



# Required Further Learning Summer 1

YEAR 7

NAME: \_\_\_\_\_

## **Why am I required to complete this Further Learning?**

The new 9-1 GCSEs require you to improve your knowledge retention and your skills. To do this, you need to be working independently to help build your confidence and ability in these areas.

## **Who will give me feedback on my Further Learning?**

Your teacher may give you individual feedback, or you may go over the answers as a whole class. If you are using an online system, you will get feedback through this (e.g. Hegarty Maths).

## **What do I do if I'm stuck?**

It's important that you deal with this before the deadline date. There are a number of options for you if you are struggling with your Further Learning:

- Speak to someone from your class/year group who is completing the same task and ask for their support
- Use the internet
- Ask your parents or carers
- Speak to a teacher from the subject during your Flexible Learning time
- Ask your teacher

## **How can I check my progress with Further Learning?**

Your progress will be reported home once a half term on your Progress Report. You can then have a discussion with your parents or carers and your coach, to ensure that you have everything you need to be able to complete your Further Learning.

## **How will I be rewarded for completing Further Learning?**

- Making progress in your subjects that you are developing independence in
- You will be entered in a prize draw every half term when you hand in a Further Learning tracker
- Your teacher or coach may also choose to reward you for excellent effort with Further Learning (Purple Slip, CfL Sticker, EPraise Points)

## **Where is my Maths Required Further Learning?**

You will be completing the tasks set by your teacher on **Hegarty Maths**.

## **Where is my Science Required Further Learning?**

You will be completing the tasks set by your teacher on **Educake**.

Name: .....

**This English Further Learning will help you prepare for your Finals Exam.**

Read the extract from *Harry Potter and the Chamber of Secrets* and answer the questions that follow.

Ten years ago, there had been lots of pictures of what looked like a large pink beach ball wearing different-colored bonnets - but Dudley Dursley was no longer a baby, and now the photographs showed a large blonde boy riding his first bicycle, on a ride at the fair, playing a computer game with his father, being hugged and kissed by his mother. The room held no sign at all that another boy lived in the house, too.

Yet Harry Potter was still there, asleep at the moment, but not for long. His Aunt Petunia was awake and it was her shrill voice that made the first noise of the day.

"Up! Get up! Now!"

Harry woke with a start. His aunt tapped on the door again.

"Up!" she screeched. Harry heard her walking toward the kitchen and then the sound of the frying pan being put on the stove. He rolled onto his back and tried to remember the dream he had been having. It had been a good one. There had been a flying motorcycle in it. He had a funny feeling he'd had the same dream before.

His aunt was back outside the door.

"Are you up yet?" she demanded.

"Nearly," said Harry.

"Well, get a move on, I want you to look after the bacon. And don't you dare let it burn, I want everything perfect on Dudley's birthday."

Harry groaned.

"What did you say?" his aunt snapped through the door.

"Nothing, nothing . . ."

**Practice for your Language Question:**

1. From the beginning of the extract, identify a simile that describes Dudley:

.....

2. Write a PTEER paragraph, explaining how the writer presents Dudley with this simile:

.....

.....

.....

.....

**PTEER Sentence Starter:** The writer uses (technique) to present Dudley: "...". This shows/suggests/highlights...- (Don't forget to refer to the reader!)

### Practice for your Structure Question:

1. From the extract, identify exclamatory sentences spoken by Aunt Petunia:

.....

2. Write a PTEER paragraph, explaining how the writer presents Aunt Petunia with these exclamatory sentences:

.....

.....

.....

.....

**PTEER Sentence Starter:** The writer uses (technique) to present Aunt Petunia: "...". This shows/suggests/highlights...- (Don't forget to refer to the reader!)

### Practice for your Evaluate Question:

1. From the extract, identify evidence that the writer wants us to feel sympathetic towards Harry Potter:

.....

2. Write a PEEv paragraph, evaluating how successful the writer is at making us feel sympathetic towards Harry Potter:

.....

.....

.....

.....

**PEEv Sentence Starter:** The writer attempts to...: "...". This is ... successful because...- (Don't forget to refer to the reader!)



Name \_\_\_\_\_

## Year 7 Geography Required FL—Brownfield vs Greenfield

As the population increases we need to find more space to build houses for people to live. There are two options: brownfield sites or a greenfield sites.

**A brownfield site is an unused or derelict area of land that has been built on already.**



Brownfield sites have a lot of pre-existing infrastructure such as foundations, water pipes and electricity. This means they are easier to build on. They tend to have roads and easy access to cities or towns from their previous purpose. It is flat land close to the city centres. The houses built here tend to be for young professionals as they are smaller but closer to the city.

Before building, the brownfield sites often have to be cleared of the pre-existing buildings which have become derelict, dirty, and sometimes unsafe. Crime rates may be high in these areas. Also, due to the reduced amount of space there isn't much room for houses with gardens or driveways.

**A greenfield site is an area of land that has not been built on before.**



Greenfield sites are flexible and available for all kinds of developments because they have never been built on before. This means builders can start from scratch which makes it easier for them. Greenfield sites are often on the edges of cities away from noise or traffic so they are more attractive to build new, larger houses on with gardens and driveways, which is ideal for families. Crime rates are lower.

Greenfield sites are often take a long time to be given planning permission. When greenfield sites are being built upon, trees have to be cut down and the surrounding nature is destroyed. This effects habitats of birds and hedgehogs. As more people move into greenfield sites, there are more cars as people need their own transport to access the city. This leads to increased rates of pollution and contributes to global warming.

**History Further Learning:** Read the information below and then complete the 'Meanwhile, elsewhere' tasks on the following page.

**The Growth of the Inca Empire:** From 1438 to 1533, the Incas incorporated a large portion of western South America, centred on the Andean Mountains, using conquest and peaceful assimilation, among other methods. At its largest, the empire joined Peru, southwest Ecuador, western and south central Bolivia, northwest Argentina, northern Chile and a small part of southwest Colombia into a state comparable to the historical empires of Eurasia. Its official language was Quechua. Many local forms of worship persisted in the empire, most of them concerning local sacred *Huacas*, but the Inca leadership encouraged the sun worship of Inti – their sun god – and imposed its sovereignty above other cults such as that of Pachamama. The Incas considered their king, the Sapa Inca, to be the "son of the sun."<sup>[9]</sup>

*"The Incas lacked the use of wheeled vehicles. They lacked animals to ride and draft animals that could pull wagons and plows... [They] lacked the knowledge of iron and steel... Above all, they lacked a system of writing... Despite these supposed handicaps, the Incas were still able to construct one of the greatest imperial states in human history."*  
 — Gordon McEwan, *The Incas: New Perspectives*

**Communication:** They used messengers called "Chasquis". They would run the message across short distances to the next man. Using this relay system messages could be sent over long distances very quickly. Inca messengers could take messages 240 kilometres in one day. They used knotted strings instead of words on paper or parchment.

**How did the Inca's keep control of their empire:** They captured neighbouring tribes, and made them into slaves. They had 14,000 miles of well-built roads so that armies could travel quickly. They also had strict laws and harsh punishment which kept anyone from breaking the rules. Many people farmed, and the produce could be distributed across the Empire as needed.

**The Fall of the Empire:** In 1532 the Spanish arrived. With his team of conquistadors, Francisco Pizarro received the royal approval from the Spanish queen to conquer the Inca Empire. The coming of the Spanish into Inca led the spread of diseases particularly influenza and chicken pox which decreased the output of the working class as well as the nobility. The worst effect was the death of the Incan emperor leaving sons contesting for the throne. Succession disputes between the ruling family, unrests in the newly conquered territories and the spread of chicken pox further weakened the Inca Empire against external attacks.



# Meanwhile, elsewhere...

Monarchy and religion dominated Medieval England... the Incas built an empire in South America.

## KEY INFORMATION:

Between the \_\_\_\_\_ and 16th centuries, the Inca built a vast empire in the \_\_\_\_\_ Mountains of South \_\_\_\_\_, with a population of \_\_\_\_\_ million people. The empire was destroyed by \_\_\_\_\_ invaders in the 16th century.



The Inca Empire was connected by a road system. The Inca did not have wheeled vehicles such as carts.

What animal did they use to carry food and goods along the road? \_\_\_\_\_

What system did the Inca empire have for carrying messages along the road system? \_\_\_\_\_

How far could a message travel in one day? \_\_\_\_\_

What did ordinary people in the Inca empire do?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How did they contribute to the success of the empire?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Who were the Incas?

\_\_\_\_\_

What did the Inca worship?

\_\_\_\_\_

How did this religious belief strengthen the emperors' power?

\_\_\_\_\_

The most powerful Inca leader, who really established the Inca empire, was Cusi Inca Yapanqui, who took the name Pachacuti. What rival group did Pachacuti and the Inca defeat to take control of their empire?

\_\_\_\_\_

What methods did Pachacuti use to control such the empire?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Why did such a huge empire prove so vulnerable to the arrival of Europeans in the 16<sup>th</sup> century?

\_\_\_\_\_

Briefly describe the fall of the Inca Empire

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Useful websites, videos and podcasts:

<https://courses.lumenlearning.com/suny-hccc-worldcivilization/chapter/administration-of-the-inca-empire/>

<https://courses.lumenlearning.com/suny-hccc-worldcivilization/chapter/religion-in-the-inca-empire/>

<https://www.history.com/topics/inca>

<https://www.ancient.eu/article/757/the-inca-road-system/>

This 'meanwhile, elsewhere' was designed by:

*Mrs Carr*



## Spanish Further Learning

**Learn and memorise the following key vocabulary:**

### Look, Say, Cover, Write, Check:

1. Fill in the “**inglés**” column with the English translation.
2. Study the spelling and meaning of the Spanish and say it out loud.
3. Cover the “**español**” and “**inglés**” columns. Write the Spanish from memory in the “**cover, write**” column, without looking.
4. If you have learnt the word correctly tick the “**check**” column... if not, repeat the process, writing the word out again on a separate piece of paper.

español ( <b>look, say</b> )	inglés	<b>Cover, write</b>	<b>Check</b>
divertido			
aburrido			
interesante			
relajante			
agotador			
difícil			
competitivo			
fácil			
el fútbol			
el tenis			
el baloncesto			
el voleibol			
el boxeo			
el correr			
el baile			
el monopatín			
el atletismo			
el patinaje sobre hielo			
la natación			
la equitación			
la gimnasia			
la natación			
la equitación			

Fill in the Spanish of JUGAR – to play

I play	Yo
You play (singular)	Tú
He/she plays	Él/ella
We play	Nosotros
You (plural) play	Vosotros
They play	Ellos/ellas

HACER – to do

I play	Yo	<b>hago</b>
You play (singular)	Tú	
He/she plays	Él/ella	
We play	Nosotros	
You (plural) play	Vosotros	
They play	Ellos/ellas	

**Translate the following sentences into English:**

1. Me gusta mucho jugar al baloncesto ya que es divertido.

---

2. Me gustaría jugar al tenis porque hace sol.

---

3. De vez en cuando hago atletismo con mis amigos pero prefiero la natación.

---

**Translate the following sentences into Spanish**

1. I hate horse-riding because it's tiring

---

2. Tomorrow I am going to play tennis with my aunt and uncle.

---

3. My cousins love to play golf every Saturday however I think it's quite boring. I prefer playing basketball because I'm very active.

---

Write 40 words about your life:

- Describe un miembro de tu familia
- Si te llevas bien con tu familia
- Tu deporte favorito
- Que deportes te gustaría hacer en el futuro

.....

.....

.....

.....

.....

.....

.....

## French Further Learning

### Learn and memorise the following key vocabulary:

#### Look, Say, Cover, Write, Check:

5. Fill in the “**Anglais**” column with the English translation.
6. Study the spelling and meaning of the French and say it out loud.
7. Cover the “**Français**” and “**anglais**” columns. Write the French from memory in the “**cover, write**” column, without looking.
8. If you have learnt the word correctly tick the “**check**” column... if not, repeat the process, writing the word out again on a separate piece of paper.

Français <b>(Look, Say)</b>	Anglais	<b>Cover, write</b>	<b>Check</b>
Le college			
L'école			
l'anglais			
l'espagnol			
le français			
l'allemand			
le dessin			
le théâtre			
le commerce			
l'informatique			
la technologie			
l'histoire			
la géographie			
l'éducation religieuse			
le sport/l'EPS			
Demain			
La semaine prochaine			
lundi			
mardi			
mercredi			
jeudi			
vendredi			
Le matin			
L'après-midi			
Le soir			
Lire			
Écrire			
La salle			
La bibliothèque			
Le labo			





# Educake

## Science Online Further Learning

Go to [www.educake.co.uk](http://www.educake.co.uk).

Use the **username** and **password** provided by your teacher to **login** to the website.

Complete the quizzes. Record your results in the table below:

As a minimum, complete the **required further learning quizzes** to achieve a 2.

Go beyond that and complete **additional further learning** quizzes to achieve a 1.

### Year 7 Required Further Learning

	Name of Quiz	Percentage Achieved
1	RFL - Reactions	
2	RFL - Forces	

### Year 7 Additional Further Learning

	Name of Quiz	Percentage Achieved
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

### Help, I'm stuck on a question!

Click on  to find useful websites to support you with the quiz.

### Help, I don't know my username or password!

Find your science teacher and they can reset it for you.

