

HOW CAN I HELP MY CHILD REVISE?

A retrieval practice guide
for parents



Year 7

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1. What is retrieval practice?

Retrieval practice refers to the act of recalling learned information from memory (with no or little support). Every time information is retrieved, or an answer is generated, it changes that original memory to make it stronger.

‘Using memory, shapes your memory’

Robert Bjork

The retrieval process cements the information in the long-term memory, which should enable that information to become easier to retrieve in the future.

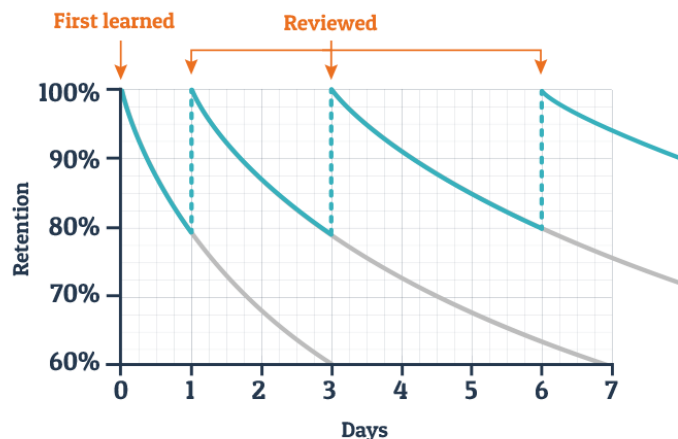
Memory consists of three stores:

- **Store 1:** Sensory store, where information is encoded.
- **Store 2:** Short-term memory or ‘working memory’. All information stored in the short-term memory that is not rehearsed is lost within 18-30 seconds.
- **Store 3:** Long-term memory. Where information is stored after being rehearsed.

It is not enough to be able to store information in our long-term memory, we need to be able to retrieve it from there too.

It is important that your child starts revision early and has time to prepare for each assessment effectively ensuring information is storage in the long-term memory and recalled later. The diagram below shows the ‘Forgetting Curve’ and how memory retention declines in time if there has been no effort made to retain it.

Typical Forgetting Curve for Newly Learned Information



Linking to revision it is vital that your child keeps revisiting key content, improving memory retention over time. If your child covers a topic or masters a skill in Year 7 and does not try to recall it again until the end of Year 8, the chances are that he/she will have to relearn it again. However, by supporting your child using the revision strategies in this guide, your child will improve memory retention, will feel more confident and prepared.

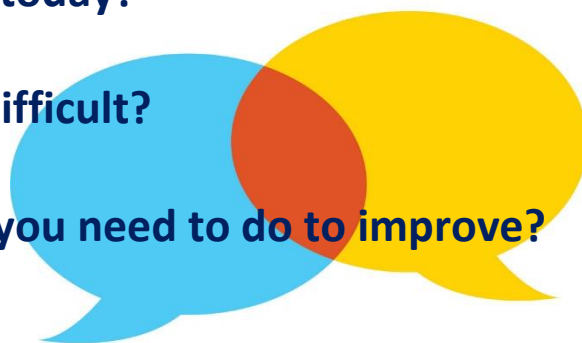
View your child's journey in school as a marathon, not a sprint! Your child should not wait until the week before the test to cram all of the information. Using the strategies in this booklet over time will help your child to recall more and better!

As a parent, you are your child's most important educator and research shows that parents who are actively involved with their child's learning help their children to achieve more too. Parental support is crucial to the success of students' learning, and is very much welcomed and appreciated by teachers.

Research states that 'The effect of parental engagement over a student's school career is equivalent to adding an extra two to three years to that student's education.' One way in which parents can help - easily and immediately - is by encouraging students to think differently about their learning, and this begins by speaking differently about their learning.

The language used at home to discuss learning is as important as that used in school. Classroom teachers are acutely aware of the value of asking probing questions to challenge students to think hard about their learning, and parents are encouraged to adopt this practice at home.

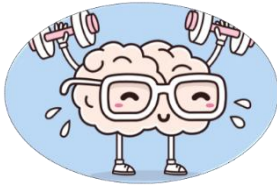
- **What did you learn today?**
- **What did you find difficult?**
- **Do you know what you need to do to improve?**



The responses to these questions like the ones listed above can open up a useful dialogue about your child's learning, and help students understand that learning is

something to be thought about and talked about - and something that everyone can, and should be encouraged to, get better at.

2. Why is retrieval practice important?



Strengthens your child's memory, making information more retrievable



It improves transfer of knowledge to new contexts



It gives your child information on what he/she remembers and does not remember



It promotes long-lasting durable learning



It reduces exam stress and anxiety



It will help your child to understand how to learn effectively

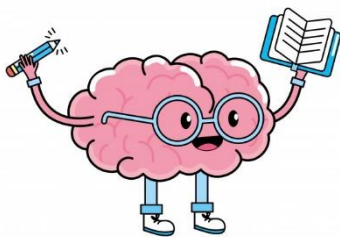
“The best preparation for tomorrow is doing your best today”

H Jackson Brown Jr

3. What works and what does not work to support your child with revision

Research shows that three most useful learning methods are:

Recall and test practice



- Encourage your child to test his/her knowledge. Use some of the strategies in this booklet.
- **Making mistakes is a part of the learning process!** Mistakes will give your child information about what to revise more and frequent misconceptions that have to be addressed.
- Encourage your child to practice the most difficult content first.
- Do not allow your child to jump directly into the homework. Ask your child to go through the book/revision guide first.

- Also called **distributed learning**. Encourage your child to revise a little bit every day.
- **Forgetting is a good thing!** It boosts long-term retention if you use recall strategies.
- Ask your child to review information but not immediately after class. Allow time to forget. Forgetting and trying to recall at a later time boosts your child's memory.
- Ensure your child goes back to older information.

Spaced practice



4. Learning to learn skills over the Academic Year

This is an overview of the skills your child will develop over this Academic Year. Each half term, your child will get involved in 'All Saints Recall Week' and will have the opportunity to learn about a different learning to learn skill. The week will start with an assembly followed by an exciting PSHE lesson where your child will put each revision tool into practice. After that, your child will be able to use the skill gain in other subjects. There will be plenty of opportunities to get merits and certificates each term, by creating revision materials using all the knowledge learnt!

1. [Half term 1.1](#) Importance of testing. The testing effect. Take 10.
2. [Half term 1.2](#) What is retrieval? Why is it important? Brain dumps.
3. [Half term 2.1](#) What works and what does not work. Mind maps
4. [Half term 2.2](#) Chunking
5. [Half term 3. 1](#) Write-cover-answer-check
6. [Half term 3. 2](#) Simple flashcards



Learning to Learn



EFFECTIVE REVISION METHODS

awarded to

For showing evidence of exceptional revision resources.

Mrs Wiley & Mrs Pueyo

February 2021



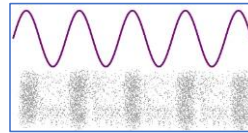
Yr. 7 Science

What?

Unit 1: Organisms



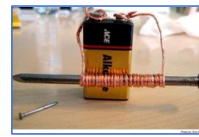
Unit 6: Waves



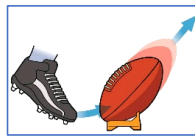
Unit 2: Matter



Unit 7: Electromagnets



Unit 3: Forces



Unit 8: Genes



Unit 4: Reactions



Unit 9: Energy



Unit 5: Ecosystem



Unit 10: Earth



How?

1. Using the [revision guide](#) where all the topics are summarized.
2. Using the [workbook](#). Ask your child to complete the pages related with each topic and self-assess them in green pen checking the mark scheme at the end of the workbook.
3. Using [BBC bite size KS3 Science](#). Ask your child to read through the information per topic and complete the quiz at the end of each chapter.
4. Using [Seneca learning](#). Ask your child to log in as a student. Access to a KS3 course granted with a code provided by the Science teacher.
5. Creating [flashcards](#) for each unit using the keywords lists given in lessons or the glossary at BBC bite size Science. You can test your child by either asking him/her the definition of a keyword or for the keyword that corresponds a definition given by you. Make sure your child writes down the keyword afterwards in order to learn the correct spelling.
6. [Collins Science flashcards](#)



What?

HT1 & HT2: The Boy in the Striped Pyjamas

by John Boyne

Students will study this novel told from the perspective of a nine year old German boy during WW1. They will explore the context of the time and delve in to the story, analysing the setting and characters as well as developing their creative writing skills.

HT3: Traditional Poetry

Students will develop both their creative and poetic writing skills whilst exploring a range of traditional poems. This unit is a creative and engaging unit with lots of opportunities for writing and sharing ideas.

HT4: Holes by Louis Sacher

Students will read and explore the experiences of an unlucky teenage boy named Stanley Yelnats. He has been sent to Camp Green Lake, a juvenile detention centre in a desert in Texas, after being falsely accused of theft!

HT5: Our Day Out by Willy Russell

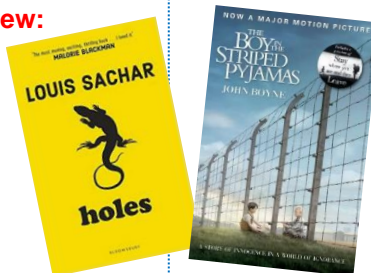
Students will study a fun and interesting play set in 1970s Liverpool. They will have the opportunity to role play and explore the characters and develop their skills using PEE and PETAL to frame their ideas.

HT6: Shakespeare

Students will have the opportunity to explore one of Shakespeare's famous plays and to engage with lots of exciting and engaging characters!

Presenting a Point of View:

- Direct address
- Alliteration
- Facts & Statistics
- Opinion
- Rhetorical Question/ Repetition
- Exaggeration/Emotive Language
- Superlatives/similes
- Triple Emphasis



Descriptive Writing:

- Similes & Metaphors
- Adjectives
- List of Three
- Senses (5)
- Alliteration



How?

1. Literacy Planet

All KS3 students now have their very own log in for this amazing Literacy programme. Literacy Planet is a comprehensive and interactive online programme that supports the development of all key English *Literacy* skills. It is a fun and engaging way to test and improve your reading comprehension, spelling, grammar skills.

To access the programme please go to www.Literacyplanet.com and log in! If you require your username and/or password please just ask your English Teacher and they can provide this for you.

2. Look, Cover, Write, Check

All students have two sets of spelling tests which are located at the back of their exercise books. These vocabulary and definitions sheets incorporate all of the words they will be tested on this year.

In order to improve your child's knowledge and understanding ensure they use the look, cover write, check method to learn the vocabulary and regularly test them on the definitions.

Want to stretch and challenge them further?

Mix up the order of the words you are testing them on. Or give them the definition and ask them to recall the word and/or spell it.

3. Practice using PETAL

PETAL is an acronym that helps students to remember how to express their ideas in an academic manner. They can practice using the sentence stems overleaf to help structure their writing.

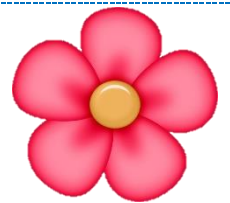
Want to stretch and challenge them further?

Ask them to write a paragraph without looking at the help sheet and then check their understanding by asking them to shade each step of the PETAL paragraph in a different colour. Have they included all 5 steps?

Not sure what to write about?

Ask your child to explain or how a character/theme or idea is presented in the book they are reading or studying at the moment.





PETAL Sentence Starters

1. POINT

Throughout the text/novel/play/poem/extract...
 The character of _____ is seen as...
 _____ is presented as...
 The theme of... is shown by...
 The writer creates a sense of...
 ...creates/develops/increases the sense that...
 The writer presents _____ as...
 The plot in this extract/section is focused on...
 The writer develops the character/setting/theme by...
 ...appears / seems...

SIMILAR ideas

Furthermore...
 In addition...
 Similarly...
 Likewise...
 This is supported by...
 Moreover...

DIFFERENT ideas

In contrast...
 On the other hand...
 Alternatively...
 Despite this...
 Although...
 However...

EXPLORING ideas

Perhaps
 Maybe
 Could
 Might
 Possibly

2. EVIDENCE

This can be seen in the words...
 The sentence _____ suggests this.
 An example of this is...
 The writer shows this in the words...
 For example...
 A clear example of this is...

3. TECHNIQUE

The effective use of _____ shows that...
 The author uses adjectives/verbs/adverbs to create the idea/sense that...
 The repeated use of _____ suggests that...
 The idea that... is supported by the writer's use of...
 The use of _____ sentences suggests...
 The paragraphs here are short/long which shows...

ADVERBS

Clearly
 Obviously
 Mainly
 Alternatively

Analysing plot / structure phrases

At the beginning...
 We are introduced to...
 This links to...
 Previously...
 Further on...
 Later/earlier on...
 It concludes by...

4. ANALYSIS

The use of... is used to shock/amaze/draw in the reader.
 This demonstrates/suggests that...
 ...involves the reader in the text by...
 ...suggests to the reader a feeling/sense of...
 ...has a connotation of... which makes the reader...
 The impact of this on the reader is...
 The writer's intention was to...
 This is significant because it suggests...
 This persuades the reader to feel/believe/...
 ...shows the reader that...
 It is clear from this that...

Audience effect phrases

...makes us:
 feel...
 see...
 imagine...
 believe...
 fear...
 think that...
 emphasise...

5. LINK

From this, we can understand that...
 This makes the reader think of...
 This is relevant because at the time...
 The reader is reminded of...
 The writer has used this to suggest...
 This has had a significant impact on people / the world because...

COMMENT WORDS

Shows	Reveals
Suggests	Presents
Implies	Demonstrates
Indicates	Reflects
Confirms	Portrays
Highlights	

SUMMARISING

The whole text...
 Overall...
 The text covers...
 To sum up...
 All in all...



What?

Number

- Arithmetic with positive and negative numbers, decimal numbers, and fractions
- Introduction to Ratio
- Time (24hr and 12hr clock)
- Square/Triangular Numbers
- Sequences
- Percentage and Fraction of Quantities

Algebra

- Function Machines
- BIDMAS
- Simplifying/Substitution
- Using/Creating Formulae
- Solving for unknown variables
- Coordinates
- Basic Graphs with equations

Geometry

- Perimeter and Area of Shapes
- Measuring/Drawing Angles
- Angles in Shapes
- Properties of Shapes
- Symmetry and Reflections
- Nets of 3D shapes



Probability

- Understanding key terms
- Probability Scales
- Experimental Probability

Statistics/Data Representation

- Mean, Median, Mode, Range
- Reading information from charts
- Collecting and representing data through different diagrams
- Pie Charts

How?

MathsWatch

[Mathswatch.co.uk](https://www.mathswatch.co.uk)

MathsWatch is an excellent resource all pupils have a login to. This contains a variety of videos explaining content and working through example questions. Tip! Instead of just watching the videos, pause at the question and see if your child can solve it, then ask your child to watch the solution and correct the work! This will allow your child to note mistakes made and practice!

Teach Someone Else!

One of the best ways to revise a topic is to be able to teach someone else the content. Ask your child to take a practice question from class or online and see if he/she can verbally explain to you each step of solving! Even better, see if you can solve the question after!

Consistency is Key

[corbettmaths.com/5-a-day/gcse](https://www.corbettmaths.com/5-a-day/gcse)

Maths is a subject that requires repetition and practice! The best way to boost skills is to build into your child's routine by practicing Maths for 15 minutes every other day. You can use questions from class or Corbettmaths have 5-a-day levelled questions with solutions for everyday of the year!

QUICK TIP:

A Rhyme to Remember Finding Averages!

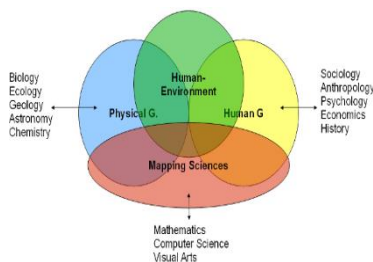
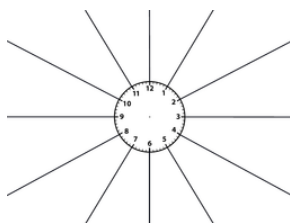
Hey diddle diddle, the median's the middle,
You add then divide for the mean.
The mode is the one that you see the most,
And the range is the difference between!





What?

- Hazards
- Urban Regeneration and Crime
- Dangerous Weather
- Energy (Russia)



TITLE & AGENDA DATE, NAMES, CONTACT INFO		↑ 6" ↓
NOTES	CUES	
TAKEN DURING YOUR CLIENT OR BUSINESS MEETING	WRITTEN BEFORE OR AFTER YOUR MEETING.	
<ul style="list-style-type: none"> • MAIN POINTS • BULLET POINTS • OUTLINE • ABBREVIATE • PARAPHRASE • SPACE BETWEEN TOPICS • DRAWINGS • LAYOUTS • MEASUREMENTS • DIAGRAMS • CHARTS • REQUIREMENTS 	<ul style="list-style-type: none"> KEY WORDS QUESTIONS TO-DO LIST APPOINTMENTS DEADLINES PRIORITIES NAMES CONTACT INFO 	
CORNELL NOTE-TAKING SYSTEM FOR BUSINESS OR CLIENT MEETINGS		
← 6" →		← 2 1/2" →

How?



Cornell Notes

This note taking method will help you become more organized and creative with your revision. Break your book or paper into sections. Sections can include things like keywords, key ideas, key questions, diagrams, theories, graphs, information, cues, connections (to other topics and subjects) and most important, a three-point summary of what you learned. (Come to The Geography Department to see examples).

Venn Diagrams

Venn diagrams are great for separating different impacts. In geography we are concerned about three main ones: *social, economic, and environmental*. We also look at cultural, political, and technological.

Keywords and Diagram Folder create your own folder filled with keywords and definitions and diagrams

Teach a friend or family member. Teaching someone else is one of the best ways to remember and recall knowledge!!

Revision Clocks take a page and divide it into 12 even sections with a clock in the middle. For each section you have 5 mins to write as much about that topic. For example, **Hazards** could have titles such as *earths structure, volcanoes, a case study, tsunamis.*

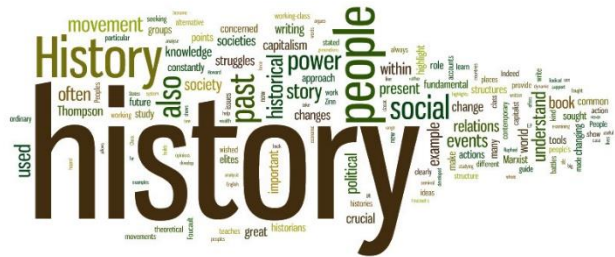
Other: mind maps, videos, flash cards, investigating, self-debate and try to link topics with one statement.



Yr. 7 History

What?

1. Introduction to History
2. Migration
3. Warfare
4. The Roman Empire
5. Africa in the Middle Ages
6. The British Empire and the slave trade

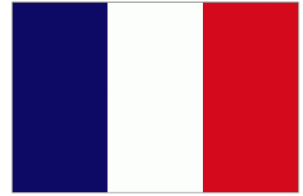


How?

For all the below focus your notes on **dates, names, places, facts and figures**.

- 1) Create chronological timelines of key events within each unit to provide an overview on when each key event happened.
- 2) Produce biographies on **key figures** from the units who were significant or the reason for why events happened, or changes occurred. Think: *who* were they, *what* did they do, *how* did they do it, *when* did they do it, *why* did they do it.
- 3) Create mindmaps for key events or terms to help visualize information in a different way. Split information into different categories. Highlight examples of **social, political, economic or religious** change.
- 4) Create flashcards: take information from each lesson and condense it down into only the most relevant information (*think **dates, names, places, facts, figures***)
- 5) Create revision quilts on all the key terminology for each topic. Take this a step further by colour coding each word/phrase to overarching themes or factors.
- 6) Watch video overviews on Youtube on channels such as Simple History, TED-Ed, BBC Teach, History Matters and Feature History. Students can use the additional information they learn about each topic to both reinforce and expand their own knowledge.

Importantly, choose the method(s) of Recall that work best for you!



Yr. 7 French

What?

Unit. 1. Introduction

- Numbers 1-31
- Greetings
- Basic questions (age/name/where you live)
- Learn different foods in French
- Give a basic opinion about a French dish
- Months and birthdays
- Differentiate between masculine and feminine nouns
- Say the pets you have/don't have

Unit. 2. Descriptions

- Numbers 1-100
- Recall some family members and give your opinion about your family
- Say the name and give the age of your family members
- Learn adjectives to describe yourself physically
- Learn adjectives to describe your personality
- Learn about singular and plural adjectives
- Describe your family members using *c'est = it is* and *ils sont = they are*

Unit. 3 School

- Recall some school subjects
- Learn the days of the week
- Learn how to tell the time in French (o'clock, half past, quarter past and quarter to)
- Say the subjects you have and when using *J'ai = I have* / *Je n'ai pas = I don't have*
- Say what your favourite subject is and explain why
- Describe your teachers and give your opinion
- Learn how school is in France

How?

1. Using the **revision sheets** provided in lessons. You can test your child by asking him/her how to say a word in Spanish. Ensure your child writes the word down after saying it in order to practice correct spelling.
2. Using **"cover-write-check"**. Ask your child to make a list of words to revise in Spanish and English. He/she can use the notes or revision helpsheets attached. Then ask your child to use an A4 plain paper to cover the French section and write the words from memory. Check solutions at the end.
3. Ask your child to open the French exercise book. Check **a paragraph** that he/she wrote in lessons. Ask your child to close the book and write about the same topic from memory. Then compare both paragraphs.
4. Using **Duolingo app**. Only 10 minutes per day can make a big difference! The app is free and is designed to encourage your child to practice his speaking, reading, writing and listening skills.
<https://www.duolingo.com/>





Yr. 7 Spanish

What?

Unit. 1. Introduction

- Numbers 1-31
- Greetings
- Basic questions (age/name/where you live)
- Learn different foods in Spanish
- Give a basic opinion about a Spanish dish
- Months and birthdays
- Differentiate between masculine and feminine nouns
- Say the pets you have/don't have

Unit. 2. Descriptions

- Numbers 1-100
- Recall some family members and give your opinion about your family
- Say the name and give the age of your family members
- Learn adjectives to describe yourself physically
- Learn adjectives to describe your personality
- Learn about singular and plural adjectives
- Describe your family members using *es= is/son= they are/tiene=has/tienen = they have*

Unit. 3 School

- Recall some school subjects
- Learn the days of the week
- Learn how to tell the time in Spanish (o'clock, half past, quarter past and quarter to)
- Say the subjects you have and when using *tengo = I have /no tengo = I don't have*
- Say what your favourite subject is and explain why
- Describe your teachers and give your opinion
- Learn how school is in Spain

How?

1. Using the revision sheets provided in lessons. You can test your child by asking him/her how to say a word in Spanish. Ensure your child writes the word down after saying it in order to practice correct spelling.



2. Using **“cover-write-check”**. Ask your child to make a list of words to revise in Spanish and English. He/she can use the notes or revision helpsheets attached. Then ask your child to use an A4 plain paper to cover the Spanish section and write the words from memory. Check solutions at the end.
3. Ask your child to open the Spanish book. Check **a paragraph** that he/she wrote in lessons. Ask your child to close the book and write about the same topic from memory. Then compare both paragraphs.
4. Using **Duolingo app**. Only 10 minutes per day can make a big difference! The app is free and is designed to encourage your child to practice his speaking, reading, writing and listening skills.





Yr. 7 Religious Education

What?

Half-term 1 - Unit 1 - Who is God?

- Exploring the different keywords that describe the greatness of God.
- Understand the school ethos and the role of RUAH.
- Understand the use of the Bible and what the Bible consists of - seeing how God reveals himself to his people and the world.

Half-term 2 - Unit 2 - Who is Jesus?

- Explore the different titles that are given to Jesus.

Half-term 3 - Unit 3 - Kingdom

- Explore the Kingdom of God through a variety of parables.

Half-term 4 - Unit 4 - Catholic Identity

- Explore the different Sacrament that Catholics partake in.
- Comparison with other denominations

Half-term 5 - Unit 5 - Judaism

- Explore the beliefs and teachings of Judaism
- Explore the practices of Judaism and making a comparison between Orthodox and Liberal/Reform Jews.

Half-term 6 - Unit 6 - Joys and Challenges

- Explore the challenges that the Apostles faced.
- Investigate historical and inspirational figures of society and the world.

How?

Revision grid. Ask your child to complete the grid on page 17 from memory. Then, your child can use the exercise book to check and expand the answers, identifying areas that need more revision.

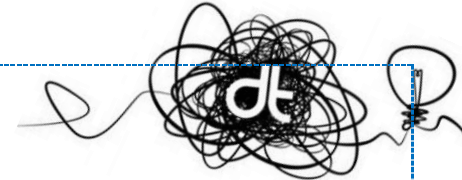
Keywords— You can test your child on keywords. A list of 10 words and definitions is given to them every half term. This is either printed or attached on show my homework.



Research. Ask your son or daughter to research the keywords to gain more information about the topic. This will help them understand the keywords in depth.

Flashcards. Ask your child to create flashcards on historical figures who have made an impact on society. Your child can write the name of the person on one side and the impact they made on society on the other side, providing specific examples.

Topic Name	Keywords and Meanings	Catholic view	Other Christian view	Source of Wisdom and Authority



Yr. 7 Technology

What?

Disney Project: Multinational Company

Resistance Materials:

- *Students will increase understanding of multinational companies*
- *Students will further develop their understanding on how and why multinational companies develop promotional products*
- *Industrial processes (Paper, card and printing techniques)*
- *Sustainability in design (product life cycle)*
- *Packaging*
- *Material research (natural fibres)*
- *Remember different types of textiles and workshop tools and equipment*



How?

1. Encourage your child to visit 'About Us' page when visiting websites
<https://disney.co.uk/about-us>
2. Watch 'How its made' on YouTube and make revision notes based on processes you have watched. Parent to then watch the video again and question child on the process they have watch to see what they can recall.
3. Encourage your child to be more sustainable around the house by allowing them to practice the 6R's. Student to create revision flashcards on the 6R's
4. Students to study packaging around their home and compare them by writing down what make the packaging a good design and what could be improved.
5. Use <http://www.mr-dt.com/materials/paperandboard.htm> to revise paper and boards. Then write down all information you can recall on this topic.
6. Create revision flashcards. One side write down the equipment name, the other side *draw* the equipment and write down *use* of equipment.



What?

Food and Nutrition: American Refreshments

- *Student will increase knowledge and understanding of American refreshments*
- *Students will further develop skills with preparing food products*
- *Students will further develop their math's skills*

How?

1. Encourage your child to help when cooking at home.
2. Encourage students to follow written recipes to develop their literacy skills
<https://www.bbcgoodfood.com/feature/family-and-kids>
3. Encourage students to double or half the recipe to develop their numeracy skills
4. Students to practice recipes at home and develop their practical skills by adapting the recipes they have learnt during practical lessons



Yr. 7 Sports Studies

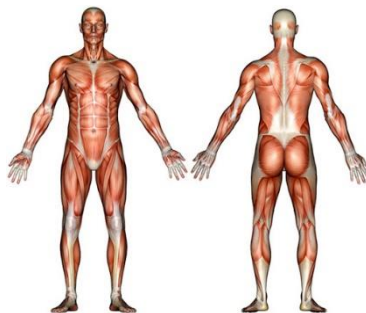
What?

Recall from the Year 7 Sports Studies Theory lessons (5 lessons covered in your theory lessons):

1. Components of Fitness
2. Muscles
3. Leadership & Coaching
4. Commercialisation in sport
5. Sports Psychology

How?

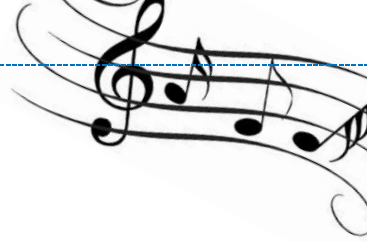
1. Muscles- Point to a part of your body and name and spell the muscle. How many can you remember?



2.
 - Create revision cards (using plain paper)
 - On one side write a Component of Fitness
 - On the other side write the definition and sporting example



3. Create a brain dump called 'Leadership & Coaching' and write the 3 types of leaders and brainstorm how you would design a coaching session.



Yr. 7 Performing Arts

WHAT?

DRAMA:

Darkwood Manor

- Improvisation
- Still images
- Mime
- Mark the moment



Silent Movies

- The Kid (Charlie Chaplin)
- Clock the Audience
- Captions
- The Poor Wretch



MUSIC:

Orchestra

- Overview of the Orchestra
- String Family
- Woodwind Family
- Brass Family
- Percussion Family



Film Music

- Introduction to Film Music
- Performing songs from Films
- Listening Challenges



Musical Theatre

- Introduction to Musical Theatre
- Learning how a script works
- Groupwork
- Acting out a scene from a famous Musical



HOW?

Performance time!

- Watch your child perform one of the songs/scenes covered in class.
- You can also go through the lyrics/script together.
- Your child could perform with the lyrics/script first and then without it to gain confidence.



Mind maps

- A mind map is an excellent recall method which will allow your child to revisit key terms.
- Ask your child to create a mind map on Silent Movies including key facts and techniques that can be used.



The Young Persons Guide to the Orchestra

- Interactive Online Game
 - Guides you through the Orchestra
 - Helps you learn the instrument visually and aurally in a fun and interactive way.
- <https://listeningadventures.carnegiehall.org/>





Yr. 7 Computer Science

What?

Unit. 1. E-Safety Term 1&2.

- *Difference between WWW and the Internet*
- *Web browser & Search Engines*
- *Cyberbullying*
- *Online Safety*

Unit. 2 Computational Thinking Half term 3.

- *Decomposition*
- *Pattern Recognition*
- *Abstraction*
- *Algorithm*

Unit. 3 Data Representation Half term 4

- *Introduction to hardware and software*
- *Binary Representation*

Unit. 4 Scratch Programming Half Term 5.

- *Basic programming concepts (variables, input / output, selection iteration (for loops)*
- *Create simple games (ping pong)*

Unit 5. Spreadsheet (ACCESS) Half Term 6

- *Identify the main parts of a spreadsheet (row, cell, label, column, fill handle)*
- *Perform mathematical calculations using formulae.*

How?

Discussion

Sit with your child and discuss the dangers of the internet. (Some scenarios will be attached) Pay close attention to their responses and use this moment to ask your child how he /she practices good internet safety.

Create an account with

<https://scratch.mit.edu/>

(free) in order to help the pupil's practice their coding skills at home and aid with their homework.



Homework

Revision and research sheets will be given to pupils as well as posted on ShowMyHomework. Monitor due dates and ensure that your child has completed the homework correctly.

Vocabulary (key words)

Students will be given a list of key words to learn at the end of each term. Practice these words with your child to improve their spelling and vocabulary.

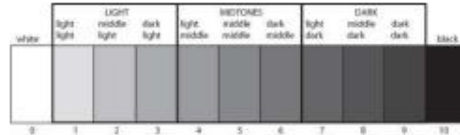




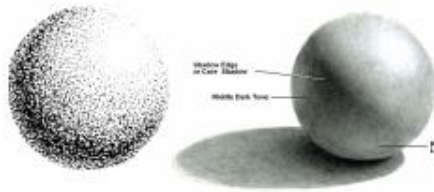
What? Tone, line, shape & form and pencil

THE FORMAL ELEMENTS

STONE



Where is the light coming from? This is the most important question when creating a tonal artwork



Using tone and perspective to make shapes look 3D.

Colour can also show tone through the use of Tints and Shades.



Art term CHIAROSCURO

Chiaroscuro, in art, is the use of strong contrasts between light and dark, usually bold contrasts affecting a whole composition.



Caravaggio – The Taking of Christ, 1602

Artists



Ansel Adams – Clearing winter storm. Film Photograph



MC Escher – Drawing hands.

How?

In Art and Design you will learn new skills. Practice!

As the saying goes... if at first you don't succeed try, try, try again!

Watch 'How its made' on YouTube and make revision notes based on processes you have watched.

Parent to then watch the video again and question child on the process they have watch to see what they can recall.

Encourage students experiment drawing. You might have a second sketchbook to practice at home or you can draw on recycled materials, for example used envelopes, newspapers and inside of cereal boxes if you have no paper at home.

Visit galleries and museums you will get to see the scale of the Art work up close you might see the paint brush strokes!

You can also find lots of information on Gallery websites and Apps including Google Arts and Culture.

Create flashcards for key words. One side write down the equipment/technique name, the other side *draw* and write down *use* of equipment/ technique.

<https://www.aqa.org.uk/resources/art-and-design/gcse/art-and-design/teach/subject-specific-vocabulary>

Try.

Try again.

Try once more.

Try differently.

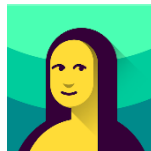
Try again tomorrow.

Try and ask for help.

Try and find someone who's done it.

Try to fix the problem.

Keep trying until you succeed.



<https://www.tate.org.uk/art/student-resource/exam-help>

<https://www.theguardian.com/artanddesign>

<https://www.saatchigallery.com/#years>

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<https://artsandculture.google.com/>

THE FORMAL ELEMENTS

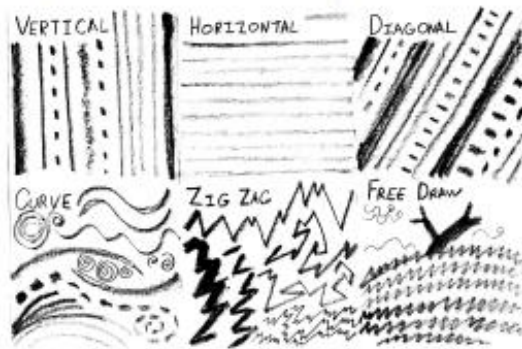
LINE

There are only 2 basic things you can make with a pencil, that is a dot and a line



Alexander Calder – wire sculptures

Pablo Picasso– Bull



Art Techniques

Contour drawing, is an artistic technique in which the artist sketches the contour of a subject by drawing lines that result in a drawing that is essentially an outline; the French word contour meaning, "outline."



Continuous line is a drawing technique where the line is unbroken from the beginning to the end.



Art Movement

IMPRESSIONISM

Is a 19th-century art movement characterised by relatively small, thin, yet visible brush strokes (LINES), open composition and an emphasis on accurate depiction of light in its changing qualities.

Claude Monet – Haystacks (sunset)



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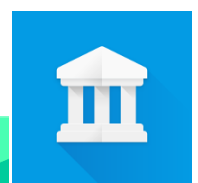
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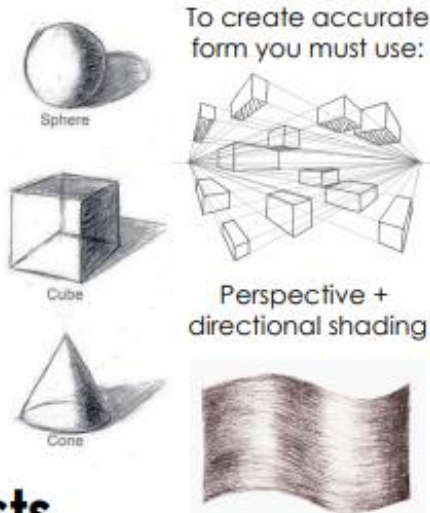
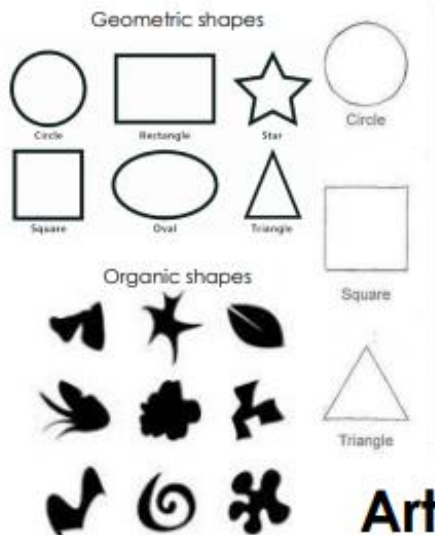


SAATCHI GALLERY



THE FORMAL ELEMENTS

SHAPE & FORM



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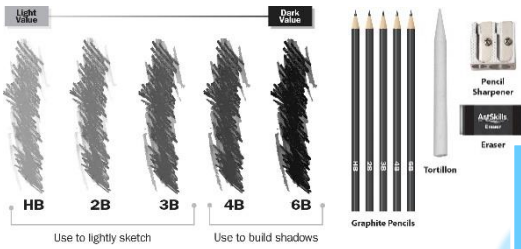
- Try.
- Try again.
- Try once more.
- Try differently.
- Try again tomorrow.
- Try and ask for help.
- Try and find someone who's done it.
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ART MATERIALS

PENCIL



Key words for Tone

dramatic

dark

deep

intense

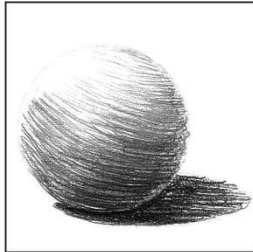
heavy

rich

strong

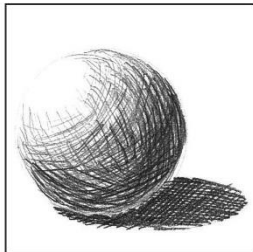
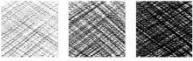
Hatching

Draw strokes in the same direction and layer them to produce darker shades.



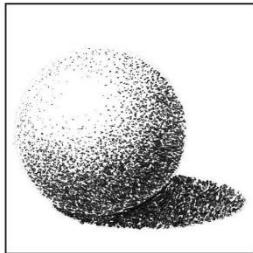
Crosshatching

Similar to hatching, crosshatching uses layered strokes to build shades. Draw the strokes in two different directions to create this effect.



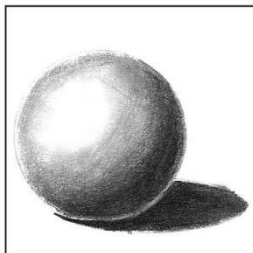
Stippling

Draw dots close together to create dark values, and further apart to achieve lighter values.

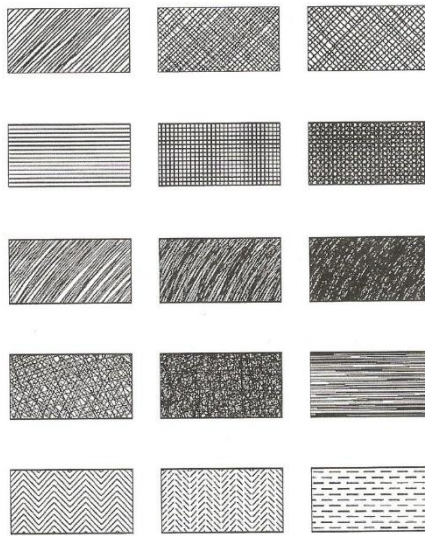


Blending

Use your tortillon to create smooth shading and subtle transitions between lights and darks in your shadows.



Hatching and Cross Hatching Examples



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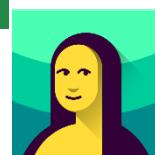
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SAATCHI GALLERY



5. Useful websites

For all subjects:

- <https://www.bbc.co.uk/bitesize>
- <https://www.senecalearning.com/>
- <https://quizlet.com/en-gb>

Specific websites:

English

- <https://www.literacyplanet.com/uk/>

Maths

- <https://mathswatch.co.uk/>
- <https://www.mymaths.co.uk/>

Languages

- <https://www.duolingo.com/>
- <https://www.languagesonline.org.uk/>

Technology

- <http://www.mr-dt.com/materials/plastics.htm>

A retrieval practice guide for parents

Year 7

“Practice does not make perfect. Perfect practice makes perfect”

Vince Lombardi

