



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
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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

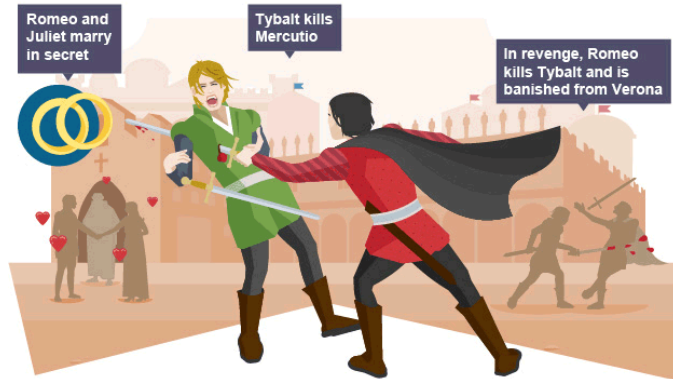
If you would like to spend more time working independently to develop excellence in your subjects. Here is a suggested timetable for you to follow. If you have forgotten your usernames and passwords for these apps, speak to your form tutor and they will be able to support you.

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		



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: Tybalt and Act 3



Tybalt:

Tybalt Capulet is Juliet's cousin. He is extremely feisty and enjoys the conflict between the Montagues and his family. **He is strong-willed, argumentative, passionate and loyal.** All of these characteristics are demonstrated when he finds out that Romeo has gate-crashed a Capulet party, knowing that the Montagues are not welcome. **Tybalt reacts badly**, almost causing a fight at the Capulet household. Lord Capulet quickly intervenes and tells Tybalt not to fight Romeo and Tybalt reluctantly obeys. **Tybalt seeks his revenge by fighting with Romeo**, but when Romeo refuses to fight he kills Romeo's best friend, Mercutio, instead. Angry at the death of his close friend, Romeo then fights with Tybalt and kills him. Tybalt is the reason Romeo is banished from Verona.

Act 3

Romeo and Juliet's secret marriage takes place in the early afternoon. Later Romeo is with his friends, Mercutio and Benvolio, when Juliet's cousin Tybalt challenges him to a fight. Romeo refuses because technically he is now related to Tybalt by marriage (though of course, he can't tell anyone). Mercutio steps in and fights Tybalt instead. During the fight Mercutio is stabbed and dies, cursing the Capulets and Montagues with a plague o'both your houses (Act 3 Scene 1).

Romeo is so upset at the death of his friend that he fights Tybalt in revenge. He slays Tybalt and leaves as the Prince approaches.

Benvolio explains the fight to Prince Escalus who declares that because Romeo has killed in revenge he will be banished from the city of Verona rather than sentenced to death.

Key quotations:

- 'What, drawn and talk of peace? I hate the word'
- 'a plague on both your houses'
- 'Why the devil came you between us?'

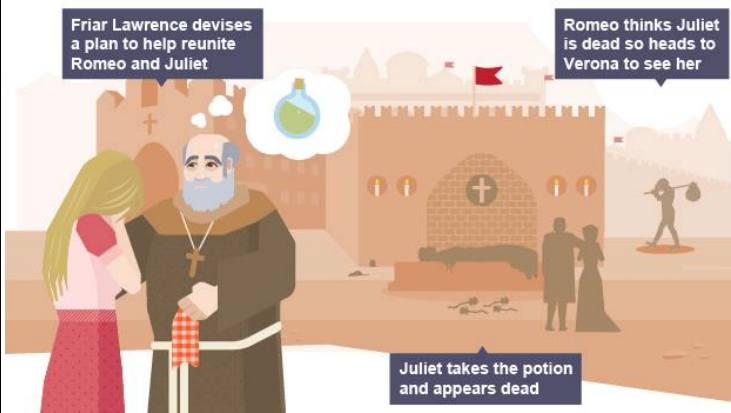


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Topic 2: Lord Capulet characterisation and Act 4

Lord Capulet:

- Lord Capulet is the head of the Capulet household and people look up to him, as he has great **power** and **social responsibility**.
- He hosts the Capulet party and **fuels the conflict** between the Montague and the Capulet households.
- As Capulet usually gets his own way, he is shocked that Juliet refuses to obey his orders - this causes him to become stubborn and to declare she is no daughter of his.
- Lord Capulet's response to Juliet's "disobedience" is so violently harsh that we begin to see him as a bit of a tyrant. We see the physical aggression most prominently in the big, confrontational scene with Juliet over whether or not she will marry Paris.
- He regrets his anger at the end of the play when he and Montague ask for forgiveness and repent.



News of the plan never reaches Romeo. He only hears that Juliet is dead and leaves for Verona immediately.

Act 4:

Juliet is heartbroken at losing her love and seeks Friar Lawrence's help. He devises a plan to reunite the couple which will take great strength of will (Act 4 Scene 1) to carry out. The Friar will give Juliet a potion to make her appear dead. After drinking it, her family will lay her apparently lifeless body in the Capulet tomb. The potion will last for 24 hours, during which time Friar Lawrence will send news to Romeo. As the potion wears off and Juliet awakens, Romeo will arrive at the tomb and the pair will run away.

Juliet carries out her part of the plan and takes the potion as she goes to bed. The Nurse is very distressed when she discovers Juliet in the morning. The Capulets place Juliet in the tomb.

Key quotations:

- 'Death is my son-in-law, Death is my heir'
- 'For Venus smiles not in a house of tears.'
- 'Accurs'd, unhappy, wretched, hateful day!'



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Topic 3: Act 5 and themes

Act 5:

Friar Lawrence discovers that his plan has gone wrong and heads to the Capulet tomb to rescue Juliet. However, Romeo gets there long before the Friar. With him he has a bottle of poison that he has purchased from an apothecary. He has already decided that life is not worth living without Juliet.

Outside the tomb, Romeo finds Paris mourning for Juliet. Romeo fights with him and leaves him dead. He breaks into the Capulet tomb and discovers Juliet, as cold as if she were dead.

Romeo is heartbroken. He drinks his poison and dies. Moments later, Juliet's potion wears off and she wakes up. She sees Romeo dead by her side and tries to drink the final drops of poison from his lips. When this fails, she takes his dagger and stabs herself.

Themes: Themes are ideas that run all the way through a literary text.



In *Romeo and Juliet* there are many themes such as:

- Love
- Conflict
- Family

Key quotations:

- 'Death, that hath sucked the honey of thy breath' - Romeo
- "Here's to my love! O true apothecary!" - Romeo
- "Yea, noise? Then I'll be brief. O happy dagger!" - Juliet



Vocabulary	Wider Research	Apply
<ol style="list-style-type: none"> 1. Analyse 2. Foreshadow 3. Monologue 4. Characterisation 5. Stage Direction 6. Tragedy 7. Plot 8. Theme 9. Setting 10. Context 11. Prologue 12. Act 13. Montague 14. Capulet 15. Scene 16. Star-Crossed 17. Verona 18. Language 19. Globe 20. Theatre 21. Performance 22. Drama 23. Soliloquy 24. Love 25. Hate 26. Enemy 27. Aggression 28. Religion 29. Elizabethan 30. Shakespeare 	<p>Context of Romeo and Juliet: https://www.youtube.com/watch?v=CsG1Y_BTjTc</p> <p>BBC bitesize: https://www.bbc.com/bitesize/guides/zxrjfrd/revision/1</p> <p>York notes: https://www.yorknotes.com/gcse/english-literature/romeo-and-juliet-gcse-2017/revision-cards/02_context</p> <p>Sparknotes: https://www.google.com/search?q=sparknotes+romeo+and+juliet&rlz=1C1GCEU_enGB839GB839&oq=sparknotes+romoe&aqs=chrome.1.69i57j0l7.3175j0j4&sourceid=chrome&ie=UTF-8</p> <p>Quizlet: https://quizlet.com/81800460/romeo-and-juliet-flash-cards/</p>	<ol style="list-style-type: none"> 1. Research Shakespeare’s life. Create a poster of your findings. 2. Create a mind-map of words and phrases to describe Lord Capulet. Use a thesaurus to help you. 3. Create a series of flash-cards that summarise the plot of Romeo and Juliet. 4. Create a 50 question quiz about Acts 3,4 and 5 of Romeo and Juliet. Focus your questions on plot and character. 5. Re-write the story in modern England. What differences would there be in society today? 6. Write a diary entry from the point of view of the Nurse. What would you be thinking at the end of the play?



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Topic 1: Ratio and Proportion

A **ratio** is a mathematical way to compare **quantities**. To help you understand what a ratio is, look at the photo of the two giraffes. Can you see that the bigger giraffe is about three times bigger than the smaller giraffe? Mathematically, we would say that the ratio of the big giraffe to the small giraffe is three to one. When you write a ratio, you need to use the colon symbol (:). You read this as 'to'.

The ratio of the big giraffe to the small giraffe is 3:1

The ratio of the small giraffe to the big giraffe is 1:3



Simplifying ratios: This means to write a ratio as simply as possible.

Simplify the ratio 4:20. You can simplify a ratio in the same way you simplify a fraction. The highest common factor is 4, so divide both numbers by 4. The answer is 1:5

Simplify 12:32. You may want to do this in more than one step. First divide each number by 2. 6:16, now divide by 2 again. 3:8. Can you simplify this any further? No, so the answer is 3:8.

Using ratio as fractions:

If a garden is to be divided into lawn and shrubs in the ratio 3:2, what fraction of the garden is lawn and what fraction of the garden is shrubs? $\frac{3}{5}$ would be lawn and $\frac{2}{5}$ would be shrubs. This is because the denominator of a fraction shows you the total amount all parts add up, and in this case the total amount of the garden is 3 parts lawn plus two parts shrubs, hence our denominator is 5.

How to divide/share an amount into given ratios:

Divide £28 in the ratio

Step 1) find out how many parts you are sharing the £28 by. Add the ratios together $4+3 = 7$, so there are 7 parts.

Step 2) find the value of one part. Divide the amount by the number of parts. $28 \div 7 = 4$, so one part = £4

Step 3) multiply each ratio by the one part

$4 \times 4 = 16$ and $3 \times 4 = 12$

The answer is £16: £12

You can check your answer by adding together both parts and seeing if it equals the original amount. $£16 + £12 = £28$



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Topic 2: Coordinates and Graphs

You can use **coordinates** to locate a point on a grid. If you were to plot the point (4, 7) you would first move along the x-axis to the 4, and then up the y-axis to the 7. See the diagram to the right.

When you use coordinates, the first number inside the brackets is the x-coordinate and the second number is the y-coordinate. You can write a general coordinate pair as (x, y) What do you notice about the coordinates (0,3) (1,3) (2,3) (3,3) (4,3)? The second number, the

y-coordinate, is always 3. In other words, $y = 3$. Look what happens when you plot them on a graph.

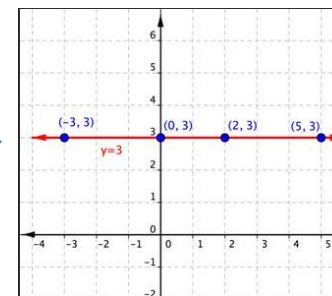
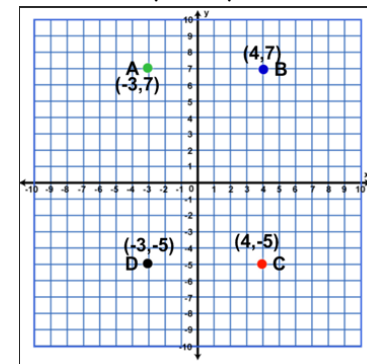
Drawing linear graphs: These graphs are also called straight-line graphs.

It helps to use a table of values to work out the y-coordinate.

For example, if you were asked to draw the graph of $y = 2x + 1$ you would first draw out a table of values with some values for x. In this example we have used the values of x to be -2, 0 and 2. Now substitute these values into the equation. When $x = -2$, $2 \times (-2) + 1 = -3$ when $x = 0$, $2 \times (0) + 1 = 1$ and when $x = 2$, $2 \times (2) + 1 = 5$. You now have three sets of coordinates which you plot on the graph.

To finish you join up the points creating a linear graph.

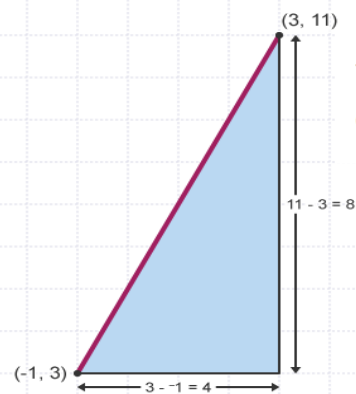
Finding the gradient of a line: The slope of a line is called its gradient. The steeper the line, the further the value of the gradient is from zero.



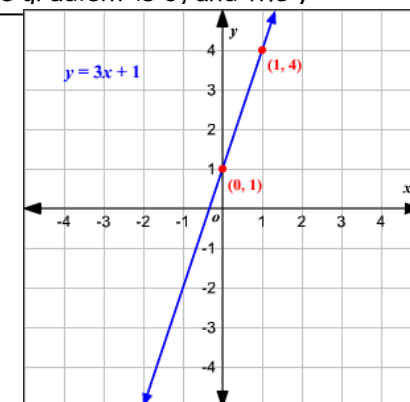
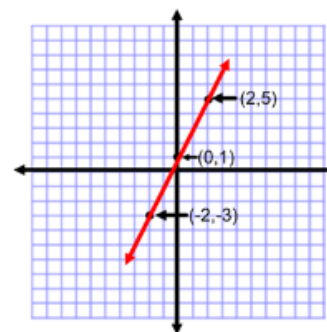
Graph the line for: $y = 2x + 1$

x	2x+1	y	Ordered Pairs
-2	2(-2)+1	-3	(-2,-3)
0	2(0)+1	1	(0,1)
2	2(2)+1	5	(2,5)

When the equation of the line is written in the form $y = mx + c$, m is the **gradient** and c is where the line cuts the y-axis (called the y - intercept) m is the coefficient of x (the number in front of x) and c is the **constant** term. Here is the graph of $y = 3x + 1$. The gradient is 3, and the y-



The gradient of the line through the points (-1, 3) and (3, 11) is given by $\frac{\text{change in } y}{\text{change in } x} = \frac{8}{4} = 2$.





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Topic 3: 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.

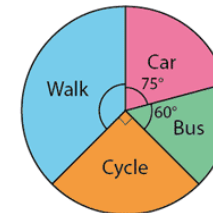
Frequency Tables:

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.

Working with Pie Charts

Transport	Frequency	Working
Car	6	$\frac{6}{30} \times 360^\circ = 120^\circ$
Bus	4	$\frac{4}{30} \times 360^\circ = 80^\circ$
Cycle	5	$\frac{5}{30} \times 360^\circ = 100^\circ$
Walk	3	$\frac{3}{30} \times 360^\circ = 60^\circ$



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

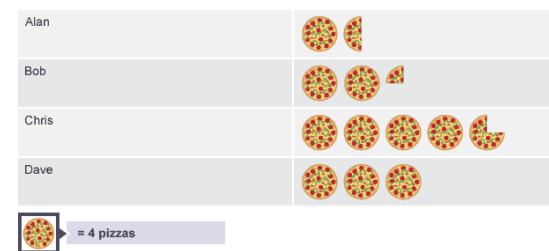
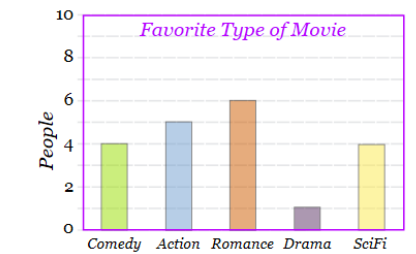


Table: Favorite Type of Movie

Comedy	Action	Romance	Drama	SciFi
4	5	6	1	4





Vocabulary	Wider Research	Apply
Ratio Share Divide Quantity Simplify Coordinate Axis Linear Gradient Constant Coefficient Intercept Average Median Mode Range Tally Mean Sum Product	<p>Topic 1: https://www.bbc.co.uk/bitesize/topics/zdbc87h/articles/zvmtv4</p> <p>https://www.bbc.co.uk/bitesize/guides/z9387p3/revision/3</p> <p>https://www.bbc.co.uk/bitesize/guides/zqfrw6f/revision/5</p> <p>https://www.bbc.co.uk/bitesize/guides/zpmfgdm/revision/1</p> <p>Topic 2 Ratio https://corbettmaths.com/2013/03/03/simplifying-ratio/</p> <p>https://www.bbc.co.uk/bitesize/guides/zpxyrwx/revision/4</p> <p>Topic 3: 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 1: https://corbettmaths.com/wp-content/uploads/2013/02/ratio-sharing-the-total-pdf.pdf</p> <p>Topic 2: https://corbettmaths.com/wp-content/uploads/2013/02/ratio-sharing-the-total-pdf.pdf</p> <p>Topic 3: https://corbettmaths.com/wp-content/uploads/2022/11/Averages-and-Range-1.pdf</p>

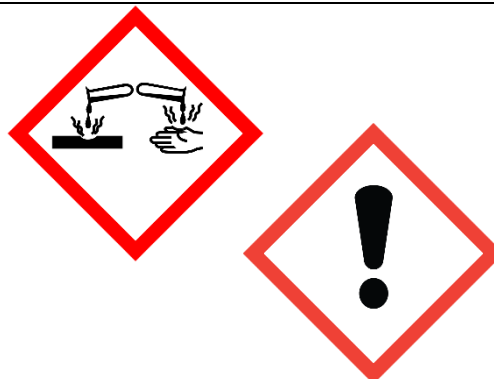


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Topic 1: Acids and Alkalis

Acids

- Have a pH below 7
- They contain free H⁺ (hydrogen) ions
- Can be corrosive and harmful



Bases/Alkalis

- Have a pH above 7
- They contain free OH⁻ (hydroxide) ions
- Can be irritants
- Bases are soluble, alkalis are insoluble

Neutral

- Have a pH of 7
- The H⁺ and OH⁻ ions react forming water
- A neutralisation reaction is when an acid and alkali react producing a salt and water.



Examples of pH Conditions:

pH 2	pH 4	pH 5	pH 7	pH 7.4	pH 10	pH 12
gastric juices	tomato juice	human urine	pure water	human blood	hand soap	household bleach

base	acid	salt
calcium hydroxide	hydrochloric acid	calcium chloride
magnesium oxide	nitric acid	magnesium nitrate
copper oxide	sulfuric acid	copper sulfate
ammonia	nitric acid	ammonium nitrate
potassium hydroxide	sulfuric acid	potassium sulfate

Metal		Acid		Salt
sodium hydroxide	reacts with	hydrochloric acid	to make	sodium chloride
copper oxide	reacts with	hydrochloric acid	to make	copper chloride
sodium hydroxide	reacts with	sulfuric acid	to make	sodium sulfate
zinc oxide	reacts with	sulfuric acid	to make	zinc sulfate



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Topic 2: Sound and Light

Sound

- Sound is a longitudinal wave, travelling parallel from the direction of travel.
- Sound travels at 343m/s.
- Sound is caused by the vibration of air particles.

Light

- Light is a transverse wave, travelling perpendicular from the direction of travel.
- Light travels at 300,000,000m/s.
- White light is a form of electromagnetic radiation, made up of different coloured wavelengths.

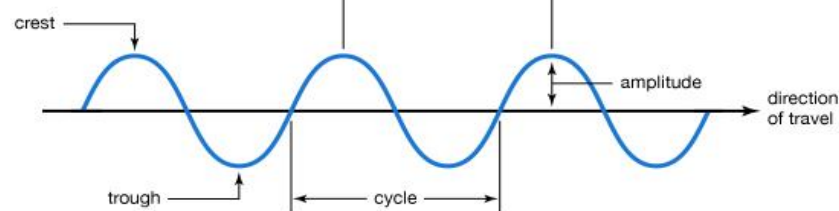
Refraction and Reflection

- Reflection occurs when a light wave bounces off the surface of an object (angle of reflection) at the same angle at which it collided (angle of incidence).
- Refraction occurs when a light wave enters a different medium, causing the speed of the wave to decrease. As speed decreases, the direction of the wave changes.

Longitudinal waves

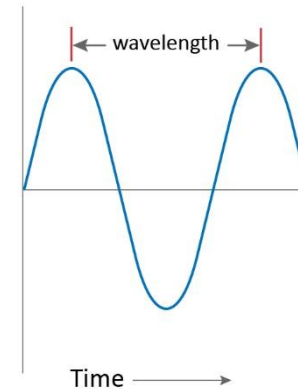


Transverse waves

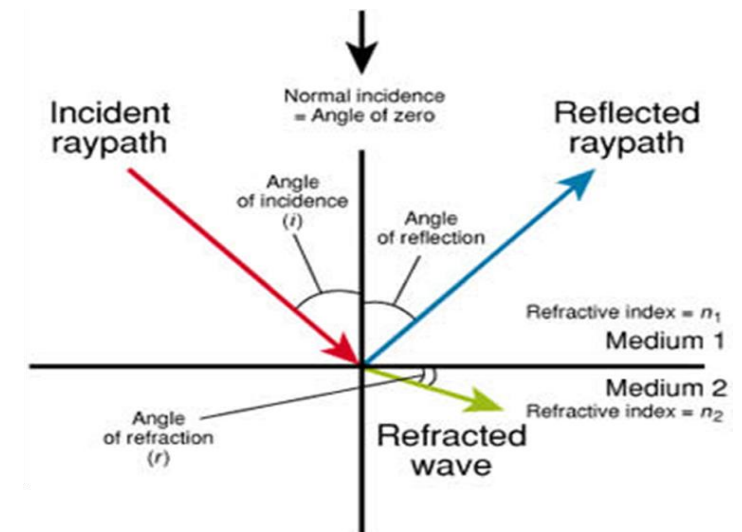
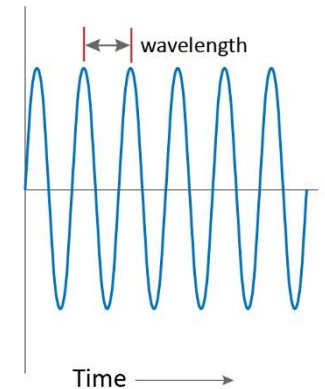


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Low pitch



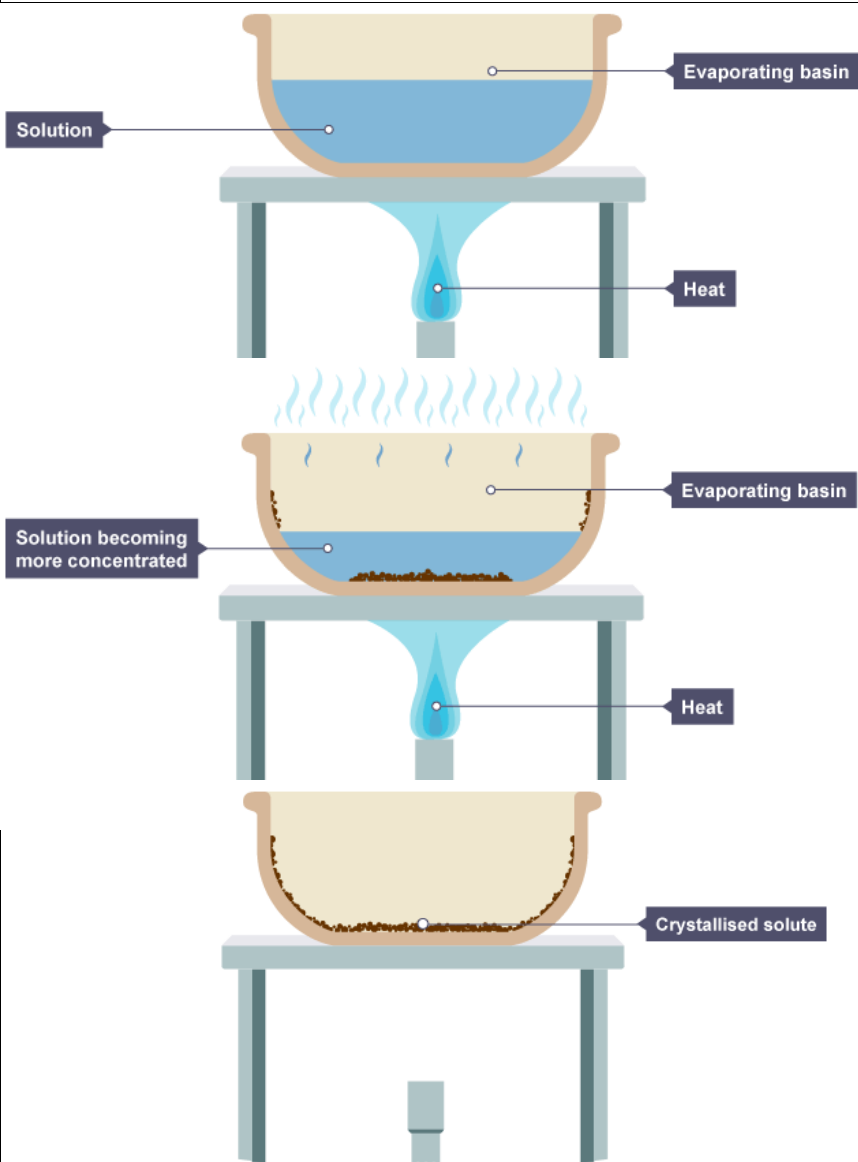
High pitch





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Topic 3: Making Salts



Practical Method

- Salts are compounds that are made up of a metal bonded to a non-metallic molecule.
- Copper sulphate is a salt that can be synthesised in a lab.
- To start, sulphuric acid is warmed in a water bath.
- Powdered copper oxide is a base. Copper oxide is added to the sulphuric acid in excess.
- The copper oxide is added until no more will dissolve.
- The solution is filtered to remove any remaining copper oxide that has not reacted.
- The solution created will contain copper sulphate salt and water.
- The solution can undergo crystallisation to remove the water and leave salt crystals.
- The solution is heated slowly on an evaporating basin using a bunsen burner.
- The high temperature of the bunsen burner will cause the water to evaporate.
- Once all of the water has been evaporated, only the solid crystals of copper sulphate will remain.

Hazard	Harm	Precaution
Sulfuric acid	Sulfuric acid is corrosive and damages skin and clothes	Wear eye protection and gloves
Boiling water bath	Skin burns	Ensure the boiling water bath is stable on the gauze
Hot copper(II) sulfate solution spitting out during evaporation	Damage to eyes and skin	Wear eye protection and avoid standing over the hot apparatus



Vocabulary	Wider Research	Apply
<ol style="list-style-type: none">1. Acidic2. Alkaline3. Neutral4. Neutralisation5. Reaction6. Hydrogen7. Hydroxide8. Corrosive9. Irritant10. Sulphuric11. Hydrochloric12. Nitric13. Longitudinal14. Transverse15. Wavelength16. Crest17. Trough18. Parallel19. Perpendicular20. Wavelength21. Frequency22. Reflection23. Refraction24. Solubility25. Crystallisation26. Evaporation27. Hazardous28. Precaution29. Bunsen30. Compound	<p>Acids, Alkalis and Neutralisation – https://www.bbc.co.uk/bitesize/topics/zn6hvcw</p> <p>pH Scale and Indicators – https://www.youtube.com/watch?v=ckbsHM2igT0</p> <p>Transverse and Longitudinal Waves – https://www.bbc.co.uk/bitesize/topics/zw982hv</p> <p>Properties of Light – https://www.youtube.com/watch?v=d7yTlp4gBTI</p> <p>Properties of Sound - https://www.youtube.com/watch?v=gdGyvGPZ1G0</p>	<p><u>Acids and Alkalis:</u></p> <ol style="list-style-type: none">1. Create a pH scale and research common household items such as toothpaste, cleaners, oranges and coca cola. On your pH scale, add the pH of your selected household items.2. Create word equations to show the reactants and products of the following:<ul style="list-style-type: none">• Calcium hydroxide + Hydrochloric acid• Magnesium oxide + Nitric acid• Copper oxide + Sulphuric acid• Potassium hydroxide + Hydrochloric acid <p><u>Waves:</u></p> <ol style="list-style-type: none">1. Create two diagrams to represent a longitudinal and transverse wave. Using the diagrams to help you. Create a Venn diagram to show the differences and similarities between the two wave types.2. Using the ideas of refraction, explain why objects under water appear in a different location than they actually are. <p><u>Making Salts:</u></p> <ol style="list-style-type: none">1. Create a series of diagrams to show how copper sulphate crystals can be synthesised from copper oxide and sulphuric acid.



Revise your French vocabulary and make a poster or a mind map. Get ready for an assessment each term.

Topic 1: Qu'est-ce que tu penses de tes matières ? What do you think about your subjects?

Unité 1: Qu'est-ce que tu penses des tes matières? What do you think about your subjects?

- 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 ...
- Ma matière préférée, c'est ... My favorite subject is ...



- le français French
- le théâtre drama
- la géographie geography
- la technologie technology
- l'anglais English
- l'EPS P.E
- l'histoire history
- l'informatique I.C.T
- les arts plastiques arts
- les maths maths
- les sciences science

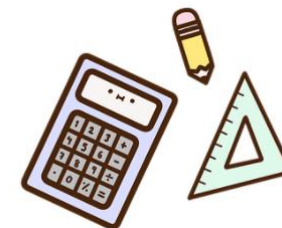


parce que ... because ...

c'est.... it is ...

- facile. easy.
- difficile. hard/difficult.
- intéressant. interesting.
- ennuyeux. boring.
- amusant. fun/funny.
- créatif. creative.
- nul. rubbish/awful.


- Le/la prof est sympa. The teacher is kind.
- Le/la prof est trop sévère. The teacher is too strict.
- J'ai trop de devoirs. I have too much homework.





Find two photos of people in a magazine and use the vocabulary builder below to describe what they are wearing and to give your opinion in French. Remember to write the colour after the item of clothing, not before. Include a title in your work.

Topic 2: Qu'est-ce que tu portes ? What do you wear?

 <p>Je porte <i>I wear</i></p> <p>Il porte <i>He wears</i></p> <p>Elle porte <i>She wears</i></p> <p>On porte <i>We wear</i></p>	<p>l'uniforme scolaire. <i>school uniform.</i></p>	<p>foulard de tête <i>headscarf</i></p> <p>pantalon <i>trousers</i></p> <p>pull <i>jumper</i></p> <p>short <i>shorts</i></p> <p>sweat <i>sweatshirt</i></p> <p>tee-shirt <i>tee-shirt</i></p>	<p>blanc. <i>white</i></p> <p>bleu. <i>blue</i></p> <p>gris. <i>grey</i></p> <p>noir. <i>black</i></p> <p>vert. <i>green</i></p> <p>jaune. <i>yellow</i></p> <p>rose. <i>pink</i></p> <p>rouge. <i>red</i></p>
	<p>une <i>a</i></p> <p>chemise <i>shirt</i></p> <p>cravate <i>tie</i></p> <p>jupe <i>skirt</i></p> <p>veste <i>jacket/blazer</i></p>	<p>blanche. <i>white</i></p> <p>bleue. <i>blue</i></p> <p>grise. <i>grey</i></p> <p>noire. <i>black</i></p> <p>verte. <i>green</i></p> <p>jaune. <i>yellow</i></p> <p>rose. <i>pink</i></p> <p>rouge. <i>red</i></p>	
	<p>des</p> <p>chaussettes <i>socks</i></p> <p>chaussures <i>shoes</i></p> <p>baskets <i>trainers</i></p>	<p>blanches. <i>white</i></p> <p>bleues. <i>blue</i></p> <p>grises. <i>grey</i></p> <p>noires. <i>black</i></p> <p>vertes. <i>green</i></p> <p>jaunes. <i>yellow</i></p> <p>roses. <i>pink</i></p> <p>rouges. <i>red</i></p>	
	<p>Je pense que c'est <i>I think that it's</i></p> <p>Je pense que ce n'est pas <i>I don't think that it's</i></p>	<p>chic. <i>smart/stylish.</i></p> <p>confortable. <i>comfortable.</i></p> <p>démodé. <i>old-fashioned.</i></p> <p>ennuyeux. <i>boring.</i></p> <p>facile. <i>easy.</i></p> <p>pratique. <i>practical.</i></p>	



Use the vocabulary building below to write 8 complete sentences in French about your school day, including the time and a sequencer. Then, translate the sentences into English. Write the title: *Ma journée scolaire (my school day)*.

Topic 3: *Ta journée scolaire est comment? What is your school day like?*

<p>D'abord, <i>First of all</i></p> <p>Ensuite, <i>Then</i></p> <p>Puis <i>Then</i></p> <p>Après, <i>Afterwards</i></p>	<p>je quitte la maison <i>I leave the house</i></p> <p>j'arrive au collège <i>I arrive at school</i></p> <p>je retrouve mes copains <i>I meet (up with) my friends</i></p> <p>je mange à la cantine <i>I eat in the canteen</i></p> <p>je chante dans la chorale <i>I sing in the choir</i></p> <p>je joue dehors <i>I play outside</i></p> <p>je rentre à la maison <i>I go home</i></p> <p>on commence les cours <i>we start lessons</i></p> <p>on recommence les cours <i>we start lessons again</i></p>	<p>à at</p>	<p>six heures <i>six o'clock</i></p> <p>sept heures <i>seven o'clock</i></p> <p>huit heures <i>eight o'clock</i></p> <p>neuf heures <i>nine o'clock</i></p> <p>dix heures <i>ten o'clock</i></p> <p>onze heures <i>eleven o'clock</i></p> <p>midi <i>midday</i></p> <p>une heure <i>one o'clock</i></p> <p>deux heures <i>two o'clock</i></p> <p>trois heures <i>three o'clock</i></p> <p>quatre heures <i>four o'clock</i></p>	<p>et quart. <i>quarter past</i></p> <p>et demie. <i>half past</i></p> <p>moins le quart. <i>quarter to</i></p>
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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: The Geography of Asia

Physical landscape

Asia is the largest of the world's continents, covering roughly 30% of the Earth's land area. It is bordered by the Arctic, Pacific and Indian Oceans. Asia can be divided into 5 main physical regions:

- Mountain systems - The main example of this is the Himalaya mountains, which contain Mt Everest – the world's tallest mountain (8,849m). Another example is the Ural Mountains, which stretch from Russia to Kazakhstan.
- Plateaus - Plateaus are relatively flat areas of high land, unlike mountains which are steep. The Tibetan Plateau, known as 'the Rooftop of the World' is extremely important to the water cycle, as it's glaciers contain the largest amount of ice outside of the poles.
- Plains, Steppes and Deserts – These are the different types of low lying flatlands. Mongolia is entirely covered by Steppes (large areas of flat, unforested grassland), West Siberia (in Russia) is one of the world's largest plains, and the Gobi Desert is the sixth largest desert in the world.
- Freshwater environments – The river Yangtze in China is the third longest river in the world, and is one of the key reasons why China's economy has grown. Lake Baikal in Southern Russia is home to 20% of the unfrozen freshwater on Earth!
- Saltwater environments – The Persian Gulf in the Middle East is shallow and extremely salty because of the high evaporation rates it is subject to.

Oil Reserves

Underneath the Persian Gulf, there is half of the world's oil reserves. The countries that surround the Gulf (such as Saudi Arabia, UAE and Iran) are able to make billions from this natural resource.





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: Asia's biomes

The type of plants and animals found in each ecosystem of our planet is dependent on the type of climate and soils. The harsh conditions of an extreme environment mean that only plants and animal species that have adapted are able to survive in the area.

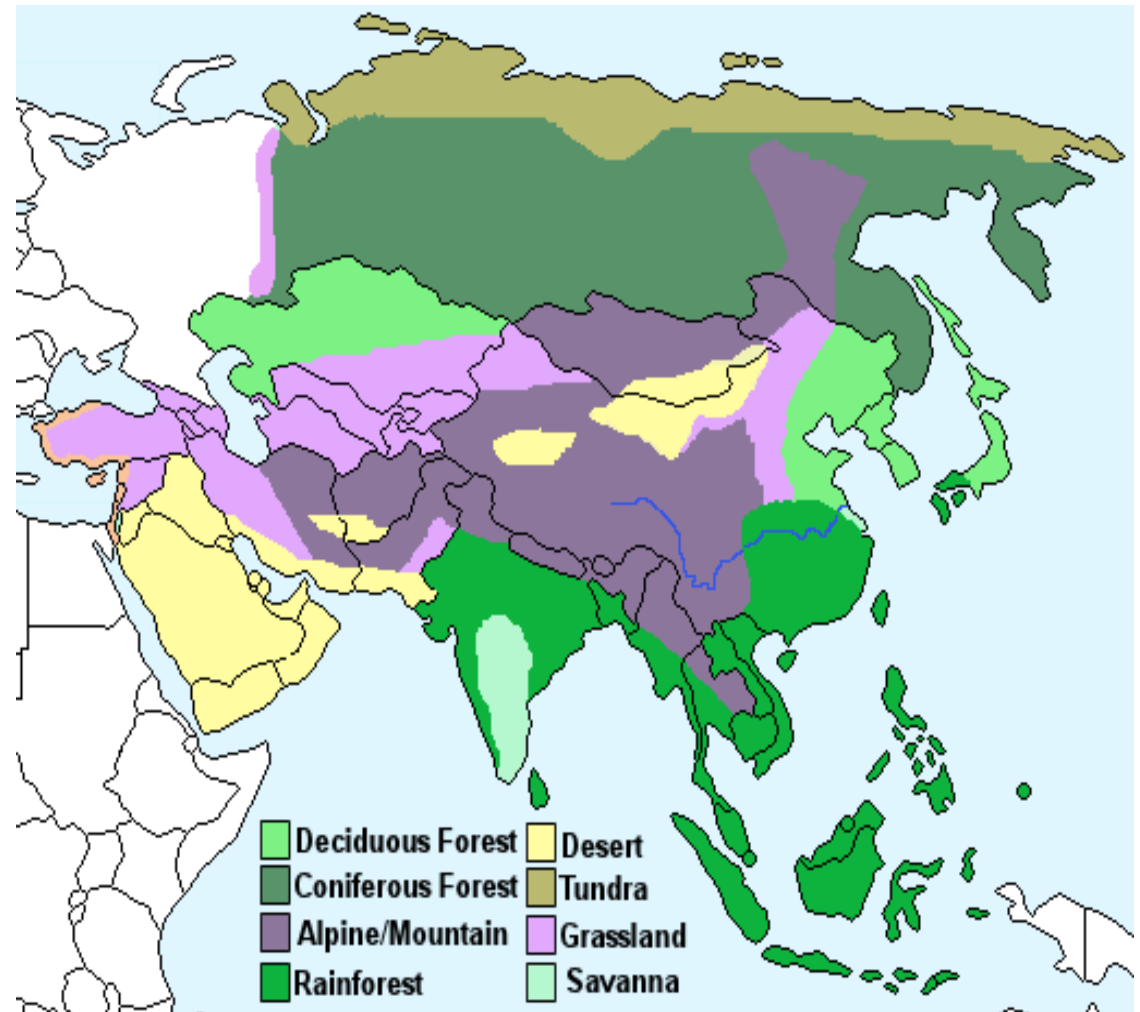
The vegetation, climate and soils are closely linked with one another. A large ecosystem is called a biome. A biome contains particular plant and animal groups, which are adapted to that particular environment.

Major biomes in Asia:

- Desert
- Grasslands (also called Savanna)
- Rainforests
- Tundra

Threats to the Rainforest

In 2019, Indonesia was responsible for nearly 15% of all deforestation that was happening in the world, with South East Asia in total losing over 600,000 square km of forest since 2001. Most of the land is being cleared for either farmland or palm oil production.





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: Boxing Day Tsunami case study

At 7.59am on Boxing Day 2004, a 9.1 magnitude earthquake triggered one of the deadliest tsunamis in history. The waves spread out in all directions, meaning people were affected in 14 countries – 8 of which were in Asia. The epicentre of the earthquake was just off the coast of Indonesia, which was the worst affected country.

What causes a tsunami?

A tsunami occurs when an earthquake happens underwater. The sudden shifting of the tectonic plates causes the water to rise upwards. This water then splits into two, with a wave heading towards the coast while another fades out into the sea.

What made this tsunami particularly bad?

The time of year meant that there was a particularly high number of tourists visiting the area for Christmas – these tourists would most likely have never seen a tsunami before, so did not see the warning signs (when the tide went further out than normal, suggesting a tsunami was coming) and instead chose to go closer to the coast to film the event. The countries involved were also not prepared, as they are underdeveloped, lacking the money to adequately prepare.

Impacts of the tsunami

- More than 220,000 people died, with a further 650,000 injured
- Up to 2 million people were made homeless
- Waves reached up to 15m high in places, destroying countless buildings and causing widespread damage and flooding
- Total cost of the damage in Indonesia alone was \$4.5 billion
- Indigenous tribes in parts of India were wiped out

Responses to the tsunami

- Great Britain provided £372m in aid in the year after the tsunami hit to help with the rebuilding effort
- A warning system was put in place by 2006, as there was none in place when the tsunami happened in 2004
- Water, food, tents and sheets arrived to ensure people had access to basic supplies – but this had trouble reaching people who needed it
- Tourist structures (such as hotels) were built on more stable foundations so they wouldn't collapse as easily if there was another tsunami





Vocabulary	Wider Research	Apply
<ul style="list-style-type: none">• Biodiversity• Biome• Climate• Continent• Deforestation• Desert• Economy• Ecosystem• Ecotourism• Fauna• Flora• Grassland• Monsoon• Mountain• Plains• Population• Rainforest• Steppe• Sustainable• Tourism• Tsunami• Tundra• Weather• Wildlife	<p>Asia's physical geography: https://education.nationalgeographic.org/resource/asia</p> <p>Deforestation in Asia: https://earth.org/deforestation-in-southeast-asia/#:~:text=As%20a%20result%2C%20Southeast%20Asia,should%20current%20deforestation%20activity%20continue</p> <p>Boxing Day Tsunami: http://geographyrevisionaga.weebly.com/indian-ocean-tsunami---case-study.html</p> <p>Resources in Asia: https://education.nationalgeographic.org/resource/asia-resources</p> <p>Ecotourism in Singapore: https://ecotourism-world.com/your-environment-friendly-singapore-vacation/</p> <p>Monsoons in India: https://education.nationalgeographic.org/resource/monsoon</p>	<p>Conduct your own research:</p> <ul style="list-style-type: none">• What is the population like in different Asian countries – where do the most people live? Where do the least amount of people live?• Why are some Asian countries more developed than others?• How has China's past influenced its ability to develop? <p>Get creative:</p> <ul style="list-style-type: none">• Create your own tourism poster• Create your own factfile on rainforests in Asia• Design your own tsunami protection plan – how could you have lessened the impact of the Boxing Day Tsunami?• Create a mindmap about everything unique about Asia



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: Who's who?

Family Tree

?



Henry VII (7th)
1457-1509



Elizabeth of York
1466-1503

Lesson Aim - To identify the Tudor family tree.

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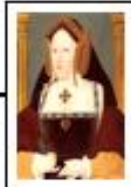
- The House of Tudor is the royal house that ruled in England from 1485 to 1603.

- The first Tudor king was Henry VII who won the battle of Bosworth Field that ended the War of the Roses.

- The monarchs were famous for many things e.g. Henry VIII's 6 wives, the Reformation.



Henry VIII (8th)
1491-1547



Catherine of Aragon
1485-1536



Anne Boleyn
1501-1536



Jane Seymour
1508-1537



Anne of Cleves
1515-1557



Catherine Howard
1520-1542



Catherine Parr
1512-1548



Mary I (1st)
1516-1558



Elizabeth I (1st)
1533-1603



Edward VI (6th)
1537-1553



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.

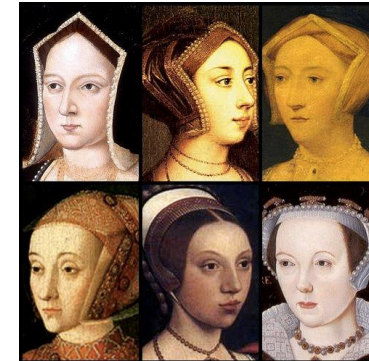
Topic 2: Henry VIII's wives and his big problem

Monarchs in the Tudor times rarely married for love. Marriage was used for building alliance with powerful families and countries.

Henry VIII had six wives:

'Divorce, beheaded, died. Divorced, beheaded, survived...'

- Catherine of Aragon
- Anne Boleyn
- Jane Seymour
- Anne of Cleves
- Catherine of Howard
- Katherine Parr



Henry VIII's 'big problem'

- Henry VIII wanted a son to become his heir.
- His wife 'Catherine of Aragon' could not give him a son.
- Henry wanted to divorce her and marry a new young wife, Anne Boleyn.
- The Roman Catholic Church refused to grant the divorce because under Catholicism, death was the only way marriage could be terminated.
- In order to gain his divorce, Henry created a new church called the 'Church of England'.
- This church was 'protestant'.
- Henry passed a law making himself the head of the Church of England.
- This act allowed him to divorce Catherine of Aragon.
- These actions caused uproar in England and soured relations between England and the Pope.



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: Tudor Society

Tudor School

- Not many children went to school during the Tudor period.
- Those that went to school were sons of wealthy or working families who could afford to pay the attendance fees.
- Boys began school at the age of 4 and moved to a grammar school when they were 7.
- Girls were kept at home by their parents to help with housework.
- Boys were educated for work and girls for marriage.
- Language spoken in school was Latin.
- They were also taught Greek, religion and mathematics.
- 'Petty' schools were schools for poorer boys and they had fewer hours to allow the students to work as well.
- Birches were used (cane) for students were ill behaved.
- Pupils from wealthy families could afford a special friend called a 'whipping boy' who would get the punishment instead of the rich boy.

Tudor Entertainment

- Theatres were popular during the Tudor times.
- Great writers like William Shakespeare and Christopher Marlowe wrote popular plays.
- Theatres were built across England.
- There were no seats around the wall.
- Most theatres had no roof over them.

Tudor Explorers

- The 15th century was the golden age of exploration.
- During Elizabeth's reign, many sailors went in search of unknown lands for adventure and money.
- Sir Walter Raleigh led many expeditions to America and introduced potato and tobacco into England.
- Sir Francis Drake became the first Englishman to sail around the world.
Drake came back with Spanish silver and spices from the Indies.



Vocabulary	Wider Research	Apply								
1) Monarchy 2) Tudors 3) Heir 4) Reformation 5) Catholic 6) Protestant 7) War of Roses 8) Lancaster 9) York 10) Religion 11) Pope 12) Head of the Church 13) Church of England 14) Petty Schools 15) Grammar School 16) Birches 17) Voyages 18) Monasteries 19) Annulment 20) Theatre 21) Discrimination 22) Henry VII 23) Henry VIII 24) Edward VI 25) Elizabeth I 26) Mary	<p>Wars of the Roses</p> <p>https://www.britannica.com/event/Wars-of-the-Roses</p> <p>Elizabeth I</p> <p>https://www.bbc.co.uk/bitesize/guides/zcn4jxs/revision/1</p> <p>The Reformation</p> <p>https://www.bbc.co.uk/bitesize/guides/zrpcwmn/revision/1</p> <p>Tudor Society</p> <p>https://www.historyonthenet.com/the-tudors-society</p> <p>Tudor Monarchs</p> <p>https://schoolhistory.co.uk/notes/tudor-family-tree/</p>	<p>1. Create a history 'dictionary' using the key vocabulary. Find all the definitions and form a sentence</p> <table border="1" data-bbox="1294 379 2123 566"> <thead> <tr> <th data-bbox="1294 379 1599 419">Key Word</th> <th data-bbox="1599 379 1863 419">Definition</th> <th data-bbox="1863 379 2123 419">Form a sentence</th> </tr> </thead> <tbody> <tr> <td data-bbox="1294 419 1599 566"></td> <td data-bbox="1599 419 1863 566"></td> <td data-bbox="1863 419 2123 566"></td> </tr> </tbody> </table>			Key Word	Definition	Form a sentence			
Key Word	Definition	Form a sentence								
		<p>2. Write a PEEL paragraph explaining one aspect of Tudor Society</p> <p><i>P: point</i> <i>E: evidence</i> <i>E: explanation</i> <i>L: link</i></p> <p>3. Create profile sheets for each Tudor Monarch. Include</p> <ul style="list-style-type: none"> ▪ Name ▪ Key dates ▪ Leadership style ▪ Key events that happened during their reign ▪ Strong or weak monarch? Justify your answer 								