

Art – Year 7

Autumn Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p>Students have 1 lesson of Art each week.</p> <p>In which ways can line and tone develop our drawing skills?</p> <p>Introduction to the formal elements of drawing : line, shape and tone.</p> <p>How can the drawings of Giorgio Morandi inspire our drawings?</p> <p>Exploring the work and drawing techniques of Giorgio Morandi.</p> <p><i>Exploring and drawing of still life.</i></p>	<p>Which techniques of shading use line?</p> <p>What are the benefits of using these techniques in drawing?</p> <p>Why do we study the work of other artists in art?</p> <p><i>How would you describe composition in art?</i></p>	<p>Encourage your child to practice drawing and shading using techniques they have been learning in their lessons.</p> <p>Draw items in the kitchen, for example:</p> <p>Cup; Teapot; kettle; cooking pots and pans.</p> <p>Draw using different medium: a pencil; ballpoint pen; fineliner pen; charcoal.</p> <p><i>Set up and draw a Still Life using 3 or 4 pieces of Kitchen equipment.</i></p>

English – Year 7 *Oliver Twist*

Autumn Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p><i>Year 7: How successful is Oliver Twist as a form of social protest?</i></p> <p><u>Content:</u></p> <ol style="list-style-type: none"> 1. Who was Charles Dickens and what motivated him to write <i>Oliver Twist</i>? 2. What makes Oliver vulnerable? 3. Who do Mr Bumble and Mrs Sowerberry represent for Dickens? 4. Why is Oliver easily manipulated? 5. Are the pickpockets villains or victims? 6. How does Dickens explore the effects poverty? 7. How does Dickens explore the effects of poverty? 8. How does Mr Brownlow's 	<p>Questions based on the information within the <i>Oliver Twist</i> booklet.</p> <ol style="list-style-type: none"> 1. What religion was most prominently practised during the Victorian era? 2. Tell me what you know about London in the Victorian era. 3. Tell me what you know about Oliver Twist's character. 	<p>If your child is absent:</p> <ol style="list-style-type: none"> 1. Test your child using the knowledge booklet <p>If you want to support your child with extra work:</p> <ol style="list-style-type: none"> 2. Complete modules on Century Tech. <p>https://www.century.tech/</p>

<p>benevolence contrast with other adults' treatment of Oliver and other children?</p> <p>9. Why does Nancy empathise with Oliver's plight?</p> <p>10. Who is Monks and why does he rouse suspicion?</p> <p>11. Is there a reason for Bill Sikes' villainy?</p>		
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French – Year 7

Autumn Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p><u>Half Term 1</u></p> <p><u>Content:</u> This unit will give students the opportunity to talk about themselves and their family. There will be a strong emphasis on pronunciation, so they develop confidence in their speaking abilities.</p> <p><i>Comment tu t'appelles?</i> <i>Quel age as-tu?</i> <i>Tu es ne ou?</i> <i>Qui est dans ta famille ?</i> <i>Comment est ta famille ?</i></p> <p><u>Half Term 2</u></p> <p><u>Content:</u> This half term, we will discuss physical description, character traits as well as likes and dislikes</p> <p><i>Tu es comment?</i> <i>Tu peux decrire ta famille ?</i> <i>Qu'est-ce que tu aimes ? et pourquoi ?</i> <i>Qu'est-ce que ta famille aime ? et pourquoi ?</i></p>	<p>Do you like your name and why? How old are you? When is your birthday? Where were you born? Do you speak another language? Who is in your family? What do you think of your family members?</p> <p>Can you describe yourself? What type of person are you? What do your family members look like? What do you like and why? What do your family like and why?</p>	<p>Log in to languagenut.com Work related to the topics will be set up.</p>

History – Year 7

Autumn Term		
What we are studying? (Our enquiries)	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p>1. What can Constantinople reveal about the world in c1000?(Story Summary)</p> <p>2. What drove Baghdad’s thirst for knowledge?</p> <p>3. What does the story of Foy reveal about the medieval Christian World?</p> <p>Content: What can Constantinople reveal about the world in c1000?(Story Summary)</p> <p>1. What can Constantinople reveal about the world in c1000?</p> <p>What drove Baghdad’s thirst for knowledge?</p> <p>2. A new religion 3. The perfect city 4. City of books 5. Baghdad’s brilliant minds 6. Writing Focus: What drove Baghdad’s thirst for knowledge?</p> <p>What does the story of Foy reveal about the medieval Christian World?</p>	<p>What can Constantinople reveal about the world in c1000?</p> <p>1. How was Constantinople connected to the world around it?</p> <p>2. What did Empress Zoe fear?</p> <p>What drove Baghdad’s thirst for knowledge?</p> <p>3. How did the religion of Islam begin?</p> <p>4. Why were the Muslim armies able to defeat the Byzantines and Persians in their wars?</p> <p>5. Why was there a change to the Caliphate by 750?</p> <p>6. What was Al-Mansur’s vision for Baghdad?</p> <p>7. Why was Baghdad built in a good place?</p> <p>8. How did Baghdad gather and build knowledge?</p> <p>9. Why was a Islam an important part in driving Baghdad’s thirst for knowledge?</p> <p>10. Why were connections between Baghdad and other places an important part in driving Baghdad’s thirst for knowledge?</p> <p>11. Why was money and trade an important part in driving Baghdad’s thirst for knowledge?</p>	<p>If your child is absent:</p> <p>1. Test your child using the knowledge booklet</p> <p>2. Use the booklet to go through any missed lesson(s). The booklet contains everything from the purpose of each lesson to the readings and learning activities</p> <p>If you want to support your child with extra work:</p> <p>3. https://classroom.thenational.academy/units/how-was-baghdad-connected-to-the-wider-world-a4bd</p> <p>4. https://classroom.thenational.academy/lessons/the-medieval-church-6rt30e</p>

<p>7. Christianity's change from cult to Church</p> <p>8. Eighth century: monks come to Conques</p> <p>9. Foy comes to the Conques</p> <p>10. Foy's Cult Grows</p> <p>11. Writing Focus: What does the story of Foy reveal about the Medieval Christian World?</p>	<p>12. Why were the Caliphs an important part in driving Baghdad's thirst for knowledge?</p> <p>What does the story of Foy reveal about the medieval Christian World?</p> <p>13. How did the Christian world change after the death of Foy?</p> <p>14. Why were Monasteries important in the Christian world?</p> <p>15. How did the relics of Foy come to Conques?</p> <p>16. Why did the cult of Foy grow?</p> <p>17. What does the story of Foy reveal about the Medieval Christian world?</p>	
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Mathematics – Year 7

Autumn Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p>1. <u>Place Value</u></p> <p>Understanding of the base 10 (decimal) number system using manipulatives and place value grids.</p> <p>Understand place value for integers and decimals</p> <p>Be able to exchange between place value columns</p> <p>Experience different representations of place value</p>	<p>In how many ways can you represent the number 123 in a place value grid?</p> <p>When we use column subtraction and addition, we _____ between the place value columns to simplify the calculation.</p> <p>What is $2205-1279$? $2205-1279$?</p> <p>Show all your working.</p> <p>When we multiply by 1010, we get _____ as many of each block. This means we can exchange them to the next column on the left.</p> <p>When we divide by 1010, we get one tenth or _____</p>	<p>https://sparxmaths.com/</p> <p>www.senecalearning.com</p> <p>https://classroom.thenational.academy/units/numbers-and-numerals-6c2e</p> <p>www.bbc.co.uk/bitesize</p> <p>www.transum.org/software/tablesmaster</p> <p>www.khanacademy.org</p>

	<p>of each block.</p> <p>The means we can exchange them to the next column on the right.</p> <p>If $3 \times 15 = 45$ $3 \times 15 = 45$, what is 30×15 equal to?</p>	
<p>2. <u>Properties of Arithmetic</u></p> <p>Understanding of the four main operators is checked whilst building on language of arithmetic including sum, product, difference, calculation, operator, and operations.</p> <p>Fact families reveal connections between operators.</p> <p>Understand what each of the basic operations means (+, -, × and ÷)</p> <p>Be able to use the commutative property to simplify calculations</p>	<p>Using the numbers 66 and 33 and one operator, how many different calculations can you write?</p> <p>What is the operator in this calculation?</p> $17 \times 2.5 = 42.5$ $17 \times 2.5 = 42.5$ <p>Multiplication and division calculations can be grouped into _____.</p> <p>How could you rearrange:</p> $4 \times 12 \times 25 \times 34 \times 12 \times 25 \times 3$	<p>https://sparxmaths.com/</p> <p>www.senecalearning.com</p> <p>https://classroom.thenational.academy/units/axioms-and-arrays-0b24</p>

<p>Understand which operators are associative and which are not</p> <p>Be able to decompose numbers to simplify calculations</p>	<p>to make it easiest to calculate?</p> <p>What is the sum of 77 and 99 ?</p> <p>What is the product of 77 and 99 ?</p>	
<p>3. <u>Factors and Multiples</u></p> <p>Understanding of multiples by finding common multiples of pairs of numbers using number patterns to deepen their understanding.</p> <p>Use bar models to support understanding of factors.</p> <p>Understand what a factor and a multiple is</p> <p>Be able to find factors of 2, 3, 5 and 10</p> <p>Using the precise mathematical language of factors, multiples, and common multiples</p>	<p>Circle the multiples of 55 :</p> <p>15 20 1 5 4 2 100 15 20 1 5 4 2 100</p> <p>What is the first multiple of 44 ?</p> <p>Find the first 33 common multiples of 44 and 66</p> <p>Cala says 55 is a multiple of 1010 . Is she correct? Explain why</p>	<p>https://sparxmaths.com/</p> <p>www.senecalearning.com</p> <p>https://classroom.thenational.academy/units/factors-and-multiples-18a4</p>

<p>Explore factors pairs of integers and properties of prime and square numbers using arrays to support their understanding.</p> <p>Understand what a square number and prime number is</p> <p>Understand the factor properties of integers, prime numbers, and square numbers</p> <p>Be able to list the factors of integers supported by appropriate representation</p>	<p>List the factors of 24</p> <p>If a number is _____ by 55 it means it can be divided by 55 _____.</p> <p>Dividing exactly means the answer is an _____ (whole number).</p> <p>Why are there some numbers with only 3 factors?</p> <p>How do you know you've found all the factors?</p> <p>Why is 2 the only even prime number?</p> <p>Why is 1 not a prime number?</p> <p>How can you represent a square number?</p>	
<p>4. <u>Order of Operations</u></p> <p>Establish equal and unequal priority of the four operations and indices and understand brackets as a tool to manipulate this order in more complex calculations.</p>	<p>Work out $24 \div 4 - 8 \div 2$ $24 \div 4 - 8 \div 2$</p> <p>Work out $5 + 2 \times 3 - 15 \div 2 \times 3 - 1$</p> <p>Use a function machine to represents</p>	<p>https://sparxmaths.com/</p> <p>www.senecalearning.com</p> <p>https://classroom.thenational.academy/units/order-of-operations-6616</p>

<p>Understand equal and unequal order of priority between addition, subtraction, multiplication, and division</p> <p>Interpret and write calculations involving the four operations, indices, and brackets</p>	<p>$7+(5\times 4)= ?7+(5\times 4)= ?$</p> <p>Does the order matter? Why/why not?</p> <p>How many ways could you place brackets in this calculation?</p> <p>Do brackets always make a difference?</p> <p>Is it wrong to include brackets when they aren't needed?</p> <p>What does this tell you about the order of addition and subtraction?</p>	
<p>5. <u>Positive and negative numbers</u></p> <p>Use number lines to order and add negative numbers by visiting familiar models.</p> <p>Understand what a negative number is and how it is modelled on a number line</p> <p>Understand that negative numbers have a value and an absolute value that are different</p>	<p>Find the temperature that is:</p> <p>a) $70^{\circ}\text{C}70^{\circ}\text{C}$ b) warmer than c) $-30^{\circ}\text{C}-30^{\circ}\text{C}$ d) e) $10^{\circ}\text{C}10^{\circ}\text{C}$ f) warmer than g) $-40^{\circ}\text{C}-40^{\circ}\text{C}$ h)</p> <p>How many numbers can you find that have an absolute value of</p> <p>33 ?</p>	<p>https://sparxmaths.com/</p> <p>www.senecalearning.com</p> <p>https://classroom.thenational.academy/units/positive-and-negative-numbers-6c53</p>

<p>Be able to solve simple addition problems involving negative numbers</p> <p>Subtraction and multiplication are looked at with negative numbers</p> <p>Be able to subtract positive and negative numbers from positive and negative numbers</p> <p>Be able to multiply with negative numbers, including with the negative as a multiplier and multiplicand</p> <p>Be able to multiply and divide with negative numbers</p> <p>Understand how multiplication and division models apply to negative numbers</p> <p>Understand the connections between multiplication and division and deduce other known facts</p>	<p>Numbers form a 'zero pair' if their sum is equal to zero.</p> <p>Two numbers that form a zero pair are called _____.</p> <p>Subtraction is the equivalent to the addition of the _____</p> <p>Calculate the following.</p> $3 \times (-2) + 7 \times (-3) - (-27)$ $3 \times (-2) + 7 \times -3 - (-27)$	
<p>6. <u>Expressions, equations, and inequalities</u></p>	<p>The expression $5b - 25b - 2$</p>	<p>https://sparxmaths.com/</p>

<p>Be able to substitute (into), simplify, expand, and factorise algebraic expressions</p> <p>Understand what is meant by an equation and an inequality</p> <p>Be able to manipulate equations and inequalities to form new equations and inequalities.</p> <p>Be able to form expressions and inequalities in a new context</p> <p>Be able to simplify and manipulate algebra in a new context</p> <p>Generalising patterns and how algebra can be used to represent them.</p>	<p>has the same value as the expression $3b+13b+1$ when $b=$_____</p> <p>Work out the value of each expression when $x = 7$ $x = 7$:</p> <p>a)</p> <p>b) $6x + 26x + 2$</p> <p>c)</p> <p>d)</p> <p>e) $12 - 2x$ $12 - 2x$</p> <p>f)</p> <p>g)</p> <p>h) $5x + 20 - 2x$ $5x + 20 - 2x$</p> <p>i)</p> <p>j)</p> <p>k) $10 - 3x$ $10 - 3x$</p> <p>l)</p> <p>Fully simplified the expression</p> <p>$10d - 2d - 3d - 4d$ $10d - 2d - 3d - 4d$</p> <p>d</p> <p>Expand the following expression</p> <p>$5(3-n)$ $5(3-n)$</p> <p>Fully factorised the following expression.</p> <p>$5(a+3)+7(a+3)-2(a+3)$ $5a+3+7a+3-2(a+3)$</p> <p>If $4n=20$, $4n=20$, what is</p>	<p>www.senecalearning.com</p> <p>https://classroom.thenational.academy/units/expressions-equations-and-inequalities-7d65</p>
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nn
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If
 $n+3=20, n+3=20$,
what is
 nn
?

When $n = 3$ how many of the
following inequalities are
true?

$$n+5 > 6n+5 > 6$$

$$2n < n2n < n$$

$$n^2 \geq 9n^2 \geq 9$$

$$n+2 \leq n+3n+2 \leq n+3$$

Write an algebraic inequality
for:

a)
 hh
is 5 times as big as p

b) t is 6 less than q

c) w is at least twice as big as
 y

RE – Year 7 Hinduism

Autumn Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p>Year 7: <i>What does Hinduism teach us about believing, thinking, and living?</i></p> <p><u>Content:</u></p> <ol style="list-style-type: none"> 1. What is the Vedic Tradition and what are the Vedas? 2. What are the Hindu sacred texts? 3. Is Hinduism polytheistic or monotheistic? 4. Do symbols help understand the deities? 5. What is Karma and moksha? 	<p>Questions based on the information supplied in the Hinduism Knowing Religions textbook, Collins.</p> <p>History and belief of Hinduism</p> <p>1 How many Hindus are there in the world? 2 What is the name given to the oldest Hindu texts and what language are they written in? 3 State one way that Vedic Hinduism was different to modern Hinduism. 4 What is the name given to Hindus who worship Shiva as the supreme God? 5 What is the name given to Hindus who worship Vishnu as the supreme God? 6 What word is used to describe Vishnu coming to earth? 7 Name two symbols you might see in an image of Vishnu or Shiva. 8 One of the epics is called the Ramayana. What is the other one called? 9 What are the King and Queen called in the Ramayana?</p> <p>10 What is the name of the king of the monkeys who helps the King find the queen after Ravana kidnaps her?</p> <p>11 What is the name given to the continual process of death and rebirth</p>	<p>If your child is absent:</p> <ol style="list-style-type: none"> 1. Test your child using the knowledge booklet <p>If you want to support your child with extra work:</p> <ol style="list-style-type: none"> 2. Teacher Guide Hinduism Knowing Religions, Collins 3. Research Hinduism using BBC Bitesize <p>https://www.bbc.co.uk/bitesize/topics/z2bw2hv</p>

<p>6. What is Dharma?</p> <p>7. Is Puja a most important form of worship?</p> <p>8. Is Pilgrimage the most important form of worship?</p>	<p>that we are travelling through according to Hindus?</p> <p>12 What word means your soul is reborn into a new body?</p> <p>13 What is the name given to the force that Hindus believe determines how your soul is reborn?</p> <p>14 State two ways that moksha can be achieved.</p> <p>15 What is the name of the moral law that Hindus try to follow?</p> <p>16 What is the upanayana?</p> <p>17 Who is Arjuna?</p> <p>18 Name two elements of yoga.</p> <p>19 What is an ascetic?</p> <p>20 Why do people travel to see Mata Devi?</p> <p>Unit 2: Hinduism in the modern world</p> <p>1 What is puja? 2 What is a murti? 3 What is darshan? 4 What is a mantra? 5 What is a mandir? 6 Name one 'tirtha' 7 What is the Kumbh Mela? 8 Name two things Hindus might remember at Diwali. 9 How might a Hindu show devotion at Thaipusam?</p> <p>10 What is the modern name for Untouchables?</p> <p>11 Which caste has been seen as highest throughout Hindu history?</p> <p>12 State one way that Untouchables have been/are persecuted.</p> <p>13 State one way that Gandhi opposed caste based discrimination.</p>	
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	<p>14 What is pantheism?</p> <p>15 What is meant by ahimsa?</p> <p>16 What is meant by patriarchal?</p> <p>17 What was sati?</p> <p>18 Who is Bhumi Devi?</p> <p>19 What is the goddess Ganga more commonly known as?</p> <p>20 State one way that Hinduism has influenced world culture.</p>	
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Science – Year 7

Autumn Term		
What we are studying	What questions can you ask to support your child and stretch their thinking?	What do I do if my child was absent, or I want them to do extra work?
<p>Biology</p> <p>B1.1 Cells</p> <p>Students will develop their understanding of cell structure and how different cells are specialised. They will learn how to use a microscope.</p> <p>B1. 2 Reproduction</p> <p>Students will learn about the two forms of reproduction. They will develop an understanding of how the human body changes during puberty. They will look at how embryos develop and understand how plants reproduce.</p> <p>Chemistry</p> <p>C1.1 Particles</p> <p>Students will develop their understanding of matter. They will use models of particles to describe the arrangement and movement of particles in the three states of matter. Students will describe the changes of state and begin to explain</p>	<p>Look at the knowledge organiser in the booklet for the topic and ask them about it</p> <p>What are the differences between plant and animal cells?</p> <p>What is the function of the cell membrane?</p> <p>What is the function of the cell wall?</p> <p>What are the adaptations of a sperm cell?</p> <p>Name the female and male parts involved in plant reproduction.</p> <p>Describe the changes that happen during puberty.</p> <p>What are the limitations of the particle model?</p> <p>Describe the arrangement of particles in solids, liquids and gases.</p> <p>Describe the changes in movement, arrangement and</p>	<p>BBC KS3 Science-Biology</p> <p>https://www.bbc.co.uk/bitesize/topics/znyycdm</p> <p>BBC KS3 Science-Chemistry</p> <p>https://www.bbc.co.uk/bitesize/topics/z9r4jxs</p> <p>BBC KS3 Science-Physics</p> <p>https://www.bbc.co.uk/bitesize/topics/z4brd2p</p> <p>YouTube – MyGCSEScience</p> <p>BBC Bitesize – GCSE Science</p> <p>Seneca – Students are using this for homework already</p>

<p>the changes by linking movement to energy.</p> <p>P1.1 Contact Forces</p> <p>Students will compare contact and non-contact forces. They will begin to identify and describe different forces and calculate resultant force. Students will use free body diagrams to identify balanced and unbalanced forces.</p>	<p>energy during melting and freezing.</p> <p>Define the terms contact and non-contact forces.</p> <p>Name three examples of contact forces.</p> <p>Name three examples of non-contact forces.</p> <p>Recall Newton's third law of motion.</p>	<p><u>Physics and maths tutor – exam practice</u></p>
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