Art	Food Art	Year 7	Half Term 2

1 – Formal Elements Vocabulary

line: a mark made by a tool. Lines can be thick, thin, straight, curved, zig-zag, or broken.

- Artists use lines to show movement, outline shapes, or create patterns.

shape: is a flat, enclosed area. Shapes can be geometric or organic

tone: is how light or dark something is.

Artists use tone to show shading, depth, and form.

form: a 3D shape — something with height, width, and depth

colour: what we see when light reflects off objects

- Colours can show emotion, create mood.

space: the area around and within objects.

- Artists use space to show distance, perspective, and composition

2 – Key Vocabulary

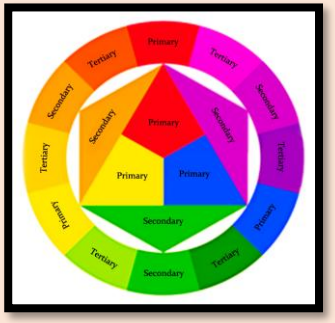
texture: how something feels (or looks like it feels). It can be actual or visual (drawn to *look* rough, smooth, soft, or bumpy)

contrast: the difference between elements in an artwork — like light vs dark, big vs small, or smooth vs rough

detail: refers to the small, precise features in an artwork.

- Adding detail makes drawings more interesting and realistic

colour theory: includes primary, secondary and complementary colours



a colour wheel

3 – Skills and Techniques

blending: mixing colours or tones smoothly together so there are no hard lines between them

sculpting: creating a 3D artwork by shaping materials such as clay, wire, or plaster

carving: making a sculpture by cutting or removing parts of a material such as wood, stone, or soap

mark-making: creating different lines, dots, patterns, and textures using a drawing tool to add detail, texture, or expression to artwork


shading

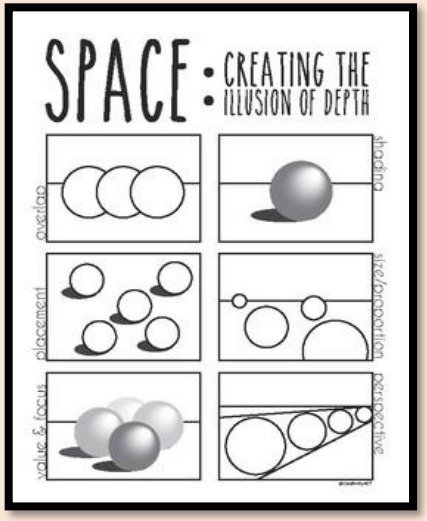

hatching

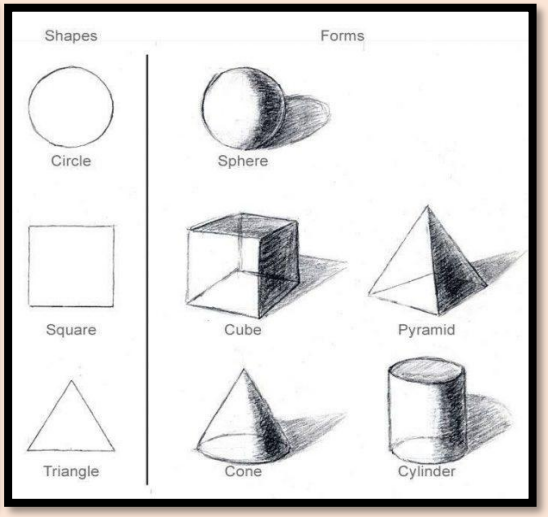

cross-hatching


stippling


scumbling

4 – Space, Shape and Form reference





English	Heroes and Villains	Year 7	Half Term 2

1 – Grammar

noun: a word which identifies or names thing, animals, people places, feelings and ideas

adjective: a word which modifies a **noun**, providing more detail to the description

verb: a word which expresses physical actions (e.g. to run), mental actions (e.g. to think) or states of being (e.g. to exist)

adverb: a word which modifies a **verb.**

- Adverbs tell you how, when, where or why something is being done.

2 – Language & Story

imagery: includes any descriptive language which paints an image for the reader with words.

- **Sensory imagery** helps you picture what is happening.
- There are 5 types: visual, sound, smell, taste, tactile.

protagonist: the main character in a **text**

antagonist: the main enemy in a **text**

expansion: when you add words, phrases or clauses to sentences to make them complex sentences

Inference: when the reader works out information in a text based on clues – reading between the lines

3 – Metaphor

metaphor: any description of an object or action in a way that is not literally true.

- All metaphors compare a **tenor** to a **vehicle**.

simile: a type of **metaphor** (because it contains a **tenor** and a **vehicle**) in which two things are compared using 'like' or 'as'

- For example: "His hand was as cold as ice."

tenor: the thing being described in a metaphor.

- For example, in the **simile** "His hand was as cold as ice", the **tenor** is his hand.

vehicle: the thing being compared to the **tenor**.

- For example, in the **simile** "His hand was as cold as ice", the **vehicle** is ice.

4 – Form & Genre

text: a piece of writing that can be read and analysed.

- There are several forms of text, including poems, short stories, novels and playscripts.

fiction: a story is any narrative made up by an author.

genre: a style or category of literature.

- Examples of popular genres include fantasy, mystery and the Gothic.

supernatural: above or beyond the laws of nature.

- Even though some people believe in supernatural beings, they cannot be explained by science.
- Examples include ghosts and vampires.

French	Introductions	Year 7	Half Term 2

1 – Hair Colour

Vocabulary: J'ai les cheveux: I have….hair.

blonds: blonde, **bruns:** dark brown, **châtains:** brown , **noirs:** black, **roux:** red, **courts:** short, **longs:** long, **mi-longs** : mid-length, **raides:** straight, **frisés:** curly, **ondulés:** wavy.

Verb avoir: to have. **J'ai**: I have, **tu as**: you have, **il/elle a**: he/she has, **nous avons**: we have, **ils/elles ont**: they have.

Sentence example: J'ai les cheveux bruns, longs et frisés.

Grammar note:

In French, adjectives go after the noun. When describing hair colour, the description goes after the word for 'hair'. Example: les cheveux **bruns**.

2 – Eye Colour

Vocabulary: J'ai: I have, J'ai les yeux…: I have…. eyes.

bleus: blue, **gris:** grey, **marron:** brown, **noirs:** black, **verts:** green.

Je porte: I wear / je ne porte pas: I don't wear

des lunettes: glasses, **une barbe:** a beard, **une moustache**: a mustache , **une frange**: a fringe.

Sentence example: J'ai les yeux verts et je porte des lunettes.

Grammar note: In French, adjectives agree with the noun. When describing hair and eye colour, the adjective has a plural ending 's'. Example: les yeux **verts**.

3 – Other Physical Descriptions

Vocabulary: je suis: I am**, grande:** tall, **petite:** small, **mince:** slim, **jeune:** young, **vielle:** old, **belle:** beautiful, **forte:** strong, **musclée:** muscular, **mon frère:** my brother**, mon père:** my dad**, mon copain:** my friend

(male) est…grand: tall, **petit:** small, **mince:** slim, **jeune:** young, **vieux:** old, **beau:** beautiful, **fort:** strong, **musclé:** muscular.

Verb être: to be. je suis: I am, **tu es**: you are, **il/elle est**: she/he is.

Sentence example: Je suis petite et belle.

Grammar note: In French, adjectives can be made feminine or masculine.

4 – Personality

Vocabulary: je suis: I am, drôle: funny, **généreuse:** generous, **sympa:** nice, **gentille:** kind, **ennuyeuse:**boring, **patiente:** patient, **méchante:** mean, **timide:** shy, **têtue:** stubborn.

Intensifiers: assez: quite**, un peu:** a bit, **très:** very, **trop:** too**, vraiment:** really.

Sentence example: Je suis très gentille et un peu timide.

Grammar note: Using intensifiers before adjectives makes our work more complex and impressive.

Geography	Geology	Year 7	Half Term 2

1 – Key Vocabulary

geology: the scientific study of the Earth, including its rocks, minerals, structure, history, and the processes that shape it over time

rock: a naturally occurring solid material made up of one or more minerals

mineral: a natural compound and exists in rocks as crystals

igneous rock: is formed by molten rock that has cooled

sedimentary rock: formed by sediment that has compressed in layers, by wind, water, or ice through compaction

metamorphic rock: formed when igneous or sedimentary rock change due to heat or pressure

2 – The Rock Cycle

compaction: when the weight of many layers of broken rock cause the layers beneath to get compressed, squeezing out water

burial: when rocks are buried underneath many layers and exposed to high temperature and pressure

melting: when rock changes state from solid to liquid at high temperatures, forming magma



3 – Weathering and Erosion

biological weathering: if a plants roots grow into cracks in a rock, then they may make the crack wider

chemical weathering: rainwater contains dissolved gases from the air, reacts with calcium carbonate in limestone, causing it to dissolve.

freeze thaw weathering: an example of physical weathering.

- When water gets cold enough it freezes and expands.
- If the water is inside cracks in rocks when it freezes then this causes the cracks to get deeper and wider.

4 – Landforms in the UK

Formation of a Limestone Pavement

- Acid rain falls on the limestone.
- Limestone has joints and cracks in it.
- The water enters via these joints, and dissolves the rock, causing the joints get bigger; this is known as solution weathering.
- This results in enlarged gaps called grykes and blocks called clints are left between the gaps, forming a limestone pavement.



History	How Did Britain Change From 410 -1042?	Year 7	Half Term 2

1 – Key Vocabulary

Anglo-Saxons: people who came to Britain from Germany, Denmark and the Netherlands

migration: moving from one place to another

settlement: a place where people live and build a community

heptarchy: England when it was divided into seven kingdoms

monastery: a religious building where monks or nuns live and worship

Danelaw: an area of northern and eastern England where Vikings were allowed to live

danegeld: money paid to Vikings to persuade them to stop attacking

conquer: to take control of a place, usually by force

2 – Anglo-Saxon Changes

- The Anglo-Saxons created seven kingdoms known as the heptarchy.
- Many English words are based off the Anglo- Saxons such as bed, cat, dog, tree, lick and hunt.
- The Anglo-Saxons changed religion- Christianity spread across England during the Anglo-Saxon period. Monasteries became important centres of religion and learning.
- The Anglo-Saxons created the foundations (structure) of England. Kings such as Alfred and Athelstan helped unite (helped it come together) England.

3 – Vikings Changes

- Many English words today come from the Vikings, such as sky, egg, window and knife.
- Many place names ending in'-by' (village) and '-thorpe' (farm) come from Viking settlements.
- The Vikings changed land- Viking attacks forced Anglo-Saxon kings to improve defence.
- Alfred the Great created fortified (to make stronger) towns (burhs) to protect people.
- England became more united in response to the Viking threat.

4 – Chronology

410-1066: The Anglo-Saxons lived in and ruled much of Britain.

793: Vikings attacked a monastery at Lindisfarne.

871: Alfred became King of Wessex.

878: Alfred defeated the Vikings at the Battle of Edington. Alfred and Guthrum agreed on a border called the Danelaw.

927: Athelstan became the first king to rule all of England.

978: Aethelred the unready became King of England.

1002: Aethelred ordered Viking families to be killed in the south. This was called the St Brice's Day Massacre (when a lot of people are killed).

1013: King Sven and the Vikings took control of England.

1042: Edward the Confessor became King of England.

I.C.T	Desk Top Publishing	Year 7	Half Term 2

1 – Key Vocabulary

mood board: a collection of images, colours and ideas used to inspire a design

visualisation: a sketch or drawing showing what the final product might look like

audience: the people who will see or use the product

purpose: the reason a product is created

layout: the arrangement of items on a page

colour scheme: a set of colours used in a design

font: the style of text

logo: a symbol used to identify a business or organisation

2 – What Makes a Good Logo

simple: easy to recognise and not overly complicated

memorable: sticks in people's minds

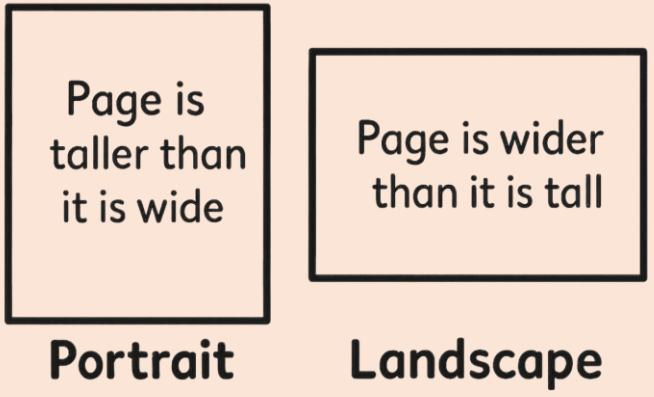
relevant: matches the brand or purpose

scalable: looks good in any size (small or large)

colour choice: uses colours that suit the message

unique: stands out from competitors

3 – Portrait & Landscape



4 – What Makes a Good Poster

- A clear title
- An eye-catching design
- Relevant images
- A balanced layout
- Purpose and audience



Maths	Number Fluency and Data Handling Fluency	Year 7	Half Term 2

1 – Place Value, Ordering and Rounding

place value: the value of where a digit is in the number

integer: a whole number with no fraction or decimal part

digit: a single symbol used to make a numeral

interval: all the numbers between two given numbers

round: rounding means making a number simpler but keeping its value close to what it was

Millions			Thousands			Ones		
H	T	O	H	T	O	H	T	O
1	4	8	0	3	3	0	2	9

<	≤	>	≥
Less than	Less than or equal to	Greater than	Greater than or equal to

- In our decimal number system, each place is 10 times bigger than the place to its right.

2 – Four Operations

commutative: changing the order of the operations does not change the result

inverse: the operation that undoes what was done by the previous operation (the opposite operation)

perimeter: the distance / length around a 2D object

polygon: a 2D shape made with straight lines

balance: in financial questions – the amount of money in a bank account

credit: money that goes into a bank account

debit: money that leaves a bank account

3 – Averages and Range

range: a measure of the spread of data (largest – smallest)

average: one value that represents the population (mean, median and mode)

mean: sum of all the values divided by the number of values

median: the middle value when all the data is put in order from smallest to largest

mode: the most common value (can be more than one)

outlier: a value that lies outside of the general trend of the data (stands out)

4 – Rounding and Estimating

round: making a number simpler but keeping its value close to what it was

significant figures: rounding numbers counting only the first few digits that have a value attached to them

decimal place: how many digits you should have after the decimal point

estimate: rounding each number to make the calculation quick and simple to do

lower bound: the smallest number that would round to the given value

upper bound: the largest number that would round to the given value

P.E	Preparing for Exercise	Year 7	Half Term 2

1 – The Warm-Up

warm-up: A short routine of gentle exercises done before the main activity to prepare the body and mind

Key aims of a warm-up

- Raise the heart rate
- Increase body temperature
- Prevent injury
- Increase mental focus

2 – Phases of a Warm-Up

pulse raiser: an activity that gradually increases in intensity to increase the heart rate (

heart rate: the number of times your heart beats per minute)

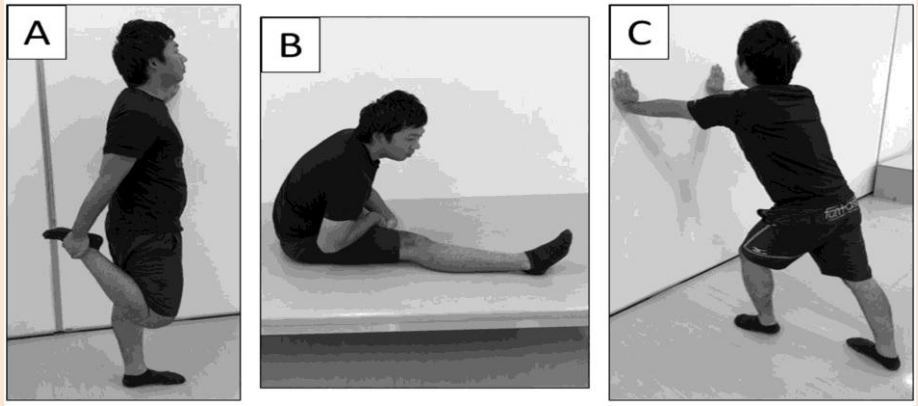
mobiliser: come after the pulse raiser and are done at a lower intensity.

- They take your joint through their full range of movement

preparation stretches: the aim of this phase is to stretch the muscles.

- There are two types of stretches: static meaning 'without movement' and dynamic meaning 'with movement'.

3 – Examples of Warm-Up Activities



pulse raisers: jogging, skipping, cycling, jumping jacks, high knees

mobilisers: arm and hip circles

static stretches: hamstring stretch, calf stretch, triceps stretch

dynamic stretches: lunges, high kicks, leg swings

4 – Language of 'Invasion Games'

space: an area of the playing court where there are no defenders

dodging: a movement used to change direction to get out of the way of the opponent

possession: when a player or team has control of the ball

- "I moved into space to create a passing opportunity and help my team keep possession."

Religious Studies	Hinduism	Year 7	Half Term 2

1 – Hinduism fact file

Date	Approx 3000 BCE
Place of origin	India
Founder	Unknown
Follower	Hindu - named after the river Indus
Place of Worship	Mandir
Religious Leader	Swami
Holy book	Vedas
Symbol	Om

2 – Brahman and the Trimurti

Trimurti: literally 'three images', the Trimurti refers to the three main Hindu Gods Brahma, Vishnu and Shiva

- Hindus believe in one main God or Supreme Spirit called **Brahman** but there are many Gods in Hinduism representing Brahman's characteristics. Three main Gods represent Brahman.
- **Brahma** is the Hindu God of creation.
- **Vishnu** is the Hindu God of preservation.
- **Shiva** (also known as Nataraja – the Lord of the dance) is the God of destruction.

3 – Other Gods and Goddesses

Saraswati	(Brahma's wife).The Goddess of art, music and literature.
Lakshmi	(Vishnu's wife). The Goddess of good fortune.
Parvati	(Shiva's wife). The Goddess of love and devotion. Mother of Ganesh
Kali/ Durga	Parvati has two other forms: Kali ('the black one') and Durga the warrior Goddess
Ganesh	The elephant headed God removes obstacles or difficulties to bring good luck.
Hanuman	The monkey God and friend of Vishnu.

4 – Avatars of Vishnu

avatar: a form or appearance of God on earth

- Hindus believe that **Vishnu** has come to the Earth in 9 different forms known as avatars, to help save the world and keep it safe.
- One of Vishnu's most famous avatars is Prince Rama**,** and his story is told in the **Ramayana**.
- The story tells of when Rama is banished from the kingdom and his wife Sita is kidnapped by an evil demon King Ravana, but rescued with Hanuman's help.
- This story is remembered every year at **Diwali**–the festival of light.

Science	Matter 1	Year 7	Half Term 2

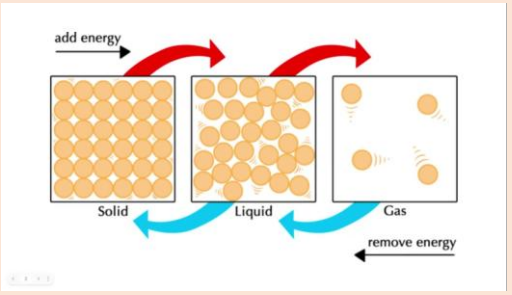
1 – changes of state

melting: when a solid turns inti a liquid

evaporating: when a liquid turns into a gas

condensing: when a gas turns into a liquid

freezing: when a liquid turns into a solid



2 – mixtures

mixture: different substances put together but not chemically joined

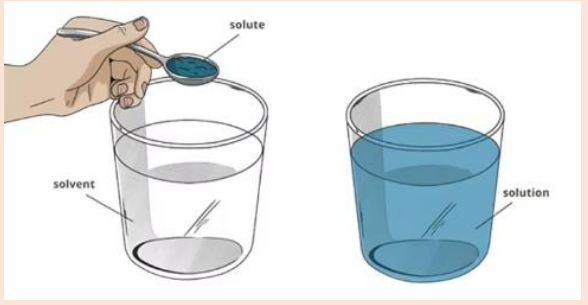
solution: a type of mixture made up of 2 parts

solute: the thing that has dissolved

solvent: the liquid that does the dissolving

soluble: able to dissolve

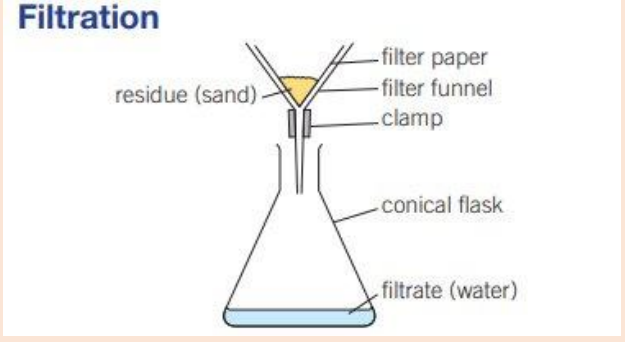
insoluble: unable to dissolve

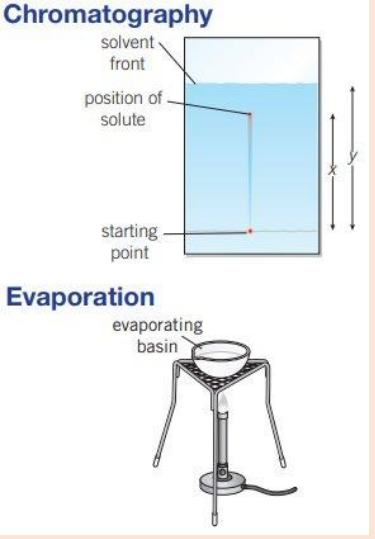


3 – separating mixtures

filtration: separates solid particles from a liquid

chromatography: separates mixtures of soluble substances

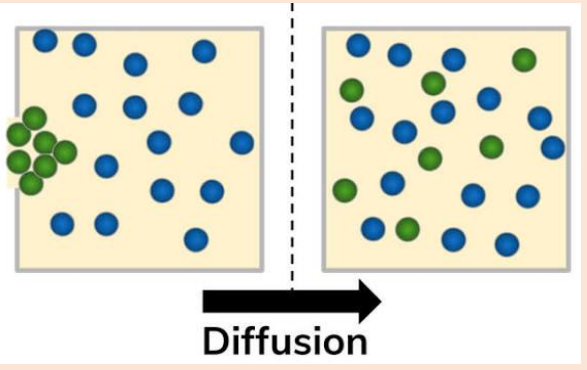




4 – diffusion

diffusion: the movement of particles from an area of high concentration (lots of the same particle) to an area of low concentration (not a lot of the same particle)

- the speed of diffusion can be affected by temperature and concentration gradient



Spanish	Describing Your Appearance	Year 7	Half Term 2

1 Physical Descriptions – Hair+ verb tener-to have

Vocabulary: tener: to have, **(yo) tengo:** I have, **(tú) tienes:** you have, **él tiene:** he has, **ella tiene:** she has, **mi amigo tiene:** my friend has, **mi amiga tiene:** my friend has.

Hair colours: rubio: blond, **castaño:** brown, **negro:** black, **pelirrojo:** red-haired, **gris:** grey, **blanco:** white.

Hair descriptions: el pelo: hair, **largo:** long, **corto:** short, **a media melena:** medium-length, **liso:** straight, **rizado:** curly, **ondulado:** wavy, **en punta:** spiky.

Sentence example: Tengo el pelo largo, castaño y ondulado. (I have long, brown, wavy hair.)

2 – Physical Descriptions – eyes+ verb tener

Vocabulary: los ojos: eyes, **azules:** blue, **verdes:** green, **marrones:** brown, **negros:** black, **grises:** grey, **grandes:** big, **pequeños:** small.

Structures: tengo los ojos: I have … eyes, **tiene los ojos:** he/she has … eyes.

Grammar: : If the noun is plural, the adjective must also be plural. For colours ending in a consonant, add **-es** to make them plural. azul: blue (singular); azules: blue (plural), verde: green (singular); verdes: green (plural).

Sentence example: Tengo los ojos grandes y marrones. (Mi amiga tiene los ojos verdes.)

3 – Personality Descriptions + verb ser – to be

Vocabulary: alto/a: tall, **bajo/a**: short, **de estatura mediana**: medium height, **delgado/a**: slim, **fuerte**: strong, **joven**: young, **guapo/a**: good-looking, **bonito/a**: pretty/nice, **calvo/a**: bald.

Verb ser: to be, **soy**: I am, **eres**: you are, **es**: he/she is, **somos**: we are, **sois**: you are (plural), **son**: they are.

Adjective agreement: alto: **alta**, **una chica alta:** a tall girl, **un chico alto:** a tall boy.

Sentence example: Soy bastante alta y delgada. (I am quite tall and slim.)

Mi amigo es bajo y tiene el pelo corto. (My friend is short and has short hair.)

4 – Llevar- to wear

Vocabulary: las gafas: glasses, **la barba**: beard, **el bigote**: moustache, **las pecas**: freckles, **la cara**: face.

Verb llevar: to wear, **llevo**: I wear, **llevas**: you wear, **lleva**: he/she wears.

Negative: no llevo: I do not wear, **no llevas**: you do not wear, **no lleva**: he/she does not wear.

Connectives: y: and, **pero**: but, **también**: also, **además**: furthermore/in addition, **porque**: because, **aunque**: although, **sin embargo**: however.

Intensifiers: muy: very, **bastante**: quite.

Sentence example: Llevo gafas pero no llevo barba. (I wear glasses but I do not have a beard.)

Life Skills	Keeping Safe	Year 7	Haf Term 2

1 – Transport, Travel and Water Safety

safe: keeping out of danger

- Wear a seatbelt every time you travel In a car, even on short journeys.
- Follow road safety rules; always look both ways before crossing the road.
- Do not cross the road between two parked vehicles.
- Do not cross the road whilst looking down at your mobile phone.
- Wear a helmet whilst cycling, scooting or skateboarding to protect your head.
- Listen to safety instructions when travelling; stay with your group.
- Only swim in safe places, under the direct supervision of an adult.
- Never swim alone in rivers, lakes or the sea; water conditions can change quickly. Use safety equipment.

2 – Online Safety

online: information on the internet

- Keep your passwords private; use strong passwords that are difficult to guess.
- Don't share personal information such as your address, school or number.
- Think before you post; things shared online can be difficult to remove later.
- Be careful who you talk to online; someone may not be who they claim to be.
- Block and report anyone or anything that makes you feel uncomfortable.
- Tell a trusted adult if something online worried or scares you.
- Check information before believing/sharing it; not everything online is true.
- The Online Safety Act 2023 gives online services legal responsibilities to protect its users.
- From Spring 2027 it will be illegal for anyone under 16 years' old to access social media platforms.

3 – Illegal Substances

peer pressure: feeling negatively influenced by someone your age

- It is illegal to smoke cigarettes and e-cigarettes (vapes) under the age of 18 years' old.
- Drugs, alcohol and nicotine can change how your brain works, affect your mood and your decision-making.
- Smoking damages your lungs and increases your risk of serious diseases such as lung cancer or heart disease.
- Smoking of any kind can lead to addiction.
- Never accept unknown substances; you do not know what they contain.
- If you or someone you know becomes very unwell after taking a substance, call 999.
- If you feel you are under the influence of peer pressure, speak to a trusted adult.
- Spend time with people who respect your choices.

4 – British Values + Protected Characteristics

values: the moral principles, standards, or core beliefs of a group

characteristics: the traits, qualities, or features of someone

In Britain, we have 5 **Values:**

- Democracy – the right to be represented
- Individual Liberty – the right to freedoms
- Mutual Respect – behaving politely towards each other
- Rule of Law – the rules of the country
- Tolerance – acceptance and support

The Equality Act 2010 protects the following nine **characteristics:** Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, and Sexual Orientation.