

Y7

Work Pack

Geography

Questioning our World

Instructions:

Pick one of the topics to do some further research on.

The topics are very wide so only pick one or two questions to answer.

You can present your work any way you like- a written essay, a poem, a song, a PowerPoint, a video, a drawing- whatever you would like to do.

Question 1: Why is Shrek like a tropical rainforest?

- What do Shrek and a rainforest have in common (clue: he also compares himself to an onion?)
- How is the rainforest structured?
- What goes on in the different parts of the rainforest?
- How do animals adapt to the different sections of the rainforest? Maybe you could design your own?



Question 2: How will 7.5 billion people affect our world?

The population of the world recently hit over 7.5 billion people. What affects will that have?

- How will people in rich countries be affected?
- How will people in poor countries be affected?
- How will the environment be affected?
- How many people can the earth hold?
- What can we do to stop the population growing?



Question 3: What happened to this polar bear?

- How did he get to be like this?
- What causes this to happen?
- Who/ what else has been affected?
- Can we stop this happening to other polar bears?



History

Topic 1 - The Spanish Armada. 1588.

King Philip of Spain was a Roman Catholic. He wanted to take over England and make it a Roman Catholic country. He built one hundred and thirty ships to invade England. He set sail in a crescent shape. The ships were bright gold and bright red. The English saw the Spanish coming and lit bonfires on the coast. This is what we know as the Spanish Armada. The English and the Spanish fought for seven days but nobody won. The Spanish Armada went to the French port of Calais because they wanted more soldiers. The English set fire to some ships and put gun powder on them. They sent them out towards the Spanish ships. The Spanish ships set out from the port and scattered. The British defeated the Spanish.

The Spanish had to sail all the way around Scotland and Ireland to get home. There was a terrible storm and many were shipwrecked. Many of those who reached the land were killed by the local Scots. The sailors who remained were starving to death because the water was stale and the biscuits had bugs and insects in them. There were only sixty seven ships left and they went back to Spain and never tried to invade England again.

Activity

Opposite are a list of reasons why the Spanish were defeated. You must research each point and create a spider diagram like the opposite with at least three relevant facts about each of the areas as to why the Spanish lost.



Topic 2 - What did Elizabeth do about the poor?

Before the Reformation (when Henry VIII left the Catholic Church) it had always been considered a Christian duty to carry out the instructions laid down in the bible. These were that all Christians shall: feed the hungry, give drink to the thirsty, welcome the stranger, give people clothes, visit the sick, visit prisoners and bury the dead. After the Reformation, many of these values disappeared and the poor were left without help. Furthermore, the population had increased and there was not enough food.

Elizabeth realised that something had to be done to help those who were poor, and stop the increase in begging and stealing as people struggled to make a living. In 1552 parish registers of poor were introduced. This meant that there was now an official register of poor in a parish. In 1563 categories were also drawn up for the different types of poor and beggars that were found on the streets. These categories were:

Deserving Poor - These were people who could work but were unemployed. These people were to be given help in the form of clothes, food or maybe money. (Outdoor Relief). - Also people who were too old, young or ill to work. These people were to be looked after in alms houses (places for poor people to live), orphanages, workhouses or hospitals. Orphans and children of the poor were to be given an apprenticeship to become a tradesman. (Indoor Relief)

Undeserving Poor (also called idle beggars or sturdy beggars) - This category was for those who were seen to be able to work but did not – and were seen as being dishonest. They were to be whipped through the town until they learnt the error of their ways.

In 1572 it was made compulsory that all people pay a local poor tax. The funds raised were to help the deserving poor. In 1597 it was made law that every district have an Overseer of the Poor. The overseer had to do the following things: Work out how much money would be needed for the numbers of poor in that district and set the poor rate accordingly. Collect the poor rate from property owners.

Relieve the poor by dispensing either food or money. Supervise the parish poor-house. In 1601 An Act of Parliament called The Poor Law was passed by Parliament. The Act brought together all the measures listed above into one legal document. Dealing with the Problem of Poverty - The Elizabethan Poor Law 1601.

Activities

1. You have just been appointed Overseer of the Poor for your Parish. A number of people have applied to you for poor relief. Decide which category of poor they fall into and what type of relief, if any, you will give: Deserving/ Undeserving, Indoor/ Outdoor Relief or whipping.

a. A 20 year old man. He has no physical problems and appears to be in good health. He says that he is unable to work because he is sick.

b. A 30 year old woman. She has problems walking and has four children to look after all under the age of seven.

c. A 40 year old man. He lost a foot while fighting for England during the Spanish Armada battles. Other than that he is healthy.

2. In your book make 2 columns; Elizabeth was fair and Elizabeth was unfair. Research evidence from this sheet to help you decide.

Topic 3: The Golden Age Identify the good things which happened during Elizabeth's reign.

In November 1558, Elizabeth became queen. Some see Elizabeth's 45 year reign as a **golden age** of English history. Why was it called Golden?

She was a smart woman who could speak six languages. When she first became queen she allowed Catholics to practice their religion as long as it wasn't obvious. Elizabeth helped create a Church of England that, although Protestant, allowed some of the old Catholic traditions to continue.

Elizabeth chose wise people to help her during her rule and as a result England's trade overseas significantly expanded. Furthermore, in 1580 Sir Francis Drake became the first Englishman to successfully sail around the earth. The arts also grew in England during this period as Shakespeare, and others created poetry and drama while composers such as Byrd and Tallis worked in Elizabeth's court (royal offices). The queen was also keen to be seen by her subjects. She went on 25 regional visits known as 'progresses' during her reign, often riding on horseback rather than traveling in a carriage.

Activity

You must produce an A4 poster based on what we have done this half term. You could include: How 'Golden' was Elizabeth I's reign, How did religion change under the Tudors or Who were the Tudors? (Kings and Queens)

Write these expressions algebraically

1. A number add ten
2. A number subtracted from twenty
3. five subtracted from a number
4. Four lots of a number
5. A number divided by three
6. Add nine to a number then multiply by two

Continue the next three terms of the sequence and state the rule

- a) 4, 6, 8, 10...
- b) 13, 12, 11, 10...
- c) 50, 55, 60, 65...
- d) 0.04, 0.05, 0.06...
- e) 18, 15, 12...
- f) 5, 10, 20, 40...

If $17 \times 13 = 221$

1. $17 \times 13 = ?$
I know this because...
2. $34 \times 13 = ?$
I know this because...
3. $17 \times 0.13 = ?$
I know this because...

Write out the first 5 terms for the sequences below

- a) Start at 5, add 6 each time
- b) Start at 3, multiply by 2 each time
- c) Start at 40, subtract 5 each time.
- d) Start at 2, multiply by 2 and add 1 each time

Write algebraic expressions to show the total cost

- A phone call costs 50p plus 10p every minute
- A mechanic charges £100 plus £20 per hour
- A Taxi driver charges £8 plus £0.50 for every mile

Use BIDMAS to answer the following questions

- a) $3 + 4 \times 2$
- b) $9 - 1 \times 4$
- c) $3 \times 5 + 8$
- d) $3 \times (6 - 1)$
- e) $4 \times (10 - 2)$
- f) $(40 \div 5) + (6 - 4)^2$
- g) $50 - 4 \times (4 + 6) + 12$

If $a = 3$ and $b = 4$ work out the value of

- a) $a + b$
- b) $2b + a$
- c) $4a - b$
- d) ab
- e) b^2
- f) $4a + 3b$
- g) $2ab$

Add in the brackets to make the statements true

- a) $3 + 4 \times 5 = 35$
- b) $9 - 1 \times 2 = 16$
- c) $2 \times 4 + 8 = 24$
- d) $3 \times 4 - 1 + 1 = 10$
- e) $4 + 12 \div 2 + 1 = 9$
- f) $35 \div 1 + 6 - 3 = 4$
- g) $50 - 3 \times 3 + 7 = 20$

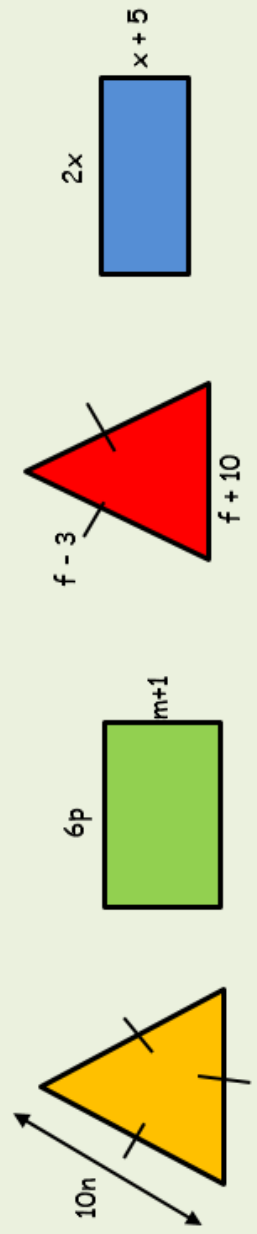
Simplify these expressions:

- a) $a + a + a + 1$
- b) $2b + a + 2a + 3b$
- c) $15c - 3c$
- d) $20y + 5z - 3y - 2z$
- e) $5b + 3 + 5 + 2b$
- f) $4x + 10x^2 + 5x + 4x^2$
- g) $10k - 4r - 4k + 10r$

Expand the following brackets and collect like terms

- $3(x + 8)$
- $7(x + 2)$
- $2(5x - 2)$
- $7(x + 2)$
- $2(5x - 2) + 9(x + 2)$
- $8(2x - 1) + 3(x + 1)$
- $x(x + 8)$
- $x(x^2 - 4)$
- $-2(3x - 2)$

Write and simplify an algebraic expression for the following shapes



Vocab Box

Match the words to their diagram (shown in red):

Vertical

Parallel

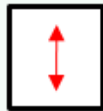
Vertices

Horizontal

Perpendicular

Edge

Diagonal



Can you draw examples of the others?

40%

How Many Sweets in the Jar?

Estimate the size of the angles below, add them up to find out how many sweets are in the jar.

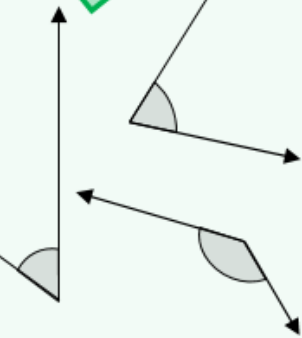


Can you name them all?

Measuring Angles

The school is building the new sports hall but the builders can't measure these angles, help them:

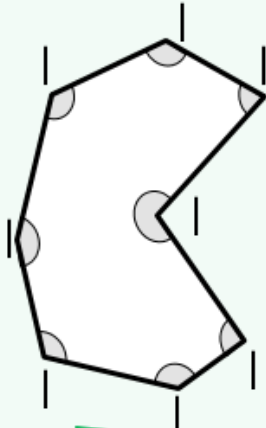
To 44%



46%

Label Anagram

If NLT = 108°, CWE = 121°, ENL = 109°, CAS = 85°, TSA = 270°, WEN = 160°, ACW = 135°, LTS = 91°, then label the vertices below.



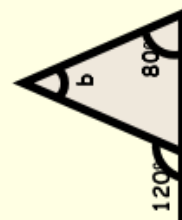
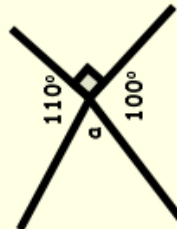
Use the vertices to find the mystery word:

Draw Me

Mr Gray needs a Triangle for his art lesson, draw him one with a base 4.5cm and angles of 68° and 45°:

Code Breaker

Ms Dlova has locked the keys to the school in the safe! To get out at 5pm, find the missing angles and crack the code.



Write the answers in order, one digit per box.

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Riddles

What four sided shapes are these?

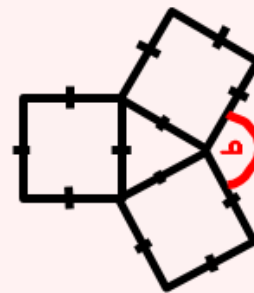
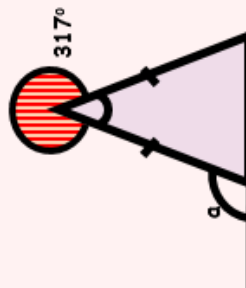
I have 4 perpendicular lines and two equal sides, what am I?

I have no perpendicular lines, two pairs of parallel sides and all equal sides, what am I?

I have no parallel sides, no perpendicular sides and a reflex angle, what am I?

Genius Zone:

Well done! You've reached your target percentage! Now let's see how far past it we can get, try these GCSE questions and see how you do!



Create your own Genius Question

Dance

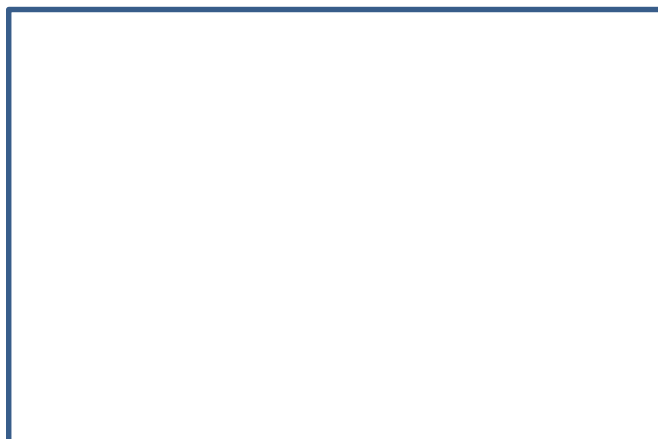
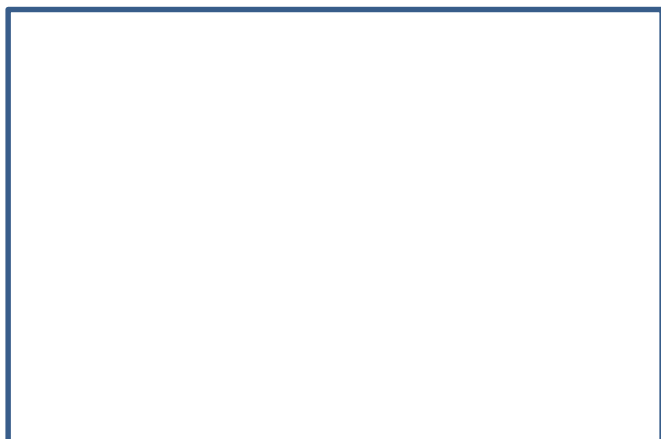
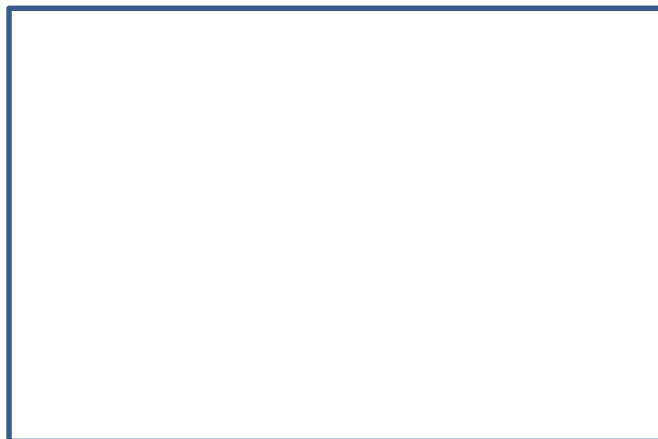
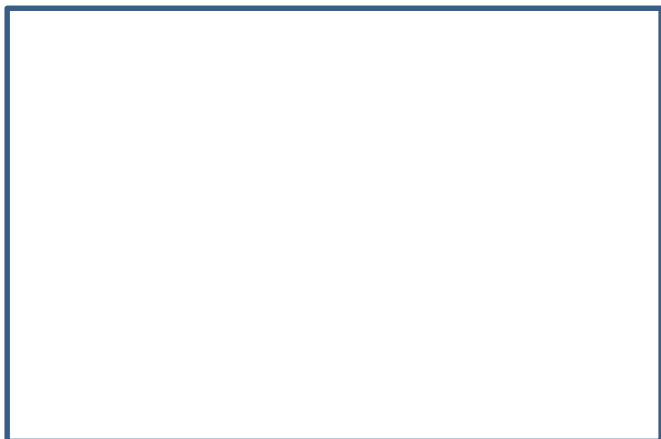
1. Define the following physical skills:

Strength

Balance

Control

2. Draw four formations that can be made by using 7 dancers in the boxes below.



3. Explain why it is important to have spatial awareness when moving formations?

4. Watch the following dance video on youtube 'ADELE - Love In The Dark | Kyle Hanagami Choreography.'

Complete the table below on the performance.

Movements used <i>Kick, turn, leap, extend, slide, jump, roll</i>	
Costume <i>Colour, style, fit, fabric</i>	
Props (<i>Other items used in the performance</i>)	
Lighting <i>colour, type</i>	
Dance style <i>Street dance, Contemporary, Lyrical, Tap, Ballet, Jazz</i>	

5. What did you think the dance was about? Why?

English

A Midsummer Night's Dream Traditional Pathway Only

Read the information below and then complete the task:

A topic sentence is accurate.

A topic sentence focuses on one thing.

A topic sentence answers the question.

TASK 1: From the list below, select the most appropriate topic sentences for the question: *How does Shakespeare present Demetrius and Helena in this scene?*

- Shakespeare presents Demetrius as a rude and arrogant character in this scene.
- Shakespeare presents Demetrius as a cold-hearted character.
- Shakespeare shows Demetrius and Helena fighting and arguing in this scene.
- Shakespeare presents Helena as a dog.
- Shakespeare presents Helena as an unreciprocated woman.
- Shakespeare presents Helena as a desperate character.

A good analytical paragraph includes a clear topic sentence that answers the question and then includes a good quotation which is relevant to the topic sentence.

TASK 2: Complete the table below by filling out the relevant sections.

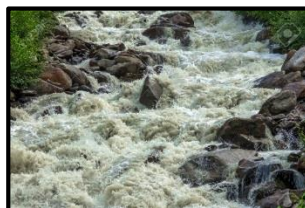
Topic Sentence	Relevant quotation
	HELENA: "The more you beat me, I will fawn on you"
Shakespeare presents Helena as desperate character.	
	DEMETRIUS: "I am sick when I do look on thee"

Infer: When you infer, you decide what the most likely explanation is, based on what you know.

TASK 3: Read the extract below and then write an analytical paragraph answering the question:

How does Shakespeare present Lysander's attitude to love in this scene?

LYSANDER
Ay me! for aught that I could ever read,
Could ever hear by tale or history,
The course of true love never did run smooth;
But, either it was different in blood,—



TASK 1: Now fill in the gaps using the words in the vocabulary box below:

At the beginning of the play, Lysander and _____ are in love with each other.

Demetrius also loves _____.

Helena loves _____ but he doesn't love her back.

Helena's love is _____.

Halfway through the play, Puck gives the love potion to _____.

This means he falls out of love with _____ and falls in love with _____. This causes _____.

Hermia	Unrequited	Demetrius	Chaos*
Helena	Hermia	Lysander	Hermia

***Chaos: Chaos happens when there is no order and everyone is confused.**

TASK 2: Explain how the love potion created chaos between the characters of the play. Do you think it was fair for Oberon to use the love potion in the first place? Explain why.

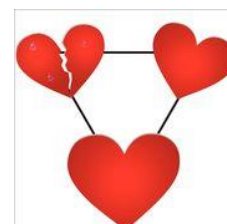
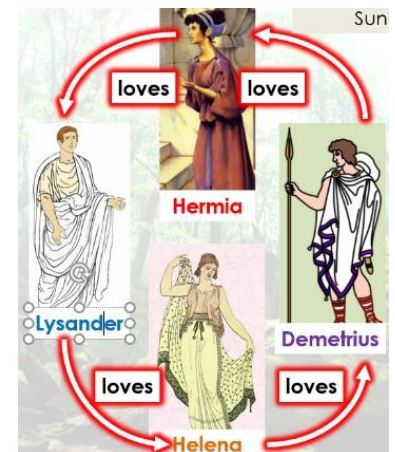
TASK 3: Read the extract below and answer the question:

How does Hermia feel about Helena in this scene?

Remember to include a topic sentence*, a relevant quotation and an explanation.

*A topic sentence is accurate, focusses on one thing and answers the question.

HERMIA	[To <i>Helena</i>] Oh! You trickster! You worm-eaten flower! You thief of love! How have you Stolen Lysander's heart from him?
HELENA	Why do you not believe me? I have done nothing! Curse you! You cheat, you puppet!
HERMIA	Puppet? Why a puppet? I see how it is! Now I see that you are comparing Our heights. You boast about how tall you are; And it is with your height that you have stolen Lysander! Have you grown so high in his opinion Because I am so dwarfish and so low? How low am I, you painted maypole? Tell me! How low am I? I am not so low That I can't scratch out your eyes with my nails!



French

Revise vocabulary on Linguascope (username: **russell**, password: **icandoit**) or use your Knowledge Organisers to revise for all the topics listed below

- Greeting
- Numbers /age
- Days of the week/months
- Birthday
- Colour
- Physical description
- Personality
- Family
- Pets
- Sports /opinions on sports

Translate into English

Je m'appelle Samuel et j'habite à Londres avec ma famille. Mes parents sont vraiment gentils mais ma demi-sœur qui s'appelle Solange est très méchante. Elle fait souvent de la danse l'après-midi alors que moi je fais de la natation le samedi matin avec ma copine Juliette qui est trop marrante. J'aime beaucoup ma mère car elle est patiente et elle a les cheveux très longs et noirs foncé. Mon père est aussi adorable mais je préfère mon chien Titi car il est trop mignon. Pendant mon temps libre, je joue au basket avec mes copains et parfois je fais de la gymnastique, j'adore ça. Mais je voudrais faire plus d'activités comme le basket ou le volleyball.

Translate into French

My name is Louis and I am fifteen years old. I have long and black hair and blue eyes. I think I am sociable, kind and sometimes independent. During my free-time I do judo in the afternoon or I play badminton with my friends. I love it! I would like to do more sports with my brother but he is no very sporty and he doesn't do sport.

Practice your writing:

- Sports you do or play
- Other activities you like to do in your spare time
- Give and justify your opinions

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Revise these using your Knowledge Organisers, books, quizlet and inguascope (log in: russell password: icandoit)

- 1. Numbers, days, dates
- 2. Family members (incl gender), appearance
- 3. Pets (incl gender), Character vocab
- 4. Pencil case and school vocab (incl gender)
- 5. Time phrases (nie, oft, meistens, immer)
- 6. Connectives (und, aber, weil)
- 7. Intensifiers (sehr, ziemlich, ein bißchen, ganz, total)
- 8. Free time vocabulary
- 9. haben, sein, Spielen and other regular verbs conjugation
- 10. Opinions I like/hate/dislike/love +accusative
- 11. Heben + accusative
- 12. Weil and the word order
- 13. Gern/ lieber/ am liebsten
- 14. Irregular verbs *super extra

1 conjugate the verb from the bracket and fill the gaps 2 Which person (ich/du/er/sie/wir/ihr/sie) could you change thi subject for?

- 1. Ich bin 13 Jahre alt (to be)
- 2. Sie sind eine Katze (to have)
- 3. Du bist 5 Jahre alt (to be)
- 4. Wir sind einen Hund (to have)
- 5. Deine Eltern sind nett (to be)
- 6. Mein Hund stinkt sehr schlecht (to stink)
- 7. Ich spiele gern Gitarre (to play)
- 8. Deine Freunde (pl) singen schön (to sing)
- 9. Sie heißt Nadia (to be called)
- 10. Wie heißt du? (to be called)
- 11. Wie deine Mutter gut? (to sing)
- 12. Ich komme aus Polen (to come)
- 13. Du spielst gern Sport (to train/do)
- 14. Ihr lebt in Liverpool (to live)
- 15. Deine Schwestern (pl) spielen Fußball. (to play)

3 Match the German with the English:

- A. gern 1. with most pleasure
- B. lieber 2. preferably
- C. am liebsten 3. gladly
- D. gar nicht* 4. not gladly
- E. nicht gern 5. not at all

4 What activities does the person enjoy (😊), doesn't enjoy (😞), prefers (😄), does with most pleasure (😄😄) or never does it (x)? put the right symbol next to the English

- a. Ich fahre gern Rad. 1. doing judo 😄😄
- b. Ich spiele nicht gern Gitarre. 2. watching tv
- c. Ich lese gern. 3. dancing
- d. Ich schwimme gar nicht. 4. playing guitar
- e. Ich fahre lieber Skateboard. 5. swimming
- f. Ich mache am liebsten Judo. 6. skating
- g. Ich sehe lieber fern. 7. horse-riding
- h. Ich tanze nicht gern. 8. cycling
- i. Ich reite am liebsten. 9. reading

5) Find the German for:

- awesome- super
- awful- schlecht
- not bad- nicht schlecht
- boring- langweilig
- deadly boring- totally langweilig
- great- super
- good- gut
- cool- cool
- annoying- ärgern

Personal pronouns			
Ich	I	wir	we
du	du	ihr	You (pl)
Er/sie/es	He/she/it	Sie/ sie	You (polite)/ they
SPIELEN -to play regular verbs endings			
Ich	<u>spiele</u>	wir	<u>en</u>
du	<u>st</u>	ihr	<u>t</u>
Er/sie/es	<u>t</u>	Sie/sie	<u>en</u>

present tense with irregular verbs

- they change the vowel for **du** and **er/sie/es**
- (go)fahren → a → ä **er fährt**
- (see)sehen → e → ie **du siehst**
- (meet)treffen → e → i **sie trifft**

Regular verbs:
Heißen – to be called
machen – to do/to make (sports)
Spielen-to play
Singen –to sing
Wohnen-to live
Kommen-to come
Treiben – to train/do
Hören – to listen
Stinken – to stink
sagen – to say

NOMINATIVE case – SUBJECT's case and in sentences such as: Das **ist der** Hund.

Gender	THE	A/AN	MY	YOUR	NO
Masculine	der	ein	mein	dein	kein
Feminine	die	eine	meine	deine	keine
Neuter	das	ein	mein	dein	kein
plural	die	----	meine	deine	keine

ACCUSATIVE case – OBJECT's case Ich habe **den** Hund. Ich mag **den** Hund. Ich habe einen Hund.

Gender	THE	A/AN	MY	YOUR	NO
Masculine	den	einen	meinen	deinen	keinen
Feminine	die	eine	meine	deine	keine
Neuter	das	ein	mein	dein	kein
plural	die	----	meine	deine	keine

2) match the German with the English

- A. i like 1. Ich hasse
B. i don't like 2. Ich mag _____ nicht
C. i hate 3. Ich liebe
D. i love 4. Ich mag

3) these opinion verbs also put the object in accusative. Practice it with the tables

1. (Ich finde (my) _____ Mutter toll
2. Ich mag (a) _____ Katze
3. Ich hasse (my) _____ Vogel.
4. Ich liebe (your) _____ Schwester
5. Ich mag (my) _____ Hamster nicht
6. ich liebe (your) _____ Bruder.
7. Ich finde (the) _____ Schlange frech
8. Ich mag (the) _____ Meerschweinchen nicht
9. Ich finde (my) _____ Schwestern (pl) langweilig
10. Ich liebe (the) _____ Großvater.

To choose between
Accusative and nominative
you need to know what is
the subject and object.

Subject is the person or
thing doing the action.
Object receives the action or
has something done to it.
The dad /granddad are the
subjects here (verb is
adapted to the subject) and
the dog/my brother is the
object

Mein Vater hat einen Hund.
My dad has a dog.

Mein Opa liebt meinen
Bruder.

My granddad loves my
brother

WEIL=BECAUSE

weil has a friend – the comma- always in front of him and he kicks
the verb to the end.

4) Connect these sentences with weil. remember to kick the verb
after weil to the end and don't lose the subject in the second
clause

1. Ich bin dick. Ich liebe Schokolade -> Ich bin dick, weil ich
Schokolade liebe
2. Er hat keine Freunde. Er ist frech ->
3. Meine Mutter ist schlank. Sie ist sportlich ->
4. Ich finde meinen Bruder toll. Er ist lustig. ->
5. Ich mag Deutsch. Es ist lustig->
6. Ich hasse Mathematik. Es ist kompliziert. ->
7. Ich habe keinen Stift. Es ist zu Hause. ->
8. Ich liebe Englisch. Es ist irre->
9. Ich mag Tania nicht. Sie ist gemein ->
10. Ich finde Anna schön. Sie hat blaue Augen. ->

1) Look in the bracket to see what to say, choose the right
option from the tables:

first decide what the subject and object are and then see
what gender it is

1. (my) _____ Vater hat (a) _____ Bruder
2. Ich habe (a) _____ Katze
3. Das ist (my) _____ Vater.
4. Ich habe (a) _____ Schwester
5. Du hast (a) _____ Pferd
6. Sie haben (your) _____ Stift.
7. Ich habe (no) _____ Kännchen
8. Ich habe (the) _____ Katze
9. Ich habe (my) _____ Schlange zu Hause.
10. Du hast (no) _____ Großvater.

Negations:

nein – no in a yes or no sense

nicht – not after a verb (I don't)

ich spiele nicht or

before an adjective by itself – das ist nicht gut

kein – no only before nouns

Das ist kein Stift. Ich habe keine Haare

5) put the right form of negation in these translations

1. This is not nice
2. I don't play
3. I have no pen
4. You are not stupid
5. She is not evil
6. They have no cat
7. You have no dog

Music

Find the definitions to the following musical words:

Pulse –

Rhythm –

Pitch –

Improvisation –

Texture –

Tempo –

Dynamics –

Melody –

Chord –

Accompaniment –

Unison –

Pentatonic scale –

Bassline –

Listening Task

Gustav Holst (1874-1934): *The Planets* (Op.32)

Gustav Holst was a British composer living and working in London 100 years ago. He was a very interesting man fascinated by space, astrology, alternative faiths, meditation and vegetarianism – in many ways he was completely ahead of his time. The Planets orchestral suite from 1918 describes seven planets in music but looks at their moods or characters rather than their scientific properties.



Listen to 'The Planets' on YouTube and then complete the following table below. Describe the character of the planet by matching the words below to the planet and then describe the music using the musical vocabulary on the other page.

Characters: Old Age, Mystic, Flying messenger, Pease, Joy, Magician, War

Planet	Character	Music
Mars	E.g. War	E.g. Starts with low pitched quiet brass which creates a sense of tension. The tempo is consistent throughout as it is representing a march. Various instruments like the euphonium have solos throughout the piece with three epic climaxes.
Venus		
Mercury		
Jupiter		
Saturn		
Uranus		
Neptune		

Science

SCENARIO

You have just got new job, working at a local GP surgery.

Congratulations!

The head doctor has asked you to produce an information poster or leaflet about how to reduce the spread of disease.



TASK

Create a leaflet on how to reduce the spread of disease.



POINTS TO CONSIDER

- What are the main differences between bacteria and viruses?
- How do bacteria and viruses reproduce?
- How do bacteria and viruses cause disease?
- How do you stop yourself from getting a bacterial or viral infection?
- How are bacterial and viral infections treated?
- Why does antibacterial gel not kill viruses?

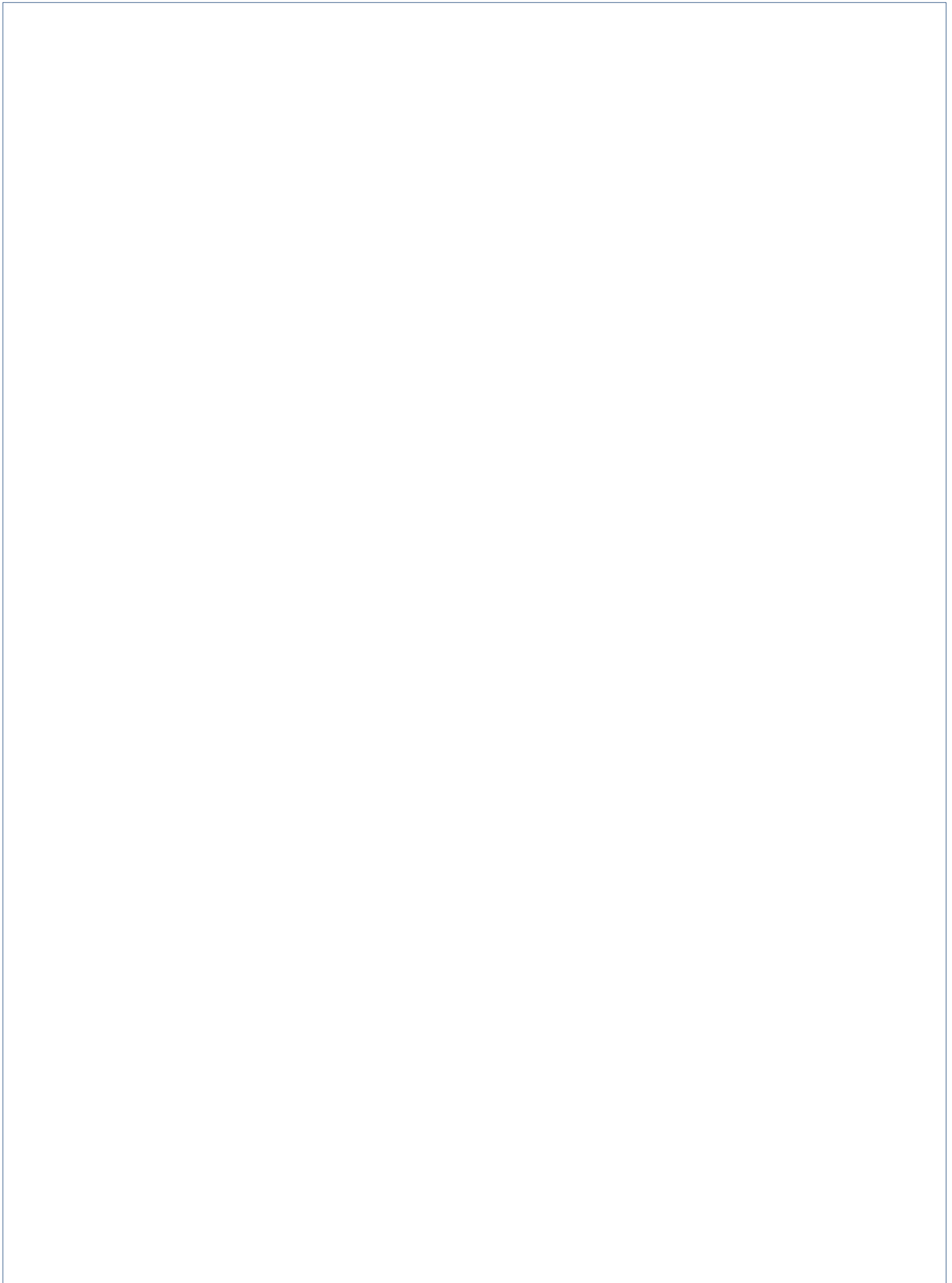


RESOURCES

Visit www.j.mp/srsscience for some resources we have put together.

You can also use any books, leaflets or information you find elsewhere on the internet, TV or anywhere else!

CREATE YOUR SCIENCE LEAFLET/POSTER HERE

A large, empty rectangular box with a thin blue border, intended for creating a science leaflet or poster. It occupies the majority of the page below the header.

Art & Design Technology

ART

Year 7 students are expected to complete two drawings from the list below. This work is set by the staff in the art department to support class work and build students' knowledge and experience. Drawings can be done on any sort of paper, using pencil or pen. Colour and tone need to be carefully added.

1. A potted plant against a background.
2. A person or animal lying down.
3. A hat and gloves.
4. A view from a window.
5. A person or an interesting shape casting a shadow on a wall.
6. A close look at a flower.
7. A gate and surroundings.
8. A view across fields.

Design and Technology

Year 7 students are expected to complete two pieces of work from the list below. This work is set by the staff in the DT department to support class work and build students' knowledge and experience. Drawings can be done on any sort of paper, using a sharp pencil and ruler.

1. Draw a mind map about design and technology (include all you have learn this year).
2. Create a poster about tools: write and draw what you know about the workshop tools and their uses.
3. Create a poster about categories of WOOD (soft, hard and manmade).
4. Draw a wooden robot in 3D (you can use 2 point perspective or isometric).
5. Write about the benefits of recycling plastic.
6. Follow a tutorial to make a piece of complex origami.

Food Technology

Students are expected to complete at least **two** pieces of work from the list below **as well as the** 'Look, Cover, Write, Check' Theory exercise page, to be completed in your green books. This work is set by the teachers in the Food Technology department to support class work and build students' knowledge and experience. Work can be completed on any sort of paper. Use of colour and drawings will enhance posters/leaflets.

- Create an informative leaflet on 'Healthy Eating'. Include illustration and text highlighting the effects of eating well and listing what foods are good for you
- Using the internet or asking friends/family, find out about 'Dietary Requirements' and create a daily meal-plan for a person with these requirements. Include your reasons for choosing these foods.
- Identify three special diets (e.g. vegetarian, coeliac, diabetic) that people may follow and explain why, with examples of foods that can and cannot be eaten in these diets. Present this information as a poster.
- List **ingredients** beginning with every letter of the alphabet
- Design a menu for your own restaurant Include a 'Starter', 'Main' and 'Dessert'. Price the dishes and come up with a name and logo for your restaurant. See an example below



Civics

RE: 6 Major World Faiths Celebrations <i>(Civics RE research task part a-peer mark then place in best work folder)</i>					
Buddhists	Christians	Hindus	Jews	Muslims	Sikhs
April or May	25th December	Oct. or November	September	Dates vary	14th April
Wesak	Christmas	Diwali	Rosh Hashanah	Eid-ul Fitr	Vaisakhi

6 Major World Faiths Years 7 & 8 <i>(Civics RE research task part a-peer mark then place in best work folder)</i>						
	Buddhism	Christianity	Hinduism	Judaism	Islam	Sikhism
Founding figure/s						
Holy books/scriptures						
Places of origin						
Main religious symbol/s <i>(Draw & name)</i>						
Key festival/s <i>(Name & explain main events)</i>						
Place of worship <i>(name & give example)</i>						
Faith leader/s <i>(leaders in worship & overall leader/s)</i>						
Key/typical features in place of worship <i>(Give 4-5)</i>	1, 2, 3, 4, 5,	1, 2, 3, 4, 5,	1, 2, 3, 4, 5,	1, 2, 3, 4, 5,	1, 2, 3, 4, 5,	1, 2, 3, 4, 5,
Famous contemporary follower/s of this particular faith						

Physical Education

Research a sport you have covered so far this year within your PE lessons.



You must find out the following information related to the sport of your choice..

Professional leagues available to men and women.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

National Teams both men and women.

Pay for top level athlete male and female within your sport.

Media outlets that televise or broadcast.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Pathway which young athletes have to follow to get to the national team

Sport Diary

Task 1

On the day/days you have PE, you must complete the following;

- At least 30 minutes of exercise (including warm up and cool down)
- This can include your own circuit or the circuits listed below
 - <https://www.youtube.com/watch?v=J7cpGxqspRU>
 - <https://www.youtube.com/watch?v=5nZ2iBGvFhE>
- If you have any additional sports equipment in your house such as; trampolines or table tennis table please use this for your warm up or part of your session.

Task 2

Note down the day, time and how long your sport is broadcasted for on TV or online (If no live sporting events are being broadcasted please use different sources such as; YouTube, amazon prime and IPlayer)

Date	Duration	Activity	Media Outlet

YEAR 7 – Drama

Link the boxes together

Inflection

Proxemics

Body Language

Pitch

Levels

The movement of the body to represent the attitude or emotion of the character.

Stress on a word or phrase

How close the actor is to the floor.

The distance between actors

How high or low the voice.

1. What is the name of the vocal skill that you would use to show an emotion?
2. How do you identify a stage direction in a script?
3. When you perform, which performance technique do you use to start and end a performance with?
4. Name three ways you can build dramatic tension in a performance.
5. Name three skills you would use to show an audience that your character is excited.

Literacy Focus - Year 7- 19th Century Research Project

1. Who ruled Britain during the 19th century? How long for?

2. Research the lives of children in the 19th century.

Research the following:

- o How children were treated in the 19th century?
- o Did children have to work, if so what jobs did they have to do? Were they paid?
- o What were the working conditions like?
- o Did children go to school? If so, what were they like?

Task: Create a poster about children in the 19th century.



3. Research women in the 19th century.

Research the following:

- o What women were/were not allowed to do?
- o Could women work? If so, what jobs did women do?
- o How rich women were treated differently compared to poor women?

Task: Write a newspaper article on how women were treated in the 19th century.



4. Research work in the 19th century.

Research the following:

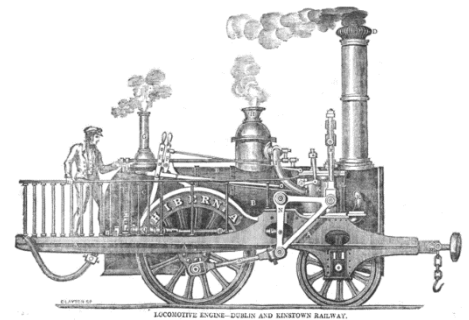


- o The industrial revolution
- o Conditions in cities and towns.
- o Working conditions in factories.

Task: Create a leaflet advertising the conditions of the poor.

5. Research all the inventions and scientific discoveries in the 19th century.

Task: Make a collage of 10-15 images/drawings of the inventions and scientific discoveries.



6. Research the life of Charles Dickens.

Research the following:

- o Who was he?
- o What did he do? Provide examples.
- o Family
- o Education
- o What were his social beliefs on society?
- o What jobs did he do?



Task: Create a fact file on Charles Dickens.

In addition: Please spend at least 40 minutes per week on Literacy Planet and read for at least 25 minutes every day.