

# Knowledge Organiser

## Year 7 Term 1

<b>Name:</b>	<b>Form group:</b>	<b>Masters of Recall Big Quiz:</b>
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### Spellings

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Protagonist-</b> the leading character or one of the major characters in a novel, play or film.</p> <p><b>Antagonist-</b> a character who is opposed to, struggles against, or competes with another.</p> <p><b>Malevolence-</b> the quality, state or feeling of being evil.</p> <p><b>Connotations-</b> something suggested or implied by a word or thing.</p> <p><b>Supernatural-</b> attributed to an invisible agent e.g. a ghost or spirit.</p>	<p><b>Consequence-</b> the effect, result, or outcome of something happening earlier.</p> <p><b>Misdemeanour-</b> any minor offence or misbehaviour.</p> <p><b>Optimism-</b> the view to look on the more positive side of events or conditions and to expect the best outcome.</p> <p><b>Intrigued-</b> interested or curious about something or someone.</p> <p><b>Characteristic-</b> having a unique feature or quality.</p>	<p><b>Perplexing-</b> something which is confusing or complicated.</p> <p><b>Beckon-</b> to signal, call upon someone or to lure them into something.</p> <p><b>Analysis-</b> the process of studying something and exploring what is meant by the elements or structure of something.</p> <p><b>Evokes-</b> to consider what is suggested by a specific choice. To explain what impression, you get from something or someone.</p> <p><b>Quotation-</b> a noun to name a piece of text taken directly from a source.</p>	<p><b>Bewilderment-</b> a feeling of being perplexed and confused.</p> <p><b>Retorted-</b> say something in answer to a remark, typically in a sharp, angry, or witty manner. This can also be used as a synonym for 'repay' (to repay an insult or injury).</p> <p><b>Per contra-</b> a phrase used to replace 'on the other hand'.</p> <p><b>Alludes-</b> to suggest or call attention to something indirectly; to hint at something.</p> <p><b>Intent-</b> To have a specific intention or purpose.</p>	<p><b>Immerse-</b> to be involved deeply in a particular activity.</p> <p><b>Caliginous-</b> this could be a synonym for misty, dim or dark.</p> <p><b>Conscious-</b> to have knowledge of something or to be aware of something.</p> <p><b>Eradicate-</b> a verb which is used to shown when something is removed or destroyed.</p> <p><b>Unique-</b> being the one of its kinds; unlike anything else.</p>	<p><b>Genre-</b> a style or category of literature, art, or music.</p> <p><b>Morality-</b> the distinction between right and wrong, or good and bad behaviour.</p> <p><b>Imbue-</b> to inspire with feeling or opinion.</p> <p><b>Perspective-</b> a point of view or a particular attitude towards something.</p> <p><b>Credibility-</b> the quality of being believable or worthy of trust.</p>



# Look

Look at the information carefully.

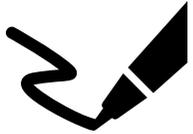
Read it three times.

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.

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.



# Correct

English	'Cirque du Freak'	Year 7 Term 1												
<p><b>Week 1: Disciplinary Vocabulary</b></p> <p><b>metaphor:</b> a direct comparison which can't be literal.</p> <p><b>simile:</b> compares one thing with another to make a more vivid description (often using 'like' or 'as').</p> <p><b>protagonist:</b> the leading character in a story – usually someone who is pursuing a goal.</p> <p><b>antagonist:</b> the main opponent or foil of the <i>protagonist</i>.</p> <p><b>connotation:</b> an idea or feeling which a word invokes for the reader in addition to its literal meaning.</p> <p><b>atmosphere:</b> the overall mood of a story or poem.</p> <p><b>supernatural:</b> something beyond that which can be naturally explained, e.g. <i>ghosts, magic, vampires</i>.</p>	<p><b>Week 2: Academic Vocabulary</b></p> <p>When writing an analytical response, you should aim to use <b>academic verbs</b> to explain what the <b>author</b> is doing through their use of language or structure.</p> <p>In addition, you should use <b>academic adjectives</b> to explain the <b>effect</b> of the writers' choices on the <b>reader</b>.</p> <table border="1" data-bbox="786 507 1449 834"> <thead> <tr> <th data-bbox="786 507 1099 555">ACADEMIC VERBS</th> <th data-bbox="1099 507 1449 555">ACADEMIC ADJECTIVES</th> </tr> </thead> <tbody> <tr> <td data-bbox="786 555 1099 619">The author...</td> <td data-bbox="1099 555 1449 619">The reader is...</td> </tr> <tr> <td data-bbox="786 619 1099 667">suggests</td> <td data-bbox="1099 619 1449 667">intrigued</td> </tr> <tr> <td data-bbox="786 667 1099 715">implies</td> <td data-bbox="1099 667 1449 715">mystified</td> </tr> <tr> <td data-bbox="786 715 1099 762">describes</td> <td data-bbox="1099 715 1449 762">disturbed</td> </tr> <tr> <td data-bbox="786 762 1099 834"></td> <td data-bbox="1099 762 1449 834">thrilled</td> </tr> </tbody> </table>	ACADEMIC VERBS	ACADEMIC ADJECTIVES	The author...	The reader is...	suggests	intrigued	implies	mystified	describes	disturbed		thrilled	<p><b>Week 3: Grammar Knowledge</b></p> <p><b>noun</b> – naming word for a person, place, or thing, e.g. Sarah, Monday, cheese, love, France.</p> <p><b>verb</b> – a word which describes an action or a state.</p> <p><b>adjective</b> – words which describe nouns, e.g. beautiful, cold, green, noisy.</p> <p><b>adverb</b> – words which tell us how, where or when something happened, e.g. quickly, easily, afterwards.</p> <p><b>pronoun</b> – a word which stands in place of a noun, e.g. she, it, they, we, us, him, them.</p> <p><b>preposition</b> –tells you the position of something e.g. <i>The coffee is <u>on</u> the table. We went <u>to</u> the park.</i></p> <p><b>determiner</b> - is used before a noun to show which particular example of the noun you are referring to e.g. <i>the, a, an, some, her.</i></p> <p><b>conjunction</b> - connects other words and helps to form larger structures, e.g. <i>and, but, or, because.</i></p>
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<p><b>Week 4: Punctuation Knowledge</b></p> <p><b>comma</b> , - indicates a pause between parts of a sentence or separating items in a list.</p> <p><b>apostrophe:</b> shows possession (Ben's pen) or omission (can't= cannot).</p> <p><b>quotation marks:</b> 'SINGLE' quotation marks are used to show it has been taken from the text. "DOUBLE" are used to show that it is direct speech.</p> <p><b>ellipsis:</b> ... three dots are used when a word/words are left out of a sentence but the sentence can still be understood.</p>	<p><b>Week 5: Crafting Writing</b></p> <p>When writing an analytical response, you should outline your main line of enquiry through the use of a thesis statement. Your thesis statement will consolidate your overarching idea(s) which the rest of your response will inform.</p> <p><b>Thesis Statement Steps:</b> NAME, VERB, POINT, PLACE, (COMMA), QUOTATION</p> <p>e.g. Shan creates a disturbing tone at the opening of the novel, 'eat me alive, from the inside out.'</p>	<p><b>Week 6: Form and Genre</b></p> <p><b>novel:</b> a fiction prose narrative of book length.</p> <p><b>Narrative voice:</b> the <i>perspective</i> the story is told from.</p> <p><b>genre:</b> a style or category of literature, music or art.</p> <p><b>Gothic literature:</b> a genre of writing which uses: dark and atmospheric settings, the supernatural, extreme emotions, mystery, fear and dread.</p> <p><b>Classic Gothic texts include:</b> <i>Dracula</i> by Bram Stoker, <i>Frankenstein</i> by Mary Shelley, <i>Rebecca</i> by Daphne Du Maurier, <i>The Raven</i> by Edgar Allen Poe.</p>												

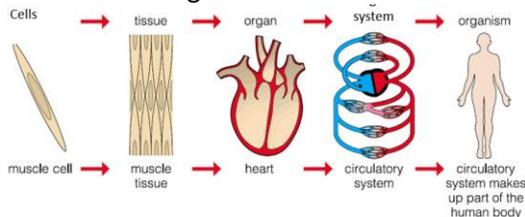
Maths	Algebraic Thinking	Year 7 Term 1												
<p><b>Week 1: 7 times table</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><math>1 \times 7 = 7</math></td> <td style="width: 50%;"><math>7 \times 7 = 49</math></td> </tr> <tr> <td><math>2 \times 7 = 14</math></td> <td><math>8 \times 7 = 56</math></td> </tr> <tr> <td><math>3 \times 7 = 21</math></td> <td><math>9 \times 7 = 63</math></td> </tr> <tr> <td><math>4 \times 7 = 28</math></td> <td><math>10 \times 7 = 70</math></td> </tr> <tr> <td><math>5 \times 7 = 35</math></td> <td><math>11 \times 7 = 77</math></td> </tr> <tr> <td><math>6 \times 7 = 42</math></td> <td><math>12 \times 7 = 84</math></td> </tr> </table> <p>We can combine smaller multiples of 7 to make larger multiples of 7</p> <p style="text-align: center;"><math>15 \times 7 = 10 \times 7 + 5 \times 7</math></p>	$1 \times 7 = 7$	$7 \times 7 = 49$	$2 \times 7 = 14$	$8 \times 7 = 56$	$3 \times 7 = 21$	$9 \times 7 = 63$	$4 \times 7 = 28$	$10 \times 7 = 70$	$5 \times 7 = 35$	$11 \times 7 = 77$	$6 \times 7 = 42$	$12 \times 7 = 84$	<p><b>Week 2: Sequences 1</b></p> <p><b>Term</b> – each number or object in a sequence.  <b>Term to term rule</b> – is a rule that explains how to find the next term in a sequence, if the previous terms are known.  <b>Difference</b> – the result of subtracting one number from another.  <b>Consecutive</b> – whole numbers that follow each other without gaps. Example 3, 4, 5, are consecutive.  <b>Linear sequence</b> – a number pattern that increases or decreases by the same amount.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><math>3, 7, 11, 15, 19, 23, \dots</math> The sequence is <b>linear</b>.</p> <p style="text-align: center;">The first term is 3. The <b>term to term rule</b> is;  <i>“to get the next term you add 4 to the previous term”.</i>  The <b>difference</b> between each term is 4.</p> </div>	<p><b>Week 3: Sequences 2</b></p> <p><b>Non-linear sequence</b> – a number pattern that does not increase or decrease by the same amount.  <b>Geometric sequence</b> – a number pattern made by multiplying by the same value each time. They are non-linear.</p> <p style="text-align: center;"><math>2, 4, 8, 16, 32</math></p> <p style="text-align: center;"><math>\times 2 \quad \times 2 \quad \times 2 \quad \times 2</math></p> <p><b>Fibonacci</b> – a non-linear sequence made by adding the 2 previous terms.</p> <p style="text-align: center;"><math>1, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89</math></p> <p style="text-align: center;"> </p> <p><b>Ascending and Descending</b></p> <p style="text-align: center;"> </p>
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<p><b>Week 4: Algebraic notation 1</b></p> <p><b>Commutative</b> – gives the same result regardless of the order. Example <math>2 + 3 = 3 + 2</math>  <b>Variable</b> – a symbol for a value we don't know. It can be a range of values.  <b>Coefficient</b> – the amount a variable.</p> <div style="text-align: center;"> <p>Variable</p> <p><math>7x + 8</math></p> <p>coefficient    operator    constant</p> </div> <p><b>Expression</b></p> <p style="text-align: center;"><math>4x - 7</math></p> <p style="text-align: center;">Terms</p> <p><b>Inverse</b> – the opposite operation. Example the inverse of add is subtract.</p>	<p><b>Week 5: Algebraic notation 2</b></p> <p><b>Substitute</b> – replace a variable with a value.  <b>Evaluate</b> – calculate the value of.  <b>Squared</b> – when a number is multiplied by itself. <math>3^2</math> “3 squared” means <math>3 \times 3</math>  <b>Function</b> – process that happens to an input to give the output.</p> <div style="text-align: center;"> <p>3 Input <math>\rightarrow</math> <math>\boxed{\times 2}</math> Output <math>\rightarrow</math> 6</p> <p>The function is <math>\times 2</math></p> </div> <p><b>Important notation:</b></p> <p><math>5y</math> means <math>5 \times y</math>                      <math>\frac{y}{5}</math> means <math>y \div 5</math></p>	<p><b>Week 6: Equality and equivalence</b></p> <p><b>Equality</b> – having the same value. <math>=</math> equal</p> <p><b>Fact family</b> <math>\neq</math> not equal</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="2" style="text-align: center;">Whole</td> </tr> <tr> <td style="text-align: center;">Part</td> <td style="text-align: center;">Part</td> </tr> </table> <p style="text-align: center;">Bar model</p> <div style="text-align: center;"> </div> <table style="margin-left: auto; margin-right: auto;"> <tr> <td><math>7 + 3 = 10</math></td> <td><math>10 - 7 = 3</math></td> </tr> <tr> <td><math>3 + 7 = 10</math></td> <td><math>10 - 3 = 7</math></td> </tr> </table> <p><b>Unknown</b> – a symbol for a value we don't know. It has a specific value that can be found. Example <math>4 + x = 10</math> <math>x = 6</math>  <b>Solve</b> – to find the value of the unknown.</p>	Whole		Part	Part	$7 + 3 = 10$	$10 - 7 = 3$	$3 + 7 = 10$	$10 - 3 = 7$				
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**Week 1: Variation**

<b>variation</b>	differences between organisms
<b>cell</b>	the basic unit of all living organisms
<b>tissue</b>	a collection of similar cells working together to perform a specific function
<b>organ</b>	a collection of different tissues working together to perform a specific function
<b>organ system</b>	a group of organs that work together e.g. the digestive system
<b>organism</b>	any living thing
<b>data</b>	the information collected from an experiment
<b>frequency</b>	how often something occurs

**Hierarchy of organisms**

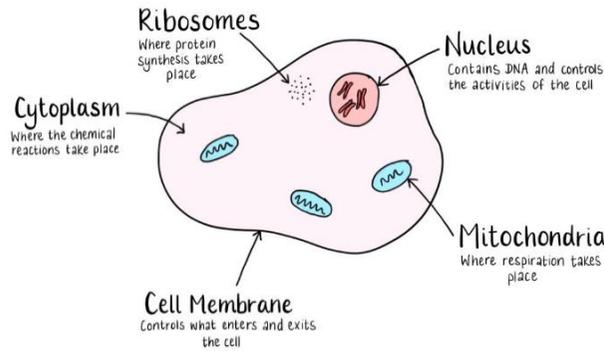
- A tissue is a group of similar cells working together to perform a particular function.
- An organ is a group of different tissues working together to perform a particular function.
- An organ system is many different organs working together to perform a particular function.
- An organism is many organs working together to make an organism.



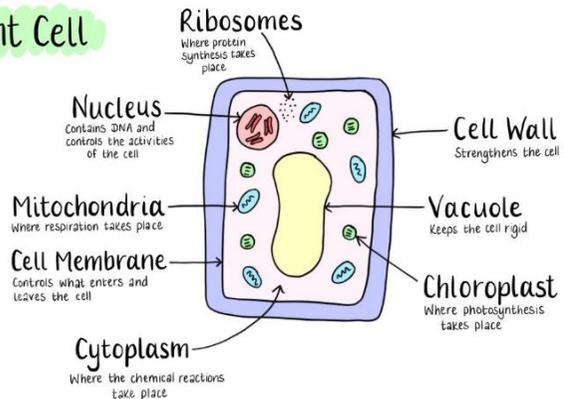
**Week 2: Cell Structure**

Living things do all of the 7 life processes (**MRS GREN**).  
**M**ovement, **R**espiration, **S**ensitivity, **G**rowth, **R**eproduction, **E**xcrete, **N**utrition.

**Animal Cell**



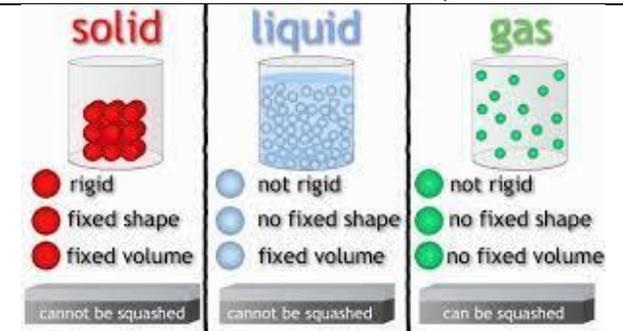
**Plant Cell**



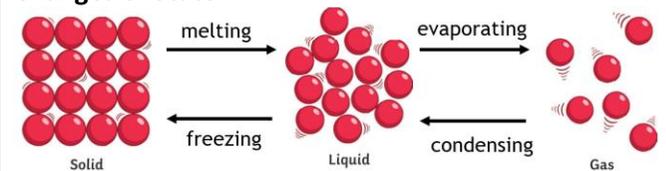
Three organelles found in plant cells but not animal cells are: cell wall, chloroplast and vacuole.

**Week 3: States of Matter**

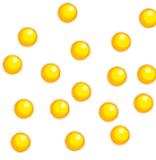
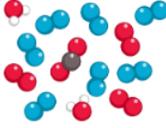
<b>state of matter</b>	the form in which an object is found - solid, liquid or gas
<b>solid</b>	a substance where the particles are regularly arranged and all touching
<b>liquid</b>	a substance where most particles are touching and in a random arrangement
<b>gas</b>	a substance where no particles are touching and in a random arrangement
<b>melting point</b>	the temperature at which a solid turns to a liquid
<b>boiling point</b>	the temperature at which a liquid turns to a gas
<b>thermometer</b>	the equipment used to measure temperature



**Changes of State**



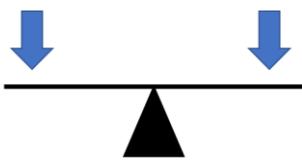
**Week 4: Elements, Compounds and Mixtures**

<b>atom</b>	a small particle that makes up all matter	
<b>particle</b>	the single unit of a substance such as an atom or a molecule	
	e.g. H <sub>2</sub> O is a particle of water	
<b>element</b>	a substance that contains only one type of atom.	
	e.g. nitrogen (N <sub>2</sub> ), oxygen (O <sub>2</sub> ) or helium (He <sub>2</sub> )	
<b>compound</b>	a substance that contains two or more different types of atoms chemically joined	
	e.g. carbon dioxide (CO <sub>2</sub> ) or water (H <sub>2</sub> O)	
<b>mixture</b>	2 or more substances that are not joined together. The substances can be elements, compounds of both.	
	e.g. air is a mixture of elements oxygen (O <sub>2</sub> ) and Nitrogen (N <sub>2</sub> ) as well the compound carbon dioxide (CO <sub>2</sub> ).	

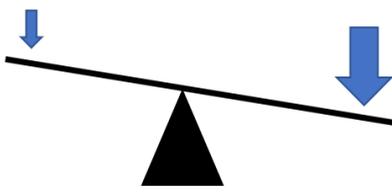
**Week 5: Forces**

<b>force</b>	a push or pull effect
<b>Newtons (N)</b>	the units in which force is measured
<b>Newton meter</b>	a piece of equipment containing a spring that measures the size of a force
<b>balanced</b>	when all the forces in one direction are equal to all the forces acting in the opposite direction
<b>unbalanced</b>	when all the forces in one direction are not equal to all the forces acting in the opposite direction

The seesaw is balanced because all of the forces in one direction are equal to all of the forces acting in the other direction.

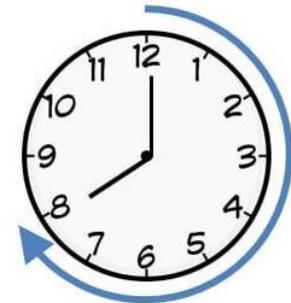


The seesaw is unbalanced because the forces acting clockwise are not equal to the forces acting anticlockwise.



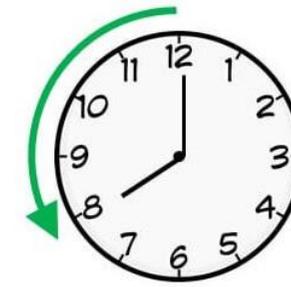
**Week 6: Moments**

<b>pivot</b>	a point around which an object turns
<b>moment</b>	the turning effect around a pivot caused by a force e.g. seesaw
<b>clockwise</b>	a motion that is in the same direction as the hands on a clock



**Clockwise**

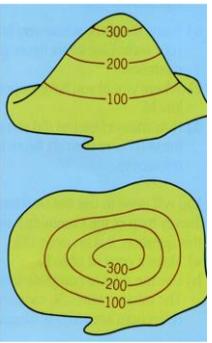
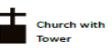
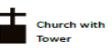
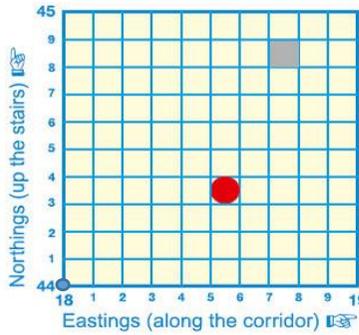
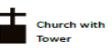
<b>anticlockwise</b>	a motion that is in the opposite direction
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**Anti-Clockwise**

<b>stationary</b>	not moving
<b>magnitude</b>	the size of a force

French		Je me presente		Year 7		Term 1	
<b>Week 1: Les opinions</b>		<b>Week 2: Les salutations</b>		<b>Week 3: Les chiffres</b>			
J'aime	I like	Bonjour	Hello	0	zéro	16	seize
J'adore	I love	Salut	Hi	1	un	17	dix-sept
Je n'aime pas	I don't like	Au revoir	Goodbye	2	deux	18	dix-huit
Je déteste	I hate	Comment t'appelles-tu?	What is your name?	3	trois	19	dix-neuf
la musique	music	Je m'appelle...	My name is....	4	quatre	20	vingt
la glace	ice cream	Ça va?	How are you?	5	cinq	21	vingt-et-un
la danse	dancing	Ça va bien, merci.	I am well, thank you	6	six	22	vingt-deux
les araignées	spiders	Ça va mal	I am not well	7	sept	23	vingt-trois
les vacances	holidays	Pas mal	Not bad	8	huit	24	vingt-quatre
le cinéma	cinema	Comme ci, comme ça.	So so	9	neuf	25	vingt-cinq
le sport	sport	Quel âge as-tu? How old are you?		10	dix	26	vingt-six
le vélo	cycling	J'ai ____ ans I am ____ years old		11	onze	27	vingt-sept
les serpents	snakes			12	douze	28	vingt-huit
les jeux vidéo	video games			13	treize	29	vingt-neuf
				14	quatorze	30	trente
				15	quinze	31	trente et un
<b>Week 4: Les mois et les jours de la semaine</b>		<b>Week 5: Avoir</b>		<b>Week 6: Les animaux</b>			
janvier	January	juillet	July	Avoir = to have (infinitive verb)		J'ai...	
février	February	août	August	The present tense conjugation is :		I have...	
mars	March	septembre	September			un lapin a rabbit	
avril	April	octobre	October			un chat a cat	
mai	May	novembre	November			un chien a dog	
juin	June	décembre	December			un poisson a fish	
C'est quand ton anniversaire? When is your birthday?						un cochon d'Inde a guinea pig	
Mon anniversaire c'est le vingt-deux mars						un serpent a snake	
My birthday is on the 22 March						un hamster a hamster	
NB : days and months do <u>not</u> have a capital letter in French.						un oiseau a bird	
lundi	Monday	mardi	Tuesday			une souris a mouse	
mercredi	Wednesday	jeudi	Thursday			une tortue a tortoise	
vendredi	Friday					deux serpents two snakes	
samedi	Saturday	dimanche	Sunday			trois lapins three rabbits	
				Nous avons un oiseau = We have a bird		Je n'ai pas d'animal I don't have a pet	
				Il a trois lapins = He has three rabbits			

Geography	What do Geographers do?	Year 7 Term 1																				
<p><b>Week 1: Key Terms</b></p> <p><b>Global Citizen:</b> someone who understands the wider world and is aware of their place in it.</p> <p><b>Location:</b> where something is.</p> <p><b>Population:</b> the number of people in an area.</p> <p><b>Urban:</b> a built up area like a town or city.</p> <p><b>Rural:</b> an area of countryside.</p> <p><b>Weather:</b> the day to day changes in the Earth's atmosphere.</p> <p><b>Climate:</b> the average weather over a long period of time.</p>	<p><b>Week 2: The UK map</b></p> <p>There are four countries in the UK. Each have a capital city;</p> <ul style="list-style-type: none"> <li>• England – London</li> <li>• Scotland – Edinburgh</li> <li>• Wales – Cardiff</li> <li>• Northern Ireland – Belfast</li> </ul> <p>There are 4 seas surrounding the UK;</p> <ul style="list-style-type: none"> <li>• North Sea</li> <li>• Celtic</li> <li>• Irish Sea</li> <li>• English Channel</li> </ul> <p><b>Continent:</b> large continuous land mass.</p> 	<p><b>Week 3: Compass</b></p> <p>A compass is a device that indicates direction.</p>  <p><b>Direction:</b> a course along which someone or something moves.</p> <p>Barnsley is located in the North of England within the county of South Yorkshire.</p> <p>Barnsley is located north of Sheffield, south of Leeds.</p>																				
<p><b>Week 4: Relief</b></p> <p><b>Relief:</b> the height and shape of the land.</p> <p><b>Relief:</b> this is shown on OS maps by contour lines</p> <p><b>Contour lines:</b> brown lines on a map which join up points which are the same height.</p> <p>The closer the lines are together the steeper the slope. The further the lines are away from each other, the slope will be more gentle.</p> 	<p><b>Week 5: Map Symbols</b></p> <ul style="list-style-type: none"> <li>• Symbols are used to represent features on a map</li> <li>• The meaning of a symbol is given in the map's key</li> <li>• This shows us <b>human</b> (impact of people on the earth) and <b>physical</b> (natural world) geographical features</li> </ul> <p><b>LEGEND</b></p> <table border="0"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>																					<p><b>Week 6: Conflict in the Middle East</b></p> <ul style="list-style-type: none"> <li>• We can use 6 figure grid references to find exact locations on a grid square</li> <li>• Always read from the bottom left hand corner.</li> <li>• When you give a grid reference, always give the easting first: "Along the corridor and up the stairs"</li> </ul>  <p>The first 3 numbers are the eastings, the second 3 are the northings</p> <p>Circle = 185443</p>
																						
																						
																						
																						
																						

History	Yorkshire through time	Year 7 Term 1
<p><b>Week 1: Keywords and the Romans</b></p> <p><b>Century:</b> a period of 100 years.  <b>Chronology:</b> time order.  <b>Inference:</b> what can you work out from the information given to you.  <b>Primary source:</b> information from the time period.  <b>Secondary source:</b> information from after the event.</p> <p><b>Roman rule in England- 43CE-410CE</b>  <b>Emperor Claudius:</b> successfully invades England in 43CE.  <b>Roman Bangle Lady:</b> skeleton found in York, North African ancestors and she was wealthy.</p>	<p><b>Week 2: Vikings in Yorkshire</b></p> <p><b>Vikings in England 793CE-1066CE</b>  <b>Vikings:</b> from Norway and Denmark attacked successfully in 793CE at Lindisfarne</p> <p><b>Danelaw:</b> the area in Northern England, including Yorkshire that the Vikings were given.</p> <p><b>York:</b> known as Jorvik became the most important city in The Danelaw. 10,000 people lived there and it was used to trade goods.</p> <p><b>Vale of York hoard:</b> a collection of items thought to have been gathered by a powerful Viking. They were discovered in 2007.</p>	<p><b>Week 3: Tudors in Yorkshire</b></p> <p><b>Early Modern Period 1500-1750</b>  <b>Tudors in England 1485-1603.</b>  <b>Pilgrimage of Grace:</b> an uprising from Yorkshire against Henry VIII's religious changes. Led by Robert Aske. 80,000 people marched on London.</p> <p><b>Dissolution of the monasteries:</b> the closing of the monasteries (religious buildings) 1536-1540. Led by Thomas Cromwell. Closing the monasteries allowed Henry VIII to gain more money he could use in the war against France and Ireland.</p> <p><b>Fountains Abbey:</b> monastery in North Yorkshire that was closed during the dissolution of the monasteries</p>
<p><b>Week 4: Industrial Revolution in Yorkshire</b></p> <p><b>Industrial Time Period- 1750-1900</b></p> <p>England became known as the factory of the world.</p> <p>During this time the number of cities increased massively as did problems linked to health and pollution. Railways were installed across the country for the first time.</p> <p><b>Luddites:</b> a group of people, many were based in Yorkshire who were concerned the new technology may mean they would lose their jobs.</p>	<p><b>Week 5: Miners' strikes in Yorkshire</b></p> <p><b>Dates of the miners' strikes 1984-1985</b>  <b>NUM:</b> National Union of Miners</p> <p><b>Margaret Thatcher:</b> Prime minister at the time of the strikes, leader of the Conservative government.</p> <p><b>Orgreave:</b> the location of a huge confrontation which saw conflict between strikers and the miners. Following this public support for the miners dropped.</p> <p><b>Scabs:</b> a nickname given to people who returned to work whilst the strikes were happening.</p>	<p><b>Week 6: Key Historical skills</b></p> <p><b>Interpretation:</b> someone's explanation of the past.  <b>Autobiography:</b> an account of someone's life written by themselves.</p> <p><b>Second order concepts</b>  <b>Change:</b> to make or become different</p> <p><b>Continuity:</b> to remain the same</p> <p><b>Significance:</b> great or important</p> <p><b>Cause:</b> to explain why something happened</p> <p><b>Consequence:</b> to analyse the effect or impact.</p>

Religious Studies		Abrahamic Faiths	Year 7	Term 1
<b>Week 1: Creation</b>		<b>Week 2: Noah</b>		<b>Week 3: Abraham</b>
<p><b>Creation:</b> Christians believe that God created the world in 6 days and rested on the 7th day. On the 6th day, God created the first humans (Adam and Eve). God told Adam to look after the Garden of Eden.</p> <p><b>Sin:</b> an act that goes against God.</p> <p><b>Original sin:</b> when Adam and Eve disobeyed God and ate the forbidden fruit. The tendency to commit evil acts in all human beings.</p>		<p><b>Noah:</b> People on Earth were disobeying God; however, Noah was loyal and devoted. God instructed Noah to build an ark and fill it with his family and two of each kind of animal.</p> <p>It rained for 40 days and 40 nights, causing a huge flood. When the surface of the ground dried, Noah, his family and the animals left the ark safely. God had protected them.</p>		<p><b>Abraham:</b> Christianity, Judaism and Islam all recognise Abraham as an important figure (the Abrahamic religions).</p> <p>Abraham was extremely dedicated to one God and followed all of his demands. God gifted Abraham and his wife, Sarah, a child in their old age.</p> <p><b>Monotheistic:</b> belief in one true God.</p> <p><b>Sacrifice:</b> to offer or kill something as a religious sacrifice.</p>
<b>Week 4: Moses</b>		<b>Week 5: The Torah</b>		<b>Week 6: Jesus</b>
<p><b>Moses:</b> Moses is a significant figure in Judaism, Christianity, and Islam (where he is known as Musa).</p> <p>Moses was the leader of the Jews as they lived in slavery in Egypt. He eventually led them to the Holy Land that God had promised them. The Jews were helped on their journey out of slavery by God, who parted the Red Sea to help them escape.</p> <p><b>Ten Commandments:</b> the laws handed to Moses by God on Mount Sinai.</p>		<p><b>Torah:</b> The Torah is the Jewish holy book/scrolls. It contains guidance and teachings for Jews to follow in their daily lives and is used in worship. The Torah is known as the Five Books of Moses.</p> <p>Jews believe that God revealed the Torah to Moses on Mount Sinai and he wrote it down. The Torah is treated with great respect.</p>		<p>Jesus The Son of God, Jesus Christ, came down to Earth and was both fully human and fully God. He understood human suffering and Christians believe he was the saviour of mankind.</p> <p>Whilst on Earth, Jesus was a model for Christian behaviour and showed the way to live. He taught a message of love and kindness through: The Parable of the Good Samaritan, The Parable of the Sheep and Goats and “Love thy neighbour”</p>

Computing	Cyber Security and Me	Year 7 Term 1								
<p><b>Week 1:</b></p> <p><b>Non-attributable:</b> where something isn't visually traceable back to you.</p> <p><b>Username:</b> an identification used by a person with access to a computer, network, or online service.</p> <p><b>Password:</b> a secret word or phrase that must be used to gain admission to a place.</p> <p><b>Hacker:</b> a person who uses computers to gain unauthorized access to data.</p> <p><b>Brute Force Attack:</b> a hacking method that uses trial and error to crack passwords, login credentials, and encryption keys.</p> <p><b>Two factor Authentication:</b> a security process in which users provide two different authentication factors to verify themselves.</p>	<p><b>Week 2:</b></p> <p><b>Hardware:</b> the machines, wiring, and other physical components of a computer.</p> <p><b>Software:</b> the programs that are run on computer hardware. There are two types of software: systems software and applications software.</p> <p><b>RAM (Random Access Memory):</b> a computer's short-term memory, where data that the processor is currently using is stored temporarily.</p> <p><b>ROM (Read Only Memory):</b> a small amount of non-volatile (saves when powered off) memory.</p> <p><b>Motherboard:</b> a circuit board that connects the CPU to the memory and all the hardware.</p> <p><b>Central Processing Unit (CPU):</b> part of a computer system that is commonly referred to as the "brains" of a computer. The CPU is the processor.</p>	<p><b>Week 3:</b></p> <p><b>Antivirus Software:</b> designed to detect and block attacks from malware.</p> <p><b>Firewall:</b> a tool that monitors traffic going into and out of a computer or network, and either allows the traffic to pass through or blocks it.</p> <p><b>Whitelist:</b> only the device addresses on the list are allowed to access the network.</p> <p><b>Blacklist:</b> devices on the list are banned from the network. This is less secure than a whitelist but is easier to maintain.</p> <p><b>Malware:</b> malicious software designed to disrupt or damage a computer system.</p>								
<p><b>Week 4:</b></p> <p><b>Phishing:</b> an attempt by someone to get you to send them personal information, such as usernames, passwords, email addresses and bank account details.</p> <p><b>Electronic mail:</b> a means of sending messages, text, and computer files between computers via the internet.</p> <p><b>Cloud Computing:</b> the delivery of different services through the Internet.</p> <p><b>Cloud Storage:</b> storing data at a remote location online.</p>	<p><b>Week 5:</b></p> <p><b>Sway:</b> is a presentation tool in Microsoft Office, it aims to present to a digital audience.</p> <p><b>Sans Serif font:</b> sans serif design (translated as 'without lines', sans serif typefaces have no protruding tails or strokes on any of the letters). Easy to read on screen.</p> <div data-bbox="846 1121 1377 1406" data-label="Image"> </div>	<p><b>Week 6:</b></p> <p><b>Cc (Carbon Copy):</b> means a copy of the email you are sending will be sent to that address.</p> <p><b>Bc (Blind Copy):</b> a copy of the email you are sending will be sent to that address, but no one receiving the email will see the address in the BCC field.</p> <div data-bbox="1489 1098 2105 1433" data-label="Complex-Block"> <table border="0"> <tr> <td style="border: 1px solid #ccc; padding: 5px; width: 50px; text-align: center;">To</td> <td style="padding-left: 10px;">Who you are sending the email to.</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 5px; width: 50px; text-align: center;">Cc</td> <td style="padding-left: 10px;">Who you are sending a copy of the email to.</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 5px; width: 50px; text-align: center;">Bcc</td> <td style="padding-left: 10px;">Who you are sending a copy of the email too but no one receiving the email knows.</td> </tr> <tr> <td style="padding-left: 10px;"><a href="#">Add a subject</a></td> <td style="padding-left: 10px;">Brief description about the email</td> </tr> </table> </div>	To	Who you are sending the email to.	Cc	Who you are sending a copy of the email to.	Bcc	Who you are sending a copy of the email too but no one receiving the email knows.	<a href="#">Add a subject</a>	Brief description about the email
To	Who you are sending the email to.									
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<a href="#">Add a subject</a>	Brief description about the email									

PSHE	My Body and Me	Year 7 Term 1
<p><b>Week 1:</b> What is PSHE?</p> <p>Personal, Social, Health and Economic (PSHE) Education is a school curriculum subject in England that focuses on strengthening the knowledge, skills, and connections to keep children and young people healthy and safe and prepare them for life and work.</p> <p>School parable of the wise and foolish builder demonstrates that all relationships need to be built on strong foundations.</p> <p>Core values: Honesty, Respect, Empathy, Responsibility</p>	<p><b>Week 2:</b> Healthy diet and obesity</p> <p><b>Balanced diet:</b> is a way of ensuring you eat all the required nutrients for your body to function properly. It isn't the same for everyone. Everyone is different and often, individuals will need a different amount and type of nutrients.</p> <p>People who follow an <b>unhealthy diet</b>, put themselves at risk of a variety of health conditions. These include heart disease, obesity, stress on joints, high blood pressure, diabetes, Breathing problems, Liver disease, Infertility</p>	<p><b>Week 3:</b> Puberty</p> <p><b>Puberty:</b> is the bridge between being a child and becoming an adult. As people go through this transition, the body and feelings change a lot. People also may feel differently about family, friends, and classmates, and view the things that they do in whole new ways.</p> <p>Boys and girls both go through changes during puberty, some of these are emotional and some are physical.</p>
<p><b>Week 4:</b> Mental Health and Wellbeing</p> <p><b>Mental health:</b> every person will have times when they feel down or stressed or frightened. Most of the time those feelings pass. But sometimes they develop into a more serious problem and that could happen to any person. Everyone is different. Some may bounce back from a setback while someone else may feel weighed down by it for a long time.</p> <p>Mental health doesn't always stay the same. It can change as circumstances change and as people move through different stages of their life.</p>	<p><b>Week 5:</b> Consent</p> <p><b>Consent:</b> is agreement that is given willingly and freely without exploitation, threat, or fear, and by a person who has the capacity to give their agreement.</p> <p>Consent should be clear when given, signs of consent can be:</p> <ul style="list-style-type: none"> <li>• Verbal consent</li> <li>• Non-verbal consent</li> </ul>	<p><b>Week 6:</b> Online Relationships</p> <p><b>The law:</b> it is an offence for a person to take, distribute, possess, or publish indecent photographs of a child under 18. This law was created to protect young people.</p> <p>The police work under clear guidance that young people should not be criminalised for sending nude images of themselves.</p> <p>However, it's always wrong to share nude images of another young person without their consent and in cases like this, there is the possibility that the police may get involved.</p>

Physical Education		Invasion Games / Multi-Sports	Year 7	Term 1
<b>Week 1:</b> Maintaining Possession / Support		<b>Week 2:</b> Regaining Possession		<b>Week 3:</b> Go Forward / Continuity
<p><b>Possession:</b> working together to keep the ball.</p> <p><b>Support Play:</b> help the player in possession to advance the position of the ball.</p> <p><b>Invading /creating space:</b> use and manipulate space on the pitch to keep possession.</p>		<p><b>Marking:</b> a 1v1 tactic to prevent an opponent gaining possession.</p> <p><b>Intercepting:</b> preventing pass from being completed.</p> <p><b>Pressure:</b> applying strategies to force a mistake in your opponent's play.</p>		<p><b>Go Forward:</b> finding the best way for you and your team to move the ball forward.</p> <p><b>Continuity:</b> sustaining and keeping momentum in an attacking phase.</p> <p><b>Territory:</b> working together to get in a scoring position.</p>
<b>Week 4:</b> Rules / Officiating / Spirit of play		<b>Week 5:</b> SH Athletics / Multi Sports		<b>Week 6:</b> SH Athletics / Multi Sports
<p><b>Sportsmanship:</b> playing within the rules and spirit of the game.</p> <p><b>Gamesmanship:</b> bending the rules to gain an advantage.</p> <p><b>Etiquette:</b> paying to unwritten rules. Maintaining respect and fairness in the spirit of the game.</p>		<p><b>Balance:</b> retain the centre of mass above the base of support when stationary or moving.</p> <p><b>Agility:</b> change direction quickly, with control.</p> <p><b>Speed:</b> to move all or part of the body quickly.</p> <p><b>Power:</b> to use strength at speed.</p> <p><b>Coordination:</b> to use two or more body parts together.</p>		<p><b>Communication:</b> exchanging information verbally or non-verbally.</p> <p><b>Respect:</b> maintain equality and fair play with teammates and opponents.</p> <p><b>Effort:</b> being determined and committed to be your best.</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.

Maths	Algebraic Thinking	Year 7 Term 1
<b>Week 1: 7 times table</b>	<b>Week 2: Sequences 1</b>	<b>Week 3: Sequences 2</b>
<p>1. Fill in the gaps</p> <p>___ x 7 = 35                      7 x 7 = ___</p> <p>___ x 7 = 84                      7 x ___ = 63</p> <p>7 x ___ = 27                      ___ x 7 = 56</p> <p>___ x 7 = 21                      7 x ___ = 28</p> <p>21 ÷ 7 = ___                      28 ÷ ___ = 7</p> <p>14 x 7 = 10 x 7 + ___ x 7</p> <p>14 x 7 = 12 x 7 + ___ x 7</p> <p>2. There are 7 students in a class. Each student has 4 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 63 biscuits to share between him and his 6 friends. Write a calculation to show how many biscuits each person would get.</p> <p>4. If a number is in the 7 times table, then it is in the 14 times table. TRUE OR FALSE?</p>	<p><b>12, 15, 18, 21, ...</b> +3 +3 +3</p> <p>What is the first term in the sequence?</p> <p>What is the term to term rule?</p> <p>Is the sequence linear? How do you know?</p> <p>What term would come next in the sequence?</p> <p><b>31, 28, 25, 22, ...</b> -3 -3 -3</p> <p>What is the first term in the sequence?</p> <p>What is the term to term rule?</p> <p>Is the sequence linear? How do you know?</p> <p>What term would come next in the sequence?</p>	<p><b>1, 2, 1, 2, 1, ...</b></p> <p>Describe the sequence.</p> <p><b>1, 4, 16, 32, ...</b></p> <p>Explain why the sequence is geometric.</p> <p>Continue the Fibonacci sequence for 3 more terms.</p> <p><b>1, 1, 2, 3, 5, ____, ____, ____, ...</b></p> <p>Numbers arranged from smallest to largest value are in _____ order.</p> <p>Numbers arranged from largest to smallest value are in _____ order.</p> <p>What kind of sequence is this;</p> <p><b>100, 50, 25, 12.5, ....</b></p> <p>How do you know?</p>

Maths	Algebraic Thinking	Year 7 Term 1				
<b>Week 4:</b> Algebraic notation 1	<b>Week 5:</b> Algebraic notation 2	<b>Week 6:</b> Equality and equivalence				
<p>Tick the calculations that are commutative  <math>5 + 8</math>      <math>3 - 2</math>      <math>1.7 \times 5.8</math>      <math>-4 + 8</math></p> <p>A symbol used to represent something we don't know, that can have a range of values, is called a _____.</p> <p>The number that shows the amount of a variable is called a _____.</p> <p>The opposite operation is called the _____.</p> <p style="text-align: center;"><b><math>7y + 12</math></b></p> <p>Which part is the variable?          Which part is the operator?          Which part is the constant?          Which part is the coefficient?          Which part is the expression?          Write down all of the terms.</p>	<p>To _____ is to replace a variable with a value.</p> <p>To _____ is to calculate the value of.</p> <p>Calculate  <math>4^2 = 4 \times 4 =</math>  <math>7^2 =</math></p> <p><b>Fill in the gaps</b></p> <p><math>8y</math> means ____ x <math>y</math></p> <p><math>9k</math> means ____ x <math>k</math></p> <p><math>2.7m</math> means ____ x ____</p> <p><math>\frac{y}{10}</math> means ____ <math>\div 10</math></p> <p><math>\frac{x}{4}</math> means ____ <math>\div 4</math></p> <p><math>\frac{a}{b}</math> means ____ <math>\div</math> ____</p>	<p>Equality means ....</p> <p>The symbol for equal is ...</p> <p>The symbol for not-equal is ...</p> <p>How is an unknown different to a variable?</p> <div style="text-align: center;"> <table border="1" data-bbox="1480 671 1839 852"> <tr> <td colspan="2" style="text-align: center;"><math>37.5</math></td> </tr> <tr> <td style="text-align: center;"><math>13.6</math></td> <td style="text-align: center;"><math>23.9</math></td> </tr> </table> </div> <p>What is the whole?</p> <p>What are the parts?</p> <p>Write the fact family for this bar model.</p> <p>To solve means to ....</p>	$37.5$		$13.6$	$23.9$
$37.5$						
$13.6$	$23.9$					

Week 1: Variation	Week 2: Cell Structure	Week 3: States of Matter
<ol style="list-style-type: none"> <li>1. Put the following in size of order: <b>tissue cell organ organism organ system</b></li> <li>2. What is an organ?</li> <li>3. What is a tissue?</li> <li>4. Define variation.</li> <li>5. What is meant by frequency?</li> <li>6. What is a cell?</li> </ol>	<ol style="list-style-type: none"> <li>1. What does MRS GREN stand for?</li> <li>2. List organelles that are found in an animal cell.</li> <li>3. List three organelles that are found in plant cells but not animal cells.</li> <li>4. What is the function of:               <ol style="list-style-type: none"> <li>a. Nucleus</li> <li>b. Cytoplasm</li> <li>c. Mitochondria</li> <li>d. Cell membrane</li> <li>e. Cell wall</li> <li>f. Ribosome</li> <li>g. Chloroplast</li> <li>h. Vacuole</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. What is meant by state of matter?</li> <li>2. Describe how particles are arranged in a solid.</li> <li>3. Describe how particles are arranged in a liquid.</li> <li>4. Describe how particles are arranged in a gas.</li> <li>5. Name the change of state from a liquid to a gas.</li> <li>6. Name the change of state from a gas to a liquid.</li> </ol>

**Week 4: Elements, Compounds & Mixtures**

1. What is an element? Give an example.
  
2. What is a compound? Give an example.
  
3. What is a mixture? Give an example.
  
4. Define particle.
  
5. What is an atom?

**Week 5: Forces**

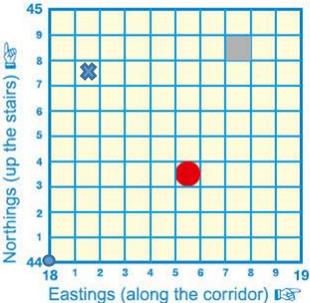
1. What is a force?
  
2. Which piece of equipment is used to measure force?
  
3. What are the units of measurement for force?
  
4. What is meant by a balanced force?
  
5. What is meant by an unbalanced force?

**Week 6: Moments**

1. Define pivot.
  
2. Define moment.
  
3. Which word means the size of a force?
  
4. Which word means to move in the same direction as the hands on a clock?
  
5. Which word means to move in the opposite direction to the hands on a clock?

French	Je me presente (1)	Year 7 Term 1																																																																																										
<b>Week 1:</b> Les opinions	<b>Week 2:</b> Les salutations	<b>Week 3:</b> Les chiffres																																																																																										
<p>Je déteste la danse.</p> <hr/> <p>J'adore la danse.</p> <hr/> <p>Je n'aime pas le vélo.</p> <hr/> <p>J'aime les serpents et les araignées.</p> <hr/> <p>Je n'aime pas la musique.</p> <hr/> <p>Je déteste la glace.</p> <hr/> <p>J'adore la musique.</p> <hr/> <p>I don't like cinema.</p> <hr/> <p>I love dancing and cycling.</p> <hr/> <p>I like video games and music.</p> <hr/> <p>I hate sport and snakes.</p> <hr/>	<p>Translate this conversation in to English.</p> <table border="1" data-bbox="792 293 1444 1433"> <tr> <td data-bbox="792 293 1037 371"><b>Bonjour</b></td> <td data-bbox="1037 293 1444 371"></td> </tr> <tr> <td data-bbox="792 371 1037 450"><i>Salut!</i></td> <td data-bbox="1037 371 1444 450"></td> </tr> <tr> <td data-bbox="792 450 1037 560"><b>Comment t'appelles-tu?</b></td> <td data-bbox="1037 450 1444 560"></td> </tr> <tr> <td data-bbox="792 560 1037 670"><i>Je m'appelle Violet</i></td> <td data-bbox="1037 560 1444 670"></td> </tr> <tr> <td data-bbox="792 670 1037 780"><i>Comment t'appelles-tu?</i></td> <td data-bbox="1037 670 1444 780"></td> </tr> <tr> <td data-bbox="792 780 1037 890"><b>Je m'appelle Thomas</b></td> <td data-bbox="1037 780 1444 890"></td> </tr> <tr> <td data-bbox="792 890 1037 968"><b>Ça-va?</b></td> <td data-bbox="1037 890 1444 968"></td> </tr> <tr> <td data-bbox="792 968 1037 1046"><i>Ça-va mal</i></td> <td data-bbox="1037 968 1444 1046"></td> </tr> <tr> <td data-bbox="792 1046 1037 1125"><i>Ça-va?</i></td> <td data-bbox="1037 1046 1444 1125"></td> </tr> <tr> <td data-bbox="792 1125 1037 1203"><b>Ça-va bien merci.</b></td> <td data-bbox="1037 1125 1444 1203"></td> </tr> <tr> <td data-bbox="792 1203 1037 1281"><b>Quel âge as-tu?</b></td> <td data-bbox="1037 1203 1444 1281"></td> </tr> <tr> <td data-bbox="792 1281 1037 1359"><i>J'ai dix ans.</i></td> <td data-bbox="1037 1281 1444 1359"></td> </tr> <tr> <td data-bbox="792 1359 1037 1433"><b>Au revoir.</b></td> <td data-bbox="1037 1359 1444 1433"></td> </tr> 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French	Je me presente (1)	Year 7 Term 1																		
<b>Week 4:</b> Les mois et les jours de la semaine	<b>Week 5:</b> Avoir	<b>Week 6:</b> Les animaux																		
<p><b>Traduis :</b>            Mon anniversaire c'est le vingt-deux mars.            _____</p> <p>Mon anniversaire c'est le dix-sept février.            _____</p> <p>Mon anniversaire c'est le sept juillet.            _____</p> <p>Mon anniversaire c'est le trente décembre.            _____</p> <p>My birthday is the 18<sup>th</sup> October.            _____</p> <p>My birthday is the 1<sup>st</sup> June.            _____</p> <p>My birthday is the 4<sup>th</sup> January.            _____</p> <p>My birthday is the 23<sup>rd</sup> April.            _____</p>	<p><b>Avoir</b> = _____ (infinitive verb)</p> <p>Complete the grid below.</p> <p>The present tense conjugation is :</p> <table border="1" data-bbox="792 504 1424 1369"> <thead> <tr> <th data-bbox="792 504 1028 603">French</th> <th data-bbox="1028 504 1424 603">English</th> </tr> </thead> <tbody> <tr> <td data-bbox="792 603 1028 695"></td> <td data-bbox="1028 603 1424 695">I have</td> </tr> <tr> <td data-bbox="792 695 1028 791"><b>Tu as</b></td> <td data-bbox="1028 695 1424 791">You have (singular / informal)</td> </tr> <tr> <td data-bbox="792 791 1028 887"><b>Il a</b></td> <td data-bbox="1028 791 1424 887"></td> </tr> <tr> <td data-bbox="792 887 1028 983"></td> <td data-bbox="1028 887 1424 983">She has</td> </tr> <tr> <td data-bbox="792 983 1028 1078"></td> <td data-bbox="1028 983 1424 1078">We have</td> </tr> <tr> <td data-bbox="792 1078 1028 1174"><b>Vous avez</b></td> <td data-bbox="1028 1078 1424 1174"></td> </tr> <tr> <td data-bbox="792 1174 1028 1270"></td> <td data-bbox="1028 1174 1424 1270">They have (male / male + female)</td> </tr> <tr> <td data-bbox="792 1270 1028 1366"><b>Elles ont</b></td> <td data-bbox="1028 1270 1424 1366"></td> </tr> </tbody> </table>	French	English		I have	<b>Tu as</b>	You have (singular / informal)	<b>Il a</b>			She has		We have	<b>Vous avez</b>			They have (male / male + female)	<b>Elles ont</b>		<p><b>Traduis :</b>            J'ai un lapin.            _____</p> <p>J'ai trois chats.            _____</p> <p>J'ai un poisson.            _____</p> <p>J'ai cinq chiens.            _____</p> <p>J'ai une souris.            _____</p> <p>J'ai un oiseau.            _____</p> <p>J'ai une tortue et un hamster.            _____</p> <p>Je n'ai pas d'animal.            _____</p> <p>J'ai un chat et cinq poissons.            _____</p> <p>J'ai un serpent et un cochon d'Inde.            _____</p>
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Geography	What do Geographers do?	Year 7 Term 1
<p><b>Week 1: Key Terms</b></p> <ol style="list-style-type: none"> <li>1. What is a global citizen?</li> <li>2. Define location</li> <li>3. What is population?</li> <li>4. Define urban</li> <li>5. Define rural</li> <li>6. What is the difference between weather and climate?</li> </ol>	<p><b>Week 2: The UK map</b></p> <ol style="list-style-type: none"> <li>1. What is a continent?</li> <li>2. Identify the 4 seas surrounding the UK</li> <li>3. Label the 4 countries in the UK below</li> </ol> 	<p><b>Week 3: Compass</b></p> <ol style="list-style-type: none"> <li>1. What county is Barnsley in?</li> <li>2. Barnsley is _____ of Sheffield</li> <li>3. Barnsley is _____ of Leeds</li> <li>4. Label the compass points below</li> </ol> 
<p><b>Week 4: Relief</b></p> <ol style="list-style-type: none"> <li>1. What is relief?</li> <li>2. What are contour lines?</li> <li>3. What would the contour lines show if the lines were close together?</li> </ol>	<p><b>Week 5: Map Symbols</b></p> <ol style="list-style-type: none"> <li>1. What are symbols used for on a map?</li> <li>2. What is Human Geography?</li> <li>3. What is Physical Geography?</li> <li>4. Label the map symbols below</li> </ol> 	<p><b>Week 6: Conflict in the Middle East</b></p> <ol style="list-style-type: none"> <li>1. What is the 6 figure grid reference of the square?</li> <li>2. What is the 6 figure grid reference of the x?</li> </ol> 

<b>History</b>	<b>Yorkshire through time</b>	<b>Year 7</b>	<b>Term 1</b>
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**Week 1: Keywords and the Romans**

What does chronology mean?

Put the following events in chronological order;

Dates not in chronological order	The correct chronological order
1937 CE	
410 CE	
2022 CE	
1066 CE	
897 BCE	
100 BCE	
1876 CE	

When did the Romans rule England?

Give 3 facts about the Roman Bangle Lady



**Week 2: Vikings in Yorkshire**

When did the Vikings rule parts of England?

Where did the Vikings come from and where did they attack?

Draw the invasion route on the map



What was the Danelaw?

What was the most important city in the Danelaw?

**Week 3: Tudors in Yorkshire**

When was the Early Modern period?

Create a definition for the two key terms below;

Dissolution of the monasteries

Pilgrimage of Grace

Add 2 facts about Fountains Abbey

History	Yorkshire through time	Year 7 Term 1														
<b>Week 4: Industrial Revolution in Yorkshire</b>	<b>Week 5: Miners' strikes in Yorkshire</b>	<b>Week 6: Key Historical skills</b>														
<p>When was the Industrial period?</p> <p>Who were the Luddites?</p> <p>What happened to the cities in the Industrial period?</p> <p>What new form of transport was introduced to the cities?</p> <p>What problems were there with Industrial cities?</p> <p>Draw a city in the Industrial period below;</p>	<p>When did the miners strikes happen?</p> <p>What decade to the strikes happen in?</p> <p>What century did the strikes happen in?</p> <p>Who was Prime minister at the time of the strikes?</p> <p>What was the NUM?</p> <p>What is a scab?</p> <p>Describe what happened at Orgreave?</p>	<p>Match the key term to the definition</p> <table border="1" data-bbox="1599 277 2141 683"> <tr> <td><b>Continuity</b></td> <td>Someone's explanation of past.</td> </tr> <tr> <td><b>Cause</b></td> <td>To remain the same</td> </tr> <tr> <td><b>Change</b></td> <td>Great or important</td> </tr> <tr> <td><b>Significance</b></td> <td>an account of someone's life written by themselves.</td> </tr> <tr> <td><b>Autobiography</b></td> <td>To explain why something happened</td> </tr> <tr> <td><b>Interpretation</b></td> <td>To make or become different</td> </tr> <tr> <td><b>Consequence</b></td> <td>To analyse the effect or impact</td> </tr> </table> <p>Write 3 sentences about Yorkshire using a key term from the list on your knowledge organise <i>e.g There has been continuity in Yorkshire as even in the Roman era there was a multicultural society as the Roman Bangle Lady was of African descent.</i></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<b>Continuity</b>	Someone's explanation of past.	<b>Cause</b>	To remain the same	<b>Change</b>	Great or important	<b>Significance</b>	an account of someone's life written by themselves.	<b>Autobiography</b>	To explain why something happened	<b>Interpretation</b>	To make or become different	<b>Consequence</b>	To analyse the effect or impact
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**Week 1: Creation**

How many days do Christians believe it took God to create the Earth?

Who were the first humans in Christianity?

What is a sin?

Explain what the original sin was;

**Week 2: Noah**

Draw a storyboard in this box showing the story of Noah


**Week 3: Abraham**

What does monotheistic mean?

Create a profile for Abraham;

<p>Name:</p>
<p>Importance:</p>
<p>Family:</p>

What is a sacrifice?

**Week 4: Moses**

Create a profile for Moses;

Name:

Importance:

Major events:

What were the 10 commandments?

**Week 5: The Torah**

What is the Torah?

That is the Torah known as?

What do Jewish people believe about the Torah?

How is the Torah treated?

**Week 6: Jesus**

Create a profile for Jesus;

Name:

Importance:

Family:

What are some important messages or parables given by Jesus?

Computing		Cyber Security and me	Year 7	Term 1
<b>Week 1:</b>		<b>Week 2:</b>		<b>Week 3:</b>
<ol style="list-style-type: none"> <li>1. If a username is non-attributable, what does it mean?</li> <li>2. What is a password?</li> <li>3. Define a hacker.</li> <li>4. Define a brute force attack.</li> <li>5. What is two factor authentication?</li> </ol>		<ol style="list-style-type: none"> <li>1. List as many pieces of hardware you can think of.</li> <li>2. Define software</li> <li>3. What does RAM stand for?</li> <li>4. Define non-volatile memory.</li> <li>5. What is a CPU commonly referred as?</li> </ol>		<ol style="list-style-type: none"> <li>1. Define antivirus software.</li> <li>2. What is the purpose of a firewall?</li> <li>3. What does a whitelist allow?</li> <li>4. Which is more secure a whitelist or a blacklist?</li> <li>5. Define malware.</li> </ol>

<b>Computing</b>		<b>Cyber Security and me</b>	<b>Year 7</b>	<b>Term 1</b>
<b>Week 4:</b>		<b>Week 5:</b>		<b>Week 6:</b>
<ol style="list-style-type: none"> <li>1. Define phishing.</li> <li>2. What does email stand for?</li> <li>3. How do you access services on cloud computing?</li> <li>4. If you are using cloud storage, where is your data stored?</li> </ol>		<ol style="list-style-type: none"> <li>1. What type of audience would view a Sway presentation?</li> <li>2. Describe the difference between a serif and a sans serif font.</li> </ol>		<ol style="list-style-type: none"> <li>1. What is meant by carbon copy on an email?</li> <li>2. What does Bc stand for on an email?</li> <li>3. What would you write in the subject field of an email?</li> </ol>