Year 7

TRANSITION

BOOKLET

Langdon Park School

Your Transition

Moving from Primary to Secondary school is an exciting time, but we know it can be a bit scary too.

This booklet will help you get ready for this important transition by:

- Helping you get to know your new school a bit better
- Helping them get to know you better
- Giving you a sneak peak of some of the subjects you'll be studying
- Stretching your brain muscles, secondary style!

Let's get started!

Contents

About your new school

Langdon Park School

We would like to welcome you to Langdon Park.

About your new school

Langdon Park School Expectations

Our LPS Expectations applies to the way we choose to conduct ourselves, the way that we behave towards other people, and the way that we behave in our lessons.
They are expectations, because we are expected to behave in this way; it is not a choice.

The expectation that we have is that we all behave in a way that means that we are calm, collected and respectful towards one another, and that we arrive for our lessons punctual and prepared.

At Langdon Park, we follow the 4 Bes:

BE PROFESSIONAL

BE A LEARNER

BE INCLUSIVE

BE KNOWLEGEABLE

About your new school

Can you match the description to each of the 4 Bes? Add the number of one of the 4BeS to the right statement. The first one has been done for you.

1 **BE PROFESSIONAL**

2 **BE INCLUSIVE**

3 **BE A LEARNER**

4 **BE KNOWLEGEABLE**

4 I self-regulate and participate positively

I do not wait to be told to start my work and I am always ready to learn

I will have the LP3 with me at all times.

I will ensure that all my words and actions are positive and make others feel safe

I always rise to the challenge of learning new things

Turning up on time to lessons

Working successfully as part of a team

Being respectful of other peoples beliefs

Having your shirt tucked in neatly

take care of myself by eating well, exercising and using the internet carefully

High level of respect shown to all

Saying good morning to people as you pass

Supporting others

Holding the door open for a teacher

Having a pen, pencil and ruler in lesson

Consistent punctuality over the whole year

take responsibility for knowing all school expectations

I will listen to the views of others with care and consideration

Acting as an ambassador role

Going above and beyond with your work

Staying calm if something goes wrong

Being respectful to other staff and students

Sitting with someone who is alone at lunch

Apologising if you have done something hurtful

Turning up on time to lessons

Discussing issues with a teacher rather

Remembering your homework

I contribute positively to all class activities

Giving someone a compliment

Asking for help when needed

About your new school

Your daily timetable

08.50-09.40	Lesson 1
09.40-10.30	Lesson 2
10.30-10.50	Break
10.50-11.40	Lesson 3
11.40-12.30	Lesson 4
12.30-13.20	Lunch
13.20-14.10	Lesson 5
14.10-15.00	Lesson 6
15.00-15.15	Tutorial

Daily Routine quiz!

1. What time is tutorial?

_____

2. What time should I arrive at school?

_____

3. How long will my journey to school take?

_____

5. What time do I need to leave home?

a) 08:15 b) 08:30 c) 08:00 d) Before 08:00 d) after 08:45

6. How long will I take to get ready? _____
7. What time shall I get up? _____
8. What time is morning break? _____
9. What time is lunch? _____
10. What time does school finish? _____
11. What do I need for school?

_____

_____

_____

About your new school

An example day timetable

The week A/B, Day and period

The classroom

The subject

Codes of the Teacher's Name

AMon	
AMon:1 **Mathematics** BPE	M5
AMon:2 **Mathematics** BPE	M5
AMon:3 **English Language** EOW	HM5
AMon:4 **English Language** EOW	HM5
AMon:5 **Science** RUD	LAB1
AMon:6 **Science** RUD	LAB1
AMon:Reg [2] **Registration** JBO	E3

Remember to use your timetable aa an important – it will help you find your way around the school

About your new school

An example weekly timetable

AMon	ATue	AWed	AThu	AFri
AMon:1 **Mathematics** BPE M5	ATue:1 **Spanish** PRA MFL3	AWed:1 **English Language** EOW HM5	AThu:1 **P.E** ALA	AFri:1 **History** SSR HM2
AMon:2 **Mathematics** BPE M5	ATue:2 **History** SSR HM2	AWed:2 **English Language** EOW HM5	AThu:2 **P.E** ALA	AFri:2 **History** SSR HM2
AMon:3 **English Language** EOW HM5	ATue:3 **Music** JTA MU1	AWed:3 **Art** GRI A2	AThu:3 **ICT** MAH NET2	AFri:3 **Spanish** PRA MFL3
AMon:4 **English Language** EOW HM5	ATue:4 **Music** JTA MU1	AWed:4 **Art** GRI A2	AThu:4 **English Language** SGO NET2	AFri:4 **Geography** TFI HM3
AMon:5 **Science** RUD LAB1	AT[illegible] [2] R[illegible] J[illegible]	AWed:5 **Mathematics** BPE M5	AThu:5 **Science** RUD LAB1	AFri:5 **Science** RUD LAB1
AMon:6 **Science** RUD LAB1		AWed:6 **Mathematics** BPE M5	AThu:6 **Science** RUD LAB1	AFri:6 **Science** RUD LAB1
AMon:Reg [2] **Registration** JBO E3		AWed:Reg [2] **Registration** JBO E3	AThu:Reg [2] **Registration** JBO E3	AFri:Reg [2] **Registration** JBO E3

Learn to use this tool

Use the timetable to complete the quiz.

1. What room would the student go for registration? _____
2. What is the first lesson on Monday on this timetable? _____
3. Where is Science taught on this timetable? _____
4. What subject does the teacher with initial BPE teach? _____
5. What books or equipment does the student need to bring to school on Thursday? _____
6. How many English lessons does the student have a week? ___
7. When does this student need their PE kit? _____

About your new school

Planning your journey

Starting secondary school requires you to take on more responsibility; not just getting to lessons on time but also getting to school in the morning.

Secondary schools can often be further from your home, so it's good to plan how you will get to school on time.

Will you be dropped off by your parents? Will you get public transport? Or will you walk or cycle?

When walking to school, try to find at least one other neighbouring pupil who is going to the same school so that you have a travelling companion.

Do a practice run – particularly if you are catching a bus – so it's not brand new to you on day one.

About your new school

Planning your journey

When you start a new school, your morning routine and journey to school will change.

It is useful to prepare for this and think about what you will do each morning.

- What time will you need to wake up? _____
- Breakfast at home or school? _____
- What time will you leave your house? _____
- Will you walk or catch the bus/train? _____

If you will walk:

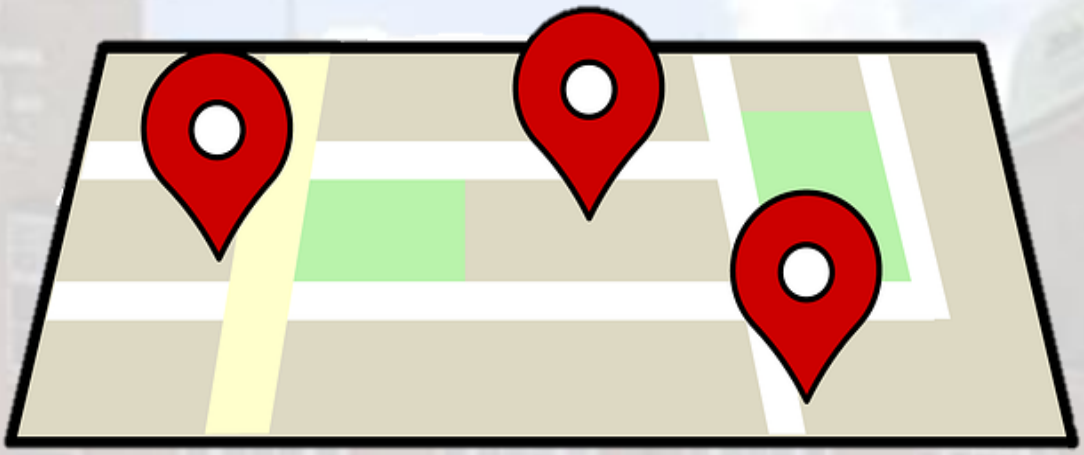
- How long will it take you to walk to school? _____
- Will you be meeting friends? _____
- What time will you arrive at school? _____

If you will catch the bus/train:

- What time is your bus/train? _____
- How long will it take you to walk to the bus stop or train station? _____
- What bus number/train will you catch? _____
- How long is the journey? _____
- What time will you arrive at school? _____

About your new school

Planning your journey



1. What means of transport will you use?

Bus DLR Walk Car

2. How long will it take to get to school?

_____

3. School starts at 08:45am, what time do you need to leave home? _____

   Why?

   _____

Remember to plan for any delays that may happen on your way to school when planning your journey.

About your new school

Equipment

In secondary school, you will need to bring your own equipment from home. You are responsible for all of your equipment and making sure you have it with you at all times. This might include equipment that you didn't use in primary school.

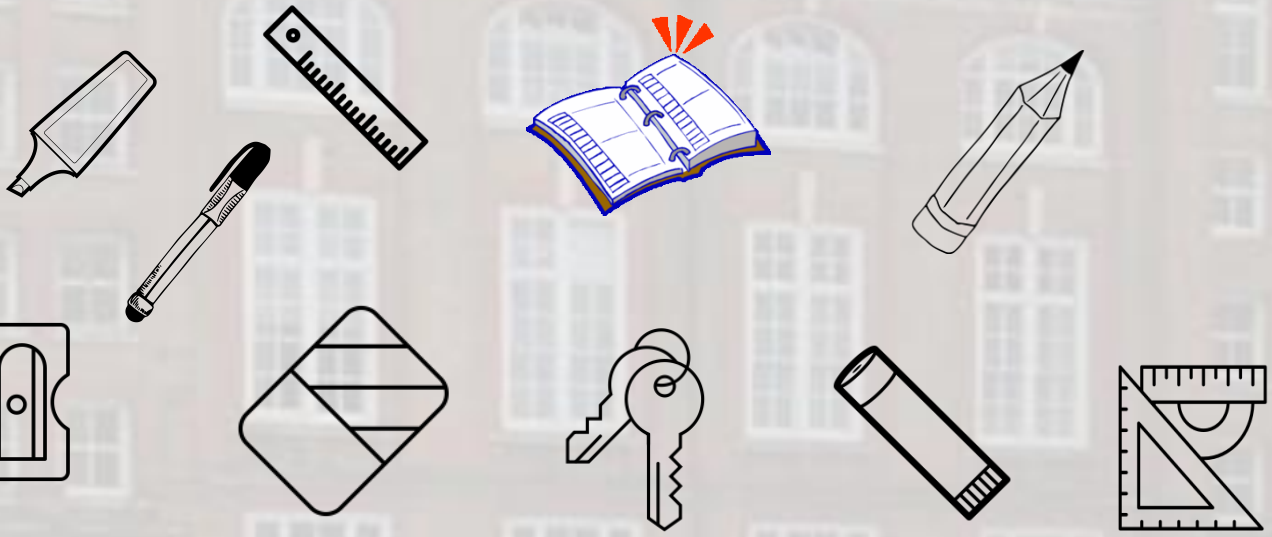
The LPS3 is the essential equipment all students must have with them at all times. This is part of your professionalism. It is your responsibility to take out your LP3 at the start of every lesson without being told to do so. This shows that you are ready to learn.

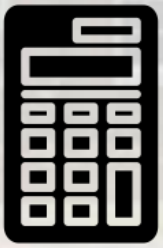
1. Your pencil case:
   - pens (including a green one)
   - pencils
   - highlighter
   - ruler
   - scientific calculator
2. Planner
3. Reading book

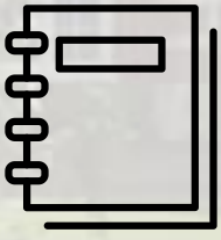
About your new school

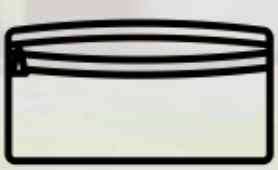
Equipment

At secondary school, you will be moving around to different classrooms for different lessons. You could be in 7 classrooms in one day. This means that you need to bring all the equipment you will require with you for the day. Below are some items you will need to bring – can you identify them and add anything else?









About your new school

School scenario 1

Can you figure out what you would do in these school scenarios?

- Why is organisation skills important?

_____

_____

Lottie has woken up on a Thursday morning; she has started getting ready for school.

During the day she needs to post her grandma's birthday card, empty the dishwasher, buy some milk and walk the dog.

These all need to be finished by the end of the day!

What do you think Lottie needs to do to make her more organised today?

List 3 things Lottie can do

1. _____
2. _____
3. _____

About your new school

School scenario 2

Can you figure out what you would do in these school scenarios?

Now she's home, Lottie needs to pack her bag for the next day. She has PE, English, Music and Science.

It looks like quite a lot to sort out and she's feeling really tired! But she knows she needs to do it now rather than in the morning.

There is a bag on your table with some items around it. What will you need to pack?

Use an arrow to show which items should go in the bag.

About your new school

Uniform

BE PROFESSIONAL

Shirt tucked in

Tie - 2 stripes & logo below the knot. Top button closed

The blazer must be worn at all times unless a teacher has given permission to take it off

Black shoes only

Skirts no more than 2 inches above the knee

Navy blue knee high socks or tights

Bag must fit A4 folder

About your new school

Uniform

BE PROFESSIONAL

Boys and Girls PE KIT

For both boys and girls the following items are compulsory:

- Shorts or Tracksuit bottoms.
- Polo shirt
- Trainers

The optional items are:

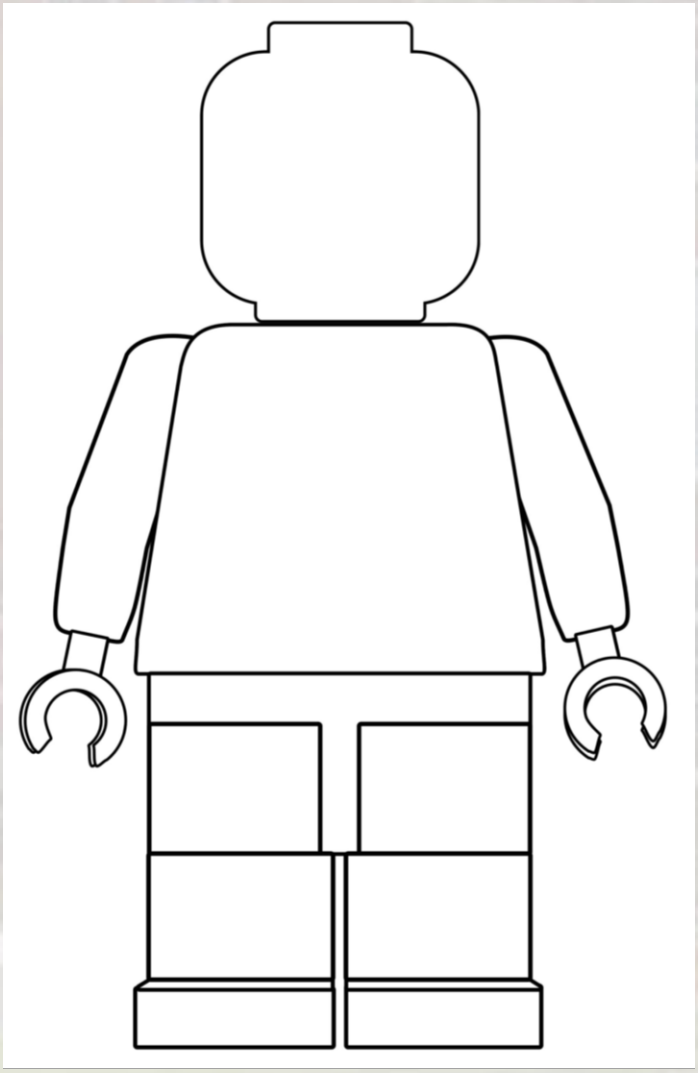
- Track suit bottoms or shorts
- Rain jacket

About your new school

Uniform

Looking Smart at Secondary School

Draw and label the school uniform you will wear onto the Lego figure



Why is wearing the correct school uniform important?

_____

_____

_____

_____

_____

_____

_____

_____

About your new school

Finding your way around the school

Block A

Block B

Block E

Block D

About your new school

Finding your way around the school











About your new school

Finding your way around the school quiz

1. In what block, do you have English?

Block A ◯ Block B ◯ Block C ◯ Block D ◯ Block E ◯

2. In what block, do you have Science?

Block A ◯ Block B ◯ Block C ◯ Block D ◯ Block E ◯

3. In what block, do you have Music?

Block A ◯ Block B ◯ Block C ◯ Block D ◯ Block E ◯

4. Is English and Maths, taught in the same block?

Yes ◯ No ◯

5. Which of the following subjects are taught in block B?

Maths ◯ Science ◯ English ◯ History ◯
Geography ◯ Languages ◯

6. Is Music and Drama, taught in the same block?

Yes ◯ No ◯

Challenge Question

7. Can anyone find the block where the canteen and library are in? _____

Top Tips

You will have to prepare yourself for school each day.

These are some of the things you might need to do or think about:

- Look at your timetable each night to see what books and equipment you may need.
- Make sure you have your pencil case with pens, pencils, ruler and rubber.
- Have you completed homework that needs to be handed in?
- Do you need your PE kit?
- Packed lunch?
- Bus Pass?
- Check your uniform
- Pack your bag the night before.

Top Tips

Asking for help:

As a new student, here are some tips which we hope will make school life easier and less daunting for you.

Starting at a new school is an exciting adventure but it can also be quite scary. Remember that you are not alone and that your classmates may be feeling the same as you.

- Friends can help in lots of ways and you can learn about your new school together.
- Teachers will be happy to help you. Remember to ask if you don't understand something, if you are lost or unsure of something.
- Your family will also want to help you and it is important that you tell the adults who look after you about any thoughts or concerns you may have.
- Remember, your new school will only feel strange and unfamiliar for a while. You will soon learn your way around and get to know your teachers and classmates.

All about YOU

Draw a self portrait here…

Name:

_____

Birthday:

_____

My Primary School:

_____

_____

Favourite colour: _____

Favourite animal: _____

If I could have a superpower, I'd… _____

Best place I've ever been to: _____

Dream country to visit: _____

My dream job is: _____

If I could go back in time, I'd go to: _____

My primary school journey

Draw a picture of your favourite place from Primary School…

My favourite Primary School memory: _____

_____

My favourite Primary School trip:_____

_____

Favourite school subject(s): _____

My strengths (something I feel confident in): _____

_____

Something I want to work on: _____

_____

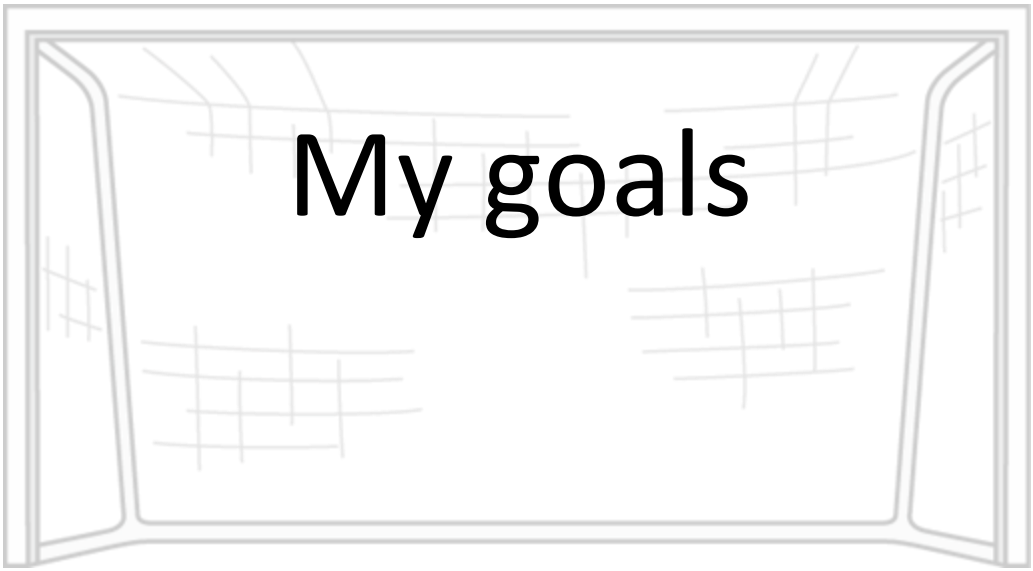
My dream job is: _____

Something I want to know more about:_____

_____

Moving to my new school

- List 4 things you are most excited about moving to your new secondary school
    1.
    2.
    3.
    4.
- List 4 things you are a little nervous about
    1.
    2.
    3.
    4.
- List 4 things you would like to know about your new school
    1.
    2.
    3.
    4.
- List 4 things that will help you moving to your new school
    1.
    2.
    3.
    4.
- List 4 differences between your primary school and your secondary school
    1.
    2.
    3.
    4.



My goals

In secondary school, you have the opportunity to learn so much. You will improve on skills you practised at primary school and learn so many new skills as well.

What are your main goals for secondary school? These might change during your time here!

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

Some ideas: *Be in a school play or production, Speak another language, Represent your school in a competition, Learn to play a musical instrument, Volunteer in the local community, Travel to another country, Play for a school team, Learn to survive in the wild, Take care of the school garden, Cook a new meal from scratch, Read new books, Raise money for charity, Become Head Boy or Girl, Learn to read a map, Join an after school club, Learn to dance, Use computers to create your own website, Learn First Aid, Make new friends from other schools, Try camping*

Secondary school subjects

Do you know what subjects your study at secondary school?
Find them below – they are vertical, horizontal and diagonal!

M	A	F	S	E	H	M	G	E	O	H	I	M	J	E	E	A
F	M	A	M	W	S	L	U	S	M	I	S	E	T	T	I	S
R	U	D	A	N	C	E	Z	S	A	C	P	N	U	H	A	I
A	F	G	T	R	D	P	W	R	I	I	A	G	T	I	N	U
H	S	R	H	P	G	R	T	E	N	C	I	T	O	C	A	O
J	T	A	S	L	U	B	N	Y	R	A	N	E	R	S	S	L
T	U	B	J	E	I	C	Q	L	E	R	M	X	T	A	S	S
E	E	A	U	H	E	M	U	A	H	S	U	D	I	N	E	P
N	F	X	L	G	E	O	G	R	A	P	H	Y	M	D	M	A
G	I	M	T	V	M	A	I	T	Y	E	O	A	E	M	B	N
L	O	A	I	I	O	T	O	H	R	T	T	S	C	O	L	I
I	P	T	E	E	L	G	R	D	U	O	E	R	A	R	Y	S
S	P	U	F	O	S	E	E	K	R	M	P	T	T	A	E	H
H	I	S	T	O	R	Y	S	C	S	A	S	M	E	L	R	A
E	N	J	V	E	P	I	F	J	N	O	M	U	R	S	B	K
J	K	C	A	T	E	R	I	N	G	C	N	A	R	P	U	M
Y	Z	X	T	L	S	V	Z	C	O	M	P	U	T	I	N	G

Maths
English
Science
Geography
History

Art
Music
PE
Drama
Dance

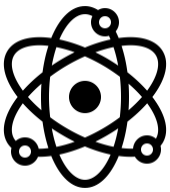
Textiles
Catering
Computing
Spanish
Assembly
Tutor Time

Secondary school subjects

What subject do you think each of these symbols represents?
Write it underneath the symbol!

_____

_____



_____

_____

_____

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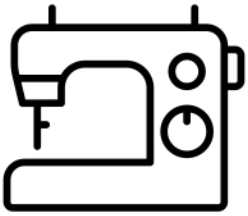
_____

_____



_____

_____

_____

_____

Which subject are you looking forward to the most? _____

What other subjects might you study? _____

What other subjects do you <u>want</u> to study? _____

Reading

Reading

Just like in primary school, Reading is one of the most important things you can do for your learning. Did you know that reading a high-quality book for just 30 minutes a day can improve your progress by over 3 months?

Here's how to get the most out of your daily reading:

1. Take time to choose a book you are going to enjoy
    - This is the most important thing! Reading a book you love will inspire you in so many ways – you might even read for longer than 30 minutes! Think about what sort of books and stories you enjoy. Are they adventure stories? Funny stories? You choose! Ask a friend, teacher or family member for a book recommendation!
2. Read for at least 30 minutes a day every day
    - The more you read, the more you'll learn!
3. Look up words or phrases you don't understand
    - Talk to a parent or teacher about them – you can even write them down to help you remember them
4. Talk about what you've read (once or twice a week)
    - You can talk to a sibling, parent, friend or teacher
    - Or you can write about what you've read!

Reading

In Year 7, we want to help everyone find books that they love – and we need your help!

We want to make a collection of book reviews and book recommendations from our amazing new Year 7s to help everyone when they're searching for their next book to get lost in.

So, calling all new Year 7 readers:

- What have you read recently that you liked?
- What book would you recommend a friend?
- What books do you love?

<u>Your tasks</u>

1. Write one book review (you can write more if you like!)
2. Write 4 book recommendations

Reading – book review

Draw a book cover, or a scene or setting from the book

Star rating:

Title: _____

Author: _____

Genre: *tick as many as you think apply*

- ☐ fiction
- ☐ non-fiction
- ☐ fantasy
- ☐ humour
- ☐ scary
- ☐ fairy tale
- ☐ adventure
- ☐ sports
- ☐ animals
- ☐ biography
- ☐ historical
- ☐ mystery
- ☐ other _____

Plot summary:

_____

_____

_____

_____

_____

What did you think of the book? Why?

_____

_____

_____

Reading – book recommendations

Title: _____

Author: _____

Genre: _____

Star rating: ☆ ☆ ☆ ☆ ☆

Brief summary: _____

_____

_____

Why do you recommend this book?

_____

_____

Title: _____

Author: _____

Genre: _____

Star rating: ☆ ☆ ☆ ☆ ☆

Brief summary: _____

_____

_____

Why do you recommend this book?

_____

_____

Reading – book recommendations

Title: _____

Author: _____

Genre: _____

Star rating: ☆ ☆ ☆ ☆ ☆

Brief summary: _____

_____

_____

Why do you recommend this book?

_____

_____

Title: _____

Author: _____

Genre: _____

Star rating: ☆ ☆ ☆ ☆ ☆

Brief summary: _____

_____

_____

Why do you recommend this book?

_____

_____

Keep on reading!

And talking about Reading! Here are some questions you can use at home to help you think more about what you've read!

Remember

When and where did the story take place?
Who are the main characters?
What does the main character look like?
How does the book begin?
Where in the book would you find...?

Understand

What is the book about?
From whose point of view is the story told?
What is happening?
What might this mean?
Which part do you like best? Why?

Apply

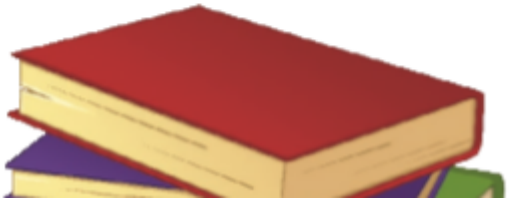
Can you think of another story with a similar theme?
Can you think of another story character similar to a character in this book?
Have you had any similar experiences?
Which stories have openings like this?
Can you think of another author who writes in a similar style?

Analyse

How has the author used description to show how this character is feeling?
How does the layout help...?
Can you explain why...?
Why did the author choose these words?
What evidence can you use to support your view?

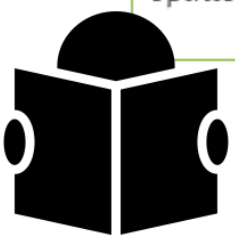
Create

Which text/story is better? Why?
Which parts of the text could be improved?
Which text is more persuasive? Why?
Did it have an effective ending?
Who would you recommend this to?



Evaluate

Using the evidence in the text, what do you think about...?
If you were the main character, how would you have reacted to this?
What would this character think?
Are there any other reasons why this might have happened?
Have the views in this text affected your opinion? Why? How?



Keep on reading!

Here's a reading game you can play at home with dice!

1. Choose a chapter book at home to read with someone
2. Read two pages together
3. Take turns to roll the dice and answer the question
4. Read the next two pages and roll again!

Summary

Retell 6 events or facts from the 2 pages you have just read.

Roll a One

Questions

Write down 3 questions or statements beginning with 'I wonder...'.

Roll a Two

Imagine

Describe what you think you would see, hear, smell and feel in this part of the book.

Roll a Three

Read Between the Lines

What do you think will happen next? Use this formula to record your thoughts...

Text clue + Background knowledge = What I think will happen

Roll a Four

Key Facts

Choose 2 key facts from what you have read. Make sure you record why you think they are important.

Roll a Five

Tricky Words

Find 5 words that you are not sure how to say or what they mean. If you knew all the words, find 5 that others might find tricky.

Roll a Six

English

English

At secondary school, English is a bit different, but you'll still use all the skills you learnt at primary school. We read a wide variety of texts which include fiction and non-fiction, and texts from a range of cultures and time periods. With these amazing texts, we try to understand them a bit better, like understanding the characters and what the author wanted us to think and feel.

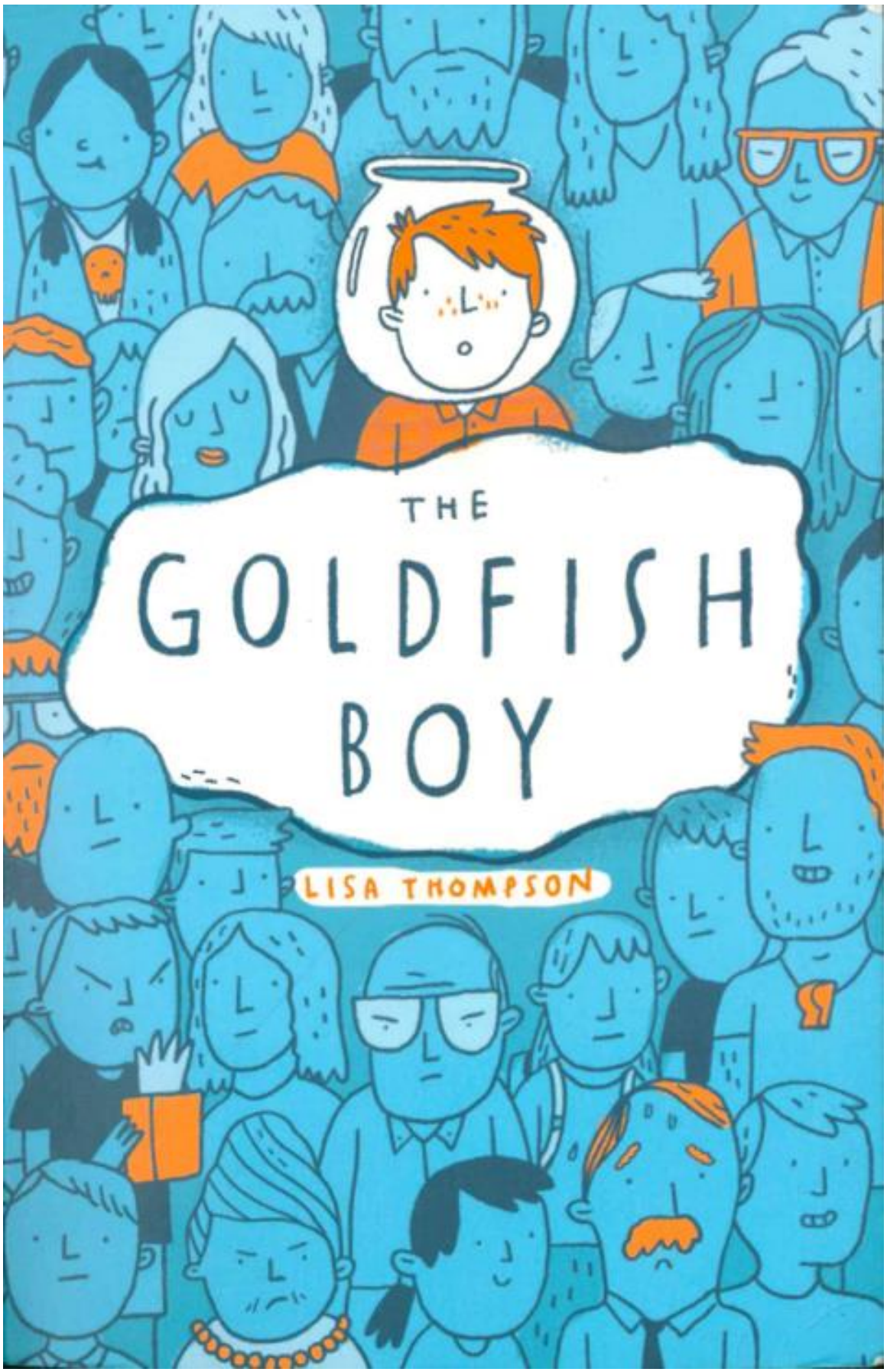
English is very important as it teaches you how to communicate your ideas effectively to other people. Also, through improving your reading and listening skills, it means that others can communicate their ideas to you.

English

On the following pages, is the first chapter of the book, *"The Goldfish Boy"*. You will read the rest of this book in Year 7, so this will give you a headstart! Then you will have lots of different ways you can think about the chapter, the characters and the author's intention and predict what will happen in the rest of the book! You can draw, write or even paint if you want to!

Your new secondary school teachers can't wait to see what you come up with!

English



Chapter 1

Mr Charles had sunburn right on the top of his head.

I saw it while he was inspecting his roses. He studied each flower, giving the larger ones a little shake to see if any petals fell off as he edged along the pathway. The big, bald patch on his head was now a bright red, shiny circle surrounded by white, fluffy hair. He should have been wearing a hat in this heat but I guess it's hard to notice if the top of your head is burning when you're busy doing things.

I noticed though.

I noticed a lot of things from the window.

It's not like I was doing anything wrong. I was just watching my neighbours to pass the time, that's all; it's not like I was being nosy. And I didn't think the neighbours minded. Occasionally Jake Bishop from number five would shout things up at me — things like "Weirdo", "Freak" or "Nutter". It had been a long time since he'd actually called me Matthew — but then he was an idiot so I didn't really care what he said.

I lived in a quiet, dead-end street in a town full of people who said how great it was that they didn't live in that big, smelly city of London — and who then spent most of their mornings desperately trying to get there.

There were seven houses in our little cul-de- sac. Six of them looked the same, with square bay windows, uPVC front doors, and whitewashed walls. But the seventh house, stuck between number three and number five, was very different. Built from blood-red bricks, the Rectory looked like a guest at a Halloween party where no one else had bothered to dress up. Its front door was black with two triangular windows at the top that were covered from the inside with some old cardboard. Whether it had been put there to stop the draughts or to stop anyone from peering in, who knew?

Dad told me a developer had tried to flatten the Rectory twenty years before when our houses were being built, but it dug its hundred-year-old foundations in and somehow managed to stay, like a rotten old tooth. The vicar's widow, Old Nina, still lived there though I rarely saw her. There was a lamp in the front room window that she left on day and night; a glowing orange ball behind the grey curtains. Mum said she kept a low profile because she was frightened that someone from the church was going to make her move out, since, with her husband dead, it wasn't really her house any more. On her front step she had three pots of flowers that she watered every morning at ten o'clock.

I watched her and the other neighbours from the spare room at the front of the house. I liked it in there. The lemon walls were still shiny-clean and it had that freshly decorated feel, even though it had been five years since it had happened. Mum and Dad called this room the office since we kept the computer in there, but we all really knew it as the nursery. Hanging in a corner there was a baby's cot mobile made of six padded, stripy elephants, which dangled pointlessly over a tower of unopened boxes and shopping bags. Mum had put the mobile up as soon as she'd got home from her shopping marathon, even though Dad said it was unlucky.

"Don't be silly, Brian. We need to make sure it works, don't we?"

She had wound the little key at the top and we'd all watched as the elephants twirled around and around to "Twinkle, Twinkle, Little Star". When the music had stopped I'd clapped — I was only seven then and you do silly stuff like that when you're that age. Mum said she'd unpack the rest of the shopping another time, but she never did. The bags are still where she left them: nappies, bottles, a sterilizer, a monitor, tiny vests. Everything my baby brother would have needed if I hadn't … well, if he were alive.

The office had a window that looked out on to the street, and I saw my neighbours begin their day:

9:30 a.m. Mr Charles is deadheading his roses again. He's using some new clippers with red handles. The top of his head looks sore with sunburn.

Mr Charles could have been anything from sixty-five to ninety-five — he never seemed to get older. I thought he'd just found an age he quite liked and stopped right there.

9:36 a.m. Gordon and Penny Sullivan appear from number one. Gordon gets into their car as Penny waves to Mr Charles 1 from across the street.

Mr Charles waved back and twirled his garden clippers on his finger like a cowboy, then snipped at the air three times, the silver blades glinting in the sunlight. Penny laughed. Her eyes squinted and she put her hand up to shade them but then her face dropped. She'd spotted something: me. Mr Charles followed her gaze and they both stared at me looking at them from my window. I quickly stepped away and vanished from view, my heart thumping. I waited until I heard Gordon's car reverse out of the driveway and then I looked out on the street again.

9:42 a.m. Penny and Gordon leave to do their weekly supermarket shopping.

9:44 a.m. Melody Bird appears from number three dragging their dachshund, Frankie, behind her.

It was the weekend, which meant it was Melody's turn to walk their dog. Her mum, Claudia, took him out during the week, but I didn't know why they bothered — he never seemed happy about it, and he spent the length of our road trying to turn back. Melody picked at the wool on the sleeve of her black cardigan as she walked along, stopping every three steps for the little dog to catch up with her. She practically lived in that black cardigan, even though it was about thirty degrees out there. They stopped at a lamp post while Frankie had a sniff, before digging his paws in and trying to get home, but Melody dragged him onwards and they disappeared down the alleyway that led to the graveyard at the back of the Rectory.

9:50 a.m. The door to number seven opens and the "newlyweds" appear.

Mr Jenkins and his wife, Hannah, lived next door on the side we're not attached to. They were known on the close as the "newlyweds" even though they'd been married for nearly four years now. Hannah was always smiling even when she didn't realize someone was watching her.

"I'm not sure it's good for you to run in this heat, Rory," she said, grinning away.

Mr Jenkins ignored her as he reached his arm up high and stretched over to one side. He taught PE at my school and, in his opinion, if you didn't exercise then there wasn't really any point in you existing. I was definitely on his list of "nobodies" and tried my best to keep off his radar.

Wearing a tight white top and blue shorts he lunged along their pathway with his hands on his hips.

"Don't be too long," Hannah said. "We've still got to decide on a car seat, remember?"

Mr Jenkins grunted at her. I looked down at the step and flinched when I saw her large, pregnant stomach. She rested her hand on top, patting herself rhythmically, and then she turned and disappeared into the house. I let go of a breath I'd been holding.

Mr Jenkins set off towards the High Street, waving at Mr Charles, who was too busy with his flowers to notice. He studied each rose as they bobbed in the breeze like tight bundles of pink candyfloss on a fairground stall. Any that weren't up to scratch he snipped off and dropped into a plastic pot. When he'd finished he walked back around the side of the house carrying the pot of dead roses.

10:00 a.m. No sign of Old Nina watering her pots.

It was no surprise I hadn't seen her yet, considering how busy the close had been so far this morning.

The door of number five opened and a boy my age appeared. He walked down his driveway and looked in one direction only. Straight at me. This time I didn't duck away but stood my ground and stared back. Stopping in front of our house he tipped his head back and made a grotesque, gaggling noise before launching a great lump of phlegm on to our path. I gave him a slow handclap through the window, ignoring how sick I felt. He frowned when he saw my hands, and I quickly put them behind me. Giving our wall a good kicking, he turned and headed off along the street.

10:03 a.m. Jake Bishop - still an idiot.

Once Jake had gone there wasn't much to see. Mr Jenkins returned from his run, his white T-shirt dark with sweat. Penny and Gordon Sullivan unloaded eleven shopping bags from their car boot. Melody returned from her walk holding Frankie under one arm; the dog looked rather pleased with himself.

And then the cul-de-sac was still.

Until the Rectory door slowly opened.

10:40 a.m. Old Nina is on her step, looking very nervous. She has her little silver watering can in one hand.

The elderly lady was dressed in a black skirt, cream blouse and peach cardigan. She trickled water into each pot for a count of five before moving on to the next one. As she did this, her eyes flickered around the close. She'd just begun to water the final pot when a car turned on to the street. Leaving the watering can on the step, she slipped back inside, slamming her heavy front door behind her.

The car driving slowly down the road was one of those that Dad said costs a "small mortgage". It certainly didn't belong to any of the neighbours. It was so shiny our houses were reflected in its black doors as it circled the cul-de-sac, coming to a stop outside number eleven. I grabbed my notebook as I watched, waiting for the doors to open.

10:45 a.m. There is a really posh black car on the close. I've never seen it before and it's parked right next door! Does Mr Charles have a visitor?

This was *very* interesting. I knew my neighbour's schedules inside and out but now it looked like there was someone new visiting the close. I tried to see inside the car but it had heavily tinted windows so I couldn't make anything out. It hummed quietly for a while and then the engine was turned off. The driver's door opened.

A woman, wearing sunglasses that were so big they covered most of her face, got out and looked around the cul-de-sac. She brushed her hair from her face then slammed the door shut. Mr Charles appeared and walked quickly down his path, wiping his hands on the front of his shirt.

"Darling!" he said, stretching his tanned arms towards her.

"Hello, Dad."

She held him at a distance and turned her cheek for him to kiss, then she went to the car and opened the back door. A small girl of around six or seven climbed out carrying a porcelain doll. I stood closer to the window but I could only catch a few words.

". . . must be Casey! And who's this? Is she coming to stay?"

Mr Charles went to stroke the doll's hair but the girl twisted around so it was out of reach. It looked like something from an antique shop, not a kid's toy. The woman in the big sunglasses emerged from the backseat of the car with a blond-haired boy who she plonked on the pavement. Mr Charles held his hand out to the toddler.

"Pleased to meet you, Teddy. I'm your granddad."

The boy cuddled a pale blue blanket, rubbing a corner against his cheek as he stared at the crinkly hand reaching towards him. The hand dangled there awkwardly between them, and then Mr Charles gave up and went to help his daughter with the luggage. They talked for a while but their backs were to me so I couldn't hear what they were saying.

The woman put two black suitcases by the gate and then she held each child's face in her hands, saying something, before giving them each a quick kiss on the forehead. Squeezing Mr Charles on the arm she got back into the car. The engine purred to life and the dark, shiny car drove slowly to the end of the road. The three of them stood watching until it was out of sight.

“Right! Let’s get you two inside, shall we?”

Mr Charles flapped his arms at the kids and herded them like sheep towards the house, his face a mad grin. The little boy stopped, still rubbing the blanket to his cheek as he reached for one of the roses next to the pathway.

“Ah, ah, ah, no touching!” said his grandfather and he waved his arms again, steering them in through the front door.

A minute later he was back, dragging the two black suitcases behind him. He glanced up at me and I quickly stepped away, but not before noticing his wide smile had vanished.

English

We hope you enjoyed the first chapter. Here are some things you can do to help you think about what you have read.

Choose 2 tasks from <u>each set</u>.

Task set 1:

- Draw a story map the first chapter
- Learn to tell the main events of the first chapter orally (out loud)
- Draw or paint a character from the story

- Draw or paint a setting from the story
- Draw a comic strip of the main events

Task set 2:

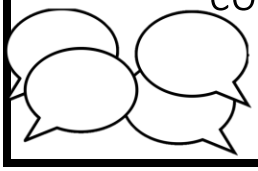
- Write a description of the character
- Write a description of the setting

- Write a book review of the first chapter

- Write a diary entry as a character

- What do you think will happen next? Write a prediction of what you think will happen next
- Finish the story yourself! Write your own continuation or ending of the story.

- Write a news article about the events
- Write a conversation between two or more characters that could have happened before or after the chapter



English

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English

In secondary school, you will think a lot about how the writing affects the reader and why the writer chose to write they way they did.

Have a look at the exerts and questions below. Can you remember to use the reading skills you learnt in year 6?

1.

Mr Charles flapped his arms at the kids and herded them like sheep towards the house, his face a mad grin.

What does this exert tell you about Mr Charles' character? Think about the word choices used. Use evidence to support your answer.

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English

Have a look at the exerts and questions below. Can you remember to use the reading skills you learnt in year 6?

2.

Dad told me a developer had tried to flatten the Rectory twenty years before when our houses were being built, but it dug its hundred-year-old foundations in and somehow managed to stay, like a rotten old tooth.

What language feature is used in the phrase *"like a rotten old tooth"*?

_____

Why do you think the author chose to use this phrase? What does it make you think of the Rectory?

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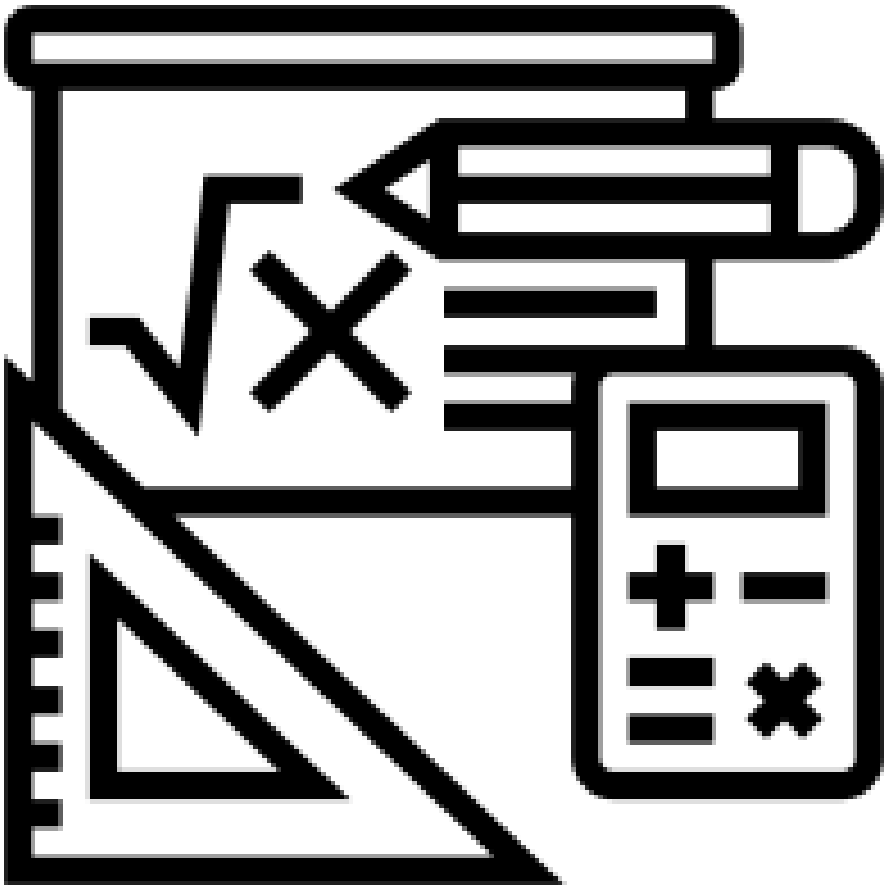
Maths



Maths

Mathematics is fundamental to being human and we can appreciate it within our world in the same way as languages, literature, art or music. The beauty of mathematics is that every human can appreciate it and think mathematically, given support and opportunity. This is what your teachers aim to do!

In primary school, you develop your foundations for maths and when you arrive at secondary school, your new teachers will help you to develop your wider skills to reason, communicate, think systematically, problem solve, and work with others!

One of the best part of learning mathematics, is the journey you take towards your answer. In year 7, you will be asked to work in teams, explore some new mathematical ideas, justify your conjectures and prove them right!

Maths

In Year 7, you will spend some time refreshing the things you have learnt in primary school and using these skills to move on to more challenging learning. You will also do lots of investigation to train you problem solving brain – this is one of the most important mathematical skills you can have!

First, let's recap on some of our arithmetic skills from Year 6.

- Long division
- Multiplying decimals
- Dividing decimals
- Negative numbers

Then, let's try some problem solving and stretch out brains!

Maths

Long division

Do you remember how to do long division? Here's a refresher in case you've forgotten:

LI: To divide by 2-digit numbers

$3264 \div 24$

1. Put the dividend (first number) in the bus stop
2. Put the divisor (second number) outside the bus stop
3. How many 24s can fit into 3? 0
4. Carry the 3
5. How many 24s can fit into 32? 1
6. What's left over?
7. How many 24s can fit into 86?
8. What's left over?
9. How many 24s can fit into 144?

$$\begin{array}{r} 0136 \\ 24\overline{)3264} \\ {\scriptstyle 3\ 8\ 14} \end{array}$$

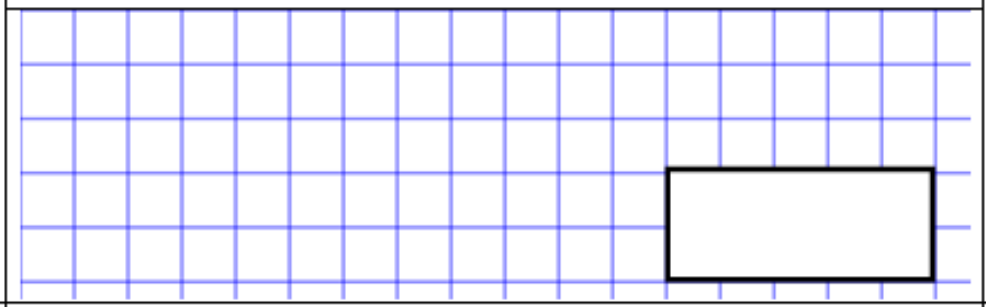
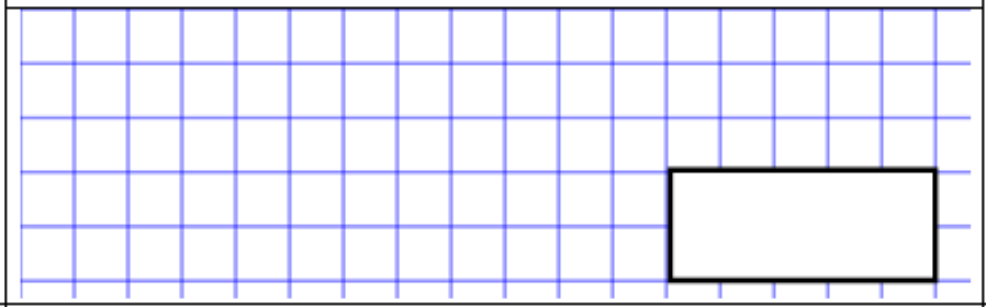
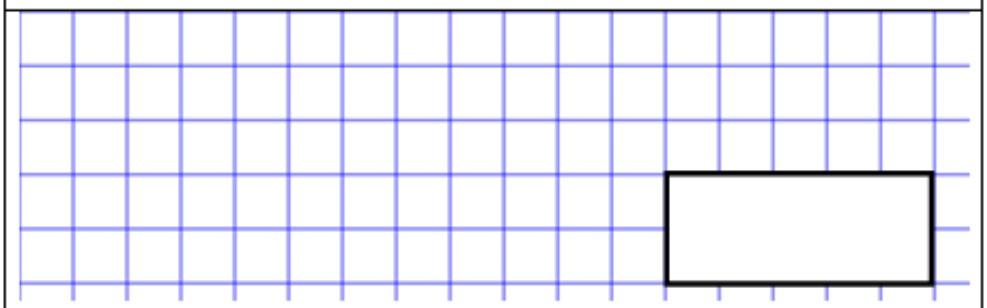
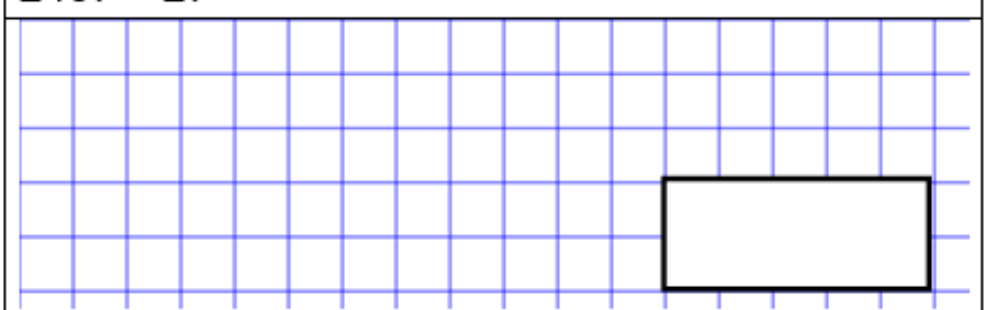
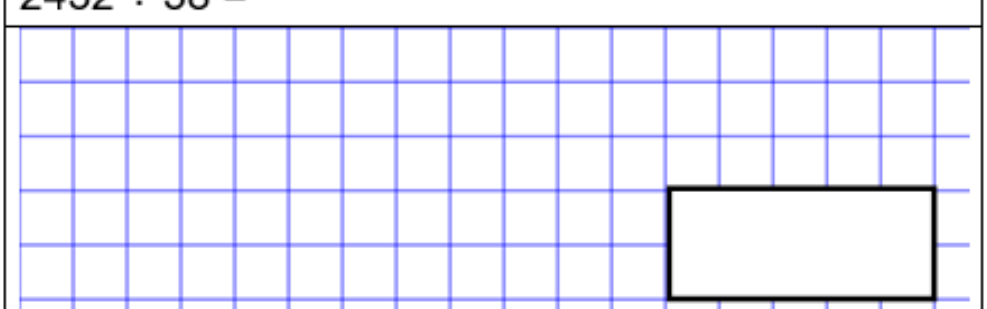
$$\begin{array}{r} {\scriptstyle 2\ 1} \\ 32 \\ -24 \\ \hline 08 \end{array} \qquad \begin{array}{r} {\scriptstyle 1} \\ 24 \\ \times\ 3 \\ \hline 72 \end{array}$$

$$\begin{array}{r} {\scriptstyle 1} \\ 86 \\ -72 \\ \hline 14 \end{array} \qquad \begin{array}{r} {\scriptstyle 1} \\ 24 \\ \times\ 4 \\ \hline 96 \end{array}$$

$$\begin{array}{r} {\scriptstyle 2} \\ 24 \\ \times\ 6 \\ \hline 144 \end{array} \qquad \begin{array}{r} {\scriptstyle 2} \\ 24 \\ \times\ 7 \\ \hline 168 \end{array}$$

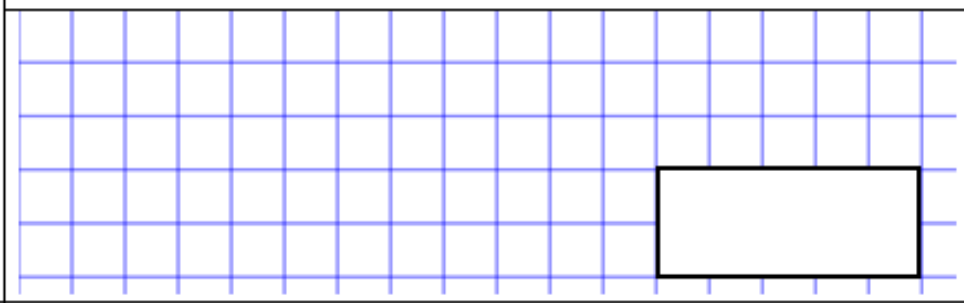
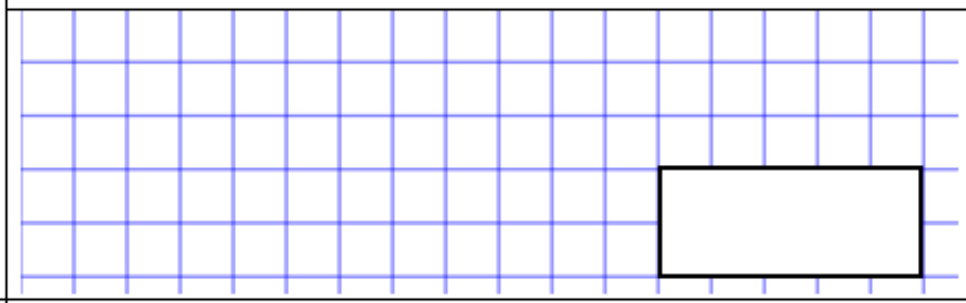
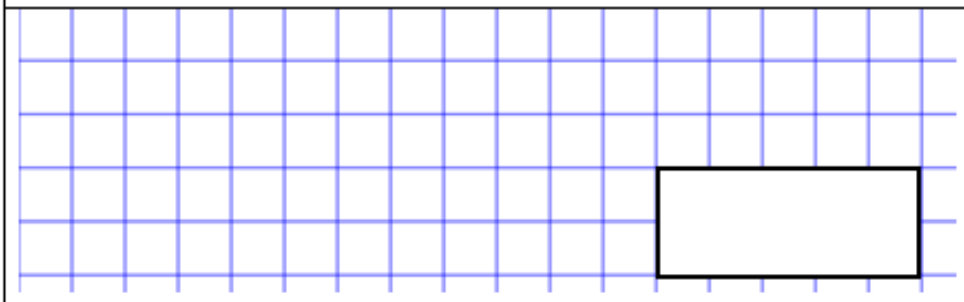
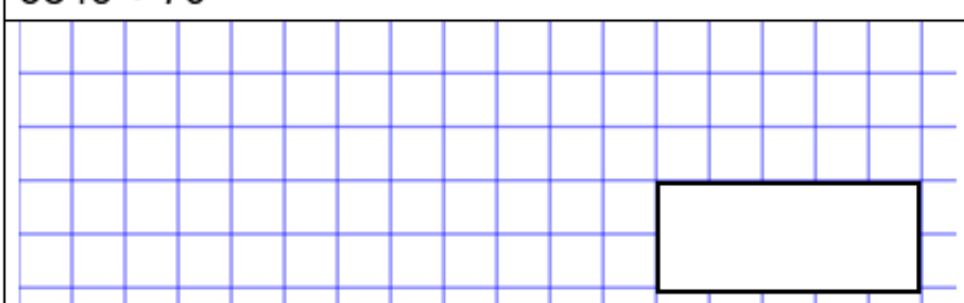
Maths

Long division

1.	345 ÷ 15 = 	
2.	5194 ÷ 14 = 	
3.	1184 ÷ 16 = 	
4.	2457 ÷ 27 = 	
5.	2432 ÷ 38 = 	

Maths

Long division

6.	1813 ÷ 49 = 	
7.	1862 ÷ 38 = 	
8.	5529 ÷ 57 = 	
9.	6596 ÷ 68 = 	
10.	5846 ÷ 79 = 	

Maths

Multiplying decimals

Do you remember how to multiply decimals? Here's a refresher in case you've forgotten:

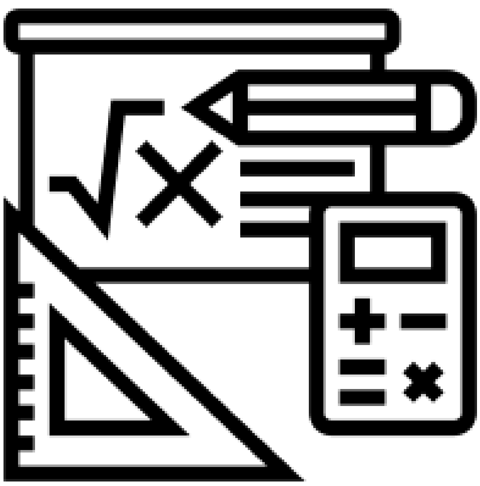
$$2.4 \times 2.3$$

1. Imagine the decimal points aren't there and line up your calculation
2. Multiply like normal
3. Count how many digits are after the decimal point in the original question in both numbers
4. Count the same number of decimal places in your answer
5. Place your decimal point

$$\begin{array}{r} 24 \\ \times\ 23 \\ \hline 72 \\ 480 \\ \hline 5.52 \end{array}$$

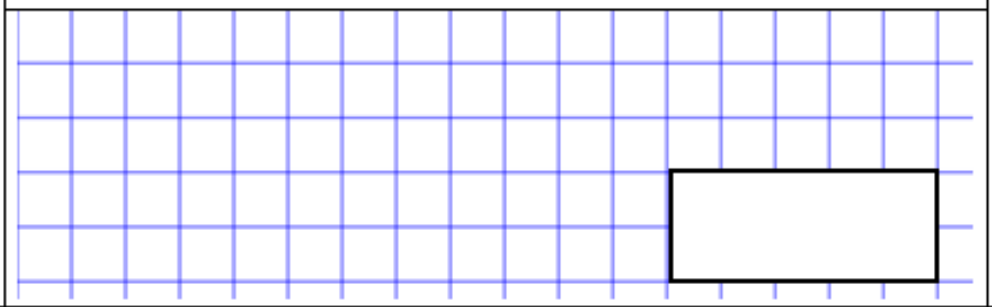
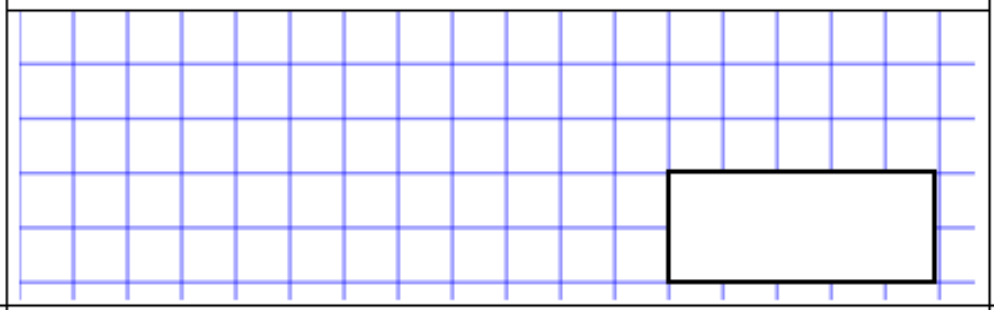
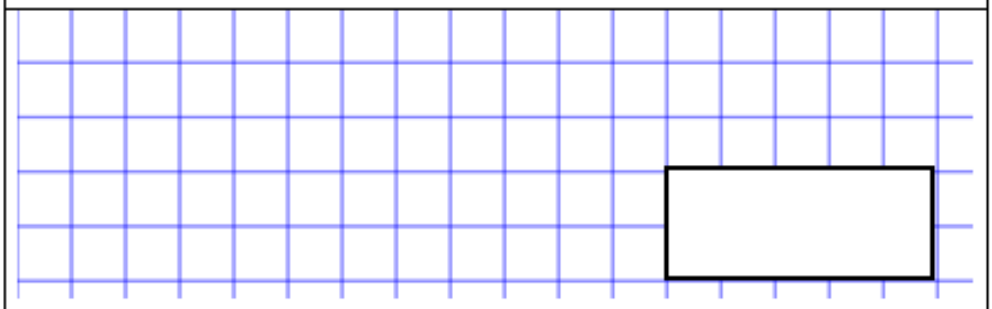
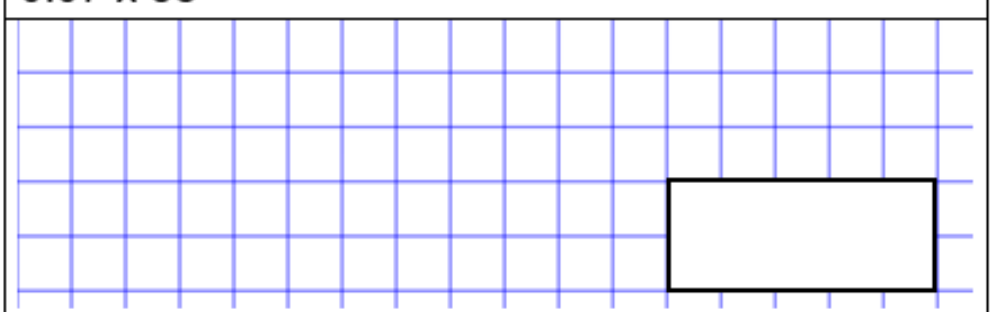
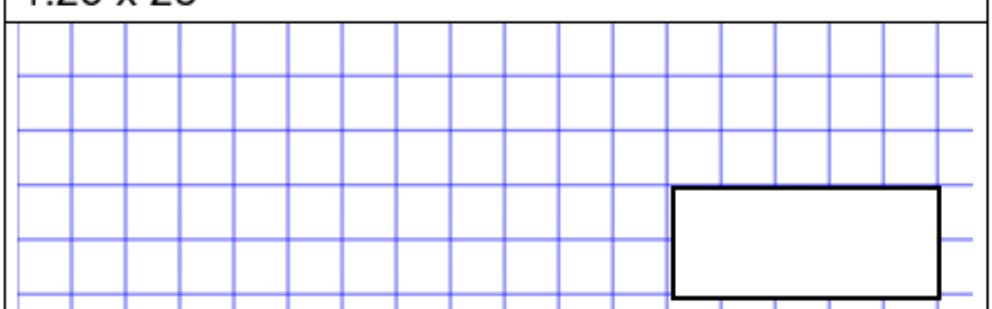
$2.\underline{4} \times 2.\underline{3}$

1 2



Maths

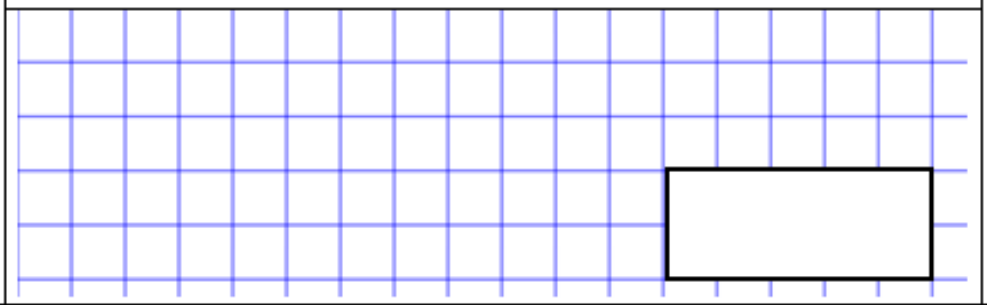
Multiplying decimals

1.	0.6 x 24 = 	
2.	0.09 x 37 = 	
3.	0.8 x 38 = 	
4.	0.07 x 38 = 	
5.	1.25 x 23 	

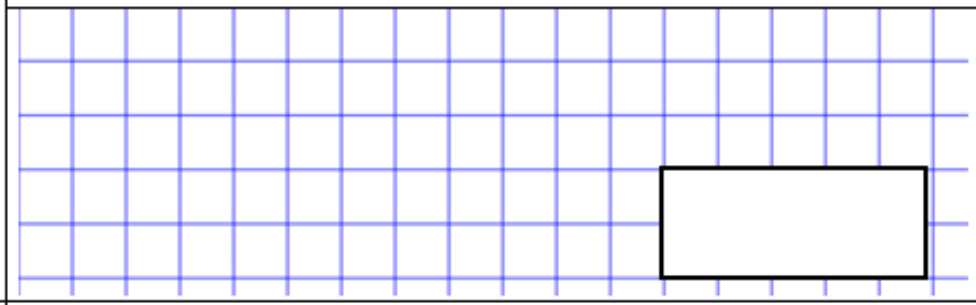
Maths

Multiplying decimals

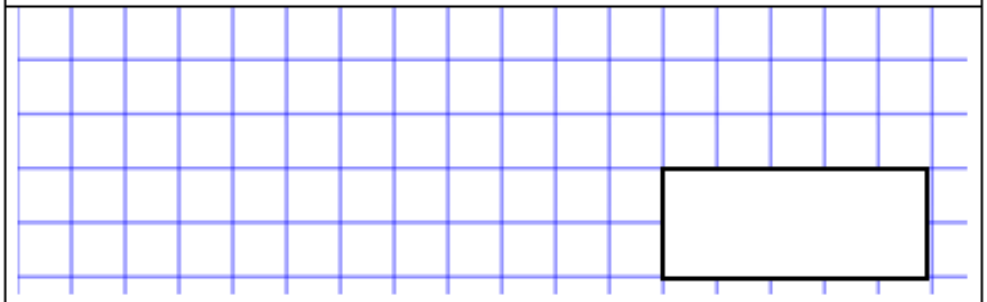
6. 4.3 x 12



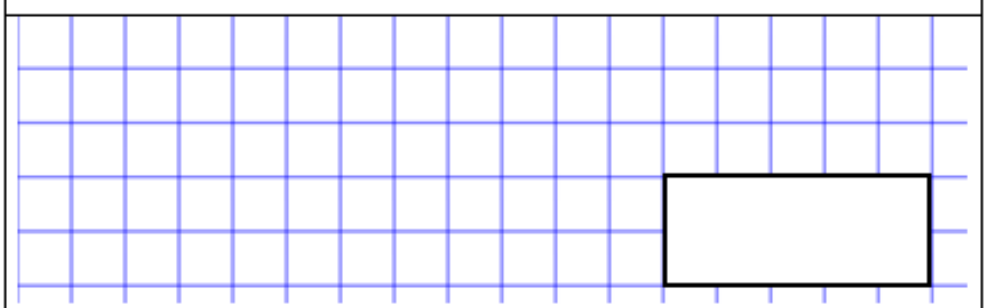
7. 17.8 x 2.1



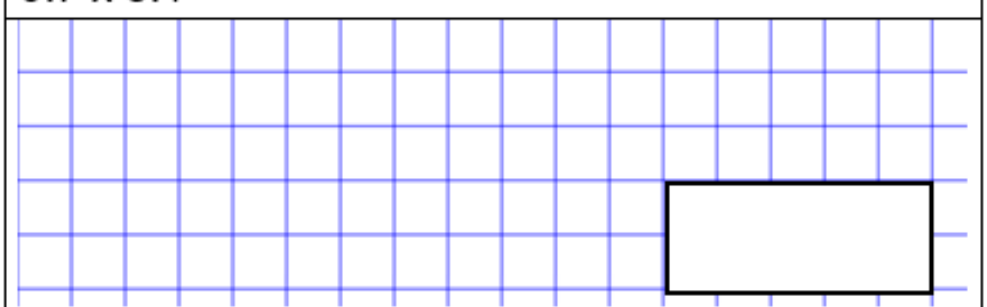
8. 1.43 x 1.4



9. 2.5 x 2.3



10. 9.7 x 3.1



Maths

Dividing decimals

Do you remember how to divide decimals? Here's a quick refresher in case you've forgotten:

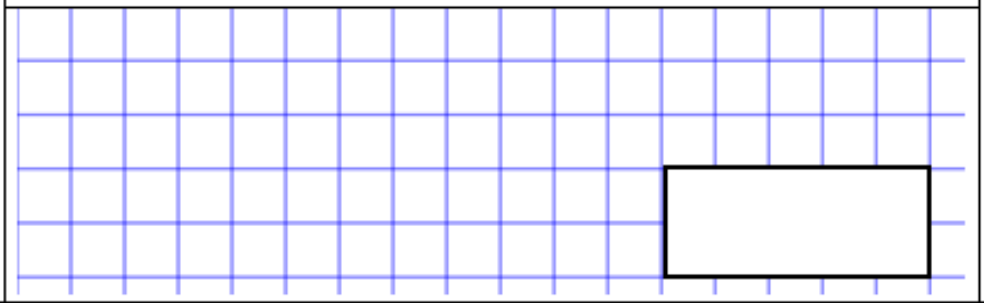
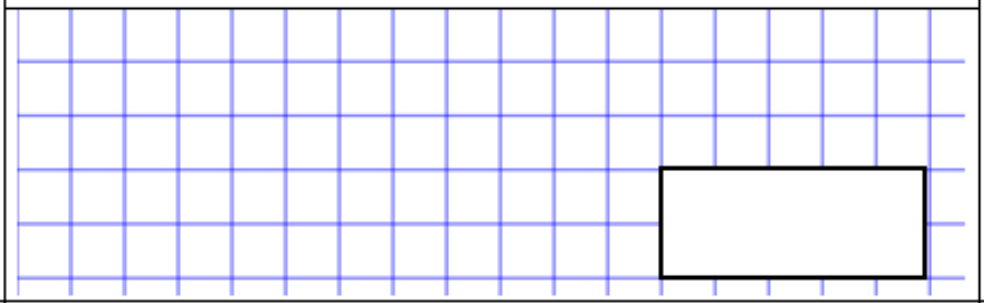
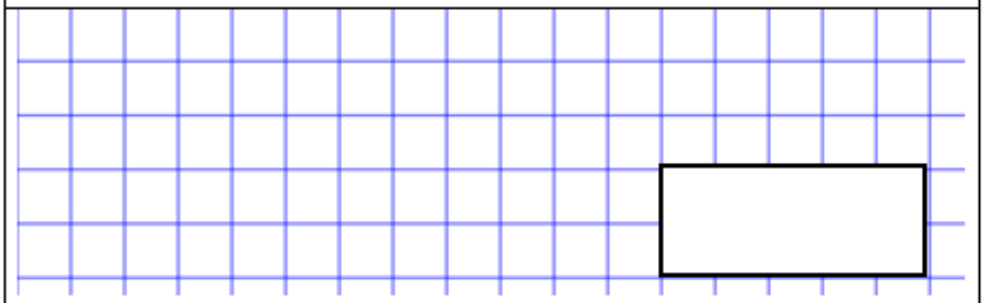
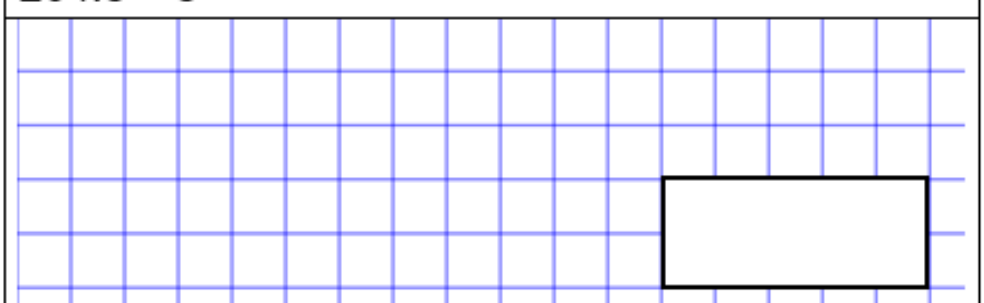
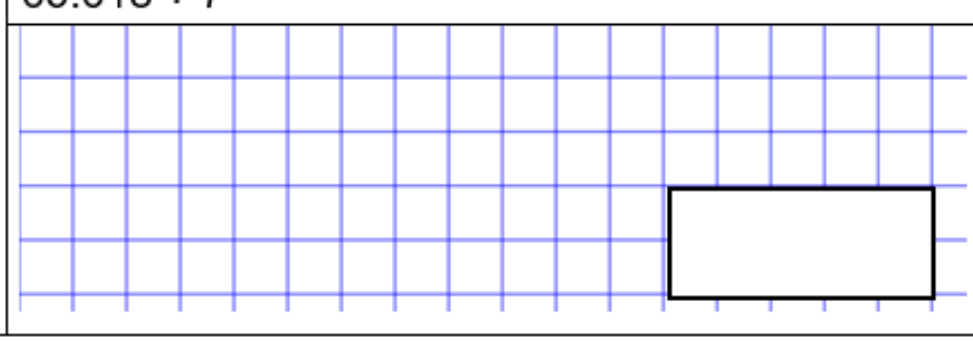
$$2.88 \div 6$$

1. Put the dividend (first number) in the bus stop
2. Put the divisor (second number)
3. Put the decimal point in directly above where it is in the dividend
4. Divide like normal

$$\begin{array}{r} 0.48 \\ 6\overline{)2.^{4}88} \end{array}$$

Maths

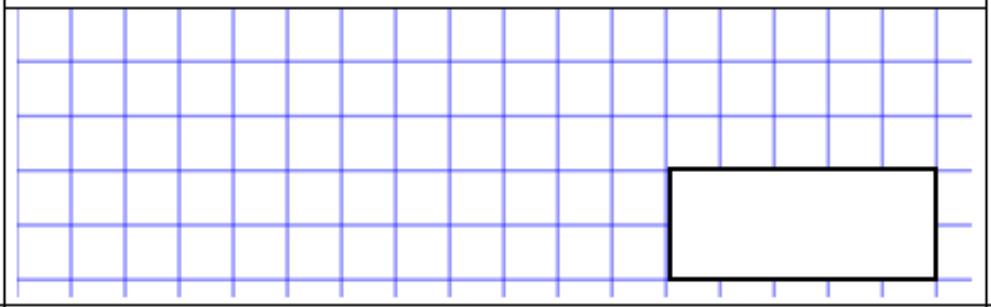
Dividing decimals

1.	100.8 ÷ 3 = 	
2.	1.035 ÷ 9 = 	
3.	1.001 ÷ 7 = 	
4.	204.8 ÷ 8 = 	
5.	65.618 ÷ 7 = 	

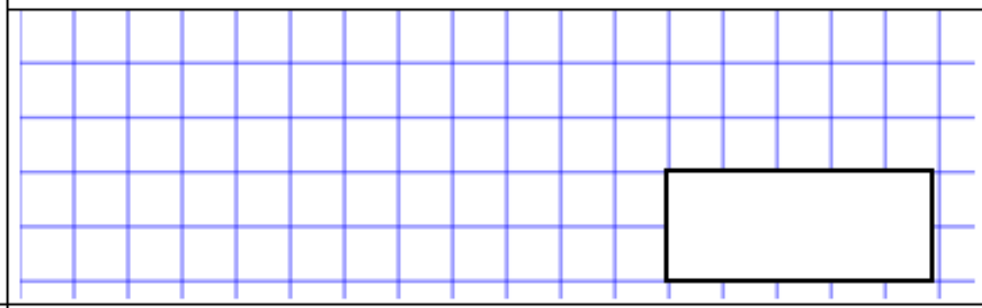
Maths

Dividing decimals

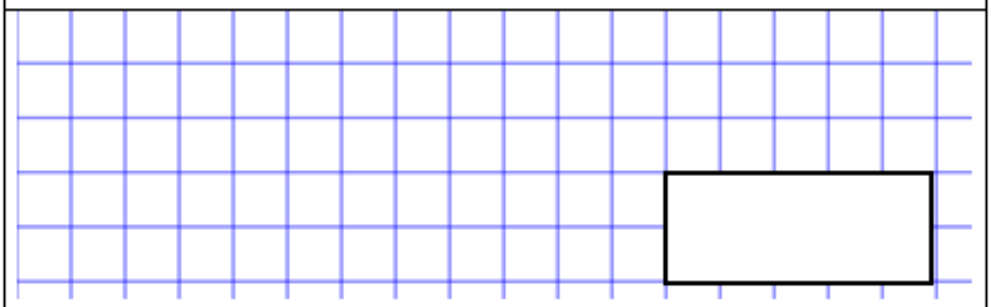
6. 111.24 ÷ 9 =



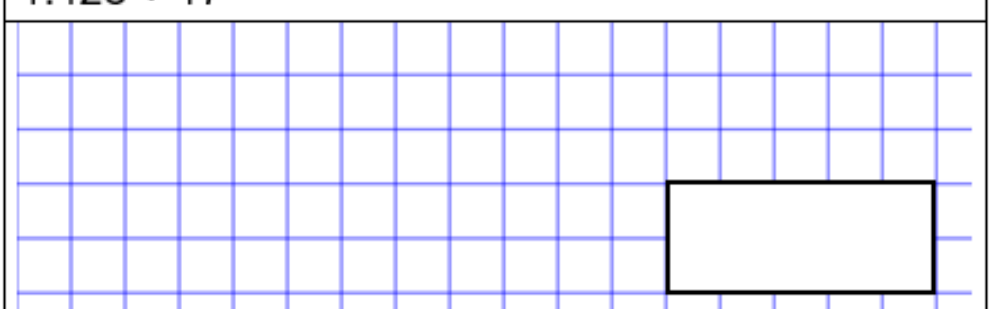
7. 106.8 ÷ 12 =



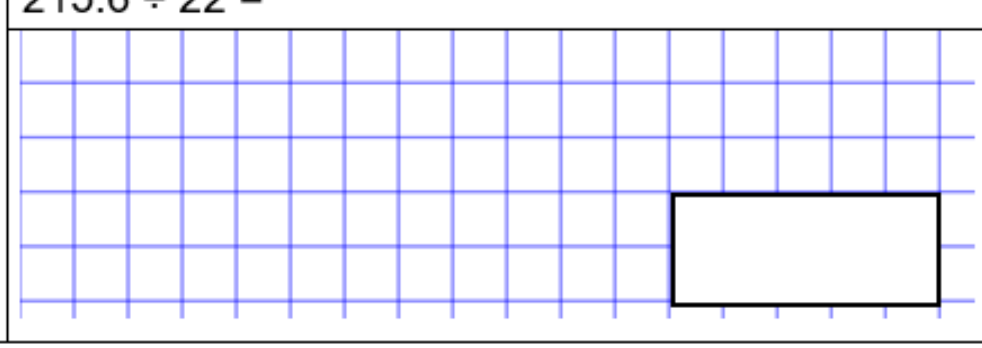
8. 14.04 ÷ 26 =



9. 1.428 ÷ 17 =



10. 215.6 ÷ 22 =



Maths

Negative numbers

Do you remember how to solve problems with negative numbers? Here's a refresher in case you've forgotten:

The different symbols tell you whether to add or subtract with the two numbers.

1. + + means +
   - + means -
   - - means +
   - means -

2. If the minus is in front of the bigger number, the answer is a minus.

   If the minus is in front of the smaller number, the answer is not a minus.

   If there are minuses in front of both numbers, the answer is a minus.

Example 1: - 7 + 12

- + means - so, 12 - 7 = 5

The minus is in front of the smaller number, so the answer is not a minus.

Answer = 5

Example 2: 5 - 9

- means - so, 9 - 5 = 4

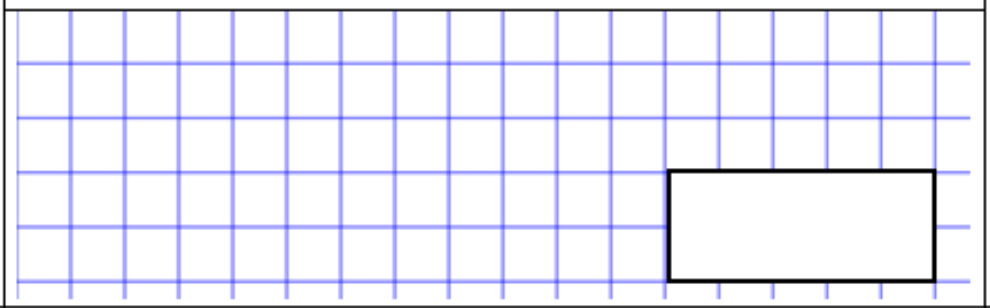
The minus is in front of the bigger number, so the answer is a minus.

Answer = - 4

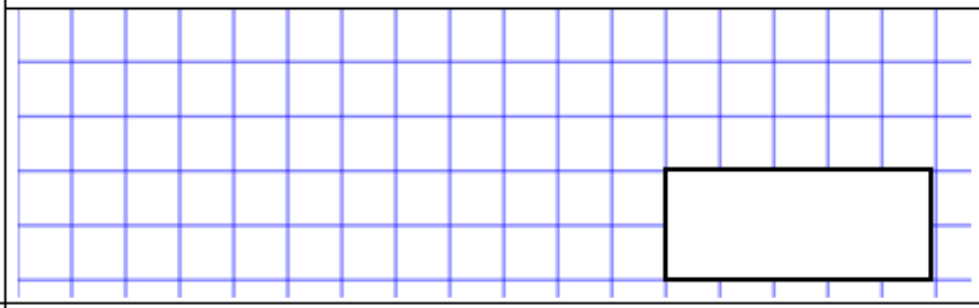
Maths

Negative numbers

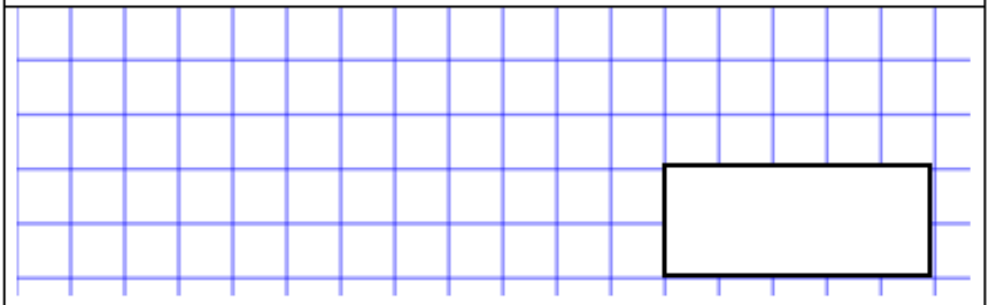
1. 5 - 11



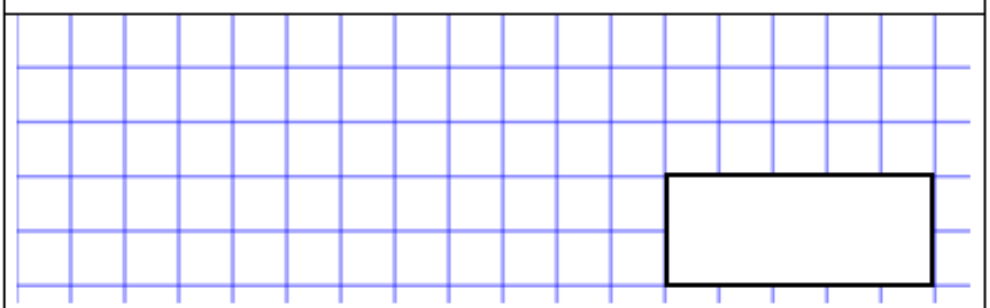
2. 7 - 14



3. - 5 + 13



4. - 9 + 12

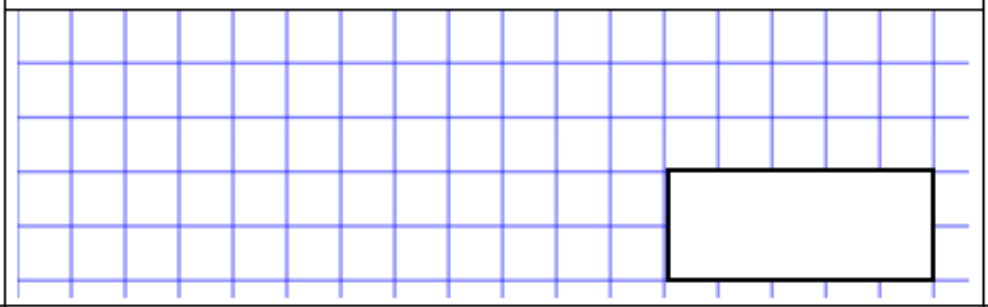


5. - 12 + 3

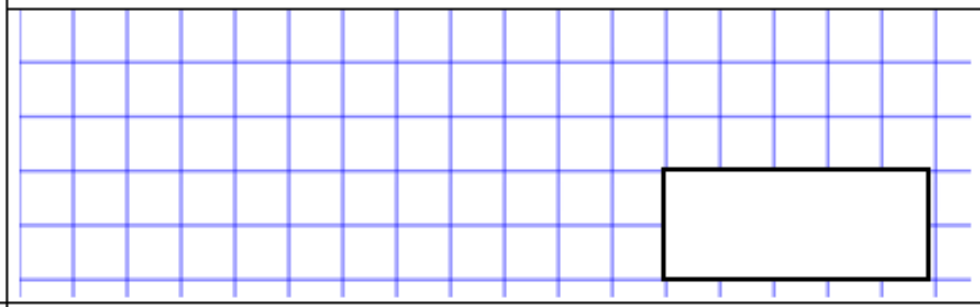
Maths

Negative numbers

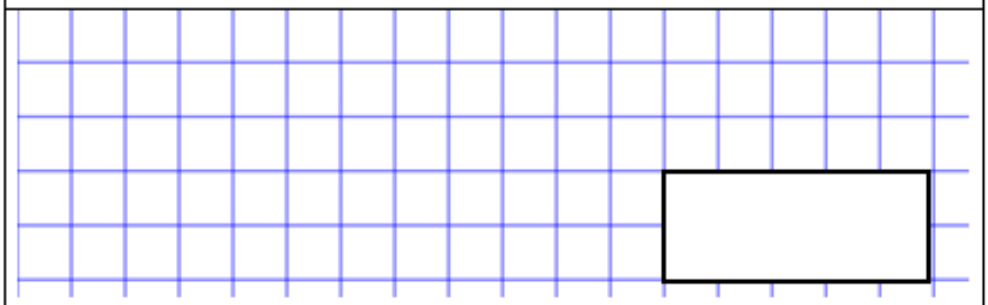
6. - 15 + 7



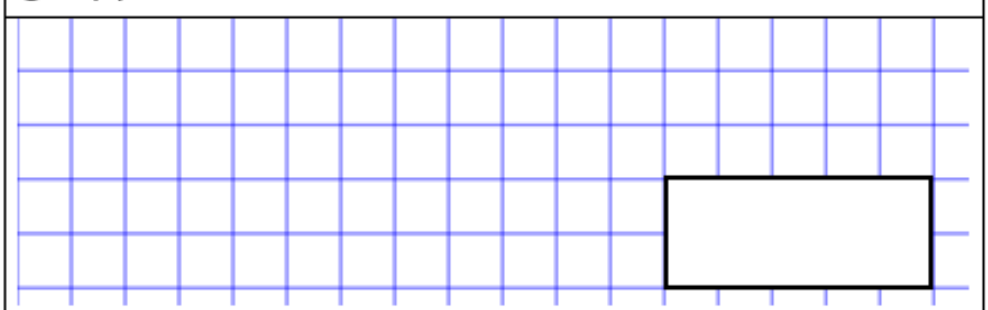
7. - 8 - 4



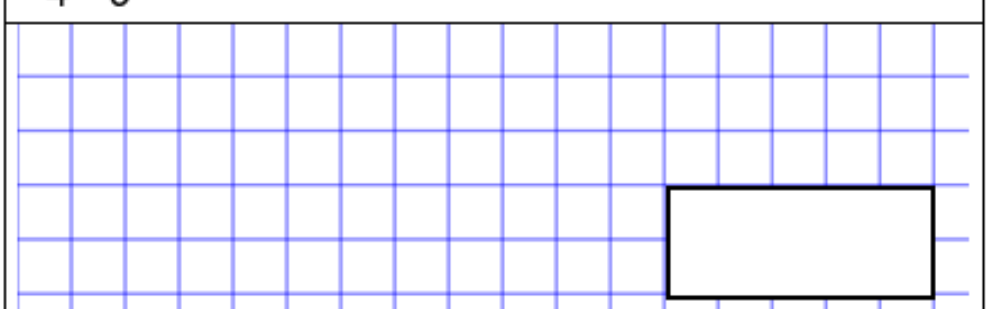
8. - 9 - 8



9. 8 - 11



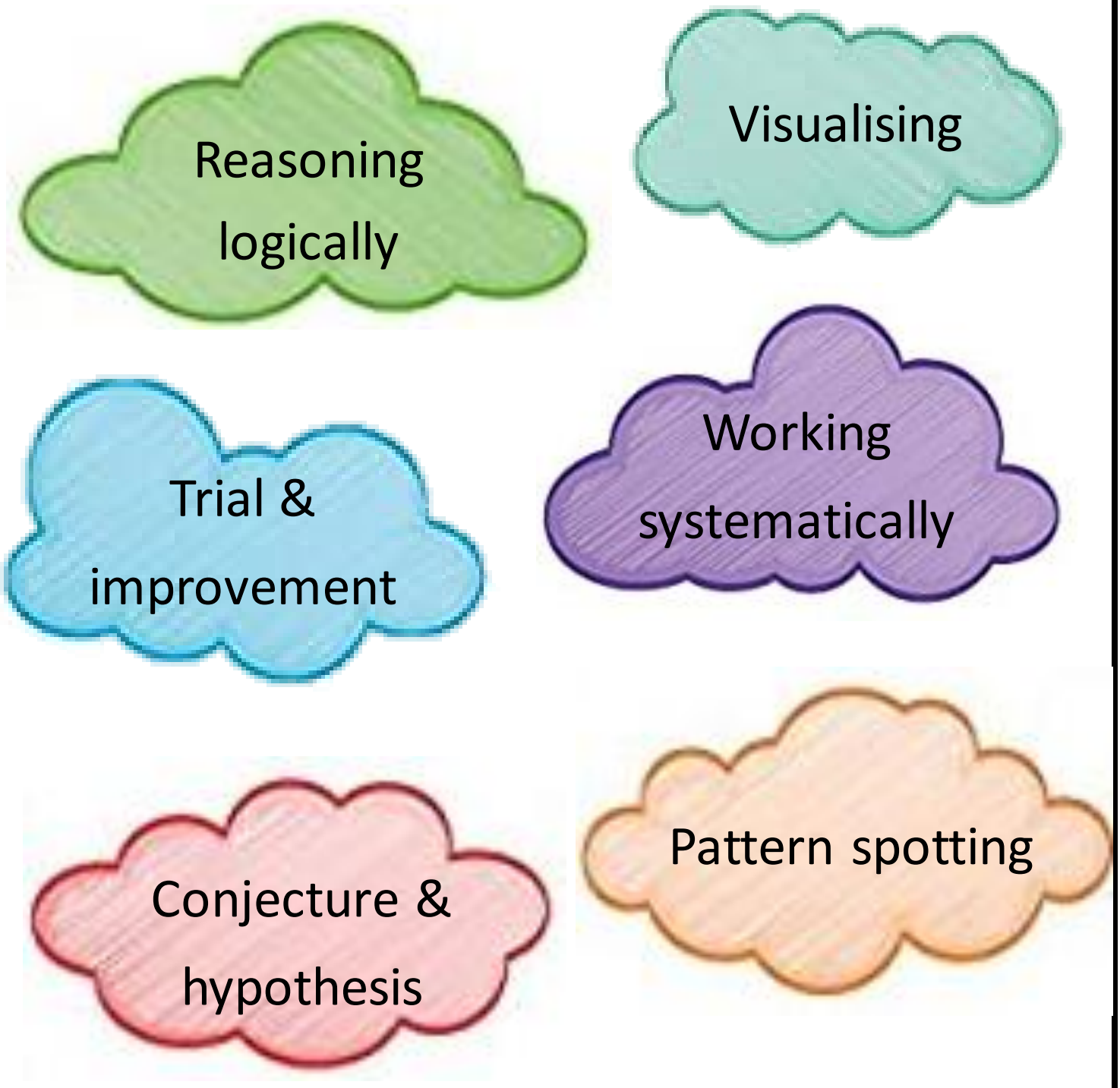
10. - 4 - 9



Maths

Now, it's time for some investigations and problem solving.

There are 6 main problem solving strategies that you can use to help yourself with these problems:



Maths

Here's a warm up!

Starfish Spotting!

I can see 28 'arms' on the beach.

How many children could there be?
How many starfish could there be?

Maths

Use this paper to have a go!

Maths

Ready for the next challenge?

Two-digit targets

You have a set of the digits from 0-9.

0	1	2	3	4	5	6	7	8	9

Can you arrange these digits in the fie boxes below to make two-digit numbers as close to the targets as possible. You can use each digit only once.

largest even number	
largest odd number	
smallest odd number	
largest multiple of 5	
number closest to 50	

How will you know your solution is the closest you can get to the targets?

Maths

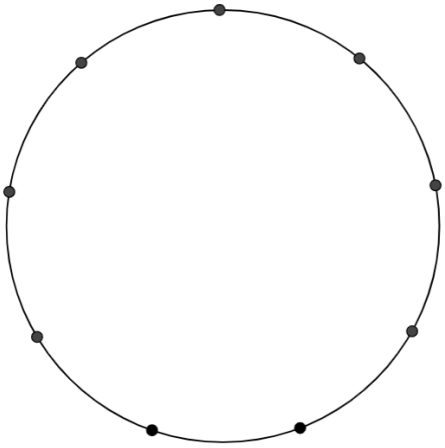
Use this paper to have a go!

Maths

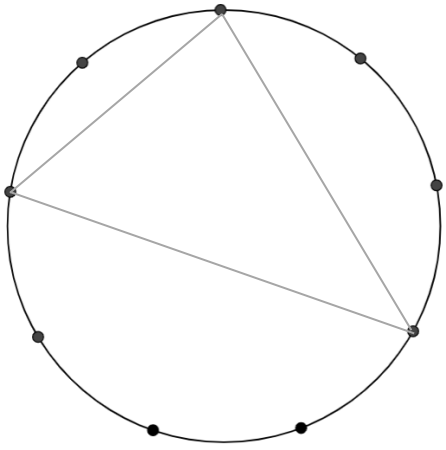
Ready for the next challenge?

Nine-pin triangles

You have a circle with nine points evenly spaced around it.



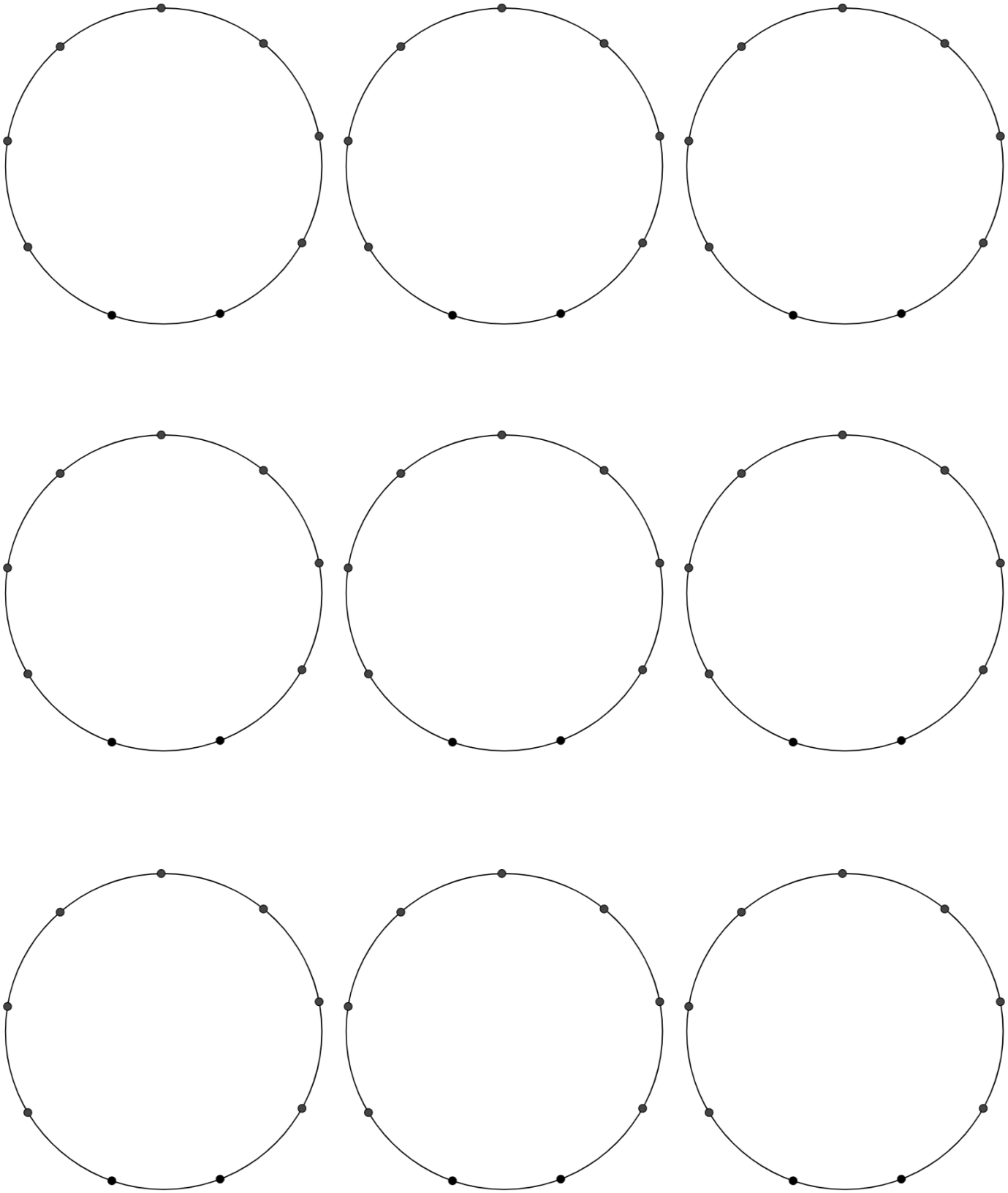
How many different triangles can you make by joining the points together? The first one has been done for you.



How do you know you've found them all?
Are you sure they're all different?
What does different mean?

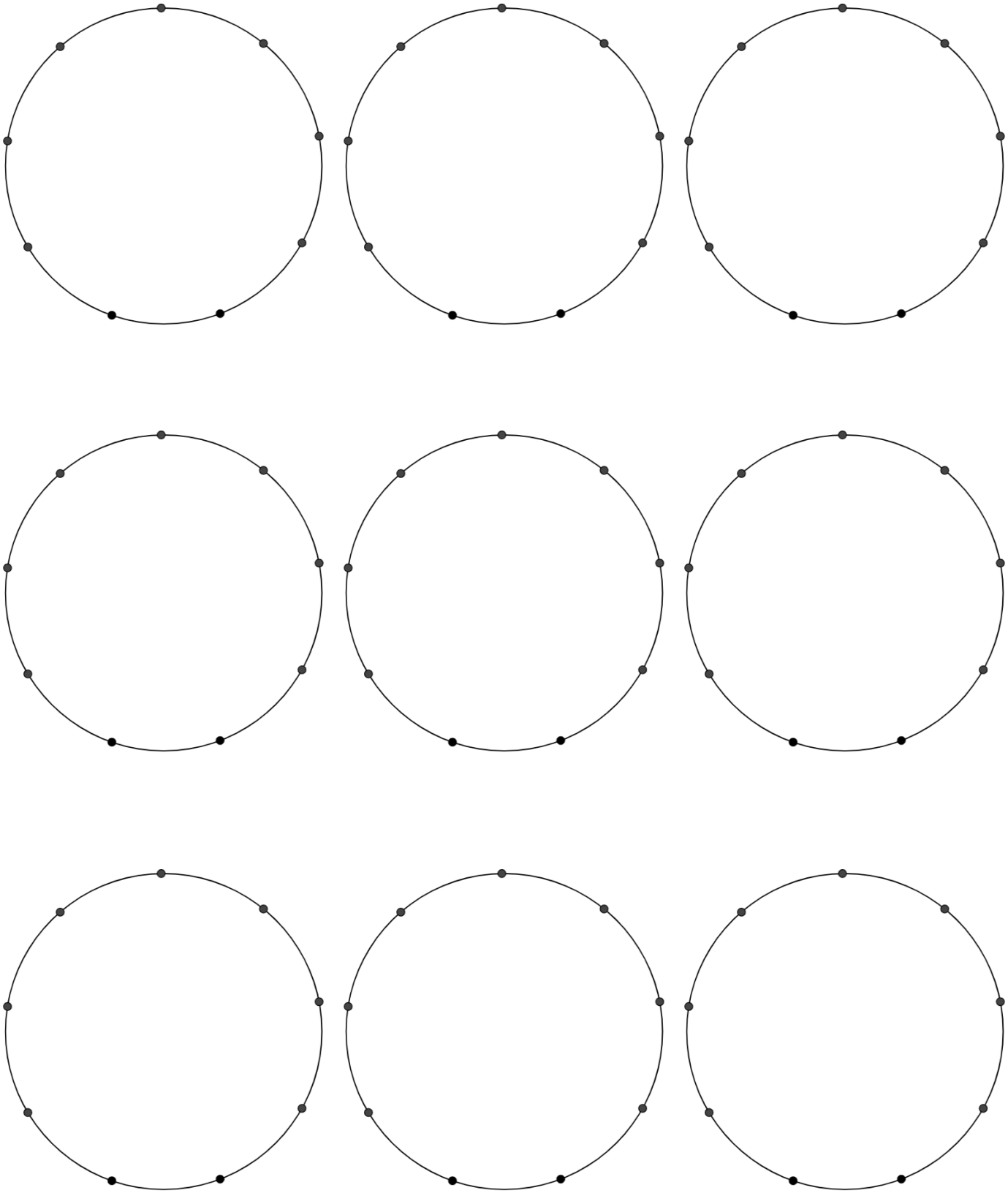
Maths

Use this paper to have a go!



Maths

Use this paper to have a go!



Maths

Ready for the next challenge?

Trebling

$$\begin{array}{cccccc} & 1 & a & b & c & d & e \\ \times & & & & & & 3 \\ \hline & a & b & c & d & e & 1 \end{array}$$

$$\begin{array}{cccccc} & 2 & f & g & h & i & j \\ \times & & & & & & 3 \\ \hline & f & g & h & i & j & 2 \end{array}$$

Can you replace all the letters with numbers?
Each letter represents a <u>different</u> number.

Is there only one solution to each problem?

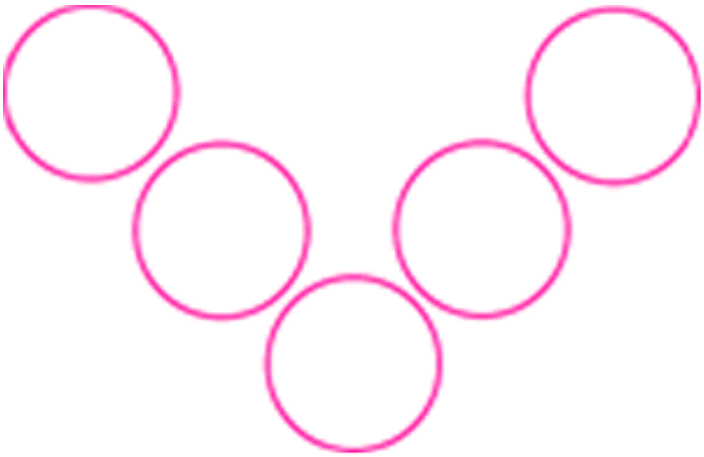
Maths

Use this paper to have a go!

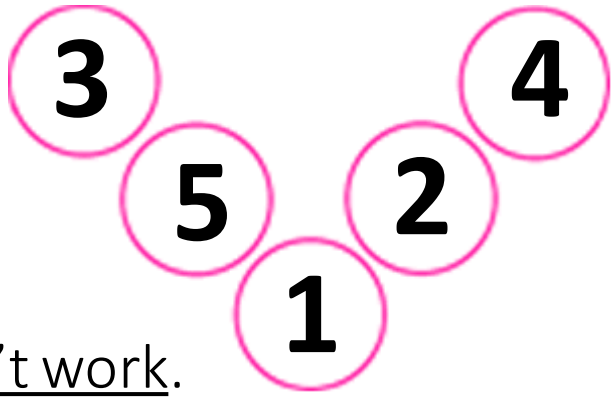
Maths

Ready for the next challenge?

Magic Vs



Place each of the numbers 1 to 5 in the V shape below, so that the two arms of the V have the same total.



3 + 5 + 1 = 9

4 + 2 + 1 = 7

So this V doesn't work.

Can you find one that does?

How many different possibilities are there?

Maths

Use this paper to have a go!

Maths

There's also going to be lots of new mathematical language that you will learn at secondary school.

How many of these words do you already know?

a) prime number
b) square number
c) multiple
d) factor
e) integer
f) triangle numbers
g) consecutive
h) commutative
i) variable

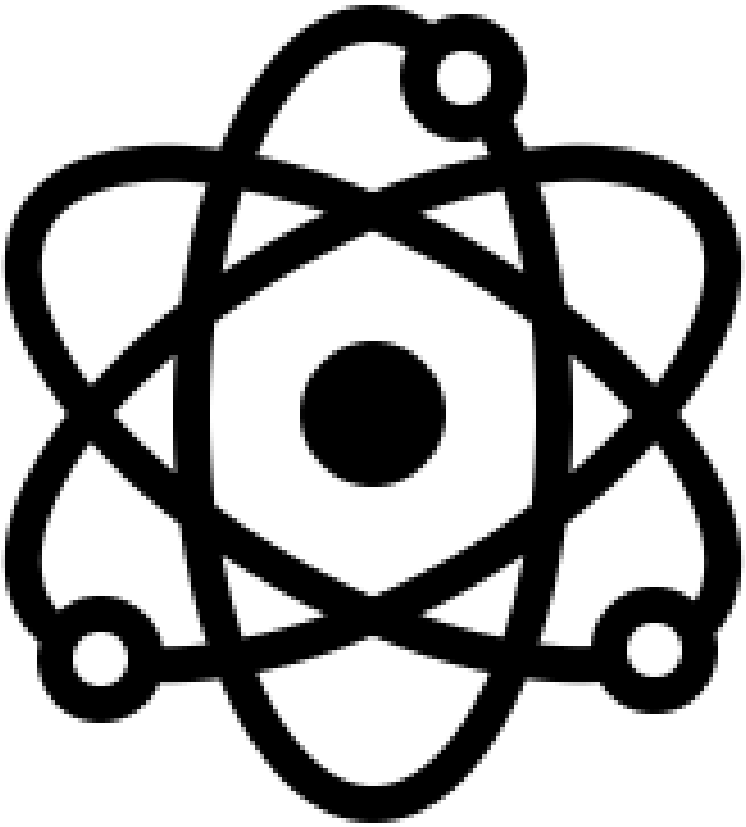
Can you research the ones you don't know and find a definition or an example for them?

This will give you a head start in Year 7!

Maths

Use this paper to write down your research!

Science

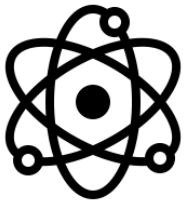


Science

Science is one of the most important subjects you'll ever learn, as it can teach you to understand the world around you. At secondary school you will build on your knowledge of **the scientific method**, where you will learn to draw evidence to make conclusions.

At secondary school, Science is separated in to three main areas:

- Biology
- Chemistry
- Physics

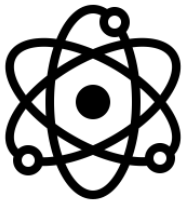


Science

Biology is the study of **life** and **living things**. This includes subjects such as the cells, genes, inheritance, plants, microorganisms, animals and the human body.

Chemistry is the study of what everything is made of and how it works. It studies the properties of **matter**, which is what everything is made of! Cooking, making ice, medicines and paint are all examples of chemistry!

Physics is the study of **energy** and **forces**. This includes electricity, astronomy, motion, waves, sound and light!

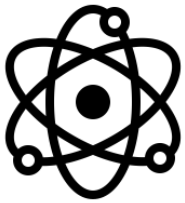


Science
Investigations

Here are some investigations for you to try at home!

Think about:

- What area of science do you think they are using: Biology, Chemistry or Physics?
- Do they use more than one area?
- Can you explain what happens scientifically?
- Do you have any other questions about the investigations?
- Is there anything else you could try if you were to do the investigation again?



Science

Investigation 1

Dissolving

Which solids dissolve in water?

You Will Need

- Water (hot and cold)
- Transparent Containers
- Substances to try and dissolve; sand, sugar, salt, coffee etc

Method

1. Add a teaspoon of whichever solid you are testing to a glass of cold water and a glass of hot water, stir and observe the difference.
2. Look to see if the solid dissolves in the hot water and cold water and if one is better than the other.

The Science Bit

Things like salt, sugar and coffee dissolve in water. They are soluble. They usually dissolve faster and better in hot water. Pepper and sand are insoluble, they will not dissolve even in hot water.

Everything is made of particles which are always moving. When a soluble solid (solute) is mixed with the right liquid (solvent), it forms a solution. This process is called dissolving.

Two things that affect the speed at which the solid dissolves are temperature and the size of the grains of the solid. Caster sugar which is made of fine particles will dissolve quickly, but bigger sugar particles will take longer.

Solids dissolve faster in hot water as in hot water the water molecules are moving faster, so bump into the solid more often which increases the rate of reaction.

Science

Investigation 1

What happened in your investigation?

_____

_____

_____

_____

What did you learn?

_____

_____

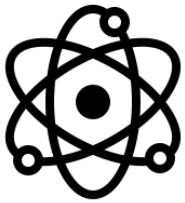
What area or areas of science do you think this investigation used: Biology, Chemistry or Physics?

_____

Why do you think that?

_____

_____



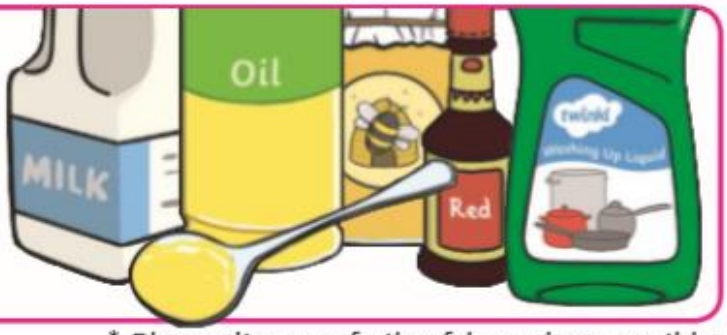
Science

Investigation 2

Fun with Density

You Will Need

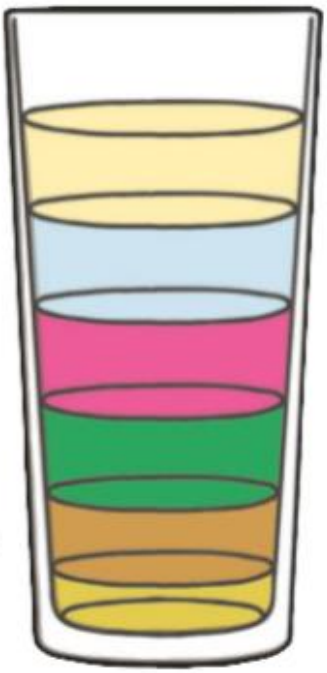
- Honey
- Milk
- Water
- A Glass
- Vegetable oil*
- Food colourings
- Golden syrup
- Washing up liquid



* Please dispose of oil safely and responsibly.

Density is a really tough concept to grasp. We confuse ourselves by referring to our weight all the time when we really mean our **mass**. **Mass** is effectively 'how much stuff' is there. **Density** is how much mass is in a volume (or space).

One way to illustrate density is to pour different liquids (which have different densities) on top of each other. The liquids with the greatest density sink to the bottom.



Method

1. Measure out the same volume of each of the liquids. Colour the water and the milk if you wish.
2. Starting from the bottom, pour in the honey. Make sure it goes into the middle of the glass and that you don't get any honey on the sides.
3. Slowly pour the golden syrup on top, followed by the washing up liquid.
4. Then add the milk, followed by the water.
5. Finally top with vegetable oil and admire your rainbow glass!

The Science Bit

Each of the liquids have a different mass of molecules or different numbers of parts squashed into the same volume of liquid, this makes them have different densities and therefore one can sit on top of the other – the more dense a liquid is the heavier it is.

Do you think you could float small objects on each of the different levels? We'd love to see a photo if you can.

Science

Investigation 2

What happened in your investigation?

_____

_____

_____

_____

What did you learn?

_____

_____

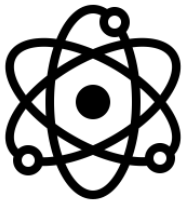
What area or areas of science do you think this investigation used: Biology, Chemistry or Physics?

_____

Why do you think that?

_____

_____



Science

Investigation 3

Egg White and Yolk

Science Experiment

Sometimes when you are cooking, you need either just the white or just the yolk (the yellow bit) of an egg. This experiment gives you an easy way to separate the parts.

You will need:

- two bowls
- an egg
- an empty plastic drinks bottle

TOP TIP!

Squeeze the bottle tightly so lots of air gets squeezed out. Make sure you don't let go.

When you put the bottle on the yolk, make sure it is touching the egg, like a lid. This will seal it to make sure no air gets back in.

Method:

1. Crack the egg and put it in the bowl. You might need a grown-up to help you with this.
2. Squeeze the bottle and keep it squeezed tight.
3. Put the opening of the bottle on top of the egg yolk.
4. Release the pressure on the bottle so it's no longer squeezed.
5. The yolk will pop up into the bottle.
6. Put the bottle over the other bowl.
7. Squeeze the bottle so the yolk empties into the bowl.

The science:

When you squeeze the bottle, air comes out of it. When you release the squeeze, air rushes back into the bottle to fill the space. If the yolk is at the opening of the bottle, it will rush into the bottle instead of air. The reason why only the yolk will be sucked up is because the yolk is thicker than the egg white.

Science

Investigation 3

What happened in your investigation?

_____

_____

_____

_____

What did you learn?

_____

_____

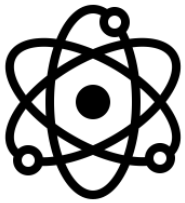
What area or areas of science do you think this investigation used: Biology, Chemistry or Physics?

_____

Why do you think that?

_____

_____



Science

Investigation 4

Picking Up an Ice Cube

Science Experiment

Ice cubes are a great thing to add to your drink on a sunny day. Using only a length of thread, can you pick up the ice cube?

You will need:

- ice cube
- thread
- salt
- glass of water

Method:

1. Try different ways of picking up the ice cube using only the thread. You might try tying it around the cube, making a loop or some other way.
2. Now put the ice cube in the glass of water.
3. Lay the thread on top of the ice cubes with the ends hanging over the side of the glass.
4. Sprinkle salt on top of the ice cube and thread. Leave it for a few minutes.
5. Take both ends of the thread and pick them up.
6. Lift up the ends of the thread and hold them up high. See what happens to the ice cube.

The science:

Saltwater freezes at a lower temperature than normal water (this is why the sea doesn't freeze over). The salt melts some of the ice so the thread goes slightly inside the ice cube. The water over the thread freezes again slightly (because the air by the cube is cold), trapping the thread inside the cube. So when you lift the thread, the cube comes with it.

Science

Investigation 4

Science Experiment

Picking Up an Ice Cube

Why is it difficult to tie the thread in a loop around the ice cube to pick it up?

Watch carefully. What happens when you put the salt on the ice cube?

When the roads are icy and slippery, salt is sometimes put on them. Why do you think this is?

Science

Investigation 4

What happened in your investigation?

_____

_____

_____

_____

What did you learn?

_____

_____

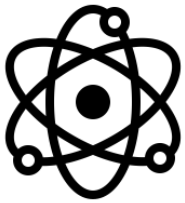
What area or areas of science do you think this investigation used: Biology, Chemistry or Physics?

_____

Why do you think that?

_____

_____



Science

Investigation 5

Mouldy Bread Experiment

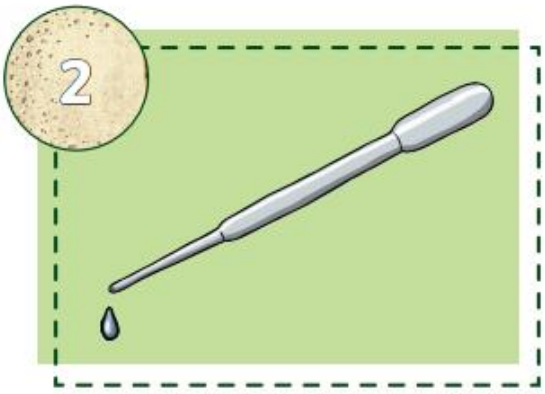
What You Need:

- Three ziplock bags
- Three sticky labels
- Cup of water
- Three slices of white bread
- Pipette
- Camera (optional)

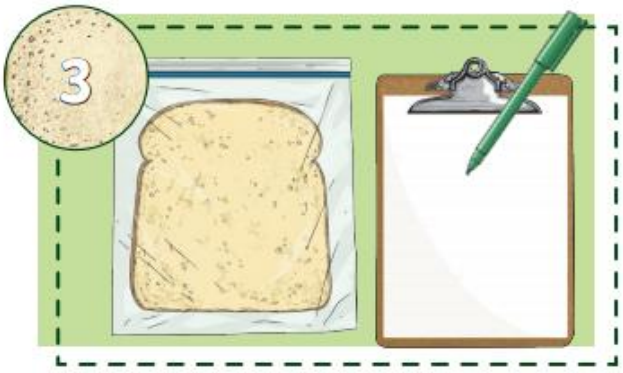
In this experiment, you are going to find out what conditions speed up mould growth on bread.

First, you need to decide which variable you are going to change. This could be the amount of water or the temperature of the location of your bread. Once you have decided what to change, you need to keep everything else the same.

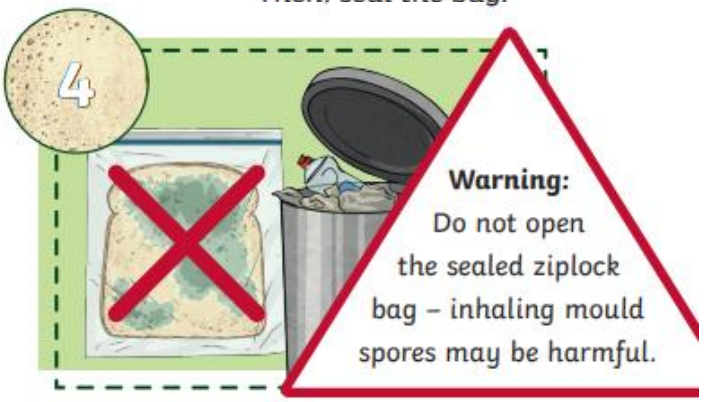
- Put each slice of bread in a separate ziplock bag. Label each bag so you don't forget which is which.



- Add water to each slice. Then, seal the bag.



- Decide where you are going to place each bag. Observe the bread every few days for a total of ten days and record your observations on the record sheet.



- Once you have finished your experiment, throw the bread away without opening the bags.

Top Tip

Use a camera to take photos of your bread each time you record your observations.

Science

Investigation 5

What happened in your investigation?

_____

_____

_____

_____

What did you learn?

_____

_____

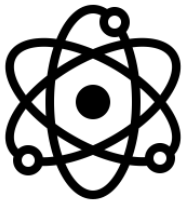
What area or areas of science do you think this investigation used: Biology, Chemistry or Physics?

_____

Why do you think that?

_____

_____



Science

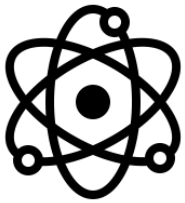
Plan your own investigation!

Now, you're going to plan your own investigation!

On the next page is a planning format you can use to plan your own investigation.

Remember:

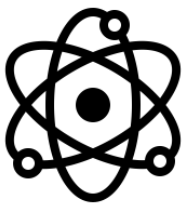
- What are you trying to find out?
- How can you keep your investigation a **fair test**?
- How will you record your investigation?
  - Draw
  - Write
  - Take photos
  - All of the above!
- How will you record your results?
  - Draw
  - Write
  - Take photos
  - All of the above!



Science

Plan your own investigation!

My question: _____	
I will change: _____ _____	I will observe: _____ _____
I will keep the same: • _____ • _____ • _____ • _____ • _____	**Equipment I will need:** • _____ • _____ • _____ • _____ • _____
What it will look like: (draw a diagram of your investigation set up)	What we will do: (write your method in numbered steps)
My prediction: _____ _____	



Science

Record your Investigation!

Science

Record your Investigation!

Science

Record your Investigation!

Science

Record your Investigation!

Science

Record your Investigation!

What happened in your investigation?

_____

_____

_____

_____

What did you learn?

_____

_____

What area or areas of science do you think this investigation used: Biology, Chemistry or Physics?

_____

Why do you think that?

_____

_____

Science

Scientific terminology

What Scientific terminology have you used before in primary school or at home?

Do you know the meaning of this terminology? Can you give a short explanation of each? Do some research to help you!

Working scientifically		
Fair test		
Control		
Variable	Dependent variable	
	Independent variable	
Hypothesis		
Apparatus		
Accuracy		
Correlation		
Anomaly		
Evaluation		

History

History

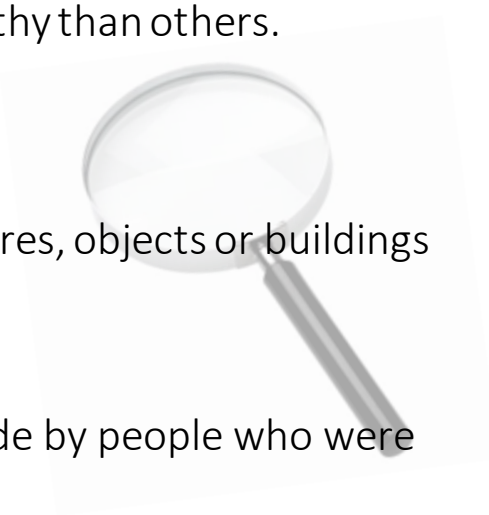
History is the study of significant (important) events of the past. It is about all kinds of people and includes the recent past. The word history comes from the Greek word “historia” meaning to find out, an inquiry. Studying history is important because it helps us to understand the present. It can also provide us with insight into our own culture and environment, the cultures and environments of others’, and how both could be interconnected.

The best thing about history is that it not just in the classroom; it’s all around us. It is global, it is national, and it is local. At secondary school, you will learn more about different periods in history and you will be asked to be “critical thinkers”, just like a historian. That means you will be expected to use primary and secondary sources to judge events of the past.

How do we know what happened in the past if we weren’t there? How can we understand what life was like centuries before we were born? That’s what a historian does! They look at written accounts, drawings and archaeological evidence to help them build a picture of the past.

History

Historians use **sources** to help them work out what happened in the past. Some sources are mores useful or more trustworthy than others.



Sources

Primary sources are the **original** documents, pictures, objects or buildings made by people who were **there at the time**.

Secondary sources are documents or pictures made by people who were **not there at the time.**

Which type of source do you think is most useful to historians?

_____

Why? _____

_____

Which type of source do you think is most trustworthy?

_____

Why? _____

_____

useful: helpful to them in understanding what happened in the past
trustworthy: likely to be the **truth** (not just someone's opinion)

History

The Tower of London

What do you know about the Tower of London?

Use this space to do a mind map of everything you already know!

The Tower of London

History

The Tower of London

The Tower of London was built in 1078 by William the Conqueror after he defeated the new Anglo-Saxon King Harold Godwinson in the Battle of Hastings in 1066. William the Conqueror (William, the Duke of Normandy) had come from France to try to claim the throne. He believed he was the rightful heir to the throne after King Edward the Confessor died.

History
The Tower of London

But why did William the Conqueror build the Tower of London?

Look at the sources below and see if you can discover for yourself!

Source A

A quote from William of Poitiers, a writer from the 11th Century:

> "certain strongholds were made in the city as a defence against the unhappiness of the vast and fierce population."

Source B

A modern drawing of the building of the Tower of London in 2004.

Source C

Information on the UNESCO world heritage website.

The Tower of London is an internationally famous monument and one of England's most iconic structures. William the Conqueror built the White Tower in 1066 as a demonstration of Norman power, siting it strategically on the River Thames to act as both fortress and gateway to the capital.

Helpful info!

- 11th Century = 1001 to 1100

History

The Tower of London

So, **why did William the Conqueror build the Tower of London?**

_____

_____

_____

_____

_____

_____

Which source was the most <u>useful</u>?

_____

Why?

_____

Which source was the most <u>trustworthy?</u>

_____

Why?

_____

Can you also work out if the sources are **primary** (recorded <u>at the time</u>) or **secondary** (recorded <u>afterwards</u>)? Remember, the tower was built in **1076**!

Source A: _____

Source B: _____

History
The Tower of London

The Tower of London has had many uses over time. **But what were they?** Look at the sources below and see if you can discover for yourself!

Source A

An exert from The Anglo-Saxon Chronicles, 1100

> "The King (Henry I) had Ranulf, bishop of Durham seized and brought to the Tower in London and held imprisoned there."

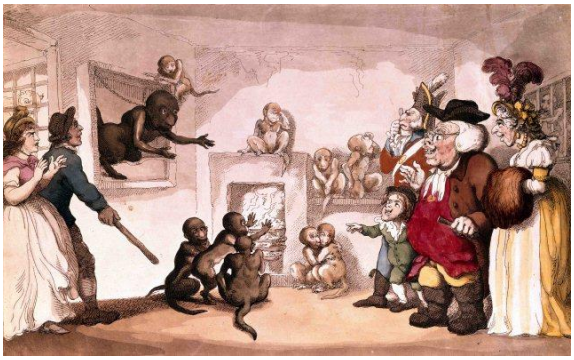
Source B

A quote from the Milanese ambassador in France, writing in 1471.

> All Henry's most powerful allies are dead or in the Tower of London, where he himself is a prisoner."

Source C

A coloured engraving, dated 1799, of the Tower Menagerie, "The Monkey House"



Source D

A depiction of the imprisonment of Charles, Duke of Orléans, in the Tower of London from a 15th century manuscript.

Helpful info!

- A menagerie = a zoo

History
The Tower of London

Source E

An exert from the book, "A View to London" from 1803

Lions and other Wild Beasts.

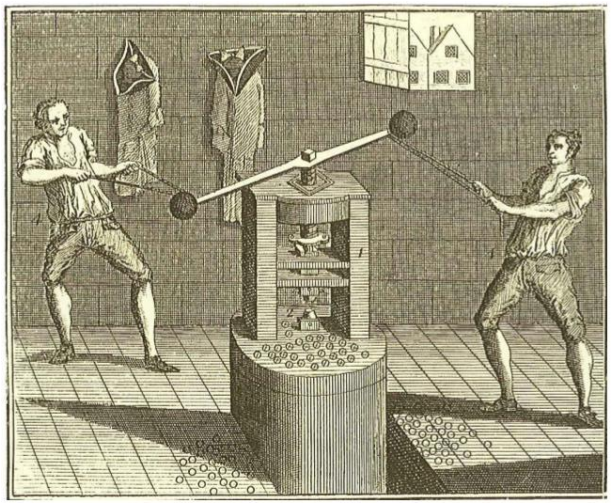
he lions, and other wild beasts, are kept in a
l on the right, at the west entrance. The most
arkable wild beasts at present in the Tower, are a
ng lion, four lionesses, five tygers, three leopards,
panther; three bears, two racoons, a spotted
na, and a wolf. These wild beasts may be seen
ls. paid to the keeper.

Source F

An illustration of the zoo at the Tower of London, made in 1808

Source G

Making coins at the Tower in 1750



Source H

"The Mint". An illustration made around 1800.

Source I

An extract from The Royal Mint website.

By about 1279 the mint had moved to more secure quarters within the Tower of London.

Helpful info!

- Mint = Where they manufacture (make) coins

History

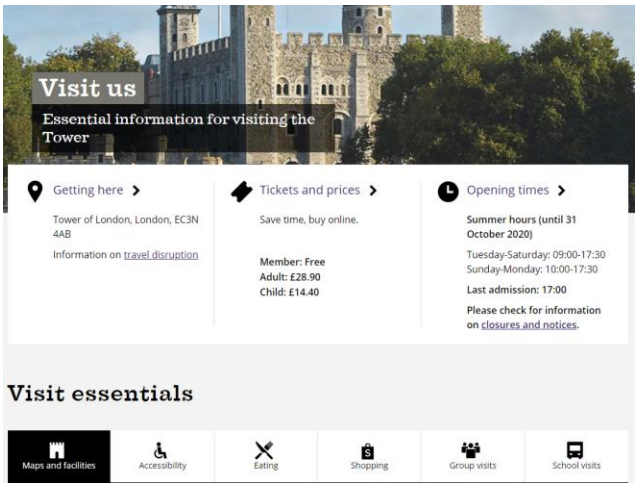
The Tower of London

Source J

A photograph of tourists looking at poppies at The Tower of London in 2014

Source K

The Tower of London website



Source L

The Crown Jewels at the Tower of London in 2019

Source M

Information from Wikipedia.

At some point in the 14th century, all of the state regalia were moved to the White Tower at the Tower of London owing to a series of successful and attempted thefts in Westminster Abbey.

History
The Tower of London

So, **what different uses did the Tower of London have?**

Use	Approximate date

Which source(s) were the most <u>useful</u>?

_____

Why?

_____

Which source(s) were the most <u>trustworthy?</u>

_____

Why?

_____

Can you also work out if the sources are **primary** (recorded <u>at the time</u>) or **secondary** (recorded <u>afterwards</u>)?
Write it next to their title!
Example: <u>Source A</u> – primary source

History
The Tower of London

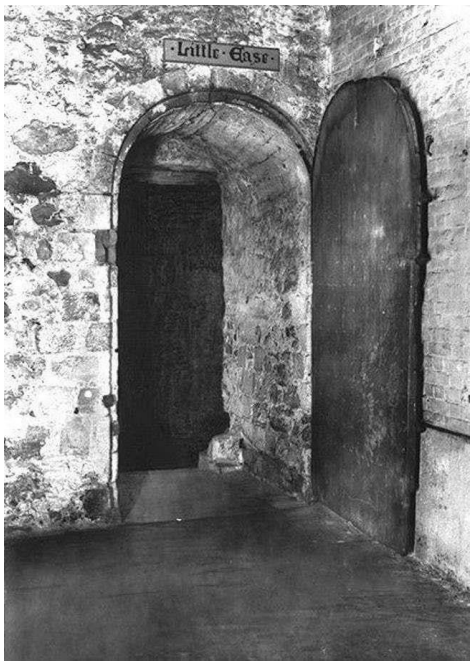
The Tower of London is famous for being a prison. **But what was it like for prisoners who were kept there?**
Look at the sources below and see if you can discover for yourself!

Source A

Prisoner graffiti on the prison cell walls created in 1585

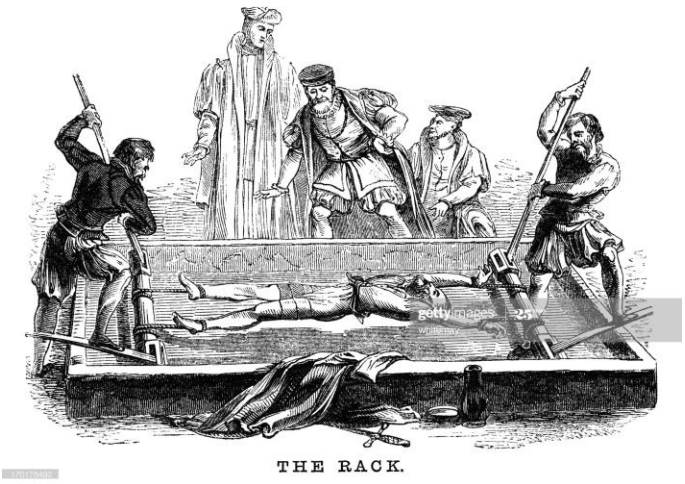
Source B

A photo of one of the small prison cells inside the tower of London



Source C

An illustration of a torture device The Rack used on prisoners in the tower of London from 1863



History

The Tower of London

So, **what was it like for prisoners at the Tower of London?**

_____

_____

_____

_____

_____

_____

Which source was the most <u>useful</u>?

_____

Why?

_____

Which source was the most <u>trustworthy?</u>

_____

Why?

_____

Can you also work out if the sources are **primary** (recorded <u>at the time</u>) or **secondary** (recorded <u>afterwards</u>)? Remember, the tower was built in **1076**!

Source A: _____

Source B: _____

History
The Tower of London

Want to know more about the Tower of London? Read on!

The Yeomen Warders of Her Majesty's Royal Palace and Fortress the Tower of London (popularly known as the **Beefeaters**) are the guardians of the Tower of London. To become a Beefeater, you must have served in the military for at least 22 years! The origin of their name is unknown, but the legend says that many, many years ago, they were paid for their work as royal bodyguards in beef instead of money!

Another legend based in the tower of London is that of the ravens. No one actually knows when they arrived, but there is a legend that says that if the ravens leave the Tower, then the Tower and the kingdom of England will fall. Because of this legend, the raven's flight feathers are trimmed so they can't actually fly away.

This isn't the only dark aspect of the Tower's history. The Tower is infamous as a place of torture and punishment, but despite the rumours records show that only 48 people were tortured there in almost 1000 years. And in fact, only 10 people were executed there, as most of them were executed at the nearby Tower Hill.

History

The Tower of London

Can you answer these questions about what you have read?

How do you become a 'Beefeater'?

_____

What is the legend about how they got the name, 'Beefeaters'?

_____

_____

What is the legend about the ravens?

_____

_____

Can the ravens fly away? Why?

_____

_____

How many people were tortured at the Tower?

_____

How many people were executed at the Tower?

_____

Geography

Geography

What is geography?

Geography is the study of places and the relationships between people and their environments. Geographers explore the physical features of Earth and the human societies spread across it. They also examine how human culture interacts with the natural environment and the way that locations and places can have an impact on people. Geography seeks to understand where things are found, why they are there, and how they develop and change over time.

Why is geography important for me?

Every time you turn on the news you will see something that relates to your geography lessons. We will learn about how the natural world works – from why it rains to how volcanoes form to why our global climate is changing and how this will affect us in so many ways. We will learn about current global issues like population, migration and development and consider how humans interact with the natural environment. Geography will prepare you for jobs that do not even exist yet, as our world is ever changing. It will open your eyes to what is happening around you and prepare you to be a global citizen. At a time where our natural world faces many threats – it has never been more important to be a geographer!

Geography

How will this booklet help me to become an outstanding geographer?

When you start secondary school, you are not starting a new learning journey, but continuing to build on all of the things you learned in primary school. You will realise that in your geography lessons, much of what we learn links to what you studied in primary school. This booklet will help you to recall that information and refresh your memory so that you are fully prepared for the next steps of your geography journey!

Geography

Mapping our world

From space, the Earth looks like a sphere, or ball, containing land and water. A **globe** is a model of the Earth and shows what it looks like from space. There are seven different **continents:**

- Europe
- Africa
- North America
- South America
- Asia
- Australia
- Antarctica

Maps are used to help people find their way to and from somewhere. They are much easier to carry than a **globe** and have more detail.

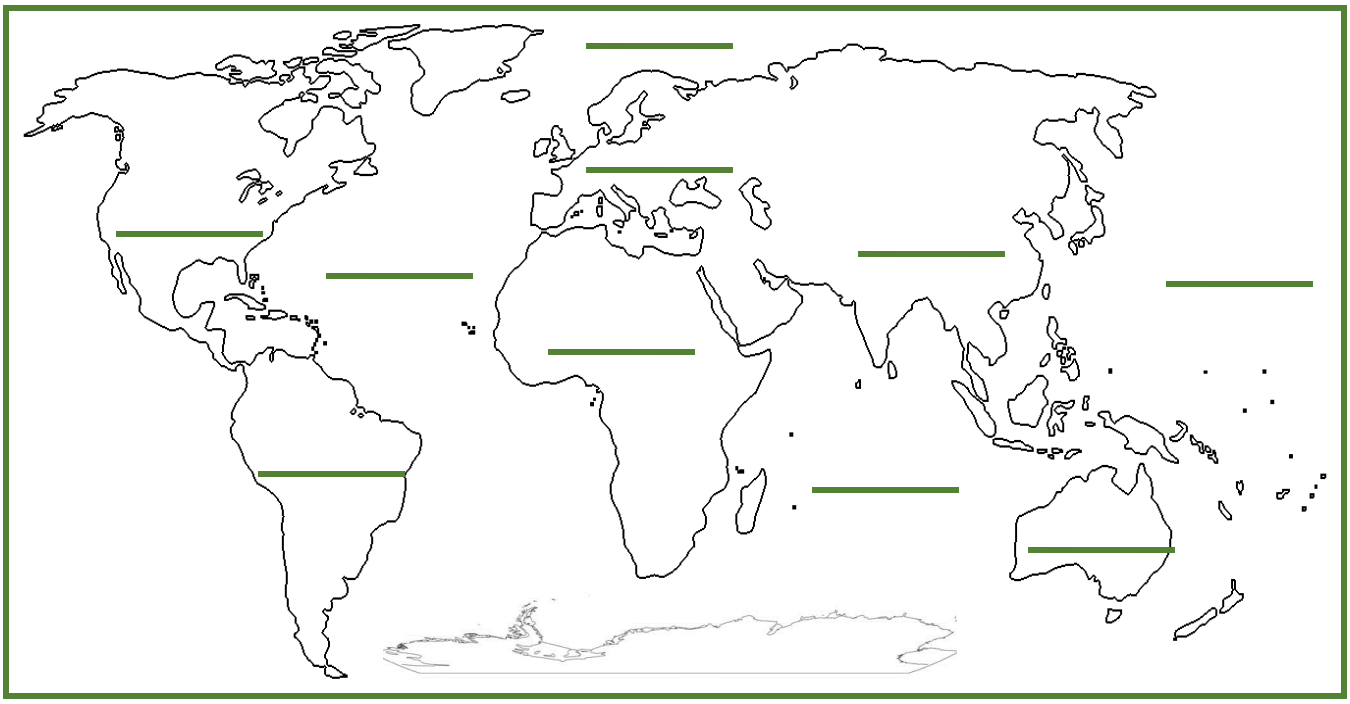
Some maps show the whole world, some show a single country or even a single town or village.

Geography

Mapping our world

Task one:

Without looking at the previous page, can you label all the continents and all the oceans?



List them here:

The seven continents are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

The five oceans are:

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

Geography

Mapping our world

Task two:

On each continent, there are the countries of the world.

But do you know which countries are on each continent? For each continent, can you name two countries?

You can do some research to help yourself.

Asia: 1. _____

2. _____

Europe: 1. _____

2. _____

Africa: 1. _____

2. _____

North America: 1. _____

2. _____

South America: 1. _____

2. _____

Why did I not include Antarctica? _____

_____

Geography

Mapping our world

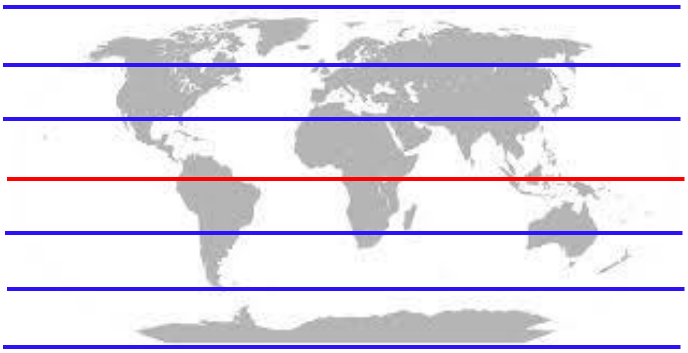
What is the equator?

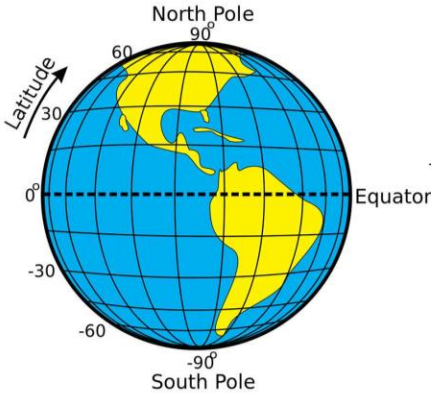
The equator is an imaginary line that runs around the middle of the world.

What are latitude and longitude?

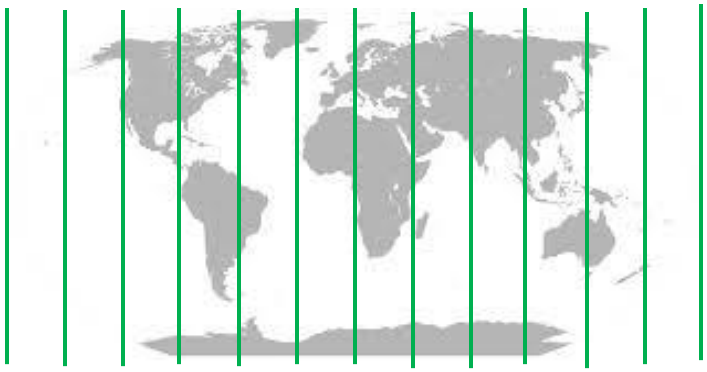
To help locate where a place is in the world, people use other imaginary lines:

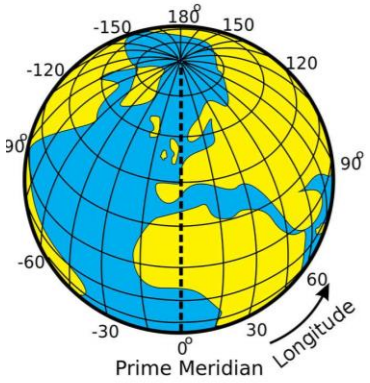
To find out how far **north** or **south** a place is, lines of **latitude** are used. These lines run parallel to the **Equator**.





To find out how far **east** or **west** a place is, lines of **longitude** are used. These lines run from the top of the Earth to the bottom.

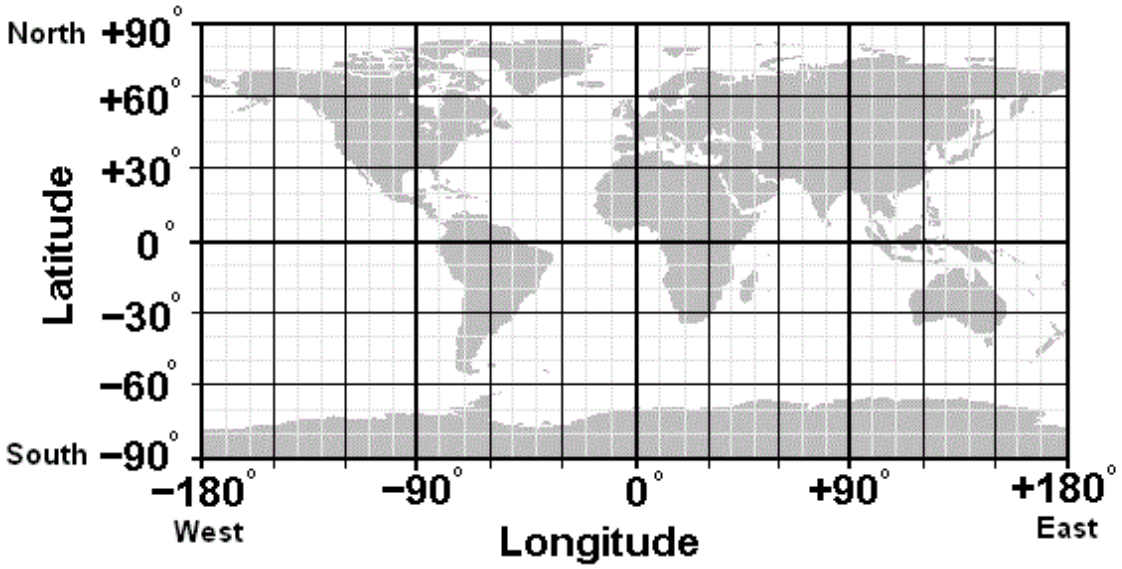




Geography

Mapping our world

Task three: Use the map to help you answer the questions!



Look at the lines of Latitude

Which CONTINENTS do these lines of **latitude** pass through?

0° (Equator) _____, _____, _____

20°S _____, _____, _____

40°N _____, _____, _____

40°S _____, _____

60°N _____, _____, _____

80°S _____

20°N _____, _____, _____

Look at the lines of Longitude

Which CONTINENTS do these lines of **longitude** pass through?

0° _____, _____, _____

60°E _____, _____

120°E _____, _____, _____

60°W _____, _____, _____

100°E _____, _____

120°W _____, _____

Which continent does ALL the lines of longitude pass through?_____

Geography

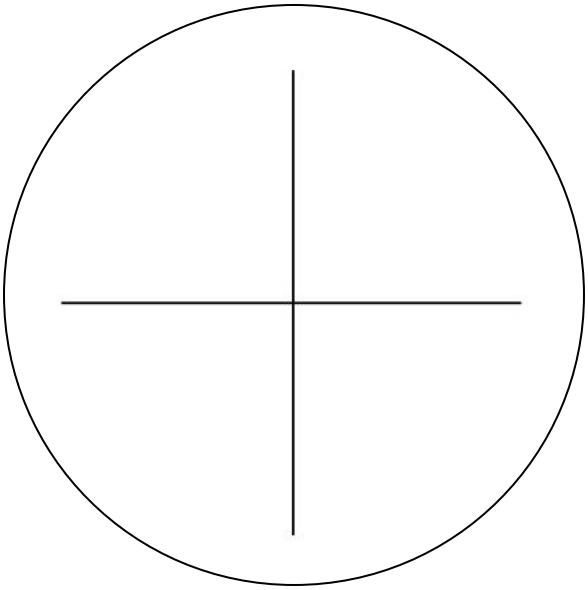
How to use a map

The top of most maps is **north** and a **compass** can be used to find which direction north is.

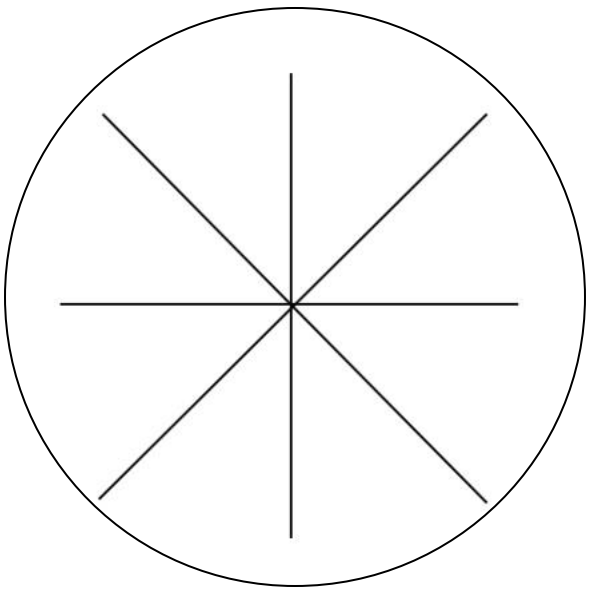
Compasses show four directions: **north**, **east**, **south** and **west**.

Task four:

1. Add North, East, South and West to the correct points on the compass

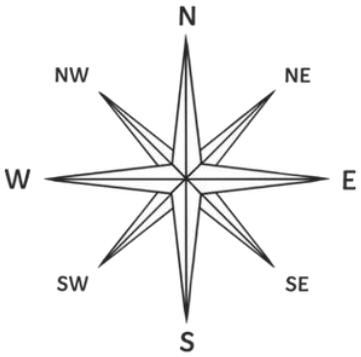


2. Now, add North, South , East, West, North East, North West, South East and South West to the compass.



Geography

How to use a map



Task five:

Now, can you use this 8-point compass to navigate the word maze?

Follow the directions to find the key words!

First word starts here

Second word starts here

●	A	E	I	Q	P	N	I	U	C	●
D	T	T	U	O	F	I	S	N	O	V
S	I	E	C	N	H	T	S	A	J	M
D	R	S	M	Y	X	G	Z	M	P	O
L	R	C	G	Q	D	E	K	J	L	H
Z	K	X	H	L	B	K	X	E	B	W
A	M	B	F	G	U	A	I	Y	H	N
C	Y	T	R	J	P	O	V	E	S	P
G	R	T	S	W	C	F	B	R	A	O
O	W	E	H	E	S	O	G	E	R	D
●	N	P	W	Q	E	T	O	C	G	●

Fourth word starts here

Third word starts here

First Word	
Direction	Letter
Go S	D
Go SE	
Go S	
Go NE	
Go E	
Go NW	
Go NE	
Go SE	
Go S	

Second Word	
Direction	Letter
Go W	
Go S	
Go SE	
Go SW	
Go NW	
Go W	
Go N	

Third Word	
Direction	Letter
Go W	
Go NW	
Go SW	
Go N	
Go NE	
Go E	
Go NE	
Go NW	
Go W	

Fourth Word	
Direction	Letter
Go	N
Go	O
Go	R
Go	T
Go	H
Go	W
Go	E
Go	S
Go	T

Geography

A map of your local area

Now that you know a bit more about maps, can you create your own?

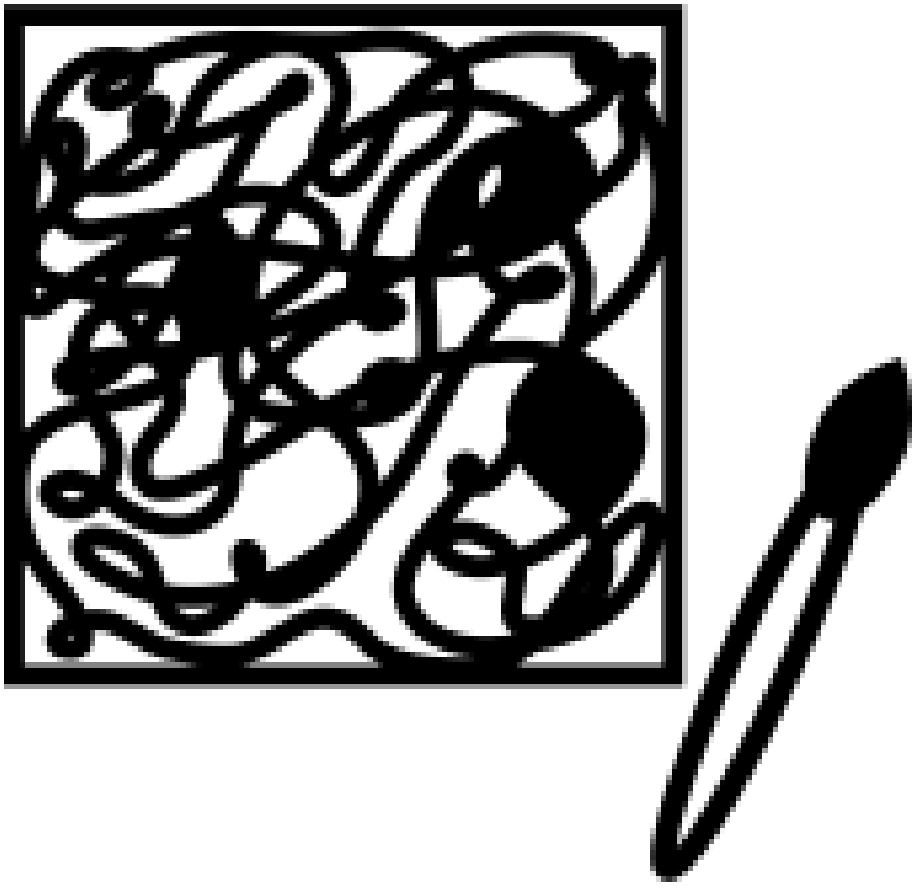
1. Draw a map of your local area. Use google maps to help you! Just go to www.google.com/maps and type in your address or postcode.
2. Add onto your map places that are important to you or that you visit a lot (your home, the local shops, school, a place of worship).
3. Now, add onto your map any improvements you would make to your area to make it even better!
4. Can you map your route from home to your primary school?
5. What about your route from home to your secondary school?
6. Can you add smiley faces to the places that make you happy in your local area?

Geography

A map of your local area

Draw your map here:

Art



Art

Everyone is an artist! At secondary school, you'll explore lots of different mediums of art, from drawing and sketching, to painting and collage, to clay modelling and sculpture and many more. You will develop skills and techniques in all these areas and take a closer look at the world around you. We teach these new subjects in specialist classrooms and our lessons are often practical. You will get hands on and learn how to make things yourself.

In secondary school, you will also look at different artists and pieces of art. We always look at lots of Art makers to keep you inspired and there are lots of competitions to get involved in. Art is not just about creating a something visual, but about what it makes you feel. For as long as we have created art, humans have used it to express themselves. What do you feel when you look at a piece of art? Is it the same as what someone else might feel? Is it the same as what the artist was feeling when they made it?

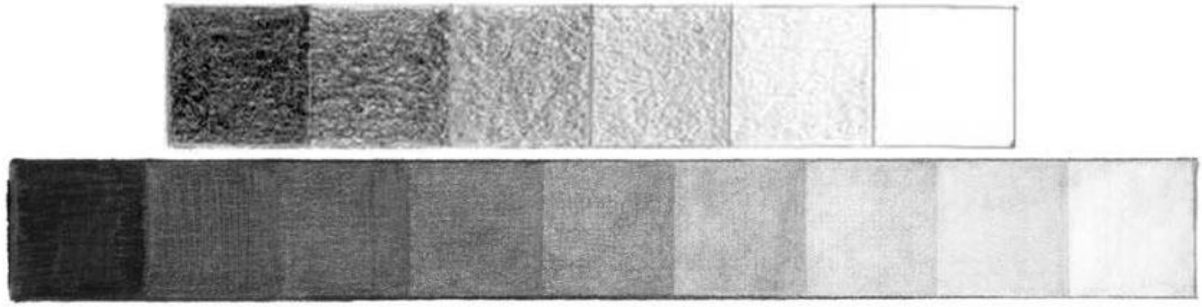
To get you ready for Art in secondary school, we have a few tasks to practice your artistic skills. You will need these in Year 7, so get practicing!

Art

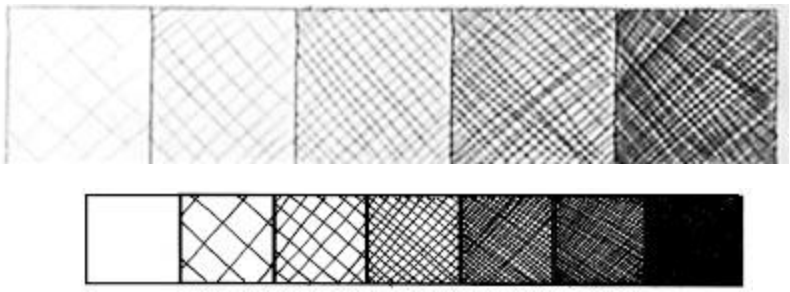
Tonal ladder

Tone is used to show light, medium and dark in drawings. You achieve a light tone with a light pressure on your pencil, so you achieve a dark tone with a heavier pressure. A tonal ladder (or tonal scale) is a way of exploring how many different tones you can make! These can help you show light and shadows to make your observational drawings more realistic.

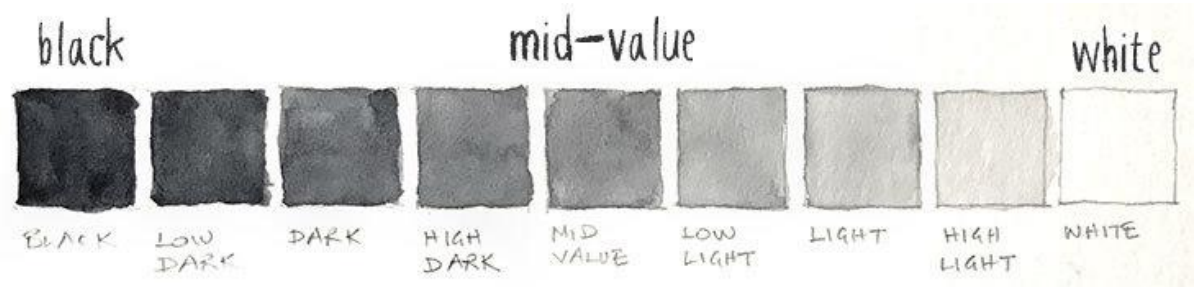
Here are some examples made in pencil:



And here is one using cross-hatching. To show a dark tone, use lines that are closer together (or more lines) and to show a light tone, use lines that are further apart (or less lines).



And you can also create them using white and black paint!



Art

Tonal ladder

Use this page to create your own tonal ladder! Have a go at more than one. Can you do one with cross-hatching? Can you do one in a different colour? Can you do one with paint?

If you want to do some more, you can always draw your own tonal ladder with a ruler and a pencil!

Art

Tonal ladder

Use this page to create your own tonal ladder! Have a go at more than one. Can you do one with cross-hatching? Can you do one in a different colour? Can you do one with paint?

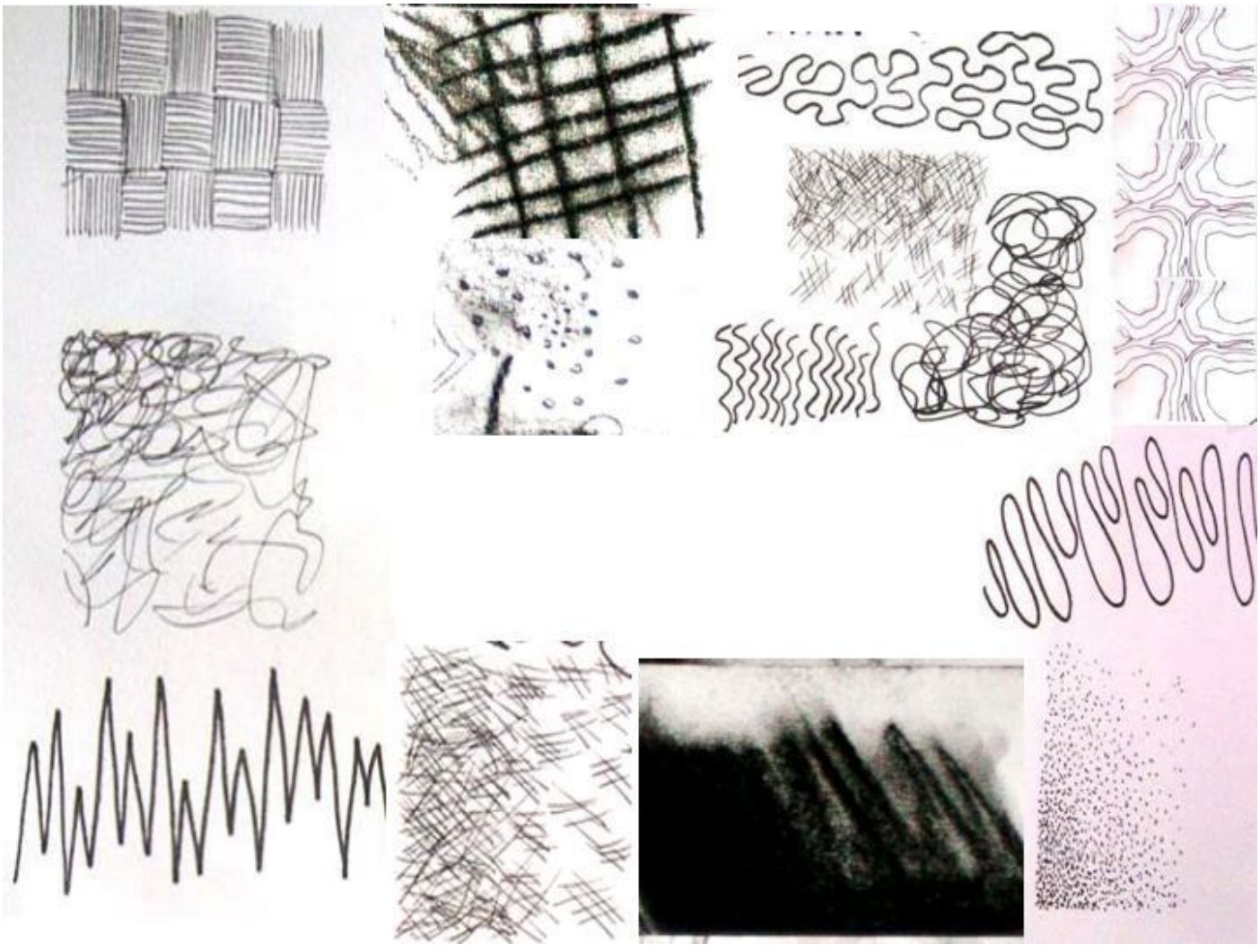
If you want to do some more, you can always draw your own tonal ladder with a ruler and a pencil!

Art

Mark making

Mark making is all the different lines, patterns and textures that you use in a piece of art. You can use these to show tones, texture and to add detail to your drawing.

Just like a tonal ladder, you can use pencils, pens, paint, chalk, pastels and lots of other mediums to make marks.



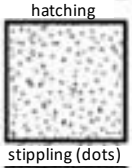
Art

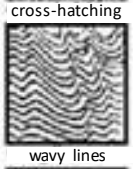
Mark making

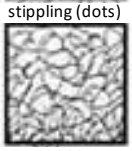

short dashes

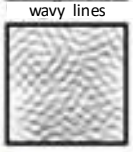

hatching

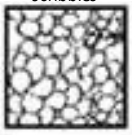

cross-hatching


stippling (dots)

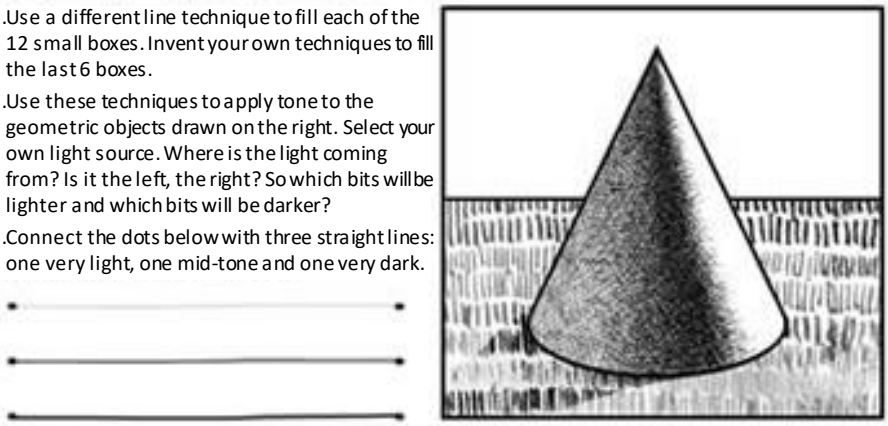

wavy lines

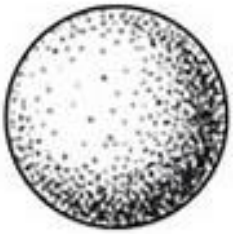

scribbles

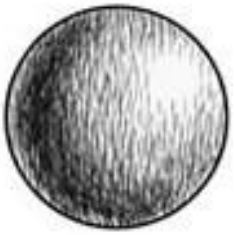


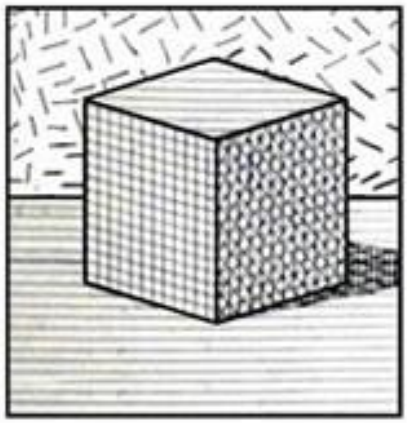


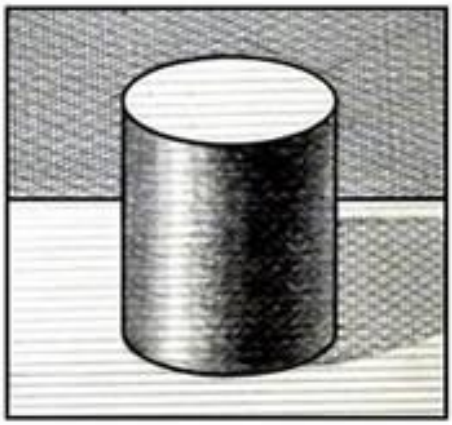
1. Use a different line technique to fill each of the 12 small boxes. Invent your own techniques to fill the last 6 boxes.
2. Use these techniques to apply tone to the geometric objects drawn on the right. Select your own light source. Where is the light coming from? Is it the left, the right? So which bits will be lighter and which bits will be darker?
3. Connect the dots below with three straight lines: one very light, one mid-tone and one very dark.

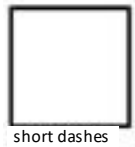


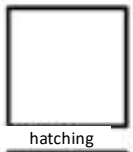


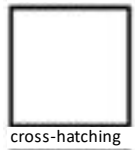


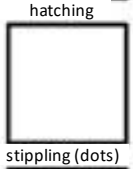


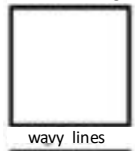


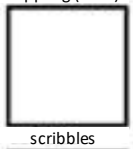

short dashes

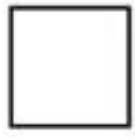

hatching

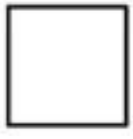

cross-hatching


stippling (dots)


wavy lines


scribbles





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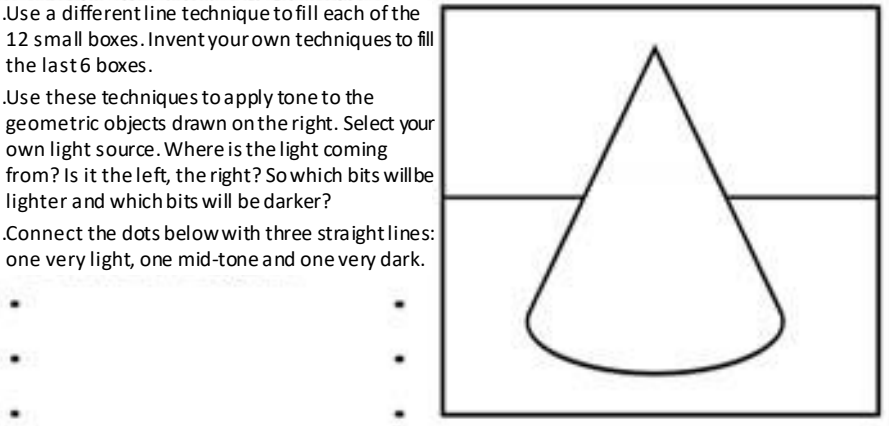
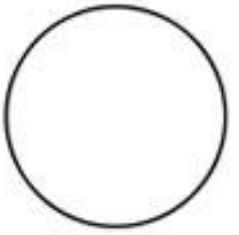
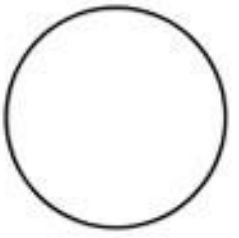
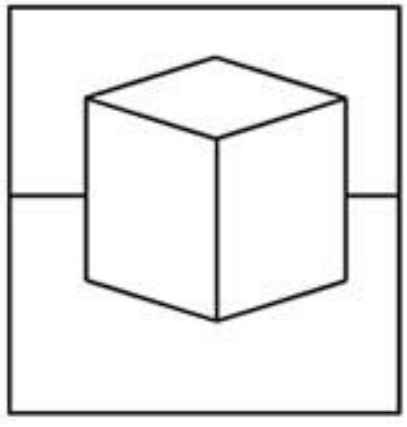
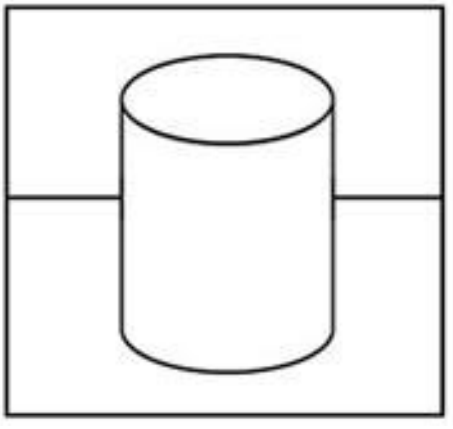






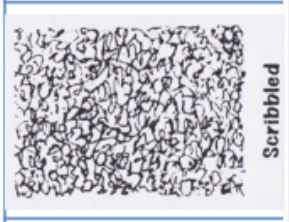
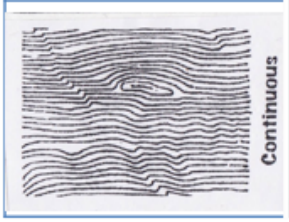




Art

Mark making

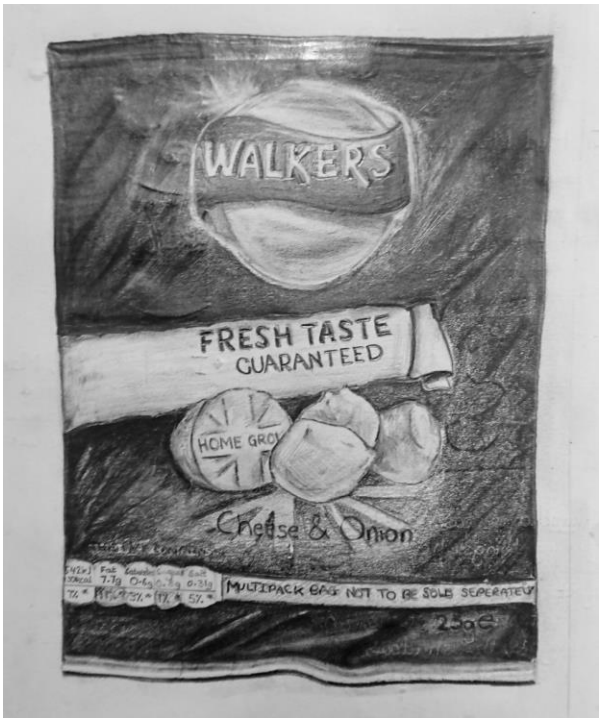
Use different mediums you have at home to try making different marks!

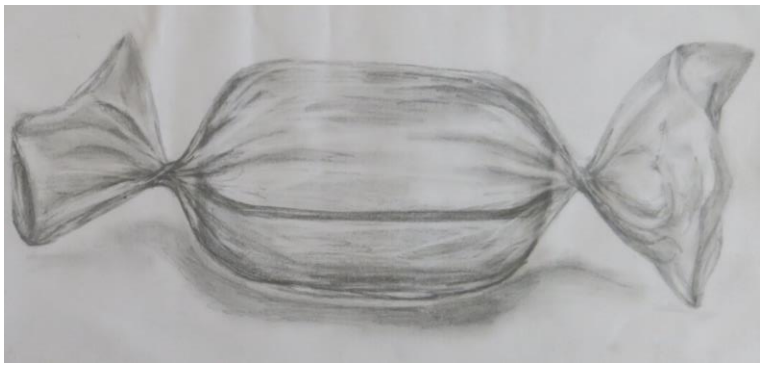
	Pencil	Coloured Pencil	Pen	Felt tip pen
				
				
				
				
				

Art

Observational drawing

Observational drawing is simply drawing what you see. It can be a flower, a person, a landscape, a glass of milk, anything! But it is drawing what you see in front of you as realistically and as true to life as possible.





Art

Observational drawing

Can you use your tonal practise and your mark-making practise to create your own observational drawing?

Choose something around your house to draw – it could be anything at all!

1. Before you even start to draw, take an overall look at what you will draw. Ask yourself some questions about what you will draw.
    - What is the overall shape? Is it made up of different shapes?
    - Which details can you see? Which details are important?
    - Which parts are small? Which parts are large? How do the sizes compare to each other?
2. Now, draw the outline of your shape.
3. Then, take a closer look.
    - Is it rough or smooth? Is it shiny or dull?
    - What markings can you see?
    - Where is the light source?
    - What shadows can you see?
    - Which are the light areas and which are the dark?
4. Now, add in the shading, texture and detail to your drawing.

Art

Observational drawing

Art

Observational drawing

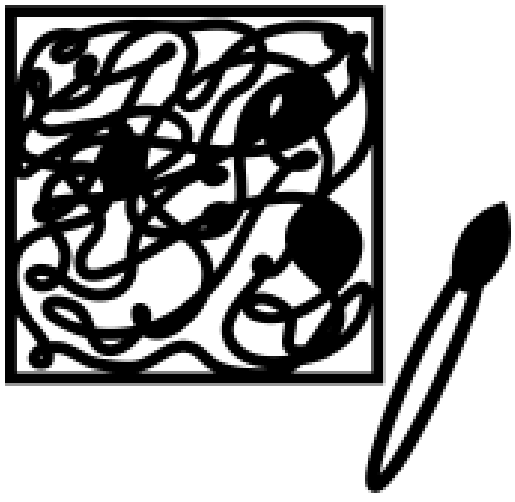
Art

Art and artists

We have been making art throughout all of time. Sometimes art was used to capture a moment, to capture someone's appearance, to decorate and embellish or to express feelings and emotions.

On the following pages there will be lots of different pieces of art from different time periods. Some of them you might like, some of them you might not. And that is okay – we don't all like the same food, the same subjects. And we don't all like the same art.

But some art speaks to us. On the next pages, choose your favourite piece of art (you can choose more than one if you like!). Then, we're going to ask you to think a bit deeper about it.



Art and artists

Mauve Intersection
Mark Rothko

Starry Night
Vincent Van Gogh

The Snail
Henri Matisse

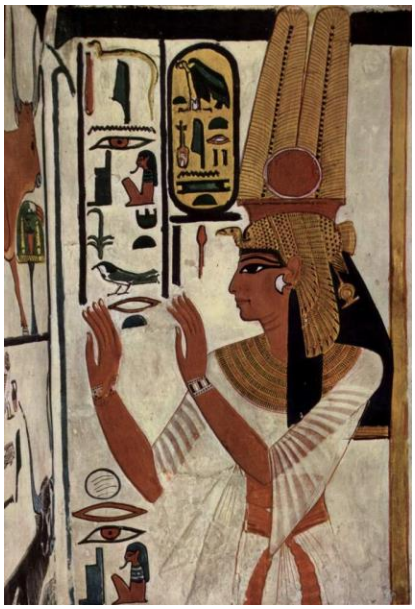
Dutch boats in a storm
Joseph Turner

The Night Watch
Rembrandt

Mushrooms
Yayoi Kusama

Art and artists

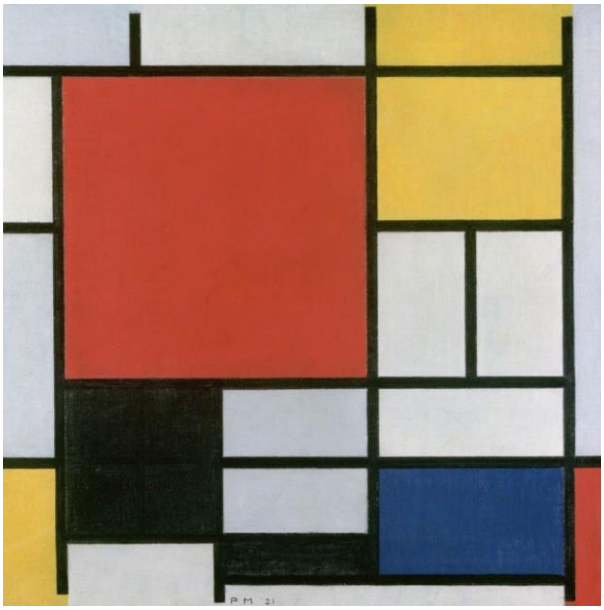
Girl with a pearl earring
Johannes Vermeer



Nefertiti
Artist unknown

Horse
Xu Beihong

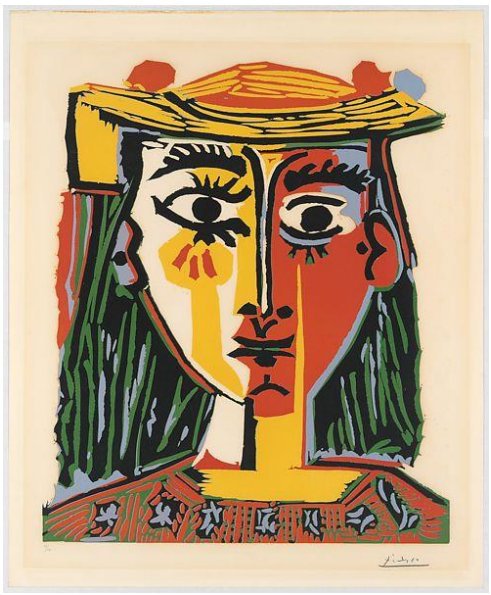
Two Forms
Henry Moore



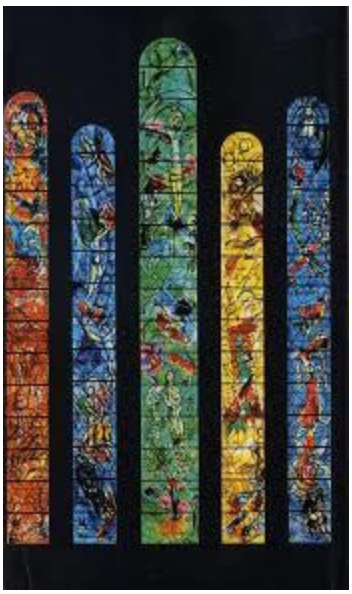
Composition with large red plane,
yellow and Black
Piet Mondrian

Art and artists

Bronze head from the
Kingdom of Benin
Artist unknown



Woman in a hat
Pablo Picasso



Stained glass
Marc Chagall

The Great Wave off Kanagawa
Hokusai

Large Poppies
Emily Nolde

Gare St Lazare
Claude Monet

Convergence
Jackson Pollock

Art and artists

Your favourite piece

Sketch it here – it doesn't have to be perfect!

Title: _____

Artist: _____

Why did you choose this piece?

_____

_____

_____

_____

What is your favourite thing about this piece?

_____

_____

_____

Art and artists

What do you think the artist was trying to show or tell you?

_____

_____

_____

_____

What do you think the artist wants you to think when you see this piece of art?

_____

_____

_____

_____

How do you think the artist wants you to feel when you see this piece of art?

_____

_____

_____

_____

Is there anything else you want to say about this piece of art?

_____

_____

Social studies

Social Studies

You might not think you have learnt about Social studies before, but you will have done lots of things in Primary school that are Social studies with a different name!

Social studies is learning about the world, people and the societies we live in. It is learning about the issues and challenges that face us today, and thinking about what solutions we can use to make the world a better place.

Can you think of something you did in Primary school that links to this?

Social Studies

So how can you get ready for Social studies at secondary school?

One of the most useful things you can do is to learn about current issues in the world today.

You can do this by watching Newsround! Go to www.bbc.co.uk/newsround where you can read or watch to learn more about the news!

You might already have learn about some current issues in primary school. Here are some ideas:

- Climate Change
- Pollution
- Plastic Pollution
- Refugees
- Homelessness
- Animal extinction
- Bee extinction

Social Studies

Choose something that you care about – it could be from the list on the previous page or your own ideas.

Make a poster to inform someone else about your issue.

Think about:

- What is the issue?
- Why is it important?
- What can we do to help?

Can you make it eye-catching and informative?

Include:

- A title
- Some drawings or pictures
- Information/facts/statistics
- Rhetorical questions