

# Year 7 Cycle 3

## Knowledge Organisers



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# LO: How do I use a knowledge organiser so that I don't forget what I've learnt?

## SUBHEADINGS

1. Look at the subheading.
2. Write down everything you know about that topic without looking at the KO.
3. Check what you've missed; add this to your notes in a different colour.
4. Do something else (e.g. revise something else).
5. Return to this and repeat from the beginning.

## 'Remains' – Knowledge Organiser

**What happens in the poem?** The speaker and two other soldiers are sent to tackle some looters who are robbing a bank. They open fire on a looter who is running away. The looter is seriously wounded. He is carried away in the back of a lorry. The soldier has to walk past the blood stain left on the ground week after week. He returns home and is haunted by the memory of what he has done, reliving it again and again. He drinks and takes drugs in an attempt to forget what happened. However, he is unable to forget the looter and what he did. The memory remains stuck in his mind.

### What is the context of the poem?

- Simon Armitage wrote 'Remains' (and other poems) for a Channel 4 programme called 'The Not Dead'.
- He has never been to war himself and has never been a soldier.
- To write the poems, he interviewed a number of soldiers who have survived war (in Iraq, Afghanistan, the Falklands etc.) i.e. the 'not dead'.
- The poems show the suffering soldiers experience long after wars have finished.
- 'Remains' is heavily based on the experience of Guardsman Tromans who fought in the Iraq war.
- Tromans shot a looter in Iraq and suffers from PTSD.

**What is the significance of the title?** The poem is about PTSD – in other words, how the traumatic experience of war REMAINS with the soldier. It could also refer to the human REMAINS – the image of the looter – that the soldier obsesses over so much as part of his PTSD.

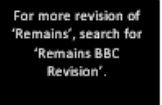
**What is a central idea in this poem?** As is implied by the title, the poem explores the trauma experienced by soldiers and the terrible impact of PTSD on survivors long after the battle has ended.

### What other ideas are explored in the poem?

- War can cause suffering beyond the battlefield.
- War is damaging.
- Guilt is powerful and can overwhelm us.
- War can result in us dehumanising the enemy.
- War can cause us to act in ways we later regret.
- Memory can have a powerful effect on us.

Key Vocabulary	Definition	Example
Traumatic	Causing severe and lasting emotional shock or pain.	Being involved in war is deeply disturbing and a highly _____ experience.
PTSD (post-traumatic stress disorder)	This is an anxiety <b>disorder</b> caused by very stressful, frightening or distressing events. Someone with this often relives the <b>traumatic</b> event through nightmares and flashbacks, and may experience feelings of isolation, irritability and guilt.	The soldier in 'Remains' is suffering from _____.
Guilt	A feeling of worry or unhappiness that you have because you have done something wrong.	The soldier struggles to come to terms with the _____ he feels over shooting the looter.
Haunt	To revisit again and again.	The memory of the shooting _____ the soldier.
Dehumanisation	To treat people as less than human.	It can be argued that the soldiers in 'Remains' _____ the looter by treating him with so little respect.
Dramatic monologue	A poem made up of a single character speaking (i.e. the poet is very clearly writing as someone else).	'Remains' is a _____ because Armitage is writing as someone else and there is only one speaker in the poem.

Writer's Craft:	Example
Why is the poem written as a dramatic monologue?	To explore a traumatised soldier's thoughts and feelings; because the poem was produced following an interview with a soldier.
Why does Armitage use colloquial language?	To create a convincing voice – an ordinary person/soldier; to contribute to the almost matter-of-fact tone in the first half of the poem.
What does the first/second half focus on? What is the turning point?	First half: the shooting; second half: the emotional impact on the soldier. Turning point = 'End of story, except not really.'
Why is the shooting described with graphic imagery?	To convey the brutality; to show what has traumatised the soldier; because it's so vivid in the soldier's mind.
Why is the blood on the street described as a 'blood shadow'?	Shadow = dark imagery – connotations of death and misery; the shooting has cast a shadow over his life; a shadow follows you around
What does the imagery 'dug in behind enemy lines' suggest?	To the looter, the soldier is the enemy; the soldier's mind is enemy territory. The looter is in the soldier's mind, so this is 'behind enemy lines'. 'Dug in' means well defended and prepared for attack – this suggests that the memory of the looter is difficult to remove; 'dug in' is a military term, suggesting that the war/conflict is still going on for the soldier.
What impression does the final stanza leave us with and what is meant by 'bloody hands'?	It leaves us with the impression that the pain will be ongoing – there seems little hope of an end as the looter is still 'here and now'. 'Bloody' can suggest frustration (swearing), but 'to have blood on your hands' also means to be responsible for an act of violence against someone i.e. to be guilty of something.



For more revision of 'Remains', search for 'Remains BBC Revision'.

## VOCABULARY

1. Cover the vocabulary and definition columns. Try to work out what the missing word is in the example. Check. Move to the next word. Repeat until you can do this with all the words you've studied so far.
2. Try the same as above, but this time by looking at just the definition column.
3. Try the same as above, but this time just look at the vocabulary and try to explain what the definition is.

## OTHER QUESTIONS

1. Cover the explanation.
2. Answer the questions.
3. Check your answers; add anything you missed; correct anything you got wrong.
4. Do something else (e.g. revise something else).
5. Return to this and repeat from the beginning.

## BIG IDEAS

1. Look at the list of big ideas.
2. For each idea, make notes.

## MINDMAP

1. Create a mindmap of what you know about the topic *from memory*.
2. Check your mindmap against the KO.
3. Add 5 things that you've missed using a different colour pen.
4. Do something else (e.g. revise something else).
5. Repeat.


## PICTURES

1. Look at just the pictures.
2. Explain how each of these pictures is relevant to the topic.

# LO: How do I revise (poetry) so that I don't forget what I've learnt?

You also have access to an annotated copy of the poem. This can help us to revise too:

1. Take a blank copy of the poem.
2. Annotate it with everything you can remember about the poem.
3. When you've finished, check it against the annotated version.
4. Add anything you missed using a different colour pen.
5. Do something else.
6. Repeat with another blank copy of the poem.

 Simon Armitage (b. 1963) → Not a soldier → the poem is a dramatic monologue

**Remains** → The traumatic experience remains with the soldier  
→ It is the memory of human remains the soldier keeps returning to.

1st person (from the perspective of the soldier).

1 On another occasion, we get sent out to tackle looters raiding a bank. And one of their legs is on the road, probably armed, possibly not. → present tense - feels like now rather than the past.

5 We walk myself and somebody else and somebody else are all of the same mind, so all three of us open fire. Three of a kind all letting fly, and I swear

10 I see every round as it rips through his life - I see broad daylight on the other side. So we've hit this looter a dozen times and he's there on the ground, sort of inside out, pain itself, the image of agony. One of my mates goes by and loses his guts back into his body. Then he's carted off in the back of a lorry. → Colloquial language (sounds like an ordinary person - helps us relate to the soldier).  
→ Graphic imagery - powerfully conveys brutality.  
→ Lack of respect - looter dehumanised.

15 End of story, except not really. → Turning point.

20 His blood-shadow stays on the street, and out on patrol I walk right over it week after week. Then I'm home on leave. But I blink

→ Imagery → symbolises guilt  
→ shadow → casts a shadow over his life.  
→ a shadow follows you around - can't escape it. → haunting.  
→ dark imagery (death, misery, depression).  
First half of poem - describing the shooting.  
Matter-of-fact tone - no focus on emotions.


2

Design & Technology *knowledge organiser* Year 7 All Cycles

Year	Curriculum Overview	KS3 Curriculum covered	Assessment - how you will be assessed
YEAR 7 8-10 week rotation	You will make a snack dispenser machine using MDF wood, an upcycled glass jar or plastic bottle. You will personalise it with a laser cut element and apply a surface decoration. Theory includes learning about materials and making processes, correct use of workshop tools & equipment. You will learn how to measure and mark out accurately, following step by step instructions to make a fully working product.	<p><b>Design:</b></p> <p>Using research and exploration, such as the study of different cultures, to identify and understand user needs</p> <p><b>Make:</b></p> <p>Selecting from and using specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided design and manufacture</p> <p><b>Technical knowledge:</b></p> <p>You will understand and use the properties of materials and the performance of structural elements to achieve functioning solutions</p>	<p><b>Design:</b></p> <p>On your ability to design the creative elements of a cohesive idea where the parts of the dispenser link together under a clear design theme</p> <p><b>Make:</b></p> <p>On your ability to make an accurate and well-finished product. It will be well decorated, neatly finished and the mechanism will function.</p> <p><b>Technical knowledge:</b></p> <p>You will use keywords and correct technical terminology in lessons and in your homework</p>

Use [www.technologystudent.com](http://www.technologystudent.com) to research the meaning of core Key terms: Renewable and non-renewable energy sources, sustainable design, AI, Automation and Robotics, Scales of Production, Properties of materials, CAD/CAM, the iterative design process,


Can you name and know the purpose of the tools you will use




**Coping saw** used for cutting curves



**Tenon saw** used for cutting straight lines



**Sandpaper or glasspaper** used for smoothing rough edges




**Disc sander** used for smoothing rough edges and the outside of curves




**Bobbin sander** used for smoothing down the inside of curves



**Electric hand drill** used to drill holes of different sizes



**Pillar drill** used to drill holes of different sizes



**Forstner bit** used to drill larger holes of different sizes

Health and safety passport



**Student Health and Safety Passport**


You will have your own passport

Name: \_\_\_\_\_

Year: \_\_\_\_\_

Teaching Group: \_\_\_\_\_

Technology Teacher: \_\_\_\_\_



General	Explained	Achieved
Behavior in the room		
DT Workshop Rules		
Keeping a tidy workspace		

**Resistant Materials**

Task	Explained	Achieved	Notes
Gluing using hot glue gun			
Sanding using the disk sander			
Drilling using the pillar drill			
Drilling using electric hand drill			
Using a punch to mark drilling hole and countersinking			
Cutting using craft knife and cutting mat			
Cutting using coping saw and vice			
Cutting the fret saw			
Sanding using the sander and hand sand paper			
Gluing using PVA			
Sanding using the sander and hand sand paper			
Painting using poster paint and acrylic paint and paintbrushes			

The tables above are to be used to record the date on which the explanation is given and then, when you have carried out the activity safely, the teacher will sign that you have achieved a safe standard of working on that activity.

Tick

- Behaviour
- DT workshop rules
- Tidy workspace

You will tick when you are trained

- Sanding using the disk sander
- Cutting using coping saw and vice
- Sanding using files and hand sand paper
- Gluing using PVA
- Using a punch or bradawl to mark a drill hole



# Drama Knowledge 5



## Traverse Stage

A traverse stage is a form of theatrical stage in which the audience is on two sides of the stage, facing towards each other. It is similar to a catwalk runway used in fashion shows.

## Corpsing

Corpsing is theatre slang for unintentionally laughing during a performance. In the U.S.A it is commonly referred to as breaking character.

It is believed to be called corpsing as it kills the audiences belief in the character—the character has died.

Role Reversal — a rehearsal technique used during an improvisation or rehearsal for a scene, the actors reverse the roles/characters they are portraying in order to gain a different view or understanding of their own role.

## Vocal Skills

Pause - A dramatic pause is silence at a crucial moment in the play. It is usually done to heighten the tension before something is revealed. Playwrights may write short pauses like this ... within the dialogue. Longer pauses are usually written into the stage directions (pause).

## Physical Skills

Levels — Levels give a stage more visual interest, and the various levels can be useful, as they allow different characters the opportunity to communicate their status/power within the scene.

## Colour Symbolism

Colour can be used in costumes, set, props and lighting to communicate a deeper meaning to the audience.

Example:

WARMTH

ENDURANCE

ORANGE

HEALTH





HAPPINESS

## Drama Techniques and Terminology

Dramatic irony – Where the audience knows more about a situation on stage than one of the characters in the drama.

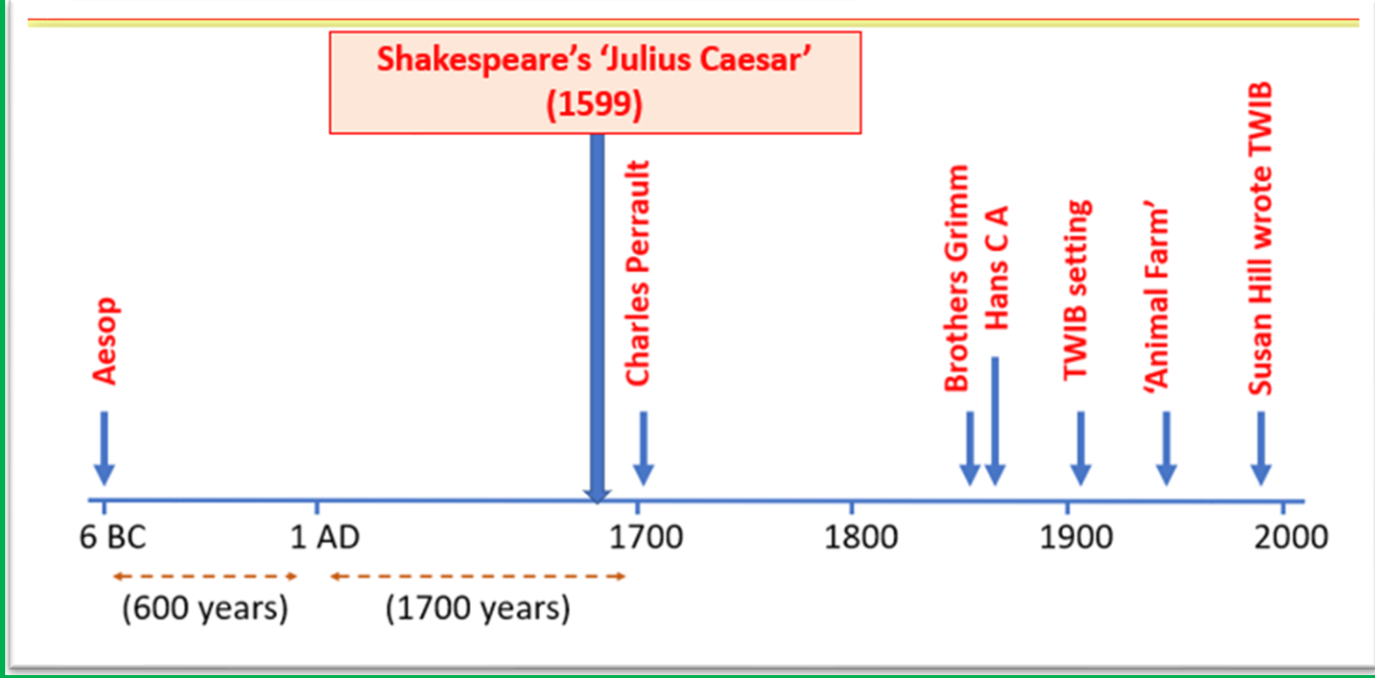
Chorus/chorus work – A group of people working collectively using vocal and movement skills to communicate thoughts, feelings and ideas. The group may work as one or may be broken down into sub-groups. In the manner of a Classical Greek Chorus, they may narrate a story, comment on the action and express an opinion.

## Elements of Rhetoric

	Word	Example:
	<b>Rhetoric</b> - The art of persuasive or effective speaking or writing.	Her powerful <b>rhetoric</b> persuaded him that her idea would work.
	<b>Ethos</b> – using language that makes the speaker seem knowledgeable and trustworthy so that the audience will listen to them.	The speaker built a sense of <b>ethos</b> by sharing his own relevant experiences.
	<b>Logos</b> – using language that will appeal to people’s logic and reasoning.	The council speaker relied on <b>logos</b> , using facts to show the benefit of the new development.
	<b>Pathos</b> – using language that will appeal to the audience’s emotions	The <b>pathos</b> in her speech about sponsoring a dog made him feel sad.

## The Context of ‘Julius Caesar’

Shakespeare wrote Julius Caesar in 1599. However, it is set in 45BC. This was when Julius Caesar was the emperor of Roman.



## Pronouns

Pronouns	
1 <sup>st</sup> person	I, we, me, my, us, our, myself, ourselves
2 <sup>nd</sup> person	you, your, yourself, yourselves
3 <sup>rd</sup> person	they, she, he, them, her, him, their, his, hers, themselves, herself, himself

## Year 7 Cycle 3 – Rhetoric and ‘Julius Caesar’

Key Words: Rhetoric	Definition	Example
<b>Rhetorical devices</b>	Little techniques we can use in our persuasive writing to help make it more effective and powerful.	Marc Antony’s speech includes <b>rhetorical devices</b> to make him sound persuasive.
<b>Direct address</b>	Using 2 <sup>nd</sup> person pronouns (you, your, yours) to address (speak to) the audience directly.	<b>You</b> can make a difference. <b>Your</b> donation will help save lives.
<b>Rhetorical question</b>	Questions asked to create a dramatic effect or to make a point rather than to get an answer.	When will we find freedom? When will we have our voices heard?
<b>Emotive language</b>	Language chosen by a writer or speaker to evoke an emotional reaction from the audience. It has particularly positive or negative associations.	When we look around, we see pain and sadness. We see cruelty and misery.
<b>Tricolon</b>	A series of three words, phrases or sentences that are parallel in structure, length and/or rhythm.	I came. I saw. I conquered.
<b>Epistrophe</b> [say e-PIS-tro-fe]	<b>Ending</b> several sentences or paragraphs with the same word or phrase. This is a form of repetition.	What you believe <b>matters</b> . How you speak to people <b>matters</b> . The way you behave <b>matters</b> .
<b>Anaphora</b> [say an-AFF-or-a]	<b>Starting</b> several sentences with the same word(s) or phrases. This is a form of repetition	‘We shall fight on the beaches. We shall fight on the landing grounds. We shall fight in the fields’ [Churchill]

### Julius Caesar: Plot Summary

The citizens of Rome gather to celebrate Julius Caesar’s triumphant return from war. Cassius and Brutus are senators?. They feel that Caesar is becoming too powerful and too much like a king. Cassius talks to Brutus about overthrowing Caesar. Cassius and his fellow conspirators? visit Brutus to discuss their plot to murder Caesar at the Senate. Brutus’ wife, Portia, is worried and begs Brutus to tell her what's happening but he refuses. Caesar’s wife, Calphurnia, warns Caesar to stay indoors as she has dreamt about his death but Caesar is persuaded to go to the Senate by one of the conspirators. Caesar is stabbed to death by the conspirators on the steps of the senate. Brutus delivers the final wound. Antony, who was friends with Caesar, shakes hands with the conspirators. When he is left alone, Antony curses the murderers and talks of revenge. Brutus and Antony speak to the crowd at Caesar’s funeral. At first the crowd support Brutus but when Antony shows them Caesar’s wounds and reads his will, the crowd turn against Brutus and the conspirators flee the city. Brutus and Cassius gather an army to fight against Antony. They argue before the fight and Brutus sees a vision of Caesar’s ghost. Brutus is hopeful in battle but Cassius hears a mistaken report that his own troops are losing and kills himself. When his army is defeated, Brutus refuses to be captured and also kills himself. Antony wins the battle and praises Brutus’ honour. Antony returns to rule Rome, with Caesar's great-nephew Octavius.

from <https://www.rsc.org.uk/shakespeare-learning-zone/julius-caesar/story/plot><sup>6</sup>

## Year 7 Cycle 3 – Rhetoric and ‘Julius Caesar’

Key Words: Plays	Definition	Example
<b>Tragedy</b>	A genre [type] of play where things go horribly wrong for the main character(s), and there is lots of death.	The play ‘Julius Caesar’ is a <b>tragedy</b> .
<b>Stage directions</b>	Directions instructions for the director and actors to understand how to perform the play. They are usually written in <i>italics</i> .	The <b>stage directions</b> show the characters stabbing Caesar.
<b>Act and scene</b>	The parts that a play is separated into; the equivalent of chapters in a book. Each act is separated into several scenes.	‘Julius Caesar’ has 5 <b>acts</b> . Each <b>act</b> is separated into different <b>scenes</b> .
<b>Soliloquy / soliloquies</b>	When a character in a play speaks their thoughts aloud when alone on stage	Shakespeare uses <b>soliloquies</b> to show his characters’ thoughts.

Key Concepts	Definition	Example
<b>Tyrant</b>	A ruler who has unlimited power over other people, and uses that power in an unfair and cruel way.	Cassius worries that Caesar is becoming a <b>tyrant</b> .
<b>Rebellion</b>	Choosing to go against rules and people in power, and acting to try and change these rules.	Cassius led the <b>rebellion</b> against Caesar.
<b>Manipulate</b>	To control or influence someone or something for your own advantage, often unfairly, dishonestly and without them knowing.	Cassius <b>manipulates</b> Brutus into turning against Caesar.
<b>Eloquence</b>	Having the ability to use language to express ideas well, so that they have a strong and persuasive effect on others.	Antony uses his <b>eloquence</b> to convince the crowd that Caesar was unfairly murdered.
<b>Liberty</b>	Freedom to live as you wish, without being strongly controlled by others.	Many political campaigns demand <b>liberty</b> and justice.
<b>Argument</b>	(In English) A clear point of view or opinion on a topic, well supported by evidence and reasoning.	The main <b>argument</b> in my speech was that we need to be kind to others because it makes the world <sup>7</sup> happier.



<div data-bbox="100 98 219 207" data-label="Image"></div> <div data-bbox="474 98 943 193" data-label="Section-Header"> <h3>HOMEWORK 1</h3> <p>Why we need food &amp; the Eatwell guide  <a href="https://forms.office.com/r/MhyY7v2id4">https://forms.office.com/r/MhyY7v2id4</a></p> </div> <p>The body needs food for:</p> <ul style="list-style-type: none"> <li>• Growth and repair of cells</li> <li>• Energy</li> <li>• Warmth</li> <li>• Protection from illness</li> <li>• Keeping the body working properly</li> </ul> <p>Your diet should include:</p> <ul style="list-style-type: none"> <li>• A variety of foods to make sure you get all of the nutrients to stay healthy.</li> <li>• No single food can supply all of the nutrients that you need</li> </ul> <p>Foods are vital for our survival and are made up of different things called <b>nutrients</b>. Each nutrient has its own function in the body</p> <ul style="list-style-type: none"> <li>• <b>Protein</b> - growth and repair of cells, maintenance of the body and to provide energy.</li> <li>• <b>Fat</b> - provide energy, to keep the body warm, to protect internal organs and provide fat soluble vitamins and essential fats</li> <li>• <b>Carbohydrates</b> - needed for energy</li> <li>• <b>Vitamins &amp; minerals</b> - needed to protect the body and prevent illness and disease</li> </ul> <p><u>The Eatwell guide:</u></p> <div data-bbox="443 1002 781 1244" data-label="Image"></div> <p><u>Questions:</u></p> <ol style="list-style-type: none"> <li>1. Why should you eat a variety of foods?</li> <li>2. List the 5 main nutrients needed by the body and give a function of each</li> <li>3. How much water should we drink a day?</li> <li>4. List the sections of the Eatwell Guide including foods you would find in each section</li> </ol>	<div data-bbox="1144 98 1263 207" data-label="Image"></div> <div data-bbox="1628 98 1892 193" data-label="Section-Header"> <h3>HOMEWORK 2</h3> <p>Protein  <a href="https://forms.office.com/r/p3J2B43Veu">https://forms.office.com/r/p3J2B43Veu</a></p> </div> <p>There are two main types of nutrients:</p> <ul style="list-style-type: none"> <li>• Macronutrients - needed in large amounts by the body (protein, fats and carbohydrates)</li> <li>• Micronutrients - needed in smaller amounts (vitamins and minerals)</li> </ul> <p>Protein is needed for <b>growth, repair, maintenance</b> and a <b>secondary source of energy</b></p> <p>Some people will need more protein than others e.g. children, teenagers and pregnant women</p> <p>Proteins are made from <b>amino acids</b> and there are <b>20</b> of them</p> <div data-bbox="1803 528 2141 638" data-label="Chemical-Block"> </div> <p><b>Essential</b> amino acids must be <b>provided by food</b> because the body cannot make them</p> <p><b>10</b> are essential for children and <b>8</b> are essential for adults.</p> <p>High biological value (<b>HBV</b>)</p> <ul style="list-style-type: none"> <li>• Contain <b>all</b> of the essential amino acids</li> <li>• Mainly come from <b>animals</b> e.g. meat fish and eggs</li> </ul> <p>Low biological value (<b>LBV</b>)</p> <ul style="list-style-type: none"> <li>• <b>Missing 1 or more</b> essential amino acid</li> <li>• Mainly come from <b>plant foods</b> e.g. peas, beans</li> </ul> <p><b>Complimentary</b> proteins</p> <ul style="list-style-type: none"> <li>• When <b>2 or more LBV proteins</b> are combined they can make a HBV protein e.g. <b>beans on toast</b></li> </ul> <div data-bbox="1565 1206 1825 1297" data-label="Image"></div> <p><u>Questions:</u></p> <ol style="list-style-type: none"> <li>1. What is the 4-letter word to remember the functions of protein</li> <li>2. Which groups of people need more protein in their diet?</li> <li>3. What are proteins made from and how many are there?</li> <li>4. Can the body make all of the amino acids?</li> </ol>
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### HOMEWORK 3

#### Fat

<https://forms.office.com/r/cwmWqcQAKk>

Many people eat **too much fat** which is **not good** for our health and can lead to several health problems

Fats like butter are **solid at room temperature** and are called **saturated** fats. Oils are **liquid at room temperature** and are called **unsaturated** fats.

#### Saturated or unsaturated fat:

- Saturated fat - too much in the diet can be harmful to health.
- Unsaturated fat - this type of fat is better for our health and can have several benefits.



Eating this type of fat is **better** for our health and can have several benefits.

The **functions** of fat are:

- It protects vital organs by covering them with a layer of fat
- It insulates us and keeps us warm
- Provides energy (2 x as much as a gram of carbohydrate)
- It provides fat soluble vitamins A, D, E & K

**Cholesterol** is a fatty substance **needed** to function properly and help with the **digestion** of fats. Eating foods high in fat can raise cholesterol levels in the blood

Eating too much fat can cause:

- Obesity
- Type 2 diabetes
- Heart disease



#### Questions:

- What are 3 of the main functions of fat in the body?
- Name 3 sources of animal fat & 3 sources of vegetable fat
- Which type of fat should we be eating less of and which should we eat more of?



### HOMEWORK 4

#### Carbohydrate

<https://forms.office.com/r/xt9T70F6JH>

The main function of carbohydrate is to provide **energy**! There are **3 different groups** of carbohydrate.

#### Sugar:

- All sugars, treacle and syrups, honey, jam and marmalade
- Known as **simple** or **double** sugars



#### Starch:

- Potatoes, rice, pasta, bread
- Known as **complex carbohydrates**. Made up of lots of simple sugars joined together

#### Fibre:

- Found in cell walls of fruit, vegetables and cereals
- Also, a **complex carbohydrate**

There are 2 other types of sugar that we need to be aware of in our diets. These are:

- Free sugars = sugars that are added to foods e.g. sugar, honey and syrup. Can be more harmful to our health if we eat too much.
- Fruit **sugars** = **natural** sugars found in fruits and vegetables e.g. apples. **Better** for us.

We should be getting **50% of our energy from carbohydrate foods**

- 45% of our energy should come from starchy foods
- 5% should come from sugars

If the diet contains too much carbohydrate than we need then it will be turned into fat and stored in the body. This could lead to obesity.


**Fibre** is needed to keep the **digestive system healthy**. If you don't eat enough fibre, you could become **constipated**.

The recommended amount of fibre for adults is **30g per day**.


#### Questions:

- What is the main function of carbohydrate in the body?
- What are the 3 main groups of carbohydrate?
- What percentage of our energy should come from carbohydrates?
- What problems do you think eating too many free sugars could cause in the body?


## Y7 French LC3 Sentence Builder 1 – School description : Tu aimes ton école? Pourquoi?

<p> <b>J'adore</b>  <b>(I love)</b>  <b>J'aime</b>  <b>(I like)</b>  <b>J'aime bien</b>  <b>(I really like)</b>  <b>Je n'aime pas</b>  <b>(I don't like)</b>  <b>Je n'aime pas du tout</b>  <b>(I really don't like at all)</b>  <b>Je déteste</b>  <b>(I hate)</b> </p>	<p> <b>mon école</b>  <b>(my school)</b>    <b>mon collège</b>  <b>(my school)</b> </p>	<p> <b>parce que/qu'</b>    <b>car</b>    <b>(because)</b> </p>	<p><b>c'est</b> <b>(it is)</b></p>	<p>grand (big) petit (small) moderne vieux (old) mixte (mixed)</p>
			<p><b>il y a</b> <b>(there is/are)</b></p>	<p><b>une</b> cour (<b>a</b> playground)  <b>une</b> piscine (<b>a</b> pool)  <b>des</b> laboratoires (<b>some</b> science labs)  <b>une</b> cantine (<b>a</b> canteen)  <b>un</b> gymnase moderne (<b>a</b> modern gym)</p>
			<p><b>il n'y a pas de</b> <b>(there isn't/aren't)</b></p>	<p>cour (playground) piscine(pool) laboratoires (labs) cantine (canteen) gymnase moderne (gym)</p>
<p> <b>Dans mon école</b>  <b>Dans mon collège</b>  <b>(at my school)</b> </p> 	<p> <b>le meilleur</b>  <b>(the best)</b>    <b>le pire</b>  <b>(the worst)</b>    <b>ce que j'aime le moins</b>  <b>(the bit I like the least)</b>    <b>ce que j'aime le plus</b>  <b>(the bit I like the most)</b> </p>	<p> <b>c'est</b>  <b>(it is)</b> </p>	<p> <b>que je</b> dois  <b>(that I have to)</b>    <b>qu'on</b> doit  <b>(that we have to)</b> </p>	<p> étudier  (study)  <b>faire mes</b> devoirs  <b>(do my</b> homework)  écouter <b>les</b> professeurs  (listen <b>to the</b> teachers)  <b>faire du</b> sport/<b>de la</b> musique/<b>du</b> théâtre  <b>(do</b> sport/music/drama) </p>
			<p> <b>que je</b> peux  <b>(that I can)</b>    <b>qu'on</b> peut  <b>(that one can)</b> </p>	<p> jouer pendant <b>la</b> récré  (play during <b>the</b> break)  parler <b>avec mes</b> amis  (speak <b>with my</b> friends)  <b>faire des</b> clubs <b>de</b> sport/<b>des</b> activités  <b>(do</b> sports clubs/activités)  apprendre <b>beaucoup de</b> choses  (learn <b>lots of</b> things) </p>

## Y7 French LC3 Sentence Builder 2 – Lessons : Quelle est ta matière préférée?


Opinion phrase	Noun	connective	verb	intensifier	adjective
<p><b>Ma</b> matière préférée <b>est</b> (<b>my</b> favourite subject <b>is</b>)</p> <p><b>En</b> particulier <b>j'aime</b> (<b>In</b> particular <b>I like</b>)</p> <p><b>La</b> matière <b>qui m'intéresse le plus c'est</b> (<b>the</b> subject <b>that</b> interests <b>me the</b> most <b>is</b>)</p> <p><b>ce que j'aime le moins est</b> (<b>the</b> bit I like <b>the</b> least <b>is</b>)</p> <p><b>ce que j'aime le plus est</b> (<b>the</b> bit I like <b>the</b> most <b>is</b>)</p> 	<p><b>les</b> maths (maths) <b>les</b> sciences (Sciences)</p> <p>l'anglais (English) l'informatique (ICT) l'allemand (German) l'EPS (PE) l'histoire (history) l'étude des médias (media studies) l'espagnol (Spanish)</p> <p><b>la</b> physique (physics) <b>la</b> chimie (chemistry) <b>la</b> biologie (biology) <b>la</b> technologie (technology) <b>la</b> musique (music) <b>la</b> photographie (photography) <b>la</b> géographie (geography) <b>la</b> religion (RE/BVC)</p> <p><b>le</b> dessin (art) <b>le</b> théâtre (drama) <b>le</b> français (French)</p>	<p><b>car</b></p> <p><b>parce que</b></p>	<p><b>c'est</b></p>	<p>trop (too) vraiment (really) très (very) assez (quite) <b>un</b> peu (a bit) hyper (super)</p>	<p>passionnant (exciting)</p> <p>fascinant (fascinating)</p> <p>amusant (funny)</p> <p>facile (easy)</p> <p>barbant (dull)</p> <p>difficile (difficult)</p> <p>sympa (nice) stricte (strict) gentil(le) (kind) drôle (funny) ennuyeux/se (boring)</p>

## Y7 French LC3 Sentence builder 3 – Your school day : Comment est ta journée scolaire?

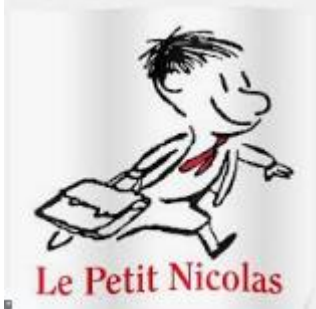
Verb	Noun	time	sequencer	verb	Noun	
J'ai (I have)	maths (maths) sciences (Sciences) anglais (English) informatique (ICT) allemand (German) EPS (PE) histoire (history) étude des médias (media studies) espagnol (Spanish)	à neuf heures ( <b>at</b> nine o'clock)  à neuf heures <b>et</b> quart ( <b>at</b> quarter past nine)  à neuf heures <b>et</b> demie ( <b>at</b> half past nine)  à neuf heures moins <b>le</b> quart ( <b>at</b> quarter <b>to</b> nine)  à neuf heures dix ( <b>at</b> ten past nine)	<b>puis</b> ( <b>then</b> )  <b>ensuite</b> ( <b>next</b> )  <b>après</b> ( <b>after</b> )	j'ai	maths (maths) sciences (Sciences) anglais (English) informatique (ICT) allemand (German) EPS (PE) histoire (history) étude des médias (media studies) espagnol (Spanish)	à dix heures ( <b>at</b> ten o'clock)  à onze heures <b>et</b> quart ( <b>at</b> quarter past eleven)  à douze heures et demie ( <b>at</b> half past twelve)
	physique(physics) chimie (chemistry) biologie (biology) technologie (technology) musique (music) photographie (photography) géographie (geography) religion (RE/BVC) dessin (art) théâtre (drama) français (French) la récré/le déjeuner (break/lunch)				physique(physics) chimie (chemistry) biologie (biology) technologie (technology) musique (music) photographie (photography) géographie (geography) religion (RE/BVC) dessin (art) théâtre (drama) français (French) la récré/le déjeuner (break/lunch)	à <b>une</b> heure moins <b>le</b> quart ( <b>at</b> quarter <b>to</b> one)  à deux heures dix ( <b>at</b> ten past two)
Time phrase		verb + noun				
Pendant <b>le</b> déjeuner/ <b>la</b> récré (During lunch/break)		<b>je</b> mange <b>à la</b> cantine/ <b>sur le</b> champs (I eat <b>in the</b> canteen/ <b>on the</b> field) <b>j'ai une</b> retenue ( <b>I have a</b> detention) <b>je</b> joue <b>au</b> foot/rugby/tennis ( <b>I</b> play football/rugby/tennis)				
Après <b>le</b> collège (After school)		<b>j'ai un</b> club <b>de</b> théâtre/musique/dessin ( <b>I have a</b> drama/music/art club) <b>je</b> bavarde <b>avec mes</b> amis ( <b>I</b> chat <b>with my</b> friends)				



## Y7 French LC3 Sentence builder 4: Future Studies : Qu'est-ce que tu vas étudier à l'avenir ?


Time phrase	auxiliary verb	infinitive	noun	connective	future tense	adjective
<p><b>A l'avenir</b> (In <b>the</b> future)</p> <p><b>Dans le</b> futur (In <b>the</b> future)</p> 	<b>je vais</b> (I am going)	étudier (to study)	<p><b>les</b> maths (maths) <b>les</b> sciences (Sciences)</p> <p>l'anglais (English) l'informatique (ICT) l'allemand (German) l'EPS (PE) l'histoire (history) l'étude des médias (media studies) l'espagnol (Spanish)</p> <p><b>la</b> physique (physics) <b>la</b> chimie (chemistry) <b>la</b> biologie (biology) <b>la</b> technologie (technology) <b>la</b> musique (music) <b>la</b> photographie (photography) <b>la</b> géographie (geography) <b>la</b> religion (RE/BVC)</p> <p><b>le</b> dessin (art) <b>le</b> théâtre (drama) <b>le</b> français (French)</p>	<p><b>parce que</b></p> <p><b>car</b></p> <p><b>(because)</b></p>	<p><b>ce sera</b> (it will be)</p> <p><b>ce ne sera pas</b> (it will not be)</p>	<p>impressionnant (awesome)</p> <p>facile (easy)</p> <p>sensass (fab)</p> <p>marrant (fun)</p> <p>fascinant (fascinating)</p> <p>barbant (dull)</p> <p>difficile (difficult)</p>


## Y7 French LC3 Sentence builder 5 - Petit Nicolas - Ils étudient bien au collège?

Sentence starter	Noun	verb	adjective	connective	reason
 <p>Selon <b>moi</b> (According <b>to me</b>)</p> <p><b>Je trouve que/qu'</b> (I find that)</p>	<p>Nicolas (main character)</p> <p>Alceste (likes to eat)</p> <p>Geoffrey (rich)</p> <p>Clotaire (not very smart)</p> <p>Eudes (strong)</p> <p>Agnan (smart/wears glasses)</p> <p>Rufus (whistle)</p> <p>Joachim (has little brother)</p>	<b>est</b> (is)	<p>sage (sensible)</p> <p>méchant (mean)</p> <p>sympa (nice)</p> <p>studieux (studious)</p> <p>énervant (annoying)</p> <p>marrant (funny)</p> <p>idiot (silly)</p>	<b>car</b> (because)	<p><b>il étudie bien au</b> collège (<b>he studies well at</b> school)</p> <p><b>il fait des</b> blagues (<b>he makes</b> jokes)</p> <p><b>il fait des</b> bêtises (<b>he makes</b> mischief)</p> <p><b>il n'écoute jamais le</b> prof (<b>he never</b> listens <b>to the</b> teacher)</p> <p><b>il est un</b> bon ami (<b>he is a</b> good friend)</p> <p><b>il est</b> gentil (<b>he is</b> kind)</p> <p><b>il est</b> méchant (<b>he is</b> mean)</p> <p><b>il n'est pas un</b> bon ami (<b>he is not a</b> good friend)</p>
<p><b>Je pense qu'il est</b> important <b>de</b> (I think that it's important)</p> <p><b>Je pense que ce n'est pas</b> important <b>de</b> (I don't think it's important)</p>		<p><b>bien</b> étudier <b>au</b> college (<b>to</b> study <b>well at</b> school)</p> <p>s'amuser <b>au</b> college (<b>to</b> have fun <b>at</b> school)</p> <p><b>bien</b> écouter <b>le</b> professeur (<b>to</b> listen <b>well to the</b> teacher)</p> <p><b>faire ses</b> devoirs (<b>to do one's</b> homework)</p>			

# Geography Knowledge Organiser

Ready to test your key term knowledge? Scan this QR code to access








**Quizlet** 



Year	7	Cycle	3	Topic	Restless Earth (Tectonic hazards and Glaciation)
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<https://quizlet.com/notes/a4195e47-2718-4d6e-b678-ddb73b29b536?i=24ilq4&x=13qt>

## Subject vocabulary

<b>Tectonic plate</b>	The outermost layer of the earth is called the crust and it is broken into large pieces called tectonic plates.	<b>Hazard</b>	A threat (natural or human) that has the potential to cause loss of life, injury, property damage. 
<b>Convection currents</b>	The heating of the Mantle by the Core which causes it to rise and drag the plates along, before cooling and sinking.	<b>Tsunami</b>	A long, high sea wave caused by an earthquake or other geological disturbance.
<b>Slab pull</b>	The weight of the <b>subducting</b> (sinking) plate being "pulled" by gravity into the mantle.	<b>Volcano</b>	An opening (vent) in the ground where magma forces its way to the surface. Magma which reaches the Earth's surface is called lava. 
<b>Subduction</b>	The sideways and downward movement of the edge of a plate of the earth's crust into the mantle beneath another plate. 	<b>Geothermal energy</b>	Is heat that is generated within the Earth. (Geo means "earth," and thermal means "heat" in Greek.) It is a renewable resource that can be harvested for human use.
<b>Crust</b>	Oceanic crust is thinner and much younger, it is under the ocean and is very dense (compacted) and continually recycled. Continental crust is the land on which we live. It's very old, thick, not destroyed and not very dense.	<b>Monitoring</b>	Using scientific equipment to detect warning signs of events such as a volcanic eruption.
<b>Earthquake</b>	A sudden and brief period of intense ground shaking	<b>Prediction</b>	Using historical evidence and monitoring, scientists can make predictions about when and where a tectonic hazard may happen. 
<b>Focus</b>	The exact location, under the earth, where the plate moves and energy is released	<b>Planning</b>	Identifying and avoiding places most at risk.
<b>Epicentre</b>	The point on the surface directly above the focus	<b>Protection</b>	Designing buildings that will withstand tectonic hazards.
<b>Seismic waves</b>	The energy released by an earthquake 	<b>Glacier</b>	A slowly moving mass or river of ice formed by the accumulation and compaction of snow on mountains or near poles 
<b>Fault</b>	The point where two tectonic plates meet	<b>Freeze-thaw weathering</b>	During the day when temperatures are higher, the snow melts and water enters the cracks in the rock. When the temperature drops below 0°C the water in the crack freezes and expands by about 9 per cent. This makes the crack larger. As this process is repeated through continual thawing and freezing the crack gets larger over time.
<b>Richter scale</b>	Measures magnitude (Power) of an earthquake: It's logarithmic- each level 10x powerful as the last!	<b>Abrasion</b>	As the glacier moves downhill, rocks that have been frozen into the base and sides of the glacier scrape the rock beneath. The rocks scrape the bedrock like sandpaper, leaving scratches called striations behind.
<b>Mercalli scale</b>	Measures the damage (the effects) caused by an earthquake 	<b>Plucking</b>	Rocks become frozen into the bottom and sides of the glacier. As the glacier moves downhill it 'plucks' the rocks frozen into the glacier from the ground.

# Lesson content

(If you cannot access the QR code, ask your teacher to share the folder with your school email)

## Lessons:

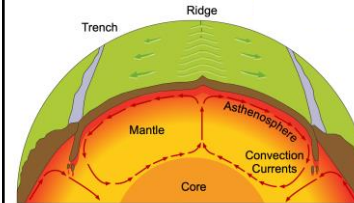


## Key concepts

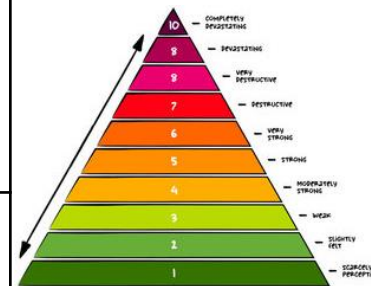
These are '**big ideas**' in Geography. They help us link different areas of the subject together through a common thread.

<b>1. Structure of the Earth</b>	This lesson introduces the word 'tectonic'. The structure of the earth is composed of four layers: The crust, mantle, outer core and inner core. The crust is broken up into many pieces called tectonic plates. The two reasons for plates moving are a) convection currents and b) Slab pull. These processes involve multiple layers of the earth.
<b>2. What happens at plate boundaries?</b>	This lesson looks more closely at the 'crust'. Two types of crust are identified: oceanic and continental. We explore what happens when these two different plates move towards each other (subduction) and when two plates with the same density move towards each other (collision- mountain building). Four plate movements are looked at a) constructive (two plates moving away from each other) b) destructive (two plates move towards each other and one subducts under the other) c) conservative (when two plates slide past each other) and d) collision (two plates move towards each other of the same densities and are pushed upwards)
<b>3. Where and why do Earthquakes occur?</b>	This lesson identifies how earthquakes occur; the building up of pressure and the eventual release of systemic waves. Two ways to measure earthquakes are identified (The Richter and The Mercalli scale). Effects of earthquakes are identified: flooding, fires, tsunamis, landslides, liquefaction (ground turns to liquid) and subsidence (the downward movement of the earth). Lastly, we categorise primary (immediate) and secondary (long term) effects of an earthquake.
<b>4. The Sichuan earthquake, 2008</b>	Firstly, we learn about the word 'hazard'. This is best represented by the Degg model (Venn diagram) explaining that a tectonic event only becomes a hazard when it interacts with a vulnerable population. We then consider this in the context of The Sichuan earthquake in China, a poor rural population. We then explore the effects and responses to the earthquake, and what features specifically made it more devastating.
<b>5. What causes Tsunamis?</b>	This lesson identifies what a tsunami is and what causes them (earthquakes, underwater volcanoes and landslides). We explore the stages in tsunami formation; from a column of water being raised by a disturbance, gravity pulling it back down, and energy being dispersed sideways. Then, when the energy reaches shallow water, it lacks depth, so that's when it builds height. We look at the Japanese tsunami of 2010 and the devastating after effects it had on the country. Lastly, we explore how effects of tsunamis can be reduced through education and monitoring technology.
<b>6. What happened on boxing day 2004?</b>	The Boxing Day Tsunami of 2004 is considered to be the worst recorded natural disaster in history. Over 230,000 people were killed, mainly from Indonesia, Sri Lanka and India. Causes, effects and responses are explored, then we will discuss and rank the factors leading to the tsunami's high death toll.

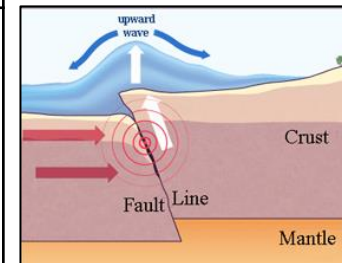
### Convection currents:



### Richter scale:



### Tsunami wave formation:



<b>Place</b>	A space or location with meaning. Different cultures and people have different perspectives on place.
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<b>Processes</b>	A sequence of actions, natural and/or cultural, that shape and change environments, places and societies. Processes are the driving forces (cogs) behind natural and human change.
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<b>Risk</b>	The probability of an event causing harmful consequences (loss of life, injuries damage) to humans and the environment. Humans can become resilient towards risk.
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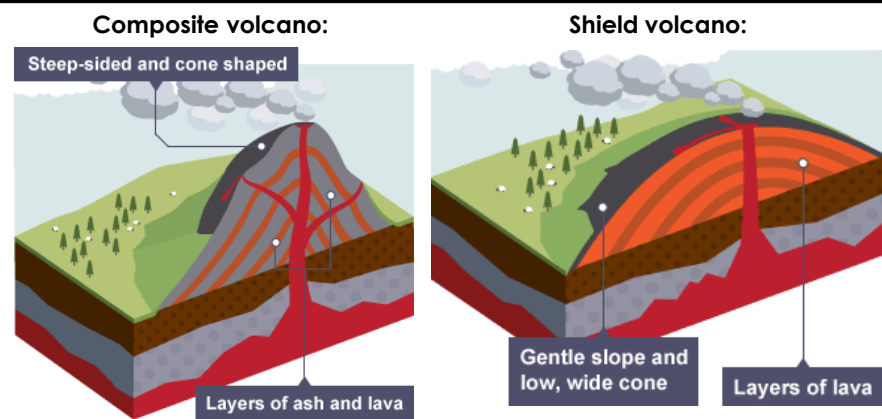


<b>Adaptation</b>	The process of change. This can be how humans alter their behaviour in order to become more resilient, or can refer to organisms adapting in order to suit their environment better.
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<p><b>7. Are all volcanic eruptions the same?</b></p>	<p>This lesson first identifies what a volcano is and their universal features (ranging from vents, cones, lava, ash, volcanic bombs, magma chambers and craters). Two volcano types are then explored; composite volcanoes (violent, explosive, cone-shaped- often form on destructive boundaries) and shield volcanoes (large and flat, gentle eruptions, runny lava- often formed on constrictive boundaries).</p>
<p><b>8. What happened in Iceland 2010?</b></p>	<p>We start this lesson by identifying where Iceland is, what its economy and services are like. We then identify the causes of the Eyjafjallajökull 2010 eruption, the effects and responses of this eruption in a HIC context. We discuss how this eruption has global effects; such as disruption to air traffic and trade.</p>
<p><b>9. Why do people live in hazardous areas?</b></p>	<p>There are many reasons people may decide to live near a volcano, ranging from economic activities, lack of education or poverty. We explore six reasons for living in such locations: volcanic soil for farming, geothermal energy, geothermal spas, mining (granite and precious gems) and tourism. We then explore four strategies which make living in a hazard zone less risky for populations: planning, protection, monitoring and prediction. With this knowledge, students will design an earthquake proof building.</p>
<p><b>10. Iceland: A country of fire and ice</b></p>	<p>Iceland is a country not just shaped by volcanic processes, but also glacial processes. We begin this lesson by identifying the extent of ice between the last ice age and the current distribution of ice across our planet. We define and learn about the largest glacier in Iceland, Vatnajökull. Glacial formation is explored through identifying zones of accumulation (snowfall) and ablation (melting). Universal processes are revisited (erosion, weathering, transportation and deposition) before learning specific glacial processes (Freeze-thaw weathering, abrasion and plucking). Lastly, we explore transportation and deposition; moraines are debris left to the side, bottom or in-between glaciers. Erratics are pieces of (often large) random rocks deposited by a large glacier in the past, and Drumlins are elongated hills of glacial deposits. They can be 1 km long and 500 m wide, often occurring in groups.</p>
<p><b>11. How do we identify glacial presence in our place?</b></p>	<p>This lesson loops back to cycle 1, where cartographical skills are revisited. We identify glacial landforms on a map using grid references, and plot a cross section of a glacier. We explore some erosional features; corries, aretes, pyramidal peaks, truncated spurs and u-shaped valleys. Finally, we consider the landscape of our place (our country in this instance) and specifically look at the Lake District, to look for evidence of past glaciation using aerial maps.</p>



Icelandic eruption, 2010:



Vatnajökull glacier ice cave:



Earthquake building design:

A detailed diagram of a modern building designed for seismic safety. The structure features a 'Birdcage' interlocking steel frame, steel frames that can sway during earth movements, and computer-controlled weights on the roof to reduce movement. Other features include automatic window shutters to prevent falling glass, open areas for evacuation, outer panels flexibly attached to the steel structure, roads for quick access to emergency services, fire-resistant building materials, foundations sunk into bedrock to avoid clay, and rubber shock-absorbers to absorb earth tremors.

Drumlin:

A photograph of a drumlin, which is an elongated, rounded hill of glacial till. It is situated in a grassy field with a line of trees in the background.

Erratic:

A photograph of a large, rounded boulder of glacial erratic rock. It is perched on a rocky outcrop, having been transported there by a glacier from its original source.

Glacier formation and movement:

A diagram illustrating the processes of glacier formation and movement. It shows a glacier flowing from a 'Zone of Accumulation' (where snow builds up) to a 'Zone of Ablation' (where ice melts or sublimates). Arrows indicate the direction of flow and the process of 'bedrock erosion and transport'. The glacier terminates at a 'terminal moraine'. The sun is shown in the sky, and the glacier is labeled 'Glacier'.

Evidence of glaciation in The Lake District:

A photograph of a mountain landscape in the Lake District, showing evidence of past glaciation. The image features steep, rocky slopes, a lake, and a large, rounded rock formation (a glacial erratic) in the foreground. The number '17' is visible in the bottom right corner of the image.



## Year 7 History Cycle 3A: The Reformation

- 1** This enquiry will focus on the Reformation which was a significant historical event based on changes to the church, with far-reaching consequences. We will look at what it was, the reasons for it and consider how far the people of England and Wales supported the ideas of the Reformation.



### Timeline

<b>2</b>	21 <sup>st</sup> April 1509 – Henry VII died and was succeeded (followed on the throne) by Henry VIII.
<b>3</b>	1517 – Martin Luther began his protests against the Catholic Church in Germany. A protestant.
<b>4</b>	1534 – Henry VIII began to separate from Rome (the Catholic Church) with the Act of Supremacy.
<b>5</b>	1536 – Dissolution of the monasteries starts. Carries on till 1541.
<b>6</b>	1549 – Edward VI made <b>Catholic</b> worship in England illegal (against the law).
<b>7</b>	1555 – Mary I burned <b>Protestants</b> at the stake.
<b>8</b>	1559 – Elizabeth's religious settlement. Made England and Wales <b>protestant</b> again, but with some compromises


### Key Questions

<b>9. What was the difference between Catholic and Protestant beliefs and practices?</b>	<p><b>Catholic</b></p> <ul style="list-style-type: none"> <li>The Bible should be written and read in Latin.</li> <li>Elaborate ceremonies.</li> <li>Churches should be beautiful and contain ornate decorations and statues.</li> <li>Church – strict hierarchy with the Pope, the voice of God, at the top.</li> <li>Being a good Christian is about performing sacraments, following the Pope's rules and following the Bible.</li> </ul> <p><b>Protestant</b></p> <ul style="list-style-type: none"> <li>The Bible should be written in the language of the people reading it.</li> <li>Church services should be simple and focused on the Bible.</li> <li>Churches should be plain so that worship focuses on the bible.</li> <li>There shouldn't be a strict hierarchy, because everyone is capable of communicating with God.</li> <li>The most important part of being a Christian is studying and following the Bible.</li> </ul>
<b>10. Why did Henry VIII Break with Rome?</b>	<ul style="list-style-type: none"> <li>In 1529 Henry wanted to divorce <b>Catherine of Aragon</b> but the <b>Pope</b> would not let him.</li> <li>Anne Boleyn liked <b>Protestant</b> ideas and wanted changes in the church.</li> <li>People thought the <b>Catholic</b> Church was corrupt and making money from them.</li> <li>If Henry could stop money going to Rome he could raise extra money for <b>Wars</b>.</li> </ul>
<b>11. How far did the people of England and Wales support the ideas of the Reformation?</b>	<p><b>Examples of support for the Reformation</b></p> <p>Anne Boleyn, Edward VI and Elizabeth I agreed with the Protestant faith. Henry VIII's archbishop of Canterbury, Thomas Cranmer, was a protestant. In Exeter, Thomas Benet and Agnes Prest were burnt at the stake for promoting the Protestant faith. During the reign of Mary I many Protestants fled abroad for safety, many others were burnt at the stake. It is likely that there was more support for the Protestant faith in the south-east of England and support grew over time, particularly after the harshness of Mary's Catholic reign.</p> <p><b>Examples of opposition to the Reformation</b></p> <p>When Henry VIII first heard about Martin Luther's protestant ideas, he wrote a book defending the Catholic Church. Thomas More and Bishop Fisher refused to accept Henry VIII as head of the church and were executed in 1535. There was much opposition to the closure (dissolution) of the monasteries ordered by Thomas Cromwell, during the reign of Henry III. In 1536-37, the Pilgrimage of Grace was a significant uprising focused on the closure of the monasteries, the abbot of Glastonbury was executed in 1539 for refusing to accept the abbey's closure. The Western/Prayer Book rebellion of 1549 opposed Edward's Protestant reforms.</p> <p><b>Examples of acceptance</b> – it is likely that many people went along with the religious doctrines of the monarch in power, probably keeping their personal opinions private. The villagers of Morebath illustrate this.</p>

## Key Words

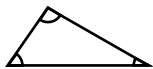
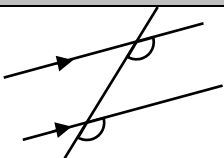

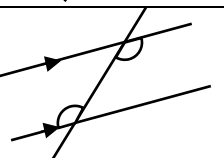
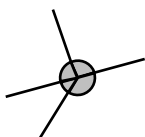
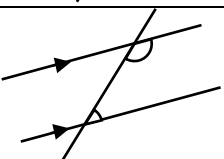
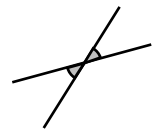
<b>12</b>	<b>Dynasty</b>	A dynasty is a series of leaders in the same family. E.g. The Tudor dynasty (1485 - 1603).
<b>13</b>	<b>Heir</b>	A person who will inherit the crown after the current King or Queen dies.
<b>14</b>	<b>Reformation</b>	The growth of the Protestant religion after 1517, and the changes made by the Protestants in the churches.
<b>15</b>	<b>Protestant</b>	A group of people who protested against the Catholic church. They believed in plain, simple churches and worship to focus on the Bible.
<b>16</b>	<b>(Roman) Catholic</b>	Led by the Pope. They believed in beautiful decorated churches and wanted church services to be in Latin.
<b>17</b>	<b>Church of England</b>	The Protestant church set up in England after the Break with Rome. Also known as the Anglican Church
<b>18</b>	<b>Puritan</b>	Extreme Protestants, who wanted a very 'pure' religion, free from all the practices of the Roman Catholic faith.
<b>19</b>	<b>Pope</b>	The leader of the Catholic Church.
<b>20</b>	<b>Priest</b>	A person who was in charge of the village church.
<b>21</b>	<b>Monk</b>	Men who devote their lives to God.
<b>22</b>	<b>Martyr</b>	Someone who dies for their faith.
<b>23</b>	<b>Monastery</b>	Religious house led by an abbot
<b>24</b>	<b>Faith</b>	When you have faith, you trust or believe in something very strongly.
<b>25</b>	<b>Doctrine</b>	A doctrine is a set of beliefs.
<b>26</b>	<b>Vestments</b>	Special robes to wear during church services.
<b>27</b>	<b>Opposition Oppose</b>	To go against, disagree with or to challenge. Can be peaceful opposition or can be violent.
<b>28</b>	<b>Act of Supremacy</b>	The Act of Parliament in 1534, which declared that Henry VIII was the supreme ruler of the Church in England.
<b>29</b>	<b>Dissolution</b>	To close something or bring something to an end.
<b>30</b>	<b>Clergy</b>	People who work for the church e.g. priest, bishop,

Year 7 History – Who are the British? Why did people migrate to Britain?			Key Themes			
1	This enquiry provides, with broad brushes, a millennium of history which you will spend the next three years examining. This includes key shifts such as the Norman Conquest, the Reformation, the extension of British imperial projects and settler colonialism. It provides you with an introduction to some of the key history concepts.		15	Reasons for migration	People <b>migrated</b> to Britain for many reasons. Many were <b>refugees</b> fleeing persecution and seeking <b>asylum</b> and safety. Some were forced to come here against their will, kidnapped or enslaved. Most, however, were economic migrants looking for work and a better life.	
2	1066 - 1500 Late Medieval migration	During the late Middle Ages, Britain’s trade with Europe increased. Many European migrants came to Britain to work.		16	The experiences of migrants	Britain was sometimes welcoming, and sometimes unwelcoming, to <b>immigrants</b> . Some integrated into British society quickly and easily, while for others it was a constant struggle. Several times throughout our history members of minorities had to organise and take action for recognition of their right to stay and belong.
3	1500 - 1750 Early Modern migration	In the sixteenth century, Europe became divided over religion. Many Protestants came to England to escape violence. Exploration overseas led to an increase in migrants from the wider world.	17		Responses to migration	The responses of different sections of British society varied. <b>Governments</b> often welcomed immigrants because they brought great economic benefit. On the other hand, many laws were passed to control and restrict immigration, especially in recent years. Working people sometimes feared that immigrants threatened their jobs and wages. There were times of anti-immigrant violence and even expulsion. However, most settled and were eventually accepted in cities, towns and villages.
4	1750 - 1900 Industrial and Imperial migration	In the eighteenth century, Britain became the world’s first industrial nation. People came to Britain seeking work and to build better lives. The expansion of the British Empire brought more migrants from the wider world.		18		
5	1900 - now Modern migration	After the Second World War, the British Empire came to an end. Migrants from the Caribbean, India and Pakistan came to work in Britain. After 1973, Britain’s membership of the European Union meant that people from different European countries came to Britain to work.				
<b>Key Words</b>						
6	Commonwealth	A commonwealth is a traditional English term for a political community founded for the common good.				
7	Empire	A group of territories or peoples under one ruler				
8	European Union	The European Union (EU) was formed to bring together the countries of Europe.				
9	Huguenots	French Protestants who were treated very unfairly in the 16 <sup>th</sup> and 17 <sup>th</sup> centuries. Many Huguenots suffered cruel treatment because of their religion.				
10	Imperial	Something magnificent, domineering or related to an empire. A royal government with control over an empire is an example of an imperial government.				
11	Industrial Revolution	The Industrial Revolution was a time when the manufacturing of goods moved from small shops and homes to large factories. This shift brought about changes in culture as people moved from rural areas to big cities in order to work.				
12	Migration	To move from one place to another				
13	Reformation	The Reformation began in 1517 when a German monk called Martin Luther protested about the Catholic Church. His followers became known as Protestants. Many people and governments adopted the new Protestant ideas, while others remained faithful to the Catholic Church. This led to a split in the Church.				
14	Trade	The buying and selling of goods and services.				

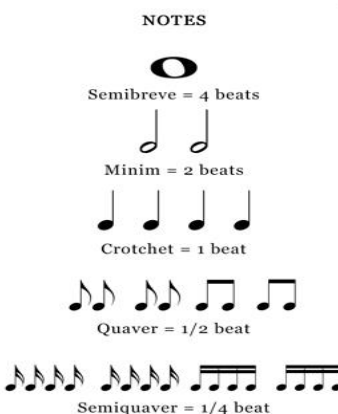
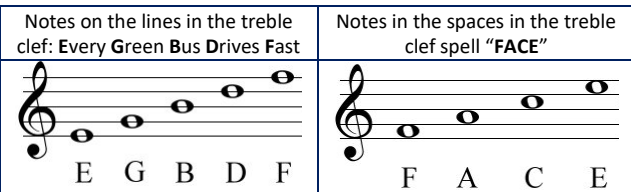
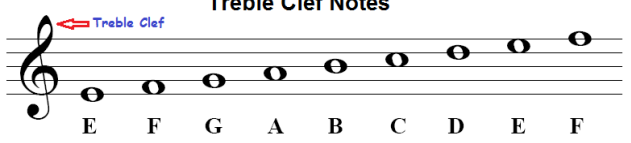


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## Y7C3 Key knowledge

Item	Description		
<b>Terms of a sequence</b>	A sequence is a pattern of numbers. These are called <b>terms</b> . For example, <b>8</b> is the <b>third term of</b> the sequence 10, 9, <b>8</b> , 7, 6...		
<b>n</b>	<b>n represents</b> the <b>position</b> (1 <sup>st</sup> , 2 <sup>nd</sup> 3 <sup>rd</sup> ...) of a term.		
<b>n<sup>th</sup> term rule</b>	The n <sup>th</sup> term rule is an algebraic expression that will convert the <b>position</b> of a term into the <b>term</b> itself.		
<b>Area of circle</b>	$Area\ of\ a\ circle = \pi \times radius^2$		
<b>Factors</b>	The factors of a number are whole numbers that <b>multiply</b> to make the number. Two factors of 10 are 2 and 5.		
<b>Prime</b>	A number with <b>exactly 2 factors</b> . One of these is always 1.		
Item	Description	Item	Description
	The interior angles of a triangle sum to 180°		Corresponding angles are equal
	Angles on a straight line sum to 180°		Alternate angles are equal
	Angles around a point sum to 360°		Allied (or co-interior) angles sum to 180°
	Vertically opposite angles are equal		


# Y7 End of Year Assessment KO (C1, C2, C3)


ELEMENTS OF MUSIC	DURATION – Note lengths	PITCH - Treble Clef & Notation																
<p><b>PITCH</b> – How HIGH or LOW a note is (see treble clef &amp; notation)</p> <p><b>SONORITY</b> – Unique sound of an instrument (see the instruments sheet)</p> <p><b>TEMPO</b> – How fast or slow the music is</p> <p><i>Fast, slow, getting faster, getting slower</i></p> <p><b>DYNAMICS</b> – How loud or quiet the music is</p> <p><i>Very loud (ff), loud (f), quite loud (mf), quite quiet (mp), quiet (p), very quiet (pp)</i></p> <p><b>ARTICULATION</b> – How notes are joined together</p> <p><i>Legato</i> – smooth</p> <p><i>Staccato</i> – spikey and detached</p> <p><b>TEXTURE</b> – The LAYERS that make up a piece of music</p> <p><i>Thick</i> – Dense, lots of instruments or melodies</p> <p><i>Thin</i> – Sparse, small amounts of instruments or melodies</p> <p><b>RHYTHM</b> – Combining LONG and SHORT notes in patterns (see note lengths)</p> <p><b>PULSE</b> – the constant regular beat in a piece of music</p> <p><b>DURATION</b> – How long or short a note is (see note lengths)</p> <p><b>TONE</b> – whole step</p> <p><b>SEMITONE</b> – Half a step</p> <p><b>MAJOR</b> – Happy sounding tonality</p> <p><b>MINOR</b> – Sad sounding tonality</p> <p><b>OSTINATO</b> – short repeating musical phrase (eg DA, DA, DA)</p> <p><b>ORCHESTRA</b> – A large ENSEMBLE divided into four SECTIONS or FAMILIES of musical instruments</p>	<p>NOTES</p> 	<table border="1"><tr><td>Notes on the lines in the treble clef: Every Green Bus Drives Fast</td><td>Notes in the spaces in the treble clef spell "FACE"</td></tr></table>  <p>Treble Clef Notes</p> 	Notes on the lines in the treble clef: Every Green Bus Drives Fast	Notes in the spaces in the treble clef spell "FACE"														
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THE PIANO KEYBOARD																		
<p>The Piano Keyboard – you need to be familiar with where the notes are.</p> <p>"C is to the LEFT of the 2 BLACK keys"</p> <p><b># - SHARP (to the RIGHT)</b></p> <p><b>b - FLAT (to the LEFT)</b></p>																		
SONG STRUCTURE KEY WORDS		CHORDS																
<p><b>LYRICS</b> – The words of a song, usually consisting of <b>VERSES</b> and a <b>CHORUS</b>.</p> <p><b>HOOK</b> – A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece.</p> <p><b>RIFF</b> – A repeated musical pattern. Riffs can be rhythmic, melodic or lyrical, short and repeated.</p> <p><b>MELODY</b> – The main tune of the song often sung by the <b>LEAD SINGER</b>.</p> <p><b>COUNTER-MELODY</b> – An 'extra' melody often performed 'on top of' the main melody.</p>		<p><b>CHORD</b> - 3 more notes played together at the same time</p> <p><b>TRIAD</b> – 3 note chord</p> <p><u>How to build a chord</u></p> <p><b>ALWAYS START AT THE BOTTOM (root) &amp; BUILD UP</b></p> <p>The <b>root</b> of the chord is shown by the <b>chord name</b>. e.g. the <b>Chord C</b> has the root note <b>C</b> and the <b>chord G</b> has the root note G etc. Once you know the root you can build your chord in one of two ways</p> <p>1. Use this phrase to build from the root</p> <p><b>Play 1, Miss 1, Play 1, Miss 1, Play 1</b></p> <p>2. Count up from the <b>root</b> to find the <b>third</b> and <b>fifth</b> notes of the scale.</p> <table><tr><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td><td>A</td><td>B</td><td>C</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr></table>	C	D	E	F	G	A	B	C	1	2	3	4	5	6	7	8
C	D	E	F	G	A	B	C											
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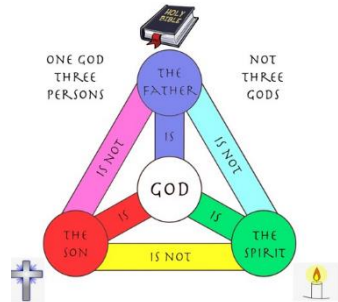

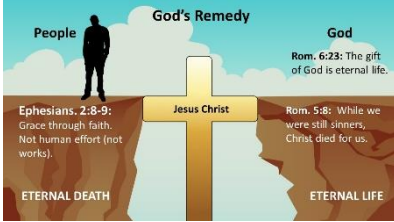



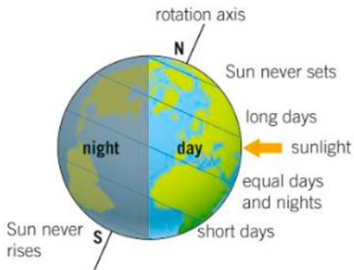
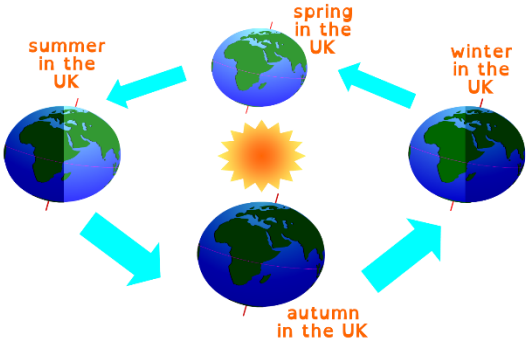
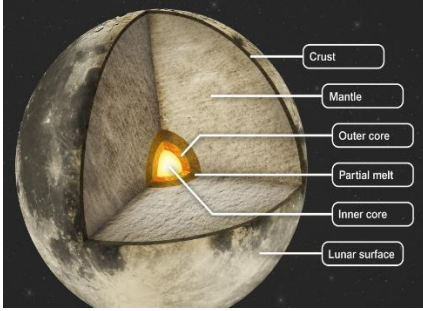
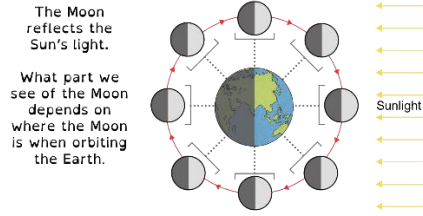


Instruments		Sonority - <i>velvety, screechy, throaty, rattling, mellow, chirpy, brassy, sharp, heavy, buzzing, crisp, metallic, wooden etc.</i>	
Strings Section/Family	Woodwind Section/Family	Brass Section/Family	Percussion Section/Family
<p>Made from wood and have strings. They are usually played with a <b>BOW (ARCO)</b> –but can also be <b>PLUCKED (PIZZICATO)</b>. The smaller the instrument, the <b>HIGHER PITCHED</b> it is. The Harp is always plucked, it has many more strings so can play both high- and low-pitched notes.</p>   <p>Violin Viola Cello Double Bass</p>	<p><b>FLUTES</b> (create a sound by air passing over a small hole and include the Flute and Piccolo) The oboe, Clarinet &amp; bassoon have a <b>REED</b>. The Saxophone is not traditionally used in an orchestra. However, some modern composers have included it.</p>   <p>Piccolo Flute Clarinet Oboe Bassoon</p>	<p>There are 4 main brass instruments used in the orchestra. They are made of metal and the sound is made by blowing into the mouthpiece by buzzing the lips in a similar way to blowing a raspberry! The bigger the instrument, the lower the pitch. The Trumpet is the highest.</p> <p><b>Brass Family</b></p>  <p>Trumpet Trombone French Horn Tuba</p>	<p>A vast range of instruments which produce sound when <b>hit, struck, scraped or shaken</b>. These fall into two groups : <b>TUNED PERCUSSION</b> (able to play different pitches) and <b>UNTUNED PERCUSSION</b> (e.g. drums)</p> <p><b>TUNED PERCUSSION</b></p>  <p>Piano Xylophone Glockenspiel Timpani</p> <p><b>UNTUNED PERCUSSION</b></p>  <p>Bass Drum Snare Drum Cymbals Woodblock Guiro</p>  <p>Triangle Gong Tambourine Cabasa Maracas</p>
Instruments used in Popular Song		LAYOUT of an Orchestra	
<p><b>Voice</b> – Lead singer sings the melody &amp; backing singers provide harmony</p> <p><b>Guitar (Electric/Acoustic)</b> - plays chords and riffs</p> <p><b>Keys</b> – Keyboard/piano used to play chords, bass &amp; riffs</p> <p><b>Drum Kit</b> – to provide rhythm</p> <p><b>Bass Guitar</b> – plays the bass line</p> <p><b>Sax, trumpet, trombone, strings</b> – all used to add extra colour and interest</p> 			

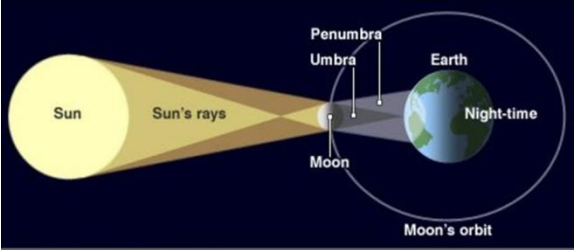

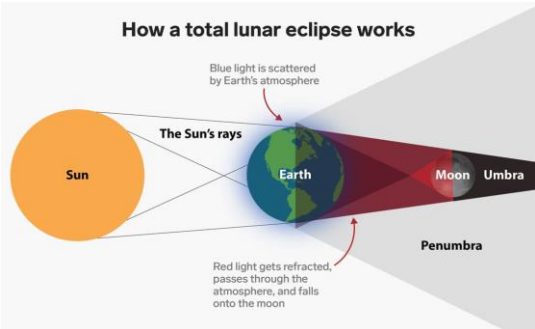



Week 1	Week 2	Week 3	Week 4
Lesson 1 – What Is God Like?	Lesson 2 – Evidence Of God?	Lesson 3 – Who Was Abraham?	Lesson 4 – Who Was Moses?
<b>Key Terms:</b> <b>Abrahamic:</b> A group of religions centred around worship of the God of Abraham: Judaism, Christianity and Islam.  <b>Omnipotent:</b> God is all powerful  <b>Omniscient:</b> God is all knowing  <b>Omnibenevolent:</b> God is all loving  <b>Monotheism:</b> The belief that there is only one God.	<b>Key Terms:</b> <b>Torah:</b> The Law of God revealed to Moses and recorded in the Hebrew Bible (Jewish holy scriptures).  <b>Bible:</b> The Christian holy book, consisting of the Old and New Testaments.  <b>Qur'an:</b> The holy book of Islam which Muslims believe is the word of Allah.	<b>Key Terms:</b> <b>Patriarch:</b> The Father/eldest male (Head of the family).  <b>Covenant:</b> An agreement between God and people.  <b>Sacrifice:</b> Offering something precious to God.  	<b>Key Terms:</b> <b>Prophet:</b> An individual regarded as being in contact with a divine being and is said to speak on behalf of that being.  <b>Miracles:</b> an extraordinary event taken as a sign of the supernatural power of God.  <b>Exodus:</b> The departure of the Israelites from Egypt.
<b>Content:</b> Abrahamic faiths may be referred to as <b>patriarchal</b> meaning a system of society in which the father or eldest male is head of the family and descent goes through the male line.	<b>Content:</b> <b>Examples of scripture passages that demonstrate Christian, Jewish and Muslim beliefs in God:</b> <ul style="list-style-type: none"> <li>• Creation story</li> <li>• The flood</li> <li>• The Ten Plagues</li> <li>• The Exodus</li> </ul>	<b>Content:</b> God made a covenant with Abraham, promising a number of things in return for a loving relationship with Him. God put Abraham's faith to the test by asking him to sacrifice his son! He provided a ram instead!	<b>Content:</b> God made a covenant with Moses and is believed to have talked directly to God. Moses delivered God's words and was able to perform miracles sent by God.
<b>Questions:</b> <ol style="list-style-type: none"> <li>1. How do the Abrahamic religions describe God?</li> <li>2. What is monotheism?</li> <li>3. What problems might the qualities attributed to God cause?</li> </ol>	<b>Questions:</b> <ol style="list-style-type: none"> <li>1. What are the names of the Jewish, Christian and Muslim holy books?</li> <li>2. Give an example of a story or quote found in the Abrahamic holy books that demonstrates God's nature.</li> </ol>	<b>Questions:</b> <ol style="list-style-type: none"> <li>1. Who was Abraham?</li> <li>2. What is a covenant?</li> <li>3. How was Abraham's faith put to the test?</li> <li>4. Why is Abraham so important to Jews, Christians and Muslims?</li> </ol>	<b>Questions:</b> <ol style="list-style-type: none"> <li>1. Who was Moses?</li> <li>2. How did God reveal Himself to Moses?</li> <li>3. What does the story of Moses reveal about God's nature?</li> <li>4. Why is Moses important?</li> </ol>

Week 5	Week 6	Week 7	Week 8
Lesson 5 – What Is A Moral Code?	Lesson 6 – Who Was David?	Lesson 7 – Who Was Job?	Lesson 8 – Jewish Ideas Of God
<p><b>Key Terms:</b></p> <p><b>Moral Code:</b> A set of rules about how people should behave.</p> <p><b>Ten Commandments:</b> The ten laws that God gave to Moses and the Israelites on Mount Sinai.</p> <p><b>Mitzvot:</b> A commandment commanded by God to be performed as a religious duty.</p>	<p><b>Key Terms:</b></p> <p><b>Adultery:</b> Having sex with someone other than your husband/wife; cheating.</p> <p><b>Betrayal:</b> To be disloyal.</p> 	<p><b>Key Terms:</b></p> <p><b>Just:</b> Treats all equally; judges people fairly; the perfect Judge.</p> <p><b>Fair:</b> Treats people as they deserve to be treated.</p>	<p><b>Key Terms:</b></p> <p><b>Shema:</b> A Jewish prayer that is recited twice daily by Jews to declare their faith.</p> <p><b>Creator:</b> A being that brings something into existence.</p> <p><b>Judge:</b> God has a right to make laws and to reward people according to whether or not they keep them.</p>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>In the Abrahamic faiths, Moses is given the Ten Commandments by God as part of the covenant with him. These are a list of 10 rules to live by.</li> <li>In Judaism, there are 613 commandments (Mitzvot) in the Torah.</li> </ul>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>David was a King of Israel.</li> <li>He is well known for killing the giant, Goliath with a sling-shot.</li> <li>In the story of David and Bathsheba, David commits adultery with Bathsheba who is married to Uriah.</li> <li>David also has Uriah put on the front line in a battle to ensure he is killed.</li> </ul>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Job was a very faithful man.</li> <li>God and Satan put Job's faith to the test and his life changes from having everything to having nothing.</li> <li>This book could give evidence for God's <b>omnipotence</b> but not His <b>omnibenevolence</b>.</li> </ul>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Jewish people believe in One God, Yahweh.</li> <li>Jews believe God has always and will always exist (<b>eternal</b>).</li> <li>Jews must love God above all else.</li> <li>Jews believe that God will judge Jewish people on how well they have kept His laws.</li> </ul>
<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>What is a moral code?</li> <li>Are the Ten Commandments important to all three Abrahamic religions?</li> <li>What are the Mitzvot?</li> </ol>	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>Who was David?</li> <li>Which of the Ten Commandments does David disobey?</li> <li>Why is David a celebrated King of Israel?</li> </ol>	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>Who was Job?</li> <li>How is the story of Job interpreted in the Abrahamic religions?</li> <li>Does the story of Job show that God is Just and fair?</li> </ol>	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>What is the Shema?</li> <li>What can the Shema tell us about the Jewish relationship to God?</li> <li>What do Jews believe that God will judge them on?</li> </ol>

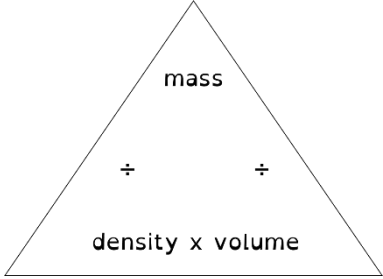
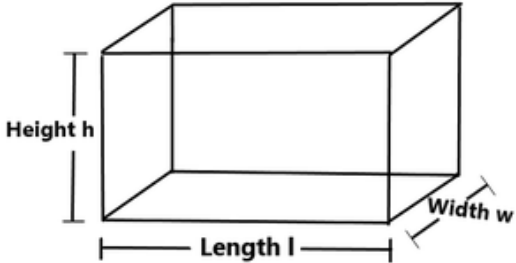
Week 9	Week 10		
Lesson 9 – Christian Ideas Of God	Lesson 10 – Muslim Ideas Of God		
<p><b>Key Terms:</b></p> <p><b>Trinity:</b> The Christian belief that God is one but made up of three parts – Father, Son and Holy Spirit.</p> <p><b>Incarnation:</b> The belief that God became human in the form of Jesus.</p> <p><b>Atonement:</b> The belief that Jesus' death on the cross healed the rift between humans and God.</p>	<p><b>Key Terms:</b></p> <p><b>Allah:</b> The Muslim name for God.</p> <p><b>Tawhid:</b> Muslim belief in the oneness of Allah.</p> <p><b>Shahadah:</b> Declaration of faith that states that Allah is the only God and Muhammad is His messenger.</p>		
<p><b>Content:</b></p> <p>Christians believe that there are three persons of God: Father, Son and Holy Spirit (<b>Trinity</b>).</p> <p>Christians believe that there are a number of important events in the life of Jesus. Some of these are:</p> <ul style="list-style-type: none"> <li>• <b>The Incarnation (God becomes Man)</b></li> <li>• <b>The crucifixion and death of Jesus</b></li> <li>• <b>The resurrection of Jesus</b></li> <li>• <b>Jesus' ascension to heaven</b></li> </ul>	<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Islam teaches that Allah has <b>99 names</b>.</li> <li>• Images of humans or animals are not allowed in the Islam faith and so these names help Muslims to understand the nature of Allah.</li> <li>• They use words like King, Protector, Wise, Eternal, Light, etc.</li> </ul>		
<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the Trinity?</li> <li>2. Who was Jesus?</li> <li>3. What events provide evidence that Jesus was divine?</li> </ol>	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is Tawhid?</li> <li>2. How does a Muslim show belief in Tawhid in their daily life?</li> <li>3. What is the Shahadah?</li> </ol>		

<p><b>Lesson 1</b> <b>Days and Years</b></p>	<p><b>Lesson 2</b> <b>Seasons</b></p>	<p><b>Lesson 3</b> <b>Phases of the Moon</b></p>
<p>The earth spins on its <b>axis</b>, this causes day and night.</p> <p>It takes 24 hours for the earth to complete one full spin. The earth is tilted on its axis by 23.4°.</p>  <p>Sun rises in the east and sets in the west. The sun is at its highest point in the sky at 12 noon.</p> <p>A year is an average of 365 days, it takes this long for the Earth to orbit the Sun.</p>	 <p>We have seasons because the Earth is orbiting the Sun and it is tilted on its axis.</p> <p>When the northern hemisphere is tilted away from the sun we received less intense sunlight.</p> <p>When it is winter in the northern hemisphere, it is summer in the southern hemisphere, this is due to the tilt of the earth on its axis.</p> <p>During Autumn and Spring, we receive similar amount of sunlight, so there are similar temperatures during Autumn and Spring.</p>	<p>The Moon is Earth's only natural satellite.</p> <p>It does not produce its own light, we can only see it because it reflects light from the sun.</p>   <p><b>Waning</b> means that we can see less of the Moon.</p>  <p><b>Waxing</b> means that we can see more of the Moon.</p> 

<p><b>Lesson 4</b> <b>Eclipses</b></p>	<p><b>Lesson 5</b> <b>Solar system</b></p>	<p><b>Lesson 6</b> <b>Gravity on other planets</b></p>
<p>Solar Eclipse: When the Moon blocks the light from the Sun. Partial eclipse: when only part of the sun is covered by the moon Total eclipse: when the entire sun is covered by the moon.</p> <p>Umbra - total shadow      Penumbra - partial shadow</p>  <p>How a total eclipse occurs</p>  <p>Lunar eclipse: When the Earth comes between the Sun and the Moon and turns the Moon red.</p> <p>How a total lunar eclipse works</p> 	<p>There are approximately 100 billion galaxies. Milky way: Our solar system is part of the Milky Way galaxy, it is a large barred spiral galaxy.</p> <p>It is called the Milky way because it appears as a milky band of light in the sky.</p> <p>When you see stars in the sky at night you are seeing other stars in the Milky Way galaxy.</p> <p>There are 8 planets in our solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.</p> 	<p><b>Mass</b> is the amount of matter and is measured in kilograms (kg) and is the same everywhere in the Universe.</p> <p><b>Weight</b> is the force due to gravity. It is measured in Newtons (N) and changes throughout the Universe.</p> <p><math display="block">\text{weight} = \text{mass} \times \text{gravitational field strength}</math></p> <p>The equation can be re-arranged to calculate gravitational field strength:</p> <p><math display="block">\text{gravitational field strength} = \text{mass} \div \text{weight}</math></p> <p>The value of gravitational field strength on Earth is 10 N/kg, but on the Moon it is 1.6 N/kg and on Mars it is 3.7 N/kg.</p> <p>The gravitational field strength of Mars is less than Earth's because Mars has a lower mass</p>

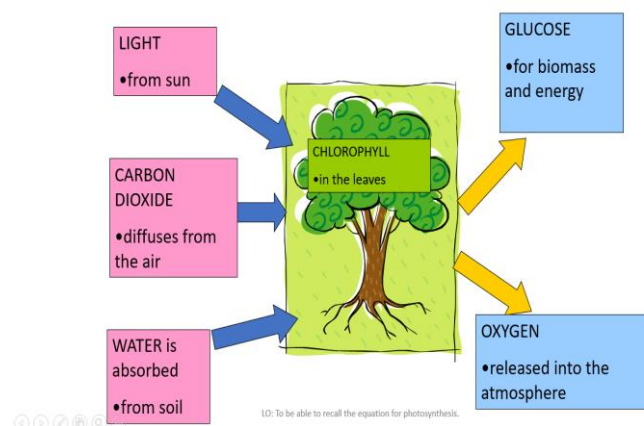


Lesson 7 Satellites	Lesson 8 Non—planetary bodies	Lesson 9 Beyond the solar system
<p>Satellites: objects that orbit planets in space.</p> <p>Natural satellites are objects that orbit planets and were created as part of the Solar System.</p> <p>Artificial Satellites: Man made objects placed in orbit around planets.</p> <p>There are two types of man- made satellite, it depends on their orbit.</p> <p>Polar satellite-Orbit over the Earth’s poles.</p> <p>Geostationary satellite- travels in line with the equator.</p> <p>Artificial satellites are used for:</p> <ul style="list-style-type: none"> <li>Scientific research</li> <li>Weather forecasting</li> <li>Communications</li> <li>Navigation</li> <li>Observing the Earth</li> <li>Military uses.</li> </ul>	<p>Asteroid: made of rock, metals and other elements, some even contain water.</p> <p>Asteroid belt: Found between Jupiter and Mars, contains billions of Asteroids (pieces of rocks that didn’t become planets).</p> <p>Kuiper belt: Asteroid belt extends from Neptune.</p> <p>Comet: An object made mostly of ice and dust travelling through space. When they get close to the sun, the ice vaporizes and this produces a streak of gas referred to as a tail.</p> <p>Meteoroid: A fragment of rock or iron travelling through space, smaller than an asteroid.</p> <p>Meteor: When a meteoroid passes through Earth’s atmosphere it heats up and produces a bright streak of light. They are sometimes called a shooting star.</p> <p>Meteorite: A fragment of rock or iron that passes through Earth’s atmosphere and strikes the Earth’s surface.</p>	<p>Light year: the distance light travels in one year. = ten thousand million million km (trillion)</p> <p>Star: A luminous ball of gas, mostly hydrogen and helium held together by its own gravity.</p> <ul style="list-style-type: none"> <li>-Stars are very hot and give off their own light.</li> <li>-Stars form when enough gas and dust clump together because of gravitational forces. Nuclear reactions release energy which keep the star hot.</li> <li>-Planets form when smaller amounts of dust and gas clump together because of gravitational forces.</li> </ul> <p>Galaxy: an immense group of stars, held together by the force of gravity</p> <p>Our galaxy is called the milky way, there are also other galaxies.</p> <p>The lifecycle of a star: stars change during their lifetime. Our sun is a main sequence star. The fat of a star depends on how much matter it contains.</p> <p>Constellations: A group of stars which form a noticeable pattern.</p> <p>There are 88 constellations.</p>

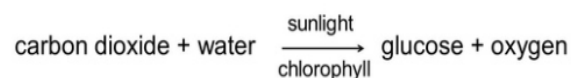
<p><b>Lesson 10</b> <b>Density</b></p>	<p><b>Lesson 11</b> <b>Measuring density</b></p>
<p>Density is a measure of how heavy an object is for its size.</p> <p>Density = mass ÷ volume            Mass in kg or g            Volume in m<sup>3</sup> or cm<sup>3</sup>            Density in kg/m<sup>3</sup> or g/cm<sup>3</sup></p>  <p>Solids tends to be more dense than liquids or gases.</p> <p>The inner planets (Mercury, Venus, Earth and Mars) are made of rocks and have high densities.</p> <p>The outer planets (the Gas Giants) are made of gases and so have lower densities.</p> <p>The difference in mass of a planet (which depends on both its density and volume) can explain the different gravitational field strengths on different planets.</p>	<p>The density of regular solids can be found by determining the mass and volume of the solid, and then calculating the density.</p> <p>Mass is measured with a balance.</p> <p>For <b>regular solids</b>, you can calculate the volume if you measure the length of the sides using a ruler.</p>  <p>The volume of a cuboid is equal to:</p> <p style="text-align: center;">length × width × height</p>

### Lesson 1 The Photosynthesis Equation

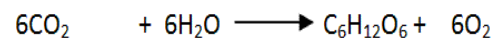
Light energy is absorbed by a green pigment in the chloroplasts called chlorophyll.



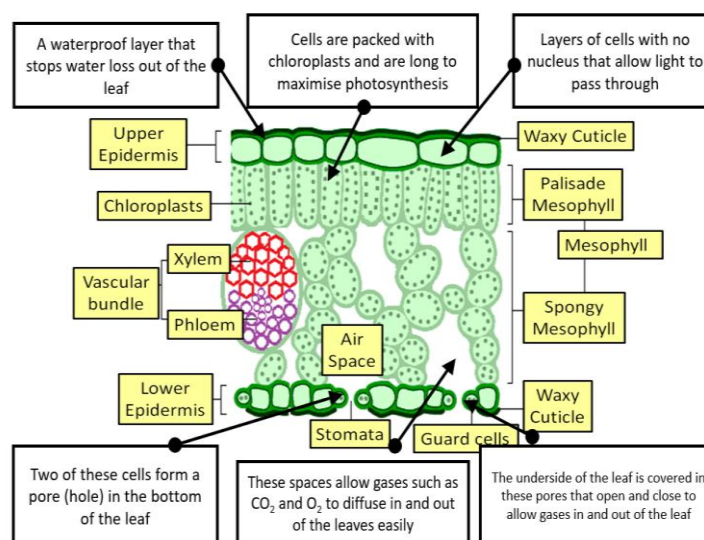
The word equation is:



The balanced chemical equation is:



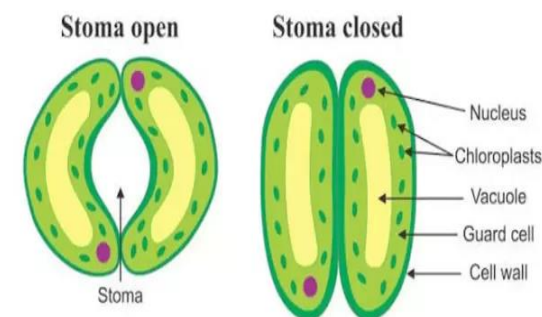
### Lessons 2 and 3 Structure of a Leaf and Leaf Adaptations



Feature of leaves	How it helps the plant to photosynthesize
Flat & thin leaves	Large surface area to absorb as much light as possible
Stomata	Allows carbon dioxide to enter leaf
Veins (xylem and phloem)	Transports water and sugar around the plant
Chloroplasts	Contains chlorophyll to absorb light
Waxy cuticle	Stops water being lost from the plant

Stomata are tiny pores found on the lower side of a leaf.

They are surrounded by guard cells which control if the stomata are open or closed.



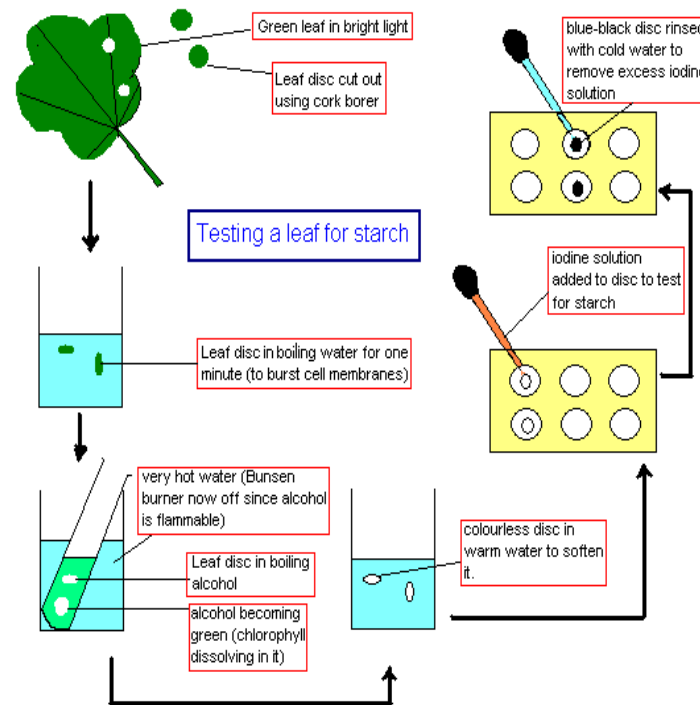
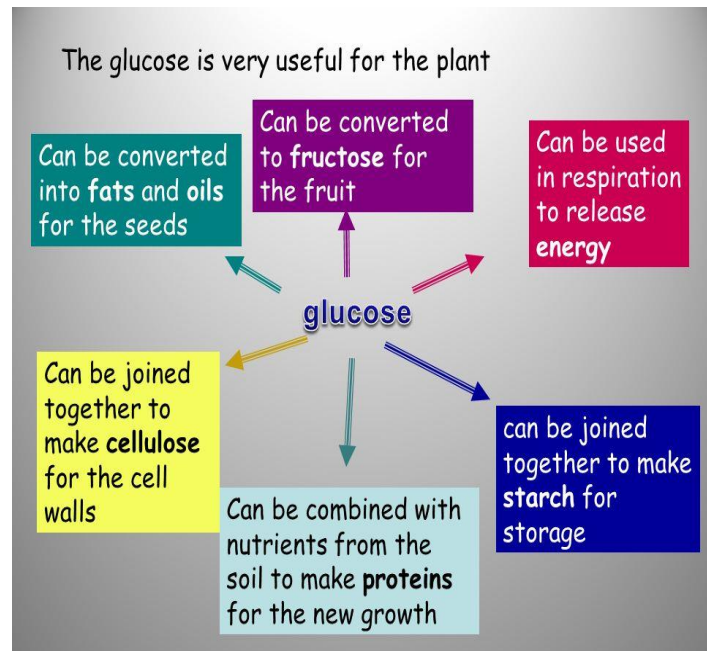
When the stomata are open carbon dioxide can diffuse into the leaf, whilst oxygen and water vapour can diffuse out of the leaf.

When water evaporates from a leaf it is called **Transpiration**.

#### Lesson 4 Uses of Glucose

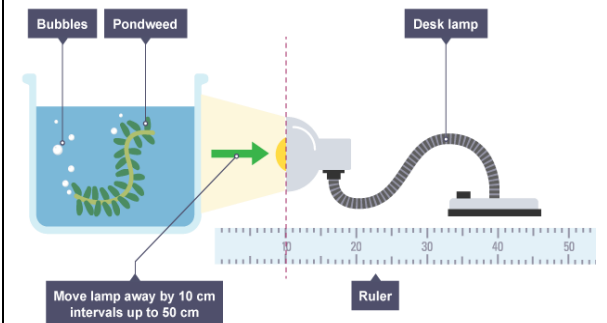
**Biomass** means the dry mass of living material.

In plants, **glucose is used to build** other compounds in the plant such as **protein, carbohydrates, cellulose, fat and minerals**.



#### Lesson 5 Investigating Photosynthesis

**Does Light Intensity Affect Rate of Photosynthesis?**

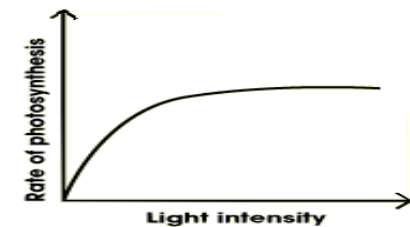


**Control Variables**

Type of light bulb to control temperature, Time taken to count Oxygen bubbles.

**Independent Variable** – Light intensity

**Dependent Variable** - Number of Oxygen bubbles

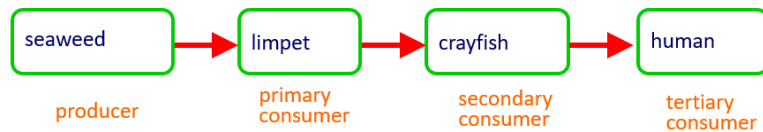


### Lesson 6 Food Chains and Webs

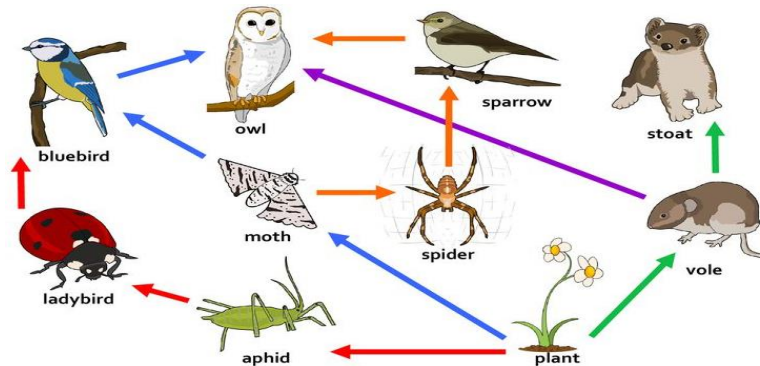
**Producers** make their own food. Plants produce their own food using light energy from the Sun. Some types of bacteria can also make their own food by using light or chemical reactions.

**Consumers** cannot make their own food. They must consume other organisms to get the food that they need.

A **food chain** can be used to rank different types of consumers. The arrow shows the direction of the flow of ENERGY from one organism to the next.



Food chains can be put together in a **food web**, which shows how the food chains are connected.



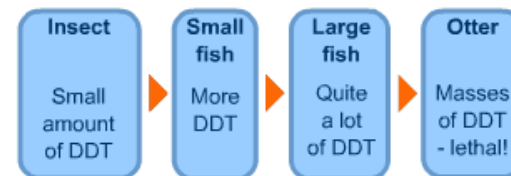
### Lesson 7 Disruption to Food Chains and Webs

**Pests** are animals that harm plants that we want to grow.  
**Pesticides** are chemicals that **kill pests**.

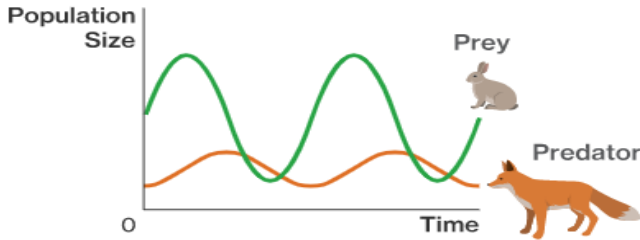
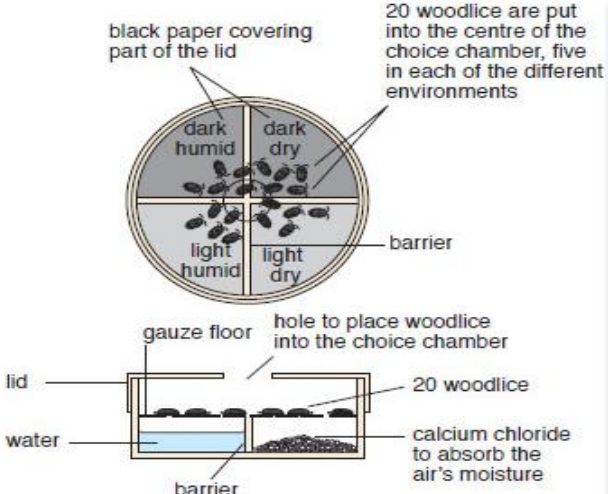
**Bioaccumulation** occurs when toxins (such as pesticides) build up - or accumulate - in a food chain. The animals at the top of the food chain are affected most severely.

This is what happens:

1. Small amounts of toxic substances - often pesticides or pollution from human activity - are absorbed by plants.
2. These plants are eaten by primary consumers in low concentrations.
3. The toxin cannot be excreted so when the primary consumers are eaten by secondary consumers all the toxin is absorbed by the secondary consumers.
4. This repeats as secondary consumers are eaten by higher level consumers.
5. At each trophic level of the food chain, the toxins remain in the tissues of the animals - so the concentration of toxin becomes most concentrated in the body tissues of the animals at the top of the food chain.





<p><b>Lesson 8</b> <b>Predator - Prey Cycles</b></p>	<p><b>Lessons 9 &amp; 10</b> <b>Habitats</b></p>
<p>A <b>predator</b> is an organism that eats another organism. The <b>prey</b> is the organism which the predator eats.</p> <p>Predators and Prey have <b>adapted</b> (changed) to suit their surroundings</p> <p><b>Predators</b> have adapted to catch their prey for example they may be fast, camouflaged (to hide while approaching the prey), have a good sense of smell, sight, or hearing (to find their prey) poison (to kill the prey) etc.</p> <p><b>Prey</b> have adapted to avoid being eaten, so they may be fast, camouflaged (to hide from the predator), a good sense of smell, sight, or hearing (to detect the predator), thorns, poison (to spray when approached or bitten) etc.</p> <p><b>Predator-Prey Relationships</b></p>  <p>The number of predators increases when there is more prey The number of prey reduces when there are more predators. The number of predators reduces when there is less prey.</p>	<p><b>Habitat</b> – The place an organism lives eg mountains, wetlands, rainforest, desert, marine or arctic.</p> <p><b>Interdependence</b> - When living things rely on each other to survive</p> <p><b>Adaptation</b> –The features of plants and animals have to help them live in a particular place.</p> <p><b>Community</b> - All the plants and animals that live in a habitat.</p> <p><b>Environment</b> - the conditions in a habitat. Most conditions are caused by environmental factors eg amount of light, temperature, moisture.</p> <p><b>Extremophiles</b> are microorganisms with the ability to thrive in extreme environments such as hydrothermal vents.</p> 

Year 7 Spanish Learning Cycle 3 Sentence Builder 1:

¿Dónde está tu casa? – Where is your house?

Verb	Noun	Noun	Preposition	Noun
Vivo <b>en</b> = I live <b>in</b> Vives <b>en</b> = You (s) live <b>in</b> Vive <b>en</b> = He/she it lives <b>in</b> Vivimos <b>en</b> = We live <b>in</b> Vivís <b>en</b> = You (pl) live <b>in</b> Viven <b>en</b> = They live <b>in</b>	<b>una</b> casa = <b>a</b> house <b>una</b> granja = <b>a</b> farm <b>un</b> piso = <b>a</b> flat	<b>en</b> Inglaterra = <b>in</b> England <b>en</b> Escocia = <b>in</b> Scotland <b>en</b> Gales = <b>in</b> Wales <b>en</b> Irlanda = <b>in</b> Ireland <b>en</b> España = <b>in</b> Spain <b>en</b> México = <b>in</b> Mexico <b>en</b> Argentina = <b>in</b> Argentina <b>en</b> Costa Rica <b>en</b> Cuba <b>en</b> Perú <b>en</b> Colombia <b>en</b> Chile <b>en</b> Ecuador <b>en los</b> Estados Unidos = <b>in the</b> US	cerca <b>de</b> = near <b>to</b> lejos <b>de</b> = far <b>from</b> <b>en</b> = <b>on/in</b>	<b>la</b> playa = <b>the</b> beach <b>la</b> costa = <b>the</b> coast <b>la</b> montaña = <b>the</b> mountain <b>el</b> campo = <b>the</b> countryside <b>una</b> ciudad = <b>a</b> city <b>un</b> pueblo = <b>a</b> town <b>un</b> pueblito = <b>a</b> village
<b>Voy a</b> vivir <b>en</b> = <b>I am going</b> to live <b>in</b>				



# Year 7 Spanish Learning Cycle 3 Sentence Builder 2:


¿Qué haces cuando hace buen/mal tiempo? – What do you do when its good/bad weather

Preposition	Weather idiom	Verb	Detail
<p><b>cuando = when</b> <b>si = if</b></p>	<p>hace buen tiempo = it's nice weather hace mal tiempo = it's bad weather hace sol = it's sunny hace calor = it's hot hace frío = it's cold llueve = it's raining nieva = it's snowy</p>	<p>bailo = I dance bailamos = we dance <b>voy a</b> bailar = I am going to dance escucho música = I listen to music escuchamos música = we listen to music <b>voy a</b> escuchar música = I am going to listen to music leo = I read leemos = we read <b>voy a</b> leer = I am going to read juego <b>al</b> fútbol = I play football jugamos <b>al</b> fútbol = we play football <b>voy a</b> jugar al fútbol = I am going to play football juego <b>a los</b> videojuegos = I play <b>at</b> the videogames jugamos <b>a los</b> videojuegos = we play <b>at</b> the videogames <b>voy a</b> jugar <b>a los</b> videojuegos = I am going to play <b>at</b> the videogames <b>hago mis</b> deberes = <b>I do my</b> homework <b>hacemos nuestros</b> deberes = <b>we do our</b> homework <b>voy a hacer mis</b> deberes = I am going to do <b>my</b> homework monto <b>en</b> bici = I ride <b>on</b> bike montamos <b>en</b> bici = we ride <b>on</b> bike <b>voy a montar en</b> bici = I am going to ride <b>on</b> bike tomo <b>el</b> sol = I take <b>the</b> sun tomamos <b>el</b> sol = we take <b>the</b> sun <b>voy a tomar el</b> sol = I am going to take <b>the</b> sun</p>	<p><b>con mis</b> amigos = <b>with my</b> friends <b>con mi</b> familia = <b>with my</b> family <b>con mi</b> novio = <b>with my</b> boyfriend <b>con mi</b> novia = <b>with my</b> girlfriend</p>



Year 7 Spanish Learning Cycle 3 Sentence Builder 3:

¿Qué haces los fines de semana – What do you do at the weekend?

Time phrase	Verb		Connective	Verb	Adjective
<b>los fines de semana</b> = at the weekend <b>los sábados = the</b> Saturdays <b>los domingos = the</b> Sundays	<p> <b>(yo)</b> bailo = I dance  <b>(tú)</b> bailas = you (singular) dance  <b>(él/ella)</b> baila = he/she/it dances  <b>(nosotros)</b> bailamos = we dance  <b>(vosotros)</b> bailáis = you (plural) dance  <b>(ellos/ellas)</b> bailan = they dance           </p> <p> <b>(yo)</b> escucho música = I listen to music  <b>(tú)</b> escuchas música = you (sing) listen to music  <b>(él/ella)</b> escucha música = he/she/it listens to music  <b>(nosotros)</b> escuchamos música = we listen to music  <b>(vosotros)</b> escucháis música = you (pl) listen to music  <b>(ellos/ellas)</b> escuchan música = they listen to music           </p> <p> <b>(yo)</b> leo = I read  <b>(tú)</b> lees = you (sing) read  <b>(él/ella)</b> lee = he/she/it reads  <b>(nosotros)</b> leemos = we read  <b>(vosotros)</b> leéis = you (pl) read  <b>(ellos/ellas)</b> leen = they read           </p>		<b>porque =</b> because	<b>es =</b> it is	<p>             divertid@ = fun              interesante = interesting              aburrid@ = boring              tedios@ = tedious              repetitiv@ = repetitive              difícil = difficult              fácil = easy              útil = useful              importante = important              guay = cool           </p> 
el fin <b>de</b> semana próximo = next weekend el fin <b>de</b> semana <b>que</b> viene = next weekend	<p> <b>(yo)</b> voy = I am going  <b>(tú)</b> vas = you (sing) are going  <b>(él/ella)</b> va = he/she/it is going to  <b>(nosotros)</b> vamos = we are going  <b>(vosotros)</b> vais = you (pl) are going  <b>(ellos/ellas)</b> van = they are going           </p>	<p> <b>a</b> bailar = to dance  <b>a</b> escuchar = to listen  <b>a</b> leer = to read           </p>			

Year 7 Spanish Learning Cycle 3 Sentence Builder 4:

¿Qué hay en tu zona? – What is there in your area?


Detail	Verb	Article	Noun	Connective	Verb	Infinitive
<div>En mi región = in my región</div> <div>En mi pueblo = In my town</div>	hay = there is/are	un = a	parque = park centro comercial = mall polideportivo = sports centre museo = museum ayuntamiento = town hall teatro = theatre cine = cinema	donde = where	puedo = I can	jugar = to play descansar = to rest
		el = the			puedes = You (s) can	
		una = a			(mi madre) puede = (my mum) can	
		la =the	piscina = swimming pool playa = beach biblioteca = library plaza = town square bolera = bowling alley		podemos = we can	
					podéis = you (pl) can	
					pueden = they can	





Year 7 Spanish Learning Cycle 3 Sentence Builder 5:

¿Cómo es tu zona? – What is your area like?

Opinion	Noun	Connective	Verb		Connective
<b>me encanta = I love</b> <b>me gusta = I like</b> <b>no me gusta = I don't like</b> odio = I hate  Vivo <b>en</b> = I live <b>in</b> Vives <b>en</b> = You (s) live <b>in</b> Vive <b>en</b> = He/she it lives <b>in</b> Vivimos <b>en</b> = We live <b>in</b> Vivís <b>en</b> = You (pl) live <b>in</b> Viven <b>en</b> = They live <b>in</b>  <b>Voy a vivir en =</b> <b>I am going to live in</b> <b>Vas a vivir en =</b> <b>You are going to live in</b> <b>Va a vivir en =</b> <b>He/she/it is going to live in</b> <b>Vamos a vivir en =</b> <b>We are going to live in</b> <b>Vais a vivir en =</b> <b>You are going to live in</b> <b>Van a vivir en =</b> <b>They are going to live in</b>	<b>mi país =</b> <b>my country</b>  Inglaterra = England  España = Spain  <b>mi región =</b> <b>my región</b>  <b>mi pueblo =</b> <b>my town</b>  <b>donde vivo=</b> <b>where I live</b>  	<b>porque =</b> <b>because</b>	<b>es = it is</b>          <b>está = it is</b> <b>is</b> <b>(located)</b>       <b>hay =</b> <b>there is</b>       <b>no hay =</b> <b>there</b> <b>isn't</b>       <b>hace = it</b> <b>makes</b>	animad@ = lively tranquil@ = peaceful históric@ = historical industrial = industrial <b>bonit@ =pretty</b> <b>fe@ = ugly</b>  <b>en la playa = on the beach</b> <b>en el campo = in the countryside</b> <b>en la costa = on the coast</b> <b>en la montaña = in the mountains</b>  <b>mucho que hacer = lots that to do</b> <b>una playa = a beach</b> <b>una piscina = a swimming pool</b> <b>un cine = a cinema</b> <b>un parque = a park</b> <b>un centro comercial = a shopping centre</b>  <b>nada que hacer = nothing that to do</b>     <b>buen tiempo = good weather</b> <b>mal tiempo = bad weather</b>	<b>y =</b> <b>and</b>   <b>pero =</b> <b>but</b>  sin embargo = however  <b>también =</b> <b>also</b>