

# Study Booklet

**Name:**

**Form:**



**Knowledge is Power**

**Year 7 Term 1**

# YOUR STUDY BOOKLET

## ⇒ How to use your Knowledge Organiser ⇒

### EACH TERM, YOU WILL RECEIVE:



#### A KNOWLEDGE ORGANISER (KO)

– used in lessons and at home



#### A STUDY BOOKLET

– used for your homework



*The more you know,  
the more you can do!*



These work together to help you build knowledge and remember it over time.

### ➤ USING YOUR KNOWLEDGE ORGANISER



Your Knowledge Organiser contains the key knowledge you need to learn.

**You will use it to:**

- ✓ Support your learning in lessons
- ✓ Help you complete your homework
- ✓ Prepare for assessments



It is the most important resource to help you succeed.

### USING YOUR STUDY BOOKLET (HOMEWORK)



Your Study Booklet is where you complete your homework tasks.

**All tasks are designed so that you:**

- ✓ Use your Knowledge Organiser
- ✓ Practise remembering knowledge
- ✓ Apply what you have learned

### HOW TO COMPLETE HOMEWORK SUCCESSFULLY



**Use** your Knowledge Organiser to help you



**Try** to remember the knowledge (don't just copy!)



**Complete** each task carefully



**Check** and improve your answers

### HOW HOMEWORK IS CHECKED

Homework will be checked in lessons. You are expected to:



Check your own answers  
(**self-assessment**)



Learn from others  
(**peer assessment**)



Be ready for teacher checks  
(**booklet open and complete**)



The focus is on completion, effort and improving over time.

### TYPES OF TASKS YOU WILL COMPLETE

Your homework will help you develop different skills:

**A**

**RECALL** – remembering key facts



**B**

**UNDERSTANDING** – explaining what you know



**C**

**CHALLENGE** – applying your knowledge



### WHY THIS MATTERS

Using your Knowledge Organiser regularly will help you to:



Remember more over time



Feel confident in lessons and assessments



Build strong independent study habits

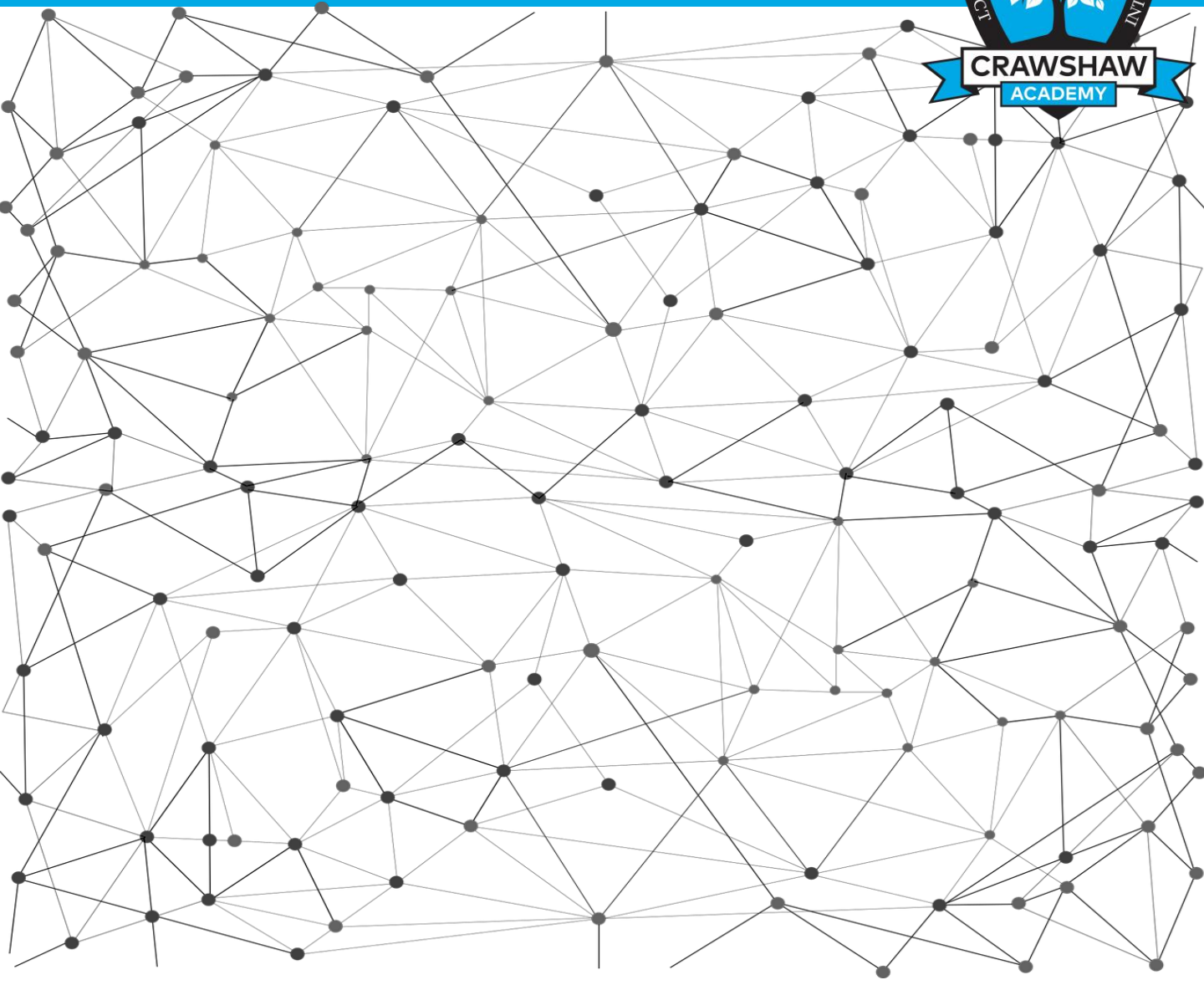


**TOP TIP:** Don't just copy – think, test yourself, and check your learning!



# Art: Y7 Term 1

## Half Term 2



# Year 7 Art Homework Term 1 (Half Term 2)

## Homework 1

### Match the Keyword to the Definition (1 mark each)

Write the correct keyword next to each definition.

**Keywords: Colour • Space • Texture • Tone • Line • Shape • Form**

1. \_\_\_\_\_ The roughness or smoothness of a surface.
2. \_\_\_\_\_ The lightness or darkness of an area.
3. \_\_\_\_\_ Negative and positive areas within an artwork.
4. \_\_\_\_\_ A mark that travels from one point to another.
5. \_\_\_\_\_ Light reflected from a surface.
6. \_\_\_\_\_ A flat, two-dimensional object.
7. \_\_\_\_\_ A three-dimensional object or something that appears 3D.

### Multiple Choice (1 mark each)

1. Which art element refers to how light or dark something is?

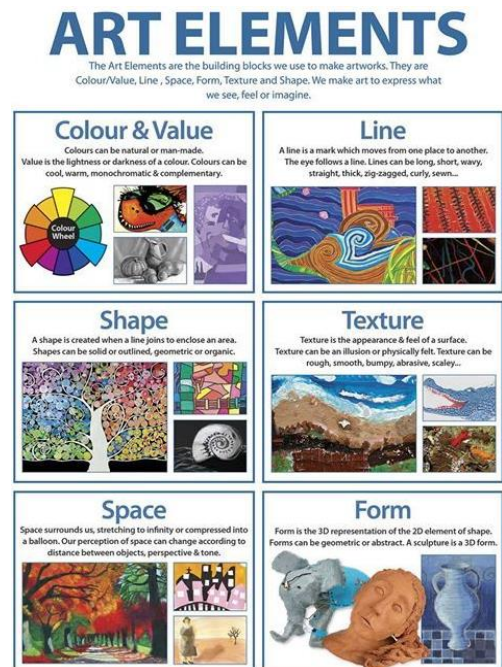
- a) Shape
- b) Texture
- c) Tone
- d) Space

2. Which art element is always two-dimensional?

- a) Form
- b) Shape
- c) Texture
- d) Tone

3. Which art element describes a sculpture?

- a) Form
- b) Shape
- c) Line
- d) Colour



## Homework 2

### Recall Task (10 Marks)

1. Name the three primary colours. \_\_\_\_\_
  2. What is colour theory? \_\_\_\_\_
  3. What is a secondary colour? \_\_\_\_\_
  4. Which two colours make green? \_\_\_\_\_
  5. Which two colours make orange? \_\_\_\_\_
  6. Which two colours make purple? \_\_\_\_\_
  7. What is a tint? \_\_\_\_\_
  8. What is a shade? \_\_\_\_\_
  9. What is a tone? \_\_\_\_\_
  10. What are complementary colours? \_\_\_\_\_
- 

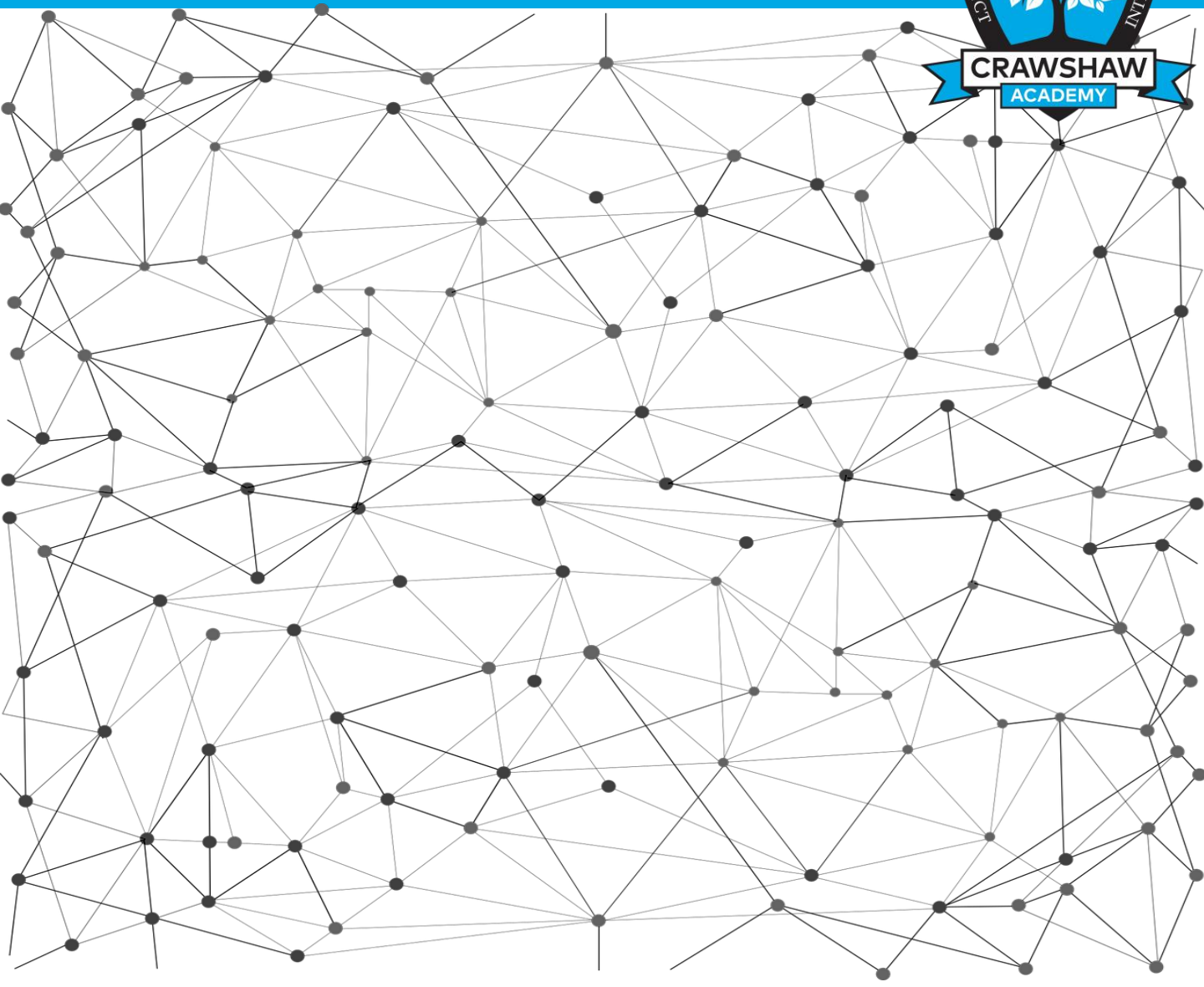
### Colour Mixing Challenge (5 Marks)

Complete the table.

| Colour Mixture  | Result |
|-----------------|--------|
| Red + Yellow    |        |
| Yellow + Blue   |        |
| Red + Blue      |        |
| Blue + Green    |        |
| Yellow + Orange |        |

# DT: Y7 Term 1

## Half Term 2



## Year 7 Term 1 Homework 1 (2<sup>nd</sup> half term)

### Quick Recall (1 mark each)

Fill in the missing words.

1. A \_\_\_\_\_ explains what the project requires you to do.
2. A \_\_\_\_\_ lists the requirements a product must meet.
3. A \_\_\_\_\_ is an abstract idea.
4. A design idea brought to life is called a \_\_\_\_\_.
5. \_\_\_\_\_ means explaining your ideas with notes and labels.
6. To \_\_\_\_\_ means discussing what worked well and what could be improved.
7. An \_\_\_\_\_ drawing shows three sides of a product.
8. A drawing that is actual size is drawn \_\_\_\_\_.

### Match the Keyword (1 mark each)

Match each keyword to the correct definition.

| Keyword         | Definition Letter | Definitions                                      |
|-----------------|-------------------|--------------------------------------------------|
| 9. Design Ideas |                   | A. A brand-new idea nobody has thought of before |
| 10. Development |                   | B. Initial thoughts and sketches                 |
| 11. Concept     |                   | C. An abstract idea                              |
| 12. Realisation |                   | D. A design idea that has been made              |
| 13. Innovative  |                   | E. Improving a chosen design                     |

### True or False (1 mark each)

14. An isometric drawing shows a product in 3D. \_\_\_\_\_
15. Development means changing and improving a design. \_\_\_\_\_
16. A concept is a finished product. \_\_\_\_\_
17. Evaluating means reflecting on strengths and weaknesses. \_\_\_\_\_
18. Scale 2:1 means the drawing is smaller than the real object. \_\_\_\_\_

## Year 7 Term 1 Homework 2 (2<sup>nd</sup> half term)

### Cams and Motion

1. Name three types of cams:

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

2. Which type of motion moves in a straight line?

3. Which type of motion moves back and forth?

4. Which type of motion moves in a circle?

5. Which type of motion moves in an arc back and forth?

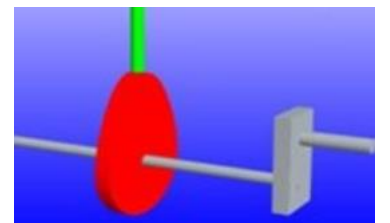
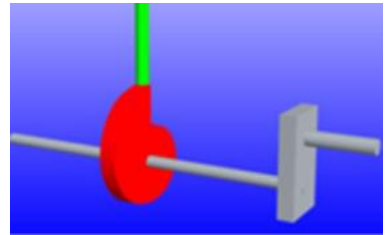
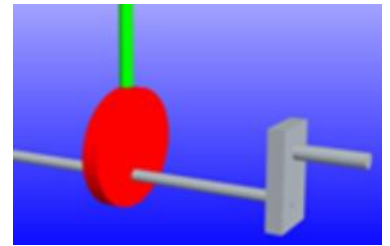
6. What type of motion does an insect automata toy use?

7. Give one example of rotary motion.

8. Give one example of oscillating motion.

Match the motion to the definition:

| Motion        | Definition                   |
|---------------|------------------------------|
| Linear        | a) Circular motion           |
| Reciprocating | b) Straight-line motion      |
| Rotary        | c) Back-and-forth motion     |
| Oscillating   | d) Arc motion back and forth |



# English: Y7 Term 1





## Keywords and Definitions

| Important Vocabulary |                                                                                                                  |
|----------------------|------------------------------------------------------------------------------------------------------------------|
| Term                 | Definition                                                                                                       |
| structure            | Structure is the way in which events and ideas are organised in a story, as chosen by a writer to create impact. |
| juxtaposition        | Two contrasting ideas that are placed together to highlight their differences to the reader/audience.            |
| empathy              | Empathy is putting yourself in someone else's shoes and understanding what life's like for them.                 |
| perspective          | Perspective is the way the world is seen; it is the 'eyes' and voice through which a story is told.              |
| bias                 | The unfair positive or negative treatment of someone or a group of people.                                       |

| Structure Vocabulary |                                                                                                                        |
|----------------------|------------------------------------------------------------------------------------------------------------------------|
| Term                 | Definition                                                                                                             |
| non-linear narrative | When the events of the story are not told chronologically.                                                             |
| flashback            | Scenes that are inserted in a story that take the reader back to an event that happened in the past.                   |
| symbolism            | The use of symbols to represent deeper meanings or themes.                                                             |
| cliff-hanger         | A scene ending that leaves the audience with more questions than answers. This creates a sense of suspense or anxiety. |
| shift in focus       | Changes in ideas and perspectives, eg outside to inside.                                                               |

## Knowledge

| SPAG Focus            |                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                             |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | What it is                                                                                                                                                                    | Example                                                                                                                                                                                                                                                                                                                     |
|                       | Plurals of nouns are used to indicate when there is more than one person, place, animal, or thing.                                                                            | Families, mice, children, people, feet, teeth, phenomena, foci                                                                                                                                                                                                                                                              |
|                       | Apostrophes are used for two main jobs, showing <b>possession</b> and showing <b>omission</b> .                                                                               | Apostrophes for possession show that a thing <b>belongs</b> to someone or something. For example Anna's book or the school's logo.<br>Apostrophes for omission show where something, usually a letter, has been <b>missed out</b> , creating <b>contraction</b> . For example, <b>haven't</b> rather than <b>have not</b> . |
|                       | <b>Standard English</b> is a variety of <b>English</b> most easily understood by a wide audience.                                                                             | Formal or polite tone, standard grammar, correct spelling, longer words or phrases, fewer contractions such as 'you're', no slang, fewer abbreviations.                                                                                                                                                                     |
| Reading analysis      |                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                             |
| What?                 | What is the writer showing us? The writer states/ describes/ introduces/ establishes...<br>The writer presents....                                                            |                                                                                                                                                                                                                                                                                                                             |
| Where?                | Where in the text? Use a reference or quotation. The words " ...."                                                                                                            |                                                                                                                                                                                                                                                                                                                             |
| How?                  | What specific methods does the writer use?<br>The writer utilises...<br>The use of (method)....                                                                               |                                                                                                                                                                                                                                                                                                                             |
| Why?                  | What could the writer be suggesting?<br>Perhaps the writer is suggesting/ criticising/ appealing/ persuading/ warning<br>The reader understands/ reconsiders/ re-evaluates... |                                                                                                                                                                                                                                                                                                                             |
| Context               |                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                             |
| Emmett Till           | A 14-year-old African American boy who was killed in 1955 in Mississippi for allegedly whistling at a white woman. His death helped inspire the Civil Rights Movement.        |                                                                                                                                                                                                                                                                                                                             |
| Civil Rights Movement | A time during the 1950s and 1960s when people fought for equal rights for Black Americans, including the right to vote, go to school, and be treated fairly.                  |                                                                                                                                                                                                                                                                                                                             |
| Segregation           | Physical separation of races, especially in schools and public places. Common in the U.S. before CRM.                                                                         |                                                                                                                                                                                                                                                                                                                             |
| Tamir Rice            | A 12-year-old African American boy who was shot by police in 2014 while playing with a toy gun. His story is one of many that shows the danger Black children face.           |                                                                                                                                                                                                                                                                                                                             |
| Peter Pan             | A fictional character who is a boy that never grows up. In "Ghost Boys", this idea connects to the "ghost boys" who died too young and never had a chance to grow up.         |                                                                                                                                                                                                                                                                                                                             |
| Preliminary Hearing   | A meeting before a trial. In it, a judge decides if there is enough evidence for the case to go to court.                                                                     |                                                                                                                                                                                                                                                                                                                             |

# Year 7 Homework Booklet: Term 1

These homeworks will be set each week.

Your individual class teachers will let you know the deadlines for your own class.

Please complete the homework in this booklet by the deadline set and tick off the homeworks you have completed.

If you type your homework, it is YOUR responsibility to print it and glue it into your booklet carefully on a piece of unfolded paper before the deadline.

Thank you.

- ☐ Homework 1: Descriptive Writing (Juxtaposing two places) – Sept. 7<sup>th</sup>-13<sup>th</sup>
- ☐ Homework 2: KO Organiser Activity 1 – Sept. 14<sup>th</sup>-20<sup>th</sup>
- ☐ Homework 3: Opinion Writing (Something You Feel Strongly For or Against) – Sept. 21<sup>st</sup>-27<sup>th</sup>
- ☐ Homework 4: KO Organiser Activity 2 – Sept. 28<sup>th</sup>-Oct. 4<sup>th</sup>
- ☐ Homework 5: Analytical Writing (WHW paragraph: Ghost Boys) – Oct. 5<sup>th</sup>-11<sup>th</sup>
- ☐ Homework 6: KO Organiser Activity 3 – Oct. 12<sup>th</sup>-18<sup>th</sup>
- ☐ Homework 7: Comprehension (Writing focused answers about reading) – Oct. 19<sup>th</sup>-25<sup>th</sup>

## Half-Term

- ☐ Homework 8: KO Organiser Activity 4 – Nov. 2<sup>nd</sup>-8<sup>th</sup>
- ☐ Homework 9: Descriptive Writing (A busy street scene) – Nov. 9<sup>th</sup>-15<sup>th</sup>
- ☐ Homework 10: KO Organiser Activity 5 – Nov. 16<sup>th</sup>-22<sup>nd</sup>
- ☐ Homework 11: Opinion Writing (Should Toy Toy Guns Be Banned?) – Nov. 23<sup>rd</sup>-29<sup>th</sup>
- ☐ Homework 12: KO Organiser Activity 6 – Nov.30<sup>th</sup>-Dec. 6<sup>th</sup>
- ☐ Homework 13: Analytical Writing (WHW paragraph: Ghost Boys) – Dec. 7<sup>th</sup>-13<sup>th</sup>
- ☐ Homework 14: KO Organiser Activity 7 – Dec.14<sup>th</sup>-20<sup>th</sup> (to be checked after Xmas)



# TOP TIPS

- ★ Complete your homework in **your homework booklet by the deadline**.
- ★ Take pride in your work and write **neatly**.
- ★ Label your writing clearly with a **title** and **date**.
- ★ **Underline** titles and dates.
- ★ Where there is one, **use the example** to help you.
- ★ Try to **include as many items as possible from the checklist** (if there is one.)
- ★ Use the **structure** guidance to help you organize your ideas.
- ★ Check carefully for **accuracy** of your **spelling, punctuation and grammar**.
- ★ Use **paragraphs** for writing tasks.
- ★ **Answer comprehension tasks in full sentences**.
- ★ **Number your answers in comprehension tasks**.

|



# **HOMEWORK CHALLENGE 1**

## **DESCRIPTIVE WRITING: JUXTAPOSING TWO PLACES**

### **CHALLENGE INSTRUCTIONS**

Write a description that juxtaposes two different places. (Juxtaposition is a technique in which writers place things side by side to highlight their differences.) Use the pictures as inspiration if you want.

Write approximately 100-200 words. Spend about 20-30 minutes on this homework.



### **EXAMPLE: DIFFERENT HOUSES**

The houses were the picture of perfection, with wisteria that curled politely around the front door and ruby-red roses that seemed to greet you as you passed. The emerald-green lawns were as smooth as velvet, and the windows gleamed violently. There wasn't a hedge out of place nor a gate that creaked. It all felt just a little too perfect — like a series of dollhouses placed into the real world.

But halfway down the street, like a blot of ink on a clean page, stood one house that refused to match the others: its paint was peeling, its windows were cracked, its garden was wild. Weeds grew bold in the garden, twisting through the broken gate as they were claiming it.

### **CHECKLIST**

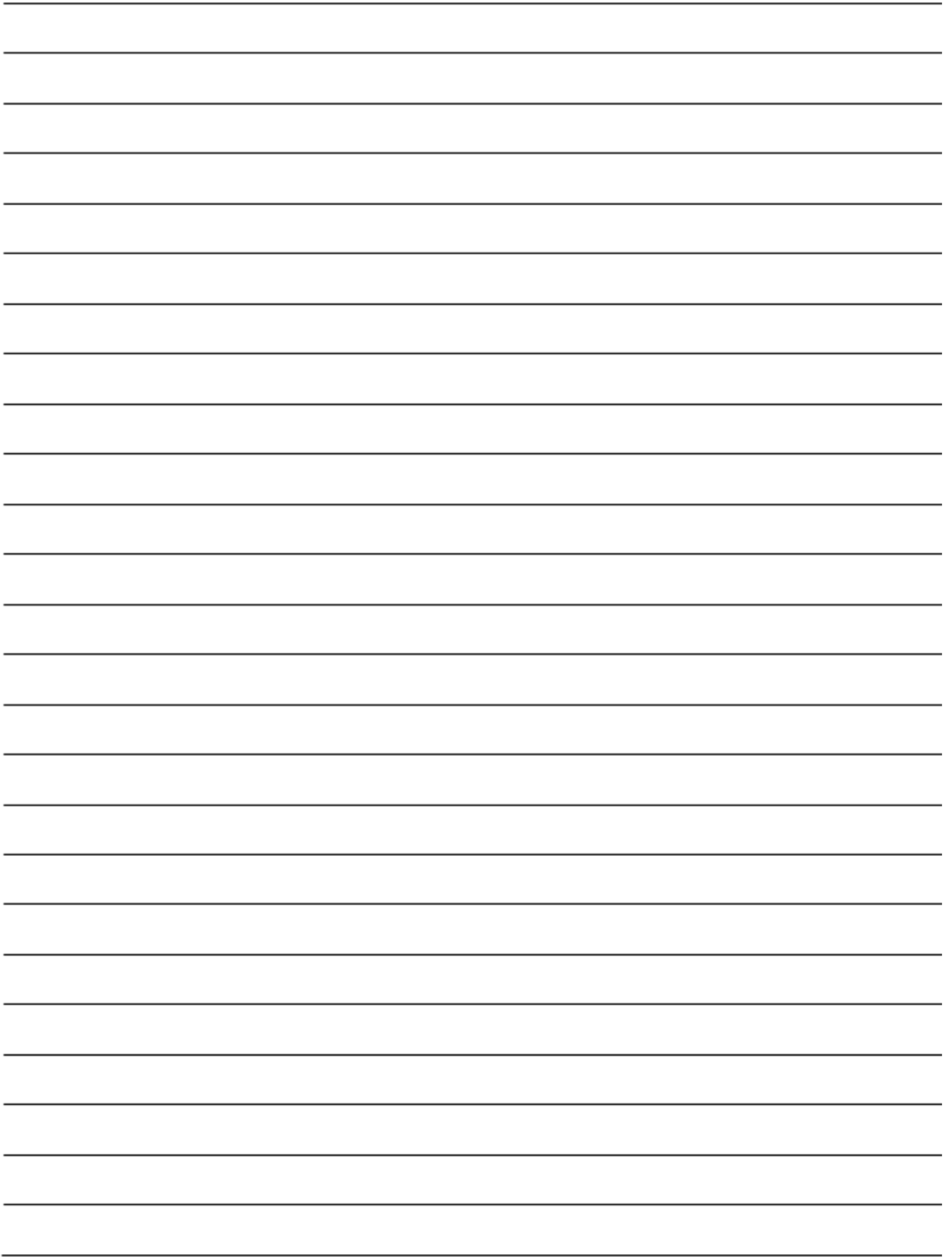
- ☐ Personification (when non-human things are described as if they are human)
- ☐ Similes
- ☐ Adverbs
- ☐ Words to describe colour
- ☐ Dash to add more detail (—)
- ☐ List of three introduced with a colon(:)

### **STRUCTURE**

- Describe a seemingly perfect, neat or luxurious place in Paragraph 1
- Juxtapose it with a very different place in Paragraph 2

### **TOP TIPS**

- ★ Complete your writing challenge in your homework book by the deadline.
- ★ Take pride in your work and write neatly.
- ★ Label your writing clearly with the title.
- ★ Use the example to help you.
- ★ Try to include all items from the checklist.
- ★ Check for accuracy of your spelling, punctuation and grammar.



# ARGUING YOUR POINT OF VIEW – ONE SIDE OF THE ARGUMENT ( NOT BOTH)

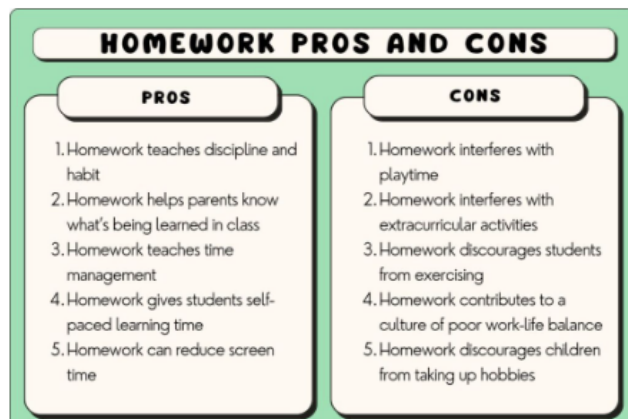
## CHALLENGE INSTRUCTIONS

Write an opinion article, arguing your point of view about having to do homework or another subject you feel strongly for or against.

Write approximately 100-200 words. Spend about 20-30 minutes on this homework.

### EXAMPLE:

#### OPINION ARTICLE



### Slow Walkers – The People Who Suck the Energy Out of Every Trip to Town

You wake up one Saturday and think: 'Yes – I can go into town and hunt down the new jacket I've been saving up for. At last!' But then you get there – **and what do you find?** People crawling around the place **as slowly as badly injured snails**. They come in groups – blocking you, in long lines across the pavement. **Totally lost in their own worlds, totally unaware of what is happening around them or who needs to get past**, they force you to take tiny steps behind them as they suck the energy out of the trip you've been looking forward to so much.

Some people might say that slow walkers are just relaxing, enjoying their own shopping trip at their own pace. But those people are **totally wrong!** The truth is, **slow walkers are selfish**. They do not care that other people are **entitled** to be there, on a busy afternoon, in a busy city. For them, the city – **every shop, every street, every mall** – is for their use and only their use. It is as if the rest of **us** do not exist. So, **let's** think about others and do something about this. **Let's** look around us and move things up a gear. Because, in short, these **slugs** are just inconsiderate.

#### CHECKLIST

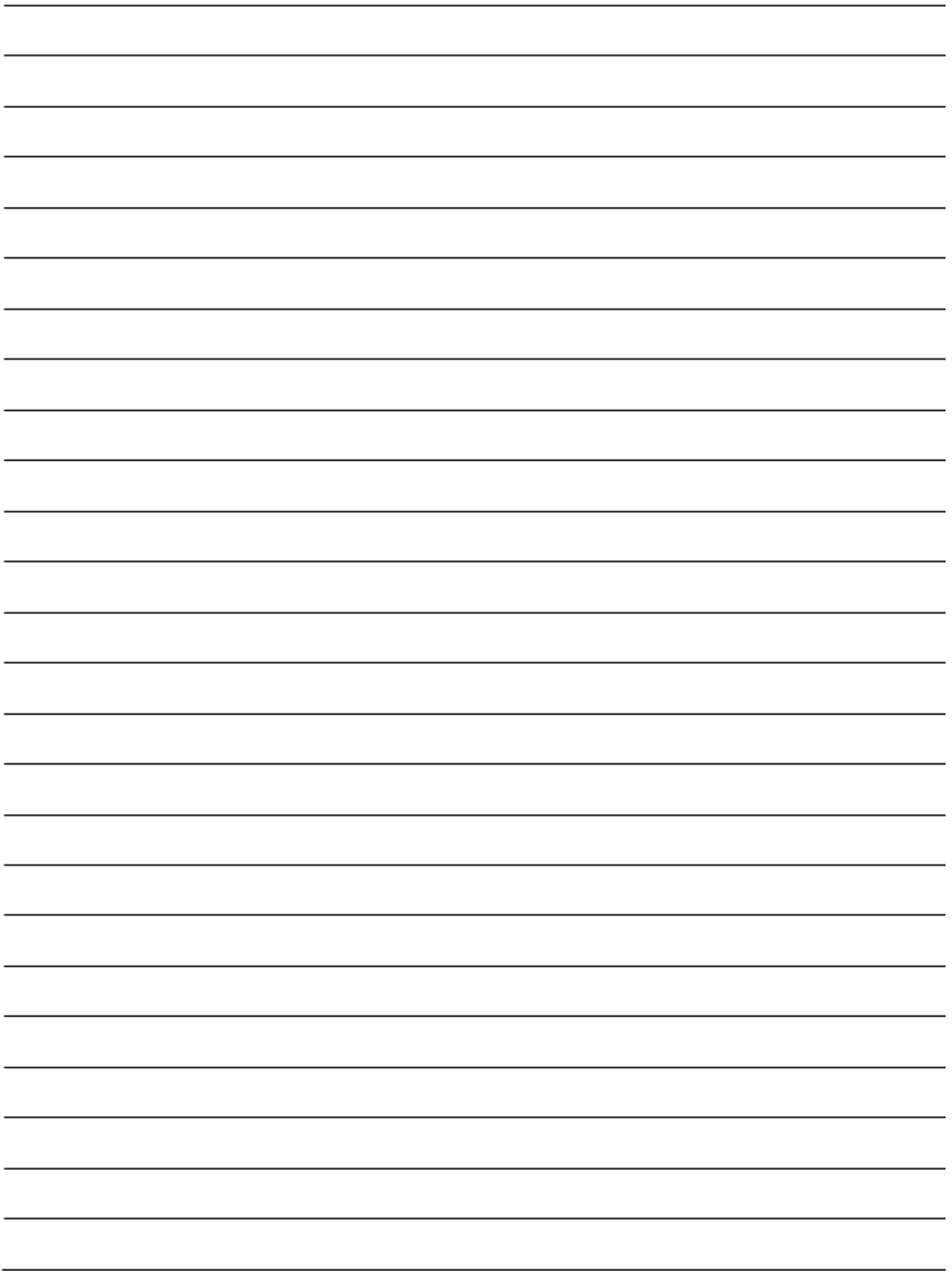
- Use 'you'/'we'/'us' to talk directly to your readers
- Use a rhetorical question to get readers to think they way you want
- List of three/triplet
- Counter-argument (antithesis) and why it wrong
- Figurative language/exaggeration

#### STRUCTURE

- Begin with a headline that grabs readers' attention and makes your opinion clear
- Paragraph 1: start with an introduction to your opinion and an idea/argument to back it up
- Paragraph 2: more ideas/arguments to back up your opinion
- Start your last sentence with 'In short...' to sum up your argument

### TOP TIPS

- ★ Complete your writing challenge in your homework book by the deadline.
- ★ Take pride in your work and write neatly.
- ★ Label your writing clearly with the title.
- ★ Use the example to help you.
- ★ Try to include all items from the checklist.



## Yr.7 Knowledge Organiser Activity 2: Term 1

Complete the table below. (Definition = what a word means)

| Vocabulary:<br>Tier 3       | Draw an Image. | Write a definition in your own words | Write a sentence including the word. |
|-----------------------------|----------------|--------------------------------------|--------------------------------------|
| <b>Non-linear structure</b> |                |                                      |                                      |
| <b>Flashback</b>            |                |                                      |                                      |
| <b>Symbolism</b>            |                |                                      |                                      |
| <b>Cliff-hanger</b>         |                |                                      |                                      |
| <b>Shift in focus</b>       |                |                                      |                                      |

## HOMEWORK CHALLENGE 3

### WHW PARAGRAPH – HOW DOES JEWELL PARKER RHODES DESCRIBE SARAH'S BEDROOM TO CREATE AN ATMOSPHERE OF COMFORT AND LUXURY?

#### CHALLENGE INSTRUCTIONS

Choose a quote from the extract below to help you answer the question.

Then use the quote to write a WHAT/HOW/WHY paragraph explaining Jewell Parker Rhodes describes Sarah's bedroom to create an atmosphere of comfort and luxury. You do not need to use the full quote – just zoom in on key words and phrases, as in the example.

Write approximately 100-200 words. Spend about 20-30 minutes on this homework.

Her bedroom is three times the size of mine. Decorated with a bookshelf, framed pictures, a pink striped comforter [blanket], a TV, and a computer. I bet she doesn't even hear gunshots in her neighbourhood. Her bedroom is like cotton candy [candy floss]. Sickly sweet. Ballerinas on the lampshade glow. Two tiny stuffed pigs rest on the pillows. Nothing bad is supposed to happen to whoever sleeps in this room.

#### EXAMPLE:

#### WHW PARAGRAPH

### The What, How, Why Approach

The What, How, Why approach is an alternative to using PEE (Point, Evidence, Explanation) when analysing a quote or extract.

Rather than being a rigid structure like PEE, WHW is a way of thinking before even beginning writing.

The exam boards say that this ensures students are addressing each assessment objective.

As you are reading a text, before writing any sort of analysis, ask yourself these three questions:

#### What

What is the writing about?

**Consider:** what is happening, what message they want to convey, what they are trying to say.

#### How?

How does the writer present their ideas?

**Consider:** how they get their point across, what evidence you can find, how the evidence illustrates the point, what specific methods and techniques have been used.

#### Why?

Why has the writer written their work?

**Consider:** the author's intentions, what feelings they wanted to evoke in their reader, why a particular word or phrase has been used, if their ideas have been influenced by social or historical context, the overall purpose of the text, whether someone else will feel differently.

The writer makes the surroundings and weather appear eerie to create a chilling atmosphere. We can see this when she writes: 'Sounds were deadened, shapes blurred... and it had, I suppose, the quality of all such fogs - it was menacing and sinister, disguising the familiar world and confusing the people in it.' Here, the adjectives 'deaden' and 'blurred' and the verb 'disguising' suggest the fog creates a sense of mystery, because sights and sounds become unclear and confused. In addition, the adjectives 'menacing' and 'sinister' suggest there is something threatening about the fog and the setting, building up the eerie atmosphere even further. The writer's intention here may be to suggest that something unpleasant will take place later in the novel and to build up a sense of tension and suspense.

#### CHECKLIST

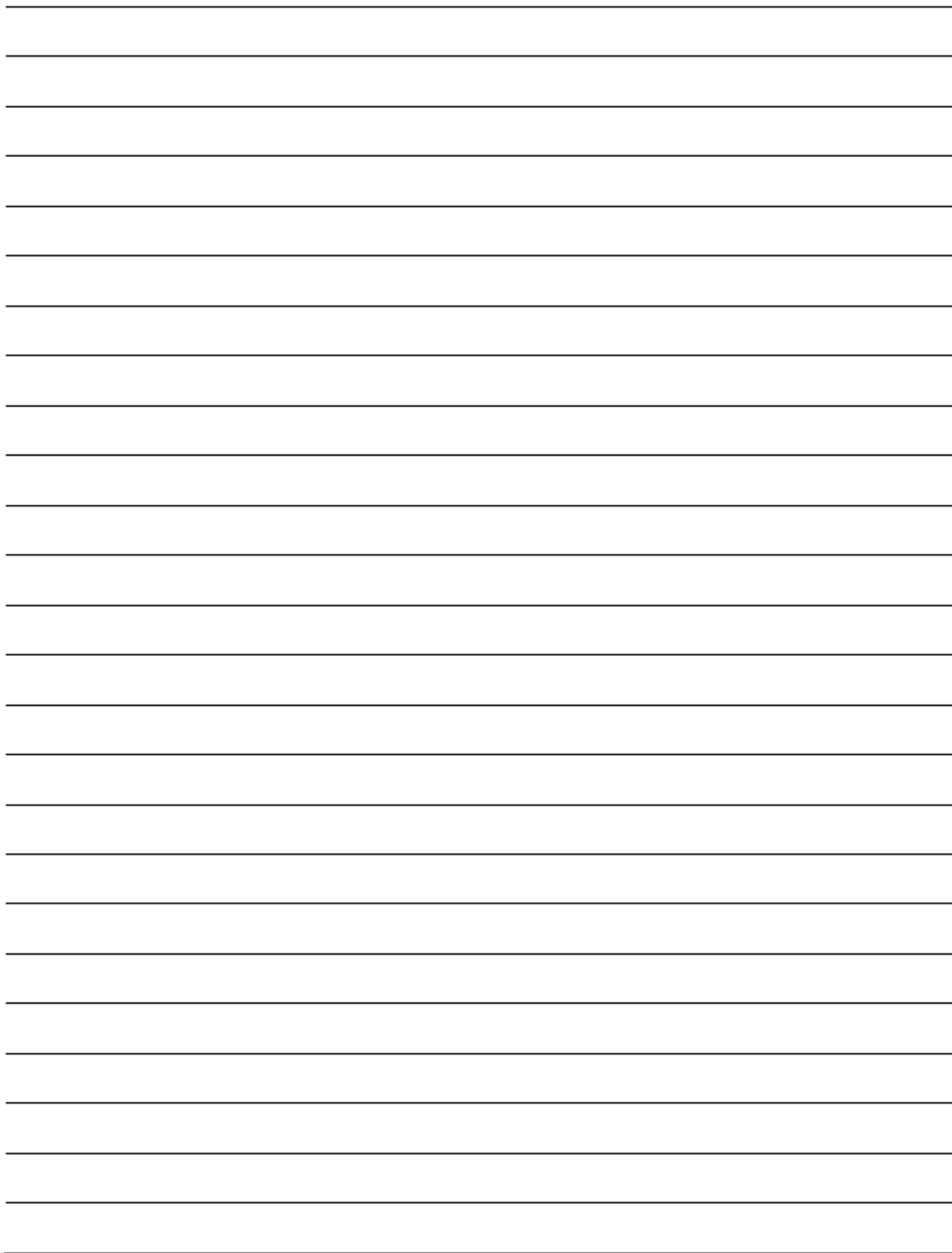
- Start with a main idea about WHAT we learn about the atmosphere, mood, surroundings, etc.
- A quote as evidence, linked with 'For example...'
- HOW your quote shows a sense of luxury and comfort, etc., zooming in on key words/language, explaining what they show/HOW they show it
- WHY your quote is important for creating a sense of luxury and comfort
- Key words, including from the KO

#### STRUCTURE

- 1 paragraph
- Use the What/How/Why structure
- Use the following sentence starters or something similar if it helps:
  - The bedroom's atmosphere is presented as...
  - We can see this when the author writes...
  - Here...
  - In addition...
  - The writer's intention here may be to suggest...

#### TOP TIPS

- ★ Complete your writing challenge in your homework book by the deadline.
- ★ Take pride in your work and write neatly.
- ★ Label your writing clearly with the title.
- ★ Use the example to help you.
- ★ Try to include all items from the checklist.
- ★ Check for accuracy of your spelling, punctuation and grammar



### Yr.7 Knowledge Organiser Activity 3: Term 1

Complete the table with accurate use of plurals

| Plurals                             | Answer |
|-------------------------------------|--------|
| What is the plural of 'family'?     |        |
| What is the plural of 'journey'?    |        |
| What is the plural of child?        |        |
| What is the plural of 'woman'?      |        |
| What is the plural of 'phenomenon'? |        |
| What is the plural of 'focus'?      |        |
| What is the plural of 'tooth'?      |        |
| What is the plural of 'feet'?       |        |

Complete the table with accurate use of apostrophes

| Apostrophes                                                        | Answer |
|--------------------------------------------------------------------|--------|
| Use an apostrophe to show something that belongs to 'the children' |        |
| Use an apostrophe to show something that belongs to 'the buses'    |        |
| Use an apostrophe to show something that belongs to 'Shakespeare'  |        |
| Use an apostrophe to show something that belongs to 'the families' |        |
| Use an apostrophe to shorten 'I am'                                |        |
| Use an apostrophe to shorten 'We are'                              |        |
| Use an apostrophe to shorten 'You are'                             |        |
| Use an apostrophe to shorten 'Will not'                            |        |

## **HOMEWORK CHALLENGE 4: COMPREHENSION**

**Spend about 25-30 minutes on this homework**

- 1. Prediction:** Read the **title and first paragraph only**. What do you think might happen in this short story, based just on these 2 sections? Write down a least 1 idea.

### **The Sudden Storm**

It was the longest Saturday of the summer. The sun beat down relentlessly all morning, baking the dry grass golden brown. Arthur and his younger sister, Lily, spent the morning building a grand sandcastle in the garden. They were having so much fun that they completely ignored the dark grey clouds gathering in the distance. Suddenly, a ferocious gust of wind swept through the garden, scattering their castle into a cloud of dust. The blue sky vanished, replaced by a thick blanket of stormy darkness. A massive clap of thunder shook the ground beneath their feet. The heavens opened, releasing a freezing, torrential downpour.

"Quick! Inside!" Arthur yelled over the howling wind.

They ran as fast as their legs could carry them, slipping on the wet grass. The rain soaked through their thin t-shirts in seconds, freezing them to the bone. They burst through the back door and slammed it shut behind them, safely locking the storm outside. Dripping wet and shivering, they huddled under a warm blanket on the sofa. As they sipped hot chocolate, the fierce rain tapped lightly against the windowpane, no longer able to hurt them.

- 2. Comprehension Questions:** Now read the whole story and answer as many questions as you can. You should **answer in full sentences**.

#### **Summary/Retrieval (Finding Facts)**

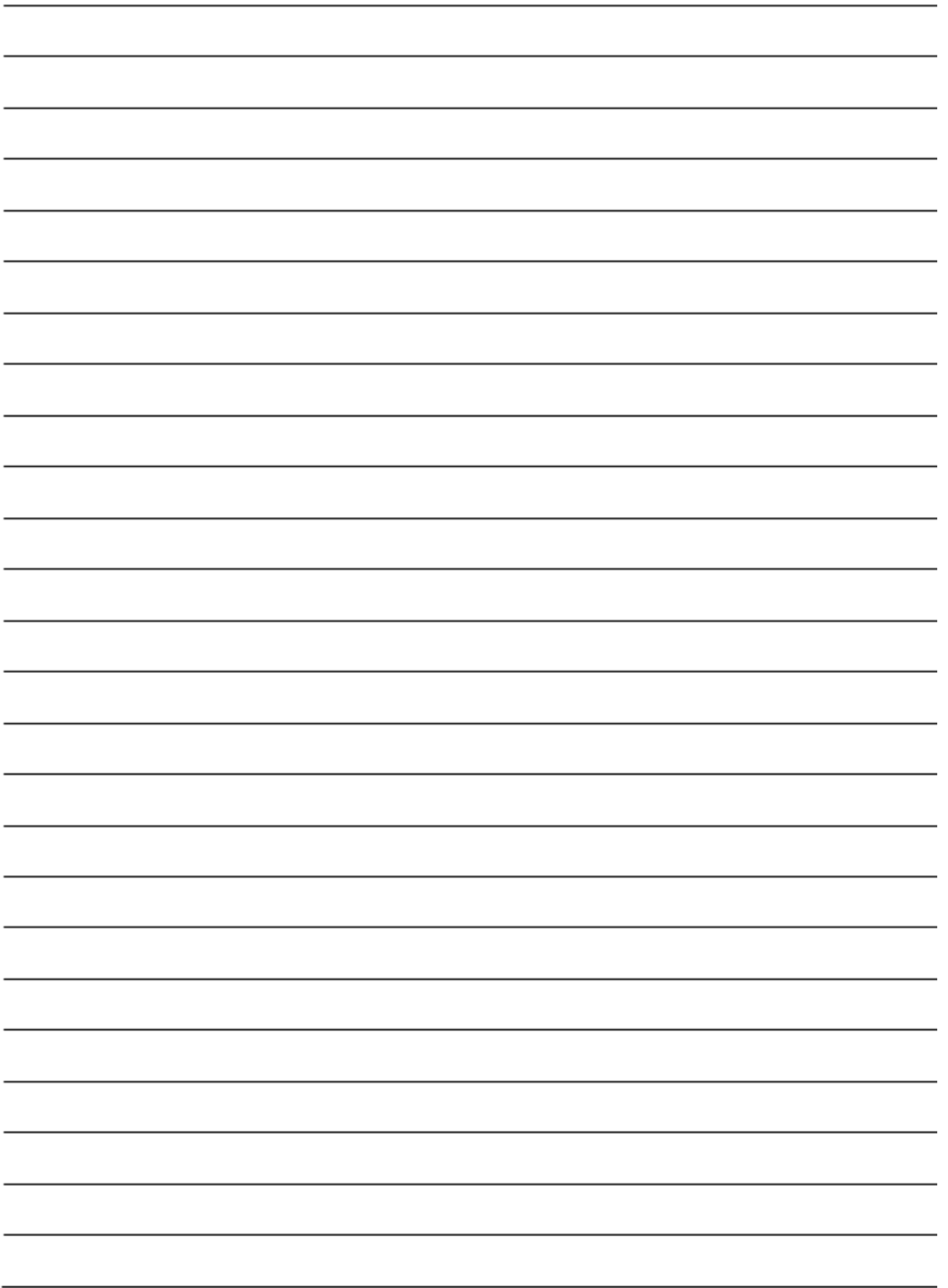
- a) What were Arthur and Lily doing in the garden during the morning?
- b) What colour were the clouds that gathered in the distance?
- c) What effect did the wind have on their sandcastle?
- d) How did the weather change from the morning to the afternoon?

#### **Inference (Reading Between the Lines)**

- e) Why do you think the children ignored the dark clouds at first?
- f) When the author says the siblings were "freezing them to the bone," how does this describe exactly how cold they felt?
- g) What feeling do you get from the story when they finally reach the living room sofa?

#### **Analysis (Language and Meaning)**

- h) Find and copy one phrase from the **second** paragraph that shows the wind was very strong.
- i) How does the author make the weather sound like a monster or a fearsome enemy?
- j) At the end of the story, the rain taps on the windowpane but "no longer able to hurt them." What does this tell us about the change in the characters' mood?



**Yr.7 Knowledge Organiser Activity 4: Term 1**

Write down what goes into the different stages of a What/Where/How/Why paragraph

| Reading analysis |   |
|------------------|---|
| What?            |   |
| Where?           | ” |
| How?             |   |
| Why?             |   |

**Highlight the 4 different stages (What/Where/How/Why) of the model paragraph in 4 different colours**

The writer describes the street as lively and sometimes rather frightening. We can see this when she writes: ‘The street I grew up on was always bustling, full of people, even at night – some of them not the sort of people you would want to stop and talk to.’ The adjective ‘bustling’ suggests the street is busy and crowded, which is backed up by the phrase ‘full of people’. As well as this, though, the use of the adverbial ‘at night’ and the phrase ‘not the sort of people you would want to stop and talk to’ suggests that this could be a place where criminal or dangerous things happen. The writer’s intention could be to suggest that there is a lot going on here, but that the atmosphere can also be tense and threatening.

## HOMEWORK CHALLENGE 5

### DESCRIPTIVE WRITING: A CROWDED STREET

#### CHALLENGE INSTRUCTIONS

Write a description of a villain, using the picture as inspiration if you want.

Write approximately 100-200 words. Spend about 20-30 minutes on this homework.

#### EXAMPLE:

#### DESCRIPTION OF A VILLAIN



The street **teemed** with activity as cars **inched** forward, their horns blending into a constant hum that **vibrated** through the air. Delivery vans **jostled** for space, buses **exhaled** clouds of exhaust at every stop, and the reflections of neon signs **flickered** across polished windscreens. The afternoon sun cast long shadows that stretched between vehicles, giving the **bustling** roadway a **restless** energy.

On the pavements, crowds of people moved **like** intersecting **streams**, some **weaving** through gaps while others **lingered** near storefronts or food carts. Street sellers called out to passersby, voices rising above the **rhythmic** shuffle of footsteps. Tourists snapped photos, locals chatted on phones, **while cyclists zipped by skilfully**, as every corner **pulsed** with motion, the entire scene **alive** with the rhythms of a city **in full swing**.

#### CHECKLIST

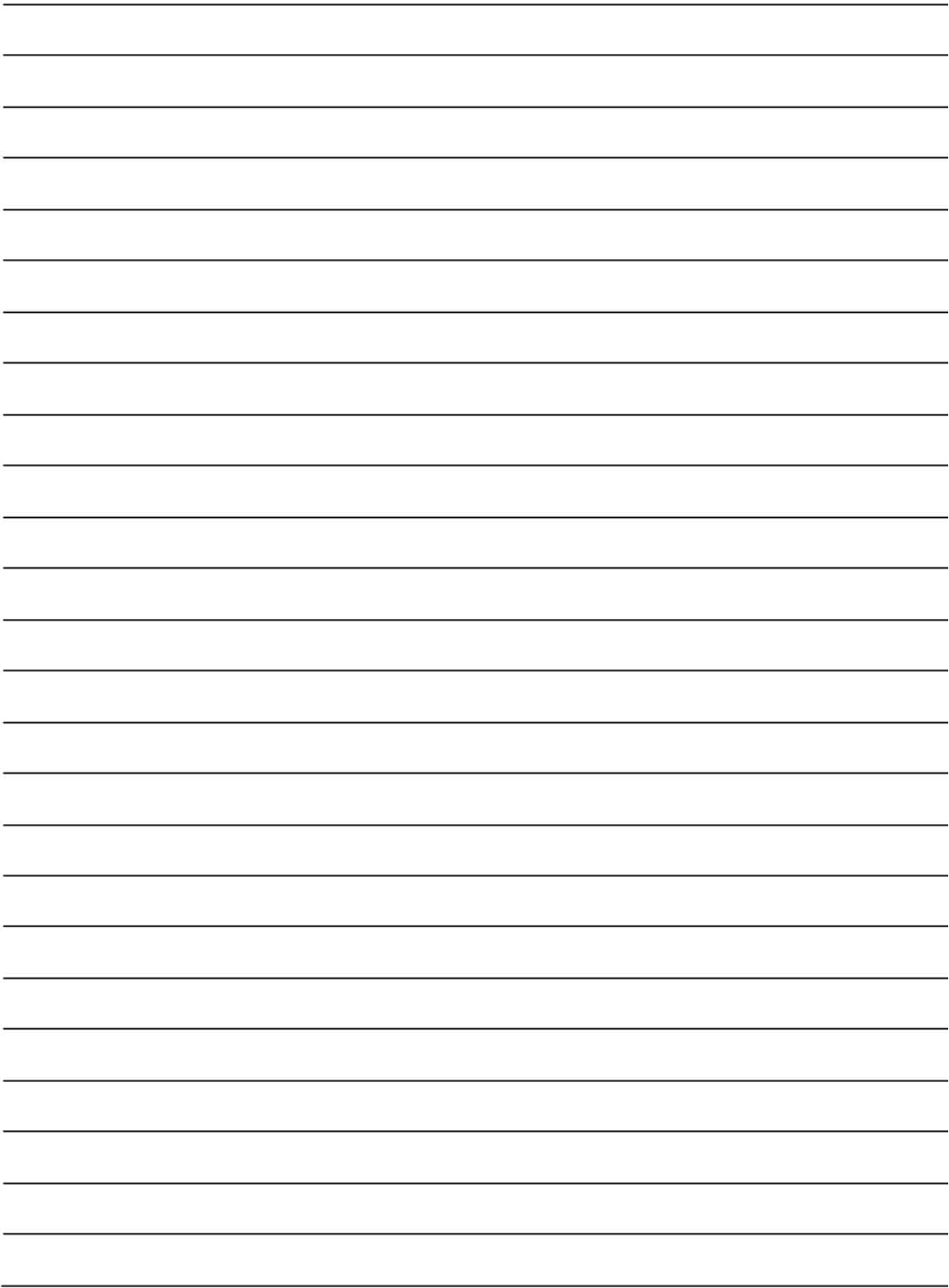
- **Metaphors**
- **Similes**
- **Personification**
- **Powerful adjectives**
- **Powerful verbs**
- **An embedded clause or phrase**

#### STRUCTURE

- **2 paragraphs**
- **Paragraph 1:** start with 'At the near end of the street...'
- **Paragraph 2:** begin with 'In the distance...'

#### TOP TIPS

- ★ Complete your writing challenge in your homework book by the deadline.
- ★ Take pride in your work and write neatly.
- ★ Label your writing clearly with the title.
- ★ Use the example to help you.
- ★ Try to include all items from the checklist.
- ★ Check for accuracy of your spelling, punctuation and grammar.



### Yr.7 Knowledge Organiser Activity 5: Term 1

Write down 6 facts about the context of the poems using the Knowledge Organiser

Extension: research one or more of the items in the context section and add 3 further facts to your list

| Fact about the context              | Answer |
|-------------------------------------|--------|
| Fact 1 from the Knowledge Organiser |        |
| Fact 2 from the Knowledge Organiser |        |
| Fact 3 from the Knowledge Organiser |        |
| Fact 4 from the Knowledge Organiser |        |
| Fact 5 from the Knowledge Organiser |        |
| Fact 6 from the Knowledge Organiser |        |
| Extension Research:<br>Fact 1       |        |
| Extension Research:<br>Fact 2       |        |
| Extension Research:<br>Fact 3       |        |

## HOMEWORK CHALLENGE 6

### ARGUING YOUR POINT OF VIEW – ONE SIDE OF THE ARGUMENT ( NOT BOTH)

#### CHALLENGE INSTRUCTIONS

Write 2 paragraphs arguing your opinion about whether toys guns should be banned – or not. Choose one side of the debate and stick to that, please. Do not try to write about both sides.

Write approximately 100-200 words. Spend about 20-30 minutes on this homework.

#### EXAMPLE



#### OPINION ARTICLE

We need to be clear – gaming is about play. But it can also be about learning. Role-playing games that involve **destroying your enemies, fighting battles in space or capturing opposing armies** can help children to focus feelings of anger or aggression in a fun and harmless way. This is because gaming offers children a **safe space** – no one can go out and buy an inter-stellar battle-cruiser and use it to destroy a real world. An online, in-game battle-cruiser, though, will hurt no one – and what it can do is help children to **develop planning or strategy skills, choose who's likely to be a trustworthy ally and so improve their decision-making skills.**

Some people may claim that games that involve warfare teach children to enjoy violence or to see real-world violence as fun. **But haven't children always enjoyed activities that are based around power and competition?** Even sports involve conflict: football involves hard tackles and defeat; rugby is an even more **aggressive, physical, potentially dangerous** game. That doesn't mean these games are leading youngsters into acts of mindless violence or murder. So long as they are not using sharp and dangerous (real) objects when they take on the character of a soldier or a warrior, children should be allowed to play. In short, let them **free their imaginations.**

#### CHECKLIST

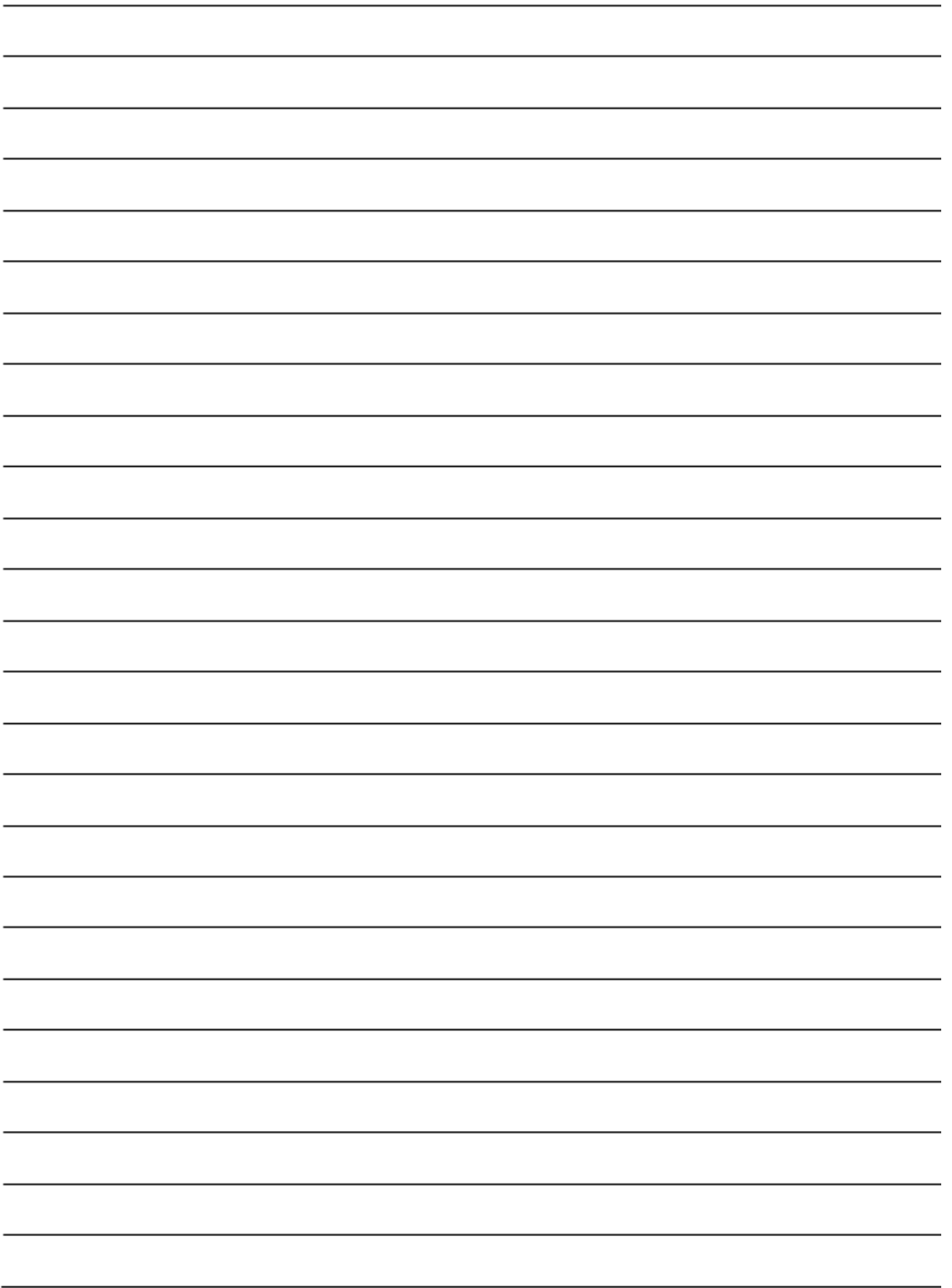
- Use 'you'/'we'/'us' to talk directly to your readers
- Use a rhetorical question to get readers to think they way you want
- List of three/triplet
- Counter-argument (antithesis) and why it wrong
- Figurative language/exaggeration

#### STRUCTURE

- Begin with a headline that grabs readers' attention and makes your opinion clear
- Paragraph 1: start with an introduction to your opinion and an idea/argument to back it up
- Paragraph 2: more ideas/arguments to back up your opinion
- Start your conclusion/last sentence with 'In short...' to sum up your argument

#### TOP TIPS

- ★ Complete your writing challenge in your homework book by the deadline.
- ★ Take pride in your work and write neatly.
- ★ Label your writing clearly with the title.
- ★ Use the example to help you.
- ★ Try to include all items from the checklist.
- ★ Check for accuracy of your spelling, punctuation and grammar.



---

**Write a paragraph that includes a flashback**

[illegible]

## HOMEWORK CHALLENGE 7

### WHW PARAGRAPH – HOW DOES JEWELL PARKER RHODES BUILD UP A SENSE OF TENSION AND SUSPENSE?

#### CHALLENGE INSTRUCTIONS

Choose a quote from the extract below to help you answer the question.

Then use the quote to write a WHAT/HOW/WHY paragraph explaining how Jewell Parker Rhodes creates a sense of tension and suspense. You do not need to use the full quote – just zoom in on key words and phrases, as in the example.

Write approximately 100-200 words. Spend about 20-30 minutes on this homework.

The bathroom door squeaks, then slams. Whack Even though I can't see him, I sense, like me, Carlos freezes. Rubber soles squeak, boots stomp (Mike!), and then bam, they hit a bathroom stall door. "Empty," hollers Snap.Bar. Bar. Bam, bam. Bam. They hit my stall door. It's locked. I see Snap's Air Jordans, Mike's boots. Eddie bends, trying to see in. I keep still. He can't see above the toilet's base. Bam. The last door flies open. ~~No-no-noooooo.~~ Carlos didn't lock the stall door.

#### EXAMPLE:

#### WHW PARAGRAPH

### The What, How, Why Approach

The **What, How, Why** approach is an alternative to using PEE (Point, Evidence, Explanation) when analysing a quote or extract.

Rather than being a rigid structure like PEE, **WHW** is a way of thinking before even beginning writing.

The exam boards say that this ensures students are addressing each assessment objective.

As you are reading a text, before writing any sort of analysis, ask yourself these three questions:

#### What

What is the writing about?  
**Consider:** what is happening, what message they want to convey, what they are trying to say.

#### How?

How does the writer present their ideas?  
**Consider:** how they get their point across, what evidence you can find, how the evidence illustrates the point, what specific methods and techniques have been used.

#### Why?

Why has the writer written their work?  
**Consider:** the author's intentions, what feelings they wanted to evoke in their reader, why a particular word or phrase has been used, if their ideas have been influenced by social or historical context, the overall purpose of the text, whether someone else will feel differently.

The writer makes the atmosphere uneasy and suspenseful. We can see this when she writes: 'Leo froze...He held his breath, eyes straining against the pitch-black attic. Nothing moved. Then, the scratching started again. It was closer this time. Just on the other side of the dusty wardrobe...' Here, the verb 'froze' and the verb phrase 'held his breath' suggest Leo is frightened and uneasy so he doesn't want to draw attention to himself. In addition, the adjective 'pitch black' creates the paresthesia on that he does not know what is in the room with him, which makes the atmosphere feel threatening and again builds up the tension. The writer's intention here may be to show the reader how vulnerable Leo feels, to build up suspense or to prepare us for a violent or frightening event.

#### CHECKLIST

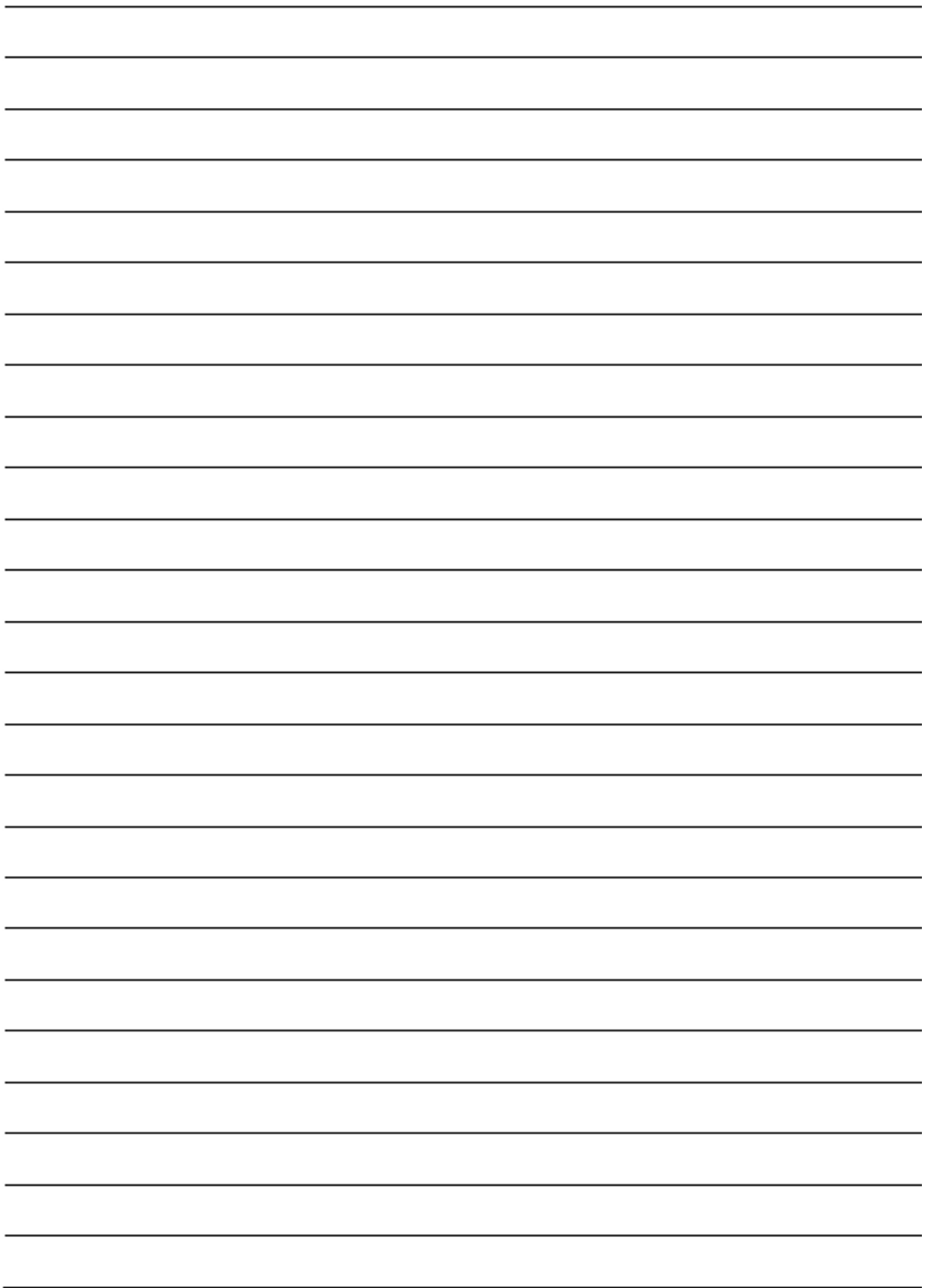
- Start with a main idea about **WHAT** we learn about the atmosphere, mood, surrounding, etc.
- A quote as evidence, linked with 'For example...'
- **HOW** your quote shows an atmosphere of suspense and tension, etc., zooming in on key words/language, explaining what they show/**HOW** they show it
- **WHY** your quote is important for creating suspense and tension
- Key words, including from the KO

#### STRUCTURE

- 1 paragraph
- Use the What/How/Why structure
- Use the following sentence starters or something similar if it helps:
  - The writer makes the atmosphere...
  - We can see this when the author writes...
  - Here....
  - In addition....
  - The writer's intention here may be to suggest...

#### TOP TIPS

- ★ Complete your writing challenge in your homework book by the deadline.
- ★ Take pride in your work and write neatly.
- ★ Label your writing clearly with the title.
- ★ Use the example to help you.
- ★ Try to include all items from the checklist.
- ★ Check for accuracy of your spelling, punctuation and grammar

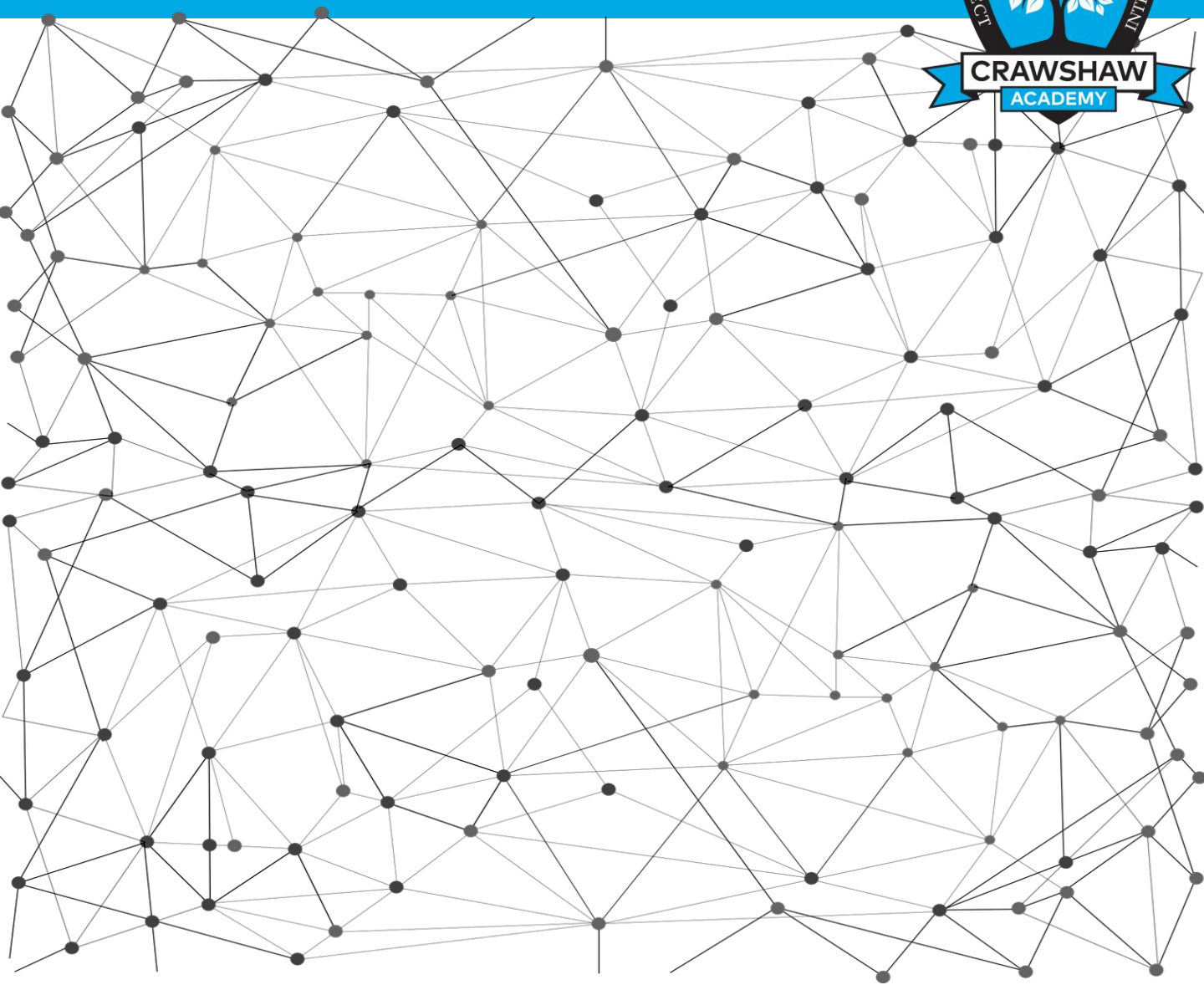


## Yr.7 Knowledge Organiser Activity 7: Term 1

### Write a paragraph that ends with a cliffhanger

[illegible]

# Geography: Y7 Term 1



# HT1: Natural Hazards

## 1. Look, Cover, Write, Check

Task: Use the **Natural Hazards Knowledge Organiser**:

1. Look – Read the word, fact, or definition carefully and try to remember it.
2. Cover – Hide the information so you cannot see it.
3. Write – Write down what you remember without looking.
4. Check – Compare your answer with the original and correct any mistakes.

| Key Word    | Write | Check |
|-------------|-------|-------|
| Arson       |       |       |
| Backburning |       |       |
| Drought     |       |       |
| EF Scale    |       |       |
| Firebreak   |       |       |

| Key Word         | Write | Check |
|------------------|-------|-------|
| Magnitude        |       |       |
| Plate boundary   |       |       |
| Prediction       |       |       |
| Primary effect   |       |       |
| Secondary effect |       |       |
| Seismometer      |       |       |
| Vegetation       |       |       |

# HT1: Natural Hazards

## 2. Knowledge Quiz

1. What causes an earthquake? (1)

2. What is the name of the scale used to measure earthquake magnitude? (1)

3. What was the magnitude of the Nepal Earthquake? (1)

4. Give three examples of primary effects of the Nepal Earthquake (3)

5. Give two natural causes of a wildfire (2)

6. How does climate change increase wildfire risk? (1)

7. Approximately, how many animals were affected during Australia's Black Summer bushfires? (1)

8. What does EF5 mean? (1)

9. Name two ways that meteorologists predict tornadoes (2)

10. Where is the safest place to shelter during a tornado? (1)

# HT2: Unequal World

## 1. Look, Cover, Write, Check

Task: Use the **Unequal World Knowledge Organiser**:

1. Look – Read the word, fact, or definition carefully and try to remember it.
2. Cover – Hide the information so you cannot see it.
3. Write – Write down what you remember without looking.
4. Check – Compare your answer with the original and correct any mistakes.

| Key Word     | Write | Check |
|--------------|-------|-------|
| Development  |       |       |
| HIC          |       |       |
| LIC          |       |       |
| NEE          |       |       |
| Distribution |       |       |

| Key Word              | Write | Check |
|-----------------------|-------|-------|
| Development Indicator |       |       |
| Literacy Rate         |       |       |
| Life Expectancy       |       |       |
| Birth rate            |       |       |
| Infant mortality rate |       |       |
| Aid                   |       |       |
| Inequality            |       |       |
| Subsistence farming   |       |       |
| Fairtrade             |       |       |
| Tourism               |       |       |

# HT2: Unequal World

## 2. Knowledge Quiz

1. What are the three types of country? (3)

2. Where are most HICs located in the world? (1)

3. How does being landlocked make it difficult for a country to develop (1)

4. Why are development indicators used? (1)

5. Why is infant mortality rate often higher in LICs? (2)

6. Why does a hot, dry climate make it difficult for a country to develop? (1)

7. What is the difference in quality of life between rural Uganda and Kampala? (2)

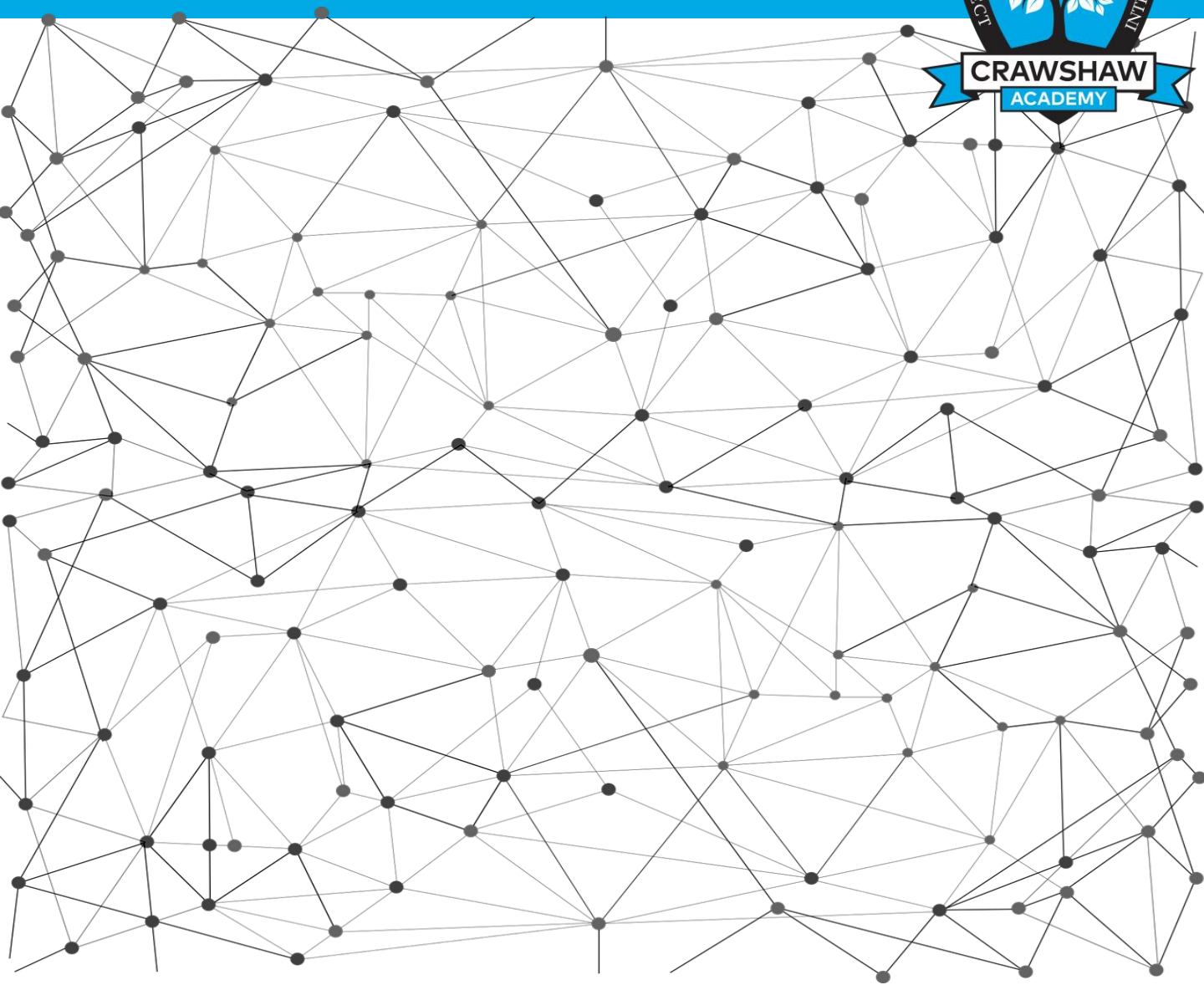
8. How does 'Give a Goat' help people in rural Uganda? (2)

9. How does the fair trade premium help communities in the Ivory Coast? (2)

10. Give two ways that tourism in Rwanda helps develop the country (2)

# History:

# Y7 Half Term 1



# HISTORY Half Term 1:

## The Norman Conquest

| Homework Task                | Due Date: | Completed? |
|------------------------------|-----------|------------|
| 1. Look, Cover, Write, Check |           |            |
| 2. Knowledge Quiz            |           |            |
| 3. Knowledge Quiz            |           |            |

# The Norman Conquest

## 1. Look, Cover, Write, Check

Task: Use the Norman Conquest knowledge organiser:

1. Look – Read the word, fact, or definition carefully and try to remember it.
2. Cover – Hide the information so you cannot see it.
3. Write – Write down what you remember without looking.
4. Check – Compare your answer with the original and correct any mistakes.

| Key Word | Write | Check |
|----------|-------|-------|
| Archer   |       |       |
| Bailey   |       |       |
| Cavalry  |       |       |
| Claimant |       |       |
| Earl     |       |       |

| Key Word | Write | Check |
|----------|-------|-------|
| Earldom  |       |       |
| Fyrd     |       |       |
| Heir     |       |       |
| Motte    |       |       |
| Reign    |       |       |
| Viking   |       |       |
| Witan    |       |       |

# The Norman Conquest

## 2. Knowledge Quiz

1. Each of the following is a definition of the key words you have learned. Write the correct key word for each one.

1a. A person that believes that he or she has a right to something. [1]

1b. Soldiers that fight on horseback. [1]

1c. Someone that inherits property and / or titles. [1]

1d. An invader from Scandinavia. [1]

1e. A group of Anglo – Saxon Earls who advised the King and made important decisions. [1]

2. For the remaining questions, define the key terms.

2a. Earl [1]

2b. Reign [1]

2c. Fyrd [1]

3. What is a succession crisis? [1]

4. How many key claimants were there to the throne of England in 1066? [1]

5. Why did William, Duke of Normandy think he had a right to the English throne? [1]

6. Who did William claim had offered to support him? [1]

7. Who was the only English claimant to the throne? [1]

8. Give two reasons why he thought he had a claim. [2]

9. Where was Harald Hardrada from? [1]

10. Why did he think that he should be the King of England? [1]

**TOTAL: \_\_\_\_ / 17**

# The Norman Conquest

## 3. Knowledge Quiz

1. Which claimant invaded England first? [1]

2. What was the name of the first battle that took place in 1066? [1]

3. Who won the Battle of Stamford Bridge in September 1066? [1]

4. Which claimant invaded the south of England? [1]

5. Who fought in the Battle of Hastings? [1]

6. Where was Harold positioned for the battle? [1]

7. Who won the Battle of Hastings? [1]

8. What did he have that helped him to win? [1]

Write a sentence using each of the following words to show you understand what they mean:

9. Heir [1]

10. Claimant [1]

11. Viking [1]

12. Which king died in January 1066? [1]

13. Name the three claimants to the throne in 1066. [3]

14. Who was supported by the Witan in January 1066? [1]

15. What was the name of the third battle of 1066? [1]

16. Who was beaten at the Battle of Hastings? [1]

17. What were two advantages that William had at Hastings? [1]

18. Why did Harold Godwinson lose the Battle of Hastings? [1]

**TOTAL: \_\_\_\_ / 20**

# History:

## Y7 Half Term 2



# HISTORY Half Term 2:

## The Norman Consolidation of Power

| Homework Task                | Due Date: | Completed? |
|------------------------------|-----------|------------|
| 1. Look, Cover, Write, Check |           |            |
| 2. Knowledge Quiz            |           |            |
| 3. Knowledge Quiz            |           |            |

# The Norman Consolidation of Power

## 1. Look, Cover, Write, Check

Task: Use the Norman Consolidation of Power knowledge organiser:

1. Look – Read the word, fact, or definition carefully and try to remember it.
2. Cover – Hide the information so you cannot see it.
3. Write – Write down what you remember without looking.
4. Check – Compare your answer with the original and correct any mistakes.

| Key Word      | Write | Check |
|---------------|-------|-------|
| Bailey        |       |       |
| Baron         |       |       |
| Bishop        |       |       |
| Clergy        |       |       |
| Domesday Book |       |       |

| Key Word  | Write | Check |
|-----------|-------|-------|
| Earl      |       |       |
| Earldom   |       |       |
| Feudalism |       |       |
| Harrying  |       |       |
| Homage    |       |       |
| Monastery |       |       |
| Monk      |       |       |
| Motte     |       |       |

# The Norman Consolidation of Power

## 2. Knowledge Quiz

1. Each of the following is a definition of the key words you have learned. Write the correct key word for each one.

1a. The outer courtyard of a castle surrounded by a wall. [1]

1b. Members of a religious order, e.g. priests. [1]

1c. Large survey carried out by William the Conqueror to find out how much everyone in England owned. [1]

1d. A member of a religious order that has taken vows of poverty, chastity and obedience. [1]

2. For the remaining questions, define the key terms.

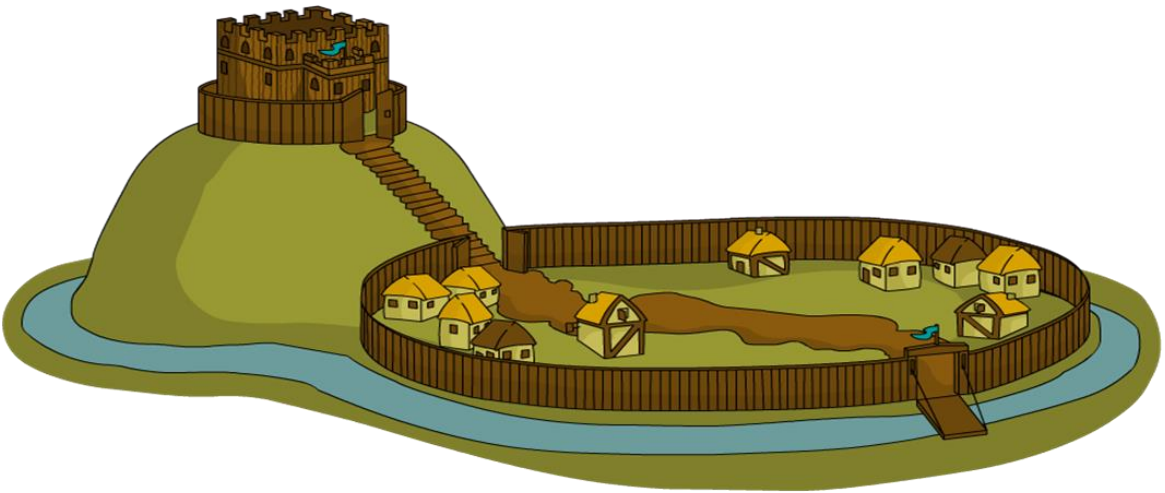
2a. Motte [1]

2b. Harrying [1]

2c. Monastery [1]

3. What type of castle is shown below? [1]

4. There are 7 different features of this castle. Label them? [7]



5. What were these castles built from? [1]

6. Why would this have been a disadvantage? [1]

**TOTAL: \_\_\_\_ / 17**

# The Norman Consolidation of Power

## 3. Knowledge Quiz

1. What year was the Harrying of the North? [1]

2. What did the Normans do? [1]

3. Why did the Normans do this? [1]

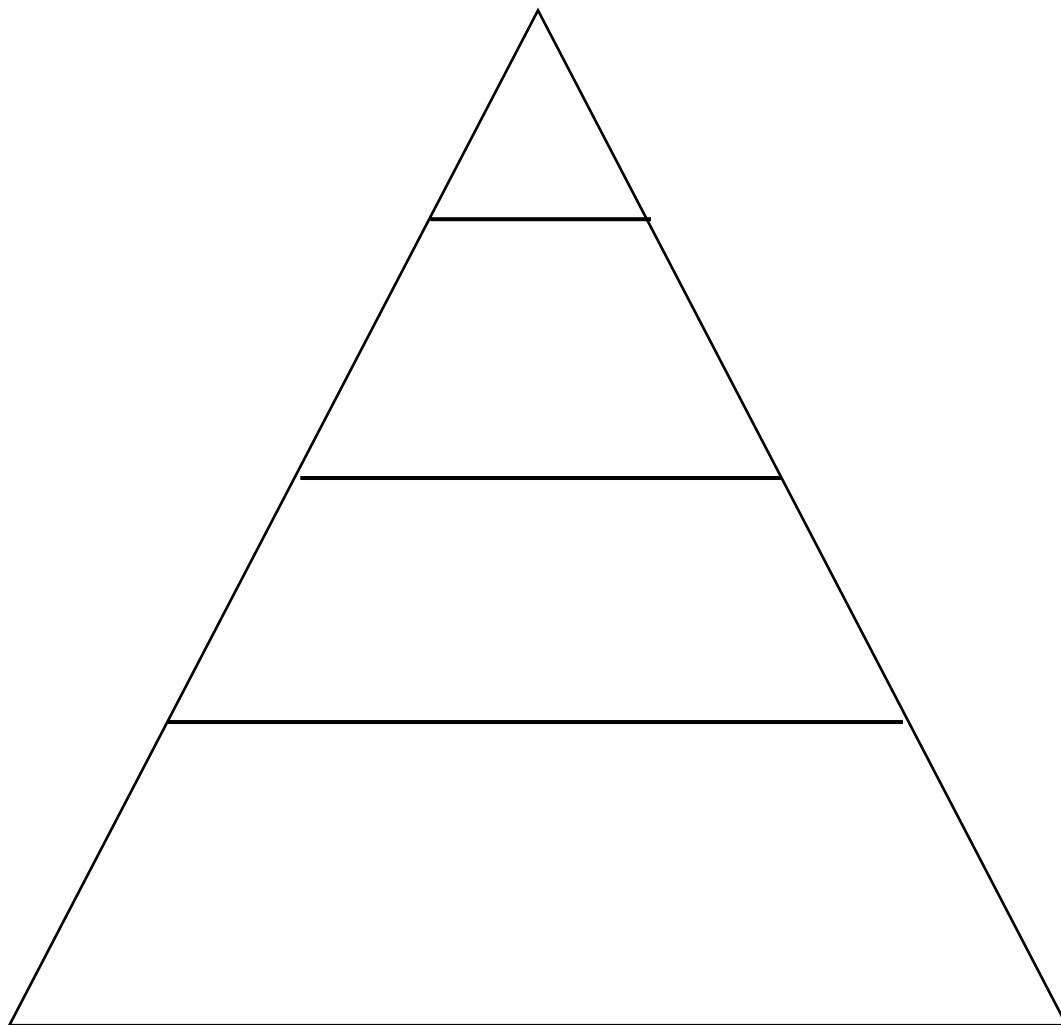
4. What was the Domesday Survey? [1]

5. Why did William do this? [1]

6. What is the Feudal System? [1]

7. Why did William introduce the Feudal System?

8. Label the blank Feudal System. [4]



**TOTAL: \_\_\_\_ / 11**

# Mathematics:

## Y7 Term 1



# Sparx Maths

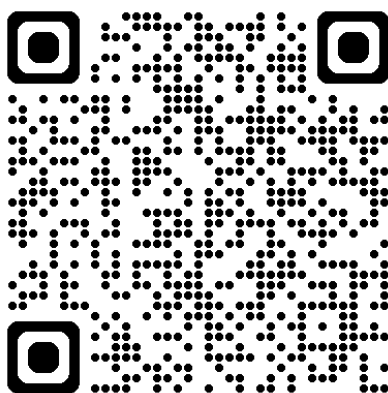
Log in to Sparx Maths and complete your weekly homework tasks as directed by your teacher.

[www.sparxmaths.com](http://www.sparxmaths.com)

Remember to write down your working and solutions so you are prepared for the 'book check' questions.

There are video clips connected to each question for you to watch if you are unsure – please use this resource.

You can use this QR code if you need to.



# MFL: Y7 Term 1



# Quizlet MFL

Log in to Quizlet and do your homework there as directed by your teacher. You can use this QR code if you need to.

## French

Introductions



Numbers 11-21



Numbers 22-31



Months and Birthdays



Family Members



Nationalities



Where I live



Opinions



About me



My things



My personality



Connectives & Intensifiers



Hair & Eyes



Physical Descriptions



# Quizlet MFL

Log in to Quizlet and do your homework there as directed by your teacher. You can use this QR code if you need to.

## Spanish

|                                                                                                                   |                                                                                                      |                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Introductions<br>                | Numbers 1-21<br>    | Months<br>          |
| Numbers to 31<br>               | Family Members<br> | Countries<br>      |
| Interests<br>                  | Opinions<br>      | Personality<br>   |
| Hair & Eyes<br>                | Appearance<br>    | Nationalities<br> |
| Spanish-Speaking Countries<br> |                                                                                                      |                                                                                                        |

# Look-Cover-Write-Check

You may prefer to use your Knowledge Organiser to do look-cover-write-check to learn your words.

| Look | Cover | Write | Check |
|------|-------|-------|-------|
|      |       |       |       |

# PE: Y7 Term 1

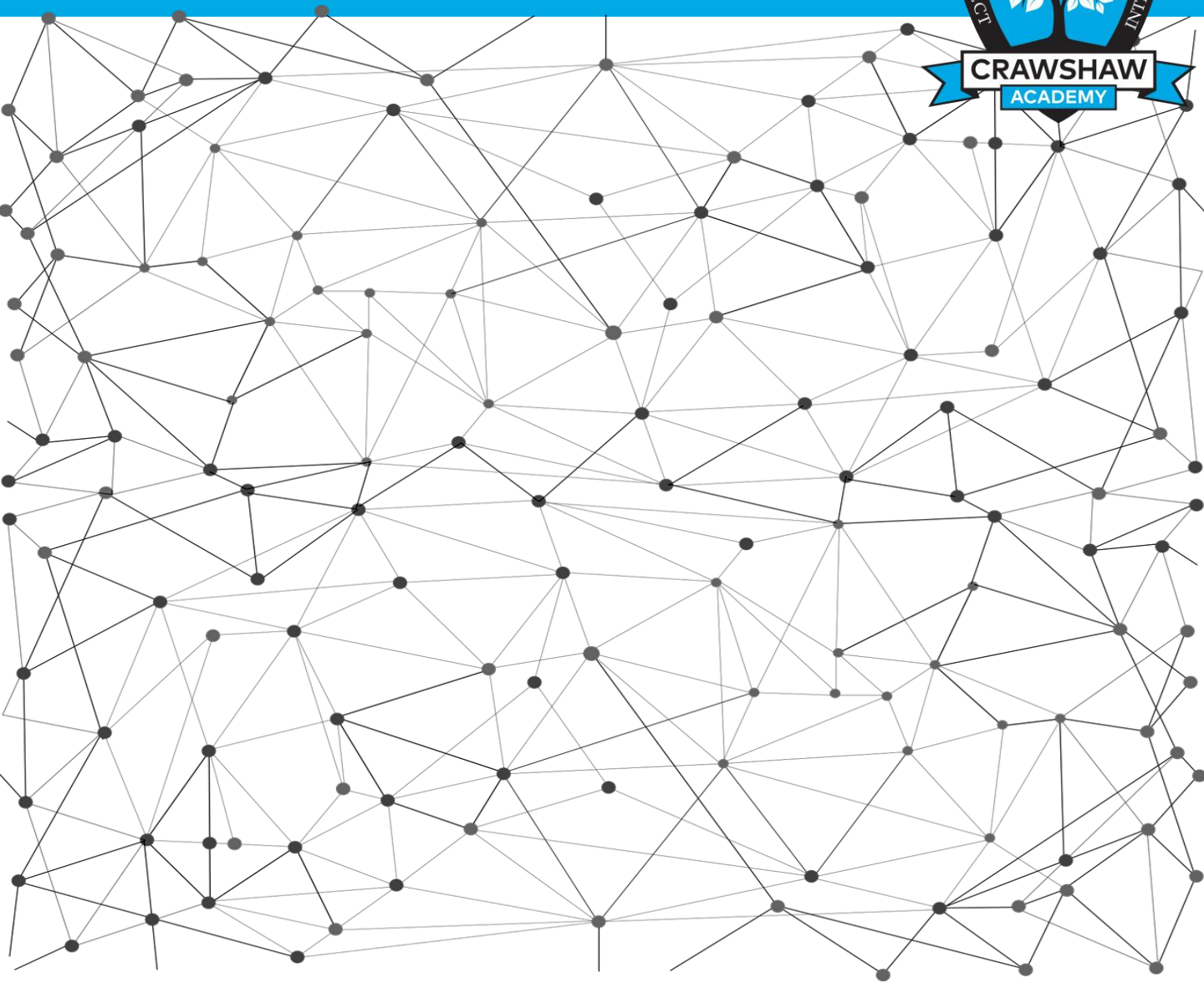


# MiMove PE

Log in to MiMove and do your homework there as directed by your teacher. You can use this QR code if you need to.



# Reading: Y7 Term 1



# MiMove Reading

Log in to MiMove and do your homework there as directed by your teacher. You can use this QR code if you need to.



## **Reading Homework Instructions**

You should read a fiction or non-fiction book of your choice for 35 minutes per fortnight. Once you have done this, you should record your reading on miMove. Your teacher will check that you have recorded your reading in your Reading lessons.

To use miMove:

Google miMove and click on miMoveapp.

Click on Student Sign In (top right).

Search and Select your School: start to type Crawshaw Academy and then click on the school's name when it appears in the drop down box.

Click on Sign in with Microsoft.

Follow Steps 1 to 5 to record your fortnightly reading. You will have to repeat the process to record:

your reading in form time Perspectives (60 minutes)

your Reading Lesson (60 minutes)

your Reading Homework (35+ minutes).

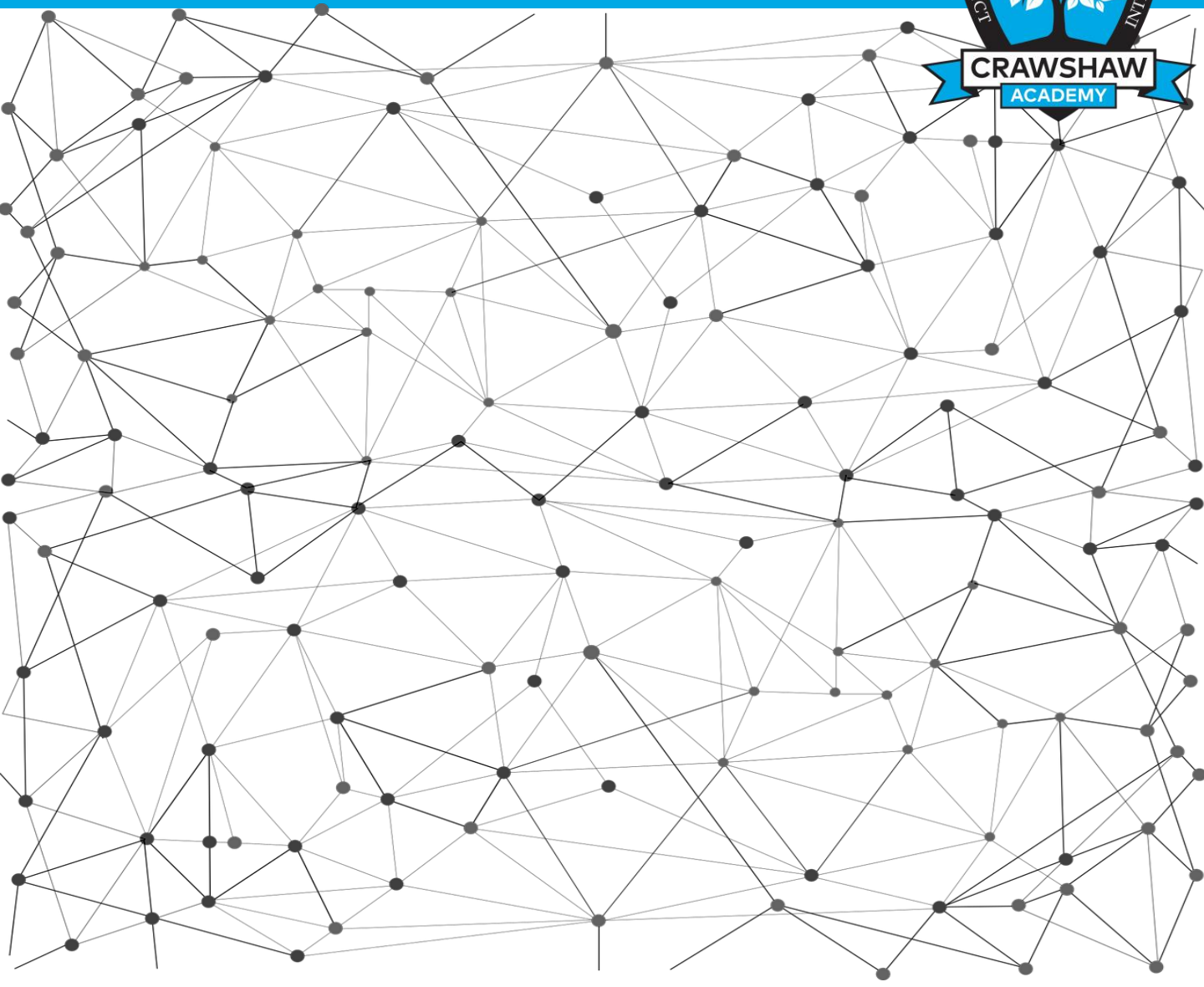
Please also add any reading that you do in your free time.

When you get to Step 6 (Reflection) for your Reading Homework and Free Time Reading, write:

two sentences to summarise what you have read

one sentence to describe your response to what you have read (e.g. Do you like the characters? Is the plot intriguing? Is there a plot twist or a cliffhanger? Can you relate to the story? Does the book contain interesting facts?)

# RS: Y7 Term 1



# Religious Studies Homework – Term 1

Complete the homework when your class teacher has asked you to.

## Section A: Key Vocabulary (Write the correct term)

| Definitions                                      | Key vocab |
|--------------------------------------------------|-----------|
| The belief in many Gods                          |           |
| The belief in one God                            |           |
| The idea that spirits exist in nature or animals |           |
| The cycle of birth, death and rebirth            |           |
| The ultimate goal in Hinduism                    |           |
| The three main Hindu gods                        |           |
| A journey to a holy place                        |           |
| Festival of colour                               |           |

## Section B: Early Religion & Ancient Civilisations

Which civilisation believed in around **2,000 gods and goddesses**?

- a. Ancient Greeks
- b. Ancient Egyptians
- c. Romans

Which Greek god was believed to control the weather?

- a. Ares
- b. Athena
- c. Zeus

Early humans believed **nature** acted like a god because it provided:

- a. Children
- b. Food, water, shelter
- c. Weapons

Which civilisation believed in around **2,000 gods and goddesses**?

- a. Ancient Greeks
- b. Ancient Egyptians
- c. Romans

**Section C: Hindu Beliefs & Practices**

Name the three gods in the Trimurti:

- a.
- a.
- a.

What is the Hindu sacred sound that represents the universe?

What items might you find on a **puja tray**?

- a.
- a.
- a.
- a.
- a.

Which Hindu epic tells the story of **Rama and Sita**?

What are the **Vedas**?

- a. Stories about Greek gods
- b. Sacred Hindu books
- c. Rules for Hindus to follow

# Science:

# Y7 Term 1



# Educake Science

Log in to Educake Science

(<https://my.educake.co.uk/student-login>) and complete your weekly homework there as directed by your teacher. Science HW is due each **Monday**.

You can use the QR code below if you need to.



Please remember to use the "Sign in with Microsoft" button when logging in.



Sign in with Microsoft