

# YEAR 7

## *Home Learning*



## **Home Learning - Parent/Carer guide**

These home learning booklets will be emailed to all parents/carers of all students in Years 7, 8 and 9 every 2 weeks on a Monday A week.

The idea is that, across 12 subjects, you will be able to speak with your child about the key pieces of knowledge that they will need to know across that 2 week period. Key Stage 3 is all about students being exposed to a knowledge-rich curriculum so that they know more and remember more about each area of study.

This E-booklet allows all parents and carers to quiz their children, to talk to them about the knowledge and maybe learn things together.

Much like the primary model of learning spellings every week, this allows all parents/carers to know the key knowledge that your child will be learning in the next two weeks and also how well your child is doing in remembering these key pieces of knowledge and information.

It is to be expected that students can remember more towards the end of the two weeks than at the beginning and you should be able to see your child make progress.

This can all be done with no pen, no paper, just discussion. Quiz your child whilst having dinner maybe, or even let them quiz you if you would like to learn together! Of course, you can get your child to write down answers but it is not necessary.

I hope that this new initiative allows parents to be more involved with your child's home learning without the pressure and stress that some homework tasks can put on child/parent relationships.

If you have any questions or would like to know more about home-learning at Penketh High School then please get in touch with me directly on ***ifarrar@penkethhigh.org*** and I will only be too happy to assist in any way I can

Kind Regards

***Ian Farrar***

***Vice Principal - Curriculum and Progress***



right  
relation  
point of  
**English**  
language  
and the  
reside

## Current Learning

|    |                                 |  |
|----|---------------------------------|--|
| 1  | Charity                         | Acts of kindness, like those from Mr. Brownlow and Rose, who help Oliver.      |
| 2  | Mr. Brownlow's Painting         | Mr Brownlow has a painting of Oliver's mother - a very important plot twist.   |
| 3  | Villains                        | Fagin, Bill Sikes, and other criminals who oppose Oliver.                      |
| 4  | Oliver's kidnapping             | When Oliver is finally free of Fagin, he is captured again by Nancy and Sikes. |
| 5  | The criminal system             | The hidden, dangerous world of thieves and pickpockets in London.              |
| 6  | Bill Sikes                      | Infamous villain within the Oliver Twist story                                 |
| 7  | Topic sentences                 | How to effectively write and formulate topic sentences.                        |
| 8  | Morality                        | The moral struggles between good and evil characters.                          |
| 9  | Exploitation                    | How children like Oliver are used for criminal purposes.                       |
| 10 | Understanding Nancy's character | Nancy as a victim but also a submissive wife to Sikes.                         |

## Prior Learning

|    |                   |   |
|----|-------------------|---|
| 11 | Dickens           | The author of Oliver Twist  |
| 12 | The Victorian Era | The historical period in which the novel is set.  |
| 13 | Workhouses        | The institution where orphans like Oliver are sent, symbolizing poverty and social injustice. |
| 14 | The Poor Law      | The Law created by Thomas Malthus which directed the poor to workhouses and prisons.          |
| 15 | Corruption        | The corruption within the legal and social systems of Victorian England.                      |
| 16 | Child labour      | Forcing children to work in terrible conditions   |
| 17 | The Social Divide | Using economic and cultural differences to create divides in society.                         |
| 18 | Social reform     | Dickens' critique of social institutions, calling for change to help the poor.                |
| 19 | Identity          | Oliver's search for his family and true identity.   |
| 20 | Exploitation      | How children like Oliver are used for criminal purposes.                                      |





**SCIENCE**

## Current Learning

|    |                       |  |
|----|-----------------------|--|
| 1  | Microscope            | A piece of scientific equipment that uses a series of lenses to magnify an image.              |
| 2  | Magnify               | To make an object look bigger.   |
| 3  | Resolution            | The ability to distinguish two separate points as being separate.                              |
| 4  | Stain                 | A chemical added to a slide to make cells easier to observe under a microscope.                |
| 5  | Eukaryotic            | Cells that contain membrane-bound organelles such as a nucleus or mitochondria.                |
| 6  | Subcellular Structure | A specialised part of a cell that has a specific function. Also known as organelles.           |
| 7  | Nucleus               | A membrane-bound organelle that contains genetic information (DNA).                            |
| 8  | Cell Wall             | A subcellular structure found in plant cells which is made of cellulose and supports the cell. |
| 9  | Cell Membrane         | A subcellular structure that controls the movement of substances into and out of a cell.       |
| 10 | Cytoplasm             | A jelly-like substance where chemical reactions take place.                                    |

## Prior Learning

|    |                |  |
|----|----------------|--|
| 11 | Solubility     | The ability of a substance to dissolve in a solvent.                                   |
| 12 | Solvent        | The liquid in which a solute dissolves to form a solution.                             |
| 13 | Solute         | The substance that dissolves in a solvent to form a solution.                          |
| 14 | Solution       | A homogeneous mixture composed of a solute dissolved in a solvent.                     |
| 15 | Filtration     | A process that separates solids from liquids using a filter.                           |
| 16 | Evaporation    | The process where liquid turns into vapor, used to separate a solute from its solvent. |
| 17 | Distillation   | A technique for separating mixtures based on differences in boiling points.            |
| 18 | Chromatography | A method for separating dissolved substances by moving them on a stationary surface.   |
| 19 | Mixture        | A combination of two or more substances where each keeps its own properties.           |
| 20 | Pure Substance | A material made up of only one type of particle or substance.                          |



# HISTORY





## Current Learning

|    |  |                           |
|----|--|---------------------------|
| 1  | When was William the Conqueror crowned king of England?                                  | Christmas Day, 1066       |
| 2  | Where was William the Conqueror crowned king of England?                                 | Westminster Abbey         |
| 3  | What type of castles did Norman nobles first build on their newly acquired English land? | Motte and Bailey Castle   |
| 4  | What collection of nobles and clergymen would advise the king?                           | Royal Court               |
| 5  | What event took place in 1069, following an Anglo-Saxon rebellion in Durham?             | The Harrying of the North |
| 6  | How many people are claimed to have starved to death following this event?               | 100 000                   |
| 7  | Which Anglo-Saxon noble led a last stand against Norman power in East Anglia?            | Hereward the Wake         |
| 8  | In what town did he base his rebellion?  | Ely                       |
| 10 | According to legend, what was the name of his sword?                                     | Brainbiter                |

## Prior Learning

|    |  |                                 |
|----|--|---------------------------------|
| 11 | In what month and year did the Battle of Hastings take place?                            | October, 1066                   |
| 12 | What suddenly changed at the end of September, allowing William's Norman army to invade? | The winds                       |
| 13 | What were William's heavily armoured soldiers on horseback called?                       | Knights                         |
| 14 | What were Harold's force of 3 000 professional soldiers and body-guard called?           | Huscarls                        |
| 15 | What 70m long embroidered cloth depicting the Norman conquest of England?                | Bayeux Tapestry                 |
| 16 | On top of what did Harold's army position themselves at the start of the battle?         | Senlac Hill                     |
| 17 | What did Harold's army form, which the Normans found it difficult to break through?      | Shield-wall                     |
| 18 | What did the Normans carry out, to tempt the Saxons away from their high ground?         | A fake retreat                  |
| 19 | How did Harold Godwinson die, according to the Bayeux Tapestry?                          | An arrow to the eye             |
| 20 | How did Harold Godwinson die according to the first account of the battle?               | Disembowelled by Norman knights |



# GEOGRAPHY



## Current Learning

|   |  |  |
|---|--|--|
| 1 | What is weathering?                        | The breaking down of rock, by the action of things in its environment.   |
| 2 | What is physical weathering?               | Rocks are broken down into pieces.   |
| 3 | What are the types of physical weathering? | <ul style="list-style-type: none"> <li>• Heating and cooling</li> <li>• Freeze-thaw weathering</li> <li>• Exfoliation</li> </ul> |
| 4 | What is chemical weathering?               | Rock is broken down by chemical reactions  |
| 5 | What is biological weathering?             | Rock is broken down by roots or burrowing animals.   |
| 6 | What is the rock cycle?                    | Rock changing from one type to another.  |
| 7 | What is the first step of the rock cycle?  | Rock at the earth's surface is broken down to stones, sand and clay by weathering.   |
| 8 | What is the second step of the rock cycle? | The river erodes the sediment and transports them away.  |

## Prior Learning

|    |                             |   |
|----|-----------------------------|---|
| 9  | What is a rock?             | A mixture of minerals.  |
| 10 | What is a mineral?          | A natural compound. It has a chemical name and formula. Minerals usually exist in rock as crystals. |
| 11 | What is granite?            | A rock that contains three minerals including quartz.   |
| 12 | What is sandstone?          | This rock is mainly quartz, often mixed with minerals called feldspar.                              |
| 13 | What is limestone?          | Mainly calcite, or calcium carbonate, often mixed with quartz and other minerals.                   |
| 14 | What is a sedimentary rock? | Formed from sediment i.e. sandstone is formed from a sediment of sand.                              |
| 15 | What is an igneous rock?    | Forms when melted rock hardens.   |
| 16 | What is a metamorphic rock? | Forms when rock is changed through the action of heat and/or pressure, without melting.             |



MFL

AHOJ TER HALLO  
iHOLA ER OLA HEJ  
HELLO HALLO  
MERHABA KUMUSTA  
BONJOUR

## Current Learning BOX 5

|    |                 |                |
|----|-----------------|----------------|
| 1  | bibliothèque    | library        |
| 2  | récréation      | break time     |
| 3  | beaucoup de     | a lot of       |
| 4  | matière         | school subject |
| 5  | chez moi        | home           |
| 6  | près de         | near           |
| 7  | il n'y a pas de | there isn't    |
| 8  | directeur       | Headteacher    |
| 9  | malheureusement | unfortunately  |
| 10 | sympa           | nice           |

## GRAMMAR

|    |              |               |
|----|--------------|---------------|
| 11 | heureusement | fortunately   |
| 12 | aussi        | also          |
| 13 | mais         | but           |
| 14 | un cours     | class/ lesson |
| 15 | je vais      | I go          |



# ART





## Current Learning

|   |                         |  |
|---|-------------------------|--|
| 1 | Sketching and designing | Free hand insect studies practicing the skills from the start of the course - developing into ideas for masks inspired by nature.                        |
| 2 | Form                    | Creating a drawing of an object which has the appearance of length, width & depth i.e., Creating a 3-dimensional effect                                  |
| 3 | Tone                    | Is a formal element in art and literally means light and dark  |
| 4 | Feature (Detail)        | A distinctive attribute or aspect of something, detail   |
| 5 | Shade                   | How we add black to a colour to darken it down.  |
| 6 | Render                  | To make visible; to draw. The term render comes from the graphics world where a rendering is an artist's drawing of what 'something' will look like      |
| 7 | Symmetry                | The quality of being made up of exactly similar parts facing each other or around an axis. A mirror image.   |
| 8 | Collage                 | The technique and the resulting work of art in which pieces of paper, photographs, fabric and other ephemera are arranged and stuck down onto a surface. |

## Prior Learning

|    |                      |   |
|----|----------------------|---|
| 11 | Biomorphic           | Decorated form inspired by a living organism- no straight lines visible   |
| 12 | Formal Elements      | Formal Elements are parts used to make a piece of artwork. The 8 elements are Line, Form, Shape, Tone, Pattern, Texture, Colour and Composition                                       |
| 13 | Composition          | The placement and arrangement of your artwork and how shapes relate within it. i.e., The layout and positioning of your work  |
| 14 | Hatch<br>Cross hatch | The engraving or drawing of fine lines in close proximity especially to give an effect of shading. In drawing or graphics, to shade an area with intersecting sets of parallel lines. |
| 15 | Asymmetrical         | Means each side is not the same, so the subject matter may not be the same shape or form on each side   |



# RELIGIOUS EDUCATION



## Current Learning

|   |                   |  |
|---|-------------------|--|
| 1 | Multi Faith       | Lots of different faiths living side-by-side in the same communities.  |
| 2 | Omni              | The Latin word for all.  |
| 3 | Omni Benevolent   | All Loving.  |
| 4 | Omniscient        | All Knowing.   |
| 5 | Omnipotent        | All Powerful.  |
| 6 | Religious Freedom | A person is free to choose what religion they belong to or to have no religion at all.   |
| 7 | Sacred            | Has a special connection to God.   |
| 8 | Transcendent      | Beyond or above the range of normal or physical human experience.  |
| 9 | World View        | Is a translation of the German 'weltanschauung', which literally means a view of the world. A worldview is a person's way of understanding, experiencing, and responding to the world. |

## Prior Learning

|    |          |  |
|----|----------|--|
| 10 | Agnostic | Someone who is unsure if God is real or not                                    |
| 11 | Atheist  | Someone who does not believe in God, is certain God is not real                |
| 12 | Evidence | A proof that something is true or not.   |
| 13 | Theist   | Someone who believes in God, is certain God is real.                           |
| 14 | Census   | A questionnaire which every household in the UK must complete every ten years. |



**DRAMA**



## Current Learning

|   |                            |   |
|---|----------------------------|---|
| 1 | What is a physical skill?  | Something you can change about yourself that the audience can see.  |
| 2 | What is a gesture?         | A small movement or action to express meaning or emotion.           |
| 3 | What is facial expression? | The way you use your face to express emotion.                       |
| 4 | What is proxemics?         | The space between characters on stage to show their relationships.  |
| 5 | What are levels?           | How high or low you are in the space.                               |
| 6 | What is a vocal skill?     | Something you can change about yourself that the audience can hear. |
| 7 | What is volume?            | How loud or quiet you are.  |
| 8 | What is tone?              | The way you say something.  |
| 9 | What is pace?              | How fast or slow you are.   |





**COMPUTER  
SCIENCE**

## Current Learning

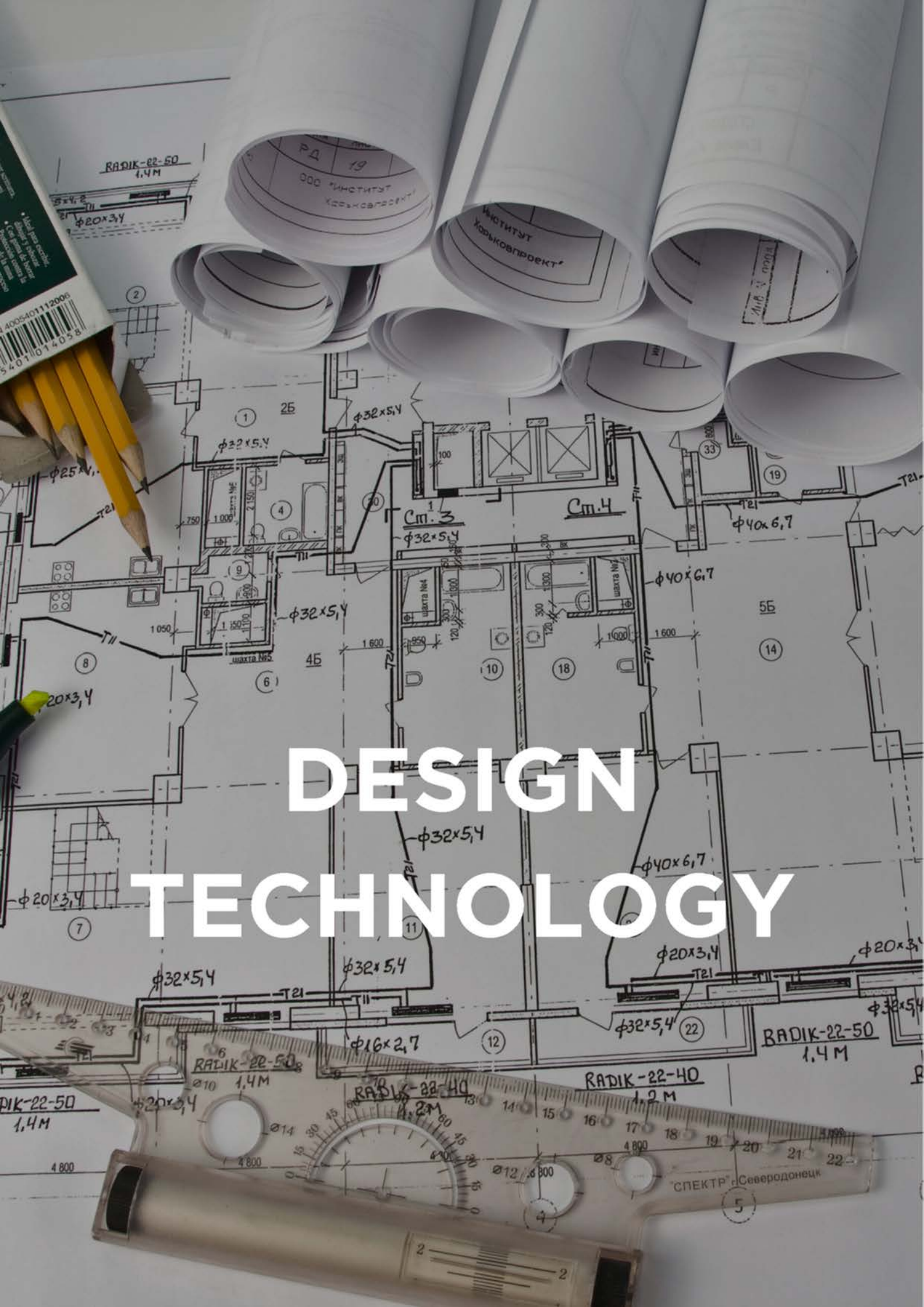
|   |                   |  |
|---|-------------------|--|
| 1 | E-Safety          | E-safety is a term which means not only the staying safe on the internet but other ways in which you communicate using electronic devices, e.g. mobile phones                |
| 2 | SMART rules       | Online safety guidance rules -Safe, Meeting, Accepting, Reliable, Tell   |
| 3 | Social networking | Social media is a term for the online platforms that people use to connect with others, share media content, and form social networks.                                       |
| 4 | Personal data     | Any information relating to an individual that can allow them to be identified e.g. first name, date of birth.   |
| 5 | Cyberbullying     | Cyberbullying is the use of technology to harass, threaten, embarrass, or target another person.   |
| 6 | Digital footprint | The traces of yourself that you leave online. It is called a footprint because, with every website you visit, you leave a trail or footprint showing that you've been there. |
| 7 | Identity Theft    | The practice of stealing personal details (e.g. name, birth date, credit card number) and using them illegally.  |

## Prior Learning

|    |                 |   |
|----|-----------------|---|
| 8  | Email           | E-mail stands for 'Electronic Mail'. The electronic transmission of mail allows you to send formatted text and images to someone else with an email address |
| 9  | Email etiquette | Refers to the principles of behaviour that should be used when writing or answering email messages.   |
| 10 | File management | A way of organising and keeping track of files  |
| 11 | Filename        | An identifying name given to a computer file  |
| 12 | Folder          | A place to store a group of documents   |



# DESIGN TECHNOLOGY



# Current Learning

|    |  |  |
|----|--|--|
| 1  | What is primary research? And how would you conduct this?  | Primary research is research you conduct yourself It involves going directly to a source, usually customers and prospective customers in your target market, to ask questions and gather information |
| 2  | What is secondary research and how would you conduct this?   | Secondary Research is a common research method; it involves using information that others have gathered through primary research.  |
| 3  | What is a final design?  | A Final design is a drawing that has been developed or selected from previous design ideas that might get made into a real item.   |
| 4  | Name a type of plastic?  | Acrylic  |
| 5  | What is a vice? What do we use it for?   | A vice is a mechanical piece of apparatus used to secure an object; it allows work to be performed on it.  |
| 6  | Tell me 2 working properties of acrylic?   | Hard and brittle   |
| 7  | How can we make acrylic tougher?   | By laminating multiple pieces together   |
| 8  | What tool would you use to remove the waste from your keyring after you have drawn your shape on accurately? | Tennon saw   |
| 9  | What machine would you add a high quality shinney finish to your keyring?                                    | Polishing machine  |
| 10 | What is an evaluation? And why do we use them?   | Designers evaluate their finished products or prototypes to test whether they work well and if the design can be corrected or improved.  |

# Prior Learning

|    |   |   |
|----|---|---|
| 11 | What is a design brief?                                   | A design brief is a document that defines the core details of your upcoming design project, including its goals, scope, and strategy  |
| 12 | What is a design idea? What is the purpose of them?       | A design idea is a thought or idea of how to answer a set task usually in draw/sketched form. The purpose of a design idea is to help designers and developers visualize what the product should look like. |
| 13 | Name 3 Health and Safety rules in a DT workshop?          | Apron, tie hair back, wear safety glasses on machines, no running, no messing around.   |
| 14 | What have you got to be careful of when using a glue gun? | Glue is very hot when it comes out of the nozzle.   |
| 15 | What does CAD stand for?                                  | Computer Aided Design   |



A chef in a white uniform is shown from the chest down, focused on slicing carrots on a green cutting board. The chef's hands are visible, holding a knife and carefully cutting the carrots into thin, round slices. The cutting board is placed on a stainless steel countertop. In the foreground, there are several whole carrots and some sliced pieces. To the left, a large metal pot is partially visible. The background shows a typical kitchen environment with stainless steel surfaces and equipment. The text "FOOD TECHNOLOGY" is overlaid in the center of the image in a bold, white, sans-serif font.

# FOOD TECHNOLOGY

## Current Learning

|   |                   |  |
|---|-------------------|--|
| 1 | Eatwell guide     | The Eatwell Guide is a pictorial summary of the main food groups and their recommended proportions for a healthy diet.   |
| 2 | Rubbing in method | 'Rubbing in' is a technique where flour is rubbed into a fat to make dishes such as shortcrust pastry, crumbles and scones.  |
| 3 | Carbohydrate      | Nutrient used in the body for energy e.g. bread  |
| 4 | Fat               | Nutrient used in the body to store energy e.g. butter  |
| 5 | Protein           | Nutrient used in the body for growth and repair e.g. eggs  |
| 6 | Vitamin           | Nutrient that the body needs in small amounts to stay healthy.   |
| 7 | Mineral           | Those elements needed by the body to stay healthy found in the earth.  |
| 8 | Fibre             | Fibre is mainly a carbohydrate. The main role of fibre is to keep the digestive system healthy.  |
| 9 | Nutrient          | Nutrients are molecules in food that all organisms need to make energy, grow, develop, and reproduce. Nutrients are digested and then broken down into basic parts to be used by the organism. There are two main types of nutrients, macronutrients and micronutrients. |

## Prior Learning

|    |                      |  |
|----|----------------------|--|
| 10 | Cross- contamination | The movement or transfer of harmful bacteria from one person or place to another |
| 11 | Food poisoning       | Illness caused by harmful bacteria in food or drink                              |
| 12 | Bridge hold          | Knife skill used to chop fruits or vegetables in half.                           |
| 13 | Claw grip            | Knife skill used to chop fruits or vegetables into slices                        |
| 14 | Danger zone          | Temperature between 8 and 65 degrees at which bacteria multiply rapidly.         |