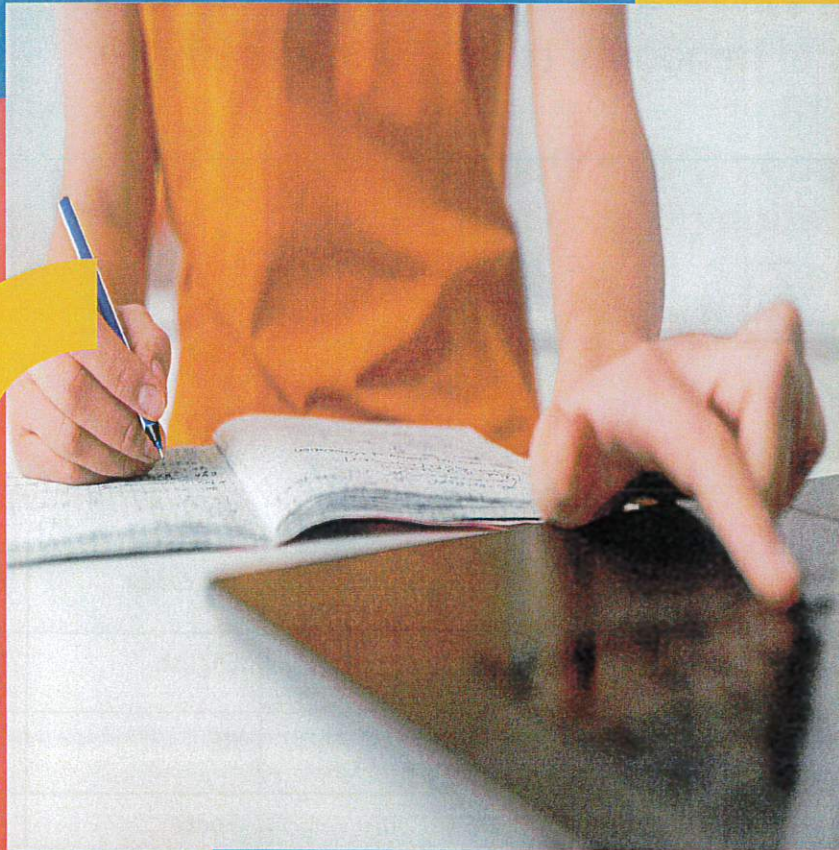




SMITHILLS SCHOOL  
SUCCESS FOR ALL

# HOMEWORK BOOKLET



Year 7  
Spring Term 2

[www.smithillsschool.net](http://www.smithillsschool.net)



## CONTENTS PAGE

1. Guidance on how to use the homework strategy: Look, cover, write, check, correct
2. Student guide to logging into Sparx Maths.

### Subject Knowledge Organisers and Tasks:

Art – Page 7

Computing – Page 8

Dance – Page 9

Drama – Page 10

Design Technology (Graphics) – Page 11

English – Pages 12-14

Food Technology – Page 15

Geography – Page 16

History – Page 17

Maths – external handouts to be given separately

Music – Page 18

Physical Education (PE) – Page 19

Religious Education (RE) – Page 20

Science – Page 21

Spanish – Page 22-24

Urdu – Page 25

### Homework Timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
Green	English	Maths	Science	English	Maths
	Geography	History	Spanish/ Urdu French	RE	
	Music	Dance	PE	Food	
	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader
Orange	Science	English	Maths	Science	English
	Geography	History	Spanish/ Urdu French	RE	
	Art	Drama	Des Tech	Computing	
	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader

## Student Guide to Logging In

1

Go to **sparxmaths.com**

2

Select **Student Login**

3

Carefully select your school from the list

4

Select **New Sparx user**

5

Enter your:

- First Name
- Last Name
- Date of Birth

6

Click **Submit**

7

You will be prompted to set your own password. The password must be at least 6 characters long and you will need to remember it

8

Confirm your username and password, then click **Check your details**

9

You can now log in to Sparx using your username and password

10

If a password is lost, you can select the option to request a new password from your teacher

Use your Sparx login

Username:

Password:

[Show](#)

[Forgotten Sparx login details?](#)

[New Sparx user?](#)

Fill in your details below to create your account

Your first name:

David

Your last name:

Smith

Your date of birth:

01 February 2010

[Submit](#)

Now set a password, make sure you choose one that you will remember

Choose your password

.....

[Show](#)

Your password needs to:

✔ Be 6 or more characters

[Back](#)

[Confirm your details >](#)

Let's check you have remembered your log in details

Enter your username:

dav.smith

Enter your password:

.....

[Show](#)

[Back](#)

[Check your details >](#)

## Instructions on how to complete your homework:

1. Write the subject and date in your homework exercise book.
2. If you have been given tasks to complete, please do this in your exercise book. If you have been asked to recall information from a knowledge organiser, please use the steps below.



- Look at box/es that your teacher has assigned to you. Repeatedly read the information until you are confident you can remember it. You might find saying them out loud helps you.



- Cover each box so that you cannot see the text.



- Next, in your homework exercise book, write down everything you can remember from each box.

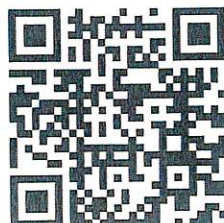


- Uncover the box and check your answers, correct any you got wrong or missed.
- Repeat this one more time as you should be able to remember more from each box on the second round.

3. Rule a line under the homework you have completed.

4. Repeat the process for your next subject/s.

5. Use the QR link below if you would prefer a visual reminder of how to complete this.





# Examples of what your homework books should look like...

## Form 9B

Handwritten notes on Form 9B include:

- Form 9B** (boxed)
- Notes on the American Revolution, mentioning the Declaration of Independence and the signing of the Constitution.
- A **SCIENCE** section with a table for a "Final Revision Sheet" and notes on "malaria" and "accidents in factories".
- A **history** section with notes on "malaria" and "accidents in factories".
- A **APT** (Art Practical Test) section with a drawing of a landscape and notes on "mass movement by troops" and "Spanish 1746-1719".
- A **ENGLISH** section with notes on "Owen repeats nothing" and "The quotation 'pale flutes'".

## Form 10B

Handwritten notes on Form 10B include:

- Form 10B** (boxed)
- Notes on "English" and "Science" with a table for "Cell" and "Molecules".
- A **SCIENCE** section with a table for "Cell" and "Molecules".
- A **history** section with notes on "malaria" and "accidents in factories".
- A **geography** section with a drawing of a landscape and notes on "4 main types of rivers".
- A **maths** section with a graph and notes on "Fractions less than a whole".

## Form 7H

Handwritten notes on Form 7H include:

- Form 7H** (boxed)
- Music** notes: Pitch - How high or low the music is; Tempo - How fast or slow the note is; Duration - How long or short the note is; Dynamics - How loud or quiet the sound are; Texture - How the music is layered; Timber - The different tones of the instrument; Structure - How the music are built; Ostinato - Repeated pattern; Rhythm - The pattern and duration of the sound; Pulse - A main beat.
- Key Outcome 2** (23.9.24) - What is a Design Brief? Notes on design brief requirements and objectives.
- ACCESS - FM** notes: Aesthetics: How it looks; Cost: How much it costs to make; Client: Who it's for; Environment: Impact on the; Safety: Is it safe to use?; Dimensions and weight; Material: What it does; Color: What it's made of.
- Geography** notes: "Geography - British Isles fact file" with a map of the British Isles and notes on the British Isles, including the Channel Islands and the Hebrides.
- MATHS** notes: "Study 2nd Order Maths from notes" with a table for "MATHS" and "MATHS" containing numbers and calculations.



**Overview**

Ancient Egyptian art has a rich historical background, dating back thousands of years. It is characterized by its unique style, symbolic meaning, and connection to the culture and beliefs of the ancient Egyptians. This art served not just decorative purposes but was also deeply spiritual, intended to convey messages about life, death, and the afterlife.

**Key Vocabulary**

- **Hieroglyphics:** The ancient Egyptian writing system, using ideograms and phonograms.
- **Cartouche:** An oval-shaped design enclosing hieroglyphs, signifying a royal name.
- **Scarab Beetle:** A symbol of regeneration and transformation; commonly used in amulets.
- **Sculpture:** Three-dimensional artwork created through techniques such as carving or modelling.
- **Fresco:** A technique of mural painting on freshly laid wet plaster.
- **Papyrus:** A plant-based material used by ancient Egyptians for writing and making scrolls.

**Significant artifacts**  
**Cartouche**

- **Description:** An ornamental frame enclosing hieroglyphs that represent the name of a pharaoh. Each cartouche can give insights into the history and lineage of the rulers.
  - **Significance:** A sign of protection, it was believed to safeguard the named individual in the afterlife.
- Scarab Beetle**
- **Description:** Often crafted into amulets, the scarab beetle symbolized the sun god Ra and was associated with rebirth and protection.
  - **Significance:** Scarab amulets were a common funerary item, representing transformation and continuity of life.

**Hieroglyphics**

- **Description:** The complex writing system combining logographic and alphabetic elements. Hieroglyphs were used in temples, monuments, and tombs.
- **Significance:** The use of hieroglyphs was crucial for recording history and ecclesiastical texts, reflecting the culture's deep religious devotion.

**Key Concepts**

- **Symbolism:** Ancient Egyptian art was heavily symbolic, with colours and shapes carrying significant meanings. For example, gold symbolised divinity and eternity.
- **Functionality:** Many art pieces served a specific purpose, such as funerary art that aimed to ensure safe passage to the afterlife.
- **Social Hierarchy:** Art reflected the social structure of ancient Egypt, depicting pharaohs, gods, and everyday life to convey power and order.

**Interesting Facts**

- **Art and the Afterlife:** Many artworks were created with the belief that they would provide for the deceased in the afterlife.
- **The Great Sphinx:** The Great Sphinx of Giza, a magnificent sculpture, is believed to represent the pharaoh Khafre and is one of the largest stone statues in the world.
- **Golden Mask of Tutankhamun:** This iconic artefact made of gold is one of the most famous examples of ancient Egyptian art, symbolising the wealth and artistry of the period.
- **Course of Time:** Ancient Egyptian art remained remarkably consistent over thousands of years, reflecting the stability and continuity of their culture.

**Materials Used**

- **Stone:** Limestone, sandstone, and granite were commonly used for sculptures and temple construction.
- **Wood:** Utilised for various artifacts, furniture, and tomb items, often intricately carved and decorated.
- **Metal:** Gold, copper, and bronze were employed to create jewellery, tools, and ceremonial items.
- **Paint:** Natural pigments extracted from plants and minerals were used for decoration and murals.
- **Papyrus:** Used as a writing surface, it was integral to documenting cultural practices and history.



<p><b>1. Decomposition</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> Breaking down a problem into smaller, manageable parts.</li> <li>- <b>Importance:</b> Helps solve complex problems step by step.</li> <li>- <b>Use in Computing:</b> Used in programming to divide tasks into smaller functions or modules.</li> <li>- <b>Examples:</b></li> <li>- Breaking a game project into separate parts: player movement, scoring, and enemy AI.</li> <li>- Splitting a maths problem into individual calculations before solving it.</li> </ul>	<p><b>2. Abstraction</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> Removing unnecessary details to focus on the important parts of a problem.</li> <li>- <b>Importance:</b> Helps simplify complex ideas and reduce distractions.</li> <li>- <b>Use in Computing:</b> Used in system design and programming to focus on key functions rather than unnecessary details.</li> <li>- <b>Examples:</b></li> <li>- A tube map removes real distances and focuses on station connections.</li> <li>- Ignoring small details in a car design and only focusing on key features like engine type and number of wheels.</li> </ul>	<p><b>3. Pattern Recognition</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> Identifying similarities or trends in data or problems.</li> <li>- <b>Importance:</b> Helps make predictions and simplifies problem-solving.</li> <li>- <b>Use in Computing:</b> Used in AI, data analysis, and coding to identify common structures.</li> <li>- <b>Examples:</b></li> <li>- Recognising that multiplication is repeated addition.</li> <li>- Detecting spam emails by identifying common words or structures in messages.</li> </ul>
<p><b>4. Algorithms</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> A set of step-by-step instructions to solve a problem or perform a task.</li> <li>- <b>Importance:</b> Ensures consistency and accuracy in computing and daily tasks.</li> <li>- <b>Use in Computing:</b> Used in programming, robotics, and AI to automate processes.</li> <li>- <b>Examples:</b></li> <li>- A recipe is an algorithm for making food.</li> <li>- A login system follows an algorithm: enter username → check password → grant access.</li> </ul>	<p><b>5. Flowcharts</b></p> <ul style="list-style-type: none"> <li>- <b>Key Concepts:</b></li> <li>- <b>Definition:</b> A diagram that represents an algorithm visually using different symbols.</li> <li>- <b>Importance:</b> Helps programmers and designers understand processes clearly before coding.</li> <li>- <b>Common Symbols:</b></li> <li>- Oval: Start/End</li> <li>- Rectangle: Process (e.g., calculation, action)</li> <li>- Diamond: Decision (e.g., Yes/No)</li> <li>- <b>Use in Computing:</b> Used to plan software, explain logic, and debug problems.</li> <li>- <b>Examples:</b></li> <li>- Flowchart for a traffic light system.</li> <li>- Flowchart for a simple guessing game where the user guesses a number.</li> </ul>	

**Big Picture:** In this term you will study and explore the stylistic and cultural awareness of Bollywood dance. Bollywood is both a cultural and social dance. In this topic you will explore and be taught Bollywood dance actions, spacing ideas, dynamics and some dance relationships found within Bollywood dance. As a dancer you are expected to research and watch different Bollywood dance video clips you help you further understand the culture, style and content.

<p><b>1. What is the history of Bollywood Dance?</b> Know and recall this</p> <ul style="list-style-type: none"> <li>Bollywood dance started in the early 1900s, inspired by traditional Indian dances.</li> <li>In the 1950s and 60s, Bollywood dance added cool moves from Western dances like jazz and rock 'n' roll.</li> <li>From the 1990s, Bollywood dance began to include styles like hip-hop and salsa, making it super fun and exciting.</li> <li>Today, Bollywood dance is famous all over the world for its colourful costumes and energetic moves.</li> </ul>	<p><b>2. What is Bollywood Dance?</b> Know and recall this</p> <ul style="list-style-type: none"> <li>Bollywood dance combines traditional Indian dance with modern styles like hip-hop and jazz.</li> <li>It features bright costumes, expressive hand movements, and lively music.</li> <li>The dances often tell stories and are a big part of Bollywood movies.</li> </ul>	<p><b>3. How do I perform Bollywood Dance successfully?</b> Know and recall this</p> <ul style="list-style-type: none"> <li>Spend time learning and practicing the basic Bollywood dance steps, like Bhangra and Thumka. The more you practice, the better you'll get!</li> <li>Use your face and hands to show emotions and tell a story while you dance. Bollywood dance is all about expressing joy, excitement, and fun.</li> <li>Feel the rhythm and energy of the Bollywood music. Let the music guide your movements and have fun dancing to the beat.</li> </ul>
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**4. Key Vocabulary of Bollywood dance – Know what is it Know what is the meaning Ideas to use these actions.**

<p><b>Bhangra Steps</b></p>	<p>Stand with your feet apart, bend your knees slightly, and move your arms in a circular motion above your head while bouncing on your feet.</p>	<p>What creative ways could you perform the arm gestures in addition to just moving the arms in a circular motion?</p>
<p><b>Hand gestures</b></p>	<p>Sometimes known as the 'light bulb' gesture where the hand is in a held position and twists at the wrist</p>	<p>What different directions and levels could you perform the key hand gestures?</p>
<p><b>Shoulder Shimmy</b></p>	<p>Move your shoulders up and down quickly, one after the other, while keeping your arms relaxed at your sides. This adds a cool, rhythmic touch to your dance.</p>	<p>Have you considered how you could lock your elbow and leg?</p>
<p><b>Mudras</b></p>	<p>Mudras are hand gestures used in Bollywood dance to express different emotions and tell a story.</p>	<p>How can you develop the space and dynamics of the hand gestures?</p>
<p><b>Thumka</b></p>	<p>Thumka is a popular move in Bollywood dance that involves a quick, bouncy hip movement.</p>	<p>What direction could you perform the Thumka in within your group choreography?</p>

**Big Picture:** For this half term we will be studying the play *The Terrible Fate of Humpty Dumpty*. We will be exploring characterisation and the effects that bullying can have on another person.

**1. Key concept - Plot**

Terry Dumpton has just started at a new school. He feels scared and isolated. A gang of students who go to his school begin to pick on Terry, they start called him names and demanding money off him.

This results in a very serious and terrifying incident.

What do you think the incident might be?

**2. Key concept - Vocal Skills**

- Pace
- Pitch
- Tone
- Emphasis
- Accent
- Volume

What do all these words mean in Drama?

t	v	o	l	u	m	e	a	c	c	e	n	t	e	w	z	b	a	
h	y	s	p	i	t	s	c	e	n	e	m	r	x	q	u	e		
o	n	t	r	a	n	s	i	t	i	o	n	u	i	h	c	s	p	
u	m	h	z	g	e	s	t	u	r	e	g	s	l	m	k	o	r	
g	n	c	l	o	c	k	i	n	g	a	v	u	g	n	e	i	o	
h	n	e	m	p	h	a	s	i	s	a	j	p	i	f	c	h	x	
t	t	a	b	l	e	a	u	x	e	a	p	a	j	u	d	j	e	
t	f	a	c	i	a	l	e	x	p	r	e	s	s	i	o	n	m	
r	p	l	i	d	r	y	s	z	k	m	a	m	l	y	y	w	i	
a	g	a	i	t	o	r	i	e	n	t	a	t	i	o	n	i	c	
c	m	j	t	b	x	t	i	o	n	e	w	k	e	n	k	f	j	s
k	j	p	a	c	e	n	j	w	e	c	k	s	k	i	l	z	s	

Find the following words in the puzzle.  
Words are hidden → ↓ and ↘ .

- facialexpression
- thoughttrack
- orientation
- splitscene
- transition
- proxemics

- tableaux
- clocking
- emphasis
- gesture
- volume
- accent

- pitch
- tone
- pace
- mime
- gait



## Year 7 Textiles: Knowledge Organiser - Spring 2

### Key Outcome 2

#### What are Health and Safety Rules?

Essential guidelines that pupils must follow to keep themselves and others safe during practical work in the classroom.

#### Rules at the start of a practical lesson

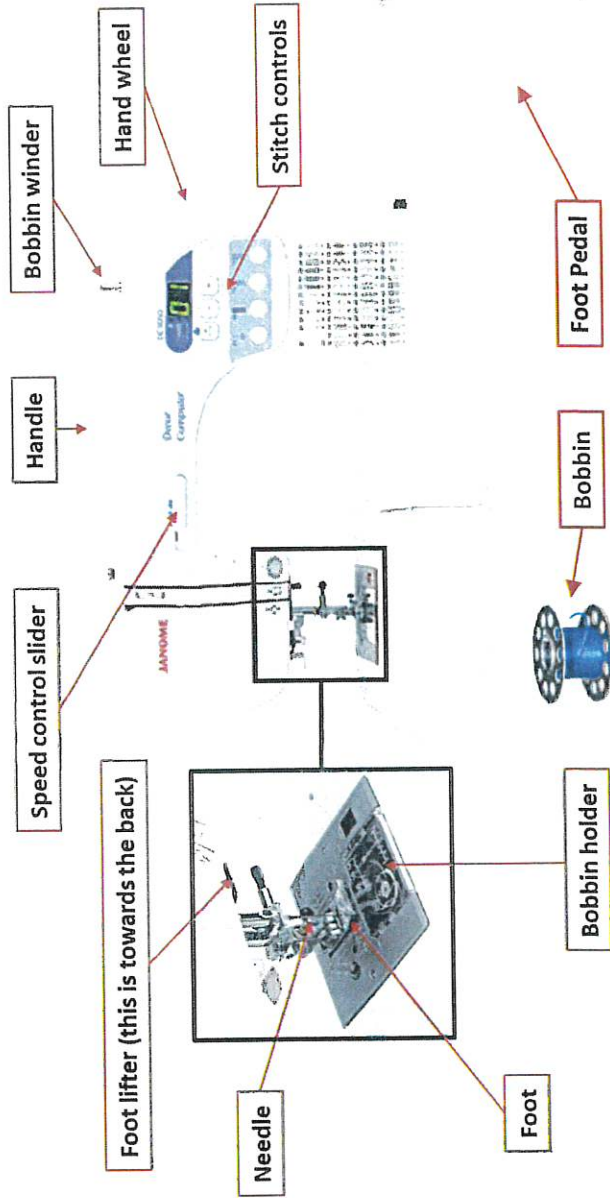
- Store coats and bags away to prevent trip hazards.
- Do not run in the classroom.
- Keep your work area and floor tidy.
- Do not use the iron or sewing machines without the teacher's permission.
- Use scissors safely - carry closed blades pointing downwards.
- Return all equipment after use.
- Report any accidents immediately to your teacher.

#### What is a sewing machine?

A sewing machine is a device that uses thread and a needle to join pieces of fabric or other materials together.

#### How a sewing machine works (basic steps):

- The top thread comes from a spool and goes through the needle's eye.
- The bottom thread comes from a bobbin.
- The needle moves up and down, piercing the fabric.
- The foot helps hold the fabric in place while sewing.
- The fabric moves through at a steady rate to create even stitches.



#### Keywords

**Needle**  
The metal part with a hole (eye) that carries the top thread down through the fabric to create stitches.

**Foot**  
A metal piece that holds the fabric in place while sewing.

**Bobbin**  
A small spool that holds the bottom thread.

**Foot Pedal**  
A pedal on the floor that you press with your foot to control how fast the machine sews.

**Stitch Control**  
Buttons that change the style and size of stitches.

**Did you know?** The first practical sewing machine was patented by French inventor Barthelemy Thimonnier in 1830. His wooden machine could create a simple chain stitch for making uniforms for the French army!



**SMITHILLS SCHOOL**

**Year 7**

**HOMework**

**Animal Farm**

**Homework  
Booklet – Spring 2**

## Week One: RECAP KNOWLEDGE

### Tasks:

- 1 . List three facts about George Orwell (the writer)
- 2 . List three facts about the Russian Revolution.
3. Who do each of the characters in 'Animal Farm' represent in real-life in Russia at the time the story is set?
  - Old Major
  - Napoleon
  - Snowball
  - Mr Jones



Write down what you know about each of the characters.

Write down what you know about each of the people who the animals represent.

## Week Two: RECAP of Key Terms

- What is a satire?
- What is a tyrant?
- Why is Animal Farm an allegory?

## Week Three: The Aristotelian Triad (Recall)

What is Aristotle's Triad?

- Explain Logos
- Explain Pathos
- Explain Ethos

Can you write an example for each one?



**Week Four:** Complete the WORDIT to show your understanding of the noun, revolution.

**revolution** (noun) a forcible overthrow of a government or social order, in favour of a new system

<p><b><u>Etymology (Word origin)</u></b></p> <p>late Middle English: from Old French, or from late Latin <i>revolutio(n-)</i>, from <i>revolvere</i> 'roll back'</p>	<p><b>TRANSFORM IT</b></p> <p>Transform the word <i>revolution</i> into an image to help you remember it.</p>	<p><b>DEBATE IT</b></p> <p>Is a revolution ever a bad thing?</p>	<p><b>USE IT</b></p> <p>Can you use the word <i>revolutionary</i> in a sentence?</p>
<p><b>LINK IT:</b> Why does the Russian Revolution link to Animal Farm?</p>	<p><b>FIND IT:</b> Synonyms are words with a similar meaning and antonyms have the opposite.</p> <p>Synonyms:</p> <p>Antonyms:</p>		

### **Week Five: TEAMWORK**

Imagine that you are setting up your own business. You will need to plan a few things first:

- What will your **hierarchy** be? *TIP: Ask GOOGLE if you need help.*
- What will you say to encourage everyone to work hard together?

Challenge: Use rhetoric (the art of persuasion)

### **Week Six: Want to be Headteacher?**

You are asked to be our new school headteacher.

What **three** things have you learnt from 'Animal Farm' about **power** that would help you to run the school?

What rules (**commandments**) would you make and how would you get students to follow them?

A product's size, shape, colour and surface texture can be described, eg large, small, oblong, square, yellow, pink, rough.

## APPEARANCE

stringy heavy flat fizzy crystalline wet cuboid fragile dull

These words may be used to describe either appearance or texture of food products.

## TEXTURE

firm flaky crisp fluffy dry crumbly lumpy smooth hard mushy sticky

## TEXTURE

brittle rubbery short gritty clammy close stodgy bubbly sandy tacky tender waxy open soft

Texture may be assessed through touch. When food is placed in the mouth, the surface of the tongue and other sensitive skin reacts to the feel of the surface of the food. Different sensations are felt as the food is chewed.

The nose detects volatile aromas released from food. An odour may be described by association with a particular food, eg herby, cheesy, fishy. The intensity can also be recorded.

## ODOUR

aromatic floral rotten musty pungent perfumed acrid scented fragrant

# SENSORY VOCABULARY

Sensory evaluation involves using one or more tests to determine different characteristics of food such as appearance, odour, taste and texture. A wide range of vocabulary is used to describe sensory characteristics of food products.

## TASTE

sweet cool bitter zesty warm hot tangy sour sharp rich salty

The tongue can detect four basic tastes: sweet, sour, salt and bitter. Tastes may be described by association with a particular food, eg meaty, minty or fruity. The intensity can also be recorded.

Odour and taste work together to produce a flavour. These words may be used to describe either odour or taste of food products.



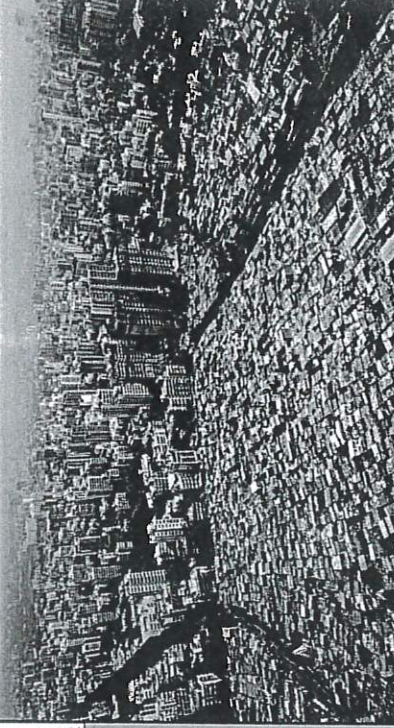
# What is development? Knowledge Organiser

## Key Terms

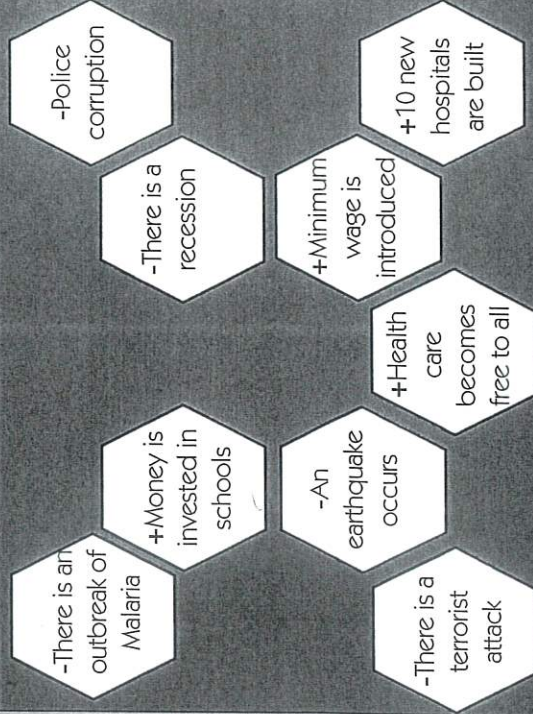
- **HIC**- High income countries are rich for example the USA, they have a GNI per capita above US\$ 12,746,
- **NIC**- Newly industrialised countries are in between a low income and a high income country. They are developing and industrialising.
- **LIC**- Low income country, these are poor countries which rely on primary jobs to create money.
- **Development indicator**- usually a numerical measure of quality of life in a country.
- **Infant Mortality Rate**- the number of babies who die per 1000 (under the age of 1)
- **Death Rate**- The number of people who are born per 1000
- **Birth Rate**- The number of people who die per 1000
- **Life Expectancy**- The average number of years someone is expected to live to
- **GDP**-Gross Domestic Product is the monetary value of all finished goods and services made within a country
- **GNI**- Gross national income is

We look at the different sectors of the job industry, LICs have a more primary sector. NICs usually have much more secondary, whereas HICs have more tertiary and quaternary sector jobs within their economy.

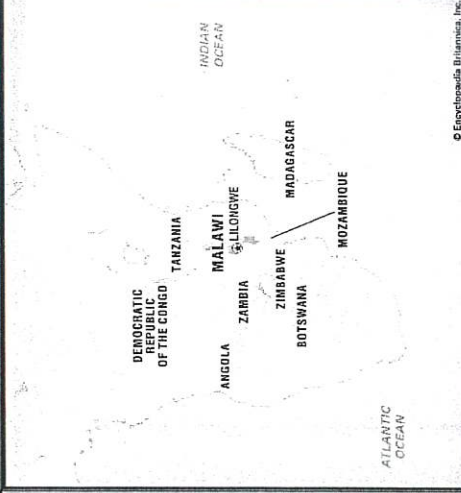
Primary	Secondary	Tertiary	Quaternary
Farmer	Manufacturing	Shop assistance	Software developer
Bee Keeper	Factory work	Taxi Driver	Design Technician
Coal miner	Brewery worker	Mechanic	Games designer
Fisherman	Flour mill worker	Estate agent	Graphic designer
Mineral Extraction	Builder	Nurse	Research Scientist
Rubber Tapper		Teacher	



We compare the lives of people in HICs and LICs. How their housing is built very differently, for example in Malawi the houses are made by hand out of wood, corrugated metal, and other materials, whereas in the UK they are made out of bricks and cement. The education is very different in Malawi, the classrooms are outside and there are few resources for the pupils to use. Classrooms are overcrowded and there can be livestock running around. On the other hand in the UK there are lots of resources, class sizes are much smaller, and the buildings are much more stable.



In this topic we play the game of life. Different factors cause a country to move forwards and develop towards a HIC, others force a country backwards towards an LIC.



## Case Study

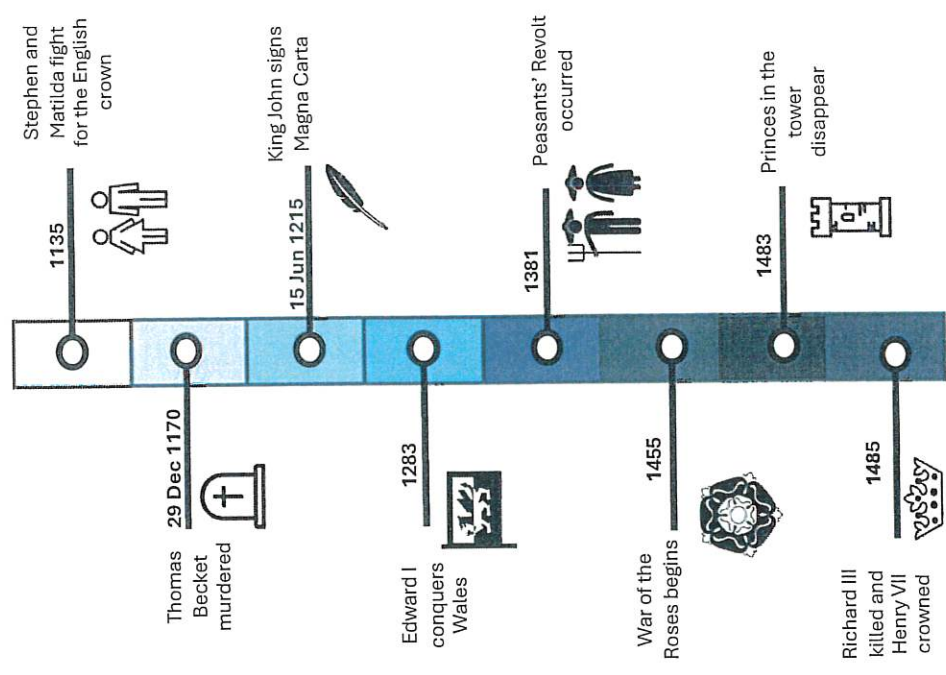
Within this topic we look at:

- LIC- Malawi
- NIC- Brazil
- HIC- UK

We study the three countries and compare different development indicators to give us a better view of how developed they are. Life expectancy for the 3 countries is shown below.

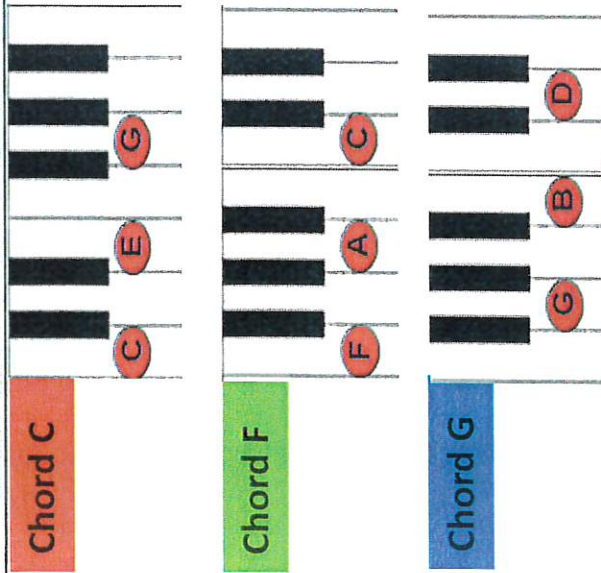
- **Malawi**- 63.28 years
- **Brazil**- 75.46 years
- **UK**- 81.16 years

1. Key content		2. Vocab	
<ul style="list-style-type: none"> <li>Matilda was promised the throne but because she was a woman, some barons helped her cousin, Stephen take over instead.</li> <li>Henry II had an argument with his friend and Archbishop of Canterbury, Thomas Becket. Thomas went against Henry's wishes, Henry got annoyed and four knights took this as a sign to kill Becket.</li> <li>King John lost lots of land in France, fought expensive wars and asked for lots of money through taxes. The barons were annoyed with this behaviour so created the Magna Carta to limit the king's power.</li> <li>Edward I stopped rebellions in Wales and Scotland.</li> <li>Richard II annoyed the peasants as he issues a poll tax. The peasants marched to London to see the king, the king calmed the rebels but then went back on his word and imprisoned most of them.</li> <li>The Lancastrian branch of the royal family tree went to war with the Yorkist branch. They fought over who should be king. It stopped when Henry VII beat Richard III at the battle of Bosworth.</li> </ul>	<p>Baron</p> <p>Civil War</p> <p>Excommunicate</p> <p>Peasant</p>	<p>A rich lord with land</p> <p>War between people in a country</p> <p>Ban from church</p> <p>Common people</p>	<p>3. People</p> <p><b>Kings of England</b> – The some of the men who ruled England during this time period ( Stephen, Henry II, John, Edward I, Richard II, Richard III and Henry VII)</p> <p><b>Empress Matilda</b> – Mother of Henry II</p> <p><b>Eleanor of Aquitaine</b> – Wife of Henry II</p> <p><b>Thomas Becket</b>– Archbishop of Canterbury who was murdered</p> <p><b>William Wallace</b> – Scottish rebel</p> <p><b>Wat Tyler</b> – One of the leaders of the peasants revolt.</p>



**Big Picture:** In this unit you will continue to develop your knowledge and understanding of the elements of music, notation, rhythms and keyboard skills. The focus will be on the development of blues music, chords and the blues scale developing your keyboard and improvisation skills.

1. Key concept - Chords



2. Key Concept - 12 Bar Blues chord sequence

I	I	I	I
IV	IV	I	I
V	IV	I	I

**Tonic** – 1<sup>st</sup> **I** (C chord)  
**Subdominant** – 4<sup>th</sup> **IV** (F chord)  
**Dominant** – 5<sup>th</sup> **V** (G chord)

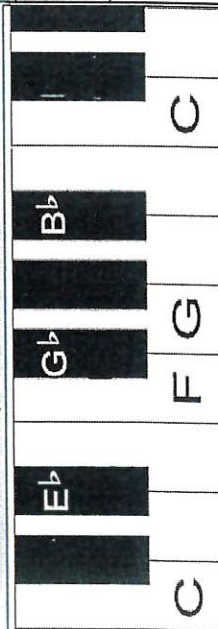
5. Key concept - origins

African slaves brought their musical traditions with them when they were transported to work in the North American Colonies. These **work songs** were sung rhythmically, in time with the tasks being done. The songs were passed on orally (by word of mouth) and were usually never written down. They used **call and response** where phrases from a lead singer are followed by the others. Early styles of Blues were known as **country blues** and were usually a solo singer accompanied on piano or guitar, sometimes with added harmonica or drums.

4. Key Vocabulary

<b>Question and Answer</b>	A musical phrase ( <b>question</b> ) which is followed by another ( <b>answer</b> ). These phrases usually balance each other.
<b>Call and Response</b>	A performer plays/sings a 'call' and the other performers will 'respond'
<b>Improvisation</b>	Spontaneous performance without specific preparation
<b>Syncopation</b>	Rhythm patterns where stressed notes are placed off the beat
<b>Chord</b>	Two or more notes played together at the same time. The most common chords are major or minor triad chords

3. Key concept Blues scale



5. Key concept - Musician

**Bessie Smith** (1894-1937) Nicknamed the 'Empress of the Blues', she was the most popular female blues singer of the 1920's and 1930's.

M	A	D	I	R	T
melody	articulation	dynamics	instruments	rhythm	tempo

# Fitness Circuits

**Keywords**  
Control  
**Technique**  
Dumbbells  
mats

**How hard should you be working?**



**Example of a simple circuit**

Work for 30 seconds and rest for 30 seconds. Aim to do 3 circuits.

- 1- High knees
- 2- Sit Up
- 3- Bicep curl
- 4- Burpee
- 5- Plank
- 6- Tricep Dips
- 7- Star jumps
- 8- Sit up twist
- 9- Full plank shoulder tap

**Example of a simple tabata**

Work for 20 seconds and rest for 10 seconds. Repeat the set of 4 moves 4 times before resting and doing 4 new moves.

- 1- Sit Up
- 2- Squat
- 3- Press Up
- 4- Burpee
- 1- Mountain climber
- 2- High knees
- 3- Plank
- 4- Lunge

## Bicep Curl



### Teaching points

Elbows close to body (feel them on your waist)  
Control the movement up and down.  
Don't just let the weight drop  
Focus on using the bicep only and not your legs or shoulders to help

**Muscles Worked:**  
Biceps

## Squat



### Teaching points

Feet hip width parallel and facing forward  
Weight on your heels  
Head up shoulders back  
Bum lower than knees  
Slight pause at the lowest point before pushing up  
Knees shouldn't be over toes.

**Muscles Worked:**  
Glutes, quadriceps, hamstrings and gastrocnemius.

## Burpee



### Teaching points

Stand with feet slightly apart  
Bend your knees, reach forward put your hands flat on floor and jump legs back to full plank position  
Return legs back under your body  
Jump straight up into the air, landing softly.

**Muscles Worked**  
Whole body- back, chest, core, gluteals and legs and revs up your metabolism and builds muscle and torches fat.

## Press Up



### Teaching Points

Hands pointing forwards  
Thumbs level with chest  
Lower chest down ensure head is further forward than hands. Should be able to draw a line from thumbs to chest.  
Push back up and repeat.  
Start on feet and drop to knees if required.

**Muscles Worked**  
Bicep, tricep, deltoid, pectoral

## Where can you go to improve fitness?

Internet/You tube- Joe Wicks  
Local Gym- Smithills or Bolton One  
PE lessons  
Swimming Pool  
Walking or riding your bike

## How can performance be analysed?

Keep logs of performance & HR  
Video diaries  
Peer observation  
Personal Exercise plan  
Body measurements- weight and inches

## An outstanding performance looks like this...

Has an excellent fitness level, and works at an excellent level of intensity (eg at the high end of their target zone) with excellent technique throughout the training session, most noticeably towards the end of the session. Knows in which order to perform the exercises (and understands why) and how to progress the exercise intensity. Can lead the group in the activity. Has a very good working knowledge of the muscles, joints and joint actions used in the exercises. Knows how to take pulse rates accurately and knows and understands the importance and significance of resting heart (pulse) rate, working heart (pulse) rate and recovery rates in terms of training effects and fitness levels. Has a clear understanding of and is very capable of working safely. Plans and carries out an appropriate warm-up, main activity and cool-down for each training session. Very capable of supporting the teacher in leading a warm-up and preparing and setting out any equipment for the training session, for example the equipment needed for the exercise stations and heart rate monitors, and storing them after use

## Plank



### Teaching Points

Pull belly button up towards spine  
Squeeze abs and glutes  
Look down to avoid neck strain  
Knees straight  
Body in a straight line

**Muscles worked**  
Abdominals, gluteals

## Health & Safety

Never do tired exercises  
Always check and recheck your technique- use a mirror or ask someone to check your position.  
Always warm up and cool down  
Work at your level.  
If you need to stop keep your feet moving.  
Always stay in control of exercise- mind to muscle.

## Example of a simple weights session

Using small weights to begin with or even bottles of water. Repeat each move 10 times. Then repeat all moves from the start.  
Continue until you reach 10 rounds or 1000 exercises  
1- Bicep Curl  
2- Squat and Press  
3- Tricep extension  
4- Lunge forward  
5- Front raise  
6- Wide squat  
7- Hammer Curl  
8- Lunge Backwards  
9- Sit Up  
10- Burpee

**Big Picture: Why are sacred places important to people**

**1. Key Concepts**

<p><b>1.1 Sacred Places</b> A sacred place is one that is holy and special, often connected with religious or spiritual matters, like Hajj, which is a pilgrimage to Saudi Arabia that Muslims aim to do at least once in their lifetime. A secular place is not related to religion, such as a football stadium. It is important to understand the difference: sacred places are associated with holiness and spirituality, while secular places are everyday locations with no religious connection.</p>	<p><b>1.2 Judaism Pilgrimage</b> The Western Wall is a very important site for Jews. It is the last part of the Second Temple, destroyed by the Romans in 70 CE. People place prayer notes in its cracks, believing it brings their wishes closer to God. The Wall is also used for Bar Mitzvah ceremonies and reading from the Torah, connecting people with their faith and traditions.</p>	<p><b>1.3 Christian Pilgrimage</b> Lourdes, in France, is a site where millions of Catholics visit each year. They come to see where a girl named Bernadette had a vision and to be healed by its waters. The pilgrimage involves praying at the Grotto, attending Holy Mass, and joining processions, helping Christians feel closer to God.</p>	<p><b>1.4 Muslim Pilgrimage</b> Hajj is an important Islamic pilgrimage to Mecca. Muslims must go at least once in their lives if they can. It honours Prophet Ibrahim and his son Ismail. Hajj helps Muslims show their faith, seek forgiveness, and renew their spirits. It brings Muslims together from all over the world. Key rituals include circling the Kaaba, walking between Safa and Marwah, praying at Arafat, collecting pebbles, stoning the devil, and making an animal sacrifice.</p>	<p><b>1.4 Muslim Pilgrimage</b> Dome of the Rock. This is a sacred place in Jerusalem. This place is significant for Muslims as it is where Prophet Muhammad ascended to the heavens.</p>	<p><b>1.6 Hindu Pilgrimage</b> The river Ganges is important for Hindus. - It is significant to Hindus, as they consider it their most sacred river. Hindus believe that it is the literal body of Goddess Ganga, a deity who descended to earth to purify souls and release them from samsara, the endless cycle of death and rebirth.</p>	<p><b>1.7 Buddhist Pilgrimage</b> Both Gaya is where Gautama Buddha attained Enlightenment. He was born in Lumbini. Kushinara is where he gave his first teaching, and Sarnath is where he died at 80 years old.</p>
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**1.8 Sikh Pilgrimage**  
The Golden Temple, or Harmandir Sahib, is special for Sikhs. They pray to their holy book, the Guru Granth Sahib, and bathe in the Amrit Saras Kund to feel spiritually clean. The temple also offers langar, a meal where everyone eats together to show equality.

2. Vocabulary	
Sacred	holy/special
Secular	not connected with religious/spiritual matters
Holy	Connected to God/sacred
Pilgrimage	A special religious journey to become closer to God.
Miracle	An event which can not be explained by science, the only explanation is God.

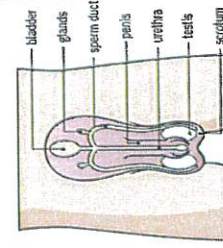
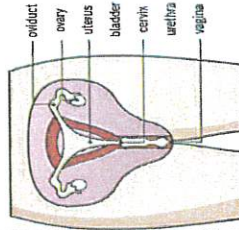
<p><b>3. Skills</b> Discuss what it means to be part of a faith. Explain the differences in belief Interpret SOWA and consider the application of the for Quotes.</p>	<p><b>4. Key SOWA (sources of wisdom and authority)</b></p>	<p><b>5. Key Figures</b></p> <table border="1"> <tr> <td>Bernadette Soubirous</td> <td>A young girl who experienced visions of the Virgin Mary at Lourdes.</td> </tr> <tr> <td>Prophet Ibrahim</td> <td>Prophet in Islam.</td> </tr> <tr> <td>Siddhartha Gautama</td> <td>Founder of Buddhism</td> </tr> <tr> <td>Guru Nanak</td> <td>Founder of Sikhism</td> </tr> </table>	Bernadette Soubirous	A young girl who experienced visions of the Virgin Mary at Lourdes.	Prophet Ibrahim	Prophet in Islam.	Siddhartha Gautama	Founder of Buddhism	Guru Nanak	Founder of Sikhism	<p><b>6. Assessment Criteria</b></p> <table border="1"> <tr> <td>Identify/Define</td> <td>Being able to define and briefly explain key words and beliefs</td> </tr> <tr> <td>Explain using the source/compare or discuss</td> <td>Giving well explained and supported answers using key teachings</td> </tr> <tr> <td>Explain</td> <td>Giving a range of views with supporting arguments</td> </tr> <tr> <td>Evaluate</td> <td>Consider both sides, there must be a conclusion both sides can be either equally compelling or one more so BUT there must be a justification for this and it must be sound to get into the top bracket.</td> </tr> </table>	Identify/Define	Being able to define and briefly explain key words and beliefs	Explain using the source/compare or discuss	Giving well explained and supported answers using key teachings	Explain	Giving a range of views with supporting arguments	Evaluate	Consider both sides, there must be a conclusion both sides can be either equally compelling or one more so BUT there must be a justification for this and it must be sound to get into the top bracket.
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# Year 7 Biology: Genes 1

## Chapter 3: Reproduction

**1. Puberty:** The physical changes that happen during adolescence.

Structure FEMALE	Function
Ovaries	Contain egg cells.
Oviducts	Carry egg to uterus.
Uterus (womb)	This is where the baby develops.
Vagina	Where the penis enters the female's body.



Structure MALE	Function
Testes	Produce sperm cells & male sex hormones.
Glands	Produce nutrient rich fluid to carry sperm.
Sperm ducts	Carry sperm from testes to penis.
Penis	Carries urine & semen out of the body. Blood flow enables it to swell & stiffen allowing sexual intercourse to occur.

### 2. Reproductive parts

**3. Fertilisation** occurs when 2 gametes (reproductive cells) join together. In humans this is a sperm & an egg. In plants it is the pollen & an ovule.

**Pollination** creates new plants. It is the transfer of pollen from 1 plant's anther onto the stigma of another. The ovules in the ovaries then become seeds which can grow into a new plant. This is called **germination** & it requires **water, oxygen & warmth.**

**5. Plant reproduction**

**6. Seed dispersal**

The main methods of seed dispersal are:

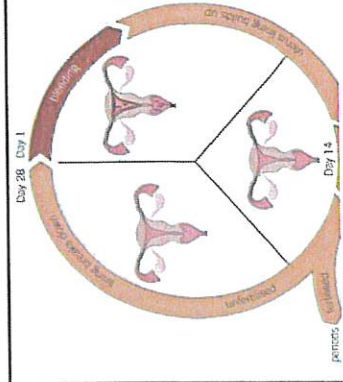
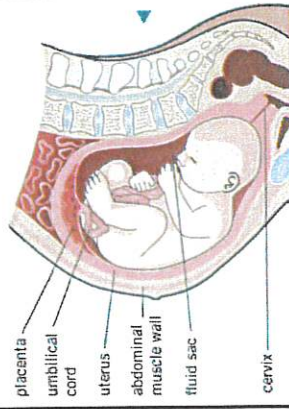
- Wind
- Animal
- Water
- Explosive

- Day 1 – blood from the uterus lining leaves the body through the vagina.
- Day 5 – bleeding stops. The lining of the uterus begins to re-grow. The lining is spongy and filled with blood. This will provide a deep layer for implantation if an egg cell is fertilised.
- Day 14 – an egg cell is released from one of the ovaries. This is called **ovulation**. The egg cell travels through the oviduct towards the uterus.

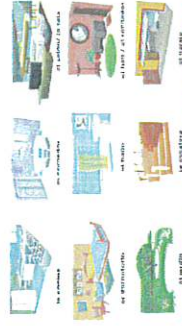
**7. Menstrual cycle**

**4. Pregnancy**

The embryo develops into a fetus after 8 weeks. It is connected to the mother via the **umbilical cord & placenta.**



En mi casa hay un/una...



Hay...



**Big Picture: Why are we learning this now?**  
The final two 'big verbs' are 'to do' and 'to go'.  
Once you have an understanding of the 4 verbs we have studied you will be able to go on and form different tenses.

### 1. Key Concepts

The verb 'to do' = **hacer**

The verb 'to go' = **ir** (pronounced 'ear')

Both verbs can be used with our opinion verbs eg. Me gusta hacer el ciclismo (I like to do cycling). No me gusta ir a Gales (I don't like to go to Wales).

We can also conjugate the verbs (change them from their full form) to talk about other people eg. Mi amigo hace el esquí (my friend does skiing). Vamos a Francia (we are going to France).

We will also start to use an additional tense: the **CONDITIONAL** to say what you **WOULD** like to do and where you **WOULD** like to go.

### 4. Vocabulary 1: activities

la natación	Swimming
la equitación	Horse riding
la gimnasia	Gymnastics
la vela	Sailing
el atletismo	Athletics
el parkour	Parkour
el ciclismo	Cycling
el esquí	Skiing
el patinaje (sobre hielo)	Skating (ice skating)

### 2. Processes: verb conjugation

Yo	hago	I do	Yo	voy	I go
Tú	haces	You do	Tú	vas	You go
Él/Ella	hace	He/She does	Él/Ella	va	He/She goes
Nosotros/as	hacemos	We do	Nosotros/as	vamos	We go
Vosotros/as	hacéis	You do	Vosotros/as	vais	You go
Ellas/as	hacen	They do	Ellas/as	van	They go

The conditional (**WOULD**):

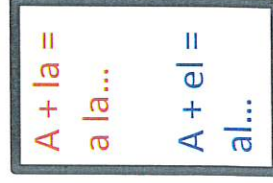
Me gustaría hacer... I would like to do...

Me gustaría ir a... I would like to go to...

Habría = there would be eg. En mi casa ideal habría...

### 5. Vocabulary 2: places

la piscina	Swimming pool
la bolera	Bowling alley
la playa	Beach
el lago	Lake
el campo de fútbol	Football field
el polideportivo	Sports hall
el bosque	Forest
el gimnasio	Gym
el restaurante	Restaurant



### 3. Sentence starters: time frames

Normalmente...

Generalmente...

Siempre...

A veces...

A menudo...

Nunca...

Durante la primavera/el verano/el otoño/el invierno...

El año que viene...

En el futuro...

### 6. Assessment

- Qué te gusta hacer?
- Te gusta ir a...?
- Te gustaría hacer...?
- Te gustaría ir a...?
- Puedes describir tu casa?
- Puedes describir tu casa ideal?

1. In your homework books, list at least 5 activities you might do on holiday e.g. el ciclismo

2. Translate the sentences into English

1 Me gusta hacer el ciclismo

2 Me encanta hacer la gimnasia

3 Odio hacer el atletismo

3. Write the sentences correctly in your book, choose the correct option:

a. Me gusta hacer / ir a la piscina.

b. Me encanta hacer / ir la equitación

1. Match the Spanish forms of IR (to go) to the correct English translation.

a. hago

To do

b. ¿haces...?

I do

c. hace

Do you do?

d. hacer

you do

2. Translate the sentences into English

1 A veces hago la natación

2 Nunca hago el atletismo

3 Generalmente hago la equitación

3. Translate the sentences into Spanish

1 I do sailing

2 Do you do Parkour?

3 She does horse riding



**1. In your homework books, write down 3 frequency phrases in Spanish**

<b>2. Translate the sentences into English</b>	
1	Generalmente hago la vela
2	A veces hago el esquí
3	Normalmente hago el patinaje

<b>3. Translate the sentences into Spanish</b>	
1.	I always do sailing
2.	I never do Parkour
3.	He sometimes does skating

**1. In your homework book, translate the questions to English.**

a. ¿Te gusta hacer el atletismo?

b. ¿Prefieres hacer el ciclismo?

c. ¿Haces el Parkour?

**2 In your homework book, translate the sentences to English.**

a. Si, me gusta hacer la vela

b. Prefiero hacer el esquí

c. A menudo hago el patinaje

**3. In your homework book, answer the questions in task 1 (use task 2 to help!)**

**Big Picture: Why are we learning this now?**

Following on from 'Dubai Fun City', we are now focussing on the Burj Hotel – emphasising adjectives and placeholders.

Above	Below	Beside	In front of	Behind
کے اوپر	کے نیچے	پاس میں	سامنے	پچھے

**1. Key Concepts**

The verb 'to be' in Urdu: hona ہونا

<b>is</b>	<b>are</b>	<b>am</b>
hai	haiN	hoon
ہے	ہیں	ہوں

**4. Vocabulary 1: adjectives**

To change the gender, swap the 'a' + 'i' endings

Acha	اچھا	Chota	چھوٹا
Achi	اچھی	Choti	چھوٹی
Bura	برا	Barra	بڑا
Buri	بری	Barri	بڑی
Saaf	Clean	Lmba	لمبا
Gnda	Dirty	Lmbi	لمبی
Dilchasp	Interesting	Lazeez	Tasty
Khubsurth	Beautiful	Fazool	Useless

**2. Processes: word order**

**English**

Subject – Verb - Object

**Urdu**

Subject – Object – Verb – Tense Indicator

Main – baahir – jaatha – hoon

**3. Sentence starters**

Meray kamray main ...

Mera pasandhidha khaana ...

Mujhay ... pasand/napasand hai kyunkay ...

Agar ..... tho .....

Mera kamra ..... hai, lekin ..... nahin hai

**5. Vocabulary 2: Topic based**

isthqbaalia	Reception	استقبالیہ
s'hooltayN	Facilities	سہولتیں
mnzilayN	Floors/levels	منزلیں
nazaaray	Views/scenery	نظارے

**6. Assessment**

- 'Hai' kab isthemaal krna chahiye?
- 'HaiN' kab isthemaal krna chahiye?
- 'HooN' kab isthemaal krna chahiye?
- Thumhay hotel kyuN pasand/napasand hai?
- Thumhaaray kamray main kya kai aur kahaan?