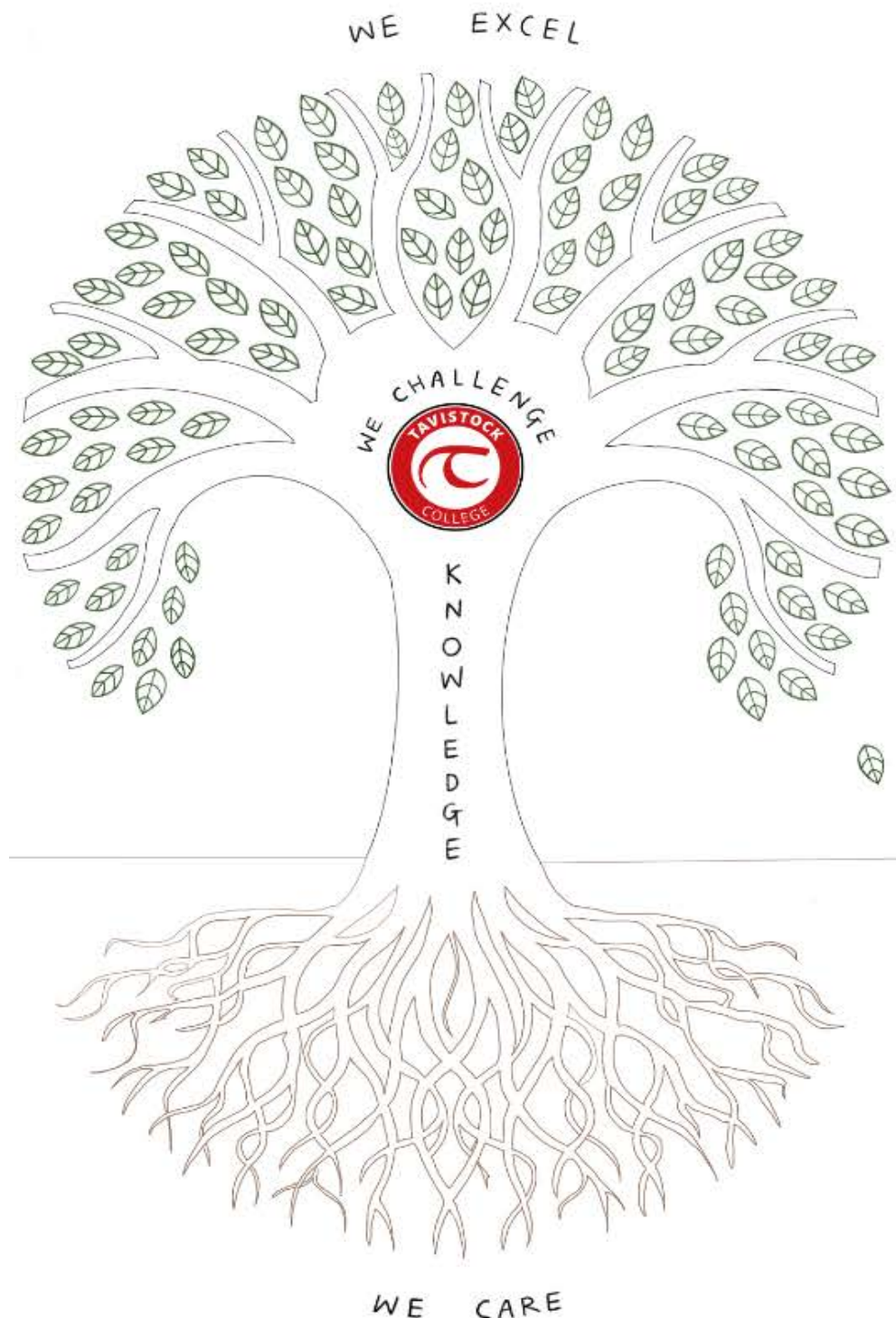


The Bare Essentials



YEAR 7: Spring 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.

Page 1 - 11 Student planner pages

Page 12 Homework summary and brief

Page 13 Key Stage 3 Rooted in Reading: Recommended texts

Page 14 Steps to success for parents (how parents/carers can use the Bare Essentials to support their young people)

Page 15 Steps to success for students (How students can use the Bare Essentials to support their young people)

Creative Arts Faculty

- Art & Textiles Page 16-18
- Music Page 19 - 22
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English Faculty

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Humanities Faculty

- Geography Page 30 - 33
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Maths Faculty

- Maths Page 38 - 41

Languages Faculty

- French Page 42 - 45
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Physical Education Faculty

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

- Team Page 50 - 51
- PE Theory page 52-54
- Individual activities Page 55 - 56

Science Faculty

- Physics Page 57 - 59

Social Studies Faculty

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Technology Faculty_.

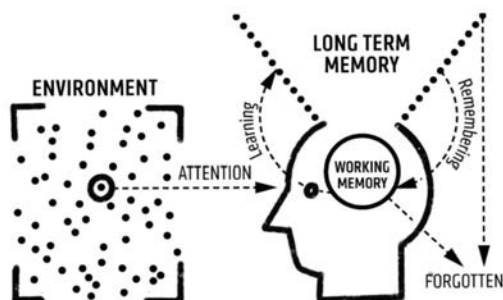
- Computing Page 67 - 69
- Food Technology Page 70 - 72
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Homework

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

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

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



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

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

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

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

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

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

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

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

Rooted in Reading: Our Reading Curriculum

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

	KS3 Fiction	KS3 Literary Nonfiction
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 Nikeshe 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:



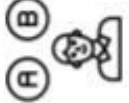






'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, enough support is provided so that a young person can successfully complete tasks that they could not do independently. The support is then removed gradually so the young person can complete the 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

	<ul style="list-style-type: none"> Allow enough time to respond. Wait for at least six seconds. Ensure the young person has waited until you have finished your request
	<ul style="list-style-type: none"> Repeat the information again after allowing waiting time Repeat the information in a different way. Don't do this too quickly. Allow processing time
	<ul style="list-style-type: none"> Give the young person two choices e.g. What does this word mean? X or Y?
	<ul style="list-style-type: none"> Help the young person to experience the concept e.g. How does it feel?
	<ul style="list-style-type: none"> A verbal repetition strategy that encourages students to respond when prompted with a cue (visual or verbal)
	<ul style="list-style-type: none"> Put the unknown word into context in a sentence. Present this to the young person visually or verbally.
	<ul style="list-style-type: none"> Check the young person understands by asking questions at a simple level first.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.

Universal - key knowledge

Steps to success

Retrieval:

Give time and delay



Repeat or rephrase the question



Forced alternatives



Vocabulary:

Experience the concept



Choral response to check spellings



Put into a sentence



Feedback:

Use questions to clarify



Focus on the feature



Sentence completion



Universal - key knowledge

'Practice makes progress'

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

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

Vowel sounds

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

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

Steps to success

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





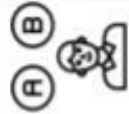






Sentence completion



Universal - key knowledge

Universal - key knowledge

'Practice makes progress'

	<ul style="list-style-type: none"> Allow enough time to think of the answer. This may take longer than you think.
	<ul style="list-style-type: none"> Re-read the highlighted information, focusing on key words to help you
	<ul style="list-style-type: none"> Choose between two answers - which one is it most likely to be?
	<ul style="list-style-type: none"> Think about the concept practically. E.g. what can you see around you that is familiar
	<ul style="list-style-type: none"> Say things out loud to help you to remember them
	<ul style="list-style-type: none"> Put a new word you have learnt into a sentence
	<ul style="list-style-type: none"> Start with questions / information that you are familiar with and build up to the hard ones
	<ul style="list-style-type: none"> Focus on the highlighted information. These bits are the most important
	<ul style="list-style-type: none"> Use the verbal or visual sentence starters to help you use what you know to answer a question

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

End point task: *Create an Imaginary Creature picture*

Did you know?

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



Where is this learning coming from?

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

Where is this learning going?

- This will help you answer the Big Question: *How can I use a variety of art techniques to create an imaginary creature?*
- It will refresh your knowledge about the visual elements
- Your learning will include how to work in **watercolour** which will provide a strong introduction to painting, this will give you a strong set of artistic skills as you continue with the Creative Arts.
- This learning will strengthen your imaginative ideas.
- Later in the year we will be exploring textiles and how the visual elements can be explored fabric and recycled materials.
- This will give you the range of techniques to create your underwater endpoint task.
- Prepare you for Creative Arts L2/GCSE.

What will you know as a result of this?

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

Career links:

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

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




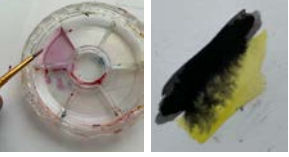


Useful weblinks:

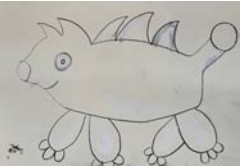
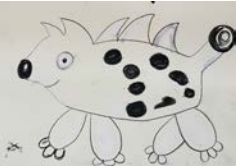



[Remarkable Animals](#)

[Elements of art - GCSE Art and Design Revision - BBC Bitesize](#)



Topic	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
<i>Sketch Tops, Tails and Tums.</i>	You will select your individual Top, Tail and Tum and combine them to create your own Imaginary creature. You will lightly sketch your creature thinking about proportion and scale	Sketch: A sketch is a loose, less refined form of drawing, typically created as preliminary drawings in order to prepare for a more finished work of art.
<i>Paint Tops, Tails and Tums.</i>	You will mix colours and use watercolour to add detail to the imaginary creature.	Proportion: Proportion refers to the dimensions between height, width and depth.
<i>Add detail to Tops, Tails, and Tums.</i>	Using coloured pencils you will add detail, ensuring the background is complete	Scale: scale refers to the size of one whole object in relation to another whole object.
<i>Create Blob creature and sketch one outline</i>	Using the blob creatures sheet, you will create a collection of your own imaginary animals, you will evaluate the creatures and then choose your favourite.	Mix colour: Combining two or more paints to create a new colour.
<i>Add detail to Blob creature in charcoal</i>	You will sketch your chosen creature and then enlarge them to fill a sheet of A4 paper, before adding tone with chalk and charcoal pencils.	Watercolour: A solid block of paint that is mixed with a wet brush.
<i>E.P.T. Paint underwater Creature</i>	You will practise creating underwater plant life before sketching your own underwater creature. You will then add watercolour.	Background: The part of the pictures that appears to be farthest from the viewer
<i>E.P.T. Add detail to underwater creatures.</i>	Using coloured pencils you will then add detail , ensuring the background is complete.	Evaluate: A process of using judgement, analysis, interpretation and description to appraise or critique an artwork
		Enlarge: Increasing or expanding an image.

	<p style="text-align: center;"><u>WORKING WITH WATERCOLOUR</u></p> <ul style="list-style-type: none"> • Drawing one section at a time, lightly sketch each part, (I prefer to start with the head).
	<ul style="list-style-type: none"> • When painting, remember to mix colours, rather than just using the ones in the palette. Allow colours to dry before painting next to them, or they will bleed into each other.
	<ul style="list-style-type: none"> • Use watercolour to create the main areas of the creature, remember to use water, or the paint will be too thick. Take your time and always use a wet brush or the lines will be scratchy.
	<ul style="list-style-type: none"> • When the paint is dry you can use a coloured pencil to start to add detail, you can tidy up your lines and add extra tone. (TONE is light and dark). • When your creature is complete you can create the background.

	<p style="text-align: center;"><u>WORKING WITH CHALK AND CHARCOAL</u></p> <ul style="list-style-type: none"> • Start by sketching the outline of the creature, using white charcoal, (I have used black to help you see clearly). Do not add any tonal shading at this point.
	<ul style="list-style-type: none"> • Start to map out the light and dark areas of the creature using the white and black charcoal pencils
	<ul style="list-style-type: none"> • When you have put in the white and black tones in, use the white pencil to create a mid/ grey tone. The colour of the paper will offer a mid tone too.
	<ul style="list-style-type: none"> • Using a cotton bud is another way to create a blended mid/ grey tone.
	<ul style="list-style-type: none"> • When all the tones are mixed, go back over the design adding detail with sharpened pencils, then fix the design with hair spray, this will stop it smudging

BARE ESSENTIALS

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



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

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

Did you know?

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



Where is this learning coming from?

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

- Rhythm & Metre skills from the Autumn term
- Any Music skills that you learned in Primary school
- Previous Instrumental experience
- Previous notation experience

Where is this learning going?

These lessons will help you practically and verbally

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

What will you know as a result of this?

By the end of this term you will know:

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

Career links:

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



Useful weblinks:

- [BBC Bitesize KS3 Music](#)
- [Virtual Piano](#)



Unit Content Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
<p><u>Introduction to the Keyboard:</u> 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.</p>	<ul style="list-style-type: none"> ● 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 ● Audience - a group of people watching and listening to a performance ● Melody - The tune, a series of notes that are musically satisfying ● Drone - Accompaniment where a note or chord is continuously sounded throughout most or all of a piece ● Ostinato - A repeated musical pattern ● Notation - visual record of heard or imagined musical sound, or a set of visual instructions for performance of music ● Treble clef - A treble clef is a symbol that you use when writing music in order to show that the notes on the staff are above middle C ● Structure - The arrangement and order of the parts or sections of the music ● Rhythm - A regular repetition or grouping of beats - in a melody, the length a note is held for ● Pitch - How high or low a note should be played ● Tempo - The speed of music ● Octave - A series of 8 notes in a musical scale - For example C major: C,D,E,F,G,A,B,C - C to C is an Octave ● Scale - A set of notes in order of their pitch <p>*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)</p>
<p><u>Performing Arts Warm Up Exercises:</u> You will take part in a series of warm up exercises to get you ready to work creatively and perform. These will be from one of or a mix of; Vocal Warm Up exercises, physical Warm Up exercises, concentration Warm Up exercises, trust/teamwork Warm Up exercises.</p>	
<p><u>Melody:</u> We will learn how to play a simple melody using the keyboard. We will follow the notation and rhythm to perform the melody accurately with a partner</p>	
<p><u>Drone:</u> We will learn how to play the drone with a partner. This will accompany the melody. We will work on the timing and rhythm of the piece to ensure the melody and drone are played accurately together.</p>	
<p><u>Ostinato:</u> We will learn how to play a few different types of ostinato. This will accompany the melody and the drone. We will work on the rhythm to ensure that the melody and accompaniment fit in time together.</p>	
<p><u>Structure:</u> We will all structure our pieces into a performance so that you and your partner have an opportunity to perform the melody, drone and ostinato whilst keeping in time.</p>	
<p><u>Listening:</u> We will listen to the song and parts regularly analysing how the melody, drone and ostinato all fit together. We will listen to each other perform regularly and use this opportunity to feedback</p>	
<p><u>Rehearsal:</u> You will refine your piece in rehearsal. Rehearse with a partner until you can play the song perfectly. Try playing it 3 times in a row without making a mistake. Start rehearsing at a slow tempo and play faster as you improve</p>	
<p><u>Perform:</u> You will share your work in a recorded performance to an audience. Your teacher will edit your work to create your film.</p>	
<p><u>Evaluate:</u> You will watch your film and evaluate your group's performance using CRESS.</p>	

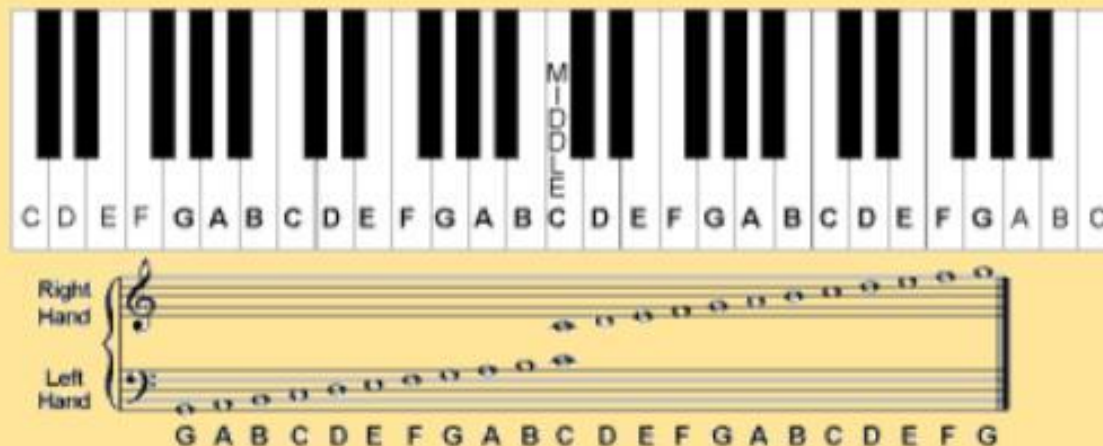
Together: We Care, We Challenge, We Excel



KS3 Music Knowledge Organiser

Rhythm

Notes	Name	Value
	Semibreve	4 beats
	Minim	2 beats
	Crotchet	1 beat
	Quaver	$\frac{1}{2}$ beat
	Semi-quaver	$\frac{1}{4}$ 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

Together: We Care, We Challenge, We Excel



KS3 Music Knowledge Organiser

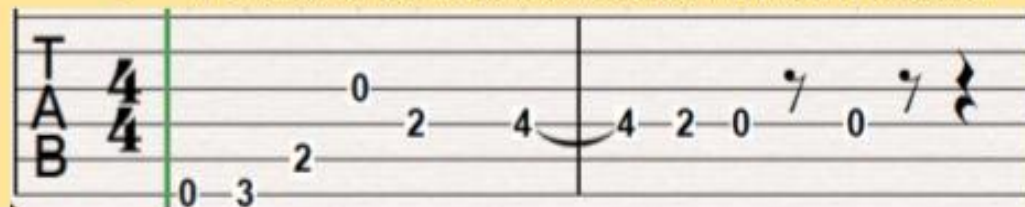


C HALLENGE	Can you find a way . . .	Giving the "what" but not giving the "how" New Ideas for EXPLORATION	I can APPLY previous artistic experiences to QUESTION and DEVELOP my own and other artists work	I can draw on previous experiences to EXPERIMENT, DEVELOP and take risks in my work
R EFLECT	I noticed.....	To be an accurate and judgemental AUDIENCE for the artists It opens up areas for DEVELOPMENT OF WORK which may not have been noticed by the artists themselves	I can IDENTIFY and VERBALISE what I have SEEN or HEARD	I can CREATE artistic work
E NQUIRE	I'm interested to know...	A QUESTION that will provoke a choice To help FOCUS an artist on exploring or developing CHOICES made with greater clarity	I can IDENTIFY, ARTICULATE And QUESTION using a variety of KEY WORDS what I have SEEN or HEARD	I can CREATE artistic work that REFLECTS many skills
S UPPORT	It's good when . . . I like . . .	To be more SPECIFIC and help DEVELOPMENT of CHOICES made To let artist know they are being SEEN and APPRECIATED	I can IDENTIFY and ARTICULATE using subject language about what I have SEEN or HEARD	I can CREATE artistic work that reflects a specific SKILL
S UGGEST	Can you try . . .	Offering a specific action Very commonly used and can be effective but limits the LEARNING of the artist	I can IDENTIFY ARTICULATE skills and make SUGGESTIONS to the artist	I can CREATE and structure artistic work using a range of SKILLS, STYLES and EXPERTISE

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

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

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

Did you know?

- Studying performing arts improves your **communication skills**: According to recent research **55% of communication is non-verbal** through facial expressions and body language, 38% of communication is your vocality (pitch, pace, pause, tone, volume) and just 7% the actual words spoken.
- 90% of employers** interviewed in an international study said **communication skills** are the number 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**, support **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, live dance, concerts
- You may have created dances at home, school or in a dance club

Where is this learning going?

These lessons will help you practically and verbally

- Answer the Big Question: What dance skills do we need to choreograph a dance based on a stimulus or character?
- Prepare you for further devising from a stimulus in KS3
- Prepare Level 2 Drama or Level 2 Dance
- 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 dance (performing arts) space
- Warm up and prepare for dance (performing arts) activities
- Respond to a stimulus for a dance (performing arts) piece
- Create and refine dance (performing arts) work in groups
- Share dance (performing arts) work
- Conduct yourself whilst watching performing arts work and give feedback on what has been seen

Career links:

- Actor / Dancer / Performer/ Director/ Choreographer
- 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:



[Dancer | Explore careers](#)

[Dance - BBC Bitesize](#)

[BBC Bitesize Jobs that use Performing Arts and English](#)

Unit Content Bare Essentials to remember (words in bold are in your keywords) :	Keywords: Remember that there is lots of cross over in Drama, Dance and Music. Artistic and creative knowledge builds up, so look back at your previous Bare Essentials too
<p><u>Actions and Space</u> We will learn the skills of action and space by being taught a motif inspired by James Bond and then adding particular skills within actions and space to improve our dance.</p>	<ul style="list-style-type: none"> ● 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
<p><u>Dynamics and Relationships</u> We will learn the skills of dynamics and relationships and add these to our James Bond dances.</p>	<ul style="list-style-type: none"> ● 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
<p><u>Learning and Developing a dance</u> For two lessons you will learn a professional dance based on a Gobstopper sweet. You will apply all the skills you have learnt from Action/Dynamics/Space/Relationships as well as adding some literal and abstract movements.</p>	<ul style="list-style-type: none"> ● 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* ● Character - a part played/ shown by a performer that is not themselves ● Audience - a group of people watching and listening to a performance ● Actions - What we do in dance (jump, turn/roll, gesture, travel, transfer of weight, balance) ● Dynamics - How we perform movements (Speed - Fast/ slow, Flow - Sharp/smooth, Weight - Heavy/Light) ● Space - Where we perform (Levels, formations, directions, pathways, size) ● Relationships - Who we perform with (canon, unison, accumulation, mirroring, action/reaction)
<p><u>Creating own sweetie character</u> For two lessons you will use all the skills we have learnt to create our own sweetie character.</p>	<ul style="list-style-type: none"> ● Canon - When you perform a movement one after the other ● Unison - When you are all dancing at the same time ● Mirroring - Performing the same movement but lead by one group/performer usually facing the other ● Accumulation - A build up of one movement (one person starts and the next joins in etc) ● Action/Reaction - One person/group performs a movement and the other person/group replies with a different movement
<p><u>Perform</u> You will share your work in a recorded performance to an audience. Your teacher will edit your work to create your film.</p>	<ul style="list-style-type: none"> ● Literal Movements - Movements that show exact meaning of an action ● Abstract Movements - Movements that do not show the exact meaning of an action ● Facial Expression - Using parts of the face to convey emotions
<p><u>Evaluate</u> You will watch your film and evaluate your group's performance using CRESS.</p>	<p>*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)</p>

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



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

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

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
In this scheme you will be building on your KS2 reading skills: reading between the lines, synthesising and comparing texts. You will add to your knowledge of non fiction text types and analyse how writers manipulate language to portray their point of view and engage the reader.	The skills you practise during this unit will be revisited in Year 8 where you will study non-fiction again through the lens of a different genre. Later in your English studies, understanding how non-fiction writing is constructed will be an essential part of your English Language GCSE.	Athlete - an interest in sport might lead to a career in your chosen sport Fitness and health (personal trainer, nutritionist, physiotherapist, etc) Physical Education Sports Management Sports Journalist (Broadcast or Writer) Sports Writer/ Author
Topic area	Core knowledge/vocabulary	
Introduction - Touching the Void by Joe Simpson	Alliteration: the occurrence of the same letter or sound at the beginning of adjacent or closely connected words	
Comparison of 'Morning Glass' and 'Letter from Hawaii' - historic and modern texts on surfing	Anecdote: a short , amusing or interesting story about a real incident or person	
200 Word Challenge:- Write a Letter to a Local MP	Audience: the target group to whom a writer is speaking through their work	
Comparison of tightrope walking texts: (Blondin and Petit) - various newspaper articles	Emotive language: using specific word choices to evoke an emotional response from the reader	
Practice Assessment - Rafting in the Grand Canyon newspaper article	Fact: a thing that is known or can be proven to be true	
Language Investigation - 'Touching The Void' extract	Headline: a heading at the top of an article or page in a newspaper or magazine	
Exploring / comparing writer's perspective - Guardian article on Big Game Hunting and C19th text Shooting in the Himalayas	Hyperbole: a rhetorical technique that is an intentional exaggeration for emphasis or comic effect	
200 Word Writing Challenge writing a speech using rhetorical devices (Nicola Adams and Muhammed Ali speeches)	Hypophora: when a writer raises a question , and then immediately provides an answer to that question	
Investigating philosophical questions: man vs nature Comparing two texts: "First Official Climate Change Refugees" & "How Alex Honnold made the ultimate climb."	Objective: not influenced by personal feelings or opinions in considering and representing facts	
200 Word Writing Challenge: An Adventure in an Extreme Location	Opinion: a view or judgement formed about something, not necessarily based on fact or knowledge	
	Perspective: the writer's point of view	
	Purpose: the goal or aim of a piece of writing . eg to express oneself, to provide information, to persuade	
	Rhetorical question: where a question is asked in order to create a dramatic effect or to make a point rather than to get an answer	
	Statistics: factual data used in a persuasive way	
	Subtitles: a subordinate title of a published work or article giving additional information about its content	
	Syndetic Listing: Words joined with a conjunction	
	Topic sentence: a sentence that introduces the essential point or idea of a paragraph or larger section	
	Tricolon: a rhetorical term that consists of three parallel clauses, phrases, or words, which happen to come in quick succession without any interruption	



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 wordsthe 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

LITERARY DEVICES

Simile - A comparison using the words 'like' or 'as'.

Metaphor - A comparison **NOT** using 'like' or 'as'.

Alliteration - Repetition of same letter sounds in two or more consecutive words.

Personification / Anthropomorphism - Giving human characteristics / actions to things.

Onomatopoeia - Words that sound like the thing it is describing.

Repetition - Repeating a word or phrase.

Irony - A word / phrase which is the opposite of their literal meaning.

Hyperbole - Deliberate exaggeration to emphasise a point. Not to be taken literally.

Rhyme - Words that sound similar.

Rhythm - Regular movement, because of the recurrence of a beat - often rhymed.

Assonance - Repetition of vowel sounds, creating internal rhyme.

Dissonance - Inharmonious sounds / syllables in words to create a harsh tone.

Allegory - Something has a symbolic (deeper) meaning. An extended metaphor.

Symbolism - Where one thing represents something else.

Caesura - A break or pause, usually in the middle of a line, shown by punctuation.

Oxymoron - Two contradictory (opposite) words placed together for effect.

Juxtaposition - Putting two words close together - especially contrasting (opposite) ones.

Enjambment - Sentence carries on from one line to the next - no pause / punctuation.

@POETRYESSAY

BARE ESSENTIALS

SUBJECT: Geography

YEAR: 7

TERM: Spring 1



Big Question: Where am I?

End point task: At the end of this topic you will complete an assessment which will evaluate if you know where you are in the UK as well as assessing your **ability to effectively read and use a map.**

Did you know?

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



Where is this learning coming from?

Almost all of us have used a map at some point, to tell us where we are going and how to get there. So far in year 7 you have learnt key geographic skills including reading graphs and global maps. In this topic we will be focusing on **understanding places through using more localised maps.** This topic will also expand your understanding of the UK's landscape, the history behind the nation and how our population is distributed.

Where is this learning going?

- Mastery of curriculum in graphicacy and using a range of maps.
- This extends the student's knowledge of the UK: Politically, Topography and locationally
- This introduces and allows practice in skills essential for Key stage 4 and 5.
- Introduces ideas around the impact of the landscape on humans and vice versa.

What will you know as a result of this?

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

Career links:

There are a number of careers that require an ability to be able to read and use a map. Below is a list of jobs that will require you to have these key map skills that will be learnt in this topic:

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



Useful weblinks:





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

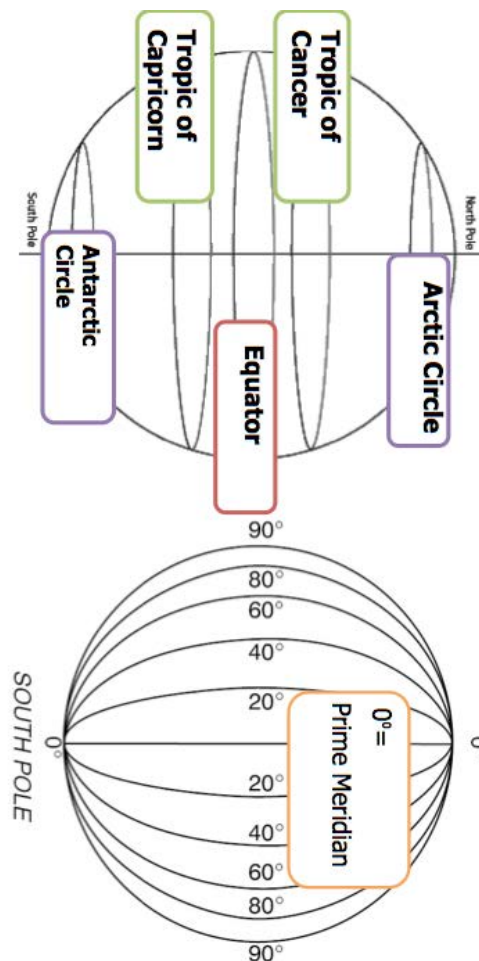
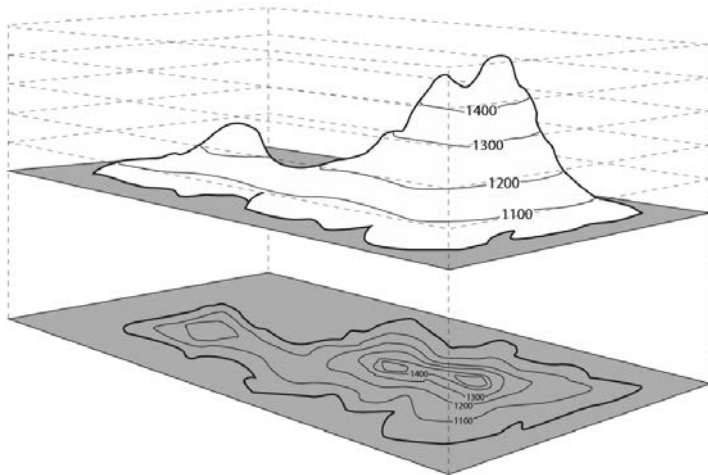
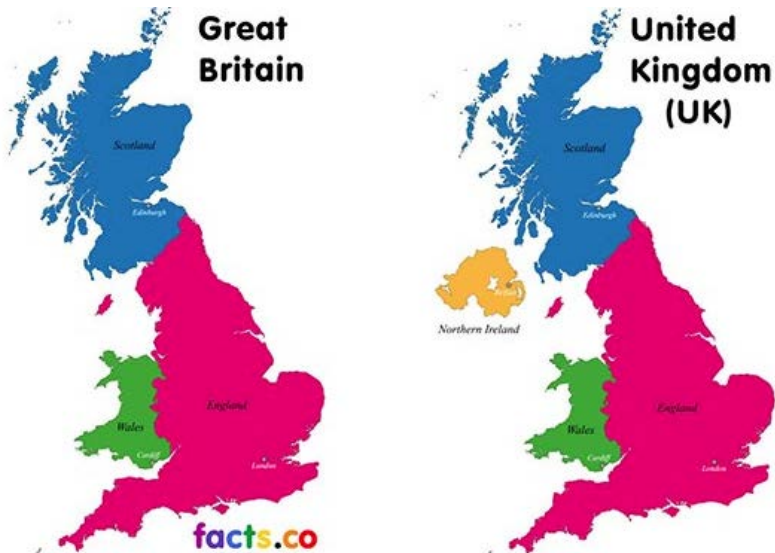


Together: We Care, We Challenge, We Excel

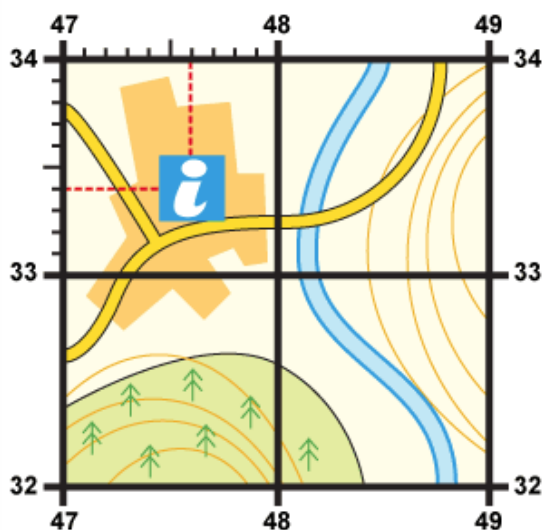


Lesson	Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
1. United Kingdom overview	The UK is split into four main countries: England - population of approx. 56 million people, the longest river is the River Thames, the national flower is the rose and Scafell Pike is the tallest mountain. Scotland - population approx. 5 million people, longest river is the Tay, highest mountain is Ben Nevis and the national flower is thistle. Northern Ireland - population approx. 1 million, longest river is the River Bann, tallest mountain is Slieve Donard and the national flower is the shamrock. Wales - population approx. 3 million, longest river is the River Severn, the highest mountain is Snowdon and the national flower is the daffodil.	Population - the number of inhabitants in a particular place. Landmark - an object or feature of a landscape or town that is easily seen and recognized from a distance.
2. Landmarks in the United Kingdom	There are many landmarks that can be found in the UK, for example: The city of Liverpool in the North West of England. Alton Towers in Staffordshire. The Lake District is located North of Liverpool. The Cairngorm Mountains in Scotland. London, which as the Capital is a landmark in itself. Isles of Scilly just off the coast of Cornwall. The Angle of the North is near Newcastle.	Dense - closely compacted. Opportunities - a time or set of circumstances that makes it possible to do something.
3. UK's population distribution	A choropleth map is a map which uses differences in shading, colouring, or the placing of symbols within predefined areas to indicate the average values of a particular quantity in those areas. The population in the UK is most dense in and around cities, due to all the opportunities cities can offer. Maps do NOT have up and down; when describing them we use North, South, East and West.	Political maps - A political map shows the state and national boundaries of a place. Physical Maps - A physical map is one which shows the physical features of a place or country, like rivers, mountains, forests and lakes.
4. Why are maps important	There are 7 types of maps: Political maps, Physical Maps, Topographical Maps, Climatic Map, Economic or Resource Map, Road Map, Thematic Map . Maps use colours, symbols or numbers to display data about an area. Maps can be used to find out information about a certain area or they can be used to locate a specific place or country. All maps have scales, every 1 cm on the map will represent a certain distance in real life, this is shown by the ratio at the bottom.	Topographical Maps - Topographic maps are similar to physical maps, which show the physical features of an area. Although in topographic maps, differences in elevation and changes in landscape are shown with the help of contour lines and not colours.
5. 4 figure grid references	Along the corridor and up the stairs. Use this rhyme to help in giving a four figure grid reference. The bottom left corner of each box is where you will get your information from. A four figure grid reference will tell you the location of something accurate to 1 km ² . It is also the starting point of a six figure grid reference.	Climatic Map - A climatic map shows the information about the climate of different areas.
6. Six figure Grid references	Using the same method as you would to find a four figure grid reference only with a small addition you can reduce your location accuracy to 100m ² . Divide the numbered square up into 10 sections. Number these sections on the line from 1 to 10 with 10 landing on the right hand side line of the 1 km ² box. Add those numbers to your four figure grid reference, the 'along the corridor' number after the first two and the 'up the stairs number' after the fourth and fifth numbers.	Economic or Resource Map - Economic or resource maps show the different resources present in the area or economic activity prevalent.
7. Revision Lesson	In this lesson you will bring together all you have learned in this topic. This will be the perfect time to recap any topics you were unsure of. We will practice different revision skills and you will test each other to identify misconceptions (bits you or your partner doesn't understand) and give support to each other.	Road Map - Road map is the most widely used map which shows different roads, highways or railways present in the area. Thematic Map - A thematic map is a map that focuses on a particular theme or special topic.
8. TEST	You will be assessed on your ability to read and interpret a map, to find data and/or information. You will be assessed on what you have learnt about maps and how they are useful.	Grid references - a map reference indicating a location in terms of a series of vertical and horizontal grid lines identified by numbers or letters.
9. DIRT	You will be given personalised feedback and questions will be given by your teacher to help you improve your justifications. You will reflect on how to improve your work to help you with future decision making exercises	Interpret - explain the meaning of.

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



Lines of longitude and latitude



Write like a *Geographer*...

Thesaurus					
Sequencing	Examples	Developing	Alternatives	Comparing	Additions
Firstly Secondly Next Finally Since	For example For instance ... such as ... In the case of As seen in	...because Thus ... so This links to This means Furthermore Consequently Therefore This leads to	Whereas Instead of Nevertheless Alternatively In contrast However Although Otherwise On the other hand Then again	Similarly Likewise In the same way Equally	And Also As well as Moreover Furthermore ...along with... ...as a consequence... Including... ...which will lead to...
Emphasise					
Above all Ultimately Especially Significantly Importantly					
Decision making					
How important, successful OR significant?	How far do you agree?	Opinions	Conclusion		
Extremely Very Quite/moderate Somewhat/slightly Minor / little	Completely Strongly Undecided Slightly disagree	I believe I think that In my opinion In my view It is my belief that	Overall... because... In conclusion... Considering the evidence stated above, my conclusion is.... The best option is... because...		
Command word sentence starters...					
Explain	Suggest	To what extent	Evaluate/Discuss		
This happens because... This demonstrates... This means that... This is formed by... Therefore... This may be because... This will result in...	This may happen because... This may have been formed by... This may be because... This could result in...	... is more important than... ... more effective than is successful because...but on the other hand ... To some extent...	The main advantage(s) of ... are... because...as shown by... However the main disadvantage(s) of... are...because...as shown by... and so...		
Created by @Mrs_Geography					

Big Question: Death and disaster- what was life like in Medieval England?

End point task: Extended writing on whether the Black Death was a disaster for everyone

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
<p>Primary school Tudor projects You may have completed projects in your primary school on certain aspects of Medieval England. You may have some chronological understanding and knowledge of the key events. Disciplinary concepts such as cause, consequence, change and continuity as well as substantive concepts such as power, culture, economy and society are all revisited.</p>	<p>Your learning will continue to develop the 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 about what changes took place after the Norman Conquest in 1066 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. Many of you will continue with GCSE history and this learning will feed directly into Paper 2 on Anglo Saxon and Norman England. It will also link to the GCSE Paper 1 on Crime and Punishment, looking at crimes, punishments and law enforcement during this period. Some of you will study History A level and these skills will continue to be developed.</p>	<p>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:</p> <ul style="list-style-type: none"> - 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. Life in Anglo Saxon England and who should be King?	<ul style="list-style-type: none"> • Reminder of migration to Britain and life in Anglo Saxon England • Crisis of 1066 and the death of Edward the Confessor • The 4 candidates to the throne- Harold Godwinson, Harald Hardrada, William of Normandy and Edgar Aetheling 	
Lesson 2. Key battles of 1066	<ul style="list-style-type: none"> • Battle of Gate Fulford and Battle of Stamford Bridge- consequences of both • Battle of Hastings- events and outcomes 	
Lesson 3. Why did William win the Battle of Hastings?	<ul style="list-style-type: none"> • Factors involved in William of Normandy's victory • PEEL paragraph practice- 'explain why....' 	
Lesson 4. Castles	<ul style="list-style-type: none"> • Early motte and bailey castle design- strengths and weaknesses • Development of stone castles - attacking and defending castles 	
Lesson 5. The feudal system and Domesday Book	<ul style="list-style-type: none"> • The feudal system- how society was structured • The Domesday Book-William's survey of the country 	
Lesson 6. Medieval religion and the Crusades	<ul style="list-style-type: none"> • The importance of religion in Medieval England • Crusades- what happened and why? 	
Lesson 7. Effects of the Crusades	<ul style="list-style-type: none"> • Evaluating the effects of the Crusades eg trade, castle building, church design and language 	
Lesson 8. The Black Death 1348	<ul style="list-style-type: none"> • Causes of the Black Death- beliefs from the time • Symptoms- what happened? • Consequences of the Black Death 	
Lesson 9. Extended writing- was the Black death a disaster for all?	<ul style="list-style-type: none"> • Judgement question evaluating the evidence on the Black Death 	

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	millennium

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 Key Stage 3 skills

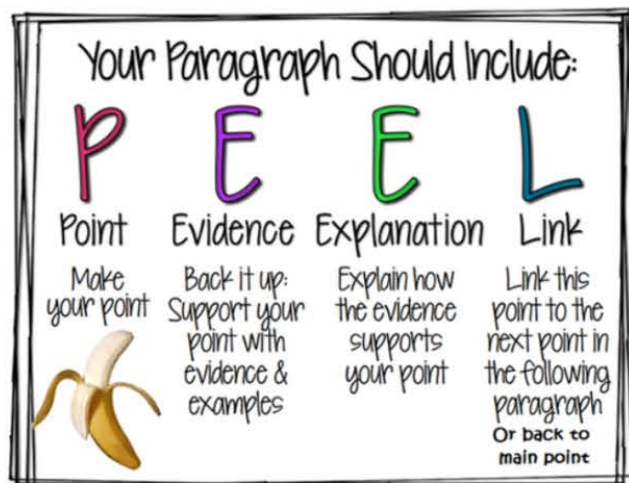
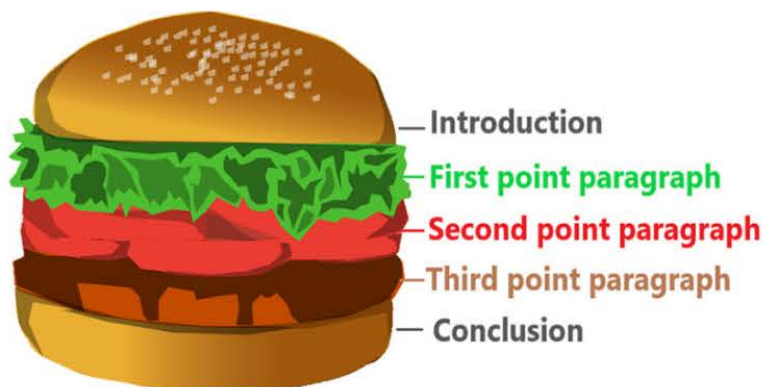
Extended writing



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 <ul style="list-style-type: none"> Give 2 clear, <u>different</u> features Fully support <u>each</u> 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 <ul style="list-style-type: none"> You will need a 2-3 line introduction Give 1-2 paragraphs that <u>agree</u> with the question Give 1-2 paragraphs that <u>disagree</u> 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 view, whether you agree or disagree. Structure <ul style="list-style-type: none"> Introduction Paragraph 1-2 PEEL - agree Paragraph 3-4 PEEL - disagree Conclusion - In conclusion _____ However _____ Therefore _____



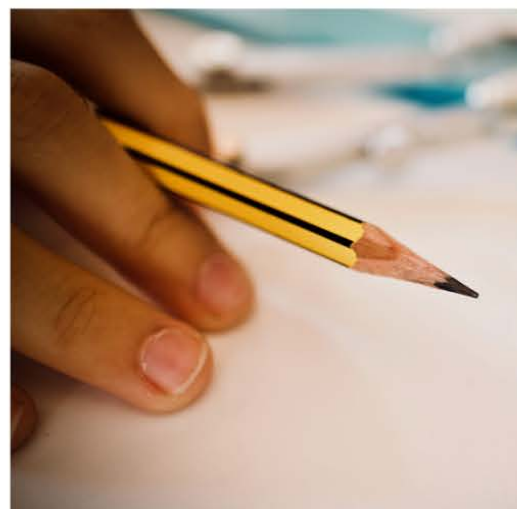
History Key Stage 3 skills

Source and interpretations



Command words and structuring

Sources	
What can you infer from source A about? Advice Study the source - read and highlight key parts If it is <u>written</u> ; circle and <u>annotate</u> If it is a picture; <ul style="list-style-type: none"> 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 _____	How useful is source A for an enquiry into? Advice <ul style="list-style-type: none"> 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 <u>you</u> know about the enquiry to help decide how useful the source is? Sentence starters <ul style="list-style-type: none"> 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: Spring: 1



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

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

Did you know?

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



Where is this learning coming from?

Solving problems with addition and subtraction.

This unit will introduce students to study mental methods and formal methods to add and subtract numbers. This will include looking at perimeter, bar charts and frequency trees.

Solving problems with multiplication and division.

Introduction of multiplication and division. This will include multiplying and dividing by 10, 100, 1000. Students will also learn multiples and factors and problem solving.

Fractions and percentages of an amount.

Build upon KS2 work to understand and use fractions and percentages and will investigate the commonality between the two.

Where is this learning going?

Solving problems with addition and subtraction.

Students will have the opportunity to start using a calculator correctly. They will be able to apply this knowledge to solving algebra equations.

Solving problems with multiplication and division.

Students will be able to apply this knowledge to solve two step equations, change between standard units, and form & solve formulas.

Fractions and percentages of an amount.

To understand how to use the four operations (studied earlier in this term) to fractions and percentages. How to work with decimals, mixed numbers and improper fractions.

What will you know as a result of this?

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

Career links:

Teacher.
Accountant.
Data Entry.
Engineering.
Architect.

Useful weblinks:

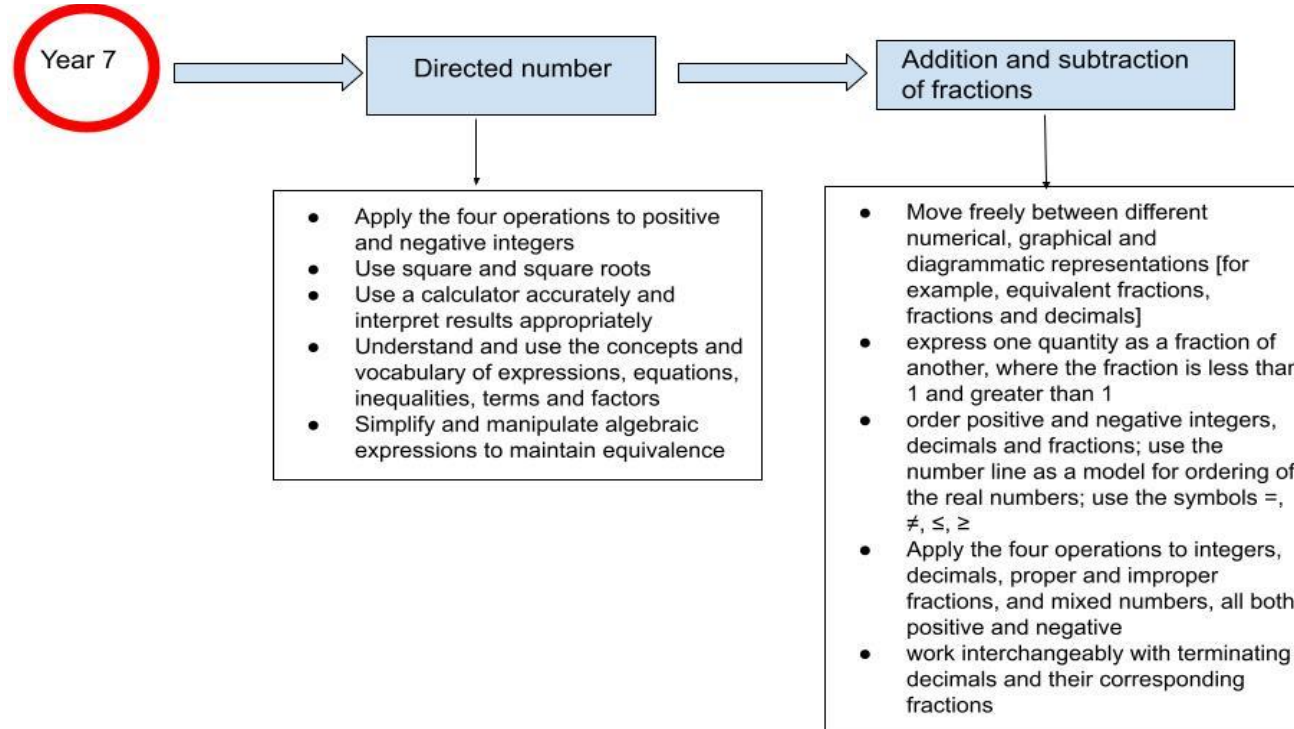
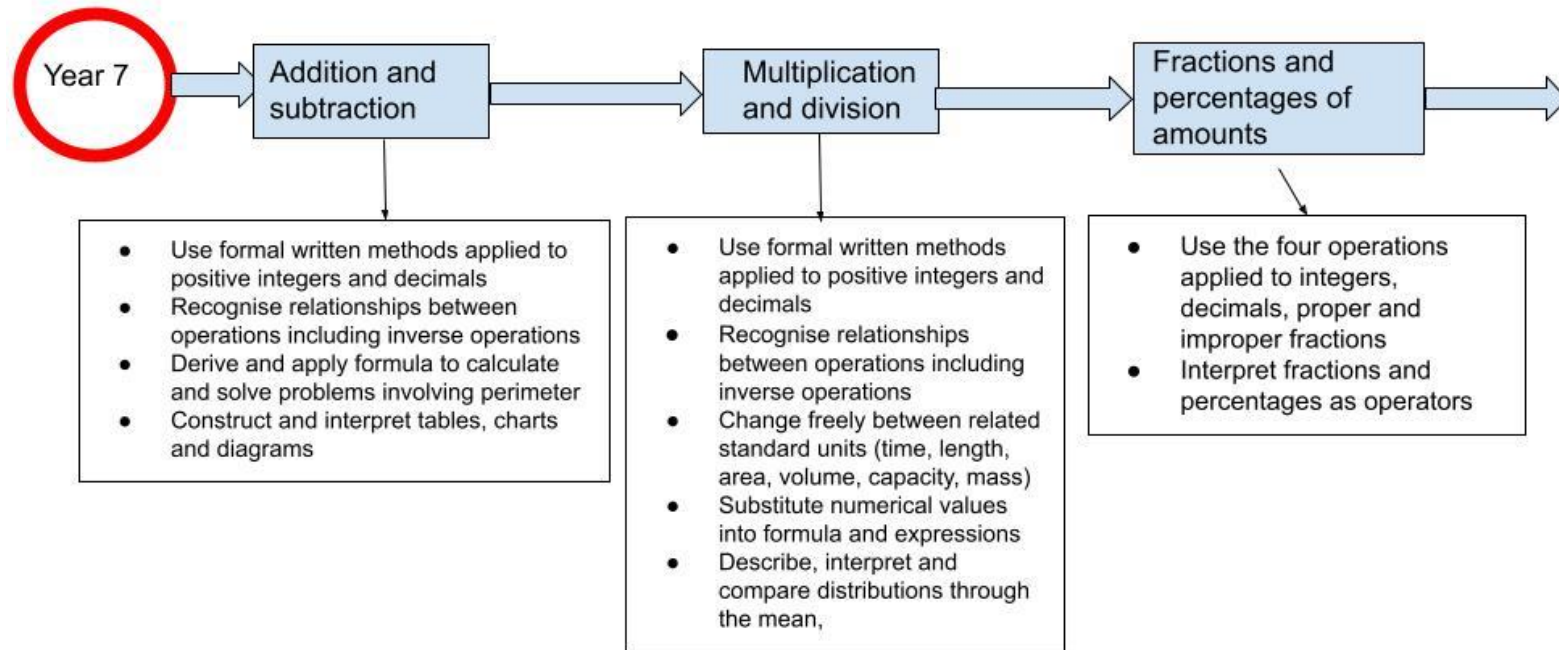
Sparxmaths.com
Corbettmaths.com
Desmos.com
Geogebra.org
<https://www.mathspad.co.uk/>



Together: We Care, We Challenge, We Excel

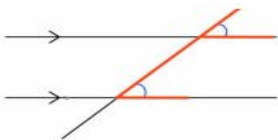


OVERARCHING THEMES - APPLICATIONS OF NUMBER - PROBLEM SOLVING -DIRECTED NUMBER -FRACTIONAL THINKING



Angle properties CHEAT SHEET!

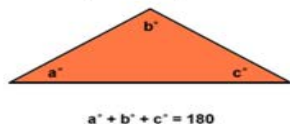
Corresponding angles are equal



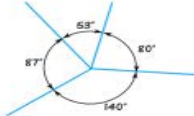
Alternate angles are equal



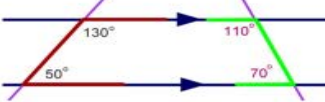
Angles in a triangle add up to 180 degrees



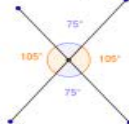
Angles around a point add up to 360 degrees



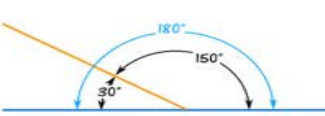
Co-interior angles add up to 180 degrees



Vertically opposite angles are equal



Angles on a straight line add up to 180 degrees

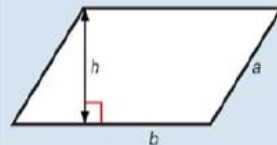


Areas

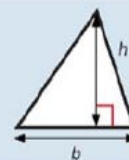
Rectangle =



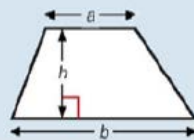
Parallelogram =



Triangle =

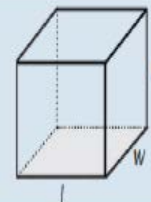


Trapezium =

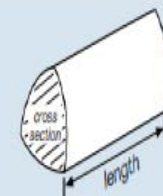


Volumes

Cuboid = $l \times w \times h$



Prism = area of cross section \times length



Cylinder = $\pi r^2 h$



SPARX

tavistockcollege.sparxmaths.uk/student

Username:

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

B11	Area = 3×14 $\times 14$ $\frac{42}{1}$	K32	Unlikely X
	Area = 42 cm^2 ✓	L42	B, A, C ✓
		C03	4 none blue balls ✓
C21	$\frac{1}{33} + \frac{1}{11} = \frac{1}{33} + \frac{3}{33}$ $= \frac{4}{33}$ ✓	D13	4 black, 2 red, 2 blue The probability of picking black is <u>even</u> : Bag E ✓
D31	$3^2 = 3 \times 3$ $= 9$ ✓	E23	B ✓

Key words: total, sum, difference, commutative, Associative, inverse, equivalence, profit, loss, balance
Ascending, Descending, Smaller/bigger than Positive, Negative, Greater/less than, Increase, Decrease,
Difference Denominator, numerator, divisor, mixed number

Useful weblinks:

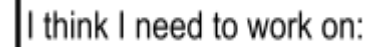
www.whiterosemaths.com

www.sparx.co.uk

Together: We Care, We Challenge, We Excel



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



BARE ESSENTIALS

SUBJECT: French

YEAR: 7

TERM:

Spring 1



Big Question: Comment es-tu? (physical and personality)

End point task: Written task on topic about describing oneself physically and describing personality.

Did you know?

- On the first Sunday of January every year, the French celebrate **Epiphanie (Epiphany)**. On this occasion, they share galette des rois (king cake), a special pastry with small charms baked inside. Galette des rois are filled with frangipane, a cream made from sweet almonds, butter, eggs and sugar.
- La Chandeleur – Pancake Day** in France: 2 February. La Chandeleur or Crêpe Day is the day in France when people traditionally eat crêpes and drink cider!
- We could hardly talk about the month of February in France without talking about **Valentine's Day**. From 8 to 17 February the city of Strasbourg, sitting near the border of France and Germany, hosts a week-long romantic event: Strasbourg Mon Amour. All around the city are dinner events, shows, concerts, dances, pop-up bars, specialised museum tours, exhibitions, film screenings and light shows. The city lights up to celebrate romance and relationships. The festival attracts up to 20,000 visitors.



Where is this learning going?

- Description of yourself physically
- Description of your personality
- How to describe your family
- Useful adjectives

- The third person of the verb être (to be)
- All the persons of the verb 'Avoir' (to have)

You will also revisit:

- Numbers from 1 to 31
- Hair and eyes description

End point task

Write a short description of yourself (approx 50 words) in French. You must write something about each bullet point. Mention:

- your name and your age
- your hair/eyes (colour/style)
- Your personality and physical description
- who is in your family and what are they like
- your relationship with your family

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>

Together: We Care, We Challenge, We Excel



Assessment point		
Writing <i>Exemplar</i>	Je m'appelle Stéphanie et j'ai onze ans. J'ai les cheveux blonds et les yeux bleus. Je suis grande et mince. Ma mère me dit que je suis timide quelquefois. Dans ma famille il y a cinq personnes. Je m'entends très bien avec ma sœur car elle est très généreuse et elle est aussi amusante. Par contre, je m'entends mal avec mon frère car il est très têtu.	
Questions <i>(you will answer these)</i>	<p>Comment es-tu (physically and character)?</p> <p>Comment est ta famille?</p> <p>Tu t'entends bien avec ta famille. Pourquoi?</p>	<p>HOMEWORK</p> <p>You will be set one of these questions every two weeks to learn.</p> <p>You will need to be able to understand the question and answer it.</p> <p>You can do this by using this section of your Bare Essentials.</p>
Reading <i>Example</i>	<p><u>Answer questions about a text like:</u></p> <p>Je m'appelle Pierre et j'ai 10 ans. J'habite à Paris en France et je suis très beau. Dans ma famille, il y a beaucoup de personnes - huit au total. J'aime mon oncle mais je n'aime pas ma tante. Je m'entends très bien avec mon oncle car il est marrant et sympa. Par contre, ma tante est antipathique et méchante. Ma tante Marie a les cheveux blonds, longs et frisés et les yeux bleus, comme moi.</p>	
Reading aloud <i>(You will have to read these aloud)</i>	<p>J'aime mon grand-père.</p> <p>Je n'aime pas ma petite sœur.</p> <p>Je m'entends bien avec mon père.</p> <p>Je m'entends mal avec mon oncle.</p> <p>Mon grand frère est méchant et têtu.</p>	
Translation <i>(These will be in retrieval starters and vocab tests)</i>	<p>I am tall and slim.</p> <p>My little sister is generous.</p> <p>My brother is stubborn.</p> <p>My mother is nice.</p> <p>My father is handsome.</p>	<p>In my family there are four people.</p> <p>I get along well with my father.</p> <p>I get along badly with my cousin.</p> <p>My dad is quite intelligent.</p> <p>My dad is also a bit stubborn.</p>

Je [I]	suis [am]	MASCULINE beau [handsome] fort [strong] grand [tall] gros [fat] mince [slim] moche [ugly] musclé [muscular] petit [short] méchant [mean] ennuyeux [boring] généreux [generous] marrant [fun] sympathique [nice/friendly] têtu [stubborn] timide [shy]	FEMININE belle [pretty] forte [strong] grande [tall] grosse [fat] mince [slim] moche [ugly] musclée [muscular] petite [short] méchante [mean] ennuyeuse [boring] généreuse [generous] marrante [fun] sympathique [nice/friendly] têtue [stubborn] timide [shy]
Ma petite sœur [my little sister] Mon grand frère [my big brother] Ma mère [my mother] Mon père [my father]	est [is]		

Describing my family and saying why I like/dislike them

<p>Dans ma famille j'ai <i>[in my family I have...]</i></p> <p>Dans ma famille il y a <u>quatre</u> personnes <i>[there are <u>four</u> persons in my family...]</i></p>	<p>mon grand-père, Claude <i>[my grandfather Claude]</i></p> <p>mon père, Georges <i>[my father Georges]</i></p> <p>mon oncle, Paul <i>[my uncle Paul]</i></p> <p>mon petit/grand frère, Olivier <i>[my little/big brother Olivier]</i></p> <p>mon cousin, Tristan <i>[my -boy- cousin Tristan]</i></p>	<p>MASC</p> <p>J'aime "mon _____" car il est... <i>[I like my _____ because he is...]</i></p> <p>"Mon père est très/assez..." <i>[My dad is very/quite...]</i></p> <p>"Mon père" est aussi un peu... <i>[My dad is also a bit...]</i></p>	<p>amusant <i>[fun]</i></p> <p>beau <i>[handsome]</i></p> <p>fort <i>[strong]</i></p> <p>généreux <i>[generous]</i></p> <p>grand <i>[tall]</i></p> <p>gros <i>[fat]</i></p> <p>honnête <i>[honest]</i></p> <p>intelligent <i>[clever]</i></p> <p>méchant <i>[mean]</i></p> <p>mince <i>[slim]</i></p> <p>petit <i>[short]</i></p> <p>sympa <i>[nice/kind]</i></p> <p>timide <i>[shy]</i></p> <p>têtu <i>[stubborn]</i></p>
	<p>ma grand-mère, Thérèse <i>[my grandmother Thérèse]</i></p> <p>ma mère, Eliane <i>[my mother Eliane]</i></p> <p>ma tante, Françoise <i>[my aunt Françoise]</i></p> <p>ma petite/grande sœur, Léa <i>[my little/big sister Léa]</i></p> <p>ma cousine, Claire <i>[my -girl- cousin Claire]</i></p>	<p>FEM</p> <p>J'aime "ma _____" car elle est... <i>[I like my _____ because she is...]</i></p> <p>"Ma mère" est très/assez..." <i>[My mum is very/quite ...]</i></p> <p>"Ma mère" est aussi un peu... <i>[My mum is also a bit ...]</i></p>	<p>amusante <i>[fun]</i></p> <p>belle <i>[pretty]</i></p> <p>forte <i>[strong]</i></p> <p>généreuse <i>[generous]</i></p> <p>grande <i>[tall]</i></p> <p>grosse <i>[fat]</i></p> <p>honnête <i>[honest]</i></p> <p>intelligente <i>[clever]</i></p> <p>méchante <i>[mean]</i></p> <p>mince <i>[slim]</i></p> <p>petite <i>[short]</i></p> <p>sympa <i>[nice/kind]</i></p> <p>timide <i>[shy]</i></p> <p>têtue <i>[stubborn]</i></p>

BARE ESSENTIALS

SUBJECT: Spanish

YEAR: 7

TERM: Spring 1



Big Question: ¿Cómo eres? (physical and personality)

End point task: Written task on topic about describing oneself physically and describing personality.

Did you know?

- As mentioned in your last Bare Essentials **there is no Santa Claus in Spain!** Now **on the Epiphany, January 6th** is when Spanish children receive their presents from the **"Reyes Magos", the Three Kings**. The night before, on January 5th, the Kings parade through towns and cities across the country. Children then leave their shoes out so the "Reyes" fill them with presents overnight. They get left coal if they have been naughty!
- Carnival, or 'Carnaval'** in Spanish, comes from Latin meaning "farewell to meat". It is a Christian tradition celebrated across Spain before Lent starts. It is seen as the last chance to indulge before the start of Lent. Carnival parades in Spain are very impressive with decorated floats, dancers and musicians filling the streets with colour and energy. One of the most famous in the world is in Tenerife but there are many in different cities.
- Throughout the year there are many different festivals in Spain and Spanish speaking countries. One example is the **winter festival called "Cós Blanc" in Salou, Cataluña**. Floats and troupes parade three times along the main street, where cannons spray confetti into the air like snow and people dance and sing.



Where is this learning going?

- Description of yourself physically
- Description of your personality
- How to describe your family
- Useful adjectives

- The third person of the verb ser (to be)
 - All the persons of the verb tener (to have)
- You will also revisit:
- Numbers from 1 to 31
 - Hair and eyes description

End point task

Write a short description of yourself (approx 50 words) in Spanish. You must write something about each bullet point. Mention:

- your name and your age
- your hair/eyes (colour/style)
- Your personality and physical description
- who is in your family and what are they like
- your relationship with your family

Career links:

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- 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 <i>Exemplar</i>	Me llamo Isabel y tengo once años. Tengo el pelo rubio y los ojos azules. Soy alta y delgada. Mi madre me dice que soy tímida a veces. En mi familia hay cinco personas. Me llevo muy bien con mi hermana porque es muy generosa y es también divertida. Por otro lado, me llevo mal con mi hermano porque es muy terco.	
Questions (you will answer these)	<p>¿Cómo eres? (physically and character)?</p> <p>¿Cómo es tu familia?</p> <p>Te llevas bien con tu familia. ¿Por qué?</p>	<p>HOMEWORK</p> <p>You will be set one of these questions every two weeks to learn.</p> <p>You will need to be able to understand the question and answer it.</p> <p>You can do this by using this section of your Bare Essentials.</p>
Reading <i>Example</i>	<p><u>Answer questions about a text like:</u></p> <p>Me llamo Carlos y tengo diez años. Vivo en Madrid la capital de España. Soy muy muy guapo. En mi familia tengo muchas personas, ocho en total. Me gusta mi tío pero no me gusta mi tía. Me llevo muy bien con mi tío César porque es divertido y simpático. Sin embargo, mi tía es antipática y horrible. Mi tía María tiene el pelo rubio, largo y rizado y los ojos azules como yo.</p>	
Reading aloud (You will have to read these aloud)	<p>Me gusta mi abuelo.</p> <p>No me gusta mi hermana menor.</p> <p>Me llevo bien con mi padre.</p> <p>Me llevo mal con mi tío.</p> <p>Mi abuelo es antipático y terco.</p>	
Translation (These will be in retrieval starters and vocab tests)	<p>I am tall and slim.</p> <p>My little sister is generous.</p> <p>My brother is stubborn.</p> <p>My mother is nice.</p> <p>My father is handsome.</p>	<p>In my family there are four people.</p> <p>I get along well with my father.</p> <p>I get along badly with my cousin.</p> <p>My dad is quite intelligent.</p> <p>My dad is also a bit stubborn.</p>

Part 1: Describing myself and another family member

¿Cómo eres? - What are you like? / ¿Cómo es tu familia? - What is your family like?

Yo [I]	soy [I am]	<u>MASCULINE</u> alto [tall] bajo [short] bueno [good] delgado [slim] feo [ugly] fuerte [strong] gordo [fat] guapo [handsome] musculoso [muscular]	<u>FEMININE</u> alta [tall] baja [short] buena [good] delgada [slim] fea [ugly] fuerte [strong] gorda [fat] guapa [pretty] musculosa [muscular]
Tu [you]	eres [you are]		
Mi hermana menor [my younger sister] Mi hermano mayor [my older brother] Mi madre [my mother] Mi padre [my father]	es [is]	aburrido [boring] antipático [mean] divertido [fun] generoso [generous] malo [bad] simpático [nice/friendly] terco [stubborn]	aburrida [boring] antipática [mean] divertida [fun] generosa [generous] mala [bad] simpática [nice/friendly] terca [stubborn]
Nosotros [we] Mi padre y yo [my Dad and I] Mi madre y yo [my Mum and I]	somos [we are]	<u>MASCULINE PLURAL</u> altos [tall] bajos [short] buenos [good] delgados [slim] feos [ugly] fuertes [strong] gordos [fat] guapos [handsome] musculosos [muscular]	<u>FEMININE PLURAL</u> altas [tall] bajas [short] buenas [good] delgadas [slim] feas [ugly] fuertes [strong] gordas [fat] guapas [pretty] musculosas [muscular]
Vosotros [you guys]	sois [you guys are]		
Ellos [they masculine] Ellas [they feminine] Mis padres [my parents] Mis hermanos [my siblings]	son [they are]	aburridos [boring] antipáticos [mean] divertidos [fun] generosos [generous] malos [bad] simpáticos [nice/friendly] tercos [stubborn]	aburridas [boring] antipáticas [mean] divertidas [fun] generosas [generous] malas [bad] simpáticas [nice/friendly] tercas [stubborn]

Part 2: Describing my family and saying why I like / dislike them

<p>En mi familia tengo <i>[In my family I have...]</i></p> <p>Hay <u>cuatro</u> personas en mi familia <i>[There are <u>four</u> people in my family...]</i></p>	<p>mi abuelo, Jaime <i>[my grandfather James]</i></p> <p>mi padre, Juan <i>[my father John]</i></p> <p>mi tío, Iván <i>[my uncle Ivan]</i></p> <p>mi hermano mayor /menor, Darren <i>[my big/little brother Darren]</i></p> <p>mi primo, Ian <i>[my cousin, Ian]</i></p>	<p>Me gusta “mi _____” porque es... <i>[I like my _____ because he is...]</i></p> <p>“Mi padre” es muy/bastante... <i>[My dad is very/quite ...]</i></p> <p>“Mi padre” también es un poco... <i>[My dad is also a bit ...]</i></p>	<p>alto <i>[tall]</i> bajo <i>[short]</i> bueno <i>[good]</i> delgado <i>[slim]</i> fuerte <i>[strong]</i> gordo <i>[fat]</i> guapo <i>[handsome]</i></p> <p>_____</p> <p>antipático <i>[mean]</i> divertido <i>[fun]</i> generoso <i>[generous]</i> inteligente <i>[clever]</i> simpático <i>[nice/kind]</i> terco <i>[stubborn]</i></p>
<p>Me llevo bien con... <i>[I get along well with...]</i></p> <p>Me llevo mal con... <i>[I get along badly with...]</i></p>	<p>mi abuela, Adela <i>[my grandmother Adela]</i></p> <p>mi madre, Angela <i>[my mother Angela]</i></p> <p>mi tía, Gina <i>[my aunt Gina]</i></p> <p>mi hermana mayor /menor, Wendy <i>[my big/little sister Wendy]</i></p> <p>mi prima, Clara <i>[my cousin Clara]</i></p>	<p>Me gusta “mi _____” porque es... <i>[I like my _____ because she is...]</i></p> <p>“Mi madre” es muy/bastante... <i>[My mum is very/quite ...]</i></p> <p>“Mi madre” también es un poco... <i>[My mum is also a bit ...]</i></p>	<p>alta <i>[tall]</i> baja <i>[short]</i> bueno <i>[good]</i> delgada <i>[slim]</i> fuerte <i>[strong]</i> gorda <i>[fat]</i> guapa <i>[pretty]</i></p> <p>antipática <i>[mean]</i> divertida <i>[fun]</i> generosa <i>[generous]</i> inteligente <i>[clever]</i> simpática <i>[nice/kind]</i> terca <i>[stubborn]</i></p>

BARE ESSENTIALS

SUBJECT: Physical Education - Team

YEAR: 7

TERM: Spring 1



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

As a result the activities in the PE bare essentials will be replicated in the Autumn and Spring term.

Big Question: 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



Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
<p>Badminton</p> <p>Grip and shuttle familiarisation - how to grip the racket effectively?</p> <p>Underarm - strokes - forehand and footwork Backhand and footwork</p>	<p>Badminton</p> <ul style="list-style-type: none"> • 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
<p>Serving - using a variety of serves effectively</p> <p>Net shots - how and when to play these shots?</p>	
<p>Overhead strokes - overhead clear</p> <p>Tactical matches - how can you overcome your opponent in different situations?</p>	
<p>Netball</p> <p>Understand where to stand on the court</p> <p>Passing - different types of passing used</p>	<p>Netball</p> <ul style="list-style-type: none"> • 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
<p>Spacial awareness - movement</p> <p>Marking/dodging - how to evade an opponent</p>	
<p>Rugby, Netball and Badminton</p> <p>Attacking skills</p> <p>Defensive skills</p>	<p>Rugby</p> <ul style="list-style-type: none"> • 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.
<p>Netball</p> <p>Shooting</p> <p>Tactical game play</p>	<p>Personal development/character values</p> <ul style="list-style-type: none"> • 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.
<p>Rugby</p> <p>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</p>	
<p>Side stepping - How to evade an opponent</p> <p>Try - Placing the ball on the ground in a controlled manner on or behind the opponents try line</p>	

HEALTH-RELATED COMPONENTS OF FITNESS AND TESTS

Cardiovascular endurance



Definition

Ability of the heart and lungs to supply oxygen to the muscles, so that the whole body can be exercised for a long period of time.

Test - Multistage fitness test (bleep test) 20 metre shuttles have to be run to the sound of the bleep which gets faster with each level.

Strength



Definition

Amount of force that a muscle or muscle group can apply against a resistance.

Test – maximal strength

One Rep Max – the highest weight you can perform a repetition with.

Test – Strength

Hand grip dynamometer – measures grip strength. Grip as hard as you can for 5 seconds and record the score.

Muscular endurance



Definition

The ability to repeatedly use muscles over a long time, without getting tired.

Test - Sit up bleep test

Perform sit ups to a set pace of 25 per minute. Can last for up to 4 minutes if you manage to keep the pace. Measured by how many you complete.

Flexibility



Definition

The amount of movement possible at a joint.

Test - Sit and reach

Legs are straight out with the feet flat on the box. Reach as far forward as you can recording the result in centimetres.

Speed



Definition

Is the rate at which someone is able to move, or to cover a distance in a given amount of time.

Test

30 metre sprint test – run the 30m as fast as you can and record time in seconds.

Reasons for fitness testing:

- Identify strengths and weaknesses
- Monitor improvement
- Show fitness levels
- Inform training
- compare to others and averages
- Motivate and set goals

Limitations to testing:

- Not sport specific
- Don't replicate movement of activity
- Don't replicate competitive conditions of sport
- Measurements and reliability are questionable
- Must be carried out correctly to increase reliability

SKILL-RELATED COMPONENTS OF FITNESS AND TESTS

Power



Definition

Is a combination of speed and strength
Speed x strength

Test - Vertical Jump test

Mark the highest point that you can reach on the wall while standing. Jump and mark the wall at the highest point of jump. Measure the distance between the two marks.

Co-ordination



Definition

Is the ability to use two or more parts of the body together, efficiently and accurately.

Test -Wall toss

Stand 2m away from the wall and throw a ball underarm. Catch the ball with the opposite hand. See how many catches you can do in 30 seconds.

Reaction time



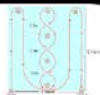
Definition

Is the time taken to move in response to a stimulus.

Test -Ruler drop test

Ruler is held vertically above your hand between your finger and thumb with the 0 being nearest to your hand. The ruler is then let go and you record at which cm you catch it on.

Agility



Definition

Is the ability to change body position or direction quickly and with control.

Test - Illinois agility run

Start lying face down. Complete the course as quickly as you can gaining the shortest possible time.

Balance



Definition

Is the ability to keep the body's centre of mass over a base of support.

Test -Stork test

Stand on the one leg with the other touching your knee and your hands on your hips. Raise your heel so you are on your toes. Hold this position for as long as possible.

Reasons for fitness testing:

- Identify strengths and weaknesses
- Monitor improvement
- Show fitness levels
- Inform training
- compare to others and averages
- Motivate and set goals

Limitations to testing:

- Not sport specific
- Don't replicate movement of activity
- Don't replicate competitive conditions of sport
- Measurements and reliability are questionable
- Must be carried out correctly to increase reliability

Key Stage 3 PE curriculum mapping - Year 7

Group code	7PEA	7PEB	7PEC	7PEM	7PEN	7PEO	7PEP	7ANC
4/9/23 - 6/10/23	Badminton	Orienteering	Fitness	Badminton	Orienteering	Fitness	Gymnastics	Gymnastics
9/10/23- 11/11/23	Touch Rugby	Badminton	Orienteering	Touch Rugby	Badminton	Orienteering	Fitness	Fitness
13/11/23- 8/12/23	Gymnastics	Touch Rugby	Badminton	Gymnastics	Touch Rugby	Badminton	Orienteering	Orienteering
11/12/23- 15/12/23	House matches	House matches	House matches	House matches	House matches	House matches	House matches	House matches
2/1/24 - 26/1/24	Fitness	Gymnastics	Touch Rugby	Fitness	Gymnastics	Touch Rugby	Badminton	Badminton
29/1/24- 1/3/24	Orienteering	Fitness	Gymnastics	Orienteering	Fitness	Gymnastics	Touch Rugby	Touch Rugby
4/3/24 - 22/3/24	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters	Alternative activities tasters
25/3/24 - 28/3/24	House matches	House matches	House matches	House matches	House matches	House matches	House matches	House matches
15/4/24- 24/5/24	Athletics	Rounders/ cricket	Athletics	Athletics	Rounders/ cricket	Athletics	Rounders/ cricket	Rounders/ cricket
3/6/24- 12/7/24	Rounders/ Cricket	Athletics	Rounders/ cricket	Rounders/ cricket	Athletics	Rounders/ cricket	Athletics	Athletics
15/7/24- 19/7/24	House matches	House matches	House matches	House matches	House matches	House matches	House matches	House matches

Together: We Care, We Challenge, We Excel

DIET AND NUTRITION



Key terms

Balanced diet – a diet that contains the right quantity of food so that you consume only as many calories as you expend each day; and the right mix of different foods so the body receives all the nutrients, vitamins and minerals it needs.

Nutrition – intake of food, considered in relation to the body's dietary needs.

Hydration – having enough water in the body to function normally

Dehydration – excessive loss of water from the body, interrupting normal functioning of the body.

Effects of dehydration

- Blood thickening – blood becomes more viscous (thicker and stickier) slowing down the speed at which it can travel around the body and deliver oxygen and nutrients.
- Increase in HR as the heart has to work harder to pump the blood around the body.
- Increase in body temperature – causing the body to overheat
- Slower reaction time
- Muscle fatigue and cramp
- Dizziness, nausea, blurred vision and headaches.

Daily recommendation of water intake is 2.5L for men and 2 for women. If the temperature is warmer or you do exercise then this intake should be increased (amount depending on the intensity of activity).



Carbohydrates

Carbohydrates provide the energy to exercise. There are two types of carbohydrates, complex and simple.

- Complex carbohydrates should be favoured as they provide slow release, long lasting energy (rice, bread, pasta, potatoes)
- Simple carbohydrates provide the body with immediate energy but can be stored as fat (sugar, honey, sweets, fruit, chocolate, yogurt and jam)

Makes up 55-60% of diet



Fat

Provide energy at low intensity and provide insulation.

Saturated fats

- Too much in diet increases risk at heart disease and
- obesity

Unsaturated fats

- Healthier than saturated and reduces risk of heart disease.

Makes up 25-30% of diet



Vitamins and minerals

Only required in small quantities to maintain body systems and general health.

Found in food like fruit vegetables

Makes up 25-50% of diet



Protein

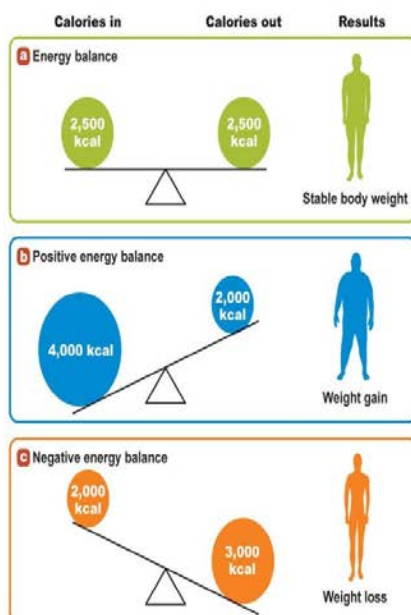
Supports muscle growth and repair. Should be eaten after activity to help recovery.

Found in red meat, white meat, fish, beans, lentils

Makes up 15-20% of diet.

ENERGY USE

The Concept of Energy Balance



Energy use

This is the amount of calories and individual requires in a day. They typical amount is 2500 for a man and 2000 for a woman. This can be affected by:

- Age
- Height
- Gender
- Energy expenditure

Calorie – unit of measurement for heat in the body.

BARE ESSENTIALS

SUBJECT: Physical Education - Individual

YEAR: 7

TERM: Spring 1



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

End point task:

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 identify 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>



Bare Essentials to remember (words in bold are in your keywords) :	Keywords:
<p><u>Training - Fitness</u></p> <p><u>Gymnastics</u> Core skills - With a partner, use skills and ideas to perform a partner sequence on the floor lasting about 1 minute.</p> <p>Balances - Develop partner balances and individual balances</p> <p>Rotation - Demonstrate a forward roll, backward roll and twists.</p> <p>Flight - a skill where the gymnast is suspended completely in the air without hands or any other part of the body touching the beam</p> <p>Sequence development - Two or more skills which are performed together creating a different combination skill.</p>	<p><u>Training</u></p> <ul style="list-style-type: none"> • 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. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Flight • Balance • Travel • Rotation • Tension • Extension • Canon • Mirror • Unison <p><u>Personal development/character values</u></p> <ul style="list-style-type: none"> • <i>Evaluate</i> - <i>considering the work you have created or seen and discussing its merits and areas for development</i> • <i>Respect</i> - Show respect to your opposition regardless of whether they are stronger or weaker. • Show respect to the officials. • <i>Resilience</i> - 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. • <i>Integrity</i> - Be true to your own values and give your best effort. • <i>Motivation</i> - Motivate others in your team who are less confident. • Rehearse successful techniques until they are perfect. • Recognise the use of praise to encourage players.
<p><u>Orienteering</u></p> <p>Plan activities cooperatively</p> <p>Communicate to others</p> <p>Problem solve to achieve goals</p> <p>Navigate to control points</p> <p>Orienteate a map</p> <p>Read a compass accurately</p>	<p><u>Orienteering</u></p> <ul style="list-style-type: none"> • 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

Together: We Care, We Challenge, We Excel



BARE ESSENTIALS

SUBJECT: Science Physics P2

YEAR: 7

TERM: Spring 1



Big Question: Why does the speed of a skydiver change when they fall?

End point task: **Forces affect moving objects.** The speed of falling objects usually changes as they fall. Skydivers experience extreme forces as they freefall and use them to make the journey exciting and safe. Imagine you are an instructor for a skydiving school. You have to produce a series of diagrams for your trainees of a skydiver jumping out of a plane so that they can understand the physics of freefalling. They then need to know what will happen to the forces when they open their parachutes.

Did you know?

- There are only **4 fundamental forces**
- **Weight is actually a force**, it is the effect of gravitational field strength on the mass of an object, so when you say you weigh 70kg you are wrong. This is your mass.
- The gravitational field strength on Mars is 3.7N/Kg compared to Earth's 9.8N/Kg, so you would actually lose weight if you went to Mars, but your mass would not change
- The first scientist to measure **speed as distance over time was Galileo.**

Where is this learning coming from?

Year 5 Programme of study – Forces

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

Where is this learning going?

Forces is one of the key ideas in Physics (alongside Energy) that underpins all of the other modules.

P2 is the Forces module that underpins the concepts of forces taught in Module P5 in Year 8. This is spirally linked to the Forces topics taught in year 11 as part of the GCSE course.

What will you know as a result of this?

You will be able to:

- Describe the relationship between mass and weight
- Use the formula: weight (N) = mass (kg) x gravitational field strength (N/kg).
- Describe how gravitational force acts on objects
- Draw a force diagram for a problem involving gravity.
- Describe the relationship between Force, Mass and Distance
- Understand that: (mass) g on Earth = 10 N/kg. On the Moon it is 1.6 N/kg.
- Compare your weight on Earth with your weight on different planets using the formula
- Show the forces acting on an object, and label their size and direction.
- Describe what happens when the resultant force on an object is zero.
- Explain whether an object in an unfamiliar situation is in equilibrium.
- Use the formula: speed = distance (m) ÷ time (s) or distance–time graphs, to calculate speed
- Use appropriate techniques and equipment to measure times and distances..
- Describe relative motion
- Describe and explain how a moving object appears to a stationary observer and to a moving observer.
- Present data and interpret data on a distance–time graph.
- Analyse journeys quantitatively using distance–time graphs

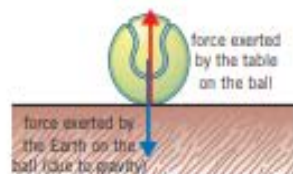
Career links:

All physics and engineering related careers including:
Structural Engineer
Civil Engineer
Mechanic
Pilot



What is a force?

- A **force** can be a **push** or a **pull**
 - A force is measured in **Newtons (N)**
 - We measure forces with a **newton meter**
 - Forces explain why objects will move, change direction and change speed
-
- Forces always act in pairs, we call these **interaction pairs**
e.g. the tennis ball exerts a downward force of **weight** onto the table, the table exerts an equal and opposite reaction force onto the ball



Types of forces

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

Gravity

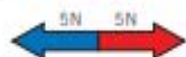
- Gravity** is a non-contact force that acts between two objects
 - Gravitational force** pulls you back to Earth when you jump
 - The size of the gravitational force depends on the mass of the two objects and how far apart they are
-
- Weight** is the downward force caused by gravity acting upon the mass of an object, it is measured in Newtons (N)
 - Mass** is the amount of matter within an object, whereas weight is the downward force of the object, we measure mass in **kilograms**
 - We calculate weight with the equation:

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

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

Balanced and unbalanced forces

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



resultant = zero
stationary or
constant velocity



resultant = 2N
accelerating
to the right

Speed

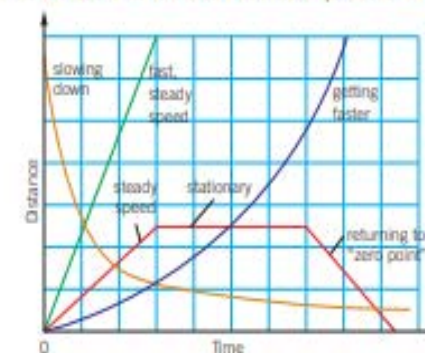
- Speed** is a measure of how quickly or slowly that something is moving
- We measure speed in meters per second (m/s), this means that distance must be in meters and time must be in seconds
- We calculate speed with the following formula:

$$\text{speed (m/s)} = \frac{\text{distance travelled (m)}}{\text{time taken (s)}}$$

- Relative motion** compares how quickly one object is moving compared to another
- If both objects are moving at the same speed, they are not changing position in comparison to one another, meaning that their relative speed is zero

Distance-time graphs

- Distance-time graphs** tell the story of a journey, they show how much distance has been covered in a certain period of time



- To find the average speed, the total distance must be divided by the total time

Glossary of key terminology

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

Key word	Definition
acceleration	How quickly speed increases or decreases.
air resistance	The force on an object moving through the air that causes it to slow down (also known as drag).
average speed	The overall distance travelled divided by overall time for a journey.
balanced (forces)	Forces acting on an object that are the same size but act in opposite directions.
contact force	Force that acts by direct contact, e.g., friction.
distance–time graph	A graph that shows how far an object moves each second.
driving force	The force that is pushing or pulling something.
equilibrium	State of an object when all forces are balanced.
field	The region where other objects feel a gravitational force.
friction	Force opposing motion which is caused by the interaction of surfaces moving over one another. It is called 'drag' if one is a fluid.
Gravitational field strength	The force from gravity on 1 kg (N/kg). 9.8 N/Kg on Earth
gravity/gravitational force	A non-contact force that acts between two masses.
interaction pair	When two objects interact there is a force on each one that is the same size but in opposing directions.
kilogram	A unit of mass, symbol kg.
mass	The amount of stuff in an object (kg).
metres per second	A unit of speed.
newton	Unit for measuring forces (N).
newton meter	A piece of equipment used to measure weight in newtons.
non-contact force	Force that acts without direct contact, e.g., magnetism.
pull	A type of force.
push	A type of force.
relative motion	Different observers judge speeds differently if they are in motion too, so an object's speed is relative to the observer's speed.
resistive force	Any force that acts to slow down a moving object.
resultant force	Single force that can replace all the forces acting on an object and have the same effect.
speed	How much distance is covered in a given time.
unbalanced (forces)	Opposing forces on an object that are unequal.
weight	The force of gravity due to the Earth (or other planet or moon) on an object (N).

Useful weblinks:

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

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

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

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




















Big Question: How can we challenge discrimination, prejudice and bullying in our diverse society?

Final task - An evaluation written question "being bullied is always unacceptable and can only be dealt with if people work together and speak out to stamp it out!". Do you agree with this? Show a range of views in your answer.

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 Personal Development which includes; health and well- being, relationships and living in the wider world. You will learn how to deal with the 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.	Personal Development 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.	Personal Development 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	
What is a good friend?	We will discuss the qualities of friendship and look at the negative impact that toxic friendships can cause.	
What is bullying?	Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Cyberbullying is bullying that takes place online.	
Why do people bully others ?	No one really knows why children can bully others, it can be for a variety of reasons .It might be because of their: race or ethnic background, gender, sexual orientation, alternatively there may not be a reason at all.	
How should we deal with bullying?	Tell a trusted adult: Adults in positions of authority, like parents, teachers, often can deal with bullying without the bully ever learning how they found out about it. It's vital to report bullying if it threatens to lead to physical danger and harm.	
What is discrimination?	Discrimination means treating a person unfairly because of who they are or because they possess certain characteristics. In 2010 the equality Act made it illegal to discriminate against anyone due to: age , gender reassignment, being married or in a civil partnership,being pregnant or on maternity leave,disability, race including colour, nationality, ethnic or national origin, religion or belief, sex.	



<p>Define: Bullying</p> <p>Bullying is the repeated and intentional behaviours which cause harm to another person, either physically, emotionally or psychologically.</p>	<table><tr><th colspan="2">Types of Bullying</th></tr><tr><td> Physical</td><td>The victim is physically and violently assaulted by the bully. This can include being beaten up, pushed and shoved or the physical taking of items from the victim. This sort of bullying is against the law and should be reported to the police.</td></tr><tr><td> Verbal</td><td>This can include name calling, snide comments and the spreading of rumours; it can also constitute harassment in some cases which is illegal and should be reported to the police.</td></tr><tr><td> Emotional</td><td>Psychological and emotional bullying is difficult to see, but can include the ostracization of the victim from a particular group, tormenting and humiliating the victim.</td></tr><tr><td> Cyber</td><td>Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature, but can also include setting up of malicious websites or posting personal and embarrassing images and videos without the persons permission.</td></tr><tr><td> Specific</td><td>This the term used to describe bullying based on an specific aspect of the victims identity such as homophobic, transphobic, Bi-phobic bullying but can also include racist bullying and bullying based on religion. All of these types of bullying are illegal.</td></tr></table>	Types of Bullying		 Physical	The victim is physically and violently assaulted by the bully. This can include being beaten up, pushed and shoved or the physical taking of items from the victim. This sort of bullying is against the law and should be reported to the police.	 Verbal	This can include name calling, snide comments and the spreading of rumours; it can also constitute harassment in some cases which is illegal and should be reported to the police.	 Emotional	Psychological and emotional bullying is difficult to see, but can include the ostracization of the victim from a particular group, tormenting and humiliating the victim.	 Cyber	Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature, but can also include setting up of malicious websites or posting personal and embarrassing images and videos without the persons permission.	 Specific	This the term used to describe bullying based on an specific aspect of the victims identity such as homophobic, transphobic, Bi-phobic bullying but can also include racist bullying and bullying based on religion. All of these types of bullying are illegal.	<table><tr><th colspan="2">Dealing with Bullying</th></tr><tr><td colspan="2">Remember that it is the victim that determines if they believe the behaviour is bullying not the bully.</td></tr><tr><td colspan="2"><ul style="list-style-type: none">• Tell someone – don't keep it to yourself, find a trusted adult who you can talk to.• Don't retaliate, try and ignore them if you can.• Try not to react in front of the bully.• Stay with trusted friends who will support you.</td></tr></table>	Dealing with Bullying		Remember that it is the victim that determines if they believe the behaviour is bullying not the bully.		<ul style="list-style-type: none">• Tell someone – don't keep it to yourself, find a trusted adult who you can talk to.• Don't retaliate, try and ignore them if you can.• Try not to react in front of the bully.• Stay with trusted friends who will support you.	
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<p>Define: By-Stander</p> <p>A person who doesn't actively engage in the bullying but watches and doesn't do anything to prevent it.</p>		<table><tr><th colspan="2">Who Can you turn to for help and Support</th></tr><tr><td>Parents or trusted family members</td><td>Teachers or school Staff</td></tr><tr><td>The Police</td><td>Friends</td></tr><tr><td>NSPCC</td><td>Helpline: 0800 800 5000 (24 hours, every day) nspcc.org.uk</td></tr><tr><td>Childline</td><td>Helpline: 0800 1111 (24 hours, every day) https://www.childline.org.uk</td></tr><tr><td>National Bullying Helpline</td><td>https://www.nationalbullyinghelpline.co.uk/</td></tr></table>	Who Can you turn to for help and Support		Parents or trusted family members	Teachers or school Staff	The Police	Friends	NSPCC	Helpline: 0800 800 5000 (24 hours, every day) nspcc.org.uk	Childline	Helpline: 0800 1111 (24 hours, every day) https://www.childline.org.uk	National Bullying Helpline	https://www.nationalbullyinghelpline.co.uk/						
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<p>Define: Bully</p> <p>A person who engages in bullying type behaviour towards one or more people.</p>																				

Suggested ground rules for discussion

- 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 (or would ask 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...

A stylized illustration of a rocket ship with a white body, red fins, and a blue circular window. It is shown launching upwards with a large orange and yellow flame at the bottom. The rocket is positioned on the right side of the slide, next to the list of discussion starters.

- ## 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...

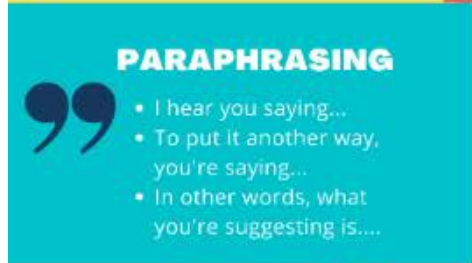
A yellow pyramid made of blocks, symbolizing building on an idea. The pyramid is composed of 10 blocks arranged in four rows: the bottom row has 4 blocks, the second row has 3 blocks, the third row has 2 blocks, and the top row has 1 block.

- ## 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...
- 
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PARAPHRASING

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



- ## 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...



- ## 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?

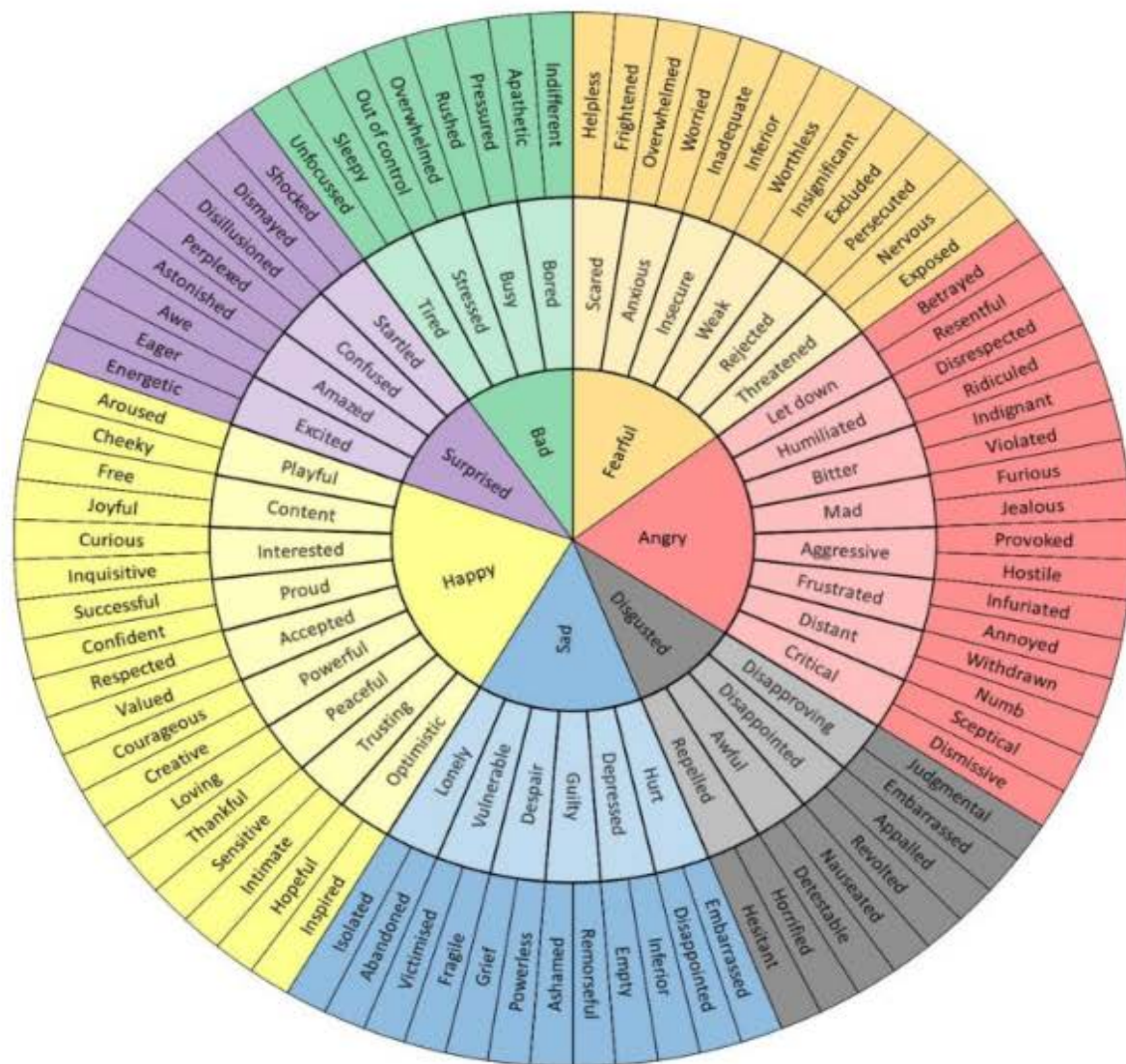


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DISAGREEING

- 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...

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Together: We Care, We Challenge, We Excel





Big Question: Equality in Sikhism

End point task: How are Sikh teachings on equality and service put into practice today?

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 inspired by the Devon and Torbay syllabus 2019 to 2024, evaluating how Sikh teachings on equality are put into practice today. What does it mean to be a prophet?	This learning will be looking at what it means to be a Sikh looking at Sikh beliefs and values. Students will be able to apply this information to their end point task: How are Sikh teachings on equality and service put into practice today?	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, Government
Topic area	Core knowledge	
What are Sikh values?	In this lesson, students will be given a list of values that Sikhs believe in. Students will be able to use their critical thinking skills to be able to compare to their own values in life. Students will also look at the Mool mantra, and annotate the mool mantra to build on their understanding of Sikh's values and beliefs on equality	
What are the Sikh beliefs?	Students this lesson will learn about the different Sikh beliefs, being able to compare them to their own views and beliefs.	
What are British values and are they similar to the Sikh values?	In this lesson, students will explore what British values are, and compare them to Sikh values, looking at the similarities and differences. Students will start to explore where they get their values from, and how do they know what is right and wrong.	
What is meant by multiculturalism?	Students will learn about what multiculturalism is, reflecting on what it may feel like if we had to move to another country. Students will learn about what it means to discriminate, as well as what is meant by xenophobia. Students will be able to discuss and debate their views, developing their critical thinking skills.	
What is meant by immigration?	In this lesson, students are going to develop their skills in public speaking. Students will work with others to come up with a policy on immigration.	
What is a Khalsa Sikh, and what are the 5 K's	In this lesson, students will learn about the 5K's and what it means to be a Khalsa Sikh, learning about the Amrit ceremony. Students will be able to explain the 5K's and each symbolism of them.	
What is the differences between an arranged marriage and forced marriage	In this lesson, students will learn about the difference between an arranged marriage and a forced marriage. Students will be able to explain what is meant by tradition, and the positives and negatives to an arranged marriage. Students will be able to reflect on their own opinions and discuss their views. Students will reflect on the Sikh belief of equality and link this to marriage and relationships.	
Why are the 10 Gurus so important?	Students will learn about the 10 Gurus and their importance to a Sikh. Students will look at why they are important, learning about the Guru's teachings on equality.	



<i>How are Sikh teachings on equality and action put into practice today</i>	
Introduction	<ul style="list-style-type: none"> Define what is meant by equality
1st Paragraph	<p>Explain how Sikhs show equality in their beliefs and values, explain some of the following below:</p> <ul style="list-style-type: none"> What does the Mool mantra teach about equality? What did Guru Nanak say after he went missing for three days by the river? Why was equality important to Guru Nanak?
2nd Paragraph	<p>Explain how Sikhs show equality in their actions, explain some of the following points:</p> <ul style="list-style-type: none"> Langar Marriage and family life Amrit ceremony and the Khalsa 5K's and what they symbolise
Conclusion	<ul style="list-style-type: none"> Do you believe that equality is the most important value in Sikhism, explain your answer.

Vocabulary

Sikhism: The youngest of the six main religions, founded by Guru Nanak in the 14th Century in Punjabi.

Gurus: A spiritual teacher. Gu meaning darkness and Ru meaning light

Guru nanak: The first Guru who founded Sikhism

Equality: having the same rights and opportunities as someone else. being treated the same

Views: The beliefs and opinions you hold for something

Beliefs: Accepting something is true without needing the proof

Mool Mantra: Sacred words that are recited by Sikhs 11 times a day. The mool Mantra carried a lot of the Sikh beliefs and views in it.

British Values: Democracy, Rule of Law, individual Liberty, Respect and Tolerance. A Set of values held by Britain.

Multiculturalism: A society where many different cultures live together

Culture: A set of beliefs, values, symbols accepting by a group of people

Community: A group of diverse people who are linked by social ties, interests, geographical locations.

Discrimination: The unfair treatment of someone based on someone's characteristics.

Protected characteristic: Characteristics that are protected: Age, Sex, disability, gender reassignment, pregnancy and maternity, race, religious beliefs. Sexual orientation, marriage and civil partnership.

Prejudice: Pre-judging someone unfairly

Khalsa: A community of Sikhs that have taken the vow of justice and carry the 5K's.

Amrit ceremony: A ceremony that initiates Sikhs into the Khalsa.

5K's: The markers of a Khalsa Sikh: Kesh (uncut hair), Kangha (A comb), Kara (A bracelet), Kachera (cotton undergarments), Kirpan (A small curved sword)

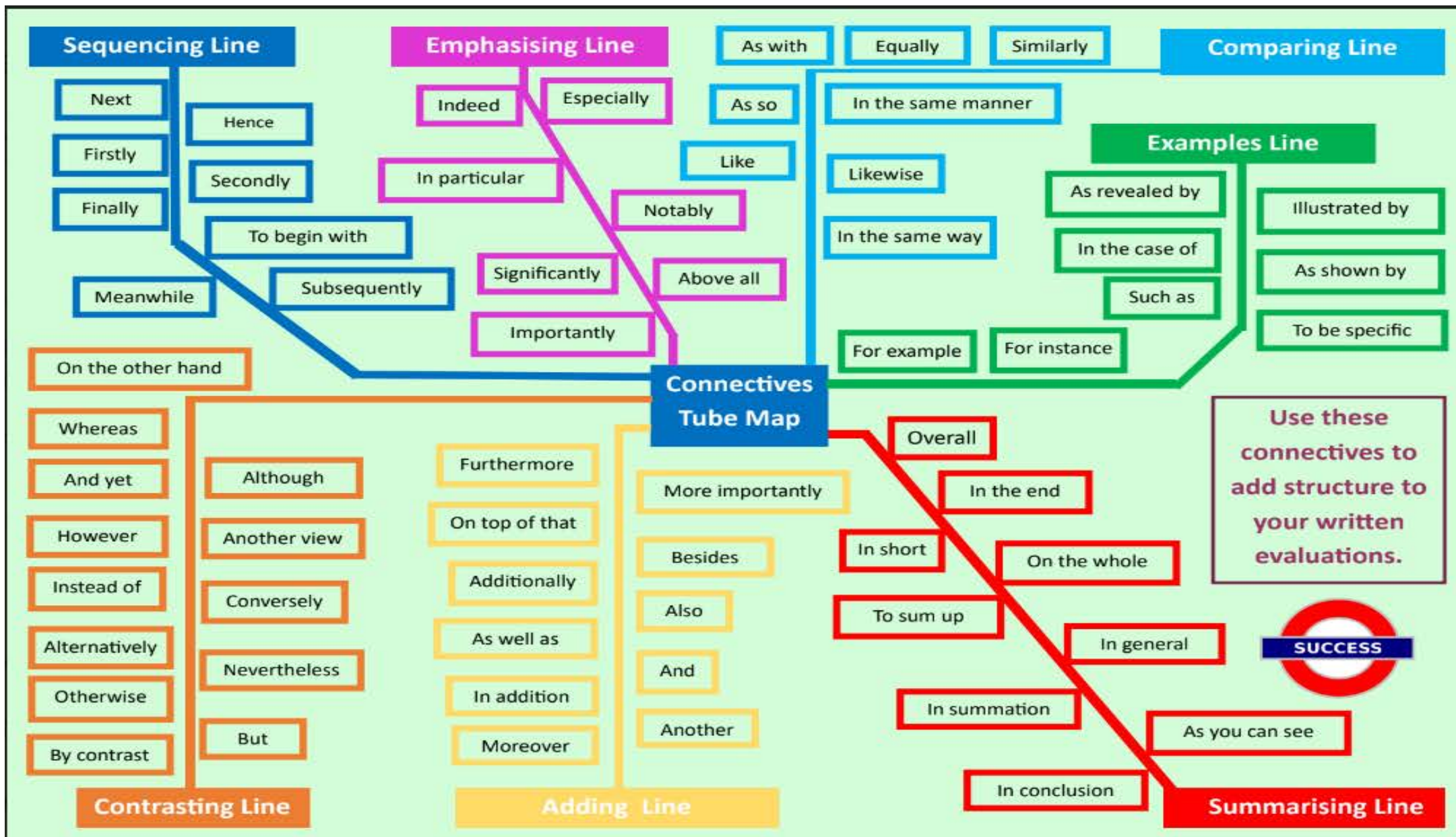
Xenophobia: Dislike or prejudice against people from different countries

Immigration: The process where people become citizens in other countries or become permanent residents.

Arranged marriage: A marriage that is planned or agreed by the families or guardians

Forced marriage: Where one or both people do not or can not consent to marriage

Marriage: A legal union of two people



BARE ESSENTIALS

SUBJECT: Computing:Computational Thinking

YEAR: 7

TERM: Spring Term 1



Big Question: 'Barry' is thinking of designing a new piece of software but is unsure where to start. You will need to be able to show how to break a problem down into smaller chunks to ensure an achievable end product.

End point task: Assessment showing understanding of key concepts in computer science.

Did you know?

- **Computers Can Smell:** Believe it or not, researchers are working on creating computers that can mimic the human sense of smell. This technology, known as electronic noses, could be used in various fields, from identifying diseases to detecting environmental changes.
- **The Internet Weighs Something (but not much):** If you were to gather all the electrons that make up the data on the internet, the total weight would be equivalent to about 50 grams, or roughly the weight of a strawberry. So, even though the internet seems vast and weightless, it does have a tiny, tiny bit of mass.



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.
- The Computer Science curriculum in year 7 is specifically designed to give everyone a solid foundation in the subject.

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:

- Define Decomposition for use in problem solving
- Define Algorithms for use in problem solving
- Achieve a certificate for Hour of Code challenge
- Understanding Computational Logic

Career links:

Software developer
Web developer
Mobile APP developer
IT project manager
Systems Architect



Useful weblinks:



Lesson	Bare Essentials to remember Unit 2:
1. Decomposition	This lesson offers the students the opportunity to explore decomposition by first defining the term, and recognising where decomposition can be used to solve a defined problem.
2. Abstraction	This lesson offers the students the opportunity to explore abstraction by first defining the term, and recognising where the technique of abstraction can be used to solve a defined problem.
3. Algorithms	This lesson offers the students the opportunity to explore Algorithms by first defining the term, and recognising where the technique of algorithmic thinking can be used to solve a defined problem.
4. Algorithmic thinking	This lesson builds on the previous learning, by understanding the difference between algorithms and computer programs. Students will be introduced to Flow Charts and their associated symbols
5. Computational logic	Computational logic will challenge the students to the nationally recognised hour of 'Code challenge'
6. Sorting Algorithms	Students will be introduced to the concept of sorting data and the importance of sorted data. Understanding how the computer can utilise many different processes to achieve sorted data efficiently.

Components

Computer components are all the different internal parts of a computer system that help it to operate. Each component has its own purpose and functions.

Central Processing Unit

The CPU is the brain of the computer. It does all the processing and calculating for the computer.

Heat sink

A heat sink is used to draw heat away from important components such as the CPU that can get quite hot. If a component gets too hot then it won't be able to perform its job as well.

Power Supply

A power supply helps to convert electricity to a suitable voltage to power the computer safely.

Network Interface Card

A network interface card (NIC) enables a computer system to connect to a network.
Some allow access wirelessly.

Keywords

Output	Input	Process
Motherboard	R.A.M	Hard Drive
Power Supply	C.P.U	Component

CPU (Von Neumann)

The CPU has two main parts: ALU & CU

Arithmetic and Logic Unit

The ALU carries out all of the arithmetic and logical operations including addition, subtraction and comparisons (for example, equal to, less than, greater than).

Control Unit

The Control Unit uses electrical signals to direct the system to execute the instructions in stored programs.

Fetch, Decode, Execute

The main function of the CPU is to run an endless fetch-execute cycle.

Motherboard

The motherboard is what connects all the other components. It helps keep them secure and allows the components to communicate.

Hard Drive

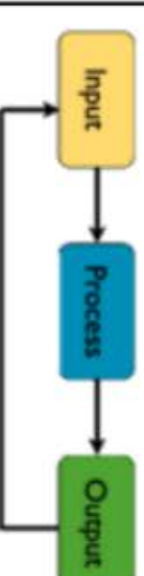
A Hard Drive is where all the computers long term data is stored i.e. data you want to keep for in the future, such as your own documents, music, films and games.

Random Access Memory

RAM is where temporary data is stored while the computer is currently being used.
Once a computer is switched off this data is lost.

What is a computer?

A computer is any device that takes an input, processes it and then outputs information



BARE ESSENTIALS

SUBJECT: Food Technology

YEAR: 7

TERM: Spring Term 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 spend all year studying food, making 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 guidelines 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 and 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?

Principles of Nutrition-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. **Food Preparation**- 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. **Food Choice**- How to modify recipes and cook a range of dishes that promote current healthy eating messages. How to adapt and use their own recipes to meet a range of dietary needs and life stages. **Food Provenance**- Understand the source, seasonality and characteristics of a broad range of ingredients. Food hygiene and safety- How to use good food hygiene and safety practices when getting ready to store, prepare and cook food for safe consumption. **The principle of food safety**, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is piping hot.

Career links:

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



Useful weblinks:

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

Lesson	Bare Essentials to remember (words in bold are in your keywords) :
1.	<p>Expectations and Hazards - Skills Checklist</p> <p>Personal hygiene</p> <p>Identify hygiene and safety issues and how to prevent</p> <p>Personal Hygiene. Practical routines and procedures .Equipment - getting to know the room</p>
2.	<p>Fruit Salad Practical prep</p> <p>Knife skills</p> <p>Hygiene in the kitchen 4Cs</p>
3.	Fruit Salad Practical
4.	<p>Oven safety - Cooking Methods</p> <p>Using the hob - temperature control</p> <p>High risk ingredients - hygiene and safety</p> <p>Demo Scones</p>
5.	Scones Practical
6.	<p>Evaluation of scones</p> <p>Demo Spaghetti Bolognaise</p> <p>Introduction to the Eatwell guide</p>
7.	Practical Spaghetti Bolognaise
8.	<p>The Eatwell Guide - The Big Question preparation</p> <p>Introduction - food groups and portions, the importance of. Food labelling, hydration.</p> <p>Healthy eating guidelines.</p>
9.	<p>The BIG QUESTION -</p> <p>What is the Eatwell guide, how should it be used and why is it important?</p>
10.	<p>Improve and develop</p> <p>Big question feedback and improvements.</p>
11.	<p>Pizza Practical Prep</p> <p>A pizza style product that follows healthy eating guidelines and eatwell guide advice for teenagers.</p> <p>Demonstration and planning.</p>
12.	Pizza Practical

Together: We Care, We Challenge, We Excel



Bacteria

What are bacteria?

A micro organism that multiply in certain conditions.

Where can bacteria be found?

Everywhere!

Are all bacteria bad?

No- some are good and essential for normal bodily function.

How can you reduce the risk of bacteria?

- Storing food separately
- Storing and cooking foods at the correct temperatures

Can we kill bacteria by putting them in the fridge?

No- but keeping food chilled at the correct temperatures will slow bacterial growth.

What do bacteria need to multiply?



Water: bacteria need moisture to grow



Temperature: bacteria grows when warm



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



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

The 4 C's

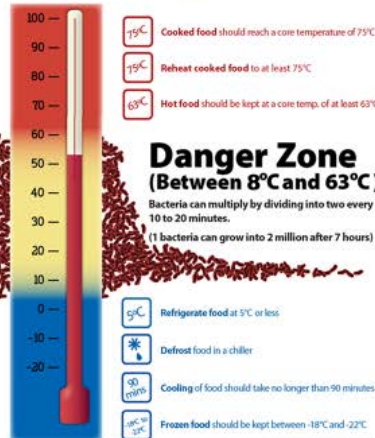
Cleaning - wash your hands properly

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

Chilling - keep it chilly silly

Cross contamination - keep raw meat and cooked food apart

Keep food out of the Danger Zone



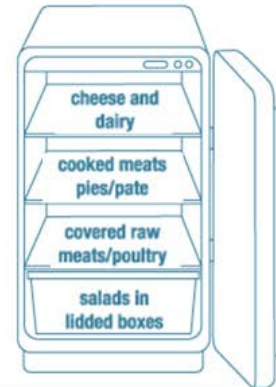
Year 7 Food Knowledge Organiser: Food Safety

Storing Food

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

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

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



What is the Eatwell Guide?

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

Why is the Eatwell Guide important?

The Eatwell Guide shows you how much (proportions) of food you need for a healthy balanced diet.

What are the consequences of a poor diet?

A poor diet can lead to diseases and can't stop us from fighting off infections.

What are the sections on the Eatwell Guide?

1. Fruit and vegetables
2. Potatoes, bread, rice, pasta and other starchy food
3. Dairy and alternatives
4. Beans, pulses, fish, egg, meat and other proteins
5. Oils and spreads



The Eatwell guide

5 healthy eating guidelines

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

Year 7 Food Knowledge Organiser: Principals of Nutrition

Nutrients needed for a balanced diet

Fat



Function:
Energy
Warmth
action of organs



Sources:

Saturated Fat (Bad Fats)
Meat
Processed Foods
Lard

Unsaturated Fat (Good Fats)
Avocado
Nuts
Olive oil

Too much

- Obesity
- Type 2 diabetes
- Heart Disease

Carbohydrates



Function:
Energy
Fills you up
Source of fibre

Sources:

Bread
Pasta
Rice
Wheat
Potatoes
Cereals

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

Too Much

Weight Gain

Too little

- Lack of energy
- More likely to snack

Protein



Function:
Growth and Repair
Energy

Sources:

Plant
Nuts
Quorn
Beans
Lentils

Animal
Eggs
Fish
Meat

Too much

Turns to fat if not turned into energy

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



BARE ESSENTIALS

SUBJECT: Design & Technology Jewellery box

YEAR: 7

TERM: Spring 1



Big Question: How can I store something precious?

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

Did you know?

- From the earliest days, humans have furnished their dwellings with the items they needed to survive and over the centuries the wooden chest, storage boxes and trunks have become the most common piece of furniture found in the home
- As long ago as 3,000 years ago the Egyptians had already developed advanced methods for building boxes and wooden chests with dovetail joints, including their ceremonial and burial sarcophagi with incredible carving, metalwork, inlaid jewels, and gilding. Even the poorest Egyptians would have used reed wooden chests to store things. Image 1 King Tutankhamun's Painted Chest (ruled 1332–1323 BC). Egyptian Museum, Cairo, Egypt
- In ancient Greek and Roman times people stored their belongings in wooden chests and coffers, whilst the wealthy owned more ornate beautifully made trunks and treasure chests
- Pine is a popular choice of material. Pines are evergreen coniferous trees that belong to the family Pinaceae
- There are about 125 species of pines. Pine trees flourish in temperate and subtropical climates as they grow in sandy or well-drained soil. The jewellery box market was valued at around US\$ 146.8 Mn in 2021 and the sales are projected to reach US\$ 249.2 Mn by the end of 2032. A study by drainage specialist Lanes Group has revealed that a staggering £1.6 billion worth of jewellery could have disappeared down Britain's drains, with 14% of Brits claiming to have lost a piece of jewellery to the sewers



Where is this learning coming from?

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

Where is this learning going?

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

What will you know as a result of this?

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

Career links:

- Product designer
- Carpenter
- Civil engineer
- Architect



Useful weblinks:

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

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

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



HARDWOODS

Hardwoods come from broad-leaved, deciduous trees.

Tools used for wood



Tri-Square



Tenon Saw



Coping Saw



Bastard File



Marking Knife



Smoothing Plane



What are each of these tools used for?

TYPES OF HARDWOOD

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

SOFTWOODS

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

Processing wood for use in manufacture

Stage 1 - Tree Felling



Stage 2 - Storage



Stage 3 - To Sawmill



Stage 4 - Rough Sawing



Stage 5 - Seasoning



Stage 6 - Cutting to Size



Stage 7 - Manufacturing



TYPES OF SOFTWOOD

cedar, fir, pine and spruce.

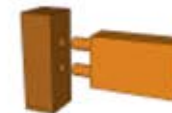
MANUFACTURED BOARDS

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

Wood joints



Finger Joint



Dowel Joint



Cross Halving Joint



Dovetail Joint

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

Wood adhesives



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

TYPES OF MANUFACTURED BOARD

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