

C3 Knowledge Organiser - Year 7

Name:

Advisory:

Contents

Content	Page
Homework Overview	1
English	2-3
Science	4-6
Geography	7-9
History	10-11
Mandarin	12-14
Spanish	15-16
Spellings	17-20

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

w/c 30.03.26 - Section 1: Rhetoric Recap		w/c 13.04.26 - Section 2: Rhetorical Structure	
Ethos	the public persona you portray (how you come across)	Hook	an opening sentence intended to catch the reader's attention
Pathos	making your reader / audience feel something – being emotive	Introduction	a way to introduce your key information
Logos	your logical argument and how it is constructed	Main Point	reasons and examples used to argue your view
Direct Address	speaking directly to the reader / audience	Counter and Smash	an opposing view followed by reasons why yours is superior
FORECAST	a mnemonic for remembering rhetorical devices	Conclusion	a summary of your main ideas
w/c 20.04.26 - Section 3: FORECAST 1		w/c 27.04.26 - Section 4: FORECAST 2	
Facts and Opinions	Information that can be proven and information that is based on feelings – opinion can be disguised as fact	Anaphora	the repetition of a word or phrase at the beginning of successive phrases or sentences
Rhetorical Question	A question that does not require an answer or leads the audience to a specific answer	Anecdote	a short story that illustrates your point
Repetition	Use of words or phrases multiple times	Alliteration	Repeated initial letter sound, for example, 'teen texting timebomb threatens future literacy'
Emotive Language	Vocabulary that has deeper connotations to be precise and impact the reader	Statistics	Numbers, dates, times, percentages. Used to manipulate facts or show precision of knowledge
Counter and Smash	an opposing view followed by reasons why yours is superior	Triples / Threes	Repeating or listing three times
w/c 04.05.26 - Section 5: Structuring Descriptive Writing		w/c 11.05.26 - Section 6: Creating Imagery	
Drop	Start with a dramatic moment to hook the reader.	Metaphor	describing one thing as though it is another
Zoom	Focus closely on a small detail.	Simile	comparison using 'like' or 'as'
Flash	Jump briefly to another time or place. Create contrast with what has come before.	Personification	attribution of human qualities to non-living things
Mirror	End by reflecting the opening scene or idea. Add a change or development to the original opening.	Onomatopoeia	a sound of a word imitates its sense e.g. 'buzz'
		Pathetic fallacy	human feelings are associated with inanimate objects
w/c 18.05.26 - Section 7: Sentence Revision 1		w/c 01.06.26 - Section 8: Sentence Revision 2	
Main Clause	a complete sentence that makes sense on its <u>own</u> ; containing a subject and a verb phrase	Word Class	the category that tells us the qualities of a word, for example, a naming word is a noun
Subordinate Clause	a phrase, usually containing a conjunction, that is dependent on the main clause for meaning	Simple sentence	a main clause that expresses a single idea with no additional information
Subject	a part of a sentence that contains the person or thing (noun or noun phrase) performing the action (verb)	Compound sentence	two independent clauses joined by a co-ordinating conjunction (FANBOYS) or semi-colon
Verb	a word that indicates a physical action (e.g., 'drive'), a mental action (e.g., 'think') or state of being (e.g., 'exist')	Complex sentence	a complete sentence containing one main independent clause and at least one subordinate clause

w/c 08.06.26 - Section 9: Year 7 Vocabulary 1		w/c 15.06.26 - Section 10: Year 7 Vocabulary 2	
Hubristic	excessively proud, ambitious or self-confident	Colonialism	the act and impact of a more powerful nation taking over and settling a less powerful nation
Tension	the state of being stretched tight; mental or emotional strain	Rhetoric	a way of speaking and writing to communicate ideas and opinions to affect an audience
Tempestuous	describing strong, turbulent or conflicting emotions	Redemption	the act of saving or being saved from acts of evil or error
Hierarchy	a system in which members of a society are ranked according to their status	Epilogue	section at the end of a story which brings concluding thoughts
w/c 22.06.26 - Section 11: Year 7 Vocabulary 3		w/c 29.06.26 - Section 12: Year 7 Vocabulary 4	
Myth	a story told to explain big ideas about life, such as how humans were created. They form the belief systems of ancient people	Narrative	a spoken or written account of events; a story
Playwright	a person who writes plays	Theme	a 'big' idea that is woven through a text, such as 'love', 'revenge', or 'power relationships'
Morpheme	the smallest part of a word that holds meaning, for example 're' meaning 'again'	Analysis	a detailed examination of the details of a text
Quotation	when you borrow somebody else's words	Evaluation	the process of making a judgement of something, e.g., evaluating the impact of a speech
w/c 06.07.26 - Section 13: Year 7 Review			
Greek Myths	an exploration of Greek mythology, including aetiological and historical stories. From the oral traditions of the classical world		
Shakespeare	a 16 th Century playwright famous for plays exploring aspects of human life; considered by some to be the greatest writer in the English language		
Rhetoric	the art of spoken language and persuasion, based on the work of the Ancient Greek philosopher, Aristotle		
Writing Non-Fiction and Fiction	Either imaginary or factual writing that allows the author to express and share ideas, often using a range of features and devices for effect		

Spellings:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Rhetoric Hubristic	Morpheme Tempestuous	Epilogue Corruption	Colonialism Analysis	Mythology Quotation	Hierarchy Personification
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Pathetic Fallacy Reluctant	Narrative Integral	Playwright Scathing	Subordinate Eloquence	Onomatopoeia Transactional	Repetition Descriptive

Section 1 - Male Reproductive System		W.B. 30 th March
Sperm Cell	Male gamete (sex cell).	
Testes	Produces and stores sperm cells.	
Sperm Duct	Carries sperm to the penis.	
Glands	Add fluids to the sperm to make semen.	
Urethra	Carries sperm and urine out of the penis.	
Ejaculation	When sperm are released from the penis.	
Section 2 - Female Reproductive System		W.B. 20 th April
Egg Cell (Ovum)	Female gamete (sex cell).	
Ovaries	Stores egg cells. One egg cell is released every 28 days (ovulation).	
Oviducts	Carry egg cells away from the ovary. Also called fallopian tubes.	
Uterus	Where the baby grows for 9 months.	
Vagina	Muscular tube. Penis enters here.	
Cervix	Ring of muscle that holds the baby in place.	
Section 3 - Fertilisation and Pregnancy		W.B. 27 th April
Fertilisation	The nucleus of a sperm cell fuses with the nucleus of an egg cell in the oviduct. Forms a zygote.	
Zygote	Cell formed by fertilisation. Divides into more cells and forms an embryo.	
Embryo	Ball of cells. Attaches to lining of uterus (implantation). Develops into fetus.	
Fetus	Name given to an unborn baby after 8 weeks.	
Placenta	Organ that allows oxygen and nutrients to diffuse from mother's to baby's blood. Also removes carbon dioxide from baby's blood.	
Umbilical Cord	Connects placenta to the fetus.	
Amniotic Sac	Filled with fluid. Acts as shock absorber to protect the fetus.	

Section 4 - Plant Reproductive Parts (found in a flower) W.B. 4 th May	
Stamen	Male reproductive parts (anther and filament).
Anther	Produces pollen grains (male sex cell).
Filament	Holds up the anther.
Carpel	Female reproductive parts (ovary, stigma and style).
Ovary	Produces ovules (female sex cells).
Stigma	Collects pollen grains.
Style	Holds up the stigma.

Section 5 - Pollination and Fertilisation in Plants W.B. 11 th May	
Pollination	Transfer of pollen from an anther to a stigma. Pollen is spread by insects or wind.
Cross-Pollination 	Pollen is spread between two different plants.
Self-Pollination 	Pollen is spread between the male and female parts of the same plant.
Fertilisation	Nucleus of pollen grain fuses with nucleus of ovule. Happens in ovary. Forms seeds.
Seed Dispersal	Main methods: wind, animals, water and explosion.
Germination	When a seed starts to grow. This requires water, oxygen and warmth.

Section 1 - Acids, Alkalis and Indicators		W.B. 18 th May
Acid	A solution with a pH lower than 7.	
Alkali	A solution with a pH higher than 7.	
Neutral	A solution with a pH of exactly 7.	
pH Scale	A scale from 0 to 14 that is used to measure how acidic or alkaline a solution is.	
Indicator	A chemical that changes colour to show whether a solution is acidic, alkaline or neutral.	
Universal Indicator	A dark green indicator that changes a wide range of colours depending on the pH.	
Red Litmus Paper	An indicator paper that turns blue in alkali.	
Blue Litmus Paper	An indicator paper that turns red in acid.	
pH Probe and Meter	Used to measure pH electronically. More accurate than an indicator.	

Section 2 - The pH Scale				W.B. 1 st June
pH	Substance	Colour with Universal Indicator	Everyday Examples	
0-3	Strong Acid	Red or Orange	Stomach acid, battery acid, lemon juice, vinegar.	
4 - 6	Weak Acid	Orange or Yellow	Tomatoes, bananas, coffee, acid rain.	
7	Neutral	Green	Water	
8 – 10	Weak Alkali	Blue	Toothpaste, washing up liquid, baking soda.	
11 - 14	Strong Alkali	Dark Blue or Purple	Oven cleaner, drain cleaner, bleach.	

Section 3 - Common Laboratory Acids and Bases		W.B. 8 th June
Acids	hydrochloric acid - HCl	
	sulphuric acid – H ₂ SO ₄	
	nitric acid – HNO ₃	
Bases	metal hydroxides e.g. sodium hydroxide - NaOH	
	metal oxides e.g. magnesium oxide - MgO	
	metal carbonates e.g. calcium carbonate - CaCO ₃	

Section 4 - Neutralisation Reactions		W.B. 15 th June
Base	A substance that will neutralise an acid. (Soluble bases are known as alkalis.)	
Neutralisation	A reaction between an acid and an alkali/base which forms a neutral solution.	
Neutralisation Word Equations	metal hydroxide + acid -> salt + water	
	metal oxide + acid -> salt + water	
	metal carbonate + acid -> salt + water + carbon dioxide	
Rules for Naming the Salt	1. First part comes from the metal in the base. 2. Second part comes from the acid. hydrochloric acid -> chloride nitric acid -> nitrate sulphuric acid -> sulphate	
Test for Carbon Dioxide Gas	Bubble the gas through limewater – it will turn cloudy.	
Making Salt Crystals	1. Add the base to the acid until no more will react. 2. Filter the mixture to remove any unreacted base. 3. Heat gently to evaporate some of the water then leave to crystallise.	

**Year 7 Science Cycle 3 – Sheet 2
Acids & Alkalis**

Section 1 – Fuels & Combustion		W.B. 22 nd June
Fuel	Substance that can be burnt to transfer energy by heating . E.g. fossil fuels, wood, hydrogen.	
Combustion	Burning . Requires fuel , heat and oxygen . Releases energy – exothermic reaction. Oxidation reaction.	
Complete Combustion	Occurs when plenty of oxygen available. Produces carbon dioxide and water only. fuel + oxygen -> carbon dioxide + water	
Incomplete Combustion	Occurs when not enough oxygen available. Produces carbon dioxide , water , carbon monoxide and carbon particles (soot).	
Carbon Dioxide	Causes global warming . Turns limewater cloudy .	
Carbon Monoxide	Toxic gas which reduces the amount of oxygen that red blood cells can carry.	
Carbon Particles (Soot)	Cause breathing difficulties and global dimming .	
Section 2 - Global Warming		W.B. 29 th June
Greenhouse Effect	Greenhouse gases (carbon dioxide , methane and water vapour) trap heat in Earth's atmosphere.	
Increase in Greenhouse Gases	Carbon dioxide – burning fossil fuels and deforestation . Methane – cows and paddy fields .	
Global Warming	Greenhouse gas layer getting thicker . More heat trapped. Increases Earth's temperature . Causes climate change .	
Effects	Polar ice caps melt -> loss of habitats and sea levels rise which causes flooding . Storms and droughts .	
Prevention	Burn fewer fossil fuels – use alternatives. Less deforestation . Plant more trees.	

Section 3 – Acid Rain		W.B. 6 th July
Acid Rain	More acidic than normal rain. Caused by sulphur dioxide and nitrogen oxides released when burning fossil fuels .	
Sulphur Dioxide	Sulphur impurities in fossil fuels react with oxygen to make sulphur dioxide .	
Nitrogen Oxides	Heat from combustion causes nitrogen in air to react with oxygen to form nitrogen oxides .	
Clouds	Gases react with water vapour in clouds . Sulphur dioxide forms sulphuric acid . Nitrogen oxides form nitric acid .	
Effects	Kills trees , makes lakes acidic , weathers stone buildings , breathing problems, corrosion/rusting of metal.	
Prevention	Burn fewer fossil fuels . Use technology to clean polluting gases.	
Mitigation	Add alkali to lakes to neutralise the water.	
Section 4 – Earth's Atmosphere & Carbon Cycle		W.B. 13 th July
Composition	78% nitrogen , 21% oxygen , 1% other gases (argon and carbon dioxide).	
Volcanoes	Volcanoes erupt and release carbon dioxide.	
Oceans	Carbon dioxide dissolves in the oceans .	
Photosynthesis	Plants take in carbon dioxide and release oxygen .	
Respiration	All living organisms take in oxygen and release carbon dioxide .	
Decomposers	Micro-organisms break down dead organisms. Releases carbon dioxide .	
Burning fossil fuels	Releases carbon dioxide .	

Y7 Science Cycle 3 - Sheet 3

Earth, Materials & Atmosphere

W/C 30 th March - Section 1		W/C 4 th May – Section 4	
urban area	cities, towns	development	to improve a place → e.g. better education, health care and jobs
rural area	countryside, villages	sustainable	sustainable development → does not harm planet for future people
population	number of people in a place	infrastructure	places and their connections e.g. road, rail, power supplies
migration	moving from one area to another	sparsely populated	only a few people living in an area

W/C 20 th April – Section 2		W/C 11 th May - Section 5	
urbanisation	increase in % of a country's population living in urban areas	rural to urban	rural to urban migration → people moving from countryside to cities
megacity	urban area with population more than 10 million people	push factors	people migrate from rural areas → negative reasons e.g. famine
urban area	cities, towns	pull factors	people migrate to urban areas → positive reasons e.g. better paid jobs
GDP	Gross Domestic Product → money (\$) made in country → in one year	natural increase	young adults → start a family → birth rate higher than death rate

W/C 27 th April – Section 3		W/C 18 th May – Section 6	
LIC	Low Income Countries → poorest countries → e.g. Nepal	primary	getting raw materials from the land and sea e.g. farming → low pay
NEE	Newly Emerging Economies → getting richer → e.g. Brazil	secondary	making products from raw materials e.g. car manufacturing
HIC	High Income Countries → richest countries → e.g. The UK	tertiary	service industries → e.g. doctors and teachers → higher pay
densely populated	lots of people living in an area → crowded	quaternary	ICT and research e.g. computer designers and scientists



W/C 1 st June – Section 7		W/C 22 nd June – Section 10 - London	
birth rate	number of live births (per 1,000 people) → high in LICs	reasons for population size	international migration urbanisation slowing
death rate	number of deaths (per 1,000 people) → high in LICs	GDP	HIC → \$2.9 trillion
life expectancy	average age that a person is likely to live to (in a particular place)	life expectancy	83
literacy rate	percentage of people who can read and write	literacy rate	99%

W/C 8 th June – Section 8		W/C 29 th June – Section 11 – Opportunities in Rio	
economic migrant	when a person moves from one place to another for a better job	social	'Self-help Schemes' → provides locals with building materials → improve homes 'Pacifying Police' → reduced crime in the favelas
immigration	people entering a foreign country to live there	economic	transport systems extended → now includes the favelas → gives residents the opportunity to travel to work in the city centre
emigration	people leaving their own country to live in another country	environmental	improved train system → fewer cars → reduce air pollution ships fined for dumping waste into sea near Rio de Janeiro coast

W/C 15 th June – Section 9 – Rio		W/C 6 th July – Section 12 – Challenges in Rio	
reasons for population size	rural to urban migration urbanisation speeding up	social	squatter settlements (favelas) → e.g. Rocinha → no sewage system → poor sanitation → waterborne diseases → diarrhea
GDP	NEE → \$1.9 trillion	economic	inequalities → some areas much poorer → power cuts → few employment opportunities in favelas → high levels of crime
life expectancy	76	environmental	traffic congestion → roads very busy → lots of air pollution litter and sewage problem → especially on the beaches/sea
literacy rate	97%		

W/C 13th July – Section 13 Opportunities and challenges in London

social	education → In Newham (deprived area) → only 62% of children achieve 5 good GCSEs . Health → life expectancy in Kensington (less deprived area) → is 88 → compared to only 79 in Newham
economic	urban deprivation → over 2 million people in London live in poverty → some areas suffer from dereliction e.g. graffiti and crime
environmental	water deficit → London → not enough water to meet population demand → water is transferred from elsewhere in country waste disposal → challenge → rising population
social	sustainable urban living → Olympic Park transformed into sustainable housing → renamed East Village → rainwater used to flush toilets and allotments to reduce food miles
economic	new train line → called Elizabeth Line → has space for extra 200 million passengers each year → reduce journey times to work
environmental	urban greening → increasing parks in London e.g. the Olympic Park 11,000 pay as you go bicycles → sustainable → reduces pollution

Cycle 3 Week 1: W/C 30 th March - Section 1: The Black Death		Cycle 3 Week 2: W/C 20 th April - Section 2: 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.
Cycle 3 Week 3: W/C 27 th April - Section 3: The Roman Catholic Church		Cycle 3 Week 4: W/C 4 th May - Section 4: Criticisms of the Roman Catholic Church	
Pope	The heir of Saint Peter, the closest disciple of Jesus. The Pope is the Head of the Roman Catholic Church.	Reading	All church services were in Latin. The peasants did not speak or read Latin and wanted to learn more in their own language.
Archbishops	The archbishops and bishops are the most important religious leaders in a country. In England, it is the Archbishop of Canterbury .	Wealth	The Catholic Church was incredibly wealthy . Many people thought that this was wrong; after all, Jesus had been very poor.
Priests	Priests look after a church and a congregation in a local village. They would conduct baptisms, marriages and funerals.	Taxes	People had to pay taxes (the tithe) to the Church. This was deeply unpopular. The money was not shared out fairly.
Monks / Nuns	Monks and nuns live away from society to focus exclusively on God. Monks live in a monastery ; nuns live in a convent .	Courts	The Church had its own courts put people on trial for religious crimes e.g. not attending church.
Cycle 3 Week 5: W/C 11 th May - Section 5: The Young Henry VIII		Cycle 3 Week 6: W/C 18 th May - Section 6: Henry VIII's 'Great Matter'	
Intelligence	Henry was a very clever child. He was fluent in Latin and French. He wrote music, played many instruments, loved poetry and had a keen intelligence on matters from religion to medicine .	Catherine of Aragon	Catherine had been married to Henry's older brother, Arthur. She suffered a series of miscarriages but eventually gave birth to a baby girl – Mary.
Chivalry	He heard tales of knights and oaths , of maidens in distress, of disguises and transformations.	Anne Boleyn	Anne Boleyn was unusually well educated . She was highly intelligent and pious . She was a match for Henry.
Athleticism	The young Henry was tall, athletic and a natural sportsman . He took up jousting, hunting, riding and tennis.	Problems with the Church	Pope Clement VII wouldn't allow a divorce . Catherine too mounted an incredibly spirited defence.
Cycle 3 Week 7: W/C 1 st June - Section 7: How Henry Changed England			
'Break with Rome'	England separated from the Catholic Church. Henry created his own church, the Church of England , and granted himself a divorce. Now he could finally marry Anne Boleyn .		
Reformation	The Reformation took place because people criticised the Roman Catholic Church. It led to a split in the Church between Catholics and Protestants.		
Catholics	Catholics believed that church services should be conducted in Latin . They believed that the churches should be beautiful and ornate to inspire people. Catholics believed that the Pope was incredibly important. They believed that the Bible should be taken literally .		
Protestants	Protestants believed that church services should be conducted in English . They believed that churches should be plain and simple so that people can focus us on God and not get distracted. Protestants do not think that the Pope is that important – there is no mention of the Pope in the Bible. They believed that the Bible is full of messages – it is not meant to be taken literally.		

Cycle 3 Week 8 W/C 8 th June - Section 8: Henry's Power Comparison		Cycle 3 Week 9 W/C 15 th June - Section 9: Elizabeth I	
Henry VIII (1509-1547)	Won some brief wars against France but no major victories. Had a good relationship with the Barons (Parliament) through the Act of Supremacy – that Henry was the supreme head of the Church in <u>England</u> ; though this meant poor relations with the Pope. Had to deal with a significant rebellion – the Pilgrimage of Grace .	Childhood	The young princess was a model pupil . She studied languages from the age of four and became fluent in French, Italian, Latin and Greek. Like her father, she enjoyed riding and hunting . Didn't expect to be queen – her brother and sister came first.
William the Conqueror (1066-1087)	Won wars and gained land by taking over England following the Battle of Hastings . Put down rebellions – i.e. the Harrying of the North . Had a good relationship with the barons as he took land away from the Saxons and gave it to the Normans.	Rule as queen	William Cecil became her closest advisor. She cleverly steered a middle course between Catholics and Protestants. In a male dominated age, Elizabeth proved she could be a great ruler.
Henry II (1154-1189)	Married Eleanor of Aquitaine and extended lands in France. Had a good relationship with the barons – made an example of Hugh Mortimer. Had a poor relationship with the Church – ordered (perhaps accidentally) the murder of Thomas Becket.	Question of marriage	Elizabeth was expected to marry. It could also lead to an alliance with France or Spain. However, Elizabeth knew all too well that if she were to marry, then her power would be diminished by a king. And <u>so</u> she remained the Virgin Queen .
John I (1199-1216)	Model of a bad king. Lost lands in France to Philip Augustus (Battle of Bouvines), excommunicated by the Pope (Innocent III), barons rebelled against him and forced him to sign Magna Carta .	Defeat of the Spanish Armada	August 1588. Protestant England was facing the world's foremost Catholic power: Spain . Through a combination of bravery and storms, the armada was defeated.
Cycle 3 Week 10 W/C 22 nd June - Section 10: King Charles I and Parliament		Cycle 3 Week 11 W/C 29 th June - Section 11: The English Civil War	
Money	Charles wanted to tax his people whenever he wanted. He brought in ship money, a tax on port towns. However, Parliament said that the king should ask them for permission before raising taxes.	Roundheads and Cavaliers	Supporters of Charles were known as the royalists or cavaliers whilst those who supported Parliament became known as the roundheads .
Religion	Parliament was made up of Protestants. Charles however was more aligned to the Catholic faith. He chose to marry a French Catholic princess, Henrietta Maria in 1626. Charles' Archbishop of Canterbury, William Laud insisted that churches should have choirs with the hymns sung in Latin . Churches should become beautiful and ornate once again. Protestants hated this. They liked their churches plain and simple . This way, they argued, they could focus more on prayer to God.	The Parliamentarians and The New Model Army	The parliamentarians were divided. Some, like Edward Montague, Earl of Manchester , thought that they should find peace with Charles. His deputy however, Oliver Cromwell , thought only in terms of crushing Charles. He brought in the New Model Army ; England's first truly professional fighting force; officers were chosen by their ability and not by their social class.
Power	Charles believed in the divine right of kings : the idea that God had chosen Charles alone any other to rule. Any argument against his absolute power was tantamount to arguing against God himself. Whereas Parliament said that they should be consulted .	Arrest	Parliament saw Charles as a tyrant and a traitor who must be defeated and brought to account for his crimes. On 20th January 1649 , he was brought to Westminster Hall to be tried for high treason .
Cycle 3 Week 12 W/C 6 th July - Section 12: Trial of King Charles I		Cycle 3 Week 13 W/C 13 th July - Section 13: Execution of Charles I	
Charles's defence	He refused to enter a plea , either of guilty or not guilty. Charles insisted that the trial was illegal – that Parliament had no right to put him on trial – he was their king and sovereign overlord.	Execution	His judgement was that he was a: tyrant, traitor and murderer. He wore an extra shirt so that he didn't appear as a coward. His last words were: 'remember'.

Week 1 w/c 20 th April: Strokes		Week 3 w/c 4 th May: 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	、 一 丿 ㇇ 丶	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.

Week 5 w/c 18th May: Stroke order

Rule 5	The middle part before both sides for symmetrical words.
Rule 6	The dot is last unless on the top centre.
Rule 7	The outside frame first and then inside strokes.
Rule 8	The inner part before the sealing stroke.







Week 7 w/c 8th June: 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	囗	An enclosed aer 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

Week 9 w/c 22nd June: 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 aer 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

Week 11 w/c 6th July: Structure of Chinese characters

Independent characters	whole/ basic characters	子	
Compound characters	left-right	你	
Compound characters	top-bottom	音	
Compound characters	left-middle-right	做	
Enclosures characters	motion/corner	起	
Enclosures characters	enclosed- outer and inner	国	

Spanish

Week 1 w/c 30th March : ¿Qué te gusta hacer en tu tiempo libre? ¿Por qué?				Week 2 w/c 20th April : ¿Qué te gusta hacer en tu tiempo libre? ¿Por qué?			
Los fines de semana	At weekends	bailar y cantar	to dance and sing	Los fines de semana	At weekends	jugar a los videojuegos	to play videogames
En mi tiempo libre	In my free time	hacer los deberes	to do homework	En mi tiempo libre	In my free time	charlar/chatear	to chat
Odio	I hate	rezar	to pray	Me gusta	I like	practicar deportes	to play sports
Me encanta	I love	mandar SMS	to send messages	No me gusta	I don't like	leer libros	to read books
Me chifla	I love	salir con mis amigos	to go out with my friends				

Week 3 w/c 27th April : ¿Qué te gusta hacer en tu tiempo libre? ¿Por qué?				Week 4 w/c 4th May : ¿Cuál es tu pasatiempo preferido?			
Porque	Because	Dado que	because	Diría que	I would say that	Creo que	I think that
Ya que	Because	Visto que	Because	ir de compras	going shopping	rezar	praying
Es fácil	It's easy	Es inútil	It's useless	navegar por internet	using the internet	nadar	swimming
Es relajante	It's relaxing	Es difícil	It's difficult	ver series y películas	watching series and films	cantar	singing
Es creativo	It's creative	Es aburrido	It's boring	charlar con mis amigos	chatting with my friends	bailar	dancing

Week 5 w/c 11th May : ¿Cuál es tu pasatiempo preferido?		Week 6 w/c 18th May : ¿Cuál es tu pasatiempo preferido?			
Es más/menos divertido que	It is more/less fun than	Diría que	I would say that	Creo que	I think that
Es más/menos popular que	It is more/less popular than	tocar la guitarra	playing the guitar	hacer los deberes	doing homework
Es más/menos agotador que	It is more/less exhausting than	practicar deportes	practicing sports	escuchar música	listening to music
Es más/menos pesado que	It is more/less dull than	jugar a los videojuegos	playing videogames	leer libros	reading books
Es más/menos interesante que	It is more/less interesting than				

Week 7 w/c 1st June : Las razones				Week 8 w/c 8th June : ¿Qué deportes haces?			
porque	because	es aburrido	it is boring	Todos los días	Every day	Cada fin de semana	Every weekend
dado que	because	es pesado	it is annoying	A veces	Sometimes	De vez en cuando	From time to time
visto que	because	es incómodo	it is uncomfortable	Nunca	Never	Hago artes marciales	I do martial arts
ya que	because	es relajante	it is relaxing	Juego al tenis	I play tennis	Hacemos gimnasia	We do gymnastics
es emocionante	it is exciting	es activo	it is active	Jugamos al fútbol	We play football	Monto en bici	I ride my bike
es cómodo	it is comfortable	es alucinante	it is awesome	Bailamos	We dance		
es divertido	it is fun	es agotador	it is exhausting				
es entretenido	it is entertaining	es guay	it is cool				

Week 9 w/c 15th June : ¿Qué deportes haces?				Week 10 w/c 22nd June: ¿?			
Todos los días	Every <u>day</u>	Cada fin de semana	Every <u>weekend</u>	Cocino	I cook	Dibujo	I draw
A veces	<u>Sometimes</u>	De vez en cuando	From time <u>to time</u>	Bailo y canto	I dance and sing	Corro por el parque	I run around the park
Jugamos al rugby	We play rugby	Hago atletismo	I do athletics	Juego al béisbol	I play baseball	Salgo con mis amigos	I go out with my friends
Juego al baloncesto	I play basketball	Hacemos natación	We go swimming	Voy al estadio	I go to the stadium	Voy al cine	I go to the cinema
Juego al críquet	I play cricket	Hago equitación	I go horse-riding	Voy al teatro	I go to the theatre	Voy a la bolera	I go to the bowling alley

Week 11 w/c 29th June : ¿Qué haces?				Week 12 w/c 6 th July : Time phrases	
Hago ejercicio	I do <u>exercise</u>	Hago los deberes	I do homework	Todos los días	Every <u>day</u>
Toco en una banda	I play in a band	Juego en mi ordenador	I play on my computer	A veces	<u>Sometimes</u>
Veo la tele	I watch tv	Leo libros y revistas	I read books and magazines	Cada fin de semana	Every <u>weekend</u>
				De vez en cuando	From time <u>to time</u>
				Nunca	Never
				En mi tiempo libre	In my free time

Week 13 w/c 13 th July : Present tense verbs					
Tengo	I have	Me llamo	I am called	Soy	I am
Juego	I play	Hago	I do	Escucho	I listen
Leo	I read	Chateo	I chat	Bailo	I dance
Salgo	I go out	Veo	I watch	Escribo	I write
Juego	I play	Voy	I go	Jugamos	We play

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
Rounding	Estimation	Operations	Expressions	Equations	Sequences
Rhetoric	Hubristic	Morpheme	Tempestuous	Epilogue	Corruption
Gamete	Longitudinal	Urethra	Transverse	Ovaries	Amplitude
Infrastructure	Economy	Agriculture	Settlement	Migration	Plateau
Symptoms	Buboes	Peasants	Valuable	Disciple	Archbishop

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
Coordinates	Notation	Simplifying	Perimeter	Rectangle	Triangle
Colonialism	Analysis	Mythology	Quotation	Hierarchy	Personification
Fertilisation	Frequency	Pollination	Luminous	Indicator	Chromosome
Peninsula	Plateau	Glacier	Precipitation	Humidity	Deposition
Catholic	Tithe	Chivalry	Athleticism	Miscarriage	Pious

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
Compound	Quadrilateral	Symmetry	Transformation	Average	Conversion
Pathetic Fallacy	Reluctant	Narrative	Integral	Playwright	Scathing
Alkali	Genes	Neutralisation	Reproduction	Litmus	Extinction
Erosion	Tributary	Tsunami	Weathering	Seismic	Tremor
Separation	Reformation	Parliament	Excommunication	Protestant	Alliance

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
Probability	Relative	Frequency	Reverse	Percentage	Interest
Subordinate	Eloquence	Onomatopoeia	Transactional	Repetition	Descriptive
Combustion	Evolution	Oxidation	Species	Decomposer	Hydraulic
Sediment	Renewable	Cartography	Meridian	Lithosphere	Depression
Divine	Permission	Roundheads	Cavaliers	Tyrant	Traitor