



George Eliot Academy

The best in everyone™

Part of United Learning

Year 7

End of Year

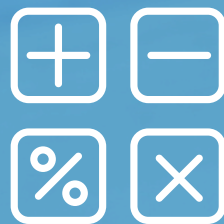
Assessment Booklet



Revision
Topics



Revision
Tips



SPARX
Help

A message from our Principal

Dear Parents and Pupils,

As we approach the end of the academic year, I would like to take this opportunity to introduce the upcoming programme of end-of-year assessments, outlined in this booklet. These assessments are an important part of each pupil's learning journey, providing a valuable opportunity to consolidate knowledge, reflect on progress, and identify next steps for future success.

Inside this booklet, you will find key information about the topics to be assessed in each subject, along with important dates.

At our school, we are proud to place our STAR values at the heart of everything we do:

- Self-Discipline – preparing effectively, managing time wisely, and maintaining focus throughout the revision and assessment period.
- Tenacity – approaching challenges with persistence and resilience, especially when learning feels difficult.
- Ambition – striving to achieve personal bests and embracing the opportunity to improve and grow.
- Responsibility – taking ownership of learning, meeting deadlines, and making the most of the support available.

These values are not just important during assessment periods, they are the habits and attitudes that will support pupils throughout their education and beyond.

We recognise that assessments can sometimes feel demanding, but they are also a chance to celebrate how far pupils have come. I would like to reassure both parents and pupils that staff are here to support every step of the way, whether that be through guidance in lessons, additional resources, or encouragement when it is most needed.

Above all, I want to say how proud we are of our pupils. Your hard work, commitment, and growth this year have been truly impressive. We encourage you to approach the coming weeks with confidence, determination, and a positive mindset.

Thank you to parents and carers for your continued support, it makes an enormous difference.
Yours sincerely,

Homeira Zakary
Principal

Assessment Timetable

A Band		
Tues 2nd June	English Writing	P5/6 (45 mins)
Mon 8th June	English Reading	P3/4 (50 mins)
Tues 9th June	PE	P1/2 (30 mins)
Tues 9th June	Maths Paper 1 (Non-Calc)	P3/4 (45 mins)
Wed 10th June	Science - Biology	P5/6 (30 mins)
Thur 11th June	Science – Chemistry	P5/6 (30 mins)
Fri 12th June	RE (In Sports Hall)	P3/4 (45 mins)
Tues 16th June	Maths Paper 2 (Non-Calc)	P3/4 (45 mins)
Wed 17th June	Science – Physics	P5/6 (30 mins)
Fri 19th June	(7A3 only) Food	P3/4 (30 mins)

B Band		
Tues 2nd June	English Writing	P3/4 (45 mins)
Fri 5th June	English Reading	P1/2 (50 mins)
Mon 8th June	Science - Biology	P3/4 (30 mins)
Wed 10th June	Science – Chemistry	P1/2 (30 mins)
Thur 11th June	Maths Paper 1 (Non-Calc)	P1/2 (45 mins)
Fri 12th June	RE (In Sports Hall)	P3/4 (45 mins)
Mon 15th June	(7B3 Only) Food	P1/2 (30 mins)
Mon 15th June	Science – Physics	P3/4 (30 mins)
Thur 18th June	Maths Paper 2 (Non-Calc)	P1/2 (45 mins)
Fri 19th June	PE	P3/4 (30 mins)

7E

Mon 1st June	Geography	P1/2 (45 mins)
Wed 3rd June	Spanish	P1/2 (30 mins x2)
Wed 3rd June	Drama	P4 (30 mins)
Thur 4th June	History	P3/4 (45 mins)
Fri 12th June	Music	P1 (30 mins)
Fri 19th June	Computer Science	P2(40 mins)

7S

Tues 2nd June	Geography	P5/6 (45 mins)
Wed 3rd June	History	P3/4 (45 mins)
Fri 5th June	Drama	P5 (30 mins)
Tues 9th June	Spanish	P1/2 (30 mins x2)
Thur 11th June	Music	P5(30 mins)
Fri 19th June	Computer Science	P6(40 mins)

7T

Tues 2nd June	Drama	P6 (30 mins)
Thur 4th June	History	P5/6 (45 mins)
Fri 5th June	Geography	P5/6 (45 mins)
Tues 9th June	Spanish	P1/2 (30 mins x2)
Wed 10th June	Music	P3 (30 mins)
Wed 17th June	Computer Science	P6(40 mins)

7X

Mon 1st June	Geography	P5/6 (45 mins)
Wed 3rd June	History	P1/2 (45 mins)
Thur 4th June	Drama	P2 (30 mins)
Thur 4th June	Spanish	P3/4 (30 mins x2)
Mon 8th June	Music	P2 (30 mins)
Mon 15th June	Computer Science	P1(40 mins)

English



Year 7 End of Year Assessments

You will have 2 assessments in June. The tasks here will be practiced in class as well, but you may want to review them to be best prepared for the assessments.

Assessment 1: Reading – 50 mins. You will respond to questions on a text which you will read for the first time in the assessment.

Assessment 2: Writing – 45 mins. You will demonstrate key skills in creative writing.

Follow the tasks below to add to your confidence in the assessments. Use BBC Bite Size if you need to check anything.

Task 1

Key Vocabulary – do you know what each of the following terms means?

Simile

Metaphor

Implicit Characterisation

Explicit Characterisation



Make flash cards for any that you do not know well and practice them.

Task 2

Can you remember how to identify language? If not please use BBC Bite Size to remind yourself of:

Noun, Verb, Adjective, Adverb, Preposition, Simple Noun Phrase, Expanded Noun Phrase.

Task 3

We have worked on responding to questions using TE. Make sure you know how to do this for the assessment:

T – Thesis (also called topic sentences) – Recycle the question + your idea + because...

E – Evidence – quotation from the text, using quotation marks.

A – Analysis – can you explain the reason why the quotation supports your point? Make reference to methods and effects

Task 4

Do you know how to use commas and semi colons? Review this using BBC bite size if not.

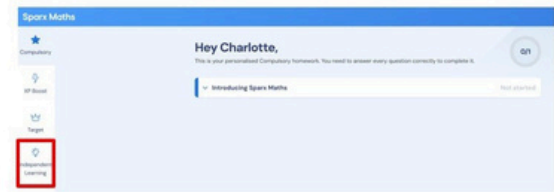
What is the difference between a main clause and a subordinate clause?

Maths

Revising independently with Sparx Independent learning

Step 1

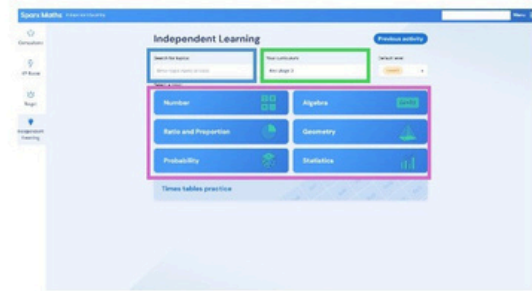
When you log in, you will see the independent learning feature in the top right hand corner (highlighted in red in the screenshot)



Step 2

Choose the topic you want to work on by

- Searching for the topic code (listed later in this document) (highlighted in green in the screenshot)
- Searching for the name of the topic (highlighted in blue in the screenshot)
- Browsing the content by clicking on one of the main strands (highlighted in purple in the screenshot)

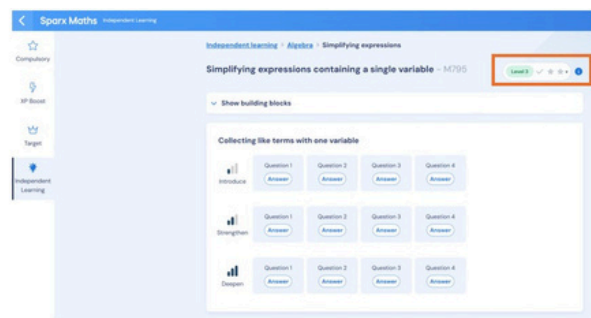


The difficulty level will in line with that of your homework.

You can choose to complete questions that **introduce** the topic if you don't remember it, **strengthen** the topic if you need a recap or **deepen** the topic if you are looking to increase your knowledge

An example of this is shown on the right with a topic

You can also change the difficulty level, this is located in the top right of the screen. (highlighted in orange in the screenshot)



Maths

Year 7 End of Year Assessment Revision List

You can search the Sparx codes in the Independent Learning function in Sparx
The Year 7 EOY assessment can include any topic from Year 7 Term 1 to 5

Unit	Topic	Sparx topics
7.01	Numerical skills	M763, M704, M522, M527, M111, M431, M878, M106, M288
7.02	Order of operations	M521
7.03	Introduction of algebra	M813, M795, M531, M417, M327, M208, M979, M707, M242
7.04	Prime, factors and multiples	M227, M823, M698, M322
7.05	Expanding and factorising	M237, M792, M100
7.06	Addition and subtraction	M928, M429, M347, M152, M899
7.07	Perimeter	M920, M635, M690
7.08	Mean	M940
7.09	Multiplication and division	M113, M911, M187, M803, M462, M354, M873, M262
7.1	Area of triangles and quadrilaterals	M900, M390, M291, M610, M269, M996, M705
7.11	Fraction manipulation	M158, M410, M671, M939, M601
7.12	Adding and subtracting fractions	M835, M931
7.13	Comparing and ordering fractions	M335
7.14	Fractions of amounts	M695
7.15	Polygons	M276, M523
7.16	Angles	M502, M541, M780, M331, M818, M351, M679, M319
7.17	Coordinates	M618, M230, M622, M797

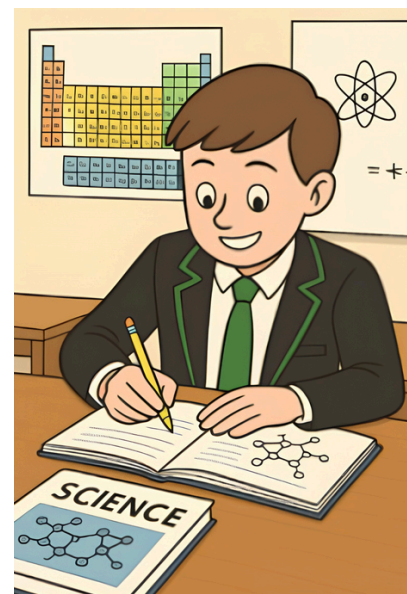
Science

Topics Included in Assessment

Topic	Content
Particles and Mixtures	States of Matter, Melting and Boiling Points, Diffusion, Gas Pressure, Mixtures, Solubility, Separating Mixtures.
Chemical Changes	Atoms, Elements, Compound, Chemical Reaction, Oxidation, and thermal decomposition, Endo and Exothermic Reaction
Materials	Ceramic, Composites and Polymer
Fundamentals of Physics	Forces, Resultant Forces, Change in motion, Friction, Energy Stores and Transfers.
Sound and Light	Sound, Hearing, Reflection, Refraction, Colour lights
Cells and Organisation	Life Processes, Level of organisation, Animal and Plant cells, Microscopes, Specialised Cells, Diffusion.
Organ Systems	Unicellular, Gas Exchange, Digestion, Circulation, Skeleton and Movement

Revision Resources

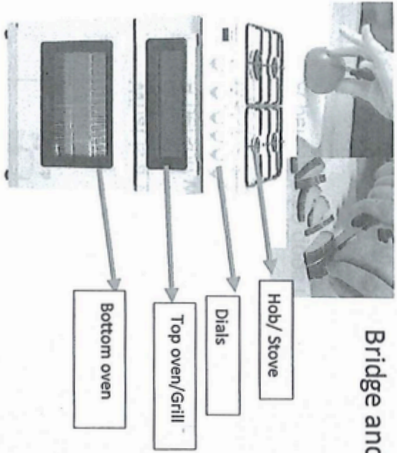
1. **United Learning Knowledge Organisers** – For each topic they can be found in this folder. Pupils will need to log in to their school account to access these. [Year 7 KOs for EOY](#)
2. **SPARX Science** – Independent Learning.
3. **KS3 Revision Padlet**: An online bank of resources. <https://padlet.com/emarsdenscience/ks3-science-ul-revision-padlet-yw6lnuph9ejghvtp>
4. **KS3 Revision Guide**: <https://amzn.eu/d/7yBrz0A>



Food Technology

YEAR 7 END OF ROTATION REVISION

Bridge and claw is knife skills. Bridge is when you arch your finger. Claw when you curl fingertips in and slice down.



Eat well Guide

- 1 – Fruits and Vegetables
- 2 – Starchy Carbohydrates
- 3 – Protein; meat, fish, eggs, nuts and beans
- 4 – Dairy and Alternatives
- 5 – Oils and spreads

Different ways to weigh / measure



Scales – manual or electric



Measuring Spoons



Measuring Jug



Tablespoon and teaspoons

8 Healthy Eating Guidelines	
1. Base meals on starchy carbohydrates	
2. Eat more fruits and vegetables	
3. Eat more fish twice per week (1 oily)	
4. Eat less salt	

Methods of Cooking

Moist-heat Method of cook







Dry Heat

- Dry Heat: No water is used to cook food
- This technique helps to retain nutrients, color, texture and taste.
- Some examples include: Baking, Broiling, Grilling, Roasting, and Sauteing.
- Equipment: skillets, grills, ovens, ranges (stove tops)



Cooking with fats – deep fat frying, shallow frying, stir frying


Food Technology

5. Eat less saturated and sugary foods	
6. Drink more water	
7. Exercise	
8. Do not skip breakfast	

How Much Fat Is Too Much Fat?

Too much saturated fat in your diet can cause you to become obese and put on weight as the energy then turns to fat. This can lead to type 2 diabetes, heart disease and strokes.

Macro Nutrients - When you need a large amount of that nutrient Carbohydrates Protein Fats	Micro Nutrients - when you need a small amount of the nutrient but every day Vitamins Minerals
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Enzymatic Browning

Enzymic browning is an oxidation reaction that takes place in some foods, mostly fruit and vegetables, causing the food to turn brown.

There Is Too Much Sugar In Your Diet

Too much sugar in the diet can cause: type 2 diabetes, obesity, tooth decay, hyper activity in young children, tiredness and headaches.

		Free range / Organic eggs - where the animals have a better quality of life. Free to roam and no chemicals and pesticides used in their food. Caged/ Barn eggs - where animals are kept in small confined spaces so their quality of life is poor. Lots of diseases can spread amongst them.
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What is a vegetarian?
A person who does not eat meat or fish, and sometimes other animal products (eggs), especially for moral, religious, or health reasons.

What is a vegan?
A person who does not eat any food derived from animals and who typically does not use other animal products.

Geography

Introduction to geographical skills

Maps and symbols

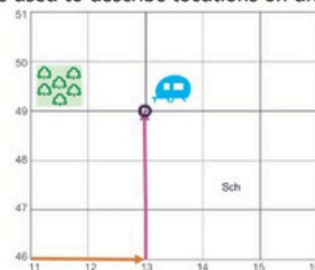
OS maps use symbols to show human and physical features. Maps have a title, labels, a compass rose, a scale and a key.



Four-figure grid references

Four-figure grid references are used to describe locations on an OS map.

1. Look at the bottom-left corner of the square.
2. Find the easting.
3. Find the northing.
4. Write down the four-figure grid reference.



Key vocabulary

- **Continent** – One of the seven large land masses on Earth
- **Longitude** – The lines down the earth showing east or west
- **Latitude** – The lines across the earth showing north and south
- **Easting** – The grid reference along the bottom
- **Northing** – The grid reference up the side
- **Contour lines** – Brown lines on a map that show height
- **Relief** – The height of the land
- **Topography** – The shape and physical features of an area
- **Altitude** – Height above sea level (measured in metres).
- **OS map** – Ordnance Survey is a map of areas of the UK

Relief

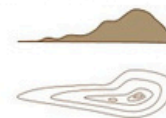
Height on a 2D map can be shown using three methods:



Spot heights – a dot giving the exact height of a specific point.



Colour layering – different heights are shown by bands of different colours.

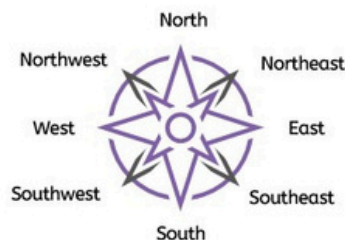


Contour lines – brown lines connecting areas of the same height.

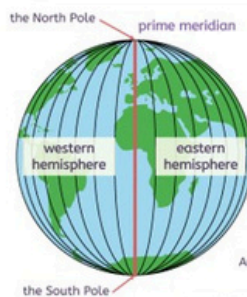
Geography | 7.01 – Introduction to map skills | Knowledge Organiser

Introduction to geographical skills

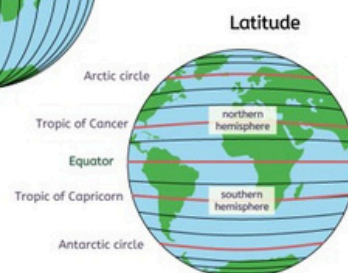
Continents, oceans and countries in the UK



Longitude and latitude



Longitude

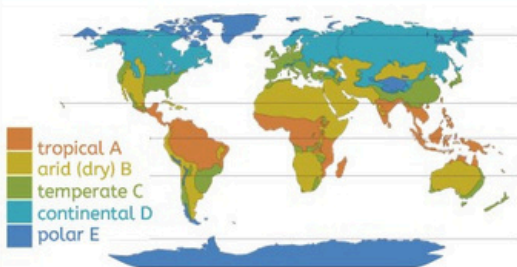


Latitude

Geography

Introduction to global climate

Climate zones



Climate zones are areas in the world that have a similar climate. There are several major climate zones in the world, and the main six are shown on this map. The climate zones generally group together horizontally, following lines of latitude.

Biomes



Biomes are areas of the world that, because of similar climates, have similar landscapes and wildlife. Biomes are shown on the map.

Key Vocabulary

- **greenhouse gases** – gases such as carbon dioxide that trap heat within the atmosphere
- **the greenhouse effect** – the natural warming of the planet to its habitable temperature, caused by trapping heat in the Earth's atmosphere
- **the enhanced greenhouse effect** – the unnatural warming of the Earth due to increased greenhouse gases in the atmosphere
- **global warming** – the increase of average temperatures on Earth; this happens naturally but happens faster due to the enhanced greenhouse effect
- **climate change** – the change in the Earth's long-term weather patterns, including precipitation, wind and temperature
- **fossil fuel** – a (chemical) store of energy formed over millions of years from dead plants and animals

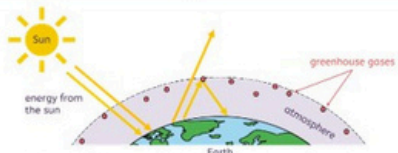


Terpsichores, CC BY-SA 3.0, via Wikimedia Commons

Geography | 7.01: Introduction to map skills | Knowledge Organiser

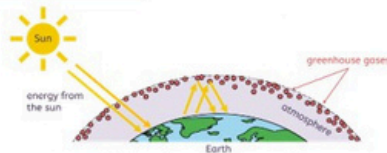
Introduction to global climate

Global warming

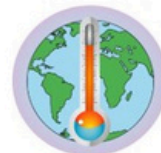


The **greenhouse effect** is the natural process, which has always taken place, that keeps the Earth warm. Without it, the Earth would be too cold to live on.

The light and heat energy are trapped in the atmosphere by greenhouse gases, such as carbon dioxide. This warms the Earth.



The **enhanced greenhouse effect** causes an unnatural increase in temperature. Human activities (such as burning fossil fuels, transport, waste, agriculture, deforestation) increase the amount of greenhouse gases in the atmosphere. The Earth warms more quickly, and global warming increases.



Accelerated global warming can also lead to other changes in the Earth's long-term weather patterns, such as precipitation, wind and storms. The changes to the Earth's wider climate – not just temperature – are called **climate change**.

The causes of climate change

Climate change is caused by:

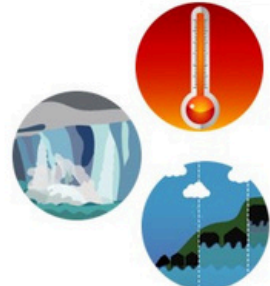
- burning fossil fuels for transport and electricity generation, which releases greenhouse gases
- deforestation, which reduces the absorption of greenhouse gases
- agriculture and waste disposal, which release greenhouse gases



The effects of climate change

Climate change can cause:

- more extreme weather events, such as heatwaves
- melting sea ice and ice caps
- rising sea levels and flooding of coastal areas



Geography

Development

Background

Across the world, the standard of living and quality of life can be very different.

A Countries therefore have different classifications based on the quality of life within them.

B How developed a country is can be measured in different ways.

C Development levels can vary within and between countries. There are many reasons why some countries are more developed than others.

D,E Countries can become more developed in many ways, including through economic growth from tourism, top-down development projects and bottom-up development projects.

B) Measuring development

- GNI per capita** (n) the average income of a country's citizens.
- infant mortality rate** (n) the number of babies that do not survive to one year old per 1,000 births.
- life expectancy** (n) the average number of years a person is expected to live.
- literacy rate** (n) the percentage of people in a specific age group, typically aged 15 and above, who can read and write.
- average years of schooling** (n) the average number of years of education that individuals aged 25 and older have completed.
- Human Development Index (HDI)** (n) a composite measure of development that is used to categorise the development of countries using GNI per capita, life expectancy and average years of schooling.

D and E) Development Projects

D) Top-down project: The Grand Inga Dam DRC

Advantages	Disadvantages
It provides a reliable source of renewable energy for the DRC.	It would flood 22,000 hectares of land in the Bundi Valley.
It provides electricity for Kinshasa at a lost cost.	Natural habitats will be destroyed by the reservoir.
It produces electricity that the DRC can sell the other countries.	35,000 people would be displaced from their homes by the dam reservoir.
It produces electricity to power more coltan and copper mines.	Electricity will be sold to other countries, and many people in rural DRC will still be without electricity.

E) Bottom-up project: WECAN DRC

Advantages	Disadvantages
It protects the habitats of 100,000 species of animals and plants.	It is small scale, so it has limited reach.
It empowers indigenous women.	It does not stop illegal logging.
Women earn money from selling fruit and herbs from the trees planted.	The project currently supports only 700 women.
It reduces the impact of climate change through reforestation.	It takes a long time for the full benefits to be achieved.

A) Country classification

1 developed	(n) countries with high standards of living, advanced infrastructure and strong economies.
2 emerging	(n) countries transitioning between developing and developed, showing rapid improvements in infrastructure.
3 developing	(n) countries with lower standards of living, less advanced infrastructure and economies that are growing but not yet strong.

C) Factors that hinder development

Human	Physical
uneven distribution of income	challenging relief
corruption	extreme climate
conflict	lack of natural resources
low-value goods and services for trade	landlocked
high levels of debt	tectonic hazards
poor education systems	extreme weather
poor healthcare systems	lack of water resources

Geography | 7.03 – Development | Knowledge Organiser

Rivers

Background

Rivers affect the landscape and the lives of the people who live near them.

A Rivers are found within their own drainage basin and have their own distinct features.

B As a river moves from its source in the upper course to its mouth in the lower course, its profile changes.

C There are many different river processes that can impact the landscape.

D-F The processes of erosion and deposition can lead to the formation of different river landforms. Flooding is a key feature of rivers, and drainage basin processes play a significant role in this. By altering the drainage basin of a river, we can interfere with these processes.

G There are many examples of floods. Today, many strategies have been put in place to manage the flood risk.

B) The river profile

- upper course** the narrow, steep, upper part of a river, which contains waterfalls
- middle course** the wider, deeper channel, which contains meanders and oxbow lakes
- lower course** the widest, flattest part of the river near the mouth, which contains the floodplain.

F) River features - floodplains

- floodplain** (n) a wide, flat area of land that is flooded frequently when a river bursts its banks (lower course)
- levee** (n) banks found at the side of a river in the lower course
- silt** (n) the fine, fertile eroded material transported by a river

A) Drainage basin features

- drainage basin** (n) an area of land drained by a river and its tributaries
- source** (n) the start of a river
- mouth** (n) the place where the river enters a lake, sea or ocean
- tributary** (n) a smaller river that joins a larger river
- confluence** (n) the point at which two or more rivers meet
- watershed** (n) the dividing line between two drainage basins

C) River processes

river load (n) the material carried along in the river

vertical erosion (n) erosion which takes place downwards into the land.

lateral erosion (n) when erosion moves across the land from side to side, causing the bends of meanders to widen.

transportation (n) when rivers carry rocks and sediment along their journey

deposition (n) when a river drops its load

G) The drainage basin system

- precipitation** (n) water falling to the ground in all forms (rain, snow, sleet and hail)
- interception** (n) when the leaves of trees stop precipitation reaching the ground
- surface runoff** (n) the movement of water over the surface of the land back into a river
- surface storage** (n) water stored on the surface in lakes or puddles
- infiltration** (n) the movement of water from the surface into the soil
- throughflow** (n) the movement of water through the soil back into the river

D) River features - waterfalls

- waterfalls** (n) water falling from a height when a river or stream flows over a steep drop (upper course)
- plunge pool** (n) an area at the base of a waterfall that undercuts the hard rock layer
- gorge** (n) a steep sided valley left behind when a waterfall retreats upstream

E) River features - meanders

- meander** (n) a bend in a river (middle course)
- slip-off slope** (n) the sloping bend of a meander from the inside (shallow) to the outside (deep)
- river cliff** (n) the undercut bank on the outside bend of a meander

H) Case study: Somerset Levels UK

Southwest England, flood 2014
Rivers Parrett and Tone

Where/when	Causes	Effects	Responses
deforestation on the floodplain		600 homes flooded	20,000 sandbags provided to protect homes
saturated ground from heavy rainfall		£200 million lost from the collapse of the tourist industry	65 pumps installed to drain millions of cubic metres of floodwater
low-lying land with four rivers flowing through it		6,800 hectares of agricultural land flooded	Hundreds of people were evacuated from their homes.
build-up of sediment in the channel from lack of dredging		Native bird species couldn't hunt on the flooded ground.	The Environmental Agency is spending £6 million a year on dredging the rivers Parrett and Tone.

Geography | 7.04 – Development | Knowledge Organiser

Geography

World of work		D) Employment structures and development															
Background A The world of work can be classified into four different employment sectors. B Many factors influence the type of employment sector which will be found within a particular country. C Industrial location is influenced by some key factors, which are more important for some industries in comparison to others. D Employment structure within countries varies based upon the level of development. E Trade, imports and exports. F Employment sectors and impact of industry in Russia.		B) Influences on employment structures 1 industrialisation (n) a move from primary employment to secondary employment, with a rise in manufacturing. 2 mechanisation (n) when machinery begins to do the jobs which once required humans. 3 disposable income (n) the money a person has left to spend after they have paid all their bills. 4 public services (n) a service that is given or funded for the benefit of the community.															
A) Employment sectors 1 employment (n) when people are in work, receiving a wage and paying tax. 2 unemployment (n) when people are not in work, therefore do not receive a wage and do not pay tax. 3 primary industries (n) industries which collect or extract natural resources from the environment, such as farming or fishing. 4 secondary industries (n) industries which manufacture goods into products, such as builders, car manufacturers or food processing 5 tertiary industries (n) industries that provide a service, such as teachers, doctors, sales, hairdressers or bus drivers. 6 quaternary industries (n) industries that involve using technology, design and research, including computer scientists, game designers, computer engineers and research scientists.		C) The location of industries 1 site (n) the actual place where a settlement first grew up. This refers mainly to its physical setting. 2 situation (n) the location of a place relative to other features nearby. 3 footloose (adj) industries which are not tied to a specific location and can operate from anywhere. 4 raw materials (n) natural resources that are used to make other things. 5 labour (n) workers, employed people. 6 market (n) a place where things are bought and sold.															
E) Trade 1 trade (n) the exchange of goods and materials between countries. 2 import (v) goods brought into a country. 3 export (v) sending goods to another country for sale. 4 trade bloc (n) an arrangement in which participant countries lower trade barriers with one another. 5 tariff (n) a tax imposed on goods when they are imported or exported between countries.		D) Employment structures and development <table border="1"> <thead> <tr> <th>Countries</th> <th>Industries</th> </tr> </thead> <tbody> <tr> <td>developing countries</td> <td>Large primary sector, growing secondary sector and a moderate tertiary sector.</td> </tr> <tr> <td>emerging countries</td> <td>Large secondary sector, rapidly falling primary sector and growing tertiary sector.</td> </tr> <tr> <td>developed countries</td> <td>A large tertiary sector, a growing quaternary sector, both secondary and primary employment is low.</td> </tr> <tr> <th>Change</th> <th>Cause</th> </tr> <tr> <td>Falling primary and secondary sector</td> <td>1. Cheaper to import. 2. Mechanisation has taken jobs. 3. Raw materials have been exhausted in certain areas.</td> </tr> <tr> <td>Growing tertiary sector</td> <td>1. Disposable income has increased, so a greater demand for services. 2. A large public sector e.g. health and education, due to a high tax revenue.</td> </tr> </tbody> </table>		Countries	Industries	developing countries	Large primary sector, growing secondary sector and a moderate tertiary sector.	emerging countries	Large secondary sector, rapidly falling primary sector and growing tertiary sector.	developed countries	A large tertiary sector, a growing quaternary sector, both secondary and primary employment is low.	Change	Cause	Falling primary and secondary sector	1. Cheaper to import. 2. Mechanisation has taken jobs. 3. Raw materials have been exhausted in certain areas.	Growing tertiary sector	1. Disposable income has increased, so a greater demand for services. 2. A large public sector e.g. health and education, due to a high tax revenue.
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F) Case study: World of work in Russia <table border="1"> <thead> <tr> <th colspan="2">Factors effecting trade in Russia</th> </tr> <tr> <th>Opportunities</th> <th>Challenges</th> </tr> </thead> <tbody> <tr> <td>With a working population of over 75 million people, Russia has one of the largest workforces in the world.</td> <td>Russia is at war with Ukraine which affects international relationships.</td> </tr> <tr> <td>The Steppe and temperate woodlands of western Russia are fertile and flat.</td> <td>Russia has the largest land mass of any country.</td> </tr> <tr> <td>Russia has an extensive network of roads, railways, ports and pipelines.</td> <td>Russia does not have a warm water port.</td> </tr> <tr> <td>Russia has vast reserves of natural resources including oil and natural gas.</td> <td>Many countries aim to buy and use less oil and natural gas in the future to mitigate the effects of climate change.</td> </tr> <tr> <td>Russia's education system puts a strong focus on science, technology, engineering and maths (STEM).</td> <td></td> </tr> </tbody> </table>		Factors effecting trade in Russia		Opportunities	Challenges	With a working population of over 75 million people, Russia has one of the largest workforces in the world.	Russia is at war with Ukraine which affects international relationships.	The Steppe and temperate woodlands of western Russia are fertile and flat.	Russia has the largest land mass of any country.	Russia has an extensive network of roads, railways, ports and pipelines.	Russia does not have a warm water port.	Russia has vast reserves of natural resources including oil and natural gas.	Many countries aim to buy and use less oil and natural gas in the future to mitigate the effects of climate change.	Russia's education system puts a strong focus on science, technology, engineering and maths (STEM).			
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History

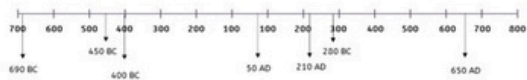
7.01 Empires East and West c.1000

Key Vocabulary

1	Apothecary	A person who in the past made and sold medicines.
2	Astronomy	The study of space, stars and planets.
3	Caliph	The ruler of the Islamic Empire.
4	Dynasty	A sequence of rulers from the same family.
5	Empire	A group of countries ruled by a single ruler.
6	Innovation	Improving something or creating something that is a new technology.
7	Madrasa	Muslim school or college.
8	Migration	The movement of people from one place to another.
9	Monarch	A king or queen.
10	Pilgrim	A person who makes a journey, often a long and difficult one, to a special place for religious reasons.

Chronology

A	chronology	(n) the arrangement of events, or dates, in the order of occurrence.
B	millennium	(n) a period of 1,000 years.
C	century	(n) a period of 100 years.
D	decade	(n) a period of 10 years.



Place

The Silk Road was an important trading route for spices, silk and knowledge. The Silk Road connected China with European countries.



Themes and Threads

Power



The control a person or group has in a country. For example, powerful empires which existed c.1000 held power through emperors, empresses and caliphs. *This includes threads such as warfare and empire.*

Identity



The qualities and characteristics that make a person who they are and what they value as important. For example, religious beliefs such as Buddhism, Islam and Christianity influenced empires and individuals c.1000. *This includes threads such as women and beliefs.*

Connectivity



The act of joining or being linked to somewhere, someone or something else. For example, people, knowledge and beliefs travelled across continents using trade routes, such as the Silk Roads. *This includes threads such as migration, trade, innovation, medicine and knowledge.*

History | 7.01: Empires East and West c.1000 | Knowledge Organiser

7.02 Norman Conquest

Key Vocabulary

1	archer	(n) a person who shoots with a bow and arrow
2	cavalry	(n) a group of soldiers who fight on horses.
3	claimant	(n) a person who believes they have a right to something.
4	conquer	(v) to take control of a place or people by force.
5	coronation	(n) a ceremony where the new monarch is crowned.
6	feudalism	(n) A system where someone who held land gave land to others on the condition that they serve them.
7	Harrying	(v) to repeatedly attack somewhere or something.
8	illegitimate	(n) a child born to parents who are not married.
9	infantry	(n) Soldiers who fight on foot.
10	inherit	(n) to receive something from a person who has died.
11	invade	(v) to enter an area by force to take control.
12	oath	(n) a promise witnessed by God.
13	primogeniture	(n) being the first-born child.
14	succession	(n) the order of taking over an official title or position.

Place

This unit will focus on **England**. The UK was formed in 1801 under the Act of Union



Themes and Threads

Power



The control a person or group has in a country. For example, the monarch held complete control and needed a clear line of succession to avoid foreign claims to the throne. *This includes threads such as succession, warfare. Protest and class systems.*

Identity



The qualities and characteristics that make a person who they are and what they value as important. For example, the Normans promoted Christianity in England. *This includes threads such as women and beliefs.*

Connectivity



The act of joining or being linked to somewhere, someone or something else. For example, England was made up of many diverse groups who migrated before 1066. *This includes threads such as migration and medicine.*



History | 7.02: Norman Conquest | Knowledge Organiser

History

7.03 Medieval Religion

Key Vocabulary

1	Church	(n) The institution of the Christian Church, including all the people who ran it and all the individual churches.
2	church	(n) A Christian place of worship.
3	clergy	(n) Officials of the Church led by the pope.
4	excommunication	(n) Power of the pope to expel someone from the Church.
5	laity	(n) Ordinary people who attend church but do not hold official religious positions.
6	martyr	(n) A person who suffers or is killed because of their religious or political beliefs.
7	mass	(n) Religious service on a Sunday that worshippers were expected to attend.
8	monastery	(n) A building in which monks live and worship.
9	persecution	(n) Unfair or cruel treatment over a long period of time because of race, religion or beliefs.
10	pilgrimage	(n) A journey typically taken to a site of religious importance.
11	purgatory	(n) A place where an individual's soul stayed until all their sins had been forgiven.
12	relic	(n) Part of a saint's body or something they owned which was believed to have the power to perform miracles.

Themes and Threads

Power



The control a person or group has in a country.

For example, the Church had their very own hierarchy comprised of the pope, archbishop, bishops, priests, monks and nuns.

This includes threads such as warfare and protest.

Identity



The qualities and characteristics that make a person who they are and what they value as important.

For example, while Christianity (Catholicism) was the most common religion in medieval England, people following other faiths lived in England at this time too.

This includes threads such as the role of women.

Connectivity



The act of joining or being linked to somewhere, someone or something else.

For example, Jews migrated to England in 1070, invited by William I.

This includes threads such as trade and medicine.

Church hierarchy



History | 7.03: Medieval Religion | Knowledge Organiser

7.04 Medieval Monarchs

Key Vocabulary

1	baron	(n) a person who held land or property given by the monarch or a powerful overlord.
2	challenge	(n) to make a rival claim or to threaten someone's hold on a position.
3	dynastic	(adj) relating to a line of rulers from the same family.
4	heresy	(n) a belief that goes against the teachings of the Church
5	male primogeniture	(n) the practice of giving the inheritance to the eldest son in the family.
6	miasma	(n) the idea that disease is caused by foul smelling air.
7	monarch	(n) king or queen.
8	resistance	(n) the refusal to accept or obey something.
9	revolt	(n) often a violent and sudden resistance which is short-lived.
10	seige	(n) military act of surrounding a city or base, attacking it, and cutting off supplies.

Key dates

1135-53	The Anarchy
1170	Murder of Thomas Becket
1154	Eleanor becomes Queen of England and France
1209	King John excommunicated
1215	Magna Carta
1265	Creation of Parliament under Henry III
1381	Peasants' Revolt
1455-87	Wars of the Roses

Themes and Threads

Power

The control a person or group has in a country.

For example, the power of the monarch was challenged during the Peasants' Revolt in 1381.

This includes threads such as class systems, succession, protest and democracy.

Identity

The qualities and characteristics that make a person who they are and what they value as important.

For example, the role of women such as Eleanor of Aquitaine who played an active role as Queen.

This includes threads such as the role of women and beliefs.

Connectivity

The act of joining or being linked to somewhere, someone or something else.

For example, the Black Death arrived in England in 1348 and there were several ideas about the causes of the disease and how to treat it.

This includes threads such as medicine.



History | 7.04 : Challenges to Medieval Monarchs | Knowledge Organiser

History

7.04: Medieval Monarchs

Chronology



William I
1066 - 1087



William II
1087 - 1100



Henry I
1100 - 1135



Stephen
1135 - 1154



Henry II
1154 - 1189



Richard I
1189 - 1199



John
1199 - 1216



Henry III
1216 - 1272



Edward I
1272 - 1307



Edward II
1307 - 1327



Edward III
1327 - 1377



Richard II
1377 - 1399



Henry IV
1399 - 1413



Henry V
1413 - 1422



Henry VI
1422 - 1461



Edward IV
1461 - 1483



Edward V
1483



Richard III
1483 - 1485



History | 7.04: Challenges to Medieval Monarchs | Knowledge Organiser

Spanish

Spanish
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The Basics

1.1.1 Hola, ¿Qué tal?	
Hola	Hello
Buenos días/buenas tardes	Good morning/afternoon
Gracias	Thank you
¿Cómo te llamas?	What's your name?
Me llamo	My name is...
¿Cómo se llama?	What is s/he is called?
Se llama...	S/he is called...
Adiós/hasta luego	Good-bye

1.1.3 ¿Cuántos años tienes? - How old are you? How old is he/she?	
¿Cuántos años tienes?	How old are you?
Tengo ... años.	I am ... years old.
¿Cuántos años tiene?	How old is/are he?
Tiene ... años.	S/he is ... years old.

1.2 ¿Cuándo es tu cumpleaños? - When is your birthday?	
Mi cumpleaños es el...	My birthday is on...
Primero/uno de Dos/tres/cuatro de...	Second/third/fourth of...
Mi cumpleaños es el cinco de marzo	My birthday is the 5 th March

1.1.4 ¿De dónde eres? ¿Dónde vives? - Where are you from? Where do you live?	
¿Dónde vives?	Where do you live?
¿De dónde eres? ¿Cuál es tu nacionalidad?	Where are you from? What is your nationality?
Vivo en... Inglaterra/Escocia/Irlanda del Norte/Gales/Francia/España/Alemania/Portugal/Italia/los Estados Unidos (EEUU)	I live in... England/Scotland/Northern Ireland/Wales/France/Spain/Germany/Portugal/Italy/United States (USA)
Soy...	I am...
Inglés/inglesa	English
escocés/escocesa	Scottish
galés/galesa	Welsh
irlandés/irlandesa	Irish
Hablo...	I speak...
español	Spanish
árabe	Arabic
francés	French
alemán	German
Me gustaría hablar...	I would like to speak...

1.3 ¿Qué (no) te gusta hacer? - What do you (not) like doing?	
Me gusta (+ infinitive/noun with article) Me gusta bailar/el regatón	I like I like dancing/I like regatón
No me gusta (+ infinitive/noun with article) No me gusta cantar	I don't like I don't like singing
Me encanta (+ infinitive/noun with article)	I love
Detesto (+ infinitive/noun with article)	I hate
Prefero (+ infinitive/noun with article)	I prefer
Jugar (al + sport)	To play
Jugar con la consola/a los videojuegos	To play my Xbox
Hacer deporte	To play - to do sport
Comer	To eat

Spanish
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My Family

2.1 Háblame de tu familia - Tell me about your family	
En mi familia	In my family
Hay... personas	There are ... people
Mi madre/mi madrastra	My mum/step mum
Mi hermana	My sister
Mi abuela	My grandma
Mi padre/mi padrastro	My dad/stepdad
Mi hermano	My brother
Mi abuelo	My grandad
Mis hermanos	My brothers and sisters
Tiene ... años.	S/he is ... years old

2.2.1 ¿Cómo eres? - What are you like?	
Tengo los ojos (azules/verdes/marrones)	I have ... (blue/green/brown) eyes.
Tengo el pelo (rubio/pelirrojo/gris/negro/castaño)	I have ... (blonde/red/grey/black/brown) hair.
Largo	Long
Corto	Short
Liso	Straight
Ondulado	Wavy
Rizado	Curly
Soy.../no soy...	I am.../I am not...
Muy	Very
Bastante	Quite
Un poco	A bit

2.2.2 Describe a tu madre/padre - Describe your mother/father	
Tu/tus	Your
Mi padre tiene...	My dad has...
Mi padre es/mi padre no es...	My dad is.../my dad isn't...
Tiene	S/he has
Es	S/he is
A ... le gusta...	S/he likes
Preferir	S/he prefers
Lleva	S/he wears
Barba	A beard
Bigote	A moustache
Gafas	Glasses
Pecas	Freckles
Aparato	Braces

Spanish

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My Family

2.3 ¿Qué te gusta hacer? ¿Qué le gusta hacer? - What do you like doing? What does s/he like doing?

Me gusta (+ infinitive/noun with article)	I like...
A... le gusta (+ infinitive/noun with article)	S/he likes...
Me encanta (+ infinitive/noun with article)	I love...
Le encanta (+ infinitive/noun with article)	S/he loves...
Detesto (+ infinitive/noun with article)	I hate...
Detesta (+ infinitive/noun with article)	S/he hates...
No me gusta (+ infinitive/noun with article)	I don't like...
No le gusta (+ infinitive/noun with article)	S/he doesn't like...
Prefiero (+ infinitive/noun with article)	I prefer...
Prefiere (+ infinitive/noun with article)	S/he prefers...

2.4.1 ¿Tienes mascotas? ¿Cómo es tu perro/gato? - Have you got pets? What is your dog/cat like?

Tengo ...	I have...
Un gato/dos gatos	A cat/two cats
Un perro/dos perros	A dog/two dogs
Un conejo/dos conejos	A rabbit/two rabbits
Una cobaya/dos cobayas	A guinea pig/two guinea pigs
Un pez/dos peces	A goldfish/two goldfish
Un pájaro/dos pájaros	A bird/two birds
Una serpiente/dos serpientes	A snake/two snakes
Un caballo/dos caballos	A horse/two horses
Una tortuga/dos tortugas	A turtle/two turtles
Una araña/dos arañas	A spider/two spiders
Que se llama...	Who's called...
Que se llaman...	Who are called...
Es...	S/he, it's...

2.4.2 ¿Qué animales prefieres/te gustaría tener o proteger? - What animals do you prefer? What animals would you like to have or protect?

Prefiero los (perros/gatos/ caballos/conejos/tortugas/serpientes/cobayas/pájaros/arañas)	I prefer (dogs/cats/horses/rabbits/turtles/snakes/ guinea pigs/birds/spiders)
Porque son...	Because they are...
Mi animal preferido es el...	My favourite animal is the...
En el futuro	In the future
Me gustaría tener/proteger	I would like to have/protect...
Animales/especies en peligro de extinción	Endangered animals/species

Spanish
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School

3.1.1 ¿Qué asignaturas tienes los lunes? - What subjects have you got on Mondays?

¿Qué asignaturas tienes los lunes?	What lessons do you have on Mondays?
Los lunes tengo...	On Mondays I have...
Los lunes tenemos...	On Mondays we have...
inglés (e)	English
informática (ta)	ICT
educación física (ta)	P.E.
alemán (e)	German
español (e)	Spanish
ética (ta)	Citizenship
historia (ta)	History
religión (ta)	R.E.
geografía (ta)	Geography
música (ta)	M.U.S.E
diseño (e) y tecnología (ta)	Technology
arte dramático (e)	Drama
francés (e)	French
matemáticas (tas)	Maths
ciencias (tas)	Science
por la mañana	In the morning
por la tarde	In the afternoon
A las...	At ... o'clock
A las... y media	At half past ...

3.1.2 ¿Cuál es tu asignatura favorita? - What is your favourite subject?

¿Qué asignaturas (no) te gustan?	Which subjects do you (not) like?
Mi asignatura favorita es el/la/tas...	My favourite subject is...
Porque es.../son...	Because it's...
Interesante/s	Interesting
Una pérdida de tiempo	A waste of time
Tenemos muchos/demasiados deberes	We get a lot/too much homework
(No) me gusta el/la profe	I don't like the teacher
Prefiero	I prefer
Más útil que	More useful than...
Menos interesante que	Less interesting than...

3.2 ¿Cómo son tus profes? - What are your teachers like?

Mi profe favorita/o es la/el de...	My favourite teacher is called...
Mi profe de (+ asignatura)	My ...[subject] teacher
Es alta/o, baja/o, de mediana estatura	S/he is tall/small/average height
Tiene el pelo corto/largo/rubio/gris/negro/castano/liso/rizado	S/he has short/long/blonde/grey/black/brown/straight/curly hair
Lleva gafas	S/he wears glasses
Creo que...	I think that...
En mi opinión	In my opinion
Es...	S/he is...
Nos ayuda	S/he helps us
Explica bien las cosas	S/he explains things well
No explica bien	S/he doesn't explain well
Grita a menudo	S/he shouts often

Spanish

Spanish
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School

3.3 ¿Cómo es tu instituto? Describe tu colegio - What is your school like?	
Mi instituto/colegio es	My school is...
Hay...edificios	There are...buildings
En mi colegio hay...	In my school there is/are...
Aulas (las)	Classrooms
Laboratorios de ciencias (los)	Science labs
Una pista de tenis/baloncesto	A tennis/basketball court
Un campo de juego	A playing field
Un gimnasio	A sports hall
Un teatro	A theatre
Una cafetería/un comedor	A canteen
Una clase de informática	A computer room
Una sala de profesores	A staffroom
Una biblioteca	A library
Una piscina	A swimming pool
Me gustaría/quisiera	I would like...
Otro/otra	Another...
Más (ordenadores/aulas/espacio)	More (computers/classrooms/space)
Un aula para bailar	A dance studio
Una sala de juegos	A game room

3.4 ¿Qué vas a hacer hoy después del colegio? - What are you going to do today after school?	
Después del colegio/instituto	After school
(No) voy a + infinitivo Salir con mis amigos	I'm (not) going ... Go out with my friends
(No) quiero + infinitivo Pasear al perro	I (don't) want... Walk the dog

3.5 ¿Qué haces en el recreo? - What do you do during break? ¿Qué haces normalmente después del colegio? - What do you do generally after school?	
En el recreo	During break
Como/comemos en la cafetería	I/We eat in the canteen
Un bocadillo	A sandwich
Unos caramelos	Some sweets
Una chocolatina	A chocolate bar
Fruta	Some fruit
Palatas fritas	Chips/chips
Bebo (agua/un refresco)/ bebemos	I/drink (water/a soft drink)/we drink
Después del instituto	After school
Voy/vamos al parque/al centro	I go /we go to the park/ to the town centre
Hago/hacemos los deberes	I do/we do my homework
Juego/jugamos al baloncesto/ al ordenador	I/We play basketball/ on the computer
Charlo con mis amigos/as	I chat with my friends

Spanish
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Where I live

4.1.1 ¿Dónde vives? - Where do you live?	
¿Dónde está tu casa?	Where is your house?
Vivo en...	I live in...
Una casa (independiente)/un chalet (individual)	A detached house
Una casa adosada	A semi-detached/terraced house
Un piso/apartamento	A flat/an apartment
Una caravana/una roulotte	A caravan
Está...	...is situated/...is located
En el norte/sur/este/oeste de Inglaterra	In the north/south/east/west of England
En el campo	In the countryside
En la(s) montaña(s)	In the mountains
En la costa	By the seaside/coast
En una ciudad	In a town/city
En un pueblo (grande/pequeño)	In a (big/small) village
Cerca de/lejos de un aeropuerto/centro comercial	Near to/far from an airport/shopping centre
Me gusta vivir aquí	I like living here
Hay...	There is/are...
Muchas cosas que hacer	Lots of things to do
Oportunidades para la gente joven/los jóvenes	Opportunities for young people
Buen transporte público	Good public transport
Me encanta la tranquilidad	I like the peacefulness

4.1.2 ¿Cómo es tu casa? - What is your house like?	
Mi casa es... Mi piso es...	My house is... My apartment is...
Hay... (+ un/una or number)	There is/are...
No hay (+ item without the article)	There isn't/aren't...
Un salón	A living room
Un balcón/ una terraza	A balcony
Un garaje	A garage
Un jardín	A garden
Un despacho	A study/office
Una cocina	A kitchen
Un lavadero	A utility room
Un cuarto de baño	A bathroom
Un comedor	A dining room
Una habitación/ un dormitorio Dos habitaciones/dos dormitorios	A bedroom Two bedrooms

4.2 ¿Qué hay en tu habitación/dormitorio? - What is there in your bedroom?	
Hay... (+ un/una or number)	There is/are...
No hay (+ item, no article)	There isn't/aren't...
Una cama	A bed
Una mesa	A desk
Un poster	A poster
Un ordenador	A computer
Una silla	A chair
Un armario	A wardrobe
Una estantería	A bookshelf
Ulleras	Bunk beds
Debajo de	Under
Encima de	On top of
Entre	Between
Delante de/enfrente de	In front of
Detrás de	Behind
Al lado de	Next to

Spanish

Spanish
7 of 7

Where I live

4.3.1 ¿Qué hay en tu pueblo? - What is there in your town?	
Describe donde vives	Describe where you live
¿Qué hay en tu pueblo/zona/barrio?	What is there in your town/ neighbourhood?
Hay (+ un/una or number)	There is/are...
No hay (+8em)	There isn't/aren't...
Muchos/as	Lots of
Un centro comercial	A shopping centre
Un polideportivo	A leisure centre
Un parque	A park
Un cine	A cinema
Un restaurante (Italiano/chino)	A (Italian/Chinese) restaurant
Una cafetería	A café
Un parque de atracciones	A theme park
Un teatro	A theatre
Una bolera	A bowling alley
Un castillo	A castle
Un museo	A museum
Una piscina	A swimming pool
Una pista de patinaje	An ice rink
Una biblioteca	A library

4.3.2 ¿Qué se puede hacer donde vives? - What can you do where you live?	
Se puede (+infinitive)	You can
No se puede (+infinitive) No se puede visitar el museo /castillo	You can't You can't visit the museum/ the castle
Ir al cine	Go to the cinema
Ir a la playa	Go to the beach
Ir a la bolera	Go to the bowling alley
Jugar en el parque	Play in the park
Comer en un restaurante	Eat at a restaurant
Visitar el museo/castillo	Visit the museum/the castle
Ver un espectáculo	See a show
Dar paseos/ir de paseo	Go for walks
Ir de compras	Go shopping

4.4.1 ¿Te gusta donde vives? ¿Por qué (no)? - Do you like where you live? Why (not)?	
Me gusta vivir aquí	I like living here
No me gusta vivir aquí	I don't like living here
Muchas cosas que hacer	Lots of things to do
Mucho trabajo	Lots of jobs
Muchas oportunidades para los jóvenes	Lots of opportunities for young people
Suficientes espacios verdes	Lots of green space
Demasiada contaminación	Too much pollution

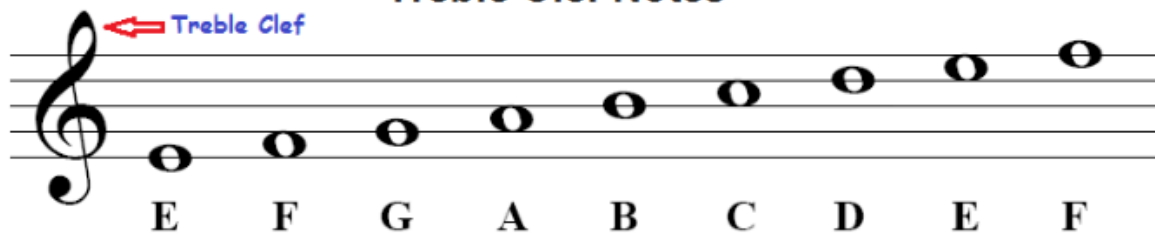
4.4.2 ¿Dónde te gustaría vivir en el futuro? - Where would you like to live in the future?	
Quisiera (+infinitive) vivir	I would like to live
Quiero (+infinitive) vivir	I want to live
Me gustaría (+infinitive) vivir	I would like to live
Preferir (+infinitive) vivir	I prefer to live
En (+city name)	In
En el campo	In the countryside
En la montaña	In the mountains
En la costa	By the sea
En una ciudad	In a city
En el extranjero	Abroad
En + country	In + country
Me encanta el sol	I love the sun
Me apasiona la cultura	I love (I am passionate about) the culture
Me gusta la comida	I like the food
Es más interesante que...	It's more interesting than...

Music

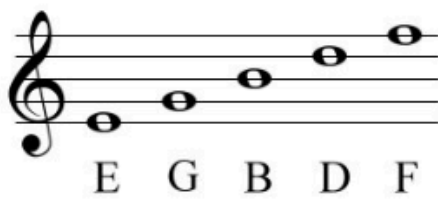
Topics – Pitch, Tempo, Texture, Tonality, Structure, Dynamics, Melody, Rhythm and note values

Pitch – how high or low a sound is

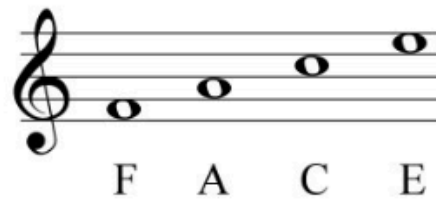
Treble Clef Notes



Line Notes



Space Notes



Music

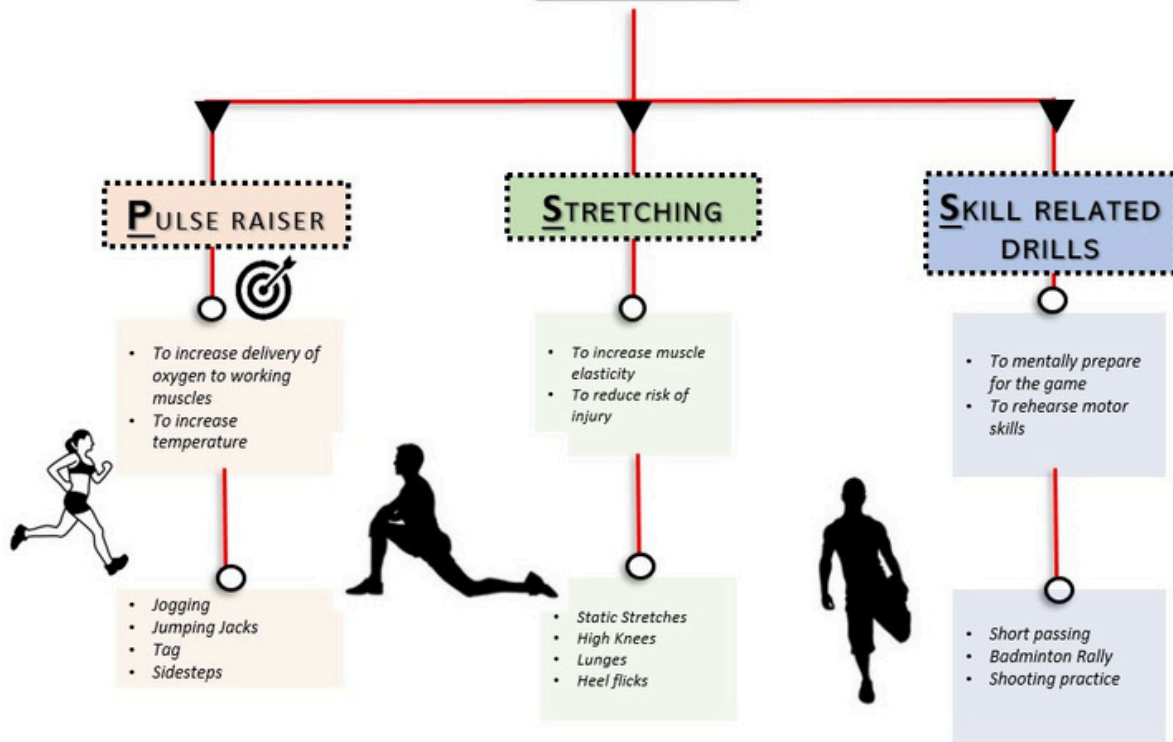
Tempo – Speed of the music	Presto = very fast Allegro = Fast Adagio = slow Lento = very slow
Texture – Layers of Sound	Melody = main tune Accompaniment = chords Bassline = lowest pitched part
Tonality – Key of the music	Major = happy, bright sound Minor = dark, sad sound Pentatonic = a 5-note scale
Structure – Order / organisation of sound	Binary = AB Ternary = ABA
Dynamics – Volume of sound	Fortissimo = very loud Forte = loud Piano = Quiet Pianissimo = very quiet Crescendo = getting louder Diminuendo = getting quieter
Melody – the main tune	Features of a good melody: Mostly conjunct (stepwise motion)
Duration – length of sound	Addition and subtraction
Pulse = the regular, consistent heartbeat of the music	
Rhythm – a pattern made of different note lengths	

Note name	Symbol	Note Value	Kodaly sound recognition
Semibreve	o	4 beats	
Minim	♪	2 beats	To-o
Crotchet	♪	1 beat	Ta
Quaver	♪	½ beat	Te
Semiquaver	♪	¼ beat	Tika

PE

WARM UP

Y7 PE KNOWLEDGE ORGANISER



Diet and Nutrition

Y7 PE KNOWLEDGE ORGANISER



Diet is an essential part of providing our bodies with energy we need to maintain a healthy lifestyle and optimise performance.

Macronutrients:

These are the types of food that you need in large amounts in your diet and provide us with energy.

Carbohydrates:

Carbohydrates provide the body with energy. There are two types; simple (sugars) and complex (starch).



Examples:

Bread, pasta rice, potatoes, oats, wheat, cereals, fruit and vegetables.

Fats:

Fats provide us with another source of energy and provide the body with insulation.



Examples:

Fish, eggs, avocado, nuts, chocolate, lard, cheese, biscuits, cream, olive oil and seeds.

Proteins:

Proteins help to build muscle and repair damaged tissues. Proteins are found in animal proteins and plants.

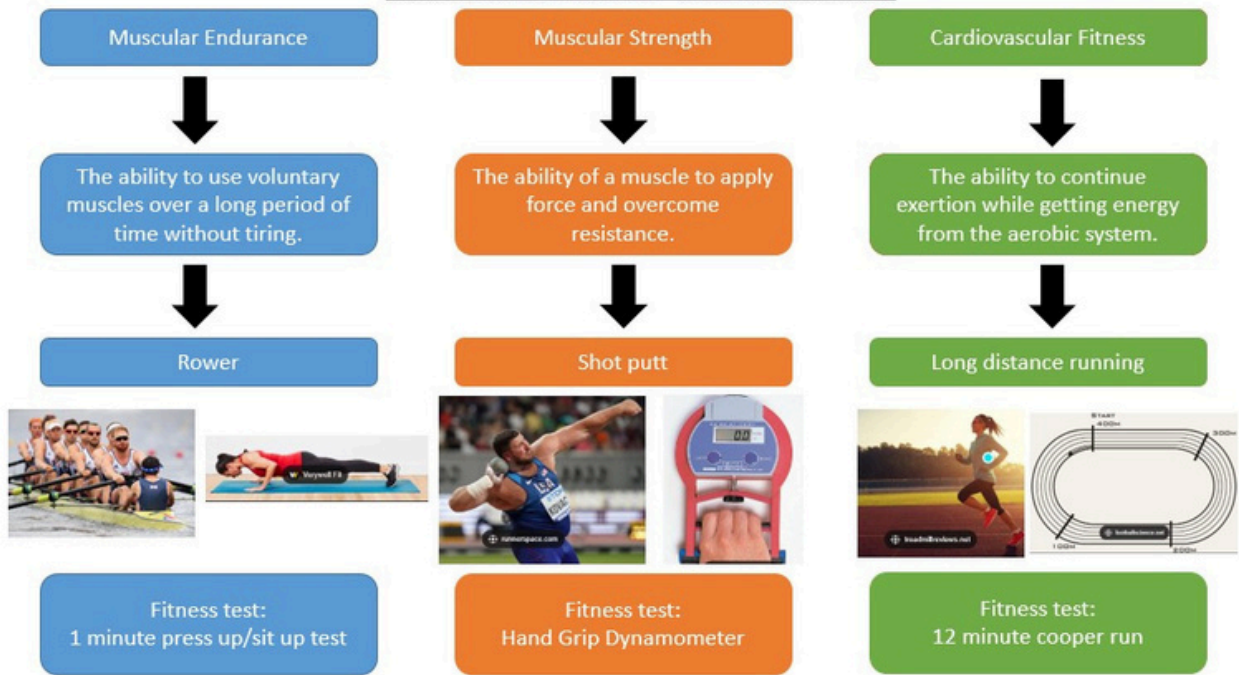


Examples:

Fish, eggs, poultry (chicken and turkey), lean meats (beef and pork) and dairy.

PE

Year 7 Knowledge Organiser - Components of Fitness

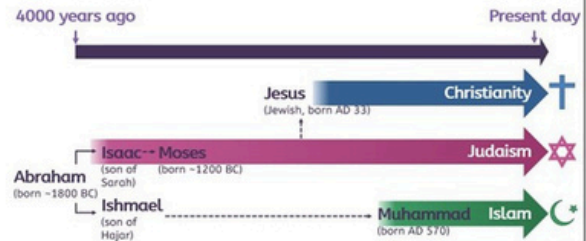


RE

The Origins of Abrahamic Faiths

Key Vocabulary

1	Abrahamic faith	one of three faiths that are all linked by Abraham: Judaism, Christianity and Islam.
2	monotheism	the belief that there is only one God
3	polytheism	the worship of or belief in more than one god
4	covenant	an agreement between two sides (between humans and God)
5	sin	an action that is believed to go against the laws of God
6	idol	objects or images that represent gods
7	atonement	making up for something that someone has done wrong
8	sacrifice	to give up something valuable in order to gain something else
9	sermon	a talk about a religious or moral subject given by a leader in the religion
10	prophet	someone chosen by God to say the things God wants them to tell people
11	resurrection	coming back to life after someone has died
12	theology	the study of God and ideas about God.
13	theologian	someone who studies theology, who might look at how holy texts and ideas about God influence people's beliefs and actions.



Holy Books introduced

The Torah	Holiest scripture for Judaism. The word means "law" in Hebrew. It was written by Moses. It is also important in Christianity and Islam.
The Qur'an	Holiest scripture for Islam. The word means "recite" in Arabic. It was revealed to the Prophet Mohammed.

The Covenant and the Abrahamic Faiths

Abraham is a monotheist and worships only one God. God promises to look after Abraham and his descendants because of this, and that his descendants will be a blessing to the world.

Abraham has two sons, Isaac (who Moses and Jesus are descended from) and Ishmael (who Muhammad is descended from). Moses is given the Ten Commandments as part of the covenant. Christians believe Jesus is part of the covenant being fulfilled. Muslims believe prophecy is a part of the covenant.

Religious Studies | 7.02 | Knowledge Organiser

Christianity

Key Vocabulary

1	Jesus	The most important figure in Christianity, believed to be the Son of God.
2	Mary	The mother of Jesus.
3	Ministry	The work of a religious person.
4	Crucifixion	The execution of Jesus, by the Romans, on a cross.
5	Resurrection	Jesus rising from the dead three days after his crucifixion.
6	Ascension	Jesus' ascent to heaven, 40 days after his resurrection.
7	Mary Magdalene	A follower of Jesus who witnessed his resurrection.
8	The Great Commission	Jesus' instruction to his followers to spread his teachings to all people.
9	Apostles	The twelve main followers of Jesus who spread his message.
10	St Paul	An early Christian leader who wrote many letters in the New Testament.
11	Phoebe	A deaconess mentioned in the New Testament who helped the early church.
12	Lydia	A businesswoman and early Christian supporter of Paul.
13	Nicene Creed	A statement of Christian faith.
14	Trinity	The Christian belief in one God in three persons: Father, Son and Holy Spirit.
15	Reformation	A movement in the 16 th century that led to the creation of Protestant churches.
16	Protestant	A branch of Christianity that broke away from the Catholic Church during the Reformation.
17	Catholic	The largest branch of Christianity, led by the Pope.
18	Pope	The leader of the Catholic Church.
19	Messiah	One expected to save and lead the people. Christians believe this to be Jesus.
20	Salvation	Being saved from sin and its consequences.
21	Sermon on the Mount	A collection of teachings by Jesus covering topics like love, prayer and moral guidance.
22	The Lord's Prayer	A prayer taught by Jesus to his disciples, summarising key beliefs in the Christian faith.
23	Denomination	A specific branch of group within Christianity.
24	Sacrament	An important ritual that represents an important part of the faith.

Holy Books introduced

The most important book in Christianity. It is divided into two main parts: the Old Testament, which contains the history and teachings of the Jewish faith, and the New Testament, which focuses on the life, teachings, death and resurrection of Jesus and the early Christian community.

These are four books in the Bible which contain the accounts of the life of Jesus. They are written by Matthew, Mark, Luke and John.

Tools for Studying Religion

Theology is the study of God and ideas about God. Theologians look at how ideas about God influence beliefs in religions and the actions people will do.

Social Scientists use evidence to see how people are influenced by society. Social Scientists look at patterns in what people believe about God and how this may change due to time and place.

Religious Studies | 7.04 | Knowledge Organiser

RE

Judaism		
Key Vocabulary		
1	Abraham	The founder of Judaism and husband of Sara.
2	Covenant	An agreement between two sides (between humans and God).
3	Sara	Female leader, mother of nations and wife of Abraham.
4	Isaac	The son of Abraham and Sara.
5	Moses	Leader who freed the Israelites from slavery and was given the 10 commandments.
6	Miriam	Prophetess who helped her brother Moses lead the Israelites out of slavery.
7	Exodus	A book in the Bible which tells the story of the Israelites being freed from slavery.
8	Ten Commandments	Ten rules given to Moses by God about how humans should behave.
9	Esther	A Jewish queen who saved her people from a plot to destroy them.
10	Monotheism	The belief that there is only one God.
11	Shema	An important prayer, declaring the oneness of God.
12	Messiah	A future Jewish king who is expected to bring peace.
13	Genesis	A book in the Bible which describes the creation of the world.
14	Mitzvot	613 rules in the Torah which guide Jews in their behaviour.
15	Tikkun Olam	"Repairing the world", encouraging actions that improve society and bring justice.
16	Synagogue	A Jewish place of worship, study and community.
17	Bar/Bat Mitzvah	Coming of age ceremony (Bar Mitzvah for boys and Bat Mitzvah for girls).
18	Pesach/Passover	A Jewish holiday which commemorates the Exodus story.
19	Shabbat	A day of rest and worship observed from Friday evening to Saturday evening.
20	Orthodox	A branch of Judaism that follows traditional beliefs, laws and practices.
21	Progressive	A branch of Judaism that adapts traditional beliefs, laws and practices to fit modern life.
22	Prophecy	A message given to humans from God, usually to a prophet.
		Holy Books introduced
		The Tanakh
		Hebrew Bible, which includes three parts: the Torah, Nevi'im and Ketuvim.
		The Torah
		Holiest scripture for Judaism. The word means "law" in Hebrew. Written by Moses. Also important in Christianity and Islam.
		Nevi'im
		Contains books of the Prophets, which tell the history of Israel God's messages through the prophets.
		Ketuvim
		Contains various writings, including poetry, wisdom literature and historical accounts.
		Talmud
		Contains discussions and interpretations of the Torah, which guides Jewish law and practice.
		Tools for Studying Religion
		Theology is the study of God and ideas about God. Theologians look at how ideas about God influence beliefs in religions and the actions people will do.
		Social Scientists use evidence to see how people are influenced by society. Social Scientists look at patterns in what people believe about God and how this may change due to time and place.



Computer Science

KS3 Revision topics and links:

[KS3 Computer Science - BBC Bitesize](#)

- **Binary**
- **Online safety**
- **Sequencing**
- **Selection in programming**
- **Iteration in programming**