



Summer 2021

Consolidation and Getting Ahead Learning Programme Year 7

Key:

1. Those that have engaged well with the on-line provision, face to face teaching and are up to date with the course.
2. Those that have partially engaged with the on-line provision but need time to catch up with some work to be up to date.
3. Those that have found the experience of the last year challenging for a variety of reasons (some through no fault of their own) and need considerable time and support to be up to date.

Art

1.

Spikes and Circles

Looking at the painting **American Gothic** by artist **Grant Wood**

American Gothic is a painting of two people who he chose to paint looking like a farmer dressed in dungarees and his wife. They were in not farmers and in fact the artist dentist and his wife.

The artist was just as interested in painting something else – spikes and circles. So many things in this picture are hard and spiky. Look at the pitchfork which matches the shape of the seams on the man's dungarees). *There are lots of round shapes too in the woman's brooch.*

Describe what you can see?

Has something upset the two people standing in front of a neat white house?

Do you think they are grumpy, sad or unfriendly?

Describe the other angles in this painting?

Describe the other round shapes you can see?

Why would the artist choose to paint the characters in this way and do you think he liked or disliked them?

www.bbc.com/culture/article/20170208-how-american-gothic-became-an-icon

<p>2 & 3</p>	<p>Detective Work</p> <p>Looking at the painting The Ambassadors by artist Hans Holbein the Younger</p> <p>You sometimes have to be a detective when you look at art. Paintings are often full of clues that the artist includes to help and it's not a coincidence that these two men are standing in front of a table stacked with gadgets.</p> <p><i>Describe what you can see.</i></p> <p>What does the picture tell you about these two men?</p> <p>www.nationalgallery.org.uk/paintings/hans-holbein-the-younger-the-ambassadors</p> <p>www.youtube.com/watch?v=paA8hqqQ-w&feature=emb_title</p>
<p>Core PE</p>	
<p>1, 2 & 3</p>	<p>Task 1:</p> <p>All students should make and take time over the summer break to step away from their desks and computers and get active, safely of course!</p> <p>We would encourage all students to initially find out how far they can walk/jog/run in 20 minutes. This could be in metres, kilometres or simply to and from particular landmarks around your neighbourhood.</p> <p>Your aim is to improve the distance that you can achieve or the landmark that you can reach in 20 minutes, by practising up to a maximum of 3 times per week.</p> <p>It might be either that you start walking most of the time and increase the amount of time jogging and then running as the weeks progress, or you might start jogging slowly for the whole 20 minutes and then slowly build up to running faster.</p> <p>Keep a record of what you have achieved each week so that you can appreciate the progress that you make from Week 1 through to Week 6, as it is progress that really counts!</p> <p>Task 2:</p> <p>All students to collect at least 6 images (at least one each week) of their 'HEALTHY SELFIES', which they will bring into school in September, showing occasions when they have been away from their desks and computers and have been enjoying being active. We will have competitions between Tutor Groups in September, to see which Tutor has the greatest number and variety of activities evidenced. Remember, walking the dog, gardening and yes even housework, counts as being active!</p>

English (For some classes, work will only be available via the links from week commencing 27th July 2020)

1.	For students who have completed all work during lockdown, we recommend they prepare for Year 8 by engaging in the following activities: <ol style="list-style-type: none">1. Read various gothic short stories. These can be found either online or by going to the library. Here is a link with some online stories. Link. Identify the key ingredients of a gothic tale and write your own 500 words gothic story!2. Read <i>Grapes of Wrath</i> by John Steinbeck. Research the author and prepare a fact file about his life and the stories he has written. What themes does Steinbeck like writing about? Why do you think this is?3. Watch and/or read a Shakespeare play. Select either <i>Much Ado about Nothing</i> or <i>Taming of the Shrew</i> to recall the kind of characters Shakespeare wrote about and what this can tell us about England in the 15 and 1600s. You can also try to watch the film <i>10 Things I Hate about You</i> which is a modernization of William Shakespeare's comedy 'The Taming of the Shrew'.4. Read materials that are not books! Here is a link to other types of writing you can engage in to further improve your reading skills: https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/15-reading-materials-arent-books.html5. Lastly, if you'd like to have a head start on Poetry and your class has not had the chance to start this unit, you can find all the lessons here to work through independently.
2.	For students who have missed only some work during lockdown, we recommend the following: <ol style="list-style-type: none">1. Read various gothic short stories. These can be found either online or by going to the library. Here is a link with some online stories. Link.2. Complete the Reading Project work if your class began this unit. Link.3. Complete any outstanding Fairytale work. Link.
3.	Your teacher has created a document for your class that summarises the work that you have missed during lockdown. You must try to complete all of this to catch up for September. Depending on your class teacher, this work will be about reviewing and completing lessons on the following units: <ul style="list-style-type: none">• Pre-1914 Poetry unit• Fairytale unit• Independent Reading Project• Gothic short stories <p>You can find your English class and the work you need to complete by clicking on the links above.</p>

French

1. Use Kerboodle to revise all the topics in units 1-5 of Allez 1, focusing particularly on the interactive exercises. You might like to stretch yourself by reading the more advanced texts at the end of each unit eg p 70-74 and p 90. Revise the present tense -er verbs for beginners using www.languagesonline.org.uk (grammar section) and choose any other interactive exercises you would like to do from year 1 or 2 sections. Try to practise speaking French by saying as much as you can from memory on the topics of family and animals, school, where you live, hobbies and food. Aim to do this at least twice a week and your fluency will be amazing!
2. Use Kerboodle to revise all the topics in units 1-5 of Allez 1, focusing particularly on the interactive exercises. Re-read any texts and re-watch any videos on topics you feel are a little patchy. Make sure you have completed all the exercises and tasks set on ClassCharts. Practise the key phrases on each topic aloud and try to build fluency by aiming for 5 sentences from memory on a particular topic. Remember that you can also use www.languagesonline.org.uk and Quizlet to revise vocabulary in an interactive way.
3. Use Kerboodle to revise all the topics in units 1-5 of Allez 1, focusing particularly on the interactive exercises. Re-read any texts and re-watch any videos on topics you feel are a little patchy. Make sure you have completed the main writing tasks set on ClassCharts and as many of the listening and reading as you can. Pick 4 key phrases from each topic and practise saying them aloud 4 times a day. When you have memorised them, try and learn the spelling of at least 2 of them really thoroughly by writing them out six times. Remember you can use Quizlet to learn and test yourself on the vocabulary.

Geography

1. For those of you who like a challenge we would like you to think about corona virus through the eyes of a geographer. Your Year 7 geography lessons have enabled you to study aspects of human, physical and environmental geography. You have gained knowledge and considered interactions between these topics at a variety of scales and locations.

The background:
Corona virus had spread across the world, impacting on aspects of physical, human and environmental geography in so many different ways. There have been many negative impacts but some positives.

The task:
We would like you to pick one topic you have studied this year, one you will study next year and one of your own choice.

Topics studied in Year 7	Topics studied in Year 8
Map skills	Flooding
Atlas skills	Development
Economic activity (The world of work)	Natural resources
Weather and climate	Tectonics (earthquakes and volcanoes)
Rivers	The continent of Asia
	Coasts

For each of the topics you have chosen research a positive and negative impact. This may be on a local, national or global scale. You will need to **describe** and **explain** the impact. Try and be place specific and include facts, figures and images.

Presenting your work:

You may choose how to present your work as:

A newspaper report

A factual report

A poem

A story

A poster

Or any other idea you have.

**2 &
3**

In addition to the tasks above

Visit the Bitesize website, using the link [KS3 Geography - BBC Bitesize](#)

Work through the learner guides (on Weather and Climate, Globalisation, trade and interdependence, Rivers and Water and Geographical Skills) completing the revise and test tasks.

History	
1.	For those of you who like a challenge you may want to explore whether the vandalism of statue of Conquistador, Hernan Cortes be justified. https://stbernardssloughschuk-my.sharepoint.com/:f:/g/personal/c-mcquillan1_st-bernards_slough_sch_uk/EkuuLu4598BFnRNR2JOD8OcBv1UFaeith3BtYqYvaUAYLQ?e=YEPsBE
1, 2 & 3	Review the knowledge organiser (click link to view) on Medieval times, a knowledge test on this topic at the beginning of Year 8. https://stbernardssloughschuk-my.sharepoint.com/:f:/g/personal/c-mcquillan1_st-bernards_slough_sch_uk/EkuuLu4598BFnRNR2JOD8OcBv1UFaeith3BtYqYvaUAYLQ?e=YEPsBE
3.	In addition to the revision of early modern religious beliefs, you will be emailed directly to inform you of the specific work that you will need to complete.
Japanese	
1.	Make sure your knowledge of hiragana (72 characters, including sound changes, sound combinations and small characters) is secure. Make sure your grammar notes are complete for all the sentence patterns we have covered this year (name, age, telephone number, where you live). Aim to be able to produce these sentences from memory. Make sure the information in your kanji booklet is complete.
2.	Make sure your knowledge of hiragana (72 characters, including sound changes, sound combinations and small characters) is secure. Make sure your grammar notes are complete for all the sentence patterns we have covered this year (name, age, telephone number, where you live). Make sure the information in your kanji booklet is complete.
3.	Make sure your knowledge of hiragana (46 basic characters) is secure. Make sure your grammar notes are complete for all the sentence patterns we have covered this year (name, age, telephone number, where you live, where you come from, what your nationality is). You will be emailed directly with some tasks to help with reviewing and consolidating the key areas.
Latin	
1.	Well done for keeping up with the subject and for turning up to the online lessons. Using whichever learning mode in Quizlet you think is of most use, revise the vocabularies of stages 1-9. Do not spend more than 15 minutes at a time, but pace yourself so that you do it twice a week, and each week until September.
2 & 3	There are no students in these categories continuing the course.

Mathematics	
1.	Review the work this year and complete the UKMT task (on Dr Frost or Student Drive) to challenge yourself and improve your problem-solving skills. There are also some enrichment challenges on the student drive. Ensure all tasks are completed on Dr Frost
2.	Please complete the Dr Frost Year 7 Review Task. This is an important task which will help you review the year and ensure you have the skills to start Year 8. Ensure all tasks are completed on Dr Frost. If needed, use the Curriculum Support Guide to review topics.
3.	Use the Curriculum Support Guide to review key topics from each chapter. Complete the Dr Frost Year 7 Review Task.
Key Resources Curriculum Support Guide: https://stbernardssloughschuk.sharepoint.com/:b:/s/StudentDriveMaths/ETKm2Dr2o8VOI0kvrQCIWC0B2GTQ50N7L51_6Ycm9Jf-Gw?e=BnZQt5 Student Drive: https://stbernardssloughschuk.sharepoint.com/sites/StudentDriveMaths Questions, practice, and videos: www.drfrostmaths.com	
Music	
1.	Read over the key terms in the elements of music (DR P SMITH or DR SMITH), also found from page 2 onwards, here: http://www.princehenrys.co.uk/files/study%20support/44B442E2686CE3535372EC027B2EB4E4.pdf A Quizlet on the terms can be found here: https://quizlet.com/85352522/drpsmith-music-flash-cards/
2.	Create a musical listening diary. Listen to a different song every week that you wouldn't normally listen to and describe how the music makes you feel. Do you feel happy, sad, relaxed, energised? Extension: what makes this song memorable for you? Would it appeal to all generations; why or why not?
3.	Revise musical notation in preparation for your keyboard lessons next term. It can be found here: https://www.bbc.co.uk/bitesize/topics/zcbkjcj6/articles/z3fysrd

Science

The table below suggests the work that should be carried out over the Summer Break. The work is designed to ensure that we begin the next academic year:

- 1) With a strong understanding of concepts covered during this academic year
- 2) With a basic awareness of the topics which will be covered during the year ahead.

Your teachers are always here to support you. If you have any worries, concerns or questions relating to the Science work you can contact your Science teacher for advice.

Resources – where mentioned - can be found in this folder: [Getting Ahead Programme](#)

1.	<p>Complete the “Checklists” within the Getting Ahead Programme Folder</p> <p>Use the Kerboodle Activate textbook to develop areas that you identify as being slightly more challenging and develop your notes as required.</p> <p>Attempt the “big idea” quizzes set on Kerboodle under the assessments tab.</p> <p>Read the “Big Questions” title pages in the Kerboodle Activate textbooks for the topics that we will be looking at during the first term in the next academic year:</p> <ul style="list-style-type: none">• Photosynthesis & Respiration (Book 2 Page 144-160)• Waves (Book 1 Page 54-74 & Book 2 Page 56 –64)• Energy (Book 1 Page 40-52)• Chemical Reactions (Book 2 Page 88-89)• In addition, to better prepare yourself for some more “practical” skills, read through Kerboodle Activate Book 1, pages 2-11.
2.	<p>Complete the “Checklists” within the Getting Ahead Programme Folder</p> <p>Read the “Big Questions” title pages in the Kerboodle Activate textbooks for the topics that we will be looking at during the first term in the next academic year:</p> <ul style="list-style-type: none">• Photosynthesis & Respiration (Book 2 Page 144-160)• Waves (Book 1 Page 54-74 & Book 2 Page 56 –64)• Energy (Book 1 Page 40-52)• Chemical Reactions (Book 2 Page 88-89)• In addition, to better prepare yourself for some more “practical” skills, read through Kerboodle Activate Book 1, pages 2-11.

<p>3.</p>	<p>Read the “Big Questions” title pages in the Kerboodle Activate textbooks for the topics that we will be looking at during the first term in the next academic year:</p> <ul style="list-style-type: none"> • Photosynthesis & Respiration (Book 2 Page 144-160) • Waves (Book 1 Page 54-74 & Book 2 Page 56 –64) • Energy (Book 1 Page 40-52) • Chemical Reactions (Book 2 Page 88-89) • In addition, to better prepare yourself for some more “practical” skills, read through Kerboodle Activate Book 1, pages 2-11. <p>Review the work set over the past year, especially work carried out in January. Focus on making notes from the lessons that have not been completed. Do not worry about any worksheets – simply ensure that you make concise notes.</p> <p>Use the Kerboodle Activate textbooks to develop areas that you identify as being slightly more challenging.</p>
<p>Spanish</p>	
<p>1.</p>	<p>Go to https://www.bbc.co.uk/bitesize/subjects/zfckjxs and work through the following topics; talking about free time in Spanish using ‘jugar’ and ‘hacer’, talking about where you live in Spanish using ‘ser’ and ‘estar’, using ‘me gusta’ and adjectives. Go to https://quizlet.com/class/13084072/ and do the activities in VIVA 1 Module 5. Try to practise speaking Spanish by saying as much as you can from memory on the topics of family, friends and animals, school, where you live and free time. Aim to do this at least twice a week and your fluency will be amazing!</p>
<p>2.</p>	<p>Go to https://www.bbc.co.uk/bitesize/subjects/zfckjxs and work through the following topics: pronouncing Spanish words, talking about free time in Spanish using ‘jugar’ and ‘hacer’, talking about where you live in Spanish using ‘ser’ and ‘estar’, using ‘me gusta’ and adjectives. Go to https://quizlet.com/class/13084072/ and do the activities in VIVA 1 Module 5. Make sure you have completed all the exercises and tasks set on ClassCharts. Practise the key phrases on each topic aloud and try to build fluency by aiming for 5 sentences from memory on a particular topic. Remember that you can also use www.languagesonline.org.uk and Quizlet to revise vocabulary in an interactive way.</p>
<p>3.</p>	<p>Go to https://www.bbc.co.uk/bitesize/subjects/zfckjxs and work through the following topics: pronouncing words in Spanish, introducing yourself in Spanish, talking about family and pets, describing people in Spanish, days and months in Spanish and telling the time in Spanish. Make sure you have completed the main writing tasks set on ClassCharts. Pick 4 key phrases from each topic and practise saying them aloud 4 times a day. When you have memorised them, try and learn the spelling of at least 2 of them really thoroughly by writing them out six times. Remember you can use Quizlet to learn and test yourself on the vocabulary.</p>

RE

In order to get the most out of your getting ahead programme, it is important that you consider how confident you are with what you have learnt this year, both in person and during periods of online learning.

No matter which group you are in, the getting ahead work for you to look at this summer will mean that you are more than ready to start next year with confidence that you will understand the work we start with.

The getting ahead task is there to maximise your opportunities to be ready for what we will teach next year. The advised work is there if you have the time and need to revisit work you did not fully understand during this year.

Please keep in contact with me over the holiday at p-turnham@st-bernards.slough.sch.uk if you have any questions, or would like additional guidance and support. I will be regularly checking and responding to emails.

Getting Ahead Tasks:

Research the following and find out 3 facts about each:

1. Abraham's covenant
2. Noah's covenant
3. Moses' covenant
4. In what way is the Christian view of covenant similar to the Jewish view?
5. In what way is the Christian view of covenant different to the Jewish view?

Bonus task: If you can find a version, watch "Prince of Egypt" to get a good introductory version of the exodus story

1.	Go back to your notes and responses in your exercise book/saved online. Where some areas don't make sense to you now as you read them back, use online research to build your understanding more fully.
2.	Go to this link: https://www.bbc.co.uk/bitesize/topics/zq2b4j6 Go through the "God and Truth", the "Life after death" and the "Sources of Authority" sections
3.	Open this folder, research and answer all revision questions on the PowerPoint with detail to reinforce your work across this year. https://stbernardssloughschuk-my.sharepoint.com/:f/g/personal/p-turnham_st-bernards_slough_sch_uk/EtCzAyH4Xi5AqYv0ZJClggQBLj0cn7o9Qju-4EyOFM972w?e=INpjJy