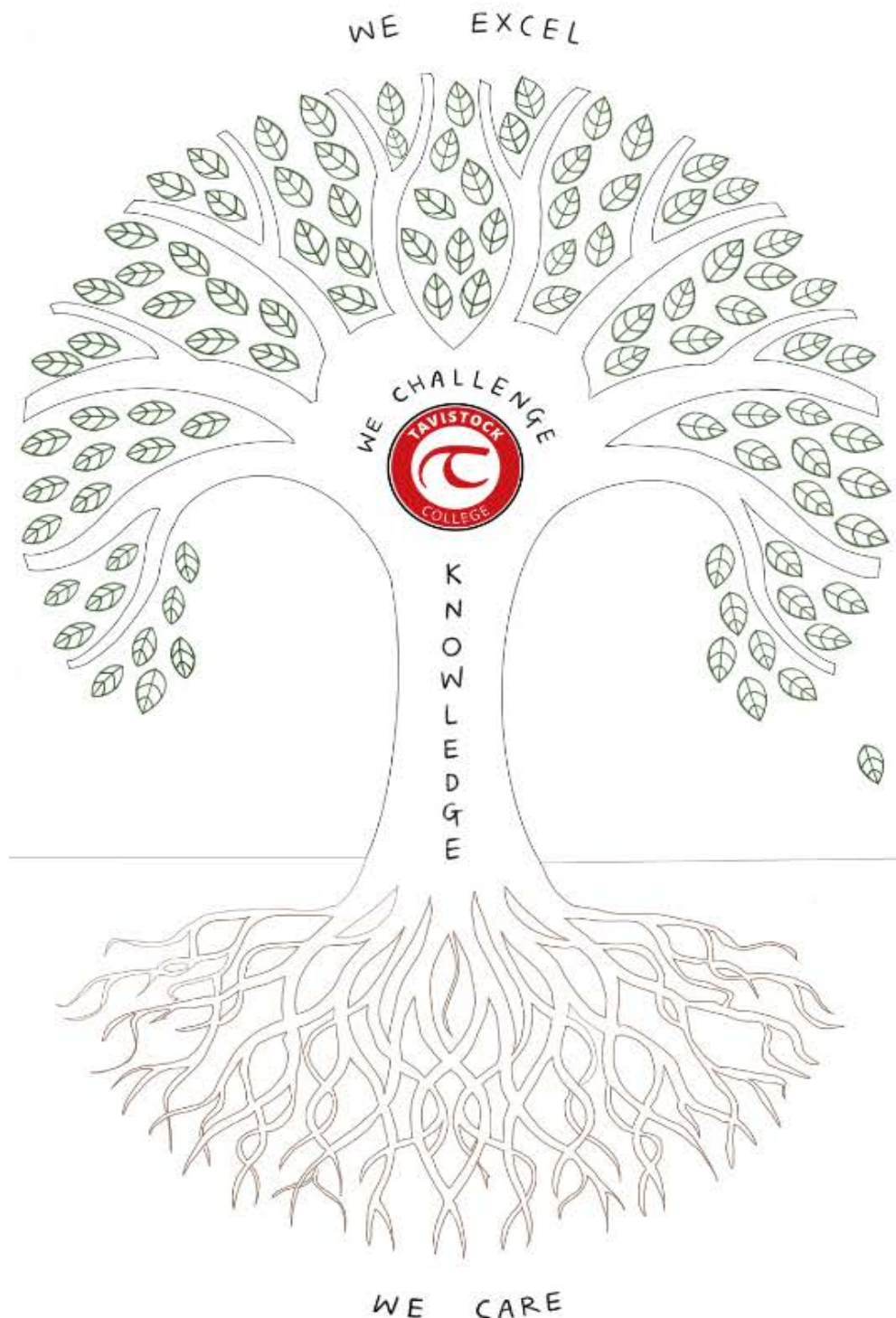


# The Bare Essentials



## YEAR 7 Spring Term 2

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.*

## **Page 1 Homework summary and brief**

## **Page 2 Key Stage 3 Rooted in Reading: Recommended texts**

### **Creative Arts Faculty**

- Art & Textiles Page 3 - 6
- Music Page 7 - 10
- Performing Arts Page 11 - 14

### **English Faculty**

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### **Humanities Faculty**

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### **Maths Faculty**

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### **Languages Faculty**

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### **Physical Education Faculty**

*Please note students will need to look at the Bare Essential for the relevant PE rotation they are doing this term.*

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### **Science Faculty**

*Please note students will study two topics this half term; Physics followed by Chemistry*

- Physics Page 47 - 50
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### **Social Studies Faculty**

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### **Technology Faculty**

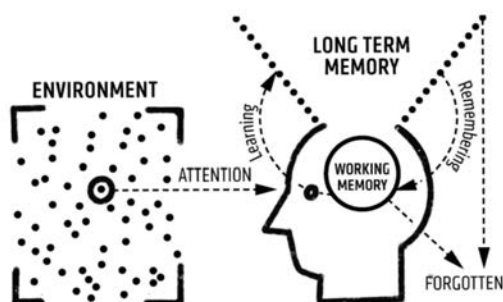
*Please note all students take Computing but students will need to look at the Bare Essential for the DT rotation they are doing this term.*

- Computing Page 63-66
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# 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
<b>Maths</b>	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
<b>Science</b>	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
<b>IT, Design and Technology</b>	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
<b>Religion and Social Learning</b>	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
<b>French</b>	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
<b>Spanish</b>	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
<b>English</b>	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
<b>Geography</b>	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
<b>History</b>	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
<b>Performing Arts</b>	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
<b>Art</b>	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
<b>PE and Sport</b>	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 2



**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: <https://www.youtube.com/watch?v=tDnDrO7neUE>

BBC Bitesize Elements of Art: <https://www.bbc.co.uk/bitesize/topics/z9kmhyc>




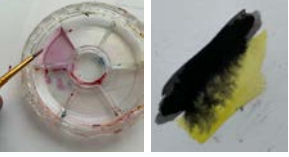


Topic	Bare Essentials to remember (words in bold are in your keywords) :	Keywords
Sketch 'Tops, Tails and Tums'.	You will select your individual 'Top, Tail and Tum' and combine them to create your own Imaginary creature. You will lightly <b>sketch</b> your creature thinking about <b>proportion</b> and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

**Together: We Care, We Challenge, We Excel**

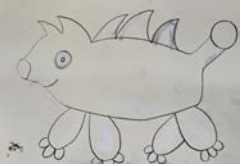








## Topic 2: Imaginary Creatures: 'Tops, Tails and Tums'

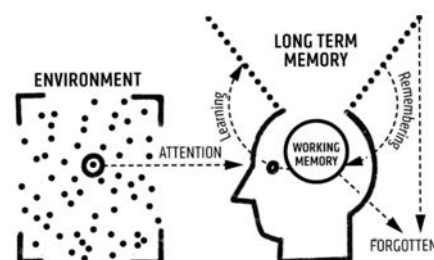
	<p style="text-align: center;"><b><u>WORKING WITH WATERCOLOUR</u></b></p> <ul style="list-style-type: none"> <li>• Drawing one section at a time, lightly sketch each part ( I prefer to start with the head)</li> </ul>
	<ul style="list-style-type: none"> <li>• When painting, remember to mix colours, rather than just using the ones in the palette. Allow colours to dry before painting next to them or they will bleed into each other</li> </ul>
	<ul style="list-style-type: none"> <li>• 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</li> </ul>
	<ul style="list-style-type: none"> <li>• 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)</li> <li>• When your creature is complete you can create the background</li> </ul>

	<p style="text-align: center;"><b><u>WORKING WITH CHALK AND CHARCOAL</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
	<ul style="list-style-type: none"> <li>• Start to map out the light and dark areas of the creature using the white and black charcoal pencils</li> </ul>
	<ul style="list-style-type: none"> <li>• 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</li> </ul>
	<ul style="list-style-type: none"> <li>• Using a cotton bud is another way to create a blended mid/ grey tone</li> </ul>
	<ul style="list-style-type: none"> <li>• 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</li> </ul>

## 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 The Blues - Keyboard performance

YEAR: 7

TERM: Spring 2



**Big Question:** What is 12 Bar Blues and how do I play it?

**End point task:** Piano performance of 12 Bar Blues in G

## Did you know?

- Blues was created by African Americans in the early 20th century, originally in the Southern states in the USA. The simple but expressive forms of the blues became by the 1960s one of the most important influences on the development of popular music—namely, jazz, rhythm and blues, rock, and country music—throughout the United States
- Blues incorporated spirituals, work songs, field hollers, shouts, chants, and rhymed simple narrative ballads from the African-American culture
- Blues as a genre is also characterised by its lyrics, bass lines, and instrumentation
- The “blue note” is the flat fifth in the case of the minor pentatonic, or the flat third in the case of the major pentatonic
- Blues songs are lyrical rather than narrative; blues singers are expressing feelings rather than telling stories
- 12 Bar Blues is a Blues form using the the chords I, IV and V
- The blues scale is a six-note progression that sounds right at home in blues, rock, and country music. This scale is essentially the pentatonic scale plus one chromatic note, often called the blue note



## Where is this learning coming from?

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

- Rhythm & Metre skills from the Autumn term
- Medieval Music from the Spring term 1
- 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

- Answer the Big Question: What is 12 Bar Blues and how do I play it?
- Prepare you for further keyboard performance in KS3
- Prepare you for GCSE Music Component 1 and Component 3
- Prepare you for future live presentation 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?

By the end of this term you will know:

- 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 chords & a walking bass line
- 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:

- <https://www.bbc.co.uk/bitesize/subjects/zmsvr82>
- <https://www.onlinepianist.com/virtual-piano>






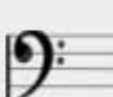


**Together: We Care, We Challenge, We Excel**



Unit Content Bare Essentials to remember (words in bold are keywords) :	Keywords:
<p><u>Introduction to the Keyboard</u> We have to learn how to conduct ourselves in a space with instruments, 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 <b>neutral</b> as a position.</p>	<ul style="list-style-type: none"> <li>• <b>Vocal</b> - anything to do with or referring to the voice, we use vocal warm ups to make sure our voice is ready to perform</li> <li>• <b>Physical</b> - anything to do with or referring to the body, we use physical warm ups to make sure our body is ready to perform</li> <li>• <b>Concentration</b> - 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</li> <li>• <b>Trust/ Teamwork</b> - we use trust and teamwork warm ups to make sure we ready to work creatively in a group</li> <li>• <b>Stimulus</b> - a starting point for creative work. This could be an image, theme, quote, piece of music, title or theme</li> <li>• <b>Discuss</b> - 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</li> <li>• <b>Improvise</b> - 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</li> <li>• <b>Rehearse</b> - rehearsal is selecting/ deleting/ editing/ refining your improvised work until it is ready to share</li> <li>• <b>Perform</b> - showing and sharing your practical creative ideas</li> <li>• <b>Evaluate</b> - considering the work you have created or seen and discussing its merits and areas for development*</li> <li>• <b>Performer</b> - someone who acts, dances, sings and shares their work with an audience</li> <li>• <b>Audience</b> - a group of people watching and listening to a performance</li> <li>• <b>Melody</b> - The tune, a series of notes that are musically satisfying</li> <li>• <b>Chords</b> - Playing more than one note at a time</li> <li>• <b>Major Triad</b> - A three note chord that consists of the root note, a major third and the perfect fifth.</li> <li>• <b>Walking bass line</b> - A bass line that walks between chords, outlining the harmony and using crotchet notes to keep a steady rhythm</li> <li>• <b>Notation</b> - visual record of heard or imagined musical sound, or a set of visual instructions for performance of music</li> <li>• <b>Treble clef</b> - A treble clef is a symbol that you use when writing music in order to show that the notes on the staff are above middle C</li> <li>• <b>Structure</b> - The arrangement and order of the parts or sections of the music</li> <li>• <b>Rhythm</b> - A regular repetition or grouping of beats - in a melody, the length a note is held for</li> <li>• <b>Pitch</b> - How high or low a note should be played</li> <li>• <b>Tempo</b> - The speed of music</li> <li>• <b>Octave</b> - 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</li> <li>• <b>Scale</b> - A set of notes in order of their pitch</li> </ul> <p>*We use the <b>CRESS</b> 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 )</p>
<p><u>Performing Arts Warm Up Exercises</u> 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; <b>Vocal</b> Warm Up exercises, <b>physical</b> Warm Up exercises, <b>concentration</b> Warm Up exercises, <b>trust/teamwork</b> Warm Up exercises.</p>	
<p><u>Chords</u> We will learn how to play <b>chords</b> looking in particular at <b>major triads</b>. How do we move from one <b>chord</b> to the next and what is the <b>structure</b> of the <b>chords</b>?</p>	
<p><u>Walking Bass Line</u> We will learn about the notes in a <b>walking bass line</b>, what order they are played in and how it fits together with the <b>chords</b>.</p>	
<p><u>Structure</u> We will all <b>structure</b> our pieces into a <b>performance</b> so that you and your partner have an opportunity to perform the <b>walking bass line</b> and the <b>chords</b></p>	
<p><u>Listening</u> We will listen to the song and parts regularly analysing how the <b>walking bass line</b> and <b>chords</b> all fit together. We will listen to each other <b>perform</b> regularly and use this opportunity to feedback</p>	
<p><u>Rehearsal</u> You will refine your piece in <b>rehearsal</b>. You will <b>rehearse</b> with a partner until you can play the song perfectly by trying to play it 3 times in a row without making a mistake. You will start <b>rehearsing</b> at a slow <b>tempo</b> and play faster as you improve.</p>	
<p><u>Perform</u> You will share your work in a recorded <b>performance</b> to an <b>audience</b>. Your teacher will edit your work to create your film.</p>	
<p><u>Evaluate</u> You will watch your film and <b>evaluate</b> your group's <b>performance</b> using <b>CRESS</b>.</p>	

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

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

### Relationships (who we perform with)

### Dynamics (how we perform)

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

- Unison
- Canon
- Mirroring
- Accumulation



Audience  
Stage  
Performance  
Practice

DEVISING  
COMPOSING  
CHOREOGRAPHING

Stimulus

Discuss

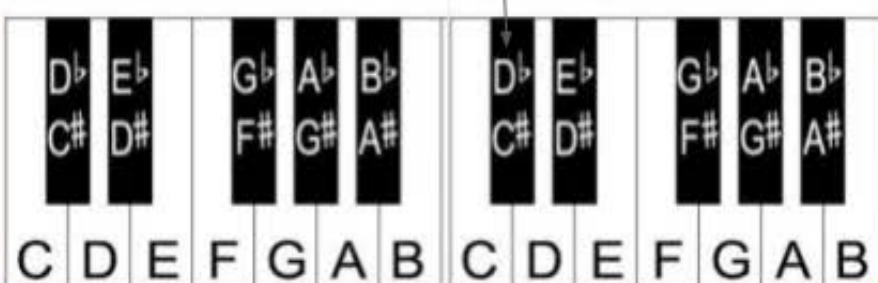
Improvise

Rehearse

Perform

Evaluate

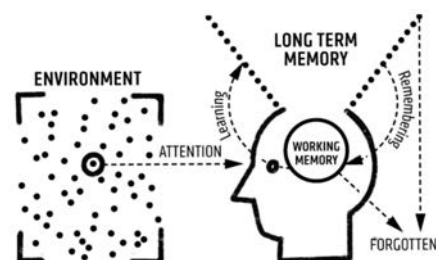
Freeze Frame  
Narration  
In Role Thought  
Monologue  
Choral Speaking  
Synchronized Movement  
Soundscape  
Music for Atmosphere  
Facial Expression  
Body language  
Character  
Corpsing  
Split Scene  
Protagonist  
Antagonist  
Messenger Speech  
Amphitheatre  
Script  
Stage Directions  
Physical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





**Big Question:** What stories and characters that already exist can we use to create new performance work and learn about the genre of Musical Theatre?



**End point task:** Mini EPT each lesson based on taught and experienced skills

## Did you know?

- There is a belief that there are only 7 basic **plots**, that are recycled again and again but populated by different settings, characters, and conflicts. Those seven types of story are: **Overcoming the Monster, Rags to Riches, The Quest, Voyage and Return, Rebirth, Comedy, Tragedy**
- There are also commonly revisited character types - or **archetypes** - the top 8 are **The Leader, The Warrior, The Caregiver, The Seducer, The Rebel, The Teacher, The Outcast and The Wildcard**
- Musical Theatre** or **Musicals** refer to a genre of performance where Music, Dance and Drama are all featured. The three main components of a musical are its music, lyrics and book
- Musical Theatre has its history and connection to **revues, vaudeville, ragtime, musical hall and opera**
- The **book** (or script) of a musical refers to the story, character, structure, dialogue, stage directions and lyrics together, which are sometimes referred to as the **libretto** (Italian for "little book"). The music and lyrics together form the **score** of a musical and include songs, incidental music and musical scenes, often combining song with spoken dialogue
- Groundbreaking works as **Show Boat (1927)** and **Oklahoma! (1943)** led to some of the most famous musicals including **My Fair Lady (1956), Hair (1967), A Chorus Line (1975), The Phantom of the Opera (1986), Rent (1996), The Producers (2001), Wicked (2003)**
- Musicals come from all form from history (**Hamilton, Six**), old stories/poems (**Joseph and his Amazing Technicolour Dreamcoat, Into the Woods, Aladdin, Cats**), Shakespeare (& **Juliet, West Side, The Lion King**), reworks of films (**Mary Poppins, Back to the Future, Bugsy Malone, Billy Elliott**) and books (**Matilda, Les Miserables**), Jukebox musicals (**Mama Mia, Our House, We Will Rock You**), TV shows (**Bake Off, High School Musical**) and original work (**Dear Evan Hanson, We Will Rock You**). Musicals are made in film form and vice versa
- There are various Eastern traditions of theatre that include music, such as **Chinese opera, Taiwanese opera, Japanese Noh and Indian musical theatre**, including **Sanskrit drama, Indian classical dance**, Parsi theatre and Yakshagana. India has, since the 20th century, produced numerous musical films, referred to as **Bollywood** musicals, and in Japan a series of 2.5D musicals based on popular anime and manga comics has developed in recent decades



## 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 in (Nativity, End of Year 6 etc)
- You might also have seen a stage show at school or at a theatre or local community show that used these.
- The specific techniques are also used in TV and films.

## Where is this learning going?

These lessons will help you practically and verbally

- Answer the Big Question: What stories and characters that already exist can we use to create new performance work and learn about the genre of Musical Theatre?
- Prepare you for further devising from a stimulus in KS3
- Prepare you for GCSE Drama Component 1 and Component 3
- Prepare you for BTEC Dance learning repertoire and choreography
- Prepare you for the dramatic texts aspects of English at KS3/ KS4 by helping you understand plot, characters and theatrical performance
- 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?

By the end of this term you will know:

- How to conduct yourself in a performing arts space
- How to warm up and prepare for performing arts activities
- How to learn dance repertoire
- How to improvise and choreograph
- 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

## Career links:

- Actor / Dancer / Performer/ Choreographer/ Director/ Musically Director
- Playwright / Screenwriter
- 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:

- <https://www.bbc.co.uk/bitesize/tags/zfmnwtv/jobs-that-use-english-and-drama/1>
- <https://www.bbc.co.uk/bitesize/subjects/zk6pyrd>



Unit Content Bare Essentials to remember (words in bold are your keywords) :	Keywords <i>Remember that there is lots of cross over in Drama, Dance and Music and that artistic and creative knowledge builds up, so look back at your previous Bare Essentials too</i>
<p><u><i>Learn Repertoire from Shrek the Musical</i></u> We will be introduced to the genre of <b>Musical Theatre</b> and learn a little about the <b>plot</b> of Shrek the Musical As a class we will learn part of the repertoire from the dance Freak Flag focusing particularly on the <b>actions</b> and trying to get the work in <b>unison</b>. We will <b>rehearse</b> and <b>perform</b> this work.</p>	
<p><u><i>Motif and Motif Development (Freak Flag)</i></u> We will identify what a <b>motif</b> is looking at Freak Flag and then adapt and develop our dance using <b>motif development</b>. To do this we will use aspects of <b>actions, space, dynamics</b> and <b>relationships</b>. We will <b>rehearse</b> and <b>perform</b> this work.</p>	
<p><u><i>Choreography to I'm a Believer</i></u> Using another song from the musical we will <b>choreograph</b> our own piece of <b>Musical Theatre</b> dance (usually <b>literal movement</b> with exciting use of <b>actions, space, dynamics</b> and <b>relationships</b>) to 'I'm a Believer'. We will <b>rehearse</b> and <b>perform</b> this work.</p>	<ul style="list-style-type: none"> <li>• Warm up exercises in Performing Arts - <b>Vocal, Physical, Concentration, Trust/ Teamwork</b> - look back at Bare Essentials for Autumn and Spring 1 for details</li> <li>• The process of creating performing arts work - <b>Stimulus, Discuss, Improvise, Rehearse, Perform, Evaluate</b> - - look back at Bare Essentials for Autumn and Spring 1 for detail</li> <li>• <b>Performer</b> - someone who acts, dances, sings and shares their work with an audience</li> <li>• <b>Character</b> - a part played/ shown by a performer that is not themselves</li> <li>• <b>Audience</b> - a group of people watching and listening to a performance</li> <li>• <b>Freeze frame</b> - <i>a 3D frozen picture that is silent, still and clearly understandable by an audience</i></li> <li>• <b>Narration</b> - <i>A clear description of what has, what is, or what is about to happen on stage, for the benefit of the audience. Narration should be performed facing the audience</i></li> <li>• <b>In role thought</b> - <i>A word/short sentence spoken by one character. The character says how they feel or what they think about something.</i></li> <li>• <b>Monologue</b> - <i>A <b>long</b> speech by one character. The character talks about their thoughts and feelings. They can be talking to another character, the audience or talking out loud</i></li> <li>• <b>Choral speaking</b> - <i>Speech where two or more performers say the same words at the same time</i></li> <li>• <b>Synchronised movement</b> - <i>Movement where two or more performers do the same moves at the same time. In dance this is called <b>Unison</b>.</i></li> <li>• <b>Music for atmosphere</b> - using music/sound to communicate a particular setting, atmosphere or theme to an audience</li> <li>• <b>Soundscape</b> - <i>using the performers body and mouth to create sounds (not words) that create an atmosphere</i></li> <li>• <b>Facial expressions</b> - <i>using parts of the face to convey emotions</i></li> <li>• <b>Body language</b> - <i>using the body to convey emotions</i></li> <li>• <b>Corpsing</b> - <i>dropping out of character whilst sharing/performing work</i></li> <li>• <b>Split scene</b> - <i>two scenes happening on stage at the same time, one could be frozen or muted</i></li> <li>• <b>Neutral</b> - <i>a position that does not have a character but can show a focused performer</i></li> <li>• <b>Slow motion</b> - <i>slowing down movement or speech so much that it becomes exaggerated</i></li> <li>• <b>Actions</b> - <i><u>What</u> we do in dance (<b>jump, turn/roll, gesture, travel, transfer of weight, balance</b>)</i></li> <li>• <b>Dynamics</b> - <i><u>How</u> we perform movements (<b>Speed</b> - Fast/ slow, <b>Flow</b> - Sharp/smooth, <b>Weight</b> - Heavy/Light). Careful because this word is connected to volume in Music!</i></li> <li>• <b>Space</b> - <i><u>Where</u> we perform (<b>Levels</b> (high, medium,low), <b>formations</b> (where you stand), <b>directions</b> (where you face), <b>pathways</b> (how you travel from one place to another ), <b>size</b> (big or small movements)</i></li> <li>• <b>Relationships</b> - <i><u>Who</u> we perform with (canon, unison, accumulation, mirroring, action/reaction)</i></li> <li>• <b>Canon</b> - <i>When you perform a movement one after the other</i></li> <li>• <b>Unison</b> - <i>When you are all dancing at the same time also called <b>synchronised movement</b> in drama</i></li> <li>• <b>Mirroring</b> - <i>Performing the same movement but lead by one group/performer usually facing the other</i></li> <li>• <b>Accumulation</b> - <i>A build up of one movement (one person starts and the next joins in etc)</i></li> <li>• <b>Action/Reaction</b>- <i>One person/group performs a movement and the other person/group replies with a different movement</i></li> <li>• <b>Literal Movements</b> - <i>Movements that show exact meaning of an action</i></li> <li>• <b>Abstract Movements</b> - <i>Movements that do not show the exact meaning of an action</i></li> <li>• <b>Repertoire</b> - <i>A dance that a company have choreographed and performed</i></li> <li>• <b>Choreography</b> - <i>The sequence of steps and movements in a dance</i></li> <li>• <b>Motif</b> - <i>A small collection of movement showing actions/dynamics/space/relationships</i></li> <li>• <b>Motif Development</b> - <i>A motif that has been changed using different actions/dynamics/space/relationships</i></li> <li>• <b>Repetition</b> - <i>Repeating a movement in a dance so it happens at least twice in the dance</i></li> <li>• <b>Rhythm</b> - <i>How many counts a movement is worth in a piece of music. In Music the definition is very slightly different: a regular repetition or grouping of beats</i></li> <li>• <b>Contact</b> - <i>Performing movement but in contact with another dancer. This can also be a lift.</i></li> <li>• <b>Numerical Variation</b> - <i>A number of different groups of dancers on stage performing different motifs but at the same time.</i></li> <li>• <b>Musical Theatre</b> - <i>genre of performance that incorporates Music, Dance and Drama</i></li> <li>• <b>Plot</b> - <i>the narrative or story of of performance</i></li> <li>• <b>Folk Tale</b> - <i>a traditional story often that explains a part of society or natural occurrence</i></li> <li>• <b>Fairy Tale</b> - <i>a fantastical story often with a moral for the audience to grasp</i></li> <li>• <b>Moral</b> - <i>a message for the audience that is conveyed through the piece of work</i></li> <li>• <b>Archetypes</b> - <i>a recognisable character that is recurrent throughout different stories from different cultures</i></li> <li>• <b>Hero</b> - <i>the goodie character of a narrative, often but not always the protagonist</i></li> <li>• <b>Villain</b> - <i>the baddie character of a narrative, often but not always the antagonist</i></li> </ul>
<p><u><i>Tell a Tale</i></u> We will look at the <b>plot, character archetypes</b> and <b>morals</b> of some traditional tales, <b>fairy stories</b> and <b>folk tales</b> and use our drama skills like <b>freeze frame, narration, choral speaking</b> and in <b>role thought</b> to share a practical version of them. We will <b>rehearse</b> and <b>perform</b> this work.</p>	
<p><u><i>Twist a Tale</i></u> We will experiment and <b>improvise</b> around the basic <b>plot</b> and <b>characters</b> of traditional tales to come up with new work. We will <b>rehearse</b> these pieces ready to <b>perform</b>.</p>	
<p><u><i>Show a Tale</i></u> We will <b>perform</b> our twisted tales to each other and <b>evaluate</b> our use of the drama skills and techniques.</p>	<p><i>*We use the <b>CRESS</b> 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 )</i></p>



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

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


### Relationships (who we perform with)

### Dynamics (how we perform)

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

- Unison
- Canon
- Mirroring
- Accumulation

Melody  
Chords  
Sharp Notes  
Flat Notes  
Broken Chords



Audience  
Stage  
Performance  
Practice

DEVISING  
COMPOSING  
CHOREOGRAPHING

Stimulus

Discuss

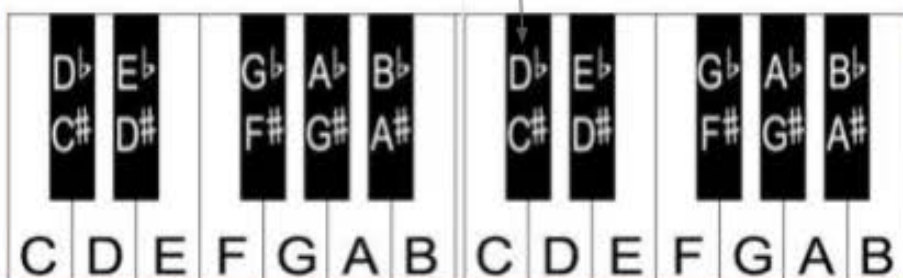
Improvise

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

White keys: C, D, E, F, G, A, B  
Black keys: C# (between F and G), D# (between G and A), E# (between A and B), F# (between B and C), G# (between C and D), A# (between D and E)

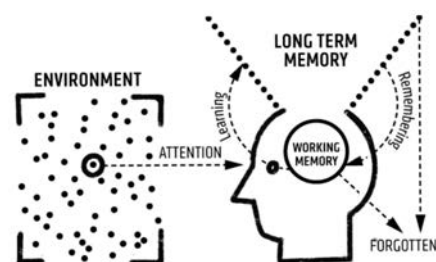


C D E F G A B C



## 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?



**Big Question:** How does Shakespeare's play, the Tempest, relate to its historical context?

**End point task:** Make a formal presentation exploring a key theme / character of 'The Tempest'



## Did you know?

- 'The Tempest' was Shakespeare's final play and is the only one of his plays that fits Aristotle's 'three dramatic unities' of **action**, **place** and **time**. The plot all happens in a single **place** (an island) within a brief three hour **time period** and the **action** of the play has a clear beginning, middle and end
- Unlike many of Shakespeare's other plays, 'The Tempest' is not drawn from an earlier dramatic work
- The Tempest was most likely written between 1610-1611, just after Shakespeare's acting company had acquired Blackfriars Theatre. This was an indoor theatre, with better artificial lighting and sophisticated, stage machinery used to create a jaw-dropping spectacle. 'The Tempest' includes monstrous harpies, flying spirits and a disappearing banquet, all intended to showcase the cutting-edge, Jacobian special effects



### Where is this learning coming from?

In this scheme you will build on your KS2 knowledge of drama, theatre and of the works of William Shakespeare and analyse how the playwright used language to create different layers of meaning. You will build on your knowledge of the Jacobian era, in which the play was written.

### Where is this learning going?

The skills you learn in this unit will be revisited in Year 9, when you study William Shakespeare's 'Macbeth'. Later in your English studies, analysing the works of Shakespeare and understanding the historical context in which they were written will be an essential part of your English Literature GCSE.

### What will you know as a result of this?

- You will understand the plot, characters and language of the play
- You will have a grasp of how the play relates to the historical context in which it was written
- You will be able to analyse the different language techniques used by the playwright and understand different interpretations of the play
- You will have a chance to practise these skills as part of a speaking and listening assessment, based on the play

### Career links:

- Actor** - an interest in Shakespeare would be a good grounding for a stage career, as Shakespeare's plays are still performed around the world
- Theatre Director** - An understanding of the plays would also help you direct actors in how to perform them
- Playwright/ Author / Poet** - if you are interested in writing original works, you can learn a lot from the world's most famous author
- Historian** - Shakespeare's work provides a fascinating insight into Jacobian life
- Drama/ English Teacher** - Shakespeare is a fixture on the curriculum, so knowing his work will stand you in good stead



### Useful resources:

**Sparknotes:** This is a great resource for beginners. Includes a modern language translation of the text, plus key quotes, characters and scenes explained and

analysed: <https://www.sparknotes.com/hofear/shakespeare/tempest/>

**Cliffsnotes:** Another great website with a summary of the plot, scene by scene summaries and analysis and a list of key characters.

<https://www.cliffsnotes.com/literature/t/the-tempest/play-summary>

**Course Hero:** A series of simple, animated videos summarising and explaining both the whole play, the characters and each individual scene.

<https://www.youtube.com/watch?v=Ap3m3qswqus>

**BBC Bitesize:** A combination of written guidance and video clips explaining the play's main themes and characters.

<https://www.bbc.co.uk/bitesize/topics/z37mn39>



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Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1.	<b>Introduction lesson:</b> <ul style="list-style-type: none"> <li>Summarising the plot and learning character names</li> <li>Researching Elizabethan theatre and <b>The Globe</b></li> </ul>	<b>The Globe</b> - Shakespeare's own theatre where most of his plays were performed  <b>In medias res</b> - when a play begins in the middle of an exciting action
2.	<b>Reading Act 1: 1 - The Storm</b> <ul style="list-style-type: none"> <li>Exploring the use of <b>pathetic fallacy</b> and <b>in medias res</b></li> <li>How does Shakespeare deliberately engage different audience groups?</li> </ul>	<b>Pathetic fallacy</b> - description of nature / weather builds mood  <b>Social hierarchy</b> - a view of society according to social class from upper class to lower class
3.	<b>Investigating the <u>tone</u> and <u>register</u> of language in Act 1:1:</b> <ul style="list-style-type: none"> <li>Analysing how language reflects changes in power and <b>social hierarchy</b> during the storm</li> <li>Spotlight on Sebastian, a noble man who subverts formal language conventions and loses status</li> </ul>	<b>Tone</b> - the feeling or mood create by language  <b>Register</b> - the degree of formality / seriousness in a text
4.	<b>Act 1: 2 - Introducing Prospero, the main <u>protagonist</u>:</b> <ul style="list-style-type: none"> <li>Investigating how Shakespeare employs different modes of <b>exposition</b> e.g. the use of a back-story</li> <li>Close analysis of key speeches</li> </ul>	<b>Groundlings</b> - the ordinary citizens who had the cheapest tickets, standing up, at Shakespeare's Globe theatre
5.	<b>Introducing the Fairy, Ariel:</b> <ul style="list-style-type: none"> <li>Relating the play to Elizabethan beliefs about magic and witchcraft</li> <li>Detailed analysis of the dialogue between Prospero and Ariel</li> <li>Spotlight on the use of <b>anaphora</b></li> </ul>	<b>The Divine Right of Kings</b> - Elizabethans believed that God chose the king  <b>Natural Chain of Being</b> - the belief that social status was pre-determined or decided by God
6.	<b>Introducing Caliban, Prospero's prisoner:</b> <ul style="list-style-type: none"> <li>Relating the play to the historic context of <b>colonisation</b></li> <li>Contrasting modern and Elizabethan reactions to Caliban</li> <li>How do <b>modal verbs</b> reflect the balance of power in Caliban's relationship with Prospero?</li> </ul>	<b>Exposition</b> - the methods that a writer uses in order to develop character e.g. speech, description, action, thoughts, back-story  <b>Anaphora</b> - repetition of the same word(s) at the beginning of several successive sentences / phrases
7.	<b>Act 2 - Exploring subplots of the other shipwreck survivors:</b> <ul style="list-style-type: none"> <li>Sebastian's plot to kill Alonzo</li> <li>The comic subplot to kill Prospero</li> <li>Spotlight on the use of repetition &amp; <b>dramatic irony</b> to reflect magical power</li> <li>Detailed analysis of short quotes which create comedy and pathos</li> </ul>	<b>Protagonist</b> - the main character who drives the action in a story / play  <b>Colonisation</b> - refers to the act of one country invading and taking control of another country, in order to make profit  <b>Patriarchy</b> - a male dominated society
8.	<b>Investigating women's role in Elizabethan society:</b> <ul style="list-style-type: none"> <li>Applying understanding of <b>patriarchy</b> and female <b>subjugation</b> to the portrayal of Miranda's character and relationships</li> <li>Exploring character feelings through roleplay</li> </ul>	<b>Subjugation</b> - the act of forcing another person to accept your superiority and control  <b>Modality</b> - the use of modal verbs to suggest a degree of power / certainty / force
9.	<b>Act 3 - Consolidating understanding of Miranda's character:</b> <ul style="list-style-type: none"> <li>Discussing how Miranda has developed desire and a voice of her own during the course of the play</li> <li>Exploring how staging and performance compliment speech</li> <li>How does Shakespeare convey different views of love through the use of <b>asides</b>?</li> </ul>	<b>Pathos</b> - a mode of persuasion where the audience is made to feel sympathy for the subject  <b>Asides</b> - a secret speech (in a play) which the audience can hear but the other characters cannot
10.	<b>Students review their knowledge of the play and prepare a spoken presentation on character or theme, choosing from one of the following options:</b> <ul style="list-style-type: none"> <li>A formal speech</li> <li>A roleplay between an actor and director discussing a key scene</li> <li>A short performance of a scene followed by questions from the audience</li> </ul>	<b>Dramatic irony</b> - a dramatic technique whereby the audience have prior knowledge of an exciting plot development, but the main characters do not

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## Miranda



Submissive  
Naïve  
Empathetic  
Impressionable  
Subjugated

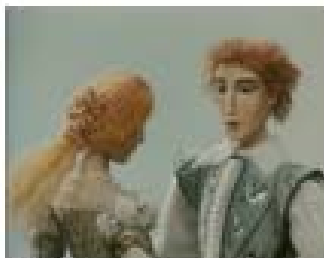
## Prospero

Omniscient  
Obsessive  
Dictatorial  
Possessive



## Ferdinand

Grief-stricken  
Entranced  
Devoted  
Honourable



## Antonio

Corrupt  
Conniving  
Opportunistic  
Manipulative



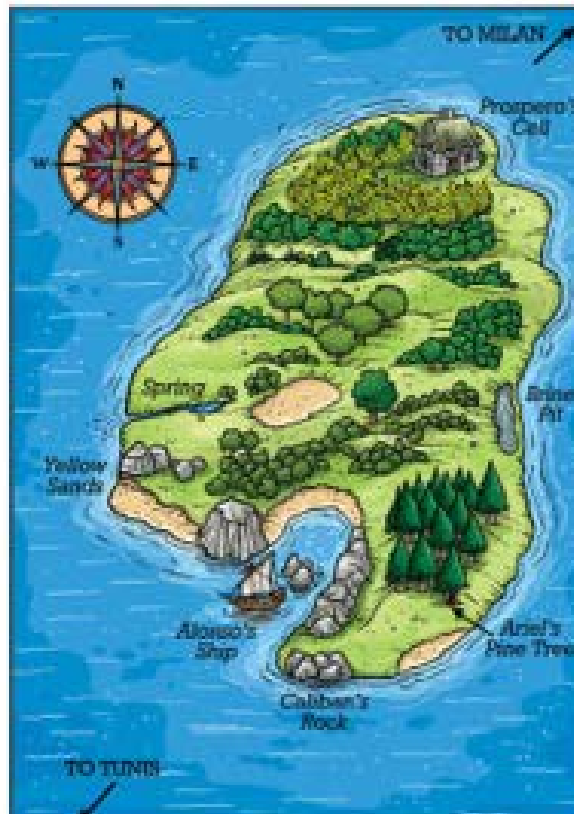
## Caliban

Atavistic  
Belligerent  
Vengeful  
Dispossessed



## Ariel

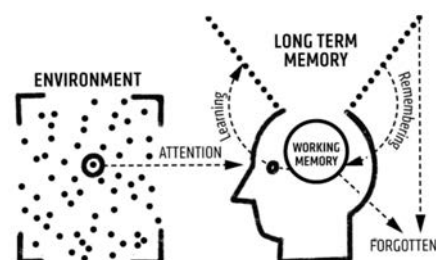
Ethereal  
Dutiful  
Exploited  
Rebellious





## 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 2



**Big Question:** Where to build?

**End point task:** To describe and explain a chosen area to develop within a city and justify the reasons why you have chosen that particular site.

### Did you know?

- Settlements vary in size, from as small as one house to as big as a city with over 10 million people
- The oldest settlement in the UK is in Amesbury in Wiltshire. It has been a town since 8,820BCE
- The entire population of Scotland (5.45 million people) can easily fit in the city of London which has a population of 8.98 million people
- The largest city in the world is Tokyo in Japan. With a population of over 37 million people
- The most isolated settlement in the world is Edinburgh of the Seven Seas, this is on an Island called Tristan da Cunha in the Southern Atlantic Ocean. The closest settlement to it is 1243 miles away



### Where is this learning coming from?

From visiting towns, cities around the United Kingdom and abroad, you would have seen cities on television or movies. In this unit you will be developing your prior understanding of what it is to be a town or city, how they develop and how they are able to function and become long lasting.

### Where is this learning going?

In this topic you will be investigating places. You will learn what has influenced where people settle and the impact people and places have had upon different environments and different groups of people. You will also further your understanding of sustainability.

### What will you know as a result of this?

- You will understand why cities are built where they are.
- You will understand what makes up different size settlement
- A range of challenges and opportunities of developing cities
- You will be able to use an OS to evaluate and justify reasons where to build a city
- You will be able to evaluate and argue why certain areas are more sustainable to develop.

### Career links:

- City Planner
- Construction
- Working in Business
- Transportation
- Government local and national



### Useful weblinks:

KS2 BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv>  
Urban Land Use BBC Bitesize: <https://www.bbc.co.uk/bitesize/guides/z3n9gdm/revision/3>  
Oak Academy Resources; Unit 5 Issues of Urbanisation. Search in the Year 8 Geography area: <https://continuityoak.org.uk/Lessons#>



**Together: We Care, We Challenge, We Excel**



Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1.What is a settlement?	A settlement is an area where people live. This can be as small as one house where one person lives known as a <b>hamlet</b> , or as big as a city with over 40 million people. Settlements can be permanent like London or temporary like a refugee camp. All cities develop a specific function for the country they are found in. These can be economic functions like an industrial <b>city</b> like Glasgow or a port city like Southampton. How settlements are arranged can vary in layout from being <b>dispersed</b> or in a <b>linear</b> layout.	<b>Site</b> - A place to build on <b>Dispersed</b> - Spread out <b>Linear</b> - Lined near a road/river <b>Hamlet</b> - Slightly larger population, few services <b>Village</b> - Slightly larger population, few services <b>Town</b> - Higher population, range of services <b>City</b> - Large population, wide range of services in many different areas <b>Mega-City</b> - 10 million plus population, most people have access to lots of services, some live in very poor conditions <b>Rural sites</b> - Areas without a large number of homes <b>Urbanisation</b> - Movement to cities by large numbers <b>Density</b> - High number in a small area. <b>Stakeholders</b> - A person or people who have a personal or economic interest in an area <b>Greenfield site</b> - An area of land not previously developed on <b>Brownfield site</b> - An area of land that has been previously developed on <b>Regeneration</b> - A renewal of an area through rebuilding or developing new buildings and services in a town or city <b>Sustainability</b> - meeting the needs of the present without compromising the ability of future generations to meet their own needs <b>Conurbation</b> - A large densely populated urban sprawl formed by the growth and coalescence of individual towns or cities
2. How have cities grown	Cities around the world grow due to investment from <b>stakeholders</b> . This can be through investment from businesses to develop more buildings, increase in population and status. Cities can be restricted in their growth due to physical or human factors such as a lack of suitable flat land to develop on, or a lack of housing for people to reside in. We call this process Urban Development where areas become more built up with buildings and travel networks.	
3. Greenfield vs. Brownfield sites	<b>Greenfield sites</b> are areas of land that have not been developed on. These are fresh land much like a green field; they are cheap and desirable when developing new open spaces like housing. <b>Brownfield sites</b> are areas of land that have been previously developed on. These can be areas like an old industrial estate. They are desirable as they are quick to develop as utilities like electricity and travel networks are already established. They are often seen as being more attractive than greenfield sites as they can reuse old areas without damaging the local wildlife.	
4. The regeneration of the London Docklands	The London Dockyards lie in the east of the city. It was a run down industrial area of the city where businesses moved away, leaving a lot of <b>derelict buildings</b> and <b>social issues</b> such as crime and unemployment. The city decided to redevelop the area through a process of regeneration. This improved the area by attracting new businesses and services to come back to the area and better quality of housing. This reduced the amount of crime and unemployment in the area,	
5. Mid - point assessment	Using the advantages and disadvantages of the regeneration project around the London Dockyards, you will create an extended piece of writing in which you will explain the changes in the area and how it could have been improved.	
6. Types of Settlements and Hierarchy.	There are three types of settlements. <b>Nucleated settlements</b> ; here where settlements are focused around a singular point such as a town centre, transport hub or major businesses and trade. <b>Linear settlements</b> ; this is where settlements are designed along a line such as a river, railway or road that links it to another town or major city. <b>Dispersed settlements</b> ; These are settlements that are spread out over a large area. They are common around areas that are in the countryside or areas that have a strong agricultural community. Settlements can be sorted into a hierarchy from isolated dwelling all the way to a large city called a <b>conurbation</b> .	
7. What is the issue with UK housing?	Due to the growing population of the United Kingdom and not a lot of housing to accommodate the increase in population, the UK government needs to act and set up initiatives to build new houses. Using prior knowledge of greenfield and brownfield sites to create a solution to this problem. The demand for houses is increasing due to a number of factors. These can be through an increasing population through <b>natural increase and migration</b> , more people looking for independence and moving away from home early. On an island with not a lot of room poses the question "where to build?" as the relief of the UK does not present a lot of flat land to build on.	
8. Environmental Sustainability	As cities become more and more populated there is a worry of the increase of pollution from habitants of these cities. Environmental Sustainability,"The United Nations (UN) defines sustainability simply as "meeting the needs of the present without compromising the ability of future generations to meet their own needs". How cities do this is through projects such as improving cycle lanes, restricting use of cars in the city centre, use of public transport that use renewable fuel like bio fuel or electric vehicles, recycling of waste like plastics or food and .	
9. End of topic assessment	Using previous knowledge and your understanding of different locational factors, you will evaluate 4 sites in Plymouth and decide which would be most appropriate as a site for a new olympics stadium. You will justify your decision and explain why it is <b>environmentally sustainable</b> .	
10.	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	

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Key terms	
Site	A place to build on
Dispersed	Spread out
Linear	Lined near a road/ river
Nucleated	Grouped together
Hamlet	Small population, no services
Village	Slightly larger population, few services
Town	Higher population, range of services
City	Large population, wide range of services in many different areas
Mega-city	10 million plus population, most people have access to lots of services, some live in very poor conditions
Rural sites	Areas without a large number of homes
Urbanisation	Movement to cities by large numbers
Density	High numbers in a small area.

Cities are places where large numbers of people live and work; they are hubs of government, commerce and transportation. How we define a city can affect the way we work out its population. City of London has about 7,000; Greater London about 8; and the metro area about 10-18 mil. On current figures that means London is one of the 30<sup>th</sup> largest world cities.

Year 7 Spring 2

Big Question:  
"Where to Build?"

### Brownfield or Greenfield – Which is best?



### Reasons for cities growth

Development of Docks and trading



Developments in Agriculture



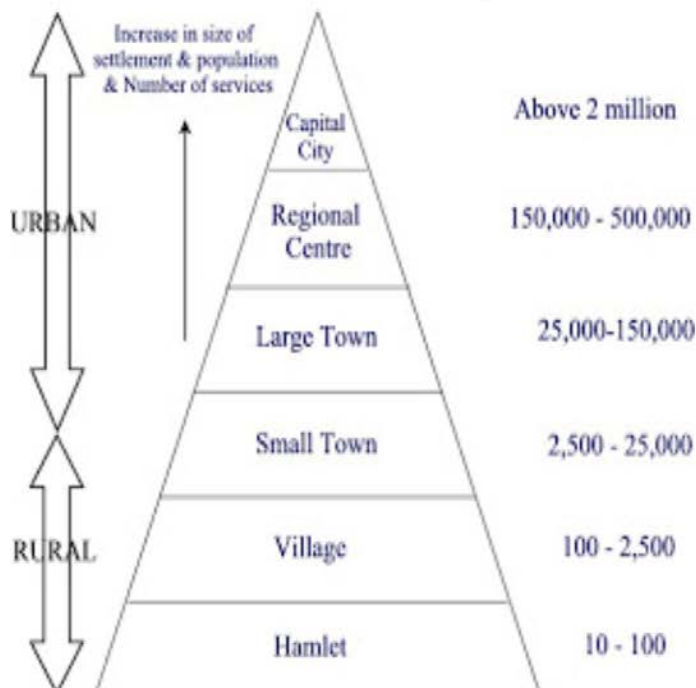
Introduction of Factories



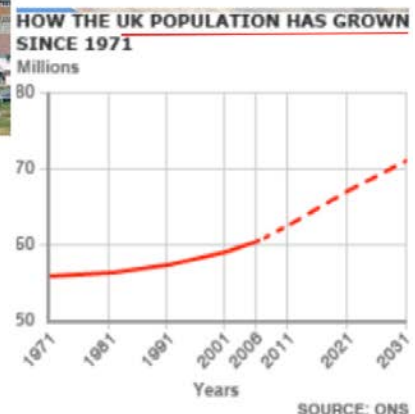
Coal Mining Jobs



### A Settlement Hierarchy



Why do we need more houses in the UK?



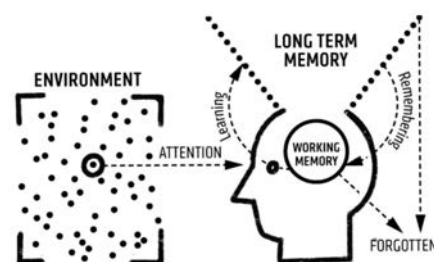
Marriage leads to people having children which increases population and housing demand





## 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**

**Big Question:** How did the Church and State develop in the 16th and 17th centuries? Was the world turned upside down?

**End point task:** End of term assessment- knowledge and understanding and skills based

## Did you know?

- The Gunpowder Plot took place in 1605 and saw the attempted blowing up of Parliament and King James I. Guy Fawkes is the most famous man blamed for this!
- The English Civil War saw the Roundheads and Cavaliers fighting a series of battles across the country, leading to the execution of Charles I in 1649 and England becoming a republic
- Oliver Cromwell became Lord Protector and made lots of radical changes to the religious and social lives of the people of England
- 1665 and 1666 were bad years for the people of England with the Great Plague and the Fire of London
- Parliament became a lot more powerful in the running of the country and the role of the monarchy changed substantially



## Where is this learning coming from?

### Primary school projects:

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

### Year 7 term 2:

You have looked last half term at the background to this time period and found out about the religious changes under the Tudors. You have covered key skills and concepts to help with your understanding.

### Tavistock local links:

Tavistock and Plymouth played an important role in the English Civil War.

## Where is this learning going?

Your learning will include who the Stuarts were, what religious and societal changes happened under them and how this impacted on people. You will also find out how the country was run and 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.

## What will you know as a result of this?

- You will know who the Stuarts were, how religion changed under them and what the impacts of these changes were, both locally and nationally
- You will learn about the causes and events of the English Civil War and what life was like under Oliver Cromwell
- You will learn about restoration England and who really had control
- 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 English Civil War: <https://www.bbc.co.uk/bitesize/topics/zk4cwmpn>

Charles I life and death: <https://www.hrp.org.uk/banqueting-house/history-and-stories/the-execution-of-charles-i/#qs.fezbsp>

Oak National Academy Oliver Cromwell: <https://teachers.thenationalacademy/lessons/oliver-cromwell-6rrkad>

BBC Bitesize Great Plague and Fire:

<https://www.bbc.co.uk/bitesize/topics/z8qptrd/articles/czwssk7#:~:text=In%201665%2C%20the%20plague%20returned,of%20the%20deaths%20were%20recorded.>





Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords
1. The Gunpowder Plot	King James, I and the Parliament were targeted by a Catholic plot in 1605. The Gunpowder Plot aimed to blow up both leaders and force out <b>Protestant</b> leadership by replacing them with <b>Roman Catholicism</b> . Early in the morning, one of the rebels, Guy Fawkes, was found in the basement of Parliament, under the House of Lords. He was carrying barrels of gunpowder. Fawkes and other men involved in the plot were tried for <b>treason</b> . They were executed for this crime.	<b>Roman Catholic</b> - oldest and largest branch of Christianity, led by the Pope <b>Protestant</b> - a form of Christian practice and faith that separated from the Roman Catholic Church in the 16th century <b>Civil War</b> - a war between people from the same country <b>Economic</b> - to do with money <b>Political</b> - to do with power and control <b>Treason</b> - the crime of betraying your country <b>Roundheads</b> - supporters of Parliament in the English Civil War <b>Cavaliers</b> - supporters of King Charles I <b>Puritans</b> - people who wanted to become more pure through worship <b>Bear- baiting</b> - a blood sport where a chained bear is forced to fight dogs <b>Republic</b> - a type of government that has no King or Queen
2. Causes of the English Civil War- long term	The English <b>Civil War</b> broke out in 1642 and was fought between King Charles I and his enemies in Parliament. Long term causes are causes that happened in the years leading up to 1642. They can be categorised into <b>economic</b> , <b>political</b> and religious causes and these built up over the years.	
3. Causes of the English Civil War- short term	The short term causes of the English Civil War are events that sparked the fighting. These were the attempted arrest of the 5 MP's, the Grand Remonstrance and arguments between Charles and Parliament over who had real control.	
4. Events and armies of the English Civil War	The war was fought between two armies, the Parliamentarians ( <b>Roundheads</b> led by Oliver Cromwell) and the Royalists ( <b>Cavaliers</b> led by Charles II). The country was split, with people supporting both sides. 2 key battles were the Battle of Edgehill in 1642 and Naseby in 1645. The New Model Army was the Parliamentarians' new professional army and this helped them to win.	
5. Execution of King Charles I	Charles and the Royalists were defeated and he was charged with <b>treason</b> and put on trial in January 1649. Charles was found guilty and executed.	
6. Oliver Cromwell- life in England	Following the defeat of King Charles I in the <b>English Civil Wars</b> , and later his trial and execution, Oliver Cromwell became 'Lord Protector' in 1653. Cromwell was a <b>Puritan</b> , a strict Protestant, and made significant changes based on his beliefs. Cromwell wore plain, black clothes and introduced laws to ban popular pastimes, such as <b>bear-baiting</b> , celebrating Christmas and going to the theatre. Puritans believed that entertainment might distract people from their religious duties.	
7. Oliver Cromwell - hero or villain?	Cromwell is still a divisive figure today. His actions in Ireland, along with his numerous offensive comments about <b>Catholics</b> , mean that he is extremely unpopular among many people, particularly in Catholic communities.	
8. Restoration England- the Great plague and Fire of London	In 1665, the plague arrived in England once again. Samuel Pepys lived in London during the Great Plague outbreak, and kept a very detailed diary in which he recorded his thoughts about several important historical events, including the plague outbreak and the Great Fire of London in 1666. Many people believe that the Great Fire of London brought the plague epidemic to an end. However, historians have found that case numbers had already dropped significantly by the time of the fire.	
9. Who ran the country- King or Parliament?	In 1660, fearing an uprising from the army, Richard Cromwell, the son of Oliver Cromwell resigned from his position as Lord Protector. Charles II, the son of Charles I, was invited to return from the Netherlands to be crowned king. This was known as the Restoration. The Interregnum, England's 11-year period as a <b>republic</b> , was over, and the monarchy was restored. However in 1688 the Glorious Revolution took place, and for the second time in 40 years an English monarch was toppled from the throne. This time it was James II, brother and successor to Charles II, who lost the throne to William of Orange.	
10. End of term assessment	Knowledge and key skills assessment.	

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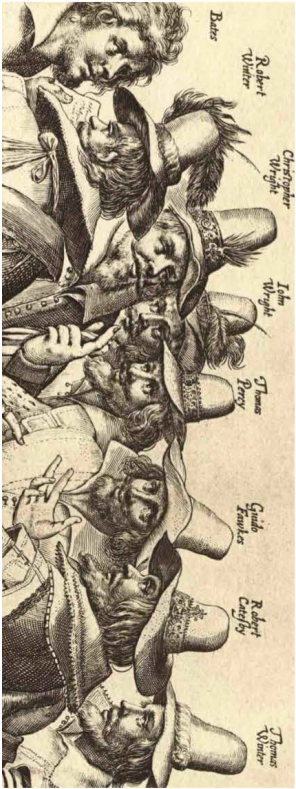
Life in Stuart England

Timeline of Key Events	
24 March 1603	James VI of Scotland is crowned James I of England after the death of Elizabeth I
5 Nov 1605	The Gunpowder Plot, an attempt to blow up Parliament and kill the king, is foiled
1607	First permanent British colony in North America founded in Jamestown, Virginia
1611	King James Bible is published
Aug 1620	The 'Pilgrim Fathers' set out for New England to escape religious persecution
27 March 1625	King Charles I is crowned after the death of his father, James
1642 - 1649	English Civil War, ending with the execution of Charles I
1649-1660	England is a Commonwealth, with Cromwell as Lord Protector for most of this time
29 May 1660	Charles II arrives in London and is declared King by Parliament. The monarchy is restored
1665	The Great Plague sweeps through London
2 Sept 1666	The Great Fire of London sweeps through the city
1685	James II is crowned King upon the death of his brother, Charles
1688	James II is deposed by William of Orange in the 'Glorious Revolution'

The Gunpowder Plot, 1605

Guy Fawkes, Robert Catesby and the other Catholic conspirators were arrested, tortured and executed for trying to blow up the Houses of Parliament using barrels of gunpowder in the basement. But were the conspirators framed?

Framed	GUILTY
Evidence given under torture is notoriously unreliable- people will say anything to stop the pain	Guy Fawkes was a Dutch explosives expert- why would he have come to England if not to use explosives?
James I's Chief Minister, Robert Cecil, was notorious for his hatred of Catholics	Gunpowder was not normally kept in the cellar below Parliament - it must have been put there by someone!
All gunpowder was kept under guard in the Tower of London. However, the records for 1604 have gone missing	The conspirators confessed to the plot - albeit under torture



BIG QUESTION: How did the Church and State develop in the C16th and C17th?



The English Civil War and Cromwell's Rule

Timeline of Key Events	
March 1629	Parliament passes 'Three Resolutions' against King Charles I
4Jan 1642	The King tries to arrest 5 MPs for treason but they flee before the soldiers arrive
22Aug 1642	Charles I raises his standard at Nottingham, formally declaring war on Parliament
23 Oct 1642	Battle of Edgehill - a stalemate, with neither army able to advance
2July 1644	Battle of Marston Moor- a victory for Parliament in the largest battle of the war
14th June 1645	Battle of Naseby- Decisive victory for Parliament, Charles fled after the battle
1646	Charles I surrenders to the Scots
1647	Charles is handed over to Parliament by the Scots
20th Jan 1649	Trial of King Charles for treason begins. He is found guilty and sentenced to death.
30th Jan 1649	King Charles I is executed by beheading outside Whitehall Palace, London



Oliver Cromwell as Lord Protector

A Harsh & Unpopular Ruler	A Tolerant Defender of Democracy
Cromwell's actions in Ireland, particularly at Drogheda, are still remembered for their cruelty and bloodshed	Cromwell was surprisingly tolerant of other religions and was the first ruler to allow Jews to re-settle
Popular entertainment and hobbies such as gambling, the theatre and even makeup were banned	Prevented the King from destroying Parliament (although he eventually got rid of it himself!)
Most popular aspects of Christmas were banned!	Built England into a formidable military power

The Trial of King Charles

The trial of King Charles was controversial. The debate about how fair it rages to this day.	
Fair	Unfair
The trial had a qualified judge, John Bradshaw and witnesses were called	There was no law to say that King - one had to be written specially
The King was given time to speak but chose not to	King Charles was not allowed to question the witnesses
The King was allowed to plead guilty or not guilty	The Judge was a friend of Cromwell and was given a well-paid job after the trial

The New Model Army	
Early setbacks in the Civil War forced Parliament to build a new army that would be a match for the royalists:	
Religious zeal	Soldiers waved banners with bible verses on and charged into battle singing hymns. They believed that they fought for God's cause
Strict discipline	Cromwell taught his men to follow orders at all costs. They won battles through discipline and training
Chosen for talent	Cromwell asked for men of belief and talent, rather than the wealthy gentlemen officers in the royalist army
Belief in the cause	Soldiers of the new army really believed that they were fighting to create a fairer, more equal society

Key Vocabulary

Roundhead	Nickname for the parliamentary soldiers (from their haircut)
Cavalier	Nickname for the soldiers in the royalist army
New Model Army	New and improved parliamentary army with excellent training and character
Treason	The crime of betraying your country
Puritan	Protestants who wanted to 'purify' the Church of England from its Catholic ways
Catholic	Christians who believed that the Pope, in Rome, was the head of the church
Protestant	Christians who refused to accept the Pope as the head of their church

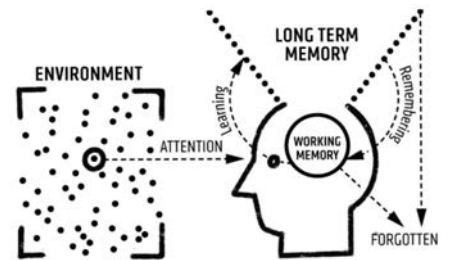
Weapons and Armour of the Civil War

Pike	Approx. 18 feet long pole with sharp metal spike on the end
Matchlock	Early type of gun that fired up to 3 rounds per minute.
Buff coat	Strong thick coat made of horse hide
Corselet & Tassets	Metal armour that covered the chest, back and upper legs of pikemen, along with a buff coat underneath
Sword	Used by musketeers and cavalrymen for hand-to-hand combat
Cannon	Used by both sides, usually at the start of a battle. Not particularly accurate!
Pistol	Small, primitive gun used by some cavalry



## 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 2



**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](http://www.sparxmaths.com)

[www.corbettmaths.com](http://www.corbettmaths.com)

[www.desmos.com](http://www.desmos.com)

[www.geogebra.org](http://www.geogebra.org)

<https://www.mathspad.co.uk>



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# BARE ESSENTIALS

SUBJECT: Maths

YEAR: 7

TERM: SPRING 2



## 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	
<ul style="list-style-type: none"><li>• Problem solving with addition, subtraction, multiplication and division - M928,M347</li><li>• Use and choice of formal methods - M187</li><li>• Solving problems in context using perimeter</li><li>• Solve financial maths problems</li><li>• Solve problems with frequency trees, bar charts and line graphs - M574</li><li>• Recognise and use relationships between operations including inverse operations</li><li>• Derive and apply formulae to calculate and solve problems involving perimeter, area, parallelograms M920 M900 M390</li><li>• Use algebraic methods to solve linear equations M707</li><li>• Use the four operations, including formal written methods, applied to integers,decimals,proper and improper fractions M835,M157</li></ul>		<ul style="list-style-type: none"><li>• Use the four operations, including formal written methods, applied to integers, both positive and negative ~U742, U548</li><li>• Recognise and use relationships between operations including inverse operations</li><li>• Use square and square roots</li><li>• Use a calculator and other technologies to calculate results accurately and then interpret them appropriately</li><li>• Substitute numerical values into formulae and expressions, including scientific formulae</li><li>• Understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors</li><li>• Simplify and manipulate algebraic expressions to maintain equivalence</li><li>• Understand and use standard mathematical formulae</li></ul>		<ul style="list-style-type: none"><li>• Move freely between different numerical, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals]</li><li>• Express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1</li><li>• Order positive and negative integers, decimals and fractions; use the number line as a model for ordering of the real numbers; use the symbols =, <math>\neq</math>, <math>&lt;</math>, <math>\leq</math>, <math>&gt;</math>, <math>\geq</math></li><li>• Select and use appropriate calculation strategies to solve increasingly complex problems</li><li>• Use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative</li><li>• Work interchangeably with terminating decimals and their corresponding fractions Interleaving/Extension of previous work</li></ul>	
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: <a href="http://www.whiterosemaths.com">www.whiterosemaths.com</a> <a href="http://www.sparx.co.uk">www.sparx.co.uk</a>

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# SPARX

tavistockcollege.sparxmaths.uk/student

Username:

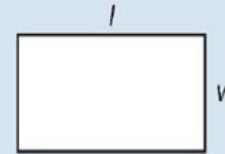
1. Write the bookwork code
2. Write the questions, your workings and your answer
3. Check and correct your answer using a different coloured pen

B11	Area = $3 \times 14$ $\times 14$ $\frac{42}{1}$	K32	Unlikely X
	Area = $42 \text{ cm}^2$ ✓	L42	B, A, C ✓
C21	$\frac{1}{33} + \frac{1}{11} = \frac{1}{33} + \frac{3}{33}$ $= \frac{4}{33}$ ✓	C03	4 none blue balls ✓
D31	$3^2 = 3 \times 3$ ✓	D13	4 black, 2 red, 2 blue The probability of picking black is <u>even</u> : Bag E ✓
		F23	E ✓

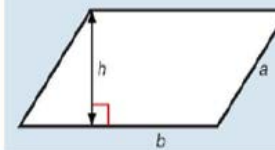
Angle properties CHEAT SHEET!	
<p>Alternate angles are equal</p>	<p>Corresponding angles are equal</p>
<p>Angles in a triangle add up to 180 degrees</p> <p><math>a^\circ + b^\circ + c^\circ = 180</math></p>	<p>Co-interior angles add up to 180 degrees</p>
<p>Angles around a point add up to 360 degrees</p>	<p>Vertically opposite angles are equal</p>
<p>Angles on a straight line add up to 180 degrees</p>	

## Areas

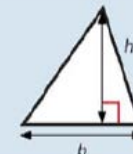
Rectangle =



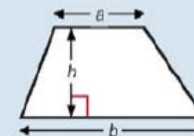
Parallelogram =



Triangle =

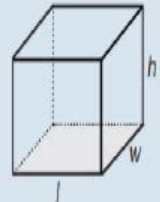


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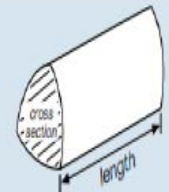


## Volumes

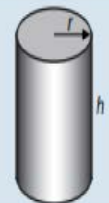
Cuboid =  $l \times w \times h$



Prism = area of cross section  $\times$  length



Cylinder =  $\pi r^2 h$



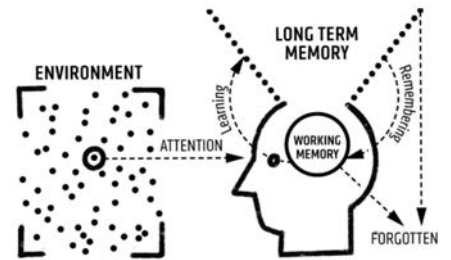
If you are unsure of a question, make sure you watch the video. Your homework is only complete when you have answered every question correctly

**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?



**Big Question:** Qu'est-ce que tu fais pendant ton temps libre? What Sports and Activities you do

**End point task:** Written task on topic

## Did you know?

- **Conjugation of Jouer**- je joue, tu joues, il/elle joue, nous jouons, vous jouez, ils/elles jouent
- **Conjugation of Faire**- je fais, tu fais, il/elle fait, nous faisons, vous faites, ils/elles font
- **To remember when to use each verb:** if the sport involves a ball, use jouer. If not, use faire
- **Time frequency**- how often you play the sport, for example, je ne joue jamais au foot= I never play football. OR je joue au foot tous les jours= I play football everyday
- **Qualifiers**- expressing opinions with qualifiers, for example: J'aime vraiment jouer au tennis= I really like playing tennis



### Where is this learning coming from?

Year 7: Identity and Culture

Topic 1: Me, my family and friends

- Relationships with family and friends

We will revisit:

- time and frequency markers
- expressing likes and dislikes
- adjectives
- Pronouns
- opinion phrases

### Where is this learning going?

Theme 1: Identity and culture

Topic 3: Free-time activities

- Sport

Conjugation of the verbs faire - to do and jouer - to play

To be able to develop your answers, using detail, opinion and description

To be able to communicate and understand information regarding sports and hobbies, time frequencies, details and opinions

### What will you know as a result of this?

J'adore le sport car je suis vraiment sportif mais ma sœur déteste le sport. Une fois par semaine je joue au basket avec mes amis car c'est amusant et passionnant mais je trouve ça assez fatigant. Presque tous les jours je fais de la musculation seul car a mon avis, c'est marrant mais quelquefois je fais du jogging avec mon meilleur ami même si je trouve ça dur. Le weekend nous faisons du cyclisme et je dirais que c'est vraiment amusant. Je fais du cyclisme avec ma famille. Deux fois par semaine mon frère joue au golf avec mon père. A son avis c'est assez marrant, cependant je dirais que ce n'est pas divertissant. Le dimanche, je ne joue pas au tennis car je pense que c'est ennuyeux, mais je fais de l'escalade parce que ce n'est pas cher et c'est facile.

### Career links:

Language learning can lead you 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:

- Espionage and international law enforcement
- A translator
- A CEO
- An influencer
- And many more!

### Useful weblinks:

Sport section of BBC bitesize: <https://www.bbc.co.uk/bitesize/guides/zbq8t39/revision/1>

Apps like duolingo <https://www.duolingo.com/> can be very helpful!



Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords
1.	<b>Modelling</b> – 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: Vhishpers, Lotto, mini whiteboards, Syllabing, Spot the missing word)	<b>sans doute</b> undoubtedly, probably <b>si</b> if <b>y compris</b> including
2.	<b>Modelling</b> - 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)	Time expressions <b>à la fois</b> at the same time <b>à l'avenir</b> in the future <b>à l'heure</b> on time
3.	<b>Awareness-raising</b> – 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/Strip Bingo, Battleships Listening, Listening Pyramids)	<b>à temps partiel</b> part-time <b>an l' (m)</b> year <b>année l' (f)</b> year
4.	<b>Receptive processing</b> – 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. (Inductive grammar Stealing sentences, Translations from English into target language (mini whiteboards) Battleships, Noughts and Crosses, Dictogloss, Finding someone who...	<b>après</b> after <b>après-demain</b> the day after tomorrow <b>après-midi</b> afternoon
5.	<b>Receptive processing:</b> 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 words Board/ Games Duck/frog stick walk, Oral translations Ping-Pong, Translation with Dice,	<b>aujourd'hui</b> today <b>auparavant</b> formerly, in the past <b>avant</b> before
6.	<b>Structured production</b> – 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.	<b>avant-hier</b> the day before yesterday <b>bientôt</b> soon
7.	<b>Structured production</b> 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	<b>d'abord</b> at first, firstly <b>d'habitude</b> usually <b>de bonne heure</b> early
8.	<b>Expansion</b> – 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, Pull the switch.	<b>début le</b> start <b>demain</b> tomorrow <b>dernier/dernière</b> last
9.	<b>Autonomous recall</b> – 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!	<b>de temps en temps</b> from time to time <b>déjà</b> already <b>de nouveau</b> again
10.	<b>Routinisation</b> = building up speed for REAL LIFE usage, Fluency Cards, Photo cards, written texts, Speed dating, Spider game <b>Spontaneity</b> 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.	<b>en attendant</b> whilst waiting (for), meanwhile <b>en avance</b> in advance <b>en ce moment</b> at the moment <b>en retard</b> late

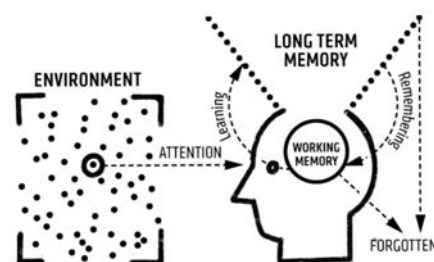
**Together: We Care, We Challenge, We Excel**



<b>Quand j'ai le temps</b> (When I have time) <b>Quand le ciel est dégagé</b> (When the sky is clear) <b>Quand il y a des nuages</b> (When it is cloudy) <b>Quand il fait beau</b> (When it is good weather) <b>Quand il fait chaud</b> (When it is hot) <b>Quand il fait froid</b> (When it is cold) <b>Quand il fait mauvais</b> (When it is bad weather) <b>Quand il y a du soleil</b> (When it is sunny) <b>Quand il y a du vent</b> (When it is windy) <b>Quand il y a du brouillard</b> (When it is foggy) <b>Quand il y a de l'orage</b> (When it is stormy) <b>Quand il pleut</b> (When it rains) <b>Quand il neige</b> (When it snows) <b>Pendant la semaine</b> (During the week) <b>Le week-end</b> (At the weekend)	<b>je joue</b> (I play) <b>tu joues</b> (you play) <b>il joue</b> (he plays) <b>elle joue</b> (she plays) <b>on joue</b> (one plays)	<b>nous jouons</b> (we play) <b>vous jouez</b> (you all play) <b>ils jouent</b> (they (m) play) <b>elles jouent</b> (they (f) play)	<b>au basket</b> (basketball) <b>au foot</b> (football) <b>au tennis</b> (tennis) <b>avec mon ami, Fred</b> <b>avec mon amie, Katie</b>	<b>aux cartes</b> (cards) <b>aux échecs</b> (chess)  <b>avec mes amis</b> (with my friends) <b>avec ses amis</b> (with his/her friends)
	<b>je fais</b> (I do) <b>tu fais</b> (you do) <b>il fait</b> (he does) <b>elle fait</b> (she does) <b>on fait</b> (one does)	<b>nous faisons</b> (we do) <b>vous faites</b> (you all do) <b>ils font</b> (they (m) do) <b>elles font</b> (they (f) do)	<b>du footing</b> (jogging) <b>du ski</b> (skiing) <b>du sport</b> (sport) <b>du vélo</b> (cycling) <b>de l'équitation</b> (horse riding)	<b>de l'escalade</b> (climbing) <b>de la musculation</b> (weight training) <b>de la natation</b> (swimming) <b>de la randonnée</b> (hiking) <b>mes devoirs</b> (homework)
	<b>je vais</b> (I go) <b>tu vas</b> (you go) <b>il va</b> (he goes) <b>elle va</b> (she goes) <b>on va</b> (one goes)	<b>nous allons</b> (we go) <b>vous allez</b> (you all go) <b>ils vont</b> (they (m) go) <b>elles vont</b> (they (f) go)	<b>au centre commercial</b> (to the shopping centre) <b>au centre sportif</b> (to the sports centre) <b>au gymnase</b> (to the gym) <b>au parc</b> (to the park)	<b>à la pêche</b> (fishing) <b>à la piscine</b> (to the swimming pool) <b>à la plage</b> (to the beach) <b>chez des amis</b> (to friends' houses)
	<b>je reste</b> (I stay) <b>tu restes</b> (you stay) no	<b>mon ami reste</b> (my friend (m) stays) <b>mon amie reste</b> (my friend (f) stays)	<b>à la maison</b> (at home) <b>dans ma chambre</b> (in my room) <b>chez moi</b> (at home) <b>à la montagne</b> (in the mountains)	<b>dans ta chambre</b> (in your room) <b>dans sa chambre</b> (in his/her room) <b>chez lui/elle/eux</b> (at his/hers/theirs)

## 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?





**Big Question:** ¿qué haces en tu tiempo libre? What do you do in your free time?

**End point task:** Spoken presentation on your free time activities

## Did you know?

- Conjugation of to go ir, hacer to do, 2 of the top most useful verbs in Spanish

How to talk about Sport in Spanish

- Hago deporte = I do sport Juego a = I play (+ ball sports)
- Hacer = to do – Hago = I do
- Jugar = to play – Juego = I play
- JUGAR A = to play (+ ball sports) a + el = al/ a la/ a los/ a las
- Juego al fútbol = I play football
- HACER = to do (+ sports without a ball)
- Hago = I do (e.g. Hago natación = I do swimming)



### Where is this learning coming from?

Theme 3: Current and future study and employment

Topic 1: My studies & Topic 2: Life at school/college

- 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

### Where is this learning going?

Theme 1: Identity and culture

Topic 3: Free-time activities

Sport:

- Conjugation of the verbs faire - to do and jouer - to play
- To be able to develop your answers, using detail, opinion and description
- To be able to communicate and understand information regarding sports and hobbies, time frequencies, details and opinions

### What will you know as a result of this?

A menudo juego al baloncesto con los amigos  
Siempre hago alpinismo y me gusta mucho pero mi madre va a la piscina una vez a la semana porque le gusta nadar pero creo que es aburrido.  
Nunca voy de pesca sin embargo mi papa va a pescar todos los fines de semana con su amigo.  
Cuando hace buen tiempo vamos a la playa donde jugamos voleibol con Cn nuestros amigos porque es muy divertido.

### Career links:

Language learning can lead you into all career paths

Key skills which are developed are:

- Analysis
- Pattern recognition
- Debating
- Seeing others' points of view

Learning a language is impressive to all employers. It opens doors to new countries, cultures, and experiences.:

- Accounts
- Tourist Rep
- Google cloud platform manager
- Technical Support engineer



### Useful weblinks:

<https://learn.clf.uk/lesson/spanish/year-10-spanish-jugar-and-hacer-irregular-verbs/>

<https://uk.language-gym.com> <https://www.sentencebuilders.com>

<https://www.languagesonline.org.uk/Hotpotatoes> <https://quizlet.com>

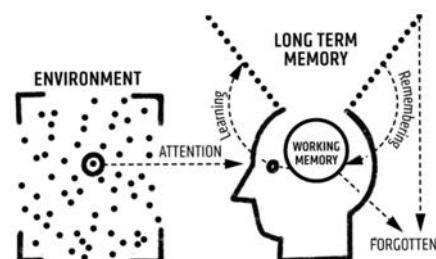


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2.	<b>Modelling</b> - We will then continue with the sentence builders chunks and now focussing on listening and phonics: (Example activities: Partial translation, Spot the mistake in listening activities, Parallel Reading and listening activities, Delayed Dictation)	
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9.	<b>Autonomous recall</b> – 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.	<b>Routinisation</b> = building up speed for REAL LIFE usage, Fluency Cards, Photo cards, written texts, Speed dating, Spider game <b>Spontaneity</b> 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.	

<b>A menudo</b> (Often)  <b>A veces</b> (Sometimes)  <b>Casi nunca</b> (Hardly ever)  <b>Nunca</b> (Never)  <b>Cuando hace buen tiempo</b> (When it is good weather)  <b>Cuando hace mal tiempo</b> (When it is bad weather)  <b>Siempre</b> (Always)  <b>de vez en cuando</b> (from time to time)  <b>una vez a la semana</b> (once a week)  <b>dos veces a la semana</b> (twice a week)  <b>una vez al mes</b> (once a month)  <b>dos veces al mes</b> (twice a month)  <b>una vez al año</b> (once a year)  <b>muy raramente</b> (very rarely)  <b>todos los días</b> (every day)	juego (I play) juegas (you play) juega (s/he plays) jugamos (we play) jugáis (you all play) juegan (they play)	al ajedrez (chess) al baloncesto (basketball) a las cartas (cards) al fútbol (football) al tenis (tennis) con los amigos (with friends)
	hago (I do) haces (you do) hace (s/he does) hacemos (we do) hacéis (you all do) hacen (we do)	alpinismo (climbing) buceo (diving) ciclismo (cycling) deporte (sport) equitación (horse riding) escalada (climbing) esquí (skiing) footing (jogging) natación (swimming) los deberes (homework) pesas (weights) senderismo (hiking) vela (sailing)
	voy (I go) vas (you go) va (s/he goes) vamos (we go) vais (you all go) van (they go)	a casa de un amigo (to a friend's house) a la montaña (to the mountains) a la piscina (to the swimming pool) a la playa (to the beach) al gimnasio (to the gym) al parque (to the park) al polideportivo (to the sports centre) de pesca (fishing)

## 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 (Team activities)

YEAR: 7

TERM: Spring 2



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](http://www.badmintonengland.co.uk) - Badminton national governing body  
[www.englandnetball.co.uk](http://www.englandnetball.co.uk) - Netball national governing body  
[www.netballsl.co.uk](http://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





Bare Essentials to remember (words in bold are in your keywords) :	Keywords
<u><b>Badminton</b></u> <b>Grip and shuttle familiarisation</b> - how to grip the racket effectively <b>Underarm</b> - strokes - forehand and footwork Backhand and footwork	<u><b>Badminton</b></u> <b>grip</b> is how you hold the racket, this is important so you can play a variety of shots. <b>ready position</b> is about being ready with a wide stance, to be able to sprint and get into position for any type of shot. <b>forehand</b> is any shot that is done on the racket side of the body and it is performed with a forehand grip. <b>backhand</b> is a hit with the back of the hand leading <b>forecourt</b> is the front third of the court, between the net and the short service line. <b>rear court</b> is the back third of the court, in the area of the back boundary lines. <b>balance</b> means maintaining the centre of mass over the base of support. <b>service box</b> is the area of a court only used during a serve. <b>weight transfer</b> is the ability to safely move your weight from one side of the body to the other <b>trajectory</b> is the path that the shuttlecock follows as it moves <b>tactics</b> refers to the action or strategy carefully planned to achieve a specific end.
<b>Serving</b> - using a variety of serves effectively <b>Net shots</b> - how and when to play these shots?	
<b>Overhead strokes</b> - overhead clear <b>Tactical matches</b> - how can you overcome your opponent in different situations?	
<u><b>Netball</b></u> Understand where to stand on the court Passing - different types of passing used	<u><b>Netball</b></u> <b>passing</b> is the method of keeping possession of the ball in Netball. There are different types of passing used including the <b>chest pass</b> , <b>bounce pass</b> and <b>shoulder pass</b> .
Spacial awareness - movement Marking/dodging - how to evade an opponent	<b>dodging</b> means outwitting your defender by moving in one direction and then quickly moving off in the opposite direction to receive a pass. <b>speed</b> is the maximum rate at which an individual is able to perform a movement or cover a distance in a period of time. <b>interception</b> is when a player regains possession of the ball during a pass by the opposition. <b>attacking play</b> 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.
<u><b>Rugby, Netball and Badminton</b></u> Attacking skills Defensive skills	<u><b>Rugby</b></u> <b>passing and possession</b> 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 .
<u><b>Netball</b></u> Shooting Tactical game play	<b>attacking</b> 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 <b>defending</b> 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.
<u><b>Rugby</b></u> <b>passing</b> 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	<u><b>Personal development and character values</b></u> <ul style="list-style-type: none"> <li>● <b>evaluate</b> is considering the work you have created or seen and discussing its merits and areas for development</li> <li>● <b>respect</b> is about showing respect to your opposition regardless of whether they are stronger or weaker and to the officials</li> <li>● <b>resilience</b> 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</li> <li>● <b>integrity</b> is being true to your own values and giving your best efforts</li> <li>● <b>motivation</b> means inspiring and motivating others in your team who are less confident or encouraging and praising other players</li> <li>● <b>rehearse</b> means practising successful techniques until they are perfect</li> </ul>
<b>Side stepping</b> is about to evading an opponent  <b>Try</b> is the placing of the ball on the ground in a controlled manner on or behind the opponents try line, to score	

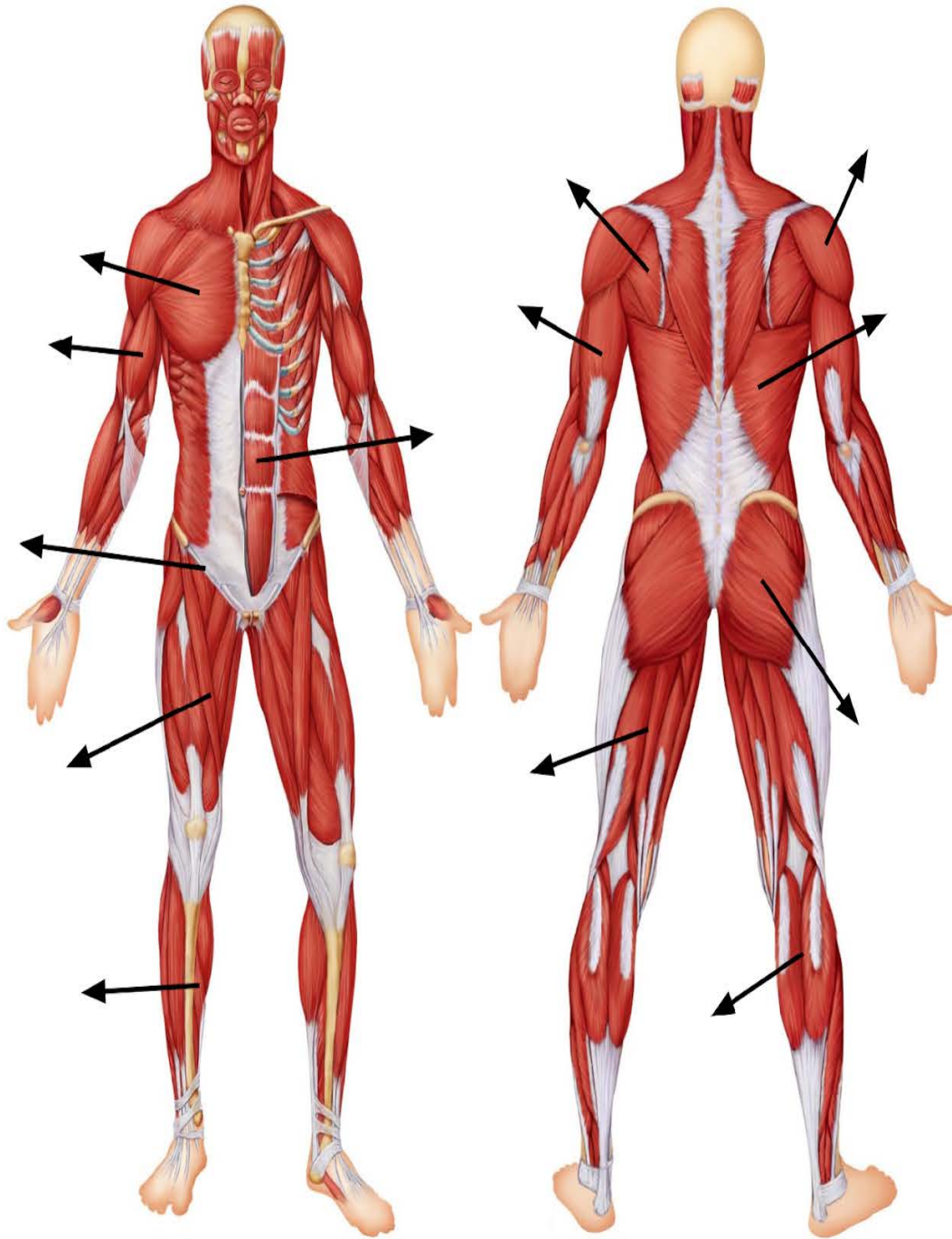
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## The Structure Of The Muscular System

All these muscles are used in rugby, netball and badminton

Task: Identify the location of the following muscles:

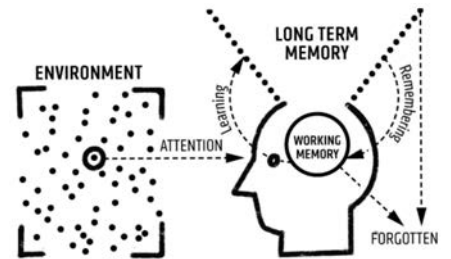
Pectorals, latissimus dorsi, gastrocnemius, deltoid, hamstring, quadriceps, biceps, abdominals, hip flexor, rotator cuffs, tibialis anterior, gluteal, triceps



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## 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 (Individual activities) YEAR: 7

TERM: Spring 2



**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



Bare Essentials to remember	Keywords:
<p><b><u>Training - Fitness</u></b></p>	<p><b><u>Training - components of fitness</u></b></p> <p><b>balance</b> an ability to hold a physical pose or position steadily.</p> <p><b>cardiovascular endurance (aerobic endurance)</b> is the ability of the heart, lungs and blood to transport oxygen and sustain exercise over a prolonged period of time.</p> <p><b>coordination</b> is the ability to use two or more body parts.</p> <p><b>flexibility</b> is the range of motion at a joint.</p> <p><b>muscular endurance</b> is the ability to use voluntary muscles repeatedly without tiring.</p> <p><b>power</b> is the ability to perform strength performances quickly.</p> <p><b>reaction time</b> is the time taken to respond to a stimulus.</p> <p><b>muscular strength</b> is the amount of force a muscle can exert against a resistance.</p> <p><b>speed</b> is the ability to put body parts into motion.</p>
<p><b><u>Gymnastics</u></b></p> <p><b>Core skills</b> - With a partner, use skills and ideas to perform a partner sequence on the floor lasting about 1 minute. Requiring:</p> <p><b>Balances</b> - Develop partner balances and individual balances</p> <p><b>Rotation</b> - Demonstrate a forward roll, backward roll and twists.</p> <p><b>Flight</b></p> <p><b>Sequence development</b></p>	<p><b><u>Gymnastics</u></b></p> <p><b>Flight</b> - the gymnast is suspended in the air without touching the beam</p> <p><b>Balance</b> - the gymnast holds the body in particular shape</p> <p><b>Travel</b> - the gymnast travels over mats or benches using different body parts</p> <p><b>Rotation</b> - includes movement patterns that requires the body to move through space</p> <p><b>Tension</b> - body tension to control movement</p> <p><b>Extension</b> - pointing toes and fingers, keeping everything straight, head up and long limbs</p> <p><b>Canon</b> - the same physical actions but with a time lapse between start times</p> <p><b>Mirror</b> - performing the exact same movement</p> <p><b>Unison</b> - performing the exact same movement at the exact same time</p> <p><b><u>Personal development and character values</u></b></p> <ul style="list-style-type: none"> <li>• <b>evaluate</b> is considering the work you have created or seen and discussing its merits and areas for development</li> <li>• <b>respect</b> is about showing respect to your opposition regardless of whether they are stronger or weaker and to the officials</li> <li>• <b>resilience</b> 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</li> <li>• <b>integrity</b> is being true to your own values and giving your best efforts</li> <li>• <b>motivation</b> means inspiring and motivating others in your team who are less confident or encouraging and praising other players</li> <li>• <b>rehearse</b> means practising successful techniques until they are perfect</li> </ul>
<p><b><u>Orienteering</u></b></p> <p>Plan activities cooperatively.</p> <p>Communicate to others.</p> <p>Problem-solve to achieve goals.</p> <p>Navigate to control points.</p> <p>Orientate a map.</p> <p>Read a compass accurately</p>	<p><b><u>Orienteering</u></b></p> <ul style="list-style-type: none"> <li>• Independently orientate a simple map.</li> <li>• Orientate a map around a basic course, as a group</li> <li>• Organise a team effectively to complete a given problem such as a treasure hunt</li> <li>• Use a compass to navigate effectively to given directions</li> <li>• Independently/in teams read grid coordinates to locate given places/features on a map</li> <li>• Correctly record the grid coordinates of a given location</li> </ul>

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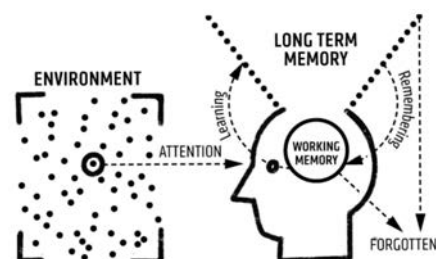
## Types of training

- Knowledge of types of training
- Link to sports

Training type –	Component of fitness to be trained	Description of type of training	Sporting examples
Interval			
Fartlek			
Continuous			
Circuit			
Plyometric			
Static stretching			
Weight training			
High altitude training			

## 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: Physics P2

YEAR: 7

TERM: Spring 2



**Big Question:** How would your weight vary on a journey to the moon?

**End point task:** You work for NASA. You are their latest astronaut and it is your job to analyse weight changes on your journey to and from the moon. You are to write a report explaining how your mass, and your weight will vary on your journey to the moon.

## Did you know?

- There are only 4 fundamental forces
- Weight is actually a force, it is the effect of gravitational field strength on the mass of an object, so when you say you weigh 70kg you are wrong. This is your mass
- The gravitational field strength on Mars is 3.7N/Kg compared to Earth's 9.8N/Kg, so you would actually lose weight if you went to Mars, but your mass would not change
- The Sun accounts for 99.86% of the mass in our solar system with a mass of around 330,000 times that of Earth
- Venus has a slow axis rotation which takes 243 Earth days to complete its day. The orbit of Venus around the Sun is 225 Earth days, making a year on Venus 18 days less than a day on Venus



## Where is this learning coming from?

### Year 5 Programme of study – Forces

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

## Where is this learning going?

Forces is one of the key ideas in Physics (alongside Energy) that underpins all of the other modules.  
P2 is the Forces module that underpins the concepts of forces taught in Module P5 in Year 8. This is spirally linked to the Forces topics taught in year 11 as part of the GCSE course.

## What will you know as a result of this?

You will be able to:

- Describe the relationship between mass and weight
- Use the formula: weight (N) = mass (kg) x gravitational field strength (N/kg)
- Explain unfamiliar observations where weight changes
- Describe how gravitational force acts on objects
- Draw a force diagram for a problem involving gravity
- Describe the relationship between Force, Mass and Distance
- Deduce how gravity varies for different masses and distances
- Understand that: (mass) g on Earth = 10 N/kg. On the Moon it is 1.6 N/kg
- Compare your weight on Earth with your weight on different planets using the formula
- Show the forces acting on an object, and label their size and direction
- Describe what happens when the resultant force on an object is zero
- Explain whether an object in an unfamiliar situation is in equilibrium
- State how a force can change an object's form
- Describe how materials behave as they are stretched or squashed
- State when the change to a materials form is proportional to the force applied (Hooke's Law)
- Describe what happens to the length of a spring when the force on it changes
- Describe factors which affect the size of frictional and drag forces

## Career links:

All physics and engineering related careers including:

- Structural Engineer
- Civil Engineer
- Mechanic
- Pilot

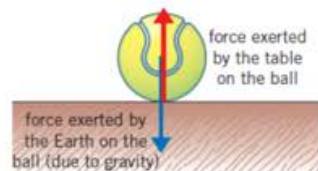


### What is a force?

- A **force** can be a **push** or a **pull**
- A force is measured in **Newtons (N)**
- We measure forces with a **newton meter**
- Forces explain why objects will move, change direction and change speed

Forces always act in pairs, we call these **interaction pairs**

e.g. the tennis ball exerts a downward force of **weight** onto the table, the table exerts an equal and opposite reaction force onto the ball

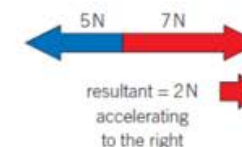
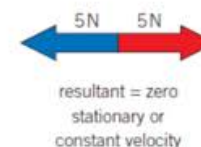


### Types of forces

- Contact forces** act when two objects are physically touching
- Air resistance** and **friction** are examples of contact forces
- Non-contact forces** act when two objects are physically separated (not touching)
- Examples of non-contact forces include **gravitational force** and magnetic forces
- We call the region where an object experiences a non-contact force a **field**, examples of these include gravitational fields and magnetic fields

### Balanced and unbalanced forces

- When forces acting on an object are the same size, but acting in different directions, we say that they are **balanced**
- When forces are balanced, the object is either not moving (stationary) or moving at a constant **speed**
- When the two forces acting on an object are not the same size, we say that the forces are **unbalanced**
- When forces are **unbalanced**, the object will either be in **acceleration** or **deceleration**
- The **resultant force** is the difference between the two unbalanced forces



### Gravity

- Gravity** is a non-contact force that acts between two objects
- Gravitational force** pulls you back to Earth when you jump
- The size of the gravitational force depends on the mass of the two objects and how far apart they are

- Weight** is the downward force caused by gravity acting upon the mass of an object, it is measured in Newtons (N)
- Mass** is the amount of matter within an object, whereas weight is the downward force of the object, we measure mass in **kilograms**
- We calculate weight with the equation:

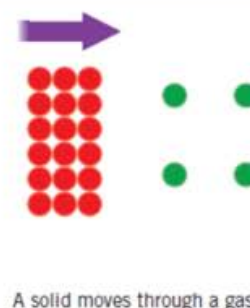
$$\text{weight (N)} = \text{mass (kg)} \times \text{gravitational field strength (N/kg)}$$

- The value of the gravitational field strength can vary, so although a person's mass would be the same on different planets, their weight would not be

### Friction and drag

- Friction** is a force which will slow down a moving object due to two surfaces rubbing on one another
- The greater the friction, the faster an object will slow down, or the greater the force it will need to overcome the force of friction. For example, it is easier to push a block on ice than on concrete, as the ice is smoother and causes less friction

- When an object is moving through a fluid, either liquid or gas, the force which slows it down is known as **drag**
- The fluid particles will collide with the moving object and slow it down, meaning that more force is needed to overcome this
- Both drag and friction are **contact forces** as the two surfaces in friction, and the object and fluid particles in drag, come into contact with one another
- Both drag and friction are forces so they are measured in **Newtons (N)**



## Glossary of key terminology

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

<b>Part 1: Gravity</b>	
<b>Key word</b>	<b>Definition</b>
Weight:	The force of gravity on an object (N).
Non-contact force:	One that acts without direct contact.
Mass:	The amount of stuff (matter/number of atoms) in an object (kg).
Gravitational field strength, g:	Gravitational field strength, g: The force from gravity on 1 kg (N/kg).
Field:	The area where other objects feel a gravitational force.
<b>Part 2: Contact Forces</b>	
Equilibrium:	State of an object when opposing forces are balanced.
Deformation:	Changing shape due to a force.
Newton:	Unit for measuring forces (N).
Resultant force:	Single force which can replace all the forces acting on an object and have the same effect.
Friction:	Force opposing motion which is caused by the interaction of surfaces moving over one another. It is called 'drag', if one is a fluid.
Tension:	Force extending or pulling apart.
Compression:	Force squashing or pushing together.
Contact force:	One that acts by direct contact.
Linear relationship:	When two variables are graphed and show a straight line which goes through the origin, and they can be called directly proportional.
Anomalous:	A piece of data that does not fit the pattern.
Mean:	An average of a set of data, calculated by adding all the values and dividing by the number of values.

### Useful weblinks:

BBC Bitesize KS3 Forces: <https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/zs3896f>

YouTube - FuseSchool. Forces: <https://www.youtube.com/watch?v=48BeaFwV374>

YouTube - Revision monkey, Introduction to Forces: <https://www.youtube.com/watch?v=CyHTYdgWXzI>

Balanced & Unbalanced forces: <https://www.youtube.com/watch?v=5elx6-wJf1c>



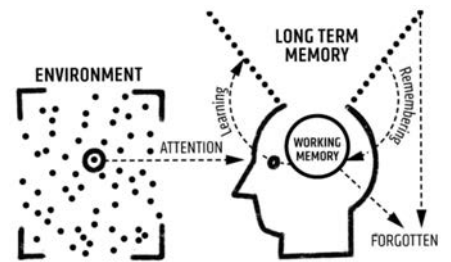
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## Your Bare Essentials Reflection

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?



**Purpose of unit:** Devise an enquiry to compare how well indigestion remedies work.

**End point task:** Neutralisation core practical

### Did you know?

- Strong bases can be slippery and feel slimy
- Acids taste sour, bases taste bitter
- Acids and bases are important in the human body. For example, the stomach secretes hydrochloric acid, HCl, to digest food. The pancreas secretes a fluid rich in the base bicarbonate to neutralise stomach acid before it reaches the small intestine



### Where is this learning coming from?

#### Year 5 Programme of study – Properties and changes of materials

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

### Where is this learning going?

This is your second module as it brings you straight into the importance of chemistry - chemical reactions and why they happen, it also presents another great opportunity to develop some more advanced practical skills. C5 in year 8 builds upon this understanding of chemical reactions. This is an underpinning concept that is revisited as a topic at GCSE, but also needed to access understanding in GCSE Biology modules like enzymes and the digestive system.

### What will you know as a result of this?

You will be able to:

- Describe chemical changes using a model where atoms and molecules in reactants rearrange to make the products and the total number of atoms is conserved.
- Explain observations about mass in a chemical or physical change.
- State that acids and alkalis can be corrosive or irritant and require safe handling.
- Identify the best indicator to distinguish between solutions of different pH, using data provided.
- Describe how the pH of a solution depends on the strength of the acid: strong acids have lower pH values than weak acids.
- Use data and observations to determine the pH of a solution and explain what this shows.
- Describe how mixing an acid and alkali produces a neutralisation reaction, producing a chemical salt and water.
- Explain how neutralisation reactions are used in a range of situations.
- Describe a method for how to make a neutral solution from an acid and alkali.

### Career links:

- Academic researcher
- Analytical chemist
- Biotechnologist
- Clinical scientist
- Biochemistry
- Colour technologist
- Crime scene investigator
- Forensic scientist
- Medicinal chemist
- Nanotechnologist
- Pharmacologist
- Research scientist (physical sciences)
- Toxicologist



### Useful weblinks:

BBC Bitesize - <https://www.bbc.co.uk/bitesize/topics/zypsgkZ>

Fuse school - <https://www.youtube.com/watch?v=-R2eNZRzq7Q>

Revision Monkey - [https://www.youtube.com/watch?v=SWcDFE\\_Nm4wv](https://www.youtube.com/watch?v=SWcDFE_Nm4wv)



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Bare Essentials to remember (words in bold are in your keywords) :

## Chemical reactions

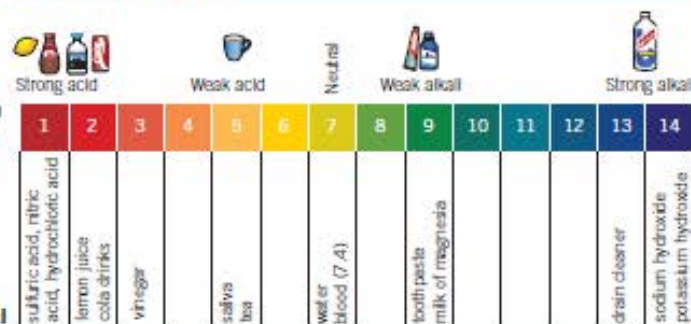
- A **chemical** reaction is a change in which atoms are rearranged to make new substances
- A **reversible** reaction is one where the products can react to get back the substances which you started with, most chemical reactions are not reversible
- You can look for signs that a chemical reaction has taken place such as flames, smells, heat change, a loud bang or gentle fizz

## Acids and alkalis

- Acids** and **alkalis** are the chemical opposites of one another
- Both acids and alkalis can be **corrosive** and **irritants**

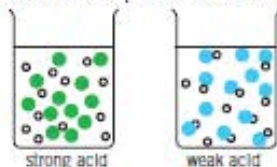
To see whether a substance is an acid or an alkali, we can use an **indicator**. Indicators show how acidic or how alkaline a solution is by showing its position on the **pH scale**, one example of this is **universal indicator**

- If the solution has a pH value of 1–6 it is **acidic**
- If the solution has a pH value of 8–14 it is **alkaline**
- If the solution has a pH value of 7 it is known as **neutral**



## Acid strength

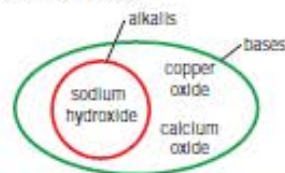
- The strength of an acid depends on how much of the acid has broken apart when it has dissolved in water
- Hydrogen chloride dissolves in water to form hydrochloric acid, this is a **strong acid** as all of the particles split up
- A **weak acid** will have particles that do not all split up



- The **concentration** of the acid is the amount of acid which has dissolved in 1 litre of water
- The more concentrated the acid, the lower the pH

## Neutralisation

- Neutralisation** reactions are any reaction in which acids react with a **base** to cancel out the effect of the acid
- These reactions form a neutral solution with a pH of seven
- A **base** is any substance which neutralises an acid
- An **alkali** is a base which has been dissolved in water



## Salts

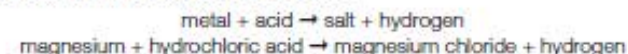
**Salts** are substances which are formed when an acid reacts with a metal or metal compound

Different acids form different types of salts:

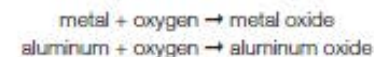
- Hydrochloric acids form chloride
- Sulphuric acids form sulphates
- Nitric acids form nitrates

## Metal reactions

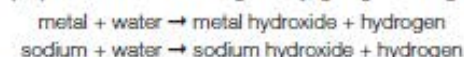
When a metal reacts with an acid it will produce a salt and hydrogen gas, the fizzing that you see is the hydrogen gas being given off



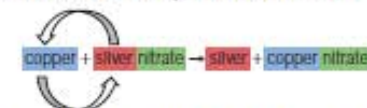
When a metal reacts with oxygen a metal **oxide** is formed, this process is known as **oxidation**



- When a metal reacts with water it forms a metal **hydroxide** and hydrogen gas.
- The alkali (group 1) metals react most vigorously, giving off a brightly coloured flame



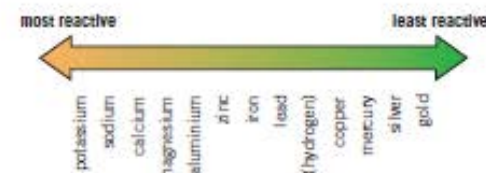
When a more reactive metal reacts with a compound containing a less reactive metal, it can take it's place, this is known as a **displacement** reaction



- If the metal on it's own is higher in the **reactivity series** than the metal in the compound a reaction will take place
- If the metal on it's own is lower in the reactivity series than the metal in the compound, a reaction will not take place

## The reactivity series

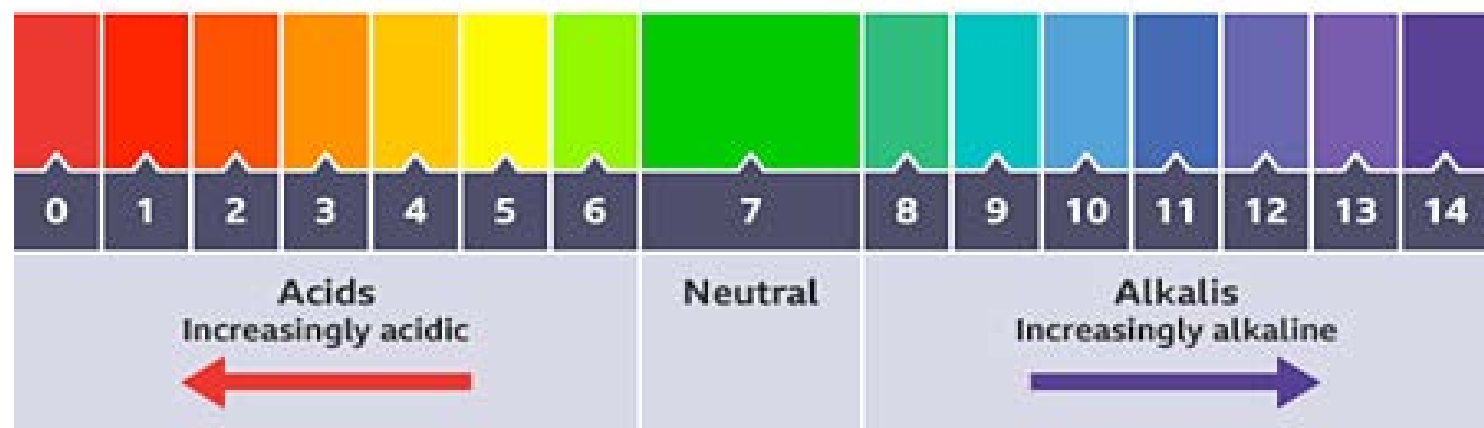
- The **reactivity series** describes how reactive different metals are compared to one another
- The higher the metal is in the reactivity series the more reactive it will be this means that it will react much more vigorously



## Glossary of key terminology

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

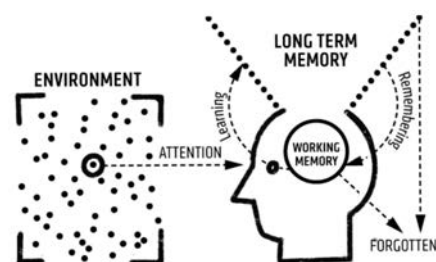
Part 1:	
Key word	Definition
pH	Scale of acidity and alkalinity from 0-14
Indicators	Substances used to identify whether unknown solutions are acidic or alkaline
Base	A substance that neutralises an acid - those that dissolve in water are called alkalis
Concentration	A measure of the number of particles in a given volume.



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## 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?





**Big Question:** How can we stay healthy in both body and mind? What physical and emotional changes take place and how can these impact our relationships

**End point task:** “I don’t know why people make a fuss about puberty, it is just another stage in growing up .’ Sam year 5 . Write a reply to Sam including your own opinion and show different points of view with supporting evidence and examples.

## Did you know?

**Poor nutrition** can lead to - short term effects such as; stress, tiredness and limited capacity to work, Long term it can contribute to the risk of developing some health problems such as; being overweight or obese, tooth decay, high blood pressure, high cholesterol, heart disease and stroke, type-2 diabetes, osteoporosis, some cancers, depression and eating disorders.

**Good nutrition** includes your **5 a day** one portion could include; 80g of fresh, canned or frozen fruit and vegetables, 30g of dried fruit, 150ml glass of fruit juice or smoothie – but do not have more than 1 portion a day as these drinks are sugary and can damage teeth, 3 heaped tablespoons of vegetables is another portion.

**Exercise such as** Jogging or running, swimming fast or lap swimming, aerobic dancing, fast dancing, step aerobics etc could benefit your health.

**Puberty** is the process of physical maturity in a person that takes place in adolescence and begins at different times for different people. Changes are physical and emotional which can lead to mood swings which seem to come from nowhere.

Changes will happen at different rates and in a different order for different people. Everyone goes through puberty, you are not alone. A good diet and exercise can help deal with some of the physical changes.. Puberty is normal despite sometimes feeling very abnormal. **For boys** - Starts between 10 / 12 years of age - changes include; facial Hair, voice Breaking, erections, wet dreams, widening of chest and shoulders. **For girls** - starts between 9 and 11 years of age, menstruation / Periods begin, breast growth, hips widen. **For both** - Grow taller, sweat more, changes to hair and skin may get spots

**Mental health** - People need to look after their mental wellbeing . Some self care techniques include, mindfulness, doing something you enjoy, relaxation techniques, fresh air and exercise. If someone is experiencing mental ill health they should talk to someone.



Where is this learning coming from?	Where is this learning going?
These lessons build on work done in the primary school on puberty and friendships. Biology lessons in year 7 cover reproduction and this PSHE programme focuses on the physical and emotional changes to young people offering the practical and support they need..	These lessons link to the RSE and health education PSHE programme that is delivered across key stages 3 and 4. Relationships and Health education are explored throughout these key stages in line with National Curriculum guidelines
What will you know as a result of this?	Career links:
Students will learn what changes take place throughout puberty and how to deal with these. They will know a healthy life is centred on balance in relation to eating and exercise, They will understand the dangers associated with drinking alcohol under age on both their health and keeping themselves safe. Inappropriate contact within relationships and consent will be discussed.	<ul style="list-style-type: none"> <li>• Health Care</li> <li>• Dietician</li> <li>• Nutritionist</li> <li>• Personal trainer</li> <li>• Charity work</li> </ul>



### Useful weblinks:

[www.nutrition.org.uk/healthyliving/healthydiet/eatwell](http://www.nutrition.org.uk/healthyliving/healthydiet/eatwell)  
[www.childline.org.uk](http://www.childline.org.uk)  
 GOV.UK's The Eatwell Guide  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
[www.youngminds.org.uk](http://www.youngminds.org.uk)  
[www.drinkaware.co.uk/advice/underage-drinking/teenage-drinking](http://www.drinkaware.co.uk/advice/underage-drinking/teenage-drinking)



Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1.	Students will identify the components of a healthy <b>diet</b> and discuss the impact of this on physical and emotional well being. <b>Balance</b> is the key word here and we will look at the inclusion of fast food/take aways in relation to this. Healthy teeth and gums is another focus in this lesson with guidance on how to prevent tooth and gum decay through <b>diet</b> and healthy teeth cleaning.	<b>Diet</b> - the food a person eats  <b>Exercise</b> -activity requiring physical effort  <b>Balance</b> - different elements are equal or in correct proportions
2. n	Students will understand why <b>exercise</b> is so important in a healthy lifestyle and identify some of the reasons why some young people may need encouragement to participate. They will also identify the reasons why <b>rest</b> and <b>relaxation</b> is so important and can impact the physical and mental well being of an individual and explore personal choices and interests	<b>Resilience</b> -the capacity to being able to withstand or recover from difficulties
3.	This lesson involves identifying coping strategies that could aid our <b>resilience</b> in stressful situations. We will look at different coping strategies and the impact they can have and see how applying them throughout life will enable us to build and maintain our <b>resilience</b> in difficult situations.	<b>Peer pressure</b> -influence from members of one's peer group  <b>Relaxation</b> -state of being free from tension
	Students will learn how understanding <b>alcohol</b> levels in different drinks is important to safe drinking in adults and what the recommended alcohol intake for adults is. Changes in behaviour and health impacts of <b>alcohol</b> on the body will be discussed. <b>Peer pressure</b> and the effects of drinking alcohol on behaviour in young people will be looked at and strategies to deal with peer pressure identified.	<b>Mental Health</b> -a person's condition with regard to their psychological and emotional well being  <b>Puberty</b> - period during which adolescents reach sexual maturity and become capable of sexual reproduction
5.	<b>Puberty</b> - an overview of the bodily and emotional changes in both boys and girls will be learnt with support strategies discussed to deal with the practical issues and personal hygiene. Emotional changes and the impact of these on relationships will be identified and ways to deal with these , Possible <b>conflict</b> in relationships and keeping safe in changing relationships will be discussed.	<b>alcohol</b> - chemical substance found in drinks e.g. wine, beer also found in mouthwashes and medicines and some household products.
6.	Reflection and final extended writing task “I don't know why people make a fuss about <b>puberty</b> , it is just another stage in growing up .’ Sam year 5 . Write a reply to Sam including your own opinion and show different points of view with supporting evidence and examples.	<b>Conflict</b> - disagreements and arguments that usually go on a long time



## SAFEGUARDING OUR COLLEGE

If you have any concerns about your own safety, or that of another person, please talk to a member of our team or another adult at our College



Mrs Stephens  
Designated Safeguarding Lead



Mr Forster  
Principal



Mr Buchanan  
Vice Principal



Dr Savage  
Deputy Designated Safeguarding Lead



Mr Read  
Assistant Principal



Ms Harris  
SENDCo



Mrs Ingleby  
HoY 7



Mr Brokenshire  
Deputy DSL / HoY 8



Miss Squire  
Deputy DSL / HoY 9



Mrs Blackmore  
HoY 10 / 11



Mrs Berryman  
Deputy HoY 7



Miss Fox  
Deputy HoY 8



Mr Hunter  
Deputy HoY 9



Mr Murphy  
Deputy HoY 10



Mr Marsh  
Deputy HoY 11



Mr Galli  
Head of Sixth Form



Mr Jacob  
Deputy Head of Sixth Form



Mrs Ruxton  
Deputy Head of Sixth Form



• Develop a culture for learning and living • Community Cohesion • Ensure inclusion is at the heart of all we do • Equality for All



## Eatwell Guide

Check the label on packaged foods

Each serving (150g) contains

Energy	Fat	Saturated	Sugar	Salt
1048kJ 250kcal	3.0g	1.3g	34g	0.9g
LOW	LOW	LOW	HIGH	MED
13%	4%	7%	36%	15%

of an adult's reference intake  
Typical values (as sold) per 100g: 697kJ/ 167kcal

Choose foods lower in fat, salt and sugars

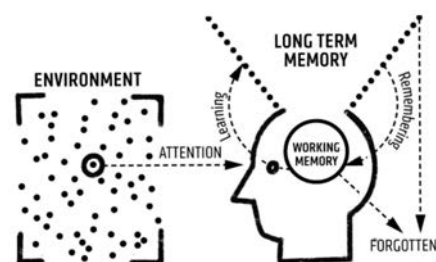
Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.





## 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**



**Big Question:** What is good and what is challenging about being a Muslim teenager in Britain today?

**End point task:** 'There are many challenges faced by Muslim teenagers in Britain today' Evaluate this statement.

### Did you know?

- The word 'Islam' in Arabic means submission to the will of God
- Followers of Islam are called Muslims. Muslims believe there is one true God Allah (the Arabic for God)
- Muslims believe that Islam was revealed over 1,400 years ago in Makkah, Arabia through a man called Muhammad. Muhammad is so respected that it is usual for Muslims to say 'peace be upon him' (PBUH) whenever they mention his name
- Muhammad is believed by Muslims to be the last prophet sent by God (Allah). They believe God sent prophets to mankind to teach them how to live according to His law. Jesus (Isa), Moses (Musa) and Abraham (Ibrahim) are other respected prophets
- The **Five Pillars of Islam** are an important part of Muslim life. They are five things that a Muslim must do so they can live a good and responsible life. They include:
  1. The **declaration of faith** (Shahada)
  2. **Praying** five times a day (Salat)
  3. Giving money to **charity** (Zakah)
  4. **Fasting** during the month of Ramadan (Sawm)
  5. A pilgrimage to **Makkah** at least once in a lifetime (Hajj)
- The Muslim holy book is called the **Qur'an**. Muslims believe this to be the word of Allah as dictated to Muhammad
- They also have the **Sunnah**, which Muslims believe to be the practical example of Prophet Muhammad
- Muslims worship in a building called a **mosque**. On Friday at noon, the most important of the weekly services is held
- When Muslims pray, they must always face **Makkah** in Saudi Arabia. Many Muslim men will wear a small cap called a **taqiyah** when they pray



### Where is this learning coming from?

This unit is not simply about gaining knowledge and understanding about Islam. It is building on learning from primary school and challenging stereotypes to enhance students' reflection, developing their spiritual, moral, social, cultural (SMSC) development, as well as linking with citizenship. The Scheme of learning is taken and adapted from the Devon and Torbay syllabus (2019).

### 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, 'understand the impact' of these beliefs in people's lives, and to 'make connections' in their learning and their wider experience of the world

### 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

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

### Useful weblinks:

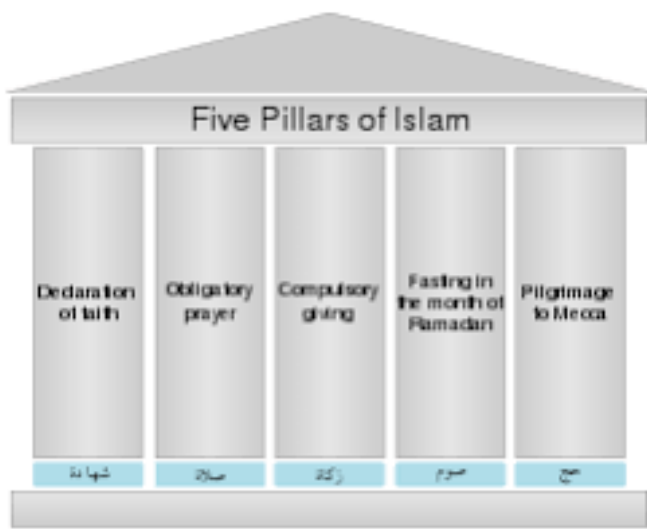
<https://www.bbc.co.uk/bitesize/topics/zpdtbkb>
<https://piety.org.uk/index.php/mission/>
<https://loveforallthatredforone.org/>
<https://mcb.org.uk/resources/state-of-media-reporting/>
<https://www.bbc.co.uk/news/newsbeat-36346886>
<https://www.wearemin.co/blog/9-british-muslim-influencers-to-watch-out-for-in-2019-2/>
<https://www.bbc.co.uk/newsround/40324678>
<https://www.bbc.co.uk/news/av/uk-40346457>
<https://www.islamicity.org/3091/iitihad-interpreting-islamic-principles/>
<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion/articles/religioninenglandandwales2011/2012-12-11>
<https://www.theguardian.com/world/2014/jul/09/what-is-it-like-to-be-a-muslim-in-britain-today>



Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1. How are Muslims perceived in the media	<b>Akhlaq</b> is a practice of virtue, morality and manners within Islam. <b>Islam</b> is translated as 'Peace', and believe that a Muslims <b>Iman</b> is a way to help them have a good Akhlaq. Muslims also practise <b>Ibadah</b> , this is where Muslims will worship in order to expand on their <b>Iman</b> . Muslims may do this through <b>Salat</b> and by going on <b>Haji</b> , reminding Muslims that they are <b>submissive</b> to Allah and it greatens their Iman. There are many misconceptions placed on Muslims within the media, and it is important to not label all Muslims with the same <b>stereotype</b> . Due to terrorist attacks such as 9/11 and 7/11 some Muslim extremists have been <b>labelled</b> with the term ' <b>terrorist</b> '. This lesson helps students reflect on the harm of 'labelling' and being ' <b>stereotyped</b> ' because of their religious beliefs. This lesson will also focus on the positives to being a Muslim, looking at <b>values</b> and <b>virtues</b> , using research and comparing two positive role models, Mo Salah and Malala Yousafzai.	<b>Iman</b> - a Muslims person's faith, belief, recognition <b>Ibadah</b> - translated as worship <b>Akhlaq</b> - how a Muslim person shows their noble character, their morality, ethical conduct <b>Terroism</b> - unlawfully using violence and intimidation, especially against civilians in the pursuit of political aims <b>Lesser jihad</b> - defending Islam from threat <b>Greater Jihad</b> - struggle within oneself, the efforts of a Muslim to live the their Muslim faith as well as possible <b>Jihad</b> - struggle <b>Belief</b> - an acceptance that something or someone exists or is true without needing proof <b>Morals</b> - principles of right and wrong <b>Pilgrimage</b> - a religious journey <b>Haji</b> - one of the five pillars of Islam, the pillar of pilgrimage <b>5 Pillars of Islam</b> - the five fundamental practices of Islam, considered to be obligatory for all Muslims <b>Submissive</b> - conform to the authority or will of others <b>Minority</b> - a number that represents less than half of the whole <b>Salat</b> - one of the five pillars of Islam. The Pillar of Prayer <b>Mecca</b> - a city on Saudi Arabia that Muslims go on pilgrimage on Haji <b>Labelled</b> - when you have assigned a label, categorised someone or something based on a particular characteristic <b>Stereotyped</b> - a general belief about a person/place based on a particular characteristic <b>Values</b> - something that you hold important to you, principles and standards of behaviour <b>Virtues</b> -individual beliefs that motivate someone to act one way or another
2. What is British Islam and what does Islam look like in our communities	Students will start to analyse what it means to be a 'British Muslim', reading through extracts from the Guardian (2014) and making notes on the benefits and the challenges to being a British Muslim. Students will look at the 2011 and 2021 Census and compare what British Muslims look like in our local community based on the statistics, comparing this to a community with a higher population, such as the Tower Hamlets in London. Research will be done on the local <b>Mosque</b> in Plymouth (PIETY) again compared with the Baitul Futuh <b>Mosque</b> in London, looking at what and how the Mosque supports the Muslim communities in these areas. Students will begin to notice the difference in support for British Muslims based on the population percentage within these communities.	<b>Mosque</b> - a building used for public worship by Muslims <b>Islamophobia</b> - a dislike or prejudice against Islam or Muslims <b>Protected characteristics</b> - 9 characteristics that are protected; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex. <b>Ijtihad</b> - Independent reasoning by an expert in Islamic law to guide Muslims with moral dilemmas. <b>Mutahid</b> - an authority interpreter of the Islamic law <b>Scriptures</b> - writings that are regarded as Holy in a particular religion.
3. What is Islamophobia and why are some people Islamophobic	This lesson will begin to describe, with examples, what is meant by <b>Islamophobia</b> by looking over Guardian articles (2014), which have been used in a previous lesson (Lesson 2). Students will discuss and make notes on how Islamophobia can arise from a lack of understanding of the religious <b>beliefs</b> , <b>values</b> and ways of life of the vast majority of Muslims. Students will then be able to explain what is meant by the terms <b>lesser</b> and <b>greater jihad</b> . This lesson focuses on the law around <b>Islamophobia</b> and the law surrounding <b>protected characteristics</b> .	
4. What can be done to challenge Islamophobia	Students will start to look at different artists such as Ridham Adhami and Aisha Zia who have challenged <b>Islamophobia</b> through their work, Identifying some of the effects of Islamophobia as they relate to teenage Muslims in Britain. Students will not only begin to look at how these are challenged within the Muslim community, but will be able to challenge Islamophobia through their work using the information they have learnt in previous lessons, looking at the law and meaning of <b>protected characteristics</b> . Students will come together to map out ideas on how Islamophobia can be tackled within a school community, working in groups and presenting their ideas to the class.	
5. What is ijtihaad and how can it help Muslim teenagers today?	In this lesson, students will mind map current issues that may not have been around in the past, such as cyber bullying, surrogacy, social media. Students will start to reflect on how <b>moral</b> decisions are made through our understanding and guidance from schools, parents and teachers. This will introduce that not all the teachings are in the <b>Quran</b> and that there is sometimes a need for someone to support a British Muslim teenager to guide them within their religious journey. Students will start to discuss the role of a <b>Mutahid</b> and explain why their role is important within a Muslim community and for a British Muslim teenager. This lesson will look at how the <b>scriptures</b> within the Quran can be interpreted differently, looking at the example of the different head gear worn by Muslims, leading students to an understanding that each scripture is an interpretation to the Muslim believer. Students will then create a Newspaper article based on their understanding of <b>ijtihad</b> , using the different moral examples mentioned in the lesson as well as the traditional scriptures within the <b>Quran</b> .	
6. Extended Writing task 'There are many challenges faced by Muslim teenagers in Britain today'	Students will complete their extended writing task (End point task) and evaluate this statement; " <b>There are many challenges faced by Muslim teenagers in Britain today</b> " using a PEEL paragraph (Point, Explain, Evidence and Link), Students will be expected to come up with two opposing PEEL paragraphs and then concluding on which argument they belief to be the strongest using their views and understanding. Once marked, students will have DIRT time (Designated, Improvement, Reflection Time)to reflect and make any improvements within their answer.	

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# Head coverings worn by Muslim women

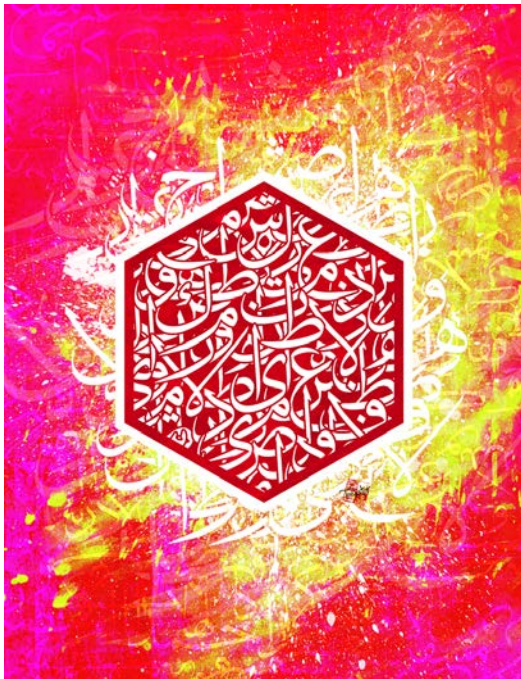
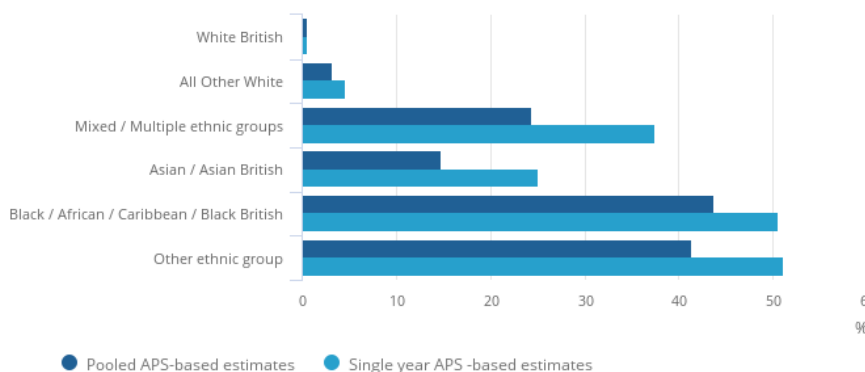


Figure 1: The proportion of not available and zero estimates varies considerably by ethnic group

Proportion of not available and zero estimates by ethnic group, local authorities in England and Wales, 2014 to 2016

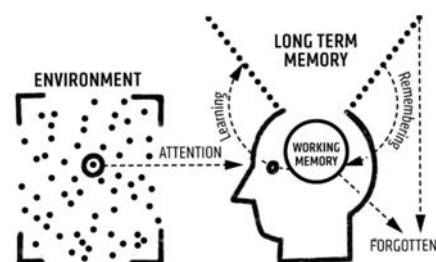


Source: Office for National Statistics – Research report on population estimates by ethnic group and religion



## 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 2



**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](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 <b>letter</b> and, although increasingly rare, it is still a valuable skill.	<p><b>Formulas</b> - 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.</p> <p><b>Letters</b>- a communication to someone else that conveys messages, thoughts, and/or feelings.</p> <p><b>Presentation</b> - demonstrate and clearly communicate information</p> <p><b>Logos</b> - a symbol made up of text and images that identifies a business.</p> <p><b>Calculations</b>- process that transforms one or more inputs into one or more outputs or results</p> <p><b>Spreadsheets</b>- an electronic document in which data is arranged in the rows and columns of a grid and can be manipulated and used in calculations.</p> <p><b>Profit</b> - the difference between the amount earned and the amount spent in buying, operating, or producing something.</p> <p><b>Net profit</b> - the amount of money your business earns after deducting all operating, interest, and tax expenses over a given period of time.</p>
2. Review and Improve	<p>The <b>Letters</b> will have been reviewed for this lesson.</p> <p>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.</p> <p>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 <b>presentation</b> guidance given in Unit 1 L4 and start work on an individual <b>presentation</b> to the governors to sell their idea. They should begin by titling slides to indicate what information they wish to convey.</p>	
3. Selling your idea	This lesson allows time for students to complete the content of their slideshow and to work on the <b>presentation</b> . 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 <b>logos</b> 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 <b>spreadsheets</b> . It introduces learners to the concept of <b>spreadsheets</b> and why <b>spreadsheets</b> are useful. They will learn how to navigate a <b>spreadsheet</b> 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	<p>In this lesson students create a spreadsheet to fulfil a simple project brief. For example: find out the cost of hosting this party.</p> <p>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 <b>profit</b> and <b>net profit</b>. The need for effective labelling will be emphasised.</p>	
7. Overflow or Contingency lesson 3D Design	<p>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.</p> <p>Students will use Google Sketchup to create a 3D design for a house.</p>	



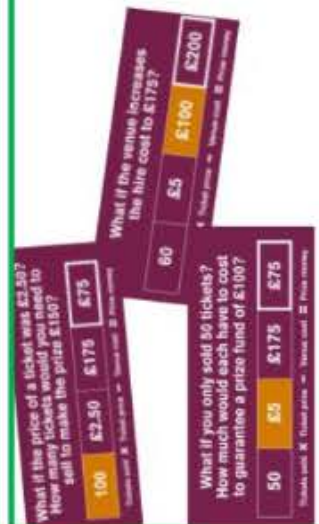
## Section 4 of Knowledge Organiser: , Modelling with spreadsheets

### Advantages of spreadsheets

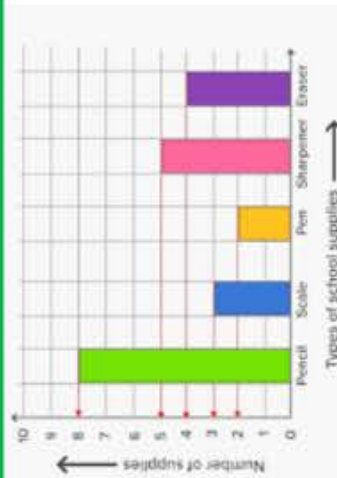
- Spreadsheets are more effective than the calculator or pen and paper as they are fast, reliable and effective.
- Formulae produce results from calculations
- For example if an electrician had to come to repair a light, there would be his callout charge, labour, and costs, the spreadsheet can automatically 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

### Modelling: "What if?"

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



- 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.



### Sorting and filtering data

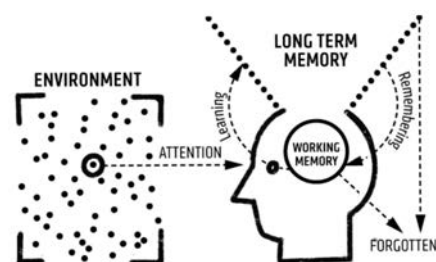
- in a spreadsheet you can sort and filter data so it is easier to read e.g. sorted A-Z or 1-10 or 10 -1
- You can also apply conditional formatting which colour codes data according to preset values eg all above 5 green, below red.

### 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.

## 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

Term: Spring 2



**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.	<b>Expectations and Hazards - Skills Checklist</b> <b>Personal hygiene and 4 Cs</b> Identify hygiene and safety issues and how to prevent Personal Hygiene Practical routines and procedures Knife skills Equipment - getting to know the room
2.	<b>Fruit Salad Practical Prep</b> 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.	<b>Fruit Salad Practical</b>
4.	<b>The Eatwell Guide</b> Introduction - food groups and portions, the importance of. Food labelling, hydration. Healthy eating guidelines. Big Question preparation
5.	<b>Oven safety - Cooking Methods</b> Using the hob - temperature control High risk ingredients - hygiene and safety
6.	<b>Pasta/Potato Salad Practical</b>
7.	<b>Where does our food come from?</b> Food provenance - grown, caught, reared. Transportation. Seasonality and food miles
8.	<b>BIG QUESTION -</b> What is the Eatwell guide, how should it be used and why is it important?
9.	<b>Speedy Pizza Practical Prep</b> A pizza style product that follows healthy eating guidelines and eatwell guide advice for teenagers. Demonstration and planning.
10.	<b>Speedy Pizza Practical</b>

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## 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

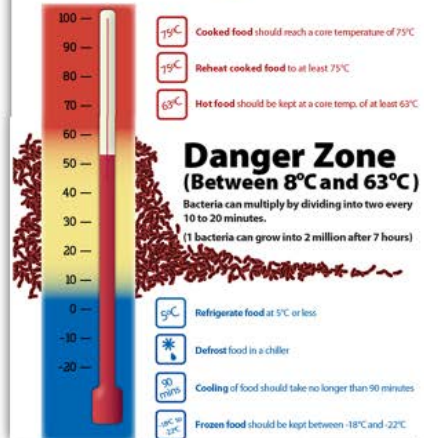
**Cleaning** - wash your hands properly

**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

## Keep food out of the Danger Zone



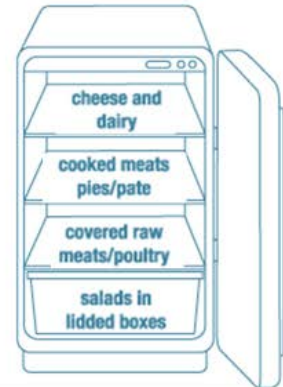
## Year 7 Food Knowledge Organiser: Food Safety

### 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



The Eatwell guide

### 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)**  
Meat  
Processed Foods  
Lard

**Unsaturated Fat (Good Fats)**  
Avocado  
Nuts  
Olive oil

#### Too much

- Obesity
- Type 2 diabetes
- Heart Disease



#### Protein

Function:  
Growth and Repair  
Energy



#### Sources:

**Plant**  
Nuts  
Quorn  
Beans  
Lentils

**Animal**  
Eggs  
Fish  
Meat

#### Too much

- Turns to fat if not turned into energy

### 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

Weight Gain

#### Too little

- Lack of energy
- More likely to snack

### Water

Keeps us hydrated.

#### Source

Drinks, fruit and vegetables, soup.

#### Function

- Controls body temperature.
- Gets rid of waste in the body.

#### Too little

- 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

### 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

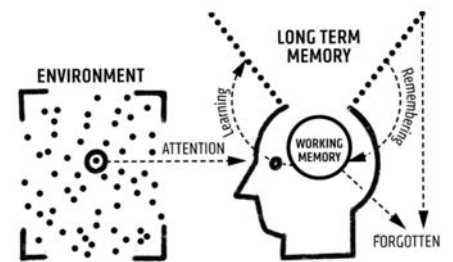


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## Your Bare Essentials Reflection

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?



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## BARE ESSENTIALS

SUBJECT: Design Technology Spinner slinger

YEAR: 7

Term: Spring 2



**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=jLR0tzX\\_9BI](https://www.youtube.com/watch?v=jLR0tzX_9BI)



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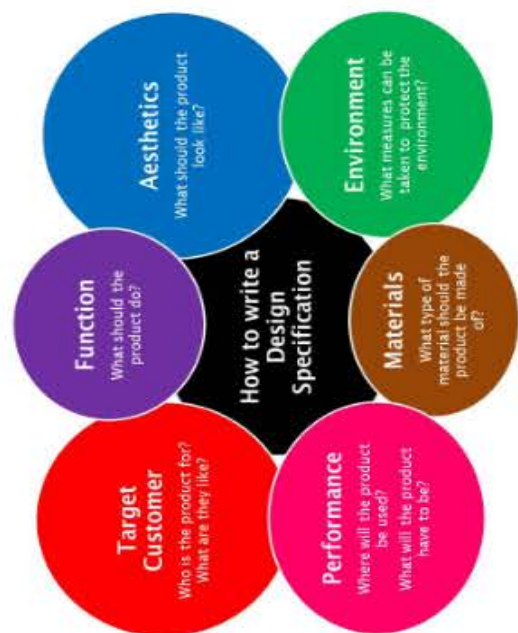
Lesson	Scheme of learning outline:
1.	Recognise the importance of health and safety (Knowledge)
2.	Understand the importance of ergonomics and anthropometrics when designing products Identify the ergonomic features of a range of products
3.	Create a specification for the spinner slinger Apply ACCESSFM 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

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- 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 equipment

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



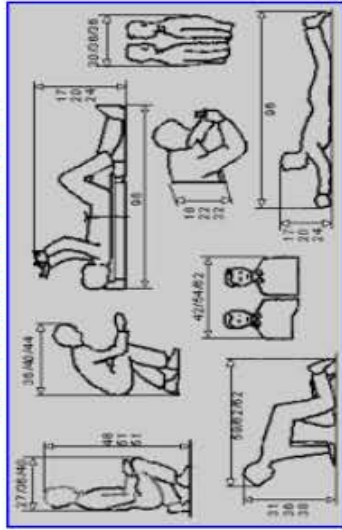
## Ergonomics

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.



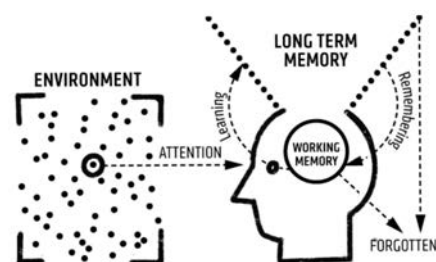
## HAND TOOLS

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 !



## 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?



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**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.

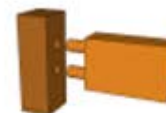
# MANUFACTURED BOARDS

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



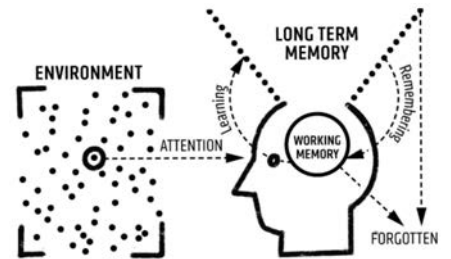
Wood glue is the most common way of joining two pieces of wood together. It is also known as PVA (Polyvinyl acetate).

## 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?



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