Bexhill Academy

Year 7 KNOWLEDGE ORGANISER

Term Three

2025

Creating the best opportunities for all

What is your Knowledge Organiser?

Your Knowledge Organiser has been designed by your subject teachers. Your Knowledge Organiser contains a summary of the information your subject teachers would like you to know and understand across each Term. You will be issued with a new Knowledge Organiser at the start of each term.

Understanding the information in your Knowledge Organiser and completing all of the subject tasks will help you to get the very best out of every lesson and to make the very best progress that you can.

Do I need to bring my Knowledge Organiser to lessons?

Yes. You are expected to bring your Knowledge Organiser to every lesson and to Tutor Time.

Your subject teachers will ask you to use your Knowledge Organiser to check key facts and ideas, to check the spelling of key words, to help you to complete a task in the lesson and to help you with your homework. Your subject teachers will ask you questions about the information and ideas in your Knowledge Organiser to check your subject knowledge and understanding.

How can I use my Knowledge Organiser at home?

Your Knowledge Organiser will help you to work independently and develop the skills you need to be a successful learner.

You can use your Knowledge Organiser at home in a number of different ways.

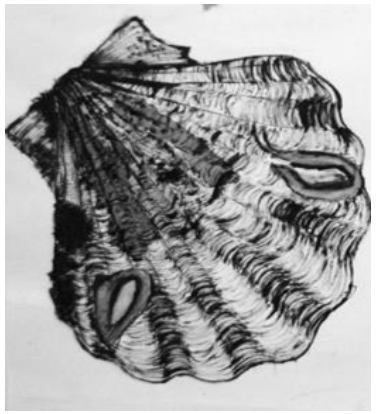
- Complete all of the subject tasks
- Create mind maps or flashcards for different subjects
- Put the key words into new sentences
- Give yourself a spellings or definitions test
- Draw diagrams of processes
- Carry out some further research on a topic and think about how you might present this information.

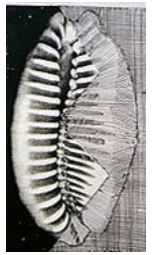
CONTENTS

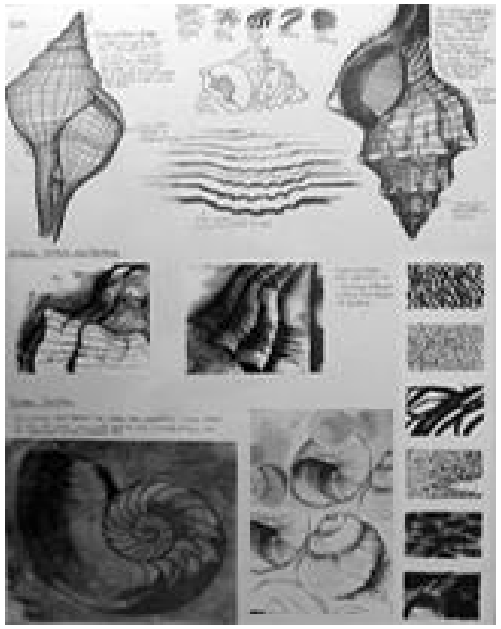
	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	Use your KO to condense and write down key facts or information onto flash cards. 	Use your KO to create a mini quiz. Write down your questions using your KO. 	Create a mind map with all the information you can remember from your KO. 	Ask a friend or family member to have the KO or flash cards in their hands. 
Step 2	Add pictures to help support. Then self quiz using the flash cards. You could write questions on one side, and answers on the other! 	Answer the questions and remember to use full sentences. 	Check your KO to see if there are any mistakes on your mind map. 	They can test you by asking you questions on different sections of your KO. 
Step 3	Ask a friend or family member to quiz you on the knowledge. 	Ask a friend or family member to quiz you using the questions. 	Try to make connections, linking the information together. 	Write down your answers. 

"mind map" by visual language from Noun Project (CCBY3.0), "teacher book" by Ranah Pixel Studio from Noun Project (CCBY3.0)

ART TERMS 3-4 MARK MAKING THROUGH OBSERVATION







Mark making is a term used to describe the different lines, textures and patterns we create in a piece of artwork. It applies to any art material on any surface, not only paint on canvas or pencil on paper.

Lines
Dots
Dashes
Cross Hatching

Creating **Observations** with **non-art materials**

Artwork will be created using stains such as coffee, tea, food colouring and also using unusual handmade implements such as sticks, feathers, cardboard, and cloth. The key to year Seven Art is experimenting with Mark making, being willing and able to create using the unusual.

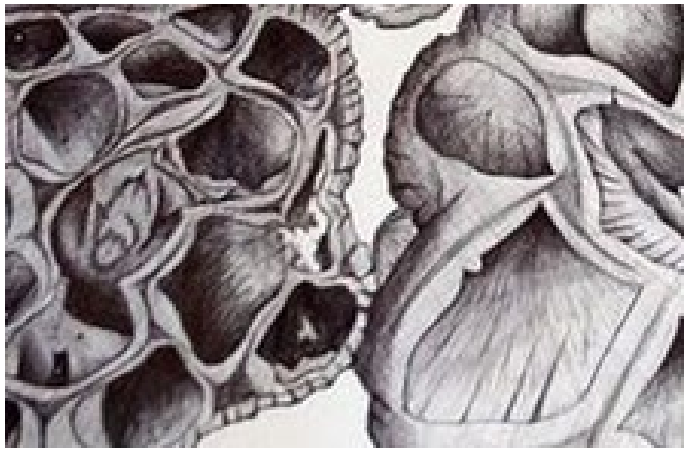
Key Words

Observation creating Artwork from life, you must observe, actually look at what you're attempting to recreate.

Recreate to observe and copy what you see.

Implement a tool, utensil, or other piece of equipment that is used to create mark making.

Every **Observational study**; a painting, drawing, or photograph is **a collection of mark making including dots, dash's, cross hatching and lines.**



Mark making doesn't always have to be gestural and 'uncontrolled'. Eva Hesse created beautiful serene drawings such as *Untitled* 1967 by systematically filling in the squares of graph paper with tiny marks. Bernard Cohen's use of mark making in work such as *In That Moment* 1965 is similarly methodical. A single unbroken line winds its way systematically over the canvas, this way and that, crossing and re-crossing itself, only stopping when the whole surface is filled.
Well known for her repeated dot patterns, Yayoi Kusama is another artist who systematically mark-makes. She creates paintings, sculptures and installations that immerse the viewer in her obsessive vision of endless dots. For her interactive *Obliteration Room* an entirely monochrome living room is 'obliterated' with multi-coloured stickers, transformed from a blank canvas into an explosion of colour, with thousands of spots stuck over every available surface.

By tagging or making signature marks or images on surfaces in outdoor public spaces graffiti artists are also mark making.
New York graffiti artist Keith Haring applied his characteristic symbols and decorations to the human body as seen in this photograph of singer, actress and model Grace Jones, taken by Robert Mapplethorpe.

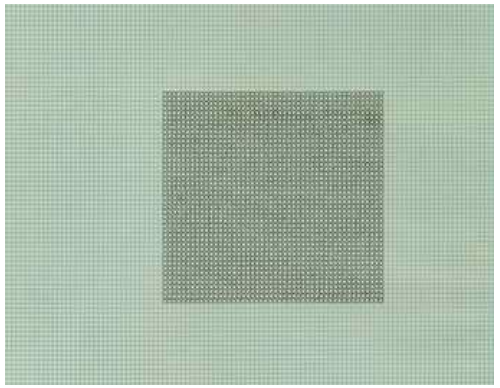
The expressive qualities of graffiti has inspired many artists. Jean Dubuffet was interested in the marks and images he saw in graffiti scratched onto walls. In paintings such as *Large Black Landscape* and *The Busy Life*, graffiti-like figures, buildings and shapes are scratched into surfaces of thick paint. Mark Wallinger uses graffiti-like text in his mixed media work *Where There's Muck*, a comment on class in British society and the urban unrest of the 1980s when the work was made.

Mark Wallinger
Where There's Muck (1985)

Jean Dubuffet
Large Black Landscape (1946)

Robert Mapplethorpe
Grace Jones (1984)

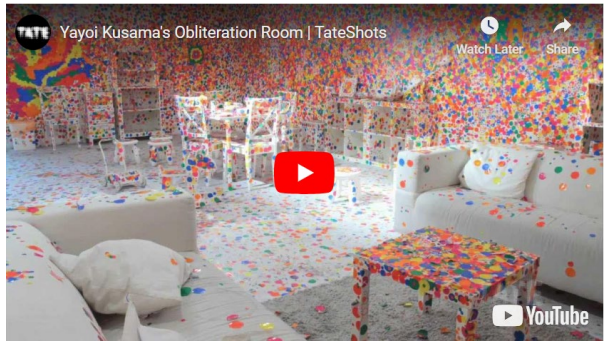
Bernard Cohen
In That Moment (1965)



Eva Hesse
Untitled (1967)

Yayoi Kusama

Scan the QR code to see a video about Kusma's Obliteration Room



Mark Bradford compares his process of making paintings using materials he finds in his local urban environment to 'those tagged up, repainted, tagged up, sanded, and repainted walls you pass everyday in the street'. In paintings such as *May Heaven Preserve You From Dangers and Assassins* he uses layers of ripped advertising posters to create richly textured surfaces of marks which to him are like 'reading the streets through signs'.

Digital artists often create shapes or patterns that are produced automatically by programmed computer software. Artist Harold Cohen was an early pioneer of computer art, and the abstract shapes of *Untitled Computer Drawing* 1982 were created automatically by using such a programme. More recently artists have used data visualisation programmes to create digital images made up of marks and shapes that are generated automatically from a range of data.

Mark Bradford
May Heaven Preserve You From Dangers and Assassins (2010)

Head of Dylan Thomas
1960, Eileen Agar

Examples of Mark-Making in Portraiture

Jake
1990, Frank Auerbach

Harold Cohen
Untitled Computer Drawings (1982)

Challenge Tasks

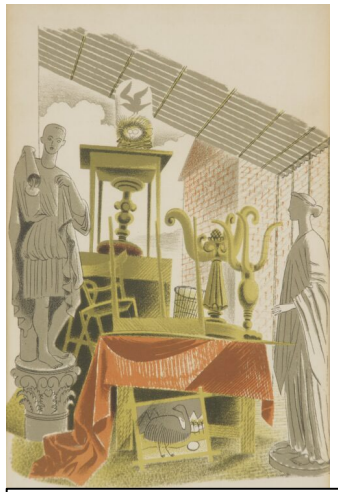
1. If you have access to a digital tablet or a drawing app on your phone/ laptop create a series of mark-making techniques, send them to your art teacher either via google classroom or email. Try to use Harold Cohen as your influence, you could research his work?
2. Using your digital tablet and or drawing app try and recreate an emotion you feel just with mark-making techniques.
3. Using your digital tablet and or drawing app try and create a series of mark-making techniques in response to a TV theme tune, a favourite song, send this to your art teacher either via email or through google classroom, give your teacher clues as to what it could be but see if your teacher is able to work it out for themselves.
4. If you do not have access to anything digital, try and create your response using non art materials. Be creative.

Vincent van Gogh
Portrait of Joseph Roulin. 1888

Galleries and Exhibitions

Try to go and see art in real life, this will help inspire you in your own work. Please remember to check with each gallery opening times and charges.

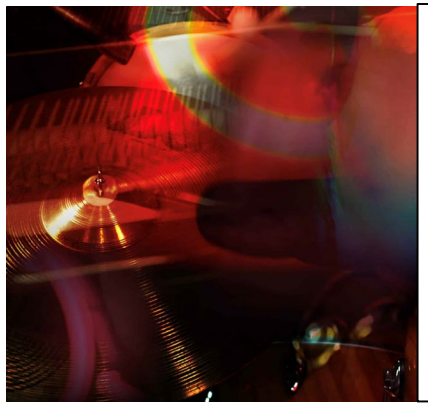
Towner Art Gallery Eastbourne	Drawing the Unspeakable	5 October 2024 to 27 April 2025	Entry Charge
De La Warr Pavilion Bexhill	MICHELLE ROBERTS: RED, BLUE, UP	Saturday 22 February 2025 – Sunday 1 June 2025	Free Entry
	JAKI IRVINE: SSH OW	Saturday 22 February 2025 – Monday 26 May 2025	Free Entry
Hastings Contemporary	IMMORTAL APPLES, ETERNAL EGGS	21 September 2024 - 16 March 2025	Entry charge
Tate Britain London	THE 80s: PHOTOGRAPHING BRITAIN	21 November 2024 – 5 May 2025	Entry charge
Tate Modern London	ELECTRIC DREAMSART AND TECHNOLOGY BEFORE THE INTERNET	28 November 2024 – 1 June 2025	Entry charge
Royal Academy of Arts London	Brasil! Brasil! The Birth of Modernism	28 January - 21 April 2025	Entry charge



Eric Ravilious, Second-Hand Furniture & Effects, 1938

Scan the QR Code to watch a video introducing the exhibition Immortal Apples, Eternal Eggs at Hastings Contemporary

Scan the QR Code to watch the journalist David Dimbleby talk about the exhibition Drawing the Unspeakable at the Towner Gallery.



Jaki Irvine at De La Pavilion:
An immersive 13-channel video installation that surrounds viewers with
an evocative interplay of sound, imagery, and light to create an atmosphere that is both disorienting and melodic.

Michelle Roberts, Hastings, 2009, Acrylic on canvas, 122 x 122 cm at De La Warr Pavilion

COMPUTER SCIENCE – Year 7 – Term 3

How is the Microbit similar to Scratch?
Can you create more complex programs using a Microbit?

The Bigger Picture:

All computer programs are created by a person using a programming language. In Term 2 you used the Scratch programming language to make some simple programs that allowed you and a character(sprite) to interact. In Term 3 you will learn how to code with a Microbit which can be used in the real world or virtually. Learning many different languages will help develop your ability to code more complex programs as you move in to year 8 and 9.

The Core Questions:

	Question	Answer
1	What are the microbit inputs?	The A and B button and the accelerometer.
2	What are the microbit outputs	The main output is the LED lights, sound can be played by adding a speaker.
3	How do you get code onto a microbit?	You need to compile the code and then send it to the microbit via the USB connection.
4	**Challenge Question:** What are the similarities and differences between scratch and the microbit block coding?	

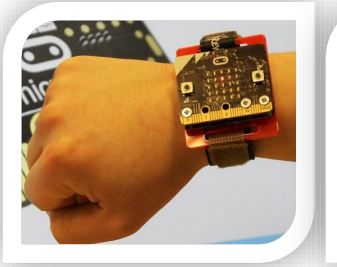
Microbit @ Home

Microbit Programming

What is a Microbit?

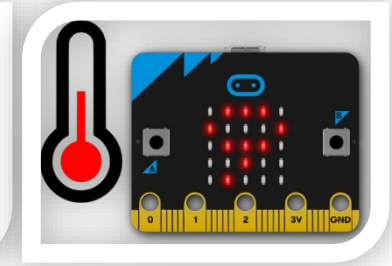
A Microbit is a small portable computer that you can program. You can use a real world one or the virtual one on the website.

Cool Microbit project ideas



Microbit Watch

Microbit Step Counter



Thermometer

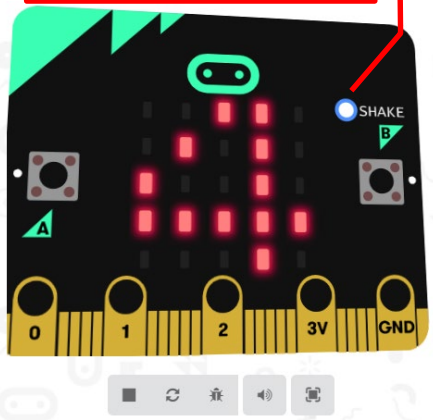
Getting Started Microbit Dice Code

This code creates a random number 1- 6 then displays it on the Microbit

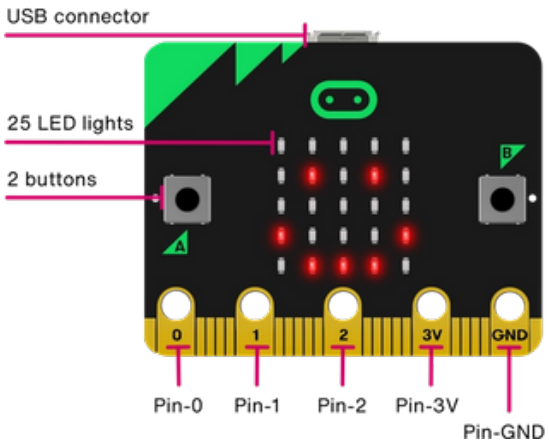
Download

If you have a real Microbit you can connect it and download the code.

Virtual Shake Button



Front



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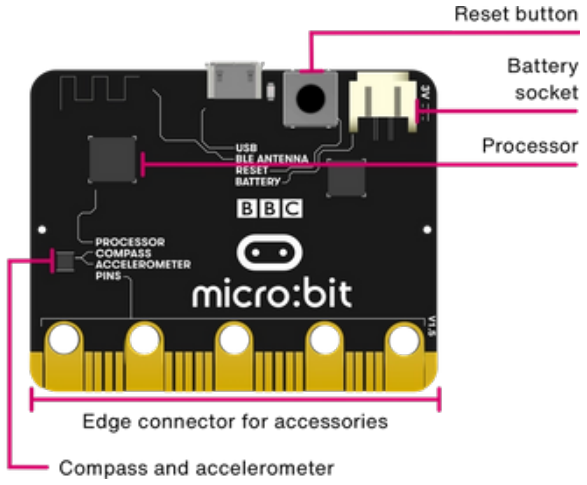
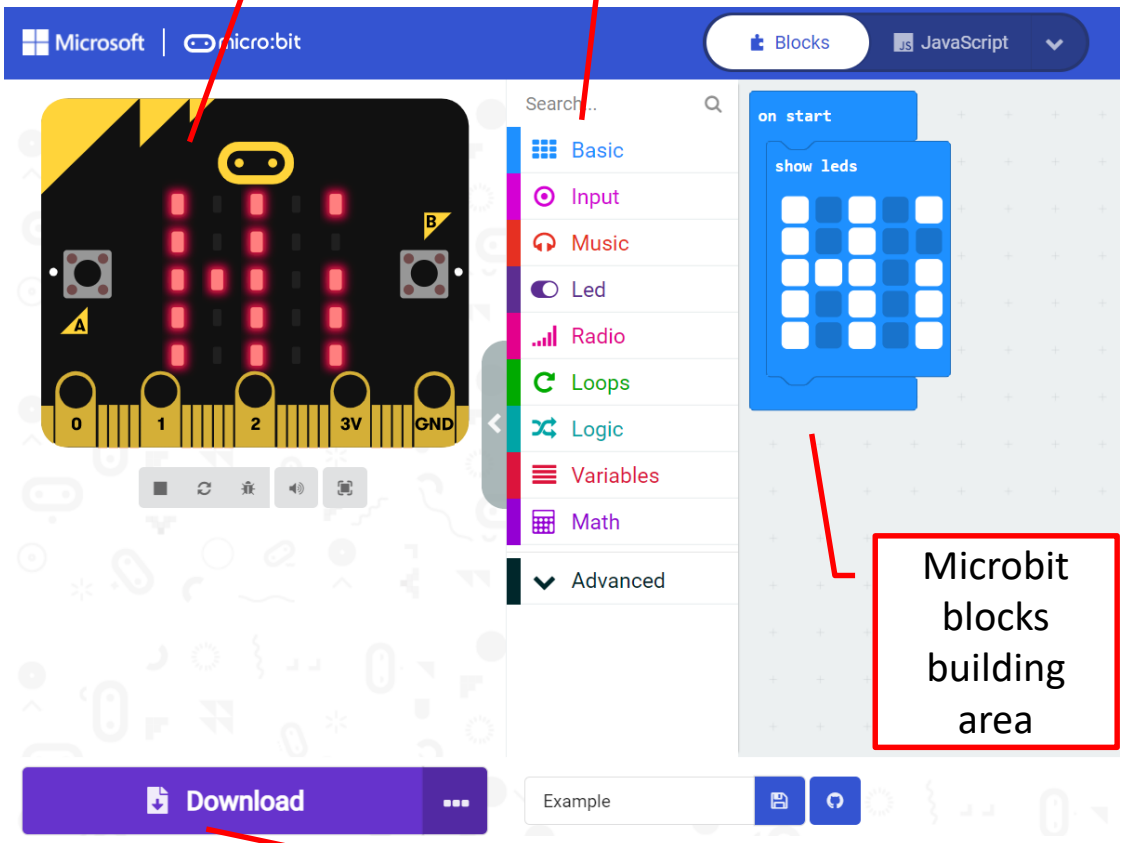


Microbit Code Basics

Virtual Microbit

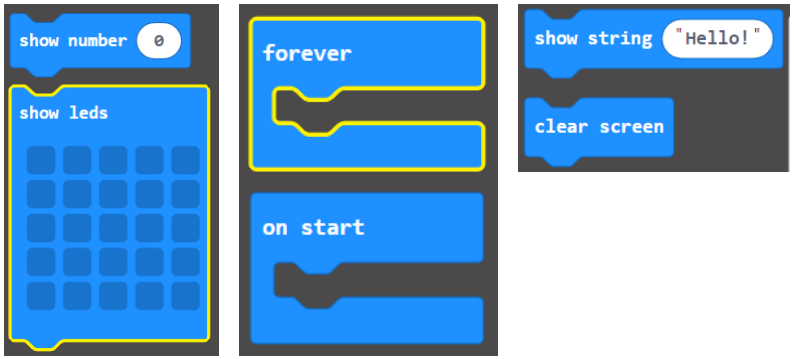
Microbit Code blocks (Very similar to Scratch



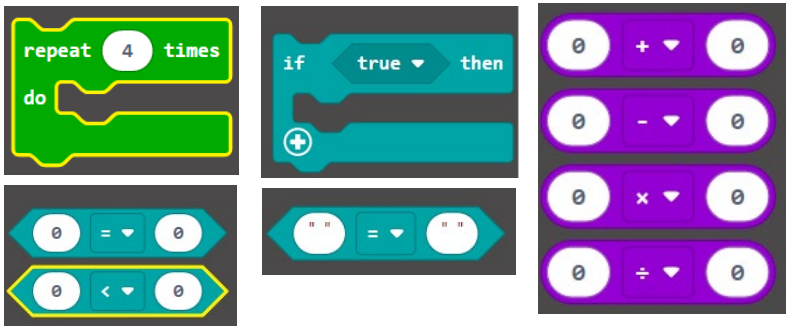
Microbit blocks building area

Download the Microbit code and send it to a real world Microbit

Basic - Key Blocks



Intermediate - Key Blocks



Advanced - Key Blocks

Tasks

1. **Create a simple random number generator that you could use in a maths lesson (Previous page).**
2. **Create an Emoji program that allows you Microbit to show different faces when a button is pressed.**
3. **Create a magic 8 ball program that answers questions when it is shook.**
4. **Create a Rock, Paper, Scissors program – 2 Microbits required (The user should shake the Microbit to get a different answer).**
5. **Add a scoring system to one of your games that allows the player to figure out who has won.**

Wider Reading

Use this website to expand your Microbit learning.

Self Evaluation

This Section will be used in your lessons to help you track your progress.

Skills

- ❑ Use and interpret algorithms
- ❑ Writing simple programs
- ❑ Tranferring code to a microbit
- ❑ Explaining a program line by line

Knowledge

- ❑ The role of inputs and outputs on a device
- ❑ How loops and selection work in programming
- ❑ Understanding common operators that are used in programming.

Year 7 Drama

Term 3

How to achieve success:

Expected:

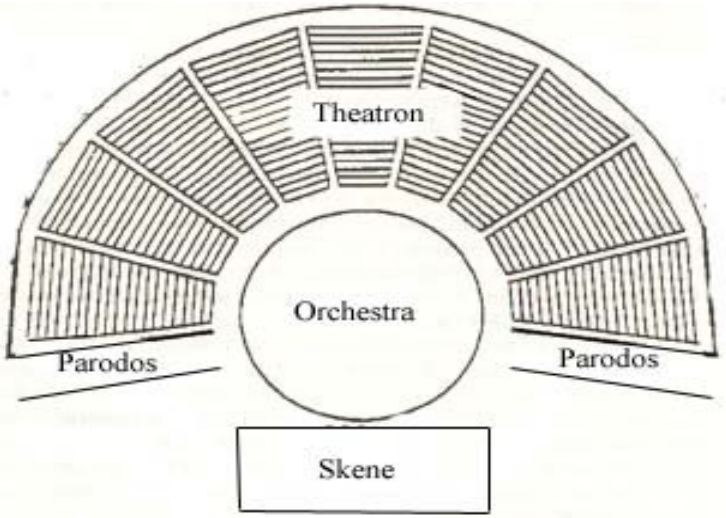
I can….identify the simple features of Greek Theatre and begin to recognise how they can be used in theatre of today. I will block my own Greek inspired performance that focuses on building a **Chorus**. Here I will experiment with **choral movement** and **speaking** to create an **ensemble** performance.

Exceeding: I can...identify and apply the features of Greek Theatre. I will begin to make clear stylistic choices to my work such as utilising techniques such as **synchronisation**, **unison**, **mirroring** and **rhythm**. The roles and characters I play are appropriate and purposeful, And demonstrate vocal control—**clarity**, **pace**, **pitch** and **projection** and **physical control**—use of space, **gestures**, **stillness** and **stance**.

Excelling: I can…. apply and use a range theatrical conventions to create a dynamic, **energised** and **engaging** performance. I will **skilfully use** skills and techniques to help create a chorus that confidently communicates in a **unified** and **stylised** manner to effectively create an **ensemble performance**. I am able to adapt my performance by carefully adapting and applying **a range of physical and vocal skills** that communicates to the audience a creative intent with energy and focus.

Topic: Greek Theatre

Learning : Through this topic of study you will explore the beginning of theatre history make connections to modern theatre. You will recognise the importance of collaboration in which you will work together to create effective chorus and ensemble work.



Parts of a Greek Theater

Greek Amphitheatres

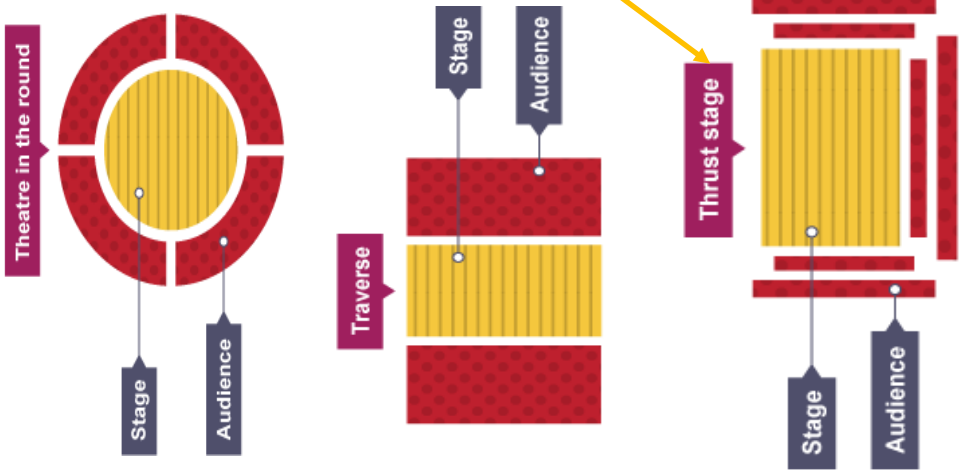
The stage is at the base and the audience are seated in a funnel shape which helps to trap the noise in the space so the sermon could be heard. Eventually the sermon changed into a storytelling and the priest turned into a narrator. The stories would have morals and messages for the audience. This is similar to the modern **thrust stage**, this is identified by the audience surrounding the stage on three sides.

Challenge

Could you adapt your **staging?** Begin to think about where you place your **audience.**

Could perform in a Thrust, In the Round or Traverse?

How does this effect your choral and ensemble work?



What is Greek Theatre?

- Greek Theatre was a social, civic and religious event.
- Greek theatre history began with festivals honouring their gods. A god, Dionysus, was honoured with a festival called by "City Dionysia". In Athens, during this festival, men used to perform songs to welcome Dionysus. Plays were only presented at City Dionysia festival.
- Plays were based on mythological or historical issues, focusing on the super natural vs human struggles and were divided into three categories: Comedy, Tragedy and Satyr.

Theatre has been using masks since the beginning…..

Masks were used to indicate a character or an emotion.

Actors often multi-roled by playing multiple characters and would put on a different mask for each part.

The chorus would all wear similar masks and be different from the leading actors.

What Emotion could a mask be making?

Task: Look at the examples of the Greek Theatre Masks and answer the questions:

Describe the facial features: What do you see? How are they similar / different?

Explain: Why do you think they looked like this?

Explain: If actors wore masks, this took away their ability to both be heard clearly and use different facial expressions. How did actors in the chorus communicate their character's opinions and emotions without facial expressions? Explain the skills they could have used.

Challenge: Can you create a Greek Theatre Mask? Using a balloon, newspaper strips and paper mache mix (glue and water).

Key Words

Chorus

Group of storytellers, usually playing a specific group, god or message together. All work is connected.

Choral Speaking

This explores how a chorus can speak the lines either together or making specific choices to stylise the delivery (Unison, Echo, Antiphon).

Ensemble

An ensemble piece is a group of performer working together with the same intentions. Usually a high energised piece.

Mask

An object worn on the face by the actor, which often has a fixed facial expression.

Multi Role

Playing multiple characters or stepping out of chorus to become a character. Different actors playing same character.

Stylised

The creation of unnatural or unreal movements and dialogue.

Synchronisation

Aligned movement, usually set to a clear rehearsed rhythm and pace.

Unison

Speaking or moving together as one—doing exactly the same thing at the same time.

Oedipus by Sophocles:

For from Parnassus' heights, enwreathed with snow,
Gleaming, but now there shone
The oracle that bade us, one and all,
Track the unnamed, unknown one.
For, lo! he wanders through the forest wild,
In caves and over rocks,
As strays the mountain bull,
In dreary loneliness with dreary tread,
Seeking in vain to shun
The words prophetic of the central shrine;
Yet they around him hover, full of life.
Dread things, yea, dread, the augur skilled has stirred
That leave the question open, aye or no!
And which to say I know not,
But hover still in hopes, and fail to scan
Things present or to come.
For neither now nor in the former years
Learnt I what cause of strife
Set the Labdacid race
At variance with the house of Polybus.
Nor can I test the tale,
And take my stand against the well-earned fame
Of Œdipus, my lord,
As champion of the house of Labdacus,
For deaths that none may trace!

Your Task:

> Read the Chorus section from Oedipus.

> As you read, underline either the most **emotive** words/phrases or the most ***important*** words/phrases.

> **EXPLAIN**—How would you use types of choral speaking (in the box below) to speak the dialogue from the Chorus speech?

> **EXPLAIN**—Why you have used them, what effect do you wish to have?

Challenge: How could you incorporate choral movement to this piece, through moving in unison, synchronisation or through using repetition of movements in a stylised way?

Useful Extra Resources

Do you want to find out more? Here are some links to some more interesting information:

The National Theatre has a range of videos exploring Greek theatre

1. **Search on Youtube: An Introduction to Greek Theatre;**

https://www.youtube.com/watch?v=aSRLK7SogvE&t=285s

2. **Search on Youtube: Modern Interpretations of Greek Chorus;**

https://www.youtube.com/watch?v=MlXi8LfKv-0

3. **Search on Youtube: Creating Chorus: Building Chorography (this explores how we can build chorus work practically);**

https://www.youtube.com/watch?v=mKd9ERhV5SI&t=560s

Types of Choral Speaking

- **Unison:** The entire group speaks together at the same time.
- **Cannon:** One after the other.
- **Repetition:** Repeating a word or phrase.
- **Antiphon:** Group is divided into two or more groups and each responsible for a different section of the speech.
- **Refrain:** One person reads the majority of the text and key sections are spoken by the rest of the group.
- **Solo:** Individuals assigned with specific lines.
- **Cumulative:** Individual voices or groups of voices are added in and/or subtracted.

Year 7 English: Term 3

Frankenstein

The Big Picture This term, you will be exploring the key themes of the play *Frankenstein*, by **Philp Pullman,** written in 1990. This is an adaptation of **Mary Shelley's** novel *Frankenstein,* originally published in **1818**. Mary Shelley's **Gothic** novel tells the story of Victor Frankenstein, a young scientist who creates a hideous sapient creature in an unorthodox scientific experiment. In contrast, Pullman's adaptation examines the monster's situation in a sympathetic light. It shows how the experiment to create an artificial human being went horribly wrong.
We will also learn about the **Victorian context** on which Frankenstein was originally based and the advances in science that directly influenced the ideas behind Frankenstein. This will include exploring the meanings of phrenology and physiognomy!

KEY CONTEXTUAL INFORMATION

ENLIGHTENMENT: The era (16th-18th centuries) just before the original Frankenstein, by Shelley, was written. A period of history which involved the development of new ideas and scientific discovery. During this time people began questioning God. It eventually led to the Industrial Revolution.

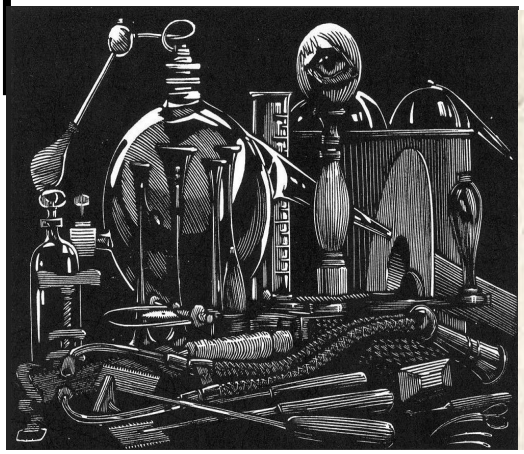
ROMANTICISM: A movement (18th - 19th centuries) in the arts and literature that emphasised inspiration from nature, subjectivity, and the primacy of the individual.

GOTHICISM: A style in fictional literature characterised by gloomy settings, violent or grotesque action, and a mood of decay, degeneration, and decadence.

PROMETHEUS: The subtitle to Shelley's Frankenstein was 'The Modern Prometheus' . Prometheus is a figure in Greek culture and religion who made humans out of clay. He stole fire from the Gods and, to punish him, they chained him to a rock and called an eagle to peck out his liver each day.

GALVANISM: In the late 1700s, the scientist Luigi Galvani applied electrodes to dead body parts and caused them to move—'reanimated'. This meant that the muscles loved as if the dead creature was alive. This was both exciting and terrifying for Victorians.

JEAN-JACQUES ROUSSEAU: A philosopher from Switzerland whose theory became famous in the 1760s. He suggested that humans begin life as innocents and then become corrupted by society over time due to culture and society.



KEY VOCABULARY

CONTEXT: the historical events that occurred at the time that a piece of literature is written. To have some knowledge of this background information enables one to understand the deeper meanings and themes of the text.

DECAY: the process of rotting.

SUBJECTIVITY: the understanding of the world based on a person's personal feelings, tastes, or opinions .

DEGENERATION: the process of either decaying or becoming weaker. Society can be described as degenerating.

DECADENCE: moral or cultural decline as characterized by excessive indulgence in pleasure or luxury.

CORRUPTION: dishonest or fraudulent behaviour.

PHRENOLOGY: the detailed study of the shape and size of the cranium as a supposed indication of character and mental abilities.

PHYSIOGNOMY: the study of a person's physical characteristics, especially their face, in order to determine things about their personality.

CHARACTERS

Captain Walton	An Artic explorer
Victor Frankenstein	A scientist in his early twenties, he creates the monster.
Clerval	Frankenstein's friend; he is impressed but also anxious about his friend's
Elizabeth	Frankenstein's cousin; she is devoted to Frankenstein's father and his brother,
The Monster	Frankenstein's scientific creation.
Felix and Agathe	The cottagers that the monster spies on when he escapes. They are political
William	Frankenstein's younger brother.

THEMES

RELIGION	Frankenstein goes against God by creating the monster—the novel warns against 'playing God'.
PREJUDICE	The monster suffers from prejudice from Frankenstein and all others he meets . He is judged to be evil before people have even spoken to him.
INNOCENCE	The monster is initially innocent until he learns destruction through humans.
AMBITION	Frankenstein's ambition to create the monster drives him to destruction making us question the value of ambition.
LONELINESS	Many of the characters are lonely, some by choice, some not.
REVENGE	Both Frankenstein and the monster feel wronged and seek revenge even at the cost of their own safety, health and happiness.

LEADING LEARNING

EXPECTED: Choose one of the characters from the table above and create a character profile about them describing their physical features, characteristics and their role in the play.

EXCEEDING: Complete the expected task and add a section to the character's profile about the theme that they might represent in the play.

EXCELLING: Complete the expected task and explode the quote below from the Monster identifying the subject terminology: 'Men see me, they hurt me...But I am *good.* I want to love them, not hurt, not kill'

SUBJECT TERMINOLOGY

Foreshadowing	When the writer gives a warning or indication of a future event.
Pathetic fallacy	When the weather or setting reflects the mood of the characters.
Dialogue	The words spoken by the actors
Set	The construction of the stage including props in order to set the scene.
Stage directions	A description of the actors' actions and the way the writer wants them to behave on stage.
Monologue	An extended speech spoken by actor

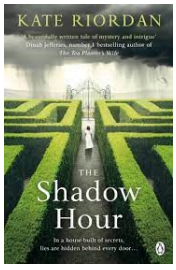
FURTHER READING

***Frankenstein*, Mary Shelley**

***The Picture of Dorian Gray*, Oscar Wilde**

***Dracula,* Bram Stoker**

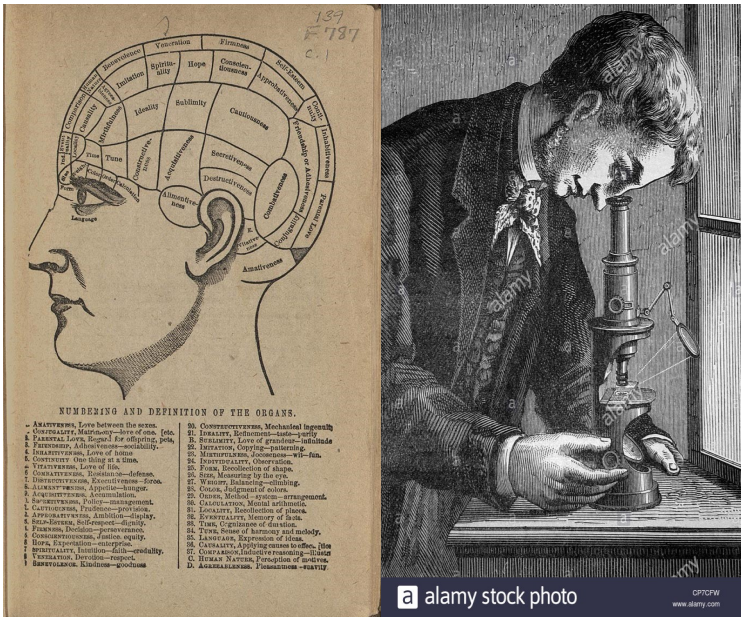
***The Strange Case of Dr Jekyll and Mr Hyde,* Robert Louis Stevenson**



***The Little Stranger*, Sarah Waters**

***The Shadow Hour*, Kate Riordan**

***Most of these books can be found in the library.** https://www.bbc.com/culture/article/20210303-what-is-the-frankensteins-monster-of-the-21st-century



Year 7 Food Preparation & Nutrition

Health & Safety - The bigger picture

In Year 7, we will be learning the **key principles** of how to keep **ourselves**, and **others**, **safe** in the **kitchen**. This will involve both **practical skills** and the **theory** behind **food hygiene**. We will also consider how we can keep **ourselves** and the **environment healthy** by eating a **balanced diet** and **reducing food waste**

Core question
What are the 4Cs

The 4Cs are Cross-contamination, Cook, Chill & Cleaning. We follow these essential rules to prevent food poisoning

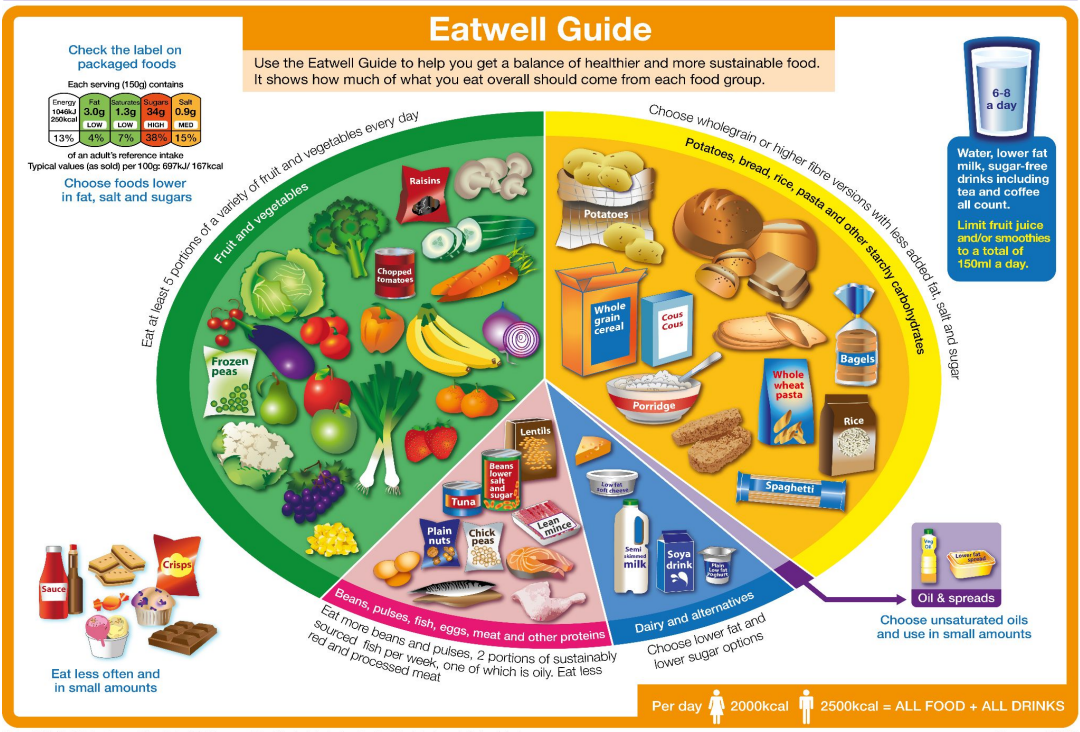
Core question
What is a HRF?

A HRF is a High Risk Food. HRFs are usually contain a lot of protein in moisture which are the perfect conditions for pathogenic bacteria growth.

Core question
What is the Eatwell Guide?

The Eatwell Guide is a government guide on how we can eat a balanced diet to stay healthy

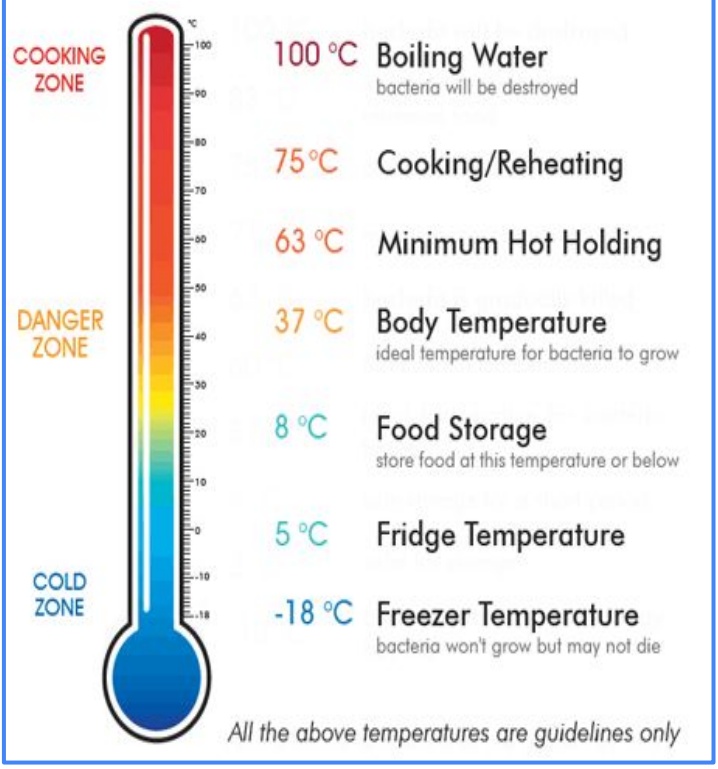
Challenge Core question
What effects does food waste have on us and the environment?



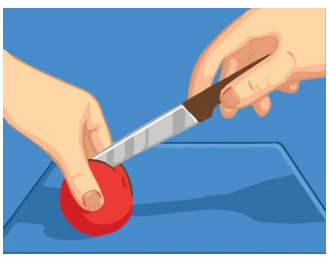
Year 7 Food Preparation & Nutrition

Keywords & Definitions

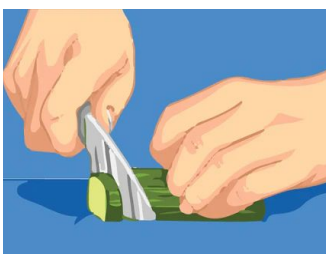
The Eatwell Guide The Eatwell Guide is a visual representation of how different foods and drinks can contribute towards a healthy balanced diet. The Eatwell Guide is based on the 5 food groups and shows how much of what you eat should come from each food group	**Bacteria** A microorganism which needs time, moisture, food & warmth to survive, grow & reproduce. Some bacteria can be harmful to us (pathogenic) while others are helpfully such as Bifidum	**Cross-contamination** The process by which bacteria or other microorganisms are unintentionally transferred from one substance or object to another, with harmful effect.
Dormant Latin 'Dorm' = sleep. When frozen, bacteria become dormant, they do not die but become inactive or 'asleep"	**HRF** High Risk Foods are foods high in protein and moisture such as meat and dairy products	**Pathogenic** A bacteria that is diseased and could cause food poisoning such as salmonella



Safe knife holds



Bridge hold



Claw grip

Year 7 Food Preparation & Nutrition

Recipe card

Equipment

Brown board - Mixing bowl
Knife - Measuring jug
Frying pan - Fish slice
Measuring spoon
Fork - Temp probe

Skills

Weighing & measuring
Following instructions
Hygiene & safety
Time & temperature control

Heat transfer

Conduction

Beef burgers

Ingredients

½ Onion
100g Beef mince
1 tsp Mixed herbs
½ Egg
Seasoning (salt & pepper)
Burger bun
Optional
Salad
Cheese

Method

1. Finely dice onion
2. Add onion to a mixing bowl
3. Add mince, herbs & seasoning
4. Break egg in to a jug & beat with a fork
5. Add half to beef & mix well
6. Heat frying pan on 5 with a little oil
7. Shape burger pattie & place gently in to the pan, repeat with remaining mix
8. Leave to cook until brown (coagulated)
9. Turn burgers & cook other side
10. Check core temp then serve

Demonstrate Knowledge AO1

- Name the HRFs listed on the recipe card ……
- State the ingredient that would be chopped on the brown board
  ……

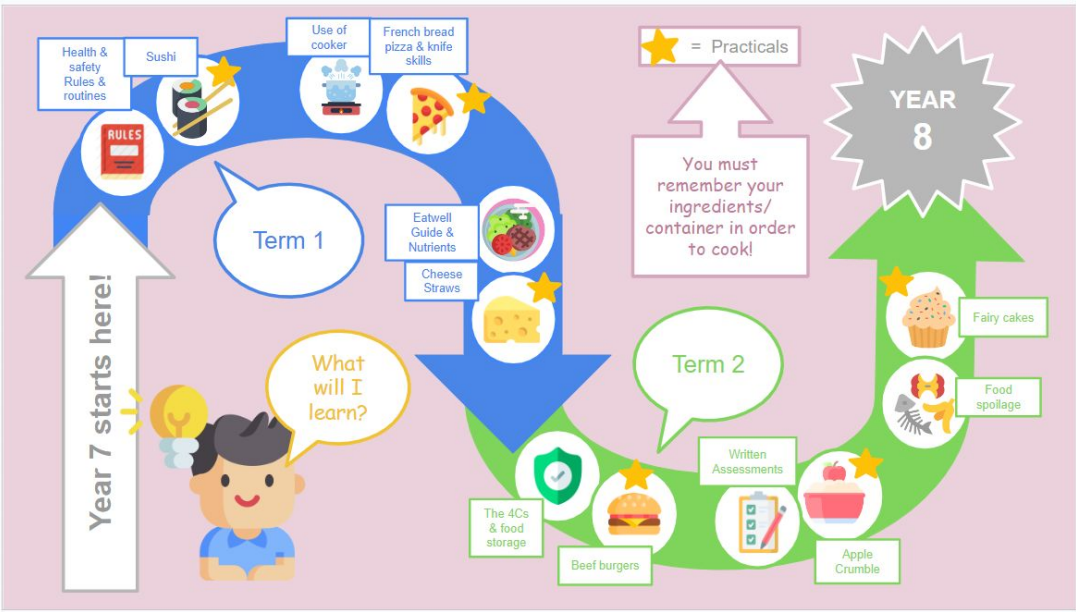
Apply Knowledge AO2

- Explain why it is important to check the core temperature of the burger ……
  ……
- Explain why minced beef should be stored in the fridge ……
  ……
- Explain how we can prevent cross contamination while preparing the burgers ……
  ……

Analyse & Evaluate AO4

- Evaluate the advantages and disadvantages of storing any leftover, uncooked minced beef in the freezer ……
  ……
  ……
  ……
- Analyse and evaluate the recipe in terms of following a balanced diet
  ……
  ……
  …… ……

Year 7 Food Preparation & Nutrition



Key knowledge	Practical skills	Key Vocabulary	Reading and Oracy	Numeracy	Common Misconceptions	End point
Hygiene & Safety Eatwell	Knife Skills Weighing & Measuring Use of the cooker Rubbing in Method Safe use of temperature probe	Eatwell Guide Bacteria Cross-contamination Dormant High Risk Foods Pathogenic	Recipe cards The 4Cs The Eatwell Guide	Weighing & measuring Percentages & fractions Time Temperature	To understand why we wash up and dry up as bacteria need warmth moisture,food and time to multiply	Students have a basic knowledge of nutrition and can use a wide range of practical skills to safely prepare food for themselves

Food storage

Fridges should be kept at _ -_℃ to slow down the growth of b_ _ _ _ _ _ Foods should be _ _ _ _ _ _ _ and kept on the correct shelf. D_ _ _ _ foods should be stored on the top shelf. _ _ _ _ _ _ foods & meat should be stored on the second shelf and _ _ _ _ _ _ _ _ should be stored on the bottom shelf. _ _ _ _ _ & vegetables should be kept in the bottom drawer.

Fruit - Covered - Raw meat
Cooked - 75℃ - Dairy - Bacteria

Colour chopping boards help to prevent cross-contamination

Year 7 French Term 3: Mon Temps Libre My Free Time

The Bigger Picture:

Learning a language is more fun if you can actually express yourself! Talking about who you are and what you like to do is the way to start making friends with French speakers.

This term we will look at how to talk about what we do in our free time, talk about how often we do things and give opinions. We will be developing our speaking, listening, reading and writing skills. We will begin to explore the way French verbs work and continue to work on French phonics.

Des questions (Questions) At the end of Term 3 you should be able to answer all of these questions in French! Write answers that are true for you then MEMORISE THEM!

1. Que fais-tu pendant ton temps libre?	J'adore jouer au tennis de table parce que c'est actif, mais je n'aime pas faire de la lecture car je le trouve nul.
2. Tu fais ça souvent?	Je joue au tennis de table le weekend et parfois le mercredi.
3.Tu aimes faire quoi?	J'aime tchatter avec mes amis car c'est amusant.
4. Et tu n'aimes pas?	Je n'aime pas lire des magazines parce que c'est barbant.
5. Tu fais quoi quand il fait beau?	Quand il fait beau, j'aime jouer au rugby ou au foot.

Throwing it all together (compare this to the English and then write your own version)

Pendant mon temps libre, tous les jours, j'aime beaucoup tchatter avec mes amis parce que c'est le top de top mais de temps en temps, j'adore lire des magazines. Je déteste regarder les documentaires à la télé – quelle barbe!

During my free time, every day, I like very much chatting online with my friends because it's totally fab but from time to time, I love reading magazines. I hate watching documentaries on TV – what a bore!

Pyramid challenge

J'aime jouer à des jeux vidéos,

Pendant mon temps libre, j'aime jouer à des jeux vidéos.

Pendant mon temps libre, j'aime jouer à des jeux vidéos avec mes amis.

Pendant mon temps libre, j'aime jouer à des jeux vidéos avec mes amis car c'est top.

Pendant mon temps libre, j'aime jouer à des jeux vidéos avec mes amis car c'est top. Par contre, je n'aime pas la lecture car c'est rasant.

Que fais-tu pendant ton temps libre?

j'aime *I like* J'aime beaucoup *I really like* J'adore *I love*	jouer- *to play* surfer-*to browse* tchatter-*to chat online* écouter- *to listen* envoyer- *to send* regarder- *to watch* lire- *to read* écrire – *to write* sortir-*to go out*	à des jeux vidéos sur l'internet avec mes amis à la musique des SMS la télé/ les vidéos/le Youtube des magazines des messages avec ma famille	parce que car	c'est top c'est amusant c'est intéressant c'est cool
Je n'aime pas *I don't like* Je n'aime pas du tout *I really don't like*				c'est nul c'est rasant c'est barbant

Expressions of frequency tell us how often something happens. Draw lines to match the words.

- **tous les jours**
- **souvent**
- **parfois**
- **de temps en temps**
- **rarement**
- **jamais**

often

sometimes

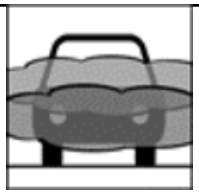
never

from time to time

rarely

every day

Que fais tu quand…?

		
il fait beau	il fait chaud	il y a du soleil
		
il fait mauvais	il fait froid	il y a du vent
		
il pleut	il neige	il y a du brouillard

1 Quand il fait beau, j'aime jouer au rugby ou au foot.
2 Quand il fait mauvais, j'adore jouer au console de jeux avec mes amis.
3 Quand il y a du soleil, je préfère faire de la natation.
4 Quand il neige, j'aime faire du ski mais je déteste faire du footing.
5 Quand il pleut, je n'aime pas jouer au basket, je préfère faire de l'équitation.

Expected			Exceeding		Excelling
7.3	Understand and use a range of opinions		Understand and describe the opinion of others		Understand and use sophisticated opinions
7.5	Understand and use adjectives to give reasons for opinions		Justify opinions using a subordinate clause		Understand and give developed responses involving opinions
7.6	Understand and use some sequencers and/or time phrases		Understand and use sequencers and time phrases effectively.		Use a range of sequencers, time indicators and connectives

1. Match up

Je joue aux échecs	I go horse riding
Je fais du footing	I play chess
Je fais de l'équitation	I play basketball
Je joue aux cartes	I go hiking
Je fais du vélo	I go swimming
Je fais de la natation	I go biking
Je fais de la randonnée	I go jogging
Je joue au basket	I play cards

2. Complete with the missing word

a. Je joue aux_____ *[I play chess]*

b. _____ de l'équitation *[I go horse riding]*

c. _____ aux cartes *[I play cards]*

d. Je fais du_____ *[I cycle]*

e. Je joue au_____ *[I play basketball]*

f. Je vais à la_____ *[I go fishing]*

g. Je fais de la_____ *[I go hiking]*

h. Je fais de l'_____ *[I go rock climbing]*

i. Je fais du_____ *[I go jogging]*

j. Je ne fais pas mes_____ *[I don't do my homework]*

je joue	basket	pèche	escalade	je fais
devoirs	vélo	échecs	randonnée	footing

3. Translate into English

a. Je fais du vélo tous les jours

b. Je fais souvent de la randonnée

c. Je fais de l'escalade deux fois par mois

d. Je ne fais jamais d'équitation

e. Quand il fait mauvais, je joue aux cartes ou aux échecs

f. Je joue souvent au basket

g. Je fais rarement du footing

h. Je vais souvent chez mon ami

i. Je vais à la plage tous les jours

j. Je vais à la pèche une fois par semaine

4. Broken words

a. Je fais de 1éq_____ *[I go horse riding]*

b. Je fais de la na_____ *[I go swimming]*

c. Je vais ala pê_____ *[I go fishing]*

d. Je fais du vé_____ *[I cycle]*

e. Je joue aux éc_____ *[I play chess]*

f. Je vais en bo_____ *[I go clubbing]*

g. Je joue aux ca_____ *[I play cards]*

h. Je fais de l'esc_____ *[I do rock climbing]*

5. 'Je fais', 'Je joue'

a. _____au basket

b. _____du vélo

c. _____aux échecs

d. _____aux cartes

e. _____de la natation

f. _____du footing

g. _____au tennis

h. _____de l'escalade

6. Bad translation - spot any translation errors and fix them

a. Je ne vais jamais en boîte: I *often go clubbing*

b. Je joue souvent aux cartes: I *often play chess*

c. Je fais rarement de l'escalade: I *go swimming rarely*

d. Quand il fait beau, je fais du footing: *when the weather is nice, I go hiking*

e. Je fais du vélo une fois par semaine: I *go biking every day*

f. Je ne joue jamais aux échecs: I *often play chess*

g. Je fais de la randonnée une fois par mois: I *never go hiking*

h. Je fais souvent de la natation: I *go swimming from time to time*

Year Seven Geography Term Three

Local Spaces, Amazing Places

<u>The bigger picture</u>:

Our world is an exciting place! More people are living on Earth, and our cities are getting bigger too. Right now, over half the people in the world — 57% — live in cities! In this unit, we will learn about cities, where people live and the challenges they face. We will think about big questions like, "Where should we build new homes and buildings?" and look at ways we can make smarter, greener choices to help our cities grow in a better way.

Core Question	Development	Answers
1	What is a **settlement**?	A settlement is a place where people live.
2	What is a **settlement hierarchy**?	This is where settlements are placed in order of size.
3	Which parts of the world are most **urban**?	Europe, North America and Australia are highly urbanised.
4	Which parts of the world are least **urban**?	Central Africa and South East Asia are least urbanised.
5	List the **patterns** of village settlement structure.	Settlements may be dispersed, nucleated, linear or isolated.
6	What **problems** do British cities face?	British cities may face problems of air pollution, traffic congestion, crime and empty shops.
7	Describe an advantage of building on a **greenfield** site?	Greenfield sites are often on the edge of the city so may have less traffic congestion.
8	Describe an advantage of building on a **brownfield** site?	Brownfield sites are often in city centres so are close to public transport and workplaces.
9	Give features of a **sustainable** house.	A sustainable house might use heat pumps, solar panels, recycle waste and be well insulated.
10	Name the **two biggest cities** in the UK.	The two largest cities are London and Birmingham.
Challenge Question	Explain the push and pull factors that cause urbanisation.	
Challenge Question	Explain the advantages and disadvantages of building on greenfield or brownfield sites.	

Key words:

Brownfield site: A site that has previously been built on.

Greenfield site: A site that has not previously been built on.

Hamlet: A small settlement, usually with only a few houses.

Rural: Countryside and villages.

Sustainability: Meeting the needs of today but not compromising the needs of the future.

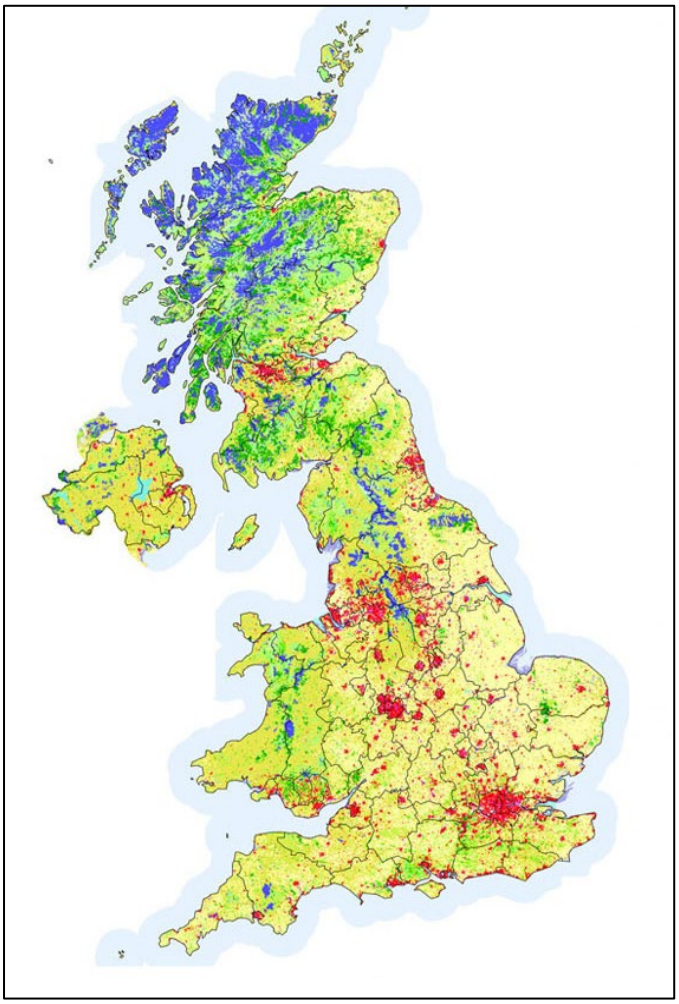
Settlement hierarchy: Organising places based on their size.

Suburbs: Areas of housing at the edge of towns and cities.

Urban: Built up areas, such as towns and cities.

Urban redevelopment: Demolition and reconstruction of buildings in an urban area.

Urbanisation: The increase in the proportion of people living in towns and cities



This map show the UK. The red represents artificial surfaces. The blue water and the yellow agricultural land. An area totalling 225,200 hectares (over 2,250 km2) – equal to one per cent of the total area of the UK – is shown to have changed in land use between 2006 and 2012. Most of the change was in Scotland and Wales, with the clearing of forest. Over 7,000 hectares was converted from forest to artificial surfaces, and 14000 hectares of farmland experienced the same transformation during this time.

The total amount of land converted to artificial surfaces (classified as anything from buildings to roads, airports and even city parks) over the six years totalled 18,125 hectares.

Why do you think that more land is being transformed to artificial surfaces?

What are the characteristics of each settlement?

What is a conurbation?

What services (shops, schools, hospitals, post offices) can we find in the different settlements?

Why is the diagram drawn as a triangle?

The Causes of Urbanisation

A lack of employment opportunities in the countryside. Overpopulation and poor crop yields may mean people want to leave the countryside.

Better paid jobs in the cities, an expected higher standard of living, and more reliable food.

More services and facilities in the city.

People who migrate to towns and cities tend to be young and so have higher birth rates in that age range.

Better medical conditions compared to the countryside mean more successful births and a better life expectancy.

Do you think the causes of urbanisation in LICs are different than they are in HICs?

Employability

Watch the video: *What is it like to be a town planner?* **What does she say are the benefits of her job?**
https://www.funkidslive.com/learn/agent/what-is-it-like-to-be-a-town-planner-and-planning-barrister-find-out-with-these-videos/

Sustainability is becoming a huge part of business development. University courses such as this one at the University of Kent will give you the skills to be at the heart of developing more sustainable cities.
https://www.youtube.com/watch?v=1oJ50ZUs4ZM

Settlement Patterns

1. DISPERSED (Spread out)
   - Found in upland areas
   - Buildings are spread out
   - Many dispersed settlements comprise of farms
2. LINEAR (In a line)
   - Buildings are built in a line
   - This could be a river valley, road or railway
3. NUCLEATED (Close together/clustered)
   - Buildings are grouped together
   - Early settlers grouped together for protection
   - Found in flat, lowland areas

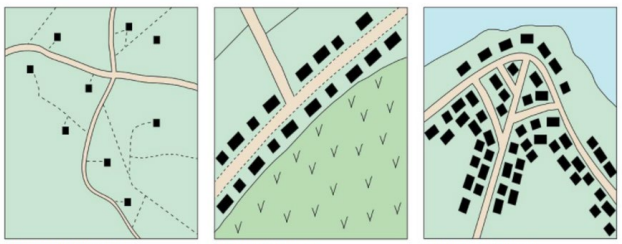


Figure 4.4 Types of settlement pattern

Why do you think different settlement patterns exist?

Which settlement pattern best fits Bexhill? What is your evidence?

What problems are there in British cities?

Social
- Unemployment
- Overcrowding

Environmental
- Air, water and noise pollution
- Industrial pollution
- Congestion

Economic
- Unemployment
- Accommodation
- Low wages

Where should we build new homes?

Brownfield site: A site that has been built on before. Normally associated with urban areas.

Greenfield site: A site that has not been built on before. Often rural/countryside areas.

Brownfield redevelopment eases pressure on greenfield sites and is more sustainable.

Greenfield sites are often on the edge of towns and cities and may be more accessible, have less congestion and be in a more pleasant environment where there is space to expand.

House prices would increase in inner city areas as people are encouraged back to the area. This might mean that local people cannot afford the houses, and the council will have the problem of providing housing for them.

Infrastructure already exists in urban areas. In greenfield sites, new drainage, electricity, roads etc. would all have to be produced.

Sort the above statements into advantages and disadvantages.

Sustainable development

Half of the world's population – **3.5 billion people** – lives in cities today and **5 billion people** are projected to live in cities by 2030. **95%** of urban expansion in the next decades will take place in developing world. **828 million** people live in slums today and most them are found in Eastern and South-Eastern Asia. The world's cities occupy just **3%** of the Earth's land, but account for **60-80%** of energy consumption and **75%** of carbon emissions.

As a result, we need to make sure that houses and urban areas in the future are built with sustainability in mind. What can be done?

- Solar panels
- Green roofs
- Rainwater harvesting
- Public transport

The photo shows the BedZED, development in London, designed to create zero carbon emissions. How many sustainable features can you see?

Knowledge:
Identify different types of settlement.
Describe Where urbanisation is taking place.
Explain why urbanisation is taking place.

Understanding:
Explain how settlements can be classified.
Compare reasons for building on greenfield and brownfield sites.
Evaluate two features of sustainable houses.

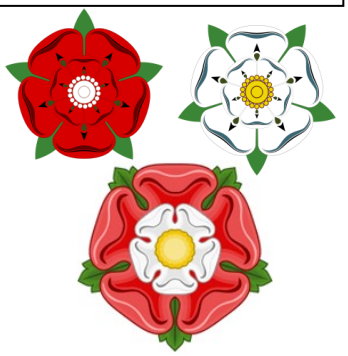
Application:
Explain where urbanisation is increasing.
Compare the reasons for urbanisation in an LIC with an HIC.
Evaluate the most sustainable ways of developing urban

History Year 7 Term 4: The Tudors

The Tudors: Heroes or Villains?

Why was there a religious roller coaster during the Tudor period?

The bigger picture:
The Wars of the Roses had been a civil war between two powerful groups in England; they had roses as their family symbol: the House of York (White Rose) and the House of Lancaster (Red Rose). Henry Tudor defeated the Yorkist King, Richard III, at the Battle of Bosworth in 1485. Henry married Elizabeth of York, uniting the two families and creating the Tudor Dynasty and the Tudor Rose. Turbulent times were ahead!



Henry VII

1485-1509

He became king in 1485 following the Battle of Bosworth. He ended the Wars of the Roses and united the rival houses of York and Lancaster by marrying Elizabeth Woodville, the daughter of Edward IV, a Yorkist. Henry tried to improve the power of the monarchy and avoid war where possible.

Henry VIII

1509-1547

Henry came to the throne following the death of his father in 1509. Henry was deeply religious but also desperate for an heir. He tried to divorce his first wife, Catherine of Aragon. When the Pope would not let him divorce, Henry made himself Head of the Church in England and so began the English **Reformation**. He increased the control of the monarchy but conducted costly and expensive wars.
He is famous for having six wives!::Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Catherine Parr.

Edward VI

1547-1553

He was only nine years old when he became King of England and died when he was 16 years old. Edward was a **Protestant** and he was the only legitimate son of Henry VIII.

Lady Jane Grey

The great grand - daughter of Henry VII and named as Edward's successor to the throne of England. Beautiful and intelligent, she reluctantly allowed herself at age 15 to be put on the throne by unscrupulous politicians. Ruled for nine days before being executed.

Mary I

1553-1558

Mary I was a **Roman Catholic**. As Henry VIII's eldest daughter she had a stronger claim to the throne of England than Lady Jane Grey. Mary imprisoned and then executed her. Mary was nicknamed 'Bloody Mary' as she was responsible for signing the death warrants of 300 Protestants who did not support her beliefs.

Elizabeth I 1558-1603

Elizabeth I was the third of Henry VIII's children to reign. She was a **Protestant**. She never married and became known as the 'Virgin Queen'.
Elizabeth faced many problems throughout her life. These included her mother being executed whilst she was only two years old, four different step-mothers, legitimacy, struggles with her government, pressure to marry, religious struggles, Mary, Queen of Scots , plots to overthrow her and war with Spain! However, she was very intelligent, speaking five languages by the age of sixteen, so how did she deal with these problems?

Key words	Definitions
Catholic	A form of Christianity. The Church in Western Europe before the Reformation. The Pope was head of the Church.
Protestant	A form of Christianity. Christians who broke away from the Roman Catholic Church during the Reformation. They believed in the teachings of the Bible but rejected the authority of the Pope.
Reformation	The name used to describe the changes or reforms made to the Catholic Church, mainly by Henry VIII.
The Pope	The leader of the Roman Catholic Church based in Rome. God's representative on earth.
Act of Supremacy	1534 Act of Parliament which made Henry VIII the Supreme Head of the Church in England.
Monasteries	Belonged to the Catholic Church and run by monks who devoted their life to God. Also provided medical care and charity for local people. The monasteries were very wealthy.
Dissolution	The closure of English monasteries by Henry VIII
Religious Settlement	A course of action followed by Elizabeth in order to keep the peace between Catholics and Protestants. Also known as the Middle Way.
Recussant	A Catholic who refused to accept the authority of the Church of England.
Galleon	A large warship.
Armada	A fleet of warships.

The Tudor religious rollercoaster

	Henry VIII	Henry VIII	Edward VI	Mary I	Elizabeth I
Religion	Catholic	Catholic* Then Protestant	Protestant	Catholic	Protestant
Church services in	Latin	Latin, then English	English	Latin	English
Bible	Latin	Latin, then English	English	Latin	English
Priests	Not allowed to marry	Not allowed to marry, then could	Allowed to marry	Not allowed to marry	Allowed to marry

" Although the Church became Protestant during the Reformation, Henry himself remained a Catholic.

Read more
https://www.bbc.co.uk/bitesize/guides/zrpcwmn/revision/1

Play these games at Hampton Court Palace (above): **Time Explorer, Story Shuffle, Locked up in the Tower of London**
https://www.hrp.org.uk/schools/five-brilliant-history-resources-for-home-schooling/
Life at the Tudor Court https://www.hrp.org.uk/hampton-court-palace/history-and-stories/life-at-the-tudor-court/

What was the Great House of Easement at Hampton Court

Watch
https://www.bbc.co.uk/iplayer/episode/b060fvs8/horrible-histories-series-6-6-horrid-henry-viii-special
https://www.bbc.co.uk/iplayer/episode/b05yt88s/horrible-histories-series-6-4-mardy-mary-queen-of-scots-special https://www.bbc.co.uk/iplayer/episode/b0b2wr6q/horrible-histories-series-7-15-terrible-tudor-special

Mary, Queen of Scots

Mary, Queen of Scots was Catholic and Elizabeth's cousin (**not to be confused with Mary I, who was Elizabeth's half sister**).

1568: Mary was overthrown by Scottish Protestant nobles. Fled to England where she thought Elizabeth would protect her.

Mary, Queen of Scots was a threat to Elizabeth's rule because she had two, potentially better, claims to the English throne. One: she was the granddaughter of Henry VIII's sister Margaret. Two: To many Catholics, Elizabeth was illegitimate because of the divorce between Henry VIII and Catherine of Aragon. Elizabeth faced rebellions over this when Mary came to England. Mary was therefore placed under house arrest for the next 19 years. She was involved in secret plots to kill Elizabeth and make herself queen.

1587: Mary was caught sending messages to the plotters in the Babington Plot. Elizabeth's advisors tried to persuade her to execute Mary for her involvement in this. Reluctantly, Elizabeth signed the death warrant and Mary was executed in 1587.

Elizabeth's Middle Way

Elizabeth had to find a way to settle the problem of religion. She had to return the country to the Protestant faith - but did not want to repeat the chaos caused by her big sister, Mary (Bloody Mary). Elizabeth came up with a compromise - her Religious Settlement. She tried to please both Catholics and Protestants. Did it work?

https://www.bbc.co.uk/bitesize/guides/z4s9q6f/revision/1

The Spanish Armada

Causes: Power, religious rivalry, English sailors stealing gold and silver from Spanish ships, English soldiers helping rebels in the Spanish controlled Netherlands the actions of Sir Francis Drake and more,

Timeline

12th July 1588 The Spanish Armada sets sail from Spain.

19th July 1588 After seeing the Armada, English ships chase them up the English Channel.

27th July 1588 The Armada anchors off Calais. The English send burning ships at the Armada. The Spanish panic!

28th July 1588 English ships attack the Armada near Gravelines in the Netherlands. As the Spanish sailed from Calais they were attacked by the English. This meant that they could not stop to pick up more soldiers waiting for them in the Netherlands

30th July 1588 The Armada tries to make it back to Spain by going around the coast of Scotland.

August: Fierce storms off Scotland and the west coast of Ireland wreck many Spanish ships.

September: Less than half of the Spanish ships make it back to Spain.

Why did the English win? Tactics, experience, luck, the weather, leadership.

What did Elizabeth look like?

Can you work out in which order these portraits of Elizabeth were painted?

Command word	What it means
Cause	The reason why something happens.
Consequence	The impact or results of something that has happened.
Enquiry	An investigation or an interesting historical question that you are studying.
Evidence	Facts or information about a particular event, person or place that historians use to help them understand the past.
Infer	To work something out from the evidence given to you that isn't actually said or shown . Inference means 'reading between the lines' of a source and working out what it is suggesting or making you think.
Interpretation	Historical evidence created much later than the period studied, produced by people with a particular opinion about an event or person.
Source	Historical evidence from the period. They provide information that historians need to create inferences.
Narrative account	A chronological account of events, explaining the causes, consequences and also making links.

Expected:

Describe two features of the reign of Henry VIII.

Explain why Elizabeth never married.

Write a narrative account of the Spanish Armada's attempt to invade England.

Leading learning: create a poster to show the main achievements of one of the Tudor monarchs.

Exceeding:

Explain why Henry wanted to break away from Rome.

Explain why Elizabeth faced many threats during her reign..

Write a narrative account of the Spanish Armada's attempt to invade England. Include causes and consequences.

Leading learning: Create top trump cards on the Tudor monarchs.

Excelling:

Analyse why there was a power struggle between Henry VIII and Rome.

Analyse the effectiveness of Elizabeth's Middle Way.

Write a narrative account of the Spanish Armada's attempt to invade England .Include causes and consequences and make links.w

Leading learning: Create a teaching and learning resource about the Tudor religious rollercoaster.

YEAR SEVEN MATHEMATICS TERM THREE

7.7 Addition and Subtraction, 7.8 Multiplication and Division, 7.9 Fraction & Percentage of an amount

The Bigger Picture

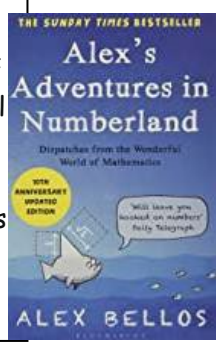
The four fundamental operations (addition, subtraction, multiplication and division) are essential in mathematics as they form the foundation for solving a wide range of mathematical problems. They are fundamental tools for expressing relationships between quantities, analysing patterns and solving real-world problems across various mathematical fields.

Understanding and mastering these operations are crucial for developing mathematical skills and problem-solving abilities.

Core Questions

Core Questions	Development	Answers
1	What do the terms sum and product mean?	The sum of two or more numbers is when you add them together. The product is when you multiply them together.
2	What are the parts of a fraction?	The numerator is the top number and the denominator is the bottom number indicating the total number of equal parts to be divided into.
3	Name the different methods of multiplication.	The most popular method is known as column method others include grid, Chineseand stick.
4	How does the method change when using a calculator for calculating percentages?	With a calculator you can multiply by a decimal to find a percentage of an amount.
5	How do you find perimeter?	Add up all of the lengths of a shape.
Challenge Question	What area of financial maths would you need to calculate percentages?	Calculating interest rates and VAT.

Extended reading: Mathematical ideas underpin just about everything in our lives: from the surprising geometry of the 50p piece to how probability can help you win in any casino. In search of weird and wonderful mathematical phenomena, Alex Bellos travels across the globe and meets the world's fastest mental calculators in Germany and a startlingly numerate chimpanzeein Japan.



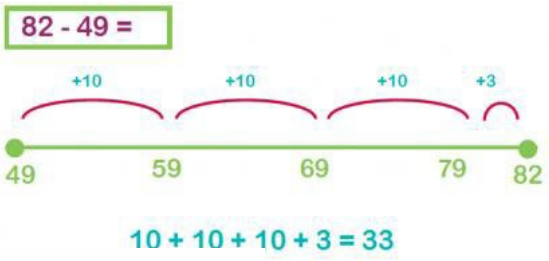
MULTIPLICATION CHART

x	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

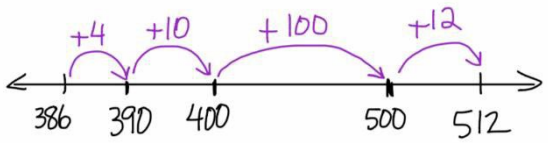
YEAR SEVEN MATHEMATICS TERM THREE

7.7 Addition and Subtraction

Within this unit you will explore alternative methods to add and subtract such as using the number line method.



512 − 386 =



512 − 386 = (4 + 10 + 100 + 12) = 126

This method partitions the numbers into easier chunks to work with.

Try this method on the following questions

a) 76 - 34
b) 85 - 38
c) 185 - 119

Adding Decimals

Example:
0.32 + 12.965 + 1.1

Line up the decimal points

0.320
12.965
+ 1.100
14.385

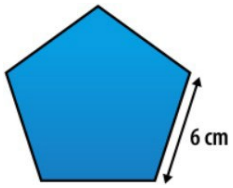
'Pad' with zeros

Example:
51 + 14.02 + 2.1

51.00
14.02
+ 2.10
67.12

Change whole number to decimal

Calculate the perimeter of this regular pentagon



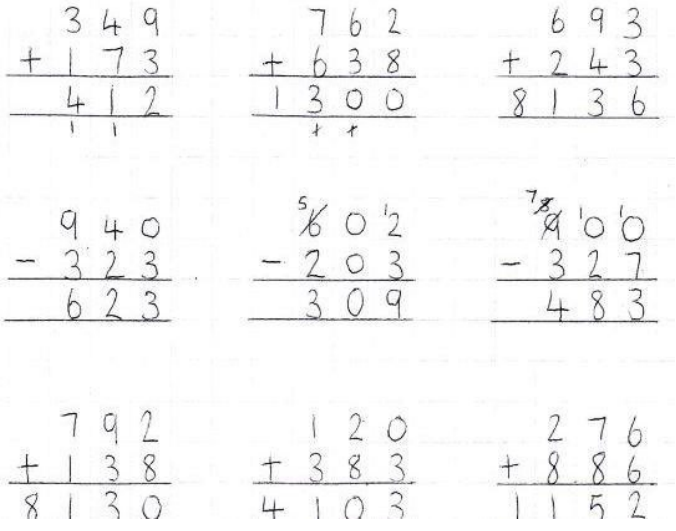
sparx

Upcoming Sparx Homework

Week 1 - Ordering negative numbers **(M257)** Adding and subtracting negative numbers **(M106)**

Week 2 - Using the correct order of operations **(M521)**

Spot the mistake!

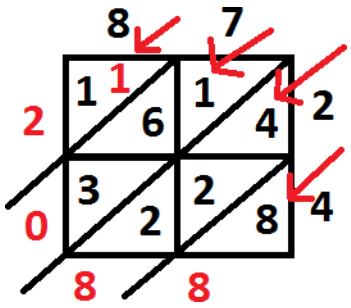


ONE STAR	TWO STARS	THREE STARS
I can convert FDP when some denominators need converting. I can compare/order a combination of FDP I can perform some equivalences.	I can perform & explain operations with a combination of FDP. I can explain the equivalence of fractions when putting them in order.	I can interpret algebraic frequency trees. I can find the perimeter of shapes with algebraic expressions. I can add & subtract in standard form, without converting.

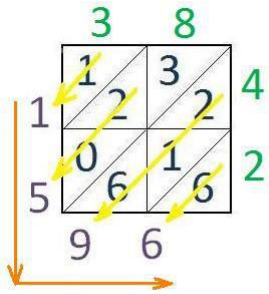
YEAR SEVEN MATHEMATICS TERM THREE

7.8 Multiplication and Division

Chinese Method - 87 x 24

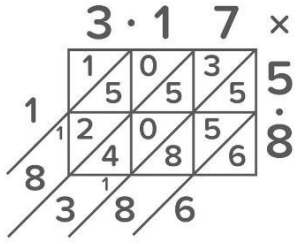


One method of multiplication is known as Chinese method. This method is simple as you only need to do one digit by one digit multiplication each time.



38 x 42 = 1596

Work out 3.17 × 5.8



Upcoming Sparx Homework

Week 3 – Mixed problems: solving equations with two or more steps **(M509)**

Week 4 – Finding equivalent fractions **(M410)** Simplifying fractions **(M671)**

23 x 15

	X	Tens	Ones	
		20	3	200
Tens	10	200	30	100
Ones	5	100	15	30
				+ 15
				345

Another great method is grid method. This method partitions the number into simpler values to multiply. See if you can complete the one below.

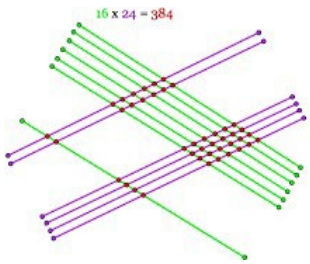
145 x 23

	X	Hundreds	Tens	Ones	2000	300
		100	40	5	800	120
					+100	+ 15
Tens	20	2000	800	100	2900	435
Ones	3	300	120	15	2900 + 435 = 3335	

	30	4
20	600	
8		

Stick method for multiplication.

Can you figure out how this method is going?



ONE STAR	TWO STARS	THREE STARS
I can find the area of shapes with integers. I can calculate the mean with integers.	I can find the area of shapes with decimals & fractions. I can calculate the mean with decimals/fractions. I can explain whether an answer is reasonable. I can solve problems involving area.	I can find the area of shapes with algebraic expressions. I can multiply & divide in standard form, without converting. I can calculate the mean with algebra.

YEAR SEVEN MATHEMATICS TERM THREE

7.9 Fraction & Percentage of an amount

What's the same and what's different about both of these methods. Which do you prefer?

$30\% \text{ of } 160 = \frac{3}{10} \times 160$

$= 160 \div 10 \times 3$

$= \mathbf{48}$

$30\% \text{ of } 160$

$30\% = \frac{30}{100} = \frac{3}{10}$

$\frac{3}{10} \times 160 = 48$

Percentage of an Amount

A **percentage of an amount** allows us to calculate a percentage of a given number by either calculating simple percentages such as 10% and 1% and building the percentage up from there, or by using a percentage multiplier.

E.g. Find **21%** of **£500.**

Using simple percentages

100% is the original amount.
10% = £50
1% = £5
21% of £500 = 2 x £50 + £5
= £105

Using percentages multipliers

$21\% = \frac{21}{100} = 0.21$

21% of £500 = 0.21 x 500
= £105

In this unit you will calculate percentages with and without calculators. The box to the right shows the two methods we use to calculate percentages.

sparx

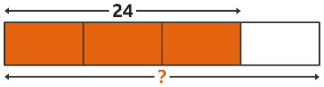
Upcoming Sparx Homework

Week 5 – Finding fractions of amounts without a calculator **(M695)**

Week 6 – Finding percentages of amounts with a calculator **(M437)**

Three progressively harder questions, can you find the original number?

a) $\frac{3}{4}$ *of* **?** = 24



b) $\frac{7}{10}$ of a number is 21. What is the number?

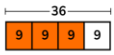
A	B	C	D
30	3	2.1	14.7

c) $\frac{5}{9}$ *of* **?** = 20

Fractions of Amounts

Fractions of amounts are when we are asked to find a certain fraction of a given amount by multiplication. They are also called finding fractions of numbers. Using a bar model is a useful way of doing this.

E.g.
Calculate $\frac{3}{4}$ of **36**



$\frac{1}{4}$ of 36 = 9

So to work out three quartes we multiply this by 3:

$\frac{3}{4}$ of 36 = 27

Increase £100 by $\frac{3}{5}$ and decrease by $\frac{1}{10}$

A	B	C	D
£160	£176	£144	£150

Increase 60 by 20%

100% = 60
20% = 12

60 + 12 = 72

Decrease 60 by 20%

100% = 60
20% = 12

60 – 12 = 48

Challenge Question
Using the number fact below, explain by increasing by 20% is the same as multiplying by 1.2

Increase 60 by 20%

100% + 20% = **120%**

120% = 120 ÷ 100
= **1·2**

ONE STAR	TWO STARS	THREE STARS
I can calculate the fraction of an amount using pictorial representations. I can find simple percentages mentally.	I am able to calculate non unit fractions and more complicated percentages of amounts without a calculator. I can use a calculator to find fractions and percentages of an amount.	I can plan and solve multi-step problems involving both fractions and decimals. I can plan and solve problems involving both fractions and percentages greater than 100%.

Year 7 Music	Term 3	Building Bricks

The Bigger Picture: All music has fundamental 'building blocks'. It doesn't matter what genre or style the music is. It doesn't even matter where or when the music comes from – all music is made up of 'musical elements'. Much like in science, elements are the most important aspects that make something work. It's the same for music. Therefore, we must learn about these musical elements and explore what they are and what they mean. This will help you in all aspects of your music education and supports your singing, playing, improvising, composing and listening. The musical elements also influence how we notate music (write it down). We need to learn this new musical language – one which is established and used across the whole word!

Draw This!

Grab a piece of paper & some pens/paints/crayons (or an 'Etch-a-Sketch' if you have one!), listen to this piece of music and draw/sketch a picture! Be prepared to justify your drawing with reasons why you were inspired to draw this from the music.

Challenge: Can you draw a picture that represents visually the music you hear?

https://www.youtube.com/watch?v=wneUNq_Ndbw

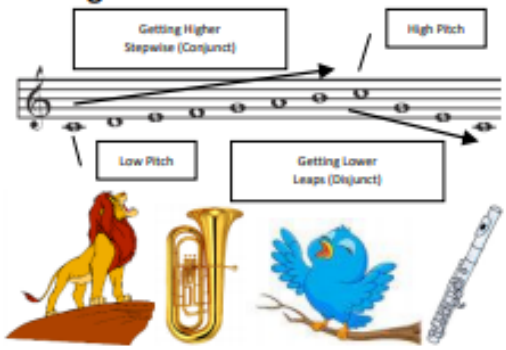
Year 7 Music	Term 3	Building Bricks

BUILDING BRICKS

Exploring the Elements of Music

A. Pitch

The **highness** or **lowness** of a sound.



B. Tempo

The **speed** of a sound or piece of music.

FAST: *Allegro, Vivace, Presto*
SLOW: *Andante, Adagio, Lento*
GETTING FASTER – *Accelerando (accel.)*
GETTING SLOWER – *Ritardando (rit.) or Rallentando (rall.)*

C. Dynamics

The **volume** of a sound or piece of music.

VERY LOUD: *Fortissimo (ff)*
LOUD: *Forte (f)*
QUITE LOUD: *Mezzo Forte (mf)*
QUITE SOFT: *Mezzo Piano (mp)*
SOFT: *Piano (p)*
VERY SOFT: *Pianissimo (pp)*
GETTING LOUDER: *Crescendo (cresc.)*
GETTING SOFTER: *Diminuendo (dim.)*

D. Duration

The **length** of a sound.

E. Texture

How much sound we hear.

THIN TEXTURE: *(sparse/solo)* – small amount of instruments or melodies.

THICK TEXTURE: *(dense/layered)* – lots of instruments or melodies.

F. Timbre or Sonority

Describes the **unique sound or tone quality** of different instruments voices or sounds.

Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzing, Crisp, Metallic, Wooden etc.

G. Articulation

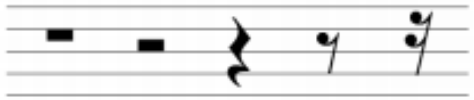
How individual notes or sounds are **played/techniques**.

LEGATO – playing notes in a long, smooth way shown by a **SLUR**.

STACCATO – playing notes in a short, detached, spiky way shown by a **DOT**.

H. Silence

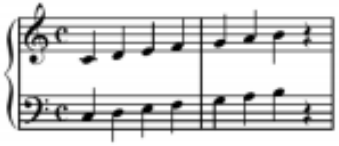
The opposite or absence of sound, **no sound**. In music these are **RESTS**.

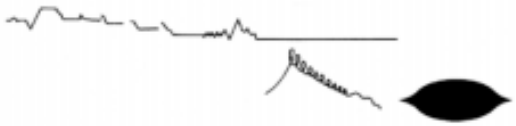


I. Notation

How music is **written** down.

STAFF NOTATION – music written on a **STAVE** (5 lines and spaces)

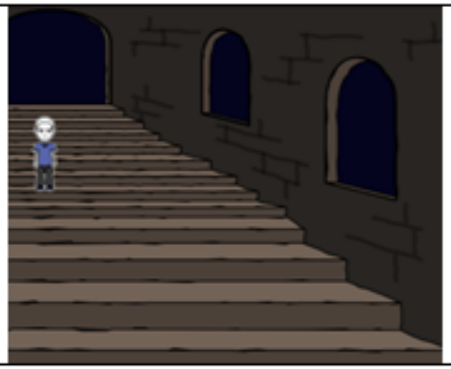




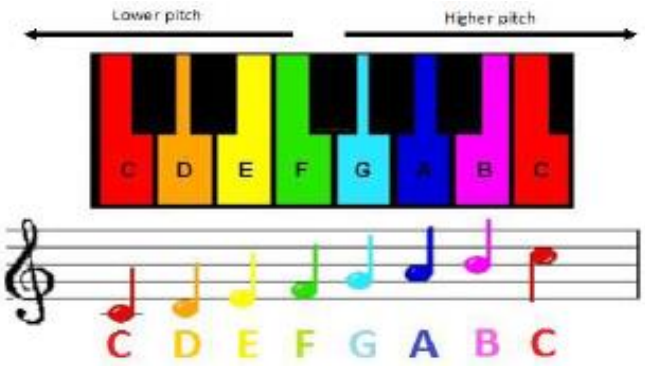
GRAPHIC NOTATION/SCORE – music written down using shapes and symbols to represent sounds.

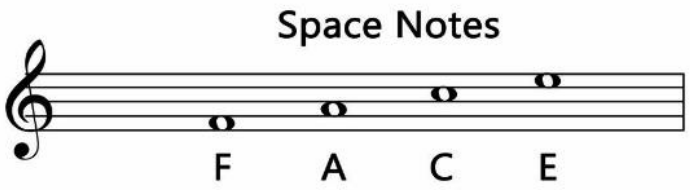
Year 7 Music	Term 3	Building Bricks

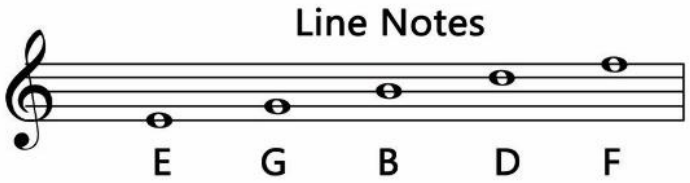
Your Challenge Task! The following storyboard shows a character exploring a "Haunted Castle". For each scene, describe what is going on and the action within the scene, then choose at **LEAST TWO** of the **ELEMENTS OF MUSIC** and describe how you would create an effective musical soundtrack to accompany each scene.

		
Describe what is going on in this scene:	Describe what is going on in this scene:	Describe what is going on in this scene:
How would you use the **ELEMENTS OF MUSIC** to create a musical soundtrack to accompany this scene?	How would you use the **ELEMENTS OF MUSIC** to create a musical soundtrack to accompany this scene?	How would you use the **ELEMENTS OF MUSIC** to create a musical soundtrack to accompany this scene?
		
Describe what is going on in this scene:	Describe what is going on in this scene:	Describe what is going on in this scene:
How would you use the **ELEMENTS OF MUSIC** to create a musical soundtrack to accompany this scene?	How would you use the **ELEMENTS OF MUSIC** to create a musical soundtrack to accompany this scene?	How would you use the **ELEMENTS OF MUSIC** to create a musical soundtrack to accompany this scene?

Year 7 Music Term 3







Building Bricks

Additional Reading: (from Britannica Kids Online)

Music is a group of sounds that people have arranged in a pleasing or meaningful way. All cultures of the world make some form of music. Music can be simple—for example, one person tapping out a beat on a log drum or singing a children's song. Music can also be complex—for example, hundreds of instruments playing together for hours.

All music includes basic elements, or parts. The main elements of music are rhythm, melody, harmony, and form.

Rhythm describes the length of musical sounds. The most important part of rhythm is the pulse, or beat. When you tap your foot to a song you like, you are tapping out the beat. The speed of the beats is called the tempo. The pattern of the beats is called the meter. Drums help other instruments and voices keep the rhythm in many songs.

Melody is a series of different tones, or sounds, in a piece of music. The notes are played or sung one after another to make up a song. The tones in a melody may be low or high. The highness or lowness of a tone is called its pitch. Musicians describe different tones with the letters A, B, C, D, E, F, and G.

Harmony takes place when people play or sing more than one tone at the same time. Groups of tones played together are called chords. Harmony also describes the way chords go along with a melody. Form is the way that people put rhythm, melody, and harmony together. There are many different types of musical forms. Repeating a short melody is one of the simplest forms. For example, in the song "Mary Had a Little Lamb," each verse repeats the same melody. A symphony is a more complex form. In a symphony, different groups of instruments may play different melodies at the same time or a series of harmonies. The rhythm may also change—for example, the tempo may be fast or slow at different points in the symphony.

Year 7 Physical Education Term 3

What makes up the Skeletal and Muscular Systems of the human body?
How are the Skeletal and Muscular Systems linked together?

<u>The bigger picture</u>:

The skeleton provides a framework for movement. It is made up of bones and joints of different types, which provide something for muscles to hold onto.
The skeletal system and muscular system – known collectively as the **musculoskeletal system** – work together to allow movement, which occurs at the joints. Different types of joint allow for different types of movement.

There are four types of bone in the human body:-

- Flat bones are often quite large and usually protect vital organs.
- Long bones enable gross (large) movements.
- Short bones enable finer, controlled movements.
- Irregular bones are shaped to protect.

<u>Key words and phrases</u>:

Articulating bones – Where two or more bones meet to allow movement at a joint.

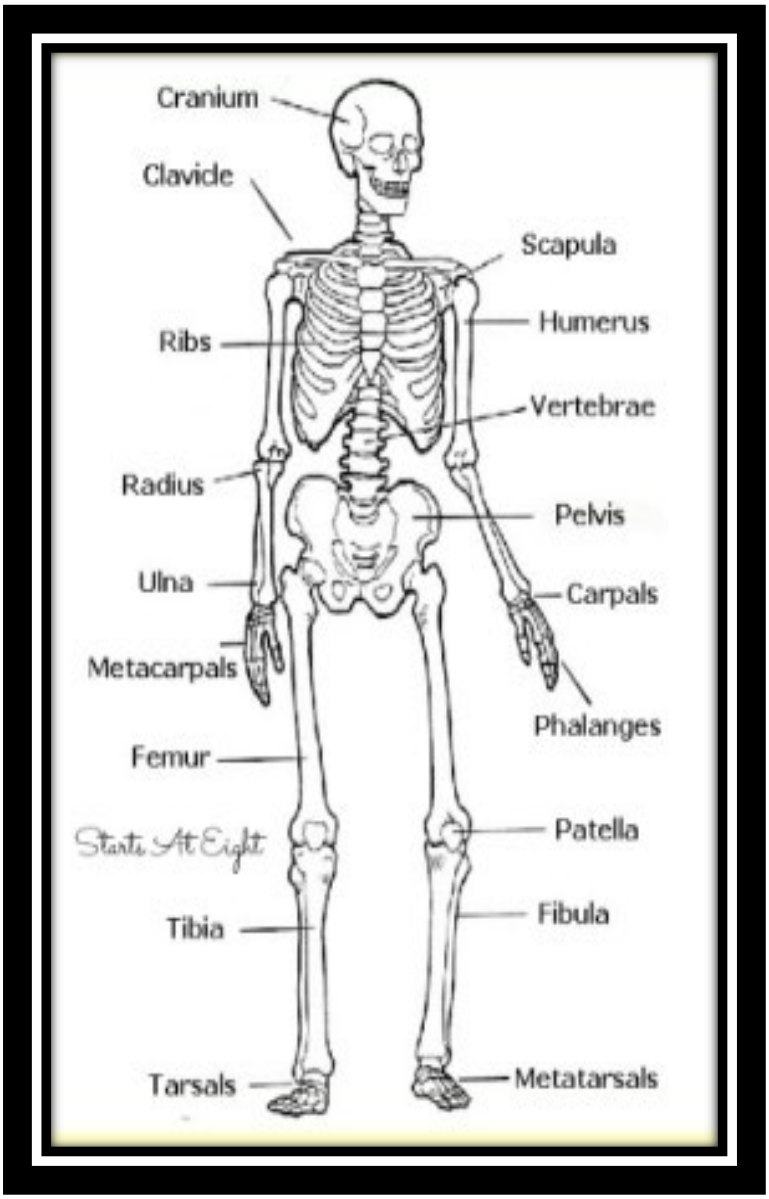
Ligaments – bands of elastic fibre that attach bone to bone, keeping the joint stable by restricting movement.

Musculoskeletal system – the name used to describe the muscular and skeletal systems working together.

Physiology – Study of how our cells, muscles and organs work together, and how they interact.

Synovial Joint – An area of the body where two or more bones meet (articulate) to allow a range of movements. The ends of the bones are covered in articular cartilage and are enclosed in a capsule filled with fluid.

Tendon – Connective tissue that attaches muscle to bone. Its role is to transfer the effort created by a contracting muscle to the bone, resulting in the movement of that bone.



The human body contains **articulating bones**, which meet at a joint to enable movement. Here are the articulating bones at five joints:-

- Shoulder: scapula, clavicle, humerus
- Elbow: humerus, radius, ulna
- Hip: pelvis, femur
- Knee: femur, patella, fibula, tibia
- Ankle: tibia, fibula, talus

The functions of the skeleton

1. *Support*, for muscles and the vital organs. Without support the body would be a mass of soft tissue that was unable to move.
2. *Protection* of vital organs such as the cranium, a flat bone, protecting the brain.
3. *Movement* – which occurs at the joints when muscles contract and pull on the bone.
4. *Shape and structure*, for maintaining the basic form of our body and providing something for muscles to attach to.
5. *Blood cell production*, which takes place in the bone marrow.
6. *Storage of minerals*, which are essential for major body functions.

Tendons – very strong, non-elastic cords that join muscle to bone.

Bursae – a sac filled with liquid, floating inside the joint, to reduce friction between tendon and bone.

Cartilage – a tough but flexible tissue that acts as a buffer between the bones, preventing bones rubbing together and causing friction.

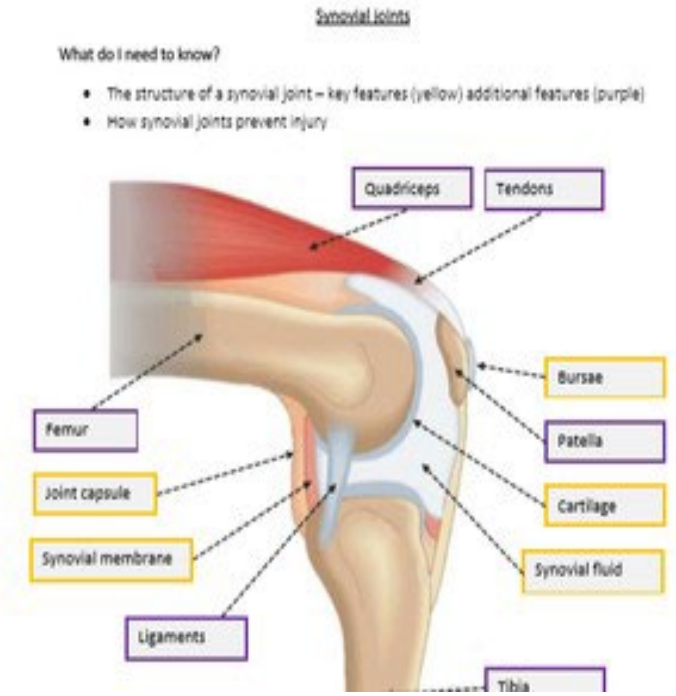
Synovial fluid – a clear and slippery liquid that lubricates the joint and stops the bones rubbing together.

Ligaments – bands of elastic fibre that attach bone to bone, keeping the joints stable by restricting movement.

Synovial membrane – the lining inside the joint capsule that secretes (releases) synovial fluid.

Joint Capsule – tissue that stops synovial fluid from escaping and encloses, supports and holds the bones together.

Synovial Joints, also known as freely moveable joints, are the most common type of joint in the human body. They are located at the shoulder, elbow, hip, knee and ankle. They have particular structural features that are shown in the following diagram of the knee.

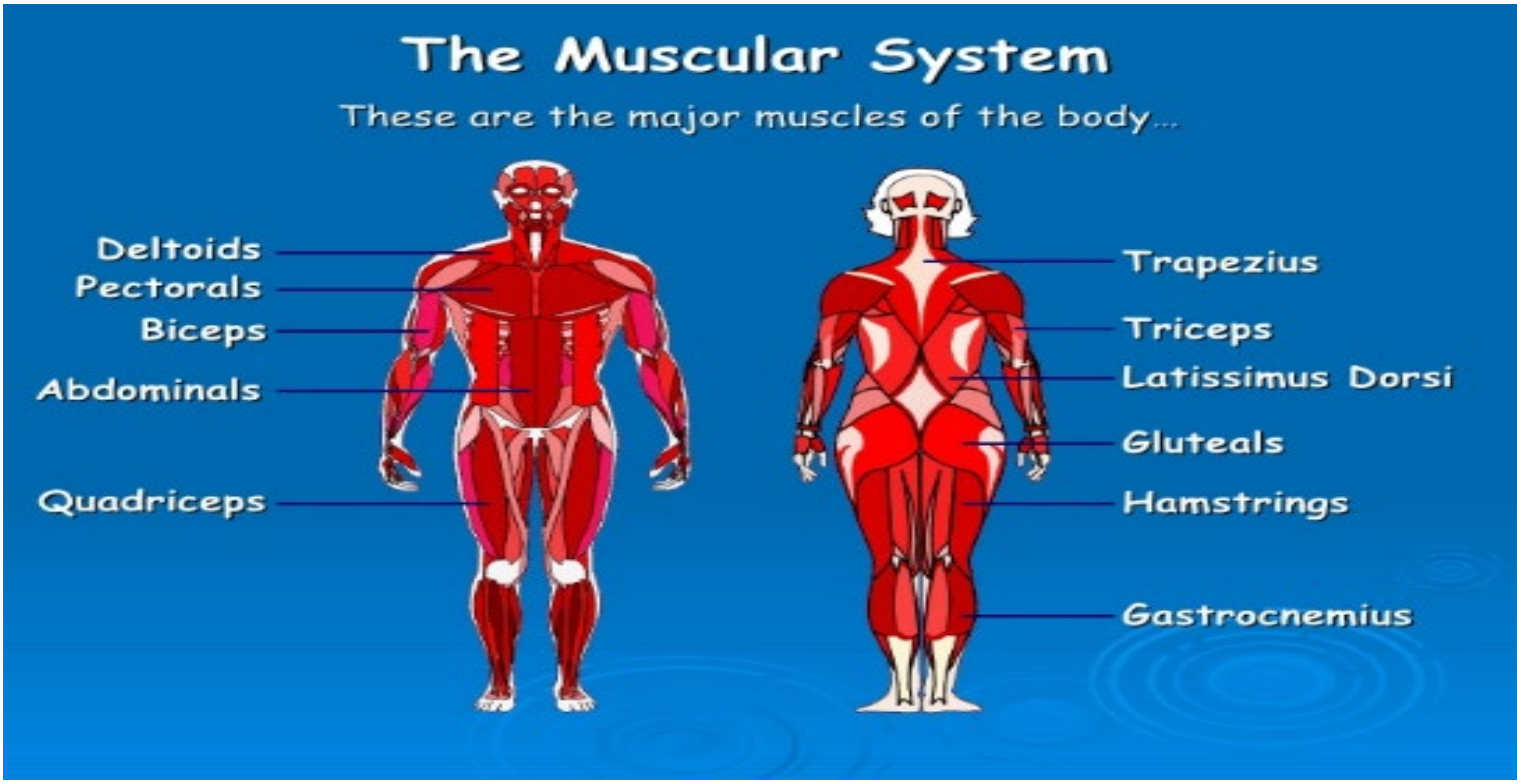


Questions

1. What are the main functions of ligaments?
2. What is the main function of cartilage?
3. What is the main function of the synovial membrane?

Activity

Place your hand on your upper, on either side of your biceps and triceps. Flex and extend your arm at the elbow and describe what is happening. Mention the bones and muscles involved in the movement.



The Muscular System

The majority of movement in the body occurs at the shoulder, elbow, hip, knee and ankle joints so it is important to be able to identify the major muscle groups that operate at these joints:

Shoulder: deltoid, trapezius, pectorals, latissimus dorsi, biceps, triceps, rotator cuffs.

Elbow: biceps, triceps

Hip: gluteals, hip flexors

Knee: quadriceps group, hamstrings group

Ankle: tibialis anterior, gastrocnemius

Wider Reading

Young people, and many adults, take the health of their bone, muscle, and skin for granted. Only when there is a problem such as a broken bone, a muscle sprain, or a skin blemish (especially before an important event) do people think about these vital body systems. Health problems that affect bone, muscle, and skin are common. In fact, muscle and bone problems prompted the World Health Organization to declare the years 2000–2010 the Bone and Joint Decade. Thirty-eight nations, including the United Kingdom endorsed this initiative. The goals of the Bone and Joint Decade include an increased awareness of the burden of musculoskeletal disorders on society; the use of educational programs to promote prevention of these disorders; continuing research into the prevention, diagnosis, and treatment of musculoskeletal disorders; and improved treatment.

The musculoskeletal and skin systems and their functions are topics that are extremely well suited for secondary school students. As stated in the *National Science Education Standards (NSES)*, topics related to human biology are especially relevant to secondary school students because students at this point in cognitive development begin to understand the relationship between structure and function. Secondary school students are inherently interested in human biology because of the developmental changes they are experiencing. Students can integrate structure-function relationships in the context of human body systems working together.

Year Seven PSHE Term Three

Question: What is PSHE?

PSHE stands for **Personal, Social, Emotional** and **Economics**. In this subject you will learn the knowledge and skills needed to manage your lives, now and in the future. PSHE will help you to stay healthy, safe and will prepare you for life and work.

Diversity - The bigger picture:

This term in PSHE the topic you will be learning about is Diversity. This will cover a range of different areas from valuing diversity, stereotyping, discrimination, and bullying (including cyberbullying) and about seeking support.

Learning about diversity and discrimination can help you to develop an understanding of people's differences and encourage respect towards others.

Why is respect important?

Respect for each other helps us to feel safe and to express ourselves. **Respect** in relationships builds feelings of trust, safety, and wellbeing.

Key words & Definitions:

Diversity: recognising and appreciating differences. Valuing diversity means respecting differences such as faith, diet, ethnicity and race.

Respect: a positive feeling or action shown towards someone or something.

Appreciation: recognition and enjoyment of the good qualities of someone or something.

Multicultural: relating to or containing several cultural or ethnic groups within a society.

Prejudice: believing some people are inferior or superior without even knowing them.

Discrimination: the unjust treatment of different categories of people, especially on the grounds of race, age, or sex. For example to dislike someone because of their religion.

Stereotyping: a generalised and simplistic idea of a group of people which is usually negative. For example old people moan.

Relationship: the way in which two or more people feel and behave towards each other.

Positive effects of diversity

Just some of the positive effects of diversity…..

- Experience new food
- Encouraged to learn a new language
- Recognition of peoples different lifestyles
- Learn to do things differently
- More interesting/ less boring
- More open minded
- Higher sense of empathy/ awareness of others
- Unique
- Understanding of different religions/ beliefs

Can you think of any more positive effects of having a diverse society?

5.07 billion people use social media

Social Media and Diveristy

Positive impacts of Social Media

- This has helped to bring lots of different people together
- Witness first-hand how people in other cultures live
- Can improve social awareness by interacting with other people and sharing new ideas and opinions
- The media can have the power to influence people's desires, opinions, beliefs and attitudes.
- What is seen or heard in the media can help children and young people figure out who and what is valued in our society.

However…

- Even though people are so much more mindful around the issue of stereotyping, the media can unfortunately continue traditional gender stereotypes.
- Therefore children, young people and adults, copy behaviour and assumptions witnessed in online spaces.

Year 7 Science- term 3 Food chains, webs and plants

Use a model to investigate the impact of changes in a population of one organism on others in the ecosystem. How do organisms interact within an ecosystem? What happens to organisms is ecosystems change?

Key Knowledge	R	A	G
Identify the organisms in a food web and food chain			
Explain how organisms depend on each other for nutrients			
Describe what happens if you disrupt a food web and how it affects other organisms			
Describe how a population can be affected by the number of predators, or disease			
Explain solutions to reduce the effects of disruptions on food webs.			
Explain why not all the energy from the producer reaches the top consumer			

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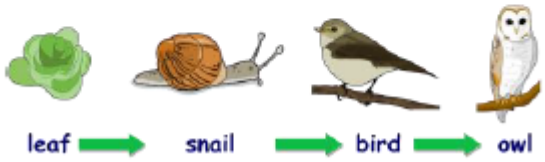
Explain solutions to reduce the effects of disruptions on food webs.			
Explain why not all the energy from the producer reaches the top consumer			
Applying Your Knowledge	**R**	**A**	**G**
Describe how a species' population changes as its predator or prey population changes			
Explain environmental changes on a population			
Explain issues with human food supplies in terms of insect pollinators			

Food chains

A **food chain** is a diagram used to show what an organism eats. It shows how energy is transferred between organisms. A food chain always starts with a **producer** (a green plant or algae) as they make their own food by photosynthesis.



Questions task:

1) What does an arrow on a food chain represent?
2) What is the difference between a food chain and food web?
3) What type of ecosystem would you expect to find these animals and why?

Challenge:

Suggest what might happen if you introduce a new unfamiliar species into a food web
Develop an argument about how toxic substances can accumulate in human food
Make a deduction based on data

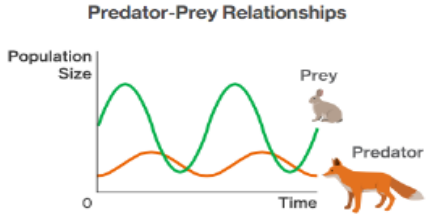
Key Vocab:

Food Web: Shows how food chains in an ecosystem are linked
Food Chain: Part of a food web, starting with a producer, ending with a top predator
Ecosystem: The living things in a given area and their non-living environment
Environment: The surrounding air, water and soil where an organism lives
Population: Group of the same species living in an area
Producer: Green plants or algae that makes its own food using sunlight
Consumer: Animal that eats other animals and plants
Decomposer: Organisms that break down dead plants and animal material so nutrients can be recycled back into the soil or water

Predators and prey

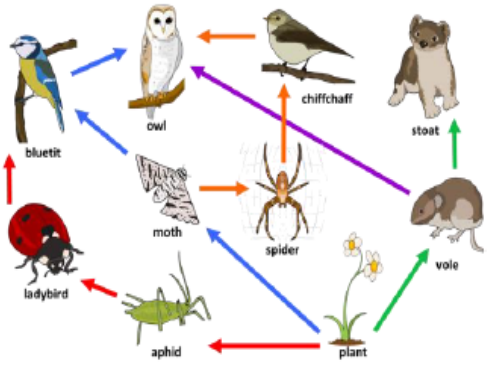
Predators and prey are interdependent as they depend on each other for survival. A predator is an organism that feeds on prey. In the diagram below the predator is the fox as it eats the rabbit.

Any change in the population of hares will effect the population of foxes and vice versa. For example, if there are more rabbits (prey) then there is more food for the foxes (predator). More foxes will survive and the population of foxes will increase.
If there are a lot of foxes present then they will eat more prey. The rabbit population would then decrease.



Food webs

A food web is used to show linked food chains, as most organisms eat more than one type of food. For example in the diagram, the owl eats bluetits or voles.



A change in the population of one species leads to changes in other species. For example, if number of voles decreased then the number of stoats would also decrease, as stoats only eat voles. The stoat is dependent on the vole.

Year 7 Science- term 3 Food chains, webs and plants

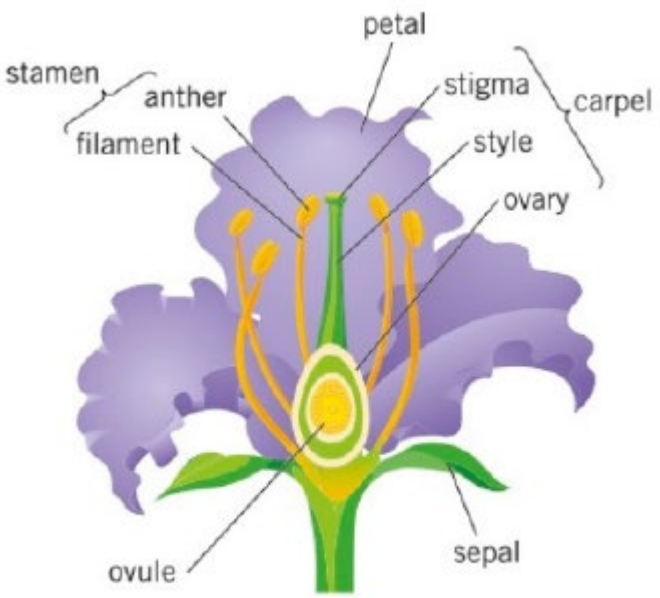
Use models to evaluate the features of various types of seed dispersal
How do plants reproduce?

Key Knowledge	R	A	G
Describe the adaptations plants have for seed dispersal			
Explain how seed dispersal by wind, water or animals works			
Explain sexual reproduction of plants			
Explain where fertilisation occurs in a plant			

Applying Your Knowledge			
Describe main steps for plant reproduction			

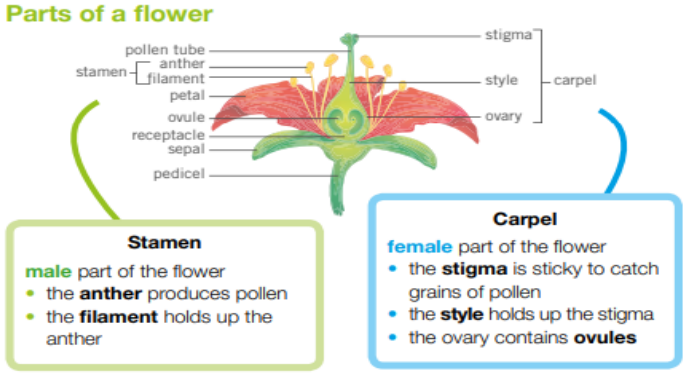
Identify parts of a flower and link to their function	R	A	G
Suggest how a plant carried out its seed dispersal by its fruit or seed			
Explain why seed dispersal is important to the survival of the parent plant			

Skills	R	A	G
Plant dissection			
Describe similarities and differences			
Develop arguments			
Develop ideas for how plant breeders can carry out selective breeding			



▲ Parts of a flower.

Questions task:
1) State the different types of pollination
2) Name 3 different types of plant seed dispersal
3) Do plants reproduce sexually or asexually? How do you know?



Key Vocab:

Pollen: Contains the plant male sex cells found on the stamens
Ovules: Female sex cells in plants found in the ovary
Pollination: Transfer of pollen from the male part of the flower to the female part on the same or another plant
Fertilisation: Joining of a nucleus from a male and female sex cell
Seed: Structure that contains and embryo of a new plant
Fruit: Structure that the ovary becomes after fertilisation, which contains seeds
Carpel: The female part of the flower, made up of the stigma where the pollen lands, style and ovary

Seed dispersal

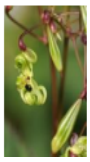
After fertilisation plants have to spread their seeds so they can grow in a new place. There are many ways that plants do this.

By the wind

By animals eating them

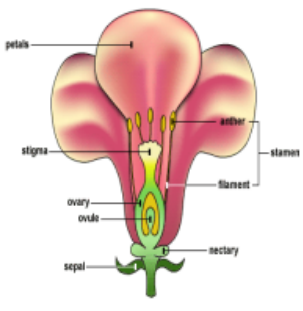
By making them stick to animal fur

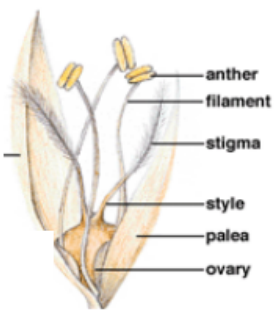
By explosion or quick release



Pollination

This occurs when the **pollen grain** lands on the **stigma** and the nucleus fuses with the **ovule** to form a **seed**. It can be carried out by **insects**, animals or the **wind**.





Insect pollinated flowers have bright colours, scents and nectar to attract insects.

Wind pollinated flowers have long anthers, produce lots of pollen and have feathery stigmas to catch the pollen.

Year 7 Spanish Term 3: Mi tiempo libre - My Free Time

The Bigger Picture:

Learning a language is more fun if you can actually express yourself! Talking about who you are and what you like to do is the way to start making friends with French speakers.

This term we will look at how to talk about what we do in our free time, talk about how often we do things and give opinions. We will be developing our speaking, listening, reading and writing skills. We will begin to explore the way Spanish verbs work and continue to work on French phonics.

Preguntas (Questions) At the end of Term 3 you should be able to answer all of these questions in Spanish! Write answers that are true for you then MEMORISE THEM!

1. ¿Qué te gusta hacer en tu tiempo libre?	En mi tiempo libre, cuando llueve, me gusta jugar a los videojuegos, pero no me gusta nada ver la televisión porque es estúpido.
2. ¿Lo haces a menudo?	Juego a los videojuegos el fin de semana y a veces los miércoles.
3. ¿ Qué te gusta hacer?	Me gusta chatear con mis amigos porque es divertido.
4. ¿ Qué no te gusta hacer?	No me gusta leer los tebeos ya que es aburrido.
5. ¿Qué haces cuando hace sol?	Cuando hace sol, me gusta jugar al fútbol con amigos porque es guay.

Throwing it all together (compare this to the English and then write your own version)

En mi tiempo libre, todos los días, me gusta mucho chatear con mis amigos porque es la leche, pero de vez en cuando, me encanta leer tebeos . No me gusta nada ver los documentales en la televisión porque es un rollo total.

During my free time, every day, I like very much chatting on line with my friends because it's totally fab, but from time to time, I love reading magazines. I don't like watching documentaries on TV – what a bore!

Pyramid challenge

En mi tiempo libre me gusta jugar al tenis

En mi tiempo libre me gusta jugar al tenis con mis amigos porque

En mi tiempo libre me gusta jugar al tenis con mis amigos porque es divertido

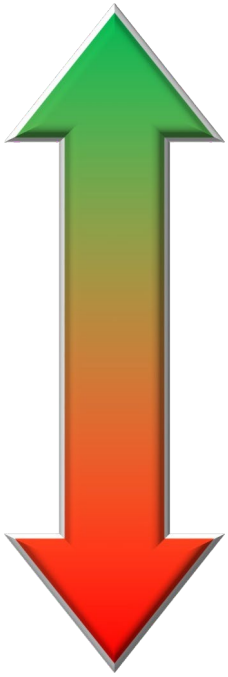
En mi tiempo libre me gusta jugar al tenis con mis amigos porque es divertido pero no me gusta ver la tele porque es aburrido.

En mi tiempo libre me gusta jugar al tenis con mis amigos porque es divertido pero no me gusta ver la tele porque es aburrido. Cuando hace sol, me encanta salir con mis amigos porque es guay.

¿Qué te gusta hacer en tu tiempo libre?

Me gusta *I like* Me gusta mucho *I really like* Me encanta *I love*	jugar- *to play* surfer-*to browse* chatear-*to chat online* escuchar- *to listen* mandar- *to send* ver *to watch* leer- *to read* escribir – *to write* salir-*to go out*	a los videojuegos por internet *(on the internet)* con mis amigos la mùsica SMS *(texts)* la televisión/ los videos/el Youtube tabeos *(magazines)* Mensajes *(messages)* Correos *(emails)*	porque ya que	es fantástico es divertido es interesante es guay es la bomba (*awesome)*
No me gusta *I don't like* No me gusta nada *I really don't like*				es mal (*rubbish*) es aburrido *(dull)* es tedioso(*boring)*

Expressions of frequency tell us how often something happens. Draw lines to match the words.



- todos los días
- a menudo
- a veces
- de vez en cuando
- casi nunca
- nunca

often

sometimes

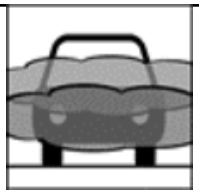
never

from time to time

rarely

every day

¿Que haces cuando…?

		
hace buen tiempo	hace calor	hace sol
		
hace mal tiempo	hace frío	hace viento
		
llueve	nieva	hay niebla

1 . Cuando hace buen tiempo, me gusta jugar al fútbol con amigos porque es divertido.

2. Cuando llueve, me encanta jugar a los videojuegos con mi familia porque es guay.

3. Cuando nieva, no me gusta salir con amigos porque es estúpido.

4. Cuando hace mal tiempo, me gusta mucho ver la televisión porque es interesante.

Expected		Exceeding		Excelling	
7.3	Understand and use a range of opinions		Understand and describe the opinion of others		Understand and use sophisticated opinions
7.5	Understand and use adjectives to give reasons for opinions		Justify opinions using a subordinate clause		Understand and give developed responses involving opinions
7.6	Understand and use some sequencers and/or time phrases		Understand and use sequencers and time phrases effectively.		Use a range of sequencers, time indicators and connectives

[A: BAD TRANSLATION?] *If the Spanish translation is correct, tick it. If not, correct it in the space provided:*

1) When it is windy my friend (f) plays tennis	=?	Cuando hace viento mi amiga juega al baloncesto
2) When it is hot my friend (f) does swimming	=?	Cuando hace calor mi amiga hace pesas
3) When it is stormy my friend (f) does cycling	=?	Cuando hay tormenta mi amiga hace ciclismo
4) When it is sunny I go to the gym	=?	Cuando hace sol voy a la playa
5) At weekends my friend (f) goes to the gym	=?	Los fines de semana mi amigo va al gimnasio

[A: SPACE] *Write out the Spanish by copying the continuous text and adding spaces where needed:*

1) When it is cold you play football	=	Cuandohacefríojuegasalfútbol
2) When it is good weather my friend (f) does climbing	=	Cuandohacebuentiempomiamigahaceescalada
3) When it is foggy you do sport	=	Cuandohaynieblahacesdeporte
4) When the sky is clear you go to the swimming pool	=	Cuandoestádespejadovasalapiscina
5) When it is windy I go to the swimming pool	=	Cuandohacevientovoyalapiscina

[A: TRANSLATE] *Translate the Spanish into English:*

1) Cuando hace buen tiempo juegas al ajedrez
2) Cuando llueve juego a las cartas
3) Cuando hace mal tiempo hago pesas
4) Cuando hay niebla haces deporte
5) Cuando nieva mi amiga hace esquí
6) Cuando está nublado mi amiga va a la montaña
7) Cuando llueve mi amiga va de pesca
8) Cuando está nublado mi amigo se queda en casa

[A: TRANSLATE] *Translate the Spanish into English:*

1) Cuando hace mal tiempo juego al tenis
2) Casi nunca hago natación
3) Nunca voy a casa de un amigo
4) Juego a las cartas a menudo
5) Hago ciclismo dos veces al mes
6) Hago escalada todos los días
7) Voy a casa de un amigo todos los días
8) Voy al parque una vez al año

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