

# Knowledge Organiser

## Year 7 Term 1

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

### Spellings & Times Tables

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.

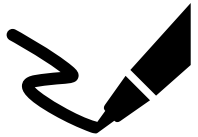
Read it three times.

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**.

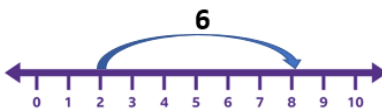
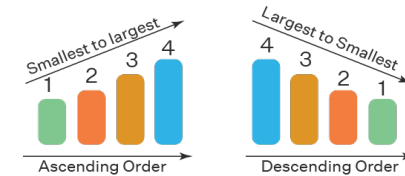

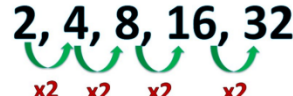

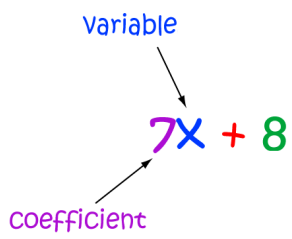



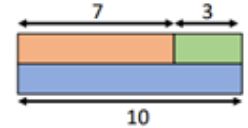
**Repeat.**

When you get it 100% correct, move on to the **next** piece of information.



# Correct

English	Monsters through the ages	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="786 499 1451 826"> <thead> <tr> <th data-bbox="786 499 1099 544">ACADEMIC VERBS</th> <th data-bbox="1099 499 1451 544">ACADEMIC ADJECTIVES</th> </tr> </thead> <tbody> <tr> <td data-bbox="786 544 1099 592"><b>The author...</b></td> <td data-bbox="1099 544 1451 592"><b>The reader is...</b></td> </tr> <tr> <td data-bbox="786 592 1099 639">suggests</td> <td data-bbox="1099 592 1451 639">intrigued</td> </tr> <tr> <td data-bbox="786 639 1099 687">implies</td> <td data-bbox="1099 639 1451 687">mystified</td> </tr> <tr> <td data-bbox="786 687 1099 735">describes</td> <td data-bbox="1099 687 1451 735">disturbed</td> </tr> <tr> <td data-bbox="786 735 1099 826"></td> <td data-bbox="1099 735 1451 826">thrilled</td> </tr> </tbody> </table>	ACADEMIC VERBS	ACADEMIC ADJECTIVES	<b>The author...</b>	<b>The reader is...</b>	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>
ACADEMIC VERBS	ACADEMIC ADJECTIVES													
<b>The author...</b>	<b>The reader is...</b>													
suggests	intrigued													
implies	mystified													
describes	disturbed													
	thrilled													
<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>												

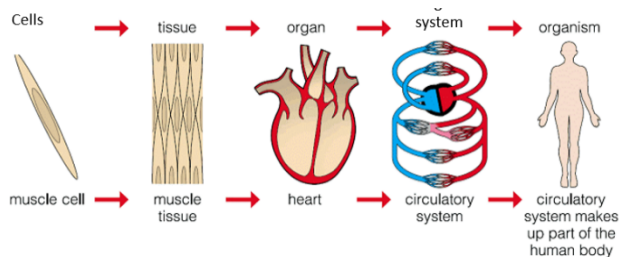
Maths	Sequences and Algebra	Year 7 Term 1
<p><b>Week 1: Key vocabulary</b></p> <p><b>sum:</b> the result of an addition. The sum of 2 and 8 is 10 because <math>2 + 8 = 10</math></p> <p><b>difference:</b> the result of a subtraction. The difference between 2 and 8 is 6 because <math>8 - 2 = 6</math> Difference can also be referred to as the 'gap' between two numbers.</p>  <p><b>ascending and descending:</b></p> 	<p><b>Week 2: Sequences</b></p> <p><b>term:</b> each number or object in a sequence.</p> <p><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.</p> <p><b>consecutive:</b> whole numbers that follow each other without gaps. Example 3, 4, 5, are consecutive.</p> <p><b>linear sequence:</b> a number pattern that increases or decreases by the same amount.</p> 	<p><b>Week 3: Non-linear sequences</b></p> <p><b>non-linear sequence:</b> a number pattern that does not increase or decrease by the same amount.</p> <p><b>geometric sequence:</b> a type of non-linear sequence. A number pattern made by multiplying by the same value each time. They are non-linear.</p>  <p><b>fibonacci:</b> another type of non-linear sequence made by adding the 2 previous terms.</p> 
<p><b>Week 4: Algebra notation (1)</b></p> <p><b>commutative:</b> gives the same result regardless of the order. Example <math>2 + 3 = 3 + 2</math></p> <p><b>variable:</b> a symbol for a value we do not know. It can be a range of values.</p> <p><b>coefficient:</b> the amount of a variable.</p>  <p><b>inverse:</b> the opposite calculation. The inverse of add is subtract.</p>	<p><b>Week 5: Algebra notation (1)</b></p> <p><b>substitute:</b> replace a variable with a value.</p> <p><b>evaluate:</b> calculate the value of.</p> <p><b>squared:</b> when a number is multiplied by itself. <math>3^2</math> "3 squared" means <math>3 \times 3</math></p> <p><b>important notation:</b> <math>5y</math> means <math>5 \times y</math>      <math>\frac{y}{5}</math> means <math>y \div 5</math></p> <p><b>input and output:</b></p> 	<p><b>Week 6: Equality and equivalence</b></p> <p><b>equality:</b> having the same value.  equal</p> <p><b>fact family:</b> a set of related calculations.  not equal</p>  <p><math>7 + 3 = 10</math>      <math>10 - 7 = 3</math> <math>3 + 7 = 10</math>      <math>10 - 3 = 7</math></p> <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></p> <p><b>solve:</b> to find the value of the unknown.</p>

**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>frequency</b>	how often something occurs

**Hierarchy of organisms**

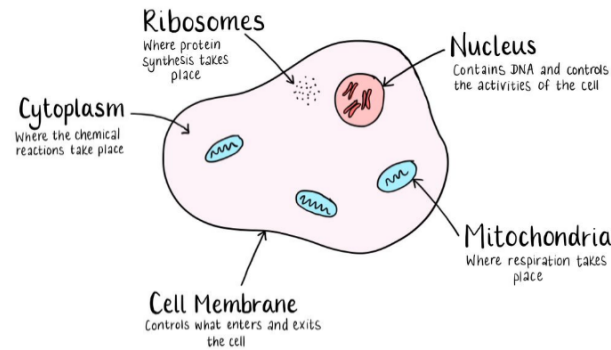
- A tissue is a group of similar cells working together to perform a particular function.
- An organ is a group of different tissues working together to perform a particular function.
- An organ system is many different organs working together to perform a particular function.
- An organism is many organs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



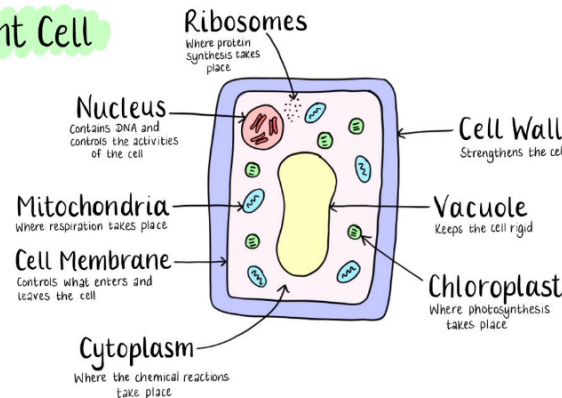
**Week 2: Cell Structure**

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**



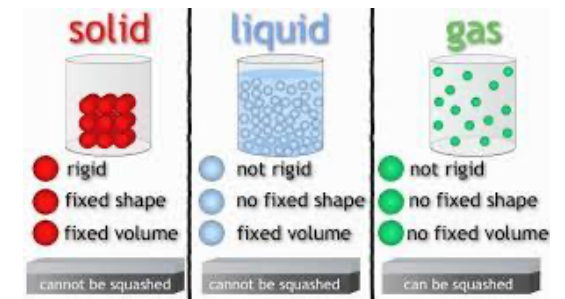
**Plant Cell**



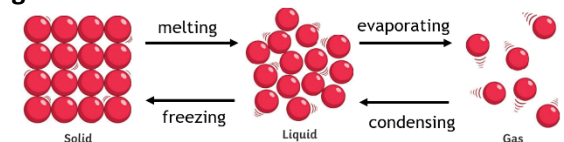
Three organelles found in plant cells, but not animal cells are: cell wall, chloroplast and vacuole.

**Week 3: States of Matter**


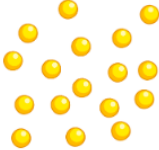

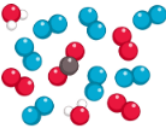
<b>state of matter</b>	the form in which an object is found - solid, liquid or gas
<b>solid</b>	a substance where the particles are regularly arranged and all touching
<b>liquid</b>	a substance where most particles are touching and in a random arrangement
<b>gas</b>	a substance where no particles are 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> )	

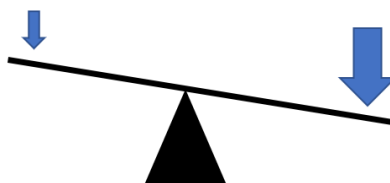
Week 5: Forces

<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.

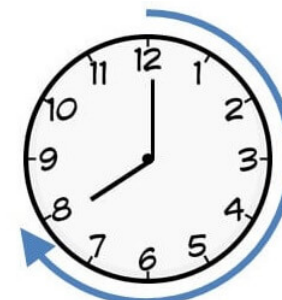


The seesaw is unbalanced because the forces acting clockwise are not equal to the forces acting anticlockwise.



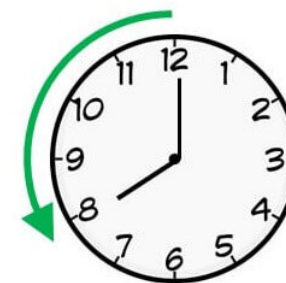
Week 6: Moments

<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
----------------------	--



Anti-Clockwise

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

French		Je me présente		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 / salut	hello / hi	0	zéro	16	seize																		
j'adore	I love	au revoir	goodbye	1	un	17	dix-sept																		
je n'aime pas	I don't like	comment t'appelles-tu?	what is your name?	2	deux	18	dix-huit																		
je déteste	I hate	je m'appelle...	my name is...	3	trois	19	dix-neuf																		
la musique	music	ça va?	how are you?	4	quatre	20	vingt																		
la glace	ice cream	ça va bien, merci.	I am well, thank you	5	cinq	21	vingt-et-un																		
la danse	dancing	ça va mal	I am not well	6	six	22	vingt-deux																		
les araignées	spiders	pas mal	not bad	7	sept	23	vingt-trois																		
les vacances	holidays	comme ci, comme ça.	so so	8	huit	24	vingt-quatre																		
le cinéma	cinema	Quel âge as-tu? How old are you?		9	neuf	25	vingt-cinq																		
le sport	sport	j'ai ____ ans I am ____ years old		10	dix	26	vingt-six																		
le vélo	cycling			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	j'ai...		I have...																			
février	February	août	August	un lapin	a rabbit																				
mars	March	septembre	September	un chat	a cat																				
avril	April	octobre	October	un chien	a dog																				
mai	May	novembre	November	un poisson	a fish																				
juin	June	décembre	December	un cochon d'Inde	a guinea pig																				
C'est quand ton anniversaire? When is your birthday?		avoir = to have (infinitive verb)		un serpent	a snake																				
Mon anniversaire c'est le vingt-deux mars		The present tense conjugation is :		un hamster	a hamster																				
My birthday is on the 22 March		<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>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>		French	English	j'ai	I have	tu as	you have (singular / informal)	il a	he has	elle a	she has	nous avons	we have	vous avez	you have (plural / formal)	ils ont	they have (male / male + female)	elles ont	they have (female)	un oiseau	a bird		
French	English																								
j'ai	I have																								
tu as	you have (singular / informal)																								
il a	he has																								
elle a	she has																								
nous avons	we have																								
vous avez	you have (plural / formal)																								
ils ont	they have (male / male + female)																								
elles ont	they have (female)																								
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																				
NB : days and months do <u>not</u> have a capital letter in French.		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
-----------	-------------------------	--------	--------

**Week 1: Key Terms**

**Global Citizen:** someone who understands the wider world and is aware of their place in it.

**population:** the number of people in an area.

**urban:** a built up area like a town or city.

**rural:** an area of countryside.

**weather:** the day to day changes in the Earth's atmosphere.

**climate:** the average weather over a long period of time.

**physical geography:** the study of the Earth's natural features.

**human geography:** the study of humans and how they interact with the natural Earth.

**Week 2: The UK map**



**Week 3: Compass and location**

A compass is a device that indicates direction.

Barnsley is located in the North of England within the county of South Yorkshire.

Barnsley is located north of Sheffield and south of Leeds.

**location:** where something is.

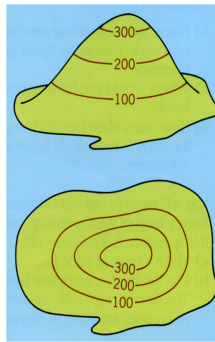
**Week 4: Relief**

**relief:** the height and shape of the land.

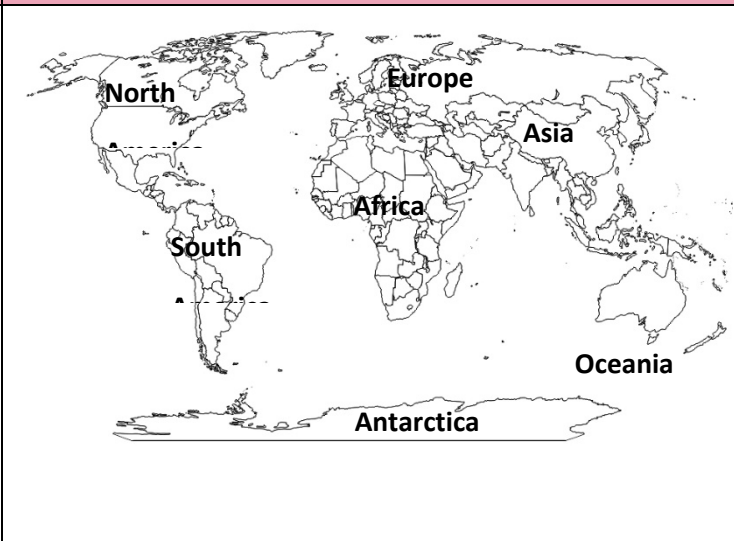
**relief:** this is shown on OS maps by contour lines

**contour lines:** brown lines on a map which join up points which are the same height.

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.



**Week 5: Continents and oceans**



**Week 6: Grid references**

6 figure grid references are used to find exact locations on a grid square

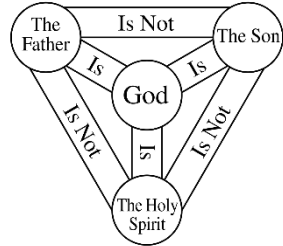
Always read from the bottom left hand corner.

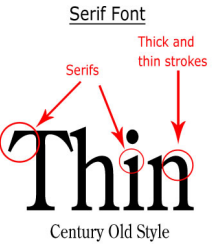
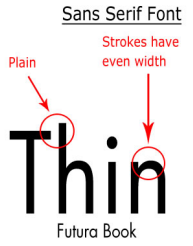
When you give a grid reference, always give the easting first: "Along the corridor and up the stairs"

The first 3 numbers are the eastings, the second 3 are the northings






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</p> <p><b>chronology:</b> time order</p> <p><b>inference:</b> What can you work out from the information given to you.</p> <p><b>primary source:</b> information from the time period.</p> <p><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.</p> <p><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. 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> a judgement based on evidence.  <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:</b> creationism		<b>Week 2:</b> Noah		<b>Week 3:</b> Abraham	
<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>omnibenevolent:</b> all-loving, or infinitely good, usually in reference to God.</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>Abrahamic Faiths:</b> a group of monotheistic religions (Judaism, Christianity, and Islam) whose teachings are based on the belief in a covenant between God and humankind.</p> <p><b>Abraham:</b> Christianity, Judaism and Islam all recognise Abraham as an important figure (the Abrahamic religions). 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>sacrifice:</b> to offer or kill something as a religious sacrifice</p>	
<b>Week 4:</b> Moses		<b>Week 5:</b> the Torah		<b>Week 6:</b> Jesus	
<p><b>monotheistic:</b> belief in one true God.</p> <p><b>Moses:</b> Moses is a significant figure in Judaism, Christianity, and Islam (where he is known as Musa). 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>covenant:</b> a formal agreement or promise between two or more people.</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><b>Messiah:</b> the promised deliverer of the Jewish nation prophesied (foretold) in the Hebrew Bible.</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><b>Holy Trinity:</b></p> 	

Computing		Cyber Security and Me	Year 7	Term 1
<b>Week 1:</b> setting up an online account		<b>Week 2:</b> hardware and software		<b>Week 3:</b> keeping you safe
<p><b>non-attributable:</b> where something is not 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>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>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>
<b>Week 4:</b> malware		<b>Week 5:</b> presenting data		<b>Week 6:</b> email
<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>malware:</b> malicious software designed to disrupt or damage a computer system</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>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 style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p><u>Serif Font</u></p> <p>Thick and thin strokes</p>  <p>Serifs</p> <p>Century Old Style</p> </div> <div style="text-align: center;"> <p><u>Sans Serif Font</u></p> <p>Plain</p> <p>Strokes have even width</p>  <p>Plain</p> <p>Futura Book</p> </div> </div>		<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 style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;"> <div style="border: 1px solid #ccc; padding: 5px; margin-right: 10px;">To</div> <div>Who you are sending the email to.</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid #ccc; padding: 5px; margin-right: 10px;">Cc</div> <div>Who you are sending a copy of the email to.</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid #ccc; padding: 5px; margin-right: 10px;">Bcc</div> <div>Who you are sending a copy of the email too but no one receiving the email knows</div> </div> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">Add a subject</div> <div>Brief description about the email</div> </div> </div>

PSHE	My Body and Me	Year 7 Term 1
<p><b>Week 1:</b> what is PSHE?</p> <p><b>transition:</b> the process or a period of changing from one state or condition to another.</p> <p><b>Personal, Social, Health and Economic (PSHE):</b> 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><b>The Wise and Foolish Builder:</b> demonstrates that all relationships need to be built on strong foundations.</p> <p><b>core values:</b> honesty, respect, empathy, responsibility</p>	<p><b>Week 2:</b> healthy diet and obesity</p> <p><b>diet:</b> the kinds of food that a person, animal, or community habitually eats.</p> <p><b>balanced diet:</b> is a way of ensuring you eat all the required nutrients for your body to function properly.</p> <p><b>The Eatwell Plate:</b> is a food guide showing the proportion and types of foods that are needed to make up a healthy balanced diet.</p>	<p><b>Week 3:</b> puberty</p> <p><b>puberty:</b> is the bridge between being a child and becoming an adult.</p> <p>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>Puberty usually starts sometime between age 7 and 13 in girls and 9 and 15 in boys.</p>
<p><b>Week 4:</b> mental health and wellbeing</p> <p><b>wellbeing:</b> the state of being comfortable, healthy, or happy.</p> <p><b>mental health:</b> a person's condition with regard to their psychological and emotional well-being.</p> <p><b>self-esteem:</b> confidence in one's own worth or abilities; self-respect.</p> <p><b>confidence:</b> the feeling or belief that one can have faith in or rely on someone or something.</p>	<p><b>Week 5:</b> consent</p> <p><b>consent:</b> permission for something to happen or agreement to do something.</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>non-verbal consent:</b> there are ways to show a willingness to give consent without using words. Examples of giving nonverbal consent may include: Head nod. Thumbs up.</p> <p><b>verbal consent:</b> when a person verbally agrees.</p>	<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.</p> <p>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>

Music	Musical Elements	Year 7	Term 1
<p><b>Week 1: Tempo</b></p> <p><b>tempo:</b> the speed of a piece of music. Tempo measures the beat.</p> <p><b>bpm:</b> beats per minute.</p> <p><b>lento:</b> very slow.</p> <p><b>adagio:</b> slow.</p> <p><b>andante:</b> at a walking pace</p> <p><b>moderato:</b> quite quickly</p> <p><b>allegro:</b> fast</p> <p><b>presto:</b> very fast</p>	<p><b>Week 2: Dynamics</b></p> <p><b>dynamics:</b> the volume of a piece of music.</p> <p><b>pp:</b> pianissimo. Very quiet.</p> <p><b>p:</b> piano. Quiet.</p> <p><b>mf:</b> mezzo forte. Moderately loud.</p> <p><b>f:</b> forte. Loud.</p> <p><b>ff:</b> fortissimo. Very loud.</p> <p><b>crescendo:</b> gradually getting louder.</p> <p><b>diminuendo:</b> gradually getting quieter.</p>	<p><b>Week 3: Pitch, timbre &amp; texture</b></p> <p><b>pitch:</b> the frequency of a note, high or low sound.</p> <p><b>timbre:</b> the specific tone or sound quality an instrument or voice has. Each instrument has a different sound which allows us to tell them apart.</p> <p><b>texture:</b> the musical layers.</p> <p><b>thick texture:</b> multiple instruments playing together.</p> <p><b>thin texture:</b> few instruments playing together.</p>	
<p><b>Week 4: Structure</b></p> <p><b>structure:</b> the sections within a piece of music.</p> <p><b>binary:</b> the music is divided in two separate sections. AB.</p> <p><b>ternary:</b> the music has three sections, however one is repeated. ABA.</p> <p><b>through composed:</b> every section is different. ABCDE etc.</p>	<p><b>Week 5: Rhythm &amp; harmony</b></p> <p><b>rhythm:</b> an arrangement of notes and rests (silences).</p> <p><b>harmony:</b> the sound of two or more complimentary notes played simultaneously.</p>	<p><b>Week 6: Ensemble skills</b></p> <p><b>ensemble:</b> a group of musicians playing together.</p> <p><b>accuracy:</b> playing your musical part correctly.</p> <p><b>fluency:</b> playing your musical part with not stopping or hesitation.</p> <p><b>timing:</b> synchronised playing in your ensemble, everyone keeps to the beat.</p>	

ART	ART & DESIGN – KEY CONCEPTS	Year 7	Term 1
<p><b>Week 1: Art History – Artwork – Cave Art</b></p> <p>Cave art can be separated into 2 types:</p> <ul style="list-style-type: none"> <li>• <b>Symbolic.</b></li> <li>• <b>Religious function.</b></li> </ul> <p>There are five different types of cave art:</p> <ul style="list-style-type: none"> <li>• Handprints (including finger marks).</li> <li>• Abstract signs.</li> <li>• Figurative painting.</li> <li>• Engraving.</li> <li>• Relief Sculpture.</li> </ul>	<p><b>Week 2: Art History – Contextual Info</b></p> <p><b>Chauvet Cave:</b></p> <ul style="list-style-type: none"> <li>• The World’s oldest cave paintings are found in the worlds Heritage site of <b>Chauvet Cave</b> in southern France.</li> <li>• Scientists have radiocarbon dated the images to between 30,000 and 32,000 years old, making them almost twice the age of the famous Lascaux cave art, in south-west France.</li> </ul>	<p><b>Week 3: Art History- Chauvet Cave Painting</b></p> 	
<p><b>Week 4: Art Careers- Animator</b></p> <p><b>What animators do:</b> Animators develop characters, objects, and environments for various applications, including video game development, motion graphics for TV and film, and more.</p> <p><b>Qualifications:</b> A bachelor’s degree in computer graphics or multimedia studies is usually required, as well as 2-D and 3-D animation and design skills.</p> <p><b>Salary:</b> The median salary for an animator is £46718.73per year.</p>	<p><b>Week 5: Conceptual Art – Photorealism</b></p> <p><b>Photorealism is an extremely realistic style of painting and drawing, in which the artwork is based entirely on a photograph.</b></p> <ul style="list-style-type: none"> <li>• Photorealist art is most appreciated for its huge WOW! factor.</li> <li>• People often mistake photorealist paintings for actual photographs.</li> </ul>  	<p><b>Week 6: Medium - Pencil</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: 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 présente (1)	Year 7 Term 1																																																																																										
<b>Week 1:</b> Les opinions	<b>Week 2:</b> Les salutations	<b>Week 3:</b> Les chiffres																																																																																										
<p><b>Translate the phrases in to the opposite language.</b></p> <p>Je déteste la danse. _____</p> <p>J'adore la danse. _____</p> <p>Je n'aime pas le vélo. _____</p> <p>J'aime les serpents et les araignées. _____</p> <p>Je n'aime pas la musique. _____</p> <p>Je déteste la glace. _____</p> <p>J'adore la musique. _____</p> <p>I don't like cinema. _____</p> <p>I love dancing and cycling. _____</p> <p>I like video games and music. _____</p> <p>I hate sport and snakes. _____</p>	<p><b>Translate this conversation in to English.</b></p> <table border="1" data-bbox="792 293 1442 1433"> <tr> <td><b>Bonjour</b></td> <td></td> </tr> <tr> <td><i>Salut!</i></td> <td></td> </tr> <tr> <td><b>Comment t'appelles-tu?</b></td> <td></td> </tr> <tr> <td><i>Je m'appelle Violet</i></td> <td></td> </tr> <tr> <td><i>Comment t'appelles-tu?</i></td> <td></td> </tr> <tr> <td><b>Je m'appelle Thomas</b></td> <td></td> </tr> <tr> <td><b>Ça-va?</b></td> <td></td> </tr> <tr> <td><i>Ça-va mal</i></td> <td></td> </tr> <tr> <td><i>Ça-va?</i></td> <td></td> </tr> <tr> <td><b>Ça-va bien merci.</b></td> <td></td> </tr> <tr> <td><b>Quel âge as-tu?</b></td> <td></td> </tr> <tr> <td><i>J'ai dix ans.</i></td> <td></td> </tr> <tr> <td><b>Au revoir.</b></td> <td></td> </tr> </table>	<b>Bonjour</b>		<i>Salut!</i>		<b>Comment t'appelles-tu?</b>		<i>Je m'appelle Violet</i>		<i>Comment t'appelles-tu?</i>		<b>Je m'appelle Thomas</b>		<b>Ça-va?</b>		<i>Ça-va mal</i>		<i>Ça-va?</i>		<b>Ça-va bien merci.</b>		<b>Quel âge as-tu?</b>		<i>J'ai dix ans.</i>		<b>Au revoir.</b>		<p><b>Complete the grid with the missing numbers written in French.</b></p> <table border="1" data-bbox="1471 331 2121 1198"> <tr> <td>0</td> <td>_____</td> <td>16</td> <td>_____</td> </tr> <tr> <td>1</td> <td>un</td> <td>17</td> <td>_____</td> </tr> <tr> <td>2</td> <td>_____</td> <td>18</td> <td>dix-huit</td> </tr> <tr> <td>3</td> <td>trois</td> <td>19</td> <td>_____</td> </tr> <tr> <td>4</td> <td>_____</td> <td>20</td> <td>_____</td> </tr> <tr> <td>5</td> <td>cinq</td> <td>21</td> <td>vingt-et-un</td> </tr> <tr> <td>6</td> <td>six</td> <td>22</td> <td>_____</td> </tr> <tr> <td>7</td> <td>_____</td> <td>23</td> <td>vingt-trois</td> </tr> <tr> <td>8</td> <td>huit</td> <td>24</td> <td>vingt-quatre</td> </tr> <tr> <td>9</td> <td>neuf</td> <td>25</td> <td>_____</td> </tr> <tr> <td>10</td> <td>_____</td> <td>26</td> <td>vingt-six</td> </tr> <tr> <td>11</td> <td>onze</td> <td>27</td> <td>vingt-sept</td> </tr> <tr> <td>12</td> <td>douze</td> <td>28</td> <td>_____</td> </tr> <tr> <td>13</td> <td>_____</td> <td>29</td> <td>vingt-neuf</td> </tr> <tr> <td>14</td> <td>quatorze</td> <td>30</td> <td>trente</td> </tr> <tr> <td>15</td> <td>quinze</td> <td>31</td> <td>_____</td> </tr> </table>	0	_____	16	_____	1	un	17	_____	2	_____	18	dix-huit	3	trois	19	_____	4	_____	20	_____	5	cinq	21	vingt-et-un	6	six	22	_____	7	_____	23	vingt-trois	8	huit	24	vingt-quatre	9	neuf	25	_____	10	_____	26	vingt-six	11	onze	27	vingt-sept	12	douze	28	_____	13	_____	29	vingt-neuf	14	quatorze	30	trente	15	quinze	31	_____
<b>Bonjour</b>																																																																																												
<i>Salut!</i>																																																																																												
<b>Comment t'appelles-tu?</b>																																																																																												
<i>Je m'appelle Violet</i>																																																																																												
<i>Comment t'appelles-tu?</i>																																																																																												
<b>Je m'appelle Thomas</b>																																																																																												
<b>Ça-va?</b>																																																																																												
<i>Ça-va mal</i>																																																																																												
<i>Ça-va?</i>																																																																																												
<b>Ça-va bien merci.</b>																																																																																												
<b>Quel âge as-tu?</b>																																																																																												
<i>J'ai dix ans.</i>																																																																																												
<b>Au revoir.</b>																																																																																												
0	_____	16	_____																																																																																									
1	un	17	_____																																																																																									
2	_____	18	dix-huit																																																																																									
3	trois	19	_____																																																																																									
4	_____	20	_____																																																																																									
5	cinq	21	vingt-et-un																																																																																									
6	six	22	_____																																																																																									
7	_____	23	vingt-trois																																																																																									
8	huit	24	vingt-quatre																																																																																									
9	neuf	25	_____																																																																																									
10	_____	26	vingt-six																																																																																									
11	onze	27	vingt-sept																																																																																									
12	douze	28	_____																																																																																									
13	_____	29	vingt-neuf																																																																																									
14	quatorze	30	trente																																																																																									
15	quinze	31	_____																																																																																									

French	Je me présente (1)	Year 7 Term 1																		
<p><b>Week 4: Les mois et les jours de la semaine</b></p> <p><b>Translate the phrases in to the opposite language.</b></p> <p>Mon anniversaire c'est le vingt-deux mars.</p> <hr/> <p>Mon anniversaire c'est le dix-sept février.</p> <hr/> <p>Mon anniversaire c'est le sept juillet.</p> <hr/> <p>Mon anniversaire c'est le trente décembre.</p> <hr/> <p>My birthday is the 18<sup>th</sup> October.</p> <hr/> <p>My birthday is the 1<sup>st</sup> June.</p> <hr/> <p>My birthday is the 4<sup>th</sup> January.</p> <hr/> <p>My birthday is the 23<sup>rd</sup> April.</p> <hr/>	<p><b>Week 5: Avoir</b></p> <p><b>Avoir</b> = _____ (infinitive verb)</p> <p><b>Complete the grid below.</b></p> <p>The present tense conjugation is :</p> <table border="1" data-bbox="792 520 1424 1385"> <thead> <tr> <th data-bbox="792 520 1028 619">French</th> <th data-bbox="1028 520 1424 619">English</th> </tr> </thead> <tbody> <tr> <td data-bbox="792 619 1028 708"></td> <td data-bbox="1028 619 1424 708">I have</td> </tr> <tr> <td data-bbox="792 708 1028 807"><b>tu as</b></td> <td data-bbox="1028 708 1424 807">You have (singular / informal)</td> </tr> <tr> <td data-bbox="792 807 1028 906"><b>il a</b></td> <td data-bbox="1028 807 1424 906"></td> </tr> <tr> <td data-bbox="792 906 1028 1005"></td> <td data-bbox="1028 906 1424 1005">She has</td> </tr> <tr> <td data-bbox="792 1005 1028 1104"></td> <td data-bbox="1028 1005 1424 1104">We have</td> </tr> <tr> <td data-bbox="792 1104 1028 1203"><b>vous avez</b></td> <td data-bbox="1028 1104 1424 1203"></td> </tr> <tr> <td data-bbox="792 1203 1028 1302"></td> <td data-bbox="1028 1203 1424 1302">They have (male / male + female)</td> </tr> <tr> <td data-bbox="792 1302 1028 1385"><b>elles ont</b></td> <td data-bbox="1028 1302 1424 1385"></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>Week 6: Les animaux</b></p> <p><b>Translate the phrases into English.</b></p> <p>J'ai un lapin.</p> <hr/> <p>Elle a trois chats.</p> <hr/> <p>J'ai un poisson.</p> <hr/> <p>Nous avons cinq chiens.</p> <hr/> <p>J'ai une souris.</p> <hr/> <p>J'ai un oiseau.</p> <hr/> <p>Tu as une tortue et un hamster.</p> <hr/> <p>Je n'ai pas d'animal.</p> <hr/> <p>J'ai un chat et cinq poissons.</p> <hr/> <p>Il a un serpent et un cochon d'Inde.</p> <hr/>
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>																				

<b>Geography</b>	<b>What does a geographer do?</b>	<b>Year 7 Term 1</b>
<b>Week 1: Key Terms</b>	<b>Week 2: The UK</b>	<b>Week 3: Compass and Location</b>
<p>What is a Global Citizen?</p> <p>What does rural mean?</p> <p>What is the difference between weather and climate?</p>	<p>Draw a map of the UK</p> <p>If you are in England, Scotland is to the _____</p> <p>If you are in England Wales is to the _____</p>	<p>Create a rhyme or trick to help you remember North, East, South, West</p> <p>N</p> <p>E</p> <p>S</p> <p>W</p> <p>Barnsley is located in the _____ of England.</p> <p>What county is Barnsley in?</p> <p>Barnsley is located north of Sheffield and south of which other city?</p>
<b>Week 4: Relief</b>	<b>Week 5: Continents and Oceans</b>	<b>Week 6: Grid references</b>
<p>What is relief?</p> <p>What are contour lines?</p> <p>Draw what a steep slope would look like on a map with contour lines</p> <p>Draw what a steady slope would look like on a map using contour lines</p>	<p>Name the 7 continents</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>What continent is England in?</p>	<p>What is a northing?</p> <p>What is an easting?</p> <p>What tip can you use to remember how to do grid references? Clue stairs and corridors</p>

<b>History</b>	<b>Yorkshire through time</b>	<b>Year 7 Term 1</b>
<p><b>Week 1: Keywords and the Romans</b></p> <p>How many years are in a century?</p> <p>What does chronology mean?</p> <p>What is the difference between a primary and a secondary source?</p> <p>When did the Romans rule in England?</p> <p>What is an inference?</p>	<p><b>Week 2: Vikings in Yorkshire</b></p> <p>When did the Vikings rule England?</p> <p>What was the Danelaw?</p> <p>Why was York important to the Vikings?</p>	<p><b>Week 3: Tudors in Yorkshire</b></p> <p>When was the Early Modern period?</p> <p>When did the Tudors rule?</p> <p>How many people marched in the Pilgrimage of Grace?</p> <p>Where is Fountains Abbey?</p>
<p><b>Week 4: Industrial Revolution in Yorkshire</b></p> <p>When was the Industrial period?</p> <p>Who were the Luddites?</p> <p>How did Britain change during the Industrial period?</p>	<p><b>Week 5: Miners' strikes in Yorkshire</b></p> <p>When were the miners' strikes?</p> <p>Who was Prime Minister during the strikes?</p> <p>What is a scab</p> <p>What does NUM stand for?</p>	<p><b>Week 6: Key Historical skills</b></p> <p>What is an inference?</p> <p><u>List the 5 second order concepts</u></p>

Music		Musical Elements		Year 7	Term 1																																	
<b>Week 1: Temopo</b>		<b>Week 2: Dynamics</b>		<b>Week 3: Pitch, timbre &amp; texture</b>																																		
1. What is the tempo?  2. What does bpm mean?  3. What is the word that describes the music as very slow?  4. What is the word that describes the music as very fast?  5. Draw a line to connect the tempo with its correct definition.		1. What are the dynamics?  2. What word describes gradually getting quieter?  3. What word describes gradually getting louder?  4. Draw a line to connect the dynamic marking with its meaning.		1. What key word is this? The musical layers.  2. What word describes the texture of multiple instruments playing together?  3. What word describes the texture of fewer instruments playing together?  4. What musical element describes the frequency of a note, high or low sound?  5. What musical element help us to tell instruments apart by their sound quality?																																		
<table border="1"> <tr><td>Very slow</td><td></td><td>Allegro</td></tr> <tr><td>Slow</td><td></td><td>Adagio</td></tr> <tr><td>At a walking pace</td><td></td><td>Lento</td></tr> <tr><td>Quite quickly</td><td></td><td>Presto</td></tr> <tr><td>Fast</td><td></td><td>Andante</td></tr> <tr><td>Very fast</td><td></td><td>moderato</td></tr> </table>		Very slow		Allegro	Slow		Adagio	At a walking pace		Lento	Quite quickly		Presto	Fast		Andante	Very fast		moderato	<table border="1"> <tr><td>Very quiet</td><td></td><td><i>mf</i></td></tr> <tr><td>Quiet</td><td></td><td><i>pp</i></td></tr> <tr><td>Moderately loud</td><td></td><td><i>mp</i></td></tr> <tr><td>Loud</td><td></td><td><i>f</i></td></tr> <tr><td>Very loud</td><td></td><td><i>p</i></td></tr> </table>		Very quiet		<i>mf</i>	Quiet		<i>pp</i>	Moderately loud		<i>mp</i>	Loud		<i>f</i>	Very loud		<i>p</i>		
Very slow		Allegro																																				
Slow		Adagio																																				
At a walking pace		Lento																																				
Quite quickly		Presto																																				
Fast		Andante																																				
Very fast		moderato																																				
Very quiet		<i>mf</i>																																				
Quiet		<i>pp</i>																																				
Moderately loud		<i>mp</i>																																				
Loud		<i>f</i>																																				
Very loud		<i>p</i>																																				

Music	Musical Elements	Year 7 Term 1
<b>Week 4: Structure</b>	<b>Week 5: Rhythm &amp; Harmony</b>	<b>Week 6: Ensemble skills</b>
<p>What is the structure?</p> <p>What structure is this where there are two sections, AB?</p> <p>What structure is this where there are three sections with one repeated, ABA?</p> <p>What is the name of the structure where every section is different?</p>	<p>What is harmony?</p> <p>What is rhythm?</p>	<p>What is the term for a group of musicians playing together?</p> <p>What is accuracy?</p> <p>What is fluency?</p> <p>What is timing?</p>

ART	ART & DESIGN – KEY CONCEPTS	Year 7	Term 1
<b>Week 1:</b> Art history – Cave art	<b>Week 2:</b> Art history – contextual info	<b>Week 3:</b> Recreate the image	
List the 5 types of cave paintings: - - - - -	Name the oldest cave paintings in the world?     How old are they?	Describe the painting from the provided source material?	
<b>Week 4:</b> Art Careers- animator	<b>Week 5:</b> Conceptual Art – photorealism	<b>Week 6:</b> Medium - pencil	
What does an animators do?          How much on average do animators earn per year?	What is Photorealism?	Label all the parts to a pencil          