

Name: _____ Form: 7__



Nelson Mandela

“Education is the most powerful weapon which you can use to change the world”

**Year 7 100% Sheets
Autumn Term 1 2026**

CONTENTS PAGE

3	Introduction from the Principal
4	My Timetable
5	Instructions for using your 100% Sheets
6	Homework Planner
7	Key Information / Dates
8	3 2 1 SHINE
9	Proud
10	Periodic Table
11	Map of the British Isles & Ireland
12	Times Tables 1 to 12
13	How do I Self-Quiz?
14	English

15	Maths
16,17	Science
18	History
19	Geography
20	French
21-24	Design and Technology
25	Music
26	Art
27	Computing
28	PREC
29-36	Homework Pages
37	Equipment

INTRODUCTION FROM THE PRINCIPAL

At University Academy Long Sutton, we are immensely proud of our broad and balanced curriculum and the excellent facilities that enable all our learners to thrive. We strongly believe that each and every one of you have a role to play in our community and pride ourselves on our inclusive environment where we know everyone has the potential to achieve aspirational outcomes.

As a school, we work hard to ensure that all of our pupils achieve academic success and that they demonstrate ambition, striving for the highest possible standards both academically and personally.

We want you to flourish as an individual and to act with integrity, kindness and respect at all times, having the courage to give your best and the honesty to challenge yourself to continually improve.

Using this companion both at school and at home will help you to consolidate and remember all of the key knowledge needed for each of your subjects. They are called 100% sheets because they contain all of the essential knowledge that you will need to learn to succeed each term, in both your lessons and in your Key Assessments Points (KAPs).

This companion is an essential part of your school equipment, and you will need to bring it to **every lesson, every day**. It will also be vital in successfully completing your weekly homework activities, in your homework book.

Why are 100% sheets so important?

Having all of this key information in one place makes it easily accessible before during and after the study of a particular unit or topic. Teachers continuously refer to the content of the 100% sheets within lessons. This will support home learning where students can independently use them to develop and consolidate their knowledge. Therefore, 100% sheets form the backbone of learning across the school.

How do pupils use 100% sheets?

Pupils are regularly tested within lessons on their understanding of the content of each 100% sheet – this is carefully designed into the sequencing of our lessons and curriculum to ensure that pupils can gradually build and develop rather than become overwhelmed. Home learning is regularly structured around them and it is a consistent standard across departments and the school. The power of the 100% sheet is its ability to support students (and parents) independently outside of lessons.

How can parents support with the use of 100% sheets?

The power of the 100% sheet is in its simplicity: learn the knowledge and information, practise using it, and regularly test this. Just by knowing of their existence you can point your son/daughter towards using them in order to strengthen their knowledge recall. You can become an even more powerful support when helping them to regularly learn various parts of the 100% sheet and even test them by using a range of simple techniques.

What are the best techniques to help my child to use 100% sheets?

Using the 100% sheet can be as simple as covering up the required key word and trying to remember it by simply reading the definition, and then repeating this process for as many parts of the 100% sheets as possible, as often as possible. The more times the document is read, practised and revisited the more confident pupils will become in remembering and using the knowledge and information.

Ambition | Inclusion | Integrity

MY TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
AM Line Up 8:45am					
Tutor/Registration 08.50am-09:20am					
Period 1 09:20am-10:20am					
Period 2 10:20am-11:20am					
Break 11.20am – 11.40am					
Period 3 11:40am-12:40pm					
Lunch 12:40pm-1:20pm					
Period 4 1:20pm-2:20pm					
Period 5 2:30pm-3:20pm					
End of School					

INSTRUCTIONS FOR USING YOUR 100% SHEETS

Every school day you should be studying at least 1 section of your 100% Sheets for homework, which should take you a minimum of 30 minutes per evening.

The timetable on the next page tells you which subjects you should be studying on which days (it doesn't matter if you have that subject on that day or not, you should follow the timetable).

You are to use your exercise book to show the work you have done. Each week you should start a new page and put the date clearly at the top.

You need to bring your 100% Sheets and exercise book with you EVERYDAY to the Academy.

Your 100% Sheets and exercise book will be checked regularly in form time, failure to show homework will result in a lunchtime school detention the next week.

You will also be tested in your lessons on knowledge from the 100% Sheets.

Self-Testing

You can use your 100% Sheets and book in a number of different ways but you should **not** just copy from the 100% Sheets into your book.

Below are some possible tasks you could do in your workbooks:

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mind maps
- Create flashcards
- Put the key words into new sentences
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Create fact files

Presentation

You should take pride in how you present your work:

- Each page should be clearly dated at the top left-hand side with Subject 1 written in the middle.
- Half way down the page a line should divide it in two with Subject 2 written above the dividing line.
- Each half of the page should be neatly filled with evidence of self-testing. There should be an appropriate amount of work.
- Failure to show pride in your presentation or wasting space on your page with large writing or starting a number of lines down will result in a negative point.

HOMework PLANNER

Day	To Complete	
Monday	Week A – Design Technology Week B - Computing	Week A –PREC Week B - Unifrog
Tuesday	Educake Science	Week A – Art Week B - Music
Wednesday	History	Week A-French Week B- Science
Thursday	Sparx Maths	English
Friday	Week A – English Week Week B – Maths	Geography

Date	A or B	Date	
07.09.2026	A	05.10.2025	
14.09.2026	B	12.10.2026	
21.09.2026	A	19.10.2026	
28.09.2026	B		

KEY INFORMATION / DATES

TERM DATES

Autumn	Starts	Ends
Term 1	Thursday, 3 September 2026	Friday, 23 October 2026
Half term	Saturday, 24 October 2026	Sunday, 1 November 2026
Term 2	Monday, 2 November 2026	Friday, 18 December 2026
Christmas holiday	Saturday, 19 December 2026	Monday, 4 January 2027

Spring	Starts	Ends
Term 3	Tuesday, 5 January 2027	Friday, 12 February 2027
Half term	Saturday, 13 February 2027	Sunday, 21 February 2027
Term 4	Monday, 22 February 2027	Thursday, 25 March 2027
Easter holiday	Friday, 26 March 2027	Tuesday, 13 April 2027

Summer	Starts	Ends
Term 5	Wednesday, 14 April 2027	Friday, 28 May 2027
Half term	Saturday, 29 May 2027	Sunday, 6 June 2027
Term 6	Monday, 7 June 2027	Wednesday, 21 July 2027

KEY ASSESSMENT POINTS

- Week Commencing 22nd March 2027
(During Spring Term 4)

Parent-Teacher Consultation Evening

- Week Commencing 28th June 2027

3, 2, 1 SHINE

Routines – SHINE

What "SHINE" Looks Like

When the teacher says "3, 2, 1, SHINE", all students should immediately show they are ready to listen and learn.

S = Sit up straight

H = Hands still

I = In silence

N = Never interrupt

E = Eyes tracking the teacher

This helps everyone stay focused, respectful, and ready to learn.



3, 2, 1 SHINE



Students often lose focus during transitions between activities, especially if they lack the equipment, confidence, or clarity about what to do next. Effective transition routines can eliminate many classroom management challenges. To keep students focused, plan and rehearse key transitions, such as getting out whiteboards, moving between spaced, starting to write etc. Explicitly teach and practice these routines until they become automatic. Strong classroom presence is also crucial during transitions. Techniques like standing confidently, using an assertive voice and conveying warmth can help you manage transitions effectively and keep students on task.

Description	Ensure your routine has a clear point at which you expect students to have met expectations: "3, 2, 1. SHINE" At "SHINE", scan the room and ensure that every single student complies with the attention signal expectations. S = Sit up straight. H = Hands still. I = In silence. N = Never interrupt. E = Eyes tracking the teacher.
Success criteria	✓ Display confidence: adopt an assured, firm posture and stand in a visible location so all students can see you ✓ Be concise: use as few words as possible ✓ Crisp signal: ensure that your signal for the routine's end is crisp so it's clear to all the point by which you should have full attention ✓ Vigilantly monitor: exaggeratedly scan the whole class and ensure that absolutely every student has complied
Script to students	<i>Stand front and centre of the room, adopt a clear, assured posture.</i> <i>"Right Year 8, 3-2-1- SHINE" (use non-verbal gestures to visually countdown)</i> <i>"You are not meeting the SHINE expectations by ... (use exaggerated scanning to encourage compliance)</i> <i>Excellent Shining. Year 10: let's see if we can achieve it a little quicker next time</i>
Strategies for ensuring consistency	Practice, practice, practice. Explain to students why you're expecting this routine to be followed, what benefit it offers them, what benefit it offers others and why it's an expectation in your classroom. If 100% attention is not gathered then restart the routine, inform students of your expectation: "we didn't quite respond as I'd expect, we're going to try that again, I want 100% of the room..." Frontload your expectations "On 1 I'm expecting us to be in our SHINE positions"

PROUD

REMINDER: What is 'Proud' work?

'Work to be proud of' is a piece of work which has been identified by a member of staff as exemplary. Both in terms of **quality** and its **presentation** (PROUD).

A member of staff will award a maximum of five 'proud' stickers per week. These will be given to any students work who meets the following standards:

Quality *(The piece of work must tick **at least one** of the below)*

- ☐ an exceptional piece of work (for the individual)
- ☐ show flair (talent);
- ☐ go above and beyond what was expected;
- ☐ ambitious in depth or breadth;
- ☐ Is a demonstration of resilience and hard work
- ☐ reflects a real commitment to make progress

Presentation

(The piece of work must meet the 'Beautiful Book' criteria)



PERIODIC TABLE

The periodic table of the elements

1

2

3

4

5

6

7

0

1
H
hydrogen
1

Key

relative atomic mass
atomic symbol
name
atomic (proton) number

7
Li
lithium
3

9
Be
beryllium
4

23
Na
sodium
11

24
Mg
magnesium
12

39
K
potassium
19

40
Ca
calcium
20

45
Sc
scandium
21

48
Ti
titanium
22

51
V
vanadium
23

52
Cr
chromium
24

55
Mn
manganese
25

56
Fe
iron
26

59
Co
cobalt
27

59
Ni
nickel
28

63.5
Cu
copper
29

65
Zn
zinc
30

70
Ga
gallium
31

73
Ge
germanium
32

75
As
arsenic
33

79
Se
selenium
34

80
Br
bromine
35

84
Kr
krypton
36

85
Rb
rubidium
37

88
Sr
strontium
38

89
Y
yttrium
39

91
Zr
zirconium
40

93
Nb
niobium
41

96
Mo
molybdenum
42

[98]
Tc
technetium
43

101
Ru
ruthenium
44

103
Rh
rhodium
45

106
Pd
palladium
46

108
Ag
silver
47

112
Cd
cadmium
48

115
In
indium
49

119
Sn
tin
50

122
Sb
antimony
51

128
Te
tellurium
52

127
I
iodine
53

131
Xe
xenon
54

133
Cs
caesium
55

137
Ba
barium
56

139
La*
lanthanum
57

178
Hf
hafnium
72

181
Ta
tantalum
73

184
W
tungsten
74

186
Re
rhenium
75

190
Os
osmium
76

192
Ir
iridium
77

195
Pt
platinum
78

197
Au
gold
79

201
Hg
mercury
80

204
Tl
thallium
81

207
Pb
lead
82

209
Bi
bismuth
83

[209]
Po
polonium
84

[210]
At
astatine
85

[222]
Rn
radon
86

11
B
boron
5

12
C
carbon
6

14
N
nitrogen
7

16
O
oxygen
8

19
F
fluorine
9

20
Ne
neon
10

27
Al
aluminium
13

28
Si
silicon
14

31
P
phosphorus
15

32
S
sulfur
16

35.5
Cl
chlorine
17

40
Ar
argon
18

* The elements with atomic numbers from 58 to 71 are omitted from this part of the periodic table.

The relative atomic masses of copper and chlorine have not been rounded to the nearest whole number.

MAP OF THE BRITISH ISLES & IRELAND

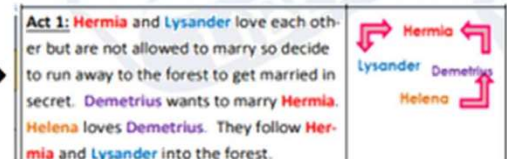


TIMES TABLES 1 TO 12

Multiplication Table - 12 by 12

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

HOW DO I SELF QUIZ?

How to use...Flashcards - On one side of the flash card, write the word or question. - On the other side, write the definition for the word, or answer to the question. - Once you have completed your set of cards, put them in a pile. Then for each card, see if you can remember the definition or answer to the question. Tick or cross when you get it right or wrong. - When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile. You can also use the Leitner Method: https://www.youtube.com/watch?v=C20EvKtdJwQ	How to use... Look, Cover, Write, Check and Correct - Write your key words into the 'Look, Cover' column and then cover it. - Write out the meaning, definition or spelling in the 'Write' column. - Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right. - If you got the answer incorrect, write the correct answer in the 'Correct' column. <table border="1"><thead><tr><th>Look , Cover</th><th>Write</th><th>Check</th><th>Correct</th></tr></thead><tbody><tr><td>Noun</td><td>A person, place or</td><td>✓</td><td></td></tr><tr><td>Algorithm</td><td>Algorithm</td><td>X</td><td>Algorithm</td></tr></tbody></table>	Look , Cover	Write	Check	Correct	Noun	A person, place or	✓		Algorithm	Algorithm	X	Algorithm	How to use... Mind Maps - Write out your topic or idea in the centre. E.g. The First World War. - Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWI - Then add your knowledge off of these branches. You might even be able to make connections between them. - Once made, then redraw as many of the connections as possible from memory. Correct any errors.  <pre>graph LR A((First World War)) --- B[Alliances] A --- C[Causes] A --- D[Events] C --- E[Assassination of Franz Ferdinand]</pre>
Look , Cover	Write	Check	Correct											
Noun	A person, place or	✓												
Algorithm	Algorithm	X	Algorithm											
How to use... Explaining a process/ idea further Your teacher might ask you to explain a key idea, process or event from your learning. This could be the water cycle (Geography), photosynthesis (Science) or something else. In your answer, try to use the words because, but, and so. These will help you to: Because: helps to explain a reason, cause or why something works. But: helps to explain a limitation or problem. So: helps to explain what happens next in a sequence, process or event. Check your sentences to see if your explanations or right or wrong. Correct any errors.	How to... Summarise a process/idea Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English. - Read through the relevant part of your knowledge organiser as directed by your teacher. - Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between. - For each part, add one main idea. - E.g. here, the 4 key characters are picked out, and the direction of love is shown through the arrows. Check and correct any errors.	How to use... Subject Specific Tasks or Questions Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject. In this case, your teacher will outline specifically what it is you need to do, and how. This will still include you checking and correcting any errors.  Act 1: Hermia and Lysander love each other but are not allowed to marry so decide to run away to the forest to get married in secret. Demetrius wants to marry Hermia. Helena loves Demetrius. They follow Hermia and Lysander into the forest. <pre>graph LR Hermia --> Lysander Lysander --> Hermia Demetrius --> Hermia Helena --> Demetrius</pre>												

YEAR 7 ENGLISH – AUTUMN TERM 1 – Narrative Origins

Section A: Key Vocabulary

Vocabulary	Definition
Tier 3	
<i>Narrative</i>	A spoken or written account of connected events; a story
Example: Adam and Eve is a narrative of how the world was created.	
<i>Inference</i>	A conclusion reached on the basis of evidence and reasoning
Example: Standing with your arms crossed, I can infer that you're angry with me.	
<i>Archetype</i>	A very typical example of a certain person or thing e.g. extreme stereotype
Example: Superman is an archetypal superhero	
Tier 2	
<i>Duality</i>	Having two different parts or aspects that are often opposite. It's like something having two sides.
Example: Think of a coin. One side has heads and the other side has tails. Even though it's one coin, it has two different sides.	
<i>Divine</i>	Divine means something that is related to God or a god. It can also mean something that is wonderful or perfect.
Example: Some people believe that the beauty of nature, like a beautiful sunset, is divine because it feels so perfect and amazing.	
<i>Perception</i>	The way you see and understand things. It's how you notice or understand things around you
Example: If you see a dog barking, your perception might be that the dog is happy and excited but someone else might think the dog is scared. Perception is about how you see and understand what's happening.	

Section B: Key Knowledge

Creation myths and their impact

Stories about how the world was created are really important, because they explain the meaning behind why and how humans exist. They entertain us, but more than this, because science wasn't invented yet they explain how we came to be. They also connect us as human beings; despite living in different places and believing different things, most cultures will have shared ideas in their myths and stories.

Writing creatively

Myths are a type of **form and genre** that we are often familiar with because of allusions. **Allusions** are when we make references to something that already exists. Lots of modern-day stories make **allusions** to myths.

The wider impact of stories

Stories can impact how readers:

Think (their ideas)

Feel (their emotions)

Imagine (what they picture)

Question (think differently to before)

Defending our ideas

When asked a question, we first decide what the question is really about by **identifying key words**, before considering our **initial personal thoughts** about it, then exploring **what** we feel, **how** we formed those opinions and **why** this supports our argument.

Section C: Research, External Links & Extended Knowledge

The Hero's Journey and The 12 Phases



1st Act (The Known)

1. The Ordinary World
2. Call to Adventure
3. Refusal of The Call
4. Meeting The Mentor
5. Crossing The Threshold

2nd Act (The Adventure)

6. Tests, Allies, Enemies
7. Approaching The Inner Cave
8. The Ordeal
9. Seize The Reward

3rd Act (Chance to Make It R)

10. The Road Back Home
11. Resurrection, Atonement
12. Return with The Elixir

freitag's pyramid



YEAR 7 MATHS – AUTUMN TERM 1 – Number sense and calculations

Section A: Key Vocabulary

Vocabulary	Definition
Integer	A whole number
Decimal	A Part of a whole number
Terminating	A decimal that has a finite number of digits
Recurring	A decimal number where a digit or a block of digits after the decimal point repeats infinitely
Prime	A whole number which factors are 1 and itself.
Square	The result of multiplying a number by itself
Cube	The result of multiplying a number by itself three times
Square Root	The inverse of squaring a number
Powers	The repeated multiplication of the same number.
Sum	The total amount of two or more numbers/value adding together.
Difference	The total amount of two or more numbers subtracted.

Section B: Key Knowledge

Column method
 523×76
 Line up numbers according to place value

$$\begin{array}{r} 523 \\ \times 76 \\ \hline 3138 \\ + 36610 \\ \hline 39748 \end{array}$$

Multiply by units first then tens etc.
 Don't forget to add zeros
 Add using column addition

$958 \div 8$

$$\begin{array}{r} 119.75 \\ 8 \overline{) 958.000} \\ \underline{8} \\ 15 \\ \underline{16} \\ 8 \\ \underline{8} \\ 0 \\ \underline{0} \\ 0 \\ \underline{0} \\ 0 \end{array}$$

Know times tables
 Remainders carried over
 Add zeros when numbers run out.

$2016 \div 12$

$$\begin{array}{r} 0168 \\ 6 \overline{) 2016} \\ \underline{12} \\ 80 \\ \underline{60} \\ 20 \\ \underline{12} \\ 80 \\ \underline{60} \\ 20 \\ \underline{12} \\ 80 \\ \underline{60} \\ 20 \\ \underline{12} \\ 80 \end{array}$$

Split into factors
 Divide by one factor
 Divide answer by second factor

Brackets Indices Divide & Multiply Add & Subtract
 $()$ x^y $\div$ or $\times$ $+$ or $-$
 $++ = \uparrow$ $-- = \uparrow$
 $+- = \downarrow$ $-+ = \downarrow$
 $+\times/\div+ = \text{Positive answer}$
 $-\times/\div- = \text{Positive answer}$
 $+\times/\div- = \text{Negative answer}$
 $-\times/\div+ = \text{Negative answer}$

ROUND DOWN 0,1,2,3,4, Rules of rounding 5,6,7,8,9, ROUND UP
 Place Value Decimal Places Significant Figures

Section C: Extended Knowledge

Roots
 Roots are the inverse operations to powers

$$\begin{array}{c} 7 \xrightarrow{2} 49 \\ \xrightarrow{\sqrt{}} \end{array}$$

Estimates tell us the rough value of a calculation

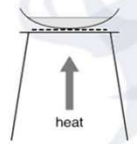
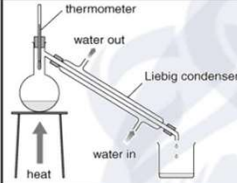
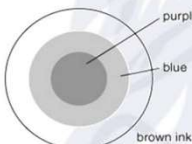
$$\frac{103.5 \times 1.92}{51.36} \approx \frac{100 \times 2}{50}$$

Year 7 SCIENCE – AUTUMN TERM 1 – 7E MIXTURES AND SEPARATION

Section A: Key Vocabulary

Vocabulary	Definition
Mixture	Two or more substances jumbled together but not joined to each other. The substances in mixtures can often be separated from each other.
Suspension	A mixture of a solid and liquid, where the solid bits are heavy enough to settle out if the mixture is left to stand.
Colloid	A mixture of a solid, liquid or gas in a solid, liquid or gas, where the substances do not settle out if left to stand.
Dissolve	When a substance breaks up into such tiny pieces in a liquid that it can no longer be seen and forms a solution.
Solute	The substance that has dissolved in a liquid to make a solution.
Solvent	The liquid in which a substance dissolves to make a solution.
Solution	When a substance has dissolved in a liquid. Solutions are transparent.
Soluble	Describes a substance that can dissolve in a liquid.
Insoluble	Describes a substance that cannot dissolve in a liquid.
Saturated	A solution that contains so much dissolved solute that no more solute can dissolve in it.
Solubility	The amount of substance that dissolves in a particular solvent at a particular temperature to make a saturated solution.

Section B: Key Knowledge

Method	Used to separate	Apparatus used	Examples
filtering (filtration)	solids from a suspension (i.e. large pieces of solids that have not dissolved in a liquid)		sand from a mixture of sand and water
evaporation	solid substances from a solution or colloid		salt from a salt solution
distillation (evaporation followed by condensation)	liquid from a mixture		pure water from a salt solution
chromatography	individual solutes from a mixture of solutes in a solvent		colours found in ink

Section C: Research, External Links & Extended Knowledge



YEAR 7 SCIENCE – AUTUMN TERM 1 – 7A – CELLS, TISSUES, ORGANS & SYSTEMS

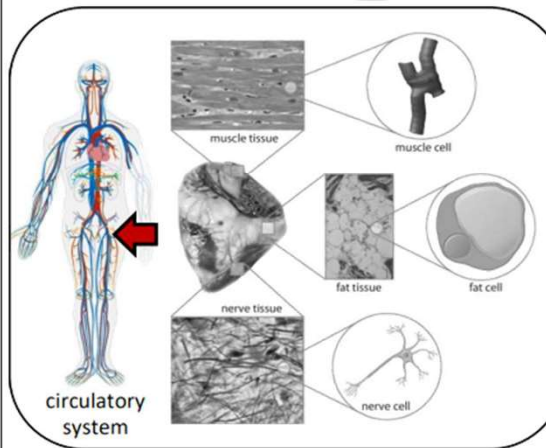
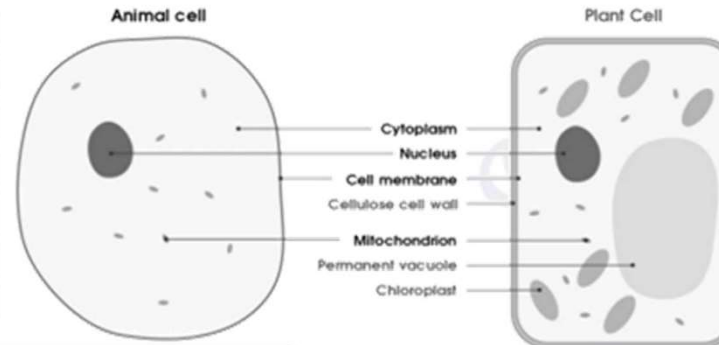
Section A: Key Vocabulary

Vocabulary	Definition
Cell	The building block of living organisms
Cell Membrane	Surrounds the cell and controls what substances can move into and out of the cell.
Cell wall	Provides rigid, strong outer part of plant cell, made of cellulose .
Chloroplast	Where in the cell photosynthesis takes place, making glucose for the plant. Contains chlorophyll.
Cytoplasm	A 'jelly-like' substance found in cells where all the chemical reactions of the cell take place
Growth	Increasing in size or cell number permanently.
Microscope	An optical instrument used to magnify objects, so small details can be seen
Mitochondrion	Where respiration occurs. This releases energy for the cell.
Nucleus	Controls the activities of the cell and contains the genetic material (DNA)
Organism	A living thing
Respiration	Releasing energy from food inside cells.
Sensitivity	Sensing and responding to the surroundings.
Specialised Cell	A cell with a special shape, structure or features which enable it to perform a specific function
Vacuole	Storage space in a plant cell. Contains sap and helps keep the cell firm

Section B: Key Knowledge

All living organisms carry out seven life processes

Movement
Respiration
Sensitivity
Growth
Reproduction
Excretion
Nutrition



Cells → Tissues → Organs → Organ system → Organism

Tissue is made from a group of cells with a similar structure and function, which all work together to do a particular job.

An **organ** is made from a group of different tissues, which all work together to do a particular job.

An **organ system** is made from a group of different organs, which all work together to do a particular job.

Section C: Research, External Links & Extended Knowledge



YEAR 7 History– AUTUMN TERM 1 – The British

Section A: Key Vocabulary

Vocabulary	Definition
Key Term	Definition
History	Study of the past, people and events
Chronology	Arranging events or dates in the order they took place
Causes	Reasons why something happens
Consequences	Effect or result of something happening
Significance	Importance of an event or action
Change	How something changes over a length of time and as a result of an event or action
Continuity	How something stays the same over a length of time
BC/ BCE	Before Christ- it means the number of years before the time of Jesus Christ. / Before Common Era if you are non-religious.
AD/CE	Anno Domini - Latin for 'in the year of the Lord' – means number of years since birth of Jesus Christ/ Common Era if you are non-religious.
Sources	Primary Source –A document or object created during the time period of study. Secondary Source –An account or interpretation

Section B: Key Knowledge

Introduction: Britain has become a multicultural country- there are no "original" British people as Britain has always been made up of migrants. Britain, therefore, has a rich culture that has developed over thousands of years from different migrant groups.

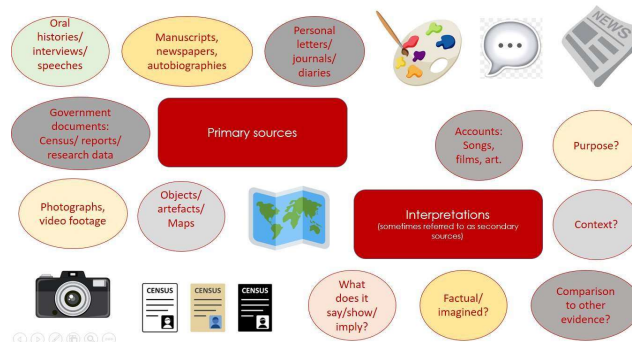
1 – 99	1st C	1100 – 1199	12 th C
100 – 199	2nd C	1200 – 1299	13 th C
200 – 299	3rd C	1300 – 1399	14 th C
300 – 399	4th C	1400 – 1499	15 th C
400 – 499	5th C	1500 – 1599	16 th C
500 – 599	6th C	1600 – 1699	17 th C
600 – 699	7th C	1700 – 1799	18 th C
700 – 799	8th C	1800 – 1899	19 th C
800 – 899	9th C	1900 – 1999	20 th C
900 – 999	10 th C	2000 – 2099	21 st C
1000 – 1099	11th C		

Early Settlers: Doggerland was a land bridge that connected England to the rest of Europe until approx. 8000 years ago. The first people to live here were nomadic- they didn't settle in one place. They came to England as it was rich in natural resources.

Lincolnshire: Lincolnshire has lots of Roman and Anglo-Saxon history. There are Roman walls in Lincoln (the Romans called it "Lindum" and lots of Roman and Anglo Saxon coins have been found.

Early Migration: The Celts, Romans, Anglo-Saxons and Vikings all came to Britain due to natural resources such as tin, and farm land. In 1066 the Normans invaded, William of Normandy killed the Saxon king Harold at the Battle of Hastings and the Normans then ruled England.

Section C: Research, External Links & Extended Knowledge



People like Jews and Huguenots migrated to Britain as they were being persecuted in their own countries. People from Ireland moved when there was a famine. They were not always treated fairly in Britain.

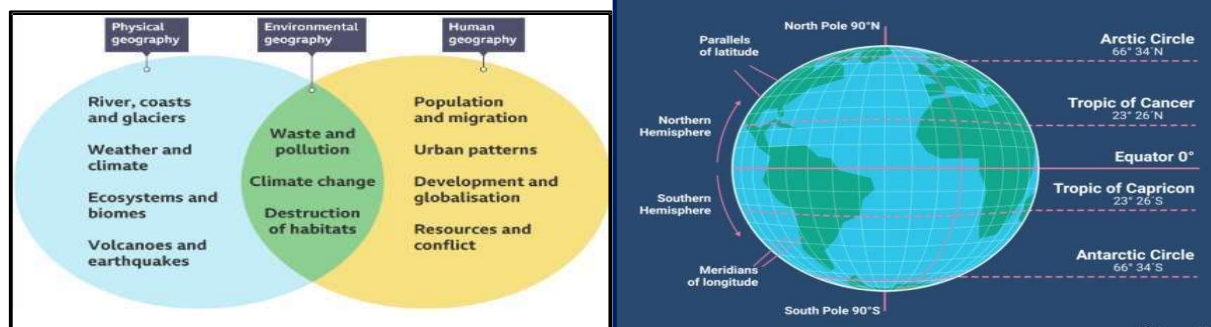
Britain invited people from the Caribbean to help rebuild the country after WW2. People from Eastern Europe and China moved to Britain to look for work. Many Caribbean

YEAR 7 Geography – AUTUMN TERM 1 – Fantastic Places

Section A: Key Vocabulary

Vocabulary	Definition
Human Geography	The study of people and cultures
Physical Geography	The study of the natural environment
Continent	A large mass of land. There are seven continents on earth
Country	A nation with its own government
Oceans	Large areas of salt water covering the Earth's surface
Latitude	Lines around the earth e.g. the Equator which divides the earth into the Northern and Southern hemispheres.
Longitude	Lines over the top of the earth e.g. The Prime Meridian which divides the earth into East and West
Physical features	Natural features such as mountains, lakes, rivers, coasts
Human features	Manmade features such as cities and landmarks
Index	The A-Z section at the back of an atlas which helps us find places.

Section B: Key Knowledge



ATLAS SKILLS

There are generally three main types of maps shown in an atlas:

PHYSICAL MAPS these show topography/relief (the shape of the land) and other physical features such as rivers and lakes.

POLITICAL MAPS these show country borders, cities, transport links etc.

THEMATIC MAPS these show information such as climate data, agriculture types etc.

THE LARGEST ISLAND (Great Britain)

INCLUDING NORTHERN IRELAND (United Kingdom)

ALL ISLANDS TOGETHER (British Isles)

GREAT BRITAIN
+ SCOTLAND
+ ENGLAND
+ WALES

UNITED KINGDOM
SCOTLAND
ENGLAND
WALES
+ N. IRELAND

BRITISH ISLES
SCOTLAND
ENGLAND
WALES
N. IRELAND
+ IRELAND

Section C: Research, External Links & Extended Knowledge

What is Geography?



Using an atlas



Great Britain, UK, British Isles



YEAR 7 FRENCH – AUTUMN TERM 1 – PERSONAL INTRODUCTIONS

Section A: Key Vocabulary		
	Français	English
Countries	(la) France	France
	(l') Angleterre	England
	(la) Belgique	Belgium
	(la) Suisse	Switzerland
	(le) Canada	Canada
Hobbies	(le) sport	sport
	(le) cinéma	cinema
	(la) musique	music
	(la) danse	dance
	(les) jeux vidéo	video games
Characteristics	(les) insectes	insects
	(les) animaux	animals
	bavard	chatty, talkative
	courageux	courageous, brave
	travailleur	hard-working
	lunatique	moody
	méchant	mean
	amusant	funny, amusing
	adorable	adorable, cute
	honnête	honest

Section B: Key Knowledge

ÊTRE – To be

Je suis I am Je ne suis pas I am not Tu es You are Tu n'es pas You are not Il est He is Il n'est pas He is not Elle est She is Elle n'est pas She is not	(2) fan a fan (3) quelqu'un someone	de from / of d' from / of
---	--	--

Key questions with model answers to adapt

- Qui es-tu et d'où es-tu ?**
Bonjour ! Je suis Marine et je suis de France, plus précisément de Bordeaux.
- De quoi es-tu fan ?**
Je suis fan de football et de rugby mais je ne suis pas fan de musique.
- Quel type de personne es-tu ?**
Je pense que je suis quelqu'un de travailleur et courageux mais je ne suis pas quelqu'un de bavard.

Section C: Research, External Links & Extended Knowledge

Use **your sentence builder booklet** for more vocabulary and structures. You could also use **links to practise** with **with**

Sentence builder

Sentence builder

Sentence builder

YEAR 7 Design and Technology – AUTUMN TERM 1 – Cam Toy

Section A: Key Vocabulary

Vocabulary	Definition
Linear	<i>Motion that moves in a straight line</i>
Rotary	<i>Motion that moves round in a circle</i>
Oscillating	<i>Motion that swings back and forth</i>
Reciprocating	<i>Motion that moves backwards and forwards/ up and down/side to side in a straight line</i>
Cam	<i>Changes rotary motion in to reciprocating motion</i>
Slide	<i>Holds the follower in places</i>
Follower	<i>Moves in reciprocating motion, following the profile of the cam</i>
Coping Saw	<i>A type of saw used to cut curves in wood and plastic</i>
File	<i>A metal bar used to smooth material.</i>
Glass paper	<i>A rough surfaced paper used to smooth material.</i>
Pillar Drill	<i>Used for drill holes in material</i>
Linisher	<i>A machine used to smooth</i>

Section B: Key Knowledge

Motion

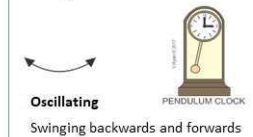
Motion can be divided into these 4 categories



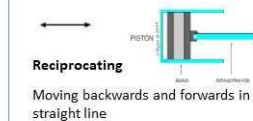
Linear
Moving in a straight line.



Rotary
Moving in a circle



Oscillating
Swinging backwards and forwards



Reciprocating
Moving backwards and forwards in a straight line

What is a Cam?

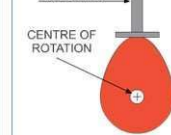
A Cam changes the input motion, which is usually rotary motion, to a reciprocating motion of the follower.

PEAR SHAPED CAM

SLIDE

FLAT FOLLOWER

CENTRE OF ROTATION

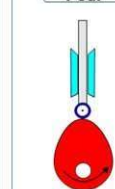


- A follower is a rod that moves as the cam rotates.

- A follower rises and falls depending on the shape of the cam.

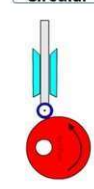
- A guide or slide keeps the follower in the correct place.

Pear



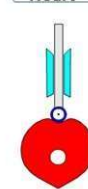
Pear shaped cams are used on the shafts of cars. The follower remains motionless for about half of the cycle of the cam and during the second half it rises and falls.

Circular



Circular cams or eccentric cams produce a smooth motion. These cams are used in steam engines

Heart



Heart shaped cams allow the follower to rise and fall with 'uniform' velocity

Product Analysis

ACCESSFM can help you learn about products

A Aesthetics: what does the product look like?

C Cost: how much does the product cost to buy and make?

C Customer: who would buy or use the product?

E Environment: where would the product be used or stored?

S Size: how big or small is the product?

S Safety: how safe is it during normal use?

F Function: how does the product work? How is it cared for?

M Material: what is the product made from?

Section C: Research, External Links & Extended Knowledge



What is a cam mechanism?



Tools and Processes



YEAR 7 Design Technology– AUTUMN TERM 1 – Keyring Holder

Section A: Key Vocabulary

Vocabulary	Definition
<i>Mechanical Engineering</i>	<i>Design, analysis, and manufacturing of mechanical systems and moving parts</i>
<i>Electrical Engineering</i>	<i>Application of electricity, electronics, and electromagnetism within products</i>
<i>CAD (Computer-Aided Design)</i>	<i>Digital design using Adobe Illustrator tools (Pathfinder, Swatches)</i>
<i>CAM (Computer-Aided Manufacture)</i>	<i>Producing physical products using CNC machinery (Laser Cutter)</i>
<i>Aesthetics</i>	<i>Appearance: shape, colour, texture</i>
<i>Cost</i>	<i>Production cost and value for money</i>
<i>Customer</i>	<i>Target user or group</i>
<i>Environment</i>	<i>Sustainability and recyclability</i>
<i>Size</i>	<i>Dimensions (e.g., 50 mm × 50 mm requirement)</i>
<i>Safety</i>	<i>Safe handling, no sharp edges or hazards</i>

Section B: Key Knowledge

ENGINEERING SECTORS & ROLES

MECHANICAL ENGINEERING



Focuses on the design, analysis, and manufacturing of mechanical systems and moving parts.

ELECTRICAL ENGINEERING



Studies the application of electricity, electronics, and electromagnetism within products.

PROFESSIONAL CAREER LINKS



Key industry roles include Design Engineers, Draughtsmen, and Computer Programmers.

TECHNICAL DRAWING & DESIGN SKILLS

ISOMETRIC PROJECTION



A visual representation of 3D objects in 2D where all three axes appear equally foreshortened.

ORTHOGRAPHIC PROJECTION



Representing 3D objects through different 2D views, including front, side, and (Rat and 3rd Angle).

ANNOTATION & RENDERING



Using notes to explain ideas and adding colour or texture to communicate material finishes.

SCALE & ACCURACY



Ensuring precise measurements and specific ratios to ensure the design is valid for manufacture.

PRODUCT ANALYSIS: ACCESS FM

A - AESTHETICS



What does the product look like? Consider the shape, colour, and texture.

C - COST



How much does it cost to produce and does it represent good value for money?

C - CUSTOMER



Who is the specific person or target group that will actually use this product?

E - ENVIRONMENT



Is it made of sustainable materials and can the product be recycled at the end of its life?

S - SIZE



What are the dimensions? (e.g., the specific 50mm x 50mm project requirement).

S - SAFETY



Is it safe to handle? Check for sharp edges or small parts that could be hazardous.

F - FUNCTION



How well does the product work? Does it hold keys effectively and reliably?

M - MATERIAL



What is the product made from and why was that specific material chosen?

WORKSHOP PRACTICE & EVALUATION

WORKSHOP SAFETY & PPE



Essential use of Personal Protective Equipment and safe handling of workshop tools.

CARDBOARD MODELLING



Creating a 3D prototype to test the validity, size, and scale of a design before final manufacture.

SANDING & FINISHING



Smoothing surfaces and edges to ensure a high-quality, professional standard for the final product.

PEER & SUMMATIVE EVALUATION



Giving/receiving constructive feedback and reflecting on the project's success against the original specification.

CAD/CAM WORKFLOW

CAD (COMPUTER-AIDED DESIGN)



Using software like Adobe Illustrator to create precise digital designs using tools like Pathfinder and Swatches.

DIGITAL TO PHYSICAL



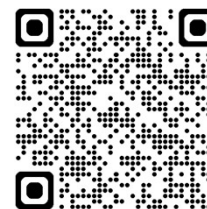
Converting an Illustrator file into a physical component by sending data to the Laser Cutter.

CAM (COMPUTER-AIDED MANUFACTURE)



The process of using software and CNC machinery, such as a Laser Cutter, to produce a physical product.

Section C: Research, External Links & Extended Knowledge



YEAR 7 FOOD – AUTUMN TERM 1

Section A: Key Vocabulary

Vocabulary	Definition
Personal hygiene	Especially important when cooking to avoid cross contamination- washing hands, wearing an apron, tying hair back and removing jewellery are examples of good personal hygiene.
Dairy and alternatives	Mostly found in Milk, cheese and yogurts but also found in some vegetables, calcium helps the body make strong bones and teeth.
Protein	Found in meat, fish, eggs, nuts and beans. Protein helps the body to grow, repairs muscle and provides some energy.
Carbohydrates	Found in bread, pasta, rice, potatoes and cereals, wholegrain & brown varieties of carbohydrates are more beneficial to the body as the energy provided is released slower than white varieties.
Fruit and vegetable section	Found in fruits and vegetables, enables the body to complete functions e.g. Improves eyesight (vitamin A) releasing energy from food (vitamin B), keeps the skin healthy (vitamin C), enables calcium to be absorbed into the body (vitamin

Section B: Key Knowledge



The Bridge hold

A knife hold that ensures the fingers are placed either side of the knife blade to



The claw grip

A knife hold that ensures the finger tips are tucked under to prevent cuts.

Seasonality means eating foods at the time of year when they naturally grow best.

For example, strawberries grow in the summer, so that's when they are "in season." Vegetables like carrots and potatoes are often in season in autumn and winter.

Eating seasonal food is good because:

- It is usually **fresher and tastes better**
- It can be **cheaper** because it's easier to grow at that time
- It is better for the **environment**, as it doesn't need to be transported long distances or grown in special conditions

So, seasonality is about choosing foods that match the time of year to get the best quality and help the planet.

Section C: Extended Knowledge



Having clean hands and equipment prevents food becoming contaminated with bacteria whilst we prepare it.

Cross Contamination is the spread of bacteria from hands, equipment and people to food.

Cooking food to above 75°C makes it safe to eat, it kills any bacteria present which could cause illness.

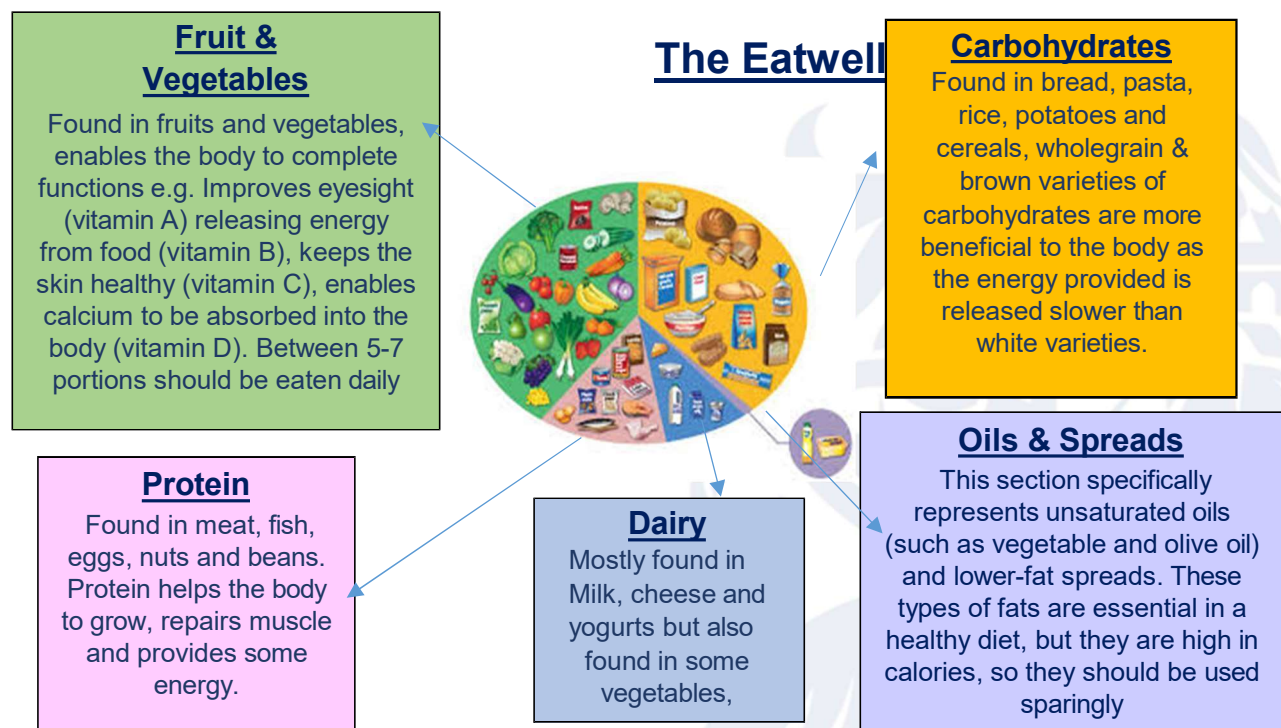
Chilling food to between 0-5°C slows down bacterial growth.

YEAR 7 DESIGN TECHNOLOGY ROTATION 2 – TOPIC – Food & Nutrition

Section A: Key Vocabulary

Vocabulary	Definition
Seasonality	Food grown at a particular time of year.
Food security:	Having access to sufficient quantity of affordable, nutritious food.
Food provenance	Knowing where food was grown, caught or raised and how it was produced.
Food processing	Any deliberate change to food that happens to a food before it is available to eat.
Food certification and assurance schemes	Defined standards of food safety, quality or animal welfare.
The Eatwell Guide	<i>The Eatwell Guide is a UK government tool designed to promote a healthy, balanced diet. It illustrates the recommended proportions of different food groups,</i>

Section B: Key Knowledge



Section C:

Seasonality

Fruit and vegetables naturally grow in cycles and ripen during a certain season each year. Some meat and fish can also be seasonal. Advantages of buying food in season include:

- it is fresh;
- best flavour, colour and texture;
- optimal nutritional value;
- supports local growers;
- costs less
- reduced energy needed to transport.



YEAR 7 Music – AUTUMN TERM 1 – Find Your Voice

Section A: Key Vocabulary

Vocabulary	Definition
<i>Texture</i>	The layers of sound and their combinations.
<i>Melody</i>	A tune; a succession of individually pitched notes.
<i>Accompaniment</i>	A backing part, not the tune. It could be sung or played on an instrument, e.g. the piano.
<i>Melody and Accompaniment</i>	A tune with an accompaniment e.g. piano.
<i>Polyphonic</i>	More than 1 melody happening at the same time.
<i>Monophonic</i>	One melody with no backing.
<i>Practice</i>	Spending time going over what you are working on so that you can perform confidently.
<i>Structure</i>	The sections; e.g. verse and chorus
<i>Tuning</i>	Singing at the same pitch
<i>Beatboxing</i>	Using vocal sounds to create vocal performances

Section B: Key Knowledge

Vocal Parts

Soprano	Highest female or child's voice
Alto	Lower female or child's voice
Tenor	Higher male voice
Bass	Lowest male voice
Descant	A high additional vocal line above the melody
Part singing	Singing different lines at the same time
Two-Part harmony	Music split into 2 vocal lines
Three-Part harmony	Music split into 3 vocal lines
Round	A song where groups sing the same melody starting at different times.

Methods of practice

1. Pick a section
2. Identify what can be improved in that section
3. Identify a method for improving (count to come in; use correct technique)
4. Once corrected, go over that part until it is confident
5. Once confident, put it back into the whole performance and run the performance from the beginning.

When practising for a performance, run through your piece repeatedly in full, going over any sections that need it.

Section C: Research, External Links & Extended Knowledge



Axis of Awesome



Warming Up



Bitesize

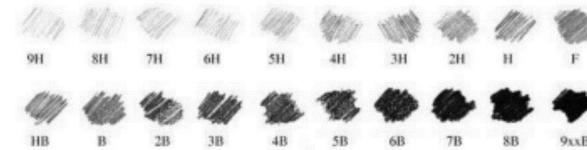
YEAR 7 Art and Design – AUTUMN TERM 1 – The Formal Elements

Section A: Key Vocabulary

Vocabulary	Definition
Line (n)	A mark on a surface.
Form (n)	A 3D geometric shape.
Tone (n)	The lightness or darkness of something to represent light and shade.
Texture (n)	To recreate the surface on an object.
Composition (n)	Where you place objects on a page.
Media (n)	The materials you work with e.g. graphite (pencil), watercolour paint etc.
Scale (n)	The size of an object (whole) in relation to another object (whole).
Refine (v)	To make minor changes to improve your work.
Mark-Making (n)	To use a media to create lines or shapes on a surface which can be used to recreate tone.
Control (n)	How carefully you work with a specific media.
Tonal range (n)	Using the Denman Ross tonal chart to recreate

Section B: Key Knowledge

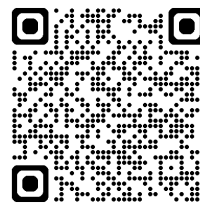
Pencils come in different grades. The softer the pencil the darker the tone. H= hard B= black (soft) In art, the most useful pencils will be 2B and 4B for shading. If your pencil has no grade, it is likely to be a HB (hard black, in the middle of the scale).



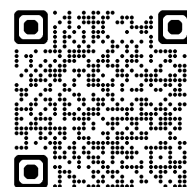
To prevent your drawing from looking flat, a range of tonal shading is essential to make objects look 3D. Pressing harder and lighter and layering with your pencil creates different tones. As a surface goes away from you the tones usually darken. Shading straight across the surface Shading straight across the surface will make an item appear flat. Using the direction of your pencil to help enhance the 2D surface Including shadows will also help objects appear 3D and separate objects from each other.



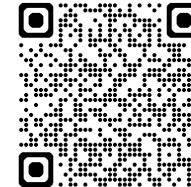
Section C: Research, External Links & Extended Knowledge



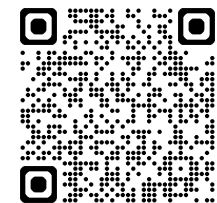
Line



Tone



Shape



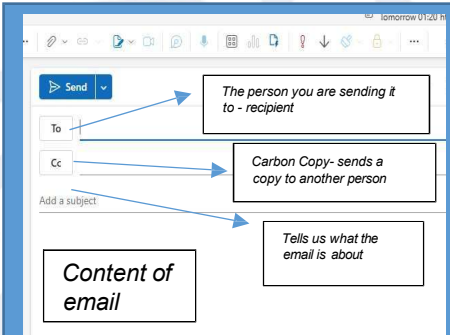
Form

YEAR 7 COMPUTING – AUTUMN TERM 1 – Collaborating Online

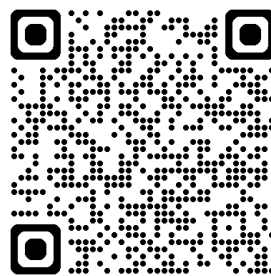
Section A: Key Vocabulary

Vocabulary	Definition
Password	Characters—letters, numbers, or symbols—used to verify a user's identity and grant secure access to a computer system, device, or digital account.
Personal information	Is the personal data that relates to a specific person
Email	(Electronic mail) is a method of exchanging digital messages, files, and documents between computers or devices over a network
Encryption	Scrambles data – makes it unreadable
Cyberbullying	The use of digital technology—social media, messaging, gaming, or phones—to intentionally and repeatedly harass, threaten, embarrass, or target another person.
Digital Footprint	The unique, traceable trail of data you leave behind while using the internet

Section B: Key Knowledge

Online Bullying	Privacy and Security	Password Rules
- You should be as kind to people online as you would be in person. - If someone is unkind, <u>Several Times On Purpose</u> then this could be bullying and we need to make it STOP. Tell a trusted adult. What one person sees as a joke (or banter) might be experienced by others as bullying. This could be via a text, an image or chat. - Bullying, online or offline, is always unacceptable and you must report it whenever you see it.	- A password is something that is used to protect our information, accounts and belongings. They should be difficult for other people to guess, but we need to remember them! - We can keep our digital files safe by only saving them to our device and putting a password on the device. We should protect our passwords by not telling them to others. - Ask a trusted adult to ensure your <u>privacy settings</u> are on so your location and profile are not public.	1. Change your password often 2. Never Share your password 3. Keep them private 4. 8 Characters long 5. Use a Capital letter 6. Include a number/symbol
Self-image and Identity - Your identity is who you are. It includes your name, what you like, your family and friends, everything about you! - People can take steps to <u>change or hide their identity online</u>. - Some people do this to keep themselves safe. E.g. you should use an <u>avatar</u> and <u>aliases</u> when online gaming, rather than your own name and picture of you. - Others may change their identity to trick others. You should be aware that you do not always know who you are talking to online.	Online Relationships - You should ask permission before communicating with anyone you don't know, e.g., when online gaming, or sending emails - We may like people who we meet online, because of our similarities (e.g. gaming/ hobbies.) however liking someone is different to <u>trusting someone</u>. - You should be <u>careful about who you trust online</u>. Ask a trusted adult before trusting anyone who you meet online. - When someone asks you for something online, you <u>have the right to say 'no'</u> or to <u>ask someone first</u>. Tell a trusted adult if you feel <u>pressure</u> to do something online.	

Section C: Research, External Links & Extended Knowledge



Using emails

The internet



YEAR 7 PREC– AUTUMN TERM 1- Introduction to Philosophy

Section A: Key Vocabulary

Vocabulary	Definition
Key Term	Definition
1. Faith	Belief and trust in a religion or spiritual idea.
2. Religion	A system of beliefs, practices, and worship shared by a group of people.
3. Pagan	A person following ancient or nature-based religions outside the major world faiths.
4. Polytheism	Belief in many gods.
5. Monotheism	Belief in one God.
6. Abrahamic religions	Religions connected to Abraham, including Judaism, Christianity, and Islam.
7. Dharmic religions	Religions originating in India, such as Hinduism, Buddhism, Sikhism, and Jainism.
8. Karma	The idea that actions have consequences that affect a person's future.
9. Atheism	The belief that there is no god or gods.
10. Agnostic	Someone who believes it is impossible or uncertain to know if God exists.
11. Theist	Someone who believes that God/s exist.

Section B: Key Knowledge

PREC (Philosophy, Religion, Ethics and Culture) helps students **explore big questions about life, beliefs and values.**

The themes studied in PREC **help students understand themselves, others and the world around them.** Philosophy encourages **questioning, critical thinking and exploring different viewpoints.** Ethics helps students **consider right and wrong, make responsible choices and understand the impact of their actions.**

The study of religion and belief systems explores **how people find meaning, purpose and guidance in life** both in the past and today. Learning about culture helps students **appreciate traditions, values and identities** from around the world.

These ideas are used every day **when making decisions, respecting others' beliefs, solving problems, understanding different perspectives and participating positively in diverse communities.**

Section C: Research, External Links & Extended Knowledge

Arguments **for** the existence of God are philosophical ideas that try to explain **why some people believe God exists.** These include the Cosmological Argument (everything has a cause), the Teleological Argument (the universe appears designed), and the Ontological Argument (God can be understood through reason and logic).

Arguments **against** the existence of God are ideas that question whether God exists. Students will explore reasons why some **people do not believe in God**, such as the existence of suffering and evil in the world, the lack of clear evidence, and scientific explanations for how the universe began. These arguments encourage questioning, debate and critical thinking.

YEAR 7 HOMEWORK – TASK WEEK-BY-WEEK

Week beginning 07.09.2026

Subject	Task	Tick	Subject	Task	Tick
Maths	Complete Homework task on Sparx Maths		Science	Complete Term 1 Week 1 on Educake	
English	Word Understanding: Copy the definitions and examples provided in Section A. Ensure you have a clear understanding of what each term means and how they are used in writing. <i>You should use 'look/cover/write/check'</i>		Art	Copy out the key vocabulary in Section A on the 100% sheet. You should use 'look/cover/write/check' to help.	
History	Using Section A of the 100% Sheet, revise the definitions of the key terms. Use 'look/cover/write/check'		French	Look, Cover, Write, Check the countries in Section A. Write each French word and its English meaning from memory.	
DT	Key Ring- Copy the key vocabulary in Section A on the 100% sheet. <i>You could use 'look/cover/write/check' to help.</i> Cam Box- Using Section B of the 100% Sheet; create a fact file for the different types of motion. Find 3 examples of these motions in action.		DT	Food- Using Section A create a fact file for the food room to explain personal hygiene rules and Health and Safety rules Food2 Draw the Eatwell Guide from memory	
English	Apply the words: Write sentences which contain each of the key words from Section A.		PREC	Using Section A of your 100% sheet; 1. Consider whether your belief system follows a more theist, atheist or agnostic approach. Explain why you have reached this conclusion in 50 words. 2. Explain what might be different about a Pagan belief system to yours? Useful link: https://kids.kiddle.co/Paganism	
Geography	Using Section A of the 100% Sheet, copy down the definitions of Human Geography, Physical Geography, Human features, and Physical features. Use 'look/cover/write/check'				

Subject	Task	Tick	Subject	Task	Tick
Maths	Complete Homework task on Sparx Maths		Science	Complete Term 1 Week 2 on Educake	
English	Word Understanding: Review the definitions and examples provided for duality , divine , and perception . Ensure you have a clear understanding of what each term means and how they are used in writing. You could use 'look/cover/write/check' to help.		Music	Learn the key vocabulary from Section A with the definitions using Look/cover/write/check.	
Geography	Using Section B and C of the 100% Sheet, list the different types of maps you have studied and what they might be used for. Identify ways in which these maps can change and give a reason for your answer.		Science	Copy out the key vocabulary in Section A on the 100% sheet. You should use 'look/cover/write/check' to help.	
Computing	Copy the key vocabulary in Section A on the 100% sheet. You could use 'look/cover/write/check' to help.		Unifrog	Use the Unifrog careers library to find out about a career as a Web designer. What does a Web designer do? How many hours do Web designers normally work per week? What skills do Web designers need? What is the average salary for a Web designer?	
Maths	Using the 100% sheets and key vocabulary from Section A, using your own words, write your own description for each word. Look/cover/write/check.		History	Using Section A, research Long Sutton and Holbeach. Answer either a OR b. a) What has changed over time for each area, what has continued? b) Describe the similarities and differences between Long Sutton and Holbeach. Useful links below if you need them: 	

Subject	Task	Tick	Subject	Task	Tick
Maths	Complete Homework task on Sparx Maths		Science	Complete Term 1 Week 3 on Educake	
English	Using the Tier 2 words in Section A Write your own examples using the words duality , divine and perception , making sure you use them in the correct way and that they make sense.		Art	Using Section B create a Tonal Ladder using from Dark to Light like the example below: 	
History	Using Section A of the 100% sheet, Write 100-150 words on one of the scenarios below: scenario's below, what reasons would you have to come to England? • Scenario A: You are a Roman. • Scenario B: You are a Viking. • Scenario C: You are a Norman.		French	Look, Cover, Write, Check the hobbies in Section A. Write each French word and its English meaning from memory.	
DT	Key Ring- Using Section B of your 100% Sheet, explain what CAD/CAM is and how it is used. Write 100-150 words. Cam Box- Using Section B and C of the 100% Sheet; create a fact file for the different cam types.		DT	Food- Copy the key vocabulary in Section A on the 100% sheet. You could use 'look/cover/write/check' to help. Food2- Using Section B create a poster on vitamins and minerals - explain the vitamins role in the body and add 6 pictures - 3 of fruit and 3 of vegetables	

<i>Subject</i>	<i>Task</i>	<i>Tick</i>	<i>Subject</i>	<i>Task</i>	<i>Tick</i>
English	Using Section C Write your own definition of ' Freytag's Pyramid ' and draw your own pyramid to remind you of the meaning.		PREC	Using Section B of your 100% sheet: Explain what PREC is. Describe how PREC might help you in everyday life/ thinking. Why is it important to understand traditions, cultures and identities around the world? Answer the question: How diverse is Long Sutton? Useful link: http://long-sutton.localstats.co.uk/census-demographics/england/east-midlands/south-holland/long-sutton	
Geography	Using Section A and B of the 100% Sheet, complete the following tasks. What is the Equator and what does it divide? What is the Prime Meridian and what does it divide? Explain the difference between lines of latitude and longitude. Give some examples of other lines of latitude. Copy the diagram in Section B				

Week beginning 28.09.2026

Subject	Task	Tick	Subject	Task	Tick
Maths	Complete Homework task on Sparx Maths		Science	Complete Term 1 Week 4 on Educake	
English	Using Section pick a story that you know well and map the key events from the story on to your own pyramid. You could use the internet to help.		Music	Turn the knowledge from Section B into a mind map that could be used easily for revision.	
Geography	Using section B and C, list the seven continents and name a country that is found in each continent. Write down one fact about each continent.		Science	Copy the key vocabulary in Section A on the 100% sheet. You could use 'look/cover/write/check' to help.	
Computing	Using Section B make a copy of the 6 Password rules and write 40 words why it is important to keep your password private.		Unifrog	Use the Unifrog careers library to find out about a career as a Web designer. What does a Web designer do? How many hours do Web designers normally work per week? What skills do Web designers need? What is the average salary for a Web designer? 	
Maths	Legendary Links: Give 5 examples where Rounding is seen in real world – work or nature.		History	Read section B of your 100% sheet and research Doggerland. a. Explain what it was. b. Explain what artefacts have been found there. c. How old are the footprints at Happisburgh that are directly linked to Doggerland?	

Week beginning 05.10.2026

<i>Subject</i>	<i>Task</i>	<i>Tick</i>	<i>Subject</i>	<i>Task</i>	<i>Tick</i>
Maths	Complete Homework task on Sparx Maths		Science	Complete Term 1 Week 5 on Educake	
English	Using Section C Write your own definition of 'The Hero's Journey' and draw your own cycle to remind you of the meaning.		Art	Complete the task given out by your class teacher and stick into your A4 Homework Book.	
History	Read Section B of your 100% sheet and research King John's Lost Treasure (Norman period). a. What 'treasures' did he lose? b. Explain how it links to the local area (e.g. where could it be found etc.) c. Describe what type of source it is.		French	Look, Cover, Write, Check the personality adjectives in Section A. Write each French word and its English meaning from memory.	
DT	Key Ring- Using Section C of your 100% Sheet, create a mind map showing different types of engineers and their roles. Cam Box- Using Section B of the 100% Sheet; create a product analysis of a product of your choice. For example: a football or a phone.		DT	Food- Using Section B Draw and explain the two safe knife holds - claw grip and bridge hold Food2 Using Section C make notes on the seasonality, draw 3 foods that are available in each season to match	
English	Using Section C Pick a story that you know well and map the key events from the story on to your own Hero's Journey. You could use the internet to help.		PREC	Using Section C of your 100% sheet: Explain what the Design argument is and how it links to Paley's watch. Useful link: https://www.youtube.com/watch?v=3HJVfB1h_48	
Geography	Using Sections A, B and C of the 100% Sheet, create a mind map on this unit.				

Week beginning 12.10.2026

Subject	Task	Tick	Subject	Task	Tick
Maths	Complete Homework task on Sparx Maths		Science	Complete Term 1 Week 6 on Educake	
English	Using Section C write your own definition of 'Character Archetypes' and see how many you can draw from memory. Develop understanding: Write your own examples of as many character archetypes as you can. You could use the internet to help.		Music	Follow the link to the Bitesize page in Section C, go through the information and complete the quiz at the end. Record your quiz mark in your Homework book.	
Geography	Using Sections B and C of the 100% Sheet, describe the difference between Great Britain, the United Kingdom, and the British Isles. Name the capital cities of each country in the British Isles. Give a human and physical feature found in each country		Science	Using Section B create a mind map ahead of Term1 checkpoint	
Computing	Using Section B create a fact file related to Online safety		Unifrog	Use the Unifrog careers library to find out about a career as a Cartographer. What does a Cartographer do? What skills are required for a Cartographer? What is the average salary for this type of job in the East Midlands?	
Maths	Using Section B make a copy of the rules for Multiplying and Dividing Negative numbers. Create and answer 5 negative number questions. E.g: $-3 \times -4 = 12$		History	Read section C of your 100% sheet. Create a factsheet on the Huguenots – include: a. Where they came from and why. b. Who they were (what they were known for/what positive impact was there on the migration of the UK.	



Week beginning 19.10.2026

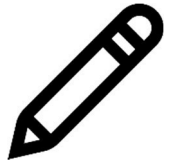
Subject	Task	Tick	Subject	Task	Tick
Maths	Complete Homework task on Sparx Maths		Science	Complete Term 1 Week 7 on Educake	
English	Using Section B explain why some people believe stories are important. Use 100-150 words.		Art	Complete the task given out by your class teacher and stick into your A4 Homework Book.	
History	Read section C of your 100% sheet and research who were the Windrush generation? (Who were they/ where were they from? What challenges did they face?)		French	Write your own 10-question quiz based on Section A and B. Leave a space under each question. Answer it the next day from memory.	
DT	Key Ring- Using Section C of your 100% Sheet, design a DT Health and Safety sign that explains the rules others should follow. Cam Box- Using Section A of the 100% Sheet, revise the key vocabulary by writing the definitions in your own words.		DT	Food- Using Section A write a definition of what protein is and identify 3 animal sources and 3 plant based sources of protein - add pictures of the 6 sources of protein you select. Food2 Copy the key vocabulary in Section A on the 100% sheet. You could use 'look/cover/write/check' to help.	
English	Using Section A write the opening to a speech defending the argument that stories are the most important thing in the world.		PREC	Using Section C of your 100% sheet: 1. State and explain three reasons why someone may not believe in God. 2. Explain what a Humanist believes. Useful link: https://www.youtube.com/watch?v=r_DNs86JIF4	
Geography	Make a copy of the Venn Diagram on Human, Physical and Environmental features.				

EQUIPMENT

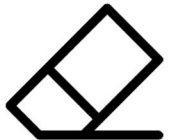
You will need to bring the following pieces of equipment with you for learning each day:



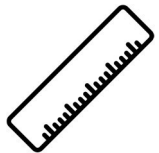
Pen



Pencil



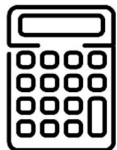
Rubber



Ruler



Highlight



Scientific

