ELLIS GUILFORD SCHOOL
Creative Education Trust

"Knowledge is of no value unless you put it into practice"

Anton Chekov

YEAR 7

KNOWLEDGE ORGANISER

EDITION 1
2026 - 2027

Name:

Tutor Group:

House:

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Knowledge is power.

I feel like going to class each morning is so humbling. You're always working to improve."



- Misty Copeland

Sometimes it is the people no one imagines anything of, who do the things that no one can imagine"



- Alan Turing

I loved to learn everything, everything in sight and I was never satisfied that I knew everything"



- Gertrude Elion

Everything that you learn is useful in life"



- Andrea Bocelli

Education is the passport to the future, for tomorrow belongs to those who prepare for it today."



- Kalpana Chawla

We aim for EGScellence everyday, with effort, kindness and no delay"

We are Ellis Guilford School

How to use your Knowledge Organiser

What is a Knowledge Organiser and how will it help me?

A Knowledge Organiser is a small booklet that shows you the important facts you need to learn for each topic in every subject.

It helps you because:

- It tells you the key information you must know.
- It helps you do well in tests and exams.
- It makes learning clear and simple.
- Your teacher will use the Knowledge Organiser in lessons.

Your teachers may ask you to:

- Look at a section, write a few notes, or highlight important parts.

Your teacher will also set homework from your Knowledge Organiser.

You will have short quizzes in lessons to check your learning.

Do I have to bring my Knowledge Organiser every day?

Yes. Every lesson, every day. It is one of our main EGSpectations.

Is there anything I could use to support me when using my knowledge organiser?

Sticky notes – useful for extra reminders or important facts.

Small flashcards – good for writing down key ideas.

You can put them around your room to help you remember things!

Maths – Numeracy Skills

Square Numbers
A square number is made by **multiplying a number by itself**.

Examples:

$1 \times 1 = 1$
$2 \times 2 = 4$
$3 \times 3 = 9$
$4 \times 4 = 16$

Cube Numbers
A cube number is made by **multiplying a number by itself 3 times**.
Examples:

- $1 \times 1 \times 1 = 1$
- $2 \times 2 \times 2 = 8$
- $3 \times 3 \times 3 = 27$
- $4 \times 4 \times 4 = 64$

Prime Numbers
Prime numbers have **only two factors**: 1 and itself.
They are **not** in any other times tables.
Examples: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41…

💡 *Memory tip*: Think of prime numbers as "VIPs" — they don't share!

Adding & Subtracting with Negatives
Use a **number line** to help:

$-3 + 5 = 2$ move 5 steps right →
$4 - 6 = -2$ move 6 steps left ←

💡 *Tip*: Think of temperature going up or down.

Multiplying with Negatives
Same signs (− × − or + × +) = Positive
Different signs (− × + or + × −) = Negative

💡 *Memory tip*: "Same signs = happy, different signs = grumpy!"

Dividing with Negatives
Same rule as multiplying:

- $-12 \div -3 = +4$
- $+12 \div -3 = -4$

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

What Are Odd Numbers?
Odd numbers **cannot be divided by 2** evenly.

They always end in **1, 3, 5, 7, or 9**.

Examples:
1, 3, 5, 7, 9, 11, 13, 15, 17, 19

What Are Even Numbers?
Even numbers can be **divided by 2** with **no remainder**.

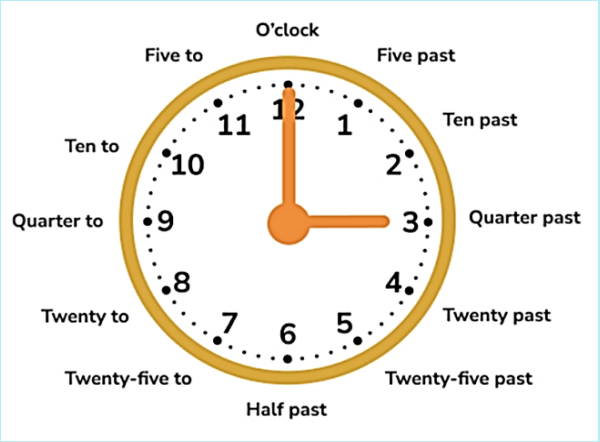
They always end in **0, 2, 4, 6, or 8**.

Examples: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20

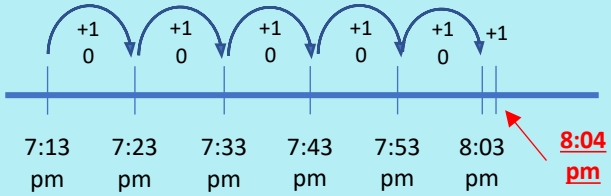
Maths – Numeracy Skills

Th Thousands	H Hundreds	T Tens	U Units	$\frac{1}{10}$ Tenths	$\frac{1}{100}$ Hundredths	$\frac{1}{1000}$ Thousandths

Analogue clock



What time will it be 51 minutes after 7:13 pm?



Order of Operations

Brackets first

👉 Solve anything inside ( ) before anything else.

Example: $(3+2)\times 4 = 5\times 4 = 20$

Powers next

👉 Do squares, cubes, etc.

Example: $2^2 + 3 = 4 + 3 = 7$

Multiply and Divide (left to right)

👉 Do these before adding or subtracting.

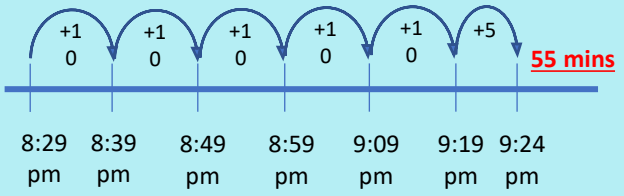
Example: $6 + 3\times 2 = 6 + 6 = 12$

Add and Subtract (left to right)

👉 Do these last.

Example: $10 - 4 + 2 = 6 + 2 = 8$

From 8:29 pm, how many minutes until 9:24 pm?



Inequality signs

$3 < 5$ means 3 is less than 5

$8 > 4$ means 8 is greater than 4

$x \leq 10$ means x can be 10 or anything smaller.

$y \geq 7$ means y can be 7 or anything bigger.

💡 *Memory tip*: The **small end** of the symbol points to the smaller number. The **big open end** faces the bigger number.

Percentages

💡 *Memory tip*: Percent means "per hundred"

To find…	You do…
50%	÷ 2
10%	÷ 10
1%	÷ 100
20%	÷ 5
25%	÷ 4

Maths – Working with decimals

The Four Operations

Addition and Subtraction: Column method

Example 1: 56.9 + 3.88 =

5	6	.	9	0
0	3	.	8	8
6	0	.	7	8
1	1			

+

1) Line up the decimal points
2) Fill any gaps with zeros
3) Start with the column on the right, working to the left
4) Carry into the next column for 10 or more

Example 2: 65 – 3.2 =

1) Line up the decimal points
2) Fill any gaps with zeros
3) Start with the column on the right, working to the left
4) Borrow from the column to the left when the bottom number is larger than the top

Multiplication: Grid Method

Example: 3.4 x 4.2

x	30	4
40	1200	160
2	60	8

1) Remove the decimal points to make the calculation 34 x 42
2) Complete the grid method
3) Put the decimal back in

1200 + 160 + 60 + 8 = 1428

As there were two decimal places in the question, there should be two in the answer

3.4 x 4.2= 14.28

Division: Bus Stop Method

Example: 28.84 ÷ 1.4 =

$$\begin{array}{r} 0\ 2\ 0\ .\ 6 \\ 14\overline{)\,2^{2}8\ 8\ .^{8}4} \end{array}$$

1) Multiply both numbers by 10 until the divisor is no longer a decimal
2) Complete the division
3) But **DON'T** put the decimal back in

Ordering Decimals

Example:

Write the following decimals in ascending order:

0.3, 0.21, 0.305, 0.38, 0.209

1) Add zero's so that they all have the same number of decimal places.

0.300, 0.210, 0.305, 0.380, 0.209

2) They can then be placed in order (from smallest to largest):

0.209, 0.21, 0.3, 0.305, 0.38

Rounding to decimal places

When rounding to decimal places we check the number after the digit we are rounding

Example 1: **Round 7.46582 to 1dp**

7.46582 since we have a 6, we round up

= 7.5

Example 2: **Round 7.46582 to 2dp**

7.46582 since we have a 5, we round up

= 7.47

'To 1dp' means 1 decimal place

'To 2dp' means 2 decimal places

Rounding to significant figures

When rounding to significant figures, we start counting from the first non-zero value in the number.

Example 1:

Round 1367 to 1 significant figure (1sf)

3 so we round to **1000**

Example 2:

Round 0.00467 to 2 significant figure (2sf)

Remember we count from the first non-zero value.
In this case the second significant figure is the 6.
We then check the next number…
7 so we round to **0.0047**

Word	Definition
Operation	In maths these are the functions × ÷ + -
Commutative	If changing the order does not change the result.
Ascending ↑	In order from smallest to largest
Descending ↓	In order from largest to smallest

Maths – Introducing Algebra

Expression or Equation?

Expressions	What's happening?
a + 14	Add 14 to *a*
b - 20	Subtract 20 from *b*
4c	Multiply *c* by 4
d^2	Multiply d by itself
3e - 5	Multiply *e* by 3 and then subtract 5
2(f + 12)	Add 12 to *f* *and* then multiply by 2
xy	Multiply x by y

Equations	What's happening?
a + 14 = 20	a add 14 equals 20
b – 20 = 15	b subtract 20 equals 15
4c = 28	c multiplied by 4 equals 28
d^2 + 4 = 30	d multiplied by itself then add four equals 30
3e – 5 = 10	e multiplied by 3 then subtract 5 equals 10
2(f + 12) = 44	f add 12 first, then multiply by 2 equals 44

Solving 1-step Equations

Example 1: x + 5 = 12

Take 5 from both sides (balancing method)

- 5 - 5

x = 7

Example 2: 4x = 20

Divide both sides by 4 (balancing method)

÷ 4 ÷ 4

x = 5

Example: $2x + 4 = 10$

Subtract 4 from both sides

$-4 \quad -4$

$2x = 6$

Divide both sides by 2

÷ 2 ÷ 2

$x = 3$

Simplifying expressions (+ & -)

Example:

Like terms

$3y + 2x + 4x - y = 2y + 6x$

Like terms

- Can only simplify like terms
- Make sure to include the sign before the term

Example:

Like terms

$4x^2 + 2x + 3x^2 = 7x^2 + 2x$

Like term

Simplifying expressions (x & ÷)

$3 \times e \times 5 \times e$

$3 \times 5 \times e \times e$

$15e^2$

Word	Definition
Expressions	Numbers, symbols and operators (such as + and ×) grouped together that show the value of something
Equations	A mathematical statement with an 'equal to' symbol between two expressions that have equal values
Solve	To find the value of the unknown variable using the balancing method
Term	In algebra a term is either a single number or variable, or numbers and variables multiplied together
Coefficient	A number used to multiply a variable
Variable	A symbol for a value we don't know yet, usually x or y
Constant	A fixed value

Maths – 2D shapes and measurements

a **Polygon**:

many

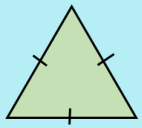
angles

a 2-dimensional figure that has at least 3 straight sides

We can classify different 2D shapes using...

- number of sides
- relative side lengths
- interior angles
- pairs of parallel sides

triangle



equilateral

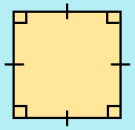


isosceles

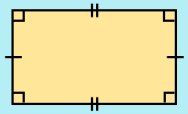


scalene

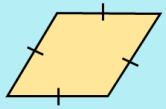
quadrilateral



square



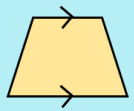
rectangle



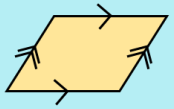
rhombus



kite

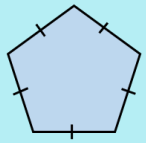


trapezium

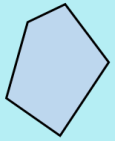


parallelogram

pentagon

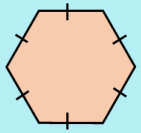


regular



irregular

hexagon

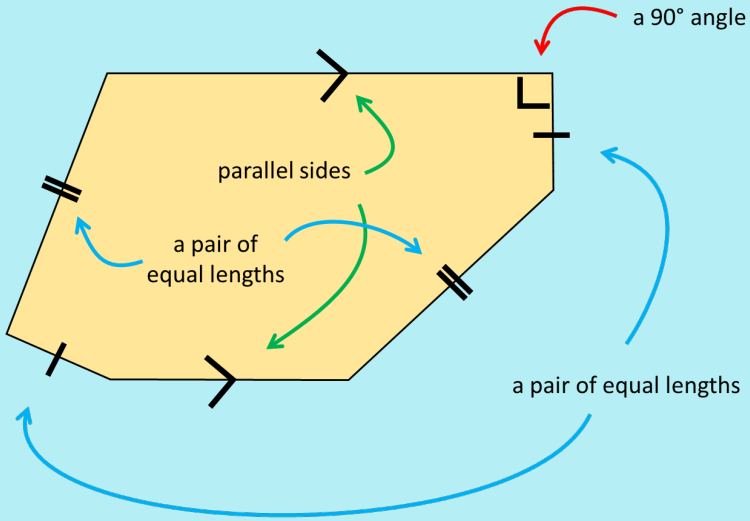


regular

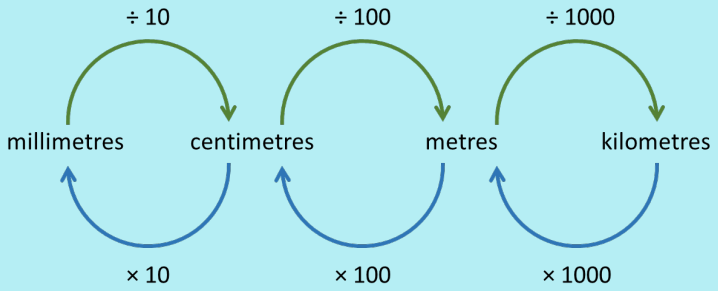


irregular concave

What do the symbols on this 6-sided shape mean?

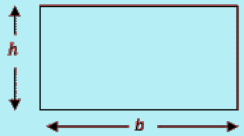
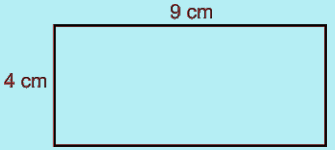
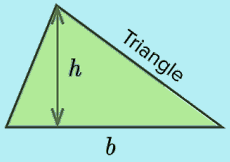
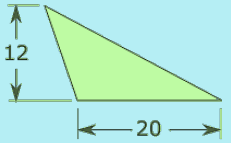
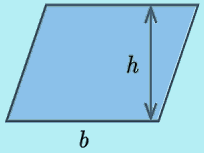
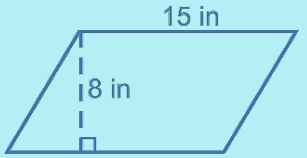
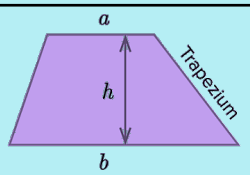
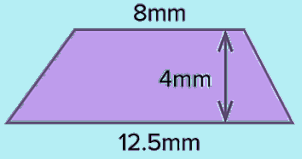
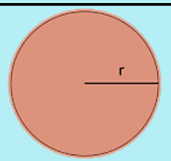


Length conversions



Maths – Area

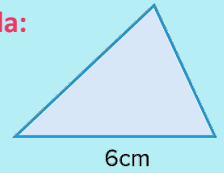
The area is the amount of space inside a 2D shape, there are different formulae to learn:

Shape	Formula	Diagram	Example
Rectangle	$A = base \times height$		$base \times height$ 9×4 $36\ cm^2$ 
Triangle	$A = \frac{1}{2} \times base \times height$		$\frac{1}{2} \times base \times height$ $\frac{1}{2} \times 20 \times 12$ $120\ units^2$ 
Parallelogram	$A = base \times height$		$base \times height$ 15×8 $120\ in^2$ 
Trapezium	$A = \frac{1}{2} \times (a + b) \times h$		$\frac{1}{2} \times (a + b) \times h$ $\frac{1}{2} \times (8 + 12.5) \times 4$ $\frac{1}{2} \times (20.5) \times 4$ $41 mm^2$ 
Circle	$A = \pi \times r^2$ Circumference = $2\pi r$ $= \pi d$		$\pi \times r^2$ $\pi \times 4^2$ $\pi \times 16$ $50.27\ cm^2$ (2 d.p) 

Example:
Using a formula to find a missing length

Start by writing the formula:

Area = $\frac{1}{2}$ x b x h



Add the numbers we know into the equation and solve for h Area = 24, and b = 6.

$24 = \frac{1}{2}$ x 6 x h

$24 = 3$ x h

$\frac{24}{3} = h$ h = 8cm

Word	Definition
Radius	The distance from the centre to the circumference of a circle
Diameter	The distance from one point on a circle through the centre to another point on the circle.
Circumference	The distance around the edge of a circle. It is a type of perimeter.
Perpendicular	at an angle of 90° to a given line

English

Write like a *Literary Critic*

Someone who analyses, interprets, and evaluates literature.

S (Statement)	[Writer] may have written... to criticise, teach, warn, reveal the importance of...
E (Evidence)	This is evident when... We see this when... This is shown through...
I (Inference)	This evokes the idea that... This conveys/demonstrates/implies... This leads me to believe
Z (Zoom in)	The use of ... further reinforces ... The verb/simile implies that ... which creates...
Z (Zoom out)	The writer may have been trying to allude ... The writer may have been revealing ...
E (Effect)	This makes the reader/ audience question ...

SEIZZE

Embed Quotations!

✗ **It says, "double, double toil and trouble"**

✓ **The witches chant "double, double toil and trouble"**

We Always Focus On:

The writer's choices
The writer's messages

Adverbials and Discourse Markers:

Arguably,
Importantly,
Without a doubt,
Initially,
As the text develops,
Ultimately,

Write a Powerful Thesis Statement:

What big ideas does the writer have?
.....may have written..... to.....

What are they...
arguing?
promoting?
highlighting?
exposing?
problematising?
calling for?
warning against?
criticising?

Modal Verbs to Convey Consideration:

Perhaps... This could... **INTERESTINGLY...**
THIS MAY...
This might... **In a sense this...**

Connectives:

Similarly,
In both...
Whereas...
However,
This is in contrast to...
Likewise...

Instead of 'suggests':

demonstrates *conveys*
implies
reinforces ***highlights***
illustrates

Adjectives to Introduce Characters:

Miserly and inconsiderate, Scrooge acts as a mouthpiece for Malthusian attitudes.

Where **EGScellence** thrives, and the **EGSceptional** shine

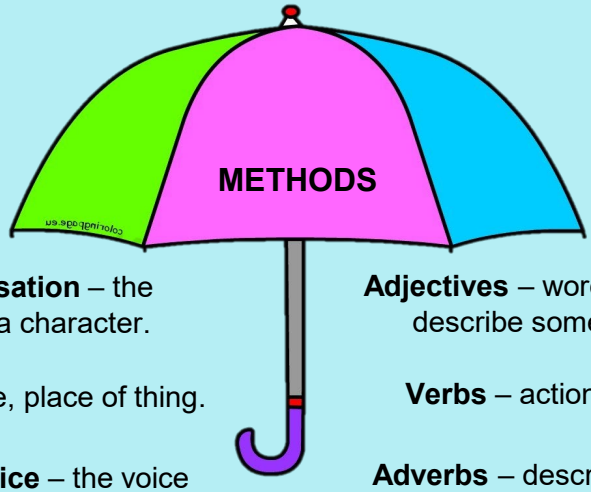
English – Reading Skills

How can I be successful in my writing?		✓
Statement AO1	Clear response to the question/task.	
Evidence AO1	Use of quotations to support interpretation.	
Inference(s) AO2	Exploration of writer's meaning.	

Reading EGScpectations

- ❑ I follow along in my book using a ruler or finger.
- ❑ I Keep my eyes on the text at all times.
- ❑ I'm ready to read if asked
- ❑ I keep track of where we are in the text
- ❑ I picture the scene in my head.
- ❑ I notice any new or tricky words.
- ❑ I use the punctuation to tell me when to pause.
- ❑ I answer questions about what we have read.
- ❑ I find evidence in the text to support my ideas.





Characterisation – the creation of a character.

Nouns – people, place of thing.

Narrative voice – the voice which the story is told.

Adjectives – words used to describe something.

Verbs – action words.

Adverbs – describes an adjective or verb.

Imagery – language that evokes a mental image.

Modal verbs - *support other verbs in a sentence to indicate possibility or necessity.*	
Could	The writer could be…
Might	Readers might feel…
May	This may have been done to…
Will	Readers will learn…

English – The Odyssey

Characters	
Odysseus	The King of Ithaca and the hero of the story. He is clever, brave and determined to return home after the Trojan War.
Penelope	Odysseus' loyal wife who waits twenty years for his return while fending off suitors.
Telemachus	Odysseus' son who grows in confidence and maturity as he searches for news of his father.
Athena	The goddess of wisdom who helps and guides Odysseus throughout his journey.
Poseidon	The god of the sea who is angry with Odysseus and creates many obstacles to stop him reaching home.
Polyphemus	A one-eyed Cyclops who traps Odysseus and his crew in a cave.
Circe	A powerful witch who turns Odysseus' men into pigs before eventually helping him.
Calypso	A nymph who keeps Odysseus on her island for many years because she wants him to stay with her.

Big Ideas	Explanation
Perseverance and Determination	Odysseus never gives up despite facing monsters, storms and setbacks.
Home and Belonging	The desire to return home motivates Odysseus throughout his journey.
Loyalty and Faithfulness	Penelope and Telemachus remain loyal to Odysseus while he is away.
Intelligence over Strength	Odysseus often succeeds through clever thinking rather than physical power.
Pride and Consequences	Odysseus' pride sometimes causes problems, such as when he angers Poseidon.
Hospitality (Xenia)	The poem explores how guests and strangers should be treated with respect and kindness.

Writer's Methods	Effect
Similes	Extended comparisons create vivid images and make events seem larger than life.
Epithets	Repeated descriptive phrases, such as "wise Odysseus," help readers remember key characters.
Foreshadowing	Hints about future events build suspense and anticipation.
Imagery	Detailed descriptions help readers picture settings, battles and adventures.
In Medias Res	The story begins in the middle of the action, immediately engaging the audience.

Beginning:
Odysseus is trying to return home after the Trojan War while his family struggles without him in Ithaca.

Middle:
Odysseus faces many challenges including the Cyclops, Circe, the Sirens, Scylla and Charybdis, and Poseidon's anger.

End:
Odysseus finally returns to Ithaca, defeats the suitors and is reunited with Penelope and Telemachus.

English – The Odyssey

Ambitious Vocabulary	
Epic	A long story about a hero's adventures.
Hero	A character admired for courage and achievements.
Quest	A long and difficult journey with a goal.
Xenia	The Ancient Greek idea of hospitality towards guests and strangers.
Hubris	Excessive pride that often leads to downfall.
Nymph	A minor female nature deity in Greek mythology.
Cyclops	A giant with one eye.
Oracle	A person or place through which the gods give prophecies.

Turn and Talk Routine	
1	Turn and sit face-to-face with your partner.
2	Look at your partner.
3	Speak one at a time.
4	Listen quietly while your partner is speaking.
5	Turn back and face the teacher.





Model SIEZZE Paragraph

S (Statement):
Homer may have used imagery to create a vivid picture of a new day and symbolise hope during Odysseus' journey.

E (Evidence):
This is shown when dawn is described as *"spread her fingers of rose across the sky."*

I (Inference):
This image compares the sunrise to a person's fingers stretching across the sky. This suggests that the world is slowly waking up and that new opportunities lie ahead for Odysseus. It conveys a sense of renewal and optimism after periods of danger and hardship.

Z (Zoom In):
The word **"rose"** is associated with warmth, beauty and light.

Z (Zoom Out):
The imagery in *"spread her fingers of rose across the sky"* creates a beautiful picture of the sunrise. Throughout *The Odyssey*, the arrival of dawn often marks the beginning of a new stage in Odysseus' adventure, reminding readers that hope can return even after difficult challenges.

E (Effect):
Homer may have wanted the reader to feel hopeful about Odysseus' journey. This makes readers appreciate his perseverance and encourages them to believe that difficulties can eventually be overcome.

English – An Introduction to Shakespeare

Shakespearean texts	Memory Clue
Twelfth Night A pair of twins (Viola and Cesario) are separated. Cesario disappears until the end. Viola disguises herself as a man. She finds herself in a love triangle with Olivia and Duke Orsino.	
Macbeth Three witches predict that Macbeth will become King. His ambition leads him to kill the current King to get this title.	
Romeo and Juliet Two teenagers fall in love, but their families are at war and forbid them to be together.	



Big ideas:
Tragedy • Unhappy ending • Death of tragic hero • Emotional responses from the audience • Fatal flaw (hamartia) • Supernatural
Comedy • Happy ending • Theme of love • Disguises and mistaken identity • Obstacles • Separation & reconciliation
Love • Marriage was seen as a necessity and love a bystander. Arranged marriages were part of Elizabethan culture
Death • Death symbolises the end of the conflict between the two families

Key vocabulary	Definition	Memory clue
Protagonist	The main character in a play.	
Act	The correct name for a 'chapter' of a play.	
Dialogue	The lines spoken by the characters in a play.	
Stage directions	A description of the physical actions or what is seen rather than said in a play.	
Foreshadow	A warning or indication of (a future event).	

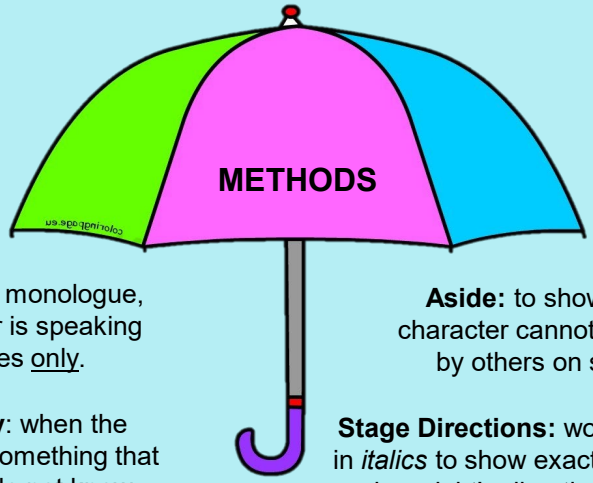
English – An Introduction to Shakespeare

How can I be successful in my writing?		
Statement AO1	Clear response to the question/task.	
Evidence AO1	Use of quotations to support interpretation.	
Inference(s) AO2	Exploration of writer's meaning.	

Example SEIZZE Paragraph:

How does Shakespeare present Romeo as a passionate character?

Shakespeare portrays Romeo as a passionate, fiery and eager character during the play. This can be seen in play where he risks being caught in the Capulet's home when going to see Juliet on her balcony. The metaphor 'with love's light wings' highlights his passion and impetuous nature. The noun 'wings' suggesting his love is from a higher place – heaven - and demonstrates his willingness to risk everything for love.



Soliloquy: like a monologue, but the character is speaking to themselves only.

Aside: to show that a character cannot be heard by others on stage.

Dramatic Irony: when the audience knows something that the characters do not know

Stage Directions: words written in *italics* to show exactly what the playwright's directions were.

Puns: jokes using words that can have more than one meaning.

Monologue: a character speaking for a longer length of time.

Analytical verbs		
Infers	Exposes	Emphasises
Implies	Establishes	Reinforces
Suggests	Evokes	Highlights
Demonstrates	Alludes to	Creates

Science

Science Safety Rules

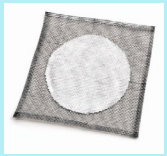
1. Follow instructions exactly.
2. Always wear goggles.
3. Loose hair tied back and clothing tucked in.
4. Always stand.
5. Never eat chemicals.
6. Report any spillages or breakages.
7. Never pour chemicals down the sink.
8. Keep your area clean and tidy.
9. A C3 can be immediately given if any rules are broken.

Signed:

_____

Equipment

Gauze



Measuring Cylinder



Safety Mat



Conical Flask



Test Tube and tongs



Beaker



Bunsen Burner



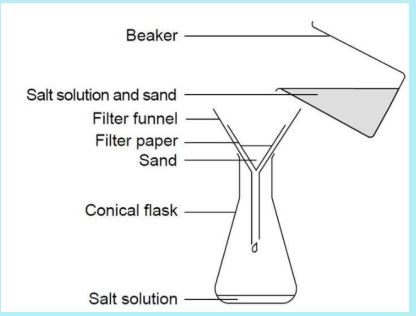
Tripod

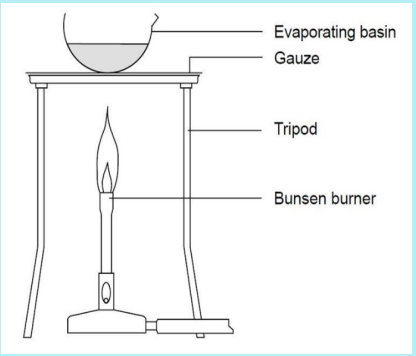


Hazards



Separation techniques





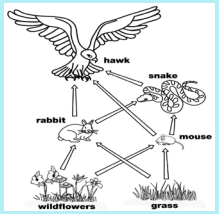
Science

Food Chains and Webs

A **food chain** is a diagram that shows what an **organism** eats. It shows the transfer of **energy** between organisms. Arrows show the transfer of energy from one organism to the next.
Grass → Mouse → Snake → Hawk

In food chains and webs:

- The first organism is a **producer** (usually a plant)
- The second organism is an **herbivore** (only eats plants)
- The third organism is a **carnivore** (only eats meat)
- Animals that eat are known as **consumers**.

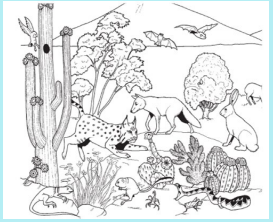


Ecosystems and Competition

An **ecosystem** is all the living organisms and the area they are in. All the organisms are the **community**. The area is the **habitat**. The non-living conditions are the **environment**. Organisms are **interdependent.**

Organisms compete for resources:

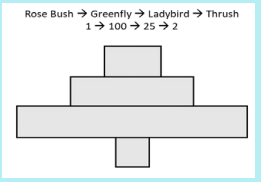
- Plants compete for light, space, water & minerals.
- Animals compete for food, territory & mates.

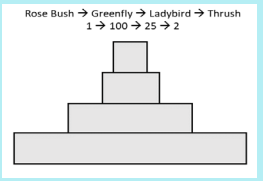


Pyramid of Numbers and Biomass

In a pyramid of numbers, the length of each bar represents the **number of organisms** at each level in the **food chain**.

A **pyramid** of **biomass** is a chart, drawn to scale, showing the biomass at each stage in a food chain.





Biodiversity

Biodiversity is a term that represents the total variety of life on Earth.

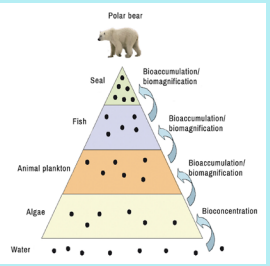
A high biodiversity ensures the stability of **ecosystems** by reducing the **dependence** of one species on another for food, shelter and the maintenance of the physical **environment**.



Bioaccumulation

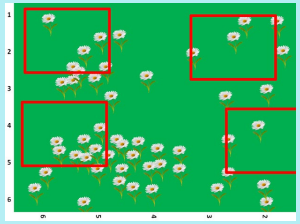
Bioaccumulation occurs when an animal eats another animal or organism and retains the pollutants that were inside its meal.

The pollutants are passed on through the food **chain**.



Quadrats

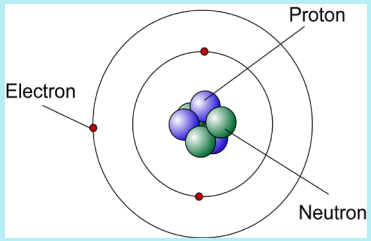
- A **quadrat** is a square frame used to count a **sample** of organisms in an area.
- **Randomly** place the **quadrat** in the **habitat** (use a random number generator to locate it).
- Count the numbers of **organisms** in the **quadrat.**
- Repeat as many times as possible in other areas.
- Work out the **mean** number of organisms.
- Multiply this number by the total area of the **habitat**.
- This gives your **population** estimate for the **habitat**.



Science

The Atom

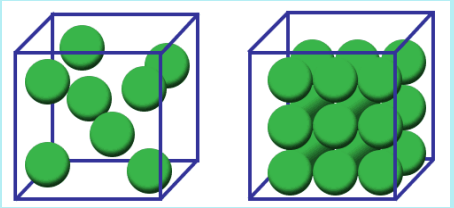
An **atom** is the smallest part of an **element** that can exist.



Protons and neutrons are within the nucleus. The electrons orbit the **nucleus**.

Density

Density is how closely packed **particles** are in a state.

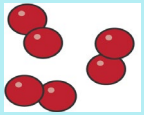


Less dense more dense

Density = Mass ÷ Volume

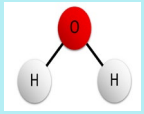
Elements

An **element** is a pure substance only made ofone type of atom.



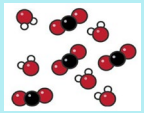
Compounds

Atoms of more than one element chemically joined together.



Mixtures

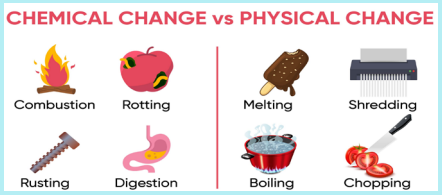
Two or more different substances, not chemically joined together.



Chemical & Physical changes

Chemical changes happen when chemical reactions occur. Physical changes do not lead to new chemical substances forming.

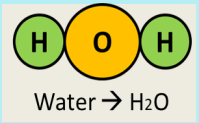
Signs of a chemical reaction: Colour change, light, smell, temperature change, gas and bubbles.

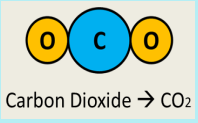


Chemical Formula

A chemical formula shows the **elements** present in a **compound**.

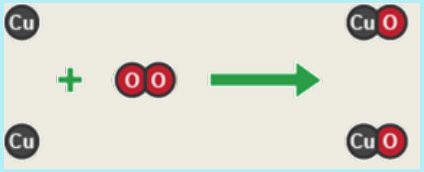
It also shows the number of **atoms** of each **element** that are in the **compound**.





Conservation of Mass

During a chemical reaction, no **atoms** are lost or made.



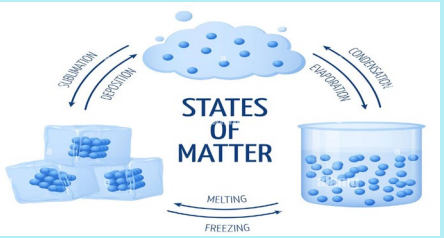
Before Reaction	After Reaction
Cu x2 O x2	Cu x2 O x2

Mass of Reactants = Mass of Products

States of Matter and Changing State

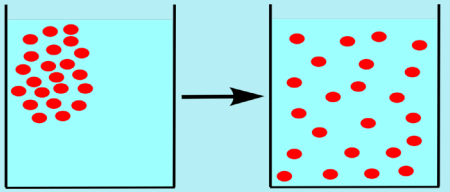
There are three states of **matter**. All three are made of atoms.





Diffusion

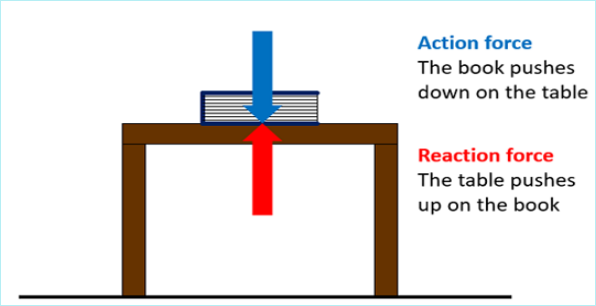
The movement of substances from an area of high **concentration** to an area of low **concentration**.



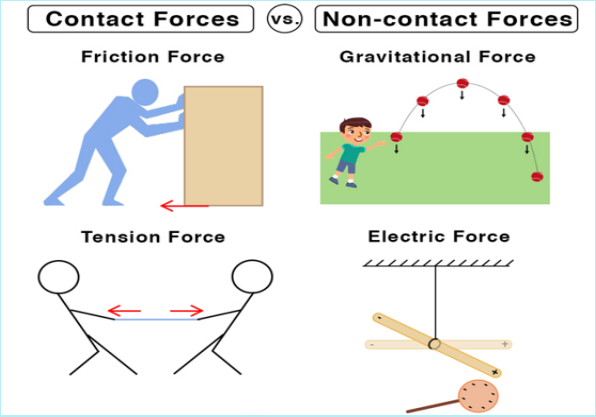
Science

Force

Forces are pushes and pulls.
Forces always act in interaction pairs

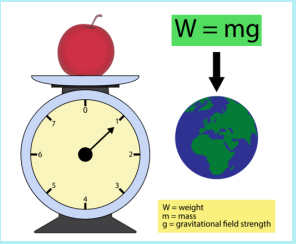


Types of forces



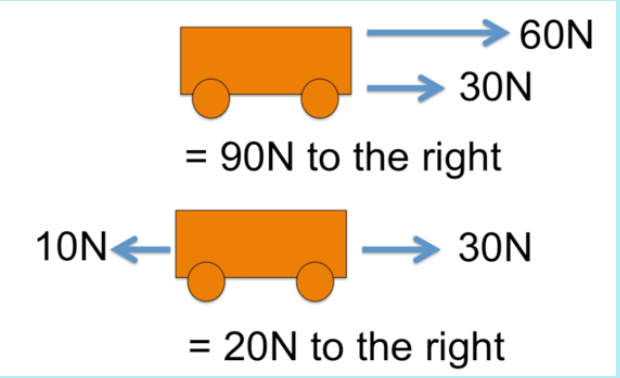
Gravity

Weight (N) is a downward force caused by gravity acting upon the mass of an object.
Mass (kg) is the amount of matter within an object



Balanced and unbalanced forces

Resultant force (N) is a single force.



Work done

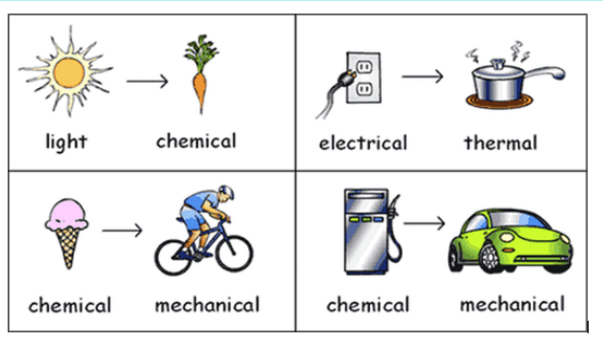
Work (J) is done and energy transferred when a force moves an object.

Work done (J) = Force (N) x distance (m) Example: The climber climbs to the top of the **20m** cliff. She weighs **660N**. How much work was done?

D – Force = **660 N** and Distance = **20m**
E – Work done = force * distance
S - Work done = **660** x **20**
C - Work done = 13200
U – Work done = 13200 Joules (J)
S - Significant figures, if needed.

Energy Transfers

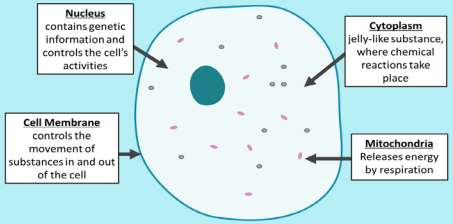
Energy (Joules) is transferred, never created or destroyed



Science

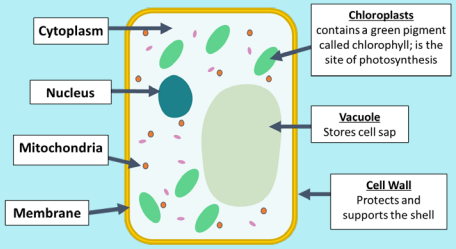
Animal Cells

Animal cells contain a nucleus, cytoplasm, membrane and mitochondria



Plant Cells

Plant cells contain the same organelles as animal cells but also have a vacuole, chloroplast and a cell wall.



Specialised Cells

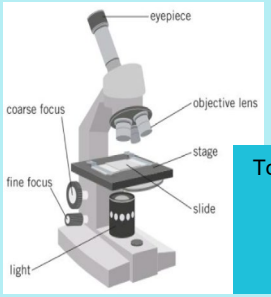
These are cells have a specific function within the body and features to be able to do that job.



Red blood cell: carry oxygen
White blood cell: kill bacteria
Sperm cell: fertilise egg cells
Nerve cell: carry impulses
Egg cell: fertilise sperm cells
Muscle cell: move bones
Ciliated cell: remove mucus
Root hair cell: absorb water
Palisade cell: absorb light

Microscopes

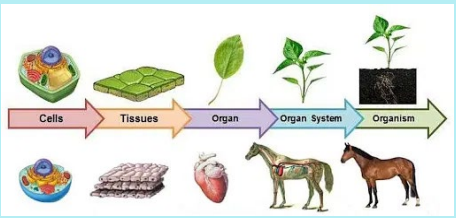
Magnify: make the image bigger.
Focus: make the image clearer.



Total Magnification
=
Eyepiece
X
Objective Lens

Levels of Organisation

Cells: single building blocks of life
Tissues: the same cells working together
Organs: different tissues working together
Systems: different organs working together



The skeleton

The bones: Protect organs. Support the body. Move the body. Make blood cells

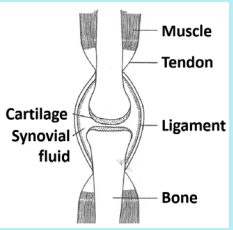
The Muscles: Work in antagonistic pairs as one contracts the other relaxes.



The Joints

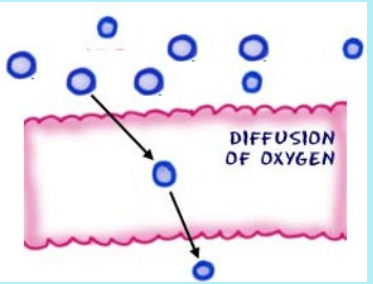
Joints are where two or more bones meet. They allow the skeleton to **move** and **rotate**.
Types: Hinge. Ball and socket. Fixed.

Ligaments: Attach bones to bones
Tendons: Attach bones to muscles



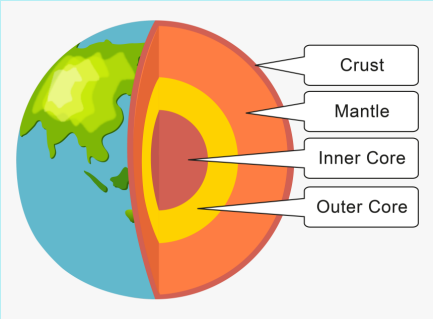
Diffusion

Diffusion is movement from a high concentration to a low concentration.

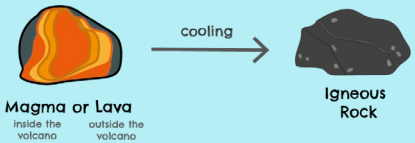


Science

Earth's structure



Igneous rocks

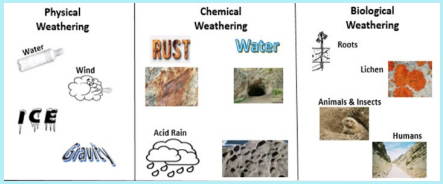


Igneous rock can be formed **under the Earth's surface** when **magma** cools and hardens.

Igneous rock can be formed **on the Earth's surface** when **lava** cools and hardens.

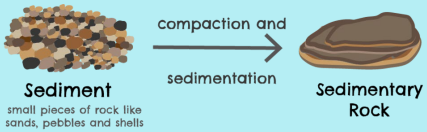
Weathering and erosion

Weathering – The wearing down of rock by **physical**, **chemical** or **biological** processes.



Erosion – The weathering and movement of rock by water, ice or wind (transportation).

Sedimentary rocks

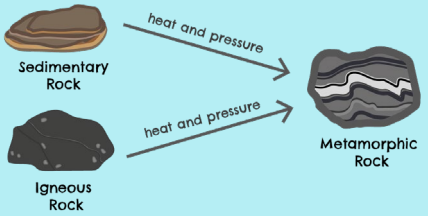


Sedimentary rocks are made from **sediment** which can include pebbles, rock fragments, and sand.

The **sediments** are **deposited** into rivers by wind, water or ice. These **sediments** are then **compacted** where space is reduced. The pieces are then stuck together in a process called **cementation**.

Metamorphic rocks

Metamorphic rocks are formed from existing rocks exposed to heat and pressure over a long time. Examples are marble, slate and schist.



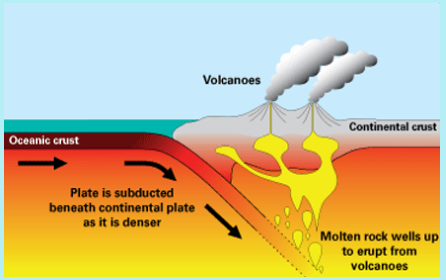
The rock cycle



Earthquakes and Volcanoes

Both **volcanoes** and **earthquakes** occur due to **movement of the Earth's tectonic plates**. They are both caused by the heat and energy releasing from the Earth's core.

Earthquakes can trigger volcanic eruptions through severe movement of tectonic plates.



Volcanoes can trigger earthquakes through the movement of magma in a volcano.

Geography

Year 7 – Geography – Map skills and fieldwork

What are the different types of geography?

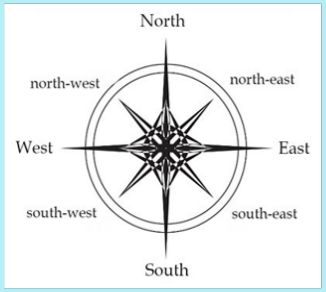
- Human geography – anything involving people
- Physical geography – anything natural
- Environmental geography – where human and physical geography interact

How can we analyse sources in geography?

- Analysing sources is a key skill in Geography – being able to interpret them and draw conclusions as to what they show.
- This is done by doing an IDEAL analysis
  - I – Identify – what is the image showing?
  - D – Describe – what is going on?
  - E – Explain – Why is this happening?
  - A – Assess – Is this a good or a bad thing? Why?
  - L – Link – link it to something else geographical

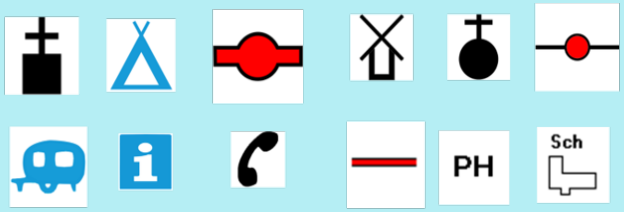
What are compass points?

- Compass points help us to give directions from one place to another



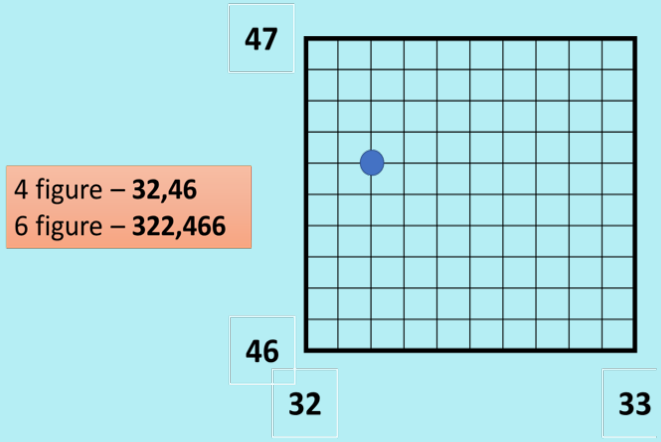
Why are map symbols useful?

- These help make the map less busy
- It helps to identify what there is in an area



Why are grid references useful?

- Grid references help us to narrow down the location of something
- The rule is – along the corridor and up the stairs – in other words, bottom number first then the side number on the map
- 4 figure grid references have 4 numbers – xx, xx
  - These are worked out by finding the bottom left corner of the box the place is in
  - Writing the 2 numbers down from the bottom
  - Writing the 2 numbers down on the side
- 6 figure grid references have 6 numbers – xxx, xxx
  - These are worked out by splitting the box the place is in into 10 along the bottom
  - Find how far along the place is between the 2 numbers
  - Write the 2 numbers down and how far along it is
  - Repeat for down the side



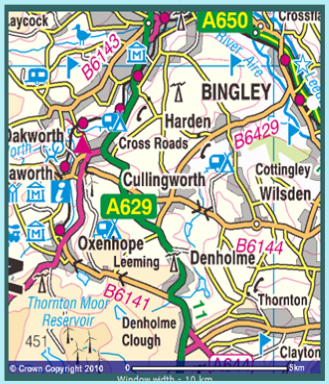
4 figure – **32,46**
6 figure – **322,466**

- 4 figure grid references narrow down the area where something is
- 6 figure grid references are more precise

What is scale on a map?

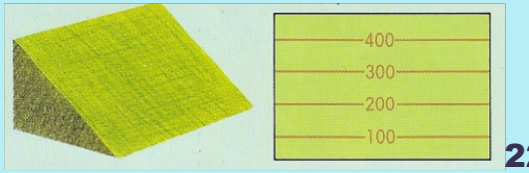
- Scale is how far on the map something is in real life.
- In the example below, the 1 on the scale is 1cm on a map. The 250,000 is how many cm that is in real life.
- In other words, 1cm on the map is 250,000cm in real life

1:250,000



What are contour lines on a map?

- Contour lines show the height of a place on a map and the shape of the land
- When the lines are close together, it is steeper
- When the lines are far apart, it is flatter



Geography

Year 7 – Geography – Map skills and fieldwork

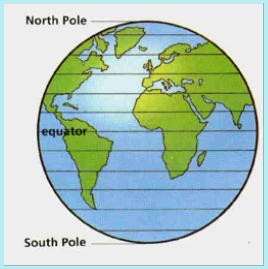
What are continents and oceans?

- Continents are land masses made up of countries
- Oceans are large bodies of water



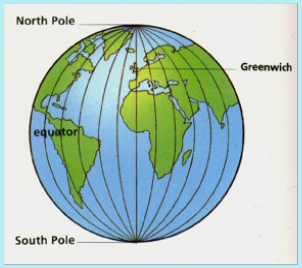
What is latitude and longitude?

- Lines of latitude are imaginary parallel lines that move horizontally across a map
  - Equator, tropic of cancer, tropic of Capricorn, arctic circle, Antarctic circle
- Lines of latitude can help determine what climate is like
- Lines of longitude are imaginary non-parallel lines that move vertically across a map and go through the north and south pole
  - Greenwich Meridian
- Lines of longitude help determine time zones



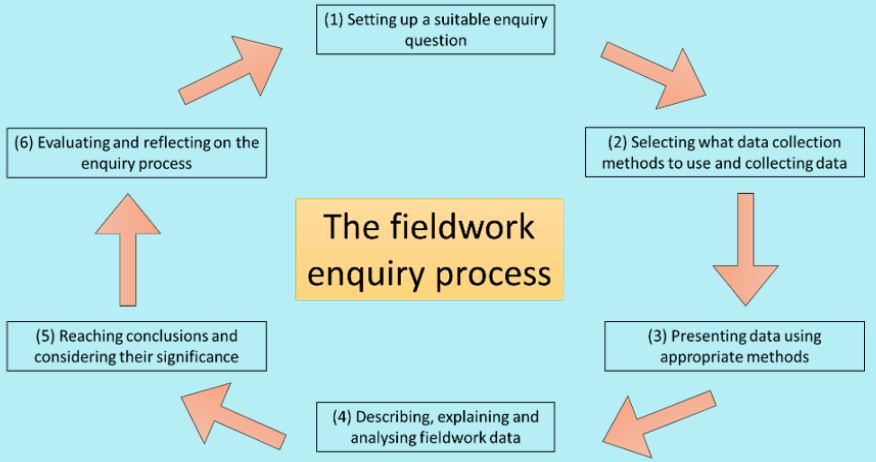
← Latitude

Longitude →



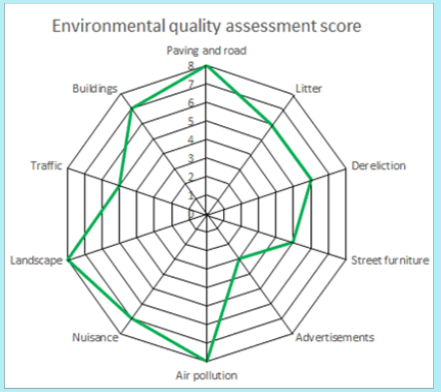
What makes a good fieldwork enquiry?

- This is the fieldwork enquiry process all geographers follow



What are the key geographical words around fieldwork?

- **Social** – people
- **Economic** – money
- **Environmental** – natural environment
- **Quantitative data** – numbers
- **Qualitative data** – opinions, photos and text
- **Primary data** – data you collect
- **Secondary data** – data someone else collects which you then use
- **Methodology** – recipe showing how you collected data
- **Pie charts** – good for percentages
- **Radar graph** – to compare lots of different factors
- **Conclusion** – answering your question
- **Evaluate** – what went well? What could be done better?



Geography

Year 7 – Geography – Development

What is development?

- A place getting better or improving
- The level of development will impact a person's quality of life (happiness) and standard of living (what they have)
- Development is uneven and happens at different speeds in different places

How is development measured?

- **Economic indicators** - $GNI per capita
- **Social indicators** – Life expectancy, literacy rates, access to wifi, access to clean water
- **Composite indicators** – Human Development Index (HDI)

How do we know the level of development in a place?

- Find out by doing fieldwork to collect data
- Countries can be divided in a couple of different ways:
  - Under developed
  - Developing
  - Developed

  OR
  - HIC – high income country
  - NEE – newly emerging economy
  - LIC – low income country

What are the causes of uneven development?

Human	Physical
Corruption – government can't be trusted to run the country with integrity **Overpopulation –** harder to meet everyone's needs **War/conflict –** Money is spent on weapons and not education or health care **Colonialism –** Countries have been controlled by others for a long time **Debt –** Countries spend money paying it off instead of developing	**Climate –** less water, more diseases **Infertile soil –** less crops **Lack of natural resources –** can't trade or manufacture products **Natural disasters –** always responding to them but can't stop them **Location –** landlocked countries cannot trade easily

How does gender inequality affect development?

- Patriarchal societies have historically run places around the world
- Women have been disproportionately affected compared to men
- 1 in 5 teenage girls around the world are denied access to education
- 1 in 3 girls in LICs will be married by their 18th birthday
- Difficulties in pregnancy and childbirth is the main cause of death for girls aged 15 – 19 in LICs
- Between 2009 and 2013 there were attacks on schools in 70 different countries aimed at girls being allowed to be there
- In the UK for every £1 earned by man a woman earns 81p doing the same job
- In the largest 350 UK companies, women only represent 23.5% of the top positions

How can uneven development be prevented?

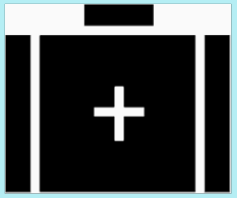
- **Top down approaches** – by governments
- **Bottom up approaches** – by local communities

Aid

- Given from one country or organisation to another.
- Can be in the form of money, products or services

✓ Gives countries what they might need

X Corruption, places might depend on it



Fairtrade

- Supporting farmers to get a fair price for their crops

✓ Improves quality of life for farmers

X Only helps farmers, prices are higher for consumers

FAIRTRADE

History – Source Analysis: The Tollund Man

Facilitating a program of **ENQUIRY, DISCOVERY and CRITICAL THINKING** which delves into the wide, diverse and interconnected tapestry of the **world's history**.

By allowing children to not only see themselves, but to **VIEW THE PAST THROUGH DIFFERENT LENSES** we will ensure children become confident and successful historians, **PROMOTING** the ability to **ANALYSE DECISIONS** made today and to foster **A LIFELONG LOVE OF HISTORY..**

Chronology	Putting Historical events into time order, earliest to latest.
Source	A piece of evidence which we can use to investigate the past
Historical Interpretation	An opinion about the past formed using evidence
To Infer	Work out meaning and ideas not directly stated in the source/ text…
To Describe	To tell me about/ to talk about…
To Explain	To give reasons why…
To Assess/ How far do you agree…	To give your opinion and the reasons for it/ to make a judgment

Source Investigation – Why did the Tollund Man die?

The Tollund Man was a body found in a peat bog in Denmark in 1950. **He had died over 2000 years ago**. His body was well preserved, and evidence shows he was likely hung, as a rope was found around his neck.



Scientists found he was about 20 years old and had eaten a meal connected to springtime before he died. Historians use sources (evidence) to work out what happened, including scientific reports, historical texts and artefacts.

There are four main ideas about his death: **murder, execution, suicide, or sacrifice.**

History – Anglo-Saxon England and 1066

Why did the Vikings want to control Nottingham?

The Vikings were people from Scandinavia who travelled across Europe in longships. At first, they raided towns and monasteries for valuable goods, but later they began to conquer and settle new lands. In AD 865, the Great Heathen Army arrived in England and captured important towns, including York in AD 866 and Nottingham in AD 868.



The Vikings wanted to control Nottingham for several reasons. Nottingham was easy to defend because it had steep cliffs, caves and marshy ground that made attacks difficult.

Source evidence suggests that even when Saxon armies tried to force the Vikings out, no major battle took place because of these strong natural defences.

The River Trent was also important. It provided a fast route for travel, trade and the movement of armies and supplies. Nottingham's location within the Danelaw made it a useful place for controlling land across central England. Together, its strong defences, valuable river connections and important position helped make Nottingham a desirable town for Viking control.

Why was there a succession crisis following the death of Edward the Confessor?

5th January 1066 – Edward the Confessor dies with **no heir** – 4 people thought they should be the next king,



Harold Godwinson:
Strengths: Supported by the nobles, English, strong army, **allegedly promised the throne on Edward's death bed.**
Weaknesses: He'd allegedly sworn an oath of loyalty to William

William of Normandy
Strengths: Claimed **Edward promised him the throne,.** had the support of the pope.
Weaknesses: Foreign ruler, risky sea crossing, depended on victory in battle.

Harald Hardrada (Norway)
Strengths: Famous warrior king, **claimed his father was promised the throne by a previous king.**
Weaknesses: Little English support, long journey, defeated early.

Why did William win the Battle of Hastings?

Harold's tired army – Harold had just fought and won battles at Fulford Gateand Stamford Bridge, so **his soldiers were exhausted** when they marched south to fight William.



Norman tactics - William used cavalry, archers, and foot soldiers.
His army worked together well, unlike the English, who mostly fought on foot.

Feigned retreat - Norman soldiers pretended to run away. English soldiers chased them, **broke their shield wall,** and were then attacked and defeated.

Death of Harold - King Harold was killed during the battle. Without their king, the English army lost leadership and hope.

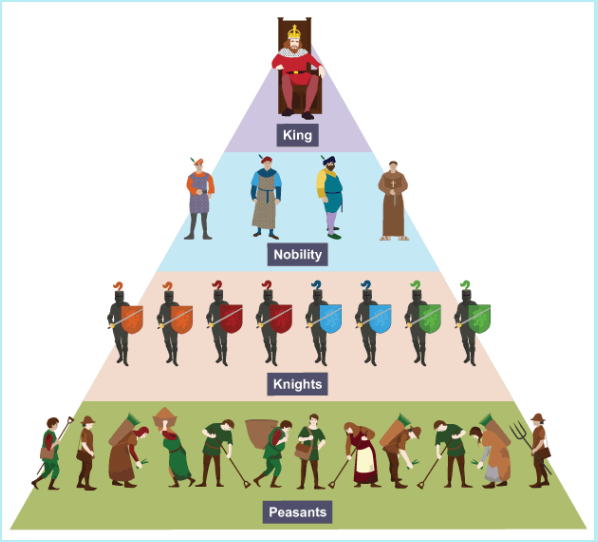
Preparation and support - William planned carefully, brought fresh troops, and **had support from the Pope**, which boosted his army's confidence.

History – Life in Medieval England 1066-1500

How did William I control England after the Battle of Hastings?

After winning the Battle of Hastings in 1066, William needed ways to control England and stop people rebelling.

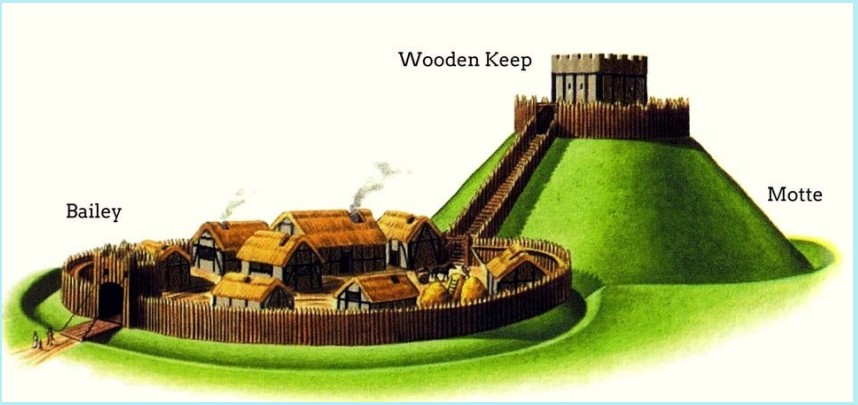
The **Feudal System** meant everyone had a place: **the king gave land** to barons, barons gave land to knights, and peasants worked the land Barons and knights **had to promise loyalty** and provide soldiers, which helped William keep an army ready.



The **Domesday Book (1086)** recorded land, people, and wealth across England so William knew who owned what **This helped him collect taxes, control land, and stop people hiding wealth or power.**

How important were castles in helping William control England?

William built **motte and bailey castles** after 1066 to **control England, scare people, and protect his soldiers.**



These castles were made of **wood at first because they were quick and easy to build**, and could be **built in important locations.**

Over time, castles changed to **stone because they were stronger, harder to burn, and showed power and wealth.**

Nottingham Castle (built 1068) was placed on a high cliff with a river nearby, making it easy to defend and control the area. It became important as a **royal castle where kings stayed, held court, and even used Parliament**, but later changed into a museum and public building.

History – Life in Medieval England 1066-1500

Why was the Church so important in Medieval society?

The Catholic Church was very powerful and influenced almost every part of people's lives in Medieval England.



Most people could not read so, the Church was their **main source of information**, teaching them what was **right and wrong** and explaining the Bible.

The Church helped people with important events like **births, marriages, and funerals**, and people went every week to pray.

People believed the Church could help them get into **heaven**, avoid hell, and reduce punishment in purgatory. It also helped society by **caring for the poor and sick**, building hospitals, and bringing communities together.

The Church had a clear structure (Pope, bishops, priests), which helped it stay organised and control religion across the country

What did people think caused the Black Death and what were their consequences?

The Black Death (1348) was a deadly disease spread by fleas on rats, and **it killed about 40% of the population**.



People in the Middle Ages did not know about germs, so they believed it was caused by **bad air (miasma), God's punishment, or the planets.** The disease spread quickly because towns were dirty, crowded, and people did not understand how to stop it.

One major result was a huge drop in population, leaving villages empty and causing fear and disorder. Some changes helped peasants, as there were fewer workers, so they could **demand higher wages** and more freedom, leading to a **decline in serfdom** However, there were also negative effects, including punishments, fear, loss of faith in the Church, and **harsh government laws to control workers**

History – The power of the Medieval Monarch

Why was Thomas Becket murdered?

The King and the Church were the two most powerful groups in medieval England. **They often argued about who had more power.**

Henry II **made his friend Thomas Becket Archbishop of Canterbury**, but Becket began to support the Church instead of the King . **Henry and Becket argued because Henry wanted priests to follow his laws**, but Becket wanted the Church to make its own rules.

In **1170**, **four of Henry's knights killed Thomas Becket** in Canterbury Cathedral after Henry became very angry.

Some historians think Henry meant for Becket to be killed, while others think the knights misunderstood his angry words.

After Becket's death, many people were shocked. **Becket was made a saint**, and Henry showed he was sorry by being punished in public.



To ASSESS whether King John's negative reputation is fair

King John ruled from 1199 to 1216 and was seen by many people as **a weak and unfair king.**



The barons (powerful landowners) were important, and kings **needed their support to rule successfully.**

Many barons were angry because King John demanded large amounts of money, such as **heavy taxes and scutage payments** Some barons felt John was unfair because he took land, punished people harshly, and did not always give justice.

John also created problems by choosing favourites and **treating some barons better than others.** Over time, anger grew because of money problems, unfair treatment, and poor decisions, which led to serious conflict between the king and the barons.

History – The power of the Medieval Monarch

Did the Magna Carta successfully check the power of King John?

In 1215, King John signed the Magna Carta after **his barons forced him to agree to their demands.**



The Magna Carta said **the king must follow the law and could not act unfairly or punish people without reason.**

It also said people had the right to a fair trial and that taxes must be agreed before being collected.

Some historians think it was important because it **limited the king's power and gave the barons a way to check his actions** Other historians think it did not work at the time because **King John broke his promises and fighting started again.**

Did the Peasants Revolt bring about real change?

The Peasants' Revolt happened in 1381 and was led by Wat Tyler, with peasants marching to London to complain about unfair treatment.

One main cause was the **poll tax**, as peasants had to pay the same as richer people, which felt very unfair.

Other causes included low wages after the Black Death, unpaid work for lords, fear of war, and anger at the king's advisors.

The revolt became violent, with buildings attacked and leaders killed, but it ended after Wat Tyler was killed, **and the king broke his promises.**

Some changes happened, such as the **poll tax being stopped** and peasants gaining more confidence. However, many things stayed the same at first because the king punished rebels, kept his power, and most peasants remained poor.



Religious Studies

Introduction to RS



Key Word Definitions:
Religion: the belief in and worship of a superhuman controlling power, especially a personal God or gods.
Social: relating to society or its organization.
Moral: concerned with the principles of right and wrong behaviour.
Studies: the devotion of time and attention to gaining knowledge of an academic subject.

Why we study RS?

- To have a wide a varied knowledge of the world around us
- So we can understand the people we have as friends and colleagues
- To keep us safe
- To aid us to be respectful to every culture and tradition
- To understand the differences and similarities there are in the world
- To inspire our travels
- To help us to understand that everyone is equal
- To have a wide a varied knowledge of the world around us

Beliefs & Opinions

Fact	**Something true, has been proved with evidence**
Belief	**A personal thought or opinion**

What is Religion?

This word can have different meanings for different people.
No one is right or wrong. Religion is personal to an individual.

Religion can be:

- What someone thinks is Holy – special/sacred/related to God.
- Spiritual - relating to or affecting the human spirit or soul as opposed to material or physical things.
- How people cope with difficult times in their lives, such as their fate after death.
- Rules – Religion can tell us what behaviours are considered morally acceptable.
- Traditions – Religion brings us festivals that we can enjoy each year that help us to remember key, important events in the history of the religion.
- History – Religion has impacted a lot on what has happened throughout the centuries.
- Prayer – The idea of God gives people someone to talk to in troubled times.
- Worship & Community – Religion brings people together and brings a community spirit which supports and aids people in times of need.

Theist	Agnostic	Atheist	Polytheist	Monotheist
A person who believes in the existence of a God or gods, specifically of a creator who intervenes in the universe.	A person who believes that nothing is known or can be known of the existence or nature of God, so neither believes or disbelieves.	A person who does not believe in a God or supernatural being which controls or created the universe.	A person who believes in multiple/many Gods.	A person who believes in one God that created the world, is omnipotent (all-powerful), omnipresent (everywhere) and omniscient (all-knowing).

Religious Studies

Debate on Gods Existence



What is Philosophy?

1. The study of the **basic** ideas about knowledge, right and wrong, reasoning, and the value of things.
2. A set of ideas about how to do something or how to live.



Thomas Aquinas' Cosmological argument: the first-cause begins with the fact that there is change in the world, and a change is always the effect of some cause or causes.



William Paley's Teleological Argument argues that God exists because the universe as a whole is like a machine; machines have intelligent designers; like effects have like causes; therefore, the universe as a whole has an intelligent designer, which is God.



Free will is the capacity for agents to choose between different possible courses of action unimpeded. Free will is closely linked to the concepts of moral responsibility, praise, guilt, sin, and other judgements which apply only to actions that are freely chosen.



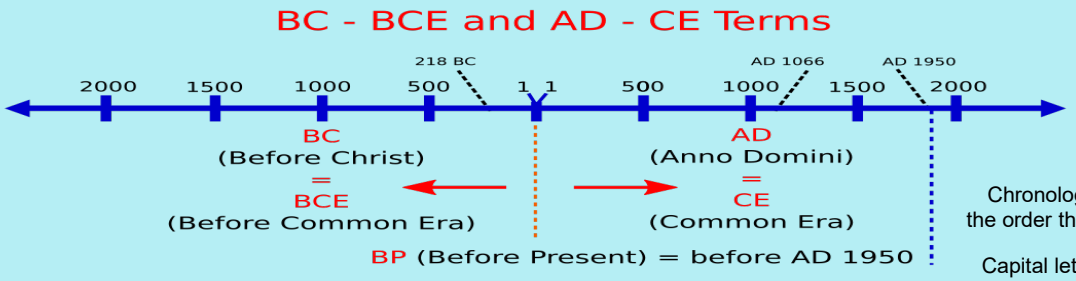
Moral Evil is any **morally** negative event caused by the intentional action or inaction of a person. An example of a **moral evil** might be murder, war or any other **evil** event for which someone can be held responsible or culpable.



Natural Evil is **evil** for which "no non-divine agent can be held morally responsible for its occurrence" and is chiefly derived from the operation of the laws of nature.

The Six Major world Religions

Era: A period of time



Chronological Order – In the order that they happened

Capital letters to start each word as they are ALL names

Religion	Follower	Symbol (picture)	Place of Worship	Holy Book	Founder	Name of God	Age of religion Approx (rounding down to the year 200CE)	When did the Religion Begin (with BCE or CE)	Country of Origin
Hinduism	Hindu	ॐ	Mandir	Vedas	?	Brahman	4500+ years	? Too old to know!	India
Judaism	Jew/Jewish	✡	Synagogue	Tenakh	Abraham	Adonai	4000 years	2000 BCE	Israel
Buddhism	Buddhist	☸	Temple	Tripitaka	Siddharttha Gotama (Buddha)	No God	2500 years	500 BCE	India
Christianity	Christian	✝	Church	Bible	Jesus	God	2000 years	0 CE	Israel
Islam	Muslim	☪	Mosque	Qur'an	Muhammad	Allah	1400 years	600 CE	Saudi Arabia
Sikhism/Sikhi	Sikh	☬	Gurdwara	Guru Granth Sahib	Guru Nanak	Waheguru	500 years	1500CE	India

Religious Studies

Commemoration



What is Commemoration?

The action or fact of commemorating a dead person or past event.

A ceremony or celebration in which a person or event is remembered.

Commemoration – remembering and marking the past – makes an **important** contribution to our sense of community.



Written texts, memorials, letters and photographs can all serve to **commemorate** events, people and values we wish to remember from our past.







Who has which Festival?

Christianity – Christmas, Easter, Harvest Festival, Pancake Day

Islam – Al-Hira (New Year), Ashura, Eid Ul Adha, Eid Ul Fitr

Judaism – Yom Kippur, Sukkot, Hanukkah, Passover

Hunduism – Diwali, Holi, Janmashtami (Birth of Krishna)

Islamic Festivals



Eid Ul Adha – This is the second of the two Islamic holidays celebrated worldwide each year. It honours the willingness of Ibrahim to sacrifice his son Ismail as an act of obedience to God's command. Before Ibrahim could sacrifice his son, however, Allah provided a lamb to sacrifice instead.



Ashura – For *Sunni* Muslims Ashura marks the day that Moses and the Israelites were saved from Pharaoh by God creating a path in the Sea. For *Shi'a* Muslims it remembers by millions of people across the world as the day Hussain and his supporters were killed in The Battle of Karbala.



Ramadan – This is not a festival, but the 4th Pillar of Islam that is before Eid Ul Fitr. Muslims fast during daylight hours for a month.



Eid Ul Fitr – This festivals is celebrated to break the fast of Ramadan. Muslims are not only celebrating the end of fasting, but also thanking **Allah** for the **Qur'an**, which was first revealed towards the end of Ramadan, and for the strength Allah has given them to exercise self-control throughout the previous month of fasting. If necessary, they will ask Allah for forgiveness if they failed to keep the fast at any point.

Hindu Festivals



Diwali is the five-day Festival of Lights, celebrated by millions of Hindus, Sikhs and Jains across the world.

Diwali, which for some also coincides with harvest and new year celebrations, is a festival of new beginnings and the triumph of good over evil, and light over darkness.



The word Diwali comes from the Sanskrit word *deepavali,* meaning "rows of lighted lamps".

Houses, shops and public places are decorated with small oil lamps called diyas. People also enjoy fireworks and sweets too, so it's really popular with children.

What is the story of Rama and Sita in Diwali?

The Diwali story revolves around the Hindu deities, Rama and Sita, and their triumph over evil, in the form of the demon king, Ravana. In the Hindu religion, Rama is the god of virtue and the embodiment of Lord Vishnu. His wife, Sita, is also the embodiment of the goddess Lakshmi.



Holi is a Hindu festival that celebrates spring, love, and new life.

Some families hold religious ceremonies, but for many Holi is more a time for fun. It's a colourful festival, with dancing, singing and throwing of powder paint and coloured water. Holi is also known as the "festival of colours".

Religious Studies

Jewish Festivals



Passover is one of the most important religious festivals in the Jewish calendar. Jews celebrate the Feast of Passover (*Pesach* in Hebrew) to commemorate the liberation of the Children of Israel who were led out of Egypt by **Moses**.

The Children of Israel had been slaves in Egypt for 210 years. God promised he would release them from slavery, but not before Pharaoh had refused their release and God had visited ten **plagues** on Egypt to demonstrate his power.
(Exodus 3: 19-20)



Yom Kippur, also known as the Day of Atonement, is the holiest day of the year in Judaism. Its central themes are atonement and repentance. Jews traditionally observe this holy day with a day-long fast and intensive prayer, often spending most of the day in synagogue services.

Atonement – the action of making amends (improvement for a wrong or injury.
Repentance – the action of repenting; sincere regret or remorse.
Synagogue – Jewish place of worship

Easter and Holy Week



Palm Sunday: Jesus arrives in Jerusalem to cheers and people lay down palm leaves for Jesus and his donkey to walk over.



Monday: Jesus clears the Temple – Jesus goes to the Temple to find that it is not being used for worship but as a market. He throws a table over and shouts; 'My Temple will be a house of prayer,' but you have turned it into a den of thieves" (Luke 19:46).

Tuesday: Jesus goes to the Mount of Olives. Jesus teaches his Disciples and Judas goes to betray Jesus to the Sanhedrin (Jewish Leaders)

Maundy Thursday - The word **Maundy** comes from the latin, 'mandatum', or 'command' which refers to the instructions Jesus gave his disciples at the Last Supper. Jesus gathered the Disciples to celebrate the Passover but also shared the bread and wine and asked the Disciples to continue to share the bread and wine in remembrance of him as he knew he was going to die soon.

Good Friday – Jesus was brought to trial. The Sanhedrin took him to Pontius Pilate who tried to help Jesus. The said his crime was claiming to be the King of the Jews. This was not a crime in Roman Law. Jesus was whipped x39, given a crown of thorns and made to carry his cross, before being nailed to it.



Final hours - Jesus spoke from the cross. His first words were, "Father, forgive them, for they do not know what they are doing." (Luke 23:34). His last words were, "Father, into your hands I commit my spirit." (Luke 23:46, NIV) Then, about the ninth hour (3 p.m.), Jesus breathed his last breath and died.



Religious Studies

Christmas



Christmas celebrates the birth of **Jesus**, as described in the **gospels** of Matthew and Luke. The exact date of Jesus' birth is unknown, but the Western Church celebrates Christmas on 25 December and the **Eastern Church** celebrates it on 6 January.

Advent is the season leading up to Christmas. In Western Christianity, Advent includes the four Sundays before Christmas Day. In Eastern Christianity, Advent begins in mid-November. The word comes from the Latin 'adventus', which means 'arrival'. During this period, Christians prepare to celebrate Christ's birth or 'arrival' at Christmas. The last day of Advent is Christmas Eve.



The Nativity story

Jesus was born to a woman called **Mary** who was engaged to **Joseph**, a carpenter in the town of Nazareth in Galilee. Mary was visited by an angel who told her that she would give birth to a baby called Jesus. Jesus was born in Bethlehem because Joseph and Mary had travelled there to take part in a census which the Roman rulers had ordered.

When Mary and Joseph arrived in Bethlehem the local inn was full with people returning for the census. The innkeeper let them stay in the rock cave below his house which was used as a stable for animals. It was here that Mary gave birth to Jesus.

Jesus was visited by **three wise men** from the East who had followed a star to Bethlehem. The wise men presented Jesus with gifts of gold, frankincense and myrrh. An angel also guided some poor shepherds to see the birth. For Christians this shows that Jesus came for all people of all backgrounds.







Jesus' Ministry

Jesus did exist, this is a fact. There is evidence of a man being crucified for having beliefs that he was the son of God. What we can't prove is whether he was right!

Jesus was a real person who was Jewish, born around 4BCE. Some facts about Jesus are true but some details are beliefs. Jesus is considered by Christians to be the Son of God. What they mean by this, is that Jesus is God on earth, God Incarnate (God in human form). Christians see God in three ways, called the Trinity.

God the father - The maker of heaven and earth.



God the Son - God on earth in the body of Jesus. Here to save the sins of mankind.

God the Holy spirit -This is how God is still present on the earth today.

Christians believe God is within us, guiding us and giving us courage

Religious Studies

The Good Samaritan

This story talks about a man being robbed and left to die. It includes important teachings about the treatment of others:

The Greatest Commandment: "'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind'; and 'Love your neighbour as yourself.'"

"Which of these three do you think was a neighbour to the man who fell into the hands of robbers?" The expert in the law replied, "The one who had mercy on him." Jesus told him, "Go and do likewise."

The Prodigal Son

This story teaches about forgiveness when someone is truly sorry. A son asks for his inheritance and leave the family, his Father fears he has died. It is also called the Lost Son, because the quote in the book of Luke:

"This brother of yours was dead and is alive again; he was lost and is found.'"

Jesus' Miracles

Jesus is also famous for performing 'miracles'.


Turned water into wine at a wedding


Walked on water


Brought people back from the dead.


The Resurrection – Jesus came back to life after his crucifixion


Fed 5000 people with 2 Fish & 5 Loaves of Bread


Healed the Sick. The laying on of hands


Jesus calmed a storm

During his ministry, **Jesus** performed more than 40 miracles, including healing the sick, changing the natural elements of nature and even raising **people** from the dead. A miracle is considered an event that occurs outside the bounds of natural.

Miracles showed the **compassion** Jesus had for people. He did not want to see them suffering unnecessarily. For example, when he healed a leper.

Miracles provided **examples** for people to follow. This can be seen when Jesus healed the paralysed man because of the faith of his friends. This teaches us to have faith.

Miracles demonstrated the close **relationship** Jesus had with God, his Father. It is through the power of God that Jesus is able to perform miracles.

Miracles proved that Jesus' **teachings** were true. Jesus was who he said he was.



Jesus Heals the Paralysed Man

"Some people brought to him a paralyzed man on a mat. Seeing their faith, Jesus said to the paralyzed man, "Be encouraged, my child! Your sins are forgiven."

But some of the teachers of religious law said to themselves, "That's blasphemy! Does he think he's God?" Jesus knew what they were thinking, so he asked them, "Why do you have such evil thoughts in your hearts? Is it easier to say 'Your sins are forgiven,' or 'Stand up and walk'? So I will prove to you that the Son of Man[b] has the authority on earth to forgive sins." Then Jesus turned to the paralyzed man and said, "Stand up, pick up your mat, and go home!"

And the man jumped up and went home! Fear swept through the crowd as they saw this happen. And they praised God for giving humans such authority."

Religious Studies

Why did Jesus have to die?
There are several people that could be blamed for Jesus' death:

Judas – He betrayed Jesus by telling the Sanhedrin where to arrest him and giving him a kiss on his cheek – the kiss of death. He was awarded 30 pieces of silver for his betrayal.

The Sanhedrin – The Jewish authorities were threatened by Jesus' powers and wanted him gone. The couldn't perform miracles and accused him of blasphemy for forgiving sins.

Pontius Pilate – He knew Jesus hadn't committed a crime but allowed the Sanhedrin to pressure him.

God – God allowed original sin to happen. God did not forgive Adam and Eve. It was Gods plan to send Jesus to earth as a sacrifice to make amends for humanity and allow them back into heaven.

Holy Week Recap:

- Palm Sunday
- Jesus clears the Temple
- Judas betrays Jesus
- The Last Supper
- Jesus is arrested & put to trial
- Jesus is made to carry his cross
- Jesus is given a crown of thorns to represent being the King of the Jews
- The Crucifixion

Original Sin

- Adam & Eve ate the apple from the tree of knowledge.
- They were banished from the garden of Eden and punished with now having to work the land to make things grow and painful childbirth.
- God came to earth in human form as Jesus to save humanities sins.
- Jesus' death meant that humans could now go to heaven if they followed Jesus' teachings.
- Jesus' death and resurrection brought humans' salvation and reconciliation with God.

Was Jesus a Rebel?
A rebel is a person who goes against the expected norm or rules of the land, as they believe they are wrong. They may be acting morally standing up against a corrupt government for the good of the people. Was this Jesus?

The Sanhedrin were worried about their jobs as Jesus seemed to have powers that were greater than theirs. They interpreted his actions to be breaking the rules so they could arrest him. They claimed he said he was the King of Jews. This was not actually a crime under the Roman authority at the time.

Jesus came to earth as part of Gods plan to reconcile humanity with God. Jesus taught people how to be good and earn salvation so they could go to heaven. He sacrificed his life for his cause.

Key Words:

Reconcile/reconciliation – To restore a friend
Salvation – saved from sin
Sanhedrin – Jewish Leaders



Worked on the Sabbath.



Befriended Tax Collectors and Sinners.



Healed the Sick



Jesus forgave sins



Jesus cleared the Temple

French

Lessons 1-2: I can say give basic details in French

Phonics: **ou** (oo) **e** (ugh) **ai** (ay) **é** (ay) **oi** (wa)
Bonj**ou**r J**e** J'**ai** f**é**vrier tr**oi**s

(Comment) ça va? How are you?	Ça va (très) bien I'm (very) well Pas mal, merci Not bad, thank you Ça ne va pas! Not good!

As-tu des frères ou des soeurs? Do you have brothers or sisters?	Oui, j'ai.. Yes, I have..	un (demi) -frère a (half) brother une (demi) - soeur a (half) sister
	Non je n'ai pas de frères ou de soeurs No, I don't have any brothers or sisters	
	Je suis fils/fille unique I'm an only child	

Comment t'appelles-tu? What is your name?			**Quel âge as-tu? How old are you?**			**Quand est ton anniversaire? When is your birthday?**		
Je *I*	**m'appelle** *am called*	**Thierry** **Henry** **Guillaume** **Margaux** **Clara** **Chloé**	**J'ai** *I have*	**1** un **2** deux **3** trois **4** quatre **5** cinq **6** six **7**sept **8** huit **9** neuf **10** dix **11** onze **12** douze	**an** year old **ans** years old	Mon anniversaire c'est le… my birthday is the	1st = premier **13** treize **14** quatorze **15** quinze **16** seize **17** dix-sept **18** dix-huit **19** dix- neuf **20** vingt **21** vingt-et-un **22** vingt-deux **23** vingt-trois **24** vingt-quatre **25** vingt-cinq **26** vingt-six **27** vingt-sept **28** vingt-huit **29** vingt-neuf **30** trente **31** trente-et-un	**janvier** **février** **mars** **avril** **mai** **juin** **juillet** **août** **septembre** **octobre** **novembre** **décembre**
Mon (demi) - frère *My (half) brother* **Ma (demi) - soeur** *a (half) sister*	**s'appelle** *is called*		**Il a** *he/she has* **Elle a** *She has*			Son anniversaire c'est le… His/her birthday is the		

French

Lessons 2-3: I can describe personality

Je suis – I am Je ne suis pas – I'm not Il est – he is Il n'est pas – he's not Elle est – she is Elle n'est pas – she's not	amusant (e) – funny arrogant (e) – arrogant bavard (e) – chatty fort (e) – strong grand (e) – big/tall intelligent (e) – intelligent méchant (e) – nasty patient (e) - patient petit (e) – small/short timide - shy

Lesson 4: I can describe my school

Le collège est… The school is..	grand – big petit – small de taille moyenne – medium sized
Il y a There is/are	500 élèves – 500 pupils un cinéma 3D – a 3D cinema une piscine – a swimming pool un court de tennis - a tennis court
Il n'y a pas de There is/are not	harcèlement – bullying toilettes sales – dirty toilets profs trop sévères – too strict teachers

Lesson 5: I can describe my classroom

Qu'est-ce qu'il y a sur la photo? What is in the photo?	Sur la photo In the photo Au fond- at the front Au centre- in the centre À gauche- on the left À droite- on the right	il y a there is/are	un tableau (noir/blanc) a (black/white) board un poster – poster un/une prof(esseur) – a teacher un écran – screen un ordinateur – a computer une porte – a door une fenêtre – a window une tablette – a tablet des tables – some tables des chaises – some chairs des élèves - some pupils	c'est it is	sympa - nice génial - great moderne - modern triste - sad nul – rubbish démodé – old fashioned



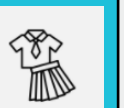
French

Lessons 1 to 3: I can describe the clothes I wear

Key Questions:
Qu'est-ce que tu portes? What do you wear?
Qu'est-ce que tu portes pour aller au collège? What do you wear to school?
Ta journée scolaire est comment? What is your school day like?

Phonics: **ais** (ay) **e** (ugh) **est** (ay) **é** (ay) **qu** (k)
mais porte c'**est** d**é**mod**é** **qu**itte

Silent Final Consonants (SFC): s, t, d, x

Je porte I wear **Il porte** He wears **Elle porte** She wears **On porte** we wear	**l'uniforme scolaire**- school uniform **un pantalon** – trousers **un polo** – a polo shirt **un pull** – a jumper **un sweat** – a sweatshirt **un tee-shirt** – a T-shirt	**blanc** - white **jaune** - yellow **orange** - orange **rouge** - red **violet** - purple **rose** - pink **bleu** - blue **vert** - green **marron** - brown **gris** - grey **noir** – black	 **et c'est** and it is… **mais, ce n'est pas** but it's not…	**chic** smart **confortable** comfortable **démodé**(e) old-fashioned **pratique** practical **ennuyeux** boring
	**une chemise** – a shirt **une cravate** – a tie **une jupe** – a skirt	blanche verte violette grise Noire		
	des baskets – trainers **des chaussettes** – socks **des chaussures** – shoes	blanches vertes violettes grises noires		

Lessons 4 to 7 : I can describe a school day

Ta journée scolaire est comment? What is your school day like?	je quitte la maison – I leave the house j'arrive au collège – I arrive at school je retrouve mes copains – I meet my friends on commence les cours – we start lessons je mange à la cantine – I eat in the canteen je chante dans la chorale – I sing in the choir je joue dehors – I play outside on recommence les cours – we start lessons again à (quatre) heures – at (four) o'clock

High frequency words:

on - we et - and mais - but parce que/car - because très - very	J'adore – I love J'aime – I like Je n'aime pas – I don't like Je déteste – I hate Je préfère – I prefer

French

Quel est ton jour préféré? What is your favourite day?	Mon jour préféré, c'est le…. My favourite day is….	lundi – Monday mardi – Tuesday mercredi – Wednesday jeudi – Thursday vendredi – Friday samedi – Saturday dimanche - Sunday	**car / parce que** because	**j'étudie** I study **on étudie** We study

Phonics: **en** (on) **an** (on) **in** (an)
……**ven**dredi anglais **in**formatique

Silent Final Consonants (SFC): s, t, d, x

Key Question:
Qui est ton professeur préféré?
Who is your favourtie teacher?

Qu'est-ce que tu penses de tes matières? What do you think of your subjects? Tu aimes….? Do you like….?	J'aime I like J'adore I love J'aime assez I quite like Je n'aime pas I don't like Je déteste I hate	le français – French le theâtre – drama	parce que c'est because it is car c'est because it is	facile- easy difficile- difficult intéressant – interesting ennuyeux – boring amusant – fun créatif – creative nul – rubblish
		la géographie – geography la musique – music la technologie – technology (DT)		le/la prof est sympa the teacher is kind Le prof est trop strict / La prof est trop stricte the teacher is too strict
		l'anglais – English l'EPS – PE l'histoire – history l'informatique – ICT		J'ai trop de devoirs I have too much homework
		les arts plastiques / le dessin – art les maths – maths les sciences - science		

French

Silent Final Consonants (SFC): s, t, d, x

Phonics: **ill** (ee) **eu** (ugh) **est** (ay) **é** (ay)
qu (k) bi**ll**ard pl**eu**t c'**est** **é**té
quand

Quel temps fait-il? **What is the weather like?**	il fait beau the weather's fine il fait mauvais the weather's bad il fait chaud – it is hot il fait froid – it is cold il y a du soleil – it is sunny il y a du vent – it is windy il pleut – it is raining il neige – it is snowing	
En été – in the summer En automne – in the autumn En hiver – in the winter Au printemps – in the spring		Je reste à la maison I stay at home
Quand..... (When..)		

Est-ce que tu joue au sport? **Do you do/play any sport?**	
Je fais - I do **Il fait – he does** **Elle fait – she does** **On fait- we do**	**du théâtre-** drama **du vélo-** cycling **du skate-** skateboarding **du patin à glace-** ice-skating
	de la danse- dance/dancing **de la cuisine-** cooking **de la gymnastique-** gymnastics **de la natation-** swimming **de la voile-** sailing
	de l'athlétisme- athletics **je fais de l'équitation-** horse riding
	des randonnées- hiking/walking **des arts martiaux** – martial arts



Est-ce que tu joue au sport? **Do you do/play any sport?**	
Je joue - I play Il joue – he plays Elle joue – she plays On joue – we play	au basket / billard – basketball / snooker au football (foot) / rugby – football / rugby au hockey / tennis – hockey /tennis au handball – handball à la pétanque/aux boules – boules aux cartes – cards aux échecs - chess
Je suis – I am Je ne suis pas - I am not	sportif/sportive – sporty assez sportif / sportive – quite sporty très sportif / sportive – very sporty



Les questions	**Questions**
Comment?	How?
Quand?	When?
Quel / Quelle / Quels / Quelles	Which/What?
Est-ce que tu ....?	Do you...?
Qu'est-ce que tu....?	What do you....?

French

Phonics: **ez** (ay) **op** (oh) **au** (oh) **eu** (ugh)
…… ass**ez** tr**op** **au**x ennuy**eux**

Silent Final Consonants (SFC): s, t, d, x

J'aime I like Je n'aime pas I don't like Je déteste I hate J'adore I love	bloguer – blogging écouter de la musique – listening to music envoyer des SMS – sending texts prendre des selfies – talking selfies partager des photos/vidéos – sharing photos/videos regarder des films – watching films tchatter avec mes copains/copines-chatting with my friends télécharger des chansons – downloading songs faire du judo - doing judo prendre des photos – taking photos jouer aux échecs – playing chess	parce que/ car c'est because it is	très - very assez – quite trop – too vraiment - really	amusant – fun marrant – funny ennuyeux – boring nul – rubbish facile – easy difficile - difficult intéressant – interesting rapide - fast

Key Questions:

Qu'est-ce que tu aimes faire sur ton portable/tablette? What do you like doing on your phone/tablet?

Qu'est-ce que tu aimes faire le weekend / avec tes amis / quand il pleut? What do you like doing at the weekend / with your friends / when it rains?

Est-ce que tu aimes faire du judo / prendre des photos / jouer aux échecs? Do you like doing judo / taking photos / playing chess?

Spanish

Lessons 1-6

Phonics: **ll** (y) llamo | **e** (eh) me | **v** (b) veinte | **c** (th) cinco | **ñ** (ny) cumpleaños

¿Cómo te llamas? *[What is your name?]*			¿Cuántos años tienes? *How old are you?*			¿Cuándo es tu cumpleaños? *When is your birthday?*			
Yo *[I]* 	**me llamo** *[my name is]*	Marta Julia Carmen Manuel Carlos Antonio	**Tengo** *[I have]*	un [1] dos [2] tres [3] cuatro [4] cinco [5] seis [6] siete [7] ocho [8] nueve [9] diez [10] once [11] doce [12]	**año** [years old] **años** [years old]	 **Mi cumpleaños es el** *[my birthday is]*	uno [1] 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]	**de** *[of]*	**enero** **febrero** **marzo** **abril** **mayo** **junio** **julio** **agosto** **septiembre** **octubre** **noviembre** **diciembre**
Mi hermana *[my sister]* **Mi hermano** *[my brother]*	**se llama** *[her/his name is]*	Marta Julia Carmen Manuel Carlos Antonio	**Tiene** *[he/she has]*			**Su cumpleaños es el** *[her/his birthday is]*			

Tengo – I have	**Me llamo** – my name is	**Mi cumpleaños es el** – my birthday is the
Tiene – he/she has	**Se llama** – his/her name is	**Su cumpleaños es el** – his/her birthday is the

Key Questions:

- **¿Cómo te llamas? [what is your name?]**
- **¿Cuántos años tienes? [how old are you?]**
- **¿Cuándo es tu cumpleaños? [when is your birthday?]**

Spanish

Lessons 1-4

¿Cómo eres? *What are you like?*	
Soy *[I am]*	**divertido** *[amusing]* **generoso** *[generous]* **guay** *[cool]* **listo** *[clever]* **serio** *[serious]* **simpático** *[nice, kind]* **sincero** *[sincere]* **tímido** *[shy]* **tonto** *[silly]* **tranquilo** *[quiet, calm]*
Soy *[I am]*	**divertida** *[amusing]* **generosa** *[generous]* **guay** *[cool]* **lista** *[clever]* **seria** *[serious]* **simpática** *[nice, kind]* **sincera** *[sincere]* **tímido** *[shy]* **tonta** *[silly]* **tranquila** *[quiet, calm]*

Lessons 5 -6

¿Tienes mascotas? *[Do you have any pets?]*			¿Cómo es tu mascota? [What's your pet like?]	
Tengo *[I have]*	**un caballo** *[a horse]* **un conejo** *[a rabbit]* **un gato** *[a cat]* **un hámster** *[a hamster]* **un loro** *[a parrot]* **un pájaro** *[a bird]* **un perro** *[a dog]* **un pez** *[a fish]*	**amarillo** *[yellow]* **azul** *[blue]* **blanco** *[white]* **naranja** *[orange]* **rojo** *[red]* **verde** *[green]* **gris** *[grey]* **marrón** *[brown]*	**y es** *[and it is]*	**pequeño** *[small]* **grande** *[big]* **divertido** *[fun]* **aburrido** *[boring]* **bonito** *[pretty]* **feo** *[ugly]*
Tengo *[I have]*	**una araña** *[a spider]* **una cobaya** *[a guinea pig]* **una rata** *[a rat]* **una serpiente** *[a snake]*	**amarilla** *[yellow]* **azul** *[blue]* **naranja** *[orange]* **negra** *[black]* **roja** *[red]* **verde** *[green]* **gris** *[grey]* **marrón** *[brown]*	**y es** *[and it is]*	**pequeña** *[small]* **grande** *[big]* **divertida** *[fun]* **aburrida** *[boring]* **bonita** *[pretty]* **fea** *[ugly]*
No tengo mascotas *[I don't have any pets]*				

Key verbs

Tengo – I have	
Soy – I am	**Es** – he/she/it is

Phonics: **j** (he) conejo **o** (oh) gato **z** (th) azul **ñ** (ny) araña

Key Questions:
- ¿Cómo eres? [What are you like as a person?]
- ¿Tienes mascotas? [Do you have pets?]
- ¿Cómo es tu mascota? [What is your pet like?]

Spanish

Lessons 1 to 4

Lessons 5 to 8

Phonics: **ch** (tch) mucho | **j** (he) jugar | **qu** (k) equitación | **g** (he) gimnasia | **c** (th) natación

¿Qué te gusta hacer? *[What do you like to do?]*

Me encanta *[I love]*	**chatear** *[to chat online]*		**interesante** *[Interesting]*
Me gusta mucho *[I really like]*	**escuchar música** *[to listen to music]*		**guay** *[cool]*
Me gusta *[I like]*	**escribir correos** *[to write emails]*	**porque es** *[because it is]*	**divertido** *[fun]*
No me gusta *[I don't like]*	**jugar a los videojuegos** *[to play videogames]*	**porque no es** *[because it is not]*	**aburrido** *[boring]*
No me gusta nada *[I don't like at all]*	**leer** *[to read]*		**emocionante** *[exciting]*
	mandar mensajes *[to send text messages]*		**estúpido** *[stupid]*
	navegar por internet *[to surf the net]*		
	salir con mis amigos *[to go out with my friends]*		
	ver la televisión *[to watch TV]*		

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

Los lunes *[on Mondays]*	**juego** *[I play]*	**al baloncesto** *[basketball]*
Los martes *[on Tuesdays]*		**al fútbol** *[football]*
Los miércoles *[On Wednesdays]*		**al tenis** *[tennis]*
Los jueves *[On Thursdays]*		**al voleibol** *[volleyball]*
Los viernes *[On Fridays]*	**hago** *[I do]*	**ciclismo** *[cycling]*
Los sábados *[On Saturdays]*		**atletismo** *[athletics]*
Los domingos *[On Sundays]*		**equitación** *[horseriding]*
Los fines de semana *[at the weekends]*		**gimnasia** *[gymnastics]*
		natación *[swimming]*





Juego – I play

Hago – I do

Key Questions:

- **¿Qué te gusta hacer? [What do you like to do?]**
- **¿Qué deportes haces? [What sport do you do?]**

Spanish

¿Qué haces en tu tiempo libre? *[What do you do in your free time?]*		
En invierno *[in winter]* **En primavera** *[in spring]* **En verano** *[in summer]*  **En otoño** *[in autumn]* **cuando hace calor** *[when it's hot]* **cuando hace frío** *[when it's cold]*  **cuando hace sol** *[when it's sunny]* **cuando hace buen tiempo** *[when it's nice weather]* **cuando hace mal tiempo** *[when it's bad weather]* **cuando llueve** *[when it's raining]* 	**nunca** *[never]* **a veces** *[sometimes]* **de vez en cuando** *[from time to time]* **todos los días** *[every day]* **siempre** *[always]* **los lunes** *[on Mondays]*	**bailo** *[I dance]* **canto karaoke** *[I sing karaoke]* **hablo con mis amigos** *[I talk with my friends]* **monto en bici** *[I ride my bike]* **saco fotos** *[I take photos]* **toco la guitarra** *[I play the guitar]*

Lessons 9 to 12

Key Questions:
- **¿Qué haces en tu tiempo libre? [What do you do in your free time?]**
- **¿Qué tiempo hace? [What is the weather like?]**

Sentence starters	
¿Qué…? - *What…?*	**¿Cómo…?** - *How…?*
¿Cuándo…? - *When…?*	**¿Por qué…?** - *Why…?*
¿Dónde…? - *Where…?*	**¿Cuántos…?** - *How many…?*
¿Quién…? - *Who…?*	**¿Cuál…?** - *Which…?*

High frecuency words:

nunca *[never]*
a veces *[sometimes]*
de vez en cuando *[from time to time]*
todos los días *[every day]*
porque *[because]*
pero *[but]*

Phonics:

h (~~h~~)	**o** (oh)	**ll** (y)	**rr**
hablo	monto	llueve	guitarra

Key verbs

bailo – I dance	**hablo** – I talk	**toco** – I play
canto – I sing	**monto** – I ride	**saco** – I take

Spanish

Phonics: **u** (oo) lunes | **h** (~~h~~) hablo | **z** (th) zumo | **ñ** (ny) mañana

Key Questions:
- ¿Qué estudias? [what do you study?]
- ¿Cuál es tu día favorito? [which is your favourite day?]
- ¿Qué haces durante el recreo? [what do you do during break time?]

¿Qué estudias? *[What do you study?]*

Lessons 1 to 4

Los lunes *[on Mondays]* **Los martes** *[on Tuesdays]* **Los miércoles** *[On Wednesdays]* **Los jueves** *[On Thursdays]* **Los viernes** *[On Fridays]*	**por la mañana** *[in the morning]* **por la tarde** *[in the afternoon]*	**estudio** *[I study]* **no estudio** *[I don't study]* **estudiamos** *[we study]* **no estudiamos** *[we don't study]*	**dibujo** *[art]* **español** *[Spanish]* **francés** *[French]* **teatro** *[drama]* **informática** *[ICT]* **geografía** *[geography]* **historia** *[history]* **música** *[música]* **religión** *[RE]* **tecnología** *[technology]* **educación física** *[PE]* **ciencias** *[science]* **matemáticas** *[maths]*

Key verbs

estudio – I study	**estudiamos** – we study	**leo** – I read	**hago** – I do
como – I eat	**bebo** – I drink	**escribo** – I write	

Lessons 5 to 8

¿Qué haces durante el recreo? *[What do you do during break?]*

Durante el recreo *[during break]* **Primero** *[first]* **Luego** *[then]* **A veces** *[sometimes]* **Normalmente** *[normally]* **Nunca** *[never]*	**como** *[I eat]*	**un bocadillo** *[a sandwich]* **unas patatas fritas** *[some crisps]* **chicle** *[chewing gum]* **fruta** *[fruit]*	**leo mis mensajes** *[I read my text messages]* **escribo mensajes** *[I write text messages]* **hablo con mis amigos** *[I chat with friends]* **hago mis deberes** *[I never do my homework]*
	bebo *[I drink]*	**agua** *[water]* **un zumo** *[a juice]* **un refresco** *[a fizzy drink]* **limonada** *[lemonade]*	

Spanish

Lessons 9 to 12	¿Qué asignaturas te gustan? *[What subjects do you like?]*		
Mi asignatura favorita es *[my favourite subject is]* **Me encanta** *[I love]* **Me gusta** *[I like]* **No me gusta** *[I don't like]* **No soporto** *[I can't stand]* **Odio** *[I hate]*	**el dibujo** *[art]* **el inglés** *[English]* **el francés** *[French]* **el español** *[Spanish]* **el teatro** *[drama]*	**porque** *[because]*	**es importante** *[it's important]* **es interesante** *[it's interesting]* **es práctico** *[it's practical]* **es aburrido** *[it's boring]* **es divertido** *[it's fun]* **es útil** *[it's useful]* **es difícil** *[it's difficult]* **es fácil** *[it's easy]*
	la tecnología *[DT]* **la informática** *[ICT]* **la educación física** *[P.E]* **la geografía** *[geography]* **la historia** *[history]*	**ya que** *[since]* **pero** *[but]*	**es importante** *[it's important]* **es interesante** *[it's interesting]* **es práctica** *[it's practical]* **es aburrida** *[it's boring]* **es divertida** *[it's fun]* **es útil** *[it's useful]* **es difícil** *[it's difficult]* **es fácil** *[it's easy]*
Mis asignaturas favoritas son *[my favourite subjects are]* **Me encantan** *[I love]* **Me gustan** *[I like]* **No me gustan** *[I don't like]* **Odio** *[I hate]*	**las ciencias** *[science]* **las matemáticas** *[maths]*	**porque** *[because]* **ya que** *[since]* **pero** *[but]*	**son importantes** *[they are important]* **son interesantes** *[they are interesting]* **son prácticas** *[they are practical]* **son aburridas** *[they are boring]* **son divertidas** *[they are fun]* **son útiles** *[they are useful]* **son difíciles** *[they are difficult]* **son fáciles** *[they are easy]*

Phonics:

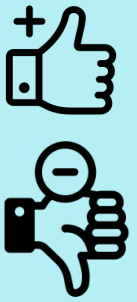
u (oo) útil	**h** (~~h~~) historia
g (he) geografía	**ñ** (ny) español

Key Questions:

- **¿Qué asignaturas te gustan?**
- **[which subjects do you like?]**
- **¿Cuál es tu asignatura favorita?**
- **[which subject is you favourite?]**

High frecuency words:

También *[also/too]*
Tampoco *[nor/neither]*
o *[or]*
y *[and]*
pero *[but]*
porque *[because]*
ya que *[since]*



es – **it is**

son – they are

Dance – Core Skills

Warm up and warm down is essential because:



- Prevent injury to muscles, tendons, and ligaments.
- Increase blood flow and temperature of Prepare the body for exercise.
- Allow a greater range of movement of joints.

Key Knowledge
The aim of a warmup is to gradually get your whole body prepared for work and should minimise the risk of injury.

Stages of warm up:
Pulse raising: Jogging, jumping, star jumps.
Stretching: Moving or static stretches.
Mobilising: Moving joints, shoulder, head, ankle rolls.
Technique/ Conditioning: Specific exercises to enhance physical skills.

What is a cool down?
low-impact or slower exercise performed after a workout, allowing the body to gradually return to its normal physiological level.

Reasons to cool down:
Prepares body for stopping exercises.
Lowers heart rate.
Decrease injury or muscle soreness.

Stretching

Stretching keeps the muscles flexible, strong, and healthy, and we need that flexibility to maintain a range of motion in the joints. Without it, the muscles shorten and become tight and will limit your ability to play sports or complete activity.

General Health Benefits warming up and Stretching:
Improved Flexibility
Lower the risk of muscle tear
Greater posture
Fewer Health risks in later life



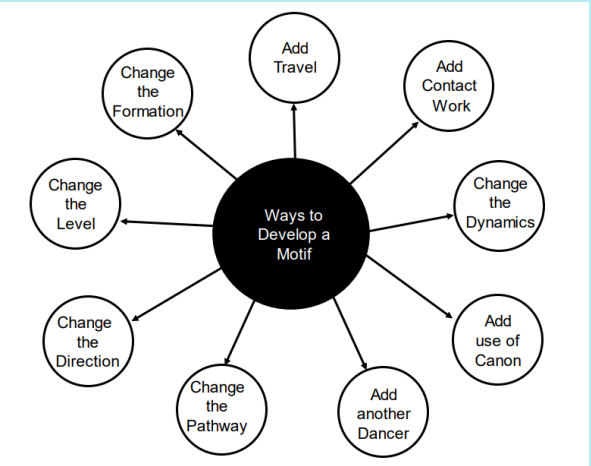
Dance Composition - Six Body Actions



What is a Motif?

Motif - A motif is a movement phrase (A small dance) with an idea that is repeated and developed through the piece.

Motif development - Motif development is where you use one of the below to change the original movement. This will allow it to become more interesting.





Dance – Core Skills

Dance Relationships Contact



Contact This is where dancers lift, touch, lean on or support each other



Counter- balance A weight that balances another weight



Mirroring this technique requires dancers to do the same travel, jump, shape or balance at exactly the same time

Asymmetry a shape made by a dancer or dancers that has no line of reflection (mirror line).



Performance Skills

All performers will benefit from having good physical skills. However, they also need to think about their expressive skills in order to create the right atmosphere and make their performance believable and engaged.

The Framework of Dance

Key Dance Vocabulary

Unison - Dancing at the same time together.

Canon - Dancing a move or phrase one after each other.

Dynamics - How a dancer performs movements based on variations in speed, strength & flow.

Timing - Being on time to the music and others.

Formations - Shapes or patterns created in the space.

Repetition - Repeating the same action or phrase again.

Choreography - The moves that make up the dance

Accuracy of actions - How similar the moves are to the technical instructions, be precise.

Levels - Different heights you can dance at- high- medium- low

Stylistic qualities - How similar your performance is to the characteristics of the style.

Knowledge and Understanding of Performance

Physical Skills

- Posture
- Alignment
- Balance
- Coordination
- Control
- Flexibility
- Mobility
- Strength
- Stamina

Technical Skills Accurate execution of:



- Actions
- Space
- Dynamics
- Relationships
- Timing
- Rhythmic content
- Moving in a stylistically accurate way

Expressive Skills



- Projection
- Focus
- Spatial awareness
- Facial expressions
- Phrasing
- Musicality
- Sensitivity to other dancers
- To communicate the intention of the dance

Drama

What is Drama as a subject?

A practical **art form** where you can **explore ideas and human experiences** to create **dramatic work for an audience** using a variety of **dramatic techniques and skills.**

Traditional African Storytelling theatre is a type of theatre (style) that involves:

Drama, Music, Dance and Folklore stories

The style is used to educate the audience, especially children and young people.

Trickster stories

Like Anansi the Spider are found in many African cultures and in African Storytelling Theatre. Trickster stories use mischievous characters, usually with animal/ insects features to convey wisdom.



Stock characters

Stock (typical) characters are stereotypical characters.

Stock characters can include a Damsel in Destress; Hero; Villain; Side kick; Wise Old Person; Trickster



Word/ Phrases and Definitions

Performance Convention - Dramatic technique to help tell a story on stage.

Freeze frame - A frozen picture

Talking-thought - A character's inner thoughts shared out aloud to the audience.

Style - A type of theatre that uses specific performance skills and production elements

Folktale - Traditional stories that are based on traditional beliefs and passed down from generation to generation.

Ensemble - A group of people performing together on stage

Exposition - The introduction to the story, including the main characters.

Freeze frame - Frozen image from a moment in a play

Narrator - A role that tells the story to the audience

Proxemics - Using the proximity (closeness) of characters to show relationships between them.

Performance Convention - Theatrical technique to help communicate meaning/tell the story

Levels - How high or how low a character is on stage

Role - A part played by a person in a play

Character - A person depicted in a story

Characterisation - Physical and vocal skills used to add detail to a character

Structure - The order of a story

Status - The hierarchy or importance of a person or thing.

Prop - An inanimate object used by a character

Drama – African Storytelling Theatre (styles)

Performance skills are the techniques used by the actor/actress. They are split into two categories: Vocal and Physical skills.

Vocal skills



Tone - How you show the emotion of a character.



Pace - The speed that you speak at



Pitch - How high or low your voice is.



Pause - A break in speaking; a period of silence.



Volume - The loudness or quietness of your voice.



Accent - The way you show what country or region a character is from by their use of vocabulary and the way they pronounce words.



Projection - The amount of tension in your voice. This is not the same as volume – you can have large vocal power at a low volume.



Articulation - The way that you pronounce each letter in a word. If using a high level of articulation, you would pronounce every letter in every word. abcde...



Intonation - the rise and fall of the voice in speaking.

Physical skills



Facial Expression - Using your face to show how a character is feeling.



Posture - The way that you stand with the focus on the alignment of your back.



Gesture - A movement (of the head, arm, hand, leg or foot which communicates a specific meaning.



Gait - The way that you walk.



Body language: Includes posture, stance and the placement of the arms to convey a character's feelings or personality.



Eye Contact - Choosing to look at a specific performer, object, audience member or direction.



Movement: The way that a character moves their head, body, arms and legs.

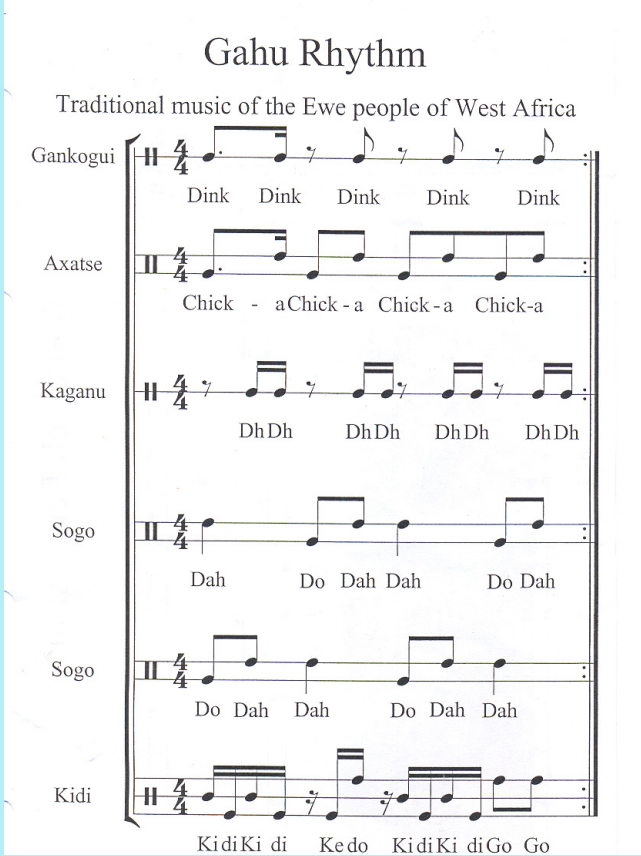


Control - Being able to execute a specific and precise movement



Tension - How tightly you are holding your muscles.

Music





Crotchet – 1 beat



Quaver – ½ beat



Semiquaver – ¼ beat



Doh = Slap Shot



Dah = Rim Shot



Djembe



Axatse

Call & Response

Musical question and answer.

Ostinato A repeated pattern.

Rim shot Hitting the rim of the djembe.

Slap shot Spalling the centre of the djembe.

Ensemble A group of musicians.

Rhythm The pattern of the sound

Call: What's for tea today?

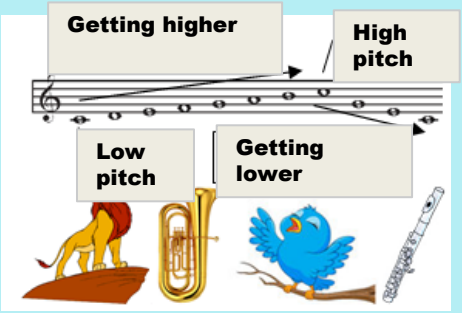
Response: Cold fish fingers.

Call: What's for tea today?

Response: Chicken and chips.

Music

Pitch
The highness or lowness of a sound.



Texture
How much sound we hear.

THIN TEXTURE: few instruments or melodies.



THICK TEXTURE: lots of instruments or melodies.

Tempo
The speed of the music.

FAST - Allegro

MODERATE - Moderato

SLOW - Lento

GETTING FASTER -

Accelerando (accel.)

GETTING SLOWER -

Rallentando (rall.)





Timbre or Sonority
Describes the unique sound the instruments makes.

Velvety, screechy, mellow, brassy, metallic, wooden, rattling etc.



Dynamics

The volume of the music.

Very loud – Fortissimo (ff)

Loud – Forte (f)

Soft – Piano (p)

Very soft – Pianissimo (pp)

Gets quieter – Diminuendo (dim.)

Gets louder – Crescendo (cresc.)



Silence

NO sound.

In music, these are RESTS.



Duration

The length of a sound.

Note	Name	Length
	Semibreve	4 beats
	Minim	2 beats
	Crotchet	1 beat
	Quaver	½ beat
	Semiquaver	¼ beat

Listen to the elements:

.

SCAN ME

Physical Education

Warm-up

Prepares the body for physical activity and prevents injury during exercise.

1. **Pulse Raiser** - Increases heart rate to increase the transport of oxygen in the blood to the working muscles. Oxygen is then converted to energy at the muscles to be used during exercise.
2. **Mobility** – mobility exercises increase the production of synovial fluid in the joint making them less stiff and more supple.
3. **Stretches** increase the elasticity in the muscles reducing the risk of muscle tears.
4. **Skill rehearsal** – practises the skills and movements needed for the activities

Cool down

To reduce heart rate back to normal resting heart rate.

To reduce your body temperature to its normal level.

Components of fitness

Cardiovascular endurance - is the ability of the heart and lungs to work together to provide the working muscles with oxygen during sustained physical activity.

Sports = marathon running, long distance swimming, long distance cycling, triathlon.

Muscular endurance - is the ability of the muscles to perform continuously without fatiguing.

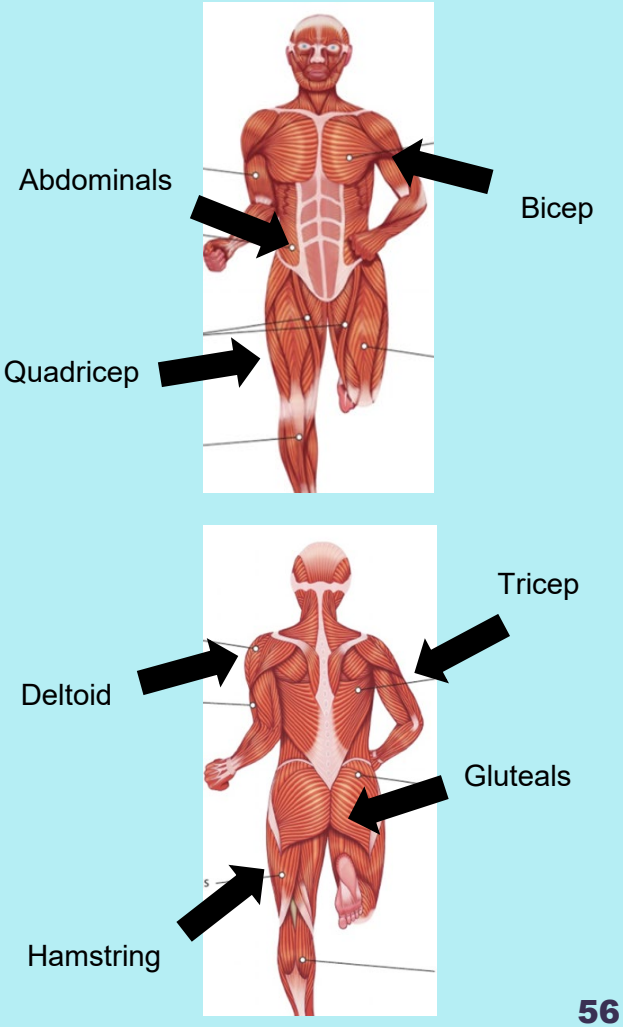
Sports = boxing, rowing, wrestling, tennis

Speed – is the ability of the body to perform actions or cover distance quickly. Sports = 100m sprint, short distance cycling, short distance swimming, football, hockey.

Static Stretches - When a muscle is stretched and held still in this position for 8-10 seconds.

Dynamic Stretches - When a muscles is stretched when it performing a smooth movement e.g. heel flicks, lunges.

Ballistic stretches - Stretches that involve bouncing movements.



Computing

Password	Cyberbullying	Social Media	Digital Footprint	Formatting	Validity	Copyright
Passwords are used to stop other people from accessing your accounts and devices.	Any bullying that takes place online or by using a digital device (*e.g. smart phone*). This includes online threats.	Websites and applications that allow communication.	Every time you search for something online or share an image, you leave an online trail.	Changes the appearance of text.	Validity refers to information being accurate.	Used to protect content from being used without permission.

Autumn 1 - Online Safety



Secure Passwords

- Do not share your passwords with anyone except your parents / carers
- The current advice is to use three random words, for example **fishcloudroad.**
- Increase the strength of your password by adding numbers and capital letters, for example **FishCloudRoad23.**



Social media settings

- Profiles should always be set to **private**.
- Profile images should not reveal locations or be recognisable.
- Don't accept friend requests from people who you haven't met in person!

Cyberbullying

Remember to **screenshot** evidence, **block, report** and **tell an adult.**
Think before you send!

ctrl + c = copy	crtl + z = undo	ctrl + b = **bold**
ctrl + v = paste	ctrl + y = redo	ctrl + I = *italic*
ctrl + x = cut	ctrl + s = save	ctrl + u = underline

Email address format for a year 7 named **Ja**mes **Bo**nd:
egs-22jabo@ellisguilfordschool.org.uk

Autumn 2 - Digital Literacy

Word Processor formatting features include tools such as **bold**, *italic*, underline, changing colour, font style, font size, highlight, and alignment.

- Formatting can be used for many reasons, including to make text easier to read, easier for the audience to use, highlight important information, or attract attention.



Validity of online information

- When researching and reading stories online you need to check that they are **reliable**, **trustworthy** and **credible**.
- *Anyone can upload content, so it is not always accurate.*
- Check if the same information is available on other websites
- Older information could be out of date!
- Ask your parents or teachers.



Using online images



- Make sure the image has the appropriate licence.
  - Only use images with appropriate **CC licenses**, such as **CC-BY**
  - Do not use **copyrighted** images
- Check that the image is good quality and not **pixelated.**

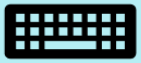


Computing

Hardware	Software	Input	Process	Output	Memory	Storage
Physical components of the computer (*you can touch hardware!).*	The computer programs that run on the computer.	Data is entered into a computer system.	The CPU **decodes** and **executes** instructions. (*Decides what to do and then does it!)*	Data is outputted to the user - *e.g. through sound or images.*	Stores data for programs currently in use.	Storage devices are used for long-term storage of data.

Input, Output and Storage devices

Input: A keyboard is used to input data.



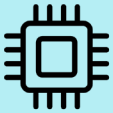
Output: A PC monitor is used to output data, for example images.



Storage device: A USB memory stick is used for **long term storage of data**.



Process: The computer **decides** what to do with the data that has been input.



Hardware examples:





Software examples:





Main components & CPU



Hard drive - Long term storage of data.

Solid State Drive - Faster than hard drives.



Compare storage using:

- *Portability*
- *Access speed*
- *Durability*
- *Cost*




Motherboard - Allows us to connect all the different components together.

CPU - Processes (*carries out*) instructions. *It is the brain of the computer.*

CPUs constantly repeat the fetch-execute cycle.

- Instructions are **fetched** from the memory.
- The instructions are **decoded** by the CPU.
- The instructions are **executed** by the CPU.
- The cycle is **repeated**.

Storage Devices



Magnetic - Data is stored on magnetic plates. Hard disk is often the main storage device in your computer.



Optical - Data is burned onto the surface of the disk with a laser beam.



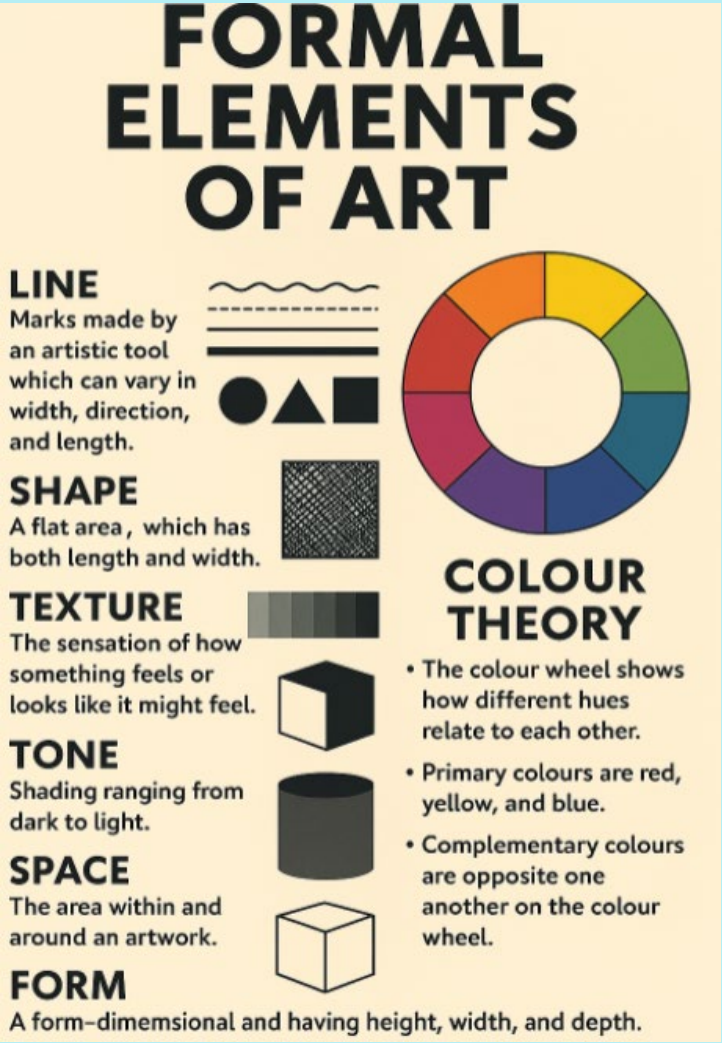
Solid State - Stores data using semiconductor chips. Has no moving parts.

Memory

RAM stores data for currently running programs. It is volatile memory; *data is lost when the power is turned off.*

ROM is used to store the start up instructions, it is non-volatile; *data is kept even when the power is turned off!*

Art



Art Vocabulary

Pattern - A design that repeats again and again.

Composition - The way objects are arranged in an artwork.

Foreground - The part of an artwork that appears closest to the viewer.

Background - The area behind the main objects in an artwork.

Printmaking - Making art by transferring ink from one surface onto paper.

Poly Printing - A type of printmaking using a plastic surface (poly tile) to print a design.

Relief Printing - Printing where raised areas are inked and printed onto paper.

Ink - Coloured liquid used for printing.

Roller (Brayer) - A tool used to spread ink evenly on a surface.

Repeat Print - A print that is made multiple times using the same design.

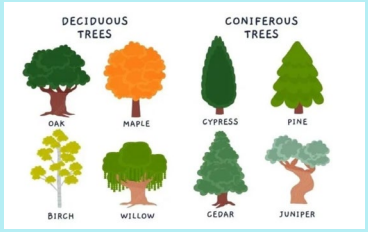
Collage - Artwork made by sticking different materials together.

Sketch - A quick drawing to plan an idea.

Evaluate - To explain what went well and what could be improved.

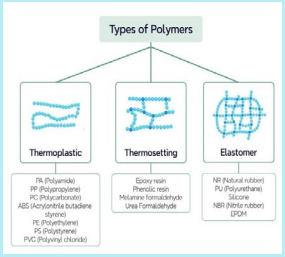
Design & Technology

Natural Woods
Hardwood Softwood



Manufactured Boards

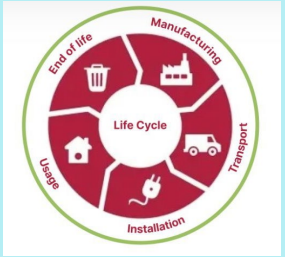




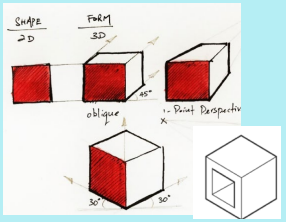
The 6 R's



The LCA of a product

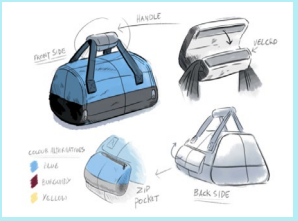


Basic drawings in Design

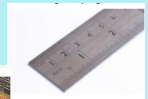


Isometric drawing

Freehand



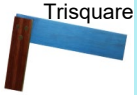
Steel rule



Tenon saw



Trisquare



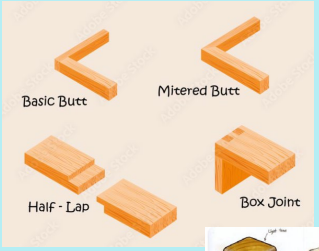


Coping saw



Bench hook

Joints



Rendering



Design Technology Keywords

Automation - It is the use of computer control systems and machinery to operate production processes with minimal human intervention, CAD/CAM.

CAD: Computer Aided Design.

CAM: Computer Aided Manufacture.

Annotations - Labelling of a drawing. *Use ACCESS FM*

Sustainability - A core principle focused on minimizing a product's environmental impact across its entire lifespan. This iNcludes the 6 R's.

Life Cycle Assessment - A life-cycle assessment or LCA is a 'cradle to grave' analysis of the impact of a manufactured product on the environment.

Isometric drawing - Isometric drawings have horizontal edges are drawn at 30 degrees, vertical edges are drawn as vertical lines and parallel edges appear as parallel lines

Freehand - Freehand sketching is the quickest way of getting your initial designs on paper before an idea is forgotten. Freehand sketches are often done without a ruler or template and instead are produced quickly and freely

Rendering - The process of adding color, shading, texture, and highlights to a 2D drawing.

Primary Research - Primary sources of information are gathered by the designer and used to help improve their design such as books and a Product analysis.

Secondary Research - Secondary sources of information use data already found by other people or organisations that are relevant

Design Ideas - This involves creating a series of freehand sketches or isometric of design ideas that may help solve the problem in the design brief.

Manufacture - The process of turning raw materials or components into finished, usable products

Knowledge Checks

What is a knowledge check?

At our school, we believe a thirst for knowledge is the key to success. Every week, you will learn important knowledge that will help you understand the world, achieve in your subjects, and prepare for your future.

These key knowledge points are the foundations of strong learning. They will help you succeed in quizzes, assessments, and examinations while building the understanding needed for life beyond school.

Each week, you will complete a Knowledge Check in:

- Maths
- English
- Science
- Geography
- History
- Religious Studies
- French or Spanish
- Computing

For each subject, there will be 5-10 key facts, ideas, or concepts to learn. The questions and answers are provided on the following pages.
Your challenge is to turn these into effective flashcards and commit them to memory so you can retrieve the knowledge in lessons and exams.

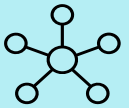
Why Flashcards?

Successful learners do not just read information; they practise retrieving it. Research shows that self-quizzing and flashcards are some of the most effective ways to remember knowledge and store it in your long-term memory.

By building these habits now, you are developing the skills needed to become a confident, knowledgeable scholar and a successful lifelong learner.

LEARN IT. REMEMBER IT. USE IT. SUCCEED WITH IT.

EGS Retrieval Practice Strategies

	Look, Cover, Write, Check	Definitions to key words	Flash Cards (Page 5)	AI Self Quizzing (Page 6)	Mind Maps	Paired Retrieval
Step 1	Focus on a small section of a subject page. Focus on learning up to 5 key things. 	Write down the key words and definitions. 	Use your knowledge organiser to condense and write down key facts and information on your flash cards. 	Take a photo of the topic page and ask AI to create quiz questions and answers so you can self-test. 	Create a mind map with all the information you can remember from your knowledge organiser. 	Ask a partner or family member to have the knowledge organiser or flash cards in their hands 
Step 2	Cover or flip the knowledge organiser over and write down everything you remember. 	Try not to use your knowledge organiser to help you. 	Add pictures to help support. Then self quiz yourself using the flash cards. You can write questions on one side and answers on the other. 	Answer the questions and remember to use full sentences. 	Check your knowledge organiser to see if there were any mistakes with the information you have made. 	They can then test you by asking you questions on different sections of your knowledge organiser 
Step 3	Check what you have written down. Correct any mistakes in green pen and add anything you missed. Repeat. 	Use your green pen to check your work. 	Use a parent/carer or friend to help quiz you on the knowledge. 	You can also use family to help quiz you. Keep self-quizzing until you get all questions correct. 	Try to make connections that links information together. 	Write down your answers. 

How To Improve Your Knowledge

AI quizzing/AI tutor

You can deepen your knowledge and exam skill by using AI platforms. We strongly recommend CoPilot. You can take pictures of your knowledge organiser pages and ask it to create practice exam questions.

Copilot

At Ellis Guilford School, we recommend:

📌 1. Pick one small section

- Choose one box or topic from your knowledge organiser. Keep it small so it's easier to learn.

📸 2. Take a clear photo

- Use your device to take a picture of that section. Make sure the words are easy to read.

💬 3. Tell the AI what you want

- Type something like:
  "Quiz me on the information in this photo."
- **"I'm in [year 7] in the UK. Create me a practice exam to test my knowledge on this photo"**

  Then upload the picture.

🧠 4. Answer the questions yourself

- Say your answer out loud, write it or type it. Try before you look at the AI's answer.

✔️ 5. Check and learn

- Read the correct answer the AI gives you. Fix any mistakes and try again if needed.

🔁 6. Move on when ready

- When you feel confident, take a photo of the next small section and repeat.

🚫 Things to Avoid

- Don't upload a blurry photo - If the AI can't read it, it can't quiz you properly.
- Don't skip the thinking part - Guess first, even if you're unsure. That's how your memory grows.
- Don't try to learn the whole page at once - Small chunks help you remember more overtime.

How To Improve Your Knowledge

Flashcards

Self-quizzing is proven to be one of the strongest ways to build knowledge.

At Ellis Guilford School, we recommend:

🖍️ 1. Pick ONE subject to learn at a time

- Secure your knowledge in one subject first
- Small and often is best! Focus on 5-10 questions each 15-minutes.

❓ 2. Front = The Question

- Write the question clearly and copy it accurately.
- Use neat handwriting.
- Add a small image if it helps you retrieve the answer. You will eventually need to cover up the doodle to challenge your memory even further.

🧠 3. Back = The Answer

- Write the answer only.
- Keep it short and correct.

🎨 4. Use Colour Smartly

- **One colour each subject.** You could use a different colour pen, highlight the question in a certain colour for each subject or buy different colour paper/flashcards for each subject.
- Don't cover the card in decorations.

✅ 5. Test Yourself

- Look at the question.
- Try to answer before flipping.
- Sort into two groups:
- Got It! (those you could answer correctly without turning the card over)
- Need Practice (those you made mistakes on – no matter how small)

🚫 Things to Avoid

- Putting more than one question on a card
- Your flashcards don't need to be super neat. You can tear up pieces of paper to build them
- Copying without thinking about what it means
- Having the question and answer on the same side of the card - This would be a **big** mistake
- Once they're in the 'Got It' pile, you will still need to retest yourself a few days later. Don't be surprised when some move to 'Need Practice' – this is completely normal.

Maths – Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
To add/ subtract fractions, they must have the same _____	**Denominator**
To find 10% of a number, we divide by _____	**10**
How many sides does a quadrilateral have?	**4**
List the first 12 multiples of 5	**5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60**
How many faces does a cube have?	**6**
What does it mean if a 2d shape is regular?	**All sides and all angles are equal**
List the first 10 prime numbers	**2, 3, 5, 7, 11, 13, 17, 19, 23, 29**
Km is a unit to measure _____	**Distance (or length)**

Week Two	
Question	**Answer**
When dividing, we use the _____ method	**Bus stop method**
To find 5% of a number, we divide by _____	**20**
How many sides does a nonagon have?	**9**
List the first 12 multiples of 6	**6 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72**
How many vertices does a cube have?	**8**
How many g in 1kg?	**1000**
What is the formula for the area of a rectangle?	**Length x width**
How many seconds in 1 minute?	**60**

Week Three	
Question	**Answer**
In the order of operations, what comes first?	**Brackets**
To find 1% of a number, we divide by _____	**100**
How many sides does a hexagon have?	**6**
List the first 12 multiples of 11	**11, 22, 33, 44, 55, 66, 77, 88, 99, 110, 121, 132**
How many edges does a cube have?	**12**
How many ml in 1L?	**1000**
What is the formula for the volume of a cuboid?	**Length x width x height**
How many minutes in 1 hour?	**60**

Maths – Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
How many degrees in a right angle?	**90°**
To find 50% of a number, we divide by _____	**2**
How many sides does a heptagon have?	**7**
List the first 12 multiples of 9	**9, 18, 27, 36, 45, 54, 63, 72, 81, 90, 99, 108**
How many mm in 1cm?	**10**
What does it mean if a 2d shape is irregular?	**Its sides and/or angles are not all equal**
What is perimeter?	**The total distance around the outside of the shape**
How many hours in 1 day?	**24**

Week Five	
Question	**Answer**
What is an acute angle?	**An angle less than 90°**
In money, which coin has the largest value?	**£2 coin**
How many sides does an octagon have?	**8**
List the first 12 multiples of 4	**4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48**
How many cm in 1m?	**100**
What is a mixed number?	**A number made up of a whole number and a fraction**
What is a translation?	**A shape is moved without changing its size or orientation**
How many days in 1 week?	**7**

Week Six	
Question	**Answer**
What is a reflex angle?	**An angle greater than 180°, but less than 360°**
In money, which note has the smallest value?	**£5 note**
What is a polygon?	**A 2D shape with straight sides**
List the first 13 multiples of 8	**8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96, 104**
How many m in 1km?	**1000**
What is an improper fraction?	**A fraction where the numerator is greater than or equal to the denominator**
Kg is a unit to measure _____	**Mass (or weight)**
How many weeks in 1 year?	**52**

Maths – Knowledge Checks – Spring 1

Week One	
Question	**Answer**
List the calendar months in order.	**January, February, March, April, May, June, July, August, September, October, November, December**
What does ascending order mean?	**Arranging numbers from smallest to largest**
What does an equation have that an expression doesn't?	**An equals sign (=)**
How many minutes in 1/10 hour?	**6**
Which number is even and prime?	**2**
Which type of triangle has no equal sides or angles?	**Scalene Triangle**
Draw a horizontal line.	**_____**
What is 0.8 as a percentage?	**80%**

Week Two	
Question	**Answer**
How many months in 1 year?	**12**
What does descending order mean?	**Arranging numbers from largest to smallest**
What is the inverse operation of addition?	**Subtraction**
Which denominator could you give to a whole number?	**1**
Which times table are all even numbers in?	**The 2 times table**
Which type of triangle has 2 equal sides and 2 equal angles?	**Isosceles Triangle**
Draw a vertical line.	**|**
What is ¾ as a decimal?	**0.75**

Week Three	
Question	**Answer**
Which month has 28 days?	**All 12 months**
List the first 10 square numbers.	**1, 4, 9, 16, 25, 36, 49, 64, 81, 100**
What is the inverse operation of division?	**Multiplication**
When dividing by 100, all digits move …	**2 places to the right**
List the first 10 odd numbers	**1, 3, 5, 7, 9, 11, 13, 15, 17, 19**
Which type of triangle has 3 equal sides?	**Equilateral Triangle**
How do we find the product of two numbers?	**Multiply them together**
_____ numbers have exactly two factors.	**Prime**

Maths – Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
Which months have 31 days?	**January, March, May, July, August, October, December**
Negative x negative =	**Positive**
What is the inverse operation of squaring?	**Square rooting √**
When multiplying by 1000, all digits move …	**3 places to the left**
How many sides does a hexagon have?	**6**
Each angle in an equilateral triangle is _____ degrees	**60**
How do you find the difference between two numbers?	**Subtract one number from the other**
_____ numbers have an odd number of factors.	**Square**

Week Five	
Question	**Answer**
Which months have 30 days?	**September, April, June, November**
Negative x positive =	**Negative**
How many minutes in ½ hour?	**30**
List the first 12 multiples of 7	**7, 14, 21, 28, 35, 42, 49, 56, 63, 70, 77, 84**
How many faces does a cuboid have?	**6**
A quadrilateral with 2 pairs of parallel sides, and no right angles is a …	**Parallelogram**
How do you find the sum of two numbers?	**Add them together**
What does it mean if two lines are parallel?	**They are always the same distance apart and never meet**

Week Six	
Question	**Answer**
How many days in 1 year?	**365**
What method is used to expand?	**The grid method**
How many minutes in 1/3 hour?	**20**
List the first 12 multiples of 3	**3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36**
How many vertices does a cone have?	**1**
Which quadrilateral has one pair of parallel sides?	**Trapezium**
What is 0.25 as a fraction?	**¼**
What is an obtuse angle?	**An angle greater than 90°, *but less than* 180°**

English – Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
Who helps Odysseus when he finally returns home?	**Athena**
What disguise does Odysseus use?	**A beggar**
Who recognizes Odysseus first?	**His dog**
What challenge do Penelope's suitors have to complete?	**String Odysseus's bow**
Who succeeds in the challenge?	**Odysseus**
What does Odysseus then do?	**Defeats the suitors**

Week Two	
Question	**Answer**
Who rules Ithaca while Odysseus is away?	**No one properly; the suitors take over**
What do the suitors do in Odysseus's home?	**Eat his food and demand to marry Penelope**
Why doesn't Penelope choose a husband?	**She wants to stay loyal to Odysseus**
What trick does Odysseus use to fool the Cyclops before blinding him?	**He tells him his name is "Nobody"**
What happens when the Cyclops calls for help?	**Other Cyclopes think no one has hurt him**
What mistake does Odysseus make as he leaves the island?	**He reveals his real name**

Week Three	
Question	**Answer**
How does Odysseus revealing his name affect his journey?	**Poseidon punishes him**
Who gives Odysseus a bag of winds?	**Aeolus**
What is inside the bag?	**The dangerous winds**
What do the crew do with the bag?	**Open it**
What happens when they open it?	**They are blown off course**
What is Scylla?	**A six-headed monster**

English – Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
Why are Odysseus's men turned into pigs?	**Because they drink Circe's potion**
Who helps Odysseus resist Circe's magic?	**Hermes**
What does Circe do after Odysseus confronts her?	**Helps him and turns the men back**
Who does Odysseus meet in the Underworld that gives him advice?	**Tiresias**
What warning does Tiresias give Odysseus?	**Not to harm Helios's cattle**
Who does Odysseus meet from the past (family)?	**His mother**

Week Five	
Question	**Answer**
What is Charybdis?	**A deadly whirlpool**
What difficult choice must Odysseus make?	**Lose some men or risk losing everyone**
What happens when they pass Scylla?	**Some of his men are eaten**
Why do the men eat the cattle even though they were warned not to?	**They are starving**
Which god punishes them?	**Zeus**
What happens to Odysseus after the ship is destroyed?	**He survives alone**

Week Six	
Question	**Answer**
Why does Calypso keep Odysseus?	**She loves him**
Why does Odysseus want to leave?	**He wants to return home**
How does he finally leave the island?	**The gods order Calypso to release him**
Who does Odysseus trust when he gets home?	**Telemachus**
Why does he stay disguised at first?	**To plan his revenge**
Why is Athena important in the story?	**She guides and protects Odysseus**

English – Knowledge Checks – Spring 1

Week One	
Question	**Answer**
Who was William Shakespeare?	**A playwright and poet**
When did Shakespeare live?	**16th-17th century**
Where was Shakespeare born?	**Stratford-upon-Avon**
What type of texts did Shakespeare write?	**Plays and poetry**
What building are Shakespeare's plays associated with?	**The Globe Theatre**
What is a playwright?	**Someone who writes plays**

Week Two	
Question	**Answer**
What are the three main genres of Shakespeare's plays?	**Tragedy, comedy, history**
What happens in a tragedy?	**A serious story ending in death**
What happens in a comedy?	**A story with humour and a happy ending**
What are history plays about?	**Past kings and events**
Name one Shakespeare tragedy.	**Romeo and Juliet**
Name one Shakespeare comedy.	**A Midsummer Night's Dream**

Week Three	
Question	**Answer**
What is iambic pentameter?	**A rhythm with 10 syllables per line**
What is a sonnet?	**A 14-line poem**
What language did Shakespeare write in?	**Early Modern English**
What is prose?	**Ordinary spoken or written language**
What is verse?	**Writing with rhythm or metre**
Why might Shakespeare use verse?	**To show importance or emotion**

English – Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
What was the Globe Theatre?	**A theatre where Shakespeare's plays were performed**
Where was the Globe Theatre located?	**London**
What were groundlings?	**Audience members who stood by the stage**
Why were there no women actors?	**Women were not allowed to perform**
What part of the stage stuck out into the audience?	**The thrust stage**
When were plays usually performed?	**During the daytime**

Week Five	
Question	**Answer**
What is a theme?	**A main idea in a text**
Name a common theme in Shakespeare's plays.	**Love**
Name another common theme.	**Power**
What is a character?	**A person in a story**
What is a monologue?	**A long speech by one character**
What is conflict?	**A struggle between characters or ideas**

Week Six	
Question	**Answer**
What is the audience?	**The people who watch or read a text**
Why did Shakespeare write plays?	**To entertain people**
What is a stage direction?	**Instructions for how a play should be performed**
What is dialogue?	**A conversation between characters**
Why are Shakespeare's plays still popular today?	**They have interesting stories and universal themes**
What is an adaptation?	**A new version of a text**

Science – Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
State the size of the resultant force if an object is stationary.	**0N**
State the size of the resultant force if an object is moving at a constant speed and direction.	**0N**
Describe the forces acting on an object if the resultant force is not 0N.	**Unbalanced forces**
Name the force that acts between two rubbing objects.	**Friction**
Name the force that acts when a rope is pulled.	**Tension**
State the unit that force is measured in.	**Newtons, N**
State the unit that mass is measured in.	**Kilograms, kg**
State the equation that links work done, force and distance.	**Work done = force x distance**
State the energy stored in moving objects.	**Kinetic energy**
State the energy stored in objects at height.	**Gravitational potential energy**

Week Two	
Question	**Answer**
Define cell.	**The smallest unit of life.**
State the three extra organelles found in a plant cell.	**Chloroplast, cell wall and vacuole.**
Which organelle contains genetic information.	**Nucleus**
Which organelle allows substances to move in and out of the cell?	**Cell membrane**
Which organelle is the site of respiration?	**Mitochondria**
Which organelle is the site of protein synthesis?	**Ribosomes**
Which organelle is the site of chemical reactions?	**Cytoplasm**
Which organelle is the site of photosynthesis?	**Chloroplast**
Which organelle supports the structure of the cell?	**Cell wall**
Which organelle contains cell sap?	**Vacuole**

Week Three	
Question	**Answer**
State the name of the outer layer of the Earth.	**Crust**
Describe what the inner core of the Earth is made of.	**Solid iron and nickel**
Describe what the mantle of the Earth is made of.	**Molten rock**
Which type of rock is made of molten rock that has cooled and solidified?	**Igneous rock**
Which type of rock is made from other rocks changed by heat and pressure?	**Metamorphic rock**
Which type of rock is made of deposited sediment that is compacted and cemented?	**Sedimentary rock**
Describe the process of weathering.	**The wearing down of rock.**
Describe the process of erosion.	**The weathering and transportation of rock.**
Describe the cause of volcanic eruptions and earthquakes.	**The movement of the tectonic plates.**
State what makes up the lithosphere.	**Crust and upper part of the mantle.**

Science – Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
Describe the function of the red blood cell.	**To carry oxygen around the body.**
Describe the function of the nerve cell.	**To transmit electrical impulses.**
Describe an adaptation of muscle cells that allow it to contract and relax.	**Lots of mitochondria.**
Describe an adaptation of the root hair cell to allow it to absorb more water from the soil.	**Large surface area.**
Describe an adaptation of the palisade cell to carry out more photosynthesis.	**Lots of chloroplasts.**
Define tissue.	**A group of similar cells that work together to perform a specific function.**
Describe what a joint is.	**Where two or more bones meet.**
Describe the role of a ligament.	**Attach bones to bones.**
Describe the role of a tendon.	**Attach bones to muscle.**
State the name of the process where particles move from a high to low concentration.	**Diffusion.**

Week Five	
Question	**Answer**
The process in which plants, animals and bacteria break down rocks is called?	**Biological weathering**
The process in which chemical reactions break down rocks is called?	**Chemical weathering**
The process in which temperature changes, wind and rain break down rocks is called?	**Physical weathering**
Define fossil.	**The remains of organisms from millions of years ago found in rocks.**
State the two categories of igneous rock.	**Extrusive and intrusive**
State which type of rock is most likely to contain fossils.	**Sedimentary rock**
What is magma?	**Molten rock under the Earth's crust.**
Name 5 different sedimentary rock types.	**Conglomerate, sandstone, limestone, mudstone, chalk and shale.**
What type of weathering involves the expanding of water?	**Freeze-thawing.**
State the type of rock never contains fossils.	**Igneous**

Science – Knowledge Checks – Spring 1

Week One	
Question	**Answer**
Which wave has vibrations that are perpendicular to the direction of energy transfer?	**Transverse wave**
Which wave has vibrations that are parallel to the direction of energy transfer?	**Longitudinal**
The distance from a wave to the same point on the next wave is called?	**Wavelength**
The maximum displacement of the wave is called?	**Amplitude**
The number of waves that pass a point per second is called?	**Frequency**
Describe what happens to wavelength if frequency increases.	**Decreases**
State the hearing range of humans.	**20-20,000 Hz**
State the approximate speed of sound through air.	**300 m/s**
If a wave a high frequency, describe the sound.	**High pitched.**
If a wave has a low amplitude, describe the sound.	**Loud volume.**

Week Two	
Question	**Answer**
The change of direction of a wave away from a boundary is called?	**Reflection**
State the colour of light reflected by a green apple.	**Green**
Explain why an object appears black.	**Absorbs all 7 colours of white light.**
Explain why a red object appears black when viewed through a blue filter.	**Red light is not transmitted through the blue filter.**
Describe the law of reflection.	**The angle of incidence is equal to the angle of reflection.**
Describe the function of the cornea and lens.	**Refracts light onto the retina.**
Describe the function of the pupil.	**Allows light to enter the eye.**
Describe the function of the retina.	**Where light is focused and electrical signals produced.**
State the frequency of ultrasound waves.	**Over 20,000 Hz**
Explain why loud sounds can damage your ears.	**Can damage the ear drum.**

Week Three	
Question	**Answer**
State the organ the produces bile.	**Liver.**
State the organ that passes food from the mouth to the stomach.	**Oesophagus.**
Describe the function of the stomach acid.	**To kill bacteria on food.**
State the enzyme found in the saliva.	**Amylase.**
State the enzyme that breaks down proteins.	**Protease**
State the products when lipids are broken down.	**Fatty acids and glycerol**
State the solution used to test for starch.	**Iodine solution**
State the reagent used to test for protein.	**Biuret reagent**
State the reagent used to test for sugar.	**Benedicts reagent**
State the products when proteins are broken down.	**Amino acids**

Science – Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
Define enzyme.	**A biological catalyst.**
Describe the purpose of protein in the body.	**For growth and repair of tissues.**
Describe the purpose of fiber in the body.	**Help food move easily through the body.**
Describe the purpose of carbohydrates in the body.	**To release energy.**
State the cell that transports oxygen around the body.	**Red blood cell.**
State the two types of respiration.	**Aerobic and anaerobic.**
Describe where the exchange of gases happens in the lungs.	**Alveoli**
Describe the adaptations of the alveoli.	**Thin walls, good blood supply and large surface area.**
State the main gas that is exhaled.	**Carbon dioxide**
Describe the purpose of the heart.	**To pump blood around the body.**

Week Five	
Question	**Answer**
Define element.	**A substance made of one type of atom only.**
State the charge of an electron.	**Negative**
State the charge of a proton.	**Positive**
State the charge of a neutron.	**Neutral**
Explain why Mendeleev left gaps in the periodic table.	**For undiscovered elements.**
Define sonorous.	**Makes a ringing sound when hit.**
Define ductile.	**Can be made into wires.**
Define malleable.	**Can be bent into shape.**
Describe the trend in reactivity down group 1.	**Reactivity increases down group 1.**
Describe the trend in reactivity down group 7.	**Reactivity decreases down group 1.**

Geography – Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
What is a map?	**A drawing of an area showing features and locations**
What is a map key (legend)?	**A guide that explains map symbols**
What is a symbol?	**A picture or sign used to represent something on a map**
What colour is usually used to show water on a map?	**Blue**
What are the four main compass directions?	**North, East, South, West**
Which direction does the top of most maps represent?	**North**

Week Two	
Question	**Answer**
What is a compass used for?	**Finding directions**
What direction is halfway between North and East?	**North-East**
How many points are on an eight-point compass?	**8**
What direction is opposite to North?	**South**
What direction is opposite to East?	**West**
What does N on a map stand for?	**North**

Week Three	
Question	**Answer**
What is a grid reference used for?	**To locate places on a map**
How many digits are in a four-figure grid reference?	**4**
Which numbers do you read first in a grid reference?	**Eastings**
What is the phrase used to remember grid references?	**Along the corridor and up the stairs**
What is a six-figure grid reference used for?	**Finding a more precise location**
Which map is commonly used for detailed map reading in the UK?	**Ordnance Survey (OS) map**

Geography – Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
What does a map scale show?	**The relationship between map distance and real distance**
What does 1 cm on a map represent when using a scale?	**A set distance in real life**
What is a linear scale?	**A scale shown as a bar line**
What tool is used to measure curved distances on a map?	**A piece of string**
What unit is commonly used for long distances in geography?	**Kilometres (km)**
How many metres are in 1 kilometre?	**1000**

Week Five	
Question	**Answer**
What are contour lines?	**Lines joining places of equal height**
What do closely spaced contour lines show?	**A steep slope**
What do widely spaced contour lines show?	**A gentle slope**
What is the height above sea level called?	**Altitude**
What is the highest contour line on a hill usually closest to?	**The summit (top)**
What colour are contour lines usually shown in on OS maps?	**Brown**

Week Six	
Question	**Answer**
What is an aerial photograph?	**A photograph taken from above the ground**
What is a landmark?	**A feature that is easy to recognise and locate**
Why are maps important?	**They help people find locations and navigate**
What is the difference between a physical and a human feature?	**Physical features are natural; human features are made by people**
Give one example of a physical feature.	**River**
Give one example of a human feature.	**Road**

Geography – Knowledge Checks –Spring 1

Week One	
Question	**Answer**
What does development mean in geography?	**The progress and improvement of people's quality of life**
What does HIC stand for?	**High Income Country**
What does NIC stand for?	**Newly Industrialised Country**
What does NEE stand for?	**Newly Emerging Economy**
What is a development indicator?	**A measure used to compare levels of development**
What is life expectancy?	**The average number of years a person is expected to live**

Week Two	
Question	**Answer**
What is a High Income Country (HIC)?	**A country with high levels of wealth and development**
Give an example of an HIC.	**United Kingdom**
What are HICs likely to have good access to?	**Healthcare and education**
What is GDP per capita?	**The average amount of money earned per person in a country**
What does literacy rate measure?	**The percentage of people who can read and write**
What does infant mortality rate measure?	**The number of babies who die before their first birthday per 1,000 births**

Week Three	
Question	**Answer**
What is a Newly Emerging Economy (NEE)?	**A country becoming more industrialised and economically successful**
Give an example of an NEE.	**India**
What is a Newly Industrialised Country (NIC)?	**A country moving from agriculture towards manufacturing and industry**
Give an example of an NIC.	**Mexico**
What is industrialisation?	**The growth of manufacturing and industry**
Why might businesses invest in NEEs and NICs?	**Labour costs are often lower and markets are growing**

Geography – Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
What is uneven development?	**Differences in wealth and quality of life between places**
What is poverty?	**A lack of money and resources needed for a basic standard of living**
Name one cause of uneven development.	**Lack of access to education**
Name another cause of uneven development.	**Conflict or war**
How can education improve development?	**It increases skills and job opportunities**
How can healthcare improve development?	**People live longer and healthier lives**

Week Five	
Question	**Answer**
What is gender inequality?	**When people are treated unfairly because of their gender**
What is gender equality?	**When everyone has the same rights and opportunities**
Why is girls' education important for development?	**It improves opportunities and economic growth**
What is discrimination?	**Treating someone unfairly because of who they are**
What is a trade agreement?	**An arrangement between countries to buy and sell goods**
How can gender inequality slow development?	**It prevents people from reaching their full potential**

Week Six	
Question	**Answer**
What is Fairtrade?	**A system that helps producers receive a fair price for their goods**
What is trade?	**The buying and selling of goods and services**
Name one Fairtrade product.	**Coffee, Bananas, Chocolate, Sugar, Tea, Rice, Cotton.**
How does Fairtrade help farmers?	**It provides fair prices and better working conditions**
What is sustainable development?	**Development that meets current needs without harming future generations**
Why is reducing inequality important?	**It creates fairer opportunities and improves quality of life**

History – Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
Under the Feudal System who owned all the land?	**The King**
What did a baron have to swear to be given land?	**Loyalty to the King**
Who was at the bottom of the Feudal system?	**Peasants (serfs)**
What did a peasant have to give a knight in exchange for land?	**Work (labour) and produce from the land**
In what century would the year 1987 be in?	**20th century**
What does AD stand for?	**Anno Domini**
What does BCE stand for?	**Before Common Era**
How many years are there in a century?	**100**

Week Two	
Question	**Answer**
When did William commission the Domesday Book?	**1085**
What did the Domesday Book record?	**Who owned land and what resources and wealth they had**
What were Motte and Bailey castles made of?	**Wood and earth**
How many Motte and Bailey castles is it suspected that William had built?	**Around 500**
In History what is a source?	**Evidence from the past**
In History what is an interpretation?	**A view or explanation of the past based on evidence**
What does chronological order mean?	**Arranging events in the order they happened**
Put the following in chronological order: Battle of Stamford Bridge, Battle of Hastings, Battle of Gate Fulford, Death of Edward the Confessor	**Death of Edward the Confessor → Battle of Gate Fulford → Battle of Stamford Bridge → Battle of Hastings**

Week Three	
Question	**Answer**
What was a Motte?	**A large mound of earth on which a castle was built**
What was found on top of the Motte?	**A wooden keep (tower)**
What was a Bailey?	**An enclosed courtyard surrounded by a fence or ditch**
How many Motte and Bailey castles is it estimated William had built during his reign (1066-1087)?	**Around 500**
In what century would the year 1066 be in?	**11th century**
What is the definition of a source?	**Evidence from the past**
What is the definition of an interpretation?	**An opinion or explanation of the past based on evidence**
Put these events in chronological order: The Battle of Hastings, the Death of Edward the Confessor, Harold Godwinson becomes king, The Battle of Stamford Bridge, The Battle of Gate Fulford	**Death of Edward the Confessor → Harold Godwinson becomes king → Battle of Gate Fulford → Battle of Stamford Bridge → Battle of Hastings**

History – Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
Robin Hood is a local legend. What is a legend?	**A traditional story that may be based on real events but cannot be proven to be true**
According to legend, Robin Hood was an outlaw. What was this?	**A person who lived outside the law and was considered a criminal**
Under the Feudal System who owned all the land?	**The King**
In the Medieval Period most people were illiterate. What does this mean?	**They could not read or write**
Put these invaders in chronological order: Saxons, Romans, Vikings, Celts, Normans	**Celts → Romans → Saxons → Vikings → Normans**
What does chronological order mean?	**Arranging events in the order they happened**
What does BCE stand for?	**Before Common Era**
How many years are there in a century?	**100**

Week Five	
Question	**Answer**
Who was at the top of the Catholic Church?	**The Pope**
Who was the most important person in the Church in England?	**The Archbishop of Canterbury**
Give two reasons why the Church was so important in the Medieval period?	**It guided people's beliefs about salvation and provided services such as education and charity.**
Where did people in the Medieval period think you went before entering heaven?	**Purgatory**
In what century would the year 1665 be in?	**17th century**
What is the definition of a source?	**Evidence from the past**
When did Edward the Confessor die?	**5 January 1066**
Who were the 4 people who thought they should be king after Edward's death?	**Harold Godwinson, William of Normandy, Harald Hardrada and Edgar Aetheling**

Week Six	
Question	**Answer**
What did people think caused the Black Death?	**Many people believed it was caused by God's punishment, miasma (bad air), or an imbalance of the four humours.**
What was Miasma?	**A theory that disease was spread by bad smells or poisoned air.**
What were the 4 Humours?	**Blood, phlegm, yellow bile and black bile.**
Based on the Theory of the 4 Humours how would someone try and cure the plague?	**By restoring the balance of the humours, often through bloodletting or purging.**
Who fought at the Battle of Gate Fulford?	**Harold Hardrada and Tostig Godwinson against Earls Edwin and Morcar.**
Who fought at the Battle of Stamford Bridge?	**Harold Godwinson against Harald Hardrada and Tostig Godwinson.**
How far/fast did Harold Godwinson march north to Stamford Bridge?	**Around 185 miles (300 km) in about 4 days.**
Why did Harold Godwinson win the Battle of Stamford Bridge?	**He surprised Hardrada's army, which was unprepared and not wearing full armour.**

History – Knowledge Checks – Spring 1

Week One	
Question	**Answer**
Who was Thomas Becket?	**The Archbishop of Canterbury and a former friend of King Henry II**
When was Thomas Becket murdered?	**1170**
What is Henry II alleged to have shouted which caused the knights to murder Becket?	**"Will no one rid me of this turbulent priest?"**
Under the Feudal System who owned all the land?	**The King**
What did a baron have to swear to be given land?	**Loyalty to the King**
Who was at the bottom of the Feudal System?	**Peasants (serfs)**
In what century would the year 1215 be in?	**13th century**
What three things do we use to judge the usefulness/limitations of a source?	**Content, provenance and audience**
What does the provenance of a source mean?	**Information about its origin, such as who created it, when it was created and why**

Week Two	
Question	**Answer**
Why is King John thought to be a bad king?	**He was seen as unfair, lost important lands in France and taxed people heavily.**
When did King John sign the Magna Carta?	**1215**
What did the Magna Carta say?	**That the King had to obey the law and could not rule however he wanted.**
Under the Feudal System who owned all the land?	**The King**
What did a baron have to swear to be given land?	**Loyalty to the King**
Who was at the bottom of the Feudal System?	**Peasants (serfs)**
In what century would the year 1215 be?	**13th century**
What three things do we use to judge the usefulness/limitations of a source?	**Content, provenance and audience**
What is an interpretation?	**A view or explanation of the past based on evidence.**

Week Three	
Question	**Answer**
When did the Peasants' Revolt take place?	**1381**
Why did the Peasants' Revolt?	**Because of high taxes, unfair laws and poor treatment of peasants.**
Who led the Peasants' Revolt?	**Wat Tyler**
When did William commission the Domesday Book?	**1085**
What did the Domesday Book record?	**Land ownership, wealth, population and resources across England.**
How many Motte and Bailey Castles were built during the reign of William I?	**Around 500**
What was William, Duke of Normandy's, claim to the English throne?	**He claimed that Edward the Confessor had promised him the throne.**
What was Harold Godwinson's claim to the throne?	**He was chosen by the Witan and said Edward named him as his successor.**
Why was Edgar Aetheling's claim to the throne weak?	**Although he had a blood claim, he was young, inexperienced and lacked support from powerful nobles.**

History – Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
What happened during the Peasants' Revolt?	**Peasants marched on London.**
How did things change after the Peasants' Revolt?	**Serfdom declined.**
How did things stay the same following the Peasants' Revolt?	**Rich people kept power.**
What were Motte and Bailey Castles made of?	**Wood and earth.**
What was a Motte?	**A mound with a keep.**
What was a Bailey?	**An enclosed courtyard.**
What is a source?	**Evidence from the past.**
What is an interpretation?	**An explanation of the past.**
What does chronological order mean?	**Events in time order.**

Week Five	
Question	**Answer**
Put the following events in chronological order: The signing of the Magna Carta, The Battle of Hastings, The Peasants' Revolt, the murder of Thomas Becket	**Battle of Hastings → Murder of Thomas Becket → Magna Carta → Peasants' Revolt**
What does patriarchy mean?	**A society ruled by men.**
How did Aethelflaed challenge the patriarchal view of history?	**She ruled and led armies.**
In the Medieval Period most people were illiterate, what does this mean?	**Could not read or write.**
Give two reasons why the Church was so important during the Medieval Period?	**Religion and education.**
In the Medieval Period where did people think you went before entering heaven?	**Purgatory.**
What affects the usefulness/limitations of a source?	**Content, provenance and audience.**
Put these time periods in chronological order: Industrial, Modern, Renaissance, Medieval	**Medieval → Renaissance → Industrial → Modern**
How many mounted knights did William have in the Battle of Hastings?	**Around 2,000.**

Week Six	
Question	**Answer**
What role did Joan of Navarre do whilst her son, Henry V, was away from England?	**She ruled as regent.**
What evidence is there that Eleanor of Aquitaine challenges the patriarchal nature of history?	**She ruled lands and influenced kings.**
Why was Hilda of Whitby such an influential figure in history?	**She led an important monastery.**
Robin Hood was an outlaw, what does this mean?	**A criminal outside the law.**
Why did Medieval people think you caught the Black Death?	**Bad air or God's punishment.**
How would people in the Medieval Period try and prevent/cure the Black Death?	**Bloodletting and prayer.**
What affects the usefulness/limitations of a source?	**Content, provenance and audience.**
What is the definition of a source?	**Evidence from the past.**
What is the definition of an interpretation?	**An explanation of the past.**

Religious Studies – Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
What is the name of the founder of Judaism?	**The name of the founder of Judaism is Abraham.**
What is the name of the Sikh place of worship?	**The name of the Sikh place of worship is the Gurdwara.**
What is the name of the followers of Islam?	**The name of the followers of Islam is Muslims.**
Who worships in a Mandir?	**Hindus.**
What is the Tripitaka?	**A holy book in Buddhism.**
Which religion doesn't have a God?	**Buddhism.**

Week Two	
Question	**Answer**
Which religion celebrates Diwali?	**Hinduism/Sikhism.**
Which religion celebrates Eid ul-Fitr?	**Islam.**
Which religion celebrates Yom Kippur?	**Judaism.**
What is commemoration?	**The action or fact of remembering a dead person or past event.**
Give two examples of commemoration.	**11th November – Remembrance Day/Poppy Day; 9/11 each year; Funerals.**
What does Easter commemorate?	**The death and resurrection of Jesus to save the sins of humanity.**

Week Three	
Question	**Answer**
What do Muslims do during Eid ul-Fitr?	**Go to the mosque to pray, gather as a family, exchange gifts and wear new clothes.**
Why do Muslims fast during Ramadan?	**It shows self-restraint, obedience to Allah and helps them understand what it is like to be poor.**
What is Eid ul-Adha?	**Festival of Sacrifice.**
Why do Muslims sacrifice a sheep during Eid ul-Adha?	**To remember Ibrahim's willingness to sacrifice his son before Allah provided a sheep instead.**
Why do Sunni Muslims celebrate Ashura?	**It commemorates Noah leaving the Ark and Moses being saved from the Egyptians by God.**
Why do Shi'a Muslims commemorate Ashura?	**To remember the martyrdom of Hussein, grandson of the Prophet Muhammad, in 680 AD.**

Religious Studies – Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
What was the name of the demon who wanted to marry Sita?	**Ravana.**
What do Hindus place outside their houses at Diwali?	**Rangoli patterns.**
What do Hindus let off to celebrate Diwali?	**Fireworks.**
Who do Hindus hope will visit their house during Diwali?	**Lakshmi, the Goddess of Wealth.**
What is Diwali also called?	**The Festival of Light.**
What does Diwali celebrate?	**Light over darkness and the hope that good will happen.**

Week Five	
Question	**Answer**
What do Jewish people have to say at Yom Kippur?	**They ask God for forgiveness.**
Name two things Jewish people don't do on Yom Kippur.	**They do not eat or wash. They also avoid perfume, make-up and leather shoes.**
What does atonement mean?	**Taking action to correct previous wrongdoing.**
What does Yom Kippur remember?	**Moses receiving the Ten Commandments on Mount Sinai after the Israelites left Egypt.**
What do Jewish people do on Yom Kippur?	**Fast for 25 hours and wear white.**
What happens on the Days of Awe?	**People admit wrongdoing, say sorry and commit not to repeat it.**

Week Six	
Question	**Answer**
What is the day called when Jesus arrived in Jerusalem on the back of a donkey?	**Palm Sunday.**
What did Jesus give to his disciples to remember him by?	**Bread and wine.**
Why did Jesus flip the tables over in the Temple?	**Because people were taking advantage of worshippers and had turned God's house into a den of robbers.**
What is the day called when Jesus died?	**Good Friday.**
What was the Roman Governor called who tried to help Jesus?	**Pontius Pilate.**
What does the word resurrection mean?	**Coming back to life / going to the afterlife to live forever.**

Religious Studies – Knowledge Checks – Spring 1

Week One	
Question	**Answer**
Who was the father in the Parable of the Prodigal Son?	**God is represented as the father.**
What had the son asked for at the beginning of the story?	**His inheritance.**
What did the father give him when he returned home?	**Forgiveness, his robe and a celebration with the fatted calf.**
State three beliefs about Jesus.	**He was the Son of God; he performed miracles; he came back to life.**
What is a parable?	**A story with a moral or teaching.**
State three facts about Jesus.	**He existed; taught about God; lived about 2,000 years ago; was crucified.** ***(Any three.)***

Week Two	
Question	**Answer**
What is the Greatest Commandment?	**"Love the Lord your God... and love your neighbour as yourself."**
Who was a neighbour to the man attacked by robbers?	**The Samaritan.**
What did Jesus tell people to do in the Parable of the Good Samaritan?	**Love your neighbour.**
Who did Jesus mean when he said "neighbour"?	**Everyone, including strangers and anyone in need.**
How could someone be a Good Samaritan in school today?	**Examples include helping others, picking things up, taking someone to Student Services or telling a teacher if someone needs help.**
Why was it surprising that the Samaritan helped?	**Samaritans and Jews were regarded as enemies.**

Week Three	
Question	**Answer**
What is faith?	**A belief in something or someone.**
What was Jesus accused of in the miracle of the paralysed man?	**Blasphemy.**
Why did Jesus forgive the paralysed man?	**He saw his faith and the faith of his friends.**
What did people believe caused illness?	**Punishment from God for sins.**
Who did the Pharisees say was the only one able to forgive sins?	**God.**
What did Jesus say to the paralysed man?	**"Your sins are forgiven; get up and walk."**

Religious Studies – Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
What happened on the first Sunday of Holy Week?	**Palm Sunday – Jesus rode into Jerusalem on a donkey.**
What happens on the Monday of Holy Week?	**Temple cleansing – Jesus overturned the tables in the Temple.**
What does Judas do on the Wednesday of Holy Week?	**Judas betrays Jesus to the Sanhedrin for 30 pieces of silver.**
What happens on the Thursday of Holy Week?	**The Last Supper and Jesus' arrest.**
What happens on Good Friday?	**Jesus' trial and crucifixion.**
What happens on the second Sunday of Holy Week?	**Jesus is resurrected.**

Week Five	
Question	**Answer**
Who caused the original sin?	**Adam and Eve caused original sin.**
Who tried to help Jesus and tried	**Pontius Pilate tried to help Jesus and tried not to crucify him**
Why did Judas kiss Jesus on the cheek?	**So the Sanhedrin knew who to arrest, as they didn't actually know what he looked liked!**
Why didn't Jesus hide when he knew Judas had betrayed him?	**He knew he had to die to save the sins of humanity, so God would allow people into heaven again.** **So the gates of heaven were open.**
State three ways Pontius Pilate tried to help Jesus.	**1. Freed a prisoner, Barrabas, using the Passover rule.** **2. Had him whipped to see if that would satisfy the Sanhedrin.** **3. Spoke with Jesus to encourage him to say he wasn't the 'King of the Jews'. But Jesus replied "That's what they say I am".**
When do Christians commemorate the death of Jesus?	**Easter is when Christians commemorate the death of Jesus.** **Christmas is a celebration of his birth.**

French– Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
How do you say "I wear" in French?	**Je porte**
What does *un pantalon* mean?	**Trousers**
What does the phonics pattern **ais** usually sound like?	**"ay"**
What does *un* tell us about a noun?	**It is masculine**
What is the French word for "school uniform"?	**L'uniforme scolaire**
What is the French word order for describing clothes?	**Noun then colour**

Week Two	
Question	**Answer**
What does *une jupe* mean?	**A skirt**
What does *une* tell us about a noun?	**It is feminine**
What does the phonics pattern **é** usually sound like	**"ay"**
What is the French word for "white" (masculine)?	**Blanc**
Why does *blanc* change to *blanche*?	**The noun is feminine**
What does *et* mean?	**And**

Week Three	
Question	**Answer**
How do you say "He wears"?	**Il porte**
How do you say "She wears"?	**Elle porte**
What does the phonics pattern **qu**	**"k"**
What is the French word for "smart"?	**Chic**
What is the French word for "comfortable"?	**Confortable**
What does *mais* mean?	**But**

French– Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
How do you ask "What is your school day like?" in French?	**Ta journée scolaire est comment ?**
What does *Je quitte la maison* mean?	**I leave the house**
What does *J'arrive au collège* mean?	**I arrive at school**
What does the phonics pattern **est**	**"ay"**
What are the silent final consonants often found in French?	**s, t, d, x**
What does *on commence les cours* mean?	**We start lessons**

Week Five	
Question	**Answer**
What does *J'aime* mean?	**I like**
What does *J'adore* mean?	**I love**
What does *Je n'aime pas* mean?	**I don't like**
What does *parce que* mean?	**Because**
What does *très* mean?	**Very**
What does *Je déteste* mean?	**I hate**

Week Six	
Question	**Answer**
What does *à quatre heures* mean?	**At four o'clock**
What does *Je préfère* mean?	**I prefer**
What is the purpose of *ne ... pas*?	**To make a negative**
What does *ce n'est pas* mean?	**It is not**
Why do French adjectives sometimes change spelling?	**To match the noun's gender**
Name one silent final consonant commonly found in French.	**s, t, d or x**

French– Knowledge Checks – Spring 1

Week One	
Question	**Answer**
How do you ask "What is the weather like?" in French?	**Quel temps fait-il ?**
What does *il fait chaud* mean?	**It is hot.**
What does *il fait froid* mean?	**It is cold.**
What season is *en automne*?	**Autumn.**
What sound does **eu** usually make in French?	**"ugh"**
Which letters are often silent at the end of French words?	**s, t, d, x**

Week Two	
Question	**Answer**
What does *il neige* mean?	**It is snowing.**
What does *il fait mauvais* mean?	**The weather is bad.**
What does *quand* mean?	**When?**
What does *Je reste à la maison* mean?	**I stay at home.**
What sound does **ill** usually make	**"ee"**
What sound does **qu** usually make in French	**"k"**

Week Three	
Question	**Answer**
How do you say "I do" in French?	**Je fais.**
What sport is *de la natation*?	**Swimming.**
What sport is *de la gymnastique*?	**Gymnastics.**
What sport is *de l'athlétisme*?	**Athletics.**
How do you say "We do" in French?	**On fait.**
What is the difference between *je fais* and *on fait*?	**I do / We do.**

French– Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
How do you say "I play" in French?	**Je joue.**
What sport is *au football*?	**Football.**
What sport is *au hockey*?	**Hockey.**
What sport is *aux échecs*?	**Chess.**
How do you say "He plays" in French?	**Il joue.**
How do you ask "Do you play any sport?" in French?	**Est-ce que tu joues au sport ?**

Week Five	
Question	**Answer**
How do you say "I like" in French?	**J'aime.**
How do you say "I don't like" in French?	**Je n'aime pas.**
How do you say "I love" in French?	**J'adore.**
How do you say "I hate" in French?	**Je déteste.**
What does *parce que* mean?	**Because.**
What does *très* mean?	**Very.**

Week Six	
Question	**Answer**
What does *bloguer* mean?	**Blogging.**
What does *envoyer des SMS* mean?	**Sending texts.**
What does *prendre des selfies* mean?	**Taking selfies.**
What does *écouter de la musique* mean?	**Listening to music.**
What does *amusant* mean?	**Fun.**
What does *ennuyeux* mean?	**Boring.**

Spanish– Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
How do you ask "What is your name?" in Spanish?	**¿Cómo te llamas?**
What does *Me llamo* mean?	**My name is.**
How do you ask "How old are you?" in Spanish?	**¿Cuántos años tienes?**
What does *Tengo* mean?	**I have.**
What sound does **ll** usually make in Spanish?	**"y"**
What does *años* mean?	**Years old.**

Week Two	
Question	**Answer**
How do you say "My birthday is..." in Spanish?	**Mi cumpleaños es el...**
What does *Su cumpleaños es el...* mean?	**His/her birthday is...**
What does *Tiene* mean?	**He/she has.**
What sound does **ñ** make in Spanish?	**"ny"**
What is the Spanish word for January?	**Enero.**
What is the Spanish word for December?	**Diciembre.**

Week Three	
Question	**Answer**
How do you say "I am" in Spanish?	**Soy.**
What does *divertido/divertida* mean?	**Amusing.**
What does *simpático/simpática* mean?	**Nice.**
Why does *divertido* sometimes become *divertida*?	**To match gender.**
What does *serio/seria* mean?	**Serious.**
What does *tímido/tímida* mean?	**Shy.**

Spanish– Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
How do you ask "Do you have any pets?" in Spanish?	**¿Tienes mascotas?**
What does *Tengo* mean?	**I have.**
How do you say "I don't have any pets"?	**No tengo mascotas.**
What is the Spanish word for "dog"?	**Un perro.**
What is the Spanish word for "cat"?	**Un gato.**
What sound does **j** usually make	**"he"**

Week Five	
Question	**Answer**
How do you ask "What is your pet like?" in Spanish?	**¿Cómo es tu mascota?**
What does *y es* mean?	**And it is.**
What does *pequeño/pequeña* mean?	**Small.**
What does *grande* mean?	**Big.**
What does *bonito/bonita* mean?	**Pretty.**
What does *feo/fea* mean?	**Ugly.**

Week Six	
Question	**Answer**
What does *Es* mean?	**He/she/it is.**
What colour is *amarillo/amarilla*?	**Yellow.**
What colour is *azul*?	**Blue.**
What colour is *verde*?	**Green.**
What sound does **z** usually make in	**"th"**
Why do adjectives sometimes change their ending in Spanish?	**To match gender.**

Spanish– Knowledge Checks – Spring 1

Week One	
Question	**Answer**
How do you ask "What do you study?" in Spanish?	**¿Qué estudias?**
What does *estudio* mean?	**I study.**
What does *estudiamos* mean?	**We study.**
What is the Spanish word for Geography?	**Geografía.**
What sound does **h** make in Spanish?	**It is silent.**
What is the difference between *estudio* and *estudiamos*?	**I study / We study.**

Week Two	
Question	**Answer**
What does *no estudio* mean?	**I don't study.**
What does *no estudiamos* mean?	**We don't study.**
What does *por la mañana* mean?	**In the morning.**
What does *por la tarde* mean?	**In the afternoon.**
What sound does **ñ** make in	**"ny"**
How do you make *estudio* negative?	**Add no.**

Week Three	
Question	**Answer**
How do you ask "What do you do during break?" in Spanish?	**¿Qué haces durante el recreo?**
What does *como* mean?	**I eat.**
What does *bebo* mean?	**I drink.**
What does *leo* mean?	**I read.**
What does *escribo* mean?	**I write.**
Which verb ending is common for "I" verbs in Spanish?	**-o**

Spanish– Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
What does *primero* mean?	**First.**
What does *luego* mean?	**Then.**
What does *a veces* mean?	**Sometimes.**
What does *nunca* mean?	**Never.**
What sound does **z** make in Spanish?	**"th"**
What type of word is *primero*?	**A sequencing word.**

Week Five	
Question	**Answer**
How do you ask "What subjects do you like?" in Spanish?	**¿Qué asignaturas te gustan?**
What does *me gusta* mean?	**I like.**
What does *me encanta* mean?	**I love.**
What does *no me gusta* mean?	**I don't like.**
What does *porque* mean?	**Because.**
What is the purpose of *porque*?	**To give a reason.**

Week Six	
Question	**Answer**
What does *es interesante* mean?	**It's interesting.**
What does *es aburrido* mean?	**It's boring.**
What does *es útil* mean?	**It's useful.**
What does *es difícil* mean?	**It's difficult.**
What is the difference between *es* and *son*?	**It is / They are.**
What does *también* mean?	**Also / too.**

Computing – Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
What is catfishing?	Where someone creates a fake online profile and pretends to be someone else, to trick you.
What is a digital footprint?	All the information about a person that exists on the internet.
How can your digital footprint effect you when you leave school?	• It could stop you from getting a college or university place • It could stop you from getting an apprenticeship or job • When you have a job, you could be dismissed if your employer finds something they don't like in your digital footprint.
What is cyberbullying?	Cyberbullying is any form of bullying that takes place online or using digital devices.
What should you do if you are being cyberbullied?	1. Talk to someone you trust. 2. Report the abuse to your school, the police, parents/carers, Childline, or CEOP 3. Block & report the perpetrators to the social media site - but save any evidence for the school and/or Police to investigate. 4. Don't respond - this could escalate the situation and make it worse. Bullies often get bored if you don't react.

Week Two	
Question	**Answer**
What is cyberbullying?	Cyberbullying is any form of bullying that takes place online or using digital devices.
What should you do if you are being cyberbullied?	1. Talk to someone you trust. 2. Report the abuse to your school, the police, parents/carers, Childline, or CEOP 3. Block & report the perpetrators to the social media site - but save any evidence for the school and/or Police to investigate. 4. Don't respond - this could escalate the situation and make it worse. Bullies often get bored if you don't react.
What does formatting mean?	Changing the appearance of a document.
How could you format a document?	Font type, font size, font colour, bold, italic, alignment, bulleted list, etc.
Why do we format documents?	To make text easier to read, to highlight important information, or to attract attention.

Week Three	
Question	**Answer**
What should you do if someone is being unkind to you on social media?	Block, report.
What does formatting mean?	Changing the appearance of a document.
How could you format a document?	Font type, font size, font colour, **bold**, *italic*, alignment, bulleted list, etc.
Why do we format documents?	To make text easier to read, to highlight important information, or to attract attention.
What is Copyright law?	Protects your work // Only people with permission can use your work.

Computing – Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
Why do we format documents?	To make text easier to read, to highlight important information, or to attract attention.
What is Copyright law?	• Protects your work • Only people with permission can use your work.
What is a Creative Commons License?	Allows free distribution of copyrighted work.
How can you check to see if something you read online is true?	• Check the author, source (website/company) and date published. • Check to see if the same information is on other websites.
What is a source?	A website where information can be found.

Week Five	
Question	**Answer**
Why do we format documents?	To make text easier to read, to highlight important information, or to attract attention.
How could you format a document?	FONT TYPE, font size, font colour, **bold**, *italic*, alignment, bulleted list, etc.
How can you check to see if something you read online is true?	• Check the author, source (website/company) and date published. • Check to see if the same information is on other websites.
What is plagiarism?	Using someone else's work and pretending that it's yours.
What is paraphrasing?	Rewording information to make it your own.

Week Six	
Question	**Answer**
What is a digital footprint?	All the information about a person that exists on the internet.
What is plagiarism?	Using someone else's work and pretending that it's yours.
What is paraphrasing?	Rewording information to make it your own.
What is a reference?	The details of the source you used for your information.
Why should we use references?	Whenever we use someone else's work within our own work.

Computing – Knowledge Checks – Spring 1

Week One	
Question	**Answer**
What is plagiarism?	Using someone else's work and pretending that it's yours.
What is a computer system?	A computer system is an **electronic device** that **processes digital data**.
Give an example of an input device.	Mouse // Keyboard // Microphone // Controller // Webcam
Give an example of an output device.	Monitor // Speakers // Headphones // Printer
Give an example of a storage device.	Memory stick // Hard disk drive // solid state drive // CD // DVD // Bluray

Week Two	
Question	**Answer**
Give an example of an input device.	Mouse // Keyboard // Microphone // Controller // Webcam
What is hardware?	Physical parts of a computer systems (you can touch hardware!).
What is software?	Applications that run on the computer.
What is an example of hardware?	Monitor // keyboard // mouse etc.
What is an example of software?	Microsoft PowerPoint // Tiktok // Minecraft etc.
What is a peripheral device?	Any hardware devices which is connected to a computer.

Week Three	
Question	**Answer**
What is hardware?	Physical parts of a computer systems (you can touch hardware!).
What is software?	Applications that run on the computer.
What is a peripheral device?	Any hardware devices which is connected to a computer.
What is the purpose of the CPU?	The CPU **processes** instructions.
What is the purpose of the hard disk drive?	Long term storage of data e.g. files, apps, movies etc.
What is the purpose of the RAM?	**Temporarily** stores data for programs that are **currently running**.

Computing – Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
What is the purpose of the CPU?	The CPU **processes** instructions.
What is the purpose of the hard disk drive?	Long term storage of data e.g. files, apps, movies etc.
What is the purpose of the RAM?	**Temporarily** stores data for programs that are **currently running**.
How does the CPU process instructions?	By performing the **fetch-decode-execute** cycle.
How many fetch-execute cycles are completed per second?	Billions!
Where are instructions fetched from?	Memory (e.g. RAM)

Week Five	
Question	**Answer**
How does the CPU process instructions?	By performing the **fetch-decode-execute** cycle.
Where are instructions fetched from?	Memory (e.g. RAM)
What is the purpose of secondary storage?	Long term storage of data.
What are the three types of secondary storage?	Optical, magnetic, solid state.
Give one example of each type of storage.	Optical – Bluray Magnetic – Hard disk drive Solid state – memory stick
How could we compare different storage devices?	• Cost • Capacity • Access speed • Portability • Reliability • Durability

Week Six	
Question	**Answer**
What is a computer system?	A computer system is an **electronic device** that **processes digital data**.
What is the purpose of the CPU?	The CPU **processes** instructions.
What is the purpose of the RAM?	**Temporarily** stores data for programs that are **currently running**.
What is the purpose of secondary storage?	Long term storage of data.
What are the three types of secondary storage?	Optical, magnetic, solid state.
How could we compare different storage devices?	•Cost •Capacity •Access speed •Portability •Reliability •Durability