

Year 7

Self-Isolation Pack



Wyvern St Edmund's
Learning Campus

Two Week Pack

Dear Year 7 Student,

This pack has been put together by your teachers for you to work through whilst you are self-isolating. Each subject has a page which tells you about the work that has been set and what you need to do for each lesson.

Over the next two weeks, you will follow a timetable of four lessons a day (see page 3 of this pack for your timetable) and we've also included links to some daily reading which we think you'll enjoy!

Lessons have been set that link to the work that's going on in school. Where possible, your teachers have set you lessons from an online school called Oak National Academy so that you'll be taught a really good lesson by a subject teacher.

If you're not sure about how to do any of the work, you have questions or you need feedback before moving onto the next lesson, remember that you can email your teachers in school for help. Each subject page has contact details for who to get in touch with and we're here to help you if you need it.

When you return to school, please bring your work back in with you and submit it to your subject teachers. Your teacher will then look at your work and give you some feedback.

We look forward to seeing you when you're back in school!

Wyvern St Edmund's Teachers

Timetable

Week One

Day 1 is the first day that you're not in school.

	Day 1	Day 2	Day 3	Day 4	Day 5
Lesson 1	English	Maths	English	Maths	English
Lesson 2	Science	Science	Music	Science	Maths
Lesson 3	MFL	Art	MFL	Geography	History
Lesson 4	Geography	RS	History	RS	PSHE
Daily Reading – Harry Potter and the Philosopher's Stone					

Week Two

	Day 1	Day 2	Day 3	Day 4	Day 5
Lesson 1	English	Maths	English	Maths	English
Lesson 2	Science	Science	Music	Science	Maths
Lesson 3	MFL	Art	MFL	Geography	History
Lesson 4	Geography	RS	History	RS	Art
Daily Reading – Harry Potter and the Philosopher's Stone					

During lockdown, some talented celebrities recorded themselves reading the first Harry Potter book (including some stars from the films). We thought you might enjoy listening to a chapter a day whilst you are self-isolating.

You can see all the chapters (and who reads them) by clicking the link below. You will need to log in but it's completely free!

<https://www.wizardingworld.com/chapters>



CHAPTER_VIDEOS
Chapter One: 'The Boy Who Lived'
By Daniel Radcliffe



CHAPTER_VIDEOS
Chapter Two: 'The Vanishing Glass'
By Noma Dumezweni



CHAPTER_VIDEOS
Chapter Three: 'The Letters from No One'
By Eddie Redmayne



CHAPTER_VIDEOS
Chapter Four: 'The Keeper of the Keys'
By Stephen Fry



CHAPTER_VIDEOS
Chapter Five: 'Diagon Alley'
By Simon Callow, Bonnie Wright and Evanna Lynch



CHAPTER_VIDEOS
Chapter Six: 'The Journey from Platform Nine and Three-Quarters'
By The Cursed Child Broadway Cast

Contents

There's a page for each of the subjects that you'll complete work for whilst you're not in school. There is work for both French and Spanish in this pack – please complete the work for the one that you're currently studying.

Page 5 – Art

Page 6 – English

Page 7 – French

Page 8 – Geography

Page 9 – History

Page 10 – Maths

Page 11 – Music

Page 12 - PSHE

Page 13-14 – Religious Studies

Page 15 – Science

Page 16 – Spanish

ART

Introduction to the Art of Vincent Van Gogh

Over the next two weeks, you are going to be exploring the work of Vincent Van Gogh and creating a set of three artworks, using the different techniques that he is famous for using.

Week 1

Lesson 1 – Vincent Van Gogh – Mark making

- You will be creating a drawing of an object related to you using different mark making techniques.
- You will need paper, a pencil, a fine line pen, some coffee, water and a stick for this lesson.

Link: <https://classroom.thenational.academy/lessons/vincent-van-gogh-part-1-mark-making-ctgp8c?activity=video&step=1>

Week 2

Lesson 1 – Vincent Van Gogh - Bedroom

- You will be creating an artwork inspired by a view of your bedroom.
- You will need plain paper and a pencil.
- You could use coloured pencils for this lesson.

Link: <https://classroom.thenational.academy/lessons/vincent-van-gogh-part-2-my-bedroom-6cvk4c?step=2&activity=video>

Lesson 2 – Vincent Van Gogh – Self Portrait.

- You will be creating a self-portrait in the style of Van Gogh.
- You will need plain paper, a pencil, a ruler.
- You may use coloured pencils, pastels or paints to add colour to your portrait.

Link: <https://classroom.thenational.academy/lessons/vincent-van-gogh-part-3-self-portrait-crt34e?step=2&activity=video>

If you have any questions or need any support whilst you are completing the work, please email Miss Saunders: asaunders@wyvernsted.org. Please bring your work in with you upon your return to school.

English

The Oral Tradition and Epic Stories

Over the next two weeks, you are going to be looking in more detail at the oral tradition of story-telling and the features of epic stories. Both traditions link to your understanding of features of The Odyssey. The last lessons introduce the Scandinavian epic Beowulf which shows that epic poetry can be found all over the world.

Week 1

Lesson 1 – The Oral Tradition: the origins of story-telling

Link: <https://classroom.thenational.academy/lessons/the-origins-of-storytelling-cmrk0r>

Lesson 2 – Myths and Folk Tales

Link: <https://classroom.thenational.academy/lessons/myths-and-folktales-6cwk0c>

Lesson 3 – The Changing English Language

<https://classroom.thenational.academy/lessons/the-english-language-cgw36d>

Week 2

Lesson 1 – Introduction to Epic Poetry

Link: <https://classroom.thenational.academy/lessons/introduction-to-epic-poetry-68u3gc>

Lesson 2 – Epic Poetry: Plot and Character

Link: <https://classroom.thenational.academy/lessons/plot-and-character-c4r34r>

Lesson 3 – Introduction to Beowulf

Link: <https://classroom.thenational.academy/lessons/beowulf-6njpct>

Lesson 4 – Beowulf and the Concept of the Epic Hero

Link: <https://classroom.thenational.academy/lessons/beowulfs-arrival-6mrkje>

If you have any questions or need any support whilst you're completing the work, please email Ms March at dmarch@wyvernsted.org. Please bring your work in with you upon your return to school.

FRENCH

Describing people

Over the next two weeks, you're going to be learning to describe a person or thing.

Week 1

Lesson 1 – Describe a person or thing – Part 1

Link: <https://classroom.thenational.academy/lessons/describe-a-person-or-a-thing-part-12-75jk6c>

Lesson 2 – Describe a person or thing – Part 2

Link: <https://classroom.thenational.academy/lessons/describe-a-person-or-a-thing-part-22-c4tpad>

Week 2

Lesson 1 – Saying what people have – Part 1

Link: <https://classroom.thenational.academy/lessons/say-what-people-have-part-12-6th38c>

Lesson 2 – Saying what people have – Part 2

Link: <https://classroom.thenational.academy/lessons/say-what-people-have-part-22-6wt36t>

If you have any questions or need any support whilst you're completing the work, please email Ms Dewar (rdewar@wyvernsteds.org). Please bring your work in with you upon your return to school.

GEOGRAPHY

Population

This term year 7 will study the topic of population, looking at where people live, why populations are 'exploding' in certain parts of the world and what issues this causes.

Week 1

Lesson 1 – What are the factors that influence population distribution?

- This lesson looks at what the distribution of population is like globally, where people live and why. It will also explore the different human physical factors which affect population density.

Link: <https://classroom.thenational.academy/lessons/what-are-the-factors-that-influence-population-distribution-6dhk0c>

Lesson 2 – What is the population explosion?

- This lesson covers how the global population is changing, the differences between the population increase in developed and developing countries and how to calculate the percentage increases in population

Link: <https://classroom.thenational.academy/lessons/what-is-the-population-explosion-65gk2r>

Week 2

Lesson 1 – What are the consequences of overpopulation?

- This lesson looks at how the population explosion may affect us in the future and considers the social, economic and environmental consequences of overpopulation.

Link: <https://classroom.thenational.academy/lessons/what-are-the-potential-consequences-of-overpopulation-74rp2d>

Lesson 2 – How do population structures change over time?

- This lesson covers the Demographic Transition Model and considers how population structures change over time, and why.

Link: <https://classroom.thenational.academy/lessons/how-do-population-structures-change-over-time-70wker>

If you have any questions or need any support whilst you're completing the work, please email Mr Hunt mhunt@wyvernstedds.org. Please bring your work in with you upon your return to school.

HISTORY

Why has Alfred been called “Alfred the Great”?

Over the next two weeks, you’re going to be learning more about Anglo- Saxon England. You will find out about the person some historians call first king of England, Alfred the Great, and how he helped to defeat the Viking invaders who raided Britain’s shores at this time.

Week 1

Lesson 1 – The Viking invasion

In this lesson, you will learn about who the Vikings were and what happened when they invaded Britain.

Link: <https://classroom.thenational.academy/lessons/the-viking-invasion-74r3ae>

Lesson 2 – Alfred the Great

In this lesson, you will learn about who King Alfred was and what he did that means he is called "great".

<https://classroom.thenational.academy/lessons/alfred-the-great-chgkce>

Week 2

Lesson 1 – Aethelflaed, Edward the Elder and Athelstan

In this lesson, you will learn about who Aethelflaed, Edward and Athelstan were, and their roles in defeating the Vikings.

<https://classroom.thenational.academy/lessons/aethelflaed-edward-the-elder-and-athelstan-64vk4e>

Lesson 2 – [The Kingdom of Brycheiniog](#)

In this lesson, you will learn about what happened to the Welsh kingdom of Brycheiniog and how Alfred and his successors destroyed it.

<https://classroom.thenational.academy/lessons/the-kingdom-of-brycheiniog-ccw3gc>

If you have any questions or need any support whilst you’re completing the work, please email your History teacher. Please bring your work in with you upon your return to school.

MATHS

Geometry

Over the next 2 weeks you are going to be working with angles, angle rules and basic shapes. These are used widely within mathematics and we can use them to solve more complex problems.

There is extension and support work available.

Week 1

Lesson 1 – Recognising Angles

Link: [Oak National Types of Angles](#)

[Hegarty Clips 455, 456; Corbett Task: [Corbett Work 38](#)]

Lesson 2 – Bearings

Link: [Oak National Bearings](#)

[Hegarty Clips 492, 493; Corbett Task: [Corbett Work 26](#)]

Lesson 3 – Angle Rules

Link: [Oak National Angles at a Point & Angles on a Straight Line](#)

[Hegarty Clips 480, 477, 478, 812, 813; Corbett Task: [Corbett Work 39](#)]

Week 2

Lesson 1 – Properties of Triangles

Link: [Oak National Angles in Triangles](#)

[Hegarty Clips 485, 486, 487; Corbett Task: [Corbett Work 327](#)]

Lesson 2 – Properties of Quadrilaterals

Link: [Oak National Angles in Quadrilaterals](#)

[Hegarty Clips 560, 824; Corbett Task: [Corbett Work 2](#)]

Lesson 3 – Problem Solving

Link: [Oak National - Special Quadrilaterals](#)

[Hegarty Clips 488, 489, 490; Corbett Task: [Corbett Work 33](#)]

If you have any questions or need any support whilst you're completing the work, please email Mr Lewis at jlewis@wyvernsteds.org. Please bring your work in with you upon your return to school.

MUSIC

Film Music

In class we are learning to play the music from Harry Potter and Titanic. Choose one of these films and complete the tasks below.

Week 1

Lesson 1 – Choose either the film Titanic or Harry Potter and find out who composed the music.

- Find some interesting facts about the music for the film. Eg what instruments play the main theme? How does the composer make the music fit the theme of the film?
- What other films have the composed written music for.

Week 2

Lesson 1 – Create a poster/presentation about your chosen film composer from last lesson

- Be creative in the way you present your ideas. We would love to have some posters to display in the music department.

If you have any questions or need any support whilst you're completing the work, please email Mrs Ritchie, eritchie@wyvernsted.org. Please bring your work in with you upon your return to school.

PSHE

Online Safety: Cyber Bullying and Trolling

Over the next two weeks we will be learning about cyber bullying and trolling and the impact it can have on an individual. We will explore appropriate ways of responding to discrimination, hurtful or intimidating behaviour and know how to manage oneself appropriately online.

Week 1

Lesson 1 – Cyber Bullying and Trolling

Statistics surrounding cyber bullying

Teens are among the leaders of Internet trends. The world is advancing so quickly that many of today's teens will find future careers in technologies that haven't been invented yet. Through the Think Time videos, you'll see why it's time for them to become more cyber savvy

New Vocabulary

Trolling, Cyber Bullying, Abuse, Contact, Conduct, Harassment, Strategies

Task:

- Produce a poster that clearly communicates two different messages about cyber bullying through words and illustration.
 - Message 1 – needs to show what cyber bullying does to the victim
 - Message 2 – needs to show what the victim can do about it.
- SUCCESS CRITERIA
- Identify the challenges faced by the young person
 - Promotes both key messages
 - Present a range of possible solutions
 - Advice on where to get support

Links to help you:

<https://www.youtube.com/watch?v=0oGFh0mwriM>

<https://www.internetmatters.org>

<https://www.ceop.police.uk/safety-centre/> CEOP Report Website

<https://www.saferinternet.org.uk/advice-centre/young-people/resources-11-19s>

Childline – 0800 1111 www.childline.org.uk -

<https://www.thinkuknow.co.uk> Think You Know Internet Safety Website

If you have any questions or need any support whilst you're completing the work, please email [enoble@ wyvernsteds.org](mailto:enoble@wyvernsteds.org).

RELIGIOUS STUDIES

Christian Beliefs

Over the next two weeks you will be learning about some key beliefs in Christianity. This will give you a good basis for your year 7 work as well as work in the future at GCSE.

Week 1

Lesson 1 – The Ascension

This lesson will focus on the events of the Ascension, and why it is significant for Jesus and the Great Commission

- Please make sure you have a pen and paper ready
- Clear a quiet space for you to work in.
- You will also need two different coloured pens: black or blue and another coloured pen, such as green or red.

Link: <https://classroom.thenational.academy/lessons/the-ascension-69gkct>

Lesson 2 – Pentecost

This lesson will focus on the giving of the Holy Spirit, the nature of the Church and the spread of the Church into all nations.

- Please make sure you have a pen and paper ready
- Clear a quiet space for you to work in.
- You will also need two different coloured pens: black or blue and another coloured pen, such as green or red.

Link: <https://classroom.thenational.academy/lessons/the-church-and-pentecost-6dh3gd>

Week 2

Lesson 1 – Sin, Judgement and forgiveness

Welcome to this lesson on sin, judgement and forgiveness. For some people this will be a sensitive topic. If that applies to you, you may want to do the rest of this lesson with a trusted adult nearby who can support.

- Please make sure you have a pen and paper ready
- Clear a quiet space for you to work in.
- You will also need two different coloured pens: black or blue and another coloured pen, such as green or red.

Link: <https://classroom.thenational.academy/lessons/sin-judgement-and-forgiveness-70tp2t>

Lesson 2 – The Afterlife

Welcome to this lesson on the afterlife. For some people this will be a sensitive topic. If that applies to you, you may want to do the rest of this lesson with a trusted adult nearby who can support.

- Please make sure you have a pen and paper ready
- Clear a quiet space for you to work in.
- You will also need two different coloured pens: black or blue and another coloured pen, such as green or red.

Link: <https://classroom.thenational.academy/lessons/afterlife-6xgpad>

If you have any questions or need any support whilst you're completing the work, please email JVaughan@wyvernsted.org Please bring your work in with you upon your return to school.

SCIENCE

Organisation.

Cells, Tissues and Organs.

Over the next two weeks, you're going to learn more about Cells, Tissues and Organs. You will be able to identify a plant and animal cell, and be able to describe the main parts of these cells, a skill that you will use in all years at school. You will look at how cells work together to make tissues and that tissues can work together to make organs in the human body. Finally you will look at how organs work together to make organ systems, such as the digestive system and respiration system.

Week 1

Lesson 1 – Comparing animal and plant cells

This lesson compares the structure of an animal and plant cell, explaining those differences in terms of function and using this to make a reasoned argument.

Link: <https://classroom.thenational.academy/lessons/comparing-animal-and-plant-cells-6gv38r>

Lesson 2 – Specialised Cells

This lesson explores many types of specialised cells, looking at their function and adaptations.

Link: <https://classroom.thenational.academy/lessons/specialised-cells-c8tprc>

Lesson 3 – Animals as organisms

This lesson looks at how animals are multicellular organisms with organ systems which carry out the 7 life processes. This lesson will explore several human organ systems.

Link: <https://classroom.thenational.academy/lessons/animals-as-organisms-6hgk8c>

Week 2

Lesson 1 – Digestive system

This lesson looks at the organs that make up the digestive system, their function and how the small intestine is adapted for diffusion.

Link: <https://classroom.thenational.academy/lessons/digestive-system-cnj3ec>

Lesson 2 – Respiratory system

This lesson looks at the respiratory system organs and how they are adapted for efficient gas exchange.

Link: <https://classroom.thenational.academy/lessons/respiratory-system-6mt64r>

Lesson 3 – Inhaled and exhaled air

This lesson looks at an investigation of the differences in inhaled and exhaled gas, table drawing and writing conclusions.

Link: <https://classroom.thenational.academy/lessons/inhaled-and-exhaled-air-c8ukgc>

If you have any questions or need any support whilst you're completing the work, please email jhibbert@wyvernsteds.org Please bring your work in with you upon your return to school.

SPANISH

Describing what someone is like

Over the next two weeks, you're going to be learning to describe what someone is like.

Week 1

Lesson 1 – Saying what someone is like – Part 1

Link: <https://classroom.thenational.academy/lessons/saying-what-someone-is-like-in-general-part-12-c5gkcr>

Lesson 2 – Saying what someone is like – Part 2

Link: <https://classroom.thenational.academy/lessons/saying-what-someone-is-like-in-general-part-22-6grk6c>

Week 2

Lesson 1 – Talking about having – Part 1

Link: <https://classroom.thenational.academy/lessons/talking-about-having-part-12-68wk4r>

Lesson 2 – Talking about having – Part 2

Link: <https://classroom.thenational.academy/lessons/talking-about-having-part-22-6rwkcd>

If you have any questions or need any support whilst you're completing the work, please email Miss Hunter (shunter@wyvernsteds.org). Please bring your work in with you upon your return to school.