

# YEAR 7 SUMMER ASSESSMENTS REVISION BOOKLET

NAME:

**Tutor groups: A7G, T7G (German)**

**Write your name on the booklet.**

**Look after this combined revision and homework booklet carefully. Bring it to school every day and take it home with you.**

This booklet contains checklists for English, Maths, Science, Geography, History, German, RE and Computer Science. There is revision material for you to learn with each checklist, except for Maths. There is also an outline of what you should do each week.

Maths have made practice papers for you but these are on line. If you need a paper copy please tell your Maths teacher, Mr Powell or Ms Woolf.

There is extra revision material on the website.

On the inside cover there is a revision planner for you to plan out your revision.

You will have assessments in PE, Music, Drama or Dance and Art or DT. These assessments will be practical.

Year 7 Assessments start the week before half term, on Monday the 20<sup>th</sup> May.

You need to start revising now.



# Year 7 English Independent Learning Revision

Homework	Set	Due wb	Task and pages
1	15/04/24	22/04/24	Create a timeline of the Tempest's major events
2	22/04/24	29/04/24	Create a travelogue of life in Shakespeare's time
3	29/04/24	06/05/24	Create collages for each of the major characters from the Tempest
4	06/05/24	13/05/24	List the major themes and match them to quotations
5	13/03/24	20/05/24	Rewrite a scene in modern English

Please also remember to check Seneca Learning for revision tasks to complete for the examinations

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your research. Focus particularly on the way women were treated in Shakespeare's time.

- **Shakespearean Shuffle:** Research some key features of Shakespearean language, like metaphors, similes, and personification. Find examples of these from the play and write them down, explaining what they mean in simpler terms.

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- **Theme Hunt:** Research common themes in literature. Read a summary of the play and identify at least two themes present (e.g., forgiveness, revenge). Find quotes that illustrate these themes and explain their importance in the story.

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HARD WORK



AMBITION



RESPECT



KINDNESS



• YEAR 7 – Origins and Lessons



What journeys can life take you on?			
<b>Key Vocabulary and Terminology</b> – <i>Can you define the words? Can you use them in a sentence?</i>	😊	😐	☹️
I know the key themes of the text			
I know the historical context of the text			
I can define all of the key vocabulary and terminology from the knowledge organiser			
I can use all of the key vocabulary and terminology in sentences			
I can explain how all of the key vocabulary and terminology relates to the texts I have studied this term			
<b>Key Skills</b> – <i>Can you do these in your written work?</i>	😊	😐	☹️
I can make a point about a character			
I can select evidence from a text to support a point			
I can explain what evidence denotes (what it means in a literal sense)			
I can infer what a character is thinking or feeling from what they say or do			
I can use 'because' to explain my inferences			
I can offer multiple interpretations using connectives such as 'furthermore' and 'however'			
I can explain what a word suggests, and what ideas it gives the reader about a character or place			
I can identify language techniques that a writer has used, and explain their effect/meaning			
<b>Key Literacy</b> – <i>Can you use these sentence structures in your writing?</i>	😊	😐	☹️
The writer presents _____ as _____			

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1. Context	
<p><b>Core text:</b> <i>The Tempest</i>  <b>Author:</b> William Shakespeare  <b>Form:</b> Shakespearean comedy, play  <b>Historical Context:</b> Jacobean patriarchy          Plots and treason in Jacobean England</p>	<p><b>Satellite Text:</b> Subverted Fairy Tales and Myths  <b>Author:</b> Various  <b>Form:</b> Short stories  <b>Historical Context:</b> Fairy tales and myths reinforce social norms; we will explore how writers have subverted these stories</p>

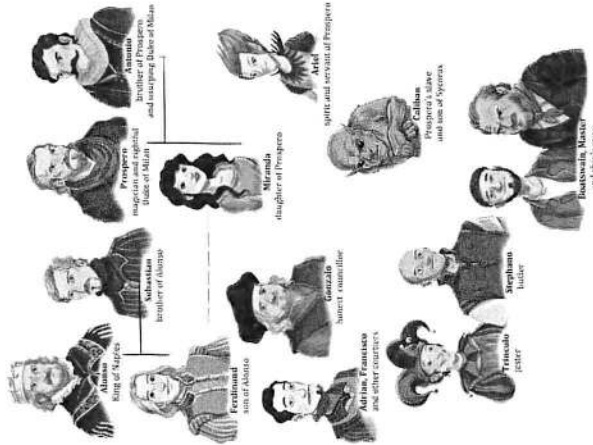
2. Themes in the 'The Tempest'	
<p><b>Power</b> – Various characters wish for power in the play, and we see the negative consequences of their unchecked ambition</p>	<p><b>Revenge and Forgiveness</b> – Some characters choose to punish others for their crimes, while others choose to forgive instead</p>
<p><b>Magic</b> – Some characters have magical powers, and use this to control others</p>	<p><b>Freedom and Restriction</b> – Some characters are restricted by others, and forced to obey them</p>
<p><b>Family Dynamics</b> – Shakespeare explores relationships between brothers, and between parents and children</p>	

## Origins and Lessons Knowledge Organiser



3. Thematic Vocabulary					
Monster	A scary and dangerous imaginary creature, OR, a human who behaves in an inhuman way	Manipulation	Controlling someone's mind through persuasion or secret actions	Subversion	Undermining or going against a set of rules/traditions, in order to create a new way of doing things
Patriarchy	A society where men hold more power than women	Clandestine	Secret, probably illicit	Social Norm	An unwritten 'rule' about how people should behave in society, e.g. everyone queues for the train
Sorcery	Magic spells	Betrayal	To act against a friend/family member, causing them pain or suffering	Hero	The 'good guy' in a story – in a myth, this figure is usually a male warrior who slays a monster and marries a princess
Tyrant	A cruel leader	Benevolent	A good, kind authority figure is 'benevolent'	Villain	The 'bad guy' in a story – in a myth, this character is usually a monster, slayed by the hero at the end
Complacent	A complacent person feels secure in their power and status	Terror	Extreme fear	Empathy	Understanding how someone else feels
Subservient	To submit to someone else's rules and orders	Defiant	Standing up to a powerful figure	Sympathy	Feeling sorry for someone
Rebellious	To stand up to someone's rules and orders	Retribution	A deserved punishment		
Colonialism	A group of people invade and settle in another land, displacing/enslaving the existing population	Justification	The reason for doing something		
Victory	Winning	Unwarranted	A punishment or attack that is unfair		
Defeat	Losing	Exploitation	If someone is exploited, it means they are being used by another person in a cruel or unfair way, to make someone else a profit		

4. Characters in 'The Tempest'	
<b>Prospero</b> – a powerful sorcerer – used to be a duke but has lived on a tropical island for the last 12 years	
<b>Miranda</b> – Prospero's young daughter, only remembers life on the island	
<b>Ariel</b> – a magical spirit, Prospero's slave	
<b>Caliban</b> – a creature who lived on the island before Prospero arrived, is abused daily by Prospero	
<b>Alonso</b> – King of Naples, Prospero's enemy when he was a duke	
<b>Duke Antonio</b> – Prospero's younger brother, betrayed and exiled P in order to become duke	
<b>Trinculo and Stephano</b> – a butler and a jester, who find Caliban and try to enslave him	
<b>Prince Ferdinand</b> – Alonso's son, who meets Miranda and falls in love with her	



5. Key Terminology	
<b>Shakespearean Comedy</b>	A Shakespearean play that has many funny/joyful moments, and ends happily
<b>Opening</b>	The beginning of a story
<b>Resolution</b>	The end of a story
<b>Stage Directions</b>	The parts of the script that tell the actor what actions/voice to use
<b>Protagonist</b>	The main character
<b>Antagonist</b>	The main character's enemy/ the villain
<b>Soliloquy</b>	A speech spoken by a character alone onstage
<b>Imperative</b>	A command e.g. 'sit down!'
<b>Imagery</b>	Words that paint a picture
<b>Figurative Language</b>	Simile, metaphor, personification
<b>Tension</b>	The feeling that something dramatic will happen very soon
<b>Dramatic Irony</b>	An audience knows more than the characters
<b>Rhyme</b>	Lines end in the same vowel sound
<b>Sub-plot</b>	A story within the main story, where minor characters have their own quest/adventure



# Year 7 Mathematics

## Independent Learning Revision

Homework	Set	Due wb	Task and pages
1	15/04/24	22/04/24	Complete and mark unit tests 1 and 2. These can be found on the school website. Follow the link provided
2	22/04/24	29/04/24	Complete and mark unit tests 3 and 4. These can be found on the school website. Follow the link provided
3	29/04/24	06/05/24	Complete and mark unit tests 5 and 6. These can be found on the school website. Follow the link provided
4	06/05/24	13/05/24	Complete and mark unit tests 7 and 8. These can be found on the school website. Follow the link provided
5	13/05/24	20/05/24	Complete and mark the end of term tests. These can be found on the school website. Follow the link provided

Please also remember to check Seneca Learning for revision tasks to complete for the examinations

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**YEAR 7 end of year exam – checklist**



	😊	😐	😞
Order positive and negative integers.			
Use appropriate strategies to multiply and divide mentally, including by multiples of 10, 100 and 1000, and solve scaling problems and problems involving rate.			
Calculate the median of a set of data.			
Know and use the order of operations.			
List the properties of and name special triangles			
Begin to multiply a single positive term over a bracket containing linear terms.			
Solve problems using standard units; read scales with accuracy.			
Apply the property that the probabilities of an exhaustive set of outcomes sum to 1.			
Add and subtract fractions – proper and improper, positive and negative.			
Order positive decimals as a list with the smallest on the left (decimals should be to 4 or 5 significant figures).			
Extend mental methods of calculation to include percentages.			
Compare and order fractions, including fractions $> 1$ .			
Find the theoretical probability of an event happening.			
Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division.			
Understand the effect of multiplying by any integer power of 10. Convert a smaller whole number metric unit to a larger unit.			
Solve problems involving simple ratios, i.e. unequal sharing and grouping using knowledge of fractions and multiples. Reduce a ratio to its simplest form.			
Simplify algebraic expressions involving multiplication and division.			
Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.			
Use sum of angles in a triangle to find missing angle values.			
Estimate the number of times an event will occur, given the probability and the number of trials.			
Round to a given number of decimal places.			
Calculate and interpret the mean as an average.			
Substitute positive integers into simple formulae expressed in letter symbols.			
Write expressions to solve problems representing a situation.			
Convert improper fractions to mixed numbers.			
Find non-unit fractions of amounts.			
Express one given number as a percentage of another.			
Simplify after multiplying a single term over a bracket.			
Interpret and write ratios to describe a situation.			



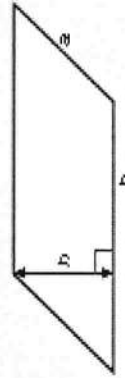
# Formulae for Year 7 End-Of-Year Tests

## Areas

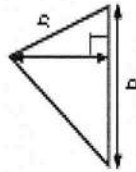
Rectangle =  $l \times w$



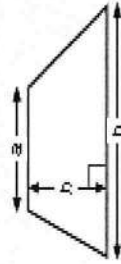
Parallelogram =  $b \times h$



Triangle =  $\frac{1}{2} b \times h$

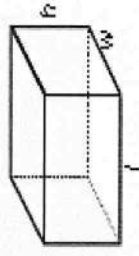


Trapezium =  $\frac{1}{2} (a + b)h$

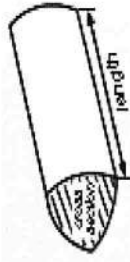


## Volumes

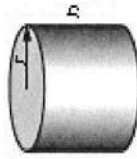
Cuboid =  $l \times w \times h$



Prism = area of cross section  
 $\times$  length



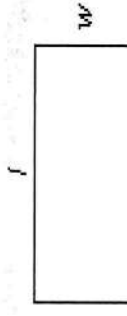
Cylinder =  $\pi r^2 h$



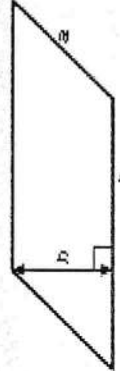
# Formulae for KS3 End-Of-Year Tests

## Areas

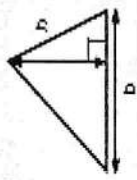
Rectangle =  $l \times w$



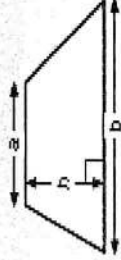
Parallelogram =  $b \times h$



Triangle =  $\frac{1}{2} b \times h$

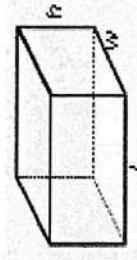


Trapezium =  $\frac{1}{2} (a + b)h$

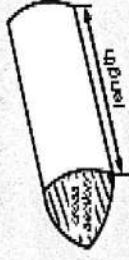


## Volumes

Cuboid =  $l \times w \times h$



Prism = area of cross section  $\times$  length



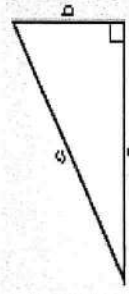
Cylinder =  $\pi r^2 h$



## Pythagoras

### Pythagoras' Theorem

For a right-angled triangle,  
 $a^2 + b^2 = c^2$



### Trigonometric ratios (new to F)

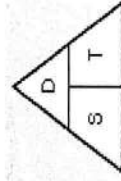
$\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$ ,  $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$ ,  $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$



## Compound measures

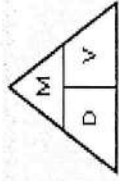
### Speed

speed =  $\frac{\text{distance}}{\text{time}}$



### Density

density =  $\frac{\text{mass}}{\text{volume}}$





# Year 7 SCIENCE

## Independent Learning Revision

Homework	Set	Due wb	Task and pages
1	15/04/24	22/04/24	Choose one of the revision activities and revise Organism
2	22/04/24	29/04/24	Choose one of the revision activities and revise Genes. Review Organisms
3	29/04/24	06/05/24	Choose one of the revision activities and revise Matter. Review Genes
4	06/05/24	13/05/24	Choose one of the revision activities and revise Chemical Reactions. Review Matter
5	13/05/24	20/05/24	Choose one of the revision activities and revise energy and Electricity

You can use the quiz questions to make flash cards, mind maps, or Q and Answer cards. Use the knowledge organiser and checklist to make Cornell notes or to look for answers.

**Please also remember to check Seneca Learning for revision tasks to complete for the examinations**

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# 2024 Y7 Science Revision Checklist

Y7 Organisms (Biology)	😊	😐	☹️
Multicellular organisms are composed of cells which are organised into tissues, organs and systems to carry out life processes.			
Specialised cells: There are many types of cell. Each has a different structure or feature so it can do a specific job.			
Describe examples of specialised animal and plant cells.			
Use a light microscope to observe and draw cells.			
Explain what each part of the microscope does and how it is used.			
Carry out <b>calculations</b> involving <b>magnification</b> , real size and image size using the formula: $\text{magnification} = \frac{\text{size of image}}{\text{size of real object}}$			
Both plant and animal cells have a cell membrane, nucleus, cytoplasm and mitochondria and ribosomes.			
Plant cells also have a cell wall, chloroplasts and usually a permanent vacuole.			
Identify and name some substances that move into and out of cells. Describe the process of diffusion.			
KEYWORDS	😊	😐	☹️
<b>Cell:</b> The unit of a living organism, contains parts to carry out life processes.			
<b>Uni-cellular:</b> Living things made up of one cell.			
<b>Multi-cellular:</b> Living things made up of many types of cell.			
<b>Tissue:</b> Group of cells of one type.			
<b>Organ:</b> Group of different tissues working together to carry out a job.			
<b>Diffusion:</b> One way for substances to move into and out of cells.			
<b>Structural adaptations:</b> Special features to help a cell carry out its functions.			
<b>Cell membrane:</b> Surrounds the cell and controls movement of substances in and out.			
<b>Nucleus:</b> Contains genetic material (DNA) which controls the cell's activities.			
<b>Vacuole:</b> Area in a cell that contains liquid, and can be used by plants to keep the cell rigid and store substances.			
<b>Mitochondria:</b> Part of the cell where energy is released from food molecules by aerobic respiration.			
<b>Ribosomes:</b> Part of the cell where proteins are synthesised			
<b>Cell wall:</b> Strengthens the cell. In plant cells it is made of cellulose.			
<b>Chloroplast:</b> Absorbs light energy so the plant can make food.			
<b>Cytoplasm:</b> Jelly-like substance where most chemical processes happen.			
<b>Immune system:</b> Protects the body against infections.			
<b>Reproductive system:</b> Produces sperm and eggs, and is where the foetus develops.			
<b>Digestive system:</b> Breaks down and then absorbs food molecules.			
<b>Circulatory system:</b> Transports substances around the body.			
<b>Respiratory system:</b> Replaces oxygen and removes carbon dioxide from blood.			
<b>Muscular skeletal system:</b> Muscles and bones working together to cause movement and support the body.			

Explain unfamiliar observations about gas pressure in terms of particles.			
Explain the properties of solids, liquids and gases based on the arrangement and movement of their particles.			
Explain changes in states in terms of changes to the energy of particles.			
Draw before and after diagrams of particles to explain observations about changes of state, gas pressure and diffusion.			
Argue for how to classify substances which behave unusually, as solids, liquids, or gases.			
Evaluate observations that provide evidence for the existence of particles.			
Make predictions about what will happen during unfamiliar physical processes, in terms of particles and their energy.			
<b>Keywords</b>	😊	😐	😞
<b>Particle:</b> A very tiny object such as an atom or molecule, too small to be seen with a microscope.			
<b>Particle Model:</b> A way to think about how substances behave in terms of small, moving particles.			
<b>Diffusion:</b> the process by which particles in liquids or gases spread out through random movement from a region where there are many particles to one where there are fewer.			
<b>Gas pressure:</b> Caused by collisions of particles with the walls of a container.			
<b>Density:</b> How much matter there is in a particular volume, or how close the particles are.			
<b>Evaporate:</b> Change from liquid to gas at the surface of a liquid, at any temperature.			
<b>Boil:</b> Change from liquid to a gas of all the liquid when the temperature reaches boiling point.			
<b>Condense:</b> Change of state from gas to liquid when the temperature drops to the boiling point.			
<b>Melt:</b> Change from solid to liquid when the temperature rises to the melting point.			
<b>Freeze:</b> Change from liquid to a solid when the temperature drops to the melting point.			
<b>Sublime:</b> Change from a solid directly into a gas.			
<b>Yr 7 Reactions (Chemistry)</b>	😊	😐	😞
Metals and non-metals react with oxygen to form oxides which are either bases or acids.			
Metals can be arranged as a reactivity series in order of how readily they react with other substances.			
Some metals react with acids to produce salts and hydrogen.			
Iron, nickel and cobalt are magnetic elements.			
Mercury is a metal that is liquid at room temperature.			
Bromine is a non-metal that is liquid at room temperature.			
The pH of a solution depends on the strength of the acid: strong acids have lower pH values than weak acids.			
Mixing an acid and alkali produces a chemical reaction, neutralisation, forming a chemical called a salt and water.			
Acids have a pH below 7, neutral solutions have a pH of 7, alkalis have a pH above 7.			
Acids and alkalis can be corrosive or irritant and require safe handling.			
Hydrochloric, sulfuric and nitric acid are strong acids.			
Acetic and citric acid are weak acids.			
<b>Keywords</b>	😊	😐	😞

Represent the energy transfers from a renewable or non-renewable resource to an electrical device in the home.			
Evaluate the social, economic and environmental consequences of using a resource to generate electricity, from data.			
Suggest actions a government or communities could take in response to rising energy demand.			
Suggest ways to reduce costs, by examining data on a home energy bill.			
<b>Keywords</b>	😊	😐	😞
<b>Power:</b> How quickly energy is transferred by a device (watts).			
<b>Energy resource:</b> Something with stored energy that can be released in a useful way			
<b>Non-renewable:</b> An energy resource that cannot be replaced and will be used up.			
<b>Renewable:</b> An energy resource that can be replaced and will not run out. Examples are solar, wind, waves, geothermal and biomass.			
<b>Fossil fuels:</b> Non-renewable energy resources formed from the remains of ancient plants or animals. Examples are coal, crude oil and natural gas.			
<b>Y7 Electricity</b>	😊	😐	😞
Current is a movement of electrons and is the same everywhere in a series circuit. Current divides between loops in a parallel circuit, combines when loops meet, lights up bulbs and makes components work.			
Around a charged object, the electric field affects other charged objects, causing them to be attracted or repelled. The field strength decreases with distance.			
Two similarly charged objects repel, two differently charged objects attract.			
We can model voltage as an electrical push from the battery, or the amount of energy per unit of charge transferred through the electrical pathway. In a series circuit, voltage is shared between each component. In a parallel circuit, voltage is the same across each loop.			
Components with resistance reduce the current flowing and shift energy to the surroundings.			
Calculate resistance using the formula: Resistance ( $\Omega$ ) = potential difference (V) $\div$ current (A).			
<b>Keywords</b>	😊	😐	😞
<b>Electrons:</b> Tiny particles which are part of atoms and carry a negative charge.			
<b>Charged up:</b> When materials are rubbed together, electrons move from one surface to the other			
<b>Current:</b> Flow of electric charge, in amperes (A).			
<b>In series:</b> If components in a circuit are on the same loop.			
<b>In parallel:</b> If some components are on separate loops.			
<b>Potential difference (voltage):</b> The amount of energy shifted from the battery to the moving charge, or from the charge to circuit components, in volts (V).			
<b>Resistance:</b> A property of a component, making it difficult for charge to pass through, in ohms ( $\Omega$ ).			
<b>Electrical conductor:</b> A material that allows current to flow through it easily, and has a low resistance.			
<b>Electrical insulator:</b> A material that does not allow current to flow easily, and has a high resistance.			

## Quizzes

- Q1. What is the function of the cell membrane?
- Q2. Which part of the cell controls the cell?
- Q3. Which part of the cell contains the genetic information (DNA)?
- Q4. In which part of the cell do the chemical reactions take place?
- Q5. List three parts which are found in both animals and plant cells.
- Q6. List three parts which are only found in plant cells.
- Q7. What does the chloroplast do?
- Q8. What does the cell wall do?
- Q9. What is the job of the red blood cell?
- Q10. What is the job of the root hair cell?
- Q11. Name the cells in a leaf where photosynthesis takes place.
- Q12. What are a group of similar cells which work together called?
- Q13. What is pollination?
- Q14. What is fertilisation in plants?
- Q1. Give 5 properties of solids.
- Q2. Give 5 properties of liquids.
- Q3. Give 5 properties of gases.
- Q4. How are the particles arranged in  
(a) a solid  
(b) a liquid  
(c) a gas
- Q5. Give the changes in state.
- Q6. What is diffusion?
- Q7. What is a solute?
- Q8. What is a solvent?
- Q9. What is a saturated solution?
- Q10. Give 3 variables that can affect dissolving.
- Q11. What is chromatography?
- Q12. What is distillation?
- Q1. What is the gestation period?
- Q2. How long is the gestation period for humans?
- Q3. What happens during fertilisation?
- Q4. What's the difference between identical and non-identical twins?
- Q5. Which organ releases an egg each month?
- Q6. What are the two changes occur in both boys and girls during puberty?
- Q7. Where are sperm made?
- Q8. What substances are exchanged across the placenta?
- Q9. What is adolescence?
- Q10. Where does fertilisation take place?
- Q11. What are all animals with a backbone called?
- Q12. Name the 5 vertebrate groups (hint MR FAB)?

## Year 7 Revision Activities

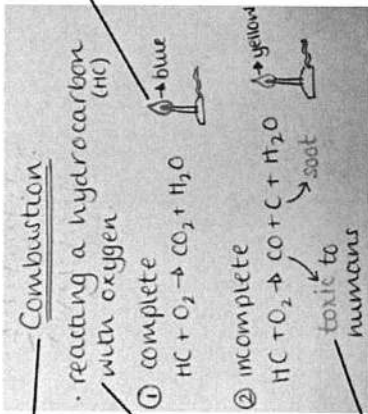
### Flash Cards

- Use small pieces of card or paper to make concise notes on a topic.

Small topics work best.

Keep notes brief.

Use colour for key words.



Using diagrams makes abstract content easier.

If required, flash cards can be obtained from the Science teacher or from the Science technician.

### Q&A Cards

- Use small pieces of card or paper to write questions on a particular topic. The answer should be written on the other side.

Animal & Plant Cells

1. What is the job of the nucleus?  
 2. What are 3 organelles in a plant cell?  
 3. What is the function of the nucleus?  
 4. What is the function of the vacuole?

Animal & Plant Cells

1. Contains genetic information  
 2. Vacuole, nucleus, cell wall, cell membrane, cytoplasm, mitochondria, chloroplast  
 3. Cellulose  
 4. To keep the cells shape & to store sugar

Keep simple. Cover the areas that you are less confident with.

Check answers by flipping over cards and repeat as much as possible.

Excellent for on the bus or tube!



If required, flash cards can be obtained from the Science teacher or from the Science technician.

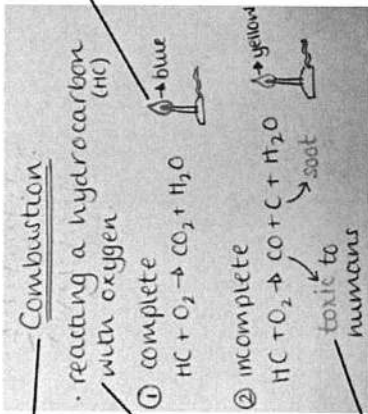
### Mind Maps

- Use small pieces of card or paper to make concise notes on a topic.

Small topics work best.

Keep notes brief.

Use colour for key words.

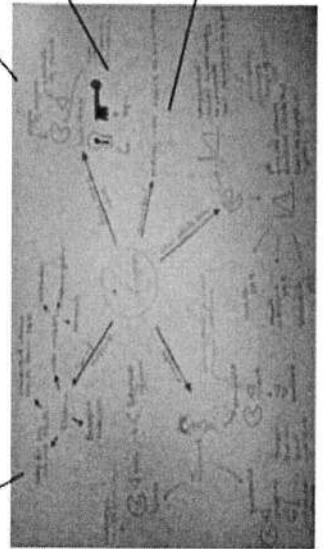


Using diagrams makes abstract content easier.

If required, flash cards can be obtained from the Science teacher or from the Science technician.

### Mind Maps

Mind map  
 Generate using short sharp sentences, key words and diagrams.



Learn it  
 Place the mind map in a prominent place.

Cover it  
 Cover the mind map with a blank sheet of paper try to redraw it.

Compare it  
 Compare the new mind map with the original – the difference between the two is what needs to be learnt.

### Cornell System

1. Notes  
 Write the revision notes.

NEXT STEPS: Cover the middle with a blank piece of paper. Use the key words and summary to write notes from memory.

3. Summary  
 Write down a mini summary of the notes which appear in the box above. This must not be copied.

4. Can then be put on a post-it/ flash card.

2. Key Words  
 Read through the notes. Write down the key words/ phrases.

5cm

4cm

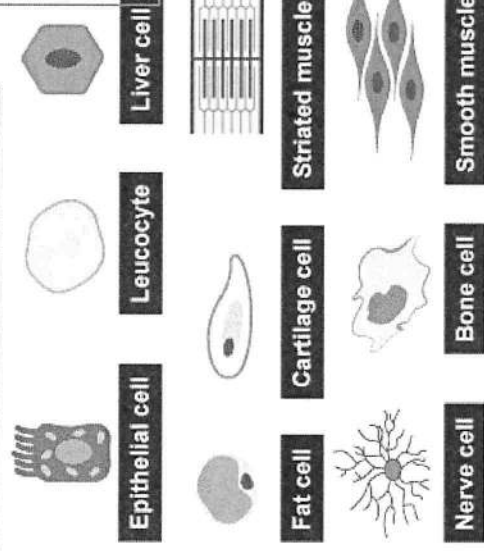


An **Organelle** is a specific part within a living cell that serves a function e.g. nucleus.

# Cells, tissues and organs.

Specialised cells have special features that make them good at their job – e.g lots of mitochondria

Organelle	Function
Nucleus	Contains genetic material which controls the cell's activities
Cell Membrane	Controls the movement of substances in and out of the cell
Cytoplasm	Where most of the chemical reactions happen
Mitochondria	Where most energy is released in respiration
Ribosome	Where protein synthesis happens
Cell Wall	Strengthens the cell and supports the plant
Chloroplast	Absorb light energy for photosynthesis (contains chlorophyll)
Vacuole	Filled with cell sap to help keep the cell turgid to provide support.

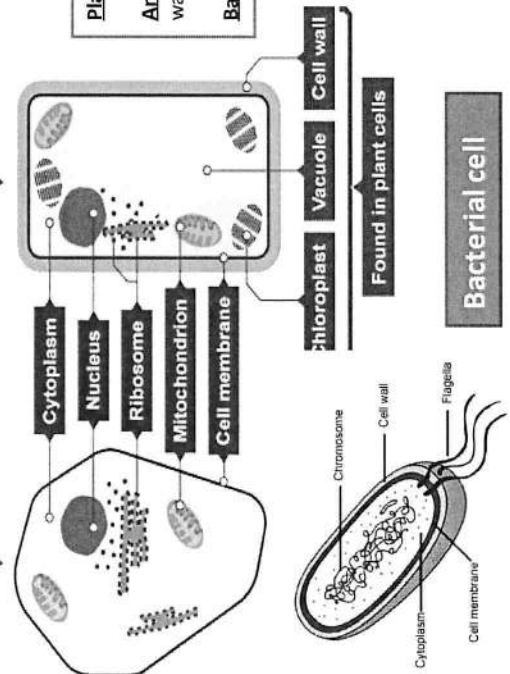


Movement  
Respiration  
Sensitivity  
  
Growth  
Reproduction  
Excretion  
Nutrition

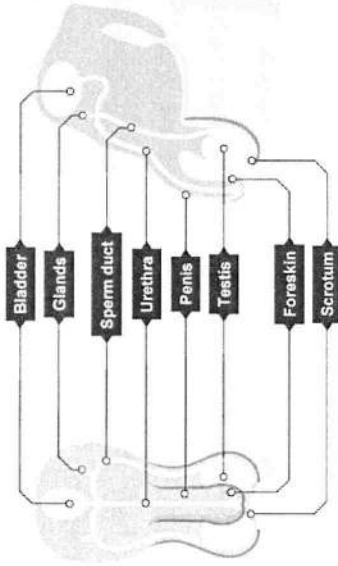


**Plant cells** contain all of the above organelles.  
**Animal cells** contain all of them apart from cell wall, chloroplasts and large, permanent vacuole.  
**Bacterial cells** don't have a nucleus

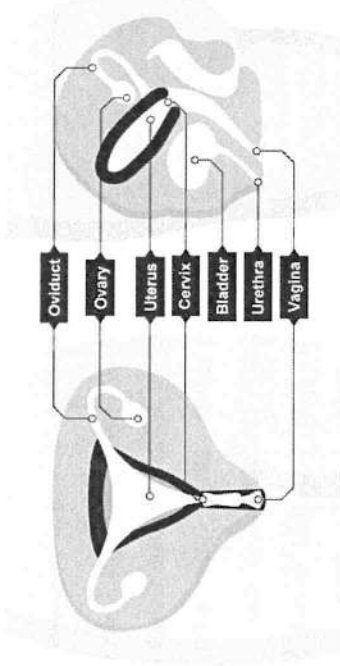
**Unicellular organisms** are made of one cell (e.g. amoeba)  
**Multicellular organisms** are made of many cells (e.g. human)



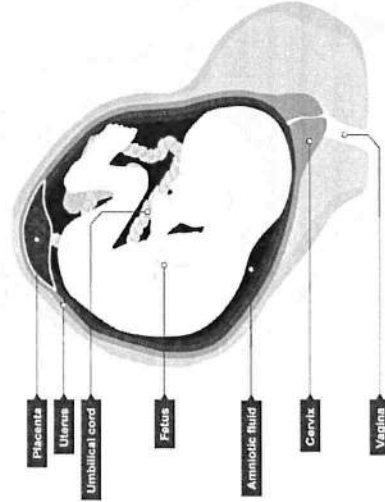
<b>Cell</b>	The building blocks of life, all living things are made up of cells.
<b>Tissue</b>	A group of the <b>same type of cell</b> working together to do a particular job. E.g.: Lots of muscle cells make up a muscle tissue!
<b>Organ</b>	Made from a group of <b>different types of tissue</b> , which all work together to do a particular job. E.g.: The heart
<b>Organ System</b>	Made from a group of different organs, which all work together to do a particular job within the organism. Eg circulatory system.
<b>Organism</b>	A living thing – this can be plants, animals or microorganisms!



**Testes** - produces gametes (sex cells) called sperm; make male sex hormones.  
**Glands** - produce a fluid which is mixed with sperm. The mixture of sperm and fluid is called **semen**.  
**Sperm ducts** - takes the sperm from the testes to the penis  
**Urethra** - semen passes through here during **ejaculation**;  
**Penis** - passes urine out of the man's body; passes semen out of the man's body.



**Ovaries** - contain hundreds of undeveloped female gametes (sex cells) called **ova** (egg cells).  
**Oviducts** - connect the ovary to the uterus; lined with **cilia**. Every month, an egg develops, becomes mature and is released from an ovary to the uterus;  
**Uterus** - a muscular bag with a soft lining; where a baby develops until birth;  
**Cervix** - a ring of muscle at the lower end of the uterus; keeps baby in place during pregnancy;  
**Vagina** - muscular tube leading from cervix to the outside of a woman's body. The penis goes into the vagina during sexual intercourse.



**Fertilisation** → Zygote → Embryo → Foetus → Baby → Birth

A **foetus** develops in the **uterus**

The foetus relies on its mother for:

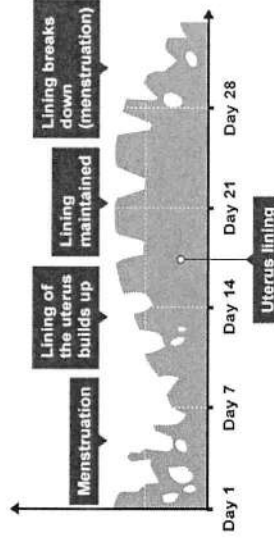
- protection against bumps, and temperature changes;
- oxygen for respiration;
- nutrients (food and water).

The foetus also needs its waste substances removing.

The foetus is protected by the **uterus** and the **amniotic fluid**, a liquid contained in a bag called the **amnion**.

The **placenta** provides oxygen and nutrients, and removes waste (eg carbon dioxide). The **umbilical cord** joins the placenta to the foetus, and transfers substances between the two.

### The menstrual cycle



The thickness of the uterus lining varies during the menstrual cycle.

The **menstrual cycle** lasts about **28 days**, it stops while a woman is pregnant:

- **Day 1**, is when bleeding from the vagina begins, caused by the loss of the uterus lining, with a little blood. This is called **menstruation** or having a **period**.
- **Day 5**, the loss of blood stops. The uterus lining begins to re-grow; an egg cell starts to mature in one of the ovaries.
- **Day 14**, the mature egg cell is released from the **ovary**. This is called **ovulation**. The egg cell travels through the **oviduct** towards the **uterus**.

If the egg cell does not meet with a sperm cell in the oviduct, the lining of the uterus begins to break down and the cycle repeats.

## Genes

**Fertilisation** happens if the egg cell meets and joins with a sperm cell in the **oviduct**. The fertilised egg (**zygote**) attaches to the lining of the **uterus**.

The woman becomes pregnant, the lining of the uterus does not break down and menstruation does not happen

### Explaining the properties of solids

Property	Reason
Fixed shape & cannot flow	Particles cannot move from place to place. The particles do not have a lot of energy so cannot overcome the strong forces between the particles that hold them in place.
Cannot be compressed (squashed)	Particles are close together and have no space to move into

### Explaining the properties of liquids

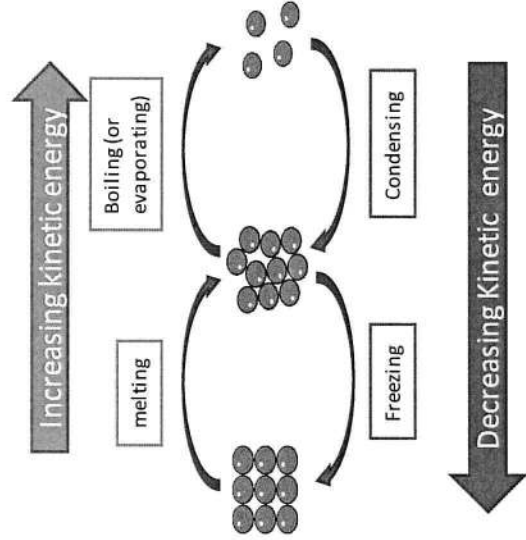
Property	Reason
They flow and take the shape of their container	The particles can move around each other, as the particles have more energy so can overcome the strong forces between them.
They cannot be compressed (squashed)	The particles are close together and have no space to move into

### Explaining the properties gases

Property	Reason
They flow and completely fill their container	The particles can move quickly in all directions. The particles have a lot of kinetic energy so overcome the forces between them.
They can be compressed (squashed)	The particles are far apart and have space to move into

State	Solid	Liquid	Gas
Diagram			
Arrangement of particles	Regular arrangement	Randomly arranged	Randomly arranged
Movement of particles	Vibrate about a fixed position	Move around each other	Move quickly in all directions
Closeness of particles	Very close	Close	Far apart

# Matter



**Conservation of mass**  
 The particles stay the same when a substance changes state - only their closeness, arrangement or motion change.  
 This means that the mass of the substance stays the same.  
 For example, 10 g of water boils to form 10 g of steam, or freezes to form 10 g of ice.  
 This is called **conservation of mass**.

Increasing Kinetic energy

	Condensing	Freezing
Description	Gas to liquid	Liquid to solid
Closeness of particles	Become much closer together	Stay close together
Arrangement of particles	Stay random	Random to regular
Motion of particles	Stop moving quickly in all directions, and can only move around each other	Stop moving around each other, and only vibrate on the spot

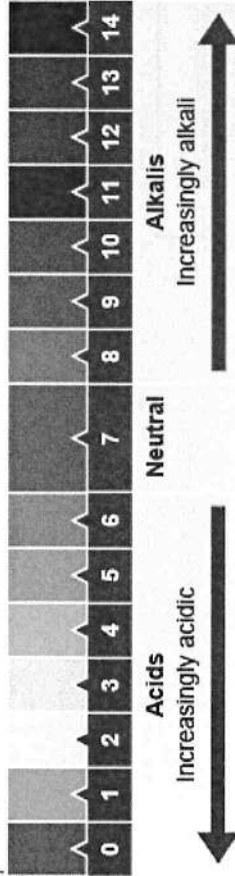
	Melting	Evaporating or boiling
Description	Solid to liquid	Liquid to gas
Closeness of particles	Stay close together	Become much further apart
Arrangement of particles	Regular to random	Stay random
Motion of particles	Start to move around each other	Start to move quickly in all directions

### The pH scale

Solutions can be **acidic**, **alkaline** or **neutral**:

- **Acidic solutions** form when **acids** dissolve in water;
- **Alkaline solutions** form when **alkalis** dissolve in water;
- Solutions that are neither acidic nor alkaline are **neutral**
- Pure water is neutral.

**Universal indicator** can tell us how strong acidic or alkaline a solution is. This is measured using the **pH scale**, which runs from pH 0 to pH 14:



- The closer to pH 0 you go, the more strongly acidic it is;
- The closer to pH 14 you go, the more strongly alkaline it is.

**Hazard signs to be aware of when dealing with acid and alkalis:**



Corrosive



Irritant

### Naming salts

The name of a salt has two parts:

- ❖ The first name comes from the **metal** in the alkali used.
- ❖ The second name comes from the **acid** that was used.

From an alkali containing potassium, eg potassium hydroxide

## Potassium nitrate

From the acid "NITRIC ACID"

### Conservation of mass

**Total mass** = **Total mass**  
of reactants of products

We say that **mass is conserved** in a chemical reaction.

### Oxidation reactions

An example of an oxidation reaction is where metals react with oxygen to make metal oxides.

metal + oxygen → metal oxide

E.g. magnesium + oxygen → magnesium oxide

Another example is a combustion reaction, where we burn fuels in oxygen:

Fuel + oxygen → carbon dioxide + water

We can represent these reactions using **WORD EQUATIONS**

The substances that react together are called the reactants

The substances that are formed in the reaction are called the products

The → shows that we are making something new

# Chemical Reactions

### Reacting metals with acids

metal + acid → metal salt + hydrogen

E.g. zinc + hydrochloric acid → zinc chloride + hydrogen

To test if **hydrogen** is produced, hold a **lit splint** to the gas and listen for it to **burn with a squeaky pop**.



### Neutralisation

When an acid reacts with an alkali (or base), a **neutral salt** solution is formed. This is called **neutralisation**.

acid + alkali → salt + water

eg sodium hydroxide + hydrochloric acid → sodium chloride + water

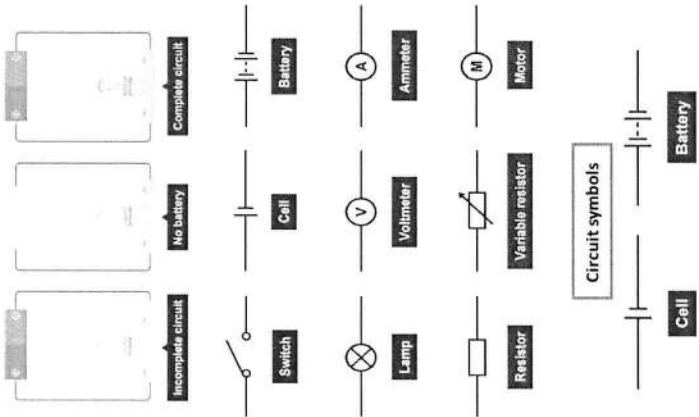
Acid used	Second name of salt
hydrochloric acid	chloride
sulfuric acid	sulfate
nitric acid	nitrate

**Electric charge**  
Some particles carry an electric charge. In electric wires these particles are electrons.

**Electric current**  
An electric current is a flow of charge, and in a wire this will be a flow of electrons.

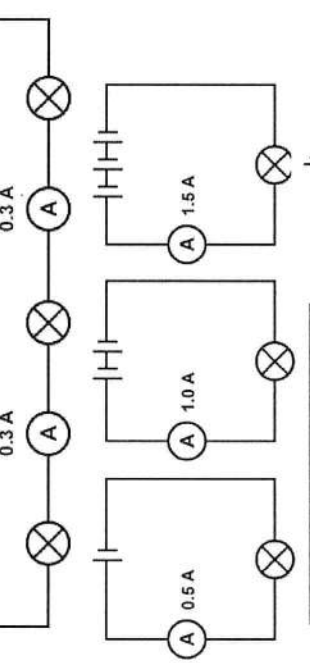
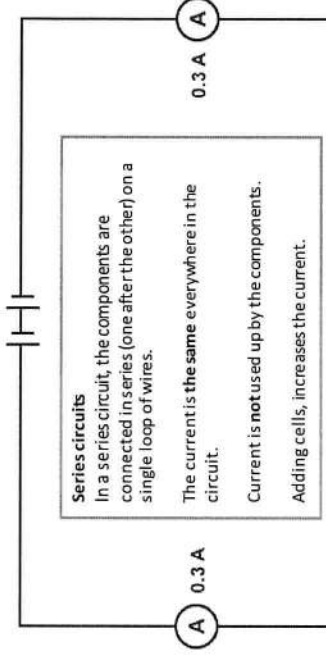
We need two things for an electric current to flow:

- something to transfer energy to the electrons, such as a battery or power pack
- a complete circuit for the electrons to flow through



**Conductors and insulators of electricity**  
Different materials have different resistances:

- an electrical conductor has a low resistance;
- an electrical insulator has a high resistance.



## Y7 Electricity

**Parallel circuits**  
In a parallel circuit, the components are connected on different branches of the wire.

When components are connected in parallel, the current is shared between the components.

If a bulb breaks in a parallel circuit, the other bulb will remain lit.

Conductors	Insulators
<p><b>Metal elements</b></p> <p>Graphite (a form of carbon, a non-metal element)</p> <p>Mixtures of metals, e.g. brass, solder</p> <p>Salt solution</p> <p>Liquid calcium chloride</p>	<p>Most non-metal elements, e.g. sulfur, oxygen</p> <p>Diamond (a form of carbon, a non-metal element)</p> <p>Plastic</p> <p>Wood</p> <p>Rock</p>

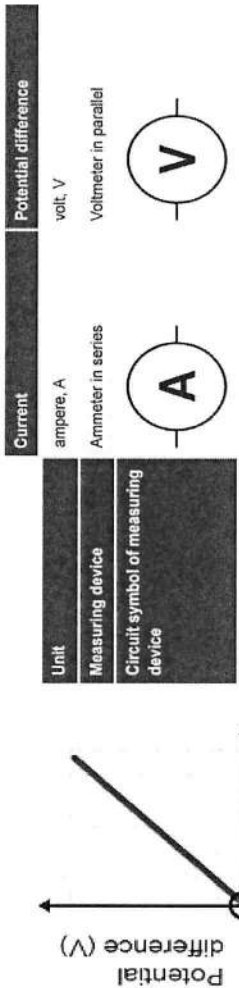
**Current**  
The more charge that flows, the bigger the current. Current is measured in **amperes (A)**. This can be shortened to **amps**.

**Measuring current**  
We measure current using an **ammeter**. It is connected in **series**.

**Potential difference**  
Potential difference is a measure of the difference in energy between two parts of a circuit.

The bigger the difference in energy, the bigger the potential difference. Potential difference is measured in **volts (V)**. It is sometimes called **voltage**.

**Measuring potential difference**  
Potential difference is measured using a device called a **voltmeter**. It is connected in **parallel**.



**Resistance**  
Wires and the components in a circuit reduce the flow of charge. This is called **resistance**. The unit of resistance is the ohm ( $\Omega$ ).

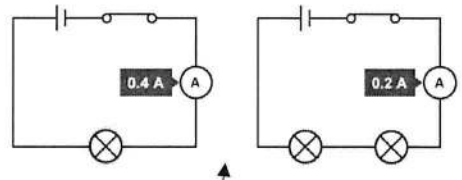
**Adding components**  
The resistance increases when you add more components in series.

**Calculating resistance**  
To find the resistance of a component, you need to measure:

- the potential difference across it;
- the current flowing through it.

The resistance is the ratio of potential difference to current. We use this equation to calculate resistance:

**resistance = potential difference ÷ current**





# Year 7 Geography Independent Learning Revision

Homework	Set	Due wb	Task and pages
1	15/04/24	22/04/24	Complete tasks 1-10 on Earth's Resources and Africa
2	22/04/24	29/04/24	Make a mind map of all the things you studied in Earth's resources
3	29/04/24	06/05/24	Use the knowledge organisers to revise map skills – Keywords and continents
4	06/05/24	13/05/24	Revise Map skills – Four and Six figure grid references
5	13/05/24	20/05/24	Map Skills - Revise how we show height on a map

Please also remember to check Seneca Learning for revision tasks to complete for the examinations

ASPIRING TO EXCELLENCE TOGETHER



**YEAR 7 Geography** – Unit 4 – Africa – Challenges and Opportunities?



<b>Africa - Challenges and Opportunities</b>			
	😊	😐	😞
To be able to locate the continent of Africa			
To be able to name some of the countries of Africa			
To describe some human and physical features of Africa			
To be able to challenge the stereotypical views of Africa			
To understand the importance of natural resources of Africa			
To evaluate the impact of diamond mining in Africa.			
To understand the pattern and biomes across Africa.			
To describe the main characteristics of the desert biome			
To explain how animals and plants are adapted to the desert biome.			
To describe the distribution of population in Africa and explain the factors influencing this			
To identify the effects of European colonialism in Africa from the fifteenth to the twentieth centuries.			
To consider how those effects have shaped Africa's present			
To identify the causes and consequences of desertification in the Sahel.			
To explore the solutions to desertification in the Sahel			

## Living off the Earth's Resources/Africa - Revision

Year 7 End of Year  
Assessment

- 40 marks
- 45 minutes

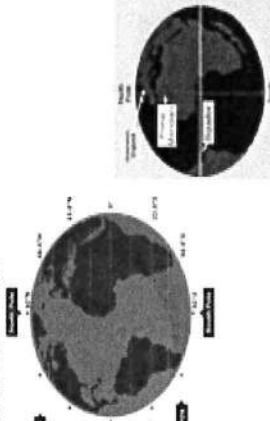
1. What is the difference between renewable and non-renewable sources of energy?
2. Name two examples of non-renewable resources
3. What is a fossil fuel?
4. Name the four spheres found on Earth?
5. Name two ways in which humans use the lithosphere?
6. What are the three types of rock?
7. What does the word finite mean?
8. Name two physical features found in the continent of Africa
9. What are the two main reasons why European nations began the scramble for Africa?
10. What is Africa's Green Wall?



### Lines of latitude

There are 7 major lines of latitude:

- ✓ North Pole - 90°N
- ✓ Arctic Circle - 66.5°N
- ✓ Tropic of Cancer - 23.5°N
- ✓ Equator - 0°
- ✓ Tropic of Capricorn - 23.5°S
- ✓ Antarctic Circle - 66.5°S
- ✓ South Pole - 90°S

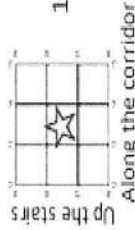


### Grid references

Maps are divided into grid squares. These help to locate places/objects on a map easier. Each grid square is given a number. In order to find a grid reference you must go "Along the corridor and then Up the Stairs."

To find a 4 figure grid reference you must:

- ✓ Go along the corridor and find the grid square.
- ✓ Choose the bottom left number on that square.
- ✓ You then go up the stairs, find the grid square and choose the bottom left number on that square.
- ✓ The 4 figure grid reference for the star is 1337



6 Figure grid references give you an exact location of a place.

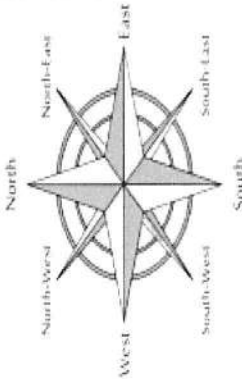
To find a 6 figure grid reference you must:

- ✓ Go along the corridor and find the grid square.
- ✓ Choose the bottom left number on that square.
- ✓ Imagine the square is divided into tenths and decide how many 10th's across the object it. This will be 3rd number.
- ✓ You then go up the stairs, find the grid square and choose the bottom left number on that square.
- ✓ Imagine the square is divided into tenths and decide how many 10th's across the object it. This will be 6th number.



### Compass directions

Never Eat Shredded Wheat



The 4 main points of a compass are;

- ✓ North
- ✓ South
- ✓ East
- ✓ West.

To get the 8 point compass; always use the North or South point first.  
E.g. North West - South West

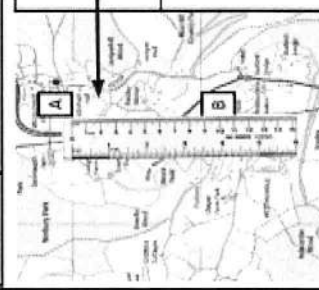
### Measuring distances- scale

Scale can be shown on a map in different ways

<b>Scale Line</b>	
<b>Ratio</b>	<b>1:25,000</b>

A scale line on a map shows that 1cm on a map is the same as 1km on the ground. Sometimes it can be shown in miles also.

Ratio can be shown in different ways on a map, you need to check this when measuring distance. If a scale is 2cm to 1 km, you will need to calculate the distance.



**For STRAIGHT LINE distances or "as the crow flies"**, use a ruler/piece of paper to from one point to the other and then measure this on the scale line.

**For CURVED LINE distances.** Use a ruler/piece of paper to measure to the point of a curve or bend. Then measure the next distance. Calculate the total and measure on the scale line.

### Relief and height of the land

You can tell the height of land on a map in three different ways:

<b>Contour Lines</b>		Contour lines are line on a map that join places of equal height. They are usually shown as fine brown lines on a map
<b>Layer colouring</b>		Layer colouring uses colours to represent areas of higher land. Areas of mountainous land are usually shown as brown, like in this map of the UK
<b>Spot heights</b>		Spot heights are usually shown as a dot or triangle with a number on a map. They give the exact height of a point on the map.
	Contour lines give you an idea of the shape of the land Most have their height marked on them in meters. ✓ if contour lines are close together, the land is steep. ✓ if contour lines are far apart, there is a gentle slope.	



# Year 7 History

## Independent Learning Revision

Homework	Set	Due wb	Task and pages
1	15/04/24	22/04/24	Use your PLCs and Knowledge Organisers to create a list of 5-10 key terms for each topic and their definitions
2	22/04/24	29/04/24	Use your PLCs and Knowledge Organisers to create a list of 5-10 key dates (with 2-3 facts) for in chronological order
3	29/04/24	06/05/24	<p><b>Focus on the Silk Roads topic</b></p> <p>Create a mind map OR a flashcard on each of the four themes (goods, ideas, people and religion) that travelled along the Silk Roads. Include specific examples of each and at least 1-2 artefacts that tell us about this theme</p>
4	06/05/24	13/05/24	<p><b>Focus on Origins of Empire</b></p> <p>Create a mind map OR a flashcard on the three case studies studied in this topic (India, Australia and the USA). For each topic include 1) why Britain wanted to colonise this country 2) the methods used to colonise this country 3) the impact on the country. Aim for 2-3 bullet points for each</p>
5	13/05/24	20/05/24	<p><b>Focus on the Slavery</b></p> <p>Create a mind map OR a flashcard on the following linked to slavery. 1) Africa before slavery 2) causes/ reasons for why the British participated in the slave trade 3) experiences as an enslaved person 4) why the slave trade came to an end. Stretch – try to refer to specific sources / artefacts that link to each stage</p>

ASPIRING TO EXCELLENCE TOGETHER



**YEAR 7** – Unit 4 – Origins of Empire



How did Britain gain an empire?			
What you need to Know	😊	😐	😞
To <b>define</b> the term Empire			
To <b>explain why</b> the British wanted to develop an empire			
To <b>explain</b> the main stages of the British colonisation of America			
To <b>explain why</b> the colony of Roanoke failed and come to an overall <b>judgement</b>			
To <b>explain the impact</b> of the British Empire in America			
To <b>explain</b> life in India during the Mughal Empire			
To <b>explain why</b> (and how) the East India Company became so powerful in India			
To explain the <b>cause and consequences</b> of the Indian Mutiny/First war of Indian Independence			
To <b>explain the impact</b> of the British Empire in India			
To <b>explain why</b> the British expanded their empire into Africa			
To <b>explain the impact</b> of the British Empire in Africa			
To explain the <b>similarities and differences</b> of the <b>causes</b> of early British expansion into India, Africa and America			
To explain the <b>similarities and differences</b> of the <b>consequences</b> of early British expansion into India, Africa and America			
<b>Historical Skills:</b> Similarity and difference To compare the similarities and differences of Britain in three separate places			
<b>Historical Skills:</b> Causation and consequence To compare the reasons for British expansion into three separate places and the impact of this involvement			
<b>Historical Skills:</b> Essay writing Writing PEEL paragraphs Coming to overall judgements Stretch: Comparing factors			

**Keywords**

Chronology	similarity	difference	cause	consequence
Empire	colony	colonisation	dominion status	settlement
	Viceroy	British Raj	control	mutiny
				trade

## YEAR 7 – Unit 2 – The Norman Conquest



**What can we learn about Ancient and Medieval History from sources?**

<b>What you need to Know</b>	😊	😐	😞
To describe what <b>life was like in Britain</b> by 1060 (eg defences, population, government, army)			
To explain the <b>causes</b> that led to the <b>succession crisis</b> in England in 1066 including the Witan and Edward the Confessor			
To describe the <b>claims</b> of the three main contenders to the English throne <ul style="list-style-type: none"> <li>- Harold Godwineson</li> <li>- Harald Hadraada</li> <li>- William, Duke of Normandy</li> </ul>			
To <b>explain why</b> Harald Hadraada lost his claim to the throne at the Battle of Stanford Bridge			
To explain the <b>cause, events and consequences</b> of the Battle of Hastings			
To be <b>explain why</b> William Duke of Normandy was victorious at the Battle of Hastings			
To be <b>explain why</b> Harold Godwineson lost the Battle of Hastings			
To be able to explain the <b>significance</b> of the Battle of Hastings			
To explain what the Bayeux tapestry was and what <b>inferences</b> we can make from it			
To <b>explain</b> why William I was able to maintain control of England including: <ul style="list-style-type: none"> <li>- The Fuedal system</li> <li>- The Domesday book</li> <li>- Motte and Bailey Castles</li> </ul>			
To explain the impact of the <b>changes</b> made to England once William I became King to English society			
To explain the <b>significance</b> of the following key events in British history: <ul style="list-style-type: none"> <li>- The signing of the Magna Carta</li> <li>- The peasants revolt</li> <li>- The Renaissance</li> <li>- The Reformation</li> </ul>			
To come to an <b>overall judgement</b> about the most <b>significant change</b> to take place in British society at this time and <b>explain why</b>			

**Keywords**

Significance	inference	Chronology	Cause	Consequence	
Normans	Anglo-Saxons	Witan	Heir	Succession	Claimant
False retreat	Flank	Sheild Wall	Feudal system	Heirarchy	Domesday book
Taxation	Motte and Bailey Castle	Magna Carta	Revolt		

**YEAR 7** – Unit 5 – The Experiences of Slavery



What was the experience of slavery under the British Empire?			
What you need to Know	😊	😐	😞
To <b>define</b> the term enslavement			
To <b>describe</b> Benin civilisation before the Transatlantic slave trade began			
To <b>explain</b> the main stages of the Transatlantic slave trade route			
To <b>explain the reliability and usefulness</b> of different primary sources			
To <b>use primary sources</b> to explain what life in slavery would have been like for example; <ul style="list-style-type: none"> <li>- Life on plantations</li> <li>- Slave auctions</li> <li>- The Zong Massacre</li> </ul>			
To <b>explain how resistance</b> against enslavement worked by looking at active, passive and political resistance			
To look in detail at a <b>revolt against enslavement</b> (either the Amistad or the Haitian Revolution)			
To <b>explain who</b> leading <b>abolitionists</b> were and what their impact was			
To <b>come to a judgement</b> about who or what was to blame for enslavement			
To <b>explain</b> the role of the <b>British Empire</b> in the Transatlantic slave trade			
To explain how the <b>Transatlantic slave trade</b> came to an end			
To look at modern day examples of enslavement			
<b>Historical Skills: Using Sources</b>			
To explain the reliability and usefulness of different primary sources for an inquiry into slavery			
<b>Historical Skills:</b> Essay writing Writing PEEL paragraphs Coming to overall judgements Stretch: Comparing factors			

**Keywords**

Slavery	Enslavement	Transatlantic slave trade
Chattle slavery	Massacre	Plantation Slave auction
Passive/ active/ political resistance	Abolitionists	Campaign
Primary souce	Reliability	Usefulness Judgement



## YEAR 7 – End of Year Checklist

<b>Silk Roads, Origins of Empire &amp; Slavery</b>			
<b>Year 7 Retrieval</b>	☺	☹	☹
<b>Key Vocabulary and Terminology – Can you define the words?</b>	☺	☹	☹
I can define all of the key vocabulary and terminology from the knowledge organisers from the Silk Roads, Origins of Empire and Slavery topics			
I can use all of the key vocabulary and terminology in sentences			
I can explain how all of the key vocabulary and terminology relates to the period of history I have been studying in Year 7			
<b>Key dates – Can you put these in chronological order?</b>	☺	☹	☹
Some of the key events studied during the Silk Roads topic			
The key events relating to the origins of the British Empire in America, India and Australia (1607-1800s)			
The key events of the Transatlantic slave trade (1600s-1800s)			
<b>Key knowledge and skills – Can you do these in your written work?</b>			
<b>Silk Roads</b>	☺	☹	☹
I can explain what the Silk Roads were and some of the key ideas / objects that travelled along them			
<b>Historical skill:</b> I can understand why the Silk Roads were significant (linked to what they revealed about the time, if they resulted in change and if they are remembered today)			
<b>Historical skill:</b> I can infer through sources/artefacts what travelled along the silk road and the impact they might have			
<b>Origins of Empire</b>	☺	☹	☹
I can explain the main causes for why the British wanted an Empire			
<b>Historical skill:</b> I can explain the <b>similarities and differences</b> for why the British colonised America, India and Australia			
I can explain the impact British colonisation had			
<b>Historical skill:</b> I can explain the <b>similarities and differences</b> for the early impact of British colonisation of America, India and Australia for the native populations			
<b>Slavery</b>	☺	☹	☹
I can explain the main events/dates/ causes of the Transatlantic slave trade			
I can explain the main reasons slavery came to an end in 1833			
<b>Historical skill:</b> I can make <b>inferences</b> from sources about the experiences of life in enslavement			
<b>Historical skill:</b> I can explain <b>why a source is useful</b> to learn about the experiences of life in enslavement			

### Year 7 Spring 1 Knowledge Organiser: Silk Roads

1	Key Peoples	What was the Han Dynasty?	An Imperial dynasty of China, ruled by the house of Liu
2		Who was Alexander the Great?	King of the Ancient Greek kingdom of Macedon
3		Who were the Sogdians?	An Iranian people who operated as middle-men on the Silk Roads
4		Who was Marco Polo?	A European explorer who travelled the Silk Roads
5		What modern-day country were the Persians from?	Iran
6	The Norman Conquest	Where did Silk originally come from?	China
7		Why were Roman horses so valuable?	They were strong and battle ready
8		What is trade?	The action of exchanging resources and services with other people.
9		What was the capital of Sogdiana	Samarkand
10		What were caravanserais?	Outside Sogdian cities - places for merchants to sleep, eat, and feed the animals.
11		What are merchants?	A person or a company involved in trade (selling and buying).
12		What animal did many merchants use to travel the Silk Roads?	Camel
13		What was the name of the man that founded Islam?	Prophet Muhammed.
14		Where did the Islamic Empire originate from?	Modern-day Saudi Arabia
15		Where did Buddhism originate?	India
16		What was the capital of the Islamic Empire?	Baghdad
17		What was the House of Wisdom?	A grand library in Baghdad, the centre of intellectual thought.
18		Why made the Islamic Empire a 'Golden Age'?	Advances in science, culture, and economy.
19		Who was Ibn Sina (Avicenna)?	A Muslim philosopher and theologian during the golden age
20		What is he described as the father of?	Early modern medicine

Key Dates	<b>329 BCE - Alexander the Great conquers land in South Asia and creates Alexandria Eschate.</b>	<b>150 BCE – China joins the trading network selling silk and Jade found in China.</b>	<b>150 CE – Buddhism, which originated in India, is spread by the silk road to China and to Japan.</b>
	<b>500-800 CE – The Sogdians dominate trading along the Silk Roads.</b>	<b>610 CE – Islam is founded, spreading rapidly across the Arabian Peninsula</b>	<b>Late 8<sup>th</sup> century CE – The House of Wisdom is built in Baghdad.</b>

\*8 important facts to ensure you know really well.

YEAR 7 SUMMER 2: SLAVERY KNOWLEDGE ORGANISER

Key facts		
1	What were the main crops that were grown on plantations?	Sugar, coffee, tobacco
2	When did Britain become involved in the slave trade	16 <sup>th</sup> century
3	When was the slave trade abolished?	1807
4	When was slavery (the ownership of slaves) abolished?	1833
5	Roughly how many African people were enslaved between 1532-1832?	12 million
Life in enslavement		
6	What is the key word for a large farm that grows sugar coffee, tobacco etc.?	Plantation
7	What is the key word for the trade of slaves for good and money between Europe, West Africa and Caribbean?	Triangular Slave Trade
8	What is the key word for the transportation of enslaved people from West Africa to the Caribbean?	Middle Passage
9	What is the key word for a person that fought to end slavery and the slave trade?	Abolitionist
10	What is the key word for when a group of enslaved people protested against their enslavement through destroying property/ doing their work badly?	Passive resistance
Abolitionists		
11	What was the name of the famous politician who was a leading abolitionist?	William Wilberforce
12	What British items were traded with West Africa for enslaved people?	Guns, brandy
13	Where were the slave ships launched from in Britain?	Liverpool, Glasgow, Bristol
14	What was the name of the famous West African abolitionist who fought to end the slave trade?	Olaudah Equiano
15	Which famous British writer wrote books and poems about the appalling experience of enslaved people?	Hannah More
Experiences of enslavement		
16	What was the scandal that resulted in 130 enslaved Africans being deliberately murdered for insurance?	Zong Massacre
17	When did the Zong Massacre take place?	1781
18	Why was the Slave Trade Act of 1788 so important?	First time the slave trade was regulated (and limited the number of enslaved people on a ship)
19	Roughly how many people are thought to be enslaved today in the UK?	5000
20	What is the key word for the modern trade of people for the purposes of forced labour?	Human Trafficking



### Year 7 Knowledge Organiser Spring/Summer: Empire

Key Statistics and dates		
1	At its height, what percentage of people were living in the British Empire?	23%
2	At its height, what fraction of the planet's land under British rule	1/4
3	Which colony has largely been considered the first successful British settlement?	Jamestown, USA (1607)
4	When did the British crown (king or queen) officially take over governing India?	1858
5	When did Britain lose its last colony?	1997 (Hong Kong)
6	When was the Indian Mutiny/First war of Indian Independence?	1857
7	When was the American War of Independence?	1776
Key terms		
8	What is the key term for a strong love for your country?	Patriotism
9	What is the key word for a country or area controlled by another country/ state?	Colony
10	What is the key phrase for when a country is still tied to the British Empire but is in charge of its own affairs?	Dominion Status
11	What was the name of the Empire in India prior to British control?	Mughal Empire
12	What was the British Empire in India called after the monarch took control over governing it?	British Raj
13	What was the name of the powerful British trading company in India?	East India Company
14	What term describes European colonial expansion into Africa?	The scramble for Africa
Reasons for Empire building		
15	What items were traded from Britain to its colonies?	Steel, iron, textiles
16	What items were traded from India to Britain?	Spices, tea, silks
17	What items were trade from the USA to Britain	Tobacco, cotton
18	How did Britain expand its control over India?	The East India Company took over areas of land
19	What were the reasons for British expansion into Africa?	Wealth, religious motivation, power and land
20	What other European countries establish Empires in Africa?	Portugal, Germany, Italy, Belgium, Spain and France



# Year 7 GERMAN

## Independent Learning Revision

Homework	Set	Due wb	Task and pages
1	15/04/24	22/04/24	<ol style="list-style-type: none"><li>1. Read through the vocabulary list for module 1</li><li>2. Highlight unknown vocabulary.</li><li>3. Create a mind map with important vocabulary (adjectives/verbs/nouns)</li></ol>
2	22/04/24	29/04/24	<ol style="list-style-type: none"><li>1. Read through the vocabulary list for module 2</li><li>2. Highlight unknown vocabulary.</li><li>3. Create a mind map with important vocabulary (adjectives/verbs/nouns)</li></ol>
3	29/04/24	06/05/24	<ol style="list-style-type: none"><li>1. Read through the vocabulary list for module 3</li><li>2. Highlight unknown vocabulary.</li><li>3. Create a mind map with important vocabulary (adjectives/verbs/nouns)</li></ol>
4	06/05/24	13/05/24	<ol style="list-style-type: none"><li>1. Read through the vocabulary list for module 4</li><li>2. Highlight unknown vocabulary.</li><li>3. Create a mind map with important vocabulary (adjectives/verbs/nouns)</li></ol>
5	13/05/24	20/05/24	Create a mind map with photo description vocabulary.

ASPIRING TO EXCELLENCE TOGETHER



## Year 7 German – PLC for End of Year exam (EoY)

### READING & WRITING

	CONTENT	REVISED/ PRACTISED?
<b>TOPIC STIMMT 1 (vocab and phrases) Kapitel 1-4</b>	Module 1 Meine Welt und ich (My world and I)	
	Module 2 Familie und Tiere (Family and pets)	
	Module 3 Freizeit -juhu! (Free time)	
	Module 4 Schule ist klasse! (School is great)	
<b>KEY GRAMMAR</b>	Present tense	
	Use "kann", "gern", "weil" and "sein/ihr"	
	Give opinions and using a variety of adjectives	
	Correct word order	
<b>EXAM SKILLS</b>	Reading activities (varied)	
	Answering questions (in German)	
	Translation	
	Photo description	
	Essay question (16 marks/4 bullet points)	

#### How to revise:

- ✓ look through your book and make mind maps/lists/flashcards of key vocab, phrases and grammar rules
- ✓ online sites/apps (e.g. Seneca Learning, BBC Bitesize German, Quizlet.com, Memrise / Duolingo)
- ✓ frequently test yourself on topic vocab using LOOK-SAY-COVER-WRITE-CHECK
- ✓ ask someone at home to test you on vocab and phrases

## Wörter

### Hallo!

Wie heißt du?  
Ich heiße ...  
Hallo!  
Guten Tag!  
Wie geht's?  
Gut, danke. Und dir?  
Nicht schlecht.  
Tschüs!  
Auf Wiedersehen!

### Meeting and greeting

*What's your name?*  
*My name is ...*  
*Hello!/Hi!*  
*Hello!*  
*How are you?*  
*Fine, thanks. And you?*  
*Not bad.*  
*Bye!*  
*Goodbye!*

### Die Zahlen 1–19

eins  
zwei  
drei  
vier  
fünf  
sechs  
sieben  
acht  
neun  
zehn  
elf  
zwölf  
dreizehn  
vierzehn  
fünfzehn  
sechzehn  
siebzehn  
achtzehn  
neunzehn  
Wie alt bist du?  
Ich bin ... Jahre alt.  
Wie alt ist (Julia)?  
(Julia) ist ... Jahre alt.

### Numbers 1–19

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
*How old are you?*  
*I am ... years old.*  
*How old is (Julia)?*  
*(Julia) is ... years old.*

### Wo wohnst du?

Ich wohne in ...  
Er/Sie/Es wohnt in ...  
...England  
...Irland  
...Nordirland  
...Schottland  
...Wales  
...Deutschland  
...Österreich  
...der Schweiz

### Where do you live?

*I live in ...*  
*He/She/It lives in ...*  
*England*  
*Ireland*  
*Northern Ireland*  
*Scotland*  
*Wales*  
*Germany*  
*Austria*  
*Switzerland*

### Wie bist du?

Ich bin ...

### What are you like?

*I am ...*

ziemlich  
nicht  
Was denkst du?  
Ich denke, ...  
Ich auch!  
Ich nicht!

Was? Du spinnst!

Wörter

### **Haustiere**

Hast du ein Haustier?  
Ich habe ...  
einen Goldfisch  
einen Hamster  
einen Hund  
ein Kaninchen  
eine Katze  
eine Maus  
ein Meerschweinchen  
ein Pferd  
eine Schlange  
einen Wellensittich  
kein Haustier

### **Eigenschaften**

Wie ist er/sie/es?  
Er/Sie/Es ist ...  
dick/schlank  
frech/niedlich  
gemein/süß  
groß/klein  
kräftig  
schlau  
(super)lustig  
Er/Sie/Es kann ...  
Italienisch sprechen  
fliegen  
Flöte/Fußball/Wii spielen  
  
(schnell) laufen  
lesen  
Rad fahren  
schwimmen  
singen  
springen  
tanzen

### **Die Zahlen 20–100**

zwanzig  
dreißig  
vierzig

*quite*  
*not*  
*What do you think?*  
*I think ...*  
*Me too!*  
*Not me!/That's not what I*  
*think!*  
*What? You're joking!*

(Seiten 46–47)

### **Pets**

*Have you got a pet?*  
*I have ...*  
*a goldfish*  
*a hamster*  
*a dog*  
*a rabbit*  
*a cat*  
*a mouse*  
*a guinea pig*  
*a horse*  
*a snake*  
*a budgie*  
*no pet*

### **Qualities**

*What is he/she/it like?*  
*He/She/It is ...*  
*fat/thin*  
*cheeky/cute*  
*mean/sweet*  
*big/small*  
*strong*  
*cunning*  
*(really) funny*  
*He/She/It can ...*  
*speak Italian*  
*fly*  
*play the flute/football/on*  
*the Wii*  
*run (fast)*  
*read*  
*ride a bike*  
*swim*  
*sing*  
*jump*  
*dance*

### **Numbers 20-100**

*twenty*  
*thirty*  
*forty*

## Die Monate

Januar  
Februar  
März  
April  
Mai  
Juni  
Juli  
August  
September  
Oktober  
*November*  
*Dezember*

## The months

January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December

## Das Datum

Wann hast du Geburtstag?  
am 1. (ersten) Januar  
am 3. (dritten) Februar  
am 7. (siebten) März  
am 8. (achten) April  
am 15. (fünfzehnten) Mai  
am 29. (neunundzwanzigsten) Juni  
Ich habe (heute) Geburtstag.

## The date

When is your birthday?  
on 1 January  
on 3 February  
on 7 March  
on 8 April  
on 15 May  
on 29 June  
It's my birthday (today).

## Oft benutzte Wörter

und  
aber  
oder  
ziemlich  
sehr  
Wörter

## High-frequency words

and  
but  
or  
fairly, quite  
very

(Seiten 70–71)

## Bist du sportlich?

Ich bin (sehr/ziemlich/  
nicht sehr) sportlich.  
Was spielst du?  
Ich spiele ...  
Ich spiele gern ...  
Ich spiele ziemlich gern ...  
Ich spiele nicht gern ...  
Badminton  
Basketball  
Eishockey  
Fußball  
*Handball*  
Tennis  
Tischtennis  
Volleyball  
*Wasserball*

## Are you sporty?

I am (very/quite/not very)  
sporty.  
What do you play?  
I play ...  
I like playing ...  
I quite like playing ...  
I don't like playing ...  
badminton  
basketball  
ice hockey  
football  
handball  
tennis  
table tennis  
volleyball  
water polo

## Was machst du gern?

Was machst du gern?

## What do you like doing?

What do you like doing?

für die Hausaufgaben.  
Ich surfe im Internet.  
Ich telefoniere mit Freunden.  
*Ich mache ziemlich viel  
auf meinem Handy.*

*for my homework.*

*I surf the internet.  
I call my friends.  
I do quite a lot of things on my  
mobile.*

### **Oft benutzte Wörter**

Wie oft?  
(sehr/ziemlich/nicht so) oft  
einmal/zweimal/dreimal  
pro Woche/pro Monat  
jeden Tag  
jeden Morgen  
manchmal  
immer  
nie  
Wann?  
am Wochenende  
am Abend  
heute  
morgen  
am Montag  
nächste Woche  
in zwei Wochen

*High-frequency words  
How often?  
(very/quite/not so) often  
once/twice/three times  
a week/a month  
every day  
every morning  
sometimes  
always  
never  
When?  
at the weekend  
in the evening  
today  
tomorrow  
on Monday  
next week  
in two weeks*

### **Wörter**

#### **Schulfächer**

Deutsch  
Englisch  
Erdkunde  
Geschichte  
Informatik  
Kunst  
Mathe  
Musik  
Naturwissenschaften  
Sport  
Technik  
Theater

#### *School subjects*

*German  
English  
geography  
history  
ICT  
art  
maths  
music  
science  
sport/PE  
technology  
drama*

(Seiten 92–93)

#### **Meinungen**

mein Lieblingsfach ist ...  
ich mag ... (sehr)  
ich liebe  
ich mag ... nicht  
ich hasse  
gut  
toll  
furchtbar  
einfach  
schwierig  
interessant

#### *Opinions*

*my favourite subject is ...  
I like ... (a lot)  
I love  
I don't like ...  
I hate  
good  
great  
awful  
easy  
difficult  
interesting*

der Tisch(-e)  
der Stuhl(-"e)  
der Computer(-)  
das Whiteboard(-s)  
das Poster(-)  
das Fenster(-)  
die Wand(-"e)  
die T"ur(-en)  
der Korridor(-e)

*table(s)*  
*chair(s)*  
*computer(s)*  
*whiteboard(s)*  
*poster(s)*  
*window(s)*  
*wall(s)*  
*door(s)*  
*corridor(s)*

**Wo ist das?**

in der Schule  
im Klassenzimmer  
im Korridor  
an der Wand  
am Fenster  
am Tisch  
auf dem Tisch  
neben der T"ur

*Where is it?*  
*in the school*  
*in the classroom*  
*in the corridor*  
*on the wall*  
*by the window*  
*at the table*  
*on the table*  
*near/next to the door*

**Oft benutzte W"orter**

weil  
sein/seine  
ihr/ihre  
zu  
sehr  
ziemlich  
ein bisschen  
nicht  
haben  
sein  
in  
an  
*auf*  
neben  
heute  
morgen  
vor  
nach

*High-frequency words*

*because*  
*his*  
*her*  
*too*  
*very*  
*quite, fairly*  
*a bit*  
*not*  
*to have*  
*to be*  
*in*  
*at, by, on (wall)*  
*on (top of)*  
*near, next to*  
*today*  
*tomorrow*  
*before*  
*after*



## Wörter

### Hallo!

Wie heißt du?  
*name?*

Ich heiße ...

Hallo!

Guten Tag!

Wie geht's?

Gut, danke. Und dir?  
*you?*

Nicht schlecht.

Tschüs!

Auf Wiedersehen!

## Meeting and greeting

*What's your*

*My name is ...*

*Hello/Hi!*

*Hello!*

*How are you?*

*Fine, thanks. And*

*Not bad.*

*Bye!*

*Goodbye!*

## Die Zahlen 1–19

eins

zwei

drei

vier

fünf

sechs

sieben

acht

neun

zehn

elf

zwölf

dreizehn

vierzehn

fünfzehn

sechzehn

siebzehn

achtzehn

neunzehn

Wie alt bist du?

Ich bin ... Jahre alt.

Wie alt ist (Julia)?

(Julia)?

(Julia) ist ... Jahre alt.  
*old.*

Wo wohnst du?

Ich wohne in ...

Er/Sie/Es wohnt in ...

...

...England

...Irland

...Nordirland

...Schottland

...Wales

...Deutschland

...Österreich

...der Schweiz

Wie bist du?

Ich bin ...

Er/Sie ist ...

faul

freundlich

intelligent

kreativ

launisch

laut

lustig

musikalisch

sportlich

How old are you?

I am ... years old.

How old is

(Julia) is ... years

Where do you live?

I live in ...

He/She/It lives in

England

Ireland

Northern Ireland

Scotland

Wales

Germany

Austria

Switzerland

What are you like?

I am ...

He/She is ...

lazy

friendly

intelligent

creative

moody

loud

funny

musical

sporty

einen Hund  
ein Kaninchen  
eine Katze  
eine Maus  
ein Meerschweinchen  
ein Pferd  
eine Schlange  
einen Wellensittich  
kein Haustier

### Eigenschaften

Wie ist er/sie/es?  
*like?*

Er/Sie/Es ist ...

dick/schlank  
frech/niedlich  
gemein/süß  
groß/klein  
kräftig  
schlau  
(super)lustig  
Er/Sie/Es kann ...  
Italienisch sprechen  
fliegen  
Flöte/Fußball/Wii spielen  
*flute/football/on*

(schnell) laufen  
lesen  
Rad fahren  
schwimmen  
singen  
springen  
tanzen

a dog  
a rabbit  
a cat  
a mouse  
a guinea pig  
a horse  
a snake  
a budgie  
no pet

### Qualities

What is he/she/it

He/She/It is ...

*fat/thin*  
*cheeky/cute*  
*mean/sweet*  
*big/small*  
*strong*  
*cunning*  
*(really) funny*  
He/She/It can ...  
*speak Italian*  
*fly*  
*play the*

*the Wii*

*run (fast)*  
*read*  
*ride a bike*  
*swim*  
*sing*  
*jump*  
*dance*

### Die Zahlen 20–100

zwanzig  
dreißig  
vierzig  
fünfzig  
sechzig  
siebzig  
achtzig  
neunzig  
hundert  
einundzwanzig  
zweiundzwanzig

### Numbers 20–100

*twenty*  
*thirty*  
*forty*  
*fifty*  
*sixty*  
*seventy*  
*eighty*  
*ninety*  
*hundred*  
*twenty-one*  
*twenty-two*

### Meine Familie

Es gibt ... Personen in  
*people in*

*meiner Familie.*

*meine Mutter*

*mein Vater*

*mein Bruder*

*mein Stiefbruder/Halbbruder*  
*half-brother*

*meine Schwester*

*meine Stiefschwester/Halbschwester*  
*sister*

*meine Eltern*

*meine Großeltern*

*Hast du Geschwister?*  
*brothers and*

*Ich habe zwei Brüder.*  
*brothers.*

*Ich habe drei Schwestern.*  
*sisters.*

*My family*

*There are ...*

*my family.*

*my mother*

*my father*

*my brother*

*my stepbrother/*

*my sister*

*my stepsister/half-*

*my parents*

*my grandparents*

*Have you any*

*sisters?*

*I have two*

*I have three*

### Bist du sportlich?

Ich bin (sehr/ziemlich/  
*very/quite/not very*)

nicht sehr) sportlich.

Was spielst du?  
*play?*

Ich spiele ...

Ich spiele gern ...

Ich spiele ziemlich gern ...

...

Ich spiele nicht gern ...

...

Badminton

Basketball

Eishockey

Fußball

Handball

Tennis

Tischtennis

Volleyball

Wasserball

### Was machst du gern?

Was machst du gern?  
*doing?*

Ich fahre Rad.

Ich fahre Skateboard.  
*skateboarding.*

Ich fahre Ski.

Ich fahre Snowboard.

Ich lese.

Ich mache Judo.

Ich mache Karate.

Ich reite.

Ich schwimme.

Are you sporty?

I am

sporty.

What do you

I play ...

I like playing ...

I quite like playing

I don't like playing

badminton

basketball

ice hockey

football

handball

tennis

table tennis

volleyball

water polo

What do you like doing?

What do you like

I ride my bike.

I go

I ski.

I snowboard.

I read.

I do judo.

I do karate.

I go horse riding.

I swim.

Ich sehe fern.

Ich spiele Gitarre.

Ich tanze.

### Wie findest du das?

Ich finde es ...

Es ist ...

irre

super

toll

cool

gut

nicht schlecht

okay

langweilig

nervig

stinklangweilig

furchtbar

### Was machst du in deiner Freizeit?

Ich chill.

Ich esse Pizza oder Hamburger.  
*hamburgers.*

Ich gehe einkaufen.

Ich gehe ins Kino.  
*cinema.*

Ich gehe in den Park.

Ich gehe in die Stadt.

Ich höre Musik.

Ich mache Sport.

Ich spiele Xbox oder Wii.  
*the Wii.*

I watch TV.

I play the guitar.

I dance.

What do you think of it?

I think it's ...

It's ...

amazing

super

great

cool

good

not bad

okay

boring

annoying

deadly boring

awful

What do you do in your free

I chill.

I eat pizza or

I go shopping.

I go to the

I go to the park.

I go into town.

I listen to music.

I do sport.

I play Xbox or on

toll  
furchtbar  
einfach  
schwierig  
interessant  
langweilig  
nützlich  
nutzlos  
faszinierend  
nervig  
supercool  
stinklangweilig

great  
awful  
easy  
difficult  
interesting  
boring  
useful  
useless  
fascinating  
irritating  
really cool  
dead boring

It's 9.50.  
in the first lesson  
before break  
after the lunch

Er/Sie ist ...  
alt  
fair  
freundlich  
jung  
launisch  
lustig  
nervig  
streng  
unpünktlich

Characteristics  
He/She is ...  
old  
fair  
friendly  
young  
moody  
funny  
annoying  
strict  
unpunctual

**Die Wochentage**  
Montag (Mo.)  
Dienstag (Di.)  
Mittwoch (Mi.)  
Donnerstag (Do.)  
Freitag (Fr.)  
Samstag (Sa.)  
Sonntag (So.)

**The days of the week**  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

Was hast du am Montag?  
on

What do you have  
on

A m Dienstag habe ich ...  
Tuesday

Was gibt es?  
Es gibt einen/eine/ein ...  
Es gibt viele ...

Was gibt es?  
Es gibt einen/eine/ein ...  
Es gibt viele ...

What is there?  
There is a ...  
There are lots of

Am Sonntag haben wir  
school on  
keine Schule.

Was gibt es?  
Es gibt einen/eine/ein ...  
Es gibt viele ...

Was gibt es?  
Es gibt einen/eine/ein ...  
Es gibt viele ...

What is there?  
There is a ...  
There are lots of

**Die Zeit**  
Wann?  
Um wie viel Uhr?  
Um 8:30 Uhr (acht Uhr dreißig).  
Wie viel Uhr ist es?

...  
das Klassenzimmer(-)  
der Tisch(-e)  
der Stuhl(-e)  
der Computer(-)  
das Whiteboard(-s)

...  
das Klassenzimmer(-)  
der Tisch(-e)  
der Stuhl(-e)  
der Computer(-)  
das Whiteboard(-s)

classroom(s)  
table(s)  
chair(s)  
computer(s)  
whiteboard(s)



# Year 7 Computer Science Independent Learning Revision

Homework	Set	Due wb	Task and pages
1	15/04/24	22/04/24	Internet safety revision :Tasks 1 to 4
2	22/04/24	29/04/24	Binary to denary conversion Binary addition
3	29/04/24	06/05/24	Spreadsheet Revision Tasks
4	06/05/24	13/05/24	Create a revision poster for sequence, selection and iteration tasks
5	13/03/24	20/05/24	Create a mind map for Computer systems

ASPIRING TO EXCELLENCE TOGETHER



## Internet Safety Revision

Read the text from the below fact sheet, then answer the tasks relating to the text you have just read.

**Stay Safe Online**  
Remember the 5 SMART rules when using the Internet and mobile phones.

- S SAFE**: Keep safe by being careful not to give out personal information when you're chatting or posting online. Personal information includes your email address, phone number and password.
- M MEET**: Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.
- A ACCEPTING**: Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!
- R RELIABLE**: Someone online might lie about who they are, and information on the internet may not be true. Always check information with other websites, books or someone who knows.
- T TELL**: Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

**Cyberbullying** - Where someone intimidates or makes someone feel bad over an electronic device, such as a Mobile phone or the Internet.

**CEOP** - CEOP stands for Child Exploitation and Online Protection Centre (UK). This is whom you should contact if you are getting cyberbullied.

**Phishing** - The fraudulent practice of sending emails claiming to be from trustworthy companies in order to induce individuals to reveal personal information, such as passwords and credit card numbers.

**Online dangers** - Situations that could be harmful to you that can arise from using online methods of communicating with others. These could be physical or psychological

**Privacy Settings** - Where someone intimidates or makes someone feel bad over an electronic device, such as a mobile phone or the Internet.

### Task 3

Write out 3 different examples of strong passwords (not ones you will use though!)

- 1.....
- 2.....
- 3.....



### Using Email

Emails are a very useful tool to have and use. At school we use Outlook. One of the main advantages of email is that you can quickly and easily send electronic files such as documents and photos to several contacts simultaneously by attaching the file to an email. Below is some information about some of the basic tools in Outlook and what they do.

#### Compose a New E-mail Message

This is when you are writing a new email message to a recipient. Simply click new Email. This will open up a new window ready for content of the email to be entered.



#### Reply to an E-mail Message

This will send the received message alongside your response so that the communication between you and the sender can be continued.



#### Forward an E-mail Message

This re-sends the selected message to whomever you have chosen to forward it to, this is usually someone else besides the sender.



#### Move an Email into a folder

This feature allows you to organise your emails into folders. If you click on move it will come up with a list of your created folders and you can pick where to place it.



### Task 4

What are two benefits of using email to communicate?

- 1.....

# Binary Addition #1

Add together the following 4 bit binary numbers:

1	0	0	0
0	0	1	0
_____			

0	0	1	0
1	0	0	1
_____			

0	1	1	0
0	1	0	1
_____			

0	0	1	0
1	0	1	1
_____			

0	1	1	0
0	1	1	0
_____			

Add together the following 8 bit binary numbers:

0	1	0	0	1	0	0	1
1	0	0	0	1	1	0	1
_____							

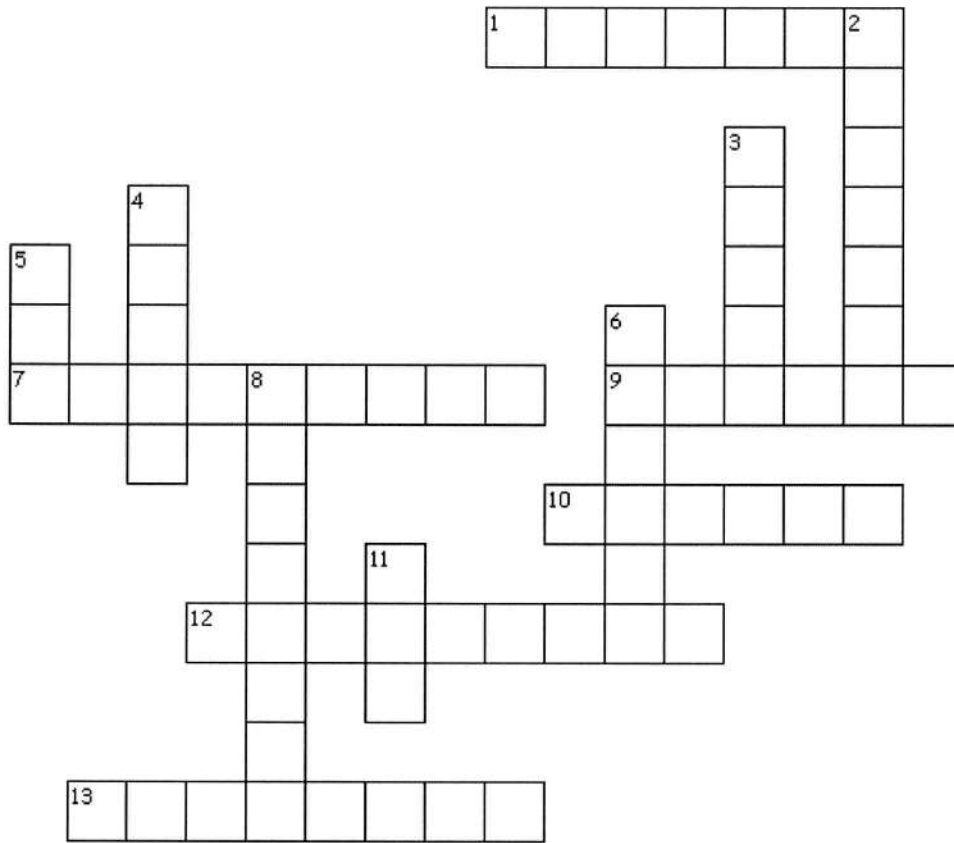
0	0	1	1	0	0	1	0
1	0	1	1	0	1	0	1
_____							

1	1	1	1	0	1	1	1
1	0	0	1	1	0	1	1
_____							

What problem have you encountered with the question above and why has this happened?



# SPREADSHEET - Complete the Crossword



## Across


1. You need to write one of these to calculate things
7. Each page in a spreadsheet is called a .....
9. All of the cells which go down the spreadsheet vertically are called a .....
10. You would use the '/' symbol when you want to ..... one number with another
12. The lines on the spreadsheet which show each individual cell
13. You would use the '\*' symbol when you want to ..... one number with another

## Down

2. You can use the ..... symbol when you want to automatically add a set of numbers together
3. A spreadsheet is often called a ..... when it is used to try out different scenarios
4. A way of showing your data in a pictorial form
5. All of the cells which go across the spreadsheet horizontally are called a .....
6. When you click into a cell it gets highlighted with a dark border and it is called the ..... cell
8. You would use the '-' symbol when you want to ..... one number from another
11. You would use the '+' when you want to ... one number to another

Create a mind map for the 7.5 computer systems unit use the knowledge organiser and lesson resources on handin for help

**What is a computer?**  
 A computer is any device that takes an input, processes it and then outputs information.

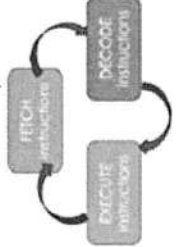


**CPU (Von Neumann)**  
 The CPU has two main parts: **ALU & CU**

**Arithmetic and Logic Unit**  
 The ALU carries out all of the arithmetic and logical operations including addition, subtraction and comparisons (for example, equal to, less than, greater than).


**Control Unit**  
 The Control Unit uses electrical signals to direct the system to execute the instructions in stored programs.

**Fetch, Decode, Execute**  
 The main function of the CPU is to run an endless fetch-execute cycle.




The speed of the FDE cycle is measured in cycles per second (**hertz**). This is known as the **clock speed**.  
 Processors are usually measured in **giga-hertz (GHz)**  
**1GHz = 1 billion instructions processed.**

**Input Devices**  
 An input device is a piece of hardware that can be used to enter data into a computer.



**Output Devices**  
 An output device is a piece of hardware that can be used to represent information in a variety of ways.



# TOPICS 2


# COMPUTER SYSTEMS

**Key Words**


Input	Process	Output	CPU
Heat Sink	Motherboard	RAM	FDE
Component	Hard Drive		
Power Supply			Clock Speed

**Components**  
 Computer components are all the different internal parts of a computer system that help it to operate. Each component has its own purpose and functions.


**Central Processing Unit**  
 The CPU is the brain of the computer. It does all the processing and calculating for the computer.




**Heat sink**  
 A heat sink is used to draw heat away from important components such as the CPU that can get quite hot. If a component gets too hot then it won't be able to perform its job as well.




**Motherboard**  
 The motherboard is what connects all the other components. It helps keep them secure and allows the components to communicate.




**Power Supply**  
 A power supply helps to convert electricity to a suitable voltage to power the computer safely.




**Hard Drive**  
 A Hard Drive is where all the computers long term data is stored i.e. data you want to keep for in the future, such as your own documents, music, films and games.



**Random Access Memory**  
 RAM is where temporary data is stored while the computer is currently being used. Once a computer is switched off this data is lost.



**Network Interface Card**  
 A network interface card (NIC) enables a computer system to connect to a network. Some allow access wirelessly.



Revision Resources on: hand-in

<https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>

Unit/Topic	How do you feel about this topic?			Comments
7.1 Introduction to computing	☺	☹	☹	
<ul style="list-style-type: none"> <li>• Understand why we use meaningful folder and file names</li> <li>• Understand what software to use for given tasks</li> <li>• Understand how to convert denary to binary</li> <li>• Identify what is personal information</li> <li>• Cyberbullying</li> <li>• Grooming- awareness of online behaviours, in order to stay safe on the web.</li> <li>• Know how to report concerns</li> <li>• Recognise inappropriate contents</li> <li>• Input device</li> <li>• Storage device</li> <li>• Output device</li> </ul>				
7.2 Binary	☺	☹	☹	
<ul style="list-style-type: none"> <li>• Understand why computers use binary</li> <li>• Understand how to convert binary to denary</li> <li>• ASCII</li> <li>• Images</li> </ul>				
7.3 Scratch Programming	☺	☹	☹	
<ul style="list-style-type: none"> <li>• Understand the difference between sequence, iteration and selection</li> <li>• Explain variable's and its use in coding</li> </ul>				
7.4 Spreadsheet	☺	☹	☹	
<ul style="list-style-type: none"> <li>• Format your spreadsheet.</li> <li>• Use basic formulas such as +/*- correctly</li> <li>• Use sum function</li> <li>• Use average function correctly</li> <li>• Use max function correctly</li> <li>• Use min function correctly</li> <li>• Create a graph using given data</li> <li>• Correctly label the graph.</li> </ul>				
7.5 Computer systems	☺	☹	☹	
<ul style="list-style-type: none"> <li>• Understand how computers work</li> <li>• understand your computer components</li> <li>• understand your peripherals devices</li> <li>• Understand software utility and application software</li> </ul>				

# Year 7 Religious Education Independent Learning Revision

Homework task	Set	Due week beginning	Task and pages
1	15/04/24	22/04/24	<b>Choose one task below:</b>  Task 1: Complete the table to highlight the important differences between two different Jewish denominations (groups/ types).
2	29/04/24	06/05/24	Rewrite a perfect 6 marks answer to the “ <b>Explain the importance of kosher food in Judaism.</b> ” <b>Refer to a religious teaching in your answer (6 marks)</b>
3	13/05/24	20/05/24	Create revision materials for one of the five topics.

## Topics (1-5)

1. Judaism
2. Christianity
3. Islam
4. Abrahamic Stories and Experiences
5. Rules, Rights and Responsibilities

Please also remember to check Seneca Learning for revision tasks to complete for the examinations.



## Year 7 – Judaism PLC



Judaism – Autumn term 1			
What you need to know	😊	😐	😞
1. To <b>outline</b> the main practices of Judaism (place of worship, holy scripture, festivals).			
2. To <b>explain</b> how and why people identify as Jewish.			
3. To <b>explain</b> the significance of Abraham to Jewish belief.			
4. To <b>outline</b> the key principles about God as set out by Maimonides.			
5. To <b>describe</b> the key teachings of the Messiah.			
6. To <b>outline</b> the origins on different branches ( <b>denominations</b> ) of Judaism			
7. To <b>compare</b> the beliefs and practices of different branches ( <b>denominations</b> ) of Judaism (e.g. Sephardic and Ashkenazim Jews)			
8. To <b>explain</b> the significance of Leviticus and the impact it has on Jewish food (e.g. Kosher)			
9. To <b>explain</b> the significance of food in Jewish festivals (e.g. Passover)			

### Judaism – Knowledge Organiser

<u>1</u>	How old is it?	Judaism began nearly 4,000 years ago in a place called the Middle East.
<u>2</u>	Where did it originate?	The Middle East is a large area on the border of Asia, Africa and Europe.
<u>3</u>	Percentage of the UK population?	0.46% of the population of England and Wales
<u>4</u>	What is the name of its <b>Holy Book(s)</b> ?	<p>Tanakh or Hebrew Bible</p> <ul style="list-style-type: none"> <li>• The Torah (T) which is the first five books of the Hebrew Bible. The Christian Bible also begins with these books, in the part which Christians call the Old Testament.</li> <li>• The Nevi'im (N) which are the books of the Jewish prophets such as Joshua and Isaiah.</li> <li>• Ketuvim (K) which is a collection of other important writings.</li> </ul>
<u>5</u>	Name of G-d.	<p>G-d, L-rd (the letter "o" is removed as a sign of respect in Judaism and many other religions)</p> <p>Other names include</p> <p>Yahweh</p> <p>Jehovah</p>
<u>6</u>	A key belief is... (name at least two)	<p>Abraham</p> <p>Important prophet- Abraham was the first person to make a covenant with God.</p> <p>Moses is the most important Jewish prophet.</p>

		<ul style="list-style-type: none"> <li>• The Torah has 613 commandments which are called mitzvah. They are the rules that Jews try to follow.</li> <li>• The most important ones are the Ten Commandments given to Moses.</li> <li>• Eating Kosher foods and following dietary laws.</li> </ul>
<u>7</u>	Name a place of worship	Synagogue on Saturdays
<u>8</u>	Name a type of <b>worship</b>	<p>13 years old boys - Bar Mitzvah (Son of the Commandment).</p> <p>12-13 year old girls - Bat Mitzvah (Daughter of the Commandment).</p>
<u>9</u>	Name a sacred land/country	Israel in the Holy City of Jerusalem
<u>10</u>	Name at least one <b>religious festival/ tradition</b>	<ul style="list-style-type: none"> <li>• Passover</li> <li>• Rosh Hashanah</li> <li>• Yom Kippur</li> <li>• Seder plate</li> <li>• Respecting Sabbath day (ceasing from work)</li> </ul>
<u>11</u>	Name the different <b>denominations</b> (types) of Judaism.	<p>Traditional (also known as Orthodox) and Progressive (also known as Reform).</p> <p>Ashkenazi</p> <p>Conservative</p>

## The teachings of Maimonides

At the beginning of the 12<sup>th</sup> century a Sephardic Jewish philosopher called Maimonides set out the principles of the Jewish religion, he called these the **'fundamental truths of our religion and its very foundations'**

These are referred to as the **13 Principles**, half of which describe the nature of God.



The Sephardic Jewish philosopher Maimonides who is sometimes referred to as Rabbi RMBM, or Rambam.



## Key beliefs:

There are many different types of Judaism. This is partly because Jewish people have settled around many different parts of the world, therefore their customs and practices vary to become more embedded into the local culture. The two main groups are **Sephardic and Ashkenazim**.

The oldest forms of Judaism are the Sephardic and Ashkenazim Jews.

**Task:** Complete this table below by answering the following four questions:

1. Where are they from?
2. Who is their leader?
3. What language do they speak?
4. What other cultures did they mix with?

Sephardic	Ashkenazim



### Homework Task 1: Complete this table below by answering the following four questions:

1. Where are they from?
2. Who is their leader?
3. What language do they speak?
4. What other cultures did they mix with?

Stretch and Challenge: Include any other relevant differences between both groups? Did you notice any similarities? Explain

Sephardic	Ashkenazim

Stretch and Challenge: Include any other relevant differences between both groups? Did you notice any similarities? Explain

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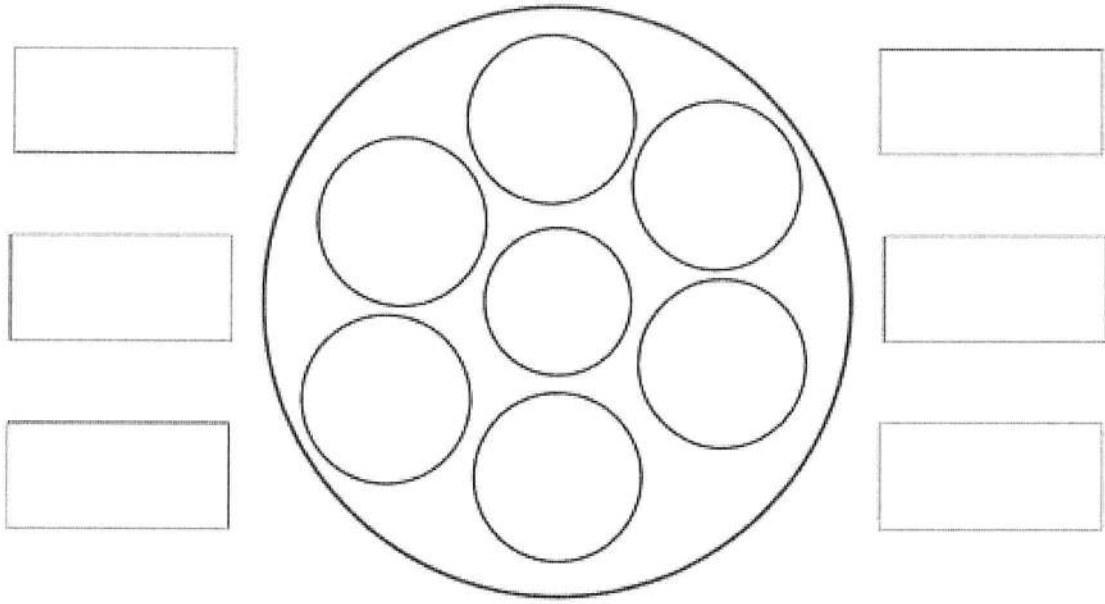
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**Do you know the answer to the questions below?**

1. What is the importance of the Seder plate?
2. What is typically found on a Seder plate?
3. What actions take place?

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**Homework Task 2:** Select two of the bullet points below to create a perfect 6 marks answer. Use the *Point, Evidence, Explain* writing structure. The bullet points are suggested the answers.

**QUESTION:** Explain the importance of kosher food in Judaism. Refer to a religious teaching in your answer (6 marks)

- **Point**
- **Evidence**
- **Explanation**

*(PEE x2 for the full 6 marks)*

- Jew consider the Torah to be the holiest part of the Tanakh. (1) There are 613 mitzvot (commandments) that were given to Moses by God. (1)
- Jews believe that Gods rewards those who obey His mitzvot (commandments in the Torah). (1)
- Jews believe God knows everything and what is best for them, including what they should eat. (1)
- Jewish food laws are called kashrut. Foods that are permitted are kosher. (1) Meat considered to be kosher must be slaughtered in a very specific way, and all the blood must be drained from the animal because eating or drink the blood would be considered a sin.(2)
- Cooking and eating utensils that have been used for meat should not be used for dairy.
- Both the Tanakh and the Talmud provide guidance for Jews on what can and cannot be eaten. (1) This is known as kashrut. (1) (BBC Bitesize)
- Orthodo Jews keep all the rules of kashrut. Some even have separate utensils and perhaps fridges for the preparation and storage of meat and dairy products. (2)
- Although Reform Jews may choose to observe all of the kashrut, they believe this is down to personal choice. Some Reform Jews observe a selection of the laws. Others observe kashrut at home but not elsewhere.(3)
- The Tanakh teaches that God will judge Jewish people on how well they have kept his laws. Those who have lived righteously will be rewarded but those who have not will be punished. Today, Jews focus on judgement during the festivals of Yom Kippur and Rosh Hashanah.
- These are the animals you may eat: the ox, the sheep, the goat, the deer, the gazelle, the roe deer, the wild goat, the ibex, the antelope and the mountain sheep. You may eat any animal that has a divided hoof and that chews the cud. *Deuteronomy 14:4–6*



## Year 7 – Christianity PLC



<b>Autumn term 2</b>			
<b>What you need to know</b>			
<b>1.1 What is Christianity?</b>	☺	☹	☹
Describe the key beliefs, practices and festivals in Christianity			
Describe the historical development of Christianity			
Outline the origins story of Christianity			
<b>1.2 Why are there so many Christian denominations?</b>	☺	☹	☹
State different <b>denominations</b> of Christianity			
Explain why different denominations of Christianity exist			
Outline the key differences in beliefs and practices of Christian denominations			
<b>1.3 What are Christian beliefs in God?</b>	☺	☹	☹
Outline the key Christian beliefs in God			
Explain how God is represented through the Trinity			
<b>1.4 Where do religious morals come from?</b>	☺	☹	☹
Understand what the 10 commandments are			
Explain where the 10 commandments came from			
Evaluate whether the 10 Commandments contradict God's omnipotence			
<b>1.5 Who was Jesus?</b>	☺	☹	☹
Describe the role of Jesus in Christian teachings			
Analyse the significance of Jesus in Christianity			
Compare the beliefs about Jesus in Christianity and Judaism			
<b>1.6 What is Advent and Christingle?</b>	☺	☹	☹
Outline the significance of Advent and the Nativity in the Christian festival of Christmas			
Explain the origins of Advent and Christingle			

Christianity - Knowledge Organiser		
1	How old is it?	Over 2,000 years
2	Where did it originate?	Palestine
3	Percentage of the UK population?	38% (approx.)
4	What is the name of its Holy Book(s)?	Bible
5	Name of God(s)	God
6	A key belief is... (name at least two)	Trinity (God is the Father, Son and Holy Spirit) Heaven and Hell Birth, Death and Resurrection of Jesus Christ
7	Name a place of worship	Church
8	Name a type of <b>worship</b>	Eucharist (bread and wine to remember Jesus' sacrifice) Mass (Catholic form of worship) Singing Prayer Lighting Candles
9	Name a sacred land/country	Israel
10	Name at least one <b>religious festival/tradition</b>	Easter Christmas Lent Christingle
11	Name the different <b>denominations</b> (types) of Christianity.	Catholic Christians Anglican Orthodox Christians Methodist Baptist Pentecostal Seventh-Day Christians Mormons

### **Easter - Key Words**

1. **Crucifixion** - where someone is nailed to a cross and left to die, as punishment for a crime.
2. **Ascension** - when someone rises up to Heaven
3. **Easter Sunday** - the day Christians believe Christ rose from the dead.
4. **Blasphemy** - the crime of talking about God in a bad way  
disciples - Jesus' close followers

**QUESTION: Explain two religious reasons why Christians celebrate Easter. (4 marks)**

**Refer to sacred writings or another source of Christian belief and teaching in your answer.**

#### **First reason**

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 2 marks

#### **Second reason**

Simple explanation of a relevant and accurate reason – 1 mark

Detailed explanation of a relevant and accurate reason – 2 marks

Relevant and accurate reference to sacred writing or another source of Christian belief and teaching – 1 mark

**Students may include some of the following points, but all other relevant points must be credited:**

- Christians celebrate festivals because they help Christians to remember / the important events underlying their faith / and to keep them fresh in their minds / collective declaration of faith.
- Easter is the most important Christian festival because it celebrates the resurrection of Jesus from the dead / Jesus had conquered death.

- Paul mocked the power of death, saying that it no longer has the power to terrify Christians / because whereas that which is buried in the grave is perishable / what is resurrected will be immortal.
- Christian teaching is that death entered the world through the sin of Adam / Jesus' sacrifice on the cross atones for that sin / so humanity can overcome death through that atonement.
- Some will refer to the narrative of Jesus' crucifixion, and its emphasis that Jesus had really died and had therefore really risen from the dead.
- Some will refer further to the narrative of Jesus' entombment / the guard set on the tomb / and the resurrection on the third day / as evidence for the factual nature of the narrative and the reality of the resurrection / and the basis for celebration of that narrative.
- The resurrection of Jesus is seen by Christians as the fulfilment of scripture / and the whole focus of the New Testament narrative / Jesus as the Son was sent by God / to teach, preach and heal / and to show how believers should behave / in order to inherit eternal life / hence Easter celebrates the entirety of the Christian message.
- Some might refer to the resurrection narratives (e.g. Luke 24) and the Ascension as the 'proof' of Jesus having risen from the dead / and the fact that all of these sayings and ideas are at the heart of the celebration of Easter.
- Reference might be made to the 'why?' of the different celebrations of the Church within Easter, e.g. the eating of eggs to symbolise new life through Christ, etc.

#### **Sources of authority might include:**

'So it is with the resurrection of the dead. What is shown is perishable, what is raised is imperishable. It is sown in dishonour, it is raised in glory. It is sown in weakness, it is raised in power. It is sown a physical body, it is raised a spiritual body.' (1 Corinthians 15:42-44)

'O Death, where is your sting? O grave, where is your victory? But thanks be to God, who gives us the victory through our Lord Jesus Christ.' (1 Corinthians 15:55,57)

'Sin came into the world through one man and death through sin, and so death spread to all men because all men sinned.' (Romans 5:12)

'For as in Adam all die, even so in Christ shall all be made alive.' (1 Corinthians 15:22)

"Father, into thy hands I commit my spirit." And having said this he breathed his last.' (Luke 23:46)

'Jesus said to her [Martha], "I am the resurrection and the life; he who believes in me, though he die, yet shall he live, and whoever lives and believes in me shall never die. Do you believe this?" She said to him, "Yes, Lord; I believe that you are the Christ, the Son of God, he who is coming into the world."' (John 11:25)

'On the third day he rose again from the dead.' (Apostles' Creed)





## Year 7 –Islam PLC



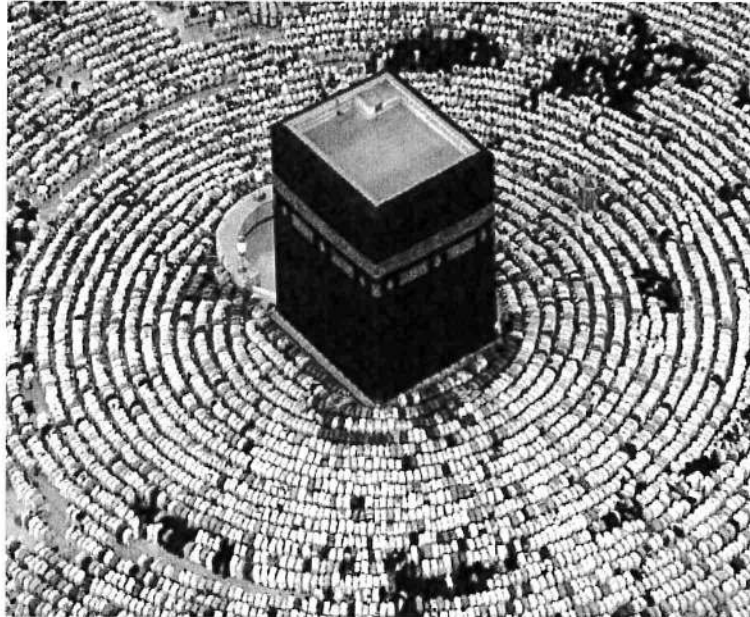
Spring term 1			
<b>What you need to know</b>			
<b>1.1 What was life like in Arabia?</b>	😊	😐	😞
To <b>describe</b> life in the days of pre-Islamic Arabia			
To <b>compare</b> life in Makkah to the present-day UK			
<b>1.2 Who was the prophet Mohammad?</b>	😊	😐	😞
To <b>outline</b> the key events of Prophet Mohammad's life			
To <b>explain</b> the importance of Mohammad to Islam			
<b>1.3 What are the Five Pillars of Islam?</b>	😊	😐	😞
To <b>describe</b> the features inside a mosque			
To <b>state</b> the 5 pillars of Islam			
To <b>explain</b> the meaning and purpose of each of the 5 pillars			
To <b>evaluate</b> which of the 5 pillars is the most important in everyday life			
<b>1.4 How do Muslims put their beliefs into action?</b>	😊	😐	😞
To <b>explain</b> the meaning of Adhan			
To <b>explain</b> Muslim practices around prayer and the mosque			
To <b>analyse</b> the importance of the mosque in the community			

### Islam- Knowledge Organiser

1	How old is it?	Founded in 570AD
2	Where did it originate?	Saudi Arabia
3	Percentage of the UK population?	4.3% (approx..)
4	What is the name of its Holy Book(s)?	Qur'an
5	Name of God(s)	Allah
6	A key belief is... (name at least two)	Tawhid (One God) Risalah (guidance from Holy Book) Eating Halal food
7	Name a place of worship	Mosque
8	Name a type of <b>worship</b>	<ul style="list-style-type: none"> <li>• Salah (to pray) five times a day</li> <li>• Friday is a special day as a sermon is given during midday prayer</li> </ul>
9	Name a sacred land/country	Mecca, city, western Saudi Arabia,
10	Name at least one <b>religious festival/tradition</b>	Eid al-Fitr marks the end of <b>Ramadan</b> , Eid-ul-Adha marks the end of the annual pilgrimage to Mecca (Hajj). It is a day of sacrifice and forgiveness. Families come together, visit the mosque, offer special prayers Fasting during Ramadan
11	Name the different <b>denominations</b> (types) of Islam.	Following <b>Prophet Muhammed's death</b> , Muslims split of Islam into <b>Sunni</b> and <b>Shia</b> Muslims.

Key words that you may wish to use in your assessment answers:

1. Allah
2. Eid-ul Fitr
3. Eid-ul Adha
4. Hajj
5. Ka'ba
6. Makkah
7. Mosque
8. Muhammad
9. Salah
10. Sawm
11. Shahadah
12. Shia
13. Sunni
14. Tawhid
15. Ramadan
16. Risalah



## How do Muslims put their beliefs into action from birth?

When a baby is born into a Muslim family, the first words the baby hears is **adhan**. The adhan is usually whispered into the baby's ear by a relative or **imam**.

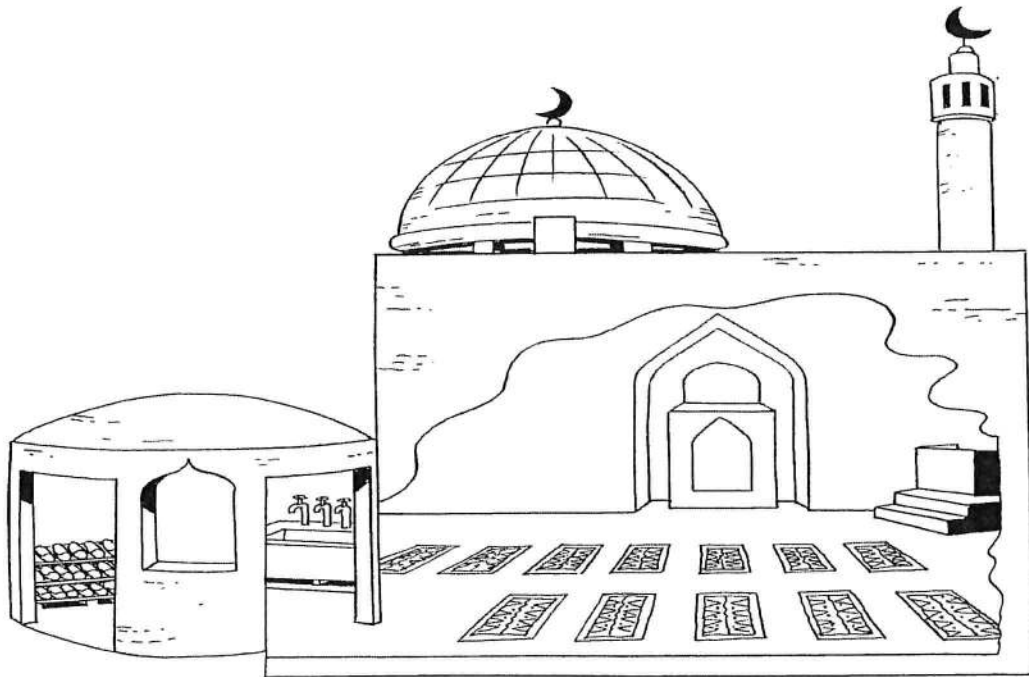


Key words:

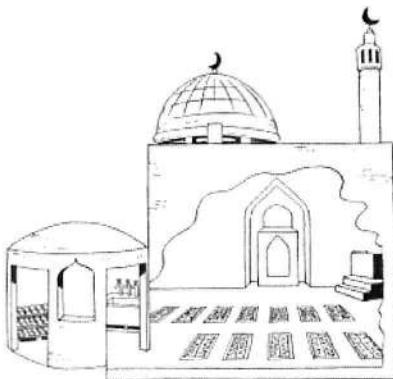
1. **Adhan:** When a person called a mu'adhin says a prayer calling Muslims to pray.
2. **Imam:** A religious leader in Islam.

## What is the significance of this act?

Holy building/ Place of Worship – A Mosque



**How do Muslims put their beliefs into action?**



Feature	What is it used for?	Why is this important to Muslims?
Mihrab	To point the way to Mecca	Muslims must face Mecca when they pray
Minaret		
Washroom		
Prayer rooms		
Classrooms /meeting rooms		
Shoe storage area		
Qiblah		

# Five Pillars of Islam

Muslims must perform these duties to show submission to Allah

Shahadah



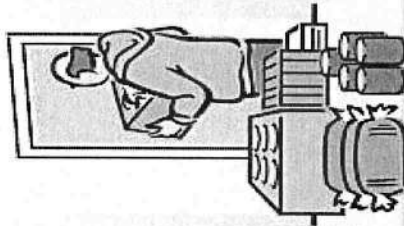
A declaration of faith.  
"There is no God but Allah and Muhammad is his messenger."

Salah



Pray facing Mecca five times a day: dawn, noon, afternoon evening and night.

Zakat



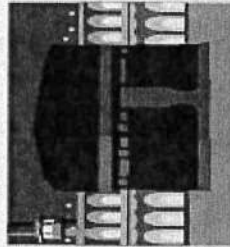
It is a Muslims duty to give 2.5% of their income to the poor/needy.

Sawm



During the holy month of Ramadan, Muslims cannot eat or drink from dawn to dusk.

Hajj



If possible, Muslims must go on a pilgrimage to Mecca once in their life.



## Year 7 – Abrahamic Stories and Experiences PLC

Abrahamic Stories and Experiences – Spring term 2			
What you need to know	😊	😐	☹️
1. To <b>outline</b> the main aspects of Genesis.			
2. To <b>outline</b> the main aspects of Exodus.			
3. To <b>describe</b> a miracle and consider other non-religious points of view.			
To <b>explain</b> the similarities and differences between the creation stories.			
To <b>define</b> monotheism.			
To <b>describe</b> the key features of G-d/ Allah using <u>omnipotence</u> , <u>omniscience</u> , <u>omnipresence</u> , <u>omnibenevolence</u> .			
To <b>outline</b> four different types of religious experiences and consider non-religious points of view.			
To <b>describe</b> what a revelation is.			
To <b>describe</b> the features of a conversion experience.			
To <b>explain</b> the significance of prayer. To describe the different types of prayer in different religions.			

Abrahamic Stories and Expressions- Knowledge Organiser		
1	<b>Abrahamic religions or faiths</b>	<ul style="list-style-type: none"> <li>The Abrahamic faiths are <b>Judaism, Christianity</b> and <b>Islam</b>. These faiths acknowledge <b>Abraham</b> as a common origin. (There are, in fact, more Abrahamic religions, such as the Baha'i Faith, Yezidi, Druze, Samaritan and Rastafari)</li> <li>All believe Abraham was a prophet from God and his son Isaac and grandson Jacob were the first fathers of the <b>Israelites</b>.</li> <li>All believe that there have been <b>prophets</b> sent by God to spread God's message and guide people.</li> </ul>
2	<b>Monotheism</b>	Christians believe that there is only one God. They are monotheists.
3	<b>Holy</b>	God is 'other', different from anything else - separate and <b>sacred</b> .
4	<b>Omnipotence</b>	God is all-powerful - everything consistent with God's nature is possible.
5	<b>Omniscience -</b>	God is all-knowing, of past, present and future.
6	<b>Omnibenevolence</b>	God is all-good/all-loving.
7	<b>Omnipresence</b>	God is present everywhere.
8	<b>Four different types of religious experiences</b>	<p><b>Numinous:</b> 'the feeling of the presence of something greater than yourself, often in awe and wonder'</p> <p><b>Miracle:</b> something that seems to go against the laws of nature. It is something that seems impossible</p> <p><b>Conversion:</b> The fact of changing one's religion or beliefs</p> <p><b>Prayer:</b> Expression of thanks or request for help addressed to God.</p>
9	<b>Revelation</b>	<p><b>Special Revelation</b> – this is a direct experience, God directly communicated with you (e.g. in a dream or in prayer)</p> <p><b>General revelation</b> – this is an indirect experience, God revealing himself through other things that you interpret as an experience of God (e.g. his image on a cloud)</p>
10	<b>Conversion:</b>	The process of changing or causing something to change from one form to another. To change a person's beliefs.
11	<b>Prayer</b>	<p><b>Prayer:</b> communicating with God, either silently or through words of praise, thanksgiving or confession, or requests for God's help or guidance.</p> <p><b>Set prayers:</b> prayers that have been written down and said more than once by more than one person.</p> <p><b>Informal prayer:</b> prayer that is made up by an individual using his or her own words.</p>

### Creation story/ origins

All three Abrahamic religions believe God created everything

Islam	Christianity	Judaism
<p>Quran</p> <p>Allah is creator of all things, and He watches over all things</p>	<p>Bible (Genesis)</p> <p>So God created human beings in his own image, in the image of God he created them; male and female he created them</p>	<p>Torah</p> <p>So God created mankind in his own image ... God blessed them and said to them, 'Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground.'</p>

## How can we study the story of Exodus?

### Key terms:

1. **History:** The study of past events
2. **Philosophy:** The study of theory or attitudes that acts as a guiding principle for behaviour.
3. **Theology:** The study of religion





## Revelation/ conversion

### How did Saul of Tarsus become the Apostle Paul?

In the book, '**Acts of the Apostles**', we learn that Saul was born in Tarsus, in modern day Eastern Turkey, he was a tent maker by trade, was an avid student under the top Jewish teacher in Jerusalem.

He was angry with some fellow Jews because they had chosen to follow the teachings of Christ. He thought these people had betrayed God. He believed that they should be punished. With some friends, Saul began to persecute the followers of Jesus who lived in Jerusalem. People were afraid of him. He was not a very nice person to know. Christ then **converted** him and he then went around proclaiming that Christ is 'the Saviour'.

**Task 2:** Who was Saul? Summarize into 3 bullet points

**Stretch:** Why was Saul thought to be a bad person?



## What is prayer?

All religions pray. Prayer is a way of communicating with God in silence or aloud, with others or alone, using set prayers or informal prayer. Some Christians say a set prayer before eating a meal to thank God for providing what they need to live. Others might pray spontaneously for their meal using their own words, in an informal prayer. In Islam, many Muslims pray five times a day and in Judaism three times to mark significant points in the day. Today we will look at how people of Muslim, Buddhist, Hindu and Sikh faith pray.

"Bless us, O Lord, and these your gifts, which we are about to receive from your bounty. Through Christ our Lord. Amen."

Catholic Grace before meals






## Year 7 – Rules, Rights and Responsibilities PLC

Summer term 1 – Rules and Rights			
What you need to know	😊	😐	😞
1. To <b>define</b> citizenship.			
2. To <b>explain</b> what is an active citizenship using relevant examples.			
3. To <b>describe</b> what British values are using relevant examples.			
4. To <b>define</b> what is meant by society.			
5. To <b>outline</b> what is involved in the United Nations (UN).			
6. To <b>explain</b> what a rule is using relevant examples.			
7. To <b>explain</b> what a responsibility is using relevant examples.			
8. To <b>outline</b> what it means to be fair using relevant examples.			
9. To <b>describe</b> human rights using relevant examples.			
10. To <b>outline</b> at least two rights as child has using relevant examples.			
11. To <b>explain</b> the UN Convention on the rights of a child.			
12. To <b>outline</b> who is considered a child according to the UN.			
13. To <b>define</b> what is a law.			
14. To <b>state</b> what UNICEF stands for and what the charity involves.			

1	What is citizenship?	Citizenship is a legal status that means a person has a right to live in a state and that state cannot refuse them entry or deport them
2	What is active citizenship?	Participating in society to bring about change
3	What are British values?	A set of standards which reflect the ideals of the British society.
4	What is a society?	The people living together in an ordered community.
5	What is the United Nations (UN)?	An international organisation comprising of most countries in the world which aims to promote peace, security and international cooperation.
6	What are rules?	An agreed set of regulations or principles on how to behave
7	What are responsibilities?	A thing which someone is required to do as part of a job, role, or legal obligation.
8	What does it mean to be 'fair'?	Fairness is treatment or behaviour without favouritism or discrimination.
9	What are human rights?	Basic rights and freedoms which all people are entitled to.
10	Name two rights a child has	The right to: <ul style="list-style-type: none"> <li>• Education</li> <li>• Privacy</li> <li>• Life</li> <li>• Free expression</li> <li>• Fair standard of living</li> </ul>
11	What is the UN Convention on the Rights of the Child	A set of rights all children have that all countries should follow.
12	Who does the UN define as a child?	Everyone under the age of 18
13	What is a law?	The system of rules which a particular country or community recognizes
14	What is UNICEF?	A charity that looks after the rights of children?
15	What does it stand for?	United Nations International Children's Emergency Fund.

### UN Convention on the Rights of the Child (UNCRC)

**The UNCRC was drafted in 1989 and is the most widely and rapidly ratified (agreed to) human rights treaty in history.** In total, 196 countries have ratified it - including the United Kingdom on 16<sup>th</sup> December 1991. The USA is the only country that has not ratified the Convention.

<p>1</p>  <p>DEFINITION OF A CHILD</p>	<p>2</p>  <p>NO DISCRIMINATION</p>	<p>3</p>  <p>BEST INTERESTS OF THE CHILD</p>	<p>4</p>  <p>MAKING RIGHTS REAL</p>	<p>5</p>  <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	<p>6</p>  <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	<p>7</p>  <p>NAME AND NATIONALITY</p>
<p>8</p>  <p>IDENTITY</p>	<p>9</p>  <p>KEEPING FAMILIES TOGETHER</p>	<p>10</p>  <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	<p>11</p>  <p>PROTECTION FROM KIDNAPPING</p>	<p>12</p>  <p>RESPECT FOR CHILDREN'S VIEWS</p>	<p>13</p>  <p>SHARING THOUGHTS FREELY</p>	<p>14</p>  <p>FREEDOM OF THOUGHT AND RELIGION</p>
<p>15</p>  <p>SETTING UP OR JOINING GROUPS</p>	<p>16</p>  <p>PROTECTION OF PRIVACY</p>	<p>17</p>  <p>ACCESS TO INFORMATION</p>	<p>18</p>  <p>RESPONSIBILITY OF PARENTS</p>	<p>19</p>  <p>PROTECTION FROM VIOLENCE</p>	<p>20</p>  <p>CHILDREN WITHOUT FAMILIES</p>	<p>21</p>  <p>CHILDREN WHO ARE ADOPTED</p>
<p>22</p>  <p>REFUGEE CHILDREN</p>	<p>23</p>  <p>CHILDREN WITH DISABILITIES</p>	<p>24</p>  <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	<p>25</p>  <p>REVIEW OF A CHILD'S PLACEMENT</p>	<p>26</p>  <p>SOCIAL AND ECONOMIC HELP</p>	<p>27</p>  <p>FOOD, CLOTHING, A SAFE HOME</p>	<p>28</p>  <p>ACCESS TO EDUCATION</p>
<p>29</p>  <p>AIMS OF EDUCATION</p>	<p>30</p>  <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p>31</p>  <p>REST, PLAY, CULTURE, ARTS</p>	<p>32</p>  <p>PROTECTION FROM HARMFUL WORK</p>	<p>33</p>  <p>PROTECTION FROM HARMFUL DRUGS</p>	<p>34</p>  <p>PROTECTION FROM SEXUAL ABUSE</p>	<p>35</p>  <p>PREVENTION OF SALE AND TRAFFICKING</p>
<p>36</p>  <p>PROTECTION FROM EXPLOITATION</p>	<p>37</p>  <p>CHILDREN IN DETENTION</p>	<p>38</p>  <p>PROTECTION IN WAR</p>	<p>39</p>  <p>RECOVERY AND REINTEGRATION</p>	<p>40</p>  <p>CHILDREN WHO BREAK THE LAW</p>	<p>41</p>  <p>BEST LAW FOR CHILDREN APPLIES</p>	<p>42</p>  <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>
<p>43-54</p>  <p>HOW THE CONVENTION WORKS</p>	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					