

Reigate School

HOMWORK BOOKLET Y7



SUMMER

Homework

TIMETABLE

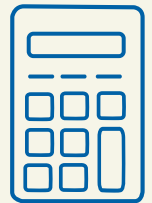
Monday

Sparx Science



Tuesday

Sparx Maths



Wednesday

Sparx Reader



Thursday

Specialist



| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

Please note: These are the hand-in days for each homework task, children can choose to do them on a different day, or spread them out over the course of several days should they wish

Homework

TIMETABLE

| S | M | T | W | T | F | S |
|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

Summer Term

YEAR 7

| Week Beginning | Tasks |
|------------------|--|
| 1 13.04.26 | Sparx Maths Science English MFL |
| 2 20.04.26 | Sparx Maths Science English MFL History |
| 3 27.04.26 | Sparx Maths Science English MFL Geography |
| 4 04.05.26 | Sparx Maths Science English MFL History |
| 5 11.05.26 | Sparx Maths Science English MFL Geography |
| 6 18.05.26 | Sparx Maths Science English MFL Art Design Technology |
| Half-Term | |
| 7 01.06.26 | Sparx Maths Science English MFL Design Technology |
| 8 08.06.26 | Sparx Maths Science English MFL History |
| 9 15.06.26 | Sparx Maths Science English MFL Geography |
| 10 22.06.26 | Sparx Maths Science English MFL History |
| 11 29.06.26 | Sparx Maths Science English MFL Geography |
| 12 06.07.26 | Sparx Maths Science English MFL Design Technology |



Homework EXPECTATIONS



It is important that you complete all homework by the date it is due. Make sure you give yourself enough time to do it properly, rather than rushing through it. Always try your best and aim to produce work that you are proud of. If you are stuck or unsure about anything, don't be afraid to ask for help, your teachers are here to support you. You can also use the **Homework Support Club** that runs in the Library each day after school if you need a quiet space or extra help.

Remember, homework is your chance to develop your learning, so always give it your best effort!

ACTIVITIES



The next section of the booklet outlines the specific homework tasks that you have to complete over the term. These will also be set on your Teams groups. You should make sure you hand the homework in by the date set on the assignment and speak to your class teacher if you need any help with the tasks. Remember the more effort you put into each task, the more you will get out of them.

Task HISTORY

Your first History homework this term is based upon the Tudors. You will be carrying out research into one of Henry VIII's wives.



Activity

Choose one of Henry VIII's wives and research their life. You can choose from: Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Katherine Parr. You should use the following to help you:

1. Key Facts

- When they married Henry VIII
- How long the marriage lasted, and any children they had
- Their background and personality
- Their role or influence during Henry's reign

2. What Happened to Them

Explain how their marriage to Henry ended and what happened to them.

3. Presentation

- Use clear headings for each section
- Include at least one picture (this could be a portrait or an image linked to their life)
- Make sure your work is neat, organised and written in full sentences

You should aim to show a good understanding of the person you chose and why they were important.

This is an example of a useful research site: BBC Bitesize - Who was Henry VIII?
[Click here for the website](http://www.bbc.co.uk/bitesize/articles/zmst6g8) (www.bbc.co.uk/bitesize/articles/zmst6g8)

When complete you should either take a photo and upload to Teams to show your teacher or bring to your lesson and hand it in.

Task GEOGRAPHY

Your first Geography homework this term is based upon revising the content you have learnt around the **Living World**. You will be developing your revision skills and learning how best to revise the knowledge you have learnt so far.




Activity

Prepare for a knowledge quiz, and practice revision techniques including completing a brain dump

Instructions:

Using the knowledge organiser and brain dump template (on the next two pages), start your revision for your summer assessment. Remember to complete the following:

- Revise by making question cards using the knowledge organiser (see picture below). You can use cards (if you have them) or plain/lined paper.
- Practice using the cards to see what you can remember
- Leave it at least 24 hours then complete your brain dump
- Highlight on your organiser what you have not remembered
- Repeat steps 2-4 for the ones you have forgotten
- Bring your completed brain dump and question cards into class on the day of your assessment. Make sure that it is clearly named.

| Ecosystems | Coral reef locations and types | Key words |
|--|---|---|
| <p>Coral reef threats and why they are important</p> | <p>Year 7 Living World</p>  | <p>Deserts, animals and plants</p> |
| <p>Desertification – causes and solutions</p> | <p>Rainforests, animals and plants</p> | <p>Deforestation – causes and solutions</p> |



Coral reef regions of the world



A coral reef is a hard, rocky ridge formed on the seabed from the external skeletons of tiny, coral animals.

Coral reefs are mostly found between the Tropics of Cancer and Capricorn. Water needs to be warm (23-25°C), shallow, salty and clear.

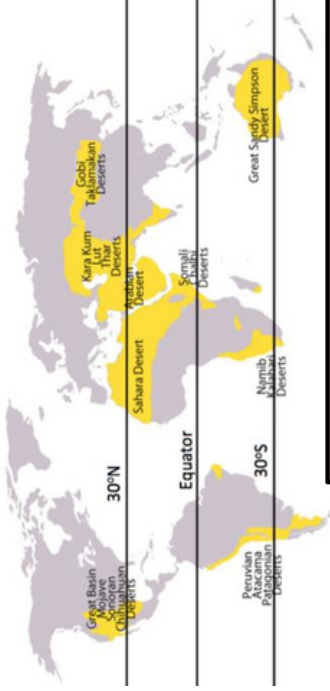
There are three types of coral reef: fringing reef, barrier reef, and coral atoll. Why are coral reefs important?

- Food: Fish feed 1 billion people, mainly in poorer countries
- Medicine: Chemicals from coral are used to treat diseases like cancer
- Ecology: Home for 250,000 known species, including 4,000 fish species.
- Coastal protection: natural barriers that protect people from tsunamis.

Why are coral reefs under threat?

- Tourists stand on coral damaging it and take coral to sell
- Ship anchors damage coral
- Climate change causes warmer oceans which lead to coral bleaching

Ecosystems are communities of living organisms and their connections with the climate and soil. All living things in an ecosystem depend on each other for survival, with nutrients passing from one living thing to another along a food chain. If an ecosystem exists on a global scale, such as a tropical rainforest or desert, they are called biomes.



A desert is a dry, hot biome dominated by sand. Less than 250 mm of rainfall / year. Temperatures are 29-35°C on average in the day and below 0°C at night. Found on the Tropics of Cancer and Capricorn.

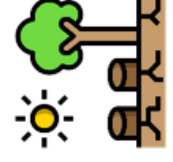
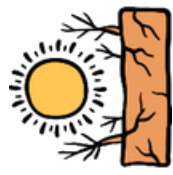
Many species have adapted to the desert:

- Camels: Store fat in humps to go without food for months; webbed feet to not sink; fur to keep warm at night.
- Cacti: Spikes not leaves to reduce evaporation and protect against animals after stored water; deep/wide roots to absorb surface/ground water.

Desertification is occurring in the Sahel due to: Increased drought since the 1960s; and a rising population leading to reduce soil fertility as trees are cut down for firewood and cattle overgraze grass.

The consequences of desertification are food shortages, increased soil erosion and soil infertility and forced migration.

- Solutions to Sahel desertification are:
- Zai, Yacouba Sawadogo's farming technique has helped regrow trees and increase soil fertility.
 - The Great Green Wall, a wall of trees 15km wide planted along 11 African countries in the Sahel.



A tropical rainforest is a hot, humid biome dominated by trees. More than 2,000 mm of rainfall / year. Day temperatures above 30°C on average. Found near or on the Equator.

The rainforest is the most biodiverse biome in the world with 75% of all flora and 50% of all fauna species.

The rainforest is stratified into different layers e.g. ground, under-canopy, canopy. Trees have adapted by growing:

- Tall and straight leaves can grow in the canopy allowing photosynthesis.
- Shallow/wide buttress roots, to access nutrients in the topsoil / give stability.

Rainforests are important as they provide: food (e.g. exotic fruit). medicines (e.g. plants like periwinkle that cure cancer) and timber.

Deforestation of the rainforests is being caused by: cattle ranching; commercial and subsistence agriculture, logging; mining; and urbanisation. Solutions to deforestation include: afforestation, ecotourism and selective logging.

Glossary

ECOSYSTEMS

| | |
|---------------------|--|
| Adaptation | How plants and animals in an ecosystem change to suit their surrounding environment. |
| Afforestation | The planting of trees to grow a forest. |
| Agriculture | The practice of cultivating plants and animals for human use; farming. Agriculture can be commercial (for profit) or subsistence (to feed family). |
| Algae | Tiny plant like organisms that provide food for coral. |
| Arid | Places with dry climates, common along the Tropics of Cancer and Capricorn. |
| Barrier reef | Originally a fringing reef, now surrounded by deeper water due to sea level rise. |
| Biodiversity | The variety of plants and animals in an ecosystem. |
| Biome | A global ecosystem, such as a tropical rainforest or desert. |
| Carnivore | An animal that only eats meat. |
| Climate | The average weather conditions in a place over 30 years. |
| Coral | Very small animals with a hard exoskeleton (bones on the outside, like a crab). |
| Coral atoll | A circular coral reef commonly formed on top of an underwater volcano. |
| Coral bleaching | When coral forces out the algae living in it as a result of higher water temperatures, leaving the coral white. |
| Coral reef | An underwater ecosystem made up of a ridge or mound of coral. |
| Deciduous forest | A woodland ecosystem dominated by trees that shed their leaves in winter. |
| Decomposers | Fungi (e.g., mushrooms) and bacteria that break down dead organic matter, releasing nutrients back to the soil to support plant growth |
| Deforestation | The widespread cutting down of trees to clear a forest. |
| Desert | A dry, hot biome dominated by sand. |
| Desertification | The process by which land becomes drier and degrades, creating new desert. |
| Drought | A long period of very little or no rain, causing a water shortage. |
| Ecosystem | A community of living organisms and their connections with the climate and soil. |
| Ecotourism | A form of tourism that helps protect the ecosystem. |
| Fauna | Latin word for animals. |
| Flora | Latin word for plants. |
| Food chain | Links between organisms that feed on each other. |
| Food web | Interconnected food chains that make up a large ecosystem. |
| Fringing reef | A coral reef developing along a coastline. |
| Herbivore | An animal that eats only plants. |
| Omnivore | An animal that eats a varied diet of plants and animals. |
| Photosynthesis | The process by which plants use sunlight, water, and carbon dioxide to create oxygen and energy in the form of sugar. |
| Sahel | Region in Northern Africa, south of the Sahara, that experiences drought. |
| Selective logging | The practice of cutting down a few trees while leaving the rest intact. |
| Stratification | The arrangement of something into different groups or layers. |
| Tropical rainforest | A hot, humid ecosystem located near or on the Equator dominated by tall trees. |
| Zai | A farming technique where holes are dug to capture water and create compost. |

Task HISTORY

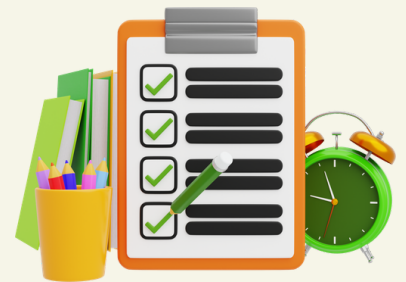


In this homework you will be practicing revision skills to help you remember important History knowledge covered in lessons. This task will help you check what you already know and what you need to revise to help build your knowledge and understanding.

Activity

Step 1: Look at your knowledge organiser

Read through the whole knowledge organiser carefully. Try saying key words or facts out loud or in your head. Do not write anything yet.



Step 2: Complete a brain dump

A brain dump means writing everything you can remember without using your notes.

- Put your knowledge organiser away.
- On your A4 paper, write these headings:
 - **History Key Terms**
 - **Henry VIII**
 - **Reformation**
 - **Medieval Rulers**
 - **Rebellion**
- Under each heading, write:
 - Key words
 - Facts
 - Names
 - Dates (if you remember them)

Brain Dump

| | |
|--|--|
| | |
| | |
| | |

Step 3: Check and improve your work

- Look back at your knowledge organiser and using a different colour pen add:
 - Facts you forgot
 - Missing key words
 - Important details

When completed you should either upload your brain dump to Teams or hand in to your class teacher.

| | | |
|--------------------------------|------------------------------|-------------------------|
| Henry VIII and his wives | Henry VIII and the annulment | Henry VIII and religion |
| Henry VIII and the monasteries | Medieval Monarchs Knowledge | Black Death Knowledge |





Year 7
The Tudors
The Reformation

How things happen and how this affects future events

1 CAUSE AND CONSEQUENCE

6 INTERPRETATIONS

The Protestant Reformation

Began by a German monk, Martin Luther when he nailed complaints about the Catholic Church (95 Theses) on the cathedral door in Wittenberg

Criticised the use of indulgences (paying money to the Church) in exchange for forgiveness of sins

Believed that The Bible should be in English

Followers became known as Protestants



Differences between Protestant and Catholic Church

| Protestant | Catholic |
|--|--|
| Churches should be plain and simple | Churches should be elaborate |
| Monarch the head of the Church | Pope the head of the Church |
| Bible in English | Bible in Latin |
| Priests have special status, shouldn't marry | Priests are ordinary men, should be allowed to marry |

The English Reformation - Causes

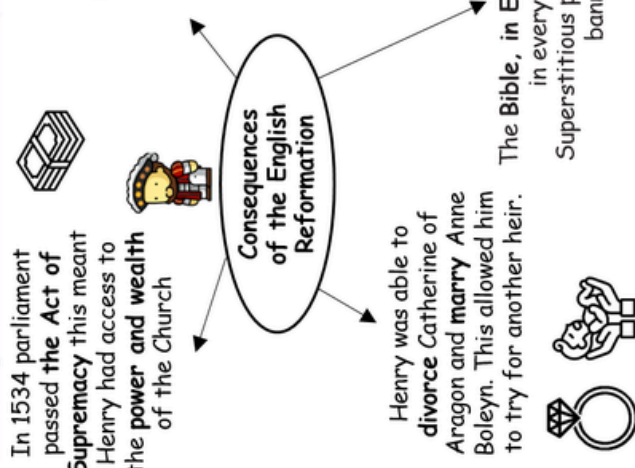
The Succession - Henry wanted a son and heir. To do this he needed to end his marriage to Katherine of Aragon, but the Pope would not allow it.

Money - The Church was very wealthy, if Henry made himself head of the Church, he could access some of that wealth

Anne Boleyn - Henry had fallen in love with Anne. She put pressure on Henry to end his marriage so she could become queen.

Power - Breaking from Rome would make Henry head of the Church in England

The English Reformation - Consequences













Monarch's Beliefs

Henry VIII - Began **Catholic**. Left the Catholic Church as Pope would not allow him to divorce Catherine of Aragon to marry Anne Boleyn

Edward VI - **Strongly Protestant**. Made lots of changes to the English Church to make it more Protestant.

Mary I - Changed England back to **Catholicism**. Executed 287 people for their religious beliefs

Elizabeth I - **Protestant**, but did not want to persecute people for their religious beliefs. Believed in a 'Middle Way' where people could practice their religion more freely.

| | | | |
|---|--|--|---|
| <p>Act of Supremacy - Made Henry, rather than the Pope, head of the English Church.</p> |  | <p>Annulment - A legal term declaring that a marriage never existed. Could only be granted by the Pope.</p> | <p>Indulgences - Tickets which cancelled sin sold by the Catholic Church</p>  |
| <p>Armada - The name given to the Spanish Navy</p> | <p>Papacy - The Pope and his territories</p>  | <p>Pope - The leader of the Roman Catholic Church. Lives in the Vatican in Rome</p> |  |
| <p>Catholic - A branch of Christianity. Pope is the head of the Catholic Church.</p> | <p>Protestant - A branch of Christianity which believes in a direct relationship with God.</p>  | <p>Dissolution of the Monasteries - The closure of monasteries between 1536 and 1539.</p> | <p>Reformation - The period when some countries left the Catholic Church and became Protestant</p>  |
| <p>English Reformation - Changing the Church in England to make Henry the head.</p> | <p>Succession - who will be next in line to the throne.</p>  | <p>Heir - The next person in line to become king/queen (the next in succession)</p> | <p>Vestments - Special robes worn by priests.</p>  |
| <p>Heresy - The crime of disagreeing with the accepted religion of a county's monarch.</p> | <p>Transubstantiation - The Catholic idea that the bread and wine become the body and blood during mass</p>  | <p>Heretic - people who committed the crime of heresy</p> | <p>Wars of the Roses - A series of civil wars fought for control of England between 1455-1485.</p>  |

Task GEOGRAPHY

Your Geography homework this half term is based upon the series Simon Reeve's South America. Through watching this you will explore the Amazon and Rio de Janeiro



Activity

Watch the video (on BBC iPlayer) and answer the following three questions. Bring the completed questions into class on the day the homework is due with your name clearly marked on it.

Video - Simon Reeves South America series 1, episode 2 [Click here for the video](#)

Question 1

Q: How do the people living in the Amazon rely on the forest and rivers for their everyday needs, such as food, water, and materials?

Question 2

Q: What difficulties do local communities face when large areas of the Amazon are cut down, and how does this change their way of life?

Question 3

Q: What climate-related problems does Simon notice in Rio, and how are these issues affecting the daily lives of the people who live there?

Task ART

Your Art homework for this term involves you exploring Sir Jacob Epstein's Torso in Metal from "The Rock Drill" (1913-14). You will be studying the sculpture and developing your research and interpretation skills.



Activity

Complete the following tasks:

1. Detailed Description: Describe the sculpture as accurately as you can. Consider:

- What shapes, materials and textures you can see
- The posture and form of the figure
- The overall mood or atmosphere of the piece
- Any features that stand out or seem unusual

2. Interpretation

Answer the following in full sentences:

- What do you think the sculpture might represent?
- What does it remind you of? This could be another artwork, a machine, a character or something from modern life.

3. How It Was Made

Explain how you think the sculpture might have been created. You may want to comment on:

Materials | Techniques | How the artist may have achieved the mechanical or fragmented appearance

4. Research Task

Now carry out some research to find out more about the sculpture.

Try to answer questions such as:

- Why did Epstein create this piece?
- What was the original full version of "The Rock Drill" like before it became a torso?
- How does the sculpture link to the period it was created in (1913-14)?
- How have art historians interpreted the work?

Include at least five researched facts in your final notes.

When complete you should hand in to your class teacher.



Sir Jacob Epstein: Torso in Metal from 'The Rock Drill' 1913-14
Bronze

Task DESIGN TECHNOLOGY



Your Design Technology homework for this term involves you developing your design skills

Disney Themed Chair Design



On an A4 piece of paper you are going to design a chair based on a Disney character.

Activity Instructions

Step One - Gently sketch your chair in a 3D style. Remember to keep lines parallel. Either use one of the chairs shown below or use a chair you have at home

Step Two - Choose ONE Disney character. Then, think about how you can show their personality and style in your chair design. Think about:

- Colours: What colours are linked to your character? For example Buzz Lightyear would be green, purple and white.
- Shapes and Patterns: Are there shapes or symbols you can use? For example a snowflake pattern for Elsa.
- Key Features: Does the character have items or clothing details you can include? For example: Winnie the Pooh's red T-shirt, Mickey Mouse ears, Moana's necklace pattern.

Step Three - Carefully colour your design using pencils or pens. Stick to the character's colour scheme to make your inspiration clear. When finished, darken the final lines to make your drawing neat and clear.



When complete you should photograph your work and submit on Teams

Task DESIGN TECHNOLOGY



Orthographic Toaster Design

An orthographic drawing is a neat drawing that shows the front, side and top of an object so we can see it properly. On an A4 piece of paper you are going to draw an orthographic drawing of a toaster. This means you will draw three flat (2D) views to show one solid (3D) object.

Activity Instructions

Step 1: Set up your page

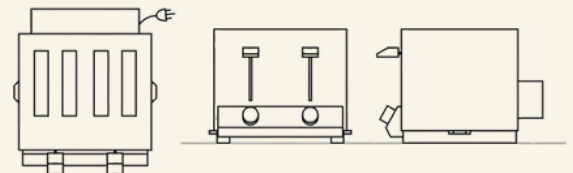
- Hold your paper landscape (sideways).
- Lightly divide the page into three areas using your ruler
- Try to fill the page – draw big, neat shapes.

You will need:

- A4 plain paper
- Pencil
- Ruler

Step 2: Draw the FRONT view

- Look at the toaster from the front.
- Use your ruler to draw straight lines.
- Add simple details (slots, buttons, base).
- Keep lines light so mistakes can be fixed.



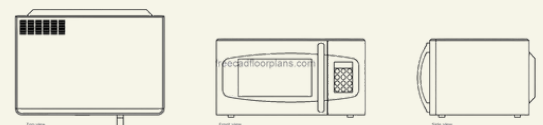
Step 3: Draw the PLAN view (bird's-eye view)

- This is what the toaster looks like from above.
- Draw it directly above the front view.
- Make sure the edges line up with the front drawing.
- Use your ruler to check alignment.



Step 4: Draw the END view (side view)

- This is what the toaster looks like from the side.
- Draw it next to the front view.
- Make sure the height matches the front view
- Keep the shape simple and neat.



When complete you should photograph your work and submit on Teams

Task

HISTORY

Your second History homework this term is based upon the English Civil War in the 17th Century.

You will be watching a series of videos on this, then recording the facts you have learnt from these, through this you will be developing your knowledge around the causes and consequences of this Civil War.



Activity

Causes and Consequences of the English Civil War

Watch the following short clips on YouTube (all from Timelines.tv):

1. The Civil War

www.youtube.com/watch?v=hAwjdudK6oc [Click for link](#)

2. Oliver Cromwell

www.youtube.com/watch?v=iAwZciBmv-A [Click for link](#)

3. The “Glorious” Revolution

www.youtube.com/watch?v=motfoum620o [Click for link](#)

After watching the clips, write down **five things you have learned** about the causes and consequences of the English Civil War. To help you structure your notes, you may want to include:

Causes

- How disagreements between the King and Parliament developed
- Issues around money, power, religion or leadership

Consequences

- What happened during and after the Civil War
- The impact of Oliver Cromwell’s rule
- How the monarchy eventually returned
- Why the “Glorious Revolution” was important

Your answers should be written in full sentences and show a clear understanding of how these events changed Britain.

You should either upload to Teams or hand in to your class teacher.

Task GEOGRAPHY

Your revision Geography homework this term is based upon revising the knowledge we have learnt around **economies** . You will be developing your revision skills and learning how best to revise the knowledge you have learnt so far.




Activity

Prepare for a knowledge quiz, and practice revision techniques including completing a brain dump

Instructions:

Using the knowledge organiser and brain dump template (on the next two pages), start your revision for your summer assessment. Remember to complete the following:

- Revise by making question cards using the knowledge organiser (on the next page). You can use cards (if you have them) or plain/lined paper.
- Practice using the cards to see what you can remember
- Leave it at least 24 hours then complete your brain dump
- Highlight on your organiser what you have not remembered
- Repeat steps 2-4 for the ones you have forgotten
- Bring your completed brain dump and question cards into class on the day of your assessment. Make sure that it is clearly named.

| The four economic sectors (types of job) | How types of job change over time | Key words |
|--|---|-----------------------------------|
| Types of farming | <div data-bbox="619 831 735 1252" style="border: 1px solid black; padding: 5px; display: inline-block;"> Year 7 What is an economy? </div> <div data-bbox="772 954 954 1133" style="margin-left: 20px;">  </div> | Containerisation |
| Factors for locating a factory | Globalisation | Nike: an example of globalisation |



Year 7

What is an economy?

An economy is the wealth and resources of a country in terms of goods that are produced and consumed there. Jobs in the economy are divided into four economic sectors which makes up an economic structure.



The four economic sectors



Primary sector: Jobs where raw materials (natural resources) are extracted (taken) from the land or sea (e.g. a farmer).



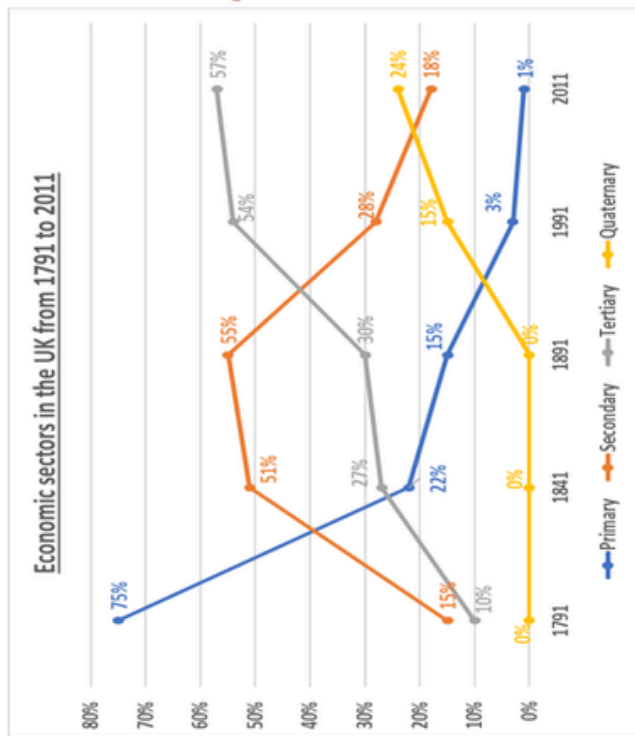
Secondary sector: Jobs where raw materials are manufactured (made) into a product (e.g. a factory worker).



Tertiary sector: Jobs which provides a service to help other people (e.g. doctor, teacher, hairdresser, bus driver, shop assistant).



Quaternary sector: Jobs which involve research and development to help many people worldwide (e.g. research scientist).



How has the UK's economic structure changed?

The economic structure of the UK has changed in the past 200 years. In 1791, most people (75%) worked in primary jobs. By 1891 this majority was in secondary (55%) and then by 1991 it was in tertiary (54%).

Agriculture provided most jobs in the UK in 1791 before machines replaced most workers on farms during the **British Agricultural Revolution**.

Factory jobs saw a rise in numbers in the 1800 and 1900s as they replaced farming jobs during the **industrial revolution**. However, robots have now replaced humans in many **manufacturing jobs**.

Tourism developed in the UK from 1850. This was due to the development of railways allowing cheaper transport, the introduction of paid annual leave, and higher salaries from secondary jobs allowing more **disposable income**. Tourism indirectly produced a range of **tertiary jobs** from pilots to hoteliers to lifeguards.



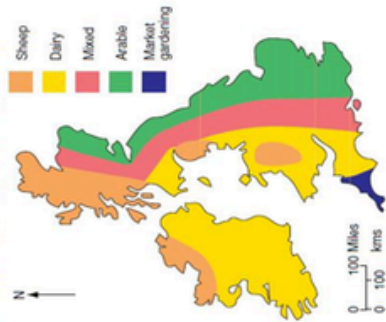
No single country has all the natural resources it needs so it **trades** with others. Most of the UK's trade partners are in Europe as they are close by. Most **imports and exports** are transported by boat, coming in and out of a country through a **port**. **Globalisation** has caused multinational companies to move factories to poorer countries as workers are cheaper, reducing secondary jobs in richer countries (e.g. Apple design the iPhone in California and make it in China). **Containerisation** has allowed the acceleration of globalisation by improving the efficiency of transporting goods.

Finding a factory site:

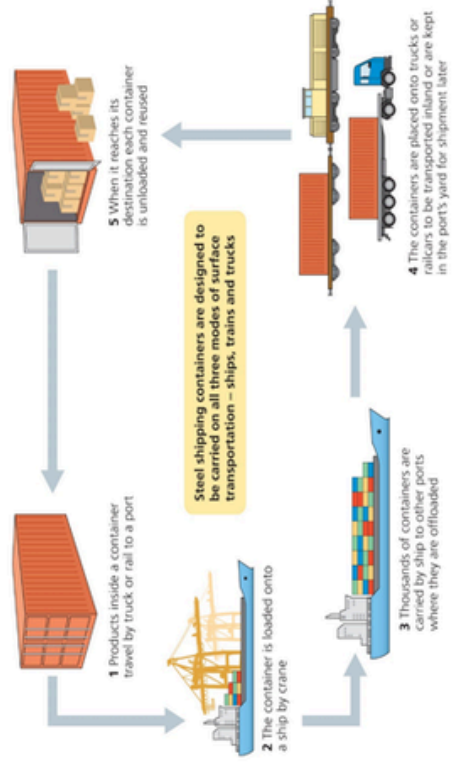
The 5Cs

1. Cost
2. Capacity (skills) of the local workforce
3. Capability of the region (availability of raw materials and access to transport networks)
4. Culture of the region
5. Customers

Fig 12.2 The main farming types in the UK



Different components of the iPhone are made in different countries, an example of globalisation.



| | |
|--|--|
| Agriculture | The cultivation of the soil for the growing of crops and/or the rearing of livestock animals. |
| Arable | A farm that grows crops e.g. wheat and barley. |
| British Agricultural revolution | A period of time (1700 - 1850) when the UK made improvements to the efficiency of farming leading to a lower demand for farmers. |
| Commercial farming | A farm that is run to make an income. |
| Containerisation | A system of standardised transport, that uses a common size of steel container to transport goods. |
| Deindustrialisation | A period of time when a country (during the 1980s in the UK) where factories close and there is a decrease in factory workers. |
| Disposable income | The amount of money left over for spending and saving after the essential items such as food have been paid for. |
| Economy | The wealth and resources of a country in terms of goods that are produced and consumed there. |
| Efficiency | The increasing link between countries around the world as a result of the movement of goods, services and money. |
| Employment sectors | All types of jobs in the economy are grouped into four sectors (primary, secondary, tertiary and quaternary). |
| Employment structure | The process of dividing businesses and industries into sectors. |
| Exports | Raw materials, goods and services sold to another country. |
| Globalisation | The increasing link between countries around the world as a result of the movement of goods, services and money. |
| Imports | Raw materials, goods and services brought into a country from abroad. |
| Industrial revolution | A period of time when a country (1760 - 1840 in the UK) sees the growth of factories leading to an increase in factory workers. |
| Infrastructure | The basic structures (such as roads, railways, bridges, water pipes, mains electricity) that are needed for a country to run properly. |
| Labour | Work. Often used to refer to workers / the workforce. |
| Labour intensive | The increasing link between countries around the world as a result of the movement of goods, services and money. |
| Manufacturing | Making products by hand or by machine, usually in a factory, that are then sold to customers, people or businesses. |
| Market | A place where buyers and sellers can meet to exchange products for money. Physical (e.g. shops on a high street) or virtual (e.g. online). |
| Market garden | A farm that grows fruits, vegetables and flowers. |
| Mixed farm | A farm that grows crops and keeps animals. |
| Multinational companies | A business with branches in many countries. |
| Pastoral | A farm that keeps animals e.g. cattle or sheep. |
| Port | A location on the coast that provides facilities for ships to load and unload their cargo. |
| Raw materials | The basic materials or substances from which products can be made such as wood can be transformed into furniture. |
| Service | Something helpful that the public needs, such as transport, education, hospitals or energy supplies. |
| Site | The land upon which a settlement or building (e.g. factory) is built. |
| Subsistence farming | A farm that is only used to feed your family. |
| Tourism | When people travel away from home for pleasure. |
| Trade | Buying and selling of raw materials, goods and services. |
| Transnational corporations (TNCs) | A business that is found across more than one country. |

Task HISTORY

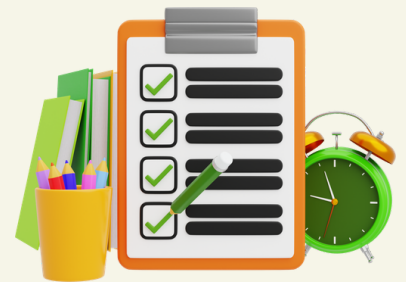


In this homework you will be practicing revision skills to help you remember important History knowledge covered in lessons. This task will help you check what you already know and what you need to revise to help build your knowledge and understanding.

Activity

Step 1: Look at your knowledge organiser

Read through the whole knowledge organiser carefully.
Try saying key words or facts out loud or in your head.
Do not write anything yet.



Step 2: Complete a brain dump

A brain dump means writing everything you can remember without using your notes.

- Put your knowledge organiser away.
- On your A4 paper, write these headings:
 - **History Key Terms**
 - **Battle of Hastings**
 - **Silk Roads**
 - **Medieval Rulers**
 - **Black Death and Rebellion**
 - **Tudors**
 - **Civil War**
- Under each heading, write:
 - Key words
 - Facts
 - Names
 - Dates (if you remember them)

Brain Dump

| | |
|--|--|
| | |
| | |
| | |

Step 3: Check and improve your work

- Look back at your knowledge organiser and using a different colour pen add:
 - Facts you forgot
 - Missing key words
 - Important details

When completed you should either upload your brain dump to Teams or hand in to your class teacher.

| | | |
|----------------------------------|----------------|-------------------|
| Battle of Hastings | The Silk Roads | Medieval Monarchs |
| The Black Death /Peasants Revolt | Tudors | The Civil War |





Year 7

English Civil War
1642 - 1649

3 USING EVIDENCE

6 INTERPRETATIONS

How Historians learn about the past

How Historians view the past based on sources of evidence

Why did the civil war start?

Power

Parliament tries to limit Charles' power

Divine Right of Kings - Charles believed he was chosen to rule by God

Parliament had become more powerful under the Tudors

Money

Charles introduced new unpopular taxes like 'Ship Money'

Charles led a lavish lifestyle and people believed that this was not right

Charles wanted more money

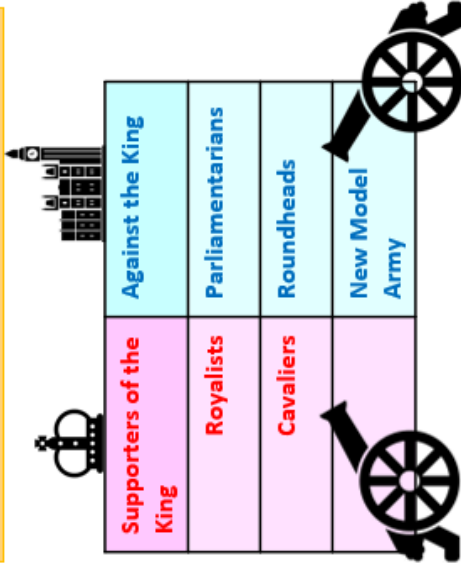
Religion

Puritan MP's were upset when Charles married a Catholic princess from France.

Archbishop Laud tried to end Puritan ideas in the Church of England and introduced a new prayer book

Scottish rebels hated the new prayer book so attacked England.

Civil War - a war between two groups within the same country



- 1625: Failed naval battle against the Spanish at Cadiz
- 1625: Charles becomes king and marries French Catholic Henrietta Maria
- 1629: Charles dissolves Parliament for 11 years
- 1640: Scottish bishops invade northern England
- 1637: New prayer book introduced in Scotland
- 1634: Charles introduces ship money
- 1641: Grand Remonstrance
- 1642: Charles tries to arrest 5 MPs
- 1642: Charles declares war

Key battles of the war - Battle of Edgehill 1642 both sides faced each other for the first time, inexperience led to a draw. 1642 - 1645 various clashes with early **Royalist** victories but as **New Model Army** become more organised and well trained, they become more successful. **Battle of Naseby** 1645 strong victory for **Parliamentarians** - Charles is captured - escapes then recaptured after trying to involve Scots. He is tried for treason and executed January 1649. **Oliver Cromwell**, leader of the New Model Army, governs England like a king. 1649 - 1658. **The monarchy was restored in 1660**



Oliver Cromwell - what is your interpretation?

Welcomed Jews back to England.

Increased the power of Parliament

Strong puritan believed in a pure life dedicated to God, so banned Christmas and encouraged prayer. Closed brothels, banned bear bating and horse racing.

Fought a tough, **cruel invasion of Ireland leading to 30% of the population dying of starvation in the next 10 years.**

How did the war change things?

Witchcraft - superstitious belief and lack of trust led to people blaming hardships on women accusing them of being witches. Witch trials led by **Matthew Hopkins** (Witchfinder General) led to the execution of over 100 women.

Many groups began to **challenge the social order** for example: **Levellers** - wanted equal rights for all men now the king had gone. Some wanted a return of the king.

Restoration - Charles II, son of the executed king was returned to the crown after just 11 years and Oliver Cromwell's body was dug up and hung and later reburied as a traitor to England.



Year 7 Silk Roads

Key Countries Along the Silk Roads

China
Persia/Iran
Syria
Iraq
Israel
Turkmenistan
Turkey



Crusades - A holy war

Jerusalem was an important holy land which was shared amongst many religions.

Pope Urban II had heard terrible things about treatment of Christians in Jerusalem.

He encouraged the people of Europe to go to war to stop this from happening and to take control of Jerusalem.

60,000 people marched to Jerusalem to fight in the battle.

Why did people go?

Recapture Jerusalem

Forgiveness of sins

To get into heaven



History Keywords

Interpretations - How we reconstruct the past. In history, it is very often the opinion of a historian

Sources - something from the time period that gives important information about the past.

Inference - an educated guess about a source.

Chronology - Putting things in their correct time order.

Misconception - A view or opinion that is incorrect because based on faulty thinking or understanding.

Peter Frankopan's interpretation of the Silk Roads:

(The Middle East was) the centre point on which the globe spun. These countries (along the Silk Roads) lie at its very centre - as they have done since the beginning of history.



Written accounts



Artifacts



Coins



Paintings/
Art



Armour/
Weapons

Buildings and
archeological sites

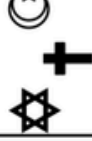
Things that travelled along the Silk Roads



Silk - Lightweight fabric that was warm in cold weather and kept people cool in hot weather. A symbol of wealth.



Ideas and technology - New ideas about science, maths and medicine travelled along the Silk Roads. New technologies, such as printing, silk making, and gunpowder also were passed on.



Religion - Islam was spread along the Silk Roads from the 6th century onwards. Buddhism, Hinduism and Christianity were also spread along the Silk Roads.



War - Crusaders travelled from Europe to the Middle East to recapture the 'Holy Land'. Mongol invaders built a vast empire along the Silk Roads.



Goods - As well as silk, spices, tea, ivory, cotton, wool, precious metals and foodstuffs also travelled.



Disease - The Black Death travelled from East Asia to Europe via trading routes.



Slaves - Raiding armies would take captives and sell them in far-flung ports and capitals from Dublin in the West to Shandong in Eastern China.



Year 7 The Tudors The Reformation

1

CAUSE AND CONSEQUENCE

6

INTERPRETATIONS

How things happen and how this affects future events

Opinions about the past

The Protestant Reformation



Began by a German monk, Martin Luther when he nailed complaints about the Catholic Church (95 Theses) on the cathedral door in Wittenberg



Criticised the use of indulgences (paying money to the Church) in exchange for forgiveness of sins



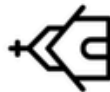
Believed that The Bible should be in English

Followers became known as Protestants

Differences between Protestant and Catholic Church

Protestant

Churches should be plain and simple



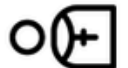
Monarch the head of the Church



Bible in English



Priests have special status, shouldn't marry



Catholic

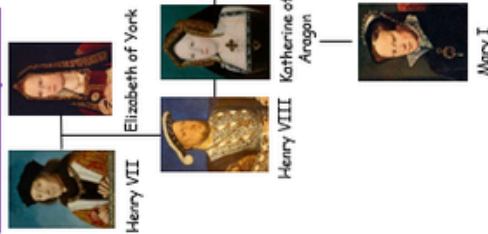
Churches should be elaborate

Pope the head of the Church

Bible in Latin

Priests are ordinary men, should be allowed to marry

Tudor Family Tree



1495 - Henry VII comes to the throne after the Battle of Bosworth

1603 - Elizabeth I dies without an heir

The English Reformation - Causes



The Succession - Henry wanted a son and heir. To do this he needed to end his marriage to Katherine of Aragon, but the Pope would not allow it.



Money - The Church was very wealthy, if Henry made himself head of the Church, he could access some of that wealth



Anne Boleyn - Henry had fallen in love with Anne. She put pressure on Henry to end his marriage so she could become queen.



Power - Breaking from Rome would make Henry head of the Church in England

The English Reformation - Consequences



In 1534 parliament passed the **Act of Supremacy** this meant Henry had access to the power and wealth of the Church



Henry closed 800 monasteries between 1536 and 1540 which made him a lot of money!



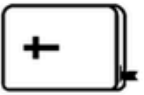
Holy sites of pilgrimage were destroyed

Consequences of the English Reformation

Henry was able to divorce Catherine of Aragon and marry Anne Boleyn. This allowed him to try for another heir.



The Bible, in English, was put in every church
Superstitious practices were banned



Monarch's Beliefs



Henry VIII - Began Catholic. Left the Catholic Church as Pope would not allow him to divorce Catherine of Aragon to marry Anne Boleyn



Edward VI - Strongly Protestant. Made lots of changes to the English Church to make it more Protestant.



Mary I - Changed England back to Catholicism. Executed 287 people for their religious beliefs



Elizabeth I - Protestant, but did not want to persecute people for their religious beliefs. Believed in a 'Middle Way' where people could practice their religion more freely.



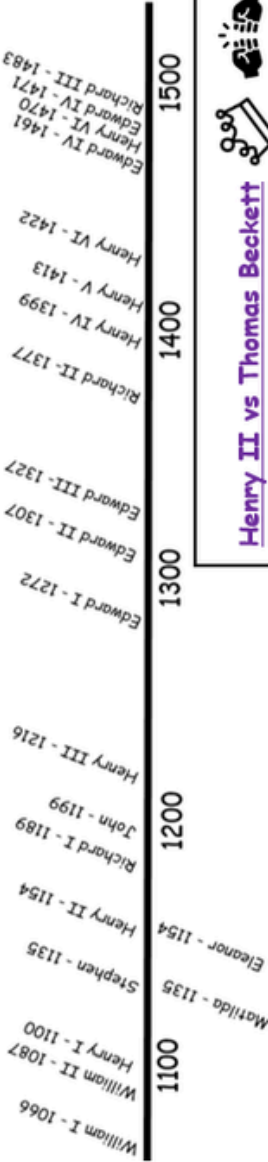
Year 7 Medieval Monarchs

5 CHRONOLOGICAL UNDERSTANDING

6 INTERPRETATIONS

Events in the order in which they happened

Opinions about the past



Why was the Medieval church so powerful?



Little understanding of science - explanation provided by religion



People believed following Church teachings would get them into Heaven



Fear of Hell and time spent in Purgatory



Involvement in crime and justice - Church held trials and gave out punishments



People believed disease was a punishment from God - praying and going to Church would heal them



This caused conflict with the crown...



As the king was unhappy with the power the Church had over things like crime and justice, and collecting tax.

Henry II vs Thomas Beckett



When Henry came to the throne, he made his friend Thomas Beckett the Archbishop of Canterbury. He expected Thomas to follow his instructions. However, Thomas became much more religious and began to disagree with Henry. As a result, they argued about taxes, Church involvement in crime and justice, and who should hold important Church jobs.

For this reason, Henry became frustrated with Thomas and cried out "Who will rid me of this turbulent priest?". Three knights overheard this and rode to Canterbury. They entered Canterbury Cathedral and murdered Thomas in 1170.

All of Europe was horrified by the murder. Thomas was made a Saint and Henry was whipped as penance for the murder. The four knights were sent away to the Holy Land.

Reasons the Magna Carta was signed in 1215

Unpopularity of John

John taxed his Barons heavily to pay for wars. He lost these wars and the Barons lost their land in France

John argued with the Pope. The Pope banned all Church services in England

John had ordered the murder of his nephew Arthur

Power of the Barons

The Barons had ruled England when the previous king had been on Crusade. They did not want to give up that power

John ignored the advice of the Barons.

Forty Barons marched to London to force John to negotiate

Power of the King

People felt that everyone should follow the law - even the king

People felt the need to make sure that everyone had the right to justice - including a fair trial and not to be imprisoned without charge

What makes a good medieval monarch?

Physically strong - needs to be able to fight and lead armies to defend their people



Able to travel round their kingdom to keep law and order, and maintain peace



Have a strong personality. Able to win round and gain respect from the nobles



Give justice to everyone - including the rich and powerful



Keep control of the government



Have an heir



Medieval Queens

Matilda

- Ruled Italy on behalf of her husband
- Fought her cousin Stephen for the English throne during The Anarchy
- Mother to Henry II

Eleanor

- Wealthiest and most powerful woman in Europe
- Went on Crusade
- Married to Louis VI of France and Henry II of England



Year 7 – Autumn 1
Why Was England A
Battlefield In 1066?

Historical Skills

Anachronism - Something out of time
Chronology - The order of time
Contemporary - From the time studied
Inference - Reading between the lines
Interpretation - A Historian's view
Period - A section of time e.g. Medieval
Source - Evidence



How to work out centuries:
first two numbers + 1
e.g. 1875 so 18 + 1 = 19th century

Reasons there was a crisis in 1066

Edward the confessor died

There was no **heir** (successor)

There were **three candidates** for the throne.

How Did William Control?



The three claimants to the throne:
Harold Godwinson: English chosen by the Witan.

Harold Hardrada: King of Norway.

William Duke of Normandy: powerful leader in France



The Bayeux Tapestry is a **contemporary** source for learning about the battle of Hastings. It is **useful** for showing why William thought he should be King.

The first **immigrants** to come to the UK:
The Beaker people, Romans, Normans, Anglo-Saxons, Vikings, Celts.

Fyrd - Saxon Army
Housecarls - Feared Saxon soldiers

Why did William win the battle of Hastings?

| Saxon bad luck | William's leadership | Norman Skill |
|--|---|--|
| Harold Godwinson fought two battles in 18 days – Stamford Bridge and Hastings | William changed the plan and told his soldiers to aim high, injuring Harold . | Harold was shot in the eye with an arrow and died. |
| Harold had no time to send for more soldiers the battle started before he could prepare. | William lifted his helmet during the battle to rally his troops and show he was alive. | The Norman infantry soldiers were highly trained. |
| Some of Harold's best soldiers died at Stamford Bridge . | William used different strategies using archers, cavalry and infantry in different ways. | The Norman cavalry broke the shield wall . |
| The wind changed and allowed William's troops to cross the channel. | William rode in front of his troops and rallied them when it appeared they were losing the battle. | William's army was well disciplined and experienced from fighting in France. |
| Harold's brothers were killed, there was no one else to lead the Saxons . | William ordered the fake retreat and broke the Saxon shield wall. | The Norman's clever trick of retreating caused the Saxons to break the shield wall . |



cavalry



archers



infantry

Anglo Saxon life

| |
|---|
| Monasteries were important to everyday life |
| Farming was an import industry |
| The king ruled the land with the help of the Witan |
| Justice was family based they would often seek revenge using blood feud |
| Capital punishment was also used (execution) |
| There were several Anglo Saxon kingdoms with several rulers. |
| 10% of the population in England lived in towns. |
| Tithings were used as law enforcement. A group of 10 men aged 12 and over who were responsible for each other's behaviour. |
| Regular meetings were help to deal with people who broke the law. |





Year 7 Black Death Peasants' Revolt

3 USING EVIDENCE

1 CAUSE AND CONSEQUENCE

How Historians learn about the past

How things happen and how this affects future events

1348 - Year Black Death reached England

1381 - Year of the Peasant's Revolt



Why did the peasants revolt?

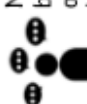
Statute of Labourers - A law which made it illegal to ask for higher wages than before the Black Death



Poll tax - Previously, taxes had been paid per household. Now taxes were paid per person, regardless of income.



New ideas - some people were influenced by new thinking and ideas, especially those of John Ball, who preached that all people had been created equal.



A new king: In 1377 King Edward III died. He was succeeded by his 10-year-old grandson, King Richard II. Some peasants felt that such a young king could be pressurised into making changes that would improve their lives.



Symptoms of the Black Death



Buboes - hard black swellings on the groin and under the armpit



Fever and chills

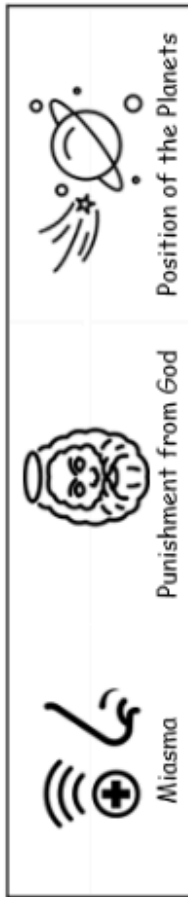


Pains and vomiting

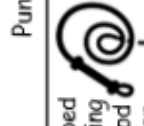


Blackening and death of tissue (gangrene) in your extremities, most commonly your fingers, toes and nose.

Medieval beliefs about the causes of the Black Death



Miasma - whipped themselves, believing this would show God they were sorry for their sins



Punishment from God



Position of the Planets



Bloodletting - to balance the four humours



Carrying herbs or flower petals, so they could avoid the miasma

Physicians used a range of herbal remedies to try to treat people



Prayer - hoping God would cure the sick

Consequences of the revolt

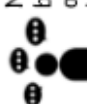
Richard did not keep his promises. Royal armies put down the revolts.



Hundreds of rebels were hanged, including John Ball. The rebellion had frightened the rich, and made them realise that they could not push the poor too far.



No government collected a Poll Tax until 1390. In the longer term, the demands of the peasants were largely met. Eventually, peasants could work for more money and slowly gained more freedoms from their lords to work where they pleased and make more of their own choices such as who to marry.

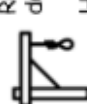


Spread of the Black Death



Consequences of the Black Death

Half the people in England died - some villages disappeared completely. It took 300 years for the population to recover



People began to criticise the Church - praying hadn't helped cure the disease



People could demand higher wages - they had better diets, some sent their sons to school



People demanded freedom, but the Lords refused - this led to the Peasants' Revolt



Task GEOGRAPHY

Your Geography homework this half term is based upon the series Hamza's Hidden Wild Isles. Through watching this you will explore the diversity of the ecosystems within the British Isles



Activity

Watch the video and answer the following three questions. Bring the completed questions into class on the day the homework is due with your name clearly marked on it.

Hamza's Hidden Wild Isles - Series 1: 2. Summer - BBC iPlayer ([Click here for the episode](#))

Question 1

Q: Hamza travels 40 miles off the coast of southwest Wales. Which ocean-roaming animal does he encounter there, and why is it present in UK waters only for a few weeks each summer?

Question 2

Q: Hamza visits the RSPB Arne Reserve in Dorset. Which unusual nocturnal bird does he attempt to film there, and what special equipment is required to observe it?

Question 3

Q: Hamza discovers a species that has recently returned to Britain's waterways after being absent for 400 years. Which animal is it, and what makes this discovery significant?

Task DESIGN TECHNOLOGY

Redesign a calculator to improve it

Lots of products have looked the same since they were first invented, does this make them as good as they can be? Your task is to redesign a calculator to make it better than before.

Activity Instructions

Step 1: Set up your page

- Use your paper portrait or landscape.
 - Leave space for a big drawing of your new calculator design and notes and labels around the drawing
- Try to fill the page – bigger drawings show ideas more clearly.

Step 2: Draw the calculator shape

- Use your ruler to draw the main outline of the calculator.
- Think about:
 - Should it be square, rounded, thin, chunky, curved?
 - Is it designed to fit comfortably in a hand or school bag?
- Keep lines neat and clear.

Step 3: Design the buttons

Think carefully before drawing:

- What shape are the buttons? (circle, square, oval)
- Are some buttons bigger than others?
- Are important buttons (like equals or clear) easier to find?
- Are the buttons spaced out so they are easy to press?

Step 4: How does it turn on and off?

- Add details to show how the calculator will turn on and off

Step 5: How is it powered?

Think about how the calculator gets power. Will it be:

- Battery? Rechargeable? Solar panel? USB charging?

Remember there is no single right answer. Good design is about thinking carefully, explaining ideas, and being neat and clear.



When complete you should photograph your work and submit on Teams

