



Year 7 Autumn Term Blended Learning Booklet

If your child has to self-isolate, please use the following guidelines to ensure they are able to continue learning whilst at home:

1. Inform the school of the need for your child to self-isolate by contacting covid@woolmerhill.surrey.sch.uk
2. The school will inform your child's teachers.
3. Use the Blended Learning Booklet to access on line learning for the subjects your child will be missing.
4. Encourage your child to follow their school day and dedicate 50 min (single lesson) or 1 hr 40min (double lesson) that would have been available to them in class. If they are unable to complete any tasks, please inform their teachers by email – this feedback will enable them to accommodate the needs of your child while they are isolating.
5. Home learning tasks will continue to be set via Google Classroom for all students whether in school or self-isolating and should be turned in by the set deadline.

<h1>Art</h1>
Autumn Term
<p>Overview:</p> <p>Understand how portraits can be created in different styles and techniques. Study the artist Pablo Picasso before creating an artist research page on him analysing one of his portraits. Practise drawing the key facial features and adding tone. Create a self portraits using pencil, watercolour and a final piece using collage techniques.</p>
<p>Useful websites:</p> <ul style="list-style-type: none"> • Picasso lesson, all the instructions on the video, please watch and complete tasks: https://classroom.thenational.academy/lessons/picasso-part-1-6gwk4c • Create a Van Gogh self portrait, all the instructions on the video, please watch and complete tasks: https://classroom.thenational.academy/lessons/vincent-van-gogh-part-3-self-portrait-crt34e • Create a watercolour self portrait, watch the video and create your own self portrait: https://www.youtube.com/watch?v=fpgNuS9xmGk

<h1>Computing & IT</h1>	
Autumn Term: 1 st Half	Autumn Term: 2 nd Half
<p>Overview:</p> <ul style="list-style-type: none"> • Baseline assessment • E-safety introduction – password security, social media considerations • History of computing – Computing pioneers, early developments and the basic computer system. 	<p>Overview:</p> <ul style="list-style-type: none"> • Kodu Game project – create a computer game using KODU, focus on “selection”
<p>Useful websites:</p> <ul style="list-style-type: none"> • All students are part of a classroom set up through Code.org where they can work though coding challenges, monitored by their teacher. • E-safety: https://www.bbc.co.uk/bitesize/guides/z9p9kqt/revision/1 • Computer Science (general): https://www.bbc.co.uk/bitesize/subjects/zvc9q6f • https://classroom.thenational.academy/units/computing-systems-1558 • https://classroom.thenational.academy/units/programming-essentials-in-scratch-part-i-b4aa 	

Design Technology

Autumn Term

Overview:

- Students will rotate through three different Design Technology areas; Food, Textiles and Product Design.
 - In Food they will have an Introduction to basic food skills and food hygiene.
 - In Textiles they will demonstrate a range of hand skills to create a piece inspired by Matisse.
 - In Product Design they will complete a Graphics based project.

Design Technology

- Students should log onto the following Google Classroom for Design Technology tasks.
 - Google Classroom code: Jhbrio7

<h1>Drama</h1>	
<p>Autumn Term: 1st Half</p>	<p>Autumn Term: 2nd Half</p>
<p>Overview: Kickstart Drama & Baseline Assessment - Techniques and activities such as still image, creating a character, rehearsed improvisation and introduction to script.</p>	<p>Overview: Amadora – Exploring life for a community of people on a remote island. Techniques such as hot-seating, soundscapes and narration are used to encourage students to empathise with other cultures and social change.</p>
<p>Links to websites and lessons</p> <p>Task 1: Research key skills (still images, characterisation, mime, script work, voice, movement) and create a fact file of what skills you can use to make a great character.</p> <p>https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1 Drama Essentials</p> <p>https://dramaresource.com/drama-strategies/ Drama Techniques Explained</p> <p>https://kerryhishon.com/2014/11/04/3-useful-acting-exercises-for-understanding-your-script-character/ Understanding your Scripts</p> <p>Task 2: Create your own character that you could use within a performance in a future. You need to create a 'Role on the Wall' (template on GC) and create a back story for your character.</p> <p>https://burtsdrama.com/tag/characterisation-exercises/ Characterisation Exercises</p> <p>YouTube Clips: https://www.youtube.com/watch?v=W4yDqcD2qsw Unicorn Theatre - The Twits</p>	<p>Links to websites and lessons</p> <p>Task 1: Read this poem and create a character based upon this poem.</p> <p>https://www.bbc.co.uk/bitesize/clips/zpv7sbk Poem to read</p> <p>Task 2: Research key skills for this topic (hot seating, soundscapes, narration)</p> <p>https://dramaresource.com/drama-strategies/ Drama Techniques Explained</p> <p>https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/5#:~:text=This%20is%20an%20exercise%20to,more%20familiar%20with%20their%20role. Hot seating Explained</p> <p>https://dramaresource.com/soundscapes/ Soundscapes Explained</p> <p>Task 3: Create a tribal mask that you would be able to use in a performance of tribesmen on a remote island.</p> <p>Tribal masks: https://www.google.com/search?q=tribal+masks&rlz=1C1GCEA_enGB917GB917&source=Inms&tbm=isch&sa=X&ved=2ahUKewi3ujyRx53sAhVKRRUIHcRpBCoQ_AUoAXoECBUQAw&biw=1368&bih=657&safe=active&ssui=on#imgrc=gkDTc5EASumL2M</p>

<https://www.bbc.co.uk/bitesize/clips/zb9pr82>
Creating an Interesting Character

YouTube Clips:
<https://www.youtube.com/watch?v=0WNLLNxURt4>
Rain Dance Examples

<h1>English</h1>	
<p>Autumn Term: 1st Half</p>	<p>Autumn Term: 2nd Half</p>
<p>Overview: Fiction: Reading and Descriptive Writing</p>	<p>Overview: Paragraphing narratives for clarity, using possessive pronouns, using apostrophes accurately, structuring, writing and editing genre-specific narratives.</p>
<p>Links to websites and lessons: Lesson One: https://classroom.thenational.academy/lessons/approaches-to-reading-unseen-fiction-texts-70t62e Lesson Two: https://classroom.thenational.academy/lessons/character-types-and-function-6gu38c Lesson Three: https://classroom.thenational.academy/lessons/analysing-language-selecting-evidence-70rk0t Lesson Four: https://classroom.thenational.academy/lessons/analysing-language-analytical-writing-6ctpcc Lesson Five: https://classroom.thenational.academy/lessons/examining-structural-choices-6ctk6t Lesson Six: https://classroom.thenational.academy/lessons/unseen-fiction-texts-pre-1900-crt64e</p>	<p>Links to websites and lessons: Lesson One: https://classroom.thenational.academy/lessons/crafting-creative-writing-6rrkcr Lesson Two: https://classroom.thenational.academy/lessons/creating-a-story-opening-75j34d Lesson Three: https://classroom.thenational.academy/lessons/introducing-a-character-c5hp8c Lesson Four: https://classroom.thenational.academy/lessons/revealing-a-problem-6hk34c Lesson Five: https://classroom.thenational.academy/lessons/the-quest-cngpce Lesson Six: https://classroom.thenational.academy/lessons/the-climactic-moment-6dh64d Lesson Seven: https://classroom.thenational.academy/lessons/the-ending-60vpce</p>

French

Autumn Term: 1st Half

Overview:

- Saying your name
- Alphabet
- Numbers 1-31
- Days of the week
- Age
- Brothers and sisters
- Classroom description - say where things are
- Simple opinions
- Describe myself
- Talk about birthdays
- Months
- Ask and answer simple questions (name, age, birthday, brothers/sisters, describing self)

Grammar:

- French key sounds
- Avoir + age
- Indefinite article (a)
- Definite article (the)
- Connectives
- Aimer
- Negative structure –ne pas
- Qualifiers
- Adjective agreement
- Etre + description
- Possessive pronouns – my
- Question words

Autumn Term: 2nd Half

Overview:

- Colours
- Telling the time
- School subjects and opinions + reasons
- What you wear to school
- Describing your school day
- Discussing a typical French school
- Saying what there is/isn't at school, agreeing and disagreeing

Grammar:

- Present tense regular –er verbs
- Adjectives after nouns
- Il y a
- Il n'y a pas de
- Aimer + negative

Links to websites and lessons:

Google Classroom: <https://classroom.google.com/h> Class Code to join: injp33q
Seneca French class: <https://senecalearning.com/en-GB/> Class Code to join: IbanIcmam9

Where is France?: <https://classroom.thenational.academy/lessons/where-is-france>
Pronouncing words in French: <https://www.bbc.co.uk/bitesize/topics/zkqgbdm/articles/zbj9y9q>
Understanding silent letters in French: <https://www.bbc.co.uk/bitesize/topics/zkqgbdm/articles/zdh292p>
Gender and articles in French: <https://www.bbc.co.uk/bitesize/topics/z7t8kmn/articles/zkt747h>
Introducing yourself in French: <https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/z7ftwty>
Introducing yourself practice: <https://www.languagesonline.org.uk/French/ET1/NewETIU1/index.htm>
Family and Pets: <https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/zmvpqp3>
Days and Months: <https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/zmvpqp3>
Days of the week: <https://www.languagesonline.org.uk/French/Primary/Semaine/Index.htm>
My life KS3 Memrise course (for learning vocabulary): <https://www.memrise.com/course/1161749/ks3-french-my-life/>
Telling the time: <https://www.languagesonline.org.uk/French/ET1/NewETIU8/Index.htm>
Telling the time part 1: https://www.youtube.com/watch?v=CXEvg_aGT0o
Telling the time part 2: <https://www.youtube.com/watch?v=PiEb6fvSc9o>
School subjects: <https://www.bbc.co.uk/bitesize/topics/zjcbj6/articles/z4q8g7h>

<h1>Geography</h1>	
<p>Autumn Term: 1st Half</p>	<p>Autumn Term: 2nd Half</p>
<p>Overview - UK Geography This topic is designed to help you to gain an early understanding of some of the key human and physical concepts and key terms studied in Geography in the context of the UK.</p> <p>Key Themes / Questions to be explored</p> <ul style="list-style-type: none"> • What does the UK look like to you? • What are the key physical features of the UK? • What are the key human features of the UK? • Where does everyone live in the UK? • What jobs do people in the UK do? • Why do people want to move to the UK? • What is the climate of the UK like? • How is the UK connected to the rest of the world? • What impact will the UK leaving the EU have on the UK? 	<p>Overview - Coastal processes Coastal processes and landforms and the need for the coastal zone to be managed in a sustainable way.</p> <p>Key Themes / Questions to be explored</p> <ul style="list-style-type: none"> • Why is the coastline of the UK so important? • How are waves formed? • What impact do weathering and mass movement have on the coastal environment? • How does erosion help to shape the coastal environment? • Why is Clive having to change his walking route at Barton – on – Sea? • How is material transported and deposited along the coastline? • How does erosion create coastal landforms? • How does deposition create coastal landforms? • How can coastlines be managed? • Hard engineering: Case Study
<p>Links to websites and lessons: Human and physical geography of the UK https://www.britannica.com/place/United-Kingdom population distribution in the UK https://www.internetgeography.net/topics/distribution-of-population-and-the-major-cities-in-the-uk/ How have the jobs that people do in the UK changed? https://www.geographyinthenews.org.uk/issues/issue-10/changing-employment/ks3/ Migration and migration in the UK https://www.bbc.co.uk/bitesize/guides/zkg82hv/revision/5 The weather and climate of the UK https://www.metoffice.gov.uk/research/climate/maps-and-data</p>	<p>Links to websites and lessons: The 11 lessons in this online course cover everything that we will study as part of this scheme of learning. https://classroom.thenational.academy/units/coasts-1033 coastal processes, landforms and management https://www.bbc.co.uk/bitesize/topics/z6bd7ty</p>

History

Autumn Term: 1st Half

Overview:

- The End of Roman Britain
<https://teachers.thenational.academy/lessons/the-end-of-roman-britain-crv38r>
- The Viking Invasion <https://classroom.thenational.academy/lessons/the-viking-invasion-74r3ae>
- Alfred the great <https://classroom.thenational.academy/lessons/alfred-the-great-chgkce>
- Aethelflaed <https://classroom.thenational.academy/lessons/aethelflaed-edward-the-elder-and-athelstan-64vk4e>
- The Kingdom of Brycheiniog
<https://classroom.thenational.academy/lessons/the-kingdom-of-brycheiniog-ccw3gc>
- Who were the Normans
<https://classroom.thenational.academy/lessons/who-were-the-normans-6dh34c>
- 1066 – Succession crisis
<https://classroom.thenational.academy/lessons/1066-and-the-succession-crisis-6crp2r>
- Williams Invasion Plan
<https://classroom.thenational.academy/lessons/williams-invasion-plan-69h6ar>
- Battles of 1066 and coronation
<https://classroom.thenational.academy/lessons/the-battles-of-1066-and-coronation-6tjpad>
- Castles and rebellions
<https://teachers.thenational.academy/lessons/castles-and-rebellions-68w38e>

Autumn Term: 2nd Half

Overview:

- Byzantium under pressure
<https://classroom.thenational.academy/lessons/byzantium-under-pressure-6xh3jd>
- Urban II <https://classroom.thenational.academy/lessons/urban-ii-and-the-council-of-clermont-c9gkje>
- Journey of the First Crusade
<https://classroom.thenational.academy/lessons/the-journey-of-the-first-crusade-7lhkcr>
- Capture of Jerusalem <https://classroom.thenational.academy/lessons/the-capture-of-jerusalem-c4vp4r>
- Richard, Saladin and the 3rd Crusade
<https://classroom.thenational.academy/lessons/richard-saladin-and-the-third-crusade-c5hk6c>
- The Fourth Crusade <https://classroom.thenational.academy/lessons/the-fourth-crusade-6hj30d>
- Was King John really a bad king?
<https://classroom.thenational.academy/lessons/was-king-john-really-a-bad-king-c8u6at>
- The First Barons War and Magna Carta
<https://classroom.thenational.academy/lessons/the-first-barons-war-and-magna-carta-6cwkgt>
- Did Henry III learn from John how to rule?
<https://classroom.thenational.academy/lessons/did-henry-iii-learn-from-john-on-how-to-rule-6mt6ae>
- How did barons reduce power under Henry III
<https://classroom.thenational.academy/lessons/how-did-the-barons-reduce-royal-power-under-henry-iii-ccwkgc>
- How did Edward I restore Royal Power?
<https://classroom.thenational.academy/lessons/how-did-edward-i-restore-royal-power-c9h3jd>

- | | |
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| | <ul style="list-style-type: none">• Why did Kings struggle to rule England?
https://classroom.thenational.academy/lessons/why-did-kings-struggle-to-rule-england-cdj32d |
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Links to websites and lessons:

- Anglo-Saxons: <https://www.bbc.co.uk/bitesize/topics/zp6xsbk>
- The Norman Conquest: <https://www.bbc.co.uk/bitesize/guides/zsjnb9q/revision/1>
- Contenders in 1066: <https://www.bbc.co.uk/bitesize/guides/zy7n4j6/revision/1>
- Feudal System: <https://classroom.thenational.academy/lessons/how-did-the-feudal-system-help-monarchs-keep-control>
- Feudal System and Domesday Book: <https://www.bbc.co.uk/bitesize/guides/zdvdmp3/revision/3>

Mathematics

Autumn Term Overview with links to websites and lessons:

- Basic Skills: Know your calculator
 - <https://www.youtube.com/watch?v=rn-XjUVJtyw>
- Algebra: Coordinates and Graphs
 - <https://www.bbc.co.uk/bitesize/guides/zg3rd2p/revision/4>
 - <https://classroom.thenational.academy/units/coordinates-7ec1>
- Algebra: Introduction to expressions
 - <https://www.bbc.co.uk/bitesize/articles/zfgxwnb>
 - <https://classroom.thenational.academy/units/expressions-equations-and-inequalities-7d65>
- Algebra: Sequences
 - <https://www.bbc.co.uk/bitesize/articles/zjsv382>

Class teacher may also post other lesson specific tasks, links and resources on Google Classroom.

Home Learning Tasks:

- SkillsCheck questions are set weekly on Google Classroom, with links to self-marking Google Forms. Scores are sent directly to class teacher.
 - Help with some topics may be found here: <https://corbettmathsprimary.com/content/>
- ttrockstars.com contact pstringer@woolmerhill.surrey.sch.uk for individual login details

Music

Autumn Term: 1st Half

Autumn Term: 2nd Half

Overview:

- Intake Assessments
- Elements of Music
- Notation
- Rhythms Stave
- Piano Layout
- Performing solos Practical work- keyboards

Overview:

- Performing Ensemble Pachelbel
- Ground Bass
- Christmas
- Carols
- Theory test- Elements of music

Tasks:

- Memorise the position of notes on treble clef see this link <https://youtu.be/7Bv-JiFnoJ4>
- Memorise note values and names- see this link <https://youtu.be/ZcThdL2CQpI>
- Learn the 10 elements of music - vocabulary and meanings- use the following link.
- <https://youtu.be/t9Mo-bkl4ko>

Listening task: Listen to this piece and write in sentences about it using the musical elements from your books and research.

https://youtu.be/jvNQLJI_HQ0

Religious Studies

Autumn Term: 1st Half

Jewish Beliefs

- Who are Adam and Eve?
- How did Abraham come to know G_d?
- Is Abraham important?
- What happened with Jacob and Joseph?
- Who is Moses?
- Is King David important?
- Who is the most important Prophet in Judaism?

Links to websites and lessons:

- Adam and Eve:
<https://www.biblestudytools.com/bible-stories/adam-and-eve-in-the-garden.html>
- Abraham:
<https://kids.kiddle.co/Abraham>
<https://www.youtube.com/watch?v=cnq6aB3Dklk>
https://www.youtube.com/watch?v=tYjQfISXW_8&t=22s
- Jacob/ Joseph: Joseph, King of Dreams- the film
- BBC Bitesize; Joseph
<https://www.youtube.com/watch?v=rXzDo70R57c>
https://www.chabad.org/library/article_cdo/aid/143035/jewish/The-Story-of-Joseph-in-the-Bible.htm
- Moses: The Prince of Egypt film- Netflix.
<https://www.youtube.com/watch?v=gAWWh3992Ves>
- BBC Bitesize - Moses
- King David:
<https://www.youtube.com/watch?v=7zLAcUZkxHA&t=1s>
https://www.chabad.org/library/article_cdo/aid/520477/jewish/The-Story-of-King-David-in-the-Bible.htm

Autumn Term: 2nd Half

Jewish Practices

- What is in a Synagogue?
- What does the Torah contain?
- How do Jews celebrate Passover?
- What is Rosh Hashanah?
- What is a Bar Mitzvah?
- How do Jews celebrate Hanukkah?

Links to websites and lessons:

- The Synagogue; <https://www.youtube.com/watch?v=nwPt4ev2VY>
- The Torah: BBC Religions; Judaism; The Torah
<https://www.myjewishlearning.com/article/the-torah/>
- Passover; Chabad.org- Passover, My Jewish Learning.
- Rosh Hashanah; <https://www.myjewishlearning.com/article/rosh-hashanah-101/>
<https://www.youtube.com/watch?v=7Btgeildl7U>
- Bar Mitzvah; BBC website, My Jewish Learning
<https://www.youtube.com/watch?v=tEBnpxhb0rc>
- Hanukkah: BBC Newsround
<https://www.history.com/topics/holidays/hanukkah>
- Dressing for G_d;
<https://www.myjewishlearning.com/article/kippah-tallit-and-tefilin-the-clothing-of-jewish-prayer/>

Science

Autumn Term

- **Biology: Cells to Systems:** How Cells are the building blocks which make up our body – how they differ and how they work together to allow our bodies to function.
- **Chemistry: Particles:** How particles are the tiny building blocks, which come together in lots of ways to make all the materials in the form of solids, liquids and gases.
- **Physics: Forces:** Learning about unbalanced and balanced forces and why weight and mass are not actually the same thing!

These topics are taught on rotation throughout the autumn term. If you contact your science teacher(s) they will be able to explain which topic your group is currently being taught. All work in this booklet is consolidated through home learning exercises set on class specific Google Classrooms.

Generic Resources

Some general KS3 Science resources online to help you to think back over some of the exciting things you learned about during Year 7 at Woolmer Hill – along with some quizzes for you to have some fun with also.

- <https://www.bbc.co.uk/bitesize/levels/z4kw2hv>
- <https://www.ducksters.com/science/>
- <https://www.educationquizzes.com/ks3/>
- <https://classroom.thenational.academy/subjects-by-year/year-7/subjects/science/>

Specific Resources

Biology - Cells:

1. Cells: <https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zr69dxs>
2. Specialised Cells: <https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zfj3rwx>
3. Differences between animal and plant cells: <https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zmrtng8>
4. Organs of the human body: <https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zbpdqhv>
5. Cells to Systems (including MRS GREN): <https://www.bbc.co.uk/bitesize/guides/z9hyvcw/revision/1>

Chemistry - Particles:

1. Solids, Liquids and Gases: <https://classroom.thenational.academy/lessons/solids-liquids-and-gases-74tp8t>
2. Changes in State: <https://classroom.thenational.academy/lessons/changes-of-state-6mw6ar>
3. Conservation of Mass: <https://classroom.thenational.academy/lessons/conservation-of-mass-74tk8t>
4. Brownian Motion: <https://www.youtube.com/watch?v=4m5JnJBq2AU>
5. Expansion and Contraction: <https://www.bbc.co.uk/bitesize/guides/zc9q7ty/revision/3>

Physics - Forces:

1. Forces: <https://classroom.thenational.academy/lessons/forces>
2. Non-contact forces: <https://classroom.thenational.academy/lessons/non-contactforces>
3. Calculating forces: <https://classroom.thenational.academy/lessons/calculatingforces>
4. Gravity: <https://classroom.thenational.academy/lessons/gravity-65j32d>
5. Factors affecting speed: <https://classroom.thenational.academy/lessons/factors-that-affect-speed-c4u66d>
6. Forces consolidation: <https://classroom.thenational.academy/lessons/forcesconsolidation>

Spanish

Autumn Term: 1st Half

Autumn Term: 2nd Half

Overview:

Introduction to Language Learning and literacy

- Spanish pronunciation
- Introducing yourself
- Adjectival agreement
- Numbers / letters
- Pets

Grammar:

- Present tense
- Conjugations
- Agreements
- Verb “tener”

Overview:

Mi Vida - All About Myself

- Free time activities
- Sports
- Using question words
- Longer conversations
- Weather

Grammar:

- “me gusta” + infinitive
- “hacer” and “jugar”
- Comprehension skills

Links to websites and lessons:

- Google Classroom: <https://classroom.google.com/h> CODE TO JOIN YEAR 7 GROUP: 4gy4i56
- Seneca Spanish group: <https://senecalearning.com/en-GB/> Class CODE to join Year 7 group: jak84kzyu5
- Pronouncing words in Spanish: <https://www.bbc.co.uk/bitesize/topics/zhy27nb/articles/zk78382>
- Introducing yourself in Spanish: <https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zhvpqp3>
- Introducing yourself: <https://classroom.thenational.academy/lessons/introducing-yourself>
- Talking about family using ‘tener’ and ‘ser’: <https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zfryxyc>
- Days and Months in Spanish: <https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zjh292p>
- Talking about free time in Spanish: <https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/z6vpqp3>
- Talking about where you live in Spanish: <https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/znryxyc>
- How to use genders and articles in Spanish: <https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/z42dbdm>