

Knowledge Organiser

Year 7 Term 1

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>protagonist- the leading character or one of the major characters in a novel, play or film.</p> <p>antagonist- a character who is opposed to, struggles against, or competes with another.</p> <p>malevolence- the quality, state or feeling of being evil.</p> <p>connotations- something suggested or implied by a word or thing.</p> <p>supernatural- attributed to an invisible agent e.g., a ghost or spirit.</p>	<p>consequence- the effect, result, or outcome of something happening earlier.</p> <p>misdemeanour- any minor offence or misbehaviour.</p> <p>optimism- the view to look on the more positive side of events or conditions and to expect the best outcome.</p> <p>intrigued- interested or curious about something or someone.</p> <p>characteristic- having a unique feature or quality.</p>	<p>perplexing- something which is confusing or complicated.</p> <p>beckon- to signal, call upon someone or to lure them into something.</p> <p>analysis- the process of studying something and exploring what is meant by the elements or structure of something.</p> <p>evokes- to consider what is suggested by a specific choice. To explain what impression, you get from something or someone.</p> <p>quotation- a noun to name a piece of text taken directly from a source.</p>	<p>bewilderment- a feeling of being perplexed and confused.</p> <p>retorted- say something in answer to a remark, typically in a sharp, angry, or witty manner. This can also be used as a synonym for 'repay' (to repay an insult or injury).</p> <p>per contra- a phrase used to replace 'on the other hand'.</p> <p>alludes- to suggest or call attention to something indirectly; to hint at something.</p> <p>intent- to have a specific intention or purpose.</p>	<p>immerse- to be involved deeply in a particular activity.</p> <p>caliginous- this could be a synonym for misty, dim, or dark.</p> <p>conscious- to have knowledge of something or to be aware of something.</p> <p>eradicate- a verb which is used to shown when something is removed or destroyed.</p> <p>unique- being the one of its kinds; unlike anything else.</p>	<p>genre- a style or category of literature, art, or music.</p> <p>morality- the distinction between right and wrong, or good and bad behaviour.</p> <p>imbue- to inspire with feeling or opinion.</p> <p>perspective- a point of view or a particular attitude towards something.</p> <p>credibility- the quality of being believable or worthy of trust.</p>



Look

Look at the information carefully.

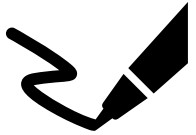
Read it three times.

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



Cover

Cover it with your hand or a piece of paper.



Write

Write it out, from memory.



Check

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

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

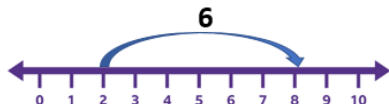
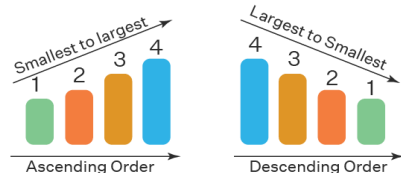
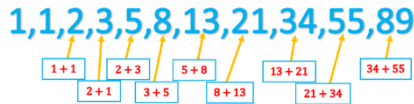
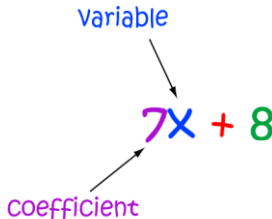
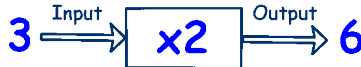
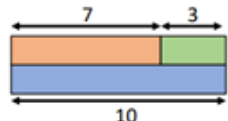
Repeat.

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



Correct

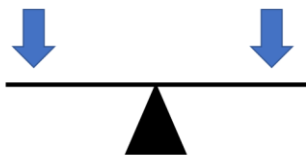
English	Monsters through the ages	Year 7	Term 1											
Week 1: Disciplinary Vocabulary metaphor: a direct comparison which can't be literal. simile: compares one thing with another to make a more vivid description (often using 'like' or 'as'). protagonist: the leading character in a story – usually someone who is pursuing a goal. antagonist: the main opponent or foil of the <i>protagonist</i> . connotation: an idea or feeling which a word invokes for the reader in addition to its literal meaning. atmosphere: the overall mood of a story or poem. supernatural: something beyond that which can be naturally explained, e.g., <i>ghosts, magic, vampires</i> .	Week 2: Academic Vocabulary When writing an analytical response, you should aim to use academic verbs to explain what the author is doing through their use of language or structure. In addition, you should use academic adjectives to explain the effect of the writers' choices on the reader . <table><tr><th>ACADEMIC VERBS</th><th>ACADEMIC ADJECTIVES</th></tr><tr><td>The author...</td><td>The reader is...</td></tr><tr><td>suggests</td><td>intrigued</td></tr><tr><td>implies</td><td>mystified</td></tr><tr><td>describes</td><td>disturbed</td></tr><tr><td></td><td>thrilled</td></tr></table>	ACADEMIC VERBS	ACADEMIC ADJECTIVES	The author...	The reader is...	suggests	intrigued	implies	mystified	describes	disturbed		thrilled	Week 3: Grammar Knowledge noun: naming word for a person, place, or thing, e.g., Sarah, Monday, cheese, love, France. verb: a word which describes an action or a state. adjective: words which describe nouns, e.g., beautiful, cold, green, noisy. adverb: words which tell us how, where or when something happened, e.g., quickly, easily, afterwards. pronoun: a word which stands in place of a noun, e.g., she, it, they, we, us, him, them. preposition: tells you the position of something e.g. <i>The coffee is <u>on</u> the table. We went <u>to</u> the park.</i> determiner: is used before a noun to show which particular example of the noun you are referring to e.g., <i>the, a, an, some, her</i> . conjunction: connects other words and helps to form larger structures, e.g., <i>and, but, or, because</i>
ACADEMIC VERBS	ACADEMIC ADJECTIVES													
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Week 4: Punctuation Knowledge comma: , - indicates a pause between parts of a sentence or separating items in a list. apostrophe: shows possession (Ben's pen) or omission (can't= cannot). quotation marks: 'SINGLE' quotation marks are used to show it has been taken from the text. "DOUBLE" are used to show that it is direct speech. ellipsis: ... three dots are used when a word/words are left out of a sentence but the sentence can still be understood.	Week 5: Crafting Writing Thesis Statement Steps: NAME, VERB, POINT, PLACE, (COMMA), QUOTATION e.g., Shan creates a disturbing tone at the opening of the novel, 'eat me alive, from the inside out'. modification: changing the quality of nouns or verbs using additional information, usually adjectives and adverbs. expansion: adding clauses and phrases to sentences to make them more complex.	Week 6: Form and Genre novel: a fiction prose narrative of book length. narrative voice: the <i>perspective</i> the story is told from. genre: a style or category of literature, music, or art. Gothic literature: a genre of writing which uses dark and atmospheric settings, the supernatural, extreme emotions, mystery, fear, and dread. Classic Gothic texts <i>Dracula</i> by Bram Stoker, <i>Frankenstein</i> by Mary Shelley, <i>Rebecca</i> by Daphne Du Maurier, <i>The Raven</i> by Edgar Allen Poe.												

Maths	Sequences and Algebra	Year 7	Term 1
<div>Week 1: Key vocabulary</div> <div><p>sum: the result of an addition. The sum of 2 and 8 is 10 because $2 + 8 = 10$</p><p>difference: the result of a subtraction. The difference between 2 and 8 is 6 because $8 - 2 = 6$ Difference can also be referred to as the 'gap' between two numbers.</p><div></div><p>ascending and descending:</p><div></div></div>	<div>Week 2: Sequences</div> <div><p>term: each number or object in a sequence.</p><p>term to term rule: a rule that explains how to find the next term in a sequence, if the previous terms are known.</p><p>consecutive: whole numbers that follow each other without gaps. Example 3, 4, 5, are consecutive.</p><p>linear sequence: a number pattern that increases or decreases by the same amount.</p><div></div><p>linear: a straight line</p></div>	<div>Week 3: Non-linear sequences</div> <div><p>non-linear sequence: a number pattern that does not increase or decrease by the same amount.</p><p>geometric sequence: a type of non-linear sequence. A number pattern made by multiplying by the same value each time. They are non-linear.</p><div></div><p>fibonacci: another type of non-linear sequence made by adding the 2 previous terms.</p><div></div></div>	
<div>Week 4: Algebra notation (1)</div> <div><p>commutative: gives the same result regardless of the order. Example $2 + 3 = 3 + 2$</p><p>variable: a symbol for a value we do not know. It can be a range of values.</p><div></div><p>coefficient: the amount of a variable.</p><p>inverse: the opposite calculation. The inverse of add is subtract.</p></div>	<div>Week 5: Algebra notation (2)</div> <div><p>substitute: replace a variable with a value.</p><p>evaluate: calculate the value of.</p><p>squared: when a number is multiplied by itself. 3^2 "3 squared" means 3×3</p><p>important notation:</p><div><div>$5y$ means $5 \times y$</div><div>$\frac{y}{5}$ means $y \div 5$</div></div><p>Function – process that happens to an input to give the output.</p><div></div></div>	<div>Week 6: Equality and equivalence</div> <div><p>equality: having the same value.</p><div></div><p>solve: to find the value of the unknown.</p><div><div><div>Solve</div><div>$x + 8 = 13$</div><div>$x = 5$</div></div><div></div></div><p>fact family: a set of related calculations.</p><div><div></div><div><div>$7 + 3 = 10$</div><div>$3 + 7 = 10$</div></div><div><div>$10 - 7 = 3$</div><div>$10 - 3 = 7$</div></div></div><p>unknown: a symbol for a value we don't know. It has a specific value that can be found.</p></div>	

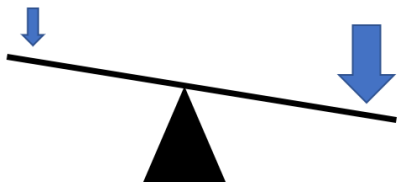
Week 1: Forces

force	a push or pull effect
newtons (N)	the units in which force is measured
newton meter	a piece of equipment containing a spring that measures the size of a force
balanced	when all the forces in one direction are equal to all the forces acting in the opposite direction
unbalanced	when all the forces in one direction are not equal to all the forces acting in the opposite direction

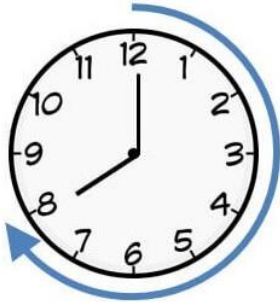
The seesaw is balanced because all of the forces in one direction are equal to all of the forces acting in the other direction.



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



Week 2: Moments

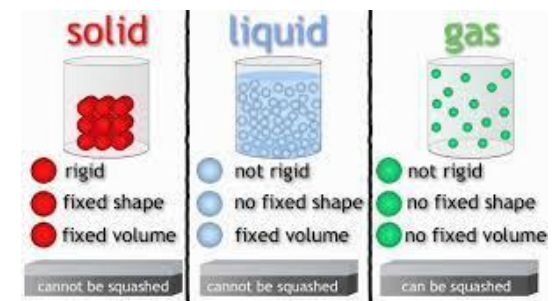
pivot	a point around which an object turns
moment	the turning effect around a pivot caused by a force e.g. seesaw
clockwise	a motion that is in the same direction as the hands on a clock 
anticlockwise	a motion that is in the opposite direction 
stationary	not moving
magnitude	the size of a force

Clockwise

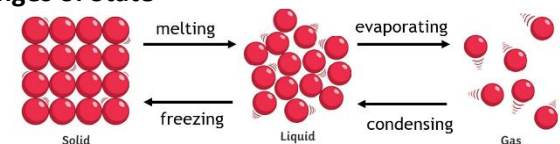
Anti-Clockwise

Week 3: States of Matter

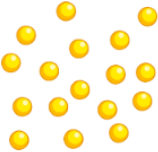
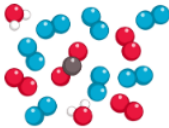
state of matter	the form in which an object is found - solid, liquid or gas
solid	a substance where the particles are regularly arranged and all touching
liquid	a substance where most particles are touching and in a random arrangement
gas	a substance where no particles are touching and in a random arrangement
melting point	the temperature at which a solid turns to a liquid
boiling point	the temperature at which a liquid turns to a gas
thermometer	the equipment used to measure temperature



Changes of State

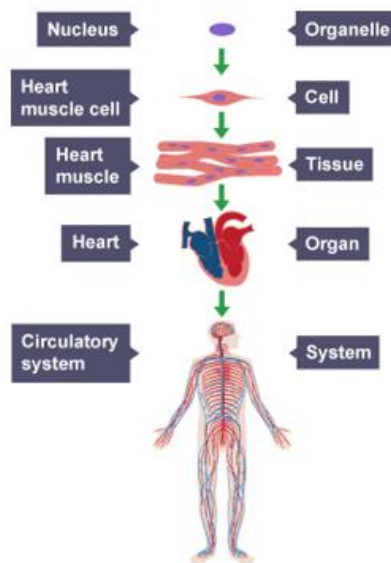


Week 4: Elements, Compounds and Mixtures

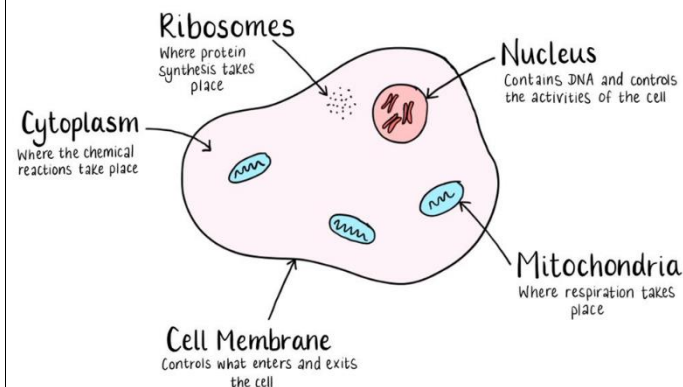
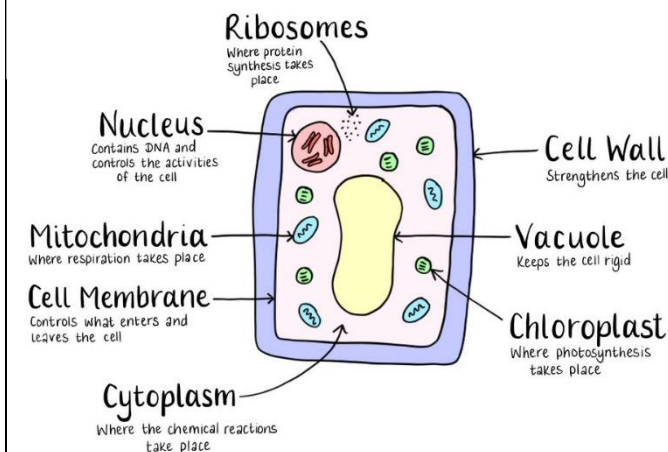
atom	a small particle that makes up all matter	
particle	the single unit of a substance such as an atom or a molecule e.g. H ₂ O is a particle of water	
element	a substance that contains only one type of atom. e.g. nitrogen (N ₂), oxygen (O ₂) or helium (He ₂)	
compound	a substance that contains two or more different types of atoms chemically joined e.g. carbon dioxide (CO ₂) or water (H ₂ O)	
mixture	2 or more substances that are not joined together. The substances can be elements, compounds of both. e.g. air is a mixture of elements oxygen (O ₂) and Nitrogen (N ₂) as well the compound carbon dioxide (CO ₂)	

Week 5: Organisational Hierarchy

variation	differences between organisms
cell	the basic unit of all living organisms
tissue	a collection of similar cells working together to perform a specific function
organ	a collection of different tissues working together to perform a specific function
organ system	a group of organs that work together e.g. the digestive system
organism	any living thing (made up of many organ systems)
frequency	how often something occurs

Hierarchy of organisms**Week 6: Cell Structures**

Living things do all of the 7 life processes (**MRS GREN**). **M**ovement, **R**espiration, **S**ensitivity, **G**rowth, **R**eproduction, **E**xcrete, **N**utrition.

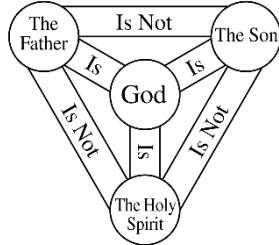
Animal Cell:**Plant Cell:**

Three organelles found in plant cells, but not animal cells are: cell **w**all, **ch**loroplast and **v**acuole.

French		Je me présente		Year 7	Term 1																																																																				
Week 1: Phonics		Week 2: Les opinions		Week 3: Avoir																																																																					
<p>Some letters and pairs of letters sound different to what you might expect in English - these are called phonemes. It is important to learn these sounds as they help us with our reading, speaking, listening and spelling in French.</p> <p>eu sounds like uh les jeux vidéo</p> <p>oi sounds like wah le poisson</p> <p>qu sounds like kuh la musique</p> <p>er / é sounds like ay danser / été</p> <p>an / en sounds like on la danse / enfant</p> <p>We also have silent letters in French. This is known as the silent final consonant. A good way to remember this is: Don't Say These Please: C X Z</p> <p>le<u>s</u> jeu<u>x</u> vidéo le<u>s</u> serpents<u>s</u> enfant<u>t</u></p>		<p>Each noun has a gender. The definite article 'le' (masculine) and 'la (feminine) translates as 'the'.</p> <table><tr><td>j'aime</td><td>I like</td></tr><tr><td>j'adore</td><td>I love</td></tr><tr><td>je n'aime pas</td><td>I don't like</td></tr><tr><td>je déteste</td><td>I hate</td></tr><tr><td>la musique</td><td>music</td></tr><tr><td>la glace</td><td>ice cream</td></tr><tr><td>les araignées</td><td>spiders</td></tr><tr><td>les vacances</td><td>holidays</td></tr><tr><td>le cinéma</td><td>cinema</td></tr><tr><td>le vélo</td><td>cycling</td></tr><tr><td>les serpents</td><td>snakes</td></tr><tr><td>les jeux vidéo</td><td>video games</td></tr></table>		j'aime	I like	j'adore	I love	je n'aime pas	I don't like	je déteste	I hate	la musique	music	la glace	ice cream	les araignées	spiders	les vacances	holidays	le cinéma	cinema	le vélo	cycling	les serpents	snakes	les jeux vidéo	video games	<p>avoir = to have (infinitive verb)</p> <p>The present tense conjugation is :</p> <table><tr><th>French</th><th>English</th></tr><tr><td>j'ai</td><td>I have</td></tr><tr><td>tu as</td><td>you have (singular / informal)</td></tr><tr><td>il a</td><td>he has</td></tr><tr><td>elle a</td><td>she has</td></tr><tr><td>nous avons / on a</td><td>we have</td></tr><tr><td>vous avez</td><td>you have (plural /formal)</td></tr><tr><td>ils ont</td><td>they have (male / male+female)</td></tr><tr><td>elles ont</td><td>they have (female)</td></tr></table>		French	English	j'ai	I have	tu as	you have (singular / informal)	il a	he has	elle a	she has	nous avons / on a	we have	vous avez	you have (plural /formal)	ils ont	they have (male / male+female)	elles ont	they have (female)																										
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Week 4: Les chiffres		Week 5: Les mois		Week 6: Les jours de la semaine																																																																					
<table><tr><td>0</td><td>zéro</td><td>11</td><td>onze</td></tr><tr><td>1</td><td>un</td><td>12</td><td>douze</td></tr><tr><td>2</td><td>deux</td><td>13</td><td>treize</td></tr><tr><td>3</td><td>trois</td><td>14</td><td>quatorze</td></tr><tr><td>4</td><td>quatre</td><td>15</td><td>quinze</td></tr><tr><td>5</td><td>cinq</td><td>16</td><td>seize</td></tr><tr><td>6</td><td>six</td><td>17</td><td>dix-sept</td></tr><tr><td>7</td><td>sept</td><td>18</td><td>dix-huit</td></tr><tr><td>8</td><td>huit</td><td>19</td><td>dix-neuf</td></tr><tr><td>9</td><td>neuf</td><td>20</td><td>vingt</td></tr><tr><td>10</td><td>dix</td><td></td><td></td></tr></table> <p>To give our age we say 'I have...years old'. In French, this is 'j'ai...ans'.</p> <p>E.g. J'ai douze ans et il a seize ans = I have 12 years old and he has 16 years old.</p>		0	zéro	11	onze	1	un	12	douze	2	deux	13	treize	3	trois	14	quatorze	4	quatre	15	quinze	5	cinq	16	seize	6	six	17	dix-sept	7	sept	18	dix-huit	8	huit	19	dix-neuf	9	neuf	20	vingt	10	dix			<p>To give our birthday we may need a larger number. For 22-29 we add the numbers together, for example vingt-trois = 23. For the number 30 we say trente and 31 is trente-et-un .</p> <table><tr><td>janvier</td><td>January</td><td>juillet</td><td>July</td></tr><tr><td>février</td><td>February</td><td>août</td><td>August</td></tr><tr><td>mars</td><td>March</td><td>septembre</td><td>September</td></tr><tr><td>avril</td><td>April</td><td>octobre</td><td>October</td></tr><tr><td>mai</td><td>May</td><td>novembre</td><td>November</td></tr><tr><td>juin</td><td>June</td><td>décembre</td><td>December</td></tr></table> <p>Mon anniversaire c'est le vingt-deux mars. My birthday is on the 22nd March.</p>		janvier	January	juillet	July	février	February	août	August	mars	March	septembre	September	avril	April	octobre	October	mai	May	novembre	November	juin	June	décembre	December	<p>lundi Monday</p> <p>mardi Tuesday</p> <p>mercredi Wednesday</p> <p>jeudi Thursday</p> <p>vendredi Friday</p> <p>samedi Saturday</p> <p>dimanche Sunday</p> <p>NB : days and months do <u>not</u> have a capital letter in French. E.g. Il est jeudi le quatorze février. It is Thursday 14th February.</p>	
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Geography	Which Geographical processes have impacted Barnsley?	Year 7	Term 1
Week 1: What is Geography?	Week 2: Deindustrialisation in Barnsley	Week 3: Economic opportunities in Barnsley	
<p>geography: the study of places, people, environments, and the interactions between them.</p> <p>human geography: the study of people, communities, cultures, economies, and how humans interact with places and environments.</p> <p>physical geography: the study of natural features and processes of the Earth, such as rivers, coasts, weather, climate, and ecosystems.</p> <p>global: relating to the whole world or operating on a worldwide scale.</p>	<p>brownfield site: previously developed land that is now abandoned and available for redevelopment.</p> <p>urban regeneration: the improvement and renewal of old urban areas.</p> <p>greenfield site: undeveloped land that has not previously been built on.</p> <p>dereliction: abandoned buildings and unused land.</p>	<p>economic opportunities: chances for people to improve their standard of living through employment.</p> <p>service industries (tertiary industries): industries that provide services rather than producing goods.</p> <p>post-industrial economy: an economy where most employment is in service industries rather than manufacturing.</p> <p>development: progress in economic growth, technology, and quality of life.</p>	
Week 4: Environmental opportunities in Barnsley	Week 5: Social opportunities in Barnsley	Week 6: Map Skills	
<p>integrated transport systems: transport networks where different forms of transport connect efficiently.</p> <p>traffic congestion: overcrowding of roads leading to slow-moving traffic.</p> <p>infrastructure: the basic structures and services needed for an area to function.</p> <p>pollution: harmful substances or noise introduced into the environment.</p>	<p>social opportunities: chances to improve quality of life through access to education and healthcare.</p> <p>social deprivation: a lack of access to services, income, housing, and employment.</p> <p>inequalities: differences in wealth, wellbeing, and access to opportunities.</p> <p>sanitation: measures that protect public health through clean water and waste disposal.</p>	<p>scale: the relationship between distance on a map and the corresponding distance on the ground.</p> <p>relief: the variation in height and shape of the land surface, including features such as hills, valleys, and mountains.</p> <p>grid reference: a set of numbers used to identify the exact location of a place on a map.</p> <p>contour lines: lines on a map that join places of equal height above sea level.</p>	

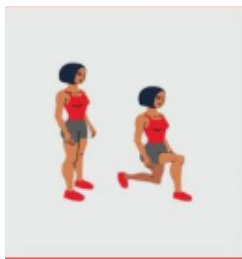
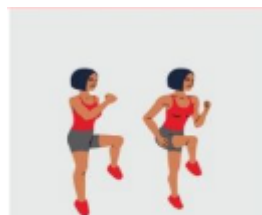
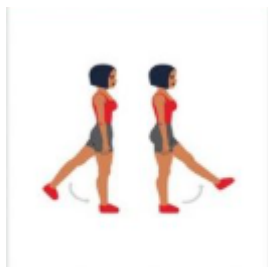
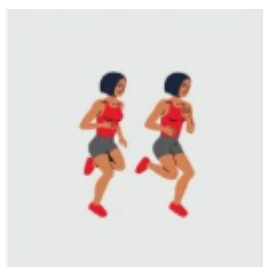
History	Yorkshire through time	Year 7	Term 1
Week 1: Key Historical skills	Week 2: Romans in Yorkshire	Week 3: Vikings in Yorkshire	
century: a period of 100 years. chronology: time order. inference: what can you work out from the information given to you. <u>Second order concepts</u> change: to make or become different continuity: to remain the same significance: great or important cause: to explain why something happened consequence: to analyse the effect or impact.	contemporary source: evidence from the time period. secondary source: information from after the event. <u>Roman rule in England- 43CE-410CE</u> Julius Caesar: invaded Britain twice. His first invasion was in 55 BC and the second in 54 BC. Emperor Claudius: Successfully invades England in 43CE. Roman Bangle Lady: skeleton found in York with North African ancestry. She was wealthy.	<u>Vikings in England 793CE-1066CE</u> Vikings: from Norway and Denmark. The Vikings attacked successfully in 793CE at Lindisfarne. Danelaw: the area in Northern England, including Yorkshire that the Vikings were given. York: known as Jorvik became the most important city in The Danelaw. 10,000 people lived there, and it was used to trade goods. Vale of York hoard: a collection of items thought to have been gathered by a powerful Viking. They were discovered in 2007.	
Week 4: Tudors in Yorkshire	Week 5: Industrial Revolution in Yorkshire	Week 6: Miners’ strikes in Yorkshire	
<u>Early Modern Period 1500-1750</u> Tudors: name of the family who were on the throne from 1485 to 1603. Pope: Head of the Roman Catholic Church. Henry VIII: the king of England who broke with Rome and created the Church of England. Pilgrimage of Grace: an uprising from Yorkshire against Henry VIII’s religious changes. Dissolution of the monasteries: the closing of the monasteries (religious buildings) 1536-1540.	Industrial Period- 1750-1900: during this time the number of cities increased massively as did problems linked to health and pollution. steam engine: replaced waterpower and revolutionised the textile and iron industries. autobiography: an account of someone's life. cholera: a deadly disease that caused bluing of the skin and watery diarrhoea	<u>The miners’ strike: 1984-1985</u> strike: a refusal to work as a form of protest. NUM: National Union of Miners. Margaret Thatcher: Prime minister at the time of the strikes, leader of the Conservative government. Scabs: a nickname given to people who returned to work whilst the strikes were happening.	

Religious Studies	Abrahamic Faiths	Year 7	Term 1
Week 1: creationism creation: Christians believe that God created the world in 6 days and rested on the 7th day. On the 6th day, God created the first humans (Adam and Eve). God told Adam to look after the Garden of Eden. sin: an act that goes against God. Original Sin: when Adam and Eve disobeyed God and ate the forbidden fruit. The tendency to commit evil acts in all human beings.	Week 2: Noah omnibenevolent: all-loving, or infinitely good, usually in reference to God. Noah: People on Earth were disobeying God; however, Noah was loyal and devoted. God instructed Noah to build an ark and fill it with his family and two of each kind of animal. It rained for 40 days and 40 nights, causing a huge flood. When the surface of the ground dried, Noah, his family and the animals left the ark safely. God had protected them.	Week 3: Abraham Abrahamic Faiths: a group of monotheistic religions (Judaism, Christianity, and Islam) whose teachings are based on the belief in a covenant between God and humankind. Abraham: Christianity, Judaism and Islam all recognise Abraham as an important figure (the Abrahamic religions). Abraham was extremely dedicated to one God and followed all of his demands. God gifted Abraham and his wife, Sarah, a child in their old age. sacrifice: to offer or kill something as a religious sacrifice	
Week 4: Moses monotheistic: belief in one true God. Moses: Moses is a significant figure in Judaism, Christianity, and Islam (where he is known as Musa). Moses was the leader of the Jews as they lived in slavery in Egypt. He eventually led them to the Holy Land that God had promised them. The Jews were helped on their journey out of slavery by God, who parted the Red Sea to help them escape. Ten Commandments: the laws handed to Moses by God on Mount Sinai.	Week 5: the Torah covenant: a formal agreement or promise between two or more people. Torah: The Torah is the Jewish holy book/scrolls. It contains guidance and teachings for Jews to follow in their daily lives and is used in worship. The Torah is known as the Five Books of Moses. Jews believe that God revealed the Torah to Moses on Mount Sinai and he wrote it down. The Torah is treated with great respect.	Week 6: Jesus Messiah: the promised deliverer of the Jewish nation prophesied (foretold) in the Hebrew Bible. Jesus The Son of God, Jesus Christ, came down to Earth and was both fully human and fully God. He understood human suffering and Christians believe he was the saviour of mankind. Holy Trinity: 	

Computing	Cyber Security and Me	Year 7	Term 1
Week 1: setting up an online account	Week 2: hardware and software	Week 3: keeping you safe	
non-attributable: where something is not visually traceable back to you	hardware: the machines, wiring, and other physical components of a computer	antivirus software: designed to detect and block attacks from malware	
username: an identification used by a person with access to a computer, network, or online service	software: the programs that are run on computer hardware. there are two types of software: systems software and applications software	firewall: a tool that monitors traffic going into and out of a computer or network, and either allows the traffic to pass through or blocks it	
password: a secret word or phrase that must be used to gain admission to a place	ram (random access memory): a computer's short-term memory, where data that the processor is currently using is stored temporarily	whitelist: only the device addresses on the list are allowed to access the network	
hacker: a person who uses computers to gain unauthorized access to data	rom (read only memory): a small amount of non-volatile (saves when powered off) memory	blacklist: devices on the list are banned from the network. this is less secure than a whitelist, but is easier to maintain	
brute Force Attack: a hacking method that uses trial and error to crack passwords, login credentials, and encryption keys.			
Week 4: malware	Week 5: presenting data	Week 6: email	
phishing: an attempt by someone to get you to send them personal information, such as usernames, passwords, email addresses and bank account details	sway: is a presentation tool in Microsoft office, it aims to present to a digital audience.	Cc (Carbon Copy): means a copy of the email you are sending will be sent to that address.	
malware: malicious software designed to disrupt or damage a computer system	sans serif font: sans serif design (translated as 'without lines', sans serif typefaces have no protruding tails or strokes on any of the letters). easy to read on screen.	Bc (Blind Copy): a copy of the email you are sending will be sent to that address, but no one receiving the email will see the address in the BCC field.	
electronic mail: a means of sending messages, text, and computer files between computers via the internet	<div><div><p>Serif Font</p><p>Thick and thin strokes</p><p>Serifs</p><p>Thin</p><p>Century Old Style</p></div><div><p>Sans Serif Font</p><p>Strokes have even width</p><p>Plain</p><p>Thin</p><p>Futura Book</p></div></div>	<div><div><div>To</div>Who you are sending the email to.</div><div><div>Cc</div>Who you are sending a copy of the email to.</div><div><div>Bcc</div>Who you are sending a copy of the email too but no one receiving the email knows</div><div><div>Add a subject</div>Brief description about the email</div></div>	
cloud computing: the delivery of different services through the internet			
cloud storage: storing data at a remote location online			

PSHE	My Body and Me	Year 7	Term 1
Week 1: what is PSHE?	Week 2: healthy diet and obesity	Week 3: puberty	
<p>transition: the process or a period of changing from one state or condition to another.</p> <p>Personal, Social, Health and Economic (PSHE): is a school curriculum subject in England that focuses on strengthening the knowledge, skills, and connections to keep children and young people healthy and safe and prepare them for life and work.</p> <p>The Wise and Foolish Builder: demonstrates that all relationships need to be built on strong foundations.</p> <p>core values: honesty, respect, empathy, responsibility</p>	<p>diet: the kinds of food that a person, animal, or community habitually eats.</p> <p>balanced diet: is a way of ensuring you eat all the required nutrients for your body to function properly.</p> <p>The Eatwell Plate: is a food guide showing the proportion and types of foods that are needed to make up a healthy balanced diet.</p>	<p>puberty: is the bridge between being a child and becoming an adult.</p> <p>As people go through this transition, the body and feelings change a lot. People also may feel differently about family, friends, and classmates, and view the things that they do in whole new ways.</p> <p>Boys and girls both go through changes during puberty, some of these are emotional and some are physical.</p> <p>Puberty usually starts sometime between age 7 and 13 in girls and 9 and 15 in boys.</p>	
Week 4: mental health and wellbeing	Week 5: consent	Week 6: online relationships	
<p>wellbeing: the state of being comfortable, healthy, or happy.</p> <p>mental health: a person's condition with regard to their psychological and emotional well-being.</p> <p>self-esteem: confidence in one's own worth or abilities; self-respect.</p> <p>confidence: the feeling or belief that one can have faith in or rely on someone or something.</p>	<p>consent: permission for something to happen or agreement to do something.</p> <p>Consent should be clear when given, signs of consent can be:</p> <ul style="list-style-type: none"> • Verbal consent • Non-verbal consent <p>non-verbal consent: there are ways to show a willingness to give consent without using words. Examples of giving nonverbal consent may include: Head nod. Thumbs up.</p> <p>verbal consent: when a person verbally agrees.</p>	<p>the law: it is an offence for a person to take, distribute, possess, or publish indecent photographs of a child under 18.</p> <p>This law was created to protect young people.</p> <p>The police work under clear guidance that young people should not be criminalised for sending nude images of themselves.</p> <p>However, it's always wrong to share nude images of another young person without their consent and in cases like this, there is the possibility that the police may get involved.</p>	

Music	Musical Elements & Rhythm	Year 7	Term 1
Week 1: tempo tempo: the speed of a piece of music. Tempo measures the beat. bpm: beats per minute lento: very slow adagio: slow andante: at a walking pace moderato: quite quickly allegro: fast presto: very fast	Week 2: dynamics dynamics: the volume of a piece of music pp: pianissimo. Very quiet. p: piano. Quiet. mf: mezzo forte. Moderately loud. f: forte. Loud. ff: fortissimo. Very loud. crescendo: gradually getting louder diminuendo: gradually getting quieter	Week 3: note values  crotchet: note lasting 1 beat  minim: note lasting 2 beats  semibreve: note lasting 4 beats  quaver: note lasting for half a beat  semiquaver: note lasting for a quarter of a beat	
Week 4: musical elements rhythm: an arrangement of notes and rests (silences) harmony: the sound of two or more complimentary notes played simultaneously pitch: the frequency of a note. A high or low sound. timbre: the specific tone or sound quality an instrument or voice has. Each instrument has a different sound which allows us to tell them apart. texture: the musical layers.	Week 5: structure structure: the sections within a piece of music binary: the music is divided in two separate sections. AB. ternary: the music has three sections, however one is repeated. ABA. through composed: every section is different. ABCDE etc.	Week 6: ensemble skills ensemble: a group of musicians playing together accuracy: playing your musical part correctly fluency: playing your musical part with no stopping or hesitation timing: synchronised playing in your ensemble, everyone keeps to the beat	

Physical Education	Warm up / cool down	Year 7	Term 1
Week 1: why we warm up and cool down A warm up: <ul style="list-style-type: none">Increases the elasticity of musclesMentally prepares us for exerciseIncreases the flexibility at jointsIncreases the temperature of musclesIncreases the supply of oxygen to the working muscles A cool down: <ul style="list-style-type: none">Gradually reduces our heart rateBegins to break down any lactic acid in our musclesReplenishes the oxygen debt that may have built up during physical activity.  <p>Lunges</p>	Week 2: stages of a warm up A warm up has four stages. Stage 1 – pulse raiser Stage 2 – dynamic stretches held between 8 and 10 seconds Stage 3 – skills/drills Stage 3 – mental preparation  <p>Squats</p>	Week 3: stages of a cool down A cool down has three stages: Stage 1 – maintain activity level Stage 2 – gradually reduce intensity of the activity Stage 3 – static stretching held for 30 seconds  <p>High Knees</p>	
Week 4: immediate effects of exercise Immediate effects of exercise happen in the moment of physical activity. They are: <ul style="list-style-type: none">Increased heart rateHot/red/sweaty skinIncreased body temperature  <p>Leg Swings</p>	Week 5: short term effects of exercise Short term effects of exercise happen up to 36 hours after physical activity. They are: <ul style="list-style-type: none">Tiredness/fatigueLight headednessNauseaMuscular soreness  <p>Butt Kicks</p>	Week 6: long term effects of exercise Long term effects of exercise happen after weeks and months of physical activity. They are: <ul style="list-style-type: none">Change in body shape/compositionImproved cardiovascular and muscular enduranceIncreased speed, flexibility and strengthHypertrophy of the heart (heart is bigger and stronger)Lower resting heart rate (bradycardia)  <p>Arm Circles</p>	

ART	Art & Design – Key concepts	Year 7	Term 1
Week 1: observational drawing Observational drawing is a technique and practice in art where the artist creates a representation of what they see directly in front of them. This method involves closely studying and rendering objects, people, landscapes, or scenes from life, rather than relying on memory, imagination, or photographic references. The primary goal is to capture the form, proportion, perspective, light, and shadow as accurately as possible.	week 2: pencil tone Pencil tone refers to the range of lightness or darkness that can be achieved using a pencil. It is a crucial aspect of pencil drawing, used to create depth, contrast, texture, and realism in a piece of artwork. Pencil tone is determined by the hardness or softness of the pencil lead, the pressure applied by the artist, and the layering techniques used.	week 3: grid method of drawing The grid method of drawing is a technique used to help artists achieve accurate proportions and placement of elements in their drawings. It involves breaking down the reference image and the drawing surface into a grid of equal squares, which serve as guides for transferring the image accurately. This method is particularly useful for enlarging or reducing the size of an image while maintaining correct proportions.	
Week 4: portrait A portrait is an artistic representation of a person, capturing their likeness, personality, and even mood. Portraits can be created using various mediums such as painting, drawing, photography, sculpture, or digital media.	Week 5: fine art Fine art is a category of visual arts that is created primarily for its aesthetic value and intellectual stimulation rather than for practical or functional purposes. It encompasses a wide range of artistic expressions and practices, emphasizing creativity, technical skill, and the artist's vision.	Week 6: fine artists Fine artists are individuals who create art primarily for its aesthetic value and conceptual depth, rather than for functional or commercial purposes. These artists engage in various disciplines and mediums to express their creativity, convey emotions, and explore ideas.	

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: Forces	Week 2: Moments	Week 3: States of Matter
<ol style="list-style-type: none"> 1. What is a force? 2. Which piece of equipment is used to measure force? 3. What are the units of measurement for force? 4. What is meant by a balanced force? 5. What is meant by an unbalanced force? 	<ol style="list-style-type: none"> 1. Define pivot. 2. Define moment. 3. Which word means the size of a force? 4. Which word means to move in the same direction as the hands on a clock? 5. Which word means to move in the opposite direction to the hands on a clock? 	<ol style="list-style-type: none"> 1. What is meant by state of matter? 2. Describe how particles are arranged in a solid. 3. Describe how particles are arranged in a liquid. 4. Describe how particles are arranged in a gas. 5. Name the change of state from a liquid to a gas. 6. Name the change of state from a gas to a liquid.
Week 4: Elements, Compounds & Mixtures	Week 5: Organisational Hierarchy	Week 6: Cell Structure
<ol style="list-style-type: none"> 1. What is an element? Give an example. 2. What is a compound? Give an example. 3. What is a mixture? Give an example. 4. Define particle. 5. What is an atom? 	<ol style="list-style-type: none"> 1. Put the following in size of order: tissue cell organ organism organ system 2. What is an organ? 3. What is a tissue? 4. Define variation. 5. What is a cell? 	<ol style="list-style-type: none"> 1. List three organelles that are found in plant cells but not animal cells. 2. What is the function (job) of: <ol style="list-style-type: none"> a. Nucleus b. Cytoplasm c. Mitochondria d. Cell membrane e. Cell wall f. Ribosome g. Chloroplast h. Vacuole

French		Je me présente		Year 7		Term 1																			
Week 1: Phonics		Week 2 : Les opinions		Week 3: Avoir																					
<p>Fill in the blanks:</p> <p>eu sounds like _____ An example word which includes this in French is: _____</p> <p>oi sounds like _____ An example word which includes this in French is: _____</p> <p>qu sounds like _____ An example word which includes this in French is: _____</p> <p>er / é sounds like _____ An example word which includes this in French is: _____</p> <p>an / en sounds like _____ An example word which includes this in French is: _____</p> <p>What is the acronym that helps us to remember which letters are silent? _____</p> <p>Can you dot the silent letters in these words?</p> <p>les jeux vidéo</p> <p>les vacances</p> <p>les serpents</p>		<p>Translate the phrases into the opposite language.</p> <p>Je déteste la danse. _____</p> <p>J’adore la danse. _____</p> <p>Je n’aime pas le vélo. _____</p> <p>J’aime les serpents et les araignées. _____</p> <p>Je n’aime pas la musique. _____</p> <p>Je déteste la glace. _____</p> <p>J’adore la musique. _____</p> <p>I don’t like cinema. _____</p> <p>I love dancing and cycling. _____</p> <p>I like video games and music. _____</p> <p>I hate sport and snakes. _____</p>		<p>avoir = _____ (infinitive verb)</p> <p>Complete the grid below.</p> <p>The present tense conjugation is :</p> <table><tr><th>French</th><th>English</th></tr><tr><td></td><td>I have</td></tr><tr><td>tu as</td><td>you have (singular / informal)</td></tr><tr><td>il a</td><td></td></tr><tr><td></td><td>she has</td></tr><tr><td></td><td>we have</td></tr><tr><td>vous avez</td><td></td></tr><tr><td></td><td>they have (male / male + female)</td></tr><tr><td>elles ont</td><td></td></tr></table>				French	English		I have	tu as	you have (singular / informal)	il a			she has		we have	vous avez			they have (male / male + female)	elles ont	
French	English																								
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French		Je me présente	Year 7	Term 1																																												
Week 4: Les chiffres		Week 5: Les mois	Week 6: Les jours de la semaine																																													
Complete the grid with the missing numbers written in French.		Translate the phrases into the opposite language.	Complete the spellings of the days of the week.																																													
<table><tr><td>0</td><td>_____</td><td>11</td><td>onze</td></tr><tr><td>1</td><td>un</td><td>12</td><td>douze</td></tr><tr><td>2</td><td>_____</td><td>13</td><td>_____</td></tr><tr><td>3</td><td>trois</td><td>14</td><td>quatorze</td></tr><tr><td>4</td><td>_____</td><td>15</td><td>quinze</td></tr><tr><td>5</td><td>cinq</td><td>16</td><td>_____</td></tr><tr><td>6</td><td>six</td><td>17</td><td>_____</td></tr><tr><td>7</td><td>_____</td><td>18</td><td>dix-huit</td></tr><tr><td>8</td><td>huit</td><td>19</td><td>_____</td></tr><tr><td>9</td><td>neuf</td><td>20</td><td>_____</td></tr><tr><td>10</td><td>_____</td><td>21</td><td>_____ -et - _____</td></tr></table>		0	_____	11	onze	1	un	12	douze	2	_____	13	_____	3	trois	14	quatorze	4	_____	15	quinze	5	cinq	16	_____	6	six	17	_____	7	_____	18	dix-huit	8	huit	19	_____	9	neuf	20	_____	10	_____	21	_____ -et - _____	<p>Mon anniversaire c’est le vingt-deux mars.</p> <p>_____</p> <p>Mon anniversaire c’est le dix-sept février.</p> <p>_____</p> <p>Mon anniversaire c’est le sept juillet.</p> <p>_____</p> <p>Mon anniversaire c’est le trente décembre.</p> <p>_____</p> <p>My birthday is the 18th October.</p> <p>_____</p> <p>My birthday is the 1st June.</p> <p>_____</p> <p>My birthday is the 4th January.</p> <p>_____</p> <p>My birthday is the 23rd April.</p> <p>_____</p>	<p>_____</p> <p>l _ _ n d _ _</p> <p>__ a __ _ i</p> <p>m __ _ c __ e __ i</p> <p>j __ _ d i</p> <p>v __ _ dre __ _</p> <p>s __ _ e __ _</p> <p>__ _ man __ _ e</p> <p>What is the rule around days of the week and months regarding when you write them?</p> <p>_____</p> <p>_____</p> <p>What date is this?</p> <p>Il est mardi le vingt-quatre janvier.</p> <p>_____</p> <p>Il est samedi le seize juillet.</p> <p>_____</p>	
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Geography		Which Geographical processes have impacted Barnsley?	Year 7	Term 1
Week 1: What is Geography?		Week 2: Deindustrialisation in Barnsley	Week 3: Economic opportunities in Barnsley	
1. What does Geography study? 2. What is the difference between physical and human geography? 3. If we were learning about Barnsley, would we be studying local or global geography?		1. What is regeneration? 2. Why did dereliction happen after Barnsley's coal mines closed down? 3. What is the difference between a brownfield and greenfield site?	1) What are tertiary jobs? 2) If we are talking about the economy/ something economic, what do we mean? 3) What does 'post-industrial' mean?	
Week 4: Environmental opportunities in Barnsley		Week 5: Social opportunities in Barnsley	Week 6: Map Skills	
1) What is infrastructure? 2) What is pollution? 3) What is another word for congestion?		1. If we are looking at 'social' opportunities what are we focusing on? 2. What is deprivation? 3. What are inequalities?	1. What do we use scale for? 2. What do contour lines tell us? 3. Why do we use grid reference?	

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

Music	Musical Elements	Year 7	Term 1																								
Week 1: tempo	Week 2: dynamics	Week 3: note values																									
<p>What is the tempo?</p> <p>What does bpm mean?</p> <p>What is the word that describes the music as very slow?</p> <p>What is the word that describes the music as very fast?</p> <p>Draw a line to connect the tempo with its correct definition.</p> <table><tr><td>Very slow</td><td rowspan="6"></td><td>Allegro</td></tr><tr><td>Slow</td><td>Adagio</td></tr><tr><td>At a walking pace</td><td>Lento</td></tr><tr><td>Quite quickly</td><td>Presto</td></tr><tr><td>Fast</td><td>Andante</td></tr><tr><td>Very fast</td><td>moderato</td></tr></table>	Very slow		Allegro	Slow	Adagio	At a walking pace	Lento	Quite quickly	Presto	Fast	Andante	Very fast	moderato	<p>What are the dynamics?</p> <p>What word describes gradually getting quieter?</p> <p>What word describes gradually getting louder?</p> <p>Draw a line to connect the dynamic marking with its meaning.</p> <table><tr><td>Very quiet</td><td rowspan="5"></td><td><i>mf</i></td></tr><tr><td>Quiet</td><td><i>pp</i></td></tr><tr><td>Moderately loud</td><td><i>mp</i></td></tr><tr><td>Loud</td><td><i>f</i></td></tr><tr><td>Very loud</td><td><i>p</i></td></tr></table>	Very quiet		<i>mf</i>	Quiet	<i>pp</i>	Moderately loud	<i>mp</i>	Loud	<i>f</i>	Very loud	<i>p</i>	<p>Which note lasts for 4 beats?</p> <p>What is the name of a 2-beat note?</p> <p>Which note lasts for half a beat?</p> <p>What is the name of a 1 beat note?</p> <p>Which note lasts for a quarter of a beat?</p>	
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Music	Musical Elements	Year 7	Term 1
Week 4: musical elements	Week 5: structure	Week 6: Ensemble skills	
What is harmony?	What is the structure?	What is the term for a group of musicians playing together?	
What is rhythm?	What structure is this where there are two sections, AB?	What is accuracy?	
What key word is this? The musical layers.	What structure is this where there are three sections with one repeated, ABA?	What is fluency?	
What word describes the texture of multiple instruments playing together?	What is the name of the structure where every section is different?	What is timing?	
What word describes the texture of fewer instruments playing together?			
What musical element describes the frequency of a note, high or low sound?			
What musical element help us to tell instruments apart by their sound quality?			