



Required Further Learning Autumn 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 and Educake).

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.

Where is my Maths Required Further Learning?

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

Where is my English and Science Required Further Learning?

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

When do I need to complete my Further Learning by?

Different subjects will ask you to complete your Further Learning by different dates. Use the timetable below to help you stay organised:

| Further Learning I am required to complete | When is this Further Learning due in? |
|--|---------------------------------------|
| Geography | |
| History | |
| French | |
| Spanish | |

Name:

Year 7 Geography Required Further Learning: Hot Deserts

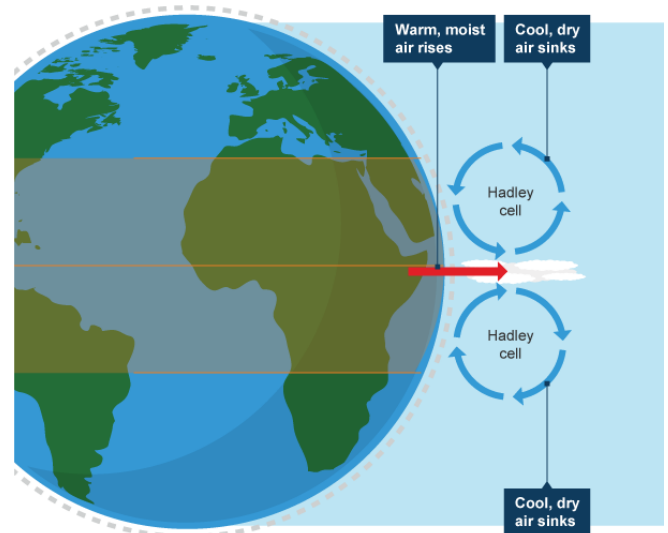
Characteristics of hot deserts

Deserts are dry or arid areas that receive **less than 250mm** of rain each year. Deserts can be hot or cold. They contain plants and animals that are specially **adapted** to these extremely dry conditions.

Most hot deserts are found between **15-30° North and South** of the equator.

What causes hot deserts to form?

Air around the Tropics of Capricorn and Cancer is dry. This is a zone of high pressure where the air sinks. Air at the equator rises and cools – condensation then forms rain. The air then moves north and south until it gets to about 30° north and south of the equator, where it sinks. This air is dry and no condensation can form, so there is no rain. This is known as the **Hadley Cell**. It shows how air moves around the atmosphere near the equator and tropics.

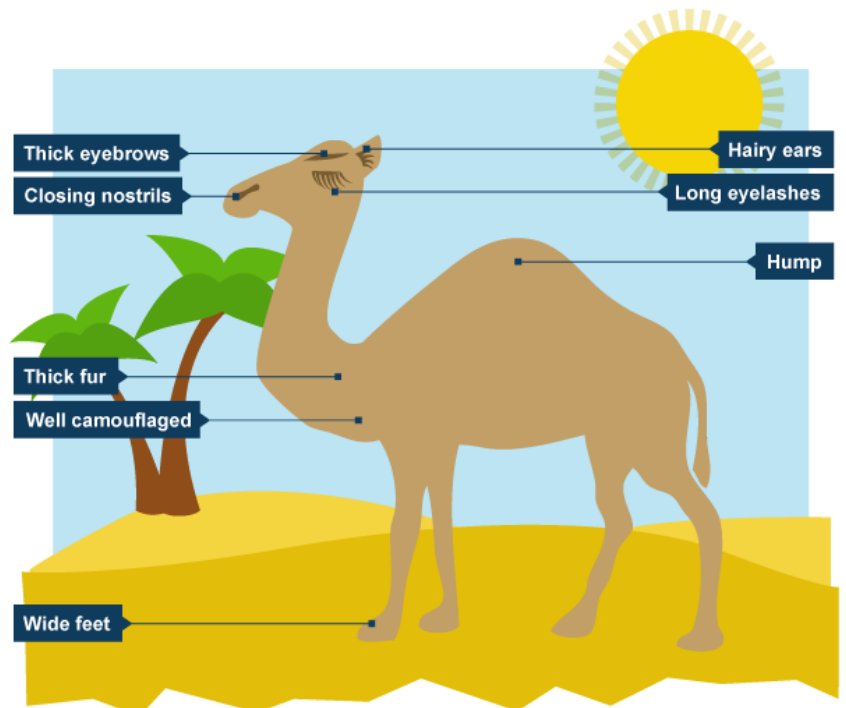


Hot desert adaptations

Plants and animals in hot deserts must cope with the extreme environment. There is a big variation in temperature between day and night and very little rainfall. The camel has **adapted** over time to survive in an extreme environment such as the **Sahara Desert**.

Camel adaptations

- Long eye lashes, hairy ears and closing nostrils help to keep out the sand.
- Thick eyebrows which stand out and shade eyes from the sun.
- Wide feet so they don't sink in the sand.
- They can go without water for a week.
- They store fat in their humps which means they can go without food for months.
- Thick fur helps them keep warm at night.
- Padded feet to protect their feet from the hot sand.



Questions

1. How much rainfall does a desert receive each year? _____

2. Deserts are found between which lines of latitude north and south of the equator?

3. Describe the characteristics of a hot desert such as the Sahara Desert.

4. Describe the processes of the Hadley Cell that causes deserts to form.

5. Explain how camels have adapted to survive a hot desert region.

Expected: Give some brief points using the information. Describe some adaptations.

Embedded: Give a detailed account using the information. Explaining at least two adaptations and begin to link them to helping a camel survive in a hot desert.

Exceptional: Give a detailed account using the information. Explaining how three or four adaptations have allowed a camel to survive in such an extreme environment as a hot desert.

Emerging:

Expected:

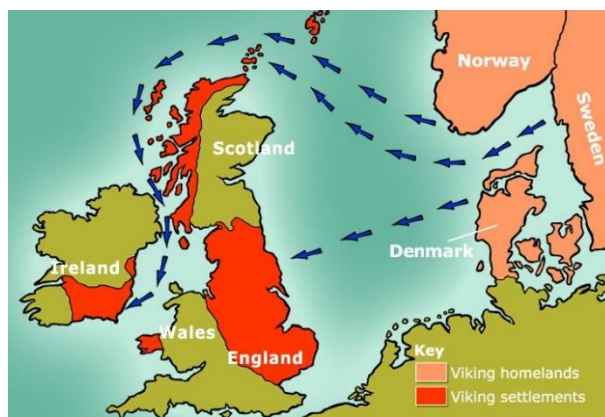
Embedded:

Exceptional:

ARE: Explain how plants and animals have adapted to survive in extreme environments.

Year 7 History Further Learning – Who were the Vikings?

The Viking Age in Britain began about 1,200 years ago in the **9th Century AD** and lasted for just over **200** years. About the year 800, bands of fierce raiders began to attack the coasts of England. They were the **Vikings** (also called the **Danes** although they didn't just come from Denmark).



The Vikings came across the **North Sea**, just as the Anglo-Saxons had done 400 years earlier. In time, like the Anglo-Saxons, the Vikings made their home here. They drove the Saxons out of part of the country and took it for themselves. King Alfred, Saxon king of Wessex, fought them in a great battle, but he could not drive them away fully and had to let them have part of the country, called the **Danelaw**.

Vikings were also known as the **Norsemen**. Norsemen means 'people from the North'

Viking travellers

They were great travellers and sailed to other parts of Europe, where they **traded**, **raided**, and often **settled**. They sailed in **longships**. These could sail in shallow water which meant they could travel up rivers as well as across the sea. To find out which direction to travel, Viking sailors would sometimes release **ravens**. The birds flew towards land and the longships followed them.



Viking longships often had a **dragon's head** at the front, which Vikings hoped would keep **evil spirits** away.

The Vikings were also **farmers**, **fishermen**, **trappers** and **traders**. Viking **craftsmen** made beautiful objects out of wood, metal and bone; Viking women were skilful weavers and produced fine, warm **textiles**.

The Vikings in Britain

The Vikings first invaded Britain in AD 793 and last invaded in 1066 when William the Conqueror became King of England after the Battle of Hastings. The first place the Vikings raided in Britain was the monastery at **Lindisfarne**, a small holy island located off the northeast coast of England. Some of the monks were drowned in the sea, others killed or taken away as slaves along with many treasures of the church. The raid on Lindisfarne marked the start of the Viking migration from Scandinavia in 793. In the years that followed, villages near the sea, monasteries and even cities found themselves **besieged** (under attack) by these sea-based foreign intruders. Soon no region of the British Isles (Britain and nearby islands) was safe from the Vikings. They attacked villages and towns in Wales, Scotland, Ireland, the Isle of Man and England.



Extra research challenge: Use this website to look at a range of Viking artefacts – make a top 5 list of the most interesting ones you find. <https://www.jorvikvikingcentre.co.uk/about/jorvik-artefact-gallery/>

Name: _____

Questions

- 1) When did the Viking Age in Britain begin? _____
- 2) Which part of Britain did the Vikings control? _____
- 3) What was special about Viking longships?

- 4) What did the Vikings do in Britain?

Are these sources about the Vikings primary or secondary?

| | |
|--|--|
| A Viking longship, dug up in 1962 | |
| A history book about the Vikings, written in 2008 | |
| A Viking shoe, found in York in 1800 | |
| A film about the Vikings | |
| Your history teacher telling you about the Vikings | |

Choose your task

Expected – What happened at Lindisfarne? What does this tell us about the Vikings?

Embedded – Do the Vikings deserve a good or a bad reputation? Give two reasons why.

Exceptional – “The Vikings were violent and only interested in invading.” Do you agree? Explain why.

Emerging: Expected: Embedded: Exceptional:

ARE: Describe how different groups of people experience historical events (interpretations)

Year 7 French Further Learning

Learn and memorise the following key vocabulary:

Look, Say, Cover, Write, Check:

1. Fill in the “**Anglais**” column with the English translation.
2. Study the spelling and meaning of the French and say it out loud.
3. Cover the “**Français**” and “**anglais**” columns. Write the French 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.

| Français (Look, Say) | Anglais | Cover, write | Check |
|--------------------------------|---------|---------------------|--------------|
| Bonjour | | | |
| Salut | | | |
| Au revoir | | | |
| Ça va? | | | |
| Ça va bien | | | |
| Pas très bien | | | |
| mal | | | |
| J'ai dix ans | | | |
| Un cahier | | | |
| Un stylo | | | |
| Un livre | | | |
| Un crayon | | | |
| Un sac | | | |
| Une trousse | | | |
| Une règle | | | |
| Une gomme | | | |
| Il y a | | | |
| Il n'y a pas de | | | |
| Mon anniversaire c'est | | | |
| Un deux trois quatre | | | |
| Cinq six sept huit | | | |
| Neuf dix onze douze | | | |
| Treize quatorze quinze | | | |
| maison | | | |
| appartement | | | |
| J'habite | | | |

Complete the translation task appropriate to your level:

Expected

1. Bonjour, comment ça va ?

2. Salut, je m'appelle Jules.

Embedded

1. J'ai quatorze ans, et mon anniversaire c'est le dix juin.

2. J'habite dans une grande maison en Angleterre.

Exceptional

1. Dans ma trousse il y a une gomme, deux crayons et une règle, mais je n'ai pas de stylo.

| Skill | Expected | Embedded | Exceptional |
|-------------|---|---|---|
| Translation | You can translate short sentences into TL. | You can translate longer sentences into TL with first person verbs . | You can translate longer sentences into TL with first and third person verbs . |

Emerging:

Expected:

Embedded:

Exceptional:

Year 7 Spanish Further Learning Autumn 1



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 (look, say) | Inglés | Cover, write | Check |
|------------------------------|--------|--------------|-------|
| el instituto | | | |
| el colegio | | | |
| los profesores | | | |
| las asignaturas | | | |
| los estudiantes | | | |
| tengo | | | |
| estudio | | | |
| el francés | | | |
| el español | | | |
| el alemán | | | |
| el inglés | | | |
| el teatro | | | |
| el dibujo | | | |
| la religión | | | |
| la historia | | | |
| la geografía | | | |
| las ciencias | | | |
| las matemáticas | | | |
| la educación física | | | |
| el deporte | | | |
| la música | | | |
| la tecnología | | | |
| ¿Cómo? | | | |
| ¿Quién? | | | |
| ¿Cuándo? | | | |
| ¿Cuál? | | | |

Fill in the present tense of the verbs:

ESTUDIAR – to study

| I | yo | Estudi__ |
|----------------|-------------|----------|
| You (singular) | tú | |
| He/she | él/ella | |
| We | nosotros | |
| They | ellos/ellas | |

TENER – to have (it's irregular!)

| I | yo | Tengo |
|----------------|-------------|-------|
| You (singular) | tú | |
| He/she | él/ella | |
| We | nosotros | |
| They | ellos/ellas | |

Translate the following sentences into English:

1. Me gusta el dibujo.

2. Me encanta el español.

3. No me gusta nada estudiar el inglés.

Translate the following sentences into Spanish

(Tip: Check your spelling of adjectives!)

1. History is boring.

2. I think that French is easy.

3. My science teacher (female) is very nice.

4. We study Maths on Friday.

Write 40 words about your school. Tip: Translate the bullet points first!

- ¿**Te gusta** tu instituto?
- ¿Qué estudias **el lunes**?
- ¿Cuál es tu **asignatura favorita**?
- Describe tu profesor(a) de español.

| Skill | Expected | Embedded | Exceptional |
|-------------|---|---|---|
| Translation | You can translate short sentences into TL. | You can translate longer sentences into TL with first person verbs . | You can translate longer sentences into TL with first and third person verbs . |

Emerging:

Expected:

Embedded:

Exceptional:

