C2 Knowledge Organiser - Year 7

Name:

Advisory:

Hard work | Integrity | Fairness

DIXONS NEWALL GREEN ACADEMY

Contents

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

English

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

w/c 8th December - Section 1: The Tempest Context 1	
The Globe Theatre	The round, open theatre in which Shakespeare's plays were performed.
The Lord Chamberlain's Men	The group of actors who performed the works of Shakespeare.
Censorship	The act of suppressing freedom to write and perform a certain topic/s.
The Reformation	A period of religious upheaval between Catholics and Protestants.
Playwright	An individual who writes plays.

w/c 15th December - Section 2: Context 2	
Jacobean Period (1603-1625)	the literary and artistic period in which King James was monarch; it followed the Elizabethan period
Hierarchy	Jacobean society was structured in terms of importance: aristocrats at the top; peasants and animals at the bottom
Patriarchy	it was typical that men were more powerful: fathers owned and gave away daughters to husbands
Exploration	many areas of the world were yet to be discovered and there weren't any accurate globes or maps
Colonisation	powerful nations took over and ruled less powerful nations; natives would be treated harshly and with prejudice

w/c 5th January - Section 3: Characters 1	
Prospero	sorcerer trapped on an island after Antonio betrayed him for the title of Duke of Milan
Miranda	Prospero's daughter: brought to the island at a young age; naïve and compassionate
Arial	Prospero's servant: playful and magical spirit; mischievous but loyal
Caliban	Prospero's servant: son of the witch Sycorax; believes the island is rightfully his; rude, coarse and brutal
Ferdinand	son of Alonso: loyal; falls in love with Miranda at first sight

w/c 12th January - Section 4: Characters 2	
King Alonso	king of Naples: helped Antonio usurp Prospero; learns to regret his actions
Antonio	Prospero's brother: power-hungry and foolish; usurped Prospero; plots to kill the King
Sebastian	Alonso's brother: aggressive and cowardly; easily persuaded to kill King Alonso.
Gonzalo	Alonso's counsellor and trusted advisor.

w/c 19th January - Section 5: Key Themes	
Revenge	Prospero plots revenge upon his brother and Alonso; Caliban plots revenge against Prospero for taking the island
Forgiveness	Prospero comes to forgive those who betrayed him.
Power	Power is taken by force, and violence; Prospero exerts power over the island in different ways
Magic	Prospero's magic gives him total control—he always seems to know what will happen next
Tragicomedy	Serious issues are portrayed but combined with humour and a happy ending

w/c 26th January - Section 6: Techniques	
Stage direction	instructions in a script which inform actors how to speak or move
Aside	remarks made by characters which only the audience can hear
Soliloquy	A speech in which a character speaks their thoughts and feelings aloud
Epilogue	section at the end of a story which brings concluding thoughts
Shakespearean Comedy	genre of Shakespearean play which is light-hearted and ends in a marriage

English

w/c 2nd February - Section 7: What is Rhetoric?	
Rhetoric	the art of persuasion
Aristotelian Triad	three main components of a compelling and persuasive argument
Ethos	the public persona you portray (how you come across)
Pathos	making your reader / audience feel something – being emotive
Logos	Your logical / rational argument and how it is constructed

w/c 9th February - Section 8: Key Terms	
Viewpoint	your views, opinions and perspective on an issue
Reader/audience	those who your argument is directed at
Form/text type	how your writing is constructed and organised e.g. letter, email
Purpose	the reason for your argument

w/c 23rd February - Section 9: Rhetorical Devices	
Opinion	a view or attitude towards something
Facts	something that is true
Statistics	numerical facts
Triple	three ideas or examples in a row for emphasis

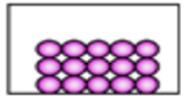
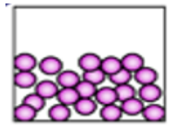
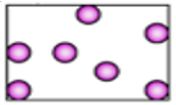
w/c 2nd March - Section 10: Rhetorical Structure	
Hook	an opening sentence intended to catch the reader's attention
Introduction	a way to introduce your key information
Main Point	reasons and examples used to argue your view
Counter and Smash	an opposing view followed by reasons why yours is superior

w/c 9th March - Section 11: Rhetorical Devices	
Personal Pronouns	substitute for a proper noun e.g. you, we, us
Quotations	when you borrow and use somebody else's words
Analogy	a comparison that aims to explain a thing or idea by likening it to something else
Anecdote	a personal story which allows the audience to relate to you

w/c 16th March - Section 12: Rhetorical Devices	
Adverbs of confidence	adverbs which demonstrate your confidence in something e.g. unequivocally, clearly
Superlative	an adjective or adverb which describes the highest quality of something e.g. biggest
Anaphora	the repetition of a word or phrase at the beginning of successive phrases or sentences
Direct Address	speaking directly to the reader / audience

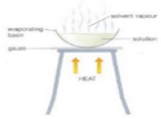
w/c 23rd March - Section 13: Rhetorical Devices	
Rhetorical Question	A question designed to make us think or reconsider an important issue.
Conclusion	a summary of your main ideas
Emotive Language	words chosen to affect the reader emotionally
Plural Pronouns	A substitute for a proper noun e.g. we, us, our, which creates a feeling of togetherness and shared responsibility

Science

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

Science

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**.

Y7 Science Cycle 2 - Sheet 2

Cells & Life Processes

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** in a **given volume**.
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.

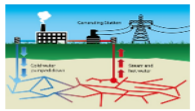
Science

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 **lifted up**, 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)	**Brittle** (**breaks easily**)
	Ductile (can be **pulled** into **wires**)	
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_2O	water	H_2	hydrogen	$C_6H_{12}O_6$	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 8th December - Section 1 – Hot Deserts	
evaporation	**liquid water** heated → turns into **water vapour** → **rises** to atmosphere
condensation	water **vapour cools** → turns into **liquid water** → forms **clouds**
precipitation	**moisture** that **falls** from sky → e.g. **rain**, snow, sleet, hail
Hydrological cycle	This is also known as the water cycle.

W/C 12th January – Section 4 – Hot Deserts	
Tropical Rainforest	along the **Equator**
Tropical Rainforest	**high temperatures** (hot) **high precipitation** (wet)
Hot Desert	along the **Tropic of Cancer** along the **Tropic of Capricorn**
Hot Desert	**high temperatures** (hot) **low precipitation** (dry)

W/C 15th December – Section 2 – Hot Deserts	
climate	**average precipitation** and **temperature** in an area **over many years**
weather	**hour to hour changes** in **precipitation** and **temperatures**
concentrated	**focused** in an **area** → **strong** and **intense**
insolation	**sunlight** (solar radiation) that **reaches surface** of **Earth**

W/C 19th January - Section 5 – Hot Deserts	
producer	**plant** → **absorb energy** from **sun** → **photosynthesis**
consumer	**organism** → **energy** from **eating producers** or **other consumers**
decomposer	**bacteria** or **fungus** → **energy** by **breaking down dead tissue**
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 5th January – Section 3 – Hot Deserts	
distribution	how something is **spread out** (or where it is **located**)
biodiversity	**variety** of **plant** and **animal life** in a **particular habitat**
ecosystem	**biotic** and **abiotic** things, **interacting** with **each other** and **environment**
global ecosystem	**very large ecosystems** → also called **biomes** e.g. deserts, rainforests

W/C 26th January – Section 6 – Hot Deserts	
cactus roots	**long taproots** → **7-10 m long** → **reach far** to **find water**
cactus spines	**spines** (spikes) → **lose less water** than leaves, **protection** from **animals**
camel feet	**large feet** → **stops camel sinking** into **sand**
camel hump	**hump** on back → **stores fat** (not water) → **energy source** for **long journeys**

Geography

W/C 2nd February – Section 7 – Hot Deserts		W/C 2nd March – Section 10 – Climate Change	
desertification	healthy **land** on **desert fringes** (edges) **turns to desert → loses nutrients**	Quaternary period	period of **time** → **2.6 million years ago to** the **present day**
1. climate change	**climate warming** → makes **desert fringe drier** → causes **desertification**	glacial	period of **time** with **colder global temperatures** e.g. an ice age
2. wood for fuel	**trees cut down → tree roots cannot hold soil together → soil erosion → infertile soil → desertification**	interglacial	period of **time** with **warmer global temperatures**
3. overgrazing	**too many farm animals → soil erosion→ infertile soil→ desertification**	natural resource	found in **nature → used** by humans e.g. **water, coal**

W/C 9th February – Section 8 – Climate Change		W/C 9th March – Section 11 – Climate Change	
atmosphere	the **thin layer** of **gases** that **surrounds** the **Earth** e.g. oxygen, nitrogen	greenhouse effect ☺·	1. incoming **solar radiation** from the sun enters the atmosphere 2. some of this **radiation** is **reflected** to **space** 3. some of this outgoing **radiation** is absorbed by **greenhouse gases** his makes the Earth **warm enough** for **life** to survive ☺
biosphere	all of the **living** things on **Earth** including **plant** and **animal life**	enhanced greenhouse effect ☹·	1. incoming **solar radiation** from the sun enters the atmosphere 2. some of this **radiation** is **reflected** to **space** 3. **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** ☹·
lithosphere	the **ground** layer of Earth → e.g. the **crust**, **rocks**, **soils** and **landforms**	fossil fuels	**fuels** formed from **fossilised plants** and **animals** e.g. **coal, oil** and **gas**
hydrosphere	all of the **liquid water** on the Earth e.g. **ocean, rivers** and **lakes**	greenhouse gases	e.g. **carbon dioxide** and **methane** → they can come from **burning fossil fuels** → they **absorb outgoing radiation** → this **warms** the **atmosphere**

Geography

W/C 23rd February – Section 9 – Climate Change		W/C 16th 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 23rd 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 8th December - Section 1: Contenders for the throne: 1066		W/C 15th 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 5th, 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 Morcar 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 5th January - Section 3: Battle of Hastings		**W/C 12th 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 Morcar 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 **retreated** 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 Morcar 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 19th January - Section 5: Building castles		**W/C 26th 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 2nd 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 9th February - Section 8: Henry II and Thomas Becket		W/C 23rd 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 Britttany 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**. So 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 2nd March - Section 10: Mansa Musa		**W/C 9th 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 16th March - Section 12: The Black Death		**W/C 23rd 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

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

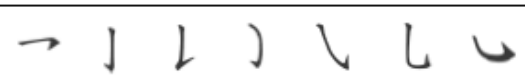
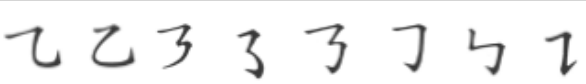
Mandarin – Year 7 – C2 – Week 5 (19/01): Pinyin Initials & Finals

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 1st 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 2nd tone	The second rises moderately. In English we sometimes associate this rise in pitch with a question.
The 3rd tone	The third tone falls and then rises again. When pronounced clearly, its tonal "dipping" is very distinctive.
The 4th 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

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		**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

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	犭	Animal radical
目	Eye radical	扌	Hand radical	讠	Speech radical
石	Stone radical	舌	Tongue radical	囗	An enclosed aera 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

DIXONS NEWALL GREEN ACADEMY

Spanish

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

Spanish

¿Qué hay en tu instituto? [what is there in your school?]	
En mi instituto hay	In my school there is/are
Mi colegio tiene	My school has
Un salón de actos	A hall
Un campo de futbol	A football pitch
Un comedor	A dining room
Un patio	A playground
Un gimnasio	A gym
Un oratorio	A prayer room
Una pista de tenis	A tennis court

W/C 02/02/26 - Week 7: ¿Qué hay en tu instituto? [what is there in your school?]	
En mi insituto hay...una biblioteca	In my school there is/are...a library
Una piscina	A swimming pool
Una clase de informática	An IT room
Unos laboratorios	Some laboratories
Muchos edificios	Lots of buildings
Unos servicios	Some toilets
Muchas aulas	Lots of classrooms
Unas instalaciones	Some facilities
Antiguo/a/os/as	Old

¿Qué hay en tu instituto? [what is there in your school?]	
Es....Feo/a/os/as	It is.....Ugly
Moderno/a/os/as	Modern
Bonito/a/os/as	Pretty
Pequeño/a/os/as	Small
Grande	Big
Pero	But
¡Qué suerte!	How lucky!
¡Qué pena!	What a shame!
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?]			
En mi clase	In my class	**Mi estuche**	My pencil case
Tengo	I have	**Mi bolígrafo**	My pen
Tenemos	We have	**Las mesas**	The tables
Hay	There is/are	**Las sillas**	The chairs
No hay	There is not/are not	**Muchos deberes**	Lots of homework
Una ventana	A window	**Mis compañeros/as**	My classmates
Una puerta	A door	**Unos libros**	Some books
Mi mochila	My school bag	**Los cuadernos**	The exercise books
Mucho papel	Lots of paper	**Grande(s)**	Big

¿Cómo es tu clase? [what is your classroom like?]	
Es...Antiguo/a/os/as	It is....old
Moderno/a/os/as	Modern
Bonito/a/os/as	Nice/pretty
Feo/a/os/as	Ugly
Pequeño/a/os/as	White
Blanco/a/os/as	White
Negro/a/os/as	Black
Azul(es)	Blue
Verde(s)	Green

Spanish

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