

| | | Week 3 WC 8 th September | Week 4 WC 22 nd September | Week 5 WC 22 nd September | Week 3 WC 8 th September |
|-------|---|---|---|--|---|
| Mon | | Geography: Section 2 History: Section 2 Stretch | Geography: Section 3 History: Section 3 Stretch | Geography: Section 4 History: Section 4 Stretch | Geography: Section 5 History: Section 5 Stretch |
| Tues | | Sparx Maths | Sparx Maths | Sparx Maths | Sparx Maths |
| Weds | | Sparx Reader | Sparx Reader | Sparx Reader | Sparx Reader |
| Thurs | | Sparx Science | Sparx Science | Sparx Science | Sparx Science |
| Fri | | English: Section 2 Spanish: Section 2 | English: Section 3 Mandarin: Section 3 | English: Section 4 Spanish: Section 4 | English: Section 5 Mandarin: Section 5 |
| | Week 6 WC 29 th September | Week 7 WC 6 th October | Week 8 WC 13 th October | Week 9 WC 3 rd November | Week 10 WC 10 th November |
| Mon | Geography: Section 6 History: Section 6 Stretch | Geography: Section 7 History: Section 7 Stretch | Geography: Section 8 History: Section 8 Stretch | Geography: Section 9 History: Section 9 Stretch | Geography: Section 10 History: Section 10 Stretch |
| Tues | Sparx Maths | Sparx Maths | Sparx Maths | Sparx Maths | |
| Weds | Sparx Reader | Sparx Reader | Sparx Reader | Sparx Reader | Sparx Reader |
| Thurs | Sparx Science | Sparx Science | Sparx Science | Sparx Science | Sparx Science |
| Fri | English: Section 6 Spanish: Section 6 | English: Section 7 Mandarin: Section 7 | English: Section 8 Spanish: Section 8 | English: Section 9 Mandarin: Section 9 | English: Section 10 Spanish: Section 10 |
| | Week 11 WC 17 th November | Week 12 WC 24 th November | Week 13 WC 1 st December | <div> <div>Year 7&8</div> <div>Cycle 1 Homework</div> </div> | |
| Mon | Geography: Section 11 History: Section 11 Stretch | Geography: Section 12 History: Section 12 Stretch | Geography: Section 13 History: Section 13 Stretch | | |
| Tues | Sparx Maths | Sparx Maths | Sparx Maths | | |
| Weds | Sparx Reader | Sparx Reader | Sparx Reader | | |
| Thurs | Sparx Science | Sparx Science | Sparx Science | | |
| Fri | English: Section 11 Mandarin: Section 11 | English: Section 12 Spanish: Section 12 | English: Section 13 Mandarin: Section 13 | | |

YEAR 7 - CYCLE 1 – KNOWLEDGE ORGANISER

| Section 1: Mastery | | Section 4: Mastery | |
|-------------------------|--|--------------------|--|
| geography | the study of the Earth and its people | 7 continents | Europe, Africa, Asia, North America, South America, Antarctica, Oceania |
| physical geography | the study of natural features e.g. volcanoes, oceans | 5 oceans | Arctic, Atlantic, Indian, Pacific, Southern |
| human geography | the study of people e.g. cultures, economics | latitude | imaginary horizontal lines around the Earth à show how far north or south a place is from Equator |
| environmental geography | the study of interactions between people and nature e.g. climate change | longitude | imaginary vertical lines around the Earth -> show how far east or west a place is from Prime Meridian |

| Section 2: Mastery | | Section 5: Mastery | |
|--------------------|---|---------------------|--|
| rural areas | countryside and villages | Equator | line of latitude -> separates Northern Hemisphere from Southern Hemisphere -> 0° latitude |
| urban areas | cities and towns | Tropic of Cancer | line of latitude à north of Equator -> 23.5° N |
| capital city | often the largest city and where the government is located | Tropic of Capricorn | line of latitude à south of Equator -> 23.5° S |
| country | a nation with its own government e.g. France, Nigeria, Brazil | Prime Meridian | line of longitude à separates Eastern Hemisphere from Western Hemisphere -> 0° longitude |

| Section 3: Mastery | | Section 6: Mastery | |
|--------------------|--|-------------------------------|---|
| British Isles | 5 nations -> Scotland (capital Edinburgh), England (capital London), Wales (capital Cardiff), Northern Ireland (capital Belfast), Republic of Ireland (capital Dublin) | United Kingdom | 4 nations -> Scotland (capital Edinburgh), England (capital London), Wales (capital Cardiff), Northern Ireland (capital Belfast) |
| Great Britain | 3 nations -> Scotland (capital Edinburgh), England (capital London), Wales (capital Cardiff) | seas around the British Isles | North Sea (east of England), English Channel (south of England), Irish Sea (west of England), Atlantic Ocean (west of British Isles) |

YEAR 7 - CYCLE 1 – KNOWLEDGE ORGANISER

| Section 7: Climate Change | | Section 10: Climate Change (Hot Desert Climate) | |
|---------------------------|---|---|--|
| climate | average precipitation and temperature in an area over many years | during the day | temperature -> no clouds (dry climate) -> very hot -> higher than 40°C in summer -> 20-30°C even in winter |
| weather | hour to hour changes in precipitation and temperatures | during the night | temperature -> no clouds to trap heat at night à very cold -> below freezing à large diurnal (daily) temperature range |
| concentrated | focused in an area -> strong and intense | precipitation | very little rain -> many months no rain -> 250 mm annually (each year) |
| insolation | sunlight (solar radiation) that reaches surface of Earth | adaptation | physical / behavioral characteristics -> help plants and animals survive |

| Section 8: Climate Change | | Section 11: Climate Change (Adaptation) | |
|---------------------------|---|---|--|
| distribution | how something is spread out (or where it is located) | abiotic | non-living things à e.g. soil and climate |
| biodiversity | variety of plant and animal life in a particular habitat | cactus roots | long taproots -> 7-10 m long à reach far to find water |
| ecosystem | biotic and abiotic things, interacting with each other and environment | cactus spines | spines (spikes) à lose less water than leaves, protection from animals |
| global ecosystem | very large ecosystems -> also called biomes e.g. deserts, rainforests | cactus water | water stored inside stems -> called succulents -> less transpiration |

| Section 9: Climate Change | | | Section 12: Climate Change (Adaptation) | |
|---------------------------|---|---|---|--|
| | tropical rainforests | hot deserts | biotic | living things -> e.g. plants and animals |
| distribution | along the Equator | along the Tropic of Cancer along the Tropic of Capricorn | camel feet | large feet -> stops camel sinking into sand |
| climate | high temperatures (hot) high precipitation (wet) | high temperatures (hot) low precipitation (dry) | camel hump | hump on back -> stores fat (not water) à energy source for long journeys |







YEAR 7 - CYCLE 1 – KNOWLEDGE ORGANISER


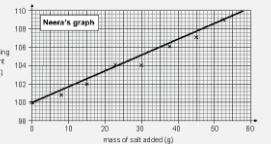
| Section 13: Climate Change (causes and reduction) | |
|---|---|
| desertification | healthy land on desert fringes (edges) turns to desert -> loses nutrients |
| climate change | climate warming -> makes desert fringe drier -> causes desertification |
| wood for fuel | trees cut down -> tree roots cannot hold soil together -> soil erosion -> infertile soil -> desertification |
| overgrazing | too many farm animals -> soil erosion -> infertile soil -> desertification |
| sustainable | using resources in a way that will not harm planet for future people |
| tree planting | plant trees -> roots reduce erosion -> sustainable -> less desertification |
| technology | using simple technology e.g. 'solar stoves' -> need no fuel wood -> less trees cut down -> less erosion -> sustainable -> less desertification |

Year 7 English: Cycle 1 – Greek Myths Knowledge Organiser

| Section 1: Context | | Section 2: Myth Types | |
|-----------------------------------|--|---------------------------|--|
| Ancient Greece 700 – 480BC | Ancient Greece saw advances in art, poetry and technology. It is known as the age in which the city-state was invented | aetiological | explaining the reasons why something is the way it is e.g. nature |
| myth | a traditional story concerning the early history of a people, typically involving supernatural beings or events | historical | retelling of historical events to keep in living memory. |
| purpose of myths | allowed early mankind to explain phenomena such as creation and the changing of the seasons. | psychological | explaining why we act and feel the way we do. |
| oral storytelling | spoken word as the most common form of storytelling. | theological | relating to or concerning the Gods. |
| moral messages | allowed mankind to explore morality – the concept of right and wrong. | | |
| Section 3: Ambitious Terminology | | Section 4: Key Characters | |
| xenia | the importance of being a good host or guest. | Zeus | ruler of the Gods; brutal, merciless and unforgiving. |
| philotimia | the adoration of being honoured. | Lycaon | tested Zeus’s power; turned into a wolf as punishment. |
| aristeia | a hero’s moment of glory. | Prometheus | Responsible for creating mankind; stole fire from the Gods. |
| moira | fate or the belief that our lives are mapped out for us. | Pandora | first mortal woman; sent to Earth to punish mankind. |
| hamartia | a fatal flaw leading to the downfall of a tragic hero or heroine. | King Minos | ruthless leader; owned the Minotaur in a labyrinth. |
| Section 5: Key Characters 2 | | Section 6: Key Words | |
| Theseus | Prince of Athens; Defeated the Minotaur. | exile | (noun) a person sent away from their homeland. |
| Icarus | died flying too close to the sun; naïve and arrogant. | vengeance | (noun) the desire for revenge. |
| Medusa | head of snakes and gaze which turns people to stone. | exploit | (verb) to treat a person or situation as an opportunity to gain an advantage for yourself. |
| Achilles | archetypal Greek hero; took part in Trojan War. | wretched | (adjective) extremely bad or unpleasant. |
| Odysseus | cunning and clever, the main character of the Odyssey. | writhed | (verb) to twist the body about, or squirm, as in pain. |
| Section 7: Key Words 2 | | Section 8: Key words 3 | |
| engulf | (verb) to swallow up, plunge or immerse. | tempest | (noun)a violent storm at sea. |
| suitor | (noun) a man who wants to marry a woman. | | submerge |
| oracle | (noun) someone who seeks advice or prophecy from the Gods. | stubborn | (adjective) determined not to change one's attitude or position on something. |
| renegade | (noun) a traitor or rebel. | encounter | (verb) unexpectedly be faced with or experience. |

| | | | |
|---|---|--------------------------------|--|
| opponent | (noun) a rival who compete against another. | | |
| Section 9: Key Words 4 | | Section 10: Key Words 5 | |
| omnipotent | (adjective) having unlimited power. | hubris | (noun) excessive pride or self-confidence. |
| alluring | (adjective) powerfully and mysteriously attractive. | perish | (verb) to pass away or disappear |
| malevolent | (adjective) having or showing a wish to commit evil. | immortal | (adjective) able to live forever. |
| benevolent | (adjective) displaying a kind or caring nature. | retribution | (noun) punishment inflicted on someone as vengeance for a wrong or criminal act. |
| avenge | (verb) inflict harm in return for perceived wrongdoing. | authority | (noun) the power or right to give orders and make people obey. |
| Section11: Key Words 6 | | Section 12: Methods | |
| deceitful | (adjective) behaving in a way that tricks or misleads others. | simile | a comparison using 'like' or 'as'. |
| flouted | (verb) openly disregarded, mocked or ignored something. | metaphor | describing one thing as though it is another. |
| Section 13 – Descriptive Writing Assessment Vocabulary | | | |
| Wretched | (adjective) extremely bad or unpleasant.. | | |
| Malevolent | (adjective) having or showing a wish to commit evil. | | |
| Engulf | (verb) to swallow up, plunge or immerse. | | |
| Submerge | (verb) cause (something) to be under water. | | |
| Simile | a comparison using 'like' or 'as'. | | |
| Metaphor | describing one thing as though it is another. | | |

| Section 1 - Lab Equipment | |
|---|---|
| Mass Balance | Measures the mass of an object in grams . |
| Measuring Cylinder | Measures the volume of a liquid in ml or cm³ . |
| Thermometer | Measures temperature in °C . |
| Stopwatch | Measures time in minutes and seconds . |
| Pestle and Mortar | Crushes up substances. |
| Bunsen Burner | Heats substances. Burns natural gas (methane) . |
| Tripod | Metal stand with three legs . |
| Gauze | Wire mesh – goes on top of tripod . |
| Conical Flask | Cone shaped container – holds liquids . |
| Pipette | Transfers small amounts of liquid . |
| Section 2 - Hazard Symbols | |
|  | Flammable - Sets on fire easily. |
|  | Corrosive - Destroys living tissue such as skin and eyes . |
|  | Toxic - Can cause death if swallowed or breathed in. |
|  | Irritant - Causes skin irritation . |
|  | Serious Health Hazard - Can cause serious health problems such as cancer and breathing difficulties . |
|  | Environmental Hazard - Toxic to wildlife living in water . |

| Section 3 - Planning an Investigation | |
|---------------------------------------|--|
| Independent Variable | The one you change . |
| Dependent Variable | The one you measure . |
| Control Variables | The ones you keep the same to make it a fair test . |
| Method | Step by step instructions for an investigation. |
| Table | Left hand column = independent variable. Right hand column = dependent variable. |
| Repeat Readings | Take 3 sets of readings and calculate an average . |
| Calculating an Average | Add the values together and divide by how many values you have. |
| Section 4 - Graphs | |
| Categoric Data | Data that is in words e.g. type of metal, colour. |
| Continuous Data | Data that is in numbers e.g. length, mass, time. |
| Bar Chart | Use if your independent variable is categoric .  |
| Line Graph | Use if your independent variable is continuous .  |
| X Axis | Horizontal axis – Plot the independent variable on here. |
| Y Axis | Vertical axis – Plot the dependent variable on here. |
| Anomaly (or Outlier) | A value that does not fit in with the pattern of the other results . |
| Line of Best Fit | Straight line with a ruler as close to as many points or a smooth curve . Ignore anomalies. |

Y7 Science Cycle 1 - Sheet 1

Science Skills

| Section 1 - Animal Adaptations | |
|----------------------------------|--|
| For the Arctic | Thick fur and fat layer for insulation, small ears to reduce heat loss, wide feet to stop sinking into snow. |
| For the desert | Little urine and sweat, long eyelashes, wide feet, some are nocturnal, camel's hump stores fat as food store. |
| For hunting prey | Sharp teeth and claws / talons, fast, eyes on front of head, camouflaged to sneak up on prey. |
| For avoiding predators | Good hearing, eyes on side of head, warning colours, camouflaged to hide from predators. |
| For movement | Streamlined bodies, strong muscles, webbed feet, long tail for balance, long legs. |
| Section 2 – Plant Adaptations | |
| For absorbing light | Broad flat leaves, may float on water. |
| For water | Spines to reduce water loss, swollen stems to store water and widespread roots to cover large area. |
| For insect pollination | Brightly coloured petals and sweet nectar. |
| For wind pollination | Anthers and stigma hang outside plant. |
| For seed dispersal | By animals – little hooks on fruit or sweet fruit. By air – parachutes or wings on seeds. By water – floating fruit. |
| Section 3 - Food Chains and Webs | |
| Producers | Green plants or algae that produce their own food by photosynthesis. |
| Consumers | Animals that eat other organisms. |
| Decomposers | Fungi or bacteria that break down dead organisms. |
| Arrows | Show direction of energy transfer between organisms. |
| Interdependence | Living organisms depend on each other for food, shelter, pollination and seed dispersal. |

| Section 4 - Classification of Living Organisms | |
|--|--|
| Classification | Sorting organisms into groups with similar characteristics. |
| Levels of Classification | Kingdom, phylum, class, order, family, genus, species. |
| Carl Linnaeus | Scientist who developed the Linnaean classification system. |
| Five Kingdoms | Animals, plants, fungi, prokaryotes, protists. |
| Binomial Name | Latin name for an organism. First part is the genus, second part is the species. E.g. humans = <i>Homo sapiens</i> . |
| Vertebrates | Animals which have a backbone. |
| Invertebrates | Animals which do <u>not</u> have a backbone. |
| Section 5 - Five Vertebrate Groups (MR FAB) | |
| Mammals | Covered in hair, give birth to live young, warm blooded, lungs for breathing in oxygen. |
| Reptiles | Covered in dry scales, lay eggs, cold blooded, lungs for breathing in oxygen. |
| Fish | Covered in scales, lay eggs, cold blooded, gills for absorbing oxygen from water. |
| Amphibians | Covered in moist skin, lay eggs, cold blooded, lungs and moist skin for taking in oxygen. |
| Birds | Covered in feathers, lay eggs, warm blooded, lungs for breathing in oxygen. |

Y7 Science Cycle 1 - Sheet 2

Ecology

| Section 1 - Forces Introduction | |
|---------------------------------|---|
| What is a force? | A push , pull or a twist . |
| What can a force do? | Change the speed , direction or shape of an object. |
| Units for Force | Newtons (unit symbol = N) |
| Measuring Force | Use a Newton meter (also called a force meter). |
| Section 2 - Different Forces | |
| Friction | Acts between two surfaces rubbing together . Acts in the opposite direction to movement. |
| Air Resistance | Acts on all objects moving through air . Acts in the opposite direction to movement. |
| Weight or Gravitational Force | Force caused by gravity . Pulls all objects towards the centre of the Earth . |
| Upthrust | Acts upwards on floating objects. |
| Driving Force or Thrust | Force produced by an engine , which moves objects. |
| Support Force | Acts upwards on objects resting on solid surfaces e.g. the ground. |
| Water Resistance | Acts on all objects moving through water . Acts in the opposite direction to movement. |
| Tension | Pulling force in ropes and cables . |
| Section 3 - Effects of Forces | |
| Resultant Force | Overall force acting on an object. |
| Stationary | Not moving (still). |
| Balanced Forces | Resultant force is zero . Forces cancel out. Cause no change in motion . |
| Unbalanced Forces | Resultant force is not zero . Forces do not cancel out. Cause a change in motion . |
| Interaction Pairs of Forces | Forces come in pairs that: <ul style="list-style-type: none"> - Are the same size. - Act in opposite directions. - Act on two different objects. |

| Section 4 - The Solar System & Beyond | |
|--|---|
| Solar System | Made up of 8 planets which orbit the Sun . |
| Planets (Closest to furthest from Sun) | Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune . |
| Pluto | Reclassified as a dwarf planet . |
| Sun | The star in the middle of our solar system . |
| Moon | A natural satellite that orbits a planet. |
| Galaxy | A collection of billions of stars . |
| Milky Way | Name of the galaxy that our Sun is in. |
| Proxima Centauri | Nearest star to our Sun . 4 light years away. |
| Andromeda | Nearest galaxy to the Milky Way galaxy . |
| Light Year | The distance light travels in one year . |
| Universe | Everything in space – made up of billions of galaxies . |
| Section 5 - The Earth | |
| Day | Length of time a planet takes to make one full spin on its axis . |
| Length of Earth Day | 24 hours |
| Daytime in the UK | When the UK faces towards the Sun . |
| Night-time in the UK | When the UK faces away from the Sun . |
| Year | Length of time a planet takes to orbit the Sun . |
| Length of Earth Year | 365.25 days |
| Leap Years | Occur every 4 years . February has an extra day . |
| Summer in UK | When the northern hemisphere is tilted towards the sun . Sun's rays more concentrated . Sun high in sky . |
| Winter in UK | When the northern hemisphere is tilted away from the sun . Sun's rays less concentrated . Sun low in sky . |

Y7 Science Cycle 1 - Sheet 3

Forces & Space

Year 7 History Cycle 1 Powerful Knowledge 100% sheet

| Section 1: Founding and Expansion of the Roman Empire | | Section 2: Life in Ancient Rome | |
|---|--|---------------------------------|---|
| Founders of Rome | It is said that the founders were Romulus and Remus . The first Romans abducted the women of the Sabines . | Winners and Losers | Winners: Traders of olives, silks, spices Losers: Slaves – construction workers, working in silver mines |
| Military Success | There was no plan for an empire. The Romans didn’t have maps. When they defeated a nearby town, they demanded that they should provide troops for the Roman army. This was a completely new idea . | Roman marriage and religion | Roman girls – normally married at 14 or 15 . Age gap of 10 years Romans didn’t believe in Gods; they knew that they existed. They might sacrifice animals to the Gods, such as Jupiter, Minerva or Neptune , to receive a favour. |
| The Punic Wars: Rome vs Carthage | Carthage was the Mediterranean's most powerful seafaring state. Hannibal took his soldiers and elephants over the alps . He defeated the Romans at the Battle of Cannae in 216 BC . But he couldn’t take Rome. In 146 BC , Rome sacked Carthage. | Roman life | Similar to today: Many opportunities for work – from musicians, to traders, from dock workers to bakers. Different to today: No privacy – went out to eat, wash, go to the toilet. There were no litter bins, police or fire brigade. |
| Spartacus Revolt | Spartacus was a Thracian gladiator and slave. He rebelled against the Romans and wanted freedom for the slaves Crassus defeated the rebels and crucified them on the Appian Way. | Roman Republic | Rome was a republic – they did not have a king or queen. Led by the senate – an elite group of wealthy men (senators). Two consuls are elected each year. |
| Section 3: Fall of the Roman Republic | | Section 4: Roman Britain | |
| Triumvirate | Julius Caesar, Marcus Crassus and Pompey the Great decide to rule Rome, ignoring the senate and senators such as Cato . | Roads | The Romans built a network of roads over 80,000km . Now you knew exactly where you were in the world. |
| Julius Caesar | Julius Caesar defeats the Gauls , becoming rich and popular. He crosses the Rubicon River and marches on Rome. | Place Names | Towns that end with -ceter, -chester or –caster are all former Roman military towns. London was chosen as the capital city. |
| End of the Roman Republic | Pompey fights Caesar and loses the Battle of Pharsalus . Pompey is killed and Cato commits suicide. Julius Caesar makes himself ‘ dictator for life ’. He is assassinated in the senate on the Ides of March, 44BC . | Boudicca | Queen of the Iceni tribe who rebelled against the Romans. |
| | | Hadrian’s Wall | Defensive fortification built by the Emperor Hadrian in 122AD . It measures 73 miles from coast to coast. A unit who guarded the walls were Aurelian Moors from Africa. |
| Section 5 Anglo-Saxons | | Section 6 Vikings | |
| Anglo-Saxons | Tribes of Angles, Saxons, Jutes from mainland Europe who settled in England from 401 after the Romans left. | Origins | The Vikings came from Scandinavia : Norway, Denmark and Sweden. They travelled to Canada and to Turkey. |
| Kingdoms | By 800, the three most powerful kingdoms were Wessex, Mercia and Northumbria . | Invasion | Vikings first arrived in England in 793AD when they attacked Lindisfarne . The Vikings took over Mercia and East Anglia . |
| Offa | Ruler of Mercia (757-796). Printed his own coins and built a 149-mile long earthwork known as ‘Offa’s Dyke’. | Trade | The Vikings traded furs, silk, slaves and other luxury items across Europe. |
| Alfred the Great | Defeated several Viking raids, created fortified towns known as ‘ burhs ’, united with Mercia and claimed to be ‘ King of the English ’. | Language | Viking words today: Egg, bread, sister, happy, ill, sword, knife. Days of the week: Wednesday (Woden), Thursday (Thor) |
| Aethelflaed and Aethelstan | Aethelflaed was the ‘ Lady of the Mercians ’. Daughter of Alfred, she was a warrior queen who defeated the Vikings. Aethelstan, grandson of Alfred, became the first King of England . | Place Names | Viking placenames can be seen today, e.g. Micklethwaite, Whitby or York, to anything with ‘-dale’ (valley) or ‘-gate’ (street). |

| Section 7: Contenders for the throne: 1066 | | Section 8: 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 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. |
| Section 9: Battle of Hastings | | Section 10: 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. |
| Section 11: Building castles | | Section 12: 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. |
| Section 13: 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! | | |

Year 7 Spanish Cycle 1

| Week 1 w/c 1 st September: ¿Qué tal? | | | | Week 2 w/c 8 th September: ¿Qué tal? | | | |
|---|------------------|-----------------|-----------------------|---|------------------|-----------------|-----------------------|
| Hola | Hello | Estoy bien | I am well | Hola | Hello | Estoy bien | I am well |
| Buenos días | Good day/morning | No estoy bien | I am not well | Buenos días | Good day/morning | No estoy bien | I am not well |
| Buenas tardes | Good afternoon | Estoy regular | I am okay | Buenas tardes | Good afternoon | Estoy regular | I am okay |
| Adiós | Goodbye | Estoy mal | I am bad | Adiós | Goodbye | Estoy mal | I am bad |
| Hasta luego | See you later | Estoy fatal | I am awful | Hasta luego | See you later | Estoy fatal | I am awful |
| Por favor | Please | Estoy fenomenal | I am great/phenomenal | Por favor | Please | Estoy fenomenal | I am great/phenomenal |
| Gracias | Thank you | Sí | Yes | Gracias | Thank you | Sí | Yes |

| Week 3 w/c 15th September: ¿Cómo te llamas? | | Week 4 w/c 22 nd September: ¿De dónde eres? | | | |
|---|----------------------|--|-----------------------------|----------------------|----------------|
| ¿Cómo te llamas? | What's your name? | Soy de Alemania | I am from Germany | Soy alemán/alemana | I am German |
| Me llamo Sara | My name is Sara | Soy de Gran Bretaña | I am from Great Britain | Soy británico/a | I am British |
| Me llamo José | I am called José | Soy de los Estados Unidos | I am from the United States | Soy estadounidense | I am American |
| Me llamo Olivia | I am called Olivia | Soy de España | I am from Spain | Soy español/española | I am Spanish |
| Me llamo Mohamed | I am called Mohamad | Soy de Francia | I am from France | Soy francés/francesa | I am French |
| Mi hermano se llama | My brother is called | Soy de Inglaterra | I am from England | Soy inglés | I am English |
| Mi hermana se llama | My sister is called | así que | So / Therefore | Soy paquistaní | I am Pakistani |
| Se escribe | It is spelt | | | | |
| Mi nombre se escribe | My name is spelt | | | | |
| ¿Cómo se escribe? | How do you spell it? | | | | |

| Week 5 w/c 29th September: ¿Cuántos años tienes? | | | |
|---|-------------------|----------------------|-------------------|
| ¿Cuántos años tienes? | How old are you? | Tengo cinco años | I am 5 years old |
| Tengo once años | I am 11 years old | Tengo quince años | I am 15 years old |
| Tengo doce años | I am 12 years old | Tengo dieciséis años | I am 16 years old |
| Tengo trece años | I am 13 years old | Tengo ocho años | I am 8 years old |
| Tengo catorce años | I am 14 years old | Tengo dieciocho años | I am 18 years old |
| Tengo diecinueve años | I am 19 years old | Tengo nueve años | I am 9 years old |
| *In Spanish you say "have + years" to say your age. E.g. "I have 12 years. Tengo doce años" | | | |

| Week 6 w/c 6 th October: ¿Cuántos años tienes? | | | |
|--|----------------------------------|--|--------------------------------|
| Mi hermana menor tiene un año | My little sister is one year old | Mi hermano tiene quince años | My brother is 15 years old |
| Mi madre tiene treinta y dos años | My mum is 32 years old | Mi hermano mayor tiene dieciséis años | My big brother is 16 years old |
| Mi abuela tiene cincuenta y siete años | My grandmother is 57 years old | Mi mejor amigo tiene diecisiete años | My best friend is 17 years old |
| Mi padre tiene cuarenta años | My Dad is 40 years old | Mi abuelo mayor tiene setenta años | My grandad is 70 years old |
| Mi tía tiene sesenta años | My aunt is 60 years old | Mi tío tiene treinta años | My uncle is 30 years old |
| *In Spanish you say “have + years” to say your age. E.g. “I have 12 years. Tengo doce años” | | | |

| Week 7 w/c 13th October: Key verbs | | | |
|------------------------------------|-------------------------|----------------------------|-------------------------------|
| Ser | To be | Tiene un padre | He has a dad |
| Soy de Alemania | I am from Germany | Vivir | To live |
| Soy inteligente | I am intelligent | Vivo en Manchester | I live in Manchester |
| Es de Gales | He/She/It is from Wales | Vivo en Escocia | I live in Scotland |
| Es paciente | He/She/It is patient | Vivo con mis padres | I live with my parents |
| Tener | To have | Vive en Inglaterra | He/she lives in England |
| Tengo un gato | I have a cat | Vive con su madre | He/She lives with his/her mum |
| Tengo tres tíos | I have three uncles | Me llamo Sara | My name is Sara |
| Tengo una hermana | I have a sister | Se llama Mohamed | His name is Mohamed |
| Tiene dos hermanos | He has two brothers | Se llama Lucía | Her name is Lucía |

| Week 8 w/c 3 rd November: ¿Con quién vives? | | | |
|--|--------------------------------|----------------------------------|--------------------------------|
| Vivo con mi madre | I live with my Mum | Vivo con mi padre | I live with my Dad |
| Vivo con mi madrastra | I live with my stepmum | Vivo con mi padrastro | I live with my stepdad |
| Vivo con mi hermana menor | I live with my little sister | Vivo con mi hermano mayor | I live with my big brother |
| Vivo con mi hermanastra | I live with my stepsister | Vivo con mi hermanastro | I live with my stepbrother |
| Vivo con mi tía | I live with my aunty | Mi tío se llama Felipe | my uncle is called Felipe |
| Vivo con mi prima | I live with my cousin (f) | mi primo se llama Miguel | my cousin (m) is called Miguel |
| Vivo con la familia de mi amigo/a | I live with my friend's family | Mi amigo se llama Mía | My friend is called Mia |

| Week 9 w/c 10th November: ¿Cuándo es tu cumpleaños? | |
|---|---|
| Mi cumpleaños es el diecisiete de marzo | My birthday is the 17 th of March |
| Mi cumpleaños es el quince de diciembre | My birthday is the 15 th of December |
| Mi cumpleaños es el veinticinco de enero | My birthday is the 25 th of January |
| Mi cumpleaños es el treinta y uno de julio | My birthday is the 31 st of July |
| Mi cumpleaños es el nueve de agosto | My birthday is the 9 th of August |

Week 10 w/c 17th November: ¿Cuándo es tu cumpleaños?

| | |
|--|---|
| El cumpleaños de mi madre es el veinticinco de julio | My mum's birthday is the 25 th of July |
| El cumpleaños de mi padrastro es el quince de enero | My stepdad's birthday is the 15 th of January |
| El cumpleaños de mi abuela es el veintidós de noviembre | My grandma's birthday is the 22 nd of November |
| El cumpleaños de mi tía es el treinta y uno de diciembre | My Aunt's birthday is the 31 st of December |
| El cumpleaños de mi hermanastro es el primero de junio | My stepbrother's birthday is the 1 st of June |
| El cumpleaños de mi primo es el cuatro de septiembre | My cousin's birthday is the 4 th of September |

Week 11 w/c 24th November: ¿Tienes mascotas?

| | | | |
|-------------------------------|------------------------------|----------------------------|--------------------------|
| Tengo un gato negro | I have a black cat | Tengo una tortuga amarilla | I have a yellow tortoise |
| Tengo un caballo marrón | I have a brown horse | Tengo unos conejos grises | I have some grey rabbits |
| Tengo un perro blanco y negro | I have a black and white dog | Tengo unas ratas rojas | I have some red rats |
| Tengo una serpiente verde | I have a green snake | No tengo mascotas | I don't have any pets |



Week 12 w/c 1st December: ¿Tienes mascotas?

| | | | |
|-------------------------------|------------------------------|----------------------------|--------------------------|
| Tengo un gato negro | I have a black cat | Tengo una tortuga amarilla | I have a yellow tortoise |
| Tengo un caballo marrón | I have a brown horse | Tengo unos conejos grises | I have some grey rabbits |
| Tengo un perro blanco y negro | I have a black and white dog | Tengo unas ratas rojas | I have some red rats |
| Tengo una serpiente verde | I have a green snake | No tengo mascotas | I don't have any pets |

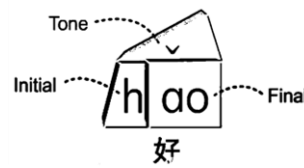
Week 13 w/c 8th December: ¿Qué tipo de persona eres?

| | | | |
|--------------------------|-----------------------------|-----------------------------|--------------------------------------|
| Diría que soy tímido | I would say I am shy | Mi mejor amigo es tonto | My (male) best friend is silly |
| Diría que soy optimista | I would say I am optimistic | Mi mejor amigo es tranquilo | My (male) best friend is calm |
| Diría que soy paciente | I would say I am patient | Mi mejor amiga es molesta | My (female) best friend is annoying |
| Diría que soy antipática | I would say I am unkind | Mi mejor amiga es simpática | My (female) best friend is nice/kind |

Year 7 Mandarin Chinese: Cycle 1 – Knowledge Organiser


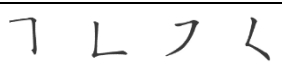
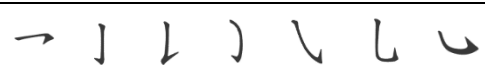

| Section 1: 1. Basic information of China | | Section 2: Festivals and traditions | |
|--|---|--|---|
| Geography & Area | China 中国 is located in the eastern part of the globe. The area of China is about 9.6 million square km. It is the 3rd largest country in the world by are area. | Festivals | Chinese New Year 春节, Mid-Autumn Festival 中秋节 and Dragon Boat Festival 端午节 |
| Capital & special zones | Beijing 北京 is the capital of China. There are 32 provinces & 2 special zones in China. The official language in China is Mandarin. | Traditions | Chinese Zodiac 十二生肖 has 12 animal signs and their ascribed attributes are based on the lunar calendar. Beijing Opera 京剧 |
| Population & Folk customs | There are about 1.3 billion people in China now, not including the people in Hong Kong 香港, Macao and Taiwan. One-fifth of the world’s population is in China! | Science and Technology of ancient China | The compass, papermaking, printing and gunpowder |
| Ethnic groups | There are 56 nations in China, such as Han 汉, Mongolian, Hui, Zang, Zhuang, Miao, Man, etc. Han 汉 makes up 91.59% of the population in China. | National Treasure | Panda 熊猫. Pandas live mainly in the mountains of southwest China, where they subsist almost entirely on bamboo. |
| Currency | Yuan 元; exchange rate between pound and Yuan | | |
| Section 3: Heritage & Scenic Spots | | Section 4: Form of Mandarin & Chinese characters | |
| The Great Wall | 长城 The Great Wall is the largest man-made project in the world. The complete route is over 20,000 km. Today, the defensive system of the Great Wall is generally recognised as one of the most impressive architectural feats in history. | Chinese characters | Mandarin is the official language of China. Chinese characters are pictographic. Many of the characters were made according to the shapes of things. Chinese civilization has a history of some 5000 years! |
| The Forbidden City | 故宫 The Forbidden City was constructed from 1406 to 1420, and was the former Chinese imperial palace of the Emperor of China from the Ming dynasty to the end of the Qing dynasty, between 1420 and 1924. | A tonal language | Mandarin has five tones – high, rising, falling-rising, falling and neutral tone. <div></div> Tone mark: 1 2 3 4 5 |
| The Terracotta Army | 兵马俑 The Terracotta Army was constructed to accompany the tomb of China's First Emperor as an afterlife guard. There are thousands of detailed life-size terracotta soldier models represent the guard troops of the first emperor — Qin Shihuang 秦始皇. | Pinyin | Pinyin, the phonetic symbols for Chinese characters, is the system to transcribe Mandarin Chinese sounds into a Roman alphabet. |
| The Yellow Mountain | 黄山 It is one of the most famous and beautiful mountainous areas in China. It was listed as a World Heritage Site by UNESCO in 1990. Its spectacular natural scenery includes oddly-shaped pines and rocks and mystical seas of cloud. | Wisdom of Chinese characters | The generation and evolution of Chinese characters and the culture that they represent. <div> Fire</div> |

| Section 5: 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 |

| Section 6: Pinyin background & Initials | |
|---|---|
| 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 |

| Section 7: Pinyin Finals | |
|--------------------------|--|
| 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) | zhī chī shì rì, zǐ cǐ sì yì wú yù, yè yuè yīn, yún yuán yīng |
| 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 |

| Section 8: 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. |

| Section 9: Strokes | |
|--------------------------|---|
| Strokes | All Chinese characters are built up from strokes. |
| BASIC STROKES |  |
| CORNER AND ANGLE STROKES |  |
| HOOK STROKES |  |
| THE COMPOUND STROKES |  |

| Section 10: Stroke order | |
|--------------------------|---|
| 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. |
| Rule 1 | From top to bottom |
| Rule 2 | A horizontal stroke first and then a vertical stroke. |
| Rule 3 | From left to right |
| Rule 4 | A left slide first and then a right slide. |

| | | | |
|---|--|-----------------------|-----------------------------|
| | | | |
| Section 11: Stroke order | | Section 12: Radicals | |
| Rule 5 | The middle part before both sides for symmetrical words. | Name | Translation |
| Rule 6 | The dot is last unless on the top centre. | 火 | Fire radical |
| Rule 7 | The outside frame first and then inside strokes. | 宀 | Roof radical |
| Rule 8 | The inner part before the sealing stroke. | 口 | Mouth radical |
| | | 目 | Eye radical |
| | | 石 | Stone radical |
| | | 土 | Earth radical |
| | | イ | Person radical |
| | | 子 | Child radical |
| | | 冫 | Ice radical |
| | | 忄 | Heart radical |
| | | 女 | Female radical |
| | | 扌 | Hand radical |
| | | 舌 | Tongue radical |
| | | 车 | Vehicle radical |
| | | 力 | Strength radical |
| | | 辶 | Running radical |
| | | 攴 | Meal radical |
| | | 氵 | Water radical |
| | | 犭 | Animal radical |
| | | 讠 | Speech radical |
| | | 口 | An enclosed aera radical |
| | | 日 | Sun/ day radical |
| | | 艹 | Grass/plant radical |
| | | 木 | Wood radical |
| Section 13: Structure of Chinese characters | | | |
| Independent characters | whole/ basic characters 子 | Compound characters | left-middle-right 做 |
| Compound characters | left-right 你 | Enclosures characters | motion/corner 起 |
| Compound characters | top-bottom 音 | Enclosures characters | enclosed- outer and inner 国 |