YEAR 7

Knowledge ORGANISER

2025-26

SEMESTER 1

WHO CAN I GET *support* FROM?

You can also speak to your check-in tutor, all your subject teachers, your PD teacher and all your pastoral staff: Miss Leonard, Miss Howe, Mr Sykes, Mrs Sykes If you are unable to speak to any member of staff, please contact: **studentsupport@bentonpark.net**

MY YEAR LEADER
Miss Downing

MY KEY STAGE LEADER
Mrs Collins

MY SLT LINK
Mr Coltman

OTHER YEAR LEADERS

Year 8 – Miss Bannister

Year 9– Miss Charlton

Year 10 – Miss Webster

Year 11 – Mrs Galvin

Designated Safeguarding Lead / Assistant Headteacher
Mrs Howard

KS3 Safeguarding Officer
Mrs Barrett

SENCo / Assistant Headteacher
Miss Tyldsley

Key Stage 4 Leader
Miss Dobby

HOME-SCHOOL *Communication* LOG

DATE	NOTE

MY *Attendance* RECORD

ATTENDANCE %

Year so far:

Attendance Targets:

DATE	WEEKLY %	YEAR TO DATE %
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		
Week 12		
Week 13		
Week 14		
Week 15		
Week 16		
Week 17		
Week 18		
Week 19		

EVENTS / EXTRA CURRICULAR ACTIVITIES / CLUBS / PRESENTATIONS

SEMESTER 1	WHAT I HAVE ATTENDED / BEEN PART OF / BEEN A MEMBER OF AN AUDIENCE
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Week 16	
Week 17	
Week 18	
Week 19	

LAST TERM I WAS A MEMBER OF / TOOK PART IN / ATTENDED....

HOME *Learning*

In addition to your online home learning with SPARX and EDUCAKE, some subjects will give you homework based on your Knowledge Organiser. The next page gives you further information...

HOW DOES HOME LEARNING WORK?

The main way you will complete homework will be via 2 online platforms: SPARX and EDUCAKE.
These online platforms will quiz you on your learning in lesson. It's a great way to test yourself and developing your memory retrieval and retention skills. As well as home learning quizzes, these platforms allow you to prepare for assessments and revise key content.

HOW DO I ACCESS THESE?

PLATFORM	WEB ADDRESS	SUBJECTS
SPARX	www.sparx.com	Maths and Science
EDUCAKE	www.educake.co.uk	English, Geography, History, Languages, and Computer Science

HOMEWORK PLAN

SUBJECT	FREQUENCY
English / Science / Maths	Weekly
Geography / History / Languages / Computer Science	Fortnightly

EMAILS AND PASSWORDS

School Email: **Password:**

Use this above to access Sparx and Educake

Other Usernames and Passwords:

IN THE LIBRARY YOU CAN:

- Access books and resources
- Use the internet to complete any online home learning
- See staff who can give you any advice and guidance you may need
- Study independently in a quiet place

HOME *Learning*

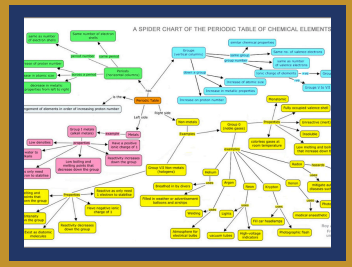
HOME LEARNING AND REVISION PRACTISE

For subjects that do not use an online learning platform for home learning, you will receive homework that is based on your Knowledge Organiser.

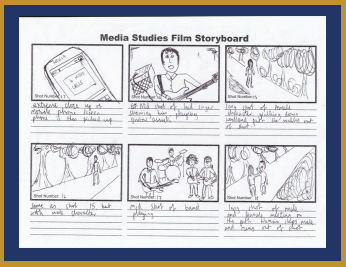
You complete this homework on paper that you hand in to your subject teachers.
The purpose of this is to help you know and remember more content over time, by developing your memory recall and supporting your revision practise.

ADDITIONAL HOME LEARNING AND REVISION PRACTISE METHODS:

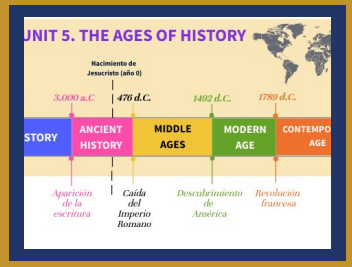
- Using the Word Revolution words – checking spellings are 100% accurate and that you know the definitions
- Producing a mind map or a spider diagram with the key learning content
- Making a storyboard of key events or draw out key images
- Making a timeline of events
- Copying out a diagram and practising labelling it accurately
- Practising writing out some sentences or phrases in the language you are studying
- Retrieving and finding information from what you have read



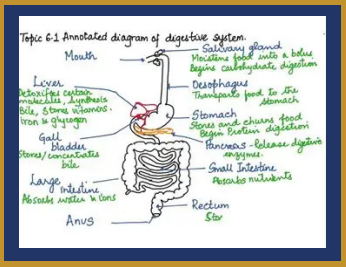
MIND MAP/SPIDER DIAGRAM



STORYBOARD



TIMELINE



DIAGRAM

Organisation AND Planning SHEET

DATE SET	TASK	DUE DATE	TICK WHEN COMPLETE

DATE SET	TASK	DUE DATE	TICK WHEN COMPLETE

Organisation AND Planning SHEET

DATE SET	TASK	DUE DATE	TICK WHEN COMPLETE

DATE SET	TASK	DUE DATE	TICK WHEN COMPLETE

STUDENT *Loyalty* CARD

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

COLLECT A STAMP EACH TIME YOU ATTEND A LUNCH AND AFTER SCHOOL EXTRA-CURRICULAR ACTIVITY. WHEN YOU'VE REACHED 10, 20, 30 AND 40 STAMPS YOU WILL RECEIVE A REWARD!

SUBJECT: English **YEAR: 7**

TOPIC: Why We Tell Stories **SEMESTER: 1**

WORD REVOLUTION

Allegory	A story with a hidden moral or political meaning (e.g., *Aesop's Fables* use animals to teach life lessons)
Moral	The lesson the story teaches (e.g., "Slow and steady wins the race" from *The Tortoise and the Hare*
Symbolism	When an object/idea stands for something bigger
Archetype	A typical character or storyline seen across many cultures
Myth	A traditional story explaining natural or social phenomena, often involving gods or supernatural elements
Legend	A story from the past, often based on real events but exaggerated
Fable	A short tale, usually with animals, that teaches a moral
Hyperbole	Extreme exaggeration used for effect
Setting	Where and when the story takes place
Conflict	The struggle between opposing forces, often good vs evil
Theme	The main idea or message of the story
Hero's journey	A story structure where a hero goes on an adventure, faces challenges, and returns changed
Narrative voice	The perspective or "voice" telling the story
Personification	Giving human traits to non-human things

What will I study in this topic?	You will be studying, exploring and understanding the history of storytelling in many different forms and how it has shaped the world around us.
What will I be able to do by the end of this topic?	Comment on conventions of stories and how they have an impact on readers. Create texts that have a clear narrative and use techniques (SHAMPOO). Appreciate the importance of planning using TVCOPS. Recap and recognise basic paragraphing.

Understanding Society and Attitudes

Stories often centre around **identity, love, acceptance**, and **resistance**. Through these stories we can explore the human condition and begin to understand the complexities of human nature and why telling, sharing and listening to different types of stories is an important aspect of making connections.

Form, Structure and Narrative

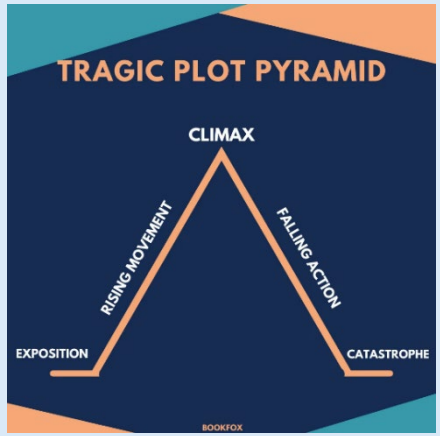
Story structures are **frameworks** or blueprints that help shape how a **narrative** unfolds. Simply put: a beginning, middle, and end.

Writers may use specific techniques such as **single word sentence** or **symbolism**, as well as pathetic fallacy or dialogue to create tension.

People and Relationships

Oral storytelling is one of the oldest and most fundamental forms of human communication. Before the invention of writing, it was the primary means of **sharing knowledge, preserving culture**, and **entertaining communities.**

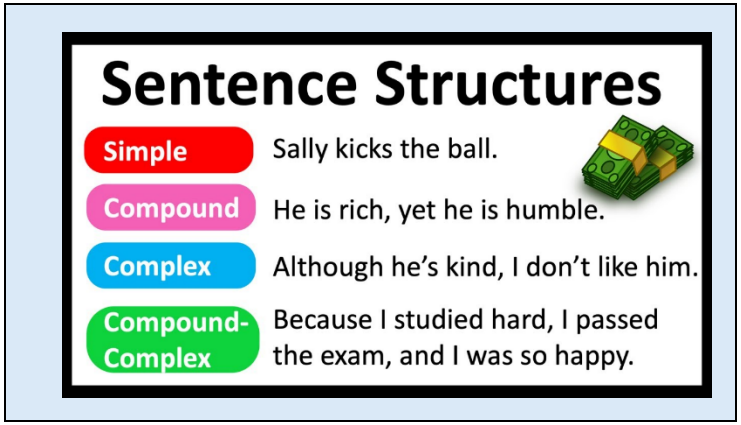
Fairy tales are more than just bedtime stories—they serve important **psychological, cultural, and educational** roles across generations and societies.



Brothers Grimm	Solomon Northup	Creation Myths	Aesop's Fables
Jacob and Wilhelm Grimm complied several collections of fairy tales.	He was kidnapped and sold into slavery in the deep South. He wrote about his experiences in *12 Years a Slave*.	Adam and Eve lived in the Garden of Eden, until they were cast out for disobeying God.	Stories about animals that always have a moral/teaching purpose.

Key Questions:	What is the impact of oral storytelling? How are morality tales used in society? What is the significance of historical accounts? Why is it important to study a diverse range of texts? How and why is fake news spread?
Curriculum Connections:	**Current unit of work:** This unit of work aims to support you in your reading by moving away from the comprehension-style questions at Key Stage 2 to help you deepen your reading and be able to analyse how and why a writer constructs a story. Using your knowledge of language and grammar from primary school, you look at these language categories more analytically and begin to comment on individual word effects and a writer's choices. **Builds to:** Conventions of narrative and *Tales of Terror* studied in this unit links directly to the Gothic study explored in Year 8. Morality within stories is re-explored throughout *A Christmas Carol* and *The Tempest* in Year 7; Frankenstein in Year 8; Animal Farm in Year 9; An Inspector Calls in Year 10 and finally in *The Strange Case of Dr Jekyll and Mr Hyde* in Year 11.

Sentence types used in story telling	
Embedded clause sentence:	The moon, which was a pale shimmering white, peeped through the curtain of the clouds.
Descriptive list with semi-colons sentence:	For the trip, we packed sunscreen, hats, and sunglasses; sandwiches, snacks, and drinks; and tents, sleeping bags, and flashlights.
The 'as if' verb sentence:	He knew he was alone, but he called out sorrowfully, as if searching for an echo.
The three-verb sentence:	The dinosaur crunched, smashed, punched its way through the jungle.
Single word sentence:	Devastated.



How to paragraph: TiPToP		
Ti	**Time**	A new paragraph for a change in time.
P	**Place**	A new paragraph for a change in place.
To	**Topic**	A new paragraph for a change in topic.
P	**Person**	A new paragraph for a new person speaking.
	One line paragraph	This can have a big impact in any kind of writing. **'That was the day everything changed.'**

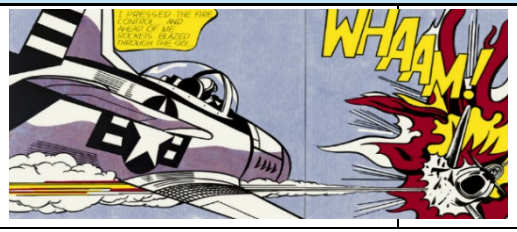
SUBJECT: English **YEAR: 7**

TOPIC: Why We Tell Stories **SEMESTER: 1**

How will I be assessed?	At the end of unit of work, you will **write a short scary story** based upon our study of *Uncle Montague's Tales of Terror.* You will also complete a **presentation** to the class about your favourite myth that we have studied.

Visual Storytelling: How we Tell Stories in the Modern World

Comics
Graphic Novels
Films and TV
Advertising
Social Media 'Stories'



The art of communicating narratives and messages using visual elements like images, videos, and other media, rather than relying solely on text. It uses the power of visual communication to engage audiences, convey emotions, and enhance understanding of information.

Extra Nuggets!

Pictures tell stories **visually**.	The invention of **motion pictures** was a revolutionary step in storytelling
The earliest surviving motion picture is believed to be **Louis Le Prince's Roundhay Garden Scene**.	This was filmed in 1888 in **Leeds.** You can watch it at the **Leeds Industrial Museum at Armley Mills**!
Stories started being told through various moving images on a screen. **Audiences** were able to escape their mundane lives in these stories, just as they did in novels.	As cinema developed to include sound and colour, it started replacing theatre as a form of storytelling.

Extra Nuggets!

The Internet (a gradual development from the 1960s but often cited as 'invented' in1983)	This was an important step for humankind. It made the world a smaller place and made us tell stories in new ways.
Blogs and Vlogs	Written and visual storytelling often used on social media.
Montage	**Social Media** is a hive of visual storytelling. WhatsApp and Instagram have stories that are a mixture of pictures, songs and captions.

Further Reading and Other Resources

Book: *The Final Year* by Matt Goodfellow
Book: *Heartstopper* by Alice Oseman
Book: *Uncle Montague's Tales of Terror* by Chris Priestley
Book: *His Dark Materials* by Phillip Pullman
Website: https://www.onceuponapicture.co.uk/ (This website gives you a plethora of images that you could use to write your own stories)
Video: https://www.youtube.com/watch?v=ctaPAm14L10 Ted Talk on the power of Storytelling.

Recall Questions

1. What are the five stages of a tragic narrative plot?
2. What is an example of an embedded clause sentence?
3. What does the word 'allegory' mean?
4. What technological development changed the face of storytelling?
5. What does TiPToP stand for?
6. What is an example of a three word sentence?
7. What are two types of visual storytelling?
8. What was oral storytelling and why is it still important?
9. How do we tell stories in the modern (and digital) world?
10. What is a morality tale? Can you give an example?

SUBJECT: English **YEAR:** 7

TOPIC: Telling Stories: Autobiographies **SEMESTER:** 1

WORD REVOLUTION	
Allegory	A story with a hidden moral or political meaning
Anecdote	A personal story that highlights a "point" or experience
Morality	Lessons about right and wrong; Lessons learnt in childhood
Social commentary	Criticism of society.
Tone	The writer's attitude or mood created
Bias	A one-sided viewpoint that influences the way events are presented
Chronological order	Events told in time order as they happened.
Hyperbole	Extreme exaggeration used for effect
Legend	A story from the past, often based on real events but exaggerated
Pathetic fallacy	Using the weather to reflect emotions
Narrative voice	The perspective from which the story is told
Perspective	The point of view from which the story is told
Impartiality	Being neutral and fair; the opposite of bias
Theme	The central ideas in a story

What will I study in this topic?	In this unit of work, we will look at a range of both biographies and autobiographies. We will study the form of a biography, and the techniques used by other others to create engaging stories.
What will I be able to do by the end of this topic?	Understand narrative perspective and the identify the structure of a biographical tale. Emulate the narrative form for your own writing. Present effectively in a group.

Understanding Society and Attitudes

Malala Yousafzai: The right to education is fundamental to our society. In this unit we will explore how Malala fought for her right to go to school.

Anne Frank: Anne's diary is a very famous book that documents the experience of being a young girl during the Nazi regime.

People and Relationships

Roald Dahl: Childhood memories shape who we become. They influence our values, beliefs, and sense of self. The way we were treated, what we experienced, and how we perceived those experiences often define how we see ourselves as adults.

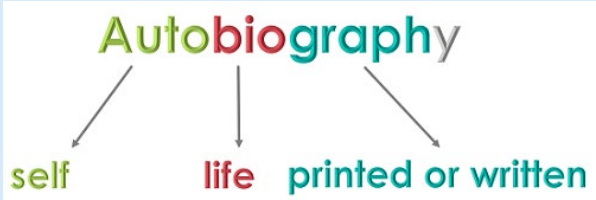
Mary Seacole: This famous memoir is an important insight into what it was like to be a nurse, a black woman and living in a foreign war zone (Crimea) in 1855.

Form, Structure and Narrative

Autobiography: a written account of a person's life, told by that person. A self-narrative where the author shares their own experiences, memories, and reflections on their life's journey.

Biography: a detailed account of a person's life, written by another person

Memoir: an author's collected reflections and recollections, rather than their life story.



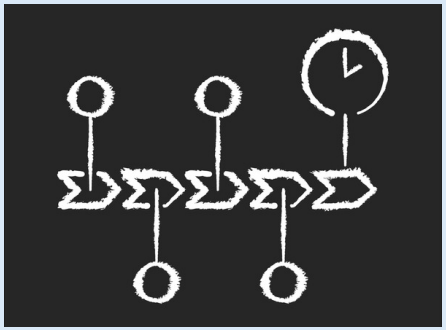
People are drawn to autobiographies for their unique blend of **inspiration**, **connection,** and **insight** into the human experience. They offer a window into the lives of others, allowing readers to learn from both successes and failures, find motivation, and gain a deeper understanding of themselves and the world around them.

SUBJECT: English **YEAR: 7**

TOPIC: Telling Stories: Autobiographies **SEMESTER: 1**

Key Questions:	What is the importance of telling personal stories? How do writers use methods to engage readers in an autobiography? What motivates people to share their personal stories? How do narrative perspectives change or alter a story? How can experiences in childhood impact life as an adult?
Curriculum Connections:	**In this unit:** We continue our investigation into the big question of 'why we tell stories', exploring personal stories as moral tales, advice, memoirs and how they are used to inform, educate or entertain. **In the future:** Storytelling is explored in our investigation of murder mystery stories in Year 7; we study selected poetry clusters in Year 10 where personal accounts form narrative voices within poems such as My Last Duchess, Remains and Kamikaze.

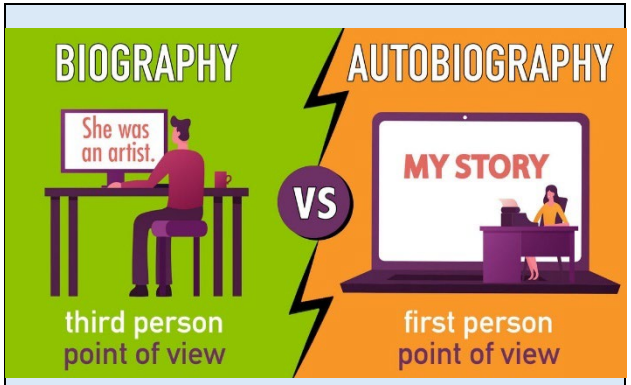
Methods used in an Autobiography	
First-Person Narrative:	Written from the author's own perspective using "I" and "me."
Personal Experience:	Focuses on the author's life story, including significant events, thoughts, and feelings.
Chronological Order	Usually follows the timeline of the author's life from birth to the present or a specific point.
Honesty and Truthfulness:	Aims to present an authentic account of the author's experiences.
Reflection:	Includes the author's insights, lessons learned, and personal growth.
Detailed Description:	Offers vivid details about people, places, and events.
Purpose:	Often intended to inspire, inform, or share the author's unique journey.



Understanding Anecdotes

An **anecdote** is a short, interesting, or amusing story about a real incident or person. It's often used to illustrate a point, entertain, or make a topic more relatable. Anecdotes usually focus on a specific moment or event and reveal something about the person involved or the situation.

For example:
When I was a child, I tried to bake cookies all by myself for the first time. I mixed all the ingredients but forgot to add sugar. When I gave the cookies to my family, their faces were priceless—so confused but polite! That's when I learned that baking really needs attention to detail.



SUBJECT: English **YEAR: 7**

TOPIC: Telling Stories: Autobiographies **SEMESTER: 1**

How will I be assessed?	You will be assessed on your writing skills and you will complete an **autobiographical** piece of writing. Your teacher will assess you on your ability to use the methods and techniques you have explored in your own writing.

An Example of a Biography: Roald Dahl

Roald Dahl (1916–1990) was a British novelist, short story writer, and screenwriter, famed for his imaginative children's books. Born in Wales to Norwegian parents, Dahl served as a Royal Air Force pilot during World War II. After the war, he became a successful writer, known for classics like *Charlie and the Chocolate Factory*, *Matilda*, and *The BFG*. His stories often blend dark humour, fantasy, and memorable characters. Dahl's unique style has captivated generations, making him one of the best-loved children's authors. Beyond writing, he also contributed to film and television, leaving a lasting cultural impact worldwide.

Possible sentence starters used in an **autobiography**

The earliest memory I have is of..
Looking back, it's hard to believe how far I've come since..
School was both a challenge and a joy for me because...
I learned my first big life lesson when I was...
One of the most memorable moments with my siblings was when...
My parents taught me the value of...
I never imagined I would...

Possible sentence starters used in a **biography**

Known for [main achievement or contribution], ___ lived a life that..
One early experience that shaped ___'s character was...
During these years, ___ began to explore their passion for...
One of ___'s most significant accomplishments was...
Despite their success, ___ remained..
In the later years of their life, ___ focused on...
___ was raised in a family that...

Further Reading and Other Resources

Book: *The Diary of Anne Frank*
Book: *I am Malala* by Malala Yousafzai
Book: *You are a Champion* by Marcus Rashford
Book: *Swimming the Dream* by Ellie Simmons
Website:
https://www.bbc.co.uk/history/historic_figures/dickens_charles.shtml
A History of Charles Dickens
Website: https://www.bbc.co.uk/bitesize/articles/zbj3sk7#z3dcjfr
Exploring Biographies and Autobiographies BBC Bitesize

Recall Questions

1.	Name three features of an autobiography.	
2.	Write the word "perspective" into a sentence.	
3.	Why do people want to read autobiographies?	
4.	What is an anecdote?	
5.	What is the difference between a biography and a memoir?	
6.	Why is Mary Seacole's memoir important?	
7.	Why do people write autobiographies?	
8.	What does it mean to be biased?	
9.	Why do writers sometimes use hyperbole?	
10.	How would you start an autobiography?	

SUBJECT: English **YEAR: 7**

TOPIC: A Christmas Carol **SEMESTER: 1**

WORD REVOLUTION

Allegory	A story with a hidden moral or political meaning (e.g., *Aesop's Fables* use animals to teach life lessons)
Moral	The lesson the story teaches
Foreshadowing	Hints about future events (Marley's ghost warns Scrooge of the consequences of his ways).
Mood	The emotional atmosphere of a scene
Symbolism	Using objects or characters to represent deeper ideas
Motif	A recurring idea, image, or theme (e.g., time, shadows, cold vs warmth, bells).
Theme	The central ideas (e.g., redemption, generosity, social responsibility)
Transformation	A major change in a character (e.g., Scrooge's transformation from selfish to selfless).
Redemption	A key theme; the idea that a person can change and be forgiven
Morality	Lessons about right and wrong; Dickens uses the story to promote kindness and charity.
Social commentary	Criticism of society (e.g., Dickens highlights the struggles of the poor)
Pathetic fallacy	Using the weather to reflect emotions
Simile	A comparison using "like" or "as" (e.g., "as solitary as an oyster").
Dialogue	Conversations between characters

What will I study in this topic?	You will be studying the history of **Victorian London** and why **Charles Dickens** felt compelled to write a story like A Christmas Carol. You will look at how Dickens has created the characters within the story, its structure and the themes explored.
What will I be able to do by the end of this topic?	You will be able to **write a letter** in character to Scrooge using the correct form and language. You will build on your **analytical skills** and comment on Dickens' language choices.

Understanding Society and Attitudes

Victorian London was a bustling, industrial metropolis marked by stark contrasts. Grand architecture and rapid progress co-existed with poverty, pollution, and overcrowded slums. Horse-drawn carriages filled smoky streets, while gas lamps lit alleys. The era saw innovation, empire, and reform, but also harsh social divisions and child labour.

The Poor Law was brought in in 1601 and was a system to provide relief to the poor, often through workhouses, aiming to discourage dependency by making assistance harsh and conditional during Victorian England's industrial era.

People and Relationships

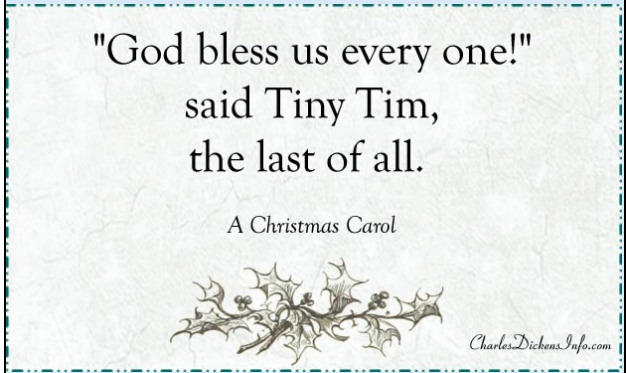
The famous quotation underneath here is spoken by **Tiny Tim** at the end of the novel and it highlights Tiny Tim's pure and innocent nature; his blessing is not exclusive, it is for all of mankind. It shows universal comparison, no matter what type of class you live in. He serves as a character who is the **antithesis** of Scrooge and contrasts sharply to Scrooge's nature at the beginning of the novella. The religious reference also ties in well with people's relationship with God at the time.

Form, Structure and Narrative

Two examples of **foreshadowing** in A Christmas Carol:

Marley's Chains: Marley's heavy chains made of cash boxes and ledgers foreshadow the burden of greed and missed opportunities Scrooge will face if he doesn't change.

Scrooge's Fear and Regret: Scrooge's reactions to the spirits often foreshadow the emotional revelations and regrets he will experience, especially when the Ghost of Christmas Yet to Come shows him his lonely death.



SUBJECT: English **YEAR: 7**

TOPIC: A Christmas Carol **SEMESTER: 1**

Key Questions:	How do writers use methods to create characters? Why might a writer create a character who changes? How do writers show readers this change? In what ways is social responsibility important? Why is historical and social context significant when studying a text? How can we create carefully crafted and convincing writing?
Curriculum Connections:	In this unit, we explore a morality narrative and the development of a character in preparation for units on Heroes and Villains and the Gothic in Year 8. We also focus on issues of class and societal responsibility which will prepare you for *An Inspector Calls* in Year 10. *A Christmas Carol* is a Victorian novel which will help you to begin to understand society at the time, which you will then use for *Jekyll and Hyde* in Year 11 and The Brontes in Year 8.

A Victorian Christmas: Dickens helped shape how we celebrate Christmas today. During the Victorian Era, many of these familiar traditions became popular.

Christmas trees:	Introduced to Britain by Prince Albert, Victoria's husband, trees quickly became a fashionable centrepiece in a Victorian home at Christmas.
Christmas Cards:	These were first mass produced by Sir Henry Cole in 1843 and after improvements in the postal system, it became popular to send cards at this time of year.
Christmas Carols:	Some of the most famous carols we still hear today were written in the Victorian Era: *God Rest Ye Merry Gentleman*, *Hark! The Herald Angels Sing* and *O Come All Ye Faithful*.
Christmas Dinner:	This became a major event with a centrepiece of a goose or a much more expensive turkey.
Father Christmas:	It was at this time that Father Christmas began to be depicted with a red or green robe and a white beard.

Dickens' story helped transition Christmas from a religious holiday to a more universal and human celebration of kindness and togetherness.

The Key Characters: Look at the images on the right for another reminder.

Scrooge	Embodies the wealthy and is a miserly individual. He is 'solitary as an oyster'
Fred	Represents the true spirit of Christmas and the importance of family
Charity Workers	Represent the plight of many volunteers who were desperately trying to support the poor.
Bob Cratchitt	Represents the hard-working lower class who are struggling with poverty.
Tiny Tim	Highlights the vulnerability of the poor and the potential for joy even in difficult times.
Mr Fezziwig	The opposite type of employer to Scrooge: he is kind and generous and fosters a positive work environment.
Ignorance and Want	Personify the societal issues around poverty and lack of education.
Belle:	A fiancé that Scrooge had, but ultimately loses, due to his love for his money and not her.

SUBJECT: English — YEAR: 7

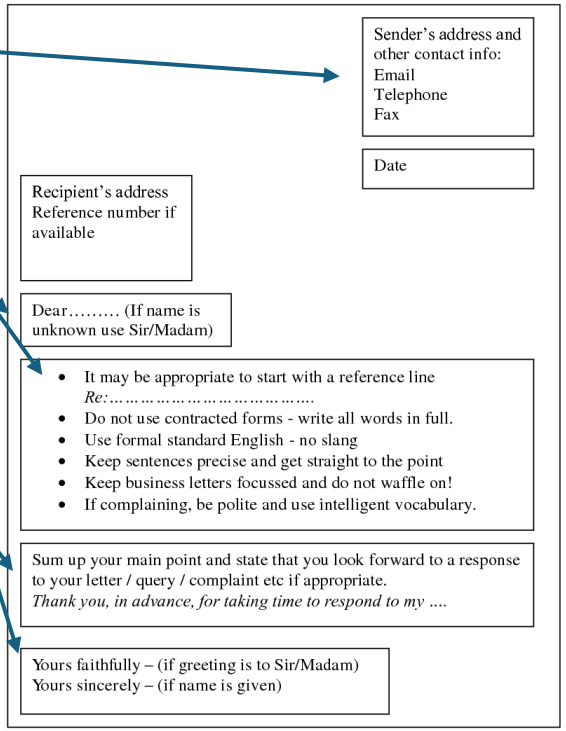
TOPIC: A Christmas Carol — SEMESTER: 1

How will I be assessed?	You will be writing an analysis of the writers' methods used and be peer assessed as well as begin to form comprehensive answers using the PEAL structure to respond to a question which you. At the end of the unit, you will write in character as a charity worker to Scrooge, asking him for support and money for your charity. You will be expected to use the correct letter format as stated below, use the correct greeting and sign off; and write effectively in timed conditions.

Letter Form - To the right is an example of a formal letter layout.

The Sender's Address	is on the right-hand side with the recipient's address on the left, as this would fit into the left-hand plastic window of an envelope.
Formal greeting	"Dear" and then "Sir/Madam" and then the recipient's second name.
Introduction	The beginning of the letter needs to state your intentions with an, followed by the main body and then a conclusion.
The closing paragraph	Usually states again clearly why you have written the letter and welcomes a response.
A sign off	At the bottom with "Yours faithfully" if you do not know the person, or "Yours sincerely" if you do know the person.
Comma	Always use a comma after your sign off and before your name.
Direct Address	You are writing directly to your reader so you will use **pronouns**.
Pronouns	A word that replaces a noun. **I** am writing to **you** …

Layout for a formal letter



Extra Nuggets! Victorian London

In the 1890s, there were approximately 300,000 horses in London. They produced approximately 1,000 tonnes of dung a day on the streets!
London was a very dirty city and Victorians often wore black clothes so that it wouldn't show all the dirt and soot.
At the time, London was the biggest city in the world. By 1901, around 6.7 million were living there.
Most people at the time couldn't read or write and there was no legal obligation to send your children to school until 1880.
There was a stark constant between the lifestyles of the rich and the poor.

Extra Nuggets! Charles Dickens

Dickens went to work in a shoe polish factory at the age of 12 because his father went to prison for not paying his debts. This experience influenced may of his books.
He wrote his first novel at the age of 24 which was "The Pickwick Papers". He remains one of the most famous novelists in the world.
Dickens was a well-known philanthropist, who committed himself to a number of good causes, particularly focusing on issues of child poverty and education.
In 1847 he founded his own charity, in collaboration with Angela Burdett-Coutts, called Urania Cottage. Dickens wrote *A Christmas Carol* in just six weeks
Dickens is buried in London in the famous Poets' Corner.

Further Reading and Other Resources

Book: Oliver Twist by Charles Dickens
Website: BBC Bitesize website for Charles Dickens which includes activities and videos.
Video: https://www.youtube.com/watch?v=6FQamHKG2Ik A summary of the whole story
Video: https://www.youtube.com/watch?v=3xRonangfz0 A Christmas Carol and context

Recall Questions

1.	Where did Charles Dickens work at the age of 12?
2.	Write down three facts about life in Victorian London.
3.	What is the purpose of the character of Tiny Tim in the novella?
4.	Write the word "redemption" into a sentence about Christmas Carol.
5.	What were three Christmas traditions that became popular in the Victorian Era?
6.	What are the most important elements of a formal letter?
7.	What does the phrase 'social commentary' mean?
8.	How is *A Christmas Carol* a morality tale?

SUBJECT: Maths **YEAR: 7**

TOPIC: Number I **SEMESTER: I**

WORD REVOLUTION

Negative Numbers	Values that are less than zero
Directed Numbers	Values that have both size and direction (positive or negative)
Order	Place a list of values in numerical order, smallest first, largest last
Integer	A whole number. E.g. 6, -9, 348
Decimal Numbers	Values that lie in between integers, they contain a decimal point, eg 3.26

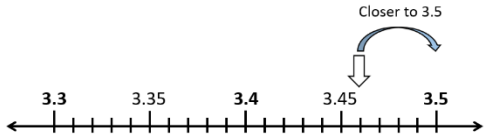
Brackets	Indices	Division	Multiplication	Addition	Subtraction
B	I	D	M	A	S
( )	x^y	÷	x	+	-

BIDMAS helps us to recognise the correct order of operations. In other words, what calculation to do first.

Find the value of 3 + 2 x 7

Here we would have to calculate 2 x 7 first, as multiplication comes before addition in BIDMAS. So, the answer is 3+14 = 17

When rounding, look at the next digit to determine whether which value it is closest to. If this digit is 0,1,2,3 or 4 round down. If it is 5,6,7,8 or 9 then round up. E.g. round 3.46 to 1dp:



3.46 rounded to 1dp = 3.5

What will I study in this topic?	Number: Recap the use of the four rules of arithmetic, work with negative numbers and decimals and round these to the nearest whole number, or decimal place. Use the order of operations and have an understanding of the commutative and associative laws.
What will I be able to do by the end of this topic?	• Use all four operations with integers, decimals and negative numbers. • Understand place value and round integers and decimals. • Use the correct order of operations. (BIDMAS) • Work with negative numbers and all four operations using number lines and written methods. • Use and understand the commutative and associative rules in arithmetic.

Adding and Subtracting Negative Numbers

+ (-) = -	-10+(-)5 = -10-5 = -15

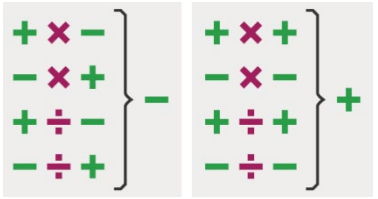
Remember, when adding a negative value, this is the same as subtracting the positive equivalent.

- (-) = +	-10-(-)5 = -10+5 = -5

When subtracting a negative value, this is the same as adding the positive equivalent.

Multiplying and Dividing Negative Numbers

If the two numbers you are multiplying or dividing have the same sign, the result will be positive. Otherwise, the result will be negative.



Ordering Decimals

Place the following numbers in numerical order

0.502 0.52 0.205 0.052

When ordering decimals, it often helps to place them in a column. You can then look at the columns separately to determine the order. Here you see the lowest must be 0.052.

0.502
0.52
0.205
0.052

Associative and Commutative

Associative Law: Numbers can be grouped with out changing the result

Addition

a + (b + c) = (a + b) + c

Multiplication

a x (b x c) = (a x b) x c

Commutative Law You can add or Multiply in both ways

Addition	Multiplication
You can add in any order.	You can multiply in any order.
a + b = b + a	a × b = b × a
3 + 5 = 5 + 3	2 × 6 = 6 × 2

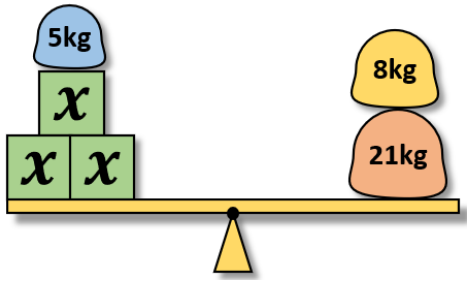
SUBJECT: Maths **YEAR: 7**

TOPIC: Algebra I **SEMESTER: I**

WORD REVOLUTION	
Expression	A mathematical sentence with at least two terms and an operator
Equation	Contains an equals sign. This can be solved to find the unknown value
Formula	A type of equation that can help you find something out. Eg Area = Length x Width
Simplify	Writing an expression in its most compact way
Substitute	Changing the value of the unknown to a given number so you can work it out

Solving Equations

Solving Equations can be likened to balancing items on a scale.

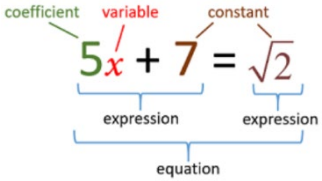


So here, because the scale is balanced, we say 3x + 5 = 29 To solve this equations, means to find the value of x. If you first remove 5kg from both sides, the scale would still balance as you are doing the same thing to both sides. This would then give us 3x = 24. If each "x" box weighs the same, by dividing 24 by 3 you can find the value of x. Here x = 8.

What will I study in this topic?	You will learn about Algebraic Terminology, how to simplify expressions (collecting like terms). Substitution into algebraic expressions and formulae. Solving equations to find the value of the unknown.
What will I be able to do by the end of this topic?	• Simplify different types of expressions. • Change the value of an unknown in an expression to be able calculate the expressions value. • Substitute into formulae to be able to find things like area • Solve equations by performing the same things to both sides to arrive at the correct value of the unknown.

Algebraic Terminology

Each part of an algebraic sentence has a different name. These can all be seen in the diagram below



Terms: $5x$, 7, $\sqrt{2}$

Simplifying Expressions

$$3c + 2b + 4 - 2c + 3b - 2$$

We can simplify expressions such as the one above by collecting like terms. Here, circle the like terms including the sign before it.

$$3c + 2b + 4 - 2c + 3b - 2$$

So hopefully you can see this simplifies to c + 5b + 2

Substitution

To substitute a letter for a number, and then work out its value. So here, the first example is 4 + (2x5) = 14. Try the other examples.

Calculate the value of each expression.

$a = 4$
$b = 5$

$a + 2b$	14
$2a + 3b$	23
$10 + b + 3a$	27

Substituting into Formulae

The distance d, in metres, that an object falls after being dropped is given by the formula,

$d = 4.9t^2$ where t is the time in seconds.

Using the information above, how far will a ball drop in 5 seconds?

Distance = 4.9×5^2

$= 4.9 \times 25 = 122.5$ metres

SUBJECT: Maths **YEAR: 7**

TOPIC: Ratio and Proportion 1 **SEMESTER: 1**

WORD REVOLUTION

Timetable	A table showing the times buses or trains arrive and leave
Analogue Clock	A clock with the 12 hours on its face, with hour and minute hands
Length	How we measure the distance between two points (cm, km, miles)
Mass	Measures the quantity of material, often used to define weight (kg, tonnes)
Capacity	Measures how much liquid there is an object – like volume (ml, pints, cm^3)

What will I study in this topic?	You will learn how to tell the time using an analogue clock, how to convert between units of time and read a timetable or calendar. You will also learn how to convert between units of length, mass and capacity.
What will I be able to do by the end of this topic?	• Read the time from an analogue clock • Convert between units of time (e.g. minutes and seconds) • Read a timetable and calendar • Estimate length, mass and capacity • Convert between units of length, mass and capacity • Use appropriate units for length, mass and capacity

Timetables and Calendars

A bus timetable is shown on the right. The first bus from Bank Side leaves at 07:49 and arrives at Bury Yard at 08:30. Since it leaves 11 minutes before the hour (08:00) and arrives 30 minutes past the hour, it takes a total of 41 minutes.

Bus timetable

Bus Station	07:38	08:03
Upper Bridge	07:42	08:07
Bank Side	07:49	08:14
East Quay	08:06	08:31
Lower Lock	08:21	08:46
Forest Hill	08:25	08:50
Bury Yard	08:30	08:55

A calendar shows the days in each month. In a year there are 365 days (apart from Leap Years every four years where there are 366 – we get an extra day in February). Here somebody has circled today's date.
Sunday the 16th February.

February

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

Reading the time

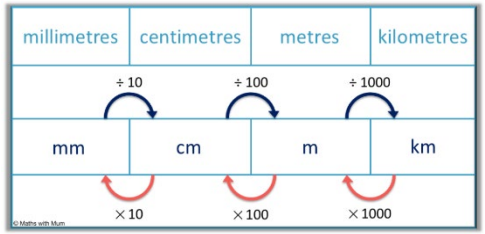
Here, the minute hand (the longer hand) is Pointing to the number 5. The hour hand is between 3 and 4. As each section consists of 5 minutes, the minute hand has passed through 25 mins. So the time is 25 past 3.

Converting Units of Time

MINUTE	60 seconds = 1 minute
HOUR	60 minutes = 1 hour
DAY	24 hours = 1 day
WEEK	7 days = 1 week

Use the above table to convert between units of time. Eg 7 hours = 7 x 60 mins = 420 mins.

Units of length, mass and capacity



Above are the conversions you will need to know. These are for length, but you can change m for g or l (grams – mass, litres – capacity)

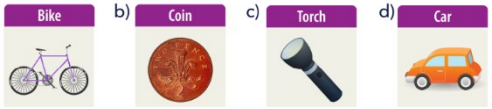
Estimating Measures

Choosing from the following options,

5 g | 2000 kg | 110 g | 12 kg

write an estimation for the mass of each object.

a) Bike b) Coin c) Torch d) Car



The coin is the lightest, so select 5g. The torch next at 110g, then the bike at 12kg (12000g) ad finally the car with a mass of 2000kg (2 tonnes).

SUBJECT: Maths **YEAR: 7**

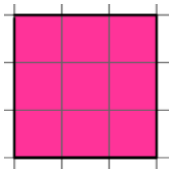
TOPIC: Geometry I **SEMESTER: I**

WORD REVOLUTION

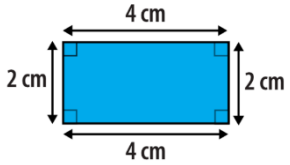
Parallel	When two lines are always the same distance apart, never meeting
Perpendicular	When two lines meet one another at right angles
Rotational Symmetry	When a shape can be rotated and look like it did originally before a full turn
Reflection	The name given to a mirror image. This will be symmetrical to the original
Perimeter	The distance around a shape, found by adding all the edges together
Area	The amount of space inside a 2D shape, found by counting squares.

AREA

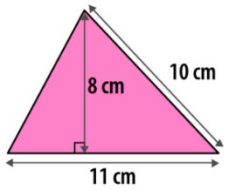
The area of a 2D shape is the amount of space the shape takes up. This can be found by counting the number of squares inside the shape. Here, the shape has 9 squares inside it. If each square was 1cm by 1cm, we would say the area is 9 square centimetres, or more simply 9cm^2.



For some shapes, you do not need to see The squares inside and only need the side lengths to be able to work out the area using a formula.



Rectangle Area = Length x Width
= 4 x 2 = 8cm^2



Area = $\frac{\text{(Base x Perp. Height)}}{2}$
= (11 x 8) ÷ 2 = 44cm^2

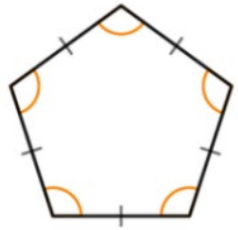
What will I study in this topic?	You will learn about different shapes and their properties and how shapes can have line or rotational symmetry. You will find the perimeter of shapes by adding together the length of their edges. You will also find the area of shapes by counting squares.
What will I be able to do by the end of this topic?	• Recognise the terms parallel and perpendicular and understand their meaning • Recognise the properties of different 2D shapes • Recognise when a shape has line or rotational symmetry • Find the perimeter of different 2D shapes • Find the area of 2D shapes by counting squares and using formulae.

Parallel and Perpendicular Lines

Parallel lines never meet one another; they are always the same distance apart. You can recognise them by the arrows drawn on them. Perpendicular lines meet at a right angle (90^0)

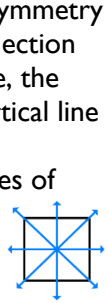
Rotational Symmetry

A shape has rotational symmetry if, when rotated, It looks like it did originally before it is fully rotated. Here the regular pentagon looks like this 5 times when rotated. We say this shape has "order of rotational symmetry" 5.



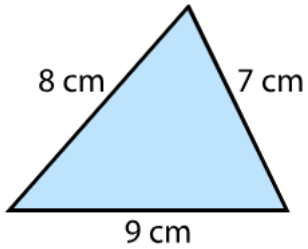
Line Symmetry

A shape has line symmetry if one side is a reflection of the other. Here, the butterfly has a vertical line of symmetry.
A square has 4 lines of symmetry as can be seen here.



Perimeter

Perimeter is the distance around a shape.
To calculate the Perimeter of a shape you simply add the lengths of all the edges together.
Here the perimeter of the triangle is:



8 + 7 + 9 = 24cm

SUBJECT: Maths **YEAR: 7**

TOPIC: Number 2 **SEMESTER: 1**

WORD REVOLUTION

Factor	A value that goes perfectly into a number. The factors of 10 are 1,2,5,10
Multiple	Values in a particular number's times table. The multiples of 9 are 9,18,27,36..
Prime Number	A number with exactly two factors, 1 and itself. The primes are 2,3,5,7,11…
HCF (Highest Common Factor)	The biggest value that is a factor of two or more numbers
LCM (Lowest Common Multiple)	The smallest value that is a multiple of two or more numbers.

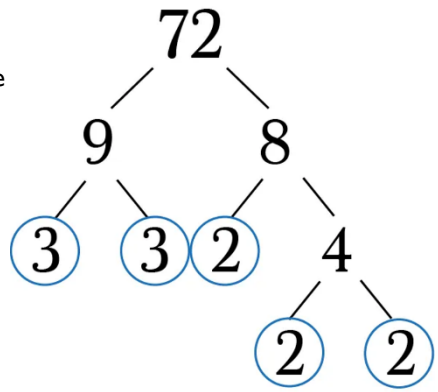
What will I study in this topic?	You will learn about lots of different types of numbers, including factors, multiple and primes. You will learn how to find the HCF and LCM of two or more numbers and be able to write any value as the product of its prime factors using prime factor decomposition.
What will I be able to do by the end of this topic?	• Write a list of factors and multiples of different numbers • Recognise which numbers are prime and what this means. • Find the Highest Common Factor of two or more numbers • Find the Lowest Common Multiple of two or more numbers • Write any value as the product of its prime factors using factor trees

Prime Factor Decomposition

Every number can be written as the product (multiplying) of its prime factors in a unique way. You can use factor trees to help you do this.

E.g. write the number 72 as a product of its prime factors.

Start by finding a factor pair of 72. Here we have gone for 9 x 8 but you could have chosen 6 x 12. Either way would give the same result. Keep working your way down by finding factor pairs of each number, until you hit a prime number. You can't go further so circle this prime number. Here we can see that $72 = 3 \times 3 \times 2 \times 2 \times 2$



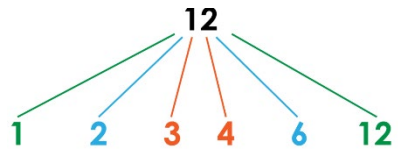
This is normally abbreviated to $2^3 \times 3^2$

Try the number 4410. You'll see that:

$4410 = 2 \times 3^2 \times 5 \times 7^2$

Factors and Multiples

Factors are values that go into a number. The factors of 12 are shown here in pairs.



The multiples of a number are all the values in that number's times table.

Multiples of 12: 12, 24, 36, 48, 60, 72, 84, ...

Prime Numbers

Prime Numbers have exactly two factors, one and themself. They can only be divided by one and themselves without leaving a remainder. The only even prime number is 2. All the primes between 1 and 100 are shown here.

Prime Number				
2	3	5	7	11
13	17	19	23	29
31	37	41	43	47
53	59	61	67	71
73	79	83	89	97

Highest Common Factor

Factors of 30: 1, 2, 3, 5, 6, 10, 15, 30

Factors of 45: 1, 3, 5, 9, 15, 45

To find the Highest Common Factor of two values, you can first list all the factors of each. The common factors here are 1,2,5 and 15, so the Highest Common Factor is 15.

Lowest Common Multiple

To find the Lowest Common Multiple of two values, first list a few of their multiples. Do this until you find the first number that is in both lists. For example, a few multiples of 10 and 12 are shown below. The first number that is in both lists is 60, so the Lowest Common Multiple or 10 and 12 is 60.

Multiples of 10: 10, 20, 30, 40, 50, 60, 70, …

Multiples of 12: 12, 24, 36, 48, 60, 72, 84, …

SUBJECT: Science **YEAR:** 7

TOPIC: Super Scientist and Ecology **SEMESTER:** 1

WORD REVOLUTION

Hazard	What is dangerous about the apparatus or method used
Apparatus	The equipment you need to use
Average/Mean	Add the values together and divide by how many values you have.
Independent variable	What you change in the experiment
Dependent variable	What you measure in the experiment
Control variable	What you keep the same in the experiment
Anomalous result	A result that doesn't fit with the trend/pattern
Adaptation	Features that allows something to live in its environment
Predator	An animal that eats other animals.
Prey	An animal that is eaten by another animal
Producer	Organism that make its own food using photosynthesis.
Primary consumer	The first organism that eats a producer as food
Secondary consumer	The first organism that eats a consumer as food

What will I study in this topic?	Develop your working scientifically skills by using lab equipment, identifying hazards and variables to conduct basic investigations. How animals and plants are adapted to live in different environments and the feeding relationships in an ecosystem.
What will I be able to do by the end of this topic?	By the end of this unit, you will be able to: • Identify basic laboratory apparatus • Identify main hazard symbols and state their meanings • Identify hazards in the laboratory • Carry out basic equipment skills Use a Bunsen burner safely

Common Lab Hazards

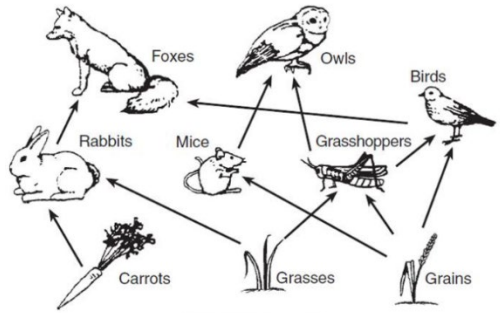
Flammable - Sets on **fire** easily.

Corrosive - Destroys living tissue such as **skin** and **eyes**.

Moderate Hazard – Chemicals may be an irritant or harmful

These are the three most common hazards that you will see in the lab. The symbol on the apparatus shows you why it might be dangerous.

Food web example:



Labelling axis on graphs:

The x- axis is where you put your independent variable

The y- axis is where you put your dependent variable.

Top tip: remember y- to the sky. This helps to remember which is which.

The arrows in a food chain and web, shows the direction that the energy travels. This goes from the food to the consumer.

SUBJECT: Science **YEAR:** 7

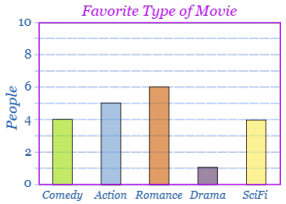
TOPIC: Super Scientist and Ecology **SEMESTER:** 1

Key Questions:	What are the variables in an experiment? – can you work this out from a description or a picture Name an animal and an adaptation that allows it to survive in the desert. How would a reduction in the number of grasshoppers affect the bird and owl numbers?	
Curriculum Connections:	**Previous (Year 6):** • Taking repeated measurements, using a range of scientific equipment, • Observing the world **Now:** • Identifying variables • Planning and recording data • Graph skills • Forming conclusions	**Future:** • Evaluation skills • Forming risk assessments • Abiotic and Biotic factors • Estimating population density

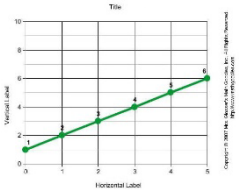
Graph drawing:

Categoric Data - Data that is in words e.g. type of metal, colour.
Continuous Data - Data that is in numbers e.g. length, mass, time.

Bar Chart: Use if your independent variable is categoric.



Line Graph: Use if your independent variable is continuous.



Animal adaptations

Many animals have adapted to the unique conditions of the tropical rainforests.

The **sloth** uses *camouflage* and moves very slowly to make it difficult for *predators* to spot.

Population size changes:

Animals that are hunted and eaten are prey, and these are consumed by predators. The final consumer at the top of the *food chain* is called a top (or apex) predator and is not eaten by anything else.

Over time the numbers of predators and prey in an ecosystem rises and falls in a *predator-prey cycle*. As the number of prey increases, so does the number of predators shortly afterwards. This is because there is more food. This reduces the number of prey because they are hunted. Which reduces the number of predators because there is less food. This increases the number of prey and the cycle repeats.

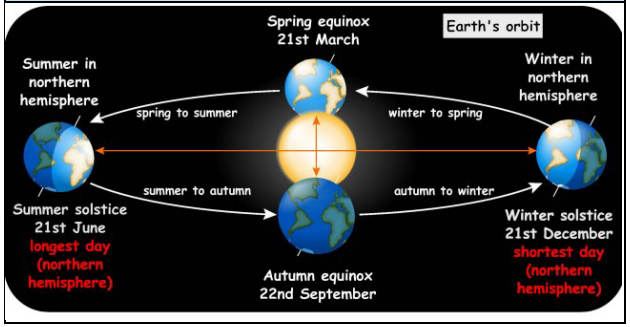
SUBJECT: Science **YEAR:** 7

TOPIC: Energy and matter + Earth and beyond **SEMESTER:** 1

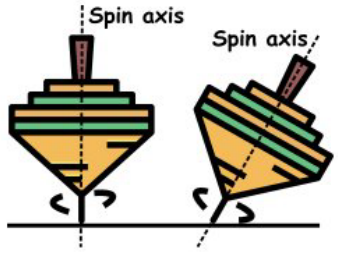
WORD REVOLUTION	
Generate	To produce/make
Conservation of energy	Energy cannot be created or destroyed. It can only be transferred
Fossil fuel	Coal, Oil and Gas. Made from dead plant and animals over millions of years
Renewable	A way of producing energy that will not run out
Non-renewable	A way of producing energy that will eventually run out (finite)
Force	A push, pull or a twist.
Gravity	A force from one object on another. Like the Earth on you – this always pulls you towards the bigger object.
Mass	Measured in grams or kilograms
Weight	Measured in Newtons – this is a force
Hemisphere	The top or bottom half of the Earth – divided by the equator
Axis	An imaginary line where something rotates around
Rotation	Spins around

What will I study in this topic?	You will be introduced to mathematical skills – speed calculations and graph interpretation skills. The identification of forces and application of that to motion of objects. You will understand the impact of gravity on objects, the composition and order of the solar system, how the Earth's rotation is linked to days/nights and seasons.
What will I be able to do by the end of this topic?	• Identify energy stores • Describe different energy resources • Describe what force is and the effect it has on masses. • Compare weight and mass • Compare the strengths of gravity on different planets • Describe the composition of our solar system and beyond.

Seasons:



How an axis works:



Energy can be transferred by:

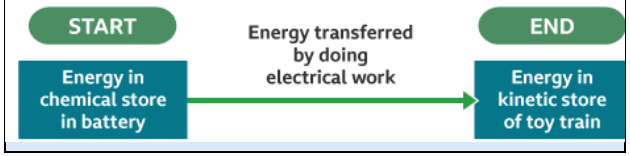
mechanical working – when a force is applied to move an object through a distance

electrical working – when charge flows (electricity)

heating – when energy is transferred between hotter and colder regions

radiation – when energy is transferred as a wave, for example as light or sound

This is how the energy stores change for a child's toy battery powered train



SUBJECT: Science **YEAR:** 7

TOPIC: Energy and matter + Earth and beyond **SEMESTER:** 1

Key Questions:	What energy store does an object have? Is something renewable or non-renewable? What is the difference between weight and mass?
Curriculum Connections:	To understand that energy stores are the foundation for describing energy in different scenarios from Year 7 to 11 and is the cornerstone of understanding the conservation of energy.

Key energy stores to know:

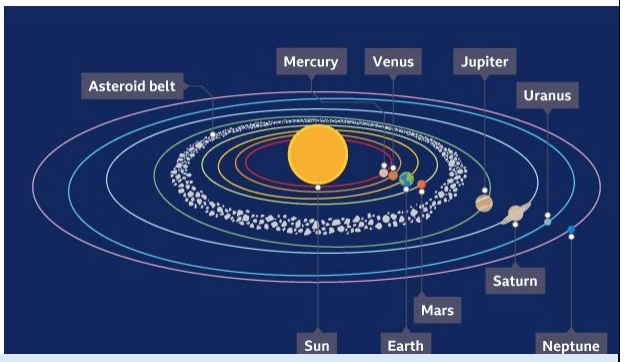
Kinetic	All **moving objects.**
Gravitational Potential	All objects. The **higher** the object is **lifted up**, the **greater** the energy.
Thermal	All objects. The **hotter** the object, the **greater** the energy.
Elastic Potential	Anything that has been **stretched** or **squashed** and will **return** to its **original shape.**
Chemical	Anything that can **release** energy by a **chemical reaction.** e.g. **food, fuels, batteries.**

The 4 closest planets to the sun are known as *terrestrial planets* and are made mostly of rock and metal. The word terrestrial means 'earth-like', and these planets all have solid surfaces.

The solar system is made up of the Sun (our nearest star) and the objects that orbit around it, including planets, asteroids and comets.

The Sun's gravity holds all of these objects together, and the gravitational forces between objects can cause less massive objects to orbit more massive objects.

Jupiter, Saturn, Uranus and Neptune are called the *gas giants* and they are very *massive*, and many times larger than the *terrestrial planets*. They are made of mostly hydrogen and helium gas, and they are all surrounded by rings and moons.



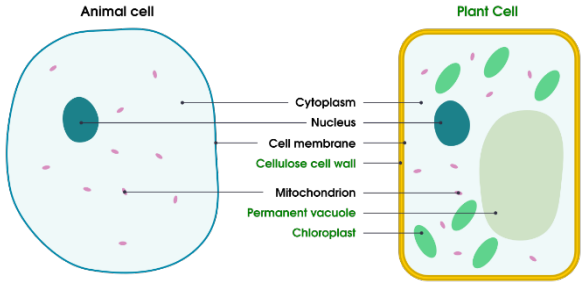
SUBJECT: Science **YEAR:** 7

TOPIC: Particles and Mixtures and Cells **SEMESTER:** 1

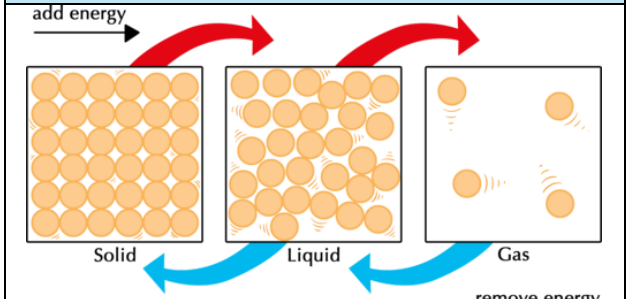
WORD REVOLUTION	
State of matter	Solid, liquid or gas
Evaporating	Liquid to gas (Only the surface of the liquid, no bubbles, can happen over a range of temperatures)
Condensing	Gas to liquid
Solute	The substance dissolved in the solvent. E.g. sugar, salt, carbon dioxide, copper sulphate.
Saturated	where the solvent (like water) has dissolved the maximum amount of
Mixture	Two or more substances not chemically joined together
Cell membrane	Allows certain substances to enter and leave the cell
Chloroplast	Where photosynthesis happens in cells
Photosynthesis	The process of plants making their own food
Mitochondria	Where respiration occurs in cells, which releases energy
Ribosomes	Where proteins are made in cells

What will I study in this topic?	How particles look in different states and how they move from one state to another. How we can separate different substances – what equipment to use and how we use it. The organelles on animal and plant cells and how cells can be adapted for their function.
What will I be able to do by the end of this topic?	• Draw particle diagrams for states of matter • Know how to carry out separation techniques and choose which separation technique to use • Label both plant and animal cells and explain what the organelles functions are • Give examples of specialised cells

Animal and plant cells :



Particle model



Specialised Cells

Cell	Diagram	Adaptations
Leaf cell		Lots of chloroplasts.
Root hair cell		Large finger like shapes to increase surface area.
Sperm cell		Head contains an enzyme to help penetrate egg, lots of mitochondria so egg can swim to sperm.

These specialised cells have special features (adaptations) that allow them to do their specific jobs.

SUBJECT: Science **YEAR:** 7

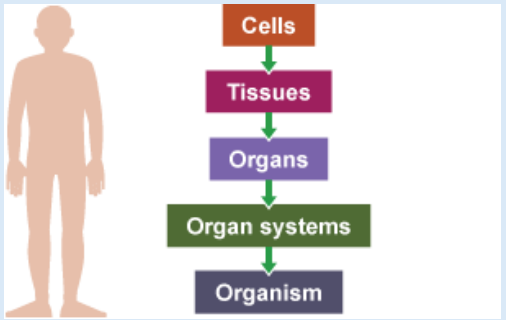
TOPIC: Particles and Mixtures and Cells **SEMESTER:** 1

Key Questions:	Describe how particles move in a gas What are the organelles in an animal or plant cell – what is their function? How is a specialised cell adapted to do their jobs?
Curriculum Connections:	Filtering as a separation technique completed at primary school.

Common organ systems

Organ system	Main organs	Function
Circulatory	Heart, veins, arteries	Transports substances in the blood around the body
Respiratory	Lungs	Takes in oxygen, removes carbon dioxide
Digestive	Stomach and intestines	Breaks down food, absorbs nutrients

Cells are the smallest unit of life. Most cells have features which give them different functions within an organism.
Tissues are a group of similar cells in the same place with the same function is a tissue.
Organs are a group of tissues in the same place with the same function is an organ.
Organ systems are two or more organs with the same function is an organ system.



Separation techniques explained

Filtration: Separates an insoluble solid from a mixture. E.g. sand from water. Pour mixture through filter paper in a funnel. Collect filtrate in a conical flask. Residue collects in paper.

Evaporation: Separates a soluble solid from a solution. e.g. salt from water. Heat the mixture. Liquid evaporates. Solid forms crystals.

Distillation: Separates a liquid from a solid. e.g. salt and water, or a mixture of liquids. e.g. ink Heat the mixture in a round bottom flask. Liquid evaporates and rises, then cools and condenses in the condenser. Collect the distillate.

Chromatography: Separates a mixture of coloured dyes. Draw a start line in pencil on filter paper. Put a dot of the sample on the line. Place paper in the solvent and remove when the solvent reaches near the top. Mark the solvent front using a pencil

Solids:
Particles are close together and regularly arranged. Particles vibrate around fixed positions. Strong forces between particles. Fixed shape.

Liquids:
Liquids Particles are close together and randomly arranged. Particles move around each other. Weak forces between particles. No fixed shape.

Gases:
Gases Particles are far apart and randomly arranged. Particles move quickly in all directions. No forces between particles. No fixed shape. Low density.

SUBJECT: Science **YEAR:** 7

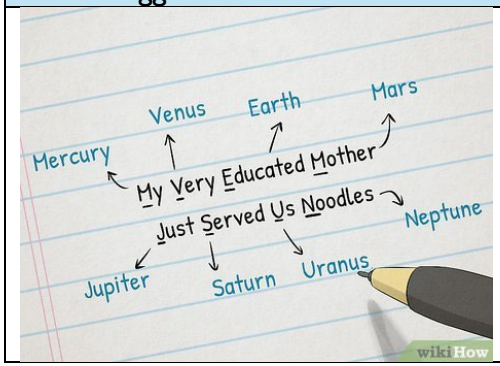
TOPIC: All semester 1 assessments **SEMESTER:** 1

How will I be assessed?	Within class you will have low stakes testing, mini whiteboard work and quick 6 starters every lesson so your teacher can see your understanding of the topic work as well as if you can remember and recall information from previous lessons. After Semester 1 you will have a Year 7 assessment – within this there will be questions based on the science content and skills from all Semester 1 topics.

Assessment advice

- Always read the question carefully - most mistakes are made by students who think they know the answer, even before fully reading the question.
- Take your time and don't panic.
- Are the certain keywords you can include in your answer, make sure you know the definitions of all keywords from your knowledge organiser pages.

Extra Nuggets!



Using mnemonics or memorable sentences can help remember information.

In this sentence the starting letter represents the starting letter for the planets in order.

Extra Nuggets!

Scientific Variable	Mnemonic Device/Sound
Controlled Variables	"CON"trolled variables stay "CON"stant
Independent Variable	"I", the scientist, only change this
Dependent Variable	The "D"ependent variable is your "D"ata

Further Reading and Other Resources

- https://sparxscience.com/ - here you have your weekly homework, but you can also use the independent learning tab and choose whichever topics you need extra help with
- https://www.bbc.co.uk/bitesize/subjects/zng4d2p - bitesize has lots of useful information, quizzes and videos to watch about the topics you have been studying
- KS3 CGP revision guides – we have discounted revision guides available through Parentpay
- https://mmerevise.co.uk/ks3-revision/key-stage-3-science/ - KS3 past exam papers are available here with the mark schemes

Recall Questions

1. **Name the organelles only found in a plant cell**
2. **What is the independent, dependent and control variable in an experiment?**
3. **What organs are included in the circulatory system?**
4. **Name 4 energy stores**
5. **What is the order of the planets, starting with closest to the sun**
6. **What is the sun**
7. **Why do we orbit the sun?**
8. **How would we separate sand and water? Why?**
9. **Describe the movement of particles in a liquid**
10. **What does every food chain/web start with?**
11. **Name an animal and adaptation that allows it to live in the arctic**
12. **What is distillation and how does it work?**

SUBJECT: Geography **YEAR:** 7

TOPIC: What is my place in the world? (Human) **SEMESTER:** 1

1. WORD REVOLUTION

Human geography	A branch of geography that deals with people and what they do.
Physical geography	A branch of geography which deals with the natural world.
Development	A country or area improving.
Life expectancy	The average age a person lives to in an area.
GNI per capita	The amount of money a country makes divided by its population
Literacy rate	The number of people who can read & write in an area.
HDI (Human Development Index)	Made up of literacy rate, income, and life expectancy. 0 = least developed, 1 = most developed.

2. DEVELOPMENT

Development

HIC: High income country

Europe and North America have mostly HICs, e.g. UK

NEE: Newly emerging economy

Asia and South America have mostly NEEs, e.g. Pakistan,

LIC: Low income country

Africa has many LICs, e.g.

3. JOB TYPES

Tertiary jobs 	Providing a service, e.g. doctor, shop assistant, taxi driver
Secondary jobs 	Making raw materials into a product, e.g. in a factory
Primary jobs 	Extracting raw materials from nature, e.g. farmer, fisher, miner

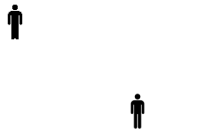
4. RURAL and URBAN AREAS

Rural

Countryside

E.g. Yorkshire Dales

Sparsely populated: not many people in a certain area.



Urban

City or town

E.g. Leeds

Densely populated: lots of people in a certain area

5. LIFE IN LEEDS and BRADFORD

An opportunity is a good thing	
History	Leeds was a world leader in the **Industrial Revolution**, **making cloth** in factories.
Population	**Young** – 25% under 15 years old – and **multicultural** (from lots of different backgrounds).
Leisure	**World famous food**, tourist, leisure and shopping areas.

A challenge is a bad or difficult thing	
Education	**31%** over 16 have **no qualifications** in Bradford, compared to **13% in Oxford**.
Traffic congestion	**High levels of traffic**, **less public transport** means lots of cars are used.
Crime	Crimes like drug dealing, robbery and violence are high.

SUBJECT: Geography **YEAR:** 7

TOPIC: What is my place in the world? (Physical) **SEMESTER:** 1

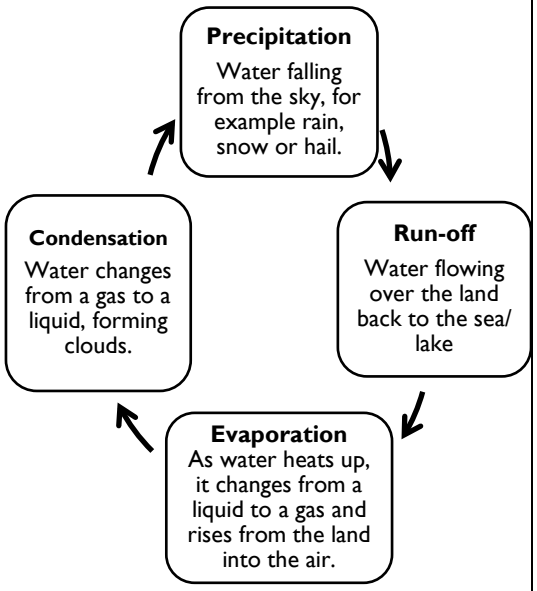
1. WORD REVOLUTION

National park	An area of land protected by the government
Conflict	A disagreement between groups of people
Weather	Short-term changes to the atmosphere – either hourly or daily.
Climate	The overall pattern of weather, generally an average over many years.
Water cycle	Movement of water around the world
Weathering	Weakening of rock where it is
Erosion	Wearing away of rock

2. YORKSHIRE DALES

	Purpose	Conflict
Farmer	Keep animals to sell for profit	Tourists disturbing animals. Quarry owners taking land.
Tourist	See amazing landscapes and take part in activities	Quarry owners ruining the view. Farmers not allowing them to walk across land.
Quarry owner	Takes limestone from the ground to sell for profit	Tourists creating traffic on roads. Farmers taking up land which they could use for limestone.

3. THE WATER CYCLE



4. TYPES OF WEATHERING

Chemical weathering

- **Rainwater is slightly acidic** because carbon dioxide absorbs into it.
- Rainwater falls **on specific types of rock**, like **limestone** or chalk.
- A **chemical reaction** happens and **some rock is washed away.**

Biological weathering

- Trees grow **their roots down into cracks i**n rock.
- Animals **burrow (dig holes)** in rock.
- **Cracks in the rock widen,** weakening the rock and breaking it apart.

Freeze-thaw weathering

- **Water falls into** cracks in rock.
- In winter, at **night**, water **freezes and expands**. The crack also expands.
- During the day, **the water melts and refills.** This repeats and the rock breaks apart

5. THE EARTH TODAY

The earth is 4.6 billion years old

The crust is split into tectonic plates that slowly move

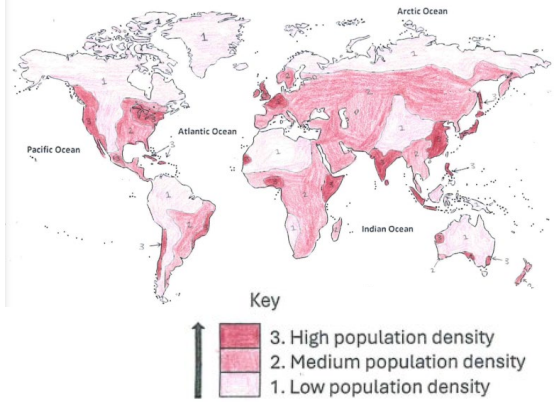
Plates move because of heat inside the earth

This shapes the land around us today

SUBJECT: Geography **Year:** 7
TOPIC: Population and Migration **Semester:** 1

Word revolution	
Population	The amount of people living in an area
Fertility rate	The average number of children per woman
Population pyramid	A graph that shows the age and sex of a country's population
Dependant	Someone who relies on someone else
Migration	The movement of people from one area to another to live
Pull factor	Something good which attracts people to move to a new place
Push factor	Something bad which causes people to leave a place
Refugee	Someone who has left their country because they are at risk of serious human rights violations

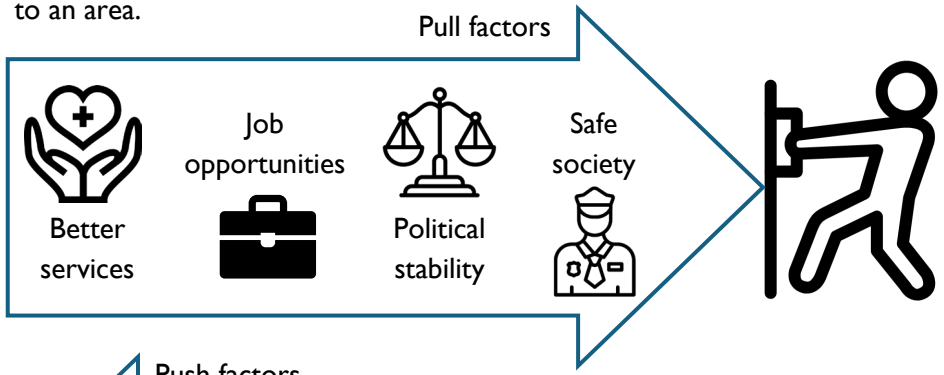
How is population distributed?

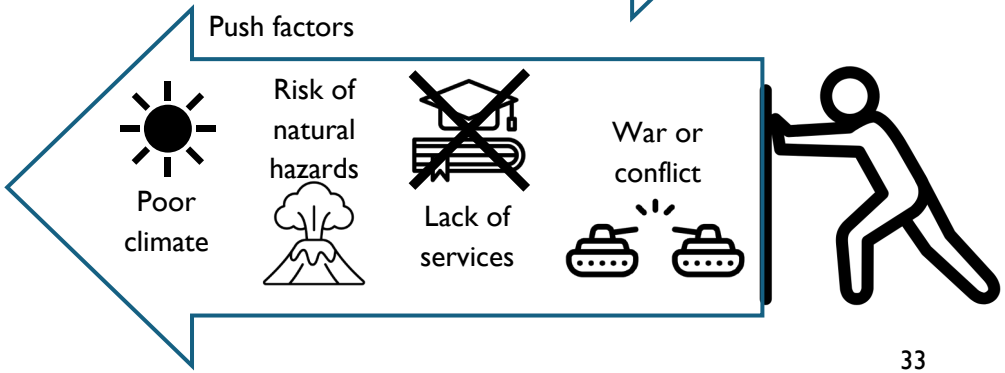


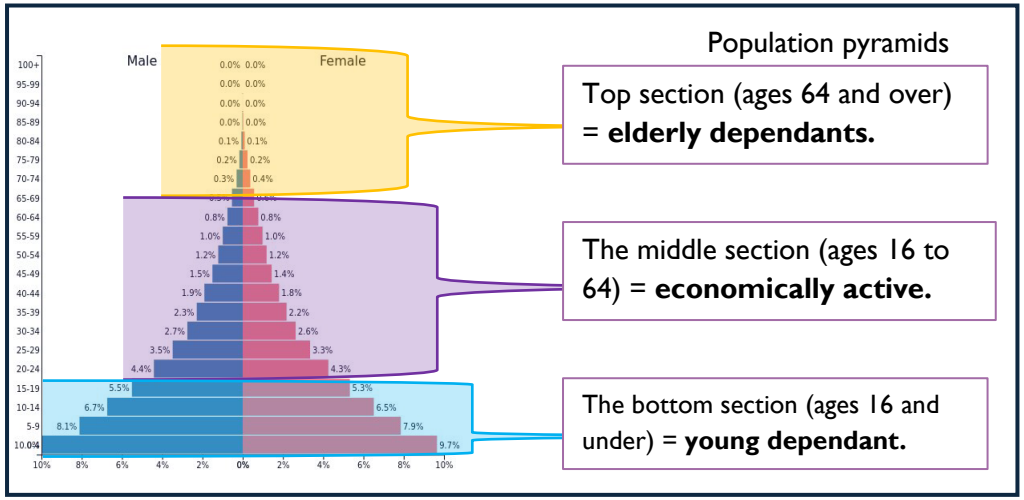
Why is population distribution uneven?

Physical reasons	Human reasons
Climate – Some areas are too hot or too cold to live in.	Coasts – Living near a coastline makes it easier to trade over sea
Relief – It is very difficult to build on steep, high land	Cities – There are more job opportunities in cities

Push and pull factors help to explain why people migrate from one area to another. They can be reasons people leave an area or reasons people move to an area.

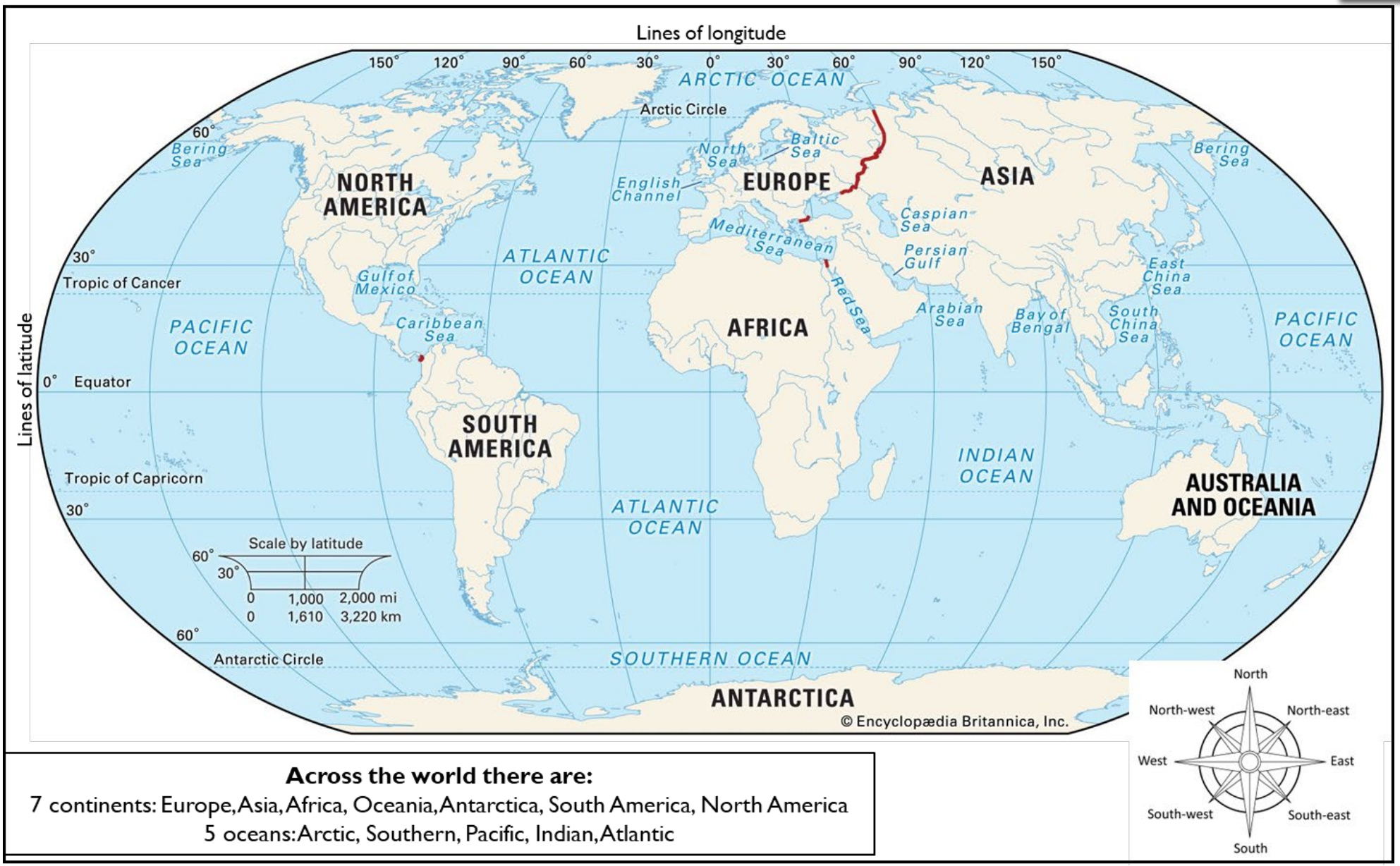






SUBJECT: Geography **YEAR:** 7

TOPIC: Locational basics **SEMESTER:** 1



Across the world there are:

7 continents: Europe, Asia, Africa, Oceania, Antarctica, South America, North America

5 oceans: Arctic, Southern, Pacific, Indian, Atlantic

SUBJECT: History YEAR: 7

TOPIC: Historical Skills SEMESTER: 1

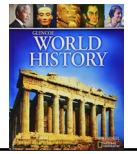
WORD REVOLUTION

History	Study of the past
Research	An investigation often using sources of information
Chronology	Study of events in time order
Anno Domini	Latin for 'in the year of our Lord'
Sources	Information which informs us about the past
Bias	One-sided
Interpretation	A way of explaining something

HISTORICAL ARGUMENT

Argument building means using evidence from sources to support a point of view or answer a question about history.

1. History isn't just facts – it's about how we understand those facts.
2. People in the past had different views – interpretations help us explore these.
3. Historians ask questions – arguments help them explain their answers clearly.
4. It teaches us to think critically, use evidence, and communicate clearly.

Source	A piece of evidence from the time being studied	Books, documents, paintings, photographs, artefacts   
Interpretation	A historian's explanation or view of the based, based on sources	History books, textbooks, films documentaries, games  

SOURCE INTERPRETATION

A source is any piece of evidence from the past that helps us learn about what happened.

Historians use sources to:

1. **Find out what happened**
   → They look for facts, dates, people, and places.
2. **Understand different views**
   → They ask: *What did people think or believe at the time?*
3. **Ask questions**
   → *Who made this? Why? Can we trust it?*
4. **Build historical arguments**
   → They use evidence from sources to explain causes, effects, and significance of events.

CHRONOLOGY

Chronology is putting events of time order.

Centuries:

To find the century, take the year, drop the last 2 digits, and add 1.

E.g. – 1914 – 20th century

2025 – 21st century

561 – 6th century

Medieval period					Renaissance		Industrial Period		Modern Period
1000-1100	1100-1200	1200-1300	1300-1400	1400-1500	1500-1600	1600-1750	1750-1800	1800-1900	1900-present

SUBJECT: History YEAR: 7

TOPIC: Vikings SEMESTER: 1

WORD REVOLUTION	
Dark Ages	Period from 500-1000
Causes	Reasons for events occurring
Bloodthirsty	Wanting to kill
Vikings	'Pirate raiders' from Scandinavia
Settler	A person who moves with a group of others to live in a new country or area
Monastery	A building where monks live
Anglo-Saxons	The tribes of people living in Britain before the Vikings
Invader	Person who enters an area and takes control by force

VIKING LIFE

IMPACTS of VIKINGS

- Fear and destruction from raids
- Danelaw – ruled over the north-east of England
- New words – sky, egg, window
- Art and decoration – e.g. Christian crosses with Viking motifs

VIKING RAIDs

Why did Vikings come to Britain?

- Rich monasteries, gold, silver, food
- New land to farm
- Trade
- Explore
- Gain power

What did Vikings do in Britain?

- Raided towns and monasteries – first in Lindisfarne in 793 AD
- Settled parts, especially north and east (Danelaw)
- Fought Anglo-Saxons
- Built towns
- Married locals

Medieval period					Renaissance		Industrial Period		Modern Period
1000-1100	1100-1200	1200-1300	1300-1400	1400-1500	1500-1600	1600-1750	1750-1800	1800-1900	1900-present

SUBJECT: History YEAR: 7

TOPIC: Norman Conquest SEMESTER: 1

WORD REVOLUTION

Claimant	Person making a claim to the throne
Witan	Council of Anglo-Saxon nobles who choose the next king
Cavalry	Soldiers on horseback
Feudalism	Norman system of government
Domesday Book	Land and property survey in 1086
Motte and Bailey	A type of wooden castle

CLAIMANTS to the THRONE

Harold Godwinson

- Edward the Confessor's brother-in-law
- Powerful Earl in Wessex
- Talented military commander
- Claimed Edward had offered him the throne on deathbed

Edgar Aetheling

- Great-grandson of several English kings
- 14 years old
- Relied on support of other Earls

Harold Hardrada

- Distant relative of English kings
- King of Norway
- Hardrada = 'hard ruler'
- Ferocious warrior
- Supported by Harold Godwinson's brother

William of Normandy

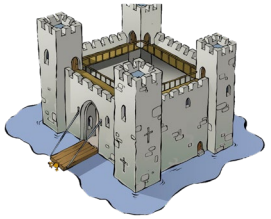
- Distant relative of Edward the Confessor
- Controlled Normandy, in France
- Claimed Edward promised him the throne
- Claimed Harold Godwinson had promised to support him

NORMAN CONQUEST

Name	**Battle of Stamford Bridge**	**Battle of Hastings**
Date	September 1066	October 1066
Location	Near York, north of England	Near Hastings, south of England
Combatants	King Harold Godwinson v Harald Hardrada (Viking)	King Harold Godwinson v William of Normandy
Result	English victory	Norman victory
Reason	Harold surprised the Vikings	William used clever tactics (feigned retreat), Harold's troops were tired

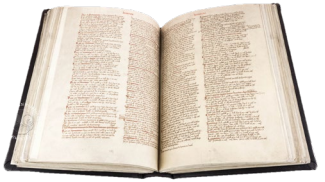
CONTROLLING ENGLAND

Castles



- Hundreds of motte and bailey castles
- Used to control local people and stop rebellions

Domesday Book



- Used to find out who owned what
- To collect taxes and raise an army

Medieval period					Renaissance		Industrial Period		Modern Period
1000-1100	1100-1200	1200-1300	1300-1400	1400-1500	1500-1600	1600-1750	1750-1800	1800-1900	1900-present

SUBJECT: History YEAR: 7

TOPIC: Medieval Kings SEMESTER: 1

WORD REVOLUTION	
Medieval period	Period from around 500-1500, also known as the 'Middle Ages'
Crusades	A series of religious wars between Christians and Muslims
Magna Carta	A document signed in 1215 that meant the king was not above the law
Excommunicated	Banned from the Church
Pope	Leader of the Catholic Church
Holy land	Area in the Middle East that is important to Christians, Jews and Muslims

POWER IN MEDIEVAL BRITAIN

King

- Most powerful person
- Made laws, collected taxes, controlled army
- Claimed their power came from God – **divine right of kings**

Church

- Powerful in everyday life
- Pope was the representative of God on Earth
- Owned land and **tithes** – 10% of everyone's income
- Could **excommunicate** people, even kings

MEDIEVAL KINGS

Name	Henry II	Richard	John
Dates	1154-1189	1189-1199	1199-1216
Famous for…	Blamed for Thomas Becket's death	Led the Third Crusade 'Richard the Lionheart'	Known as 'Bad King John' Forced to sign the Magna Carta
Strengths	Strong ruler, expanded royal power	Brave warrior	Some military skills, stayed in England
Weaknesses	Argued with the church (Thomas Becket)	Rarely in England, expensive wars	Lost land, high taxes, argued with nobles and church

MAGNA CARTA 1215

- No free man can be punished without trial
- The king cannot raise taxes without the barons' consent
- A council of barons will ensure that the kin follows rules

Medieval period					Renaissance		Industrial Period		Modern Period
1000-1100	1100-1200	1200-1300	1300-1400	1400-1500	1500-1600	1600-1750	1750-1800	1800-1900	1900-present

SUBJECT: Religious Studies **YEAR: 7**

TOPIC: Me and My World **SEMESTER: 1**

WORD REVOLUTION	
Agnostic	Unsure whether or not God exists
Atheist	Does not believe God exists
Belief	An acceptance that something exists or is true, when there is no proof
Commandment	A rule or law given by God that people are expected to follow
Creation	How the world was brought into being
Environment	The air, water and land on which people and animals live
Faith	Confidence or trust in a person, thing, or concept
Monotheism	The belief in one god
Polytheism	The belief in many gods
Religion	The belief in and worship of superhuman power or powers
Society	The world in which we live
Stewardship	Taking care of and looking after the environment
Theist	The belief that God exists
Value	An important principle to live by

What will I study in this topic?	You will learn different ideas that people have about God and religion, as well as the beliefs of some different religions about how the world was created and how we should care for it. You will find out what religions teach about how we should live and how we should treat other people. You will also learn how religious beliefs can influence and impact what people do in real life.
Curriculum Connections:	In Years 7 and 8, you'll learn some of the key beliefs of the 'Big 6' important world religions. You'll also learn more about important moral teachings like the Golden Rule, love, justice and forgiveness and how these influence religious believers. This knowledge will help you when you go on to study big questions about life and right and wrong in Years 8 and 9.

What do we mean by 'Belief'?

Belief means what someone thinks is true or what they trust in, even if they can't always see proof. It's like having faith in an idea, a person, or something bigger, like God.

In religion, **belief is about trusting in God** or ideas about how the world works.

What do we mean by 'Religion'?

- Religion is **a set of beliefs and practices** that people follow to help them **understand the world** and how to **live a good life**.
- People use religion to **find meaning**, **feel connected**, and know how to **treat others**.
- It includes **praying** and **worshipping**, celebrating **festivals** and **holiday** and being part of a **community** who share the same beliefs and values.

Different beliefs about God and Religion

	Belief
Theism 	The belief that at least one God exists and is involved in the world and in people's lives. Religions like Christianity, Islam, and Judaism are examples of theism.
Atheism 	Means not believing in any God or gods. Atheists don't believe that any divine being exists.
Agnosticism 	This is when someone isn't sure whether God or gods exist. They believe it's impossible to know for certain if there is a God.
Humanism 	This is a belief system that focuses on humans and their ability to make good choices and live meaningful lives without relying on belief in God or gods. Humanists value reason, science, and kindness to others.

SUBJECT: Religious Studies **YEAR: 7**

TOPIC: Me and My World **SEMESTER: 1**

Hindu and Christian Creation Stories

Hinduism	Christianity
• There are many gods, but Brahma is the main creator god and creates everything. • Brahma emerges from the coils of a cobra and makes everything with 3 petals from a lotus flower. • Creation happens in a cycle of creation, destruction and rebirth.	• There is one all-powerful God who made everything. • God made the earth, sky, plants, animals, and humans step by step over 6 days / periods of time (there are different views on how long these were). • Follows the order of evolution.

How should we treat others? The Golden Rule

Every religion has a version of the Golden Rule which religious believers follow in their treatment with others.

- **Christianity and Judaism** – *'love your neighbour as yourself'*
- **Buddhism –** *'treat other with respect. How they treat others will be how they treat you'.*
- **Islam** – *'None of you truly believes, until he wishes for his brother what he wishes for himself'*
- **Sikhism** – *'I am a stranger to no one, I am a friend to all'*

What does religion teach about caring for the environment?

Judaism, Christianity, Islam	Believe that God created the world and that humans are allowed to use God's creation for their needs, but they must not destroy it or damage it. They all believe that we have a duty to care for and look after the world. This belief is called stewardship
Sikhism	Believe that the world gives us everything we need and God has designed it that way. People should only take what they need, no more. If they become greedy, then the balance of nature will be upset.
Hinduism	Believe that God created the entire world. Everything we see around us is a part of God and Hindus should care for the world and not harm anything. Many are vegetarian because of this belief.
Buddhism	There is no creation story. Buddhists try to live in harmony with nature and not to harm anything.

Leading a good life in Christianity means:

- ✓ Loving God
- ✓ Being kind and honest
- ✓ Helping others
- ✓ Forgiving people
- ✓ Following the Commandments in the Bible

The impact of faith and belief on key religious individuals

Martin Luther King Jr. (Christian)	He fought peacefully against racism in the USA. His Christian faith taught him to love others and fight for justice through non-violence.
Corrie ten Boom (Christian)	She hid Jews from the Nazis during World War II. Her faith taught her to protect the vulnerable and forgive even her enemies.
Malala Yousafzai (Muslim)	She stood up for girls' right to education in Pakistan. Her Islamic faith values knowledge, peace, and justice, which inspired her actions to stand up for justice and equal rights.
Daniel and the Lions' Den (Jewish)	He kept praying to God, even when it was against the law. Because of this, he was thrown into a den of lions. But Daniel had strong faith in God, and God protected him.

SUBJECT: Religious Studies **YEAR:** 7

TOPIC: Introduction to Islam **SEMESTER:** 1

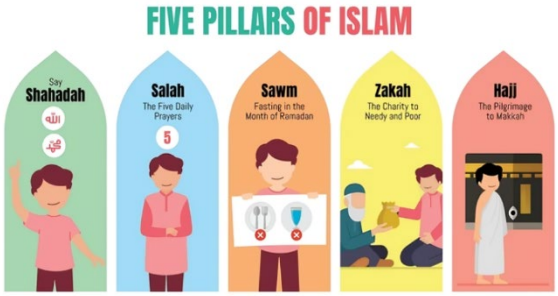
WORD REVOLUTION	
Allah	The Arabic word used by Muslims for God
Five Pillars	The five practice that Muslims are expected to follow
Hajj	Pilgrimage to the holy city of Mecca
Islamophobia	Hostility to Muslims and Islam (which often leads to hate speech)
Muslim	A follower of Islam
Muhammad	The last messenger of God/Allah and the key prophet in Islam
Pilgrimage	A special journey made for religious / spiritual reasons
Prejudice	Pre-judging someone without knowing anything about them
Prophet	A messenger of God/Allah
Ramadan	Fasting during the month of Ramadan
Salah	Prayer five times a day
Sawm	Fasting (going without food or drink)
Shahadah	The declaration of Faith
Zakat	Donating to Charity

What will I study in this topic?	Islam is the second largest religion in the world (and the UK) after Christianity. You will learn about key Muslim beliefs and practices, including beliefs about God (Allah), the Qur'an and the Five Pillars of Islam. You will learn how religious belief influences daily life/religious practice and you will learn that understanding different faiths helps to promote respect, challenge prejudice and works towards building a more inclusive society.
Curriculum Connections:	The foundational knowledge you learn about Islam and its key ethical teachings (such as how to how to live a good life, how to treat others, how religious belief influences practical action) will be further explored and expanded on in Years 8 and 9 alongside other religious views on a variety of ethical and philosophical topics.

Key Beliefs

- Muslims believe that there is **one God** called Allah. Allah is the **creator** and **ruler** of the Universe.
- There are **99 names** for Allah in the **Qur'an**, each of these names tells Muslims what Allah is like e.g. loving, powerful, forgiving.
- The holy book of Islam is The **Qur'an,** this contains the **words and teachings of**

The Five Pillars



Expressions of Belief

Muslim birth ceremonies

- Father whispers the **Adhan** (the call to prayer) in the ear of the Baby as soon as it is born
- When a Muslim child is born it is given one of the **99 names of Allah** in the hope that the child will grow up to have this quality.
- A meal is shared to show **generosity and love**. Also a donation is made to charity to help those in need. The **first act of the Charity** of the baby.
- Something **sweet** is put into the mouth of the baby (honey or a bit of date) as the parents want the baby to have a **sweet nature**.

SUBJECT: Religious Studies **YEAR: 7**

TOPIC: World Religions **SEMESTER: 1**

	When It Began	Where It Began	Founder	Holy Book(s)	Place of Worship	Key Beliefs About God	Key Practices	Symbol(s)	Major Festivals	Beliefs About Afterlife
Hinduism (Hindus)	Around 4000 - 2000 BCE	Indian Subcontinent	Developed from the people of the Indus Valley	Vedas, Upanishads, Bhagavad Gita	Temple	Many gods (polytheistic), Brahman is supreme reality	Puja (worship) Festivals like Diwali		Diwali Holi	Rebirth (reincarnation) and Moksha (liberation from cycle of rebirth)
Judaism (Jews)	Around 2000 BCE	Ancient Israel	Abraham	Torah Tenakh	Synagogue	One God (Monotheistic) Yaweh/Elohim	Sabbath, Kosher Prayer Festivals		Passover Yom Kippur Hanukkah	Resurrection and Olam Ha-Ba (World to Come); focus on this life
Buddhism (Buddhists)	Around 5th Century BCE	India	Siddhartha Gautama (The Buddha)	Various scriptures (Tripitaka) (Pali Canon)	Temple	No creator God	Meditation Following the Eightfold Path Festivals		Vesak Paranirvana Day	Rebirth and Nirvana (end of suffering and cycle of rebirth)
Christianity (Christians)	Around 1st Century CE	Jerusalem (Middle East)	Jesus Christ	Bible (Old & New Testament)	Church	One God (Monotheistic), Trinity (Father, Son, Holy Spirit)	Prayer Worship Baptism Communion		Advent Christmas Lent Easter	Heaven and Hell; eternal life through faith in Jesus
Islam (Muslims)	7th Century CE	Mecca (Saudi Arabia)	Prophet Muhammad	Quran	Mosque	One God (Allah) Monotheistic	Five Pillars (Faith, Prayer, Fasting, Charity, Pilgrimage)		Eid al-Fitr, Eid al-Adha	Paradise (Jannah) and Hell (Jahannam) based on deeds
Sikhism (Sikhs)	Late 15th Century CE	Punjab (India/Pakistan)	Guru Nanak	Guru Granth Sahib	Gurdwara	One God (Waheguru), Monotheistic	Prayer Seva (service) Community (Langar)		Vaisakhi Guru Nanak's Birthday	Rebirth and union with God; emphasis on living a truthful, humble life

SUBJECT: Computer Science **YEAR:** 7

TOPIC: Routines **SEMESTER:** 1

WORD REVOLUTION	
Software	Programs that tell a computer what to do.
Hardware	The physical parts of a computer system.
Input	Data that is entered into a computer.
Output	The result produced by a computer after processing.
Program	A set of instructions that a computer can follow.
Code	The language used to write computer programs.
File	A collection of data or information stored on a computer.
Folder	A virtual container used to organize files.
Virus	A harmful program designed to damage or disrupt computers.
Network	A group of connected computers that share information.
Browser	A program used to access and view websites.
Password	A secret word or phrase used to access digital systems securely.
Cursor	A movable indicator screen that shows where the next action will happen.
Desktop	The main screen area that you see after logging into a computer.

What will I study in this topic?	We will build essential digital literacy skills. They will learn how to use computers safely, manage files, and understand key computing terms. Students will explore basic programming using block-based or text-based languages and begin creating simple digital projects. They will also learn how to choose the right software for tasks and understand the importance of cybersecurity and responsible technology use.
What will I be able to do by the end of this topic?	By the end of Semester 1, students will confidently use computers to create and manage digital work. They will understand key computing terms, use basic programming tools, and select appropriate software for tasks. Students will demonstrate safe and responsible use of technology, manage files effectively, and begin developing simple digital projects using structured thinking and creativity.

My email address: _____@bentonpark.net

My computer log in: _____

My computer Password: _____

My Educake user name: _____

Educake password: _____

Key Computer Laws that you should know	
Law	**What does it cover?**
Computer Misuse Act	This act makes it illegal to access someone else's computer or account without permission—like logging into a friend's school account to change their homework.
Data Protection Act	This act protects personal information, so sharing things like a classmate's school report or photo online without asking is not allowed.
Copyright Act	This act means you can't copy someone else's work, like pasting an article or image into your homework without saying where it came from.

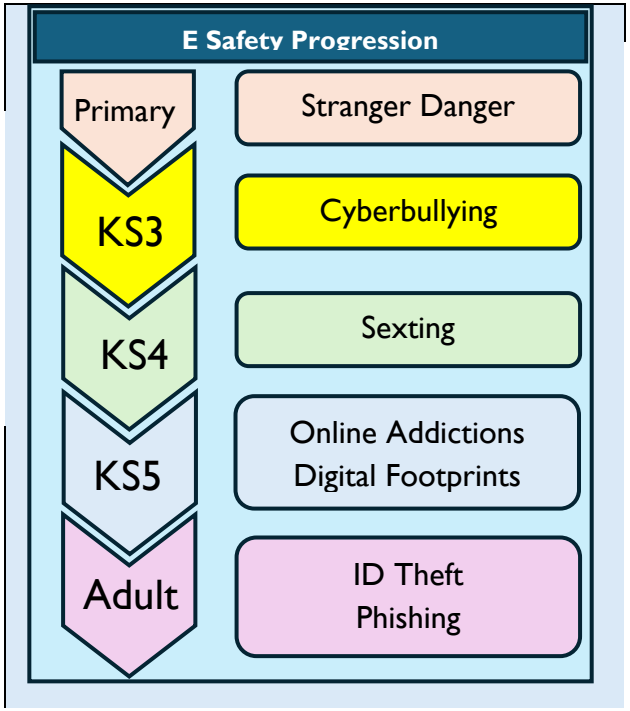
SUBJECT: Computer Science **YEAR:** 7

TOPIC: E Safety **SEMESTER:** 1

Key Questions:	1. How can we tell if the information we find online is trustworthy, and why does it matter? 2. What are the risks of sharing too much online, and how can we protect ourselves? 3. What makes one piece of software better than another for a specific task? 4. Why is good file organisation important, and how can it affect our work? 5. Why do computers need such precise instructions, and what happens when we get them wrong?
Curriculum Connections:	The Semester 1 units lay the foundation for all future computing study. Digital literacy skills support safe, effective technology use across subjects. File management and software use prepare students for creating digital artifacts in later ICT projects. Programming introduces logical thinking and coding, which deepens in later years through text-based languages and algorithm design. Together, these units build confidence and capability for more complex computing challenges in KS4 and KS5.

Top Tips for Using a Computer for the First Time
Log in carefully – Always use your own username and password, and never share them. Passwords are "case sensitive".
Use both hands – Learn to type with both hands to build good habits early.
Save your work often – Don't lose progress—save regularly and in the right folder. If you are using "OneDrive", it will save automatically.
Stay organised – Name your files clearly and store them in the correct folders.
Be safe online – Only visit trusted websites and never share personal information.
Log off properly – Always log off the computer correctly when finished.
Respect the equipment – Treat the computer gently and keep food and drinks away.

Top tips for using computer systems safely
Always keep your personal information private—don't share your full name, address, school, or photos online. Use strong passwords and never tell them to anyone except a trusted adult.
Only visit websites and play games that are age-appropriate and approved by your parents or teachers.
Don't talk to strangers online or accept friend requests from people you don't know.
Never download apps or files without permission—they could harm your computer.
If you see something upsetting or confusing, tell an adult straight away.



SUBJECT: Computer Science **YEAR:** 7

TOPIC: Cryptography **SEMESTER:** 1

Alan Turing – A Codebreaking Legacy

- Born on June 23rd., 1912, and died in 1954, aged just 42
- Turing is widely considered one of the fathers of modern computer science
- During WWII, Turing worked at Bletchley Park, the British government's top-secret codebreaking centre.
- To crack the German Enigma code, Alan designed a powerful code breaking machine called the Bombe to try all shift possibilities
- Turing devised a test to evaluate if a machine could imitate intelligence enough to fool another human – this was called the Turing Test
- Alan Turing is equally remembered for being arrested and prosecuted for homosexuality, a crime in the 1950s.
- He avoided jail in favour of conversion therapy to 'cure' him of his sexuality. This most likely lead to his suicide in 1954 from poisoning.
- He was pardoned in 2013 and remembered on the back of £50 notes

Caesar Vs Vigenère Vs Substitution Ciphers

Caesar Cipher

Simple to use
The key indicates the number of letter shifts
Used for thousands of years
Easy to crack
Only 25 key possibilities

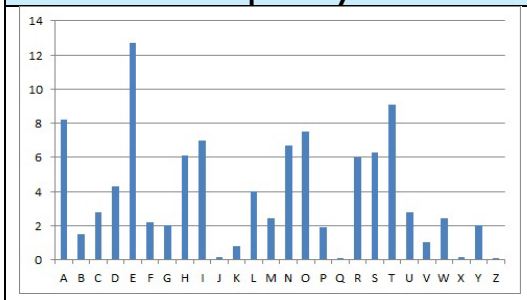
Vigenère Cipher

More difficult to break
Uses multiple Caesar ciphers
The key is a word not a number
Use of a Vigenère table helps
Can be broken using number

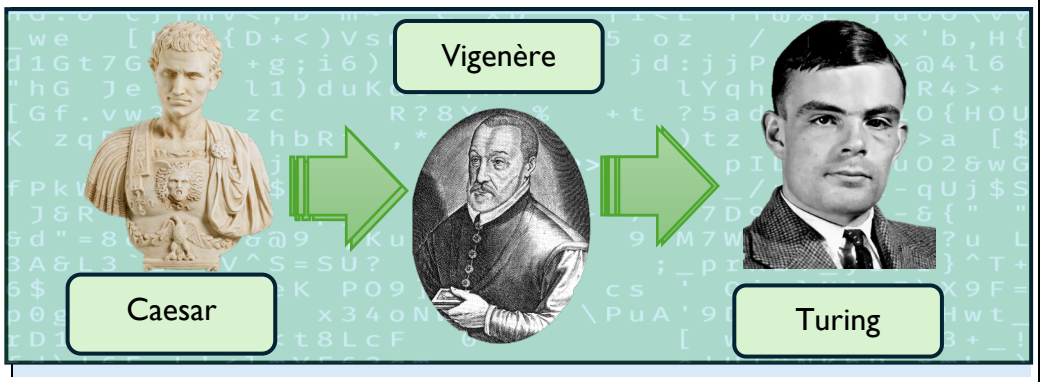
Substitution Cipher

Letters are substituted for other letters
Uses a random pattern
Multiple substitutions strengthen the code
Enigma was a substitution cipher

Number Frequency



For most ciphers the key to breaking them is to look for patterns in the letters that appear. Number Frequency looks at the most common letters that appear



SUBJECT: Physical Education **YEAR: 7**

TOPIC: Winter Sports **SEMESTER: 1**

WORD REVOLUTION	
Chest Pass	Passing the ball with power from chest to your partners chest.
Spotting	Watching and supporting a performer to ensure safety when bouncing.
Circuit	A type of training involving different exercises at different stations.
Tackle	Used to stop an opponent from advancing with the ball.
Interception	Players successfully catches or deflects a pass, gaining possession.
Power	Strength X speed = power
Routine	A sequence of movements performed in a set order, often used in
Warm-up	A series of activities designed to prepare the body for exercise, increasing heart rate and loosening muscles
Pulse-raiser	A light activity that gradually increases your heart rate and body temperature
stretching	A way of gently lengthening muscles to improve flexibility and reduce the risk
Fainting	A sudden, brief loss of consciousness caused by a drop in blood flow to the
Fitness	The ability to carry out daily tasks with strength, endurance, and energy,
Co-ordination	The ability to use different parts of the body together smoothly and efficiently

Why might you take your pulse? When might you take your pulse? What will it show you?

How to Take Your Pulse

Further reading/resources

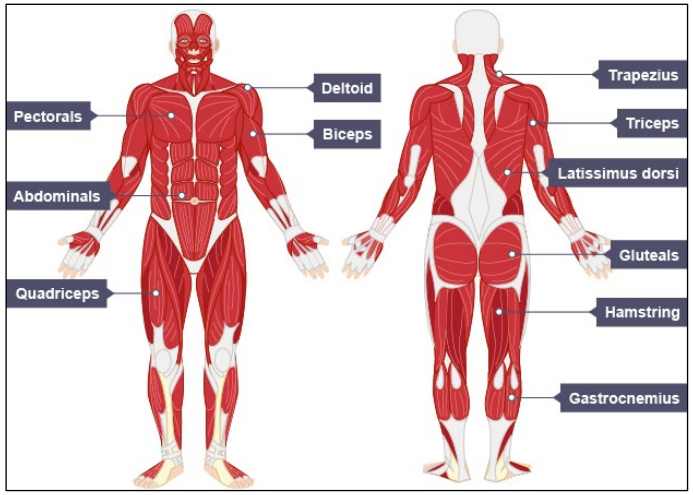
BBC Bite size KS3

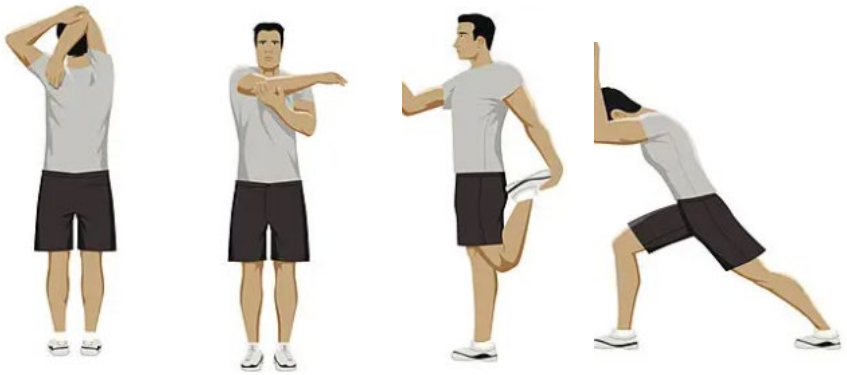
www.youthsporttrust.org

PE with Joe (you tube)

www.englandnnetball.co.uk

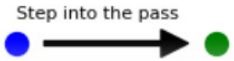
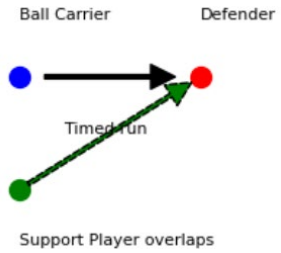
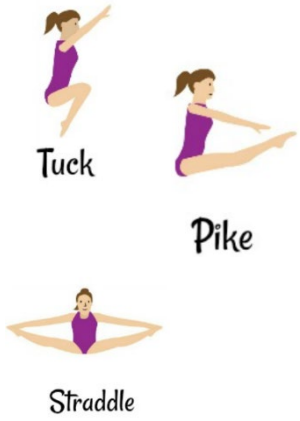
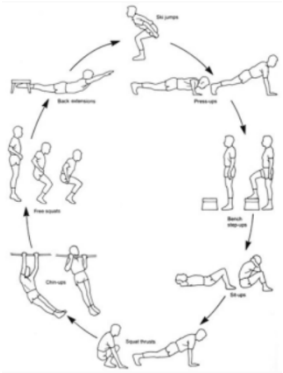
Immediate effects of exercise	
Increased Heart Rate	Your heart beats faster to pump more oxygen-rich blood to your muscles.
Increased Body Temperature	Muscle activity generates heat, raising your core temperature. You may start to sweat to cool down.
Increased Breathing Rate and Depth	You breathe more quickly and deeply to take in more oxygen and expel carbon dioxide.





Task: Can you identify the main arm and leg muscles being stretched in the diagrams to the left?

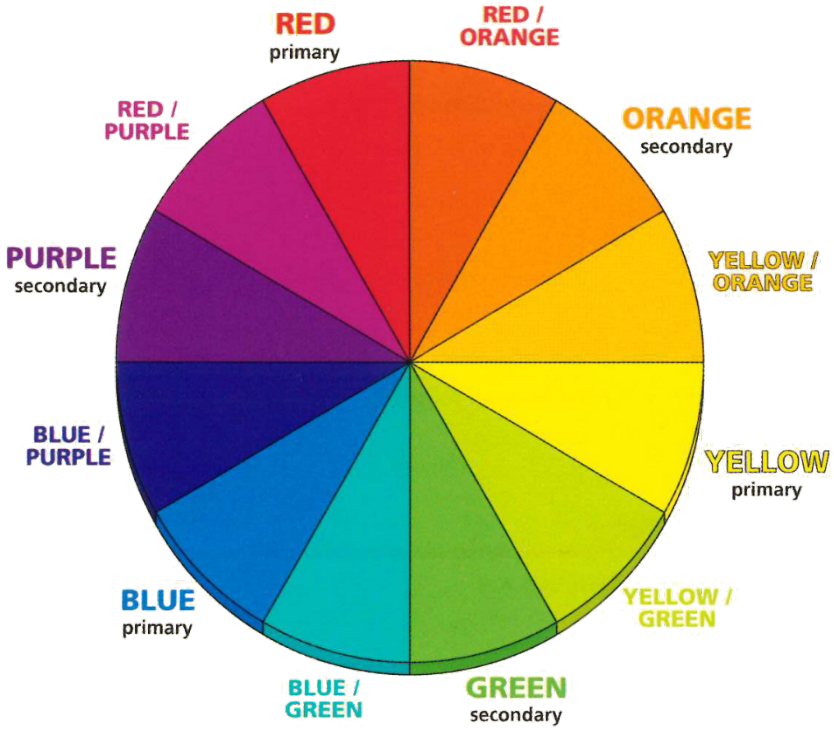
Challenge yourself: Can you identify which skills you will need these muscles for?

Netball	Football	Rugby	Trampolining	Fitness	Dance
Chest pass Hands on the side of the ball, thumbs behind in a 'W' shape Elbows bent, ball held at chest height Step forward with one foot Extend arms and snap wrists to push the ball Follow through with fingers pointing to the target  **Bounce Pass** Hands on the side of the ball, thumbs behind Ball starts at chest height Aim to bounce the ball about two-thirds of the way to the receiver Push the ball down and forward Follow through with arms and  fingers extended	**Passing** Non-kicking foot placed beside the ball for balance Kicking foot uses the inside for accuracy Body over the ball to keep it low Follow through in the  direction of the pass **Tackling** Knees bent, low stance for stability Eyes on the ball at all times Foot to ball with force and timing Both players meet the ball with equal pressure to win possession 	**Passing** Hold ball with two hands, fingers spread. In a 'W' Stand side-on, knees bent, balanced stance. Push ball across body, follow through with hands.  **Overlapping** Support player runs around the outside of the ball carrier Timed run to arrive just as the ball is released Creates space and forces the defender to commit 	**Trampoline basic shapes**  **Seat Landing** Land with legs extended forward Hands placed beside hips for support Keep torso upright Absorb impact with control **Top-Out** Final controlled bounce to stop movement Legs straight, arms by sides Land softly with knees slightly bent Maintain balance and posture	**Circuit Training** **Stations**: range from 6-10 they alternate muscle groups the arrows show the direction of movement from one station to another **Flow**: Arrows show the direction students move from one station to the next. **How it works**: Spend a set time at each station They then move to the next station Can be repeated 	**Gestures** Use your hands, arms, or face to express emotion or tell a story. Movements should be clear and intentional. Can be literal (e.g., waving) or abstract (e.g., reaching).  **Levels** Use different heights in your movement: high (standing tall), medium (bent knees), and low (close to the floor).  **Mirroring** Copy your partner's movements as if you are their reflection. Stay directly opposite your partner. Focus on timing and direction to match perfectly. 
Key rules and important things to remember					
No stepping, no contact, 3-second rule	No handball, throw-ins, offside (basic)	Pass backwards, 6-tackle rule, no high tackles	Bounce in centre, spot safely, only one person at a time, do not go under the trampoline, only do the skills taught by your teacher	Safe technique, hydration, alternate muscle groups, progressive in time, rest period	Work in a 32-beat count, good body tension, aesthetically pleasing

SUBJECT: Art & Design **YEAR:** 7

TOPIC: Formal Elements **SEMESTER:** 1

THE COLOUR WHEEL



COMPLEMENTARY COLOURS

The colours opposite each other on the wheel are called complementary colours.

RED is opposite GREEN
BLUE is opposite ORANGE
YELLOW is opposite PURPLE

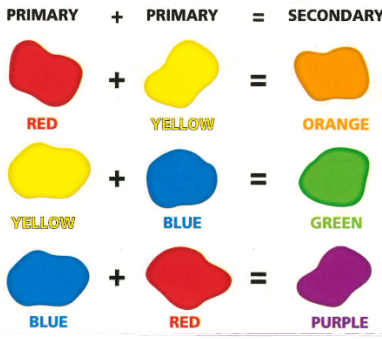
If a colour is surrounded by its complementary colour it will appear stronger and brighter.

PRIMARY COLOURS

There are THREE PRIMARY COLOURS.
These are pure colours which cannot be made by mixing other colours.

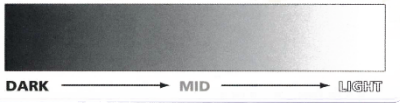
SECONDARY COLOURS

Secondary colours are made by mixing each primary colour with one other primary colour.



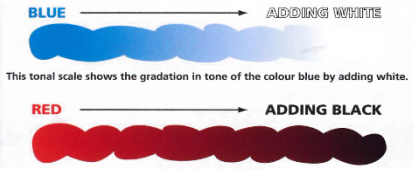
TONE

This tonal scale shows the gradation of dark tones, mid tones and light tones.
It shows the passage from black through grey to white.

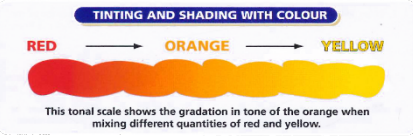


TINTING AND SHADING

Tinting and shading refer to making a colour lighter by adding white (tinting) or darker by adding black (shading).



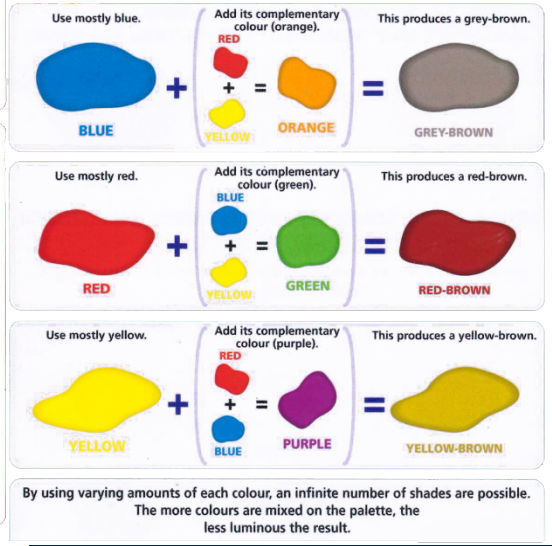
TINTING AND SHADING WITH COLOUR



TERTIARY COLOURS

TERTIARY COLOURS CONTAIN A MIX OF ALL THREE PRIMARY COLOURS. A PRIMARY, MIXED WITH ITS COMPLEMENTARY COLOUR EQUALS A TERTIARY COLOUR

PRIMARY + COMPLEMENTARY = TERTIARY



By using varying amounts of each colour, an infinite number of shades are possible. The more colours are mixed on the palette, the less luminous the result.

WORD REVOLUTION VOCABULARY

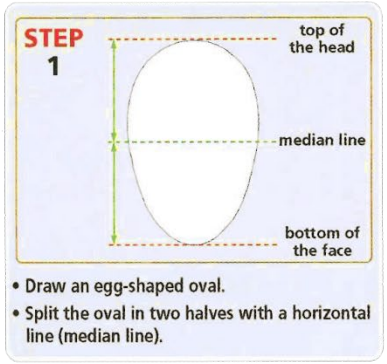
PORTRAIT	A drawing, painting, or photo of a person, usually showing the face.
OBSERVATION	Closely looking at something to draw it accurately.
FACIAL PROPORTION	The correct size and placement of facial features.
EXPRESSION	The emotion shown on a face or in a piece of art.
TONE	A colour mixed with black to make it darker.
TINT	A colour mixed with white to make it lighter.
CONTOUR	The outline or edge of a shape or object.
DISTORTION	Changing the shape or appearance of something for effect.
COLLAGE	Art made by sticking different materials onto a surface.
COLLOGRAPH	A print made from a textured surface built up with different materials.
MANIPULATE	To change or handle materials or images to create an effect.

SUBJECT: Art & Design **YEAR:** 7

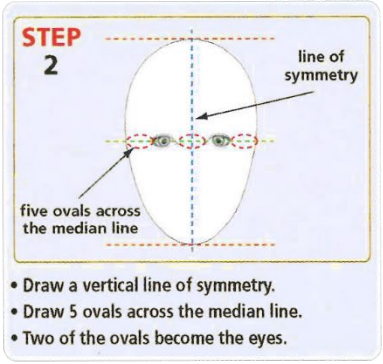
TOPIC: Formal Elements **SEMESTER:** 1

PORTRAIT

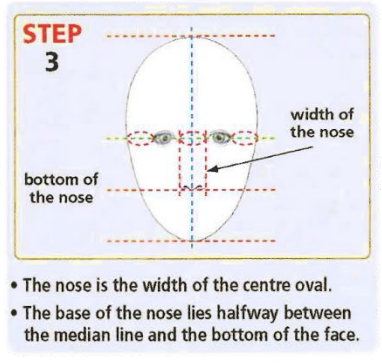
HOW TO DRAW A PORTRAIT - A STEP BY STEP GUIDE



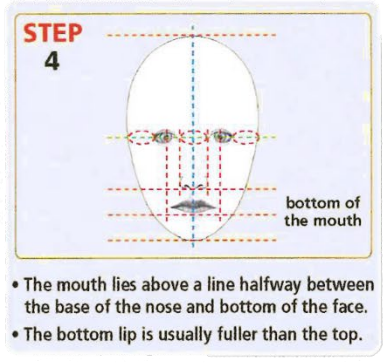
- Draw an egg-shaped oval.
- Split the oval in two halves with a horizontal line (median line).



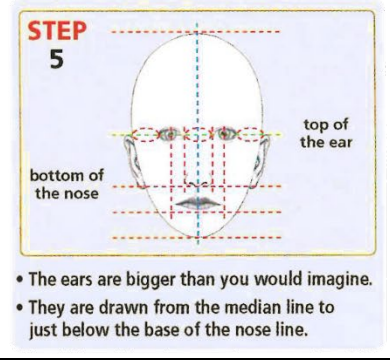
- Draw a vertical line of symmetry.
- Draw 5 ovals across the median line.
- Two of the ovals become the eyes.



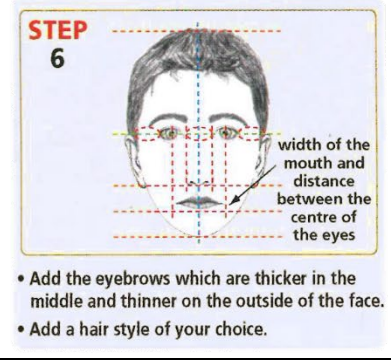
- The nose is the width of the centre oval.
- The base of the nose lies halfway between the median line and the bottom of the face.



- The mouth lies above a line halfway between the base of the nose and bottom of the face.
- The bottom lip is usually fuller than the top.

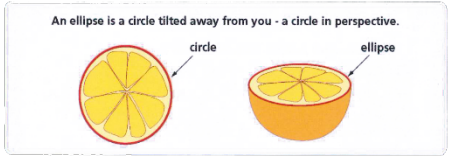


- The ears are bigger than you would imagine.
- They are drawn from the median line to just below the base of the nose line.

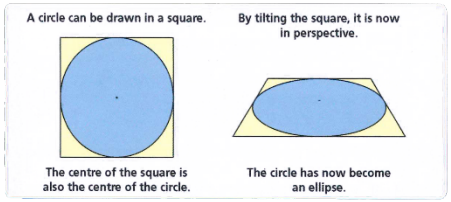


- Add the eyebrows which are thicker in the middle and thinner on the outside of the face.
- Add a hair style of your choice.

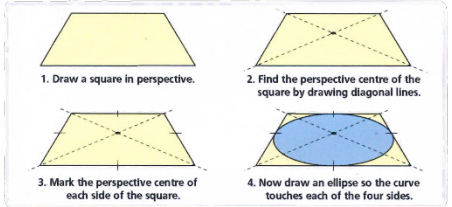
CIRCLES & ELLIPSES



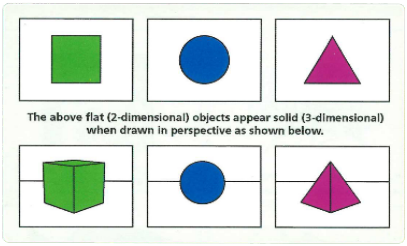
HOW A CIRCLE BECOMES AN ELLIPSE

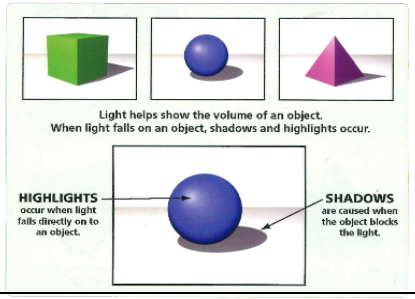


HOW TO DRAW AN ELLIPSE



LIGHT AND SHADE

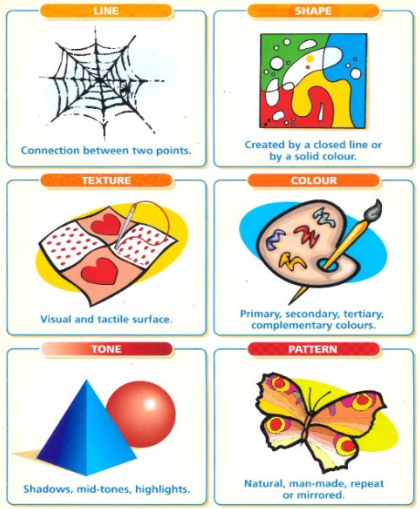


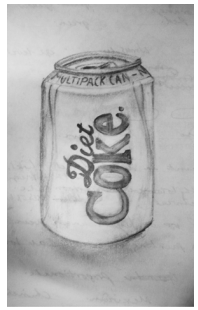


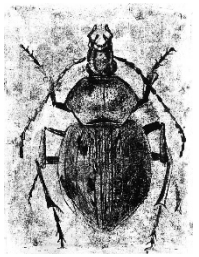
ANALYSING IMAGES

FORMAL ELEMENTS

THE FORMAL ELEMENTS ARE THE BASIC COMPONENTS FROM WHICH TWO-DIMENSIONAL DESIGNS ARE COMPOSED







SUBJECT: Drama

TOPIC: Performance Skills

YEAR: 7

SEMESTER: 1 & 2

WORD REVOLUTION

Body Language	How you use your body to show emotions, attitudes, or character.
Facial Expression	How you use your face to show feelings or reactions.
Voice Projection	Speaking loudly and clearly so the audience can hear you.
Tone of Voice	The way your voice sounds to show emotions (e.g., happy, angry, scared).
Eye Contact	Looking at your scene partner or audience to stay connected and believable.
Gesture	Movements with your hands or arms to help show meaning.
Posture	The way you stand or sit to show your character's mood or status.
Movement	How you move around the stage to show character or action.
Pace	How fast or slow you speak or move, depending on the scene.
Focus	Staying in character and concentrating during the performance.

🎭 **Challenge: Changing Feelings -** Show different emotions using just your body and voice. **Task:** Create a short performance where your character feels three different emotions (like happy → angry → sad). You can move around, make faces, or use your voice — but try not to speak any words. Make sure your audience knows how you feel without telling them.

What will I study in this topic?	• You will explore a range of dramatic styles, performance techniques, and creative processes. • Building believable characters with backstories and emotional depth. • Performing in different genres (comedy, tragedy, melodrama, farce). • Using improvisation to respond to complex situations. • Creating and performing as part of a team (ensemble).
What will I be able to do by the end of this topic?	• Create and perform characters with depth and motivation. • Adapt my acting style to suit different dramatic genres. • Use improvisation confidently to structure meaningful scenes. • Collaborate effectively as part of an ensemble. • Use movement and physical theatre to express ideas without speech.

Body Language in Drama 🧍

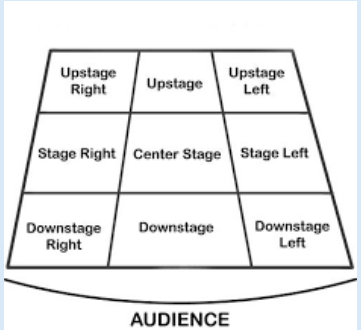
- **Shows Emotion**: Your body can express how a character feels without saying a word (e.g., slouched shoulders for sadness).
- **Reveals Character**: Helps the audience understand who your character is—confident, nervous, angry, etc.
- **Supports the Story**: Adds meaning to your actions and makes your performance more believable and engaging.

Vocal Skills in Drama 🎭

- **Show Emotion**: Changing your tone, pitch, and volume helps the audience understand how your character feels (e.g., shouting in anger or whispering in fear).
- **Create Character**: Accents, speech patterns, or vocal quirks help bring your character to life.
- **Keep the Audience Engaged**: Varying your voice keeps your performance interesting and helps tell the story clearly.

Stage Directions in Drama 🎭 →

- **Guide Movement**
  Tell actors where to move on stage.
- **Create Visual Interest**
  Make scenes look dynamic and balanced.
- **Support Storytelling**
  Show relationships or mood through positioning.



SUBJECT: MUSIC **YEAR: 7**

TOPIC: **SEMESTER: 1 and 2**

WORD REVOLUTION	
The Elements of Music	These are the building blocks of any piece of music.
Dynamics	The volume of the music
Rhythm	Note duration / length
Pitch	How high or low the notes are
Structure	How the music is set out
Metre	The number of beats per bar
Instruments (sonority)	The instruments used (sound colour)
Tonality	The key of the music – major 😀 minor 😔
Texture	How the musical layers are combined
Tempo	The speed of the music
Harmony	Use of chords and accompaniment
Sharp and Flat	Sharp ♯ Flat ♭ A sharp raises a note by a semitone A flat lower a note by a semitone

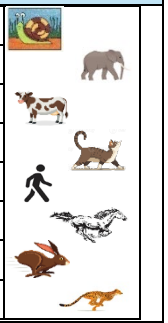
What will I study this year?	**Performing:** Keyboard, drums, guitar and voice **Reading Music:** Learn symbols for notes & rhythms **Composing:** Make short tunes in different styles **Technology:** Use GarageBand to make and save music **Listening:** Identify pitch, dynamics, texture **Context:** Understand music's origins and emotions
What will I be able to do by the end of this year?	**Compose**: Create music in C major/D minor on GarageBand **Understand**: Treble clef notes, rhythms, and time values **Identify Styles**: E.g. Classical era, Jazz, Rock, Pop **Perform**: Use instruments or voice in time confidently

Dynamics

pp	Pianissimo
p	Piano
mp	Mezzo Piano
mf	Mezzo Forte
f	Forte
ff	Fortissimo
	Crescendo
	Diminuendo

Tempo

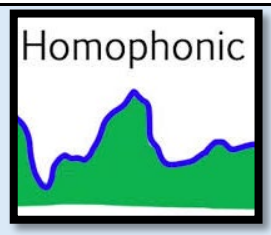
Lento	Slowly
Largo	Slow and stately
Adagio	Leisurely
Moderato	Moderate pace
Andante	Walking pace
Allegro	Fast
Vivace	Lively
Presto	Very quickly

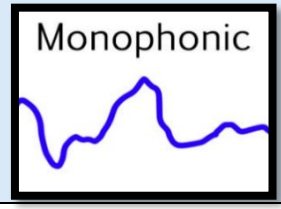


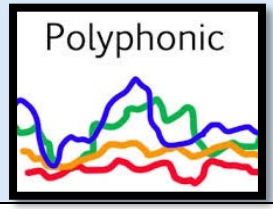
Rhythm

Semibreve	
Minim	
Crotchet	
Quaver	
Semiquaver	

Texture is the way the musical layers are combined. Basic texture can be described as 'thick' or 'thin'

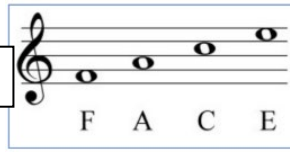




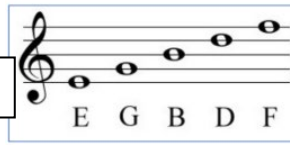


SUBJECT: MUSIC YEAR: 7

Space notes

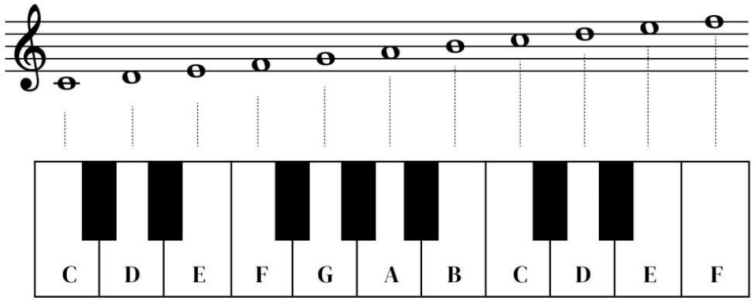


Line notes



Every **G**reen **B**us **D**rives **F**ast

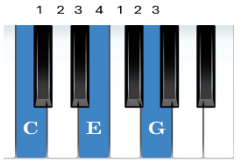
Treble clef notes and keyboard



How to work out major and minor chords

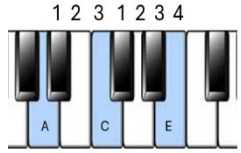
Major

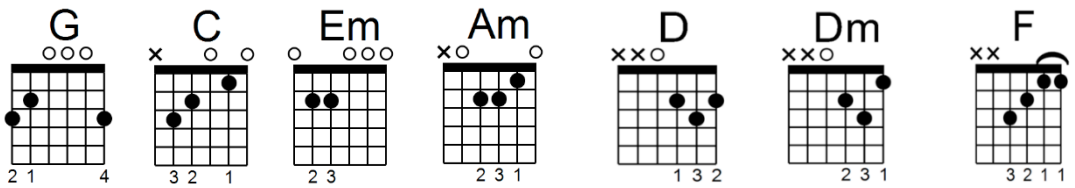
4 steps then 3 steps



Minor

3 steps then 4 steps

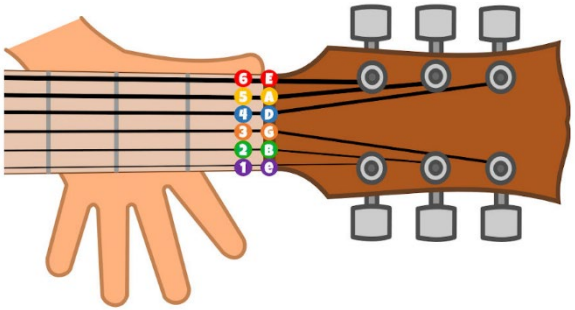


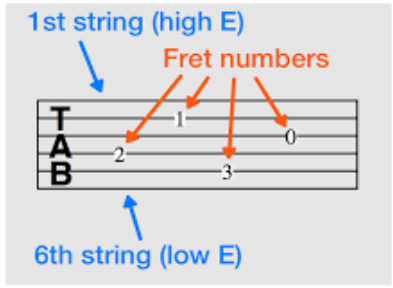


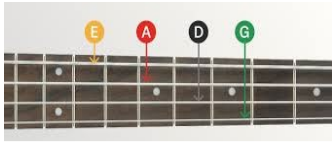
Guitar Chords

Beat	1	2	3	4
RH Hi-hat	X	X	X	X
LH Snare drum			X	
RF Bass drum	X			

Drum Kit Rock Beat







Bass Guitar strings

INSTRUMENTS

Strings	Woodwind	Brass	Percussion
Violin	Flute	Trumpet	Xylophone
Viola	Clarinet	French Horn	Glockenspiel
Cello	Oboe	Trombone	Timpani
Double Bass	Bassoon	Tuba	Triangle
Guitar	Saxophone	Cornet	Tambourine
Bass Guitar	Recorder		Drum Kit

SUBJECT: Design & Technology **YEAR: 7**

TOPIC: Product Design **SEMESTER: 1 & 2**

WORD REVOLUTION	
Design Brief	A short paragraph explaining what you need to design and make
Accuracy	Doing something very carefully and exactly
CAD	Computer Aided Design: using a computer to draw your design
CAM	Computer Aided Manufacture: using a machine to make your design
Evaluation	Saying what went well and how you could improve your work
Pewter	A soft, silvery alloy used for casting.
MDF	A man-made wood made from tiny fibres
Alloy	A mixture of 2 or more metals. Done to improve properties
Coping Saw	A thin-bladed saw for cutting curves in wood or plastic
Pillar Drill	A large, fixed drill used to make holes in materials
Try Square	A tool used to draw straight lines at 90°
Vice	A tool that holds materials still while you work
Annotation	Notes or labels that explain your drawings
Pins	Small nails used to hold material together until glue dries

What will I study in this topic?	• Designing for a client (Tropical World) • Computer Aided Design (CAD) • How to create movement using mechanisms • Pewter casting
What will I be able to do by the end of this topic?	• Use the range of key tools show below safely and effectively • Follow the design process: research, design, make and evaluate • Use CAD to design for laser cutting • Measure and mark out materials using a steel rule and try square

Key Tools:

Try Square

Coping Saw

Pillar Drill

Wood Vice

Curriculum Connections:

Introduces key skills that you will use throughout your time in D&T at Benton Park:

- Developing ideas through sketching
- Computer Aided Design (CAD)
- Marking out accurately
- Use of basic hand tools
- Safe and effective use of the pillar drill

Health & Safety

Wear goggles when operating machinery

Tie back long hair

Wear an apron.

How will I be assessed?

Design Ideas

Practical outcomes

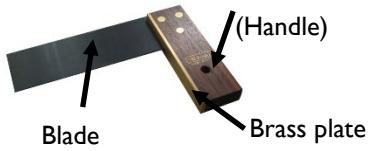
End of unit test

SUBJECT: Design & Technology — YEAR: 7

TOPIC: Product Design — SEMESTER: 1 & 2

Key practical skill: Marking out with a try square

Try Square



Step 1

Mark out your dimension with a steel rule

Step 2

Place the blade flat on your work in line with your measurement

Step 3

Place the brass plate securely against your work

Step 4

Run your pencil along the blade to draw your line

Key Technical Knowledge: Materials

Alloys

Alloys are a made by mixing different metals together. This is done to achieve improved properties

Pewter is an example of an alloy

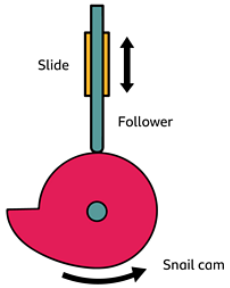
Manufactured Boards

These are timber based materials made by combining wood with another material, usually a type of glue called resin

MDF is an example of a manufactured board

Cam Mechanisms

The rise and fall movement of the follower is determined by the shape of the cam:



Eccentric cam

1 Even rise and fall per turn

Heart cam

Slow long rise, shor fall, short rise, long fall

Hexagon cam

6 small rises and falls per turn

Drop cam

Slow rise, fast drop once per turn

Pewter Casting

Step 1

A mould is designed using "2D Design" on the computer (CAD). There must be a runner to pour the molten pewter in and a riser to allow air to escape. Red lines tell the laser to cut

Step 2

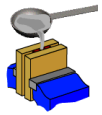
The mould is cut out using t laser cutter

Step 3

Pewter is melted in a ladle until is reaches its melting point (approx. 200C)

Step 4

Molten pewter is poured into the mould through the runner



2D Design Key Tools

Line tool. Press and hold for the connected line tool

Shape tool. Press and hold a choice of different shapes

Path tool. Use to draw a curved path. Left click to place a point on the path. Right click to end the path

Text tool. Use to add text or letters

Delete all tool. Press and hold for the delete between 2 intersections tool:

SUBJECT: LANGUAGES: SPANISH — YEAR: 7

TOPIC 1: Tool kit & All about me — SEMESTER: 1

KEY VOCABULARY

connectives	opinions
porque – because	pienso que – I think that
y - and	je creo que - I believe that
pero - but	ni hablar – no way
sin embargo - however	¡qué va! – get out of here!
además - furthermore	¿estás loca? – are you crazy?
comparisons	**adjectives**
más..que – more..than	divertido - fun
menos..que – less..than	aburrido - boring
tan..como - as..as	fácil - easy
mejor – better	dificil - difficult
peor – worse	ridículo - ridiculous
opinion verbs	malo - bad
me gusta - I like	peligroso - dangerous
me encanta – I love	tonto - silly
me chifla – I love	estupendo - awesome
me mola – I love	increíble - incredible
detesto – I detest	creative - creative
odio – I hate	hermoso - beautiful
me irrita – it annoys me	sensacional - sensational
prefiero – I prefer	simpático - kind

What will I study in this topic?	☐ 1: Introductions: all about me ☐ 2: Opinions: saying what I like ☐ 3: Describing: nouns and adjectives ☐ 4: Extending writing skills
What will I be able to do by the end of this topic?	Write ✍️ and speak 🎤 in Spanish about things I like and don't like. Understand simple 📖 reading and listening 👂 texts. Introduce myself 🙋 and give a few details about myself in Spanish.

Grammar: Opinion verbs

- ✓ **Opinion verbs** are introduced to describe what students like and don't like

❤️ ❤️ **me encanta**	I love
❤️ **me gusta**	I like
💔 **no me gusta**	I don't like
💔 💔 **odio**	I hate

Grammar: What is a verb?

- ✓ We know that a verb is a 'doing' word but it can also be abstract. For example, 'to be'. Confusing?
- ✓ To test if a word is a verb, see if you can put a pronoun in front, I, she, you, we.

I see, you see, she sees. See is a verb ✅

I school, you school. School is not a verb ❌

Grammar: Adjectives

- ✓ **Adjectives** describe **nouns**
- ✓ **Adjectives** agree with **nouns (m)(f)(pl)**

tengo un amigo **divertido**
I have a **fun** friend

👬

Regular present tense verb -ar

hablar – to speak

yo hablo	I speak
tú hablas	you (singular) speak
él/ella habla	he/she/one speaks we
nosotros hablamos	speak
vosotros habláis	you (plural) speak
ellos/ellas hablan	they speak

SUBJECT: LANGUAGES: SPANISH — YEAR: 7

TOPIC 1: Tool kit & All about me — SEMESTER: 1

Key Questions:	**¿Cómo te llamas?** What is your name? **¿Cuántos años tienes?** How old are you? **¿Cómo estás?** How are you ? **¿Qué te gusta? ¿Por qué?** *What do you like? Why?* **¿Qué no te gusta? ¿Por qué?** *What do you dislike? Why?* **¿Prefieres la música o el rugby? ¿Por qué?** *Do you prefer music or rugby? Why?*
Cultural links:	An introduction to the Spanish language and the Spanish-speaking world. 🪩🐂💃🥑 I know it's obvious, but have you ever thought – Spanish people dream in Spanish…

Numbers

1 uno	2 dos	3 tres	4 cuatro	5 cinco	6 seis	7 siete
8 ocho	9 nueve	10 diez	11 once	12 doce	13 trece	14 catorce
15 quince	16 dieciséis	17 diecisiete	18 dieciocho	19 diecinueve	20 veinte	21 veintiuno
22 veintidós	23 veintitrés	30 treinta	31 treinta y uno	32 treinta y dos	40 cuarenta	41 cuarenta y uno

👴🤪🦏❌🍽 Curriculum Connections:

☐ **Opinions** : student talk about what they like and don't like

☐ **Comparative** : comparing two things and saying which is preferred

☐ R

☐ D

☐ N

☐ F

Spanish in context

Me llamo Andrea y mi cumpleaños es el dieciocho marzo
I am called Andrea and my birthday is on the 18th of March
Odio las películas de ciencia ficción.
I hate science fictions films.
Creo que las matemáticas son aburridas.
I think maths is boring.
Me flipa el cine porque es sensacional.
I love the cinema because it is sensational.

Negation: no… (= don't)

In Spanish you make a negative (e.g. not, no, don't) by adding **no** in front of the verb.

yo hablo = I speak
yo no hablo = I don't speak

SUBJECT: LANGUAGES: SPANISH — YEAR: 7

TOPIC 2: Festivals and celebrations — SEMESTER: 1

KEY VOCABULARY	
topic vocabulary	**key verbs**
un altar – an altar	decorar – to decorate
una tumba – a tomb	visitar – to visit
una calavera – a skull	disfrazar(se) – to dress up
una ofrenda – offering	preparar – to prepare
la comida – food	limpiar – to clean
el pan de muerto – Bread of the Dead	recorder – to remember
	celebrar – to celebrate
las calaveritas de azucar – Sugar skulls	poner – to put
	comer – to eat
los fallecidos–deceased	ver – to see / watch
los desfiles – processions	sailir – to go out
las flores –flowers	bailar – to dance
los regalos - presents	**Past tense vocabulary**
la casa –house	me gustó – I loved it
la calle - street	me gustaron – I liked them
la gente – people	era – it was
la chica – girl	eran they were
el chico – boy	vi – I saw
un hombre – man	vimos – we saw
una mujer - woman	celebré – I celebrated

What will I study in this topic?	☐ 1: How verbs work ☐ 2: Describing how Day of the Dead is celebrated ☐ 3: Describing a short video in past tense ☐ 4: Describing a short video in past tense ☐ 5: Comparing Festivals
What will I be able to do by the end of this topic?	Find out about Spanish festivals and differences and similarities between how we celebrate Christmas 🎉🎄✨🎅🎁

Grammar: What is an infinitive verb?

- ✓ An **infinitive** verb is a base verb. It doesn't have a **subject** or an **object.** It isn't present, past or future.
- ✓ You **conjugate** an **infinitive verb**
- ✓ Spanish infinitives end in -ar, -er or -ir

infinitive verb	**hablar** (to speak)
conjugated verb	yo **hablo** (I speak)
conjugated verb + infinitive	me gusta **hablar** (I like to speak)

Grammar: Articles and determiners

- ✓ A **determiner** comes before a noun
- ✓ An **article** is a type of **determiner**, either **the** or **a**
- ✓ In Spanish, the words **the** and **a show gender: masculine** and **feminine**
- ✓ They also show **plural**

the (m) (f) (mpl) (fpl)	**el la los las**
a (m) (f)	**un una**
some (m) (f)	**unos unas**

Grammar: Adjectives and word order

- ✓ Most Spanish **adjectives** come after the noun they describe! In English they come before.

tengo una camiseta **estupenda**
I have an **awesome** t-shirt

Regular present tense verb -er

comer – to eat

yo como	I eat
tú comes	you (singular) eat
él/ella come	he/she/one eats
nosotros comemos	we eat
vosotros coméis	you (plural) eat
ellos/ellas comen	they eat

SUBJECT: LANGUAGES: SPANISH **YEAR: 7**

TOPIC 2: Festivals and celebrations **SEMESTER: 1**

Key Questions:	**¿Qué es el día de los muertos y qué se celebra?** 💀🌸🕯️🎉 What is day of the dead and how is it celebrated? **¿Te gusta o no te gusta el día de los muertos y por qué?** 💀🌸🕯️🎉 Do you like day of the dead festival? **¿Qué prefieres: el día de los muertos o Halloween?** 🔥🎆🎃👻 Do you prefer Bonfire night or Halloween?
Cultural links:	The Day of the Dead originated several thousand years ago with the Aztec, Toltec and other Nahua people in Mexico, who considered mourning the dead disrespectful. The dead were still members of the community, kept alive in memory and spirit and during Día de los Muertos, they temporarily returned to Earth. **Mira los imágenes abajo ↓**

la cara pintada **cavaleras de azúcar** **pan de muerto** **un altar**

Spanish pronouns

Have you noticed that the Spanish don't tend to use pronouns with verbs?

The verb **ending** already tells you who is doing the action

decoro = I decorate

yo decoro = I decorate

Spanish in context

La gente mexicana decora las tumbas en los cementerios.
The Mexican people decorate the graves in the graveyards.
Las familias recuerdan los fallecidos bougies.
The people light up their windows with candles
Me gustaron los escelatos porque eran divertidos y coloridos.
I liked the skeletons because they were fun and colourful.

👨🤪🦏❌🍽️ **Curriculum Connections:**

☐ O
☐ C
☐ **Reference to others: talking about someone else (with a conjugated verb)**
☐ **Description (with an adjective)**
☐ N
☐ F

SUBJECT: LANGUAGES: SPANISH — YEAR: 7

TOPIC 3: Free time — SEMESTER: 1

KEY VOCABULARY

Free time	Last weekend in town
juego..... - I play.....	**salí... – I went out...**
al tenis - teniis	**fui... – I went...**
al rugby - rugby	al – to the (masculine)
al fútbol - football	a la – to the (feminine)
al ping pong -table tennis	a los – to the (masc. plural)
al baloncesto - basketball	a las – to the (fem. plural)
hago..... - I do.....	al centro – to town
esquí - skiing	al restaurante– to the restaurant
gimnasia - gymnastics	al centro comercial – to the shopping centre
patinaje - roller skating	
bicicleta- cycling	al cinema – to the cinema
equitación -horseriding	al banco – to the bank
natación -swimming	a la piscina – to the pool
Past tense vocabulary	a los museos – museums
el fin de semana pasado / el lunes pasado – last weekend / Monday	a las tiendas – to the shops
	con mi… with my…
ayer - yesterday	mi amigo - my brother
jugué – I played	ma hermana –my sister
hice – I did	mis padres – my parents
vi – I watched	mis amigos – my friends
pidé – I ordered	mis primos – my cousins

What will I study in this topic?	☐ 1: Opinions and comparisons of Sports ☐ 2: Opinions of hobbies ☐ 3: Reference to others ☐ 4: What I did last weekend
What will I be able to do by the end of this topic?	Speak and write about sports and free time hobbies. Begin to explore regular verbs and irregular verbs! Talk about something in the past

Grammar: What makes a verb regular?

- ✓ A **regular verb** is a verb that has predictable endings. The verbs **hablar** and **comer** are both regular.
- ✓ An **irregular verb doesn't follow the same pattern** as a **regular verb**

hacer = to do (hacer is an irregular verb)

yo hago	**nosotros hacemos**
tú haces	**vosotros hacéis**
él / ella hace	**ellos / ellas hacen**

Grammar: Pronouns

- ✓ **Prououn** – a word that replaces a **noun.**
- ✓ **Subject pronouns** in Spanish show who is doing the action of a verb

yo I	**nosotros** we
tú you (one person)	**vosotros** you plural
él he	**ellos** they
ella she	**ellas** they –(f)

Grammar: Comparative adjectives

- ✓ Comparative adjectives can say that one thing is **more, less** or **as** important, interesting, boring, difficult as something else.

más…que	more...than less...than
menos…que	
tan…como	as...as

El rugby es más peligroso que el fútbol
Rugby **is** more dangerous than football

Regular present tense verb -ir

vivir – to live

yo vivo	I live
tú vives	you (singular) live
él/ella vive	he/she/one lives
nosotros vivimos	we live
vosotros vivís	you (plural) live
ellos/ellas viven	they live

SUBJECT: LANGUAGES: SPANISH **YEAR: 7**

TOPIC 3: Free time **SEMESTER: 1**

Key Questions:	**¿Qué deporte te gusta? ¿Por qué ?** What sports do you like? Why? **¿Qué deporte no te gusta? ¿Por qué?** What do you not like? Why? **¿Qué hiciste el fin de semana pasado?** What did you do last weekend?
Cultural links :	**El Pádel** **Pádel** is a fun sport that's like a mix of **tennis** and **racquetball**. It originates in Mexico. You play it with a small racket and a soft ball, and it's usually played **in doubles** on a **court surrounded by walls**. In the World Padel Tour 2026 look out for Alejandro Galán and Juan Lebrón: the dynamic Spanish duo has dominated in recent years. Gemma Triay and Lucía Sainz are also ones to watch.

juego juegas juega jugamos jugáis juegan | hago haces hace hacemos hacéis hacen

jugar is irregular in the present and past

Present	Past
juego I play	**jugué** I played
juegas you play	**jugaste** you played
juega s/he plays	**jugó** s/he played
jugamos we play	**jugamos** we played
jugáis you pl. play	**jugastéis** you played
juegan they play	**jugaron** they played

French in context

Juego al rugby menos que juego al tenis.
I play rugby less than I play tennis.
No me gusta jugar al tenis con mi hermano.
I don't like playing basketball with my brother.
Fui al cinema con mis amigos.
I went to the cinema with my friends.

Curriculum Connections:

- ☐ **Opinions S**ports I like and don't like
- ☐ **Comparisons** Comparing two sports
- ☐ **Reference to others** What friends do
- ☐ D
- ☐ N
- ☐ F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