



WOOTTON PARK

Year 7 Summer Challenge 2020

Welcome to Wootton Park School

Between now and you starting with us in September we are setting you a Summer Challenge. We know what a fantastic learner you are and that you will give this challenge your very best.

‘Ipsum quod faciendum est diutius’

What we do outlives us

Name: _____

Year 7 Summer Challenge 2020



WOOTTON PARK

'Ipsum quod faciendum est diutius'

This project focuses on the idea that every person has the ability to make the world a better place. It's very easy to think, "I'm only one person; what can I really do?" If every person thinks that, nothing will get done. We all have the power to make a positive change, we just need the courage to try.

At Wootton Park our school motto is *'Ipsum quod faciendum est diutius'* which simply means *'what we do outlives us'*. The purpose of this project is to make you think about the positive impact you want to have on our world, both now and in the future.

Within this booklet, we have provided information on an influential person from each subject area. We hope you enjoy reading about their journeys and achievements. There are three tasks to complete within each subject which will require you to use a variety of key skills, subject knowledge and of course your own creative ideas.

All we ask is that you try your best. Your answers will give us a better understanding of where you are working at and how we can best support you with your learning once you start at Wootton Park. There is a reference section at the end of the booklet to support you with your learning (page 75-76) .

Subject	Pages	Complete (✓)
English	3-12	
Maths	13-19	
Science	20-27	
Art	28-36	
Computing	37-43	
Geography	44-49	
History	50-55	
Performing Arts	56-60	
Physical Education	61-66	
Spanish	67-74	

Year 7 Transition Tasks - English



WOOTTON PARK

'Ipsum quod faciendum est diutius'



"There is no greater agony than bearing an untold story inside of you"

Maya Angelou was born in St Louis, Missouri in 1924. Her childhood was incredibly challenging; not only did her parents divorce at a young age, meaning she was forced to live with her Grandparents, but as an African American woman in the southern states, she experienced first-hand racial discrimination and prejudice. As a result of the horrors she suffered, she developed mutism, meaning for years she was unable to speak.

Later in her life she overcame some of these challenges by writing and performing. She became a civil rights activist and worked alongside Martin Luther King and Malcolm X in the fight to give African Americans equal rights and to end discrimination. Maya Angelou used poetry such as *Still I Rise* and prose, such as her autobiography *I Know Why the Caged Bird Sings*, to express to the world her feelings towards racial discrimination. In 2011 she was awarded the Presidential Medal of Freedom by Barak Obama.

At Wootton Park we want our learners to feel inspired by writers like Maya Angelou. We want learners to overcome any obstacles by concentrating on the things they love. Like Angelou, our learners all have natural skills and abilities which make them unique.

English is a specialism which will help you realise your potential in all subjects. Through the study of lots of different types of text, you will strengthen your reading, writing and communication skills. In this booklet, we are going to ask you to complete a few tasks which will demonstrate your English skills. Your teachers will let you know how you got on when you return your booklet in September.

If you have any questions please email the Curriculum Leader for English (Mr Cooper) on j.cooper@woottonparkschool.org.uk

Task 1 - Reading Comprehension (24 MARKS)

In English, one of the most important skills that you will develop is your ability to read a range of different texts and develop an understanding of their meaning and ideas.

In this task we would like you to start by reading the extract from *Noughts and Crosses* on the next page, then have a go at answering the comprehension questions which follow.

Year 7 Transition Tasks - English



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 1 (continued)

Noughts and Crosses by Mallory Blackman

Plot Summary: Sephy is a Cross - a member of the dark-skinned ruling class. Callum is a nought - a 'colourless' member of the underclass who were once slaves to the Crosses. The two have been friends since early childhood, but that's as far as it can go, until the first steps are taken towards more social equality and a limited number of Noughts are allowed into Cross schools. Against a background of prejudice and distrust, intensely highlighted by violent terrorist activity by Noughts, a romance builds between Sephy and Callum - a romance that is to lead both of them into terrible danger. In this scene, Callum and Sephy are on a train going to a park.

The train journey from hell, that's what it was. A journey which ruined the rest of the day as far as I was concerned. We were on our way to Celebration Park. There were only three more stops to go – when they got on. Police officers on a routine inspection. Two of them, boredom plastered over their faces.

'ID passes please. ID passes please.'

Sephy looked surprised. I wasn't. We both dug out our ID cards as they made their way up the first-class train carriage. I watched the cursory glances they gave the ID passes of all the Crosses in the carriage. I was the only nought. Would they stop and ask me lots of questions? Huh! Is pig mess smelly?

An officer of trim build and sporting a pencil-thin moustache stood right in front of me. He looked at me then took my ID pass without a word.

'Name?' he snapped out.

What's the matter? Can't you read?

'Callum McGregor.'

'Age?'

'Fifteen.' *Can't read numbers either, huh? That's too bad.*

'Where are you going?'

None of your business.

'Celebration Park.'

'Why?'

To cut my toenails.

'Picnic.'

'Where d'you live?'

On the moon.

Year 7 Transition Tasks - English



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 1 (continued)

'Meadowview.' Meadowview by euphemistic name only. Rubbishshackview would've been more appropriate. The officer looked from my ID card to my face and back again. My thumbprint was on the card. Was he going to break out a magnifying glass and ask me to hold out my right hand so he could compare the imprint on the card to my print? It wouldn't've surprised me.

'You're a long way from home, boy.'

I bit down on the inside of my bottom lip, not trusting myself to speak. Both officious officials stood in front of me now. There was barely enough room to get a paperclip between their legs and my knees. I sighed.

Ladies and gentlemen, for your delectation and delight, another performance of 'You're a nought and don't you ever forget it, blanker boy.'

'Let me see your ticket.' I handed it over.

'Where did you get the money to buy this kind of ticket?'

I looked up at them, but didn't speak. What was there to say? They had the scent of blood in their nostrils and I didn't stand a chance, no matter what I said or did. So why bother?

'I asked you a question,' Moustaches reminded me. As if I'd forgotten.

'Did you buy this ticket?' Moustaches' accomplice asked.

The truth or prevarication? What was Sephy thinking? I couldn't see her. The no-brain brothers were in the way. If only I could see her face.

'I asked you a question, boy. Did you buy this ticket?'

'No, I didn't,' I replied.

'Come with us, please.'

Time to get my posterior pummelled. Time to get my derrière dealt with. Time to get my bum bounced right off the train.

Please answer the comprehension questions on the next page

Year 7 Transition Tasks - English



WOOTTON PARK

'Ipsam quod faciendum est diutius'

Task 1 (continued) - Comprehension Questions

Where you can, try to use words and phrases from the text to support your answer.

- 1) How does Callum describe the train journey?
- 2) What do we learn about the feelings of the police officers?
- 3) Why is Callum 'not surprised' at being asked for ID?
- 4) What does this tell you about the attitude of the police officers towards both the noughts and crosses?
- 5) What do we learn about Callum's feelings towards the police officers?
- 6) What do we learn about where Callum lives in Meadowview?
- 7) What do you think is meant by 'They (the police officers) had the scent of blood in their nostrils'?
- 8) What happens to Callum at the end of the extract?

For the final two questions, try to write longer responses.

- 9) What do you think the writer, Mallory Blackman, is trying to tell us about race?
- 10) Why do you think it is important that books explore issues relating to race and difference?

Year 7 Transition Tasks - English



WOOTTON PARK

'Ipsam quod faciendum est diutius'

Task 1 (additional writing space)

Year 7 Transition Tasks - English



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 2 - Descriptive Writing (24 MARKS)

'Describe your favourite place'

In English, we love to be creative and try to encourage you to write imaginatively. Good descriptions use interesting words and phrases to build pictures in the reader's mind and can transport them into new and exciting places.

For this task, we would like **you to describe in approximately 250 words, your favourite place**. This could be somewhere very close to home, or a place you have visited many miles away! We don't mind where to describe, but we would like you to try and do these things:

- 1) **Use interesting descriptive vocabulary. You could even try to use language techniques such as metaphor or simile.**
- 2) **Try to use a range of accurate punctuation.**
- 3) **Try to use paragraphs**
- 4) **Try to spell as accurately as you can – without using spell check!**

Support: If you are stuck for somewhere to describe, you might want to use a picture to inspire you. For example:



Year 7 Transition Tasks - English



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 2 (Writing Space)

Year 7 Transition Tasks - English



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 3 - Writing a Book Review

At Wootton Park School, you will be expected to have a personal reading book on you at all times. You will have reading and literacy lessons to help develop your understanding of the characters, themes and ideas presented in your book.

For September, we would like you to **read a fiction book of your choice and then write a book review to tell us what you liked and disliked.** You will use this in your first lessons to help introduce yourself to your English class.

You might find the template below useful to organise your ideas:

My Book Review

Book Title:

Author:

Book Summary: *In about 100 words, can you summarise what happens in the story? What happens at the beginning, in the middle, and at the end?*

Characters: *Who are the main characters in your book? Are there good and evil characters? How are they described?*

Your Opinion: *Overall, what do you like or dislike about the book? Would you recommend it to other learners? Why/why not?*

Star Rating: *Out of 5, how many stars would you give this book?*

Year 7 Transition Tasks - English



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 3 (writing space)

Year 7 Transition Tasks - English



WOOTTON PARK

'Ipsam quod faciendum est diutius'

Assessment criteria		
Task	Level	What you need to include
Comprehension	Emerging	<ul style="list-style-type: none"> You have provided limited explanations to your answers. You have used simple sentences to help expand your opinions You have demonstrated some clarity in your answers.
	Developing	<ul style="list-style-type: none"> You have provided some explanations to your answers using some evidence to support your ideas. You have used full sentences to explain your opinions You have demonstrated a personal voice in your answers.
	Securing	<ul style="list-style-type: none"> You have provided detailed explanations to your answers using evidence to support your ideas. You have used full, complex sentences to help expand your opinions You have demonstrated a strong personal voice in your answers.
Descriptive Writing	Emerging	<ul style="list-style-type: none"> You have attempted to use interesting vocabulary. You have structured the work using some appropriate punctuation and grammar. Your spelling of basic vocabulary is accurate.
	Developing	<ul style="list-style-type: none"> You have used some interesting vocabulary to engage the reader. You have structured the work using appropriate punctuation and grammar. You have used mostly accurate spelling.
	Securing	<ul style="list-style-type: none"> You have engaged the reader throughout using interesting vocabulary You have used language techniques to engage the reader You have structured the work effectively using appropriate punctuation and grammar. You have used accurate spelling, including more complex vocabulary
Book Review	Emerging	<ul style="list-style-type: none"> You have made some general comments about the lot of the book. You have attempted to develop an opinion on the book. You have attempted to communicate your ideas which others.
	Developing	<ul style="list-style-type: none"> You have described in some depth the plot of the story. You have explained which characters interest you. You have explained your opinion on the book in some depth. You have shared your book review with others in some depth.
	Securing	<ul style="list-style-type: none"> You have described in detail the plot of the book. You have explained which characters interest you in detail. You have given a range of reasons why you like/dislike the book and justified your opinions. You have confidently shared your book review with others.

Year 7 Transition Tasks - Maths



WOOTTON PARK

'Ipsum quod faciendum est diutius'



"I was excited at something new, always liked something new, but give credit to everybody who helped. I didn't do anything alone but try to go to the root of the question and succeeded there."

Katherine Johnson (1918 – 2020) fell in love with the study of mathematics from a young age. Katherine had to overcome challenges due to being a female and her race. Yet despite this Katherine persevered and continued to pursue her passion for mathematics.

At the age of 35 Katherine joined NASA and her contributions in orbital mechanics were crucial to the success of the USA's aeronautics and space programmes. She was responsible for calculating the trajectory for Project Mercury and the Apollo 11 flight to the moon, which means she helped the first spaceship and the first Americans reach the moon!

At Wootton Park we want our learners to be like Katherine. We want them to be excited to always learn something new and see the value in working as a team to understand the root of a problem.

Maths is a subject that requires logical thinking with a clear and rational approach to unfamiliar problems. Over the next few pages you will have the opportunity to demonstrate some of your problem solving and reasoning skills that enable mathematicians to be successful. Your teachers will let you know how you got on when you return your booklet in September.

If you have any questions please email one of the Curriculum Leaders for Maths (Mr Tipler) on i.tipler@woottonparkschool.org.uk

Task 1 – Numbers in standard form (14 MARKS)

Watch the first 7 minutes of the video linked below.

<https://youtu.be/VWhtJRV29R4>

This video talks about some special types of numbers that help scientists to work with really large numbers or really small numbers.

Year 7 Transition Tasks - Maths



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 1 (continued) - Numbers in standard form

The question $10 \times 10 \times 10$ can also be written as 10^3 because 10 is multiplied by itself 3 times. Can you re-write the questions below:

- 1) $10 \times 10 =$ _____
- 2) $10 \times 10 \times 10 \times 10 \times 10 =$ _____
- 3) $10 \times 10 \times 10 \times 10 =$ _____
- 4) $10 \times 10^3 =$ _____
- 5) $10 \times 10^2 \times 10^3 =$ _____

Can you write the following distances in standard form?

Distance from Earth to the...	Distance	Written in standard form
Mars	14614000000 km	
Venus	43392000000 km	
Mercury	11708000000 km	
Jupiter	65121000000 km	

Can you write the following distances in standard form?

Name of object	Size of an object	Written in standard form
Nucleus of an atom	0.000000000000001 m	
Length of a virus	0.0000002 m	
Diameter of the eye of a fly	0.0008 m	
Diameter of a 1p coin	0.02 m	

Year 7 Transition Tasks - Maths



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 2 - Communicating your ideas (10 MARKS)

Use the information found on the link below about the work of Katherine Johnson and her mathematical impact on the world: <https://www.nasa.gov/audience/forstudents/k-4/stories/nasa-knows/who-was-katherine-johnson-k4>

Use the writing space below to explain the work that Katherine did and how her work contributed to the success of NASA's first mission to the moon. (*You can also add your own research to help you to expand your answer*).

Year 7 Transition Tasks - Maths



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 2 (additional writing space)

Year 7 Transition Tasks - Maths



WOOTTON PARK

'Ipsam quod faciendum est diutius'

Task 3 - Research

Research another famous mathematician that has contributed to the understanding of the world around us. In the space below write 200 words about the information you have found out, explaining what they did and why you think it is important for us to be aware of this mathematician.

Year 7 Transition Tasks - Maths



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 3 (additional writing space)

Year 7 Transition Tasks - Maths



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Assessment criteria		
Task	Level	What you need to include
Numbers in standard form	Emerging	<ul style="list-style-type: none"> You can simplify questions when powers of 10 are multiplied together
	Developing	<ul style="list-style-type: none"> You have been able to convert a large number in to a number in standard form
	Securing	<ul style="list-style-type: none"> You have been able to convert a small number in to a number in standard form
Communicating your ideas	Emerging	<ul style="list-style-type: none"> You have made some notes on the key points of Katherine Johnson's life You have used the website link for your research.
	Developing	<ul style="list-style-type: none"> You have written detailed notes on the work of Katherine Johnson You have written your notes in full sentences. You have used the website link for your research.
	Securing	<ul style="list-style-type: none"> You have written extensive notes on the work of Katherine Johnson. Your notes are in chronological order. You have written your notes in full sentences. You have used other websites to expand your research.
Research	Emerging	<ul style="list-style-type: none"> You have written some notes about a famous mathematician You have attempted to explain why you have chosen to research this famous mathematician
	Developing	<ul style="list-style-type: none"> You have written detailed notes about your famous mathematician You have explained in detail why you have chosen to research this famous mathematician You have used at least two websites to help you with your research.
	Securing	<ul style="list-style-type: none"> You have written detailed notes about your famous mathematician You have explained in detail why you have chosen to research this famous mathematician You have described how the work your famous mathematician did has influenced the maths that you study in school. You have used numerous websites to help you with your research. You have discussed the applications of the maths that your famous mathematician worked on to real life uses.

Year 7 Transition Tasks - Science



WOOTTON PARK

'Ipsum quod faciendum est diutius'



“I was just so interested in what I was doing I could hardly wait to get up in the morning and get at it.”

Barbara McClintock was an American Scientist who won the Nobel Prize in 1983. She spent all of her working life studying genes and their influence and her legacy has given the whole human race a greater understanding of an entire range of diseases including cancer.

Whilst science is very definitely a team sport and we rely on scientists sharing their results, Barbara’s discoveries about chromosomes are considered among the greatest of the 20th century.

Her work was largely ignored for more than a decade because she was a woman working in an area dominated by men at the time, but she never gave up and she never stopped working, even in her nineties.

At Wootton Park we want our learners to be like Barbara. We want them to be excited to come to school and we want them to keep going even when things seem tough.

Science is a subject which requires lots of skills. Over the next three pages you will have the opportunity to demonstrate some of the important attributes a scientist needs to succeed. Your teachers will let you know how you got on when you return your booklet in September.

If you have any questions please email the Curriculum Leaders for Science (Miss Walker) on k.walker@woottonparkschool.org.uk.

Task 1 - Planning investigations (10 MARKS)

Watch the experiment on the video.

<https://www.youtube.com/watch?v=JofXXyFZn38>

This video shows a simple experiment to extract the DNA from strawberries.

Year 7 Transition Tasks - Science



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 1 (continued) – Planning investigations

Make a risk assessment for this experiment.

A risk assessment identifies the hazards (what could happen to cause damage or injury), risks (how likely is it that the hazard will cause harm) and control measures (how will you remove the hazard or reduce the risk). This could be in the form of a table or sentences. If you need some help with risk assessments we have added a useful link below.

<https://www.bbc.co.uk/bitesize/guides/zymkfcw/revision/3>

Make a list of the equipment that you will need for this method.

Write a detailed method for this experiment.

Try to write a step by step method and include labelled diagrams if this helps you to explain the steps.

Year 7 Transition Tasks - Science



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 1 (additional writing space)

Year 7 Transition Tasks - Science



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 2 -Communicating your ideas (10 MARKS)

Read about the work done by Barbara McClintock in this link:

<https://www.nobelprize.org/womenwhochangedscience/stories/barbara-mcclintock>

(You can also add your own research to help you to expand your answer).

Use the writing space to explain what she was trying to achieve, how she did it and what they managed to find out.

Year 7 Transition Tasks - Science



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 2 (additional writing space)

Year 7 Transition Tasks - Science



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 3 – Research (10 MARKS)

What if you could make a scientific discovery? What would it be?

Write 200 words about why you have made your choice and what you might need to do to achieve your goal. You will need to do some research on other scientists and how they work. You can find some ideas about where to look in the Reference section at the back of this booklet.

Year 7 Transition Tasks - Science



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 3 (additional writing space)

Year 7 Transition Tasks - Science



WOOTTON PARK

'Ipsum quod faciendum est diutius'

<u>Assessment Criteria</u>		
Task	Level	What you need to include
Planning investigations	Emerging	<ul style="list-style-type: none"> You have listed some risks and /or hazards. You have listed some of the equipment required for the method. You have attempted a step by step method.
	Developing	<ul style="list-style-type: none"> You have listed risks, hazards and suggested some control measures. You have listed all of the equipment used in the experiment. You have written a method including most of the steps.
	Securing	<ul style="list-style-type: none"> You have listed all of the main risks, hazards and suggested some control measures. You have listed all of the equipment used in the experiment. You have written a detailed method including all of the steps that is presented in a logical order that is easy to follow. You have also mentioned safety considerations in your method.
Communicating your ideas	Emerging	<ul style="list-style-type: none"> You have made some notes on the work conducted by Barbara McClintock. You have used the website link for your research.
	Developing	<ul style="list-style-type: none"> You have written detailed notes on the work of Barbara McClintock. You have written your notes in full sentences. You have used the website link for your research.
	Securing	<ul style="list-style-type: none"> You have written extensive notes on the work of Barbara McClintock. Your notes are in chronological order. You have written your notes in full sentences. You have used other websites to expand your research.
Research	Emerging	<ul style="list-style-type: none"> You have described a scientific discovery that you could make. You have attempted to explain the reasons for your discovery.
	Developing	<ul style="list-style-type: none"> You have described in detail a scientific discovery that you could make. You have explained the reasons for this discovery. You have described what you will need to help you to complete your goal. You have used at least two websites to help you with your research.
	Securing	<ul style="list-style-type: none"> You have described in detail a scientific discovery that you could make. You have explained the reasons for this discovery. You have described what you will need to help you to complete your goal. You have used numerous websites to help you with your research. You have linked your research to the work of other famous scientists. You have discussed any potential problems that you may encounter with your discovery.

Year 7 Transition Tasks - Art



WOOTTON PARK

'Ipsum quod faciendum est diutius'



"The art world, of all worlds, has room for everyone"

Sir Michael Craig Martin was born in Ireland during the 2nd World War. He was educated in America among some of the most famous artists and art movements of modern times. He knew from the age of 13 he wanted to be an artist but was not sure what this meant. He wanted to make his own statement and push the boundaries of what was considered to be art.

He began producing conceptual art. He found fame and success in this new style. He moved to London and devoted his life to educating the next generation of great British artists at Goldsmiths' Art Academy. His work in the art world and in education has earned him a knighthood and a legacy that will outlive him.

At Wootton Park we want our learners to be like Michael Craig Martin. We want them to share an appreciation and passion for creativity and the determination to succeed in a new field. We want young artists to understand that their most important learning resource in art is each other.

Art is a subject which requires lots of skills. Over the next few pages you will have the opportunity to develop some of the skills you will need to succeed in the next generation of young British artists. Your teachers will let you know how you got on when you return your booklet in September.

If you have any questions please email Miss Garrett on m.garrett@woottonparkschool.org.uk

Tasks

You will have three tasks to complete.

Watch the video below of an interview with Sir Michael Craig Martin to find out more about his life and work.

<https://www.youtube.com/watch?v=bJ3rHd51PkE>

Use this video and the success criteria on the last page to help you complete the tasks. Be as creative as you can.

Year 7 Transition Tasks - Art



WOOTTON PARK

'Ipsam quod faciendum est diutius'

Task 1 - Create an Artist Research Page

One important skill in art is analysis. By observing the work of others you can improve your own work.

Investigate the life and work of Michael Craig Martin. Make notes on the questions below to help you structure your response. Use the next page to create your artist research page and add colour and images of his work to decorate.

Paragraph 1: Biography.

Who is the artist? Where is he from? Where did he study? Where did he teach? Can you name one of his exhibitions?

Paragraph 2: Artwork.

What type of art does he make? What can you see in the art? How is it made? What is special about his style? What does it mean?

Paragraph 3: Review

What do you think of the artwork? Do you like/dislike this style? Why?

Year 7 Transition Tasks - Art



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 1 (continued) – Artist Research Page

Year 7 Transition Tasks - Art

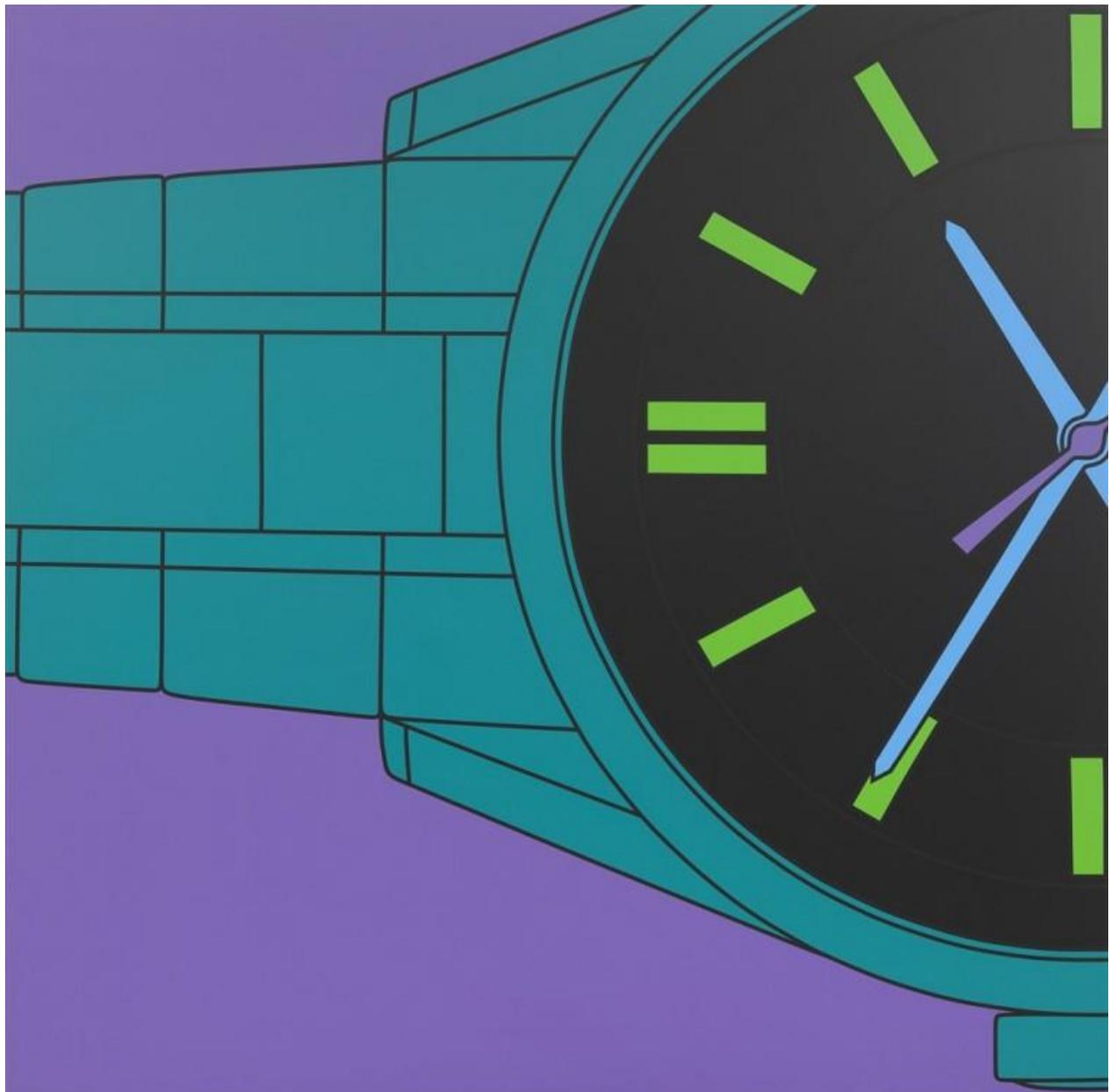


WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 2 - Artist Recreation

Recreating the work of other artists is one way to practice and improve your recording skills. Below is the Michael Craig Martin Painting "Watch". Can you complete it by drawing and colouring the second half on the following page?



Year 7 Transition Tasks - Art



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 2 (continued) – Artist Recreation



Challenge:

Can you draw another of Michael Craig Martin's paintings free hand just using your observational skills?

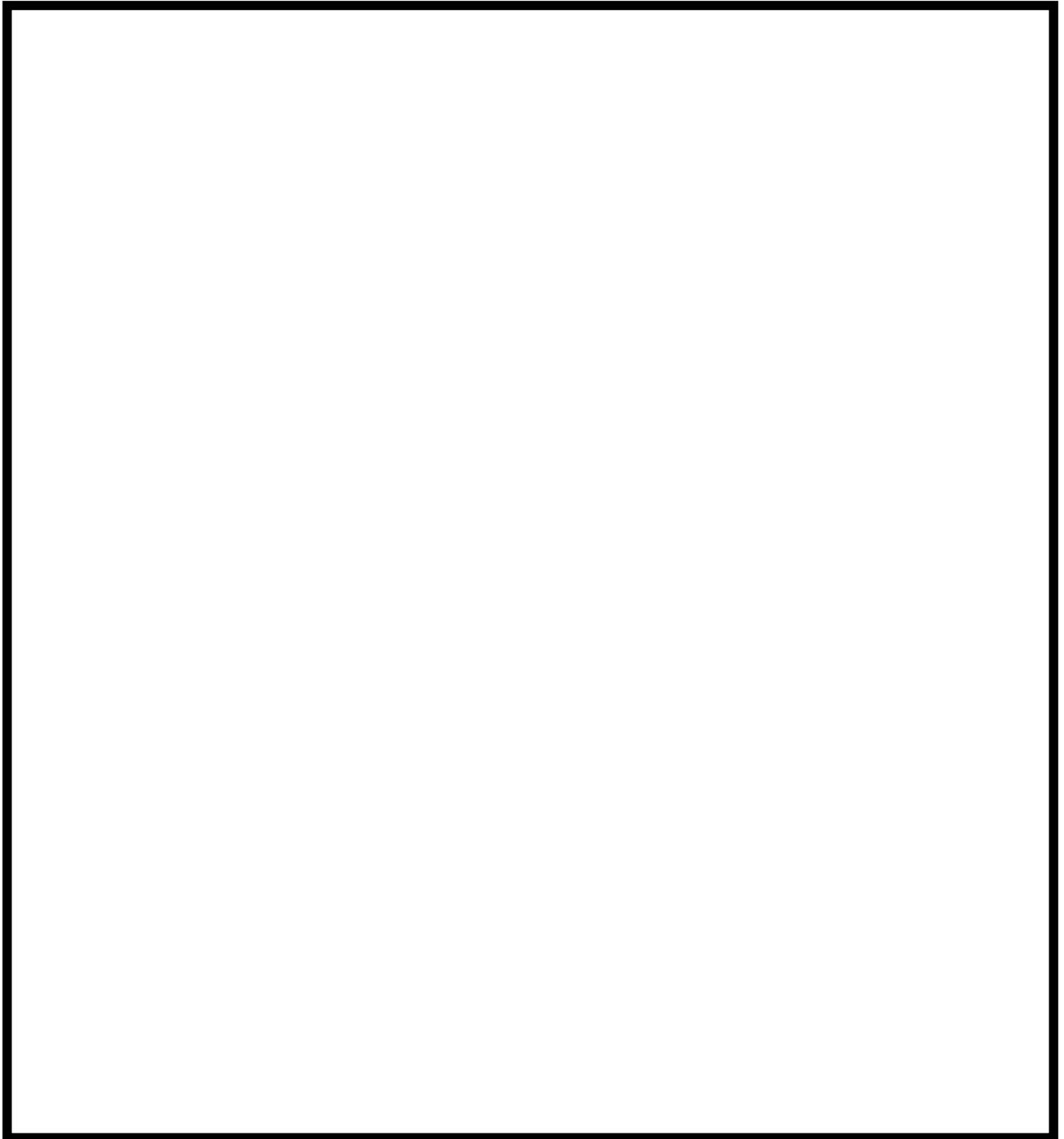
Year 7 Transition Tasks - Art



WOOTTON PARK

'Ipsam quod faciendum est diutius'

Task 2 (additional space)



Year 7 Transition Tasks - Art



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 3 - Observational Drawing

Observation is the most important skill in art. In this task you will take inspiration from Michael Craig Martin to produce your own artwork.

Create your own still life composition (a collection of items). Select items which tell us something about you, for example if you like painting, include a paint brush. Draw this composition freehand. And add colour.

Below is Michael Craig Martin's "The Eye of the Storm" as an example.



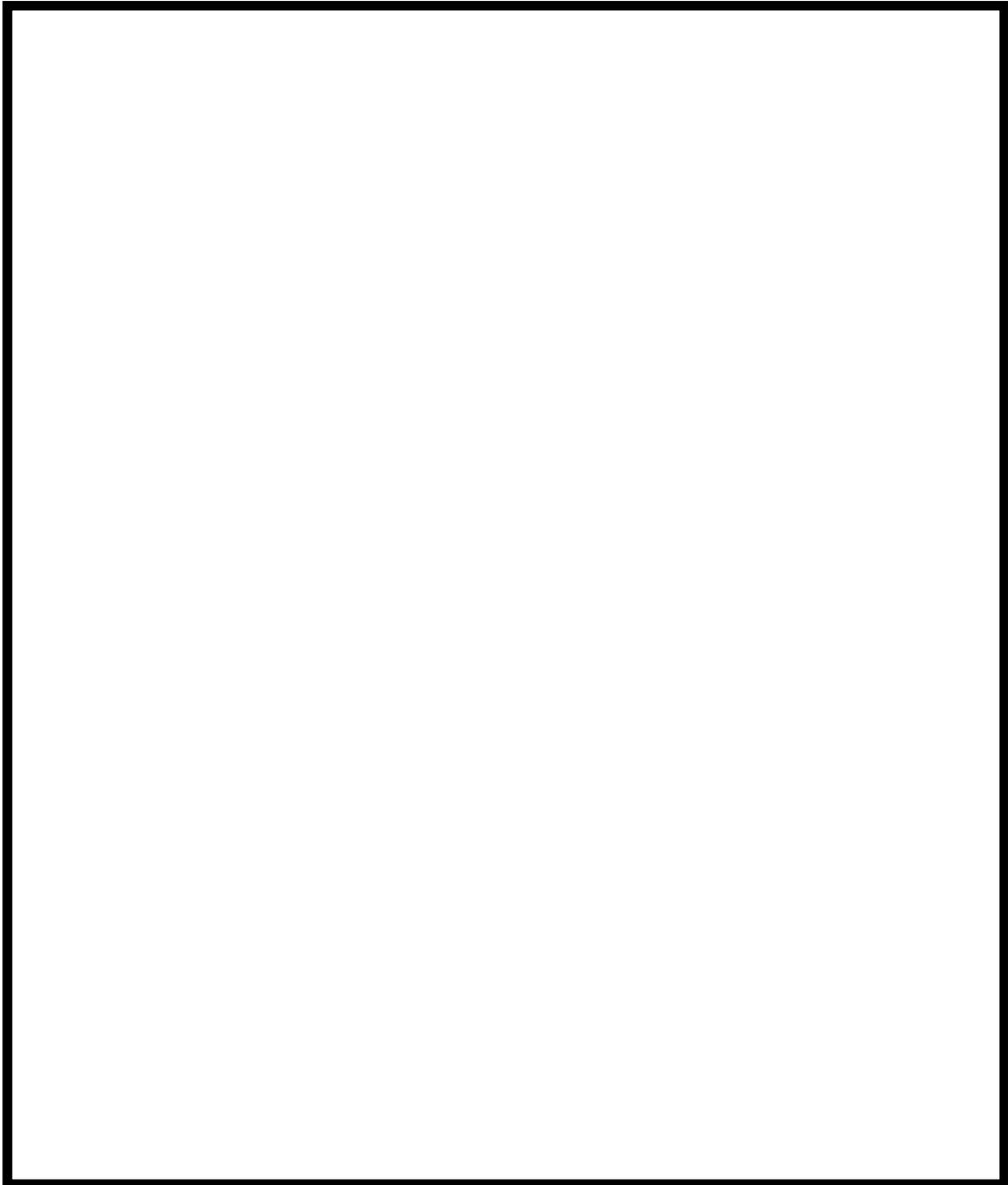
Year 7 Transition Tasks - Art



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 3 (continued) - Observational Drawing



Year 7 Transition Tasks - Art



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Assessment criteria

Task	Level	What you need to include
Artist Research Page	Emerging	<ul style="list-style-type: none"> You have listed some information about Michael Craig Martin's life. You have described his artwork. You have given your opinion of the artwork.
	Developing	<ul style="list-style-type: none"> You have listed some information about Michael Craig Martin's life. You have given a detailed description of his art work. You have given your opinion of the artwork and explained why.
	Securing	<ul style="list-style-type: none"> You have listed some information about Michael Craig Martin's life and have linked this to his practice. You have given described key element of his style and how these are created. You have given your opinion in a balanced argument listing elements that you like, and that you don't giving reasons why.
Artist Recreation	Emerging	<ul style="list-style-type: none"> You have attempted to draw the shape in the correct size/space. Your drawing shows light pencil marks and minimal smudges. You have mostly kept colour inside the lines.
	Developing	<ul style="list-style-type: none"> You have drawn the shapes in the correct size/space. Your drawing shows light, neat pencil marks and no smudges. You have controlled your colour inside the lines consistently.
	Securing	<ul style="list-style-type: none"> You have accurately drawn the shapes in the correct size, space and angle. Your drawing shows light, neat pencil marks and no smudges. You have controlled your colour inside the lines consistently and matched the colours to the original image.
Observational Drawing	Emerging	<ul style="list-style-type: none"> Your objects are recognisable from your drawing. Your drawing shows light pencil marks and minimal smudges. You have mostly kept colour inside the lines.
	Developing	<ul style="list-style-type: none"> Your objects are recognisable from your drawing You have paid attention to the position and spacing of each object. Your drawing shows light, neat pencil marks and no smudges. You have controlled your colour inside the lines consistently.
	Securing	<ul style="list-style-type: none"> Your objects have been drawn with a level of accuracy. You have paid attention to the position and spacing of each object. Your drawing shows light, neat pencil marks and no smudges. You have controlled your colour inside the lines consistently and matched the colours to the original image.

Year 7 Transition Tasks - Computing



WOOTTON PARK

'Ipsum quod faciendum est diutius'



*'I propose to consider
the question...*

'Can machines think?'

Alan Turing was an English mathematician and pioneer of theoretical computer science and artificial intelligence. During WW2 his incredible mathematic and computing knowledge would enable the allies to decipher the secret codes sent by the ingenious German military 'Enigma machines', resulting in an Allied victory and shortening the war considerably.

Computers that he created like 'Colossus' can still be seen in nearby Bletchley Park. Sadly, after the war, Alan was persecuted for his sexuality. He will be remembered by his image appearing on the new £50 note in 2021.

Alan Turing demonstrates many of the attributes which we like to call the 'Wootton Park Way'. He was great at sustaining his concentration, brilliant at working independently and showed incredible perseverance when solving complex problems. We hope you share these qualities too.

Being successful at computing requires you to be a good problem solver, have good computer literacy skills and apply them to create effective solutions. Your computer teacher will let you know how you got on when you return your booklet in September.

If you have any questions please email the Curriculum Leader for Computing (Mr Robinson) on s.robinson@woottonparkschool.org.uk.

Task 1 - Code cracking (10 MARKS)

A cipher is a secret message written in code. Alan Turing used computer power to crack codes but you will need to use brain power for this pig-pen cipher.

Watch this YouTube video about pig-pen ciphers and have a go...

<https://www.youtube.com/watch?v=s5XRTcLYy40>

Write all your answers in the spaces provided on the next page...

Year 7 Transition Tasks - Computing

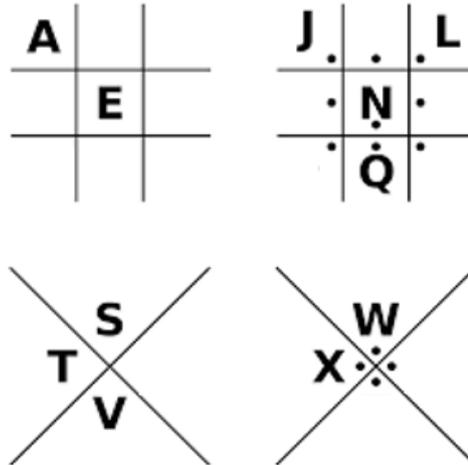


WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 1 (continued) – Code cracking

Using the video and your pattern recognition skills make your own copy of a pig-pen cipher key...



Use your pig-pen cipher code cracking skills to decipher this code...



Think of three words that describe you academically. Encrypt (change to code) these words. (See example below)...

Conscientious	L□□∨LΓ□□>Γ□<∨
1.	
2.	
3.	

Year 7 Transition Tasks - Computing



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 2 - Artificial Intelligence (10 MARKS)

Alan Turing said in 1950, "A computer would deserve to be called intelligent if it could deceive a human into believing that it was human." We now call this the 'Turing test'.

70 years after his quote 'narrow AI' is found all around us in digital assistants like Siri or Alexa, in autonomous cars and embedded in the coding of our TV streaming services. How long will it be before 'full AI', where computers become our equal?

Watch the you tube clip of 'How AI will change our futures'...

<https://www.youtube.com/watch?v=XvzNuw5VjBU>

State 3 advantages and 3 disadvantages of how AI will change our future.

Advantages of AI	Disadvantages of AI

Explain how you think AI will change the job markets of the future.

Evaluate the positives and negatives of artificial intelligence and determine if you think it is good for our future society.

Year 7 Transition Tasks - Computing

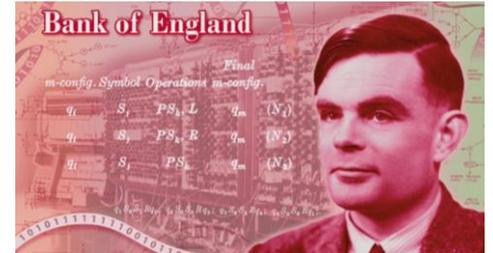


WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 3 - Alan Turing's legacy (10 MARKS)

Alan Turing was sadly persecuted for his sexuality which ultimately led to his early death. At Wootton Park School we strongly stand for respecting inclusion and equality.



The Queen and the Prime Minister have now pardoned him for his actions and Alan Turing's legacy is now of a national hero whose work is internationally respected, most notably in Computer Science where he is regarded as the Father of modern computing. Alan Turing certainly lives up to Wootton Park School's motto of '*What we do outlives us*'.

Alan Turing will appear on the [Bank of England's new £50 note](#) in 2021. To reflect his work in computer Science they have included his birthday in binary code.

Visit the following website and state what is binary code?

<https://www.bbc.co.uk/bitesize/guides/z26rcdm/revision/1>

Year 7 Transition Tasks - Computing



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 3 (continued) - Alan Turing's legacy

Visit the following website which outlines Alan Turing's major milestones. Explain in your own words which part of his life you think was the most important for society?

<https://www.bbc.co.uk/teach/alan-turing-creator-of-modern-computing/zhwp7nb>

Who is your computer hero? Conduct your own research using the internet and then justify why you have made your choice.

Examples:

Elon Musk – founder of Tesla cars and Space X
Kimberly Bryant – founder of the black girls can code
Vint Cerf and Bob Khan - creators of the internet?
Sir Tim Berners Lee – inventor of the world wide web
Steve Jobs / Bill Gates – Founder Apple / Microsoft
Or someone else?



Year 7 Transition Tasks - Computing



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 3 (additional writing space)

Year 7 Transition Tasks - Computing



WOOTTON PARK

'Ipsum quod faciendum est diutius'

<u>Assessment Criteria</u>		
Task	Level	What you need to include
Code Cracking (10 MARKS)	Emerging	Complete the cipher key correctly
	Developing	Use the cipher key to decode a message
	Securing	Demonstrate that you can use the code to create your own ciphers
Artificial Intelligence (10 MARKS)	Emerging	State advantages and disadvantages of AI
	Developing	Describes what job markets will be affected by AI
	Securing	Analysed AI's impact on society and justified personal views
Turings Legacy (10 MARKS)	Emerging	Stated what is binary code
	Developing	Explained what aspect of Turing's legacy is most important to society with details
	Securing	Justified with examples a choice for a computer hero

Year 7 Transition Tasks - Geography



WOOTTON PARK

'Ipsum quod faciendum est diutius'



“It’s not the numbers that are interesting. It’s what they tell us about the lives behind the numbers.”

Hans Rosling was an international health professor from Sweden. He worked across Africa studying outbreaks of disease and he observed the links between poverty and health.

He soon realised he was a talented presenter with a gift for explaining complex ideas in a way that people could easily understand. He worked with the United Nations and other aid agencies to educate people about global issues such as climate change, population, poverty, migration and disease.

He was a great fighter for people’s right to access healthcare, for increasing the status of women and supporting fragile countries damaged by war.

He grew frustrated that people’s view of the world was not always accurate and set up the Gap Minder Foundation to help others access accurate information about the world in a way that they could easily understand.

At Wootton Park we want our learners to be like Hans. We want them to be passionate about issues that affect the world and curious enough to discover the evidence behind complex global questions.

Geography is the study of the Earth's landscapes, people, places and environments. The next few pages will enable you to demonstrate your ability to investigate global issues and form your own views on which are the most important.

If you have any questions please email the Curriculum Leader for Geography (Mr Jones) on r.jones@woottonparkschool.org.uk.

Task 1 - Analysis and Evaluation (10 MARKS)

Watch the video about world income. <https://www.gapminder.org/answers/how-many-are-rich-and-how-many-are-poor/>

It looks at how much people earn across the world and to what extent there is a gap between rich and poor.

After you have watched the video answer the questions on the next page.

Year 7 Transition Tasks - Geography



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 1 (continued) - Analysis and Evaluation

1. Describe the difference between the richest and poorest people on the planet.
2. Using evidence from the video, explain why Hans says that there isn't really a gap between the rich and poor?
3. Explain one way that this difference in incomes would affect people's lives.

Task 2 - Communicating your ideas (10 MARKS)

Watch the video, where Hans explains where people on the planet live and what might happen to global population in the future.. <https://www.gapminder.org/answers/where-do-people-live/>

Question: Explain how you think the changes to the population might affect the world in the future?

To answer this question well you will need to consider issues such as the environment, food, energy and politics.

Write a maximum of 200 words in your answer on the next page.

Year 7 Transition Tasks - Geography



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 2 (writing space)

Feel free to use the sentence starters or delete them and write in your own words.

The worlds population is predicted to change a lot by 2100, for example...

I think that these changes could affect the world a lot in the future, for example...

Year 7 Transition Tasks - Geography



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 3 – Research

Hans was passionate about discovering the facts about the world and educating people about them.

What do you think is the most important global issue that young people need to know about the world today? What would you teach them and why do you think these facts are so important?

You will need to write a maximum of 200 words to explain your choice and list any websites you have used.

You will also need to do some research on global issues and why they are important. You can find some ideas about where to look in the Reference section at the back of this booklet.

Feel free to use the sentence starters or delete them and write in your own words.

I think the biggest issue the most important issue that young people need to know about is...

This is because...

I would teach people that...

These facts are important because...

Year 7 Transition Tasks - Geography



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 3 (additional writing space)

Year 7 Transition Tasks - Geography



WOOTTON PARK

'Ipsum quod faciendum est diutius'

<u>Assessment Criteria</u>		
Task	Level	What you need to include
Analysis and Evaluation	Emerging	<ul style="list-style-type: none"> You have listed the earnings of each of the groups. You have described the graph in simple terms You have stated a simple ideas of how someone's life would be affected
	Developing	<ul style="list-style-type: none"> You have described the earnings in some detail. You have described the graph in simple terms and begun to use it to answer the question.. You have stated a simple idea and started to explain how it would impact on people's lives.
	Securing	<ul style="list-style-type: none"> You have described the earnings in detail using data. You have described the graph in detail and used it to answer the question. You have described the effects that differences in income would have on people's lives and explained their impact.
Communicating your ideas	Emerging	<ul style="list-style-type: none"> You have simply described the changes to the world's population. You have briefly mentioned some issues that may occur due to the changes in population.
	Developing	<ul style="list-style-type: none"> You have described the changes to the world's population in some detail. You have described some issues that may occur due to the changes in population. You have started to explain how the population changes would cause them.
	Securing	<ul style="list-style-type: none"> You have described the changes to the world's population in detail. You have described several issues that may occur due to the changes in population. You have explain how the population changes would cause them with clarity.
Research	Emerging	<ul style="list-style-type: none"> You have described information about an important global issue. You have attempted to explain the reasons for your decision.
	Developing	<ul style="list-style-type: none"> You have described an important global issue in some detail. You have explained your decision. You have used at least two websites to help you with your research.
	Securing	<ul style="list-style-type: none"> You have described an important global issue in detail. You have justified your decision. You have used numerous websites to help you with your research.

Year 7 Transition Tasks - History



WOOTTON PARK

'Ipsum quod faciendum est diutius'



"Looking at his face, you feel you could take a trip back 2,300 years to meet him. I would like to put a USB plug into his well-preserved brain and download everything that's on it, but that's impossible. He's reluctant to answer."

This body was found in a peat bog on Tollund Fen in Denmark in May 1950. Two men and one woman were digging peat for burning. As they worked they suddenly saw in the peat layer a face so fresh they thought they had come across a recent murder. They called the police. The men carefully removed the peat from the body till more of him could be seen. The man lay on his right side as if he was asleep. He wore no clothes, except for a pointed skin cap and a smooth hide belt. His hair was cut short. Round the neck was a rope noose and an iron neck ring. It was drawn tight around his neck and throat. His skin was tanned a deep chestnut, and his body appeared rubbery and deflated. Otherwise, Tollund Man, as he would be called, looked pretty much like you and me, which is astonishing considering he lived some 2,300 years ago.

Archaeologists have been asking the same questions since the Hojgaard family first troubled Tollund Man's long sleep: Who are you? Where did you come from? How did you live? Who murdered you and why? But the way the researchers ask the questions, using new forensic techniques like dual-energy CT scanners and strontium tests, is getting more sophisticated all the time. There's new hope that, sometime soon, the answers may become clear...

At Wootton Park we want our learners to be History Detectives like the Archaeologists who excavated the Tollund Man. We want them to problem solve, to come to school with an open mind and we want them to be able to look at things from different angles.

History is a subject which requires lots of skills. Over the next three pages you will have the opportunity to demonstrate some of the important attributes a Historian needs to succeed. Your teachers will let you know how you got on when you return your booklet in September.

If you have any questions please email the Curriculum Leader for History (Ms Rautenberg) on u.rautenberg@woottonparkschool.org.uk.

Task 1 – Factual Recall and Contextual Knowledge

Watch the video about the Tollund Man and then answer the questions about it giving as much detail as you can.

<https://www.youtube.com/watch?v=k395TQqKq-Y>

Write all your answers in the spaces provided on the next page

Year 7 Transition Tasks - History



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 1 (continued) – Factual Recall and Contextual Knowledge (10 MARKS)

Write your answers below

1. What was the Tollund Man? (1 mark)
2. Why did the family call the police? (1 Mark)
3. Can you explain why the body lasted so long? (4 marks)
4. Explain why the Tollund Man is an important discovery. (4 marks)

Task 2 - Source Analysis and Evaluation

Read the sources through carefully and then answer the questions with full sentences.

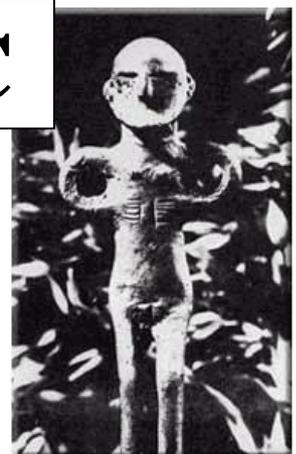
A

The German tribes worship the Goddess of Spring. Every Spring a cart carries a statue of the Goddess in a procession. Afterwards the cart and statue are washed by slaves, and then the slaves are sacrificed.

B

The German tribes hang traitors from trees and drown cowards in fens under piles of sticks.

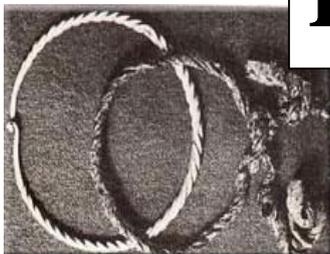
C



An Earth Goddess of Spring Statue found in a Bog

D

These items were not found on the Tollund man but are similar to those around his neck. The item on the right is a rope noose and the item on the left is a neck ring. Iron Age people buried neck rings with their dead as an offering to the Spring Goddess.



Year 7 Transition Tasks - History



WOOTTON PARK

'Ipsam quod faciendum est diutius'

Task 2 (continued) - Source Analysis and Evaluation

3. Which source is the most useful when trying to solve the mystery of the Tollund Man? Explain your answer fully and compare more than one source. (4 marks)

Task 3 – Research (10 MARKS)

A key skill to be a successful historian is researching.

To show off this skill you must research another 'Bog Body'. Here are some ideas to get you started:

- Haraldskjaer Woman
- Grauballe Man
- Windeby Girl
- Lindow Man
- Clonycavan Man
- Oldcroghan Man

You need to put your research together as a poster. Think about the types of sources you need to find to make your poster informative and reliable.

You need to use your knowledge about the Tollund Man Mystery and your own research to help you decide how your Bog Body died.

Year 7 Transition Tasks - History



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 3 (writing space)

Year 7 Transition Tasks - History



WOOTTON PARK

'Ipsum quod faciendum est diutius'

<u>Assessment Criteria</u>		
Task	Level	What you need to include
Factual Recall and Contextual Knowledge	Emerging	You must be able to make notes from the video and understand the context.
	Developing	You must be able to explain what you have learnt in your own words.
	Securing	You must be able to analyse the information you have been given
Source Analysis and Evaluation	Emerging	You must be able to extract information from historical sources.
	Developing	You must be able to explain why the origins of the source might effect how reliable it is.
	Securing	You must be able to compare different sources and decide which is more reliable.
Research	Emerging	You must have found out basic facts about another Bog Body.
	Developing	You must be able to give some explanations as to how the Bog Body died.
	Securing	You must be able to compare your chosen Bog Body to the Tollund Man

Year 7 Transition Tasks - Performing Arts



WOOTTON PARK

'Ipsum quod faciendum est diutius'



"Everyday has the potential to be the greatest day of your life"

Lin-Manuel Miranda was born on the 16th January 1980 in New York. He is an American actor, composer, lyricist, dancer, singer and writer who has created and starred in stage productions that have blended modern musical forms with classic musical theatre.

His best-known works to date have been the groundbreaking Hamilton, a hip-hop musical about Alexander Hamilton and In The Heights, a musical about the dreams of characters from Washington Heights conveyed through Latino and salsa music.

At Wootton Park , We encourage our learners to be like Lin-Manuel. We want you to be able to express yourself and your ideas. Your limitation is only your imagination.

Expressive Arts is split into Visual Art and Performing Arts. In Performing Arts you will cover Drama, Dance and Music. Over the next few pages you will get to show us your understanding of these three subjects. Your teachers will let you know how you got on when you return your booklet in September.

Tip - Use the assessment criteria on the last page to help you ☺

If you have any questions please email the Curriculum Leader for Performing Arts (Mrs Ciesielski) on a.ciesielski@woottonparkschool.org.uk.

Tasks

You will have 3 tasks to complete

Watch this clip giving a short look at how Hamilton was created and the Tony Award performance from the Broadway cast including Lin-Manuel in the main role as Hamilton.

<https://www.youtube.com/watch?v=b5VqyCQV1Tg>

Answer the questions on the next page.

Marks are highlighted in brackets for each question.

Year 7 Transition Tasks - Performing Arts



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 3 – Collaboration for Musical Theatre – Research (10 MARKS)

Who is Alexander Hamilton? How has the musical retold this historical musical to a modern audience? Write 200 words to explain the use of Drama, Dance and Music in Hamilton to retell the story. Use examples from the Musical if you can.

Year 7 Transition Tasks – Performing Arts



WOOTTON PARK

'Ipsum quod faciendum est diutius'

<u>Assessment Criteria</u>		
Task	Level	What you need to include
Analysing a performance	Emerging	<ul style="list-style-type: none"> • I can identify a musical element used in the musical. • I can identify the facial expressions used to show the characters emotions. • I can identify the type of dance movements used in the musical.
	Developing	<ul style="list-style-type: none"> • I can identify at least two musical elements used in the musical and how they are used. • I can describe the facial expressions used to show the characters emotions and comment on costume design. • I can describe the type of dance used in the musical and how it is used to tell the story.
	Securing	<ul style="list-style-type: none"> • I can describe the use of musical elements used in the musical and give examples. • I can describe the facial expressions used to show the characters emotions with examples and comment on how the costumes relate to the story. • I can describe how dance is used to support the telling of the story.
Communicating	Emerging	<ul style="list-style-type: none"> • I can respond to the questions with simple statements.
	Developing	<ul style="list-style-type: none"> • I can respond with some examples using subject specific language to the questions.
	Securing	<ul style="list-style-type: none"> • I can respond to questions using specific examples and correct terminology. I can give my opinion with justified reasons.
Research	Emerging	<ul style="list-style-type: none"> • I can follow instructions to collect relevant research about the Musical.
	Developing	<ul style="list-style-type: none"> • I can collect relevant research from more than one source. I can describe how performing arts is used within the Musical.
	Securing	<ul style="list-style-type: none"> • I can demonstrate an extensive knowledge of the Musical through thorough research and can give specific examples of how Performing Arts has been used to retell the story of Alexander Hamilton.

Year 7 Transition Tasks - PE



WOOTTON PARK

'Ipsum quod faciendum est diutius'



*'The more extreme
the challenge, the
more commanding
he will be.'*

England's captain and talisman during the 1960s, Bobby Moore was described by players such as Pele and Franz Beckenbauer as the best defender they had ever seen. But Moore was more than a player: he was a leader on the pitch and an inspiration to others.

England manager Alf Ramsey made him his captain at the age of 22 and he went on to lead the team 90 times, out of a total of 108 appearances for England. Ramsey described him as "My captain, my leader, my right-hand man. He was the spirit and the heartbeat of the team. A cool, calculating footballer I could trust with my life. He was the supreme professional, the best I ever worked with. Without him England would never have won the World Cup."

At Wootton Park we want our learners to be like Bobby Moore. We want them to be great leaders and continue to do the best they can even in the face of adversity.

PE is a subject which requires lots of skills. Over the next three pages you will have the opportunity to demonstrate some of the important attributes an athlete needs to succeed. Your teachers will let you know how you got on when you return your booklet in September.

If you have any questions please email the Curriculum Leader for Physical Education (Mr Cowdell) on a.cowdell@woottonparkschool.org.uk.

Task 1 - Leadership (10 MARKS)

Bobby Moore was a fantastic leader and is renowned as the greatest England Football captain of all time. Research the key qualities that Bobby Moore possessed and complete the tasks on the next page.

Write all your answers in the spaces provided on the next page.

Year 7 Transition Tasks - PE



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 1 (writing space)

Why was Bobby Moore a good leader?

What leadership qualities did he possess?

How could you personally use these leadership qualities in PE at WPS?

Year 7 Transition Tasks - PE



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 2 – Planning a lesson (10 MARKS)

This next task is based on a man called Vince Lombardi. Vince Lombardi is arguably the greatest American Football coach of all time, and is on the short list of history's greatest coaches, regardless of sport. His ability to teach, plan, motivate and inspire players helped turn the Green Bay Packers into the most dominating NFL team in the 1960s.

Leadership at WPS is a significant part of our school's culture and this is no different within the PE Department where learners can be part of the department's Leadership Academy if they demonstrate key qualities (like Bobby Moore).

For this task can you create your own PE lesson. Use the headings below and add in tasks you feel you want to be in those sections. You can add in pictures or diagrams if you need to;

Warm Up

Main Activity (Skill Development)

Games Activity

Year 7 Transition Tasks - PE

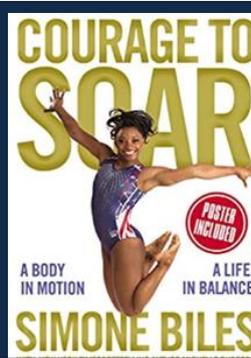


WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 2 (additional writing space)

Year 7 Transition Tasks - PE



Task 3 – Personal Sports Biography (10 MARKS)

We want to know about you and your sports career so far. Answer the following questions and complete the extension task (optional) at the end.

What clubs have or do you play for? What position do you play in?

What sport qualities do you have?

What sport qualities or leadership qualities would you like to work on?

Which sports would you like to improve on?

What sports are you looking forward to doing at WPS and why?

****Extension** – send in a video clip or picture of you doing a sporting activity or skill at home, e.g. if you have a football, video yourself doing keepy ups, if you have a ball show us your throwing and catching skills.**

Ask your parent/guardian's permission before sending in the clip or picture!

Year 7 Transition

Tasks - PE



WOOTTON PARK

'Ipsum quod faciendum est diutius'

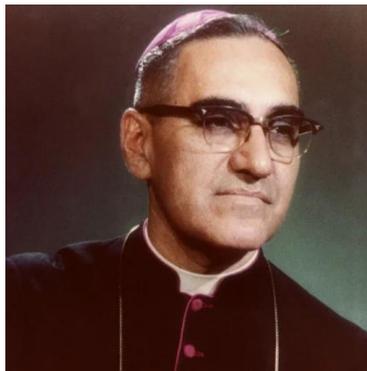
<u>Assessment Criteria</u>		
Task	Level	What you need to include
Leadership Qualities	Emerging (1-3 MARKS)	Identifies a number of leadership qualities.
	Developing (4-7 MARKS)	Describes a number of leadership qualities.
	Securing (8-10 MARKS)	Explains a number of leadership qualities.
Planning a lesson	Emerging (1-3 MARKS)	Identifies what activities to do during the lesson.
	Developing (4-7 MARKS)	Describes what to do in each activity in the lesson.
	Securing (8-10 MARKS)	Clear progression between stages of the lesson with clear links with each stage.
Personal Biography	Emerging (1-3 MARKS)	Identifies key areas of the personal sport biography
	Developing (4-7 MARKS)	Describes the key areas of the personal sport biography
	Securing (8-10 MARKS)	Explains why they have put in each key area of the personal sport biography.

Year 7 Transition Tasks - Spanish



WOOTTON PARK

'Ipsum quod faciendum est diutius'



*"The ones who have a voice **must** speak for those who are voiceless"*

*"Aspire not to **have** more, but to **be** more"*

Óscar Romero was born 15th August 1917 in Ciudad Barrios, El Salvador. He spoke out against social injustice, torture, assassinations and poverty, standing up for the human rights of the most vulnerable in society at a time of great political conflict in his country. He tried not to take political sides but spoke on behalf of fairness and rights for all, including freedom of speech and conscience.

He was made a Saint in 2018 and is celebrated in many countries for his work for freedom and humanitarian causes in the Spanish speaking native country of El Salvador between 1977 and 1980.

At Wootton Park , we see our learners all as having the potential to excel, to be the best versions of themselves and to stand up for what is right, giving to their community and living up to the motto "What we do outlives us".

Everyone studies Spanish at Wootton Park. We want you to know how to communicate, to learn about the world and other cultures. Over the next few pages you will get to start exploring the Spanish speaking world. Your teachers will let you know how you got on when you return your booklet in September.

Tip - Use the assessment criteria on the last page to help you 😊

If you have any questions please email the Curriculum Leader for Modern Foreign Languages (Mr Kilcoyne) on r.kilcoyne@woottonparkschool.org.uk.

Tasks

You have 3 tasks to complete...

Task 1 – Researching and Improving Cultural Knowledge

Task 2 – Creating and expressing yourself in Spanish

Task 3 – Using reference materials and understanding translation

EXTENSION: Login to www.linguascope.com (*user*: wootton *p/word*: wpssch001)

And start working through the Spanish 'Beginner' content to build up vocabulary...



Year 7 Transition Tasks - Spanish



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 1 - Researching and Improving Cultural Knowledge (8 + 10 MARKS)

Look up information about where in the world Spanish is spoken. Can you answer the following questions?

How many native speakers of Spanish are there in the world?



Name at least six countries where Spanish is an official language...

How do versions of Spanish differ? Why?

Why do you think Spanish is spoken in so many places?

Why do you think we ask you to learn Spanish?

Do you know any Spanish already? What words that we use in English have been influenced by Spanish? Can you think of at least 3?

Create a fact-file or poster about a Spanish speaking country – you could include...

- Population
- Location
- Religion
- Facts and Figures
- Flag
- Traditions
- Festivals
- Currency
- Interesting people

Look up one (or more) of these famous Spanish speakers and explain why you think our motto 'what we do outlives us' might apply to them. *Can you think of or research any other famous people this would apply to? Extra points if they speak Spanish!*

Federico Garcia Lorca

Frida Kahlo

Francisco Goya

Pablo Picasso

Penelope Cruz

Miguel de Cervantes

Cristobal Colón

Antonio Banderas

Shakira

Year 7 Transition Tasks - Spanish



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 1 (additional writing space)

Year 7 Transition Tasks - Spanish



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 1 (additional writing space)

Year 7 Transition Tasks – Spanish



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 2 – Creating and Expressing in Spanish (10 MARKS)

Use the vocabulary on the bottom of this page to write a short piece in Spanish introducing yourself. Don't worry too much about looking up anything else – or if it's too true – just show you can use and combine the vocabulary. Avoid using translators.

Can you...

- Introduce yourself
- Say what you look like
- Say what sort of person you are
- Say what you like/dislike
- Join ideas together



¡Hola!
¡Adiós!
¿Y tú?



Español

Me llamo...
Se llama...

Tengo diez/once/doce años
Vivo en...

Tengo...
Tiene...
los ojos azules/verdes/marrones
el pelo rubio/marrón/negro/pelirrojo
(no) llevo gafas

Soy una persona...
Es una persona...
muy / bastante/ un poco
simpática/ guay/ lista/ deportiva / tranquila
alta / baja / guapa / fea / delgada / gorda

y / también / o / pero (no)

(no) me gusta...
(no) le gusta...

jugar al fútbol/tenis/baloncesto
bailar
cocinar
leer
escuchar música
aprender cosas nuevas / estudiar
pintar / dibujar

Hello!
Goodbye!
And you?



Inglés

*I am called...?
He/she is called...?*

*I am 10/11/12 years old
I live in....*

*I have...
he/she has ...
blue/green/brown eyes
blond/brown/black/red hair
I (don't) wear glasses*

*I am a... person
he/she is a ... person
very/ quite / a bit
nice / cool / clever / sporty / quiet
tall / short / good looking / ugly / thin / fat*

and / also / or / but (not)

*I (don't) like...
he/she (does not) like(s)...*

*playing football
dancing
cooking
reading
listening to music
learning new things / studying
painting/ drawing*

Year 7 Transition Tasks – Spanish



WOOTTON PARK

'Ipsam quod faciendum est diutius'

Task 2 (writing space)

Optional Picture

Year 7 Transition Tasks - Spanish



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Task 3 - Dictionary Work & Translation (30 MARKS)

Translation is complicated and there are lots of possible pitfalls – can you imagine what they are?

What might be difficult about translating these words?

Off Top Run Book Change Pound



Do you know how to use a dictionary? What do these notations tell you?

n. *m.* *f.* *v.* *adj.*

Can you explain why 'Google Translate' and other online programmes might not work as we would hope?

Watch this video and see if you can explain what has happened? What does it reveal about using translators?

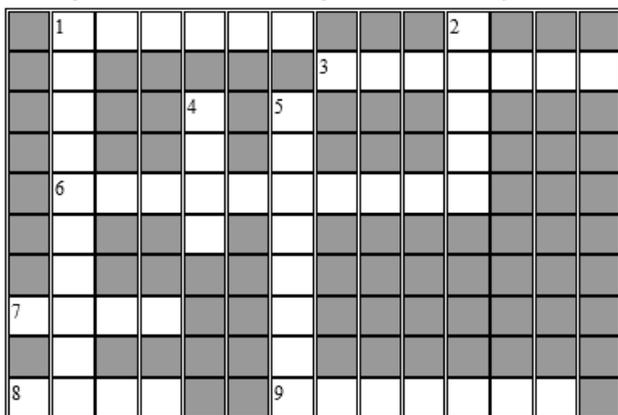
<https://www.youtube.com/watch?v=Rte07sl3Vf4>

Can you give an explanation of these words?

Noun	Verb
Adjective	Adverb
Infinitive	Pronoun
Subject	Object

Use a dictionary (either paper or an online one like <https://www.collinsdictionary.com/dictionary/english-spanish> or <https://www.wordreference.com/es/translation.asp>) and look up the words to complete this task:

*Can you fill in the following crossword in Spanish?



ACROSS

1. rabbit
3. church
6. england
7. cat
8. rubber
9. christmas

DOWN

1. castillian
2. ruler
4. hello
5. station

What do you think is meant by 'literal translation' and 'idiomatic translation'? Look at these examples before giving your explanation...

SPANISH: Tengo diez años

LITERAL: I have ten years

IDIOMATIC: I am ten years old

SPANISH: Para el desayuno tomo los cereales

LITERAL: For the breakfast I take the cereals

IDIOMATIC: I have cereal for breakfast



Year 7 Transition Tasks - Spanish



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Assessment Criteria		
Task	Level	What you need to include
Research and cultural knowledge	Foundation <i>(1-6 marks)</i>	I have found out some key facts about the Spanish speaking world and I have thought about why we learn Spanish I now know some things about Spanish culture.
	Emerging <i>(7-12 marks)</i>	I can explain why Spanish is a useful/important language I have considered the culture of Spanish speaking countries I have made a clear fact file and researched some famous Spanish speakers I have found out some new facts about the Spanish speaking world
	Developing <i>(13 – 18 marks)</i>	I have linked my cultural knowledge to the questions I have thought about why the people I have researched are examples of the Wootton Park School motto I have found out lots of new things about the Spanish speaking world
Expressing yourself in Spanish	Foundation <i>(1-4 marks)</i>	I have used some phrases to give simple information about myself I have used some of the vocabulary support – but there may be errors
	Emerging <i>(5-7 marks)</i>	I have adapted the statements and given all the possible information. I have accurately used the vocabulary support
	Developing <i>(8-10 marks)</i>	I have adapted and extended, connecting ideas and giving some opinions. I talk about myself and others There are few errors and what I want to say is clear.
Dictionary Skills	Foundation <i>(1-10 marks)</i>	I show I can find out some new words in Spanish using reference materials I can understand some difficulties with translation
	Emerging <i>(11-20 marks)</i>	I can show I can use a dictionary I can understand notations I can explain the drawbacks of online translators I can explain key grammar terms
	Developing <i>(21-30 marks)</i>	I can use a dictionary and/or other reference materials to be able to say a range of new things I can understand/explain the importance of context I can explain the difference between literal and idiomatic translation.

English:

If you would like to complete some additional literacy tasks to support your learning before you start in September, please find some websites listed below:

<https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>

<https://www.bbc.co.uk/teach/skillswise/english/zjg4scw>

Maths:

You can use these links to help you with your research:

<https://www.britannica.com/biography/Katherine-Johnson-mathematician>

https://mathshistory.st-andrews.ac.uk/Biographies/Johnson_Katherine/

<https://nrich.maths.org/famous-mathematicians>

<http://famous-mathematicians.org/>

Science:

You can use these links to help you with your research:

<https://www.coolkidfacts.com/famous-scientists/>

<https://www.famousscientists.org/popular/>

<https://www.bbc.co.uk/teach/class-clips-video/science-ks2-scientists-and-scientific-method/z43mbdm>

<https://www.dkfindout.com/uk/science/famous-scientists/>

<https://www.discovermagazine.com/the-sciences/the-10-greatest-scientists-of-all-time>

Computing:

Further study: If you would like to perform further study, create a presentation or piece of extended work of your choice on any of the following please email your response to: S.Robinson@woottonparkschool.org.uk

Alan Turing Biography

Alan Turing – [Betrayed by the country he saved](#)

The Alan Turing Institute <https://www.turing.ac.uk/>

Alan Turing Wikipedia https://en.wikipedia.org/wiki/Alan_Turing

Cryptography

German Enigma machine [simulator](#)

Virtual Colossus [simulator](#)

Bletchley Park.org - [The story of the people who worked at Bletchley Park](#)

AI debate

BBC Click - [What is Artificial Intelligence](#)

Elon Musk – [against development of ‘full AI’](#)

Tony Robbins - [interview with AI robot Sofia](#)

Legacy

Independent newspaper article - [Binary code on the £50 note](#)

IMDB - [The imitation game with Benedict Cumberbatch](#)

Geography:

These are some suggestions for global issues and websites to help start you off on your research. Feel free to choose your own topic if you don't think these are the most important global issues.

- Global warming: <https://climatekids.nasa.gov/climate-change-meaning/>
- Ozone Layer depletion: https://www.ducksters.com/science/environment/ozone_layer.php
- Deforestation: <https://www.theworldcounts.com/stories/Deforestation-Facts-for-Kids>
- Plastic in the oceans: <https://www.kenburn.co.uk/ocean-plastic-for-kids/#:~:text=Ocean%20Plastic%3A%20a%20Kids%20Guide&text=Fact%3A%20Plastic%20rubbish%20doesn't,if%20it%20isn't%20recycled.&text=Greenpeace%20estimate%20that%2012%20million,into%20the%20sea%20every%20minute!>
- Global poverty: <https://www.worldvision.org/sponsorship-news-stories/global-poverty-facts#facts>

Physical Education:

Task 1 – Leadership Leadership Qualities you could use; Communication, Reliability, Enthusiasm, Confidence, Creativity, Professional, Role Model, Motivation, Organisation, Knowledge, Evaluation.

Task 2 – Lesson Plan Sports you could choose from – Football, Netball, Rugby, Basketball, Handball, Badminton, Volleyball, Tennis, Gymnastics, Athletics, Rounders, Softball.

Warm up – aerobic activities (running, skipping, side steps), stretches (dynamic). You could also do a warm up related to the sport you pick (e.g. dribbling with a football)

Main activity (skill development) – this section needs to have a skill from your chosen sport, e.g. Serve in Badminton. How are you going to develop that skill? What activities will you use to improve that skill? You could either do a skill drill or skill game.

Games activity – this section needs to have a competitive element in it, e.g. Gymnastics – create a routine which will be assessed by others in the group or a Basketball game where everyone must touch the ball on your team before you shoot.

Task 3 – Personal Sport Biography Extension Task – if you want to complete this task please send your task to the following teachers based on your tutor group.

Gold – Mr Cowdell a.cowdell@woottonparkschool.org.uk

Silver – Miss Jones m.jones@woottonparkschool.org.uk

Red – Mr Foster l.foster@woottonparkschool.org.uk

Blue – Miss McDowall s.mcdowall@woottonparkschool.org.uk

Just try your best on all the activities. Your answers will help provide us with a better understanding of where you are working at and how we can best support you with your learning once you start at Wootton Park.

You will be provided with feedback in September to allow you to further your learning and greater your understanding within each subject area. If you get really stuck or need further help, please get a parent/carer to send an email to transition@woottonparkschool.org.uk.