# Year 7 - Unit 1 <br> <br> Knowledge Organiser 

 <br> <br> Knowledge Organiser}


| Name |  |
| :--- | :--- |
| Tutor |  |


|  | AMon | ATue | AWed | AThu | AFri |
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| PM |  |  |  |  |  |

## YEAR 7 UNIT I

Each 10 Question Quiz will have both recall and application questions

|  | WEEK I |  |
| :---: | :---: | :---: |
| 1 | Calculate | A calculator and some working will be needed. |
| 2 | Change | Usually convert from one unit to another; either using known metric unit conversions or the use of a conversion graph. |
| 3 | Complete | Fill in missing values. |
| 4 | Digit | Individual numbers: $0, \mathrm{I}, 2,3,4,5,6,7,8,9$. |
| 5 | Integer | A positive or negative whole number, including zero. |
| 6 | Place value | The numerical position of a digit within the number - eg. hundreds, tens, units etc. |
| 7 | Ascending | Write numbers in order smallest to largest. |
| 8 | Descending | Write numbers in order largest to smallest. |
|  | WEEK 2 |  |
| 1 | Sum | Two or more numbers added together. |
| 2 | Difference | Two numbers subtracted. |
| 3 | Product | A multiplication of two or more numbers. |
| 4 | Quotient | A result obtained by dividing one quantity by another. |
| 5 | Divisible by 2 | The last digit is even. |
| 6 | Divisible by 3 | The digits sum to a multiple of 3 . |
| 7 | Divisible by 5 | The last digit is 0 or 5 . |
| 8 | Divisible by 10 | The last digit is 0 . |
|  | WEEK 3 |  |
| 1 | Explain | Write a sentence or a mathematical statement to show how you got to your answer or reached your conclusion |
| 2 | Express | Re-write in another form, some working may be needed. |
| 3 | Find | Some working will be needed to get to the final answer. |
| 4 | Factor | A number that divides into another without a remainder |
| 5 | Factor Pair | Two numbers that multiply to make another. |
| 6 | Highest <br> Common <br> Factor (HCF) | The highest number that can be divided exactly into each of two or more numbers. |
| 7 | Multiple | A number in its times table. |
| 8 | Lowest <br> Common <br> Multiple <br> (LCM) | The lowest number that is a multiple of two or more numbers. |


|  | WEEK 4 |  |
| :---: | :---: | :---: |
| 1 | Give a reason | Must be clear and accurate reasons. If the reasons are geometrical then make sure you: - provide a reason for each stage of working (if required), - use correct geometric terminology |
| 2 | Justify | Show all working and/or give a written explanation. |
| 3 | Prove | More formal than 'show', all steps must be present. In the case of a geometrical proof, reasons must be given. |
| 4 | Prime numbers | An integer with exactly two factors: one and itself. $2,3,5,7,11,13,17,19,23,29,3 ।, 37,4 \mathrm{I}, 43,47$ |
| 5 | Prime factors | The prime numbers that multiply to make a value. |
| 6 | Prime factor decomposition | When a number is broken down into its prime factor. |
| 7 | Square <br> Number | The result when a number is multiplied by itself. I, 4, 9, 16, 25, 36, 49, 64, 8I, 100, 12I, 144, 169, 196, 225. |
| 8 | Cube Number | The result when a number is multiplied by itself three times. $\mathrm{I}, 8,27,64,125$ |
|  | WEEK 5 |  |
| 1 | Write down | No working is needed. |
| 2 | Write | No working needed for I mark questions. Working may be needed questions with more than I mark. |
| 3 | equal to | = |
| 4 | not equal to | \# |
| 5 | bigger than | > |
| 6 | smaller than | < |
| 7 | bigger than or equal to | $\geq$ |
| 8 | smaller than or equal to WEEK 6 | $\leq$ |
| 1 | Ascending | Smallest to largest |
| 2 | Descending <br> Denominator | Largest to smallest <br> The bottom number in a fraction. Shows how many equal parts the item is divided into. |
| 4 | Numerator | The top number in a fraction. Shows how many parts we have. |
| 5 | Proper fraction | The numerator is smaller than the denominator. |
| 6 | Improper <br> Fraction | The numerator is greater than or equal to the denominator. |
| 7 | Mixed Number | A whole number and a fraction combined into one number. |
| 8 | Common Denominator | A common multiple of the denominators, i.e. a number into which the denominators will divide exactly. |


|  | WEEK 7 |  |
| :---: | :---: | :---: |
| 1 | Show | All working needed to get to a given answer or complete a diagram to show given information. |
| 2 | Simplify | Simplify the given expression. Answer must be given in its simplest form. |
| 3 | Solve <br> Equivalent | Find the solution of an equation or inequality. <br> Fractions which have the same value. |
| 5 | Simplify/cancel a fraction | Reduce a fraction to an equivalent fraction with the lowest possible numbers in both numerator and denominator. |
| 6 | Add/subtract fractions | Make the denominators the same then add/subtract the numerators only. NEVER add/subtract denominators. |
| 7 | Multiply fractions | Multiply the numerators and multiply the denominators. |
| 8 | Divide fractions | Invert (flip) the second fraction, then multiply the 2 fractions together. |
|  | WEEK 8 |  |
| 1 | Square Number | Made by multiplying a number by itself |
| 2 | Cube Number | Made by multiplying a number by itself twice |
| 3 | Prime <br> Number <br> Reciprocal | Has only two factors, one and itself <br> The reciprocal of a number is I divided by the number. The reciprocal is shown as $\mathrm{I} / \mathrm{x}$, or $\mathrm{x}^{-1}$ |
| 5 | Decimal Fraction | A fraction written as a decimal. The decimal point separates whole numbers from decimal fractions |
| 6 | Terminating decimal | A decimal which has a finite number of digits |
| 7 | Recurring <br> Decimal | A decimal which has repeating digits or a repeating pattern of digits. |
| 8 | Percentage | A fraction expressed as a number out of 100 |
|  | WEEK 9 |  |
| 1 | Integer | A positive or negative whole number, including zero. |
| $\frac{2}{3}$ | Simplify <br> Mixed Number | Simplify the given expression. Answer must be given in its simplest form. <br> A whole number and a fraction combined into one number. |
| 4 | Product | A multiplication of two or more numbers. |
| 5 | Quotient | A result obtained by dividing one quantity by another. |
| 6 | Factor | A number that divides into another without a remainder |
| 7 <br> 8 | Factor Pair <br> Percentage | Two numbers that multiply to make another. <br> A fraction expressed as a number out of 100 |

English - Year 7 - Unit I - Morality: Myths/Poetry
Driving question: What does it mean to be human?

| Week I |  |  | RAG |
| :---: | :---: | :---: | :---: |
| I | Structure I Construct: | - the order and arrangement of ideas and events in a text; <br> - how the order and sequencing of ideas and events creates meaning. |  |
| 2 | Exposition: | a literary (writing) device used to introduce background information about events, settings, characters. |  |
| 3 | Genre: | a type, style or category. |  |
| 4 | Generic Patterns: | recognisable or accepted features of a particular genre. |  |
| 5 | Context: | background information. |  |
| 6 | Meaning: | what is meant or interpreted by a word, text, concept, or action. |  |
| Week 2 |  |  |  |
| 7 | Nostalgia (noun): | a longing for something past. |  |
| 8 | Morality (noun): | the belief that some behaviour is right and acceptable and that other behaviour is wrong. It's what societies determine to be "right" and "acceptable." |  |
| 9 | Imperative: | a sentence that gives a command. |  |
| 10 | Interrogative: | a sentence that asks a question. |  |
| 11 | Declarative: | a sentence that declares a fact or opinion. |  |
| 12 | Exclamatory: | a sentence that expresses strong feelings by making an exclamation. |  |
| Week 3 |  |  |  |
| 13 | Monologue: | one person speaking for an extended period. |  |
| 14 | Perspective: | a point of view. |  |
| 15 | Infer / inference: | a guess that you make or an opinion that you form based on the information that you have (reading between the lines). |  |
| 16 | Protagonist: | the leading character or one of the major characters in a play, film, novel etc. |  |
| 17 | Mood: | the feeling or atmosphere in a text. |  |
| 18 | Foreshadowing: | a literary (writing) device by which an author hints what is to come. |  |
| Week 4 |  |  |  |
| 19 | Characterisation:: | how the writer shows the character's personality through describing their thoughts, speech, actions or appearance. |  |
| 20 | Avarice (noun): | extreme greed for wealth or material gain. |  |
| 21 | Theme: | the THEME of a text is the moral, lesson, or message - the 'big idea'. |  |
| 22 | Denotation: | the literal meaning (dictionary definition) of a word. |  |
| 23 | Connotation: | ideas associated with a word or image. |  |
| 24 | Preposition: | gives information about where or when something happens. |  |
| Week 5 |  |  |  |
| 25 | narcissism (noun) narcissist (noun): | An exceptional interest in and admiration for yourself. Someone who is excessively self-centred. |  |
| 26 | Frame Narrative: | a story set within a story. |  |
| 27 | Alliteration: | repetition of consonant sounds. |  |
| 28 | Fricatives | repetition of the 'f', 'v', 'z', 's' and 'th' sounds. |  |
| 29 | Sibilance | repetition of the 's', 'sh' and 'ch' sounds (an acoustic characteristic of soft fricative consonants). |  |
| 30 | Plosives | repetition of the 'b', 'p', 'd' and 't' sounds. |  |
| Week 6 |  |  |  |


| 31 | Rhetoric: | language used by the writer to persuade the reader of a particular point of view. |  |
| :---: | :---: | :---: | :---: |
| 32 | Rhetorical question | a question designed to provoke thought rather than elicit an answer. |  |
| 33 | Ideology: | a set of opinions or beliefs of a group or an individual. |  |
| 34 | Logos: | using rationality and logic to persuade the audience to agree with your point of view. |  |
| 35 | Pathos: | an appeal to the audience's emotions, usually using emotive language. |  |
| 36 | Ethos: | ethos or the ethical appeal, means to convince an audience of the author's credibility or character. |  |
| Week 7 |  |  |  |
| 37 | Flaw (noun): | - a mistake in something that means that it is not correct or does not work correctly <br> - a weakness in someone's character |  |
| 38 | Contrition (noun): | a very sorry or guilty feeling about something bad you have done, or the act of showing that you feel like this. |  |
| 39 | Caesura: | a midline pause, often marked with punctuation / A pause within a line of poetry. |  |
| 40 | Enjambment: | when a sentence or phrase runs onto the next line (no punctuation at the end of the line). |  |
| 41 | Volta: | a turning point in the poem. |  |
| 42 | Parenthesis: | adding extra information to a sentence using brackets, dashes or commas. |  |
| Week 8 |  |  |  |
| 43 | Stanza: | a group of lines in a poem |  |
| 44 | Subvert (verb): <br> Subversion (noun): | - overthrow or destroy completely - cause the downfall of; of rulers. <br> - the act of subverting. |  |
| 45 | Semantic Field | a set of words related in meaning. |  |
| 46 | Juxtaposition: | contrasting elements put together for effect. |  |
| 47 | Ambiguity: | a word or phrase or structure that has more than one meaning - (polysemic). |  |
| 48 | Superlative | Adjective to imply the highest or lowest quality. E.G. Greenest |  |
| Week 9 |  |  |  |
| 49 | Symbolism: | when an object or image indirectly stands for something else (ideas/qualities/states of mind). |  |
| 50 | Motif: | a repeated line, image or symbol. |  |
| 51 | Compassion (noun): | sympathetic pity and concern for the sufferings or misfortunes of others. |  |
| 52 | Wrath (noun): | Intense anger (usually on an epic scale) |  |
| 53 | Dilemma (noun): | a situation in which a difficult choice has to be made between two or more alternatives, especially ones that are equally undesirable. |  |
| 54 | Repentant (adj.): | expressing or feeling sincere regret and remorse; remorseful. |  |

Science - Year 7 - Unit I

| Week I: |  |  | RAG |
| :---: | :---: | :---: | :---: |
| 1. | Excretion | Getting rid of waste. All organisms excrete. |  |
| 2. | Growth | Increase in size. All organisms grow. |  |
| 3. | Life process | A process that something does in order for it to be alive. There are seven in total. |  |
| 4. | Movement | Going from place to place. All organisms can move themselves or parts of themselves. |  |
| 5. | Nutrition | Substances that help organisms respire and grow. All organisms need nutrition. |  |
| 6. | Organism | A living thing. |  |
| 7. | Reproduction | A process in which organisms make more organisms like themselves. All organisms reproduce. |  |
| 8. | Respiration | A process in which substances release energy for an organism to use. All organisms respire. There are, however, different forms of respiration. |  |
| 9. | Sensitivity | The ability to detect things in the surroundings. All organisms can sense certain changes in their surroundings. |  |
| 10. | Leaf | Plant organ used to make food by photosynthesis. |  |
| Week 2: |  |  |  |
| 11. | Photosynthesis | Process that plants use to make their own food. It needs light to work. |  |
| 12. | Tissue | A part of an organ that does an important job. Each tissue is made up of a group of the same type of cells all doing the same job. |  |
| 13. | Magnification | How much bigger a microscope makes something appear. |  |
| 14. | Specimen | The object you look at using a microscope. |  |
| 15. | Breathing system | Organ system that takes oxygen from the air and puts it into the blood. It also gets rid of carbon dioxide from the blood, putting it into the air. |  |
| 16. | Circulatory system | Organ system that carries oxygen and food around the body. |  |
| 17. | Digestive system | Organ system that breaks down food. |  |
| 18. | Nervous system | Organ system that carries signals around the body. |  |
| 19. | Organ system | Collection of organs working together to do a very important job. |  |
| 20. | Urinary system | Organ system that cleans the blood and removes the wastes in urine. |  |
| Week 3: |  |  |  |
| 21. | States of matter | There are three different forms that a substance can be in: solid, liquid or gas. These are the three states of matter |  |
| 22. | Gas | Something that does not have a fixed shape or volume, and is easy to squash. |  |
| 23. | Liquid | Something with a fixed volume but no fixed shape. |  |
| 24. | Solid | Something with a fixed shape and volume. |  |
| 25. | Particle theory | Theory used to explain the different properties and observations of solids, liquids and gases. |  |
| 26. | Particles | The tiny pieces that everything is made out of. |  |
| 27. | Brownian motion | Erratic movement of small specks of matter caused by being hit by the moving particles that make up liquids or gases. |  |
| 28. | Diffusion | When particles spread and mix with each other without anything moving them. |  |
| 29. | Air pressure | The force on a certain area caused by air molecules hitting it. |  |
| 30. | Vacuum | A completely empty space, containing no particles. |  |
| Week 4: |  |  |  |
| 31. | Nanoscale | Scale for measuring very small particles: I nanometre (nm) $=0.00000000 \mathrm{I}$ metre (m) |  |
| 32. | Nanometres | unit of length: I nanometre $=0.00000000 \mathrm{l}$ metre |  |
| 33. | Joule (J) | The unit for measuring energy. |  |
| 34. | Kilojoule (kJ) | There are 1000 joules in I kilojoule. |  |
| 35. | Nutrient | Substance needed in the diet. |  |
| 36. | Chemical energy | A name used to describe energy when it is stored in chemicals. Food, fuel and batteries all store chemical energy |  |


| 37. | Elastic potential energy | A name used to describe energy when it is stored in stretched or squashed things that can change back to their original shapes. Another name for strain energy. |  |
| :---: | :---: | :---: | :---: |
| 38. | Gravitational potential energy | A name used to describe energy when it is stored in objects in high places that can fall down. |  |
| 39. | Kinetic energy | A name used to describe energy when it is stored in moving things. |  |
| 40. | Law of conservation of energy | The idea that energy can never be created or destroyed, only transferred from one store to another |  |
| Week 5: |  |  |  |
| 41. | Nuclear energy | A name used to describe energy when it is stored inside materials. |  |
| 42. | Thermal energy | A name used to describe energy when it is stored in hot objects. The hotter something is, the more thermal energy it has. |  |
| 43. | Transfer | When energy is moved from one store into another or from one place to another we say it is transferred. |  |
| 44. | Fossil fuel | Coal, oil and natural gas - all fuels that were formed from the remains of dead plants and animals. |  |
| 45. | Fuel | A substance that contains a store of chemical or nuclear energy that can easily be transferred. |  |
| 46. | Non-renewable | Any energy resource that will run out because we cannot renew our supplies of it (e.g. oil). |  |
| 47. | Renewable | An energy resource that will never run out (e.g. solar power). |  |
| 48. | Geothermal power | Generating electricity using heat from rocks underground. |  |
| 49. | Hydroelectric power | Generating electricity by letting moving water (usually falling from a reservoir) turn turbines and generators |  |
| 50. | Efficiency | A way of saying how much energy something wastes. |  |
| Week 6: |  |  |  |
| 51. | Extinct | No longer exists. |  |
| 52. | Reproduce | When organisms reproduce, they make more organisms like themselves. |  |
| 53. | Egg cell | The female sex cell (gamete). |  |
| 54. | Fertilisation | Fusing of a male gamete with a female gamete. |  |
| 55. | Internal fertilisation | When fertilisation happens inside the body of a parent. |  |
| 56. | External fertilisation | When fertilisation happens outside the bodies of the parents. |  |
| 57. | Gamete (sex cell) | A cell used for sexual reproduction. |  |
| 58. | Offspring | The new organisms produced by reproduction. |  |
| 59. | Parent | An organism that has produced offspring |  |
| 60. | Sperm cell | The male sex cell (gamete). |  |
| Week 7: |  |  |  |
| 61. | Cervix | Ring of muscle at the bottom of the uterus in females. |  |
| 62. | Cilia | Small hairs on the surface of some cells. |  |
| 63. | Oviduct | Carries egg cells from the ovaries to the uterus in females. Fertilisation happens here. |  |
| 64. | Foreskin | A covering of skin protecting the head of the penis. |  |
| 65. | Glands | Special tissues that make and release substances. The glands in the male reproductive system add a special liquid to the sperm cells to make semen. |  |
| 66. | Menopause | When the ovaries in women stop releasing egg cells. |  |
| 67. | Ovary | Female reproductive organ. Produces egg cells. |  |
| 66. | Puberty | Time during which big physical changes happen in the body |  |
| 68. | Reproductive organs | Organs used in sexual reproduction. |  |
| 69. | Sperm duct | Tube that carries sperm cells from the testes to the urethra. |  |
| 70. | Semen | Mixture of sperm and special fluids released by males during ejaculation. |  |


| Week 8: |  |  |  |
| :---: | :---: | :---: | :---: |
| 71. | Testis | Male reproductive organ. Produces sperm cells. Plural = testes. |  |
| 72. | Urethra | Tube that carries sperm cells from the testes and urine from the bladder. |  |
| 73. | Uterus | Organ in females in which a baby develops. |  |
| 74. | Vagina | Tube in females leading from the cervix to the outside. The penis is placed here during sexual intercourse. |  |
| 75. | Amniotic fluid | Liquid surrounding the growing embryo and protecting it. |  |
| 76. | Embryo | Tiny new human life that grows by cell division from a fertilised egg cell. |  |
| 77. | Foetus | An embryo is known as a foetus once it has developed a full set of organs. |  |
| 78. | Placenta | Attached to the uterus wall, this takes oxygen and food out of the mother's blood and puts waste materials into the mother's blood. |  |
| 79. | Menstruation | When the lining of the uterus and a little blood pass out of the vagina as part of the menstrual cycle. |  |
| 80. | Ovulation | Releasing of an egg cell from an ovary. |  |
| Week 9: |  |  |  |
| 81 | Excretion | Getting rid of waste. All organisms excrete. |  |
| 82 | Breathing system | Organ system that takes oxygen from the air and puts it into the blood. It also gets rid of carbon dioxide from the blood, putting it into the air. |  |
| 83 | Diffusion | When particles spread and mix with each other without anything moving them. |  |
| 84 | Law of conservation of energy | The idea that energy can never be created or destroyed, only transferred from one store to another |  |
| 85 | Efficiency | A way of saying how much energy something wastes. |  |
| 86 | Offspring | The new organisms produced by reproduction. |  |
| 87 | Menopause | When the ovaries in women stop releasing egg cells. |  |
| 88 | Menstruation | When the lining of the uterus and a little blood pass out of the vagina as part of the menstrual cycle. |  |
| 89 | Joule (J) | The unit for measuring energy. |  |
| 90 | Kilojoule (kJ) | There are 1000 joules in I kilojoule. |  |

French - Year 7 - Unit I - Foundation knowledge of French

|  | Week I: Bonjour! | Hello! | RAG |
| :---: | :---: | :---: | :---: |
| 1. | Bonjour! | Hello! |  |
| 2. | Comment t'appelles-tu? | What's your name? |  |
| 3. | Je m'appelle (Nadia) | My name is (Nadia) |  |
| 4. | Ça va? | How are you? |  |
| 5. | Oui, ça va très bien © | Yes, l'm really well ${ }^{\text {© }}$ |  |
| 6. | Merci! | Thank you! |  |
| 7. | Quel âge as-tu? | How old are you? |  |
| 8. | J'ai onze ans | I am eleven (years old) |  |
| 9. | Mon anniversaire | My birthday |  |
| 10. | c'est aujourd'hui | it's today |  |
|  | Week 2: Les jours ET dans mon sac | Days AND In my bag |  |
| 11. | lundi, mardi, | Monday, Tuesday, |  |
| 12. | mercredi, jeudi, vendredi | Wednesday, Thursday, Friday |  |
| 13. | samedi, dimanche | Saturday, Sunday |  |
| 14. | dans mon sac | in my bag |  |
| 15. | dans ma trousse | in my pencil case |  |
| 16. | il y a | there is |  |
| 17. | un stylo | a pen |  |
| 18. | et | and |  |
| 19. | une règle | a ruler |  |
| 20. | ma salle de classe | my classroom |  |
|  | Week 3: Les opinions | Opinions |  |
| 21. | J'adore le sport | I love sport |  |
| 22. | Je n'aime pas le tennis | I don't like tennis |  |
| 23. | J'aime le skate | I like skateboarding |  |
| 24. | Je déteste la danse | I hate dance |  |
| 25. | je préfère le rugby | I prefer rugby |  |
| 26. | c'est super! | it's great! |  |
| 27. | c'est ennuyeux! | it's boring! |  |
| 28. | Tu aimes le foot? | Do you like football? |  |
| 29. | Je suis sportif (m) | I am sporty (m) |  |
| 30. | Je suis sportive (f) | I am sporty (f) |  |
|  | Week 4: Tu as un animal? | Do you have a pet? |  |
| 31. | Tu as un animal? | Do you have a pet? |  |
| 32. | J'ai un chien | I have a dog |  |
| 33. | Je n'ai pas d'animaux | I don't have any pets |  |
| 34. | Je voudrais un hamster | I would like a hamster |  |
| 35. | un cheval | a horse |  |
| 36. | un chat | a cat |  |
| 37. | un lapin | a rabbit |  |
| 38. | un poisson rouge | a goldfish |  |
| 39. | une souris | a mouse |  |
| 40. | un oiseau | a bird |  |
|  | Week 5: Ma famille | My family |  |
| 41. | ma mère | my mum |  |
| 42. | mon père | my dad |  |
| 43. | mon frère | my brother |  |
| 44. | ma soeur | my sister |  |
| 45. | Je suis sympa | I am nice |  |
| 46. | J'ai | I have |  |


| 47. | J'habite avec ma famille | I live with my family |  |
| :---: | :---: | :---: | :---: |
| 48. | Mes parents s'appellent ........ | my parents are called ....... |  |
| 49. | Je pense que | I think that |  |
| 50. | ma tante est amusante | my aunt is funny |  |
|  | Week 6: Où habites-tu? | Where do you live? |  |
| 51. | J'habite | I live |  |
| 52. | dans une maison | in a house |  |
| 53. | dans une petite maison | in a small house |  |
| 54. | dans un appartement | in a flat |  |
| 55. | dans un château | in a castle |  |
| 56. | au bord de la mer | at the seaside |  |
| 57. | à la campagne | in the countryside |  |
| 58. | dans une ville | in a town |  |
| 59. | dans un village | in a village |  |
| 60. | à la montagne | in the mountains |  |
|  | Week 7: A table! | Food is ready! |  |
| 61. | Qu'est-ce que tu manges? | What do you eat? |  |
| 62. | je mange | I eat |  |
| 63. | je bois | I drink |  |
| 64. | normalement | normally |  |
| 65. | pour le petit déjeuner, je mange | for breakfast, I eat |  |
| 66. | un croissant | a croissant |  |
| 67. | avec du beurre | with butter |  |
| 68. | et de la confiture | and jam |  |
| 69. | Je bois un jus d'orange | I drink orange juice |  |
| 70. | Ma mère mange des céréales avec du lait | My Mum eats cereals with milk |  |
|  | Week 8: Mon pays et la météo | My country and the weather |  |
| 71. | Je suis anglais(e) | I am English |  |
| 72. | Mon pays, c'est l'Angleterre | My country is England |  |
| 73. | il fait beau | It is nice weather |  |
| 74. | il fait chaud | it's hot |  |
| 75. | il fait froid | it's cold |  |
| 76. | souvent | often |  |
| 77. | de temps en temps | from time to time |  |
| 78. | le matin | in the morning |  |
| 79. | I'après-midi | in the afternoon |  |
| 80. | le soir | in the evening |  |
|  | Week 9: Revision | - La révision |  |
| 81. | My name is (Nadia) | Je m'appelle (Nadia) |  |
| 82. | I love sport | J'adore le sport |  |
| 83. | I don't like tennis | Je n'aime pas le tennis |  |
| 84. | I like skateboarding | J'aime le skate |  |
| 85. | I have a dog | J'ai un chien |  |
| 86. | I don't have any pets | Je n'ai pas d'animaux |  |
| 87. | I live | J'habite |  |
| 88. | in a small house | dans une petite maison |  |
| 89. | I eat | Je mange |  |
| 90. | I drink | Je bois |  |

## Geography - Year 7 - Unit I - Without Geography, You Are Nowhere!

| Week I |  |  | RAG |
| :---: | :---: | :---: | :---: |
| 1. | Geography | The study of place, people, politics and the environment around the world. |  |
| 2. | Physical Geography | The branch of geography dealing with natural features. |  |
| 3. | Human Geography | The branch of geography dealing with how human activity affects or is influenced by the earth's surface. |  |
| 4. | Island | A piece of land surrounded by water. |  |
| 5. | County | A territorial division of a country - e.g. Dorset. |  |
| 6. | Country | A nation with its own government, occupying a territory. |  |
| 7. | Region | An area, especially part of a country or the world having definable characteristics but not always fixed boundaries |  |
| 8. | What is a map? | A diagrammatic representation of an area of land or sea. |  |
| 9. | Ordnance Survey | The national mapping agency of the UK. |  |
| 10. | Grid square | Ordnance survey maps are made up of squares of blue lines, each representing I square kilometre. |  |
| Week 3 |  |  |  |
| II. | Map symbol | Using a symbol to represent something on a map. |  |
| 12. | Map Key | Shows the meaning of map symbols. |  |
| 13. | 4 figure grid reference | Used to find a particular place on a map. <br> Method: Along the corridor, up the stairs. <br> Shows a place on a map to the nearest square kilometre. |  |
| 14. | 6 figure grid reference | Used to pinpoint a more exact place on a map. <br> Shows the place on a map to the nearest 100 square metres. |  |
| 15. | Scale | The ratio of a distance on a map to the corresponding distance on the ground. |  |
| 16. | Distance | The length of space between two points. |  |
| 17. | Continent | A large land mass. |  |
| 18. | Ocean | A very large expanse of sea. |  |
| 19. | What is an atlas? | A book of maps or charts. |  |
| 20. | Direction | The way something is facing. N.E.S.W $\rightarrow$ North, East, South, West. |  |
| Week 3 |  |  |  |
| 21. | Compass | A piece of equipment used to find out the direction. |  |
| 22. | Lines of Latitude | Lines on an atlas that run from East to West. Example: the Equator. |  |
| 23. | Lines of | Lines on an atlas that run North to South. Example: the Prime Meridian. |  |


|  | Longitude |  |  |
| :---: | :---: | :---: | :---: |
| 24. | Aerial photography | Photos taken from above using aircraft or other flying objects. |  |
| 25. | Satellite images | Photos of the Earth taken by powerful cameras in space. |  |
| 26. | Vertical photo | Provide a view looking straight down on an area of land. |  |
| 27. | Oblique photo | Provide a view looking down at an angle on an area of land. |  |
| 28. | Drone | Unmanned aircraft that can be remotely controlled - used to take photos of the land from above. |  |
| 29. | Urban | Towns, cities and built up areas. |  |
| 30. | Rural | The countryside. |  |
|  |  | Week 4 |  |
| 31. | How many countries are in Africa? | There are 54 countries in Africa. |  |
| 32. | Choropleth map | Thematic maps used to represent statistical data through various colours, shading or patterns on geographic areas (e.g. countries). |  |
| 33. | Topographic map | Maps that illustrate the shape and elevation of the land's surface. |  |
| 34. | Physical Geography | The branch of geography dealing with natural features. |  |
| 35. | Human Geography | The branch of geography dealing with how human activity affects or is influenced by the earth's surface. |  |
| 36. | Country | A nation with its own government, occupying a territory. |  |
| 37. | Name the world's 7 continents. | North America, South America, Europe, Africa, Asia, Oceania, Antarctica. |  |
| 38. | Name the world's 5 oceans. | Pacific, Arctic, Atlantic, Southern, Indian. |  |
| 39. | What is a map? | A diagrammatic representation of an area of land or sea. |  |
| 40. | Compass | A piece of equipment used to find out the direction. |  |
|  |  | Week 5 |  |
| 41. | Terrain | The shape of the land. |  |
| 42. | Contour lines | Lines on OS maps that join places of the same height. |  |
| 43. | Layer Shading | Using colours to shade areas of land at different heights. |  |
| 44. | Biome | A global ecosystem. |  |
| 45. | Distribution | The way in which something is spread over an area. |  |
| 46. | Climate | The state of the atmosphere over a long period of time. |  |
| 47. | Climate graph | Graphs that show the average rainfall and temperatures typically experienced in a particular location. |  |
| 48. | Tropical rainforest | Forests in areas where the climate is hot and wet all year. |  |
| 49. | Hot desert | A part of the world that has high average temperatures and less than 250 mm of rainfall per year. |  |
| 50. | Savanna grassland | A tropical or subtropical grassland containing scattered trees and drought-resistant undergrowth. |  |


| Week 6 |  |  |  |
| :---: | :---: | :---: | :---: |
| 51. | Arid | Land or climate that has little / no rain, making it extremely dry. |  |
| 52. | Equator | A line of latitude that divides the Earth into northern and southern hemispheres. |  |
| 53. | Hadley Cell | A large-scale atmospheric convection cell in which air rises at the equator and sinks at medium latitudes, typically about $30^{\circ}$ north or south. |  |
| 54. | Adaptation | Where plants and animals change to suit their environment. |  |
| 55. | Nocturnal | Active at night. |  |
| 56. | Transpiration | Loss of a plant's water to its environment through evaporation. |  |
| 57. | Natural resources | Materials or substances in nature (e.g. water) which can be exploited to make money. |  |
| 58. | Trade | The action of selling and buying goods and services. |  |
| 59. | Population | The total number of people living in a particular area. |  |
| 60. | Poverty | The state of being extremely poor. |  |
| Week 7 |  |  |  |
| 61. | Climate change | A long-term change in the earth's climate (temperature). |  |
| 62. | Soil erosion | Where the upper layer of soil is displaced / worn away. |  |
| 63. | Desertification | Where the land is gradually turned to desert due to overgrazing or stripping of vegetation. |  |
| 64. | The Sahel | A semi-arid region of Western and North-Central Africa, stretching across 6 countries. |  |
| 65. | Burkina Faso | An LIC in West Africa, facing the threats of desertification. |  |
| 66. | LIC | Low income country (poor). |  |
| 67. | Drought | A prolonged period of unusually low rainfall, leading to a shortage of water. |  |
| 68. | Famine | Severe or prolonged hunger in a population. |  |
| 69. | Migration | The movement of people from one place to another, with intentions of settling. |  |
| 70. | Refugees | People who have been forced to move away from their home country to seek safety in another country. |  |
| Week 8 |  |  |  |
| 71. | Vegetation | A group of plants / trees. |  |
| 72. | Water scarcity | The lack of freshwater resources to meet the standard water demand. |  |
| 73. | Tree planting in Senegal | Acacia trees have been planted in Senegal as part of The Great Green Wall to reverse the effects of desertification. |  |
| 74. | Magic stones in Burkina Faso | Stones are placed to trap water, reducing erosion too. |  |
| 75. | Push factors | Push factors are things that make people want to leave an area. |  |
| 76. | Pull factors | Pull factors are things that attract people to a new place. |  |
| 77. | Urbanisation | The increasing percentage of people moving to cities. |  |
| 78. | Rural to urban migration | The movement of people from the countryside to towns and cities within a country. |  |
| 79. | Lagos | A city located in the south-west of Nigeria. |  |


| 80. | Sanitation | The process of keeping places clean and healthy. |  |  |
| :--- | :--- | :--- | :--- | :--- |
| Week 9: |  |  |  |  |
| 81 | Arid | Land or climate that has little / no rain, making it extremely dry. |  |  |
| 82 | Equator | A line of latitude that divides the Earth into northern and southern <br> hemispheres. | A large-scale atmospheric convection cell in which air rises at the equator and <br> sinks at medium latitudes, typically about $30^{\circ}$ north or south. |  |
| 83 | Hadley Cell | Where plants and animals change to suit their environment. |  |  |
| 84 | Adaptation | Active at night. | Low income country (poor). |  |
| 85 | Nocturnal | A prolonged period of unusually low rainfall, leading to a shortage of water. |  |  |
| 86 | LIC | Severe or prolonged hunger in a population. |  |  |
| 87 | Drought | The movement of people from one place to another, with intentions of settling. |  |  |
| 88 | Famine | People who have been forced to move from their home country to seek safety |  |  |
| 89 | Migration | in another. |  |  |


| Subject: History Year: 7 Unit I: Medieval England |  |  |  |
| :---: | :---: | :---: | :---: |
|  | Week I: |  | RAG |
| I. | Anglo-Saxon King who died in 1066 with no clear heir | Edward the Confessor |  |
| 2. | Anglo-Saxon Earl who was crowned following the death of the King | Harold Godwinson |  |
| 3. | An area of south and south west England | Wessex |  |
| 4. | An area in northern France - William was Duke | Normandy |  |
| 5. | William was promised the throne by Edward | 1051 |  |
| 6. | The person who sent a banner to William showing support for his cause | The Pope |  |
| 7. | Viking King of Norway who also claimed the English throne | Harald Hardrada |  |
| 8. | Man who betrayed Harold Godwinson by joining the Vikings | Tostig (his brother) |  |
| 9. | The time the Anglo-Saxon army took to march to meet the Vikings, once they had invaded north east England | Four days |  |
| 10. | The battle where the Anglo-Saxons defeated the Vikings in September 1066 | Stamford Bridge |  |
|  | Week 2: |  |  |
| II. | Date the Battle of Hastings took place | October, 1066 |  |
| 12. | The thing that suddenly changed at the end of September, allowing William's Norman army to invade | The wind |  |
| 13. | William's heavily armoured soldiers on horseback | Knights |  |
| 14. | Harold's force of 3000 professional soldiers and body-guards | Huscarls |  |
| 15. | A 70 m long embroidered cloth depicting the Norman Conquest of England | Bayeux Tapestry |  |
| 16. | A hill on top of which Harold's army positioned themselves at the start of the battle | Senlac Hill |  |
| 17. | Harold's army formed this to protect themselves | Shield-wall |  |
| 18. | What the Normans did to tempt the Anglo-Saxons away from their high ground | A fake retreat |  |
| 19. | The method of Harold Godwinson's death, according to the Bayeux Tapestry | An arrow to the eye |  |
| 20. | Harold Godwinson's death according to the first account of the battle | Disemboweled |  |
|  | Week 3: |  |  |
| 21. | The date when William the Conqueror was crowned King of England | Christmas Day, 1066 |  |
| 22. | The place where William the Conqueror was crowned King of England | Westminster Abbey |  |
| 23. | The first castles built by Norman nobles after the invasion | Motte and bailey castles |  |
| 24. | A collection of nobles and clergymen to advise the king | Royal court |  |
| 25. | The events of 1069, following an Anglo-Saxon rebellion in Durham | The Harrying of the North |  |
| 26. | The highest rank in society, ruling land on behalf of the king. | Baron |  |
| 27. | War between two sides from the same nation. | Civil war |  |


| 28. | Being forced to live outside your country. | Exile |  |
| :---: | :---: | :---: | :---: |
| 29. | A person set to inherit property or a title when someone dies. | Heir |  |
| 30. | A Medieval landowner or a member of the peerage today. | Lord |  |
|  | Week 4: |  |  |
| 31. | Where were peasants in the feudal system? | The lowest member of medieval society. |  |
| 32. | Anyone who was below you in medieval society, and had to call you 'my lord'. | Vassal |  |
| 33. | What year did Edward the Confessor become king? | 1042 |  |
| 34. | What did William claim Edward the Confessor had done in 1051? | Promised William the throne |  |
| 35. | What year did Harold and Tostig fall out? | 1065 |  |
| 36. | What happened in January 1066? | Edward the Confessor died |  |
| 37. | When was the Battle of Stamford Bridge? | September 1066 |  |
| 38. | When was the Battle of Hastings? | October 1066 |  |
| 39. | A 70 m long embroidered cloth depicting the Norman Conquest of England | Bayeux Tapestry |  |
| 40. | Why was Senlac Hill significant in the Battle of Hastings? | It was where Harold's army positioned themselves at the start of the battle |  |
|  | Week 5: |  |  |
| 41. | What form of social organisation ranks people according to status or power? | Hierarchy |  |
| 42. | What did you call anyone below you in the feudal system? | Vassal |  |
| 43. | What was the role of the Barons in the Feudal System? | They were just below the king and ruled land on his behalf? |  |
| 44. | Roughly how many people of this rank existed in medieval England? | 200 |  |
| 45. | What did this rank of people have to do for the king, in return for being granted land? | Fight |  |
| 46. | What term describes a title that is passed through a family, from parents to their children? | Hereditary |  |
| 47. | What pledge of loyalty would a vassal have to swear to their lord? | Fealty |  |
| 48. | What rank, usually a farm labourer, was at the bottom of medieval society? | Peasant |  |
| 49. | What vitally important book did William the Conqueror commission in 1086? | The Domesday Book |  |
| 50. | For what primary purpose did William the Conqueror have this book written? | Taxation |  |
|  | Week 6: |  |  |
| 51. | When was William the Conqueror crowned king of England? | Christmas Day, 1066 |  |


| 52. | What type of castles did Norman nobles first build on their newly acquired English land? | Motte and Bailey Castle |  |
| :---: | :---: | :---: | :---: |
| 53. | What event took place in 1069, following an Anglo-Saxon rebellion in Durham? | The Harrying of the North |  |
| 54. | How many people are claimed to have starved to death following this event? | 100000 |  |
| 55. | What did William force all surviving Anglo-Saxon nobles to do? | Swear him an oath of loyalty |  |
| 56. | What did you call anyone below you in the feudal system? | Vassal |  |
| 57. | Which rank came just below the king in the feudal system, and ruled land on his behalf? | Barons |  |
| 58. | Roughly how many people of this rank existed in medieval England? | 200 |  |
| 59. | What vitally important book did William the Conqueror commission in 1086? | The Domesday Book |  |
| 60. | For what primary purpose did William the Conqueror have this book written? | Taxation |  |
|  | Week 7: |  |  |
| 61. | Who became king of England after the death of William the Conqueror in 1087? | William II |  |
| 62. | Where did this king die? | The New Forest |  |
| 63. | Who killed him with a stray arrow? | Walter Tirel |  |
| 64. | Who became king of England from IIO0 to 1135? | Henry I |  |
| 65. | Which of his brothers did the new king of England defeat and imprison in IIO6? | Robert |  |
| 66. | What area of land, formerly ruled by his father, did victory in IIO6 give him? | Normandy |  |
| 67. | What boat sank in II20, killing the king's heir and many Anglo-Norman nobles? | White Ship |  |
| 68. | Who became king of England in II35? | Stephen |  |
| 69. | Who also claimed the throne, leading to a 19-year civil war? | Empress Matilda |  |
| 70. | What name is used to describe the lawlessness and disorder of this civil war? | The Anarchy |  |
|  | Week 8: |  |  |
| 71. | What proportion of people worked the land as peasants during the medieval period? | 90 percent |  |
| 72. | What was the average age of death for a medieval peasant? | 30 |  |
| 73. | What house stood at the centre of a medieval lord's lands? | Manor |  |
| 74. | What form of farming divided large fields into sections to be worked by different peasants? | Strip farming |  |
| 75. | What was the lord's land, which had to be worked by peasants each week, called? | Demesne |  |
| 76. | What medieval tax involved paying one tenth of all farm produce to the church? | Tithe |  |


| 77. | What event would occur in the late summer, and involve the work of <br> the entire village? | Harvest |  |
| :--- | :--- | :--- | :--- |
| 78. | What stew, made out of vegetables and grains, was eaten by peasants <br> as their main meal? | Pottage |  |
| 79. | What area of land, surrounding their hut, could peasants grow crops <br> or keep livestock? | Croft |  |
| 80. | What material, made out of woven sticks and mud, was used to build a <br> peasant's hut? | Wattle and daub |  |
| 81. | From what material were the first motte and bailey castles mainly <br> built? | Wood |  |
| 82. | What was the ditch dug to prevent attackers from reaching the walls <br> of a castle called? | Moat |  |
| 83. | What were the gaps running along the top of the wall of a medieval <br> castle called? | Crenellations |  |
| 84. | What large stone building lay at the heart of a medieval castle? | Keep |  |
| 85. | What was a gap in a wall or a line of defence, made by an army <br> attacking a castle, called? | Breach |  |
| $\mathbf{8 6 .}$ | What advanced form of catapult used a counterweight and a sling to <br> fire large missiles? | Trebuchet |  |
| $\mathbf{8 7 .}$ | What was the practice of surrounding a castle and allowing nobody to <br> come in or out called? | Siege |  |
| $\mathbf{8 8 .}$ | What practice involved digging beneath a castle wall, and lighting a fire <br> which causes the walls to fall in? | Undermining |  |
| $\mathbf{8 9 .}$ | What form of castle had rings of two or more curtain walls to <br> improve its defence? | Concentric castle |  |
| 90. | What new technology led to the castle becoming obsolete towards <br> the end of the medieval period? | Gunpowder |  |

