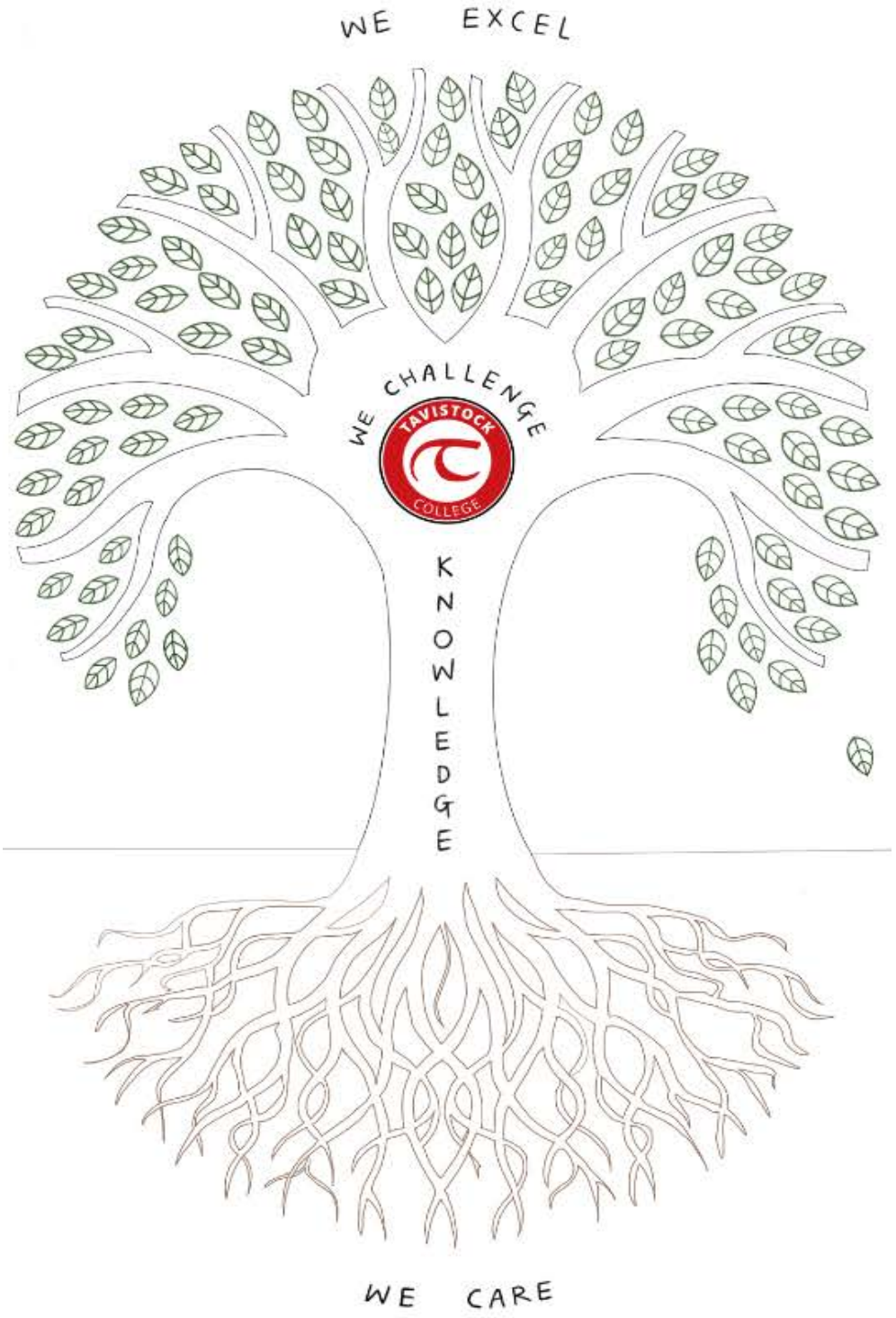
The Bare Essentials



YEAR 7: Autumn Term 1

Essential knowledge for your curriculum

Name: _____

Tutor Group: _____

Outline of contents:

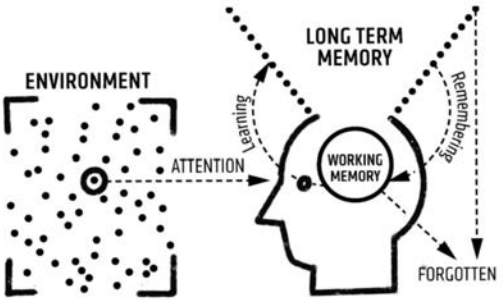
Please note some faculties contain more than one subject and so may have multiple Bare Essentials for their subjects.

Homework

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

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

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



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

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

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

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

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

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

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

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

Rooted in Reading: Our Reading Curriculum

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

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

Parents/ Carers: How can I use the Bare Essentials to help my young person?

Why?

We want to make sure that all students at Tavistock College are able to access the information in the Bare Essentials. To do this, we have looked at strategies that parents / carers can use to scaffold their young person's learning.

What does struggling look like?

Your young person may already have an identified Special Educational (SEND) Need such as Autism, Dyslexia or ADHD. Alternatively, they may demonstrate issues such as:

- Struggling to concentrate
- Difficulties remembering information
- Difficulties with reading / writing
- Difficulties with organisation

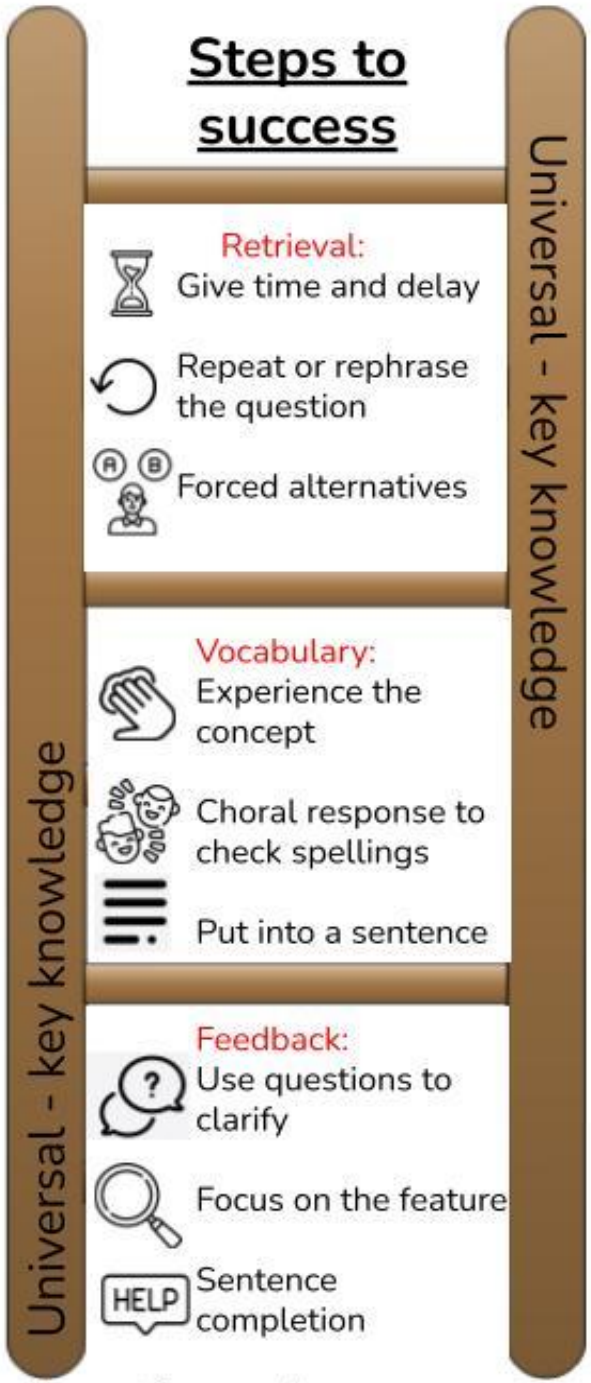
Research:

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, enough support is provided so that a young person can successfully complete tasks that they could not do independently. The support is then removed gradually so the young person can complete the task independently.
(Special Educational Needs in Mainstream School. Guidance Report. Education Endowment Foundation)

High Quality Teaching at TC:

Within school, all students are supported to access their learning through the High Quality Teaching and Learning six:

- Retrieval Practice
- Targeted Questioning
- Learning new vocabulary
- Modelling
- Extended work
- Feedback



'Practice makes progress'

	• Allow enough time to respond. Wait for at least six seconds. • Ensure the young person has waited until you have finished your request
	• Repeat the information again after allowing waiting time • Repeat the information in a different way. Don't do this too quickly. Allow processing time
	• Give the young person two choices e.g. What does this word mean? X or Y?
	• Help the young person to experience the concept e.g. How does it feel?
	• A verbal repetition strategy that encourages students to respond when prompted with a cue (visual or verbal)
	• Put the unknown word into context in a sentence. Present this to the young person visually or verbally.
	• Check the young person understands by asking questions at a simple level first.
	• Help the young person focus on the feature they need to look at to be able to understand your question. E.g. if asking how two items are alike, draw attention to the relevant similarities, such as colour.
HELP	• When asking questions that need a defined answer, model the response by beginning it, prompting the young person to repeat how you start the sentence.

Students: What can I do if I am stuck?

In school:

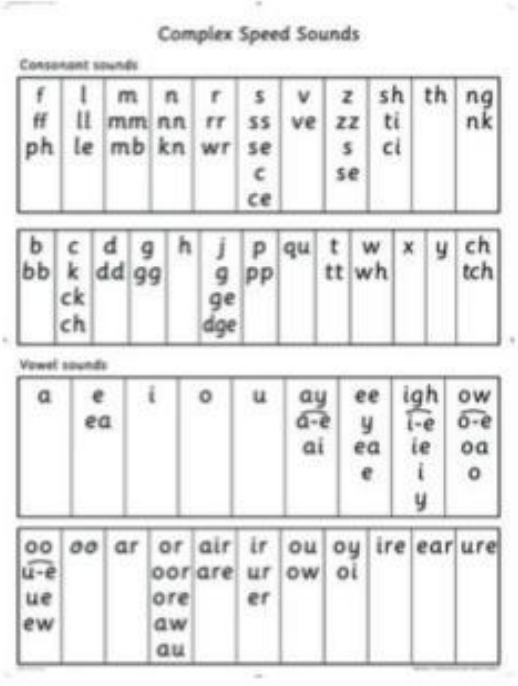
- What do I already know? Remember to look back at what you have learnt before.
- Use scaffolds to help e.g. glossaries, sentence starters, tasks boards
- Ask a friend (if it is the right time during the lesson)
- Ask your teacher

At home:

- Mind map what you know
- Use a dictionary for new / hard words
- Use the 'Steps to Success' methods
- Ask an adult at home
- Use technology to help e.g. a search engine

Reading tips:

- Remember to sound out and blend new words
- Use the look, cover, write, check strategy to learn new and important words



Complex Speed Sounds

Consonant sounds

f ff ph	l ll le	m mm mb	n nn kn	r rr wr	s ss se c ce	v ve	z zz s se	sh ti ci	th	ng nk

b bb	c k ck ch	d dd	g gg	h	j g ge dge	p pp	qu	t tt	w wh	x	y	ch tch

Vowel sounds

a	e ea	i	o	u	ay a-e ai	ee y ea e	igh i-e ie i y	ow o-e oa o	

oo u-e ue ew	oo	ar	or oor ore aw au	air are	ir ur er	ou ow	oy oi	ire	ear	ure

Steps to success

Universal - key knowledge

Universal - key knowledge

Retrieval:

Give time and delay

Repeat or rephrase

Forced alternatives

Vocabulary:

Experience the concept

Choral response- say words / sentence out loud

Put into a sentence

Feedback:

Use questions to clarify

Focus on the feature

HELP Sentence completion

'Practice makes progress'

	• Allow enough time to think of the answer. This may take longer than you think.
	• Re-read the highlighted information, focusing on key words to help you
	• Choose between two answers - which one is it most likely to be?
	• Think about the concept practically. E.g. what can you see around you that is familiar
	• Say things out loud to help you to remember them
	• Put a new word you have learnt into a sentence
	• Start with questions / information that you are familiar with and build up to the hard ones
	• Focus on the highlighted information. These bits are the most important
HELP	• Use the verbal or visual sentence starters to help you use what you know to answer a question

BARE ESSENTIALS

SUBJECT: Introduction to the Visual Elements (Art/Textiles) **YEAR: 7** **TERM: Autumn 1 and 2**

Big Question: *What are the Visual Elements?*

End point task: *A secondary source drawing of a fruit bowl*

Did you know?

- *The **Visual Elements** are the backbone of artist language, they are used to describe all art forms.*
- ***Tone** is built up of layers, think Shrek, ogres or onions!*
- *White is actually light and dark is shadow*
- ***R**ichard **O**f **Y**ork **G**ave **B**attle **I**n **V**ain, is a good way of remembering the colour order in a rainbow- **R**ed, **O**range, **Y**ellow, **G**reen, **B**lue, **I**ndigo, **V**iolet*
- *The **primary colours** cannot be mixed (created) using other colours.*
- ***Complementary colours** are opposite each other on the colour wheel, a pair of complementary colours have one primary and one secondary colour, as well as one warm and one cool colour*
- *The golden rules of Art are; looking, practice and confidence.*
- *Yayoi Kusama's is a Japanese painter, performance and installation artist whose Mum tore up her drawings! She couldn't afford art materials so she used mud to make art.*

Where is this learning coming from?

- You will reflect upon visual arts knowledge gained at primary school and extend this moving forward in the course.
- Knowledge will vary from different primary schools.

Where is this learning going?

- This will help you answer the Big Question:*What are the Visual Elements?*
- Prepare you for exploring and expanding your skillbase in KS3 Art/ Textiles.
- Develop your observational drawing.
- Apply your new skills to your artwork, refining and using tonal shading to achieve detail and realism.

What will you know as a result of this?

- You will understand negative shape and apply it to your work.
- You know how to create an oil pastel monoprint.
- You will know who Yayoi Kusama is and what she creates.
- You will learn how to apply shade using hatching and cross hatching, as well as blended tonal shading.

Career links:

- Artist
- Tattoo Artist
- Graphic Designer
- Illustrator
- Printer
- Architect
- Teacher
- Advertising Designer
- Art Gallery Curator
- Fashion designer

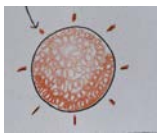
Useful weblinks:

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

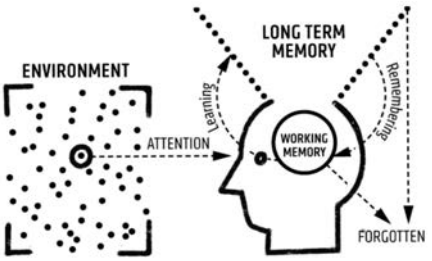
Together: We Care, We Challenge, We Excel

Topic	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
Introduction	This lesson you will start our journey exploring and applying the **Visual Elements**, you will use the visual arts hand out to define and draw the language of Art.	**Visual Elements:** The language used to describe all art forms. **Horizontal**: A straight line going across the page. **Vertical:** A straight line going up/down the page. **Parallel:** Side by side in the same direction. **Primary observation:** Source material experienced first-hand by the artist. i.e. An actual bowl of fruit. **Secondary observation:** Images which have been generated by others. **Cross hatching:** Crossing parallel lines for shading. **Hatching**: Parallel lines for shading. **Tonal shading:** Shading using light, mid and dark tones. **Realism:** Artworks created in a realistic, almost photographic way. **Texture**: How the surface of something looks or feels. **Monoprint:** A form of printmaking where the image can only be made once. **Negative space:** The area around and between a subject. **Notan picture:** Japanese paper cutting design. **Two dimensional:** Drawing with height and width **Three dimensional:** Length, width and depth. **Primary colours:**Colours which can't be mixed, red, yellow, blue. **Secondary colours:** Colours made by mixing two primary colours, orange, green, purple. **Complementary colours:** Opposite each other on the colour wheel.
Line	You will look at the different types of **line** drawings.You will use the **primary observational** drawing using **cross hatching** and **hatching** linear technique.	
Tone	You will be making art appear **three dimensional** by adding **form** using tonal shading. You will explore tones and discover how they can create **realism.**	
Texture	You will start by adding **texture** by creating a **monoprint** using oil pastels. This will provide the first step in printing and allow you to quickly create a realistic image.	
Pattern	This lesson will introduce Artist Analysis as we look at the work of Yayoi Kusama, through her love of dots you will examine the visual element o**f pattern**.	
Shape	You will focus on **negative space** this lesson, looking at how it is used in advertising. You will then create a **Notan picture** by cutting out shapes and reversing their image	
Form	Using a mine craft figure you will discover how to transform a **two dimensional** shape into a **three dimensional** image by adding depth.	
Colour	Understand the colour wheel and what **primary, secondary colours** are made. You will learn what **warm and cool colours** are and what **complementary colours** are.	
Colour Blending	You explore colour blending to create light and dark shading by mixing different colours to create **tone** (light to dark) to create a 3D appearance	
End Point Task:	Using the skills learnt during the visual elements topic create your own fruit bowl picture, using a **secondary observational source**.	

Topic 1: The Visual Elements

	• **LINE** Line is the path left by a moving point. For example, a pencil or paint brush
	• **TONE** is the measure of light and dark shade.
	• **COLOUR** is made from mixing the three primary colours and used to create the mood or atmosphere of an artwork.
	• **SHAPE** A shape is created when a line is enclosed. It could be an outline or a flat area of colour
	• **TEXTURE** means how the surface of something looks or feels
	• **PATTERN** is a design in which lines, shapes, forms or colours are repeated. Patterns can be regular or irregular.
	• **FORM** is the illusion of 3D. While shapes have two dimensions (height and width), forms have three dimensions (height, width and depth).

Hatching	Closely spaced parallel lines	
Cross Hatching	Parallel lines crossing different angles	
Contour Lines	Follow the shape of an object.	
Negative Space	The area around and between a subject.	
Primary Observation	Source material experienced first-hand by the artist. For example, a still life you have set up.	
Secondary Observation	Material which has been generated by others. An example would be images found on the internet.	

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: Introduction to Music Skills **YEAR: 7** **TERM: Autumn 1 and 2**

Big Question: *How can we use our knowledge and understanding of different voice types and notes to create a performance?*

End point task: *Create a group performance using voices and body percussion.*

Did you know?

- *Listening to calm music on its own can reduce stress and make you feel relaxed. Active participation (such as singing or playing an instrument) has even stronger effects when it comes to stress reduction.*
- *Practising an instrument teaches discipline. It requires commitment, regular practice and good time management.*
- *Music supports multitasking. Musicians constantly have to adjust to the tempo, tone, style, rhythm of the pieces — and that is good training for the brain when it comes to conducting a few activities at the same time.*
- *The arts and culture industry supports around **£48bn** in turnover, **£32bn** added value to the **British economy,** supports **c363,713 full-time jobs**, pays nearly **five % more than UK average salary and** attracts at least **£856m of tourist spending**.*
- *Arts and culture play an important role in supporting the UK's wider commercial creative industries, such as film production, advertising, design and crafts, and showcasing the country's creative talent overseas.*
- *The arts and culture sector has an important benefit on **health and well-being**. Those who had attended a cultural place or event in the preceding 12 months were 60% more likely to report good health, and theatre-goers were 25% more likely to report being in good health than the average. As a practical subject it allows us to move and helps us to find healthy ways to express our emotions.*
- *People **valued being in the audience** for the arts at about £2,000 per year, which is higher than sport.*
- *It's **physically good for us** **too**. We develop fine motor skills, it's a form of exercise, it teaches us better coordination and improves our memory as a neuroeducation international summit discovered it improves our concentration, cognition and attention.*
- *Studying performing arts can **support many other subjects** through teaching transferable skills and knowledge*

Factoids supplied by Department for Digital, Culture, Media & Sport, ,John Hopkins University, Derby University, Psychology Today, Indeed.com, Study International

Where is this learning coming from?

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

- Primary school shows you have been in (Nativity, End of Year 6, concerts)
- You might also have seen concerts
- Singing in school assemblies
- Music lessons in primary schools
- Transition choir

Where is this learning going?

These lessons will help you practically and verbally

- Answer the Big Question: *How can we use our knowledge and understanding of different voice types and notes to create a performance?*
- Prepare you for further devising from a stimulus in KS3
- Prepare for further schemes of learning in music
- Prepare you for KS4 music
- Build your confidence in performing in front of others and working with others.
- Develop your social and communication skills which will support interactions and interviews using empathy, negotiation and vocal, 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 music classroom.
- Warm up and prepare for music activities, vocally and physically.
- Respond to a starting point for a performing arts piece.
- Work in a group to create and refine music work.
- Share your music work with peers.
- Conduct yourself whilst watching music performances and give feedback on what you have seen using CRESS.

Career links:

- Singer/ musical director/ pianist/ percussionist
- Composer/ songwriter
- Music Teacher/ facilitator / workshop leader
- Music producer/ studio manager
- Instrumentalist/ peripatetic music teacher
- Music technician/ sound engineer/
- Radio or TV presenter
- Marketing and advertising

Useful weblinks:

BBC Bitesize Music

BBC Bitesize Jobs that use Music

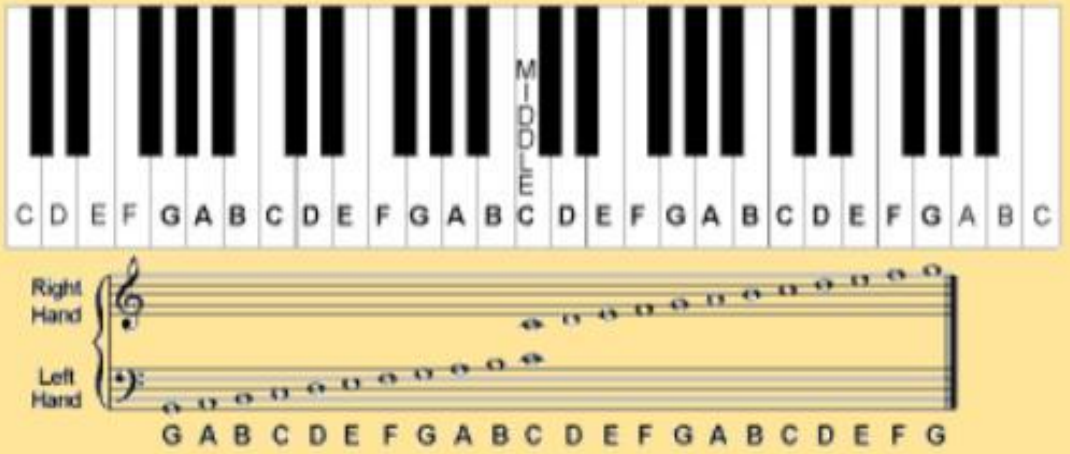
Together: We Care, We Challenge, We Excel

Unit Content Bare Essentials to remember **(words in bold are in your keywords)** :	Keywords: ***Remember that there is lots of cross over in Drama, Dance and Music. Artistic and creative knowledge builds up so revisit this page!***
Introduction to the Music Space We have to learn how to conduct ourselves in the space, so that everyone can be safe, happy and achieving. You will learn how to enter/exit the space, where to put yourself/your belongings, how to dress and how to work with others. You will learn how STAR behaviours look without desks and when you are doing practical work (stopped, still and silent). You will learn to use **neutral** as a position.	• **Vocal** - *anything to do with or referring to the voice, vocal warm ups make sure our voice is ready to perform* • **Physical** - *anything to do with/ referring to the body; physical warm ups make sure our body is ready to perform* • **Concentration** - *you will need to concentrate a lot during anything to do with performing arts so we use concentration warm ups to make sure our mind is ready to be creative and perform* • **Trust/ Teamwork** - *we use trust and teamwork warm ups to make sure we ready to work creatively in a group* • **Stimulus** - *a starting point for creative work. This could be an image, theme, quote, piece of music, title or theme* • **Discuss** - *your initial responses and reactions to the stimulus need to be talked through with your group -it's important that everyone contributes to the discussion* • **Improvise** - *your initial responses and reactions to the stimulus need to be tried out with your group - this is a great time to explore and experiment with what your work could do without worrying about it going wrong* • **Rehearse** - *rehearsal is selecting/ deleting/ editing/ refining your improvised work until it is ready to share* • **Perform** - *showing and sharing your practical creative ideas* • **Evaluate** - *considering the work you have created or seen and discussing its merits and areas for development** • ***Crotchet*** **-** *a musical note with the value of one beat* • ***Quaver*** **-** *a musical note with the value of half a beat* • ***Semi quaver*** **-** *a musical note with the value of a quarter of a beat* • ***Minim*** **-** *a musical note with the value of two beats* • ***Rest*** **-** *a silent beat* • ***Tempo*** **-** *the speed of a piece of music* • ***Rhythm Grid*** **-** *a method of writing out a group of rhythms as a piece of music* • ***Cross Rhythms*** **-** *when two different rhythms are performed at the same time* • ***Polyrhythms*** **-** *many rhythms. When a group of people create lots of different rhythms that intertwine to create one thick sound* • ***Group Rhythm*** **-** *Combining individual rhythms as a group to create a performance* • ***Melody*** **-** *a sequence of notes that is musically satisfying; the main tune of of song or piece of music* • ***Voice group*** **-** *names given to singers that have different ranges of their voice* • ***Vocal range*** **-** *the range of pitches that a human voice can create* • ***Soprano*** **-** *the highest female voice type that usually singing the melody or adds a higher harmony* • ***Alto*** **-** *the lower female voice type, either singing a harmony line or lower melody* • ***Tenor*** **-** *the higher male voice type that usually adds a lower harmony line or in an all male vocal group may sing the melody* • ***Bass*** **-** *the lowest voice type and usually carried the rhythm of the song, it adds depth to a vocal piece* • ***Singing in the round*** **-** *similar to canon, a phrase of music is sung by a group and continued, the phrase is then started by a second group later. This can be added on many times to build multiple layers of singing* **We use the **CRESS** structure as a way to helpfully and positively critique performance that we have seen (please see your class room wall and Google classroom for CRESS)*
Music/Performing Arts Warm Up Exercises You will take part in a series of warm up exercises to get you ready to work creatively and perform. These will be from one of or a mix of; **Vocal** Warm Up exercises, **Physical** Warm Up exercises, **Concentration** Warm Up exercises, **Trust/Teamwork** Warm Up exercises.	
Rhythm We will explore the term **Rhythm**, what does it mean? We will use clapping and body percussion to create our own **Rhythms** as part of groups.	
Notation We will learn about different notes and note lengths; **Crotchet, Quaver, Semi Quaver, Rest, Minim.** We will learn how these notes sound and work together.	
Singing We will learn about the ways to warm up our voices, sing as part of a group and the different voice types; **soprano, alto, tenor** and **bass.**	
Keyboard We will learn the different notes on the keyboard, how to identify them and where they are. We will use the different **rhythms** we have learned and apply them to the **melodic notation** on the keyboard.	
Stimulus, Discuss, Improvise Using the skills you have learnt so far you will use a traditional Christmas poem to create a whole class **performance** to share with an **audience**. Once you have looked at the **stimulus**, you will **discuss** in your group and then **improvise** around your initial ideas.	
Improvise Rehearse You will refine your piece in **rehearsal** still using **improvisation** for development. You will focus on **body language** and **facial expression** to refine your character and may use techniques such as **split scene**.	
Perform You will share your work in a recorded **performance** to an **audience**. Your teacher will edit your work to create your film.	
Evaluate You will watch your film and **evaluate** your group's **performance** using **CRESS**.	

KS3 Music Knowledge Organiser

Rhythm

Notes	Name	Value
𝅝	Semibreve	4 beats
𝅗𝅥	Minim	2 beats
♩	Crotchet	1 beat
♪	Quaver	½ beat
𝅘𝅥𝅯	Semi-quaver	¼ beat
♫	2 Quavers	1 beat
𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯𝅘𝅥𝅯	4 Semi-quavers	1 beat



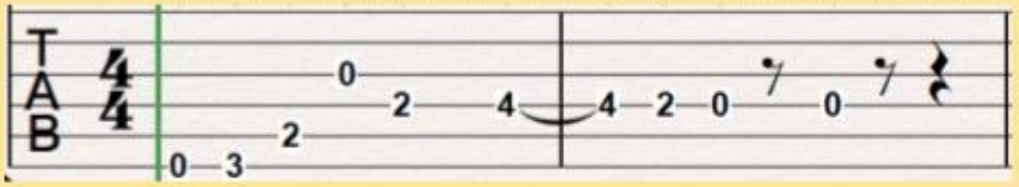
How to create a performance	Stimulus, Discuss, Improvise, Perform, Evaluate
Melody	The tune - The part of the song that gets stuck in your head
Chords	2 or more notes played at the same time
Sharp or Flat notes	# tells you to play the black note to the right b tells you to play the black note to the left
Types of warmup	Vocal, Physical, Concentration, Teamwork/Trust
Types of Voice	Soprano, Alto, Tenor, Bass

KS3 Music Knowledge Organiser

Guitar Tab

A tab staff will always have the same number of lines as your instrument has strings. So, a six-string guitar will have *six lines*, and a four-string bass will have *four lines*.

- A lower line means a lower note. On the tab staff, the bottom line is the lowest (or 6th) string of the guitar.
- The number on the line corresponds to the fret (note) to be played.



Together: We Care, We Challenge, We Excel

BARE ESSENTIALS

SUBJECT: Introduction to Performing Arts and Drama Skills YEAR: 7 TERM: Autumn 1 and 2

Big Question: *What social and theatrical skills do we need to use to create an effective piece of performance?*

End point task: *Mini EPT each lesson based on taught skills / Create a class film of The Night Before Christmas*

Did you know?

- Studying performing arts improves your communication skills: According to recent research **55% of communication is non-verbal** through facial expressions and body language, 38% of communication is your vocality (pitch, pace, pause, tone, volume) and just 7% the actual words spoken.
- **90% of employers** interviewed in an international study said **communication skills** are the number 1 desirable skill for an employee with **83%** saying that being able to work in a **team** or group and **problem solve, cooperate** and **compromise** were also in the top 5 skills they looked for.
- Studying performing arts improves your social skills. We explore human behaviour and learn to empathise with other people's experiences.The theatre performances we see expose us to diverse cultures and gives us a wider appreciation of the arts. **Stanislavski** created a whole System of acting based around this.
- The arts and culture industry supports around **£48bn** in turnover, **£32bn** added value to the **British economy,** supports **c363,713 full-time jobs**, pays nearly **five % more than UK average salary and** attracts at least **£856m of tourist spending**.
- Arts and culture play an important role in supporting the UK's wider commercial creative industries, such as film production, advertising, design and crafts, and showcasing the country's creative talent overseas.
- The arts and culture sector has an important benefit on **health and well-being**. Those who had attended a cultural place or event in the preceding 12 months were 60% more likely to report good health, and theatre-goers were 25% more likely to report being in good health than the average. As a practical subject it allows us to move and helps us to find healthy ways to express our emotions.
- People **valued being in the audience** for the arts at about £2,000 per year, which is higher than sport.
- It's **physically good for us too**. We develop fine motor skills, it's a form of exercise, it teaches us better coordination and improves our memory as a neuroeducation international summit discovered it improves our concentration, cognition and attention.
- Studying performing arts can **support many other subjects** through teaching transferable skills and knowledge

Factoids supplied by Department for Digital, Culture, Media & Sport, ,John Hopkins University, Derby University, Psychology Today, Indeed.com, Study International

Where is this learning coming from?

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

- Primary school plays you have been 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 social and theatrical skills do we need to use to create an effective piece of performance?*
- Prepare you for further devising from a stimulus in KS3
- Prepare Level 2 Drama or Level 2 Dance
- Prepare you for the dramatic texts aspects of English at KS3 and KS4 by helping you understand theatrical performance
- Develop your social and communication skills which will support interactions and interviews using empathy, negotiation and vocal, 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
- Warm up and prepare for performing arts activities
- Respond to a starting point for a performing arts piece
- Work in a group to create and refine performing arts work
- Share performing arts work
- Conduct yourself whilst watching performing arts work and give feedback on what you have seen

Career links:

- Actor / Dancer / Performer/ Director
- Playwright / Screenwriter
- Performing Arts Teacher/ facilitator / workshop leader
- Journalistic or political speech writer
- Stage manager or theatre technician
- Costume or set designer
- Radio or TV presenter
- Marketing and advertising

Useful weblinks:

BBC Bitesize Drama

BBC Bitesize Jobs that use Performing Arts and English

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Unit Content Bare Essentials to remember (words in bold are in your keywords) :	Keywords: *Remember that there is lots of cross over in Drama, Dance and Music. Artistic and creative knowledge builds up so revisit this page!*
Introduction to the Performing Arts Space We have to learn how to conduct ourselves in the space, so that everyone can be safe, happy and achieving. You will learn how to enter/exit the space, where to put yourself/your belongings, how to dress and how to work with others. You will learn how STAR behaviours look without desks and when you are doing practical work (stopped, still and silent). You will learn to use **neutral** as a position.	• **Vocal** - *anything to do with or referring to the voice, we use vocal warm ups to make sure our voice is ready to perform* • **Physical** - *anything to do with or referring to the body, we use physical warm ups to make sure our body is ready to perform* • **Concentration** - *you will need to concentrate a lot during anything to do with performing arts (there are usually multiple things happening at once)* so *we use concentration warm ups to make sure our mind is ready to be creative and perform* • **Trust/ Teamwork** - *we use trust and teamwork warm ups to make sure we ready to work creatively in a group* • **Stimulus** - *a starting point for creative work. This could be an image, theme, quote, piece of music, title or theme* • **Discuss** - *your initial responses and reactions to the stimulus need to be talked through with your group -it's important that everyone contributes to the discussion* • **Improvise** - *your initial responses and reactions to the stimulus need to be tried out with your group - this is a great time to explore and experiment with what your work could do without worrying about it going wrong* • **Rehearse** - *rehearsal is selecting/ deleting/ editing/ refining your improvised work until it is ready to share* • **Perform** - *showing and sharing your practical creative ideas* • **Evaluate** - *considering the work you have created or seen and discussing its merits and areas for development** • **Performer** - someone who acts, dances, sings and shares their work with an audience • **Character** - a part played/ shown by a performer that is not themselves • **Audience** - a group of people watching and listening to a performance • **Freeze frame** - *a 3D frozen picture that is silent, still and clearly understandable by an audience* • **Narration** - *A clear description of what has, what is, or what is about to happen on stage. The information is for the benefit of the audience, not the actors on stage. Narration should be loud and clear and performed facing the audience* • **In role thought** - *A word or short sentence spoken by one character. The character says how they feel or what they think about something. Often, but not always, this is done in a freeze frame.* • **Monologue** - *A **long** speech spoken by one character. The character talks about their thoughts and feelings. They can be talking to another character, the audience or talking out loud* • **Choral speaking** - *Movement where two or more performers do the same moves at the same time* • **Synchronized movement** - *Speech where two or more performers say the same words at the same time* • **Music for atmosphere** - using music or sound to communicate a particular setting, atmosphere or theme to an audience • **Soundscape** - *using the performers body and mouth to create sounds (not words) that create an atmosphere* • **Facial expressions** - *using parts of the face to convey emotions* • **Body language** - *using the body to convey emotions* • **Corpsing** - *dropping out of character whilst sharing and performing work by laughing, looking at the audience or talking out of character to another performer* • **Split scene** - *two scenes happening on stage at the same time, one could be frozen or muted* • **Neutral** - *a position that does not have a character but can show a focused performer* • **Slow motion** - *slowing down movement or speech so much that it becomes exaggerated*
Performing Arts Warm Up Exercises You will take part in a series of warm up exercises to get you ready to work creatively and perform. These will be from one of or a mix of; **Vocal** Warm Up exercises, **Physical** Warm Up exercises, **Concentration** Warm Up exercises, **Trust/Teamwork** Warm Up exercises.	
Your first performance Using a choice of **stimulus** in a group, selected by your teacher, you will have the chance to show us what you already know about creativity, working in a group, creating **characters** and **performance.**	
Freeze Frame and Narration We will learn about, try out and see the skills of **freeze frame** and **narration** as techniques that can help tell a story.	
Monologue and In Role Thought We will learn about, try out and see the skills of **monologue** and **in role thought** as techniques that can help tell a story about **characters**.	
Choral Speaking and Synchronized Movement We will learn about, try out and see the skills of **choral speaking** and **synchronized movement** as techniques that can help tell a story about groups of **characters**. We will also use **slow motion** to develop these techniques and investigate **soundscape** and **music for atmosphere** too .	
Stimulus, Discuss, Improvise Using the skills you have learnt so far you will use a traditional Christmas poem to create a whole class **performance** to share with an **audience**. Once you have looked at the **stimulus**, you will **discuss** in your group and then **improvise** around your initial ideas.	
Improvise Rehearse You will refine your piece in **rehearsal** still using **improvisation** for development. You will focus on **body language** and **facial expression** to refine your character and may use techniques such as **split scene**.	
Perform You will share your work in a recorded **performance** to an **audience**. Your teacher will edit your work to create your film.	
Evaluate You will watch your film and **evaluate** your group's **performance** using **CRESS**.	**We use the **CRESS** structure as a way to helpfully and positively critique performance that we have seen (please see your class room wall and Google classroom for CRESS)*

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

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)

- Unison
- Canon
- Mirroring
- Accumulation

Dynamics (how we perform)

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

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

DEVISING
COMPOSING
CHOREOGRAPHING

Stimulus

Discuss

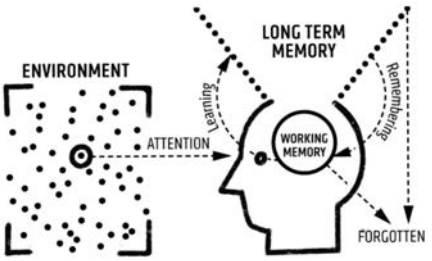
Improvise

Rehearse

Perform

Evaluate

Audience
Stage
Performance
Practice

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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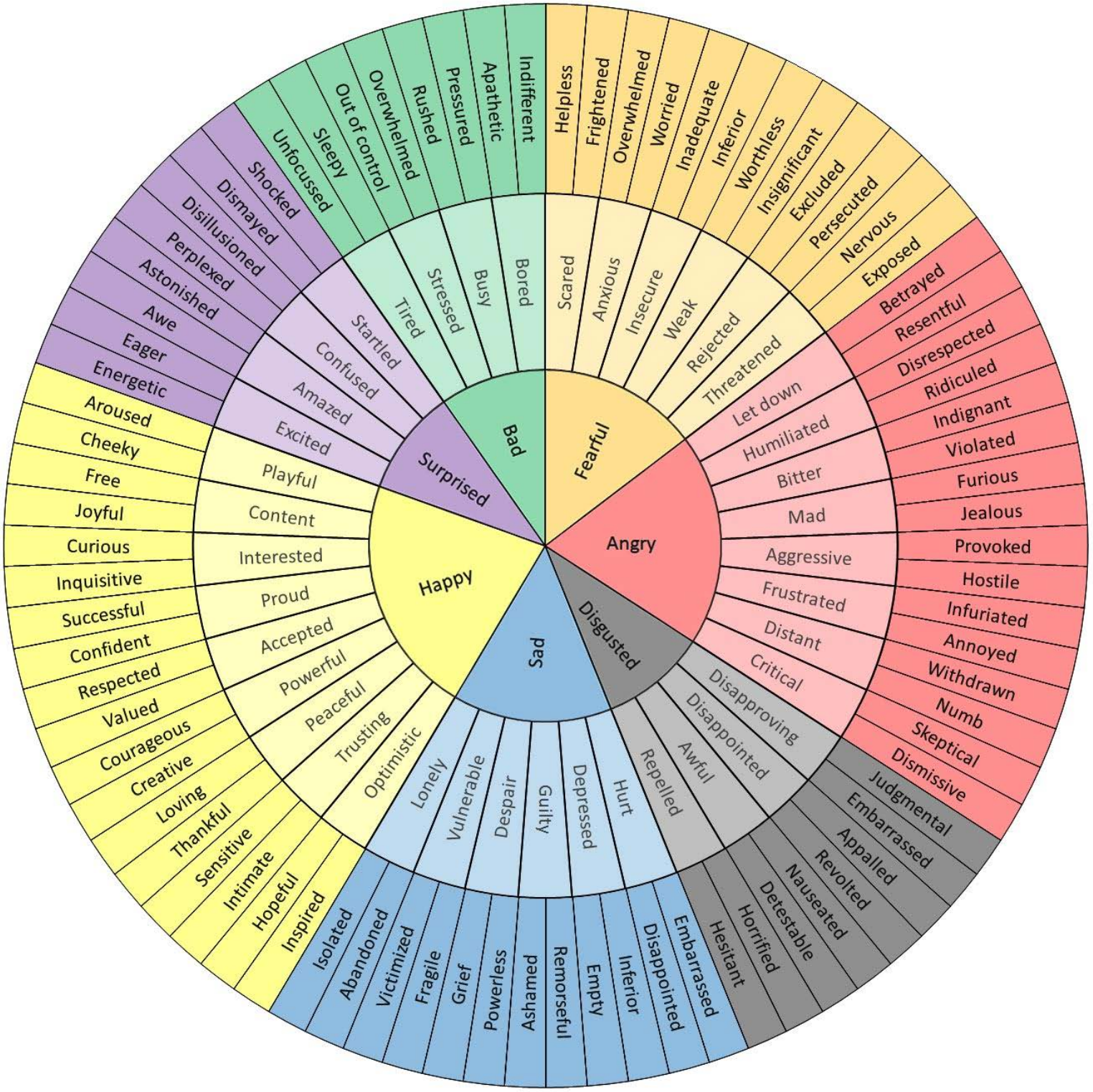
BARE ESSENTIALS : English YEAR: 7 TERM: Autumn 1

Big Question: How are the myths and their characters presented over time?
End point task: Comprehension questions on an unseen myth.

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
To start year 7, we are going back to some of the original stories! You may also be familiar with famous Greek mythical figures and creatures from stories in primary school such as the Minotaur.	This unit will give you an understanding of stories from Greek mythology and the Bible and will provide you with the contextual understanding to identify allusions in later texts.	This unit of learning can help lead to: **Degrees** in: Classical civilisation, History, English Literature **Careers** in: Journalism, Law, Creative writing, Literary Critic, Publishing

Topic area	Core knowledge
Introduction to Myths	• Introduction of key vocabulary (myth and **narrative hooks)** • Introduction to WHAT, HOW, WHY analytical paragraphs
Theseus and The Minotaur	• Introduction to the context of the Greek gods • Key vocab of **kleos** applied to presentation of the minotaur with the modern interpretation by Stephen Fry. **Kleos** means the sort of glory that is won by performing great deeds, and does not go away with death, because others hear about it
Atlas	• Comparison of extracts on Atlas by Stephen Fry and Jeanette Winterson (identifying similarities and differences as well as writers' intentions.)
Odysseus and Penelope	• Analysis of extracts from Homer's Odyssey and application of **kleos** • Analytical paragraph exploring feminist presentation in poem 'Penelopiad'
Orpheus and Eurydice	• Introduction of key term **hamartia** applied to extract from Stephen Fry's version of the myth. **Hamartia** means a fatal flaw leading to the downfall of a tragic hero or heroine. • Language analysis of key quotations from Carol Ann Duffy's poem 'Eurydice' to explore a feminist version of the myth
Sisyphus	• Introduction of the concept of immortality and the term **parable.** • Extract from Stephen Fry's version of the myth and Carol Anne Duffy's poem 'Mrs Sisyphus' to explore Sisyphus as a **parable**.
Prometheus	• Exploration of symbolism of fire in Stephey Fry's version of Prometheus myth and its role as a **parable** • Analysis of Frankenstein as the 'Modern Prometheus' in an extract from Mary Shelley's Frankenstein
Introduction of Biblical story 'The Fall'	• Analysis of an extract from Genesis and application of term **hamartia** • Language analysis of **similes** in extract from 'Good Omens' • Comparison of the story as told in Milton's Paradise Lost
Cain and Abel	• Analysis of emotive language in extracts from Genesis and Paradise Lost


Bad
Fearful
Angry
Disgusted
Sad
Happy
Surprised
Bored
Busy
Stressed
Tired
Scared
Anxious
Insecure
Weak
Rejected
Threatened
Let down
Humiliated
Bitter
Mad
Aggressive
Frustrated
Distant
Critical
Disapproving
Disappointed
Awful
Repelled
Hurt
Depressed
Guilty
Despair
Vulnerable
Lonely
Optimistic
Trusting
Peaceful
Powerful
Accepted
Proud
Interested
Content
Playful
Excited
Amazed
Confused
Startled
Indifferent
Apathetic
Pressured
Rushed
Overwhelmed
Out of control
Sleepy
Unfocussed
Shocked
Dismayed
Disillusioned
Perplexed
Astonished
Awe
Eager
Energetic
Aroused
Cheeky
Free
Joyful
Curious
Inquisitive
Successful
Confident
Respected
Valued
Courageous
Creative
Loving
Thankful
Sensitive
Intimate
Hopeful
Inspired
Isolated
Abandoned
Victimized
Fragile
Grief
Powerless
Ashamed
Remorseful
Empty
Inferior
Disappointed
Embarrassed
Hesitant
Horrified
Detestable
Nauseated
Revolted
Appalled
Embarrassed
Judgmental
Dismissive
Skeptical
Withdrawn
Numb
Annoyed
Infuriated
Hostile
Provoked
Jealous
Furious
Violated
Indignant
Ridiculed
Disrespected
Resentful
Betrayed
Exposed
Nervous
Persecuted
Excluded
Insignificant
Worthless
Inferior
Inadequate
Worried
Overwhelmed
Frightened
Helpless

What?	How?	Why?
The writer has chosen to portray....	Perhaps the most significant example of this...	When we consider that in this period of time ....
The writer deploys...	The writer draws our attention to this with the phrase....	The audience/readers would be aware of....so....
The writer utilises...	In particular, their use of the character/line/language term....	The writer is positioning the reader to....
The writer has characterised.....	When we consider that the word....specifically means....	The writer is highlighting to the reader....
The writer has made a link between....	The connotations of.... suggest that	The writer causes the reader to consider....
The writer deliberately compares.....	A key quotation to link to this idea is....	You get the impression that the writer wants to....
The writer has chosen to emphasise....	By having....use the words ....the writer is suggesting	When we consider that earlier/later on in the novel....
The writer uses.....to suggest....		The writer is showing us this now because....
The writer emphasises the importance of...		

Noun: A noun is a person, place, thing, quality, or act.
***Examples:* pencil, girl, supermarket, happiness**

Verb: Verbs are action or existence words that tell what nouns do.
***Examples:* to fly, to run, to be, jump, lived**

Adjective: An adjective describes a noun.
***Examples:* hairy, crazy, wonderful**

Adverb: An adverb describes a verb, adjective, or adverb. It often ends in "ly".
***Examples:* carefully, easily, barely**

Interjection: An outcry or sudden utterance. Usually starts a sentence.
***Examples:* Wow, Gosh, Darn**

Preposition: A preposition describes the relationship between a noun and another noun (or verb or adverb).
***Examples:* to, under, for, at, by, from**

Conjunction: A conjunction joins together words, phrases, or clauses.
***Examples:* and, or, but**

Pronoun: A pronoun replaces a noun or noun phrase that is understood from context.
***Examples:* he, it, they**

Analytical verbs - a taxonomy

Devices: basic	Devices: structural	Authorial POV	Reader reaction
implies	mirrors	proposes	inspires
suggests	reflects	criticises	shocks
connotes	links	questions	horrifies
denotes	connects	explores	evokes
portrays	reveals	exposes	sympathises
symbolises	contrasts	conforms	intrigues
indicates	juxtaposes	subverts	provokes
amplifies	foreshadows	contradicts	disgusts
emphasises	repeats	celebrates	motivates

BARE ESSENTIALS

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

Big Question: How do we measure the weather?

End point task: Your end point task will be a formal end of topic assessment on the different ways we record the weather, weather instruments and the water cycle.

Did you Know

- Lightning is a discharge of electricity that occurs during thunderstorms. It heats the air around it to temperatures five times hotter than the sun's surface.
- Rainbows occur when sunlight is refracted, or bent, by water droplets in the air, creating a spectrum of colours. They usually appear after rain showers when the sun shines through the raindrops.
- Hailstones are balls of ice that form within thunderstorms. They can range in size from small pellets to large chunks, depending on the strength of the updrafts within the storm.
- The highest temperature ever recorded on Earth was 56.7 degrees Celsius (134 degrees Fahrenheit) in Death Valley, California, in 1913.
- Snowflakes are formed when water vapour freezes into ice crystals in the clouds. Each snowflake has a unique shape, and they can range from simple hexagonal patterns to intricate and delicate structures.
- The largest snowflake ever recorded was 38 centimetres (15 inches) in diameter, measured in Fort Keogh, Montana, in 1887.
- The strongest wind gust ever recorded on Earth was 372 kilometres per hour (231 miles per hour) during the Mount Washington Observatory's "Big Wind" storm in 1934.

Where is this learning coming from?

You all have experience of the weather and probably have seen or used a range of different ways to see the weather forecast. You will have all experienced different seasons and how this changes our daily weather and average monthly climates. You may have also travelled to different places where the climate is very different. You may have also learned about climate change in primary school and/or heard about it from the news.

Where is this learning going?

Learning about the weather and climate is part of the foundations to your understanding of geography. Weather and climate play a pivotal role in processes which shape planet earth and impact human beings in a number of ways which you will investigate as you move through KS3 geography.

What will you know as a result of this?

- State the difference between climate and weather
- Understand how we record the weather and the different instruments used.
- Describe and explain how the water cycle affects our weather and climate.
- Explain how the climate varies around the world.
- Evaluate the effectiveness recording the weather

Career links:

- Meteorologist:
- Climatologist
- Environmental Scientist
- Weather Broadcaster
- Climate Policy Analyst
- Research Scientist
- Risk Management Specialist
- Renewable Energy Analyst
- Storm Chaser
- Weather Presenter

Useful weblinks:

- NOAA Climate.gov https://www.climate.gov/teaching
- NASA Climate Kids: https://climatekids.nasa.gov/
- Met Office - Learn About Weather and Climate: Met Office - Learn About Weather and Climate: https://www.metoffice.gov.uk/weather/learn-about
- Climate Change Committee (CCC) https://www.theccc.org.uk/
- Windy satellite weather service https://www.windy.com/

Lesson	Bare Essentials to remember (**words in bold are in your keywords**) :	Keywords:
1. How do we describe the weather?	Describing the weather involves looking at different elements which affect the atmosphere in a given place and at a different time such as temperature, precipitation, wind speed, humidity, cloud cover and atmospheric pressure. By combining these factors, we can paint a picture of the weather.	**Temperature** - the degree of hotness or coldness of an objects shown in degrees celsius **Precipitation** - water that falls on the earth's surface under the influence of gravity in the form of rain, hail, snow or sleet.. This is shown in millimetres. **Wind speed** - The speed of the wind shown in knots **Thermometers** - measure temperature **Anemometers** - measures the speed of wind **Wind vanes** - shows direction of the wind **Barometers** - measures atmospheric pressure **Evaporation** - the process of turning from liquid into vapour **Condensation** - water which collects as droplets on a cold surface when humid air is in contact with it. **Climate graphs** - displays yearly temperature and precipitation statistics for a particular location. **Tropical Maritime** - Air of a mass originating over tropical oceans and characterised by hot, wet weather. **Tropical Continental** - Air of a mass originating over tropical land masses and characterised by hot, dry weather. **Polar Maritime** - Air coming originally from polar regions and characterised by cold, wet weather. **Polar Continental** - Air coming originally from polar regions and characterised by cold, dry weather.
2. How do we record the weather?	Recording the weather involves the repeated collection and documentation of meteorological (weather) data. Weather is recorded through a network of weather stations equipped with instruments and sensors. Additionally, modern weather stations often utilise advanced technologies such as weather satellites and radar systems to capture and analyse large-scale weather patterns..	
3. What is the water cycle?	The water cycle, also known as the hydrological cycle, is a continuous process that describes the movement and transformation of water on Earth. It involves several key stages. First, solar energy heats the surface of the Earth, causing water to evaporate and rise as water vapour into the atmosphere. As the water vapour cools, it condenses into tiny droplets, forming clouds. When the water droplets combine, the cloud gets heavier causing the droplets to fall back to the Earth's surface as precipitation, which can be in the form of rain, snow, sleet, or hail.. Some of the precipitation also runs off into streams and rivers, eventually making its way back to the oceans. This constant cycle creates water distribution across the planet. The water cycle plays a crucial role in maintaining Earth's water resources and regulating global climate patterns.	
4. How does the climate vary around the world?	Weather varies significantly around the world due to a multitude of factors, including latitude, altitude, proximity to bodies of water, and prevailing wind patterns. Regions near the equator experience warm temperatures and rainfall year-round. Coastal areas are influenced by maritime (moist) climates, with milder temperatures and higher humidity, while inland regions often have a continental (dry) climate with greater temperature extremes. Mountainous areas exhibit dramatic changes in weather due to increasing elevation (height).	
5. How do we present climatic data?	Presenting climatic data involves organising information into graphs.. Climate graphs combine bar graphs and line graphs to display both temperature (line graph) and precipitation (bar graph) data for a specific location. Additionally, statistical measures like averages and ranges are often used to summarise and compare climatic data across different regions.	
6. Why is the UK's weather so changeable?	The U.K. has changeable weather due to several factors. Firstly, the UK is an island nation located in the mid-latitudes, which exposes it to the meeting of 4 different air masses. These are Tropical Maritime, Tropical Continental, Polar Maritime, and Polar Continental Warm and cold air masses from various directions collide, leading to frequent and rapid changes in weather conditions. Additionally, the UK is next to the Atlantic Ocean so the prevailing westerly winds carry moist air from the ocean. The jet stream, a high-altitude wind current, also plays a significant role in influencing UK weather. Its position and strength can cause fluctuations in temperature, wind direction, and the occurrence of storms	
7. End of topic Assessment	You will describe, explain and evaluate how we record the weather and why the weather is different around the globe.	
8. DIRT	You will receive feedback on your work and given time to improve with help from your teacher.	

Write like a Geographer...

Thesaurus

Sequencing	Examples	Developing	Alternatives	Comparing	Additions	Emphasise
Firstly	For example	...because	Whereas	Similarly	And	Above all
Secondly	For instance	Thus	Instead of	Likewise	Also	Ultimately
Next	... such as ...	... so	Nevertheless	In the same way	As well as	Especially
Finally	In the case of	This links to	Alternatively	Equally	Moreover	Significantly
Since	As seen in	This means	In contrast		Furthermore	Importantly
		Furthermore	However		...along with...	
		Consequently	Although		...as a consequence...	
		Therefore	Otherwise		Including...	
		This leads to	On the other hand		...which will lead to...	
			Then again			

Decision making

How important, successful OR significant?	How far do you agree?	Opinions	Conclusion
Extremely	Completely	I believe	Overall... because...
Very	Strongly	I think that	In conclusion...
Quite/moderate	Undecided	In my opinion	Considering the evidence stated above, my conclusion is.....
Somewhat/slightly	Slightly	In my view	
Minor / little	disagree	It is my belief that	The best option is... because...

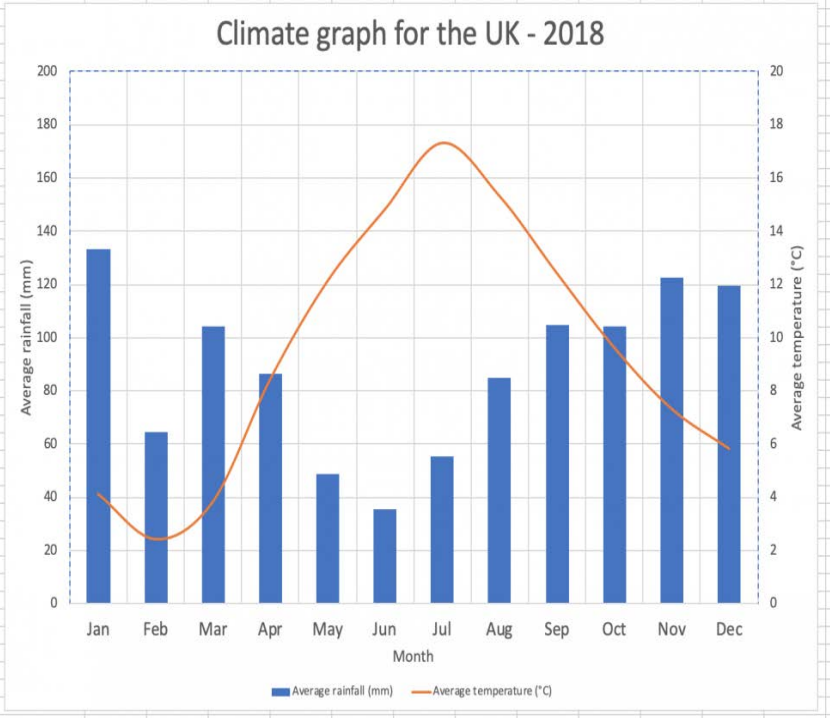
Command word sentence starters...

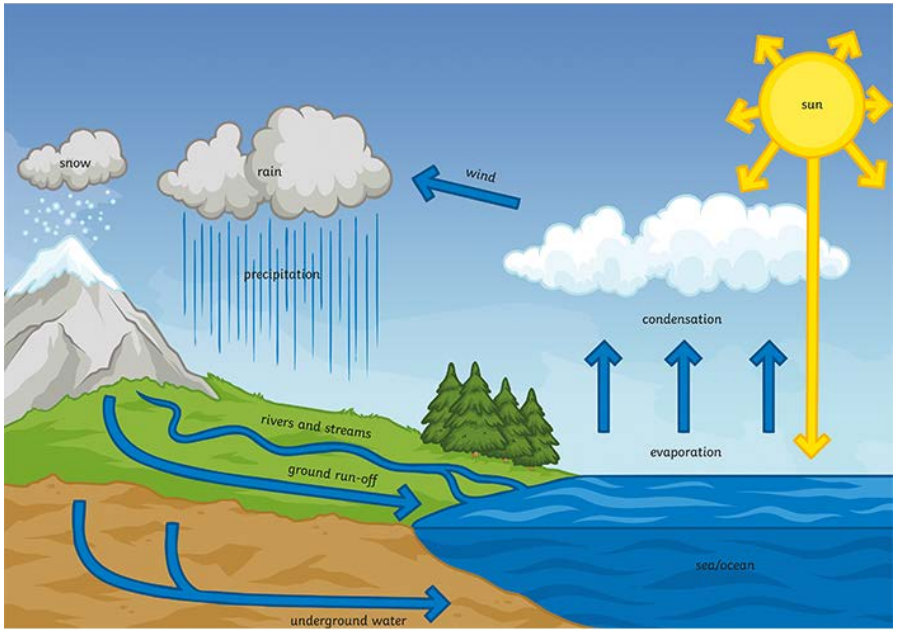
Explain	Suggest	To what extent	Evaluate/Discuss
This happens because...	This may happen because...	... is more important than...	The main advantage(s) of ... are... because...as shown by...
This demonstrates...	This may have been formed by...	... more effective than ...	However the main disadvantage(s) of... are...because...as shown by... and so...
This means that...	This may be because...	... is successful because...	
This is formed by...	This could result in...	....but on the other hand ...	
Therefore...		To some extent...	
This may be because...			
This will result in...			

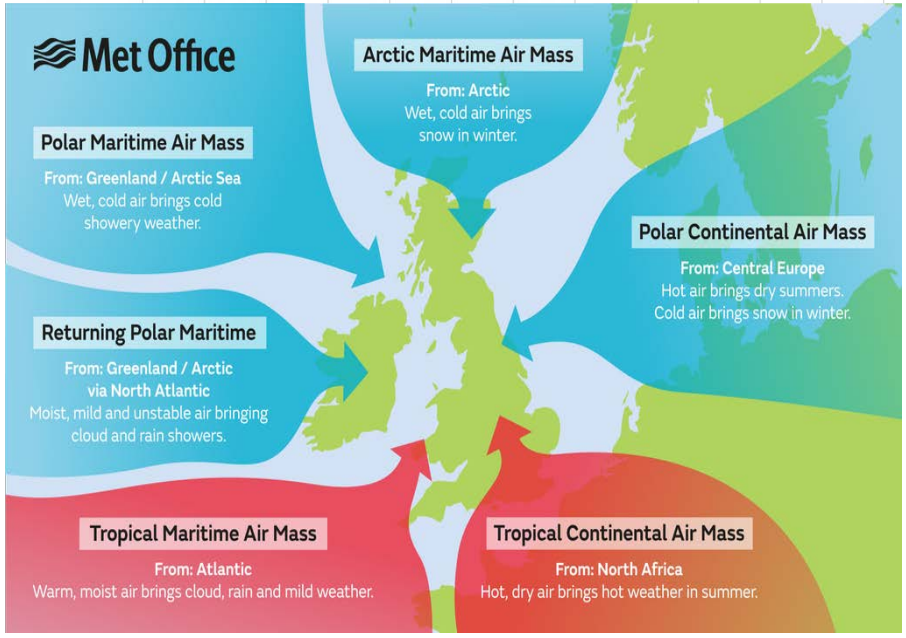
Created by @Mrs_Geography

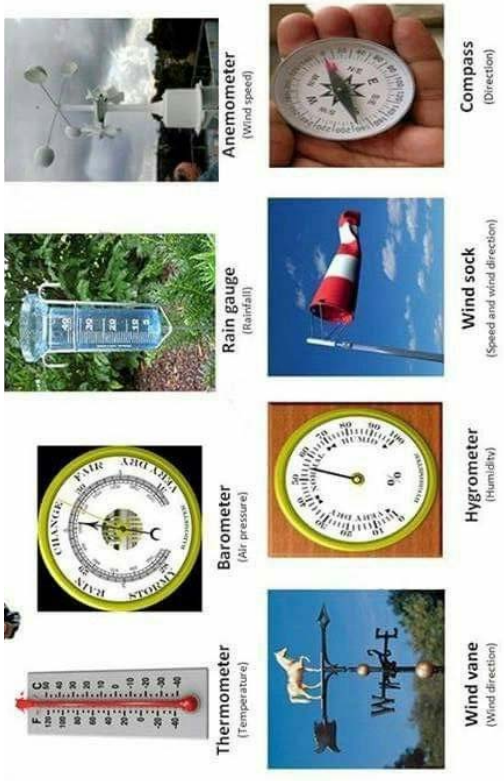
Together: We Care, We Challenge, We Excel

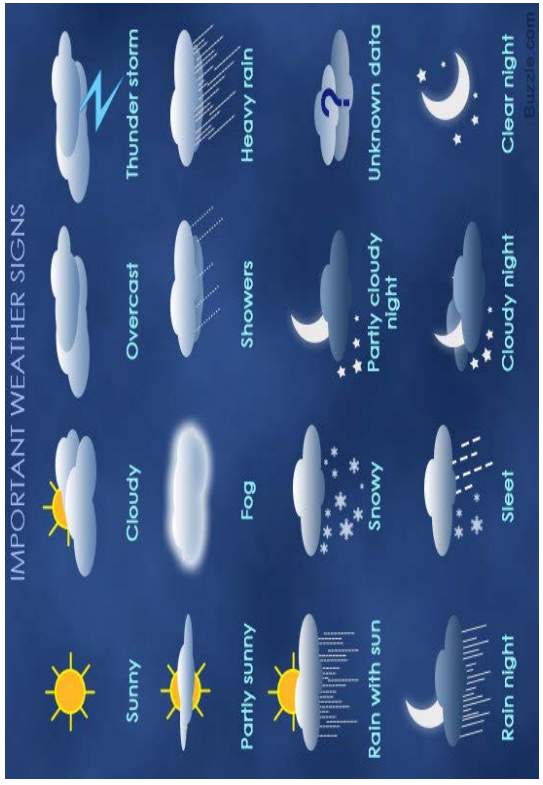
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Average rainfall (mm)	133.5	64.3	104.4	86.3	48.5	35.4	55.3	84.9	104.5	104.4	122.6	119.5
Average temperature (°C)	4.1	2.4	3.8	8.4	12.1	14.8	17.3	15.3	12.4	9.6	7.3	5.8











Together: We Care, We Challenge, We Excel

BARE ESSENTIALS : History | YEAR: 7 | TERM: Autumn 1

Big Question: What skills do we need as historians? Invasion and migration pre 1066- Who had the greatest impact on Britain?

End point task: Baseline assessment of key history skills.

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
Primary school Tudor projects You may have completed projects in your primary school on certain aspects of life pre 1066 or looked at the skills historians use. You may have some chronological understanding to help to apply the case studies we will look at. Disciplinary concepts such as cause, consequence, change and continuity as well as substantive concepts such as power, empire, culture and society are all revisited.	Your learning will include what skills we will be using in our history lessons which will form the foundations for your journey through the key stages. You will find out who the different settlers were, what changes and developments they brought and how this impacted on people. As you continue through year 7, 8 and 9, you will see the long term impacts of these changes and how interpretations of the role of key societies and individuals are important in today's society. Many of you will continue with GCSE history and this learning will feed into the GCSE Paper 1 on Crime and Punishment, showing how the changes in society can affect changes in the types of crimes and punishments. Some of you will study History A level and these skills will continue to be developed.	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

Topic area	Core knowledge
Lesson 1. Introduction- what is history?	• Introduction to history and prior knowledge • Timelines and chronology, ordering time from the earliest event to the most recent
Lesson 2. Centuries and anachronisms	• BCE (Before Common Era) and CE (Common Era) terms • Anachronisms- events in the wrong historical time period
Lesson 3. Sources as evidence	• Sources as pieces of evidence that help us learn about the past • Primary sources (sources from the time the historian is studying) • Secondary sources (sources created after the time the historian is studying)
Lesson 4. Historians as detectives	• Using key historical skills to solve history mysteries!
Lesson 5. Revision of skills & baseline assessment	• Assessment to check understanding of key history skills so far
Lesson 6. Introduction- invasion, settlers and immigrants	• Key terms used in this unit- settler, invader, migrant • Geographical overview of who came and where from
Lesson 7. First people	• First people came across a land bridge from Europe c2,000 BCE • They were hunter gatherers and this was known as the Old Stone Age • After the Ice Age people gradually learnt how to farm and settle, building structures from wood and stone. This was known as the New Stone Age.
Lesson 8. Bronze Age Merrivale	• Bronze Age people constructed many monuments in Britain with over 1300 still seen across the country, eg Merrivale in Devon
Lesson 9. Celts	• The Celts came from Europe about 500 BCE. • Languages still used today from the Celts include Gaelic, Irish, Welsh and Cornish
Lesson 10. Romans	• The first attempt to conquer Britain was by Julius Caesar in 55 BCE, which was not successful. In 43 CE the Romans came again under Claudius and this time Britain became part of the Roman Empire. • The legacy of the Romans was significant in areas such as language, architecture, health and medicine and law

Together: We Care, We Challenge, We Excel

HISTORY

History Key Stage 3 skills

Literacy for key disciplinary concepts and processes

Chronology

time	chronological	past
date	sequence	present
BCE	order	future
CE	before	decade
timeline	after	century
	anachronism	millenium

Diversity

similar	race
different	religion
multicultural	ethnicity
diverse	background
experience	culture
citizen	variety
gender	unique

Change and continuity

continued	period	positive
progress	development	status quo
changed	transformed	evolve
remained	regressed	upheld
maintained	negative	growth
		rapid

Significance

importance	signified
extent	turning point
scale	meaningfulness
impact	implication
effect	substance
vital	worth
expressed	value
intended	relevant

Cause and consequence

because	hence
due to	therefore
effect	trigger
thus	result of
consequently	leads to
stemming from	reaction
as a result	causation
long term	response

Interpretations

opinion	hypothesis
point of view	suggests
findings	perspective
research	alternative
according to	account
argument	agrees
case	differs
represent	historiography

Evidence

inference	reliability	origin
source	contemporary	nature
primary source	utility	date
secondary source	provenance	context
compare	historian	content
contrast	purpose	cross reference

Enquiry

how far?	research	challenge
to what extent?	why?	decide
reasons	who?	when?
judgement	what happened?	consider
how important?	what if?	assess
questioning	discover	argue

How can I improve my writing in history?

Emphasising

- Most of all ...
- Above all...
- clearly
- in particular
- especially
- significantly
- indeed

Adding

- and
- as well as
- also
- too
- in addition
- additionally
- furthermore
- moreover

Opinion / judgement

- It seems that....
- In conclusion...
- To conclude...
- It would seem...
- One might consider/suggest...
- One might deduce/infer...

Cause and effect

- because
- so
- As a result...
- This suggests...
- Therefore...
- Thus...
- Consequently...

-This implies...

Qualifying

- and
- as well as
- also
- too
- In addition...
- Additionally...
- Furthermore...
- moreover

Comparing

- and
- as well as
- also
- too
- in addition
- additionally
- furthermore
- moreover

Sequencing

- then
- next
- after
- in the end
- Firstly/ Secondly...
- Finally...
- meanwhile
- subsequently

Contrasting

- however
- instead of
- on the other hand
- unlike
- despite this
- whereas
- alternatively
- on the contrary
- nevertheless

Illustrating

- For example ...
- such as
- to show that
- these include
- for instance
- in the case of
- as revealed by

Capital Letters

- Names of people / titles / things
e.g. Winston Churchill, Prime Minister, Domesday Book
- Places
e.g. Britain, Germany, London, Houses of Parliament
- Events
e.g. World War One, Peasant's Revolt, Battle of Hastings

HISTORY

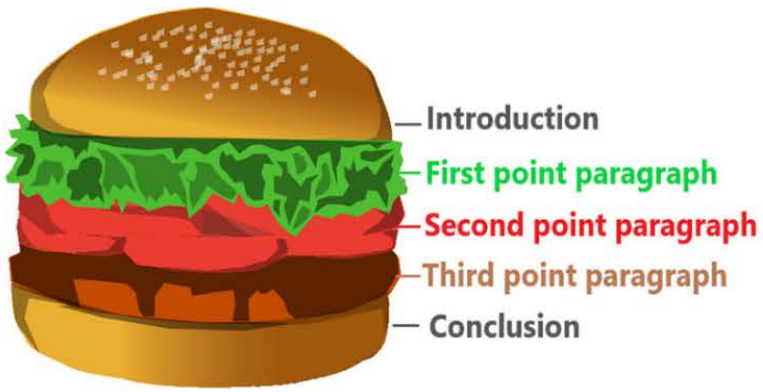
History Key Stage 3 skills

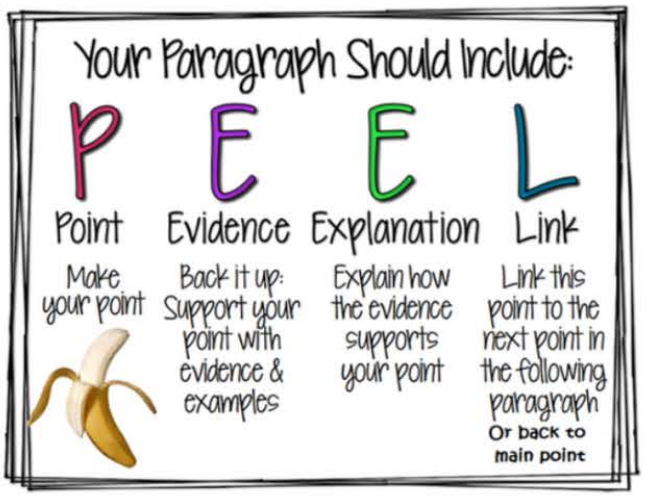
Extended writing

Command words and structuring

Command words and structuring

Describe 2 key features of	Explain a consequence of ....
Advice Think of what you know about the topic the question is asking • Give 2 clear, different features • Fully support each key feature and include evidence **Sentence starters** One key feature of _____ (add supporting detail) Another key feature of _____	**Advice** Think of the event and what has happened as a result of it Give a clear consequence Explain the consequence **Sentence starters** One consequence of _____ is _____ This meant that / led to / caused _____
Explain why	**How far do you agree ....?**
Advice Think of reasons why something has happened Use the PEEL structure for your answers P = Point (give the reason) E = Evidence (give examples to support) E = Explanation (explain the examples and their relevance) L = Link (link back to the question **Sentence starters** One reason why _____ is _____ For example _____ and _____ This meant that _____ Therefore _____	**Advice** • You will need a 2-3 line introduction • Give 1-2 paragraphs that agree with the question • Give 1-2 paragraphs that disagree with the question • Use PEEL to structure each paragraph • Finish with a conclusion that compares the two sides of the argument and say your overall vew, whether you agree or disagree. **Structure** • Introduction • Paragraph 1-2 PEEL - agree • Paragraph 3-4 PEEL - disagree • Conclusion - In conclusion _____ However _____ Therefore _____





HISTORY

History Key Stage 3 skills

Source and interpretations

Command words and structuring

Sources

What can you infer from source A about .....?	How useful is source A for an enquiry into ....?
Advice Study the source - read and highlight key parts If it is written; circle and annotate If it is a picture; • What can you guess / suggest about the topic from the source? • Give the inference, then support with a quote / description from the source. No own knowledge needed **Sentence starters** One thing I can infer from source A about _____ is _____ I can infer this because it says / shows _____	**Advice** • Highlight the enquiry in the question ... What is the topic? • Content - read the source and highlight what it tells you about the enquiry • Provenance (nature, origin and purpose) Read the source and consider what the source is, when it was produced and why. Consider it's purpose for how useful • OK - own knowledge • What do you know about the enquiry to help decide how useful the source is? **Sentence starters** • Source A is partly / very / mostly useful for an enquiry into _____ as it says / shows _____ • Source A is _____ useful because of it's provenance. It is a _____ This makes it useful because _____ • From my own knowledge, I know that _____ This makes the source _____ useful • Overall _____

Interpretations

What is the main difference between interpretations 1 and 2

Advice
- Read both interpretations and highlight key parts
- What does each interpretation suggest? - summarise in your own words in 1 sentence
- What is the difference between the two?

Sentence starters

The main difference between interpretations 1 and 2 is _____
Interpretation1 suggests _____ as it says "_____"
Whereas interpretation 2 suggests _____ as it says"_____"

BARE ESSENTIALS

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

OVERARCHING THEMES -Recognising and generating sequences, understanding and using algebraic notation, understand and recognise equality and equivalence

Did you know?

- Fibonacci - a medieval Italian mathematician who popularised the Indo–Arabic numeral system in the Western world and introduced Europe to the sequence of Fibonacci numbers
- Algebra is derived from the Arabic word Al-jabr, which means the reunion of broken parts.
- The origins of algebra can be traced to the ancient Babylonians, who developed a positional number system that greatly aided them in solving their rhetorical algebraic equations

Where is this learning coming from?

KS2 Patterns and sequences
Builds on the students' understanding of pattern and sequences.

KS2 Algebra, equality and equivalence
Builds on the students' understanding of number, numerical relationships and calculations

Where is this learning going?

Year8 patterns and sequences
Develops the generating of sequences from continuing patterns to applying both simple and complex algebraic rules.

Year 8 Algebra, equality and equivalence
Developing algebraic fluency including factorising, expanding and solving both equations and inequalities.

What will you know as a result of this?

You will be able to:

- Generate sequences from term-to-term rules
- Recognise arithmetic and geometric sequences
- Make connections between number relationships and their algebraic representations
- Manipulate and solve simple and complex equations
- Use language and properties precisely describe equivalence

Career links:

Finance
Accounting
Statistician
Teaching
Research analyst
Artist

Useful weblinks:

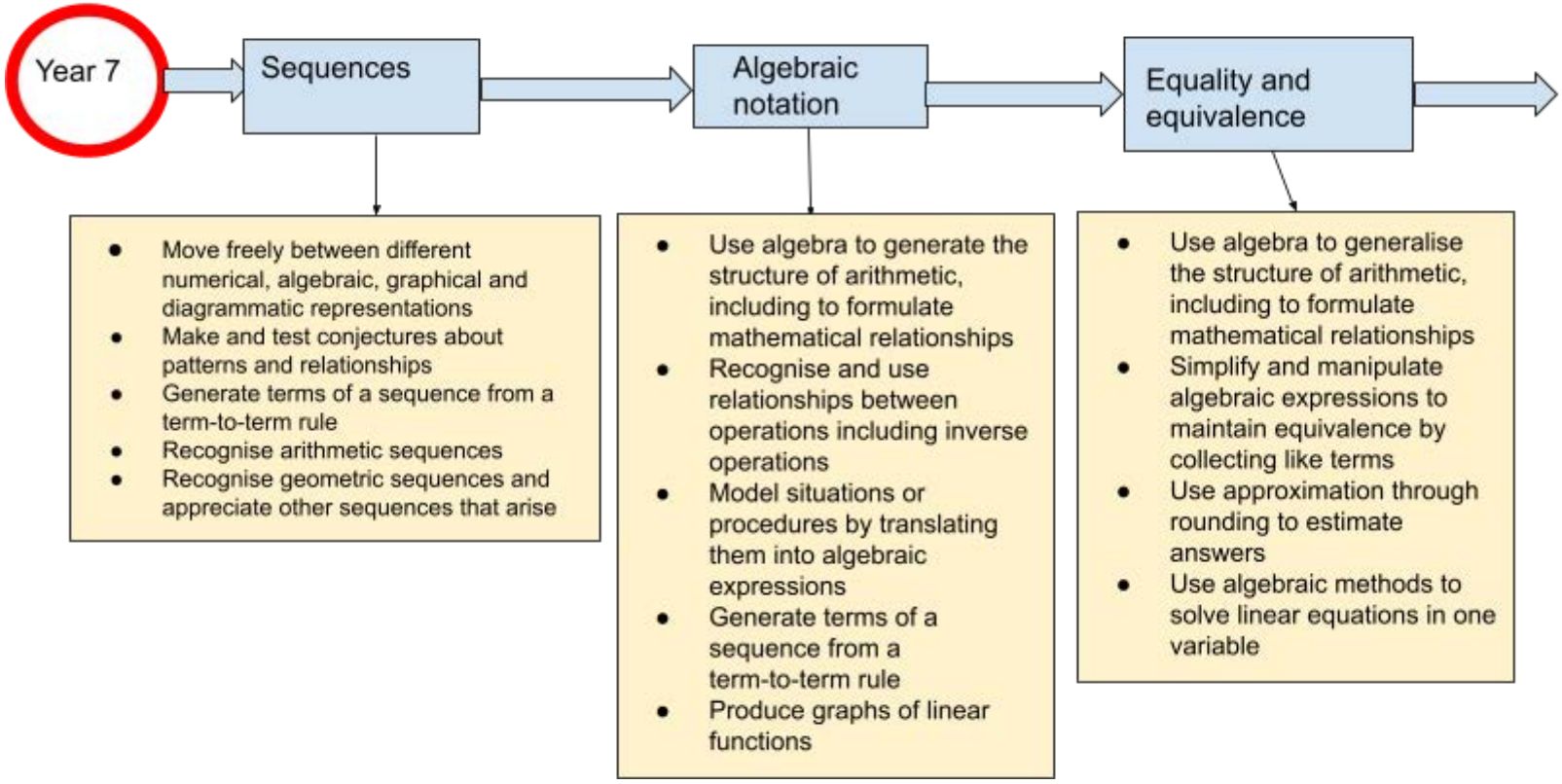
Sparxmaths.com
Fibonacci Sequence in Nature
https://www.transum.org/software/SW/Starter_of_the_day/Students/Brackets.asp

Together: We Care, We Challenge, We Excel

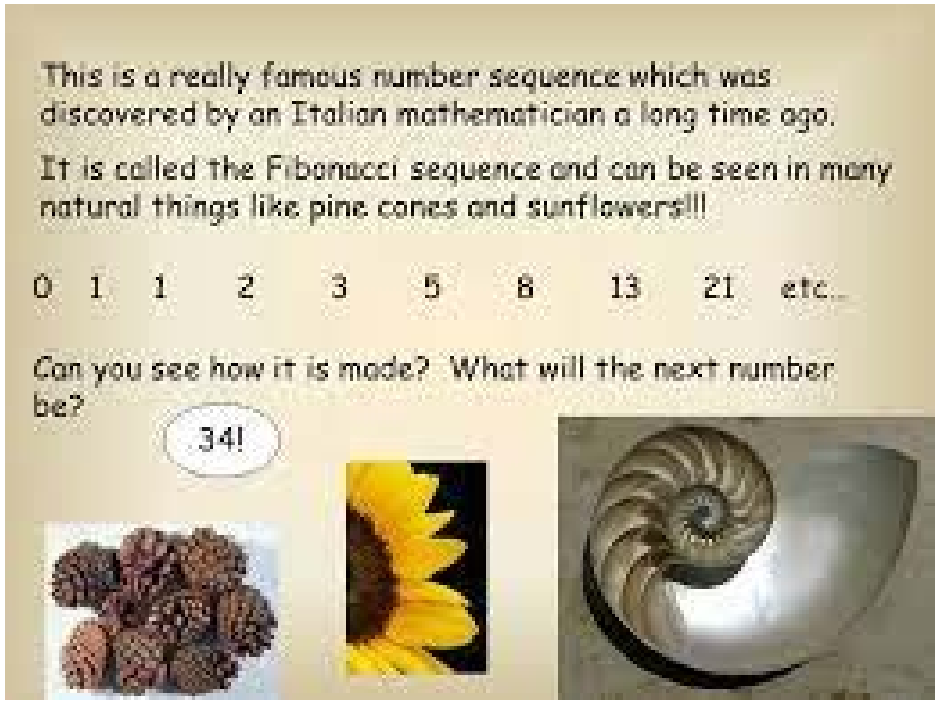
BARE ESSENTIALS

SUBJECT: MATHEMATICS YEAR: 7 TERM: Autumn 1

OVERARCHING THEMES - Generating sequences, understanding and using algebraic notation, recognising equality and equivalence



Key words: sequence, term, position, rule, term-to-term, linear, non-linear, arithmetic, constant, ascending, descending, geometric, function, input, output, estimation, square, operation, inverse, variable, coefficient, commutative, expression, substitute, evaluate, equality, equivalence	Useful weblinks: www.whiterosemaths.com www.sparx.co.uk



Algebraic Notation

We group letters together

$a + a + a$	$b + b$
Means 3 lots of a	Means 2 lots of b
$3 \times a$	$2 \times b$

We use indices/powers

$a \times a = a^2$	$b \times b \times b = b^3$
(a squared)	(b cubed)

We do not use multiplication signs

$3 \times a = 3a$	$a \times b = ab$
$6 \times b = 6b$	$a \times b \times c = abc$

We write division using fractional notation

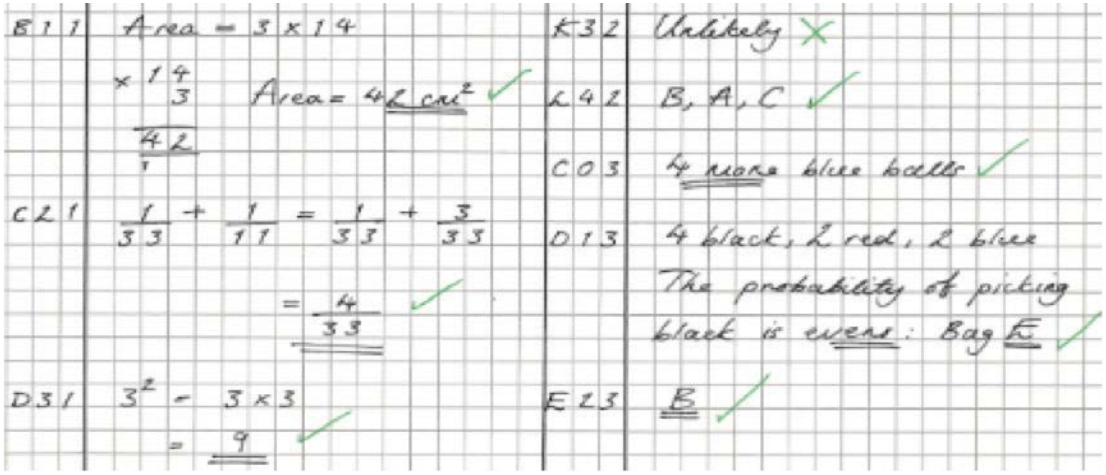
$a \div 2$	$b \div 3$
Is written as	Is written as
$\frac{a}{2}$ or $\frac{1}{2}a$	$\frac{b}{3}$ or $\frac{1}{3}b$

SPARX

tavistockcollege.sparxmaths.uk/student

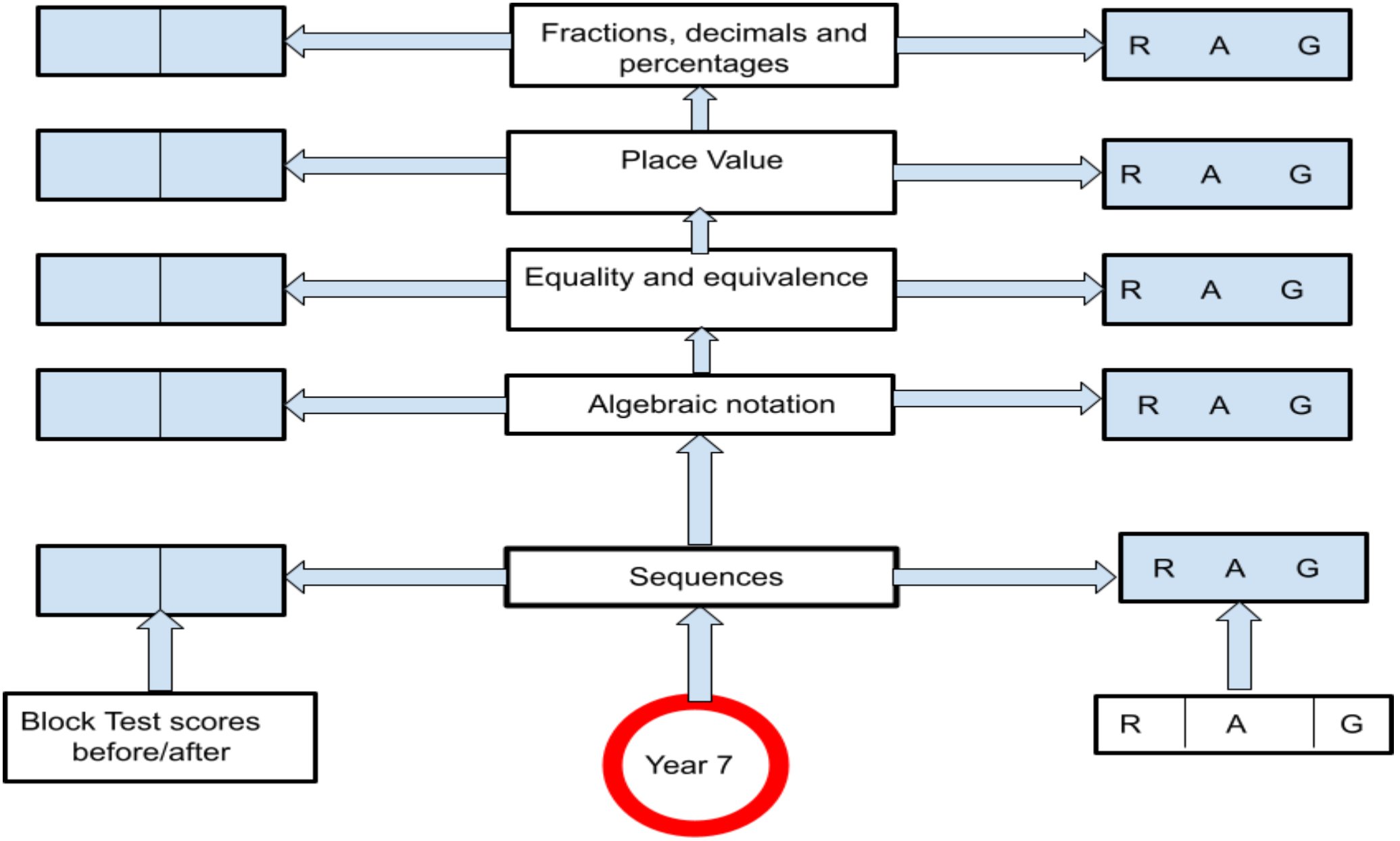
Username:

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



REFLECTION

Use this diagram to record your scores and reflect on your learning this term



BARE ESSENTIALS

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

Big Question: Décris-toi

End point task: Written task on topic about self, age, name, siblings, where you live

Did you know?

- In the last week of September '**tous au restaurant'** takes place all over France where you buy one meal and you get one free!
- The Biggest flea market in Europe takes place in **Nord Pas-de-Calais Lille** - 2 million visitors go there with 10,000 stallholders and the tradition is to build the highest pile of empty mussel shells from the mussels and moules-frites meal.
- **La Nuit Blanche -** first Saturday in October - is an annual all-night arts festival in which you can see the city at night, lit by moonlight, neons and other lights and where the cities around France are turned into art galleries for the public.
- **Saints' days** are another celebration for French speakers. Now it has become more common for the saint's name to be given as a second or middle name. This means that children often have two special days to celebrate. For example: in September St Emilie 19th, St Davy 20th, St Michel 29th and in October St Bruno 6th October, St Luc 18th.

Where is this learning going?

- **How to say your name**
- **How to say your age**
- **How to say when your birthday is**
- **How to say where you are from**
- **Names of French speaking locations**
- **What your accommodation is like**
- **The names of renowned cities and countries in the French speaking world**
- **The verb 'Être' (to be)**

End point task

Write a short description of yourself (approx 30 words) in French. You must write something about each bullet point. Mention:

- your name
- your age
- your birthday
- where you live
- what type of place you live in

Career links:

Learning a language opens doors to new countries, cultures, and experiences. It encourages strengths such as:

- Enhanced Problem Solving Skills.
- Improved Memory Function (long & short-term)
- Enhanced Creative Thinking Capacity.

It can lead into all career paths and is impressive to all employers! You could become:

- A Spy
- A translator or interpreter
- A CEO
- An influencer
- A teacher, and many more!

Useful weblinks:

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

<table>
<tr><th colspan="3">Assessment point</th></tr>
<tr><td>Writing
Exemplar</td><td colspan="2">Je m’appelle Stéphanie. J’ai onze ans et mon anniversaire est le six avril. Je suis de Paris, en France et j’habite dans une belle et grande maison dans la banlieue.</td></tr>
<tr><td>Speaking
(you will answer these)</td><td colspan="2">Comment t’appelles tu?
Quel âge as-tu?
Quelle est la date de ton anniversaire?
D’où es-tu?
Où habites-tu?</td></tr>
<tr><td>Reading
Example</td><td colspan="2"><u>Answer questions about a text like:</u>
Je m’appelle Raymond. J’ai douze ans et j’habite à Ajaccio, la capitale de la Corse. Mon anniversaire est le onze septembre.
Mon ami s’appelle Guillaume. Son anniversaire est le vingt-deux juin. Il a douze ans, comme moi!</td></tr>
<tr><td>Reading aloud
(You will have to read these aloud)</td><td colspan="2">Je m’appelle Mathieu et je suis de Paris.
J’ai onze ans et mon anniversaire est le dix-sept juillet.
Ma sœur s’appelle Isabelle et mon frère s’appelle Paul.
Mon ami Julien habite en Bretagne, dans le nord-ouest de la France.
J’habite dans un appartement dans un bâtiment ancien.</td></tr>
<tr><td>Translation
(These will be in retrieval starters and vocab tests)</td><td>What is your name?
My name is Paul.
How old are you?
I am five years old.
I am eleven years old.
I live in an old building.
I live in a modern building.
My birthday is on 30th June.
My brother is called Pierre. His birthday is on 31st January.</td><td>My brother is called Mathieu.
My sister is fourteen years old.
My brother is fifteen years old.
I live in a beautiful house on the coast.
I am French, from Biarritz, but I live in Nouméa, in New Caledonia.
I live in a small apartment in the countryside.
I live in an old house in the centre.
I am from Paris, but I live in the centre of Casablanca.
I am 17. My birthday is on 21st June.</td></tr>
</table>

Comment t'appelles tu ? Quel âge as-tu?

Je *I*	m'appelle *am called*			j'ai *I have*	un	an *year* mois *month*
Mon frère *My brother* *Ma sœur* *My sister*	s'appelle *is called*	Alexandre Anthony Annabelle Béatrice Charles Émilie Frédéric Isabelle Joséphine Julien Marie Paul Tristan	et *and*	il a *he has* elle a *he has*	deux *2* trois *3* quatre *4* cinq *5* six *6* sept *7* huit *8* neuf *9* dix *10* onze *11* douze *12* treize *13* quatorze *14* quinze *15*	ans mois
*Author's note: in French we use the verb "avoir" [to have] to talk about age *although "J'ai quatre ans" literally means "I have four years", in English, it's translated as "I am four years old"*						

Quelle est la date de ton anniversaire?

Je m'appelle *Julien* *I am called* *Julien*	je suis de Paris *I am from Paris* *j'ai X ans *I am X years old*	et *and*	mon anniversaire est le *my birthday is the*	*1 premier* *first* *2 deux* *3 trois* *4 quatre* *5 cinq* *6 six* *7 sept* *8 huit* *9 neuf* *10 dix* *11 onze* *12 douze* *13 treize* *14 quatorze* *15 quinze*	*16 seize* *17 dix-sept* *18 dix-huit* *19 dix-neuf* *20 vingt* *21 vingt-et-un* *22 vingt-deux* *23 vingt-trois* *24 vingt-quatre* *25 vingt-cinq* *26 vingt-six* *27 vingt-sept* *28 vingt-huit* *29 vingt-neuf* *30 trente* *31 trente-et-un*	janvier January février mars avril mai juin juillet août septembre octobre novembre décembre
Mon amie s'appelle *Catherine* *My friend is called Catherine* *Mon ami s'appelle* *Francis* *My friend is called Francis*	il/elle est de Biarritz *he/she is from Biarritz* *il/elle a X ans *he/she is X years old*		son anniversaire est le *his/her birthday is the*			
*Author's note: in French we use the verb "avoir" [to have] to talk about age *although "J'ai quatre ans" literally means "I have four years", in English, it's translated as "I am four years old"*						

D'où es-tu? Où habites-tu?

Tu habites dans une maison ou un appartement?

Je m'appelle *David* *I am called* *David*	je vis dans I live in j'habite dans I live in	*une* *a* *un appartement* *a flat*	*belle beautiful* *grande big* *jolie pretty* *petite small*	*maison house*	dans le centre in the centre dans la banlieue on the outskirts sur la côte on the coast
			dans un bâtiment ancien *in an old building* *dans un bâtiment moderne* *in a modern building* *dans un bâtiment neuf* *in a new building*		
	je suis de *I am from*	*Biarritz* *Brest* *Bruxelles* *Casablanca* *Dakar* *Fort-de-France* *Libreville* *Montréal* *Nice* *Nouméa* *Paris* *Saint-Denis* *Strasbourg*	*dans le Pays basque* *southwest region of France* *en Bretagne (en France)* *northwest of France* *en Belgique (la capitale)* *capital of Belgium* *au Maroc (sur la côte)* *coast of Morocco* *au Sénégal (la capitale)* *capital of Senegal* *en Martinique (la capitale)* *capital of Martinique* *au Gabon (la capitale)* *capital of Gabon* *au Québec,* *Canadian province* *en Provence (en France)* *southeast of France* *en Nouvelle Calédonie* *New Caledonia* *à Paris (en France la capitale)* *capital of France* *à la Réunion (la capitale)* *capital of Reunion Island* *en Alsace (en France)* *northeast region of France*		

BARE ESSENTIALS

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

Big Question: Descríbete

End point task: Written task on topic about self, age, name, siblings, where you live

Did you know?

- Spanish is spoken in 21 countries. Spanish is spoken by millions of people and is the majority language in 21 countries – including several South American countries, as well as Mexico, Cuba and, of course, Spain. South American examples include Colombia, Argentina, Chile, Venezuela, Ecuador and Peru.
- September is a significant month because it is when several Latin American countries celebrate the anniversary of their independence from Spain: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. Mexico (Sept. 16) and Chile (Sept. 18)
- In September in the Catalonia region of Spain (Barcelona is the capital of this region) there are competitions and festivals around the tradition of building Els Castells (The Human Towers). These are constructions between six and ten people high that were first introduced in the 18th century and are now traditional throughout the whole of Catalonia.
- Each human tower is the result of universal values such as teamwork, solidarity, self-improvement, the feeling of belonging and the integration of people of all ages, origins, races and social backgrounds.

Where is this learning going?

- **How to say your name**
- **How to say your age**
- **How to say when your birthday is**
- **How to say where you are from**
- **Names of Spanish speaking locations**
- **What your accommodation is like**
- **The names of renowned cities and countries in the Spanish speaking world**
- **The verb "ser" (to be)**

End point task

Write a short description of yourself (approx 30 words) in French. You must write something about each bullet point. Mention:

- your name
- your age
- your birthday
- where you live
- what type of place you live in

Career links:

Learning a language opens doors to new countries, cultures, and experiences. It encourages strengths such as:

- Enhanced Problem Solving Skills.
- Improved Memory Function (long & short-term)
- Enhanced Creative Thinking Capacity.

It can lead into all career paths and is impressive to all employers! You could become:

- A Spy
- A translator or interpreter
- A CEO
- An influencer
- A teacher, and many more!

Useful weblinks:

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

Assessment point		
Writing *Exemplar*	Me llamo Isabel. Tengo once años y mi cumpleaños es el seis de abril. Soy de Madrid, en España y vivo en una casa bonita y grande en las afueras.	
Speaking *(you will answer these)*	¿Cómo te llamas? ¿Cuántos años tienes? ¿Cuándo es tu cumpleaños? ¿De dónde eres? ¿Dónde vives?	
Reading *Example*	<u>Answer questions about a text like:</u> Me llamo Ramón. Tengo doce años y vivo en Buenos Aires, la capital de Argentina. Mi cumpleaños es el once de septiembre. Mi amigo se llama Guillermo. Su cumpleaños es el veintidós de junio. Tiene doce años ¡como yo!	
Reading aloud *(You will have to read these aloud)*	Me llamo Mario y soy de Madrid.. Tengo once años y mi cumpleaños es el diecisiete de julio. Mi hermana se llama Isabela y mi hermano se llama Pablo. Mi amigo Raúl vive en Cataluña, en el noreste de España. Vivo en un apartamento en un edificio antiguo.	
Translation *(These will be in retrieval starters and vocab tests)*	What is your name? My name is Pablo. How old are you? I am five years old. I am eleven years old. My birthday is on 30th June. My brother is called Mario. His birthday is on 31st January.	My sister is fourteen years old. My brother is fifteen years old. I am 15 years old and I am Spanish. I live in a modern building. I live in a beautiful house on the coast. I live in a small apartment in the countryside. I live in an old house in the centre. I am from Madrid, but I live in the centre of Buenos Aires.

¿Cómo te llamas? ¿Cuántos años tienes?

<table>
<tr><td colspan="2">Me llamo
I am called</td><td rowspan="2">Alejandro
Antonio
Arantxa
Belén
Carlos
Diego
Emilia
Felipe
Isabel
José
Julián
María
Paco
Roberto</td><td rowspan="2">y
and</td><td>tengo
I have</td><td>un 1</td><td>año year
mes month</td></tr>
<tr><td>Mi hermano
My brother

Mi hermana
My sister</td><td>Se llama
is called</td><td>tiene
he/she has</td><td>dos 2
tres 3
cuatro 4
cinco 5
seis 6
siete 7
ocho 8
nueve 9
diez 10
once 11
doce 12
trece 13
catorce 14
quince 15</td><td>años
years

meses
months</td></tr>
<tr><td colspan="7">Notes:
1) The number “uno” becomes “un” when it goes before a noun. E.g. Tengo un hermano - I have 1 brother.
2) In Spanish, we use the verb “to have” for age. So, we say “tengo diez años” to say how old we are even though it means, literally, “I have ten years”. French and Italian do the same 🙂</td></tr>
</table>

¿Cuándo es tu cumpleaños?

Me llamo José My name is José	**Soy de Madrid** I am from Madrid ***tengo X años** I am X years old	**y** and	**mi cumpleaños es el** **my birthday is the**	**1st primero** **1 uno** **2 dos** **3 tres** **4 cuatro** **5 cinco** **6 seis** **7 siete** **8 ocho** **9 nueve** **10 diez** **11 once** **12 doce** **13 trece** **14 catorce**	**15 quince** **16 dieciséis** **17 diecisiete** **18 dieciocho** **19 diecinueve** **20 veinte** **21 veintiuno** **22 veintidós** **23 veintitrés** **24 veinticuatro** **25 veinticinco** **26 veintiséis** **27 veintisiete** **28 veintiocho** **29 veintinueve** **30 treinta** **31 treinta y uno**	**enero** **febrero** **marzo** **abril** **mayo** **junio** **julio** **agosto** **septiembre** **octubre** **noviembre** **diciembre**
Mi amiga se llama Catalina My friend is called Catalina **Mi amigo se llama Francisco** My friend is called Francisco	**es de Bilbao** he/she is from Bilbao ***tiene X años** he/she is X years old		**Su cumpleaños es el** **his/her birthday is the**			

Note: *Don't forget! Tengo/tiene actually mean "I have" and "he/she has" in Spanish. You use this verb for saying your age. You will see this many times! 🙂

¿De dónde eres? ¿Dónde vives?

Me llamo David y… my name is David and…	**vivo en** I live in **soy de** I am from	**una casa** a house	**bonita** pretty **fea** ugly **grande** big **pequeña** small	**en el centro** in the centre **en las afueras** on the outskirts **en la costa** on the coast
		un piso a flat	**en un edificio antiguo** in an old building **en un edificio moderno** in a modern building	
		Barcelona **Bilbao** **Bogotá** **Buenos Aires** **Cádiz** **Cartagena** **La Habana** **Lima** **Madrid** **Quito** **Santiago** **Montevideo** **Zaragoza**	**en Cataluña (en España)** [northwest region of Spain] **en el País Vasco (en España)** [northern region of Spain] **en Colombia (la capital)** [capital of Colombia] **en Argentina (la capital)** [capital of Argentina] **en Andalucía (en España)** [south of Spain] **en Colombia (en la costa)** [coast of Colombia] **en Cuba (la capital)** [capital of Cuba] **en Perú (la capital)** [capital of Peru] **en España (la capital)** [capital of Spain] **en Ecuador (la capital)** [capital of Ecuador] **en Chile (la capital)** [capital of Chile] **en Uruguay (la capital)** [capital of Uruguay] **en Aragón (en España)** [northern region of Spain]	

BARE ESSENTIALS

SUBJECT: Physical Education **YEAR:** 7 **TERM:** Autumn

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: Outwitting 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 meets on a Tuesday/Thursday 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, but 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 a Tuesday/Thursday 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. Facts supplied by bbc sport and cometoplay.co.uk

Rugby club is on a Tuesday/Thursday. 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. Facts supplied by fun facts about rugby.

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 answer the end point task. Understand the rules around these games of tag rugby, badminton and netball. Develop skills to be able to play in and understand the rules of a game situation. Perform at extra-curricular clubs and link to community clubs. Preparation to progression routes through level 2 and level 3 sports courses through practical performance, analysis of performance and theoretical topics. Develop an understanding of the importance of an active and healthy lifestyle. 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 Can you pass the ball in different ways (chest. bounce, shoulder one/two handed). To begin to link movement together in drills. To use footwork in drill/small games and understand how to perform it correctly. Understand the position of the ball and how to make accurate pass.

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 their performance within a game, relating to their attacking and defending. Describe the strengths and weaknesses in their own and others' performance

Useful weblinks & career links:

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

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

Together: We Care, We Challenge, We Excel

Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
Badminton ***Grip and shuttle familiarisation*** - how to grip the racket effectively? ***Underarm*** - strokes - forehand and footwork Backhand and footwork	***Badminton*** • ***Grip -*** *How you hold the racket, this is important so you can play a variety of shots.* • ***Ready position -*** *ready with a wide stance, to be able to sprint and get into position for any type of shot.* • ***Forehand-****A forehand shot is any shot that is done on the racket side of the body or on top of head and it is performed with a forehand grip.* • ***Backhand -*** *are hit with the back of the hand leading* • ***Forecourt -*** *Front third of the court, between the net and the short service line.* • ***Rearcourt -*** *Back third of the court, in the area of the back boundary lines* • ***Balance -*** Maintaining the centre of mass over the base of support. • ***Service box -*** *is only used during a serve* • ***Weight transfer -****This is the ability to safely move your weight from one side of the body to the other* • ***Trajectory -*** *the path that the shuttlecock follows as it moves* • ***Tactics -*** *an action or strategy carefully planned to achieve a specific end*
Serving - using a variety of serves effectively ***Net shots*** - how and when to play these shots?	
Overhead strokes - overhead clear ***Tactical matches*** - how can you overcome your opponent in different situations?	
Netball **Understand where to stand on the court** **Passing - different types of passing used**	***Netball*** • ***Passing -*** *this is the method of keeping possession of the ball in Netball. There are different types of passing used including the chest pass, bounce pass and shoulder pass.* • ***Dodging -*** *outwitting your defender by moving in one direction and then quickly moving off in the opposite direction to receive a pass* • ***Speed -*** The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time. • ***Interception -*** *when a player regains possession of the ball during a pass by the opposition.* • ***Attacking play -*** *players keeping possession and passing the ball across the centre and goal zones to the shooting circle (court linkage), also known as the D*
Spacial awareness - movement Marking/dodging - how to evade an opponent	***Rugby*** • ***Passing and possession -*** *the method of sharing and keeping possession of the ball within your team to create attacking/scoring opportunities. Understanding that the ball can only travel backwards/flat* • ***Attacking -*** *Players keep possession, moving forward through phases of possession in order to attempt to score. Use a variety of different methods to outwit an opponent - miss passes, loops, side steps, dummies, switches, overlaps* • ***Defending -*** *Defending as one keep, keeping a defensive line and putting pressure on the attack, tagging an opponent, 6 tags equals a turn over.*
Rugby, Netball and Badminton Attacking skills Defensive skills	
Netball Shooting Tactical game play	***Personal development/character values*** • ***Evaluate -*** *considering the work you have created or seen and discussing its merits and areas for development* • ***Respect -*** Show respect to your opposition regardless of whether they are stronger or weaker. • Show respect to the officials. • ***Resilience -*** Face new challenges in a positive way. • Avoid blaming others for any disappointments and set-backs. • Never give up, even when the hope of winning seems impossible. • ***Integrity -*** Be true to your own values and give your best effort. • ***Motivation -*** Motivate others in your team who are less confident. • Rehearse successful techniques until they are perfect. • Recognise the use of praise to encourage players.
Rugby **Passing -** sharing possession of the ball in order to create attacking opportunities. Understand the rules of the rugby pass and demonstrate successful passes within a game	
Side stepping - How to evade an opponent **Try -** Placing the ball on the ground in a controlled manner on or behind the opponents try line	

CLASSIFICATION OF SKILLS

Open / Closed

Open – performed in a changing environment where a performer has to react and adapt to external factors. E.g. position of players during a football tackle.

Closed – Performed in the same predictable environment and is not affected by external factors. E.g. a break in snooker.

Skill/ability

Skill - an action that can be learned.

Ability - something a person is born with, that they inherit.

Self-paced / Externally paced

Self paced – Starts when the player decides. E.g. corner kick in football.

Externally paced – starts because of external factors. E.g. opponents closing you down in football may dictate when you make a pass.

Gross / fine

Gross – involves powerful movements performed by large muscles groups e.g. long jumps

Fine – uses smaller muscles groups to carry out precise movements that require accuracy and coordination. E.g. throwing a dart.

Basic / Complex

Basic – this is a simple skill and doesn't need much concentration. E.g. running

Complex – a skill that requires a lot of concentration and lots of decisions need to be made e.g. volley in football.

GOALS AND SMART TARGETS

S	**Specific**	**state exactly what will need to be done**
M	**Measurable**	**clear what success will look like**
A	**Accepted**	**decided on by all participants in the process**
R	**Realistic**	**know it is practical – steps *can* be taken to do it**
T	**Time bound**	**state when it will be achieved**

Types of goals

Outcome – focused on performing better than other people e.g. winning. These are focused on the end result.

Performance – improving personal performance e.g. distance you can hit a golf ball.

Sporting example -

Anna is running a half marathon. Her previous best of 2 hours, 20 minutes was achieved last year. She has set herself the following target for this year:
'Finish in under 2 hours, 15 minutes.'

BARE ESSENTIALS

SUBJECT: Physical Education **YEAR:** 7 **TERM:** Autumn

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:

EPT for Training: Training: Training safely and effectively by devising effective warm-up routines and understanding the importance of cooling down.
EPT for Gymnastics: Be able to create and then perform a group sequence on the floor incorporating balances with fluency in transitions.
EPT Orienteering: 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. 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 circuit burns 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. Here are some facts about gymnastics: The Ancient Greeks prepared their young men for war by doing gymnastics, most major gymnasts start their career as early as 2 years old, gymnastics was at the first Olympics.

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 development. Physical fitness improves while aiming 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?

- Answer the big question.
- Perform at extra-curricular clubs and link to community clubs.
- Preparation to progression routes through level 2 and level 3 sports courses through practical performance, analysis of performance and theoretical topics.
- Develop an understanding of the importance of an active and healthy lifestyle.
- Developing leadership skills and opportunities in KS4.

What will you know as a result of this?

- Understand the basic principles surrounding health and safety
- Will be able undertake a basic warm up
- Will be able to record their own results for basic exercises and identity their current level of fitness
- Will have a basic knowledge of key components of fitness (CV,ME,MS) what are they and how to train them
- 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
- Can orientate a small map
- Can you 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 Orienteering
https://www.britishorienteering.org.uk

Together: We Care, We Challenge, We Excel

Bare Essentials to remember (**words in bold are in your keywords**) :	Keywords:
Training - Fitness	***Training*** • Components of fitness • Agility - The ability to change direction at speed. • Balance - The ability to be able to hold • Cardiovascular endurance (aerobic endurance) - The ability of the heart, lungs and blood to transport oxygen and sustain exercise over a prolonged period of time. • Coordination - The ability to use two or more body parts • Flexibility - The range of motion at a joint • Muscular endurance - The ability to use voluntary muscles repeatedly without tiring. • Power - the ability to perform strength performances quickly. • Reaction time - The time taken to respond to a stimulus. • Muscular Strength -The amount of force a muscle can exert against a resistance. • Speed - The ability to put body parts into motion.
Gymnastics **Core skills -** With a partner, use skills and ideas to perform a partner sequence on the floor lasting about 1 minute. **Balances -** Develop partner balances and individual balances **Rotation -** Demonstrate a forward roll, backward roll and twists. **Flight -** a skill where the gymnast is suspended completely in the air without hands or any other part of the body touching the beam **Sequence development -**Two or more skills which are performed together creating a different combination skill.	***Gymnastics*** • Flight • Balance • Travel • Rotation • Tension • Extension • Canon • Mirror • Unison
Orienteering **Plan** activities cooperatively **Communicate** to others **Problem solve** to achieve goals **Navigate** to control points **Orientate** a map Read a **compass** accurately	Orienteering • Independently orientate a simple map. • Orientate a map around a basic course, as a group. • Organise a team effectively to complete a given problem such as a treasure hunt. • Use a compass to navigate effectively to given directions • Independently/in teams read grid coordinates to locate given places/features on a map • Correctly record the grid coordinates of a given location
	Personal development/character values • *Evaluate - considering the work you have created or seen and discussing its merits and areas for development* • *Respect* - Show respect to your opposition regardless of whether they are stronger or weaker. • Show respect to the officials. • *Resilience* - Face new challenges in a positive way. • Avoid blaming others for any disappointments and set-backs. • Never give up, even when the hope of winning seems impossible. • *Integrity* - Be true to your own values and give your best effort. • *Motivation* - Motivate others in your team who are less confident. • Rehearse successful techniques until they are perfect. • Recognise the use of praise to encourage players.

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Sporting example -

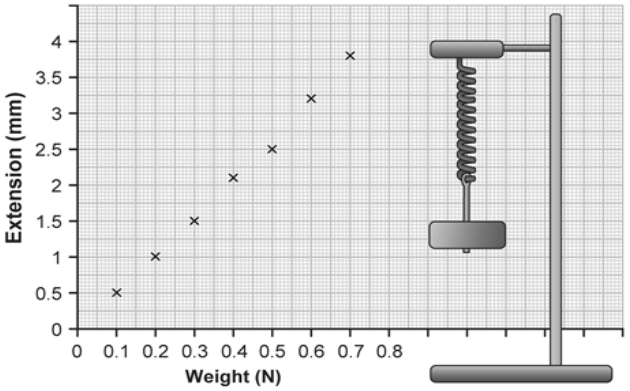
Anna is running a half marathon. Her previous best of 2 hours, 20 minutes was achieved last year. She has set herself the following target for this year:
'Finish in under 2 hours, 15 minutes.'

BARE ESSENTIALS

SUBJECT: Enquiry processes EP1 **YEAR: 7** **TERM: 1a**

End point task:

Information - Tara and Shelly added 100g masses to a spring and measured how much it extended each time a 100g mass was added. They used a ruler to measure this. They took seven measurements between 100g and 700g. Then Tara plotted the graph below.



Think about -

- What conclusion can be made from the evidence that Tara and Shelly have collected?
- How reliable is their evidence?
- What could they do to improve their evidence?

Task - Describe the pattern from Tara and Shelly's results.
Make a conclusion and try to explain it.
Describe what Tara and Shelly could do to improve their investigation.

Did you know?

- Philosophers, such as Plato, believed that all knowledge could be obtained through pure reasoning, and that there was no need to actually go out and measure anything
- Aristotle, regarded as the father of science, realised the importance of empirical measurement.
- Simple questions often lead to big discoveries. For example, Sir Isaac Newton asked, "Why do things that go up always come down?". His investigations resulted in the discovery of gravity.

Where is this learning coming from?

Science KS2, Years 5 and 6 - Working Scientifically

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Where is this learning going?

Science, KS3, Year 8 - Working Scientifically

Analysis and evaluation

- apply mathematical concepts and calculate results
- present observations and data using appropriate methods, including tables and graphs
- identifying patterns and draw conclusions
- explain data in relation to predictions and hypotheses
- identify sources of random and systematic error
- identify further questions arising from their results

Useful weblinks:

BBC Bitesize KS3 working scientifically https://www.bbc.co.uk/bitesize/topics/zb8fn9q
YouTube - The scientific method https://www.youtube.com/watch?v=UdQreBq6MOY
History of Scientific method https://explorable.com/history-of-the-scientific-method
Kerboodle KS3 working scientifically
https://www.kerboodle.com/app/courses/42266/modules/Lessons/content/
Planning a practical KS3 Science - https://www.youtube.com/watch?v=oPVoLcuaVIo
Summer Science experiments - https://www.twinkl.co.uk/resource/summer-science-experiments-t-par-683

Amazing Science Experiments to do at home - .https://www.youtube.com/watch?v=6tW4975As48

What will you know as a result of this?	Career links:
You will be able to: ● State some questions that can be investigated and name some types of enquiry questions. ● Identify independent, dependent, and control variables. ● Suggest ways to investigate different types of enquiry questions. ● State what should be included in the plan for an investigation. ● Identify different types of variable and experimental errors. ● Describe a risk assessment and write a detailed plan for a hypothetical investigation. ● Describe how to make and record observations and measurements. ● Explain the choice of graph or chart for different types of data, and plot them. ● List what should be included in a conclusion. ● Find a pattern in data using a graph or chart, and draw a line of best fit on a line graph. ● Analyse data from an investigation to draw up a detailed conclusion, describe relationships, and suggest alternative explanations where appropriate. Suggest one improvement to an investigation. ● Describe the stages in evaluating the data. ● Compare and contrast data, suggesting reasons why the data may be different. ● Explain ways of improving data in a practical investigation.	Medicine Pulmonologist Doctor Nutritionist Pharmacology Pharmacist Physiotherapist Forensic scientist Biotechnologist

Glossary of key terminology

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

Key word	Definition
bar chart/column graph	A graph or chart that displays the values of categories.
Categoric	A variable that has values that are words.
Conclusion	What you write down to say what you have found out during an investigation.
continuous (variable)	Has values that can be any number.
control measure	An action taken to remove the hazard or to reduce the exposure to it.
control variable	One that remains unchanged or is held constant to stop it affecting the dependent variable.
Correlation	A relationship between variables where one increases or decreases as the other increases.
Data	Words or numbers that you obtain when you make observations or measurements.
dependent variable	What you measure or observe in an investigation when you change the independent variable.
discontinuous (variable)	Has values that are words or discrete numbers.
Discrete	A variable that can only have whole-number values.
Evaluate	To discuss the quality of data collected during an investigation and suggest improvements to the method.
Evidence	Information (measurements, observations, facts, or conclusions) that scientists use to develop or check theories, or evaluate claims.
experimental error	Variations in measurements, owing to the method, measurement techniques, or the instrument.
fair test (enquiry)	An experiment to find out how one variable affects another, while all other variables are kept constant.

Hazard	A situation that presents a threat to people.
Hypothesis	An explanation you can test that includes a reason and a ‘science idea’.
independent variable	What you change in an investigation to see how it affects the dependent variable.
Interval	The gap between the values of the independent variable.
Investigation	An experiment or set of experiments designed to produce data to answer a scientific question or test a theory.
line graph	A graph that shows the relationship between two continuous variables.
line of best fit	A straight or curved line drawn to show the pattern of data points that travels through or very close to as many of the points plotted as possible.
linear relationship	When two variables are graphed and show a straight line that goes through the origin, and they can be called directly proportional.
Mean	An average of a set of data, calculated by adding all the values and dividing by the number of values.
Observation	Information gathered by your senses.
Outlier	A piece of data that does not fit the pattern.
pie chart	A chart that shows the proportions or percentages that make up a whole.
Plan	A description of how you will use equipment to collect valid data to answer a scientific question.
Precise	This describes a set of repeat measurements that are close together.
Prediction	A statement that says what you think will happen in an experiment.
random error	Occurs when the same quantity is measured and inconsistent values obtained.
Range	The maximum and minimum values of a variable.
Repeatable	When repeat readings are close together.
Risk	How likely something is to be harmful.
risk assessment	A description of how you will make it less likely that people will be injured, or equipment damaged, and what to do if this happens.
scatter graph	Shows the independent variable vs dependent variable.
scientific enquiries	Different ways to investigate including observation over time, fair test and pattern seeking.
systematic error	Arises from an inaccuracy in the system and gives rise to errors of the same value.
Variable	A factor that can be changed, measured and controlled.

Bare Essentials to remember :

Subject: Science	Topic: **Enquiry Processes**	Year Group: KS3

Knowledge: Graphs

1	Bar chart	A graph or chart that displays the values of categories, used for Discontinuous data
2	Line graph	A graph that shows the relationship between two continuous variables.
3	Scatter graph	Used for Continuous data, to look for a pattern or link between two sets of data.
4	Pie chart	A chart that shows the proportions or percentages that make up a whole..

Knowledge: Risk Assessment

1	Hazard	How the equipment could be dangerous
2	Risk	What the hazard could cause
3	Control measure	What can be done to reduce the likelihood of the Hazard/Risk

Equipment	Hazard	Risk	Control Measure
Glass Beaker	Could break	Cuts	Clear up any breakages
Kettle water	Boiling water	Burns/Scalds	Bring kettle to station rather than carrying a beaker of boiling water
1Kg Mass	Heavy	Break toes	Keep in middle of table

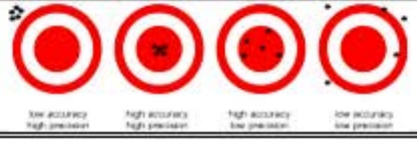
Knowledge: Variables

A factor that can be changed, measured and controlled.

1	Independent	What you change in an investigation to see how it affects the dependent variable.
2	Dependent	What you measure or observe in an investigation when you change the independent variable.
3	Control	One that remains unchanged or is held constant to stop it affecting the dependent variable.
4	Continuous	Has values that can be any number.
5	Discontinuous	Has values that are words or discrete numbers.

Knowledge: Accuracy & Precision

1	Accurate	Measurements that are the true value.
2	Precise	This describes a set of repeat measurements that are close together.



Key Vocabulary

1	Categoric	A variable that has values that are words.
2	conclusion	What you write down to say what you have found out during an investigation.
3	correlation	A relationship between variables where one increases or decreases as the other increases.
4	evaluate	To discuss the quality of data collected during an investigation and suggest improvements to the method.
5	hypothesis	An explanation you can test that includes a reason and a 'science idea'.
6	observation enquiry	An experiment to find out about things that change over time.
7	scientific enquiries	Different ways to investigate including observation over time, fair test and pattern seeking.

Knowledge: Mean Average

Used to find the average of multiple sets of data

Step 1	Add all the data points up	8 + 6 + 7 + 5 = 26
2	Divide by how many data points there are	26 / 4 = 6.5

BARE ESSENTIALS : PSHE **YEAR:** 7 **TERM:** Autumn term 1

Big Question: How can I thrive in year 7?
End point task: Create a leaflet for year 6 students about everything they need to know about starting at Tavistock College.

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
This unit will introduce you to PSHE which includes; health and well- being, relationships and living in the wider world. You will learn how to deal with transition to secondary school and where to get support both inside and outside of Tavistock College. You will discuss the importance of safety and rules and learn some study skills that will help you to succeed at Key stage 3.	PSHE at Tavistock College is based around a spiral curriculum so themes will be revisited and built on each year. Throughout Key stage 3 and 4 you will develop the knowledge, skills and attributes you need to manage your lives, now and in the future. These skills and attributes will help you to stay healthy, safe and help to prepare you for life and work in modern Britain.	PSHE will help you prepare for all careers by helping you to develop the skills that you need to thrive in modern Britain,

Topic area	Core knowledge
Where are the main buildings around the school ? Who are the key people and what do they do?	Identify the main buildings around the school and the key people within the SLT and pastoral teams and what they do.
How can I thrive at Tavistock College? What are the key behaviours of a successful student?	**Key words** -**Transition** (the process or period of change to something new), **thrive** (flourishing and growing well in your surroundings), **respect**(have due regard for someone's feelings, wishes, or rights) , **values** (A set of ethical beliefs and preferences that determine our sense of right and wrong) and **skills** (the things we do well).
What goals should I set? How can I apply knowledge of success behaviour to a given situation?	**Keywords**- **values, goals** (what we want to achieve), t**argets, study skills, team work**, **organisation** and **strategy** (a long-range plan for achieving something or reaching a goal.)
What study skills do I need?	**Keywords** -**time management** (the process of organising and planning how to divide your time) , **stress management** (the strategies that reduce stress and reduce the negative impacts stress has on your mental health)
How can I plan a safer journey to school? What are my responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport?	https://www.think.gov.uk/resource/lesson-3- **Keywords-responsibility** (answerable, or accountable for something within your power or control) , **pedestrian**
Staying safe -To learn how to deal with first aid emergencies	**Keywords -casualty (**the injured person)**, responsive** (reacting**), recovery position** (a position used in first aid to prevent choking in unconscious patients, in which the body is placed facing downwards and slightly to the side, supported by the bent limbs.)
What advice would I give a year 6 student about starting at Tavistock college?.	**End point task** -create a leaflet for year 6 students about your new school.

Ideas for goal setting

Accountability	Taking responsibility for your actions. Examples-do the best you can in each lesson, be honest if something goes wrong.
Courage	Facing challenges and working to overcome difficulties. Examples-try a new club in school even if you are not sure whether you will be good at it.
Encouraging	Supporting other people who are finding something difficult. Examples- celebrate other people's achievements in lessons.
Goal-focused	Setting personal goals that are challenging but achievable. Examples-set goals and stick to them, aim to get a number of green points, avoid getting R1's
Honesty	Being truthful and fair. Examples-Tell the truth in a respectful way.
Inclusive	Involving everyone and welcoming diversity. Examples-work with different people in lessons, get to know someone that you don't already know,
Participation	Taking part or sharing something. Example-try a new sport, join a new club, answer a question in a lesson.
Perseverance	Keeping going, even when something is hard. Examples- If something is hard, find a different approach, set ambitious but realistic targets, ask for help .
Respect	Showing care or consideration for others Example- Listen to other students and the teacher, be polite, say " hello" and "Thankyou".
Team work	Working with others to find solutions and achieve goals. Examples-listen to other people's ideas, communicate clearly, negotiate with others.

Suggested ground rules for PSHE

Openness: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names..

Keep the conversation in the room: We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.

Non-judgmental approach: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down..

Right to pass: Taking part is important. However, we have the right to pass on a question or an activity and we will not put anyone 'on the spot'.

Make no assumptions: We will not make assumptions about people's values, attitudes, identity or feelings. We will listen to the other person's point of view.

Using appropriate language: We will use correct terms rather than slang terms, as they can be offensive.

Asking questions: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions to anyone

Seeking help and advice: If we need further help or advice, we know how and where to seek it—both in school and in the community..

DISCUSSION STEMS

STARTING A DISCUSSION

- What do you think about...?
- What's your take on...?
- Let's talk about...
- How do you see...?
- I'd love to hear your thoughts about...

BUILDING ON AN IDEA

- That's a great point. In addition to that, I would add...
- I wonder if we could also incorporate...
- I'd like to take it a step further by...
- Yes! And also...

PARAPHRASING

- I hear you saying...
- To put it another way, you're saying...
- In other words, what you're suggesting is....

SHARING AN OPINION

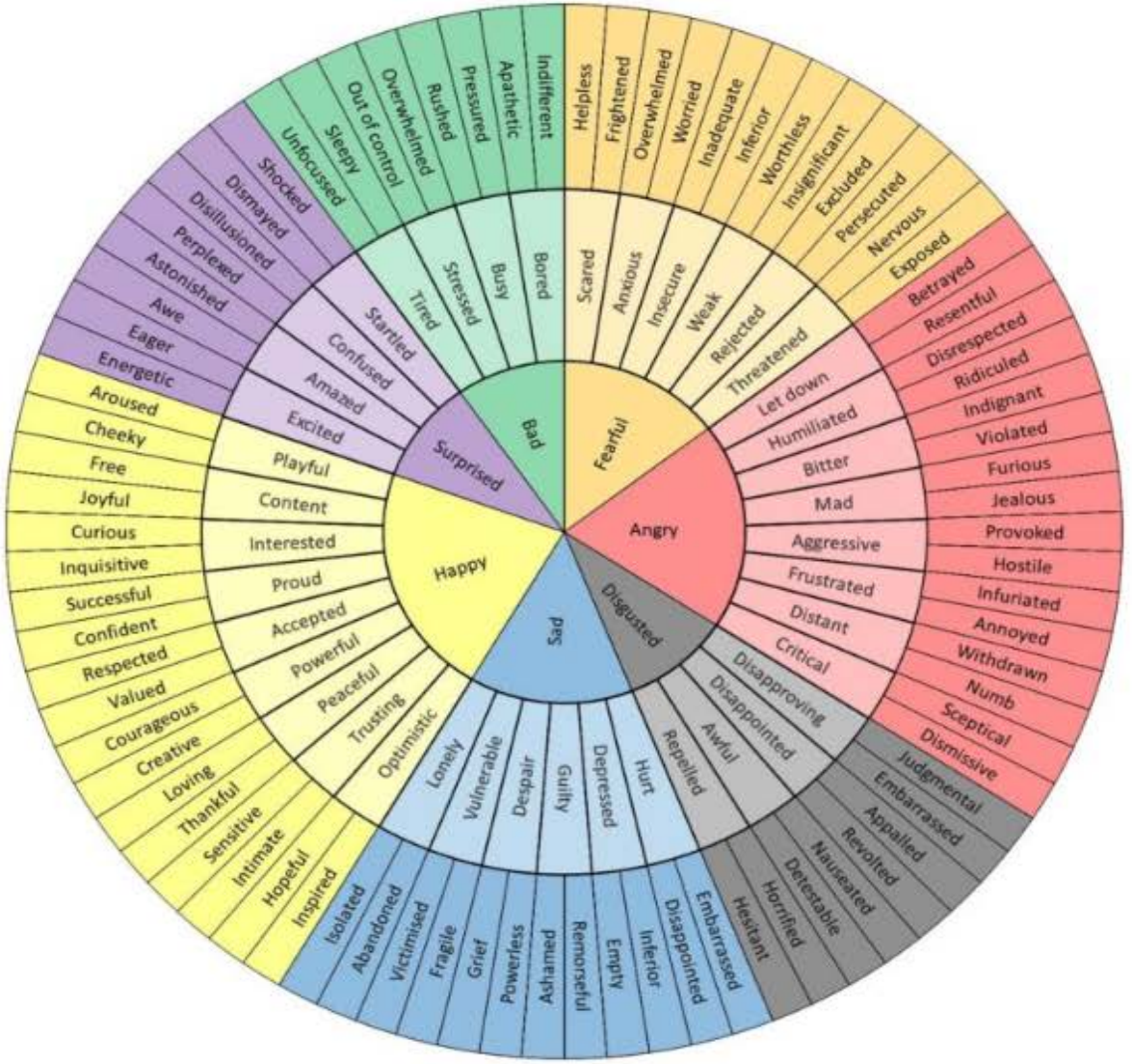
- From my perspective...
- Personally, I believe that...
- In my experience...
- I feel that...

ASKING FOR CLARIFICATION

- Could you clarify what you mean by...?
- Can you give me an example of what you're saying?
- Could you expand on that a bit more?
- I'm a bit confused, Could you explain that in more detail?
- Could try phrasing that another way?

DISAGREEING

- I hear what you're saying, but I have to disagree because...
- I see things differently. I think...
- I understand where you're coming from, but I have to respectfully disagree because...
- I'm afraid I don't share your opinion on this matter because...



First Aid

Vocabulary	Skills	Famous First-Aiders
Primary Survey – checking the situation to see if it is safe to help a casualty.	**DRsABC - Primary Survey** D – Danger R- Response S – Shout A – Airway B – Breathing C – Circulation 	St John Ambulance The St John Ambulance Association was founded in 1877 to provide first aid training. In 1887, the St John Ambulance Brigade was founded to provide uniformed medics at public events. The organisation covers many major events across England including the London Marathon and Hyde Park concerts, as well as smaller and charitable events such as fetes and local fairs.
Heart Rate – The amount of beats the heart makes in one minute – between 60-80 is normal.		
Respiratory Rate – the number of times somebody breathes in a minute – around 6 is normal		
Pulse – same as heart rate – beats per minute	**CRP (Cardiopulmonary Resuscitation)** 	The British Red Cross is one of the leading providers of first aid training in the United Kingdom. It trains people both on a community and commercial basis. The commercial training teams run nationally recognised First aid courses specifically designed to provide skills for use at work. The British Red Cross have been running these courses for 25 years and over 120,000 people are trained each year. Courses range from a basic Emergency Life Support to a three-day First Aid at Work (FAW).
Call 999/112 – Emergency Numbers 'Is the casualty breathing?' is the first question to answer, then location and any other information that could be helpful.		
Cuts (skin) – full break to the skin **Graze (skin)** – top layers of skin scraped off Treated by cleaning, drying, compression and cover (to stop infection)		
AED - automated external defibrillator, is used to help those experiencing sudden cardiac arrest – delivers a shock to the heart	**Recovery Position – when responsive** 	**Medical Jobs** Doctor / Nurse Ambulance Service Health Care Assisant **Other Jobs where First-Aid is improtant** Police / Fire / Coastguard Services Army and Navy Building Site Manager Security Officer
Compression – squeezing the heart by pressing on the chest		
Allergic Reaction – sneezing, runny or blocked nose, red eyes, coughing.		
Fracture (bones) – broken bones – *signs*: pain, swelling, deformity.		

BARE ESSENTIALS : Religious Studies YEAR: 7 TERM: Autumn term

Big Question: Was Jesus Radical?

End point task: *You can't call yourself a Christian if you are not serving the marginalised. Christianity is basically a call for radically loving action.*

Where is this learning coming from?	**Where is this learning going? What will you know as a result of this?**	**Career links:**
This learning is coming from the Devon and Torbay syllabus 2019 to 2014, looking at Jesus teachings and deciding whether they are radical.	This learning will be looking at Jesus teachings and his relationship with those considered to be outcasts and misfits of society, looking at what he taught others and what the moral messages are. Students by the end of the unit will be able to evaluate whether serving the less fortunate makes you a Christian or not.	Within this unit there is a lot of transferable skills that can be used across many different careers, some examples are: • Social worker • Charity worker • Councillor • Writing and publishing • Activism • Non profit and Humanitarian work • Teacher • Nurse

Topic area	Core knowledge
Was Jesus a **radical**?	What is meant by 'being radical?' Bear Grylls explains why he was drawn to Jesus and his radical actions of teaching the outcasts, hanging out with the prostitutes, tax collectors.
Who was Jesus, and what did he look like?	The New Testament offers no description of what Jesus would have looked like; however, he is often shown as a white man with long, flowing light brown hair in many religious artworks.
Parable of the Sheep and the Goats	In this parable **the sheep** are those who followed in Jesus teachings and helped the poor and needy. **The goats** are those that did not follow in Jesus teachings, believing that they did not need someone to look after them.
Why might a **humanist** follow Jesus' teaching?	Many humanists accept that SOME of the teachings of Jesus can help us – they ignore the religious teachings'. Jesus' teachings can give advice and guidance on how to live and behave well. Humanists would say that any teachings or stories that can inspire people to live better lives and improve the world are a good thing – but that there is NO GOD so you cannot rely on a God to help us,
How do Christians serve the marginalised?	Researching different Christian charities, how do Christians show Jesus teachings in their everyday life?
End point task	*You can't call yourself a Christian if you are not serving the marginalised. Christianity is basically a call for radically loving action.*

Vocabulary
Radical: Supporting change (usually used when describing a political or social change) **Revolutionary**: Involved in or causing dramatic change **Hypocrisy**: Essentially hypocrisy means that we say one thing but do another **Secular**: not connected with religious or spiritual matters **Justice**: Fairness or giving people respect **Parable:** A story with a moral message **Agape love**: Is self giving love and it is the kind of love Jesus was talking about. It gives without expecting anything in return. It puts the other person first. **Humanist**: A worldview that does not believe in a God or a spiritual being. Humanists believe that there is one life **Marginalised**: Isolating someone or a group because of prejudice or/and discrimination

Command words

Command words are the words and phrases used in exams and other assessment tasks that tell students how they should answer the question.

We have included the following command words and their meanings to complement Ofqual's official list.

Evaluate

Tests evaluation. It requires students to consider different viewpoints and arrive at a judgement.

Explain

Tests knowledge and understanding of (eg) teachings or practices. It requires students to identify at least two relevant points and demonstrate understanding by some development.

Explain different attitudes to...

Tests knowledge and understanding of different attitudes about an ethical or philosophical issue or belief.

Explain how X may influence Y

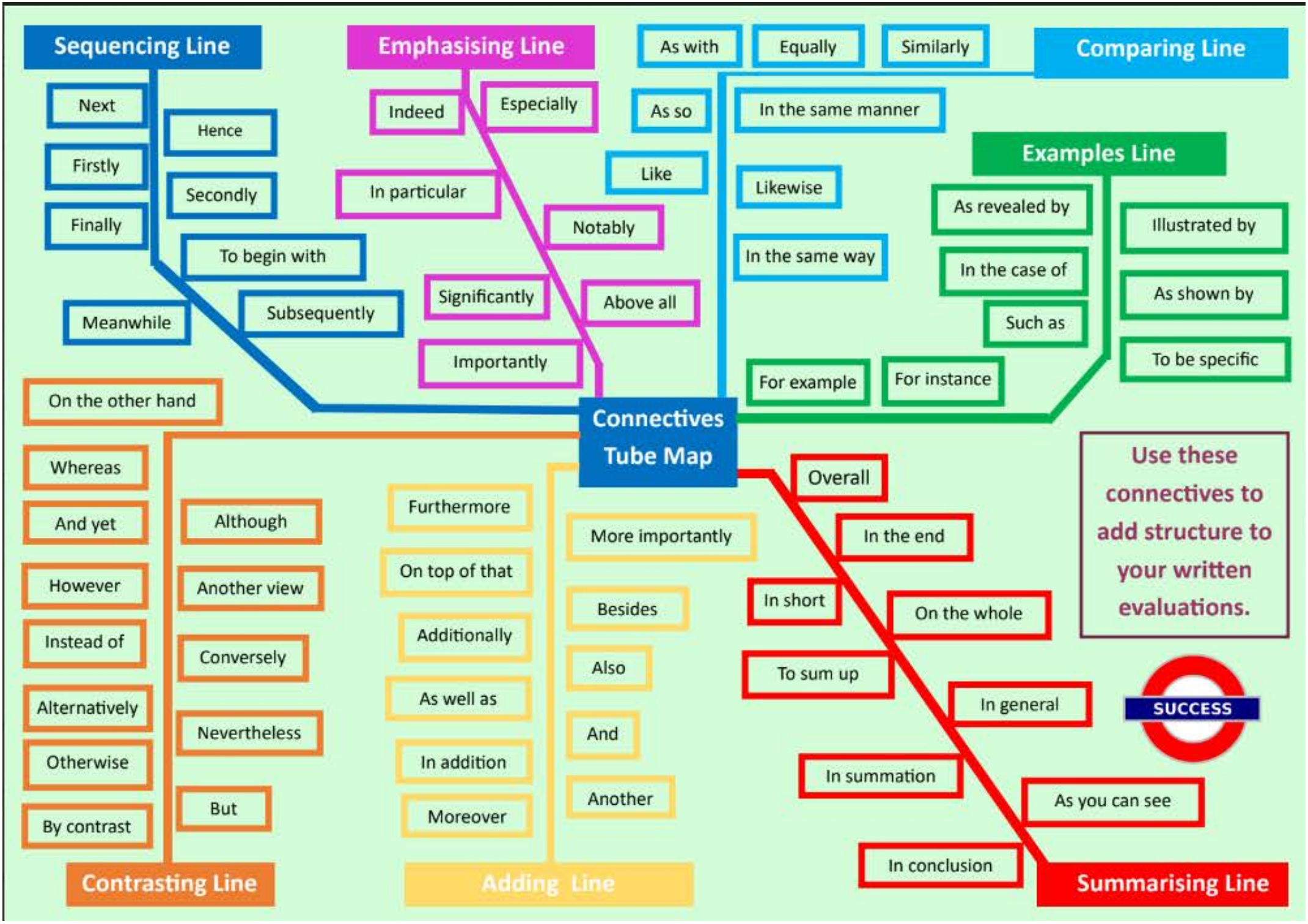
Tests knowledge and understanding of (eg) how a religious belief or practice influences individuals or groups.

Give

Tests recall of knowledge, eg two examples or two beliefs.

Why

Tests analysis. It requires a reasoned consideration of a single point of view through a logical chain of reasoning.


Connectives Tube Map
Sequencing Line
Next
Firstly
Finally
Hence
Secondly
To begin with
Subsequently
Meanwhile
Emphasising Line
Indeed
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Above all
Importantly
Comparing Line
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Examples Line
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Illustrated by
In the case of
As shown by
Such as
To be specific
For example
For instance
On the other hand
Whereas
And yet
However
Instead of
Alternatively
Otherwise
By contrast
Although
Another view
Conversely
Nevertheless
But
Contrasting Line
Furthermore
On top of that
Additionally
As well as
In addition
Moreover
More importantly
Besides
Also
And
Another
Adding Line
Overall
In the end
In short
On the whole
To sum up
In general
In summation
As you can see
In conclusion
Summarising Line
Use these connectives to add structure to your written evaluations.
SUCCESS

"You can't call yourself a Christian if you are not serving the marginalised. Christianity is basically a call for radical loving action" Evaluate this claim

Introduction:

What is meant by the key words marginalised and radical?

Modelled first paragraph:

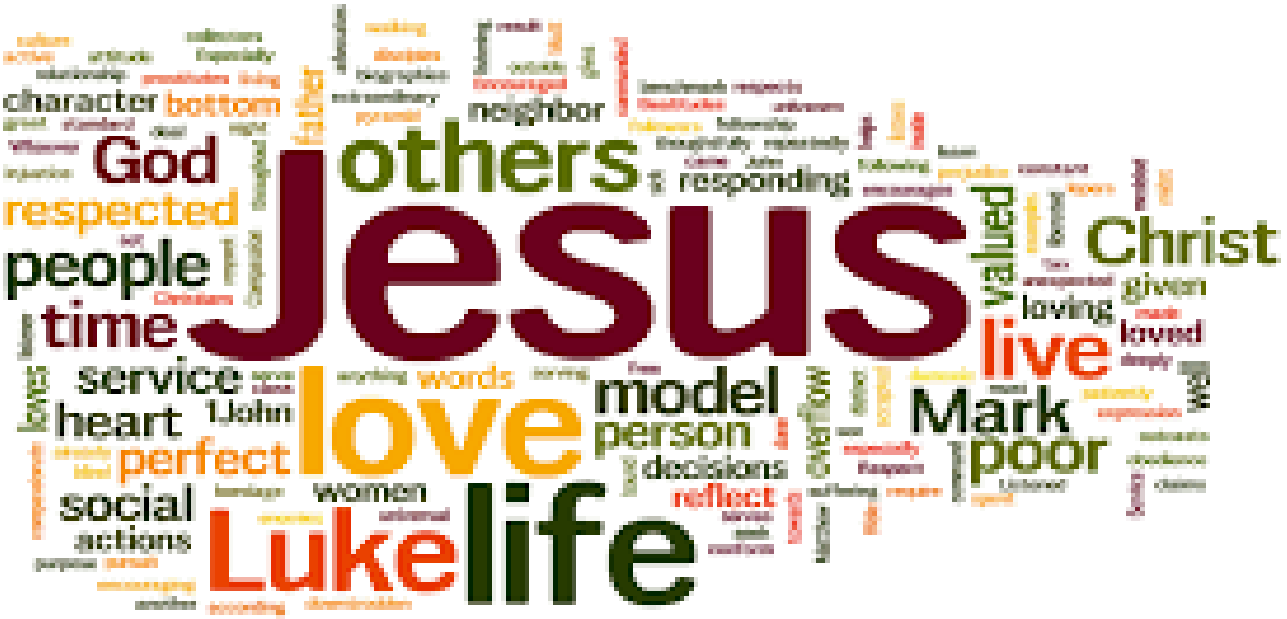
Some people would agree with this as Jesus taught about kindness and compassion, teaching about how others should be treated, even those who are marginalised. An example of Jesus' teachings on kindness is the parable of the Good Samaritan. In this story, a man is beaten, robbed, and left half-dead on the side of the road. Several religious figures pass by him without offering help, but a Samaritan, who was typically despised by the Jews, stops and shows compassion. He tends to the man's wounds, takes him to an inn, and pays for his care. Jesus uses this parable to illustrate that true neighbourly love extends beyond religious and societal boundaries and emphasises the importance of practical acts of kindness towards those in need. This therefore explains that Christians should serve the marginalised through their actions of love.

Point - What point do you want to make? What point could you use that supports or disproves the statement?

Evidence - What is the evidence? Where has your evidence come from?

Explain - How does the point and evidence link? What is the evidence suggesting? What does the evidence mean?

Link - Remind the reader how your point links to the statement that you are evaluating



BARE ESSENTIALS

SUBJECT: Computing **YEAR: 7** **TERM: Autumn Term**

Big Question: 'Sophie' is setting up their own business, what strategies and data software would you recommend and why?

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

Did you know?

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

Where is this learning coming from?

Year 6 Prior Learning:

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

Where is this learning going?

Year 7 Progression

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

What will you know as a result of this?

You will:

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

Career links:

- Office administration
- Self employment
- Accountancy
- Project management

Useful weblinks:

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

Together: We Care, We Challenge, We Excel

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

TERM 1

What is internet Safety?

eSafety is the process or steps that need to be taken to ensure you are safe while online.

Some of the possible dangers of being online are:

- Strangers
- Exposure to inappropriate / illegal content e.g. sexual materials, violence
- Fraud (identity / financial)
- Viruses
- Cyberbullying

What is Cyberbullying?

Cyber bullying is when someone uses the internet, mobiles or tablets to intentionally hurt someone.

Cyberbullying can include:

1. "Hate" speak
2. Racist messages
3. Homophobic messages
4. Sexual messages (Sexting)

Social Media

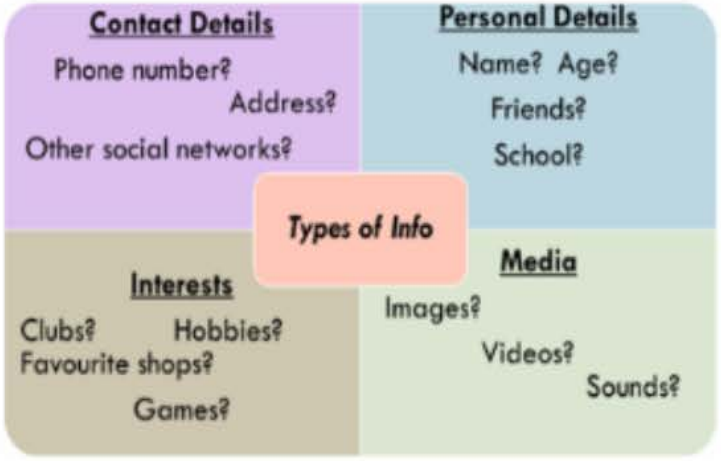
Social media are apps or websites that people use to communicate with others. Often the age limit for these websites / apps is 13 years old.

The information people share is often personal and to stop people seeing it they should change their settings to Private.

Features of a good website

When looking at a website we can evaluate it by looking at a number of key features such as:

Hyperlinks
Up to date
Writing
Content
Colour
Pictures



Key Words

eSafety	Social Media		Cyberbullying
Sexting	Fraud	Viruses	URL
Digital footprint		Internet	WWW

Digital Footprint

The things you share online will stay there forever and might be the first thing people notice about you, which is why it is known as a digital footprint.

With every new profile, tweet or photo you post online, you are adding to a digital footprint.
People that know you, and people who don't, can see it and learn a lot from it.

URL's

URL stands for Uniform Resource Locator.
It is the web address that is unique to a particular website or page. Each part of the URL can tell us information

Internet vs WWW

The internet is a Framework made up of a network of computers and cables.

The World Wide Web (WWW) uses this network to help share information in the form of webpages.

Together: We Care, We Challenge, We Excel

TERM 1

World Wide Web

Google can only search what is in its database or what it's spiders can find. Not all of the web can be accessed through a search engine.
The World Wide Web is often described as consisting of 3 layers:

The 1st layer is the "Surface Web" layer. When we look up the weather or read the news, we are using the surface web.

The 2nd layer, the "Deep Web" consists of protected web pages that are not indexed and therefore not publicly available for example academic databases, analytics dashboards, bank and user accounts.

The 3rd layer, the "Dark Web" consists of hidden websites often linked to illegal and criminal activities.
Special software is needed to access this content, and attempting to access this part of the web can be a crime in itself.

Copyright

Copyright is a law designed to help protect people's work and ideas.
If you:
Take people's work (download films / music). Use people's work (copy text/ images from the internet. Steal people's ideas (create a new product using someone else's technology).

Without permission and without acknowledging them, then you are breaking copyright law.

Typical punishments range from 6 months to 10 years imprisonment and also £5000 fine.

Boolean search

You can use Boolean operators (special words and symbols) to drill down and find the information you need.

Keywords	
Boolean	Index
Database	Reliability
Copyright	

Fact or Fake News

Sometimes people act too hastily – they respond in anger for example, or they share posts or tweets written by someone they don't know and cannot substantiate.
It's possible to accidentally post 'fake news' or rumours that might hurt someone or cause a problem somewhere.
"Fake News" is a type of journalism or propaganda that consists of deliberate misinformation or hoaxes spread via traditional print and news media or online through social media.

Advanced Tools

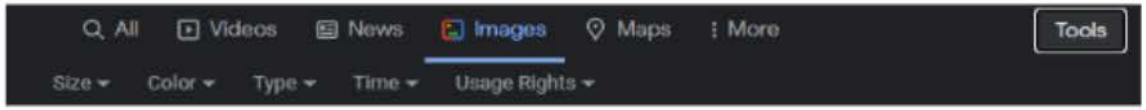
Advanced Tools are features that you can use within a search engine to find information /images more efficiently.

Size - changes the size of the image you are looking for

Colour - searches for images of particular colours

Type - change whether it is a jpeg, clipart or line drawing

Time- when it was uploaded



Together: We Care, We Challenge, We Excel

BARE ESSENTIALS

SUBJECT: Food Technology **YEAR:** 7 **Term:** Autumn 1

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

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

Did you know?

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

Where is this learning coming from?

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

Where is this learning going?

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

What will you know as a result of this?

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

Career links:

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

Useful weblinks:

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

Together: We Care, We Challenge, We Excel

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

Bacteria

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

Where can bacteria be found?
Everywhere!

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

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

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

What do bacteria need to multiply?

Water: bacteria need moisture to grow

Temperature: bacteria grows when warm

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

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

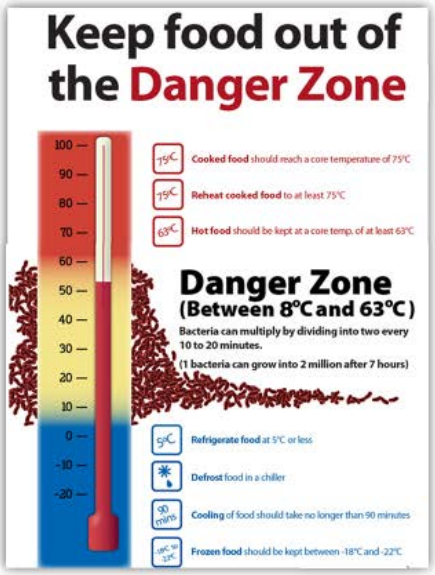
The 4 C's

Cleaning - wash your hands properly

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

Chilling - keep it chilly silly

Cross contamination - keep raw meat and cooked food apart



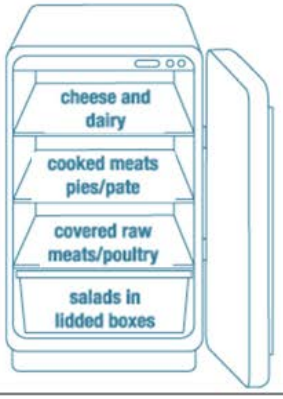
Year 7 Food Knowledge Organiser: Food Safety

Storing Food

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

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

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



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

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

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

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

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

Year 7 Food Knowledge Organiser: Principals of Nutrition

Nutrients needed for a balanced diet

Fat

Function:
Energy
Warmth
action of organs

Sources:

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

Too much
- Obesity
- Type 2 diabetes
- Heart Disease

Carbohydrates

Function:
Energy
Fills you up
Source of fibre

Sources:
Bread
Pasta
Rice
Wheat
Potatoes
Cereals

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

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

Protein

Function:
Growth and Repair
Energy

Sources:

Plant	Animal
Nuts	Eggs
Quorn	Fish
Beans	Meat
Lentils	

Too much
Turns to fat if not turned into energy

Water
Keeps us hydrated.

Source
Drinks, fruit and vegetables, soup.

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

Fibre

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

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

Too Little
- Constipation
- Bowel Cancer

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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BARE ESSENTIALS

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

Big Question: How can I store something precious?

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

Did you know?

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

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

Where is this learning coming from?

- 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

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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

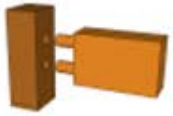
cedar, fir, pine and spruce.

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

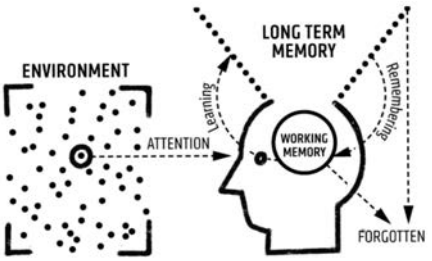
Wood joints are used to secure two or more pieces of wood together. This is the strongest way to join wood.

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?