

St. George's Church of England Academy



Year 7 Knowledge Organiser 2020

Progress Period 1

Name: _____ Form: _____

St. George's Church of England Academy

Homework Policy and Guidance

What is a Knowledge Organiser?

- A Knowledge Organiser is a tool which sets out exactly what knowledge is vital in the curriculum.
- It clarifies for everyone – pupil, parent, teacher, headteacher – exactly what is being taught.
- It is not expected to cover the entirety of everything you may possibly cover in a topic – just what is vital.
- A Knowledge Organiser is a distillation of knowledge, not a textbook or step by step revision guide.

Benefits of Knowledge Organisers:


- For pupils they are a revision of ALL the key information the teacher has decided is necessary for the topic.
- Parents know what their children are learning and are able to get involved in supporting their revision through quizzing and testing at home.

Pupils are expected to undertake homework every evening. The expected amount of time to be taken on homework will vary for each year group and will increase year on year.

The purpose of homework at St. George's is very clear. Homework will:

- Support pupils to retain the key knowledge learned in lessons;
- Enable parents to support their children in their learning;
- Promote independence in learning;
- Promote a work ethic which will support success in further education;
- Support wider reading and study to support curriculum learning;
- Encourage practice of examined tasks and questions.

Homework will take the form of independent learning of key facts linked to the topics being studied in lessons. Knowledge organisers will be handed out at the start of each Progress Period. Pupils will be expected to learn all of the key knowledge on the organisers. Pupils will be tested in low stakes quizzes throughout the half term (this is how we will assess if students are doing their homework).

	Week 1 (2 nd -4 th Sept)	Week 2 (7 th – 10 th Sept)	Week 3 (14 th – 18 th Sept)	Week 4 (21 st – 25 th Sept)	Week 5 (28 th -2 nd Oct)
Mon		Science:1-13	Science:14-28	Science: 29-42	Science: 43-56
Tue		Geography: 1-5+20	History: 1-2	Geography: 6-8+20	History: 3-4
Wed	English: Raphael + mastery questions 1-5	English: Raphael + mastery questions 6-10	English: Raphael + mastery questions 11-15	English: Gardo + mastery questions 16-19	English: Gardo + mastery questions 20-23
Thu	RE: 1-3	RE: 1,5	RE:6,7	RE:8-10	RE:11-12
Fri	Spanish: 1-2	Spanish:3	Spanish:3-4 + 24	Spanish:5-6	Spanish:5-10
	Week 6 (5 th -9 th Oct)	Week 7 (12 th – 16 th Oct)	Week 8 (2 nd – 6 th Nov)	Week 9 (9 th – 13 th Nov)	Week 10 (16 th -20 th Nov)
Mon	Science: 57-69	Science: 70-84	Science: 85-97	Science: 98-112	Science: 113-125
Tue	Geography: 9-10 +20	History: 5	Geography: 11-13+20	History: 6-7	Geography: 14-16+20
Wed	English: Gardo + mastery questions 24-26	English: Rat + mastery questions 27-30	English: Rat + mastery questions 31-35	English: Rat + mastery questions 36-39	English: Father Juilliard + mastery questions 40-43
Thu	RE:13-14	RE:15-16	RE:17-19	RE:20-22	RE:23-24
Fri	Spanish:11-12	Spanish: 13	Spanish:14	Spanish: 15-17	Spanish: 18-20
	Week 11 (23 rd – 27 th Nov)	Week 12 (30 th -4 th Dec)	Week 13 (7 th -11 th Dec)	 <p style="text-align: center;">Progress Period 1 Cycle 1 Homework</p>	
Mon	Science: 126-139	Science:140-153	Science: 154-162		
Tue	History: 7-8	Geography: 1-20	History: 2,4+5		
Wed	English: F. Julliard + mastery questions 44-46	English: F. Julliard + mastery questions 47-49	English: Mastery Questions revision		
Thu	RE:25-26	RE:27-28	RE:29-30		
Fri	Spanish:21	Spanish: 22	Spanish:23		

Use this as a guide for your revision. During morning prep, you will answer questions based on the week's learning. Please note, that your class teacher may ask you to learn further items from the knowledge organiser. You will be given additional quizzes in lessons to help with your learning. Pupils studying French should complete homework on Friday.

English: Trash - Raphael

AO1 Key Information / Trivia

Works on a dumpsite; hopeless before finding the key; innocent and street-smart at the same time; confident at times but reliant on Gardo; ready to fight for what he wants; realistic, brave and willing to take a chance.

AO1/2 – Key Quotations Linked to Characteristics

- “I am a trash boy with style”
- ‘I tried to look up, but my arm was so bent and my back was so twisted. I tried to speak and I couldn't and I tried again. I said, “On my mother’s soul, sir.”’

AO1/2 – Key Quotations Linked to Pivotal Events

- “Everyone needs a key. With the right key, you can bust the door wide open. Because nobody’s going to open it for you.”
- “I don’t wear shoes- one, because I don’t have any, and two, because you need to feel with your feet.”
- “I was a trash boy since I was old enough to move without help and pick things up.”
- “They let me go. I did not give it up.”
- ‘We will fish forever and live happy lives. This is our plan, and nothing will stop us.’

AO1 – Pivotal Plot Events/References

Lives on the dumpsite, finds the wallet

Raphael is arrested, interrogated and beaten up

Raphael and Rat learn about the fridge of money and Zapanta’s house

There’s a police chase and all three boys make their way to Naravo Cemetery

Raphael and the boys meet Jose Angelico’s daughter, Pia Dante at the cemetery.

Raphael is struggling to sleep after the police station incident

Find the coffin with 6 million dollars

Escape to Sampalo – bought boats, learnt to fish and live happily.



AO3 - Specific, Precise Context Links

- Child labour
- Poverty
- Corruption

AO1/2 - Impact on other Characters

- He asks Rat for help when he finds the bag, and this changes their lives forever.
- Puts his family’s home at risk of raided – auntie is not happy/scared to be associated with Raphael’s ‘find’.
- He endures physical assault from the police in order for a better life for the boys.

English: Trash - Gardo

AO1 Key Information / Trivia

Works on a dumpsite; street-smart; confident; mature, caring and needs to keep Raphael in check; ready to fight for what he wants; realistic, brave and willing to take a risk.

AO1/2 – Key Quotations Linked to Characteristics

- 'So, show me something to smile at.'
- 'We agreed to split the story because some things he forgets-'
- 'I said "We are completely safe. Don't worry," which was a lie.'
- 'Please forgive me...I hope I see you again sometime.'

AO1/2 – Key Quotations Linked to Pivotal Events

- 'I had to get hold of his hair...'
- 'My grandfather's in prison, ma'am, and I want to go and see him.'
- 'So, I left the money where it was, took up the book, and I moved fast.'
- 'Why is this so crazy?'

AO1 – Pivotal Plot Events/References

Lives on the dumpsite and has become an accomplice to Raphael's discovery of the wallet

Learns that there is a much more to the wallet than just the money.

Bribes the prison guards to meet with Gabriel Olondriz with Sister Olivia.

Learns how the boys need to crack the code found inside Jose Angelico's wallet. – use the Bible.

Comes back from the prison visit without Gabriel Olondriz' Bible and to find that the police have raided their houses.

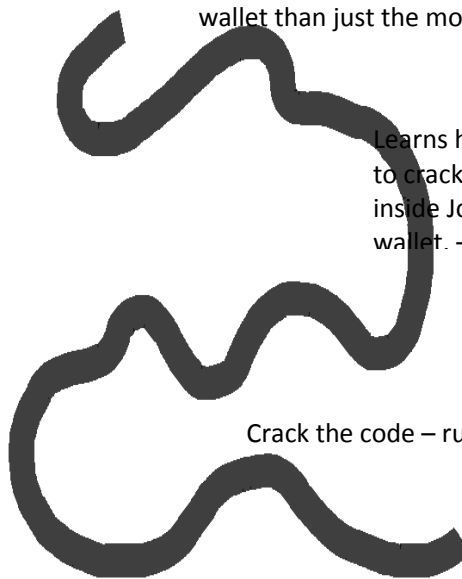
Gardo and the boys go on the run

Crack the code – run from the police.

The exchange

Assemble at the cemetery to find the money on All Souls; Night,

Release the money over the dumpsite and moves to Sampalo with Raphael, Rat and Pia Dante.



AO3 - Specific, Precise Context Links

- Child labour
- Poverty
- Corruption

AO1/2 - Impact on other Characters

- Gardo has to keep Raphael in check so as not to get them into trouble.
- Miss Olivia feels sorry for Gardo and therefore agrees to accompany him to the prison to visit his 'Grandfather'.
- Gabriel Olondriz is shocked at what Gardo knows about Jose Angelico.

English: Trash - Rat

AO1 Key Information / Trivia

Rat also known as Jun-Jun, is a young boy, who has no family and lives by himself. He got the nickname Rat because of how he lives with the rats and some people believe that he starting to look like a rat

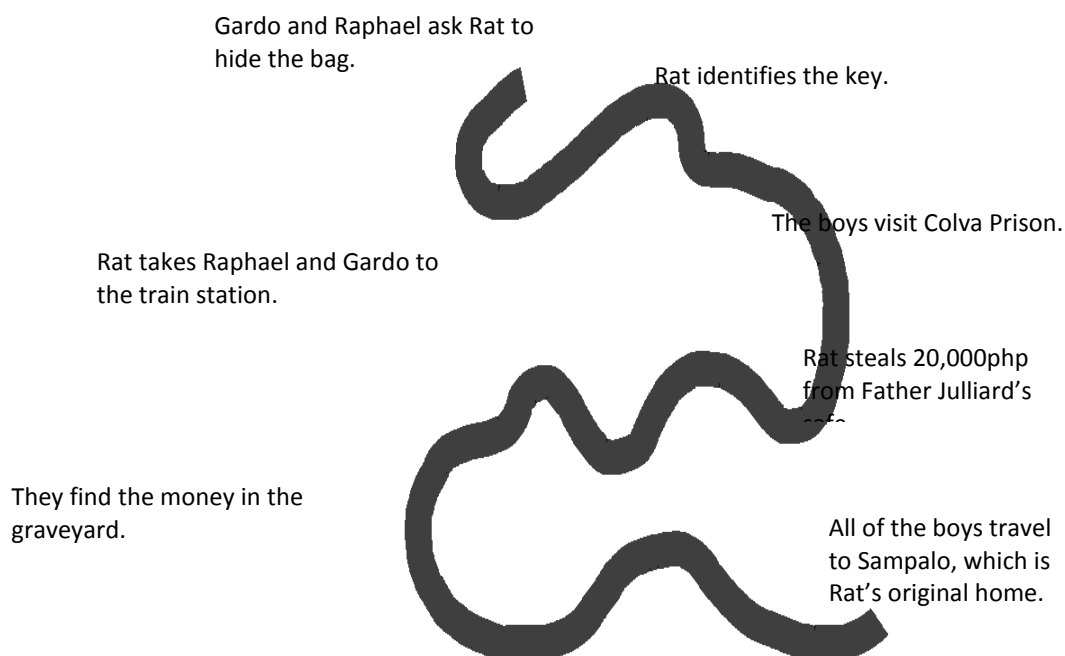
AO1/2 – Key Quotations Linked to Characteristics

- Ambition/Determination: *'I want to go home, Raphael,' he said. He was so quiet I could hardly hear. 'I came off the islands when I had to. I want to go back.'*
- Lack of self-esteem: *'So he led the way, but I was steering, hiding my ugly face till we were squeezed on up the back.'*

AO1/2 – Key Quotations Linked to Pivotal Events

- *'He was the only kid in Behala that I knew of who had no family at all...'* (Raphael)
- *'the shame was making me ache'* (Rat when he robs Father Julliard's safe)
- *'You're the nicest, kindest mother we ever had here.'* (Rat to Olivia when she agrees to take Gardo to visit Gabriel Olondriz in prison)
- *'With the right key, you can bust a door wide open. Because nobody's going to open it for you.'* (Raphael)
- *'Who cares who did what when the whole point was, we did it together?'* (Rat at the end)
- *'I will buy a boat, and I'm going to fish and fish and fish.'* (Rat to Raphael when he reveals his dream)

AO1 – Pivotal Plot Events/References



AO3 - Specific, Precise Context Links

- Child labour
- Poverty
- Corruption

AO1/2 - Impact on other Characters

- Rat helps Raphael and Gardo open the locker.
- Steals money from Father Julliard.

English: Trash – Father Julliard

AO1 Key Information / Trivia

Father Julliard is the head of the Pascal Aguila Mission School. He has real compassion for the people of Behala and has dedicated his life to the village. He assists the boys, sometimes unknowingly, in their adventure.

AO1/2 – Key Quotations Linked to Characteristics

- 'They had all got what they wanted and had deceived me beautifully.'

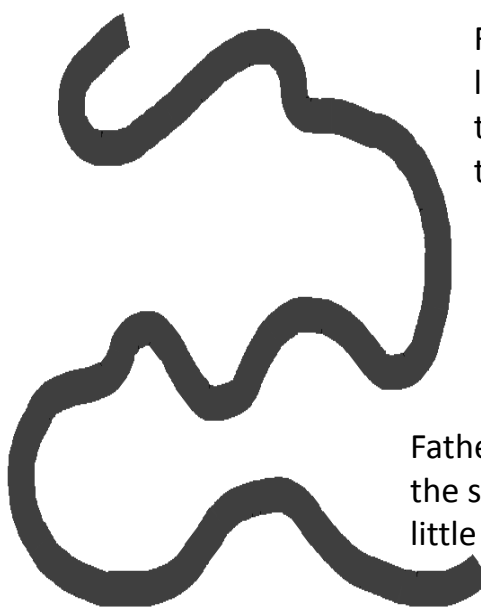
AO1/2 – Key Quotations Linked to Pivotal Events

- '...Our school does need new energy as we have been getting smaller rather than larger.'
- 'It's hard to keep the children attending class; we have to bribe them with food.'
- 'I am the one pulling these accounts together.'
- 'So, you did lie? You did find something?'
- 'You just shouldn't put yourself in a position where trust could be betrayed'
- 'I would have seen it for the scam it was'

AO1 – Pivotal Plot Events/References

Started working at the Pascal Aguila Mission School.

Rat steals 20,000php from Father Julliard's safe



Father Julliard lets the boys use the computer in the school.

Father Julliard gets back the stolen money with a little extra for the school.

AO3 - Specific, Precise Context Links

- Child labour
- Poverty
- Corruption

AO1/2 - Impact on other Characters

- Father Julliard works with Olivia.
- Father Julliard is very fond of Rat and often gives him extra money and food.

	English: Mastery Questions
1	What is child labour?
2	What is a multiple narrative?
3	What is pathetic fallacy?
4	What is foreshadowing?
5	What is corruption?
6	What does Raphael tell the police he found after his Auntie tells them he found something?
7	Who does Raphael live with?
8	How much money does Raphael offer Rat to keep the bag hidden?
9	What is Raphael's last name?
10	Where was Raphael born?
11	Who beat up Raphael?
12	Where does Raphael move to?
13	What did Raphael find in the trash?
14	Which Graveyard did Raphael, Gardo and Rat go to?
15	What animals did Raphael find on the bible?
16	At what point does Gardo appear in the narrative?
17	How old is Gardo?
18	Why does Gardo not allow Raphael to go to the station of the night of discovering the wallet?
19	When they go to the Station, what does Gardo say they should do?
20	What did Gardo stop to play with once Rat had retrieved the package from the locker?
21	What was the reason for Gardo playing with the drinks machine?
22	Who does Gardo say he needs to visit at Colvo Prison?
23	Who goes to the prison with Gardo?
24	How much money do Gardo and Miss Olivia pay the guard to meet with Gabriel Olondriz?
25	How does Gardo feel about what happened to Miss Olivia after the prison visit?
26	What does Gardo use to escape the clutches of Marco (prison guard)?
27	What is Rat's real name?
28	Where is Rat originally from?
29	How much money did he steal from Father Julliard's safe?
30	What did Rat hide?

31	Who wants to adopt Rat?
32	Where does Rat live?
33	What is Rat's dream?
34	Why is the trash 'alive at night'?
35	Why does Raphael describe Rat as a spider?
36	What does the key open?
37	How do the boys get to the central train station?
38	Did Rat have any family?
39	How does Rat help Pia Dante?
40	How old is Father Julliard?
41	How long has he been running the mission school?
42	Who does Father Julliard often give money to?
43	Where did Father Julliard write down the lock combination for the safe?
44	Where does he work?
45	What does Father Julliard bribe the children with to make them come to the school?
46	How long was Father Julliard supposed to be at the mission school for?
47	What is the school made out of?
48	What did Father Julliard want Olivia to teach?
49	Who stole the money from Father Julliard's safe?

Science: Cell Structure and Microscopes

1	Question	Answer/Definition
2	What is a cell?	A cell is the smallest unit of life.
3	What are the five different organelles found in the basic structure of most cells?	Cell membrane, nucleus, cytoplasm, mitochondria, ribosomes.
4	What is the function of the cell membrane?	It controls the movement of substances in and out of the cell.
5	What happens in the cytoplasm?	Chemical reactions happen in the cytoplasm.
6	What does cytoplasm contain?	Dissolved nutrients and organelles.
7	What is the role of the nucleus?	The nucleus controls the activities of the cell.
8	What is the role of the mitochondria?	Mitochondria, release energy for the cell to use.
9	What do we call the process in which the mitochondria release energy?	The process is called respiration.
10	What are ribosomes responsible for in a cell?	Ribosomes are responsible for protein synthesis.
11	What 3 organelles do plant cells have that animal cells do not?	A cell wall, chloroplasts and a permanent vacuole.
12	What is the function of the cell wall in a plant cell?	It supports and strengthens the cell.
13	What is the cell wall made of?	The cell wall in a plant cell is made from cellulose.
14	Chloroplasts contain green pigment. What is it called?	Chloroplasts are filled with a green pigment called chlorophyll.
15	What does the permanent vacuole contain?	The vacuole contains cell sap.
16	What type of cells are eukaryotic?	All animal and plant cells are eukaryotic.
17	What do all eukaryotic cells contain?	All eukaryotic cells contain a nucleus.
18	Eukaryotic organisms are 'multicellular' what does this mean?	Eukaryotic organisms are made up of lots of different types of cells.
19	What are prokaryotic cells?	Prokaryotes are single celled organisms that do not contain a nucleus.
20	Give an example of a prokaryotic cell	Bacteria.
21	What do bacteria have instead of a nucleus?	A single loop of DNA found free in the cytoplasm.
22	What is a plasmid?	Plasmids are small rings of DNA
23	What is the job of a nerve cell?	Nerve cells transmit electrical signals which transfers information to different parts of the body.
24	What is the name of the part of the nerve cell that electrical signals travel down?	The axon.
25	What is the function of the myelin sheath?	The myelin sheath acts as an insulator for the electrical signal.
26	Why are red blood cells important in the human body?	They carry oxygen to the muscles and organs that need it
27	What is the name of the red pigment found in red blood cells?	The pigment called haemoglobin.
28	What is the role of haemoglobin in the red blood cell?	Haemoglobin binds to oxygen and allows the red blood cells to carry it round the body.

29	What organelle do red blood cells not contain that most other animal cells contain?	Red blood cells have no nucleus.
30	Red blood cells have a biconcave shape. What does this allow the cell to do?	This gives them a large surface area to absorb as much oxygen as possible.
31	What is the role of a sperm cell?	The job of a sperm cell is to swim through the female reproductive system to fertilise an ovum (egg cell).
32	What does a sperm cell have to help it reach the ovum?	It has a tail to help them swim towards the egg cell.
33	What does the sperm cell need lots of to help it move?	A sperm cell has lots of mitochondria to release energy that the cell needs.
34	What does the head of a sperm cell contain?	It contains the DNA of the father and enzymes to penetrate the wall of the egg cell.
35	What do muscle cells contain to allow it to do its job effectively?	They have large amounts of mitochondria in them so they can release energy.
36	What is the name of the process that mitochondria use to release energy?	Respiration.
37	What is the role of a root hair cell in a plant?	Roots increase the surface area of the roots, allowing the plant to absorb more water and minerals from the soil.
38	Why do root hair cells contain lots of mitochondria?	They contain lots of mitochondria to release energy via respiration, to allow the plant to absorb mineral ions from the soil.
39	Where are palisade cells most commonly found?	Palisade cells are mainly found in the leaves of plants.
40	What happens in the palisade cell?	The palisade cell is where photosynthesis happens in the plant.
41	What are the names of the two types of microscopes?	There are two types of microscope: a light microscope and an electron microscope.
42	What do light microscopes use to form an image?	Light microscopes use a beam of light to form an image of an object.
43	What is resolution?	Resolution is the shortest distance between two points on a specimen.
42	What do electron microscopes use instead of light ?	They work by using beams of electrons instead of light.
43	What do you use to stain onion cells so you can see them more clearly under a microscope?	The iodine solution is used to stain the onion cell.
44	What do you use to stain cheek cells?	Methylene blue is used to stain the cheek cells.

Science: Atomic Structure and the Periodic Table

45	What are the 3 states of matter?	Solid, liquid and gas.
46	What are the properties of a solid?	Fixed shape Fixed volume High density Can't be compressed Can't flow.
47	How are the particles in a solid arranged?	Tightly packed together Particles are in a regular arrangement Cannot move past each other Particle are held in fixed position
48	What are the properties of a liquid?	Fixed volume Take the shape of a container Liquid can not be compressed Liquids flow
49	How are the particles in a liquid arranged?	Close together Particles can move past one another Particles are randomly arranged.
50	What are the properties of a gases ?	No set volume Fill any container Low density Easily compressed Gases flow.
51	Why can gases be compressed?	There are spaces between the particles so they are able to move closer together.
52	How are the particles in a gas arranged?	Particles are far apart Particles move freely in all directions, Particles have no arrangement
53	Order the states of matter from most to least energy.	Gas, liquid, solid.
54	What happens when a solid is heated?	When a solid is heated it will turn into a liquid.
55	What do we call the point at which a solid turns into a liquid?	Its melting point.
56	What is the melting point of pure water at 1 atmosphere pressure?	0°C
57	What is the boiling point of pure water at 1 atmosphere pressure?	100°C
58	What is freezing?	A liquid turning into a solid
59	What is condensation?	A gas turning into a liquid
60	What is melting?	A solid turning into a liquid
61	What is evaporation?	A liquid turning into a gas
62	What is sublimation	A solid turning into a gas
63	What is an element?	A substance that contains one type of atom
64	What are compounds?	Compounds contain two or more elements chemically bonded.

65	What is a molecule?	A molecule is two or more atoms bonded together, they could be the same type of atom or different.
66	What is the definition of an atom?	Atoms are tiny particles that everything is made up from.
67	What are the three sub atomic particles of an atom called?	The atom contains three sub atomic particles: proton, neutrons and electrons.
68	What sub atomic particles do you find in the nucleus?	Protons and neutrons are found in the nucleus.
69	Where are the electrons found in an atom?	Electrons arranged in shells or 'energy levels' outside the nucleus.
70	What are the charges on each of the sub atomic particles?	Protons are positively charged, neutrons have no charge and electrons have a negative charge.
71	What is the Relative mass of each sub atomic particle?	The relative mass of a proton and neutron is 1 and an electron has a mass of almost zero.
72	What is the overall charge of an atom and why?	Atoms do not have a charge, they are neutral because the negative charge of an electron cancels out the positive charge of a proton.
73	What is the definition of the atomic number?	The atomic number is number of protons in each atom of an element
74	How many electrons are needed to fill the first and second shells?	The first shell holds a maximum of 2 electrons and the second shell holds a maximum of 8 electrons.
75	How are elements arranged in the modern periodic table?	Elements are in order of increasing atomic number.
76	What are the vertical columns of the periodic table more commonly known as?	The vertical columns are known as groups
77	What are the horizontal rows of the periodic table more commonly known as?	The horizontal rows are known as periods.
78	What is the name of the scientist that is credited in creating the first periodic table?	Russian chemist Dimitri Mendeleev.
79	Name the group 1 elements.	Lithium, Sodium, Potassium, Rubidium, Caesium and Francium.
80	What happens to the reactivity of alkali metals as you move down the group?	Reactivity increase as you move down group 1
81	What is the common name for elements found in group 7 of the periodic table?	The group 7 elements are known as the halogens.
	What are the names of the elements in group 7?	Fluorine, Chlorine, Bromine, Iodine and Astatine.
82	Why do all halogens react in a similar way?	All the group 7 elements react in similar ways because they all have seven electrons in their outer shell.
83	What is the common name for elements in group zero of the periodic table?	The group zero elements are called the noble gases.
84	Name 3 elements found in group zero.	Helium, Neon, Argon, Krypton, Xenon and Radon.
85	What are some of the properties of group zero elements?	The noble gases are colourless and they are unreactive. (inert).
86	What do we know about the outer energy level of a group zero elements?	The outer energy level is always full.
87	What is freezing?	A liquid turning into a solid

Science: Energy Stores and Transfers



88	When we say an object has kinetic energy store, what does that mean?	The energy an object has because it is moving.
89	What does the amount of kinetic energy an object has depend on?	The mass of the object and the speed of the object.
90	What is the relationship between how much thermal energy an object has and the temperature of the object?	The more energy it has in its thermal energy store, the higher an objects temperature
91	What does elastic potential energy describe?	The energy stored in a springy object when you stretch or squash it.
92	What does gravitational energy describe?	The energy stored in an object because of its position above the ground.
93	What does the amount of gravitational potential energy an object has depend on?	The mass of the object and the height of the object
94	What is the gravitational field strength of the Earth?	The Earth's gravitational field strength is 9.8N/Kg
95	What is chemical energy?	Chemical energy is the amount of energy stored in chemical bonds.
96	Give 3 examples of chemical energy stores.	Fuels, foods or the chemical found in batteries.
97	In order for energy to be transferred from one store to another, what must happen?	Work must be done.
98	What does the law of conservation of energy state?	Energy cannot be created or destroyed, it is only ever transferred from one store to another.
99	Give the 5 ways in which energy can be transferred.	mechanically, electrically, by heating, by light or by sound.
100	What are the units for energy?	Energy is measured in joules (J).
101	If a unit starts with the prefix kilo, what is its multiplication factor?	Any unit that starts with the prefix kilo means a multiplication of 1000.
102	What does total energy input always equal?	Total input energy = Total output energy
103	What is the formula for efficiency?	$\text{efficiency} = \frac{\text{useful energy out}}{\text{total energy in}}$
104	In which state of matter, does conduction occur in?	Solids
105	What is the word used to describe an object that is good at transferring thermal energy?	Conductors
106	What is the word used to describe an object that is poor at transferring thermal energy?	Insulators.
107	In which states of matter does convection occur?	Liquids and gases
108	Which states of matter are fluids?	Liquids and gases
109	What happens to the kinetic energy stores in particles when they are heated?	The kinetic energy stores increase
110	Why does the density of an object decrease when it gets hotter?	The particles take up more volume but the mass stays the same.

111	What happens to fluids if they are less dense than the surrounding fluid?	They rise up through the fluid.
112	What is a vacuum?	A place where there are no particles present.
113	When something 'emits radiation', what does that mean?	Gives off radiation to the surroundings.
114	When something 'absorbs radiation', what does that mean?	Takes in radiation from the surroundings.
115	Which types of surfaces are good at absorbing and emitting infrared radiation?	Dark and dull surfaces
116	What type of surfaces can reflect infrared radiation?	Light, shiny surfaces.
117	Name the 3 types of fossil fuels.	Coal, oil and gas.
118	Where does nearly all the energy on the Earth originate from?	Most of the energy around us originates from the Sun
119	What are fossil fuels made from?	Fossil fuels are made from dead plants and animals and are formed over millions of years.
120	What does non-renewable mean?	Are being used faster than they can be replaced and will eventually run out.
121	What are the units of power?	Watts
122	What is the equation that links energy, power and time?	Energy transferred = Power x Time
123	Can you name the 4 types of non-renewable energy?	Coal, Oil, Natural Gas and Nuclear fuels.
124	How long does it take fossil fuels to form?	Fossil fuels form underground over millions of years.
125	Name the 7 types of renewable energy.	Hydroelectric Power, Wave Power, Tidal Barrages, Biofuels, Wind Power, Solar Cells, Geothermal Power.
126	What are the advantages of producing energy from hydroelectric sources?	Doesn't produce carbon dioxide The running costs are also low.
127	What are the disadvantages of producing energy from hydroelectric sources?	Expensive to build Loss of habitat for some species.
128	What is a biofuel?	A biofuel is any fuel taken from living or recently living organisms.
129	Biofuels are considered to be 'Carbon neutral'. What does that mean?	The carbon taken in by the living organism from the atmosphere is equal to the carbon released from burning a biofuel.
130	Why are wind turbines unreliable?	Wind turbines can not be used to produce electricity when there is no wind and when the wind is very strong
131	Where does geothermal energy come from?	Hot rocks beneath the surface of the Earth
132	What does total energy input always equal?	Total input energy = Total output energy

Science: The Rock Cycle

133	What are the main layers of the Earth called?	The core, the mantle, the inner core and the outer core.
134	What is the Earth's crust?	The crust is a thin rocky layer that is above the mantle.
135	What is the Earth's mantle and how thick is it?	The mantle is the thickest section of the Earth at approximately 2,900 km.
136	What is the mantle made from?	The mantle is made up of semi-molten rock called magma.
137	What is the outer core made from?	It is a liquid layer made up of iron and nickel.
138	What are the two elements in the Earth's inner core?	Iron and Nickel
139	What is the atmosphere?	The atmosphere is the layer of gases that surrounds the Earth.
140	What gases does the atmosphere contain? (Include percentages)	The atmosphere is mainly made up of Nitrogen (78%) followed by Oxygen (21%) Argon (0.9%) Carbon Dioxide (0.04%).
141	What are tectonic plates?	The Earth's crust and upper part of the mantle is broken into large pieces called tectonic plates.
142	What is continental drift?	The movement of tectonic plates
143	How are igneous rocks formed?	Igneous rocks are formed from molten rock that has cooled and solidified.
144	How can you identify an igneous rock?	Igneous rocks contain randomly arranged interlocking crystals.
145	How does the rate at which the rocks cool affect the size of the crystals formed?	Magma that cools slowly will form an igneous rock with large crystals. Lava that cools quickly will form an igneous rock with small crystals.
146	What are 'intrusive' rocks?	The magma which makes up these types of rocks cools slowly underground producing large crystals.
147	Give an example of an intrusive rock.	Granite or Gabbro
148	What are 'extrusive rocks'?	The magma which makes up these types of rocks cools quickly above ground producing small crystals.
149	Give an example of an extrusive rock.	Obsidian or Basalt.
150	How are sedimentary rocks formed?	Sedimentary rocks are formed from the broken remains of other rocks that become joined together.
151	What is the difference between weathering and erosion?	Weathering is the wearing away of rocks. Erosion is the movement of broken pieces of rock away from the site of weathering
152	What is compaction?	When the pressure of the sediments on top squashes the sediments at the bottom.
153	What is cementation?	When water is squeezed out from between pieces of rock and minerals they stick together.
154	How can you identify sedimentary rocks?	Sedimentary rocks contain rounded grains, making them softer and crumblier than igneous rocks. They are often porous; (able to absorb water.) They often contain fossils.

155	What are strata?	Strata are layers of rock in the ground
156	What is a fossil?	A fossil is the remains of an organism formed millions of years ago.
157	What is physical weathering?	Physical weathering is caused by changing temperature of rocks.
158	What is chemical weathering?	Chemical weathering is caused by rain water reacting with the minerals in rocks to form new minerals and salts.
159	What is biological weathering?	Biological weathering is caused by living organisms.
160	How are metamorphic rocks formed?	Metamorphic rocks are formed from other rocks that have changed because of heat or pressure.
161	State two example of metamorphic rocks?	Marble, Slate,
162	What is melting?	The process of a solid turning into a liquid

Religious Education: Does God Exist?	
1	God – The creator and ruler of the universe according to Christians.
2	Jesus Christ – The name of the man who Christians believe is the son of God.
3	Church – The place of worship for Christians.
4	Bible – The Holy book of Christianity.
5	The Old Testament – The first part of the Christian Bible consisting of 39 books.
6	The New Testament – The second part of the Christian Bible which records the teachings and life of Jesus.
7	Monotheism – The belief that there is only one God.
8	Atheism – The belief that there is no God/Gods.
9	Polytheism – The belief in more than one God.
10	Agnostic – A belief that nothing is known or can be known about the existence of God.
11	Theist – A person who believes in the existence of God/Gods.
12	The Design Argument – The argument from design which argues for the existence of God as a creator.
13	Miracle – something which happens and cannot be explained or proved by science or logic.
14	Proof – evidence of argument establishing a fact or truth.
15	Suffering – the state of undergoing pain, distress or hardship.
16	Belonging – being part of a particular group or organisation.
17	Community – a group of people living in the same place or having a characteristic in common.
18	Altar – a table in the Christian Church where the bread and wine are shared during communion services.
19	Pew – a long bench in a Church where the congregation sit during services.
20	Font – a stone structure within a Church that holds water for Baptism.
21	Stained Glass Window – coloured glass used as a decorative window in a Church that typically portrays a Bible teaching/story.
22	Pulpit – a raised platform in a Church where the priest/vicar reads a sermon from.
23	Cross – the symbol of Christianity.
24	Prayer – a request for help or expression of thanks towards God.
25	Sin – an immoral act considered to be against God.
26	Sacrifice – Christ’s offering of himself through the Crucifixion (his death).
27	Creation – the creating of the universe, considered to be an act of God.
28	Punishment – a penalty that is given because a crime was committed.
29	Forgiveness – the deliberate action to release negative feelings towards someone who has hurt you.
30	Mercy – Compassion or forgiveness shown towards someone.
31	Symbol of Christianity - The Cross 
32	Symbol of Judaism – The Star of David 

Geography: How do natural environments effect human activity?

1	Human Process: an action by people to make a change. Physical Process: an action by nature to make a change.
2	Biome: A large scale ecosystem. E.g. A rainforest. Ecosystem: a community of plants and animals interacting in an area. Equator: the line of latitude which divide the earth into the northern and southern hemispheres. Biodiversity: is the variety of plants and animals found within an ecosystem.
3	Polar region: the areas of land found at the north and south pole. Solar input: refers to the light earth receives from the sun. Annual Rainfall: is the total volume of rain received by an area in a year.
4	Challenge: a difficulty in a place that has to be overcome. Extreme Temperature: temperatures that are outside the average range e.g. Very hot. Isolation: this describes a lack of communication and contact. Services: these are facilities people can access such as water supply and education.
5	Desert: an area of land that receives limited rainfall (less than 250mm) and that has limited vegetation High Pressure: is an area where air descends (falls) to create stable and consistent weather conditions.
6	Arid: is the term used to describe a climate which is hot and dry. Vegetation: is the term used to refer to plants and trees. <u>SAHARA DESERT FACT FILE</u> <ul style="list-style-type: none"> • <i>It is located in Africa.</i> • <i>It is north of the equator.</i> • <i>It is the world's largest hot desert.</i> • <i>The average temperate is 30oC.</i> • <i>The highest recorded temperature is 58oC</i> • <i>Nigh temperatures can fall to -6oC</i> • <i>Half of the Sahara receives less than 15mm of rainfall a year.</i>
7	Extreme Temperature: temperatures that are outside the average range e.g. Very hot. Limited rainfall: describes a place where rain is infrequent. Limited Transport: describes an area where there are few travel opportunities such as road and rail links.
8	Adaptation: How a plant or animal changes to cope with the challenges of an environment Nocturnal: animals which are active at night-time, to avoid high daytime temperatures. Diurnal: animals which are active during the day.
9	<u>Alice Springs</u> <i>Alice Springs is a large town located in a semi-arid area of central Australia.</i>
10	Irrigation: is a process of artificially watering an area of land. Flying Doctors: are part of the emergency services team in Australia, they use aeroplanes to travel and respond to patients.
11	Coastal Zone: this is the area of land between the land and the sea/ocean. Landforms: these are features, with distinctive characteristics, formed by natural processes. Coastal Retreat: is a phrase used to describe the coastal zone eroding away.
12	Natural Processes: are processes controlled by nature and not humans. Erosion: The breaking down and wearing away of material. Transportation: The movement of material by the river flow. Deposition: Material carried by the river is dropped (deposited) as the river loses energy.
13	Coastal Caves: are enlarged cracks on a coastal cliff caused by erosion. Coastal Arches: are openings on a cliff face which are visible from two sides.

Coastal Stacks: are towers of rock which remain once arches have collapsed.
 Coastal Stumps: are weathered stacks which have been reduced in size.

STUDLAND BAY

- Found in Dorset on the South coast.
- Part of the Jurassic Coast
- A World heritage site
- Including Old Harry Rocks, a famous collection of stacks.

14 Symbol: picture on a map that indicates a building, land use or point of interest.
 Abbreviation (on maps): are shortenings of words which identify geographical features. For example, sch refers to a school.
 Key= A key on a map shows what symbols mean.

15 **Grid Reference= The co-ordinate used to locate a specific square or point on an OS map.**
 Northings: are the co-ordinates running along the south to north margin of an OS map.
 Eastings: are the co-ordinates running along the west to east margin of an OS map.

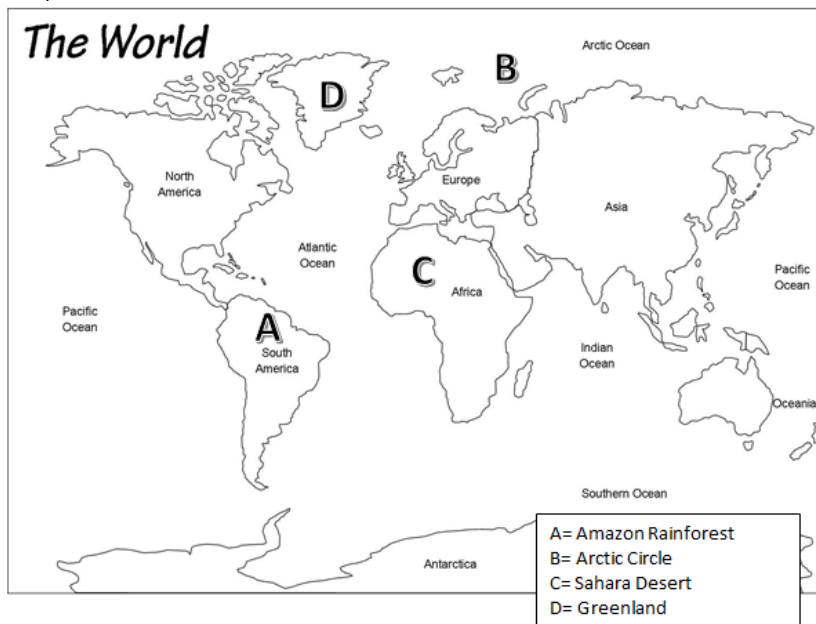
16 Land use: simply refers to what can be found on land in an area or place.
 Scale: a map scale is used to measure distance between locations on a map.

17 Six Figure References: use six digits to locate a place on an OS map.

18 Weathering: is a process of material being broken down by weather and organisms.
 Landslides: are rapid downhill movements of material.
 Human Impact: the effects of an event on people.
 Physical Cause: the natural reason behind an event happening.

19 Hypothesis: a statement which is investigated to decide whether the statement is true or false.
 Sphere of Influence: is the spatial influence of a settlement or business.

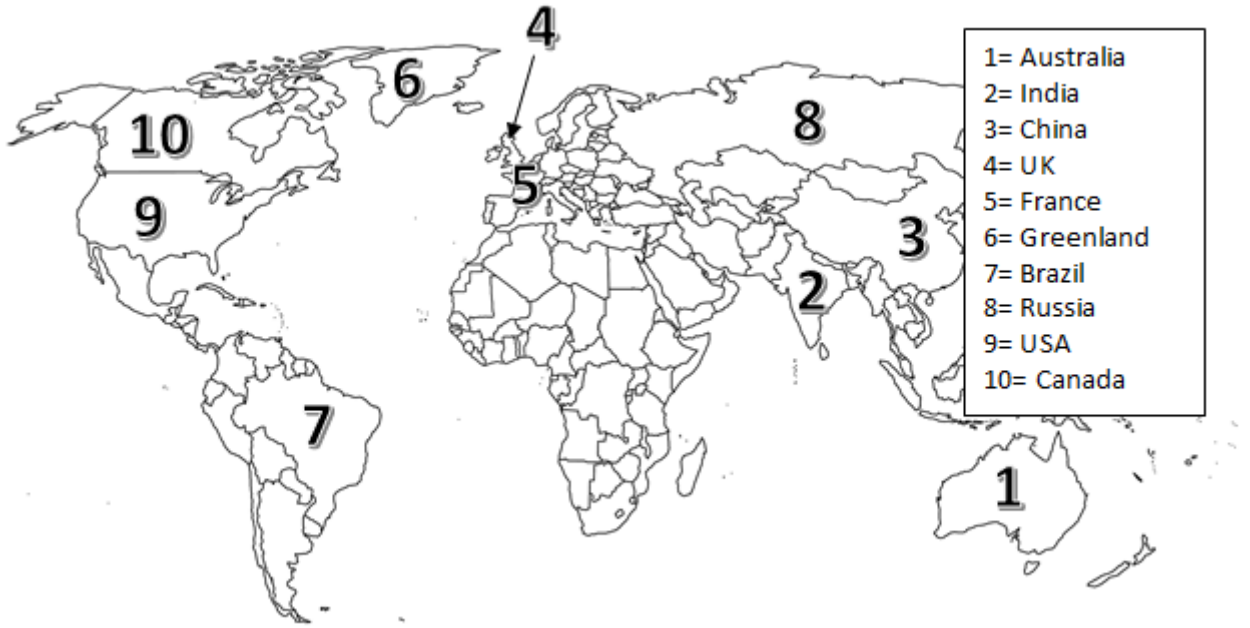
20 Geographical place knowledge
 Map to show the continents and oceans of the world.




21

Geographical place knowledge

Map to show some of the major countries from around the globe



History: The Norman Conquest (1066-1086)

1	<p><u>Who were the threats to England before 1066?</u></p> <p><u>Who were the Normans?</u></p> <ul style="list-style-type: none"> The Normans were descendants of the Vikings who had settled in the north western part of France from AD911. They named this land 'Normandy' after the Scandinavian word Normandie, which means 'Northman' and refers to their Viking origins. <p><u>Who were the Saxons?</u></p> <ul style="list-style-type: none"> They were a mix of tribes from Germany, Denmark and the Netherlands who crossed the North Sea and settled in England from AD410. <p><u>Who were the Vikings?</u></p> <ul style="list-style-type: none"> The Vikings were invaders and settlers who came from Scandinavia from about 700 AD to 1100. The word "Viking" meant "pirate raid" in the Old Norse language that was spoken in Scandinavia around the same period.
Box 1 Questions	<ol style="list-style-type: none"> Where did the Normans live? Where did the Saxons live? Where did the Vikings live?
2	<p><u>Who are the people associated with the events of 1066?</u></p> <p><u>Edward the Confessor</u> - King of England. r.1042-1066. Died on 5th January 1066. His death caused a crisis for England because it was unclear who would follow him as king. Four contenders emerged. They are listed below.</p> <p><u>Harold Godwinson</u> - Earl of Wessex. A powerful and rich English nobleman. According to the Anglo-Saxon Chronicle, Edward named him as the next king on his death bed. 6th January Edward is buried and the Saxon royal council (the Witan) declare Godwinson as king.</p> <p><u>William, Duke of Normandy</u> - Duke of Normandy. William was related to Edward through his great aunt, Emma, who had been married to Cnut (see below). He claimed Edward had promised him the English throne in 1051 and alleged Godwinson had sworn a sacred oath to support his claim in 1064. William also had the support of Pope Alexander II.</p> <p><u>Harald Hardrada</u> - King of Norway. A fearsome Viking warrior who based his claim on the fact that his ancestor, King Cnut, had ruled England (1016-1035). He had an army of over 12,000 Vikings and helped by Godwinson's brother, Tostig.</p> <p><u>Edgar the Atheling</u> - Nephew of Edward the Confessor. The closest blood relative to Edward. Although he was a Saxon, he was brought up in Hungary. Edgar was only 14 in 1066 had no army and little support.</p> <p><u>The Witan</u> – This royal council was given the role of choosing who should be king. They chose Harold Godwinson. However, peace did not follow because two powerful men invaded England to try to win the throne of England. These were Harald Hardrada, King of Norway and William Duke of Normandy.</p> 
Box 2 Questions	<ol style="list-style-type: none"> Why was the death of Edward the Confessor a problem? Who did Edward name as his successor (next king)? Why did William claim he should be king? Why did Harald Hardrada claim he should be king? What was Edgar's claim to be king? Which royal council decided Harold Godwinson would be king?
3	<p><u>The key events of 1066</u></p> <p><u>January</u></p>

	<p>5th - Death of Edward the Confessor. 6th - The Witan declare Harold Godwinson king. He is crowned on the same day Edward is buried. William hears about this. He feels that Harold has betrayed him & gathers an army to invade England. <u>Spring & summer 1066</u> William is unlucky because he cannot sail his invasion fleet across the English Channel. The problem is that the wind is blowing in the wrong direction for him to sail his ships. William has to wait for the wind to change. <u>May</u> Halley's comet appears in the sky. This was seen as a bad omen for Harold Godwinson. <u>September</u> 20th- Harald Hardrada invades the north of England and defeats the Saxons at the Battle of Fulford Gate. Harold Godwinson marches his army north to defend his kingdom. 25th - Battle of Stamford Bridge Harold Godwinson defeats Harald Hardrada, Tostig and his Viking army. It is a great victory for Harold Godwinson and he sets off back for London the next day. The wind changes direction allowing Duke William to set sail on the evening of the 27th. 28th - Duke William lands at Pevensey on the south coast of England and orders a wooden castle to be built. The Normans attack Saxon farms, stealing livestock and burning down homes. <u>October</u> 6th - Harold Godwinson and his housecarls arrive in London after a 320km journey taking 8 days. 14th A tired Saxon army is defeated by Duke William at the Battle of Hastings. Harold Godwinson is killed. <u>December</u> 25th Duke William is crowned King of England in Westminster Abbey on Christmas Day.</p>
Box 3 Questions	<ol style="list-style-type: none"> 1. <i>Why was William unable to take his fleet across the English Channel in the summer of 1066?</i> 2. <i>What bad omen appeared in the sky during May 1066?</i> 3. <i>What battle was fought between the Vikings & Saxons on 20th September?</i> 4. <i>What battle was fought between Vikings & Saxons five days later?</i> 5. <i>What battle was fought between Saxons & Normans on 14th October?</i> 6. <i>Where was Duke William crowned king on Christmas Day 1066?</i>
4	<p><u>The Battle of Hastings</u></p> <ul style="list-style-type: none"> • The two sides (Saxons & Normans) met at Senlac Hill, near Hastings. • Harold's army were at the top of Senlac Hill. They formed a shield wall to protect themselves. The Norman knights could not charge uphill. • Some of the Norman soldiers began to flee because they thought William had been killed. William took off his helmet to show them he was still alive. • The Normans pretended to run away, then turned and cut down the Saxons when the inexperienced fyrd chased them. • William had a well-equipped army. He had knights on horseback and archers with crossbows. Harold had a traditional Saxon army – his housecarls fought on foot with axes, the fyrd were just farmers with any weapons they could get. • William used trickery to break up the Saxon shield wall. • Harold was killed. It is impossible to know how Harold died. Most people believe that he was killed by an arrow in the eye. This theory is based on a scene in the Bayeux Tapestry.
Box 4 Questions	<ol style="list-style-type: none"> 1. <i>On what hill did the Saxons line up for the battle?</i> 2. <i>What was their battle formation?</i> 3. <i>What problem did the Norman knights face at the start of the battle?</i>

	<p>4. <i>During the battle why did some Normans flee?</i></p> <p>5. <i>What were Harold's housecarls?</i></p> <p>6. <i>What was Harold's fyrd?</i></p> <p>7. <i>How does the Bayeux Tapestry show Harold's death?</i></p>
5	<p><u>How did William react to challenges to his power?</u></p> <ul style="list-style-type: none"> • The 'Harrying of the North' • From 1069-1070 William destroyed a rebellion against him by Edgar the Æthling. This was called the 'Harrying of the North'. • The monk Orderic Vitalis wrote an account of the 'Harrying of the North' in which he said that William burnt villages and destroyed crops. Today historians believe that 80% of Yorkshire was turned to waste. • There were three consequences of the 'Harrying of the North'. They are the 3Rs. <ul style="list-style-type: none"> - Refugees – many escaped into Scotland. - Resistance – some joined Hereward the Wake against William. - Ruin – large parts of Yorkshire were destroyed. • Hereward the Wake • In 1070 a large army came from Denmark to join a Saxon who had rebelled against William. He was Hereward the Wake. William paid the Danish army to leave. • In 1071 William defeated Hereward at his base on the island of Ely. William captured the ally of Hereward named Morcar. Hereward escaped & was not heard of again. • Hereward was soon turned into a hero by the Saxons. One study shows that Hereward may actually have been a Dane living in England rather than a Saxon.
Box 5 Questions	<p>1. <i>Who led a rebellion against William from 1069-1070?</i></p> <p>2. <i>What is the name of William's attack on the North of England called?</i></p> <p>3. <i>What percentage of Yorkshire was destroyed?</i></p> <p>4. <i>Name the 3Rs.</i></p> <p>5. <i>What did William do to the Danish army that came to join with Hereward the Wake?</i></p> <p>6. <i>What happened to Earl Morcar?</i></p> <p>7. <i>What was the fate of Hereward?</i></p> <p>8. <i>How was Hereward seen by the Saxons?</i></p>
6	<p><u>How were castles used by William to control England?</u></p> <ul style="list-style-type: none"> • Castles had psychological & physical effects. • Psychological effects – the English knew who their masters were, they knew that if they rebelled the rebellion would be crushed. • Physical effects – William was able to gain control of local areas by placing troops in his castles. Soldiers in the castles were able to keep control of local English villages or towns. • Castles were placed near sources of water and in areas that could be easily defended (e.g. in high places). • Motte & bailey castles – the motte was the man-made hill on which a wooden keep was built. The bailey area was a yard surrounded by a wooden palisade. Here soldiers and servants would sleep. Over time the wooden motte and bailey castles developed into stone castles. Often a motte and bailey castles might be built on the site of a previous defensive structure such as Old Sarum which had been an Iron Age hillfort.
Box 6 Questions	<p>1. <i>Name one psychological effect of castles.</i></p> <p>2. <i>Name one physical effect of castles.</i></p> <p>3. <i>What was a motte?</i></p> <p>4. <i>What was the bailey?</i></p>

	<i>5. What surrounded the bailey?</i>
7	<p><u>Who owned England?</u></p> <ul style="list-style-type: none"> • In 1085 William decided that he would create a record of the wealth of England. He could then ensure that he was gaining as much tax from the country. • The result was the Domesday Book that was produced in 1086. William's tax inspectors recorded 13,000 places in England.
Box 7 Questions	<ol style="list-style-type: none"> <i>1. Why did William want a record of the wealth of England?</i> <i>2. Correctly spell the name of the book that William's tax inspectors created.</i> <i>3. How many places were recorded in this book?</i>
8	<p><u>Control of the land, the feudal system</u></p> <ul style="list-style-type: none"> • William ended slavery in England. He replaced the Anglo-Saxon system of land control with the feudal system. He did this to ensure all people were loyal to him and also to reward his knights and barons with land for the part they played in helping him conquer England. • The feudal system established control by setting up a hierarchy. At the top of the system was the king, below him the barons (tenants-in-chief), then came the knights (lords) & at the bottom were the peasants. • The responsibility of peasants was to farm the land and provide food supplies to the whole kingdom. In return of land they were either required to serve the knight or pay rent for the land. They had no rights and they were also not allowed to marry without the permission of their Lords. • Peasants worked the land for their lord, the knight fought for the barons when required and the barons supplied knights and soldiers for the king if required. In return the king gave land to the barons who gave land to the knights. Lastly, the knights rented land to the peasants.
Box 8 Questions	<ol style="list-style-type: none"> <i>1. What did William outlaw in England?</i> <i>2. How did he reward barons and knights who helped him conquer England?</i> <i>3. Who was the third tier of the feudal system?</i> <i>4. What did the barons provide for the king when required?</i> <i>5. What did a peasant require permission from his lord to do?</i>

Spanish: Me presento		
	English:	Spanish:
1	Hello, I am called Sergio. My friend is called Javier. My friend is called Susana. And you, what are you called?	Hola, me llamo Sergio. Mi amigo se llama Javier. Mi amiga se llama Susana. Y tú, ¿cómo te llamas?
2	Are you okay? How are you?	¿Qué tal? ¿Cómo estás?
3	I live in Blackpool in the northwest of England with my family.	Vivo en Blackpool en el noroeste de Inglaterra con mi familia.
4	I am* eleven/twelve years old.	Tengo once/doce años.
5	My birthday is the seventh of September . I was born in 2009.	Mi cumpleaños es el siete de septiembre . Nací en 2009.
6	January, February, March, April, May, June, July, August, September, October, November, December.	enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre.
7	Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.	lunes, martes, miércoles, jueves, viernes, sábado, domingo
8	My brother is older than I but my sister is younger .	Mi hermano es mayor que yo pero mi hermana es menor .
9	I have lots of friends. My friend Daniela is* twelve years old and my friend Alberto is* eleven years old.	Tengo muchos amigos. Mi amiga Daniela tiene* doce años y mi amigo Alberto tiene* once años.
10	We go together to school which is called St. George's.	Vamos juntos al instituto que se llama St. George's.
11	From my point of view, my favourite colour is: red, green, yellow, blue, orange, white, black, purple, brown, pink, grey.	Desde mi punto de vista, mi color favorito es el: rojo, verde, amarillo, azul, naranja, blanco, negro, morado, marrón, rosa, gris.
12	Also, I like the football. My favourite team is "Blackpool" and therefore I'm crazy about (love) the colour orange. I hate red.	También, me gusta el fútbol. Mi equipo favorito es "Blackpool" y por eso me chifla el color naranja. Detesto el rojo.
13	I have the eyes... brown, blue, black, green, hazel.	Tengo los ojos... marrones, azules, negros, verdes, castaños.
14	I have the hair... short, long, curly, straight, wavy, blonde, ginger, brown, black.	Tengo el pelo... corto, largo, rizado, liso, ondulado, rubio, pelirrojo, castaño, negro
15	My mum has the hair short and blonde but my dad is bald.	Mi madre tiene el pelo corto y rubio pero mi padre es calvo.
16	My gran has glasses and has long hair. My grandparents have grey hair because they are old.	Mi abuela tiene gafas y tiene el pelo largo. Mis abuelos tienen el pelo gris porque son viejos.
17	My grandad has a moustache and beard but he is bald. How funny!	Mi abuelo tiene bigote y barba pero es calvo. ¡Qué risa!
18	I am ... good-looking muscular tall short slim fat ugly	Soy ... guapo/guapa musculoso/musculosa alto/alta bajo/baja delgado/delgada gordo/gorda feo/fea
19	Personally, I am a bit tall, also I have freckles and glasses.	Personalmente, soy un poco alto, también tengo pecas y gafas.

20	I am... boring active aggressive happy unfriendly arrogant funny stupid/daft honest intelligent nervous lazy popular nice sincere shy silly/daft clumsy	Soy... aburrido/aburrida activa agresivo/agresiva alegre antipático/antipática arrogante divertido/divertida estúpido/estúpida honesta inteligente nerviosa perezoso/perezosa popular simpático/simpática sincero/sincera tímido/tímida tonto/tonta torpe																																
21	My favourite famous person is David Beckham given that always he is generous and very happy but sometimes he is daft. Also, in my opinion, he is very good looking.	Mi famoso favorito es David Beckham dado que siempre es generoso y muy alegre pero a veces es tonto. También, en mi opinión, es muy guapo.																																
22	My favourite famous person is Shakira since she is popular, generous and never is shy.	Mi famosa favorita es Shakira ya que es popular, generosa y nunca es tímida.																																
23	always sometimes often rarely never from time to time/occasionally	Siempre a veces a menudo raras veces nunca de vez en cuando																																
24	I have we have you have you have (plural) he/she has they have	tengo tenemos tienes tenéis tiene tienen																																
25	I am we are you are you are (plural) he/she is they are	soy somos eres sois es son																																
26	I play we play you play you play (plural) he/she plays they play	juego jugamos juegas jugáis juega juegan																																
27	I do we do you do you do (plural) he/she do they do	hago hacemos haces hacéis hace hacen																																
28	<table border="1"> <thead> <tr> <th></th> <th>-ar</th> <th>-er</th> <th>-ir</th> <th></th> </tr> </thead> <tbody> <tr> <td>I</td> <td>-o</td> <td>-o</td> <td>-o</td> <td rowspan="7"> <i>To form the present tense, take off the -ar, -er or -ir and add the following ending on the verb.</i> </td> </tr> <tr> <td>you</td> <td>-as</td> <td>-es</td> <td>-es</td> </tr> <tr> <td>he/she/it</td> <td>-a</td> <td>-e</td> <td>-e</td> </tr> <tr> <td>we</td> <td>-amos</td> <td>-emos</td> <td>-imos</td> </tr> <tr> <td>you (plural)</td> <td>-áis</td> <td>-éis</td> <td>-ís</td> </tr> <tr> <td>they</td> <td>-an</td> <td>-en</td> <td>-en</td> </tr> </tbody> </table>		-ar	-er	-ir		I	-o	-o	-o	<i>To form the present tense, take off the -ar, -er or -ir and add the following ending on the verb.</i>	you	-as	-es	-es	he/she/it	-a	-e	-e	we	-amos	-emos	-imos	you (plural)	-áis	-éis	-ís	they	-an	-en	-en			
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we	-amos	-emos	-imos																															
you (plural)	-áis	-éis	-ís																															
they	-an	-en	-en																															

French: Comment es-tu?					
	English:		French:		
	<i>What are you like?</i>		<i>Comment es-tu ?</i>		
1	I am called Marc and I live in Paris.		Je m'appelle Marc et j'habite à Paris.		
2	She is called Lara and she lives in Scotland.		Elle s'appelle Lara et elle habite en Écosse.		
3	He is called Diogo and he lives in Portugal.		Il s'appelle Diogo et il habite au Portugal.		
4	I come from France. I am French.		Je viens de France. Je suis français(e).		
5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10		un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix		
6	11, 12, 13, 14, 15, 16, 17, 18, 19, 20		onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.		
7	How old are you?		Quel âge as-tu ?		
8	I am (have) ... years old.		J'ai ... ans.		
9	He/she is (has) ... years old.		Il/elle a ... ans.		
10	When is your birthday?		Quelle est la date de ton anniversaire ?		
11	My birthday is in June.		Mon anniversaire est en juin.		
12	My birthday is the 6 th January.		Mon anniversaire c'est le six janvier.		
13	I have the hair long and blonde.		J'ai les cheveux longs et blonds.		
14	He has the hair short and brown.		Il a les cheveux courts et marron.		
15	She has the hair black and braided.		Elle a les cheveux noirs et nattés.		
16	I am bald and I wear glasses.		Je suis chauve et je porte des lunettes.		
17	I have the eyes green and I have a beard.		J'ai les yeux verts et j'ai une barbe.		
18	I am really funny but I am not very sporty.		Je suis vraiment amusant(e) mais je ne suis pas très sportif(ive).		
19	I am someone kind and hard-working.		Je suis quelqu'un de gentil(le) et travailleur (euse).		
	<i>What is your family like?</i>		<i>Comment est ta famille?</i>		
20	I have a little sister and two brothers.		J'ai une petite sœur et deux frères.		
21	I have a brother and a cousin but I don't have any sisters.		J'ai un frère et un cousin mais je n'ai pas de sœurs.		
22	My mum is quite chatty whereas my sister is very shy.		Ma mère est assez bavarde alors que ma sœur est très timide.		
23	My dad is a little lazy however my brother is so active.		Mon père est un peu paresseux cependant mon frère est si actif.		
24	I live with my mum and my step-dad because my parents are divorced.		J'habite avec ma mère et mon beau-père car mes parents sont divorcés.		
25	I live with my parents and I am an only child. I would like a sister.		J'habite avec mes parents et je suis enfant unique. Je voudrais une sœur.		
26	I go to my dad's house at the weekend.		Je vais chez mon père le week-end.		
27	I have a dog black and a mouse white.		J'ai un chien noir et une souris blanche.		
28	We have a rabbit grey and ten fish blues. I would like a horse.		Nous avons un lapin gris et dix poissons bleus. J'aimerais un cheval.		
29		avoir (to have)	être (to be)	habiter (to live)	Connectives
	I you he/she/it we you (plural) they	j'ai tu as il/elle/on a nous avons vous avez ils/elles ont	je suis tu es il/elle/on est nous sommes vous êtes ils/elles sont	j'habite tu habites il/elle/on habite nous habitons vous habitez ils/elles habitent	et = and parce que = because car = because cependant = however mais = but aussi = also

Weekly Spellings

Week 1

Focus : **able** and **ible** endings

-ible	-able
credible	adorable
edible	agreeable
forcible	breakable
horrible	disposable
indestructible	enjoyable
invincible	enviable
legible	identifiable
possible	manageable
responsible	miserable
reversible	probable
susceptible	reliable
tangible	respectable
terrible	valuable

Notes: **able** endings are more common than **ible** ones.

Challenge: If there is a word you do not understand, look it up in the dictionary.

Weekly Spellings

Week 2

Focus : **ful** suffixes

Typical ful words		-y	
boast	boastful	beauty	beautiful
care	careful	bounty	bountiful
colour	colourful	fancy	fanciful
doubt	doubtful	mercy	merciful
faith	faithful	pity	pitiful
fear	fearful	plenty	plentiful
hand	handful		
harm	harmful		
hope	hopeful		
mouth	mouthful		
play	playful		
scorn	scornful		
shame	shameful		
thank	thankful		
wake	wakeful		

Notes:

- Drop the **l** when adding **ful**
- Change **y** to **i** when adding **ful** to words which end in the consonant +y
- **Full, all** and **till** usually drop the second **l** when they are suffixes.

Weekly Spellings

Week 3

Focus : **cian**, **sion** and **tion** endings

cian	sion	ssion	tion
dietician	collision	discussion	attention
electrician	confusion	mission	diction
magician	corrosion	oppression	direction
musician	exclusion	passion	faction
optician	explosion	percussion	fiction
physician	extension	possession	fraction
politician	infusion	profession	reduction

Notes:

- **cian** – where words end in **c** they are usually related to people: common for occupations and identity.
- **tion** – the most common ending.
- **sion** - where the base word ends in **d/de** or **s/se**.
- **ssion** – clear soft 'sh' sound.

Weekly Spellings

Week 4

Focus : **cian**, **sion** and **tion** endings

ation	etion	ition	otion	ution
demonstration	completion	competition	devotion	constitution
education	deletion	intuition	emotion	contribution
foundation	depletion	opposition	lotion	distribution
nation	secretion	petition	motion	pollution
station		position	notion	revolution
translation		repetition	promotion	

Notes:

- **ation** – long **a** is usually followed by **tion**.
- **otion/ution/etion** – the base word usually contains the vowel, clearly pronounced.
- **ution** words are usually longer than three syllables; **usion** words tend to be shorter.

Weekly Spellings

Week 5

Focus : antonym prefixes

in	im	ir	il
inaccurate	immature	irrational	illegal
inactive	immobile	irregular	illegible
inattentive	impatient	irresistible	illiterate
incapable	impolite	irresponsible	
inconvenient	impossible		
incredible	impractical		
indecent	improbable		

Notes:

- **in, im, ir** and **il** all mean 'not' or 'opposite of'.
- **im** precedes words starting with **p** as well as words beginning with **m**

Weekly Spellings

Week 6

Focus : antonym prefixes

mis	non	un	anti
misbehave	non-drip	unfortunate	antibiotic
miscalculate	non-fiction	unfounded	antibody
miscount	nonsense	unhelpful	anticlockwise
Misfire	non-smoker	unlikely	antifreeze
misfortune	non-starter	unrealistic	antihero
mishear	non-stick	unreasonable	antiseptic
misinform	non-stop		
misplace	non-violent		
misread			
mistake			

Notes:

- **mis** means 'wrong' or 'false'.
- **non** means 'not' or 'opposite of'
- **anti** means 'against'

Weekly Spellings

Week 7

Focus : classical prefixes

auto	circ	bi	tele
autobiography	circle	biceps	telegraph
autograph	circular	bicycle	telepathy
automatic	circulate	bifocals	telephone
automobile	circumference	bilingual	telescope
autopsy	circumnavigate	biplane	television
	circumstance		

Notes:

- **auto** means 'self'
- **circum** means 'round'
- **bi** means 'two' or 'twice'
- **tele** mean 'distant'

Weekly Spellings

Week 8

Focus : classical prefixes

trans	micro	aqua	aero
transatlantic	microcosm	aquaplane	aerodrome
transfer	microfilm	aquarium	aerodynamics
translate	microphone	Aquarius	aeroplane
transmit	microscopic	aquatic	
transparent			
transplant			
transport			

Notes:

- **trans** means 'across'
- **micro** means 'small'
- **aqua** means 'water'
- **aero** means 'air'

Weekly Spellings

Week 9

Focus : classical prefixes

audi	re	prim	super
audible	reconsider	primary	superman
audience	repeat	primate	supernatural
audition	replay	prime	supernova
auditorium	reply		supersede

Notes:

- **audi** means 'hear'
- **re** means 'again'
- **prim** means 'first'
- **super** means 'greater'

Weekly Spellings

Week 10

Focus : common letter clusters

our	ough	ear
armour	cough	bear
flour	drought	dear
hour	enough	dreary
journey	plough	earn
mourn	rough	fear
ourselves	slough	gear
pour	thorough	hear
sour	though	hearth
tour	through	learn
your	tough	wear

Weekly Spellings

Week 11

Focus : common letter clusters

ight	ice	aus
bright	apprentice	Australia
eight	dice	Austria
fight	mice	because
height	nice	cause
light	notice	claustrophobia
might	police	pause
night	rice	sausage
right	spice	
sight	twice	
tight		

Weekly Spellings

Week 12 and Week 13

Revision and Retrieval

Week 12: You are going to revise all the spellings from week 1 to week 5 and you will be tested on your knowledge of the prefixes, suffixes and general common letter clusters.

Week 13: You are going to revise all the spellings from week 6 to week 11 and you will be tested on your spellings of these key words.

Application Tasks

You can complete these tasks in your homework books; these will further challenge your brains. Remember, you won't be able to answer or respond to all the challenges until Week 13, but keep testing and revising and checking.

English: Apply your knowledge

Write a monologue based on the experiences of one character.

Write a parallel description of a homeless child in the UK.

Look/cover/check to learn the key characteristics of each character.

Write a letter to Father Julliard from Rat's perspective, apologising for stealing.

Look/cover/check to learn the timeline events for each character.

Look/cover/check to learn 3 quotes per character

Explode 3 quotations to explore the language and what is revealed for each character.

Write an essay exploring the moral and societal messages shown in the novel.

Create a map of the locations in the novel – label their significance.

Write a book review on 'Trash'.

RE: Apply your knowledge

Does God exist?

What are the arguments for and against God's existence?

Is there a God?

How are beliefs expressed?

What do religions have in common?

What does it mean to be a person of faith?

How do we view Muslims today?

Have attitudes towards Islam changed?

Does God exist?

What are the arguments for and against God's existence?

Spanish: Apply your knowledge

Introduce yourself in Spanish to a family member, telling them your name, age and where you live.

Research 3 famous Spanish people and write a mini blog that includes their name, age and birthday.

Write 5 sentences about why you like your favourite colour.

Write a poem in Spanish using a simile to describe each colour: *Tan marrón como el chocolate...*

Write a short letter to a Spanish pen pal describing yourself and a family member.

Learn the 'Tener Conjugation Song' on YouTube. <https://www.youtube.com/watch?v=eJVbgJvdHZk>

Find a photo of your family and describe each person in Spanish.

Interview your friends in Spanish and see who can speak in Spanish for the longest.

Write 30 words to describe your favourite celebrity in Spanish.

Investigate the meaning of 'cognate', 'infinitive', 'verb' and 'conjugate'.

Geography: Apply your knowledge

Explain why is it challenging to live in polar regions. Find an image to back up your explanation.

Research a plant or animal found in a hot desert environment and explain how the animal is adapted to cope in that environment.

Explain why you would and would not want to live in Alice Springs.

Explain some of the processes which change coastal areas. Find an image to support your explanation.

Explain how to find a four figure grid reference. Use a diagram to support your explanation.

Create some revision cards or similar to review the knowledge in PP2 (1-20)

History: Apply your knowledge

Box 2	In your opinion who had the greatest claim to the English throne? Explain why you believe this. Use this video link to help you: (video 1/6) https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382
Box 4	Should Harold Godwinson have rushed to fight William at Hastings? Explain your opinion. Use this video to help you: (video 4/6) https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-1066/zm3m382
Boxes 5-8	Create a mind map or web-diagram to show the ways that William controlled England. Make sure that you include historical details.
Overall question	In your opinion why was William successful in conquering England and then keeping it under control?

French: Apply your knowledge

Find out the name of 5 countries around the world (other than France) where French is spoken and write their names in French.

Introduce yourself in French to a family member, telling them your name, age and birthday.

Research 3 famous French people and write a mini blog that includes their name, age and birthday.

Learn the 'Avoir Conjugation Song' on YouTube. <https://www.youtube.com/watch?v=HrdyXbwDfSI>

Write a short letter to a French pen pal describing yourself and a family member.

Learn the 'Être Conjugation Song' on YouTube.

https://www.youtube.com/watch?v=_9_QC29JReE&list=PL97EJ5482PPFH9ltrQO0w4TLKqjWrjhSs&index=3&t=0s

Find a photo of your family and describe each person in French.

Interview your friends in French and see who can speak in French for the longest.

Describe 5 animals in French using correct word order and adjectival agreements.

Investigate the meaning of 'cognate', 'infinitive', 'verb' and 'conjugate'.

St. George's School Prayer

Loving God,

Thank you for St. George's School and everyone in it.

By the power of your Holy Spirit

Help us to BELIEVE you are with us;

Inspire us to ACHIEVE the best we can;

And lead us to CARE for everyone around us.

We ask this in the name of Jesus Christ, your Son.

Amen

