

Knowledge Organiser

Year 7 Term 5

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

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>aberration- something abnormal or unexpected.</p> <p>magnanimous- big-hearted, noble, and generous.</p> <p>transactional- relating to the exchange or interaction between people.</p> <p>colloquy- a serious and formal conversation.</p> <p>inadequate- lacking the quality or quantity required.</p>	<p>surveillance- the close observation of someone or something.</p> <p>inexorable- a stubborn or inflexible person.</p> <p>occasionally- sometimes happens on occasion- 'now and then'.</p> <p>termagant- an overbearing or quarrelsome woman.</p> <p>decision- a choice that you make about something after thinking about it.</p>	<p>occurrence- something that happens.</p> <p>potential- a possibility that something can develop or happen.</p> <p>despondent- feeling or showing extreme discouragement or depression.</p> <p>negotiable- open to discussion or dispute.</p> <p>perspective- a mental view or prospect, or the capacity to view things in their true relations or relative importance.</p>	<p>anticipation- excitement about something that is going to happen, or the act of preparing for something.</p> <p>benevolence- a disposition to do good or show an act of kindness.</p> <p>hypocrisy- pretending to have qualities or beliefs that you do not have.</p> <p>consternation- a feeling of anxiety or dismay, typically at something unexpected.</p> <p>necessary- needed to be done, achieved, or present. It is essential.</p>	<p>harrowing- acutely distressing or painful.</p> <p>ghastly- causing great horror or fear.</p> <p>abhor- to feel extreme hatred or disgust.</p> <p>complacency- the feeling you have when you are satisfied with yourself.</p> <p>deferential- showing courteous regard for people's feelings.</p>	<p>fractious- easily irritated or annoyed.</p> <p>gratuitous- unnecessary, not appropriate or justified, and unwarranted.</p> <p>oblivious- lacking conscious awareness of something.</p> <p>plethora- Extreme excess.</p> <p>repudiate- refuse to acknowledge, ratify, or recognise as valid.</p>



Look

Look at the information carefully.

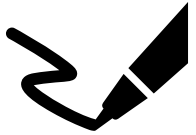
Read it three times.

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	'Romeo and Juliet'	Year 7	Term 5
Week 1: vocabulary 1	Week 2: vocabulary 2	Week 3: form	
<p>ACADEMIC VERBS The author... illustrates/ evokes/ indicates/ highlights</p> <p>ACADEMIC PHRASES The reader is... struck by/ alarmed/ invested in/ encouraged to</p> <p>patriarchy: a system of society or government in which men hold the power and women are largely excluded from it.</p> <p>Shakespeare tragedy: a play where the hero has a major character flaw which causes the story to end with their downfall.</p>	<p>conceit: an elaborate and fanciful metaphor or comparison between two things which do not naturally belong together.</p> <p>dramatic irony: the character's words are clear to the audience, but not to the characters on stage.</p> <p>oxymoron: a phrase using two contrasting terms (e.g., 'feather of lead').</p> <p>juxtaposition: two things being placed close together with contrasting effect.</p> <p>symbolism: the use of people or things to represent powerful ideas or qualities.</p> <p>peripeteia: the hero's experience of a reversal of fate or fortune.</p>	<p>pun: a humorous use of words that involves a word or phrase that has more than one possible meaning.</p> <p>sonnet: a 14-line poem with strict metre and rhyme scheme.</p> <p>soliloquy: when a character speaks their thoughts aloud to themselves or to the audience.</p> <p>prologue: a speech delivered to the audience before the main action begins on stage.</p> <p>metre: the basic rhythmic structure of a verse or lines in verse.</p> <p>iambic pentameter: a metre consisting of five (pent) iambs (unstressed followed by stressed syllable, e.g., di-DUM di-DUM di-DUM di-DUM di-DUM).</p>	
Week 4: grammar knowledge	Week 5: academic writing	Week 6: genre	
<p>academic verbs: words which describe that the writer is doing, e.g., <i>suggests, illustrates, implies.</i></p> <p>modal verbs: verbs which show how certain your interpretation is, e.g., <i>this <u>may</u> suggest...; Shakespeare <u>could</u> be implying...</i></p> <p>modal adverbs: adverbs which show how likely something is, e.g., <i>this <u>possibly</u> implies that...; Shakespeare is <u>clearly</u> suggesting that...; <u>Crucially</u>, this shows that...; this is <u>particularly</u> significant because...</i></p>	<p>Thesis statement, authorial intent and influence, language exploration:</p> <p>This image/ line/ word/ creates the impression that... This is representative of... This conjures images of... This could also suggest that... This is particularly significant because...</p> <p>The Literary Present: present tense. e.g., Shakespeare <i>is</i> implying that...The Capulets <i>are</i> in conflict with the Montagues...</p>	<p>anagnorisis: the moment when the hero makes an important discovery.</p> <p>The Globe Theatre was built between 1597 and 1599. It was a large, round, open air theatre. The Globe had three storeys of seating and was able to hold up to 3,000 spectators.</p> <p>At the base of the stage was an area called the pit which held the groundlings – people who paid just a penny to stand and watch a performance. There were no actresses performing at The Globe Theatre – or any other theatre at that time. Female roles were played by young boys as theatre stages were considered too risqué for ladies.</p>	

Maths	Fractions and Geometry	Year 7 Term 5
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Week 1: directed number

zero pair: a set of 2 numbers when added make zero.

Positive 3 add negative 3 make zero.

- Adding a positive number results in an increase e.g. $6 + 2 = 8$ means start at 6 and increase by 2.
- Adding a negative number results in a decrease e.g. $6 + (-2) = 4$ means start at 6 and decrease by 2.
- Subtracting a positive number results in a decrease e.g. $6 - 2 = 4$ means start at 6 and decrease by 2.
- Subtracting a negative number results in an increase e.g. $6 - (-2) = 8$ means start at 6 and increase by 2.

Week 2: multiplication and division

Evaluate: to find the numerical value.

Order of operations: the order you follow when calculating with a mixture of operations.

1. Brackets are calculated first
2. Indices/roots are second
3. Multiplication and/or division (any order)
4. Addition and/or subtraction (when only addition and subtract is left we go left to right)

Week 3: core knowledge - fractions

numerator: the top number in a fraction. It shows how many parts we have.

denominator: the bottom number in a fraction. It shows how many equal parts the whole is divided into.

common denominator: fractions with the same denominator.

Example: The numerator and denominator have been scaled up by 4. The denominator is 5 times the size of the numerator

equivalent fractions: fractions with the same value.

Week 4: adding and subtracting fractions

LCM: lowest common multiple. The lowest number that is in the times table of 2 or more numbers.

Fractions must have a common denominator before they are added or subtracted.

$\frac{3}{4} - \frac{1}{3}$ **not** ready to be subtracted

$\frac{9}{12} - \frac{4}{12}$ ready to be subtracted

When the denominators are the same, we can add/subtract the numerators.

Example:

$$\frac{3}{4} - \frac{1}{3} = \frac{9}{12} - \frac{4}{12} = \frac{5}{12}$$

Week 5: adding and subtracting fractions

Mixed number: made from a whole number and a fraction

$1\frac{2}{3}$ means 1 whole and 2 thirds

Improper fraction: a fraction with a larger numerator than denominator.

$\frac{5}{3}$ means 5 thirds

One tenth = $\frac{1}{10} = 0.1 = 10\%$

One hundredth = $\frac{1}{100} = 0.01 = 1\%$

A fifth = $\frac{1}{5} = 0.2 = 20\%$

A quarter = $\frac{1}{4} = 0.25 = 25\%$

Week 6: geometry - polygons

Parallel lines are shown on a diagram by having **arrows** on the edges.

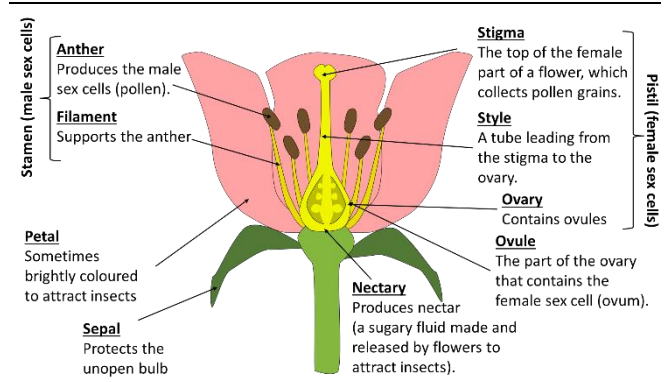
Notation line on the edges of the shape indicate they are the **same length**.

Classification of angles:

Acute	Right	Obtuse	Reflex
$0^\circ < x < 90^\circ$	$x = 90^\circ$	$90^\circ < x < 180^\circ$	$180^\circ < x < 360^\circ$

Week 1: Structure of a Flower

flower	where a plant's reproductive organs are found
pistil	the female part of the flower made up of stigma, style and ovary
stamen	the male part of the flower made up of the anther and filament
anther	produces pollen grains
ovary	contains ovules
ovule	the part of the ovary that contains the female gamete (sex cell)
ovum	(plural is ova) the female gamete (sex cell)
gamete	another word for 'sex cell'
pollen grain	the male gamete (sex cell)
petals	brightly coloured parts of a flower to attract insects
nectary	produces sweet nectar to attract insects



Week 2: Pollination

pollination	the transfer of pollen to allow fertilisation
insect pollination	where insects transfer the pollen from flower to flower
wind pollination	the transfers the pollen from flower to flower by wind
fertilisation	the fusion of sex cell nuclei, in plants these are pollen and ova
fruit	a seed-bearing structure that develops from the ovary of a flowering plant
seed	a fertilised ovule that can grow into a new plant
seed dispersal	the movement of seeds away from the parent plant

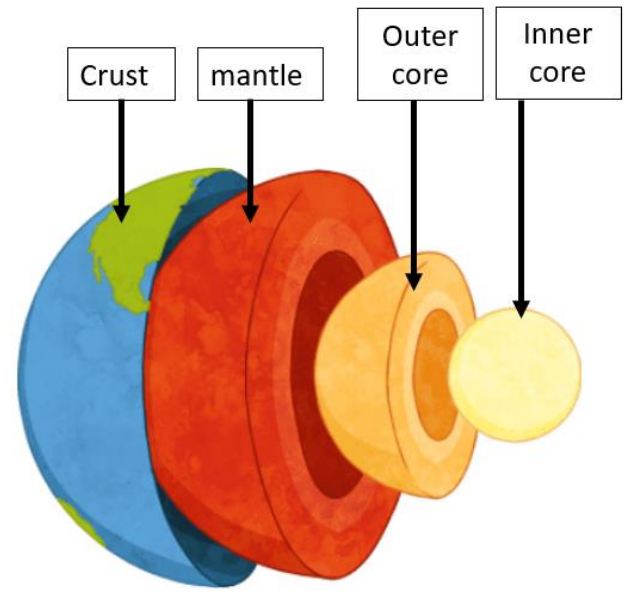
Methods of Seed Dispersal

- By animals (inside) animals eat fruits and pass through the digestive system and are excreted in a different location.
- By animals (outside) – seeds hook on to the fur of animals and are transported to different places before falling off.
- By wind – wind dispersed seeds act as parachutes, which are carried in the wind.
- By self-propulsion – seeds have pods that burst open, throwing the seeds away.

Week 3: The Earth's Structure and Recycling

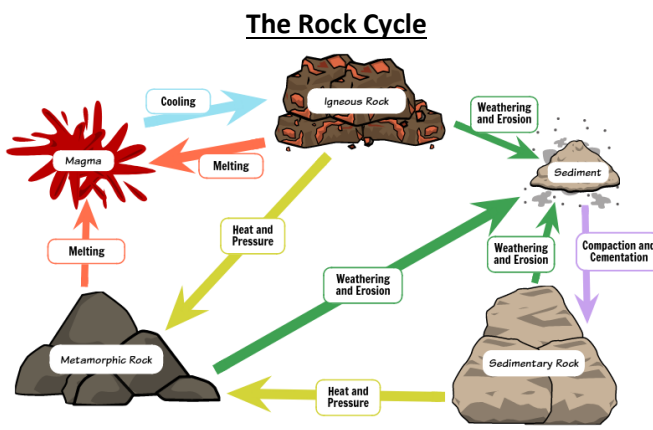
crust	the rocky outer layer of the Earth
mantle	semi-molten layer of rock beneath the crust
outer core	liquid layer of mainly iron and nickel around the inner core
inner core	solid centre of the Earth mainly composed of iron and nickel
recycling	converting waste into reusable material
composition	what something is made up of

The Structure of the Earth



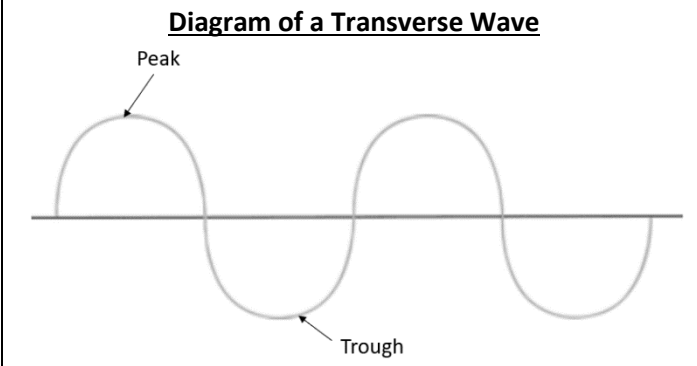
Week 4: The Rock Cycle

sedimentary rock	formed when particles of weathered rock join together
metamorphic rock	formed when rock is put under lots of heat and pressure
igneous rock	formed when molten rock cools and solidifies
porous	fluid can be absorbed and move through a porous object
weathering	the wearing away of rock by long exposure to the atmosphere
erosion	the wearing away and removal of rock material by force, such as a breaking wave



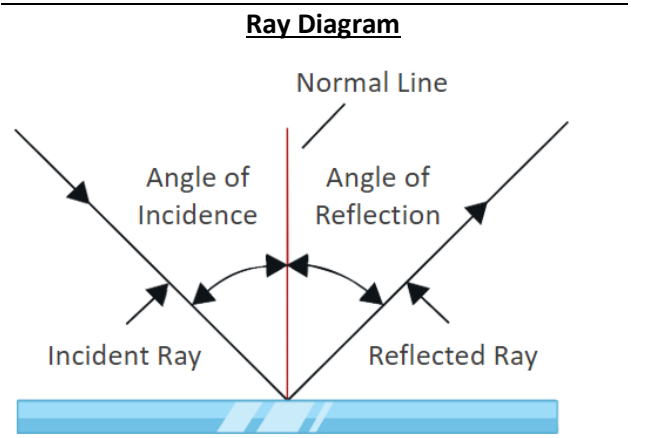
Week 5: Physics and Water Waves

wave	a transfer of energy but not matter
transverse wave	energy is transferred at a right angle to the movement of the medium <i>e.g.</i> water waves, x-rays, visible light
peak	the highest point of a transverse wave
trough	the lowest point of a transverse wave
medium	the substance (solid, liquid or gas) that a wave travels through
oscillation	a vibration about a fixed position
superposition	where two waves meet and affect each other



Week 6: The Ripple Tank

reflection	the return of a wave from a surface
refraction	the change in direction of a wave passing from one medium to another with a different density
ripple tank	a ripple tank is a shallow glass tank of water used to demonstrate the basic properties of waves.
incident ray	the ray of light travelling towards the surface
reflected ray	the ray of light travelling away from the surface due to the process of reflection
law of the angle of reflection	the law of reflection states that the angle of incidence equals the angle of reflection



Geography	Natural Hazards	Year 7 Term 5	
Week 1: plate tectonics	Week 2: volcanoes	Week 3: earthquakes	
<p>convection currents: the rising and falling movement of magma in the earth's mantle which causes the earth's crust to move.</p> <p>destructive boundary: when two tectonic plates move towards each other.</p> <p>constructive boundary: when two tectonic plates move away from each other.</p> <p>conservative boundary: when tectonic plates slide past each other.</p>	<p>Volcanoes can form at constructive or destructive plate boundaries. They do not form at conservative plate boundaries.</p> <p>cone volcano: formed at destructive plate boundaries, narrow and tall, thick lava, explosive, don't erupt regularly.</p> <p>shield volcano: formed at constructive plate boundaries, wide and flat, runny lava, regular eruptions.</p>	<p>Earthquakes happen at destructive, constructive and conservative plate boundaries.</p> <p>The earth's crust contains cracks called faults. Earthquakes occur when the crust moves suddenly near a fault.</p> <p>Richter scale: earthquakes are measured from 0 (weak) to 9 (extremely strong). The strength of an earthquake is called the magnitude.</p>	
Week 4: tsunamis	Week 5: factors increasing risk	Week 6: methods of decreasing risk	
<p>Most tsunamis happen at destructive plate boundaries.</p> <p>The movement of tectonic plates causes energy to build up. When the energy is released, it thrusts sea water upwards.</p> <p>2004 Indian Ocean Tsunami:</p> <ul style="list-style-type: none"> - 230,000 deaths. - \$8.71 billion damage. - 14 countries had people dead or missing. 	<p>wealth: a HIC will be able to prepare and respond to a natural hazard better than an LIC.</p> <p>population density: if a hazard occurs in a densely populated area (a city) it will impact more people than if it happens in a sparsely populated area (a rural area).</p> <p>strength of the hazard: an earthquake with a higher magnitude will cause more damage than one with a lower magnitude.</p>	<p>The 3Ps</p> <p>protection: constructing buildings so they are safe to live in and will not collapse.</p> <p>prediction: using historical evidence and current data to estimate when an event will happen e.g. a seismometer to measure earthquakes.</p> <p>preparation: taking measures to ensure people are confident in protecting themselves in an event e.g., earthquake drills.</p>	

History	Elizabethan Golden Age	Year 7 Term 5
<p>Week 1: contextual Information</p> <p>Early Modern: the period from around 1450 CE to 1750 CE.</p> <p>Martin Luther: a monk (holy man) who led the Protestant Reformation.</p> <p>The Pope: the head of the Roman Catholic Church.</p> <p>Tudor: the name of the family who were on the English throne from 1485 to 1603.</p> <p>reformation: the reform (change) in the ways that people worshipped across Europe in the 16th Century.</p>	<p>Week 2: power in Elizabethan England</p> <p>gentry: wealthy landowners.</p> <p>Great Chain of Being: the system used to structure society in Elizabethan England.</p> <p>hierarchy: a system of ranking people in order of power or importance.</p> <p>nobility: people with great wealth and power who held positions such as 'Duke' and 'Lord' .</p> <p>peasants: the poorer classes who work on the land owned by the gentry.</p>	<p>Week 3: culture in Elizabethan society</p> <p>circumnavigate: to travel all the way around something.</p> <p>culture: the ideas, arts, customs and social behaviour of a group of people.</p> <p>William Shakespeare: an Elizabethan playwright</p> <p>The Globe: a famous theatre during the Elizabethan period. Shakespeare's plays were performed here.</p>
<p>Week 4: culture in Elizabethan England</p> <p>Hans Holbein: an Elizabethan artist famous for his portraits.</p> <p>population growth: the number of people growing in size.</p> <p>poverty: lack of money</p> <p>Renaissance: The period of European history when there was a rebirth of science, learning and the arts. 14th-16th centuries.</p> <p>voyages: a long journey involving travelling by sea.</p>	<p>Week 5: historical Sources</p> <p>contextual knowledge: specific dates, names and facts that are relevant to the time the source was made.</p> <p>inference: something you can tell.</p> <p>portrait: an image of a person.</p> <p>contemporary source: something made during the time you are investigating.</p> <p>interpretation: something made after the time you are investigating. A judgement based on evidence.</p>	<p>Week 6: golden thread knowledge</p> <p>heir: the next in line for a position such as a king</p> <p>social: to do with people.</p> <p>economic: to do with money.</p> <p>political: to do with government, ruler or laws.</p> <p>monarch: a King or Queen.</p> <p>conflict: serious disagreement or argument or a war.</p>

Religious Studies	Forgiveness	Year 7 Term 5
<p>Week 1: what is forgiveness?</p> <p>forgiveness: is defined as the letting go of sin.</p> <p>Teachings on forgiveness:</p> <ul style="list-style-type: none"> • “Love thy neighbour” said by Jesus • Jesus forgave those who crucified him • “Forgive 70x7” said by Jesus • Jesus forgave Judas for his betrayal 	<p>Week 2: Original sin</p> <p>Original Sin: everyone is born sinful as humans inherit the sin of Adam and Eve.</p> <p>sin: Act of rebellion or disobedience against the known will of God.</p> <p>The story of Original Sin: Genesis tells the story of how sin first entered the world when Adam and Eve were tempted by the Devil in the Garden of Eden. They ate an apple from the Tree of Knowledge after God had instructed them not to, and as a result they were banished. Evil had now entered the world - this is known as the Fall</p> <p>Genesis: the first book in the Bible.</p>	<p>Week 3: Jesus and Forgiveness</p> <p>Crucifixion: an ancient form of execution in which a person was nailed or bound to a cross.</p> <p>Last Supper: the last meal Jesus shared with the disciples before the crucifixion.</p> <p>Key quotes:</p> <ul style="list-style-type: none"> • “Jesus said, 'Forgive them, Father! They do not know what they are doing.'” • “For if you forgive other people when they sin against you, your heavenly Father will also forgive you.”
<p>Week 4: Jesus and Forgiveness</p> <p>parable: a simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels</p> <p>mercy: compassion or forgiveness shown towards someone whom it is within one's power to punish or harm.</p> <p>The Parable of the Unmerciful Servant: Jesus taught that God is willing to let us off a debt we cannot repay, so we should be ready to forgive others.</p>	<p>Week 5: The Prodigal Son</p> <p>The Prodigal Son: the plot centres around the younger son who, impatient and greedy, asks his father for his inheritance. The father agrees, but the son wastes his money, eventually becoming homeless and destitute. In the end, to the son's great surprise, he is welcomed back into the family by his father and brother.</p> <p>‘For this your brother was dead, and is alive; he was lost, and is found.’”</p>	<p>Week 6: retribution</p> <p>Retribution: punishment inflicted on someone as vengeance for a wrong or criminal act</p> <p>Religious teachings on retribution:</p> <ul style="list-style-type: none"> • “an eye for an eye and a tooth for a tooth” • “But now if you have a purse, take it, and also a bag; and if you don’t have a sword, sell your cloak and buy one.”

Computing	Binary	Year 7	Term 5
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Week 1: storage capacity and file size

Storage capacities and file sizes are measured in:
(from lowest to highest)

BIT	BINARY DIGIT
4 BITS	NIBBLE
8 BITS	BYTE
1024 BYTE	KILOBYTE
1024 KILOBYTE	MEGABYTE
1024 MEGABYTE	GIGABYTE
1024 GIGABYTE	TERABYTE
1024 TERABYTE	PETABYTE
1024 PETABYTE	HEXABYTE
1024 HEXABYTE	ZEETABYTE

Week 2: binary and denary

Humans use the denary number system. This is the base 10 system. The denary system has ten symbols 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9.

Computers work in the binary number system, which is base 2. Denary numbers must be converted into their binary equivalent before a computer can use them.

The first eight binary place values are:

128	64	32	16	8	4	2	1
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In binary, each place value can only be represented by 1 or a 0.

Week 3: conversions

Convert denary number 8 into binary

128	64	32	16	8	4	2	1
0	0	0	0	1	0	0	0

Convert denary number 255 into binary

128	64	32	16	8	4	2	1
1	1	1	1	1	1	1	1

Convert binary number 01000010

128	64	32	16	8	4	2	1
0	1	0	0	0	0	1	0

64+2=66

Week 4: hexadecimal table

Binary	Denary	Hex
0000	0	0
0001	1	1
0010	2	2
0011	3	3
0100	4	4
0101	5	5
0110	6	6
0111	7	7
1000	8	8
1001	9	9
1010	10	A
1011	11	B
1100	12	C
1101	13	D
1110	14	E
1111	15	F

Week 5: convert denary to hexadecimal

1. Convert denary number 72 to a hexadecimal number

Convert to binary first

128	64	32	16	8	4	2	1
0	1	0	0	1	0	0	0

Then convert to two hexadecimal nibbles.

Nibble 1:	0	1	0	0
Nibble 2:	1	0	0	0

What is the hexadecimal number?

Hexadecimal number	4	8
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Week 6: pixel art

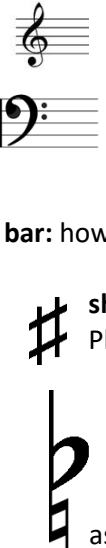
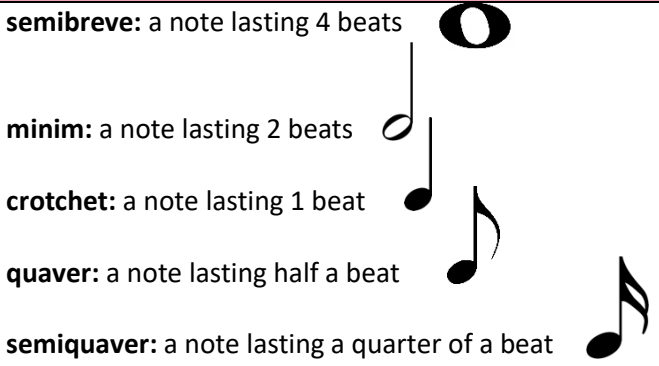
Using 2 bits you can make 4 colour pixel art. For example, in a 2-bit image, there are four possible combinations: 00, 01, 10, and 11. If "00" represents black, and "11" represents white, then "01" equals dark grey and "10" equals light grey.

Using 4 bits you can make 16 colour pixel art. For example, in a 4-bit image, there are sixteen possible combinations.

Using 8 bits you can make 256 colour pixel art.

PSHE	Criminal Justice System	Year 7	Term 5
<p>Week 1: what is crime?</p> <p>crime: an action or omission which constitutes an offence and is punishable by law.</p> <p>Examples of crime</p> <ul style="list-style-type: none"> • Theft • Assault • Murder <p>witness: a person who sees an event, typically a crime or accident, take place.</p>	<p>Week 2: how reliable is evidence?</p> <p>evidence: the available facts or information showing whether a belief or suggestion is true or valid.</p> <p>Types of evidence:</p> <ul style="list-style-type: none"> • Fingerprinting • Video footage • Eye witness accounts <p>eyewitness: a person who has seen something happen and can give a first-hand description of it.</p>	<p>Week 3: forensic evidence</p> <p>forensic evidence: evidence found by the use of science, for example DNA evidence,</p> <p>finger printing: record the fingerprints found at the scene of a crime or a suspect.</p>	
<p>Week 4: inside the courtroom</p> <p>Judge: a public officer appointed to oversee cases in a law court.</p> <p>Jury: a group of people (typically twelve in number) sworn to give a verdict in a legal case on the basis of evidence submitted to them in court.</p> <p>trial: a formal examination of evidence by a judge, typically before a jury, in order to decide guilt in a case of criminal or civil proceedings.</p>	<p>Week 5: inside the courtroom</p> <p>defence barrister represents a person accused of a crime in Court, speaking on behalf of a client and pleading their case.</p> <p>prosecution barrister represents the state or government in Court in cases brought against an accused person.</p> <p>verdict: a decision on an issue of fact in a civil or criminal case or an inquest.</p> <p>trial: a formal examination of evidence by a judge, typically before a jury, in order to decide guilt in a case of criminal or civil proceedings.</p>	<p>Week 6: impact of crime</p> <p>appeal: application to a higher court for a reversal of the decision of a lower court.</p> <p>Court of Appeal: a law court that has the power to change the decision of a lower court</p> <p>criminal record: a list of a person's previous criminal convictions.</p>	

Design and Technology		Year 7	Term 5
Week 1: designing	Week 2: measuring and marking out	Week 3: CAD and CAM	
<p>initial design ideas: the first creative concepts or sketches that a designer develops to explore potential solutions to a problem or design brief.</p> <p>Key elements of good initial design ideas:</p> <ul style="list-style-type: none"> draw with speed – they don't need to be neat, they just need to communicate your thoughts effectively; include labels and annotation to explain what things are; include hatching and cross hatching to show tone. 	<p>steel rule: a type of ruler made from metal that provides greater precision due to its durability. It is also more useful for marking out as the zero point is at the very end of the rule.</p> <p>template: a pre-designed pattern or guide used to help create or replicate shapes accurately in making projects.</p> <p>try square: a woodworking tool used to ensure that edges and corners are perfectly perpendicular or "square". The stock must always be flat against the edge of the material.</p>	<p>computer-aided design (CAD): technology that lets you create detailed digital drawings and models of objects or products on a computer to help design and visualise them before they are made.</p> <p>computer-aided manufacture (CAM): technology that uses computers to control machines and tools in the production process, helping to make products more efficiently and accurately.</p>	
Week 4: casting	Week 5: tools and machinery 1	Week 6: tools and machinery 2	
<p>casting: the process of shaping melted material into a desired form by pouring it into a mould, which then solidifies into the desired shape as it cools.</p> <p>mould: a hollow container used to shape molten material into a specific form as it cools and solidifies.</p> <p>personal protective equipment (PPE): special tools or clothing worn to keep people safe from hazards or injuries while they work or do activities.</p>	<p>bandfacer: a machine used to remove small amounts of waste material, and smooth and flatten the edges of a workpiece with a rotating belt.</p> <p>pillar drill: a machine used to drill precise and accurate holes in various materials by lowering a rotating drill bit onto the workpiece.</p>	<p>coping saw: a hand saw with a thin blade used for cutting intricate curves and shapes in timber or plastic.</p> <p>gents saw: a hand saw with a narrow blade, used for making precise and straight cuts in timber.</p> <p>cordless drill: a portable power tool that can be used for drilling holes and driving screws.</p>	

Music	Theory & Orchestral Instruments	Year 7 Term 5
<p>Week 1: notation</p>  <p>treble clef: represents notes played above a middle C. Played with right hand.</p> <p>bass clef: represents notes played below a middle C. Played with left hand.</p> <p>bar: how we split music up.</p> <p>sharp: raises the pitch of a note by a semitone. Played as the black note to the right.</p> <p>flat: lowers the pitch of a note by a semitone. Played as the black note to the left.</p> <p>natural: cancels out a flat or sharp. Played as the normal white note.</p>	<p>Week 2: note values</p>  <p>semibreve: a note lasting 4 beats</p> <p>minim: a note lasting 2 beats</p> <p>crotchet: a note lasting 1 beat</p> <p>quaver: a note lasting half a beat</p> <p>semiquaver: a note lasting a quarter of a beat</p>	<p>Week 3: elements of music</p> <p>dynamics: the volume of a piece of music. <i>pp, p, mp, mf, f, ff, crescendo.</i></p> <p>tempo: the speed of a piece of music. <i>lento, adagio, andante, moderato, allegro, presto.</i></p> <p>structure: the sections within a piece of music</p> <p>pitch: the high and low notes</p> <p>texture: the musical layers</p> <p>rhythm: the arrangement of notes and rests</p> <p>harmony: complimentary notes played simultaneously</p>
<p>Week 4: Instruments of the orchestra - strings</p> <p>Violin: a stringed musical instrument of treble pitch, played with a horsehair bow. The highest of the string family.</p> <p>Viola: an instrument of the violin family, larger than the violin and lower in pitch.</p> <p>Cello: a bass instrument of the violin family, held upright on the floor between the legs of the seated player.</p> <p>Double bass: the largest and lowest-pitched instrument of the violin family, providing the bassline of the orchestral string section.</p>	<p>Week 5: Instruments of the orchestra - brass</p> <p>Trumpet: a brass musical instrument with a flared bell and a bright, penetrating tone.</p> <p>French Horn: a brass instrument with a coiled tube, valves, and a wide bell, developed from the simple hunting horn in the 17th century. It is played with the right hand in the bell to soften the tone and increase the range of available notes.</p> <p>Trombone: a large brass wind instrument with straight tubing in three sections, ending in a bell over the player's left shoulder, different fundamental notes being made using a forward-pointing extendable slide.</p> <p>Tuba: the largest and lowest-pitched musical instrument in the brass family.</p>	<p>Week 6: Instruments of the orchestra - wind</p> <p>Piccolo: a small flute sounding an octave higher than the ordinary one.</p> <p>Flute: a tube-shaped musical instrument with a row of holes along its side that are covered by the fingers to vary the notes.</p> <p>Clarinet: a woodwind instrument with a single-reed mouthpiece, a cylindrical tube with a flared end, and holes stopped by keys.</p> <p>Oboe: a woodwind instrument with a double-reed mouthpiece, a slender tubular body, and holes stopped by keys.</p> <p>Bassoon: a bass woodwind instrument of the oboe family, with a doubled-back tube over four feet long, played with a double reed.</p>

Art	Art and Design Key Concepts		Year 7	Term 5
Week 1: sculpture	week 2: 3D art	week 3: relief sculpture		
<p>sculpture: a form of visual art that involves creating three-dimensional objects or forms, typically by carving, modelling, casting, or constructing materials such as stone, wood, metal, clay, plaster, or plastics.</p> <p>Sculptures can be created in various sizes, from small handheld pieces to large installations that occupy entire spaces.</p>	<p>3D art: known as three-dimensional art, refers to artwork that has physical depth as well as height and width. 3D art occupies space and can be viewed from multiple angles.</p> <p>3D art offers artists a dynamic way to explore space, form, texture, and materiality, inviting viewers to engage with art in a tactile and immersive manner.</p>	<p>relief sculpture: sculpture in which forms project from a flat background, but they remain attached to it.</p> <p>Unlike freestanding sculpture, which can be viewed from all sides, relief sculpture is typically meant to be seen primarily from one direction. It's like a picture or scene that is partially raised from a flat surface.</p>		
Week 4: distortion	Week 5: craft	Week 6: sculptor		
<p>distortion: the intentional alteration or exaggeration of shapes, forms, proportions, or perspectives for expressive or stylistic purposes.</p> <p>It involves deviating from the conventional or realistic representation of subjects in order to convey emotions, ideas, or narratives in a more powerful or evocative way.</p>	<p>craft: the skilled creation or production of objects, often by hand or with the use of simple tools.</p> <p>Craftsmanship typically involves applying specialised knowledge, techniques, and skills to create items that serve functional, decorative, or artistic purposes.</p> <p>Craft is a diverse and dynamic field that celebrates the intersection of creativity, skill, and material culture, serving as a rich and vibrant expression of human ingenuity and cultural heritage.</p>	<p>Sculptor: an artist who creates sculptures, which are three-dimensional artworks made by shaping or manipulating materials such as clay, stone, wood, metal, plaster, or ceramics.</p> <p>Sculptors use various techniques, including carving, modeling, casting, and assembling, to create their works.</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: structure of a flower	Week 2: pollination	Week 3: The Earth's Structure & Recycling
<p>1. What is the name of the female parts of the flower?</p> <p>2. What is the name of the male parts of the flower?</p> <p>3. What is the name of the male sex cell and where is it produced?</p> <p>4. what is the function of the nectary?</p> <p>5. why are petals of some flowers brightly coloured?</p> <p>6. Name the three structures that make up the female part of the flower.</p> <p>7. Name the two structures that make up the male part of the flower.</p>	<p>1. Write a definition for pollination.</p> <p>2. List two methods of pollination.</p> <p>3. What is the fusion of sex cells called?</p> <p>4. Which part of a flower does a fruit develop from?</p> <p>5. What is a seed?</p> <p>6. List methods of seed dispersal.</p>	<p>1. Draw a scientific diagram of the Earth and label the four layers.</p> <p>2. Which layer of the Earth is made from iron and is a solid?</p> <p>3. What is the name given to the rocky outer layer of Earth?</p> <p>4. Describe the structure of the outer core of Earth.</p> <p>5. Define mantle.</p>

Week 4: The Rock Cycle

1. Define weathering.

2. Define erosion.

3. How are metamorphic rocks formed?

4. How are sedimentary rocks formed?

5. How are igneous rocks formed?

6. Define porous

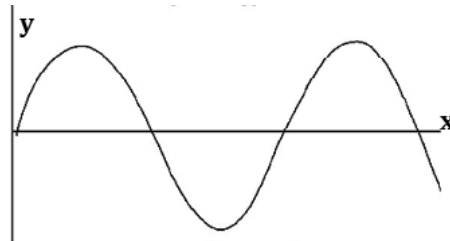
Week 5: Physics Water and Waves

1. Define wave.

2. What is an oscillation?

3. define reflection.

4. Label the diagram of the wave with the following
 - Peak
 - Trough



5. Define superposition.

Week 6: The Ripple Tank

1. What is a ripple tank?

2. What is the law of the angle of reflection?

3. Define reflection.

4. Define refraction.

5. What is an incident ray?

6. What is a reflected ray?

French

Free-time - Mon temps libre

Year 7

Term 5

Week 1: weather

What is the weather like in each of these sentences?

il fait beau = _____

il y a du soleil = _____

il y a des orages = _____

il fait chaud = _____

il pleut = _____

What does each of these weathers need in front of them? Choose from **il fait**, **il**, and **il y a**. Then translate it in to English.

_____ du vent =

_____ mauvais =

_____ neige =

_____ froid =

_____ du brouillard =

Week 2: seasons and regions

Complete the seasons and the compass points in French.



In the spring =	In summer =	In autumn =	In winter =
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Dans le _____



Dans le _____

In summer, in the east, the weather is bad.

In winter, in the north, it snows.

In the spring, in the east, the weather is nice.

In autumn, in the west, it is sunny (there is sun).

Week 3: sports with jouer

A. Complete the grid with the missing conjugations of the verbs **jouer** (to play).

	I play
tu joues	you (singular/informal) play
il joue	
elle joue	she plays
	we play
	we play
vous jouez	you (plural/formal) play
ils jouent	
elles jouent	they (feminine) play

B. Translate;

I play tennis = _____

She plays football = _____

We play hockey = _____

Je joue aux échecs. =

Il joue à la pétanque. =

Tu joues aux jeux vidéo. =

French	Free-time - Mon temps libre	Year 7 Term 5																		
<p>Week 4: activities with <i>faire</i></p> <p>A. Complete the grid with the missing conjugations of the verbs faire (to do).</p> <table border="1" data-bbox="107 311 730 663"> <tr> <td>je fais</td> <td></td> </tr> <tr> <td></td> <td>you (singular/informal) do</td> </tr> <tr> <td>il fait</td> <td>he does</td> </tr> <tr> <td></td> <td>she does</td> </tr> <tr> <td>on fait</td> <td>we do</td> </tr> <tr> <td>nous faisons</td> <td></td> </tr> <tr> <td>vous faites</td> <td></td> </tr> <tr> <td>ils font</td> <td>they (masculine) do</td> </tr> <tr> <td></td> <td>they (feminine) do</td> </tr> </table> <p>B. Translate;</p> <p>Je fais du vélo. = _____</p> <p>Il fait de la voile. = _____</p> <p>Nous faisons de la randonnée. = _____</p> <p>Elle fait de l'équitation. = _____</p> <p>Ils font de la natation. = _____</p> <p>I do jogging. = _____</p> <p>He does windsurfing. = _____</p>	je fais			you (singular/informal) do	il fait	he does		she does	on fait	we do	nous faisons		vous faites		ils font	they (masculine) do		they (feminine) do	<p>Week 5: time frames</p> <p>A. Complete the spellings accurately</p> <p>Q_el_u_fo_s Sometimes</p> <p>_a_f_is Sometimes</p> <p>S_uv_n_ Often</p> <p>_o_m_l_m_n_ Normally</p> <p>D'_a_it_d_ Usually</p> <p>_a_em_n_ Rarely</p> <p>T_u_l_s_j_u_s Every day</p> <p>D_te_p_en_em_s From time to time</p> <p>B. Translate:</p> <p>Le matin _____</p> <p>L'après-midi _____</p> <p>_____ In the evening</p> <p>_____ At the weekend</p> <p>Le samedi _____</p> <p>_____ On Friday evenings</p> <p>C. Complete the phrase:</p> <p>Une fois par _____ Once every day (One time per day)</p> <p>Deux fois par _____ Twice every week (2 times per week)</p> <p>Trois fois par _____ Three times per month</p>	<p>Week 6: opinions + the infinitive</p> <p>Translate in to the opposite language.</p> <p>J'aime faire du vélo parce que c'est bon pour la santé.</p> <p>_____</p> <p>_____</p> <p>J'adore faire de l'équitation parce que c'est bon pour la santé.</p> <p>_____</p> <p>_____</p> <p>Je n'aime pas jouer au rugby parce que c'est nul.</p> <p>_____</p> <p>_____</p> <p>Je déteste jouer au badminton parce que c'est difficile.</p> <p>_____</p> <p>_____</p> <p>I love playing football because it is interesting.</p> <p>_____</p> <p>_____</p> <p>I hate playing boules because it is difficult.</p> <p>_____</p> <p>_____</p> <p>I love doing swimming because it is good for your health.</p> <p>_____</p> <p>_____</p> <p>I don't like playing video games because it's not good for your health</p> <p>_____</p> <p>_____</p>
je fais																				
	you (singular/informal) do																			
il fait	he does																			
	she does																			
on fait	we do																			
nous faisons																				
vous faites																				
ils font	they (masculine) do																			
	they (feminine) do																			

Geography		Questions	Year 7	Term 5
Week 1: plate tectonics		Week 2: volcanoes		Week 3: earthquakes
<p>What happens at a destructive plate boundary?</p> <p>_____</p> <p>_____</p> <p>What happens at a constructive plate boundary?</p> <p>_____</p> <p>_____</p> <p>What happens at a conservative plate boundary?</p> <p>_____</p> <p>_____</p>		<p>Which type of plate boundaries do volcanoes form at?</p> <p>_____</p> <p>_____</p> <p>Name one difference between cone and shield volcanoes.</p> <p>_____</p> <p>_____</p> <p>Which type of volcano erupts more regularly?</p> <p>_____</p> <p>_____</p>		<p>What are the crusts in the earth's crust called?</p> <p>_____</p> <p>_____</p> <p>How do we measure earthquake strength?</p> <p>_____</p> <p>_____</p> <p>Which plate boundaries do earthquakes occur at?</p> <p>_____</p> <p>_____</p>
Week 4: tsunamis		Week 5: factors increasing risk		Week 6: methods of decreasing risk
<p>Fill in the gaps.</p> <p>The 2004 Indian Ocean tsunami resulted in _____ deaths, _____ damage and impacted _____ countries.</p> <p>Most tsunamis happen at _____ plate boundaries.</p>		<p>Does being wealthy increase or decrease your risk during an earthquake?</p> <p>_____</p> <p>_____</p> <p>Does having a high population density increase or decrease your risk during an earthquake?</p> <p>_____</p> <p>_____</p> <p>Will a stronger earthquake have a larger impact than a weaker earthquake?</p> <p>_____</p> <p>_____</p>		<p>Protection is _____</p> <p>_____</p> <p>An example is _____</p> <p>_____</p> <p>Preparation is _____</p> <p>_____</p> <p>_____</p> <p>An example is _____</p> <p>_____</p>

History	Questions	Year 7 Term 5
Week 1: contextual Information	Week 2: power in Elizabethan England	Week 3: culture in Elizabethan society
<p>Fill in the gaps.</p> <p>Elizabeth I ruled during the Early Modern period which lasted from _____ to _____ CE. She was part of the _____ family who were on the throne from 1485-1603. Her father Henry VIII had led the reformation in England, reformation means _____.</p> <p>The man who first led the reformation was called _____. The head of the Roman Catholic church is the _____.</p>	<p>Fill in the gaps.</p> <p>The _____ Chain of _____ was used to structure Elizabethan society. This is known as a hierarchy, hierarchy means _____.</p> <p>The wealthy landowners were known as _____. They had less power than the nobility, the nobility were _____.</p> <p>The people with the least power who worked on the land owned by the gentry were the _____.</p>	<p>What was William Shakespeare famous for?</p> <hr/> <hr/> <p>Where were plays performed?</p> <hr/> <hr/> <p>What does culture mean?</p> <hr/> <hr/> <p>What word means to travel all the way around something?</p> <hr/> <hr/>

History	Questions	Year 7	Term 5
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Week 4: culture in Elizabethan England	Week 5: historical Sources	Week 6: golden thread knowledge	
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Fill in the gaps.
 There were many positive changes to culture in the Elizabethan period. This period was known as the _____ which means a rebirth of science, learning and the arts. A famous artist called _____ created many portraits and people travelled on long journeys by sea known as _____. However, there were many negative aspects to life in the Elizabethan period as the population _____.


There was also a lack of money, known as _____.


What is an inference?

What is the difference between a contemporary source and an interpretation?

What is the key word?
 Use the symbol as your clue.







Music	Music Theory	Year 7 Term 4
Week 1: elements of music	Week 2: note values	Week 3: periods of music
<ol style="list-style-type: none"> 1. Order the dynamic markings from quietest to loudest. 2. What is structure? 3. What is pitch? 4. What is tempo? 5. What is texture? 6. What is rhythm? 7. What is harmony? 	<ol style="list-style-type: none"> 1. Draw a semibreve, how many beats does it last for? 2. Draw a minim, how many beats does it last for? 3. Draw a crotchet, how many beats does it last for? 4. Draw a quaver, how many beats does it last for? 5. Draw a semiquaver, how many beats does it last for? 	<ol style="list-style-type: none"> 1. Which period of music features the flute, recorder and lute? 2. When was the Renaissance period of music? 3. What was introduced in the Baroque period of music?

Music	Theory & Orchestral Instruments	Year 7 Term 5
Week 1: notation	Week 2: note values	Week 3: elements of music
<ol style="list-style-type: none"> 1. What clef tells you to play with your right hand? 2. What clef tells you to play with your left hand? 3. What does a bar do? 4. How do you play a sharp? 5. How do you play a flat? 6. How do you play a natural? 	<ol style="list-style-type: none"> 6. Draw a semibreve, how many beats does it last for? 7. Draw a minim, how many beats does it last for? 8. Draw a crotchet, how many beats does it last for? 9. Draw a quaver, how many beats does it last for? 10. Draw a semiquaver, how many beats does it last for? 	<ol style="list-style-type: none"> 1. Order the dynamic markings from quietest to loudest. 2. What is structure? 3. What is pitch? 4. What is tempo? 5. What is texture? 6. What is rhythm? 7. What is harmony?

Music	Music Theory	Year 7 Term 5
Week 4: instruments of the orchestra - strings	Week 5: instruments of the orchestra - brass	Week 6: instruments of the orchestra - wind
<ol style="list-style-type: none"> 1. Which instrument is the highest pitched of the string family? 2. Which instrument is the lowest pitched of the string family? 	<ol style="list-style-type: none"> 1. Which brass instrument has an extendable slide used to play notes? 2. Which brass instrument has a coiled tube? 3. Which instrument is described as having a bright, penetrating tone? 	<ol style="list-style-type: none"> 1. Which is the smallest of the wind family? 2. Which is the bass instrument of the wind family? 3. Which wind instrument has a double reed?

Design and Technology	Questions	Year 7	Term 5
Week 1: designing	Week 2: measuring and marking out	Week 3: CAD and CAM	
<p>What are the 3 key elements of good initial design ideas?</p>	<p>Why is a steel rule better for marking out materials than an ordinary plastic ruler?</p> <p>How should a try square be used correctly?</p>	<p>Why might it be better to design products using CAD, rather than with a pencil and paper?</p> <p>Why might it be better to make products using CAM, rather than by hand?</p>	
Week 4: casting	Week 5: tools and machinery 1	Week 6: tools and machinery 2	
<p>What personal protective equipment (PPE) must be worn when casting?</p>	<p>Name the part of the pillar drill where the drill bit is secured:</p> <p>Describe how you would hold the material correctly when using a bandfacer.</p>	<p>Which hand saw would be most suitable for making straight cuts in timbers?</p> <p>Which hand saw would be most suitable for cutting curves and around corners in timbers and plastics?</p>	

Art	Art and Design Key Concepts	Year 7 Term 5
<p>Week 1: sculpture</p> <p>Describe sculpture</p>	<p>week 2: 3D art</p> <p>Describe 3D art</p>	<p>week 3: relief sculpture</p> <p>Describe relief sculpture</p>
<p>Week 4: distortion</p> <p>Describe distortion</p>	<p>Week 5: craft</p> <p>Describe craft</p>	<p>Week 6: sculptor</p> <p>Describe a sculptor</p>