Year 7's
Strive for Excellence

We challenge you!

Can you complete the tasks set over the summer? Rewards for the most amount of tasks completed

English

Shakespeare: Social and Historical Context
Religion and Beliefs

What can you find out about religion and beliefs in Shakespeare's time (1564-1616)? Use the questions below to help you.

1. What impact did Henry VIII have on religion in England?
2. What was the main religion in England when Shakespeare was born?
3. How important was the Church in people's everyday lives?
4. What sort of beliefs did the Church teach?
5. What is astrology, and how was it important in Elizabethan times?
6. How important were superstitions in Elizabethan England?
7. What did people believe about magic and witches in Elizabethan and Jacobean England?
8. How did people know about classical myths and legends?

Mathematicians

This is a table of numbers and their squares.

Fill in the gaps:

Numbers	2	3	7	9		12	0			4	6			11
Squares	4	9	49		25			1	64			4	100	

Extend each sequence by counting on or back in 6s:

1	6	12	18	......	......	......	......
2	21	27	33	......	......	......	......
3	50	56	......	......	......	......	......
4	60	54	48	......	......	......	......
5	100	94	......	......	......	......	......
6	52	46	......	......	......	......	......
7	27	21	15	......	......	−3	......
8	20	14	......	......	......	......	......

Extend each sequence by counting on or back in 9s:

1	9	18	27	......	......	......	......
2	29	38	......	......	......	......	......
3	63	54	......	......	......	......	......
4	65	56	......	......	......	......	......
5	27	18	......	......	−9	......	......
6	30	21	......	......	−6	......	......
7	50	41	......	......	......	......	......
8	6	−3	......	......	......	......	......

What is the rule?
Extend each sequence:

1	Rule: add 8	4	12	......	......	......	......	......
2	Rule: add	5	12	......	......	......	......	......
3	Rule: add	21	27	......	......	......	......	......
4	Rule: subtract 9	83	74	65	......	......	......	......
5	Rule:	78	70	62	......	......	......	......
6	Rule:	−2	2	......	......	......	......	......
7	Rule:	18	29	......	......	......	......	......
8	Rule:	50	75	100	......	......	......	......

Quick Facts

1	$60 \div 10 =$	5	$200 \div 10 =$ ....
2	$350 \div 10 =$	6	$....... \div 100 = 15$
3	$....... \div 10 = 49$	7	$7000 \div .... = 700$
4	$3100 \div 100 =$	8	$1100 \div .... = 110$

1.   21 × 10 = ...
2.   30 × 100 = ...
3.   40 ÷ 10 = ...
4.   6000 ÷ 100 = ...
5.   32 × .... = 3200

6.   500 ÷ .... = 50
7.   200 × .... = 2000
8.   640 ÷ .... = 64
9.   .... × 10 = 270
10.   .... ÷ 10 = 270

Work out in your head:

1.   6 × 20 = ...
2.   7 × 30 = ...
3.   7 × 40 = ...
4.   8 × 30 = ...
5.   5 × 50 = ...
6.   4 × 90 = ...

IDEA

3 × 500

= 3 × 5 × 100

= 15 × 100

= 1500

7.   3 × 400 = ...
8.   2 × 700 = ...
9.   5 × 600 = ...
10.   7 × 300 = ...
11.   3 × 600 = ...
12.   2 × 3000 = ...

13.   5 × 5000 = ...
14.   7 × 2000 = ...
15.   6 × 6000 = ...
16.   8 × 4000 = ...
17.   6 × 200 = ...
18.   8 × 400 = ...

19.   30 × 20 = ...
20.   20 × 40 = ...
21.   50 × 60 = ...
22.   80 × 30 = ...
23.   40 × 60 = ...
24.   80 × 60 = ...

25.   50 squared = ...
26.   20 squared = ...
27.   30 squared = ...
28.   70 squared = ...
29.   200 squared = ...
30.   80 squared = ...

Shape

```
R  G  E  A  L  E  N  L  H  G  L  E  S
U  E  L  E  L  G  N  A  T  C  E  R  A
U  E  L  G  N  A  I  R  T  L  E  P  D
U  L  R  T  A  E  N  E  L  A  C  S  N
U  S  R  L  N  L  T  T  I  A  P  L  G
L  E  R  I  G  H  T  A  N  G  L  E  A
U  L  E  I  R  E  N  L  E  L  E  E  G
P  E  R  P  E  N  D  I  C  U  L  A  R
R  C  R  C  L  L  R  Q  G  L  E  L
S  S  G  A  E  S  H  D  N  R  A  N  A
T  O  E  Q  U  I  L  A  T  E  R  A  L
R  S  T  L  E  Q  L  U  R  E  A  A  H
E  I  E  E  A  R  S  Q  A  E  P  N  R
```

ANGLE   QUADRILATERAL
EQUILATERAL   RIGHT ANGLE
ISOSCELES   SCALENE
LINE   SQUARE
PARALLEL   TRIANGLE
PERPENDICULAR

```
P  R  R  R  R  B  E  N  T  C  I  M
I  S  O  R  C  A  Q  I  E  G  T  U
P  A  C  M  C  C  P  I  E  I  T  L
T  S  R  A  L  U  G  N  A  I  R  T
I  I  E  S  L  O  B  T  S  M  A  I
R  U  D  P  Q  T  C  E  F  R  E  P
E  F  E  T  R  U  D  G  G  A  A  L
E  L  A  E  N  I  A  E  F  T  T  E
P  C  C  C  V  L  M  R  T  R  G  S
I  U  F  I  T  R  F  E  E  N  T  P
A  U  D  A  F  O  R  M  U  L  A  R
C  E  U  P  F  N  R  A  T  L  U  C
```

CUBE	MULTIPLE
DIVIDES	PATTERN
FACTOR	PERFECT
FORMULA	SQUARE
INTEGER	TRIANGULAR

Malika and Susan did an experiment with a dice.
They rolled the dice lots of times and kept a record of the score each time.
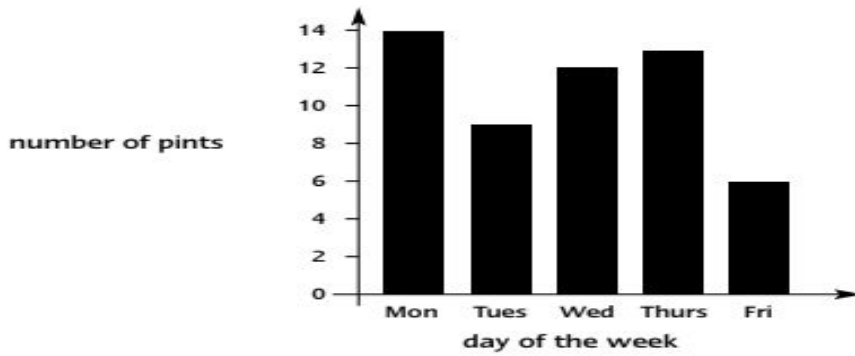
Dice-rolling experiment
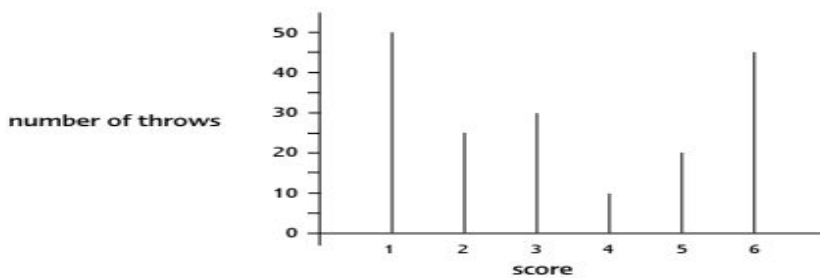
This is a **bar line graph**.

1 Which number was thrown most often? ....

2 How many times was this number thrown? ....

3 Which number was thrown the least? ....

4 Complete this table:

Score	1	2	3	4	5	6
Frequency						

Milk delivered to school canteen

number of pints

day of the week

This is a **bar chart**.

Answer the following:

1 On which day is most milk delivered?   ....

2 How much is delivered on Friday?   ....

3 How much is delivered on Tuesday?   ....

4 Complete this table:

Day	Mon	Tue	Wed	Thur	Fri
Number of pints					

5 The school pays 40p a pint for the milk.
   What is the canteen's milk bill each week?   ....

Example | Change $\frac{4}{5}$ into a decimal.

$$\boxed{4} \;\boxed{\div}\; \boxed{5} \;\boxed{=}$$

press these keys

Calculator display

0.8

Change these fractions into decimals.
You should know some of them.

1   $\frac{1}{5}$ = ...

3   $\frac{2}{5}$ = ...

5   $\frac{3}{20}$ = ...

7   $\frac{5}{8}$ = ...

2   $\frac{7}{40}$ = ...

4   $\frac{1}{8}$ = ...

6   $\frac{6}{50}$ = ...

8   $\frac{3}{8}$ = ...

9   Now use a calculator to turn $\frac{1}{7}$, $\frac{2}{7}$, $\frac{3}{7}$, $\frac{4}{7}$, $\frac{5}{7}$ and $\frac{6}{7}$ into decimals, and list the answers below.

....
....
....

Fill in the next four terms in each sequence:

```
 5.9   5.92   5.94   5.96   5.98    6    6.02   6.04   6.06   6.08   6.1
```

1   5.94   5.96   5.98   6   ....

2   5.9   5.93   5.96   5.99   ....

```
 7.9   7.92   7.94   7.96   7.98    8    8.02   8.04   8.06   8.08   8.1
```

3   7.96   7.99   8.02   ....

4   7.91   7.95   7.99   ....

5   2.45   2.47   2.49   ....

6   2.42   2.45   2.48   ....

Place these numbers in order with the smallest first:

7   2.45 2.47 2.42   3.1   2.4   2.5   ....

8   3.25 3.2   3.23   3.16 2.95 3.5   ....

9   3.41 3.14 3.44   3.15 1.34 3.43   ....

Work out the
range of this set:

2, 7, 7, 8, 8, 5

Range =
largest − smallest
8 − 2

GUESS
WHAT?
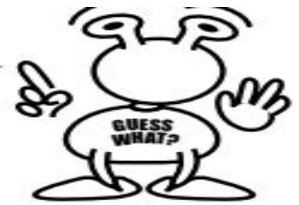
Work out the range of each set:

1	1	4	4	5	6	range = ...
2	3	9	7	7	3	range = ...
3	2	7	5	10	5	range = ...
4	2	8	15	5		range = ...
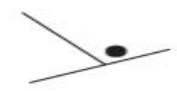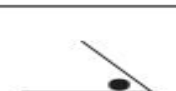
Work out the mode and range of each set:

5	5	3	2	2			mode = ...	range = ...
6	10	9	8	8	4		mode = ...	range = ...
7	4	4	4	6	6	5	mode = ...	range = ...
8	5	7	9	10	6	5	mode = ...	range = ...
9	8	9	10	8	7	9	mode = ...	range = ...
10	20	30	14	16	10	9	mode = ...	range = ...

A **right angle**
= 90°

An **acute angle**
is less than 90°

An **obtuse angle**
is between 90°
and 180°

A **reflex angle** is
bigger than 180°

1 This angle is
....

4 This angle is
....

7 This angle is
....

10 This angle is
....

2 This angle is
....

5 This angle is
....

8 This angle is
....

11 This angle is
....

3 This angle is
....

6 ● = 120°
This angle is
....

9 This angle is
....

12 ● = 200°
This angle is
....

Scientists

Read the keyword and its definition. Then draw a picture to help you remember the keyword and its meaning.

You can get someone at home to test you on the meaning and spelling of the keywords.

Keyword	Definition	Drawing
Aim	What you are trying to find out	
Predict	What you think will happen	
Equipment	What you will use to do the experiment	
Method	How you will do the experiment	
Fair test	Making sure only one things affects the results	
Results	The data you get from the experiment	
Conclusion	What you find out in your investigation	

|		
Measure	When you look at the size or amount of something	
Observe	What you see happening in the experiment	
Compare	Look at whether something is the same or different	
Record	When you write something down (e.g. results or observations)	
Control	When you keep things the same	
Results table	Where you record your results	
Question	What you ask before you do an investigation	

Performing Artists

In Performing Arts our classrooms are all named after the 'Muses'. We are the Village of the Muses.

Why do you think this might be? Who were the Muses? The Muses we have chosen are a mixture of ancient and modern. Over the summer can you find out who the following are?

- Calliope
- Terpsichore
- Mnemosyne
- Clapton
- Hendrix

- Dame Maggie Smith
- Sir Anthony Hopkins
- Martin Scorsese

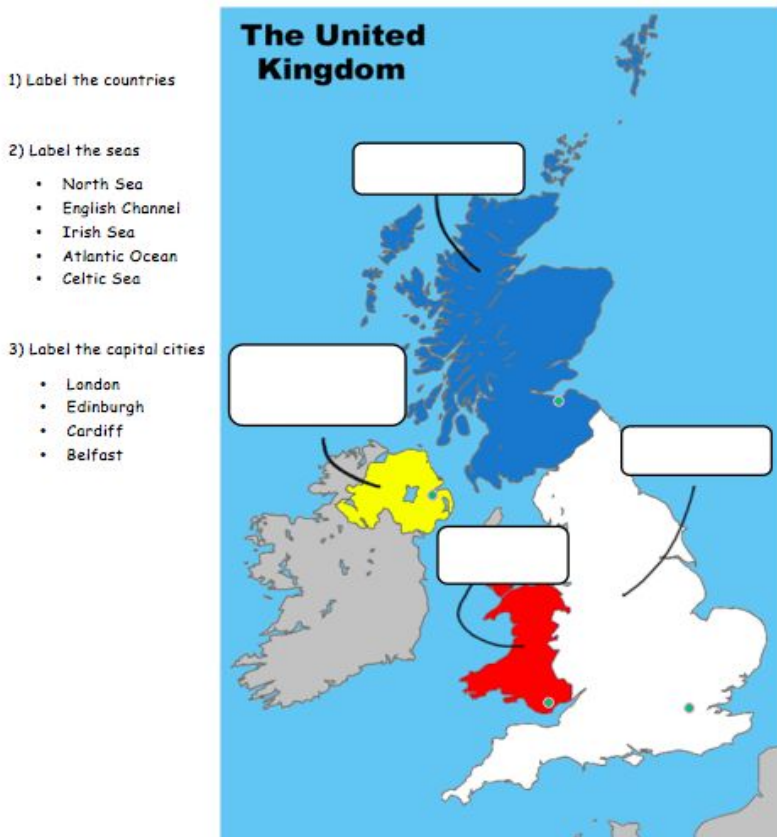# Geographers- How many countries can you label?
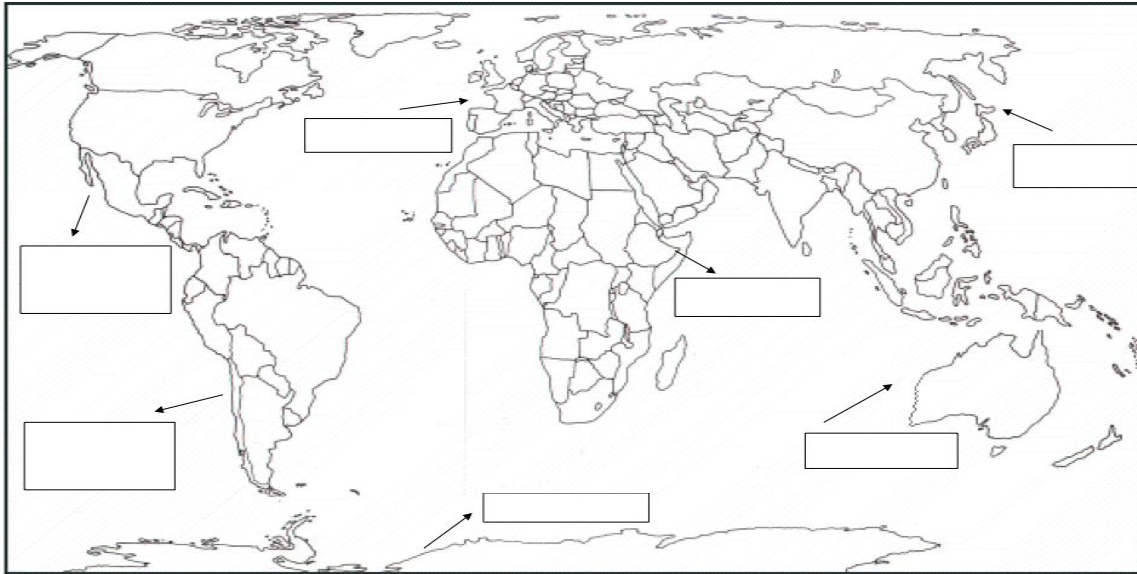
Label :
- <u>Continents:</u> Africa, Antarctica, Asia, Australasia/Oceania, Europe, North America, South America,
- <u>Oceans:</u> Pacific, Atlantic, Indian, Arctic, Southern Ocean

Last Challenge…

The United Kingdom

1) Label the countries

2) Label the seas
- North Sea
- English Channel
- Irish Sea
- Atlantic Ocean
- Celtic Sea

3) Label the capital cities
- London
- Edinburgh
- Cardiff
- Belfast

Historians- <u>Research task-</u> The aim is for YOU to become the historians.

Option 1 – Medieval England

Research what life was like in Medieval England. You will need to focus your research between the years 800 to 1200. This research must include:
1. What was the population in England?
2. What were the houses like?
3. What jobs did the people do?
4. Any major events that happened in England?
5. Some details on a major event of your choice (hint: look up William the Conqueror or Alfred the Great)
6. How did England change after the event?

You may present this project as a PowerPoint presentation (or Prezzi), a leaflet, a poster, a video or a newspaper article/report.

Option 2 – Personal History

Research your own family history to present to your class. You will need to ask you family members, look for photographs, visit Gosport library and maybe visit the Records Office (in Winchester).
1. Create a family tree with you at the bottom
2. Have a photograph of some of your family members

3. Include the dates of birth of each family member
4. Go back as far as you can – don't just stop at your Grandparents!
5. Include interesting information on each family member
6. Make it as creative as possible

You may present this project as a PowerPoint presentation (or Prezzi), a leaflet, a model or a poster

Option 3 – Castle visits

Visit a castle (or more), and collect some leaflets, take a picture of yourself at the castle(s). Once you have done this (and done some further research on the castle, if you need to), you must present your findings and information about the castle. This information must include:
1. When the castle was built, and by who
2. What or who was the castle built for
3. Who lived there
4. Describe the objects, paintings, sculptures and any other item in each room
5. One thing you found the most interesting
6. Any other information you wish to include

You may present this project as a PowerPoint presentation (or Prezzi), a leaflet, a poster, a video or a newspaper article/report.