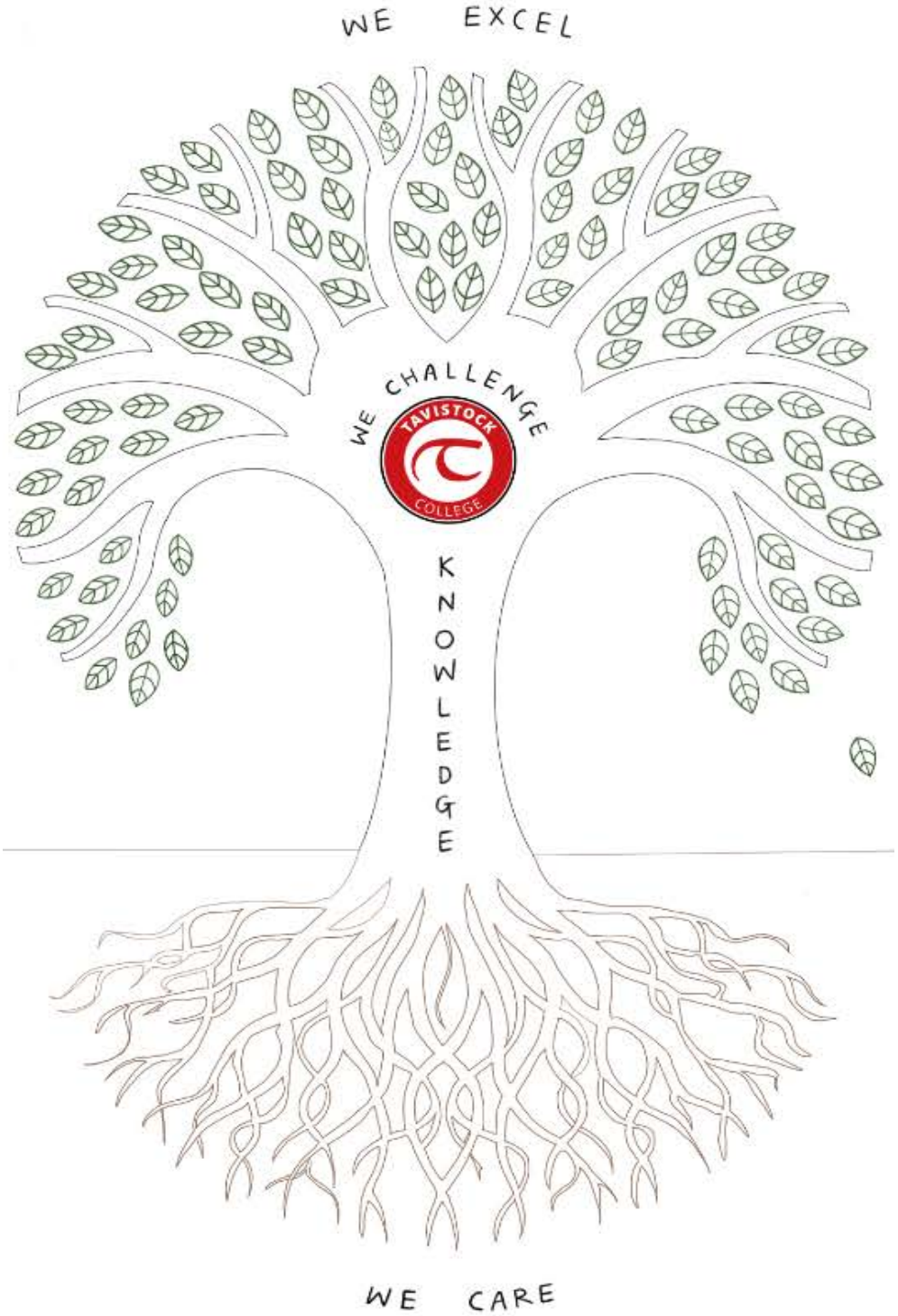
The Bare Essentials



YEAR 7: Autumn Term 2

Essential knowledge for your curriculum

Name: _____

Tutor Group: _____

Outline of contents:

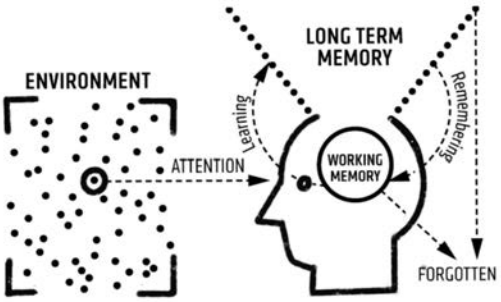
Please note some faculties contain more than one subject and so may have multiple Bare Essentials for their subjects.

Homework

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

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

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



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

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

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

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

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

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

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

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

Rooted in Reading: Our Reading Curriculum

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

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

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

Why?

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

What does struggling look like?

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

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

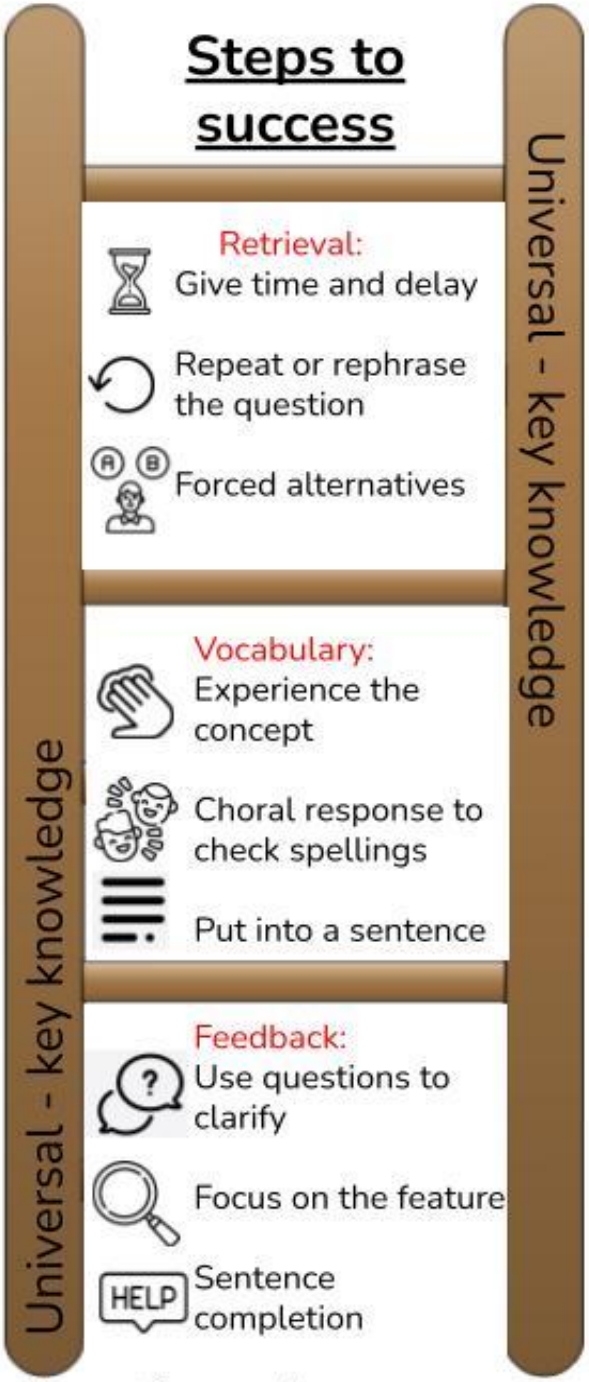
Research:

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

High Quality Teaching at TC:

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

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



'Practice makes progress'

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

Students: What can I do if I am stuck?

In school:

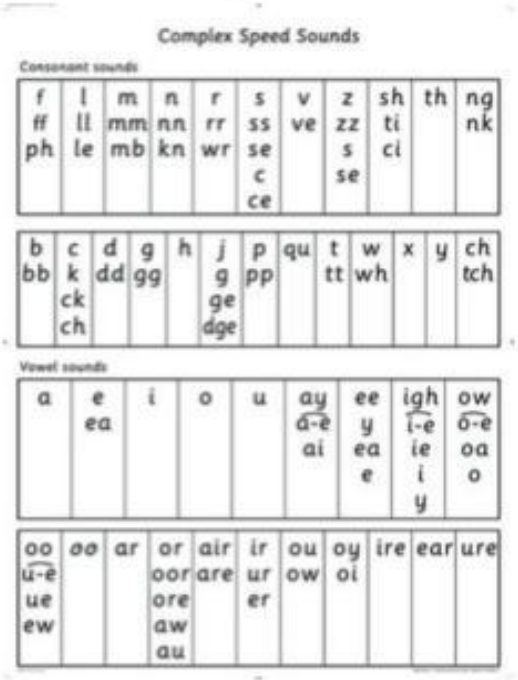
- What do I already know? Remember to look back at what you have learnt before.
- Use scaffolds to help e.g. glossaries, sentence starters, tasks boards
- Ask a friend (if it is the right time during the lesson)
- Ask your teacher

At home:

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

Reading tips:

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



Complex Speed Sounds

Consonant sounds

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

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

Vowel sounds

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

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

Steps to success

Universal - key knowledge

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

'Practice makes progress'

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

BARE ESSENTIALS

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

Big Question: *What are the Visual Elements?*

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

Did you know?

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

Where is this learning coming from?

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

Where is this learning going?

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

What will you know as a result of this?

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

Career links:

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

Useful weblinks:

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

Topic	Bare Essentials to remember (words in bold are in your keywords) :
Introduction	This lesson you will start our journey exploring and applying the **Visual Elements**, you will use the visual arts hand out to define and draw the language of Art.
Line	You will look at the different types of **line** drawings.You will use the **primary observational** drawing using **cross hatching** and **hatching** linear technique.
Tone	You will be making art appear **three dimensional** by adding **form** using tonal shading. You will explore tones and discover how they can create **realism.**
Texture	You will start by adding **texture** by creating a **monoprint** using oil pastels. This will provide the first step in printing and allow you to quickly create a realistic image.
Pattern	This lesson will introduce Artist Analysis as we look at the work of Yayoi Kusama, through her love of dots you will examine the visual element o**f pattern**.
Shape	You will focus on **negative space** this lesson, looking at how it is used in advertising. You will then create a **Notan picture** by cutting out shapes and reversing their image
Form	Using a mine craft figure you will discover how to transform a **two dimensional** shape into a **three dimensional** image by adding depth.
Colour	Understand the colour wheel and what **primary, secondary colours** are made. You will learn what **warm and cool colours** are and what **complementary colours** are.
Colour Blending	You explore colour blending to create light and dark shading by mixing different colours to create **tone** (light to dark) to create a 3D appearance
End Point Task:	Using the skills learnt during the visual elements topic create your own fruit bowl picture, using a **secondary observational source**.

Keywords:

Visual Elements: The language used to describe all art forms.
Horizontal: A straight line going across the page.
Vertical: A straight line going up/down the page.
Parallel: Side by side in the same direction.
Primary observation: Source material experienced first-hand by the artist. i.e. An actual bowl of fruit.
Secondary observation: Images which have been generated by others.
Cross hatching: Crossing parallel lines for shading.
Hatching: Parallel lines for shading.
Tonal shading: Shading using light, mid and dark tones.
Realism: Artworks created in a realistic, almost photographic way.
Texture: How the surface of something looks or feels.
Monoprint: A form of printmaking where the image can only be made once.
Negative space: The area around and between a subject.
Notan picture: Japanese paper cutting design.
Two dimensional: Drawing with height and width
Three dimensional: Length, width and depth.
Primary colours: Colours which can't be mixed, red, yellow, blue.
Secondary colours: Colours made by mixing two primary colours, orange, green, purple.
Complementary colours: Opposite each other on the colour wheel.

Topic 1: The Visual Elements

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

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

BARE ESSENTIALS

SUBJECT: Introduction to Music Skills **YEAR: 7** **TERM: Autumn 2**

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

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

Did you know?

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

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

Where is this learning coming from?

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

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

Where is this learning going?

These lessons will help you practically and verbally

- Answer the Big Question: *How can we use our knowledge and understanding of different voice types and notes to create a performance?*
- Prepare you for further devising from a stimulus in KS3
- Prepare for further schemes of learning in music
- Prepare you for KS4 music
- Build your confidence in performing in front of others and working with others.
- Develop your social and communication skills which will support interactions and interviews using empathy, negotiation and vocal, facial expression and body language.

What will you know as a result of this?

By the end of this term you will know how to:

- Conduct yourself in a music classroom.
- Warm up and prepare for music activities, vocally and physically.
- Respond to a starting point for a performing arts piece.
- Work in a group to create and refine music work.
- Share your music work with peers.
- Conduct yourself whilst watching music performances and give feedback on what you have seen using CRESS.

Career links:

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

Useful weblinks:

BBC Bitesize Music BBC Bitesize Jobs that use Music

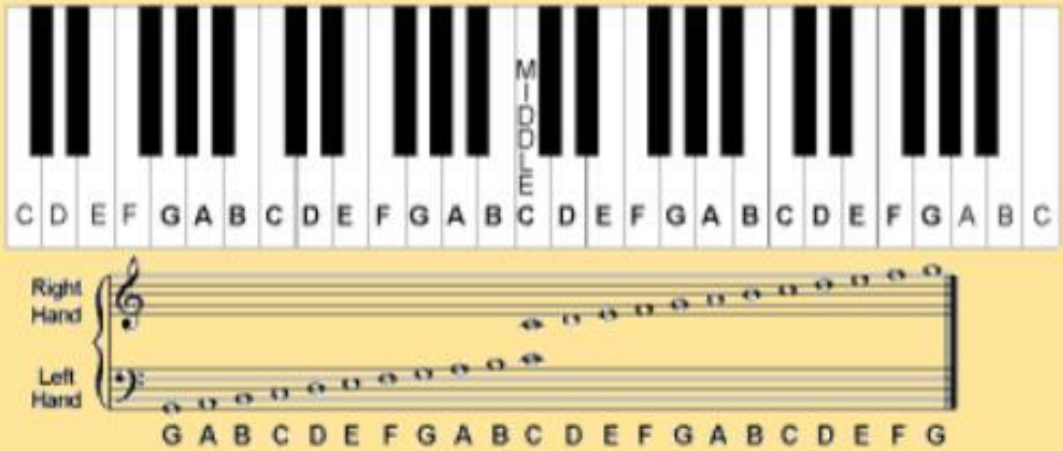
Together: We Care, We Challenge, We Excel

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

KS3 Music Knowledge Organiser

Rhythm

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



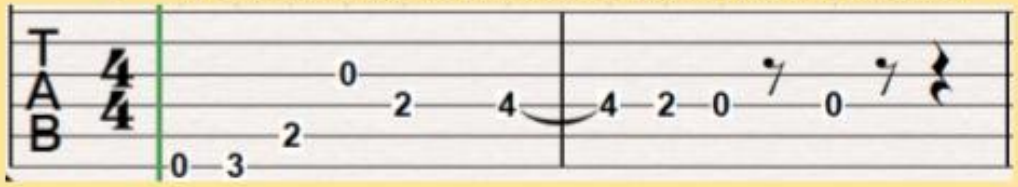
How to create a performance	Stimulus, Discuss, Improvise, Perform, Evaluate
Melody	The tune - The part of the song that gets stuck in your head
Chords	2 or more notes played at the same time
Sharp or Flat notes	# tells you to play the black note to the right b tells you to play the black note to the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

KS3 Music Knowledge Organiser

Guitar Tab

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

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



Together: We Care, We Challenge, We Excel

BARE ESSENTIALS

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

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

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

Did you know?

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

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

Where is this learning coming from?

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

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

Where is this learning going?

These lessons will help you practically and verbally

- Answer the Big Question: *What social and theatrical skills do we need to use to create an effective piece of performance?*
- Prepare you for further devising from a stimulus in KS3
- Prepare Level 2 Drama or Level 2 Dance
- Prepare you for the dramatic texts aspects of English at KS3 and KS4 by helping you understand theatrical performance
- Develop your social and communication skills which will support interactions and interviews using empathy, negotiation and vocal, facial expression and body language.

What will you know as a result of this?

By the end of this term you will know how to:

- Conduct yourself in a performing arts space
- Warm up and prepare for performing arts activities
- Respond to a starting point for a performing arts piece
- Work in a group to create and refine performing arts work
- Share performing arts work
- Conduct yourself whilst watching performing arts work and give feedback on what you have seen

Career links:

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

Useful weblinks:

BBC Bitesize Drama

BBC Bitesize Jobs that use Performing Arts and English

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

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

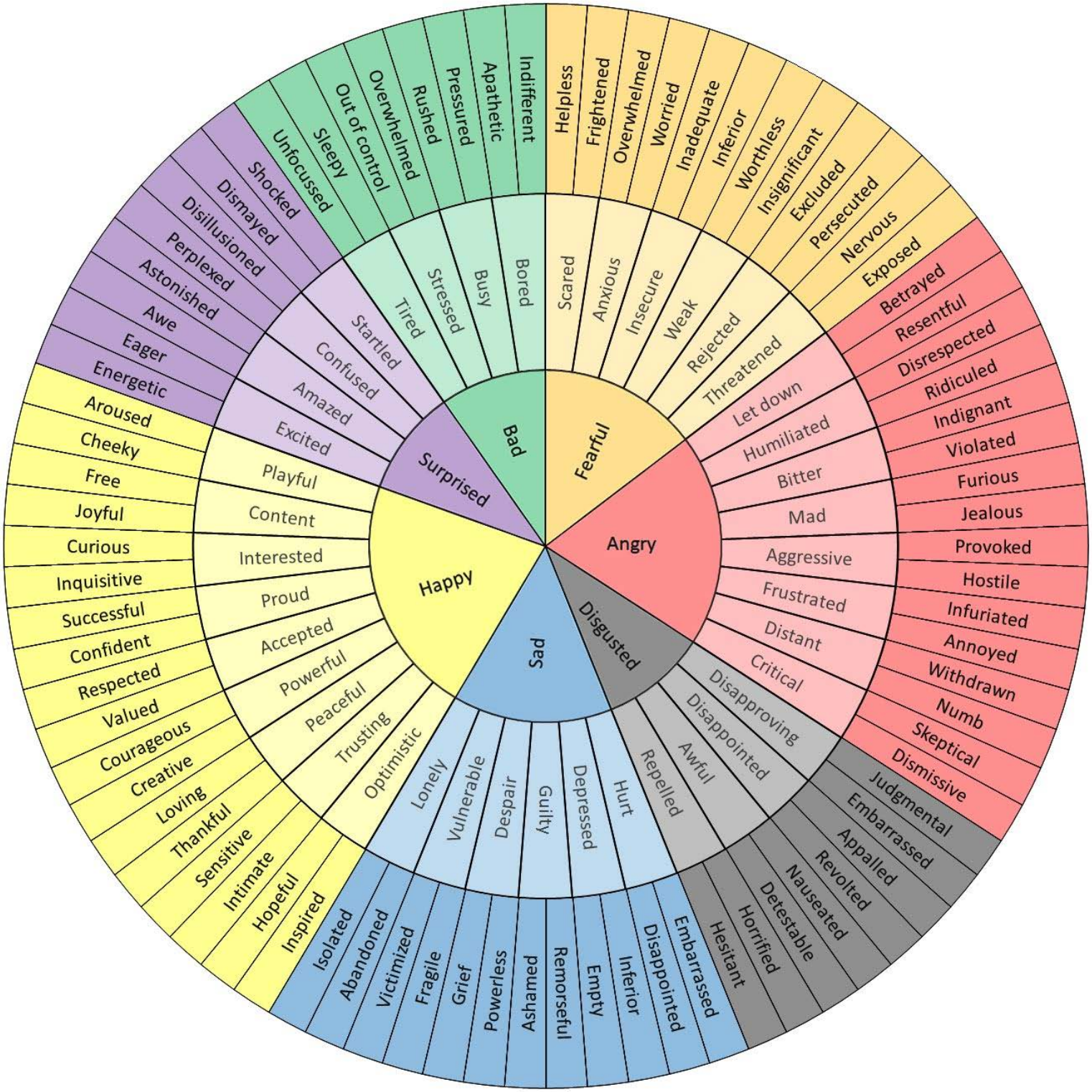
Audience
Stage
Performance
Practice

BARE ESSENTIALS : SUBJECT: English Medusa YEAR: 7 TERM: Autumn 2

Big Question: How does the writer present the characters of Medusa, Perseus, Athena and Poseidon?
End point task: Multiple choice quiz to assess understanding of plot, characters and key themes.

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
Previously you will have studied Greek mythology in your first term at Tavistock College. You may also be familiar with famous Greek mythical figures and creatures from stories in primary school such as the Minotaur.	Many of the themes and pieces of vocabulary you explore in Medusa will be revisited in other texts. You will be able to recognise any allusions to Medusa and the characters in her story and be able to understand the author's intention by referencing these.	This unit of learning can help lead to: **Degrees** in: Classical civilisation, History, English Literature **Careers** in: Journalism, Law, Creative writing, Literary Critic, Publishing

Area of focus For each chapter, we will discuss the following questions:	Key vocabulary to help you explore the lesson focus 
The original myth of Medusa 1. How does Burton introduce the theme of isolation? 2. How does Burton introduce the theme of vulnerability? 3. What does Medusa's initial manipulation of her story reveal? 4. How does Jessie Burton create an elegiac tone when Medusa and Perseus talk about their childhoods? 5. How does Burton use fragmentation to explore their histories? 6. How are Medusa and Perseus objectified? 7. How does Burton portray the contrast between Medusa's and her sister's perspectives on her coercion by Poseidon? 8. How does Burton explore power dynamics? 9. How does Burton explore different representations of the same event? 10. How does Burton explore feminist ideas through the character of Stheno? 11. How does Burton present the change in dynamic between Medusa and Perseus? 12. How does Burton explore different types of reclamation? 13. How does Burton explore the importance of Philautia? How does the ending differ from the original myth and what is its impact?	**Isolation** - the condition of being alone, especially when this makes you feel unhappy **Vulnerability** - the quality or state of being exposed to the possibility of being attacked or harmed, either physically or emotionally **Fragility** - the state of being easily damaged, broken, or harmed **Manipulation** - the action of influencing or controlling someone or something to your advantage, often without anyone knowing it **Elegiac** - expressing sorrow or lamentation **Fragmentation** - process of breaking into pieces or being divided into parts **Objectification** -The act of treating a person, or sometimes an animal, as an object or a thing **Coercion** - the practice of persuading someone to do something by using force or threats **Consent** - permission for something to happen or agreement to do something **Representations** - the description or portrayal of someone or something in a particular way **Feminism** - the belief in social, economic, and political equality of the sexes **Feminist** -a person who supports feminism. **Dissonance** - lack of agreement or harmony between people or things **Reclamation** - the act of returning something to a former, better state **Philautia** - a Greek word that means "love of self"


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

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

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

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

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

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

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

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

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

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

Analytical verbs - a taxonomy

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

BARE ESSENTIALS : Geography YEAR: 7 TERM: Autumn 2

Big Question: How are ecosystems connected?

End point task: Your end point task will be an assessment which is comprised of both short and longer answer questions to assess your understanding of the topic covered.

Where is this learning coming from?	What will you know as a result of this?	Career links:
Last term you learnt about the weather in the UK, but if you have ever been on holiday or watched a film that is set in another county you will notice that the weather there is different. This is all to do with the climate of the area. But not only will you have noticed that the climate is different, you will have noticed that there are different plants and animals in different countries and this is all to do with the ecosystems in those areas.	You will know: - Know how ecosystems are different - Know the different components of an ecosystem - Be able explain how animals have adapted to different ecosystems - To explain how ecosystems are under threat - Analyse the impacts humans have upon ecosystems.	• Ecologist • Environmental conservationist • Environmental engineer • Environmental building surveyor • Commercial horticulturist • Environmental education officer • Minerals surveyor • Nature conservation officer • Recycling officer • Sustainability consultant • Waste management officer • Water quality scientist

Topic area	Core knowledge

1. **What is an Ecosystem** - An ecosystem is a community of biotic and abiotic factors working together. They can be any size from a small pond to a whole rainforest. Ecosystems are determined by their characteristics which range from climate and location to types of animals and plants. There are many different types of ecosystems around the world, all with a varying amount of biodiversity which allows the ecosystem to adapt to changes as well as recover after a natural disaster.

2. What is a biome - A biome is a large ecosystem. The most defining characteristic of different biomes are their climates, which can be seen on a climate graph. There are 9 biomes:

1) Tropical Rainforest, 2) Desert, 3) Polar, 4) Temperate Deciduous Forest, 5) Taiga (Coniferous Forest), 6) Temperate Grassland, 7) Mediterranean, 8) Savanna and 9) Tundra.

- Each of these different biomes have different climates and therefore, have different plant and animal life.

3. The Artic Tundra - The word Arctic comes from the Latin 'arktos' which means bear, on account of the Northern constellation of "The Bear." The Arctic is allocated at the most Northerly point of the planet, with the Arctic Tundra being just South of this land mass. The Arctic Tundra has a cold and wet climate, so has a high volume of precipitation but is very cold in temperature. The plants in the Arctic Tundra have adapted allowing them to thrive in this climate. Polar bears also have adaptations which allow them to thrive. They have small eyes and ears, large paws, black skin and thick white fur.

4. Tropical Rainforest - Tropical rainforests are found near the equator, and it is this proximity to the equator that gives them the warm wet climate in which a huge variety of plants and animals live and thrive meaning the rainforest has high biodiversity. Many of the plants have adapted to the high levels of competition in the rainforest by either growing very tall and having widely spread roots or by climbing up other plants and stealing their nutrients. The animals have different adaptations which keep them safe and thriving, for example sloths have long claws which lock in place allowing them to hang for hours. They also allow algae to grow on them so they blend in with the trees in the canopy, meaning they are camouflaged..

5. Why is Lake Baikal so environmentally important?. - Lake Baikal is in southern Russia, just north of the border of Mongolia. This is the oldest freshwater lake in the world and therefore became a world heritage site in 1996. This Lake is one of the most biodiverse ecosystems in the world, it is home to the world's only freshwater seal, the Baikal seal which is endemic to this location. One of the most unique characteristic of this lake is that is it too cold for bacteria that would normally break down dead plant and animal matter so some small scavengers have adapted to survive these conditions and have taken on the role of decomposition in this ecosystem.

6. Are humans good or bad for Antarctica? - Antarctica is the opposite of the arctic and so means "no bear", this helps us to remember that there are no polar bears in this the most southerly land mass in the world, earth's last wilderness. There are different reasons people visit this continent: 1) scientists come to look at how climate change is impacting this area and how we can help slow down the effects of climate change. 2) Fishermen visit this area because certain fish can only be found here (Patagonian toothfish, Mackerel icefish and Krill.) 3) Tourists visit because they want to see this last great wilderness before it disappears forever. Also many people want to go and see penguins in their natural habitat.

7. How does palm oil impact the rainforest? - Palm oil is an oil that comes from the fruit of palm trees, it is often used in food and other products as a replacement for vegetable oil. These types of palm trees require the same climate that can only be found near the equator, which is also where rainforests are found. Therefore, in order to grow palm trees to produce palm oil, huge volumes of deforestation occurs in the rainforest. The negative impact of this is that many animals are killed or lose their homes and therefore cannot survive very long. Orangutans are an example of an animal that has been hugely impacted by deforestation. However, there are some positive impacts, for example in 2016 the palm oil industry made $17.8 billion from selling palm oil related products, and this money goes back into Indonesia to help the local people.

9. End Point Task: This will include a range of different questions to check your geographic understanding and skills

10. DIRT: A chance to see when you did well and how you could improve next time.

Key Words
Abiotic - Non- living features **Adapt** - the process of adjusting behaviour, physiology, or structure to become more suited to an environment **Biodiversity** - refers to the variety of organisms found in a particular habitat **Biome** - a large ecosystem **Biotic** - living features **Camouflage** - a defence mechanism or tactic that organisms use to disguise their appearance, usually to blend in with their surroundings **Canopy** - A layer of overlapping leaves and branches of the trees of the rainforest **Characteristics** - feature or quality belonging typically to a person, place, or thing and serving to identify them **Climate**- the weather conditions (temperature and precipitation) in an area in general or over a long period **Climate change** - to long-term shifts in temperatures and weather patterns **Decomposition** -the breakdown of animals and plant structures by bacteria and the release of carbon compounds into the atmosphere, soil and to the ocean floor **Deforestation** - chopping down of trees **Economic** - to do with money **Ecosystem** - a community of biotic and abiotic factors working together **Endemic** - can only be found in that location **Environmental** - to do with nature **Equator** - an imaginary line around the middle of a planet or other celestial body **Evaluate** - to make a judgement **Organism** - any biological living system that functions as an individual life form **Precipitation** - water released from clouds in the form of rain, freezing rain, sleet, snow, or hail

WORLD MAP

Write like a Geographer...

Thesaurus

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

Decision making

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

Command word sentence starters...

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

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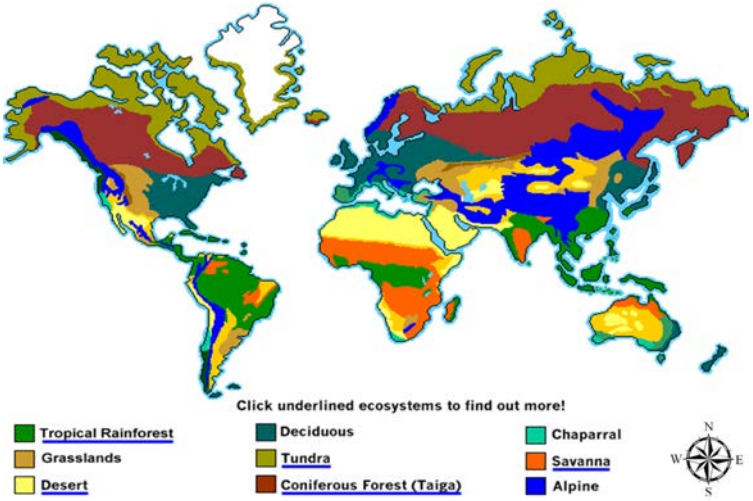

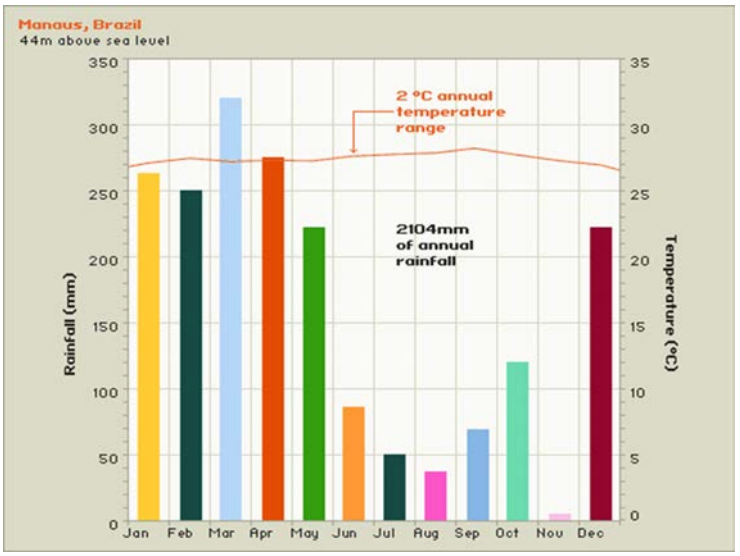

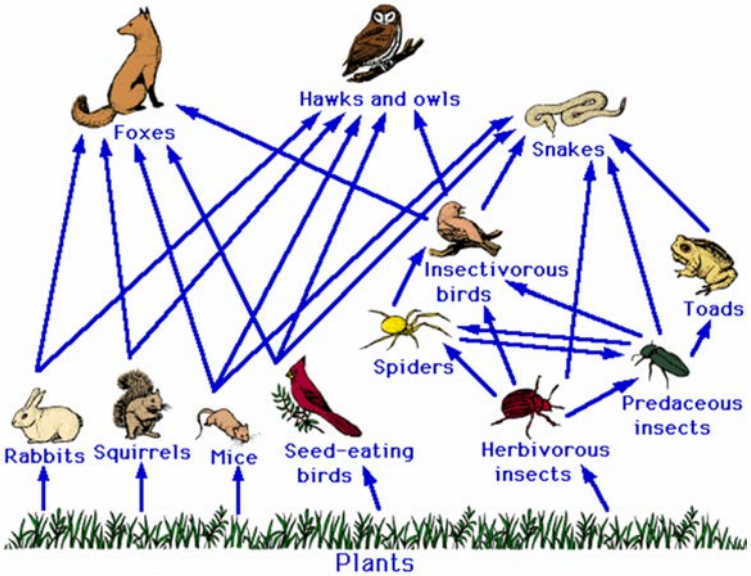

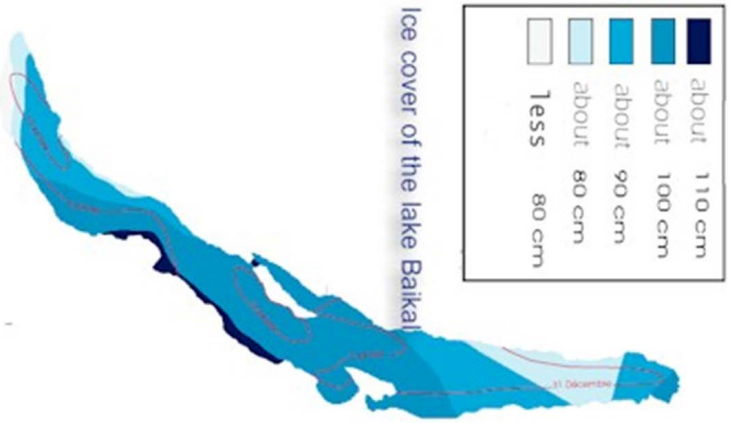

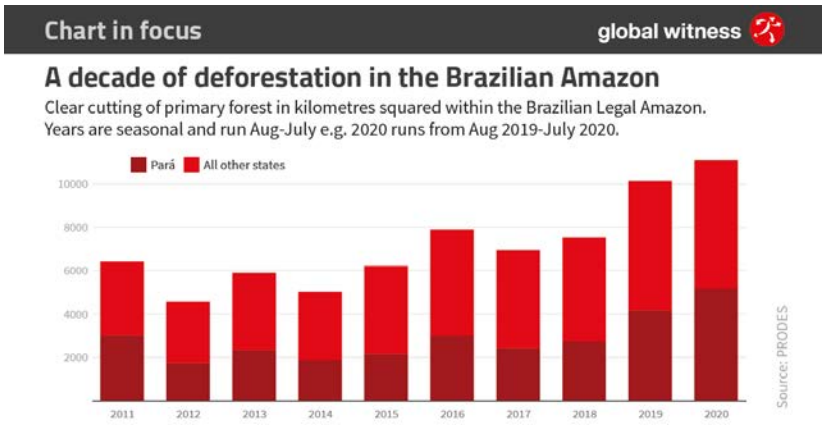

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BARE ESSENTIALS : History **YEAR: 7** **TERM: Autumn 2**

Big Question: What skills do we need as historians? Invasion and migration pre 1066- Who had the greatest impact on Britain?
End point task: Assessment of key history skills and life pre 1066

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
Primary school Tudor projects You may have completed projects in your primary school on certain aspects of life pre 1066 and the local history of Tavistock and Devon. You may have some chronological understanding to help to apply the case studies we will look at. Disciplinary concepts such as cause, consequence, change and continuity as well as substantive concepts such as power, empire, culture and society are all revisited.	Your learning will 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 other different settlers, what changes and developments they brought and how this impacted on people with a particular focus on our local area. As you continue through year 7, 8 and 9, you will see the long term impacts of these changes and how interpretations of the role of key societies and individuals are important in today's society. Many of you will continue with GCSE history and this learning will feed into the GCSE Paper 1 on Crime and Punishment, showing how the changes in society can affect changes in the types of crimes and punishments. Some of you will study History A level and these skills will continue to be developed.	There are a number of career paths linked directly and indirectly to this topic. Below is a list of organisations and/ or careers which involve using the skills and knowledge gained in this unit: - English Heritage and The National Trust - Record Offices, Archives, Libraries and Universities - Archaeology, Architecture and the conservation of buildings or artefacts - Museums and galleries - Teaching in schools

Topic area	Core knowledge
Lesson 1. Saxons	• Reminder of migration to Britain • Sutton Hoo - the archeological discovery of 1939 • Anglo - Saxon burial chamber full of amazing objects!
Lesson 2. Vikings	• Where the Vikings came from and why? • Attack on Lindisfarne • Interpretations of the Vikings
Lesson 3. Revision	• Revision tips- how to revise • Example questions- multiple choice, definition matchups, closed questions, extended answers
Lesson 4. Assessment	• Assessment to check understanding of key history skills so far and knowledge of life before 1066 and who had the greatest impact?
Lesson 5. DIRT	• Feedback and how to improve answers
Lesson 6. Dartmoor legends 1	• Research activity and presentation skills • Legends and folk lores passed down through time • Show how people explained happenings and the hopes and fears of previous peoples
Lesson 7. Dartmoor legends 2	• The story of clotted cream • The legend of Bren Tor church • Vixana the witch of Vixen Tor
Lesson 8 and 9. Tavistock local history	• History of Dartmoor - timeline • About 295 million years ago magma intruded into the earth's crust pushing through much of the area we now know as Devon and Cornwall. This cooled to form granite and Dartmoor came into being
Lesson 10. End of term review	• Review of key skills and pre 1066 invasion and migration **Together: We Care, We Challenge, We Excel**

HISTORY

History Key Stage 3 skills

Literacy for key disciplinary concepts and processes

Chronology

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

Diversity

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

Change and continuity

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

Significance

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

Cause and consequence

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

Interpretations

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

Evidence

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

Enquiry

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

How can I improve my writing in history?

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

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

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

Cause and effect
- because
- so
- As a result...
- This suggests...
- Therefore...
- Thus...
- Consequently...
- This implies...

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

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

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

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

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

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

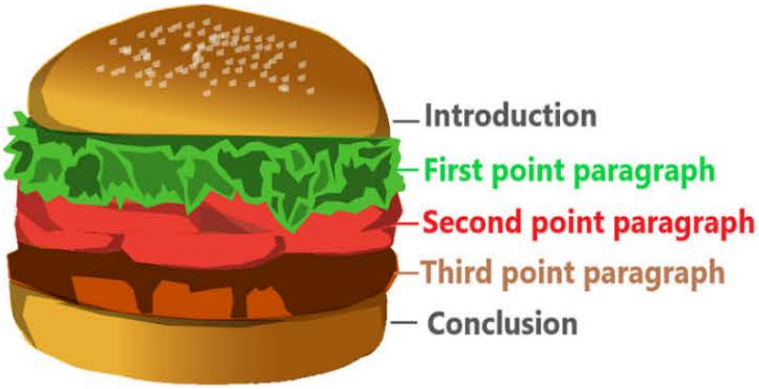
HISTORY

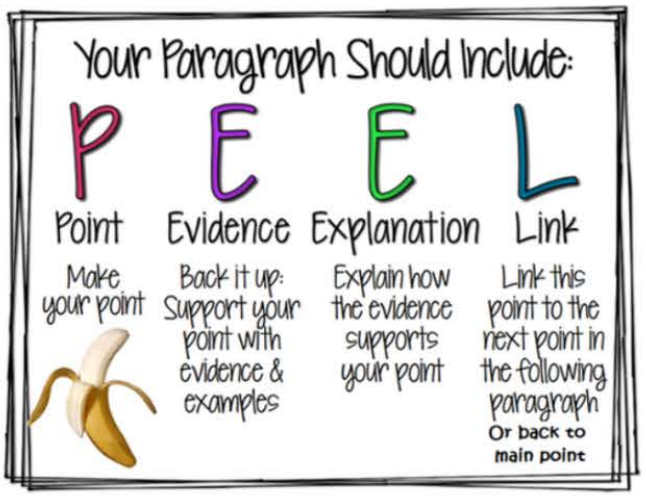
History Key Stage 3 skills

Extended writing

Command words and structuring

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





HISTORY

History Key Stage 3 skills

Source and interpretations

Command words and structuring

Sources

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

Interpretations

What is the main difference between interpretations 1 and 2
Advice • Read both interpretations and highlight key parts • What does each interpretation suggest? - summarise in your own words in 1 sentence • What is the difference between the two? **Sentence starters** The main difference between interpretations 1 and 2 is _____ Interpretation1 suggests _____ as it says "_____" Whereas interpretation 2 suggests _____ as it says"_____"

Together: We Care, We Challenge, We Excel

BARE ESSENTIALS

SUBJECT: Maths **YEAR:** 7 **TERM:** Autumn 2

OVERARCHING THEMES - Understand and use place value for decimals, measures and integers of any size. Interpret and compare numbers in standard form. Convert fluently between fractions, decimals and percentages

Factoids

- Rene Descartes invented the approach that modern mathematicians use to express numbers.
- Archimedes introduced the notion of a standard form. However, a Persian mathematician from the 9th century named Muhammad Al-Khwarizmi, is often credited for inventing standard form in mathematics.
- The concept of percentage was not developed by any person. The percentage concept originated throughout History. In Ancient Rome, Mathematical calculations were expressed in fractions of 100. This concept later originated in Percentage.

Where is this learning coming from?	Where is this learning going?
KS2 place value Builds on the understanding number and position KS2 fractions decimals and percentages Builds on the understanding of fractions, decimals and percentages and the relationships between them	Year 8 place value Developing understanding of standard form with both positive and negative powers of ten. Developing methods to calculate in standard form Year 8 fractions, decimals and percentages Developing calculating with fractions to include mixed numbers Extending understanding of percentages to calculate percentage change

What will you know as a result of this?	Career links:
You will be able to: • order positive and negative integers, decimals and fractions • use the number line as a model for ordering of the real numbers; use the symbols =, ≠, , ≤, ≥ • round numbers to an appropriate degree of accuracy • interpret and compare numbers in standard form • Convert between fractions, decimals and percentages • work with percentages greater than 100% • interpret pie charts	Finance Accounting Statistician Teaching Research analyst Marketing

Useful weblinks:

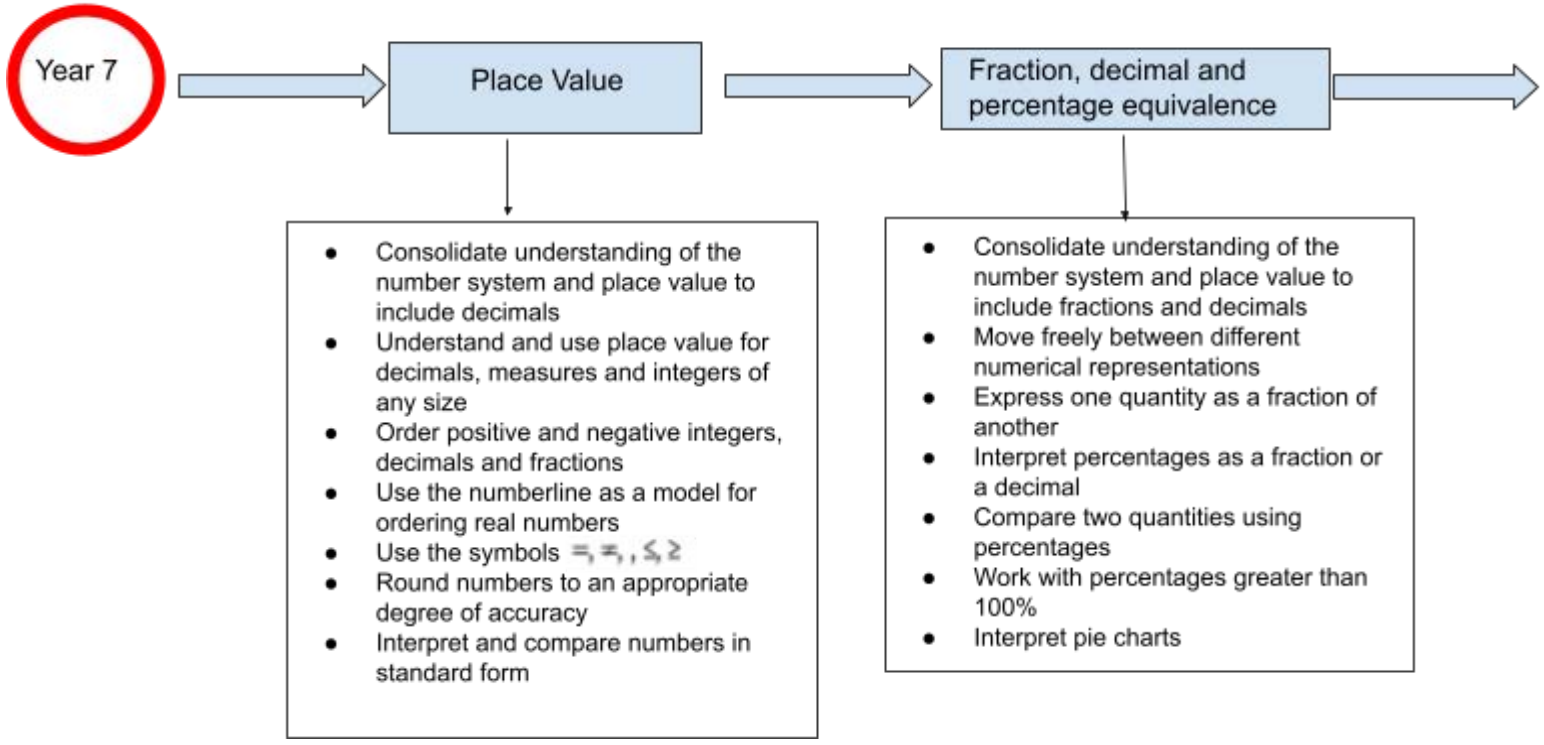
Sparxmaths.com

https://www.transum.org/software/SW/Starter_of_the_day/Students/Brackets.asp

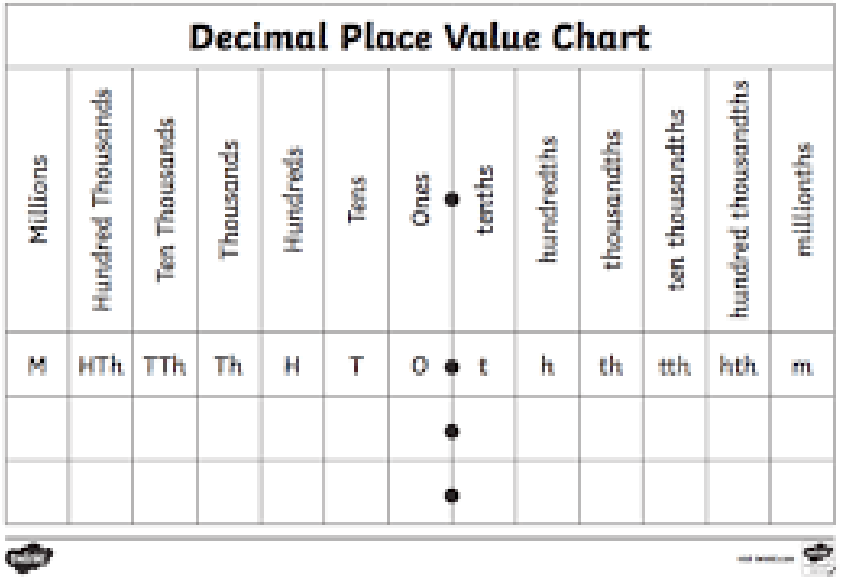
BARE ESSENTIALS

SUBJECT: MATHEMATICS YEAR: 7 TERM: Autumn 2

OVERARCHING THEMES -Understand and use place value for decimals, measures and integers of any size. Interpret and compare numbers in standard form. Convert fluently between fractions, decimals and percentages

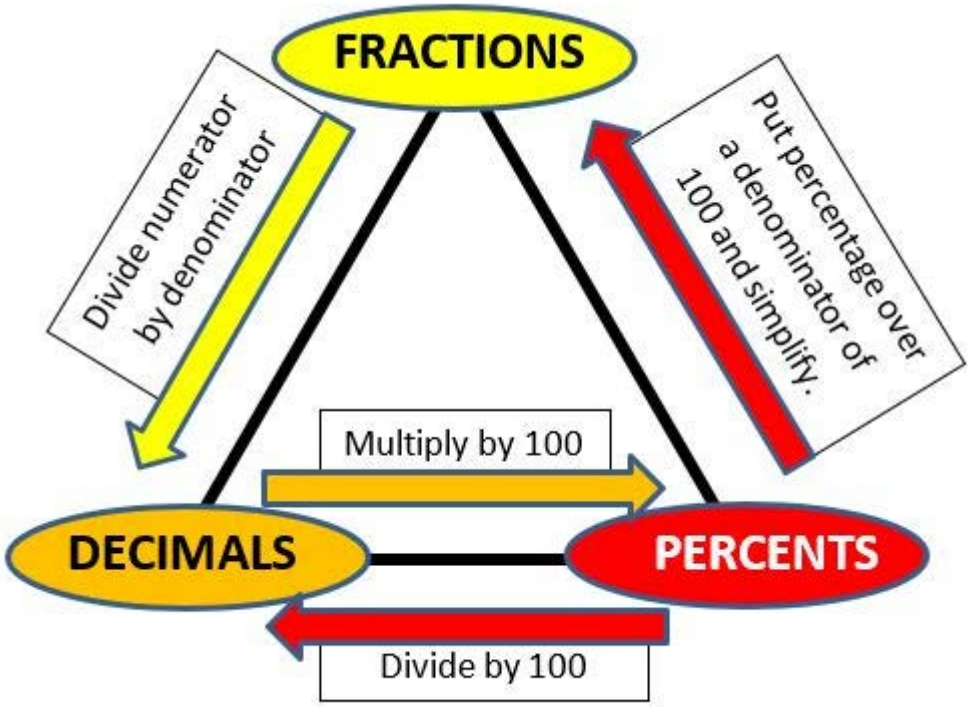


Key words: Integer, interval, approximate, round, ascending, descending, range, greatest, least, difference, standard form, power, index, equivalent, denominator, numerator, division, quotient, operator, recurring, improper, rational	**Useful weblinks: www.whiterosemaths.com** **www.sparx.co.uk**



Decimal Place Value Chart

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	tenths	hundredths	thousandths	ten thousandths	hundred thousandths	millionths
M	HTh	TTh	Th	H	T	O	t	h	th	tth	hth	m

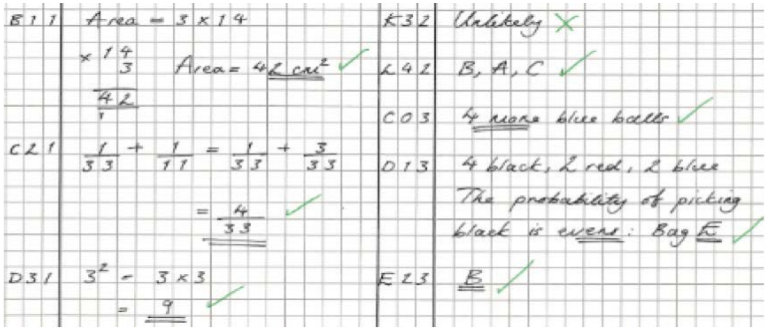


SPARX

tavistockcollege.sparxmaths.uk/student

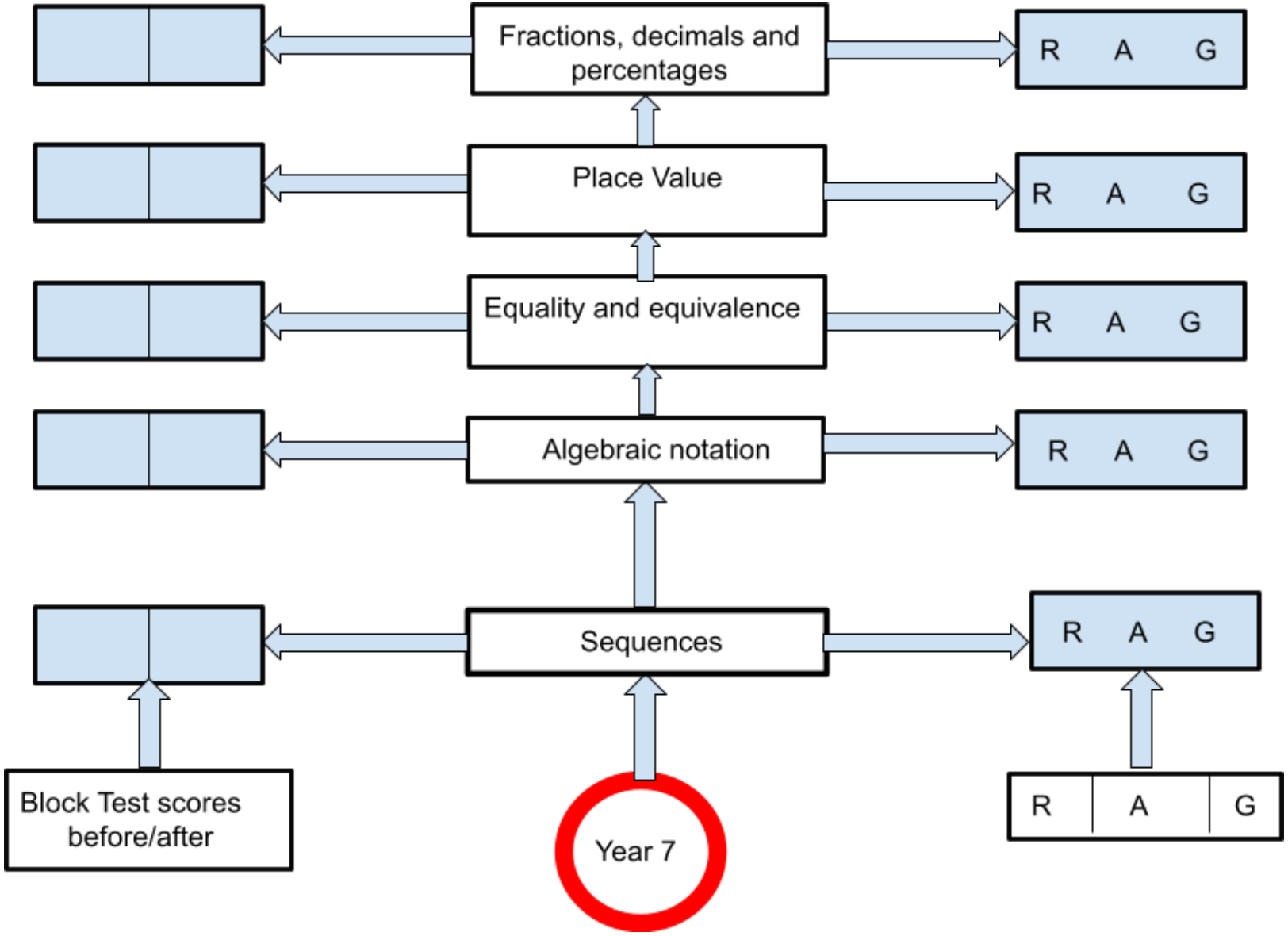
Username:

1. **Write the bookwork code.**
2. **Write the questions, your workings and your answer.**
3. **Check and correct your answer using a different coloured pen.**
4. **<u>If you are unsure of a question, make sure you watch the video. Your homework is only complete when you have answered every question correct</u>**



REFLECTION

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



BARE ESSENTIALS

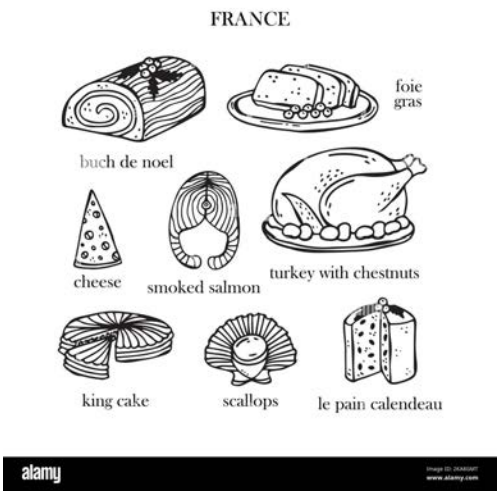
SUBJECT: French **YEAR:** 7 **TERM:** Autumn 2

Big Question: Comment es-tu?

End point task: Written task on topic about describing hair and eyes and family members.

Did you know?

- Homes Are Adorned with a Crèche. Crèche is the French word for nativity scene, and you'll find one in every French home where the holiday is celebrated. The displays tend to be elaborate, featuring village scenes and many figurines in addition to Mary, Joseph and the Baby Jesus.
- Children Leave Shoes in Front of the Fireplace: in France it's common practice for children to leave their shoes on the hearth in the hopes that Santa will fill them with gifts and goodies overnight.
- In France a traditional holiday spread, known as le réveillon de Noël, is served on Christmas Eve instead. The meal itself is also quite different, typically consisting of French favourites like oysters, foie gras and escargots, followed by roast turkey and the yule log for dessert. Needless to say, it's also a French tradition to wash down the meal with plenty of fine wine and Champagne.
- Mistletoe is hung up, but it's a symbol of good luck, not an invitation for a kiss.
- The Week Before Christmas Features Thirteen (!) Desserts. This tradition hails from the Provençal region of France, where it's customary to set out a lavish spread of thirteen different desserts (representing the thirteen apostles) during the week leading up to Christmas to satisfy the sweet tooth of family and friends who come to visit for the holiday



Where is this learning going?

- **How to describe hair and eyes**
- **How to add details to descriptions**
- **How to describe your family and relationships**
- **How to count to 100**
- **Colours and adjectival agreements**
- **The verb 'Porter' (to wear)**
- **The verb 'Avoir' (to have)**

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 (colour/style)
- your eyes (colour)
- who is in your family
- 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

Assessment point		
Writing *Exemplar*	Je m'appelle Stéphanie et j'ai onze ans. J'ai les cheveux blonds et longs et j'ai les yeux bleus. Je porte des lunettes. Il y a quatre personnes dans ma famille. J'ai mon père Jean, ma mère Anne et mon grand frère Olivier. Il a quinze ans. Je m'entends bien avec ma mère mais je ne m'entends pas bien avec mon grand frère.	
Questions *(you will answer these)*	Comment es-tu? Comment est ta famille? Tu t'entends bien avec ta famille?	HOMEWORK You will be set one of these questions every two weeks to learn. You will need to be able to understand the question and answer it. You can do this by using this section of your Bare Essentials.
Reading *Example*	<u>Answer questions about a text like:</u> Je m'appelle Martine. J'ai douze ans et j'habite à Fort-de-France, la capitale de la Martinique. J'ai les cheveux noirs, raides et courts et les yeux bleus. Je porte des lunettes. Mon anniversaire est le dix septembre. Ma sœur a les cheveux raides. Elle a dix ans. Je m'entends bien avec ma sœur.	
Reading aloud *(You will have to read these aloud)*	J'ai les cheveux blonds et les yeux bleus. Il porte des lunettes et il a une barbe. Ma sœur s'appelle Isabelle et mon frère s'appelle Paul. Dans ma famille, il y a quatre personnes. Je m'entends bien avec mon grand-père, Léon.	
Translation *(These will be in retrieval starters and vocab tests)*	My name is Paul. I am eleven years old. My birthday is on 30th June. I have straight, red hair. I wear glasses.	My brother has blonde hair and has a moustache. My sister has blue eyes and wavy black hair. I have light brown hair and brown eyes. I don't wear glasses. Do you wear glasses?

UNIT 3
Describing hair and eyes

Je m'appelle... *I am called* **Il/elle s'appelle** *He/she is called*	**Anthony** **Charles** **Pierre** **Émilie** **Isabelle** **Marie** **Jules** **Julien** **Robert**	**et** *and*	**j'ai** *I have* **il/elle a** *he/she has*	**six ans** *6 years* **sept ans** *7 years* **huit ans** *8 years* **neuf ans** *9 years* **dix ans** *10 years* **onze ans** *11 years* **douze ans** *12 years* **treize ans** *13 years* **quatorze ans** *14 years* **quinze ans** *15 years*
J'ai les cheveux *I have...hair* **Il/elle a les cheveux** *he/she has...hair*	**blonds** *blond* **bruns** *brown* **châtains** *light brown* **noirs** *black* **roux** *red*	**et**	**courts** *short* **en épis** *spiky* **frisés** *curly* **longs** *long* **mi-longs** *mid-length* **ondulés** *wavy* **raides** *straight* **rasés** *shaved*	
J'ai les yeux *I have... eyes* **Il/elle a les yeux** *he/she has... eyes*	**bleus** *blue* **marron** *brown* **noirs** *black* **verts** *green*	**et**	**je porte** *I wear* **il/elle porte** *he/she wears*	**des lunettes** *glasses*
			j'ai *I have* **il a** *he has*	**une moustache** *a moustache* **une barbe** *a beard*

Author's note: in the negative form in French the "des" or "une" turns into "de"

Examples: -Je **ne** porte **pas de** lunettes. *I don't wear glasses.*
-Je **n'**ai **pas de** moustache/barbe. *I don't have a moustache/beard.*
-Elle **ne** porte **pas de** lunettes. *She doesn't wear glasses.*
-Il **n'**a **pas de** moustache/barbe. *He doesn't have a moustache/beard.*

UNIT 5

Talking about my family members, saying their age and how well I get on with them. Counting to 100.

Dans ma famille, j'ai *In my family, I have…* **Il y a <u>quatre</u> personnes dans ma famille** *There are <u>four</u> people in my family…*	**mon cousin, Tanguy.** *my cousin, Tanguy.* **mon grand-père, Léon.** *my grandfather Léon.* **mon père, Jean.** *my father Jean.* **mon oncle, Yvan.** *my uncle Yvan.* **mon grand frère, Ronan.** *my big brother Ronan.* **mon petit frère, Olivier.** *my little brother Olivier.*	**Il a**	**un** *1*	**an**
Je m'entends bien avec… *I get on well with…* **Je ne m'entends pas bien…** *I don't get on well with…*	**ma cousine, Claire.** *my (girl) cousin Claire.* **ma grand-mère, Adeline.** *my grandmother Adeline.* **ma mère, Anne.** *my mother Anne.* **ma tante, Gisèle.** *my aunt Gisèle.* **ma grande sœur, Léa.** *my big sister Léa.* **ma petite sœur, Sophie.** *my little sister Sophie.*	**Elle a**	**deux** **trois** **quatre** **cinq** **six** **sept** **huit** **neuf** **dix** **onze** *11* **douze** *12* **treize** *13* **quatorze** *14* **quinze** *15* **seize** *16* **dix-sept** *17* **dix-huit** *18* **dix-neuf** *19* **vingt** *20* **vingt-et-un** 21 **vingt-deux** 22 **trente** *30* **trente-et-un** *31* **trente deux** *32* **quarante** *40* **cinquante** *50* **soixante** *60* **soixante-dix** *70* **quatre-vingts** *80* **quatre-vingt-dix** *90* **cent** *100*	**ans**

BARE ESSENTIALS

SUBJECT: Spanish **YEAR:** 7 **TERM:** Autumn 2

Big Question: ¿Cómo eres?

End point task: Written task on describing hair and eyes and family members

Did you know?

- In Spain, there is no Santa Claus! Some presents are given on Christmas, but most of them are opened on the Epiphany, January 6th. The "Reyes Magos", the Three Kings, bring children their gifts. 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.
- The biggest lottery draw in the world happens at Christmas, in Spain. It is called "El Gordo", which means "the fat one". It is a very big deal because everyone plays it. It has happened on December 22nd since the year 1812, and school children even sing the winning numbers.
- Spain has a unique tradition on New Year's Eve ("Nochevieja", the Old Night), in which everyone eats grapes. During each of the 12 strokes of midnight, you eat a grape. Each grape represents a month of the upcoming year, so that means that if you eat all 12 grapes, you will have good luck for the next year.
- El portal de Belén - The nativity scene. Spain is traditionally a Catholic country so many families have a nativity scene as a decoration that represents the birth of Christ with clay, ceramic or wood figurines.

Where is this learning going?

- **How to describe hair and eyes**
- **How to add details to descriptions**
- **How to describe your family and relationships**
- **How to count to 100**

- **Colours and adjectival agreements**
- **The verb "tener" (to have)**
- **The verb "llevar" (to wear)**

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 (colour and style)
- your eyes (colour)
- who is in your family
- your relationship with your family

Career links:

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

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

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

Useful weblinks:

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

Assessment point		
Writing ***Exemplar***	Me llamo Isabel y tengo once años. Tengo el pelo rubio y largo y tengo los ojos azules. Llevo gafas. Hay cuatro personas en mi familia, mi padre Juan, mi madre Angela, mi hermano mayor Darren. Él tiene quince años. Me llevo bien con mi madre pero no me llevo bien con mi hermano mayor.	
Questions ***(you will answer these)***	¿Cómo eres? ¿Cómo es tu familia? ¿Te llevas bien con tu familia?	HOMEWORK: You will be set 1 of these questions every 2 weeks to learn. You will need to be able to understand the question and answer it. You can do this by using this section of your Bare Essentials
Reading ***Example***	<u>Answer questions about a text like:</u> Me llamo Marta. Tengo doce años y vivo en Buenos Aires, la capital de Argentina. Tengo el pelo negro, liso y corto y los ojos azules. Llevo gafas. Mi cumpleaños es el diez de septiembre. Mi hermana tiene diez años. Me llevo bien con mi hermana.	
Reading aloud ***(You will have to read these aloud)***	Tengo el pelo rubio y los ojos azules. Llevo gafas y barba. Mi hermana se llama Isabela y mi hermano se llama Pablo. Hay cuatro personas en mi familia. Me llevo bien con mi abuelo Jaime.	
Translation ***(These will be in retrieval starters and vocab tests)***	My name is Pablo. I am eleven years old. My birthday is on 30th June. I have straight red hair I wear glasses	**My brother has blonde hair and has a moustache.** **My sister has blue eyes and wavy black hair.** **I have light brown hair and brown eyes.** **I don't wear glasses.** **Do you wear glasses?**

UNIT 3: Describing hair and eyes

Me llamo... *[I am called/ I call myself...]* **Se llama** *[s/he is called]*	**Antonio** **Carlos** **Diego** **Emilia** **Isabela** **María** **José** **Julián** **Roberto**	**y** *[and]*	**tengo** *[I have]* **tiene** *[s/he has]*	**seis años** *[6 years]* **siete años** *[7 years]* **ocho años** *[8 years]* **nueve años** *[9 years]* **diez años** *[10 years]* **once años** *[11 years]* **doce años** *[12 years]* **trece años** *[13 years]* **catorce años** *[14 years]* **quince años** *[15 years]*
Tengo el pelo *[I have...hair]* **Tiene el pelo** *[s/he has...hair]*	**castaño** *[brown]* **moreno** *[dark brown]* **negro** *[black]* **pelirrojo** *[red]* **rubio** *[blonde]*	**y**	**a media melena** *[medium length]* **corto** *[short]* **en punta** *[spiky]* **largo** *[long]* **liso** *[straight]* **rapado** *[very short / crew-cut]* **rizado** *[curly]* **ondulado** *[wavy]*	
Tengo los ojos *[I have... eyes]* **Tiene los ojos** *[s/he has... eyes]*	**azules** *[blue]* **marrones** *[brown]* **verdes** *[green]* **negros** *[black]*	**y**	**[no] llevo** *[I don't] wear* **[no] lleva** *[s/he doesn't] wear]*	**gafas** *[glasses]* **bigote** *[a moustache]* **barba** *[a beard]*

UNIT 5

Talking about my family members, saying their age and how well I get along with them. Counting to 100.

En mi familia está *In my family there is...*	**mi abuelo Jaime** *my grandfather James*		**un**	**año**
	mi padre Juan *my father John*		**dos**	
			tres	
	mi tío Iván *my uncle Ivan*	**Él tiene** *[he has]*	**cuatro**	
Hay <u>cuatro</u> personas en mi familia *There are <u>four</u> people in my family...*			**cinco**	
			seis	
	mi hermano mayor / menor Darren *my big/little brother Darren*		**siete**	
			ocho	
			nueve	
			diez	
			once *11*	
			doce *12*	
			trece *13*	
	mi primo Ian *my cousin, Ian*		**catorce** *14*	
En mi familia somos <u>cinco</u> *There are five of us in my family*			**quince** *15*	
			dieciséis *16*	
	mi abuela Adela *my grandmother Adela*		**diecisiete** *17*	**años**
			dieciocho *18*	
			diecinueve *19*	
	mi madre Angela *my mother Angela*		**veinte** *20*	
Me llevo bien con... *I get along well with...*			**veintiún** 21	
			veintidós 22	
	mi tía Gina *my aunt Gina*	**Ella tiene** *[she has]*	**treinta** *30*	
			treinta y un *31*	
			treinta y dos *32*	
			cuarenta *40*	
	mi hermana mayor / menor Wendy *my big/little sister Wendy*		**cincuenta** *50*	
Me llevo mal con... *I get along badly with...*			**sesenta** *60*	
			setenta *70*	
			ochenta *80*	
			noventa *90*	
			cien *100*	
	mi prima Clara *my girl cousin Clara*			

Author's note: *the number one "uno" becomes shortened to "un" before a noun. Watch out for it!*

BARE ESSENTIALS

SUBJECT: Physical Education **YEAR:** 7 **TERM:** Autumn 2

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

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

CLASSIFICATION OF SKILLS

Open / Closed

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

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

Skill/ability

Skill - an action that can be learned.

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

Self-paced / Externally paced

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

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

Gross / fine

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

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

Basic / Complex

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

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

GOALS AND SMART TARGETS

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

Types of goals

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

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

Sporting example -

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

Age and physical activity

Young children

Gross motor skills are:
Large movements involving different parts of the body, such as head, arms, legs and trunk.

Young children need to develop gross motor skills from an early age to become confident movers. Walking, skipping and climbing are examples of gross motor movements.

Adolescents

Adolescents experience a growth spurt that changes their physical development.

Growth spurts can affect how adolescents acquire skills and how they feel, ie confidence, self-esteem and body image. This may also influence the type of activity they may participate in.

Older people

Older people may experience decreasing flexibility, strength and general fitness. These decreases can be helped by regular participation in exercise and sport.

Lower impact sports such as golf and bowls are popular with the older age group and can help to improve flexibility and mental health

PE at school

Young people's participation is usually high during curriculum time as physical education (PE) is compulsory. It is lower for extracurricular (after-school) sport, and it drops dramatically beyond school – out of school hours and when young people leave school. Overall, young people's participation decreases from age 13. This could be helped by encouraging a friend to join your sports club.

Participation

According to Sport England, nearly 55% of young people take part in at least one sport session a week, compared to only 32% of adults (26 plus), so participation in sports tends to decrease with age.
Adults may also be less likely to have time to participate in sport due to work and family commitments.

Sport and Disability

Key facts

- Almost one in five people in England have a long-standing limiting disability or illness
- The International Silent Games, (now called The Deaflympics) was held for the first time in 1924. It is the longest standing disability sports event.
- Following World War II organised disability sport became a form of rehabilitation for the many injured/wounded war veterans. This evolved into the modern Paralympic Games.
- There are over 11 million people with disability in the UK.
- Major disability sports competitions include: Paralympics, Commonwealth Paraplegic games and the ParaPan American Games.

Paralympic Games

- The Paralympic Games are the main international multi-sport event for athletes with disabilities.
- There are many disability categories, including:
  - impaired muscle power
  - limb deficiency
  - damaged central nervous system
  - Ataxia
  - vision impairment
  - intellectual impairment

Amazing Achievements

- Wheelchair marathon world record (T54) by Swiss star Marcel Hug is 1:22:37
- Breanna Clark holds the women's 400M world record (T20) with a time of 55:18
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UK Disability Sport

Major UK organisations for disabled athletes include:

- The UKSA (UK Sports Association for People with Learning Disability)
- The UKSD (UK Deaf Sport)
- Special Olympics Great Britain
- The BWRA (British Wheelchair Racing Association)
- The BWAA (British Wheelchair Athletics Association)
- BBS (British Blind Sport)
- CP Sport (Cerebral Palsy Sport)

BARE ESSENTIALS

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

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

End point task:

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

Did you know?

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

Fitness

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

Gymnastics

Gymnastics is a sport that uses a variety of skills and has a number of disciplines that people can specialise in. Here are some facts about gymnastics: The Ancient Greeks prepared their young men for war by doing gymnastics, most major gymnasts start their career as early as 2 years old, gymnastics was at the first Olympics.

Orienteering

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

Where is this learning coming from?

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

Where is this learning going?

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

What will you know as a result of this?

- Understand the basic principles surrounding health and safety
- Will be able undertake a basic warm up
- Will be able to record their own results for basic exercises and identity their current level of fitness
- Will have a basic knowledge of key components of fitness (CV,ME,MS) what are they and how to train them
- Demonstrate a range of gymnastic skills such as a forward roll and partner balances
- Link moves to create a fluent gymnastics routine.
- Lead a small group
- Can orientate a small map
- Can you describe why working in a team is important?

Career links:

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

Useful weblinks:

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

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

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Gender and sport

Gender and participation

- There are 313,600 fewer women than men who are regularly active, across almost every age group in the UK.
- In the UK, 13 million women say they'd like to do more sport and physical activity.
- Many sports clubs, in the UK have transgender teams. Clubs include Rugby, Football and Cycling, among many others.
- Pride Sports is a UK organisation that aims to challenge homophobia in sport and improve access to sport for LGBT+ people
- In 2023 World Aquatics announced it will establish an "Open" category for swimming, allowing competitors whose gender differs from their birth sex to participate. This means that an 'open' gender category will now exist for Olympic swimming events.
- In 2023 Canadian footballer Quinn became the first and only known transgender athlete to compete at a FIFA world cup.
- Hundreds of girls and pupils identifying as female took part in the first ' Neon Run' Celebration event, which took place during April 2022. Organised by Active Devon, it was a big success with many Tavistock College students taking part.

'This Girl CAN'

This Girl Can is an the award-winning campaign launched in 2015 and funded by the National Lottery.

The campaign is to get women and girls moving, regardless of shape, size and ability.

Since the campaign started, gender gaps have been decreasing, meaning more women are now regularly participating in exercise and sport than prior to 2015.

Gender and pay

- Gender 'pay gaps' are common in professional sport.
- Worldwide, the most prominent gender pay gap between women and men exists in football. The average yearly salary of a male footballer who plays for a top-league club in the UK is £2,800,000. The equivalent for a female footballer playing in the Women's' Super League (WSL) is £30,000.
- At Wimbledon's tennis tournament, men and women receive equal prize money for winning. In 2024 this will be £2.35 million.

Sport and Disability

Key facts

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- The BWAA (British Wheelchair Athletics Association)
- BBS (British Blind Sport)
- CP Sport (Cerebral Palsy Sport)

Sport and Religion

Key facts

Most religions have some sort of restrictions and expectations. These can include:

- -Clothing restrictions
- -Days of worship
- -Religious festivals and holidays
- -Periods of fasting
- -Interactions between different sexes

- Studies have shown that religion and spirituality can enhance performance in sports.
- The Muslim Sports Foundation (MSF) is a national organisation representing the voice of the muslim community.
- The UK's first Sikh Games, were hosted summer of 2023 at the University of Birmingham.

How does religion affect sport participation?

Religion can affect sports participation in several ways

Sporting events often have ties to religious ceremonies or festivals.
For example, the early Olympic Games, held by ancient Greeks, were more of a festival or a celebration for their gods rather than merely a sporting event.
The issue of religion and sports participation ultimately boils down to the belief and values of the athlete.

Sporting success

Jonathan Edwards - a devout christian and reusing to compete on Sundays due to his religious beliefs, still holds the world record (18.29M) in triple jump following Olympic GOLD success

Premier league - Liverpool's Mohamed Salah and Chelsea's N'Golo Kante, are among many PL players who observe Ramadan by fasting throughout this month.

World boxing champion Tyson Fury was born into an Irish traveling family and is a practising Catholic. Fury is the unlikely poster boy for Christianity and an ambassador for mental health charities.

BARE ESSENTIALS

SUBJECT: Chemistry **YEAR: 7** **TERM: Autumn 2**

Big Question: How can we use separation techniques in combination to isolate substances from a complex mixture?

End point task: A small group of criminals operating in Devon have been producing fake bank notes. After hearing the police had found out, they tried to destroy the evidence by dumping their printing equipment into the sea. After being retrieved from the bottom of Plymouth sound, the ink cartridges they used to produce the notes are now full of seawater and sand. As a consultant forensic chemist you have been employed to describe how to use chemical separation techniques to compare the ink from the cartridges to samples collected from the fake notes.

Did you know?

- The fourth state of matter is called plasma. It can be found on the earth in lightning, flames and the polar auroras. It has the highest energy level of all the states of matter
- To melt Tungsten, you would have to heat it to 3422°C
- To turn helium into a solid from a liquid, you must cool it to below -272°C!
- 97% of the water on earth is salt water and 2% is stored in ice and glaciers

Where is this learning coming from?

Year 5 Programme of study – Properties and changes of materials

- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Demonstrate that dissolving, mixing and changes of state are reversible changes

Where is this learning going?

C4 Elements and the periodic table

Building upon your ideas of the particle model and ECM from year 7, we start to look at specific elements and compounds and how we classify and arrange them. This module requires you to have a basic understanding of reaction and matter taught in year 7.

What will you know as a result of this?

You will be able to:

- Use particle diagrams to classify a substance as an element, mixture or compound and as molecules or atoms. Define a pure substance and a mixture.
- Represent atoms, molecules and elements, mixtures and compounds using particle diagrams.
- Describe a pure substance as a substance that consists of only one type of element or compound and has a fixed melting and boiling point.
- Explain why examples of pure substances and mixtures are defined as such
- Define solubility and dissolve using the words solvent and solute
- Explain how substances dissolve using the particle model.
- Use the solubility curve of a solute to explain observations about solutions.
- Mixtures may be separated due to differences in their physical properties.
- Use evidence from chromatography to identify unknown substances in mixtures
- Use techniques to separate mixtures.
- Describe how the method chosen to separate a mixture depends on which physical properties of the individual substances are different.
- Choose the most suitable technique to separate out a mixture of substances.

Career links:

Research scientist
Science teacher
Chemical engineer
Pharmaceutical scientist
Pharmacologist
Material chemist
Crystallographer
Nanotechnologist
Diagnostic molecular scientist
Fluid dynamicist

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

Changes of state

	solid	liquid	gas
changes of state	melting	boiling/evaporation	
state of matter	solid	liquid	gas
how do the particles move?	Particles donot move around	Particles touching but can slide over each other	particles are spread out far away from each other
arrangement of particles			
can it be compressed?	No, becausethere is no space between the particles	No, because the particles are touching their neighbours	Yes, because there is space between the particles
can it flow?	No, because the particles can't move around	Yes, because the particles can move around	Yes, because the particles can move around
changes of state	freezing	condensation	

Mixtures

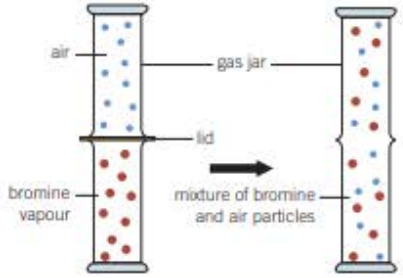
- **Mixtures** are different **substances** which are together, they are not chemically bonded and so are easy to separate
- The substances which make up a mixture keep their own **properties** unlike those in a compound
- A mixture is an **impure** substance as it does not have a fixed melting point, instead it has a range

- A **solution** is a type of mixture which is made up of two parts
- A **solute** is the part which has dissolved in the solution
- A **solvent** is the liquid part which the solute has dissolved into

- The **solubility** of a substance is a measure of how much of it will **dissolve**
- Not all solutes will dissolve in all solvents
- Solutes which do not dissolve are known as **insoluble**
- Substances which do dissolve are known as **soluble**
- The **solubility** of a substance can be increased by increasing the temperature of the solution or by stirring the solution
- A **saturated solution** is one where the maximum amount of solute has dissolved in it, no more solute will be able to dissolve

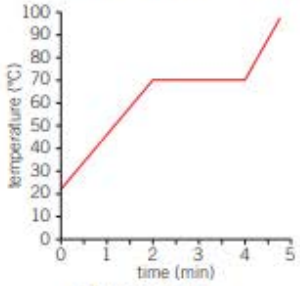
Diffusion

- **Diffusion** is the movement of particles from an area of high concentration (lots of the same particle) to an area of low concentration (not a lot of the same particle)
- It is a random process which does not need energy
- The speed of diffusion can be increased by:
  - A higher temperature
  - Smaller particles diffusing
  - A gas rather than a liquid
- Diffusion does not happen in a solid as the particles can't flow

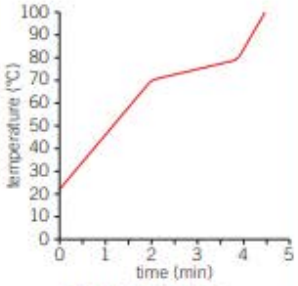


Melting and boiling points

- The **melting point** of a substance is the temperature at which it turns from a solid to a liquid, or a liquid to a solid
- The **boiling point** of a substance is the temperature at which it turns from a liquid to a gas or a gas to a liquid
- **Pure substances** have a fixed (sharp) boiling or melting point, whereas **impure substances** have a range which appears as a diagonal line on a graph



Pure substance (fixed boiling point)

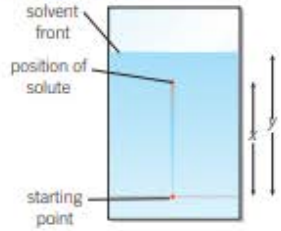


Impure substance (not fixed boiling point)

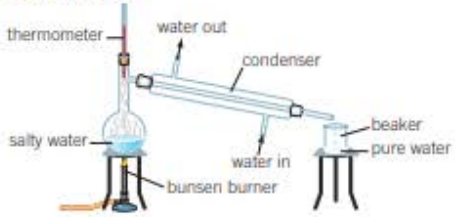
Separating Mixtures

Filtration

Chromatography



Distillation



Evaporation

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Glossary of key terminology

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

Key word	Definition
Solvent	A substance, normally a liquid, that dissolves another substance.
Solute	A substance that can dissolve in a liquid.
Dissolve	When a solute mixes completely with a solvent.
Solution	Mixture formed when a solvent dissolves a solute.
Soluble (insoluble)	Property of a substance that will (will not) dissolve in a liquid.
Solubility	Maximum mass of solute that dissolves in a certain volume of solvent.
Pure substance	Single type of material with nothing mixed in.
Mixture	Two or more pure substances mixed together, whose properties are different to the individual substances.
Filtration	Separating substances using a filter to produce a filtrate (solution) and residue.
Distillation	Separating substances by boiling and condensing liquids.
Evaporation	A way to separate a solid dissolved in a liquid by the liquid turning into a gas.
Chromatography	Used to separate different coloured substances.
Particle	A very tiny object such as an atom or molecule, too small to be seen with a microscope.
Particle Model	A way to think about how substances behave in terms of small, moving particles.
Diffusion	The process by which particles in liquids or gases spread out through random movement from a region where there are many particles to one where there are fewer.
Gas pressure	Caused by collisions of particles with the walls of a container.
Density	How much matter there is in a particular volume, or how close the particles are.
Evaporate	Change from liquid to gas at the surface of a liquid, at any temperature.
Boil	Change from liquid to a gas of all the liquid when the temperature reaches boiling point.
Condense	Change of state from gas to liquid when the temperature drops to the boiling point.
Melt	Change from solid to liquid when the temperature rises to the melting point.
Freeze	Change from liquid to a solid when the temperature drops to the melting point.
Sublime	Change from a solid directly into a gas.

Useful weblinks:

BBC bitesize link to the KS3 pages relevant to this unit: https://www.bbc.co.uk/bitesize/topics/z9r4jxs
Fuse school video links relevant to this unit: https://www.youtube.com/watch?v=21CR01rlmv4
Revision monkey you tube video relevant to this unit: https://www.youtube.com/watch?v=2i0gv8btYBM

BARE ESSENTIALS

SUBJECT: Biology B1 **YEAR: 7** **TERM: Autumn 2**

Big Question: Using ideas of levels of organisation, explain why we need different types of specialised cells in order to move the body

End point task: You are working as a sports physio and need to explain to the athletes in your team why the body needs a range of cells and how those cells allow the body to be moved, supported and protected.

Did you know?

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

Where is this learning coming from?

Year 5 Programme of study – Living things and their habitats

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

Year 6 Programme of study – Animals including humans

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

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

Where is this learning going?

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

What will you know as a result of this?

You will be able to:

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

Career links:

Medicine

Veterinary Science

Pharmacology

Pharmacist

Physiotherapist

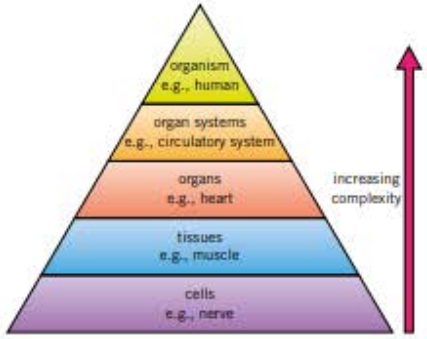
Forensic scientist

Biotechnologist

Entomologist

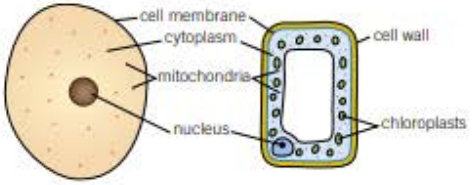
Bare Essentials to remember (words in bold are in your keywords) :

Levels of organisation



Plant and animal cells

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

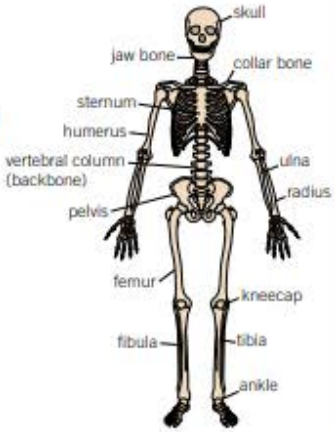


Specialised cells

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

The skeleton

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



Muscles

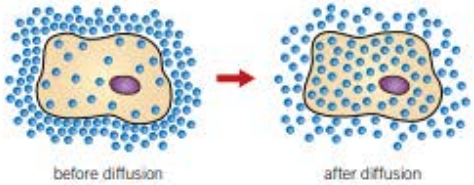
- **Muscles** are a type of tissue which allows movement
- They pull on tendons which in turn pull on bones to allow movement
- Muscles like the triceps and biceps are known as **antagonistic muscle pairs**, they work together –as one contracts, the other will relax

Organs

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

Movement into and out of cells

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



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

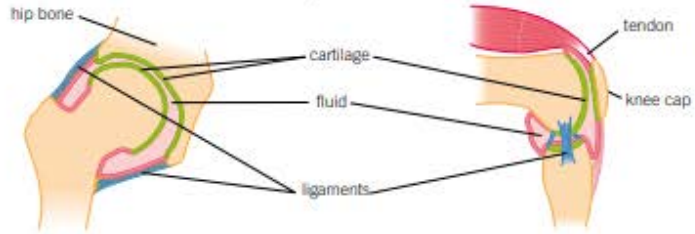
Movement

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

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

Joints have three main types of tissue:

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



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

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

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Glossary of key terminology

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

Key word	Definition
Cell:	The unit of a living organism; contains parts to carry out life processes.
Unicellular:	Living things made up of one cell.
Multi-cellular:	Living organisms that are made up of many types of cells.
Tissue:	Group of cells of one type.
Organ:	Group of different tissues working together to carry out a job.
Diffusion:	One way for substances to move into and out of cells.
Structural adaptations:	Special features to help a cell carry out its functions.
Cell membrane:	Surrounds the cell and controls movement of substances in and out.
Nucleus:	Contains genetic material (DNA) which controls the cell's activities.
Vacuole:	Area in a cell that contains liquid, and can be used by plants to keep the cell rigid and store substances.
Mitochondria:	Part of the cell where energy is released from food molecules.
Cell wall:	Strengthens the cell. In plant cells it is made of cellulose.
Chloroplast:	Absorbs light energy so the plant can make food.
Cytoplasm:	Jelly-like substance where most chemical processes happen.
Immune system:	Protects the body against infections
Reproductive system:	Produces sperm and eggs, and is where the foetus develops.
Digestive system:	Breaks down and then absorbs food molecules.
Circulatory system:	Transports substances around the body.
Respiratory system:	Replaces oxygen and removes carbon dioxide from blood.
Muscular skeletal system:	Muscles and bones work together to cause movement and support the body.
Joints:	Places where bones meet.
Bone marrow:	Tissue found inside some bones where new blood cells are made.
Ligaments:	Connect bones in joints.
Tendons:	Connect muscles to bones.
Cartilage:	Smooth tissue found at the end of bones, which reduces friction between them.
Antagonistic muscle pair:	Muscles working in unison to create movement.

Useful weblinks:

BBC Bitesize KS3 **Living organisms**:https://www.bbc.co.uk/bitesize/topics/znyycdm
YouTube - FuseSchool What are cells: https://www.youtube.com/watch?v=M1wdIdCOk-Y
YouTube - Revision monkey, microscopes and other relevant videos are linked:
https://www.youtube.com/watch?v=Ri8S0M2HbfM&list=PLyf3QQ9ddzgngBzZiwWcEBuRoKUYaXS6N
Microbiology online: https://microbiologysociety.org/why-microbiology-matters/what-is-microbiology.html

BARE ESSENTIALS : PD curriculum YEAR: 7 TERM: Autumn term 2

Big Question & **End point task:** ‘.‘We’ve got to have rules and obey them. After all we are not savages’ (Lord of the Flies by William Golding)Evaluate this claim

Where is this learning coming from?	Where is this learning going? What will you know as a result of this?	Career links:
To describe and evaluate community decision making methods such as direct democracy, representative democracy and totalitarianism.	PSHE at Tavistock College is based around a spiral curriculum so themes will be revisited and built on each year. Throughout Key stage 3 and 4 you will develop the knowledge, skills and attributes you need to manage your lives, now and in the future. These skills and attributes will help you to stay healthy, safe and help to prepare you for life and work in modern Britain.	PSHE will help you prepare for all careers by helping you to develop the skills that you need to thrive in modern Britain,
	Core knowledge	
To identify leadership qualities and teamworking skills	In this unit of work you will be creating a community after a plane crash leaves you stranded on a desert Island. You will need to work as a group to decide on how you will be governed, what resources you are going to need, and what rules and laws you are going to live by.	
To demonstrate understanding that actions have consequences.	Why do we need rules? What happens when we don’t have rules?	
To understand democracy	Using the scenario of the Island, how will you elect a leader/leaders, we will look at different types of government and explore the “first past the post” form of voting.	
To identify the link between values and career choices	What qualities do people need for leadership? A look at your own aspirations	
To challenge stereotypes, broaden horizons and identify future career aspirations	You will be given the opportunity to explore your own strengths and think about career choices.	

Ground rules for discussions in PSHE

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

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

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

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

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

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

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

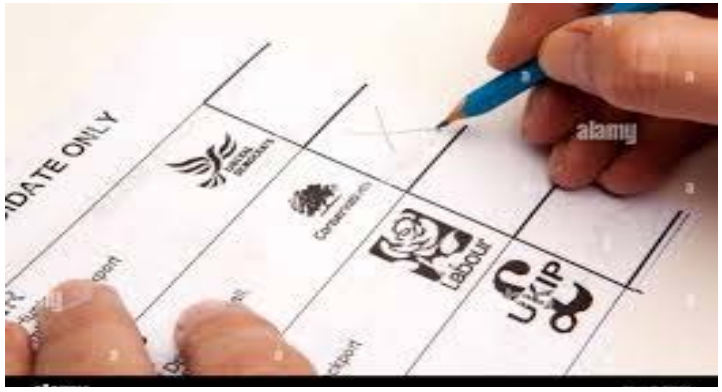
Seeking help and advice: If we need further help or advice, we know how and where to seek it—both in school and in the community

Key Words

Democracy	Democracy means rule by the people. People have a say in how the government is run and they do this by voting. There are different systems of voting.
candidate	A person who is nominated for election. They campaign for votes.
Ballot	A system of voting secretly and in writing. The slip of paper the vote is written on is the ballot paper.
Election	a formal and organised choice by vote of a person for a political office
Political party	A group of people who have the same ideology/beliefs who field candidates for elections, in an attempt to get them elected and thereby implement the party's agenda/manifesto.

Types of voting

First past the post	In elections held under the “first past the post” system each voter makes a mark next to 1 candidate on the ballot paper. Thee candidate who wins the most votes constituency is elected to be a member of parliament. The political party that has the most MP’s (members of parliament) forms the government
Alternative vote	In elections using the alternative vote system, each voter may rank candidates in the order of preference (the ones they think will be best) For example they might be asked to show their 1st, 2nd and 3rd choice. If no candidate gets 50% of first choice votes they can eliminate candidates until they have a clear winner.



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End point task

'We've got to have rules and obey them. After all we are not savages'

(Lord of the Flies by William Golding)

Key words:

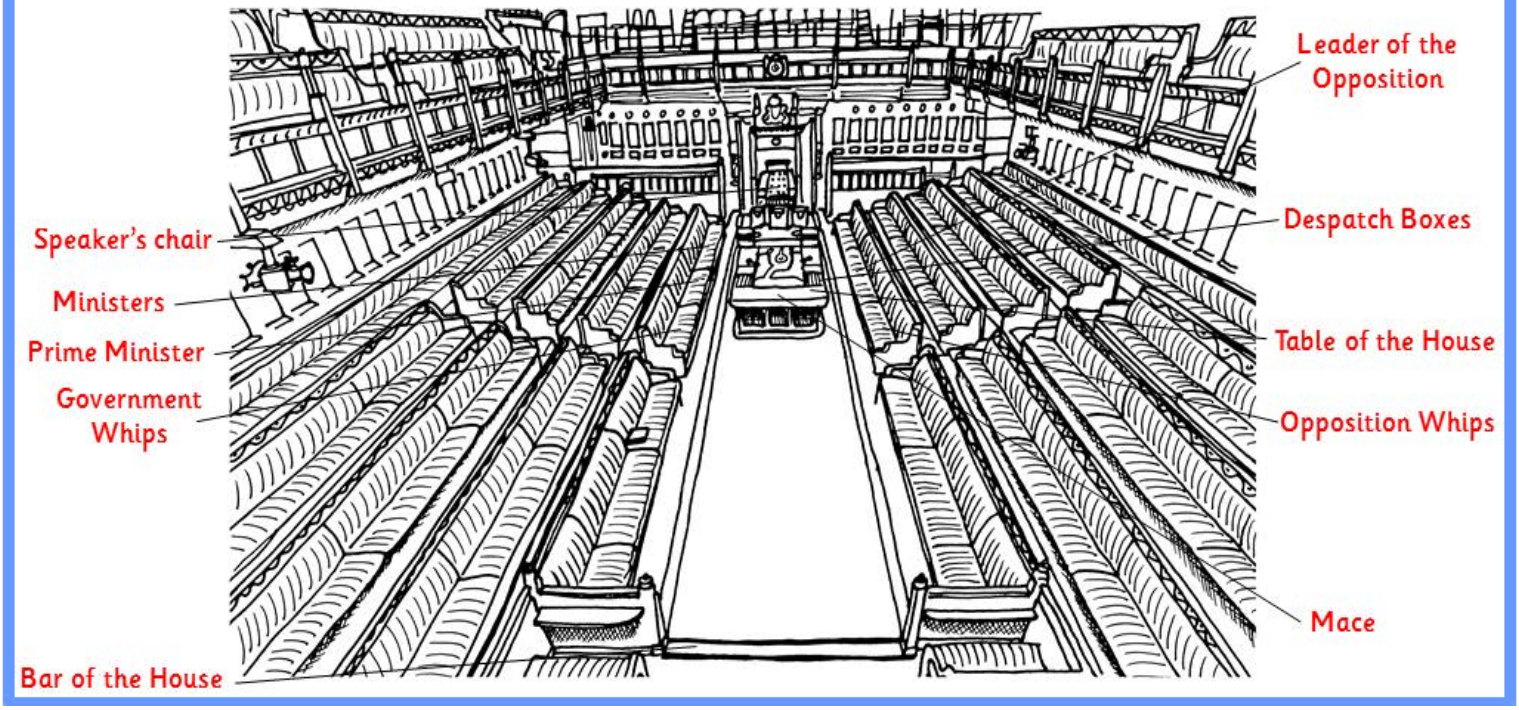
Community Need Want Resources Negotiation aspirations Compromise Rules Laws Democracy Consequences team building leadership enterprise

Label the House of Commons

Label the features of the House of Commons. Use these words to help you.

Prime Minister Despatch Boxes Opposition Whips Ministers Table of the House Government Whips Leader of the Opposition Speaker's chair Bar of the House

Draw a line and label where you think the Mace would be. Can you draw it?



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

Big Question: Was Jesus Radical?

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

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

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

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

Command words

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

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

Evaluate

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

Explain

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

Explain different attitudes to...

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

Explain how X may influence Y

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

Give

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

Why

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

Connectives Tube Map

Sequencing Line

- Next
- Firstly
- Finally
- Hence
- Secondly
- To begin with
- Meanwhile
- Subsequently

Emphasising Line

- Indeed
- Especially
- In particular
- Notably
- Significantly
- Above all
- Importantly

Comparing Line

- As with
- Equally
- Similarly
- As so
- In the same manner
- Like
- Likewise
- In the same way

Examples Line

- As revealed by
- Illustrated by
- In the case of
- As shown by
- Such as
- To be specific
- For example
- For instance

Contrasting Line

- On the other hand
- Whereas
- And yet
- However
- Instead of
- Alternatively
- Otherwise
- By contrast
- Although
- Another view
- Conversely
- Nevertheless
- But

Adding Line

- Furthermore
- More importantly
- On top of that
- Besides
- Additionally
- Also
- As well as
- And
- In addition
- Another
- Moreover

Summarising Line

- Overall
- In the end
- In short
- On the whole
- To sum up
- In general
- In summation
- As you can see
- In conclusion

Use these connectives to add structure to your written evaluations.

SUCCESS

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

Introduction:

What is meant by the key words marginalised and radical?

Modelled first paragraph:

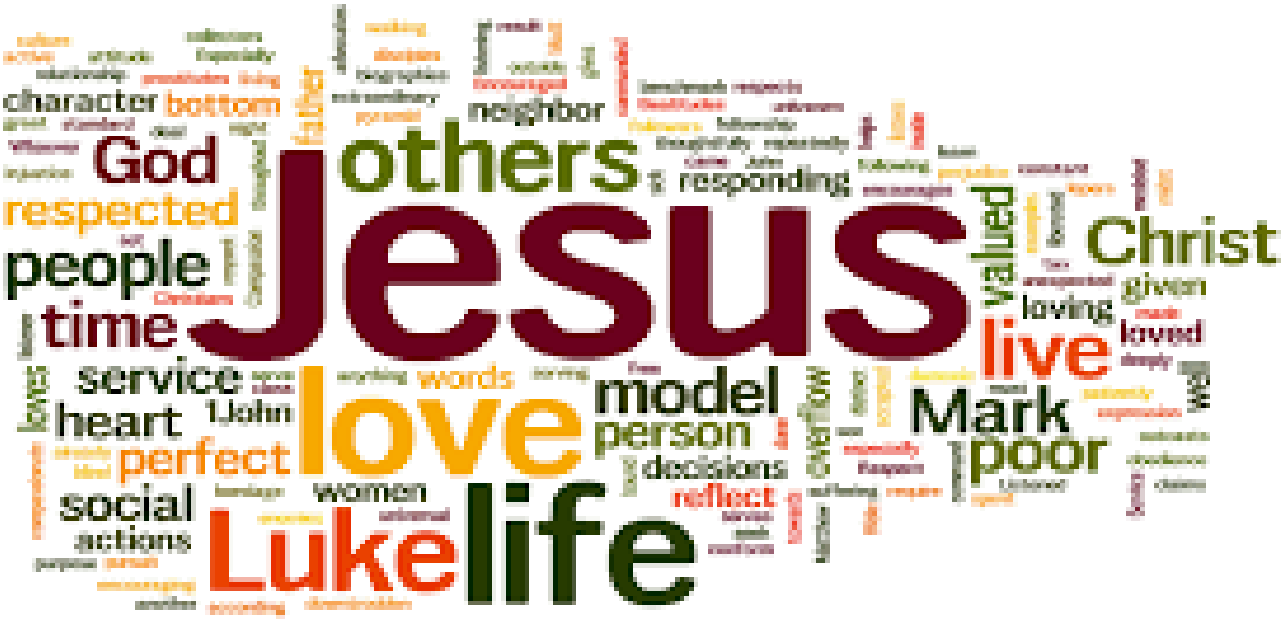
Some people would agree with this as Jesus taught about kindness and compassion, teaching about how others should be treated, even those who are marginalised. An example of Jesus' teachings on kindness is the parable of the Good Samaritan. In this story, a man is beaten, robbed, and left half-dead on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

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

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

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

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



BARE ESSENTIALS

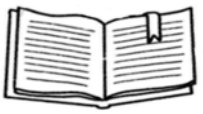
SUBJECT: Computing: PC Basics **YEAR: 7** **TERM: Autumn Term 2**

Big Question: 'Sophie' is considering getting a new computer system. They want to know whether it is better to buy one or build one. You need to compare the cost of individual parts with a pre-built system.

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

Did you know?

- The first modern computer was massive and had to be put on wheels because they were so big.
- The first modern computer was basically a giant calculator
- Computers work through special instructions called algorithms.
- Smartphones are small computers.
- Over 6,000 computer viruses are released each month.
- The first Apple computer was made from free items collected from Apple staff.
- When you work on a computer your hands travel 20 kilometres a day!



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:

- Identify Inputs and Output device
- Using Binary code
- Demonstrate how computers store images.
- 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. Inputs and outputs	This lesson offers the students the opportunity to explore input and output devices that make up computer systems. The students will look at real world design issues around inclusion in device design, and will be designing a device for a specific purpose.
2. Computer Components.	The students will explore inside a computer and see the many components required to create a computer. The students will then design and cost their own computer system and compare the costs with pre-bought systems.
3. Binary code	This lesson gives students an indepth look at how computer systems communicate in a single system despite the world using multiple languages. Understanding how to read, decode and write in binary provides the students with a better understanding of the circuits and switches used in the computer.
4 and 5 Binary addition and Images	This lesson builds on the previous learning, demonstrating how computers perform complex maths at great speed. The lesson will show the versatility of binary code when looking at how individual pixels are coloured to creat the images that we seamlessly put together.
6. Computational logic	Computational logic looks in depth at how computers need logical instructions to work. The students will be looking at sequences of instructions to ensure a final product which is both efficient and logical.

TERM 1

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

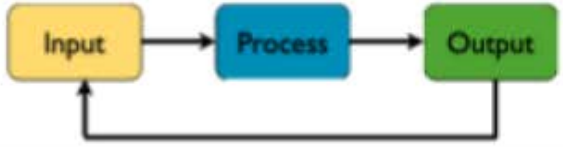
you want to keep for in the future, such as your own documents, music, films and games.

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 take takes an input, processes it and then outputs information



Together: We Care, We Challenge We Excel

BARE ESSENTIALS

SUBJECT: Food Technology **YEAR:** 7 **Term:** Autumn 2

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

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

Did you know?

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

Where is this learning coming from?

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

Where is this learning going?

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

What will you know as a result of this?

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

Career links:

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

Useful weblinks:

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

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

Bacteria

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

Where can bacteria be found?
Everywhere!

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

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

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

What do bacteria need to multiply?

Water: bacteria need moisture to grow

Temperature: bacteria grows when warm

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

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

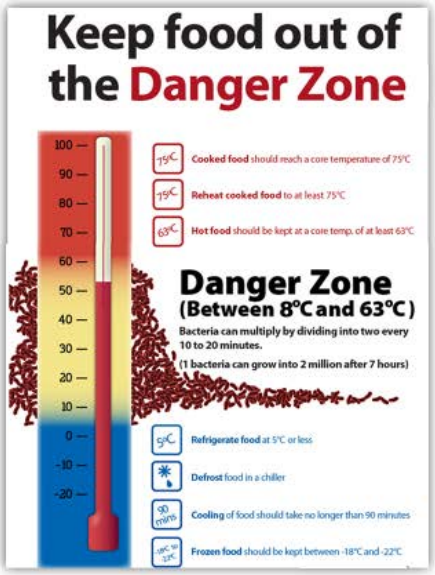
The 4 C's

Cleaning - wash your hands properly

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

Chilling - keep it chilly silly

Cross contamination - keep raw meat and cooked food apart



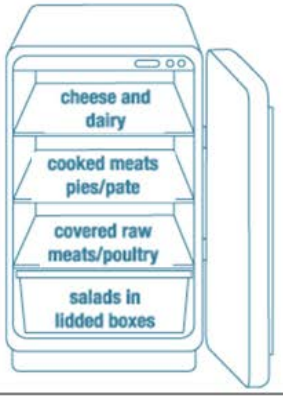
Year 7 Food Knowledge Organiser: Food Safety

Storing Food

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

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

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



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

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

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

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

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

Year 7 Food Knowledge Organiser: Principals of Nutrition

Nutrients needed for a balanced diet

Fat

Function:
Energy
Warmth
ection of organs

Sources:

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

Too much
- Obesity
- Type 2 diabetes
- Heart Disease

Carbohydrates

Function:
Energy
Fills you up
Source of fibre

Sources:
Bread
Pasta
Rice
Wheat
Potatoes
Cereals

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

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

Water
Keeps us hydrated.

Source
Drinks, fruit and vegetables, soup.

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

Fibre

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

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

Too Little
- Constipation
- Bowel Cancer

Protein

Function:
Growth and Repair
Energy

Sources:

Plant	Animal
Nuts	Eggs
Quorn	Fish
Beans	Meat
Lentils	

Too much
Turns to fat if not turned into energy

Vitamins:

Function:
Keep us healthy
Boost immune system

Source:
Vitamin C - Oranges, tomatoes, vegetables

Minerals:

Function:
Help us to have strong bones and teeth.

Source:
Calcium – milk, cheese, other dairy

Together: We Care, We Challenge, We Excel

BARE ESSENTIALS

SUBJECT: Design & Technology Jewellery box **YEAR: 7** **TERM: Autumn 2**

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?	Where is this learning going?
• 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	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?	**Career links:**
• 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	• 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

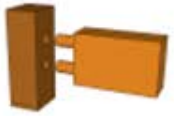
cedar, fir, pine and spruce.

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.