

Hinchingbrooke School

Inspiring excellence Fulfilling potential Developing character



Hinchingbrooke Transition Year 6 Get Ahead Booklet

Summer 2020



Part of the ACES Academies Trust



Hello!

On behalf of the Year 7 team, welcome to Hinchingsbrooke School! We hope you will enjoy your time here and that you are ready to take advantage of all that our school has to offer.

The more you put in to life at Hinchingsbrooke, the more you will get back from it. We want you to feel ready and prepared for secondary school life and as part of this, we would like you to complete a few tasks between now and September.

These tasks will help you to prepare for some of your new lessons and introduce you to some of the topics you will be studying.

Your teachers will ask to see this work in your first week and you will stick it in to your new exercise books so please complete all work on paper and keep it safe until September. You can produce work by hand or do it on a computer and print it out.

If you have any questions about the tasks you can email lowerschool@hinchbk.cambs.sch.uk or alternatively ask any of our teachers when they come to visit. You will also meet some teachers on Taster Day so could ask questions then too.

To help us to get to know you better, we would also like you to complete a couple more tasks over the summer holidays, which you will need to bring with you on your first day in September:

"All About Me Capsule"

On your first day in September bring a shoebox or equivalent with your name and form group written clearly on it. Inside place a few things that tell people about you. You could also decorate the box if you wish. Please make sure you do not place anything valuable in the box or anything that you do not wish to risk being lost or damaged.

We will be using these boxes as part of a form time activity and House Points will be awarded for the best boxes



"Best of Me" folder

Compile a folder or set of sheets with an example of your best work including a creative subject. This can be work produced for these get Ahead tasks or may be something you produced in Year 6. During your first lessons in each of your new subjects your teacher will ask you to stick this work in your exercise book or portfolio. Your teacher can then look at this work to give them an idea of what you are capable of.

Again, if you have any questions you can speak to your Form Tutor or any of the Lower School team on Taster Day.

English

These tasks will help to prepare you for your Year 7 English by focusing on reading and writing skills you will use in lessons

Summer Reading Challenge

Read at least 3 books from the following:

A book you own but haven't read

A book that was made into a film

A book you pick solely for the cover

A book your friend loves

A book with a colour in the title

A book you loved...read it again

A book based on a true story

A book with a Lion, Witch or Wardrobe

A book by an author you have read before

A book published this year

A book of poems

A book that is more than 10 years old

A book "everyone" but you has read

A Diary

A book with a cat on the cover

A book your parents read when they were your age

A book that is first in a series

A book that takes place in another country

A book with someone's name in the title

A book that you think looks boring

Book Review

You might like to use the book review template below or design your own to tell us what you thought of the books you read over the summer. In September, we would love to produce a display of your amazing reviews, so be creative!

Book review by:

Title:

Author

Non fiction

Fiction

Would you/would you not recommend the book? Why?

Rating:



What's the book about?

Who would this book be suitable for? Age/interests?

Book Illustration

Writing

Complete at least one of the following tasks:







- Write a **review** of one of the books you have read for the Reading Challenge
 - Keep a **diary** for a week
 - Creative Writing. Write either:

An **acrostic poem** OR

A **short story** (no more than 1 side of A4)

Your poem or story should be entitled either **'LEAVING'** or **'NEW BEGINNINGS'**

What will I study in Year 7 English?

		Term 1	Term 2		Term 3	
Year 7	<p>Greek Myths: The Odyssey</p> <p>Assessment Constructing a mythological narrative</p> 	<p>The Arthurian Legend</p> <p>Assessment : Reading task: The representation of Arthurian heroes</p> 	<p>Shakespearean Comedy <i>(A Midsummer Night's Dream or Much Ado About Nothing)</i></p> <p>Assessment: Speaking and Listening: <i>Answering Back</i> : Female reactions to patriarchy</p> 	<p>The Romantics</p> <p>Assessment – Writing task: Creating a poem in the sublime tradition; Writing your own Songs of Innocence and Experience</p> 	<p>Gothic literature: <i>Frankenstein</i> by Mary Shelley</p> <p>Assessment: Reading How does Shelley create sympathy for a monster?</p> 	<p>Sherlock Holmes; the birth of detective fiction</p> <p>Assessment – Speaking and Listening: Solving a crime</p> 

History

King Edward the Confessor

Edward the Confessor was one of the last Anglo-Saxon kings of England. King Edward ruled between 1042 and 1066.

For most of Edward's reign, England was a peaceful and wealthy place. Wars with other countries were rare, and this meant trade with other countries was good, making lots of money for the country.

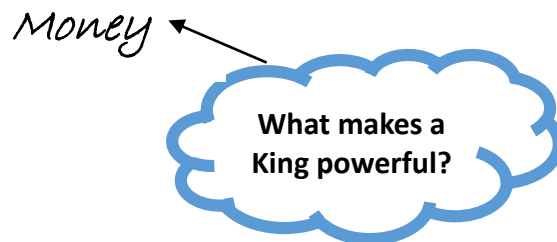
Edward got on well with the nobles in his country, which meant he had the support of lots of rich and powerful men. However, he was not afraid to show them he was in charge and sent those who challenged him abroad as punishment.

Edward was happily married to Edith Godwin, but they never had any children.

Edward was very religious, and many people believed he could cure the sick just by touching them. After his death, the Catholic Church made Edward a saint.

Using your own research and the information above, complete the following tasks:

1. Add as many different points as you can to the spider diagram below. One has been done for you.



2. Using information from the paragraph above, write an answer to the following question.

“Why was King Edward the Confessor powerful?” (You can use the sentences below if you get stuck)

King Edward was a powerful ruler.

For example, he...

This made him powerful because...

Extension: Is there anything that you think might have made Edward a weak king?

3. Using books or the web, research and explain one interesting fact about King Edward the Confessor.







I found out that...



WANT TO IMPRESS?

Research what role King Edward the Confessor has in coronations of Kings and Queens today in Westminster Abbey!

What will I study in Year 7 History?

	Term 1 <i>Age of Kingship</i>		Term 2 <i>Age of Revolution</i>		Term 3 <i>Age of Progress</i>	
Year 7	Norman Conquest 	Medieval Kings 	The Tudors 	Civil War & Revolutions 	Eighteenth Century Society 	Industrial Revolution 

If you would like to find out more about History at Hinchingbrooke, please use the link below to access our department website.

<http://www.hinchingbrookeschool.co.uk/history/year7and8%20history.htm>

Geography

These tasks will help to prepare you for your Year 7 Geography lessons by focusing on knowledge and skills you will use in lessons.

Task: Mapping the location of volcanoes.

You should complete this task on one piece of A4 plain paper. You could complete this work on the computer, but it is not essential.







1. Add a title to your work: Mapping the location of volcanoes.
2. Add a world map to your work.
3. Find out where the following volcanoes are located and put a dot to show their location on your world map: Mount St Helens, Mount Vesuvius, Mount Etna, Mount Pinatubo, Eyjafjallajökull, Nevado del Ruiz, Soufrière Hills, Popocatépetl, Cotopaxi and Mount Nyiragongo.
4. Around the edge of your map, add a 'fact file' box for each volcano. Each box should include;
 - The **name** of the volcano
 - Which **continent** it is in
 - Which **country** it is in
 - The last time it **erupted**
5. Add an arrow to connect the dot on the map to the volcano's fact file box.

Taking it further...

For an extra level of challenge, you **could** complete research about the Yellowstone supervolcano and answer the questions below;

1. Where is the Yellowstone supervolcano located?
2. How does a supervolcano look different to a normal volcano?
3. How often do supervolcanoes (e.g. Yellowstone supervolcano) erupt?
4. What would be the likely effects if a supervolcano erupted?

What will I study in Year 7 Geography?

	Term 1		Term 2		Term 3	
Year 7	Development	Earthquakes and Volcanoes	Energy and Sustainability	Our World	Ecosystems	Coasts and Tourism
						

If you need any help with this work or would like to find out more about Geography at Hinchingbrooke, please use the link below to access our department website.

<https://hbkportal.co.uk/index.php/geography/geography/>

Science



If you wanted to build a Lego house, you would use lots of different pieces: roof tiles, doors, window and plain bricks. When you put them together you can make something amazing!

Living animals and plants are just like Lego houses; they are made of lots of smaller pieces which, when put together, make something amazing. But what are living things made of?



They are made of cells!



These are human cheek cells – you will get to see these under the microscope when you come to Hinchingsbrooke in Year 7.

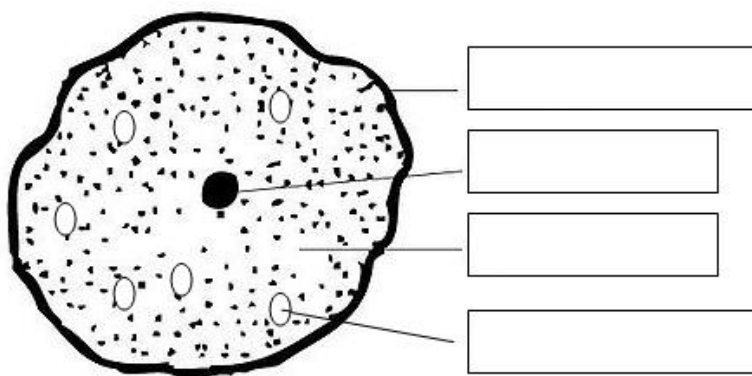
Find out more about animal cells.

You are made of cells, so you are going to find out why they are so important. Below are three tasks: bronze, silver and gold. Everyone needs to do the bronze task. You can then choose to move onto silver, or to complete all three tasks. If you complete the gold task, take a picture of your work and e-mail it to me: eco@hinchbk.cambs.sch.uk. The best will win a small prize when you start in Year 7.

Bronze task:

Label the diagram of the animal cell.

Animal cell



Nucleus

cell membrane

cytoplasm

mitochondria

Silver task:

Research what each of these four things do. Be careful not to make your answer too complicated; use KS2 or KS3 websites.

Part of the cell	What it does
Nucleus	
Cell membrane	
Cytoplasm	
Mitochondria	

Gold task:

Make a 3-D model of an animal cell and label the four parts you have investigated above.

Maths

We know how hard you have worked in KS2 with numeracy. We want to make sure you come to us in year 7 having remember everything you have learnt! So firstly: visit 2 websites to practice your numeracy skills by playing games.

Some suggestions would be:

<https://mathsframe.co.uk/en/resources/resource/37>

<https://mathsframe.co.uk/en/resources/resource/328/Simplify-Fractions>

<https://mathsframe.co.uk/en/resources/resource/225/ratio-and-scaling-numbers-word-problems>

The following tasks have been chosen to help you develop your problem-solving skills and resilience. We want our students at Hinchingsbrooke to not only be able to 'do the maths' but to start building on deeper thinking responses by learning to explain the reasoning behind their thinking. In other words, it can be easy to get the right answer, but can you explain why and continue to experiment and form systems and patterns within your working?

TASK 1:

I have fifteen cards numbers 1 – 15. I put down seven of them in a row.



The numbers in the first two cards add to 15.

The numbers on the second and third cards add to 20.

The numbers on the third and fourth cards add to 23.

The numbers on the fourth and fifth cards add to 16.

The numbers on the fifth and sixth cards add to 18.

The numbers on the sixth and seventh cards add to 21.

What are my cards?

Can you find any other solutions?

How do you know you've found all the different solutions?

Task 2:

An interactive version of this task can be found at: <https://nrich.maths.org/32>



Aunt Jane has been to a jumble sale and brought a whole lot of cups and saucers – she’s having many visitors these days and felt that she needed some more. You are staying with her and when she arrives home you help her to unpack the cups and saucers.

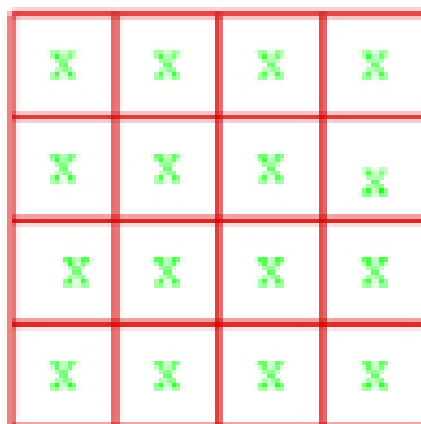
There are four sets: a set of white, a set of red, a set of blue and a set of green. In each set there are four cups and four saucers. So, there are sixteen cups and sixteen saucers altogether.

Just for the fun of it, you decide to mix them around a bit so that there are sixteen different looking cup/saucer combinations laid out on the table in a very long line.

So, for example:

- a) There is a red cup on a green saucer but not another the same, although there is a green cup on a red saucer;
- b) There is a red cup on a red saucer but that’s the only one like it.

There are sixteen different cup/saucer combinations on the table and you think about arranging them in a big square. Because there are sixteen, you realise that there are going to be four rows with four in each row (or if you like, four rows and four columns).



So here is the challenge to start off this investigation:

Place these sixteen different combinations of cup/saucer in this four by four arrangement with the following rules:

- 1) In any row there must only be one cup of each colour
- 2) In any row there must only be one saucer of each colour
- 3) In any column there must only be one cup of each colour
- 4) In any column there must be only one saucer of each colour.

Remember that these sixteen cup/saucer s are all different so, for example you CANNOT have a red cup on a green saucer somewhere and another red cup on a green saucer somewhere else.

There are a lot of different ways of approaching this challenge.

When you think you have completed it, check it through very carefully. It's even a good idea to get a friend who has seen the rules to check it also.

What will I study in Year 7 Maths?

	Term 1		Term 2		Term 3	
Year 7	Algebra introduction Numeracy intervention as needed	Geometry: lines and angles	Powers and roots and index laws	Probability	Fractions	Statistics

Design Technology

These tasks will help to prepare you for your Year 7 Design Technology lessons by focusing on designing, drawing and writing skills which you will use in lessons

Lego is a very big company and they are always bringing out new products. There are also lots of ways to design and customise your own creations these days.

Taking a design and changing it into something more useful or customised to the user is a very important part of design. It is very rare we actually design something new as there are so many products around. Lots of 'new' products are actually redesigns of an existing product.



Task 1:

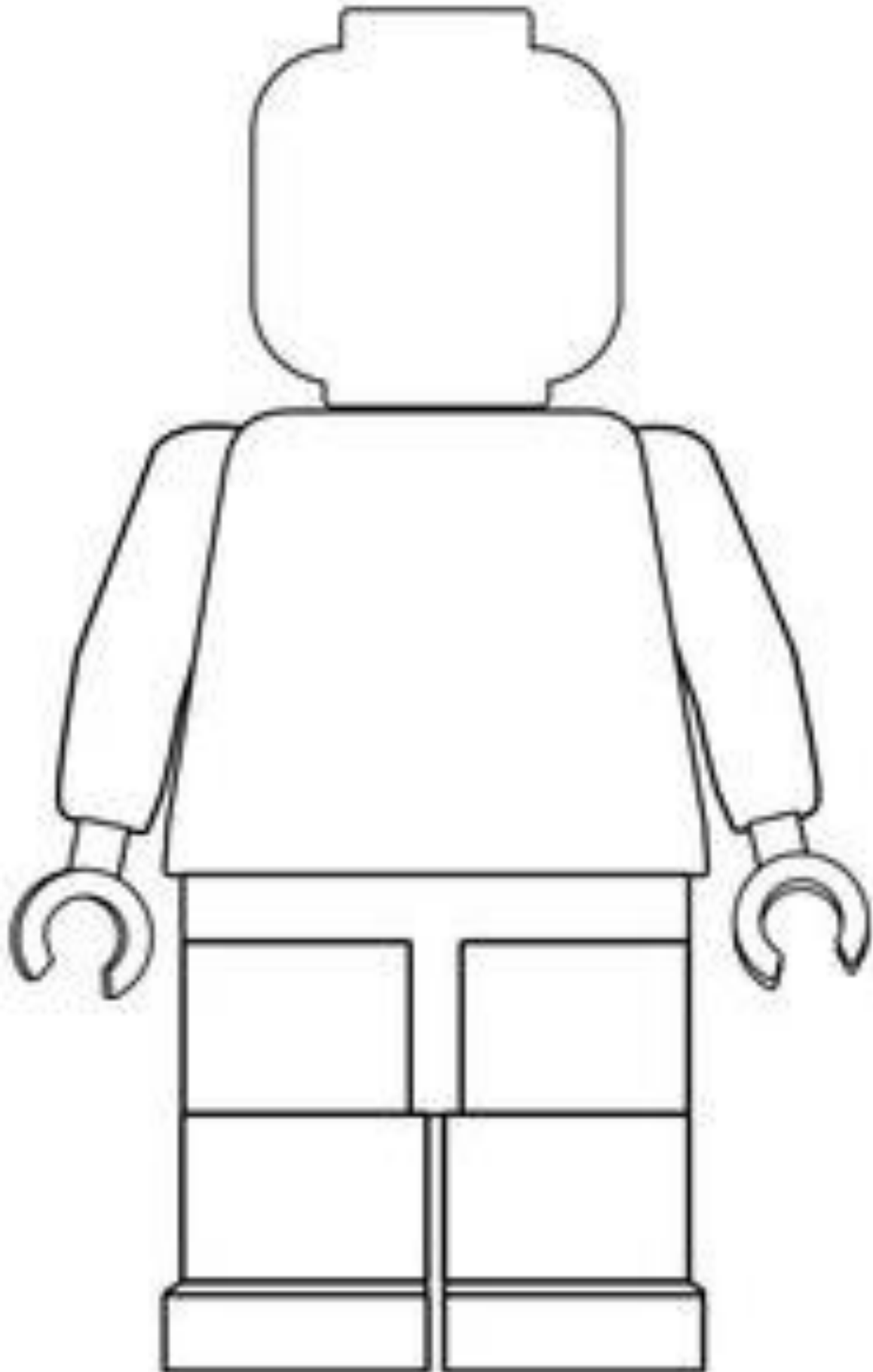
Design a Lego figure of yourself to show what you are like. Trace the outline below to help you start it.

What clothes it will wear? What will the hair look like? What facial features will it have? What accessories would you have?

Task 2:

Chose 1 person or celebrity you look up to or who inspires you and design a Lego figure of them.

What clothes it will wear? What will the hair look like? What facial features will it have? What accessories would you have?



Task 3:

Design a 'Top Trumps' card to go with these designs and show some of the key information and strengths of the people. These should also show some of the differences between them.

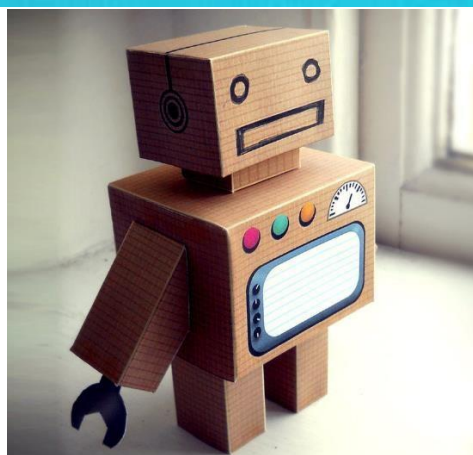
The image shows two identical blank templates for 'Top Trumps' cards. Each card is a rounded rectangle with a large empty box at the top for a picture. Below the picture box is a smaller box labeled 'FACT:'. Underneath the 'FACT:' box are five horizontal lines for text, with a small square box to the right of each line, likely for a rating or score.

Extension task:

One of the best ways of sharing ideas is to make a model of it. Not everyone can understand design ideas and sometimes it's easier to show it in 3D so people can touch it.






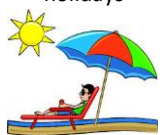






Using materials you have around the house, can you make a model of your Lego figure of yourself?

Below are some models made from household materials to give you some inspiration.



What will I study in Year 7 French and Spanish?

Topics

	Term 1		Term 2		Term 3	
French	<p>The Basics!</p> 	<p>C'est Perso!</p> <p>Talking about myself and others</p> 	<p>Mon Collège</p> <p>Talking about school</p> 	<p>Mes passetemps</p> <p>Talking about free time</p> 	<p>Ma zone</p> <p>Talking about where I live</p> 	<p>3...2...1.. Partez!</p> <p>Talking about holidays</p> 
Spanish	<p>The Basics!</p> 	<p>Mi vida</p> <p>Talking about myself and others</p> 	<p>Mi tiempo libre</p> <p>Talking about free time</p> 	<p>Mi insti</p> <p>Talking about school</p> 	<p>Mi familia y mis amigos</p> <p>Talking about family and friends</p> 	<p>Mi ciudad</p> <p>Talking about where I live</p> 

Skills

LISTENING	You will listen to different forms of spoken language (conversations, interviews, surveys, reports, songs...), find out information and respond.
SPEAKING	You will learn how to start and develop conversations, give ideas and opinions, and speak confidently with clear pronunciation.
READING	You will read different forms of written language, including literary texts (stories, songs, poems and letters), find out information and respond.
WRITING	You will learn how to write words, sentences and paragraphs accurately, and express your ideas and opinions in writing.
TRANSLATION	You will learn how to translate texts both into English and into French or Spanish.
GRAMMAR	You will learn how to identify and use different tenses (past, present and future), as well as other grammatical structures and patterns.

If you want any more information, please contact Mrs Roberts, Head of MFL: amr@hinchbk.cambs.sch.uk

Hasta luego.

à bientôt

Get Ahead in Modern Foreign Languages

These tasks will help to prepare you for your Year 7 French or Spanish lessons by getting you thinking about languages and how important they are.

Listen to a song in the language you have studied at primary school.

Name of song: _____

My opinion: _____

Find out which different languages are spoken by your friends, family and classmates.



Language	Spoken by



France and Spain are famous for their food. Find out about typical dishes you would try if you went there. Which would you most like to try, and why?

I would like to try _____
because _____ It contains _____

List ten countries where French is spoken and ten countries where Spanish is spoken. Which ones would you like to visit and why?

10 French-speaking countries: _____

10 Spanish-speaking countries: _____

I would like to visit _____
because _____



Find out the nationalities of three players in your favourite sports team.

Team: _____

Player's name: _____ Nationality: _____

Player's name: _____ Nationality: _____

Player's name: _____ Nationality: _____



Find out which language would be most helpful for your dream job.

Dream job: _____

Language: _____

Learn the Happy Birthday Song in French and Spanish.



Practise French and Spanish on an app, such as Duo Lingo, for 10 minutes each.

Teach an adult a phrase in French and in Spanish.

French phrase: _____

Spanish phrase: _____

Taught to: _____

Find out how to say the following in French or Spanish:

	French	Spanish
1. Excuse me		
2. Could you repeat that?		
3. Thank you		
4. Please		

Learn how to write a phrase in a language that has a different script /alphabet.

Phrase: _____

It means: _____

Language: _____

Print out or draw a blank map of France and Spain, and label them with cities, regions, mountains, rivers, seas, forests, landmarks. Bring them to your first French or Spanish lesson in September.

Religion, Philosophy and Ethics

Hello all! Below you will find a game which you can make and play. The instructions are on this page. This activity will help broaden your knowledge of the six major world religions which we will study in more depth in Year 7.

You will need:

A pen and some coloured pencils, access to the Internet to do some research, a dice (if you don't have one, google 'online dice'), paper to record some of your longer answers on the board and if possible, a printer as this will work better if printed out.

How to play:

Your job is to complete the Monopoly board below by researching the six major world religions as you play. You will need to use a variety of sites on the Internet to find your information. The following is a good starting point:

<https://www.bbc.co.uk/religion/religions/>. It gives links to additional websites on each religions page.

Start on the square that says 'go' – you earn £50. Roll the dice. When you land on a square, complete the information in it. Once completed, you earn the amount of money it is worth. Keep a note as you play. The different coloured squares are worth different amounts – see them opposite. When you have finished, add up your total score. Play several times until all squares on the board are complete. Which round of play earned you the highest score?

	£10
	£20
	£30
	£40
	£60
	£100

Extension Tasks:

Enjoyed this? Find out more!

- Watch this clip and draw a floor plan for a mosque labelling and describing what happens in each part <https://www.truetube.co.uk/film/holy-cribs-mosque>
- Watch this episode of Sacred Wonders and create a travel guide about one of the places of worship in the programme <https://www.bbc.co.uk/iplayer/episode/m0007fhj/sacred-wonders-series-1-episode-1>
- Got further questions that you would like to ask about anything you have researched? Email a believer from that religion! <http://pof.reonline.org.uk/>

What will I be studying in RPE in Year 7?

Term 1		Term 2		Term 3	
Local Context Study	Old Testament Role Models	Jesus' Life and Teachings	Introduction to Buddhism	Non-religious Worldviews	Introduction to Philosophy

Draw the symbol of Islam	Who is St Paul in Christianity?	Describe a Hindu festival	List 3 similarities between Judaism and Christianity	Name 5 Buddhist countries	Draw the 5 K's in Sikhism				
Draw the founder of Sikhism	<div style="text-align: center;">  <p>The religions I have studied in primary school are:</p> <p>Name: _____ Primary school: _____</p> </div>				What language is the Qur'an written in?				
Summarise the story of the Four Sights in Buddhism					Describe a story from Jesus' life				
The Founder of Judaism					The place of worship in Hinduism				
Draw the largest Hindu temple in the UK					Draw some traditional Jewish dress				
Country with the most Christians					Who is the Dalai Lama?				
Number of followers of Islam					Draw the Golden Temple in Amritsar				
Draw the symbol of Sikhism					Name the 5 pillars of Islam				
Buddha's Birthplace					Name 3 things you do that originated from Christianity				
Collect £50					What happened on the Night of Power in Islam?	What is the langar?	Describe 3 things a Buddhist monk does	How many Jews died in the Holocaust?	Draw the sacred animal to Hindus

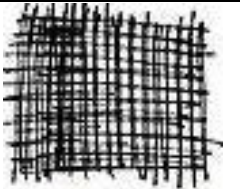



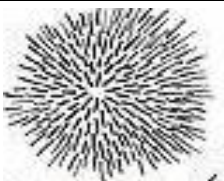
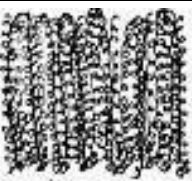


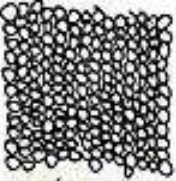

Formal Element: Line

The formal elements Line, is the path left by a moving point e.g. a pencil or a paint brush. It came make many different forms e.g. curved, straight, horizontal, thick, thin. You see the use of line within all artwork.

Extension Task:

Can you think of any of your own type of line? How many different types of line can you come up with?

Can you have ago at creating a range of different lines?

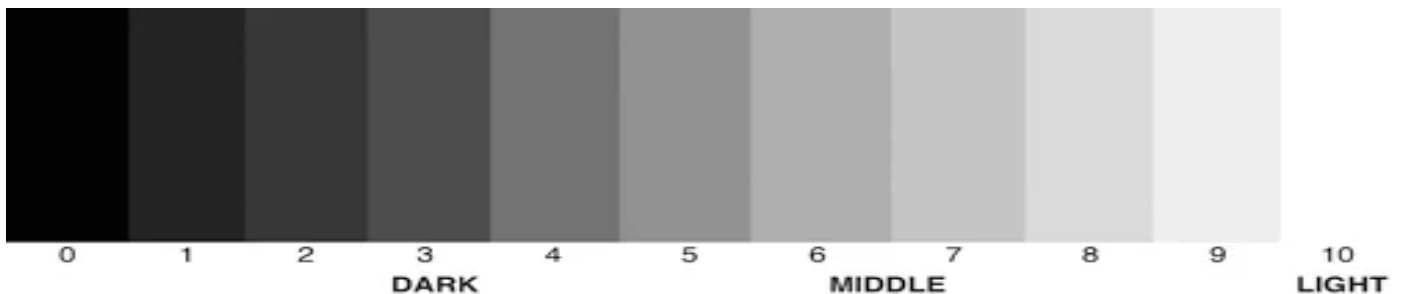
			
Cross Hatching		Broken Cross Hatching	
			
Horizontal Lines		Loose Waves	
			
Danielion Effect		Looping Lines	
			
Alternating Lines		Varying Widths	
			
Circles in Lines		Swirls	

Tone refers to the lightness or darkness of an object. This could be a shade or how dark or light a colour appears.

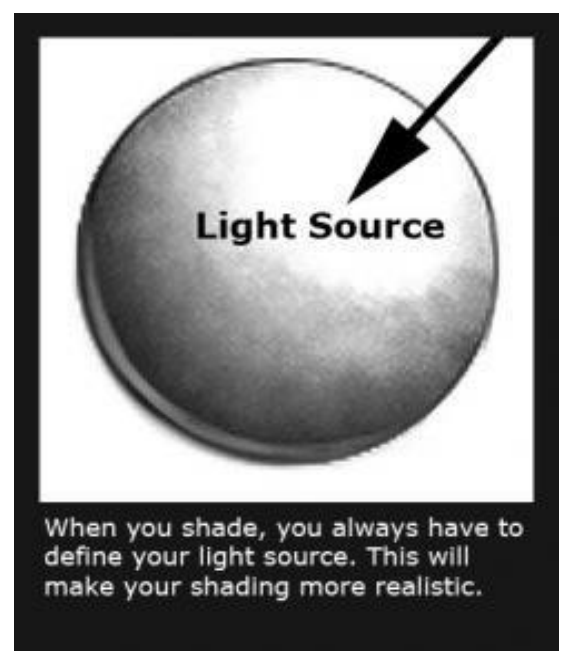
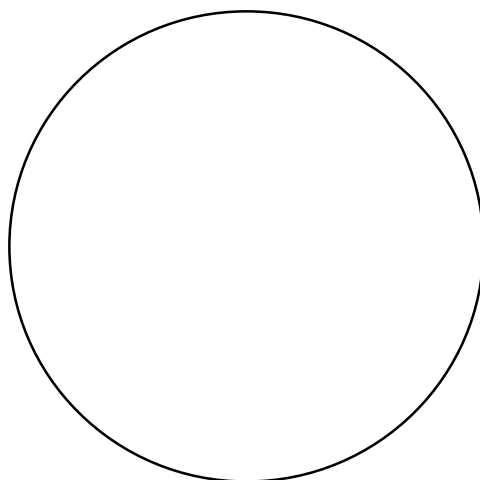
Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called **highlights** and the darker areas are called **shadows**. There will be a range of **tones** in between the highlights and shadows.

Can you tell write down the different between a tone, a shade and a tint?

This is a Tonal scale; can you recreate this tonal scale using a pencil in the box below?

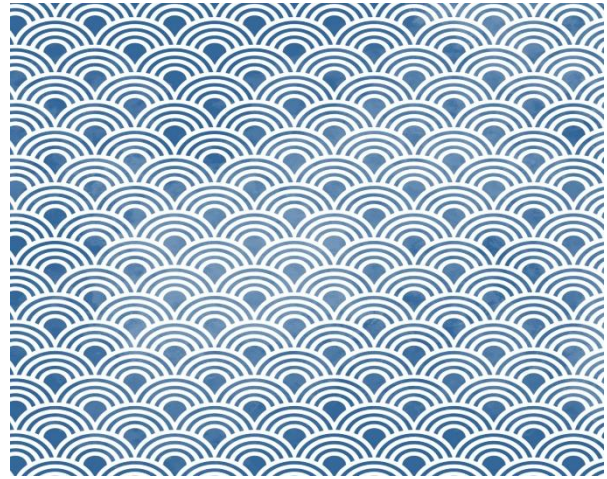


Can you add a range of tone to this circle to make it 3D? Like the example on the right?



Pattern is a design that is created by repeating lines, shapes, tones or colours.

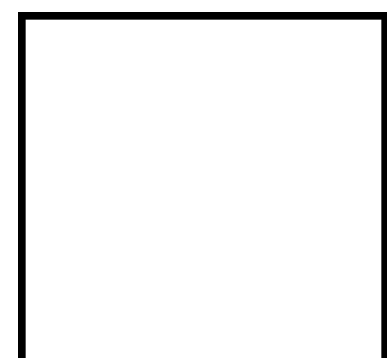
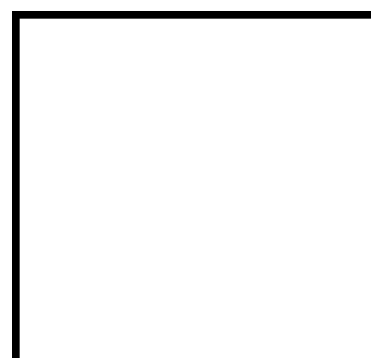
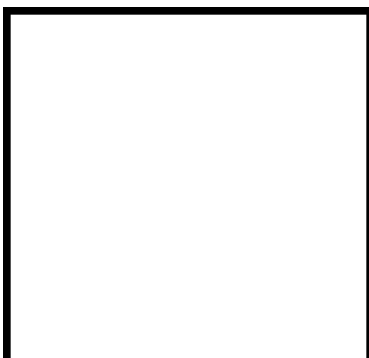
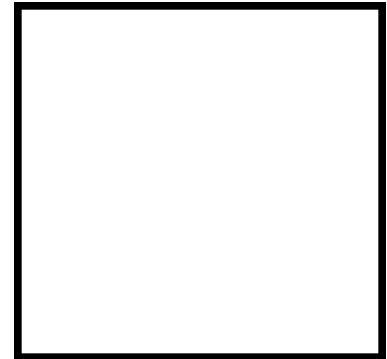
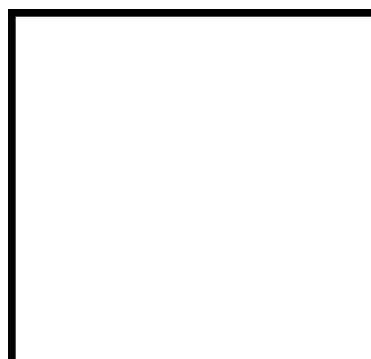
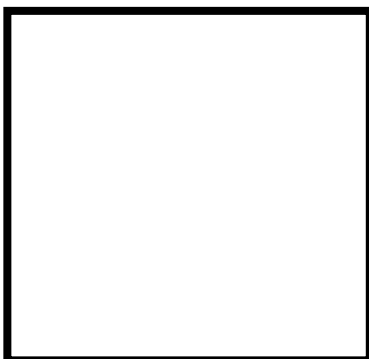
The design used to create a pattern is often referred to as a **motif**. Motifs can be simple shapes or complex arrangements.



In the boxes below use different types of lines and simple shapes to draw different creative patterns. Use your knowledge of colour, line and tone to create these patterns.

Fill the whole box.

Challenge yourself, can you create a pattern within your pattern.



Extension Task: Can you find out how to create a tessellating pattern? What makes them different to a regular pattern?

Can you create a tessellating pattern based around objects in nature?