



Year 7 Knowledge Organiser

You will receive a Knowledge Organiser booklet on a termly basis, which includes revision for: English, Maths, Science, MFL, History and Geography

Knowledge Organiser instructions:

You will be set three pieces of homework per week and you should use the information from each topic to make a poster or a mind map. You will need to bring your work in to school and will be quizzed on each topic in class.

At the back of the knowledge organiser there are some suggested extra tasks that could be completed on top of the homework you will be set.

Email address for any queries:

English: Miss Pett	pettr035@sflt.org.uk
Maths: Mr Huston	hustj008@sflt.org.uk
Science: Mrs Gilbey	gilbl117@sflt.org.uk
History: Miss Gurung	gurua221@sflt.org.uk
Geography: Mr Butters	buttf095@sflt.org.uk
MFL: Miss Lara	larae006@sflt.org.uk

**For further support, scan the QR Code
and it will take you to the school website:**



Preparing you for the Future

Homework schedule for the term:

Week	Subject and section	Revision technique
1 (B)	English, MFL and Maths Topic 1	Create a mind map for the information in Topic 1
2 (A)	Science, History and Geography Topic 1	Create a mind map for the information in Topic 1
3 (B)	English, MFL Maths Topic 2	Create a poster using the information in Topic 2
4 (A)	Science, History and Geography Topic 2	Create a poster using the information in Topic 2
5 (B)	English, MFL Maths Topic 3	Create a mind map for the information in Topic 3
6 (A)	Science, History and Geography Topic 3	Create a mind map for the information in Topic 3

Optional Extra Tasks

If you would like to spend more time working independently to develop excellence in your subjects. Here is a suggested timetable for you to follow. If you have forgotten your usernames and passwords for these apps, speak to your form tutor and they will be able to support you.

Monday	Spend 30 minutes on Spell Zone	Thursday	Complete 30 minutes DEAR Time using your library book
Tuesday	Complete 30 minutes on Sparx	Friday	Spend 30 minutes learning the key words from your subjects this week.
Wednesday	Spend 30 minutes completing revision using BBC Bitesize		



Science

Particle Model and Separating Mixtures

Year 7
Term 2

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: Particle Model and Separating Mixtures

The particle theory describes the arrangement and movement of particles, it is used to explain the properties of solids, liquids and gases.

SOLIDS:

Particles:

- Close together
- Arranged in a regular way
- Vibrate in a fixed position
- Do not move

Properties:

- Fixed shape, cannot flow
- Cannot be compressed

LIQUIDS:

Particles:

- Close together
- Arranged randomly
- Glide over each other slowly

Properties:

- Take the shape of the bottom of a container
- Cannot be compressed

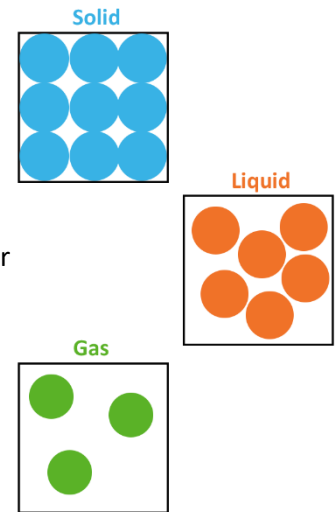
GASES:

Particles:

- Far apart
- Arranged randomly
- Move quickly in all direction
- Collide with each other and wall of container

Properties:

- Completely fill container
- Can be compressed



Diffusion

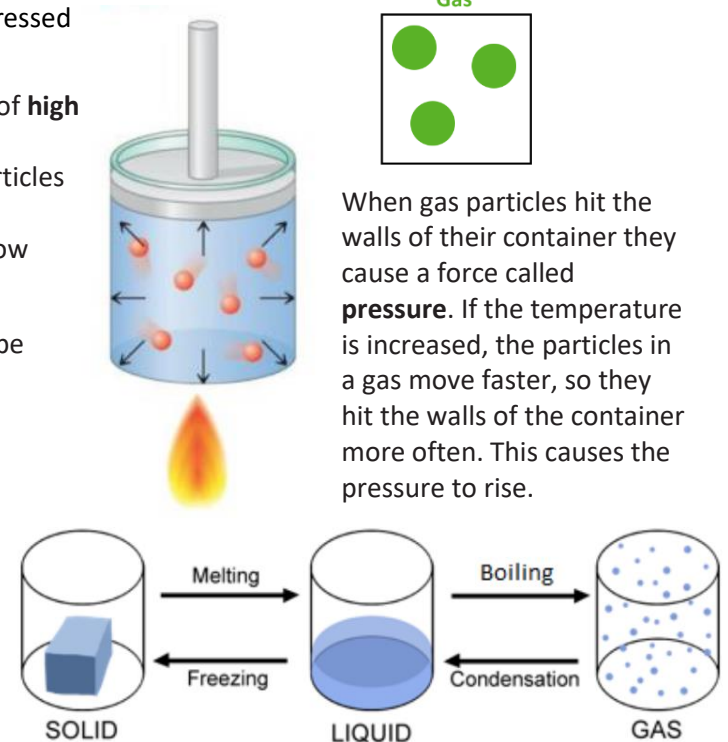
- ✓ **Diffusion** is the movement of a substance from an area of **high** concentration to an area of **low** concentration.
- ✓ Diffusion happens in **liquids** and **gases** because their particles move randomly from place to place.
- ✓ Diffusion is an important process for living things; it is how substances move in and out of **cells**.

The individual substances in a mixture can be separated using different methods, depending on the type of mixture. These methods include filtration, evaporation, distillation and chromatography.

- ✓ **Paper chromatography** is often used when the dissolved substances are coloured, such as inks, food colourings and plant dyes. It works because some of the coloured substances dissolve in the solvent better than others, so they travel further up the paper.

Substances can **change state** when they gain or lose **energy**, usually through **heating** and **cooling**. This is a **physical** change, as the changes are **reversible** (see diagram to right).

Conservation of mass- The number of particles in a substance stay the same when it changes state - only their closeness, arrangement or motion change. This means that the **mass of the substance stays the same**.



When gas particles hit the walls of their container they cause a force called **pressure**. If the temperature is increased, the particles in a gas move faster, so they hit the walls of the container more often. This causes the pressure to rise.

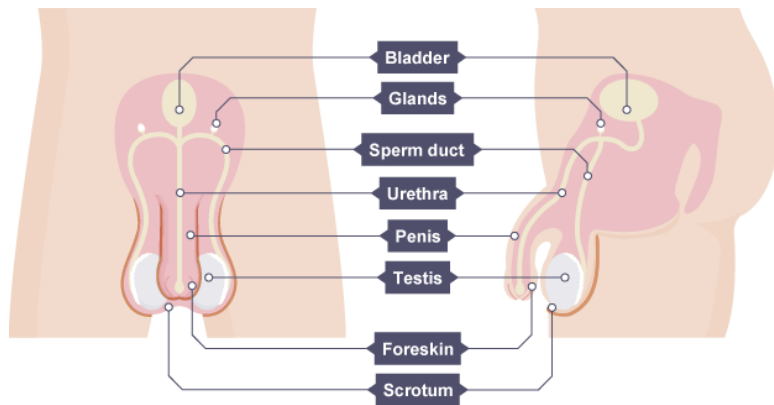


Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

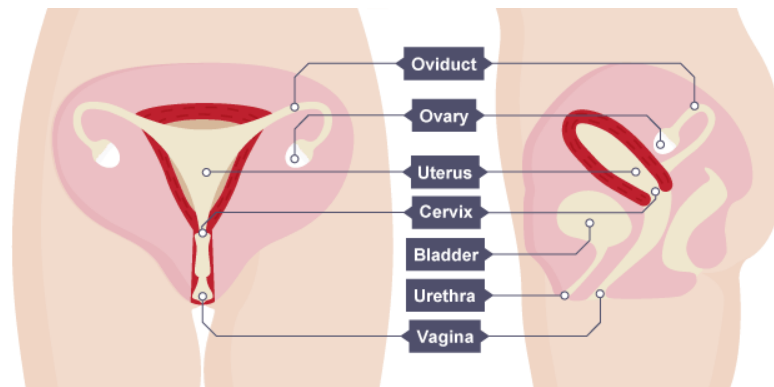
Topic 2: Human Reproduction

The human reproductive system is different in males and females. When a **sperm** and **egg** join, the egg is **fertilised** and a baby starts to develop. Its mother provides all a baby needs until it is born.

MALE REPRODUCTIVE SYSTEM:

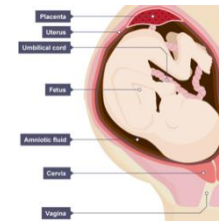


FEMALE REPRODUCTIVE SYSTEM:



FACTORS AFFECTING FOETUS:

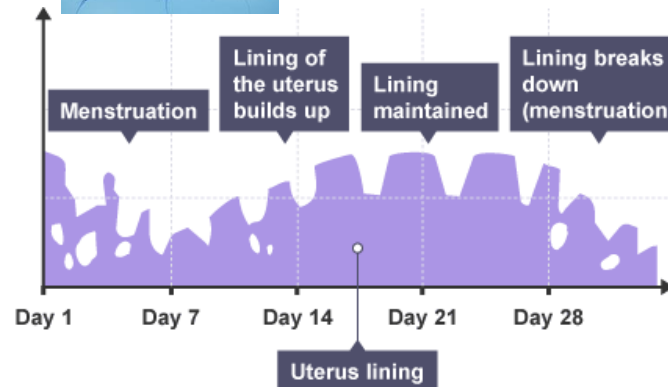
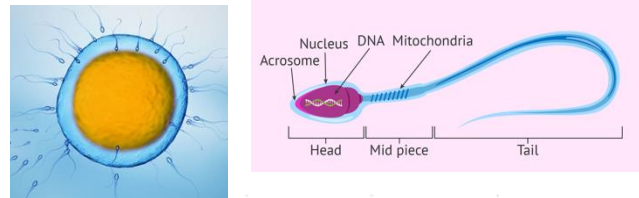
- Smoking
- Drinking Alcohol



It takes about 40 weeks for a baby to develop in the uterus (gestation). After this, the baby is ready to be born. The cervix relaxes and the uterus contracts. Waves of muscle contraction push the baby out of the mother's body through the vagina.

SPERM CELL ADAPATIONS:

- a tail to move them towards an egg cell
- many mitochondria to provide energy
- an acrosome (part of the tip of the head) that releases enzymes to digest the egg membrane



MENSTRUAL CYCLE:

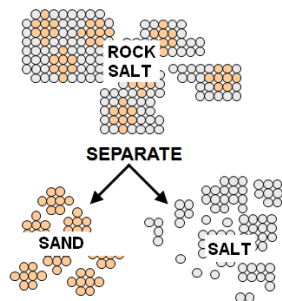
- The start of the cycle, day 1, is when bleeding from the vagina begins.
- By the end of about day 5, the loss of blood stops. The lining of the uterus begins to re-grow and an egg cell starts to mature in one of the ovaries.
- At about day 14, the mature egg cell is released from the ovary. This is called ovulation. The egg cell travels through the oviduct towards the uterus.
- If the egg cell does not meet with a sperm cell, the lining of the uterus begins to break down and the cycle repeats.



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Topic 3: Required Practical- Purifying Rock Salt

Rock salt is a mixture of salt and sand. In order to get the pure salt, we need to separate it from the sand.

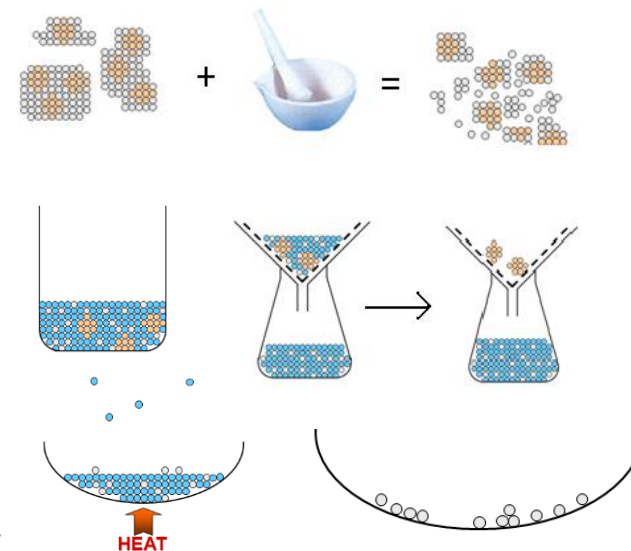


FILTRATION

EVAPORATION

METHOD:

- 1) First, grind up 5g of rock-salt using a pestle and mortar.
- 2) Place the crushed rock-salt in a beaker and add 20cm³ of water.
- 3) Filter the solution using some filter paper, a funnel and a conical flask.
- 4) Weigh an evaporating dish on the scales (Mass 1= g). Add the solution from the conical flask to the dish and warm gently for 5 minutes over a Bunsen burner.
- 5) Place the evaporating dishes aside until next lesson for the rest of the water to evaporate away.
- 6) Weigh the evaporating dish with the salt in it (Mass 2 = g).
- 7) To work out how much pure salt was in 5g of rock salt take away the mass of the evaporating dish from the mass of the evaporating dish with the salt in it.



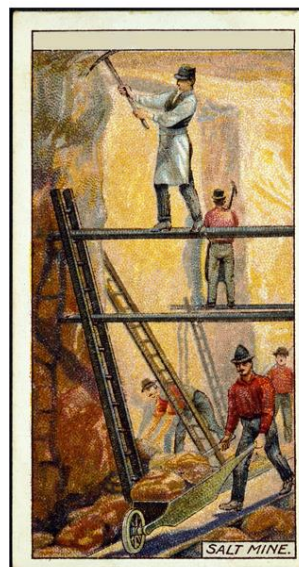
How could you separate an insoluble solid like sand from a mixture of sand and water?

- It is easy to separate an insoluble solid by **filtering** the mixture.
- The insoluble solid cannot pass through the filter paper but the water can.
- The sand that is trapped by the filter paper is called the **residue**. The water that passes through the filter paper is called the **filtrate**.

How could you separate a soluble solid, like salt, from a seawater solution?

- To separate a soluble solid from a solution, **evaporation** can be used.
- The solution is heated so that the water **evaporates** and leaves the **dissolved** solid behind.

$$\text{percent yield} = \frac{\text{actual yield}}{\text{theoretical yield}} \times 100\%$$



- We also get salt from rocks called 'rock salt'. Rock salt is a mixture of salt with sand and bits of rock.
- Rock salt was traditionally extracted by hand from underground mines; a very dangerous process.
- Today, rock salt is mined using earth-moving equipment before being purified.

The percentage yield shows how much product is obtained compared to the maximum possible mass. The percentage yield can vary from 100% (no product has been **lost**) to 0% (no product has been **made**).



Vocabulary	Wider Research	Apply
<ol style="list-style-type: none"> 1) Solid 2) Liquid 3) Gas 4) Particles 5) Arrangement 6) Properties 7) Diffusion 8) Concentration 9) Pressure 10) Filtration 11) Evaporation 12) Distillation 13) Chromatography 14) Dissolved 15) Reversible 16) Menstrual Cycle 17) Sperm 18) Egg 19) Reproduction 20) Adaptation 21) Gestation 22) Foetus 23) Adaptation 24) Ovulation 25) Yield 26) Percentage 27) Insoluble 28) Soluble 29) Solution 30) Salt 	<p>Solids, Liquids and Gases- https://www.bbc.co.uk/bitesize/guides/z2wmxnb/revision/1</p> <p>Diffusion- https://www.bbc.co.uk/bitesize/topics/z9r4jxs/articles/znqbcj6</p> <p>Separating Mixtures- https://www.bbc.co.uk/bitesize/guides/zgvc4wx/revision/1</p> <p>Human Reproduction- https://www.bbc.co.uk/bitesize/guides/z9fgr82/revision/1</p> <p>The Scientific method The scientific method - Religion and science - GCSE Religious Studies Revision - BBC Bitesize</p>	<ol style="list-style-type: none"> 1) State the three states of matter (3 marks) 2) Compare and contrast the arrangement and movement of particles in solids, liquids and gases (6 marks) 3) Suggest at least 1 property each for solids, liquids and gases (3 marks) 4) Describe the process of diffusion (1 mark) 5) Suggest two examples of diffusion occurring in everyday life (2 marks) 6) Explain why solids cannot undergo diffusion (1 mark) 7) Describe the four main stages of the menstrual cycle (4 marks) 8) Name 3 components of the male reproductive system, and 3 components of the female reproductive system. 9) State the two main separation methods involved in purifying rock salt. 10) Suggest one reason why the actual yield of salt is less than the theoretical yield of salt produced in purification?



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Topic 1: Averages and Range

Pie Charts: In a pie chart, the circle (or pie) represents the whole of the data. Each category of data is represented by a sector of the circle (or slice of the pie). The angle of each sector is proportional to the frequency of the category it represents.

Average - is a typical value of a set of data, which can be used to represent the whole data set: mean, median and mode are all types of average.

Mean - is found by adding all the values and dividing the sum by the number of values in the set; for example, the mean of 5, 6, 14, 15 and 45 is $(5 + 6 + 14 + 15 + 45) \div 5 = 17$.

Median - is the middle value in set of data that is arranged in order: for example, write the data set 4, 2, 6, 2, 2, 3, 7 in order, to give 2, 2, 2, 3, 4, 6, 7, then the median is the middle value, which is 3. If you are left with two values in the middle, the median is the mean of the two values; for example, 2, 3, 6, 8, 8, 9 has a median of $(6 + 8) \div 2 = 7$.

Mode/Modal - is the value that occurs the most often. The mode is the only average that you can use for non-numerical data, such as favourite colours or football teams. Sometimes there may be no mode, because all the values are different. 1, 2, 3, 4, 5, 6, has no mode. 1, 2, 2, 4, 5, 3, 2 has a mode of 2.

Range - to find the range you find the difference between the largest and smallest values; for example, the range of 5, 3, 4, 2, 8, 3, 4 is 6, because $8 - 2 = 6$.

Statistical diagrams:

A **bar chart** is a display of data using bars of different heights. Shown on the right are some examples of statistical diagrams.

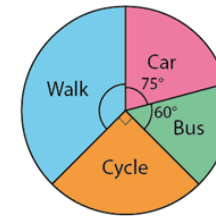
Frequency Tables:

When a lot of data needs to be sorted, one of the most efficient ways is to use a frequency table. See the example on the right.

A Frequency diagram, often called a line chart or frequency polygon shows the frequency for different groups.

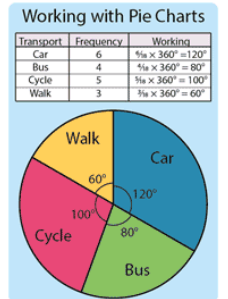
The chart below shows the results from the frequency table.

The pie chart shows how pupil in class 8C travelled to school one morning. 5 pupils in class 8C travelled by car.



a) Work out how many pupils walked to school.

b) Work out how many pupils were included in the survey.



This pictogram shows the number of pizzas eaten by four friends in the past month:

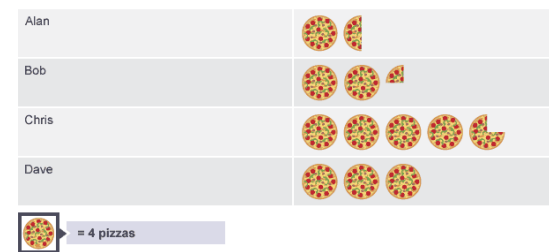
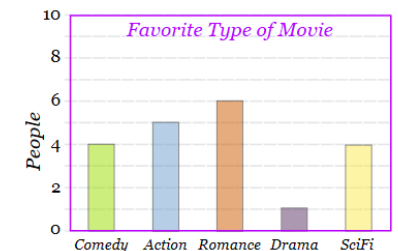


Table: Favorite Type of Movie

Comedy	Action	Romance	Drama	SciFi
4	5	6	1	4





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Topic 2: Decimals and Measures

Decimals and Rounding

Decimals are one of the types of numbers, which has a whole number and the fractional part separated by a decimal point. The dot present between the whole number and fractions part is called the decimal point. For example, 34.5 is a decimal number. To round any number we need to follow clear rules: If the number is greater than or equal to 5 we round up, if it is less than 5 we round down. To round to one decimal place (1dp) we need to look at the number to the right of the first decimal place and then use the rules. See the examples below:

$$35.863 = 35.9 \text{ (1dp)}$$

$$12.142 = 12.1 \text{ (1dp)}$$

Length, mass, capacity

Mass is how much an object weighs. To find out the mass of an object we need to multiply the density and volume of the object. Look at the example on the right on how we can use the formula to find the mass, density or volume of an object. Capacity is the maximum amount that something can contain; volume is the amount of space that a substance or object occupies. The two terms are interchangeable and can refer to the same calculation or measurement.

Perimeter

Perimeter is a math concept that measures the total length around the outside of a shape. To find the perimeter, you add together the lengths of all the sides. This works for any shape, including triangles, rectangles, pentagons, and even irregular polygons.

Area

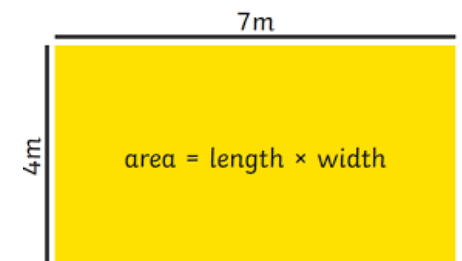
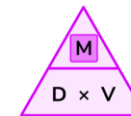
Area is defined as the total space taken up by a flat (2-D) surface or shape of an object. Area is measured in square units like cm^2 and m^2 . When working out the area we may come across multiplying decimals. To find the area of a garden that is in a shape of a rectangle, we need to multiply the length \times width. An example of this is $10\text{m} \times 2.5\text{m} = 25\text{m}^2$.

How to find mass with density and volume

We can calculate mass with density and volume using the mass formula,

$$M = D \times V$$

where M represents mass, V represents volume and D represents der object.





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Topic 2: Expressions

Simplifying expressions

An expression in maths is a sentence with a minimum of two numbers or variables and at least one math operation. This operation can be addition, subtraction, multiplication, or division. To simplify an expression we need to collect like terms. Collecting like terms is a way of simplifying algebraic expressions. It is also known as combining like terms. To do this we identify the like terms in an algebraic expression and combine them by adding or subtracting. To identify like terms, each term needs to have the same variable and exponent. An example of like terms are: a , $4a$, $-3a$. To simplify an expression we need to collect all of the like terms. See the examples below:

$$3a + 4a = 7a \quad 3a + 2b + 5a = 8a + 2b$$

Writing expressions

To write an expression we need a minimum of two numbers or variables and at least one operation. On the right is an example of algebraic notation, how we convert words into expressions. $4a$ or ' $4 \times a$ ' is classed as an expression as we have a number '4' and a variable 'a' as well as an operator 'x'.

Substituting into a formulae

Substitution means putting numbers in place of letters to calculate the value of an expression. When calculating the value of an expression, we need to remember to use the rules of BIDMAS. If $a = 5$ and $b = 3$ what is the answers to $3a + 4b$? Substituting the values for the variables we would now have $(3 \times 5) + (4 \times 3) = 15 + 12 = 27$.

Writing formulae

A formula is a rule written using mathematical symbols. Values are substituted into a formula to work something out. To use an algebraic formula: Substitute a given value or values for the variable or variables. Follow each step in the formula instructions to work out the subject. Formulae is used in a Maths and Science, for example Distance = speed \times time ($D=ST$)

Algebraic Notation

Algebraic terms is a system for writing mathematical expressions and equations using letters, symbols, and operations.

Examples

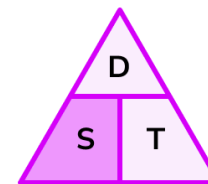
In words	In algebraic notation
2 more than m	$m + 2$
5 less than h	$h - 5$
4 lots of a or $4 \times a$	$4a$
y divided by 3 or $y \div 3$	$\frac{y}{3}$

Numbers and letters written next to each other indicate multiplication.

Divisions are written using fraction notation.

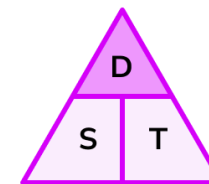


Speed



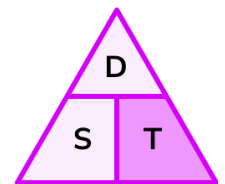
$$S = \frac{D}{T}$$

Distance



$$D = S \times T$$

Time



$$T = \frac{D}{S}$$



Vocabulary	Wider Research	Apply
Average Median Mode Range Tally Mean Sum Product Expression Formulae Substitute Variable Like terms Operator Area Mass Length Capacity Density Perimeter Decimal Volume	<p>Topic 1 Pie charts: https://www.bbc.co.uk/bitesize/guides/zxwxfcw/revision/4</p> <p>Collecting data: https://www.bbc.co.uk/bitesize/guides/zc7sb82/revision/1</p> <p>Averages: https://www.bbc.co.uk/bitesize/guides/znhsqk7/revision/1</p> <p>Topic 2 https://corbettmaths.com/2013/12/20/area-of-a-rectangle-video-45/ https://corbettmaths.com/2013/02/15/multiplying-decimals-2/</p> <p>Topic 3 https://corbettmaths.com/2013/12/28/collecting-like-terms-video-9/ https://corbettmaths.com/2012/08/20/substitution-into-expressions/</p>	<p>Topic 1 https://corbettmaths.com/wp-content/uploads/2022/11/Averages-and-Range-1.pdf</p> <p>Topic 2 https://corbettmaths.com/wp-content/uploads/2013/02/area-of-a-rectangle-pdf1.pdf https://corbettmaths.com/wp-content/uploads/2018/01/multiplying-decimals-textbook-pdf.pdf</p> <p>Topic 3 https://corbettmaths.com/wp-content/uploads/2013/02/collecting-like-terms-pdf3.pdf https://corbettmaths.com/wp-content/uploads/2013/02/substitution-pdf2.pdf</p>



Revise your French vocabulary every week, ready for a Quiz in lesson on the week starting on the 2nd of October.

Topic 1. Tell the time.

Quelle heure est-il? What time is it?

To tell the time in French, use the sentence **Il est + number + heures.**

- **Il est une heure** - It is one o'clock.
- **Il est deux heures** - It is two o'clock.
- **Il est trois heures** - It is three o'clock.
- **Il est quatre heures** - It is four o'clock
 - **et quart** - quarter past
 - **et demie** - half past
 - **moins le quart** - quarter to



Examples:

- **Il est neuf heures et demie** - It is half past nine.
- **Il est sept heures cinq** - It is five past seven.



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Topic 2: Descriptions.

For your homework, make sure you include many great sentences in French expressing your likes and dislikes! Include some images or drawings and the translations.

Mes opinions (my opinions)

Tu aimes...? - Do you like...?

- **J'aime:** I like
- **Je n'aime pas:** I don't like
- **J'adore:** I love
- **Je déteste:** I hate
- **Je préfère:** I prefer



- **le sport:** sport
- **le foot:** football
- **le vélo:** cycling
- **le collège:** school
- **le cinéma:** cinema
- **le poisson:** fish
- **la danse:** dance
- **la musique:** music
- **les serpents:** snakes
- **les BD:** comics
- **les glaces:** ice creams
- **les jeux vidéo:** video games
- **les vacances:** holidays
- **les araignées:** spiders

parce que
because

- **C'est sympa:** It is nice.
- **C'est amusant:** It is fun.
- **C'est génial:** It is great.
- **C'est cool:** It is cool.
- **C'est ennuyeux:** It is boring.
- **C'est nul:** It is rubbish.





Revise your French vocabulary every week, ready for a Quiz in lesson on the week starting on the 2nd October.

Topic 3. Descriptions.

For your homework, describe your favourite superheroes.

Descriptions

Tu est comment? *How are you like?*

Je suis...: *I am ...*

Je ne suis pas...: *I am not ...*

Il est...: *he is...*

Elle est...: *she is...*

- amusant(e): *funny*
- arrogant(e): *arrogant*
- fort(e): *strong*
- grand(e): *big/tall*
- intelligent(e): *intelligent*
- méchant(e): *nasty/bad*
- petit(e): *small*
- timide: *shy*

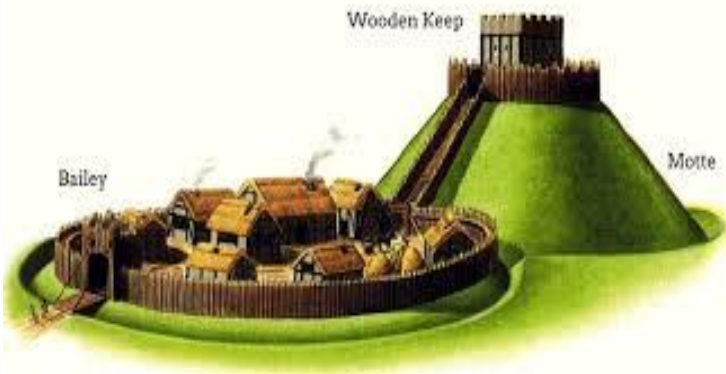




Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: Motte and Bailey Castles

- Norman castles were often built in locations that were considered of strategic value. The first Norman castle in England was built a few miles from where William landed and was used as a base for soldiers to terrorise the local population and gather supplies.
- Unlike Anglo-Saxon fortified towns, a Norman Motte and Bailey castle could be built very quickly, in some cases it only took a few days
- William had 8000 men to try and consolidate his power in England. Building Motte and Bailey castles were an effective way of securing towns that had submitted to his power.
- Although the wooden structure was much more vulnerable to damage than a stone structure, a Motte and Bailey castle could be built quickly until the Normans had the time to build more permanent stone structures.
- Mottes ranged from 25 feet (8m) to over 80 feet (24m) in height.
- The major weakness of the Motte and Bailey castle was the likelihood of the keep rotting or burning down. The solution was to build stone keeps but these could not always be built on the same site since the weight of the stone would sink into the motte.
- The Normans started to replace wooden structures with stone keep designs. Stone castles had several advantages over wooden motte and bailey structures:
- Stone keeps did not rot or go up in flames.
- Expensive to build, but they did demonstrate the wealth and power of the lord that built it.



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Topic 2: The Feudal System

The King

Owned all the land in England and he gave land to his most important supporters, the tenants in chief. They did not own the land just held it for him.

Tenants in Chiefs

Tenants in Chiefs gave land to their knights. This might be a village or villages – enough land to give him enough income to pay for his warhorse, armours and weapons.

Knights

Knights gave most of their land in their villages to the local people so they could grow their own food.



In return for their land the tenants in chief agreed to bring men to fight for the king for 40 days a year.

The knights in return agreed to do military service for their lord. This was known as 'knight service'.

The local people would work for the knight and this was called labour service. They were called 'villains.'



History
Norman England

Year 7
Term 2

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 3: Harrying of the North

The Harrying of the North refers to the brutal slaughter and pillaging of Northumbria in 1069-1070 by the army of William the Conqueror. This is thought to have been devastating to the extent that 100,000 people starved to death.

Entire villages were raided, and their inhabitants were killed, livestock slaughtered, and stores of foods were also destroyed.

Why did William do this?

William was angry at the failure of English leaders to accept him as king and be grateful that he had left them their lands and titles.

He was frustrated at the constant rebellions.

He wanted to instil fear as he was worried the Danes would support the rebels.

William wanted to punish the rebels so they would not dare rebel again.

What did the Harrying of the North achieve for William?

Fear amongst the English

Many deaths of rebels

Destruction of homes, farm animals and equipment

Refugees fled as far as the Midlands

Confirmed Norman control of the North

William built more castles in the North





Vocabulary	Wider Research	Apply								
1) Motte 2) Bailey 3) Castles 4) Wooden Bridge 5) Palisade 6) Moat 7) Hierarchy 8) Feudal System 9) Tenants in Chief 10) Knights 11) Villeins 12) Knight Service 13) Labour Service 14) Domesday 15) Commissioned 16) Genocide 17) Harrying 18) Destruction 19) Rebellions 20) Edwin and Morcar 21) Resentment 22) Seizure	<p>General information about life after the Norman Conquest: https://www.youtube.com/watch?v=bxpTxuPTkIA</p> <p>The Domesday Book https://www.youtube.com/watch?v=om_BlzXaVwU</p> <p>Revolts and Rebellions https://www.youtube.com/watch?v=kNWoXIAZdkM</p> <p>Motte and Bailey Castles https://www.castlesworld.com/tools/motte-and-bailey-castles.php</p> <p>The Feudal System https://www.bbc.co.uk/bitesize/guides/zdvdmp3/revision/1</p> <p>The Harrying of the North https://www.thoughtco.com/harrying-of-the-north-1069-70-1221079</p>	<p>1. Create a history 'dictionary' using the key vocabulary. Find all the definitions and form a sentence</p>								
		<table border="1"> <thead> <tr> <th data-bbox="1279 379 1599 419"><i>Key Word</i></th> <th data-bbox="1599 379 1863 564"><i>Definition</i></th> <th data-bbox="1863 379 2119 564"><i>Form a sentence</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="1279 419 1599 564"></td> <td data-bbox="1599 419 1863 564"></td> <td data-bbox="1863 419 2119 564"></td> </tr> </tbody> </table>	<i>Key Word</i>	<i>Definition</i>	<i>Form a sentence</i>					
<i>Key Word</i>	<i>Definition</i>	<i>Form a sentence</i>								
		<p>2. Explain 3 advantages and 3 disadvantages of Motte and Bailey castles.</p> <p>3. Write a short diary entry of what life would be like during the Norman era as a knight.</p> <p>4. Write a short diary entry of what life would be like during the Norman era as a Villein.</p> <p>5. Explain what the 'Feudal System' is to a relative. Make sure you use all the key words listed (The King, Land, loyalty, promise, Tenants in Chief, Knights, Knight service, labour service, Villeins, hierarchy).</p>								



Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: Geography of the UK

What do you know about our country?

- Our country is the United Kingdom (the UK) and is made up of four different countries - England, Scotland, Wales and Northern Ireland.
- Each country has its own capital city (where the government is located), a flag, a national anthem and their own culture.
- The UK is located in the continent of Europe.
- Other countries that surround the UK include France, the Republic of Ireland and the Netherlands.

UK capitals:
England = London
Scotland = Edinburgh
Wales = Cardiff
Northern Ireland = Belfast

Physical Geography of the UK:

- The UK has very distinct landscapes.
- There are many examples of landforms that have been created by erosion, weathering and glaciation.

FACT: The UK's top 10 highest mountains can all be found in Scotland.

Human Geography of the UK:

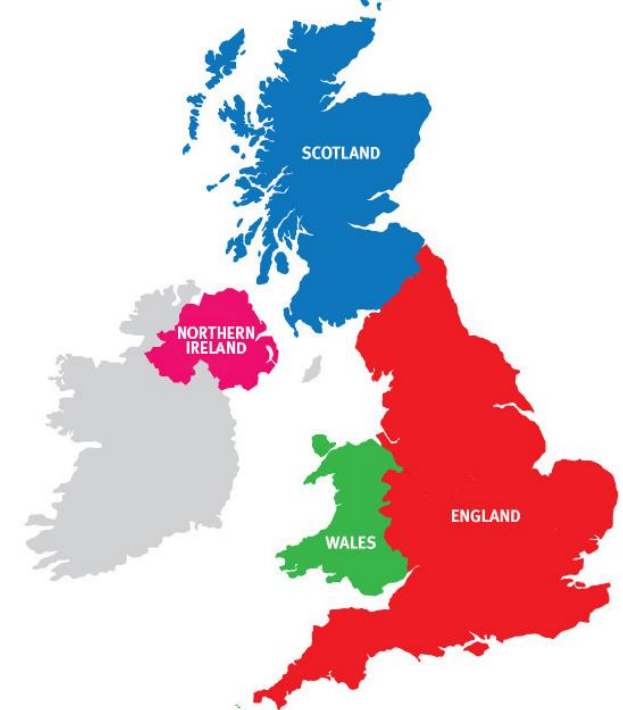
- The UK has its own unique culture. This attracts many tourists who visit the UK.
- The UK has a great mix of people from different racial and ethnic backgrounds.

FACT: London is one of the world's most important cities.

Environmental Geography of the UK:

- Some of the habitats that can be found in the UK are: coastal, farmland, freshwater, grassland, marine, wetland and woodland.
- These habitats support a surprising amount of wildlife.

FACT: The UK is a temperate deciduous forest. This means that our trees shed their leaves in the autumn.





Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 2: The importance of London

Where is London?

London is the capital of the United Kingdom and is located in south-eastern England. By far Britain's largest city, it is also the country's economic, transportation, and cultural centre. London lies either side of the River Thames about 50 miles upstream from the river's mouth at the North Sea.

London has local, regional and world importance:

- **Internal and international accessibility** - London has great importance due to its high connectivity. It has an orbital motorway (M25) and a series of motorways linking it with the other major centres in the UK (M1 to Leeds, M4 to Bristol and the M2 to Dover). It is also the focus of the rail network with major rail stations like Waterloo and Paddington. It has 5 international airports and the business airport of Heathrow has five terminals. London is also connected to Europe through the international Eurostar rail service.
- **World network of financial centres** - London has become the international financial centre for Europe and is one of three world financial cities alongside New York and Tokyo. Many global banks have headquarters here.
- **Transnational corporations (TNCs)** - London has become the place where transnational companies locate their headquarters. This provides opportunities for other business services to locate near their clients, therefore many business services in the UK are located in the South-East.
- **Market** - London is the largest and wealthiest market in the UK and therefore top international retailers have locations in London to take advantage of this.



London is one of the most diverse cities in the world, lots of people from many countries live and work in London sharing their skills and culture. London is an important global centre for finance and trade. These sectors, along with tourism, provide many jobs. The city has excellent communications and transport infrastructure which, along with a number of local airports, makes it very accessible. Education and health care provision in London is very good, which attracts people to the area and crime is relatively low compared to other major cities around the world.



Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 3: How has London changed over time?

History of London

Historically, London grew from three distinct centres: the walled settlement founded by the Romans on the banks of the Thames in the 1st century CE, today known as the City of London, “the Square Mile,” or simply “the City”; facing it across the bridge on the lower gravels of the south bank, the suburb of Southwark; and a mile upstream, on a great southward bend of the river, the City of Westminster.

Population changes

London has undergone enormous changes over the last 50 years. As the graph shows, the population fell from 8.6 million in 1939 to 6.8 million in 1981 and 1991, rising to 9 million in 2020. These changes in population are the result of the changes in the economic structure of London. For example, between 1960 and 1980, the docks closed and manufacturing was lost, particularly in the Lea Valley. This led to many job losses in inner London and migration out of the city, resulting in a loss of population in inner London.

London’s Environment

For years London was filled with smog, the word used to describe the city’s characteristic blend of fog and smoke. The most severely affected area was the 19th-century inner London—particularly the East End, which had the highest density of factory smokestacks and chimney pots and the lowest-lying land, making the spread of pollution worse. As recently as the early 1960s, the smokier districts of east Inner London experienced a 30 percent reduction in winter sunshine hours. That problem was improved by clearing away the old housing estates and new government laws that stopped the burning of coal. Now, London has much cleaner air and laws in place to stop the smog returning.










Vocabulary	Wider Research	Apply
<ol style="list-style-type: none">1. Capital city2. Dockyard3. Globalisation4. Global city5. Environment6. Financial7. Impact8. Industrial9. Investment10. Legacy11. London12. Manufacturing13. Megacity14. Immigration15. Olympics16. Partnership17. Pollution18. Population19. Primary20. Quaternary21. Regeneration22. Rural23. Secondary24. Security25. Social26. Tertiary27. Traffic28. Transnational corporation29. Urban30. Urbanisation	<p>Physical Geography http://www.physicalgeography.net/</p> <p>Human Geography https://www.bbc.co.uk/bitesize/topics/zfkmhyc</p> <p>Environmental Geography https://www.youtube.com/watch?v=skwRoYPumlC</p> <p>Continents https://www.worldometers.info/geography/continents/</p> <p>Countries https://www.youtube.com/watch?v=LZFF8EuaGjM</p> <p>The UK https://www.britannica.com/place/United-Kingdom https://www.geographycasestudy.com/case-study-london-olympics-2012/ https://www.youtube.com/watch?v=7QL_uG2GSZo https://www.youtube.com/watch?v=Pelj6H7iNcc</p>	<ol style="list-style-type: none">1. Draw your own map of the UK and shade each of the four countries in a different colour. Then label all the capital cities and mountains.2. Explain how and why the UK is important in the world.3. Create a timeline with labels to show how London has changed over the last 250 years.4. Create a mind map to show why London is such a rich city.5. Create a fact sheet about the different cultures that live in London today and how we benefit from diversity in London and throughout the UK.6. Create a tourism poster to attract more visitors to Medway. What could you include in your poster to appeal to potential tourists that want to come and visit the area?



Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: What are the key themes in the poems we have covered?

In our study of poetry this year we have covered the following themes:

<p>Power</p> 	<ul style="list-style-type: none"> • The ability to control and influence things/people. • We have explored the theme of power in the following poems: 'Fury', 'Do you know what it's like?' and 'We lived happily during the war' • Power can become something used as a weapon against people who are suffering
<p>Conflict</p> 	<ul style="list-style-type: none"> • A disagreement/struggle with something/someone. • We have explored the theme of conflict in the following poems: 'Fury', 'Do you know what it's like?', 'We lived happily during the war' and 'The Immigrant' • Often, we can see the effect of conflict and the way it can negatively affect someone's life.
<p>Relationships</p> 	<ul style="list-style-type: none"> • Being connected or associated with someone or something. • This can be seen in 'Fury', 'Do you know what it's like?' and 'The Immigrant' • Relationships are incredibly important for people to thrive as we often rely on other people for support.
<p>Fate vs Free Will</p> 	<ul style="list-style-type: none"> • What is your destiny vs the freedom of choices we make? • This can be seen in 'Fury', 'The Immigrant' and 'We lived Happily during the war' • There are some things in our lives that we cannot control such as the situations we sometimes find ourselves in. However, even in those difficult situations, we can make choices about what to do and how we react.
<p>Gender</p> 	<ul style="list-style-type: none"> • Socially constructed norms, behaviour and roles associated with a person • We can see elements of this in 'Fury' • He explores the fact that because he is a man and a boxer, he is not supposed to reveal his emotions but rather has to appear tough to the outside world.



Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 2: Poetic structure

There are a number of structural techniques that poets use to impact the reader and contribute to the message in their poems.

Device	Definition	Example
Caesura	A pause for a beat in the rhythm of a verse, often indicated by a line break or by punctuation.	And eyes still drank the dark. They trail the night
Enjambment	The continuation of a sentence from one line to another.	The mud and leaves in the mauled lane smelled sweet
Stanza	A grouping of lines that forms the main unit in a poem.	At lunchtime I bought a huge orange The size of it made us all laugh. I peeled it and shared it with Robert and Dave— They got quarters and I had a half.
Blank verse	Poetry that does not rhyme	Something there is that doesn't love a wall. That sends the frozen-ground-swell under it, And spills the upper boulders in the sun
End-stop	The use of punctuation at the end of a poetic line; the opposite of enjambment.	They got quarters and I had a half.
Speaker	The voice of the poem – like a narrator	I had half.



Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 3: Different forms of poetry

Poems come in all kinds of shapes and sizes. They are laid out and divided up carefully by the poet. When we look closely at a poem, its form and structure can give us clarity on the message and meaning of the poem. The **form** of a poem is how we describe the overarching **structure** or pattern of the poem. Some forms of poetry must stick to very **specific** rules about length, rhythm and rhyme.

Poets enjoy playing with form. They often have fun making and breaking rules!

Narrative poem

- A narrative poem is a type of poem that tells a **story**. Narrative poems tend to be quite long. They tell a story like in a novel and also use rhythm and rhyme, like in a poem.
- Fury would fit with the **narrative** form as the speaker is telling us a story about how he feels in the boxing ring. He describes his family life and the way in which his family deals with conflict through violence rather than **communication**.
- There is only one stanza and so the poem itself seems more like a story than a poem.



Free verse

- A poem in free verse typically doesn't follow any of the **traditional** rules set out by other poets. These poems will not **rhyme** and will possibly not have any stanzas or at least the stanzas may be different lengths.
- We lived Happily During the war would fit with the free verse form as there are no set **stanzas** and the poem doesn't rhyme. There are some lines **separated** from the rest of the poem and then some stanzas with two lines.





Vocabulary	Wider Research	Apply
<ol style="list-style-type: none">1. Explain2. Anthology3. Terminology4. Message5. Patterns6. Explore7. Evidence8. Annotate9. Conflict10. Opinion11. Context12. Structure13. Plan14. Perform15. Choices16. Differences17. Compare18. Empathy19. Identify20. Relationship21. Summary22. Speaker	<p>Research modern day conflicts – compare how people respond to conflict today compared to the early 20th century.</p> <p>Research who 2Pac is and what happened to him.</p> <p>Understanding rhythm in poetry BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zqsvbqt/articles/zmpxbd</p> <p>How to respond to poetry BBC Bitesize https://www.bbc.co.uk/bitesize/topics/zmbj382</p> <p>Understanding War Poetry BBC Bitesize https://www.bbc.co.uk/teach/has_poetry_distorted_our_view_of_world_war_one/z6d8382</p>	<ol style="list-style-type: none">1. Stand outside your house and note down any noises that you can hear. Write a poem based around this.2. Create a charity poster that raises awareness for those in war-torn countries.3. Create a story-board that recreates the scenes described in the poem 'We lived Happily During the War'.4. Write an acrostic poem using one of your hobbies as the starting word.5. Write a poem about your identity. What makes you, you?