



# Minsthorpe Community College

## Knowledge Organiser Year 7 – Spring Term 2

Name:

P&A group:

Knowledge Assessment: Tuesday 24<sup>th</sup> March 2026 – Period 1

### **Vision**

**Minsthorpe Community College:** A place where everyone plays a part in strengthening our learning community through **motivation, commitment and care.**

Motivation ♦ Commitment ♦ Care



## Look

**Look at the information carefully.  
Read it three times.**  
It may help to **say** it as you read it.



## Cover

**Cover it with your hand or a piece of paper.**



## Write

**Write it out from memory.**



## Check

**Check what you have written matches the information exactly.  
Have you got it correct?  
If so, tick your work to show it is correct.**



## Correct

**If it doesn't match exactly, use a different coloured pen to correct it.  
Repeat.**  
When you get it 100% correct, move on to the **next** piece of information.





Subject: English

KPOW: How do writers create characters?

Year 7: Spring Term 2

Week 1 & Week 2: Lord of the Flies (chapter 7-8)

Week 3 & Week 4: Lord of the Flies (chapter 9-12)

Week 5: Reading, Speaking & Listening

Key words and definitions:

**Usurp:** to take a position of power illegally or by force.  
**Tension:** a feeling of unease, stress, or strain.  
**Tyrant:** a cruel and oppressive ruler.  
**Context:** the time period in which the text was written.  
**Protagonist:** the leading character in a play, novel, film etc.  
**Antagonist:** the character in a text who causes problems for the protagonist

Key learning points:

CON/WM Golding fought in World War Two and was horrified by the cruelty and violence he witnessed. He was shocked that it was not only the enemy who were cruel, but also the British soldiers. He came away believing that all people have the capacity to be evil, in fact, it is only society that stops us from doing this. It is important to understand the context of a text so we understand what the writer may be trying to show about society.



Key words and definitions:

**Propaganda:** information of a biased or misleading nature used to promote a political viewpoint.  
**Dictator:** a ruler with total power over a country, typically one who has obtained control by force.  
**Vulnerable:** exposed to the possibility of attack, physically or mentally.  
**Hierarchy:** a system in which members of a group or organisation are ranked according to their status and authority.  
**Ostracised:** to be excluded from a society or group.

Reading Skills	
CLEAR FOCUS	<b>Clearly focus</b> on answering the question. Lead paragraphs by: 1. Referring to the writer's name 2. Including words or synonyms for the question focus.
PIN	'Pin down' your quotation – where does it come from / what has happened before it is said / why says it etc.
QUOTATION	Include a quotation to prove your idea.
EXPLAIN	Explain what the quotations mean clearly, using 'because' to develop your interpretations.
ZOOM	Zoom into key words. Give a literal meaning or connotation and then why it is used in context.
DEVELOP	Develop explanations further, giving more detail by: 1. Layering up alternate meanings or effects 2. Linking to the same idea elsewhere in the text
CONTEXT	Make relevant links to the time that the text was written in. What is the writer exposing about the era?
WRITER'S INTENT	Consider the writer's messages and intentions.

Key words and definitions:

**Brutal:** excessively cruel and harsh.  
**Intimidate:** to frighten someone, usually in order to make them do what you want.  
**Permeate:** to spread throughout something.  
**Zeitgeist:** from German, literally 'the spirit of the age', the defining mood of a certain historical period.  
**Anomaly:** the odd one out in a set of results; something considered different to what is expected.  
**Contentious:** something likely to cause an argument, controversial.

Key skills: Debating

- A debate is a structured discussion between two people with opposing views
- Both partners need to have a range of ideas and examples to back up their perspective
- The discussion needs to be fairly balanced between partners
- Both partners need to listen and respond to each other's views
- Both partners need to speak clearly
- Both partners need to speak in full sentences with effective vocabulary





Subject: Maths

Week 1 & Week 2: Prime factorisation

Index notation

We use index notation to describe repeated products. The index of a number is how many times to use the base number in the multiplication.



Keywords:

Product: The result of multiplying numbers together.

Factor: A number that divides exactly into another number.

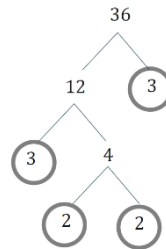
Multiple: The result of multiplying a number by an integer.

Highest Common Factor: The biggest number that is a factor of all your chosen numbers.

Lowest Common Multiple: The smallest number that is a multiple of all your chosen numbers.

Prime factors

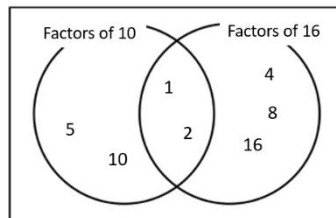
Every number can be written as a product of its prime factors.



36 as a product of its prime factors: 3 x 3 x 2 x 2 = 3^2 x 2^2

Venn diagrams

Venn diagram can be used to identify common factors.

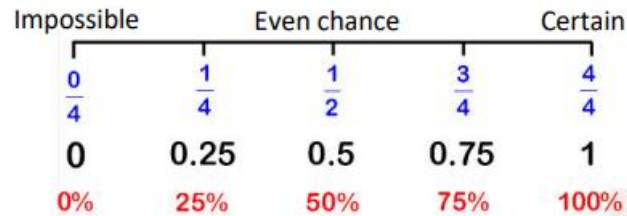


KPOW: Chance

Week 3 & Week 4: Probability

Probability: How likely something is to happen. We can represent probability as a fraction, decimal or percentage on a scale from 0 to 1.

The Probability Scale



Theoretical Probability is what should happen if all variables are fair, it is what we would expect to happen.

Probability =  $\frac{\text{The amount of desired outcomes}}{\text{Total outcomes}}$

Outcome: What the result could be.

Fair: All outcomes are equally likely.

Bias: One or more outcomes may be more likely to happen than another.

Examples

For the event of flipping a fair coin, we have two possible outcomes: heads or tails. Therefore, the probability of flipping a head is  $\frac{1}{2}$  or 50%.

For the event of rolling a fair dice, we have six possible outcomes: 1, 2, 3, 4, 5, or 6. Therefore, the probability of rolling a number 4 is  $\frac{1}{6}$

Year 7: Spring Term 2

Week 5: Probability

Probabilities of an event must add up to 1 because one of the events is certain to happen.

For example,

The probability it will rain tomorrow is 0.82.

The probability of it not raining tomorrow is 1 - 0.82 = 0.18

Experimental Probability differs to theoretical probability in that it is based upon the outcomes from experiments. It may differ from what we would expect.

Experimental probability is also known as the relative frequency of an event occurring.

Sample space diagrams

These are used when we want to work out the probability of 2 events.

For example,

The probability of any given total for rolling 2 dice.

Sample space diagram for two dice showing outcomes from 1 to 6 for both dice.

From the diagram we can see that rolling a total of seven is  $\frac{6}{36}$





Subject: Science -Physics

KPOW: Week 1/2

Year 7: Spring Term 2

Week 1: Power and cost of appliances

Keyword definitions

**Power** – The rate at which energy is transferred or used, it is measured in Watts (W).

**Cost** - The money you spend on running electrical appliances in your house.

**Appliance** – A device in the house that uses electricity eg: Refrigerator, TV or xBox.

The equation for power is:

$$\text{Energy (J)} = \text{Power(W)} \times \text{time (s)}$$

Time is always measured in seconds so if you have a question that gives you minutes or hours you must convert it.

Week 2: Fuels and energy resources

Keyword definitions

**Fossil Fuels** – Coal, oil and natural gas are fossil fuels.

**Non-Renewable** – An energy resource that will eventually run out.

**Renewable** – An energy resource that will not run out.



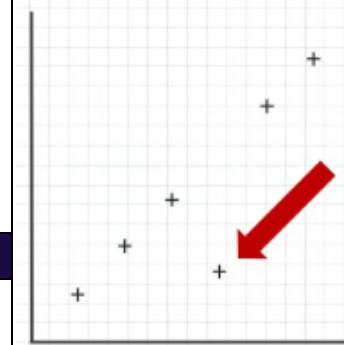
Electricity is generated in power stations which burn a fuel or use nuclear energy.

Week 3: Processing data

Keyword Definitions

**Anomaly**: A result that does not follow a pattern.

In a table, the **independent variable** goes on the **left** and the **dependent** goes on the **right**. Each time the independent variable is changed, the test is repeated three times to check for **anomalies** which are not included in the mean average.



This graph shows an anomaly that does not fit the pattern.

It is not in line with the rest of the data points.

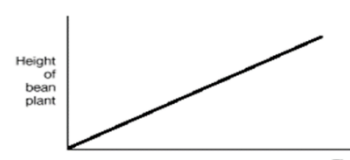
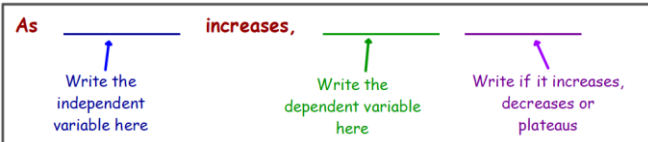
Week 4: Evaluating an investigation

Keyword definitions

**Plateau** – When the data/line levels off after an increase/decrease.

**Graphs** are plotted to see **patterns** in results. When plotting a graph, the independent variable goes on the x axis, the dependent variable goes on the y axis.

Writing a conclusion



Example – As the time increases, the height of the bean plant increases.

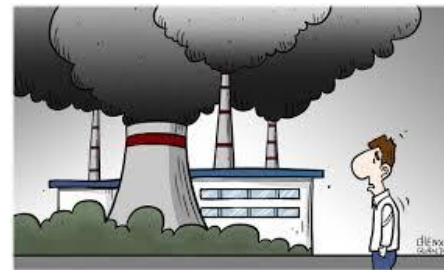
Week 5: Review lesson

Keyword definitions

**Global warming** – The long-term rapid increase in the surface temperature of the earth caused by humans releasing Carbon Dioxide (CO<sub>2</sub>) into the atmosphere.

**Climate change** – Long-term significant shifts in global weather patterns.

Burning fossil fuels releases CO<sub>2</sub> into the atmosphere that contributes to climate change.



Student	Reaction time in s			Mean reaction time in s
	Test 1	Test 2	Test 3	
Boy 1	0.28	0.27	0.26	0.27
Boy 2	0.28	0.47	0.22	0.29
Girl 1	0.31	0.29	0.27	0.29
Girl 2	0.32	0.30	0.29	0.30

To calculate the **mean** you add up the repeated results then divide the answer by the number of repeats.

E.g. for boy 1 above  $(0.28 + 0.27 + 0.26) \div 3 = 0.27$





Subject: Science - Biology

KPOW: Week 1/2

Year 7: Spring Term 2

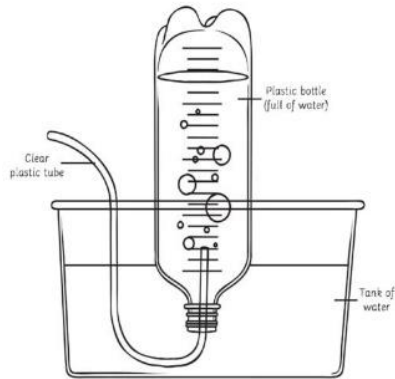
Week 1: Lung Capacity

Keyword definitions

**Lung capacity** – The total volume of air your lungs can hold.

**Breathing rate** – The number of breaths a person takes every minute.

If you blow into an upturned bottle of water that is submerged in a bowl of water, you can measure your lung capacity.



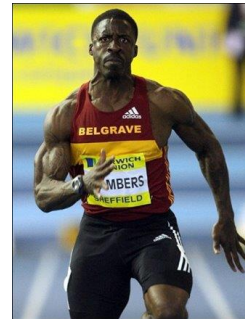
Week 2: Drugs

Keyword definitions

**Drug** – A **substance** taken into the body that changes or affects how the body works. Some drugs are beneficial whilst some are harmful to the body.



**Steroids** are drugs that mimic the male sex hormone **testosterone** and promote muscle growth.



Week 3: Patterns and keys

Keyword definitions

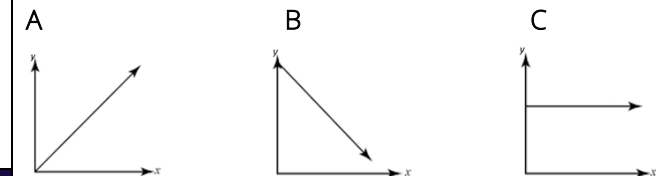
**Trend** – A pattern in a set of data.

**Variables** – Things that can change.

Scientists can look for trends in two ways; by carrying out an **experiment** or by making **observations**.

As one variable increases, this can cause another to increase, decrease or stay the same.

In the graphs below, the variable on the x axis is **increasing**, but the variable on the y axis is **increasing** in A, **decreasing** in B, and **staying the same** in C.



Week 4: Dissolving jelly

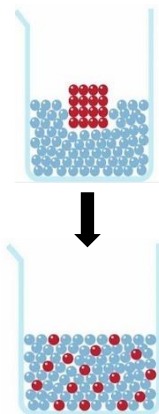
Keyword definitions:

**Dissolving** – When a solid splits up and mixes with a liquid to form a solution.

Different factors can affect how long it takes for a solute to dissolve in a solvent:

- **Surface area:** if the solid is already broken up in smaller pieces, more parts of the solid are exposed to the liquid.

**Temperature:** if the liquid is warmer, particles have more energy, which means they can move around quicker and mix more easily.



Week 5: Review lesson

Keyword definitions

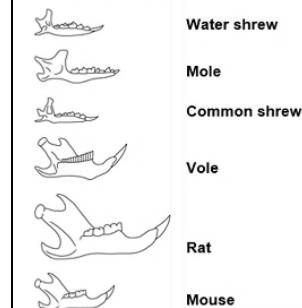
**Stimulants** speed up messages travelling between the brain and body. They can make a person feel more awake, alert, confident or energetic.

**Depressants** slow down the messages between the brain and the body. They can affect concentration and coordination.

Stimulants	Depressants
Amphetamine	Heroin
Cocaine	Cannabis
Ecstasy	Alcohol
	Nicotine

**Scientific key** – A tool to help scientists identify objects and / or organisms.

Identification key





Keys can use words or pictures to help you identify different organisms.

**Dichotomous Key to Representative Birds**

1. a. The beak is relatively long and slender.....Cuckoo  
b. The beak is relatively stout and heavy.....go to 2
2. a. The bottom surface of the lower beak is flat and straight.....Geopelia  
b. The bottom surface of the lower beak is curved.....go to 3
3. a. The lower edge of the upper beak has a distinct bend.....Cassin's Finch  
b. The lower edge of the upper beak is mostly flat.....Platyspiza





Subject: French	KPOW: Descriptions Writing	Year 7: Spring Term 2
<b>Week 1: Verbs for Describing People</b>	<b>Week 2: Masculine and Feminine adjectives</b>	<b>Week 3: Language for Talking about Relationships</b>
<p>Je suis [I am]</p> <p>Je ne suis pas [I am not]</p> <p>Il est [He is]</p> <p>Elle est [She is]</p> <p>Mon frère est [My brother is]</p> <p>Ma sœur est [My sister is]</p> <p>Ma mère est [My mother is]</p> <p>Mon père est [My father is]</p> <p>Quand j'étais petit(e), j'étais [When I was young I was] est [is]</p>	<p>beau [beautiful] </p> <p>fort [strong]</p> <p>grand [tall]</p> <p>petit [small/short]</p> <p>musclé [muscular]</p> <p>actif [active]</p> <p>sportif [sportive]</p> <p>méchant [nasty/mean]</p> <p>ennuyeux [boring]</p> <p>généreux [generous]</p> <p>marrant [funny]</p> <p>rigolo [funny]</p> <p>sympa [nice]</p> <p>têtu [stubborn]</p> <p>timide [shy]</p> <p>honnête [honest]</p> <p>belle [beautiful] </p> <p>forte [strong]</p> <p>grande [tall]</p> <p>petite small/short]</p> <p>musclée [muscular]</p> <p>active [active]</p> <p>sportive [sportive]</p> <p>méchante [nasty/mean]</p> <p>ennuyeuse [boring]</p> <p>généreuse [generous]</p> <p>marrante [funny]</p> <p>rigolote [funny]</p> <p>sympa [nice]</p> <p>têtue [stubborn]</p> <p>timide [shy]</p> <p>honnête [honest]</p>	<p>Dans ma famille, j'ai... [in my family, I have..]</p> <p>Dans ma famille il y a <b>quatre</b> personnes: [In my family there are 4 people:]</p> <p>Je m'entends bien avec [I get along well with]</p> <p>Je m'entends mal avec [I get along badly with]</p> <p>J'aime [I like] <span style="float: right;">J'adore [I love]</span></p> <p>Je n'aime pas [I don't like] <span style="float: right;">Je déteste [I hate]</span></p> <p>car [because] <span style="float: right;">parce que [because]</span></p> <p>et [and] <span style="float: right;">aussi [also]</span></p> <p>cependant [however] <span style="float: right;">mais [but]</span></p>
<b>Week 4: Family Members</b>	<b>Week 5: Time Phrases &amp; Intensifiers for Describing</b>	<b>Week 5: Revision continued</b>
<p>mon père [my father]</p> <p>mon grand-père [my granddad]</p> <p>mon beau-père [my step-dad]</p> <p>mon oncle [my uncle]</p> <p>mon petit frère [my little brother]</p> <p>mon grand frère [my big brother]</p> <p>mon demi-frère [my half brother]</p> <p>mon cousin [my cousin]</p> <p>ma mère [my mother]</p> <p>ma grand mère [my grandma]</p> <p>ma belle mère [my step-mother]</p> <p>ma tante [my aunt]</p> <p>ma petite sœur [my little sister]</p> <p>ma grande sœur [my big sister]</p> <p>ma demi sœur [my half sister]</p> <p>ma cousine [my cousin]</p>	<p>je suis quelquefois [I am sometimes]</p> <p>il est quelquefois [he is sometimes]</p> <p>elle est quelquefois [she is sometimes]</p> <p>je ne suis pas [I am not]</p> <p>il n'est pas [he is not]</p> <p>elle n'est pas [she is not]</p> <p>je ne suis jamais [I am never]</p> <p>il n'est jamais [he is never]</p> <p>elle n'est jamais [she is never]</p> <p>très [very] <span style="float: right;">trop [too]</span></p> <p>assez [quite] <span style="float: right;">un peu [a bit]</span></p>	<p>Revise all of the vocabulary and structures from weeks 1-5.</p>





Subject: Geography

KPOW: Work, Rest & Play

Year 7: Spring Term 2

Week 1: World of Work

The types of jobs people do in the UK have changed over time. In the past, jobs were not always equal but today people work in a wide variety of different workplaces alongside each other.



There are four different work sectors in the UK:

Primary Sector	Work with or get raw materials from the land or sea. E.g., <b>farmers.</b>
Secondary Sector	Make things out of raw materials (manufacturing). E.g., clothes making, <b>car manufacturing.</b>
Tertiary Sector	Provide a <b>service</b> for others. E.g., doctors, cleaners, teachers.
Quaternary Sector	Highly qualified jobs using knowledge to <b>research</b> and invent things.

Week 2: Changing Employment

The UK's **employment structure** has changed over time. Some sectors have massively decreased, like the primary sector, and some have increased, the **tertiary sector has grown the most in the UK.**

One type of employment that has massively grown in the tertiary sector is **tourism**, where people travel to new places for fun or relaxation.

Tourism accounts for **10%** of the UK's wealth.

😊 There are many advantages to tourism, such as providing **employment opportunities.**

☹️ However, there are also many disadvantages, such as **jobs are often seasonal.** This means you are only employed for some of the year.



Week 3: Communications & Transport

**Communications** are the transfer of information. They have changed over time and today almost all communications are sent electronically with the help of modern technologies, such as **submarine communication cables** and **satellites.**



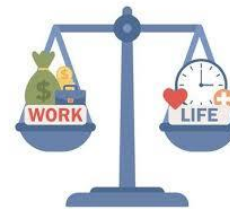
**Transport** has also changed over time from the traditional horse drawn stagecoaches to the modern high-speed railways and smart motorways of today.



One improvement in transport **infrastructure** is the bypass. A **bypass is a road that goes around a town or village** so that traffic which is passing that town does not have to go through the town centre. The Hemsworth bypass was opened in 2011.

Week 4: How Do We Spend Our Free Time?

Striking a healthy **work / life balance** is important. This is the amount of **time you spend doing your job** (or schoolwork) compared with the amount of **time you spend** with your family and **doing other things that you enjoy.**



**Leisure** means the use of time when you are **not working.** The UK offers a range of outdoor leisure activities. Leisure and recreation outdoors bring both advantages and disadvantages to the places people visit.

Advantages:

- local people may be **employed as shop assistants** or guides.
- the environment may be better cared for to encourage visitors.

Disadvantages:

- attractions becoming **overcrowded.**
- Footpath erosion may occur destroying vegetation.



Places that attract a lot of visitors are called **honeypot sites**, attracting people like bees to a honeypot!

Week 5: Skills – Geography of Sport

The number of women/girls playing football in the UK has **increased.** Elite sportsmen and women often become **role models** for young people and can have a powerful influence on their lives.

There are more rugby league clubs in the north of England, and most are located along the M62 corridor between Hull and Liverpool.


The Premier League is a global brand and foreign footballers who come to play here are **economic migrants.**



**Globalisation** and sport are linked. For example, many clubs' **football shirts are made in poor countries** to keep costs down.





Subject: History	KPOW: Significance of the Peasant's Revolt	Year 7: Spring Term 2
<p><b>Week 1: Thomas Becket</b></p>	<p><b>Week 2: Murder in the Cathedral</b></p>	<p><b>Week 5: Black Death and Peasants' Revolt (KPOW)</b></p>
<p><b>Early Life:</b> Thomas Becket was born in London in the early 12<sup>th</sup> century to a middle-class family. He had a good education in London and Paris. <b>He worked for Theobald of Bec, the Archbishop of Canterbury.</b></p> <p><b>Role as Archbishop:</b> After Theobald died, <b>Thomas became Archbishop of Canterbury</b>, but his relationship with King Henry II began to deteriorate. Thomas pushed for laws which made the Church independent from the monarchy.</p> <p><b>Constitution of Clarendon and Exile:</b> Henry passed a new set of rules (16) called the Constitution of Clarendon. This gave him <b>absolute power</b> and said the <b>Church was not independent of his rule</b>. Thomas refused to accept this. Realising he may be in danger, he fled to France. After a 6-year stand-off, Thomas returned on the condition he kept his power.</p>	<p><b>After years of disagreements between Becket and King Henry II, things were about to take a nasty turn:</b></p> <p><b>When:</b> 1170</p> <p><b>Where:</b> Canterbury Cathedral.</p> <p><b>Who:</b> Four of Henry's knights and Thomas were in the Cathedral.</p> <p><b>What:</b> They <b>murdered him</b>, all taking a turn to strike him with their sword.</p> <p><b>Why:</b> They were acting after hearing Henry say: "Who will rid me of this troublesome priest?"</p> <p><b>Key term: Debate</b> - This means to argue (using evidence) over a particular issue.</p> <p><b>Historians have often debated</b> whether the King intended for Thomas to be killed <b>or</b> if he was just careless with his words.</p>	<p><b>The Black Death arrived in Britain in June 1348.</b></p> <p>The <b>Bubonic Plague</b> caused swelling in the armpits and groin, fever and vomiting- <b>50% died</b>. The <b>Pneumonic Plague</b> caused fever, cough, headaches and breathlessness – <b>100% died</b>.</p> <p>People blamed the plague on miasma (bad smells), being poisoned, God punishing them and the planets.</p> <p><b>To cure the plague:</b> people prayed, punished themselves or drilled holes in people's heads to let out bad spirits. <b>Short Term Consequences:</b> Between <b>2-3 million died</b>. The people who survived moved around looking for better wages and jobs.</p> <p><b>Long Term Consequences:</b> The King passed the <b>Statute of Labourers 1351</b>, which meant workers could not demand wages that were higher than before the Black Death. This angered the peasants.</p>
<p><b>Week 3: Magna Carta</b></p>	<p><b>Week 4: The Baron's Revolt</b></p>	<p><b>Peasants' Revolt</b></p>
<p>In 1214, the barons rebelled against King John because they felt he was ruling unfairly. They presented him with a list of demands, known as the Magna Carta, <b>meaning Great Charter</b>.</p> <p><b>King John signed the Magna Carta in 1215.</b> It was a set of rules that the King had to obey and included:</p> <ul style="list-style-type: none"> <li>• The <b>Church shall be free</b> to pick its own bishops and Archbishops.</li> <li>• No freeman can be imprisoned <b>without a fair trial</b>.</li> <li>• London cannot be forced to pay <b>higher taxes than other parts of the county</b>.</li> </ul> <p>This was the first time an English king had been expected to obey rules.</p> 	<p>In 1264, the barons challenged the King's power for a second time. This time they were led by a baron called <b>Simon de Montfort</b>.</p> <p>Simon and the barons defeated and captured King Henry III and his son Edward at the <b>Battle of Lewes</b>. They were put in prison, and for a short time Simon de Montfort became the ruler of England. However, he soon lost support from the barons. Simon <b>invited commoners</b> from towns that were friendly to him to sit on the <b>Great Council</b> – this was the <b>first-time ordinary people, other than the barons had been invited to give advice at the Great Council</b>. This is often seen as the beginning of the House of Commons in our parliament, so <b>Simon de Montfort has become known as the 'Father of Parliament'</b>.</p>	<p><b>When:</b> 1381 <b>Where:</b> Essex, Kent, London (Mile End and Smithfield). <b>Who:</b> Peasants rebelled against King Richard II. <b>Why:</b> Poll Tax, work service and Statute of Labourers. <b>What:</b> The peasants demanded the King made changes. <b>John Ball preached</b> about the end of the Feudal System and criticised the Church. After a rampage through London, the King met the peasants at Smithfield. <b>Wat Tyler, the peasant's leader was killed</b>.</p> <p><b>Short Term Consequences:</b> King Richard II promised the peasants a royal pardon only to go back on his promise and many of the leaders were killed. However, the Poll Tax ended which was a success.</p> <p><b>Long Term Consequences:</b> Peasants gained more freedom. The revolt served as a reminder to future Kings of what the peasants could do.</p>





Subject: DT - Food

Week 1 & Week 2

Practical planning

You will plan to make FRUIT CRUMBLE, this will showcase you using an oven as well as following a plan of making, using time management, and following health and safety rules.

Simple method

1. Peel, core and chop apples.
2. Add the peeled and chopped fruit to base of baking dish and sprinkle with sugar.
3. In a bowl add flour, sugar and butter and use rubbing in method to combine into breadcrumb texture.
4. Cover fruit with crumble topping and sprinkle with a handful of sugar.
5. Place in a pre-heated oven for 20 minutes or until golden brown.



KPOW: Healthy Eating

Week 3 & Week 4

Practical planning



- Food can be described in many ways
- What you think is tasty other people may not share the same view
- There are certain words we DON'T ALLOW to use like- nice, ok, awful, gorgeous etc as these are opinion words and not giving any description
- When describing you need to think about using words for- shape, colour, feel, look, smell etc
- Some words may crossover and work for 2 categories for example a cake could taste and smell sweet

Year 7: Spring Term 2

Week 5

Year 7- revision for test

HEALTH AND SAFETY RULES OF THE KITCHEN

- HAIR TIED UP
- APRON ON
- HANDS WASHED WITH HOT SOAPY WATER TO KILL GERMS
- SIDES WIPED DOWN
- PLAN, INGREDIENTS AND EQUIPMENT OUT AND READY TO USE

HAZARDS AND PREVENTION

A HAZARD IS SOMETHING THAT COULD CAUSE ILLNESS OR INJURY

Nutrient	Function- what it does for us?	Where do we get it from?
<b>CARBOHYDRATE</b> FAST RELEASE- SUGARS SLOW RELEASE- STARCHES	GIVES US ENERGY	STARCHES- CEREAL, POTATOES, PASTA, RICE SUGARS- WHITE SUGAR, SWEETS, HONEY
<b>FAT</b> SATURATED- BAD UNSATURATED- GOOD	KEEPS US WARM AND INSULATED	PROCESSED MEAT- MEATBALLS, BURGERS, FRIED FOOD-CHIPS, JUNK FOOD- BISCUITS, CAKES AVOCADO, COCONUT, PLANT OILS, OLIVES, NUTS
<b>VITAMINS AND MINERALS</b>	PREVENT ILLNESS	ANY FRUIT, VEGETABLE OR SALAD ITEM
<b>PROTEIN</b>	HELPS BODIES TO GROW AND REPAIR	LEAN MEAT- CHICKEN, STEAK, FISH, EGGS, MILK
<b>FIBRE</b>	HELPS OUR DIGESTION	BROWN BREAD, BROWN RICE, BROWN PASTA IE WHOLEWHEAT ITEMS- CEREALS SUCH AS WEETABIX, BRAN FLAKES

SEASON	FOOD THAT GROWS
SPRING	PEAS, CARROTS, STRAWBERRY
SUMMER	LETTUCE, AUBERGINE, CUCUMBER, BLUBERRIES
AUTUMN	PUMPKIN, APPLES, MUSHROOMS, PEARS, POTATO, BEETROOT
WINTER	SPROUTS, PARSNIPS, CLEMENTINE, BROCCOLI, CAULIFLOWER

FOOD PROVENANCE IS WHERE YOUR FOOD COMES FROM, IT'S IMPORTANT TO BUY AND EAT LOCALLY GROWN FOOD TO HELP THE LOCAL COMMUNITY TO PLOUGH MONEY BACK INTO FARMING

Spellings Test:

Fibre	Carbohydrate	Protein
Vitamin	Sensory	Ingredient
Delicious	Appealing	Safety
Guide	Modification	Recipe
Evaluation	Product	Hazard





Subject: DT – Product Design

Week 1 & Week 2

Workshop skills used to shape the body of the wooden children's toy:

**Cutting** – Use of tenon saw for cutting straight lines and coping saw for cutting curved lines.

**Scroll saw** – complex cuts. Workshop machinery so goggles are required.

**Pillar drill** – drilling holes for wheels and decoration. Different sized drill bits.

To finish a product, you need to use sandpaper, a rasp (similar to a file, but has large teeth like a cheese grater) and/or a file in order to remove waste material and smooth the timber.

**Wood joining methods** – Nails/pins, screws, nuts and bolts, adhesives (glues), knock down fixtures, wood joints.

**Wood working tools** – Hammer, pincers, screwdriver, spanner, pliers, wooden mallet, chisel.

**Wood finishes** – Varnish, paint, stain, wax, polish, oil, decoupage, laser engraving.



KPOW: Design & Workshop

Week 3 & Week 4

**Laser cutter – CAM**

Precise cutting of the additional pieces and wheels.

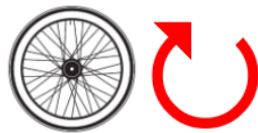
**Wood tools** – Bench hook, G clamp, bench vice, machine vice, pencil, metal rule, tri square, tenon saw, coping saw, file.

**Wood working machines** – Scroll saw, pillar drill, bobbin sander, band facer.

**Mechanisms** – A system of parts working together in a machine. Levers, linkages, cams, gears, and pulleys.

**Motion**

- Rotating - in a circular path around a fixed point
- Linear - in a straight line in one direction
- Reciprocating - repetitive movement left to right, up and down
- Oscillating - Swinging movement to and fro, from a fixed point.



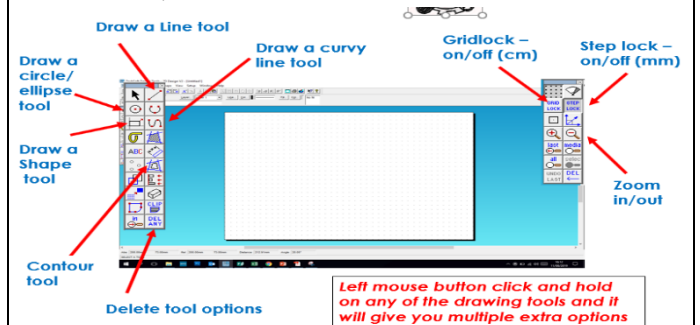
Year 7: Spring Term 2

Week 5

**Techsoft 2D Design** – CAD software that is used to create designs which will be cut using a laser cutter.

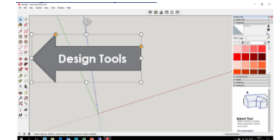
**CAD** – Computer aided design

**CAM** – Computer aided manufacture

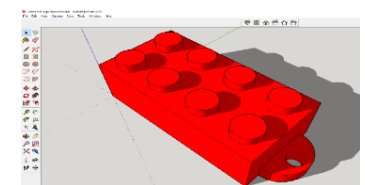
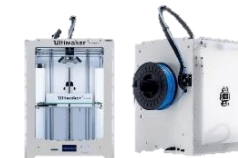


**Google SketchUp – CAD**

software that is used to create 3D designs which can be 3D printed.



**Ultimaker 2 3D Printer** – Builds up the structure of the design using tiny layers of PLA (Polylactic acid) which is a thermoplastic (able to be reheated and reshaped) derived from renewable, organic sources such as corn starch or sugar cane.



**Spellings Test:**

Creative	Template	Design
Machine	Colour	Sketch
Safety	Folding	Scoring
Material	Knowledge	Hazard
Analysis	Planning	Rendering





Subject: DT - Textiles

KPOW: Design & Make a Cushion Cover

Year 7: Spring Term 2

Week 1 & Week 2

**Practical** – produce the Applique section using the sewing machine  
**Key Word: ACCURACY** - quality of being true or correct.  
 Reviewing the technique considering Success and EBI.  
**Sewing machines** – Threading up correctly is very important. Key information:

- Following the arrows embossed (printed on) the machine to thread the top is essential.
- Thread through the eye (the small hole) of the needle from front to back then pull through the split in the presser foot.
- The spool (or bobbin) holds the thread for the bottom of the sewing machine.
- You must always have the presser foot DOWN before you sew.
- When you take your sewing off the machine you must leave the thread long so that it doesn't unthread when you sew again.

**Theory: Information for poster and presentation**  
**Key Word: COLLABORATIVE** - working jointly or together on a project

FIBRES		
Type & Category	Properties	Common Products
<b>Cotton</b> (plant-natural)	Absorbent, creases easily, soft	Dresses, jeans, t-shirts
<b>Wool</b> (animal – natural)	Warm to wear (insulates)	Jumpers, scarves, gloves
<b>Silk</b> (animal – natural)	Shiny, drapes well (means hangs nicely), strong, expensive	Nightwear, underwear, wedding and bridesmaid dresses, ties
<b>Polyester</b> (manmade – synthetic)	Doesn't crease, strong and hardwearing, easy to wash	Office work wear, ties, bags
<b>Elastane</b> (manmade – synthetic)	Lightweight, usually mixed with other fibres to make fabric stretchy and comfortable to wear	Sportswear, gym wear, swimwear, leggings
<b>Viscose</b> (manmade – regenerated)	Soft, drapes well, smooth, inexpensive	Clothing, scarves

Week 3 & Week 4

**Practical** – Sewing all 4 sections together.  
**Key Word: ALLOWANCE** - Seam Allowance which is 1.5cm, an allowance is amount of something that is permitted, especially within a set of regulations.  
**Seam Allowance (SA)** – this is set at 1.5cm, it is the distance from the fabric edge to the line where you sew. The purpose of a SA is so that the stitch is more durable because there is a section of fabric between it and the edge, making it stronger.  
**Not sewing on the SA** – means the seam (stitching joining two pieces of fabric) comes apart when put it under pressure as the fabric may fray and is not strong enough.  
**Practical** – Hemming the two back pieces for cushion.  
**Key Word: HEM** - a hem in sewing is a finishing method. The edge of the fabric is folded over twice and sewn to prevent fraying and to finish it neatly.  
**A successful hem is:**

1. Folded evenly so it is the same width all the way across.
2. The stitching is right on the edge of the folded-up edge and is straight and even.
3. The stitch used is a straight stitch (length 2, Width 0 setting on the sewing machine).



Week 5

**Practical** – Sewing the front and two back sections all together to create the cushion cover.  
**A successfully completed cushion cover will:**

- Have an even + (cross) where the four quarters of the front have been joined.
- The hems on the two back pieces will be neatly sewn in a straight line.
- The two back pieces will be even sizes with the opening in the centre of the back.
- Before the cushion is turned the right way out the stitching around all four edges will be straight and even and on the seam allowance line.
- When the cushion cover is turned inside out the cover will look square.
- The cushion cover will have no loose threads hanging off

**Design challenge - BIOMIMICRY** – imitating nature in man-made system. Examples are a film like the coating on a moth's eyeballs that minimizes screen glare.



Spellings Test:

Textiles	Applique	Design
Sew	Stitch	Machine
Batik	Thread	Colour
Sketch	Tjanting	Seam allowance
Scissors	Dimension	Stencilling





Subject: Core PE

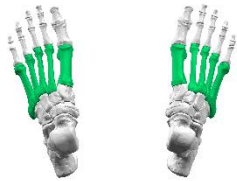
KPOW: Bones & Muscles

Year 7: Spring Term 2

Week 1 & Week 2: Metatarsals

Week 3 & Week 4: Biceps

Week 5: Triceps



Located between the tarsals (ankle) and phalanges (toes).

Bone type – Long (longer than it is wide)

Metatarsals give the foot its arch and allow movement in the foot.

When a rugby player is running, the metatarsals shares the load of the body and move position to cope with an uneven ground.

There are 5 metatarsal bones 1-5  
Number 1 goes to the big toe and number 5 to the little toe.



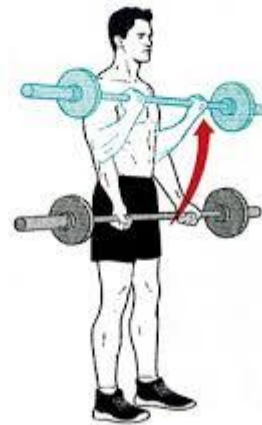
Located in the front of the upper arm.

The bicep (bi) has 2 heads – Long & short head

The bicep allows flexion at the elbow (flexion = decreasing the angle at a joint).

The distal attachment of the bicep is located on the radius (upper lower arm).

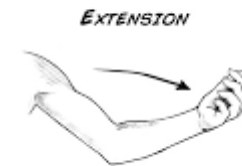
When performing a bicep curl, the bicep contracts resulting in flexion of the arm (at the elbow).



Located in the back of the upper arm.

The triceps (tri) has 3 heads (long, short & medial head).

The triceps allow extension at the elbow (extension = increasing the angle at joint).



When the triceps contracts, they straighten the arm.

When performing a bicep curl the triceps contract during the downward phase.





Subject: Computing & Digital Media

KPOW: Number Systems

Year 7: Spring Term 2

Week 1 & Week 2

Week 3 & Week 4

Week 5

Denary or decimal is our standard number system, it allows humans to count. It is a base 10 system with 10 digits (0,1,2,3,4,5,6,7,8,9). Binary is a base 2 number system and is the language of computers.

Keywords:
Algorithm: An algorithm is a process to solve a problem using a fixed number of steps.
Decision: The action or process of deciding something.

Keywords:
Sequence: A set of events, movements or items that follow each other in a particular order.

Placeholders: 8-bit structure

Table with 8 columns: 128, 64, 32, 16, 8, 4, 2, 1

Converting denary into binary:

198 = 11000110 (128+64+0+0+0+4+2+0).

Table with 8 columns: 128, 64, 32, 16, 8, 4, 2, 1. Row 1: 1, 1, 0, 0, 0, 1, 1, 0

Converting binary into denary:

Add the placeholder numbers together when you see a 1. 01010001 = 81 (0+64+0+16+0+0+0+1).

Table with 8 columns: 128, 64, 32, 16, 8, 4, 2, 1. Row 1: 0, 1, 0, 1, 0, 0, 0, 1

Binary numbers can be added together. Work from the right and use these four rules, carry under to the left as required:

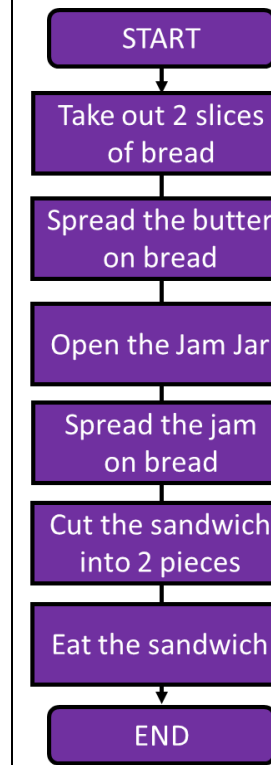
Rule One: 0 + 0 = 0
Rule Two: 1 + 0 = 1
Rule Three: 1 + 1 = 10 (binary for 2)
Rule Four: 1 + 1 + 1 = 11 (binary for 3)
01010011
01110110
-----
11001001

We use algorithms so the computer understands how to do something. The computer needs to be given a list of instructions so it can follow them. We call this a sequence.

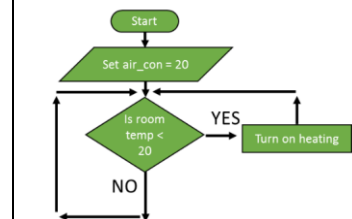
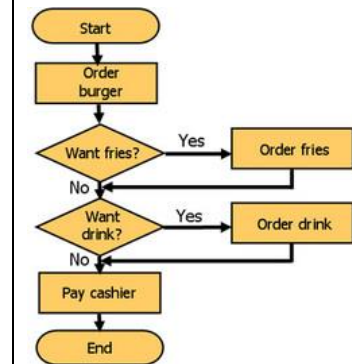
A flow chart shows the sequence of an algorithm in a graphical way. Here are some of the symbols we use to make a flowchart.

Table with 3 columns: Symbol, Name, Shape & Function. Symbols include Terminator, Connector, Input/output, Process, and Decision.

Basic flow chart showing a sequence of instructions.



Flow chart showing when a decision is made.





Subject: Music

Week 1 & Week 2:

Rock Music:

A popular music style that began in the 1970s in both America and the UK.



Rock music is about freedom, energy, and breaking the rules. It gave young people a way to express themselves, and bands often had big personalities and powerful performances.

Instruments:

- **Electric Guitar** - The most important instrument in rock. It plays powerful riffs, solos, and chords. Often loud and distorted.
- **Bass Guitar** – Plays low notes that give the music depth.
- **Drum Kit** – Keeps the rhythm and energy of the song.
- **Vocals** – The singer delivers the lyrics, often with strong emotion and power.



Queen:

A famous British rock band that formed in London in 1970. They performed one of the most legendary live shows ever at Live Aid in 1985.



Freddie Mercury:

The songwriter and the lead singer of Queen. He was known for his powerful voice and amazing stage presence.



KPOW: Ensemble: Roar

Week 3 & Week 4:

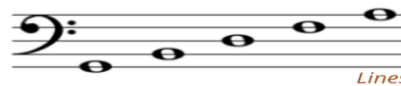
Bass Clef:

A symbol in music that shows us lower notes. It is used for instruments like the bass guitar, cello, trombone, and the left hand on the piano.

Here are the acronyms we use to find out the notes on the staff for bass clef.



Notation Hack: Bass Clef



Good Boys Deserve Football Always



All Cows Eat Grass

AC/DC:

A famous rock band that started in Australia in 1973. They are known for their loud, powerful music and energetic live shows.



Their music is full of heavy guitar riffs, strong drumbeats, and shouting vocals.



Fretboard:

This is a Fret board found on stringed instruments. Pressing a string down against a fret changes its pitch. We play using our LEFT hand.



Year 7: Spring Term 2

Weeks 5:

Rock Ethos:

- **Be Yourself:** Rock artists wanted to be different and do things their own way. They didn't care about looking perfect - they cared about being real.
- **Play Loud:** The music was energetic, powerful, and full of emotion.
- **Speak Up:** Many bands used their songs to talk about real issues like freedom, war, or unfairness. Rock was a way to have a voice and say something important.



KISS:

A famous American rock band that started in New York City in 1973. They are known for their wild stage makeup, costumes, and explosive live shows.



Rock Hits

- **Queen** – “We Will Rock You” A powerful rock anthem with stomps and claps, showing how rock music can be simple, loud, and full of energy.
- **AC/DC** – “Back in Black” Famous for its heavy guitar riff and strong beat.
- **KISS** – “Rock and Roll All Nite” A fun, catchy song that captures the wild, party spirit of rock.





Subject: Art

Week 1 & Week 2:

Types of colours

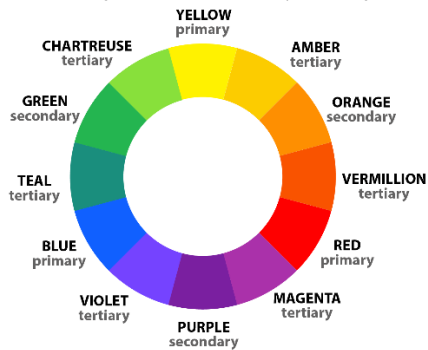
**Complimentary Colours** – colours such as red/green, Blue/orange and yellow/purple.

**Warm colours** – Red, orange, yellow. These colours help to give a warm feeling or mood.

**Cool colours** – Blue, green, purple. These colours help to give a cold feeling or mood.



**Tertiary colours** – colours that are formed by mixing a secondary colour with a primary colour.



Week 3 & Week 4:

Landscapes

**Natural** – Made naturally. Fields, hills, animals and vegetation such as trees.

**Manmade** - Made by man. Buildings, roads power supplies and waste.

**Architecture** – The art or practice of designing and constructing buildings.

**Perspective** – The representation of 3D objects in a 2D outcome. Perspective creates depth.

**Scale** – How big or small something is in relation to us.



Year 7: Spring Term 2

Week 5:

Development of personal outcome

Personal outcomes use the skills you have **developed** along with the artist's **influence**. Our outcome shows our **response** to the work of others. Your outcome will consider




- **Colour theory** – your outcome will demonstrate understanding of colour mixing.

Your outcome will include materials such as:

- **Watercolour Paint** – Solid pigments that become fluid with added water.
- **Paintbrush** – Different thicknesses and materials such as synthetic and natural bristles.





Subject: Drama	KPOW: Monologue	Year 7: Spring Term 2
Week 1 & Week 2	Week 3 & Week 4	Week 5:
<p><b>Creating a Monologue</b></p> <p><b>Monologue</b> – A <i>monologue</i> is a speech presented by a single character, most often to express their thoughts aloud, and directly address the audience.</p> <p><b>Given Circumstances</b> - refer to the specific details, conditions, and situations surrounding a character/person.</p> <p><i>'A good monologue often includes a range of emotions.'</i></p>  <p><b>Descriptive writing</b>- to describe a place, person, or thing in such a way that a picture is formed in the reader's mind.</p> <p><b>Vocal Expression</b> - involves the use of tone, pitch, volume, and rhythm to convey emotions and <i>meaning</i> in spoken language effectively.</p> <p><b>Slow Motion</b> – A section of the action on stage is performed slowly to create dramatic tension.</p>	<p><b>Practical Exploration</b></p> <p><b>Emphasis</b> – to state or show that something is especially important or deserves special attention.</p> <p><b>Dramatic Pause</b> – is when a pause happens during dialogue to create tension.</p> <p><i>'Anne Frank Called her Diary Kitty'.</i></p>  <p><b>Skills and techniques:</b></p> <ul style="list-style-type: none"> <li>• Audience Awareness</li> <li>• Body Language</li> <li>• Levels</li> <li>• Body Language</li> <li>• Facial Expression</li> </ul> <p><b>Rehearse</b> - to practice a play a piece of music, etc. to prepare for a performance.</p>	<p><b>Performance</b></p> <p><b>Direct Address</b> – breaking the fourth wall and speaking to the audience.</p> <p><b>Vocal Projection</b> – voice projection is the ability to use your voice loudly, powerfully, and clearly while acting.</p> <p><i>Top Tip! Find a focal point when delivering your monologue.</i></p>  <p><b>Articulation</b> - is having clear vocal expression. You articulate sounds with your lips, teeth, tongue, and use your mouth to vary those sounds.</p> <p><b>Peer Feedback</b> – enables the performer to improve their work, based on feedback of strengths and weaknesses.</p>





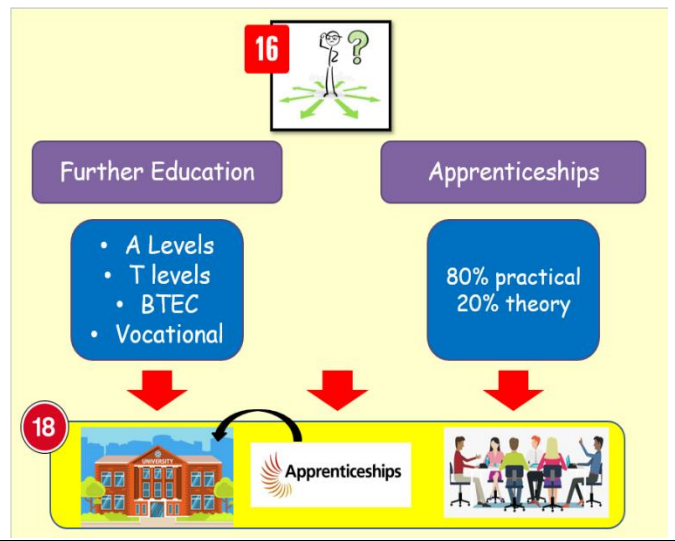
Subject: Learning 4 Life

Week 1 & Week 2: Career Options

Please continue to learn the following 5 words:

Work Experience	A short-term period of employment.
Further Education	Education below degree level for people above school age.
Higher Education	Education at university or a similar education establishment.
A levels	A UK subject-based qualification for students aged 16 and over.
Apprenticeship	When you learn a trade, 20% of the time is theory, 80% is practical training.
Determination	To have a goal and do all you can to achieve it

Routes to a future you want;



Week 3 & Week 4: Careers at Minsthorpe

Please learn these facts about Careers at Minsthorpe;

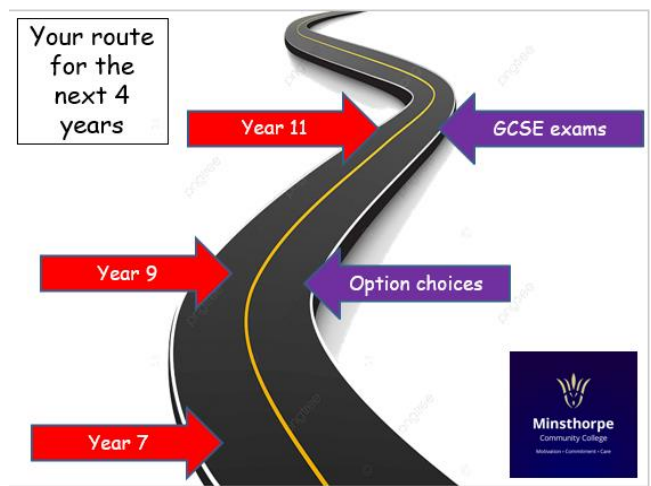


**Mr Dowey**  
 He is the careers lead in College.  
 His office is in between C7 and C12.  
 His email is [tdowey@minsthorpe.cc](mailto:tdowey@minsthorpe.cc)



**Online Information**  
 There is so much information about Careers through the MCC Website;  
 1. Click on 'Students'  
 2. Click on 'Student Remote Access'  
 3. Click on 'Student SharePoint'  
 4. Click on 'My Future Careers'  
 Once you are here, select the topic you want further information on eg T Levels, apprenticeships, university.

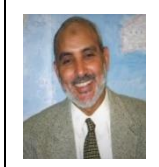
Mr Dowey will support you through this;



Year 7: Spring Term 2

Week 5: Hany El Banna

Please learn the information below;



Hany El Banna was born in Cairo, 1950. He trained as a doctor and moved to the UK. He was so successful that he won prizes for his work with cancer patients.



In 1983 there was a famine in Ethiopia & Sudan, Hany flew to East Africa to help. When he got there, he went to talk to those affected by the famine.



When he got home, he was telling his family about his experience and his nephew gave him 20p he had been saving, saying 'I don't need chocolate'. This gave Hany an idea..



He began standing outside mosques, first in Birmingham, then in other towns and cities, with a collection bucket. Within a few months he had raised over £5,000.



This was the start of Islamic Relief as we know it today. It started off with a 20p donation and in 2021 it raised over £149 million.

Hany El Banna is an excellent example of someone who showed determination as well as leadership and problem solving skills.





## Home Learning Schedule

Day	Subject to Learn
Monday	English and Learning 4 Life
Tuesday	Maths and Computing & Digital Media
Wednesday	Science
Thursday	French, History and Geography
Friday	Design Technology, PE & Creative

Home Learning is set every **Monday** and will be submitted in P&A Time every **Monday**.

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