



# Minsthorpe Community College

## Knowledge Organiser Year 7 – Summer Term 2

Name:

P&A group:

Knowledge Assessment: Thursday 9<sup>th</sup> July 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: Inequality and Society

Year 7: Summer Term 2

Week 1 & Week 2: Dramatic Conventions

Week 3 & Week 4: Education

Week 5 & Week 6 & Week 7:



Blood Brothers begins with a **prologue**:

**Pro-** from the Latin, meaning in front of/ **logue**, denoting discourse. The four main reasons to begin with a prologue:

1. To provide background information.
2. To establish the tone and the setting of the story.
3. To hook the audience into the story.
4. To introduce characters and conflicts.

**Terminology**

**Analepsis:** Flashback to an earlier point in time.

**Motif:** A dominant or recurring idea or symbol in an artistic work.

**Vocabulary**



**Superstition:** (noun) a widely held but irrational belief in supernatural influences, especially as leading to good or bad luck, or a practice based on such a belief.

**Vocabulary:**

**Futility (noun):** pointlessness or uselessness.

**Prestigious (adjective):** inspiring respect and admiration.

**Fate (noun):** the development of events outside of a person's control.

**Paranoia (noun):** unjustified suspicion and mistrust of other people or their actions.

**Inevitability (noun):** the quality of being certain to happen.

**Naïve (adjective):** showing a lack of wisdom, experience or judgement.

**Terminology**

**Anaphora-** repetition of a word or expression at the beginning of successive phrases, clauses, sentences, or verses especially for rhetorical or poetic effect.

**Symbolism:** the use of symbols to represent ideas or qualities.

**20<sup>th</sup> Century Education System:**

- In the mid-20<sup>th</sup> century, eleven-year-old pupils sat a test at the end of primary school, which decided which secondary school they would go to. It was called the "11+" exam.
- Secondary Modern Schools were schools in the 1960s and 1970s for students who failed the 11+ exam.



Grammar Schools were schools for students who had passed the 11+ exam.

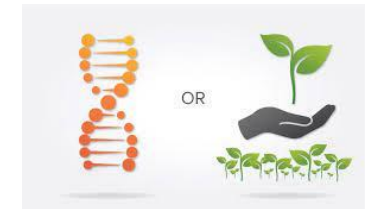
**Recession & Nature Vs Nurture**

**Margaret Thatcher's Britain**

- During the 1970s, traditional industries (such as coal mining and ship building) were in decline because they were inefficient and struggling to keep up with foreign competition.
- Britain was suffering from a recession and unemployment was rising.
- Margaret Thatcher became the first female Prime Minister in Britain in 1979. She thought many of the traditional industries were not economically viable and decided to close them down.
- This had a huge impact on many working-class communities.
- Unemployment led to an increase in depression and crime rates.

**The Nature vs Nurture Debate**

Nature refers to all of the genes and hereditary factors that influence who we are **(the way you are born)**.



Nurture refers to all the environmental variables that impact who we are **(the way you are brought up and the environment you grow up in)**.





Subject: Maths

Week 1 & Week 2: Percentages

Equivalent fractions, decimals and percentages

Percentages are an amount out of 100.

To convert between decimals, fractions and percentages use a place value chart.

Ten Thousands	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths	Ten Thousandths
TTh	Th	H	T	O	t	h	th	th
10,000	1,000	100	10	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1,000}$	$\frac{1}{10,000}$
				0	3			

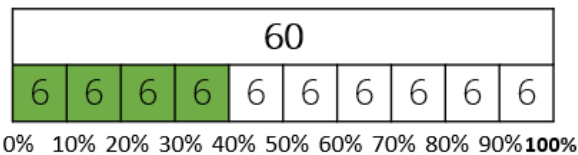
For example,

0.3 is 3 tenths so  $0.3 = \frac{3}{10}$ . To convert to a percentage the denominator must be 100.

$$0.3 = \frac{3}{10} = \frac{30}{100} = 30\%$$

Percentages of amounts

To find percentages of amounts, use a bar model.



For example

Find 40% of 60:

10% of 60:  $60 \div 10 = 6$

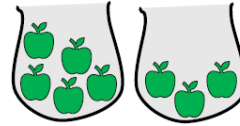
40% of 60:  $6 \times 4 = 24$

KPOW: Ratio and proportion

Week 3 & Week 4: Ratio

Ratio

We can describe the relationship between two quantities using a ratio notation.



For example,

The ratio of apples in bag 1 to bag 2 is 5 : 3.

This means for every 5 apples there are in bag 1 there are 3 in bag 2.

Equivalent ratios



The ratio of blue to red is 1 : 2.



The ratio of blue to red must be maintained, so if we continue to pattern we can see that 2 : 4 is equivalent.

Dividing into a ratio

To share a quantity into a ratio you must use a bar model.

Share £15 into the ratio 3 : 2.

15 shared equally between 5 parts is 3.

3	3	3	= 9
3	3		= 6

The ratio is 9 : 6.

Year 7: Summer Term 2

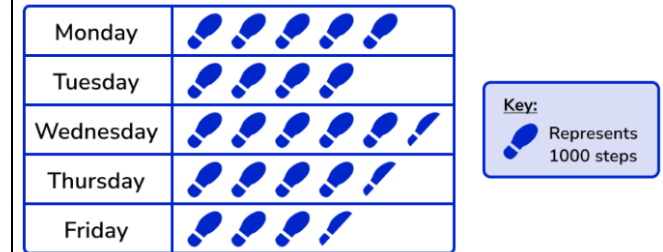
Week 5 & Week 6 & Week 7: Data

Pictograms

A pictogram is a method of data visualisation.

Use a symbol to represent the frequency.

Frequency: The number of times something happens. Here is one to show how many steps were walked in a week.



For example, on Monday they walk 5000 steps.

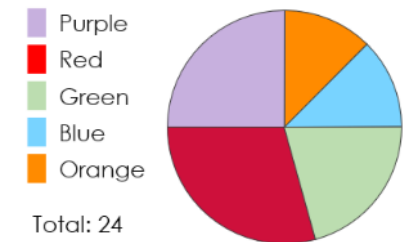
Charts

Data can be collected using a frequency table and then displayed using a bar chart or pie chart

Frequency: The number of times something happens.

Pie charts

Pie charts show the proportion of each category.



Bar charts

Key features of a bar chart:

- The bars must be the same width.
- The bars must be equally spaced.
- The scale must go up by the same amount.
- The axis and bars must be labelled.

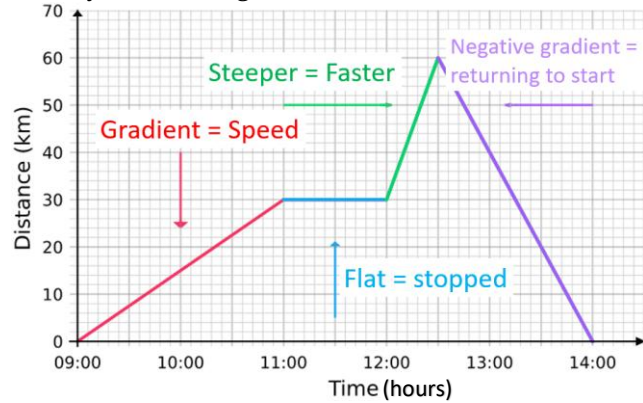




Subject: Physics

Week 1: Motion Graphs

**Gradient** - The steepness of a line on a graph. On a distance / time graph the steeper the line, the faster the object is moving.

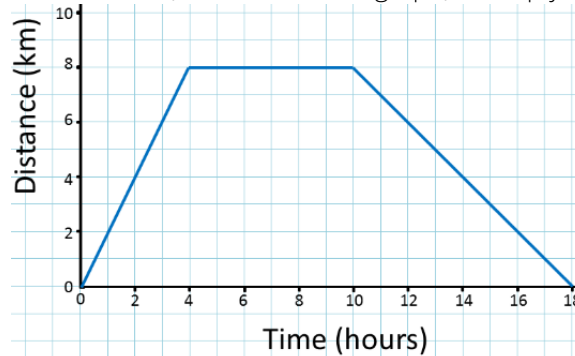


Use the shape of the graph to describe the motion of the object.

KPOW: Motion graphs week 3.

Week 2: Motion graphs presentations

When presenting your graphs describe the motion and use the data (numbers on the graph) to help you.

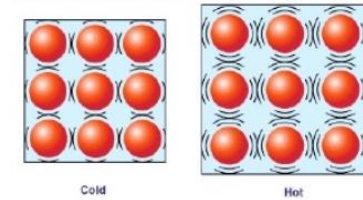


"The car travelled 8km in 4 hours, then it remained stationary for 6 hours before travelling back in 8 hours."

Year 7: Summer Term 2

Week 3: Expansion and contraction.

**Temperature** – how hot or cold something is. **Heat** – the form of energy that travels from a hotter place to a colder place. Also called **thermal energy**.



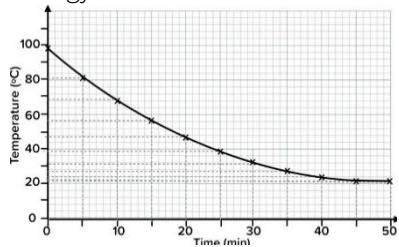
When something is **heated**, the particles gain **thermal energy**, so they move further apart. This causes the substance to **expand**.

As something **cools down**, the particles lose **thermal energy**, so they move closer together. This causes the substance to **contract**.

Week 4: Cooling curves

**States of matter** – The three states of matter are solid, liquid and gas.

**Changing state** – The process of going from one state of matter to another due to gaining or losing thermal energy.



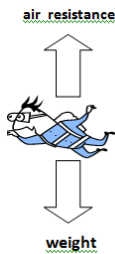
Water will initially lose **thermal energy** quickly and therefore it's temperature will drop rapidly due to it being much hotter than the air around it. As time goes on the rate of decrease of temperature gets lower.

Week 5: Falling objects

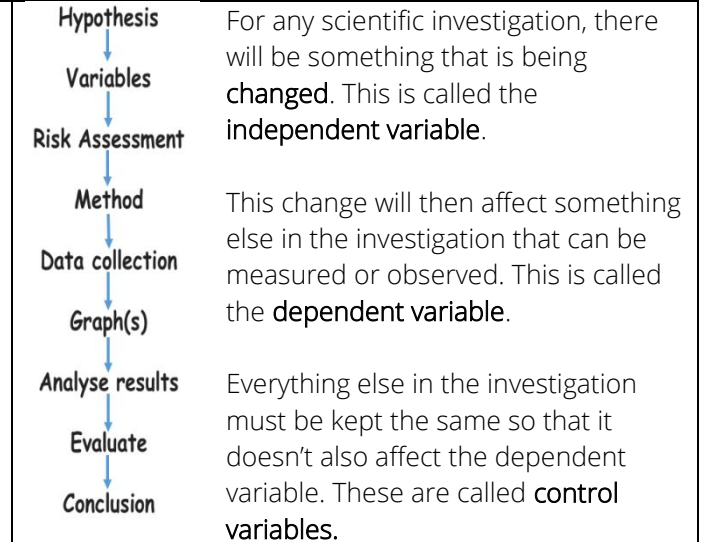
**Hypothesis** – a statement which needs to be tested. Scientists come up with **hypotheses** and carry out investigations to collect evidence to support them or prove them wrong.

**Aristotle** believed that if two objects were dropped from the same height the heaviest would always hit the ground first. **Galileo** investigated Aristotle's hypothesis and realised that this wasn't the case and that the shape of the objects also had an impact on the time taken to hit the ground.



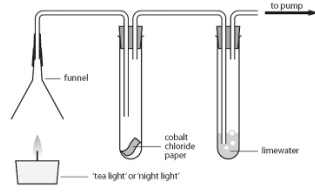
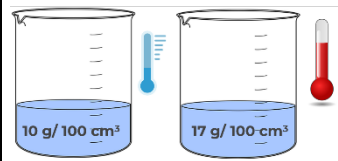


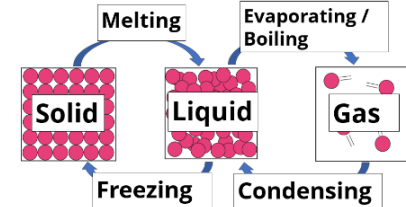
We now know that this is because objects with a **larger surface area** experience more **air resistance** causing them to fall more slowly.



Week 6 & Week 7: Review Lesson





<p><b>Subject: Chemistry</b></p>	<p><b>KPOW: Solubility – Week 3</b></p>	<p><b>Year 7: Summer Term 2</b></p>
<p><b>Week 1: Metals and Acids</b></p>	<p><b>Week 2: Combustion</b></p>	<p><b>Week 3: Particles and Solubility</b></p>
<p><b>Reactions of metals with acids</b>  <b>Metals</b> react with <b>acids</b> to produce a <b>salt</b> and <b>hydrogen</b>  Metal + acid → salt + hydrogen  Sodium + hydrochloric acid → sodium chloride + hydrogen</p>  <p><b>Reactions of metal carbonates with acids</b>  <b>Metal carbonates</b> react with <b>acids</b> to produce a <b>salt</b>, <b>water</b>, and <b>carbon dioxide</b>.  Metal carbonate + acid → salt + water + carbon dioxide</p> 	<p><b>Combustion</b> – The rapid reaction of a substance with oxygen, producing heat and light.  There are three things needed for combustion to occur; a <b>fuel</b>, <b>oxygen</b> and <b>heat</b>.  <b>The equation for the combustion of a fuel is:</b>  Fuel + Oxygen → carbon dioxide + water  You can test for these products using the experiment below:</p>  <p>Cobalt chloride paper turns from pink to blue if <b>water</b> is present.  Limewater turns cloudy if <b>carbon dioxide</b> is present.</p>	<p><b>Solubility:</b> If something can dissolve or how much something <b>dissolves</b>.  We can measure solubility as the amount of a substance that will dissolve in 100cm<sup>3</sup> of solvent. For example, sodium chloride has a solubility of 36g/100cm<sup>3</sup>. This means that 36g of sodium chloride will dissolve in 100cm<sup>3</sup> of solvent.  The solubility can be affected by the <b>solute</b> and the <b>solvent</b>.</p>  <p>Increasing the temperature will increase the solubility.</p> <p>This means a larger mass of solute will dissolve at a higher temperature than a lower one.</p>
<p><b>Week 4: Acids in the environment</b></p>	<p><b>Week 5: Review / consolidation</b></p>	<p><b>Week 6 &amp; Week 7: Revision/consolidation</b></p>
<p><b>Acidification</b> – the process of making something acidic (lowering the pH).  Human activities such as <b>burning fossil fuels</b> and <b>deforestation</b> cause excess carbon dioxide to be released into the atmosphere.  The carbon dioxide dissolves in oceans causing them to become acidic.</p> <div style="border: 1px solid black; padding: 5px; background-color: #ffffcc;"> <p>hydrochloric acid + calcium carbonate → calcium chloride + carbon dioxide + water</p> <math display="block">2\text{HCl} + \text{CaCO}_3 \rightarrow \text{CaCl}_2 + \text{CO}_2 + \text{H}_2\text{O}</math> </div> <p>Acid reacts with the shells of sea creatures which are made of calcium carbonate, weakening them. Sea creatures with weak shells are less likely to survive.</p>	<p><b>Incomplete combustion</b> – Combustion that takes place with a limited supply of oxygen resulting in the formation of carbon monoxide and carbon.  <b>The equation for the incomplete combustion of a fuel is:</b>  Fuel + Oxygen → carbon monoxide + carbon + water  When there is a lack of oxygen <b>carbon monoxide</b> (CO) forms instead of <b>carbon dioxide</b> (CO<sub>2</sub>). If there is even less oxygen, this can lead to the formation of unburned <b>carbon</b> (soot) particles.</p> <p>Complete  Incomplete </p>	<p><b>Particle:</b> Everything in the universe is made up of particles.  <b>Solid, liquid and gas:</b> The three states of matter.  <b>Bonds:</b> These hold particles together in solids and loosen as the solid changes to liquid, and then a gas.</p>  <p>As a solid gets heated, it melts to a liquid, then evaporates to a gas.  As a gas cools, it condenses into a liquid, then freezes into a solid.</p>





Subject: French	KPOW: Food and Drink	Year 7: Summer Term 2
<b>Week 1: Opinion Openers</b>	<b>Week 2: Foods and Drinks</b>	<b>Week 3: Foods and Drinks</b>
<p>Le matin [in the morning]</p> <p>Au petit-déjeuner [at breakfast]</p> <p>Pendant la récréation [at breaktime]</p> <p>À midi [at lunch]</p> <p>L'après-midi [in the afternoon]</p> <p>Au goûter [at snack time]</p> <p>Le soir [in the evening]</p> <p>Au dîner [at dinner]</p>	<p>manger [to eat]</p> <p>du café [coffee]</p> <p>du coca [coke]</p> <p>du gâteau [cake]</p> <p>du jambon [ham]</p> <p>du jus de fruits [fruit juice]</p> <p>du lait [milk]</p> <p>du miel [honey]</p> <p>du pain [bread]</p> <p>du poisson [fish]</p> <p>du poulet [chicken]</p> <p>du poulet rôti [roast chicken]</p> <p>du riz [rice]</p> <p>du saumon [salmon]</p> <p>du thé [tea]</p> <p>du thon [tuna fish]</p> <p>boire [to drink]</p> <p>du chocolat [chocolate]</p> <p>du fromage [cheese]</p>	<p>de l'eau [water]</p> <p>de la dinde [turkey]</p> <p>de la glace [ice-cream]</p> <p>de la limonade [lemonade]</p> <p>de la viande [meat]</p> <p>des bonbons [sweets]</p> <p>des champignons [mushrooms]</p> <p>des frites [chips/fries]</p> <p>des fruits de mer [seafood]</p> <p>des légumes [vegetables]</p> <p>des œufs [eggs]</p> <p>des pâtes [pasta]</p> <p>des pêches [peaches]</p> <p>des pommes [apples]</p> <p>des sandwiches au fromage [cheese sandwiches]</p> <p>des saucisses [sausages]</p> <p>de la confiture [jam]</p> <p>de la salade [salad]</p>
<b>Week 4: Adjectives / Reasons</b>	<b>Week 5: Opinions / Connectives</b>	<b>Week 6 &amp; Week 7: Opinion Openers &amp; Revise</b>
<p>aigre [acidic, sour]</p> <p>amer [bitter]</p> <p>dégoûtant [disgusting]</p> <p>délicieux [delicious]</p> <p>dur [tough]</p> <p>épicé [spicy]</p> <p>fade [bland]</p> <p>gras [oily, greasy]</p> <p>juteux [juicy]</p> <p>léger [light]</p> <p>malsain [unhealthy]</p> <p>rafraîchissant [refreshing]</p> <p>riche en vitamines [rich in vitamins]</p> <p>sain [healthy]</p> <p>savoureux [tasty]</p> <p>sucré [sweet]</p> <p>salé [salty]</p>	<p>j'adore [I love]</p> <p>j'aime beaucoup [I really like/like a lot]</p> <p>j'aime un peu [I really a bit]</p> <p>je préfère [I prefer]</p> <p>je n'aime pas [I don't like]</p> <p>je déteste [I hate]</p> <p>je ne supporte pas [I can't stand]</p> <p>j'aimais [I liked]</p> <p>je n'aimais pas [I didn't like]</p> <p>car [because]</p> <p>parce que [because]</p> <p>c'est [it is]</p> <p>ce sont / ils sont / elles sont [they are]</p> <p>je trouve cela [I find it]</p> <p>j'aime [I like]</p>	<p>À mon avis [In my opinion]</p> <p>Selon moi [In my opinion]</p> <p>Personnellement [Personally]</p> <p>Je pense que [I think that]</p> <p>Je crois que [I believe that]</p> <p>Je trouve que [I find that]</p> <p>Je dirais que [I would say that]</p> <p>Quand j'étais petit[e] [when i was little]</p> <p>You should also revise the vocabulary from the rest of this knowledge organiser page.</p>





### Subject: Geography

#### Week 1 & Week 2: GIS & Last Topic KPOW

GIS stands for **Geographical Information Systems**.

- GIS involves plotting **data** onto maps with a computer (*Data = information collected to be analysed*)
- Lots of different data can be layered onto a **base map** (*Base map = the original map that layers of information are added on to*)



In 1854, in London, there was a disease in the local water called cholera. **Information was put on to maps** so that the cause of where the cholera came from could be found.

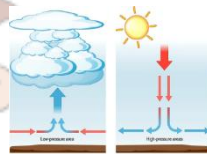
Now we use a range of computer programmes that can create different **layers** of information on one map.

#### Week 2: KPOW – Opportunities & Challenges in the UK

#### Week 5: Air Pressure

The air above us is constantly moving. We call it an **air mass**. The air puts pressure on the ground, this is called **air pressure**.

Air masses can be **warm** or **cold** and air either falls or rises. What the air mass is doing creates the weather conditions that occur in a place.



	Low Pressure	High Pressure
Name	Depression	Anticyclone
Air	Rising	Sinking
Winds	Strong	Light
Skies	Cloudy	Clear
Precipitation	Rain	No rain

### KPOW: Weather in the UK

#### Week 3: NEW TOPIC - Weather in the UK

#### Weather & Climate

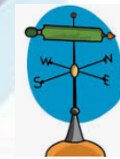
Weather is defined as the **daily** changes in atmospheric conditions e.g. temperature, **precipitation** (rainfall) and wind speed.



Climate is defined as the **annual** weather conditions recorded over a period of **30 years**. Climate is described using the average temperature and precipitation each month of the year.

Weather is measured using a variety of **instruments**, these include:

- Barometer** – measures air pressure.
- Thermometer** – measures temperature.
- Anemometer** – measures wind speed.
- Wind vane** – measures wind direction.



#### Week 6: Microclimates including KPOW

A **microclimate** is defined as a **small area** that has its own unique weather conditions.

There are many things that can change the temperature and the wind in a particular place. These include, **aspect**, the **surrounding buildings**, the **surfaces around**, the **physical features** and the **available shelter**.

For example, if you stand behind a wall, the wind speed would be reduced, and you may feel warmer. If you are out in the open, there will be more wind, and it will be cooler.

**Your fieldwork** – A mini MCC microclimate investigation.



### Year 7: Summer Term 2

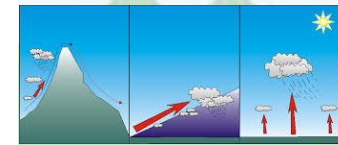
#### Week 4: Types of Rainfall

Rainfall is linked to the **water cycle**. For rain to happen warm air must **rise, cool, then condense** (turn from gas to liquid) to form **clouds**, which then can lead to **precipitation**.



There are 3 types of rainfall:

- Relief rainfall** – This occurs when **warm moist air rises over mountains**.
- Frontal** – This occurs when **warm air and cold air meet** and the warm air is forced to rise above the cold air.
- Convictional** – This occurs as the **sun heats the ground** during the day. Warm air rises & condenses.



#### Week 7: Extreme Weather in the UK

Extreme weather is when weather is **significantly different** from the usual weather pattern.

#### 'The Beast from the East 2018'

The event brought extreme weather to the UK with temperatures as low of **-15°C** in some places. Snow and ice covered most of the UK.



#### Effects of the hazard

- People were **stranded** on roads for hours e.g. M80.
- Flights were cancelled.
- Schools were closed**.

#### Responses of the hazard

- Armed forces helped rescue people and aid key workers get to work.
- Snow ploughs, tractors and **gritters** helped to clear the snow and ice.





<b>Subject: History</b>	<b>KPOW: What can we learn from a painting of a Queen?</b>	<b>Year 7: Summer Term 2</b>
<b>Week 1: Henry and the Reformation</b>	<b>Week 2: Edward VI and Mary I</b>	<b>Week 3: Elizabeth I and Religion</b>
<p><b>Who was Henry VIII?</b> Henry became King in 1509 and <b>was an absolute monarch</b>, he made artists paint him as strong and rich.</p> <p><b>What problems did he have?</b> He wanted an annulment (divorce) from Catherine of Aragon as <b>she was unable to give him a male heir</b>. As a Catholic, he needed the permission from the Pope in Rome, but the Pope said no. He hated that the <b>Pope had power over him and his country</b>. He also wanted more money to fund his lifestyle and wars with France.</p> <p><b>What did he do?</b>He started the Reformation in England <b>changing the religion of the country from Catholic to Protestant</b>, even becoming head of the new Church of England in 1534. This led to the dissolution (end) of the monasteries and a started a religious rollercoaster, as his children changed the religion back and forth.</p>	<p>In Tudor times, religion changed from Catholic to Protestant and back again, multiple times.</p> <p><b>Protestants wanted churches and priests to be simpler and less wealthy in appearance</b>, than the decorative Catholics. They wanted the English monarch to be in charge, rather than the Pope. <b>They wanted the bible and church services to be in English</b> not Latin.</p> <p><b>How Protestant Edward VI continued the Reformation</b> He made more major Protestant changes than his father, for example you could no longer buy your way into Heaven. He also chose <b>his protestant cousin to be his heir, Lady Jane Grey</b>. But that didn't last long.</p> <p><b>Mary I – England is Catholic, again?</b> She forced the country back to Catholicism, killing protestants who rebelled. She also <b>married King Philip II of Spain</b>, the most powerful Catholic country in Europe.</p>	<p>Elizabeth Tudor became Queen in 1558. She was Protestant. <b>Unlike her siblings, Elizabeth looked to create a 'Middle Way' so both Protestants and Catholics could be happy</b>. This was known as the Religious Settlement. <b>Did it work?</b> It pleased lots of people, but not extremists. Eventually, she <b>did have to use violence</b>, to keep Catholic plotters at bay. She made a law that meant Catholic priests could be executed. Some resorted to hiding in '<b>priest holes</b>'. <b>Mary Queen of Scots: The Catholic Cousin</b>. In 1568, Mary fled Scotland hoping Elizabeth would keep her safe in England. <b>People worried Mary could become Queen causing more religious upheaval</b>. She was imprisoned for 19 years and executed after the Babington Plot, a secret plan to kill Elizabeth.</p>
<b>Week 4: KPOW – Elizabeth and Spain</b>	<b>Week 5: Who were the Black Tudors?</b>	<b>Week 6&amp;7: How do Historians construct the past?</b>
<p>The Spanish Armada (fleet of 130 ships) attacked England in the Summer of 1588, led by Mary I's widow King Philip II.</p> <p><b>Causes:</b> 1. Sir Francis Drake stole from Spanish ships. 2. Catholic Queen Mary Queen of Scots' execution angered fellow Catholic, Phillip II. 3. English soldiers helped the Spanish Netherlands rebel against their ruler, Spain.</p> <p><b>Events:</b> Due to <b>superior weapons</b> e.g. cannons and <b>fireships</b> and great leadership, England won the battle.</p> <p><b>Consequences:</b> Elizabeth I proved she was a strong leader in war times aswell as peace. Elizabeth continued to build up the navy which went on to find new colonies (areas conquered by Britain). <b>Protestants in England believed God was on their side.</b></p>	<p><b>Who came to live in Britain during the Tudor period?</b> <b>Migrants are people who move from their homes to live somewhere new</b>. Historian Miranda Kaufmann has found evidence of at least <b>200 black migrants</b> in Tudor England.</p> <p><b>Historians argue over whether black people in Tudor England were enslaved or free people</b>. There is evidence to suggest that both points are true, but for the most part <b>Black Tudors were free members of English society</b>.</p> <p>Catherine of Aragon brought over black people as part of her household (people working for her). <b>John Blanke was a famous and highly regarded black musician</b> who played for the birth of Catherine and Henry VIII's child. He even received a wedding gift from Henry VIII.</p>	<p><b>How do Historians write History books?</b> <b>Step one:</b> They complete research. They start by <b>investigating sources (information)</b> from the time, for example: pictures, legal records, diaries, laws, newspaper articles etc. <b>Step two:</b> They <b>make inferences</b>. This is when they take something they have seen or read and make suggestions about the event they are studying. They then <b>try to back up their inferences</b> with more details.</p> <p><b>Sometimes evidence can be hard to find, or there might only be small parts of a story</b> that Historians have to try to piece together. Dr Kaufmann had to rely on information of a small group of around 10 'famous' black Tudors, therefore it can be suggested that her information is limited, as she identified 200 people.</p>

Catholic





Subject: DT - Food

KPOW: Healthy Eating

Year 7: Summer Term 2

Week 1 & Week 2:

Week 3 & Week 4:

Week 5 & Week 6 & Week 7:

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.



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-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.

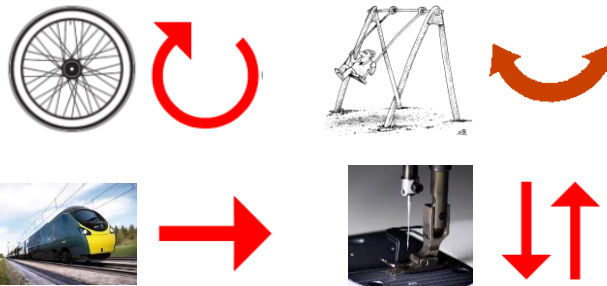
**Wood tools** – Bench hook, G clamp, bench vice, machine vice, pencil, metal rule, tri square, tenon saw, coping saw, file.

**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.



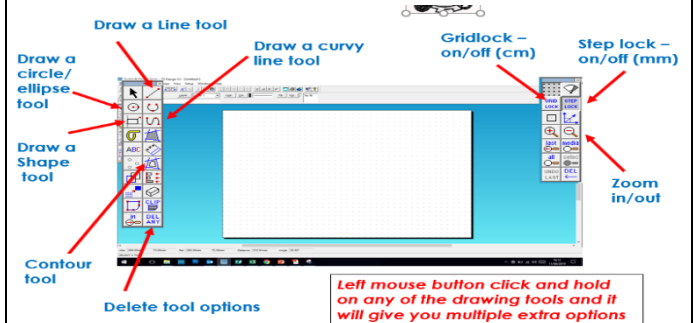
Year 7: Summer Term 2

Week 5 & Week 6 & Week 7:

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

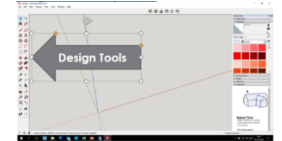
**CAD** – Computer aided design

**CAM** – Computer aided manufacture

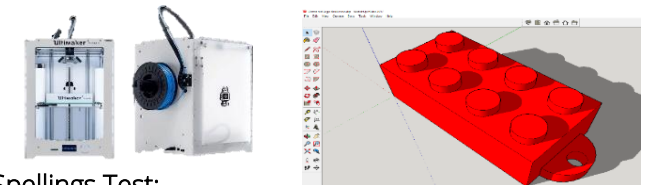


**Google SketchUp – CAD**

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: Summer 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 & Week 6 & Week 7:

**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

Week 1 & Week 2: Flexion and Extension

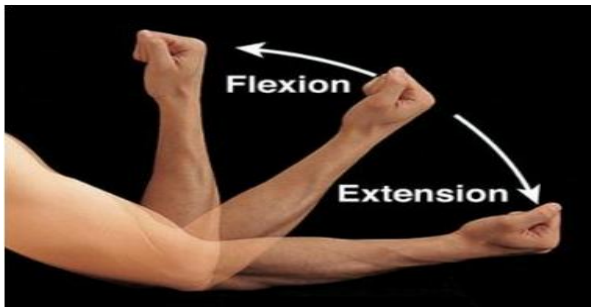
Flexion & Extension

Flexion Definition- Decreasing the angle at a joint.

Sporting example- Bending your leg back when kicking a football.

Extension Definition- Increasing the angle at a joint

Sporting example- Extending your arm when throwing a dart.



KPOW: Key Words

Week 3 & Week 4: Abduction and Adduction

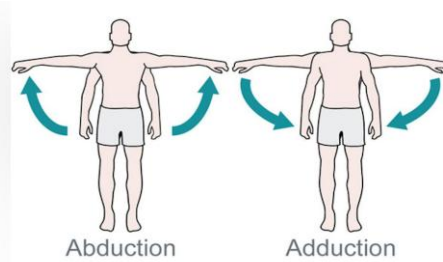
Abduction & Adduction

Abduction Definition- Moving a body part away from the centre line.

Sporting example- A goalkeeper reaching for a shot in the top corner of the net.

Adduction Definition- Moving a body part towards from the centre line.

Sporting example- performing the butterfly when swimming.



Year 7: Summer Term 2

Weeks 5, 6 & 7: Plantar Flexion & Dorsi Flexion

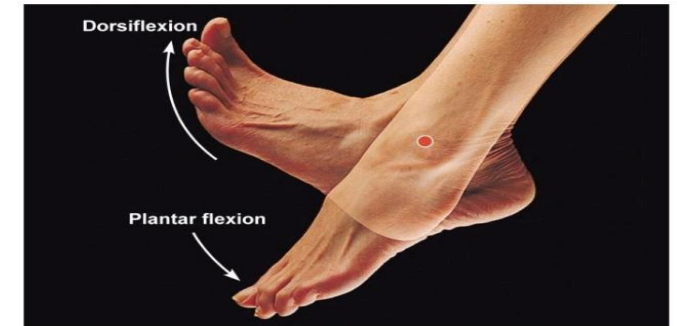
Plantar Flexion & Dorsi Flexion

Plantar Flexion Definition- The movement of the foot in a downward motion away from the body.

Sporting Example- Pointing toes when performing a somersault on the trampoline.

Dorsi Flexion Definition- The movement of the foot in an upward motion towards the body.

Sporting Example- Bringing your toes up when performing kick ups.





Subject: Computing & Digital Media

KPOW: Digital Literacy

Year 7: Summer Term 1

Week 1 & Week 2:

Week 3 & Week 4:

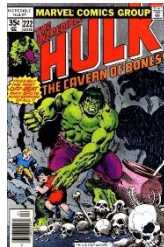
Week 5 & Week 6 & Week 7

**Story flow:** This is the movement of the story and whether a novel moves smoothly from start to finish.  
**Serialised** - A story or play in regular instalments, usually week by week.

**Spreadsheet:** A spreadsheet is a digital tool that helps you organise and work with numbers and information in a table.

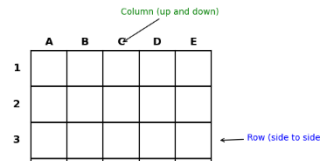
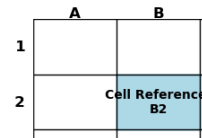
**QWERTY Keyboard:** The QWERTY keyboard is the most common keyboard layout. It's named after the first six letters on the top row: Q, W, E, R, T, Y. It was designed to stop typewriter keys from jamming by spreading out commonly used letters. You use it to type letters, numbers, and symbols on computers, tablets, and phones.

A comic book is a magazine that presents a **serialised** story in the form of a comic strip. It will usually feature a recurring character like a superhero.



Comic books are usually separated into panels. Panels can vary in sizes depending on what part of the story you want to show.

**Cell reference:** A cell reference tells you the exact location of a cell in a spreadsheet by using its column letter and row number, like A1 or C3.



**Rows & Columns:**

Columns go up and down like the pillars of a building. They are labelled with letters like A, B, C.

Rows go side to side like lines in a notebook. They are labelled with numbers like 1, 2, 3. Where a row and a column meet, you get a cell, like a little box where you can put information.

**Home Row Keys:** Your fingers should rest on the home row: Left hand - A, S, D, F Right hand - J, K, L. Your thumbs rest on the space bar.



**Focal Point**

The place in the panel where the creator wants the reader's eye to focus.

**Formulas:** A formula is like a math sentence you type into a cell to do calculations, like adding or multiplying numbers. It always starts with an equals sign (=).

**Functions:** A function is a special word in a spreadsheet that does a job for you, like adding numbers or finding the biggest one. It always starts with an equals sign (=) and has a name, like SUM or AVERAGE.

**Proper Finger Placement:** Each finger has its own keys to press. Don't let your fingers wander—keep them on their "home"!

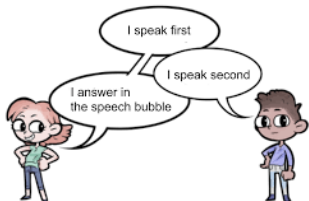
**Onomatopoeia**

A word that sounds like what it represents, such as crash or bang!

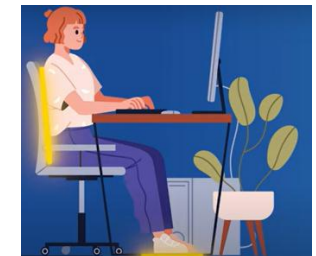


**Speech bubbles**

Usually a square or circle shape pointing to a character's mouth showing their dialogue in the comic.



**Posture Matters:** Sit up straight with both feet flat on the floor. Keep your wrists off the keyboard and your eyes on the screen.



**Look at the Screen, Not Your Hands:** Try to touch type—that means typing without looking at the keyboard.





### Subject: Music

#### Week 1 & Week 2: Country overview

##### Country Music:

A popular music style that began in the southern United States



3 American States associated with Country music are:

- Tennessee
- Kentucky
- Texas



##### Storytelling:

Country music is known for its strong storytelling, often about real-life experiences such as love, heartbreak, growing up, or living in the countryside. Many country songs feel like short stories with music.



##### Instruments:

- Acoustic guitar – one of the most important instruments in country music
- Banjo – a string instrument with a bright, twangy sound
- Fiddle – similar to a violin, often used for fast, lively melodies
- Harmonica – a small wind instrument that adds a bluesy sound



### KPOW: Ensemble: Country

#### Week 3 & Week 4: Retrieval and Key Artists

##### Jimmie Rogers:

Known as the "Father of Country Music," is famous for helping create the genre with his heartfelt songs.



##### The Carter Family:

The first influential groups in country music. They were known for their beautiful harmonies and traditional songs.



##### The 'Golden Age':

- Time Period: 1940s to 1960s
- Key Artists: Hank Williams, Johnny Cash and Patsy Cline



##### Honk-Tonk:

A fun, upbeat style of country music that became popular in the 1940s and 1950s.



##### Bluegrass:

A fast and energetic type of country music that started in the 1940s in the southern United States.



##### Modern Day Country Artists:

Taylor Swift



Shaina Twain



Carrie Underwood



### Year 7: Summer Term 2

#### Weeks 5 & Week 6 & Week 7: Assessment

##### Genre:

A Musical Category

Examples:

- Pop
- Rock
- Blues
- Hip-Hop
- Jazz



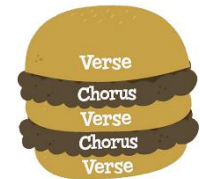
##### Ensemble:

A group of Musicians



##### Structure:

The plan of the music, such as a Verse or Chorus





##### Accuracy:

Being in time with the beat of the music. The Drums is the steady beat which helps us to keep in time.

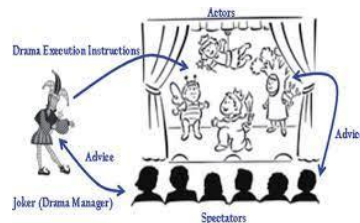
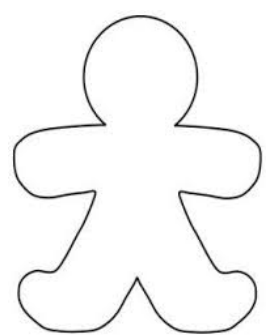


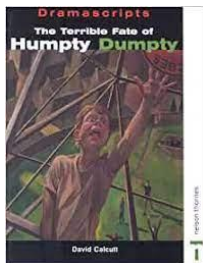




<b>Subject: Art</b>	<b>KPOW: 2D Textured outcome.</b>	<b>Year 7: Summer Term 2</b>
<b>Week 1 &amp; Week 2:</b>	<b>Week 3 &amp; Week 4:</b>	<b>Week 5 &amp; Week 6 &amp; Week 7:</b>
<b>Keywords and definitions</b>  <b>Oil pastel</b> - Oil pastels are made of colour pigment mixed with a binder of non-drying oil and wax, creating a smooth texture.  <b>Scale</b> – how big or small something is in relation to us.  <b>Presentation</b> - how artwork is displayed and communicated to an audience.  <b>Sustainability</b> - avoidance of the depletion of natural resources in order to maintain an ecological balance.	<b>Outcome</b>  Using textured surfaces and oil pastels create a fish inspired by Vincent Scarpace. Build texture with different surfaces. Texture considers the quality of the surface and how it might feel when touched. Soft, smooth, rough and bumpy. Artists use techniques such as crosshatching, shading and stippling to create the illusion of texture. Add colour by blending oil pastels. Blending creates a smooth transition between two colours. Add elements of the artist's work. Consider shape, line and form.  	<b>Outcome development</b>  Using the style of Jon Burgerman from previous projects create a background inspired by the ocean. Jon Burgerman often uses simple shapes and lines to create dynamic, crowded compositions featuring quirky characters and abstract elements. As an artist you should try to show our impact on the ocean and how important it is for us to care for our environment and promote a positive impact on our natural world.   <small>shutterstock.com · 1976074427</small>





Subject: Drama	KPOW: Scripted	Year 7: Summer Term 2
Week 1 & Week 2	Week 3 & Week 4	Week 5 & Week 6 & Week 7:
<p><b>Forum Theatre</b>            'Forum theatre, is theatre that helps make a change.'</p> <p><i>What could we change in the Terrible fate of Humpty Dumpty that would create a positive change for everyone?</i></p> <p><b>Features of Forum Theatre</b></p> <ul style="list-style-type: none"> <li>• Audience Interaction</li> <li>• Creating Change</li> <li>• Issue based Plays</li> <li>• Raising Awareness</li> </ul>  <p><b>Actor</b> – A person whose profession is acting on the stage, in films, or on television.</p> <p><b>Spectator</b> – the dual role of those involved in the process as both spectator and actor.</p> <p><b>Oppression</b> – prolonged cruel or unjust treatment or exercise of authority.</p> <p><b>Key technique:</b></p> <div data-bbox="123 1236 743 1396" style="border: 1px solid black; background-color: yellow; padding: 5px;"> <p><b>Conscience Alley</b> - Students form two lines facing each other. A character moves down the alley and each student in turn voices thoughts.</p> </div>	<p><b>Characterisation</b>  <b>What emotions do the characters experience in the play?</b></p> <p><b>Fear</b> – An unpleasant emotion caused by the threat of danger, pain, or harm.</p> <p><b>Guilt</b> – Guilt is emotional discomfort you feel when you believe that you have offended or hurt someone, and you regret your words or actions.</p> <p><b>Pity</b> - The feeling of sorrow and compassion caused by the suffering and misfortunes of others.</p>   <p><b>Key technique</b></p> <div data-bbox="784 1212 1444 1396" style="border: 1px solid black; background-color: yellow; padding: 5px;"> <p><b>Role on the Wall</b> - Role on the wall can be used to develop ideas and visually map out a character's emotions and actions.</p> </div>	<p><b>Performing to an audience</b>  <b>Confidence</b> – The feeling or belief that one can have faith in or rely on someone or something.</p>   <p><b>Perform</b> – Present (a form of entertainment) to an audience.</p> <p><b>Audience etiquette</b> - The way of behaving in a situation, as a member of the audience at the theatre.</p> <p><b>Peer Feedback</b> – Enables the performer to improve their work, based on feedback of strengths and weaknesses.</p> <p><b>Key technique:</b></p> <div data-bbox="1478 1236 2139 1396" style="border: 1px solid black; background-color: yellow; padding: 5px;"> <p><b>Thought track / Thought aloud</b> – A visual picture, like a photograph, to show characters in a scene or series of scenes.</p> </div>



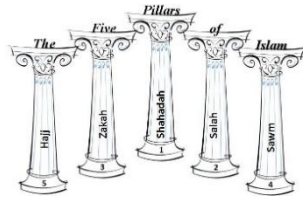


### Subject: Learning 4 Life

#### Week 1 & Week 2: The 5 Pillars

Please learn the following facts about the 5 Pillars:

The 5 Pillars are 5 acts that Muslims are expected to do to show devotion to their faith:



1. Shahadah = faith	A statement of belief, 'There is no other God but Allah...'
2. Salah = prayer	To pray 5 times a day (at set times).
3. Zakah = charity	To donate 2.5% of their earnings to charity.
4. Sawm = fasting	Meaning to fast during the month of Ramadan (daylight hours).
5. Hajj = pilgrimage	Pilgrimage to Makkah (Saudi Arabia).

Muslims are expected to carry out these 5 actions.

However, if they choose not to that is completely their choice.

Carrying out these 5 actions is a way of showing Allah that they are committed to their religion.

#### Week 3 & Week 4: Sawm

Please learn the following facts about the 4<sup>th</sup> Pillar, Sawm:



Muslims fast during the month called Ramadan



Not all Muslims are expected to fast eg pregnant women, children under 12 and diabetics



Muslims fast during the daylight hours



Fasting helps Muslims to understand what life is like for those who are less fortunate.



If a Muslim forgets and breaks their fast, they should fast for an extra 60 days



The month of fasting ends with the celebration of Id ul Fitr (sometimes written as Eid).

<https://youtu.be/W94SdiWhtr8>

### Year 7: Summer Term 2

#### Week 5, 6 & Week 7: Hajj

Please learn the following facts about 5<sup>th</sup> Pillar, Hajj:

Once in their lifetime Muslims are expected to go on a pilgrimage (a journey with religious/spiritual significance) to Makkah (in Saudi Arabia).








There are specific activities that Muslim must do whilst they are on Hajj:

	Muslim men are all expected to wear the white clothing. This is to show all are equal before Allah, no matter how much money they have.
	Muslims will throw small stones at 3 stone pillars. They do this to show they reject the devil and instead follow Allah.
	They stand on the Plain of Arafat asking Allah for forgiveness. This shows their commitment to Allah as it is hard work to stand for so long in the hot sun.
	At the end of Hajj, Muslim men shave their heads, women cut a lock of hair. This shows that it is a new start for them with Allah.

<https://youtu.be/Ok7-mB62xeE>





Subject: Online Safety		Year 7: Summer Term 2
<b>Week 1: Protecting Yourself Online</b>	<b>Week 2: Online Bullying/Cyberbullying</b>	<b>Week 3: Social Media</b>
<p><b>Keeping Personal Data Safe</b></p>  <p>It is important that you keep your personal data safe online, so that it is not open to others to exploit.</p> <p>Top tips for keeping personal information safe:</p> <ul style="list-style-type: none"> <li>• Use unique passwords with a combination of letters, numbers and special characters</li> <li>• Enable Multi-Factor Authentication</li> <li>• Avoid public Wi-fi</li> <li>• Ensure you don't overshare on social media:               <ul style="list-style-type: none"> <li>○ Keep your location private</li> <li>○ Don't share Personal information i.e. address, date of birth, school, family members' names</li> <li>○ Avoid livestreaming and showing your location</li> </ul> </li> </ul>	<p>Online/Cyberbullying involves using online platforms and technologies to harm, intimidate or coerce someone. Online/cyberbullying will be investigated and could be referred to the Police.</p>  <p>This can include:</p> <ul style="list-style-type: none"> <li>• Excluding someone from online games, activities or groups</li> <li>• Sending threatening, upsetting or abusive messages</li> <li>• Creating and sharing embarrassing or malicious images or videos</li> <li>• Setting up hate sites, groups or fake accounts about someone</li> </ul>	<p><b>Safe Social Media Use</b></p>  <p>Social media is a popular way to communicate with friends and family; it includes an ever-increasing number of platforms/apps. These include Snapchat, Whatsapp, Facebook, X, Twitch etc.</p> <p>Top tips for social media use:</p> <ul style="list-style-type: none"> <li>• Use privacy settings to only share/communicate with people that you know and to keep yourself safe</li> <li>• Only add people that you know</li> <li>• Do not post anything that will cause harm or upset to others</li> <li>• Report any content or communication that you feel is inappropriate or are worried about</li> </ul>
<b>Week 4: Online Scams</b>	<b>Week 5: Sharing of Images Online</b>	<b>Week 6 &amp; Week 7: Reporting</b>
<p><b>Scams and Phishing</b></p>  <p>Online scams/phishing are used to trick people into giving away personal information including images, money or valuable items.</p> <p>Keep yourself safe by recognising these signs of a scam:</p> <ul style="list-style-type: none"> <li>• A message, email or call from someone unknown</li> <li>• Anyone asking for personal information</li> <li>• Misspelled email address or website</li> <li>• Asking you to access another link within the message/email <i>If something seems too good to be true...then it usually is</i></li> </ul>	<p><b>Sharing Images</b></p> <p>Things to remember:</p> <p>Sharing images of <b>YOURSELF</b> online:</p> <ul style="list-style-type: none"> <li>• Control privacy settings so that it is only seen by who you want to see it</li> <li>• Know that once an image has been posted, then it is there for all to see</li> </ul> <p>Sharing images of <b>OTHER PEOPLE</b> online:</p> <ul style="list-style-type: none"> <li>• You should always have the consent of anyone that you are sharing an image of online</li> </ul> <p><b>*Sharing nudes or semi-nude images or videos of people under 18 is illegal*</b></p> 	<p><b>Reporting Online Safety Issues</b></p>  <p>If you are concerned about any issues regarding online safety, then you can report via the following websites or agencies:</p>  <ul style="list-style-type: none"> <li>• Report Harmful Content</li> <li>• Internet Watch Foundation</li> <li>• Action Counters Terrorism</li> <li>• Report Remove</li> <li>• CEOP</li> <li>• Police – 999</li> <li>• Or speak to a trusted adult either at home or in College</li> </ul>





## 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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