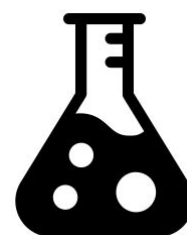
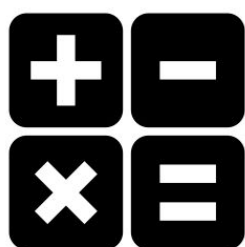
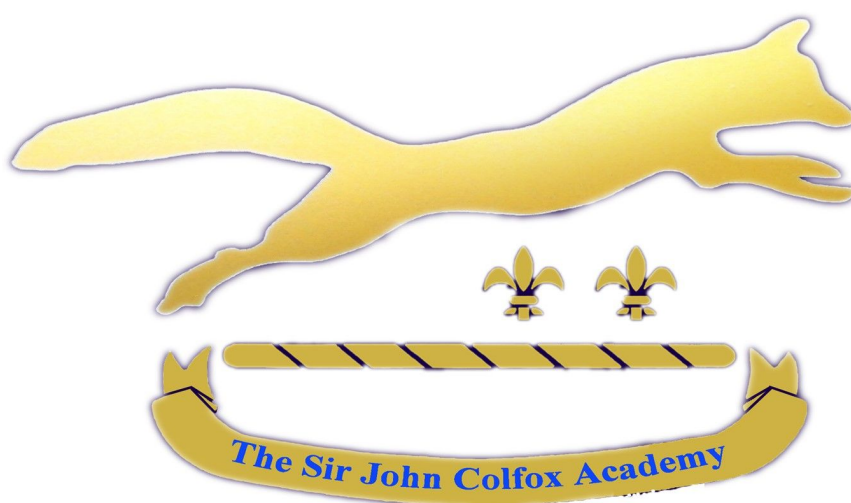


The Sir John Colfox Academy Homework Booklet

Year 7



Name: _____

Tutor Group: _____

Bring this booklet to school with you **every day**.

School Equipment



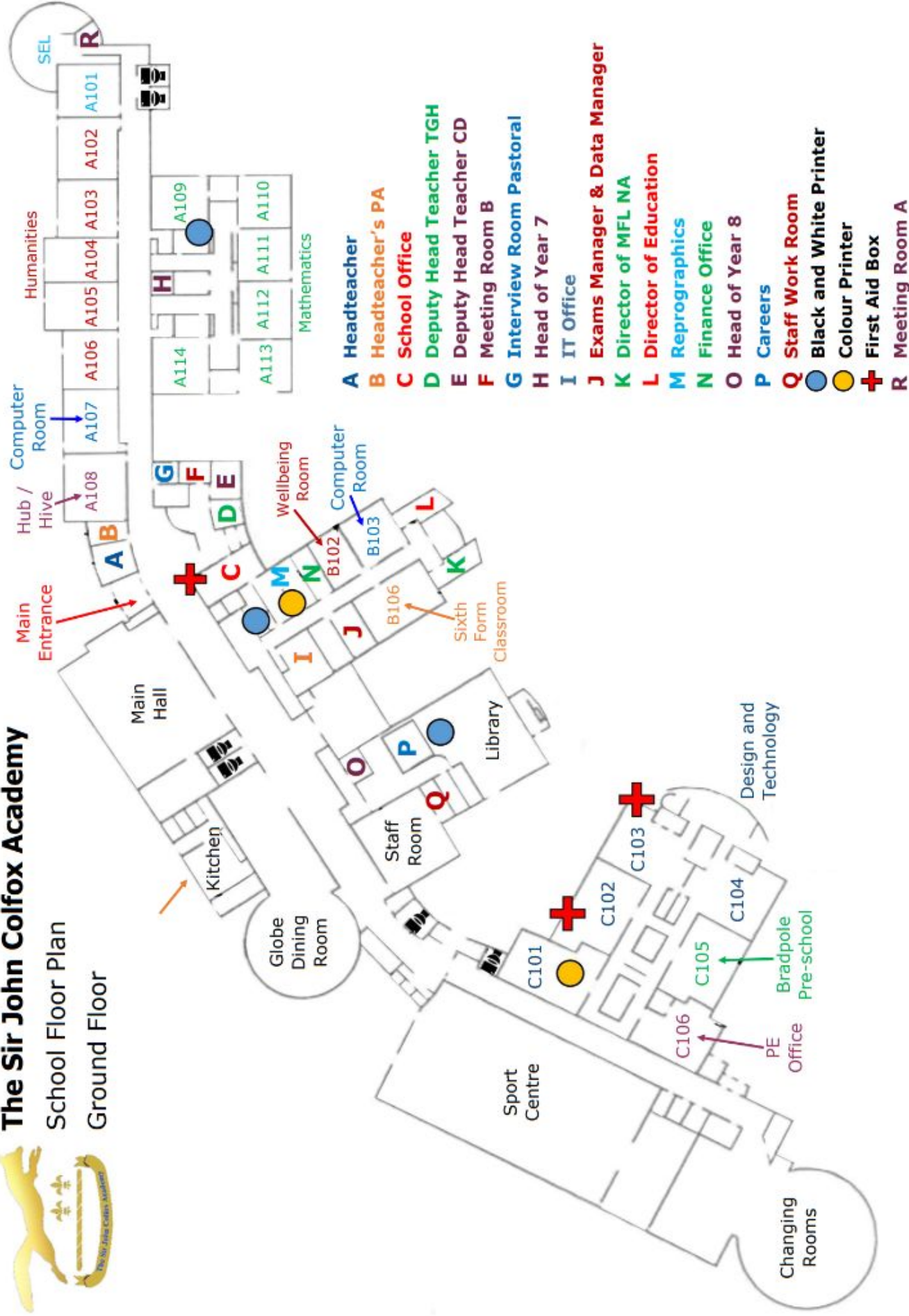
These items of equipment should be brought to school every day.



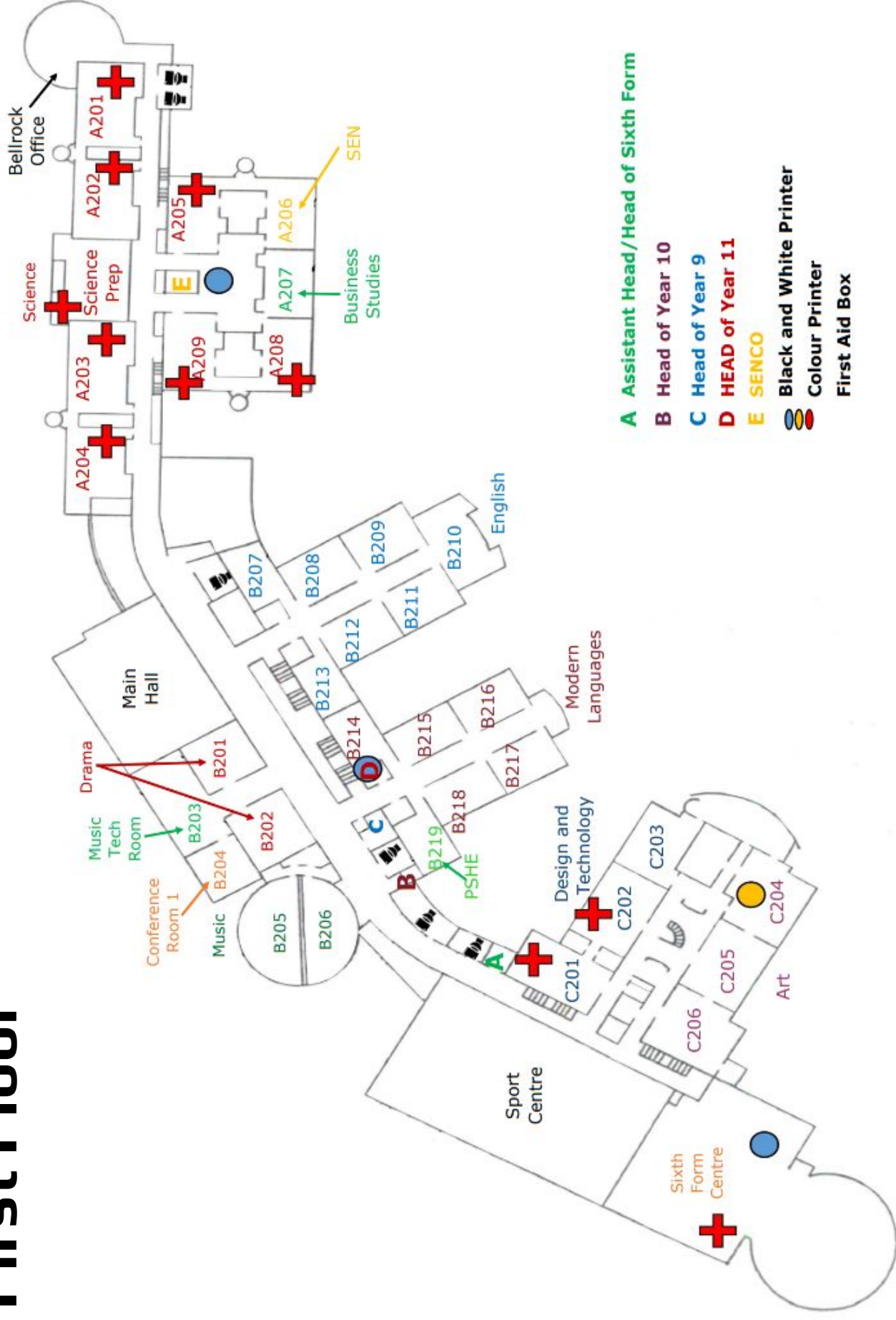
The Sir John Colfox Academy

School Floor Plan

Ground Floor



First Floor



Principles of homework

Homework is an essential part of learning for all students at The Sir John Colfox Academy. It supports the teaching and learning happens in the classroom, as well as helping to reinforce key learning from previous topics or years. It also helps to build routines and habits that will be needed for successful revision in Key Stage 4. We believe that meaningful homework is underpinned by the following principles.

- We value quality rather than quantity, so that a small number of things are done well.
- Homework is regular and specific, so that you know when to expect it and what to do.
- It is time limited, so that you are developing good study habits without being overwhelmed.
- It develops independent study habits and metacognitive skills so that students can work with increasing independence as they move through school and into adult life.

Homework expectations

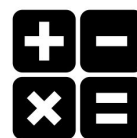
	T	On Time	Follow the homework schedule so that you know when each piece of homework will be checked by your teacher.
	A	Accurate	Take care over your work. Use the correct spelling, punctuation and grammar. Be specific. Use subject specific vocabulary.
	N	Neat	Present your work neatly. Write in pen and draw in pencil. Use a ruler if needed.
	C	Complete	Make sure the task(s) or questions are finished in full. No blanks. No missed questions.

Support with homework

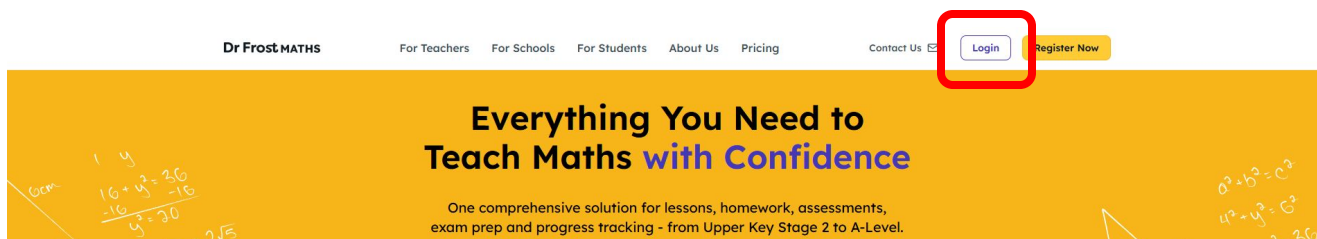
If you need help with your homework, you can:

- ✓ Speak to your class teacher.
- ✓ Speak to your tutor.
- ✓ Come to homework club in the library until 4:30 every Monday to Thursday
- ✓ SEN Homework club runs in the SEN room until 4:30 every Monday to Thursday.

Dr Frost - Maths



Visit <https://www.drfrost.org/> and click “Login” at the top of the page



Click “Log in with Google”

[← Home](#)

Dr Frost MATHS

Login to continue your mathematical journey!

Email or username

Password

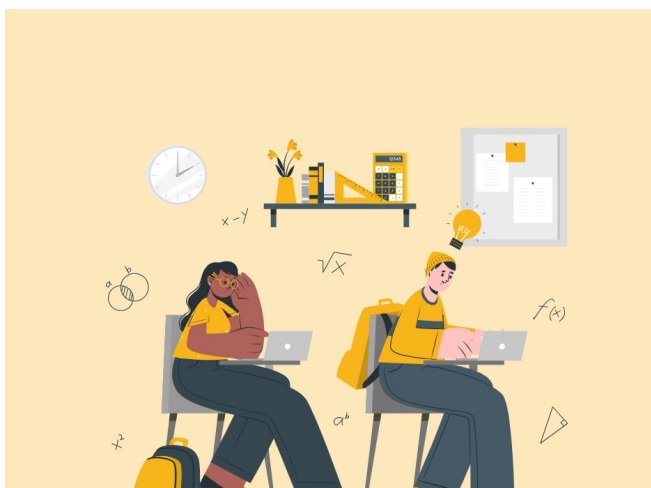
[Having trouble logging in?](#)

Login

OR

 Login with Google

 Login with Microsoft



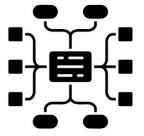
You then use your school email address and the password you use in the computer room e.g.

Username: 26exampleanne@sirjohncolfox.org

Password: The same a you use to log into the computers at school.

Your tasks will appear on the left-hand side of the screen.

Mind Maps



A mind map is a way of organising information using keywords, colours, pictures and branches. Start with the main topic in the centre of the page and draw lines outwards for different ideas or sub-topics. Add key facts, images and links between ideas. Mind maps help you see how information fits together and make it easier to remember. They are especially useful when revising a topic with lots of information. When creating a mind map, try to use short keywords instead of full sentences. This helps your brain focus on the most important information and makes revision quicker.

Flashcards



Flashcards are small cards used to test your memory. On one side, write a question, keyword or topic. On the other side, write the answer or explanation. Once you have made your cards, test yourself by looking at one side and trying to remember what is on the other. Flashcards are useful because they help you practise retrieving information from your memory, which strengthens learning. Keep reviewing cards regularly, especially the ones you find difficult. You can use flashcards for vocabulary, dates, formulas, definitions and key facts in almost any subject.

Dual Coding



Dual coding is a technique that combines words and pictures to help you learn. Instead of only reading notes, add diagrams, symbols, timelines, charts or simple drawings to represent the information. Using both visual and written information can make ideas easier to understand and remember. The pictures do not need to be artistic – simple sketches are often best. For example, you could draw something that represents a key idea – a smiley face for happy, a heart to represent love, etc. The aim is to help your brain make stronger connections between ideas by presenting information in more than one way.

Summarising



Summarising means reducing information to its most important points. After reading a text, write a short explanation using your own words. Focus on the key ideas rather than copying everything. A good summary is clear, accurate and much shorter than the original information. This technique helps you check your understanding and identify what is most important. You could summarise a chapter, lesson notes or a revision topic. If you can explain something simply, it is often a sign that you understand it well.

Look/Cover/Write/Check



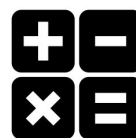
“Look, Cover, Write, Check” is a simple method for learning facts, spellings, vocabulary and key information. First, look carefully at the information you want to learn. Next, cover it so you cannot see it. Then write it down from memory. Finally, check your answer against the original and correct any mistakes. Repeat the process until you can remember the information accurately. This technique works because it makes your brain actively recall information rather than just reading it. Regular practice can improve memory and help information stay in your long-term memory.

Homework Timetable

Homework Timetable – Half Term 1			
Week beginning	Maths	English	Science
14 th Sept	Dr Frost Task 1	Mind Map	Solar System - Mind Map
	Due Weds 23/09	Due first lesson of w/c 21/09	Due first lesson of w/c 21/09
21 st Sept	Dr Frost Task 2	Flash Cards	Solar System - Mind Map
	Due Weds 30/09	Due first lesson of w/c 28/09	Due first lesson of w/c 28/09
28 th Sept	Dr Frost Task 3	Dual Coding	Solar System - Questions
	Due Weds 7/10	Due first lesson of w/c 05/10	Due first lesson of w/c 05/10
5 th Oct	Dr Frost Task 4	Summarising	Solid/Liquid/Gas - Mind Map
	Due Weds 14/10	Due first lesson of w/c 12/10	Due first lesson of w/c 12/10
12 th Oct	Dr Frost Task 5	Look, Cover, Write, Check	Solid/Liquid/Gas - Mind Map
	Due Weds 21/10	Due first lesson of w/c 19/10	Due first lesson of w/c 19/10
19 th Oct	Dr Frost Task 6	Mind Map	Solid/Liquid/Gas - Questions
	Due 4/11	Due first lesson of w/c 02/11	Due first lesson of w/c 02/11

Tick off each task to keep track of what you have done.

Maths



Two topics will be covered this half term:

- Topic 1: Place Value and Decimals
- Topic 2: Calculations

All the key facts here need to be learnt off by heart.

Place Value & Decimals Key Facts A

CORE

learn by heart

Name the first 4 place value columns.	Units, Tens, Hundreds and Thousands
Name the 5th and 6th place value columns.	Ten Thousands and Hundred Thousands
How do you read the number 1,000,000?	One Million
How do you read the number 10,000,000?	Ten Million
How do you read the number 100,000,000?	One Hundred Million
What is 1000 million equivalent to?	One Billion
What is an integer?	A whole number
What is a mixed number?	An integer + a fraction
What does a decimal point do?	Separates the wholes from the parts
Where is the decimal point?	To the right of the units column
What is 0.3 as a fraction?	$\frac{3}{10}$
What is 0.27 as a fraction?	$\frac{27}{100}$
What is 0.409 as a fraction?	$\frac{409}{1000}$
What is a terminating decimal?	Does not continue forever
What is a recurring decimal?	Continues forever with a repeating pattern
What is an irrational decimal?	Continues forever with no repeating pattern

Place Value & Decimals Key Facts B

CORE

learn by heart

What is $0.\dot{8}$ equivalent to?	0.888.....
What is $0.\dot{5}8\dot{3}$ equivalent to?	0.583583583.....
What does the symbol $<$ represent?	Less than
What does the symbol $>$ represent?	Greater than
What does the symbol $\leq$ represent?	Less than or equal to
What does the symbol $\geq$ represent?	Greater than or equal to
What does the symbol $\neq$ represent?	Not equal to
What are decimal places?	The number of digits after the decimal point
Adding zeros to the end of a decimal...	does not affect its size
What does rounding do to decimals?	Shortens them
A number with 1 decimal place has...	1 digit after the decimal point
When do we round UP?	When the next digit is 5 or more
The first significant figure of a number is...	the first non-zero digit
Where do 'trapped zeros' lie?	Between 2 other non-zero digits
When are zeros not significant ?	At the start of a decimal
When ARE zeros significant?	At the end of a decimal or when 'trapped'

Place Value & Decimals Key Facts A

SUPPORT

learn by heart

Name the first 4 place value columns.	Units, Tens, Hundreds and Thousands
Name the 5th and 6th place value columns.	Ten Thousands and Hundred Thousands
How do you read the number 1,000,000?	One Million
How do you read the number 10,000,000?	Ten Million
How do you read the number 100,000,000?	One Hundred Million
What is 1000 million equivalent to?	One Billion
What does the symbol $<$ represent?	Less than
What does the symbol $>$ represent?	Greater than
How is $x > y$ read?	x is greater than y
How is $x < y$ read?	x is less than y
What is an integer?	A whole number
What does a decimal point do?	Separates the wholes from the parts
Where is the decimal point?	To the right of the units column
How is one tenth written?	$\frac{1}{10} = 0.1$

Place Value & Decimals Key Facts B

SUPPORT

learn by heart

What does $1\frac{3}{10}$ mean?	$1 + \frac{3}{10}$
How is one hundredth written?	$\frac{1}{100} = 0.01$
What is a mixed number?	An integer + a fraction
What is 0.7 as a fraction?	$\frac{7}{10}$
What is 0.27 as a fraction?	$\frac{27}{100}$
What is 0.409 as a fraction?	$\frac{409}{1000}$
What are decimal places?	The number of digits after the decimal point
Adding zeros to the end of a decimal...	does not affect its size
What is $\frac{5}{10}$ as a decimal?	0.5
To calculate a number half way between...	add the 2 numbers and divide by 2
What does rounding do to decimals?	Shortens them
A number with 1 decimal place has...	1 digit after the decimal point
When do we round UP?	When the next digit is 5 or more
When 0.46889 becomes 0.47 it has been...	rounded to 2 decimal places

Calculations Key Facts

CORE

learn by heart

What calculation does $\frac{3}{5}$ represent?	3 divided by 5
What is multiplying by 0.1 equivalent to?	Dividing by 10
What is multiplying by 0.01 equivalent to?	Dividing by 100
What is multiplying by 0.001 equivalent to?	Dividing by 1000
What is dividing by 0.5 equivalent to?	Doubling
What is dividing by 0.1 equivalent to?	Multiplying by 10
When is a division undefined?	When dividing by 0
What are the 2 numbers in a fraction called?	$\frac{\text{numerator}}{\text{denominator}}$
The 2 numbers in a fraction are also called...	$\frac{\text{dividend}}{\text{divisor}}$
What happens as the dividend gets smaller?	The answer gets smaller
What happens as the divisor gets smaller?	The answer gets bigger
What is 25×4 ?	100
What is 125×8 ?	1000
What does factorise mean?	Break a number down into smaller factors
To multiply by 5.....	multiply by 10 and halve
To divide by 5.....	divide by 10 and double

Calculations Key Facts

SUPPORT

learn by heart

How is 1 tenth written?	0.1 or $\frac{1}{10}$
How many tenths make 1 whole?	10 ($\frac{10}{10}$ equals one whole)
$0.1 \times 10 = \dots$	1
$1 \div 10 = \dots$	0.1
$0.001 \times 10 = \dots$	0.01
$0.01 \div 10 = \dots$	0.001
What is a recurring decimal?	Continues forever, following a pattern
What is a terminating decimal?	The digits do not go on forever
What is 4 doubled?	8
What is 7 doubled?	14
Half of 1 is.....	0.5
Half of 3 is.....	1.5
Half of 5 is.....	2.5
What is dividing by 0.5 equivalent to?	Doubling
What is dividing by 0.1 equivalent to?	Multiplying by 10
When is a division undefined?	When dividing by 0





Storytelling

➔

Allusions

➔

Poetry- Nature & Structure

➔

My Voice Unit

➔

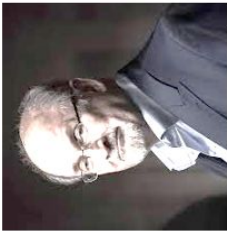
Canonical Texts

➔

Transformations



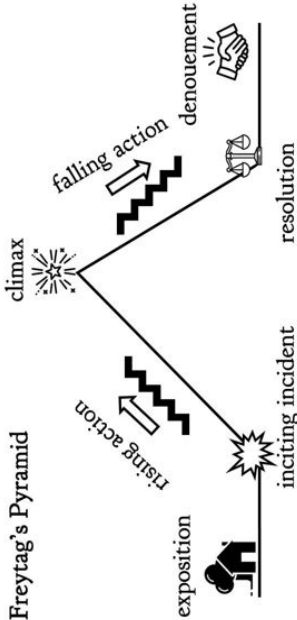
Year 7 Knowledge Organiser: Storytelling (Haroun and the Sea of Stories)



Author:

- **Sir Ahmed Salman Rushdie** is an Indian-born British and American novelist.
- Born in Bombay (now Mumbai) on 19th June 1947 and moved to the UK in 1964.
- He said: "
 - When I first saw *The Wizard of Oz* it made a writer of me."
 - "Alice captured my imagination as few other books did..."
 - When I was 16, I read *The Lord Of The Rings* and became obsessed..."

Aristotle: "A whole [story] is what has a beginning and middle and end"



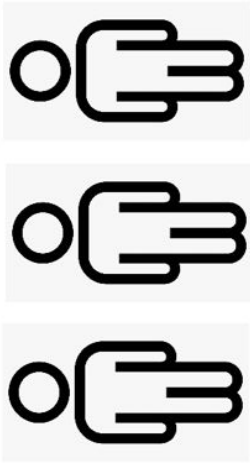
Protagonist	 The character, force, or idea that opposes the protagonist
Antagonist	The central character whose goals and desires drive the story
Characterisation	The way authors create characters through description, actions, reactions, speech etc.
Setting	The time, place, and environment in which a story's events unfold e.g. geographical location, historical period, weather etc.
Pathetic Fallacy	When emotions are applied to something non-human (often the weather) to evoke a specific mood or feeling 

Exposition	Sets the scene, introduces the main characters, time period, and tone.
Inciting incident	The character reacts to something that has happened, and it starts a chain reaction of events.
Rising action	The story builds. There is often a complication
Climax	The story reaches the point of greatest drama
Falling action	The story shifts to action that happens as a result of the climax
Resolution	The character solves the problem or conflict.
Denouement	French for "the ending," the denouement is often happy if it's a comedy, and dark and sad if it's a tragedy.

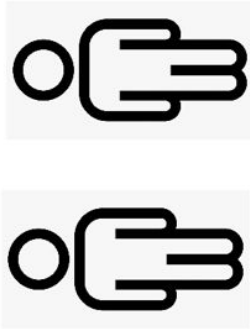
Different Narrative Voices

First person narrator	First person narration (identified by the pronoun I) – the narrator participates in the story.
Second person narrator	The reader is part of the story. The narrator describes the reader's actions, thoughts, and background using "you."
Third person narrator	Third person narration (identified by pronouns such as he, she, they) – the narrator stands outside the story.

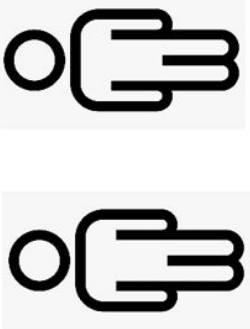
Propp studied 100 fairy tales in detail, he identified *seven* archetypes:



Hero Helper False Hero



Donor/Helper Villain

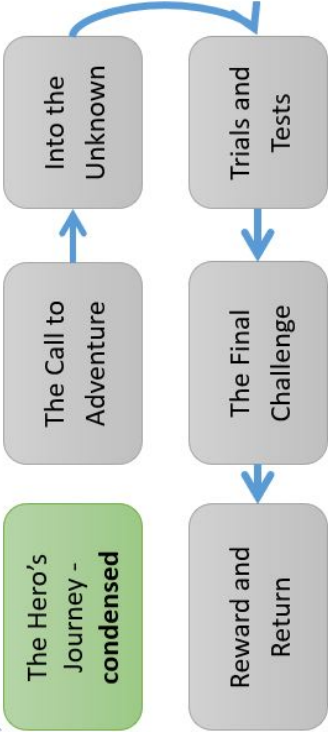


Dispatcher Princess/ Prize

The Hero's Journey

In 1949, Joseph Campbell wrote a book, *'The Hero with a Thousand Faces'*. He identified common patterns running through hero myths and stories from around the world. Campbell outlines several basic stages that almost every hero-quest goes through (no matter the culture of origin).

1. The Ordinary World
2. The Call to Adventure
3. Refusal of the Quest
4. Accepting the Call
5. Entering the Unknown
6. Supernatural Aid
7. Talisman
8. Allies/ Helpers
9. Tests and the Supreme Ordeal
10. Reward and the Journey Home
11. Master of the Two Worlds/ Restoring the World



CORE task: Turn the sections on author information, what Aristotle said and different narrative voice of your Knowledge Organiser into a mind map below.

Author:

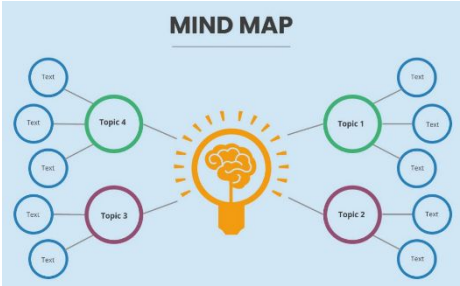
- **Sir Ahmed Salman Rushdie** is an Indian-born British and American novelist.
- Born in Bombay (now Mumbai) on 19th June 1947 and moved to the UK in 1964.
- He said: "
 - When I first saw *The Wizard of Oz* it made a writer of me."
 - "Alice captured my imagination as few other books did..."
 - When I was 16, I read *The Lord Of The Rings* and became obsessed..."



Aristotle: "A whole [story] is what has a beginning and middle and end"

- Think carefully about how to organise the information (bigger version on your KO).

First person narrator	First person narration (identified by the pronoun I) – the narrator participates in the story.
Second person narrator	The reader is part of the story. The narrator describes the reader's actions, thoughts, and background using "you."
Third person narrator	Third person narration (identified by pronouns such as he, she, they) – the narrator stands outside the story.



EXTENSION : Research more about the author and add extra information to your mind map

Week 2: Flashcards

- Flashcards are a creative and colourful way to support long-term learning.
- Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others

CORE task: Create 12 flashcards – 1 for each of the following words that are on the Knowledge Organiser. Use the given definitions below.

Get card from your teacher if you need. A flashcard should be no smaller than a quarter of A4 (if making your own).

Protagonist	The central character whose goals and desires drive the story
Antagonist	The character, force, or idea that opposes the protagonist
Characterisation	The way authors create characters through description, actions, reactions, speech etc.
Setting	The time, place, and environment in which a story's events unfold e.g. geographical location, historical period, weather etc.
Pathetic Fallacy	When emotions are applied to something non-human (often the weather) to evoke a specific mood or feeling
Exposition	Sets the scene, introduces the main characters, time period, and tone.
Inciting incident	The character reacts to something that has happened, and it starts a chain reaction of events.
Rising action	The story builds. There is often a complication
Climax	The story reaches the point of greatest drama
Falling action	The story shifts to action that happens as a result of the climax
Resolution	The character solves the problem or conflict.
Denouement	French for “the ending,” the denouement is often happy if it’s a comedy, and dark and sad if it’s a tragedy.

- Have the key word on one side – clearly written – quite big!
- Have the definition on the other side – clearly written.
- Practise using them!

EXTENSION task: Add an example to the definition side of your card.

Week 3: Dual Coding

- Dual coding is the process of combining verbal materials with visual materials.
- There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and images.
- When you have the same information in two formats-words and visuals-it gives you two ways of remembering the information later on. Combining these visuals with words is an effective way to study.

CORE task: Go back to your flashcards from last week. Add (at least 1) image to the key word side (dual code) that will help prompt you for the definition of that word.

EXTENSION task: Write a question under your word and image that could only be answered using this word.

Week 4: Summarising

- Summarise your topic in a few words.
- Using your own words means you process the information, which improves your understanding and your memory. Keep the notes brief to act as prompts. The aim is to create your summary from memory; do not use notes to help you.

CORE task: Summarise the ‘The Hero’s Journey’ on page 2 of the Knowledge Organiser. What happens, where do they go and who do they meet? Can you apply some of the archetype terms to The Hero’s Journey? 1 word per box – there are 60 boxes – see if you can use all of them!

EXTENSION task: Draw your own version of 'The Hero's Journey'.

Week 5: Look, cover, write, check

CORE task: Learn how to spell the key vocabulary from the Knowledge Organiser – using the look, cover, write check system. Do this **THREE TIMES THIS WEEK** (in the booklet) and then there will be a spelling test in class.

EXTENSION task: Write 10 sentences (1 sentence per word) applying that word to what you have been learning this term e.g. Haroun is the protagonist in the novel. Be as detailed and thorough as possible.

<i>Look and Say</i>		<i>Write – without looking!</i>	<i>Check! Did you get it right?</i>
Protagonist	<i>Now cover up look and say column!</i>		
Antagonist			
Characterisation			
Setting			
Pathetic Fallacy			
Exposition			
Inciting Incident			
Climax			
Resolution			
Denouement			

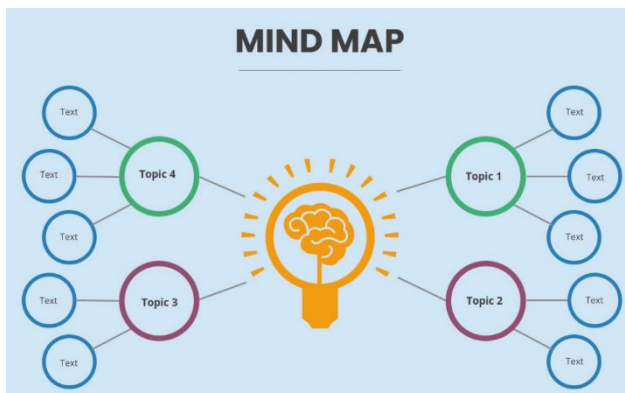
<i>Look and Say</i>		<i>Write – without looking!</i>	<i>Check! Did you get it right?</i>
Protagonist	<i>Now cover up look and say column!</i>		
Antagonist			
Characterisation			
Setting			
Pathetic Fallacy			
Exposition			
Inciting Incident			
Climax			
Resolution			
Denouement			

<i>Look and Say</i>		<i>Write – without looking!</i>	<i>Check! Did you get it right?</i>
Protagonist	<i>Now cover up look and say column!</i>		
Antagonist			
Characterisation			
Setting			
Pathetic Fallacy			
Exposition			
Inciting Incident			
Climax			
Resolution			
Denouement			

Week 6: Mind map, dual code, summarising

Core task: Create a mind map that showcases the **WHOLE** Knowledge Organiser.

Use colour, dual coding, summarising and all the skills you have learned this half term.



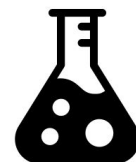
- Summarise your topic in a few words.
- Using your own words means you process the information, which improves your understanding and your memory. Keep the notes brief to act as prompts. The aim is to create your summary from memory; do not use notes to help you.



- Dual coding is the process of combining verbal materials with visual materials.
- There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and images.



Science



Science helps us explain how the world around us works.

So, when you learn science, you learn explanations (or theories) of why things happen in nature. For example, you learn about how forces can explain why things move or how ideas about atoms help us explain what happens when in a chemical reaction.

But before you can understand these scientific explanations (or theories), you need to understand the key ideas. For example, you need to know that a force is a push or a pull or a bit about what atoms look like.

The homework in science reminds you of the key ideas you need to understand to learn the explanations you are studying in science this term. You will have been taught these topics before. So, this is a recap.

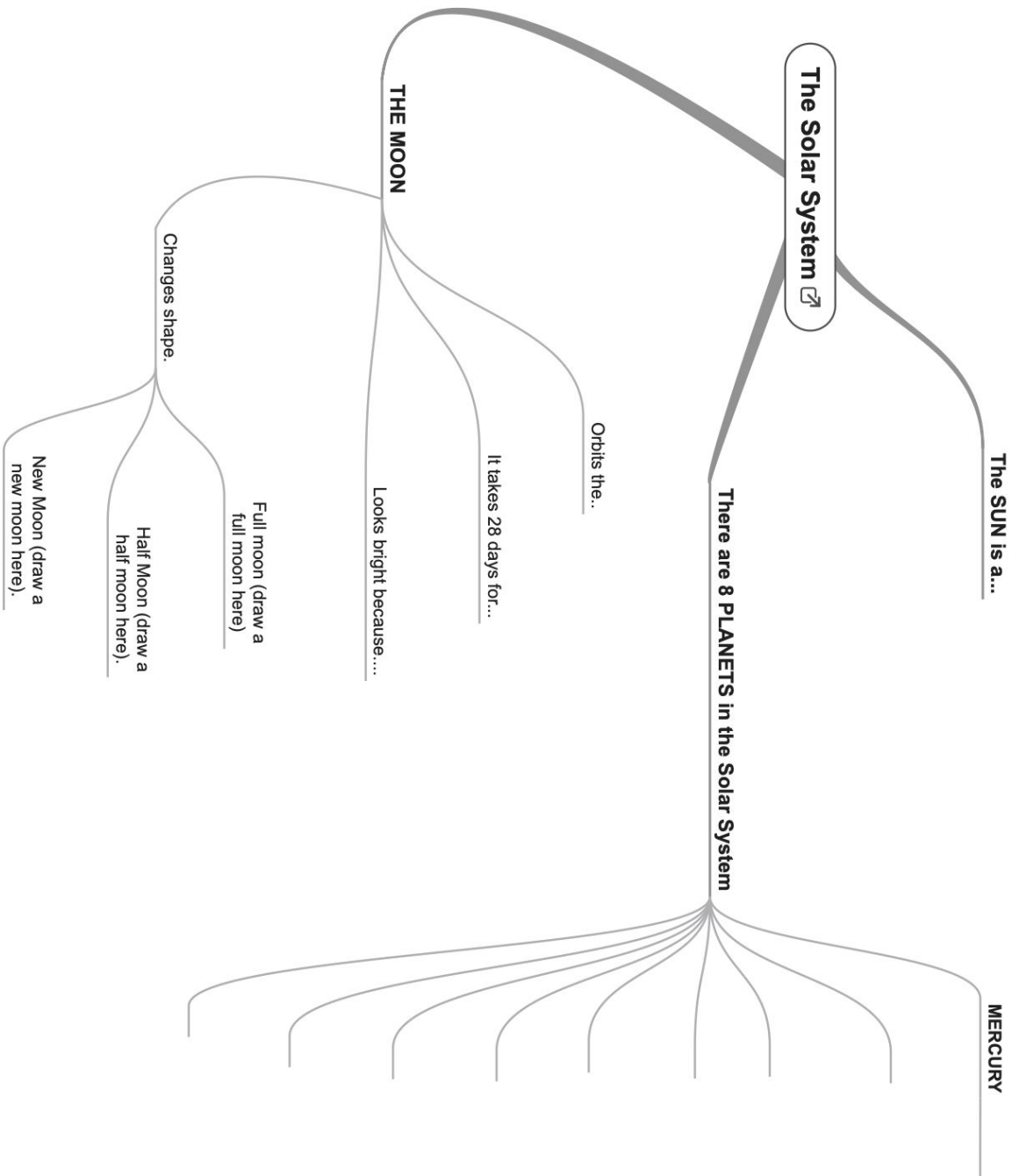
To do this, your science teachers expect you to:

1. Complete the mind-map for the topic using the handout you have been given (1st and 2nd week). The branches you have been given are just a starting point. You are free to add lots more detail. But remember, don't become a human photocopier! You need to summarise or select the information you want to add.
2. Check your understanding of this topic by answering the 'Check your understanding' questions (3rd week).

There are two topics each half-term.

This half-term they are:

1. Solar System
2. Solids, liquids and gases



The Solar System | Test your understanding

The Sun and the Planets

What is the Sun?

Write down the planets in our solar system in order from of the nearest to the furthest from the Sun.

What is an orbit?

How long does it take for the Earth to orbit the sun?

The Moon

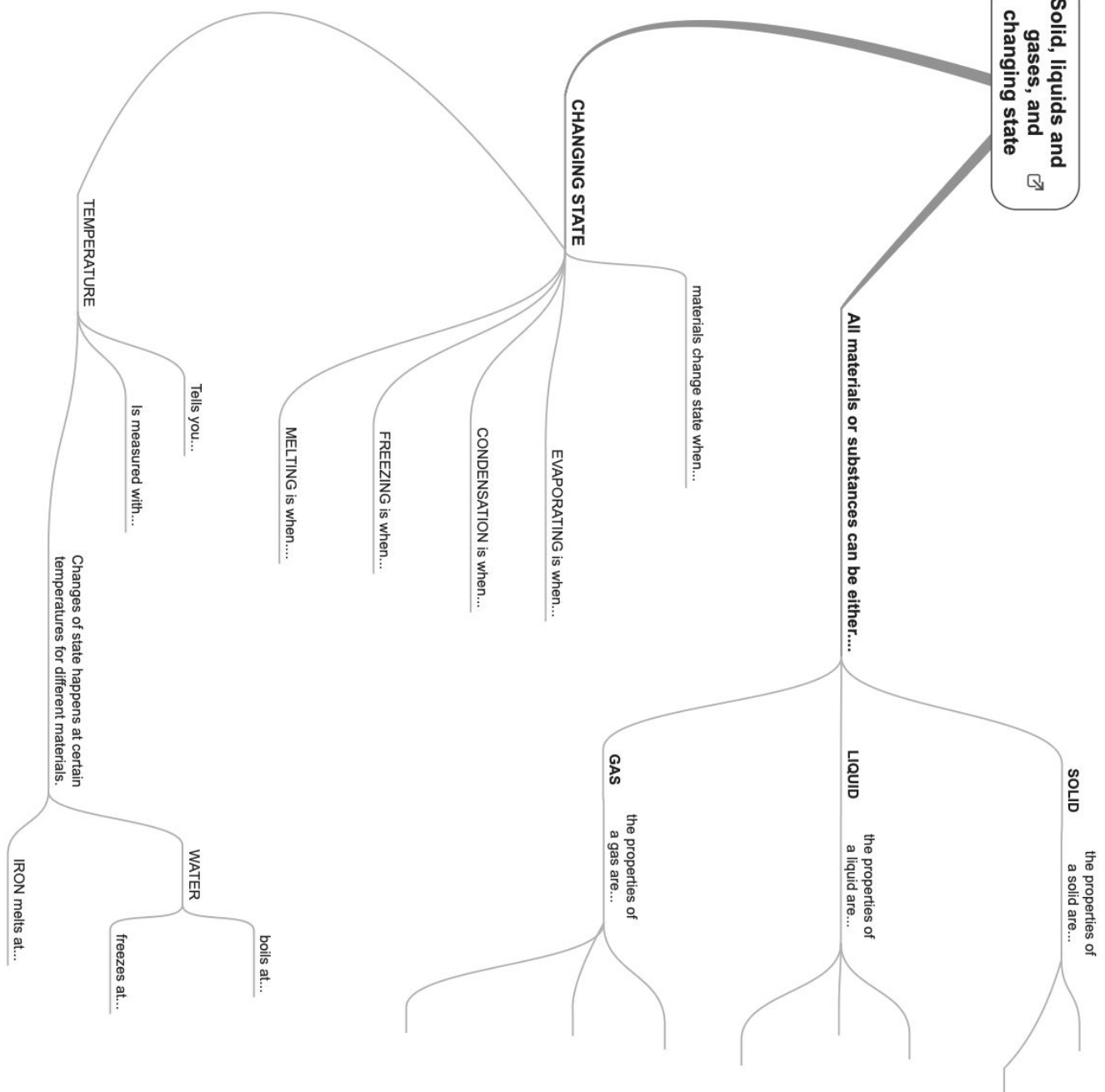
What is the Moon?

Why can we see the moon at night?

What is the difference between a new moon and a full moon?

Why can astronauts jump higher on the Moon than on Earth?

Solid, liquids and gases, and changing state



Solid, liquids and gases, and changing state |

Test your understanding

Solids, liquids and gases			
Ice can keep the same shape if you don't break bits off. Is ice a solid, liquid or a gas?	Water will flow and change its shape to fit the shape of the bottom of any container. Is water a solid, liquid or a gas?	Air will completely fill a room and take the shape of the room it is in. Is oxygen a solid, liquid or a gas?	Can you give an example of a materials that is a solid (not ice) at room temperature?
Can you give an example of a materials that is a liquid (not water) at room temperature?	Can you give an example of a materials that is a gas (not air) at room temperature?	Can you squash (compress) a liquid?	Can you squash (compress) a gas?
Changing state			
When the sun heats the water in a puddle, the puddle will 'dry out'. But the water doesn't disappear. Where does it go?	You often get drops of water on your mirror in the bathroom when you have a shower. Where do these water droplets come from?	An iron bar is heating in a furnace until it is 1600°C. Describe what will happen to the iron when it is heated to this temperature.	