Hello Year 7

Our theme for the week is **Emotional Well-being**.

The Emotional Wellbeing Team who have staff working at the Academy have developed a short survey. They'd like to understand more about some of the challenges teenagers may currently be facing with regard to stress and emotions. They'd also like to hear about topics you'd like more information or resources about as well as inviting you to get involved with the service.

**Please complete this survey by 11th May 2020**
https://www.surveymonkey.co.uk/r/KRXTQBG.

Here are a few tips for coping with quarantine, especially since it's been more than a month! **The best way to keep you mentally healthy is by being more social.**

1. **Explore alternative celebrations - for now**
   
   Although nothing may completely replace them, a growing number of virtual events offer ways to celebrate in a less traditional format.

   **Throw a video dance party!** Invite friends and put together a great playlist for them.

   **Look up your favourite singer or band** – many are streaming free concerts from home. The following website is maintaining a list of free concerts. You might even discover a new favourite artist!

   https://www.vividseats.com/blog/virtual-concerts-free-livestreams

2. **When talking to your friends, work on your listening skills.** Are you really hearing what they are saying or just preparing your own story? Try to be more empathetic and less judgemental. They will open up to you more.

3. **Try to gossip less.** If a friend tells you something personal, don’t share it!

4. **Suggest an activity you can do with your family.** Are you having dinner together? Can you help in the kitchen?

5. **Send someone you care about a note of thanks!** Wave and clap when you see a delivery van pass by. Thank the bin collectors when they pick up your rubbish and recycling.
Thank the bus drivers. Who else’s service could you recognise? These people are all essential workers and deserve our thanks.

Support offered by Southfields Academy

Just because school is not open as usual, it doesn’t mean that we can’t help you!

We can still support you with a range of needs...

- Breaking free from tobacco and nicotine based products
- Managing worries
- Support from Nikki Ryan and Free2B
- Developing strategies to manage anxiety and low mood
- Tackling lack of energy and lack of motivation
- And don’t forget about Kooth.com for 24/7 confidential online counselling and peer support!
- Sleep hygiene – developing a healthy sleeping pattern

If you would be interested in receiving telephone support, for any of these reasons, please email: your Head of Year/Deputy Head of Year, Ms Marshall or Ms Nearn.

Email address format: firstname.surname@southfieldsacademy.com

Take Care, Ms Hughes

Jemma.hughes@southfieldsacademy.com

What are you ready to do? Who do you believe in?
Jan is a Polish musician who earns a living by helping various bands in Venice when they need an extra pair of hands. In this extract, he describes how he meets Tony Gardner, a famous singer, whom his mother used to adore.

Tony Gardner has been my mother’s favourite. Back home, back in the communist days, it had been really hard to get records like that, but my mother had pretty much his whole collection. Once when I was a boy, I scratched one of those precious records. The apartment was so cramped, and a boy my age, you just had to move around sometimes, especially during those cold months when you couldn’t go outside. So I was playing this game jumping from our little sofa to the armchair, and one time I misjudged it and hit the record player. The needle went across the record with a zip – this was long before CDs – and my mother came in from the kitchen and began shouting at me. I felt so bad, not just because she was shouting at me, but because I knew it was one of Tony Gardner’s records, and I knew how much it meant to her. And I knew that this one too would now have those popping noises going through it while he crooned those American songs. Years later, when I was working in Warsaw and I got to know about black-market records, I gave my mother replacements of all her worn-out Tony Gardner albums, including that one I scratched. It took me over three years, but I kept getting them, one-by-one, and each time I went back to see her I’d bring another.

So you see why I got so excited when I recognised him, barely six metres away. At first I couldn’t quite believe it, and I might have been a beat late with a chord change. Tony Gardner! What would my dear mother have said if she’d known! For her sake, for the sake of her memory, I had to go and say something to him, never mind of the other musicians laughed and said I was acting like a bell-boy.

But of course I couldn’t just rush over to him, pushing aside the tables and chairs. There was our set to finish. It was agony, I can tell you, another three, four numbers, and every second I thought he was going to get up and walk off. But he kept sitting there, by himself, staring into his coffee, stirring it like he was really puzzled by what the waiter had brought him. He looked like any other American tourist, dressed in a blue polo shirt and loose grey trousers. His hair, very dark, very shiny on those record covers, was almost white now, but there was still plenty of it, and it was immaculately groomed in the same style he’d had back then. When I’d first spotted him, he’d had his dark glasses in this hand – I doubt if I’d have recognised him otherwise – but as our set went on and I kept watching him, he put them on his face, took them off again, then back on again. He looked preoccupied and it disappointed me to see he wasn’t really listening to our music.

Then our set was over. I hurried out of the tent without saying anything to the others, made my way to Tony Gardner’s table, then had a moment’s panic not knowing how to start the conversation. I was standing behind him, but some sixth sense made him turn and look up at me – I guess it was all those years of having fans come up to him - and next thing I was introducing myself, explaining how much I admired him, how I was in the band he’d just been listening to, how my mother had been such a fan, all in one big rush. I kept talking and all he said every now and then was: ‘Is that so?’
20 Answer Challenge

Student Sheet

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What was the name of the singer who had been Jan’s mother’s favourite?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Complete the sentence: “Back home, back in the communist days, it had been really hard to get records like that, but…”</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>What had Jan done to one of the records as a boy?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What game was he playing when he misjudged it and hit the record player causing the record to get scratched?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>What noises could be heard when the record was playing because of the scratch?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Where was Jan working years later when he got to know about black-market records?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>What did Jan get for his mother from the black-market?</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>How long did it take him to acquire these?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>How far away was Tony Gardner standing when Jan recognised him?</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Why did Jan have to go and say something to him?</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>What did the other musicians say he was acting like?</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>How many numbers (songs) did Jan have to wait for until their set was finished?</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>What was Tony Gardner staring into throughout the band’s set?</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>What did Tony Gardner look like?</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>What was Tony Gardner wearing?</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>What colour was his hair now?</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>What did Tony Gardner put on his face, take off, then put back on again as the set went on?</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Jan hurried out of the tent without saying what to the others?</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>What does Jan say made Tony Gardner turn and look up at him?</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>What did Tony Gardner say every now and then to Jan?</td>
<td></td>
</tr>
</tbody>
</table>

My PLC – Write your mark in the right colour box

<table>
<thead>
<tr>
<th>Mark Range</th>
<th>Colour</th>
<th>Improvement Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 0-7 correct</td>
<td>Red</td>
<td>What can I do to improve?</td>
</tr>
<tr>
<td>Between 8-13 correct</td>
<td>Orange</td>
<td>What can I do to improve?</td>
</tr>
<tr>
<td>Between 14-20 correct</td>
<td>Green</td>
<td>What can I do to improve?</td>
</tr>
<tr>
<td>No.</td>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>What was the name of the singer who had been Jan’s mother’s favourite?</td>
<td>Tony Gardner</td>
</tr>
<tr>
<td>2</td>
<td>Complete the sentence: “Back home, back in the communist days, it had been really hard to get records like that, but…</td>
<td>…my mother had pretty much his whole collection.”</td>
</tr>
<tr>
<td>3</td>
<td>What had Jan done to one of the records as a boy?</td>
<td>Scratched it</td>
</tr>
<tr>
<td>4</td>
<td>What game was he playing when he misjudged it and hit the record player causing the record to get scratched?</td>
<td>Jumping from the little sofa to the armchair</td>
</tr>
<tr>
<td>5</td>
<td>What noises could be heard when the record was playing because of the scratch?</td>
<td>Popping noises</td>
</tr>
<tr>
<td>6</td>
<td>Where was Jan working years later when he got to know about black-market records?</td>
<td>Warsaw</td>
</tr>
<tr>
<td>7</td>
<td>What did Jan get for his mother from the black-market?</td>
<td>Replacements of all her worn-out Tony Gardner albums, including that one he scratched</td>
</tr>
<tr>
<td>8</td>
<td>How long did it take him to acquire these?</td>
<td>Over three years</td>
</tr>
<tr>
<td>9</td>
<td>How far away was Tony Gardner standing when Jan recognised him?</td>
<td>Barely six metres away</td>
</tr>
<tr>
<td>10</td>
<td>Why did Jan have to go and say something to him?</td>
<td>For her sake, for the sake of her memory</td>
</tr>
<tr>
<td>11</td>
<td>What did the other musicians say he was acting like?</td>
<td>A bell-boy</td>
</tr>
<tr>
<td>12</td>
<td>How many numbers (songs) did Jan have to wait for until their set was finished?</td>
<td>Another three, four numbers</td>
</tr>
<tr>
<td>13</td>
<td>What was Tony Gardner staring into throughout the band’s set?</td>
<td>His coffee</td>
</tr>
<tr>
<td>14</td>
<td>What did Tony Gardner look like?</td>
<td>Any other American tourist</td>
</tr>
<tr>
<td>15</td>
<td>What was Tony Gardner wearing?</td>
<td>A blue polo shirt and loose grey trousers</td>
</tr>
<tr>
<td>16</td>
<td>What colour was his hair now?</td>
<td>Almost white</td>
</tr>
<tr>
<td>17</td>
<td>What did Tony Gardner put on his face, take off, then put back on again as the set went on?</td>
<td>His dark glasses</td>
</tr>
<tr>
<td>18</td>
<td>Jan hurried out of the tent without saying what to the others?</td>
<td>Anything</td>
</tr>
<tr>
<td>19</td>
<td>What does Jan say made Tony Gardner turn and look up at him?</td>
<td>Some sixth sense</td>
</tr>
<tr>
<td>20</td>
<td>What did Tony Gardner say every now and then to Jan?</td>
<td>‘Is that so?’</td>
</tr>
</tbody>
</table>
Thanks for your previous work!

Hello year 7s

Great to see all the interaction on the Bonus Maths classroom, keep those ideas and tips coming for the challenges.

For the next couple of weeks we will be re-visiting some topics your teachers think you need a bit of extra work on from earlier in the year. This week’s topic is area of rectilinear and compound shapes!

This week’s checklist

☐ Complete 4 Memri tasks on Hegarty (one every day)
☐ Complete the worksheet below
☐ Mark worksheet
☐ Upload a photo of work to the Google Classroom Assignment
☐ Complete Hegarty Clip 555
☐ Complete Hegarty Clip 558

For each Hegarty Clip, as normal, you should:
- Watch the video
- Copy the examples into your Hegarty Maths Book
- Copy and complete the quiz in your book
- Mark your work

What if there is a problem?

If your Hegarty Maths book is full, or for some reason you do not have it, you can complete the work on lined paper instead.

If you are unable to access the internet, complete the worksheet on the next page and the ‘additional questions’ section
Review of area of rectilinear shapes and other compound shapes

The *area* is the total number of square units that fit inside a shape.
To find the area of a rectangle:
Area of a rectangle = base x height
Tips:
Your units must be the same **before** you carry out the calculation!

**Starter:** Find the area of these shapes

- 20cm 11cm
- 25cm 10cm

**Need help?** Watch Hegarty video **554** (area of a rectangle) or **557** (area of a triangle)

To find the area of a rectilinear shape, we need to split it into rectangles!

**Finding the area of this rectilinear shape**

**My turn:**

Split your shape in to rectangles
Label one rectangle A and one rectangle B
Find the area of each rectangle
A = 4 x 4 = 16
B = 3 x 9 = 27
Add all the areas together to get the total area
16 + 27 = **43 cm²**
Sometimes we might have to find a missing length from our rectangles!

**Your turn:**

**Practice questions:** Find the areas of these shapes

(a) 9cm 5cm 12cm 25cm
(b) 6cm 3cm 6cm
(c) 4cm 5cm 2cm
(d) 7cm 20cm 8cm

**Challenge:** The diagram shows a shaded rectangle.
It is divided into four smaller rectangles, labelled A, B, C, and D
Area C is twice as large as area B.
Calculate area A.

**Now complete Hegarty tasks 555 and 558**

**Need help on Q3?** Watch Hegarty video **555** now and try again
Challenge!

Charlie has been thinking about sums of consecutive numbers. Here is part of his working out:

\[
\begin{align*}
9 &= 4 + 5 \quad \text{and} \quad 2 + 3 + 4 \\
10 &= 1 + 2 + 3 + 4 \\
11 &= 5 + 6 \\
12 &= 3 + 4 + 5 \\
13 &= 6 + 7 \\
14 &= 2 + 3 + 4 + 5 \\
15 &= 7 + 8 \quad \text{and} \quad 4 + 5 + 6 \\
\text{and} \quad 1 + 2 + 3 + 4 + 5
\end{align*}
\]

Alison looked over Charlie's shoulder:

"I wonder if we could write every number as the sum of consecutive numbers?"

"Some numbers can be written in more than one way! I wonder which ones?"

"9, 12 and 15 can all be written using three consecutive numbers. I wonder if all multiples of 3 can be written in this way?"

"Maybe you could write the multiples of 4 if you used four consecutive numbers..."

Choose some of the questions above, or pose some questions of your own, and try to answer them.

Can you support your conclusions with convincing arguments or proofs?

Additional Questions

(You only need to complete these questions if you do not have access to Hegarty maths...or if you want to!)

(g) 

(h) 

(i)
The Story of You
Week 6: Seed Dispersal Practical

Equipment

Some fruit with seeds, e.g. apple
1 x rule or tape measurer
Masking tape or Sellotape
An electric fan OR a hairdryer (cold setting)

Method

Step 1
Decide a fixed height to drop the fruit from.

Step 2
Make a small cross on the floor below your dropping point, with the masking/ Sellotape. (Mine is there but its Sellotape so you can’t see it very well, do not draw on your floor!)
Step 3
Drop your fruit above the cross, at your fixed height, one at a time.

PLEASE NOTE: Apple seeds may bounce, if this keeps happening then make your dropping height shorter.

Step 4
Use your meter ruler or tape measure to measure how far from the cross each fruit has travelled. Always measure from the centre of the cross.

Step 5
Carefully record all of your results in the table below:

<table>
<thead>
<tr>
<th>Height of electric fan/hair dryer from floor (m)</th>
<th>Distance travelled by seed from cross (m)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 6
Repeat the investigations, but this time place the electric fan (or hair dryer) about halfway up the height of your dropping point (I used a chair). Point it where the fruit will fall. PLEASE NOTE: The fan/ hair dryer should be on and at the same speed each time.

Step 7
Carefully record all of your results in a table.
Challenge!

*Repeat this experiment with 3 different types of seeds!*

*What is the best seed you could find?*

Questions

1. Which conditions caused the seeds to be dispersed the furthest?

2. Give examples how some fruits and seeds are adapted for wind dispersal.

3. Why was it important to keep the speed of the fan/hair dryer the same?

4. Give two ways how you could check if your data is reliable.
Year 7 Dissecting a daffodil home practical investigation

Last Week’s Daffodil Dissection Quiz – Answers

What are the male parts of the flower called?
Stamen
Filament
Anther

What are the female parts of a flower called?
Ovary
Stigma
Style

What does the term pollination mean?
Pollination is transfer of pollen from the male anther to the female stigma to allow plant fertilisation to take place.
ADT Home Learning Week 6
Lime Zinger Cupcakes (makes 10-12)

1. Preheat oven to 180 degrees C
2. Place cupcake cases in muffin tin
3. Tip all cake ingredients into large mixing bowl and beat for 2-3 minutes; mixture will drop easily off spoon. Spoon mixture into cupcake cases filling almost to the top (cakes will rise so don’t overfill cases)
4. Bake for 10-12 minutes until golden & firm to the touch.
5. Squeeze the lime juice in with the icing sugar and cream cheese and mix with the spatula. Put into piping bag as instructed at start of lesson
6. Cool cakes and pipe icing on (you can pipe on the icing or use the spatula/knife to smooth it over your cupcake)

Dear Yr 7, this week we have a fun summer cupcake recipe for you to try! Please ask an adult to help and send us some photos when you’ve made them. We hope you enjoy the facts about limes too!

Please send your photos to laura.waugh@southfieldsacademy.com

**Cupcake ingredients:**
- 2 eggs
- 100g self raising flour
- 100g caster sugar
- 100g softened butter
- ½ level tsp baking powder
- finely grated zest of 1 lime
- Juice of ½ a lime

**Icing ingredients:**
- 100g Cream cheese
- juice of ½ a lime
- 50g Icing Sugar
In 1767 Dr Macbride suggested that fresh lime juice should be mixed with bicarbonate of soda – this is the world’s first fizzy drink.

In 1867 The Shipping Act instructed all registered ships must carry supplies of lime or lemon juice. This act remains in force today.

Concentrated lime juice is so acidic it will dissolve concrete.

Most of the concentrated lime juice flavour comes not the juice but the mashed up lime peel.

Limes increase in weight after they are picked.

Limes have very little natural sugar in them. A whole lime only has 1 gram of sugar in it. A whole orange has 12 grams of sugar.

Limes turn yellow as they ripen.
This week's task is a little different. I want you to carefully read the information below about Alan Turing. He was an amazing man who helped end World War II, developed computer science, helped develop electronic computers and artificial intelligence. He is now thought of as one of the greatest minds that Britain has ever produced, however during his life he did not get the recognition that he deserved, he was treated horrifically and his life ended tragically.

Read the information below on his life, achievements & how he was treated. Take a while to take it all in and then answer the five questions in your own words. Extra support material will be available on Google Classroom.

Who was Alan Turing?
Alan Turing was not a well known figure during his lifetime. But today he is famous for being an eccentric yet passionate British mathematician, who conceived modern computing and played a crucial part in the Allied victory over Nazi Germany in WW2.

He was also a victim of mid-20th Century attitudes to homosexuality – he was chemically castrated before dying at the age of 41. Here are some key points from his life.

1930 Devastated but inspired by his friend's death
The situation changed when Alan Turing became intensely attracted to another able pupil, Christopher Morcom. He was inspired to communicate more and also to become an academic success. But Christopher died suddenly from tuberculosis. Devastated, Turing wanted to believe that Christopher’s mind somehow lived on. His emotional turmoil involved a scientific fascination with the problem of mind and brain that underlay his later work.

1935 A new home in Cambridge
Turing won a scholarship to King's College, Cambridge, and took the Mathematics degree with distinction. He thrived in a culture that encouraged his scientific interests and as a young gay man he also found protection in the liberal ambiance the college provided. At just 22, he was elected to a Fellowship. Turing was already on track for a distinguished career in pure mathematics. Yet his unusual interest in finding practical uses for abstract mathematical ideas was to push him in an altogether different direction.

1936 Founder of modern computing
In 1936, Turing published a paper that is now recognised as the foundation of computer science. Turing analysed what it meant for a human to follow a definite method or procedure to perform a task. For this purpose, he invented the idea of a ‘Universal Machine’ that could decode and perform any set of instructions. Ten years later he would turn this revolutionary idea into a practical plan for an electronic computer, capable of running any program.

1939 - Breaking the Enigma code
After two years at Princeton, developing ideas about secret ciphers, Turing returned to Britain and joined the government’s code-breaking department. In July 1939, the Polish
Cipher Bureau passed on crucial information about the Enigma machine, which was used by the Germans to encipher all its military and naval signals. After September 1939, joined by other mathematicians at Bletchley Park, Turing rapidly developed a new machine (the ‘Bombe’) capable of breaking Enigma messages on an industrial scale.

1941 End of a brief engagement
In 1941, Turing’s section, ‘Hut 8’, mastered the German submarine communication system that was vital to the battle of the Atlantic. In the course of this exciting work he found the friendship of another mathematician, Joan Clarke. Turing proposed to her, but immediately told her of his ‘homosexual tendencies’, and the engagement soon ended. After this, he became more confident in developing his homosexual life. Meanwhile, the war took a new turn as America joined the war.

1944 The electronic connection
Turing worked on other technical innovations during the war – in particular, a system to encrypt and decrypt spoken telephone conversations. Codenamed Delilah, it was successfully demonstrated using a recording of one of Winston Churchill’s speeches, but was never used in action. However, it gave Turing hands-on experience of working with electronics, and led to a position at the National Physical Laboratory (NPL), where he worked on what he sometimes described as an ‘electronic brain’.

1946 Designs a first electronic computer
In March 1946 Turing produced a detailed design for what was called the Automatic Computing Engine (ACE.) This was a digital computer in the modern sense, storing programs in its memory. His report emphasised the unlimited range of applications opened up by this technological revolution, and software developments ahead of parallel American developments. Yet his relationship with NPL soured and he left in 1948, before a pilot version of the ACE was made in 1950.

1950 Can a machine think?
Turing moved to the University of Manchester, where electronic engineers had already demonstrated a very small stored-program computer. Now he focused on the use of computers. His main theme had been in investigating the power of a computer to rival human thought. In 1950, he published a philosophical paper including the idea of an ‘imitation game’ for comparing human and machine outputs, now called the Turing Test. This paper remains his best known work and was a key contribution to the field of Artificial Intelligence.

1951 A theory of life
Turing turned to a completely new scientific project, which exploited his ability to use the Manchester computer. It was the problem of understanding the biological patterns – spots, stripes, flower petals – of nature. He proposed an explanation in terms of chemical interactions and developed equations for them. His paper on this theory, completed in 1951, became a classic and is still the subject of intense investigation 60 years later. In the same year he was elected a Fellow of the Royal Society for his earlier work.

1952 Convicted for gross indecency
All male homosexual activity was illegal until 1967, and Turing was prosecuted when an affair with a young man came to the notice of the police. He made a statement lacking any element of contrition, and was treated severely. Rather than go to prison he accepted probation on the condition of having hormonal treatment which was, in effect, a chemical castration. His security clearance was revoked, ending ongoing work with the government code-breaking department – now called GCHQ (Government Communications Headquarters). His reaction was one of defiance and bravado: in particular escaping British law by going abroad to Norway and Greece.

1954 His final year
Turing’s problems were not over. Defined as a security risk, he was harassed by police surveillance. Alan Turing was found dead in bed by his cleaner on 8 June 1954. He had died from cyanide poisoning the day before. A partly eaten apple lay next to his body. The coroner’s verdict was suicide. His mother argued he had accidentally ingested cyanide during an amateur chemistry experiment, but he had probably planned his death to allow her to think this.

I will put this work up on Google Classroom, along with some extra videos that will help you.

Question 1 - Who was Alan Turing?
Question 2 - What is Artificial Intelligence?
Question 3 - What is the Turing Test?
Question 4 - What do you think is Alan Turing’s greatest achievement? Explain your choice.
Question 5 - What would the world be like without Alan Turing?
Drama Home Learning – Week 6

(Work for students who do not have access to the drama Class Google classroom page)

Hello year 7’s. We hope you are safe and well and can’t wait to have you back in our drama lessons.

In Week 2 we asked you to come up with 3 ideas for plays based on the stimulus above.

This week we want you to choose your favourite idea out of the three. **Who is your main character?**

**Title of my play** _______________________________________________________________

**Name of the main character** _____________________________________________________

**Appearance** Describe the characters appearance in as much detail as possible. Clothes etc.(can you draw a picture?)

**Personality** Describe the characters personality in as much detail as possible. How do they treat people, how do they behave?
<table>
<thead>
<tr>
<th>Likes and Dislikes</th>
<th>Describe the characters likes and dislikes in as much detail as possible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What Others think</th>
<th>Describe the important relationships in their life. How would these people describe your character?</th>
</tr>
</thead>
</table>
French Home Learning – Week 6 – Food

Week 6 is food week in the MFL department! Please complete the activity set as an assignment.

There are also some activities set on Active Learn.

Bonne chance!

1. Look at the list of Subway ingredients below. Categorise the vocabulary into the correct food type in the table.

<table>
<thead>
<tr>
<th>Pain complet</th>
<th>Pain blanc</th>
<th>Concombre</th>
<th>Pain d'avoine</th>
<th>Sucré</th>
<th>Viande</th>
<th>Fromage</th>
<th>Pain à l'origan</th>
<th>Oignon</th>
<th>Jalapenos</th>
<th>Dinde</th>
<th>Soude</th>
<th>Moutarde</th>
<th>Laitue</th>
<th>Café</th>
<th>Sauce piquante</th>
<th>Tomate</th>
<th>Huile</th>
<th>Jambon</th>
<th>Bacon</th>
<th>Poulet</th>
<th>Biscuits</th>
<th>Poivrons</th>
<th>Mayonnaise</th>
<th>Limonade</th>
<th>Vinaigre</th>
<th>Ketchup</th>
<th>Oeufs</th>
<th>Thon</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Pain</th>
<th>Viande</th>
<th>Légumes</th>
<th>Sauce</th>
<th>Boisson / casse-croûte</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

2. Write a few sentences explaining what you usually eat at Subway.

Exemple: “D'habitude je mange pain complet avec fromage, oignon et moutarde parce que je suis végétarien. Généralement, je bois soude. J’aime bien ça car c’est très sucré”
Hello geographers. I hope you’re keeping well and safe! Last week we asked you to record the weather conditions you saw out your windows for a week. I hope you completed and have them written up neatly and in detail. If not, then please do so!

This week we’d like you to do something very similar but pay particular attention to the clouds that you see. Below is a diagram of the typical clouds that we see in this country...

![Diagram of typical clouds](image)

Task: Record the type of cloud cover you see for each day. Your recordings could look a little like...

<table>
<thead>
<tr>
<th>Day</th>
<th>11th May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather Conditions</td>
<td>Chilly (12 degrees), some rainfall, no sun</td>
</tr>
<tr>
<td>Clouds</td>
<td>Cumulus and nimbostratus</td>
</tr>
<tr>
<td>Sketch</td>
<td><img src="image" alt="Sketch" /></td>
</tr>
</tbody>
</table>
Enquiry: Why are 70 languages spoken at Southfields?

Title: What was life like for black people in England in the sixteenth century?

This lesson you are going to find out about the experiences of black people in Tudor England (1500s). Study sources A-F. These sources give us clues about the different experiences of black people in Tudor England.

Key word:
Blackamoor – A word used by people in Elizabethan time to describe black people

Source A
A painting of John Blanke and the Westminster Tournament Roll, 1511. John Blanke was playing the trumpet at court for Henry VIII.

Source B
“Wealthy people in the Kingdom might have one or two black servants, footmen or musicians. Some black people were slaves but there were certainly also free black people doing a variety of jobs. Elizabeth I employed black musicians. The Queen also had a black maid.”

Taken from the National Archives website (2007) about black presence in Britain 1500 to 1850.

Source C
“We know that Catherine of Aragon (Henry VIII’s first wife) landed at Deptford in 1501 with a multinational and multicultural (from many different countries and cultures) crowd of Moors (black people from Spain), Muslims and Jews. In Tudor times black people began to arrive in England as interpreters, sailors and servants.”

Taken from the National Archives website (2007) about black presence in Britain 1500 to 1850.

Source D
Painting by Aelbert Cuyp, ‘Huntsman Halted’ c.1650 (halted means stopped). Can you see the huntsman’s black servant? How is he dressed?

Source E
“Recently many blackamoors have been bought to this country, of which kind of people there are already too many. Those kind of people should be sent away from this land.”

Written by Elizabeth I in 1596 to mayors around the country. Elizabeth had arranged for a merchant (trader), to take 89 black people from England to swap them for 89 English sailors held in Spain and Portugal.

Source F
“Given the lack of food in England, the Queen is upset to be told about the great number of Negros and Blackamoors which have come into England since 1588; who are looked after here, to the great annoyance of the people.”

Written in 1601 by Elizabeth. Again, Elizabeth is writing to all of the mayors in the country. Clearly her suggestion of 1596 (source E) has been ignored.
Task 1

Study sources A-F. What do they tell us about the lives of black people in Tudor times? What jobs did they do? What do we learn about attitudes towards them in Tudor times? Fill in the table below with the details from each source:

<table>
<thead>
<tr>
<th>Source A tells me . . .</th>
<th>Source B tells me . . .</th>
<th>Source C tells me . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source D tells me . . .</td>
<td>Source E tells me . . .</td>
<td>Source F tells me . . .</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Despite having black musicians and servants, Queen Elizabeth’s attitudes towards black people changed in the 1590s. You can see her change in attitude in sources E and F. Here are some of the reasons why:

- In the 1590s England was going through a period of crisis. The harvest failed, bringing hunger and poverty. Elizabeth tried to blame England’s black population for these problems. Many black people were Muslims not Christians so Elizabeth thought they would be an easy target for blame.
- Elizabeth and the rich were worried about an increased number of beggars. In 1601 she passed Poor Laws. These made strict rules about what the poor could and could not do. She tried to suggest that many black people were poor.

Task 2

In your own words, answer the questions below to explain how and why Elizabeth’s attitude towards black people changed. Use sources E and F, and the two bullet points above.

1. What does Elizabeth want to happen to the Blackamoors in England?
2. Why does she want this to happen? (her reasons)
3. What is the underlying reason for this? (What else is happening in England at the time?)

Task 3

Imagine you are the Mayor of London in 1601. You have decided to respond to Elizabeth’s recent letter in source F. Read through all the sources one more time. Write a letter to Elizabeth. In your letter you should:

- Explain the different jobs that black people do.
- Explain why her suggestions of removing the ‘blackamoors’ will not work or improve the situation.

Remember, be polite – you want to keep your head!

EXTENSION: Can you work out how Black Tudors fit into our enquiry “Why are 70 languages spoken at Southfields?” Write a couple of sentences to explain how this lesson is relevant to the new topic.

If you want to find out more about Black Elizabethans follow this link:
https://www.bbc.co.uk/news/magazine-18903391
Music Home Learning – Week 6

Let It Be - Beatles

Hi Year 7

We hope that you are safe, well and had fun singing ‘Something Inside So Strong’ last week. How much of a challenge was singing the verses? Were you able to sing the chorus in time with the ‘Youtube’ video? As a further challenge, did you attempt to sing to the song to the Karaoke backing track? Could you let me know how you are progressing with your singing by posting a video or message in Google Classroom music year 8.

Before you start to practice this week’s song, The Beatles classic ‘Let It Be’, firstly it is important to think about a few key skills.

1) **Posture** – Stand with your feet shoulder width apart, in a relaxed upright position with your shoulders back.
2) **Technical skill** – Make sure you are comfortable. Sing a vocal warm up such as 1,2,3,4,5,4,3,2,1-5-1. Starting on the note C sing C,D,E,F,G,F,E,D,C-G-C, or practice a YouTube singing lesson such as ‘Vocal Warm Up For Kids’ - [https://youtu.be/m-3i2CJQo4I](https://youtu.be/m-3i2CJQo4I)
3) **Expression** – When you sing the song, try to imagine how a famous singer or the original artist might perform. Imagine that you can sing like: Beyonce, Jorja Smith, Justin Bieber, Drake, Justin Timberlake, Billie Eilish, Mabel, Lauren Jauregui. **Jaz Ellington, Zion Akusu-Foster**.

When you have warmed up your voice, sing through the chorus (**Bold print**) at least 5 times to get a true understanding of the main melody. Once that you are confident singing the **chorus** take your time to learn the remainder of the song, starting with verse 1. A little practice every day will definitely help you to improve your singing.

Let It Be – Beatles

**Verse 1**
When I find **myself** in **times** of trouble, **Mother** **Mary** comes to me
Speaking **words** of wisdom, let it be
And in my hour of **darkness** she is **standing** right in **front** of me
Speaking **words** of wisdom, let it be

**Chorus**
Let it be, let it be, let it be, let it be
**Whisper** **words** of wisdom, let it be
Verse 2
And when the broken-hearted people living in the world agree
There will be an answer, let it be
For though they may be parted, there is still a chance that they will see
There will be an answer, let it be

Chorus
Let it be, let it be, let it be, let it be
Yeah, there will be an answer, let it be
Let it be, let it be, let it be, let it be
Whisper words of wisdom, let it be
Let it be, let it be, let it be, yeah, let it be
Whisper words of wisdom, let it be

Verse 3
And when the night is cloudy there is still a light that shines on me
Shine until tomorrow, let it be
I wake up to the sound of music, Mother Mary comes to me
Speaking words of wisdom, let it be

Chorus
Let it be, let it be, let it be, yeah, let it be
There will be an answer, let it be
Let it be, let it be, let it be, yeah, let it be
There will be an answer, let it be
Let it be, let it be, let it be, yeah, let it be
Whisper words of wisdom, let it be

YouTube link: https://youtu.be/xhzvt6lYxE

When you feel really confident: (a) try to sing along to the karaoke, (b) sing in the style of your favourite musical artist and (c) make a short video (verse 1 and Chorus) and upload to Google Classroom – Music – year 8 folder. There will be a prize for the upload that is the most stylish performance.

As a special treat, there is a YouTube video of ‘Let It Be’ (https://youtu.be/j5kgwx2N2Go) that features former Southfields Academy students, Jaz Ellington, Zion Akusu-Foster (No Wahala) and The Southfields Academy Choir. The recording was filmed when Jaz Ellington and the choir appeared in the semi finals of the hit BBC show, The Voice.
Can you spot Zion or other former students? Please send your answers to the music department.

Enjoy
PND, QRA, DPN, SKN, MG
Year 7 PSHE Home Learning Week 6

Making Ethical Financial Decisions

1. Which shirt should Josh buy?
2. Why should Josh buy that particular shirt? Explain.
3. Explain how the starter links with the lesson title.
4. 

Key words

Ethical: the idea of doing something morally, or ‘the right thing to do’.
Fair trade: trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.

Challenge:

You are a famous ‘Financial Ethics Advisor’. This means it’s your job to advise people how to make ethical spending decisions. A bit like a Fair-Trade Martin Lewis.

It’s a busy day for you as you have five emails asking for advice.

Using your information sheet and the computers if they are available, write a detailed email back to each person helping them with their query.

Success criteria:

- include the terms sweatshop, fair-trade and ethical.
- include a paragraph about corporate social responsibility in one of the answers and why when it works it is a good idea.

More information to help complete your responses to emails is available on Google classroom in the form of an information sheet.
<table>
<thead>
<tr>
<th>Email 1</th>
<th>Email 2</th>
<th>Email 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi, I'm Sam. I work part time as a server in my local Nandos. I like travelling, eating at restaurants and keeping up with the latest fashion trends. Having a part time job means I don't have that much money, so I mostly shop at high street shops like Primark. What's the best thing I can do to make sure I'm spending my money ethically?</td>
<td>Hi, I'm Mo. I'm a very busy dad of 4 and I don't have time to think about the planet. I work full time as a plumber and I'm very proud of my plumbing business, which I started from scratch. I feed the kids whatever they want, which is often McDonald's at weekends, but I buy things from the supermarket for them on weekdays. What changes can I make that won't take lots of time or effort?</td>
<td>Hi, I'm Evie. I have two kids and I feed them perfectly well on food that I buy from the supermarket - I always buy the regular brand and never the organic version, because I think organic food is just a con to trick gullible people into spending more money. Can you give me three good reasons why I should consider buying organic food?</td>
</tr>
</tbody>
</table>

**Plenary**

Josh still can't make up his mind about the shirt, so as you're meeting up with him for lunch anyway, perhaps you can help him decide.

Write a script for a three minute role play of you telling Josh about how and why we should make ethical financial decisions.
PE Home Learning

At Home Speed Bounce

1. Roll up a towel into a cylinder shape

2. Place towel on the floor

3. Stand to the right of the towel with two feet together

4. Jump over the towel with two feet together – Do this for 30 seconds

Please record your score here:

……………………………………………………………………………………………………………………

Stretch and Challenge

1. Beat Mr Philpott.

2. Challenge someone from your household to do it (if they are able to) and see if they can beat your score. Write their score here:

……………………………………………………………………………………………………………………
Now draw a bar chart or line graph to show how the slaves felt at each part of the story, for example they might have felt very sad when Pharaoh wouldn’t let them go and then really happy when Moses came to save them but would they have stayed happy as every time Moses tried to help them it seemed to fail.
What is the story of Passover?

Jewish people all over the world are celebrating the festival of Passover. It is one of the most important dates in the Jewish calendar, and this year falls between 8-16 April.

At Passover, Jewish people remember a story from a very long time ago.

You can read about the story in the Book of Exodus, Chapter 12 in the Hebrew Bible called the Torah.
What is the story?

Over 3,000 years ago, a group of Jewish people called the Israelites were being kept in slavery by the ruler of Egypt called Pharaoh.

A man called Moses went to see Pharaoh many times to ask him to let them go, but Pharaoh refused.

Moses told him that if he did not release them, God would make terrible things called *plagues* happen to the Egyptians.

But Pharaoh did not listen, so the plagues came.

These ten plagues included the River Nile turning to blood, frogs covering the land, insect infestations, animals dying, Egyptians getting skin diseases, the sun stopping shining and the first-born child in Egyptian families being killed by an angel.

*Pesach* is Passover in Hebrew, which is spoken in Israel and in many Jewish communities around the world.

God is said to have told Moses to tell the Israelites to paint lamb's blood on their doorposts. This way, the angel would know that Jewish people lived there. It would *pass over* that house and not kill the first-born child.

This is where the name *Passover* comes from.

For the last plague, even Pharaoh's own son was killed. He summoned Moses and told him to take the Israelites out of Egypt immediately.
Finally, after 200 years of slavery, the Jewish people were free.

**How is it celebrated?**

The Passover celebrations last for several days.

People clean their houses very carefully, to make sure they get rid of any crumbs of *chametz*. These are crumbs from food that has been allowed to rise, like normal bread.

Jewish people aren’t allowed to eat this during Passover. This is because the Israelites had to leave Egypt so quickly that they did not have time to let their bread rise, so food products that have risen are forbidden during Passover.

A special type of bread that hasn't been allowed to rise, called Matzah, is eaten during Passover.

At the beginning of Passover in the evening, family and friends will get together for a meal and a special service called a *Seder*.

There is a special Seder plate which has certain things on it:

- **A lamb bone** - This symbolises the sacrifice and blood from the lamb used on the doorposts
- **A roasted egg** - This is a symbol of sacrifice, but also of the Israelites' determination when they were going through such a difficult time, as the cooked egg is hard
- **A green vegetable to dip in salt water** - The green vegetable is a reference to new life, while the salt water symbolises the Israelite slaves' tears
- **Bitter herbs, often horseradish** - This symbolises the bitter suffering that the Israelites had to go through
- **Charoset (a paste of chopped apples, walnuts and wine)** - This is a symbol of the material used by the Israelites to make bricks while they were working as slaves
The Seder plate is laid out in a special order, with each food having a particular meaning.

Special food is eaten to remember the story.

As Jewish people cannot eat bread that has risen, they eat a special type of flat bread which hasn't risen (known as **unleavened bread**) called Matzah.

During the meal, the door is also left open for the prophet Elijah, who is an important religious person, as it is believed he will come to announce the coming of the Messiah.

Families also read the Haggadah - a book that tells the Passover story - with songs and blessings. Children will ask questions and everyone will discuss the story.

For Jewish people, Passover is a big celebration of freedom and life.

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**Final task** – pick 5 key events from your life and match them to a food. Place them on a plate and take a picture and post it on the Google classroom page for Year 7.

**Class code is**

**WZNZP24**
Categorise these verbs in the boxes below.

<table>
<thead>
<tr>
<th>Pan integral</th>
<th>lechuga</th>
<th>café</th>
</tr>
</thead>
<tbody>
<tr>
<td>pan blanco</td>
<td>una gaseosa</td>
<td>té</td>
</tr>
<tr>
<td>Pepino</td>
<td>mostaza</td>
<td>salsa picante</td>
</tr>
<tr>
<td>pan avena dulce</td>
<td>tomate</td>
<td>patatas fritas</td>
</tr>
<tr>
<td>carne</td>
<td>aceite</td>
<td>galletas</td>
</tr>
<tr>
<td>queso</td>
<td>jamón</td>
<td>pollo</td>
</tr>
<tr>
<td>Pan orégano</td>
<td>tocino</td>
<td>pimientos</td>
</tr>
<tr>
<td>Cebolla</td>
<td>mayonesa</td>
<td>limonada</td>
</tr>
<tr>
<td>jalapeños</td>
<td>vinagre</td>
<td>kétchup</td>
</tr>
<tr>
<td>pavo</td>
<td>atún</td>
<td>huevos</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pan</th>
<th>Carne</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Salsa</th>
<th>Verduras</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Snacks</th>
<th>Bebidas</th>
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<tbody>
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<td></td>
<td></td>
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</tbody>
</table>
2. Make some sentences about your ideal Subway sandwich. Use the sentence builder below to help you.

<table>
<thead>
<tr>
<th>Mi bocadillo ideal sería – my ideal sandwich would be</th>
<th>Tendría – it would have</th>
<th>Con – with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grande – big</td>
<td>Mucha carne – lots of meat</td>
<td>Ketchup</td>
</tr>
<tr>
<td>Enorme – huge</td>
<td>Queso – cheese</td>
<td>Mayonesa</td>
</tr>
<tr>
<td>Picante – spicy</td>
<td>Pollo – chicken</td>
<td>Salsa BBQ</td>
</tr>
<tr>
<td>Delicioso – delicious</td>
<td>Tocino – bacon</td>
<td>Salsa picante</td>
</tr>
<tr>
<td>Rico – tasty</td>
<td>Albondigas – meatballs</td>
<td></td>
</tr>
<tr>
<td>Dulce – sweet</td>
<td>Jamón – ham</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lechuga – lettuce</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tomate – tomatoe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pepino – cucumber</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pimiento – pepper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cebolla – onion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jalapenos</td>
<td></td>
</tr>
</tbody>
</table>

Creo que mi bocadillo es – I think that my sandwich is…
- Sano – healthy
- Malsano – unhealthy
- Porque contiene – because it contains
  - Mucha sal – lots of salt
  - Muchos vegetales – lots of vegetables
  - Mucha grasa – lots of fat
  - Mucha proteina – lots of protein

Want to know more about Subway in Spanish? Have a look at this website:


As always, remember there are activities set on Active Learn for you to complete. Email your MFL teacher if you have any problems logging on.