

YEAR 7 SUMMER ASSESSMENTS REVISION BOOKLET

NAME:

Tutor groups: A7F, O7F, P7F (Spanish)

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, Spanish, 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 20th 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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HARD WORK



AMBITION



RESPECT



KINDNESS



- **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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• YEAR 7 – Origins and Lessons



What journeys can life take you on?			
Key Vocabulary and Terminology – <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			
Key Skills – <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			
Key Literacy – <i>Can you use these sentence structures in your writing?</i>	☺	☹	☹
The writer presents _____ as _____			

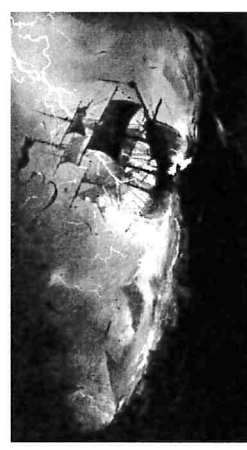
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1. Context	
<p>Core text: <i>The Tempest</i> Author: William Shakespeare Form: Shakespearean comedy, play Historical Context: Jacobean patriarchy Plots and treason in Jacobean England</p>	<p>Satellite Text: Subverted Fairy Tales and Myths Author: Various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

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

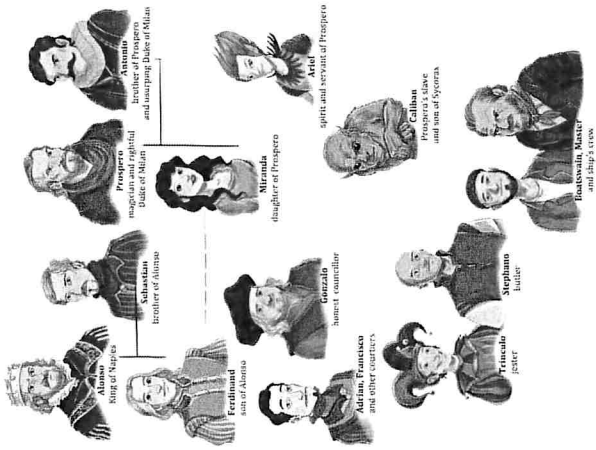
Origins and Lessons Knowledge Organiser



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	Magical 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		

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

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





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.			

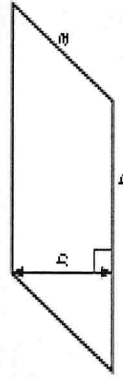
Formulae for Year 7 End-Of-Year Tests

Areas

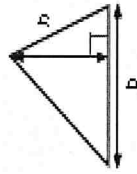
$$\text{Rectangle} = l \times w$$



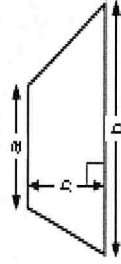
$$\text{Parallelogram} = b \times h$$



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

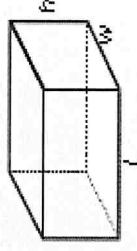


$$\text{Trapezium} = \frac{1}{2} (a + b)h$$

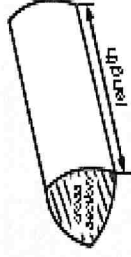


Volumes

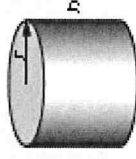
$$\text{Cuboid} = l \times w \times h$$



$$\text{Prism} = \text{area of cross section} \times \text{length}$$



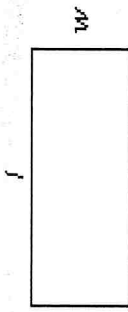
$$\text{Cylinder} = \pi r^2 h$$



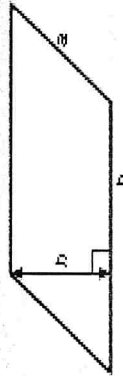
Formulae for KS3 End-Of-Year Tests

Areas

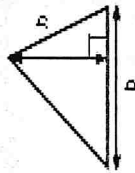
Rectangle = $l \times w$



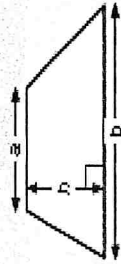
Parallelogram = $b \times h$



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

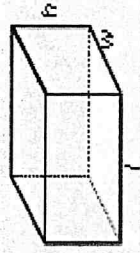


Trapezium = $\frac{1}{2} (a + b)h$



Volumes

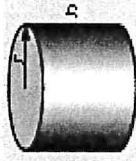
Cuboid = $l \times w \times h$



Prism = area of cross section \times length



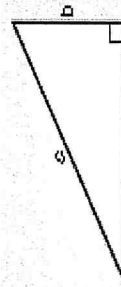
Cylinder = $\pi r^2 h$



Pythagoras

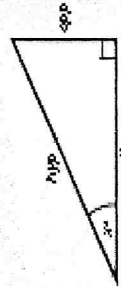
Pythagoras' Theorem

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



Trigonometric ratios (new to F)

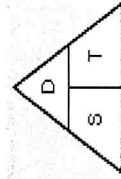
$\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$



Compound measures

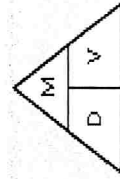
Speed

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 calculations involving magnification , 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	😊	😐	😞
Cell: The unit of a living organism, contains parts to carry out life processes.			
Uni-cellular: Living things made up of one cell.			
Multi-cellular: Living things made up of many types of cell.			
Tissue: Group of cells of one type.			
Organ: Group of different tissues working together to carry out a job.			
Diffusion: One way for substances to move into and out of cells.			
Structural adaptations: Special features to help a cell carry out its functions.			
Cell membrane: Surrounds the cell and controls movement of substances in and out.			
Nucleus: Contains genetic material (DNA) which controls the cell's activities.			
Vacuole: Area in a cell that contains liquid, and can be used by plants to keep the cell rigid and store substances.			
Mitochondria: Part of the cell where energy is released from food molecules by aerobic respiration.			
Ribosomes: Part of the cell where proteins are synthesised			
Cell wall: Strengthens the cell. In plant cells it is made of cellulose.			
Chloroplast: Absorbs light energy so the plant can make food.			
Cytoplasm: Jelly-like substance where most chemical processes happen.			
Immune system: Protects the body against infections.			
Reproductive system: Produces sperm and eggs, and is where the foetus develops.			
Digestive system: Breaks down and then absorbs food molecules.			
Circulatory system: Transports substances around the body.			
Respiratory system: Replaces oxygen and removes carbon dioxide from blood.			
Muscular skeletal system: 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.			
Keywords	☺	☹	☹
Particle: A very tiny object such as an atom or molecule, too small to be seen with a microscope.			
Particle Model: A way to think about how substances behave in terms of small, moving particles.			
Diffusion: 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.			
Gas pressure: Caused by collisions of particles with the walls of a container.			
Density: How much matter there is in a particular volume, or how close the particles are.			
Evaporate: Change from liquid to gas at the surface of a liquid, at any temperature.			
Boil: Change from liquid to a gas of all the liquid when the temperature reaches boiling point.			
Condense: Change of state from gas to liquid when the temperature drops to the boiling point.			
Melt: Change from solid to liquid when the temperature rises to the melting point.			
Freeze: Change from liquid to a solid when the temperature drops to the melting point.			
Sublime: Change from a solid directly into a gas.			
Yr 7 Reactions (Chemistry)	☺	☹	☹
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.			
Keywords	☺	☹	☹

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.			
Keywords	☺	☹	☹
Power: How quickly energy is transferred by a device (watts).			
Energy resource: Something with stored energy that can be released in a useful way			
Non-renewable: An energy resource that cannot be replaced and will be used up.			
Renewable: An energy resource that can be replaced and will not run out. Examples are solar, wind, waves, geothermal and biomass.			
Fossil fuels: Non-renewable energy resources formed from the remains of ancient plants or animals. Examples are coal, crude oil and natural gas.			
Y7 Electricity	☺	☹	☹
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 (Ω) = potential difference (V) \div current (A).			
Keywords	☺	☹	☹
Electrons: Tiny particles which are part of atoms and carry a negative charge.			
Charged up: When materials are rubbed together, electrons move from one surface to the other			
Current: Flow of electric charge, in amperes (A).			
In series: If components in a circuit are on the same loop.			
In parallel: If some components are on separate loops.			
Potential difference (voltage): The amount of energy shifted from the battery to the moving charge, or from the charge to circuit components, in volts (V).			
Resistance: A property of a component, making it difficult for charge to pass through, in ohms (Ω).			
Electrical conductor: A material that allows current to flow through it easily, and has a low resistance.			
Electrical insulator: 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 back bone called?
- Q12. Name the 5 vertebrate groups (hint MR FAB)?

Flash Cards

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

Small topics work best.

Keep notes brief.

Using diagrams makes abstract content easier.

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

Use colour for key words.

Combustion
 reacting a hydrocarbon (HC) with oxygen

① complete
 $HC + O_2 \rightarrow CO_2 + H_2O$

② incomplete
 $HC + O_2 \rightarrow CO + C + H_2O$

soot
 toxic to humans

blue
 yellow

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.

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!

Animal & Plant Cells

1. Contains genetic information
 2. Vacuole, nucleus, cell wall, cell membrane, cytoplasm, mitochondria, chloroplast
 3. Cellulose
 4. To keep the cell's shape

Animal & Plant Cells

1. What is the job of the nucleus?
 2. What are 7 organelles in a plant cell?
 3. What is the cell wall made from?
 4. What is the function of the vacuole?

Mind Maps

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

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.

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

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 postit/ flash card.

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

5cm
 4cm

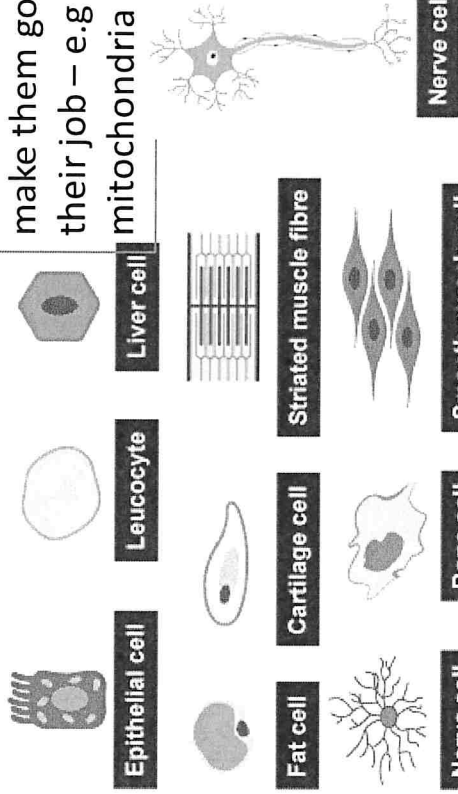
An **Organelle** is a specific part within a living cell that serves a function e.g. nucleus.

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.

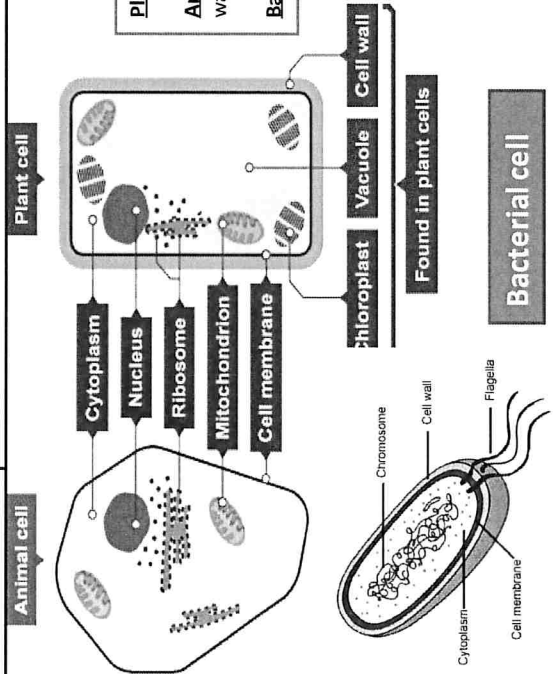
Movement
Respiration
Sensitivity
Growth
Reproduction
Excretion
Nutrition

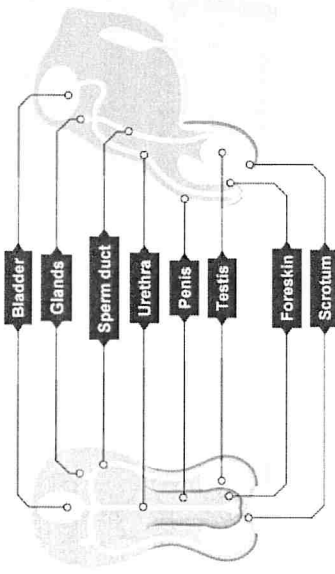


Plant cells contain all of the above organelles.
Animal cells contain all of them apart from cell wall, chloroplasts and large, permanent vacuole.
Bacterial cells don't have a nucleus
Unicellular organisms are made of one cell (e.g. amoeba)
Multicellular organisms are made of many cells (e.g. human)

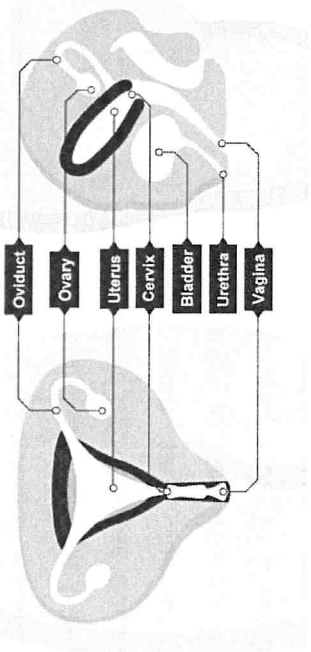


Cell	The building blocks of life, all living things are made up of cells.
Tissue	A group of the same type of cell working together to do a particular job. E.g. Lots of muscle cells make up a muscle tissue!
Organ	Made from a group of different types of tissue, which all work together to do a particular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

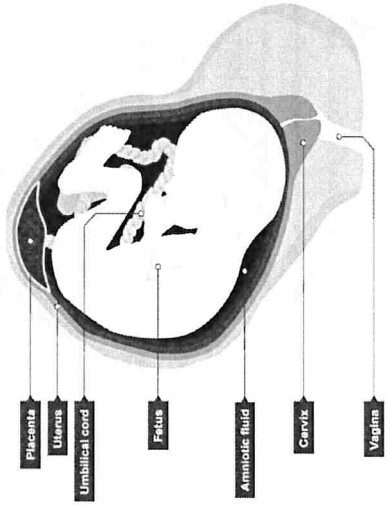




Testes - produces gametes (sex cells) called sperm; make male sex hormones.
Glands - produce a fluid which is mixed with sperm. The mixture of sperm and fluid is called **semen**.
Sperm ducts - takes the sperm from the testes to the penis
Urethra - semen passes through here during **ejaculation**;
Penis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



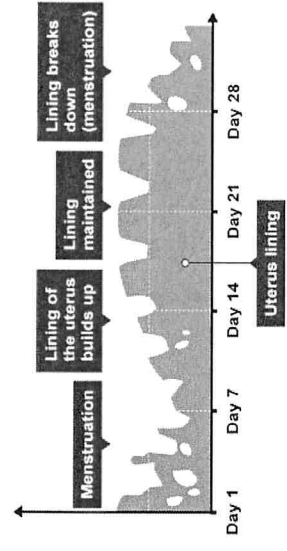
Fertilisation → Zygote → Embryo → Foetus → Baby → Birth

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


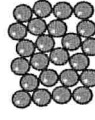

Property	Reason
Fixed shape & cannot flow	Particles cannot move from place to place. The particles do not have a lot of energy so cannot overcome the strong forces between the particles that hold them in place.
Cannot be compressed (squashed)	Particles are close together and have no space to move into

Explaining the properties of liquids

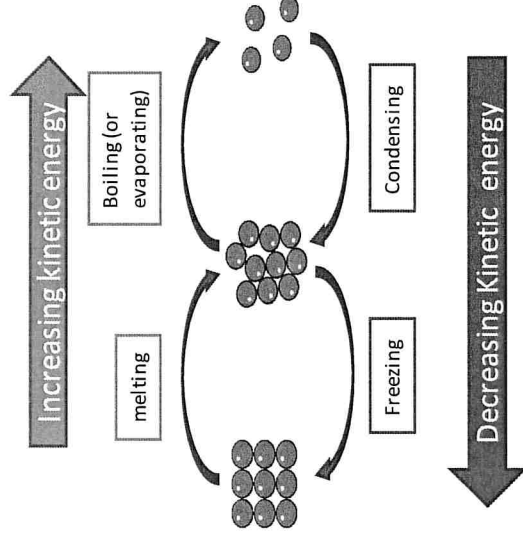
Property	Reason
They flow and take the shape of their container	The particles can move around each other, as the particles have more energy so can overcome the strong forces between them.
They cannot be compressed (squashed)	The particles are close together and have no space to move into

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

Decreasing 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

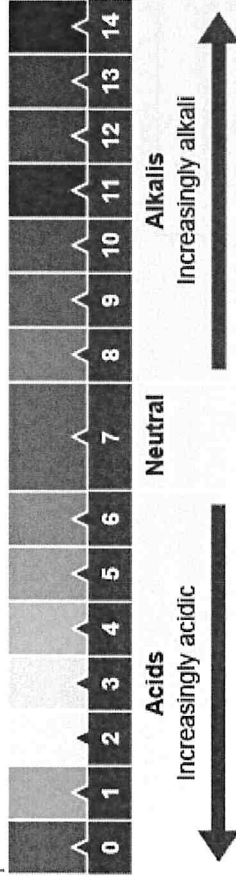
	Melting	Evaporating or boiling
Description	Solid to liquid	Liquid to gas
Closeness of particles	Stay close together	Become much further apart
Arrangement of particles	Regular to random	Stay random
Motion of particles	Start to move around each other	Start to move quickly in all directions

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.

Conservation of mass

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

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

Chemical Reactions

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

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



Corrosive



Irritant

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

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"

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**.

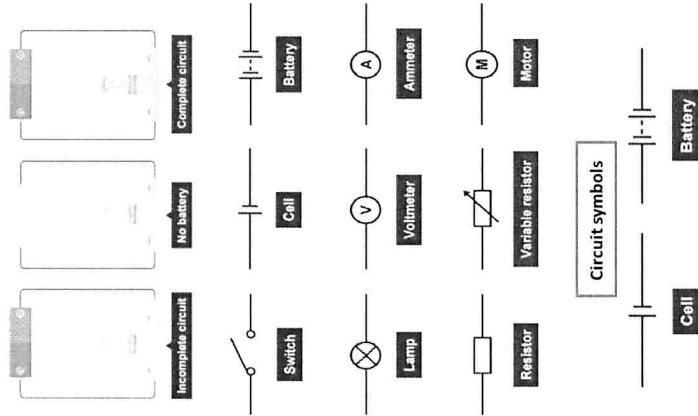


Acid used	Second name of salt
hydrochloric acid	chloride
sulfuric acid	sulfate
nitric acid	nitrate

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

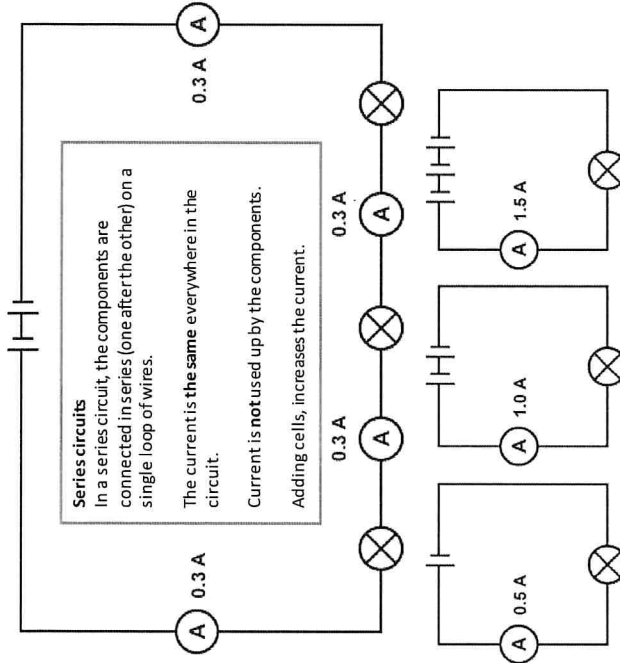
Electric current
An electric current is a flow of charge, and in a wire this will be a flow of electrons.

- 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:

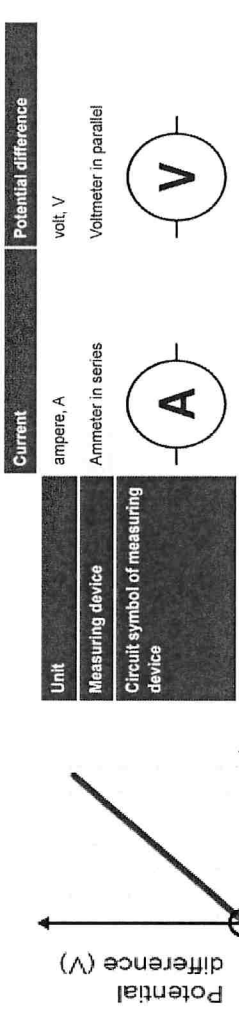
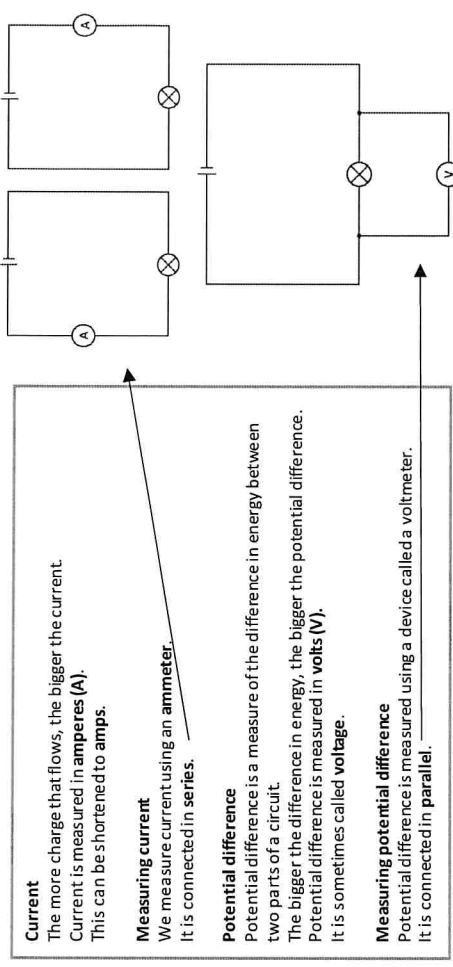
- an electrical conductor has a low resistance;
- an electrical insulator has a high resistance.



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



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

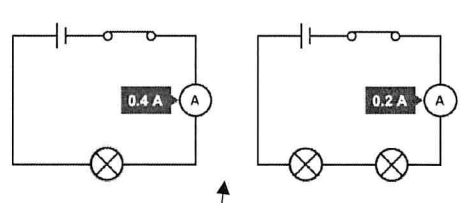
Adding components
The resistance increases when you add more components in series.

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 \div 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?

Africa - Challenges and Opportunities			
	😊	😐	😞
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?

Year 7

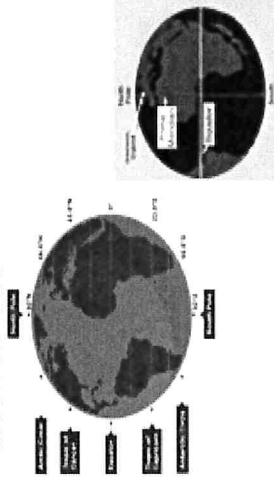
Knowledge Organiser Focus:

Map skills and the UK

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

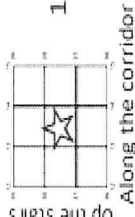


Grid references

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;

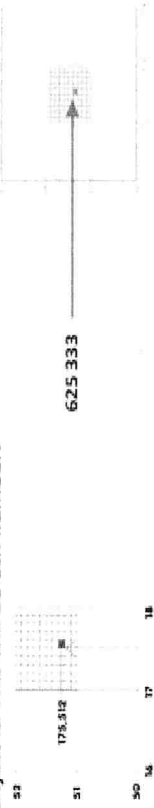
- ✓ Go along the corridor and find the grid square.
- ✓ Choose the bottom left number on that square.
- ✓ You then go up the stairs, find the grid square and choose the bottom left number on that square.
- ✓ The 4 figure grid reference for the star is 1337



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

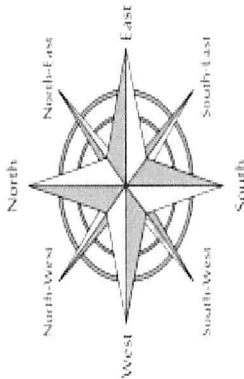
To find a 6 figure grid reference you must;

- ✓ 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

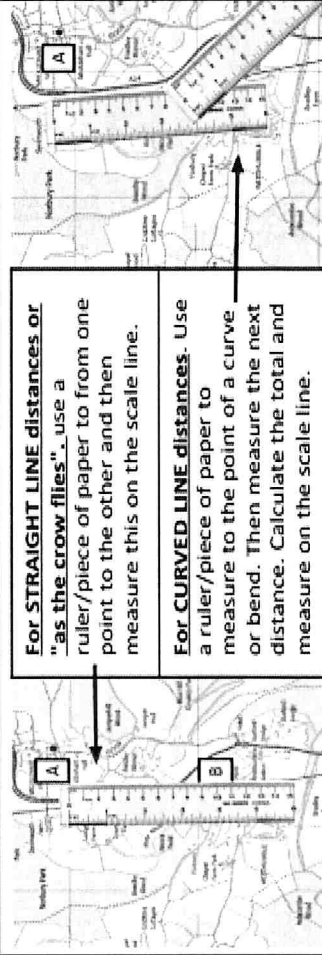
Scale Line	
Ratio	1:25,000

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:

Contour Lines		Contour lines are line on a map that join places of equal height. They are usually shown as fine brown lines on a map
Layer colouring		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
Spot heights		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>Focus on the Silk Roads topic</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>Focus on Origins of Empire</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>Focus on the Slavery</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 define the term Empire			
To explain why the British wanted to develop an empire			
To explain the main stages of the British colonisation of America			
To explain why the colony of Roanoke failed and come to an overall judgement			
To explain the impact of the British Empire in America			
To explain life in India during the Mughal Empire			
To explain why (and how) the East India Company became so powerful in India			
To explain the cause and consequences of the Indian Mutiny/First war of Indian Independence			
To explain the impact of the British Empire in India			
To explain why the British expanded their empire into Africa			
To explain the impact of the British Empire in Africa			
To explain the similarities and differences of the causes of early British expansion into India, Africa and America			
To explain the similarities and differences of the consequences of early British expansion into India, Africa and America			
Historical Skills: Similarity and difference			
To compare the similarities and differences of Britain in three separate places			
Historical Skills: Causation and consequence			
To compare the reasons for British expansion into three separate places and the impact of this involvement			
Historical Skills: 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?

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

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



YEAR 7 – End of Year Checklist

Silk Roads, Origins of Empire & Slavery			
Year 7 Retrieval	😊	😐	😞
Key Vocabulary and Terminology – Can you define the words?	😊	😐	😞
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			
Key dates – Can you put these in chronological order?	😊	😐	😞
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)			
Key knowledge and skills – Can you do these in your written work?			
Silk Roads	😊	😐	😞
I can explain what the Silk Roads were and some of the key ideas / objects that travelled along them			
Historical skill: 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)			
Historical skill: I can infer through sources/artefacts what travelled along the silk road and the impact they might have			
Origins of Empire	😊	😐	😞
I can explain the main causes for why the British wanted an Empire			
Historical skill: I can explain the similarities and differences for why the British colonised America, India and Australia			
I can explain the impact British colonisation had			
Historical skill: I can explain the similarities and differences for the early impact of British colonisation of America, India and Australia for the native populations			
Slavery	😊	😐	😞
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			
Historical skill: I can make inferences from sources about the experiences of life in enslavement			
Historical skill: I can explain why a source is useful 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 caravanserai?	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	329 BCE - Alexander the Great conquers land in South Asia and creates Alexandria Eschate.	150 BCE – China joins the trading network selling silk and Jade found in China.	150 CE – Buddhism, which originated in India, is spread by the silk road to China and to Japan.
	500-800 CE – The Sogdians dominate trading along the Silk Roads.	610 CE – Islam is founded, spreading rapidly across the Arabian Peninsula	Late 8th century CE – The House of Wisdom is built in Baghdad.

*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 th 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 SPANISH

Independent Learning Revision

Homework	Set	Due wb	Task and pages
1	15/04/24	22/04/24	<ol style="list-style-type: none">1. Read through the vocabulary list for module 12. Highlight unknown vocabulary.3. Create a mind map with important vocabulary (adjectives/verbs/nouns)
2	22/04/24	29/04/24	<ol style="list-style-type: none">1. Read through the vocabulary list for module 22. Highlight unknown vocabulary.3. Create a mind map with important vocabulary (adjectives/verbs/nouns)
3	29/04/24	06/05/24	<ol style="list-style-type: none">1. Read through the vocabulary list for module 32. Highlight unknown vocabulary.3. Create a mind map with important vocabulary (adjectives/verbs/nouns)
4	06/05/24	13/05/24	<ol style="list-style-type: none">1. Read through the vocabulary list for module 42. Highlight unknown vocabulary.3. Create a mind map with important vocabulary (adjectives/verbs/nouns)
5	13/05/24	20/05/24	Create a mind map with photo description vocabulary.

ASPIRING TO EXCELLENCE TOGETHER



Year 7 Spanish – PLC for End of Year exam (EoY)

READING & WRITING

CONTENT		REVISED/ PRACTISED <i>once?</i>	REVISED/ PRACTISED <i>twice?</i>
TOPIC (vocab and phrases) <i>Viva 1,</i> <i>modules 1-5</i>	Introducing myself (<i>Autumn 1</i>)		
	My free time/hobbies (<i>Autumn 2</i>)		
	School life (<i>Spring 1</i>)		
	Describing my family (<i>Spring 2</i>)		
	My town (<i>Summer 1</i>)		
KEY GRAMMAR	Using verbs with multiple subject pronouns in PRESENT tense		
	Using “hay” and possessive adjectives (“mi...”)		
	Giving your opinion using “me gusta/odio” Using a variety of adjectives to describe		
	*Using the near future tense		
EXAM SKILLS	Reading activities (varied)		
	Answering questions (in Spanish)		
	Translation		
	Photo description		
	Essay question (16 marks/4 bullet points)		

How to revise:

- ✓ write practice essays about each topic that use opinions and mixed vocab
- ✓ look through your book and make mindmaps/lists/flashcards of key vocab, phrases and grammar rules
- ✓ online sites/apps (e.g. Seneca Learning, BBC Bitesize Languages, 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

Palabras (Pages 26–27)

Saludos Greetings

¡Hola! Hello!

¿Qué tal? How are you?

Bien, gracias. Fine, thanks.

fenomenal great

regular not bad

fatal awful

¿Cómo te llamas? What are you called?

Me llamo... I am called...

¿Dónde vives? Where do you live?

Vivo en... I live in...

¡Hasta luego! See you later!

¡Adiós! Goodbye!

¿Qué tipo de persona eres? What sort of person are you?

Soy... I am...

divertido/a amusing

estupendo/a brilliant

fenomenal fantastic

generoso/a generous

genial great

guay cool

listo/a clever

serio/a serious

simpático/a nice, kind

sincero/a sincere

tímido/a shy

tonto/a silly

tranquilo/a quiet, calm

Mi pasión My passion

Mi pasión es... My passion is...

Mi héroe es... My hero is...

el deporte sport

el fútbol football

la música music

el tenis tennis

¿Tienes hermanos? Do you have any brothers or sisters?

Tengo... I have...

una hermana a sister

un hermano a brother

una hermanastra a half-sister/stepsister

un hermanastro a half-brother/stepbrother

No tengo hermanos. I don't have any brothers or sisters.

Soy hijo único./Soy hija única. I am an only child. (male/female)

Los números 1–31 Numbers 1–31

uno 1

dos 2

tres 3

cuatro 4

cinco 5

seis 6

siete 7

ocho 8

nueve 9

diez 10

once 11

doce 12

trece 13

catorce 14

quince 15

dieciséis 16

diecisiete 17

dieciocho 18

diecinueve 19

veinte 20

veintiuno 21

veintidós 22

veintitrés 23

veinticuatro 24

veinticinco 25

veintiséis 26

veintisiete 27

veintiocho 28

veintinueve 29

treinta 30

treinta y uno 31

¿Cuántos años tienes? How old are you?

Tengo... años. I am... years old.

¿Cuándo es tu cumpleaños? When is your birthday?

Mi cumpleaños es el... de... My birthday is the... of...

enero January

febrero February

marzo March

abril April

mayo May

junio June

julio July

llueve *it's raining*
nieva *it's snowing*

¿Qué haces cuando llueve? *What do you do when it's raining?*

Las estaciones *The seasons*

la primavera *spring*
el verano *summer*
el otoño *autumn*
el invierno *winter*

¿Qué deportes haces? *What sports do you do?*

Hago artes marciales. *I do martial arts.*
Hago atletismo. *I do athletics.*
Hago equitación. *I do/go horseriding.*
Hago gimnasia. *I do gymnastics.*
Hago natación. *I do/go swimming.*
Juego al baloncesto. *I play basketball.*
Juego al fútbol. *I play football.*
Juego al tenis. *I play tennis.*
Juego al voleibol. *I play volleyball.*
¡Me gusta! *I like it!*
¡Me gusta mucho! *I like it a lot!*
¡Me gusta muchísimo! *I really, really like it!*
¡Me encanta! *I love it!*

Los días de la semana *The days of the week*

lunes *Monday*
martes *Tuesday*
miércoles *Wednesday*
jueves *Thursday*
viernes *Friday*
sábado *Saturday*
domingo *Sunday*
los lunes on *Mondays, every Monday*
los martes on *Tuesdays, every Tuesday*

Algunas preguntas *Some questions*

¿Qué...? *What/Which...?*
¿Cuándo...? *When...?*
¿Dónde...? *Where...?*
¿Cómo...? *How/What...?*
¿Cuántos...? *How many...?*

Palabras muy frecuentes *High-frequency words*

con *with*
cuando *when*

generalmente *generally*
mucho *a lot*
no *no*
o *or*
pero *but*
porque *because*
sí *yes*
también *also, too*
¿Y tú? *And you?*

Palabras (Pages 74–75)

¿Qué estudias? *What do you study?*

Estudio... *I study...*
ciencias *science*
dibujo *art*
educación física *PE*
español *Spanish*
francés *French*
geografía *geography*
historia *history*
informática *ICT*
inglés *English*
matemáticas *maths*
música *music*
religion *RE*
teatro *drama*
tecnología *technology*

¿Cuál es tu día favorito? *What is your favourite day?*

Mi día favorito es el lunes. *My favourite day is Monday/*
el martes. *Tuesday.*
Los lunes/martes estudio... *On Mondays/Tuesdays I study...*
¿Por qué? *Why?*
Porque... *Because...*
por la mañana *in the morning*
por la tarde *in the afternoon*
estudiamos *we study*
no estudio *I don't study*

Opiniones *Opinions*

¿Te gusta el dibujo? *Do you like art?*
Sí, me gusta (mucho) el dibujo. *Yes, I like art (a lot).*
No, no me gusta (nada) el dibujo. *No, I don't like art (at all).*
¿Te gustan las ciencias? *Do you like science?*
Sí, me encantan las ciencias. *Yes, I love science.*
aburrido/a *boring*

veinte 20
treinta 30
cuarenta 40
cincuenta 50
sesenta 60
setenta 70
ochenta 80
noventa 90
cien 100

¿De qué color tienes los ojos? What colour are your eyes?

Tengo los ojos... I have... eyes.
azules blue
grises grey
marrones brown
verdes green
Llevo gafas. I wear glasses.

¿Cómo tienes el pelo? What's your hair like?

Tengo el pelo... I have... hair.
castaño brown
negro black
rubio blond
azul blue
liso straight
rizado curly
largo long
corto short
Soy pelirrojo/a. I am a redhead.
Soy calvo. I am bald.

¿Cómo es? What is he/she like?

Es... He/She is...
No es muy... He/She isn't very...
alto/a tall
bajo/a short
delgado/a slim
gordo/a fat
guapo/a good-looking
inteligente intelligent
joven young
viejo/a old
Tiene pecas. He/She has freckles.
Tiene barba. He has a beard.
mis amigos my friends
mi mejor amigo/a my best friend
su mejor amigo/a his/her best friend

¿Cómo es tu casa o tu piso? What is your house or flat look like?

Vivo en... I live in...
una casa a house
un piso a flat
antiguo/a old
bonito/a nice
cómodo/a comfortable
grande big
moderno/a modern
pequeño/a small

¿Dónde está? Where is it?

Está en... It is in...
el campo the countryside
la costa the coast
una ciudad a town
el desierto the desert
la montaña the mountains
un pueblo a village
el norte the north
el sur the south
el este the east
el oeste the west
el centro the centre

Palabras muy frecuentes High-frequency words

además also, in addition
bastante quite
porque because
muy very
¿Quién...? Who?
un poco a bit
mi/mis my
tu/tus your
su/sus his/her



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



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

Internet Safety Revision

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



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.



Trolling - Someone who posts inflammatory, unnecessary, or off-topic messages in an online community, such as a forum, chat room, or blog, with the main intent of provoking readers into an emotional response or of otherwise disrupting normal on-topic discussion.

Task 1

Give four tips on how to stay safe online while using social media.

Tip 1.....

Tip 2.....

Tip 3.....

Tip 4.....



Task 2

What is the name of the company that you can contact when you are being cyberbullied?

.....

In your own words, explain what cyberbullying is:

.....



Passwords

Passwords should be kept secure at all times, this means you should **NEVER** write it down anywhere. Make sure that you choose a password that you will always remember.

Have a few different passwords for your online accounts. This will make sure that if a cyber-criminal gets hold of one, this will not be the key to unlock all your others. You should try to change your password on a regular basis, this will ensure it's extra safe from anyone who may potentially get hold of it and then act fraudulently with your personal details. A secure password should be:

- Alphanumeric – consisting of letters and numbers
- At least six characters long
- Use upper and lower case characters
- Be memorable!

A good example would be to choose three random (memorable) words and a number, such as **7PurpleHouseCats**

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.



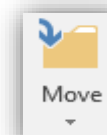
Forward an E-mail Message

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 to Denary

Step 1:

Draw out the following grid. The largest number sits the furthest to the left, and the smallest number sits the furthest to the right. Notice how each number is the previous number $\times 2$, for example $1 \times 2 = 2$, $2 \times 2 = 4$, $4 \times 2 = 8$ and so forth.

128	64	32	16	8	4	2	1

Step 2:

Working with the biggest number in mind, try and figure out which numbers you need to use to make up your number. Always, next to the table, keep a running total. Then, try and put together the number using all the different parts. Don't worry if you cannot do this first time – you can always draw out a new grid and try again until you get the answer.

IT IS ALWAYS IMPORTANT THAT YOU REMEMBER:

A '1' in binary means that we are using the number, or that a switch is turned 'on'. On the other hand, a '0' shows that we are not using the number, or alternatively it is switched 'off'.

If you are answering an exam question and are unsure as to whether the answer is correct or not, try doing the reverse calculation. When you have converted it back to its original number, if it is not the same, you know you have made an error.

Now try answering the following questions.

Part 1:

1.) What is the denary number '72' in binary?

2.) What is the denary number '255' in binary?

Part 2:

1.) What is the binary number '01010101' in denary?

2.) What is the binary number '00000001' in denary?

Binary Addition #1

Add together the following 4 bit binary numbers:

$$\begin{array}{r} 1 \ 0 \ 0 \ 0 \\ 0 \ 0 \ 1 \ 0 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \ 0 \ 1 \ 0 \\ 1 \ 0 \ 0 \ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \ 1 \ 1 \ 0 \\ 0 \ 1 \ 0 \ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \ 0 \ 1 \ 0 \\ 1 \ 0 \ 1 \ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \ 1 \ 1 \ 0 \\ 0 \ 1 \ 1 \ 0 \\ \hline \end{array}$$

Add together the following 8 bit binary numbers:

$$\begin{array}{r} 0 \ 1 \ 0 \ 0 \ 1 \ 0 \ 0 \ 1 \\ 1 \ 0 \ 0 \ 0 \ 1 \ 1 \ 0 \ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \ 0 \ 1 \ 1 \ 0 \ 0 \ 1 \ 0 \\ 1 \ 0 \ 1 \ 1 \ 0 \ 1 \ 0 \ 1 \\ \hline \end{array}$$

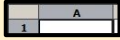
$$\begin{array}{r} 1 \ 1 \ 1 \ 1 \ 1 \ 0 \ 1 \ 1 \\ 1 \ 0 \ 0 \ 1 \ 1 \ 0 \ 1 \ 1 \\ \hline \end{array}$$

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

Parts of a Spreadsheet

Key terminology

Cell = The rectangular area which has a unique cell reference.



Row = Runs horizontally like the rows in a book.

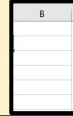


Cell reference = The location of the cell e.g. A5.

Formula bar = The area where the formulae are shown.



Column = Runs vertically like the columns of a building.

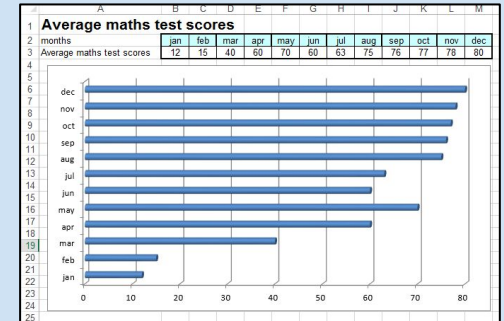


Graphs and charts

Graphs and charts show data in a more visual way. They can show patterns and trends much more easily.

Types

- Bar
- Column
- Line
- Pie



Formatting features

Left align

Centre

Right align

Shading



Merge and centre



Borders

Help to separate data into tables



Animal Type	Food Cost	Other Costs	Total Cost
Cat	£8.00	£45.00	£53.00
Dog	£10.00	£50.00	£60.00
Rabbit	£5.50	£35.00	£40.50
Hamster	£5.00	£30.00	£35.00
Guinea pig	£5.00	£30.00	£35.00
Budgie	£4.00	£20.00	£24.00
Pig	£9.00	£40.00	£49.00
Gerbil	£6.00	£25.00	£31.00
Chicken	£6.00	£20.00	£26.00
Lizard	£7.00	£30.00	£37.00
Tortoise	£7.00	£35.00	£42.00

Font Style

Calibri

Font Colour



Font Size

11 A⁺ A⁻

Bold

B

Underline

U

Italics

I

Number formatting

1 - 9 number

% percentage

£ Currency

12:00 Time

01/12/14 Date

0.001 Decimal place

Formulae and functions

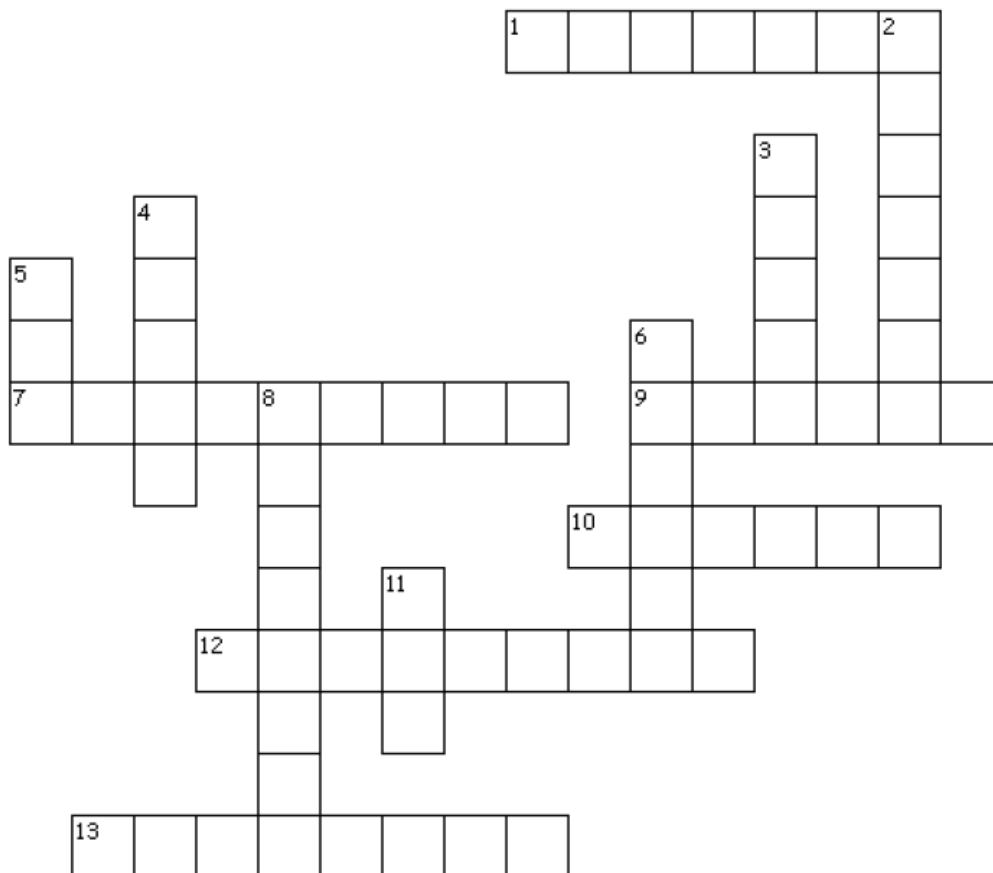
+ * Σ
- /

Mathematical operators. E.g. = A1 + B1

Spreadsheet functions. E.g. =SUM(A1:E1)

SUM MIN MAX
AVERAGE COUNT IF

SPREADSHEET - Complete the Crossword



Across	Down
1. You need to write one of these to calculate things	2. You can use the symbol when you want to automatically add a set of numbers together
7. Each page in a spreadsheet is called a	3. A spreadsheet is often called a when it is used to try out different scenarios
9. All of the cells which go down the spreadsheet vertically are called a	4. A way of showing your data in a pictorial form
10. You would use the '/' symbol when you want to one number with another	5. All of the cells which go across the spreadsheet horizontally are called a
12. The lines on the spreadsheet which show each individual cell	6. When you click into a cell it gets highlighted with a dark border and it is called the cell
13. You would use the '*' symbol when you want to one number with another	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

Watch video using this link [Sequence Selection and Iteration \(youtube.com\)](https://www.youtube.com/watch?v=Sequence_Selection_and_Iteration)

Crat a revision poster foe Selection, sequence, variables and iteration

Selection

```
when clicked
if touching Andie? then
  say Hello! for 2 seconds
```

Variables

```
when clicked
set lives to 10
forever
  glide 1 secs to mouse-pointer
  if touching color? then
    change lives by -1
  if lives = 0 then
    say GAME OVER!
  stop all
```

Reduce the lives variable by one

Repetition

```
forever
  if touching color? then
    say ouch! for 0.5 seconds
```

SEQUENCES

Iteration

LOOPS

1. **Sequencing** – performing one instruction after the other in the order in which they are written
2. **Selection** – where IF statements are used to decide which instructions should be executed.
3. **Iteration** – repeatedly executing a set of instructions either for a set number of times or whilst a condition is true / becomes true.

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.

```

graph LR
    Input[Input] --> Process[Process]
    Process --> Output[Output]
    Output --> Input
    Output --> Process
    
```

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.

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 computer's 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.

TOPIC 2

COMPUTER SYSTEMS

Key Words

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

Fetch, Decode, Execute

The main function of the CPU is to run an endless fetch-execute cycle.

```

graph TD
    Fetch[FETCH instructions] --> Decode[DECODE instructions]
    Decode --> Execute[EXECUTE instructions]
    Execute --> Fetch
    
```

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.

Year 7 Religious Education Independent Learning Revision

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

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 outline the main practices of Judaism (place of worship, holy scripture, festivals).			
2. To explain how and why people identify as Jewish.			
3. To explain the significance of Abraham to Jewish belief.			
4. To outline the key principles about God as set out by Maimonides.			
5. To describe the key teachings of the Messiah.			
6. To outline the origins on different branches (denominations) of Judaism			
7. To compare the beliefs and practices of different branches (denominations) of Judaism (e.g. Sephardic and Ashkenazim Jews)			
8. To explain the significance of Leviticus and the impact it has on Jewish food (e.g. Kosher)			
9. To explain 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 Holy Book(s) ?	<p>Tanakh or Hebrew Bible</p> <ul style="list-style-type: none"> • 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. • The Nevi'im (N) which are the books of the Jewish prophets such as Joshua and Isaiah. • Ketuvim (K) which is a collection of other important writings.
<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"> • The Torah has 613 commandments which are called mitzvah. They are the rules that Jews try to follow. • The most important ones are the Ten Commandments given to Moses. • Eating Kosher foods and following dietary laws.
<u>7</u>	Name a place of worship	Synagogue on Saturdays
<u>8</u>	Name a type of worship	<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 religious festival/ tradition	<ul style="list-style-type: none"> • Passover • Rosh Hashanah • Yom Kippur • Seder plate • Respecting Sabbath day (ceasing from work)
<u>11</u>	Name the different denominations (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 12th 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



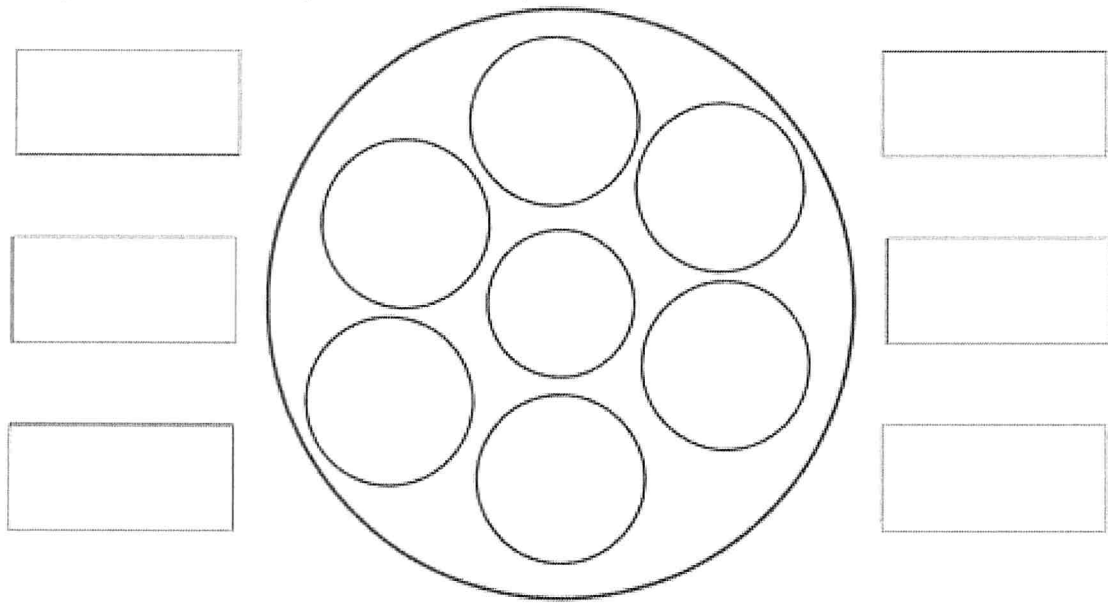
Homework Task 1: Complete this table below by answering the following four questions:

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



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?

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



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



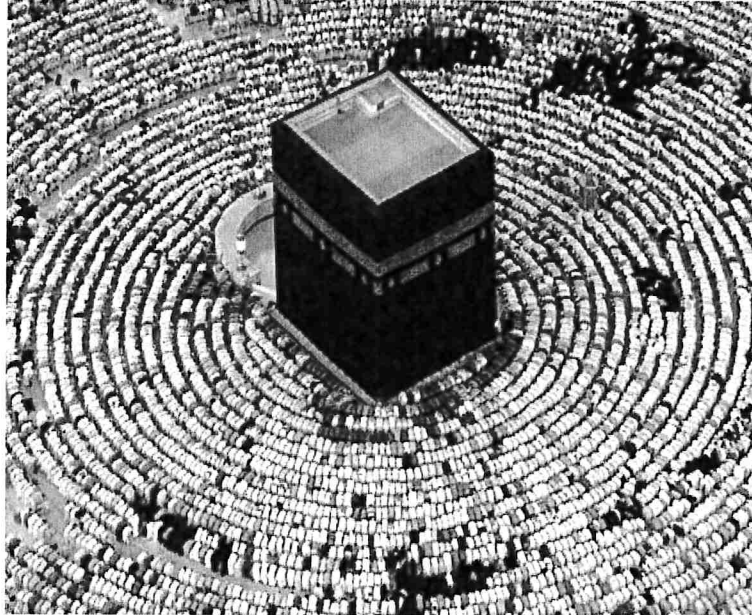
Spring term 1			
What you need to know			
1.1 What was life like in Arabia?	☺	☹	☹
To describe life in the days of pre-Islamic Arabia			
To compare life in Makkah to the present-day UK			
1.2 Who was the prophet Mohammad?	☺	☹	☹
To outline the key events of Prophet Mohammad's life			
To explain the importance of Mohammad to Islam			
1.3 What are the Five Pillars of Islam?	☺	☹	☹
To describe the features inside a mosque			
To state the 5 pillars of Islam			
To explain the meaning and purpose of each of the 5 pillars			
To evaluate which of the 5 pillars is the most important in everyday life			
1.4 How do Muslims put their beliefs into action?	☺	☹	☹
To explain the meaning of Adhan			
To explain Muslim practices around prayer and the mosque			
To analyse 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 worship	<ul style="list-style-type: none"> • Salah (to pray) five times a day • Friday is a special day as a sermon is given during midday prayer
9	Name a sacred land/country	Mecca, city, western Saudi Arabia,
10	Name at least one religious festival/tradition	Eid al-Fitr marks the end of Ramadan , 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 denominations (types) of Islam.	Following Prophet Muhammed's death , Muslims split of Islam into Sunni and Shia 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**.

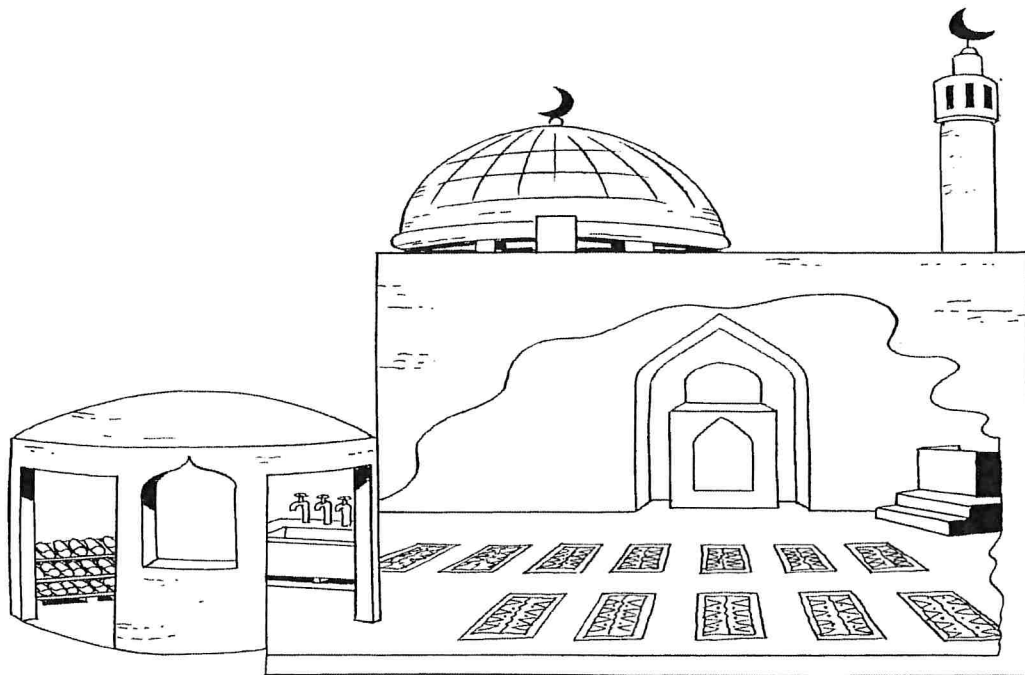


Key words:

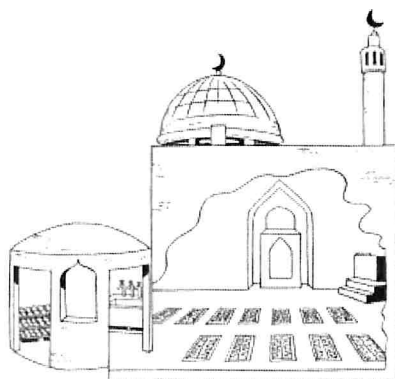
1. **Adhan:** When a person called a mu'adhin says a prayer calling Muslims to pray.
2. **Imam:** A religious leader in Islam.

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



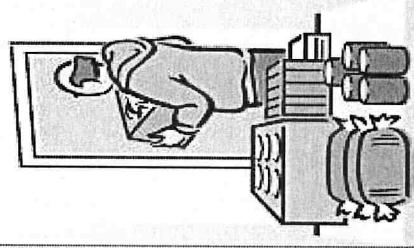
A declaration of faith.
"There is no God but Allah and Muhammad is his messenger."

Salah



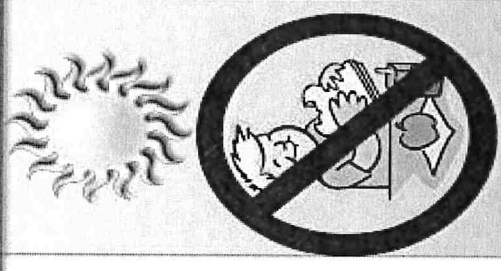
Pray facing Mecca five times a day: dawn, noon, afternoon evening and night.

Zakat



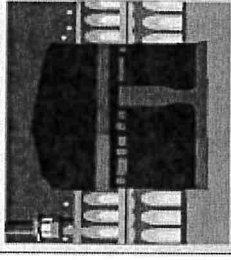
It is a Muslims duty to give 2.5% of their income to the poor/needed.

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 outline the main aspects of Genesis.			
2. To outline the main aspects of Exodus.			
3. To describe a miracle and consider other non-religious points of view.			
To explain the similarities and differences between the creation stories.			
To define monotheism.			
To describe the key features of G-d/ Allah using <u>omnipotence</u> , <u>omniscience</u> , <u>omnipresence</u> , <u>omnibenevolence</u> .			
To outline four different types of religious experiences and consider non-religious points of view.			
To describe what a revelation is.			
To describe the features of a conversion experience.			
To explain the significance of prayer. To describe the different types of prayer in different religions.			

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

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 define citizenship.			
2. To explain what is an active citizenship using relevant examples.			
3. To describe what British values are using relevant examples.			
4. To define what is meant by society.			
5. To outline what is involved in the United Nations (UN).			
6. To explain what a rule is using relevant examples.			
7. To explain what a responsibility is using relevant examples.			
8. To outline what it means to be fair using relevant examples.			
9. To describe human rights using relevant examples.			
10. To outline at least two rights as child has using relevant examples.			
11. To explain the UN Convention on the rights of a child.			
12. To outline who is considered a child according to the UN.			
13. To define what is a law.			
14. To state 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"> • Education • Privacy • Life • Free expression • Fair standard of living
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 16th December 1991. The USA is the only country that has not ratified the Convention.

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