



Independent Study Booklet

Year 7 Terms 3 & 4



Independent study:

Completing Independent Study work that is linked to the learning in your lessons can increase the progress you make at school by an average of five months. (Education Endowment Foundation, 2001)



At MWA students must:

- Complete independent study tasks to the best of your ability
- Submit work by the deadline set by your teacher
- Ask your teacher if you don't understand what to do
- Attend any support sessions offered by your teacher

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Your teachers will:

- Set independent study tasks on **Class Charts** for you to complete
- Check that you know how to complete independent study tasks.
- Award positive points for completed tasks



Your parent/guardian could:

- Check what independent study you've been set
- Support you to complete your independent study at home
- Help you find a quiet space at home to complete your independent study

Independent Study at MWA by subject:

Subject	What sort of Independent study tasks will I be set on ClassCharts?	My teacher hasn't set me any Independent study? OR I'd like to do extra Independent Study? What should I do?	What can I do to prepare for the next PPE/assessment window?
English	Approximately 1 hour per fortnight. You should work independently to learn new vocabulary and revise core knowledge	<ol style="list-style-type: none"> 1. Read a wide variety of texts 2. Build a portfolio of creative writing pieces 	Use the knowledge organisers and your books to revise core knowledge and skills you have been learning.
Maths	Approximately 1 hour per fortnight. Your Maths teacher will always set a study task on SPARX	Complete the extra tasks on the SPARX landing page: <ol style="list-style-type: none"> 1. XP Boost- extra questions at the same level of difficulty 2. Target- extra questions at a higher level of difficulty 	You will be able to find a revision list for your next assessment on ClassCharts. The list contains some codes that will direct you to revision activities on SPARX
Science	Approximately 30 minutes per fortnight. Complete the fortnightly key word and questions sheet.	Self-quizzing using the Science knowledge organisers	Self-quizzing using the Science knowledge organisers
Geography	Approximately 30 minutes per fortnight-you should focus on learning the key words in the Geography knowledge organiser	Complete the following courses on Seneca https://www.senecalearning.com/ea/leat/10g.com/eo-GB <ol style="list-style-type: none"> 1. Geography skills 2. Geography of the world 3. Glaciers 4. Rivers 5. Analysis of Russia 	Learn key words from the knowledge organiser. Look over the content list and revision materials provided on ClassCharts.

Subject	What sort of Independent study tasks will I be set on ClassCharts?	My teacher hasn't set me any Independent study? OR I'd Like to do extra Independent Study? What should I do?	What can I do to prepare for the next PPE/assessment window?
History	Spend approximately 30 minutes a fortnight using your knowledge organiser to make flashcards to help prepare for the in-lesson quiz	Use BBC Bitesize or youtube videos to improve your knowledge of your current topic. Links can be found on Classcharts	Use the revision PowerPoints on Classcharts to make mindmaps and flashcards. Learn the keywords and events on the knowledge organisers
Languages	Spend at least 30 minutes per fortnight learning phrases from the knowledge organiser which we have studied in class	Spend some time practicing French or Spanish on Linguascope. www.linguascope.com Username: mwa Login: happyhippo88	Revise the vocabulary from the knowledge organiser using mind maps and flashcards
OT/Food	You should be measuring and weighing your ingredients in preparation for your next food practical lesson	Use your knowledge organiser to help you revise for your next assessment	Use your knowledge organiser to help you revise for your next assessment
Art	For approximately 30 minutes every fortnight complete extension and embedding tasks or preparation tasks for your next art lesson	Improve your drawing skills- start with simple exercises, like sketching basic shapes or practicing shading then move onto simple still life arrangements	Continue practicing your drawing - it will strengthen your hand-eye coordination and fine motor skills
Music	For approximately 30 minutes per fortnight use the knowledge organisers to revise for music quizzes	If you have an instrument at home - practice! Use BBC Bitesize Music resources to explore as broader range of music as possible.	Book a practice room during social times to rehearse and prepare for performance assessments (the rooms are popular so be quick)
Dance & Drama	Drama-you will be expected to learn lines and rehearse performances Dance-you will be expected to rehearse choreography to prepare for performances	Approach Mrs Gwilliam (Dance) or Mrs Coomer (Drama). Use BBC Bitesize to access additional online revision.	Use the knowledge organisers to revise key content in preparation for a test

Monkton Wood Maths Department

Sparx

Independent Study

For all Independent study at both KS3 and L<S3 we use an online platform called Sparx.

Students have been created their own personal account using their name and date of birth and will have created their own password. Students are able to request a password reset should they forget their details.

Sparx is an intelligent online platform that sets the students work based on topics that they have previously covered in lessons. So that students continue to build on their previous knowledge it sets 40% of the questions on previously taught retrieval practice and 60% of the questions cover the most recent topic.

Sparx calculates what 1 hour of differentiated homework looks like for each student and will set them a range of questions that it deems to be at an appropriate level for the students. Week by week it adapts based on the work that they have completed.

We have seen that if parents are 'too helpful' with completing the tasks then it will instinctively increase the difficulty in the following weeks.

Every question on the platform comes with an associated help video, that gives the students modelled examples to support them if they get stuck.



The landing page will allow the students to access a range of tasks.

- Compulsory is the homework that must be completed. The students need to **get 100% of the questions correct to successfully complete their independent study.**
- XP Boost is an optional set of questions for additional practice at the same level.
- Target is an optional set of questions at a higher level.

If students struggle, we ask them to speak to their Maths teacher, who can find ways to help them complete these tasks.

Please email any enquiries about this to:




maths.mwa@mwa.clf.uk



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Great Expectations

Key Words 1

Protagonist: central character, usually a hero	Antagonist: central character, usually the enemy of the protagonist
Apprentice: a person who is learning a trade from a skilled employer:	Benefactor: a person who gives money or other help to a person or cause. 
Deceptive: giving an appearance or impression different from the true one; misleading.	Malicious: characterized by malice; intending or intended to do harm.
Tyrannical: exercising power in a cruel way.	Malevolent: having or showing a wish to do evil to others.
Sinister: giving the impression that something harmful or evil is happening or will happen. 	Impoverished: (of a person or area) made poor. "
Maturity: a sign/behaviour which shows growing up; seriousness	Justice: fair behaviour or treatment 

Techniques

Metaphor: A comparison between two things where one thing is identified as something else E.g. The moon is a ghostly galleon'	Personification: Where an inanimate object is described as having human characteristics E.g. The trees danced in the breeze	Symbolism: Where an image represents an idea E.g. the dawn of a new day represents hope	Imperative verbs: Words which are used to issue commands
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Reading Terms

Inference: An inference that comes from identifying clues in a text	Deduction: An understanding based on clues in a text
Connotation: An idea or meaning suggested by a word. Sometimes there may be several connotations to a word	Prediction: Clues in the text suggest possible ending or next ...

Great Expectations

The plot	
1-6	Christmas Eve, afternoon: Pip meets the convict (Abel Magwitch) who asks him to steal a file and wittles for him. Joe and Mrs Joe are introduced. Joe is lovely and Mrs Joe is shown to hit Pip for no reason. Guns signal escaped convicts; Pip steals food and equipment and suffers from "wild fancies" caused by his guilt. When Magwitch is caught fighting with Compeyson, he confesses Pip's crime.
7-13	Pip and Joe's limited education is compared. Miss Havishom requests Pip to visit. Mr Pumblechook takes Pip to meet Miss Havisham. He then meets Estella and falls in love. Estella bullies Pip and makes him cry. She highlights his poor breeding by calling him "a common labouring boy". Pip starts an apprenticeship with Joe which he resents. Estella is sent away to learn how to be a lady. Pip confesses to Biddy that he wants to become a gentleman.
14- 19	Pip is shown to look down on Joe and his lack of education. Joe is shown to be kind and thoughtful towards Pip. Mrs Joe is assaulted by Orlick which results in Joe fighting and Mrs Joe being disabled. She becomes a nicer person and Biddy moves in to care for her. Jaggers invites Pip to become a gentleman in London with "great expectations" from a secret benefactor.
20-26	Pip lives with Herbert Pocket, Miss Havisham's nephew and learns how to be a gentleman. He thinks Miss Havisham is his secret benefactor. He learns Miss Havisham's wedding story. Jaggers shows Pip, Molly his housekeeper as a bullied, low woman he saved. Pip doesn't realise Molly is Estella's mother.
27-33	Biddy writes to Pip asking if Joe can visit him in London. Pip is condescending to Joe and looks down on him in front of Henry. Pip starts to think that Pumblechook is his patron. He visits Miss Havisham and declares his love for Estella. He waits for Estella in London where she is visiting.
34-39	Pip and Herbert accumulate large debts. Mrs Joe dies. Pip comes of age (November) and becomes responsible for his finances. Pip escorts Estella to Miss Havisham where he learns of her engagement to Bentley Drummond. He quarrels with Miss Havisham and Estella then leaves broken hearted. Pip is now 23. Magwitch returns and reveals he is Pip's benefactor.
40-44	Magwitch stays with Pip under the name Provis to disguise his identity. Jaggers confirms that Magwitch is the benefactor. Herbert advises Pip to get Magwitch out of the country. They learn about Magwitch's life. Pip declares his love for Estella again but she is set to marry Drummond.
45-50	Pip feels he is being watched. Pip dines with Jaggers and learns that Estella is married. Wemmick explains that Molly is Estella's mother and that Magwitch is her father. Pip reminds Magwitch of Estella which is why he decided to help him. Miss Havisham confesses all and is killed in a fire at her house.
51-59	Jaggers explains Estella's adoption and advises Pip to keep it a secret. Magwitch's escape is thwarted. Compeyson is drowned and Pip is reconciled to his benefactor. Pip's wealth is forfeited to the crown. Magwitch is convicted and sentenced to death. Pip tells him of Estella. Pip becomes ill and is arrested for debt but rescued by Joe. Joe marries Biddy. Eleven years later Pip returns to Miss Havisham's house and finds Estella.

Great Expectations

The characters		The characters 2	
<p>Pip Pirrip</p>  <p>The Bildungsroman's protagonist, an orphan who serves as an apprentice to a gentle blacksmith, Joe. When he unexpectedly comes into a fortune, Pip grows haughty and extravagant in pursuit of a lifestyle genteel enough to meet the refined standards of Estelle. Confusing personal integrity with public reputation, Pip is cruelly disloyal to Joe and Biddy, avoiding them because of their lower class. Still, Pip learns to judge people on their internal rather than superficial standards and redeems himself by repenting sincerely and reforming his personal values.</p>	<p>Magwitch</p>  <p>The escaped convict that Pip meets in the churchyard as a young boy. Inspired by Pip's kindness as a young boy, Magwitch devotes his life savings to Pip. Cruelly swindled by Compeyson, he has lived in and out of prison. His criminal record is largely due to unfortunate circumstances, not character. He is kind, good-hearted and generous.</p>	<p>Mr Jaggers</p> <p>A famous lawyer in London, Mr Jaggers is Pop's guardian and middle man between him and his patron. Mr Jaggers also works for Miss Havisham. He is rational, sharp-minded and intimidating. He prides himself on neither expressing nor responding to human emotion.</p>	<p>Miss Havisham</p>  <p>The wealthy daughter of a brewer, Miss Havisham was abandoned on her wedding day by her fiancé (Compeyson) and, traumatized. She preserves herself and her house in wedding regalia, shutting out the world for over twenty years. To exact her revenge on men, Miss Havisham adopts and raises Estella to be beautiful and desirable but completely heartless. Miss Havisham is capricious, manipulative, bitter and until the novel's end unable to recognise anyone's pain but her own.</p>
<p>Joe</p> <p>Joe is the father figure for Pip. Married to Pip's harsh sister. Joe has no formal education but possesses a deep sense of integrity and an unfailing moral compass. Joe is loyal, generous and kind. He acts lovingly to Pip, even when he is ungrateful.</p>	<p>Mrs Joe</p> <p>Mrs Joe is fiery, tyrannical and false. Obsessed with social status and reputation. Attacked by Orlick for being vile, her temperament changes and she becomes patient and docile.</p>	<p>Estella</p> <p>The adopted daughter of Miss Havisham, Estella is proud, refined, beautiful, and cold, raised by Miss Havisham to "wreak revenge of the male sex". Miss Havisham has raised her to lack a true human heart and she is unable to love.</p>	<p>Biddy</p> <p>An orphan Pip meets at the village school. Biddy moves into the forge to look after Mrs Joe after the attack. Later she becomes a school teacher. She is humble, kind, moral and fiercely intelligent, absorbing knowledge without any formal education. She is also sharply perceptive and sees through everyone's pretensions, calling Pip out on his delusions and snobbery long before Pip can recognise them.</p>

Great Expectations

Key Words 2	
Atmosphere: the mood or tone of a place	Lustre: a gentle sheen or soft glow
Penned: to be caged in a place	Penitent: feeling or showing sorrow and regret for having done wrong; repentant.
Bildungsroman: a novel which deals with the issue of growing up	Audacious: showing a willingness to take surprisingly bold risks.
Naive: showing a lack of experience, wisdom, or judgement.	Opulence: great wealth and luxury
Dilapidated: a building in a state of disrepair	Disparaging: expressing the opinion that something is of little worth
Haughty: behaving in an arrogant or superior way to others	Insolent: rude or lack of respect

Context

- Charles Dickens was born on February 7, 1812, and spent the first nine years of his life living in the coastal regions of Kent, a county in southeast England.
- Dickens's father, John, was a kind and likable man, but he was incompetent with money and piled up tremendous debts throughout his life.
- When Dickens was nine, his family moved to London.
- When he was twelve, his father was arrested and taken to debtors' prison.
- Dickens's mother moved his seven brothers and sisters into prison with their father, but she arranged for the young Charles to live alone outside the prison and work with other children pasting labels on bottles in a blacking warehouse (blacking was a type of manufactured soot used to make a black pigment for products such as matches or fertilizer).
- Dickens found the three months he spent apart from his family highly traumatic.
- After his father was released from prison, Dickens returned to school. He eventually became a law clerk, a court reporter, and finally a novelist.
- His first novel, *The Pickwick Papers*, became a success when Dickens was only twenty-five. He was considered a literary celebrity until his death.
- *Great Expectations* is set in early Victorian England, a time when great social changes were sweeping the nation.
- The Industrial Revolution of the late eighteenth and early nineteenth centuries had changed society.
- The divisions between rich and poor remained nearly as wide as ever.
- London, lit by gas lamps at night and darkened by black clouds from smokestacks during the day, formed a sharp contrast with the nation's sparsely populated rural areas.
- More and more people moved from the country to the city in search of jobs.
- Throughout England, the manners of the upper class were very strict and conservative: gentlemen and ladies were expected to have thorough classical educations and to behave appropriately in social situations.



Great Expectations

Themes

<p>Ambition and self-improvement</p> <p>The theme of <i>Great Expectations</i> is quite simple: affection, loyalty, and conscience are more important than social advancement, wealth, and class.</p>	<p>Social Class</p> <p>Dickens explores the class system of Victorian England, ranging from the most wretched criminals (Magwitch) to the poor peasants of the marsh country (Joe and Biddy) to the middle class (Pumblechook) to the very rich (Miss Havisham).</p>
<p>Crime, guilt and innocence</p> <p>The theme of crime, guilt, and innocence is explored throughout the novel largely through the characters of the convicts and the criminal lawyer Jaggers.</p>	<p>Education</p> <p>Education allows for personal growth in the novel. Joe and Biddy show how education can be a good thing. Pip receives an education that allows him to advance into a new social position, but Pip's education improves his mind without supporting the growth of his character.</p>
<p>Family</p> <p>Although Pip and Estella both grow up as orphans, family is an important theme in the novel. Pip grows up with love and support from Joe, but fails to see the value of the unconditional love Joes gives him. He eventually makes up with Joe after understanding his errors. Estella is exposed to damaging values from her adopted mother, Miss Havisham, and gradually learns from experience what it means to care about someone.</p>	

Key Quotations

<p>Magwitch</p>	<p>"Hold your noise!" called a terrible voice, as a man started up from among the graves at the side of the church porch. "Keep still, you little devil, or I'll cut your throat!" A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied around his head.</p>
<p>Estella</p>	<p>Though she called me "boy" so often, and with a carelessness that was far from complimentary, she was about my own age. She seemed much older than I, of course, being a girl, and beautiful and self-possessed; and she was as scornful of me as if she had been one-and-twenty, and a queen.</p>
<p>Miss Havisham</p>	<p>"Look at me," said Miss Havisham. "You are not afraid of a woman who has never seen the sun since you were born?"</p>
<p>Joe Gargery</p>	<p>"It ain't that I am proud, but that I want to be right, as you shall never see me no more in these clothes. I'm wrong in these clothes. I'm wrong out of the forge, the kitchen, or off th'meshes. You won't find half so much fault in me of you think of me in my forge dress, with my hammer in my hand, or even my pipe."</p>
<p>Pip</p>	<p>I took the opportunity of being alone in the courtyard, to look at my coarse hands and my common boots They had never troubled me before, but they troubled me now, as vulgar appendages.</p>

1. What is energy?

Energy is a quantity that is stored in objects and systems. It makes things happen.

For example, the energy stored in a car makes it move.



Energy is measured in joules (J).

4. Conservation of Energy

When energy is transferred from one store to another the total amount of energy does not change.

Energy cannot be created or destroyed. All that can be done is to transfer it from one store to another. This idea is called the law of conservation of energy.



6. Heating



HOT OBJECT



COOL OBJECT

Energy is always transferred from the hotter object to the cooler one.

Energy can be transferred thermally in three ways:

- conduction (between solids),
- Convection (between liquids and gases),
- radiation (where there are "no particles").



2. Energy Stores

Energy store	Example
Chemical	a
Kinetic	
Gravitational potential	
Elastic	Q
Thermal	



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KS3 Science Energy Transfers

3. Energy Transfers

Energy can be transferred between different stores.



A swinging pirate ship ride at a theme park

5. Temperature

The **temperature** of an object is to do with how hot or cold it is, measured in degrees Celsius (°C).

The temperature is due to the movement of the particles in the object. When an object is heated, its particles move more vigorously and its temperature increases.



7. Conductor and Insulators

A substance that transfers energy easily from the hot end to the cold end it is called a conductor.

Examples- Metals, water, diamonds.



A substance that does not transfer energy easily from the hot part to the cold part is called an **insulator**.

Examples- Plastics, air, wool.

8. Power

The amount of energy transferred is called '**work done**' and is measured in joules (J)

Power is the amount of work done divided by the time it took to transfer all the energy. It is measured in **watts** (W).

To calculate the **power** we use the equation:

$$P = \frac{\text{work done}}{\text{time taken}}$$

Where:

$$P = \frac{E}{t}$$

power (P) in watts (W)
work done (E) in joules (J)
time (t) in seconds (s)

1. What are pathogens?

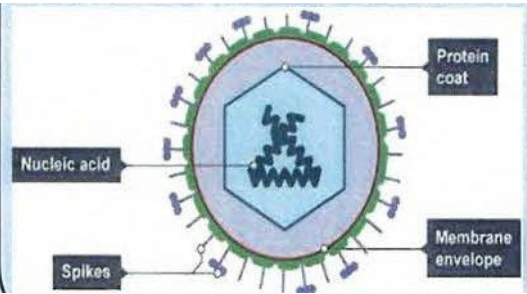
A pathogen is a micro-organism that causes diseases.

Examples of pathogens: bacteria, fungi or viruses.

rAl
L;tJ

Not all microbes cause diseases, some can be useful, for example, Yeast is used to make bread and alcohol.

4. Virus particle
Example: Coronavirus

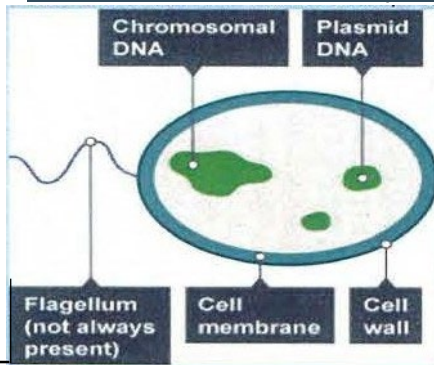


6. How are pathogens spread?



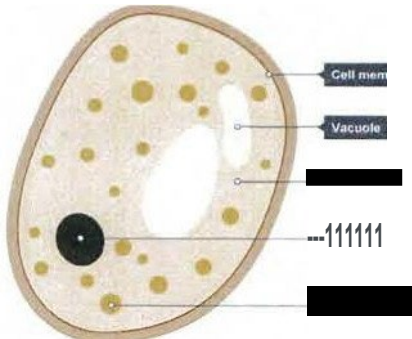
2. Bacterial cell:

Example: salmonella which causes food poisoning



3. Fungal cell:

Example: athletes foot.



5. Pathogen facts:

Unicellular organisms	Can be uni- or multi- cellular	Smaller and more simple than cells
Smaller and more simple than animal and plant cells	More similar to our cells than bacteria, larger	A protein coat surrounding some genetic material
Have not nucleus	Unicellular examples include yeast	Require a host cell to reproduce
Often have a flagellum for moving	Multicellular examples include mushrooms	

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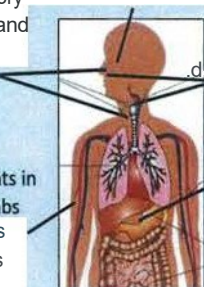
KS3 Science
Microbes and Disease

7. Stopping pathogens:

Cilia- tinyhairs found in nose and respiratory system that wafts and traps dust

Skin- barrier that stops microbes entering body

Platelets - fragments in blood that form scabs to prevent microbes getting through cuts

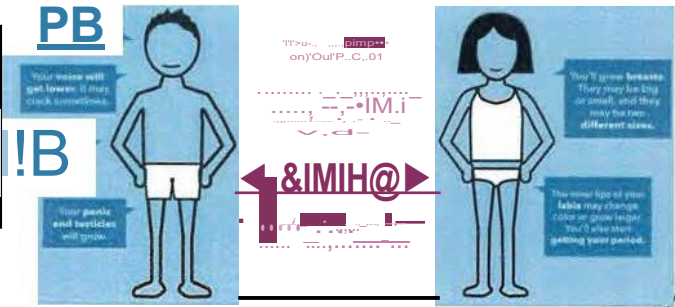


Mucus- in nose and respiratory tract that traps dust and microbes

Stomach- stomach acid kills microbes

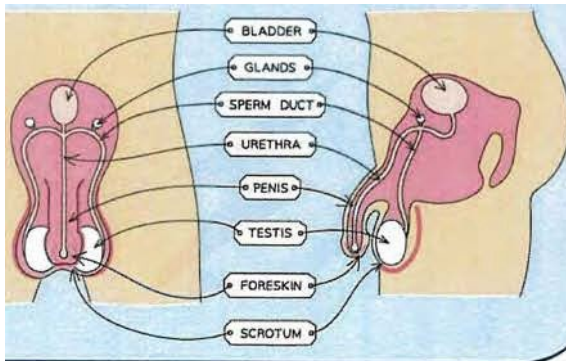
1. Puberty and Adolescence

As a child develops into an adult, their body prepares for reproduction.



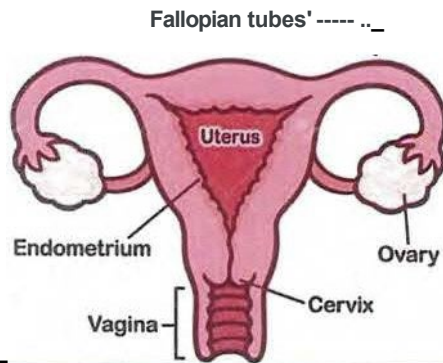
2. Male Reproductive System

ROLE - produce and store sperm cells for reproduction.



3. Female Reproductive System

ROLE - produce and release eggs cells for reproduction.



4. Gametes

Gametes are sex cells. Sperm cells are the male gamete and egg cells (ova) are the female gamete.

ROLE: join with the egg cell for fertilisation.

SPECIALISATION: tail to swim to egg.

ROLE: join with the sperm cell for fertilisation.

SPECIALISATION: Lots of nutrients and very large.



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KS3 Science Human Reproduction

5. Fertilisation

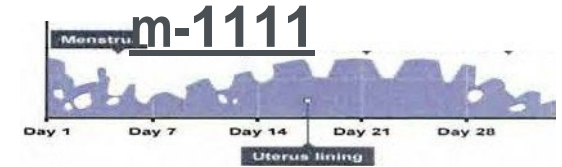
Fertilisation is when a sperm cell and an ovum fuse. Sperm cells are released into the female reproductive system during sexual intercourse (ejaculation). Only one sperm cell reaches through the cell membrane and enters the ovum, and only the head enters.

They fuse together, putting the mother and father's genetic information together. The fertilised ovum is now an embryo.



6. Menstrual Cycle

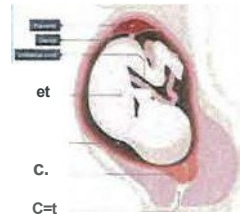
The menstrual cycle prepares the female body for pregnancy by causing an egg to mature and be released. It lasts for 28 days.



On about day 14, the mature egg cell is released from the ovary. This is called ovulation. If the egg cell does not meet with a sperm cell, the lining of the uterus begins to break down. If the egg cell is fertilised, the female experiences a period, and the cycle repeats.

7. Gestation and Pregnancy

A fertilised egg cell divides to form a ball of cells called an embryo. The embryo attaches to the lining of the uterus where it gets nutrients and oxygen. It begins to develop into a foetus and finally into a baby.



The foetus will grow an umbilical cord and a placenta. The placenta is responsible for removing waste substances, as well as providing oxygen and nutrients. The umbilical cord connects the foetus to the placenta.

The foetus is protected from bumps and knocks by the amniotic fluid sac.

8. Birth

In humans, gestation lasts 40 weeks. This is the amount of time it takes for a foetus to develop into a baby. When the baby is ready to be born, the cervix relaxes and the muscles in the wall of the uterus contract. Muscle contractions increase in intensity and frequency, eventually pushing the baby out of the vagina.

Unfortunately, a baby can enter the world unhealthy. This can be due to inheriting diseases from one of the parents or due to lifestyle choices made by the mother.

Smoking leads to less oxygen diffusing from mother to foetus via the placenta.

Foetal Alcohol Syndrome (FAS) is when the mother drinks excessive alcohol whilst pregnant. This damages the baby's nervous system and brain.

1. Safety

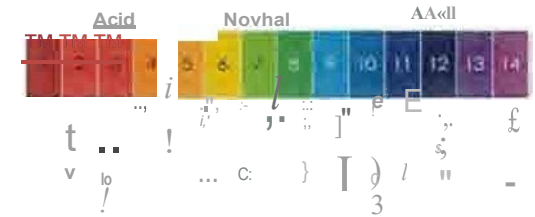
Irritant

Corrosive

- When handling acids and alkalis in the lab we need to take safety precautions, for example wearing goggles.
- Concentrated Acid is corrosive, and will destroy skin cells.
- Dilute acids have lots of water added, they are an irritant and cause redness or blistering of the skin.

4. pH Scale

- The pH scale measures the strength of acids and alkalis, it runs from 0-14
- neutral solutions are pH 7 exactly
- acidic solutions have pH values less than 7
- alkaline solutions have pH values more than 7
- the closer to pH 0 you go, the more strongly acidic a solution is
- the closer to pH 14 you go, the more strongly alkaline a solution is



2. Acids (pH 1-6)



- Acids** are a family of chemicals, examples are lemon juice, vinegar and Coca Cola. There is also acid in our stomach.
- Acids contain Hydrogen (H⁺) ions.
- Strong acids** like hydrochloric acid are very corrosive this means they destroy skin cells and cause burns.
- Weak acids** like vinegar are safe to eat but are still irritant to sensitive parts of the body.



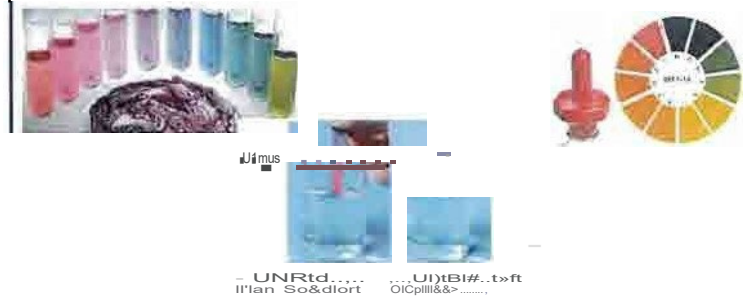
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1/53 Science
Acids & Alkalis



5. pH Indicators

- Indicators are chemicals that show whether a substance is an acid or an alkali
- There are many different indicators, for example **litmus paper** and **universal indicator**
- There are also natural indicators such as **red cabbage**



3. Alkalis (pH 8-14)



- Alkalis, are a family of chemicals that have a soapy feel, they are also corrosive, examples of these are toothpaste, soap and oven cleaner.
- Alkalis contain Hydroxide (OH⁻) ions.
- Alkalis are bases that dissolve in water. Therefore not all bases are alkalis.

6. Neutralisation

- A chemical reaction happens if you **mix** together an acid and a base. The reaction is called **neutralisation**. A neutral solution is made if you add just the right amount of acid and base together.
- Neutralisation reactions form **salts** the name of the salt depends on the name of the acid, and the metal in the base
- Hydrochloric acid makes "chlorides", Nitric acid makes "nitrates", Sulphuric acid makes "sulphates"

General equations for neutralisation reactions:

Acid + Metal Hydroxide → Salt + Water

Acid + Metal Oxide → Salt + Water

Acid + Metal Carbonate → Salt + Water + Carbon dioxide

Farmer uses lime (calcium oxide) to neutralise acid soils.

Your stomach contains hydrochloric acid, too much of this causes indigestion. Antacid tablets contain bases to neutralise the extra acid.

Wasp stings are alkaline, they can be neutralised using vinegar.

Geography: Year 7 - Unit 2

Why is the Lake District a unique environment in the UK?

Word	Meaning	Word	Meaning	Word	Meaning
National Park	an area of outstanding natural beauty that is protected from development.	Tourism	when people spend time away from home for leisure or recreation.	Interglacial period	A time in the earth's history where there was less ice covering the earth's surface. Temperatures were warmer, like today.
Honeypot Site	an overlooked location or attraction	Agriculture	farming - crops (arable) or animals (pastoral)	Ice sheet	A large area of ice, sometimes covering a whole country, for example on Greenland
Relief	the height and shape of the land.	Erosion	the wearing away of land.	Moraine	Rock flour moved and deposited from the valley sides and transported
A fell	A fell is a high and barren landscape feature, such as a mountain or moor-covered hill.	Opportunities	a chance for some good.	Erratics	Large boulders transported in and on the glaciers that are deposited and visible when the glacier melts (retreats)
Glacier	a slow moving mass of ice.	Challenges	a problem that may be overcome	Deposition	Material is dumped and built up over time
Ice age	a glacial period when the earth has lower than average temperatures.	Social	factors to do with people.		
Corrie	an armchair shaped hollow in the mountainside formed by glacial erosion.	Economic	factors to do with money/jobs.		
Tarn	a small mountain lake in a corrie.	Environmental	factors to do with the natural landscape.		
U-shaped valley	a valley formed by a glacier.	AONB	Area of outstanding natural beauty		
Freeze-thaw weathering	when rocks are broken down and weakened when water gets into cracks then freezes and expands, which breaks rocks apart over time.	Glacial Landscape	A landscape changed by ice		
Plucking	Melted water at the base and sides of the glacier freeze onto the surrounding rock. As the glacier moves, the rock is 'plucked' away.	Glacial period	A time in the earth's history where there was more ice covering the earth's surface. Temperatures were colder		

WHAT will PROGRESS look like in this unit?

Deepening - independent and accurate

Meet the criteria for on track with accuracy and independence

In addition, students may demonstrate:

- The ability to use 6 figure grid references and apply their skills to unfamiliar locations.
- Offer logical explanations for the interdependence of physical and human features.

On track - relative accuracy with occasional support

- Accurately locate the Lake District on a map of the UK.
- Describe the location using 8 points of the compass and in relation to the main transport links, settlements and coastline.
- Give an accurate definition of a National Park.
- Give 2 valid reasons why National Parks are important
- Give an accurate definition of a honeypot site.
- Name an example of a honeypot site in the Lake District.
- Give 2 valid reasons why honeypot sites are important
- Recognise correctly human and physical features of the Lake District from photos and OS maps.

Accurately use 4 figure grid references and symbols from the key to locate human and physical features of the Lake District.

Describe 2 human and 2 physical features of the Lake District.

Give an accurate definition of the term relief.

Accurately describe relief using satellite images.

Accurately use contours, spot heights and trig points to describe the shape and height of the land.

Accurately identify glacial features from photos and OS maps.

Explain the processes of erosion, plucking and freeze thaw,

Explain the formation of 2 main glacial features in a logical and accurate order (Corries, U-shaped valleys).

Name the main land uses of the Lake District today.

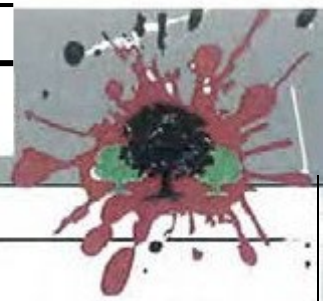
Can discuss both opportunities and challenges of tourism in the Lake District.

Yet to be on track - not independent and will require regular support

Do not meet the criteria for on track with due to infrequent use of accuracy and need for regular support and scaffolding.

In addition, students may have needs around: numerical skills and literacy.



Yr7 | KS3 Knowledge Organiser



Art Visual elements	
Colour	What you see when light reflects off something. Red Yellow and Blue are primary colours.
Line	A mark which can be long, short, wiggly, straight etc.
Tone	How light or dark something is.
Texture	How something looks or feels - e.g. rough or smooth.
Pattern	A symbol or shape that is repeated.
Shape	A 2D area which is enclosed by a line - e.g. triangle.
Form	Something which has 3 dimensions - e.g. a cube, sphere or sculpture

Themes: Year 7	
Natural Form	A natural form is an object found in nature that has not been changed or altered.
Ethnology	The study of different Cultures and Relationships.

Equipment and Techniques: Year 7		
Painting	Mixing brush, Thin brush, Newspaper, Paint pallet, Water.	Modulation, Consistency.
Lino	Lino. Bench hook, Lino cutter. Biro. Roller. Ink. Ink Tray.	Registration, Contrast.
Pencil Crayon	Pencil crayons.	Layer, Blend, Pressure.

Artists: Year 7	
Angie Lewin	
Hamsa Hand	

Assessment Objectives	
D	Exceptional: Sophisticated, Perceptive, Masterful, Imaginative.
O+	Confident: Refined, Assured, In-Depth, Thorough.
0	Competent: Sustained, Informed, Thoughtful, Detailed.
y	Basic: Attempted, Some, Incomplete.
A	Limited: Partial, Inconsistent.

Art Technique Key Words	
Media/Medium	The materials and tools used by an artist to create a piece of art.
Technique	The way an artist uses tools and materials to create a piece of art.
Composition	Where you place objects on the page.
Highlight	The bright or reflective area on an object or piece of art.
Shadow/Shade	The darker areas within a piece of art or object.
Proportion	The size relationship between different parts - e.g. height compared to width.

Colour Vocab

Primary colours are the 3 main colours. They cannot be made, but are used to make all other colours.

Secondary colours are made by mixing 2 primary colours.

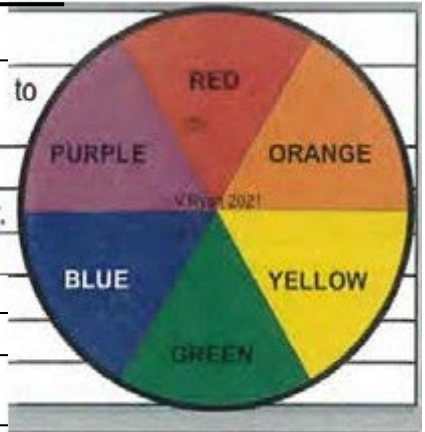
Tertiary colours are made by mixing primary and secondary colour together.

Complementary colours are opposite on the colour wheel.

Harmonious colours are next to each other on the colour wheel.

Tint- when you add white to a colour to make it lighter.

Shade - when you add black to a colour to make it darker.



Still life - a still life is a group of inanimate objects, such as bottles or plants.

Composition - This is the way that you place or position your objects. There are several different composition rules which are useful to know.

Rule of thirds: You divide up your paper horizontally and vertically into 9 equal sections, and by placing the focus of your image where the lines intersect, you create a balanced composition.

The Rule of odds: Suggests that an odd number of subjects in an image is more interesting to look at than an even number, and our eyes are more likely to move around the image.

Mark making - To make your drawing look more realistic, you should try to use different marks to show textures and surfaces. You can do this by changing the direction, pressure or length of your marks.

Coloured pencil technique

Hatching

Lines which are shaded in one direction.

Cross Hatching

Lines which cross in two directions.

Stippling

Dots which are close together or far apart.

Overlay

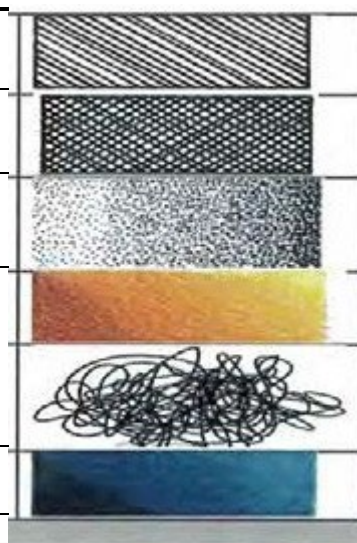
Layering multiple colours with even shade.

Scribbling

Random marks - close together or far apart.

Burnishing

Blending colours using a white pencil.



Grades of Pencil - Pencils come in different grades, the softer the pencil, the darker the tone.

H=Hard B=Black. In art, the most useful pencils for shading are 2B and 4B. If your pencil has no grade, it is most likely HB (hard black) in the middle of the scale.



Making objects look 3D

To prevent your drawings from looking flat, you should use a range of tones and marks. Pressing harder and lighter and layering with your pencil creates different tones. Use the direction of your pencil to help enhance the 2D surface, and you can also include shadows which will also help objects appear 3D.

Websites

www.pinterest.co.uk



www.tate.org.uk/kids



www.bbc.co.uk/bitesize/subjects/z6hs34i

Year7

Theme: Natural Form
Visual element: Line
Technique: Lino printing
Artist: Angie Lewin



In this project you will be exploring natural form. You will learn about the visual elements and how to recognise them within artworks. In this project you will focus on the visual element of line, and the importance of line within art.

You will research the work of Angie Lewin- a print maker artist who will inspire this project. Along the way you will learn the processes of lino printing, chine colle develop your drawing skills and produce an outcome that demonstrates your learning throughout this project.



TASK 1: A0-1 Introduction of subject and project. Baseline assessment.

Independent study- book cover.

TASK 2: A02- project introduction-create a visual mind map of natural forms and understand the visual elements.

TASK 3: A02 -Visual element- line• applying it to a drawing.

TASK 4: A01• Tonal drawing/title page of natural forms

TASK 5: A02- Introduce the work of artist Angie Lewin and annotate their work.

TASK 6: A01- Critical study

Create a double page showing your understanding of Angie Lewin. Complete a copy of a piece of work by Angie Lewin, images of their work, description, your opinion and how it will influence you.

TASK 7: A02 -lines and shapes- recreate a natural form replicating the style of Angie Lewin

TASK 8: A03- designs- create 2 designs inspired by natural forms for your final lino print outcome.

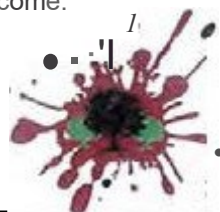
TASK 9: SPOTLIGHT ASSESSMENT-Tonal drawing of natural form (2 lessons in exam conditions)

TASK 10: SPOTLIGHT ASSESSMENT- lesson 2 to complete high quality tonal drawing

TASK 11: A04• Start to create final outcome learn about the lino printing and chine colle process.(remaining lessons)

TASK 12: A04• DOOYA• EVALUATE your final outcome.

TASK 8: A04 • EVALUATE your final outcome.



KNOWLEDGE: Keywords

MEDIA- materials used to create art.

LINO PRINTING - A technique involving carving into a surface to create a print.

VISUAL ELEMENT: The Visual Elements of art are the building blocks used by artists to create a work of art.

LINE- is the most important of all the visual elements. It refers broadly to a mark which spans between two points.

CONTOURLINE- Cross contour line helps to show the outline and shape of an object.

STILL LIFE - is defined as a collection of inanimate objects arranged together in a special way.

NATURAL FORM - A natural form is an object found in nature that has not been changed or altered.

PRIMARY RESOURCE - Primary Resource is first-hand; the object is in front of you.

SECONDARY RESOURCE- Secondary resource is an image or picture of the object.

REMEMBER all work that you produce is building up towards your final piece. Therefore, you must complete all work and the independent study that is set.

YEAR 7 FOOD

AP2 revision

Key Word/term	Definition
Gluten	Protein found in wheat flours, that make doughs elastic.
Bridge and claw cut	Two ways to use a knife to protect your hands when cutting, chopping or dicing.
Knead	knead to stretch the dough and develop the gluten and form an elastic dough.
Macro nutrients	Nutrients needed to provide energy and as the building blocks for growth and maintenance of the body. Energy is provided by carbohydrate, fat and protein.
Protein	Protein is needed for growth and repair.
Fat	Fat is needed for health, but in small amounts. Unsaturated fats are healthier fats that are usually from plant sources. Saturated fats, if eaten in too large a quantity can increase risk of health issues
Starch foods	These are the main source of carbohydrate for most people and are an important source of energy. We should be choosing wholegrain versions of starchy foods where possible.
Dietary fibre	A type of carbohydrate found in plant foods.
Seasonality	The times of year when a given type of food is at its peak, either in terms of harvest or its flavour.
Carbohydrate	Carbohydrate is the main source of energy for the body. Carbs are divided into sugars and starch sources.
Coagulation	The setting of protein molecules which thickens and sets ingredients. E.g. eggs.

Baking

Baking is a method of preparing food that uses dry heat, normally in an oven

Dough Making

Creating a dough mixture (pastry) which is shaped and baked within the oven.



Prepare, Combine and Shape

Shaping dough/ sealing in different forms to create a range of sweet and savoury. For example, Roll /Crimp.



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Name of the Nutrient	Sources	Function	
Carbohydrates (e.g. energy giving food)	Rice, potato, wheat, sugar	Provides energy	
Fats (energy giving food)	Butter, ghee, milk, cheese	Gives more energy compared to carbohydrates	
Vitamins and Minerals (protective food)	fruits and vegetables	Required for normal growth and development	
Proteins (body building food)	Milk, eggs, meat, fish, soybean	Helps in building and repair of body	

Dietary Fibre

- Dietary fibre is a type of carbohydrate found in plant foods.
- Food examples include wholegrain cereals and cereal products; oats; beans; lentils; fruit: vegetables; nuts; and, seeds.
- Dietary fibre helps to: reduce the risk of heart disease, diabetes and some cancers; help weight control; bulk up stools; prevent constipation; improve gut health.
- The recommended average intake for dietary fibre is 30g per day for adults.

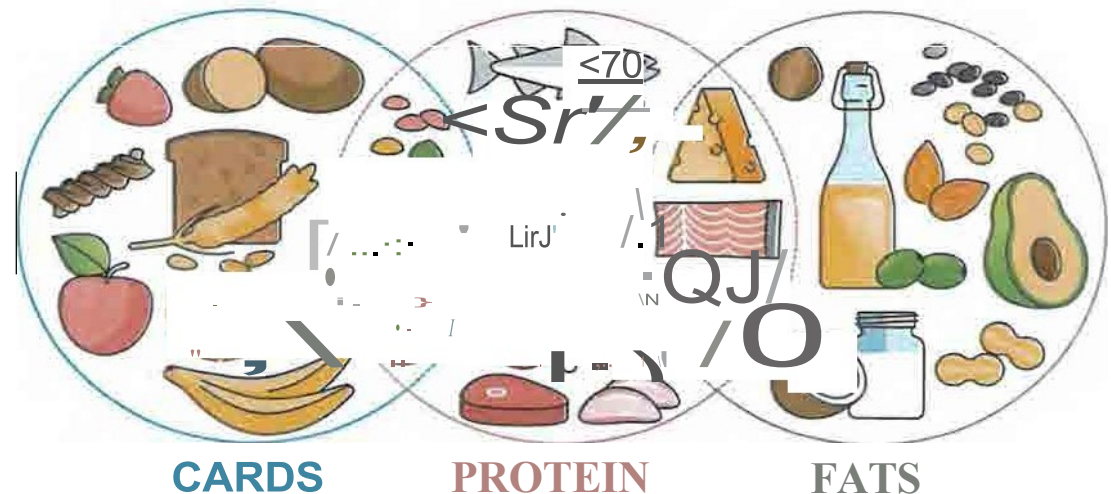
Making bread

Ingredients	Function
Strong plain flour	Has a high gluten content, gluten is a protein when mixed with water it forms an elastic and stretchy dough. Gluten sets when cooked at high temperatures and forms the framework and shape of the bread.
Salt	Adds flavour, controls the action yeast, strengthens the gluten
Yeast	Raising agent, producing CO2 gases which makes the bread rise. Correct conditions needed to grow-food, warmth, moisture and time.
Liquid	Binds ingredients together to help the development of gluten. The liquid should be warm.

Safety

- Sharp knives: never walk around with a knife. Use the *bridge hold* and *claw grip* to cut safely.
- Grater: hold grater firmly on a chopping board. Grate food in one direction and leave a small amount at the end to prevent injury to knuckles.
- Hot liquid: drain hot liquid carefully over the sink using a colander.
- Saucepans: turn panhandles in from the edge, so they are not knocked.
- Hot equipment: always use oven gloves when placing food in and out of the oven.
- Spills: wipe up immediately.
- Electrical equipment always follow instructions.

MACRONUTRIENTS



Great Composers Key Terms

Melody The main tune of a piece of music

Ostinato A repeating pattern

Accompaniment The 'background' music that supports the Melody

Motif A short memorable melody

Phrase A section of a melody that sounds complete

Melodic Shape Whether a melody rises or falls

Composer Someone that writes music

Score A piece of music written with notations

Notation The system of lines and symbols for writing music

Expression Playing music with emotion

Timbre The different sounds that define a note

Time Signature how many beats are in each bar of music

Y7 Music

What Makes A Great Composer?

	Symbol	Rest Symbol	Value of note, ch
Minim			2
Quaver			1/2
Semibre			4

Diagram of a piano keyboard showing notes C through A with their corresponding letter names and accidentals.

Dynamics - The strength of the music

ITALIAN	SIGN	ENGLISH
<i>Piano</i>	<i>p</i>	Soft
<i>Forte</i>	<i>f</i>	Loud
<i>Mezzopiano</i>	<i>mp</i>	Moderately Soft
<i>Mezzoforte</i>	<i>mf</i>	Moderately Loud
<i>Pianissimo</i>	<i>pp</i>	Very Soft
<i>Fortissimo</i>	<i>ff</i>	Very Loud

Pitch - How high or low the sound is

Treble Clef

Treble Clef Notes

Notes on the treble clef staff: C, D, E, F, G, A, B, C, D, E, F, G, A

Notes on the bass clef staff: G, A, B, C, D, E, F, G, A

Bass Clef Notes

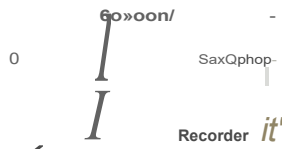
Notes on the bass clef staff: G, A, B, C, D, E, F, G, A

Notes on the treble clef staff: G, B, D, F, A

STRINGS



WOODWIND



BRASS



PERCUSSION

