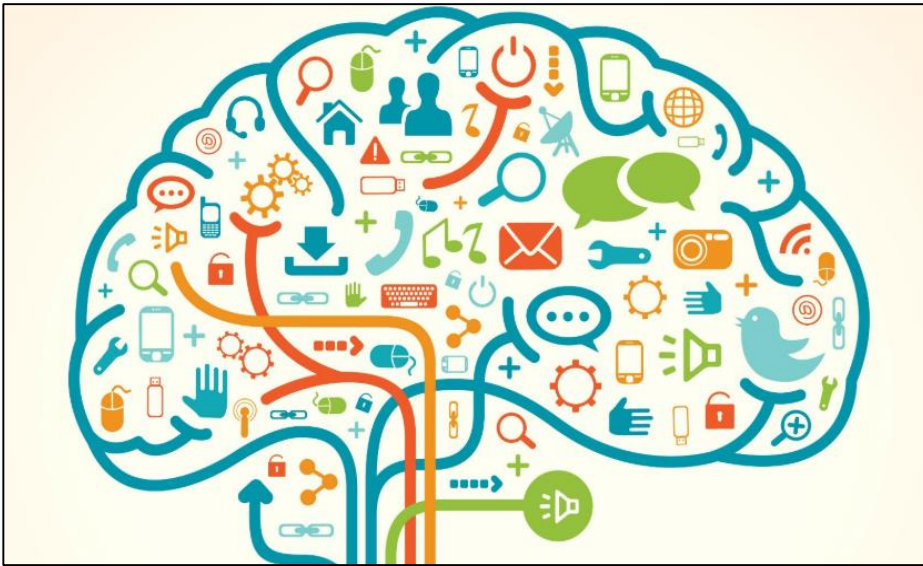


Year 7 - Knowledge Organiser #1

Mid-Year Assessments

September to January/February



<i>Kettering Buccleuch Academy 2019-2020</i>	
Name:	
Tutor Group:	
Tutor and Room:	

"If you are not willing to learn, no one can help you.
If you are determined to learn, no one can stop you."

Year 7 Knowledge Organiser #1 - Contents

Page	Subject	Topics Included
1		Your Knowledge Organiser and Self Quizzing Book
2		How do I complete Knowledge Organiser homeworks?
3	KBA Literacy	Whole school literacy fundamentals
4	KBA Literacy	Whole school literacy fundamentals
5	Art	The formal elements, colour theory etc...
6	Art	Art forms in nature, Karl Blossfeldt
7	Drama	Mime, Key Words and definitions
8	Drama	Key words and definitions
9	English	Treasure Island
10	English	Wolves of Willoughby Chase
11	English	War and Conflict – The diary of Ann Frank
12	French	Structures, sentence starters, tenses...
13	French	Key vocab per module
14	Geography	Understanding the world, maps and factors
15	Geography	How to measure growth, the world of work etc...
16	German	Structures, sentence starters, tenses...
17	German	Key vocab per module
18	History	The Normans, Challengers to the throne in 1066

Page	Subject	Topics Included
19	History	Medieval Religion, Monks, Priests and the Crusades
20	Literacy	Up-levelling your writing
21	Literacy	Year 7 and 8 high-frequency words
22	Mathematics	Place value, Fractions decimal and percentages
23	Mathematics	Measures, number sequences and estimation
24	Mathematics	Angles facts and definitions and Shapes/Polygons
25	Music	The Elements of music
26	Music	Key terminology and definitions
27	Phys Ed	Health & Fitness and Fitness Components
28	PRE	Religion – Essential Knowledge
29	PRE	Religion – Essential Knowledge
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Your Knowledge Organiser and Self Quizzing Book

Knowledge Organisers

Year 7 - Knowledge Organisers

Mid-Year Assessments
September to January/February



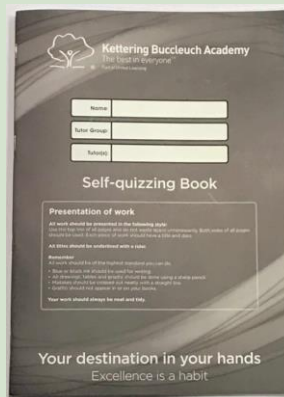
Kettering Buccleuch Academy The best in everyone	
Name:	
Tutor Group:	
Tutor and Room:	

"If you are not willing to learn, no one can help you.
If you are determined to learn, no one can stop you."

Knowledge Organisers contain critical, fundamental knowledge that you **MUST** know in order to be successful in Year 7 and subsequent years.

They will help you recap, revisit and revise what you have learnt in lessons in order to move the knowledge within from your short-term memory to long term memory.

Self Quizzing Book



This is the book that all Knowledge Organiser homework is to be completed in.

You must follow the simple rules as to how they are to be used.

You must bring your Knowledge Organiser and Self Quizzing Book to every lesson and place it on your desk at the beginning of each lesson.

You must keep all of your Knowledge Organisers and Self Quizzing Books because the fundamental knowledge required in Year 7 will also be required in years 8-11

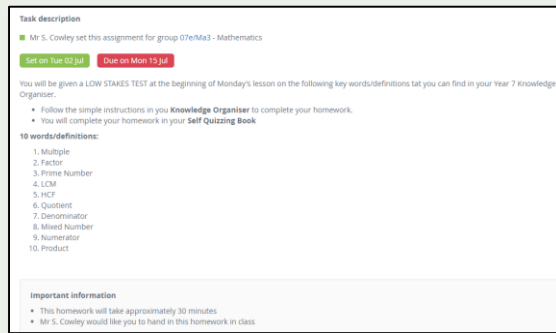
Knowledge Organisers are NOT a replacement for revision guides but they include the fundamental knowledge that ALL students in Year 7 require.

How do I complete Knowledge Organiser homeworks?

You will be set a **MINIMUM** of 2 Knowledge Organiser homeworks in every subject each half term

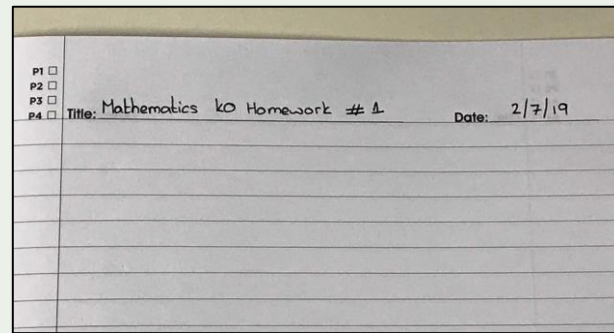
Step 1

Check SMHW and identify what words/definitions/facts you have been asked to learn.



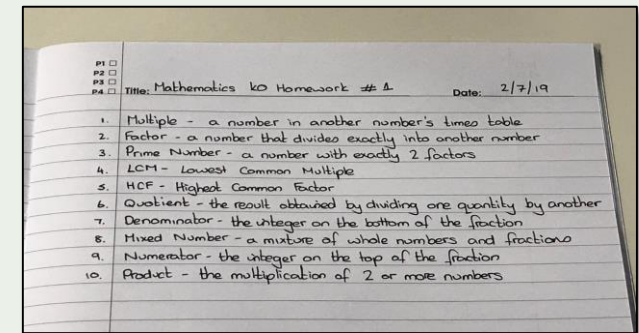
Step 2

Write today's date and the title from your Knowledge Organiser.



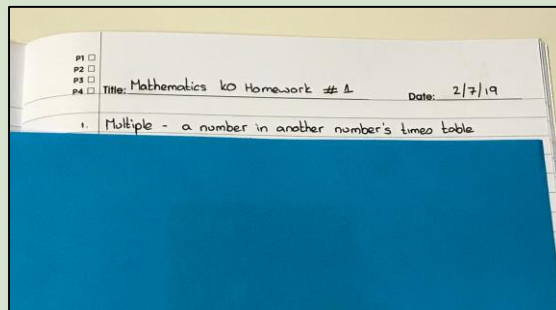
Step 3

Write out the keywords/definitions/facts you have been set from SMHW in **FULL**.



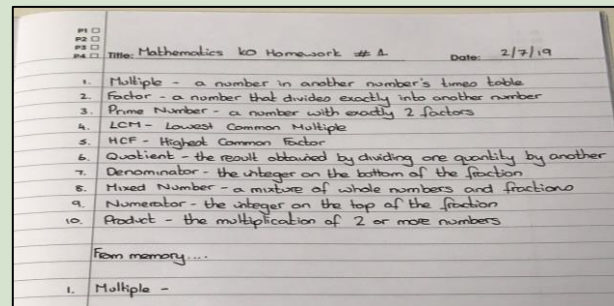
Step 4

Cover the definitions in your SELF QUIZZING BOOK, apart from the first. **Read it, Cover it, Say it** in your head, check it....**REPEAT** until confident.



Step 5

Cover up ALL the definitions/facts and write them out from memory in your SELF QUIZZING BOOK.



Step 6

Check your answers and correct where required. Repeat Steps 4 to 6 until you are confident.

You will be **tested** on the 10 words/definitions/facts as a starter activity in your lesson on the day that the homework is due.

This will be completed in your normal exercise book and you will mark it in class.

Can I write in paragraphs?

The TIPTOP rule

You move onto a new paragraph when you change time, place, topic or person.

1. I always start an essay with an **introduction** which addresses the question.
2. I finish an essay with a **conclusion** to summarise the main points of my argument and to address the question again.
3. I use **connectives** in each paragraph to link my ideas and to put them in a logical order.

○Furthermore
○Whereas
○Nevertheless
○Alternatively
○Consequently

○But
○Since
○Yet
○Therefore
○Besides

○Meanwhile
○Nonetheless
○However
○Although
○Moreover

Have I used the correct grammar?

I am aware that I must use language that is appropriate to my reader.

- ❖ No slang *that lesson was bangin'*
- ❖ No informal language *I'm gonna do my homework now*

❖Other things to consider:

- ✓ I am clear about the purpose of this piece of writing
- ✓ I know who my audience is
- ✓ I will use a suitable layout and text type

I am proud of my work because...

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct **punctuation** and **grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for.

Can I spell familiar words accurately?

Common contractions

We must use an apostrophe to replace any letter(s) we have left out.

11 o'clock	How's	They'd	Where'll
Aren't	I'd	They'll	Where's
Can't	I'll	They're	Who'd
Couldn't	I'm	Wasn't	Who'll
Didn't	Isn't	We'd	Who's
Doesn't	It'd	We'll	Why'd
Don't	It'll	We're	Why'll
Hadn't	It's	Weren't	Why's
Hasn't	Mightn't	What'd	Won't
Haven't	Mustn't	What'll	Wouldn't
He'd	Shan't	What's	You'd
He'll	She'd	When'd	You'll
He's	She'll	When'll	You're
How'd	She's	When's	
How'll	Shouldn't	Where'd	

Can I use different sentence types?

Simple sentences: contains a subject and a verb and can contain an object

- Sarah likes to read in the library.
- Tom enjoys reading at home.

Compound sentences: joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so*.

- Sarah likes to read in the library but Tom prefers to read at home.

Complex sentences: A complex sentence contains a conjunction such as *because, since, after, although, or when*.

- Because Robert felt tired, he only studied for an hour.
- Although the rain had stopped, the pitch was still water-logged.
- Paul enjoys Music, however, he is more proficient in Art.

Homophones

I have checked that I have not mixed up my homophones.

Affect/effect	Meat/meet
Bare/bear	One/won
Brake/break	Passed/past
Buy/by	Peace/piece
For/four	Practice (n)/practise (v)
Flour/flower	Read/red
Grate/great	Sea/see
Hair/hare	Sight/site
Hole/whole	Son/sun
Hour/our	To/too/two
Knight/night	Wait/weight
Know/no	Weak/week
	Wear/where

Basics:

- ❑ Every sentence must start with a capital letter.
- ❑ Every sentence must finish with some form of punctuation: .?!
 - ❑ Proper nouns need capital letters. These are **unique** people, places or things *e.g. there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.*
- ❑ When writing titles of works such as books, films or plays:
 - Capitalise the first word
 - Capitalise any main/important words
 - Don't capitalise minor words such as 'and', 'of' or 'the' *e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire*
- ❑ When writing speech:
 - ✓ Go to a new line when a different person speaks *e.g. "Good morning" said the Headteacher. "It's the afternoon!" replied the student.*
 - ✓ Each person's speech is marked with speech marks *e.g. "Walk on the left" said Mr Mathews.*

Can I spell accurately?

1. Sound out the word
2. Think about how it looks
3. Think about a similar word
4. Is there a memory sentence for this word? (e.g. **big** **e**lephants **c**annot **a**lways **u**se **s**mall **e**xits)
5. Find the word in a list –
 - Key words list
 - Frequently used words list
 - Your own word bank
6. Look it up in a dictionary/spellchecker
7. Ask a friend or teacher
8. To learn it: look, cover, write, check
9. Once you've solved it, add the correct spelling to your own word bank.

Can I use punctuation?**The Apostrophe**

I always aim to use apostrophes correctly.

There are two main reasons why we use apostrophes: for **possession** and to **replace a letter or letters**

Note: Apostrophes are NEVER used to denote plurals

Full stop	.	indicates that a sentence has finished
Comma	,	indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list
Question mark	?	goes at the end of a question
Exclamation mark	!	goes at the end of a dramatic sentence to show surprise or shock
Apostrophe	'	shows that letter(s) have been left out or indicates possession
Speech marks	" "	indicate direct speech, the exact words spoken or being quoted
Colon	:	introduces a list, a statement or a quote in a sentence
Semicolon	;	separates two sentences that are related and of equal importance
Dash / hyphen	-	separates extra information from the main clause by holding words apart
Brackets	()	can be used like dashes, they separate off extra information from the main clause
Ellipsis	...	to show a passage of time, to hook the reader in and create suspense

Apostrophe for Possession

(To show that something belongs to another)

If a single thing/person owns anything, add an apostrophe + 's'.

- The dog's bone
- The boy's homework
- Jones's bakery
- Yesterday's lesson

However, if it is plural (more than one), an apostrophe comes after the 's'.

- The dogs' bones
- The boys' homework
- Joneses' bakeries (lots of Jones families)
- Many websites' content is educational

There/ their/ they're

Note: special care must be taken over the use of **there**, **their** and **they're** as they sound the same but are used quite differently:

- ❖ **There** shows position *Your seat is over there*
- ❖ **Their** shows that **'they'** own something *Their blazers are navy blue*
- ❖ **They're** is short for **they are** as in *They're revising every day*

ITS

Note: **its**, which shows that something owns something (like our, his etc), **does not** take an apostrophe: *the dog ate its bone and we ate our dinner*

Your/ you're

Note: special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- ❖ **Your** is possessive as in *this is your pen*
- ❖ **You're** is short for **you are** as in *you're coming over to my house*

1. The Formal Elements

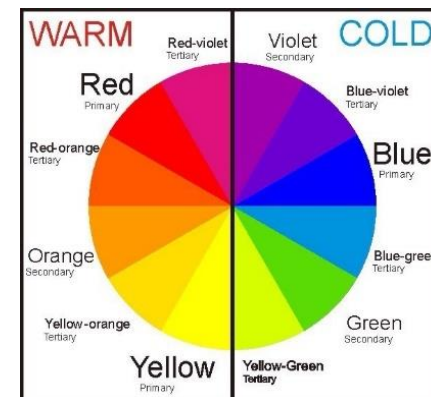
- **Line:** Defines shape; the outer edge of something. It can vary in width, direction and length
- **Tone:** How dark or light a shape is
- **Pattern:** A repeated shape or line
- **Texture:** The feel or appearance of a surface; how rough or smooth it is
- **Shape:** Can be in the form of squares, circles, triangles, rectangles, and ovals.

Additional Key Words

- Ellipse:** An ellipse is simply a circle seen in perspective. It is drawn as an oval shape.
- Vanishing point:** A point at which parallel lines seem to meet in a drawing. The point shows the furthers point in a picture.
- Cross hatching:** A drawing technique which uses a method of crossing over several lines.
- Dash:** A method of drawing which uses tiny lines to draw texture. It can capture the effect of fur nicely

3. Colour Theory

- **Colour:** When light is reflected of an object, colour is what the eye sees. There are primary colours and secondary colours.
- **Warm Colours:** Colours that give the feeling of warmth – red, orange, yellow.
- **Cool colours:** Colours that give a cool feeling – blue, green purple.
- **Complementary colours:** Opposite colours on the colour wheel.



- **Shade:** When Black is mixed with a colour to make it darker
- **Tint:** When white is mixed with a colour to make it lighter.

2. Techniques specific to: Drawing

- **Shading:** Is a technique used to show light and dark shade. This helps create the illusion of depth and 3D form. In a pencil drawing, shading is made by applying the most pressure at the point where the shadow is dark and less pressure to show light tones.
- **Highlights:** In a drawing, the highlight is the lightest area on the object. The highlight is located on a surface where the light rays hit the form.
- **Outline:** A line or set of lines enclosing or indicating the shape of an object in a sketch
- **Contour lines:** They are simply "outlines". We typically use contour lines to show the edges of objects and details within them.
- **Negative space:** The background space in a drawing.
- **Positive space:** The space within the drawing of an object.
- **Sketching:** Making a rough drawing.

4. Composition

- **Composition:** the arrangement/layout of shapes/objects on the page
- **Proportion:** The size and shape of one object in comparison to another
- **Foreground, mid-ground, background:** The areas at the front middle or back of a drawing or painting.
- **Focal Point:** The part of the artwork which stands out and draws the eye.
- **Perspective:** The way of showing that objects appear to get smaller and closer together the further away they are from the viewer.



Urformen der Kunst' (Art Forms in Nature)

5. Name: **Karl Blossfeldt**

- (June 13, 1865 – December 9, 1932)
- Place made: Germany
- Style: Natural Forms
- Medium: Photography
- Displayed: 'Urformen der Kunst' (Art Forms in Nature). This was his first book which has his original photography work. It became a best seller all over the world in 1928.

Artist Information:

- Karl Blossfeldt never received any training in photography.
- He built himself a plate camera which could magnify the objects up to thirty times in size.
- With the camera he took over 6,000 photographs of plants.
- He used these for making drawing demonstrations for his students.

6. Descriptive words linked to art annotation

- **Vibrant:** High on the scale of brightness
- **Mood:** An overall feeling or emotion, often linked with expression
- **Subtle:** So slight as to be difficult to detect or describe
- **Pastiche:** A copy of a piece of artwork

7. Information about Karl Blossfeldt

- Karl Blossfeldt (June 13, 1865 – December 9, 1932) was a German photographer, sculptor, teacher, and artist who worked in Berlin, Germany.
- He is best known for his close-up photographs of plants and living things.
- He was inspired by nature and the ways in which plants grow.
- He believed that 'the plant must be valued as a totally artistic and architectural structure.'

8. Information about the artwork: influences, purpose etc

Time Period: 1865-1932

Subject: Natural Forms

Artists: Karl Blossfeldt

Karl Blossfeldt loved art and his father loved art and nature too, both of them had a passion for nature and showed this through their art. The first thing they did was painting which developed into photography. During his life, Blossfeldt taught plant drawing in the Institute of Royal Art Museum Berlin. The lesson he gave was drawing plants. Blossfeldt never had any lesson in photography. The camera he owned he made himself, with it he self taught the skills of photography. By this, Blossfeldt invented and created the first micro photograph camera in the world. The results were amazing.

Mime

- The theatrical technique of suggesting action, character or emotion without words, using only gesture, expression and movement
- Working with dialogue, not miming any props or set – eg looking in a mirror, perhaps facing the audience, to put on make-up while speaking to another character.



French mime artist
Marcel Marceau

Key Words and definitions

- **Aside:** a comment which a character makes to another character or the audience. The rest of the characters on stage can't hear them.
- **Body language:** The way movements, posture and gestures can show how someone feels without speaking.
- **Characterisation:** the way an actor interprets and performs the character.
- **Climax:** The turning point in a play, where tension is at its highest. When the tension is resolved again straight away, this can create an anticlimax.
- **Dialogue:** The general term for any lines spoken between characters.
- **Duologue:** A scene or section of dialogue which only involves two actors.
- **Flashback/flashforward:** A scene which shows events from before or after the main action of the play. It can give extra information about the plot or help to develop characters.
- **Freeze frame:** When the performers suddenly stop the action at a key moment.
- **Gesture:** A movement made by part of the body (e.g. arms, head) to convey a character's emotions.
- **Improvisation:** When drama is made up on the spot by performers without using any prepared material.
- **Mime:** The use of movements, gestures and facial expressions to communicate an idea without words.
- **Monologue:** A speech made by one character, either to another character or the audience.
- **Narrator:** A character who comments on the action and the plot to the audience. The narrator can be first-person (involved in the action) or third-person (set apart from the action).

Key Words and definitions

- **Plot:** The series of events that take place in a play.
- **Posture:** The position a character holds themselves in when sitting or standing.
- **Promenade Theatre:** A style of theatre that requires the audience to follow the actors between different performance spaces over the course of the play. This usually takes place outdoors.
- **Prop:** An item on stage that the characters can interact with. If a prop is specific to one character, it's called a personal prop.
- **Role on the wall:** A rehearsal technique that involves writing thoughts, opinions and personality traits inside a character's outline to aid characterisation.
- **Stage directions:** Any instructions written in a script by the playwright to explain how a play should be performed.
- **Stimulus:** A starting point for your devised piece that you should use to inspire your performance.
- **Theatre in the round:** A style of staging which seats the audience on all sides of a central stage.
- **Thought tracking:** When a character tells the audience their thoughts during a pause in the action.
- **Thrust stage:** A stage which expands out into the audience, so that they're seated on three sides.
- **Traverse stage:** A long, narrow stage which runs between the audience, who face the stage on both sides.
- **Wings:** The space to the side of a stage which is used for storage and as a waiting area for the actors.

Treasure Island – Context & Biography		Treasure Island - Key Characters	
<p>Author: Robert Louis Stevenson (1850-1894)</p> <p>Nationality: Scottish</p> <p>Other notable works: ‘The Strange Case of Dr. Jekyll & Mr. Hyde’, ‘Kidnapped’ and ‘The Master of Ballantrea’</p> <p>Dates: Written 1881, published 1883</p> <p>Genre: Adventure, Bildungsroman, Quest narrative</p> <p>Set: The events take place in the mid-18th century in Two separate locations, Admiral Benbow, a small sea-side inn situated in Black Hill Cove, near Bristol on the South-western coast of England (opening) and an island off the coast of ‘Spanish America’ (Treasure Island)</p>		<ul style="list-style-type: none">• Jim Hawkins: twelve or thirteen year old boy. Son of an innkeeper and the novel's protagonist and principal narrator.• Mr. & Mrs Hawkins: Jim’s parents.• Squire John Trelawney: a country squire; a wealthy man who finances the trip to Treasure Island.• Captain Alexander Smollett: the new captain of the Hispaniola, the ship Squire Trelawney has bought.• Dr. David Livesey: a local Doctor and district magistrate who is a minor narrator in Chapters 16–18.• Mr. Arrow: the First officer of the Hispaniola; a drunkard.• Billy Bones (“The Captain”): an old sailor; a pirate.• Black Dog: Billy Bones' old shipmate; another pirate.• Long John Silver: a Bristol tavern-keeper; ship's cook; another pirate.• Pew: A blind beggar; another pirate.• Ben Gunn: the "man of the island,"; a reformed pirate.• Tom Redruth, Hunter, Joyce: servants of Squire Trelawney.• Abraham Gray, Tom, Alan: honest seaman on the Hispaniola.• Job Anderson, Israel Hands, Tom Morgan, George Merry, O'Brien, Dick: crewmen on the Hispaniola; Pirates.	
<ul style="list-style-type: none">• Born: Edinburgh, Scotland, in November 1850, The only child of a prosperous middle-class family.• Two of the most important influences on his childhood were his family's strict Presbyterian religion and his own ill health.• Travelled widely in search of health.• Aged sixteen, he followed in his father’s footsteps by studying engineering at Edinburgh University. He later abandoned this to study law, although he never practised.• His passion for reading developed in childhood and inspired him to write.• Started writing periodical, short stories, travel pieces and essays.• Treasure Island was his first full fiction novel and brought him widespread fame.		Treasure Island – Key Terminology	
<p>Treasure Island – Key Vocabulary</p>		<ul style="list-style-type: none">• Bildungsroman: A type of novel which focuses on the education, spiritual, psychological and moral development of its protagonist from childhood to adulthood (also known as a ‘coming of age novel’)• literary conventions: Defining features of particular literary genres, such as novel, short story, ballad, sonnet, and play.• quest narrative: A quest is used as a plot device in mythology and fiction. The story follows a difficult journey towards a goal, often symbolic or allegorical.• Protagonist : The central character or leading figure in a poem, narrative, novel or any other story. Sometimes can also be referred to as a “hero” by the audience or readers.• stock characters: A fictional character based on a common stereotypes. Stock characters rely heavily on cultural types or names for their personality, manner of speech, and other characteristics.• Archetype: A typical character, an action, or a situation that seems to represent universal patterns of human nature. Also known as “universal symbol,” which may be a character, a theme, a symbol, or even a setting.• first person narrative: A narrative or mode of storytelling in which the narrator appears as the ‘I’ recollecting his or her own part in the events which occur, either as a witness of the action or as an important participant in it. (narrative perspective)• Foreshadowing: A literary device in which a writer gives an advance hint of what is to come later in the story.• rising action: A related series of incidents in a literary plot that build toward the point of greatest excitement/interest.• Climax: The point of highest tension in a narrative.	

Wolves of Willoughby Chase – Context & Biography

Author: Joan Aiken (1924-2004)
 Nationality: British
 Other notable works: 'The Wolves Chronicles', 'Nightfall'
 Dates: published in 1962
 Genre: Alternate history, Gothic, Adventure
 Set: England, an alternate time period that never happened

Author biography

- Born in Rye, Sussex in 1924.
- Home schooled and never attended university.
- Started writing at sixteen.
- Her first children's story was broadcast on BBC radio when she was seventeen.
- Produced more than a hundred books, including more than a dozen collections of fantasy stories, plays, poems, and modern and historical novels for adults and children.
- She was a lifelong fan of ghost stories and horror writers such as M.R. James.
- Awarded an MBE for her services to children's literature, along with the Guardian Children's Fiction and the Edgar Allen Poe Award.

Gothic Literary style

- Refers to a style of writing that is characterised by elements of fear, horror, death, and gloom and extreme emotions.

Wolves of Willoughby Chase – Key Terminology

- **third person limited narrative:** A type of narrative in which the narrator's thoughts, feelings, and knowledge of situations closely follow one character's perspective, usually the main character's but can switch between different characters in the text.
- **third person omniscient narrative:** A type of narrative in which the story is related by a narrator who knows the thoughts and feelings of all the characters in the story.
- **Characterisation:** A description of the distinctive nature or features of someone or something.
- **pathetic fallacy:** The attribution of human feelings and emotions to inanimate things or animals, often associated with the attribution of human emotions to aspects of nature (sun, sky, wind, etc.).
- **Symbolism:** The use of symbols to express ideas or qualities.

Wolves of Willoughby Chase – Key Characters

- **Bonnie Green:** *only daughter of Sir Willoughby & Lady Green.*
- **Sylvia Green:** *Bonnie's cousin and Jane's daughter.*
- **Sir Willoughby:** *the wealthy owner of Willoughby chase, father to Bonnie and younger brother.*
- **Aunt Jane Green:** *she is aunt to Bonnie and Sylvia and the older sister of Sir Willoughby.*
- **Miss Letitia Slightcarp:** *distant cousin (4th removed) of Sir. Willoughby and charged with taking care of the girls while Sir Willoughby and Lady Green are away.*
- **Mrs. Gertrude Brisket:** *owner of an orphanage.*
- **Diana Brisket:** *Gertrude's daughter.*
- **Mr. Gripe:** *the Greens' loyal and trusted family lawyer.*
- **Josiah Grimshaw:** *worked for Mr. Gripe until he was sacked.*
- **Mrs. Moleskin:** *she is the cook at Mrs Brisket's orphanage.*
- **Pattern:** *Bonnie's maid.*
- **Simon:** *a boy who is not much older than Bonnie and Sylvia.*
- **James:** *a footman at Willoughby Chase.*
- **Lucy & Emma:** *orphans at Mrs Brisket's orphanage/friends of Bonnie and Sylvia.*
- **Alice:** *an orphan at Mrs Brisket's orphanage who helps Mrs. Brisket.*
- **Dr. Gabriel Field:** *cares for Aunt Jane when she is ill.*
- **Mr. Friendship:** *the inspector of the orphanage.*

Wolves of Willoughby Chase – Key Vocabulary

- **Orphan:** A child whose parents have both died.
- **Orphanage:** A residential institution for the care and education of orphans.
- **Governess:** A woman employed to teach children in a private household.
- **Eerie:** Strange and frightening
- **Suspense:** A state or feeling of excited or anxious uncertainty about what may happen.
- **impetuous:** Acting or doing something quickly without thought or care.
- **Acerbic:** Sharp, forthright, sour, bitter.
- **rapacious:** Aggressively greedy or grasping.
- **Ravenous:** Extremely hungry.
- **Wolfish:** Resembling or likened to a wolf, especially in being rapacious and greedy.
- **Forger:** A person who produces fraudulent copies or imitations.
- **Indomitable:** Impossible to subdue or defeat.

War and Conflict– Context & Biography

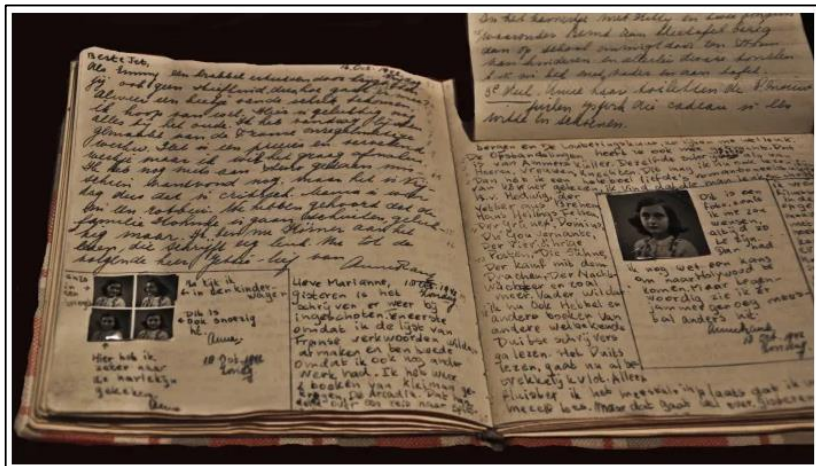
Writer: Anne Frank
Nationality: German
Genre: Autobiographical
Dates: 12 June 1929 – February or March 1945

Writer biography:

- Anne Frank was born in Frankfurt, Germany.
- She moved to Amsterdam when she was four, when the Nazi party took over Germany.
- In 1942, Anne and her family went into hiding behind a bookcase in the building where her father worked.
- Anne and family remained there until they were arrested in 1944.
- Anne died in a concentration camp in 1945 .

Background to the text:

- Anne Frank kept a diary she had received as a birthday present.
- It covers the two years of her life she was in hiding.
- Her diary was published after her death.
- It is one of the world's most widely known texts.



War and Conflict– Key Terminology

- **Bias:** An inclination or prejudice for or against one person or group.
- **Humour :** The quality of being amusing or comic.
- **Tone:** Attitudes toward the subject and toward the audience implied in a literary work. Tone may be formal, informal, intimate, solemn, somber, playful, serious, ironic, condescending, or many other possible attitudes.
- **Empathy:** The ability to understand and share the feelings of another.
- **anecdote** A short amusing or interesting story about a real incident or person.
- **Irony:** A state of affairs or an event that seems deliberately contrary to what one expects and is often amusing
- as a result.
- **Sarcasm:** The use of irony to mock or convey contempt.
- **Perspective:** A particular attitude towards or way of regarding something; a point of view.
- **Imperatives:** Verbs used to give orders, commands, warning or instructions.

War and Conflict– Key Vocabulary

- **Neurasthenic:** A group of symptoms caused by psychological issues.
- **Sacrifice:** To give up (something valued) for the sake of something or someone else.
- **concentration camp:** A place in which large numbers of people, especially political prisoners or members of persecuted minorities, are deliberately imprisoned in a relatively small area with inadequate facilities, sometimes to provide forced labour or to await mass execution.
- **Arsenal:** A collection of weapons and military equipment.
- **Patriotism:** A feeling of attachment and commitment to a country.
- **Refugee:** A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
- **Democracy:** A country in which power is held by elected representatives.
- **Fascism:** A governmental system led by a dictator having complete power, forcibly suppressing opposition and criticism.
- **Nationalism:** An extreme form of patriotism involving a feeling of superiority over other countries.
- **The Holocaust:** A genocide during World War II in which Nazi Germany murdered six million European Jews.
- **Genocide:** An intentional action to destroy an ethnic, national, racial, or religious group.
- **Occupation:** A place being taken over through the use of military force.

Photo Description Structures

dans la photo	in the photo
il y a	there is
on peut voir	you can see
une femme	a woman
une fille	a girl
un garçon	a boy
un homme	a man
des jeunes	young people
il/elle porte	he/she is wearing
ils/elles portent	they are wearing
il/elle est	he/she is
ils/elles sont	they are
ils/elles ont	they have
il/elle semble	he/she seems
il fait beau	the weather is good
il fait mauvais	the weather is bad
il fait chaud	it's hot
il fait froid	it's cold
il pleut	it's raining
sur la droite	on the right
sur la gauche	on the left
à l'arrière-plan	in the background
au centre	in the middle
au premier plan	in the foreground

Opinion sentence starters

J'adore ...	I love...
J'aime ...	I like ...
J'aime bien ...	I really like ...
Je n'aime pas...	I don't like ...
Je déteste ...	I hate ...
Je préfère...	I prefer
J'aime assez...	I quite like...
Je n'aime pas du tout...	I don't like.....at all
J'aime beaucoup...	I like...a lot

Time phrasesPast:Hier - *yesterday*Le weekend dernier - *last weekend*La semaine dernière – *last week*Present:Aujourd'hui – *today*Normalement – *usually*Le lundi – *On a Monday*Future:Demain – *tomorrow*Le weekend prochain – *next weekend*La semaine prochaine – *next week*Tenses and Structures

Verb – infinitive	In the past	In the present	In the future
Avoir	J'ai eu / J'avais	J'ai	Je vais avoir / J'aurai
To have	I had / I used to have	I have	I am going to have / I will have
Être	J'étais	Je suis	Je vais être / Je serai
To be	I was	I am	I am going to be / I will be
Faire	J'ai fait / Je faisais	Je fais	Je vais faire / Je ferai
to do	I did / I was doing	I do / I make	I am going to do / I will do
Aller	Je suis allé(e) / J'allais	Je vais	Je vais aller / J'irai
To go	I went / I was going	I go	I am going to go / I will go
Jouer	J'ai joué / Je jouais	Je joue	Je vais jouer / Je jouerai
To play	I played / I was playing	I play	I am going to play / I will play
Manger	J'ai mangé / Je mangeais	Je mange	Je vais manger / Je mangerai
To eat	I ate / I was eating	I eat	I am going to eat / I will eat

Openers / Connectives / Extenders

et	and	cependant	however	bien que	although	d'abord	firstly
mais	but	parce que c'est ...	because it's	où	where	enfin	lastly
avec	with	car c'est...	as it's	ou	or	puis	then
sans	without	donc	so	par contre	on the other hand	encore	again
aussi	also	si	if	après	after	ensuite	then

Module 1

les araignées (f pl)	spiders
les chats (m pl)	cats
les chiens (m pl)	dogs
le cinéma	cinema
les consoles de jeux (f pl)	games consoles
la danse	dancing
le foot	football
les gâteaux (m pl)	cakes
l'injustice (f)	injustice
les jeux vidéo (m pl)	video games
les livres (m pl)	books
C'est...	It's...
génial	great
cool	cool
bien	good
ennuyeux	boring
nul	rubbish
essentiel	essential
important	important
Ce n'est pas bien.	It's not good.
un appareil photo	a camera
une barre de céréales	a cereal bar
un bâton de colle	a glue stick
des chips (f pl)	crisps
des clés (f pl)	keys
une clé USB	a memory stick
une gourde	a water bottle
des kleenex (m pl)	tissues
des lunettes de soleil (f pl)	sunglasses
un magazine	a magazine
un miroir	a mirror
un MP3	an MP3 player
un portable	a mobile phone
un portemonnaie	a purse
un paquet de mouchoirs	a packet of tissues
un sac	a bag
des surligneurs fluo (m pl)	fluorescent
highlighters	
une trousse	a pencil case
beau/belle	good-looking
branché(e)	trendy
charmant(e)	charming
cool	cool
curieux/curieuse	curious
de taille moyenne	average height
drôle	funny
généreux/généreuse	generous
gentil(le)	nice
grand(e)	tall
impatient(e)	impatient
intelligent(e)	intelligent

Module 2

Les matières scolaires	School subjects
le français	French
le théâtre	drama
la géographie/la géo	geography
la musique	music
la technologie	technology
l'anglais (m)	English
l'EPS (f)	PE
l'histoire (f)	history
l'informatique (f)	ICT
les arts plastiques (m)	art
les mathématiques/maths (f)	maths
les sciences (f)	science
Les raisons	Reasons
C'est ...	It's ...
intéressant	interesting
ennuyeux	boring
facile	easy
difficile	difficult
génial	great
nul	rubbish
marrant	fun/funny
On a beaucoup de devoirs.	We have a lot of
homework.	
Le/La prof est sympa.	The teacher is nice.
Le/La prof est trop sévère.	The teacher is too
strict.	
Quelle heure est-il?	What time is it?
Il est ...	It's ...
huit heures	eight o'clock
huit heures dix	ten past eight
huit heures et quart	quarter past eight
huit heures et demie	half past eight
neuf heures moins vingt	twenty to nine
neuf heures moins le quart	quarter to nine
midi	midday
minuit	midnight
midi/minuit et demi	half past twelve
(midday/midnight)	
L'emploi du temps	The timetable
le lundi	on Mondays
le mardi	on Tuesdays
le mercredi	on Wednesdays
le jeudi	on Thursdays
le vendredi	on Fridays
À (neuf heures) j'ai (sciences).	At (nine o'clock) I've
got (science).	
le matin	(in) the morning
l'après-midi	(in) the afternoon
le mercredi après-midi	on Wednesday
afternoon	

Module 3

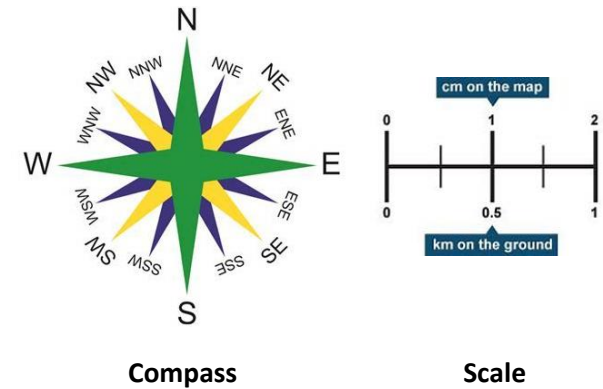
Qu'est-ce que tu fais ...	What do you do ...
avec ton ordinateur?	on your computer?
avec ton portable?	on your mobile phone?
Je joue.	I play/I'm playing games.
Je surfe sur Internet.	I surf/I'm surfing the net.
Je tchatte sur MSN.	I chat/I'm chatting on
MSN.	
Je regarde des clips vidéo.	I watch/I'm watching video
clips.	
Je télécharge de la musique.	I download/I'm
downloading music.	
J'envoie des SMS.	I text/I'm texting.
quelquefois	sometimes
souvent	often
tous les jours	every day
tous les soirs	every evening
tout le temps	all the time
de temps en temps	from time to time
une fois par semaine	once a week
deux fois par semaine	twice a week
Le sport	Sport
Je joue ...	I play ...
au basket	basketball
au billard	billiards/snooker
au foot(ball)	football
au hockey	hockey
au rugby	rugby
au tennis	tennis
au tennis de table/au ping-pong	table tennis
au volleyball	volleyball
à la pétanque/aux boules	boules
sur la wii	on the wii
Qu'est-ce que tu fais?	What do you do?
Je fais du judo.	I do judo.
Je fais du parkour.	I do parkour.
Je fais du patin à glace.	I go ice-skating.
Je fais du roller.	I go roller-skating.
Je fais du skate.	I go skateboarding.
Je fais du vélo.	I go cycling.
Je fais de la danse.	I do dance.
Je fais de la gymnastique	I do gymnastics.
Je fais de la natation.	I go swimming.
Je fais de l'équitation.	I go horse-riding.
Je fais des promenades.	I go for walks.
en été	in summer
en hiver	in winter
quand il fait beau	when it's good weather
quand il fait chaud	when it's hot
quand il pleut	when it rains
quand il fait froid	when it's cold

1. Maps key words:

- **Scale:** The ratio of the distance on the map, to the distance in real life.
- **Direction:** which way things are going, or located. Usually shown using a compass.
- **Distance:** How far something is. Shown in either metres /kilometres.
- **Relief:** The height and shape of the land.
- **Contour lines:** The lines used to show height on a map – shown using metres above sea level.
- **Key:** The explanation of symbols used on a map.

2. Understanding the world:

- **Equator:** The line that divides the northern and southern hemispheres
- **Longitude:** The lines that pass vertically through the world showing East and West. Also used to identify time zones. E.g. Greenwich Meridian
- **Latitude:** The lines that pass horizontally through the world showing North and South. E.g. **Tropic of Cancer and Tropic of Capricorn.**
- **Continent:** Each country is part of a continent. There are 7 globally:
 - Africa
 - Antarctica
 - Europe
 - North America
 - South America
 - Asia
 - Australasia/Oceania.
- **Ocean:** A large body of water. There are 5 major oceans globally:
 - Arctic, Southern, Pacific, Atlantic, Indian
- **Settlement:** A city, town, village or hamlet.
- **Population density:** How many people live per km²
- **Densely populated:** Lots of people living per km² (e.g. East coast of USA).
- **Sparsely populated:** Few people living per km² (e.g. Northern Russia).



Continents, latitude and longitude.

3. Knowing how to define factors in Geography:

- **Human:** The influence of people on things. E.g. Human causes of flooding, or human causes of deforestation, or human built settlements.
- **Physical:** The natural things in the world. E.g. Mountains, rivers, oceans, beaches; or physical causes of flooding, physical causes of deforestation.
- **Social:** Any element that relates to humans.
- **Economic:** Any element that relates to money.
- **Environmental:** Any element that relates to nature.
- **Political:** Any element that relates to the government.

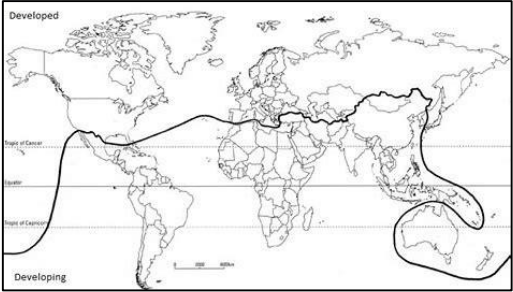
<p>4. Development key words:</p> <ul style="list-style-type: none"> • HIC: Higher income country. E.g. USA, France, Australia. • LIC: Lower income country. E.g. Kenya, Ethiopia, Bangladesh. • NEE: Newly Emerging Economy. E.g. Brazil, India, Nigeria. • Development: The progress made over time by a country. • Poverty: People living without basic needs or income. 	<p>5. Supporting countries to develop:</p> <ul style="list-style-type: none"> • Aid: Help • Emergency aid: Help given for short term, often after natural disasters or outbreaks of diseases. • Development aid (long term aid): Help given for a longer time, often focusing on areas of need e.g. health, education. • International aid: Aid sent from abroad. E.g. UK sending international aid to Nigeria. • Bilateral aid: Help given from one country to another. E.g. UK sending aid to India. • Multilateral aid: Help given when organisations work together. E.g. The Disaster Emergency Committee who collected donations from countries to support after Nepal's earthquake. • Self help schemes: Schemes that provide training and materials to encourage people to improve their own standards of living. • Appropriate technology: Providing communities with resources that are appropriate for their level of development. E.g. A water pump to an LIC. 	<p>6. How to measure development:</p> <ul style="list-style-type: none"> • Gross National Income: The sum of money made by a country per year. (Per capita: Divided per person). • Birth rate: The number of live births per 1000 per year. • Death rate: The number of deaths per 1000 per year. • Literacy rate: The % of people who can read and write. • Life expectancy: Average expected number of years that an individual will live to • HDI: Human development Index (life expectancy, literacy rate and GNI).
<p>7. The World of Work:</p> <ul style="list-style-type: none"> • Trade: Transfers of goods and services from one country to another. • Imports: Goods bought into the country. • Exports: Goods sent out of a country. • Industry: Economic activity that uses raw materials to make goods. • Manufacturing: The making of goods on a large scale. • Sweatshop: A factory or workshop where workers are paid low wages and work in poor conditions. • Trading bloc: A group of countries that trade together. 	<ul style="list-style-type: none"> • Primary: Jobs that use raw materials from the land and sea (e.g. Fisherman) • Secondary: The making of things (e.g. Factory worker) • Tertiary: Providing a service (e.g. Teacher) • Quaternary: Research and development (e.g. Medical scientist) • Subsidies: Money given by the government to make trade cheaper for a company • Footloose: Industry that can move freely and have no set location. • Tourism: Holidays – these can be national or international. 	 <p>The Brandt Line: A map created in the 1980s that shows the world split into the 'rich north' and the 'poor south'.</p>

Photo Description Structures

In dem Foto gibt es	in the photo there is
Man kann...sehen	you can see
eine Frau	a woman
ein Mädchen	a girl
ein Junge	a boy
ein Mann	a man
junge Leute	young people
er/sie trägt	he/she is wearing
sie tragen	they are wearing
er/sie ist	he/she is
sie sind	they are
sie haben	they have
Das Wetter ist gut	the weather is good
Das Wetter ist schlecht	the weather is bad
Es ist heiß	it's hot
Es ist kalt	it's cold
Es regnet	it's raining
Auf der rechten Seite	on the right
Auf der linken Seite	on the left
im Hintergrund	in the background
in der Mitte	in the middle
im Vordergrund	in the foreground

Opinion sentence starters

Ich liebe...	I love...
Ich mag ...	I like ...
Ich mag sehr ...	I really like ...
Ich mag nicht...	I don't like ...
Ich hasse ...	I hate ...
Ich denke dass ...	I think that ...
Ich finde dass...	I find that...
Ich glaube dass...	I believe that...
Meiner Meinung nach...	In my opinion...

Time phrasesPast:

gestern - yesterday
 letztes Wochenende - last weekend
 letzte Woche - last week
 letztes Jahr - last year

Present:

heute - today
 normalerweise - usually
 am Montag - On a Monday

Future:

morgen - tomorrow
 nächstes Wochenende - next weekend
 nächste Woche - next week

Tenses and Structures

Verb – infinitive	In the past	In the present	In the future
haben	Ich habe ... gehabt	Ich habe	Ich werde ... haben.
To have	I had / I used to have	I have	I am going to have / I will have
sein	Ich war	Ich bin	Ich werde... sein.
To be	I was	I am	I am going to be / I will be
machen	Ich habe gemacht.	Ich mache	Ich werde machen.
to do	I did / I was doing	I do / I make	I am going to do / I will do
gehen	Ich bin gegangen.	Ich gehe	Ich werde.... gehen.
To go	I went / I was going	I go	I am going to go / I will go
spielen	Ich habe gespielt.	Ich spiele	Ich werde....spielen.
To play	I played / I was playing	I play	I am going to play / I will play
essen	Ich habe....gegessen	Ich esse	Ich werde....essen.
To eat	I ate / I was eating	I eat	I am going to eat / I will eat

Openers / Connectives / Extenders

und	and	jedoch	however	obwohl	although	zuerst	firstly
aber	but	,weil es ... ist.	because it's	schließlich	lastly		
mit	with	da es ... ist.	as it's	oder	or	dann	then
ohne	without	auch	also	Auf der einen Seite	on the other hand	nochmal	again

Module 1

Wie heißt du?	<i>What's your name</i>
Ich heiße ...	<i>My name is ...</i>
Ich bin laut	<i>I am loud</i>
Ich bin lustig	<i>I am funny</i>
Ich bin Ich bin musikalisch	<i>I am musical</i>
Ich bin sportlich	<i>I am sporty</i>
Ich bin faul	<i>I am lazy</i>
Mein Lieblingssport ist ...	<i>My favourite sport is ...</i>
Meine Lieblingsmusik ist ...	<i>My favourite music is ...</i>
Meine Lieblingssendung ist	<i>My favourite programme is...</i>
Ich wohne in	<i>I live in ...</i>
Er/Sie/Es wohnt in ...	<i>He/She/It lives in ...</i>
...England	<i>England</i>
...Irland	<i>Ireland</i>
...Nordirland	<i>Northern Ireland</i>
...Schottland	<i>Scotland</i>
...Wales	<i>Wales</i>
...Deutschland	<i>Germany</i>
...Österreich	<i>Austria</i>
...der Schweiz	<i>Switzerland</i>
freundlich	<i>friendly</i>
sehr	<i>very</i>
intelligent	<i>intelligent</i>
wirklich	<i>really</i>
kreativ	<i>creative</i>
ziemlich	<i>quite</i>
launisch	<i>moody</i>
nicht	<i>not</i>
Wie?	<i>How?</i>
Was?	<i>What?</i>
Wo?	<i>Where?</i>
Woher?	<i>Where from?</i>

Module 2

einen Hund	<i>a dog</i>
ein Kaninchen	<i>a rabbit</i>
eine Katze	<i>a cat</i>
ein Meerschweinchen	<i>a guinea pig</i>
ein Pferd	<i>a horse</i>
einen Wellensittich	<i>a budgie</i>
kein Haustier	<i>no pet</i>
Er/Sie/Es ist ...	<i>He/She/It is ...</i>
dick/schlank	<i>fat/thin</i>
frech/niedlich	<i>cheeky/cute</i>
gemein/süß	<i>mean/sweet</i>
groß/klein	<i>big/small</i>
kräftig	<i>strong</i>
Schlau	<i>cunning</i>
(super)lustig	<i>(really) funny</i>
Er/Sie/Es kann ...	<i>He/She/It can ...</i>
Italienisch sprechen	<i>speak Italian</i>
(schnell) laufen	<i>run (fast)</i>
Lesen	<i>read</i>
Rad fahren	<i>ride a bike</i>
Schwimmen	<i>swim</i>
Singen	<i>sing</i>
springen	<i>jump</i>
tanzen	<i>dance</i>
Es gibt ... Personen in meiner Familie.	<i>There are ... people in my family.</i>
meine Mutter	<i>my mother</i>
mein Vater	<i>my father</i>
mein Bruder	<i>my brother</i>
mein Stiefbruder/Halbbruder	<i>my stepbrother/half-brother</i>
meine Schwester	<i>my sister</i>

Module 3

Ich bin (sehr/ziemlich/ nicht sehr) sportlich.	<i>I am (very/quite/not very) sporty.</i>
Ich fahre Rad.	<i>I ride my bike.</i>
Ich fahre Skateboard.	<i>I go skateboarding.</i>
Ich fahre Ski.	<i>I ski.</i>
Ich fahre Snowboard.	<i>I snowboard.</i>
Ich lese.	<i>I read.</i>
Ich mache Judo.	<i>I do judo.</i>
Ich mache Karate.	<i>I do karate.</i>
Ich reite.	<i>I go horse riding.</i>
Ich schwimme.	<i>I swim.</i>
Ich sehe fern.	<i>I watch TV.</i>
Ich spiele Gitarre.	<i>I play the guitar.</i>
Ich tanze.	<i>I dance.</i>
Ich finde es ...	<i>I think it's ...</i>
Es ist ...	<i>It's ...</i>
Irre	<i>amazing</i>
Toll	<i>great</i>
nicht schlecht	<i>not bad</i>
nervig	<i>annoying</i>
stinklangweilig	<i>deadly boring</i>
furchtbar	<i>awful</i>
Ich chill.	<i>I chill.</i>
Ich esse Pizza oder Hamburger.	<i>I eat pizza or hamburgers.</i>
Ich gehe einkaufen.	<i>I go shopping.</i>
Ich gehe ins Kino.	<i>I go to the cinema.</i>
Ich gehe in den Park.	<i>I go to the park.</i>
Ich gehe in die Stadt.	<i>I go into town.</i>
Ich höre Musik.	<i>I listen to music.</i>
Ich mache Sport.	<i>I do sport.</i>
Ich chatte mit Freunden/lauf Facebook.	

The Normans

Challengers for the throne in 1066 - King Edward the Confessor died in January 1066. He had no children. There were three potential heirs to the throne:

Harold Godwinson	Harald Hardrada	William of Normandy
<ul style="list-style-type: none"> Saxon (English) One of the most powerful noble men in England The Witan named him the next King of England on the 6th Jan 1066 Won the Battle of Stamford Bridge 	<ul style="list-style-type: none"> Viking - King of Norway Claimed England should be returned to the Vikings after days of King Canute Lost the Battle of Stamford Bridge 	<ul style="list-style-type: none"> Duke of Normandy Edward had supposedly promised that William should be King of England Distant cousin of Edward the Confessor Won the Battle of Hastings and became William I of England. He was crowned on the 24th December 1066.

Key terms:

- Heir: The person who will be the next monarch
- Monarch: King or queen
- Noble/Baron: A rich and powerful person, will have a rank or title
- Pope: Leader of the Catholic Church.
- Cavalry: Knights on horses
- Anglo-Saxons: Name given to the people living in England at the time of the Norman Conquest

The Harrying of the North – 1069

- Result of Anglo-Saxon rebellion against Norman rule led by Edgar Atheling in the north of England
- William's army burnt every village between York and Durham
- Farm animals died, crops destroyed, fields covered with salt so more food could grow
- 100,000 starved to death as a result
- Showed William to be a ruthless leader

The Domesday Book – 1085

- William ordered a survey of every single rich person in the land. He could then tax them based on how much they had
- It took 2 years for the survey to complete – visited 13000 villages
- Became nicknamed the "Domesday book" by Anglo-Saxons (they disliked that he was passing judgement on them)
- Helped William to control England because it meant: - He knew exactly how many people he could get to fight for him and could settle any quarrels over who owned which bit of land

The Feudal system

- System of hierarchy to organise Northern England
- Anyone above you was your 'lord' and you had to pay homage (respect) to them
- King would receive knights from the barons for war in return for land
- Barons would receive fighting support from the knights in return for land
- Knights would receive food from the peasants and would protect them/give them small amount of land in return
- So William had a constant supply of money and support.

Castles

- William quickly built Motte and Bailey castles from wood
- Problem as wood would soon rot or burn down
- Were later replaced by stone castles
- Features included: curtain walls, moats, gatehouses, drawbridges and arrow slits
- They showed people that the Normans were powerful, and they kept the Normans safe, especially in areas in the North.
- Castles helped to prevent rebellions and gave a good view of the area.

Medieval Religion

THE BIG PICTURE

- The Church dominated everybody's life. All Medieval people believed that God, Heaven and Hell all existed.
- People taught that the only way they could get to Heaven was if the Catholic Church let them.
- People were terrified of Hell and the people would have been told of the sheer horrors awaiting for them in Hell in the weekly services they attended and by looking at the doom paintings in the church.
- People paid 10% of what they earned in a year to the Church (this tax was called tithes).
- The head of the Catholic Church was the Pope in Rome, Italy.
- The power of the Church caused conflict between the Church and monarchs throughout the Middle Ages.
- The most important churches were called cathedrals

Latin

The language which church services and the bible were written in during the Middle Ages.

Doom Paintings

Pieces of art work that were displayed in churches. They showed the glory and the reward of heaven, versus the horrors of hell. As Medieval people believed Heaven and Hell were real places, the paintings were intended to scare them into following the churches order

Pilgrimage

A religious journey to a holy place. People believed this would help get them to heaven.

The Role of Parish Priests

- Ran the local church and looked after their parishioners.
- They also carried out services such as baptisms of babies, marriages, confession, the last rites for the dying and burying the dead.

The role of Monks

Monks and nuns lived in monasteries and took vows of poverty and obedience to the Church. They also:

- Looked after the old and sick, provided somewhere for travellers to stay
- Gave alms (charity) to the poor
- Monasteries had running water and good toilet facilities and were much healthier than medieval towns and villages.
- Monks could often read and write, so monk copied books and documents
- They taught children of the nobility

The Crusades

- People also thought going on a crusade would help them reduce the punishments for their sins.
- A crusader was a person who made a promise to help capture and protect Jerusalem which was a popular destination for Christians to go on a pilgrimage.
- They believed they were fighting for god, they were supposed to be brave and strong and finally they thought they would return home with riches.
 1. First Crusade = 1095
 2. Second Crusade = 1101
 3. Third Crusade = 1189

To up-level your writing, you must:

- Use a wide range of punctuation
- Organise sentences into clearly-structured paragraphs, linking ideas in a sophisticated way
- Include longer sentences with appropriate connectives
- Include description choosing wow words to describe things (think of the 5 senses)
- Use a variety of simple, compound and complex sentences-try some adverbial openers

Complex Sentence Openers:

- * Although (it was incredibly cold...),
- * Even though Sam was in the company of his family,
- * Despite achieving 100% in the exam,
- * When there was torrential rain,
- * Since I began my journey,
- * If you build this house using only wood,
- * As soon as he finished the chapter,

Rhetorical Questions:

- Do you think that...?
- Don't you think that...?
- Isn't it time to...?
- Have you ever thought about...?
- Haven't you always longed for...?
- Why is it (that)...?
- When should we...?

Adverbial Openers + comma

Slowly	Immediately
Briefly	Eagerly
Happily	Tenderly
Clumsily	Strictly
Rudely	Cautiously
Surprisingly	Regretfully
Patiently	Thankfully
Anxiously	Horrendously
Enthusiastically	Suspiciously
Mournfully	Unbelievably
Gradually	Leisurely
Hurriedly	Insanely
Wearily	Majestically
Erratically	Recently
Brutally	Graciously
Smoothly	Savagely
Sweetly	Lovingly
Hatefully	Longingly
Carefully	Meekly

Wonderful 'Wow' Words

Wonderful	important	bustling
Splendid	useful	noxious
Fantastic	useless	fragrant
Marvellous	incredible	shadowy
Valuable	bustling	icy
Blissful	deafening	fiery
Elated	rowdy	punctual
Cheerful	blaring	infantile
Quick-witted	thunderous	mature
Intelligent	putrid	colourful
Smooth	faraway	colourless
Luscious	remote	odourless
Appetizing	loathsome	painful
Delectable	grainy	painless
Radiant	polished	magnified
Shimmering	mediocre	gigantic
Transparent	sweltering	enormous
Translucent	frosty	miniscule
Triangular	steaming	minute
Spherical	frightened	worthless
Elliptical	petrified	impatient
Sizzling	miserable	surprising
Scented	grumpy	glorious

Time Connectives for Sequencing:

Firstly/First of all	Secondly
Then	Briefly
Next	After a while
After	Before
Soon	(Two) years ago
Suddenly	(Four) days ago
Meanwhile	Eventually
When	Finally
Since	Last week/year

Said Words

shouted	pleaded	confessed
exclaimed	assured	declared
whispered	pleaded	grumbled
bellowed	advised	insisted
highlighted	boasted	joked
addressed	bragged	muttered
answered	cautioned	remarked

<u>Addition</u>	<u>Cause/Effect</u>	<u>Connectives</u>	<u>Contrast/Balance</u>
and	consequently	above all	but
also	thus	in particular	however
too	so	notably	nevertheless
furthermore	hence(forth)	specifically	alternatively
moreover	therefore	especially	to turn to
in addition (to)	accordingly	significantly	yet
again	since	more importantly	despite this
the following	until	indeed	on the contrary
	as a result	in fact	as for

-ing words (as openers)

Seething	Looking	Skimming
Fuming	Planting	Touching
Watching	Running	Painting
Glancing (around)	Walking	Fleeting
Raging	Dancing	Rushing
Grabbing	Singing	Dreaming
Grasping	Scanning	Creating

High frequency words - Year 7 and 8 Literacy 'Must Know' words.

I	up	look	we	like	and
on	at	for	he	is	said
go	you	are	this	going	they
away	play	a	am	to	come
day	the	big	my	mum	no
dad	all	get	in	went	was
of	me	she	see	it(s)	yes
can	about	after	again	an	another
as	back	ball	be	because	bed
been	boy	brother	but	by	call(ed)
came	can't	could	did	do	don't
door	down	first	from	girl	good
got	had	half	has	have	help
her	here	him	his	home	house
how	if	jump	just	last	laugh
little	live(d)	love	made	make	man
many	may	more	much	must	name
new	next	night	not	now	off
old	once	or	our	out	over
people	pull	push	put	ran	saw
school	seen	should	sister	so	some
take	than	that	their	them	then
there	these	three	time	too	took
tree	two	us	very	want	water
way	were	what	when	where	who

will	with
Wednesday	Thursday
February	March
August	September
yellow	blue
would	your
Friday	Saturday
April	May
October	November
green	orange
Monday	Tuesday
Sunday	January
June	July
December	red
pink	purple

Place Value:

- Identify what the number in a position represents

Ten Million (10 000 000)	Million (1 000 000)	Hundred Thousand (100 000)	Ten Thousand (10 000)	Thousand (1000)	Hundred (100)	Tens (10)	Units (1)
			7	3	4	8	6

Tens	Units	Tenths	Hundredths	Thousandths	Ten Thousandths	Hundred Thousandths
10	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$	$\frac{1}{10\,000}$	$\frac{1}{100\,000}$

Decimal	Percentage	Fraction
0.5	50%	$\frac{1}{2}$
0.25	25%	$\frac{1}{4}$
0.75	75%	$\frac{3}{4}$
0.2	20%	$\frac{1}{5}$
0.1	10%	$\frac{1}{10}$
0.3	33.3%	$\frac{1}{3}$

Average –

- What does the average of a list of numbers represent?**
- It represents the one number which best represents the entire list of numbers.
- You can find the average using one of 3 methods.

Types of averages:

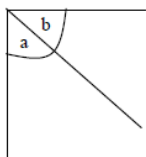
- Mean** – add all the numbers up and divide by how many you have.
- Median** – the middle number once the numbers are in order
- Mode** – the most popular number from the list
- Range** – the difference between the highest and lowest number in a list
- NOTE:** the range is NOT a type of average, it is a measure of spread

- Remainder** – a number which is left over after dividing
- Multiple** – a number in another number's times table
- Factor** – a number that divides exactly into another number
- Prime Number** – a number with exactly 2 factors
- LCM** – Lowest Common Multiple
- HCF** – Highest Common Factor
- Integer** – any whole number

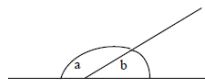
- Perimeter** – the total distance around the outside of a shape (units = cm, mm, m etc...)
- Area** – the total space inside a 2D shape (units = cm², mm² etc...)
- Volume** – the total amount of space within a 3D shape (units = cm³, mm³ etc...)
- Evaluate** – find the value of
- Solve** – find the value(s) of any unknowns
- Substitution** – replace an unknown value/variable with an actual number and then evaluate

- Quotient** – the result obtained by dividing one quantity by another
- Denominator** – the integer on the bottom of a fraction
- Mixed number** – a mixture of whole numbers and fractions
- Improper fraction** – otherwise known as a 'top heavy' fraction, the numerator is greater than the denominator.
- Numerator** – the integer on the top of a fraction
- Recurring decimal** – a decimal that has either a digit or a number of digits that repeat infinitely in a pattern.
- Sum** – the addition of a number of items
- Product** – the multiplication of 2 or more numbers

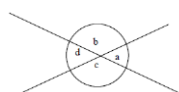
Angle Facts



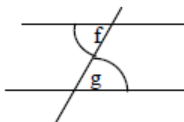
Angles in a right angle must add up to 90 degrees



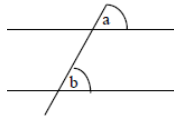
Angles on a straight line must add up to 180 degrees



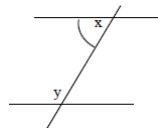
Opposite angles – where 2 lines cross, the opposite angles are equivalent



Alternate angles - when a line passes through a pair of parallel lines, alternate/opposite angles are equivalent



Corresponding angles – when a line passes through a pair of parallel lines, similar or corresponding angles are equivalent.



Supplementary angles – sometimes known as internal angles must add up to 180 degrees

Angle Definitions

- **Right angle** – is a 90-degree angle
- **Acute angle** – any angle which is less than 90 degrees
- **Obtuse angle** – any angle which is greater than 90 degrees but less than 180 degrees
- **Reflex angle** – any angle which is greater than 270 degrees
- **Degrees** – a measure of the amount of turn, there are 360 degrees in a complete turn.
- **Protractor** – an angle measuring device that is normally a semi-circle

Shapes

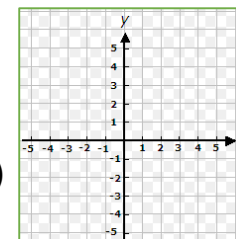
- **Polygon** – a shape consisting purely of straight edges
- **Regular** – all lengths are equal and all internal angles are the same
- **Irregular** – any polygon that is not regular
- **Quadrilateral** – any 4 sided shape
- **Parallelogram** – a 4 sided shape with pairs of equivalent sides and pairs of parallel sides.
- **Trapezium** – a 4 sided shape with 1 pair of parallel sides

Types of Polygons

A polygon can have three or more sides.	3 sides Triangle	4 sides Quadrilateral	5 sides Pentagon	6 sides Hexagon	7 sides Heptagon	8 sides Octagon
Regular Polygons all sides are equal length and all internal angles are equal						
Examples of Irregular Polygons any polygon that is not regular						
Concave Polygons have at least one internal angle greater than 180°		Convex Polygons have no internal angles greater than 180°. All regular polygons are convex.		Complex Polygons have a line that crosses another line (normal polygon rules may not apply)		
Examples of shapes that are Not Polygons	Circles 	Any shape that includes a curve 	Any shape that isn't closed 	Three-dimensional objects 		

Other Key words and definitions

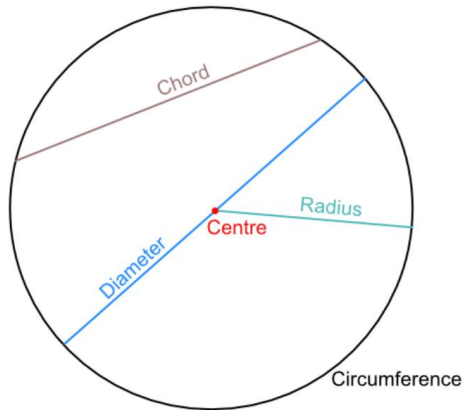
- **X axis** – the horizontal axis
- **Y axis** – the vertical axis
- **Origin** – the co-ordinate (0,0)
- **Co-ordinate** –
- **2-way table** – organises data into 2 categories (e.g. men and women)



		Favorite Sport				Total
		Basketball	Baseball	Tennis	Swimming	
Gender	Men	16	27	5	12	60
	Women	2	6	16	16	40
	Total	18	33	21	28	100

Rounding and Estimation:

- **Significant Figures** – the figures of a number that signify its magnitude (size) to a specified degree of accuracy (e.g. 5328 (2sf) \approx 5300)
- **Estimate** – find the approximate answer to a question after rounding any given numbers
- **Rounding** – approximate a number to a specific degree of accuracy (e.g. 5.63 (1dp) \approx 5.6)



$$\text{Diameter} = 2 \times r = 2r$$

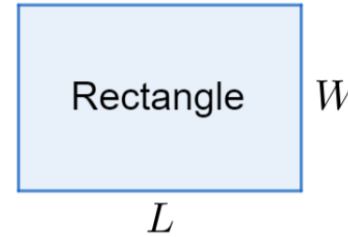
$$\text{Circumference} = \pi \times d = \pi d$$

$$\text{Circumference} = \pi \times 2 \times r = 2\pi r$$

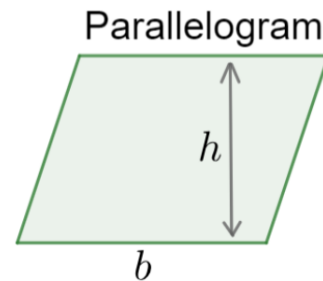
$$\text{Area} = \pi \times r \times r = \pi r^2$$

Properties of Circles:

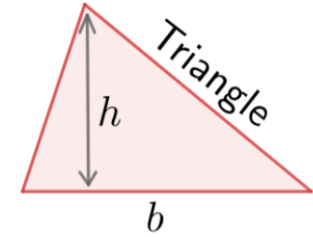
- **Radius** – the distance from the centre of the circle to the circumference
- **Diameter** – the distance from the circumference, through the centre to the other side of the circumference
- **Chord** – the distance from one side of the circumference to the other side **without** going through the centre
- **Circumference** – the distance completely around the outside of the circle



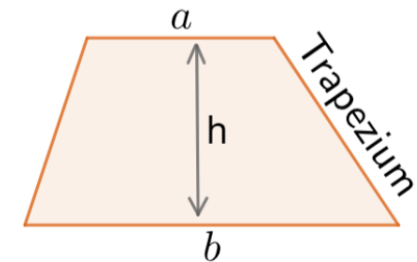
$$\text{Area} = \text{length} \times \text{width} = L \times W$$



$$\text{Area} = \text{base} \times \text{height} = bh$$



$$\text{Area} = \frac{1}{2} \times \text{base} \times \text{height} = \frac{1}{2}bh$$



$$\text{Area} = \frac{1}{2}(a + b) \times \text{height} = \frac{1}{2}(a + b)h$$

Measure:

10 mm = 1 cm
100 cm = 1 m
1000 m = 1 km

5 miles = 8 km
1 mile = 1.6 km
1 inch \approx 2.5 cm

Order of Operations: **BIDMAS**

- Brackets
- Indices (Powers)
- Division
- Multiplication
- Addition
- Subtraction

1st 10 Square Numbers

1, 4, 9, 16, 25, 36, 49, 64, 81, 100...

1st 10 Cube Numbers

1, 8, 27, 64, 125, 216, 343, 512, 729, 1000...

1st 10 Prime Numbers

2, 3, 5, 7, 11, 13, 17, 19, 23, 29...

The Fibonacci Sequence (1st 10)

1, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89...

Pulse

The beat of the music. Every piece of music has a heartbeat. It doesn't need to be played by drums - you can 'feel' the beat.

Rhythm

Notes have different lengths, some long, some short. When we combine long and short sounds, it creates a pattern, which is a rhythm.

Pitch

Pitch is a variation of high and low sounds. Pitch increases and decreases by steps of a scale. Scales are Major and Minor.

Tempo

Tempo means the speed of the music. Music can change tempo within a piece. We describe tempo using Italian words.

Dynamics

Dynamics means the volume of the music. Music can change dynamics within a piece. We describe dynamics using Italian words.

Structure

Music is divided into sections. The order of these sections creates a structure. Song structure includes Chorus, Verse, Instrumental etc.

Texture

A single melody creates a thin sound. Adding more parts/layers creates a bigger sound. These layers can interact with each other.

Timbre

Each instrument has a unique sound and sounds different to others. This individual sound quality is called Timbre.

Tempo in Italian

Largo

Adagio

Andante

Allegro

Presto

Very Slow

Slow

Walking pace

Fast

Very Fast

Dynamics in Italian

pp

p

mp

mf

f

ff

Pianissimo

Piano

Mezzo Piano

Mezzo Forte

Forte

Fortissimo

Very Quiet

Quiet

Medium Quiet

Medium Loud

Loud

Very Loud



Crescendo

Gradually getting louder



Diminuendo

Gradually getting quieter

Rhythm Symbols and Values



Semibreve

4 beats



Minim

2 beats



Crotchet

1 beat



Quaver

1/2 beat



Semiquaver

1/4 beat

Rhythms into Syllables



Tea



Coffee



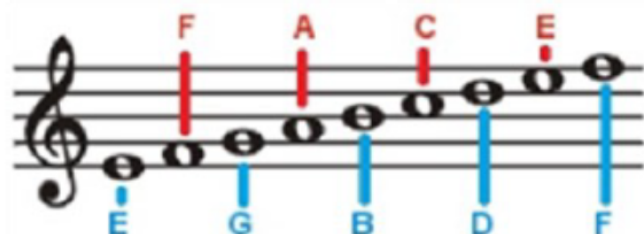
Lemonade



Coca-Cola

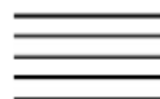


Pineapple



Every Green Bus Drives Fast

FACE in the space



Stave

5 lines where notes are placed to determine pitch



Treble Clef

Symbol placed on the stave. Used for high pitch (right hand on the piano)



Bass Clef

Symbol placed on the stave. Used for low pitch (left hand on the piano)

Canon

A canon is like a round. The same piece of music is played, then a second layer is played slightly after. Each melody is played fully and musically fits with the other layers.



Left Hand

Right Hand

Drone

A drone is made up from 2 notes (usually low) being played and held underneath a melody to provide a bass.

Major and Minor

There are 2 types of chord: Major (sounds happy) and Minor (sounds sad). The difference is 1 semitone (see below). The middle note in a minor chord is a semitone lower E.g. C major = C E G / C minor = C Eb G

Melody

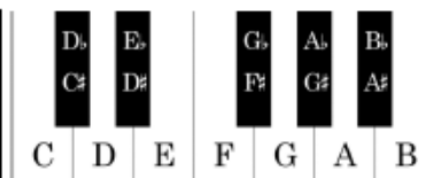
Another word for melody is 'tune'. A melody is a mixture of moving by step, and moving by leap. If the tune goes up in pitch, it is called '*ascending*'. If the tune goes down in pitch, it is called '*descending*'.

Melody rhythms - use the syllables to create the rhythms



Black Keys

The black keys on the keyboards are half steps between the white keys. These half steps are called 'semitones'. Please note the pattern of black keys - there isn't on every key! The '#' symbol means 'sharp', and the 'b' symbol means 'flat'. A sharp raises the pitch by a semitone, a flat lowers the pitch by a semitone. Each black key has 2 names - a C# is the same key as a Db. There's just two different ways of looking at it.



Ostinato

A repeated melody or pattern

KPI 8 - Health and Fitness

An individual's Overall Health can be considered using the three categories below

Physical

- Good Posture
- Muscular strength & flexibility
- Absence of conditions such as osteoporosis and osteoarthritis

Social

- Cooperation with other people in teams and groups
- A sense of belonging
- Making new friend throughout one's life

Mental

- Feelings of satisfaction and happiness
- Good levels of self-esteem
- Absence of illnesses such as depression
- Aesthetic appreciation of the beauty of performance

KPI 9 – Fitness Components

Body composition

The percentage of body weight which is fat, muscle and bone



Cardiovascular fitness

The ability of the heart, lungs and blood to transport oxygen



Flexibility

The range of motion (ROM) at a joint



Muscular endurance

The ability to use voluntary muscles repeatedly without tiring



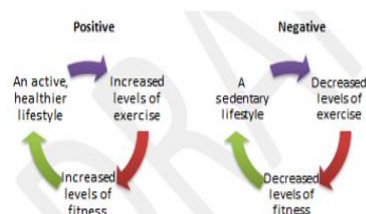
Muscular strength

The amount of force a muscle can exert against a resistance



Health

"total physical, mental and social well-being and not only the absence of illness or infirmity"



HEALTH, FITNESS and COMPONENTS OF FITNESS



Fitness

"the ability to meet the demands of the environment"



Agility

The ability to change the position of the body quickly and control the movement



Balance

The ability to maintain the body's centre of mass above the base of support

Coordination

The ability to use two or more body parts together



Power

The ability to perform strength performances quickly

Reaction time

The time taken to respond to a stimulus



Speed

The ability to put body parts into motion quickly

What is belief? P4C - Essential knowledge

1. **Faith:** Confidence or trust in a particular religion and its teachings.
2. **Belief:** Accepting that something is true or exists, even without proof.
3. **Theist:** Someone who believes in a deity (god/goddess).
4. **Agnostic:** Someone who neither believes nor disbelieves in god. They believe that the existence of god cannot be proved or disproved.
5. **Atheist:** Someone who does not believe in god.
6. **Monotheist:** Someone who believes in one god.
7. **Polytheist:** Someone who believes in many gods.
8. **Core British values:** Democracy, individual liberty, the rule of law, mutual respect and tolerance.

General ideas/concepts - Essential knowledge

9. **Worship:** Praising and glorifying god.
10. **The Abrahamic religions:** Judaism, Christianity and Islam – all consider Abraham to be the first prophet
11. **Abraham** (Ibrahim in Islam): The patriarch of Judaism, Christianity and Islam.
12. **Reincarnation:** The belief in being reborn after death – Sikhs, Hindus and Buddhists believe this.

Judaism - Essential knowledge

13. **Adonai:** The name of G-d, not used often to make sure it stays special
14. **The Torah:** The most important scripture of Judaism.
15. **Synagogue:** The Jewish place of worship.
16. **The Covenant:** An agreement made between G-d and the Jews (starting with Abraham); Jews must obey G-d and in return G-d would guide and protect them.
17. **Rabbi:** A teacher of the Torah, often leads worship at a synagogue.
18. **The Ten Commandments:** Laws given by God to Moses to guide human behavior.



Christianity - Essential knowledge

19. **Denomination:** A branch of the Christian Church with its own slightly different beliefs, customs and traditions.
20. **The Bible:** The holy scripture/book of Christianity.
21. **A church:** The Christian place of worship.
22. **The Holy Trinity:** The idea that God is one God but three persons: God the Father, God the Son, God the Holy Spirit
23. **Messiah:** Person to be sent by God to save the Jews (Jesus)
24. **Saviour:** Title given to Jesus as he is believed to have saved people from their sins through his crucifixion.
25. **Sin:** A wrong-doing (that separates humans from God)
26. **Crucifixion:** Jesus' death on the cross/Roman method of execution.
27. **Resurrection:** Jesus returning to life 2 days after his crucifixion.
28. **Creed:** Statement of belief



Sikhism - Essential knowledge

29. **Waheguru:** The name of God, meaning 'Wonderful Lord'
30. **Guru:** A religious teacher
31. **Guru Granth Sahib:** The holy scripture of Sikhism, considered to be the final Guru.
32. **Gurdwara:** The Sikh place of worship.
33. **Guru Nanak:** The founder of Sikhism and first of the ten gurus.
34. **Mul Mantra:** The basic prayer of Sikhism stating the main beliefs about God.
35. **Mukti:** Freedom from being reborn.



Islam - Essential knowledge

36. **Allah:** The name of God.
37. **Muhammad:** The prophet of Allah.
38. **Qur'an:** The holy text/scripture of Islam.
39. **Muslim:** A follower of Islam.
40. **The Five Pillars:** The five core beliefs/duties of Islam: the shahadah (declaration of faith), salah (prayer), zakah (charity), sawm (fasting) and hajj (pilgrimage).
41. **Mosque:** The Islamic place of worship.
42. **Submission:** Accepting and obeying the will and authority of Allah.



Hinduism - Essential knowledge

43. **The Vedas:** Some of the most important holy scriptures in Hinduism.
44. **Brahman:** The supreme being (god) of Hinduism.
45. **The Trimurti:** Three gods Brahma (creator), Vishnu (preserver) and Shiva (destroyer) which display the main characteristics of Brahman.
46. **Deity:** Another word for a god or goddess.
47. **Murti:** An image, statue or idol of a deity.



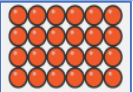

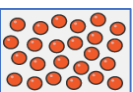
Buddhism - Essential knowledge

48. **Siddhartha Gautama/The Buddha:** The founder of Buddhism. Siddhartha – a prince who became enlightened to become the Buddha. The Buddha – the role model for all Buddhists.
49. **Enlightenment:** Finding the perfect knowledge or truth about life.
50. **Dukkha:** Suffering.
51. **Craving:** Desire – the cause of suffering.
52. **The Eightfold Path:** The path to follow to escape suffering.
53. **Nirvana:** The goal of Buddhists – the end of suffering and escape from rebirth.
53. **The Tipitaka:** One of the holy scriptures used in Buddhism.



Places of worship - General terms, practices and features	Church - Christianity Essential knowledge	Mosque – Islam Essential knowledge
<p>1. Worship: Praising and glorifying god.</p> <p>2. Puja: An act of worship in Hinduism and Buddhism.</p> <p>3. Sacred: Dedicated to a religion/religious practice so is worthy of respect.</p> <p>4. Prayer: Communicating with god.</p> <p>5. Offerings: A gift given to god or other important figure as a sign of praise, thanks and respect.</p> <p>6. Shrine: A space dedicated to a god/goddess/important figure which is a focus for prayer and worship.</p> <p>7. Shoe racks: A place to store shoes during prayer.</p> <p>8. School room: A place where people can learn more about their religion.</p>	<p>18. Church: Place of Christian worship.</p> <p>19. Altar: Table where the bread and the wine for Holy Communion are blessed.</p> <p>20. Font: Holds holy water that is used in baptism.</p> <p>21. Pulpit: Raised platform for the priest/vicar to give a sermon from.</p> <p>22. Cross/crucifix: Reminder of Jesus' crucifixion.</p> <p>23. Lectern: Stand for the :Windows with colourful glass.</p> <p>25. Quaker meeting house: Place of worship for Quakers with very few, if any, features of a traditional church building.</p>	<p>36. Mosque: The Islamic place of worship</p> <p>37. Minaret: The tower of the mosque from which the muezzin calls people to prayer.</p> <p>38. Dome: A rounded roof to help sound travel and keep the mosque cool.</p> <p>39. Chandelier: Large ceiling light in the prayer hall representing the light of God.</p> <p>40. Mihrab: An alcove in the prayer hall to show qiblah (the direction of Mecca).</p> <p>41. Minbar: A platform from which the Imam (leader) speaks.</p> <p>42. Qiblah: The direction that Muslims should face whilst praying (east, towards Mecca)</p> <p>43. Prayer mats: Used to kneel on during prayer.</p> <p>44. Washroom: Used to perform wudhu.</p> <p>45. Wudhu: Ritual washing performed before prayer.</p> <p>46. Zakah box: Box to collect zakah.</p>
Synagogue – Judaism Essential knowledge	Gurdwara - Sikhism Essential knowledge	Temple - Buddhism Essential knowledge
<p>9. Synagogue: The Jewish place of worship.</p> <p>10. The sanctuary: The room where worship takes place</p> <p>11. The Ark: A cabinet or sheltered area containing handwritten holy scrolls known as the 'Sefer Torah'.</p> <p>12. The Ten Commandments: Laws given by God to Moses to guide human behavior.</p> <p>13. A Yad: A pointer used to read the Torah scrolls.</p> <p>14. Ner Tamid: An eternal light/lamp that burns all of the time.</p> <p>15. Bimah: Platform in the center of the synagogue from which the Torah is read</p> <p>16. Mechitzah: A screen/divider used in Orthodox synagogues to separate men from women during services.</p> <p>17. Stained glass windows: Windows with colourful glass.</p>	<p>26. Gurdwara: The Sikh place of worship.</p> <p>27. Nishan Sahib: A triangular flag flown outside the gurdwara, orange/yellow with the Sikh symbol (the khanda).</p> <p>28. Diwan/ Durbar hall: Prayer hall.</p> <p>29. Chanani: Canopy over the manji sahib.</p> <p>30. Manji sahib: Raised platform that the Guru Granth Sahib is placed on to be read.</p> <p>31. Chaur: A fan waved over the Guru Granth Sahib.</p> <p>32. Golak: Collection box.</p> <p>33. Ragis: Musicians.</p> <p>34. Langar: Kitchen – serves free vegetarian food to visitors.</p> <p>35. Sach Khand room: The bedroom of the Guru Granth Sahib.</p>	<p>47. Prayer bell: To begin/end meditation</p> <p>48. Buddharupa: Statue of the Buddha or other Buddhas</p> <p>49. Impermanence: Temporary, lasting only a short time, will change at some point.</p> <p>50. Singing bowl: A metal bowl /type of bell that makes a rich tone when played and is used by some Buddhists to prepare them for meditation.</p> <p>51. Meditation: Focusing the mind and training it to be more aware to achieve clear thinking, emotional calm and stability.</p>
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Science – Particles 7CP

1	Particle		<ul style="list-style-type: none"> All matter is made up of tiny particles. There are three states of matter: solid, liquid, and gas. 	13	Freezing	<ul style="list-style-type: none"> Change of state from liquid to solid
2	Solid		<ul style="list-style-type: none"> Particles are arranged in rows and are touching. The particles have strong bonds between them. They vibrate around a fixed position. 	14	Filtration	<ul style="list-style-type: none"> A method for separating an insoluble solid from a liquid – e.g. separating sand and water.
3	Liquid		<ul style="list-style-type: none"> Particles are randomly arranged and most are touching. The particles have some bonds between them and can move. 	15	Evaporation	<ul style="list-style-type: none"> Used to separate a soluble solid from a liquid.
4	Gas		<ul style="list-style-type: none"> Particles are randomly arranged and don't touch. The particles have no bonds between them and move quickly in all directions. 	16	Distillation	<ul style="list-style-type: none"> A method for separating the solvent from a solution. For example, water can be separated from salt solution.
5	Properties of solids		<ul style="list-style-type: none"> Fixed shape & cannot flow Cannot be compressed (squashed) 	17	Chromatography	<ul style="list-style-type: none"> A method for separating dissolved substances from one another – e.g. for separating a mixture of inks.
6	Properties of liquids		<ul style="list-style-type: none"> They flow and take the shape of their container They cannot be compressed (squashed) 	18	Pure substance	<ul style="list-style-type: none"> Contain only one type of particle. For example pure iron contains only iron particles (called iron atoms)
7	Properties of gases		<ul style="list-style-type: none"> They flow and completely fill their container They can be compressed (squashed) 	19	Mixture	<ul style="list-style-type: none"> Contains more than one type of particle that are not chemically joined together.
8	Melting		<ul style="list-style-type: none"> Change of state from solid to liquid. 	20	Dissolving	<ul style="list-style-type: none"> When a solid is mixed with a liquid to form a solution, e.g. when salt dissolves in the water to make salt solution.
9	During melting:		<ul style="list-style-type: none"> Gain energy Stay close together Arrangement becomes random Start to move around each other 	21	Solute	<ul style="list-style-type: none"> The solid that dissolves, e.g. the salt.
10	Evaporation		<ul style="list-style-type: none"> Change of state from liquid to gas. 	22	Solvent	<ul style="list-style-type: none"> The substance that the solute dissolves in – e.g. the water.
11	During evaporation:		<ul style="list-style-type: none"> Gain energy Become much further apart Stay randomly arranged Start to move quickly in all directions 	23	Soluble	<ul style="list-style-type: none"> A substance that will dissolve in a solvent.
12	Condensation		<ul style="list-style-type: none"> Change of state from gas to liquid. 	24	Insoluble	<ul style="list-style-type: none"> A substance that will not dissolve in a solvent.

Science – Particles 7BC

1	Cell	<ul style="list-style-type: none"> The building block of all living organisms. 	16	Multicellular organisms	<ul style="list-style-type: none"> Organisms made up of many cells (eg human).
2	Organelle	<ul style="list-style-type: none"> A part within a living cell that serves a function e.g. nucleus. 	17	Tissue	<ul style="list-style-type: none"> Made from a group of cells with a similar structure and function, which all work together to do a particular job.
3	Nucleus	<ul style="list-style-type: none"> Contains DNA which controls the cell's activities. 	18	Organ	<ul style="list-style-type: none"> Made from a group of different tissues, which all work together to do a particular job.
4	Cell Membrane	<ul style="list-style-type: none"> Controls the movement of substances in and out of the cell. 	19	Organ System	<ul style="list-style-type: none"> Made from a group of different organs, which all work together to do a particular job.
5	Cytoplasm	<ul style="list-style-type: none"> Where most of the chemical reactions happen. 	20	Organisational hierarchy	<ul style="list-style-type: none"> [Smallest] cells → tissues → organs → organ systems [largest]
6	Mitochondria	<ul style="list-style-type: none"> Where most energy is released in respiration. 	21	Digestive system	<ul style="list-style-type: none"> Breaks down large insoluble molecules of food into smaller soluble molecules so they can be absorbed into the blood.
7	Ribosome	<ul style="list-style-type: none"> Where protein synthesis happens. 	22	Breathing system	<ul style="list-style-type: none"> Carries out gas exchange in animals.
8	Cell Wall	<ul style="list-style-type: none"> Strengthens the cell and supports the plant. 	23	Magnification	<ul style="list-style-type: none"> Making something appear larger than it really is.
9	Chloroplast	<ul style="list-style-type: none"> Absorb light energy for photosynthesis (contains chlorophyll). 	24	Stage	<ul style="list-style-type: none"> Area on a microscope where the specimen is placed.
10	Vacuole	<ul style="list-style-type: none"> Filled with cell sap to help keep the cell turgid to provide support. 	25	Objective lens	<ul style="list-style-type: none"> Magnifies the image of the specimen. We always start with the lowest power objective lens when looking at a specimen.
11	Root hair cell	<ul style="list-style-type: none"> A specialised plant cell that has a large surface area to absorb water. 	26	Eyepiece lens	<ul style="list-style-type: none"> The lens we look down, it magnifies the image of the specimen
12	Palisade cell	<ul style="list-style-type: none"> A specialised plant cell found at the top of a leaf and has many chloroplasts to absorb sunlight. 	27	Coarse/fine focus wheels	<ul style="list-style-type: none"> Used to focus the specimen so it can be seen clearly.
13	Sperm cell	<ul style="list-style-type: none"> A specialised animal cell that has many mitochondria for energy and a tail for swimming. 			
14	Red blood cell	<ul style="list-style-type: none"> A specialised animal cell that has no nucleus to maximise the space for carrying oxygen. 			
15	Unicellular organisms	<ul style="list-style-type: none"> Organisms made of one cell (e.g. bacteria). 			

Science – Particles 7PE

1	Energy Stores	<ul style="list-style-type: none"> Chemical – energy stored in the bonds of chemicals Kinetic – movement energy Gravitational potential - energy of an object due to its position in a gravitational field Elastic potential - when an elastic object is deformed Magnetic Electrostatic Internal (or thermal) 	10	Emit	<ul style="list-style-type: none"> Gives out thermal radiation Matt black surfaces are the best emitters
2	Efficiency	Efficiency = $\frac{\text{useful energy transferred}}{\text{total energy supplied}} \times 100$	11	Conservation of Energy	<ul style="list-style-type: none"> Energy can not be created or destroyed, only transferred from one store to another.
3	Joule (J)	<ul style="list-style-type: none"> Unit of energy 	12	Energy transfers	<ul style="list-style-type: none"> mechanical work electrical work heating radiation
4	Watts (W)	<ul style="list-style-type: none"> Unit of power. 	13	Mechanical Work	<ul style="list-style-type: none"> When a force causes an object to move (measured in Joules)
5	Power	<ul style="list-style-type: none"> How fast energy is transferred. The unit is Watts (W) 	14	Non-renewable resource	<ul style="list-style-type: none"> fossil fuels (coal, oil and gas) nuclear fuels
6	Power equation	<ul style="list-style-type: none"> Power = Energy/time Energy in Joules and time in seconds 	15	Fossil Fuel	<ul style="list-style-type: none"> A natural fuel such as coal oil or gas, formed in the past from the remains of living organisms.
7	Conduction	<ul style="list-style-type: none"> Heat transfer from one particle to another when they are touching. This happens best in solids. Metals also have delocalised electrons which makes conduction happen faster. Can not travel through a vacuum as there are no particles in a vacuum. 	16	Renewable Energy Resources	<ul style="list-style-type: none"> Resources that are replaced as quickly as they are used
8	Convection	<ul style="list-style-type: none"> Heat transfer in fluids (liquids and gases) Can not travel through a vacuum as there are no particles in a vacuum. 	17	Examples of Renewable Energy Resources	<ul style="list-style-type: none"> Wind – using wind turbines Water - hydroelectric, tidal and wave Geothermal – using the heat from the Earth's core Solar – using the suns energy
9	Radiation	<ul style="list-style-type: none"> Heat transfer via infra-red (thermal) radiation. Infra-red radiation can travel through a vacuum. 	18	Temperature	<ul style="list-style-type: none"> A measurement of the average amount of energy of the particles in a substance
			19	Energy	<ul style="list-style-type: none"> Total amount of energy of all the particles
			20	Dissipation	<ul style="list-style-type: none"> Spread out to the surroundings as wasted energy – usually heat.

Photo Description Structures

En la foto	in the photo
hay	there is
Se puede ver	you can see
una mujer	a woman
una chica	a girl
un chico	a boy
un hombre	a man
gente joven	young people
está llevando	he/she is wearing
Están llevando	they are wearing
es	he/she is
son	they are
tienen	they have
parece	he/she seems
hace buen tiempo	the weather is good
hace mal tiempo	the weather is bad
hace calor	it's hot
hace frío	it's cold
está lloviendo	it's raining
a la derecha	on the right
a la izquierda	on the left
en el fondo	in the background
en el centro	in the middle
en primer plano	in the foreground

Opinion sentence starters

Me encanta ...	I love...
Me gusta ...	I like ...
Me gusta mucho...	I really like ...
No me gusta...	I don't like ...
Odio ...	I hate ...
Pienso que ...	I think that ...
Me parece que...	I find that...
Creo que...	I believe that...
En mi opinión...	In my opinion...
Supongo...	I guess that...
Según...	According to...

Time phrases

Past:

Ayer - yesterday

El fin de semana pasado- last weekend

La semana pasada – last week

Present:

Hoy – today

Normalmente– usually

El lunes – On Monday

Future:

Mañana – tomorrow

El fin de semana que viene –next weekend

La semana que viene – next week

Tenses and Structures

Verb – infinitive	In the past	In the present	In the future
Tener	Tuve	Tengo	Voy a tener
To have	I had	I have	I am going to have
Ser	Fui/ era	Soy	Voy a ser
To be	I was	I am	I am going to be
Hacer	Hice	Hago	Voy a hacer
to do	I did	I do / I make	I am going to do / make
Ir	Fui	Voy	Voy a ir
To go	I went	I go	I am going to go
Jugar	Jugué	Juego	Voy a jugar
To play	I played	I play	I am going to play

Openers / Connectives / Extenders

y	and	Sin embargo	however	aunque	although	Primero	firstly
pero	but	porque es ...	because it's	donde	where	Finalmente	lastly
con	with	ya que es...	since it's	o	or	luego	then
sin	without	así que	so	Por el otro lado	hand	otra vez	again
también	also	si	if	después	after	entonces	then

Module 1**Talking about your passions and family**

Mi pasión	<i>My passion</i>
Mi pasión es...	<i>My passion is...</i>
Mi héroe es...	<i>My hero is...</i>
el deporte	<i>sport</i>
el fútbol	<i>football</i>
la música	<i>music</i>
el tenis	<i>tennis</i>
¿Tienes hermanos?	<i>Do you have any brothers or sisters?</i>

Tengo...	<i>I have...</i>
una hermana	<i>a sister</i>
un hermano	<i>a brother</i>
una hermanastra	<i>a stepsister</i>
un hermanastro	<i>a stepbrother</i>

¿Qué tipo de persona eres?

Soy...	<i>I am...</i>
divertido/a	<i>amusing</i>
estupendo/a	<i>brilliant</i>
fenomenal	<i>fantastic</i>
generoso/a	<i>generous</i>
genial	<i>great</i>
guay	<i>cool</i>
listo/a	<i>clever</i>
serio/a	<i>serious</i>
simpático/a	<i>nice, kind</i>
sincero/a	<i>sincere</i>
tímido/a	<i>shy</i>
tonto/a	<i>silly</i>
tranquilo/a	<i>quiet, calm</i>

¿Tienes mascotas?

Tengo...	<i>I have...</i>
un caballo	<i>a horse</i>
una cobaya	<i>a guinea pig</i>
un conejo	<i>a rabbit</i>
un gato	<i>a cat</i>
un perro	<i>a dog</i>
un pez	<i>a fish</i>
un ratón	<i>a mouse</i>
una serpiente	<i>a snake</i>
No tengo mascotas.	<i>I don't have any pets.</i>
¿Cómo es?	<i>What is it like?</i>
¿Cómo son?	<i>What are they like?</i>

Module 2**¿Qué te gusta hacer?**

Me gusta...
Me gusta mucho...
No me gusta...
No me gusta nada...
chatear
escribir correos
escuchar música
jugar a los videojuegos
leer

mandar SMS
navegar por Internet
salir con mis amigos
ver la television
porque es...
¿Qué haces en tu tiempo libre? What do you do in your spare time?
bailo
canto karaoke
hablo con mis amigos
monto en bici
saco fotos
toco la guitarra

Expresiones de frecuencia

a veces
de vez en cuando
nunca
todos los días

¿Qué tiempo hace?

hace calor
hace frío
hace sol
hace buen tiempo
llueve
nieva

Module 3 continued...

<i>unas patatas fritas</i>
Bebo...
agua
un refresco
un zumo
Leo mis SMS.
Escribo SMS.
Nunca hago los deberes.

What do you like to do?

<i>I like...</i>
<i>I really like...</i>
<i>I don't like...</i>
<i>I don't like at all...</i>
<i>to chat online</i>
<i>to write emails</i>
<i>to listen to music</i>
<i>to play videogames</i>
<i>to read</i>
<i>to send text messages</i>
<i>to surf the net</i>
<i>to go out with friends</i>
<i>to watch TV</i>
<i>because it is...</i>

What do you do in your spare time?

<i>I dance</i>
<i>I sing karaoke</i>
<i>I talk with my friends</i>
<i>I ride my bike</i>
<i>I take photos</i>
<i>I play the guitar</i>

Expressions of frequency

<i>sometimes</i>
<i>from time to time</i>
<i>never</i>
<i>every day</i>

What's the weather like?

<i>it's hot</i>
<i>it's cold</i>
<i>it's sunny</i>
<i>it's nice weather</i>
<i>it's raining</i>
<i>it's snowing</i>

Module 3**¿Qué estudias?**

Estudio...
ciencias
dibujo
educación física
español
francés
geografía
historia
informática

inglés
matemáticas
música
religión
teatro
Tecnología
por la mañana
por la tarde

¿Qué hay en tu insti?

En mi insti hay...
un campo de fútbol
un comedor
un gimnasio
un patio
una biblioteca
una clase de informática
una piscina
unos laboratorios
difícil
fácil
práctico/a
útil

¿Cómo es tu insti?

antiguo/a
bonito/a
bueno/a
feo/a
moderno/a
pequeño/a

¿Qué haces durante el recreo? What do you do during breaks?

Como...
un bocadillo
unos caramelos
chicle
una chocolatina
fruta

What do you study?

<i>I study...</i>
<i>science</i>
<i>art</i>
<i>PE</i>
<i>Spanish</i>
<i>French</i>
<i>geography</i>
<i>history</i>
<i>ICT</i>

<i>English</i>
<i>maths</i>
<i>music</i>
<i>RE</i>
<i>drama</i>
<i>technology</i>
<i>in the morning</i>
<i>in the afternoon</i>

What is there in your school?

<i>In my school, there is...</i>
<i>a football field</i>
<i>a dining hall</i>
<i>a gymnasium</i>
<i>a playground</i>
<i>a library</i>
<i>an ICT room</i>
<i>a swimming pool</i>
<i>some laboratories</i>
<i>difficult</i>
<i>easy</i>
<i>practical</i>
<i>useful</i>

What's your school like?

<i>old</i>
<i>nice</i>
<i>good</i>
<i>ugly</i>
<i>modern</i>
<i>small</i>