

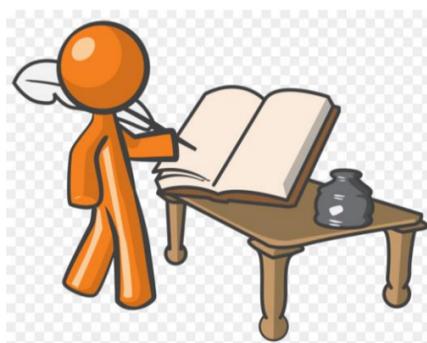


# Year 6 -7 Transition Work booklet

Name: \_\_\_\_\_

# Introduction to Year 7: Terminology and Creative Writing

**Intent:** This document will help you to understand the key terminology you will need for the start of Y7 as well as some comprehension and fun creative writing ideas! Feel free to take a picture and upload any work you do to our English Department Twitter account: @DTRB\_English !



## Hot and Cold Questions!

### Extract from *Lamb to the Slaughter* by Roald Dahl

Now and again she would glance up at the clock, but without anxiety, merely to please herself with the thought that each minute gone by made it nearer the time when he would come. There was a slow smiling air about her, and about everything she did. The drop of a head as she bent over her sewing was curiously tranquil. Her skin -for this was her sixth month with child-had acquired a wonderful translucent quality, the mouth 10 was soft, and the eyes, with their new placid look, seemed larger darker than before. When the clock said ten minutes to five, she began to listen, and a few moments later, punctually as always, she heard the tires on the gravel outside, and the car door slamming, the footsteps passing the window, the key turning in the lock. She laid aside her sewing, stood up, and went forward to kiss him as he came in.

#### Cold Question:

1. Find 3 adjectives in the extract.
2. Find 2 adverbs in the extract.
3. Find a compound sentence.
4. Find an example of alliteration.
5. Find an example of a metaphor.
6. Find an example of onomatopoeia.
7. Find a complex sentence.
8. Define translucent.
9. Define acquired.
10. Define merely.

#### Hot Questions:

1. Summarise the extract in 3 sentences.
2. How would you describe the character's personality?
3. How would you describe the character's appearance?
4. What has changed in the character's life?
5. What do you think she's waiting for?
6. What was the character doing and why do you think she was doing this?
7. Why do you think the author has used so many complex sentences?
8. What is the character's day-to-day routine like?
9. What is the atmosphere of the extract and why have you chosen this?
10. Predict the end of the short story.







# Poetry!



## What is poetry?

**Poetry** is a type of literature, or artistic writing, that attempts to stir a reader's imagination or emotions. The **poet** does this by carefully choosing and arranging language for its **meaning**, sound, and rhythm. Some **poems**, such as nursery rhymes, are **simple** and humorous.

## 15 Typical Poetic Forms:

1. Blank Verse
2. Rhymed Poetry
3. Free Verse
4. Epics
5. Narrative Poetry
6. Haiku
7. Pastoral Poetry
8. Sonnet
9. Elegies
10. Ode
11. Limerick
12. Lyric Poetry
13. Ballad
14. Soliloquy
15. Villanelle



## Accept 1

### What is an acrostic poem?

Research what you need to do to write an acrostic poem.  
Give yourself a check list of things that need to be included and find some examples.

## Accept 2

### Write your own acrostic poem for the word 'POETRY'!

Challenge yourself to include a rhyme scheme.  
Keep your vocabulary sophisticated all the way through.  
Consider where you include your punctuation.

## Challenge 1

### What is a limerick?

Research what you need to do to write a limerick.  
Give yourself a check list of things that need to be included and find some examples.

## Challenge 2

### Write your own humorous limerick!

Challenge yourself to include a rhyme scheme.  
Keep your vocabulary sophisticated all the way through.  
Consider where you include your punctuation.

## Extend 1

### What is a sonnet?

Research what you need to do to write a sonnet.  
Give yourself a check list of things that need to be included and find some examples.

## Extend 2

### Write your own sonnet about nature!

Challenge yourself to include a rhyme scheme.  
Keep your vocabulary sophisticated all the way through.  
Consider where you include your punctuation.

## Poetry Facts!

The Mahabharata is the longest poem in the world. It has around 1.8 million words!  
March 21<sup>st</sup> is World Poetry Day!  
A 'stanza' originally contained 12 lines!  
The oldest poem is the Epic of Gilgamesh originating from Babylon and is around 4000 years old!



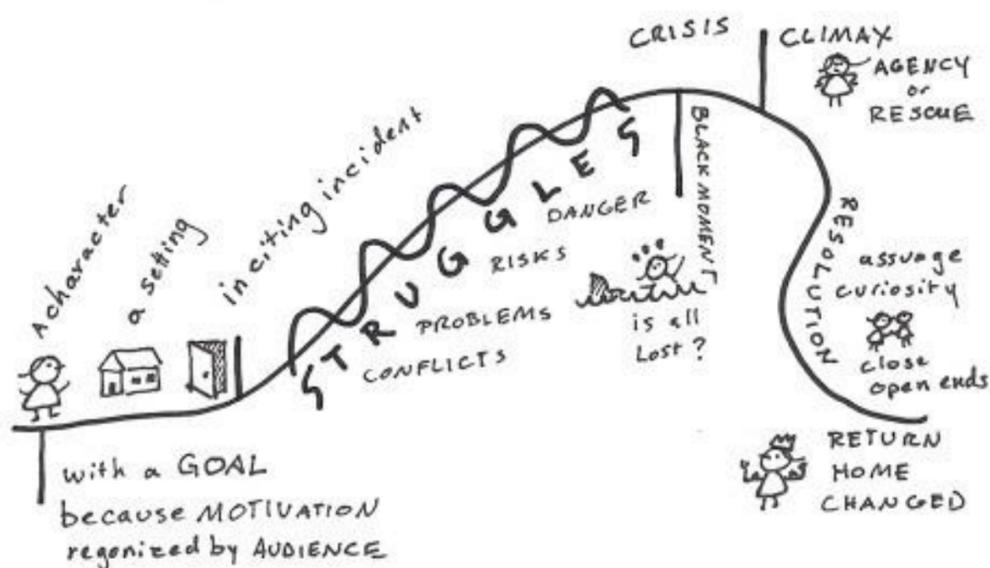
# Narrative and Descriptive Writing!

## What is narrative writing?

Narrative writing is story writing! It needs a beginning, middle and end to the plot as well as a setting and characters!

## What is descriptive writing?

Descriptive writing focuses on a specific character, setting or object throughout the writing. It focuses on the small details and relies on your 5 senses!



## Accept 1

### Plan a story about a journey!

Consider what you would include in the beginning, middle and end.

Make notes on your character and setting.  
What audience would your story be appropriate for?

## Accept 2

### Write your story based on a journey!

Don't forget to include appropriate punctuation and paragraphs.

Make sure your vocabulary is sophisticated.  
Keep your writing engaging throughout!

## Challenge 1

### Plan a description of the seaside!

Make a note of the 'small details' you will describe.  
Include your 5 senses throughout your writing.

List the adjectives and adverbs you could use.

## Challenge 2

### Write your description of the seaside!

Don't forget to include appropriate punctuation and paragraphs.

Make sure your vocabulary is sophisticated.  
Keep your writing engaging throughout!

## Extend 1

### Plan a narrative or description of the image on the left!

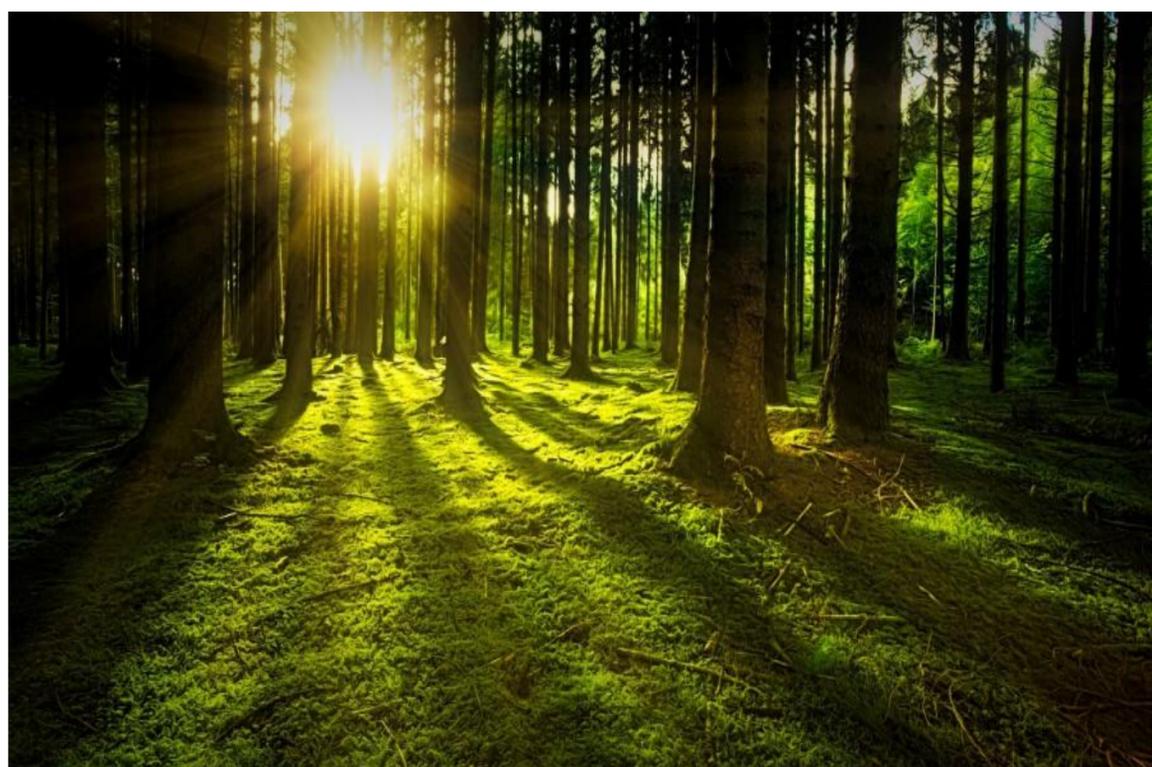
Think about where you are in this image.  
Consider what will go in each paragraph.  
What audience would be appropriate?

## Extend 2

### Write your narrative/description!

Don't forget to include appropriate punctuation and paragraphs.

Make sure your vocabulary is sophisticated.  
Keep your writing engaging throughout!





### What do I need to be able to do?

By the end of this unit you should be able to:

- Recognise metric measures
- Convert metric measures
- Calculate with metric measures
- Understand Miles and Kilometre relationships
- Recognise Imperial measures and conversions

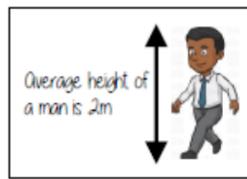
### Keywords

- Length:** the distance from one point to another
- Mass:** a measure of how much matter is in an object
- Capacity:** the amount an object can contain (normally liquids)
- Volume:** the amount of 3-dimensional space an object takes up (units of length cubed)
- Convert:** to change a value or expression from one value to another.
- Imperial:** a system of weights and measures originally developed in England
- Metric:** a system of measuring that replaced the imperial system to fall in line with the rest of Europe.
- Proportion:** values of two items that increase in the same ratio

### Metric measures

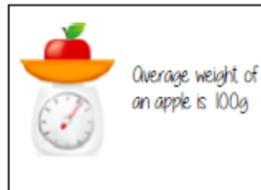
**Length** Common units of length or distance are

- Millimetres (mm) – "Milli" prefix means one thousandth or  $\div 1000$
- Centimetres (cm) – "Centi" prefix means one hundredth or  $\div 100$
- Metres (m)
- Kilometres (km) – "Kilo" prefix means a thousand  $\times 1000$



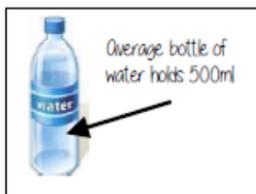
### Mass (Weight)

- Grams (g)
- Kilograms (kg) – "Kilo" prefix means a thousand  $\times 1000$
- Tonnes (t)



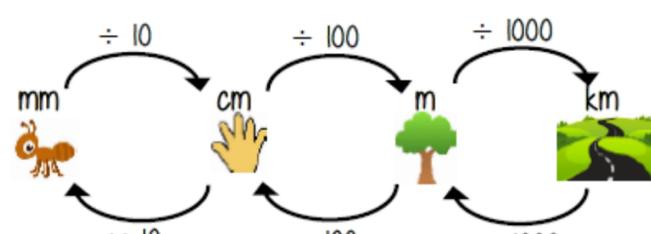
### Capacity

- Millilitre (ml) – "Milli" prefix means one thousandth or  $\div 1000$
- Litre (l)

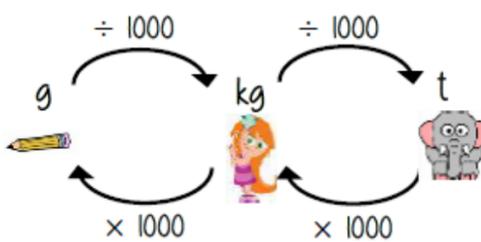


### Metric conversions

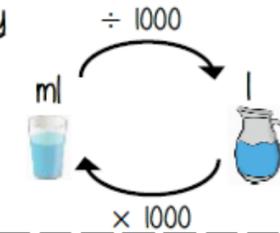
**Length**



**Mass**



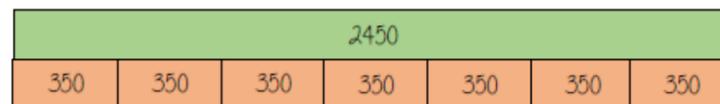
**Capacity**



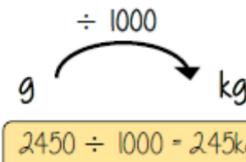
Milli – thousandth  
Centi – hundredth  
Kilo – thousand

### Metric calculations

A package weighs 350g. How much will 7 packages weigh? Give your answers in kilograms



The final weight is in grams



**Calculations tips:**

- Do all calculations in the same unit (often the smaller measurement)
- Read for the units of your answer
- Do all conversions of units at the same time
- Represent your image pictorially where possible

### Miles and Kilometres

Miles and kilometres are normally used as measures of distance

≈ symbol represents "is approximately equal to"

$$5 \text{ miles} \approx 8 \text{ kilometres}$$

### Conversion calculations

How many kilometres is 15 miles?

$$\begin{aligned} & \times 3 \quad \begin{cases} 5 \text{ miles} \approx 8 \text{ kilometres} \\ 15 \text{ miles} \approx 24 \text{ kilometres} \end{cases} \end{aligned}$$



I have run 6.4 km so far



I have run 3.8 miles so far

Ron and Annie are running a 5-mile race. Who has run the furthest?

Ron has 1.2 miles left to run  
Annie has 1 mile left to run  
Annie has run the furthest

$$\begin{aligned} 5 \text{ miles} & \approx 8 \text{ kilometres} & \div 8 \\ 0.625 \text{ mile} & \approx 1 \text{ kilometre} \\ 4 \text{ miles} & \approx 6.4 \text{ kilometre} & \times 6.4 \end{aligned}$$

### Imperial measures

**Length**

$$2.5 \text{ cm} \approx 1 \text{ inch}$$

$$1 \text{ foot} = 12 \text{ inches}$$

**Mass**

$$1 \text{ pound (lb)} = 16 \text{ ounces}$$

$$1 \text{ stone} = 14 \text{ pounds (lbs)}$$

**Capacity**

$$1 \text{ gallon} = 8 \text{ pints}$$



In 1965 Britain converted to the metric system for measurement to fall in line with the rest of Europe. We still use an imperial measurement of miles for distance and speed on our roads.



### What do I need to be able to do?

By the end of this unit you should be able to:

- Display same areas
- Calculate area and perimeter
- Find the area of a triangle
- Find the area of a parallelogram
- Find volume by counting cubes
- Find the volume of a cuboid

### Keywords

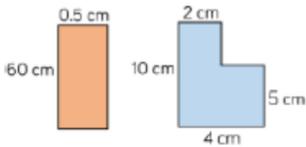
- Area: the size of a surface (2D shapes)
- Perimeter: the distance around a 2D shape
- Volume: the amount of 3-dimensional space an object takes up (with liquid this is called capacity)
- Perpendicular: two lines that meet at 90°
- Vertex: a point where two or more-line segments meet
- Face: any of the flat surfaces of a solid object
- Edge: a line segment on the boundary joining one vertex to another
- Commutative: you can swap the order around in the calculation and still achieve the same answer

### Shapes with the same area

All the shapes have an area of 12cm<sup>2</sup> – they are all made up of 12 squares.



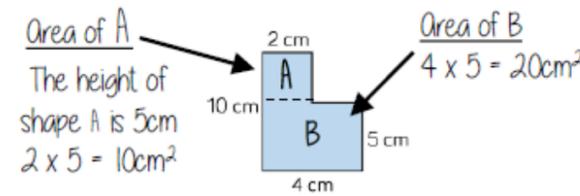
The shapes below also have the same area



### Area

Rectangle/ Square area = Base x Height

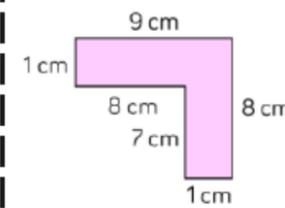
#### Compound Shapes



Total area = Area A + Area B =  $10 + 20 = 30\text{cm}^2$

### Perimeter

Length around the outside of the shape



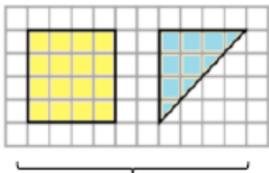
In compound shapes make sure all the lengths have measurements

Perimeter =  $9\text{cm} + 8\text{cm} + 1\text{cm} + 7\text{cm} + 8\text{cm} + 1\text{cm}$   
 $= 34\text{cm}$

Perimeter: often asks about boundaries or walks in questions

### Area of triangles

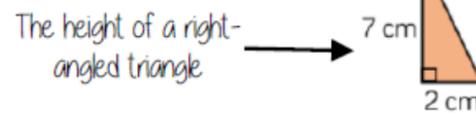
Area can be calculated by counting squares. Often this is an estimation with triangles if it does not cut a square in half.



Notice the relationship between the square and the triangle.

Area triangle =  $\frac{1}{2}$  area of the square

### Right-angled triangles



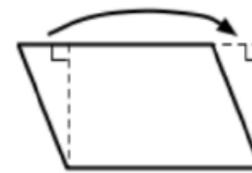
### Perpendicular heights



Area =  $\frac{1}{2} \times 10 \times 4 = 20\text{cm}^2$

Area triangle =  $\frac{1}{2} \times \text{base} \times \text{perpendicular height}$

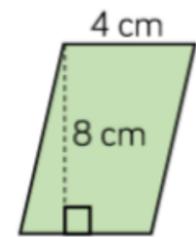
### Area of parallelograms



Parallelogram = Base x Perpendicular height

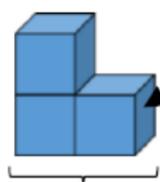
#### Properties of parallelograms

- Two sets of parallel lines
- Four sides (quadrilateral)
- Interior angles = 360°
- Opposite angles are equal
- 2D shape



Area =  $4 \times 8 = 32\text{cm}^2$

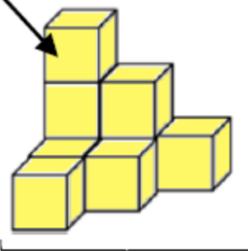
### Volume (counting cubes)



This shape is made up of 3 cubes. So the volume is 3cm<sup>3</sup>

Each cube has a given volume. E.g. 1cm<sup>3</sup>

Always check the units of measurement. Volume can be mm<sup>3</sup>, cm<sup>3</sup>, m<sup>3</sup>, km<sup>3</sup>



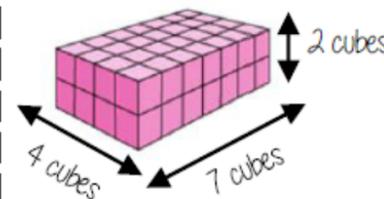
Don't forget about cubes you can't see. This is a 3D shape.

The volume of this shape is 9cm<sup>3</sup>



Use multilink cubes to notice that volume can be any shape – it is the number of cubes that make up the value

### Volume of cuboids



#### Counting cubes

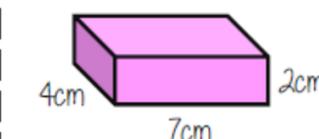
Counting the cubes = 56cm<sup>3</sup>

OR

There are 28 cubes on the bottom row and two rows.  $28 \times 2 = 56$

Volume of cuboid = length x width x height

Volume =  $4 \times 7 \times 2 = 56\text{cm}^3$



#### Properties of cuboids

- 3D shape
- 8 vertices
- 6 faces
- 12 edges

Remember multiplication is commutative so the values can be multiplied in any order



### What do I need to be able to do?

By the end of this unit you should be able to:

- Use ratio language
- Understand ratios and fractions
- Use the : symbol for ratio
- Calculate ratios
- Use scale factors
- Calculate scale factors
- Link ratio and proportion

### Keywords

- Ratio:** a statement of how two numbers compare
- Enlargement:** to change the size of a shape
- Proportion:** a statement that links two ratios
- Scale Factor:** the multiple that increases/ decreases a shape in size
- Part:** a section of a whole
- Scale:** the comparison of something drawn to its actual size.
- Order:** to place a number in a determined sequence

### Ratio Language

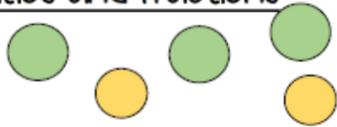
"For every XXX of XXX there are XXX of XXX"



For every 4 cows there are 3 pigs

For every 3 pigs there are 4 cows

### Ratios and fractions

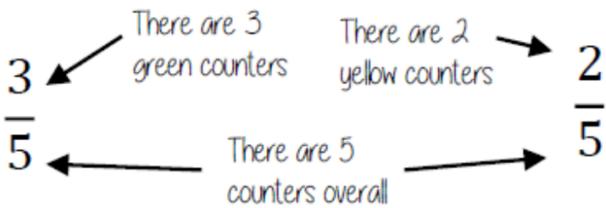


For every 3 green counters there are 2 yellow counters

The ratio of green to yellow counters is  $3 : 2$

The fraction of green counters is:

The fraction of yellow counters is:



### The ratio symbol



"For every 2 strawberries I have 4 bananas and 6 berries"

Ratio of strawberries, bananas and berries  $2 : 4 : 6$



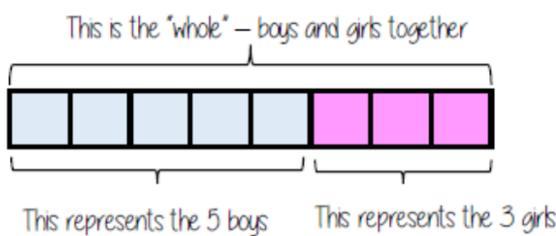
The order of notation follows the order of the parts



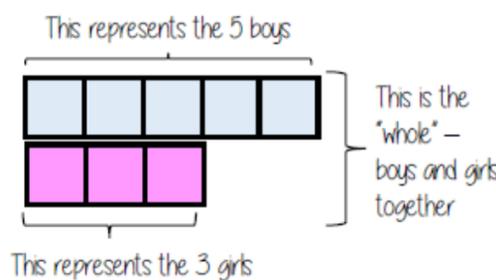
The colon notation is the symbol for ratio "For every..."

### Representing a ratio

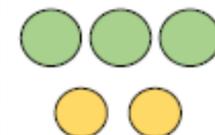
"For every 5 boys there are 3 girls"



$5 : 3$



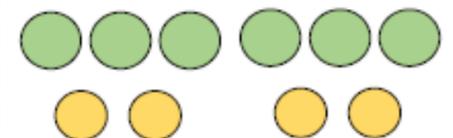
### Proportion



The ratio of green to yellow counters is

$3 : 2$

$\frac{3}{5}$  are green       $\frac{2}{5}$  are yellow



The ratio of green to yellow counters is

$6 : 4$

$\frac{6}{10} = \frac{3}{5}$  are green      Ratio increases proportionally

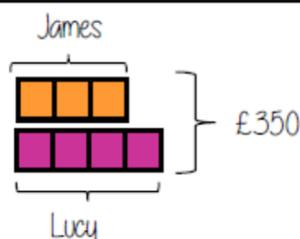
$\frac{4}{10} = \frac{2}{5}$  are yellow      The proportion remains the same

### Sharing a whole into a given ratio

James and Lucy share £350 in the ratio 3:4.  
Work out how much each person earns

#### Model the Question

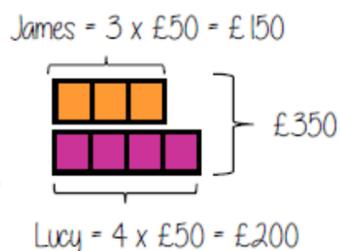
James: Lucy  
 $3 : 4$



#### Find the value of one part

Whole: £350  
7 parts to share between (3 James, 4 Lucy)

□ = one part = £50



$£350 \div 7 = £50$

### Scale Factors

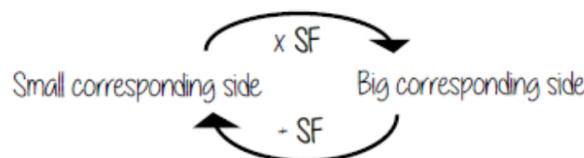
The two rectangles are similar.



Use corresponding sides to calculate a scale factor

This is an enlargement of scale factor 1.5

Scale factor can also be calculated by:  $\frac{\text{Bigger corresponding side}}{\text{Smaller corresponding side}}$



The proportion remains the same



### What do I need to be able to do?

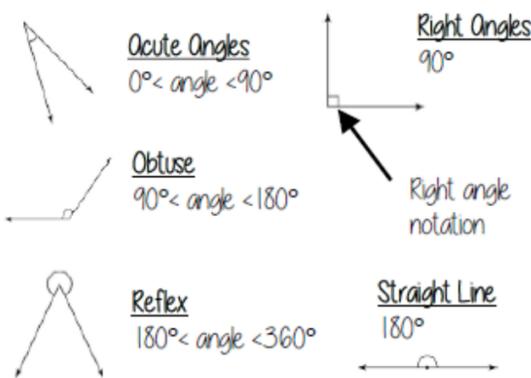
By the end of this unit you should be able to:

- Measure with a protractor
- Classify and calculate angles
- Know and calculate angles in a triangle
- Know properties of angles in special quadrilaterals
- Know properties of angles in regular polygons
- Draw shapes and nets of 3D shapes

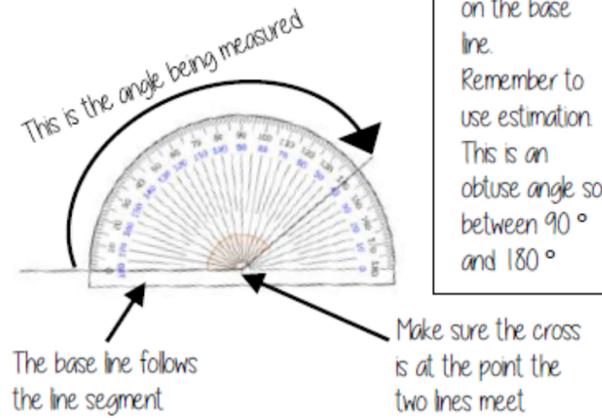
### Keywords

- Protractor:** mathematical equipment used to measure angles  
**Angle:** the amount of turn between two lines around their common point  
**Adjacent:** lying next to each other  
**Sum:** addition  
**Quadrilateral:** a four-sided polygon  
**Polygon:** an enclosed 2D shape made up of straight lines  
**Scalene triangle:** a triangle with all different sides and different angles  
**Regular Polygon:** a polygon with equal angles and all sides the same size

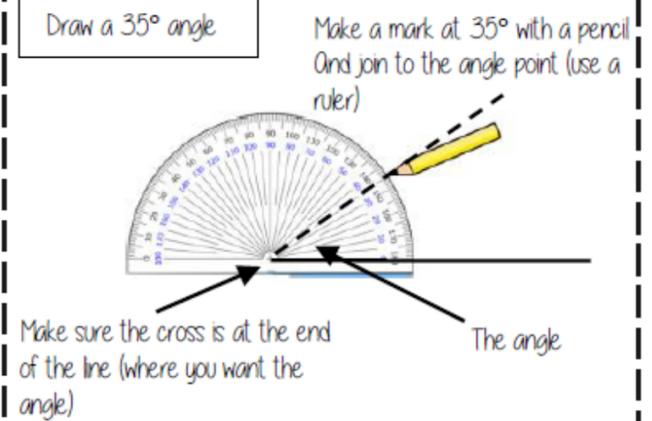
### Measuring angles



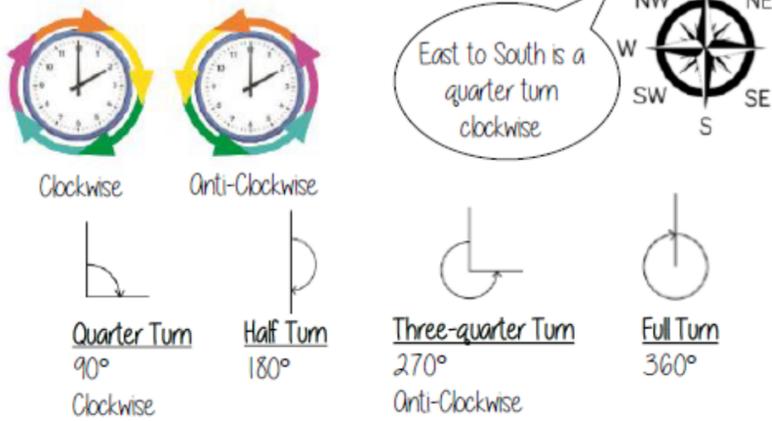
### Measure angles to 180°



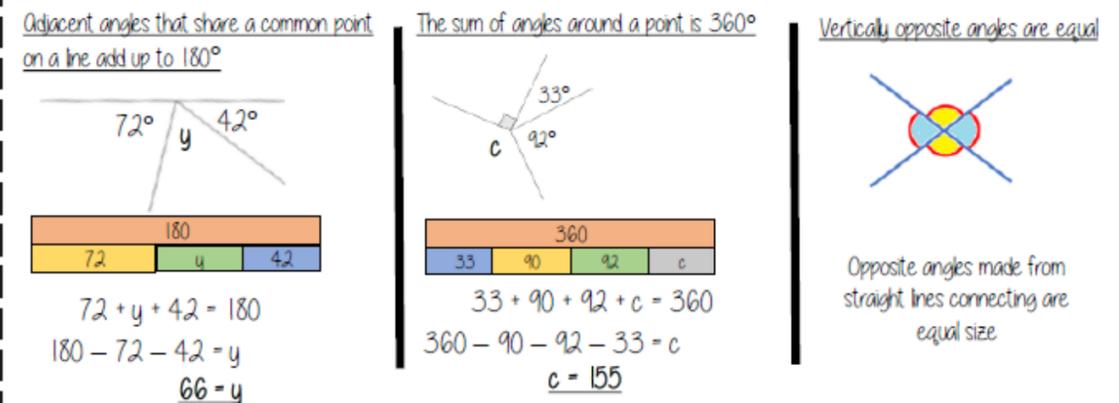
### Draw angles up to 180°



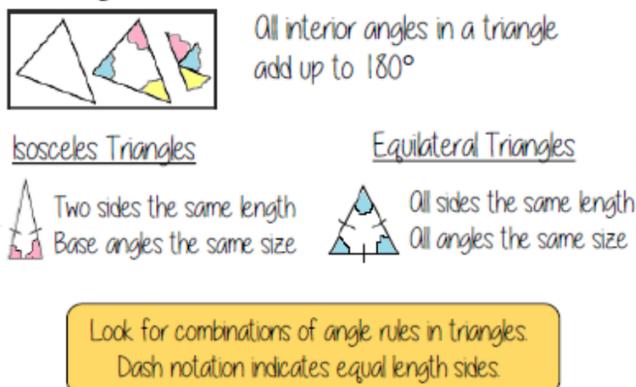
### Angles as measures of turn



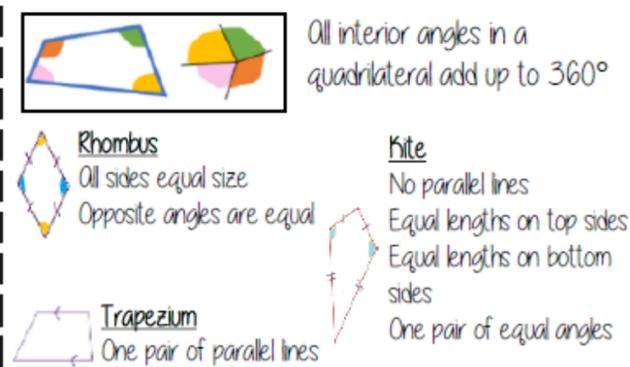
### Calculating missing angles



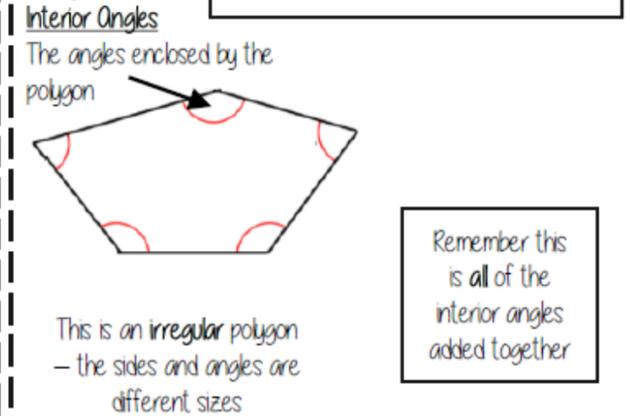
### Triangles



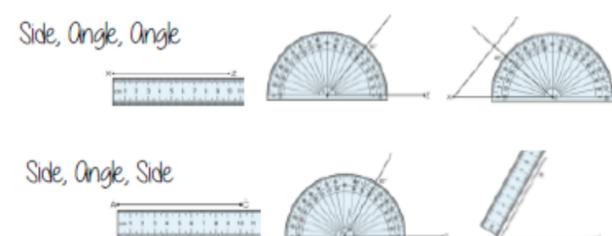
### Quadrilaterals



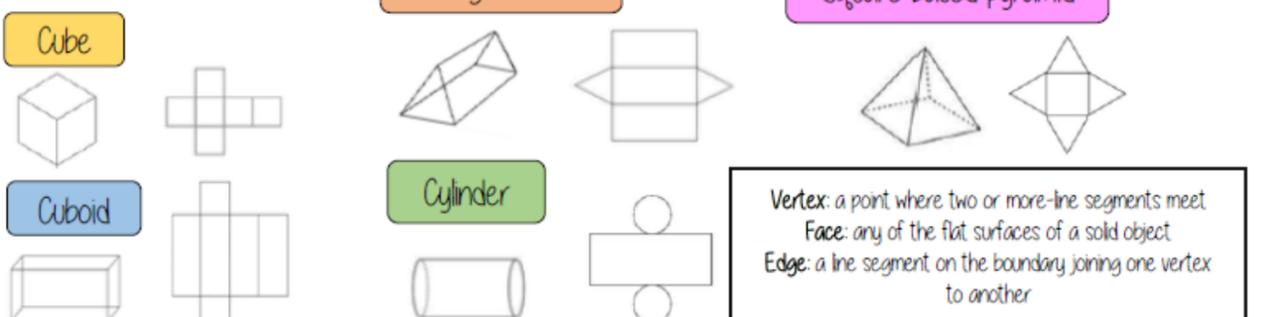
### Polygons



### Drawing Triangles



### 3D shapes and nets





### What do I need to be able to do?

By the end of this unit you should be able to:

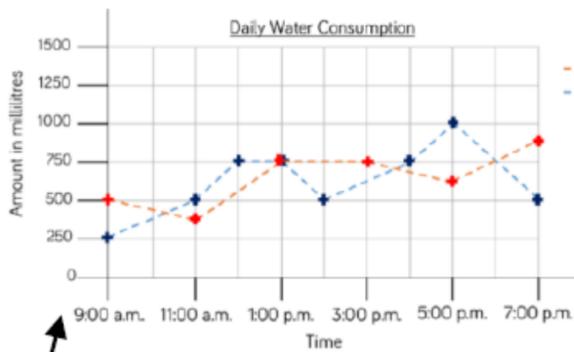
- Read and interpret line graphs
- Draw line graphs
- Circles
- Read and interpret pie charts
- Draw pie charts
- The mean

### Keywords

- Protractor:** equipment used to measure and draw angles
- Trend:** a line on a graph showing the general direction the points seem to follow.
- X-axis:** the horizontal axis
- Y-axis:** the vertical axis
- Mean:** the average of all the numbers
- Circumference:** the perimeter of a circle. The line around the outside.
- Diameter:** a straight line that goes through the centre of a circle. The longest line in a circle.
- Radius:** a straight line from the centre to the radius. (Half the length of the diameter)

### Line graphs

A method to observe trends in data over time and make comparisons between groups of data.



The axes are labelled and show a clear timescale

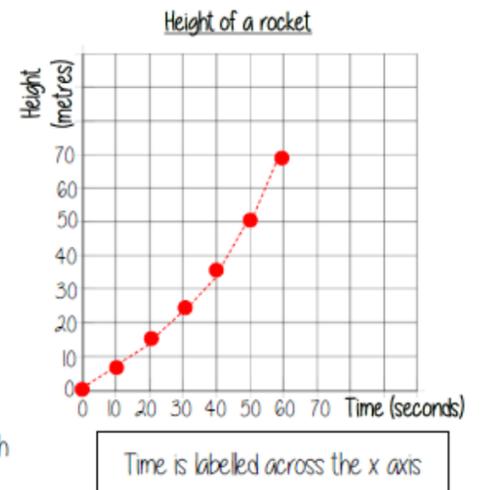
A key identifies the data set each line represents

Make comparisons between the data and then relate this information back to the context of the data

"On Tuesday, more water was consumed at 5pm this could have been a period of exercise"

### Drawing line graphs

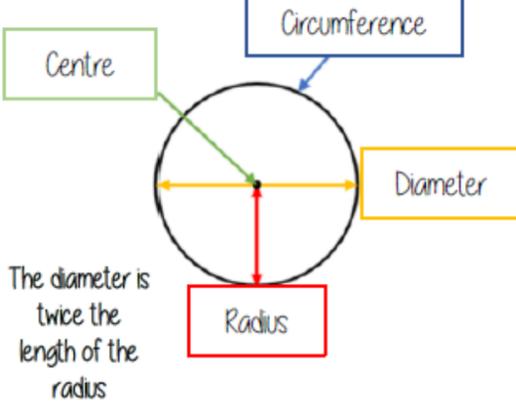
Time (seconds)	Height (metres)
0	0
10	8
20	15
30	25
40	37
50	50
60	70



- Join each point with a straight line.
- Have regular intervals on both axes

Time is labelled across the x axis

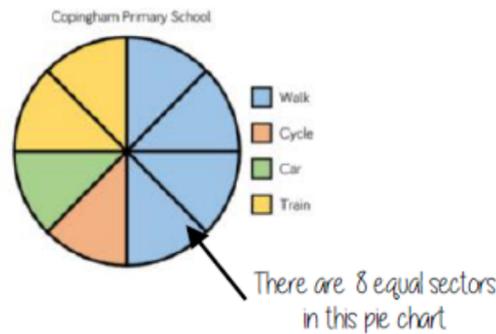
### Circles



### Read and interpret pie charts

Always read the data for the total amount the pie chart represents

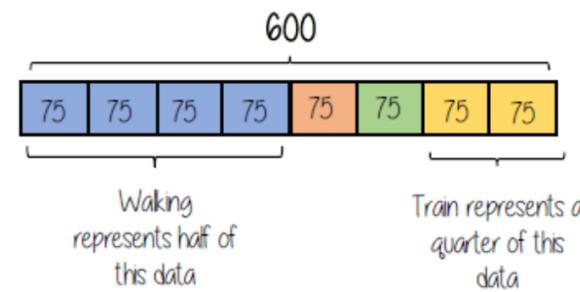
Coppingham Primary School has 600 students



There are 360° in a circle

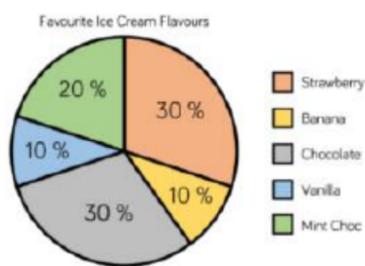
There are 8 equal sectors in this pie chart

This bar model represents the information in the bar chart



### Pie charts with percentages

This survey asked 160 people



The whole pie chart represents 100%

$$10\% = \frac{1}{10} \quad 50\% = \frac{1}{2} \quad 25\% = \frac{1}{4}$$

$$\text{Strawberry } 30\% = \frac{3}{10}$$

$$160 \div 10 = 16 \quad \leftarrow \text{This is } 10\% \text{ make other calculations from this value}$$

$$16 \times 3 = 48$$

### Draw pie charts

Type of pet	Dog	Cat	Hamster
Frequency	32	25	3

There were 60 people asked in this survey (Total frequency)

$$\frac{32}{60} \quad \leftarrow \text{"32 out of 60 people had a dog"}$$

This fraction of the 360 degrees represents dogs

$$\frac{32}{60} \times 360 = 192^\circ$$



**Multiple method**  
As 60 goes into 360 - 6 times.  
Each frequency can be multiplied by 6 to find the degrees (proportion of 360)

Use a protractor to draw  
This is 192°

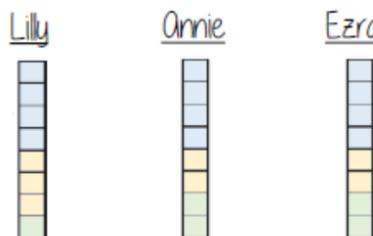
### The mean

Mean - a measure of average. It gives an idea of the central value

Lilly, Annie and Ezra have the following cubes

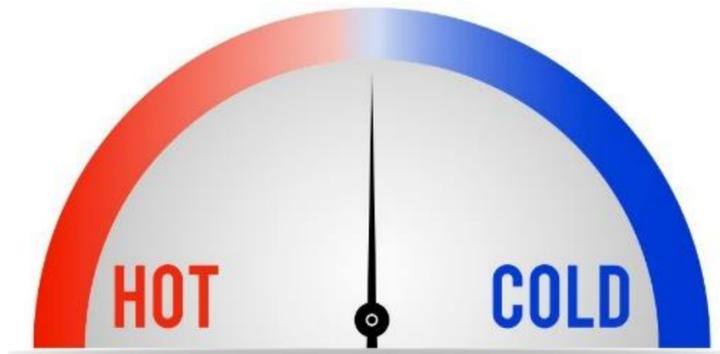


Finding the mean amount is the average amount each person would have if shared out equally



The mean number of blocks would be 8 each

The information is redistributed equally across all groups



Perimeter, Area and Volume

<p>1) Find the area of this rectangle</p>	<p>2) Find the perimeter of this rectangle</p>
<p>3) Find the area of this triangle</p>	<p>4) Find the perimeter of this triangle</p>

Find the perimeter and area of this shape

Perimeter =

Area =

Statistics

1) The bar chart shows how the pupils in a class travel to school.

a) How many pupils walk to school?

b) What is the mode for the way the pupils travel to school?

c) How many pupils are there in the class?

How many times have you walked to school this term?

These are the pupils' replies, when the teacher asked the class this question:

6	3	5	20	15	11	13	28	30	5	2	6
8	18	23	22	17	13	4	2	30	17	19	25
8	3	9	12	15	8						

Complete the frequency table:

Times walked to school	1-5	6-10	11-15	16-20	21-25	26-30
Frequency						

3) Complete the line graph and the frequency table below:

Vertical Line Graph to Show Number of Siblings

Number of Siblings	Frequency
0	
1	5
2	
3	3
4	1

Ratio

1) Simplify the ratio 12:36	2) Mel and Sue share some money in a ratio of 2:3. Mel gets £40. How much does Sue get?
3) A ratio of boys to girls is 3:8. What fraction are girls?	4) Bob and Simon share some sweets in a ratio of 1:5. Simon gets £30. How much did they have altogether?
5) Share £350 in a ratio of 3:4	5) Alex and Joe share money in a ratio of 2:5. Alex gets £30 less than Joe. How much does Joe get?
6) Share £120 in a ratio of 2:4	6) Kay and Fiona share sweets in a ratio of 4:9. Fiona gets £45 more than Kay. How much do they have altogether?

1) The ratio of apples to pears is 2:9. The ratio of pears to bananas is 3:7. What is the ratio of apples to pears to bananas?

2) You go shopping and buy 5 melons and 2 pears for £6.89. 3 melons cost £3.75. How much will 5 pears cost?

How much of each ingredient do you need to make 50 biscuits?

Walnut biscuits	
Ingredients to make 20 biscuits	
50g	butter
100g	caster sugar
40g	flour
50g	walnuts
2	egg whites

Hi there,

The science teachers at Dean Trust Rose Bridge thought you might like to do some cool science experiments in your last few weeks of primary school.

We have put together a few experiments that are simple to do and can be done using easy to find materials.

Maybe you could make a project out of one or more of the ideas and use some of the science technical words from the knowledge organiser to help you describe what is happening. I am sure your new science teachers at your high school, would love to see what you have been up to. Don't forget to take photos.

We have been carrying out some of these experiments on twitter, so don't forget to follow us and maybe tweet one of your own photos.  
@DTRB\_Science

Don't forget, have fun and stay safe. 😊

### **DIY lava lamp**

#### **Materials required**

50ml Water

150ml Vegetable oil

A few drops of food colouring

Antacid tablet

**In this quick and fun science experiment, children will mix water, oil, food colouring, and antacid tablets to create their own (temporary) lava lamp. Oil and water don't mix easily, and the antacid tablets will cause the oil to form little globules that are dyed by the food colouring. Just add the ingredients together and you'll end up with a homemade lava lamp! (hint, mix the food colouring and water first).**



### **Water xylophone**

#### **Materials required**

Glass jars

Water

Wooden sticks/skewers

Food colouring

**You can create your own musical instrument to teach kids about sound waves. In this water xylophone experiment, you'll fill glass jars with varying levels of water. Once they're all lined up, the children can hit the sides with wooden sticks and see how the pitch differs depending on how much water is in the jar (more water=lower pitch, less water=higher pitch). This is because sound waves travel differently depending on how full the jars are with water.**



## Coloured celery experiment

### Materials required

Celery stalks

Glass jars

Water

Food colouring



**This celery science experiment is another classic science experiment that parents and teachers like because it's easy to do and gives children a great visual understanding of how transpiration works and how plants get water and nutrients. Just place celery stalks in cups of coloured water, wait at least a day, and you'll see the celery leaves take on the colour of the water. This happens because celery stalks (like other plants) contain small capillaries that they use to transport water and nutrients throughout the plant.**

## Baking soda volcano

### Materials required

Baking soda

Vinegar

Dishwashing detergent

Water

Large mason jar or soda bottle

Playdough or aluminium foil to make the "volcano"

Additional items to place around the volcano (optional)

Food colouring (optional)



**Baking soda volcanoes are one of the classic science projects for children, and they're also one of the most popular. It's hard to top the excitement of a volcano erupting inside your home.**

**This experiment can also be as simple or in-depth as you like. For the eruption, all you need is baking soda and vinegar (dishwashing detergent adds some extra power to the eruption), but you can make the "volcano" as elaborate and lifelike as you wish, including making a paper mache volcano and painting it.**

**Build the volcano around a plastic bottle (500ml), ensuring the opening is left open. Use a funnel to pour in the ingredients.**

**Practice in beakers or plastic cups before to find the quantities of materials that work best.**



## Introduction to Year 7: Asking questions and making judgements



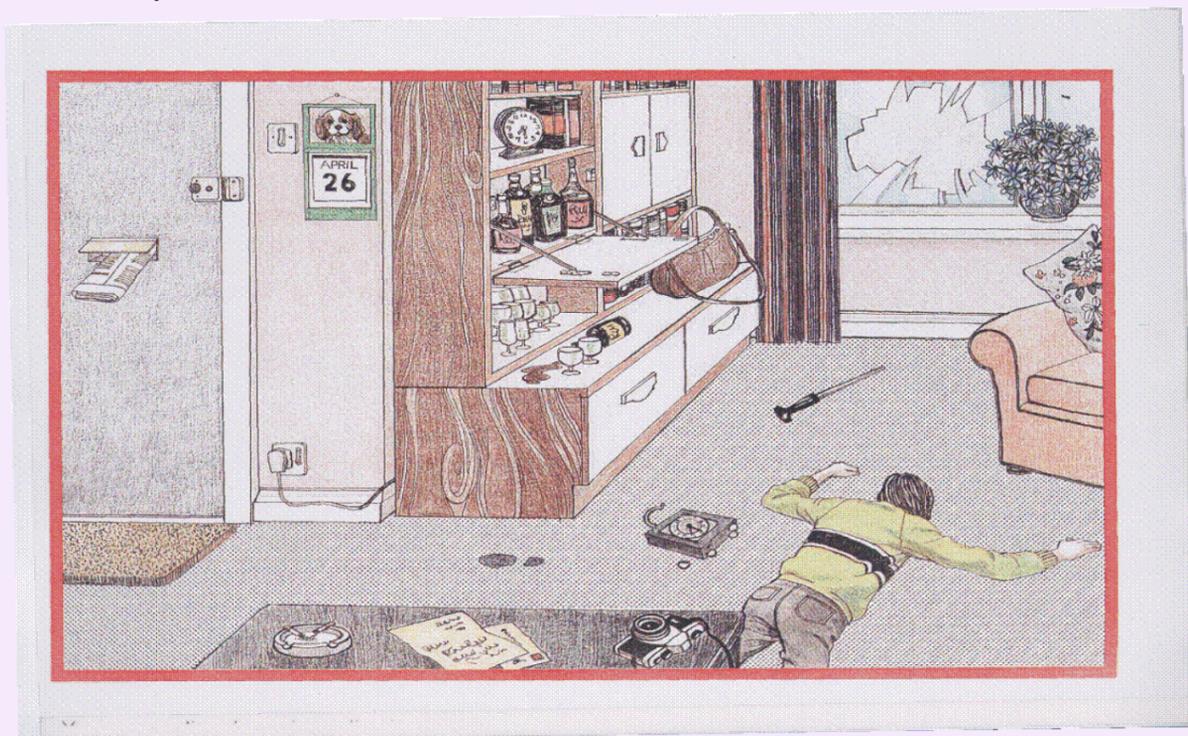
**Intent:** This document will help you to understand some of the key skills that are needed in history and that you will be use in the first half term.. Feel free to take a picture and upload any work you do to our English Department Twitter account:@DTRB\_History !

## Hot and Cold Questions!

To find out about the past, historians need to **investigate evidence**, like detectives. They look carefully at the evidence and **ask lots of questions** about it. Using their answers, they **infer** (work out) what they think may have happened. Over time, other evidence may be found and this might change what people first thought about an event or a person. When historians use evidence to work out what has happened and then write about it in their own words it becomes an **'interpretation'** (a point of view, an opinion). This is what makes **history so exciting**.

### Our investigation.

The police have been called to a house and when they enter this is what they find.



You are the senior detective and you are offering help to the police officers with their investigation to work out what has happened. They know that the criminal has left the scene of the crime, however, there is a lot for you to take in when you first enter the room!

### **Cold** Question:

1. What does the word 'source' mean?
2. Give three different types of sources that historians use.
3. 'A school history text book is a source' – true or false?
4. 'We can trust all sources of evidence' – true or false?
5. What does the term 'chronology' mean?#
6. What is the meaning of the word 'interpretation'?
7. How many pieces of evidence are there in the room?
8. Give an example of one piece of evidence.
9. What is the young boy using to look for evidence?
10. Give a disadvantage of using one of these.

### **Hot** Questions: Crime Scene

1. When you first enter the room, why might you need to be careful?
2. Create a list of the different pieces of evidence that you can see.
3. Explain what you can infer from each piece of evidence e.g. 'The calendar shows a date and I think this is when it happened because ...'
4. Which pieces of evidence could link or support each other and why?
5. Predict what you think has happened.



We can find out about the past using lots of different ways. Look at this image of this young boy. Use this to answer questions 9 and 10.

## Keyword Spellings and Definitions:

Remember to use your 'memory method' techniques to remember 100% of your key terms.

historical	chronology	evidence	source	interpretation
inference	timeline	Bronze Age	Iron Age	Roman Empire
Medieval Period	BC	AD	artefact	archaeologist
reliable	trust	bias	narrative	change
continuity	similarities	differences	cause	effect

### Task:

1. look, say cover, write, check.
2. Add the definition of each word in the box.

**Challenge:** can you put each of these words into a sentence?



### Task – Research the following:

1. The time period of the Bronze Age.
2. The story about Hannibal and the elephants – and draw a cartoon strip of the story.
3. WW2 British propaganda posters – what did many of them have in common?

### The investigation from page one continues ....

The police have been searching the house for evidence and clues as to what might have happened. As the senior detective, you have already written part of your report about what you think has happened. However, other police officers find more evidence:

- A) A neighbour called the police to report that broken glass had been found on the apartment's front lawn.
- B) The same neighbour also gave this statement to the police: 'Oh there was a terrible noise last night – shouting and crashing, something terrible. She's usually such a quiet girl too. Out most nights she is ... I mean was ... Oh it's terrible. What will the papers make of it? ... I was just saying to my Eddie ...'
- C) The film in the camera in the room reveals several pictures of the same man.
- D) A letter on the table was from a man called Richard. It was dated 24<sup>th</sup> April. It said '*Dear Elizabeth, I must see you. I will be round on my night off. Be there. Richard*'
- E) The police forensics team proves that the murder weapon was a hard, straight object.

### Hot Questions:

1. Now that you have this additional evidence, update your report with what you think happened. Use evidence from the scene to support your reasons. E.g. *I think the person who was killed was called Elizabeth as the neighbour said it was a 'girl' and the letter was addressed to 'Elizabeth'.*

# What are historical narratives?

A narrative is a story. Historians tell stories about the past however, unlike stories that you may read in your English lessons, a historical narrative is more **analytical** and is written in **chronological order** and in the **third person**. This is because the historian was not there at the time and therefore can't pretend that they've seen the events. Instead what they are doing is trying to look back and describe them from an outsider's point of view. To do this they will look at the **long or short term causes** of an event but also deal with **other events** to show how they **overlap**.

**Read the story below and write a narrative account of the events leading up to the burial of Little Horn. Use the plan to help you.**

Long ago, in the American wild west, on the great plains, lived an American Indian tribe. The plains were full of grass that was as green as juicy apples. Chief Black Horn was the leader of the American Indian tribe. He was about thirty years old with long, straight, brown hair.

It had been a long, hot and sunny day and Chief Black Horn was sitting looking over the plains. He felt very proud of the cattle and land that he lived on. He thought that his tribe should say thank you to Mother Earth for providing for them and decides to have a party for her. As the sun went down, it started to get cold. The tribe made a fire to keep them warm and as the flames eat away at the wood the Indians laugh and joke happily. Soon the wood pile for the fire ran low and Chief Black Horn sent a squaw to fetch some more firewood. While she was there, she saw bandits trying to steal the cattle. The squaw ran back to camp and told Chief Black Horn.

Chief Black Horn was outraged! He and the other Indian warriors mounted their horses and rode out to the plains. "Hey, leave our cattle alone!" Little Horn shouted ferociously. "Oh quit yer yappin Injun!" mocked one of the bandits as he un-holstered his pistol and fired a shot. Little Horn gargled in agony as the blood rattled in his throat. He fell from his horse and was dead before he hit the ground.

Chief Black Horn ordered an attack on the bandits. The Indians made loud noises with their mouths that sounded like police car sirens as they fired their arrows. Any space left in the sound was filled with the popping of the bandit's gun shots. Suddenly, Chief Black Horn saw the bandit who had killed his brother. He rode after him as quickly as he could and when he got close enough, he threw his axe. The weapon spun through the air before sinking deep into the bandit's back. He fell to the ground, landing on the axe with a deep, heavy thud. The other bandits became scared, leaving the cattle and riding off rapidly.

The tribe rode back to camp in a gloomy mood. Chief Black Horn had picked up Little Horn's body and carried it on his horse. As the warriors rode back to the main tent Little Horn's wife and son broke into tears at seeing their dead family member. Later that evening, they buried Little Horn's body. The food that was prepared for the celebration earlier was eaten as part of his funeral. The tribe shared stories and remembered how brave and wonderful he had been.

## Narrative plan – use the prompts to help you to write your narrative

What is the main problem in the story? (what happened to Little Horn?)

What was happening at the beginning of the story? – use descriptive words here and words such as 'at first...' 'then....' (these are long and short term causes – think here about what the bandits were wanting and why)

Who are the main characters in the story?

How was the problem solved? What happened between the Indians and the bandits?

How does the story end?

### Accept

'The Indian tribe were right to challenge the bandits.'. Explain why you would accept this statement

### Challenge

Talking to the bandits would have led to a better outcome' Explain why you would challenge this statement

### Extend

The tribe need to think about what the consequences of this battle' Extend this statement further.



Topic: **MAXIMUM LEVELS** Duration: **6 weeks** Assessment Focus: **Introducing & Developing**

### Unit Overview:

In this unit, pupils will accurately replicate running, jumping and throwing skills for events in order to improve performances. We will explore variations in technique and use the information to become more technically proficient. Pupils will engage in performing and improving personal bests in relation to speed, height and distances. In preparation for this topic, we would like you to improve your knowledge of athletic-based activities before we see what you can do in September!

### Language for Learning:



Pacing  
Coordination

Take off  
Preparation

Execution  
Follow through

Field  
Track

Speed  
Power

### Track Events

These are running events typically ran on a 400m track.

#### Sprints

These are quick races that use your maximum speed. Most of these are done anaerobically (without oxygen).

100m, 200m, 300m, 400m.

Usain Bolt is an example of a sprinter. He holds the world record for 100m sprint at 9.58 seconds!

#### Middle/Long Distance events

These are endurance events, they are still completed pretty quickly but rely on pacing and stamina. These are done aerobically (using oxygen).

800m, 1500m.

Mo Farah is an example of a long-distance runner.



### Field Events

These are throwing and jumping events.

#### Throwing events

**Howler throw:** This is the school version of javelin. The howler is a long thin object that makes a howling noise when thrown correctly.

**Shot Put:** This is a push not a throw. It uses a weighted ball that is pushed from the neck area.

**Discus:** Imagine a heavy Frisbee. This heavy disc shaped weight is thrown to get the furthest discus.

#### Jumping Events

**Long Jump:** At school we do standing long jump which is two feet to two feet for distance. At sports day we will practice with a run up to increase distance.

**Triple Jump:** This is a hop, step and jump. Three jumps that link together to make a bigger jump. Again, we do this with a run up into a sand pit on sports day.

**High Jump:** This is a test of vertical jump power. You have to try to jump up over a bar. The technique for this is the Fosbury flop. Named after the first man to go backwards over the bar, Dick Fosbury.





The **howler** is an adaptation of the javelin event – (much safer!) The grip is near the top of the tail. Your body should be side on, and you will aim to throw the howler at a 45 degree angle. This will help you to achieve a better distance. Once you can perform from a standing throw, a run up will help to generate more force. This makes a really cool whistling sound too!



The **discus** is a round metal disc that is quite tricky to hold. The grip is flat in the palm of your hand, with fingers evenly spread around the edges. Your body should be side on to begin with, and you will aim to swing your throwing arm from low to high several times whilst maintaining your grip. You should release this at the top of your swing, transferring your body weight from back to front. This will help you to achieve a better distance. Once you can perform from a standing throw, a spin technique will help to generate more force.



The **shot put** is a round, extremely heavy object made from solid brass. The grip is using your fingertips to take the weight, whilst keeping your palm clean. Your body should be side on, with your chin, knee and the toes of your front foot all aligned. Finally, you will place the shot at the side of your neck, and will thrust it as far forwards as you can. Once you can perform from a standing throw, rotating within a circle before releasing will help you to achieve a better distance.



Both **long jump** and **triple jump** are performed after a long run up, and making contact with the take-off board. The aim is to land in the sand pit as far as possible. The triple jump consists of three stages - a hop, skip and a jump before reaching the sand pit.

The **high jump** requires the athlete to jump over a high bar without knocking it over, before landing on a crash mat. Lots of athletes jump over this bar backwards -which is a technique named after the inventor, the Fosbury Flop!



At DTRB we complete our Athletics' events, carefully recording our scores. Below are the times and distances to aim for to achieve either **BRONZE**, **SILVER** or **GOLD** by the end of KS3. We look forward to being able to do this with you once in high school!



EVENT	GIRLS			BOYS		
	BRONZE	SILVER	GOLD	BRONZE	SILVER	GOLD
100m (seconds)	18.50	16.50	14.70	17.50	15.00	13.40
200m (seconds)	40.00	36.00	31.00	38.3	32.60	28.80
800m (minutes)	4.20	3.40	3.00	3.45	3.10	2.40
1500m (minutes)	9.00	7.30	6.15	7.10	6.20	5.25
Long Jump (standing metres)	1.40	1.60	1.80	1.60	1.80	2.00
Triple Jump (standing metres)	5.50	6.00	6.60	5.80	6.50	7.00
Shot Put (metres)	4.30	5.70	6.80	4.80	6.50	8.60
Discus (metres)	9.00	13.00	17.00	12.00	17.00	22.00
Howler (metres)	15.00	30.00	40.00	30.00	40.00	50.00

## Key Word and Definitions:

## Athletics

Track Events	<b>These are the running events.</b> They are called track events as they are typically ran on a 400m circular track.
Field Events	<b>These are the jumping and throwing events.</b> They have their own separate areas that are specialised to that event.
Speed	<b>The time taken to cover a set distance.</b> Or simply put, how fast can you go?
Power	<b>Speed x strength.</b> Power is specifically needed in the field events where you need to exert a large force quickly.
Coordination	<b>Using two or more body parts together.</b> This can also be used with equipment. E.g. use of leg and arms to create force in the shot put.
Aerobic Endurance	<b>The cardio-respiratory system sending oxygen to the working muscles for a long period of time.</b> This is also be known as stamina.
Pacing	<b>Pacing is to judge your speed to ensure you can continue at that speed for the whole race without "burning out".</b> This is specifically important in long distance races.
Preparation Phase	<b>This is how you prepare for the event,</b> typically used in field events. How can you set your body to ensure the throw or jump is perfect?
Execution Phase	<b>This is the explosive part of the throw or jump.</b> How should your body look during this time?
Follow Through	<b>How you finish off or end the skill.</b> This is really important at this will determine your overall distance and direction.

Are you **100%** ready to answer these questions based on your learning so far?



Below are some **COLD** and **HOT** questions for you to try and answer. The **COLD** ones all relate to information within this section of your 100% book. The **HOT** questions are more challenging, and will require you to use your own knowledge. See how many you can answer!

<u>Cold Questions</u>	<u>Hot Questions</u>
What are the different sprint track events?	Describe what is meant by pacing and why it is important in a track race?
Which throwing event replaces the javelin?	Explain why the grip is really important in any throwing event?
What are the three throwing events?	At what point in an 800m race would you expect to see the athlete at full speed and why?
Which athlete holds the world record for the 100m sprint?	Explain how a good preparation phase can increase distance in a jumping event.
What is the name for the popular high jump technique? (named after the person who invented it)	<b>CHALLENGE ME Q:</b> Discuss the difference in body shape between a 100m sprinter and a long distance 1500m runner.



Below are different statements that require you to accept, challenge and extend. We will be very impressed if you answer these!

<b>Accept</b>	<b>Challenge</b>	<b>Extend</b>
<p>“The preparation phase is the most important phase of the shot put.”</p> <p>How could you <b>accept</b> this statement?</p>	<p>“A long-distance runner is the fittest of all the athletes that compete in the Olympics.”</p> <p>How could you <b>challenge</b> this statement?</p>	<p>“Pacing is important so you can continue running at a sustained speed without burning out.”</p> <p>How could you <b>extend</b> this statement?</p>

# Performing Arts

At Dean Trust Rose Bridge teach Performing Arts and in Y7 you will study 1 hour per week. Some of you may have experienced some Performing Arts lessons at primary school, taken part in a concert or leavers performance or maybe you attend dance or drama clubs outside of school. If so great but if not don't worry, there are many things that you can do over the summer to prepare you for taking part in Performing Arts lessons. Here are a few ideas...

**Task 1 - Write a short piece of script to test your drama and writing skills, you could write the next episode to your favourite TV program or a play titled 'My Last Day at Primary School' Include character names and stage directions thinking about how you would like each scene to look and where it would take place.**

Task 2 - Research your favourite performer, this could be an actor, singer, musician, dancer or west end star! Create a fact file about them that includes where they trained to become a professional performer and what shows or performances, they have been involved in.

Task 3 - Become the judge! Choose 3 performances from TV talent shows such as Britain's Got Talent, Strictly Come Dancing and The Greatest Dancer. Score each performance out of 10 and give a critique on the strengths and weaknesses of the performances explaining the score you gave.

Task 4 - Watch a Musical! There are plenty on Netflix at the moment including 'West Side Story', 'Annie' and even 'Grease Live' the theatre show version.

Task 5 - Take part in an online dance class. Strictly Come Dancing professional and The Greatest Dancer Judge Oti Mabuse has been hosting a variety of dance classes in different styles from Salsa, Latin to Contemporary, and Commercial classes with guest dancers. You can access these on any of her social media channels @OtiMabuse

## Key Words & Spellings

 <p><b>Ensemble</b> - A group of performers (more than 1) playing together.</p>	<p><b>Script</b> - A piece of written text that is broken up into characters speech, includes stage directions, set ideas etc</p>
<p><b>Duet</b> - 2 musicians performing together.</p>	<p><b>Unison</b> - Different performers all playing/performing the same thing together.</p>
 <p><b>Genre</b> - a style or category of performance or music e.g. comedy, classical, gothic, jazz</p>	 <p><b>Audience</b> - A group of people that gather in one place to watch a performance.</p>
<p><b>Production</b> - All the elements that make up a performance piece, including lighting, sound, costume, make up, set, performers, etc.</p>	<p><b>Projection</b> - increasing the volume of your voice during speech or song to allow it to be heard by everybody in the audience.</p>
 <p><b>Rehearsal</b> - Working on a piece of performance over and over in order to perfect it.</p>	<p><b>Character</b> - The person who is being played/portrayed by the actor. The actor will change their voice, gesture, facial expression, posture to become as much like the character as possible.</p>

# Year 6: Food Technology

## 100% book

Topic: Where our food comes from

Unit Intent: Understand where our food comes from and when it is at its best.

When you are next in a supermarket see if you can see the country where your food has come from. At the moment fruit is in season in this country that makes it cheaper, fresher and tastier as it has not travelled as far. In winter the fruit may have travelled from Spain which makes it more expensive and possibly not as tasty. This has an impact on the environment as it has a higher carbon footprint.

### Where does our food come from?

Have you ever thought about where our food comes from. All our food starts from three original sources

**Grown** – in the ground or on a tree or bush

**Reared** – from an animal that a farmer may look after

**Caught** – from the sea usually by fishermen

But what about bread? This doesn't grow in the ground or on a bush, it doesn't come from an animal or from the sea!

Bread is **manufactured**, the main ingredient in bread is flour, flour is made from wheat, wheat is grown.

So for bread we say that the wheat has been **processed** into flour and that then has been manufactured into the bread.

This happens to most of our food for example sausages are manufactured from the meat from an animal.



### Grown

This is when food is grown either on a farm or in a garden the benefits of this is that the food is fresher, tastier, and is more nutritious. This food will be dispatched to local supermarkets and sold, this is beneficial because if the food is local it hasn't travelled as far and is fresher. A lot of people also choose to grow food in their own home this is called Home Grown Foods an example of this is when people grow vegetables or fruit or even keep chickens in their back gardens and use the fresh eggs.



### Reared

This means when animals are looked after by a farmer so they can eventually produce food for example pigs are reared they provide us with chops, sausages, and pork. All this food is kept to a good standard by the farmers because the government monitor the process, to ensure with the UK welfare standards. Food that is imported from other countries don't always meet the UK welfare government standards.



### Caught

This means when the food is caught in the wild such as a fisherman catching fish. The benefits of this is that the food is fresher and you know where it comes from. There is also a sense of pride when you catch the food you are going to eat. Some parts of the sea have fishing laws due to the high level of fishing going on, this restricts boats fishing in areas to allow the fish to breed and develop.



### Manufactured

Manufactured foods are made in factories from ingredients such as a loaf of bread and this makes it easier to eat some foods it can be easier to buy a loaf of bread from the supermarket instead of buying all the ingredients and making it at home. Manufactured are not always high quality but can be cheaper. Processed foods are foods that have ingredients added to them to make them fresher for longer or make them taste better but these chemicals are not good for you and are known as additives or preservatives.



# Keyword Spellings and Definitions:

Remember to use your 'memory method' techniques to remember 100% of your key terms

<b>Grown</b> Food that is grown either in the ground, on a tree, or a bush	<b>Reared</b> Food that has come from an animal that has been looked after by a farmer	<b>Caught</b> Food like fish and seafood that has come from the sea, caught by a fisherman	<b>Manufactured</b> Food that uses original sources to create another food product e.g. sausages, beef burgers, cakes, biscuits.
<b>Source</b> Where the food comes from originally – grown, reared or caught	<b>Origin</b> The place the food comes from this country or another	<b>Processed</b> This is when an original ingredient has other things added to it to either keep it fresher or add flavour	<b>Seasonal</b> Usually fruit or vegetables, these are grown at different times of the year but when in season they are at their best.

**ACE Questions** – are you 100% ready to answer these questions based on your learning so far?

Accept	Challenge	Extend
“When food is grown locally it helps to reduce the carbon footprint”	“Ready made foods that are manufactured are good as they are quick to cook when you are busy”	“When food is in season it is at its best”
Why would you accept this viewpoint? Explain your answer.	How would you challenge this viewpoint? Explain your answer.	How can you extend this view point? What other information can you include? Explain your answer.

## Can you get 100% right?

### Cold Questions

1. What is grown food?
2. What is reared food?
3. What is caught food?
4. What is manufactured food?
5. What does origin mean?

### Hot Questions

1. Explain why certain seas have strict fishing laws.
2. What are the advantages of eating seasonal food.
3. Can you explain what importing means and how it helps with food.
4. How can eating seasonal food reduce CO2

### Challenge Me Question

Think of your favourite meal, write down all the ingredients that are in the meal, then work out what was the original source

### Creative Careers Corner

#### Food Technology

Head Chef/ Sous chef/ Head Waiter/ Waiter/  
Kitchen porter/ General manager/ Concierge/  
Front of house manager /Front desk receptionist/  
Maintenance/Barista/ Housekeeping/  
Bar staff/Sommelier/Publican/ Wedding Planner

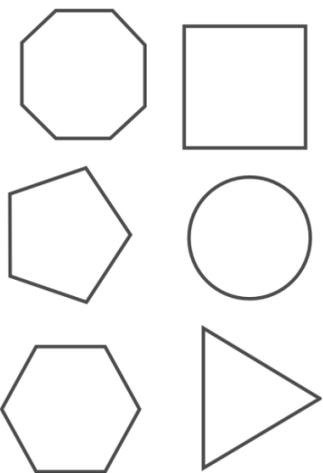
# Introduction to Year 7 Art and Design

## Topic: Drawing Skills

**Unit Intent:** This document will help you understand the key terminology you will need for the start of Year 7 as well as some comprehension and fun drawing activities

### Formal Elements of Art...

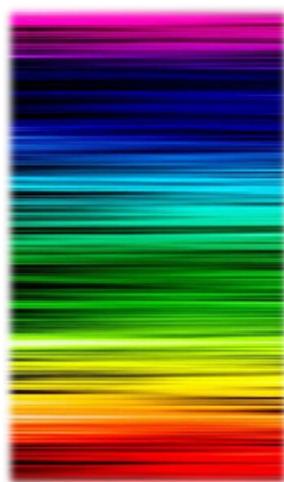
#### Shape



#### Pattern



#### Colour



#### Line



#### Tone



### Keyword Spellings and Definitions:

Remember to use your 'memory method' techniques to remember 100% of your key terms

<p><b>Line:</b> Line is the path left by a moving point. For example, a pencil or a brush dipped in paint. A line can take many forms; it can be horizontal, diagonal or curved.</p>	<p><b>Tone:</b> Tone refers to how light or dark something is. This can be a shade or how light and dark a colour appears.</p>	<p><b>Form:</b> Form is a three dimensional shape, such as a cone or a sphere. In two dimensional artwork, tone and perspective can be used to create the illusion of form.</p>	<p><b>Colour:</b> This refers to which colours are used to create the artists work. Red, Yellow and Blue are all primary colours. In theory all other colours can be made by mixing these three colours.</p>
<p><b>Pattern:</b> A design that is created by using repeated lines, shapes, tones or colours. Patterns range from very simple to extremely intricate.</p>	<p><b>Composition:</b> Composition refers to the layout of an artwork. How your artwork is displayed and how you use the space available.</p>	<p><b>Shape:</b> A shape is an area enclosed by a line; it could be just an outline, or it could be shaded in. Shapes can either be geometric, like a square or circle, or irregular.</p>	<p><b>Presentation:</b> How a piece of work or pieces of work are shown or explained to the intended audience. The way in which the work is arranged.</p>



#### Task 1:

In your house find three red objects, arrange your objects next to each other and draw the outlines of your objects, focusing on the formal element 'line'. For example you could have an apple, a ball and a water bottle .

#### Task 2:

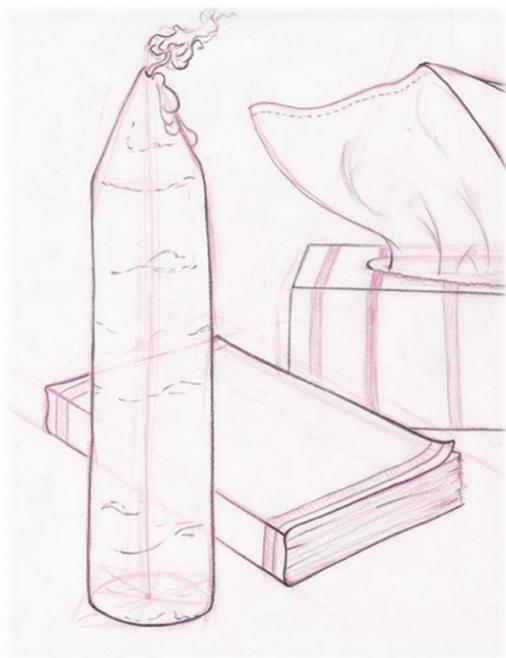
In your house find two yellow or orange objects, place these next to each other and draw the outlines, then add tone to your objects with a drawing pencil, going from light to dark. For example you could have a banana and a flower.

#### Task 3:

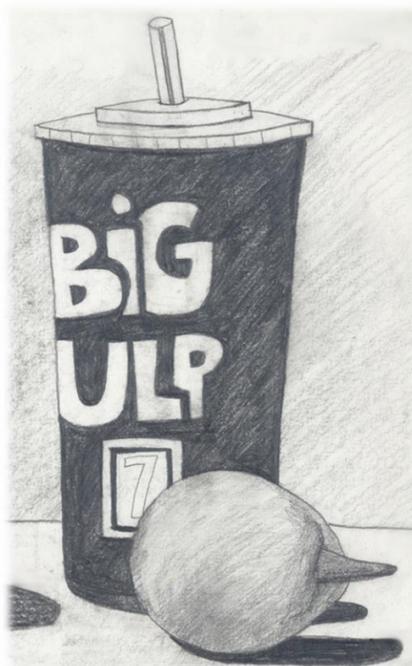
In your house find one green object, draw your outline and then add colour to your drawing using colour pencils or felt tip pens. Try to use the same colours that you see when you look at the object. Your object could be a candle or a kiwi.

# Examples...

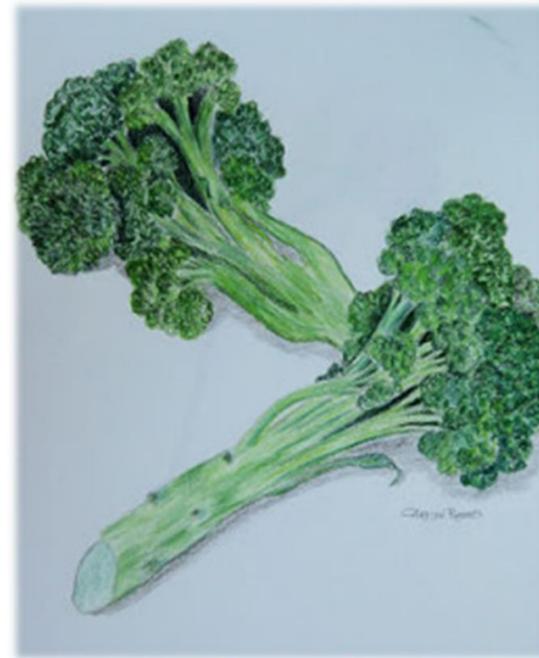
Task 1



Task 2



Task 3



**ACE Questions** – are you 100% ready to answer these questions based on your learning so far?

Accept	Challenge	Extend
<p>“Adding tone to a drawing will make it look more realistic.”</p>	<p>“You cannot create a realistic drawing when using colour pencils.”</p>	<p>“Taking inspiration from artists can improve your work.”</p>
<p>Why would you accept this viewpoint? Explain your answer.</p>	<p>How would you challenge this viewpoint? Explain your answer.</p>	<p>How can you extend this view point? What other data can you access? Explain your answer.</p>

## Can you get 100% right?

### Cold Questions

1. What does tone mean?
2. What does form mean?
3. What does composition mean?
4. What is a line?
5. What is a pattern?
6. What is a shape?
7. What does presentation mean?
8. What is a primary colour?

### Hot Questions

1. Why should you review the successes and areas of improvement of your work?
2. What are the benefits of drawing from real life objects?
3. How does effective presentation improve the overall look of your work?

### Challenge Me Question

Can you improve one of your drawings by adding more detail and tone?

### Creative Careers Corner

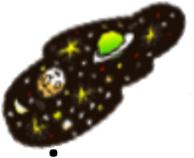
#### Art and Design

Artist / Architect / Book Illustrator / Curator / Cinematic Artist / Fashion Designer / Art Director / Brand Designer / Animator / Make up Artist / Art Therapist / Conservator / Set Designer / Costume Designer / Art Teacher



# Year 6 Spanish

## Spanish Phonics

1  <b>araña</b>	2  <b>elefante</b>	3  <b>idea</b>	4  <b>olvidar</b>
5  <b>universo</b>	6  <b>cerdo</b>	7  <b>ciclista</b>	8  <b>casa</b>
9  <b>coche</b>	10  <b>cucaracha</b>	11  <b>gimnasia</b>	12  <b>hamburguesa</b>
13  <b>España</b>	14  <b>zum</b>	15  <b>guitarra</b>	16  <b>llave</b>

### How to say each word?

- ah- ran – nya
- Ele-fant-ay
- Ee-daya
- Ol-veedar
- Ooh-nee-erso
- ther-do
- thee-cleesta
- Ka-sa
- Ko-chay
- Koo-ka-ratch-a
- Him-nas-ee-ah
- Am-boorg-essa
- Esp-anya
- Th-oomo
- geey- tarra
- Ya-vay

**Spanish Alphabet** If you look at the grey letters next to each of the alphabet letters. It tells you how to say each letter.

<b>Aa</b> ah  amigo	<b>Bb</b> bay  barba	<b>Cc</b> ce  casa	<b>Dd</b> day  dado	<b>Ee</b> ay  estrella	<b>Ff</b> ay-fay  flor	<b>Gg</b> hay  globo	<b>Hh</b> ay-chay  helicóptero	
<b>Ii</b> ee  isla	<b>Jj</b> ho-ta  jirafa	<b>Kk</b> kah  koala	<b>Ll</b> lay  lupa	<b>Mm</b> ay-may  manzana	<b>Nn</b> ay-nay  nube	<b>Oo</b> oh  ojo	<b>Pp</b> pe  pelo	<b>Qq</b> koo  queso
<b>Rr</b> ay-ray  ratón	<b>Ss</b> ay-say  sapo	<b>Tt</b> tay  tomate	<b>Uu</b> oo  uva	<b>Ww</b> uve double  wafle	<b>Xx</b> ay-kees  xilófono	<b>Yy</b> i griega  yate	<b>Zz</b> say-tah  zapato	

## Spanish Numbers

<b>1</b> Uno (ooh-no)	<b>2</b> Dos (doss)	<b>3</b> Tres (tress)	<b>4</b> Cuatro (quat-row)	<b>5</b> Cinco (think-oh)	<b>6</b> Seis (say-iss)	<b>7</b> Siete (see-etay)	<b>8</b> Ocho (otch-oh)	<b>9</b> Nueve (Noo-evay)	<b>10</b> Diez (dee-eth)
-----------------------------	---------------------------	-----------------------------	----------------------------------	---------------------------------	-------------------------------	---------------------------------	-------------------------------	---------------------------------	--------------------------------

## Questions about yourself

**¿Cómo te llamas? (Com-oh teh yamas?)**

What are you called?

**Hola, Me llamo John. (oh-la meh yamo John)**

Hello I am called Rachel.

**¿Dónde vives? (Don-day veev-es?)**

Where do you live?

**Vivo en Wigan. (Vee-vo en wigan.)**

I live in Wigan.

**Task 1 Phonics:** Practice saying the Spanish phonics out loud at home.

Can you teach your friends or family any of the words?

**Task 2 Alphabet:** Say the alphabet out loud. Can you spell out your name?

Spell out the names of your friends or family.

**Task 3 Numbers:** Can you learn numbers 1 to 10 in Spanish?

**Task 4: Questions about yourself:** Practice asking and answering the questions above.

Can you get someone to test you at home?

### Cold Questions:

**Task 1:** Using the Phonics grid the alphabet what do the following words mean in English? BONUS: How would you say each of these words?

a) Araña =

b) Llave =

c) Casa =

d) Tomate

e) queso=

f) amigo =

g) ratón

h) jirafa

**Task 2:** Write the numbers in Spanish in the correct order.

ocho	1	
tres	2	
nueve	3	
cinco	4	
uno	5	
siete	6	
seis	7	
diez	8	
dos	9	
cuatro	10	

### Hot Questions

**Write an answer to the following questions in Spanish:**

**a) ¿Como te llamas?**

---

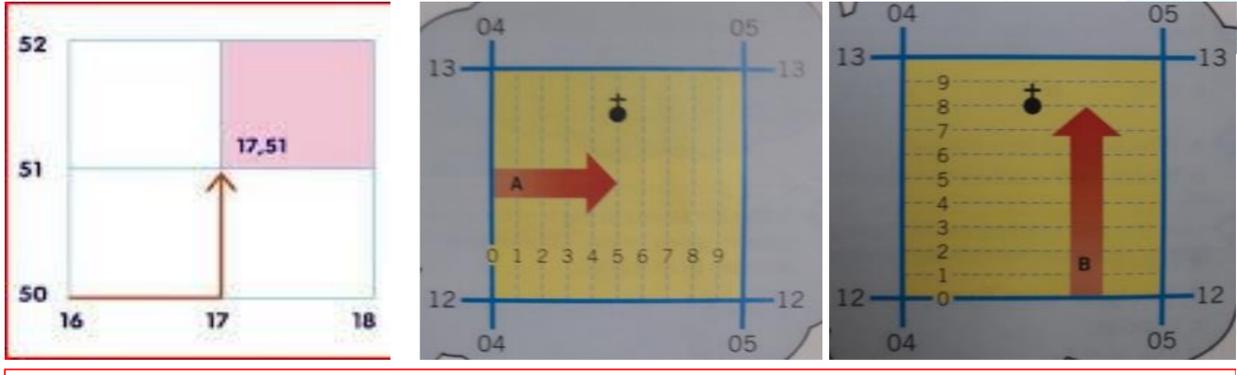
**b) ¿Dónde vives?**

---

# Year 6: Geography Knowledge Organiser

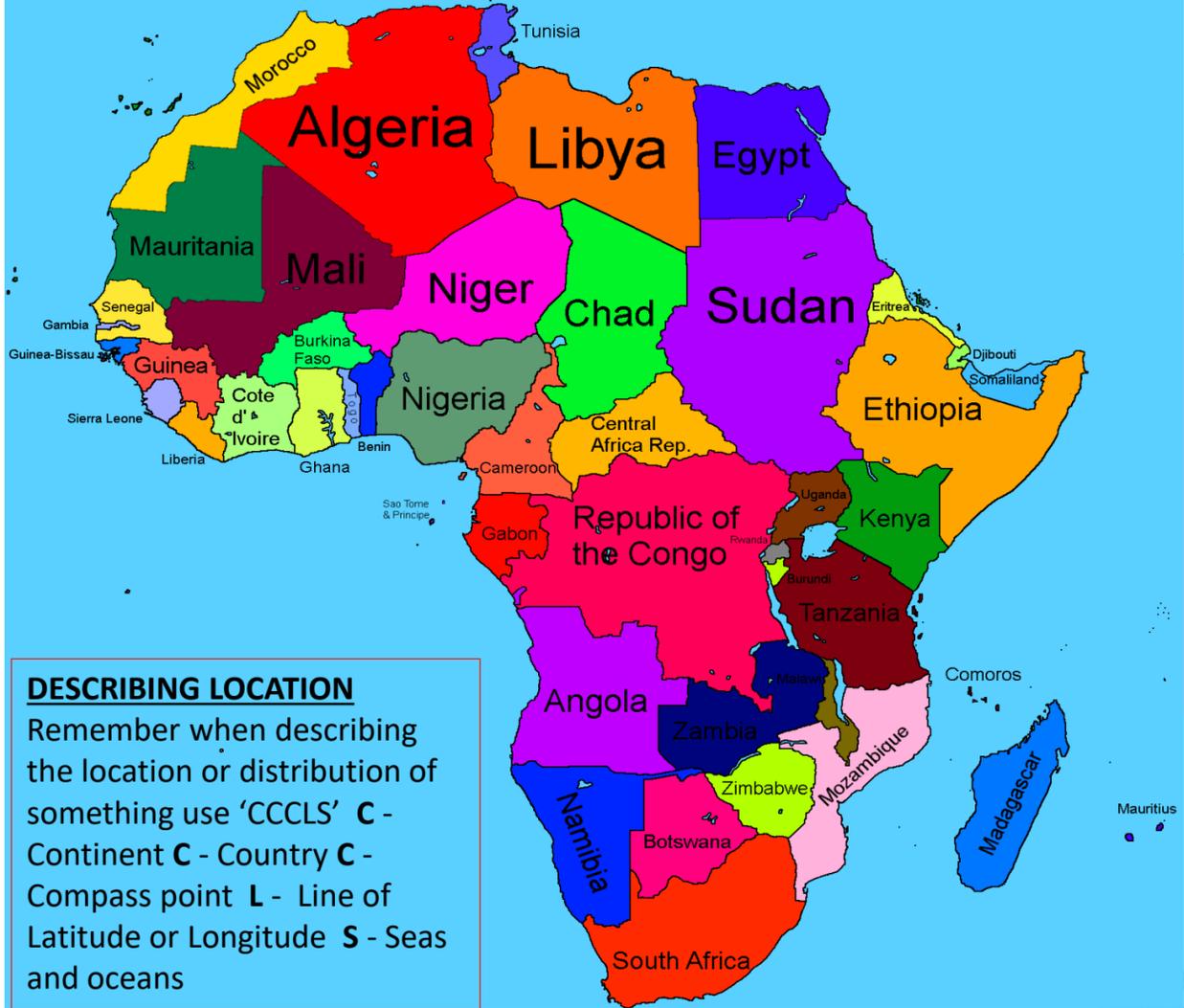
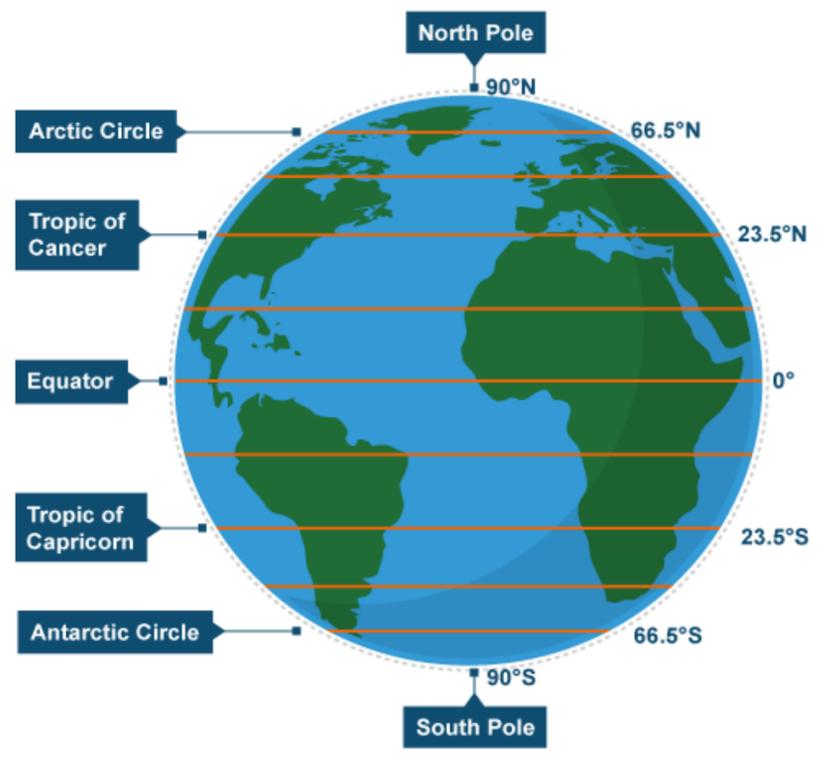
## Topic: Introduction to Geography

**Unit Intent:** In this introduction we will be looking at some of the Geography basics whilst hopefully showing you just how interesting Geography is!



**4 figure grid reference**  
Find the box that your symbol is in. Go to the bottom left corner and find which two lines join at that point. Write the number that is on the bottom first and then the number up the side after.

**6 figure grid reference**



**Latitude and longitude are used for global coordinates.**

- The position of anywhere on Earth can be given using coordinates if you use latitude and longitude
- Lines of latitude measure how far north or south from the Equator something is.
- Lines of longitude measure how far east or west from the Prime Meridian something is.
- Latitude and longitude are measured in degrees

**DESCRIBING LOCATION**  
Remember when describing the location or distribution of something use 'CCCLS' C - Continent C - Country C - Compass point L - Line of Latitude or Longitude S - Seas and oceans



Social                      Economic                      Environmental

**Keyword Spellings and Definitions:****Remember to use your 'memory method' techniques to remember 100% of your key terms.**

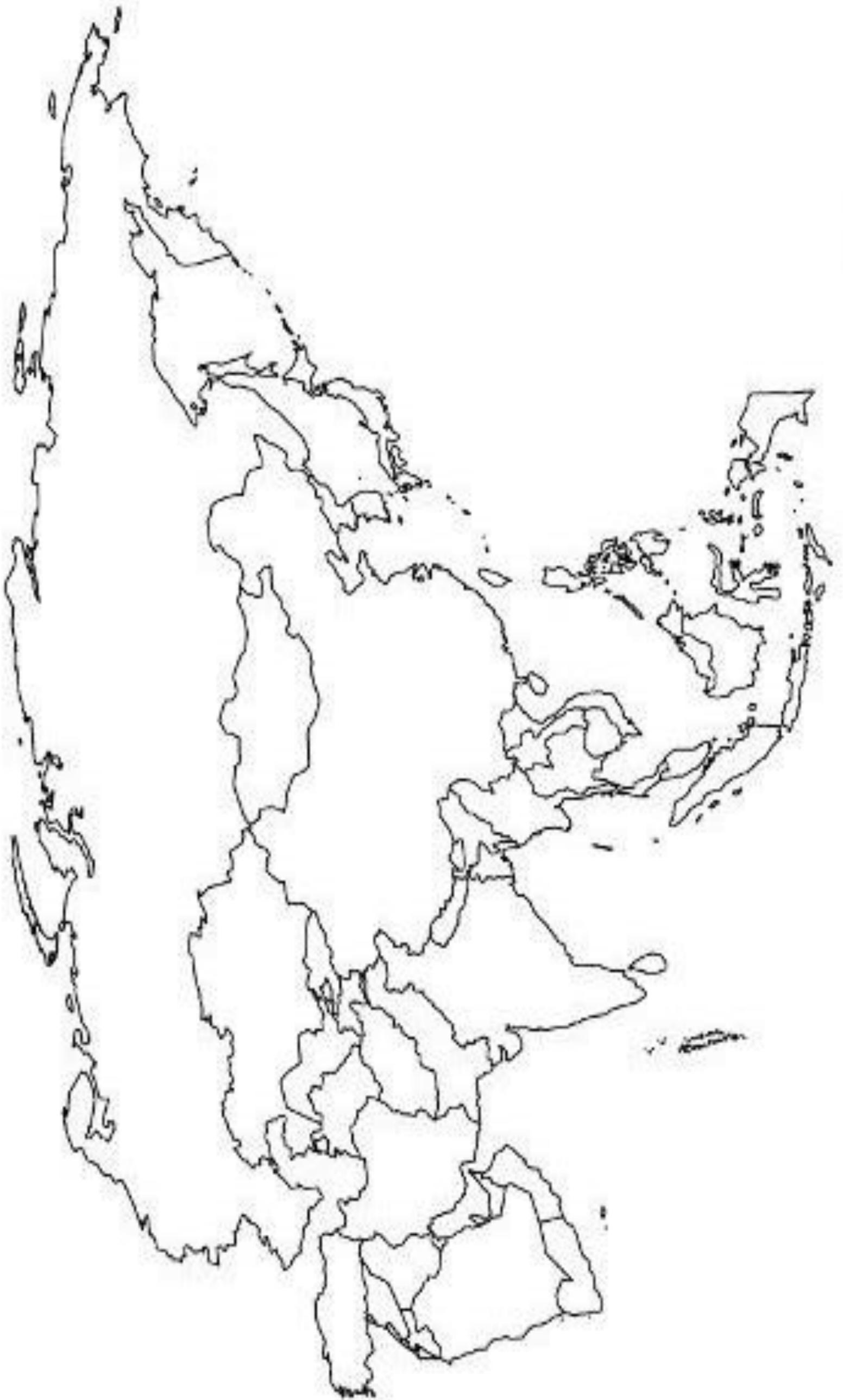
Key word	Definition
Human Feature	Something created by humans eg buildings
Physical Feature	Something that is there naturally eg a forest
Equator	An invisible line of latitude around the centre of the Earth that is equal distance between the North and South poles.
Longitude	Invisible lines going around the Earth that go from North to South but show us how far East or West something is.
Latitude	Invisible lines going around the Earth that go from East to West but show us how far North or South something is.
Distribution	The way in which something is shared or spread out over an area.
Continent	A main continuous expanse of land
Ocean	A very large expanse of sea, in particular each of the main areas into which the sea is divided geographically.
Country	A nation with its own government, occupying a particular territory.
Sea	The expanse of salt water that covers most of the earth's surface and surrounds its land masses
Urban	A built up area like a town or city
Rural	An area of countryside or small villages

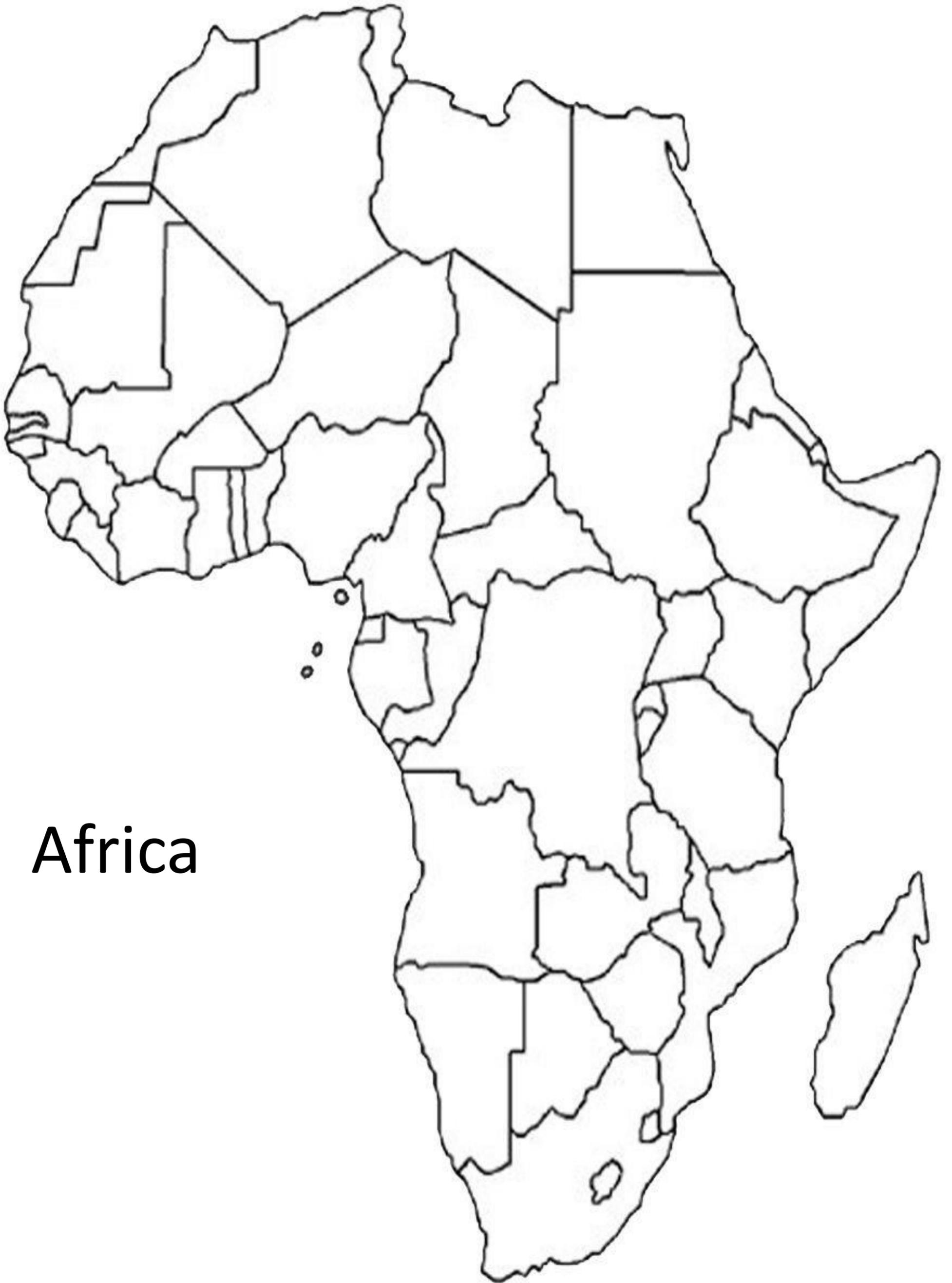
**ACE Questions – Are you 100% ready to answer these questions based on your learning so far?**

<u>Accept</u>	<u>Challenge</u>	<u>Extend</u>
“People prefer to live in urban areas.” Explain why you agree with this statement.	“The sea and the ocean is the same thing.” Explain why you disagree with this statement.	“Asia is the biggest continent in the world.” How can you extend this viewpoint? How many countries and people does it have compared to other continents?

<u>Hot Questions</u>	<u>Cold Questions</u>	<u>Development Activities</u>
Choose 5 capital cities in Asia. Explain the: <ul style="list-style-type: none"> <li>• Location</li> <li>• Population</li> <li>• Physical features</li> <li>• Human features</li> <li>• Positive and negative facts</li> </ul>	Look at a map of the world. Try and memorise it and then draw your own map of the world without looking at the original.	BBC iplayer: David Attenborough. Choose an episode, create a facts mind-map. <ul style="list-style-type: none"> <li>• Planet Earth 1 or 2</li> <li>• Life on Earth</li> <li>• Blue Planet 1 or 2</li> <li>• Frozen Planet</li> <li>• Natural World</li> <li>• Africa</li> </ul>
Research the top 10 richest countries in Asia. Find out their population, the average income per person and their top 3 exports from the country.	List the major lines of latitude and longitude across the world. Use David Attenborough on BBC Bitesize to help you understand.	BBC iplayer: Burma with Simon Reeve. Create a fact file including food, tourist attractions, what does it look like? What is life like for the people? Any additional facts.
What are the causes of hurricanes and where do they form?	Use google maps to research the key landmarks in a country of your choice.	Play the game Geoguesser. This will help you improve your geographical knowledge.
What is a tsunami and how is one formed? Can you research a famous tsunami and create a fact file including: when it happened, what magnitude was the earthquake, how many died, how much did it cost to rebuild?	Draw a picture of the ideal place you want to live when you are older? What is the town/village/city like? Where is it? Is it a real or imaginary place? What is the weather like? What is the environment like?	Watch the trailer for “The Impossible” and note down the effects of the tsunami (huge waves caused by earthquakes under the sea) and what it looked like. The full film is on Netflix if you want to watch it but make sure you get your parents permission as it is 12+. <a href="https://www.youtube.com/watch?v=Bgw394ZKsis">https://www.youtube.com/watch?v=Bgw394ZKsis</a>
Use the map Asia below. Label on as many countries that you can identify in one colour. In another colour fill in the other countries that you missed. Revise the finished map.	Go through your clothes and write down all the places they were made in. Make a tally chart so it shows how many items of clothing are from each place.	BBC iplayer: A camel called Sanjeev. What is life like for the Maharaja? How did Indian royalty reinvented itself? How are some of India's poorest people challenging the caste system?
Write down all the countries in the continent of Africa on the map below. Find the capital city of each one and 1 fact about each country somewhere on the page.	Write down 10 interesting facts about the Pacific Ocean.	Go for a run or walk along your street. Make a mental note of the area around you. Once you are home describe your street. Think about the weather, noise, smell, size of houses, is it green and clean?

# Asia





**Africa**