



Minsthorpe Community College

Knowledge Organiser Year 7 – Summer Term 1

Name:

P&A group:

Knowledge Assessment: Thursday 23rd May 2024 – Period 3

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 does Russell present the impact of inequality in the extract from Blood Brothers? | | Year 7: Summer Term 1 | | | | | | | |
|---|--|--|--|--|--|---|--|--|--------------------------------------|--|---|
| Week 1 & Week 2: Social Class | | Week 3 & 4: Blood Brothers Social Context | | Week 5, 6 & 7: Dramatic Conventions & Terminology | | | | | | | |
| <p>Identity: The characteristics determining who or what a person or thing is.</p> <p>Society: The community of people living in a particular country or region and having shared customs, laws, and organizations.</p> <p>Social Class: refers to divisions in society based on economic and social status. People in the same social class typically share a similar level of wealth, educational achievement, type of job and income.</p> <div></div> <p>Hierarchy is a system in which members of an organisation or society are ranked according to relative status or authority.</p> <p>Social mobility is the movement of individuals, families, households, or other categories of people within or between social strata in a society. It is a change in social status relative to one's current social location within a given society.</p> <div></div> | | <p>Blood Brothers was set in the 1960s- 1980s. Learn some of the key historical and social influences of that time:</p> <ul style="list-style-type: none">In the 1960s, homosexuality became legal.Divorce became easier.Attitudes were slow to change- many people still believed in the nuclear family (a mother, father and their children).Most families were patriarchal (the husband or father in charge)In the 1970s, many of Britain's industries were in decline (not making enough profit).Margaret Thatcher became the first female Prime Minister in 1979 and decided to close many of the non-profitable coal mining pits down, having a huge impact on working class communities.In the 1970s and 1980s there was widespread unemployment in Britain, leading many working class men in particular to be forced to “go on the dole”, which meant to sign up for unemployment benefits. <div></div> | | <p>Blood Brothers begins with a prologue:</p> <p>Pro- from the Latin, meaning in front of/ logue, denoting discourse. The four main reasons to begin with a prologue:</p> <ol style="list-style-type: none">To provide background informationTo establish the tone and the setting of the storyTo hook the audience into the storyTo introduce characters and conflicts. <p>Analepsis: Flashback to an earlier point in time.</p> <p>Motif: a dominant or recurring idea or symbol in an artistic work</p> <p>Vocabulary:</p> <p>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.</p> <p>Blood Brothers has features of a classical tragedy:</p> <table><tr><td>In classical tragedies, a chorus gives background information and warns the audience about what will happen in the play</td><td>The Narrator acts like the chorus. He tells the audience how the story ends.</td></tr><tr><td>The chorus helps the audience to interpret events.</td><td>The Narrator comments on the action.</td></tr><tr><td>The ending of a classic tragedy is inevitable.</td><td>Because of the play's cyclical structure, the twins' fate seems inevitable.</td></tr></table> <p>The play also differs from a classical tragedy as it does not focus on one central character who cause their own downfall due to a fatal flaw. In the play, there isn't one central character and Russell suggests that fate or the class system are to blame for their downfall, not the individuals.</p> | | In classical tragedies, a chorus gives background information and warns the audience about what will happen in the play | The Narrator acts like the chorus. He tells the audience how the story ends. | The chorus helps the audience to interpret events. | The Narrator comments on the action. | The ending of a classic tragedy is inevitable. | Because of the play's cyclical structure, the twins' fate seems inevitable. |
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| The chorus helps the audience to interpret events. | The Narrator comments on the action. | | | | | | | | | | |
| The ending of a classic tragedy is inevitable. | Because of the play's cyclical structure, the twins' fate seems inevitable. | | | | | | | | | | |



Subject: Maths

Week 1: Transformations

Translation

Translations are **movements** in a **direction**. To translate a shape, you need a column vector.

$$\begin{pmatrix} x \\ y \end{pmatrix}$$

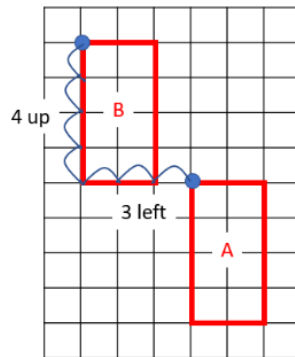
A **positive** x value is a move of x spaces to the **right**.

A **negative** x value is a move of x spaces to the **left**.

A **positive** y value is a move of y spaces **up**.

A **negative** y value is a move of y spaces **down**.

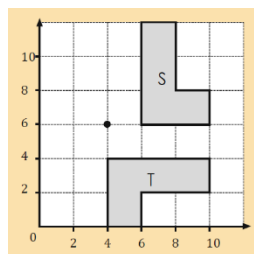
For example, the translation of vector $\begin{pmatrix} -3 \\ 4 \end{pmatrix}$ shows a move of 3 to the left and 4 up from the corresponding vertices.



Rotation

To rotate a shape means to **turn** a shape around a centre point. To carry out a rotation of a shape, we need a direction, degrees, and centre of rotation.

For example, this S has been rotated 90° clockwise about the point (4, 6).



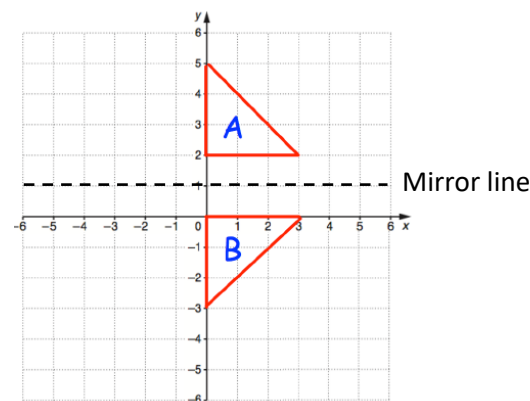
KPOW: Fractions

Week 2: Transformations

Reflection

We can reflect a shape in a **mirror line**. The points and their reflections will be **equidistant** from the mirror line. To reflect a shape, we need to know where the mirror line is.

For example, triangle A has been reflected in the line $y = 1$.



Keywords:

Isometry: Transformations that don't change the shape or size of an object. This creates **congruent** shapes.

Enlargement: To change the size of a shape by multiplying by a **scale factor**. This creates **similar** shapes. To enlarge a shape, we need a scale factor and centre of enlargement.

Year 7: Summer Term 1

Week 3: 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.

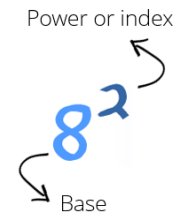
For example:

$$3^1 = 3$$

$$3^2 = 3 \times 3 = 9$$

$$3^3 = 3 \times 3 \times 3 = 27$$

...



Keywords:

Product: The result of multiplying numbers together.

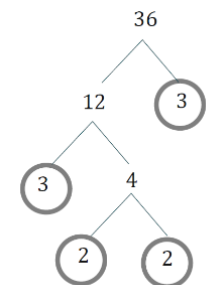
Factor: A number that divides exactly into another number.

Prime factors

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

Here is a prime factor tree for 36.

36 as a product of its prime factors: $3 \times 3 \times 2 \times 2 = 3^2 \times 2^2$





Subject: Maths

Week 4: Prime Factorisation

Highest common factor

To find the **highest** common factor, first list the factors of each number.

For example

The factors of 16 are 1, 16, 2, 8, 4

The factors of 10 are 1, 10, 2, 5

The common factors of 32 and 48 are 1 and 2.

The **highest common factor** of 16 and 10 is 2.

Lowest common multiple

To find the **lowest** common multiple, first list the first multiples of each number.

For example

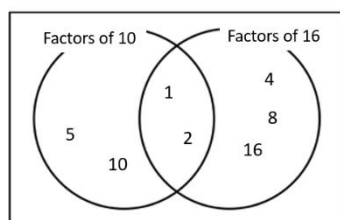
The first five multiples of 16 are 16, 32, 48, 64, 80, 96, 112, 176,

The first five multiples of 10 are 10, 20, 30, 40, 50, 60, 70, 80 ...

The **lowest common multiple** of 16 and 10 is 80.

Venn diagrams

Venn diagram can be used to identify common factors.



KPOW: Fractions

Week 5: Conceptualising Fractions

Keywords:

Denominator: The bottom number in a fraction.

Numerator: The top number in a fraction.

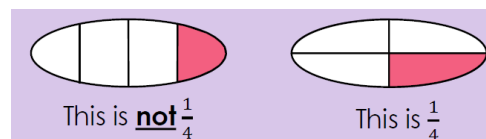
Mixed number: A whole number and a proper fraction combined.

Improper fraction: When the numerator is greater than the denominator.

Equal parts

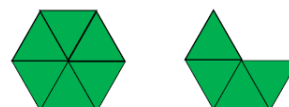
We can use fractions to describe **equal parts** of a whole.

For example



Mixed numbers

For example



This picture shows one whole and four sixths (mixed number).

This is the same as ten sixths (improper fraction).

$$1\frac{4}{6} = \frac{10}{6}$$

Year 7: Summer Term 1

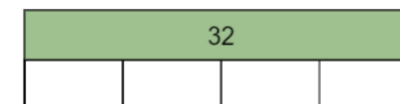
Week 6 & 7: Comparing Fractions

Fractions of quantities

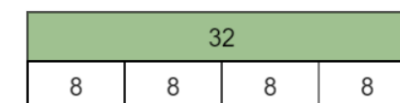
To find the fraction of a quantity, divide the quantity by the denominator then multiply by the numerator.

For example

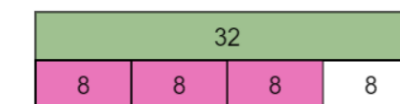
Find $\frac{3}{4}$ of 32



To find the value of one quarter, split 32 into 4 equal parts by using division $32 \div 4 = 8$



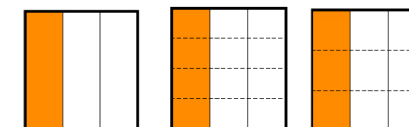
$$\frac{3}{4} \text{ of } 32 = 3 \times \frac{1}{4} \text{ of } 32 = 3 \times 8 = 24$$



Equivalent fractions

When fractions have the **same** value, they are **equivalent**.

For example

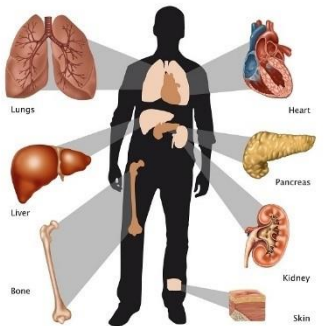



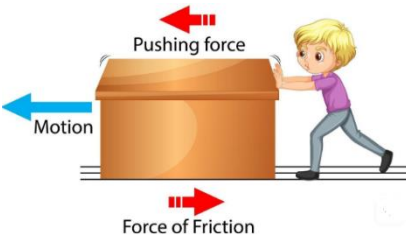

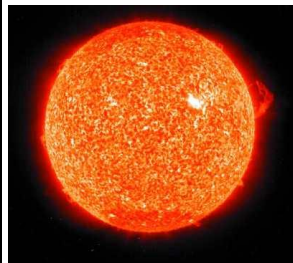


In these diagrams the same proportion of the shape is shaded so we know the following fractions are all **equivalent**.

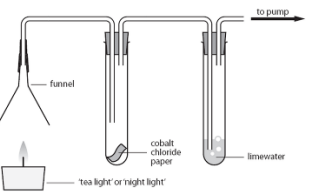
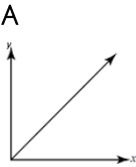
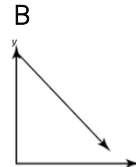
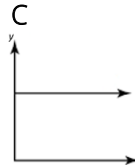
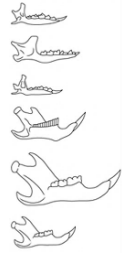

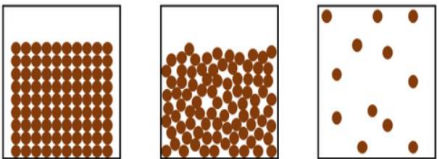
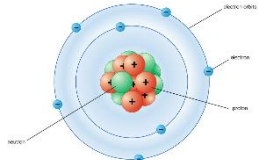
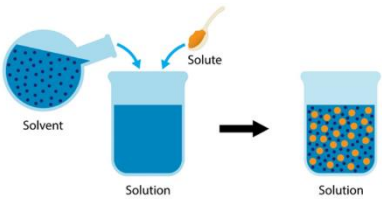
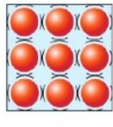
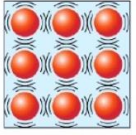
$$\frac{1}{3} = \frac{2}{6} = \frac{3}{9}$$









| Subject: Physics | KPOW: Hybrid Assessment | Year 7: Summer Term 1 |
|---|--|---|
| Week 1 and 2: Biology Review 1 | Week 3: Balanced and non-balanced forces | Week 4: Contact and non-contact forces |
| <p>Keyword definitions Transplant – To take from one place and put it somewhere else.</p>  <p>Organ – A part of the body that has a specific function to keep you alive.</p> <p>Organ transplants happen when a person needs a specific organ because theirs is failing. It usually comes from someone who has recently died, but who has agreed to donate their organs.</p> | <p>Keyword definitions Force – A push or a pull. Resultant forces – The value of the total forces acting on a body. Balanced Forces – When forces on an object are equal. Unbalanced forces – When the forces on an object are not equal.</p>  <p>The forces on this cyclist are unbalanced and the resultant force on the cyclist is 20N to the right. We know this because $100\text{N} - 80\text{N} = 20\text{N}$ and the larger force is to the right.</p> | <p>Keyword definitions Contact forces – Forces between two objects where they physically touch. Non-contact forces – Forces between two objects where they do not touch.</p>  <p>Magnetism and gravity are non-contact forces because they do not need to touch before the force has an effect.</p>  |
| Week 5: Friction | Week 6: Gravity | Week 7: Life cycle of a star |
| <p>Keyword definitions Friction – A force experienced between two surfaces that rub against each other. Newton - The unit that force is measured in. Newton meter – A device used to measure the force on an object in Newtons.</p>  <p>When you push an object in one direction, there is a force of friction in the opposite direction.</p> | <p>Keyword definitions Weight - The force that pulls everything down to the ground due to Gravity, measured in Newtons (N). Mass – A measure of how much matter there is in an object, measured in kilograms (kg).</p> <p>It is easier to jump on the moon because there is less gravity than earth because it is much smaller.</p>  | <p>Keyword definitions Protostar – The beginning of a star when all the dust is gathering. Main sequence star – How a star spends most of its life. Supernova – An explosion of a very large star when it dies.</p>  <p>Our sun is actually a star that all the planets orbit. It is a burning ball of fire. Compared to other stars it is actually very small and relatively cold.</p> |





| Subject: Working Scientifically | KPOW: Hybrid Assessment | Year 7: Summer Term 1 | | | | | | | | | | | | | | | |
|--|--|---|---------|-------|-----------|-------|---|----|---------|--|---|---------|--|----|------------|--|---|
| Week 1: Chemistry Review | Week 2: Patterns in data | Week 3: Using keys | | | | | | | | | | | | | | | |
| <p>Keyword definitions: Combustion – The rapid reaction of a substance with oxygen, producing heat and light. There are three things needed for combustion to occur; a fuel, oxygen and heat. The equation for the combustion of a fuel is: $\text{Fuel} + \text{Oxygen} \rightarrow \text{carbon dioxide} + \text{water}$ You can test for these products using the experiment below;</p>  <p>Cobalt chloride paper turns from pink to blue if water is present. Limewater turns cloudy if carbon dioxide is present.</p> <p>Incomplete combustion occurs if there is limited oxygen and produces carbon monoxide or carbon.</p> | <p>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. They can identify a trend by looking at what happens to one variable when another one changes. 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.</p> <div style="display: flex; justify-content: space-around;">    </div> | <p>Keyword definitions Scientific key – A tool to help scientists identify objects and / or organisms. Keys can use words or pictures to help you identify different organisms.</p> <div style="display: flex;"> <div style="flex: 1;"> <p>Identification key</p>  <p>Water shrew Mole Common shrew Vole Rat Mouse</p> </div> <div style="flex: 1;">  <p>Dichotomous Key to Representative Birds</p> <ol style="list-style-type: none"> a. The beak is relatively long and slender.....Certhidea b. The beak is relatively stout and heavy.....go to 2 a. The bottom surface of the lower beak is flat and straight.....Geospiza b. The bottom surface of the lower beak is curved.....go to 3 a. The lower edge of the upper beak has a distinct bend.....Camachyrhynchus b. The lower edge of the upper beak is mostly flat.....Platyspiza </div> </div> <p>A tally chart can be used to count the amount of things in different categories.</p> <table border="1" data-bbox="1736 670 2128 853"> <thead> <tr> <th>Subject</th><th>Tally</th><th>Frequency</th></tr> </thead> <tbody> <tr> <td>Maths</td><td> I</td><td>11</td></tr> <tr> <td>English</td><td> </td><td>9</td></tr> <tr> <td>Science</td><td> </td><td>13</td></tr> <tr> <td>Technology</td><td> </td><td>7</td></tr> </tbody> </table> | Subject | Tally | Frequency | Maths | I | 11 | English | | 9 | Science | | 13 | Technology | | 7 |
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| Maths | I | 11 | | | | | | | | | | | | | | | |
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| Week 4: Particles | Week 5: Solubility | Week 6: Heating and Cooling | | | | | | | | | | | | | | | |
| <p>Keyword definitions Model - A scientific model is a way of representing or visualising an object, system or event that is difficult to see or understand. Particles are too small for us to see, even with a microscope. We use the particle model to help us visualise what we know about particles. Another example of this is the atomic model.</p> <div style="display: flex; align-items: center;">   </div> | <p>Keyword definitions Solubility – The ability to be dissolved. Solvent – A liquid which something can dissolve in. Solute – A soluble substance. When a substance dissolves the particles move into the spaces between the solvent particles so that it becomes evenly distributed. Solubility can be measured by investigating the mass of solute that can be dissolved into a specific solvent. The solubility of a substance can be increased by increasing the temperature.</p>  | <p>Keyword definitions 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.</p> <div style="display: flex; align-items: center;">   </div> | | | | | | | | | | | | | | | |



| Subject: French | KPOW: Food and Drink | | Year 7: Summer Term 1 |
|--|--|--|---|
| Week 1: Verbs for describing people | Week 2: Masculine and Feminine Adjectives | | Week 3: Verbs for talking about relationships |
| Je suis [I am] Je ne suis pas [I am not] Il est [He is] Elle est [She is] Mon frère est [My brother is] Ma sœur est [My sister is] Ma mère est [My mother is] Mon père est [My father is] Quand j'étais petit j'étais [When I was young I was] est [is] | beau [beautiful] fort [strong] grand [tall] moche [ugly] petit [small/short] musclé [muscular] actif [active] sportif [sportive] méchant [nasty/mean] ennuyeux [boring] généreux [generous] marrant [funny] rigolo [funny] sympa [nice] têtu [stubborn] timide [shy]  | belle [beautiful] forte [strong] grande [tall] moche [ugly] petite [small/short] musclée [muscular] active [active] sportive [sportive] méchante [nasty/mean] ennuyeuse [boring] généreuse [generous] marrante [funny] rigolote [funny] sympa [nice] têtue [stubborn] timide [shy]  | Dans ma famille, j'ai... [in my family, I have..] Dans ma famille il y a <u>quatre</u> personnes: [In my family there are 4 people:] Je m'entends bien avec [I get along well with] Je m'entends mal avec [I get along badly with] J'aime [I like] J'adore [I love] Je n'aime pas [I don't like] Je déteste [I hate] |
| Week 4: Family Members | Week 5: Verbs and time phrases for describing | | Weeks 6&7: Intensifiers & Connectives |
| mon père [my father] mon grand-père [my grandad] mon beau-père [my step-dad] mon oncle [my uncle] mon petit frère [my little brother] mon grand frère [my big brother] mon demi-frère [my half brother] mon cousin [my cousin] ma mère [my mother] ma grand mère [my grandma] ma belle mère [my step-mother] ma tante [my aunt] ma petite sœur [my little sister] ma grande sœur [my big sister] ma demi sœur [my half sister] ma cousine [my cousin] | quelquefois [sometimes] jamais [never] ____ est quelquefois [____is sometimes] il est quelquefois [he is sometimes] elle est quelquefois [she is sometimes] ____ n'est pas [____is not] il n'est pas [he is not] elle n'est pas [she is not] ____ n'est jamais [____is never] il n'est jamais [he is never] elle n'est jamais [she is never] | | <div>amusant [funny] honnête [honest] intelligent [clever] </div> <div>amusante [funny] honnête [honest] intelligente [clever] </div> très [very] trop [too] assez [quite] un peu [a bit] car [because] parce que [because] et [and] aussi [also] mais [but] cependant [however] |



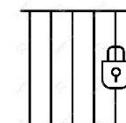


| Subject: Geography | | KPOW: Opportunities & Challenges in the UK | Year 7: Summer Term 1 |
|---|--|--|--|
| Week 1: The Geography of Sport | | Week 2 and 3: Skills – Decision Making | Week 4: Poverty in the UK |
| <p>The number of women and girls playing football in the UK has increased. Elite sportsmen and women often become role models for young people and can have a powerful influence on their lives.</p> <p>There are more rugby league clubs in the North of England than the South. Most are located along the M62 corridor between Hull and Liverpool.</p> <p>The Premier League is a global brand and foreign footballers who come to play here are economic migrants.</p> <p>Globalisation and sport are linked. For example, many clubs' football shirts are made in poor countries to keep costs down.</p>  | | <p>Heathrow Airport is a large airport near to London. It has been proposed that they should expand and create a 3rd runway. There are many people that have an opinion about whether this plan should go ahead, these people are called stakeholders.</p> <p>The airport could bring many advantages to the country, like the creation of jobs, increased trade, and increased tourism. All will benefit the economy. However, there are many disadvantages, like a massive increase in air traffic which will increase noise and decrease air quality from even more CO2 being released.</p>  | <p>New topic. Opportunities and challenges in the UK. Poverty (When someone cannot afford their basic needs) has been increasing since the 1980s. Some factors causing this include:</p> <ul style="list-style-type: none"> • Increase in the cost of essential goods and services such as food, rent, fuel and childcare. • Decrease in the amount of money the government gives to poorer households. <p>In the UK, the ways to help people who live in poverty include:</p> <ol style="list-style-type: none"> 1. Making sure they attend school and get some qualifications to improve their chances of getting a better paid job. 2. Helping to pay for medicine, housing, heat, electricity, and food. 3. Providing more affordable housing. |
| Week 5: Water supplies | | Week 6: Waste and Air Pollution | Week 7: UK Energy |
| <p>One household can use as much as 350 litres of water every day. This accounts for 10% of global water use. 20% is used for industry (factories) and 70% is used for agriculture (farming).</p> <p>There are 65 million people living in the UK, but they are not evenly distributed (spread out). Also, rain doesn't always fall where it is needed. So, some areas have more than enough water for everyone, but in other areas there isn't enough rain to provide water for everyone.</p> <p>Rainfall is collected in two main stores for human use. Some water is stored in underground aquifers, which is an underground water store, and the rest is stored in reservoirs, lakes, and rivers.</p> | | <p>Waste</p> <p>In the UK, most waste (53.6%) goes into landfill. Landfill sites release methane gas which causes global warming. They also release chemicals into the ground which can pollute water supplies. Reducing waste is a priority (most important thing) for governments.</p> <p>Air Pollution</p> <p>Traffic congestion is the biggest cause of UK air pollution.</p> <p>London has the worst air quality in the UK leading to 30,000 excess (preventable) deaths per year. Some methods to reduce air pollution are clean air zones, electric vehicles and car sharing. Some oppose this as they cannot afford the fees or the cost of buying a new vehicle.</p> | <p>The UK's energy consumption has increased since 1965. This is due to:</p> <ul style="list-style-type: none"> • More electrical appliances • More entertainment e.g. mobile phones • Central heating <p>The UK is not energy secure as it imports a lot of energy from other countries and all UK Coal Power stations are to be closed by 2025.</p> <p>Coal Vs Wind</p> <p>Coal advantage = Can produce power all day, every day.</p> <p>Coal disadvantage = Non-renewable so will run out.</p> <p>Wind advantage = it is renewable so will not run out.</p> <p>Wind disadvantage = Turbines look ugly and ruin the landscape.</p> |





| Subject: History | | KPOW: What can we learn from Eleanor of Aquitaine? | Year 7: Summer Term 1 |
|--|--|---|---|
| Week 1: Matilda the forgotten Queen | | Week 2: Who was Eleanor of Aquitaine? | Week 3: The Great Revolt |
| <p>Who was Matilda? The daughter of King Henry I and granddaughter of William the Conqueror. She was married to a German King, but he died and she was remarried to a French prince. They had three sons.</p> <p>What was her claim to the throne? She was the eldest child of King Henry I. When her brother William died in 1120, her father made his barons swear they would support Matilda as Queen.</p> <p>Why did she not become Queen? Many of the barons did not want a woman to be on the throne. When King Henry died, they supported the claim of his nephew, Stephen. Matilda brought soldiers from France, but after a lot of fighting they agreed a deal. Stephen would be King of England, but his heir would be Matilda's eldest son, Henry.</p> | | <p>Early Life: Eleanor was the daughter of the Duke of Aquitaine and inherited his land as a teenager.</p> <p>First marriage: Lots of important men wanted to marry Eleanor and her first marriage was to King Louis VII of France. They went to the Holy Land together during the Crusades but argued. They appealed to the Pope who eventually agreed the marriage could be annulled. Eleanor was able to keep control of Aquitaine, but left her daughters to be raised by King Louis.</p> <p>Remarriage: Just 8 weeks after the annulment, Eleanor was remarried to the 19 year old Henry, the eldest son of Matilda, who would go on to become King Henry II of England.</p> | <p>Cause: Early in her marriage, Eleanor spent her time raising her children and Henry controlled Aquitaine and took its taxes. He also made an agreement with other parts of France which angered Eleanor and her some of her children.</p> <p>Event: Henry and Eleanor's eldest son, together with his brothers Richard and Geoffrey decided to try and overthrow their father and take his throne. Eleanor supported them. This was risky as this was treason – punishable by execution!</p> <p>Consequence: The rebellion failed and Eleanor was captured on her way to meet her sons. Richard and John were forgiven on the condition they promised to be loyal to their father. Eleanor was imprisoned for 16 years!</p> |
| <p>Week 4: Eleanor, Richard and John</p> <p>When King Henry II died, he was succeeded by King Richard I, known as Richard the Lionheart. He ordered that his mother was released from prison and gave her the power to rule on his behalf whilst he was away fighting.</p> <p>However, Richard's younger brother John wanted more power and rebelled against the King. Eleanor managed to make peace between her warring sons.</p> <p>When Richard died with no heir, John became King of England in 1199.</p> <p>John later faced attacks from the King of France and Eleanor was called on to defend Aquitaine. It was because of Eleanor that the only land John kept control of in France was Aquitaine.</p> | | <p>Week 5: KPOW</p> <p>What can the life of Eleanor of Aquitaine tell us about who held power in the Middle Ages?</p> <ul style="list-style-type: none"> As a young girl, Eleanor inherited Aquitaine but at the age of only 13 she was married off to the future King of France. When this marriage failed she was quickly married to another important European man, the future King Henry II of England, She rebelled against her husband, together with three of her sons, but when it failed she was imprisoned and they were forgiven. When he became King, her son Richard allowed her to have some power – ruling England in his absence. When he was King, her son John ordered her to defend Aquitaine. | <p>Week 6 & 7: Joan of Arc – Presentation Lesson</p> <p>Who was Joan of Arc? Joan was a young peasant girl. She went to see the King of France and persuaded him to let her lead an army!</p> <p>What did she do for France? Joan fought in the Hundred Years War between England and France. She believed she had been sent saints in visions who told her to fight and that it was God's will. Joan won many battles but was captured by the English in 1430 and burned at the stake in 1431.</p> <p>How is she remembered? Twenty five years after her death the Church said she should never had been killed; she was made a saint in 1920 after French soldiers reported miracles in WWI after praying to her.</p> |





Subject: DT - Food

Week 1 & Week 2

Key terms in cooking:

Simmering- cooking a product then reducing the heat to low, e.g. curry.

Boiling- cooking a product in bubbling water, e.g. pasta.

Frying- cooking something in a small amount of fat, e.g. onions.

Chopping- using a knife to cut a product into small chunks, e.g. peppers.

Peeling- taking the skin off a product, e.g. apple.

Knife safety

Bridge method- when the hand is curled and shaped like a bridge for knife to go under- rounded products, like apple, strawberries, and onion.

Claw method- when a product is gripped by the fingertips in a claw shape and the fingertips are pulled back for safety before cutting- long products such as cucumber and leeks.



Practical planning

You will plan to make fruit kebabs that will be garnished by using the bridge and claw method.

Simple method

1. Wash and chop fruit into even pieces.
2. Slide onto skewer through the centre.
3. Melt chocolate in 30 second bursts in the microwave and drizzle over.

Present on a plate.



KPOW: Healthy Eating

Week 3, Week 4 & Week 5

Practical Planning

You will make a hot sandwich by showcasing skills in knife safety, time management, using a sequence of work and health and safety as well as using a hob and managing pan handles safely to the side.

Simple method

1. Put pan on heat and add a small amount of oil.
2. Add bacon or sausage and cook until crispy and brown.
3. While meat is cooking butter bread & place on serving plate.
4. Add cooked bacon/sausage to bottom slice of bread and place another slice on top.
5. Add sauce and cut in half.
6. Present and enjoy!



Nutrients and Eatwell

| Nutrient | Function | Where from? |
|---|---------------------------------|---|
| Carbohydrate Fast release- sugars Slow release- starches | Gives us energy | Starches- cereal, potatoes, pasta, rice Sugars- white sugar, sweets, honey |
| Fat 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 |
| Vitamins and Minerals | Prevent illness | Any fruit, vegetable or salad item |
| Protein | Helps bodies to grow and repair | Lean meat- chicken, steak, fish, eggs, milk |
| Fibre | Helps our digestion | Brown bread, brown rice, brown pasta ie wholewheat items- cereals such as Weetabix, bran flakes |

Year 7: Summer Term 1

Week 6 & Week 7

Practical Planning

You will plan to make Spaghetti Bolognese, this will showcase you using a hob as well as following a plan of making, using time management, and following health and safety rules.



Half of the group will make Spaghetti Bolognese and the other half will be the sous chef (helper).

Simple method

1. Put water in a saucepan up-to the half-way mark and get onto boil.
2. Chop up onion and crush garlic- use bridge or claw method.
3. Fry off in a wok pan until soft.
4. Add mince and cook until brown.
5. Add tomatoes, herbs, spices and leave to simmer for 10 minutes.
6. Drain pasta and plate up pasta on the base and meat sauce on top.

Food provenance and seasonality

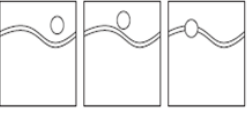


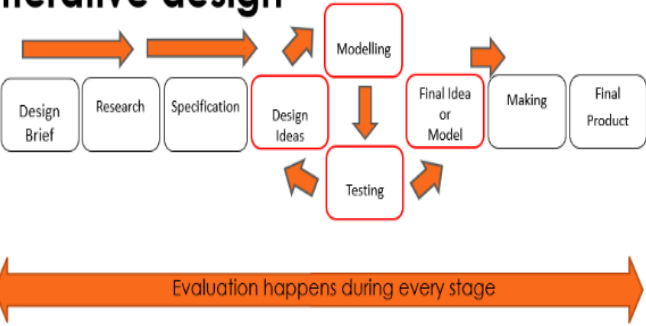
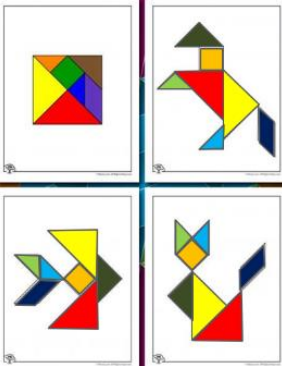
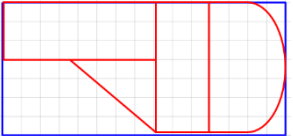
You will learn where food comes from and where in the world fruit and vegetables grow.

Food provenance- where food is grown raised or reared.

Seasonality- when food is harvested and grown at specific times of the year, e.g., strawberries in the UK in June/July.





| Subject: DT – Product Design | KPOW: Design & Workshop | Year 7: Summer Term 1 |
|---|---|---|
| Week 1 & Week 2 | Week 3 & Week 4 | Week 5, Week 6 & Week 7 |
| <p>Use the Landscape strategy to create 3 designs for your wooden key ring. This strategy helps you understand how a piece of acrylic can be inlayed (stuck) between two pieces of wood. These designs are to be colour rendered (to look realistic), with the inlayed acrylic having a bright contrasting colour</p> <p>Tools and machinery used to create the wooden keyring:</p> <p>Tenon saw – for cutting straight lines Band facer – for hard sanding Sandpaper – for light sanding Files – for chamfering (removing) the edges of the timber. Pillar Drill – to drill the key ring hole</p> <p>Workshop Health and Safety.</p> <ul style="list-style-type: none"> Goggles must be worn on all workshop machinery. Long hair must be tied back on machinery. Aprons must be worn during all practical lessons.    | <p>Iterative design process is where the designer will test the success of a product throughout, rather than just at the end.</p> <p>This iterative process will help to produce a design for a wooden children's toy that is themed on transport.</p> <p>Woods. Natural wood comes from trees, synthetic wood is man-made. Softwoods grow faster than hardwoods, and therefore are less expensive. Coniferous trees – Softwood – Scots pine, parana pine, spruce, cedar. Deciduous trees (grows leaves that are lost in Autumn) – Hardwood – Beech, elm, ash, mahogany, oak.</p> <p>The Design Process</p> <p>Iterative design</p>  | <p>The tangram strategy helps you to create simple ideas using geometric shapes. Tangrams originated in China as a puzzle.</p> <p>Designs produced are in grids of 7cm by 15cm. 15cm = 150mm 7cm = 70mm</p> <p>Man-made boards: MDF (Medium density fibreboard), chipboard, hardboard, blockboard, plywood.</p> <p>Man-made boards are made in factories and generally use the leftovers, such as sawdust and wood chippings. They are less expensive than natural wood but can be more stable.</p>   |





Subject: DT - Textiles

Week 1 & Week 2

Sketching – quick, initial ideas drawn in pencil.

Key Word: CULTURE – ideas, customs and social behaviour of a group/society.

Theme – *British Culture*

Cuisine – typical British food, fish & chips, English breakfast, cream tea.

Iconic images – (iconic = Very famous/widely recognised) e.g. Houses of Parliament, London Bus, Union Jack Flag.

Symbolism (use of symbols, in this case pictures, to represent ideas) – **umbrella** because that's what British businessmen carry because it rains a lot; a **crown** for the royal family; a **football** to show a love of sport.



Surface decoration techniques – how you can decorate fabric to enhance (improve) its appearance (how it looks).

Key Word: RESIST – coating/method applied to prevent dye being absorbed (soaked up) by the fabric.

Techniques:

Batik – is a resist method, the resist is the dried wax. Tool used is Tjanting (see pic below).



Tie dye – is a resist method, the resist is the elastic band tied tightly around the material (see pic below).



Stencil – Is NOT a resist method. Cut shape out of card, that becomes your stencil which is a template (see pic below). Dabbing paste on using a sponge.

Theory: Fibres – Thin strands are joined together to make a yarn.

Key Word: FIBRES

Fibre: hair like structure. **Yarn:** lots of fibres twisted together.

Woven: yarns placed over and under each other to create a fabric.

Table showing **SOURCES** (where they come from) of fibres

| Natural | | Man-made | |
|-------------------------------------|--|---------------------|---------------------|
| PLANT | ANIMAL | REGENERATED | SYNTHETIC |
| Flax (grown to make linen) | Wool (from a sheep) | Viscose | Acrylic |
| Jute (used to make canvas) | Angora (rabbit & goat) | Cellulose acetate | Nylon |
| Ramie (in the nettle family) | Hemlock | Rayon | Polyester |
| Cotton (from seed of cotton plant) | Silk (from a cocoon produced from silk worm) | Tencel (microfibre) | Lycra |
| Hemp (Tall plant with a long stalk) | Cashmere (goat) | Spandex | Tactel (microfibre) |

KPOW: Design & Make a Cushion Cover

Week 3 & Week 4

Sewing machine introduction – threading a machine (top thread and bottom thread [spool]).

Key Word: DISRUPT – prevent a system or process from continuing as usual (DO NOT DISRUPT OTHERS). The sewing machine & the skills to sew around to help develop control (directing the machine) and accuracy (precise and where the stitch should be).



Health and Safety:



Surface decoration technique Applique

Key Word & Technique: APPLIQUE – stitching a small piece of fabric onto a larger piece to make a pattern or design.

Materials & Method: Bondaweb – double sided fabric glue.

1. Iron rough side of bondaweb to the back of the small piece of fabric.
2. Draw image onto tracing paper side.
3. Steps 3,4 & 5 see image below:



Theory: Fabric Construction methods Woven & Knitted – How yarn is made into fabric.

Key Word: CONSTRUCTION – The process of building something i.e. how it is made.

Knitted = Loops of yarn that interlock.

Woven = Straight yarns that go



Properties: – the characteristics of either a fibre, yarn or fabric:

| | |
|---|---|
| Properties of knitted fabric – stretchy, doesn't fray, unravels if damaged, drops creases easily | Weft – thread that goes from left to right, right to left & over and under the warp thread. |
| Common knitted products – woolly hats, gloves, scarves, tights, socks, t-shirts. | Warp – threads that are vertical and which are set on the loom (machine you weave on). |
| Properties of woven fabric – strong, frays, creases easily, doesn't stretch. | Seldedge – the finished edge of the fabric that does not fray. |
| Common woven products – trousers, shirts, bedding, curtains. | Bias – is positioned diagonally across the fabric (at 45 degrees), so the fabric is stretchy and then hangs differently. |

Year 7: Summer Term 1

Week 5, Week 6 & Week 7

Final Idea – a development of the cushion design which evolves from the sketches page ideas, selecting the most suitable images/ideas for each surface decoration technique (Batik, tie dye, stencil, applique).



Key word: SUITABLE – right or appropriate.

Successful colour shading – even use of the pencil to get clear colouring in.



Tonal shading – to add deeper colour on parts of the design by pressing harder to add a more realistic finish.

Representing batik – double line

your design so it remains white, add colour either side of it (see image above).

Annotation of Final Idea – a note of explanation or comment added to a diagram / drawing.

Key Word: CONCISE – giving a lot of information clearly in a few words

Areas to explain:

1. How images link to British Culture –

Reflecting – shows what it is like / **Common** – Found or done often / **Iconic** – famous or popular / **Symbolises** – to represent something / **Monarchy** – country with a king or queen / **Popular** – liked by many / **Recognisable** – capable of being identified / **Represents** – sign or symbol of something / **National** – of a country & its people / **Famous** – known and recognised by many / **Historical** – used to describe something from the past

2. The challenges are:

Curves / fiddly processes / difficult area of ... / complicated ... / complex process of ... / being able to ... / Symmetry of ... / ensuring the accuracy of ...

Theory: Fabric construction methods, Laminated and Bonded & Microfibres

Key words: COMPRESSED – flattened by pressure. **MICRO** – ancient Greek word meaning small.

Laminated Fabric (layers of fabric glued and bonded together).

Bonded Fabric (fibres that are compressed [PRESSURE PRESSED] together using heat, pressure and an adhesive [GLUE]).

Microfibre – less than 1 **denier** thick which is equivalent to 60/100 times finer than a human hair.

Look like: shaped like a star (snowflake or flower describes them too).

How they work: they trap dust and dirt in their grooves.








Made from: synthetic fibres, normally polyester or nylon.

Common products made from microfibre: sportswear, dusters, sports & dog towels and underwear.












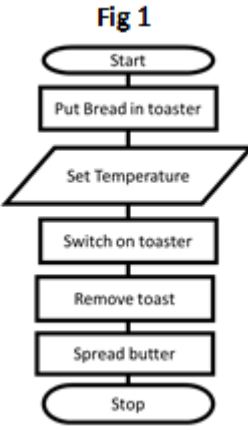
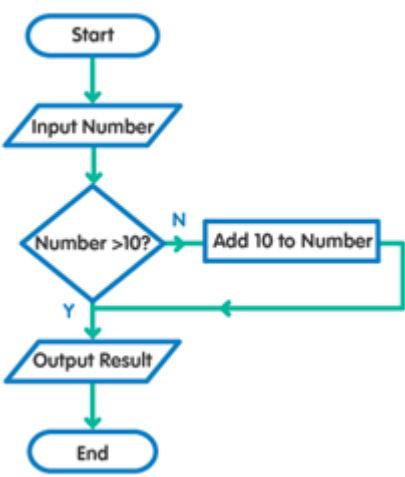
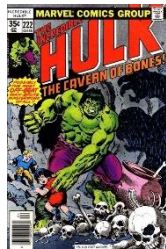








Properties: ultra fine, Washable, high strength, comfortable, high absorption, breathable.





| Subject: Core PE | | Year 7: Summer Term 1 |
|---|--|---|
| Week 1 & Week 2: Hamstring | Week 3 & Week 4: Quadriceps | Week 5, 6 & 7: Gastrocnemius |
| <p>Hamstring</p>  <ul style="list-style-type: none">• Large muscle at the back of the upper leg.• This muscle is responsible for flexion at the leg.• Flexion is decreasing the angle at the knee.• There are three muscles that make up the hamstrings.• Before kicking a football, the hamstring will flex the knee to prepare for the kick.  | <p>Quadriceps</p>  <ul style="list-style-type: none">• Large muscle at the front of the upper leg.• Made up of four muscles (quad).• The muscle is responsible for extending the leg.• Extension is increasing the angle at the knee.• When kicking a football, shooting a netball the leg/arm extends.   | <p>Gastrocnemius</p>  <ul style="list-style-type: none">• Muscle located at the back of the lower leg.• This muscle is responsible for plantar flexion of the ankle.• Plantar flexion is moving the toes away from the shin in a downwards movement.• When running, the heel is pushed up off the ground is plantar flexion (red circle below).  |



| Subject: Computing & Digital Media | KPOW: Algorithms | Year 7: Summer Term 1 | | | | | | | | | | | | | | | | | | |
|--|--|---|------------------|--|----------------------|--|---|-----------|--|---|--------------|--|---|---------|-----------------------------------|---|----------|---|--|---|
| Week 1 & Week 2 | Week 3 & Week 4 | Week 5, Week 6 & Week 7 | | | | | | | | | | | | | | | | | | |
| <p>Keywords:</p> <p>Algorithm: An algorithm is a process to solve a problem using a fixed number of steps.</p> <p>Sequence: A set of events, movements or items that follow each other in a particular order.</p> | <p>Keywords:</p> <p>Decision: The action or process of deciding something.</p> | <p>Keywords:</p> <p>Story flow: This is the movement of the story and whether a novel moves smoothly from start to finish.</p> <p>Serialised - A story or play in regular instalments, usually week by week.</p> | | | | | | | | | | | | | | | | | | |
| <p>An algorithm shows a sequence of instructions that solve a problem. For example, if you are making a cake, you would follow each step in the correct order. If you don't, follow the steps, the cake might not be baked properly.</p>  <p>Flow charts – The flow chart shows the sequence of the algorithm, but in a graphical way. Flow charts are made up of various shapes. These are shown below:</p> <table border="1" data-bbox="114 917 734 1372"> <thead> <tr> <th>Symbol</th><th>Name</th><th>Shape & Function</th></tr> </thead> <tbody> <tr> <td></td><td>Terminator Start/End</td><td>A rectangle represents a start or end point.</td></tr> <tr> <td></td><td>Connector</td><td>An arrow is a connector that shows the direction of information through the flow chart</td></tr> <tr> <td></td><td>Input/output</td><td>A parallelogram represents an input or output.</td></tr> <tr> <td></td><td>Process</td><td>A rectangle represents a process.</td></tr> <tr> <td></td><td>Decision</td><td>A diamond is used to show a decision that needs to be made.</td></tr> </tbody> </table> | Symbol | Name | Shape & Function |  | Terminator Start/End | A rectangle represents a start or end point. |  | Connector | An arrow is a connector that shows the direction of information through the flow chart |  | Input/output | A parallelogram represents an input or output. |  | Process | A rectangle represents a process. |  | Decision | A diamond is used to show a decision that needs to be made. | <p>Basic Flowcharts</p> <p>A simple flowchart will show a basic sequence using input, outputs, and processes. See fig 1 as an example.</p>  <pre> graph TD Start([Start]) --> PutBread[Put Bread in toaster] PutBread --> SetTemp[/Set Temperature/] SetTemp --> SwitchOn[Switch on toaster] SwitchOn --> RemoveToast[Remove toast] RemoveToast --> SpreadButter[Spread butter] SpreadButter --> Stop([Stop]) </pre> <p>Selection Flowcharts</p> <p>Some flowcharts will go beyond a simple sequence and a decision will be introduced. See fig 2 as an example.</p>  <pre> graph TD Start([Start]) --> Input[/Input Number/] Input --> Decision{Number > 10?} Decision -- N --> Add10[Add 10 to Number] Add10 --> Decision Decision -- Y --> Output[/Output Result/] Output --> End([End]) </pre> <p>This is where the algorithm needs to make a choice based on an input (question) that has been asked.</p> <p>This will then result in 2 outputs (answers) to choose from, usually “yes or no”.</p> | <p>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.</p>  <p>Comic books are usually separated into panels. Panels can vary in sizes depending on what part of the story you want to show.</p> <p>Focal Point</p>  <p>The place in the panel where the creator wants the reader's eye to focus.</p> <p>Onomatopoeia</p> <p>A word that sounds like what it represents, such as</p>  <p>crash or bang!</p> <p>Speech bubbles</p> <p>Usually a square or circle shape pointing to a characters mouth showing their dialogue in the comic.</p>  |
| Symbol | Name | Shape & Function | | | | | | | | | | | | | | | | | | |
|  | Terminator Start/End | A rectangle represents a start or end point. | | | | | | | | | | | | | | | | | | |
|  | Connector | An arrow is a connector that shows the direction of information through the flow chart | | | | | | | | | | | | | | | | | | |
|  | Input/output | A parallelogram represents an input or output. | | | | | | | | | | | | | | | | | | |
|  | Process | A rectangle represents a process. | | | | | | | | | | | | | | | | | | |
|  | Decision | A diamond is used to show a decision that needs to be made. | | | | | | | | | | | | | | | | | | |

Subject: Music

Week 1 & Week 2: Logic Pro

Logic Pro:

Logic pro is a professional audio studio software created by Apple exclusively for use on their Mac computer systems.



Midi plug-ins:

Logic Pro has the functionality to link instruments to the system and record them in real time using a Midi plug-in. This allows musicians to play a keyboard and record it directly into their music track on Logic Pro.



Loops:

Loops are pre-recorded musical phrases or riffs that can be used to add drumbeats, rhythm parts and other sounds to a project. Loops contain musical patterns that can be repeated and extended to fill any length of time.

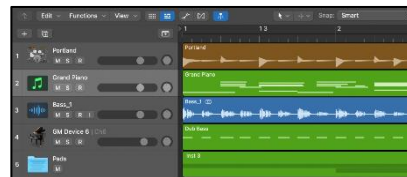


KPOW: Logic Pro – Ode To Joy

Week 3 & Week 4: Orchestra and Logic Pro

Tracks:

Tracks within Logic Pro help you organise and control the sound of the recordings and other material in your project. Each track will have its own channel strip in the mixer.



Control Panel:

The control panel in Logic Pro provides the option to fast forward and rewind your piece of music or return directly to the beginning. You can also play your track and record new sections via the control panel.

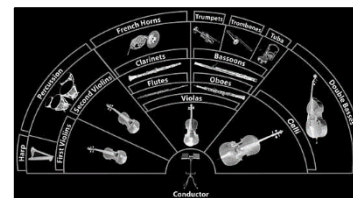


Project:

A project in Logic Pro is a document that contains all your recordings, the location of the media files that you add, and all the changes you make to your piece of music.

Instrument families:

There are 4 instrument families in an Orchestra. These are: strings, woodwind, brass, and percussion. During a performance, each family would be controlled by the conductor.



Year 7: Summer Term 1

Week 5 & 6 & 7: Mixing and finalising

Metronome:

A metronome is a device that produces a regular repeated sound like a ticking clock. It is used by musicians to help them play music at a particular speed. Logic pro has a built-in metronome.



Texture:



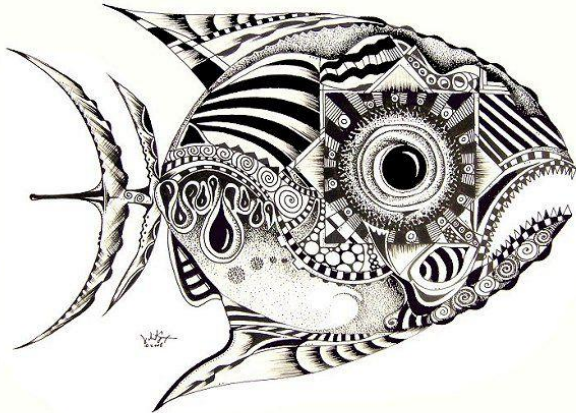
Thick or thin. Texture relates to the layers of instruments or voices that come together to create the overall sound. A thin texture would be a solo performer playing an instrument or singing acapella. A thick texture would have multiple instruments or voices performing at the same time.

Mixing:

Mixing is the process of adjusting the volume on different tracks/instruments to ensure the overall sound is well balanced. In a studio, this is completed on a mixing desk. Logic pro has a built-in mixing desk so that your track can be mixed digitally in the software.

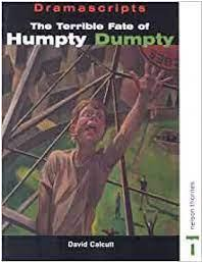


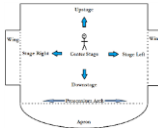





| Subject: Art | KPOW: Tile Relief | Year 7: Summer Term 1 |
|---|--|---|
| Week 1 & Week 2: | Week 3 & Week 4: | Week 5, Week 6 & Week 7: |
| <p>Keywords and definitions Observational drawing – Biro pen. Skills used – crosshatching: a mesh like pattern that creates light and shadow.</p>  <p>Form – Something that is three dimensional and encloses volume. It has length, breadth and height. Three Dimensional – Something that has height, width and depth. It can be viewed from all angles and sides. Proportion – How the sizes of different parts of a piece of Art relate to each other.</p> <p>Environmental focus The human race affects the Earth's oceans, the oceans in turn affect life on land. The oceans function as the Earth's climate system, pumping heat and moisture around the globe. Ocean currents regulate the temperature and rain on the continents, shaping the climate. Climate change has drastically affected the health and function of our oceans.</p> | <p>Artist Focus – Vincent Scarpace</p> <p>Born in 1971 – New York. In his own words, he describes his work as “a personal journey through the use of basic art elements: line, shape, and colour.</p> <p>Vincent Scarpace's work is full of experimentation, which purposely resemble fish.</p>  <p>His work is created using vibrant coloured acrylic paints. Scarpace's work focus on circular, organic shapes to create a sense of flow. The use of pattern is often featuring a series of dot work and linear elements.</p> | <p>Artist page development</p>  <p>ZENTANGLE - is a form of meditative doodling that has patterns, or tangles, put together to form a Zen-tangle</p> <p>Environmental focus The ocean's role in climate change is explored by many contemporary artists who take on the topics of melting glacial ice, warming seas and ocean water pollution in their work. These artists communicate the science of these environmental issues in a visual manner.</p> <p>The topic of climate change and the oceans is extremely complex. Artists can convey visual information in their work, connecting scientific information with human insight in a manner that engages the viewer.</p> |





| Subject: Drama | KPOW: Scripted | Year 7: Summer Term 1 |
|---|---|--|
| Week 1 & Week 2: Introduction to Script | Week 3 & Week 4: Playing a Character | Week 5, 6 & 7: Performing a script |
| <p>Script- A script is a document that comprises setting, characters, dialogue and stage directions for movies, tv shows and stage plays.</p> <p>Theme – is an idea that recurs in a work of art or literature; the subject/topic of the text.</p> <div data-bbox="123 478 694 774"> <div>The main themes</div> <ul style="list-style-type: none"> Bullying Peer pressure Friendships  </div> <p>Meet some of the Characters</p> <p>Terry Dumpton – Reserved, the gang’s Victim, quiet, his only real friend is Sammy.</p> <p>Sammy – Terry’s friend, weak, hanger-on of the gang.</p> <p>Stubbs – Powerful, intelligent, Gang Leader, Bully, can be aggressive and manipulates other gang members.</p> <p>Key technique:</p> <div> <p>Conscious Alley - Students form two lines facing each other. A character moves down the alley and each student in turn voices thoughts.</p> </div> | <p>Character – The mental and moral qualities distinctive to the individual; the person in the play.</p> <div data-bbox="784 311 1444 694"> <p>Vocal interpretation of a character</p> <p>Performers use a range of vocal skills to create characters and express how those characters are feeling.</p> <p>Vocal expression – how you deliver your message with words and how you express those words.</p> <p>Key skills – Projections, articulation, accent, pace, pause, pitch, tone.</p>  </div> <div data-bbox="784 821 1444 1220"> <p>Physical skills for interpreting a character</p> <p>Performers use a range of physical skills to portray a character. Their physical choices can also convey the character’s feelings.</p> <p>Physical expression – the organised movement; a character’s mannerism, habitual movements, posture.</p> <p>Key skills – Facial expression, gesture, posture.</p> </div> <p>Key technique:</p> <div> <p>Hot Seating – Questions are asked to someone sitting in the ‘Hot -seat’ who answers in character.</p> </div> | <p>Line learning – Memorising the dialogue of a play; the words actors say in performance.</p>  <p>Stage Directions – an instruction in the text of a play indicating the movement, position, or tone of an actor, or how the sound effects and lighting should be.</p>  <p>Director - is having clear vocal expression. You articulate sounds with your lips, teeth, tongue, and use your mouth to vary those sounds.</p>  <p>The family</p> <p>Mrs Dumpton – Terry’s mother, strong, the family’s breadwinner, in her 30s.</p> <p>Mr Dumpton – Terry’s father, out of work, in his 30s.</p> <p>Lesley – Terry Younger sister, aged 8.</p> <p>Key technique:</p> <div> <p>Freeze Frama / still image – 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: Key Words

Please learn the definitions of the following 12 words:

| | |
|--------------|--|
| Segregation | To separate black people from white people. |
| Boycott | To avoid doing something. |
| Commitment | Being dedicated to a cause. |
| Civil Rights | The rights of all people to receive equal treatment. |
| Racism | The belief that some people are superior to others, due to their race. |
| 5 Pillars | 5 acts that Muslims are expected to do to show devotion to their faith. |
| Fasting | To go without food or water for a period of time. |
| Ramadan | The month during which Muslims fast during the daylight hours. |
| Muhammad | The name of the person who founded the religion of Islam. |
| Ka'bah | The cube-shaped building in the centre of the most important mosque in Makkah. |
| Sawm | The Arabic name for fasting during Ramadan. |
| Hajj | Pilgrimage to Makkah (Saudi Arabia). |

Week 3 & Week 4: Martin Luther King

Please learn these facts about Martin Luther King:

Born = 1929 in Atlanta, Georgia, USA

Married = To Coretta Scott

Children = 4

Religion = Christian

Occupation = Pastor (priest)

Committed to = fighting for equal rights for black people.

Famous = 'I have a dream' speech.

Awarded = The Nobel Peace Prize

Died = Assassinated by a sniper in 1968



Look at the images below, this is what life was like for black people:



<https://youtu.be/OmEZGbUvW2M>

Year 7: Summer Term 1

Week 5, 6 & 7: The Civil Rights Movement

Please learn these key facts about the Civil Rights Movement:

The Civil Rights Movement was made up of a number of different peaceful protests designed to draw attention to the rights which black people were still being denied. Below are 4 of them:

| Right? | Education | To sit where they liked | To sit where they liked | To vote |
|---------|--|---|--|--|
| Details | Nine black students faced an angry mob on their way to a recently desegregated school. | Black protestors sat at the counters in diners facing abuse from white customers. | Protestors rode on buses to test to see if the new desegregation laws were being followed. | Protestors marched from Selma to Montgomery to protest that black people were still not being given the right to vote. |
| Title | Little Rock Nine | Sit Ins | Freedom Riders | March from Selma |
| Date | 1957 (sept) | 1960 (Feb) | 1961 (May) | 1965 (Mar) |





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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