worship. **manmukh** - to follow one's mind or desires **tan-this** - involves physical work, Man-this involves using mental skills and talents e.g teaching people **dhan-this** - means helping people with material wealth e.g giving to charity **monotheism**-belief in one God **Mool Mantra** (Main Chant) - says that there is one eternal god that is the greatest thing, that can be seen in Creation and can be known through a guru's teachings. **Gurmukhi**-the script that the Guru Grant sahib is written in. It translates as "from the mouth of the Guru" 1.**nam simran** is meditation on God's name 2.**kirat Karna** is hard work. Earning a livelihood through honest means and effort. 3.**vand chakna** is sharing what you have charitably, in a spirit of love and service. guru' which means moving from darkness (gu) to light (ru). **dasvandh** - is the one tenth part (or 10%) of income that a sikh should donate, both financially and directly in the form of seva. **amrit sanskar** initiation ceremony **amritdhari** -The term refers to those who have taken the amrit ceremony and thus have become part of the Khalsa **Nam Japna** -keeping God in mind at all times **Kirt Karna** -earning a living honestly/hard work **Vand Chakna** -giving money to charity **kesh** - uncut hair **kara** a steel bracelet **kanga** a wooden comb **kaccha** - also spelt, Kachh, Kachera (cotton underwear) **kirpan** - steel sword
2. How does a Sikh pathway through life show commitment to equality and service?I	**Monotheism**- Sikhism is a monotheistic religion. Sikhs may also be called panentheistic, meaning that they believe God is present in creation. God is not the universe, but is the life within it. Mool The opening section of the Guru Granth Sahib is called the **Mool Mantra**.. The fact that it is the opening of the sacred text shows that it is very important to Sikhs. The Mool Mantra was written by Guru Nanak and gives a short description of what God is like (also known as God's nature). It is written in the Punjabi language, using a script (written characters) called **Gurmukhi.** The whole of the Guru Granth Sahib is written in this script. Sikhs frequently recite the Mool Mantra in public and private worship, including their morning prayers. This makes it easier for them to keep the name of God (Sat Naam) in mind, to help them to live in a way that is pleasing to God. In Sikhism, Japna or Naam Simran, refers to the meditation or contemplation of the various names of God A Sikh is expected to contribute a portion of their wealth or income to people in need or to a worthy cause.	
3. What does it mean to be amritdhari?	**Amritdhari Sikhs** are individuals who have gone through the **amrit sanskar** initiation ceremony. These Sikhs belong to the **Khalsa**. Amritdhari Sikhs must follow the rules of the Sikh code of conduct. These include: 1. They must wear the five Ks, which are the **kesh**, the **kanga**, the **kara**, the **kachera** and the **kirpan**. In addition to not cutting their hair, they must always keep it clean and some wear a turban. 2. They must pay **dasvandh**. 3. They must not eat meat that has been ritually slaughtered (such as halal meat): most Amritdhari Sikhs are vegetarian. 4. They must not drink alcohol or gamble. 5. They must not arrange marriages for their children for financial gain.	
4. What can we find out about Sikh duties?	The three duties that a Sikh must carry out can be summed up in three words; Pray, Work, Give**: 1.Nam Japna:** (Keeping God in mind at all times). **2.Kirt Karna** (Earning an honest living. Since God is truth, a Sikh seeks to live honestly. This doesn't just mean avoiding crime. Sikhs avoid gambling, begging, or working in the alcohol or tobacco industries)**. 3.Vand Chakna:** A Sikh is expected to contribute a portion of their wealth or income to people in need or to a worthy cause. Sikhs try to avoid the five vices that make people self-centred, and build barriers against God in their lives: lust, covetousness and greed, attachment to things of this world, anger and pride	
5. What are the 5 K's and how do they show commitment to sikhism?	The 5 Ks taken together symbolise that the Sikh who wears them has dedicated themselves to a life of devotion and submission to the Guru. The 5 Ks are 5 physical symbols are worn by Sikhs who have been initiated into the Khalsa. The five Ks are: **kesh** - uncut hair- A symbol both of holiness and strength. Keeping hair uncut indicates that one is willing to accept God's gift as God intended it. Uncut hair symbolises adoption of a simple life, and denial of pride in one's appearance. It is a highly visible symbol of membership of the group. Sikh women are just as forbidden to cut any body hair or even trim their eyebrows, as Sikh men are forbidden to trim their beards. **kara** - a steel bracelet-A symbol of restraint and gentility. A symbol that a Sikh is linked to the Guru. A symbol of God having no beginning or end. A symbol of permanent bonding to the community, being a link in the chain of Khalsa Sikhs (the word for link is 'kari'). The Kara is made of steel, rather than gold or silver, because it is not an ornament. **kanga** - a wooden comb: This symbolises a clean mind and body; since it keeps the uncut hair neat and tidy. It symbolises the importance of looking after the body which God has created. **kachha** - special underwear: This is a pair of breeches that must not come below the knee. It was a particularly useful garment for Sikh warriors of the 18th and 19th centuries, being very suitable for warfare when riding a horse. It's a symbol of chastity. **kirpan** - a ceremonial sword: There is no fixed style of Kirpan and it can be anything from a few inches to three feet long. The Kirpan can symbolise: Spirituality, The soldier part of the Soldier-Saints, Defence of good, Defence of the weak, The struggle against injustice, A metaphor for God.	
6.	Extended writing task to answer the big question.	
7.	Dedicated improvement and reflection time	

The 10 Gurus:

The 5 Ks

How did Sikhism begin?

- Around 1500 CE
- Punjab area of South Asia (Now parts of India and Pakistan)
- Guru Nanak started teaching Sikhism
- At the time the area was distinctly Hindu and Islamic

Your Bare Essentials Reflection
In your own words summarise your learning.

Explain the importance of what you have learnt.


How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Computing **YEAR: 7** **TERM: Spring 1**

Big Question: How can I see if an event is going to turn a profit before the event has been held?

End point task: Create and practice using calculation/formulas on spreadsheets.

Did you know?

- The majority of small businesses survive their first year but many do not make it to their fifth year of operating
- The majority of family businesses are not passed down successfully
- Almost 40% of small businesses are currently experiencing supplier delays
- Most entrepreneurs use personal savings or loans to cover startup costs
- 17th October is 'Spreadsheet Day'
- There is a World Excel Championship

Where is this learning coming from?

Year 6 Prior Learning:

- Students will be able to reflect on knowledge gained from their Primary school
- It is important to remember that learning will vary from school to school
- Writing letters to a particular audience

Where is this learning going?

Year 7 Progression

- Through-out the year students will be able to embed newly-gained knowledge into their work
- Students will have a mix of theoretical and practical aspects to lessons
- Continuing through year 7 students will have the opportunity to apply this knowledge to real-life scenarios

What will you know as a result of this?

You will:

- Write and format a letter to the school
- Consider what questions the governors might have about your idea
- Present your ideas to the governors
- Introduce and apply knowledge to spreadsheets
- To be able to understand costs and budgets in business

Career links:

- Office administration
- Self employment
- Accountancy
- Project management

Useful weblinks:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239067/SECONDARY_national_curriculum_-_Computing.pdf

Together: We Care, We Challenge, We Excel

Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1. Getting the job done	Students will consider some of the things they expected or would like to have found at 'big school'. This could be a particular club or activity, a resource or facility etc. This lesson will see them writing to the principal to outline their case for having this added to the College offer. In the age of email and texting very few students have any idea of how to present and address a **letter** and, although increasingly rare, it is still a valuable skill.	**Formulas** - an expression that turns the values into a result. For example a formula to add up and create a total for a set of data. **Letters**- a communication to someone else that conveys messages, thoughts, and/or feelings. **Presentation** - demonstrate and clearly communicate information **Logos** - a symbol made up of text and images that identifies a business. **Calculations**- process that transforms one or more inputs into one or more outputs or results **Spreadsheets**- an electronic document in which data is arranged in the rows and columns of a grid and can be manipulated and used in calculations. **Profit** - the difference between the amount earned and the amount spent in buying, operating, or producing something. **Net profit** - the amount of money your business earns after deducting all operating, interest, and tax expenses over a given period of time.
2. Review and Improve	The **Letters** will have been reviewed for this lesson. This is an opportunity to introduce the idea of draft and final copies; that a first attempt is often lacking detail and that work always needs to be reviewed and improved as necessary. You should allow half of the lesson for correcting/improving letters/ We will then model how students hand-in their digital letters on the Google Classroom. In the second half of the lesson students review the **presentation** guidance given in Unit 1 L4 and start work on an individual **presentation** to the governors to sell their idea. They should begin by titling slides to indicate what information they wish to convey.	
3. Selling your idea	This lesson allows time for students to complete the content of their slideshow and to work on the **presentation**. We try to discourage multicoloured whizzy slideshows and instead model how to create maximum impact through presentation skills.	
4.Branding	This lesson introduces the idea of branding through **logos** and gives students a chance to examine some well known logos and design one for their proposal (club, facility, campaign) using a graphics/paint package such as Adobe Fireworks.	
5. Spreadsheets 1	This lesson moves away from the 'what are we missing' theme and is a standalone lesson on **spreadsheets**. It introduces learners to the concept of **spreadsheets** and why **spreadsheets** are useful. They will learn how to navigate a **spreadsheet** via its rows and columns, and become familiar with the cell referencing system. They will practise entering text into cells of a spreadsheet and then learn how to perform calculations on the data using basic formulas and cell references.	
6. Spreadsheets 2	In this lesson students create a spreadsheet to fulfil a simple project brief. For example: find out the cost of hosting this party. They will also learn how to digitally produce charts by producing a pie chart that shows a breakdown of the costs by category to work out **profit** and **net profit.** The need for effective labelling will be emphasised.	
7. Overflow or Contingency lesson 3D Design	If time allows, this lesson introduces students to 3D design software. This, deliberately, crosses over with Design Technology lessons and highlights to students that the presentation of ICT is not restricted to ICT/office based jobs. Students will use Google Sketchup to create a 3D design for a house.	

Section 4 of Knowledge Organiser:, Modelling with spreadsheets

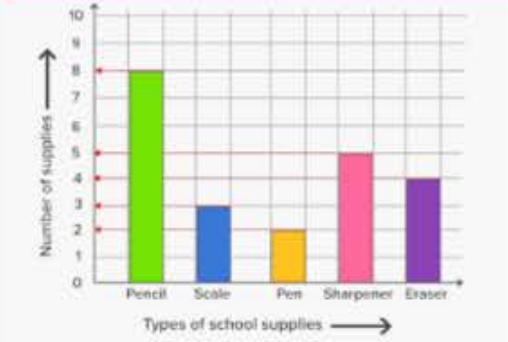
Advantages of spreadsheets

- Spreadsheets are more effective than the calculator or pen and paper as they are fast, reliable and effective.
- Formulae produce results from calculations
- For example if an electrician had to come to repair a light, there would be his callout charge, labour, and costs, the spreadsheet can automatically work this out adding in his hourly charge, travel costs, to give his final bill.
- You can carry out investigations, called "what ifs"
- information can be presented in different formats, e.g. a graph of the tuck shop

- In computing, modelling is used to look at large amounts of data to help scientific or engineering projects, e.g. looking at vaccine research for Covid
- Simple models can be built in a spreadsheet program e.g. plan a school party. You can use this to check the budget for spending on Food & Drink, entertainment and if it is correct and the income made.
- A spreadsheet can be used as a modelling tool. Models can be controlled by sets of rules which work with formulas and functions
- You can change these about costs and profits.
- Spreadsheets are used to store the information and data, once the data is in your spreadsheet you can run powerful calculations with formulas and functions that can give you the data to analyse with easy readable graphs that everybody can understand.

Modelling: "What if?"

- This is when you have the opportunity to test a scenario, known as "what if" questions.



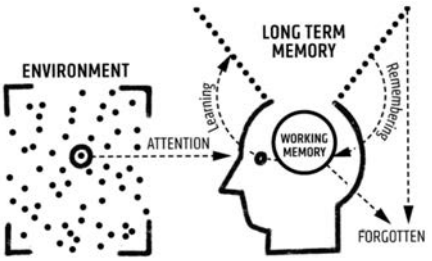
Limitations of computer models

- A model is only as good as the rules used to create it, mistakes could have been made by whoever wrote the model
- Not every situation might be considered, this could cause incorrect answers to be given.

Sorting and filtering data

- in a spreadsheet you can sort and filter data so it is easier to read e.g. sorted A-Z or 1-10 or 10 -1
- You can also apply conditional formatting which colour codes data according to preset values eg all above 5 green, below red.

Together: We Care, We Challenge, We Excel

Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
	
How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Food Technology **YEAR:** 7 **Spring 1**

Big Question: What is the Eatwell guide, how should it be used and why is it important?

End point task: You will understand how to create healthy dishes using the eatwell guide.

Did you know?

Green, yellow, and red bell peppers are not actually the same vegetable. Ketchup was once believed to have medicinal qualities that could cure, among other ailments, diarrhoea. A typical ear of corn has an even number of rows. One burger patty can contain hundreds of different cows. Scientists can turn peanut butter into diamonds. White chocolate isn't actually chocolate. Ripe cranberries will bounce like rubber balls. Farm-raised salmon is naturally white and then dyed pink. Potatoes can absorb and reflect Wi-Fi signals. The red food dye used in Skittles is made from boiled beetles

Where is this learning coming from?

The Year 7 curriculum is aimed at the development of practical skills including the ability to work independently, to be well organised and to work safely and hygienically. The theory of food safety and hygiene is at the core of every lesson. The practical tasks involve using different parts of the cooker, working safely with knives and other kitchen equipment. Year 7 will make a range of foods. This will teach them a variety of food preparation and cooking techniques. Before practical work starts, food safety and hazard analysis is taught to prepare students for a high level of safe practical work. Specialist food teachers demonstrate how to make each dish to highlight key information and show quality practical skills that are needed for the recipe and to produce high standard food.

Where is this learning going?

Following on from Year 7 Food curriculum. The Year 8 students move on to produce family meals around the theme of diet, health and nutrition. The current Government guideline advice is that schools focus predominantly on savoury recipes to support families eating a balanced diet. Students build up a wide range of food preparation, cooking skills and learn the basic principles of nutrition and food sources. There are cross curricular links with other subjects. Science studies the nutritional requirements of the human body. The students begin their year of food preparation by looking back at their knowledge of the Eatwell Guide and food hygiene. This enables students to work in a safe and hygienic environment throughout all practical lessons. Students make a variety of recipes throughout the year which builds up confidence in a range of basic skills.

What will you know as a result of this?

To understand and apply the principles of nutrition and health to cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Students will become competent in a range of cooking techniques. For example selecting and preparing ingredients;
using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes. Students will consider how to modify recipes and cook a range of dishes that promote current healthy eating messages. They will adapt and use their own recipes to meet a range of dietary needs and life stages. Students will understand the source, seasonality and characteristics of a broad range of ingredients(food provenance). They will learn how to use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption; focusing on the principles of food safety, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is piping hot.

Career links:

- Animal nutritionist
- Community education officer
- Food technologist
- Health improvement practitioner
- International aid/development worker
- Medical sales representative
- Naturopath
- Nutritional therapist
- Nutritionist
- Catering manager
- Chef
- Dietitian
- Health service manager
- Herbalist
- Personal trainer
- Product/process development scientist

Useful weblinks:

https://www.foodafactoflife.org.uk/

Lesson	Bare Essentials to remember (words in bold are in your keywords) :
1.	**Expectations and Hazards - Skills Checklist** **Personal hygiene and 4 Cs** Identify hygiene and safety issues and how to prevent Personal Hygiene Practical routines and procedures Knife skills Equipment - getting to know the room
2.	**Fruit Salad Practical Prep** Eating 5 a day - fruit and vegetables Fruit and vegetable based sweet treats - group challenge Sensory Analysis skills - attribute test and evaluation Designing your fruit and vegetable-based treat.
3.	**Fruit Salad Practical**
4.	**The Eatwell Guide** Introduction - food groups and portions, the importance of. Food labelling, hydration. Healthy eating guidelines. Big Question preparation
5.	**Oven safety - Cooking Methods** Using the hob - temperature control High risk ingredients - hygiene and safety
6.	**Pasta/Potato Salad Practical**
7.	**Where does our food come from?** Food provenance - grown, caught, reared. Transportation. Seasonality and food miles
8.	**BIG QUESTION -** What is the Eatwell guide, how should it be used and why is it important?
9.	**Speedy Pizza Practical Prep** A pizza style product that follows healthy eating guidelines and eatwell guide advice for teenagers. Demonstration and planning.
10.	**Speedy Pizza Practical**

Bacteria

What are bacteria?
A micro organism that multiply in certain conditions.

Where can bacteria be found?
Everywhere!

Are all bacteria bad?
No- some are good and essential for normal bodily function.

How can you reduce the risk of bacteria?
- Storing food separately
- Storing and cooking foods at the correct temperatures

Can we kill bacteria by putting them in the fridge?
No- but keeping food chilled at the correct temperatures will slow bacterial growth.

What do bacteria need to multiply?

Water: bacteria need moisture to grow

Temperature: bacteria grows when warm

Food: provides the energy for bacteria to grow, multiply and produce toxins

Time: if food is exposed to these things for a long time they will quickly multiply

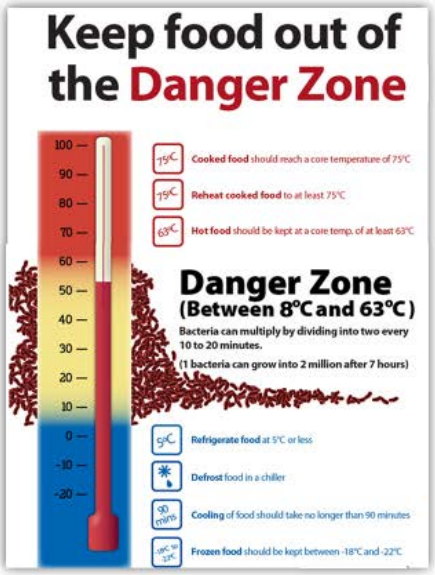
The 4 C's

Cleaning - wash your hands properly

Cooking - make sure you cook food properly or you could make someone very ill

Chilling - keep it chilly silly

Cross contamination - keep raw meat and cooked food apart



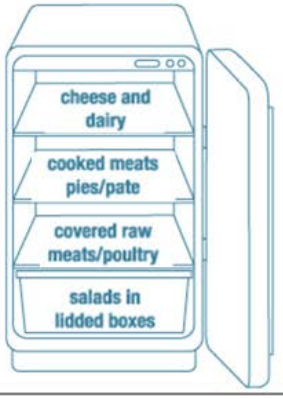
Year 7 Food Knowledge Organiser: Food Safety

Storing Food

Temperature is really important to keep food safe. The following temperatures should be used:

Refrigeration	Fridges should run at 5°C or below.
Freezing	Freezing of food at -18°C or below will stop bacteria multiplying.
Cooking	Temperatures of 75 °C or above kills almost all types of bacteria.
Danger Zone	The temperature range where bacteria is most likely to reproduce: 8°C-63°C.

To prevent cross contamination (the spreading of bacteria), foods must be stored separately. Follow the rules of food storage within a fridge:



What is the Eatwell Guide?
The Eatwell Guide is a guide that shows you the different types of food and nutrients we need in our diets to stay healthy.

Why is the Eatwell Guide important?
The Eatwell Guide shows you how much (proportions) of food you need for a healthy balanced diet.

What are the consequences of a poor diet?
A poor diet can lead to diseases and can't stop us from fighting off infections.

What are the sections on the Eatwell Guide?
1. Fruit and vegetables
2. Potatoes, bread, rice, pasta and other starchy food
3. Dairy and alternatives
4. Beans, pulses, fish, egg, meat and other proteins
5. Oils and spreads

5 healthy eating guidelines	
Guideline	Reason
Eat less fat	Too much leads to obesity, heart disease, type 2 diabetes
Eat less salt	Too much leads to strokes and high blood pressure
Eat less sugar	Too much leads to obesity, bad teeth, type 2 diabetes
Eat more fibre	Helps you poo
Eat more fruit and vegetables	Good immune system

Year 7 Food Knowledge Organiser: Principals of Nutrition

Nutrients needed for a balanced diet

Fat

Function: Energy, Warmth, action of organs

Sources:

Saturated Fat (Bad Fats)	Unsaturated Fat (Good Fats)
Meat	Avocado
Processed Foods	Nuts
Lard	Olive oil

Too much
- Obesity
- Type 2 diabetes
- Heart Disease

Carbohydrates

Function: Energy, Fills you up, Source of fibre

Sources: Bread, Pasta, Rice, Wheat, Potatoes, Cereals

- We should consume no more than 30g of sugar per day
- Eat wholegrain where possible

Too Much	Too little
Weight Gain	• Lack of energy • More likely to snack

Water
Keeps us hydrated.

Source: Drinks, fruit and vegetables, soup.

Function	Too little
• Controls body temperature. • Gets rid of waste in the body.	• Dehydration leads to headaches, irritability and loss of concentration.

Fibre

Function:
It helps us poo
It helps to get rid of waste

Source:
Wholegrain, whole wheat, wholemeal cereals, Peas and beans

Too Little
- Constipation
- Bowel Cancer

Protein

Function: Growth and Repair, Energy

Sources:

Plant	Animal
Nuts	Eggs
Quorn	Fish
Beans	Meat
Lentils	

Too much
Turns to fat if not turned into energy

Vitamins:

Function: Keep us healthy, Boost immune system

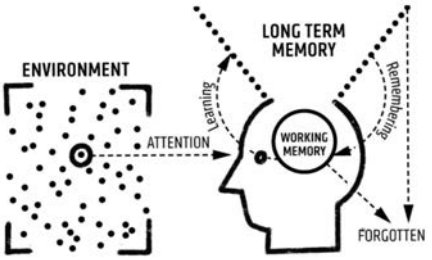
Source:
Vitamin C - Oranges, tomatoes, vegetables

Minerals:

Function:
Help us to have strong bones and teeth.

Source:
Calcium – milk, cheese, other dairy

Together: We Care, We Challenge, We Excel

Your Bare Essentials Reflection
In your own words summarise your learning.

Explain the importance of what you have learnt.


How does this link with other subjects?	What follow up questions will you ask?
	

Together: We Care, We Challenge, We Excel

BARE ESSENTIALS

SUBJECT: Design Technology Spinner slinger **YEAR: 7** **Term: Spring 1**

Big Question: How do I know my product works?

End point task: To design, make and evaluate a spinner slinger, created to entertain a young child.

Did you know?

- The earliest discovered toys were carved dolls. The carving depict people and animals and date to 2500 B.C.
- The yo - yo is believed to be the second oldest toy
- The best thing about Lego is its versatility. Just six, of the standard eight stud, lego bricks can be combined in 915,103, 765 (almost a billion) ways
- In 2020, there were 684 UK manufacturers specialising in games and toys

Where is this learning coming from?

The learning is coming from the KS2 primary school curriculum wherein students will have learnt:

- To select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
- To develop knowledge of the design process

Where is this learning going?

This is the first project students will complete at Tavistock school. This project underpins many of the key skills and knowledge that the students need to know in order to design and make their own products in the future.

What will you know as a result of this?

- How to work safely in a workshop
- What is meant by the words 'ergonomics' and anthropometrics' and why these are essential for designing products that work
- How to write a design specification
- How to present a range of design ideas to show detail
- How to safely and effectively use a range of tools to make a quality product
- How to write a reflective evaluation of the completed spinner slinger

Career links:

- Product designer
- Carpenter
- Civil engineer
- Toy designer

Useful weblinks:

https://www.technologystudent.com/
https://www.youtube.com/watch?v=jIR0tzX_9BI

Together: We Care, We Challenge, We Excel

Lesson	Scheme of learning outline:
1.	Recognise the importance of health and safety (Knowledge)
2.	Understand the importance of ergonomics and anthropometrics when designing products Identify the ergonomic features of a range of products
3.	Create a specification for the spinner slinger Apply ACCESSFM to a specification Justify your decisions
4.	Create a range of Designs to meet the specification Annotate your design work
5.	Evaluate your ideas Justify choice for final design
6.-7	To demonstrate safe and accurate use of tools To demonstrate high standards of health and safety
8	Identify the ergonomic features of the handle To create a range of ideas for the handle To understand why modelling is important To develop and improve your handle
9-10	To demonstrate safe and accurate use of tools To demonstrate high standards of health and safety
11,12	Testing and evaluation of my work Students are to test out their design Model how to justify a comment. Students justify whether or not the design, when tested, did/didn't meet the specification points From the testing and evaluation students then suggest how their design could be improved Students sketch the improved design. Annotation of the improvements are explained and justified

- Always listen carefully to your teachers instructions
- Always STOP immediately when you are asked to.
- Always only 1 person at a machine at a time
- Always wear goggles when using a machine.
- Always keep your work area tidy.
- Put tools away when you have finished with them.
  Never interfere with equipmen

A design specification. is a list of criteria a product needs to address.

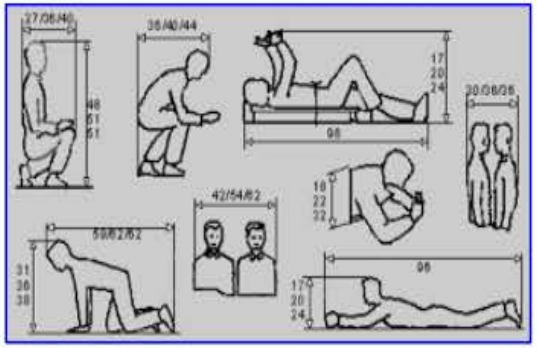
Ergonomics

If a product has been designed to fit nicely to part of the human body then you would call it 'Ergonomic'. These products have been designed to fit the human *hand* comfortably. Consider what makes their shape ergonomic and what they would be like to use if they had not been designed 'Ergonomically'



Anthropometrics

Anthropometrics is measurements of the human body e.g. height, leg length, head circumference. Designers use this data to ensure that the products they design are the correct size and dimensions for the user.



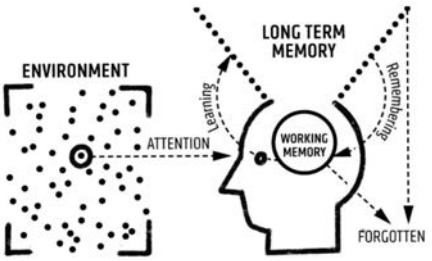
DESIGN TECHNOLOGY IN THE WORKSHOP.

Marking out tools. To measure and mark out accurately in the workshop you should use a TRI SQUARE and a STEEL RULE for small jobs or a TAPE MEASURE for larger materials.


HAND TOOLS

Some of the hand tools you will be using in year 7 are the tenon saw and coping saw. The saw cuts straight lines accurately, the coping saw cuts curved lines. With these two saw and some timber you can make some great products !

Together: We Care, We Challenge, We Excel

Your Bare Essentials Reflection
In your own words summarise your learning.

Explain the importance of what you have learnt.


How does this link with other subjects?	What follow up questions will you ask?
	

BARE ESSENTIALS

SUBJECT: Design & Technology Jewellery box **YEAR: 7** **TERM: Spring 1**

Big Question: How can I store something precious?

End point task: To design and make an innovative storage box

Did you know?

- From the earliest days, humans have furnished their dwellings with the items they needed to survive and over the centuries the wooden chest, storage boxes and trunks have become the most common piece of furniture found in the home
- As long ago as 3,000 years ago the Egyptians had already developed advanced methods for building boxes and wooden chests with dovetail joints, including their ceremonial and burial sarcophagi with incredible carving, metalwork, inlaid jewels, and gilding. Even the poorest Egyptians would have used reed wooden chests to store things. Image 1 King Tutankhamun's Painted Chest (ruled 1332–1323 BC). Egyptian Museum, Cairo, Egypt

- In ancient Greek and Roman times people stored their belongings in wooden chests and coffers, whilst the wealthy owned more ornate beautifully made trunks and treasure chests
- Pine is a popular choice of material. Pines are evergreen coniferous trees that belong to the family Pinaceae
- There are about 125 species of pines. Pine trees flourish in temperate and subtropical climates as they grow in sandy or well-drained soil.The jewellery box market was valued at around US$ 146.8 Mn in 2021 and the sales are projected to reach US$ 249.2 Mn by the end of 2032. A study by drainage specialist Lanes Group has revealed that a staggering £1.6 billion worth of jewellery could have disappeared down Britain's drains, with 14% of Brits claiming to have lost a piece of jewellery to the sewers

Where is this learning coming from?

The learning is coming from the KS2 primary school curriculum wherein students will have learnt:

- Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture
- To develop knowledge of the design process
- To develop their drawing skills to present an idea

Where is this learning going?

This project underpins many of the key skills and knowledge that the students need to know in order to design and make their own products in the future.

What will you know as a result of this?

- Students will be able to make a product using various wood joints
- Students will be able to present their ideas using the crating technique and annotate/explain the key feature

Career links:

- Product designer
- Carpenter
- Civil engineer
- Architect

Useful weblinks:

https://www.goconstruct.org/construction-careers/what-jobs-are-right-for-me/carpenter/ - how to become a carpenter

https://www.theuniguide.co.uk/subjects/design - university guide on design courses

https://findapprenticeshiptraining.apprenticeships.education.gov.uk/courses/239 - carpentry apprenticeships

HARDWOODS

Hardwoods come from broad-leaved, deciduous trees.

Tools used for wood

Tri-Square

Tenon Saw

Coping Saw

Bastard File

Marking Knife

Smoothing Plane

What are each of these tools used for?

TYPES OF HARDWOOD

ash, beech, birch, cherry, elm, mahogany, oak, sapele and teak.

SOFTWOODS

Softwoods come from coniferous trees which are evergreen, needle-leaved, cone-bearing trees, such as cedar, fir and pine

Processing wood for use in manufacture

Stage 1 - Tree Felling

Stage 2 - Storage

Stage 3 - To Sawmill

Stage 4 - Rough Sawing

Stage 5 - Seasoning

Stage 6 - Cutting to Size

Stage 7 - Manufacturing

TYPES OF SOFTWOOD

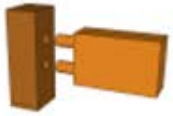
cedar, fir, pine and spruce.

MANUFACTURED BOARDS

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

Wood joints

Finger Joint



Dowel Joint

Cross Halving Joint

Dovetail Joint

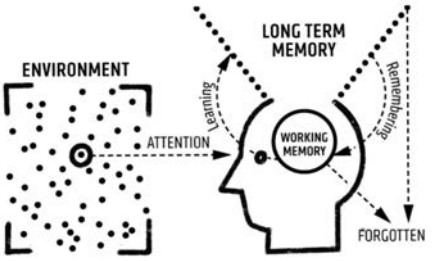
Wood joints are used to secure two or more pieces of wood together. This is the strongest way to join wood.

Wood adhesives

Wood glue is the most common way of joining two pieces of wood together. It is also known as PVA (Polyvinyl acetate).

TYPES OF MANUFACTURED BOARD

plywood, chipboard, blockboard, medium density fibreboard (MDF), and hardboard.

Your Bare Essentials Reflection	
In your own words summarise your learning.	
	
Explain the importance of what you have learnt.	
	
How does this link with other subjects?	What follow up questions will you ask?