



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		

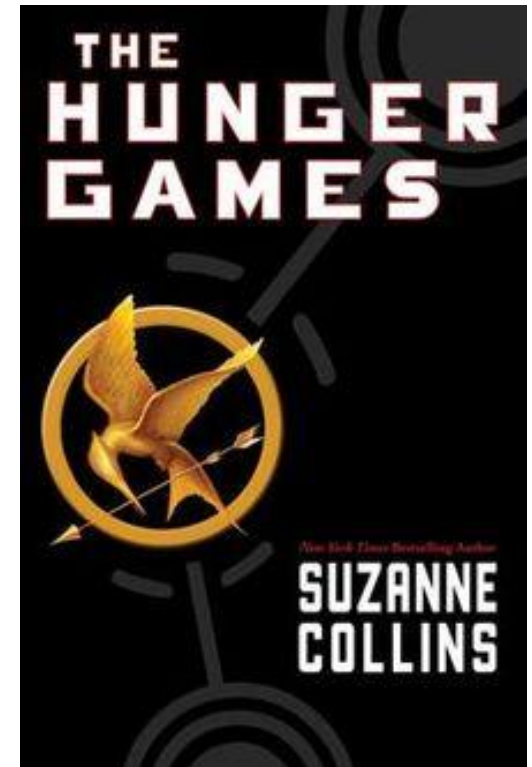


Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: Context

The author and her influences:

- The author of the famous *The Hunger Games* series, Suzanne Collins is an American novelist and television writer.
- She developed an early **interest** in writing as a young girl.
- Collins father was in the **military** – he was in the American Air Force and went to Vietnam. Her grandfather also served in World War I and her Uncle served in World War II.
- When returning from war, her father became a military **historian**.
- Her father believed it was important that his children understood **warfare** and military history.
- Collins wanted to make war theory relatable to young adults.
- She wanted to explore **morals** and war, and what is acceptable behavior within war and its aftermath.
- Collins was interested in the desensitising effect of the modern media on the subject of war.
- She was heavily inspired by Greek **mythology** and the story of **Theseus**, who was sent to be sacrificed to the Minotaur, but instead emerged from the Labyrinth alive.
- In 1991, Suzanne Collins began her career as a writer for children’s television – the Nickelodeon Channel.
- ‘The Hunger Games’ was **published** in 2008.
- Collins became famous after releasing The Hunger Games **trilogy**. It became an instant bestseller and remained on the New York Times bestseller list for 60 weeks.
- As a result of the popularity Collins gained from this series, she was named amongst Time magazine’s list of most **influential** people of 2010.
- The film version was released in March 2012.





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Topic 2: Dystopian Literature

What is Dystopian Literature?

- The Hunger Games is a work of **dystopian** literature.
- Dystopian literature is a work of fiction describing an imaginary place where life is extremely bad because of **deprivation** or **terror**.
- **Propaganda** is used to control the citizens of society.
- Information, independent thought and freedom are **restricted**.
- A leader/concept is worshipped by the citizens of the society.
- Citizens are perceived to be under constant **surveillance**.
- Citizens have a fear of the outside world.
- Citizens live in a **dehumanised** state.
- The natural world is banished and distrusted.
- Citizens **conform** to uniform expectations. **Individuality** is frowned upon.
- The society is an **illusion** of a perfect world



Dystopian features in 'The Hunger Games':

- The Hunger Games is set in a nation called Panem. Panem is governed by a wealthy city called the Capitol, whose citizens lead impressive and luxurious lives devoted to fashion, parties, and entertainment.
- There is a totalitarian government.
- People are oppressed, poor, starving and terrorised by the government and police.
- Nature is not trusted and avoided.
- The government control every aspect of society: technology, manufacturing, education and religion.
- There are horrific consequences for anyone breaking the rules of the totalitarian government.





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Topic 3: Plot summary: the beginning

- Katniss Everdeen wakes up on the day of the **reaping**, when the tributes are chosen and will take part in the Hunger Games.
- Katniss is a skilled **hunter** who goes hunting in the woods outside her district, District 12, with Gale, her best friend.
- That night, at the reaping ceremony, the mayor gives a speech describing how the **governments** of North America collapsed and the country of Panem rose up in their place. A war ensued between the Capitol and the districts. The Capitol won, and as a reminder of their defeat, the Capitol holds the Hunger Games every year.
- The district's female **tribute** is chosen, and to Katniss's horror, it's Prim, which leads to Katniss volunteering immediately in Prim's place.
- Then the male tribute is selected. It's Peeta Mellark, and Katniss remembers how years earlier, while searching for food for her family in the garbage bins behind the town shops, Peeta gave her bread from his family's bakery. Katniss credits him with saving her that day.
- Katniss and Peeta say goodbye to their friends and families and board a train for the Capitol. During the trip, she and Peeta convince Haymitch, their mentor in the Games and the person responsible for getting them gifts from sponsors, to take his duties seriously.
- Once there, Katniss meets with her stylist, Cinna, who is designing her dress for the opening **ceremony**.
- At the ceremony, Katniss and Peeta wear simple black outfits lit with synthetic flames. The outfits are a huge hit with the audience and make Katniss and Peeta stand out among the tributes.
- The next day, Katniss and Peeta attend group **training**, and the tributes from rich districts who have trained for the Games their whole lives, called Career Tributes, show off their skills. Later, the tributes are **interviewed** by Caesar Flickerman, a television host. In his interview, Peeta reveals that he's had a crush on Katniss for several years.
- Finally the time comes. From a small underground room, Katniss is lifted into the arena and the Games officially begin. All the tributes are there, and in front of her is the **Cornucopia**, which houses an **abundance** of supplies.
- Rather than fight, she runs away as Haymitch advised. She hikes all day before making camp. After dark, someone starts a fire nearby, and it isn't long before a pack of Career Tributes arrives and kills the person. To Katniss's shock, Peeta is with them.
- She's woken in the night by a wall of fire moving in her direction, and as she runs away one of the numerous fireballs falling around her grazes her leg, injuring it.
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Vocabulary	Wider Research	Apply
<ol style="list-style-type: none"> 1. Morals 2. Media 3. Desensitisation 4. Mythology 5. Trilogy 6. Novel 7. Dystopia 8. Fiction 9. Literature 10. Propaganda 11. Freedom 12. Dehumanised 13. Totalitarian 14. Oppressed 15. District 16. Dehumanised 17. Panem 18. Katniss 19. Society 20. Government 21. Reaping 22. Capitol 23. Mentor 24. Haymitch 25. Peeta 26. Tribute 27. Cornucopia 28. Duties 29. Exhausted 30. Hunger 	<p>Context of The Hunger Games: https://www.nytimes.com/2018/10/18/books/suzanne-collins-talks-about-the-hunger-games-the-books-and-the-movies.html</p> <p>How the Hunger Games became so popular: https://www.theguardian.com/film/2015/nov/18/how-the-hunger-games-mockingjay-part-2-staged-a-revolution</p> <p>Sparknotes: https://www.sparknotes.com/lit/the-hunger-games/</p> <p>Cliffnotes: https://www.cliffsnotes.com/literature/h/the-hunger-games/the-hunger-games-at-a-glance</p> <p>Quizlet: https://quizlet.com/subject/hunger-games/</p> <p>Further books by Suzanne Collins:</p> <ul style="list-style-type: none"> • Catching Fire • Mockingjay • Gregor and the Overlander • The Ballad of the Songbirds and the Snakes 	<ol style="list-style-type: none"> 1. Research modern warfare. 2. Create a mind-map of words and phrases to describe Katniss Everdeen. Use a thesaurus to help you. 3. Create a series of flash-cards that summarise the plot of 'The Hunger Games'. 4. Watch the film versions of 'The Hunger Games' and compare the events to the novel. 5. Create a storyboard of the novel, plotting the key events. 6. Write a diary entry from the point of view of Primrose, Katniss' sister. What would she be thinking during the reaping?



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Topic 1: Lines and Angles

Measuring and drawing angles

Line up the vertex (where two lines meet) of the angle with the dot at the centre of the protractor. Line up one side of the angle with 0 degrees on the protractor. Read the protractor to see where the other side of the angle crosses the number scale. It is always start from 0, this could mean reading the numbers on the inside.

Calculating angles

The formula for calculating the sum of interior angles is $(n - 2) \times 180^\circ$ where n is the number of sides. All the interior angles in a regular polygon are equal. The formula for calculating the size of an interior angle is: $\text{interior angle of a polygon} = \text{sum of interior angles} \div \text{number of sides}$.

Angles in a triangle

In every triangle the sum of all three angles is 180. In an equilateral triangle each angle is 60 degrees. In a scalene triangle all sides and angles are different by the sum of the angles is still 180. An isosceles has the two equal angles which are located at the base. A right angled triangle can also be an isosceles triangle as the angles at the base would be 45.

Quadrilaterals

A quadrilateral is defined as a two-dimensional shape with four sides, four vertices, and four angles. There are two main types: concave and convex. There are also various subcategories of convex quadrilaterals, such as trapezoids, parallelograms, rectangles, rhombi, and squares. A convex quadrilateral is a four sided polygon that has interior angles that measure less than 180 degrees each. Concave quadrilaterals are four sided polygons that have one interior angle that exceeds 180 degrees.

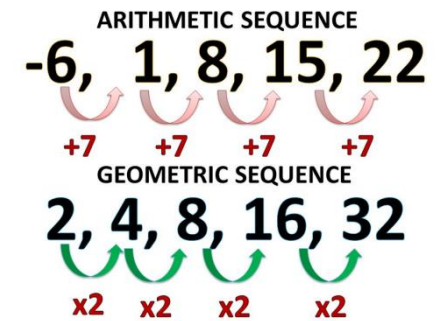


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Topic 2: Sequences and Graphs

Sequences

A sequence is an ordered list of number or objects that often follow a specific pattern or function. A linear sequence goes from one term to the next by adding or subtracting. The number added or subtracted at each stage is called the common difference. This can also be known as the term-to-term rule. A geometric sequence goes from one term to the next by multiplying or dividing.

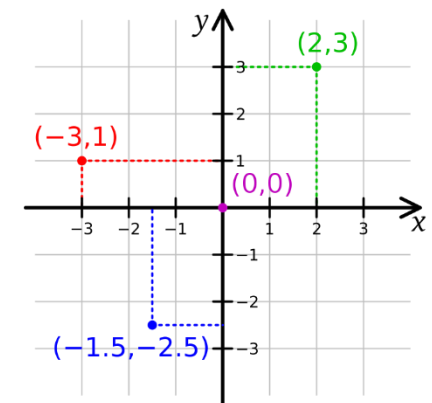


Coordinates

Coordinates are two numbers (Cartesian coordinates), or sometimes a letter and a number, that locate a specific point on a grid, known as a coordinate plane. We read the x coordinate first and this tells us if we move left or right along the x-axis. Then we read the y coordinate which tells us to move up or down.

Straight line graphs

In straight line graphs, there is a linear relationship between x and y values. The line must be drawn with a ruler and pass through all of the coordinates. To find the coordinates you may need to use the equation of a line to find the y values. The gradient tells us how steep the line is and the y-intercept tells us where the line passes through the y-axis.



Straight Line Graphs

A straight line graph is a visual representation of a linear function.

A straight line has a general equation of

$$y = mx + c$$

gradient y-intercept

Example

$$y = 2x + 1$$

$m = 2$, and $c = 1$

The graph of this equation looks like this:



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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.

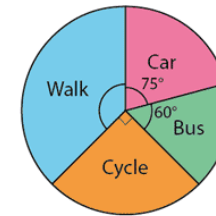
Frequency Tables:

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	$\frac{6}{18} \times 360^\circ = 120^\circ$
Bus	4	$\frac{4}{18} \times 360^\circ = 80^\circ$
Cycle	5	$\frac{5}{18} \times 360^\circ = 100^\circ$
Walk	3	$\frac{3}{18} \times 360^\circ = 60^\circ$



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

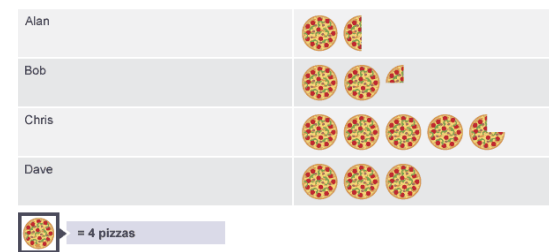
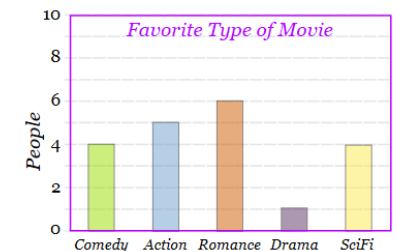


Table: Favorite Type of Movie

Comedy	Action	Romance	Drama	SciFi
4	5	6	1	4



Vocabulary	Wider Research	Apply
Vertex Protractor Angle Equilateral Scalene Isosceles Concave Convex Polygon Quadrilateral Sequence Linear Term Nth Term Term to term rule Geometric Average Median Mode Range Tally Mean Sum Product	<p>Topic 1: https://corbettmaths.com/wp-content/uploads/2013/02/angles-in-polygons-pdf2.pdf</p> <p>Topic 2: https://corbettmaths.com/wp-content/uploads/2019/01/Drawing-Linear-Graphs.pdf https://corbettmaths.com/wp-content/uploads/2018/09/Coordinates-pdf.pdf</p> <p>Topic 3: Pie charts: https://www.bbc.co.uk/bitesize/guides/zxwxfcw/revision/4 Collecting data: https://www.bbc.co.uk/bitesize/guides/zc7sb82/revision/1 Averages: https://www.bbc.co.uk/bitesize/guides/znhsqk7/revision/1</p>	<p>Topic 1: https://corbettmaths.com/wp-content/uploads/2023/09/Angles-Polygons.pdf</p> <p>Topic 2: https://corbettmaths.com/wp-content/uploads/2013/02/drawing-linear-graphs-pdf.pdf https://corbettmaths.com/wp-content/uploads/2013/02/coordinates-pdf1.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: Genes- Variation

The presence of differences between living things of the same species is called variation; variation between different species is usually greater than the variation within a species. **Variation** in a characteristic that is a result of genetic information from the parents is called inherited variation. Characteristics of animal and plant species can be affected by external factors.

Inherited:	Environmental:
Eye colour	Climate
Hair colour	Diet
Skin colour	Accidents
Lobed/lobeless ears	Culture
Ability to roll tongue	Lifestyle

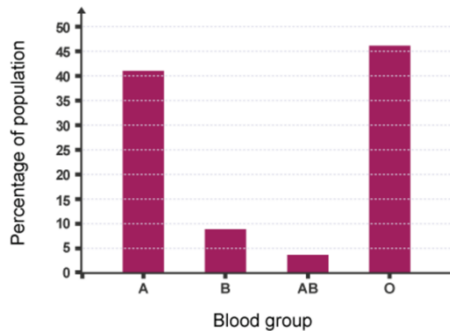
Inherited causes of variation:

Children usually look a little like their father, and a little like their mother, but they will not be identical to either of their parents. This is because they get half of their DNA and inherited features from each parent. Each egg cell and each sperm cell contains half of the genetic information needed for an individual. When these join at fertilisation a new cell is formed with all the **genetic** information needed for an individual.

Environmental causes of variation:

An example of environmental variation is becoming heavier if you eat too much food, and you will become lighter if you eat too little. A plant in the shade of a big tree will grow taller as it tries to reach more light.

Inherited and environmental causes: Some features vary because of a mixture of inherited causes and environmental causes. For example, identical twins inherit exactly the same features from their parents. However, if you take a pair of twins, and twin 'A' is given more to eat than twin 'B', twin 'A' is likely to end up heavier. Weight and height are common examples of characteristics that are influenced by both genetic and **environmental factors**.



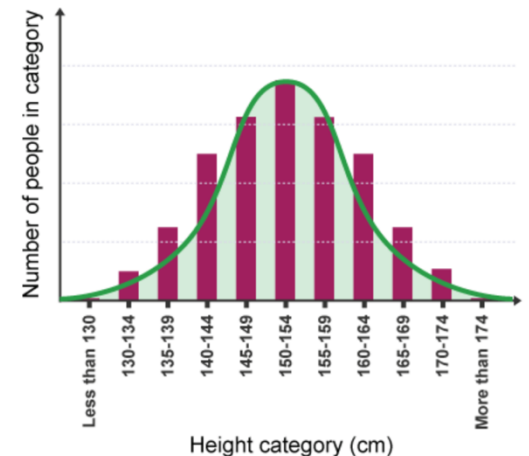
Continuous variation

Human height is an example of **continuous** variation. It ranges from that of the shortest person in the world to that of the tallest person. Any height is possible between these values. So it is continuous variation.

Discontinuous variation

A characteristic of any species with only a limited number of possible values shows discontinuous variation. Human blood group is an example of **discontinuous** variation. In the ABO blood group system, only four blood groups are possible (A, B, AB or O)- There are no values in between.

Variation is important, as this facilitates the natural process whereby the best-adapted individuals survive longer, have more offspring and thereby spread their characteristics. Often referred to as '**natural selection**'.



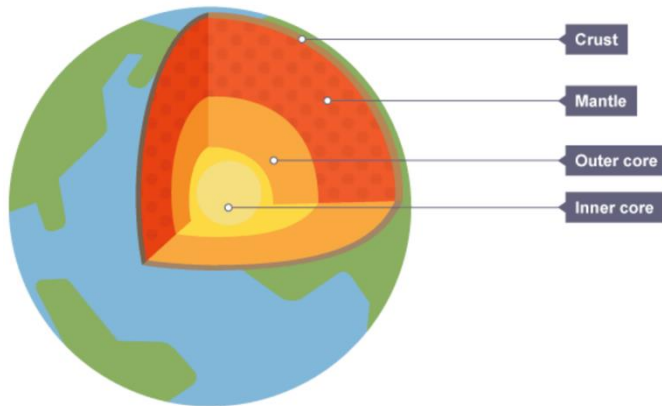


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Topic 2: Earth – Earth structure and Universe

The Earth is almost a sphere. These are its main layers, starting with the outermost:

- **crust** (relatively thin and rocky)
- **mantle** (has the properties of a solid, but can flow very slowly)



The radius of the core is just over half the radius of the Earth. The Earth's atmosphere surrounds the Earth. The Earth's crust, its atmosphere and oceans are the only sources of the resources that humans need.

Rocks are solid at room temperature. They are made of grains that fit together. Each grain in a piece of rock is made from a mineral, which is a chemical compound. The grains in a rock can have different:

- colours
- shapes
- sizes



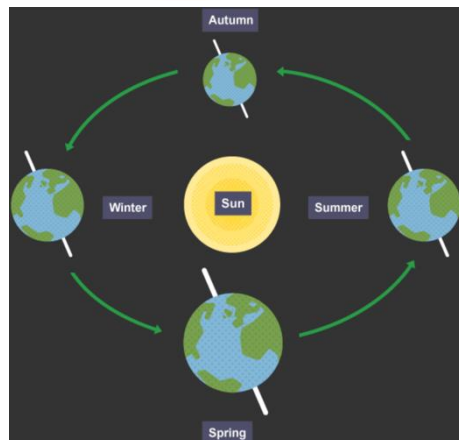
Igneous rocks contain randomly arranged interlocking crystals. The size of the crystals depends on how quickly the molten magma solidified:

- magma that cools slowly will form an igneous rock with large crystals
- lava that cools quickly will form an igneous rock with small crystals

Sedimentary rocks are formed from the broken remains of other rocks that become joined together- these are the stages of sedimentary rock formation:

Sedimentation- the rocks are deposited when carried in a river, the deposited rocks build up in layers, called sediments.

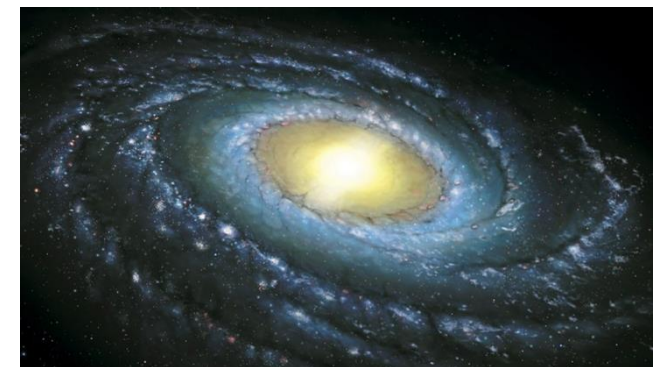
Compaction & Cementation- the weight of the sediments on top squashes the sediments at the bottom, the water is squeezed out from between the pieces of rock and crystals of different salts form.



Our Sun is a **star**. It seems much bigger than other stars in the sky because it is much closer to Earth. Stars form immense groups called **galaxies**. A galaxy can contain many millions of stars, held together by the force of gravity... our Sun is in a spiral galaxy called the **Milky Way**.

We get different **seasons** (winter, spring, summer and autumn) because the Earth's **axis** is tilted. This is how it works:

- it is summer in the UK when the northern **hemisphere** is tilted towards the Sun
- it is winter in the UK when the northern **hemisphere** is tilted away from the Sun





Vocabulary	Wider Research	Apply
<ol style="list-style-type: none">1) Variations2) Inherited3) Environmental4) Characteristics5) Factors6) Continuous7) Discontinuous8) Variation9) Natural Selection10) Species11) Core12) Crust13) Mantle14) Igneous15) Sedimentary16) Star17) Galaxy18) Milky Way19) Season20) Axis21) Hemisphere22) Intensity23) Germinate24) Equipment25) Method26) Variable27) Independent28) Dependent29) Control30) Photosynthesis	<p>Variation- https://www.bbc.co.uk/bitesize/guides/z9gk87h/revision/1</p> <p>Inheritance- https://www.bbc.co.uk/bitesize/guides/zp7thyc/revision/2</p> <p>Natural Selection- https://www.bbc.co.uk/bitesize/topics/zpffr82/articles/z7hj2nb</p> <p>Structure of Earth- https://www.bbc.co.uk/bitesize/guides/zysbgk7/revision/1</p> <p>Rock Cycle- https://www.bbc.co.uk/bitesize/guides/zwd2mp3/revision/5</p> <p>Universe- https://www.bbc.co.uk/bitesize/guides/z8wx6sg/revision/1</p>	<ol style="list-style-type: none">1) State the two types of variation (2 marks)2) Explain why offspring look similar to both their mother and father (2 marks)3) Suggest why variation is important within a species (2 marks)4) List two examples of inherited variation, and two examples of environmental variation (4 marks)5) What variable is blood group considered as, and why? (2 marks)6) What are the most and least reactive metals in the reactivity series? (2 marks)7) How are sedimentary rocks formed? (4 marks)8) Compare how Summer and Winter occur on Earth (4 marks)9) What condition could you alter to investigate height of seedlings? (1 mark)10) What must be controlled with the above investigation to produce valid results? (3 marks)



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Topic 1: Where do we find ice?

Much of Britain was covered by ice during several “Ice Ages” over the last 500,000 years. The most recent one ended only 10,000 years ago. Glaciers and ice sheets scoured the landscape, wearing away the rocks to form glacial landscapes in the Scottish Highlands, Lake District and N. Wales. In the coldest periods, the ice would have been hundreds of metres thick, and reached as far south as London. Material eroded by the ice was left behind as the glaciers retreated, forming Boulder Clay (till) deposits that cover many parts of eastern England.

Most of the UK was covered in ice during the last ice age. You can see on the map that the South East of England was not covered in ice. Glaciated areas of the UK are made up of hard, resistant rock such as limestone. Whereas where the ice did not cover the landscape, the rock type is known as ‘sedimentary’ which means it is weak and lets in water. Weaker rock erodes easily which means it breaks apart.



An ice sheet is a thick layer of ice that covers more than 50,000 square km. It completely covers the landscape including mountains and valleys. Today, ice is found in highland areas such as the Alps, and in the far north and south, eg the Arctic and Antarctic. Ice covers about 10 per cent of the Earth's surface. This ice is in the form of glaciers, ice caps and ice sheets. Most ice is found in **Antarctica**.



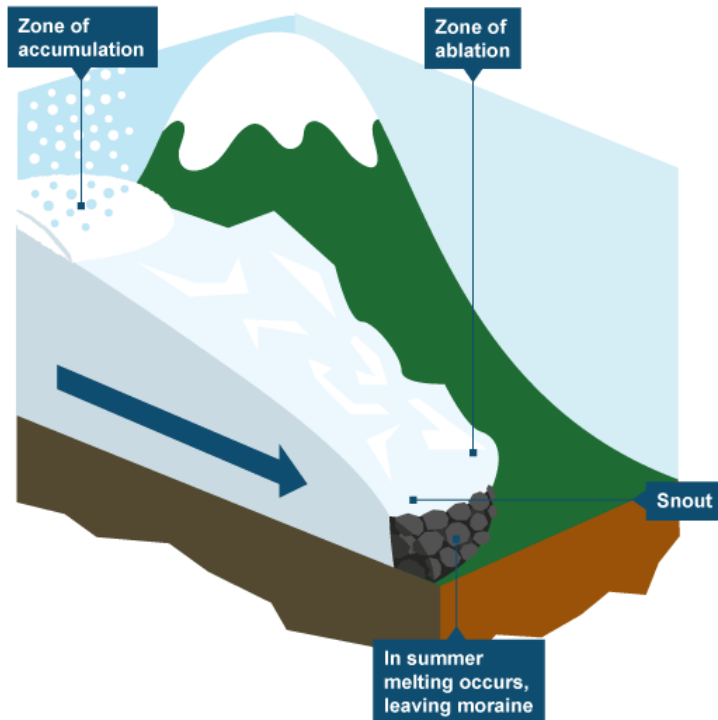
Ice joined the UK to the rest of Northern Europe, and it has covered different areas in the past due to glacial periods and **interglacials**. Ice spreads out during glacial periods and gets smaller during warm interglacial periods. Glaciers also grow and shrink with seasonal changes in temperature. A **glacier** is a large mass of **ice** often shaped like a river that flows very slowly, under the force of **gravity**.



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Topic 2: What are Glaciers?

Glaciers develop over many years in places where snow has fallen but not melted. Snow is compacted and turns to ice. The weight of the ice means that it starts to slip down mountain sides over time. A glacier is a system. There is a zone of accumulation where snow is added. This is normally at the start of a glacier in a highland area. As more and more snow falls, it is compacted so the bottom layers become ice.



A landform has to be a minimum of 25 acres large in order to be classes as a glacier. The largest glacier on earth is 60 miles wide and 270 miles long. This glacier is found in Antarctica and is known as the Lambert Glacier. Glaciers move very slowly, they are essentially a slowly moving river of ice!

Glaciers contain 69% of the world's fresh water supply.

Glaciers are found in many upland regions of the world and they are under threat from climate change. As the world heats up, glaciers are prone to melt. If this happens, sea levels will rise due to melted ice entering the oceans.

Glaciers include the following features:

1. **Arêtes:** This is a jagged ridge, which is formed when two cirques lie side by side.
2. **Pyramidal peak:** This is formed when three or more cirques are formed back to back. The Matterhorn in the Alps and Mount Everest in the Himalayas are famous pyramidal peaks.
3. **Valleys:** As glaciers move downhill, they change V-shaped valleys into U-shaped valleys or glacial troughs. The ice has great erosive power and removes any obstacles such as interlocking spurs. Whereas a river creates a V-shaped valley because it acts mainly on the base of the valley, glaciers fill the valley and create steep sides and wide bases.



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: Antarctica

Antarctica is the southernmost continent in the world and contains the South Pole. It has no countries and its population is zero. However, many different countries have interests in Antarctica (either for research purposes or for claims to part of the land). These countries include: Argentina, Chile, Norway, the UK, Australia, South Africa, Russia, China and the USA among others.

Climate

It is the driest, coldest and windiest continent and, in winter, temperatures can reach -80 degrees Celsius. The size of Antarctica changes with the seasons. It holds 80% of the world's fresh water. Very few living things live in Antarctica all year. Many creatures migrate during the summer.

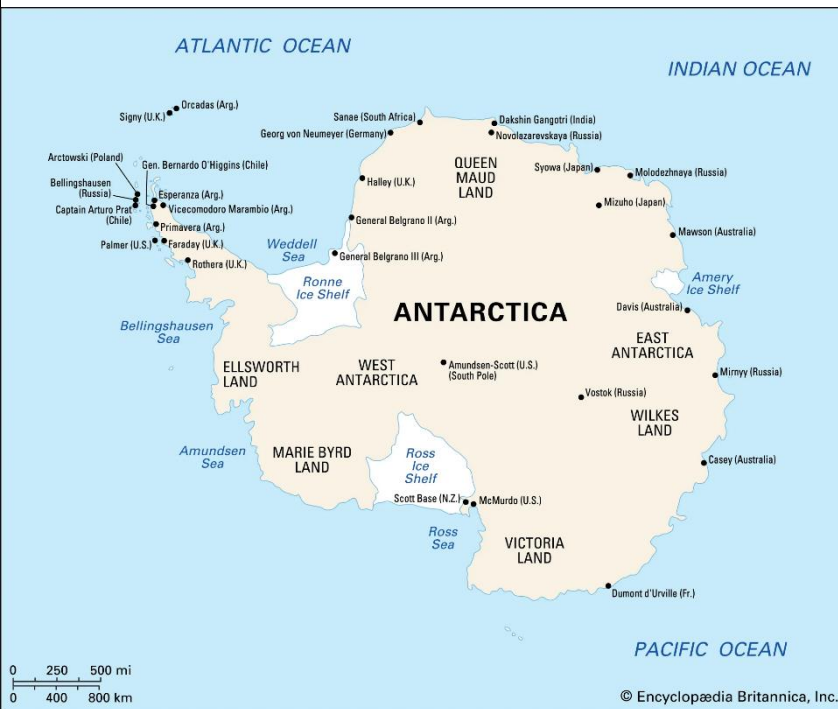
Exploiting Antarctica

Antarctica is a region that is potentially rich in different resources – with resources like coal and oil expected to be found underneath the ice. However, it would be extremely expensive and difficult to try and extract any such resources, and is currently prohibited until at least 2048!

Animal adaptations

Although no humans live permanently in Antarctica due to the extreme conditions, some

animals have adapted to live there (for at least some of year anyway!). Examples include: seals, whales, krill and penguins. The Emperor Penguin is one of the most recognisable species to live in Antarctica, and has adapted to life there by having 2 layers of feathers and fat reserves, smaller beaks and flippers (to minimize heat loss), strong claws to grip on to the ice and the remarkable group effort of all huddling together to keep themselves and their eggs warm.





Vocabulary	Wider Research	Apply
1) Abrasion 2) Antarctica 3) Arete 4) Climate 5) Deposit 6) Erosion 7) Freeze-thaw 8) Geology 9) Glacial 10) Glaciation 11) Ice age 12) Ice sheet 13) Interglacial 14) Landscape 15) Material 16) Melt 17) Migration 18) Mountain 19) Ocean 20) Oil 21) Outwash 22) Peak 23) Plain 24) Plucking 25) Pyramidal peak 26) Quaternary 27) Threat 28) Till 29) Valley 30) Velocity	<p>16 Facts about glaciers https://www.mentalfloss.com/article/62638/16-cool-facts-about-glaciers</p> <p>Impact of glaciation on the landscape https://nsidc.org/cryosphere/glaciers/questions/land.html</p> <p>FSC glaciation https://www.geography-fieldwork.org/a-level/glaciation/#primary-nav</p> <p>Glaciation online http://www.geography.learnontheinternet.co.uk/topics/glaciation1.html</p>	<p>Get creative!</p> <p>Create a revision mind map about glaciated landscapes in the UK.</p> <p>Create a series of diagrams that show the journey a glacier makes.</p> <p>Create a 'glaciation' rap that includes all key vocabulary.</p> <p>Create a poster to show the threats to Antarctica.</p> <p>Answer the following exam questions:</p> <ol style="list-style-type: none">1) Describe the impact of glaciation on the UK landscape.2) Explain the process of plucking.3) Suggest what will happen to the global climate if glaciers melt.4) To what extent do you agree that glaciated areas should be protected?5) Should we let oil companies dig for oil in Antarctica? Justify your answer.



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: Crime and Punishment in Roman Britain

Crime – an unlawful act that is punishable by the state.

Punishment – penalty for a committing a crime.

Roman Laws were made public and written down. They were carved onto metal sheets and displayed around town. Some of the laws include:

1. The right of every person to know what the laws were.
2. Idea of innocent until proven guilty.
3. The right to present evidence in court.

An official police force did not exist; victims of crime were responsible for collecting evidence and taking the suspect to court.



Crime	Punishment
Minor crimes e.g. petty theft	Flogging, beating, financial penalties (forced to pay the cost of goods stolen)
Major crimes e.g. mugging	Amputation of limbs
Murder, arson	Execution, exile (only for rich)
Refusing to accept the authority of the emperor	Execution by crucifixion or being thrown to the lions, forced to become a gladiator





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: Crime and Punishment in Medieval Britain

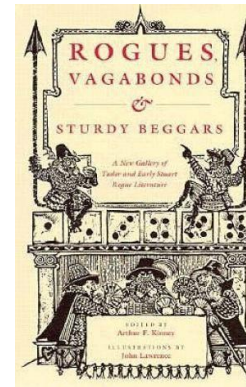
In Medieval Britain, crimes were divided according to how serious they were thought to be.

Felonies (crimes punished by hanging)

- Murder
- Theft of goods worth more than 12 pence (2 days' wages)
- Arson
- Rape
- Treason
- Robbery

Trespasses (punished by fines or money)

- Selling goods for the wrong prices
- Assault
- Breaking legal agreements
- Paying too high of a wage to attract workers away from other villages



All minor crimes were controlled by the Manor Courts. They were likely to be fined. There were no such things as prisons, instead, Medieval prisons were mostly just places to hold people waiting trial. Royal courts dealt with priests, monks and nuns breaking church rules. Royal courts dealt with serious crimes and all types of people.

During the Medieval Era, beggars were viewed as criminals and punished. They started to distinguish the different types of beggars to

1. Deserving poor (sick or injured)
2. Sturdy beggars (lazy people who could not be bothered to work)

People in the 16th and 17th centuries were very afraid of witches. Women who lived by themselves, who were old and performed herbal remedies were viewed and treated with suspicion. Those suspected and 'proven' of being a witch would be punished by death, hanging and burned at the stake.





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: Crime and Punishment in Modern Britain

Modern Britain witnessed huge changes in society such as:

1. Immigration (multicultural society)
2. Improved children's rights
3. Use of motor cars
4. Cowardice in WW1
5. High use of technology



This has impacted what 'crime' looks like. New crimes include drug smuggling, computer fraud, anti-social behaviour, street crime, people trafficking, hate crimes, speeding, running through a red light, having illegal images and many more. Technology has impacted on how we tackle crime.

Fingerprinting	The Finger print department was set up in 1901.
Radios	Modern communication makes it easier to report issues and call for back up. First used in 1910.
Computers	To sort information out, identify patterns, monitor websites and can hunt those planning terrorist attacks.
DNA evidence	In 1995 the DNA database was set up to identify hair, skin and blood.
CCTV	Allows people's behaviour on the streets to be checked.



Vocabulary	Wider Research	Apply						
1) Crime 2) Punishment 3) Romans 4) Justice 5) Jury 6) Hierarchy 7) Slaves 8) Laws 9) Felonies 10) Trespassing 11) Emperor 12) Immigration 13) Racism 14) Discrimination 15) DNA 16) Surveillance 17) Execution 18) Cowardice 19) Witchcraft 20) Superstitions 21) Assault 22) Fines 23) Sturdy beggars 24) Vagabonds 25) Medieval 26) Multicultural 27) Multi-faith 28) Cultural	<p>Roman Crime and Punishment</p> <p>https://www.ducksters.com/history/ancient_rome/roman_law.php</p> <p>Witch Craft</p> <p>https://www.history.com/topics/folklore/history-of-witches</p> <p>https://www.bbc.co.uk/bitesize/clips/z2rvcwx</p> <p>Medieval Crime and Punishment</p> <p>https://www.bbc.co.uk/bitesize/guides/z2cqrwx/revision/2</p> <p>https://www.bbc.co.uk/bitesize/topics/zpp3srd</p> <p>WW1 Cowardice</p> <p>https://www.bbc.co.uk/news/uk-england-25841494</p>	<p>Apply</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 563"> <thead> <tr> <th data-bbox="1294 379 1599 418">Key Word</th> <th data-bbox="1599 379 1865 418">Definition</th> <th data-bbox="1865 379 2123 418">Form a sentence</th> </tr> </thead> <tbody> <tr> <td data-bbox="1294 418 1599 563"></td> <td data-bbox="1599 418 1865 563"></td> <td data-bbox="1865 418 2123 563"></td> </tr> </tbody> </table> <p>2. Write a PEEL paragraph explaining how technology has developed new crimes around the world. (4 marks)</p> <p><i>Technology has developed new crimes because ...</i> <i>For example ...</i> <i>Another example ..</i> <i>These crimes have ...</i> <i>Therefore technology has created new crimes.</i></p> <p>3. Write a PEEL paragraph explaining how technology helps tackle crimes around the world. (4 marks)</p> <p><i>Technology has allowed crimes to be dealt faster and accurately.</i> <i>For example ..</i> <i>Another example...</i> <i>These have made tackling crime easier because ..</i></p> <p>4. Research 2 interesting crimes that have taken place in the past (can be from any era!) Find out what happened, who did the crime, what happened to them. Challenge – try researching two crimes from two different time periods.</p>	Key Word	Definition	Form a sentence			
Key Word	Definition	Form a sentence						



Make a poster. Use the vocabulary builder below to describe the weather and the clothes you wear for each season. Include your opinion for each sentence. Make sure your work has a title and some little drawings that illustrate your piece of writing.

Topic 1: Les saisons et le temps et le sport. Weather and sports.

Quel temps fait-il? *What's the weather like?*

Au printemps, <i>In spring,</i>	il fait <i>the weather's</i>	beau <i>fine</i>	 et je porte <i>and I wear</i>	un <i>a</i>	chapeau. <i>hat.</i>	 C'est <i>It's</i>	amusant. <i>fun/funny.</i>
En été, <i>In summer,</i>		chaud <i>hot</i>			jean. <i>pair of jeans.</i>		génial. <i>great.</i>
En automne, <i>In autumn,</i>	il y a <i>there is (it's)</i>	froid <i>cold</i>	et je porte <i>and I wear</i>	un <i>a</i>	pull. <i>jumper.</i>	 C'est <i>It's</i>	sympa. <i>nice.</i>
En hiver, <i>In winter,</i>		du soleil <i>sun (sunny)</i>			short. <i>pair of shorts.</i>		triste. <i>sad.</i>
	il pleut <i>it rains</i>	mauvais <i>bad</i>	et je porte <i>and I wear</i>	une <i>a</i>	sweat. <i>sweatshirt.</i>	C'est <i>It's</i>	nul. <i>rubbish.</i>
	il neige <i>it snows</i>	du vent <i>wind (windy)</i>			tee-shirt. <i>tee-shirt.</i>		ennuyeux. <i>boring.</i>



Use the vocabulary builder below to make a beautiful poster about sports. Make sure your work has a title and some drawings.

Topic 2: Tu es sportif? Are you sporty?

Tu es sportif? Tu es sportive? Are you sporty?

Oui, je suis <i>Yes, I am</i>	assez <i>quite</i>	sportif. <i>sparty.</i> sportive. <i>sparty.</i> 	Je joue <i>I play</i>	au	basket. <i>basketball.</i> billard. <i>pool.</i> foot(ball). <i>football.</i> hockey. <i>hockey.</i> rugby. <i>rugby.</i> tennis. <i>tennis.</i> volleyball. <i>volleyball.</i>	 
	très <i>very</i>			à la	pétanque. <i>boules.</i>	
Non, je ne suis pas <i>No, I am not</i>	très <i>very</i>			aux	boules. <i>boules.</i> cartes. <i>cards.</i> échecs. <i>chess.</i>	

French Challenge.
 What are the new sports in the Olympics of Paris 2024?



Il est <i>He is</i>	assez <i>quite</i>	sportif. <i>sparty.</i>	Il joue <i>He is playing</i>	au basket. <i>basketball.</i> au rugby. <i>rugby.</i> au tennis. <i>tennis.</i>
Il n'est pas <i>He is not</i>			Il ne joue pas <i>He is not playing</i>	
Elle est <i>She is</i>	très <i>very</i>	sportive. <i>sparty.</i>	Elle joue <i>She is playing</i>	à la pétanque. <i>boules.</i> aux cartes. <i>cards.</i> aux échecs. <i>chess.</i>
Elle n'est pas <i>She is not</i>			Elle ne joue pas <i>She is not playing</i>	

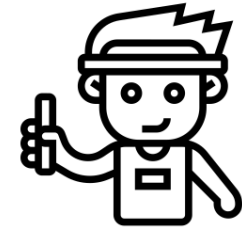


Use the vocabulary builder to make a beautiful poster about sport activities. Make sure your work has a title and some drawings.

Topic 3: Qu'est-ce que tu fais ? What do you do?

Qu'est-ce que tu fais? *What do you do?*

Je fais <i>I do/go</i>	du	judo <i>judo</i> patin à glace <i>ice skating</i> skate <i>skateboarding</i> ski <i>skiing</i> théâtre <i>drama</i> vélo <i>cycling</i>	tout le temps. <i>all the time.</i> tous les jours. <i>every day.</i> tous les week-ends. <i>every weekend.</i> tous les lundis. <i>every Monday.</i>
	de la	cuisine <i>cookery</i> danse <i>dancing</i> gymnastique <i>gymnastics</i> natation <i>swimming</i>	
	de l'	athlétisme <i>athletics</i> équitation <i>horse riding</i>	
	des	randonnées <i>hiking</i>	



Je ne fais pas de sport.

I don't do sport.

souvent *often*
 parfois *sometimes*

Je fais parfois de la natation. *I sometimes go swimming.*
 Je fais souvent du skate. *I often go skateboarding.*