

# Knowledge Organiser

## Year 7 Term 4

<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>aberration</b>- something abnormal or unexpected.</p> <p><b>magnanimous</b>- big-hearted, noble, and generous.</p> <p><b>transactional</b>- relating to the exchange or interaction between people.</p> <p><b>colloquy</b>- a serious and formal conversation.</p> <p><b>inadequate</b>- lacking the quality or quantity required.</p>	<p><b>surveillance</b>- the close observation of someone or something.</p> <p><b>inexorable</b>- a stubborn or inflexible person.</p> <p><b>occasionally</b>- sometimes happens on occasion- 'now and then'.</p> <p><b>termagant</b>- an overbearing or quarrelsome woman.</p> <p><b>decision</b>- a choice that you make about something after thinking about it.</p>	<p><b>occurrence</b>- something that happens.</p> <p><b>potential</b>- a possibility that something can develop or happen.</p> <p><b>despondent</b>- feeling or showing extreme discouragement or depression.</p> <p><b>negotiable</b>- open to discussion or dispute.</p> <p><b>perspective</b>- a mental view or prospect, or the capacity to view things in their true relations or relative importance.</p>	<p><b>anticipation</b>- excitement about something that is going to happen, or the act of preparing for something.</p> <p><b>benevolence</b>- a disposition to do good or show an act of kindness.</p> <p><b>hypocrisy</b>- pretending to have qualities or beliefs that you do not have.</p> <p><b>consternation</b>- a feeling of anxiety or dismay, typically at something unexpected.</p> <p><b>necessary</b>- needed to be done, achieved, or present. It is essential.</p>	<p><b>harrowing</b>- acutely distressing or painful.</p> <p><b>ghastly</b>- causing great horror or fear.</p> <p><b>abhor</b>- to feel extreme hatred or disgust.</p> <p><b>complacency</b>- the feeling you have when you are satisfied with yourself.</p> <p><b>deferential</b>- showing courteous regard for people's feelings.</p>	<p><b>fractious</b>- easily irritated or annoyed.</p> <p><b>gratuitous</b>- unnecessary, not appropriate or justified, and unwarranted.</p> <p><b>oblivious</b>- lacking conscious awareness of something.</p> <p><b>plethora</b>- Extreme excess.</p> <p><b>repudiate</b>- refuse to acknowledge, ratify, or recognise as valid.</p>



# Look

Look at the information carefully.

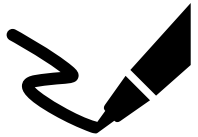
Read it three times.

It may help to **say** it as you read it.



# Cover

Cover it with your hand or a piece of paper.



# Write

Write it out, from memory.



# Check

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


If it **doesn't match exactly**, use your **purple pen to correct it**.

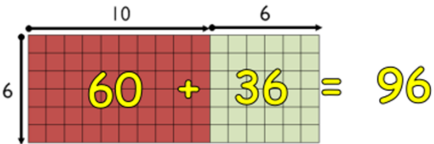
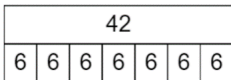
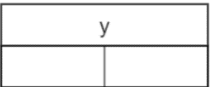

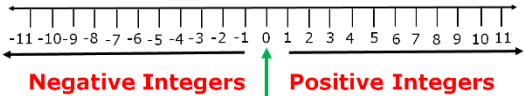
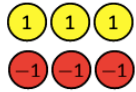
**Repeat.**

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



# Correct

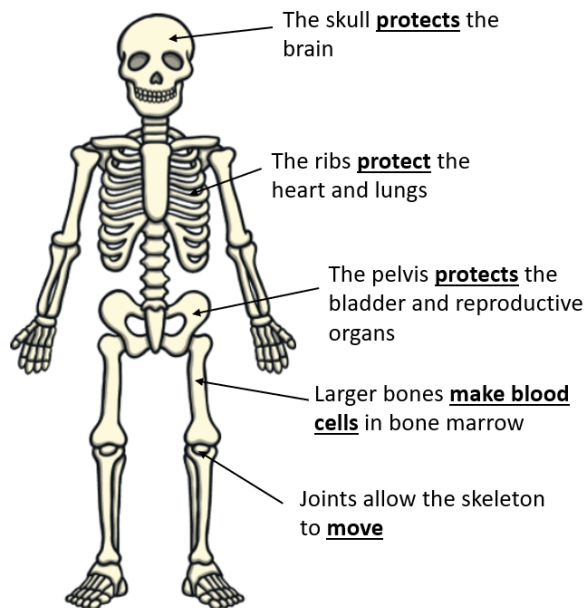
English	Transactional Writing	Year 7 Term 4
<p><b>Week 1: vocabulary 1</b></p> <p><b>audience:</b> who the author writes their piece for- in other words, the reader. The word ‘audience’ comes from the Latin word ‘audire’, which means “to hear”.</p> <p><b>purpose:</b> the goal or aim of a piece of writing: to express oneself, to provide information, to persuade, etc.</p> <p><b>genre:</b> refers to a form, class or type of literary work.</p> <p><b>rhetorical devices:</b> used by the author to have a specific impact on the audience e.g. to persuade.</p> 	<p><b>Week 2: vocabulary 2</b></p> <p><b>justice:</b> fair behaviour or treatment.</p> <p><b>dignity:</b> a composed or serious manner or style.</p> <p><b>integrity:</b> the quality of being honest and having strong moral principles.</p> <p><b>exposure:</b> the state of having no protection from something harmful.</p> <p><b>Human Rights:</b> the basic rights and freedoms that belong to every person in the world. In the UK, human rights are protected by the Human Rights Act 1998.</p>	<p><b>Week 3: form</b></p> <p><b>An article:</b> usually in a magazine or newspaper to inform.</p> <p><b>A leaflet:</b> to provide information about a service or persuade someone to use this service.</p> <p><b>A letter:</b> to share information, usually with an individual.</p> <p><b>A review:</b> to describe an event or experience and evaluate its worth.</p> <p><b>A speech:</b> to persuade or inform an audience.</p>
<p><b>Week 4: grammar knowledge</b></p> <p><b>colon :-</b> joins one <b>full sentence</b> to another clause which gives more information.</p> <p><b>semi-colon ;</b> - joins <b>two full sentences</b> into a single written sentence. The semi-colon shows that they are very closely related.</p> <p><b>temporal connective:</b> links words or phrases together and tells us <i>when</i> something is happening, e.g. <i>then, next, secondly, meanwhile</i></p> <p><b>illustrative connective:</b> introduces further information, e.g. <i>for example, such as, in the case of, as shown by.</i></p>	<p><b>Week 5: text structure</b></p> <ol style="list-style-type: none"> <li><b>Hook:</b> you could begin with the exposition (why does your topic matter to people) or begin with an anecdote.</li> <li><b>Logical reason:</b> explain how this topic impacts on the economy and time of others.</li> <li><b>Emotive reason:</b> explain how this topic emotionally affects people.</li> <li><b>Counter argument:</b> explore how others may view this topic in a different way.</li> <li><b>Conclusion:</b> leave the reader with something they will remember and will want to help with the topic in hand.</li> </ol>	<p><b>Week 6: sentence structures</b></p> <p><b>The more, more, more sentence-</b> The more he witnessed, the more he felt pure frustration, the more he knew this needed to be eradicated.</p> <p><b>Colons to clarify sentence-</b> It must be discussed in depth and there is only one significant thing to reflect upon: racism.</p> <p><b>Not only but also sentence-</b> Not only was it humiliating, but it shattered every confident bone in his body.</p> <p><b>Repeat and develop ideas sentence-</b> The decision to take away this individual’s freedom is both surprising and disgusting- surprising in that he was caring for others, disgusting in that the treatment he has received is more than barbaric.</p>

Maths	Multiplication and Division	Year 7 Term 4
<p><b>Week 1: multiplication</b></p> <p><b>Language of multiplication:</b></p> <p style="text-align: center;"><b>Factor x Factor = Product</b> e.g. <math>6 \times 7 = 42</math> 6 is a factor of 42 and 7 is a factor of 42. 6 multiplied by 7 is equal to 42.</p> <p><b>Different words that mean multiply:</b></p> <ul style="list-style-type: none"> <li>- <b>product:</b> the answer to a multiplication. E.g. The product of 6 and 7 is 42.</li> <li>- <b>Times:</b> 6 times 7 is equal to 42.</li> <li>- <b>Groups of:</b> 6 equal groups of 7 make 42.</li> <li>- <b>Scaling:</b> 6 is scaled up by 7. It is now 42. Or... 42 is 7 times the size of 6.</li> </ul>	<p><b>Week 2: laws of Multiplication</b></p> <p><b>commutative law:</b> the order of the calculation does not matter; the answer will be the same. <b>E.g. <math>2 \times 3 = 3 \times 2</math></b> Multiplication is commutative, but division is not.</p> <p><b>distributive law:</b> multiplication facts can be found from related known facts by partitioning one of the factors. <b>E.g. <math>14 \times 9</math> can be found by working out <math>10 \times 9 + 4 \times 9</math></b> Multiplication is distributive.</p> 	<p><b>Week 3: division</b></p> <p><b>Language of division:</b> <b>Dividend ÷ Divisor = Quotient</b> <math>42 \div 7 = 6</math></p> <p><b>dividend:</b> the whole</p> <p><b>divisor:</b> a number which divides another number</p> <p><b>quotient:</b> the answer to a division</p> <p><b>Share:</b> a portion of a larger amount. The amount is split into equal parts. E.g. 42 shared into 7 equal groups. 6 in each group.</p> 
<p><b>Week 4: fraction of an amount</b></p> <p><b>denominator:</b> how many parts the whole is split into.</p> <p><b>numerator:</b> how many parts we want.</p> <p><b>of:</b> means to multiply.</p> <p>To calculate a <b>half:</b> we divide by 2 <math>\frac{1}{2}</math> of <math>y = \frac{1}{2} \times y = y \div 2</math></p>  <p>To calculate a <b>tenth:</b> we divide by 10 <math>\frac{1}{10}</math> of <math>y = \frac{1}{10} \times y = y \div 10</math></p> 	<p><b>Week 5: percentage of an amount</b></p> <p><math>50\% = \frac{1}{2}</math>   <math>25\% = \frac{1}{4}</math>   <math>20\% = \frac{1}{5}</math>   <math>10\% = \frac{1}{10}</math></p> <p><b>To find 50% of an amount we divide by 2.</b> <math>100\% \div 2 = 50\%</math></p> <p><b>To find 10% of an amount we divide by 10.</b> <math>100\% \div 10 = 10\%</math></p> <p><b>To find 20% of an amount we divide by 5.</b> <math>100\% \div 5 = 20\%</math></p> <p><b>VAT:</b> Value Added Tax is a percentage that is added to the price.</p>	<p><b>Week 6: directed number</b></p>  <p><b>negative number:</b> a number below zero</p> <p><b>zero pair:</b> a set of 2 numbers when added make zero.     Positive 3 and Negative 3 make zero.</p>

Week 1: the skeleton

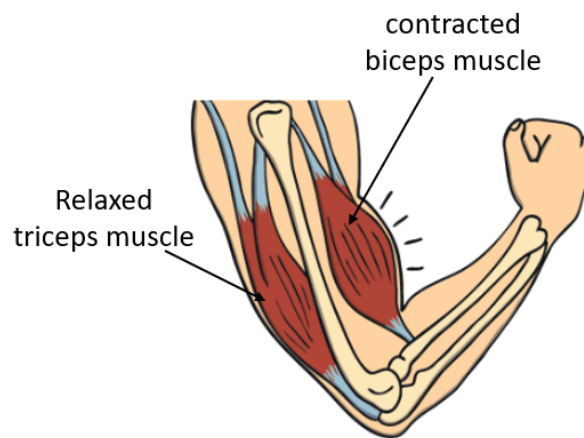
<b>joint</b>	where bones are linked together - allows movement
<b>synovial joint</b>	a freely moveable joint
<b>muscle</b>	attached to bones via tendons - allows movement at joints
<b>contract</b>	to get shorter or decrease in size, number or range
<b>cartilage</b>	a tough, smooth substance that cushions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

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



Week 2: muscles

<b>tissue</b>	a collection of similar cells working together to perform a specific function
<b>tendon</b>	tough tissue joining muscle to bone
<b>ligament</b>	tough tissue joining two bones together
<b>antagonistic</b>	things in opposition to each other
<b>antagonistic muscles</b>	pairs of muscles around a joint that work against each other to allow movement back and forth
<b>random error</b>	unpredictable change in the experiment that affects all measurements differently.
<b>conclusion</b>	a judgement or decision reached by reasoning



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

Week 3: neutralisation

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

The pH Scale



General Word Equation for Neutralisation:



**Week 4: reactions of acids**

<b>risk</b>	something that can cause harm
<b>pipette</b>	a piece of science equipment used for measuring or transferring small amounts of liquid

**What happens when an acid reacts?**

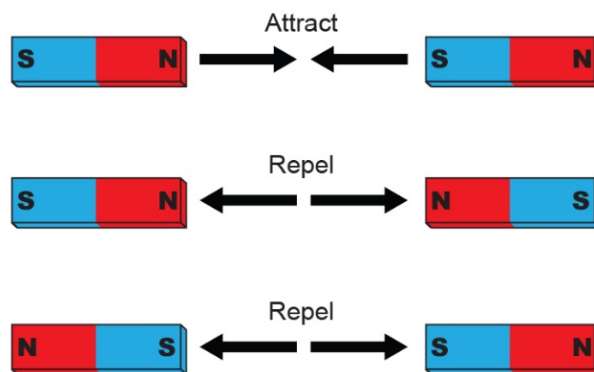
Reaction	Observation (what you see)	Explanation
acid and alkali	no fizzing but possible colour change	no gas is produced some salts produced are coloured
acid and metal	fizzing/bubbles	hydrogen gas is produced

**General Word Equations:**



**Week 5: magnetism**

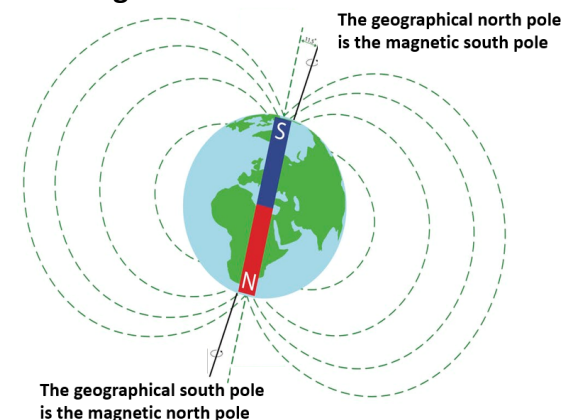
<b>permanent magnet</b>	a magnet made from magnetic material which always has a magnetic field acting around it
<b>magnetic materials</b>	a material (made of iron, nickel or cobalt) that is attracted to a permanent magnet
<b>attraction</b>	when two or more objects come together
<b>repulsion</b>	when two or more objects are forced apart
<b>pole</b>	the end of a magnet
<b>magnetic field</b>	the area around a magnet that exerts a magnetic force
<b>compass</b>	an instrument containing a magnetised pointer that shows the direction of the magnetic north



**Week 6: earth and space**

<b>planet</b>	a large mass in orbit around a star
<b>star</b>	a large mass at the centre of a solar system that produces heat and light
<b>the Sun</b>	the star at the centre of our solar system
<b>galaxy</b>	a cluster of billions of stars held together by gravity
<b>light year</b>	the distance that light travels in one year
<b>day and night</b>	caused by the Earth rotating on its axis
<b>seasons</b>	caused by the tilt of the Earth's axis
<b>warmer seasons</b>	when the hemisphere is tilted towards the sun
<b>colder seasons</b>	when the hemisphere is tilted away from the sun

**Earth's Magnetic Fields**



French		Mon collège (2)		Year 7	Term 4
<b>Week 1 : Les chiffres de 30 à 60</b>		<b>Week 2 : La journée scolaire</b>		<b>Week 3 : ER verbs</b>	
30 trente	40 quarante	<b>La journée scolaire</b>	the school day	<p>To use a verb that ends in ER in the present tense, we have to change the endings on the verb depending who is being spoken about.</p> <p>This is called <b>conjugation</b>.</p> <p>A <b>regular</b> ER verb is a verb that <b>follows a pattern</b>.</p> <p>Examples of regular ER verbs are:  <b>porter</b> (to wear)  <b>aimer</b> (to like)  <b>étudier</b> (to study)  <b>bavarder</b> (to chat)</p>	
31 trente et un	41 quarante et un	<b>Les cours commencent à...</b>	lessons start at....		
32 trente-deux	48 quarante-huit	<b>Il y a/on a ...</b>	there is/we have...		
33 trente-trois	49 quarante-neuf	<b>...la récré à...</b>	...break at...		
34 trente-quatre	50 cinquante	<b>...l'heure du déjeuner à ...</b>	...lunchtime at ...		
35 trente-cinq	51 cinquante et un	<b>les cours finissent à...</b>	lessons end at ....		
36 trente-six	59 cinquante-neuf	<b>on mange à la cantine à...</b>	we eat in the dining room at...		
37 trente-sept	60 soixante	<b>après les cours,..</b>	after lessons,...		
38 trente-huit		<b>il y a toutes sortes de clubs</b>	there are all sorts of clubs		
39 trente-neuf		<b>on rentre à la maison</b>	we go home.		
<b>Week 4 : Bavarder – to chat</b>		<b>Week 5 : l'Uniforme et les couleurs</b>		<b>Week 6 : Opinions</b>	
<p><b>Follow these steps to form (conjugate) the present tense:</b></p> <ol style="list-style-type: none"> <li>1. Take off <b>-ER</b></li> <li>2. What you are left with is called the <b>stem</b></li> <li>3. Add the ending on to the stem depending who the subject of the sentence is</li> </ol> <p>Example using bavarder</p>		<p><b>Je porte...</b> I wear</p> <p><b>un uniforme scolaire</b> a school uniform</p> <p><b>un pantalon noir</b> black trousers</p> <p><b>un pull gris</b> a grey jumper</p> <p><b>une veste noire</b> a black jacket</p> <p><b>une cravate bleue</b> a blue tie</p> <p><b>une jupe noire</b> a black skirt</p> <p><b>une chemise blanche</b> a white shirt</p> <p><b>des chaussures noires</b> black shoes</p> <p><b>Je voudrais porter</b> I would like to wear</p> <p>Nouns (clothing) are either masculine or feminine singular (un/une) or plural. Remember to make the colour agree!</p>		<p><b>À mon avis</b> In my opinion</p> <p><b>Je pense que</b> I think that</p> <p><b>notre uniforme scolaire est....</b> our school uniform is...</p> <p><b>super</b> great</p> <p><b>à la mode</b> trendy</p> <p><b>confortable</b> comfortable</p> <p><b>nul</b> rubbish</p> <p><b>démodé</b> old-fashioned</p> <p><b>parce que...</b> because....</p> <p><b>Je voudrais/préfèrerais porter</b> I would like/prefer to wear....</p> <p><b>un blazer d'école bleu</b> a blue blazer</p>	
<b>Subject</b>	<b>Stem</b>	<b>ADD</b>	<b>=</b>		
<b>Je</b>	bavard	e	bavarde		
<b>Tu</b>	bavard	es	bavardes		
<b>Il/elle</b>	bavard	e	bavarde		
<b>Nous</b>	bavard	ons	bavardons		
<b>Vous</b>	bavard	ez	bavardez		
<b>Ils/elles</b>	bavard	ent	bavardent		

Geography	The Sahel	Year 7 Term 4
<b>Week 1: Where is Africa?</b>	<b>Week 2: Colonisation</b>	<b>Week 3: Quality of Life in Africa</b>
<p><b>continent:</b> a large, continuous landmass than contains countries.</p> <p><b>country:</b> a nation with its own government, occupying an area with fixed boundaries.</p> <p><b>Africa:</b> the second-largest continent, is south of Europe and southwest of Asia. Bordered by the Mediterranean Sea to the north and the Indian Ocean to the southeast.</p>	<p><b>cultural disruption:</b> forced colonisation removed traditional practices, impacting identity and social structures.</p> <p><b>Scramble for Africa:</b> where European countries divided control of Africa</p> <p><b>economic exploitation:</b> unfair use of resources for the benefit of the coloniser.</p> <p><b>colonisation:</b> imposing one culture's characteristics onto another, often eroding the latter's identity.</p>	<p><b>quality of life:</b> how happy and well we feel in our daily lives, including health, education, and where we live.</p> <p><b>standard of living:</b> how comfortably we live, considering money, housing, and access to things we need.</p> <p><b>Why some African countries have low quality of life:</b> Limited access to healthcare, education, and jobs.</p>
<b>Week 4: Causes of Desertification</b>	<b>Week 5: Solutions to Desertification</b>	<b>Week 6: Ecosystems</b>
<p><b>desertification:</b> turning fertile land into dry, barren areas due to overuse or climate change.</p> <p><u>Causes of desertification in the Sahel:</u></p> <p><b>overgrazing:</b> too much grazing (consuming vegetation) by farm animals leaves the soil without roots that bind it together.</p> <p><b>deforestation:</b> removal of trees leaves the soil without roots that bind it together.</p>	<p><b>Solutions to desertification;</b></p> <p><b>tree planting:</b> planting trees prevents soil erosion and provides shade.</p> <p><b>water conservation:</b> saving water, efficient water use helps the soil.</p> <p><b>crop rotation:</b> growing different crops keeps the soil healthy.</p> <p><b>better farming practices:</b> Protects the soil and allows plants to bind it.</p>	<p><b>desert ecosystem:</b> harshly hot and dry environment with vast sand dunes and minimal vegetation. Resilient plants like cacti adapted to extreme conditions.</p> <p><b>rainforest ecosystem:</b> lush, hot, and humid biome. Filled with diverse plant and animal life.</p> <p><b>savannah ecosystem:</b> covered by grasslands and scattered trees. Supports a variety of wildlife and is home to iconic species like lions, elephants, and wildebeests.</p>












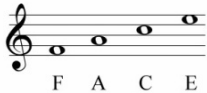
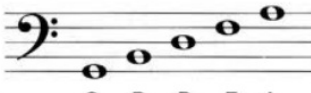
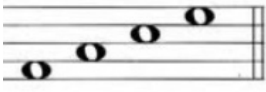


History	The Reformation	Year 7 Term 4
<p><b>Week 1: Life in Early Modern England</b></p> <p><b>Early Modern:</b> the period from around 1500 CE to 1700 CE.</p> <p><b>government:</b> The people who make the political decisions for a country.</p> <p><b>pilgrimages:</b> a religious visit to a holy site.</p> <p><b>The Pope:</b> the head of the Roman Catholic Church.</p> <p><b>Tudor:</b> the name of the family who were on the English throne from 1485 to 1603.</p>	<p><b>Week 2: Early Modern Reformation</b></p> <p><b>Catholic:</b> a member of the Roman Catholic Church. They are Christians who are led by the Pope.</p> <p><b>indulgence:</b> forgiveness for sin that was given to people in exchange for money.</p> <p><b>Martin Luther:</b> a monk (holy man) who led the Protestant Reformation.</p> <p><b>Protestant:</b> a member of the Christian faith who follows the teachings of the Reformation.</p> <p><b>Reformation:</b> the reform (change) in the ways that people worshipped across Europe in the 16th Century.</p>	<p><b>Week 3: Who was Henry VIII?</b></p> <p><b> betrothed:</b> to be engaged to marry someone.</p> <p><b>dispensation:</b> permission to not follow rules.</p> <p><b>succeed:</b> to take over after someone.</p> <p><b>monastery:</b> a religious building where monks (holy men) live.</p> <p><b>dynasty:</b> a line of rulers of a country, who inherit the throne after one another.</p>
<p><b>Week 4: Break from Rome</b></p> <p><b>clergy:</b> a group of people who perform religious duties in the church.</p> <p><b>corrupt:</b> to act dishonestly for money or personal gain.</p> <p><b>Leviticus:</b> the book in the bible which states it is a sin and therefore forbidden to marry your dead brother's wife.</p> <p><b>supremacy:</b> having power or control.</p> <p><b>Cardinal:</b> a leader of the Catholic Church, they were chosen by the Pope.</p>	<p><b>Week 5: English Reformation</b></p> <p><b>Court of Augmentations:</b> a group of courts set up to oversee the selling and buying of monasteries in Reformation England.</p> <p><b>dissolution:</b> to close something down or dismiss a group of people.</p> <p><b>gentry:</b> people who were born into wealth in England.</p> <p><b>relic:</b> a part of a deceased (dead) holy person or one of their possessions kept for religious purposes.</p> <p><b>monks:</b> holy men who live religious lives.</p> <p><b>implement:</b> to put decisions into effect.</p>	<p><b>Week 6: Consequences of the Reformation</b></p> <p><b>economic:</b> to do with money.</p> <p><b>intellectualism:</b> the belief that knowledge is important.</p> <p><b>rebellion:</b> an uprising against people who have power.</p> <p><b>Vernacular:</b> the language spoken by ordinary people in a particular country. For example, English in England.</p>

Religious Studies		Islamic beliefs and practices	Year 7	Term 4
<b>Week 1: Zakah</b>		<b>Week 2: Sawm</b>		<b>Week 3: Hajj</b>
<p><b>Zakah:</b> Muslim gives 2.5 per cent of their wealth over a certain amount to charity, after they have paid for what is necessary to support themselves and their families.</p> <p><b>Alms:</b> another word used for Zakah or charity.</p> <p><b>Sadaqah:</b> in addition to practising Zakah, Muslims are encouraged to voluntarily give their time to charity throughout the year.</p> <p><b>The Mosque:</b> has many uses in the community for both Muslims and non-religious believers. Some Muslims may volunteer to help in the mosque to help practice their faith.</p>		<p>The holy month of Ramadan is about spending extra time studying the Qur'an and attending the mosque and helping others.</p> <p>People who do not have to fast:</p> <ul style="list-style-type: none"> <li>• pregnant women</li> <li>• anyone who is unwell</li> <li>• the elderly</li> <li>• young children under 13</li> <li>• people who are travelling</li> </ul> <p><b>Eid ul-Fitr:</b> 'festival of breaking the fast'. This festival happens at the end of Ramadan.</p>		<p><b>Pilgrimage:</b> is a religious journey to a location of religious significance.</p> <p><b>Hajj:</b> is the Muslim pilgrimage, which it is compulsory for Muslims to undertake at least once in their lifetime if they are healthy and can afford it.</p> <p>For it to count as pilgrimage, a Muslim's journey must take place within the month of <b>Dhul-Hijja</b>.</p>
<b>Week 4: Hajj</b>		<b>Week 5: Hajj</b>		<b>Week 6: Revision</b>
<p><b>Kaba'a:</b> Muhammad was commanded to build the Ka'ba as a shrine dedicated to Allah where worship would take place. All Muslims face the Kaba'a whilst praying.</p> <p><b>Safa and Marwa:</b> during Hajj Muslims perform the Sa'y- walking between the hills of Safa and Marwa several times.</p> <p><b>Plain of Arafat:</b> Muslims visit the Plain of Arafat where they pray asking for forgiveness from Allah. This is the site the Muhammad performed his last sermon.</p>		<p><b>Jamarat:</b> Muslims also stop at three pillars called Jamarat in the city of Mina. This is where pilgrims throw stones at pillars which stand at the place where Satan is believed to have tempted the prophet, Abraham.</p> <p><b>Eid ul-Adha</b> marks Allah asking the prophet Abraham, in a dream, to sacrifice his son Ishmael as an act of obedience to Allah. Ishmael agreed to it but as Abraham was about to kill his son, Allah stopped him and gave him a lamb to sacrifice instead, rewarding them for their faith and willingness to follow the request.</p>		<p><b>Omnibenevolent:</b> all-loving, or infinitely good, usually in reference to God.</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>Monotheistic:</b> belief in one true God.</p> <p><b>Covenant:</b> a formal agreement or promise between two or more people.</p>

Computing		Spreadsheets		Year 7	Term 4
<b>Week 1: modelling</b>		<b>Week 2: formatting</b>		<b>Week 3: if statements</b>	
<p><b>spreadsheet:</b> spreadsheets are used to store information and data. Once we have our information in a spreadsheet we can run powerful calculations, make graphs and charts and analyse patterns.</p> <p><b>data:</b> is words, numbers, dates, images, sounds etc without context.</p> <p><b>information:</b> is data with context.</p> <p><b>cell address:</b> the Cell Address consists of a column letter and a row number. For instance, A10 is a Cell Address of a cell that is located in column A and the 10th row of an Excel sheet.</p>		<p><b>formatting:</b> to modify the data's appearance in a worksheet.</p> <p><b>formula:</b> formulas always start with an equal sign (=), which can be followed by numbers, math operations, and functions.</p> <p><b>operators:</b></p> <ul style="list-style-type: none"> <li>= equals</li> <li>+ addition</li> <li>- Subtraction</li> <li>- / divide (symbol in computing)</li> </ul> <p>e.g., =C2+C3</p>		<p><b>if formulas:</b> allows you to make logical comparisons between a value and what you expect.</p> <p><b>input messages:</b> can be used to show a message when a cell is selected.</p>	
<b>Week 4: graphs</b>		<b>Week 5: validation</b>		<b>Week 6: formatting</b>	
<p><b>graph:</b> a graph is a visual element that represents data in a worksheet.</p> <p><b>x axis:</b> horizontal line on a graph</p> <p><b>y axis:</b> vertical line on a graph</p>		<p><b>data validation (drop down menus):</b> is a feature that allows you to control the type of data entered into your worksheet.</p> <p><b>lookup formulas:</b> performs an approximate match lookup in a one-column or one-row range and returns the corresponding value from another one-column or one-row range.</p> <p><b>cell referencing:</b> refers to a cell or a range of cells on a worksheet and can be used in a formula</p>		<p><b>conditional formatting:</b> makes it easy to highlight certain values or make particular cells easy to identify.</p>	

PSHE	British Values / CJS	Year 7 Term 4
<p><b>Week 1:</b> respect</p> <p><b>Respect:</b> is a way of treating or thinking about something or someone.</p> <p><b>Tolerance:</b> is accepting all people. People should be allowed to keep their own beliefs and ways of life as long as they do not harm others or break laws.</p> <p>Tolerance towards other does not mean agreeing with them. It means respecting their right to hold beliefs that some people may think are wrong.</p>	<p><b>Week 2:</b> tolerance</p> <p><b>Intolerance:</b> unwillingness to accept views, beliefs, or behaviour that differ from one's own.</p> <p><b>Causes of intolerance:</b></p> <ul style="list-style-type: none"> <li>• Bad experience</li> <li>• Fear of the unknown</li> <li>• Lack of understanding</li> <li>• Ignorance</li> <li>• Media</li> </ul>	<p><b>Week 3:</b> tolerance and respect online</p> <p><b>Social media:</b> websites and apps that allow people to create and share content or ideas and views.</p> <p><b>Types of social media:</b></p> <ul style="list-style-type: none"> <li>• Facebook</li> <li>• Tik Tok</li> <li>• Instagram</li> </ul> <p><b>Bullying:</b> seek to harm, intimidate, or coerce (someone perceived as vulnerable).</p>
<p><b>Week 4:</b> what is crime?</p> <p><b>Evidence:</b> the available facts or information showing whether a belief or suggestion is true or valid.</p> <p><b>Types of evidence:</b></p> <ul style="list-style-type: none"> <li>• Fingerprinting</li> <li>• Video footage</li> <li>• Eye witness accounts</li> </ul> <p><b>Eye witness:</b> a person who has seen something happen and can give a first-hand description of it.</p>	<p><b>Week 5:</b> how reliable is evidence?</p> <p><b>Crime:</b> an action or omission which constitutes an offence and is punishable by law.</p> <p><b>Examples of crime:</b></p> <ul style="list-style-type: none"> <li>• Theft</li> <li>• Assault</li> <li>• Murder</li> </ul> <p><b>Witness:</b> a person who sees an event, typically a crime or accident, take place.</p>	<p><b>Week 6:</b> forensic evidence</p> <p><b>Forensic evidence:</b> evidence found by the use of science, for example DNA evidence,</p> <p><b>Finger printing:</b> record the fingerprints found at the scene of a crime or a suspect.</p>

Music	Music Theory	Year 7 Term 4
<p><b>Week 1:</b> elements of music</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 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> Medieval, Renaissance and Baroque periods of music</p> <p><b>Medieval:</b> c. 1150-c. 1400, instruments featured were the flute, recorder and lute. The main type of music was the Gregorian chant.</p> <p><b>Renaissance:</b> (c. 1400-c. 1600), heavily featured choral music with a big focus on harmony. Songs included madrigals, masses and motets. Composers such as Byrd, Tallis &amp; Purcell. The harpsichord was a key instrument.</p> <p><b>Baroque:</b> (c. 1600-c. 1750), keys were introduced, as well as new instruments such as the oboe, bassoon and cello. Orchestras were formed.</p>
<p><b>Week 4:</b> notes on a staff – bass clef</p> <p><b>Classical:</b> (c. 1750-c. 1830) new structures of music; sonata and symphony. The piano replaced the harpsichord. Composers include Mozart, Beethoven and Haydn.</p> <p><b>Romantic:</b> (c.1830-1920) bigger orchestras, composers pushed musicians and instruments to their extremes, very difficult virtuoso pieces. Composers included Chopin &amp; Liszt.</p> <p><b>20th and 21st century:</b> (c. 1920-present), composers broke the rules and experimented with styles and techniques, such as Stravinsky &amp; Shostakovich.</p>	<p><b>Week 5:</b> musical elements</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 6</b></p> <p><b>Treble Clef:</b>  E G B D F</p> <p><b>Bass Clef:</b>  F A C E</p> <p><b>Notes On Lines</b>  G B D F A</p> <p><b>Notes In Spaces</b>  A C E G</p>

Design and Technology		Year 7	Term 4
<b>Week 1:</b> hand tools	<b>Week 2:</b> CAD and CAM	<b>Week 2:</b> metals	
<p><b>Junior hacksaw:</b> used to make small and fine cuts in a range of materials, including timbers and plastics, but most commonly metals.</p> <p><b>Centre punch:</b> used to mark the centre point of a hole when drilling hard materials, such as metals.</p> <p><b>Hand files:</b> used to remove fairly small amounts of material and smooth the edges. They can be used with metals, plastics and timbers.</p>	<p><b>3 advantages of Computer Aided Designing (CAD) are:</b></p> <ul style="list-style-type: none"> <li>• it is easier to make changes to a design;</li> <li>• designs can be viewed from different angles;</li> <li>• it can be more precise than drawing by hand.</li> </ul> <p><b>3 advantages of Computer Aided Manufacturing (CAM) are:</b></p> <ul style="list-style-type: none"> <li>• it is cheaper than making by hand;</li> <li>• lots of identical products can be made quickly;</li> <li>• it is much quicker than making by hand.</li> </ul>	<p><b>Ore:</b> a naturally occurring solid material from which a metal can be extracted.</p> <p><b>Malleable:</b> the property a material displays that means it can be bent and shaped into different forms.</p>	
<b>Week 4:</b> metals	<b>Week 5:</b> user-centred design	<b>Week 6:</b> creating prototypes	
<p><b>Ferrous metal:</b> contains iron. They often rust when exposed to oxygen and moisture. Examples include mild steel and cast iron.</p> <p><b>Non-ferrous metal:</b> do not contain iron. Examples include aluminium and copper.</p> <p><b>Alloys:</b> metals that are a mixture of two or more metals, or a mixture of a metal and another element. Examples include brass and steel.</p>	<p><b>User-centered design:</b> a creative approach that focuses on making products by considering the needs, preferences, and experiences of the people who will use them.</p> <p><b>Iterative design:</b> the process of making repeated improvements to a product by testing, receiving feedback, and then refining the design based on that feedback to create a better product.</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 4
<p><b>Week 1: watercolour paints</b></p> <p><b>Watercolour paints:</b> a type of painting medium that uses pigments suspended in a water-based solution.</p> <p>These paints are known for their transparency, luminosity, and fluidity.</p> <p>The primary ingredients in watercolour paints include pigments, water, and a water-soluble binder, often gum Arabic.</p>	<p><b>Week 2: portraits</b></p> <p><b>A portrait:</b> a visual representation or artistic depiction of a person, usually focusing on their face and expression but can also include the entire body.</p> <p>Portraits aim to capture the likeness, personality, and often the mood or emotions of the subject. They can be created through various artistic mediums, including painting, drawing, sculpture, photography, and digital art.</p>	<p><b>Week 3: portraits</b></p> <p><b>Key features of a portrait include:</b></p> <p><b>Facial Features</b></p> <ol style="list-style-type: none"> <li>1. Likeness</li> <li>2. Composition</li> <li>3. Expression and Mood</li> <li>4. Medium: Portraits can be created using various artistic mediums, including painting (oil, acrylic, watercolor), drawing (pencil, charcoal, pastel), sculpture, photography, and digital art.</li> <li>5. Purpose</li> </ol>
<p><b>Week 4: abstract portraits</b></p> <p><b>Abstract portraits:</b> artistic representations of individuals that deviate from a realistic or conventional depiction.</p> <p>Instead of focusing on accurate representation of facial features and proportions, abstract portraits emphasize creative interpretation, distortion, and non-representational elements.</p>	<p><b>Week 5: abstract portraits</b></p> <p><b>Here are some characteristics commonly associated with PABLO PICASSOS abstract portraits:</b></p> <p><b>Distortion:</b> artists may distort or exaggerate facial features &amp; proportions.</p> <p><b>Colour and Expression:</b> abstract portraits often rely heavily on colour choices and expressive brushwork to convey the subject's emotional state.</p> <p>.</p>	<p><b>Week 6: portrait artist</b></p> <p><b>Portrait artists:</b> individuals who specialise in creating visual representations of people, emphasizing the likeness, character, and often the mood or personality of the subject.</p> <p>These artists use various artistic mediums, including painting, drawing, sculpture, photography, and digital art, to capture the essence of an individual. Portraits can be realistic, capturing a faithful and detailed representation, or they can be abstract, interpreting the subject in a more creative and subjective manner.</p> <p>.</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.



<b>Week 1: The Skeleton</b>	<b>Week 2: Muscles</b>	<b>Week 3: Neutralisation</b>										
<ol style="list-style-type: none"> <li>List the functions of the skeleton.</li> <li>What is cartilage?</li> <li>The word synovial is used to describe a freely moving what?</li> <li>What type of cells are created by the skeleton?</li> <li>What does contract mean?</li> </ol>	<ol style="list-style-type: none"> <li>What is a tendon?</li> <li>What is a ligament?</li> <li>What does random error mean?</li> <li>Define tissue.</li> <li>What does antagonistic mean?</li> </ol>	<ol style="list-style-type: none"> <li>What is an acid?</li> <li>What name is given to a chemical substance that changes colour at a specific pH?</li> <li>What is a neutralisation reaction?</li> <li>What is the pH scale?</li> </ol>										
<b>Week 4: Reactions of Acids</b>	<b>Week 5: Magnetism</b>	<b>Week 6: The Earth &amp; Space</b>										
<ol style="list-style-type: none"> <li>What would you observe when a metal reacts with an acid?</li> <li>Which piece of liquid is used to measure and transfer small amounts of liquid?</li> <li>Write a general word equation for a reaction of a metal with an acid.</li> <li>What is a risk?</li> </ol>	<ol style="list-style-type: none"> <li>List the three magnetic metals.</li> <li>What word describes the end of a magnet?</li> <li>What is a compass?</li> <li>Do the following poles attract or repel?                     <table border="1" data-bbox="831 1155 1400 1417"> <thead> <tr> <th>Poles</th> <th>Attract or repel?</th> </tr> </thead> <tbody> <tr> <td>N-N</td> <td></td> </tr> <tr> <td>N-S</td> <td></td> </tr> <tr> <td>S-N</td> <td></td> </tr> <tr> <td>S-S</td> <td></td> </tr> </tbody> </table> </li> </ol>	Poles	Attract or repel?	N-N		N-S		S-N		S-S		<ol style="list-style-type: none"> <li>What do we call a large mass in orbit around a star?</li> <li>What is a light year?</li> <li>Define galaxy.</li> <li>What causes seasons?</li> <li>What is a planet?</li> </ol>
Poles	Attract or repel?											
N-N												
N-S												
S-N												
S-S												

<b>French</b>	<b>Au collège</b>	<b>Year 7</b>	<b>Term 4</b>
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<b>Week 1: Les chiffres de 30 à 60</b>	<b>Week 2: La journée scolaire</b>	<b>Week 3: ER verbs</b>	
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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">30 trente</td> <td style="width: 50%; padding: 5px;">40 _____</td> </tr> <tr> <td style="padding: 5px;">31 _____</td> <td style="padding: 5px;">_____</td> </tr> <tr> <td style="padding: 5px;">_____</td> <td style="padding: 5px;">41 quarante et un</td> </tr> <tr> <td style="padding: 5px;">32 trente-deux</td> <td style="padding: 5px;">48 _____</td> </tr> <tr> <td style="padding: 5px;">33 _____</td> <td style="padding: 5px;">_____</td> </tr> <tr> <td style="padding: 5px;">_____</td> <td style="padding: 5px;">49 quarante-neuf</td> </tr> <tr> <td style="padding: 5px;">34 trente-quatre</td> <td style="padding: 5px;">50 _____</td> </tr> <tr> <td style="padding: 5px;">35 _____</td> <td style="padding: 5px;">_____</td> </tr> <tr> <td style="padding: 5px;">_____</td> <td style="padding: 5px;">51 cinquante et un</td> </tr> <tr> <td style="padding: 5px;">36 trente-six</td> <td style="padding: 5px;">59 _____</td> </tr> <tr> <td style="padding: 5px;">37 trente-sept</td> <td style="padding: 5px;">_____</td> </tr> <tr> <td style="padding: 5px;">38 _____</td> <td style="padding: 5px;">60 soixante</td> </tr> <tr> <td style="padding: 5px;">_____</td> <td style="padding: 5px;">_____</td> </tr> <tr> <td style="padding: 5px;">39 trente-neuf</td> <td style="padding: 5px;">_____</td> </tr> </table>	30 trente	40 _____	31 _____	_____	_____	41 quarante et un	32 trente-deux	48 _____	33 _____	_____	_____	49 quarante-neuf	34 trente-quatre	50 _____	35 _____	_____	_____	51 cinquante et un	36 trente-six	59 _____	37 trente-sept	_____	38 _____	60 soixante	_____	_____	39 trente-neuf	_____	<p><b>La journée scolaire</b></p> <p>_____</p> <p><b>Les cours commencent à dix heures</b></p> <p>_____</p> <p>_____</p> <p><b>Il y a la récré à dix heures et demie</b></p> <p>_____</p> <p>_____</p> <p><b>Les cours finissent à trois heures</b></p> <p>_____</p> <p>_____</p> <p><b>On mange à la cantine à une heure</b></p> <p>_____</p> <p>_____</p> <p><b>Après les cours il y a toutes sortes de clubs</b></p> <p>_____</p> <p>_____</p>	<p>To use a verb that ends in ER in the present tense, we have to change the _____ on the verb depending _____ is being spoken about.</p> <p>This is called _____</p> <p>Name 4 ER verbs in French and put the English translation with them.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>
30 trente	40 _____																													
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<b>French</b>	<b>Au collège</b>	<b>Year 7</b>	<b>Term 4</b>
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**Week 4: Bavarder – to chat**

Complete these rules for forming the present tense:

1. Take off \_\_\_\_\_
2. What you are left with is called the \_\_\_\_\_
3. Add the \_\_\_\_\_ on to the stem depending \_\_\_\_\_ the subject of the sentence is

Complete the table below :

Subject	Stem	ADD	=
_____	bavard	e	_____
Tu	bavard	_____	_____
Il/elle	_____	e	bavarde
_____	bavard	ons	bavardons
Vous	bavard	_____	_____
Ils/elles	_____	ent	_____

**Week 5: L'uniforme**

**Translate these items of clothing:**

une veste =

une jupe =

une chemise =

une cravate =

un pull =

un pantalon =

des chaussures =

Translate in to English '**je porte une chemise blanche et un pantalon noir**'.

Translate in to French '**I wear a grey jumper and a grey skirt**'.

Translate in to English '**je voudrais porter une cravate rouge et une veste noire**'.

Translate in to French '**I would like to wear a black jumper and a white shirt**'.

**Week 6: Opinions**

Translate in to English '**je porte une chemise blanche parce que c'est confortable**'.

\_\_\_\_\_

\_\_\_\_\_

Translate in to French '**I wear a black skirt and a black jumper because it is trendy**'.

\_\_\_\_\_

\_\_\_\_\_

Translate in to French '**I think that our uniform is old-fashioned**'.

\_\_\_\_\_

\_\_\_\_\_

Translate in to French '**I would like to wear a red blazer**'.

\_\_\_\_\_

\_\_\_\_\_

Translate in to French '**I wear a grey tie, in my opinion it is rubbish**'.

\_\_\_\_\_

\_\_\_\_\_

<b>Music</b>	<b>Music Theory</b>	<b>Year 7 Term 4</b>
<b>Week 1:</b> elements of music	<b>Week 2:</b> note values	<b>Week 3:</b> periods of music
<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>	<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. Which period of music features the flute, recorder and lute?</li> <li>2. When was the Renaissance period of music?</li> <li>3. What was introduced in the Baroque period of music?</li> </ol>

<b>Music</b>	<b>Music Theory</b>	<b>Year 7 Term 4</b>
<b>Week 4:</b> periods of music continued	<b>Week 5:</b> musical elements	<b>Week 6:</b> notes on the stave
<ol style="list-style-type: none"> <li>1. Which period replaced the harpsichord with the piano?</li> <li>2. Which composers were examples in the Romantic period of music?</li> <li>3. Which period of music broke the rules?</li> </ol>	<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. 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>

Design and Technology		Year 7	Term 4
<b>Week 5: Hand Tools</b>	<b>Week 2: sketching initial ideas</b>	<b>Week 6: metals</b>	
<ol style="list-style-type: none"> <li>1. Which material do we commonly cut with a <b>junior hacksaw</b>?</li> <li>2. What is the name of the tool that we use to create the centre point of a hole when drilling metals?</li> <li>3. What is a <b>hand file</b> used for?</li> </ol>	<ol style="list-style-type: none"> <li>1. Give 3 advantages of Computer Aided Designing (CAD):</li> <li>2. Give 3 advantages of Computer Aided Manufacturing (CAM):</li> </ol>	<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>	
<b>Week 4: Metals</b>	<b>Week 5: creating prototypes</b>	<b>Week 6: creating prototypes</b>	
<ol style="list-style-type: none"> <li>1. What is a ferrous metal?</li> <li>2. What is a non-ferrous metal?</li> <li>3. What is an alloy?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the definition of 'user-centred design'?</li> <li>2. What is the definition of 'iterative design'?</li> </ol>	Why do designers create prototypes? Give 5 distinct reasons:	

<b>Art</b>		<b>Year 7</b>	<b>Term 4</b>
<b>Week 1:</b> watercolour paints	<b>Week 2:</b> portraits	<b>Week 3:</b> portraits	
Describe what watercolours are?	Describe what a portrait is?	Describe the key characteristics of a portrait?	
<b>Week 4:</b> abstract portraits	<b>Week 5:</b> abstract portraits	<b>Week 6:</b> portrait artist	
Describe what an abstract portrait is?	Describe some characteristics commonly associated with PABLO PICASSOS abstract portraits?	Describe what a portrait artist does.?	