Great in name, greatest together

Great Sankey High School

Knowledge Organiser

Spring Term

Year 7

Name: _____

Form: _____

A Knowledge Rich Curriculum at Great Sankey High School

Research around memory suggests that if knowledge is studied once and not revisited or revised, it is not stored in the long-term memory. This means that after one lesson, or revising for one test, the knowledge will not be retained unless it is studied again. To ensure that knowledge is embedded in the long term memory it must be revisited frequently. Ensuring knowledge is embedded aids understanding, and in turn makes future learning more successful. To quote Daniel Willingham's learning theory,

"Thinking well requires factual knowledge that is stored in our long-term memory"

As part of home learning, students should be revising what they have been taught recently but also content they were taught previously. Therefore, as part of our strategy to embed learning over time we have developed knowledge organisers across years 7, 8 and 9. These will provide key content and knowledge allowing students to pre-learn and re-learn, a vital part of processing all the information required to be successful. This knowledge will form the back-bone of assessments in school.

How to use your knowledge organiser

Knowledge organisers will be used in subject lessons, homework activities and form time and therefore you need to bring your knowledge organiser to school every day.
Ensuring that knowledge is retained into your long-term memory and you are ready for tests takes work!

READ → **COVER** → **WRITE** → **CHECK**

To encourage students to build good study habits, students will be assigned homework quizzes on a week A through Class Charts and Teams. Students will be expected to use revision strategies such as read, cover, write, check to learn key knowledge and will then complete the quizzes to demonstrate their learning. Completion of these quizzes is an essential homework activity and will be closely monitored by the pastoral team.

Other methods that you may wish to try at home are listed below:

- Create mind maps.
- Create flashcards.
- Get sticky with your learning: write out key points from the KO as you read over it on post-it notes.
- Write your own basic recall quizzing questions around the keywords, definitions and key facts that you need to know. Test yourself with these questions and then leave it overnight to answer them the next day.
- Write your own challenging questions using the following command words – explain, compare, evaluate. Then create a model answer for these questions.
- Put the key words from your KO into new sentences.
- Make mnemonics to remember the order of particular concepts.
- Draw a comic strip, storyboard or a timeline describing any series of events that have a chronological order.
- Write yourself or a partner some quiz questions. Quiz each other or swop your questions to see if you can answer each other's questions.
- Think about the big picture – why is knowing specific information important to you/other people/society/companies/science/technology? The more links that you can make, the more meaningful you make your learning and the more likely it is that you will remember it. Think about the big picture – are there any links in the content on your KO to anything that you have watched on TV, read about or heard in the news?
- Give yourself spelling tests.
- Definition tests.
- Draw diagrams of key processes or theories.
- Draw images and annotate/label them with extra information.
- Create fact files.
- Create flowcharts for descriptions or explanations that have a chronological order.
- Summarise in your own words each section.
- Get your parents/carers to test you.
- Pick out key words and write definitions.
- Pre-learning (read a section of your knowledge organiser prior to the lesson).
- Learn key quotes (if applicable). Consider what you may say about these quotes e.g. what the author is trying to make you think/feel, their choice of language, what can be inferred from it.
- Write a letter/blog/article to someone explaining a key idea or concept.
- Prepare to overcome any hurdles: write down any questions or any areas of the KO that you feel you need to speak to your teacher about.
- Use the guidance that may have been given with a specific KO to help you learn the information and use it.

"Don't practise until you get it right. Practise until you can't get it wrong."

Portable Knowledge in STEM

STEM stands for Science, Technology, Engineering and Maths, and it is important that you can see connections between each of these subjects. In the real world there are very few challenges that only require one set of skills. For example, you wouldn't be able to design a new app, video game or computer program without an understanding of all of the STEM concepts. This section of the knowledge organiser will show you how different STEM subjects have things in common, including examples of how you might use them, and how some things may actually appear slightly different from one subject to the next. As Geography is a Natural Science we can include that too.

EXAMPLE	SCIENCE	TECHNOLOGY & ENGINEERING	MATHS	GEOGRAPHY
Tally chart	Can be used to record the number of pupils in different height ranges in biology.	Can be used when choosing a final design choice from a selection of draft designs.	Can be used to record the number of pupils with different eye colours or what their favourite colour, favourite animal or favourite subject is.	Can be used to used record the number of pedestrian or cars that pass a certain place.
Pie chart	Can be used to display the number of pupils with different eye colours in biology.	Can be used to display results of a tally chart.	Can be used to display the number of pupils who travel to school in different way.	Can be used to display the use of renewable and non-renewable energy resources.
Bar chart	Can be used to display the number of people with different blood groups in biology.	Can be used to display results of a tally chart.	Can be used to display the number of pupils with a different favourite sweet.	In geography the term histogram and bar chart are interchangeable and are used to display the percentage of forest lost in a range of countries for example.
Histogram	This is similar to a bar chart but the bars touch each other and they represent continuous data that is grouped, for example number of pupils in different height ranges in biology.	x	Can be used to display number of pupils in different height ranges.	
Line graph	Can be used to display the time taken for salt to dissolve at different temperatures in chemistry.	x	In maths, these are sometimes called scatter graphs or timeseries graphs. They can be used to display house prices or life expectancy.	Can be used to display temperatures of each month in different countries or rainfall in mm.
Line of best fit	In biology a line of best fit can be point to point, but in chemistry they are most often a straight line. In all 3 sciences they could be a curve depending on distribution of the points. For example the extension of a spring in physics.	x	In maths, you might be asked to add a line of best fit to a scatter graph. It is always a straight line drawn with a ruler and can be used on graphs to show correlation between hours of revision and score in test or temperature and number of ice creams sold.	x

Portable Knowledge in STEM

Hopefully this section of the knowledge organiser will help you spot where things crossover from one STEM subject to another as you move from lesson to lesson. REMEMBER some things are exactly the same, some are very similar but might be called different things, and some things are different altogether!

……and don't forget STEM stands for **Science, Technology, Engineering and Maths**

EXAMPLE	SCIENCE	TECHNOLOGY & ENGINEERING	MATHS	GEOGRAPHY
Range	Range around a mean can be used with data for heart rate after exercise in Biology, amount of hydrogen gas produced in a chemical reaction in Chemistry and number of times a ball bounces in Physics.	x	Range around a mean can be used with data for heights, goals scored in a football match . In maths this includes looking at a table for ungrouped and grouped data.	Range when looking at rainfall and temperature data for different locations. Used when using development indicators such as literacy rate, life expectancy etc.
Mean, Median and Mode	Mean, median and mode can be used to analyse any sets of data with a range of results.	x	Mean, median and mode can be used to analyse any sets of data with a range of results.	Mean, median and mode can be used to analyse any sets of data with a range of results.
Continuous data	This is where you have any value in your data. In science an example would be length.	x	This is where you have any value in your data. In maths an example would be length.	This is where you have any value in your data. An example would be mm of rainfall.
Discrete data	This is where you have whole number values in your data. In science this is sometimes called discontinuous data. An example would be blood group or eye colour in Biology.	x	Sometimes called primary or secondary data. Examples include age, shoe size, result from rolling a dice or the number of pets people have.	x
Using co-ordinates	x	x	4 and 6 figure grid references are used when plotting in 4 quadrants and used in transformations.	Both 4 and 6 figure references are used across all topics in geography to locate places from a map.
Taking measurements that are accurate and precise	Accurate data is close to the true value and precise data gives similar results if you repeat the measurement. In science there are far too many examples to mention!	x	4 and 6 figure references used across all topics to locate places from a map.	Measurements and accuracy are really important when studying map skills, especially when looking at scale and distance.

Tier 2 Vocabulary

	Year 7 Term 2 Tier 2 Vocabulary	Definition	Contextual Sentence
1	**affect**	To make a difference to, to have an emotional impact.	The amount of rain will affect the flow of the river.
2	**appropriate**	Suitable or proper in the circumstances.	A formal tone is appropriate in an application letter.
3	**aspect**	A particular part or feature of something.	Which aspect of Picasso's artwork do you like the most?
4	**authority**	The power or right to give orders/make decisions.	The king had the authority to seize land.
5	**chapter (2 definitions)**	The main division of a book. A distinctive period in history or in a person's life.	We meet the main character in chapter two. It was an important chapter in the reign of Henry VIII.
6	**conclusion**	A judgement or decision reached by reasoning; the end or finish of an event / process.	In conclusion, I think that mobile phones are a great invention.
7	**consequences**	A result or effect, typically one that is unwelcome or unpleasant.	The consequences of global warming are serious.
8	**constitutional**	Relating to an established set of principles governing a state.	Owning a firearm is considered a constitutional right in America by some.
9	**contract (2 definitions)**	A written/spoken agreement. Decrease in size, number, or range.	Please sign your library contract. Glass contracts as it cools.
10	**cultural**	Relating to the ideas, customs, and social behaviour of a society.	We will learn about Spain's cultural history.
11	**design (2 definitions)**	A plan or drawing produced to show the look and function of an object before it is made. A decorative pattern.	Draw up your design for a robot. The artwork features a leaf design.
12	**distribution**	The action of sharing something out among a number of people/groups.	The distribution of wealth in the country is not even.
13	**economic**	Relating to trade, industry, and the creation of wealth.	The war changed the economics of the country.
14	**elements**	An essential or characteristic part of something.	The menu is made up of several elements.
15	**equation**	A statement that the values of two mathematical expressions are equal.	Solve the following equation …
16	**established**	Having existed or done something for a long time.	The religious ceremony was an established event each year.
17	**evaluation**	The making of a judgement about the amount, or value of something; an assessment.	Write your evaluation of the recipe.
18	**export**	To send goods or services to another country for sale.	The country exports bananas to Europe.
19	**features**	A distinctive attribute or aspect of something.	Label the features of a formal letter.

20	**financial**	Relating to money / finance.	Poor weather can lead to financial difficulties for farmers.
21	**identified**	To have recognised something/someone.	We have identified the main factors in the Battle of Hastings.
22	**impact (2 definitions)**	A marked effect or influence. An object coming forcibly into contact with another.	What was the impact of the death of Henry? There was a large impact with a meteor.
23	**income**	Money received, especially on a regular basis, for work.	The king received income from taxes.
24	**individual**	Only one, separate.	Label the individual parts of a flower.
25	**involved**	To do things and be part of an activity.	The country was involved in World War Two.
26	**items**	An individual thing, especially one that is part of a list, collection, or set.	List all of the items needed to make the cake.
27	**labour**	Physical work / to work hard.	People had to labour in the fields.
28	**legal**	Relating to the law.	The referee must know the legal aspects of the game.
29	**legislation**	A collection of laws.	There is a lot of legislation relating to health and safety.

30	**period**	A length of time.	London was very overcrowded during the Victorian period.
31	**policy**	Action proposed by an organization or individual.	The school has a new policy on mobile phone use.
32	**positive**	A desirable or constructive quality or attribute.	What are the positive features of wearing school uniform?
33	**previous**	Happening before.	The previous castle was destroyed in battle.
34	**region**	An area.	This region of the rain forest is in danger.
35	**relevant**	Connected or appropriate to what is being done or considered.	Make relevant points about the artist.
36	**required**	Something that is needed.	Safety glasses are required for the experiment.
37	**sector**	An area that is separate from others.	Farming is an important sector of business.
38	**select**	To choose.	Select three colours for your design.
39	**strategies**	A plan of action.	There are a number of strategies to reduce the effect of global warming.
40	**text**	A book or other written or printed work.	Highlight important quotes from the text.
41	**transfer**	To move from one place to another.	Transfer the solution to the test tube.

ENGLISH

Crafting Characters

Character vs Narrator

- **The author creates the story.**
- **The character lives the story** with no awareness that there's a reader and certainly with no awareness of what's going to happen.
- **The narrator tells the story.** The narrator can tell us things that the character doesn't know or perceive. The narrator might break from the present-time story to tell us something that will happen in the future or some relevant backstory.

Narrative Perspective:

The narrative perspective, or point of view, is the **vantage point from which events of a story are filtered and then relayed to the audience**. In literature, the narrative point of view is crucial for understanding the perspectives of **who is telling the story**, and **who sees the story.**

For example: The narrative perspective of Eleven is 3rd person perspective.

There are three types of narrative perspective we will look at in Year 7:

1st person – In first-person narration, the narrator is a person in the story, telling the story from their own point of view. The narration usually utilizes the pronoun *I* (or *we*, if the narrator is speaking as part of a group).

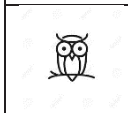
2nd person- Second-person narration is a little-used technique of narrative in which the action is driven by a character ascribed to the reader, one known as *you*. The reader is immersed into the narrative as a character involved in the story.

3rd person – In third-person narration, the narrator exists outside the events of the story, and relates the actions of the characters by referring to their names or by the third-person pronouns he, she, or they. Third-person narration can be further classified into several types: **omniscient, limited, and objective.**

Character Archetypes

A character archetype is a recurring type of character that represents something universal in our human experience. Archetypes create an immediate sense of familiarity even in an unfamiliar story because they are types of people that we've met time and time again. Even though we've seen them and their stories a hundred times, they still have the power to surprise us.

Character archetypes refer to the individual people that populate the world of your story—such as heroes, villains, and mentors.

Symbol	Archetype	Definition	Example Character
	The Hero	The most common character archetypes there is in stories, and this is because good stories often have a "triumphant" character who prevails over evil and save others. The best defining factor for The Hero is that they save others through their actions against the antagonist.	**Alex (Eleven)**
	The Leader	Always active, meaning they don't allow things to happen *to* them but rather, they move the plot forward through decisions and their own actions.	**Harry Potter (Harry Potter)**
	The Outsider	This character won't be "close" to your main character or even other secondary characters. They often come into the story to aid or solve a specific issue but can also be seen as untrustworthy.	**Joana Mason (The Hunger Games)**
	The Caregiver	They often have qualities that are "parentally" and can be the voice of reason when the plot thickens. This character is one other often turn to for help, reassurance, and even encouragement.	**Mary Poppins (Mary Poppins)**
	The Rebel	The characters often go against the grain, resist rules, regulations, and orders, as well as follow their own paths.	**Katniss Everdeen (The Hunger Games)**
	The Mentor	Someone who serves as a source of information, motivation, support, and encouragement usually for the protagonist or that group in a novel.	**Dumbledore (Harry Potter)**
	The Warrior	Those characters are often tough, confident, and skilled in combat. Many army officers, commanders, and persons in charge of armies will occupy this archetype. The Warrior can also be both a good or bad character.	**Achilles (the Iliad)**
	**The Wise**	Their role in their personal life is also in line with being The Wise in the sense that they also serve as aid, advice, and intellect outside of your main character's needs.	**Gandalf (the Lord of the Rings)**
	The Bully	It's often used to make your main character's life a lot harder. They can be a bully physically or even emotionally. As long as they belittle your character to the point of increasing conflict in the story, they're The Bully.	**Miss Trunchbull (Matilda)**

Key Vocabulary		
Key Word	**Definition**	**Contextual Sentence**
Protagonist	The leading character or one of the major characters in a play, film, novel, etc.	The protagonist in Eleven is Alex.
Antagonist	An antagonist is a character in a story who is presented as the chief foe of the protagonist.	The antagonist in Eleven is Jordan.
Character	a person in a novel, play, or film.	Dumbledore is a character in the novel Harry Potter.
Narrator	The one who tells the story.	In The Hunger Games, Katniss Everdeen is the narrator.
Omniscient Narrator	The all-knowing voice in a story. The narrator has greater insight into the narrative events; context; and the characters' motives, unspoken thoughts, and experiences, than any individual character does.	The novel has an omniscient narrator.
Subjective Narrator	A narrator with access to one or more character's personal feelings and thoughts.	The novel has a subjective narrator.
Character Archetype	A character archetype is a typical character that represents specific actions, nuances, and characteristics.	Harry Potter is an example of the leader, character archetype.
Characterisation	The way in which something is described by stating its main qualities e.g appearance, behaviour, actions etc.	The characterisation of Katniss made her a rebel.
Plot	In a literary work, film, or other narrative, the plot is the sequence of events in which each event affects the next one through the principle of cause-and-effect.	The plot of Eleven follows Alex's eleventh birthday.
Narrative perspective	The point of view or vantage point from which the story is told from.	The narrative perspective of Eleven is 3rd person perspective.

The Origins of Tragedy

The Ancient Greeks and Theatre

- Theatre was a form of entertainment. They would go to watch a play to listen to stories.
- Greek plays were performed in Theatrons, they were situation outdoors into hillsides around the Greek city states.
- They could fit hundreds of people in.
- Only men could attend the plays.
- Greek plays were more like an opera.
- The parts were all male and mainly sung.
- They would wear clay masks to change characters-even women.
- The chorus would dance and sing out the main body of the story.
- In the earliest Greek plays, there would be one character who play put different parts while the chorus sang the background.
- Most early Greek plays were called tragedies.
- These plays were told to show how humans could fall down but would rise. The tragedies were about right and wrong and never had happy endings.
- No death could take place on stage. It would have to happen off stage.

Aristotle

- Aristotle was born and died in Greece.
- Aristotle was one of the greatest philosophers who ever lived and the first genuine scientist in history.
- His influence and intellect can be seen throughout history.
- Aristotelian concepts are still a part of our thinking and teachings today.
- Aristotle wrote a book called The Poetics in which he studied Greek dramatic art-drama.
- In his study, he compared tragedy and comedy.
- The aim of tragedy, Aristotle writes, is to bring about a "catharsis" of the spectators. Aristotle described tragedy as something that should make the audience feel; fear, pity and leave the theatre feeling uplifted.
- This catharsis is brought about by witnessing some disastrous and moving change in the fortunes of the drama's protagonist
- Aristotle recognised that the change might not be disastrous but felt this was the kind shown in the best tragedies.

William Shakespeare and the genre of tragedy

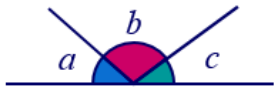
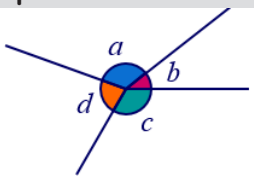
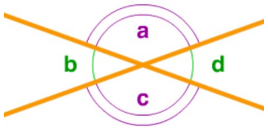
- ► Traditionally Shakespeare play types are categorised as Comedy, History, and Tragedy, with some additional play categories proposed over the years.
- ► The plays grouped as Shakespeare tragedies follow the Aristotelian model of a noble, flawed protagonist who makes a mistake and suffers a fall from his position, before the normal order is somehow resumed.
- ► **List of Shakespeare Tragedy Plays**
- ► **Antony and Cleopatra**
- ► **King Lear**
- ► **Macbeth**
- ► **Othello**
- ► **Romeo & Juliet**
- ► **Titus Andronicus**

Key Vocabulary	Concrete definition	Contextual Sentence
Tragedy	A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character.	*"Shakespeare's tragedies have some of the most iconic villains in English Literature".*
Pity	The feeling of sorrow and compassion caused by the suffering and misfortunes of others.	***"Her voice was full of pity".***
Ancient	Belonging to the very distant past and no longer in existence.	***" The ancient civilizations of the Mediterranean"***
Chorus	The group of actors that performed the chorus and served as major participants in, commentators on, or as a supplement to the main action of the drama.	The chorus opened the play.
Dramatic	Relating to drama or the performance or study of drama.	*"The dramatic arts"*
Soliloquy	"An act of speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play.	"Iago's soliloquy reveals his hatred towards Othello"
Philosopher	A person engaged or learned in philosophy, especially as an academic discipline.	*"Aristotle was one of the greatest philosophers who ever lived".*
Catharsis	The process of releasing, and thereby providing relief from, strong or repressed emotions.	***"music is a means of catharsis for them"***
Playwright	A person who writes plays.	***"William Shakespeare was a famous playwright"***

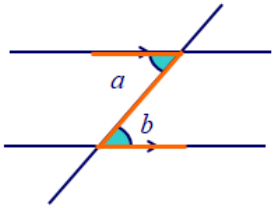
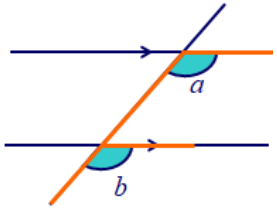
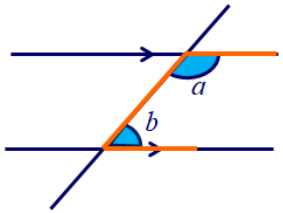
Year 7 Mathematics Knowledge Organiser	Topic	Where does the word parallelogram come from?
	Angles and Measure	*The term '**parallelogram**' was derived from the Greek word '**parallelogrammon**' which stands for "bounded by parallel lines". Hence, a parallelogram is a quadrilateral that is bounded by parallel lines.*

Angles

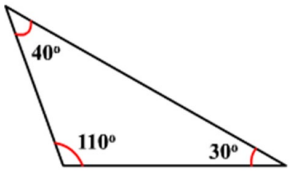
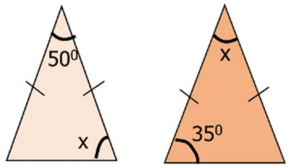
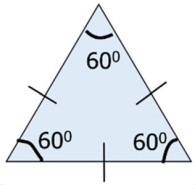
Basic Properties

Angles on a straight line total 180°	Angles formed around a point total 360°	Vertically opposite angles are equal
		
$a + b + c = 180°$	$a + b + c + d = 360°$	Angle A = Angle C Angle B = Angle D

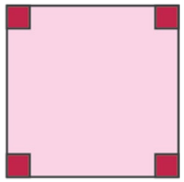
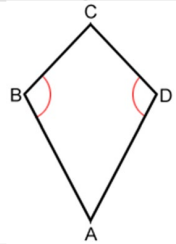
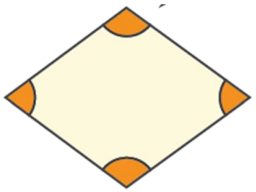
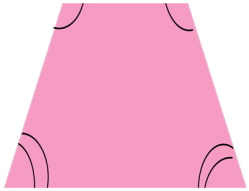
Angles formed by a line intersecting Parallel Lines

Alternate angles	Corresponding Angles	Interior Angles
		
$a = b$	$a = b$	$a + b = 180°$

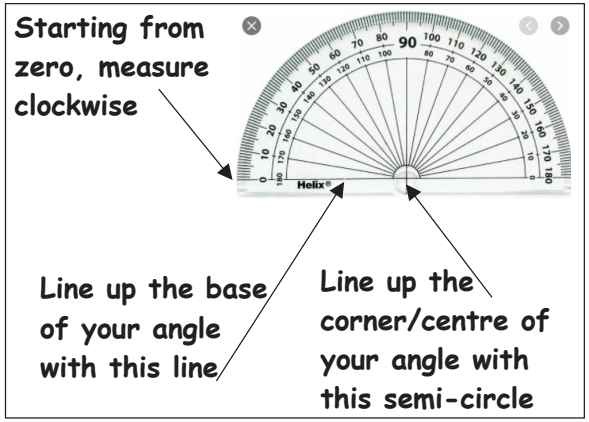
The angles in a triangle add up to 180°

Scalene	Isosceles	Equilateral
No equal side and angles	2 equal side and base angles	3 equal sides and angles
		

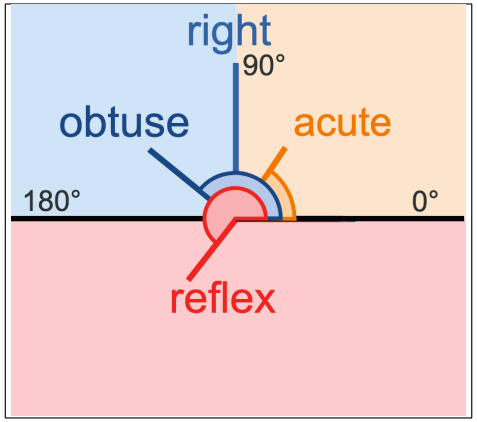
The angles in a quadrilateral add up to 360°

Square	Parallelogram	Kite
All angles are right angles	Opposite angles in a parallelogram are equal	A kite has 1 pair of equal angles
		
Rectangles	**Rhombus**	**Trapezium**
All angles are right angles	Opposite angles in a rhombus are equal	A trapezium <u>can have</u> 2 pairs of equal angles
		

Measuring & Drawing Angles



Types of Angle



Year 7 Mathematics Knowledge Organiser	Topic	Where does the word **fraction** originate from?
	Fraction, Decimals & Percentages	The word **fraction** comes from the late 14c., originally in the mathematical sense, from Anglo-French *fraccioun*, meaning "a breaking" and directly from Late Latin *fractionem* (nominative *fractio*) "a breaking," especially into pieces and in Medieval Latin "a fragment, portion"

Fractions

Recognising fractions

$$\frac{3}{8}$$

Numerator
How many equal parts of the whole are needed?

Denominator
How many equal parts are in the whole?

Mixed numbers

Mixed numbers contain a whole number and a fraction

whole → $2\frac{1}{4}$ ← fraction

Improper fractions

An improper fraction has a numerater which is greater than or equal to the denominator

$$\frac{5}{3}$$

Equivalent fractions

Fractions which have the same value

$$\frac{3}{5} = \frac{6}{10}$$

Percentages

Per cent (%) means out of 100

65% means 65 out of 100

Decimals

Tenths, Hundredths and Thousandths:

Ten	One	tenth	hundredth	thousandth
10	1 .	0.1	0.01	0.001
T	O .	t	h	th

FDP Conversions

= 1	= 1	= 100%
= 1/2	= 0.5	= 50%
= 1/3	= 0.33	= 33.3%
= 1/4	= 0.25	= 25%
= 1/5	= 0.2	= 20%
= 1/8	= 0.125	= 12.5%
= 1/10	= 0.1	= 10%
= 1/100	= 0.01	= 1%

Year 7 Mathematics Knowledge Organiser	Topic
	Solving Equations and Using Formulas

Expression

An expression is a group of numbers, letters and operation symbols

$3x - 6y + 7$ is an expression

Term

A term is a single number or variable, or numbers and variables mutipled together

In the expression $3x - 6y + 7$

$3x$ is a term

$-6y$ is a term

7 is a term

Equations

An equation is a number statement with an = sign.

$5x + 4 = 24$ is an equation

Solving an equation allows us to find the value of an unknown.

In algebra, missing numbers in equations are represented by letters. Any letters can be used but often the letter x is used.

An algebraic x is written to look different to a normal 'x' to avoid confusion

Substitution

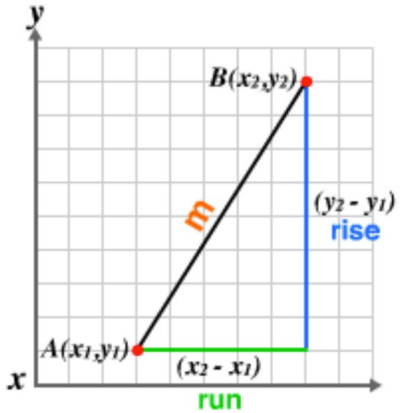
The act of replacing a letter with a value, according to the order of operations, into a given formula or expression.

Linear Graphs

Every straight line can be written in the form $y = mx + c$

m represents the **gradient**

The **gradient** (or slope) is a measure of how steep the line is

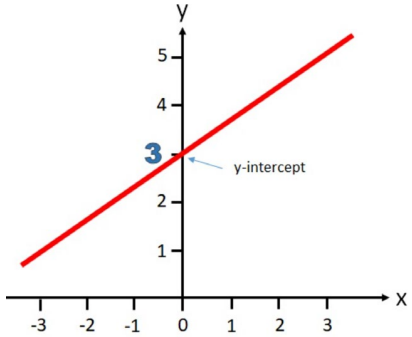


$$\text{Gradient} = \frac{\text{rise}}{\text{run}} \text{ or } AB = \frac{y_2 - y_1}{x_2 - x_1}$$

line	straight line
m	slope
rise	vertical distance the line goes up or down
run	horizontal distance the line goes across

c represents the **y-Intercept**

The **y-Intercept** is the point where it crosses the y-axis



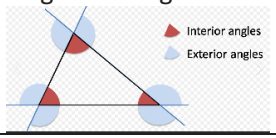
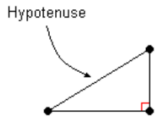
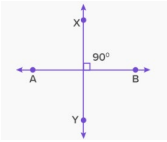
Mathematics Command Words – Tier 2 Vocabulary

Assess	Calculate	Compare…and/to/with	Convert	Draw
Make a judgement or decision based on the information you have.	Work out, showing your method where necessary.	Work out or identify the values required and say which is smaller/larger, etc.	Change a value from one numerical form to another or a measure from one unit to another.	Give an accurate depiction of a graph, map, diagram, etc.
Example Application	**Example Application**	**Example Application**	**Example Application**	**Example Application**
Assess the statements below and decide whether they are true or false	**Calculate** the missing angles in this diagram…	**Compare** the following calculations and say which is larger. 23% of 50 or 60% of 20	**Convert** 0.74 into a fraction in its simplest form.	**Draw** the graph of $y = x^2$ or values of x from –2 to 2

Estimate	Explain	Find	Give reasons for your answer…	Is this correct?
After rounding given values, give an approximate answer to a calculation or measurement.	Give reasons or examples of why or how.	Figure out or work out the answer or missing piece of information	Show a calculation and/or written evidence to support the given statement.	Give an argument, with reasons, whether the statement is correct or not.
Example Application	**Example Application**	**Example Application**	**Example Application**	**Example Application**
Estimate the answer to $\frac{8.62 + 22.1}{5.23}$ giving your answer to 1 significant figure.	Use the table to **explain** how you can tell the conversions cannot all be exact..	**Find** a fraction that is greater than 0.3 but less than 0.4.	Assess the statements below and decide whether they are true or false. **Give reasons for your answer**	Jamal writes the following calculation $\frac{3}{7} - \frac{2}{5} = \frac{15}{35} - \frac{14}{35} = \frac{1}{35}$ **Is he correct?**

Measure	Solve	Show working to support your answer	Work out	You may use… to help you
Use a ruler to measure a length or a protractor to measure an angle.	Find the value(s) that satisfy a given equation or inequality.	If you have made a decision, give a calculation (and wording where it helps) that shows why you made it.	One or more calculations will usually be necessary.	A diagram or table has been given that may be helpful in organising your working, but you do not have to use it.
Example Application	**Example Application**	**Example Application**	**Example Application**	**Example Application**
Measure the angle ABC correct to the nearest degree	**Solve** the equation $4x + 7 = 25$	Anya says the answer is _ Deion says the answer is __ . Who is correct? **Show working to support your answer**	**Work out** three-quarters of one-fifth of 100	Find the angle x, **you may use the diagram to help you**, including writing on the diagram if needed.

Mathematics Command Words – Tier 3 Vocabulary

Interior Angle	Exterior Angle	Hypotenuse	Perpendicular	Fraction
An angle inside a shape, joined between 2 lines	The angles between any side of a shape, and a line extended from the next side	The side opposite the right angle in a right-angled triangle.	Two lines intersecting at 90^0	A fraction represents equal parts of a whole
Example Application	**Example Application**	**Example Application**	**Example Application**	**Example Application**
What is the sum of the **interior angles** of a pentagon?	The **exterior angle** of a regular hexagon is …. 	The **hypotenuse** is the longest side in a right-angled triangle. 	 AB is **perpendicular** to XY	The **fraction** $\frac{1}{3}$ means 1 part of something that has been divided into 3 equal parts

Improper number	Mixed Number	Equivalent	Simplify	Percentage Increase
A fraction where the numerator is greater than or equal to the denominator	A number that contains whole numbers and a fraction	Equal in value	To reduce to its simplest form	Measure of a percentage change where something gains value
Example Application	**Example Application**	**Example Application**	**Example Application**	**Example Application**
Give your answer as an **improper fraction**?	Give your answer as a **mixed number**	Are $\frac{6}{18}$ and $\frac{1}{3}$ **equivalent**? How do you know?	**Simplify** $\frac{6}{42}$	Billy earns £25,000 per year. He gets a pay rise of £5,000. What is the **percentage increase** in his salary?

Percentage decrease	Percentage Multiplier	Quantity	Equation	Linear
Measure of a percentage change where something loses value	Allows calculation of percentage increase or decrease in one calculation	How much there is of something?	An equation is a number statement with an = sign.	An equation or function that is the equation of a straight line and takes the form y = mx + c
Example Application	**Example Application**	**Example Application**	**Example Application**	**Example Application**
In a sale a dress has 20% off. What is the value of the dress after the **percentage decrease?**	1.2 is the **percentage multiplier** to increase an amount by 20%	What is the **quantity** of rice?	$5x$ +4 =24 is an **equation**	$3x$ +4 = 34 is a **linear equation**

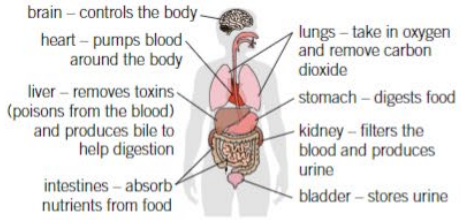
MATHS
-8.2
-14.4
6.9
-23.8
7.8
4.3
-0.3
52.2
30.8
-29.1
19.8
5.9
-25.1
-0.3

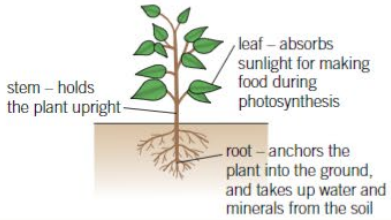
Year 7 Science: Biology – Structure and Function of Body Systems

Multicellular organisms are made up of many cells and have five levels of organisation:

cell	tissue	organ	organ system	multicellular organism	increasing complexity
the smallest building block of an organism	a group of specialised cells working together	a group of tissues working together	a group of organs working together	a group of systems working together	

Plant and animal organs

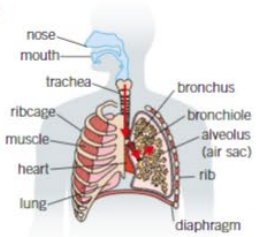


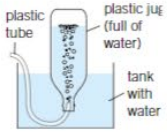


Respiratory system

The respiratory system is involved in:

- breathing in oxygen (for **respiration**)
- breathing out waste carbon dioxide.





Measuring lung volume

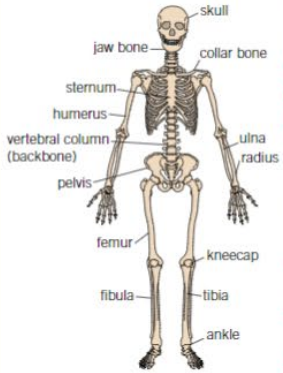
When you breathe out fully into the plastic tube, air from your lungs pushes water out of the bottle.

volume of air in the plastic bottle

=

lung volume

Skeleton



All the bones in your body make up your skeleton.

The four main functions of the **skeleton** are to:

- support the body
- protect vital organs
- help the body move
- make blood cells (in the **bone marrow**).

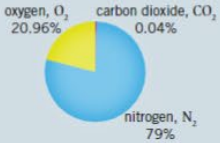
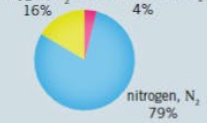
Joints occur between two or more bones. They allow the skeleton to bend.

Three types of joint are:

1. **Hinge joints**
   forwards/backwards movements only, e.g., knees
2. **Ball-and-socket joints**
   movement in all directions, e.g., shoulders
3. **Fixed joints**
   no movement allowed, e.g., the skull

In a joint:
- your bone is protected with **cartilage**
- the two bones are held together by **ligaments**.

What happens when we breathe?

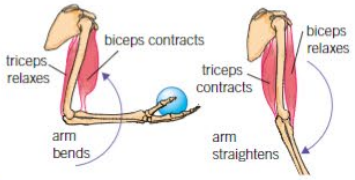
When you breathe in (inhale)	• muscles between ribs contract • ribs are pulled up and out • diaphragm contracts and flattens • volume of the chest increases • pressure inside the chest decreases • air rushes into the lungs	composition of inhaled air: 
When you breathe out (exhale)	• muscles between ribs relax • ribs are pulled in and down • diaphragm relaxes and moves up • volume in the chest decreases • pressure inside the chest increases • air is forced out of the lungs	composition of exhaled air: 

Muscles

Muscles are a type of tissue – lots of muscle cells work together to cause movement.

Types of muscle include:

- **cardiac (heart) muscle**
- **smooth muscle**
- **skeletal muscle**



Muscles are attached to bones by **tendons**.

Muscles produce movement by **contracting** (getting shorter).

If a muscle contracts it pulls the bone, causing it to move.

Antagonistic muscles

Pairs of muscles that work together are called **antagonistic** muscles.

When one contracts the other relaxes.

For example, biceps and triceps work together to bend and straighten the forearm.

Year 7 Science: Biology – Structure and Function of Body Systems

Key word	Definition	Contextual Sentence
antagonistic muscles	A pair of muscles that work together to control movement at a joint – as one muscle contracts, the other relaxes.	When the triceps muscle on the arm relaxes, the biceps in the arm contract, these are an example of antagonistic muscles
bone	A tissue that forms a hard structure, used to protect organs and for movement.	In a human skeleton, there are 206 bones.
cartilage	The strong, smooth tissue that covers the end of bones to prevent them rubbing together.	He has a torn cartilage in his knee.
diaphragm (breathing)	The sheet of muscle used in breathing.	The diaphragm contracts when you inhale which pulls air into the lungs. When you exhale, the diaphragm relaxes, and the air is pushed out of lungs.
exhale	Breathing out, to remove carbon dioxide.	When we exhale, we breathe out to remove the carbon dioxide.
gas exchange	The transfer of gases between an organism and its environment.	Gas exchange occurs in your lungs, allowing you to take in lots of oxygen
inhale	Breathing in, to take in oxygen.	When we inhale, we breathe in to take in oxygen.
joint	A part of the skeleton where two bones join.	The joins in our body are flexible.
ligament	Joins two bones together.	He's snapped a ligament in his knee.
organ	A group of tissues working together to perform a function.	The main organs in an animal are the brain, heart and lungs.
organ system	A group of organs working together to perform a function.	The circulatory organ system transports material around the body in the blood
respiration	A chemical reaction where food and oxygen are converted into energy, water, and carbon dioxide.	Respiration is one of the life processes that all living things will do.
respiratory system	The organs involved in gas exchange.	Your lungs are part of your n the respiratory system, allowing air to enter your body and then the oxygen to reach your blood
skeleton	All the bones in an organism.	LL the bones in our bodies make up a framework, this is called a skeleton
tendon	Joins a muscle to a bone.	When a muscle contracts it pulls the tendon joined to the bone, so the bone moves.
tissue	A group of similar cells working together to perform a function.	An example of an animal tissue id a muscle tissue

Year 7 Science: Chemistry – Elements, Atoms and Compounds

Atoms

Atoms are incredibly tiny particles that make up all substances.

There are 92 types of atom – one for each of the 92 elements that exist naturally.

Each type of atom has different properties (e.g., size or mass).

Elements

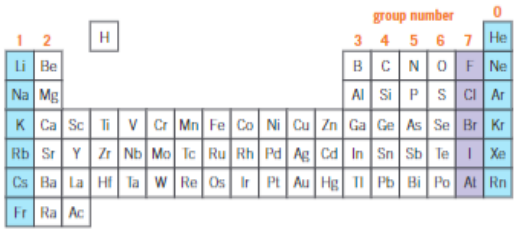
An **element**:

- cannot be broken down into other substances
- is made of one type of atom only.

Examples of elements include gold, potassium, carbon, and hydrogen.

The names and symbols of all the elements can be found on the **Periodic Table** of elements.

Elements in the Periodic Table are grouped together by their properties, which are different for each element.



The **chemical symbol** for an element is universal – it is the same in every language, even if the name of the element is different.

Some examples of chemical symbols for common elements are:

hydrogen	H	sulfur	S
carbon	C	sodium	Na
oxygen	O	chlorine	Cl
nitrogen	N	magnesium	Mg

Molecules

A **molecule** is made up of atoms all chemically bonded to each other.

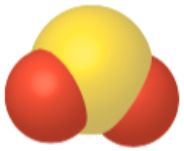
Molecules can be made up from:

several of the same type of atom

for example, *oxygen gas* O_2

two or more types of atoms

for example, sulfur dioxide SO_2



Different elements have different masses. So, in a molecule, the different atoms that make it up have different masses.

For example, a molecule of water has two hydrogen atoms and one oxygen atom.

Chemical formulae

A **chemical formula** tells you how many of each atom there are in a molecule relative to each other.

H_2O

two hydrogen atoms for every oxygen atom

$MgCl_2$

two chlorine atoms for every one magnesium atom

$NaOH$

one sodium atom for every one oxygen atom, and every one hydrogen atom

Compounds

Compounds:

- are made of two or more *different* atoms strongly joined together.
- can be broken down into other substances.

Naming compounds

In a compound made of a metal and a non-metal, the name of the metal comes first.

for example, iron bromide, magnesium fluoride

If the non-metal atom is oxygen, it is called oxide. If the non-metal atom is chlorine, it is called chloride.

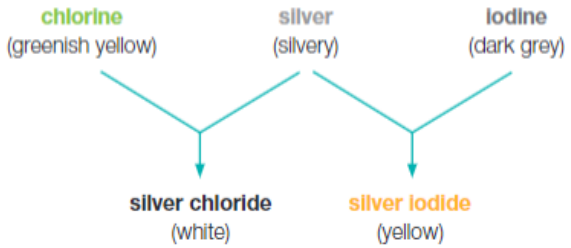
for example, copper oxide, sodium chloride

In a compound made of a non-metal and oxygen, oxygen comes second and is called monoxide if there is one oxygen atom or dioxide for two oxygen atoms.

for example, carbon monoxide, sulfur dioxide

When atoms join together to make a compound, the compound has properties that are different to the properties of the atoms that make them up.

For example, the colours of silver compounds are very different from the colours of the elements that make them up:



Key word	Definition	Contextual Sentence
atom	The smallest part of an element that can exist.	An atom is very tiny, a special microscope is used to see them
chemical formula	A formula that shows the relative number of atoms of each element in a compound.	The chemical formula of water is H_2O and carbon dioxide is CO_2
chemical symbol	A one- or two-letter code for an element that is used by scientists in all countries.	The chemical symbols are on the periodic table, the symbol for carbon is C.
compound	A substance made up of atoms of two or more elements, strongly joined together.	An example of a compound is sodium chloride, NaCl, which is salt.
element	A substance that cannot be broken down into other substances.	Everything that exists in the universe is made of elements, including humans!
molecule	A group of two or more atoms, strongly joined together.	Molecules are usually gases for example, oxygen, carbon dioxide, nitrogen and methane (natural gas).
Periodic Table	A table of all the elements, in which elements with similar properties are grouped together.	The periodic table was originally made in 1869 by a Russian Scientist, Dimitri Mendeleev.

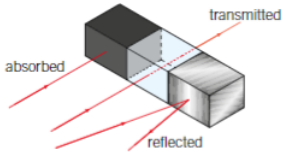
Year 7 Science: Physics – Light

How does light travel?

Luminous objects are sources of light.

Non-luminous objects do not produce their own light.

When light hits an object it can be **absorbed**, **reflected**, or **transmitted**.



If an object is:

transparent – most light is transmitted

translucent – light is scattered

opaque – no light is transmitted so a shadow is produced.

Light can travel through gases, some solids and liquids, and completely empty space (a vacuum).

The speed of light in a **vacuum** is about 300 000 km/s.

Distances in space are measured in **light-time**. Remember that light-time is a distance (not a measure of time).

A light-minute is the distance light travels in one minute.

A light-year is the distance light travels in one year.

Colours of light

A **prism** refracts different colours of light by different amounts. This disperses light into a continuous **spectrum** of colours.

The **primary colours** of light are **red**, **green**, and **blue**.

Secondary colours are produced when any two primary colours are mixed.

Filters subtract colours from white light, so that only one colour of light is transmitted.

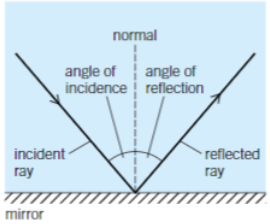
Objects appear to be different colours because they reflect some colours of light and absorb others.

Black objects absorb all colours and white objects reflect all colours.

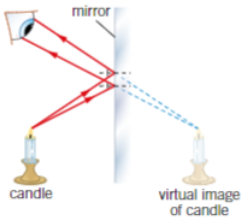
Reflection and refraction of light

The **law of reflection** states that:

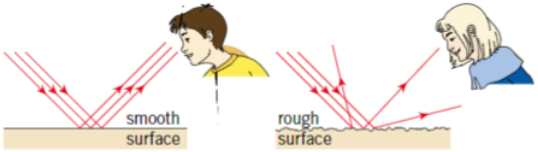
The **angle of incidence** is equal to the **angle of reflection**.



Images in mirrors are **virtual** – they look like they are behind the mirror.



Whether or not you can see a clear reflected image depends on how smooth the surface is:



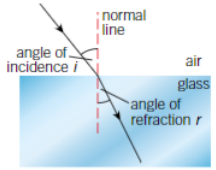
specular reflection **diffuse scattering**

Refraction is when light changes direction when it travels from one **medium** (material, such as air or water) to another.

Refraction happens because light travels at different speeds in different materials.

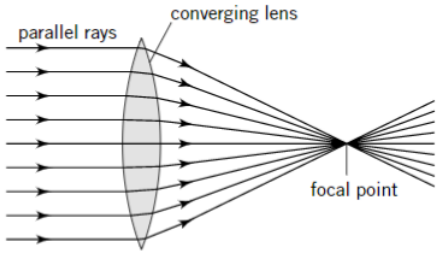
Rays of light will be refracted:

- towards the **normal** if they slow down, such as going from air to glass
- away from the normal if they speed up, such as going from water to air.



Lenses use refraction to spread out or **focus** light.

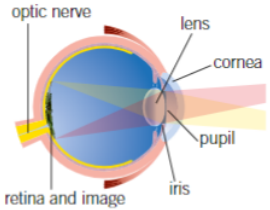
Convex (or **converging**) lenses (like the ones in your eyes) are shaped to focus the light to a point – called the **focal point**.



How do eyes and cameras work?

Light entering your eye is refracted by the **lens**, focusing it on the **retina** and creating an inverted image.

Photoreceptors detect the light hitting your retina and send an electrical impulse to your brain.



Cameras work in the same way as your eye – light passes through an opening and a **real image** is formed on a screen or film.

Digital cameras now have a **charge-coupled device** (**CCD**) instead of film – when light hits a **pixel** it produces an electrical charge.

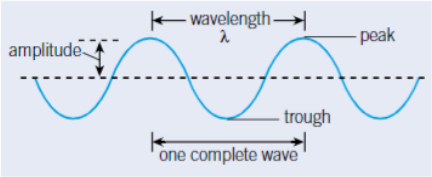
Year 7 Science: Physics – Light

Key word	Definition	Contextual Sentence
absorb	Taken into a material.	The black jumper absorbed a lot of heat
dispersion	The splitting up of a ray of light of mixed wavelengths by refraction into its components.	The light was dispersed into the colours of the rainbow by the prism
emit	To give out.	The light bulb emits light into the room
filter	A piece of material that allows some radiation (colours) through but absorbs the rest.	The coloured filter made everything appear blue when you looked through it
frequency	The number of complete waves or vibrations produced in one second (measured in hertz).	The frequency of the wave was increased and the sound became higher pitched
lens	A device made of shaped glass that focuses light rays from objects to form an image.	The light waves became more intense when shined through the lens
luminous	Gives out light.	The sun is luminous
non-luminous	Objects that produce no light.	The moon and the earth are non – luminous
opaque	Objects that absorb, scatter, or reflect light and do not allow any light to pass through.	The wall is opaque, light cannot pass through
pixel	A picture element found at the back of a digital camera.	The phone has lots of pixels and therefore the screen picture is very clear
plane	A mirror with a flat, reflective surface.	The light bounced off the plane surface of the mirror.
prism	A triangular-shaped piece of glass used to produce a spectrum of light.	The prism was used to split the light into the 7 colours
reflect	Bounce off.	The light reflected off the mirror into your eyes
refraction	The change in direction of a ray or wave as a result of its change in speed.	The light appears to have bent when you look at the straw in water, this is refraction
spectrum	A band of colours produced when light is spread out by a prism.	A rainbow is a spectrum of all the colours of light
translucent	Objects that transmit light but diffusing (scattering) the light as it passes through.	Tracing Paper is translucent
transmit	When light or other radiation passes through an object.	The light transmits through the window
transparent	Objects that transmit light and you can see through them.	Glass is transparent
wave	A vibration that transfers energy.	Both light and sound move as waves

Year 7 Science: Physics – Sound

Properties of waves

A wave is an **oscillation** or **vibration** that transfers energy. Matter is not transferred. Waves can be longitudinal or transverse.



Amplitude – distance from the middle to the top or bottom of the wave

Wavelength – distance between a point on the wave to the same point on the next wave

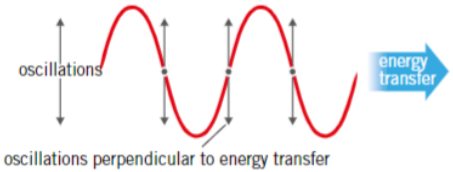
Trough – bottom of the wave **Peak** – top of the wave

Frequency – how many waves go past a particular point in a second, measured in **hertz** (Hz) or kHz

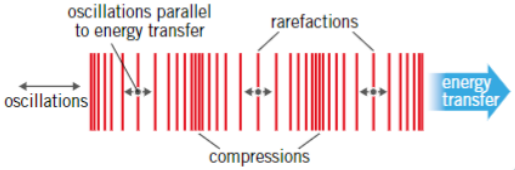
If waves meet they **superpose**. This means they add up or cancel out, depending on if they are in time with each other or not.

Transverse and longitudinal waves

Transverse waves



Longitudinal waves



Sound waves

Sound is produced by vibrations, which make air molecules oscillate.

Sound is a longitudinal wave.

speed of sound

fastest — in solids (e.g., steel ≈ 5000 m/s)

in liquids (e.g., water ≈ 1500 m/s)

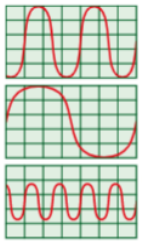
slowest — in gases (e.g., air ≈ 340 m/s)

Waves can be **reflected** from a surface. The wave hitting the surface is the **incident wave**, and the wave bouncing off is the **reflected wave**.

A reflected sound wave is heard as an echo. The time delay of an echo can be used to work out the distance to an object.

Ultrasound (waves >20 kHz) is used to make images of unborn babies, in medical scans, and for underwater (sonar) searches.

Measuring sound



Oscilloscopes display sound waves.

Humans can hear frequencies 20 Hz to 20 kHz. Above this is ultrasound. Below this is **infrasound**.

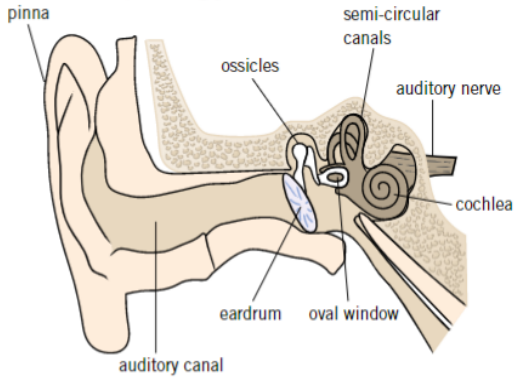
Sound volume is measured in **decibels** (dB). The decibel scale is not linear – a 10 dB increase is 10 times the volume.

Recording and playing sounds

In a microphone sound waves hit a **diaphragm** making it vibrate. This produces an electrical signal by moving a coil of wire over a magnet. Speakers are the opposite to microphones – an electrical signal is turned into sound by moving a cone backwards and forwards.

Hearing

Your ear is made of many specially adapted structures that detect and transmit sound waves, allowing you to hear noises.



Part of ear	Structure	Function
outer ear	**pinna**	directs sound into auditory canal
	auditory canal	sound travels through it to reach the eardrum
	eardrum	vibrates and passes vibrations to the ossicles
middle ear	**ossicles**	tiny bones that **amplify** sound
inner ear	**cochlea**	filled with thousands of tiny hairs and liquid – sound makes the hairs move, which sends an electrical signal to your brain
	semi-circular canals	helps you keep your balance

Hearing damage be caused by a number of factors, for example:

- a hole in the ear drum (grows back naturally)
- canal blocked with wax (curable)
- loud sounds or injury, causing damage to the hairs in the cochlea (permanent).

Year 7 Science: Physics – Sound

Key word	Definition	Contextual Sentence
amplify	To increase the amplitude of a sound so that it sounds louder.	Singers use microphones to amplify sounds
amplitude	The distance from the middle to the top or bottom of a wave.	The loudness of sound waves is measured by their amplitude
audible range	The range of frequencies that you can hear.	For humans with average hearing, the audible range is usually specified as 20 Hz to 20 kHz
decibel	A commonly used unit of sound intensity or loudness (dB).	When you turn your music up as loud as it can possibly go, you listen to your music at the highest decibel.
echo	A reflection of a sound wave by an object.	When you shout in a tunnel, you will hear an echo of your voice.
hertz	The unit of frequency (Hz).	The sound wave was measured in hertz.
infrasound	Sound below a frequency of 20 Hz.	Elephants can hear infrasound even over large distances.
longitudinal	A wave where the vibrations are in the same direction as the direction the wave moves.	Sound waves are longitudinal waves.
loudness	How loud you perceive a sound of a certain intensity to be.	The loudness of the song can be increased .
microphone	A device for converting sound into an electrical signal.	When presenting the actor used a microphone so the audience could hear.
oscillation	Something that moves backwards and forwards.	The air oscillates back and forth to move the sound along.
oscilloscope	A device that enables you to see electrical signals, like those made by a microphone.	The sound is measured on the oscilloscope and a graph of the vibrations is created.
pitch	A property of sound determined by its frequency.	A whistle is a sound that has a very high pitch.
reflection	The change in direction of a ray or wave after it hits a surface and bounces off.	The sound reflected of the walls to create an echo.
speed of sound	The distance sound travels in one second (330 m/s).	The jet plane travelled faster than the speed of sound
transverse	The vibrations are at right angles to the direction the wave moves.	Light waves are transverse waves.
ultrasound	Sound at a frequency greater than 20 000 Hz, beyond the range of human hearing.	Bats communicate using ultrasound.
vacuum	A space in which there is no matter.	A vacuum has been created by the pump.
vibration	Backwards and forwards motion of the parts of a liquid or solid.	The guitar string vibrated to make sound.
vocal chords	The pieces of skin that vibrate to produce sound.	Before the performance, a singer will warm up their vocal chords.

Half Term One What are the key beliefs and practices of a Christian?
1. How did Christianity begin?
2. Who is Jesus?
3. What is the Bible?
4. What are the different denominations?
5. What are key Christian festivals?
6. What does it mean to be part of the Christian community?
7. Review and Assessment

1. How did Christianity begin?

Christians believe in one God. The word for belief in one God is monotheism. Christians have a very important belief called the Trinity. This is the belief there is one God, but he is revealed as three forms; God as the Father, God as the Son and God as the Holy Spirit. Christians believe Jesus is the Son of God. Jesus is responsible for the start of Christianity.

0CE- Jesus is born. Christians believe this is God putting himself in a human body to teach the world the right way to live.

30CE- Jesus is baptised by his cousin John the Baptist. This is when Christians believe he realises he is the Son of God. From this point Jesus begins to teach people about God and perform miracles.

33CE- Jesus is arrested for the crime of blasphemy- lying about being the Son of God. Jesus is found guilty and executed on Good Friday by crucifixion. Christians believe Jesus dies to wipe out the sin of human beings so they can achieve eternal life in heaven. Three days later on the Sunday Christians believe Jesus rises from the dead (resurrects). Christians believe this proves Jesus is the Son of God.

2. Who is Jesus?

Christians believe Jesus is the Son of God. Many people debate whether Jesus was in fact a real person.

Evidence for Jesus existing

1. The gospels are the 4 books in the bible that record the life of Jesus. The gospels are named after the disciples who wrote them- Matthew, Mark, Luke and John. All four of these gospels record the life of Jesus.
2. Tacitus, a Roman historian, refers to Christ, his execution by Pontius Pilate and the early existence of Christians.
3. Josephus, a Jewish historian, refers to the crucifixion of Jesus

Evidence against Jesus existing

1. There are no artefacts or physical evidence to support the existence of Jesus.
2. The Gospels are second hand accounts written after the death of Jesus.
3. The Gospels accounts contain contradictory information.

3. What is the Bible?

The Bible is the holy book for Christians. It is often referred to as scripture which means sacred writings. The Bible is a collection of books that is split into two parts.

The first part is the Old Testament. This contains stories laws, songs prophecies and history. The Old Testament contains 39 books and it prepares the world for the coming of Jesus.The second part of the Bible is called the New Testament. This records the life and teachings of Jesus and his early followers.

There are 27 books in the New Testament. The first four books are referred to as the gospels. These four books are Matthew, Mark, Luke and John and they are all about the life of Jesus.

4. What are the different Christian groups?

There are approximately 2.4 billion Christians in the world today. However, Christianity has divided into different groups due to differing beliefs. A denomination is a group within Christianity that has its own way to practice the faith. As Christianity spread different practices and beliefs started to emerge. In 1054 Christianity divides into two groups, Christianity in the East, now known as Eastern Orthodox and Christianity in the West, now known as Roman Catholic. This event is called the Great Schism. In the 1500s a religious movement known as the Reformation swept through Europe. Its leaders criticised the Roman catholic Church on its power and wealth. They broke away from the Catholic church and started Protestant Christianity. Today it is estimated there are over 34,000 different Christian denominations.

5. What are the key Christian festivals?

1. Christmas celebrates the birth of Jesus, as told in the Gospels of Matthew and Luke. The festival of Christmas does not fall on Jesus' actual birthday, and different denominations celebrate it on different dates. Protestant and Catholic Christians celebrate Christmas on the 25th December, while Orthodox Christians celebrate it on the 6th January. Christians will have church services with carols on Christmas Eve and Christmas Day as Christians thank God for his gift of Jesus. Christian churches often run events for those in need over the Christmas period, as the idea of Christmas is to spread love and peace. For example, a church might provide a space to give food and temporary shelter for people in need.

2. Easter begins with Lent, which is the name given to a period of 40 days leading up to the day of resurrection. The week leading up to the resurrection is known as Holy Week and there are special services held in Christian churches across the week. Good Friday remembers Jesus' crucifixion. Many Christians may fast on this day or take part in processions called Stations of the Cross which re-enacts the final journey of Jesus when he carried his cross to his crucifixion. Easter Sunday remembers Jesus' resurrection. It is a day of joy to celebrate what God has done for humanity. Chocolate eggs are often given to celebrate new life.

7. What does it mean to be part of the Christian community?

Many Christians might wear a cross or crucifix to show they are part of the Christian community. They might also go to church to worship God or read the bible. Many Christians may take part in important rites of passage in a Church such as a baptism that welcomes them to the Christian faith.
However, the most important way to demonstrate you are a Christian is to follow and act on Jesus' teachings such as the Parable of the Sheep and Goats.

• Many Christians follow Jesus' teachings by helping the vulnerable in society. Many Christians become doctors or nurses. Some contribute to charities such as Christian Aid.
• Many Christians work for world peace by protesting against wars or sending volunteers to areas of conflict to support peace activists.
• Many Christians work to look after the planet by litter picking or joining environmental groups such as Blessed Earth.

Key Term	Definition	Contextual Sentence
Monotheism	The belief in one God	Christians believe in monotheism
Trinity	The belief in one God who can be experienced in three forms; Father, Son and Holy Spirit.	The trinity is a key Christian belief.
Bible	The holy book for Christians.	The Bible is a collection of many books.
Old Testament	The first part of the Bible written before Jesus.	The Old Testament contains 39 books.
New Testament	The second part of the Bible focussed on the life of Jesus.	The New Testament contains 27 books.
Gospels	'Good News'. Four books in the New Testament that detail the life of Jesus.	The Gospels are Mathew, Mark, Luke, and John.
Church	The place of worship for a Christian.	Christians gather to worship in a church.
Roman Catholic	A Christian denomination that has approximately 1.2 billion followers.	The Pope is the head of the Roman Catholic Church.
Protestant	A Christian denomination with approximately 800 million followers.	The Protestant Church base their beliefs solely on the bible.
Orthodox	A Christian denomination that exists mainly in the East with approximately 200-260 million followers.	The Patriarch is the leader of the Eastern Orthodox Church.
Festival	A day or period of celebration, typically for a religious reason.	Christians have a festival calendar.
Christmas	The annual Christian festival celebrating Jesus' birth.	Christians give gifts at Christmas.
Easter	The annual Christian festival celebrating the resurrection of Jesus.	Christians may eat chocolate eggs on Easter Sunday.

Half Term Two How does religion change the world?
1. What are the positives and negatives of religion?
2. What is a multicultural society?
3. How do religions work for social justice and human rights?
4. What is prejudice and discrimination?
5. What is religious freedom?
6. How does religion help those in need?

1. What are the positives and negatives of religion?

Many people disagree over whether religion changes the world they live in for the better or for the worse.

Some see religion as a positive force in the world because:
1. It brings people together in a community and can inspire people to help the vulnerable in their community.
2. It provides a moral framework.

Some see religion as a negative force in the world because:
1. It has often been the source of conflict in the world.
2. It can be the cause of prejudice and discrimination.

2. What is a multicultural society?

Multi-culturalism is a word that describes a society where many different cultures live together. Multi-culturalism allows differences in customs, religious beliefs and opinions in an area or country. Britain as a multi-cultural society began after WW2. People came to Britain because of encouragement from the UK government. As technology and the ability to travel increased, this led to an increase in immigration and people being able to live and work in other countries.

Positive of a multi-cultural society
1. Life is more varied and interesting. A multi-cultural society brings variety in food, music, dress etc.
2. There are increased opportunities to learn about other people's culture which helps to reduce discrimination.

Issues to overcome in a multi-cultural society
1. There can be prejudice and discrimination towards different ethnic groups
2. There can be communication problems because of language barriers.

3. How do religions work for social justice and human rights?

Many different groups, both religious and non-religious strive for social justice to help promote fairness in the world.
Christians help by:
• Following the teachings of Jesus to "Love your neighbour.' This means they try to improve lives of the less fortunate in society by giving to charity and campaigning for equal rights.
Muslims try to help by:
• Giving Zakah which is giving 2.5% of their savings annually to charity. Many Muslims also become involved in social and community projects such as working with the homeless and poor.

The declaration of Human Rights also helps promote equality and fairness it states that:
"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood"

4. What is prejudice and discrimination?

All religions teach against prejudice and discrimination, Christians would use the teaching of St Paul "There is neither Jew nor Gentile (non Jew), neither slave nor free, nor is there male or female for you are all one in Christ". This shows that everyone should be treated fairly and given a chance. In Islam, Muslims would use the teaching of "People are as equal as the teeth of a comb" in the Hadith to show that prejudice and discrimination are both wrong.

5. What is religious freedom?

Religious Freedom is an expression used that refers to allowing people to freely practice their religion without any issues and discrimination. In some countries it has been made illegal to wear religious items or symbols to the workplace. Many see this as a violation of the Universal Declaration of Human Rights.

Religious groups would allow religious freedom, even if it means that the other person is not follow the same religion as them. This is because in Christianity the Bible says "If it is possible, as far as it depends on you, live at peace with everyone." Romans 12:18, showing that they should live in peace with other religious groups.

6. How do religions help those in need?

Charity is an important duty for many religious people. Both Christians and Muslims believe that wealth is a gift from God and should be used responsibly.

Muslims believe the value of money is only in the good that it can do, especially helping the poor. Therefore, Muslims are expected to give 2.5% of their savings to help those in need. An important Muslim charity is Muslim Aid.

For Christians, the Bible teaches against greed and selfishness e.g. the Parable of the Rich Man and Lazarus. This has led Christians to form charities such as Christian Aid and Cafod.

Key Term	Definition	Contextual sentence
Multi-culturalism	A society where many different cultures live together.	Multi-culturalism brings many benefits to a society.
Multi-faith	A multi-faith society is one where many different religions live together.	The UK is a multi-faith country.
Ethnic minority	A group within a community which has different national or cultural traditions from the main population.	There are different groups of ethnic minorities in the UK.
Social Justice	Social Justice is ensuring that society treats people fairly no matter if they are poor or rich and protect people's Human Rights.	Many religious groups fight for social justice.
Human Rights	A right which is believed to belong to every person. Human rights are moral principles or norms for certain standards of human behaviour and are regularly protected in municipal and international law.	The declaration of Human Rights helps to protect human life and how people are treated.
Prejudice	Is a preconceived opinion that is not based on reason or experience.	People can suffer prejudice because of their religion, race, gender, or sexuality.
Discrimination	Unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.	Treating people differently because of their gender or race is discrimination.
Religious Freedom	A principle that supports freedom of an individual or a community, in public or private, to manifest religion or belief in teaching, practice, worship and observance.	Religious freedom is an important part of the declaration of Human Rights
Marginalised	To treat a person or group as insignificant.	By removing religion from the public space, we marginalise it.
Inter-faith relations	The positive interaction of different religions.	Positive inter-faith relations can give a boost to charity work.
Ecumenical	Promoting unity across the Christian Churches.	He was a member of an ecumenical committee.
Islamophobia	Islamophobia is dislike, prejudice and discrimination against Muslims and Islam.	The government must work hard to tackle Islamophobia.
Altruism	Selfless concern for the well-being of others.	Some people work with the vulnerable out of altruism.
Influential	Having an impact or shaping how people act or how things occur.	His work was influential in Christian theology.

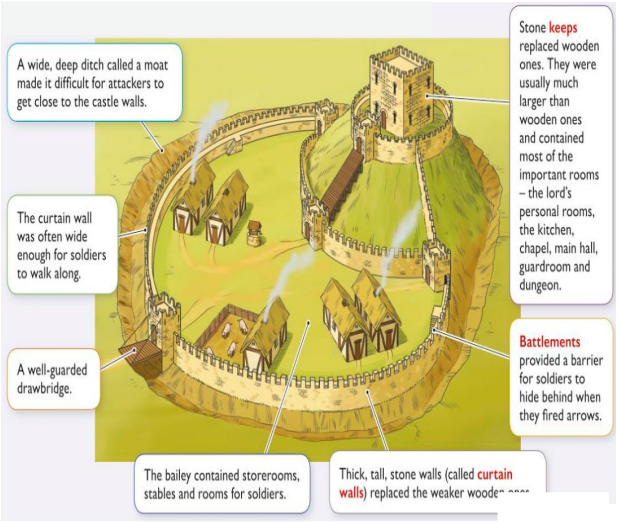
HISTORY

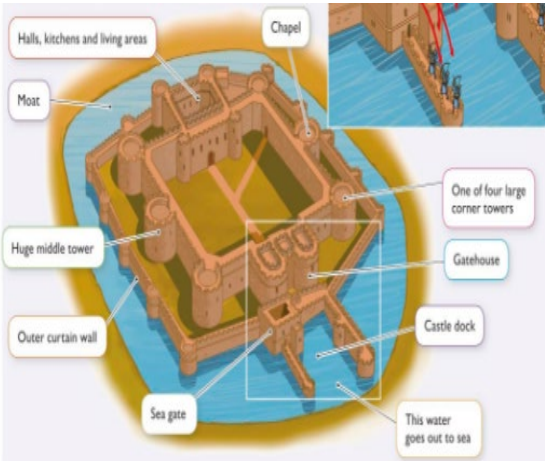
Year 7 Spring Term - Medieval Life

How did castles change?

The early wooden castles that had been built by the Normans quickly had been replaced by stone castles. This took time, money and a suitable place to build the castle. Stone castles were strong and much easier to defend . Early stone castles were like Motte and Bailey castles and would strike fear into those who saw it. If a castle had a strong outerwall a lord might not build a keep and might build his rooms within the Bailey.

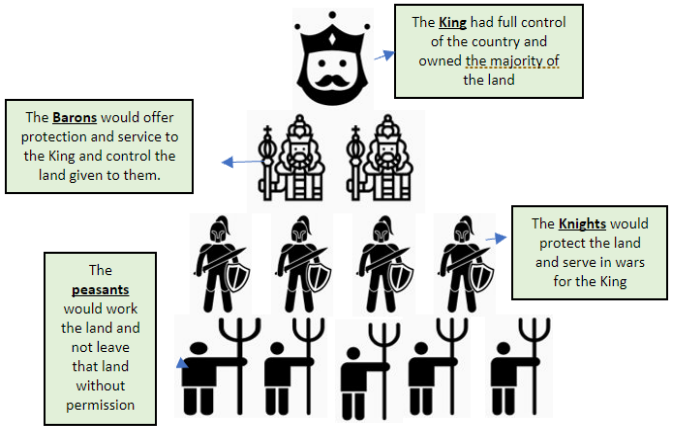
It was incredibly difficult for an attacker to break into a stone castle with thick walls. However, it wasn't long until attackers produced new ideas. Square corners would be mined underneath and would collapse. New machines could throw huge boulders that could break down the walls. As a result, the defenders had to produce new ideas to protect themselves. Concentric castles began to appear. They were more regular in shape than earlier castles and used moats where possible. This made it harder for attackers to get catapults near the castles. The towers were also round so were harder to mine under. Each set of walls decreased in height so that archers on the upper walls could shoot over the heads of the soldiers below. Castles were later modified into lavish homes as the country became more peaceful in the early 1400s. Castles became about comfort first and defence second.





Motte	A mound of earth upon which the keep was built
Bailey	A courtyard in which the buildings stood
Keep	The strongest and tallest place in the castle
Moat	A deep ditch around the castle
Barbican	An extra strong gatehouse
Portcullis	A tough iron gate
Battlement	A wall with gaps along the top for firing through

The Feudal System



Women in medieval times

In the early Middle Ages, the life of a woman was hard:

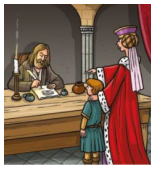
- There were limits on what a woman could do.
- A woman couldn't marry without her parents' permission.
- A woman was not allowed to own any property, unless her husband died, and she became a widow.
- Women had no legal rights.
- Women couldn't get a divorce.
- Women were restricted in their career. Women couldn't go to university to become a doctor or a lawyer. However, women could dedicate their lives to God and become a nun.
- The average age for a women to marry was 17.
- Women were expected to take care of the home and children.
- Rich women wouldn't get to choose who they married. Her family would choose and the husband would receive a dowry (payment) from his new wife's family. This type of marriage would strengthen the ties between two rich and powerful families.

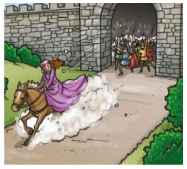
Matilda the forgotten Queen

1. When King Henry I died in 1135, Stephen (who was based in England) raced to London and was crowned king. Matilda, who had been living in France with her French husband, was furious. She gathered an army. Stephen rewarded his loyal followers, but he was weak and could not control some of the barons. The country was in chaos.

2. Matilda and her supporters landed in England and fierce fighting broke out. In 1141, Matilda's forces captured Stephen and she declared herself 'Lady of the English'.

3. Matilda's victory didn't last long. The people of London didn't like her (because she made them pay more taxes) and rose up against her. She had to run away to France for safety and Stephen was declared the King again.





4. Matilda didn't give up. After more fighting, she and Stephen eventually reached a deal. Stephen would remain King of England – but Matilda's eldest son (Henry) would take over after Stephen's death. So when Stephen died in 1154. Matilda's son became King Henry II

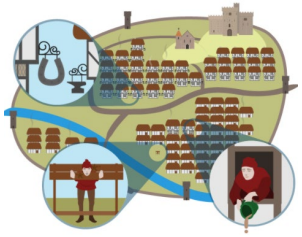
Year 7 Spring Term - Medieval Life

Medieval Life

Most people were farmers who lived in the same villages all of their lives. Some were freemen owning their own land but many were villeins who worked for their lord in return for some land. Most people ate what they grew. Other things they needed they would either make themselves or buy in local markets. The markets were in towns where craftspeople, merchants and traders lived with their servants. The making and selling of goods was controlled by the different craft guilds which had a lot of power. Everything was made by hand and artists and craftspeople were greatly valued.

England had a mainly primary economy, producing raw materials. Its most valuable export was high quality wool which merchants sold to weavers in the Low Countries who made it into cloth. Kings who wanted to increase their wealth to fight wars did so by taxing goods coming in and out of England. They realised that England - and the Crown - would be richer if people learned how to weave fine woollen cloth themselves and sell it overseas.

Death was very present in people's lives. Many mothers died in childbirth, infant mortality was high and in the mid 14th century the Black Death killed up to half the population. This caused a serious labour shortage: England needed farm workers, servants and craftspeople all over the country.



Medieval Villages

In the early Middle Ages, under the feudal system, the life of a peasant was hard:

- Even in the later Middle Ages, the medieval peasant's life was hard and the work back-breaking. It followed the seasons – ploughing in autumn, sowing in spring, harvesting in August. Work began at dawn, preparing the animals, and it finished at dusk, cleaning them down and putting them back into the stalls.
- A peasant's hut was made of wattle and daub, with a thatch roof but no windows.
- Inside the hut, a third of the area was penned off for the animals, which lived in the hut with the family. A fire burned in a hearth in the centre of the hut, so the air was permanently eye-wateringly smoky. Furniture was maybe a couple of stools, a trunk for bedding, and a few cooking pots.
- Many peasants' huts included a simple loom, which is a device used to weave cloth. The daughter would spin wool using spinning tools known as a distaff and spindle, and the wife would weave it into rough cloth.
- Peasant food was mainly vegetables, plus anything that could be gathered – nuts, berries, nettles. The usual drink was weak, home-brewed beer. Honey provided a sweetener. If he ate bread, the peasant did not eat white wheat bread, but black rye bread.
- The most difficult time was late spring, when food stores were running out, and new food was not yet growing. A poor harvest meant that some of the villagers would starve to death.
- A male peasant would wear a rough tunic, with a hood and gloves, and leather shoes with wooden soles. Women wore a coarse gown over a sleeveless slip.
- Towards the end of the Middle Ages, when some peasants were growing quite rich, 'sumptuary laws' forbade them to wear clothes above their class.
- Village life was not all misery. Holy days meant a day off work. Peasant fun was rough – wrestling, shin-kicking and cock-fighting. The ball was almost unnecessary to a medieval ball game, which was basically a fight with the next village. Occasionally a travelling musician or bear-baiter would pass through.

Medieval Towns

- A medieval town would seek a charter giving it the right to become a borough. The rich merchants would then be allowed to choose a mayor and hold a market.
- Houses were made of a wooden frame, with the gaps filled with woven strips of wood, known as 'wattle', and covered, or 'daubed', with clay and horse-dung. Most roofs were thatch.
- Medieval shops were workshops, open to the street for customers, with the craftsman's house above. Because few people could read, shops signs were a huge model showing the craftsman's trade. People of the same trade often worked in the same street.
- The streets of a medieval town were narrow and busy. They were noisy, with the town crier, church bells, and traders calling out their wares. There were many fast food sellers, selling such things as hot sheep's feet and beef-ribs.
- Nobody was supposed to carry a weapon or wear a mask.
- At dusk, a bell rang for curfew, when everyone was supposed to shut up their house. The gates to the town would be closed, and a watch would patrol the streets looking for thieves, and apprentices who had stayed out late.
- Criminals were put in the stocks or the pillory. These were wooden boards with holes for feet, hands or head. Medieval punishments were cruel, and crimes such as theft were punished by hanging.
- In November the poor of the town would elect a 'lord of misrule', who would wear a paper crown and get up to mischief. At Christmas poor people would go round town demanding traders give them charity.
- Holy Days would be marked by colourful processions, as the different guilds competed to make the best display.
- If a serf ran away from his village to a town and remained free for a year and a day, he could become a 'freeman' of the town.

Medieval Jobs

In the Middle Ages people were divided into groups based on what skills they had, skills such as:

- carpenter
- cook
- doctor
- dyer - someone who coloured wool
- friar - a religious minister
- knight
- lawyer
- merchant - someone who sold goods such as wine or cloth
- miller - made flour from corn
- monk
- nun
- ploughman - ploughed the fields for a living
- priest
- prioress
- reeve - supervised work done by peasants
- sailor
- soldier
- squire - local land owner who would be wealthy
- weaver

Today, we often look at society in terms of wealth (rich and poor) or class (upper, middle, working). Medieval writers divided society into 'those who fight', 'those who pray' and 'those who work', which would you put in each category?

Year 7 Spring Term - Power in Medieval times

Henry II and Thomas Becket?

Kings and Queens were very important and powerful people in Medieval times. However, did they always get their own way? Who had the power in Medieval times? Below you can find the story of Henry II and Thomas Becket. The Kings power was tested, and this led to a vicious murder in a Cathedral.

1. In 1154, Henry II became King. His best friend was called Thomas Becket. They both enjoyed the same things including the food and wine. Henry trusted Thomas so much he made him Chancellor. This was an important job, he was in charge of the Kings money and took charge of the country when Henry was away.

2. King Henry was a popular ruler, but he did have a bad temper. He liked to get his own way and would throw huge tantrums. He one got so angry that he ripped off his clothes, threw himself on the floor and started chewing straw.

3. Despite being king, Henry did not have complete control of the country. The people who worked for the church, for example priests, were under the leadership of the Archbishop of Canterbury. Also, the church owned large areas of farmland and controlled people living on the land. In the middle ages, the church was both wealthy and powerful.

4. The church had its own separate law courts. People who worked for the church and broke the law went to these courts rather than the king's courts. Henry was worried that there was too much crime, and the church courts were not harsh enough. Henry wanted a trusted friend in charge of the church. That way, the church courts could punish people how he wanted, and his power would be complete.

5. In 1162, Henry made Thomas Becket the Archbishop of Canterbury, placing him in charge of the Church in England. Unfortunately for the king Becket took his new job seriously. He stopped having fun and started to wear an itchy goat hair shirt and slept on the floor. Religion became important to Becket, and he prayed for hours every day. Becket refused to change the church courts. The two men argued, and Henry lost his temper. Becket fled to France for six years.

6. Becket returned to England and the men agreed to work together. But it soon went wrong again. Becket excommunicated the bishops who had helped Henry run the Church while he was away. This meant they were sacked from their jobs and told they would go straight to hell when they died. When Henry found out, he was furious. In one of his rages, he shouted 'Is there no one who will rid me of this troublesome priest?'. Four knights were standing nearby and decided they could rid their king of this priest and they set of to Canterbury.

7. On the afternoon of 29th December 1170 four knights arrived outside Canterbury Cathedral. Some monks, sensing trouble, hurried inside to find Archbishop Becket and rush him to safety. Becket refused and stood in front of his attackers. The knights grabbed hold of Becket as he started to pray. The knights then killed Becket in the cathedral.

The Magna Carta

The job of a Medieval monarch was important however sometimes they made mistakes. Poor decisions would upset those who helped them run the country. King John was the son of Henry II. When his older brother died John had little money left because it had been spent fighting abroad. King John started to do things that turned people against him.

Complaints against King John

- John was a poor in battle
- John lost land in France
- John demanded higher taxes
- John argued with the Pope
- John was cruel.

- not to interfere with the Church
- not to imprison freemen or nobles without a trial
- that trials will be held quickly and fairly
- to stop unfair taxes
- not to ask for extra taxes without consulting a council of Church leaders and landowners (known as a Great Council)
- to let merchants travel around the country to buy and sell without having to pay large taxes
- that 25 barons will be elected by the other barons to make sure I follow this agreement.'

What did the Barons do?

The Barons put together an army and marched towards London. They gave John a choice, change how he ran the country or fight. John gave in and the Barons made a list of what they wanted. In June 1215, the Barons met the King at Runnymede. After four days John agreed to the list, known as the Magna Carta, and the Barons agreed to be loyal.

Why was the Magna Carta important?	Why is the Magna Carta still important today?
• King John disliked the Magna Carta. He said he had been bullied into agreeing to it. • The Barons were accused of being selfish the rights were mainly for the wealthy, not the peasants. • John tried to break his promises and briefly went to war against the Barons.	• It introduced the idea that there are certain laws and rules the even monarchs must accept. • After John died other kings signed Magna Carta too. • It is one of the first steps towards Britain becoming a democracy. • Some parts of Magna Carta still apply today. For example: the right to a fair trial.

Key events	
1154	Henry II became King of England.
1162	Henry II made his best friend, Thomas Becket, the Archbishop of Canterbury.
1170	Becket is murdered in Canterbury Cathedral by four knights.
1215	King John is forced to sign Magna Carta.
1258	Henry III was forced to sign the Provisions of Oxford; this was like an extension of Magna Carta.
1263	Barons rebel under Simon de Montfort.
1265	Meeting of the Great Council. The 'Commons' are invited.
1381	The Peasants' Revolt. This is the first time those at the bottom of society challenge royal authority.

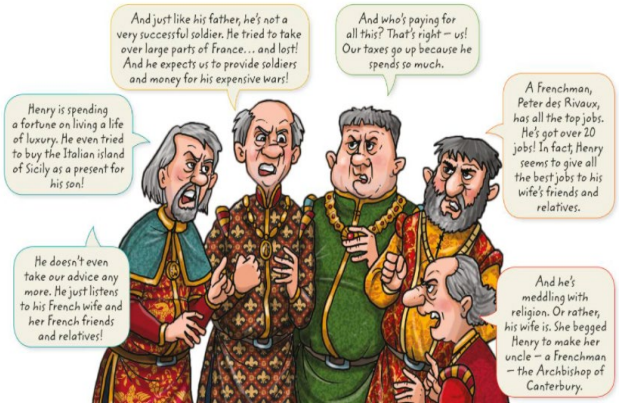
Key concepts	
Parliament	Controls the country and is made up of the monarch, the House of Lords and the House of Commons.
Democracy	A system of government where the people have a say in how the country is run through a group of elected representatives.
Rebellion	An act of resistance against the government or leader, usually involving violence or weapons.
Treason	The crime of betraying the monarch or your country.

Key words / terms	
Magna Carta	The Great Charter. A list of 65 restrictions placed on the English monarch by the barons. It gave the barons more power, but didn't do anything for the peasants of England. It was the first time that the power of Medieval monarchs had been restricted.
Archbishop of Canterbury	The most important bishop in England, and a very important position, especially in the Middle Ages.
Burgess	A wealthy inhabitant of a town.
Great Council	A group of barons chosen to advise the King. After Magna Carta, the King had to call the Great Council if he wanted to raise taxes or make any other big decisions. This was the beginning of Parliament as we know it today.
Lords	The barons and bishops who made up part of parliament.
Commons	The knights and burgesses who were called to parliament for the first time by Simon De Montfort.
Hue and Cry	A cry for help that would raise the alarm in the event of a crime taking place. It would alert everyone to try and capture the criminal.
Tithings	Groups of people in Medieval towns or villages who were held responsible for each other's behaviour.
Constable	A person who would be responsible for law and order in a town or village. This was a voluntary role, and would be held for a year.

Year 7 Spring Term - Power in Medieval times

Simon de Montfort and Parliament

Medieval monarchs had always asked rich, powerful landowners for advice on things like raising money or going to war. When kings met with advisers it was often called a Great Council. Sometimes there were arguments at these meeting, but the King nearly always got his own way. King John dies in 1216, his son became Henry III when he was only nine years old. To begin with Henry met regularly with the Great Council and took advice. But as Henry got older and married, he began to ignore advice and ran things how he wanted. This annoyed some of the members of the Great Council.



By 1258, the Barons were fed up with the high taxes and that Henry didn't listen to them. They threatened to fight the King unless he agreed to meet to discuss things. At a meeting in Oxford, the Barons showed Henry a document called 'The Provisions of Oxford'. This would give the Barons more power. Henry felt he had no choice, so he signed it.

The Provisions of Oxford included:

- The king cannot make decisions without the Great Councils agreement.
- The Great Council should choose the King's main advisors.
- A Parliament consisting of 15 members of the Great Council plus 12 Barons would meet at least three times a year.

In 1264, Henry put together an army to fight the Barons. He said he had been forced to sign the Provisions of Oxford to take away lots of his power. The King's army was led by his son Prince Edward. The Barons were led by Simon de Montfort, powerful landowner married to the King's sister. On 14th May 1264, the two sides met at Lewes. The Barons won, Henry and Edward were taken prisoner.

In 1265, de Montfort called a meeting of the Great Council. He didn't just invite bishops and barons. He also included two ordinary wealthy people from large towns, they were called Burgesses, and two knights from each county. This was the first time ordinary people had been included in discussion about the running of the country. This meeting is often called 'the first Parliament'.

In August 1265 de Montfort was killed in battle.

The Monarch

- Decided when Parliament would meet.
- Still thought of Parliament as being there to raise money – it couldn't stop tax collection even if it didn't like it.
- In return, allowed Parliament to help with the passing of some laws.
- Knew it was better to work together on some issues.

The Lords

- Rich barons and bishops met in the House of Lords. They advised the king.
- The right to attend passed from father to son.

The Commons

- They were invited by the king and were usually the richer people of the town and landowning knights. Discussions and voting on issues took place.
- These people became known as the 'commoners' or 'Commons' and met in the House of Commons.

The Peasants Revolt

Large groups of people sometimes gather because they are angry about something. They might march through the streets carrying banners and shouting about why they are unhappy. This is called a protest. Sometimes protesters are so angry that they are prepared to use violence and carry weapons. This is called a revolt or rebellion. In 1381 ordinary people were angry about the way they were forced to live and marched to London as part of a revolt.

Why were the people angry?

- The King wanted more tax, a poll tax, to pay for war. The cost kept going up and peasants couldn't afford it.
- Peasants didn't own land and had to wok a few days a week for free, called work service.
- Wages were low. After the black death there hadn't been enough people to work, so peasants had received more money. But a new law, Statute of Labourers, said peasants couldn't earn more than they did before the black death.
- Richard II was a young king. He was advised badly by people who wanted to become rich.
- A priest called John Ball had said that all men are equal in Gods eyes. Therefore, people were unhappy with the difference between the rich and poor.

1.
•Peasants refuse to pay poll tax and begin rebelling in the South East of England. They set fire to buildings.

2.
•Rebels join forces.
•Set fire to important documents and papers.

3.
•Peasants march to Maidstone.
•Wat Tyler is made leader.
•Free John Ball from prison.
•Kill Archbishop Canterbury

4.
•In June 1381 60,000 peasants march to London.
•London gatekeepers let the peasants into the city, they didn't like the rich lords either.

5.
•On 13th June, the peasants riot in London and burn down houses
•King Richard II watches from the Tower of London

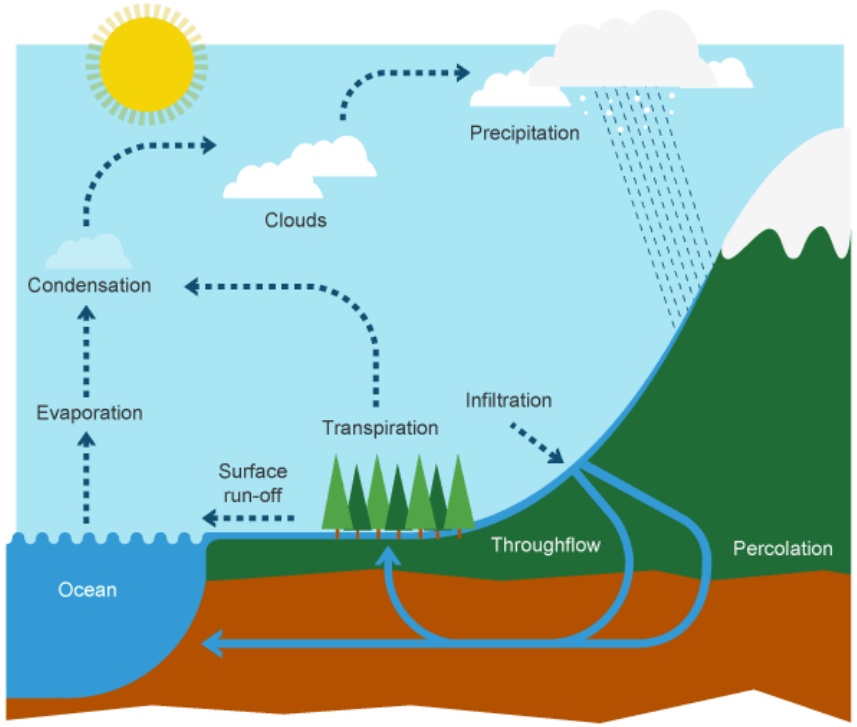
6.
•Wat Tyler meets King, outlines their demands.

7. 15 June, Smithfield
•King meets rebels again
•King agrees to their demands but one of his men kills Tyler.
•Peasants are ready to fight, King shouts 'Will you kill your King?'.
•Peasants follow king out London, revolt is over.

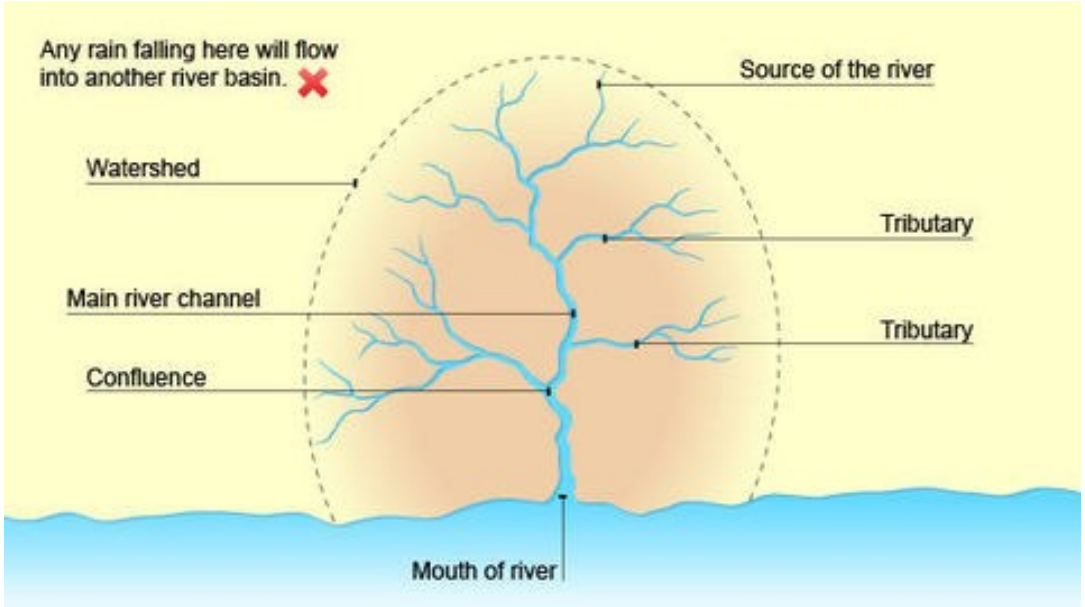
Consequences of the revolt

- King Richard didn't keep his promises. The revolt leaders were hunted and killed.
- John Ball and Wat Tyler had their heads stuck on spikes at London bridge.
- Over the next 50 years peasants got most the things they wanted. Poll tax ended.
- Parliament stopped trying to control peasant wages.
- With more money some peasants bought or rented land.
- Peasants became more independent relying less on the lord.

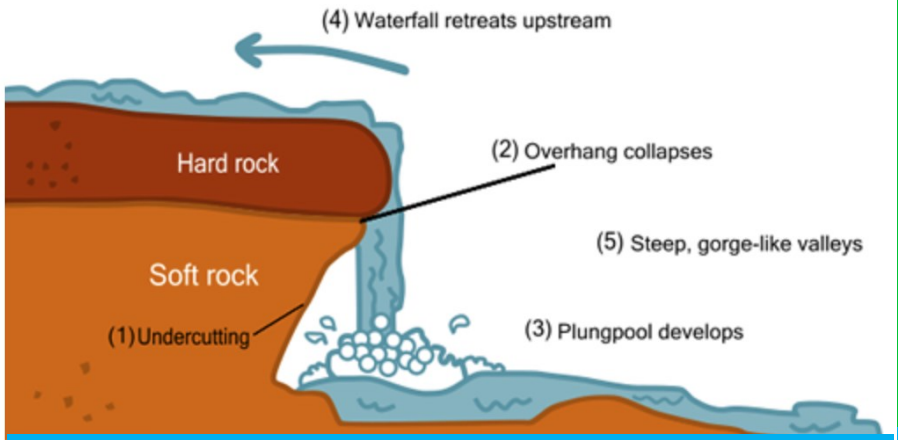
GEOGRAPHY



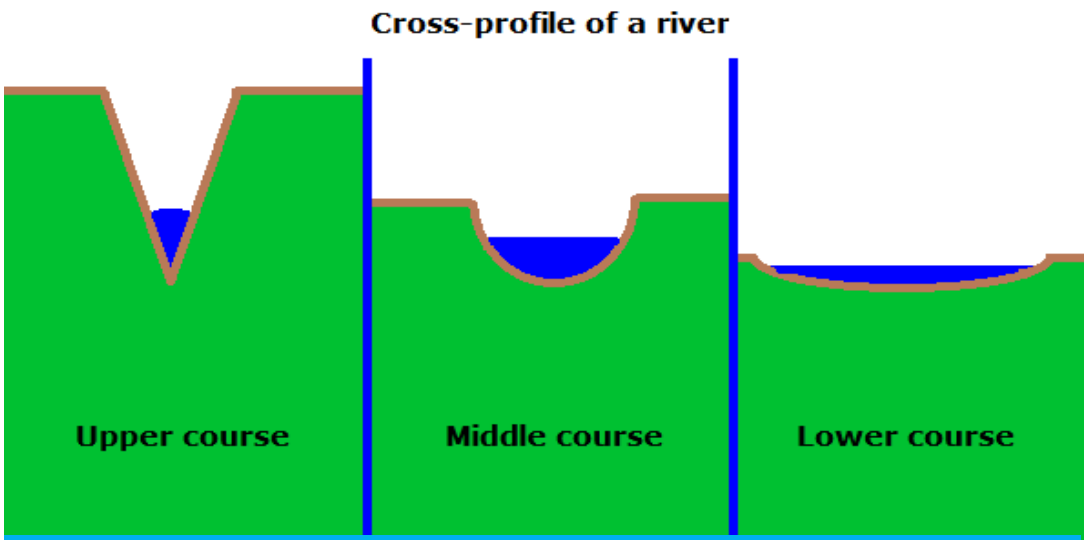
The Water Cycle



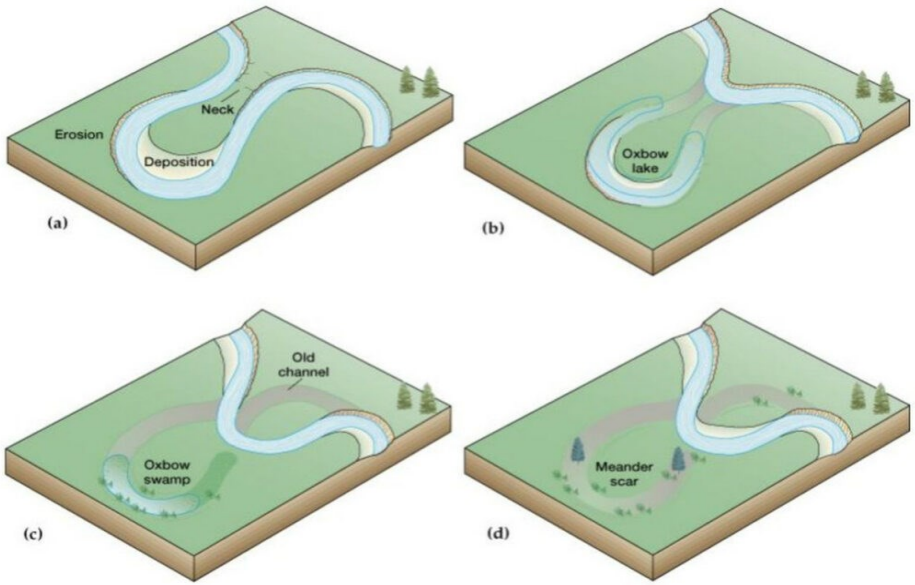
The Drainage Basin



Waterfall formation



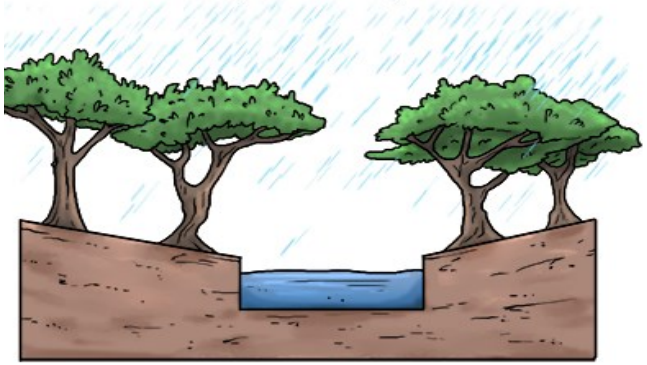
Cross profile of a river



Meander and Oxbow lake formation

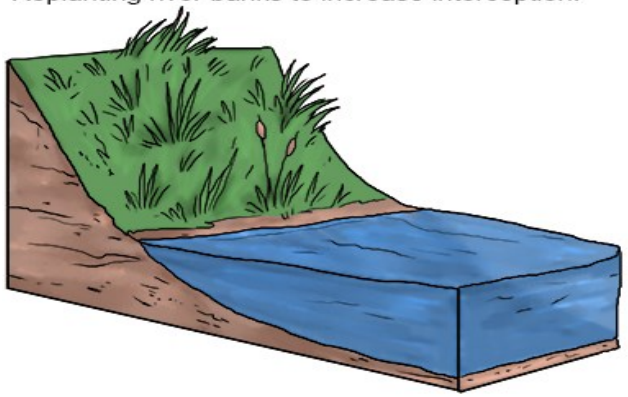
Soft Engineering Strategies

Planting trees en masse near rivers. (afforestation)



Trees planted to interrupt rainfall upstream to reduce river levels.

Replanting river banks to increase interception.

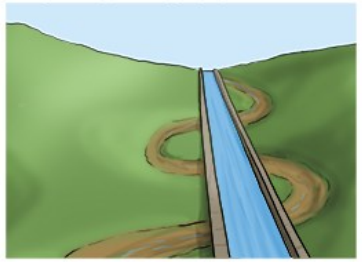


Interception is the interruption of the flow of water to prevent it getting into the river and causing flooding.

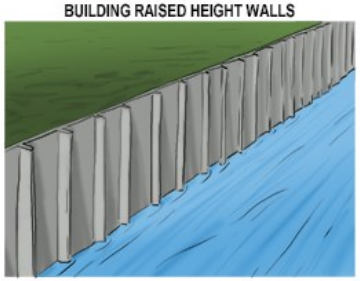
Hard Engineering Strategies

BUILDING DAMS

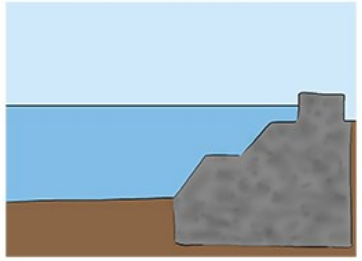
STRAIGHTENING RIVER USING CONCRETE CHANNELS



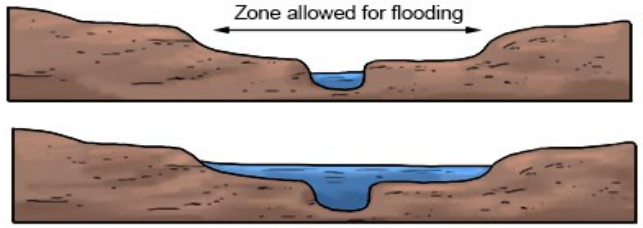
BUILDING RAISED HEIGHT WALLS

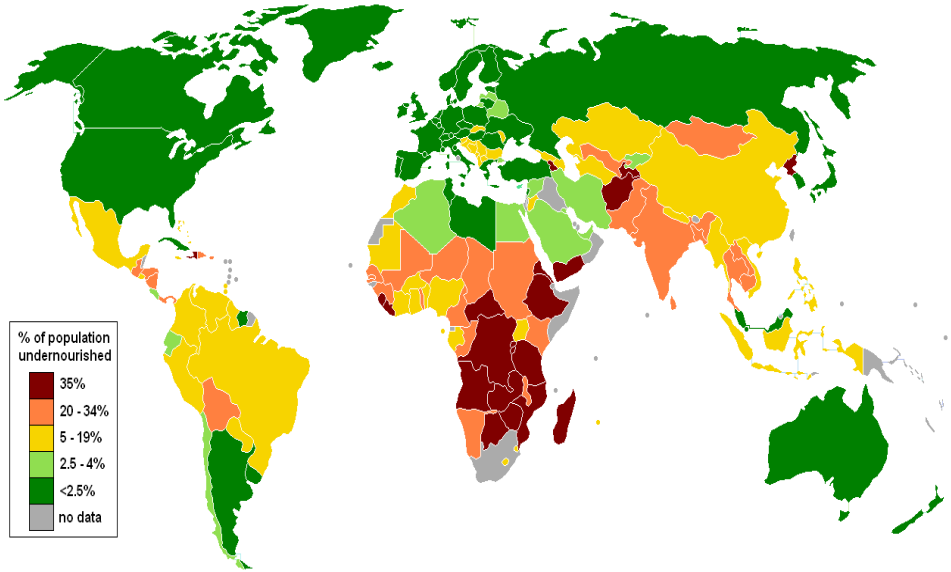


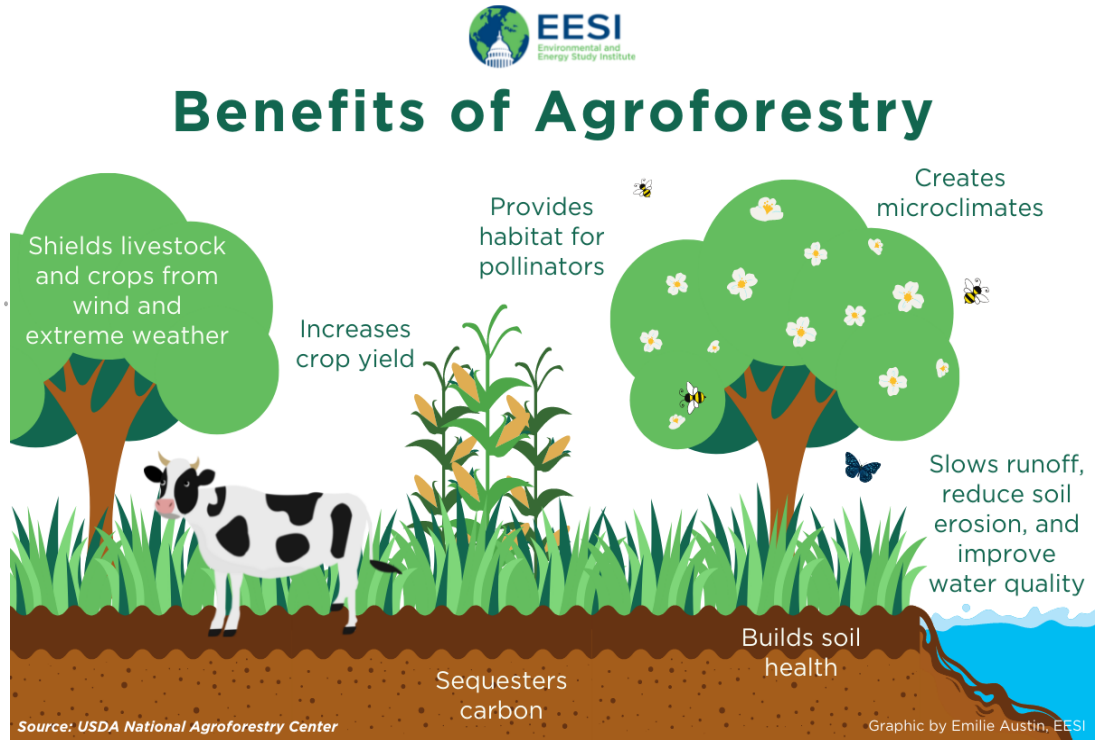
BUILDING ARTIFICIAL LEVEES



Washlands. Controlled flooding (allow flooding in some areas)




% of population undernourished
35%
20 - 34%
5 - 19%
2.5 - 4%
<2.5%
no data


EESI
Environmental and Energy Study Institute
Benefits of Agroforestry
Shields livestock and crops from wind and extreme weather
Increases crop yield
Provides habitat for pollinators
Creates microclimates
Slows runoff, reduce soil erosion, and improve water quality
Builds soil health
Sequesters carbon
Source: USDA National Agroforestry Center
Graphic by Emilie Austin, EESI

California
Oranges
5,000 miles
West Indies
Bananas
4,000 miles
Argentina
Beef
7,000 miles
Spain
Tomatoes
1,000 miles
Central Africa
Cocoa Beans
3,000 miles
New Zealand
Lamb
11,000 miles

1 OPPORTUNITIES FOR DISADVANTAGED PRODUCERS
2 TRANSPARENCY & ACCOUNTABILITY
3 FAIR TRADE PRACTICES
4 FAIR PAYMENT
5 NO CHILD LABOUR, NO FORCED LABOUR
6 NO DISCRIMINATION, GENDER EQUITY, FREEDOM OF ASSOCIATION
7 GOOD WORKING CONDITIONS
8 CAPACITY BUILDING
9 PROMOTE FAIR TRADE
10 RESPECT FOR THE ENVIRONMENT
TEN PRINCIPLES OF FAIR TRADE
WORLD FAIR TRADE ORGANIZATION

Fantastic Places and Settlement Tier 3 Vocabulary

Key Vocabulary	Definition	Contextual Sentence
Water Cycle	Shows how water is exchanged through the Earth's land, ocean and atmosphere.	River systems are important to the movement of water in the water cycle.
Precipitation	Precipitation is any liquid or frozen water that forms in the atmosphere and falls back to Earth.	Precipitation can be anything from rain, sleet, hail or snow.
Transpiration	The process of plants giving off water vapour from their leaves.	Tropical rainforests have the highest rate of transpiration.
Drainage basin	A drainage basin is the area of land drained by a major river and its tributaries.	Warrington lies within the drainage basin for the River Mersey.
Waterfalls	When the river water falls over a rocky ledge into a plunge pool.	The UK's highest waterfall is called High Force waterfall and it is located in the North East region.
Meanders	A meander is a bend in a river channel.	Meanders occur in the middle to lower course of a river.
Undernourished	Insufficient food for good health and wellbeing.	More than 35% of people are undernourished in Madagascar.
Agroforestry	To combine farming with the planting of trees.	Agroforestry involves planting trees to maintain soil health.
Food miles	The distance food travels from where it is made to where it is purchased.	The food miles of lamb to the UK is 11,000 miles.
Fair Trade	Fairtrade allows farmers to get a fair price for the crops that they grow.	Fairtrade means workers' rights, safer working conditions and fair-er pay.
Irrigation	To water crops without relying on rain alone.	Places that do not have enough rain could not farm without irriga-tion.
Green Revolution	An increase in the production of food.	The green revolution has helped poor countries to sustain their food supply.

Spanish: Knowledge Organiser Year 7 Term 2

Unit of work 3: Mi burbuja (2nd part)

2.4 Espejito, espejito *Mirror, mirror……*

tener	*to have*	el pelo	(the) *hair*
los ojos	(the) *eyes*	largo	*long*
verdes	*green*	corto	*short*
azules	*blue*	liso	*straight*
marrones	*brown (eyes)*	ondulado	*wavy*
negros	*black/dark*	pelirrojo	*ginger (hair)*
		rizado	*curly*
la cara	(the) *face*	rubio	*blond*
la barba	(the)*beard*	el estilo	the *style*
el bigote	(the) *moustache*	las pecas	(the) *freckles*
la boca	(the) *mouth*	la nariz	(the) *nose*
las gafas	(the) *glasses*		

2.5 Las descripciones físicas *Physical descriptions*

ser	*to be*
soy	*I am*
eres	*you are*
es	*he / she /it is*
alto/a	*tall*
bajo/a	*short*
delgado/a	*thin*
feo/a	*ugly*
gordo/a	*fat*
guapo/a	*good-looking*
joven	*young*
mediano/a	*average height*
musculoso/a	*muscular*
la reina	the *queen*
el rey	the *king*
la infanta/ la princesa	*the princess*
los rasgos físicos	the *physical features*

2.6 Mi carácter y relaciones *My personality and relationships*

¿Cómo es?	*What is he/she like?*
aburrido/a	*boring*
activo/a	*active*
agresivo/a	*aggressive*
alegre	*happy*
antipático/a	*unfriendly*
arrogante	*arrogant*
divertido/a	*fun*
entusiasta	*enthusiastic*
generoso/a	*generous*
inteligente	*intelligent*
nervioso/a	*nervous*
perezoso/a	*lazy*
rápido/a	*fast*
simpático/a	*nice*
sincero/a	*honest*
tímido/a	*shy*

tonto/a	silly
torpe	clumsy
muy	very
un poco	a Little
bastante	quite
súper	really
demasiado	too
siempre	always
a veces	sometimes
a menudo	often
rars veces	rarely
nunca	never

Adectival endings: Adjectives can be masculine or feminine, singular or plural. They may change their endings to match the noun *and the adjective goes after the noun:*

el pelo negr**o** *(black hair) (masculine singular)* mi madre es alt**a** (my mum is tall) *(fem sing)*

mi hermano es fe**o** (my brother is ugly) *(masculine singular)*

*If the adjective is describing a plural noun it adds an "**s**" or '**es**'* los ojos azul**es**

Gramática: **Key verbs for this unit:**

Tener	***to have***	**Ser**	***to be***
Tengo	*I have*	soy	*I am*
Tienes	*You have*	eres	*You are*
Tiene	*he/she/it has*	es	*He/she/it is*
Tenemos	*we have*	somos	*we are*
Tenéis	*you have (plural)*	sois	*you are (plural)*
Tienen	*they have*	son	*they are*

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Unit of work 3: key language in context

Ask someone what they look like and describe your hair and eye colour:	¿Cómo eres? Tengo los ojos verdes y el pelo castaño.	*What do you look like?* *I have green eyes and brown hair.*
Ask what someone looks like and describe their hair/eyes (3rd person)	¿Cómo es? Tiene los ojos marrones y el pelo rubio.	*What is he/she like?* *He/she has brown eyes and blond hair.*
Describe your appearance:	Soy muy alto y un poco gordo. Soy baja y delgada.	*I am very tall and a bit fat.* *I am short and slim.*
Describe your character:	Soy nerviosa y muy perezosa. Soy bastante inteligente y súper simpático.	*I am nervous and very lazy.* *I am quite clever and really friendly.*
Describe someone else's appearance and character:	Lionel es guapo y musculoso. A veces es torpe. Marisa es mediana y delgada. Siempre es sincera.	*Lionel is handsome and muscular. He is sometimes clumsy.* *Marisa is average height and slim. She is always truthful.*

Unit of work 4: Mis pasatiempos

3.1 Mi tiempo libre *My free time*

los pasatiempos	hobbies
bailar salsa	to dance salsa
chatear en el móvil	to chat on the phone
descansar en casa	to relax at home
escuchar música	to listen to music
jugar a la videoconsola	to play games console
leer libros	to read books
navegar por Internet	to surf the internet
practicar deportes	to do/play sports
salir con mis amigos	to go out with friends
ver la tele	to watch TV
la discoteca	the night club
estupendo/a	wonderful
favorito/a	favourite
interesante	interesting

el programa	the programme
el tipo	the type
los deportes	the sports
los deportes acuáticos	the water sports
jugar al…	to play…
bádminton	badminton
baloncesto	basketball
balonmano	handball
béisbol	baseball
fútbol	football
golf	golf
rugby	rugby
tenis	tennis
voleibol	volleyball
hacer…	to do…
atletismo	athletics

3.2 Soy muy deportista *I'm very sporty*

(el) ballet	(the) ballet
(el) boxeo	(the) boxing
(el) ciclismo	(the) cycling
(la) equitación	(the) horse riding
(la) gimnasia	(the) gymnastics
(la) natación	(the) swimming
con	with
deportista	sporty
el/la deportista	(the) sportsperson
diferente	different
excelente	excellent
terrible	terrible
el equipo	match

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3.3 Mis gustos deportivos *My sporting tastes*

aburrido/a	boring
apasionante	exciting
difícil	difficult
divertido/a	fun
emocionante	emotional
fácil	easy
lento/a	slow
rápido/a	fast
me chifla	I love
me fascina…	… fascinates me
me interesa…	… interests me
me mola	I love
en mi opinión	in my opinion
para mí	for me
porque	because

3.1 A Gramática: Jugar = to play

I play	*Juego*	
You play	*Juegas*	
He/she plays	*Juega*	*Juego **al** tenis* =
We play	*Jugamos*	**I play tennis**
You all play	*Jugáis*	
They play	*Juegan*	

3.4 ¡Brrr! ¡Hace frío! *Brrr! It's cold!*

¿Qué tiempo hace?	*what's the weather like?*
hace (mucho) calor	it's (very) hot
hace frío	it's cold
hace sol	it's sunny
hace viento	it's windy
hay niebla	it's foggy
hay tormenta	it's stormy
llueve (mucho)	it's raining (a lot)
nieva	it's snowing
el pronóstico	the forecast
el calor	the heat
el frío	the cold
el invierno	the winter
la lluvia	the rain
la niebla	the fog
la nieve	the snow
el sol	the sun
la tormenta	the storm
el viento	the wind
cuando	when
si	if

3.2B Gramática: Hacer = to do (or make)

I do	*Hago*	
You do	*Haces*	
He/she does	*Hace*	*Hago **boxeo*** =
We do	*Hacemos*	**I do boxing**
You all do	*Hacéis*	
They do	*Hacen*	

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Say what I like to do in my free time:	Me gusta escuchar música y jugar a la videconsola. No me gusta bailar salsa.	*I like to listen to music and play on my console.* *I don't like to dance salsa.*
Say what my favourite is:	Mi juego favorito es Minecraft. Mi tipo de música favorito es hiphop.	*My favourite game is Minecraft.* *My favourite type of music is hiphop.*
Say what hobbies I/ we do:	Practic**o** deportes y naveg**o** por internet. Bail**amos** salsa y chate**amos** en el móvil.	*I do sport and browse the internet.* *We dance salsa y we chat on our phones.*
Say which sports I play:	Juego al fútbol. Juego al baloncesto y al bádminton.	*I play football.* *I play basketball and badminton.*
Say which sports I do:	Hago (la) gimnasia. Hago la equitación y el ballet.	*I do gymnastics.* *I go horse-riding and do ballet.*
Give my opinion about sports:	El ciclismo es rápid**o**. La natación es aburrid**a** Me mola el fútbol porque es emocionante.	*Cycling is fast.* *Swimming is boring.* *I love football because it's exciting.*
Say what the weather is like and where:	Hace frío.en Warrington Hace calor en el sur de España.	*It's cold in Warrington.* *It's hot in the south of Spain.*
Say what I do in certain types of weather.	Si llueve, descanso en casa. Si hace sol, juego al tenis.	*If it rains/ it's raining, I chill at home.* *If it's sunny, I play tennis.*

3. Gramática:

The present tense of regular verbs

To form the present tense you remove the ending from the infinitive verbs and add the following endings:

	-ar verbs (hablar)	**-er verbs (comer)**	**-ir verbs (vivir)**
I	-o	*-o*	*-o*
You	-as	*-es*	*-es*
He/she -a		*-e*	*-e*
We	-amos	*-emos*	*-imos*
You all	-áis	*-éis*	*-ís*
They	-an	*-en*	*-en*

Hablo *(I speak)* ***Comes*** *(you eat)* ***Vivimos*** *(we live)*

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Unit 3: Autour de moi

3.1 Chez moi

Chez moi	at home
j'habite	*I live*
dans	*in*
un appartement	*flat*
une chambre	*bedroom*
une maison individuelle	*detached house*
une maison jumelée	*semi-detached house*
un pavillon	*bungalow*
en banlieue	*in the suburbs*
à la campagne	*in the countryside*
à la montagne	*in the mountains*
dans un village	*in a village*
en ville	*in town*
au rez-de-chaussée	*on the ground floor*
au premier étage	*on the first floor*
il y a	*there is/are*
la salle à manger	*the dining room*
l'entrée	*the hall*
la cuisine	*the kitchen*
le salon	*the living room*
la chambre	*the bedroom*
la salle de bains	*the bathroom*
le jardin	*the garden*
le garage	*the garage*

3.2 A la maison des jeunes

A la maison des jeunes	at the youth club
des BD	*comics*
une console de jeux vidéo	*console*
des DVD	*DVDs*
un lecteur MP4	*MP4 player*
un ordi(nateur)	*computer*
un roman	*novel*
une télé	*TV*
un (téléphone) portable	*mobile (phone)*
je bavarde avec mes copains	*I chat with my friends*
je fais des concerts	*I do concerts*
je joue au baby-foot	*I play table football*
je joue au billard	*I play pool*
je joue au foot	*I play football*
je regarde un film	*I watch a film*
je retrouve mes copains	*I meet up with my friends*
je vais au bar	*I go to the bar*

3.3 Les animaux chez moi

Les animaux domestiques	pets
un animal	*animal*
un chat	*cat*
un cheval	*horse*
un chien	*dog*
un cochon d'Inde	*guinea pig*
un lapin	*rabbit*
un lézard	*lizard*
un oiseau	*bird*
un phasme	*stick insect*
une tortue	*tortoise*
blanc	*white*
bleu	*blue*
gris	*grey*
jaune	*yellow*
marron	*brown*
noir	*black*
orange	*orange*
rose	*pink*
rouge	*red*
vert	*green*
violet	*purple*

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3.4 Connectives

et	*and*
aussi	*also*
donc	*therefore*
mais	*but*
par contre	*on the other hand*
tout d'abord	*first of all*
puis	*then*
ensuite	*next*
après ça	*after that*

Unit of Work 3 - Key Language in Context

Talking about different places to live	Où habites-tu ? J'habite dans un appartement en ville	*Where do you live ?* *I live in an appartment in town*
Describing your house and where you live	Dans ma maison, au rez-de-chaussée il y a le salon et la cuisine	*In my house, on the ground floor there is the living room and the kitchen*
Recognising personal items	Dans ma chambre j'ai mon console de jeux-vidéo et mes BD	*In my bedroom I have my games console and my comics*
Describing activities at the youth club	A la maison des jeunes je bavarde avec mes copains	*At the youth club I chat with my friends*
Describing animals and colour	J'ai un chat J'ai un chien blanc	*I have a cat* *I have a white dog*

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Unit 4 : A table!

4.1 Boire et manger

Boire et manger	*drinking and eating*
Les repas	*meals*
au petit déjeuner	*for breakfast*
au déjeuner	*for lunch*
au goûter	*for a snack*
au dîner	*for dinner*
du lait	*milk*
du chocolat chaud	*hot chocolate*
du pain grillé	*toasted bread*
du jus d'orange	*orange juice*
du beurre	*butter*
de la confiture	*jam*
une tartine	*a slice of bread*
des céréales	*cereals*
des produits laitiers	*milk products*
le dessert	*pudding*
Qu'est-ce que tu manges/bois?	*What do you eat/ drink ?*
Je mange	*I eat…*
Je bois	*I drink…*
du pain	*bread*
du poulet	*chicken*
du bœuf	*beef*
du jambon	*ham*
du yaourt	*yoghurt*
du gâteau	*cake*

4.1 Boire et manger

du poisson	*fish*
du riz	*rice*
du fromage	*cheese*
de l'eau	*water*
de la viande	*meat*
de la salade	*green salad*
de la baguette	*French stick*
de la pizza	*pizza*
des saucisses	*sausages*
des œufs	*eggs*
des chips	*crisps*
des légumes	*vegetables*
des frites	*chips*
des pâtes	*pasta*
une glace	*ice cream*
une crêpe	*pancake*

4.2 Tu aimes ça?

je suis fan (de)	*I am a fan (of)*
c'est mieux que	*it is better than*
ce n'est pas mon truc	*it is not my thing*
trop bon/super bon	*really nice/really good*
c'est... top	*it's … great*
délicieux	*delicious*
dégoûtant	*disgusting*
ça me fait vomir	*it makes me sick*
j'ai horreur de ça	*I can't stand it*
Je peux	*I can*
Je ne peux pas	*I cannot*
Je vais	*I am going to*
Je voudrais	*I would like*
J'aime	*I like*
Je n'aime pas	*I don't like*
J'adore	*I love*
J'aime bien	*I really like*
Je n'aime pas du tout	*I don't like ..at all*
Je déteste	*I hate*
manger	*to eat/ eating*
boire	*to drink/ drinking*

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Unit of Work 4 - Key Language in Context

Talking about food and drink	Qu'est-ce que tu manges/bois ? Je mange une tartine Je bois du jus d'orange	*What do you eat/drink ?* *I eat a slice of bread* *I drink orange juice*
Using time phrases to say when you eat and drink	Au petit déjeuner je mange du pain grillé Au déjeuner je bois du lait	*For breakfast I eat toasted bread* *At lunch I drink milk*
Giving opinions on food and drink	J'aime la salade Je déteste les frites	*I like salad* *I hate chips*
Justifying your opinions on food and drink	J'adore le poisson car c'est délicieux	*I love fish because it's delicious*
Saying what you cannot eat and why	Je ne peux pas manger de la viande car je suis végétarien	*I cannot eat meat because I am a vegetarian*