

C2 Knowledge Organiser - Year 7

Name:

Advisory:

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Year 7 Homework Overview

Day	Subject	Type
Monday	Geography and History	RCWC in homework booklet
Tuesday	Maths	Sparx Maths
Wednesday	English	Sparx Reader
Thursday	Science	Sparx Science Stretch project
Friday	English (1/2 page) Spanish odd weeks (1/2 page) Mandarin even weeks (1/2 page)	RCWC in homework booklet

Year 7 English: Cycle 2a&b – The Tempest & Rhetoric

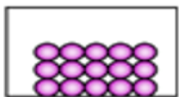
w/c 8 th December - Section 1: The Tempest Context 1		w/c 15 th December - Section 2: Context 2	
The Globe Theatre	The round, open theatre in which Shakespeare's plays were performed.	Jacobean Period (1603-1625)	the literary and artistic period in which King James was monarch; it followed the Elizabethan period
The Lord Chamberlain's Men	The group of actors who performed the works of Shakespeare.	Hierarchy	Jacobean society was structured in terms of importance: aristocrats at the top; peasants and animals at the bottom
Censorship	The act of suppressing freedom to write and perform a certain topic/s.	Patriarchy	it was typical that men were more powerful: fathers owned and gave away daughters to husbands
The Reformation	A period of religious upheaval between Catholics and Protestants.	Exploration	many areas of the world were yet to be discovered and there weren't any accurate globes or maps
Playwright	An individual who writes plays.	Colonisation	powerful nations took over and ruled less powerful nations; natives would be treated harshly and with prejudice
w/c 5 th January - Section 3: Characters 1		w/c 12 th January - Section 4: Characters 2	
Prospero	sorcerer trapped on an island after Antonio betrayed him for the title of Duke of Milan	King Alonso	king of Naples: helped Antonio usurp Prospero; learns to regret his actions
Miranda	Prospero's daughter: brought to the island at a young age; naïve and compassionate	Antonio	Prospero's brother: power-hungry and foolish; usurped Prospero; plots to kill the King
Ariel	Prospero's servant: playful and magical spirit; mischievous but loyal	Sebastian	Alonso's brother: aggressive and cowardly; easily persuaded to kill King Alonso.
Caliban	Prospero's servant: son of the witch <u>Sycorax</u> ; believes the island is rightfully his; rude, coarse and brutal	Gonzalo	Alonso's counsellor and trusted advisor.
Ferdinand	son of Alonso: loyal; falls in love with Miranda at first sight		
w/c 19 th January - Section 5: Key Themes		w/c 26 th January - Section 6: Techniques	
Revenge	Prospero plots revenge upon his brother and Alonso; Caliban plots revenge against Prospero for taking the island	Stage direction	instructions in a script which inform actors how to speak or move
Forgiveness	Prospero comes to forgive those who betrayed him.	Aside	remarks made by characters which only the audience can hear
Power	Power is taken by force, and violence; Prospero exerts power over the island in different ways	Soliloquy	A speech in which a character speaks their thoughts and feelings aloud
Magic	Prospero's magic gives him total control—he always seems to know what will happen next	Epilogue	section at the end of a story which brings concluding thoughts
Tragicomedy	Serious issues are portrayed but combined with humour and a happy ending	Shakespearean Comedy	genre of Shakespearean play which is light-hearted and ends in a marriage

w/c 2 nd February - Section 7: What is Rhetoric?		w/c 9 th February - <u>Section 8</u> : Key Terms	
Rhetoric	the art of persuasion	Viewpoint	your views, opinions and perspective on an issue
Aristotelian Triad	three main components of a compelling and persuasive argument	Reader/audience	those who your argument is directed at
Ethos	the public persona you portray (how you come across)	Form/text type	how your writing is constructed and organised e.g. letter, email
Pathos	making your reader / audience feel something – being emotive	Purpose	the reason for your argument
Logos	Your logical / rational argument and how it is constructed		
w/c 23 rd February - <u>Section 9</u> : Rhetorical Devices		w/c 2 nd March - Section 10: Rhetorical Structure	
Opinion	a view or attitude towards something	Hook	an opening sentence intended to catch the reader’s attention
Facts	something that is true	Introduction	a way to introduce your key information
Statistics	numerical facts	Main Point	reasons and examples used to argue your view
Triple	three ideas or examples in a row for emphasis	Counter and Smash	an opposing view followed by reasons why yours is superior
w/c 9 th March - Section 11: Rhetorical Devices		w/c 16 th March - Section 12: Rhetorical Devices	
Personal Pronouns	substitute for a proper noun e.g. you, we, us	Adverbs of confidence	adverbs which demonstrate your confidence in something e.g. unequivocally, clearly
Quotations	when you borrow and use somebody else’s words	Superlative	an adjective or adverb which describes the highest quality of something e.g. biggest
Analogy	a comparison that aims to explain a thing or idea by likening it to something else	Anaphora	the repetition of a word or phrase at the beginning of successive phrases or sentences
Anecdote	a personal story which allows the audience to relate to you	Direct Address	speaking directly to the reader / audience
w/c 23 rd March - Section 13: Rhetorical Devices			
Rhetorical Question	A question designed to make us think or reconsider an important issue.		
Conclusion	a summary of your main ideas		
Emotive Language	words chosen to affect the reader emotionally		
Plural Pronouns	A substitute for a proper noun e.g. we, us, our, which creates a feeling of togetherness and shared responsibility		

Section 1 - States of Matter

WB. 08/12/25

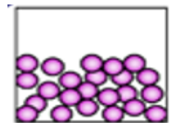
Solids



Particles are **close together** and **regularly arranged**. Particles **vibrate** around **fixed positions**. **Strong forces** between particles.

Fixed shape. Fixed volume. Cannot flow. Cannot be compressed. High density.

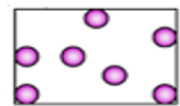
Liquids



Particles are **close together** and **randomly arranged**. Particles **move around each other**. **Weak forces** between particles.

No fixed shape. Fixed Volume. Can flow. Cannot be compressed. Medium density.

Gases



Particles are **far apart** and **randomly arranged**. Particles **move quickly in all directions**. **No forces** between particles.

No fixed shape. No fixed volume. Can flow. Can be compressed. Low density.

Section 2 - Changes of State

WB. 08/12/25

Melting

When a **solid** is **heated** and turns into a **liquid**.

Boiling / Evaporating

When a **liquid** is **heated** and turns into a **gas**.

Condensing

When a **gas** is **cooled** and turns into a **liquid**.

Freezing

When a **liquid** is **cooled** and turns into a **solid**.

Subliming

When a **solid** is **heated** and turns into a **gas**.

Melting Point

Temperature at which a substance **melts** when **heated** or **freezes** when **cooled**. (MP of ice = **0°C**)

Boiling Point

Temperature at which a substance **boils** when **heated** or **condenses** when **cooled**. (BP of water = **100 °C**)

Section 3 - Solutions

WB. 15/12/25

Solution

A **mixture** formed when a **solute dissolves** in a **solvent**.

Solvent

The **liquid** part of a **solution** e.g. **water, ethanol**.

Solute

The substance **dissolved** in the **solvent** e.g. **sugar, salt, carbon dioxide, copper sulphate**.

Soluble

Will **dissolve** in a **solvent** e.g. **sugar in water**.

Insoluble

Will **not dissolve** in a **solvent** e.g. **sand in water**.

Saturated Solution

A **solution** that contains the **maximum** amount of **solute** that can be **dissolved** at that **particular temperature**.

Section 4 - Separating Mixtures

WB. 15/12/25

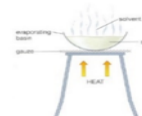
Filtration



Separates an **insoluble solid** from a **mixture**. E.g. **sand** from **water**.

Pour **mixture** through **filter paper** in a **funnel**. **Collect filtrate** in a **conical flask**. **Residue** collects in **paper**.

Evaporation



Separates a **soluble solid** from a **solution** e.g. **salt** from **water**.

Heat the **mixture**. **Liquid evaporates**. **Solid** forms **crystals**.

Distillation



Separates a **liquid** from a **solution** e.g. **water** from a **salt solution** or a **mixture of liquids**. e.g. **ink**

Heat the **mixture** in a **round bottom flask**. **Liquid evaporates** and **rises**, then **cools** and **condenses** in the **condenser**. **Collect** the **distillate**.

Chromatography



Separates a **mixture** of **coloured dyes**.

Draw a **start line** in **pencil** on **filter paper**. Put a **dot** of the **sample** on the line. Dip **paper** in a **solvent**.

Y7 Science Cycle 2 – Sheet 1

Particles and Solutions

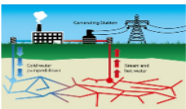
Section 1 - Living Organisms		WB. 05/01/26
Living Organisms	Living things that are made of cells and carry out the seven life processes .	
Seven Life Processes	Movement, Reproduction, Sensitivity, Nutrition, Excretion, Respiration, Growth. (MRS NERG)	
Unicellular	Living organisms made from only one cell .	
Multicellular	Living organisms made from many cells .	
Section 2 - Parts of the cell found in both plant and animal cells.		WB. 05/01/26
Nucleus	Controls the cell's activities . Contains genetic information (DNA) .	
Cell Membrane	Controls what enters and leaves the cell.	
Cytoplasm	Jelly-like fluid where chemical reactions occur.	
Mitochondria	Where respiration occurs which releases energy for the cell.	
Section 3 - Parts of the cell found in only plant cells.		WB. 05/01/26
Cell Wall	Supports and strengthens the cell.	
Chloroplasts	Where photosynthesis occurs which makes food for the plant. Contains a green chemical called chlorophyll which absorbs light .	
Vacuole	Contains cell sap .	
Section 4 - Specialised Cells		WB. 12/01/26
Sperm Cell	Fertilise egg cells. Carry male DNA . Tail to help it swim . Many mitochondria . Enzymes in head. Half a set of DNA .	
Egg Cell	Contains female DNA . Cytoplasm contains nutrients . Cell membrane only allows one sperm in. Half a set of DNA .	
Red Blood Cell	Carry oxygen . No nucleus . Large surface area .	
White Blood Cell	Fight infections caused by micro-organisms .	
Cilia Cell	Tiny hairs to sweep mucus (containing bacteria) out of the airways .	
Nerve Cell	Carry electrical signals . Long and branched at the ends.	
Root Hair Cell	Absorbs water and minerals from the soil. Root hair projections provide a large surface area . No chloroplasts .	
Palisade Cell	Found in leaves . Contains many chloroplasts for photosynthesis .	

Section 5 - Body Organisation		WB. 12/01/26
Cell	Basic building block of life.	
Tissue	Group of similar cells working together.	
Organ	Different tissues working together.	
Organ System	Different organs working together.	
Organism	Different organ systems working together.	
Section 6 - Respiration		WB. 19/01/26
Respiration	Chemical reaction that occurs in all living organisms.	
	Releases energy for movement, growth and warmth .	
Aerobic Respiration	Requires oxygen .	
	glucose + oxygen -> carbon dioxide + water (+ energy)	
Anaerobic Respiration	Does not require oxygen – happens in muscle cells during exercise .	
	glucose -> lactic acid (+ energy)	
	Lactic acid causes muscle cramps .	
Section 7 - Photosynthesis		WB. 19/01/26
Photosynthesis	Produces food (glucose) for plants. Occurs in chloroplasts .	
	carbon dioxide + water $\xrightarrow{\text{Sunlight}}$ glucose + oxygen	
Chlorophyll	Green chemical which absorbs energy from sunlight needed for photosynthesis .	
Section 8 – Diffusion		WB. 29/01/26
Concentration	Number of particles <u>in a given volume</u> .	
Diffusion	Movement of particles from an area of higher concentration to an area of lower concentration .	
Factors increasing the rate of diffusion into / out of cells.	Large surface area .	
	Short distance e.g. thin cell walls	
	Steep concentration gradient i.e. large difference between the higher and lower concentration.	

Y7 Science Cycle 2 - Sheet 2

Cells & Life Processes

Section 1 - Energy Stores – Objects with energy in this store. WB. 02/02/26	
Kinetic	All moving objects .
Gravitational Potential	All objects. The higher the object is <u>lifted up</u> , the greater the energy.
Thermal	All objects. The hotter the object, the greater the energy.
Elastic Potential	Anything that has been stretched or squashed and will return to its original shape .
Chemical	Anything that can release energy by a chemical reaction . e.g. food, fuels, batteries .
Section 2 - Energy Transfer Pathways WB. 02/02/26	
Mechanically	When a force acts.
Electrically	When an electrical current moves.
By Heating	When energy is transferred from a hotter to a colder object.
By Radiation	By sound or light waves.
Section 3 – Energy Conservation & Efficiency WB. 09/02/26	
Law of Conservation of Energy	Energy cannot be created or destroyed . It can only be transferred from one store to another .
Efficiency	A measure of how good an appliance is at transferring energy usefully . A percentage between 0% and 100% .
Efficiency Equation	$\text{Efficiency} = \frac{\text{Useful energy out}}{\text{Total energy in}} \times 100$
Section 4 - Non-Renewable Energy Resources – Limited supply, will run out. WB. 09/02/25	
Fossil Fuels (Coal, oil and gas)	Fuels are burnt to heat water which makes steam . Steam turns a turbine which turns a generator .
	Pros – Releases lots of energy, reliable .
	Cons – Releases carbon dioxide which causes global warming .
Nuclear (Plutonium and Uranium)	Nuclear reactions release energy to heat water which makes steam . Steam turns a turbine which turns a generator .
	Pros – Releases lots of energy, reliable .
	Cons – Produces dangerous radioactive waste .

Section 5 - Renewable Energy Resources - Will not run out. WB. 23/02/26	
Wind Turbines 	Wind spins turbine blades .
	Pros – No pollution .
	Cons – Spoils landscape , only works when windy, noisy .
Solar Cells 	Light hits solar cells and generates electricity .
	Pros – No pollution .
	Cons – Only works when in the day when it is sunny .
Geothermal 	Hot rocks underground heat water to form steam , which turns turbines .
	Pros – No pollution .
	Cons – Not many suitable locations .
Tidal 	Water flows through turbines in an estuary as the tides go in and out.
	Pros – No pollution .
	Cons – Costly to set up. May affect wildlife .
Wave 	Waves in the sea turn a turbine .
	Pros – No pollution .
	Cons – Costly to set up.
Hydroelectric 	Water falls down and turns turbines in a dam .
	Pros – No pollution .
	Cons – Costly to set up. Can cause flooding and destroy habitats .
Biofuels 	Burning crops or animal waste in a power station.
	Pros – Carbon neutral .
	Cons – Crops need to be grown which takes up a lot of land . Crops could be used to feed people instead.

Y7 Science Cycle 2 - Sheet 3

Energy

Section 1 - The Periodic Table

WB. 02/03/26

Periodic Table	Contains information about 118 elements , arranged in order of atomic number .
Groups	The vertical columns .
Periods	The horizontal rows .
Alkali Metals	Group 1 elements . Very reactive, soft and dull.
Halogens	Group 7 elements .
Noble Gases	Group 0 elements . Very unreactive.
Transition Metals	Found in the middle block .

Section 2 - Chemical Symbols of Elements

WB. 02/03/26

C	carbon	He	helium	N	nitrogen
H	hydrogen	F	fluorine	S	sulphur
O	oxygen	Cl	chlorine	Be	beryllium
Li	lithium	Br	bromine	Cu	copper
Na	sodium	Mg	magnesium	Fe	iron
K	potassium	Ca	calcium	Ne	neon

Section 3 - Properties of Metals and Non-Metals

WB. 09/03/26

Properties	Metals	Non-Metals
Periodic Table	Left hand side	Right hand side
Do they conduct?	Conductors of heat and electricity	Insulators of heat and electricity
Appearance	Shiny (when polished)	Dull
Density	High density (heavy for their size)	Low density (light for their size)
Mechanical Properties	Malleable (can be bent or hammered into shape) Ductile (can be pulled into wires)	Brittle (breaks easily)
Sonorous?	Sonorous (makes a ringing sound when hit)	Not sonorous

Section 4 - Elements, Compounds and Mixtures

WB. 16/03/26

Element 	Substance made up of only one type of atom .
Compound 	Substance made up of two or more types of atom , chemically joined together.
Mixture 	Two or more substances mixed together but not chemically joined .
Chemical Reaction	A change in which atoms are rearranged and new substances are made. Often irreversible .
Physical Change	A change in which no new substances are made. E.g. changes of state. Often reversible .
Naming compounds	Rule 1: Use for metal + non-metal . Metal goes first , then non-metal changes ending to -ide . E.g. iron + sulphur -> iron sulphide Rule 2: Use for metal + non-metal + oxygen . Metal goes first , then non-metal changes ending to -ate . E.g. copper + sulphur + oxygen -> copper sulphate

Section 5 - Chemical Formulae of Substances

WB. 23/03/26

H ₂ O	water	H ₂	hydrogen	C ₆ H ₁₂ O ₆	glucose
CO ₂	carbon dioxide	Cl ₂	chlorine	NH ₃	ammonia
O ₂	oxygen	CH ₄	methane	NaCl	sodium chloride
N ₂	nitrogen	CO	carbon monoxide	CuSO ₄	copper sulphate

Y7 Science Cycle 2 – Sheet 4

Atoms, Elements & Periodic Table

Geography

W/C 8 th December - Section 1 – Hot Deserts		W/C 12 th January – Section 4 – Hot Deserts	
evaporation	liquid water heated → turns into <u>water vapour</u> → rises to atmosphere	Tropical Rainforest	along the Equator
condensation	water <u>vapour</u> cools → turns into liquid water → forms clouds	Tropical Rainforest	high temperatures (hot) high precipitation (wet)
precipitation	moisture that falls from sky → e.g. rain, snow, sleet, hail	Hot Desert	along the Tropic of Cancer along the Tropic of Capricorn
Hydrological cycle	This is also known as the water cycle.	Hot Desert	high temperatures (hot) low precipitation (dry)

W/C 15 th December – Section 2 – Hot Deserts		W/C 19 th January - Section 5 – Hot Deserts	
climate	average precipitation and temperature in an area over many years	producer	plant → absorb energy from sun → photosynthesis
weather	hour to hour changes in precipitation and temperatures	consumer	organism → energy from eating producers or other consumers
concentrated	focused in an area → strong and intense	decomposer	bacteria or fungus → energy by breaking down dead tissue
insolation	sunlight (solar radiation) that reaches surface of Earth	nutrient cycle	organisms extract minerals for growth from soil or water → pass them through the food chain → then back to the soil and water

W/C 5 th January – Section 3 – Hot Deserts		W/C 26 th January – Section 6 – Hot Deserts	
distribution	how something is spread out (or where it is located)	cactus roots	long taproots → 7-10 m long → reach far to find water
biodiversity	variety of plant and animal life in a particular habitat	cactus spines	spines (spikes) → lose less water than leaves, protection from animals
ecosystem	biotic and abiotic things, interacting with each other and environment	camel feet	large feet → stops camel sinking into sand
global ecosystem	very large ecosystems → also called biomes e.g. deserts, rainforests	camel hump	hump on back → stores fat (not water) → energy source for long journeys

W/C 2nd February – Section 7 – Hot Deserts

desertification	healthy land on desert fringes (edges) turns to desert → loses nutrients
1. climate change	climate warming → makes desert fringe drier → causes desertification
2. wood for fuel	trees cut down → tree roots cannot hold soil together → soil erosion → infertile soil → desertification
3. overgrazing	too many farm animals → soil erosion → infertile soil → desertification

W/C 2nd March – Section 10 – Climate Change

Quaternary period	<u>period of time</u> → 2.6 million years ago to the present day
glacial	<u>period of time</u> with colder global temperatures e.g. an ice age
interglacial	<u>period of time</u> with warmer global temperatures
natural resource	found in nature → used by humans e.g. water, coal

W/C 9th February – Section 8 – Climate Change

atmosphere	the thin layer of gases that surrounds the Earth e.g. oxygen, nitrogen
biosphere	<u>all of</u> the living things on Earth including plant and animal life
lithosphere	the ground layer of Earth → e.g. the crust, rocks, soils and landforms
hydrosphere	<u>all of</u> the liquid water on the Earth e.g. ocean, rivers and lakes

W/C 9th March – Section 11 – Climate Change

greenhouse effect ☺•	- incoming solar radiation from the sun enters the atmosphere - some of this radiation is reflected to space - some of this outgoing radiation is absorbed by greenhouse gases <u>this</u> makes the Earth warm enough for life to survive ☺
enhanced greenhouse effect ☹•	- incoming solar radiation from the sun enters the atmosphere - some of this radiation is reflected to space more of this outgoing radiation is absorbed by greenhouse gases because there are more greenhouse gases in the atmosphere this warms the planet too much ☹•
fossil fuels	fuels formed from <u>fossilised</u> plants and animals e.g. coal, oil and gas
greenhouse gases	e.g. carbon dioxide and methane → they can come from burning fossil fuels → they absorb outgoing radiation → this warms the atmosphere

W/C 23 rd February – Section 9 – Climate Change		W/C 16 th March – Section 12 – Climate Change	
cryosphere	all of the frozen water on the Earth e.g. snow, ice sheets and glaciers	burning fossil fuels	creates electricity → but releases greenhouse gases e.g. carbon dioxide → 50% of greenhouse gases in atmosphere from burning fossil fuels
carbon cycle	carbon moving between spheres e.g. from biosphere to atmosphere	agriculture (farming)	e.g. cattle farming (for beef) and growing rice → but releases methane → 20% of greenhouse gases in atmosphere from agriculture
climatologist	scientists who study the climate of the Earth	deforestation	trees cut down (logging) → fewer trees to absorb carbon dioxide → less photosynthesis → more carbon dioxide in atmosphere
climate change	a change in global temperature and precipitation patterns		
W/C 23 rd March – Section 13 – Climate Change			
temperature rise		atmosphere → 1° C global temperature rise in last 100 years	
ice sheets melting		cryosphere → Arctic sea ice has decreased	
permafrost melting		frozen ground in polar biome (permafrost) contains methane → when permafrost melts → methane released → even higher temperatures	
sea level rise		hydrosphere → sea levels have risen 19 cm since 1900 → flooding	
death of coral reefs		corals need shallow water → deeper and warmer water kills reefs	
extreme weather		more floods, droughts, storms and more intense hurricanes	
wildfires increase		higher temperatures → more fires → fewer trees → more carbon dioxide → even higher temperatures	

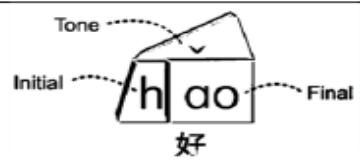
History

W/C 8 th December - Section 1: Contenders for the throne: 1066		W/C 15 th December - Section 2: Battles of Fulford and Stamford Bridge	
Claim to the throne	Reason given that a particular person should be the next King.	Death of Edward the Confessor	Edward the Confessor died on January 5th 1066 .
Edward the Confessor	Anglo-Saxon king who ruled from 1042-1066 . He died on January 5 th , leaving no male heir (next in line for the throne).	Succession of Harold	Hardold Godwinson was immediately chosen to be the next King of England by the Witan.
Harold Godwinson	Earl of Wessex, most powerful and richest man in England. Favoured by the Witan (the group of Anglo-Saxon nobles).	Invasion	Harald Hardrada invaded England in September 1066 with 300 longships and 10-15,000 men .
Harold Hardrada	King of Norway . Distantly related to previous Viking kings of England.	Battle of Fulford	Edwin and <u>Morcar</u> vs Hardrada (20th September 1066). Harada wins and takes York.
William Duke of Normandy	Duke of Normandy in France . Claimed that Edward had offered him the throne in 1051.	Battle of Stamford Bridge	Harold Godwinson vs Hardrada (25th September 1066). Hardrada is killed. Harold Godwinson is victorious.
W/C 5 th January - Section 3: Battle of Hastings		W/C 12 th January - Section 4: Dealing with rebellions	
Saxon Position	The Saxons had a strong defensive position, on top of Senlac Hill . They overlapped their shields, forming a shield wall .	Initial Approach	In the beginning, William sought to get on well with the Saxons. He allowed Edwin and <u>Morcar</u> to continue being earls.
Norman Position	The Normans were at the bottom of the hill . They were drawn up into three lines: archers, infantry and mounted knights.	First Rebellion: 1068	Harold Godwinson's mother, Gytha, seized Exeter. After 18 days, the town surrendered to William.
Feigned Retreat	The Normans <u>retreated</u> back down the hill, perhaps encouraging the Saxons to follow them. This is a mistake; the Saxons lose their shield wall.	Second Rebellion: 1069.	Edwin and <u>Morcar</u> joined with the Danes to rebel in the North. William marched north . His soldiers killed rebels, burnt homes and slaughtered animals. Known as the Harrying of the North .
Death of Harold	The decisive moment was the death of King Harold. Some accounts say that he was hit by an arrow to the eye ; others that he was cut down .	Third Rebellion: 1070-71	Rebellion in East Anglia, led by Hereward the Wake . Normans defeat the rebellion.
W/C 19 th January - Section 5: Building castles		W/C 26 th January - Section 6: Domesday Book	
Consolidation	Built nearly 700 motte and bailey castles between 1067-1087 . Built at major towns and cities to dominate the Anglo-Saxons	What it was	A survey of all the land and property in England. They recorded who owned it in 1066 and who owned it in 1086 .
Design	Built on huge mound of earth called a motte . A palisade (wooden wall) surrounded the castle.	Information gathering	They asked questions such as: How much land do you have? How many people and animals do you have?
Examples	First built as soon as the Normans arrived – Pevensey . Built at major towns: London, Nottingham, Lincoln, York, Durham.	Consequences	William now knew how much tax he could charge. He knew how many soldiers he could gather.
W/C 2 nd February - Section 7: How William kept control			
Churches	The Normans built magnificent churches throughout England. They also built famous cathedrals in York and Ely in Cambridgeshire.		
Taxes	William encouraged trade between England and France. This meant lots of towns in the south of England became richer and high taxes could be gained.		
Murdrum Fine	A whole community paid crushing fines if a Norman was murdered. This made it less likely for the Saxons to rebel.		
Forest Laws	William took over large areas of the forest. People caught hunting there could have their fingers chopped off or eyes gouged out!		

History

W/C 9 th February - Section 8: Henry II and Thomas Becket		W/C 23 rd February - Section 9: King John and Magna Carta	
Anglo-Norman England	The ancient Anglo-Saxon kingdoms of Mercia, Wessex and Northumbria were gone . England was made up of people who thought of themselves as Saxon and Norman.	John's character	John was no mighty warrior like his father, nor a charismatic leader of men like his brother, Richard the Lionheart. Instead, he was mistrustful, spiteful and cruel .
Henry II	Henry II (1154-1189) was a charismatic king . He married Eleanor of Aquitaine and controlled lands in France.	Losing Land	By 1204 John had lost over a third of his territories, Normandy, Anjou and Brittany to the French King Philip Augustus .
Relationship with the barons	Henry decreased the power of the barons. He attacked Hugh Mortimer's castle and imprisoned him. The barons were now loyal to him.	Relationship with the barons	The barons were fed up with John – he had lost lands in France and charged high taxes . <u>So</u> they rebelled against him. They forced King John to sign Magna Carta.
Relationship with the Church	Henry appointed his friend, Thomas Becket, to be the Archbishop of Canterbury – the highest religious position in England. But instead of being loyal, Becket became far more independent. Becket made sure that priests got away with crimes	Relationship with the Church	John fell out with the Pope over who would be the next Archbishop of Canterbury. The Pope, Innocent III, excommunicated John – now he was no longer part of the Roman Catholic Church.
Murder of Becket	Henry lost his temper: 'Will no one rid me of this turbulent priest', he said. Four knights took him at his word, rode to Canterbury and killed Becket in his own church. This was a terrible sin .	Magna Carta	John was not allowed to: charge inheritance tax or to raise taxes without the consent of the barons. 25 barons would check to see if he was keeping to the rules.
W/C 2 nd March - Section 10: Mansa Musa		W/C 9 th March - Section 11: Genghis Khan	
The epic of Sunjata	Konate was one of the Mandinka people in West Africa. His wife gave birth to Sunjata. He defeated the evil king, Kante and became the new Mansa. He was the first King of Mali.	The young Temujin	Temujin (who would become Genghis Khan) was born in 1162. He killed his own brother to lead his family and then united the tribes across Mongolia.
Hajj	Mansa Musa was a Muslim. He went on hajj (a religious pilgrimage to Mecca). In 1324 he left Mali, travelled through to the Sahara Desert with 60,000 people and 12,000 slaves .	Nomadic Lifestyle	A nomadic lifestyle was where the Mongolian people keep travelling from place to place. They lived in yurts. They were used to hunting on horses together.
Cairo Gold Crash	He gave out so much gold during his three-month stay in Egypt that the price of gold plummeted, wrecking the economy.	Conquest of China	The Mongols surrounded Yinchuan in China. The citizens finally surrendered. The Mongols set the city on fire.
'Golden Age'	The common religion of Islam bonded people together. Timbuktu was a centre of libraries, mosques and learning. Sunjata encouraged Mandinka music and storytelling by griots to spread his reputation.	Conquest in the West	The Mongols travelled along the Silk Road. 100,000 soldiers took over Bukhara, Samarkand and Baghdad. The Mongol armies even made it to the borders of Europe.
W/C 16 th March - Section 12: The Black Death		W/C 23 rd March - Section 13: Consequences of the Black Death	
Cause	The Black Death was caused by the bacteria Yersinia Pestis.	Death toll	The Black Death killed up to half of Europe's population.
Spread	It was spread by fleas, carried on the backs of black rats. These travelled with human travellers on the Silk Road.	Information gathering	The peasants that survived became more valuable. They could ask for wage increases from the local lord.
Symptoms	Symptoms included: a fever (which usually lasted three days), vomiting and swellings under the armpits, neck and groin. These swellings were called buboes.	The Peasant's Revolt, 1381	The peasants were annoyed about the unequal society and a new poll tax. They revolted and killed the King's Chancellor. Richard II met with the leaders and later had them arrested.

Mandarin – Year 7 – C2 – Week 1 (08/12): Basic greetings		
Characters	Pinyin	English
你好	nǐ hǎo	hello
老师	lǎoshī	teacher
老师好	lǎoshī hǎo	Hello teacher
你叫什么？	Nǐ jiào shén me?	What's your name?
我叫 ...	Wǒ jiào ...	My name is ...
你好吗	nǐ hǎo ma	How are you?
我很好	wǒ hěn hǎo	I am fine.
谢谢	xiè xiè	thanks
再见	zài jiàn	goodbye

Mandarin – Year 7 – C2 – Week 3 (05/01): Pinyin background	
Background	Pinyin is a system for transliterating Chinese characters into the Roman alphabet and is used by learners to learn pronunciation in Mandarin.
Chinese syllabic structure	
Initials (23)	b p m f, d t n l, g k h, j q x, z c s, zh ch sh r y w

Mandarin – Year 7 – C2 – Week 5 (19/01): Pinyin Initials & Finals	
Initials (23)	b p m f, d t n l g k h, j q x z c s, zh ch sh r y w
Finals (24)	a o e i u ü ai ei ui ao ou iu ie üe er an en in un ün ang eng ing ong
Syllables(16)	zhi chi shi ri, zi ci si yi wu yu, ye yue yin, yun yuan ying
The layout of Pinyin	Initials + Finals = Whole pronunciation Pinyin sometimes does not have initials, but always has finals.
Location of tone mark	Pinyin tone mark always on finals

Mandarin – Year 7 – C2 – Week 7 (02/02): Tones	
The 1 st tone	The first tone is high and level. It is important to keep one's voice even (almost monotone) across the whole syllable when pronouncing the first tone.
The 2 nd tone	The second rises moderately. In English we sometimes associate this rise in pitch with a question.
The 3 rd tone	The third tone falls and then rises again. When pronounced clearly, its tonal "dipping" is very distinctive.
The 4 th tone	The fourth tone starts out high but drops sharply to the bottom of the tonal range. English-speakers often associate this tone with an angry command.
Neutral tone	No Tone Mark. Its pronunciation is short, light and flat.

Mandarin – Year 9 – C2 – Week 1 (23/02): Strokes		Mandarin – Year 7 – C2 – Week 11 (09/03): Stroke order	
Strokes	All Chinese characters are built up from strokes.	Stroke order	Stroke order is the order in which the strokes of a Chinese character are written. A stroke is a movement of a writing instrument on a writing surface.
BASIC STROKES	丶 一 丨 丿 ㇏ ㇚	Rule 1	From top to bottom
CORNER AND ANGLE STROKES	㇚ ㇛ ㇜ ㇝	Rule 2	A horizontal stroke first and then a vertical stroke.
HOOK STROKES	㇞ ㇟ ㇠ ㇡ ㇢ ㇣ ㇤	Rule 3	From left to right
THE COMPOUND STROKES	㇥ ㇦ ㇧ ㇨ ㇩ ㇪ ㇫ ㇬	Rule 4	A left slide first and then a right slide.
Initials (23)	b p m f, d t n l g k h, j q x z c s, zh ch sh r y w	Rule 5	The middle part before both sides for symmetrical words.
Finals (24)	a o e i u ü ai ei ui ao ou iu ie üe er an en in un ün ang eng ing ong	Rule 6	The dot is last unless on the top centre.
Syllables(16)	zhi chi shi ri, zi ci si yi wu yu, ye yue yin, yun yuan ying	Rule 7	The outside frame first and then inside strokes.
Location of tone mark	Pinyin tone mark always on finals	Rule 8	The inner part before the sealing stroke.

Mandarin – Year 7 – C2 – Week 12 (23/03): Radicals

Name	Translation	Name	Translation	Name	Translation
火	Fire radical	冫	Ice radical	饣	Meal radical
宀	Roof radical	忄	Heart radical	氵	Water radical
口	Mouth radical	女	Female radical	犴	Animal radical
目	Eye radical	扌	Hand radical	讠	Speech radical
石	Stone radical	舌	Tongue radical	口	An enclosed area radical
土	Earth radical	车	Vehicle radical	日	Sun/ day radical
亻	Person radical	力	Strength radical	艹	Grass/plant radical
子	Child radical	辶	Running radical	木	Wood radical



W/C 08/12/25 - Week 1: ¿Qué estudias? [What do you study?]				¿Qué estudias? [What do you study?]	
Los lunes	On Mondays	Estudiamos	We study	Estudio....religión	I study...RS
Los martes	On Tuesdays	Dibujo	Art	Ciencias	Science
Los miércoles	On Wednesdays	Ingles	English	Matemáticas	Maths
Los jueves	On Thursdays	Español	Spanish	Teatro	Drama
Los viernes	On Fridays	Educación física	PE	A las [ocho]	At [8] o'clock
Por la mañana	In the morning	música	Music	A las ocho y media	8:30
Por la tarde	In the afternoon	Geografía	Geography	A las nueve menos cuarto	At 9:45
Todos los días	Every day	cocina	Food technology	A las tres menos diez	At 2:50
Estudio	I study	historia	History	A las tres y diez	At 3:10

W/C 05/01/26 - Week 3: ¿Qué te gusta estudiar? [What do you like to study?]		¿Qué te gusta estudiar? [What do you like to study?]		W/C 19/01/26 - Week 5: ¿Qué te gusta estudiar? [What do you like to study?]	
Me gusta	I like	Porque son divertidos	Because they are fun	Me encantan las ciencias	I love science
Me encanta	I love	Porque son pesadas	Because they are dull	Me gustan las matemáticas	I love maths
No me gusta	I don't like	Ya que son difíciles	Because they are difficult	No me gustan los medios de comunicación	I don't like media studies
Me chifla	I'm a fan of	Divertido/a	Fun	Me gusta estudiar	I like to study
Odio	I hate	Útil	Useful	No estudio	I don't study
Me aburre	I'm bored by	Fácil	Easy	No estudiamos	We don't study
Porque es	Because it is	Inútil	Useless	*Tengo que estudiar	I have to study
Dado que es	Because it is	Pesado/a	Dull	*Tenemos que estudiar	We have to study
Ya que es	Because it is	Interesante	Interesting	*Me gustaría estudiar	I would like to study

¿Qué hay en tu instituto? [what is there in your school?]		W/C 02/02/26 - Week 7: ¿Qué hay en tu instituto? [what is there in your school?]		¿Qué hay en tu instituto? [what is there in your school?]	
En mi instituto hay	In my school there is/are	En mi insituto hay...una biblioteca	In my school there is/are...a library	Es....Feo/a/os/as	It is.....Ugly
Mi colegio tiene	My school has	Una piscina	A swimming pool	Moderno/a/os/as	Modern
Un salón de actos	A hall	Una clase de informática	An IT room	Bonito/a/os/as	Pretty
Un campo de futbol	A football pitch	Unos laboratorios	Some laboratories	Pequeño/a/os/as	Small
Un comedor	A dining room	Muchos edificios	Lots of buildings	Grande	Big
Un patio	A playground	Unos servicios	Some toilets	Pero	But
Un gimnasio	A gym	Muchas aulas	Lots of classrooms	¡Qué suerte!	How lucky!
Un oratorio	A prayer room	Unas instalaciones	Some facilities	¡Qué pena!	What a shame!
Una pista de tenis	A tennis court	Antiguo/a/os/as	Old	En mi escuela primaria había	In my primary school there was /were

W/C 23/02/26 - Week 9: ¿Cómo es tu clase? [what is your classroom like?]				¿Cómo es tu clase? [what is your classroom like?]	
En mi clase	In my class	Mi estuche	My pencil case	Es...Antiguo/a/os/as	It is....old
Tengo	I have	Mi bolígrafo	My pen	Moderno/a/os/as	Modern
Tenemos	We have	Las mesas	The tables	Bonito/a/os/as	Nice/pretty
Hay	There is/are	Las sillas	The chairs	Feo/a/os/as	Ugly
No hay	There is not/are not	Muchos deberes	Lots of homework	Pequeño/a/os/as	White
Una ventana	A window	Mis compañeros/as	My classmates	Blanco/a/os/as	White
Una puerta	A door	Unos libros	Some books	Negro/a/os/as	Black
Mi mochila	My school bag	Los cuadernos	The exercise books	Azul(es)	Blue
Mucho papel	Lots of paper	Grande(s)	Big	Verde(s)	Green

W/C 09/03/26 - <u>Week 11</u> : ¿Cuáles actividades te gusta hacer? [which activities do you like to do?]		¿Cuáles actividades te gusta hacer? [which activities do you like to do?]		W/C 23/03/26 - <u>Week 13</u> : ¿Cuáles actividades te gusta hacer? [which activities do you like to do?]	
Durante el recreo	<u>During</u> break time	Me gusta...Ir al club de baloncesto/cricket	I like ...to go to basketball/cricket club	Dado que	<u>Because</u>
Después del colegio	After <u>school</u>	Participar en el equipo de futbol	To participate in the football team	Ya que	<u>Because</u>
Por la tarde	In the <u>afternoon</u>	Tocar en la orquesta	Top lay in the <u>orchestra</u>	Es	<u>It is</u>
Por la mañana	In the <u>morning</u>	Cantar en una banda	To sing in a band	Lo encuentro	<u>I find it</u>
Los lunes/martes/miércoles...	<u>On</u> <u>Mondays/Tuesdays/Wednesdays...</u>	Ir al club de baile	To go to dance club	Divertido	<u>Fun</u>
Todos los días	<u>Every day</u>	Jugar en el club de ajedrez	To play in chess club	Activo	active
Me gusta	<u>I like</u>	Hacer los deberes	To do the homework	Relajante	<u>Relaxing</u>
Me mola	<u>I love</u>	Participar en el club de arte/teatro	To participate in art/drama club	Importante	<u>Important</u>
Me encanta	<u>I love</u>	Porque	<u>because</u>	creativo	Creative

Spellings weeks 1-3

Week 1 set 1	Week 1 set 2	Week 2 set 1	Week 2 set 2	Week 3 set 1	Week 3 set 2
1. Coefficient	1. Term	1. Brackets	1. Expand	1. Factorise	1. Substitute
2. Hierarchy	2. Patriarchal	2. Revenge	2. Soliloquy	2. Juxtaposition	2. Oxymoron
3. Newton	3. Friction	3. Movement	3. Direction	3. Resistance	3. Weight
4. Drought	4. Xerophyte	4. Succulent	4. Irrigation	4. Overgrazing	4. Inequality
5. Empire	5. Imperialism	5. Expansion	5. Decimation	5. Diversity	5. Mosaic

Spellings weeks 4-6

Week 4 set 1	Week 4 set 2	Week 5 set 1	Week 5 set 2	Week 6 set 1	Week 6 set 2
1. Simplify	1. Inequality	1. Solution	1. Function	1. Sequence	1. Polygon
2. Dramatic Irony	2. Rhetoric	2. Chorus	2. Characterisation	2. Stanza	2. Rhyme
3. Gravitational	3. Stationary	3. Tension	3. Gases	3. Evaporating	3. Solution
4. Industrialisation	4. Urbanisation	4. Literacy	4. Poverty	4. Globalisation	4. Sustainability
5. Marriage	5. Revolutionary	5. Communal	5. Sacrifice	5. Epitaph	5. Emperor

Spellings weeks 7-9

Week 7 set 1	Week 7 set 2	Week 8 set 1	Week 8 set 2	Week 9 set 1	Week 9 set 2
1. Triangle	1. Quadrilateral	1. Parallelogram	1. Rhombus	1. Trapezium	1. Rectangle
2. Metre	2. Turmoil	2. Unrequited	2. Honour	2. Quotation	2. Anecdote
3. Solvent	3. Insoluble	3. Saturated	3. Photosynthesis	3. Chlorophyll	3. Iodine
4. effect	4. dioxide	4. Methane	4. Deforestation	4. Mitigation	4. Renewable
5. Republic	5. Senate	5. Consul	5. Tribune	5. Aedile	5. Dignity

Spellings weeks 10-12

Week 10 set 1	Week 10 set 2	Week 11 set 1	Week 11 set 2	Week 12 set 1	Week 12 set 2
1. Square	1. Circle	1. Radius	1. Diameter	1. Circumference	1. Chord
2. Anaphora	2. Superlative	2. Contrast	2. Sonnet	2. Symbolism	2. Catastrophe
3. Bioaccumulation	3. Starch	3. Stomata	3. Eutrophication	3. Xylem	3. Phloem
4. Accumulation	4. Ablation	4. Plucking	4. Abrasion	4. Corrie	4. Pyramidal
5. Distrustful	5. Triumvirate	5. Barbarian	5. Vercingetorix	5. Cannibalism	5. Siege