



St Paul's Way

Aspiration • Integrity • Community

PART OF UNIVERSITY SCHOOLS TRUST

# Year 7

# SUBJECT

# PREPARATION

# WORK

Name:

# Secondary School Subjects

What subject do you think each of these symbols represents?  
Write it underneath the symbol!



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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\_\_\_\_\_

\_\_\_\_\_

Which subject are you looking forward to the most? \_\_\_\_\_

What other subjects might you study? \_\_\_\_\_

What other subjects do you want to study? \_\_\_\_\_

# Secondary School Subjects

Do you know what subjects you study at secondary school?  
Find some below – they are vertical, horizontal and diagonal!



M	A	F	S	E	H	M	G	E	O	H	I	M	J	E	E	A
F	M	A	M	W	S	L	U	S	M	I	S	E	T	T	I	S
R	U	D	A	N	C	E	Z	S	A	C	P	N	U	H	A	I
A	F	G	T	R	D	P	W	R	I	I	A	G	T	I	N	U
H	S	R	H	P	G	R	T	E	N	C	I	T	O	C	A	O
J	T	A	S	L	U	B	N	Y	R	A	N	E	R	S	S	L
T	U	B	J	E	I	C	Q	L	E	R	M	X	T	A	S	S
E	E	A	U	H	E	M	U	A	H	S	U	D	I	N	E	P
N	F	X	L	G	E	O	G	R	A	P	H	Y	M	D	M	A
G	I	M	T	V	M	A	I	T	Y	E	O	A	E	M	B	N
L	O	A	I	I	O	T	O	H	R	T	T	S	C	O	L	I
I	P	T	E	E	L	G	R	D	U	O	E	R	A	R	Y	S
S	P	U	F	O	S	E	E	K	R	M	P	T	T	A	E	H
H	I	S	T	O	R	Y	S	C	S	A	S	M	E	L	R	A
E	N	J	V	E	P	I	F	J	N	O	M	U	R	S	B	K
J	K	C	A	T	E	R	I	N	G	C	N	A	R	P	U	M
Y	Z	X	T	L	S	V	Z	C	O	M	P	U	T	I	N	G

Art  
Music  
PE  
Drama  
Dance  
RE

Maths  
English  
Science  
Geography  
History

Textiles  
Catering  
Computing  
Spanish  
Assembly  
Tutor Time

# History



# History

History is the study of significant (important) events of the past. It is about all kinds of people and includes the recent past. The word history comes from the Greek word “historia” meaning to find out, an inquiry. Studying history is important because it helps us to understand the present. It can also provide us with insight into our own culture and environment, the cultures and environments of others’, and how both could be interconnected.

The best thing about history is that it not just in the classroom; it’s all around us. It is global, it is national, and it is local. At secondary school, you will learn more about different periods in history and you will be asked to be “critical thinkers”, just like a historian. That means you will be expected to use primary and secondary sources to judge events of the past.

How do we know what happened in the past if we weren’t there? How can we understand what life was like centuries before we were born? That’s what a historian does! They look at written accounts, drawings and archaeological evidence to help them build a picture of the past.



# History

Historians use **sources** to help them work out what happened in the past. Some sources are more useful or more trustworthy than others.

## Sources

**Primary** sources are the **original** documents, pictures, objects or buildings made by people who were **there at the time**.

**Secondary** sources are documents or pictures made by people who were **not there at the time**.

Which type of source do you think is most useful to historians?

---

Why? \_\_\_\_\_

---

Which type of source do you think is most trustworthy?

---

Why? \_\_\_\_\_

---

useful: helpful to them in understanding what happened in the past  
trustworthy: likely to be the **truth** (not just someone's opinion)



# History

## The Tower of London

What do you know about the Tower of London?



Use this space to do a mind map of everything you already know!



# History

## *The Tower of London*

The Tower of London was built in 1078 by William the Conqueror after he defeated the new Anglo-Saxon King Harold Godwinson in the Battle of Hastings in 1066. William the Conqueror (William, the Duke of Normandy) had come from France to try to claim the throne. He believed he was the rightful heir to the throne after King Edward the Confessor died.





# History

## The Tower of London

**But why did William the Conqueror build the Tower of London?**

Look at the sources below and see if you can discover for yourself!

### Source A

A quote from William of Poitiers, a writer from the 11<sup>th</sup> Century:

“certain strongholds were made in the city as a defence against the unhappiness of the vast and fierce population.”

### Source B

A modern drawing of the building of the Tower of London in 2004.



### Source C

Information on the UNESCO world heritage website.

The Tower of London is an internationally famous monument and one of England's most iconic structures. William the Conqueror built the White Tower in 1066 as a demonstration of Norman power, siting it strategically on the River Thames to act as both fortress and gateway to the capital.

### **Helpful info!**

- 11<sup>th</sup> Century = 1001 to 1100



# History

## The Tower of London

So, why did William the Conqueror build the Tower of London?

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Which source was the most useful?

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Why?

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Which source was the most trustworthy?

---

Why?

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Can you also work out if the sources are **primary** (recorded at the time) or **secondary** (recorded afterwards)? Remember, the tower was built in **1076!**

Source A: \_\_\_\_\_

Source B: \_\_\_\_\_

# History

## The Tower of London

The Tower of London has had many uses over time. **But what were they?** Look at the sources below and see if you can discover for yourself!

### Source A

An excerpt from The Anglo-Saxon Chronicles, 1100

“The King (Henry I) had Ranulf, bishop of Durham seized and brought to the Tower in London and held imprisoned there.”

### Source B

A quote from the Milanese ambassador in France, writing in 1471.

All Henry’s most powerful allies are dead or in the Tower of London, where he himself is a prisoner.”

### Source C

A coloured engraving, dated 1799, of the Tower Menagerie, “The Monkey House”



### **Helpful info!**

- A menagerie = a zoo

### Source D

A depiction of the imprisonment of Charles, Duke of Orléans, in the Tower of London from a 15<sup>th</sup> century manuscript.



# History

## The Tower of London

### Source E

An extract from the book, "A View to London" from 1803

*Lions and other Wild Beasts.*  
The lions, and other wild beasts, are kept in a lion on the right, at the west entrance. The most remarkable wild beasts at present in the Tower, are a young lion, four lionesses, five tygers, three leopards, panther; three bears, two racoons, a spotted na, and a wolf. These wild beasts may be seen 1s. paid to the keeper.

### Source G

Making coins at the Tower in 1750



### Source I

An extract from The Royal Mint website.

By about 1279 the mint had moved to more secure quarters within the Tower of London.

### **Helpful info!**

- Mint = Where they manufacture (make) coins

### Source F

An illustration of the zoo at the Tower of London, made in 1808



### Source H

"The Mint". An illustration made around 1800.



# History

## The Tower of London

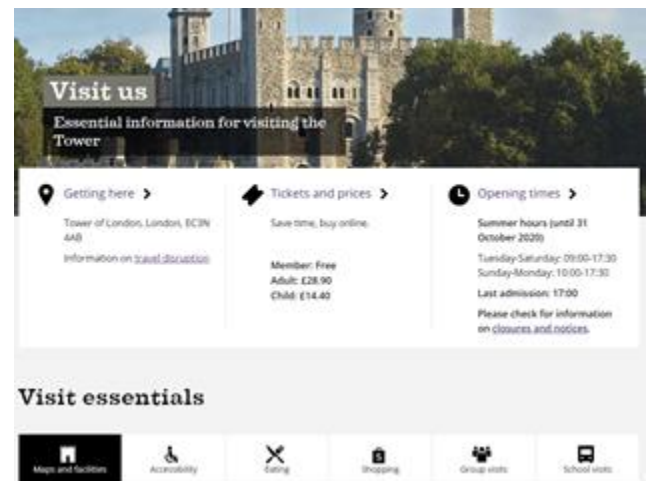
### Source J

A photograph of tourists looking at poppies at The Tower of London in 2014



### Source K

The Tower of London website



### Source L

The Crown Jewels at the Tower of London in 2019



### Source M

Information from Wikipedia.

At some point in the 14th century, all of the state regalia were moved to the White Tower at the Tower of London owing to a series of successful and attempted thefts in Westminster Abbey.



# History

## The Tower of London

So, what different uses did the Tower of London have?

Use	Approximate date

Which source(s) were the most useful?

---

Why?

---

Which source(s) were the most trustworthy?

---

Why?

---

Can you also work out if the sources are **primary** (recorded at the time) or **secondary** (recorded afterwards)?

Write it next to their title!

Example: Source A – primary source



# History

## The Tower of London

The Tower of London is famous for being a prison. **But what was it like for prisoners who were kept there?**

Look at the sources below and see if you can discover for yourself!

### Source A

Prisoner graffiti on the prison cell walls created in 1585



### Source B

A photo of one of the small prison cells inside the tower of London



### Source C

An illustration of a torture device The Rack used on prisoners in the tower of London from 1863



# History

## The Tower of London

So, what was it like for prisoners at the Tower of London?

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Which source was the most useful?

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Why?

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Which source was the most trustworthy?

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Why?

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Can you also work out if the sources are **primary** (recorded at the time) or **secondary** (recorded afterwards)? Remember, the tower was built in **1076!**

Source A: \_\_\_\_\_

Source B: \_\_\_\_\_



# History

## *The Tower of London*

Want to know more about the Tower of London? Read on!

The Yeomen Warders of Her Majesty's Royal Palace and Fortress the Tower of London (popularly known as the **Beefeaters**) are the guardians of the Tower of London. To become a Beefeater, you must have served in the military for at least 22 years! The origin of their name is unknown, but the legend says that many, many years ago, they were paid for their work as royal bodyguards in beef instead of money!

Another legend based in the tower of London is that of the ravens. No one actually knows when they arrived, but there is a legend that says that if the ravens leave the Tower, then the Tower and the kingdom of England will fall. Because of this legend, the raven's flight feathers are trimmed so they can't actually fly away.

This isn't the only dark aspect of the Tower's history. The Tower is infamous as a place of torture and punishment, but despite the rumours records show that only 48 people were tortured there in almost 1000 years. And in fact, only 10 people were executed there, as most of them were executed at the nearby Tower Hill.

# History

## *The Tower of London*

**Can you answer these questions about what you have read?**

How do you become a 'Beefeater'?

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What is the legend about how they got the name, 'Beefeaters'?

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What is the legend about the ravens?

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Can the ravens fly away? Why?

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How many people were tortured at the Tower?

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How many people were executed at the Tower?

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# Geography



# Geography

## **What is geography?**

Geography is the study of places and the relationships between people and their environments. Geographers explore the physical features of Earth and the human societies spread across it. They also examine how human culture interacts with the natural environment and the way that locations and places can have an impact on people. Geography seeks to understand where things are found, why they are there, and how they develop and change over time.

## **Why is geography important for me?**

Every time you turn on the news you will see something that relates to your geography lessons. We will learn about how the natural world works – from why it rains to how volcanoes form to why our global climate is changing and how this will affect us in so many ways. We will learn about current global issues like population, migration and development and consider how humans interact with the natural environment. Geography will prepare you for jobs that do not even exist yet, as our world is ever changing. It will open your eyes to what is happening around you and prepare you to be a global citizen. At a time where our natural world faces many threats – it has never been more important to be a geographer!



# Geography

**How will this booklet help me to become an outstanding geographer?**

When you start secondary school, you are not starting a new learning journey, but continuing to build on all of the things you learned in primary school. You will realise that in your geography lessons, much of what we learn links to what you studied in primary school. This booklet will help you to recall that information and refresh your memory so that you are fully prepared for the next steps of your geography journey!



# Geography

## Mapping our world

From space, the Earth looks like a sphere, or ball, containing land and water. A **globe** is a model of the Earth and shows what it looks like from space. There are seven different **continents**:

- Europe
- Africa
- North America
- South America
- Asia
- Australia
- Antarctica



**Maps** are used to help people find their way to and from somewhere. They are much easier to carry than a **globe** and have more detail.

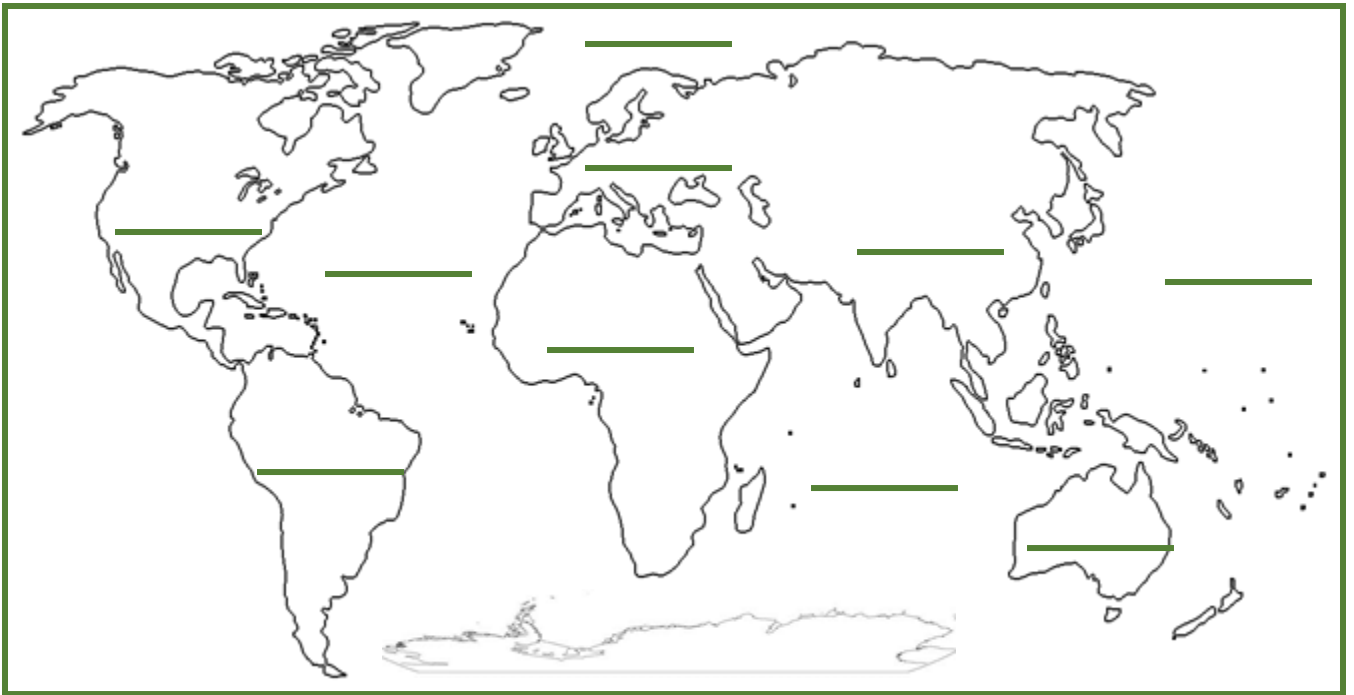
Some maps show the whole world, some show a single country or even a single town or village.

# Geography

## Mapping our world

Task one:

Without looking at the previous page, can you label all the continents and all the oceans?



List them here:

The seven continents are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

The five oceans are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Geography

## Mapping our world

Task two:

On each continent, there are the countries of the world.

But do you know which countries are on each continent? For each continent, can you name two countries?

You can do some research to help yourself.

Asia: 1. \_\_\_\_\_  
2. \_\_\_\_\_

Europe: 1. \_\_\_\_\_  
2. \_\_\_\_\_

Africa: 1. \_\_\_\_\_  
2. \_\_\_\_\_

North America: 1. \_\_\_\_\_  
2. \_\_\_\_\_

South America: 1. \_\_\_\_\_  
2. \_\_\_\_\_

Why did I not include Antarctica? \_\_\_\_\_

\_\_\_\_\_



# Geography

## Mapping our world

### What is the equator?

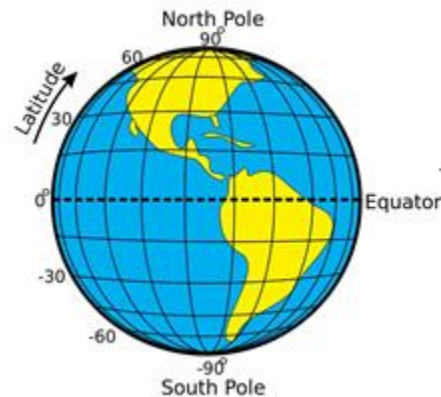
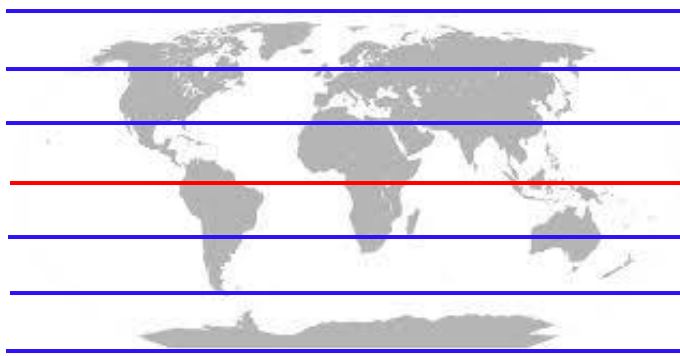
The equator is an imaginary line that runs around the middle of the world.



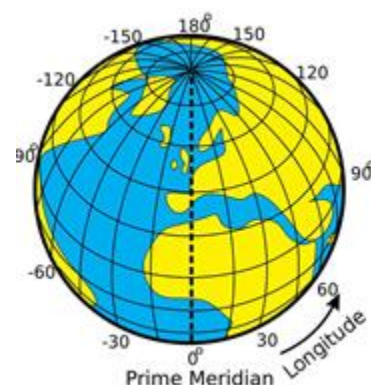
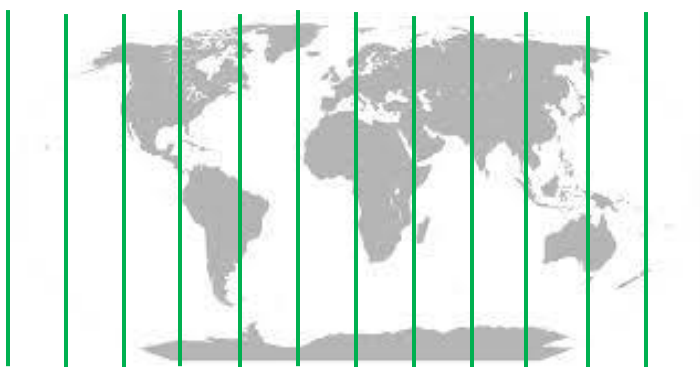
### What are latitude and longitude?

To help locate where a place is in the world, people use other imaginary lines:

To find out how far **north** or **south** a place is, lines of **latitude** are used. These lines run parallel to the **Equator**.



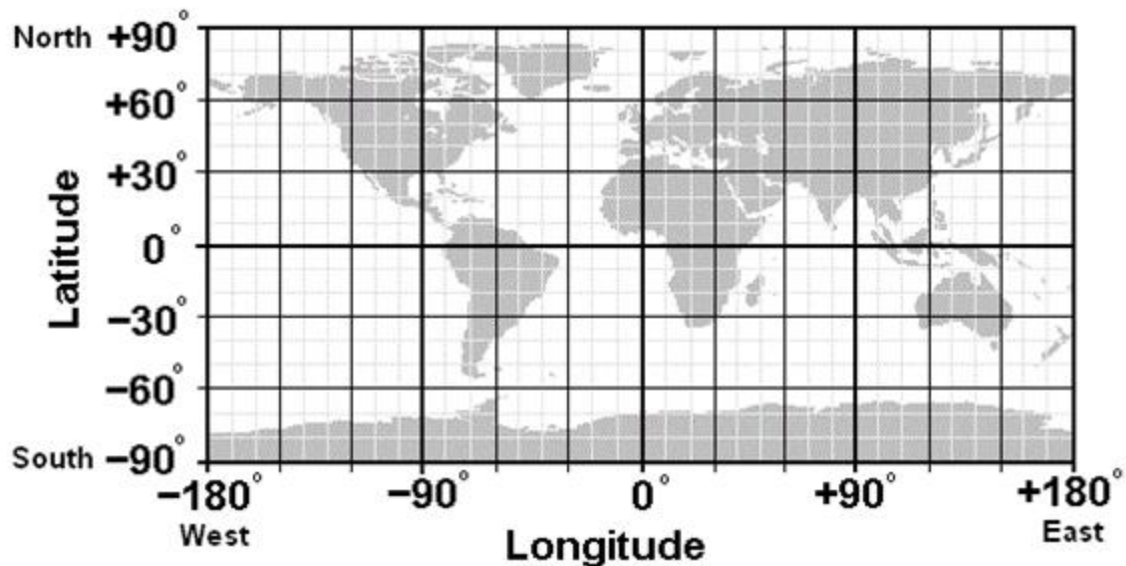
To find out how far **east** or **west** a place is, lines of **longitude** are used. These lines run from the top of the Earth to the bottom.



# Geography

## Mapping our world

Task three: Use the map to help you answer the questions!



Look at the lines of Latitude

Which CONTINENTS do these lines of **latitude** pass through?

0° (Equator) \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

20°S \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

40°N \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

40°S \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

60°N \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

80°S \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

20°N \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Look at the lines of Longitude

Which CONTINENTS do these lines of **longitude** pass through?

0° \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

60°E \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

120°E \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

60°W \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

100°E \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

120°W \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Which continent does ALL the lines of longitude pass through? \_\_\_\_\_

# Geography

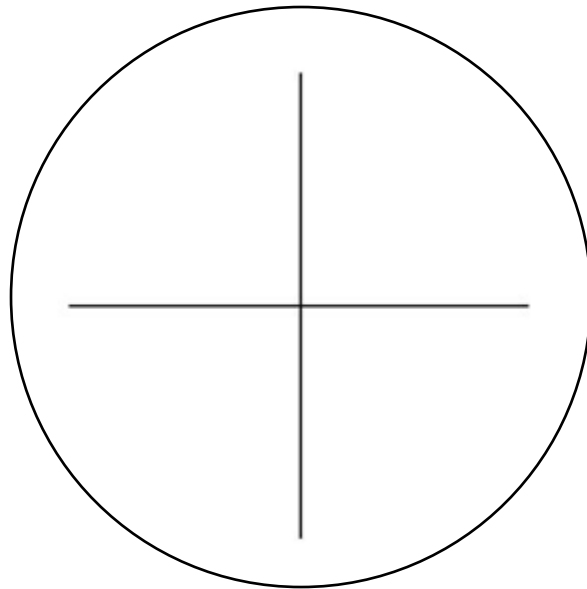
## How to use a map

The top of most maps is **north** and a **compass** can be used to find which direction north is.

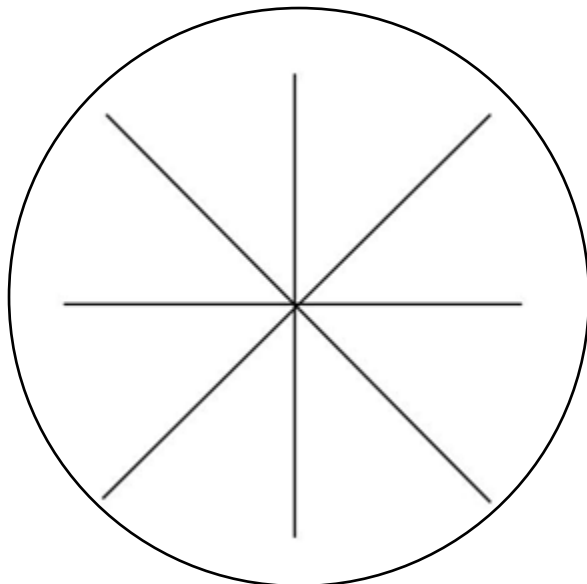
Compasses show four directions: **north**, **east**, **south** and **west**.

Task four:

1. Add North, East, South and West to the correct points on the compass

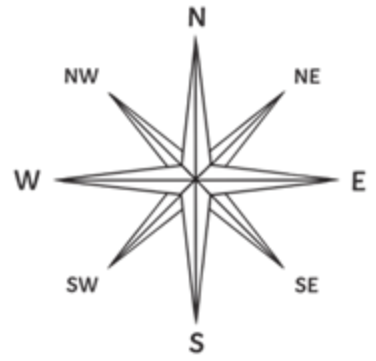


1. Now, add North, South, East, West, North East, North West, South East and South West to the compass.



# Geography

## How to use a map



Task five:

Now, can you use this 8-point compass to navigate the word maze?

Follow the directions to find the key words!

First word starts here

Second word starts here

●	A	E	I	Q	P	N	I	U	C	●	
↓	D	T	T	U	O	F	I	S	N	O	V
	S	I	E	C	N	H	T	S	A	J	M
	D	R	S	M	Y	X	G	Z	M	P	O
	L	R	C	G	Q	D	E	K	J	L	H
	Z	K	X	H	L	B	K	X	E	B	W
	A	M	B	F	G	U	A	I	Y	H	N
	C	Y	T	R	J	P	O	V	E	S	P
	G	R	T	S	W	C	F	B	R	A	O
	O	W	E	H	E	S	O	G	E	R	D
●	N	P	W	Q	E	T	O	C	G	●	

Fourth word starts here

Third word starts here

First Word	
Direction	Letter
Go S	<b>D</b>
Go SE	
Go S	
Go NE	
Go E	
Go NW	
Go NE	
Go SE	
Go S	

Second Word	
Direction	Letter
Go W	
Go S	
Go SE	
Go SW	
Go NW	
Go W	
Go N	

Third Word	
Direction	Letter
Go W	
Go NW	
Go SW	
Go N	
Go NE	
Go E	
Go NE	
Go NW	
Go W	

Fourth Word	
Direction	Letter
Go	<b>N</b>
Go	<b>O</b>
Go	<b>R</b>
Go	<b>T</b>
Go	<b>H</b>
Go	<b>W</b>
Go	<b>E</b>
Go	<b>S</b>
Go	<b>T</b>

# Geography

## *maps across the world*

Different landscapes around the world can look very different. We can compare these by looking at their maps and looking at what geographical features we can spot.

Look at the two maps on the next page.

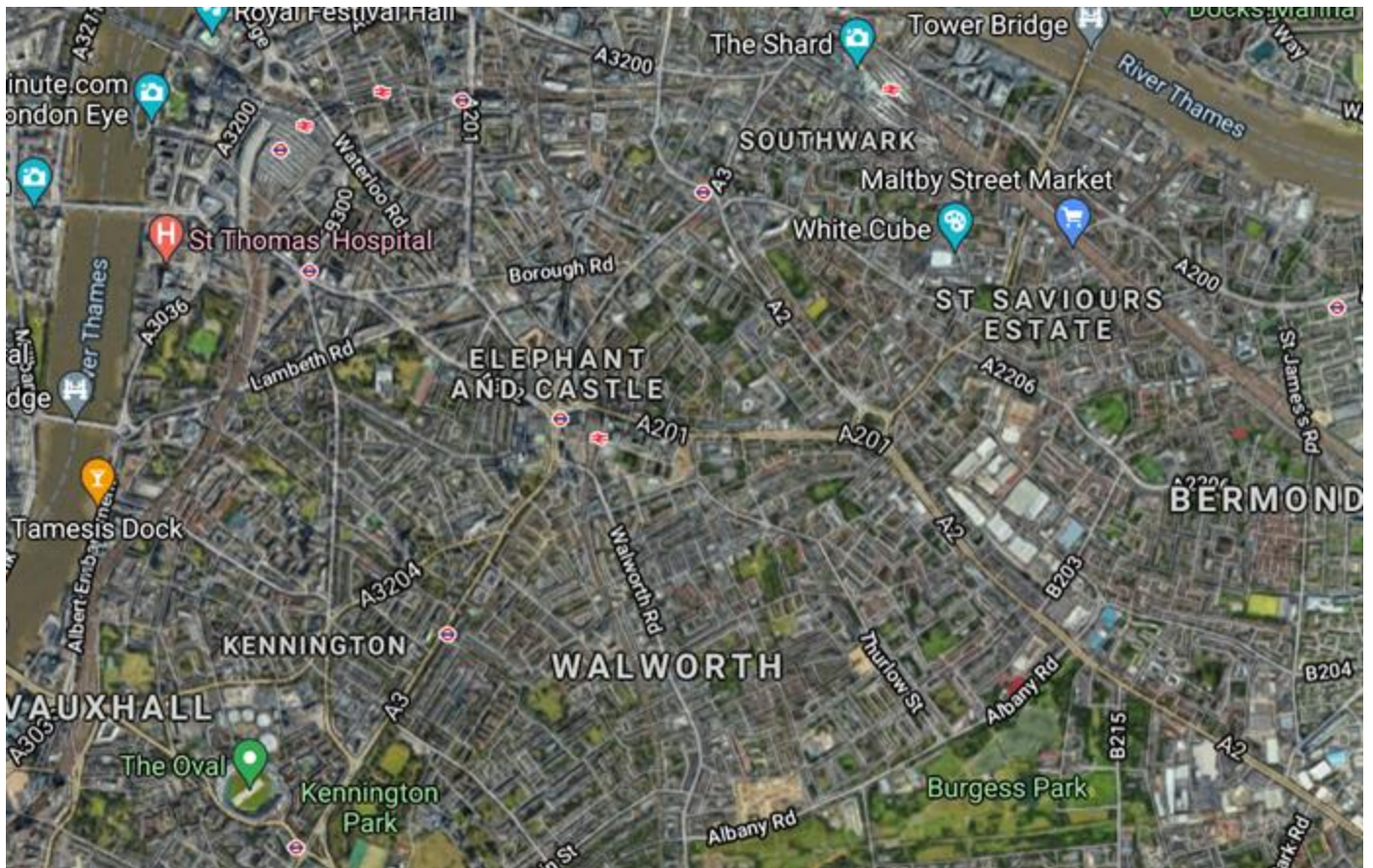
One is an **urban** map and one is a **rural** map. Can you work out what **urban** and **rural** might mean?

**urban** \_\_\_\_\_

**rural** \_\_\_\_\_

Now, you google them and see if you were right!

# URBAN



# RURAL



# Geography

## *maps across the world*

Now, look at the two maps on the previous page and look at how they are different or how they are similar.

Think about what places you can see and what the landscape might be like in both locations.

What is different about them?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Can you spot anything that is the same?

- \_\_\_\_\_
- \_\_\_\_\_

# Geography

## *maps across the world*

Now have a look on your own!

Here is a list of places you can search for on Google Maps. Type the name in and zoom out or in until you can see the place clearly. Make sure you click **satellite** in the corner to see a real image of what that place looks like from above.

Look at one **urban** space and one **rural** space and compare them. What can you see that is different? What can you see that is the same?

### Urban

- Rio de Janeiro
- New York city
- Dubai
- Venice
- Singapore
- Seoul

### Rural

- Amazon rainforest
- San Pellegrino pass
- Moon Lake
- Grand Canyon
- Ausewell Wood
- Shere



# Geography

## *A map of your local area*

Now that you know a bit more about maps, can you create your own?

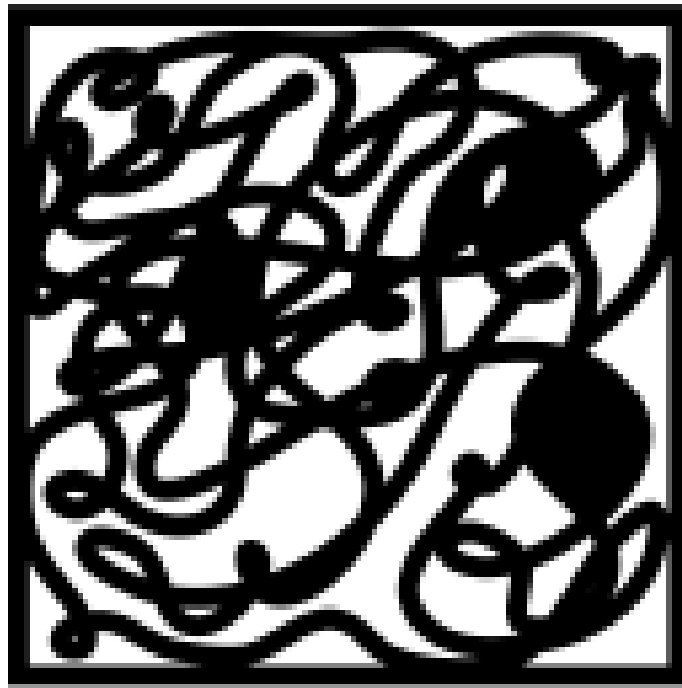
1. Draw a map of your local area. Use google maps to help you! Just go to [www.google.com/maps](http://www.google.com/maps) and type in your address or postcode.
2. Add onto your map places that are important to you or that you visit a lot (your home, the local shops, school, a place of worship).
3. Now, add onto your map any improvements you would make to your area to make it even better!
4. Can you map your route from home to your primary school?
5. What about your route from home to your secondary school?
6. Can you add smiley faces to the places that make you happy in your local area?

# Geography

*A map of your local area*

Draw your map here:

# Art



# Art

Everyone is an artist! At secondary school, you'll explore lots of different mediums of art, from drawing and sketching, to painting and collage, to clay modelling and sculpture and many more. You will develop skills and techniques in all these areas and take a closer look at the world around you. We teach these new subjects in specialist classrooms and our lessons are often practical. You will get hands on and learn how to make things yourself.

In secondary school, you will also look at different artists and pieces of art. We always look at lots of Art makers to keep you inspired and there are lots of competitions to get involved in. Art is not just about creating something visual, but about what it makes you feel. For as long as we have created art, humans have used it to express themselves. What do you feel when you look at a piece of art? Is it the same as what someone else might feel? Is it the same as what the artist was feeling when they made it?

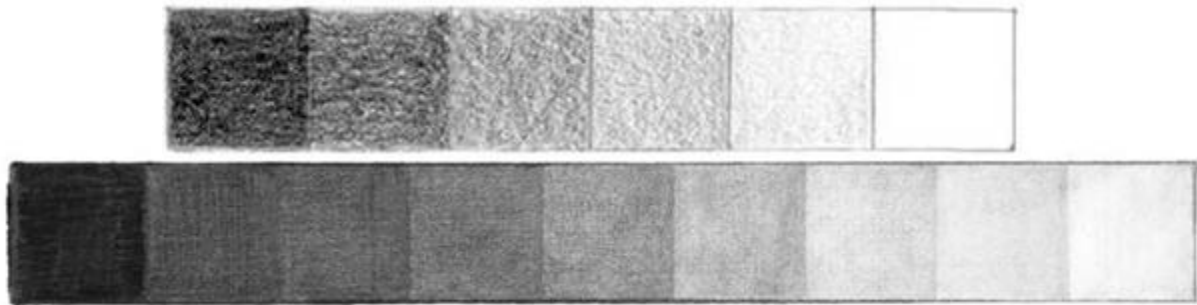
To get you ready for Art in secondary school, we have a few tasks to practice your artistic skills. You will need these in Year 7, so get practicing!



# Art - Tonal ladder

Tone is used to show light, medium and dark in drawings. You achieve a light tone with a light pressure on your pencil, so you achieve a dark tone with a heavier pressure. A tonal ladder (or tonal scale) is a way of exploring how many different tones you can make! These can help you show light and shadows to make your observational drawings more realistic.

Here are some examples made in pencil:



And here is one using cross-hatching. To show a dark tone, use lines that are closer together (or more lines) and to show a light tone, use lines that are further apart (or less lines).



And you can also create them using white and black paint!



# Art - Tonal ladder

Use this page to create your own tonal ladder! Have a go at more than one. Can you do one with cross-hatching? Can you do one in a different colour? Can you do one with paint?

--	--	--	--	--	--

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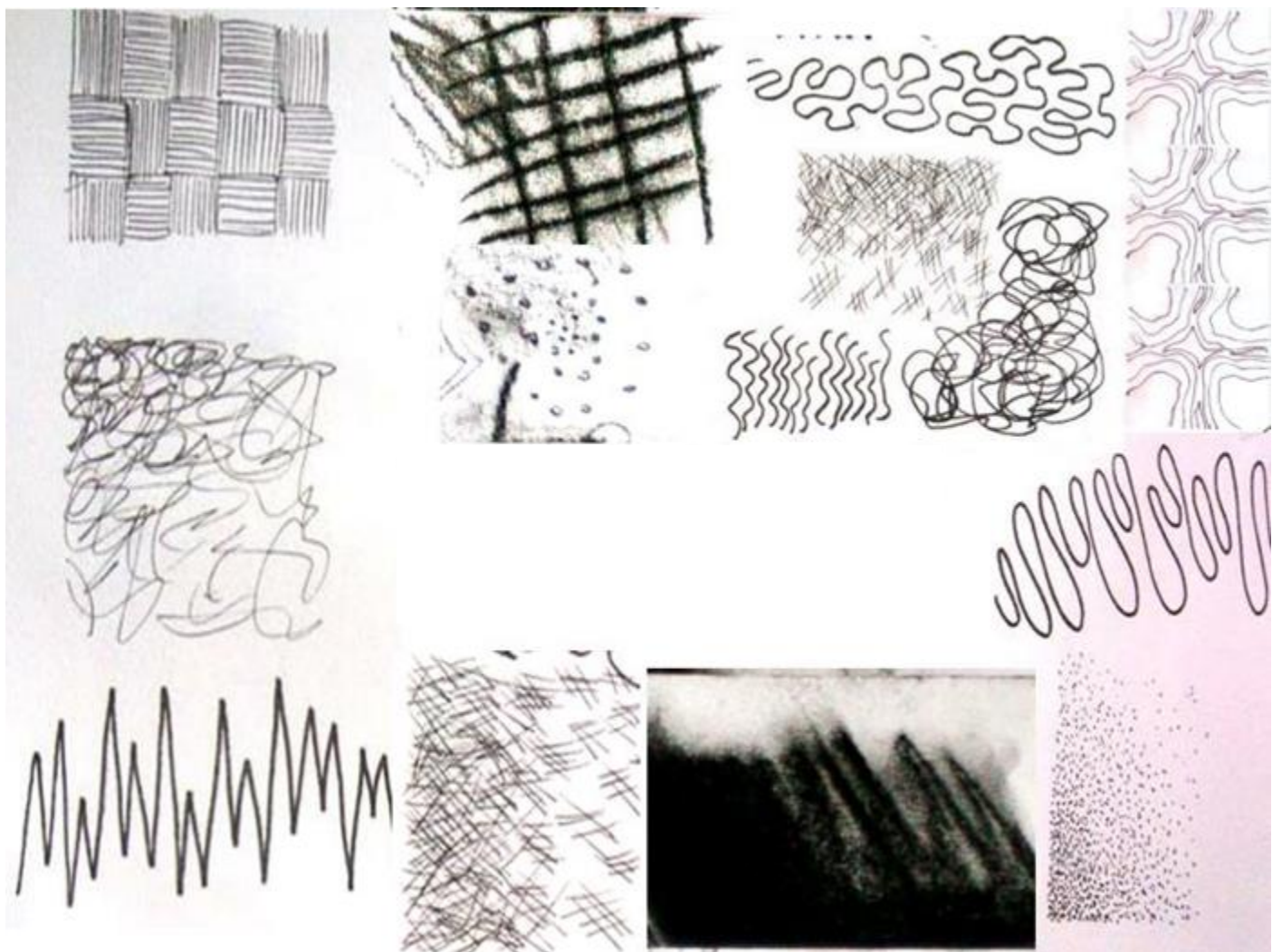
If you want to do some more, you can always draw your own tonal ladder with a ruler and a pencil!



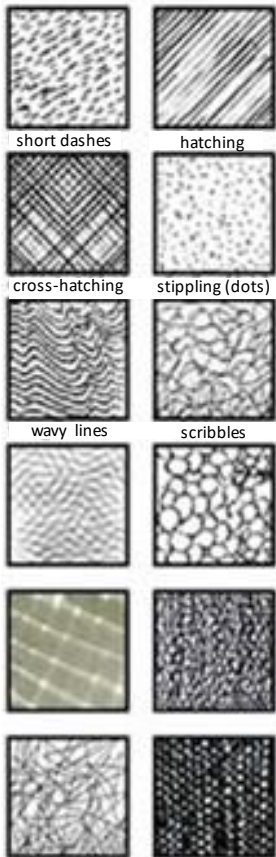
# Art - Mark making

Mark making is all the different lines, patterns and textures that you use in a piece of art. You can use these to show tones, texture and to add detail to your drawing.

Just like a tonal ladder, you can use pencils, pens, paint, chalk, pastels and lots of other mediums to make marks.



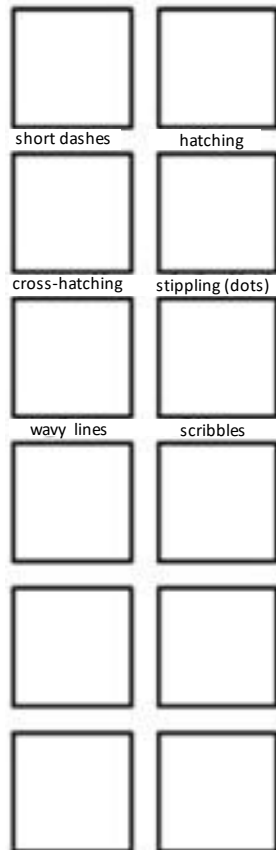
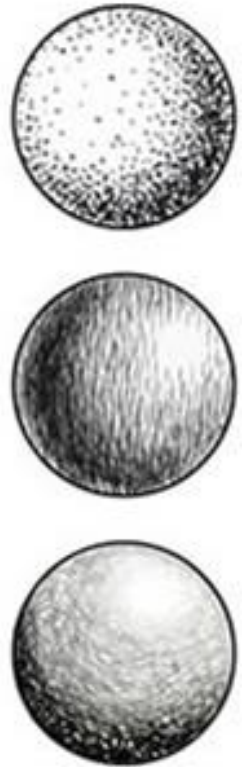
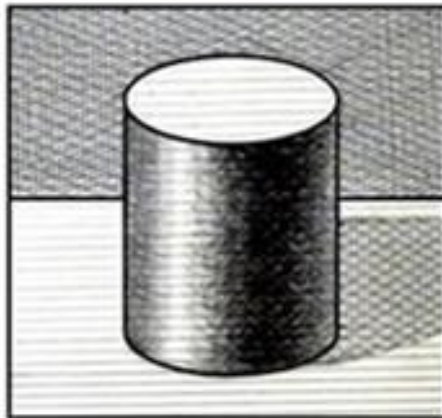
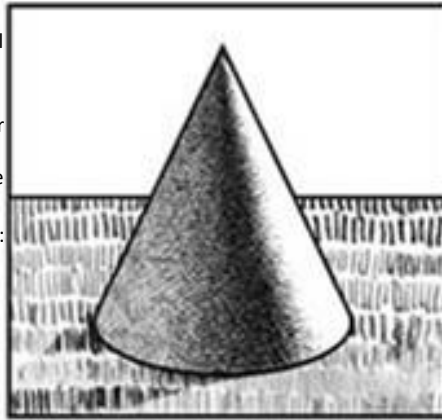
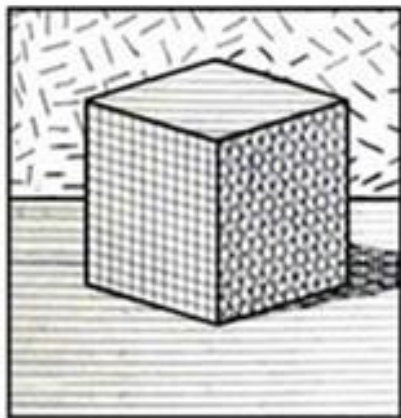
# Art - Mark making



1. Use a different line technique to fill each of the 12 small boxes. Invent your own techniques to fill the last 6 boxes.

2. Use these techniques to apply tone to the geometric objects drawn on the right. Select your own light source. Where is the light coming from? Is it the left, the right? So which bits will be lighter and which bits will be darker?

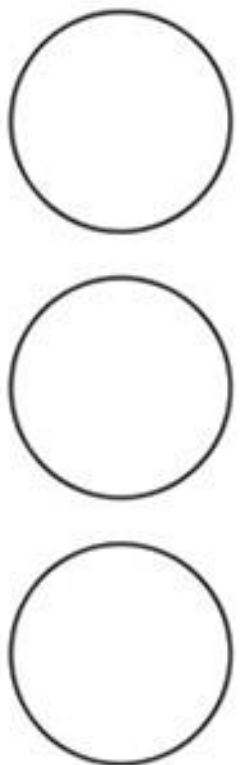
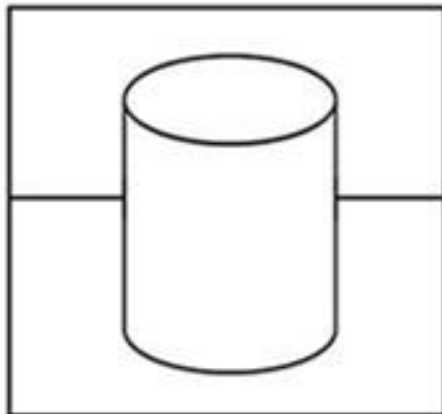
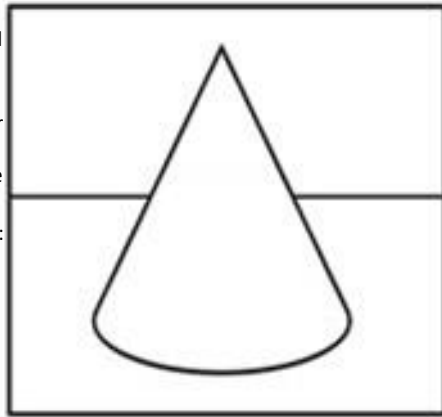
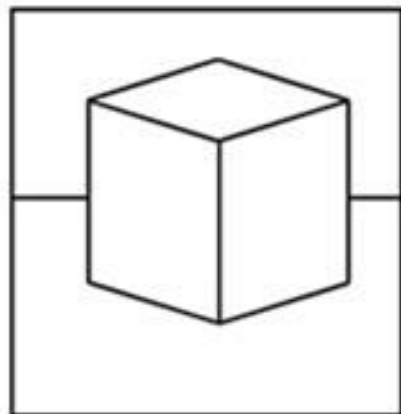
3. Connect the dots below with three straight lines: one very light, one mid-tone and one very dark.



1. Use a different line technique to fill each of the 12 small boxes. Invent your own techniques to fill the last 6 boxes.

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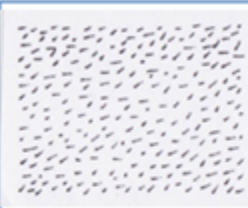
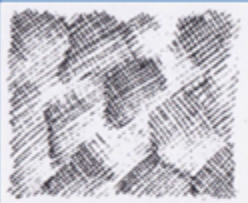

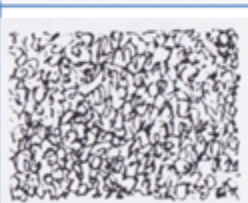
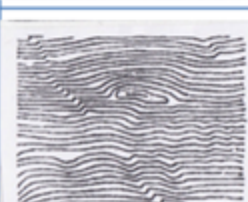
3. Connect the dots below with three straight lines: one very light, one mid-tone and one very dark.





# Art - Mark making

Use different mediums you have at home to try making different marks!

	Pencil	Coloured Pencil	Pen	Felt tip pen
 Dashes				
 Cross-hatching				
 Lines/dots				
 Scribbled				
 Continuous				

# Art - Observational Drawing

Observational drawing is simply drawing what you see. It can be a flower, a person, a landscape, a glass of milk, anything! But it is drawing what you see in front of you as realistically and as true to life as possible.



# Art - Observational Drawing

Can you use your tonal practise and your mark-making practise to create your own observational drawing?

Choose something around your house to draw – it could be anything at all!

1. Before you even start to draw, take an overall look at what you will draw. Ask yourself some questions about what you will draw.
  - What is the overall shape? Is it made up of different shapes?
  - Which details can you see? Which details are important?
  - Which parts are small? Which parts are large? How do the sizes compare to each other?
2. Now, draw the outline of your shape.
3. Then, take a closer look.
  - Is it rough or smooth? Is it shiny or dull?
  - What markings can you see?
  - Where is the light source?
  - What shadows can you see?
  - Which are the light areas and which are the dark?
4. Now, add in the shading, texture and detail to your drawing.



# Art - Observational Drawing



# Art - Observational Drawing



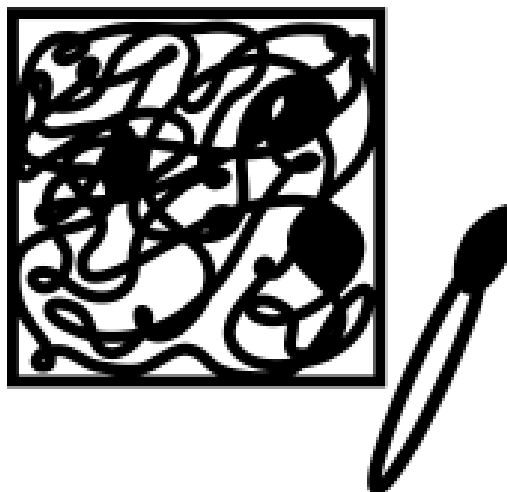
# Art

## Art and Artists

We have been making art throughout all of time. Sometimes art was used to capture a moment, to capture someone's appearance, to decorate and embellish or to express feelings and emotions.

On the following pages there will be lots of different pieces of art from different time periods. Some of them you might like, some of them you might not. And that is okay – we don't all like the same food, the same subjects. And we don't all like the same art.

But some art speaks to us. On the next pages, choose your favourite piece of art (you can choose more than one if you like!). Then, we're going to ask you to think a bit deeper about it.



# Art and Artists



Mauve Intersection  
Mark Rothko



Starry Night  
Vincent Van Gogh



The Snail  
Henri Matisse



Dutch boats in a storm  
Joseph Turner



The Night Watch  
Rembrandt



Mushrooms  
Yayoi Kusama

# Art and Artists



Girl with a pearl earring  
Johannes Vermeer



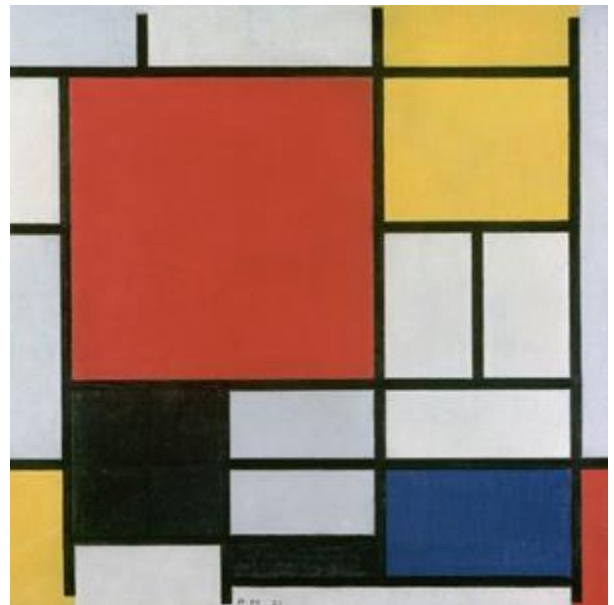
Nefertiti  
Artist unknown



Horse  
Xu Beihong



Two Forms  
Henry Moore



Composition with large red plane,  
yellow and Black  
Piet Mondrian



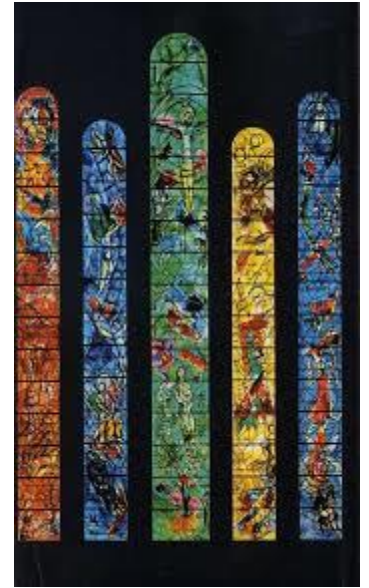
# Art and Artists



Bronze head from the  
Kingdom of Benin  
Artist unknown



Woman in a hat  
Pablo Picasso



Stained glass  
Marc Chagall



The Great Wave off Kanagawa  
Hokusai



Large Poppies  
Emily Nolde



Gare St Lazare  
Claude Monet



Convergence  
Jackson Pollock

# Art and Artists

Your favourite piece

Sketch it here – it doesn't have to be perfect!

Title: \_\_\_\_\_

Artist: \_\_\_\_\_

Why did you choose this piece?

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What is your favourite thing about this piece?

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---

# Art and Artists

What do you think the artist was trying to show or tell you?

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What do you think the artist wants you to think when you see this piece of art?

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---

How do you think the artist wants you to feel when you see this piece of art?

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---

---

Is there anything else you want to say about this piece of art?

---

---

# Citizenship



# Citizenship

You might not think you have learnt about *Citizenship* before, but you will have done lots of things in Primary school that are *Citizenship* with a different name!

*Citizenship* is learning about the world, people and the societies we live in. It is learning about the issues and challenges that face us today, and thinking about what solutions we can use to make the world a better place.

Can you think of something you did in Primary school that links to this?



# Citizenship

**So how can you get ready for *Citizenship* at secondary school?**

One of the most useful things you can do is to learn about current issues in the world today.

You can do this by watching Newsround! Go to [www.bbc.co.uk/newsround](http://www.bbc.co.uk/newsround) where you can read or watch to learn more about the news!

You might already have learn about some current issues in primary school. Here are some ideas:

- Climate Change
- Pollution
- Plastic Pollution
- Refugees
- Homelessness
- Animal extinction



# Citizenship

Choose something that you care about – it could be from the list on the previous page or your own ideas.

Make a poster to inform someone else about your issue.

Think about:

- What is the issue?
- Why is it important?
- What can we do to help?

Can you make it eye-catching and informative?

Include:

- A title
- Some drawings or pictures
- Information/facts/statistics
- Rhetorical questions



# *Citizenship*



# Music



**We are all musicians at St Paul's Way Secondary.** Music is an important part of every culture, and whether you have a favourite piece, artist, or just enjoy the soundtrack to your favourite computer game or television series, **music is everywhere.**

**What is your favourite genre of music?**

---

—

**Why do you like it?**

---

---

---

—



# Music



Everyone at St Paul's Way can learn one musical instrument free. What would you like to learn? Have a look at the list below of the instruments we offer

## Strings:

Violin  
Viola  
Cello  
Double Bass

## Brass:

Trumpet  
Trombone  
Euphonium  
French Horn  
Tuba

## Woodwind:

Oboe  
Clarinet  
Saxophone  
Bassoon

## Others...

Piano  
Singing  
Guitar  
Electric Bass  
Drumkit

We also have lots of clubs you can join! Check them out

<b>MUSIC ENRICHMENT</b>					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Before school</b> 8.15-8.45	Composition support 1.12			Composition support KS4 only 1.12	
	Supervised practice 1.10				
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lunchtime</b> 13.00-13.30		SPWT Choir Willoughby Theatre		Ukulele Club 1.12	Woodwind Ensemble 1.12
<b>After school</b> 15.20-16.30	SPWT orchestra Willoughby Theatre	SPWT Chamber choir Willoughby Theatre	Rock School 1.12	Music tech club 1.12	Rap Club 1.10
		Drama Club 0.11			Music Theory Club 1.12
		Keyboard club 1.12	SPWT Whole school musical Willoughby Theatre	SPWT Whole school musical Willoughby Theatre	Jazz band Willoughby theatre

# Drama



## Understanding Drama

**In Drama we study ways of storytelling.** To do this we use our voice, our body language and our creativity to express meaning for an audience. Drama is part of the **Performing arts**. It is an art that needs to be performed for an audience to be understood.

Drama lessons at St Paul's Way Secondary are active and practical! In Drama you are challenged to work with others and solve problems. You need to think critically and use your imagination. Drama also allows you to build confidence and communication skills.

Through the study of Drama we develop our acting skills. Let's see what you already know about acting.

**What do actors do?**

---

**Have you ever performed something for an audience?**

---

**How did you feel when you stood on stage?**

For example: nervous/excited/confident/happy/confused

---

# Drama

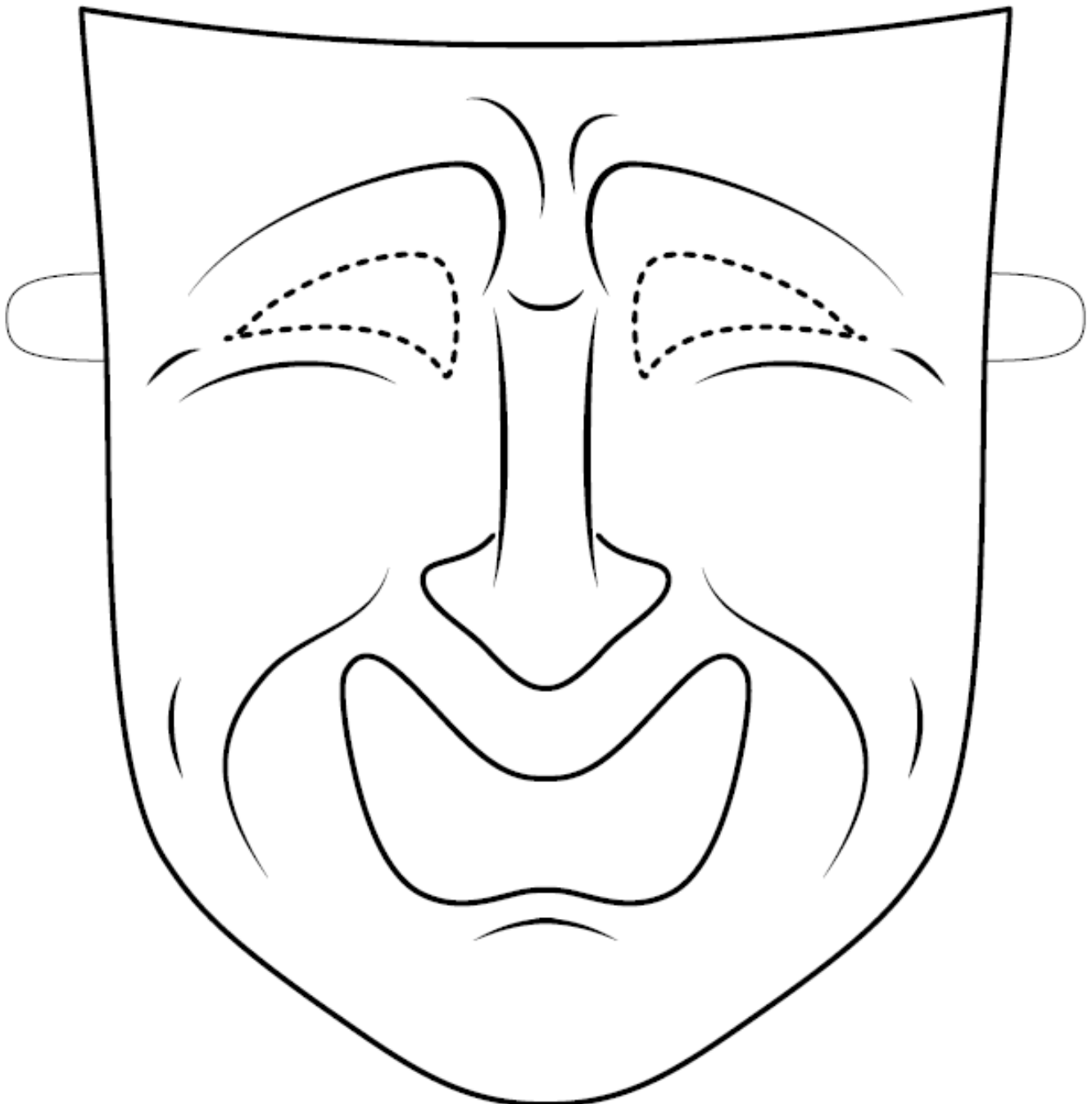


## Creating Drama

In Year 7 we study Greek theatre in Drama because it is the origin of theatre in Europe.

In Greek theatre actors would often wear beautifully decorated masks to represent their character. Here you can design your own Greek Mask!

- 1. Use colourful pens or paint to give your mask a clear facial expression.**
- 2. Add hair, a beard, patterns or decorations to make it look interesting.**
- 3. Cut out your mask and attach a ribbon to the back to wear it on your face OR you can put it up on your wall as decoration.**



## Set design for a fairy tale

Use the backdrop below to add characters from your favourite fairy tale. What do they look like? What are they doing? What is happening in the scene? **Bonus:** Add one speech bubble for each character.

Title of your fairy tale: \_\_\_\_\_



# Drama



# Computing

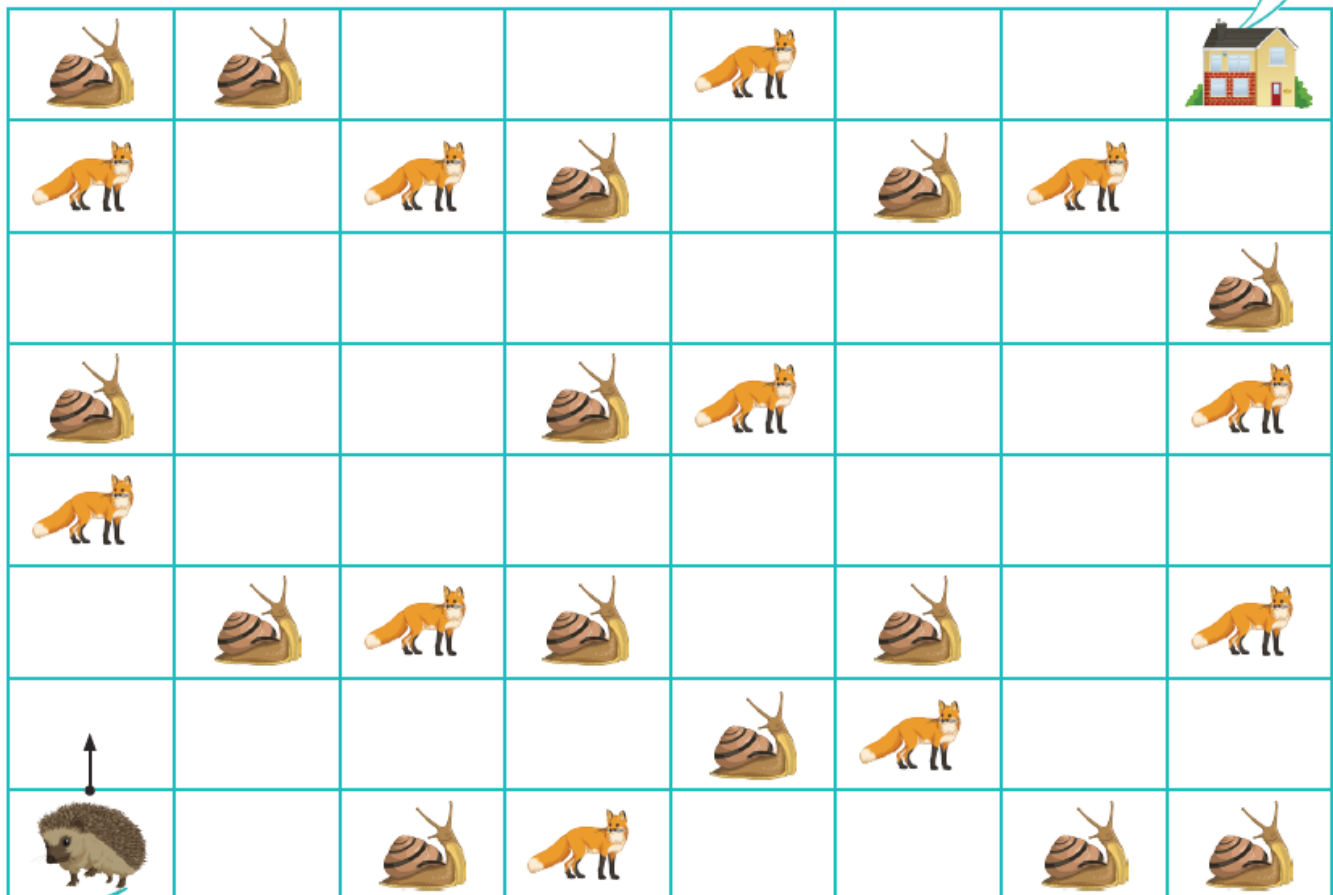


## Flowcharts

Help Flo to get from her starting position to her home. Try to help her find as many yummy snails as possible, but avoid Sly the fox and his friends at all costs! Here are your instructions:

1. Look at the map below.
2. Flo can only move up, down, left or right, but not diagonally.
3. On the map, starting from Flo's starting position draw a route that takes Flo home and passes as many yummy snails as possible while avoiding the foxes.
4. On the next page draw a flowchart which describes your route.

This is home.

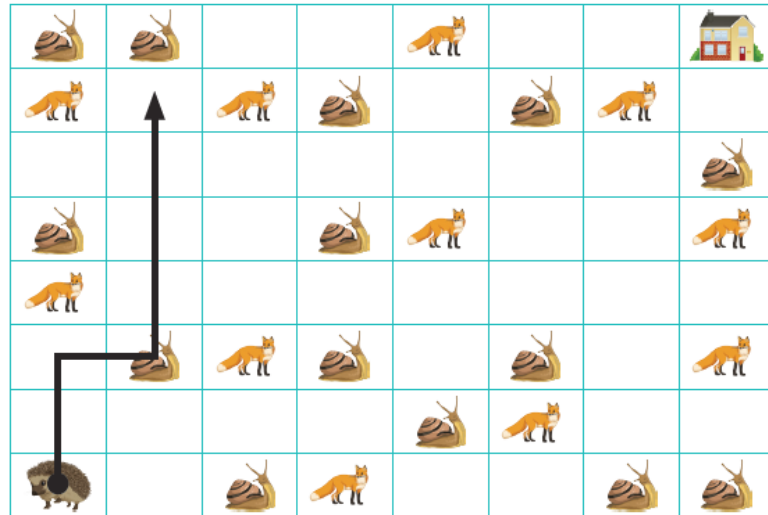


Flo starts facing upwards.

# Computing

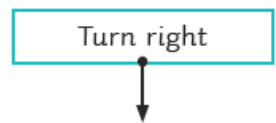
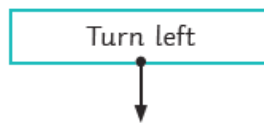
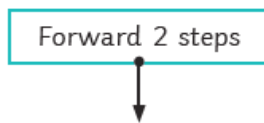
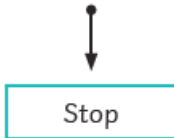
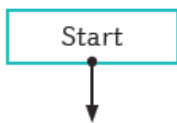


Your route could start like this ...



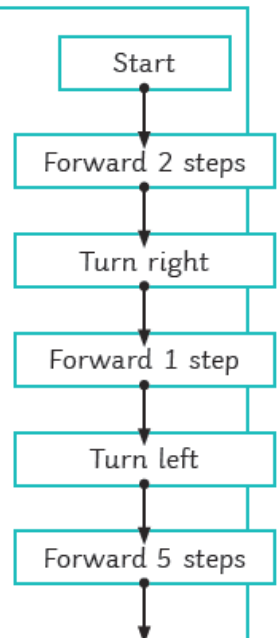
## My Flowchart

You can use any combination of the following flowchart instructions:



Draw your flowchart here:

Your flowchart could start like this ...



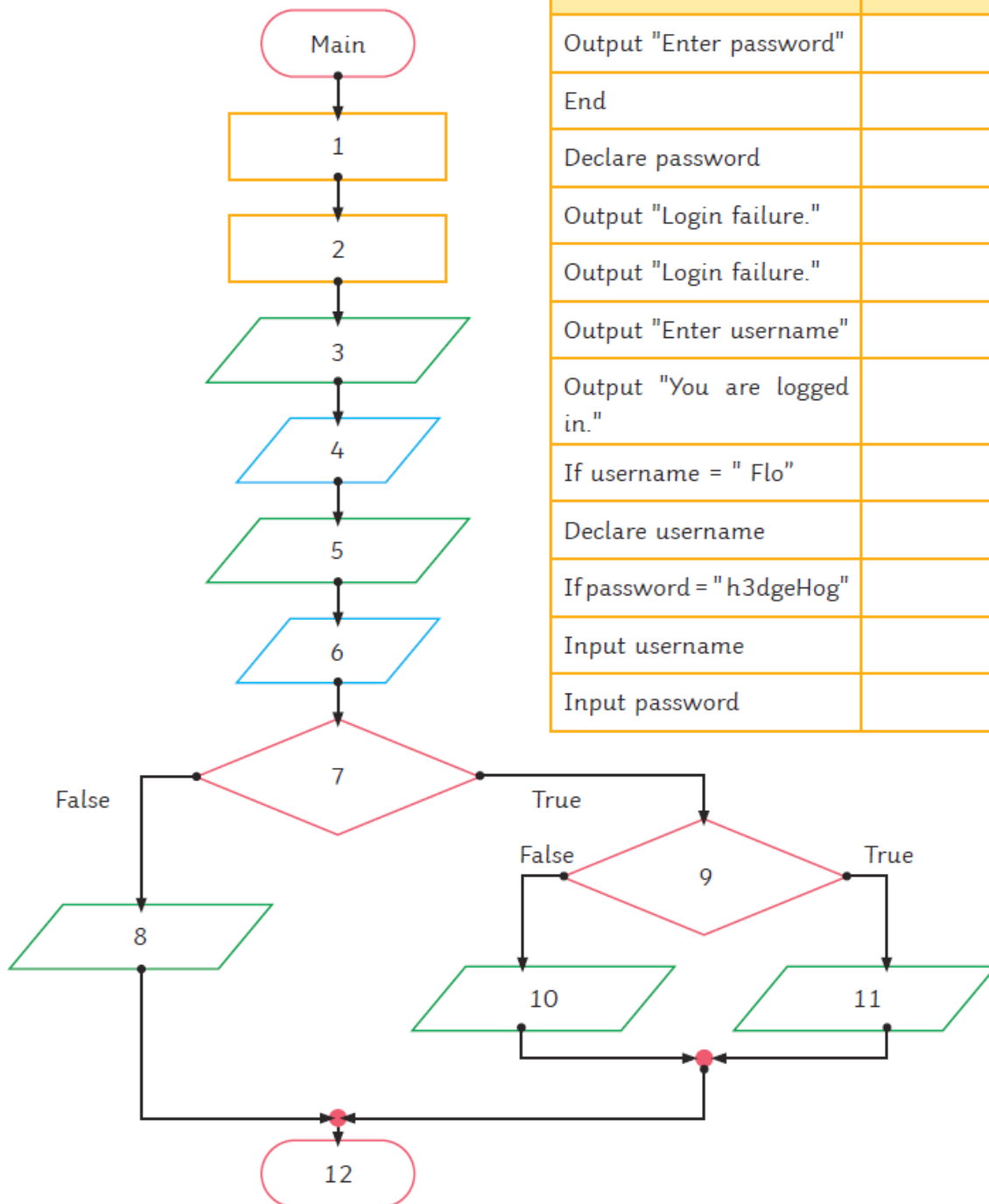
# Computing



## Network Login

This Flowgorithm flowchart describes the process of logging into a school computer, by entering the username "Flo" and the password "h3dgeHog". However, the instructions given below are all jumbled up in the wrong order. In the table below, write the correct Flowchart Position for each Instruction.

The first one has been done for you:



Instructions	Flowchart Position
Output "Enter password"	5
End	
Declare password	
Output "Login failure."	
Output "Login failure."	
Output "Enter username"	
Output "You are logged in."	
If username = " Flo"	
Declare username	
If password = " h3dgeHog"	
Input username	
Input password	



# Computing



## More Flowcharts

### High-Low Hedgehogs

Flo the hedgehog likes to play a game with her friend Sue. This is how it goes:

Flo thinks of a number between 1 and 100. Sue then tries to guess what the number is.

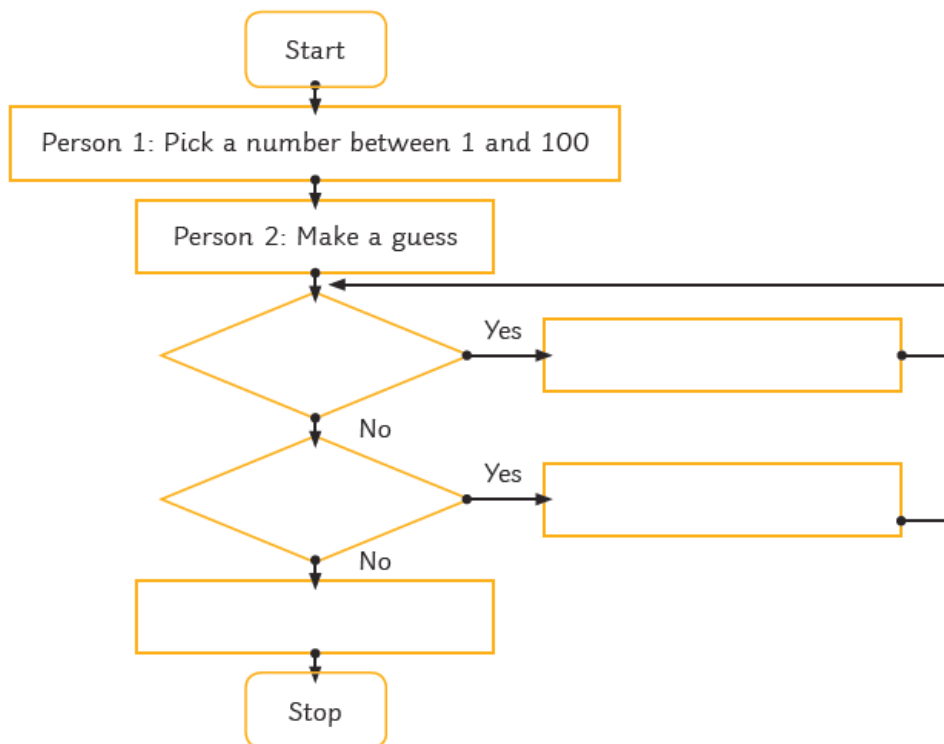
If Sue's guess is too low, then Flo will answer: "too low, guess again".

If Sue's guess is too high, then Flo will answer: "too high, guess again".

If Sue's guess is correct, then Flo will answer: "that's right!" Then it's Sue's turn to choose a number.

In the box below fill in the missing gaps in the High-Low Hedgehogs Flowchart:

#### High-Low Hedgehogs Flowchart



Can you fill in the missing flowchart items?



# Languages - Spanish



## Nuevos Amigos

Ejercicio 1: Match up these greetings and farewells in Spanish.

- |                  |                   |
|------------------|-------------------|
| 1. Hola          | a) Goodbye        |
| 2. Buenos días   | b) Good afternoon |
| 3. Buenas tardes | c) Hi/Hello       |
| 4. Buenas noches | d) See you later  |
| 5. Bienvenidos   | e) Good day/Hello |
| 6. Adiós         | f) Good night     |
| 7. Hasta luego   | g) See you soon   |
| 8. Hasta pronto  | h) Welcome        |

Ejercicio 2: Write how each of these people would say their name e.g. me llamo Pedro.



Miguel



Sofia



Pablo



Imna

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# Languages - Spanish



Ejercicio 3: Unjumble these anagrams.

<u>Anagram</u>	<u>Español</u>	<u>Inglés</u>
1. nieb	bien	good
2. umy nieb	_____	_____
3. talaf	_____	_____
4. gureral	_____	_____
5. nalfenemo	_____	_____
6. comCó áetss/éuQ lat?	_____	_____

## General Knowledge



1. What is the capital city of Spain? \_\_\_\_\_
2. What are the colours of the Spanish flag? \_\_\_\_\_



Ejercicio 4: Put these days of the week in the correct order, starting with Monday.

sábado mié rcoles domingo lunes viernes martes jueves

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## General Knowledge



1. Which countries border Spain? \_\_\_\_\_
2. Name 3 Spanish football teams. \_\_\_\_\_



# Languages -



# French



**A Look at these opinions. Are they positive or negative? Draw a ☺ or a ☹ next to each one.**

1 J'adore le français.  ☺

2 Je déteste la géographie.

3 C'est trop ennuyeux.

4 J'aime la musique.

5 C'est facile.

6 C'est très créatif.

7 C'est nul.

8 J'aime assez les arts plastiques.

9 C'est amusant.

10 Le / La prof est trop sévère.

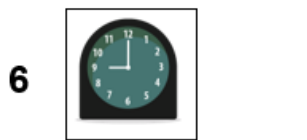
11 C'est difficile.

12 Le / La prof est sympa.

13 Je n'aime pas l'informatique.

14 C'est très intéressant.

**A Look at the clocks and match each one to the correct time. Be careful, as there are more times than you need!**



a Il est huit heures et demie.

e Il est une heure et quart.

b Il est deux heures moins le quart.

f Il est quatre heures et quart.

c Il est une heure moins le quart.

g Il est quatre heures et demie.

d Il est neuf heures.

h Il est neuf heures moins le quart.

# PE



**Physical Education, exercise and leading a healthy, active lifestyle are very important to us at St Paul's Way.**  
**Part of living a healthy lifestyle is ensuring we do enough physical activity.**  
**It is recommended that children are active for at least one hour every day.**

### Examples of Physical Activity:

- Walking
- Playground activities: running, jumping, catching.
- Sports: eg tennis, football, basketball, etc
- Swimming.
- Dancing.
- Skateboarding.
- Cycling.

### Task

**On the next page, we would like you to keep a record of your physical activity over a two-week period and how hard it was. An example is below;**

	MON	TUES	WED	THUR	FRI	SAT	SUN
ACTIVITY	Swimming	Walking	Basketball	Walking	Tennis	Playground	Cycling
HOW HARD WAS IT?	4	2	5	1	3	3	3
LENGTH OF TIME	60mins	30mins	90mins	20mins	60mins	45mins	30mins

1 = Easy, 2 = Quite easy, 3 = Moderate, 4 = Hard, 5 = Very hard



# PE



## Week 1:

	MON	TUES	WED	THUR	FRI	SAT	SUN
ACTIVITY							
HOW HARD WAS IT?							
LENGTH OF TIME							

## Week 2:

	MON	TUES	WED	THUR	FRI	SAT	SUN
ACTIVITY							
HOW HARD WAS IT?							
LENGTH OF TIME							

1 = Easy, 2 = Quite easy, 3 = Moderate, 4 = Hard, 5 = Very hard





# Design Technology

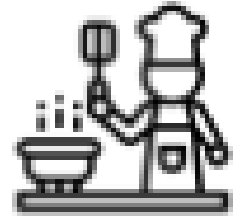
Design Technology gives us the opportunity to explore how all the things around us are designed and made – everything, from chairs and keyrings to toys and your favourite meals!

During your lessons at St Paul's Way Secondary, you will work creatively to design and make new products while thinking about how we can use materials in a way that doesn't hurt the environment.

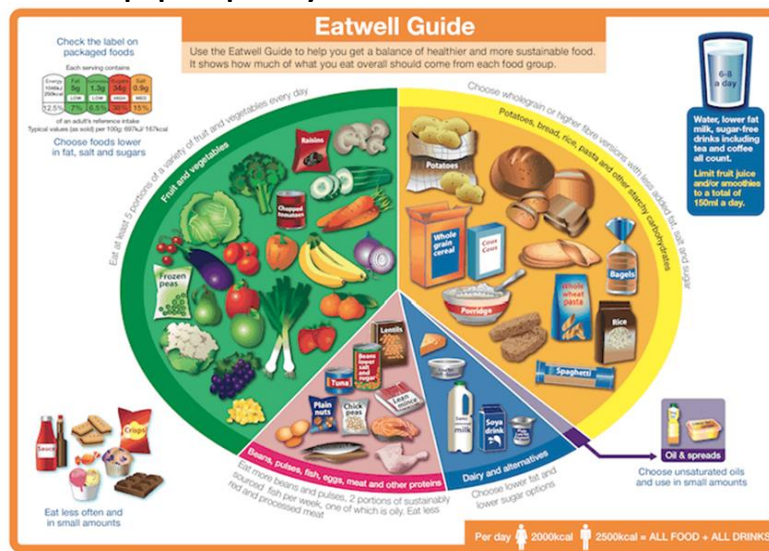
<b>Product and Graphic Design</b>	Designing and making products using wood, plastic, metal, paper, cardboard and computer software.
<b>Food technology</b>	Making healthy food items and meals.



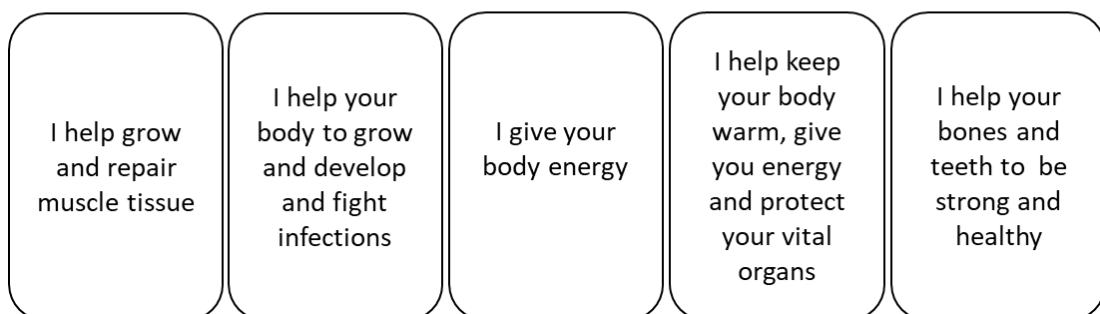
# Design Technology



The **Eatwell Plate** helps us to keep our meals balanced so that we can grow and develop properly.



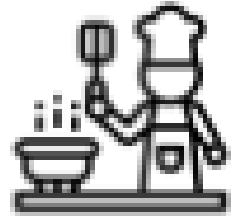
Can you match up the food groups with the reasons that we need them?







# Design Technology



Keep a food diary for a day and see if you can identify the food groups that you are eating:

Date: \_\_\_\_\_

Meal	What I ate and drank	What food groups did I eat?
Breakfast		
Lunch		
Dinner		
Snacks		



# Design Technology



Answer the questions below and then use the ideas to design a keyring for yourself:

My initials are	
My favourite animal is	
My favourite colour is	
My favourite subject is	
My favourite hobby is	
My favourite food is	

My keyring design:

Explain in a few sentences how your keyring represents you:

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