



# Knowledge Organiser

## Year 7 Term 4



Name:

Form group:

### Masters of Recall Big Quiz:

#### Spellings

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Aberration</b>- something abnormal or unexpected.</p> <p><b>Magnanimous</b>- big-hearted, noble, and generous.</p> <p><b>Transactional</b>- relating to the exchange or interaction between people.</p> <p><b>Colloquy</b>- a serious and formal conversation.</p> <p><b>Inadequate</b>- lacking the quality or quantity required.</p>	<p><b>Surveillance</b>- the close observation of someone or something.</p> <p><b>Inexorable</b>- a stubborn or inflexible person.</p> <p><b>Occasionally</b>- sometimes happens on occasion- 'now and then'.</p> <p><b>Termagant</b>- an overbearing or quarrelsome woman.</p> <p><b>Decision</b>- a choice that you make about something after thinking about it.</p>	<p><b>Occurrence</b>- something that happens.</p> <p><b>Potential</b>- a possibility that something can develop or happen.</p> <p><b>Despondent</b>- feeling or showing extreme discouragement or depression.</p> <p><b>Negotiable</b>- open to discussion or dispute.</p> <p><b>Perspective</b>- a mental view or prospect, or the capacity to view things in their true relations or relative importance.</p>	<p><b>Anticipation</b>- excitement about something that is going to happen, or the act of preparing for something.</p> <p><b>Benevolence</b>- a disposition to do good or show an act of kindness.</p> <p><b>Hypocrisy</b>- pretending to have qualities or beliefs that you do not have.</p> <p><b>Consternation</b>- a feeling of anxiety or dismay, typically at something unexpected.</p> <p><b>Necessary</b>- needed to be done, achieved, or present. It is essential.</p>	<p><b>Harrowing</b>- acutely distressing or painful.</p> <p><b>Ghastly</b>- causing great horror or fear.</p> <p><b>Abhor</b>- to feel extreme hatred or disgust.</p> <p><b>Complacency</b>- the feeling you have when you are satisfied with yourself.</p> <p><b>Deferential</b>- showing courteous regard for people's feelings.</p>	<p><b>Fractious</b>- easily irritated or annoyed.</p> <p><b>Gratuitous</b>- unnecessary, not appropriate or justified, and unwarranted.</p> <p><b>Oblivious</b>- lacking conscious awareness of something.</p> <p><b>Plethora</b>- Extreme excess.</p> <p><b>Repudiate</b>- refuse to acknowledge, ratify, or recognise as valid.</p>



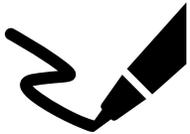
# Look

Look at the information carefully.  
Read it three times.  
It may help to **say** it as you read it.



# Cover

Cover it with your hand or a piece of paper.



# Write

Write it out, from memory.



# Check

Check what you have written matches the information exactly. Have you got it correct? If so, tick your work to show it is correct.



# Correct

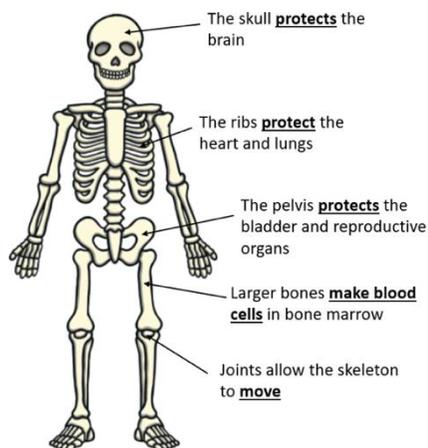
If it **doesn't match exactly**, use your **purple pen to correct it**.  
**Repeat**.  
When you get it 100% correct, move on to the **next** piece of information.

English	Transactional Writing	Year 7 Term 4
<p><b>Week 1: Vocabulary 1</b></p> <p><b>Audience-</b> who the author writes their piece for- in other words, the reader. The word ‘audience’ comes from the Latin word ‘audire’, which means “to hear”.</p> <p><b>Purpose-</b> the goal or aim of a piece of writing: to express oneself, to provide information, to persuade, etc.</p> <p><b>Genre-</b> refers to a form, class or type of literary work.</p> <p><b>Rhetorical Devices:</b> used by the author to have a specific impact on the audience e.g. to persuade.</p> 	<p><b>Week 2: Vocabulary 2</b></p> <p><b>Justice:</b> fair behaviour or treatment.</p> <p><b>Dignity:</b> a composed or serious manner or style.</p> <p><b>Integrity:</b> the quality of being honest and having strong moral principles.</p> <p><b>Exposure:</b> the state of having no protection from something harmful.</p> <p><b>Human Rights-</b> the basic rights and freedoms that belong to every person in the world. In the UK human rights are protected by the Human Rights Act 1998.</p>	<p><b>Week 3: The Heart of the Genre</b></p> <p>The <b>alphabet</b> in use today originated from <b>ancient Egypt</b>. By <b>2700 BCE</b>, the ancient Egyptians had already created a minimum of <b>22 hieroglyphs</b>.</p>   <p>The <b>Greeks</b> developed the first <b>writing utensils</b> that resembled a pen and paper. They made a pen <b>from bone, metal, or ivory</b>.</p> <p>Other Eastern cultures later developed inks from <b>plants, berries and minerals</b>. Different <b>coloured inks</b> had <b>different meanings</b> associated with them in early writings.</p>
<p><b>Week 4: Success Criteria for Writing</b></p> <p><b>Organisation of Ideas-</b> when writing, you must ensure that your ideas are organised and that they link together.</p> <p><b>Anecdote-</b> A short interesting story to emphasise your opinion without explicitly telling it.</p> <p><b>Opinion-</b> you should use a range of rhetorical devices to express your opinion.</p> <p><b>Logical vs Emotional-</b> consider the different points to your argument: the logical and emotive argument.</p>	<p><b>Week 5: Text Structure</b></p> <ol style="list-style-type: none"> <li><b>Hook-</b> You could begin with the exposition (why does your topic matter to people) or begin with an anecdote.</li> <li><b>Logical reason-</b> explain how this topic impacts on the economy and time of others.</li> <li><b>Emotive reason-</b> explain how this topic emotionally affects people.</li> <li><b>Counter argument-</b> explore how others may view this topic in a different way.</li> <li><b>Conclusion-</b> leave the reader with something they will remember and will want to help with the topic in hand.</li> </ol>	<p><b>Week 6: Sentence Structures</b></p> <p><b>The more, more, more sentence:</b> The more he witnessed, the more he felt pure frustration, the more he knew this needed to be eradicated.</p> <p><b>Colons to clarify sentence:</b> It must be discussed in depth and there is only one significant thing to reflect upon: racism.</p> <p><b>Not only but also sentence:</b> Not only was it humiliating, but it shattered every confident being in his body.</p> <p><b>Repeat and develop ideas sentence:</b> The decision to take away this individual’s freedom is both surprising and disgusting- surprising in that he was caring for others, disgusting in that the treatment he has received is more than barbaric.</p>

**Week 1: The Skeleton**

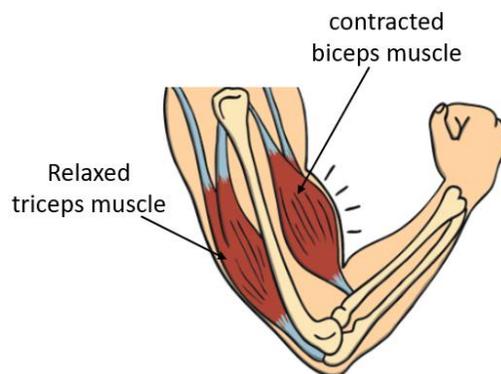
- joint** where bones are linked together - allow movement
- synovial joint** a freely moveable joint
- muscle** attached to bones via tendons - allows movement at joints
- contract** to get shorter, decrease in size, number or range.
- cartilage** a tough, smooth substance that cushions the joint and prevents friction and wear and tear between the bone ends.

The skeleton has four functions (jobs): Protection (of vital organs), movement, creating blood cells, supporting the body



**Week 2: Muscles**

- tissue** a collection of similar cells working together to perform a specific function
- tendon** tough tissue joining muscle to bone
- ligament** tough tissue joining two bones together
- antagonistic** things in opposition to each other
- antagonistic muscles** pairs of muscles around a joint that work against each other to allow movement back and forth
- random error** something wrong within a set of data in science caused by unpredictable change in the experiment
- conclusion** a judgement or decision reached by reasoning



In an antagonistic muscle pair, as one muscle contracts the other muscle relaxes or lengthens.

**Week 3: Neutralisation**

- acid** a substance with a pH < (less than) 7
- alkali** a substance with a pH > (greater than) 7
- neutral** a substance with a pH = (equal to) 7
- pH scale** a scale, from 1 to 14, which measures the acidity or alkalinity of a substance
- neutralisation** a chemical reaction in which an acid reacts with an alkali to make a salt and water
- indicator** a chemical substance that changes colour at a specific pH
- irritant** a substance that causes slight pain or discomfort to the body
- corrosive** able to damage or destroy other substances by chemical reaction

**The pH Scale**



**General Word Equation for Neutralisation**



Week 4: Reactions of Acids

**risk** something that can cause harm

**pipette** a piece of science equipment used for measuring or transferring small amounts of liquid

What happens when an acid reacts?

Reaction	Observation (what you see)	Explanation
acid and alkali	no fizzing but possible colour change	no gas is produced some salts produced are coloured
acid and metal	Fizzing/bubbles	hydrogen gas is produced

General Word Equations:



Week 5: Magnetism

**permanent magnet** a magnet made from magnetic material which always has a magnetic field acting around it

**magnetic materials** a material (made of iron, nickel or cobalt) that is attracted to a permanent magnet

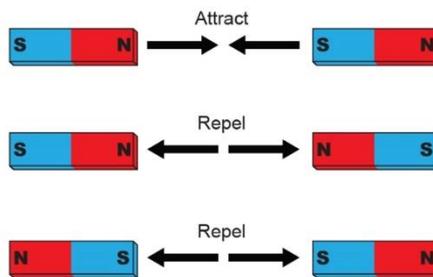
**attraction** when two or more objects come together

**repulsion** when two or more objects are forced apart

**pole** the end of a magnet

**magnetic field** the area around a magnet that exerts a magnetic force

**compass** an instrument containing a magnetised pointer that shows the direction of the magnetic north



Week 6: Earth and Space

**planet** a large mass in orbit around a star

**star** a large mass at the centre of a solar system that produces heat and light

**the Sun** the star at the centre of our solar system

**galaxy** a cluster of billions of stars held together by gravity

**light year** the distance that light travels in one year

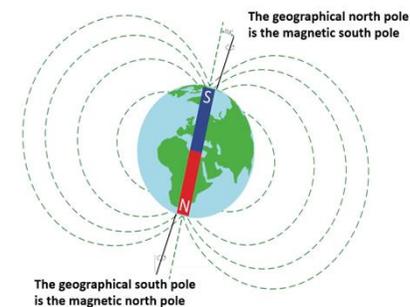
**day and night** caused by the Earth rotating on its axis

**seasons** caused by the tilt of the Earth's axis

**warmer seasons** when the hemisphere is pointing towards the sun

**colder seasons** when the hemisphere is pointing away from the sun

Earths Magnetic Fields



Maths	Fractions and Geometry	Year 7 Term 4
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**Week 1: 8 times table**

$1 \times 8 = 8$	$7 \times 8 = 56$
$2 \times 8 = 16$	$8 \times 8 = 64$
$3 \times 8 = 24$	$9 \times 8 = 72$
$4 \times 8 = 32$	$10 \times 8 = 80$
$5 \times 8 = 40$	$11 \times 8 = 88$
$6 \times 8 = 48$	$12 \times 8 = 96$

**Week 2: Fraction/Percentage of an amount**

**Whole** – the whole is all of something. For example the whole shape or the whole amount.

**Equal part** – an equal part is having a piece of the whole. The whole is shared into equal sized pieces.

**Of** – of means to multiply. E.g.  $\frac{1}{2}$  of 20 means  $\frac{1}{2} \times 20$

**Key equivalences:**

$50\% = \frac{1}{2}$      $25\% = \frac{1}{4}$      $20\% = \frac{1}{5}$   
 $10\% = \frac{1}{10}$      $5\% = \frac{1}{20}$

100%									
50%					50%				
25%		25%			25%		25%		
10%	10%	10%	10%	10%	10%	10%	10%	10%	10%

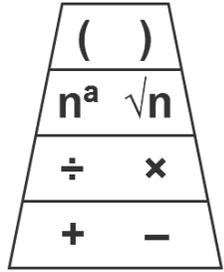
**Week 3: Directed Number**

**Solve** – find the value (or values) of the unknown or variable in an equation.

**Brackets** – used to create groups or clarify the order that operations are to be completed.

**Index** – (or power) is a small floating number that appears after a number or letter.  
E.g.  $a^2 = a \times a$  the index is 2.

**Order of operations** – the rule that all countries follow when doing a calculation involving a mixture of operations.



( )  
n<sup>a</sup> √n  
÷ ×  
+ -

**Week 4: Adding and subtracting fractions**

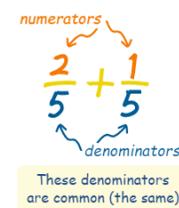
**Mixed number fraction** – made up of a whole number and a separate fraction.

**Improper fraction** – the numerator is larger than the denominator.

$Improper = \frac{8}{5}$      $Mixed = 1\frac{3}{5}$

**Unit fraction** – any fraction where the numerator is 1.  
 $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}$  are all unit fractions

**Common denominator** – when the denominators of 2 or more fractions are the same.



numerators  
denominators  
These denominators are common (the same)

**Week 5: Angles and notation**



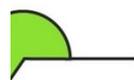
**ACUTE ANGLE**  
Less than 90°



**OBTUSE ANGLE**  
Greater than 90° and less than 180°



**RIGHT ANGLE**  
Exact 90°



**REFLEX ANGLE**  
Greater than 180°

**Protractor** – piece of equipment used to measure the size of angles.

**Parallel** – lines that remain a constant distance apart, they never meet.

**Perpendicular** – lines that meet at a right angle.

**Week 6: Construct and measure - triangles**

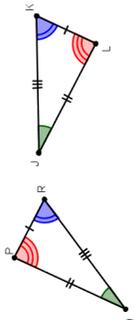
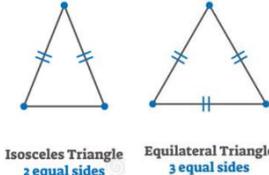
**Congruent** – two shapes that are exactly the same size and shape. They are identical.

To show whether triangles are congruent we use SSS, SAS or ASA;

- **SSS** – Side, Side, Side
- **SAS** – Side, Angle, Side
- **ASA** – Angle, Side, Angle

**Types of Triangles:**

- **Scalene** – all sides are different lengths.
- **Isosceles** – 2 sides of equal length and 1 side different.
- **Equilateral** – all sides the same length.

<b>French</b>	<b>Free time – Mon temps libre.</b>	<b>Year 7 Term 4</b>
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Year 7 Phonics: eu oi qu in i è et

<b>1: Weather</b>	<b>2: Seasons and regions</b>	<b>3: Sports with jouer</b>																																																																		
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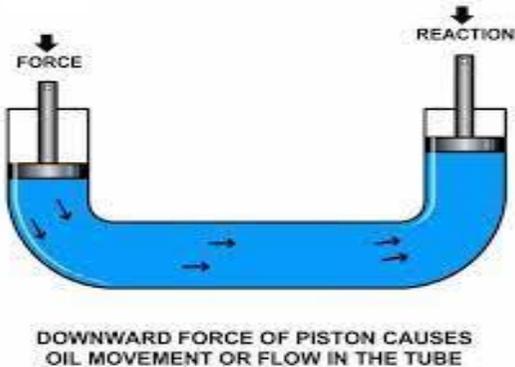
Geography	The Sahel	Year 7 Term 4
<p><b>Week 1: Introduction to Africa</b></p> <p><b>Continent:</b> A large continuous landmass. Africa is the second largest continent in the world and contains 54 countries.</p> <p><b>Location:</b> Where something is.</p> <p><b>Country:</b> An area of land, ruled by a government, with a population of people.</p> <p><b>Perception:</b> The way something is regarded or viewed by a person.</p> <p><b>Stereotype:</b> A widely held but fixed and oversimplified image or idea of a particular type of person or thing.</p> <p><b>Quality of life:</b> This is the measure of somebody's wellbeing and happiness.</p> <p><b>Standard of living:</b> Refers to the level of wealth, comfort, and necessities available to a certain individual or group.</p>	<p><b>Week 2: Human and Physical Geography of Africa.</b></p> <p><b>Human Geography:</b> The study of humans and how they interact with the physical world.</p> <p><b>Physical Geography:</b> The study of the earth's physical (natural) features.</p> <p><b>Population density:</b> The number of people per unit of area i.e. per square kilometre.</p> <p><b>Colonial Period:</b> A period in a country's history where it was subject to management by a colonial power (i.e. Some parts of Africa were ruled by the British government)</p> <p><b>Precolonial:</b> The time before colonial rule.</p> <p><b>Sparsely populated:</b> Very few people in an area</p> <p><b>Densely populated:</b> A lot of people in an area.</p>	<p><b>Week 3: African ecosystems</b></p> <p><b>Ecosystem:</b> An environment containing living and non-living things.</p> <p><b>Biome:</b> A large scale ecosystem.</p> <p><b>Tropical Rainforest:</b> A biome located close to the equator characterised by high humidity and dense vegetation.</p> <p><b>Desert:</b> A biome characterised by low levels of annual precipitation.</p> <p><b>Grasslands:</b> A large open area covered by grasses.</p> <p><b>Vegetation:</b> Plants</p> <p><b>Interdependence:</b> Where two or more things in an ecosystem depend on each other to help them survive.</p>
<p><b>Week 4: The Sahel</b></p> <p><b>Sahel:</b> A semi-arid region of north-central Africa extending from Senegal eastward to Sudan.</p> <p><b>Semi-Arid:</b> Dry but having slightly more rain than an arid region or climate.</p> <p><b>Arid:</b> An area which receives very little annual rainfall.</p> <p><b>Millet:</b> A cereal like crop grown in warmer countries</p> <p><b>Cotton:</b> Taken from a cotton plant which can be used for making textiles.</p> <p><b>Climate:</b> The atmospheric conditions over a long period of time.</p> <p><b>Weather:</b> The day to day changes in the atmosphere.</p>	<p><b>Week 5: Desertification in the Sahel</b></p> <p><b>Famine:</b> An extreme lack of food.</p> <p><b>Desertification:</b> The process by which fertile land becomes desert.</p> <p><b>Drought:</b> Where there are shortages in the water supply for a long period of time.</p> <p><b>Soil erosion:</b> The removal of the top layer of soil (needed for plant growth).</p> <p><b>Population growth:</b> Where the number of people living in an area increase.</p> <p><b>Overgrazing:</b> Where too much grazing by farm animals can lead to damage of the land.</p> <p><b>Climate change:</b> Where there has been a recent rise in temperatures and extreme weather events due to human activity on earth.</p>	<p><b>Week 6: Strategies to reduce desertification.</b></p> <p><b>Agriculture:</b> Farming</p> <p><b>Afforestation:</b> The planting of trees.</p> <p><b>Irrigation:</b> The supply of water to land or crops to help growth.</p> <p><b>Sustainable:</b> Sustainability is the practice of using natural resources responsibly, so they can support both present and future generations.</p> <p><b>Humidity:</b> The amount of water vapour in the air.</p> <p><b>Drought resistant trees:</b> Trees which can survive with little water.</p> <p><b>Nutrient cycle:</b> The continuous cycle of nutrients in an ecosystem.</p>

Religious Studies		Understanding Christianity	Year 7	Term 4
<b>Week 1: How should we interpret the Christian creation story?</b>		<b>Week 2: What does genesis reveal about humanity?</b>		<b>Week 3: Why are Jesus' miracles important?</b>
<p>Genesis 1 reveals God created the world in 6 days, and on the 7<sup>th</sup> rested. However, Christians may interpret the creation account differently.</p> <ul style="list-style-type: none"> <li>• <b>Literalist view</b>- some Christians read the account as a fact and reject scientific theories.</li> <li>• <b>Non-literalist</b>- other Christians read the account as a metaphorical story and argue God is the intelligent designer of the universe who caused the Big Bang.</li> <li>• <b>Atheists</b>- argue creation was by chance as science claims the universe is approx. 14 billion years old, and our planet is approx. 4 billion years old. They support the Big Bang Theory and Evolution Theory.</li> </ul>		<p><b>Sanctity of life:</b> The belief that life is God given so is precious and special.</p> <p>Genesis reveals humans are God's greatest creation and they alone are made in the image of God. Genesis reveals God commanded humanity to rule over his creation to maintain it.</p> <p><i>And God created man in his own image, in the image of God created he him; male and female he created them.</i></p>		<p><b>Miracle</b>-is an extraordinary event that goes against nature, cannot be explained by science and that Christians believe is caused by God.</p> <p><b>Divine</b>- Jesus was divine because he is God. His miracles showed his omnipotence and benevolence.</p> <p>Jesus performed many miracles that can be put into three categories:</p> <ol style="list-style-type: none"> <li><b>1. Raising to life miracle</b> – Jesus raises someone from the dead.</li> <li><b>2. Nature miracle</b> – Jesus shows his power over the natural world.</li> <li><b>3. Healing miracle</b> – Jesus heals someone from a disease.</li> </ol>
<b>Week 4: Why did Jesus have to die?</b>		<b>Week 5: Why did Jesus have to die?</b>		<b>Week 6: Suffering?</b>
<p>Jesus' miracles include healing the sick and blind, forgiving the sinner and rising people from the dead. <b>These all prove Jesus was the Son of God.</b></p> <p>Miracles showed the compassion Jesus had for people. He did not want to see people suffer unnecessarily.</p> <p>Jesus' miracles taught people to have faith. Jesus healed a paralysed man because of the faith of his friends. This teaches Christians to have faith today.</p>		<p><b>Resurrection</b>- Jesus rose from the dead to prove he was the Son of God and to show he had the power defeat death so now people can go to heaven.</p> <p><b>Atonement</b>- to be at one with God. This was possible because Jesus forgave sin.</p> <p><b>Incarnated</b>- God the Son became human as Jesus so he could live amongst humanity and fulfil God's plan to forgive sin. As a man, he experienced pain and suffering so they believe Jesus is with them in their pain and suffering,</p> <p><b>Grace</b>- Jesus died on the cross as an act of benevolence for human sin even though they did not deserve it</p>		<p><b>Moral evil:</b> Suffering caused by humans.</p> <p><b>Natural evil:</b> Suffering caused by nature.</p> <p><b>The inconsistent triad:</b> Claims that an omnipotent and benevolent God cannot exist as suffering exists. This is why many atheists don't believe in the existence of God as they argue a loving God would not allow his creation to suffer.</p> <p><b>Christians believe:</b></p> <ul style="list-style-type: none"> <li>• <b>Suffering is temporary.</b></li> <li>• <b>Suffering is a punishment for sin.</b></li> <li>• <b>Suffering is caused by human free-will.</b></li> <li>• <b>Suffering is a test of faith- those who live a good life will be rewarded with heaven on Judgement Day.</b></li> </ul>

History		The Reformation		Year 7	Term 4
<b>Week 1: Life in Early Modern England</b>		<b>Week 2: Early Modern Reformation</b>		<b>Week 3: Who was Henry VIII?</b>	
<b>Early Modern</b>	The period from around 1450 CE to 1750 CE.	<b>Catholic</b>	A member of the Roman Catholic Church. They are Christians who are led by the Pope.	<b>Annulment</b>	To say something is wrong or invalid.
<b>Government</b>	The people who make the political decisions for a country.	<b>Indulgence</b>	Forgiveness for sin that was given to people in exchange for money.	<b>Betrothed</b>	To be engaged to marry someone.
<b>Mass</b>	An important church service in the Catholic religion.	<b>Martin Luther</b>	A monk (holy man) who led the Protestant Reformation	<b>Catherine of Aragon</b>	Henry VIII's first wife.
<b>Pilgrimages</b>	A religious visit to a holy site.	<b>Protestant</b>	A member of the Christian faith who follows the teachings of the Reformation.	<b>Dispensation</b>	Permission to not follow rules.
<b>The Pope</b>	The head of the Roman Catholic Church.	<b>Reformation</b>	The reform (change) in the ways that people worshipped across Europe in the 16 <sup>th</sup> Century.	<b>Dynasty</b>	A line of rulers of a country, who inherit the throne after one another.
<b>Tudor</b>	The name of the family who were on the English throne from 1485 to 1603.	<b>Sect</b>	A group of people with different religious beliefs.	<b>Monastery</b>	A religious building where monks (holy men) live.
<b>Week 4: The Break from Rome</b>		<b>Week 5: The English Reformation</b>		<b>Week 6: Consequences of the Reformation</b>	
<b>Anne Boleyn</b>	Henry VIII's second wife.	<b>Court of Augmentations</b>	A group of courts set up to oversee the selling and buying of monasteries in Reformation England.	<b>Economic</b>	To do with money.
<b>Cardinal</b>	A leader of the Catholic Church, they were chosen by the Pope.	<b>Dissolution</b>	To close something down or dismiss a group of people.	<b>Intellectualism</b>	The belief that knowledge is important.
<b>Clergy</b>	A group of people who perform religious duties in the church.	<b>Gentry</b>	People who were born into wealth in England.	<b>Implement</b>	To put decisions into effect.
<b>Corrupt</b>	To act dishonestly for money or personal gain.	<b>Implement</b>	To put decisions into effect.	<b>Rebellion</b>	An uprising against people who have power.
<b>Leviticus</b>	The book in the bible which states it is a sin and therefore forbidden to marry your dead brother's wife.	<b>Monks</b>	Holy men who live religious lives.	<b>Vernacular</b>	The language spoken by ordinary people in a particular country. For example, English in England.
<b>Papal Dispensation</b>	The rules were made by the Pope at the time.	<b>Relic</b>	A part of a deceased (dead) holy person or one of their possessions kept for religious purposes.		

PSHE	Democracy	Year 7 Term 4							
<b>Week 1: What is Democracy?</b>	<b>Week 2: Parliament and Government</b>	<b>Week 3: What do MPs do?</b>							
<p><b>Key features of a democracy:</b></p> <ul style="list-style-type: none"> <li>• Free and fair elections</li> <li>• Protected human rights</li> <li>• Multiparty system</li> <li>• Active citizens</li> <li>• The rule of law</li> <li>• The separation of powers</li> </ul> <p><b>The aim of democracy:</b></p> <ul style="list-style-type: none"> <li>• Freedom</li> <li>• Equality</li> <li>• Justice</li> <li>• Peace</li> </ul>	<p>The UK Parliament is made up of three parts: the House of Commons, the House of Lords and the Monarch. General Elections are held every 5 years.</p> <table border="1"> <thead> <tr> <th>House of Commons</th> <th>Monarch</th> <th>House of Lords</th> </tr> </thead> <tbody> <tr> <td>650 MPs and they are elected. Each MP represents a different part of the country, called a <b>constituency</b>.</td> <td>In the past the monarch would govern the country. Today, the Government is chosen by whichever party has the most MPs</td> <td>Are chosen because of their expertise or because of their family links. Check the work of the Government</td> </tr> </tbody> </table>	House of Commons	Monarch	House of Lords	650 MPs and they are elected. Each MP represents a different part of the country, called a <b>constituency</b> .	In the past the monarch would govern the country. Today, the Government is chosen by whichever party has the most MPs	Are chosen because of their expertise or because of their family links. Check the work of the Government	<p>MPs are elected by the voters in their constituency, to represent their interests and concerns in the House of Commons.</p> <ul style="list-style-type: none"> <li>- Challenge the policies of the Government by taking part in debates in the House of Commons.</li> <li>- Vote on new laws</li> <li>- Spend a lot of time in their constituencies, staying in touch with the people who live there, listening to their concerns and helping to solve their problems where possible.</li> </ul>	
House of Commons	Monarch	House of Lords							
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<b>Week 4: How are laws made?</b>	<b>Week 5: Who are the Police?</b>	<b>Week 6: What are Human Rights?</b>							
<p>In the UK, Parliament makes the laws and big decisions that affect all of us.</p> <p><b>First reading:</b> The bill arrives in the Lords.</p> <p><b>Second reading:</b> The main debate on the purpose and key areas of the bill.</p> <p><b>Committee stage:</b> Detailed line-by-line scrutiny of the text with amendments (suggested changes). Members start at the front of the bill and work through to the end.</p> <p><b>Report stage:</b> A further opportunity to examine the bill and make changes.</p> <p><b>Third reading:</b> A 'tidying up' stage, aiming to close any loopholes.</p> <p><b>Royal Assent:</b> When both Houses have agreed the text, the bill is approved by the Monarch and becomes a law or 'Act of Parliament'</p>	<p>The police enforce the laws which are written and passed by Parliament.</p> <p>There are 43 police forces in England and Wales.</p> <p>The College of Policing identifies four key roles of the police:</p> <ul style="list-style-type: none"> <li>• Protecting life and property.</li> <li>• Preserving order.</li> <li>• Preventing the commission of offences.</li> <li>• Bringing offenders to justice.</li> </ul> <p>There are three main powers the police use to tackle crime: <b>stop and search, power to arrest and entry, search and seizure.</b></p>	<p><b>The Law</b></p> <ul style="list-style-type: none"> <li>• The Human Rights Act 1998 is a law that came into force in the UK in October 2000.</li> <li>• It protects a number of important human rights such as the right not to be treated as a slave, the right to freedom of expression and the right to an education.</li> <li>• The Human Rights Act applies to everyone in the UK.</li> <li>• People who think that their human rights have been denied can take a case to court.</li> </ul>							

Design and Technology	Hydraulic Mechanism	Year 7	Term 4
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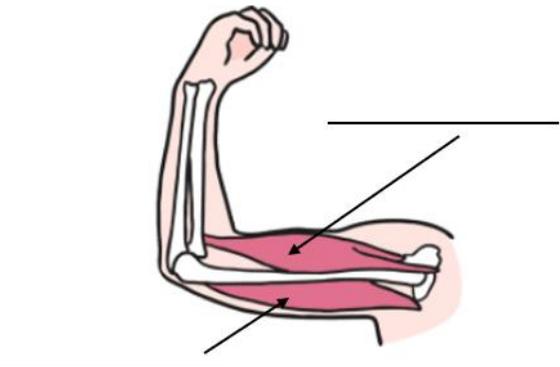
<b>Week 1:</b> What is a hydraulic mechanism?	<b>Week 2:</b> What a hydraulic is used what	<b>Week 3:</b> 5 examples of hydraulic systems	
<p>The term <b>'hydraulic'</b> refers to mechanical function that operates through the force of liquid pressure.</p> <p>Hydraulics is a topic of science and an engineering subject dealing with the mechanical properties of liquids. Many machines work on hydraulic power.</p> <p>One of the founders of modern hydraulics was <b>Benedetto Castelli</b>, a student of Galileo Galilei.</p> <p>Fluid mechanics provides the theoretical foundation for hydraulics, which focuses on the engineering uses of fluid properties.</p>	<p>Hydraulics are often used for moving parts of mechanical systems that need to lift or push heavy objects.</p> <p>Below are a list of a range of heavier types of hydraulic machinery used in today's construction industry.</p> <ol style="list-style-type: none"> <li>1. Excavators</li> <li>2. Dragline Excavators</li> <li>3. Backhoes</li> <li>4. Bulldozers</li> <li>5. Trenchers</li> <li>6. Loaders</li> <li>7. Dump Trucks</li> <li>8. Wheel Tractor Scrapers</li> </ol>	<p>The five most common hydraulic system examples are:</p> <ul style="list-style-type: none"> <li>• Hydraulic pumps</li> <li>• Hydraulic motors and cylinders</li> <li>• Aviation hydraulic system</li> <li>• Open center hydraulic system</li> <li>• Closed-loop hydraulic system</li> </ul>	
<b>Week 4:</b> Basic hydraulic systems	<b>Week 5:</b> Advantages of hydraulics	<b>Week 6:</b> Why hydraulics are important	
<p>The most basic type of system using hydraulics is a simple, two-piston hydraulic system.</p> <p>This system comprises of two pistons connected via a pipe or hose holding an incompressible fluid.</p> <p>When force is applied to one of the pistons, the fluid causes the other piston to move.</p>	<p>Advantages of hydraulic systems include <b>power, accuracy, efficiency and ease of maintenance.</b></p> <div style="text-align: center;">  </div>	<p>Hydraulic systems are <b>capable of moving heavier loads as well</b> as providing greater force than mechanical, electrical or pneumatic systems.</p> <p>The fluid power system means it can easily cope with a large weight range without having to use gears, pulleys or heavy levers.</p>	

# Knowledge Recall Questions

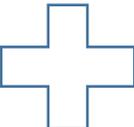
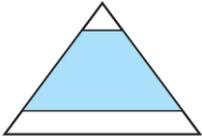
Step 1 – learn the knowledge using your recall book and look, cover, write, check, correct.

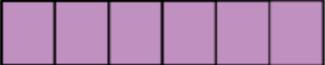
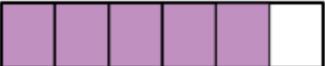
Step 2 – from **memory**, complete the weekly recall questions. These are mandatory. Use family and friends to test you 😊.

Step 3 – any question you cannot confidently answer, go back and learn the knowledge again.

Week 1: The skeleton	Week 2: Muscles	Week 3: Neutralisation
<p>1. What is the name given to the place where bones are linked together to allow movement?</p> <p>2. What is the function of muscle? (what does it do?)</p> <p>3. which organs are protected by the ribs?</p> <p>4. list 4 functions of the skeleton.</p> <p>5. What does contract mean?</p> <p>6. what is the name of the tough smooth substance that prevents friction between bones?</p>	<p>1. Write a definition for tissue.</p> <p>2. What connects muscle to bone?</p> <p>3. What connects two bones together?</p> <p>4. Describe how antagonistic muscles work.</p> <p>5. In science what is meant by a random error?</p> <p>6. what is a conclusion.</p> <p>7. label the muscles on the diagram below:</p> 	<p>1. What word can be used to describe a substance with a pH &lt;7?</p> <p>2. Which pH is neutral?</p> <p>3. what is the pH scale?</p> <p>4. define the word neutralisation.</p> <p>5. what is the general word equation for neutralisation?</p> <p>6. Give the pH number for:</p> <ol style="list-style-type: none"> <li>1. A weak acid</li> <li>2. A strong alkali.</li> </ol>

Week 4: Reactions of acids	Week 5: Magnetism	Week 6: Earth and Space.
<p>1. Which word means something that can cause harm?</p> <p>2. which piece of equipment is used to measure a small amount of liquid?</p> <p>3. what would you observe in a reaction between an acid and an alkali?</p> <p>4. An acid fizzes when magnesium is added to it. What is the name of the gas produced?</p> <p>6. Write the general word equation for a reaction between an acid and a metal.</p>	<p>1. Name the three magnetic metals.</p> <p>2. the north pole and south pole of a magnet are pushed together, what will happen?</p> <p>3. define the word pole.</p> <p>4. what happens when the south pole of a magnet is placed near the south pole of another magnet?</p> <p>5. what is meant by the term magnetic field?</p> <p>6. what does a compass do?</p>	<p>1. What is the name of a large mass at the centre of a solar system that produces heat and light?</p> <p>2. Name the star in our solar system.</p> <p>3. What is a light year?</p> <p>4. Where is Earth's magnetic north field?</p> <p>5. What causes day and night?</p> <p>6. Which seasons happen when the hemisphere is pointing towards the sun?</p>

Maths	Fractions and Geometry	Year 7 Term 4
<p><b>Week 1: 8 times table</b></p> <p>1. Fill in the gaps</p> <p>___ x 8 = 32                      8 x 8 = ___</p> <p>___ x 8 = 72                      8 x ___ = 96</p> <p>8 x ___ = 56                      ___ x 8 = 48</p> <p>___ x 8 = 16                      8 x ___ = 16</p> <p>16 ÷ 8 = ___                      16 ÷ ___ = 8</p> <p>3 x 8 + 7 x 8 = ___ x 8 = _____ (Distributive Law)</p> <p>___ x 8 = 10 x 8 + 5 x 8 = _____</p> <p>2. There are 8 students in a class. Each student has 7 counters. Write a calculation to show how many counters there are altogether. (You may find it helpful to draw a bar model.)</p> <p>3. George has 88 biscuits to share between him and his 7 friends. Write a calculation to show how many biscuits each person would get.</p> <p>4. If a number is in the 8 times table, then it is in the 4 times table. TRUE OR FALSE?</p>	<p><b>Week 2: Fraction/Percentage of an amount</b></p> <p>Split each diagram into 4 equal parts.</p>   <p>Re-write the question and calculate</p> <p>1. <math>\frac{1}{3}</math> of 15 = <math>\frac{1}{3} \times</math> ___ =</p> <p>2. <math>\frac{1}{10}</math> of 15 = ___ <math>\times</math> ___ =</p> <p>3. <math>\frac{1}{4}</math> of 15 = ___ <math>\times</math> ___ =</p> <p>Complete the percentage/fraction equivalences</p> <p>50% =</p> <p>25% =</p> <p>___% = <math>\frac{1}{5}</math></p> <p>___% = <math>\frac{1}{10}</math></p> <p>5% =</p> <p>75% =</p> <p>60% =</p> <p>___% = <math>\frac{7}{10}</math></p> <p>Is the whole split into equal parts?</p> 	<p><b>Week 3: Directed Number</b></p> <p>Fill in the gaps:</p> <p>To solve means to find the value of _____ in an equation.</p> <p>To group calculations you use _____.</p> <p>Identify the index in each term:</p> <p><math>3^5</math> The index is:</p> <p><math>3^x</math> The index is:</p> <p><math>y^3</math> The index is:</p> <p><math>a^b</math> The index is:</p> <p>In each calculation, identify which part you need to calculate <b>first</b>;</p> <p><math>12 \times (7 + 8)</math></p> <p><math>3^2 + 8</math></p> <p><math>12 - 3 + 9</math></p> <p><math>4 + 5 \times 10</math></p> <p>Re-write the calculation with brackets to be able to calculate the answer efficiently.</p> <p><math>12 + 15 + 8</math></p> <p><math>102 + 99 + 23 + 78 + 11</math></p> <p><math>46 + 23 + 77 + 14</math></p>

Maths	Fractions and Geometry	Year 7 Term 4
<p><b>Week 4: Adding and subtracting fractions</b></p> <p><math>\frac{6}{2}</math>   <math>\frac{5}{4}</math>   <math>2\frac{5}{8}</math>   <math>\frac{5}{7}</math>   <math>\frac{1}{9}</math>   <math>7\frac{2}{3}</math></p> <p>From the list which fractions are: Mixed number fractions? Improper fractions? Unit fractions?</p> <p> What fraction does the bar model show? Mixed number: Improper:</p> <p> What fraction does the bar model show? Mixed number: Improper:</p> <p>  </p> <p>Common denominators are when the denominators of two or more fractions are _____. Pick out the fractions that have common denominators.</p> <p><math>\frac{3}{5}</math>   <math>\frac{5}{3}</math>   <math>\frac{1}{3}</math>   <math>\frac{5}{6}</math>   <math>\frac{2}{5}</math></p>	<p><b>Week 5: Angles and notation</b></p> <p>What piece of equipment is used to measure angles? Lines that remain a constant distance apart are called _____. Lines that meet at a right angle are called _____. Draw an acute angle. Draw an obtuse angle. Draw a right angle. Draw a reflex angle. An angle measures 34 degrees is called a _____ angle. An angle measuring 273 degrees is called a _____ angle. An angle measuring 95 degrees is called a _____ angle.</p>	<p><b>Week 6: Construct and measure - triangles</b></p> <p>Two shapes that are identical are called _____. SAS means .... A triangle with 2 equal sides is called... Draw an example of a scalene triangle. SSS means... A triangle with 3 equal sides is called... What 3 ways can we prove triangles are congruent? If two shapes are exactly the same size and shape they are _____. Draw an example of an isosceles triangle.</p>

**Week 1: Weather**

What is the weather like in each of these sentences?

1. Il fait beau = \_\_\_\_\_
2. Il y a du soleil = \_\_\_\_\_
3. Il y a des orages = \_\_\_\_\_
4. Il fait chaud = \_\_\_\_\_
5. Il pleut = \_\_\_\_\_

What does each of these weathers need in front of them? Choose from **il fait**, **il**, and **il y a**. Then translate it in to English.

1. \_\_\_\_\_ du vent =  
\_\_\_\_\_
2. \_\_\_\_\_ mauvais =  
\_\_\_\_\_
3. \_\_\_\_\_ neige =  
\_\_\_\_\_
4. \_\_\_\_\_ froid =  
\_\_\_\_\_
5. \_\_\_\_\_ du brouillard =  
\_\_\_\_\_

**Week 2: Seasons and regions**

Complete the seasons and the compass points in French.



In the spring =	In summer =	In autumn =	In winter =
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Dans le \_\_\_\_\_



Dans le \_\_\_\_\_

1. In summer, in the east, the weather is bad.  
\_\_\_\_\_
2. In winter, in the north, it snows.  
\_\_\_\_\_
3. In the spring, in the east, the weather is nice.  
\_\_\_\_\_
4. In autumn, in the west, it is sunny (there is sun).  
\_\_\_\_\_

**Week 3: Sports with jouer**

A. Complete the grid with the missing conjugations of the verbs **jouer (to play)**.

	I play
Tu joues	You (singular/informal) play
Il joue	
Elle joue	She plays
	We play
	We play
Vous jouez	You (plural/formal) play
Ils jouent	
Elles jouent	They (feminine) play

B. **Translate;**

1. I play tennis = \_\_\_\_\_
2. She plays football = \_\_\_\_\_
3. We play hockey = \_\_\_\_\_
4. Je joue aux échecs =  
\_\_\_\_\_
5. Il joue à la pétanque =  
\_\_\_\_\_
6. Tu joues aux jeux vidéo =  
\_\_\_\_\_

French	Au collège – At school	Year 7 Term 3																												
<b>Week 4: Adjectives</b>	<b>Week 5: Uniform and colours</b>	<b>Week 6: ER verbs</b>																												
<p>1. Translate in to French 'I like French because it is interesting'.</p> <p>2. Translate in to English 'j'adore les parce que c'est très facile'.</p> <p>3. Translate in to French 'I don't like English because the teacher (f) is quite strict'.</p> <p>4. Translate in to English 'j'adore l'EPS parce que ce n'est pas ennuyeux'.</p> <p>5. Translate in to French 'I prefer science because it is a bit fun'.</p> <p>6. Translate in to French 'I hate drama because it is rubbish'.</p>	<p>Translate these items of clothing:</p> <p>une veste =</p> <p>une jupe =</p> <p>une chemise =</p> <p>une cravate =</p> <p>un pull =</p> <p>un pantalon =</p> <p>des chaussures =</p> <p>1. Translate in to English 'je porte une chemise blanche et un pantalon noir'.</p> <p>2. Translate in to French 'I wear a grey jumper and a grey skirt'.</p> <p>3. Translate in to English 'je voudrais porter une cravate rouge et une veste noire'.</p> <p>4. Translate in to French 'I would like to wear a black jumper and a white shirt'.</p>	<p>Name 4 ER verbs in French and put the English translation with them.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>Complete these rules for forming the present tense:</p> <ol style="list-style-type: none"> <li>1. Take off _____</li> <li>2. What you are left with is called the _____</li> <li>3. Add the _____ on to the stem depending _____ the subject of the sentence is</li> </ol> <p>Complete the table below :</p> <table border="1" data-bbox="1480 1007 2163 1331"> <thead> <tr> <th>Subject</th> <th>Stem</th> <th>ADD</th> <th>=</th> </tr> </thead> <tbody> <tr> <td>_____</td> <td>bavard</td> <td>e</td> <td>_____</td> </tr> <tr> <td>Tu</td> <td>bavard</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Il/elle</td> <td>_____</td> <td>e</td> <td>bavarde</td> </tr> <tr> <td>_____</td> <td>bavard</td> <td>ons</td> <td>bavardons</td> </tr> <tr> <td>Vous</td> <td>bavard</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Ils/elles</td> <td>_____</td> <td>ent</td> <td>_____</td> </tr> </tbody> </table>	Subject	Stem	ADD	=	_____	bavard	e	_____	Tu	bavard	_____	_____	Il/elle	_____	e	bavarde	_____	bavard	ons	bavardons	Vous	bavard	_____	_____	Ils/elles	_____	ent	_____
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