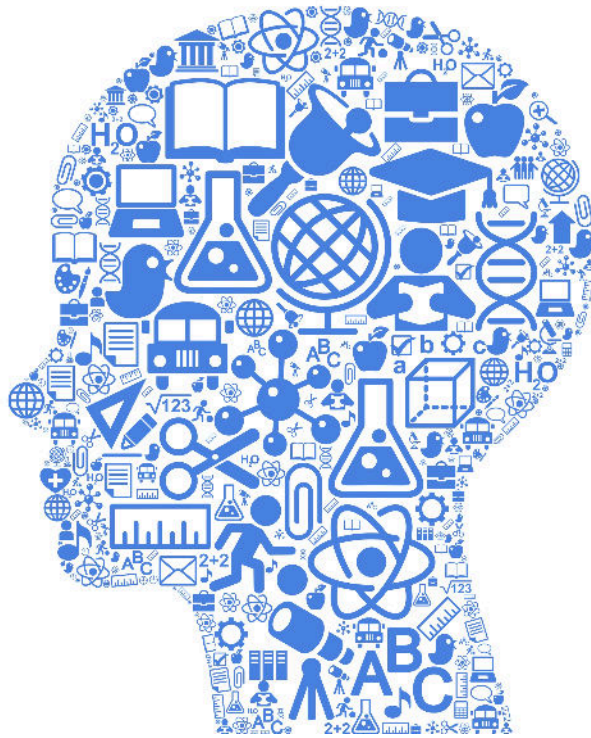




Year 7 Unit 2

Knowledge Organiser



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

Driving question: Are relationships worth the pain?

Please read for 90 minutes a week, and then **record what you have read in the back of your homework practice book**. Get an adult to sign that they saw or heard you read on English homework day.

Have your practice book with you as evidence of your reading in your library reading lessons.

There is an example of what a good one looks like below as a guide:

| |
|---|
| Date: <i>9th February 2024</i> |
| Book Title: <i>Rosie the Perfect Pony</i> |
| Pages Read This Week: <i>41-68</i> |
| Summary of This Week's Reading: <i>Rosie went to untack the pony then they drove back home for dinner. For dinner the family had pizza because it was late and there was no point cooking. She went to bed and the next day she went back to the yard for a ride.</i> |
| Signature: <i>Mr John Smith</i> |

Then, fill the rest of your English homework page learning the English KO as usual.

| Week 1 | | | RAG |
|--------|---|--|-----|
| 1. | Rancour (noun): | bitterness or resentfulness, especially when long standing. | |
| 2. | Fate (noun): | the development of events outside a person's control , regarded as predetermined by a supernatural power. | |
| 3. | Protagonist: Antagonist: | the leading character or one of the major characters in a play, film, novel, etc. a person or a group of people who opposes the protagonist . | |
| 4. | inevitable (adj/noun): | certain to happen; unavoidable / a situation that is unavoidable. <i>e.g. "This made war inevitable"</i> <i>e.g. "by the morning he had accepted the inevitable"</i> | |
| 5. | Prologue: | a separate introductory section of a literary work. | |
| 6. | Rhyme Scheme: | a deliberate pattern of lines that rhyme with other lines in a poem or a stanza . | |
| 7. | Ideology: | a set of opinions or beliefs of a group or an individual. | |
| Week 2 | | | |
| 8. | Mood: Tone: | the feeling or atmosphere in a text. the mood of the voice in which the text is written / an attitude or viewpoint of a writer toward a subject or character | |
| 9. | Dramatic irony: | When the audience knows more than characters ; e.g. the audience knows Romeo and Juliet will die. | |
| 10. | Iambic Pentameter | the rhythm created by a line of ten syllables with five stressed syllables . | |
| 11. | Sonnet | literally means a little song - a love poem with fourteen lines that follows a clear rhyme scheme, typically having ten syllables per line . | |
| 12. | Profane (verb) | to treat (something sacred) with abuse, irreverence, or contempt. | |
| Week 3 | | | |

| | | | |
|-----|---------------------------|--|--|
| 13. | Hierarchy (noun) | a system in which members of an organisation or society are ranked according to relative status or authority. | |
| 14. | Patriarchal (noun) | A society in which men are dominant. | |
| 15. | Oxymoron (noun) | two words that directly contradict each other. E.G. <i>'heavy lightness'</i> | |
| 16. | Feud (noun) | a prolonged and bitter quarrel or dispute. | |
| 17. | Blank Verse | unrhymed verse written in iambic pentameter. | |
| 18. | Prose | writing that follows the normal style of speech. | |
| 19. | Fricatives | repetition of the 'f', 'v', 'z', 's' and 'th' sounds. | |

Week 4:

| | | | |
|-----|--------------------------|--|--|
| 20. | Rhyming couplet | A pair of lines of the same length that are next to each other and rhyme. They make up a unit or complete thought. | |
| 21. | Context | background information | |
| 22. | Elizabethan Women | Clear expectations of women , and in general, women were expected to be housewives and mothers. | |
| 23. | Soliloquy | One character speaking to the audience , sharing genuine thoughts and feelings. | |
| 24. | Sacrilege | an attack on God. | |
| 25. | Theme | the THEME of a text is the moral, lesson, or message - the 'big idea'. | |
| 26. | Motif | A repeated line, image or symbol (that develops or explains a theme). | |
| 27. | Symbolism | when an object or image indirectly stands for something else. | |

Week 5

| | | | |
|-----|------------------------------------|--|--|
| 28. | Foreshadowing | Literary device by which an author hints what is to come. | |
| 29. | Foreboding | a feeling that something bad will happen; fearful apprehension. | |
| 30. | Juxtaposing / juxtaposition | Contrasting elements put together for effect. | |
| 31. | Denotation | The literal meaning (dictionary definition) of a word. | |
| 32. | Connotation | Ideas associated with a word or image. | |
| 33. | Semantic Field | a set of words related in meaning. | |
| 34. | Sibilance | repetition of the 's', 'sh' and 'ch' sounds | |
| 35. | Plosives | repetition of the 'b', 'p', 'd' and 't' sounds. | |

Week 6

| | | | |
|-----|---------------------------------|---|--|
| 36. | Inference / Infer | a guess that you make or an opinion that you form based on the information that you have (reading between the lines). | |
| 37. | Analogy | a comparison between one thing and another; for the purpose of explanation or clarification. | |
| 38. | Metaphor | a comparison which is not literally true. | |
| 39. | Extended Metaphor | a metaphor that is developed in some detail. | |
| 40. | Monosyllabic (adjective) | a word with only one syllable or a person who uses short, abrupt words in conversation. | |
| 41. | Free Verse | Poetry that doesn't rhyme and has no regular rhythm or length. | |










Week 7

| | | | |
|---------------|---------------------------|--|--|
| 42. | Antithesis | a person or thing that is the direct opposite of someone or something else E.G. One small step for man; one giant leap for mankind). | |
| 43. | Slur | an insulting or disparaging remark | |
| 44. | Pathetic Fallacy | the use of weather to create a mood or atmosphere or to foreshadow events. | |
| 45: | Monologue | one person speaking for an extended period. | |
| 46. | Dramatic Monologue | a literary form where the writer takes on the voice of a character and speaks through them. | |
| 47. | Bias | prejudice for or against one person or group, especially in a way considered to be unfair. | |
| Week 8 | | | |
| 48. | Wrath (noun) | Intense anger (usually on an epic scale). | |
| 49. | Vengeance (noun) | seeking to harm someone in return for a perceived injury. | |
| 50. | Allusion | A literary device in which the writer or speaker refers either directly or indirectly to a person, event, or thing. | |
| 51. | Tension | Creates emotions such as worry, anxiety, fear and stress for both the reader and the characters. | |
| 52. | Banishment | the punishment of being sent away from a country or other place. | |
| 53. | Infer / inference | a guess that you make or an opinion that you form based on the information that you have (reading between the lines). | |

Science – Year 7– Unit 2– KO

| Week 1: | | |
|----------------|---------------------------------------|--|
| 1 | Ammeter | A piece of equipment that measures how much electricity is flowing around a circuit. |
| 2 | Component | Something in a circuit, such as a bulb, switch or motor. |
| 3 | Current | The flow of electricity around a circuit. It is measured in Amps. |
| 4 | Model | A way of showing or representing something that helps you to think about it or to find out about it. |
| 5 | Charges | Tiny particles that flow around a circuit. |
| 6 | Parallel Circuit | A circuit with two or more branches that split apart and join up again. |
| 7 | Series Circuit | A circuit in which there is only one loop of wire. |
| 8 | Across | When one component (such as a voltmeter) is connected in parallel to another. |
| 9 | Resistance | A way of saying how difficult it is for electricity to flow through something. |
| 10 | Voltage / Potential Difference | A way of saying how much energy is transferred by electricity. It is measured in Volts (V). |
| Week 2: | | |
| 11 | Voltmeter | A piece of equipment that measures how much energy is being transferred by a current. |
| 12 | Cable | The wire for something that runs off mains electricity. It has three separate wires inside it. |
| 13 | Circuit Breaker | A safety device that switches off the electricity supply if the current is too big. |
| 14 | Earth Wire | The green and yellow wire in a cable or plug. It is there for safety. |
| 15 | Fuse | A piece of wire that melts if too much electricity flows through it. |
| 16 | Hazard | Something that could be a danger. |
| 17 | Live Wire | The brown wire in a cable or plug. |
| 18 | Neutral Wire | The blue wire in a cable or plug. |
| 19 | Risk | How likely it is that a particular hazard will cause a danger. |
| 20 | Resistor | A component that makes it difficult for electricity to flow – resistors are used to reduce the size of the current in a circuit. |
| Week 3: | | |
| 21 | Organ | A part of a plant or animal that does a very important job. Organs are made of different tissues working together. |
| 22 | Organ System | Collection of organs working together to do a very important job. |
| 23 | Adaptation | The features something has to allow it to do its job or to survive. |
| 24 | Breathing | The movement of muscles that make the lungs expand and contract. |
| 25 | Carbon Dioxide | A waste gas produced by respiration. |
| 26 | Respiration | A process in which energy is released from substances so it can be used by an organism. All organisms respire. There are, however, different forms of respiration. |
| 27 | Artery | A blood vessel that carries blood away from the heart. |
| 28 | Capillary | A thin-walled blood vessel that carries blood from arteries to veins. |
| 29 | Vein | A blood vessel that carries blood towards the heart. |
| 30 | Hypothesis | An idea about how something works that can be tested using experiments. (Plural is hypotheses.) |
| Week 4: | | |
| 31 | Antagonistic Pair | Two muscles that work a joint by pulling a bone in opposite directions. |
| 32 | Biomechanics | The study of how muscles and bones work together to move your body. |
| 33 | Impulse | An electrical signal that travels in the nervous system. |
| 34 | Mitochondria | Small structures in the cytoplasm of all cells where respiration occurs. |

| | | |
|----------------|---------------------------|--|
| 35 | Nerve | The unit for force (N). |
| 36 | Addictive | If something makes you feel that you need to have it, it is said to be addictive. |
| 37 | Depressant | Drug that decreases the speed at which nerves carry impulses, e.g. alcohol. |
| 38 | Medicine | A drug that helps the body to ease the symptoms of a disease or cure the disease. |
| 39 | Recreational Drug | A drug used for its mind-altering effect rather than as a medicine. |
| 40 | Stimulant | Drug that increases the speed at which nerves carry messages, e.g. caffeine. |
| Week 5: | | |
| 41 | Liquid | One of the states of matter. Has a fixed volume but not a fixed shape. |
| 42 | Solid | One of the states of matter. Has a fixed shape and fixed volume. |
| 43 | Gas | One of the states of matter. Does not have a fixed shape or a fixed volume and is easy to squash. |
| 44 | Dissolve | When a substance breaks up into such tiny pieces in a liquid that it can no longer be seen and forms a solution. |
| 45 | Method | A description of how an experiment is carried out, written in simple, well-organised steps. |
| 46 | Mixture | Two or more substances jumbled together but not joined to each other. The substances in mixtures can often be separated from each other. |
| 47 | Solution | When a substance has dissolved in a liquid. Solutions are transparent. |
| 48 | Filtering | To separate solid substances that have not dissolved from a mixture containing solids and liquid. The liquid is passed through a filter (such as filter paper) to do this. |
| 49 | Sieving | To separate large solids from a mixture using a mesh or grid with holes. |
| 50 | Imperative Verb | A command to do something. |
| Week 6: | | |
| 51 | Solvent | The liquid in which a substance dissolves to make a solution. |
| 52 | Solute | The substance that has dissolved in a liquid to make a solution. |
| 53 | Soluble | Describes a substance that can dissolve in a liquid. |
| 54 | Insoluble | Describes a substance that cannot dissolve in a liquid. |
| 55 | Saturated | A solution that contains so much dissolved solute that no more solute can dissolve in it. |
| 56 | Heating to Dryness | Evaporating the liquid from a solution to leave the solids that had been dissolved in it. Direct heating is stopped before all the liquid has evaporated, to prevent spitting of the solution. |
| 57 | Evaporation | To change from the liquid state to the gas state. |
| 58 | Boiling Point | The temperature at which a liquid boils. |
| 59 | Chromatography | A method that separates out dissolved substances in a mixture, using a liquid or gas solvent. The different substances are carried different distances by the solvent. |
| 60 | Distillation | The process of separating a liquid from a mixture by evaporating the liquid and then condensing it (so that it can be collected). |
| Week 7: | | |
| 61 | Force | A push or pull. |
| 62 | Air Resistance | A force on objects moving through air. |
| 63 | Contact Forces | A force where there needs to be contact between objects before the force can have an effect (e.g. friction). |
| 64 | Mass | The amount of matter that something is made from. Mass is measured in grams (g) and kilograms (kg). Your mass does not change if you go into space or to another planet. |
| 65 | Non-Contact Force | A force that can affect something from a distance (e.g. gravity, magnetism) |
| 66 | Weight | The amount of force with which gravity pulls things. It is measured in newtons (N). Your weight would change if you went into space or to another planet. |

| | | |
|----------------|---|--|
| 67 | Compress | To squash something, or make it smaller. |
| 68 | Pressure | The amount of force pushing on a certain area. A way of saying how spread out a force is. |
| 69 | Balanced Forces | When two forces are the same strength but in opposite directions. |
| 70 | Unbalanced Forces | When two forces working in opposite directions are not the same strength. Unbalanced forces change the motion of objects. |
| Week 8: | | |
| 71 |  | Highly flammable - A substance that can catch fire easily in air. |
| 72 |  | Oxidising - Will burn intensely and react violently with other chemicals. |
| 73 |  | Toxic - Extremely dangerous if it comes into contact with the skin, inhaled or ingested and can be fatal. |
| 74 |  | Corrosive - Will corrode and burn skin if it comes into contact - can also corrode metals. |
| 75 |  | Explosive - Can react and cause an explosion. |
| 76 |  | Dangerous to the environment - Can cause immediate or long-term damage to parts of the environment if released. |
| 77 |  | Compressed Gas - Gas that is contained under high pressure, can be explosive if the container is broken or exposed to heat. |
| 78 |  | Irritant - Warning the substance can cause irritation or discomfort if it comes into contact with the body. |
| 79 |  | Health Hazard - Warning that the substance can seriously harm health if inhaled, in contact with skin or ingested. |
| 80 | pH Scale | A numerical scale from 1 to 14 showing how acidic or alkaline a substance is. Acids have a pH below 7, neutral substances have a pH of 7 and alkalis have a pH greater than 7. |

**Subject: History Year: 7
Unit 2: Medieval England**

| | | | RAG |
|----------------|---|-------------------------------------|-----|
| 1. | What proportion of people worked the land as peasants during the medieval period? | 90 percent | |
| 2. | What was the average age of death for a medieval peasant? | 30 | |
| 3. | What house stood at the centre of a medieval lord's lands? | Manor | |
| 4. | What form of farming divided large fields into sections to be worked by different peasants? | Strip Farming | |
| 5. | What medieval tax involved paying one tenth of all farm produce to the church? | Tithe | |
| 6. | What event would occur in the late summer, and involve the work of the entire village? | Harvest | |
| 7. | What stew, made out of vegetables and grains, was eaten by peasants as their main meal? | Pottage | |
| 8. | From what material were the first motte and bailey castles mainly built? | Wood | |
| 9. | What advanced form of catapult used a counterweight and a sling to fire large missiles? | Trebuchet | |
| 10. | What new technology led to the castle becoming obsolete towards the end of the medieval period? | Gunpowder | |
| Week 2: | | | |
| 11. | What distinguished a knight from other soldiers on the medieval battlefield? | Fighting on horseback | |
| 12. | How many knights did Henry II have at his service, during their peak in numbers? | 6, 000 | |
| 13. | What code of behaviour for medieval knights emphasised bravery and good manners? | Chivalry | |
| 14. | What was a personal servant to a knight, normally aged between 14 and 21, called? | Squire | |
| 15. | What was the symbol or design to show the identity of a knight on the battlefield called? | Heraldic crest | |
| 16. | What period in English history did Henry II's reign directly follow? | The Anarchy | |
| 17. | What area of land in France did Henry II gain through his marriage to Eleanor? | Aquitaine | |
| 18. | What position did Henry II give to his friend Thomas Becket in 1162? | Archbishop of Canterbury | |
| 19. | Where was Thomas Becket murdered? | Canterbury Cathedral in 1170 | |
| 20. | What is a person who is killed for their beliefs, often religious, called? | Martyr | |
| Week 3: | | | |

| | | | |
|----------------|---|---|--|
| 21. | What period in English history did Henry II's reign directly follow? | The Anarchy | |
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| 25. | What is a person who is killed for their beliefs, often religious, called? | Martyr | |
| 26. | Who led the (Catholic) Christian church during the medieval period, usually from Rome? | The Pope | |
| 27. | What proportion of the land did the Church own in medieval England? | One third | |
| 28. | What was a building housing a religious community of monks or nuns called? | Monastery | |
| 29. | What is a large and impressive church that contains the seat of a bishop called? | Cathedral | |
| 30. | What was a religious journey, typically taken to a shrine or a site of religious importance, called? | Pilgrimage | |
| Week 4 | | | |
| 31. | What is an object of religious significance, often the physical or personal remains of a saint, called? | Relic | |
| 32. | From who did John try to steal the English throne whilst he was fighting a crusade? | Richard1 (the Lionheart) | |
| 33. | What term describes expulsion from the Catholic Church by the Pope, as happened to King John in 1209? | Excommunication | |
| 34. | What is a ruler who refuses to share their power, and governs in a cruel and oppressive way, called? | Tyrant | |
| 35. | What series of promises, meaning 'the Great Charter', did the Barons force King John to sign? | Magna Carta | |
| 36. | In what year did John sign this series of promises? | 1215 | |
| 37. | What sort of trial involved a painful test, where the will of God was believed to decide the verdict? | Trial by ordeal | |
| 38. | Give an example of this sort of trial? | (one of) Trial by boiling water/trial by hot iron/trial by water | |
| 39. | Which king significantly reformed the English legal system from 1154 onwards? | Henry II | |
| 40. | What form of trial allows 12 people to consider the evidence and decide on the verdict? | Trial by jury | |
| Week 5: | | | |

| | | | |
|----------------|--|----------------------------------|--|
| 41. | What nickname was given to Edward I due to his height? | Longshanks | |
| 42. | What were Welsh princes expected to pay to the English king to show they were his vassal? | Homage | |
| 43. | Which Prince of Wales did not attend Edward I's coronation, and resisted his authority? | Llewelyn ap Gruffyd | |
| 44. | What title did Edward I grant to his son and heir, in a practice that continues to this day? | Prince of Wales | |
| 45. | What nickname was Edward I given due to his brutality towards the Scots? | Hammer of the Scots | |
| 46. | What did Edward I take from Scotland, and place underneath his throne in Westminster Abbey? | The Stone of Destiny | |
| 47. | Which Scottish rebel leader did Edward I capture and execute in 1305? | William Wallace | |
| 48. | What conflict between England and France was being fought during Henry V's reign? | Hundred Years War | |
| 49. | In what year did Henry V invade France? | 1415 | |
| 50. | What was the name of Henry V's greatest battlefield victory against France? | Agincourt | |
| Week 6: | | | |
| 51. | What distinguished a knight from other soldiers on the medieval battlefield? | Fighting on horseback | |
| 52. | How many knights did Henry II have at his service, during their peak in numbers? | 6,000 | |
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| | | | |
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French - Year 7 – Unit 2 – C'est perso & Mon collègue

| Week 1: Revision Foundation knowledge | | La révision | |
|---------------------------------------|--|--------------------------------------|--|
| 1. | My name is (Nadia) | Je m'appelle (Nadia) | |
| 2. | I love sport | J'adore le sport | |
| 3. | I don't like tennis | Je n'aime pas le tennis | |
| 4. | I like skateboarding | J'aime le skate | |
| 5. | I have a dog | J'ai un chien | |
| 6. | I don't have any pets | Je n'ai pas d'animaux | |
| 7. | I live | J'habite | |
| 8. | in a small house | dans une petite maison | |
| 9. | I eat | Je mange | |
| 10. | I drink | Je bois | |
| Week 2: Mon autoportrait | | My self portrait | |
| 11. | J'aime | I like | |
| 12. | Tu aimes | You like | |
| 13. | Il/elle aime | he/she likes | |
| 14. | Je n'aime pas | I don't like | |
| 15. | et | and | |
| 16. | aussi | also | |
| 17. | mais | but | |
| 18. | C'est génial | It's great | |
| 19. | C'est ennuyeux | It's boring | |
| 20. | Ce n'est pas bien | It's not good | |
| Week 3: Mon kit de survie | | My survival kit | |
| 21. | J'ai | I have | |
| 22. | Je n'ai pas de | I don't have | |
| 23. | Tu as | You have | |
| 24. | Il/elle a | He/she has | |
| 25. | des chips | crisps | |
| 26. | des lunettes de soleil | sunglasses | |
| 27. | un portable | a mobile phone | |
| 28. | un portemonnaie | a purse | |
| 29. | un sac | a bag | |
| 30. | un miroir | a mirror | |
| Week 4: Comment je me vois | | Me and other people | |
| 31. | Je suis | I am | |
| 32. | Je ne suis pas | I am not | |
| 33. | Tu es | You are | |
| 34. | Il/elle est | He/she is | |
| 35. | beau/belle | good-looking | |
| 36. | branché(e) | trendy | |
| 37. | de taille moyenne | average height | |
| 38. | drôle | funny | |
| 39. | je suis d'accord | I agree | |
| 40. | Je ne suis pas d'accord | I don't agree | |
| Week 5: Et les autres? | | And the others? | |
| 41. | Il a/elle a | He/she has | |
| 42. | les yeux bleus/verts/marron | Blue/green/brown eyes | |
| 43. | les cheveux longs/courts/mi-longs | long/short/medium-length hair | |

| | | | |
|----------------------------------|--|---------------------------------|--|
| 44. | les cheveux blonds/bruns/noirs | blond/brown/black hair | |
| 45. | Ma sœur s'appelle ... | My sister is called ... | |
| 46. | Mon frère s'appelle ... | My brother is called ... | |
| 47. | Mes parents s'appellent ... | My parents are called ... | |
| 48. | Il est/elle assez ... | He is/she is quite ... | |
| 49. | Il n'est pas ... | He isn't ... | |
| 50. | Elle n'est pas ... | She isn't ... | |
| Week 6: Il est hypercool! | | He is supercool! | |
| 51. | J'aime .../tu aimes ... | I like .../you like ... | |
| 52. | il/elle aime ... | he/she likes ... | |
| 53. | Je m'appelle .../tu t'appelles ... | my name is .../your name is ... | |
| 54. | il/elle s'appelle ... | his/her name is ... | |
| 55. | Je suis .../tu es ... | I am .../you are ... | |
| 56. | il/elle est ... | he/she is ... | |
| 57. | j'ai/tu as ... | I have/you have ... | |
| 58. | il/elle a ... | he/she has ... | |
| 59. | elle joue de la batterie | she plays the drums | |
| 60. | il a beaucoup de talent | he has a lot of talent | |
| Week 7: Mes matières | | My school subjects | |
| 61. | Est-ce que tu aimes ...? | Do you like ...? | |
| 62. | J'aime beaucoup | I like a lot | |
| 63. | J'aime assez | I quite like | |
| 64. | Je n'aime pas | I don't like | |
| 65. | Je déteste | I hate | |
| 66. | le français | French | |
| 67. | l'anglais | English | |
| 68. | Le sport/l'EPS (Education Physique Sportive) | Sport/PE | |
| 69. | C'est ma matière préférée | It's my favourite subject | |
| 70. | Moi aussi | Me too | |
| Week 8: C'est génial! | | It's great! | |
| 71. | C'est facile | It's easy | |
| 72. | C'est difficile | It's difficult | |
| 73. | Le/la prof est sympa | The teacher is nice | |
| 74. | Le/la prof est trop sévère | The teacher is too strict | |
| 75. | On a beaucoup de devoirs | We have a lot of homework | |
| 76. | C'est assez ennuyeux | It's quite boring | |
| 77. | C'est très intéressant | It's very interesting | |
| 78. | C'est aussi très marrant | It's also very funny | |
| 79. | J'aime le français parce que ... | I like French because ... | |
| 80. | T'es fou/folle! | You're crazy! | |

Geography – Year 7 – Unit 2 – UK physical landscapes

| Week 1, 4, 7 | | | RAG |
|---------------------|------------------------------|---|------------|
| 1. | Erosion | The wearing away of rocks and soil by wind, water, or ice. | |
| 2. | Weathering | The breakdown of rocks by wind, rain, or temperature changes. | |
| 3. | Physical Weathering | Rocks breaking down without changing their chemical composition. | |
| 4. | Chemical Weathering | Rocks breaking down due to chemical reactions, often with water or gases. | |
| 5. | Biological Weathering | Rocks breaking down by plants, animals, or microorganisms. | |
| 6. | Solution | Erosion where water dissolves certain types of rock, like limestone. | |
| 7. | Attrition | Erosion where rocks and pebbles smash into each other, becoming smoother and smaller. | |
| 8. | Upland Areas | High-altitude regions, often mountainous, with rugged terrain. | |
| 9. | Abrasion | Erosion caused by rocks and sediment scraping against rock surfaces. | |
| 10. | Hydraulic Action | Type of erosion where water forces air into cracks in rocks, breaking them apart. | |
| Week 2, 5, 8 | | | |
| 11. | Rock Cycle | The process of rocks changing between igneous, sedimentary, and metamorphic forms. | |
| 12. | Igneous Rock | Rock formed from cooled magma or lava (e.g., basalt, granite). | |
| 13. | Sedimentary Rock | Rock formed from compressed layers of sediment (e.g., limestone, sandstone). | |
| 14. | Metamorphic Rock | Rock that has been changed by heat and pressure (e.g., marble, slate). | |
| 15. | Granite | A coarse-grained igneous rock, formed from slow-cooling magma. | |
| 16. | Marble | A metamorphic rock formed from limestone under heat and pressure. | |
| 17. | Limestone | A sedimentary rock made from compressed remains of marine organisms. | |
| 18. | Soil Erosion | The removal of topsoil by wind, water, or human activity. | |
| 19. | Soil | The upper layer of Earth made of organic material, minerals, air, and water. | |
| Week 3, 6 | | | |
| 20. | Topsoil | The uppermost layer of soil, rich in organic material and nutrients. | |

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|-----|-------------------|---|--|
| 21. | The Lake District | An upland area in Northwest England including England's highest peak, Scafell Pike. | |
| 22. | Carbon Cycle | The process of carbon moving between the atmosphere, oceans, plants, and animals. | |
| 23. | Carbon Sink | Natural systems (like forests) that absorb more carbon than they release. | |
| 24. | Carbon Source | Processes that release carbon, like burning fossil fuels. | |
| 25. | Photosynthesis | The process where plants use sunlight to turn carbon dioxide into food. | |
| 26. | Economy | The system of trade, industry, and money in a country or region. | |
| 27. | Agriculture | The practice of farming, including growing crops and raising animals. | |
| 28. | Sustainable | Living in a way that meets current needs without harming the environment so that future generations' will be able to meet theirs. | |
| 29. | Environment | The surroundings in which plants, animals, and humans live and interact. | |