

Knowledge Organiser

Year 7 Term 2

Name:	Form group:	Masters of Recall Big Quiz:
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Spellings

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>characterisation- the creation of a fictional character.</p> <p>perspective- a particular attitude towards something; a point of view.</p> <p>chronology- events or dates in the order of when they happened.</p> <p>atmosphere- the tone or mood of a place or situation.</p> <p>melancholy- a feeling of extreme sadness, typically with no obvious cause.</p>	<p>methods- writer's methods are techniques used to have a specific effect on the reader.</p> <p>genre- a style, especially in literature, that involves a particular set of characteristics.</p> <p>desolate- feeling or showing great unhappiness or loneliness.</p> <p>narrator- the person telling the story.</p> <p>eerie- something strange or frightening.</p>	<p>sombre- dark in colour or a feeling of deep seriousness and sadness.</p> <p>tumultuous- making an uproar or loud, confused noise.</p> <p>metaphor- a direct comparison to something else but which is not literally valid.</p> <p>peculiar- different to what is normal or expected; strange.</p> <p>sinister- the impression that something evil is happening or will happen.</p>	<p>aghast- filled with shock or horror.</p> <p>pallid- can be used to describe someone as pale, typically because of poor health.</p> <p>imagery- techniques which create an image in the reader's head.</p> <p>trepidation- a feeling of fear or anxiety about something that may happen.</p> <p>tentatively- in a way that shows you are not certain or confident about something.</p>	<p>antediluvian- incredibly old fashioned.</p> <p>murmur- a softly spoken or almost inaudible comment.</p> <p>evade- to escape or avoid (someone or something), especially by trickery or slyness.</p> <p>concealment- the action of hiding something or preventing it from being known.</p> <p>structure- narrative structure refers to how a story is ordered and shaped.</p>	<p>purpose- the reason for which something is done or created.</p> <p>abstruse- difficult to understand.</p> <p>dilemma- a situation in which a difficult choice has to be made between two or more options.</p> <p>grotesque- strange and unpleasant, especially in a silly or slightly frightening way.</p> <p>oppressive- causing people to feel worried and uncomfortable.</p>



Look

Look at the information carefully.

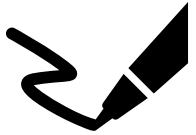
Read it three times.

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	Gothic Writing	Year 7 Term 2
<p>Week 1: vocabulary</p> <p>modification: changing the quality of nouns or verbs using additional information, usually adjectives and adverbs.</p> <p>expansion: adding clauses and phrases to sentences to make them more complex.</p> <p>speech marks: "character speech" - punctuation marks for <i>direct speech</i> to show that someone is speaking, e.g. She said, "I don't like cheese." You could write the same thing as <i>indirect speech</i> without using speech marks, e.g. She said she didn't like cheese. CAREFUL: we use "DOUBLE" marks for direct speech, and 'SINGLE' for quotations (like in Literature essays).</p>	<p>Week 2: target sentences</p> <p>Comma sandwich <i>'The sun, which had been absent for days, shone steadily in the sky.'</i></p> <p>Three verb sentence <i>'The monster pushed, crashed, smashed its way through.'</i></p> <p>Never did... , than... <i>'Never did the sun go down with a brighter glory in the quiet corner of Soho, than one memorable evening when the doctor and his daughter sat under the tree together.'</i></p> <p>Adjectives at the start of the sentence <i>'Cold and hungry, Martin waited for someone to take pity on him.'</i></p>	<p>Week 3: sentence crafting and accuracy</p> <p>fragmentation: an incomplete sentence because it is missing a subject or verb or both.</p> <p>run-on: where two or more full sentences are elided together without full stops to separate them.</p> <p>syntax: the order of words in a sentence.</p> <p>tense: the state of a verb which shows whether something is happening in the present, past or future.</p> <p>clause punctuation: how you use full stops, question marks, exclamation marks, commas, colons, and semi-colons to separate clauses from each other, or show relationships between them.</p>
<p>Week 4: grammar Knowledge</p> <p>active voice: a sentence that focuses on the person or object that is performing the action, e.g. <i>The dog ate the bone.</i> This sentence focuses on the dog because it is the one eating.</p> <p>passive voice: a sentence that focuses on the person or object that <i>experiences</i> the action, rather than the person or object that <i>performs</i> the action, e.g. <i>The dog ate the bone</i> (ACTIVE voice) becomes: <i>the bone was eaten by the dog</i> (PASSIVE voice).</p> <p>paragraph and sentence length: this affects the way we read a text, how much detail the reader is given, and enables the writer to place emphasis on key ideas.</p>	<p>Week 5: structure</p> <p>focus/ focus shifts: what the author is focusing on in their writing (what the reader is drawn to).</p> <p>contrast: using images or ideas that are very different to each other to create an effect.</p> <p>pace: how quickly events or ideas unfold or change.</p> <p>time and place: when and where something is happening.</p> <p>repetition and pattern: when words, phrases or ideas are used again for effect to create meaning.</p>	<p>Week 6: ways to start a story</p> <ol style="list-style-type: none"> Action: where the characters are in the middle of things; a dramatic point in the story. Character development: where we learn information about the main character through inner monologue. Setting: where we learn information about where the character is. Dialogue: shows a conversation between two or more people. Foreshadowing: where we get hints/clues about what might happen later in the plot.

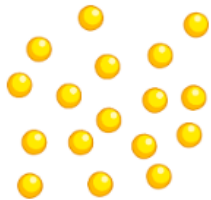
Week 4: Atoms, Elements and Compounds

atom a small particle that makes up all matter




element a substance that contains only one type of atom

e.g. nitrogen (N₂), oxygen (O₂) or helium (He₂)



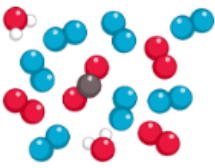
compound a substance that contains two or more different types of atoms chemically joined

e.g. carbon dioxide (CO₂) or water (H₂O)



mixture 2 or more substances that are not joined together - the substances can be elements, compounds, or both

e.g. air is a mixture of the elements oxygen (O₂) and nitrogen (N₂) as well as the compound carbon dioxide (CO₂)



Week 5: Forces

force a push or pull effect that can cause a change in shape, direction, or speed of an object

magnitude the size of a quantity of a measurement

speed the rate at which an object moves

acceleration the rate of change of speed

resistance the measure of how much something is opposed

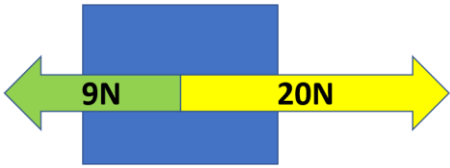
newton (N) the unit of measurement for force

particle a single unit of a substance such as an atom or a molecule

The diagram below shows balanced forces acting upon an object. The object is stationary (not moving) or travelling at a constant speed.



The diagram below shows unbalanced forces acting upon an object. Because the force to the right is larger, the object will move to the right.



Week 6: Speed

constant speed when the speed of an object remains the same

stationary to remain still, completely immobile

distance time graph a method of representing the motion (movement) of an object

mean the average of the numbers found by adding up all the numbers and dividing by how many there are

conclusion a summary of an experiment that discusses the results and whether they support the prediction

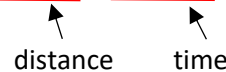
reliable all data points in a repeat are similar / a small range in results

The equation to calculate speed is:
speed (m/s) = distance (m) ÷ time (s)

Example speed calculation:

meters (m)
 seconds (s)

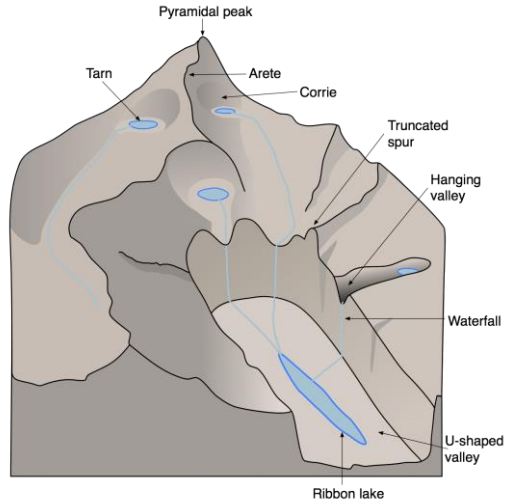
A car travelled 20 meters in 10 seconds, calculate its speed.



Speed (m/s) = distance (m) ÷ time (s)
 Speed (m/s) = 20 meters ÷ 10 seconds
 Speed (m/s) = 2


The speed of the car is 2 meters per second (m/s)

French		Je me présente (2)		Year 7	Term 2																																																			
Week 1: Ma famille		Week 2: Possessive adjectives		Week 3: Avoir																																																				
<p>dans ma famille il y a... in my family there is...</p> <p>ma mère / ma belle-mère my mum / my step-mum ma sœur / ma demi-sœur my sister / my half-sister ma tante my auntie ma grand-mère my grandmother</p> <p>mon père / mon beau-père my dad / my step-dad mon frère / mon demi-frère my brother / my half-brother mon oncle my uncle mon grand-père my grandfather mes parents my parents mes grand-parents my grandparents</p>		<p>The possessive adjective lets us know who 'owns' the noun. It translates as 'my', 'your', 'his/her' etc. The possessive adjective depends on the gender of the noun you are talking about NOT who is talking.</p> <table border="1"> <thead> <tr> <th></th> <th>Masculine</th> <th>Feminine</th> <th>Plural</th> </tr> </thead> <tbody> <tr> <td>My</td> <td>mon</td> <td>ma</td> <td>mes</td> </tr> <tr> <td>Your</td> <td>ton</td> <td>ta</td> <td>tes</td> </tr> <tr> <td>His / her</td> <td>son</td> <td>sa</td> <td>ses</td> </tr> </tbody> </table>			Masculine	Feminine	Plural	My	mon	ma	mes	Your	ton	ta	tes	His / her	son	sa	ses	<p>avoir = to have (infinitive verb) The present tense conjugation is :</p> <table border="1"> <thead> <tr> <th>French</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>j'ai</td> <td>I have</td> </tr> <tr> <td>tu as</td> <td>you have (singular / informal)</td> </tr> <tr> <td>il a</td> <td>he has</td> </tr> <tr> <td>elle a</td> <td>she has</td> </tr> <tr> <td>on a</td> <td>We have</td> </tr> <tr> <td>nous avons</td> <td>we have</td> </tr> <tr> <td>vous avez</td> <td>you have (plural / formal)</td> </tr> <tr> <td>ils ont</td> <td>they have (male / male + female)</td> </tr> <tr> <td>elles ont</td> <td>they have (female)</td> </tr> </tbody> </table> <p>Nous avons un oiseau. = We have a bird. Il a trois lapins. = He has three rabbits.</p>		French	English	j'ai	I have	tu as	you have (singular / informal)	il a	he has	elle a	she has	on a	We have	nous avons	we have	vous avez	you have (plural / formal)	ils ont	they have (male / male + female)	elles ont	they have (female)															
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Week 4: Les cheveux et les yeux		Week 5: La personnalité		Week 6: Être																																																				
<p>J'ai les cheveux... I have...hair</p> <p>marron brown noirs black blonds blonde gris grey roux ginger courts short mi-longs mid-length longs long frisés curly raides straight</p> <p>J'ai les yeux... I have...eyes</p> <p>bleus blue bruns brown verts green</p>		<p>Je dirais que je suis... I would say that... Je pense que je suis... I think that I am...</p> <table border="1"> <thead> <tr> <th>Masculine spelling</th> <th>Feminine spelling</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>drôle</td> <td>drôle</td> <td>funny</td> </tr> <tr> <td>sympa</td> <td>sympa</td> <td>nice</td> </tr> <tr> <td>gentil</td> <td>gentille</td> <td>kind</td> </tr> <tr> <td>amusant</td> <td>amusante</td> <td>fun</td> </tr> <tr> <td>barbant</td> <td>barbante</td> <td>boring</td> </tr> <tr> <td>bavard</td> <td>bavarde</td> <td>chatty</td> </tr> <tr> <td>intelligent</td> <td>intelligente</td> <td>intelligent</td> </tr> <tr> <td>curieux</td> <td>curieuse</td> <td>curious</td> </tr> <tr> <td>généreux</td> <td>généreuse</td> <td>generous</td> </tr> <tr> <td> paresseux</td> <td> paresseuse</td> <td>lazy</td> </tr> </tbody> </table>		Masculine spelling	Feminine spelling	Meaning	drôle	drôle	funny	sympa	sympa	nice	gentil	gentille	kind	amusant	amusante	fun	barbant	barbante	boring	bavard	bavarde	chatty	intelligent	intelligente	intelligent	curieux	curieuse	curious	généreux	généreuse	generous	 paresseux	 paresseuse	lazy	<p>être = to be (infinitive verb) The present tense conjugation is :</p> <table border="1"> <thead> <tr> <th>French</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>je suis</td> <td>I am</td> </tr> <tr> <td>tu es</td> <td>you are (singular / informal)</td> </tr> <tr> <td>il est</td> <td>he is</td> </tr> <tr> <td>elle est</td> <td>she is</td> </tr> <tr> <td>nous sommes</td> <td>we are</td> </tr> <tr> <td>vous êtes</td> <td>you are (plural / formal)</td> </tr> <tr> <td>ils sont</td> <td>they are (male / male + female)</td> </tr> <tr> <td>elles sont</td> <td>they are (female)</td> </tr> </tbody> </table> <p>Je suis petit / petite. I am small. Tu es grand / grande. You are tall. Il est de taille moyenne. He is average height.</p>		French	English	je suis	I am	tu es	you are (singular / informal)	il est	he is	elle est	she is	nous sommes	we are	vous êtes	you are (plural / formal)	ils sont	they are (male / male + female)	elles sont	they are (female)
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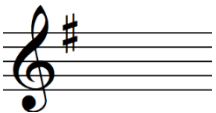

Geography	Glaciation	Year 7 Term 2
<p>Week 1: Key terms</p> <p>glacier: a huge block of ice made up of snow which has been compressed into ice over many years.</p> <p>accumulation: the build up of snow on a glacier.</p> <p>ablation: the natural melting of ice</p> <p>thaw: to change from a solid state to a liquid state.</p> <p>There are three types of rock.</p> <ul style="list-style-type: none"> • Igneous • Granite • Sedimentary 	<p>Week 2: Erosional processes</p> <p><u>Erosional Processes:</u></p> <p>erosion: the wearing away of material and removing it.</p> <p>plucking: when rock freezes onto the ice and its dragged along.</p> <p>abrasion: when plucked rocks rub against the Earth's surface.</p> <p>freeze thaw weathering: water freezing inside a crack, the water expands causing it to crack increase in size.</p>	<p>Week 3: Glacial features</p> 
<p>Week 4: Formation of a corrie</p> <p>Formation of a corrie.</p> <p>Step 1: snow accumulates in a hollow, more snow fall on top which gets compressed, freezes. This creates a glacier.</p> <p>Step 2: the mass of the glacier causes rotational slip. The glacier plucks rock away, steepening the back wall of the hollow.</p> <p>Step 3: freeze thaw weathering attacks the back wall, rocks fall into the base of the glacier.</p> <p>Step 4: the loose rock is transported by the glacier. This creates friction through abrasion on the base of the hollow, making it deeper.</p>	<p>Week 5: Depositional processes</p> <p>transportation: the movement of material from one place to another by a glacier, sea or river.</p> <p>deposition: material is dropped due to a loss of energy by a river or glacier.</p> <p>moraine: glacial till and material deposited by the glacier.</p> <p>terminal moraine: glacial till deposited at the snout of the glacier.</p> <p>lateral moraine: glacial till deposited at the side of the glacier.</p>	<p>Week 6: Human activity in the Lake District</p> <p>Advantages of tourism:</p> <ul style="list-style-type: none"> • Tourism gives people who live in towns an opportunity to enjoy the countryside which improves their mental well being. • Creates a huge number of jobs. • Tourists spend a large amount of money in local businesses. <p>Disadvantages of tourism:</p> <ul style="list-style-type: none"> • Tourist developments can damage animal habitats. • Tourism is seasonal employment. • Recreational activity may damage fragile environments for example, soil erosion can interfere with flora and fauna

History	The Normans	Year 7	Term 2
Week 1: Key Terms	Week 2: Key Terms	Week 3: Key People	
<p>invasion: invading a country or region with an armed Force</p> <p>peasant: poor people who work the land</p> <p>hierarchy: a system or organization in which people or groups are ranked one above the other according to status or authority</p> <p>conflict: serious disagreement or argument or a war</p> <p>heir: the next in line for a position such as a king</p> <p>harrying: to harass, annoy, or repeatedly attack</p>	<p>surrender: to give up, an army may surrender in a battle, which means they have lost the battle.</p> <p>tapestry: a picture made from thread</p> <p>chronicle: A factual written account of important or historical events</p> <p>primary Source: a source from the time period of the event</p> <p>secondary Source: a source from a long time after the event produced by someone who was not there</p> <p>monarch: a King or Queen</p>	<p>Edward the Confessor: Saxon king of England until 1066, a Saxon</p> <p>King Harald Hardrada (the Ruthless) of Norway, a Viking</p> <p>William, Duke of Normandy also know as William the Conqueror, a Norman</p> <p>Earl Harold Godwinson: briefly King of England in 1066, a Saxon</p>	
Week 4: Battle of Fulford and Stamford Bridge	Week 5: Battle of Hastings	Week 6: Norman Control	
<p>success: from the Latin to follow into a position of power</p> <p>Witan: the council of men who chose and advised the Anglo- Saxon Kings</p> <p>Anglo-Saxons: settlers from the German regions of Angeln and Saxony, who made their way over to Britain after the fall of the Roman Empire around AD 410.</p> <p>Vikings: from Norway and Denmark attacked successfully in 793CE at Lindisfarne</p>	<p>Normans: a member of a group of people from northern France, especially those who invaded England in 1066 and became its rulers.</p> <p>Retreat: withdraw from enemy forces as a result of their superior power or after a defeat.</p> <p>cavalry: a group of soldiers who fight on horses.</p> <p>Bayeux tapestry: a picture made from thread, showing the events of 1066. Produced by the Normans.</p>	<p>motte and Bailey Castles: easy to build castles that protected the Norman invaders</p> <p>doomsday Book: survey to research the wealth and land in England</p> <p>feudal system: a system to control the land</p> <p>Harrying of the North: William attacked and destroyed large areas of the north of England</p>	

Religious Studies		Abrahamic Faiths	Year 7	Term 2
Week 1: Crucifixion		Week 2: Resurrection		Week 3: The life of Muhammad
<p>Crucifixion: an ancient form of execution in which a person was nailed or bound to a cross.</p> <p>When on Earth, Jesus told everyone that he was the saviour and showed how to live a good Christian life. He was sentenced to death by crucifixion after being found guilty of treason.</p> <p>Treason: the crime of betraying one's country, especially by attempting to kill or overthrow the sovereign or government.</p> <p>Jesus was killed on the Hill of Golgotha alongside two criminals.</p>		<p>Resurrection: Christians believe that Jesus resurrected (came back) from the dead 3 days after his death.</p> <p>He appeared to his disciples for 40 days after the resurrection, and then rose to heaven to join his Father.</p> <p>Ascension: the action of rising to an important position or a higher level.</p>		<p>Key beliefs in Islam:</p> <ul style="list-style-type: none"> • Followers of Islam are called Muslims. • Muslims worship in a Mosque and follow the teachings of their holy book, the Qur'an. • Islam is a monotheistic religion – they believe in one true God, Allah. <p>Muhammad: Muhammad was the final Prophet of Islam—the 'seal of the Prophets'. He was sent to spread Allah's messages and show the ideal human behaviour.</p>
Week 4: The life of Muhammad		Week 5: the Qur'an		Week 6: the Qur'an
<p>Prophet: Muslims believe that Prophets are individuals who were sent by God to spread the message of Islam on Earth and to show ideal human behaviour.</p> <p>Makkah: the holy City in Islam located in Saudi Arabia. Where the Qur'an was revealed.</p>		<p>Revelation: the divine or supernatural disclosure to humans of something relating to human existence.</p> <p>Qur'an: The Qur'an is the Islamic holy book which contains many teachings and laws for Muslims to follow.</p> <ul style="list-style-type: none"> • The Qur'an is treated with a great amount of respect as it is the word of God. • Kept on the highest shelf as a mark of respect. • Muslims will not eat, drink or speak when the Qur'an is being read. 		<p>Hafiz: a Muslim who has memorised the Qur'an.</p> <p>Wudu: Muslims will perform wudu (washing) before worshipping using the Qur'an.</p>

Computing	Can you reach the goal?	Year 7 Term 2																										
<p>Week 1: scratch Introduction</p> <p>algorithm: is a list of rules to follow to solve a problem.</p> <p>code: program instructions</p> <p>sprite: an animated object, separate from the background of the game. Example:</p> 	<p>Week 2: sequence</p> <p>sequence: The order which the computer will run code, one line at a time. (One of the building blocks of coding.)</p> <p>Boolean: an expression used in computer programming that can result in either true or false.</p> <p>coordinates: coordinates are used to identify a specific point on the stage area. Using X, (left to right) and Y (up and down). The center point is written as (0,0).</p>	<p>Week 3: selection</p> <p>selection: a decision made by a computer choosing what code should be run when certain conditions are met. One of the building blocks of coding.</p> <p>variable: a value that can change depending on conditions in the program, for example, the score of a variable.</p> <p>condition: also known as IF-THEN. For example IF the dragon sprite touches the key sprite, THEN add 1 point to the score.</p>																										
<p>Week 4: iteration</p> <p>iteration: when a section of code is repeated several times. Also known as forever loop. (One of the building blocks of coding)</p> <p>operators: Symbols used to represent actions, such as (>) greater than (<) less than (=) equal to.</p> <p>boolean expressions: sometimes you will want to use the additional expressions, AND, OR, NOT</p> <p>loop: repeats a specific sequence of programmed instructions.</p>	<p>Week 5: comparison operators</p> <p>comparison operators:</p> <table border="1" data-bbox="844 938 1384 1337"> <thead> <tr> <th>Expression:</th> <th>Boolean term:</th> </tr> </thead> <tbody> <tr> <td>Equals</td> <td>=</td> </tr> <tr> <td>Greater than</td> <td>></td> </tr> <tr> <td>Less than</td> <td><</td> </tr> <tr> <td>Greater than or equal to</td> <td>>=</td> </tr> <tr> <td>Less than or equal to</td> <td><=</td> </tr> <tr> <td>Does not equal</td> <td><></td> </tr> <tr> <td>And</td> <td>AND</td> </tr> <tr> <td>Or</td> <td>OR</td> </tr> <tr> <td>Not</td> <td>NOT</td> </tr> </tbody> </table>	Expression:	Boolean term:	Equals	=	Greater than	>	Less than	<	Greater than or equal to	>=	Less than or equal to	<=	Does not equal	<>	And	AND	Or	OR	Not	NOT	<p>Week 6: boolean operators</p> <p>boolean operators:</p> <table border="1" data-bbox="1480 938 2107 1406"> <tbody> <tr> <td>AND</td> <td>TRUE if both conditions are correct, FALSE if either incorrect: $15 > 13$ AND $12 > 7$ TRUE (15 is greater than 13 AND 12 is greater than 7) $15 < 13$ AND $12 > 7$ FALSE (15 is less than 13 AND 12 is greater than 7)</td> </tr> <tr> <td>OR</td> <td>TRUE if either condition is correct: $15 < 13$ OR $12 > 7$ TRUE (15 is less than 13 OR 12 is greater than 7)</td> </tr> <tr> <td>NOT</td> <td>Reverses the expression: $15 > 13$ TRUE (15 is greater than 13) NOT $15 > 13$ FALSE (15 is NOT greater than 13)</td> </tr> </tbody> </table>	AND	TRUE if both conditions are correct, FALSE if either incorrect: $15 > 13$ AND $12 > 7$ TRUE (15 is greater than 13 AND 12 is greater than 7) $15 < 13$ AND $12 > 7$ FALSE (15 is less than 13 AND 12 is greater than 7)	OR	TRUE if either condition is correct: $15 < 13$ OR $12 > 7$ TRUE (15 is less than 13 OR 12 is greater than 7)	NOT	Reverses the expression: $15 > 13$ TRUE (15 is greater than 13) NOT $15 > 13$ FALSE (15 is NOT greater than 13)
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PSHE	My Body and Me	Year 7 Term 2
<p>Week 1: eating disorders</p> <p>Eating disorder: any of a range of psychological disorders characterized by abnormal or disturbed eating habits (such as anorexia nervosa).</p> <p>Anorexia Nervosa: trying to control your weight by not eating enough food, exercising too much, or doing both</p> <p>Bulimia: losing control over how much you eat and then taking drastic action to not put on weight binge eating disorder (BED) – eating large portions of food until you feel uncomfortably full</p> <p>Anyone can get an eating disorder, but teenagers between 13 and 17 are mostly affected. With treatment, most people can recover from an eating disorder.</p>	<p>Week 2: young carers</p> <p>Young carer: a young carer is under 25 and helps to look after a relative with a disability, illness, mental health condition, or drug or alcohol problem.</p> <p>If you're a young carer, you probably look after one of your parents or care for a brother or sister. You may do extra jobs in and around the home, such as cooking, cleaning or helping someone get dressed and move around.</p> <p>You may also give a lot of physical help to a parent, brother or sister who's disabled or ill. Along with doing things to help your brother or sister, you may be giving them and your parents emotional support, too.</p>	<p>Week 3: disability</p> <p>Equality: the state of being equal, especially in status, rights, or opportunities.</p> <p>The Equality Act 2010 says that you must not be discriminated against because:</p> <ul style="list-style-type: none"> • You have a disability • Someone thinks you have a disability • You are connected to someone with a disability
<p>Week 4: personal hygiene</p> <p>Hygiene: conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.</p> <p>Good personal hygiene: involves keeping all parts of the external body clean and healthy. It is important for maintaining both physical and mental health.</p> <p>In people with poor personal hygiene, the body provides an ideal environment for germs to grow, leaving it vulnerable to infection.</p> <p>To keep clean you must:</p> <ul style="list-style-type: none"> • wash their hands after going to the toilet • wash their face every day • have a bath or shower at least twice a week • brush their teeth twice a day 	<p>Week 5: stress</p> <p>Stress: a state of mental or emotional strain or tension resulting from adverse or demanding circumstances.</p> <p>Stress is the body's reaction to feeling threatened or under pressure. It's very common, can be motivating to help us achieve things in our daily life, and can help us meet the demands of home, work and family life.</p> <p>How to deal with stress:</p> <ul style="list-style-type: none"> • going for a walk • listen to music • see family and friends • split up big tasks • plan ahead 	<p>Week 6: anger management</p> <p>Anger: a strong feeling of annoyance, displeasure, or hostility.</p> <p>Symptoms of anger: Anger can cause many different symptoms. It might affect how you feel physically or mentally, or how you behave.</p> <p>Some people become aggressive towards others when they're angry. Other people hide their anger and may take it out on themselves.</p> <p>How to deal with anger:</p> <ul style="list-style-type: none"> • do something different • exercise • talk about it • write down your feelings

Music	Piano Technique	Year 7 Term 2
<p>Week 1: clefs & bars</p>  <p>treble clef: represents notes played above a middle C. Played with right hand.</p>  <p>bass clef: represents notes played below a middle C. Played with left hand.</p>  <p>Bar: how we split music up.</p>	<p>Week 2: accidentals</p>  <p>sharp: raises the pitch of a note by a semitone. Played as the black note to the right.</p>  <p>flat: lowers the pitch of a note by a semitone. Played as the black note to the left.</p>  <p>natural: cancels out a flat or sharp. Played as the normal white note.</p>	<p>Week 3: time signatures</p> <p>Time signature: tells us how many beats are in a bar.</p>  <p>44: tells us there are 4 beats in a bar.</p>  <p>34: tells us there are 3 beats in a bar.</p>
<p>Week 4: keys</p> <p>key signature: tells us which notes will always be flat or sharp.</p>  <p>G major: there is only one sharp in this key signature (F#).</p>  <p>B flat major: there are 2 flats in this key signature, B flat and E flat.</p>	<p>Week 5: playing technique</p> <p>posture: how you sit or stand when playing.</p> <p>finger positions: where you should place your fingers on the piano to play accurately.</p>	<p>Week 6: musicianship skills</p> <p>ensemble: a group of musicians playing together.</p> <p>accuracy: playing your musical part correctly.</p> <p>fluency: playing your musical part with not stopping or hesitation.</p> <p>timing: synchronised playing across your parts, everyone keeps to the beat.</p>

Design and Technology		Year 7	Term 2
<p>Week 1: Timbers</p> <p>hardwoods: come from trees that grow slowly, and their wood is generally very strong and durable.</p> <p>softwoods: come from trees that grow faster than hardwood trees, and their wood is generally softer and lighter.</p> <p>manufactured timbers: wood that has been cut up and glued back together to improve its properties.</p>	<p>Week 2: Design Briefs and Design Specifications</p> <p>design brief: the statement a client gives to a designer outlining what they want their product to be like.</p> <p>design specification: a list of criteria your product needs to address.</p>	<p>Week 3: Sketching Initial Ideas</p> <p>3D sketch: a 2D sketch just shows height and width, whereas a 3D sketch shows height, width and depth.</p> <p>freehand sketching: the process of sketching without the use of aids, such as rulers and compasses.</p> <p>hatching: the technique used to create tonal effects when sketching by drawing closely spaced parallel lines.</p>	
<p>Week 4: CAD and CAM</p> <p>CAD: stands for Computer Aided Design. CAD enables you to create drawings and 3D models of your design on a computer.</p> <p>CAM: stands for Computer Aided Manufacture. CAM enables you to make your design using machines like 3D printers and laser cutters.</p>	<p>Week 5: Pewter Casting</p> <p>casting mould: the hollow container used to give shape to the molten liquid material when it cools and hardens.</p> <p>The casting process:</p> <ul style="list-style-type: none"> • The pewter is heated in the ladle until molten. • The molten pewter is then carefully poured into the mould and left to cool. 	<p>Week 6: Hand Tools</p> <p>junior hacksaw: used to make small and fine cuts in a range of materials, including timbers and plastics, but most commonly metals.</p> <p>centre punch: used to mark the centre point of a hole when drilling.</p> <p>hand file: used to remove fairly small amounts of material and smooth the edges.</p>	

ART	ART & DESIGN – KEY CONCEPTS	Year 7	Term 1 and 2
<p>Week 1: pillar of art – what is drawing?</p> <p>drawing: a picture or diagram made with a pencil, pen, or crayon rather than paint</p> <p>Drawing and mark making can be used to:</p> <ol style="list-style-type: none"> Record observations about a subject Experiment with formal elements such as line and colour Developing your understanding of line, tone, and colour Express motions and abstract ideas 	<p>Week 2: keyword – realism</p> <p>realism: the quality or fact of representing a person or thing in a way that is accurate and true to life.</p> <p>Realistic artworks show the viewer a scene from real life as if through a window.</p> <p>However, the term is also generally used to describe artworks painted in a realistic almost photographic way</p> <p>This representation of the world, presenting to the viewer even harsh and ugly subject matter, when necessary, is what makes Realism its own school of art.</p>	<p>Week 3: keyword- observation</p> <p>observation: the practice of looking closely at something</p> <p>By looking continually from what you are drawing, to the piece of paper and back again, you will be able to draw far more accurately than if you are trying to imagine or remember your subject.</p> <p>You will be able to concentrate on key features and record details of shape, proportion, and tone. By doing this you will draw what you see rather than what you think you see</p>	
<p>Week 4: keyword: grid method of drawing</p> <p>The grid method of drawing allows you to produce an accurate line drawing by reducing your subject to a series of small squares.</p>	<p>Week 5: artist– chuck close</p> <p>Chuck Close is known for his innovative conceptual portraiture, depicting his subjects, which are transposed from photographs, into visual data organised by gridded compositions.</p>	<p>Week 6: art careers: portrait artist</p> <p>Portrait artists use paints, pencils, pastels, or most any other kind of medium to capture the likeness and the personality of their subject on canvas, paper, or another surface.</p>	

Design and Technology		Year 7	Term 2
<p>Week 1: Timbers</p> <p>hardwoods: come from trees that grow slowly, and their wood is generally very strong and durable.</p> <p>softwoods: come from trees that grow faster than hardwood trees, and their wood is generally softer and lighter.</p> <p>manufactured timbers: wood that has been cut up and glued back together to improve its properties.</p>	<p>Week 2: Design Briefs and Design Specifications</p> <p>design brief: the statement a client gives to a designer outlining what they want their product to be like.</p> <p>design specification: a list of criteria your product needs to address.</p>	<p>Week 3: Sketching Initial Ideas</p> <p>3D sketch: a 2D sketch just shows height and width, whereas a 3D sketch shows height, width and depth.</p> <p>freehand sketching: the process of sketching without the use of aids, such as rulers and compasses.</p> <p>hatching: the technique used to create tonal effects when sketching by drawing closely spaced parallel lines.</p>	
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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: Nutrition and Diet

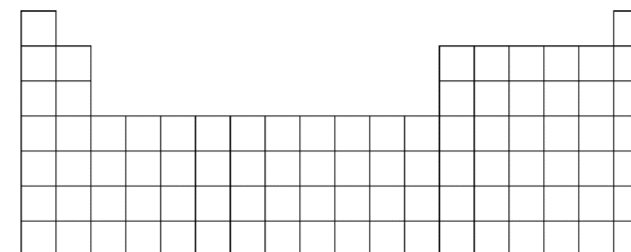
1. Which nutrient group is required for growth and repair?
2. Which nutrient group is required for energy?
3. Which nutrient group is required for insulation and energy?
4. Which substance is needed to keep foods moving through the gut?
5. Define obesity.

Week 2: The Digestive System

1. What is the digestive system?
2. What is the function of the large intestine?
3. What is the function of the small intestine?
4. What is an enzyme?
5. Which organ stores and digests food?

Week 3: The Periodic Table

1. Define property.
2. What is the name given to columns of elements on the periodic table?
3. Label the groups (1-0) and periods (1-7) on the periodic table below.



Week 4: Atoms, Elements & Compounds

1. What is an atom?
2. What is an element?
3. What is a compound?
4. What is a mixture?

Week 5: Forces

1. Which word means the rate of change of speed?
2. Which word means the rate at which an object moves?
3. Define resistance.
4. What is the name given to a push or pull effect that can cause a change in shape, direction, or speed of an object?

Week 6: Speed

1. What type of graph is used to represent the motion (movement) of an object?
2. What term means the motion of an object when the speed remains the same?
3. A car travelled 15 meters in 5 seconds. Calculate the speed of the car. Show your working out.

French	Je me présente (2)	Year 7	Term 2
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Week 1: Ma famille

Translate the sentences below.

Translate in to English 'Dans ma famille il y a ma **sœur**'.

Translate in to English 'Dans ma famille il y a mon **grand-père**'.

Translate in to English 'Dans ma famille il y a ma **belle-mère et mon père**'.

Translate in to French 'In my family there is my dad'.

Translate in to French 'In my family there is my uncle and my auntie'.

Week 2: Possessive adjectives

Complete the description of a possessive adjective.

The _____ adjective lets us know who '_____' the noun. It translates as 'my', 'your', 'his/her' etc.

The possessive adjective depends on the _____ of the noun you are talking about **NOT** who is talking.

Now fill in the grid with the missing possessive adjectives.

	Masculine	Feminine	Plural
My	_____	ma	_____
Your	_____	_____	tes
His / her	son	_____	_____

Translate:

My brother = _____

His sister = _____

Your grandad = _____

Week 3: Avoir

Answer the questions below.

What does the verb **avoir** mean?

How do we say '**we have**'?

How do you say '**you have**' (plural/formal)?

Translate in to English '**il a un chien**'.

Translate in to English '**nous avons un serpent**'.

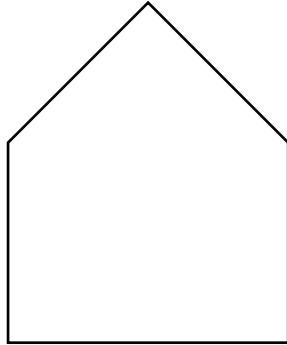
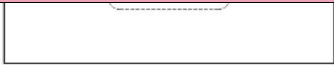
Complete the grid with the missing information – focus on accuracy.

French	English
_____	I have
tu as	you have (singular / informal)
_____	he has
elle a	_____ has
nous avons	we have
_____	you have (plural / _____)
_____	they have (male / male + female)
elles ont	_____ have (_____)

French	Je me presente (2)	Year 7 Term 2																																																
Week 4: Les cheveux et les yeux	Week 5: La personnalité	Week 6: Être																																																
<p>Translate the sentences below.</p> <p>Translate into English 'j'ai les cheveux blonds et mi-longs'.</p> <p>Translate into English 'j'ai les yeux bruns'</p> <p>Translate in to English 'j'ai les cheveux roux et j'ai les yeux bleus'.</p> <p>Translate in to French 'I have grey, short hair'</p> <p>Translate into French 'I have blue eyes'.</p> <p>Translate into French 'I have brown, mid-length, curly hair and I have green eyes'.</p>	<p>Translate the sentences below.</p> <p>Translate into English 'je suis amusant'</p> <p>Translate in to English 'je dirais que je suis généreuse'.</p> <p>Translate into French 'I am funny (masculine), she is chatty.'</p> <p>Complete the grid with the missing information – focus on accuracy</p> <table border="1" data-bbox="792 839 1444 1385"> <thead> <tr> <th>Masculine spelling</th> <th>Feminine spelling</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>drôle</td> <td>drôle</td> <td></td> </tr> <tr> <td></td> <td>sympa</td> <td>nice</td> </tr> <tr> <td>gentil</td> <td></td> <td>kind</td> </tr> <tr> <td>amusant</td> <td>amusante</td> <td>fun</td> </tr> <tr> <td></td> <td>barbante</td> <td>boring</td> </tr> <tr> <td>bavard</td> <td></td> <td></td> </tr> <tr> <td></td> <td>intelligente</td> <td>intelligent</td> </tr> <tr> <td>curieux</td> <td></td> <td>curious</td> </tr> <tr> <td>généreux</td> <td></td> <td>generous</td> </tr> </tbody> </table>	Masculine spelling	Feminine spelling	Meaning	drôle	drôle			sympa	nice	gentil		kind	amusant	amusante	fun		barbante	boring	bavard				intelligente	intelligent	curieux		curious	généreux		generous	<p>Answer the questions.</p> <p>What does être mean?</p> <p>How do we say 'she is'?</p> <p>How do you say 'they are' (male+fem)?</p> <p>Translate into French 'he is average height'.</p> <p>Translate into English 'I am small'</p> <p>Complete the grid with the missing information – focus on accuracy</p> <table border="1" data-bbox="1471 839 2123 1369"> <thead> <tr> <th>French</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>je</td> <td>I</td> </tr> <tr> <td></td> <td>you are (singular / informal)</td> </tr> <tr> <td>il est</td> <td>he is</td> </tr> <tr> <td>elle est</td> <td>she is</td> </tr> <tr> <td></td> <td>we are</td> </tr> <tr> <td>vous êtes</td> <td></td> </tr> <tr> <td>ils sont</td> <td>they are (male / male + female)</td> </tr> <tr> <td></td> <td>they are (female)</td> </tr> </tbody> </table>	French	English	je	I		you are (singular / informal)	il est	he is	elle est	she is		we are	vous êtes		ils sont	they are (male / male + female)		they are (female)
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Geography		Glaciation		Year 7		Term 2					
Week 1: Key terms		Week 2: Erosional processes		Week 3: Glacial features							
<ol style="list-style-type: none"> 1. What is a glacier? 2. What is accumulation? 3. What is ablation? 4. Define thaw 5. What are the three types of rock? 		<ol style="list-style-type: none"> 1. What is erosion? 2. What is plucking? 3. What is abrasion? 4. What is freeze thaw weathering? 									
Week 4: Formation of a corrie		Week 5: Depositional processes		Week 6: Human activity in the Lake District							
<ol style="list-style-type: none"> 1. What accumulates in a hollow? 2. What does the mass of the glacier cause? 3. What attacks the back wall of the corrie? 4. What process of erosion is the sand paper effect that deepens the hollow? 		<ol style="list-style-type: none"> 1. The dropping off of glacial material is called? 2. What are glacial deposits called? 3. What are deposits at the end of the glacier called? 4. What are deposits on the side of the glacier called? 5. What is the process of moving material from one place to another called? 		<table border="1"> <thead> <tr> <th>Advantages of tourism</th> <th>Disadvantages of tourism</th> </tr> </thead> <tbody> <tr> <td style="height: 150px;"></td> <td style="height: 150px;"></td> </tr> </tbody> </table>		Advantages of tourism	Disadvantages of tourism				
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Music		Piano technique	Year 7	Term 2
Week 1: clefs and bars		Week 2: accidentals		Week 3: time signature
1. What clef tells you to play with your right hand?	2. What clef tells you to play with your left hand?	3. What does a bar do?	1. Does a sharp lower or raise the pitch of a note by a semitone?	2. Does a flat lower or raise the pitch of a note by a semitone?
			3. To play a sharp, do you play the black note to the left or right?	4. To play a flat, do you play the black note to the left or right?
			4. To play a flat, do you play the black note to the left or right?	5. How do you play a natural?
				1. What does the time signature tell us?
				2. 4/4 means there are how many beats in a bar?
				3. 3/4 means there are how many beats in a bar?
Week 4: keys		Week 5: playing technique		Week 6: Ensemble skills
1. What does the key signature tell us?	2. How many sharps are in G major?	3. How many sharps are in B flat major?	1. What is posture?	1. What is the term for a group of musicians playing together?
				2. What is accuracy?
				3. What is fluency?
				4. What is timing?

Design and Technology		Year 7	Term 2
Week 1: Timbers <ol style="list-style-type: none"> Where do hardwoods come from? Where do softwoods come from? What is a 'Manufactured Timber'? 	Week 2: Design Briefs and Design Specifications <ol style="list-style-type: none"> What is a 'Design Brief'? What is a 'Design Specification'? 	Week 3: Sketching Initial Ideas <p>Freehand sketch the shape below, make it into a 3D sketch and then add hatching to give the effect of tone:</p> 	
Week 4: CAD and CAM <ol style="list-style-type: none"> What does CAD stand for? What does CAM stand for? Name 2 types of CAM machines that you might use to make your CAD designs: <ol style="list-style-type: none"> 	Week 5: Pewter Casting 	Week 6: Hand Tools <ol style="list-style-type: none"> Which material do we commonly cut with a junior hacksaw? What is the name of the tool that we use to create the centre point of a hole when drilling metals? What is a hand file used for? 	