



Year 7

Knowledge & Gwaith Cartref

Materials

Autumn Term

What is it like to be human?

2026-2027

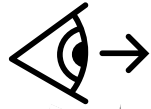
Name _____

Tutor group _____

HOW DO I USE MY KNOWLEDGE BOOKLET?

4 simple strategies to memorise information:

LOOK, COVER, WRITE, CHECK



1) LOOK at a box of information, a diagram, or the definition of a word.



2) COVER it up



3) WRITE down the information/definition or draw the diagram from memory.



4) CHECK your work and use a different colour pen to correct any mistakes.

Keep doing this until you get it completely right

FLASHCARDS

- 1) To make a flashcard, write a question on one side of a piece of paper/card, and the answer on the other.
- 2) Mix up your flashcards from different subjects.
- 3) Use them to quiz yourself or a friend.

The best flashcards are simple, numerous and overlapping.

Q: What is an integer?

A: A whole number.

Q: What is the mathematical word for a whole number?

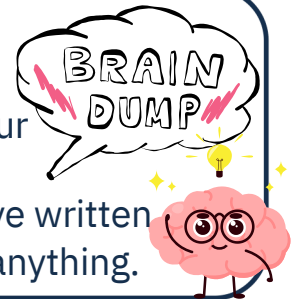
A: An integer.

FILL IN THE BLANKS

- 1) Copy out part of the Knowledge Booklet with key words, formula, dates, etc. missing.
- 2) Fill in the blanks without looking at the original.
e.g. 14th October ...10...6...6... : The Battle of ...H...a...sti...n.g.s

BRAIN DUMP

- 1) Without looking at it, write down everything you can remember from your Knowledge Booklet on a piece of paper.
- 2) When you're done, compare what you've written to the original to see if you've missed anything.



HOW TO USE QR CODES

- 1) Open the camera on your device.
- 2) Hold your device over a QR Code so that it's clearly visible within your screen.
- 3) The device will automatically scan the code and a pop-up will appear on your screen. Tap the pop up to open the link.



You will use your Knowledge Booklet consistently throughout the entire half term. It will play a crucial role in your lessons, homework, and revision. Your teachers will provide guidance on which sections to concentrate on at any given moment.

CWRE
RSE

If you see either of these acronyms (CWRE/RSE), this is what they mean:

CWRE: This task is giving you an opportunity to explore a job role or future career/job skill.

RSE: This task will be linked to relationships and sex education

CREATIVITY



YSGOL
AFON WEN
CREATIVITY
FACULTY



ENGLISH Unit: What is it like to be human?

Term 1 Harry Potter



This page helps you understand the key skills and knowledge you will develop in the Harry Potter unit. Use it to support your reading, writing, speaking, and listening work in lessons and Gwaith Cartref.

Key Definitions and Concepts

Term	Definition
Authorial Intent	The message or meaning the writer wants you to understand from their work.
Empathy	Understanding and sharing the feelings of characters in a story.
Language Features	Tools writers use to make their writing interesting, such as similes, metaphors, alliteration.
Structural Techniques	Ways texts are organised, like chapters, headings, or flashbacks, to create effects or guide the reader.
Tone	The writer's attitude or feeling expressed through their choice of words.
Continuous Texts	Texts that flow in sentences and paragraphs, like stories or articles.
Non-Continuous Texts	Texts that include charts, lists, or diagrams, often used to give information clearly.

Explicit Meaning: This is the clear and direct meaning that is fully stated in the text. You don't have to guess or read between the lines because the information is obvious and easy to understand.

Example: If a character says, "I am very tired," the explicit meaning is that they feel tired.

Implicit Meaning: This is the meaning that is suggested but not directly said. You have to use clues from the text and your own thinking to understand what the writer really means.

Example: If a character yawns and says, "I stayed up all night," the implied meaning is that they are tired, even if they don't say "I am tired" directly.

Subject Specific Skills Developed

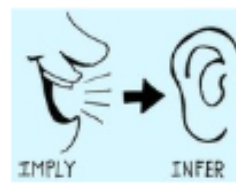
Descriptive writing
Persuasive language
Guide writing
Summarising key ideas
Explaining impressions and viewpoints
Multiple-choice comprehension
Comparing texts and ideas
Understanding word classes
Editing and proofreading skills

Watch
the
trailer



Imply—hint at something.
Relates to giving information.

Infer—deduce or conclude something.



Revision: Do you know what these word classes are?

Adjective	Pronoun	Adverb
Noun	Verb	Preposition

ENGLISH Unit: What is it like to be human?

Term 1 Harry Potter Gwaith Cartref Tasks



Below are a range of activities for you to complete independently whilst we are learning about Harry Potter. You will be set these tasks by your English teacher as part of the YAW Gwaith Cartref Cycle.

1



Vocabulary Detective

Pick five interesting or challenging words from your reading and find their meanings. Then, write your own sentences using these words to show you understand them.

4



Watch the trailer and then create a summary of what happens in the film.



2



Character Diary Entry

Write a diary entry from the perspective of a Harry Potter character (e.g., Harry, Hermione, or Ron). Describe their feelings and thoughts about a key event in the story. Use descriptive language and show empathy by imagining how they might feel. Aim to write at least half a page in your book.



5

Watch this clip and use it to make notes about what it's like to be a pupil at Hogwarts. Create a leaflet: Life at Hogwarts



3



Research and Infographic

Using a laptop, research a magical creature or spell from the Harry Potter series. Create a simple infographic with key facts and interesting details. You can watch the clip opposite to help you with this Gwaith Cartref too.



6

Watch this clip and then create a magical creature of your own. How you present this is up to you.



Tick off and date the ones you have completed

Vocab Detective	Diary	Infographic
Trailer Summary	Leaflet	Magical Creature Invention

Hunaniaeth

Cwestiynau ac atebion - Questions and answers

C: Pwy wyt ti?	C: Oes (Peth) gyda ti?
S: Who are you?	S: Do you have a (Thing)?
C: (Enw) ydw i.	C: Oes, mae (Peth) gyda fi.
S: I'm (Name).	S: Yes, I have a (Thing).
C: Faint ydy dy oed di?	C: Nac oes, does dim (Peth) gyda fi.
S: How old are you?	S: No I don't have a (Thing).
C: Dw i'n (Rhif) oed.	C: Beth wyt ti'n hoffi gwneud?
S: I am (Number) years old.	S: What do you like doing?
C: Ble wyt ti'n byw?	C: Dw i'n hoffi (Berfau).
S: Where do you live?	S: I like (Verb).
C: Dw i'n byw yn (Lle).	C: Beth dwyt ti ddim yn hoffi?
S: I live in (Place).	S: What don't you like?
C: O ble wyt ti'n dod?	C: Dw i ddim yn hoffi (Berfau).
S: Where do you come from?	S: I don't like (Verb).
C: Dw i'n dod o (Gwlad).	C: Beth wyt ti'n hoffi?
S: I come from (Country).	S: What do you like?
C: I ba ysgol wyt ti'n mynd?	C: Dw i'n hoffi (Peth).
S: What school do you go to?	S: I like (Thing).
C: Dw i'n mynd i (Enw'r Ysgol).	C: Beth dwyt ti ddim yn hoffi?
S: I go to (Name of School).	S: What don't you like?
C: Pa ieithoedd wyt ti'n siarad?	C: Dw i ddim yn hoffi (Peth).
S: What languages do you speak?	S: I don't like (Thing).
C: Dw i'n siarad (laith).	
S: I speak (Language).	
C: I ba ysgol gynradd est ti?	
S: What primary school did you go to?	
C: Es i i ysgol gynradd (Enw'r Ysgol).	
S: I went to (Name of School) primary school.	

Rhif - Number

1	Un	11	Unarddeg
2	Dau	12	Deuddeg
3	Tri	13	Un deg tri
4	Pedwar	14	Un deg pedwar
5	Pump	15	Un deg pump
6	Chwch	16	Un deg chwch
7	Saith	17	Un deg saith
8	Wyth	18	Un deg wyth
9	Naw	19	Un deg naw
10	Deg	20	Dau ddeg

Barn - Opinion

Dw i'n hoffi	I like
Dw i'n mwynhau	I enjoy
Dw i'n dwli ar	I love
Dw i'n caru	I love
Dw i ddim yn hoffi	I don't like
Dw i ddim yn mwynhau	I don't enjoy
Mae gas gyda fi	I hate
Dw i'n casau	I hate
Yn fy marn i	In my opinion
Dw i'n meddwl bod	I think that

Ansoddeiriau - Adjectives

Dda	Good
Ddrwg	Bad
Hwyl	Fun
Wych	Great
Ddiddorol	Interesting
Fendigedig	Brilliant
Ddiflas	Boring
Sbwriel	Rubbing
Ofnadwy	Awful
Dwp	Stupid

Lleoliad - Places

Caerdydd	Cardiff
Abertawe	Swansea
Casnewydd	Newport
Bari	Barry
Y Rhath	Roath
Glan-yr-afon	Riverside
Y Ddraenen	Thornhill
Y Sblot	Splot
Y Mynydd Bychan	Heath



Iaith - Language

Cymraeg	Welsh
Saesneg	English
Ffrangeg	French
Hindiaidd	Hindi
Pacistani	Pakistani
Tseiniaidd	Chinese
Sbaeneg	Spanish
Wrdw	Urdu
Arabeg	Arabic

Berfau - Verbs

Dysgu	Learn
Trio	Try
Ymarfer	Practice
Siarad	Speak
Gallu	Can
Chwarae	Play
Eisiau	Want
Mynd i	Go to

Gwlad - Country

Cymru	Wales
Lloegr	England
Yr Alban	Scotland
Iwerddon	Ireland
Sbaen	Spain
Ffrainc	France
Pacistan	Pakistan
Tsiena	China
Sawdi	Saudi
Rwmania	Romania

Brawddegau ffasiynol: fancy phrases

A	And	Yn personol	Personally
Ond	But	I fod yn onest	To be honest
Achos	Because	Pam lai	Why not
Hefyd	Also	Ar y cyfan	On the whole
Weithiau	Sometimes	Man a man	Might aswell
Gyda	With	Jiw jiw	OMG
Neu	Or	Ta beth	Anyway
Fel	Such as	Digon teg	Fair enough
Felly	Therefore	Chwarae teg	Fair play

Dawnsio	Dance
Canu	Sing
Gwyllo	Watch
Nofio	Swim
Pysgota	Fish
Paffio	Box
Darllen	Read
Seiclo	Cycle
Peintio	Paint
Canu	Sing
Coginio	Cook
Astudio	Study

Below are a range of activities for you to complete independently whilst we are learning about fi, fy hun. You will be set these tasks by your Welsh teacher as part of the YAW Gwaith Cartref Cycle.

1

Your first homework task is to write a paragraph about yourself in Welsh. I want you to include the following:

- Your name
- your age
- Where you live
- What school you currently go to
- What primary school you went to

2

Please complete the worksheet on 'appearances' that your teacher has handed out in your recent lesson. There is a spare copy on the side of this page if you need it.

3

For your final homework for this term, please write a blog about yourself and your hobbies. Use the language mat provided to ensure you have answered every question. This can be done in your book.

Tick off and date the ones you have completed

Paragraph about yourself	Appearances Worksheet	Blog



Mae gwallt brown tywyll pigog gyda fi, a mae llygaid brown gyda fi hefyd. Dw i'n drist.



Mae gwallt mawr amryliu gyda fi a mae llygaid brown gyda fi. Dw i'n wellgo!



Mae gwallt melyn hir syth gyda fi a llygaid glas. Dw i ddim yn hylt. Dw i'n bert iawn!



Dw i'n saith deg pump oed. Mae gwallt llwyd syth gyda fi a mae llygaid glas gyda fi - hefyd mae sbectol gyda fi.



Mae gwallt mawr du cyrliog gyda fi a mae llygaid glas gyda fi. Dw i'n hopus dros ben!



Mae gwallt sinisr byr iawn gyda fi a mae llygaid mawr gwyrdd gyda fi. Dw i wedi blino.

TASG 6 YMDDANGOSIAD / APPEARANCE

Read the descriptions and add the details to the heads below.

French Unité - Bonjour!

Term 1 Introductions

Vocabulaire – Year 7

Les questions et les réponses (Questions and answers)

Q) Comment tu t'appelles? - What is your name?

R) Je m'appelle Bob. - My name is Bob.

Q) Quel âge as tu? - How old are you?

R) J'ai douze ans. - I am 12 years old.

Q) Quel est la date de ton anniversaire? - When is your birthday?

R) Mon anniversaire, c'est le vingt-trois février.

- My birthday is on the 23rd of February.

Q) Qu'y a-t-il dans ton sac? - What is in your school bag?

R) Dans mon sac il y a une trousse, trois stylos, quatre livres et un portable.

- In my bag there is a pencil case, three pens, books and a mobile phone.

Salutations - greetings

Bonjour - Hello (good morning / good afternoon)

Bonsoir - Hello (good evening)

Salut - Hi/bye

À plus! - See you later

À bientôt! - See you soon

Ça va? - How are you?

Ça va bien - I'm well

Ça va très bien - I am very well

Ça ne va pas - I'm not doing well

Ça va mal - I'm doing badly

Ça va. - I'm alright.

Comme ci comme ça. - So-so.



Les mois - the months

janvier - January

février - February

mars - March

avril - April

mai - May

juin - June

juillet - July

août - August

septembre - September

octobre - October

novembre - November

décembre - December



Dans mon sac... - In my bag

Il y a - there is

un stylo - a pen

un crayon - a pencil

une trousse - a pencil case

une gomme - a rubber

une règle - a ruler

une calculatrice - a calculator

un cahier - an exercise book

un livre - a book

un agenda - a planner (diary)

un portable - a mobile phone

un bâton de colle - a glue stick

des ciseaux - some scissors



Les chiffres - numbers

Un - 1

Deux - 2

Trois - 3

Quatre - 4

Cinq - 5

Six - 6

Sept - 7

Huit - 8

Neuf - 9

Dix - 10

Onze - 11

Douze - 12

Treize - 13

Quatorze - 14

Quinze - 15

Seize - 16

Dix-sept - 17

Dix-huit - 18

Dix-neuf - 19

Vingt - 20

Vingt et un - 21

Vingt-deux - 22

Vingt-trois - 23

Vingt-quatre - 24

Vingt-cinq - 25

Vingt-six - 26

Vingt-sept - 27

Vingt-huit - 28

Vingt-neuf - 29

Trente - 30

Trente et un - 31



Extra vocabulary

un - a (masculine noun)

une - a (feminine noun)

Et - and

Oui - yes

Non - no

Excusez-moi - excuse me

Pardon - sorry

Merci - thank you

S'il vous plaît - please

French Unité - Bonjour!

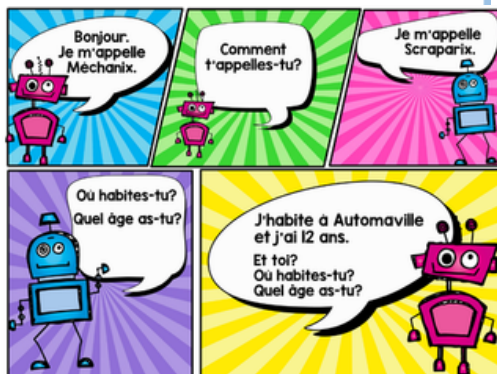
Term 1 Les devoirs (Gwaith Cartref) Tasks

Below are a range of activities for you to complete independently whilst we are learning about *les introductions*. You will be set these tasks by your French teacher as part of the YAW Gwaith Cartref Cycle.

1

Your first homework task is to create a comic book strip of two characters meeting for the first time. The speech bubbles should include:

- The 2 characters greeting each other
- Both characters introducing themselves and asking the other's name
- Both characters asking each other's and saying their own ages/birthdays
- Both characters saying goodbye to each other.



2

Complete the dates worksheet given to you by your teacher. A copy is available on this page on the right.

3

Draw on an A4 page in your book the outline of a school bag and at least 8 items that can be found in a school bag. Label it in French.



Tick off and date the ones you have completed

2

Relie les dates: MATCH THE DATES

1	le treize janvier	a	11 February
2	le premier mai	b	13 January
3	le trente octobre	c	5 June
4	le seize juillet	d	30 October
5	le vingt-huit août	e	21 December
6	le vingt-cinq avril	f	1 May
7	le onze février	g	16 July
8	le vingt et un décembre	h	14 March
9	le cinq juin	i	25 April
10	le quatorze mars	j	28 August

1 b 2 ____ 3 ____ 4 ____ 5 ____ 6 ____ 7 ____ 8 ____ 9 ____ 10 ____

Quelle est la date aujourd'hui? *What is the date today?*
Aujourd'hui c'est le ____.

Expressive Arts

Term 1

Unit: Identities and Relationships - What does it mean to be human? Theme: The Island



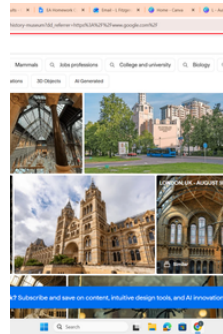
This page helps you understand the key skills and knowledge you will develop in 'The Island' unit. Use it to support your work in lessons and Gwaith Cartref.

Key Definitions and Concepts

Term	Definition
Rhythm	The combination of different lengths of sound.
Beat	The constant pulse of the music.
Ostinato	A musical pattern that repeats over and over again.
Script	A written text for a play, movie, or speech that outlines dialogue, actions, and stage directions.
Character	A person in a play, book or film.
Plot	The story
Evolution	The gradual process of change or development
Sketch	A quick freehand drawing or painting that captures the main features of an object or scene.

Charles Darwin

Use this [link](#) to consolidate your learning about Charles Darwin and his work in Natural History.



Google Classroom
Code: zqtw77bk



Listen to: [18 different styles of Baby Shark](#)

Try: [2 handed challenge](#)

Play: [The Tune](#)



No piano?
No problem!
Scan the QR code to
use a virtual keyboard

Keyboard Skills



Expressive Arts

Term 1

The Island:Gwaith Cartref Tasks



Below are a range of activities for you to complete independently this term.
You will be set these tasks by your expressive arts teachers as part of the YAW Gwaith Cartref Cycle.

1

Join the Year 7 Expressive Arts 2026-2027 Google Classroom and complete the 'What makes me unique?' google form.



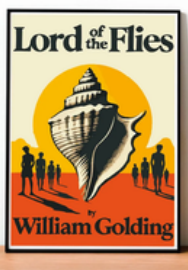
4

Complete the match up activity for the keywords you have encountered in music lessons this term.

SCAN



2



Complete the character comparison questions relating to Piggy and Ralph

5

Choose a character from Lord of the Flies and create a fact file OR design a story board of the plot.

SCAN



3

Continue with your Darwin Sketchbook title page using natural forms and items connected to Charles Darwin and his life.



6

Complete your Darwin Sketchbook title page using natural forms and items connected to Charles Darwin and his life.

SCAN



Tick off and date the ones you have completed



INNOVATION



**FACULTY OF
INNOVATION**

Computer Science

Term 1

This page helps you understand the key skills and knowledge you will develop in the Bronze Award. Use it to support your work in lessons and Gwaith Cartref.

Here's how the **iDEA Bronze Award** works and what you need to complete it on idea.org (iDEA):

Bronze Award Requirements

To earn the **Bronze Award** you don't complete *one single badge* — you collect enough points from individual badges in different **core categories**.

What you must achieve:

250 total Bronze-level points from badges.

At least **50 points from each of these core categories:**

- ✓ Citizen
- ✓ Worker
- ✓ Maker
- ✓ Entrepreneur



Note: Although *Gamer* badges exist on the platform, they **don't count toward the Bronze Award requirement** (Bronze focuses on the four core categories above).



Computer Science

Gwaith Cartref Tasks

Below are a range of activities for you to complete independently whilst you are completing the Bronze Award. You will be set these tasks by your Computer Science teacher as part of the YAW Gwaith Cartref Cycle.

Autumn Term – Digital Responsibility & Critical Thinking

<https://idea.org.uk/login>

Term Overview:

Students deepen their understanding of online safety, digital ethics, and information evaluation, preparing them for mature technology use.

				
<u>Social Media Ethics</u>	<u>Social Media Set-up</u>	<u>What is the cloud?</u>	<u>Personal Statement</u>	<u>GDPR</u>
This badge explores responsible and ethical behaviour on social media, including respect, consent, and the impact of online actions. Students learn how choices made on social platforms can affect individuals and communities.	This badge teaches how social media accounts are created and managed safely. Students learn about privacy settings, profile choices, and creating an appropriate online presence.	This badge explains cloud computing and how data and services are stored and accessed online. Students gain an understanding of how everyday apps and services work behind the scenes.	This badge helps students reflect on their skills, experiences, and interests. Students learn how to communicate their strengths clearly and confidently in written form.	This badge introduces data protection rules and why personal data must be handled responsibly. Students learn how information is collected, stored, and protected in digital systems.

Food technology

Term 1



Homework

Submit tasks via Google Classroom

Task A:

Using the word bank and success criteria, evaluate your practical lessons to identify areas of weakness and success.

Use the resources linked to support your written task and cooking skills.

Task B:

Test your lesson recall by naming at least 3 facts you learnt in the lesson.

Food technology

Term 1

Success Criteria

When evaluating you should consider:

- Can you follow the recipe steps in the correct order.
- Can you use kitchen tools and equipment safely.
- Can you keep your workspace clean and organised.
- How would you describe your dish?

Optional sentence starters:

I believe my dish was '*successful / unsuccessful*' because.....

Next time, to improve my dish I will.....



Technology- Phone Holder Project

Term 1



Product Analysis



Answer as many of the questions as you can to create a detailed response for each heading in the task.

Watch the video explaining a product analysis then try it out on the next page.

ACCESS FM		
AESTHETICS What does it look like? What shape is it? What colours? What style? Do you like it? Why?	SAFETY Are there any sharp edges/corners? Are there any loose bits? Is there anything that could come off or harm a child?	FUNCTION What does it do? How does it work? Easy to use? Does it have many or a single function?
COST How much does this cost? Is it good value for money? Why? Does the brand name make it more expensive? Why do you think this?	SIZE What are the key dimension? Is it suitable for it's task? What makes it suitable?	MATERIAL What is it made from? Are the materials appropriate? Why? How is it made? Is it well made? What components are there?
CUSTOMER Who is the product aimed at? Age range? Interests? Taste & Style? What would they use it for? How?	DESIGN SPECIFICATION Use each of the ACCESS FM headings & answer the questions to describe in detail all the elements of your design. Write each point as a justified sentence: 'It must/ There should be.... because.....'	
ENVIRONMENT Does it produce harmful chemicals? Does it make other people uncomfortable? Did the manufacture cause pollution? What? Does it use energy? What? What is the effect of this energy?	PRODUCT ANALYSIS Analyse existing products to understand what is commercially successful. Explore all aspects of the product using these headings. Give your personal opinions about each of the headings. A visual or actual disassembly of the product will help you to understand how the product was manufactured.	

Technology- PhoneHolder Project

Term 1



Product Analysis

Product Information:

Flat pack product in the shape of an elephant. The product is laser cut and made from a plastic called acrylic. It costs £7.99 and stores stationery and holds a phone on the trunk. The product has two storage areas for stationery. This product is available to purchase online for £5.99

Aesthetics

Safety

Cost

Function

Customer

Materials

Size

Personal Opinions

Technology- Phone Holder Project

Term 1



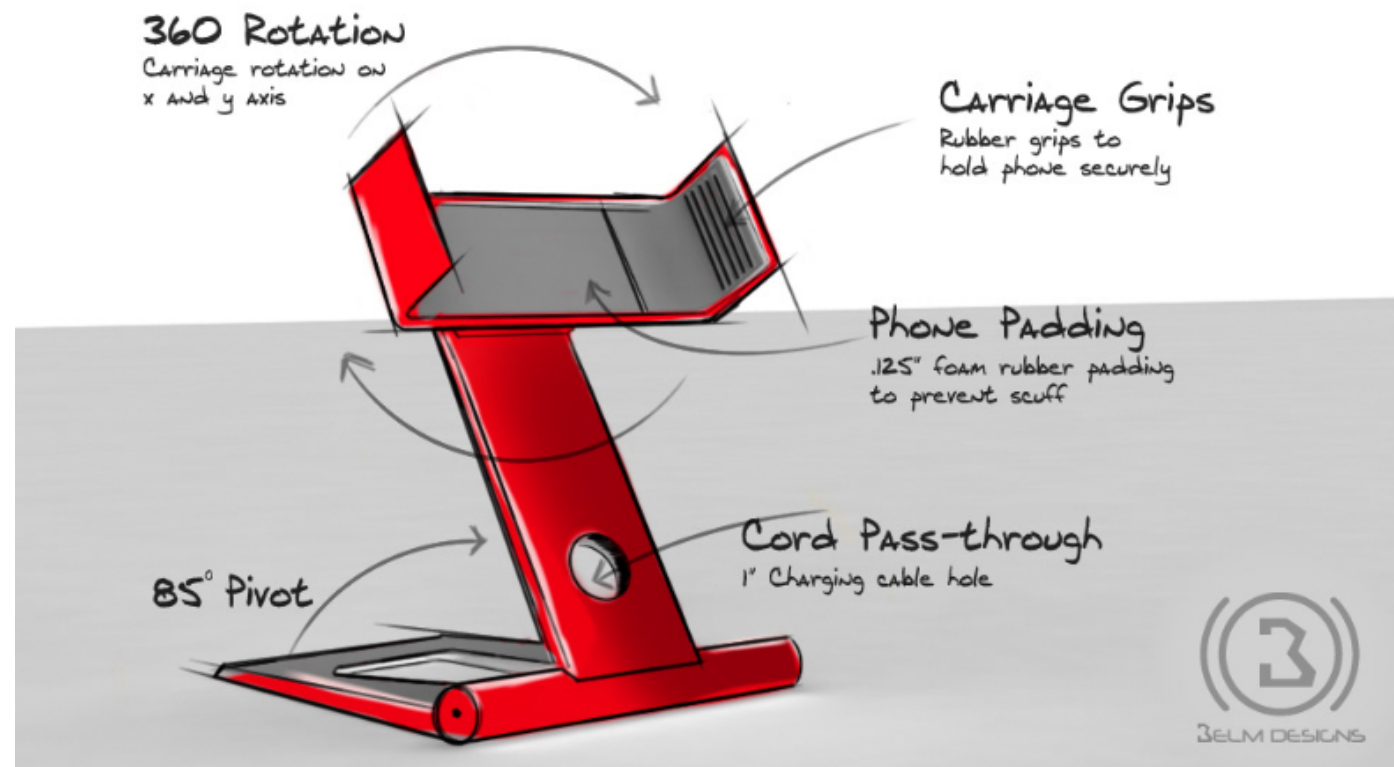
Basic sketching techniques



Rendering techniques



Watch both videos using the QR code to develop your sketching and shading techniques. Have a go on the following page at designing your own phone holder!



Technology- Phone Holder Project

Term 1



Initial Idea

Use this template and sketch your initial idea of your phone holder here. You can have a theme of your choice and you can choose the colour scheme.

In the space provided, explain what you themes and colours you have chosen. What do you like? Dislike? What could be improved?

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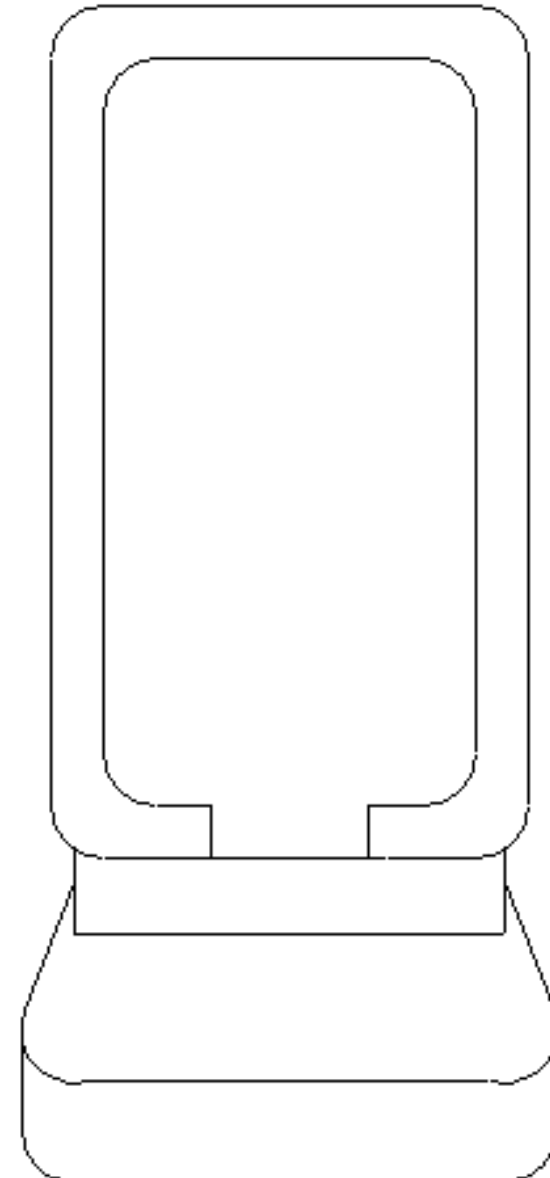
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Technology- Monster Keyring Project

Term 1



Product Analysis



Answer as many of the questions as you can to create a detailed response for each heading in the task.

Watch the video explaining a product analysis then try it out on the next page.

ACCESS FM		
AESTHETICS What does it look like? What shape is it? What colours? What style? Do you like it? Why?	SAFETY Are there any sharp edges/corners? Are there any loose bits? Is there anything that could come off or harm a child?	FUNCTION What does it do? How does it work? Easy to use? Does it have many or a single function?
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Technology- Monster Keyring Project

Term 1



Product Analysis

Product Information:

Meet your new pocket-sized companion! This adorable one-eyed monster keyring features bright colours, soft textures, and playful stitched details perfect for adding fun to bags, keys, or pencil cases. Made from soft felt fabric with polyester stuffing and a plastic safety eye, it's lightweight, durable, and designed to bring a smile wherever it goes. A cute, affordable gift for children or anyone who loves quirky characters!

Aesthetics

Safety

Cost

Function

Customer

Materials

Size

Personal Opinions

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Sketching Monsters



Watch both videos using the QR code to develop your sketching and shading techniques. Have a go on the following page at designing your own monster keyring.

Rendering techniques



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Initial Idea

Use this page to sketch your initial idea of your monster. Be creative, you do not have to stick to the traditional look of a monster, customise it! How can you make your idea different to others?

In the space provided, explain what your monster is, chosen colours and styles. What do you like? Dislike? What could be improved?

Science

Term 1

Safety in the Laboratory and Science Skills

Why safety matters In Year 7, you are developing confidence with equipment and simple practicals. These rules help prevent accidents and ensure everyone can learn safely.

RULES

- Wear goggles whenever using chemicals, heat or glassware.
- Tie back long hair and tuck in ties.
- Never run, push or mess around in the lab.
- Only touch equipment when your teacher says it is safe.
- Report spills, breakages or injuries immediately.
- Never taste chemicals or smell them directly – use the wafting technique.
- Keep bags and coats away from walkways.
- Always wash your hands after practical work.



Core Science Skills

Observing

- Noticing carefully what happens during an experiment.
- Using senses and simple equipment (e.g., hand lens, thermometer).

Measuring

- Using equipment correctly (e.g., measuring cylinders, timers).
- Recording units clearly (cm, °C, seconds).

Predicting

- Saying what you think will happen based on your knowledge.

Hypothesising

- Giving a scientific explanation for your prediction.

Planning

- Deciding what you will change, measure and keep the same.
- Choosing suitable equipment

Recording Results

- Using tables, labelled diagrams or simple charts.

Analysing

- Spotting patterns, similarities or differences.
- Explaining what your results show.

Evaluating

- Thinking about how to improve your method next time.



1. Create a Safety Poster

Draw or design a poster showing five key lab safety rules and explain why each rule is important.

2. Science Skills Match-Up

Write your own definitions for observe, measure, predict, analyse and give one example for each.



3. Hazard Hunt at Home

Look around your kitchen or bathroom. Identify three potential hazards and explain how you would stay safe.



4. Mini Investigation Plan

Plan a simple investigation you could do at home (e.g., "Which melts faster: ice cubes in salt or plain water?"). Include: what you will change, measure and keep the same.

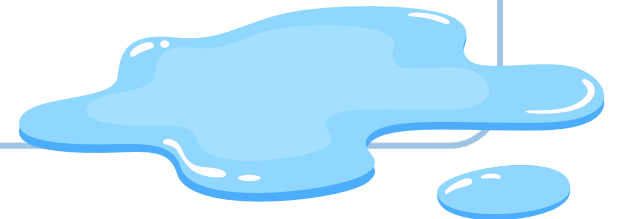


5. Results Table Practice

Create a blank results table for your planned investigation. Include headings and units.



6. Safety Scenario Response Read this scenario: "A pupil spills water near electrical equipment during a lesson." Write what should happen next and why.



LIFE



FACULTY OF LIFE

Humanities Term 1

Unit: How do we understand the world in which we live?



This page helps you understand the key skills and knowledge you will develop in the How do we understand the world in which we live? unit. Use it to support your work in lessons and Gwaith Cartref.

Global Goals



Sustainable Communities



A place of worship is a building where people gather to pray or worship. For example, a church or mosque.

Places of worship are important to religious believers for many reasons. For example, for Christians a church is:
the place of worship for all Christians
where the community gathers
where works of charity are carried out
a place of healing

Census ← A ten yearly check on the population of the UK which records various characteristics.

Secular ← Not connected to religion or religious matters.

Pluralistic ← Where several different groups coexist in a community, society or country.

Monastery ← A series of buildings that are home to a community who dedicate their lives to living under religious vows or promises to God.

Consecrated ground ← Land that is declared sacred; usually for a religious building or graveyard.

Let's meet the claimants!

Harald Hardrada
Harold Godwinson
William of Normandy

Godwinson was English and his followers were Englishmen. England at this time was sometimes called Saxon England and people were called Anglo-Saxons.

Harald and his men were from Norway. People from this area were known as Vikings.

William and his men came from a part of France called Normandy. They were known as Normans.

Is there anything strange about all this?

Title: What were the consequences of the Battle of Stamford Bridge?

1. 1,500 Vikings carry the Viking army into England.

2. As soon as they land, the Vikings enter York and were in control of much of the north of England.

3. King Harold's army rush up north to meet the Vikings and fight. More soldiers are collected on the way. Harold wins the battle.

4. They meet in battle at Stamford Bridge on 25 September 1066.

5. Meanwhile, William is in France waiting for the wind to become favourable. Storms prevent his passage.

Title: Why did William win the Battle of Hastings?

Who has the best army?

Harold's Army
Fyrd
Housecarls

William's Army
Norman Archers
Norman Knights
Norman Foot Soldiers

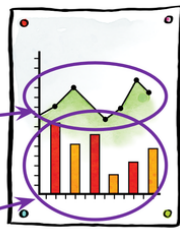
Task: Write the name of each soldier type in your book. Give an *advantage* and *disadvantage* for each type.

Line Graph or Bar Graph?

An easy rule to follow is:

If your data is number vs number (temperature vs time) use a line graph!

If your data is word vs number (number of people vs favourite animal) use a bar graph!



Title: How did language change after the Norman conquest?

When I became king in 1066, everyone who came with me (including my wife Matilda) spoke French. Yes - all my barons, knights and their families.

After 1066, nobody wrote in Old English, instead the King and his friends spoke French while churchmen, teachers and merchants used Latin. Latin was the official language of state.

However, Old English didn't die out because ordinary peasants and townspeople spoke it daily. They couldn't and wouldn't learn French or Latin, reserved for nobility and churchmen.

Humanities Unit: How do we understand the world in which we live?

Term 1

Gwaith Cartref Tasks

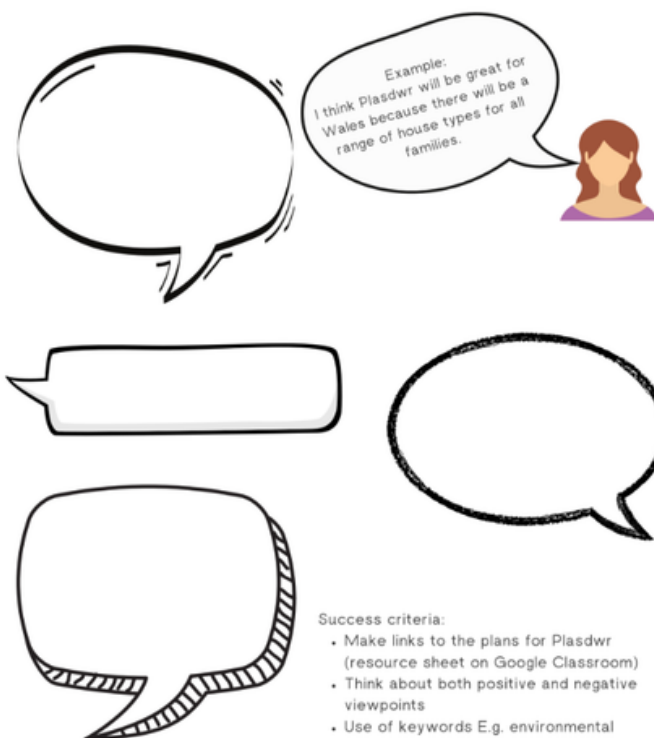


Below are a range of activities for you to complete independently whilst we are learning about How do we understand the world in which we live?. You will be set these tasks by your Humanities teacher as part of the YAW Gwaith Cartref Cycle.

1

Y7 PLASDWR HOMEWORK

Task: What would the local community say about the Plasdwr development?



Success criteria:

- Make links to the plans for Plasdwr (resource sheet on Google Classroom)
- Think about both positive and negative viewpoints
- Use of keywords E.g. environmental

2

Next lesson you will be designing your own sustainable community. Use the following links to gather some ideas for your design and make notes on the slide/sheet provided:

<https://www.walesonline.co.uk/news/wales-news/self-reliant-residents-live-good-life-1820492>
<https://www.euronews.com/living/2020/03/10/what-s-life-like-inside-the-uk-s-first-zero-carbon-eco-villagehttps://www.bbc.co.uk/bitesize/guides/z48yf82/revision/1>
<https://www.youtube.com/watch?v=ilKaQjHOIZY>
<https://www.youtube.com/watch?v=VrBrpSTwPK8>

3

Interesting online game to play to find out more about how your communities can be made sustainable.

<https://www.shaunthesheep.com/games/sustainable-shaun>

4

Research what a census is and explain why governments collect census data. Find three interesting facts from the most recent UK census about population, age, ethnicity, languages, housing, or employment. Write a short paragraph (100–150 words) explaining what you discovered and why this information is useful for planning services such as schools, hospitals, and transport.

Challenge: Include one graph, chart, or map based on census data and describe what it shows.

5

Research the question: "Is religion still relevant in Wales today?" Think about the role religion plays in people's lives, communities, schools, charities, festivals, and traditions.

Interview a family member or friend about this write up their answers. include their view in your answer.

6

Year 7 – Homework (Date)

The day in the peasant in 1188 Wales

- Create a diary entry as a welsh medieval peasant.
- Please include:
 - The structure of a diary
 - What is your day to day life like?
 - What jobs you do?
 - What are your worries?
 - What are you looking forward to?



You can write, type or voice record your diary entry.

Tick off and date the ones you have completed

Plasdwr	Online game	Is religion still relevant?
Sustainable Community Research	Census Research	A day as a peasant

Below are a range of activities for you to complete independently whilst we are learning about the importance of warming up. You will be set these tasks by your Humanities teacher as part of the YAW Gwaith Cartref Cycle.

1

Keywords:

- Pulse raiser
- Dynamic stretches
- Heart rate
- Short-term effects of exercise
- Movement
- Increased heart rate



2

Next lesson, you will be designing your own warm-up activities. Use the following links to support your planning.



3

Complete the following quiz on what consists within an effective warm up:



≡ WARM UP ≡