

# Knowledge Organiser

## Year 7 Term 3

<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>perilous</b>- involving or full of huge risk or danger.</p> <p><b>raucous</b>- harsh voices or disorderly behaviour.</p> <p><b>dictate</b>- an authoritative order or command.</p> <p><b>connotations</b>- something suggested by a word or thing.</p> <p><b>campaign</b>- to serve in or go on a campaign.</p>	<p><b>interpretations</b>- to explain something and understand in a particular way.</p> <p><b>statistics</b>- a number-based fact.</p> <p><b>hopelessness</b>- the feeling or condition of having no hope.</p> <p><b>suppressing</b>- To keep in or repress (a feeling, smile, groan, etc.).</p> <p><b>courageous</b>- to possess or demonstrate bravery.</p>	<p><b>console</b>- to alleviate or lessen the feeling of grief, sadness, or disappointment. To comfort someone.</p> <p><b>blasphemy</b>- the action or offence of speaking sacrilegiously about God or sacred things.</p> <p><b>opponent</b>- a person who is on the opposing side.</p> <p><b>uproarious</b>- characterised by or provoking loud noise or uproar.</p> <p><b>figurative</b>- not to be understood literally- use of metaphorical language.</p>	<p><b>perpetrators</b>- a person who carries out a harmful, illegal, or immoral act.</p> <p><b>prohibit</b>- formally forbid someone from doing something.</p> <p><b>imposition</b>- an unfair or unwelcome demand or burden.</p> <p><b>obscenity</b>- the state or quality of being offensive.</p> <p><b>hysterical</b>- wildly uncontrolled emotion.</p>	<p><b>devout</b>- having or showing deep religious feeling or commitment.</p> <p><b>pacifist</b>- a person who believes that war and violence are unjustifiable.</p> <p><b>anaphora</b>- repeating the beginning of a sentence in multiple sentences.</p> <p><b>interfere</b>- to prevent a process or activity from continuing or being carried out properly.</p> <p><b>palpable</b>- easily noticeable.</p>	



# Look

Look at the information carefully.

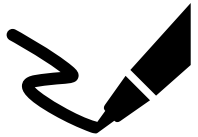
Read it three times.

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

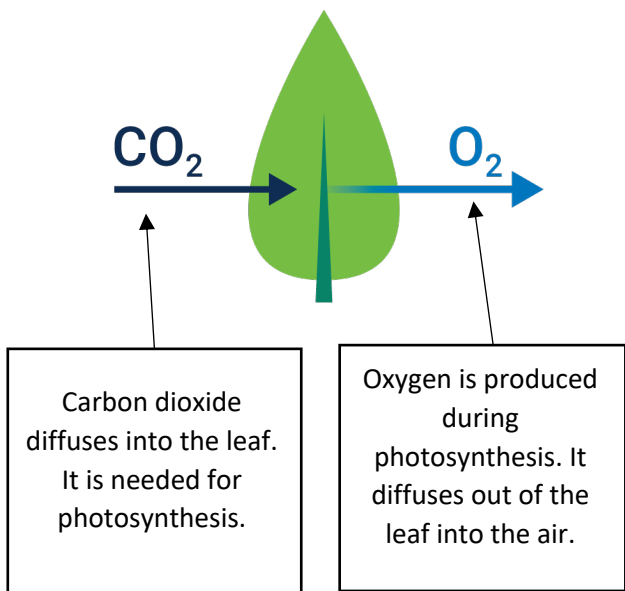
English		I am Malala	Year 7	Term 3
<b>Week 1: vocabulary</b>		<b>Week 2: academic writing 1</b>		<b>Week 3: academic writing 2</b>
<p><b>plight:</b> a dangerous or difficult situation.</p> <p><b>socioeconomic status:</b> the social standing of a position or group.</p> <p><b>inequality:</b> unequal or unjust distribution of resources or opportunities to a person or group.</p> <p><b>underclass:</b> the lowest social group in a country or community.</p> <p><b>disenfranchised:</b> someone who is deprived of the right to vote or have power in their own lives.</p> <p><b>universal human truth:</b> an idea which everyone understands.</p>		<p><b>ACADEMIC VERBS</b></p> <p><i>The writer...</i></p> <p>challenges provokes educates questions criticises enlightens reveals empowers</p>	<p><b>ACADEMIC ADVERBS</b></p> <p><i>The author writes...</i></p> <p>powerfully effectively purposefully</p> <p><b>ACADEMIC ADJECTIVES</b></p> <p><i>The reader finds this...</i></p> <p>emotive powerful profound inspiring</p>	<p><b>Writing a Thesis Statement:</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>Thesis statement and introducing authorial intent and influence:</b></p> <ul style="list-style-type: none"> <li>· The writer <b>reflects their own experiences</b> by...</li> <li>· The writer <b>echoes real events and attitudes</b> when...</li> <li>· The writer <b>challenges their reader</b> to...</li> <li>· The writer is <b>motivated</b> by...</li> </ul>
<b>Week 4: noun and verb sub-classes</b>		<b>Week 5: grammar knowledge</b>		<b>Week 6:</b>
<p><b>Nouns</b></p> <p><b>abstract noun:</b> states, feelings, and concepts, e.g., love, hope.</p> <p><b>concrete noun:</b> objects we can see/touch.</p> <p><b>countable:</b> counted and pluralised, e.g., cup(s), people</p> <p><b>mass:</b> can't be counted and not plural e.g., furniture, snow.</p>	<p><b>Verbs</b></p> <p><b>material verb:</b> actions or events, e.g., jump, wash.</p> <p><b>relational verb:</b> Identify properties or show states of being e.g., appear, become, be, grow</p> <p><b>infinitive verb:</b> A verb which has ‘to’ before it, e.g. <u>To see</u> is to believe.</p> <p><b>modal verbs:</b> likelihood, possibility, ability, or obligation, e.g., <i>might, could, can, should, will.</i></p>	<p><b>Perspective</b></p> <p><b>first person:</b> the narrator is a character in the story, dictating events from their perspective using ‘I’ or ‘we’.</p> <p><b>second person:</b> written directly to the reader, using ‘you’.</p> <p><b>third person perspective:</b> the narrator exists outside of the story and addresses the characters by name or uses ‘he/she/they’ and ‘him/her/them’.</p>		

Maths	The Four Operations	Year 7 Term 3
<p><b>Week 1: revision</b></p> <p><b>commutative:</b> gives the same result regardless of the order. E.g. <math>3 + 4 = 4 + 3</math></p> <p><b>inverse:</b> the opposite operation</p> <p><b>integer:</b> whole number</p> <p><b>fact family</b>    Part + Part = <b>Whole</b>  <b>Whole</b> – Part = Part</p> <p><b>like terms:</b> terms with the same variable and power</p> <p><b>solve:</b> to find the value of the unknown</p> <p><b>algebraic notation</b>  <math>4y</math> means <math>4 \times y</math>    <math>\frac{4}{y} = 4 \div y</math>    <math>y^4 = y \times y \times y \times y</math></p>	<p><b>Week 2: adding</b></p> <p><b>Words that mean 'to add'...</b></p> <p><b>sum:</b> the sum of 5 and 6 is equal to 11  <b>total:</b> the total of 5 and 6 is 11  <b>altogether:</b> Harvey has 5 counters and Katy has 6 counters. Altogether they have 11 counters  <b>increase:</b> Increase 5 by 6 to get 11  <b>more than:</b> 6 more than 5 is 11</p> <p style="text-align: center;"><b>Addend + Addend = Sum</b></p> <p style="text-align: center;"><math>5 + 6 = 11</math></p> <p>5 is an addend    6 is an addend    11 is the sum.</p>	<p><b>Week 3: subtracting</b></p> <p><b>Words that mean 'to subtract'...</b></p> <p><b>minus:</b> 11 minus 6 is equal to 11  <b>take away:</b> 11 takeaway 6 leaves 5  <b>decrease:</b> decrease 11 by 6 to get 5  <b>less than:</b> 6 less than 11 is 5  <b>difference:</b> the difference between 11 and 6 is 5</p> <p style="text-align: center;"><b>Minuend – Subtrahend = Difference</b></p> <p style="text-align: center;"><math>11 - 6 = 5</math>  The minuend is 11.  The subtrahend is 6  The difference is 5.</p>
<p><b>Week 4: adding and subtracting application</b></p> <p><b>partition:</b> breaking down a number into smaller parts.</p> <p><b>frequency:</b> the number of times an event occurs.</p> <p><b>perimeter:</b> the line forming the boundary of a closed shape. Comes from Greek, 'peri' meaning 'around' and 'metron' meaning 'measure'.</p> <p><b>credit:</b> money going into a bank account</p> <p><b>debit:</b> money going out of a bank account</p> <p><b>profit:</b> a financial gain</p> <p><b>loss:</b> a financial decrease (losing money)</p>	<p><b>Week 5: multiplication and division</b></p> <p><b>product:</b> the answer to a multiplication.</p> <p style="text-align: center;">Factor x factor = product  <math>3 \times 6 = 18</math>  The product of 3 and 6 is 18</p> <p><b>factors:</b> numbers we multiply to get another number.</p> <p><b>quotient:</b> the answer to a division.  Dividend <math>\div</math> divisor = quotient  <math>20 \div 4 = 5</math></p> <p><b>dividend:</b> the number being divided</p> <p><b>divisor:</b> the number you are dividing by</p>	<p><b>Week 6</b></p>

**Week 1: diffusion**

<b>diffusion</b>	the net movement of particles moving from a region of high concentration to an area of low concentration
<b>concentration</b>	the number of particles of a substance in a set volume
<b>exchange</b>	the act of giving one thing and receiving another
<b>net movement</b>	the overall movement
<b>particle</b>	the smallest unit of a substance, such as an atom or a molecule

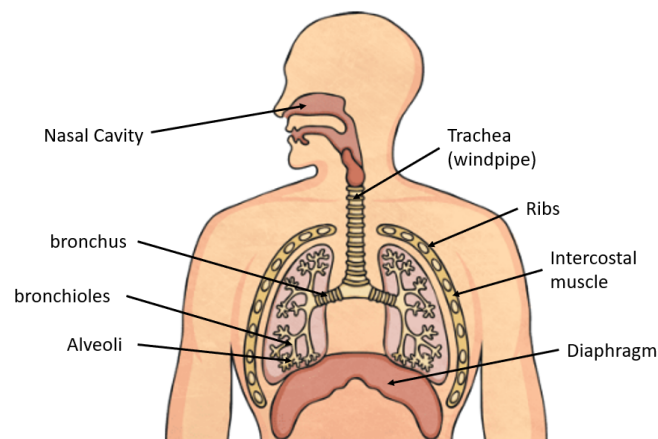
The diagram below shows diffusion happening in a leaf.



**Week 2: gas exchange**

<b>alveoli</b>	tiny air sacs in the lungs where gas exchange happens
<b>stomata</b>	small opening on the surface of a leaf where gas exchange happens
<b>diaphragm</b>	a sheet of muscle found under the ribs
<b>ribs</b>	bones that encase and protect the lungs and heart.
<b>intercostal muscles</b>	muscles in between the ribs that help to move the ribcage
<b>inhale</b>	the process of breathing air into the lungs
<b>exhale</b>	the process of breathing air out of the lungs

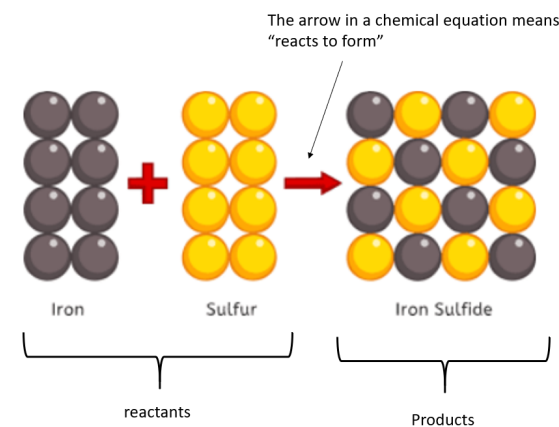
Use the diagram below to learn the names of the parts of the respiratory system.



**Week 3: chemical reactions**

<b>molecule</b>	2 or more atoms bonded together - the atoms can be the same or different
<b>chemical reaction</b>	a process which involves the rearrangement of atoms to form new substances
<b>reactants</b>	the substances found at the beginning of a reaction
<b>products</b>	the new substances produced at the end of a reaction
<b>physical reaction</b>	a process which involves a change of state (rearrangement of particles) but no new substance is formed
<b>precipitate</b>	an insoluble solid formed from a reaction
<b>→</b>	the arrow in a chemical equation means "reacts to make"

The diagram below shows a chemical reaction



**Week 4: combustion and oxidation**

<b>combustion</b>	a chemical reaction between fuel and oxygen (burning)
<b>oxidation</b>	a chemical reaction where an element gains oxygen
<b>oxide</b>	the second name of a substance to show that oxygen is bonded <i>e.g. calcium oxide</i>
<b>fuel</b>	a substance that is burned to release energy, also known as a hydrocarbon
<b>mean</b>	the average - it makes results more reliable and accurate

**How to calculate the mean**

**1,2,5,3,4,3,2,2**

Step 1: add together all of the numbers.

$$1+3+5+3+4+3+2+2=23$$

Step 2: divide you answer from step 1 by the number of numbers that you have in your data.

$$23 \div 8 = 2.875$$

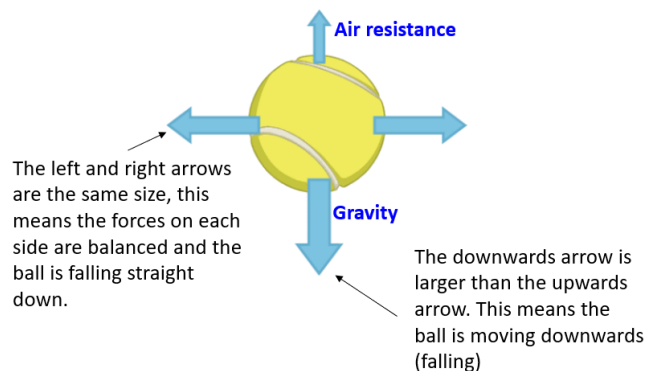
Step 3: round your number to one whole number

$$2.875 \rightarrow 3$$


**Week 5: forces**

<b>force</b>	a push or pull effect
<b>contact force</b>	a force produced by two objects touching
<b>non-contact force</b>	a force produced when two objects are not touching
<b>friction</b>	a force that goes against a moving object
<b>air resistance</b>	a force created by air particles acting against a moving object
<b>normal contact</b>	a force applied to an object by a supporting surface
<b>upthrust</b>	an upward force created by water against floating objects

The diagram below shows that forces acting on a tennis ball as it falls.

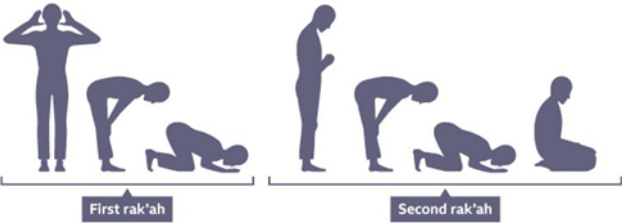





French		Au Collège 1		Year 7	Term 3
<b>Week 1: Les matières</b>		<b>Week 2: Quand?</b>		<b>Week 3: Quelle heure est-il ?</b>	
<b>Qu'est-ce que tu étudies ?</b> What do you study ? <b>J'étudie...</b> I study... <b>le français</b> French <b>le théâtre</b> drama <b>la géographie</b> geography <b>la musique</b> music <b>la technologie</b> technology <b>l'EPS</b> PE <b>l'histoire</b> history <b>l'informatique</b> ICT <b>l'anglais</b> English <b>les arts plastiques/le dessin</b> art <b>les sciences</b> science <b>les maths</b> maths <b>J'étudie l'histoire et les sciences</b> I study history and science To say what lesson you <i>have</i> use ' <b>j'ai + subject</b> ' (remove the article le/la/les/l') eg. I have maths = J'ai maths	<b>aujourd'hui</b> today <b>le lundi</b> on Mondays <b>le vendredi</b> on Fridays <b>le matin</b> in the morning <b>l'après-midi</b> in the afternoon <b>tous les jours</b> every day <b>et</b> and <b>aussi</b> also <b>puis</b> then <b>après</b> afterwards <b>la récré</b> break <b>l'heure du déjeuner</b> lunch time  <b>le lundi matin, j'ai français, anglais et maths.</b> On Monday mornings, I have French, English and maths. <b>Puis, après l'heure du déjeuner, on a EPS.</b> Then, after lunchtime, we have PE.	<b>il est une heure</b> it is 1 o'clock <b>il est quatre heures</b> it is 4 o'clock <b>il est trois heures et demie</b> it is half past 3  <b>à huit heures</b> at 8 o'clock <b>à neuf heures et demie</b> at half past 9 <b>à une heure et demie</b> at half past 1  <b>l'après-midi</b> in the afternoon <b>le matin</b> in the morning  <b>le matin à neuf heures et demie j'ai maths</b> in the morning at 9.30am I have maths  <b>l'après-midi, à une heure, j'ai anglais.</b> In the afternoon, at 1 o'clock, I have English.			
<b>Week 4: Les opinions</b>		<b>Week 5: Les adjectifs</b>		<b>Week 6:</b>	
<b>j'aime (beaucoup)</b> I like (a lot) <b>j'adore</b> I love <b>je n'aime pas</b> I don't like <b>je déteste</b> I hate <b>je préfère</b> I prefer <b>Follow the opinion with the noun eg. J'aime la musique OR with the infinitive</b> eg. J'aime étudier la musique ( I like to study music) <b>à mon avis</b> In my opinion <b>je pense que</b> I think that <b>Eg. À mon avis le français est intéressant</b> <b>Quelle est ta matière préférée?</b> What is your favourite subject? <b>Le français est ma matière préférée.</b> French is my favourite subject. <b>je voudrais étudier</b> I would like to study	<b>parce que c'est...</b> because it is... <b>parce que ce n'est pas...</b> because it isn't... <b>très</b> very <b>assez</b> quite <b>un peu</b> a little  <b>intéressant</b> interesting <b>facile</b> easy <b>amusant</b> fun <b>ennuyeux</b> boring <b>difficile</b> difficult <b>nul</b> rubbish  <b>car le/la prof est...</b> the (m/f) teacher is... <b>sévère</b> strict <b>sympa</b> nice				

Geography	Why are ecosystems so important?	Year 7 Term 3	
<b>Week 1: introduction to ecosystems</b>	<b>Week 2: key terms</b>	<b>Week 3: food chains</b>	
<p><b>ecosystem:</b> an environment containing abiotic (non-living) and biotic (living) components.</p> <p><b>abiotic:</b> a non-living part of an ecosystem i.e. plants, animals, bacteria.</p> <p><b>biotic:</b> a living part of an ecosystem i.e. plants, animals, bacteria.</p> <p><b>flora:</b> plants</p> <p><b>fauna:</b> animals</p>	<p><b>producer:</b> an organism or plant that is able to absorb energy from the sun through photosynthesis.</p> <p><b>consumer:</b> organisms that obtain their energy from eating other organisms.</p> <p><b>biome:</b> a large scale ecosystem, such as a savanna or tropical rainforest.</p>	<p><b>food chain:</b> a series of <u>organisms</u> each dependent on the next as a source of food.</p> <p> arrows on a food chain show the transfer of energy.</p> <p><b>trophic level:</b> this represents the level that the energy transfer has reached.</p> <p><b>trophic cascade:</b> an event which affects every trophic level.</p>	
<b>Week 4: rainforest structure</b>	<b>Week 5: deforestation</b>	<b>Week 6</b>	
<p><b>buttress roots:</b> large wide roots which provide support for a shallowly rooted tree.</p> <p><b>canopy:</b> where the upper parts of most of the trees are found</p> <p><b>emergent trees:</b> the few trees which grow above the canopy layer.</p> <p><b>epiphytes:</b> plants which can grow on the branches of trees without soil.</p> <p><b>shrub layer:</b> the undergrowth of the forest containing shrubby vegetation and seedling trees.</p>	<p><b>deforestation:</b> the action of clearing a wide area of trees.</p> <p><b>subsistence farming:</b> keeping animals and crops for ones own use, without extra for trade.</p> <p><b>logging:</b> cutting down large areas of trees in order to sell the timber.</p>		










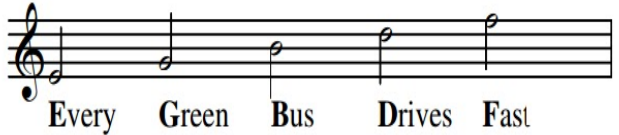


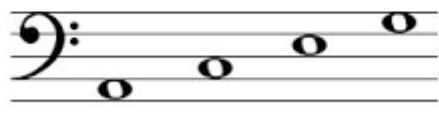


History	Medieval Power	Year 7 Term 3
<b>Week 1: Chronology</b>	<b>Week 2: Eleanor of Aquitaine</b>	<b>Week 3: Henry II and Thomas Becket</b>
<p><b>Medieval Period</b> sometimes called the 'Middle Ages'</p> <p><b>hierarchy:</b> a system or organization in which people or groups are ranked one above the other according to status or authority.</p> <p><b>Feudal System:</b> a system to control the land.</p> <p><b>generalisation:</b> a belief that is applied to a group of people.</p>	<p><b>Aquitaine:</b> the largest and richest region in Medieval France.</p> <p><b>Crusade:</b> a religious war between Christians and Muslims about who controlled Jerusalem (the holy land).</p> <p><b>Eleanor of Aquitaine:</b></p> <ul style="list-style-type: none"> <li>- First married King Louis of France, when they separated, she kept control of Aquitaine.</li> <li>- Second husband was King Henry II, she helped him to rule England and Aquitaine.</li> </ul>	<p><b>clergy:</b> members of the Christian church- religious leaders.</p> <p><b>Archbishop of Canterbury:</b> head of the Catholic Church in England.</p> <p><b>excommunicated:</b> officially exclude (remove) someone from the Christian church.</p>
<b>Week 4: King John and the Magna Carta</b>	<b>Week 5: Black Death</b>	<b>Week 6</b>
<p><b>Magna Carta:</b> issued in June 1215 and was the first document to put into writing the principle that the king and his government was not above the law.</p> <p><b>justice:</b> the condition of being morally correct or fair.</p> <p><b>revolt:</b> take violent action against an established government or ruler; rebel.</p>	<p><b>Black Death:</b> a pandemic that arrived in England in 1348. It is estimated that the disease killed around 50 million people.</p> <p><b>buboes:</b> a swollen inflamed lymph node in the armpit or groin.</p> <p><b>Silk Road:</b> a network of trade routes that connected Asia to Europe during the Medieval period.</p> <p><b>miasma:</b> a poisonous air. People believed miasma caused the Black death.</p> <p><b>quarantine:</b> separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.</p>	

Religious Studies		Islamic beliefs and practices	Year 7	Term 3
<b>Week 1: Sunni and Shi'a</b>		<b>Week 2: Shahadah</b>		<b>Week 3: Salah</b>
<p><b>Key beliefs in Islam:</b></p> <ul style="list-style-type: none"> <li>Followers of Islam are called Muslims.</li> <li>Muslims worship in a <b>Mosque</b> and follow the teachings of their holy book, the Qur'an.</li> <li>Islam is a <b>monotheistic</b> religion – they believe in one true God, Allah.</li> </ul> <p><b>Abrahamic religions:</b> Judaism, Christianity, and Islam all recognise Abraham as their first prophet, they are also called the Abrahamic religions.</p> <p><b>Sunni:</b> The Sunni leader should be elected. Sunni Muslims believe that <b>Abu Bakr</b>, Muhammad's advisor and close friend, was the rightful leader after his death.</p> <p><b>Shi'a:</b> Shia Muslims believed that Muhammad had named his cousin <b>Ali</b> as his successor.</p>		<p><b>The Shahadah:</b> the declaration of faith or the key statement of belief of Muslims. Muslims are expected to know the declaration of faith.</p> <p><b>For Sunni</b> Muslims, the Shahadah is: "There is no God but Allah and Muhammad is the Prophet of Allah."</p> <p><b>Shi'a</b> Muslims add an extra phrase to the Shahadah: "And Ali is the friend of God."</p>		<p>Before prayer Muslims perform a washing ritual (<b>Wudu</b>) so that they are spiritually clean. Mosques have washrooms where this washing can be performed. The ritual involves washing faces, hands and feet under running water. If water is not available, sand or dust can be used. This is seen as a sign of spiritual washing.</p> <p>During prayer Muslims face the city of Makkah. In a mosque, the mihrab marks the direction of prayer. If a person is praying outside a mosque, a compass on a prayer mat can be used.</p> <p><b>Niyah:</b> a conscious intention to pray. Prayer starts with a declaration of Niyah.</p>
<b>Week 4: Salah-Sunni and Shi'a</b>		<b>Week 5: Salah</b>		<b>Week 6</b>
<p><b>Mosque (Masjid):</b> the holy place of worship for a Muslim.</p> <p><b>Inside the Mosque:</b></p> <ul style="list-style-type: none"> <li>There are no images of religious figures to show respect</li> <li>Decorated with Islamic architecture</li> <li>A place of prayer, study or celebration</li> </ul> <p><b>Prayer at the Mosque:</b></p> <ul style="list-style-type: none"> <li>men and women pray in separate rooms</li> <li>prayer involves bowing and kneeling as</li> <li>encourages self-discipline</li> <li>keeps Muslims in close contact with Allah</li> </ul>		<p><b>Rak'ah:</b> when Muslims pray, they follow a cycle this is called a rak'ah. This includes saying "Allahu Akbar", which means "God is great", multiple times as well as reciting the first chapter of the Qur'an.</p> 		

Computing		Vector graphics	Year 7	Term 3								
<b>Week 1:</b> revision		<b>Week 2:</b> revision		<b>Week 3:</b> graphics								
<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>non-attributable:</b> where something is not visually traceable back to you</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>sequence:</b> the order which the computer will run code, one line at a time</p> <p><b>selection:</b> a decision made by a computer choosing what code should be run when certain conditions are met.</p> <p><b>iteration:</b> when a section of code is repeated several times. Also known as forever loop</p> <p><b>variable:</b> a value that can change depending on conditions in the program, for example, the score of a variable.</p>		<p><b>resolution:</b> indicates the number of pixels that are displayed per inch for an image</p> <p><b>pixel:</b> the smallest unit of a digital image or graphic that can be displayed and represented on a digital display device</p> <p><b>colour depth:</b> the maximum number of colours an image can contain</p> <p><b>realism:</b> the fact of representing a person or thing in a way that is accurate and true to life.</p>								
<b>Week 4:</b> vector graphics		<b>Week 5:</b> raster graphics		<b>Week 6</b>								
<p><b>vector graphics:</b> graphics based on mathematical relationships with control points that make up the image. These points are connected by lines and curves called vector paths or vectors.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p><small>Raster</small> <small>jpeg gif png</small></p> </div> <div style="text-align: center;"> <p><small>Vector</small> <small>svg</small></p> </div> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">advantage</th> <th style="width: 50%;">disadvantage</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>scalable. When you resize a vector graphic the mathematical relationships mean that the image does not lose quality.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>loss of realism. Vector graphics are never going to be as lifelike as bitmaps or photos.</li> </ul> </td> </tr> </tbody> </table>		advantage	disadvantage	<ul style="list-style-type: none"> <li>scalable. When you resize a vector graphic the mathematical relationships mean that the image does not lose quality.</li> </ul>	<ul style="list-style-type: none"> <li>loss of realism. Vector graphics are never going to be as lifelike as bitmaps or photos.</li> </ul>	<p><b>raster graphics:</b> also called bitmap graphics. Type of digital image that uses tiny rectangular pixels, or picture elements, arranged in a grid formation to represent an image.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">advantage</th> <th style="width: 50%;">disadvantage</th> </tr> </thead> <tbody> <tr> <td>better sense of realism than a vector graphic.</td> <td>harder to scale than vector graphic due to loss of quality.</td> </tr> </tbody> </table> <div style="text-align: center; margin-top: 20px;">  </div>		advantage	disadvantage	better sense of realism than a vector graphic.	harder to scale than vector graphic due to loss of quality.	
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PSHE	British Values	Year 7 Term 3
<p><b>Week 1: British Values</b></p> <p><b>What are the British Values?</b></p> <ul style="list-style-type: none"> <li>• Democracy</li> <li>• Rule of law</li> <li>• Individual liberty</li> <li>• Respect and tolerance</li> </ul> <p><b>Why do we have British Values?</b></p> <ul style="list-style-type: none"> <li>• Allow us to create environments free from discrimination, intolerance and hate.</li> <li>• They help us to challenge prejudice and stereotyping, whilst strengthening relationships within the community.</li> </ul>	<p><b>Week 2: what is a democracy?</b></p> <p><b>Democracy:</b> is a system of government in which laws, policies and leadership are directly decided by the people through voting.</p> <p><b>Parliament includes:</b></p> <ul style="list-style-type: none"> <li>• House of Commons – The first chamber (part)</li> <li>• The House of Lords – The second chamber (part)</li> <li>• The King (the monarch)</li> </ul>	<p><b>Week 3: how to vote in the UK</b></p> <p><b>General election:</b> the election of representatives to a House of Commons from constituencies (area) throughout the country.</p> <p><b>Who can vote in the UK?</b></p> <ul style="list-style-type: none"> <li>• Anyone aged 18 or over,</li> <li>• A citizen of the UK, a Commonwealth country or the Republic of Ireland.</li> <li>• Not in a category barred from voting (see below).</li> </ul> <p><b>Who is not allowed to vote in the UK?</b></p> <ul style="list-style-type: none"> <li>• Members of the House of Lords.</li> <li>• Those in prison.</li> <li>• People convicted of cheating when voting are barred for five years.</li> <li>• Those who are not sound of mind and have been detained in hospital.</li> </ul>
<p><b>Week 4: rule of law</b></p> <p><b>Rule of law:</b> a situation in which the laws of a country are obeyed by everyone. Where individuals, businesses and the government have a responsibility to follow the rule of law, and can be punished when they do not</p>	<p><b>Week 5: individual liberty</b></p> <p><b>Individual liberty:</b> protection of your rights and the right of others you work with. Freedom to practice human rights.</p> <p><b>Human rights:</b> are a set of universal rights that all humans are entitled to regardless of their age, race, religion or gender.</p> <p><b>The Universal Declaration of Human Rights</b> was published in 1948, and sets out the rights that all humans should be entitled to. After WW11, many countries got together to decide on which rights would protect people from ever having to experience horrors such as the Holocaust again.</p>	<p><b>Week 6</b></p>

Music	Composition	Year 7 Term 3
<p><b>Week 1:</b> musical notation</p> <p><b>treble clef:</b> represents notes played above a middle C. Played with right hand.</p>  <p><b>bass clef:</b> represents notes played below a middle C. Played with left hand.</p>  <p><b>bar:</b> how we split music up.</p> <p><b>sharp:</b> raises the pitch of a note by a semitone. Played as the black note to the right.</p>  <p><b>flat:</b> lowers the pitch of a note by a semitone. Played as the black note to the left.</p>  <p><b>natural:</b> cancels out a flat or sharp. Played as the normal white note.</p>	<p><b>Week 2:</b> note values</p> <p><b>semibreve:</b> a note lasting 4 beats</p>  <p><b>minim:</b> a note lasting 2 beats</p>  <p><b>crotchet:</b> a note lasting 1 beat</p>  <p><b>quaver:</b> a note lasting half a beat</p>  <p><b>semiquaver:</b> a note lasting a quarter of a beat</p> 	<p><b>Week 3:</b> notes on a staff – treble clef</p>  <p>Every Green Bus Drives Fast</p> <p>F A C E</p> 
<p><b>Week 4:</b> notes on a staff – bass clef</p>  <p>G B D F A</p>  <p>A C E G</p>	<p><b>Week 5:</b> musical elements</p> <p><b>dynamics:</b> the volume of a piece of music. <i>pp, p, mp, mf, f, ff, crescendo.</i></p> <p><b>tempo:</b> the speed of a piece of music. <i>lento, adagio, andante, moderato, allegro, presto.</i></p> <p><b>structure:</b> the sections within a piece of music</p> <p><b>pitch:</b> the high and low notes</p> <p><b>texture:</b> the musical layers</p> <p><b>rhythm:</b> the arrangement of notes and rests</p> <p><b>harmony:</b> complimentary notes played simultaneously</p>	<p><b>Week 6</b></p>

Design and Technology		Year 7	Term 3
<b>Week 1:</b> the design process	<b>Week 2:</b> initial ideas	<b>Week 3:</b> CAD and CAM	
<p><b>research:</b> finding out more information about something to help make good decisions, like when you look up facts or ask questions to learn more about a topic.</p> <p><b>primary research:</b> the direct collection of original data from first hand sources, such as surveys, interviews, experiments, or observations,</p> <p><b>secondary research:</b> the analysis and interpretation of existing data and information collected by others, such as product reviews and statistical data.</p>	<p><b>Initial ideas should:</b></p> <ul style="list-style-type: none"> <li>• be created quickly;</li> <li>• demonstrate your imagination and creativity;</li> <li>• communicate your ideas clearly;</li> <li>• include labels and annotation.</li> </ul> <p><b>annotation:</b> notes on your design work that provide explanations or comments.</p>	<p><b>CNC (Computer Numerical Control):</b> CNC is a type of machine that follows precise computer instructions to cut, shape, or carve materials.</p> <p><b>laser cutter:</b> a laser cutter is a high-tech CNC machine that uses a powerful laser beam to cut, etch, or engrave materials with incredible precision.</p>	
<b>Week 4:</b> pewter casting	<b>Week 5:</b> creating prototypes	<b>Week 6</b>	
<p><b>pewter casting:</b> a method of creating objects by melting pewter (a type of metal) and pouring it into molds to form specific shapes, often used to craft decorative items or detailed figurines.</p> <p><b>ladle:</b> a long-handled spoon-like tool used to scoop, pour, or transfer liquids or molten materials, similar to a specialised tool for moving hot substances safely.</p> <p><b>PPE (Personal Protective Equipment):</b> includes gear like visors, goggles, gloves, and more that you wear to keep yourself safe when working with potentially hazardous materials or in dangerous environments.</p>	<p><b>Designers create prototypes to:</b></p> <ul style="list-style-type: none"> <li>• test ideas</li> <li>• see details</li> <li>• fix problems with the design</li> <li>• show others their ideas</li> <li>• test materials</li> </ul>		

Art	Art and Design Key Concepts	Year 7 Term 3
<p><b>Week 1:</b> what is painting?</p> <p><b>painting:</b> a visual art form where colours and pigments are applied to a surface, often using brushes.</p> <p>It encompasses various styles and techniques to express ideas, emotions, or aesthetics, serving as a creative means of communication and storytelling.</p>	<p><b>Week 2:</b> primary colours</p> <p>In paint, the primary colours are <b>red, blue, and yellow</b>.</p> <p>These colours are considered fundamental because they cannot be created by mixing other colours.</p> <div data-bbox="875 416 1413 580" data-label="Image"> </div> <p>By c can create a wide spectrum of colours in their paintings.</p>	<p><b>Week 3:</b> secondary colours</p> <p><b>secondary colours:</b> created by mixing two primary colours. In the subtractive colour model used for pigments, combining primary colours produces the following secondary colours:</p> <div data-bbox="1541 421 2074 523" data-label="Image"> </div> <ol style="list-style-type: none"> <li><b>Green: Yellow + Blue</b></li> <li><b>Orange: Red + Yellow</b></li> <li><b>Purple (Violet): Blue + Red</b></li> </ol>
<p><b>Week 4:</b> tertiary colours</p> <p><b>tertiary colours:</b> achieved by mixing a primary colour with a neighbouring secondary colour on the colour wheel. Examples include red-orange, yellow-green, blue-violet, and others.</p> <p>Tertiary colours provide a wider range of hues, allowing for nuanced and sophisticated colour palettes in painting.</p>	<p><b>Week 5:</b> Pablo Picasso</p> <p><b>Pablo Picasso (1881–1973):</b> a Spanish painter and sculptor, one of the most influential artists of the 20th century.</p> <p>A co-founder of Cubism, he explored various styles, from Blue and Rose periods to Surrealism. Picasso's innovative approach and prolific output reshaped modern art, leaving an enduring impact on artistic expression worldwide.</p>	<p><b>Week 6</b></p>

# Knowledge Recall Questions

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

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

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



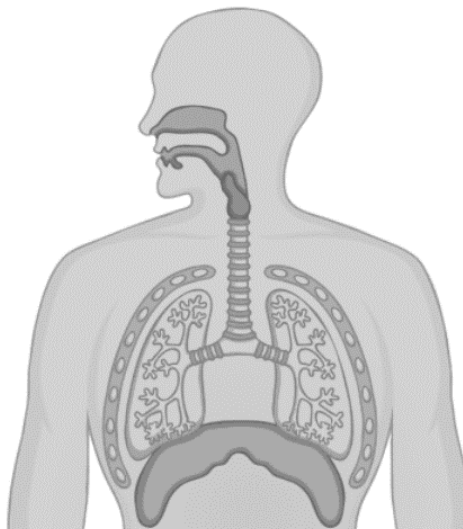
**Week 1: Biology - Diffusion**

1. Define the word diffusion.
2. Which gas diffuses into a leaf?
3. What is the gas names in question 2 used for?
3. Which gas diffuses out of a leaf?
4. Where is the gas in question 3 made?
5. Define particle.
6. What does exchange mean?
7. Define concentration.
8. What does 'net movement' mean?

**Week 2: Biology – Gas Exchange**

1. What happens in the alveoli?
2. Where does gas exchange happen in leaves?
3. What is the function of the ribs?
4. What is an intercostal muscle?
5. What is another word for 'breathing in?'
6. What is another work for 'breathing out?'

Label the diagram below with the following words:  
**Nasal cavity, bronchus, bronchioles, diaphragm, trachea, intercostal muscle, ribs, alveoli**

**Week 3: Chemistry – Chemical Reactions**

1. What is the name given to two or more atoms bonded together?
2. What does the arrow mean in a chemical equation?
3. What is the name given to the substances at the start of a chemical reaction?
4. What is the name given to the new substances at the end of a chemical reaction?
5. What is a precipitate?
6. Look at the word equation below:  
**Carbon + oxygen → carbon dioxide**
  - a) Name the product in the equation.
  - b) Name the reactants in the equation.

**Week 4: Chemistry – Combustion and Oxidation**

1. What is another word for burning?

2. What is combustion?

3. Define the word 'fuel.'

4. Calculate the mean of the following numbers. Show your working out for each.

A) 2, 2, 5, 3, 6, 7, 1, 8

B) 12, 12, 14, 20, 17, 16

C) 16, 22, 14

D) 102, 101, 110, 112, 104, 107

**Week 5: Physics - Forces**

1. What is a force?

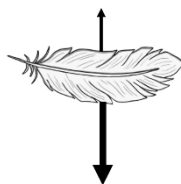
2) what is the name given to a force produced by two objects that are touching?

3) what is upthrust?

4) which word means 'a force that goes against a moving object?'

5) for each diagram describe how the object is moving.

a)


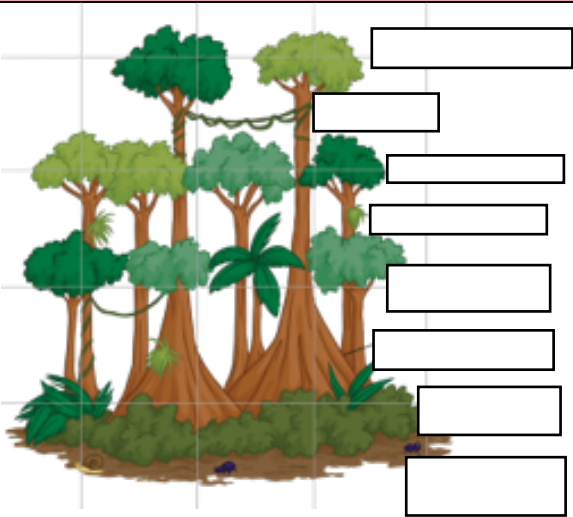


b)



French	Au college 1 – at school	Year 7 Term 3																								
<b>Week 1: My subjects</b>	<b>Week 2: Quand?</b>	<b>Week 3: Quelle heure est-il ?</b>																								
<p>Translate in to French '<b>I study French</b>'.</p> <p>Translate in to English '<b>J'étudie les maths et le dessin</b>'.</p> <p>Translate in to French '<b>I study English and history</b>'.</p> <p>Translate in to English '<b>j'ai sciences et géographie</b>'.</p> <p>Translate in to French '<b>I have music</b>'.</p> <p>Translate in to French '<b>I study drama and PE</b>'.</p>	<p>Match up the time frames:</p> <table border="0"> <tr> <td><b>aujourd'hui</b></td> <td>then</td> </tr> <tr> <td><b>le lundi</b></td> <td>every day</td> </tr> <tr> <td><b>le vendredi</b></td> <td>today</td> </tr> <tr> <td><b>le matin</b></td> <td>lunch time</td> </tr> <tr> <td><b>l'après-midi</b></td> <td>in the afternoon</td> </tr> <tr> <td><b>tous les jours</b></td> <td>break</td> </tr> <tr> <td><b>et</b></td> <td>on Fridays</td> </tr> <tr> <td><b>aussi</b></td> <td>on Mondays</td> </tr> <tr> <td><b>puis</b></td> <td>and</td> </tr> <tr> <td><b>après</b></td> <td>afterwards</td> </tr> <tr> <td><b>la récré</b></td> <td>also</td> </tr> <tr> <td><b>l'heure du déjeuner</b></td> <td>in the morning</td> </tr> </table> <p><b>Translate:</b></p> <p><b>Today I study maths and then in the afternoon, I study French</b></p> <hr/> <hr/>	<b>aujourd'hui</b>	then	<b>le lundi</b>	every day	<b>le vendredi</b>	today	<b>le matin</b>	lunch time	<b>l'après-midi</b>	in the afternoon	<b>tous les jours</b>	break	<b>et</b>	on Fridays	<b>aussi</b>	on Mondays	<b>puis</b>	and	<b>après</b>	afterwards	<b>la récré</b>	also	<b>l'heure du déjeuner</b>	in the morning	<p>Translate these times in to English:</p> <p>il est neuf heures =</p> <p>il est onze heures =</p> <p>il est treize heures =</p> <p>à dix heures et demie =</p> <p>à onze heures et quart =</p> <p>à dix heures moins le quart =</p> <p><b>Translate the following sentences :</b></p> <p>Le matin, à neuf heures j'ai maths.</p> <p>L'après-midi à treize heures j'ai anglais.</p> <p>À dix heures moins le quart j'ai EPS.</p> <p>L'après-midi à deux heures j'ai français.</p>
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French	Au collège 1 – At school	Year 7 Term 3
<b>Week 4:</b> Les opinions	<b>Week 5:</b> Les adjectifs	<b>Week 6:</b>
<p>What is the French for these opinions?</p> <p>I like =                      I love =</p> <p>I don't like =                      I hate =</p> <p>What does '<b>je préfère</b>' mean ?</p> <p>Translate into English '<b>je voudrais étudier le théâtre</b>'.</p> <p>Translate into French '<b>I would like to study geography</b>'.</p> <p>Translate into English '<b>j'aime l'EPS et les maths</b>'.</p> <p>Translate into French '<b>I hate history and English</b>'.</p> <p>Translate in to English '<b>j'aime le français et je déteste la technologie</b>'.</p> <p>Translate into French '<b>I love English but I prefer history</b>'.</p>	<p>Translate in to French '<b>I like French because it is interesting</b>'.</p> <p>Translate in to English '<b>j'adore les sciences parce que c'est très facile</b>'.</p> <p>Translate in to French '<b>I don't like English because the teacher (f) is quite strict</b>'.</p> <p>Translate in to English '<b>j'adore l'EPS parce que ce n'est pas ennuyeux</b>'.</p> <p>Translate in to French '<b>I prefer science because it is a bit fun</b>'.</p> <p>Translate in to French '<b>I hate drama because it is rubbish</b>'.</p>	

Geography	Why are ecosystems so important?	Year 7	Term 3
<b>Week 1: Introduction to ecosystems</b>	<b>Week 2: Key terms</b>	<b>Week 3: Food chains</b>	
<ol style="list-style-type: none"> <li>1. What is an ecosystem?</li> <li>2. What is the difference between abiotic and biotic?</li> <li>3. What is fauna?</li> <li>4. What is flora?</li> </ol>	<ol style="list-style-type: none"> <li>1. Define a producer</li> <li>2. Define a consumer</li> <li>3. What is a biome?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a food chain?</li> <li>2. What do arrows on a food chain show?</li> <li>3. What is a trophic cascade?</li> </ol> <p>Label the trophic levels, producers and consumers on the food chain below.</p>  <p style="text-align: center;">A 4 Linked Food Chain</p>	
<b>Week 4: Rainforest structure</b>	<b>Week 5: Deforestation</b>		
	<ol style="list-style-type: none"> <li>1. What is deforestation?</li> <li>2. What is subsistence farming?</li> <li>3. What is logging and how is the different from deforestation?</li> </ol>		

<b>Music</b>	<b>Composition</b>	<b>Year 7 Term 3</b>
<b>Week 1:</b> musical notation	<b>Week 2:</b> note values	<b>Week 3:</b> notes on a stave – treble clef
<ol style="list-style-type: none"> <li>1. What clef tells you to play with your right hand?</li>   <li>2. What clef tells you to play with your left hand?</li>   <li>3. What does a bar do?</li>   <li>4. How do you play a sharp?</li>   <li>5. How do you play a flat?</li>   <li>6. How do you play a natural?</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw a semibreve, how many beats does it last for?</li>   <li>2. Draw a minim, how many beats does it last for?</li>   <li>3. Draw a crotchet, how many beats does it last for?</li>   <li>4. Draw a quaver, how many beats does it last for?</li>   <li>5. Draw a semiquaver, how many beats does it last for?</li> </ol>	<ol style="list-style-type: none"> <li>1. What note sits on the third line of the stave?</li>   <li>2. What note sits on the fifth line of the stave?</li>   <li>3. What note sits on the first line of the stave?</li>   <li>4. What note sits in the first space on the stave?</li>   <li>5. What note sits in the third space on the stave?</li> </ol>

<b>Music</b>	<b>Composition</b>	<b>Year 7 Term 3</b>
<b>Week 4: bass clef</b>	<b>Week 5: musical elements</b>	<b>Week 6:</b>
<ol style="list-style-type: none"> <li>1. What note sits on the third line of the staff?</li> <li>2. What note sits on the fifth line of the staff?</li> <li>3. What note sits on the first line of the staff?</li> <li>4. What note sits in the first space on the staff?</li> <li>5. What note sits in the third space on the staff?</li> </ol>	<ol style="list-style-type: none"> <li>1. Order the dynamic markings from quietest to loudest.</li> <li>2. What is structure?</li> <li>3. What is pitch?</li> <li>4. What is tempo?</li> <li>5. What is texture?</li> <li>6. What is rhythm?</li> <li>7. What is harmony?</li> </ol>	

Design and Technology		Year 7	Term 3
<b>Week 1:</b> the design process		<b>Week 2:</b> sketching initial ideas	
<ol style="list-style-type: none"> <li>1. What is the purpose of research?</li> <li>2. What is the difference between primary and secondary research?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the important elements to remember when creating initial design ideas?</li> <li>2. What is annotation?</li> </ol>	<b>Week 3:</b> CAD and CAM <ol style="list-style-type: none"> <li>1. What does CNC stand for?</li> <li>2. What is a laser cutter?</li> </ol>	
<b>Week 4:</b> pewter casting		<b>Week 5:</b> creating prototypes	
<ol style="list-style-type: none"> <li>1. Briefly describe the process of pewter casting:</li> <li>2. What does PPE stand for?</li> </ol>	<ol style="list-style-type: none"> <li>1. Why do designers create prototypes? Give 5 distinct reasons:</li> </ol>	<b>Week 6:</b> metals <ol style="list-style-type: none"> <li>1. What is an ore?</li> <li>2. What is the meaning of the term 'malleable'?</li> </ol>	