YEAR 7 GEOGRAPHY · SCALE & COMPASS POINTS

Section 2: 5-Minute Task

5 MINS

Use the table above and your **Scale & Compass organiser** to help you. Write your answers on the lines.

1 **Define: What does a map's scale tell you?**

A map's scale tells you

2 **Sort: Sort these directions into the correct column.**

WORD BANK

North	North-East	East	South-West	South	North-West

CARDINAL Main points (N, E, S, W)	IN-BETWEEN Points between the main ones

3 **Explain: How would you find the real distance between two places using the scale? Use an example.**

CHALLENGE

A village is 5 cm from a town on the map. The scale is 1 cm = 2 km. What is the real distance? Show your working.

SELF-QUIZZING TO STRENGTHEN MEMORY

HOW TO SELF-QUIZ EFFECTIVELY

1. Cover your learning box and answer the questions from memory.
2. Do not look at your notes. Think hard.
3. After answering, check the learning box and correct anything you missed.
4. Cover the answers and try again from memory.
5. Repeat this three times.
6. Then leave a one-day gap and test yourself again to see what you remember.

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IMPORTANT RULE: QUESTIONS ONLY

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- Do NOT explain the answers.
- Do NOT add any hints or clues.
- Do NOT include extra information.

SCALE & COMPASS POINTS

What do I know? *(Declarative knowledge)*	How do I use it? *(Procedural knowledge)*	When do I use it? *(Conditional knowledge)*	Mistakes students make
• What are the eight points of the compass?	• How would you give the direction from one place to another?	• When describing where a place is, when should you use a compass point?	• Why is it wrong to use "left" and "right" instead of compass points?
• What does a map's scale tell you?	• How would you use the scale to find a real distance?	• When a question asks "how far", what should you measure and use?	• Why is it incorrect to give a map distance in cm as the real distance?

GEOGRAPHY – FEEDFORWARD

Reflect. Improve. Develop.

KEY

- **Feedforward Target** — What to improve next.
- **Student Development** — Student reflection and response.
- **What I Did Well** — Student success.
- **Teacher Feedback** — Teacher guidance.
- **My Feedforward Target** — Student's chosen next step.

KO3 – DEVELOPMENT AND GEOGRAPHY

FEEDFORWARD TARGETS

Tick the targets that apply to your work.

Target	What this means
☐ I will use key vocabulary accurately	I will use subject language correctly.
☐ I will explain my thinking clearly	I will show how I reached my answer.
☐ I will support my ideas with evidence or examples	I will justify my thinking.
☐ I will explain my process more clearly	I will move beyond simple responses.
☐ I will check and improve my work	I will edit and refine my answer.

WHAT I DID WELL

Today I successfully...

DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)

MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:

_____

_____

KO3 – DEVELOPMENT AND GEOGRAPHY

FEEDFORWARD TARGETS

Tick the targets that apply to your work.

Target	What this means
☐ I will use key vocabulary accurately	I will use subject language correctly.
☐ I will explain my thinking clearly	I will show how I reached my answer.
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☐ I will explain my process more clearly	I will move beyond simple responses.
☐ I will check and improve my work	I will edit and refine my answer.

WHAT I DID WELL

Today I successfully...

DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)

MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:

_____

_____

Small improvements → stronger learning.

YEAR 7 GEOGRAPHY · KNOWLEDGE ORGANISER

Contours & Grid References

GOLDEN THREAD

LAST TIME

We learned **four-figure grid references**, scale and compass points.

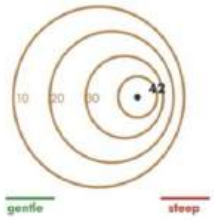
THIS TIME

We are learning **six-figure grid references** and **contour lines** to read height and relief.

KEY IDEA

Six-figure grid references locate a place precisely.
Contour lines show the height and shape of the land (relief).

- Six-figure GR: split each square into **tenths**; easting (3 digits) then northing (3 digits).
- **Contour lines** join points of equal height.
- The **contour interval** is the height between the lines.
- **Close** contours = steep; **wide-spaced** = gentle slope.



Contour lines join points of equal height. Lines **close together** show a steep slope; **far apart** show a gentle slope.

MISCONCEPTION

Students often think...
contour lines are **rivers or roads**.

Why it's incorrect...
contour lines are imaginary lines joining points of **equal height**. They show relief, not features.

WHEN TO USE THIS

Use this when you need to locate a place **precisely**, or to describe the **height and shape** of the land.

Signal words / question type: "six-figure grid reference", "how high", "describe the relief", "is the slope steep or gentle".

THINKING STEPS

1. Do I need a **precise location** or the land's **height/shape**?
2. For a grid reference: have I read the **easting before the northing**?
3. For relief: are the contours **close** (steep) or **far apart** (gentle)?

WRITING STEPS

1. Give the **six-figure grid reference** (easting then northing).
2. Split each square into **tenths** for the last digit.
3. Read the **nearest contour** for the height.
4. Describe the slope using **contour spacing**.

GEOGRAPHY · CONTOURS & GRID REFERENCES

Example vs non-example.

STRONG EXAMPLE

The farm is at six-figure grid reference **054 833**. I read the **easting** along the bottom first, then the **northing** up the side, splitting each square into **tenths**. The land here is fairly flat: the contour lines are **far apart**, showing a gentle slope. The nearest **contour** is 35 m, so the land is about **35 m** above sea level.

WEAKER RESPONSE

The farm is in the bottom right of the map.

The grid reference is about 8 and 5.

There are some lines so it must be a hill.

The land looks high.

WHAT IS GOOD ABOUT THIS?

- *Gives a full **six-figure grid reference** (054 833)*
- *Reads the **easting before the northing***
- *Splits each square into **tenths** for accuracy*
- *Reads relief from **contour spacing** (far apart = gentle)*
- *Gives a **height** from the nearest contour (35 m)*
- *Uses key terms (grid reference, contour, relief)*

WHAT IS WRONG WITH THIS?

- *Only a vague position ("bottom right"), no **grid reference***
- *Grid reference is **incomplete** and the wrong order*
- *Assumes lines mean a hill without **reading** them*
- *Does not use the **contour interval** or any heights*
- *No **height value** is given*
- *Does not describe the **slope** (steep or gentle)*

THINKING STEPS

1. *Do I need a **precise location** or the land's height/shape?*
2. *Have I read the **easting before the northing**?*
3. *Are the contours **close** (steep) or **far apart** (gentle)?*
4. *What **height** does the nearest contour show?*

WRITING STEPS

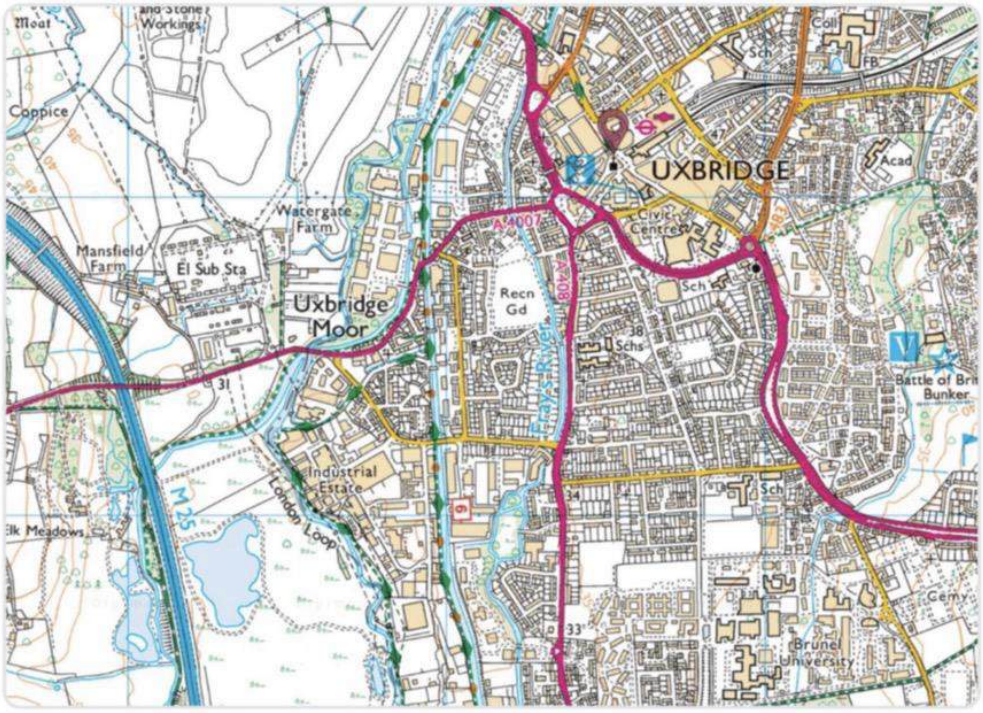
1. *Give the **six-figure grid reference** (easting then northing).*
2. *Split each square into **tenths** for the last digit.*
3. *Read the **nearest contour** for the height.*
4. *Describe the slope using **contour spacing**.*

YEAR 7 GEOGRAPHY · POST TASK

Section 2: 5-Minute Task

5 MINS

Use the Ordnance Survey map below to answer the questions. Write your answers on the lines.



Ordnance Survey map extract: Uxbridge (1:25 000, 4 cm = 1 km)

1 **Recall: What is the contour interval on this map? Use the brown height numbers to work it out.**

The contour interval is

2 **Apply: Give a six-figure grid reference for Brunel University.**

3 **Maths: Two points are 8 cm apart on this 1:25 000 map (4 cm = 1 km). How far apart are they in real life? Show your working.**

CHALLENGE

Look at the contour lines on the map. Find one area of steep slope and one area of gentle slope. How can you tell which is steeper?

SELF-QUIZZING TO STRENGTHEN MEMORY

HOW TO SELF-QUIZ EFFECTIVELY

1. Cover your learning box and answer the questions from memory.
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3. After answering, check the learning box and correct anything you missed.
4. Cover the answers and try again from memory.
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6. Then leave a one-day gap and test yourself again to see what you remember.

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- Do NOT include extra information.

HIGHER-ORDER MAP SKILLS

What do I know? *(Declarative knowledge)*	How do I use it? *(Procedural knowledge)*	When do I use it? *(Conditional knowledge)*	Mistakes students make
• What is a six-figure grid reference?	• How would you read a six-figure grid reference?	• When should you use a six-figure rather than a four-figure grid reference?	• Why is it wrong to read the northing before the easting?
• What do contour lines show?	• How would you work out the contour interval?	• When reading relief, what shows that a slope is steep?	• Why is it incorrect to say contour lines are rivers?

YEAR 7 GEOGRAPHY · KNOWLEDGE ORGANISER

Deserts & Rainforests

GOLDEN THREAD

LAST TIME

We learned to use **maps** (grid references, scale and compass) to describe places.

THIS TIME

We are learning about two contrasting **biomes**: hot **deserts** and tropical **rainforests**.

KEY IDEA

A **biome** is a large area with a similar **climate**, plants and animals. Deserts and rainforests are two very different biomes.

- **Rainforest:** hot AND wet all year; tall, layered trees; huge biodiversity.
- **Desert:** hot but very dry; few plants; life adapted to save water.
- Both are found near the **Equator and tropics**.
- **Climate** controls which plants and animals can live there.

Left: a hot, **wet rainforest** with layered trees. Right: a hot, **dry desert** with plants adapted to survive.

MISCONCEPTION

Students often think...

a desert must be **hot and covered in sand**.

Why it's incorrect...

a desert is defined by very **low rainfall**, not heat. Some are cold, and many are rocky, not sandy.

WHEN TO USE THIS

Use this when you **compare biomes** or explain how the **climate** shapes the plants and animals of an ecosystem.

Signal words / question type: "compare", "describe the climate", "why do...live here", "adaptation", "biome / ecosystem".

THINKING STEPS

1. Is this a **rainforest** or a **desert**?
2. What is the **climate** like (temperature and rainfall)?
3. How have plants and animals **adapted** to survive?

WRITING STEPS

1. Name the **biome** (rainforest or desert).
2. Describe the **climate** (hot/wet or hot/dry).
3. Give an example of a plant or animal **adaptation**.
4. Link the adaptation to the **climate**.

YEAR 7 GEOGRAPHY · KNOWLEDGE ORGANISER

Weather & Climate

GOLDEN THREAD

LAST TIME

We learned about **biomes** and how their climate shapes plants and animals.

THIS TIME

We are learning the difference between **weather** and **climate**, and how we measure them.

KEY IDEA

Weather is the day-to-day state of the atmosphere. **Climate** is the average weather over many years (about 30).

- **Weather** changes daily (sunny, rainy, windy).
- **Climate** is the long-term average (about 30 years).
- We measure **temperature** (°C) and **rainfall** (mm).
- The UK has a **mild, wet** climate.

Weather is today's conditions. **Climate** is the average over many years, shown by a climate graph.

MISCONCEPTION

Students often think...

weather and climate are the **same thing**.

Why it's incorrect...

weather is what happens **day to day**; climate is the **average** pattern over many years.

WHEN TO USE THIS

Use this to describe the conditions of a place, or to compare the **weather** on a day with the **climate** over time.

Signal words / question type: "describe the climate", "average temperature", "rainfall", "weather today", "compare".

THINKING STEPS

1. Am I describing **one day** (weather) or a **long-term average** (climate)?
2. What is the **temperature** (°C)?
3. What is the **rainfall** (mm)?

WRITING STEPS

1. Say whether it is **weather or climate**.
2. Give the **temperature** in °C.
3. Give the **rainfall** in mm.
4. Describe the overall **pattern** (e.g. mild and wet).

GEOGRAPHY · DESERTS & RAINFORESTS

Example vs non-example.

STRONG EXAMPLE

The **rainforest** is a hot, **wet** biome near the Equator. Plants **adapt** to the climate: tall trees grow towards the light and have **drip-tip** leaves so heavy rain runs off quickly. This adaptation helps the plant survive the **high rainfall**, which is why it suits the climate.

WEAKER RESPONSE

The rainforest is hot and has lots of trees.

The leaves are pointy.

Plants grow there because it is nice.

It rains a lot so it is green.

WHAT IS GOOD ABOUT THIS?

- *Names the **biome** and locates it (rainforest, near the Equator)*
- *Describes the **climate** clearly (hot and wet)*
- *Gives a specific **adaptation** (drip-tip leaves)*
- *Uses key **terminology** (biome, adapt, rainfall)*
- ***Links** the adaptation to the climate (rain runs off)*
- *Structured logically (biome → climate → adaptation → link)*

WHAT IS WRONG WITH THIS?

- *No key **terminology** (no biome, climate or adaptation)*
- *Vague climate description (**"hot", no rainfall**)*
- *"Pointy" leaves is not the correct term (**drip-tip**)*
- *"Because it is nice" does not **explain** anything*
- *Does not give a clear plant or animal **adaptation***
- *Ideas are **not linked** to the climate*

THINKING STEPS

1. *Is this a **rainforest** or a **desert**?*
2. *What is the **climate** (temperature and rainfall)?*
3. *What **adaptation** helps a plant or animal survive?*
4. *How does the adaptation **link** to the climate?*

WRITING STEPS

1. *Name the **biome** (rainforest or desert).*
2. *Describe the **climate** (hot/wet or hot/dry).*
3. *Give a specific **adaptation** with the key term.*
4. ***Link** the adaptation back to the climate.*

YEAR 7 GEOGRAPHY · PREP TASK

Section 2: 5-Minute Task

5 MINS

Use your **Deserts & Rainforests organiser** to help you. Write your answers on the lines.

1 Define: What is a biome?

A biome is

2 Match up: Draw a line to match each word to its meaning.

Biome	○	○ A hot, dry biome with very little rain.
Rainforest	○	○ A large area with a similar climate, plants and animals.
Desert	○	○ A pointed leaf that lets heavy rain run off.
Adaptation	○	○ A hot, wet biome with tall, layered trees.
Drip-tip	○	○ A feature that helps a plant or animal survive.

3 Explain: Explain one way a rainforest plant has adapted to its climate. Use an example.

CHALLENGE

A rainforest gets about 2000 mm of rain a year. A desert gets about 200 mm. How many times more rain does the rainforest get?

SELF-QUIZZING TO STRENGTHEN MEMORY

HOW TO SELF-QUIZ EFFECTIVELY

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DESERTS & RAINFORESTS

What do I know? *(Declarative knowledge)*	How do I use it? *(Procedural knowledge)*	When do I use it? *(Conditional knowledge)*	Mistakes students make
• What is a biome?	• How would you describe a desert adaptation?	• When a question says "compare", what should you include?	• Why is it wrong to say all deserts are hot and sandy?
• What is the climate of a tropical rainforest?	• How would you compare two biomes?	• When explaining where plants grow, which factor should you mention?	• Why is it incorrect to say plants grow "because it is nice"?

GEOGRAPHY – FEEDFORWARD

Reflect. Improve. Develop.

KEY

- **Feedforward Target** — What to improve next.
- **Student Development** — Student reflection and response.
- **What I Did Well** — Student success.
- **Teacher Feedback** — Teacher guidance.
- **My Feedforward Target** — Student's chosen next step.

KO3 – DEVELOPMENT AND GEOGRAPHY

FEEDFORWARD TARGETS

Tick the targets that apply to your work.

	Target	What this means
☐	I will use key vocabulary accurately	I will use subject language correctly.
☐	I will explain my thinking clearly	I will show how I reached my answer.
☐	I will support my ideas with evidence or examples	I will justify my thinking.
☐	I will explain my process more clearly	I will move beyond simple responses.
☐	I will check and improve my work	I will edit and refine my answer.

WHAT I DID WELL

Today I successfully...

DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)

MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:

_____

_____

KO3 – DEVELOPMENT AND GEOGRAPHY

FEEDFORWARD TARGETS

Tick the targets that apply to your work.

	Target	What this means
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WHAT I DID WELL

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MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:

_____

_____

Small improvements → stronger learning.

YEAR 7 GEOGRAPHY · KNOWLEDGE ORGANISER

Tourism & Geography

GOLDEN THREAD

LAST TIME

We learned to **read maps** using grid references, scale, compass and contours.

THIS TIME

We are learning about **tourism**: why people travel and its effects on places.

KEY IDEA

Tourism is travelling away from home for leisure. It brings **benefits** and **problems** to a place.

- Tourists travel for **leisure**: sightseeing, beaches, culture, adventure.
- Attractions can be **physical** (beaches, mountains) or **human** (museums, theme parks).
- **Benefits:** tourism brings money and jobs.
- **Problems:** litter, traffic and overcrowding.

Tourism is a **balance**: it brings **benefits** like money and jobs, but also **problems** like litter and crowds.

MISCONCEPTION

Students often think...

tourism is **always good** because it brings money.

Why it's incorrect...

tourism also brings **problems** (litter, traffic, higher prices). It has both benefits and costs.

WHEN TO USE THIS

Use this when you explain the **effects of tourism** on a place, or why people visit, weighing up benefits and problems.

Signal words / question type: "benefits", "problems", "impact", "why do tourists visit", "advantages and disadvantages".

THINKING STEPS

1. Why do tourists **visit** this place?
2. What are the **benefits** (e.g. money, jobs)?
3. What are the **problems** (e.g. litter, traffic)?

WRITING STEPS

1. State why tourists **visit** (the attraction).
2. Give one **benefit** of tourism.
3. Give one **problem** of tourism.
4. Reach a **balanced conclusion**.

GEOGRAPHY · TOURISM & GEOGRAPHY

Example vs non-example.

STRONG EXAMPLE

Tourists visit the Lake District for its **scenery** and walking. Tourism brings clear **benefits**: it creates jobs in hotels and cafes and brings money into the local **economy**. However, it also causes **problems** such as traffic jams, litter and footpath erosion. Overall, tourism brings income, but the area must **manage** these problems carefully.

WEAKER RESPONSE

Lots of people go on holiday there.

It is good because it is fun.

Some people drop litter.

Tourism is good.

WHAT IS GOOD ABOUT THIS?

- *Says **why tourists visit** (scenery, walking)*
- *Gives a clear **benefit** (jobs and money)*
- *Gives a clear **problem** (traffic, litter, erosion)*
- *Uses key terms (**economy**, erosion)*
- *Reaches a **balanced conclusion***
- *Structured logically (visit → benefit → problem → conclusion)*

WHAT IS WRONG WITH THIS?

- *Does not say **why tourists visit***
- *"It is fun" does not **explain** anything*
- *Only names litter, no other **impacts***
- *No **economic benefit** mentioned*
- *No key **terminology** used*
- *One-sided, **not balanced** ("tourism is good")*

THINKING STEPS

1. *Why do tourists **visit** this place?*
2. *What is one **benefit** of tourism here?*
3. *What is one **problem** of tourism here?*
4. *Do the **benefits outweigh** the problems?*

WRITING STEPS

1. *State why tourists **visit**.*
2. *Give one **benefit** (money or jobs).*
3. *Give one **problem** (litter, traffic, erosion).*
4. *Reach a **balanced conclusion**.*

YEAR 7 GEOGRAPHY · POST TASK

Section 2: 5-Minute Task

5 MINS

Use your **Tourism & Geography organiser** to help you. Write your answers on the lines.

1 **Define: What is tourism?**

Tourism is

2 **Sort: Sort each impact of tourism into the correct column.**

WORD BANK

Jobs	Litter	Money	Traffic	Facilities	Erosion

BENEFITS Good for the area	PROBLEMS Bad for the area

3 **Explain: Explain one benefit and one problem of tourism for a seaside town.**

CHALLENGE

A town has 5,000 visitors in winter and 20,000 in summer. How many more visitors come in summer? Show your working.

SELF-QUIZZING TO STRENGTHEN MEMORY

HOW TO SELF-QUIZ EFFECTIVELY

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TOURISM & GEOGRAPHY

What do I know? *(Declarative knowledge)*	How do I use it? *(Procedural knowledge)*	When do I use it? *(Conditional knowledge)*	Mistakes students make
• What is tourism?	• How would you explain why tourists visit a place?	• When a question says "impact", what two sides should you include?	• Why is it wrong to say tourism is always good?
• What is a tourist attraction?	• How would you give a balanced view of tourism?	• When concluding, what should a balanced answer do?	• Why is "it is fun" not a good explanation?

YEAR 7 GEOGRAPHY · KNOWLEDGE ORGANISER

Weather & Climate

GOLDEN THREAD

LAST TIME
We learned about **biomes** and how their climate shapes plants and animals.

THIS TIME
We are learning the difference between **weather** and **climate**, and how we measure them.

KEY IDEA

Weather is the day-to-day state of the atmosphere. **Climate** is the average weather over many years (about 30).

- **Weather** changes daily (sunny, rainy, windy).
- **Climate** is the long-term average (about 30 years).
- We measure **temperature** (°C) and **rainfall** (mm).
- The UK has a **mild, wet** climate.

Weather is today's conditions. **Climate** is the average over many years, shown by a climate graph.

MISCONCEPTION

Students often think...
weather and climate are the **same thing**.

Why it's incorrect...
weather is what happens **day to day**; climate is the **average** pattern over many years.

WHEN TO USE THIS

Use this to describe the conditions of a place, or to compare the **weather** on a day with the **climate** over time.

Signal words / question type: "describe the climate", "average temperature", "rainfall", "weather today", "compare".

THINKING STEPS

1. Am I describing **one day** (weather) or a **long-term average** (climate)?
2. What is the **temperature** (°C)?
3. What is the **rainfall** (mm)?

WRITING STEPS

1. Say whether it is **weather or climate**.
2. Give the **temperature** in °C.
3. Give the **rainfall** in mm.
4. Describe the overall **pattern** (e.g. mild and wet).

GEOGRAPHY · WEATHER & CLIMATE

Example vs non-example.

STRONG EXAMPLE

The UK has a **mild, wet climate**. Climate is the **average** weather over about 30 years, not just one day. Summers average about **18°C** and winters are cooler at about **5°C**. **Rainfall** is spread through the year, around 800 mm. This shows a mild, wet climate.

WEAKER RESPONSE

The weather is nice.

It rains sometimes.

Today it is sunny.

The UK is cold.

WHAT IS GOOD ABOUT THIS?

- *Knows **climate** is a long-term average (about 30 years)*
- *Gives **temperature** in °C (summer and winter)*
- *Gives **rainfall** in mm (about 800 mm)*
- *Describes the overall **pattern** (mild and wet)*
- *Uses key terms (**climate**, average, rainfall)*
- *Does not confuse **weather** with **climate***

WHAT IS WRONG WITH THIS?

- *Confuses **weather** ("today it is sunny") with climate*
- *"Nice" is **vague** and not measured*
- *No **temperature** in °C*
- *No **rainfall** in mm*
- *No **long-term average** given*
- *Incorrect and one-sided ("the UK is cold")*

THINKING STEPS

1. *Is this **weather** (one day) or **climate** (long-term average)?*
2. *What is the **temperature** in °C?*
3. *What is the **rainfall** in mm?*
4. *What is the overall **pattern**?*

WRITING STEPS

1. *Say whether it is **weather or climate**.*
2. *Give the **temperature** in °C.*
3. *Give the **rainfall** in mm.*
4. *Describe the overall **pattern**.*

YEAR 7 GEOGRAPHY · PREP TASK

Section 2: 5-Minute Task

5 MINS

Use your **Weather & Climate organiser** to help you. Write your answers on the lines.

1 **Define: What is the difference between weather and climate?**

Weather is

2 **Maths: Midday temperature was recorded for 5 days: 12°C, 14°C, 11°C, 13°C, 10°C. Work out the mean (average) temperature. Show your working.**

3 **Explain: Explain why you cannot describe a country's climate from one day's weather.**

CHALLENGE

A climate graph shows 60 mm of rain in June and 90 mm in December. How many more mm fall in December? Which season is wetter?

SELF-QUIZZING TO STRENGTHEN MEMORY

HOW TO SELF-QUIZ EFFECTIVELY

1. Cover your learning box and answer the questions from memory.
2. Do not look at your notes. Think hard.
3. After answering, check the learning box and correct anything you missed.
4. Cover the answers and try again from memory.
5. Repeat this three times.
6. Then leave a one-day gap and test yourself again to see what you remember.

Retrieval means pulling information out of your memory without looking at your notes. Each time you do this, you make the memory in your brain stronger.

IMPORTANT RULE: QUESTIONS ONLY

- ✕ Do NOT include answers anywhere.
- ✕ Do NOT explain the answers.
- ✕ Do NOT add any hints or clues.
- ✕ Do NOT include extra information.

WEATHER & CLIMATE

What do I know? *(Declarative knowledge)*	How do I use it? *(Procedural knowledge)*	When do I use it? *(Conditional knowledge)*	Mistakes students make
• What is weather?	• How would you describe a place's climate?	• When should you say "climate" rather than "weather"?	• Why is it wrong to use one day's weather to describe climate?
• What is climate?	• How would you work out an average temperature?	• When describing climate, which two things should you give?	• Why is "it is nice" a poor description?

GEOGRAPHY – FEEDFORWARD

Reflect. Improve. Develop.

KEY

- **Feedforward Target** — What to improve next.
- **Student Development** — Student reflection and response.
- **What I Did Well** — Student success.
- **Teacher Feedback** — Teacher guidance.
- **My Feedforward Target** — Student's chosen next step.

KO3 – DEVELOPMENT AND GEOGRAPHY

FEEDFORWARD TARGETS

Tick the targets that apply to your work.

Target	What this means
☐ I will use key vocabulary accurately	I will use subject language correctly.
☐ I will explain my thinking clearly	I will show how I reached my answer.
☐ I will support my ideas with evidence or examples	I will justify my thinking.
☐ I will explain my process more clearly	I will move beyond simple responses.
☐ I will check and improve my work	I will edit and refine my answer.

WHAT I DID WELL

Today I successfully...

DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)

MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:

_____

_____

KO3 – DEVELOPMENT AND GEOGRAPHY

FEEDFORWARD TARGETS

Tick the targets that apply to your work.

Target	What this means
☐ I will use key vocabulary accurately	I will use subject language correctly.
☐ I will explain my thinking clearly	I will show how I reached my answer.
☐ I will support my ideas with evidence or examples	I will justify my thinking.
☐ I will explain my process more clearly	I will move beyond simple responses.
☐ I will check and improve my work	I will edit and refine my answer.

WHAT I DID WELL

Today I successfully...

DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)

MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:

_____

_____

Small improvements → stronger learning.

UXBRIDGE
HIGH SCHOOL

YEAR 7 MATHS

POST AND PREP LEARNING MAP

Post tasks help you recap knowledge that you have learned in the past.

The **red boxes** cover previous knowledge you learned in other terms.

The **green boxes** help you recap what you are learning this term.

POST

PREP

1	2	3	4	5	6	7
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
PAGES 110 - 115	PAGES 116	PAGES 117 - 122	PAGES 123	PAGES 124 - 130	PAGES 131	PAGES 132 - 138

Prep tasks teach you important knowledge, vocabulary and skills to prepare you for the lessons ahead.

Your prep tasks will always be in an **orange box**.

PREP LEARNING BOX

KO1: Number Problems Involving Negative Numbers

Year 7 Maths

GOLDEN THREAD:

You have learned about positive and negative numbers on a number line.

Now you will use the four operations (addition, subtraction, multiplication and division) with directed numbers.

KEY IDEA:

The sign (positive or negative) of the answer depends on:

- the operation you are using
- whether the numbers are positive or negative

VISUAL REPRESENTATION: SIGN RULES

	SAME SIGNS (Both positive or both negative)	DIFFERENT SIGNS (One positive, one negative)
Addition	Add the numbers and keep the sign.	Subtract the numbers and keep the sign of the larger number.
Subtraction	Subtract and keep the sign of the first number.	Subtract and keep the sign of the larger number.
Multiplication	Answer is **POSITIVE.**	Answer is **NEGATIVE.**
Division	Answer is **POSITIVE.**	Answer is **NEGATIVE.**

IMPORTANT MISCONCEPTION:

Students often think:

"Negative × Negative = Negative"

This is incorrect.

Negative × Negative = Positive

and the same is true for division.

WHEN TO USE THIS:

Use these rules when you are:

- adding or subtracting positive and negative numbers
- multiplying or dividing positive and negative numbers
- estimating or checking whether an answer should be positive or negative

THINKING QUESTIONS:

1. Which operation am I using?
2. What are the signs of the numbers?
3. Are the signs the same or different?
4. Should my answer be positive or negative?

METHOD STEPS:

1. Decide the sign of your answer using the sign rules.
2. Ignore the signs and calculate using the numbers.
3. Add the correct sign to your answer.
4. Check if your answer makes sense.

LINK TO MATHEMATICAL PURPOSE:

Understanding sign rules helps you calculate accurately, solve problems in real life situations and check that your answers are reasonable.

EXAMPLE & NON-EXAMPLE

KO1: Number Problems Involving Negative Numbers

Year 7 Maths

GOLDEN THREAD:

We use sign rules to decide the sign of our answer before we calculate.

EXAMPLE (GOOD)

Question: $-12 \div -2$

I will use the sign rules first.

1. The signs are the same (negative and negative), so the answer will be positive.
2. Ignore the signs and calculate. $12 \div 2 = 6$
3. Add the positive sign. $-12 \div -2 = 6$
4. The answer is 6.

WHAT IS GOOD ABOUT THIS?

- Identifies the signs first.
- Uses the sign rule correctly.
- Calculates accurately.
- Checks the sign before solving.

NON-EXAMPLE (NOT GOOD)

Question: $-12 \div -2$

Negative divided by negative equals negative.

1. Negative divided by negative equals negative.
2. Ignore the signs and calculate. $12 \div 2 = 6$
3. Add the negative sign. $-12 \div -2 = -6$
4. The answer is -6.

WHAT IS WRONG WITH THIS?

- Uses the wrong sign rule.
- Does not understand that same signs give a positive answer.
- Gives an incorrect final answer.

KEY TAKEAWAY:

Always decide the sign first using the sign rules.
Many mistakes happen when the wrong sign rule is used or forgotten.

PREP TASK

KO1: Number Problems Involving Negative Numbers

Year 7 Maths

1 TASK 1 – KEY VOCABULARY

Match the term to the correct definition.
Draw a line.

1	**Directed number**	A	A number less than zero.
2	**Positive number**	B	A calculation such as addition, subtraction, multiplication or division.
3	**Negative number**	C	A number with a positive or negative sign.
4	**Operation**	D	A number greater than zero.

2 TASK 2 – RANK THE RESPONSES

Which response is stronger? Circle (A) or (B).
Then answer the questions below.

Work out: -5×-4

RESPONSE A

1. Negative × Negative = Positive.
2. $5 \times 4 = 20$
3. Answer = 20

RESPONSE B

1. Negative × Negative = Negative.
2. $5 \times 4 = 20$
3. Answer = -20

Stronger response: (A) (B)

Why is this response stronger? _____

_____

What misconception has been made in the weaker response? _____

_____

3 TASK 3 – QUICK CHECKS

Tick whether the answer should be positive or negative.

	Calculation	Positive	Negative
a)	$3 + -2$		
b)	$-4 + -5$		
c)	$18 \div -3$		
d)	$-12 \div -2$		

	Calculation	Positive	Negative
e)	$-7 + -5$		
f)	$9 - -4$		
g)	$-2 - 6$		
h)	$0 \div -8$		

CHALLENGE

Without calculating exactly, which answer will be the greatest?

A) -8×3 B) -8×-3 C) $8 - 15$

Explain your choice. _____

_____

PREP TASK – PAGE 2

KO1: Number Problems Involving Negative Numbers

Year 7 Maths

4 TASK 4 – COMPLETE THE SIGN RULES

Fill in the missing words.

1. Same signs give a _____ answer.
2. Different signs give a _____ answer.
3. Negative × Negative = _____
4. Positive × Negative = _____
5. Negative ÷ Negative = _____
6. Positive ÷ Negative = _____

Use the rules to complete.

Calculation	Positive	Negative
a) -4×5	☐	☐
b) -4×-5	☐	☐
c) $24 \div -6$	☐	☐
d) $-24 \div -6$	☐	☐

5 TASK 5 – WORK IT OUT

Work out the calculations.

a) $5 + (-3)$ = ☐

b) $-2 + (-7)$ = ☐

c) $6 - (-4)$ = ☐

d) $-3 - (-7)$ = ☐

e) -3×7 = ☐

f) -4×-5 = ☐

g) -6×2 = ☐

h) -11×-3 = ☐

i) $-20 \div 5$ = ☐

j) $-12 \div -3$ = ☐

k) $40 \div -2$ = ☐

l) $-24 \div -2$ = ☐

6 TASK 6 – FIND THE MISTAKE

Read each question and answer the questions below.

a) Tommy says:

"$3 \times -4 = -12$ because there is a negative."

i) What mistake has Tommy made? _____

ii) What is the correct answer? ☐

b) Eva says:

"$-12 \div -2 = -6$ because it is negative."

i) What mistake has Eva made? _____

ii) What is the correct answer? ☐

CHALLENGE

Without calculating exactly, predict the sign of the answer in each calculation.
Write P for positive or N for negative.

a) -8×3 = ☐

b) $-8 \div 3$ = ☐

c) -8×-3 = ☐

d) $-8 \div -3$ = ☐

e) -15×2 = ☐

f) $15 \div -5$ = ☐

g) $0 - 7$ = ☐

h) -6×0 = ☐

i) $0 \div -4$ = ☐

PREP TASK – PAGE 3

KO1: Number Problems Involving Negative Numbers

Year 7 Maths

7 TASK 7 – WHO IS CORRECT?

Read the statements and answer the questions.

Dora

$-4 - (-4) = 0$

Amir

$-4 - (-4) = -8$

a) Who is correct?

_____

b) Explain your answer.

_____

_____

_____

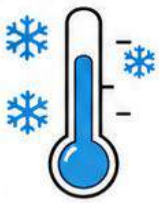
8 TASK 8 – COMPLETE THE TABLE

Use the sign rules to complete the table.

a	b	Operation	Answer	Positive or Negative?
−10	5	×		
10	−5	×		
−10	−5	×		
−10	5	÷		
10	−5	÷		
−10	−5	÷		

9 TASK 9 – REAL LIFE CONTEXT

Answer the questions in context.



Athens is 7°C.

Bratislava is 11°C colder.

What is the temperature in Bratislava?

Show your working.

Answer: _____ °C

10 TASK 10 – PROBLEM SOLVING CHALLENGE

Read the problem and answer the questions.

Max has the numbers −2 and −3.
Whitney has the numbers 2 and −8.

Hayden says: If we both add our numbers, I will win.

Whitney says: If we both multiply our numbers, I will win.

a) Who is correct? _____

b) Write down the calculation for each person for both addition and multiplication.

	Addition:	Multiplication:
Max		
Hayden		
Whitney		

c) Explain who wins in each case.

Addition: _____

Multiplication: _____

_____

MATHS – FEEDFORWARD

KO1: Number Problems Involving Negative Numbers

Reflect. Improve. Develop.

KEY

- **Feedforward Target** — What to improve next.
- **Student Development** — Student reflection and response.
- **What I Did Well** — Student success.
- **Teacher Feedback** — Teacher guidance.
- **My Feedforward Target** — Student's chosen next step.

KO1 TARGETS

Tick the targets that apply to your work.

	Target	What this means
☐	I can identify whether numbers have the same or different signs.	I will compare the signs of the numbers before working out the answer.
☐	I can predict whether an answer will be positive or negative before calculating.	I will use the sign rules to decide the sign first.
☐	I can apply the four operations (addition, subtraction, multiplication and division) with directed numbers correctly.	I will use the rules: same signs = positive, different signs = negative.
☐	I can explain why an answer is positive or negative.	I will justify my answer using the sign rules.
☐	I check whether my final answer has the correct sign.	I will make sure the sign in my answer makes sense.

WHAT I DID WELL

Today I successfully...

_____

_____

_____

DEVELOPMENTAL FEEDBACK

Next time I need to...

_____

_____

(Student completes in green pen.)

TEACHER FEEDBACK

Teacher guidance:

_____

_____

_____

MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:

_____

(Student completes in green pen.)

Small improvements → stronger learning.

MATHS – SELF-QUIZZING

— TO STRENGTHEN MEMORY —

Year 7 Maths

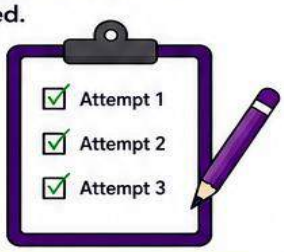
KEY

- **Self-Quizzing Target** — What to improve next.
- **Student Development** — Student reflection and response.
- **What I Did Well** — Student success.
- **Teacher Feedback** — Teacher guidance.
- **My Self-Quizzing Target** — Student's chosen next step.

SELF-QUIZZING ROUTINE

1. Cover your learning box and answer the questions from memory.
2. After answering the questions, check the learning box and correct anything you missed.

- Do not look at your notes – think hard.
- Repeat this three times.
- Then leave a one-day-gap and test yourself again to see what you remember.



Retrieval means pulling information out of your memory without looking at your notes. Each time you do this, you make the memory in your brain stronger.

KO1: NUMBER PROBLEMS INVOLVING NEGATIVE NUMBERS

What do I know?	How do I use it?	When do I use it?	What mistake should I avoid?
Declarative Knowledge	Procedural Knowledge	Conditional Knowledge	Metacognitive Knowledge
• What is a positive number? • What is a negative number? • What is zero? • What happens when you multiply two negative numbers? • What happens when the signs are different?	• How do you decide the sign before calculating? • How do you multiply two directed numbers? • How do you divide two directed numbers? • What should you do after deciding the sign?	• When do sign rules matter? • When should you decide the sign before you calculate? • When is the answer always positive, even if both numbers are negative? • When should you check your answer?	• Why is "negative × negative = negative" wrong? • Why shouldn't you ignore the sign? • What happens if you get the sign wrong? • Why should you check whether your answer makes sense?

WHAT I DID WELL

Today I successfully...

_____

_____

_____

DEVELOPMENTAL FEEDBACK

Next time I need to...

_____

_____

(Student completes in green pen.)

TEACHER FEEDBACK

Teacher guidance:

_____

_____

_____

MY SELF-QUIZZING TARGET

From the questions above, choose ONE area to focus on.

My target is:

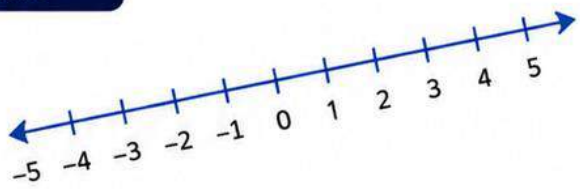
_____

(Student completes in green pen.)

Small improvements → stronger learning.

WEEK 2

Year 7 Maths



$-3 + 5 = 2$

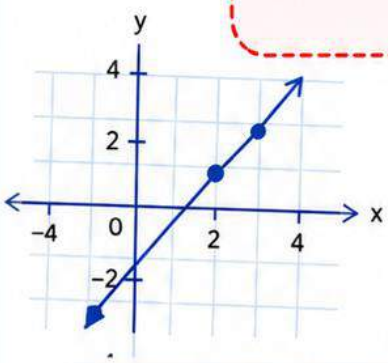
$-7 \times 3 = -21$

TO BE COMPLETED IN MATHSWATCH

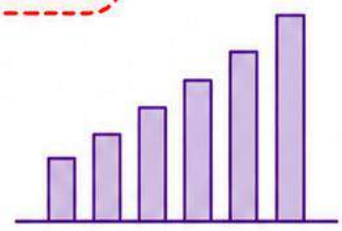
Complete the assigned work on Mathswatch.

$12 \div (-4) = -3$

$-9 - (-6) = -3$



$-6 + (-8) = -14$



$15 - (-7) = 22$

STAY ON TRACK!

Use Mathswatch to build your skills and understanding.
Check your progress and aim for excellence!

WEEK 2

PREP LEARNING BOX

DISPLAY AND ANALYSE DATA IN CHARTS AND GRAPHS

Year 7 Maths

KO1: Display and Analyse Data in Charts and Graphs

Year 7 Maths

GOLDEN THREAD

In primary school you used tables, pictograms and bar charts to organise information.
This lesson builds on those skills by helping you read information from tables and scatter graphs.

KEY IDEA

Tables and scatter graphs help us organise and compare data.

A **table** shows information in rows and columns.

A **scatter graph** shows pairs of values using points.

Each point represents one piece of information.

EXAMPLE: TABLE

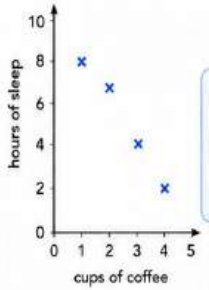
The table shows the temperature and the number of ice creams sold.

Temperature (°C)	Ice creams sold
20	35
25	40
18	24
23	32
27	51
24	38

Question: How many ice creams were sold when the temperature was 20°C?
Answer: 35

EXAMPLE: SCATTER GRAPH

The scatter graph shows cups of coffee and hours of sleep for four people.



Point (3, 5) means 3 cups of coffee and 5 hours of sleep.

IMPORTANT MISCONCEPTION

Students sometimes read the wrong axis on a scatter graph.
For example:

A point at (4, 7) does NOT mean 7 cups of coffee and 4 hours of sleep.

Always read:
x-axis first (your horizontal axis)
y-axis second (your vertical axis)

WHEN TO USE THIS

Use tables and scatter graphs when:
- comparing information
- finding missing values
- spotting patterns
- answering questions about data

THINKING QUESTIONS

1. What does each heading represent?
2. Which row or point am I looking for?
3. What does the x-axis show?
4. What does the y-axis show?
5. What information does the point represent?

METHOD STEPS

For a table:
1. Find the correct heading.
2. Locate the value.
3. Read across the row.
4. Record the answer.

For a scatter graph:
1. Find the point.
2. Read the x-coordinate.
3. Read the y-coordinate.
4. Interpret the information.

LINK TO MATHEMATICAL PURPOSE

Data helps us understand information and make decisions.
Tables and scatter graphs allow us to organise data clearly and communicate findings effectively.

TOP TIP Take your time to read the headings and axis carefully – this helps you avoid mistakes and understand the information correctly.

EXAMPLE & NON-EXAMPLE

DISPLAY AND ANALYSE DATA IN CHARTS AND GRAPHS

Year 7 Maths

KO1: Display and Analyse Data in Charts and Graphs

We can read information from tables and scatter graphs.
It is important to use the headings and axes carefully.

EXAMPLE (correct)

Information is read using the headings and axes.

TABLE

The table shows the temperature and the number of ice creams sold.

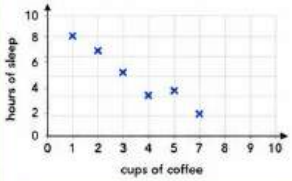
Temperature (°C)	Ice creams sold
20	35
25	40
18	24
23	32
27	51
24	38

Question: How many ice creams were sold when the temperature was 24°C?
Answer: 38 ice creams

- We looked at the heading 'Temperature (°C)' to find 24.
- We then read across the row to find the value in 'Ice creams sold'.
- We used the information correctly.

SCATTER GRAPH

The scatter graph shows cups of coffee and hours of sleep for seven adults.



Point (4, 5) means 4 cups of coffee and 5 hours of sleep.

Question: How many hours of sleep did the person who drank 1 cup of coffee get?
Answer: 8 hours of sleep

- We found the point above 1 cup on the x-axis.
- We read the y-value (8 hours).
- We used the axes correctly.

NON-EXAMPLE (incorrect)

Information is read the wrong way.

TABLE

The table shows the temperature and the number of ice creams sold.

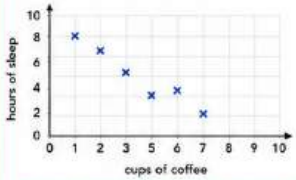
Temperature (°C)	Ice creams sold
20	35
25	40
18	24
23	32
27	51
24	38

Question: How many ice creams were sold when the temperature was 24°C?
Answer: 32 ice creams

- This reads across the wrong row.
- 32 ice creams were sold when the temperature was 23°C, not 24°C.
- We must always match the value in the correct column.

SCATTER GRAPH

The scatter graph shows cups of coffee and hours of sleep for seven adults.



Point (4, 5) means 5 cups of coffee and 4 hours of sleep.

Question: How many hours of sleep did the person who drank 1 cup of coffee get?
Answer: 1 hour of sleep

- This reads the x-value instead of the y-value.
- The point above 1 cup of coffee is 8 hours, not 1 hour.
- Always read y first (up), then x (across).

REMEMBER
- Use the headings in tables to find the correct information.
- On a scatter graph, always read y first (up), then x (across).
- Check your answers make sense in the context.

PREP TASK – PAGE 1 OF 3

Year 7 Maths

KO1: Display and Analyse Data in Charts and Graphs

We can read information from tables and scatter graphs.

Today we will practise the key words and the first steps of reading basic data.

1 KEY VOCABULARY

Match the word to the correct definition.

Word	Definition
Table	A vertical set of data.
Row	A horizontal set of data.
Column	A graph that uses points to show data.
Scatter Graph	Information arranged in lines and columns.

IN CONTEXT

The table shows the pets owned by some students.

Pet	Number of students
Dog	14
Cat	9
Hamster	4
Fish	12

We use the headings to help us understand the information.

2 RANK THE RESPONSES

The table shows how many students' favourite fruit in a class survey.

Favourite Fruit	Number of Students
Apple	12
Banana	8
Orange	10

RESPONSE A

8 students chose banana.

RESPONSE B

10 students chose banana.

Which response is stronger? ◯ A ◯ B

Why? _____

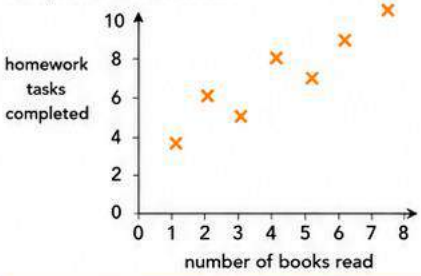
3 QUICK CHECKS – TABLE

Use the table from Task 2 to answer the questions.

- How many students chose apple? ☐
- Which fruit was the most popular? ☐
- How many students chose orange? ☐
- What is the total number of students in the survey? ☐

4 SCATTER GRAPH SPOTLIGHT

The scatter graph shows the number of books read by some students and the number of homework tasks they completed in one week.



Look at the point (4, 7). What does it mean?

- ◯ 4 books read and 7 homework tasks completed.
- ◯ 7 books read and 4 homework tasks completed.
- ◯ 11 books read and homework tasks completed.

CHALLENGE

The point highest on the graph must also be furthest to the right.

Do you agree?
Explain your answer.

_____

_____

_____

TOP TIPS

- Check the headings in tables.
- On a scatter graph, read first across (x-axis), then up (y-axis).
- Each point gives you two pieces of information.

PREP TASK – PAGE 2 OF 3

Year 7 Maths

K01: Display and Analyse Data in Charts and Graphs

Sometimes people read data in different ways.

These tasks help you think carefully about what the information really tells us.

5 WHO IS CORRECT?

The table shows the number of students who like each sport.

Sport	Number of Students
Football	18
Basketball	12
Tennis	9
Swimming	15

Yusuf says, Swimming is the most popular sport.

Chloe says, Football is the most popular sport.

Who is correct? ◯ Yusuf ◯ Chloe

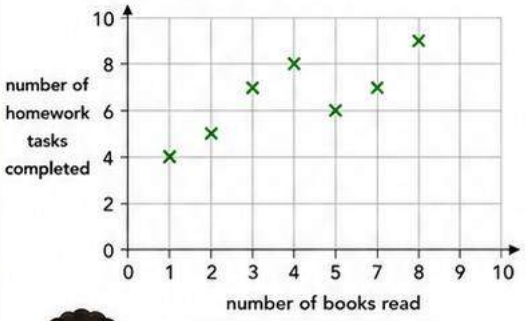
Explain how you know.

_____

_____

6 SPOT THE MISTAKE

The scatter graph shows the number of books read by some students and the number of homework tasks they completed in one week.



Mohamud says, The point **(5, 8)** means 8 books read and 5 homework tasks.

What mistake has Mohamud made? _____

_____

What does the point **(5, 8)** actually mean? _____

_____

7 TRUE OR FALSE?

The table shows the number of students who own each pet.

Pet	Number of Students
Dog	14
Cat	9
Fish	12
Hamster	5

Decide whether each statement is true or false.	True	False
A. Dog is the most popular pet.		
B. Fish is the least popular pet.		
C. More than 20 students own a dog and a cat together.		
D. Cat and fish together are owned by 21 students.		

8 MATCH THE QUESTION

The table shows the daily temperature and the number of people who visited a park.

Day	Mon	Tue	Wed	Thu	Fri
Temperature (°C)	18	22	17	25	20
People visited	120	180	95	200	150

Match each question to the correct answer. →

1	On which day was the temperature 22°C?	A	150 people
2	How many people visited on Thursday?	B	Wednesday
3	On which day were 95 people visited?	C	180 people
4	How many people visited on Friday?	D	Thursday

CHALLENGE

A student says, "I know more people visited the park when it was warmer, because 25°C is the highest temperature."

Do you agree? Explain your answer.

_____

_____

TOP TIP

- Always read the headings first.
- Think carefully about what each value means.
- Check your answers in context.

PREP TASK – PAGE 3 OF 3

Year 7 Maths

KO1: Display and Analyse Data in Charts and Graphs

Now it's your turn! Answer the questions carefully.

Use the headings and axes to help you read the information.

9 READ THE TABLE

The table shows the number of books borrowed from a library.

Day	Mon	Tue	Wed	Thu	Fri
Books borrowed	45	52	39	61	48

Answer the questions.

a) How many books were borrowed on Thursday? ☐

b) Which day had the fewest books borrowed? ☐

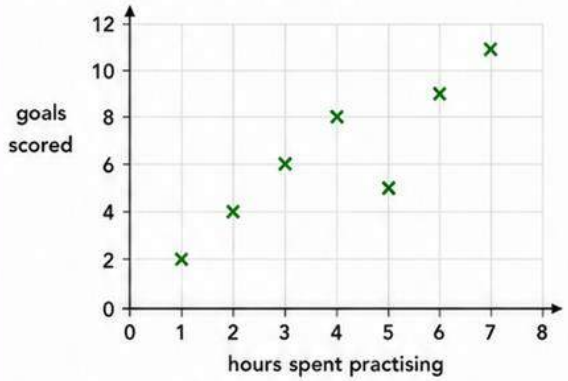
c) How many books were borrowed on Tuesday? ☐

d) On which day were 48 books borrowed? ☐

e) Which day had the greatest number of books borrowed? ☐

10 READ THE SCATTER GRAPH

The scatter graph shows the number of hours some players spent practising football and the number of goals they scored in a week.



Answer the questions.

a) How many goals were scored by the player who practised for 3 hours? ☐

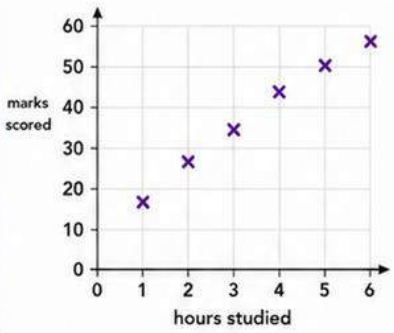
b) How many hours did the player who scored 8 goals practise? ☐

c) Which player practised the most? ☐

d) Which player scored the most goals? ☐

11 COMPLETE THE TABLE

The scatter graph shows the number of hours some students spent studying and the marks they scored in a test.



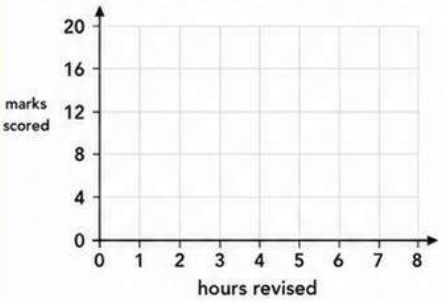
Use the graph to complete the table.

Hours studied	Marks scored
1	
2	
3	
4	
5	
6	

12 PLOT THE POINT

A student revised for 6 hours and scored 12 marks in a test.

Which point should be plotted on the grid below?



- ○ A (6, 12)
- ○ B (12, 6)
- ○ C (18, 0)
- ○ D (6, 6)

CHALLENGE

The scatter graph shows the time some students spent practising piano and the number of songs they learned in a month.

"The more time people practised, the more songs they learned."

Do you agree?
Explain your answer using the graph.

_____

_____

_____

TOP TIPS

- Always read the headings in tables.
- On a scatter graph, read first across (x-axis), then up (y-axis).
- Each point on a scatter graph gives you two pieces of information.
- Check your answer makes sense in the context of the question.

MATHS – FEEDFORWARD

KO1: Display and Analyse Data in Charts and Graphs

Reflect. Improve. Develop.

KEY

- **Feedforward Target** — What to improve next.
- **Student Development** — Student reflection and response.
- **What I Did Well** — Student success.
- **Teacher Feedback** — Teacher guidance.
- **My Feedforward Target** — Student's chosen next step.

KO1 TARGETS

Tick the targets that apply to your work.

	Target	What this means
☐	I can read table headings carefully.	I will check the headings before looking for information.
☐	I can find information accurately in tables.	I will look in the correct row and column.
☐	I can read the axes carefully on a scatter graph.	I will read across first (x-axis), then up (y-axis).
☐	I can interpret what a point on a scatter graph represents.	I will use both coordinates to explain the information.
☐	I can check whether my answer makes sense.	I will check the information fits the table or graph and the context.

WHAT I DID WELL

Today I successfully...

_____

_____

_____

DEVELOPMENTAL FEEDBACK

Next time I need to...

_____

_____

(Student completes in green pen.)

TEACHER FEEDBACK

Teacher guidance:

_____

_____

MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is:

_____

(Student completes in green pen.)

Small improvements → stronger learning.

SELF-QUIZZING
— TO STRENGTHEN MEMORY —

Year 7 Maths

Self-Quizzing Routine

- Cover your learning box and answer the questions from memory.
- Do not look at your notes – think hard.
- After answering the questions, check the learning box and correct anything you missed.
- Repeat this three times.
- Then leave a one-day-gap and test yourself again to see what you remember.

Retrieval means pulling information out of your memory without looking at your notes.
Each time you do this, you make the memory in your brain stronger.

KO1 – DISPLAY AND ANALYSE DATA IN CHARTS AND GRAPHS

What do I know?	How do I use it?	When do I use it?	What mistake should I avoid?
Declarative Knowledge	Procedural Knowledge	Conditional Knowledge	Metacognitive Knowledge
• What is a table?	• How do you find information in a table?	• When is a table useful?	• Why should you check the headings before answering?
• What is a scatter graph?	• Which heading should you check first?	• When is a scatter graph useful?	• What happens if you read across the wrong row?
• What do headings and axes show?	• How do you read a point on a scatter graph?	• When should you use headings to help find information?	• Why should your read x-value before y-value?
• What do rows, columns and points represent?	• Which axis do you read first?	• When should you read across first and then up?	• What happens if you swap the coordinates?
• What are coordinates?	• How do you use the row, column or coordinates to find the answer?	• When do you check whether the answer makes sense in context?	• Why should your answer make sense in the context of the data?

SELF-QUIZZING INCLUDES:

- Declarative Questions (What?)
- Procedural Questions (How?)
- Conditional Questions (When/Why?)
- Metacognitive Questions (What mistakes?)

Students should:

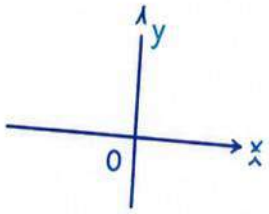
1. Read the learning boxes.
2. Cover the information.
3. Answer from memory.
4. Check answers.
5. Repeat until secure.

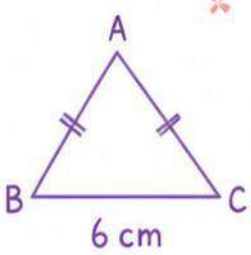
Small improvements → stronger learning.

WEEK 4

Year 7 Maths

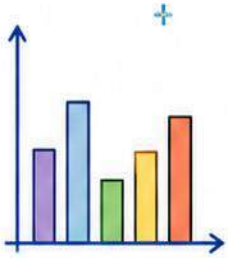
$4x - 7 = 17$





$\frac{5}{8}$

$\frac{2}{5} + \frac{3}{10}$

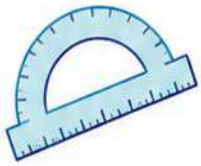


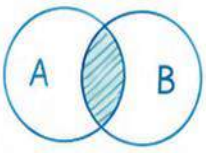
TO BE COMPLETED IN MATHSWATCH

Complete the assigned work on Mathswatch.

$3(x + 2)$

$y = 2x + 3$



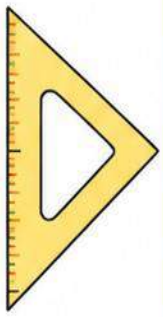


$-2(3x - 4) = -6x + 8$

$x^2 - 6x + 9$

STAY ON TRACK!

Use Mathswatch to build your skills and understanding.
Check your progress and aim for excellence!



WEEK 4

PREP LEARNING BOX

KO1: Number Problems Involving Prime Numbers, Factors and Multiples

Year 7 Maths

GOLDEN THREAD

In primary school you learned multiplication, division and times tables.

These skills help us solve number problems involving **factors, multiples and prime numbers.**

Understanding how numbers are connected helps us choose efficient methods and explain our reasoning.

KEY IDEA

Number problems often require us to identify factors, multiples and prime numbers.

- **Factors** divide exactly into a number.
- **Multiples** appear in times tables and repeated patterns.
- **Prime numbers** have exactly two factors: 1 and themselves.

Recognising these relationships helps us solve problems more efficiently.

VISUAL REPRESENTATION

Number Problem	Key Information	Answer
 24 sweets shared equally between groups	Factors of 24: 1, 2, 3, 4, 6, 8, 12, 24	Possible group sizes
 Every 5th seat is occupied	Multiples of 5: 5, 10, 15, 20, 25, ...	Pattern identified
 Locker number 17	Factors: 1 and 17 ...	Prime number

PROBLEM EXAMPLE

36 chairs must be arranged into equal rows.

Possible rows: 1 × 36 | 2 × 18 | 3 × 12 | 4 × 9 | 6 × 6

These factor pairs help us find all possible arrangements.

IMPORTANT MISCONCEPTION

Students often think:

"If a number is odd, it must be prime."

This is incorrect.

27 is odd, but:

$27 = 3 \times 9$

So 27 has more than two factors and is **not** prime.

Always check the factors before deciding if a number is prime.

WHEN TO USE THIS

Use factors, multiples and prime numbers when:

- solving number problems
- arranging objects into equal groups
- finding patterns in sequences
- checking if a number is prime
- solving reasoning and problem-solving questions

THINKING STEPS

Finding Factors

1. What numbers divide exactly?
2. Do they leave a remainder?
3. List all factor pairs.

2 × 6

Finding Multiples

1. Start with the number.
2. Keep adding the same number.
3. Look for a pattern.

6, 12, 18, 24, 30, ...

Finding Prime Numbers

1. List the factors.
2. Count them.
3. Exactly two factors = prime.

7

(1 and 7)

WORKING STEPS

To solve a number problem:

1. Read the question carefully.
2. Identify whether factors, multiples or primes are needed.
3. Use number facts to solve the problem.
4. Check that the answer makes sense.

Factors of 24: 1, 2, 3, 4, 6, 8, 12, 24

→ Used to solve the problem

LINK TO MATHEMATICAL PURPOSE

Solving number problems develops **logical reasoning**, pattern **recognition and efficient mathematical thinking.**

Solves problems efficiently

Recognises patterns

Makes logical decisions

Builds stronger number sense

Prepares for higher maths

EXAMPLE AND NON-EXAMPLE

KO1: Number Problems Involving Prime Numbers, Factors and Multiples

Year 7 Maths

Looking at examples and non-examples helps us understand the difference between correct ideas and common mistakes.

EXAMPLE

24 sweets are shared equally between groups.
Possible **group sizes** are 1, 2, 3, 4, 6, 8, 12 and 24.

Why this is correct:

- We find the factors of 24.
- These are the numbers that divide 24 exactly.
- Therefore, these are the possible group sizes.

Factors of 24

$1 \times 24 = 24$
$2 \times 12 = 24$
$3 \times 8 = 24$
$4 \times 6 = 24$

Factors: 1, 2, 3, 4, 6, 8, 12 and 24

MORE EXAMPLES

	Number Problem	Key Information	Answer
1	Every 6th seat is occupied.	Multiples of 6: 6, 12, 18, 24, 30, …	Pattern identified
2	Create rows of 36 chairs.	Factors of 36: 1, 2, 3, 4, 6, 9, 12, 18, 36	Possible rows: 1x36, 2x18, 3x12, 4x9, 6x6
3	Is 17 a prime number?	Factors of 17: 1 and 17	✓ Yes, it is prime

Understanding factors and multiples helps us solve number problems and find all possible solutions.

NON-EXAMPLE

23 is a **prime number** because it is **odd**.

Why this is incorrect:

- ✗ Odd numbers are not always prime.
- ✗ A number is prime only if it has exactly two factors.
- ✗ The factors of 23 are 1 and 23.
- ✗ 23 has exactly two factors, but the reason is not because it is odd.
- ✗ Therefore, the explanation is incorrect.

Factors of 23

$1 \times 23 = 23$
$23 \times 1 = 23$

Factors: 1 and 23

MORE NON-EXAMPLES

Incorrect idea	Why it is wrong
"All multiples of 7 are prime."	Multiples of 7 are 7, 14, 21, 28, … 14, 21 and 28 are not prime.
"12 is a prime number."	Prime numbers have exactly two factors. 12 has six factors: 1, 2, 3, 4, 6, 12.
"A factor must be smaller than the number."	Factors can be larger. For example, 12 and 24 are factors of 24.

WHAT WE LEARN

Examples show the correct use of factors, multiples and prime numbers to solve number problems. Non-examples show common mistakes. By comparing both, we understand the maths more deeply and avoid errors.

TOP TIP

Always check which number facts you need – factors, multiples or prime numbers – before solving a problem.

PREP TASK – PAGE 1 OF 3

Year 7 Maths

KO1: Number Problems Involving Prime Numbers, Factors and Multiples

These tasks will help you recall the key vocabulary and ideas.
Do your best!

1 MATCH THE VOCABULARY

Match each term to its correct definition.

Factor	A number with exactly two factors: 1 and itself.
Multiple	Whole numbers that divide exactly into a number.
Prime number	Numbers in a times table of a given number.

2 RANK THE RESPONSES

Rank the statements from most correct (1) to least correct (3).

	Statement	Your rank
A	7 is a prime number because its only factors are 1 and 7.	◯
B	9 is a prime number because it is an odd number.	◯
C	All multiples of 5 end in 5.	◯

3 QUICK CHECK

Tick the correct answer.

a) 12 is a factor of… 6 ◯ 12 ◯ 24 ◯ 20 ◯

b) Which of these numbers is prime?
6 ◯ 11 ◯ 14 ◯ 21 ◯

c) Which of these is a multiple of 8?
16 ◯ 20 ◯ 24 ◯ 30 ◯

d) Which number has exactly two factors?
9 ◯ 13 ◯ 15 ◯ 18 ◯

4 TRUE OR FALSE?

Tick True or False for each statement.

Statement	True	False
1 is a factor of every number.	◯	◯
17 is a multiple of 5.	◯	◯
A prime number has more than two factors.	◯	◯
All even numbers are multiples of 2.	◯	◯

5 SPOT THE ODD ONE OUT

Circle the number that does not belong in each group.

a) 2, 6, 6, 8, 9

b) 11, 13, 17, 19, 21

c) 5, 10, 15, 20, 23

d) 3, 6, 9, 12, 14

Think about factors, multiples or prime numbers!

CHALLENGE

Write a number that is (i) a factor of 24, (ii) a multiple of 3 and (iii) not prime.

PREP TASK – PAGE 2 OF 3

KO1: Number Problems Involving Prime Numbers, Factors and Multiples

Year 7 Maths

These tasks will help you apply your knowledge of factors, multiples and prime numbers.

1 LIST THE FACTORS

List all the factors of each number.

a) 18 _____

b) 24 _____

c) 32 _____

d) 42 _____

2 SPOT THE PRIME NUMBERS

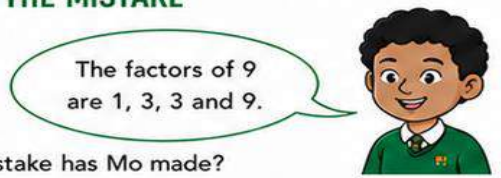
Tick the prime numbers.

2	3	4	5	9	11
☐	☐	☐	☐	☐	☐

13	15	17	19	21	23
☐	☐	☐	☐	☐	☐

3 FIND THE MISTAKE

Mo says:



a) What mistake has Mo made?

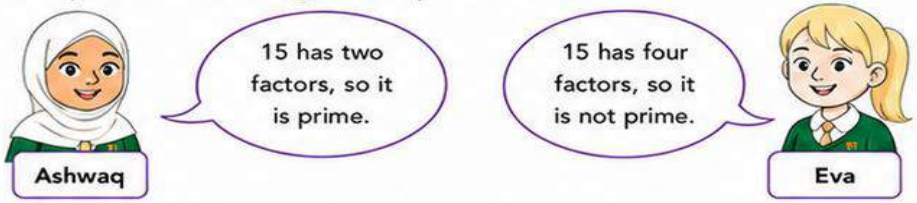
_____

b) Write the correct factors of 9.

_____

4 WHO IS CORRECT?

Ashwaq and Eva are deciding if 15 is a prime number.



a) Who is correct? _____

b) Explain your answer.

_____

5 TRUE OR FALSE?

Tick True or False for each statement.

Statement	True	False
a) 12 is a factor of 6.	◯	◯
b) 11 is a prime number.	◯	◯
c) 1 is a prime number.	◯	◯
d) 17 has exactly two factors.	◯	◯
e) 25 is a prime number.	◯	◯

6 COMPLETE THE TABLE

Complete the table.

Number	Factors	Prime or Not Prime
a) 7		
b) 10		
c) 13		
d) 20		

7 REASONING

Ron says, "21 must be prime because it is odd."

a) Is Ron correct? _____ (Yes / No)

b) Explain your answer.

_____

_____

_____

PREP TASK – PAGE 3 OF 3

Year 7 Maths

KO1: Number Problems Involving Prime Numbers, Factors and Multiples

These tasks will help you deepen your understanding and apply your knowledge.

1 PRIME OR NOT?

For each number, write 'Prime' or 'Not prime'.

a) 17 _____

b) 21 _____

c) 29 _____

d) 35 _____

e) 41 _____

f) 49 _____

g) 57 _____

h) 63 _____

2 FIND THE MISSING FACTORS

Write all the missing factors for each number.

a) 12: 1, 2, ___, ___, 12

b) 18: 1, ___, 3, ___, 9, ___, 18

c) 24: 1, 2, ___, 4, ___, 8, 12, ___, 24

3 TRUE OR FALSE? EXPLAIN.

Tick True or False for each statement.
If it is false, write the correct answer.

Statement	True	False	Correct answer
a) Every even number is a prime number.	○	○	_____
b) 1 is a prime number.	○	○	_____
c) The only even prime number is 2.	○	○	_____
d) A number with exactly two factors must be prime.	○	○	_____
e) All prime numbers are odd.	○	○	_____

4 MULTIPLES

List the first five multiples of each number.

a) 4: _____

b) 6: _____

c) 9: _____

d) 12: _____

A multiple is a number in the times table of a given number.

5 SORT THE NUMBERS

Write each of the numbers in the correct column.

2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 15, 17, 18, 19, 21, 23

Prime	Not Prime	Multiples of 3

Some numbers might go in more than one column!

6 WORD PROBLEMS

a) A box contains 24 apples. If you want to put the apples into equal groups with no apples left over, how many different group sizes are possible? List all the possible group sizes.

_____

b) Tom has 36 counters. He wants to share them equally between his friends. He can share them between 2, 3, 4, 6 or 9 friends. How many different ways can Tom share his counters?

_____

7 REASONING CHALLENGE

The number N has the following properties:

- N is greater than 10 and less than 30.
- N is a multiple of 4.
- N has exactly 6 factors.

Think carefully about the factors of each number.

a) What could the number N be? _____

b) Explain how you know. _____

_____

CHALLENGE

Find three different numbers that are:
(i) factors of 60, (ii) multiples of 5 and (iii) not prime.

1: _____ 2: _____ 3: _____

YEAR 7 MATHS – FEEDFORWARD

Reflect. Improve. Develop.

Year 7 Maths

KEY

- **Feedforward Target** — What to improve next.
- **Student Development** — Student reflection and response.
- **What I Did Well** — Student success.
- **Teacher Feedback** — Teacher guidance.
- **My Feedforward Target** — Student's chosen next step.

KO1: Number Problems Involving Prime Numbers, Factors and Multiples

KO1 TARGETS

Tick the targets that apply to your work.

Target	What this means
☐ I know the difference between factors, multiples and prime numbers.	I can explain what each one means and identify them correctly.
☐ I can recognise prime numbers accurately.	I know that prime numbers have exactly two factors: 1 and themselves.
☐ I can list all factors and identify multiples of a number.	I use a clear method so I do not miss any factors or multiples.
☐ I can solve number problems involving factors, multiples and primes.	I choose the correct strategy and show my reasoning clearly.
☐ I check that my answer makes sense.	I read the question carefully and check my final answer is complete and correct.

WHAT I DID WELL

Today I successfully...

DEVELOPMENTAL FEEDBACK

Next time I need to...

(Student completes in green pen.)

TEACHER FEEDBACK

Teacher guidance:

MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is: _____

(Student completes in green pen.)

Small improvements → stronger learning.

SELF-QUIZZING
— TO STRENGTHEN MEMORY —

Year 7 Maths

Self-Quizzing Routine

- Cover your learning box and answer the questions from memory.
- Do not look at your notes – think hard.
- After answering the questions, check the learning box and correct anything you missed.
- Repeat this three times.
- Then leave a one-day-gap and test yourself again to see what you remember.

Retrieval means pulling information out of your memory without looking at your notes.
Each time you do this, you make the memory in your brain stronger.

KO1: Number Problems Involving Prime Numbers, Factors and Multiples

What do I know?	How do I use it?	When do I use it?	What mistake should I avoid?
Declarative Knowledge	Procedural Knowledge	Conditional Knowledge	Metacognitive Knowledge
• What is a factor?	• How do you find all the factors of a number?	• When would I need to find factors?	• Why is every odd number not prime?
• What is a multiple?	• How do you list the first few multiples?	• When would I need to find multiples?	• Why shouldn't I forget 1 when listing factors?
• What is a prime number?	• How do you check if a number is prime?	• When is knowing prime numbers useful?	• Why shouldn't I stop checking too soon when testing for primes?
• What is a composite number?	• How do you use a factor or multiples table?	• When might I need to list factors systematically?	• Why is a multiple table helpful?
• Why is 1 not a prime number?	• How do you write your answers clearly?	• When should I check that I have all the factors?	• Why should I check my answers are complete?
• How are factors and multiples related?			

SELF-QUIZZING INCLUDES:

- Declarative Questions (What?)
- Procedural Questions (How?)
- Conditional Questions (When/Why?)
- Metacognitive Questions (What mistakes?)

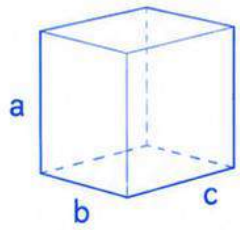
Students should:

1. Read the learning boxes.
2. Cover the information.
3. Answer from memory.
4. Check answers.
5. Repeat until secure.

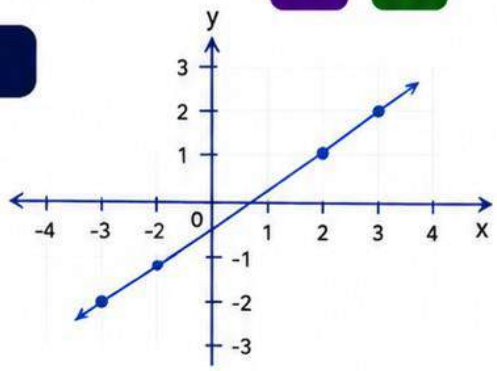
Small improvements ⟶ stronger learning.

WEEK 6

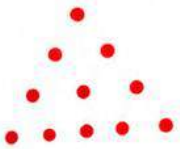
Year 7 Maths

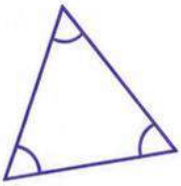


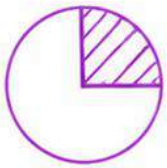
$-4 + 9 = 5$



$5 \times (-3) = -15$







TO BE COMPLETED IN MATHSWATCH

Complete the assigned work on MathsWatch.

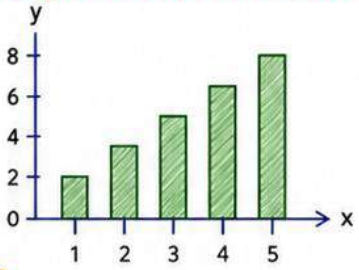
$18 \div (-3) = -6$

$-2^2 = -4$

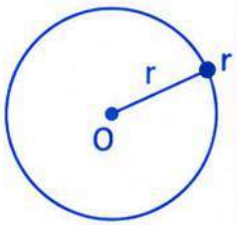
$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

$2(3x - 4) = 6x - 8$

$3x + 2 = 14$
$3x = 12$
$x = 4$



$(-8) - 5 = -13$



STAY ON TRACK!

Use MathsWatch to build your skills and understanding.
Check your progress and aim for excellence!

PREP LEARNING BOX

KO1: Place Value and Estimation

Year 7 Maths

GOLDEN THREAD

In primary school you learned about hundreds, tens and ones.

Now you will learn how to:

- read, write and partition numbers
- understand place value
- round numbers to estimate
- use estimation to solve problems
- check if answers are reasonable

These skills help us work with numbers efficiently in everyday life.

KEY IDEA

Place value shows the value of each digit in a number.
Estimation uses rounding to give an approximate answer.

To estimate a number:

1. Decide the place value you are rounding to.
2. Look at the digit to the right.
3. If it is 5 or more, round up.
4. If it is 4 or less, keep the digit the same.

Hundreds	Tens	Ones
2	8	6

Look at the digit to the right.

VISUAL REPRESENTATION

WHOLE NUMBERS

Number	Nearest 10	Nearest 100	Nearest 1000
27	30	0	0
83	80	100	0
374	370	400	0
2,867	2,870	2,900	3,000
8,133	8,130	8,100	8,000

DECIMALS

Number	Nearest Tenth (0.1)	Nearest Hundredth (0.01)	Nearest Thousandth (0.001)
3.74	3.7	3.74	3.740
4.783	4.8	4.78	4.783
1.246	1.2	1.25	1.246
9.995	10.0	9.99	9.995
0.0567	0.1	0.06	0.057

IMPORTANT MISCONCEPTION

Students often think:

"5 cannot be rounded."

This is incorrect.
When a number is exactly halfway between two values:

- 45 rounds to 50
- 150 rounds to 200
- 3.75 rounds to 3.8

5 always rounds up.

THINKING STEPS

1. What place value am I rounding to?
2. Which digit is in that place?
3. What digit is to the right?
4. Should I round up or keep the same?

WORKING STEPS

Example Process:
Round 286 to the nearest 10

1. Locate the tens digit.
2. Look at the ones digit.
3. 6 is greater than 5.
4. Round up.

H	T	O
2	8	6

Ones digit is 6 (5 or more)

Answer: 290

WHEN TO USE THIS

Use rounding when:

- estimating answers
- describing measurements
- reporting large numbers
- checking if an answer is reasonable

LINK TO MATHEMATICAL PURPOSE

Rounding helps mathematicians estimate, compare valuse and communicate information efficiently. It allows us to work with large or complicated numbers without losing the overall meaning.

EXAMPLE / NON-EXAMPLE BOX

KO1: Place Value and Estimation

Year 7 Maths

Look at the examples of correct estimation and the non-examples of common mistakes.

EXAMPLES

1 Round 236 to the nearest 10

H	T	O
2	3	6

▶ Look at the ones digit: 6
6 is 5 or more → **round up.**

236 is closer to 240 than 230.

236 ≈ 240

2 Round 3.746 to the nearest **hundredth**

Ones	Tenths	Hundredths	Thousandths
3	7	4	6

▶ Look at the thousandths digit: 6
6 is 5 or more → **round up.**

3.746 is closer to 3.75 than 3.74.

3.746 ≈ 3.75

3 Round 8133 to the nearest 1000

Th	H	T	O
8	1	3	3

▶ Look at the hundreds digit: 1
1 is less than 5 → **keep the same.**

8133 is closer to 8000 than 9000.

8133 ≈ 8000

NON-EXAMPLES

1 Round 236 to the nearest 10

H	T	O
2	3	6

▶ Look at the ones digit: 6
6 is 5 or more → **round up.**

✗ 236 ≈ 230
This is wrong because 236 is closer to 240, not 230.

2 Round 3.746 to the nearest **hundredth**

Ones	Tenths	Hundredths	Thousandths
3	7	4	6

▶ Look at the thousandths digit: 6
6 is 5 or more → **round up.**

✗ 3.746 ≈ 3.74
This is wrong because 3.74 is rounding down, not up.

3 Round 8133 to the nearest 1000

Th	H	T	O
8	1	3	3

▶ Look at the hundreds digit: 1
1 is less than 5 → **keep the same.**

✗ 8133 ≈ 9000
This is wrong because 8133 is closer to 8000, not 9000.

KEY MESSAGE

Always look at the digit to the right. If it is 5 or more, **round up.** If it is 4 or less, **keep the same.**

Check the right digit carefully!

PREP TASK – PAGE 1 OF 3

KO1: Place Value and Estimation

Year 7 Maths

Complete each task carefully. Show your thinking where it helps.

1 KEY VOCABULARY

Match the term to its meaning.

Round up	•	A The value of a digit depending on its position.
Round down	•	B Change to the next highest value.
Place value	•	C The closest value.
Nearest	•	D Keep the digit the same.

2 RANK THE RESPONSES

Round 74 to the nearest 10.

Rank the responses from best (1) to least helpful (3).

Response A	Response B	Response C
74 is between 70 and 80. It is closer to 70. Answer = 70	74 is between 70 and 80. It is closer to 70 than 80. Answer = 70	The ones digit is 4. 4 is less than 5. So 74 rounds to 70.
☐	☐	☐

3 QUICK CHECKS

Tick the correct answer.

a) 27 rounded to the nearest 10
○ 20 ○ 30 ○ 40

b) 465 rounded to the nearest 100
○ 400 ○ 500 ○ 600

c) 8133 rounded to the nearest 1000
○ 7000 ○ 8000 ○ 9000

4 WHO IS CORRECT?

Zara says,

65 cannot be rounded because it is exactly halfway.

Leo says,

65 rounds to 70.

Who is correct?

○ Zara ○ Leo

Explain your answer.

_____

5 TRUE OR FALSE?

Tick True or False for each statement.

Statement	True	False
a) 45 rounds to 50.	○	○
b) 149 rounds to 100.	○	○
c) 150 rounds to 200.	○	○
d) 495 rounds to 1000.	○	○

CHALLENGE

Write a number that:

- rounds to 300 to the nearest 100
- is greater than 250
- is less than 350

Answer: _____

PREP TASK – PAGE 2 OF 3

Year 7 Maths

KO1: Place Value and Estimation

Complete each task carefully. Show your thinking where it helps.

1 UNPACK THE PROBLEM

Match each number to the correct instruction.

37	•	A	Round to the nearest tenth.
286	•	B	Round to the nearest 10.
3.74	•	C	Round to the nearest 1000.
4.783	•	D	Round to the nearest hundredth.
8133	•	E	Round to the nearest 100.

2 EXPLAIN YOUR THINKING

For each number, decide if it rounds up or down to the given place value.
Explain why.

Number	Rounding To	Rounds Up or Down?	Explain Your Answer
a) 48	to the nearest 10		
b) 155	to the nearest 100		
c) 3.65	to the nearest tenth		
d) 6.874	to the nearest hundredth		
e) 2495	to the nearest 1000		

3 SPOT THE MISTAKE

Each calculation has a mistake.
Find the mistake and write the correct answer.

a) 62 rounded to the nearest 10 = 60	Correct answer: _____
b) 374 rounded to the nearest 100 = 300	Correct answer: _____
c) 4.83 rounded to the nearest tenth = 4.83	Correct answer: _____
d) 1.246 rounded to the nearest hundredth = 1.24	Correct answer: _____
e) 8133 rounded to the nearest 1000 = 9000	Correct answer: _____

4 REASONING CHALLENGE

Tommy rounds 2.95 to the nearest tenth and gets 2.9

Amira rounds 2.95 to the nearest tenth and gets 3.0

Who is correct? Explain your answer.

_____

_____

Tommy

2.95 is closer to 2.9

Amira

2.95 has a 5 so it rounds up to 3.0

5 COMPLETE THE TABLE

Complete the missing values.

Number	Nearest 10	Nearest 100	Nearest 1000
a) 27	30		
b) 465		500	
c) 2867			3000
d) 3.746	3.7	3.75	
e) 6.845		6.85	

6 APPLY IT

Round the following in real-life contexts.

a) A book costs £237. Round the cost to the nearest £10.	£
b) A room is 3456 mm long. Round the length to the nearest 100 mm.	mm
c) A marathon is 42.195 km long. Round the distance to the nearest km.	km
d) A population is 813,642. Round the population to the nearest 100,000.	

CHALLENGE

Write a number that:

- rounds to 5300 to the nearest 1000
- rounds to 5300 to the nearest 100
- has a 7 in the ones place.

Answer: _____

PREP TASK – PAGE 3 OF 3

KO1: Place Value and Estimation

Year 7 Maths

Complete each task carefully. Show your thinking where it helps.

1 PROBLEM SOLVING

A charity is collecting money. The total raised so far is £2,847.63.

a) Round the amount to the nearest pound. £

b) Round the amount to the nearest £10. £

c) Round the amount to the nearest £100. £

d) Round the amount to the nearest £1000. £

THINKING TIP

Look at the digit to the right of the place value you are rounding to.

5 or more → **round up**

4 or less → **keep the same**

2 ROUNDING DECIMALS

Round each number to the given place value.

Number	Nearest Tenth (0.1)	Nearest Hundredth (0.01)	Nearest Whole Number
a) 3.74			
b) 4.783			
c) 1.246			
d) 0.956			
e) 12.375			

3 ESTIMATION

Estimate each calculation by rounding to the given place value first.

a) 38 + 47

Round both numbers to the nearest 10.

Rounded calculation: ☐ + ☐ = ☐

Estimated answer: ☐

b) 198 – 76

Round both numbers to the nearest 10.

Rounded calculation: ☐ – ☐ = ☐

Estimated answer: ☐

c) 412 + 289

Round both numbers to the nearest 100.

Rounded calculation: ☐ + ☐ = ☐

Estimated answer: ☐

4 SPOT THE MISTAKE

Each statement has an error. Underline the mistake and write the correct answer.

a) 73 rounded to the nearest 10 is 60. Correct answer: _____

b) 149 rounded to the nearest 100 is 200. Correct answer: _____

c) 3.56 rounded to the nearest tenth is 3.6. Correct answer: _____

d) 0.995 rounded to the nearest hundredth is 1.00. Correct answer: _____

5 TRUE OR FALSE?

Tick True or False for each statement.

Statement	True	False
a) 2.49 rounds to 2 to the nearest whole number.	○	○
b) 275 rounds to 300 to the nearest 100.	○	○
c) 3,250 rounds to 3,000 to the nearest 1,000.	○	○
d) 0.045 rounds to 0.05 to the nearest hundredth.	○	○

6 APPLY IT

Fill in the blanks to complete the real-life sentences.

a) A phone costs £316. Round the cost to the nearest £10. £ ☐

b) A length is 7.89 m. Round the length to the nearest metre. ☐ m

c) A distance is 48.6 km. Round the distance to the nearest km. ☐ km

d) A temperature is 18.74 °C. Round the temperature to the nearest whole degree. ☐ °C

CHALLENGE

A number rounds to:

- 5000 to the nearest 1000
- 5300 to the nearest 100

What could the number be?
Is there more than one answer?
Explain your reasoning.

_____

_____

YEAR 7 MATHS – FEEDFORWARD

KO1: Place Value and Estimation

Reflect. Improve. Develop.

KEY

- **Feedforward Target** — What to improve next.
- **Student Development** — Student reflection and response.
- **What I Did Well** — Student success.
- **Teacher Feedback** — Teacher guidance.
- **My Feedforward Target** — Student's chosen next step.

KO1 TARGETS

TICK THE TARGETS THAT APPLY TO YOUR WORK.

Target	What this means
☐ I can identify the value of each digit in a number.	I will use place value to understand what each digit represents.
☐ I can partition numbers accurately.	I will break numbers into the correct place value parts.
☐ I can round numbers to a suitable place value.	I will look at the digit to the right and apply the rounding rule.
☐ I can estimate calculations sensibly.	I will round numbers first to find an approximate answer.
☐ I can check whether my answers are reasonable.	I will compare my estimate with the exact answer to see if it makes sense.

WHAT I DID WELL

Today I successfully...

_____

_____

DEVELOPMENTAL FEEDBACK

Next time I need to...

_____

_____

(Student completes in green pen.)

TEACHER FEEDBACK

My teacher feedback...

_____

_____

MY FEEDFORWARD TARGET

From the targets above, choose ONE target for this KO.

My target is: _____

(Student completes in green pen.)

Small improvements → stronger learning.

SELF-QUIZZING
TO STRENGTHEN MEMORY

Year 7 Maths

Self-Quizzing Routine

- Cover your learning box and answer the questions from memory.
- Do not look at your notes – think hard.
- After answering the questions, check the learning box and correct anything you missed.
- Repeat this three times.
- Then leave a one-day-gap and test yourself again to see what you remember.

Retrieval means pulling information out of your memory without looking at your notes.
Each time you do this, you make the memory in your brain stronger.

KO1 – PLACE VALUE AND ESTIMATION

What do I know? Declarative Knowledge	How do I use it? Procedural Knowledge	When do I use it? Conditional Knowledge	What mistake should I avoid? Metacognitive Knowledge
• What is place value?	• How do you identify the place value of a digit?	• When is understanding place value important?	• Which digit should you look at when rounding?
• What does the digit 7 represent in 47,362?	• How do you partition a number?	• When is estimation useful in everyday life?	• Why is it incorrect to change every digit when rounding?
• What is estimation?	• How do you round a number to estimate?	• When should you estimate before calculating exactly?	• Why should estimation not replace an exact answer?
• Why do we estimate answers?	• Which digit do you look at when rounding?	• When should you round to make an answer sensible?	• What mistake do students often make when rounding before estimating?

SELF-QUIZZING INCLUDES:

- Declarative Questions (What?)
- Procedural Questions (How?)
- Conditional Questions (When/Why?)
- Metacognitive Questions (What mistake?)

Students should:

1. Read the learning boxes.
2. Cover the information.
3. Answer from memory.
4. Check answers.
5. Repeat until secure.

PRACTISE TODAY, REMEMBER TOMORROW, SUCCEED FOREVER!

UXBRIDGE
HIGH SCHOOL

YEAR 7
MUSIC

POST AND PREP LEARNING MAP

Post tasks help you recap knowledge that you have learned in the past.

The red boxes cover previous knowledge you learned in other terms.

The green boxes help you recap what you are learning this term.

POST

PREP

CAROUSEL 1: INTRODUCTION TO MUSIC

1

PAGES **140 - 145**

CAROUSEL 2: MUSIC AND KEYBOARD SKILLS

2

PAGES **146 - 152**

Prep tasks teach you important knowledge, vocabulary and skills to prepare you for the lessons ahead. Your prep tasks will always be in an orange box.

YEAR 7 MUSIC

LEARNING BOX 1

LEARNING BOX

Introduction to Music Performance

GOLDEN THREAD:

Last term you began listening carefully to music and describing what you heard. This half-term you build on that by learning the basic principles of music — our "ingredients", the Elements of Music — and use the keyboard to read and perform musical scores and notation.

KEY IDEA:

This half-term you focus on understanding the basic principles of music. You meet our "ingredients", known as the **Elements of Music.**

You then use the keyboard to deepen your understanding of reading and performing musical scores and notation.

VISUAL REPRESENTATION:

The white keys play the natural notes C–D–E–F–G–A–B and back to C. The black keys raise a note (# sharp) or lower it (b flat).

IMPORTANT MISCONCEPTION:

Students often think learning to read music is like learning a whole new language. There is some truth in that — but it is more like **breaking a code.**

Once you know where one note is, the rest sit in alphabetical order either side of it, all the way up to G — then the pattern repeats.

WHEN TO USE THIS:

The Elements of Music help us identify what is going on in a piece of music. We use these elements — such as pitch (how high or low a note sounds) — to read a score correctly and to perform songs accurately on the keyboard.

THINKING STEPS:

1. Listen to and read the piece of music you are looking at and want to perform.
2. What are the notes? Identify them first so you know which keys to play.
3. Now you know the notes — are there any patterns or repeats? Break the sections into smaller chunks.

PERFORMING STEPS:

1. How many fingers do you need? You play one note per key — one finger to one key.
2. Start with small sections, breaking the music down bar by bar.
3. Join sections into bigger chunks. Keep checking your finger placement on the keyboard.
4. Reflect on your performance — right speed? right notes? correct technique?

SUMMARY:

The basic principles of music let us apply our theory knowledge, and the Elements of Music, to create a gold-standard performance. Without these ingredients in our musical mix, we cannot play correctly — with feel and meaning.

LISTEN | READ | UNDERSTAND | PRACTISE | PERFORM

BUILDING MUSICAL KNOWLEDGE TODAY, BETTER PERFORMANCES TOMORROW!

YEAR 7 MUSIC

LEARNING BOX 2

EXAMPLE & NON-EXAMPLE

Using the Keyboard · Performance Skills

GOLDEN THREAD:

In primary school you met many different instruments — but they all share the same notes: **A–B–C–D–E–F–G.** This term you use these notes on the keyboard by reading sheet music. We break performing and analysing down into their elements, such as **pitch** and **melody**, and explain how to use them to perform.

EXAMPLE ANSWER:

The picture below shows a student placing their fingers on the correct notes — **C, D, E, F, G** with the left hand and **A, B, C, D, E** with the right hand.

Correct finger placement — both hands, one finger per note.

WHAT IS GOOD ABOUT THIS?

- A clear example of using the correct fingers on the right notes.
- It lets the performer play the notes more quickly and accurately.
- It helps the performer reach a higher standard of performance.

NON-EXAMPLE ANSWER:

Below is a picture of a person using the keyboard with **incorrect technique.**

One finger, one hand — poor keyboard technique.

WHAT IS WRONG WITH THIS?

- Only one finger is used, which limits what the player can do.
- More energy is wasted moving the wrist; using several fingers means less wrist movement.
- Only one hand is used, limiting the player to a small area of the keyboard.

REMEMBER:

Using the keyboard is not just pressing random notes. You apply your knowledge of notation — and the elements of music — to perform correctly, with the right fingers, hands and technique.

LISTEN | READ | UNDERSTAND | PRACTISE | PERFORM

BUILDING MUSICAL KNOWLEDGE TODAY, BETTER PERFORMANCES TOMORROW!

YEAR 7 MUSIC · THE LANGUAGE OF MUSIC

THE ELEMENTS OF MUSIC

RED · RECALL

Week 1 · POST TASK

5 mins • Complete on this sheet • Bring it to your next lesson

QUICK RECAP — The 4 Elements

DYNAMICS	TEMPO	TEXTURE	PITCH
How loud or quiet	How fast or slow	Thick or thin (layers)	How high or low

TASK 1 — Define it & spot it

WRITE

Element	My definition	A song that shows it
Dynamics		
Tempo		
Texture		
Pitch		

TASK 2 — Listening challenge

LISTEN

Press play! Listen to any song you love for one minute. Tick the **one** element you notice the most, then name the song.

☐ Dynamics ☐ Tempo ☐ Texture ☐ Pitch

Song / artist:

.....

REFLECTION

Which element is easiest to hear in music, and why?

.....

.....

LISTEN · READ · UNDERSTAND · PRACTISE · PERFORM

BUILDING MUSICAL KNOWLEDGE TODAY, BETTER PERFORMANCES TOMORROW!

YEAR 7 MUSIC · THE LANGUAGE OF MUSIC

NOTE VALUES

ORANGE · PREPARE

Week 1 · PREP TASK

5 mins • Complete on this sheet • Bring it to your next lesson

QUICK RECAP — Note Values

SEMIBREVE	MINIM	CROTCHET	QUAVER
lasts 4 beats	lasts 2 beats	lasts 1 beat	lasts ½ a beat

TASK 1 — Draw each note

DRAW

Semibreve	Minim	Crotchet	Quaver
Beats: ___	Beats: ___	Beats: ___	Beats: ___

TASK 2 — Note-value maths

SOLVE

Note-value maths. Fill in the blanks:

1 minim = _____ crotchets • 1 crotchet = _____ quavers

1 semibreve = _____ crotchets • crotchet + crotchet = _____ beats

minim + 2 quavers = _____ beats

REFLECTION

Why do musicians need notes of different lengths?

LISTEN | READ | UNDERSTAND | PRACTISE | PERFORM

BUILDING MUSICAL KNOWLEDGE TODAY, BETTER PERFORMANCES TOMORROW!

YEAR 7 MUSIC · THE LANGUAGE OF MUSIC

PULSE & RHYTHM

GREEN · REFLECT

Week 3 · POST TASK

5 mins • Complete on this sheet • Bring it to your next lesson

QUICK RECAP — Pulse vs Rhythm

PULSE
The steady beat — like a clock ticking, always even.

RHYTHM
The pattern of long & short sounds sitting on top of the pulse.

TASK 1 — The tap test

PERFORM

Tap test (do it now!). Play your favourite song. First, tap the **steady pulse** with your foot. Then **clap the rhythm** of the words. Notice how they are different!

☐ I tapped the pulse ☐ I clapped the rhythm

Song I used:

TASK 2 — Sentence starters

REFLECT

Finish the sentences:

"In music, pulse means..."

"Rhythm is different from pulse because..."

REFLECTION

What went well in your lesson, and what would you like to improve next time?

LISTEN | READ | UNDERSTAND | PRACTISE | PERFORM

BUILDING MUSICAL KNOWLEDGE TODAY, BETTER PERFORMANCES TOMORROW!

YEAR 7 MUSIC · THE LANGUAGE OF MUSIC

THE KEYBOARD

RED · RECALL

Week 5 · POST TASK

5 mins • Complete on this sheet • Bring it to your next lesson

QUICK RECAP — Keys & Patterns

WHITE KEYS
Named A B C D E F G, then repeat.

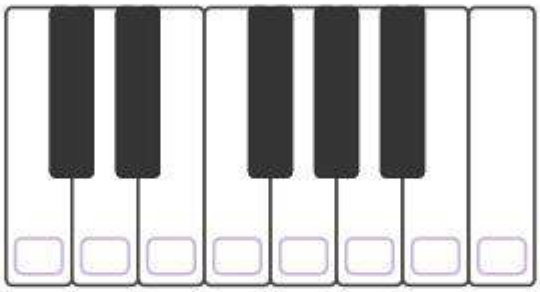
FINDING C
C is left of the two black keys.

OCTAVES
The note names repeat all the way up.

TASK 1 — Label the white keys

LABEL

Label the keyboard. Write a note name (A–G) in the box under each white key for one octave.



TASK 2 — Find & finish

RECALL

Complete: "C is to the left of the _____."

The white key to the right of **B** is _____

Find C challenge: on a real keyboard or app, how many C's can you find? _____

REFLECTION

How does the pattern of black keys help you find notes quickly?

_____

_____

LISTEN | READ | UNDERSTAND | PRACTISE | PERFORM

BUILDING MUSICAL KNOWLEDGE TODAY, BETTER PERFORMANCES TOMORROW!

YEAR 7 MUSIC · THE LANGUAGE OF MUSIC

MUSICAL FAMILIES

ORANGE · PREPARE

Week 5 · PREP TASK

5 mins • Complete on this sheet • Bring it to your next lesson

QUICK RECAP — The 4 Families

STRINGS
Sound from vibrating strings

WOODWIND
Sound from blowing air

BRASS
Buzzing lips into a mouthpiece

PERCUSSION
Hit, shaken or scraped

TASK 1 — Family fact-file

WRITE

Family	Two instruments	How it makes its sound
Strings		
Woodwind		
Brass		
Percussion		

TASK 2 — Sort it out

SORT

Sort the instruments. Write each one under the family it belongs to (there are **four** for each family):

Violin • Trumpet • Flute • Snare drum • Cello • Trombone • Clarinet • Triangle • Saxophone • Tuba • Xylophone • Double bass • French horn • Oboe • Harp • Cymbals

Strings 4 per family	Woodwind 4 per family	Brass 4 per family	Percussion 4 per family

REFLECTION

Which family would you most like to play in, and why?

LISTEN | READ | UNDERSTAND | PRACTISE | PERFORM

BUILDING MUSICAL KNOWLEDGE TODAY, BETTER PERFORMANCES TOMORROW!

YEAR 7 MUSIC TECHNOLOGY

LEARNING BOX 1

LEARNING BOX

Introduction to Music Technology

GOLDEN THREAD:

In your music lessons you have begun to explore the Elements of Music and how to perform. This half-term you build on that by stepping into **Music Technology** — using the software **Soundation** to play, record and edit your own music digitally.

KEY IDEA:

This half-term you focus on the basic principles of **Music Technology**, using software called **Soundation**.

You are introduced to the mini-keyboards and built-in sounds, and learn how to **play, record and edit** music on the computer.

Keyboard · Sounds · Record · Edit

VISUAL REPRESENTATION:

A DAW (Digital Audio Workstation) like Soundation: each row is a track (Drums, Bass, Piano...) and the coloured blocks are clips you play, record and edit along the timeline.

IMPORTANT MISCONCEPTION:

Music and Music Technology use similar skills, but they are also very different.

In Music Technology you use **computers** to make and edit music; in your other lessons you learn to **perform on instruments**. Both are just as important as each other.

Music Tech (computer) vs Performing (instrument)

WHEN TO USE THIS:

Using computer software to record, edit and create music digitally is a fundamental step in modern music-making. You will use **Soundation** in class — and you can also log in on any computer at home to keep creating in your own time.

In class · At home

THINKING STEPS:

1. Think about the music you want to create, and get ready to identify its features.
2. Start with the instruments you think you'll need — list them (Drums, Bass, Piano...).
3. Decide what you want each instrument to play.
4. How many instruments play at once? Does it change — start with one, then bring more in?

CREATING STEPS:

1. Open Soundation and follow the steps you took in class.
2. Start a new project and find the area with your sounds.
3. Build music using sounds and instruments from your list — editing them however you want.
4. Listen back: does it sound like a piece of music, or are parts disjointed or abrupt?

SUMMARY:

A solid grasp of Music Technology, and the software Soundation, will be pivotal to your learning and development across the rest of the course — the foundation everything else builds on.

LISTEN · READ · UNDERSTAND · PRACTISE · PERFORM

BUILDING MUSICAL KNOWLEDGE TODAY, BETTER PERFORMANCES TOMORROW!

YEAR 7 MUSIC TECHNOLOGY

LEARNING BOX 2

EXAMPLE & NON-EXAMPLE

Using Soundation · Music Technology

GOLDEN THREAD:

In primary school you met many different instruments — but they all share the same notes: **A–B–C–D–E–F–G**. This term you use these notes in our software, **Soundation**, by using the mini-keyboards to record notes. To do this, we break the creative elements of **music production** down into smaller steps.

EXAMPLE ANSWER:

The picture below shows what a typical piece of music software looks like. There are **instruments on the left, record, play and pause** buttons along the top, and **layers of** different instruments. We use Soundation to create and play pieces of music.

Soundation — instruments on the left, transport controls on top, and layered tracks.

WHAT IS GOOD ABOUT THIS?

- It shows a clear understanding of what the software looks like and how we use it as a tool in our lessons.

NON-EXAMPLE ANSWER:

Below is a picture of an **instrument**. This is **not** a piece of software — so it is not what we are focusing on in Music Technology.

A keyboard instrument — not a computer or music software.

WHAT IS WRONG WITH THIS?

- This only shows a keyboard, not a computer.
- There is no music technology in focus in this image.

REMEMBER:

Using the computers to make music is not just creating random sounds. You apply your knowledge of the software to create music effectively.

LISTEN · READ · UNDERSTAND · PRACTISE · PERFORM

BUILDING MUSICAL KNOWLEDGE TODAY, BETTER PERFORMANCES TOMORROW!

YEAR 7 MUSIC TECHNOLOGY · THE LANGUAGE OF MUSIC

ELEMENTS RECAP

RED · RECALL

Week 1 · POST TASK

5 mins • Complete on this sheet • Bring it to your next lesson

QUICK RECAP — The 4 Elements

MELODY	HARMONY	RHYTHM	SONORITY
The tune	Chords / support	Patterns in time	Tone / colour of a sound

TASK 1 — Define & link to tech

WRITE

Element	My definition	How tech could create/change it
Melody		
Harmony		
Rhythm		
Sonority		

TASK 2 — Tech that changes sonority

UNDERSTAND

Tech link. Tick the tool you think changes the **sonority** the most, then give one example.

☐ A synth/keyboard sound ☐ An effect (e.g. reverb) ☐ A microphone

My example:

REFLECTION

Which element do you think technology changes the most, and why?

LISTEN | READ | UNDERSTAND | PRACTISE | PERFORM

BUILDING MUSICAL KNOWLEDGE TODAY, BETTER PERFORMANCES TOMORROW!

YEAR 7 MUSIC TECHNOLOGY · THE LANGUAGE OF MUSIC

MUSIC TECHNOLOGY REFLECTION

GREEN · REFLECT

Week 3 · POST TASK

⏱ 5 mins • Complete on this sheet • Bring it to your next lesson

QUICK RECAP — Evaluating your work

CREATED	WENT WELL	DEVELOP
What have you made/explored?	What worked in the lesson?	How could you improve it?

TASK 1 — Sentence starters

REFLECT

Finish the sentences:

"Soundation can be used to..."

"One thing I explored in music technology is..."

"This works well because..."

TASK 2 — Listen & notice

LISTEN

Listen back (do it now!). Play something you made — or a track you like — and tick what you can hear, then name it.

☐ Layers of sound ☐ A repeated loop ☐ An effect

Track:

REFLECTION

What went well in your lesson, and how could you develop your work further?

LISTEN | READ | UNDERSTAND | PRACTISE | PERFORM

BUILDING MUSICAL KNOWLEDGE TODAY, BETTER PERFORMANCES TOMORROW!

YEAR 7 MUSIC TECHNOLOGY · THE LANGUAGE OF MUSIC

WHAT IS SOUNDATION?

ORANGE · PREPARE

Week 1 · PREP TASK

5 mins • Complete on this sheet • Bring it to your next lesson

QUICK RECAP — Our music software

SOUNDATION	WHAT IT DOES	WHERE
The music software we use	Record, edit & create music	In class & at home, on any computer

TASK 1 — Key facts

RECALL

Fill the blanks.

Soundation is a piece of music _____ that we use to _____, _____ and create music.

You can open Soundation in class and at _____, on any computer.

TASK 2 — Research it

WRITE

Mini-research. Write 3–4 sentences explaining what Soundation is used for, and who might use music software like this professionally (e.g. a producer or film composer).

REFLECTION

Why is Soundation such a useful tool for making music today?

LISTEN | READ | UNDERSTAND | PRACTISE | PERFORM

BUILDING MUSICAL KNOWLEDGE TODAY, BETTER PERFORMANCES TOMORROW!

YEAR 7 MUSIC TECHNOLOGY · THE LANGUAGE OF MUSIC

LOOPS & LAYERS

ORANGE · PREPARE

Week 3 · PREP TASK

5 mins • Complete on this sheet • Bring it to your next lesson

QUICK RECAP — Building up sound

LOOP
A repeating section

LAYERING
Stacking sounds together

SAMPLE
A short recorded sound

TASK 1 — Define it

WRITE

In your own words.

A LOOP is...

A SAMPLE is...

TASK 2 — MIDI vs audio

RESEARCH

MIDI mini-research. Find out what **MIDI** stands for, then write one sentence on how MIDI is different from an audio recording.

MIDI stands for: _____

REFLECTION

Why are loops and layers so useful when building a piece of music?

LISTEN | READ | UNDERSTAND | PRACTISE | PERFORM

BUILDING MUSICAL KNOWLEDGE TODAY, BETTER PERFORMANCES TOMORROW!

YEAR 7 MUSIC TECHNOLOGY · THE LANGUAGE OF MUSIC

LISTENING TO ELECTRONIC MUSIC

RED · RECALL

Week 5 · POST TASK

5 mins • Complete on this sheet • Bring it to your next lesson

QUICK RECAP — What to listen for

STRUCTURE	LAYERS	RHYTHM	MOOD
Repeated sections?	How many sounds?	Patterns you hear	How tech shapes feel

TASK 1 — Listening challenge

LISTEN

Press play! Listen to an electronic / dance / pop track for one minute. Tick what you notice and name the track.

- [ ] A repeated loop
- [ ] Lots of layers
- [ ] Echo / reverb
- [ ] A big change in mood

Track / artist:

TASK 2 — Describe the sound

WRITE

Write about it. How many layers could you hear, and how did the technology (effects, build-ups) change the mood?

REFLECTION

How does the technology in a track change the mood of the music?

LISTEN | READ | UNDERSTAND | PRACTISE | PERFORM

BUILDING MUSICAL KNOWLEDGE TODAY, BETTER PERFORMANCES TOMORROW!

YEAR 7 MUSIC TECHNOLOGY · THE LANGUAGE OF MUSIC

CALL AND RESPONSE

ORANGE · PREPARE

Week 5 · PREP TASK

5 mins • Complete on this sheet • Bring it to your next lesson

QUICK RECAP — Musical conversation

CALL
One part plays first

RESPONSE
Another part answers

USED IN
Many styles worldwide

TASK 1 — Define & find

RESEARCH

Define it.

Call and response is...

Find one example of call and response in a song:

TASK 2 — Make it in Soundation

CREATE

Think like a producer. How could a computer or Soundation be used to create a call-and-response pattern? (Hint: think about copying, layering and different instruments.)

REFLECTION

Why does call and response work so well in electronic music?

LISTEN | READ | UNDERSTAND | PRACTISE | PERFORM

BUILDING MUSICAL KNOWLEDGE TODAY, BETTER PERFORMANCES TOMORROW!

UXBRIDGE
HIGH SCHOOL

YEAR 7

PE

POST AND PREP LEARNING MAP

Post tasks help you recap knowledge that you have learned in the past.

The red boxes cover previous knowledge you learned in other terms.

The green boxes help you recap what you are learning this term.

POST

PREP

CAROUSEL 1: FOOTBALL

1

PAGES 154 - 159

CAROUSEL 2: NETBALL

2

PAGES 160 - 164

Prep tasks teach you important knowledge, vocabulary and skills to prepare you for the lessons ahead. Your prep tasks will always be in an orange box.

YEAR 7 / PE

RULES AND REGULATIONS OF FOOTBALL

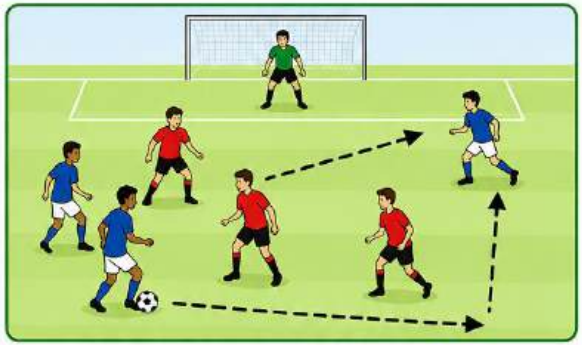
GOLDEN THREAD:

In Primary school you would have taken part in a variety of sports but now we are focusing on knowing this rules correctly and implement them into our lessons.

KEY IDEA

Football Rules

Football rules are the agreed guidelines that ensure the game is played fairly, safely and with respect for all players, officials and opponents.



Players are marking opponents and creating space to pass the ball.

KEY RULES YOU NEED TO KNOW

GOAL KICK
Awarded to the defending team when the attacking team last touches the ball before it goes out over the goal line.

The ball is kicked from anywhere in the goal area.

CORNER KICK
Awarded to the attacking team when the defending team last touches the ball before it goes out over their goal line.

The ball is kicked from the corner arc.

FOULS
A foul is when a player acts in a way that is careless, reckless or uses excessive force against an opponent.

Result in a free kick for the opposing team.

FREE KICKS
Awarded after a foul outside the penalty area.

Can be direct (shot on goal) or indirect (must touch another player first).

PENALTY KICK
Awarded when a foul is committed inside the penalty area by the defending team.

Taken from the penalty spot with only the goalkeeper trying to stop it.

THINKING STEPS

- Movement off the ball
- Am I giving my teammate an option?
- Was my pass accurate and at the right pace?

Year 7 Football

KO 1

GOLDEN THREAD

In Primary school you would have taken part in a variety of sports but now we are focusing on knowing this rules correctly and implement them into our lessons.

Today we are applying this rules.

EXAMPLE Correct applications of the rules		NON-EXAMPLE Incorrect applications / rule breaks	
GOAL KICK 	✓ Goalkeeper places the ball inside the penalty area and kicks it out.	**GOAL KICK** 	✗ Goalkeeper kicks the ball outside the penalty area. Retake the goal kick.
CORNER KICK 	✓ Ball is placed inside the corner arc and kicked towards the goal.	**CORNER KICK** 	✗ Ball is placed away from the corner arc. Retake the corner kick.
FREE KICK 	✓ Opponents are 10 metres away from the ball until it is in play.	**FREE KICK** 	✗ Opponent is less than 10 metres from the ball. Retake the free kick.
FOUL 	✓ Player makes a fair tackle and plays the ball without hurting the opponent.	**FOUL** 	✗ Player makes reckless contact or a dangerous tackle. Free kick given to the other team.
PENALTY 	✓ Foul committed by the defending team inside the penalty area. Penalty awarded.	**PENALTY** 	✗ Foul committed outside the penalty area. No penalty awarded.

WHAT IS GOOD ABOUT THIS?

- ✓ Correct decisions
- ✓ Fair play
- ✓ Following the rules
- ✓ Helps the team and the game

PLAY FAIR RESPECT ALL

WHAT IS WRONG WITH THIS?

- Breaks the rules
- Unfair on opponents
- Gives away possession
- Can lead to a free kick or penalty

PREP

TASK 1:
CORRECT THE COACH

INSTRUCTIONS

1. Read each statement about football rules.
2. Decide whether the statement is **CORRECT** or **INCORRECT**.
3. If the statement is **INCORRECT**, identify which rule has been broken.
4. Write your answer in the table.

FOOTBALL RULES REMINDER

Kick-off starts the game.

Stay onside: you must have at least 2 players (including the goalkeeper) between you and the opponent's goal.

No handball: you cannot touch the ball with your hand or arm (except the goalkeeper in their area).

Fouls are punished with a free kick or a penalty, depending on the offence.

The referee's decision is final.

Goal kick, corner kick, and throw-in restart the game.

	STATEMENTS	CORRECT ✓	INCORRECT ✗	RULE BROKEN (If incorrect)
1	The goalkeeper can pick up the ball after a teammate passes it with their foot.			
2	A player in an offside position receives the ball and scores.			
3	A player uses their hand to stop the ball from entering the goal.			
4	A player commits a dangerous tackle on an opponent.			
5	A player takes a throw-in from inside the field.			
6	The ball goes out of play over the touchline, and the other team gets a corner kick.			
7	A player argues with the refreee and refuses to leave the field when sent off.			
8	The ball is passed back to the goalkeeper by a teammate, and they pick it up.			

REFLECTION

Which rule was most important today? Why?

_____

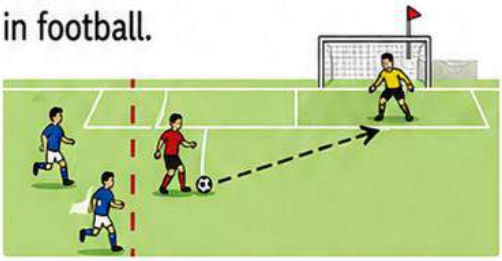
POST

Task 2: Rules Retrieval Challenge

Answer the questions below using your knowledge of football rules.

Use the key words: **explain**, **identify** and **describe**.

1 **Explain** the offside rule in football.



2 **Identify** what happens if a player deliberately handles the ball with their hand or arm.

3 **Describe** what happens when a player commits a dangerous tackle on an opponent.

4 **Explain** the difference between a goal kick and a corner kick.

GOAL KICK

CORNER KICK

5 **Identify** two football rules that help keep the game fair and safe.

POST: WARM-UP DETECTIVE

INSTRUCTIONS

1. Read each warm-up activity.
2. Decide which phase of the warm-up it belongs to:
   PULSE RAISER | STRETCHING | SKILL PREPARATION
   (Dynamic or Static)
3. Write your answer in the correct column.
4. Explain why you chose that phase.

THE THREE PHASES

1. PULSE RAISER
Increase heart rate and body temperature.
Examples: jogging, high knees, side steps.

2. STRETCHING
Improve flexibility and mobility.
Includes dynamic and static stretching.

3. SKILL PREPARATION
Practise movements linked to the activity.
Examples: passing, shooting, footwork.

WARM-UP ACTIVITIES

	ACTIVITY	WARM-UP PHASE (Write which phase)	WHY? (Explain your choice)
1	Jogging around the court		
2	Holding a calf stretch for 15 seconds		
3	Passing a netball with a partner		
4	Arm circles		
5	High knees		
6	Practising shooting at the net		
7	Holding a hamstring stretch		
8	Side steps across the court		
9	Footwork drills		
10	Leg swings		

TOP TIP!
Think about the purpose of each activity.
What is your body or mind doing?

CHALLENGE QUESTION

Create your own warm-up using all three phases.

PHASE 1 – PULSE RAISER:

PHASE 2 – STRETCHING:

PHASE 3 – SKILL PREPARATION:

THINKING QUESTIONS

1. How does a pulse raiser prepare the body?
2. What is the difference between dynamic and static stretching?
3. Why is skill preparation important before a game?
4. What could happen if you skipped one phase of the warm-up?

SUCCESS CRITERIA

- I can identify the three phases of a warm-up.
- I can explain the purpose of each phase.
- I can classify activities correctly.
- I can design my own effective warm-up.

REMEMBER: A good warm-up prepares your body and mind, improves performance and helps prevent injury.

LEARNING BOX

THE THREE PHASES OF A WARM-UP

GOLDEN THREAD

In primary school you would have taken part in a variety of sports but now we are focusing on knowing these rules correctly and implementing them into our lessons to improve performance and stay safe.

1 PULSE RAISER

- Increase your heart rate.
- Raise body temperature.
- Prepare your muscles for exercise.

Examples:
jogging, skipping, side steps.

2 DYNAMIC STRETCHING

- Move muscles and joints through a full range of movement.
- Improve flexibility and mobility.
- Reduce the risk of injury.

Examples:
leg swings, arm circles, lunges.

3 SKILL PREPARATION

- Practise movements linked to the activity.
- Improve coordination and reaction time.
- Get ready for the lesson or game.

Examples:
passing drills, footwork exercises, shooting practice.

COMMON MISCONCEPTION

"A warm-up is just a bit of jogging."

Many people think only jogging is enough.

A good warm-up has three important phases!

THINKING STEPS

1. What is the purpose of a warm-up?
2. How does each phase help your body?
3. What could happen if you skip a phase?
4. Give examples of activities for each phase.

WRITING STEPS

1. State the three phases of a warm-up.
2. Explain the purpose of each phase.
3. Give examples for each phase.
4. Explain why a good warm-up is important for performance and safety.

KEY LEARNING POINT

A warm-up prepares the body and mind for physical activity by gradually increasing intensity through three key phases. This helps improve performance and reduces the risk of injury.

POST

FOOTBALL RULE BREAKS SELF ASSESSMENT

RAG RATING:

- **GREEN** — I understand and can apply consistently
- **AMBER** — I sometimes understand and can apply
- **RED** — I don't understand or find it difficult to apply

Read each rule break below and rate your understanding and ability to apply it in a game using the RAG rating.

RULE BREAK	MY RAG RATING
1.  Being in an offside position.	○ ○ ○
2.  Handling the ball deliberately with your hand or arm.	○ ○ ○
3.  Making a dangerous tackle on an opponent.	○ ○ ○
4.  Arguing with the referee's decision.	○ ○ ○
5.  The ball going out of play over the touchline and not being restarted correctly.	○ ○ ○
6.  Taking a throw-in incorrectly (e.g. feet not on the ground or throwing from the wrong place).	○ ○ ○

WHAT AM I DOING WELL?

List the rules you feel confident about and why.

_____

_____

_____

_____

_____

WHAT DO I WANT TO IMPROVE?

List the rules you find challenging and what you will do to get better.

_____

_____

_____

_____

_____

MY TARGET: My next step is to _____

I will achieve this by _____

YEAR 7 PE

RULES AND REGULATIONS OF NETBALL

LEARNING OBJECTIVE

Learning the key rules for the sports you will be studying.

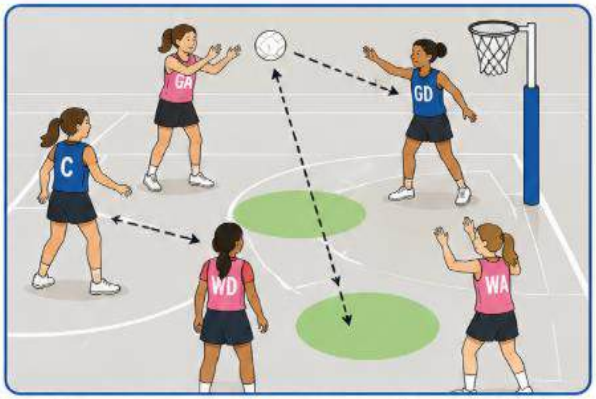
GOLDEN THREAD

In Primary school you would have taken part in a variety of sports but now we are focusing on knowing this rules correctly and implement them into our lessons.

KEY IDEA

Netball Rules

Netball rules are the agreed guidelines that ensure the game is fair, safe and enjoyable for everyone. They include rules about movement, passing, shooting, defending and contact.



Players move to create space and pass the ball while staying onside and following the rules.

IMPORTANT MISCONCEPTION

You can be closer than 1 metre away from opposition when they have the ball and hold the ball for more than 3 seconds.

WHEN TO USE THIS

You need to think quickly about making a pass to a teammate and being further away when defending the ball that is no closer than 1 metre.

THINKING STEPS

- Movement on and off the ball
- Move into a space
- How close can I be to the opponent?

Year 7 Netball

— KO 1 —

GOLDEN THREAD

In Primary school you would have taken part in a variety of sports but now we are focusing on knowing this rules correctly and implement them into our lessons.

Today we are applying this rules.

Example

Passing the ball within 3 seconds

Being at 1 metre distance within opposition when defending.

Not touching the person with the ball whilst defending

What is good about this?

- Player is able to keep possession of the ball
- Player has not broken the obstruction or contact rule.

Non-Example

Player is less than 1 metre away

Defender has held the ball for more than 3 seconds

Defender has made contact with the attacking player with the ball

What is wrong with this?

- Rule break of obstruction
- Rules break of held ball
- Rule break of contact

PREP

TASK 1:
CORRECT THE COACH

INSTRUCTIONS

1. Read each statement about netball rules.
2. Decide whether the statement is **CORRECT** or **INCORRECT**.
3. If the statement is **INCORRECT**, identify which rule has been broken.
4. Write your answer in the table.

NETBALL RULES REMINDER

Pass the ball within 3 seconds.

Keep 1 metre distance when defending.

Do not touch the player with the ball.

Do not hold the ball for more than 3 seconds.

No contact with an opponent.

	STATEMENTS	CORRECT	INCORRECT	RULE BROKEN (If incorrect)
1	A player must pass the ball within 3 seconds.			
2	A defender can stand right next to the player with the ball.			
3	A player can hold the ball for 5 seconds before passing.			
4	You can touch the player with the ball to stop them passing.			
5	A defender must be at least 1 metre away from the player with the ball.			
6	If a player holds the ball for more than 3 seconds, it is a rule break.			
7	You can use your body to block the pass but must not make contact.			
8	The player with the ball can take as many steps as they like.			

REFLECTION

Which rule was most important today? Why?

_____

POST

NETBALL RULE BREAKS
SELF ASSESSMENT

RAG RATING:

- **GREEN** — I understand and can apply consistently
- **AMBER** — I sometimes understand and can apply
- **RED** — I don't understand or find it difficult to apply

Read each rule break below and rate your understanding and ability to apply it in a game using the RAG rating.

RULE BREAK	MY RAG RATING
1. Not passing the ball within 3 seconds.	○ ○ ○
2. Being less than 1 metre away from an opponent when defending.	○ ○ ○
3. Making contact with the attacking player who has the ball.	○ ○ ○
4. Obstructing an opponent.	○ ○ ○
5. Holding the ball for more than 3 seconds.	○ ○ ○
6. Stepping or moving while holding the ball.	○ ○ ○

WHAT AM I DOING WELL?

List the rules you feel confident about and why.

_____

_____

_____

_____

_____

WHAT DO I WANT TO IMPROVE?

List the rules you find challenging and what you will do to get better.

_____

_____

_____

_____

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MY TARGET: My next step is to _____

I will achieve this by _____

LEARNING BOX

THE THREE PHASES OF A WARM-UP

GOLDEN THREAD

In primary school you would have taken part in a variety of sports but now we are focusing on knowing these rules correctly and implementing them into our lessons to improve performance and stay safe.

1 PULSE RAISER

- Increase your heart rate.
- Raise body temperature.
- Prepare your muscles for exercise.

Examples:
jogging, skipping, side steps.

2 DYNAMIC STRETCHING

- Move muscles and joints through a full range of movement.
- Improve flexibility and mobility.
- Reduce the risk of injury.

Examples:
leg swings, arm circles, lunges.

3 SKILL PREPARATION

- Practise movements linked to the activity.
- Improve coordination and reaction time.
- Get ready for the lesson or game.

Examples:
passing drills, footwork exercises, shooting practice.

COMMON MISCONCEPTION

"A warm-up is just a bit of jogging."

Many people think only jogging is enough.

A good warm-up has three important phases!

THINKING STEPS

1. What is the purpose of a warm-up?
2. How does each phase help your body?
3. What could happen if you skip a phase?
4. Give examples of activities for each phase.

WRITING STEPS

1. State the three phases of a warm-up.
2. Explain the purpose of each phase.
3. Give examples for each phase.
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KEY LEARNING POINT

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POST: WARM-UP DETECTIVE

INSTRUCTIONS

1. Read each warm-up activity.
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   (Dynamic or Static)
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ACTIVITY	WARM-UP PHASE (Write which phase)	WHY? (Explain your choice)
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4 Arm circles		
5 High knees		
6 Practising shooting at the net		
7 Holding a hamstring stretch		
8 Side steps across the court		
9 Footwork drills		
10 Leg swings		

TOP TIP!
Think about the purpose of each activity.
What is your body or mind doing?

CHALLENGE QUESTION

Create your own warm-up using all three phases.

PHASE 1 – PULSE RAISER: _____

PHASE 2 – STRETCHING: _____

PHASE 3 – SKILL PREPARATION: _____

THINKING QUESTIONS

1. How does a pulse raiser prepare the body?
2. What is the difference between dynamic and static stretching?
3. Why is skill preparation important before a game?
4. What could happen if you skipped one phase of the warm-up?

SUCCESS CRITERIA

- I can identify the three phases of a warm-up.
- I can explain the purpose of each phase.
- I can classify activities correctly.
- I can design my own effective warm-up.

REMEMBER: A good warm-up prepares your body and mind, improves performance and helps prevent injury.

UXBRIDGE
HIGH SCHOOL

YEAR 7

HISTORY

POST AND PREP LEARNING MAP

Post tasks help you recap knowledge that you have learned in the past.

The **red boxes** cover previous knowledge you learned in other terms.

The **green boxes** help you recap what you are learning this term.

POST

PREP

WEEK 1:
HISTORY
1
PAGES 166 - 170

WEEK 3:
HISTORY
2
PAGES 171 - 175

WEEK 5:
HISTORY
3
PAGES 176 - 180

Prep tasks teach you important knowledge, vocabulary and skills to prepare you for the lessons ahead. Your prep tasks will always be in an **orange box**.

LEARNING BOX

Year 7 History – KO1 Norman Conquest
Causation

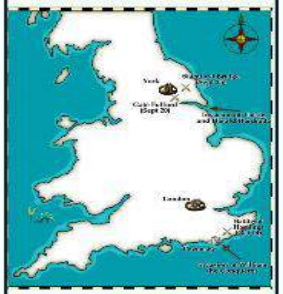
GOLDEN THREAD

This is your first term studying History at Uxbridge High School. You will develop important historical skills, such as understanding cause and consequence, while building a strong foundation of knowledge about the Norman Conquest of England.

KEY IDEA

The Norman Conquest of 1066 changed England forever by bringing a new ruler, a new ruling class, and a new system of government. Key battles, including Fulford, Stamford Bridge, and Hastings, played a crucial role in determining who would rule England. The Battle of Stamford Bridge was especially important because it weakened Harold Godwinson's army before the Norman invasion. You will learn more about the significance of these battles, particularly Stamford Bridge, later in this learning box.

VISUAL REPRESENTATION



IMPORTANT MISCONCEPTIONS

The Battle of Stamford Bridge took place in Chelsea. This is incorrect. Stamford Bridge is a village in Yorkshire. It was the site of a famous battle in 1066. Chelsea Football Club play their home games at Stamford Bridge stadium in London. These are two different places that share the same name.

THINKING STEPS

1. Identify who the main claimants to the throne were after Edward the Confessor died.
2. Explain why each claimant believed they had a right to the throne.
3. Describe what happened at the Battles of Fulford and Stamford Bridge.
4. Explain why Harold was successful at Stamford Bridge.
5. Explain the importance of Stamford Bridge for the events of 1066.

WRITING STEPS

1. **Identify a reason (Point)** – One reason why Harold won the Battle of Stamford Bridge was…
2. **Give details to support your point (Evidence)** – For example, the skill of Harold's army, the element of surprise, or the mistakes made by the enemy.
3. **Explain why this helped Harold win the Battle of Stamford Bridge (Explain)** – This helped Harold win because…

Examples and Non Examples

STRONG EXAMPLE

Why did Harold Godwinson win the Battle of Stamford Bridge?
Strong example - Harold Godwinson won the Battle of Stamford Bridge because he surprised Harald Hardrada's army. The Vikings were not expecting an attack and many had left their armour behind because of the warm weather. Harold's army arrived quickly after marching from the south of England, giving the English the advantage. Although the Vikings fought hard, they were unprepared and both Harald Hardrada and Tostig were killed during the battle. This meant the Viking army collapsed, allowing Harold to win a decisive victory.

WEAK EXAMPLE

Harold Godwinson won the Battle of Stamford Bridge because his army was better. He marched to the battle and fought the Vikings. Stamford Bridge was in the north of England and the battle took place in 1066. The Vikings had travelled to England on longships and Vikings were known for being strong warriors. The Vikings were not ready and Harold won. This was important because he won the battle.

WHY THIS IS GOOD

- Directly answers the question.
- Identifies multiple reasons for Harold's victory.
- Explains **how** each reason helped him win.
- Ends with a clear judgement linking back to the question.

WHY THIS IS WEAK

- **The main reason is vague** – saying Harold's army was "better" is not clearly explained.
- **Includes irrelevant information** – the location, date and Viking longships do not explain why Harold won.
- **Limited evidence and explanation** – it does not explain **how** the Vikings being unprepared helped Harold.

THINKING STEPS

- What was the main reason Harold won?
- What evidence shows this gave Harold an advantage?
- How did this help Harold win the battle?

WRITING STEPS

- **Answer** the question with a clear reason.
- **Add** specific evidence.
- **Explain** how this gave Harold an advantage.
- **Link** back to Harold winning the battle.

PREP TASK: The Battle of Stamford Bridge

INSTRUCTIONS: Using the information from this page and the learning box complete tasks 1 and 2 on this page.

Information: Stamford Bridge is a village on the River Derwent, about 8 miles east of York. In 1066, it was an important location because the bridge controlled a key route into the area and was close to the important city of York. After winning the Battle of Fulford, Harald Hardrada and Tostig Godwinson were near Stamford Bridge when King Harold Godwinson launched a surprise attack. Control of this area helped determine who would rule northern England.

TASK 1:The Battle of Stamford Bridge

The River _____ runs through the village of Stamford Bridge. The village is located around 8 miles from the city of _____. Stamford Bridge was an important geographical location in 1066 because _____
_____
_____
_____
_____
_____.

TASK 2: Read the three statements below. Only ONE statement is correct. Circle the correct answer and explain why.

A

The Battle of Stamford Bridge was fought between King Harold Godwinson and William of Normandy on 14 October 1066.

B

The Battle of Stamford Bridge was fought on 25 September 1066 when King Harold Godwinson defeated the Norwegian army led by Harald Hardrada.

C

The Battle of Stamford Bridge was fought after the Battle of Hastings and resulted in a Norman victory.

Explain your choice:

POST TASK: Why was there a succession crisis in January 1066?

INSTRUCTIONS: Complete the tasks below linked to skills you learnt in the recent fortnight.

TASK 1: Study the model answer. Explain why it is strong using what you know from the Strong Example and Weak Example pages.

Model:

One reason there was a succession crisis was that Edward the Confessor died without an heir. This meant there was no clear person to become king, so several people claimed the throne. This created conflict over who should rule England.

Explain why this is a Strong Example below:

TASK 2: Causation - Why did people disagree about who should be king in 1066?

Several people claimed the throne, including Harold Godwinson, William of Normandy, and Harald Hardrada.

Explain two reasons for this disagreement.

Sentence starter:

One reason people disagreed about who should be king was...

Another reason was...

POST TASK: Causation

INSTRUCTIONS: Select the correct definition for task one. Once you have done this then explain the difference between cause and consequence for task 2.

TASK 1: Highlight the correct definition of a historical cause.

1. A fact that tells us what happened in the past.
2. A reason why an event happened, helping to explain why it occurred.
3. A person's opinion about an event from the past.

TASK 2: What is the difference between a cause and consequence?

Answer =

SELF QUIZZING: NORMAN CONQUEST PART 1

INSTRUCTIONS: Test your knowledge by completing the Prep and Post self-quizzes below.

PREP CHECK

Question	Answer	
1. Who did King Harold Godwinson fight at the Battle of Stamford Bridge?		
2. When was the Battle of Stamford Bridge fought?		
3. Why was Harold's victory at Stamford Bridge important?		

POST CHECK

Question	Answer	
1. Which claimant was chosen as king by the Witan after Edward the Confessor died?		
2. Which claimant argued that Edward the Confessor had promised him the English throne?		
3. Which claimant based his claim on an earlier agreement between the English and Scandinavian royal families?		

LEARNING BOX Year 7 History – KO1 Norman Conquest

Causation

GOLDEN THREAD

This term you are developing your understanding of cause and consequence in History. Historians often debate why events happened and whether one cause was more important than others. The Battle of Hastings is an excellent example because historians continue to discuss why William won and whether Harold's death was the key reason for Norman victory.

KEY IDEA

The Battle of Hastings was fought on 14 October 1066 between Harold Godwinson and William of Normandy. The Bayeux Tapestry appears to show Harold being killed by an arrow, and some historians see this as the turning point of the battle. However, William's victory was also due to his cavalry, archers, tactics such as the feigned retreat, and the exhaustion of Harold's army after Stamford Bridge. Most historians believe a combination of factors led to William's success.

IMPORTANT MISCONCEPTIONS

Harold definitely dies of an arrow to the eye. This is incorrect. The Bayeux tapestry appears to show a figure being struck by an arrow, but historians disagree about whether this figure is Harold.

THINKING STEPS

1. What evidence do historians use to investigate Harold's death?
2. Why is the Bayeux Tapestry important for understanding the Battle of Hastings?
3. How did Norman tactics help William's army?
4. How did the condition of Harold's army affect the battle?
5. Did Harold's death cause William to win, or were other factors more important?

WRITING STEPS

1. **Identify a reason (Point)** – One reason why William won the Battle of Hastings was...
2. **Give details to support your point (Evidence)** – For example, Harold's death, Norman cavalry, Norman archers, the feigned retreat, or the condition of the English army.
3. **Explain how this contributed to William's victory (Explain)** – This helped William win because...
4. **Reach a judgement (Judgement)** – Overall, the most important reason William won was... because... organise society and reward loyalty.

Examples and Non Examples

STRONG EXAMPLE

Why did William win the Battle of Hastings?
Strong example - William won the Battle of Hastings because his army used effective tactics. During the battle, William's soldiers pretended to retreat, causing some of Harold's army to leave their strong position on Senlac Hill and chase them. William's army then turned around and attacked the English soldiers. This weakened Harold's shield wall and made his army easier to defeat. Harold was eventually killed, causing the English army to collapse. Therefore, William's effective tactics helped him win the Battle of Hastings.

WEAK EXAMPLE

Why did William win the Battle of Hastings?
William won the Battle of Hastings because his army was better. The battle took place in 1066 near Hastings. William came from Normandy and his army fought Harold's army. William used soldiers and horses during the battle. Harold was killed and William won the battle. This was important because William became the winner.

WHY THIS IS GOOD

- Directly answers the question.
- Identifies multiple reasons for William's victory.
- Explains **how** each reason helped him win.
- Ends with a clear judgement linking back to the question.

WHY THIS IS WEAK

- **The main reason is vague** – saying William's army was "better" is not clearly explained.
- **Limited explanation**– does not explain how William gained an advantage.
- **Lacks precise evidence**– key tactics and battle details are missing

THINKING STEPS

- What was the main reason William won?
- What evidence shows this gave an advantage?
- How did this help William win the battle?

WRITING STEPS

- **Answer** the question with a clear reason.
- **Add** specific evidence.
- **Explain** how this gave William an advantage.
- **Link** back to William winning the battle.

PREP TASK: The Battle of Hastings the arrow in the eye

INSTRUCTIONS: Read the information from the Learning Box and complete both prep tasks. Support your answers with evidence and explain your reasoning clearly.

TASK 1: The Battle of Hastings

1. Who fought in the Battle of Hastings, and on what date did the battle take place? **Answer =**

2. Give three reasons why William of Normandy won the Battle of Hastings. **Answer =**

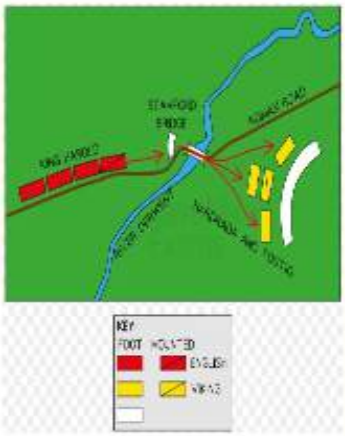
TASK 2:Did One Arrow Cause William to Win?

Read the statements below. Circle the correct answer and explain why.
A Harold was definitely killed by an arrow in the eye, and all historians agree.
B The arrow story comes from the Bayeux Tapestry, but historians are not certain it is true.
C William lost the Battle of Hastings after Harold survived.

Explain your answer below:

POST TASK: The Battles of Fulford and Stamford Bridge.

INSTRUCTIONS: Complete the tasks below linked to skills you learnt in the recent fortnight.



TASK 1: Study the model answer. Explain why it is strong using what you know from the **Strong Example** and **Weak Example** pages.

Model:

One reason the Vikings won the Battle of Fulford was because they used effective tactics. The Vikings attacked the English army and forced them into a weaker position. This weakened the English forces and made them easier to defeat. Therefore, the Vikings' tactics helped them win the Battle of Fulford.

Explain why this is a Strong Example below:

TASK 2: Which battle had the greater impact on the events of 1066?

Choose one:

- Battle of Fulford
- Battle of Stamford Bridge

Explain your answer using evidence and consider alternative views. =

POST TASK: Chronology

INSTRUCTIONS: Complete the post tasks by placing events, periods, and civilisations in chronological order. Then explain your choices. For a challenge, create your own historical timeline and justify where each event belongs.

TASK 1: What does chronology mean in history?

Put these historical periods in order from oldest to most recent:

- Ancient Rome
- World War II
- Stone Age
- Victorian Britain
- Middle Ages

1. _____
2. _____
3. _____
4. _____
5. _____

TASK 2: Look at the Timeline events shown in Task 1 and explain which event is a **clear turning point in history** (biggest change)?

SELF QUIZZING: NORMAN CONQUEST PART 2

INSTRUCTIONS: Test your knowledge by completing the Prep and Post self-quizzes below.

PREP CHECK

Question	Answer	
1. What is a Shield Wall?		
2. What two advantages did William have over the English?		
3. Why were the English tired before the Battle of Hastings?		

POST CHECK

Question	Answer	
Who won the Battle of Fulford?		
Who defeated Harald Hardrada at Stamford Bridge?		
How did Fulford and Stamford Bridge affect Harold before Hastings?		

LEARNING BOX

Year 7 History - KO12: I understand that historians have different perspectives about the past. I can describe two opposing interpretations of a topic

GOLDEN THREAD

This term we are continuing to learn about the Norman Conquest of England. Having explored how William became king in 1066, we will now investigate the changes he introduced, including castles, the feudal system, and changes to language and culture, to decide whether his rule brought benefits or problems for England.

KEY IDEA

After becoming king in 1066, William introduced major changes to England to strengthen his control. He brought in the feudal system, built castles across the country, and replaced many Anglo-Saxon nobles with Norman lords. The Norman Conquest also changed language, culture and government. While some people benefited from these changes, others lost land, power and freedom, leading historians to debate whether William's rule brought stability or a truck load of trouble to England.

VISUAL REPRESENTATION

IMPORTANT MISCONCEPTIONS

William only brought negative changes to England. This is incorrect. Although many Anglo-Saxons lost land and power, William's rule also brought stronger government, new methods of administration and greater control over the kingdom. Historians debate whether these changes were beneficial or harmful.

THINKING STEPS

1. What was the feudal system and how did it help William control England?
2. Why did William build castles across England?
3. How did the Norman Conquest affect Anglo-Saxon nobles and ordinary people?
4. How did language and culture change after 1066?
5. Did William's changes bring more benefits or more problems to England?

WRITING STEPS

1. **Identify the interpretation** – Interpretation A/B suggests that William's rule brought...
2. **Support with evidence** – This interpretation is supported by evidence such as...
3. **Evaluate the interpretation** – This interpretation is convincing because... / This interpretation is less convincing because...
4. **Compare interpretations** – Interpretation A is more/less convincing than Interpretation B because...
5. **Reach a judgement** – Overall, I agree/disagree that William brought a truck load of trouble to England because...

Examples and Non Examples

STRONG EXAMPLE

Did William bring a truckload of trouble to England?
Strong example - William did bring a truckload of trouble to England because his changes caused suffering for many English people. For example, during the Harrying of the North, William destroyed homes, crops and animals to stop rebellions. This caused hunger and many people died. William also built castles to control the English and gave land to his Norman supporters, meaning many English landowners lost their power. Therefore, William brought significant trouble to England because his methods of control caused suffering and changed the lives of the English people.

WEAK EXAMPLE

Did William bring a truckload of trouble to England?
William did bring a truckload of trouble to England because he caused lots of problems. William became King of England after winning the Battle of Hastings in 1066. He came from Normandy and crossed the English Channel with his army. William built castles and changed England. The Normans spoke French and William was a powerful king. Some English people were unhappy and therefore, William brought trouble to England because he caused lots of trouble.

WHY THIS IS GOOD

- Directly answers the question.
- Identifies multiple reasons.
- Explains **how** each reason is important.
- Ends with a clear judgement linking back to the question.

WHY THIS IS WEAK

- **Vague** – "lots of problems" is not explained.
- **Limited explanation**– does not explain how William caused trouble.
- **Lacks precise evidence**– key information such as the Harrying of the North are missing.

THINKING STEPS

- Did William bring trouble to England?
- What evidence shows this?
- How did this affect people in England?
- Link back to the question to prove your answer

WRITING STEPS

- **Answer** the question with a clear reason.
- **Add** specific evidence.
- **Explain** why this caused a truckload of trouble.
- **Link** back to the question.

PREP TASK: Did William bring a truckload of trouble to England?

INSTRUCTIONS: Read the information carefully and complete both prep tasks. Support your answers with evidence from the information provided and explain your reasoning clearly.

TASK 1: Read each statement and decide whether it shows that William **brought trouble** to England or **improved England**. Write **T** (Trouble) or **I** (Improved England) beside each statement.

- William's castles frightened local people. ___
- Many Anglo-Saxon nobles lost their land. ___
- England became more organised under Norman rule. ___
- The Domesday Book helped William collect taxes. ___
- Rebellions caused suffering across the country. ___
- William brought stronger control and order. ___

TASK 2: Put yourself in the shoes of an Anglo-Saxon living during the Norman Conquest.

- You see a large Norman castle being built near your village. Write **three words** that describe how you would feel. = 1._____ 2._____ 3._____
- Explain why you would feel this way. =

POST TASK: What happened after the Battle of Hastings?

INSTRUCTIONS: Complete the tasks below linked to skills you learnt in the recent fortnight.

TASK 1: William faced these problems after 1066:

- Anglo-Saxon rebellions
- Threats from Denmark
- Making the English obey Norman rule.

Your Task: Rank the challenges from **1(most serious)** to **5 (least serious)**.

- Explain why you chose your most serious challenge. =

TASK 2: Choose **one** of the challenges from Task 1 and complete the sentences below.

A major challenge William faced was...

One action William could take to deal with this challenge is...

POST TASK: Historical Interpretations

INSTRUCTIONS: Historians have different opinions about William the Conqueror's reign. Use your understanding of interpretations to complete the tasks below.

TASK 1: Read the statement below and explain what an interpretation is.

"Interpretations are different ways that people explain or understand the past. Historians may have different interpretations because they use different evidence, ask different questions, or have different opinions about what happened."

An interpretation is...

TASK 2: Read the interpretation, then answer the following questions.

"Although William the Conqueror's invasion caused problems at first, he did not bring a truckload of trouble to England. He restored order, strengthened royal control, introduced a new system of government, and ordered the Domesday Book, which helped him rule the country more effectively." – *W Morrison*

Does the historian believe William the Conqueror brought a truckload of trouble to England?

Give a quote in the text that supports this:

SELF QUIZZING: NORMAN CONQUEST PART 3

INSTRUCTIONS: Test your knowledge by completing the Prep and Post self-quizzes below.

PREP CHECK

Question	Answer	
1. Why did William build castles across England?		
2. What was the Feudal System?		
3. How did castles and the Feudal System help William keep control of England?		

POST CHECK

Question	Answer	
1. When was William the Conqueror crowned King of England?		
2. Which key religious leader submitted to William's rule, showing that resistance was futile?		
3. What important survey did William order to find out who owned land and how much it was worth?		

UXBRIDGE
HIGH SCHOOL

ENRICHMENT

Reflection

TAKE TIME TO REFLECT ON YOUR ENRICHMENT EXPERIENCES.
WHAT HAVE YOU LEARNED? HOW HAVE YOU GROWN?

WEEK ONE

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WEEK TWO

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WEEK THREE

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UXBRIDGE
HIGH SCHOOL

ENRICHMENT

Reflection

TAKE TIME TO REFLECT ON YOUR ENRICHMENT EXPERIENCES.
WHAT HAVE YOU LEARNED? HOW HAVE YOU GROWN?

WEEK FOUR

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