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**Work set for Year 7**

Each subject has set tasks for you to complete:

* A **knowledge** based task (KO learning or BBC bitesize learning, for example)
* A **development** task (Seneca Learning, Hegarty, Quizlet, etc.)
* You must complete both parts of the work.
* Many of your teachers will be monitoring your work online (Seneca learning, Hegarty, Quizlet, etc.)
* Some of your teachers will ask you to upload work to Microsoft Teams if they cannot monitor it online.
* Y**ou do not need to complete a work log** and submit this to your tutor. You can still use this document to plan out your working week, but this is optional.

**English**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **7a, b, c and d** | Using your Crime Fiction KO:  **Section A – learn the context info**  Create a Social Media profile for Edgar Allen Poe. You must first research his life and any notable things to mention. Then, draw an artistic impression of him for his profile picture (this doesn’t have to be a realistic picture) Include what you know about his Crime Fiction writing career.  Next research 19th century crime fiction. Choose a story and research the characters involved.  Choose a character and write a ‘spin-off’ short story about that character. This can be set in the past and tell the story of the characters past, or what happens to them after the novel. Your creative choice!  **Section B – make sure you understand what all of these words mean**  Use the themes listed and incorporate them into your ‘spin-off’ short story.  **Use the key words in Sections C, D and E to improve your short story.** |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **7a, b, c and d** | * <https://www.bl.uk/romantics-and-victorians/articles/the-creation-of-the-police-and-the-rise-of-detective-fiction>   Read the articles about the origin of the Police force and how that influenced detection novels.   * <https://www.bl.uk/romantics-and-victorians/articles/an-introduction-to-sir-arthur-conan-doyle>   Read the article on Sir Arthur Conan Doyle and Sherlock Holmes, arguably the most famous detective ever written.  Next, draw and describe Sherlock exactly how you imagine he would be as a character.  Compare that with modern interpretations of Sherlock Holmes. You can see trailers for the series and the film on YouTube.  <https://www.youtube.com/results?search_query=sherlock+holmes+trailer+>  Answer the question; Why do you think Sherlock Holmes is a good detective?  Write your answer as a speech. If you don’t think he is a good detective, write your speech about that. |  |

**Maths**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **7a, b, c and d** | Individual tasks will be set on Hegarty Maths by your class teacher. You should always watch the video first to ensure you can complete the task successfully. Use your knowledge organiser workbook to record the evidence of watching the video (you will be asked to try examples) and then to show your working out for completing the exercise set.  Don’t forget you can use MemRi and FixIt5 to improve your previous learning – ask your class teacher if you are unsure. |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **7a, b, c and d** | * BBC Bitesize KS3 Maths <https://www.bbc.co.uk/bitesize/subjects/zqhs34j> * Maths Made Easy <https://mathsmadeeasy.co.uk/ks3-revision/>   Scroll down for the full list of topics or use the search tool.   * If you would really like to challenge yourself then why not start practising for the next UKMT maths challenge, the top 40 students within each year group are entered each year. Please choose the correct age group for you using the links below:   Intermediate: [https://www.ukmt.org.uk/competitions/solo/intermediate-mathematical-challenge/archive](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ukmt.org.uk%2Fcompetitions%2Fsolo%2Fintermediate-mathematical-challenge%2Farchive&data=02%7C01%7Crfarnie%40nottinghamfreeschool.co.uk%7C2631ef1b62b14539311508d7f121b71e%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637242999421879862&sdata=o5tewLig5dAcs%2BTZqFOZQ01lv331tQX4B1H%2FIofFAeE%3D&reserved=0)  Junior: [https://www.ukmt.org.uk/competitions/solo/junior-mathematical-challenge/archive](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ukmt.org.uk%2Fcompetitions%2Fsolo%2Fjunior-mathematical-challenge%2Farchive&data=02%7C01%7Crfarnie%40nottinghamfreeschool.co.uk%7C2631ef1b62b14539311508d7f121b71e%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637242999421879862&sdata=q3k9yc3SluJg%2FJnDnYegXePiGL74LESiVUjMDkRw8bY%3D&reserved=0) |  |

**Science**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **7X1, X2, Y1 and Y2** | * **KO Atmosphere, Section B**   Use look, cover, write check to memorise this section (mark in green pen).   * **KO Atmosphere, section C**   Create a mind map or clock learning.   * **KO Atmosphere, Section D**   Use look, cover, write check to memorise this section (mark in green pen). |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **7X1, X2, Y1 and Y2** | * Complete the BBC bitesize test on **‘Developing the atmosphere’**   Links: <https://www.bbc.co.uk/bitesize/guides/zg4qfcw/test>   * Complete ‘**Cycles’** assignment on Seneca   learning.   * Complete ‘**Resources’** assignment on Seneca   learning. |  |

**Philosophy & Ethics**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **7a, b, c and d** | **Section D:** Make flash cards on the different opinions about Jesus. |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **7a, b, c and d** | **Jesus: Mad Bad or God?**  C.S Lewis said that Jesus must have been mad, bad or God. What do you think?  **Watch this clip**  <https://www.youtube.com/watch?v=__4m_QvMQAY>  Write a Point Evidence Explain paragraph for each point of view and then add your own opinion.  There is a PPT on Teams to help you with this. |  |

**History**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **7a, b, c and d** | **Section A:** Create a ‘stickwoman’ of Elizabeth and label it with important things from her early life.  **Section B:** Read and then summarise ‘why did Elizabeth use portraits?’  **Section C:** Read about the Spanish Armada then create a flow chart of the causes, battle, and outcome.  **Section D:** Read, then answer, Why did explorers go to America?  **Section E:** Read about Elizabethan theatre, then create a spider diagram of everything you have learnt. |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **7a, b, c and d** | **One Chilli:**  Design a poster that celebrates the reign of Elizabeth I. Include at least three images and five key terms.  **Two Chilli:**  Design a poster that advertises for a job as an ‘Explorer’ who sails around the world, discovering new countries in the New World/America  **Three Chilli:**  Design a portrait for Elizabeth, to celebrate an important achievement of her lifetime. For example, her coronation as Queen of England, her victory over the Spanish Armada, or her defeat of her cousin, Mary Queen of Scots.  Then write a short paragraph that explains your portrait. Explain why you have designed it the way that you have.  To complete further research to help with these developmental tasks go to:  <https://www.bbc.co.uk/bitesize/guides/zcn4jxs/revision/1> |  |

**Geography**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **7a, b, c and d** | Using your South America 2 KO:  **Box A – learn the definitions of our investigation around Highfields Park**  Describe how you would scientifically investigate the amount of animals in a park of your choice. How would you do it? What equipment would you need?  **Box B – learn the Geographical Theories**  Thinking about your local area, or even your house, what things could affect the temperature of a place in your chosen area?  **Box C – learn the Methodology to our investigation**  Looking at the methodology, is there anything that would be difficult to do? If so why? |  |
| **Development Opportunities**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **7a, b, c and d** | <https://www.bbc.co.uk/bitesize/guides/zjk7hyc/revision/1>  Complete all of this section on Britain’s Climate   * If we were to do an scientific investigation at Highfields Park – what safety precautions (risk assessments) do you think we would need to take/do and why? |  |

**Spanish**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
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| **7a, b, c and d** | Practise the links below little and often, as there is a lot to learn but you can re-visit the Quizlet and keep practising until you remember them.    Year 7 KO 6 Opinions: https://quizlet.com/\_6rvitz    'Las vacaciones' vocab Quizlet: [https://quizlet.com/\_4r4vdw](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fquizlet.com%2F_4r4vdw&data=02%7C01%7CABritten%40nottinghamfreeschool.co.uk%7C67cb606257974259b11208d806269875%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637266110116160656&sdata=91u%2FGMpPonVT4NSy0bTXV3Z6VViGGiBpv%2FuHRLybPVk%3D&reserved=0) |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **7a, b, c and d** | * Practise ‘lo pasaste bien’ vocab Quizlet [https://quizlet.com/\_4wgtag](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fquizlet.com%2F_4wgtag%3Fx%3D1jqt%26i%3D191fbz&data=02%7C01%7CABritten%40nottinghamfreeschool.co.uk%7C67cb606257974259b11208d806269875%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637266110116170612&sdata=NYL64g4etXWDUMU%2FJrbaZd8VjDxiCypic2Ac6RhMILU%3D&reserved=0) * Practise Seneca KS3 Spanish [www.senecalearning.com](https://eur02.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.senecalearning.com%2F&data=02%7C01%7CABritten%40nottinghamfreeschool.co.uk%7C67cb606257974259b11208d806269875%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637266110116170612&sdata=yo9PIG0lnNdWvF4o%2F0cnwJ3qzXHa46xVBqRbmxKobX0%3D&reserved=0) * Practise Spanish on Duolingo * Do some BBC Bitesize practice [https://www.bbc.co.uk/bitesize/subjects/zfckjxs](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.bbc.co.uk%2Fbitesize%2Fsubjects%2Fzfckjxs&data=02%7C01%7CABritten%40nottinghamfreeschool.co.uk%7C67cb606257974259b11208d806269875%7Cf4ebe22eb55344f388563e0d84908eb8%7C0%7C0%7C637266110116170612&sdata=OG%2BXGnvRMsnum63vatEnq13pdRuxC87ktWWL1VbaRTU%3D&reserved=0) * Do some Spanish writing and email it to your teacher * Revise previous sections of vocabulary from your pink booklet |  |

**Drama**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **7a, b, c and d** | Complete Summer Term 1 Knowledge Organiser ***Commedia and Melodrama***  Section A – mind map  Sections B – written out on a flashcard |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **7a, b, c and d** | **The National Theatre – a few videos to watch and make notes about to develop your knowledge and understanding.**  Stage Combat  <https://www.youtube.com/watch?v=k1sThbRvwF0>  **British Academy of Stage and Screen Combat**  <https://www.youtube.com/watch?v=IWG03hSFIj4>  The world of commedia dell’Arte  <https://www.youtube.com/watch?v=h_0TAXWt8hY>  A Historical Overview  <https://www.youtube.com/watch?v=mqlfTG40RUI>  Character Shape  <https://www.youtube.com/watch?v=JJEwuurzDe4>  ***Look out for a quiz on Teams w/c 20th June*** that will be based on your KO learning and development work. |  |

**DT**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **7a, b, c and d** | Read the following KO, you may wish to make notes/flashcards/mind maps as you will be set a weekly Seneca task that related to each KO.  Week one: Paper and board KO  Week two: Special diets  Week three: Smart and modern materials |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **7a, b, c and d** | **Join the relevant Seneca class using the link below, make sure you pick your DT group.**  **7A** <https://app.senecalearning.com/dashboard/join-class/oeqgx3rmyt>  **7B** <https://app.senecalearning.com/dashboard/join-class/0y873g8v8e>  **7C** <https://app.senecalearning.com/dashboard/join-class/7xtf9gexhg>  **7D** <https://app.senecalearning.com/dashboard/join-class/n52h9x20rh>  **Take part in the following online lesson from BBC bitesize:**  <https://www.bbc.co.uk/bitesize/articles/zk4y382> |  |

**ICT**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **7a, b, c and d** | Using the BBC Microbit KO can you please   * Section A – Make notes * Section B – Mind map * Section C – Look, cover, write, check * Section D – Flash cards * Section E – Mindmap |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **7a, b, c and d** | * [**www.code.org**](http://www.code.org) **– have a go at the programming challenges** * [**www.codecombat.com**](http://www.codecombat.com) **– have a go at programming challenges** * <https://scratch.mit.edu/> use the tutorials to make a game in scratch |  |

**Art**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **7a, b, c and d** | * Learn the vocabulary in the first section of the KO. Make sure you know these as they are very important in discussing art but also understanding some of the text in the next two tasks. * Read and learn about Rangoli pattern. Once you have learned the information create a colourful fact page-you can do this by hand or on the computer. Send me a copy when you have finished. Then I’d like you to have a go at creating your own Rangoli patterns, you could collect leaves, stones, fallen flower petals and create a Rangoli pattern in your garden. If you have chalks then you could create a Rangoli pattern on a wall in your garden (with permission) or on a path/pavement. If you don’t have a garden then you can create a colourful drawing with colouring pencils, paints of pens. |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **7a, b, c and d** | **Continuing on your focus of Festivals go to the following link all about Day of the Dead.**   * <https://ed.ted.com/on/YpJ6roBd> * Watch the short clip and learn about the Day of the Dead. * Then answer the questions, read the deeper thinking bit and have a go at contributing to the class discussion. If you put a comment on just initial it so I can see who has contributed to it. * Then have a go at designing your own Day of the Dead mask- you can use the sheet to help you. If you can’t print it then just draw out the shape onto your paper first (don’t worry about it being perfect!). It’s actually better to draw it out as it helps your drawing skills! |  |

**Music**

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| **There is no Knowledge organiser for Music this half term. Please use the tasks below for your work. Miss Wilson will set these on teams for you where there will be links to help you with your tasks and it will tell you when you need to complete each assignment.** | | **Tick when complete** |
| **7a, b, c and d** | **M – MUSICALS –** Read the BBC Bitesize article about Musicals and take the quiz. Write a review on your favourite musical including your favourite song.  **N – NOTES AND RHYTHM -** Watch the clip linked on teams. Write a paragraph discussing if Body Percussion is a real form of music? Give arguments for and against as well as your own opinion.  **O - ORCHESTRA** – Watch the link on Teams of ‘Peter and the Wolf’ by Prokofiev. Each character has a musical theme played by a certain instrument. Write a sentence or two about why the theme/ tune fits each character. Then find five facts about Prokofiev.  **P – POP -** Pop music stands for ‘Popular’ Music. This means that Pop music  can change rapidly over time. Research who was number one in the UK  charts in the following dates: 1st June 2006, 1st June 2013 and 1st June 2018.  Compare how each song is different.  **Q – QUEEN -** Find out about the members of Queen and write a quick fact file**.** Listen to one of their songs and write a review of why you like or dislike it. Use the elements reminder sheet on the hub to help.  **R – RAP -** Teach yourself to rap with the link on teams.  Jay Z said “Rap is Poetry”. Write a paragraph to explain whether you agree or disagree with this statement. |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **7a, b, c and d** | **S - STEEL DRUMS –** Make a fact file about the steel drums – where they are from, how they are played, characteristics of the music etc.  Use the link in teams to listen to how they sound.  **T – TREBLE CLEF -** Make yourself a revision card on treble clef using the link  on teams then test yourself using your revision card. |  |

**PE**

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| **Knowledge Learning Tasks**  These tasks will need completing prior to the development tasks. These direct you to your knowledge organisers and ensure you have acquired the key knowledge you will need in order to complete the development tasks. | | **Tick when complete** |
| **7a, b, c and d** | **Week 8th – 14th June:**  Fitness Testing  Complete each of the fitness test and record your results, complete the tests again at the end of the three weeks and submit the two scores you received. Train in the 3 weeks and see how much you can improve your score by!  Cardiovascular fitness – Cooper Run   * Set out a course, this can be the perimeter of your garden, a local football pitch or you could use a GPS tracker like a Fitbit or Strava if you have one. * Set a timer for 12 minutes and see how far you can run in this time. * Repeat the test every 2 weeks (with training in between to see if you make any improvements! Remember an extra meter is an improvement on last time!   Co-ordination – Alternative hand toss test   * You will need a ball that bounces, similar to a tennis ball. * You will stand 2m from a clear wall and you will need to throw the ball from your right hand against the wall and then catch it with your left hand. The repeat from left to right etc. * Complete as many catches as you can in 1 minute. Work on your catching skills with a family member and retest yourself in 2 weeks to see if you have improved   Balance – Standing Stork Test (Hard)   * You will need a timer for this one! * You need to stand on one leg, with you’re the sole of you non-standing leg pressed against the inside of your standing leg knee. * When you are ready go onto your tiptoes and start the timer. * If you move or place your foot back on the ground you need to stop the timer. * Practice regularly and then test yourself every 2 weeks.   **Week 15th – 21st June:**   * Athletics Event   You will need to research your favourite athletics event and create a peer assessment card to be used in a lesson. This can be completed digitally or on paper.  The resource card needs to contain at least 5 key coaching points of how to complete or get better at the throw, run or jump. Pictures and diagrams plus a ranking system for each coaching point so people can see what they need to work on.  **Week 22nd May – 28th June:**  Fun activities and developing throwing accuracy   * Follow the link below and have a go at each of the tasks * Can you think of developing the tasks to make them harder? * This can be done with household items and scrunches of paper- be creative and **get parents/guardians/siblings involved:**   <https://www.youtube.com/watch?v=tHRvquNKf1Q&list=PLYGRaluWWTojV3An2WEgsQ4qGFy_91jDL&index=5&t=0s>  Apps to use on your phone:   * Strava * Nike + Run Club * Endomondo. * Runtastic. Runtastic GPS Running App / iTunes. * RunKeeper. * 5K to 10K. * Fitness22 Couch To 10K. * MapMyRun. |  |
| **Development Tasks**  These tasks should be completed after you have learnt the knowledge. They will help you apply the knowledge you have learnt and expand the topic further. | | **Tick when complete** |
| **7a, b, c and d** | Please see the two attached documents on teams outlining weekly plans for Orienteering and Football that you may wish to follow alongside the tasks above.  If you can set any of your own sporting challenges let your PE teacher know! |  |