



Trinity Academy Grammar

Year 7 (R)
Knowledge Organiser
Term 4

Your subjects are in alphabetical order.

1 – Key Vocabulary

forms: objects that are 3D having a length, width and height

design: a plan or sketch to show the look of an object

pattern: a design in which lines, shapes or form are repeated

kiln: special oven that gets super hot to turn the clay into biscuit

bisque: clay that has been fired in the kiln without a glaze

symbol: an object or image that represents something else (i.e. heart= symbol of love)

2 – Key Vocabulary

slab: a thick flat 'pancake' of clay made with your hands or a rolling pin.
Slabs are usually 1cm thick

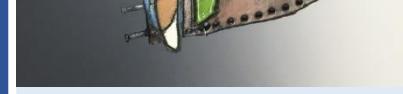
slip: a mixture of clay and water

score and slip: joining wet clay by scoring or roughly scratching and adding liquid clay called slip. This seals the pieces together

oil pastel resist: a clay decoration technique where you colour bisque clay with oil pastels, and paint over with a dark water-based paint

3 – African Masks

- Crafted from wood, metal, fabric, beads
- Symbolic purposes: fertility, protection
- Showing ancestors or spirits
- Integral in traditional religious ceremonies, performances, telling stories
- Different styles across Africa's regions
- Recognised as valuable art / craft
- Collected and displayed in museums worldwide
- Source of inspiration for many artists



4 – Artist Focus – Kimmy Cantrell

- Kimmy Cantrell is a contemporary American artist he works using flat slabs of clay onto which he layers shapes
- Figures, faces, fish and flowers are central themes in his work
- He uses bold shapes, patterns and bright colours with some dark outlines in his work

5 – Artist Focus – Anthony Gormley Field

- "Field" 1989 Anthony Gormley**
- Medium:** thousands of small, hand-formed clay figures
- Concept:** explores the relationship between the individual and the collective
- Participatory Creation:** figures crafted by local people
- Installation:** makes a huge undulating landscape
- Materiality:** uniformity and repetition of the clay figures creates a powerful visual impact
- Symbolism:** challenges traditional notions of sculpture and identity



Computing

FLOWWOL

Year 7 | Term 4

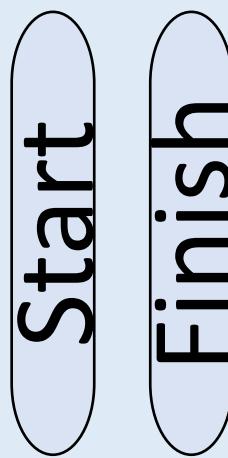
1 – The basics

Key Vocabulary Heading

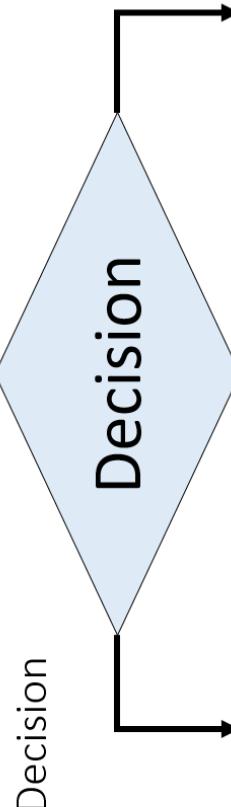
Algorithm: is a set of instructions for solving a problem

Flow charts: solves the problem using shapes

Lozenge shape: is used to start or finish a program



3 – Decision



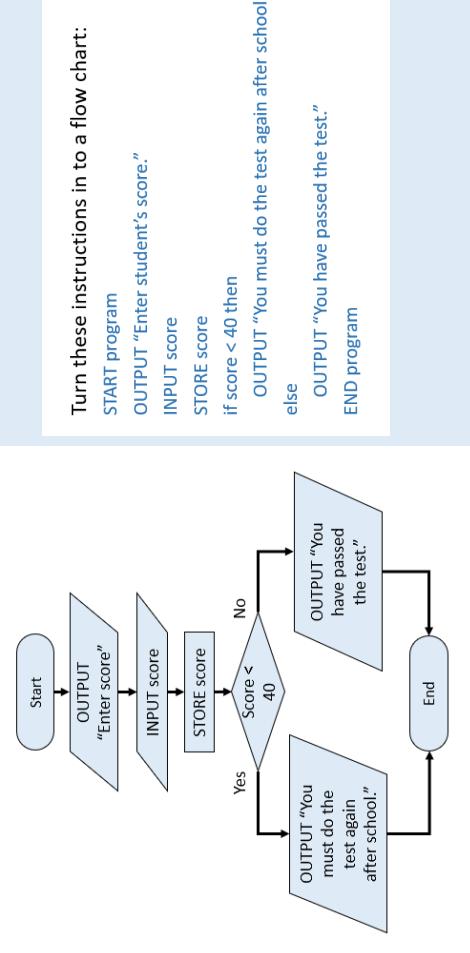
When there are different choices to be made, we show this using the decision symbol.

After the choice is made, **two different arrows** point away from the decision symbol to show the different paths that the program can take.

2 – Shapes

Shape of Symbol	Name of Symbol	Function of Symbol
Lozenge	Start/End	The beginning and the end of a program.
Arrow	Arrows	Shows the direction of a flow chart.
Parallelogram	Input/Output	A human inputs or a computer outputs data.
Rectangle	Process	A job carried out in a program.
Rhombus	Decision	Shows a choice to be made.

4 – Solving a Problem



Turn these instructions in to a flow chart:
START program
OUTPUT "Enter student's score."
INPUT score
STORE score
if score < 40 then
 OUTPUT "You must do the test again after school."
else
 OUTPUT "You have passed the test."
END program

1 – Physical Theatre

physical theatre: a style of drama that focuses more on the movement than the dialogue

body as prop: using your body to create props and objects on stage

action: the movement that is performed by the actor

Space: the area covered by the movement

relationships: the way in which actors interact and the connections between them

2 - Choreographic Skills

choreography: a sequence of movements that are put together and rehearsed unison: when two or more actors perform the same movement at the same time

canon: when two or more actors perform the same movement one after the other

formations: the shape or pattern created by the actors when stood in the space

levels: high, medium or low, creating different heights in the performance

mirroring: when two or more actors perform the same movement but in opposition, facing each other like a mirror

3 - Non-Verbal Communication

Key Vocabulary

Non Verbal Communication (NVC): the way movements, posture and gestures can show how someone feels without speaking.

facial expression: the appearance, mood or feeling conveyed by a person's face

posture: the position a character holds themselves in when sitting or standing

gesture: a movement made by part of the body (e.g. arms, head) to convey a character's emotions

gait: a person's manner of walking

4 - Evaluation

Evaluate your performance:

- Describe how you have used a range of performance skills and techniques in your performance.
*In my performance I have used the skills of...
I chose to use these skills because...*

- Identify one strength of your performance and give a reason why.
One strength of my performance was... because...
- Identify one area for improvement in your performance and give a reason why.
*I would like to improve my use of... because...
I will do this in my next performance by...*

1 – Characterisation (Show Not Tell)

You must use 'show not tell' methods when describing characters in a narrative. These include:

- dialogue/direct speech:** what a character says and how they say it (using verbs e.g. 'whispered' or 'hissed' instead of 'said')
- actions:** what a character does/how they move
- a character's reputation:** what other characters say or think about him/her
- a character's interactions:** how they act towards others
- physical description:** what a character looks like/dresses like

2 – Terminology

pathetic fallacy: the use of weather/nature to reflect emotion or create atmosphere

simile: a comparison using the words like or as

metaphor: a comparison between two things that is not literal, to make a point e.g. "Holmes' eyes were daggers" to suggest he is angry

personification: when human qualities are given to non-human objects e.g. "the wind screamed"

motif: where an image or idea is repeated throughout a story for deeper meaning, e.g. the motif of light vs. darkness

3 – Vocabulary

ominous (adj.): a scary, sinister feeling that something bad is going to happen

drearly (adj.): a place full of boredom or unhappiness

desolate (adj.): a bleak (miserable) and lifeless place

menacing (adj.): when something is suggested to be dangerous



foreboding: a strong feeling that something terrible is going to happen

A desolate wasteland

4 – Grammar – Comma Splicing

comma splice: when two independent clauses are joined with a comma instead of using a full stop or joining with a colon, semi colon or conjunction

independent clause: a complete sentence or a full thought / action

Incorrect example: It was raining, I walked the dog anyway.

Correct example using a full stop:

It was raining. I walked the dog anyway.

Correct example using a semi colon:

It was raining; I walked the dog anyway.

Correct example using a colon:

It was raining: I walked the dog anyway.

Correct example using a conjunction:

It was raining, but I walked the dog anyway.

5 – Descriptive Writing

Descriptive writing uses:

the senses: sight, sound, smell, taste and touch

overview of a setting/scene: e.g. description of sports stadium with fans going in

zoom: a focus on smaller details e.g. a spectator in a queue

a variety of methods: similes, metaphors, personification, pathetic fallacy

the third person: (if it is a stand-alone descriptive task), e.g. The man smiled as he saw his friend in the crowd amongst the red and white clad supporters.'

6 – Atmosphere and Setting

When describing a setting, consider the following:

the atmosphere: this is the feeling that a reader gets linked to the setting of a story e.g. the ominous atmosphere of the isolated ruins of Stoke Moran in 'The Speckled Band'

details of a setting: time of day, time of year, weather, geographical features, buildings or any other details which are interesting or relevant to the story

changes in the setting: Is the setting going to **stay the same** throughout your story or **change** in any way? e.g. a bright, beautiful setting may turn dark and eerie

1 – School Subjects

l'anglais	English	la religion	RE
le dessin	art	les arts plastiques	fine arts
l'espagnol	Spanish	les maths	maths
le français	French	les sciences	science
le sport	PE		
le théâtre	drama		
la cuisine	cooking		
l'EPS	PE		
la géographie	geography		
l'histoire	history		
l'informatique	ICT		
la musique	music		

2 – Opinions

j'adore	I love
j'aime	I like
je déteste	I hate
je n'aime pas	I don't like
je préfère	I prefer
je n'aime bien	I quite like

When you give an opinion about a school subject, the opinion must be followed by **le**, **la**, or **les**. E.g.

j'adore **le** français = I love French

j'aime bien **la** géographie = I quite like geography

je déteste **les** sciences = I hate science

3 – Opinions with an Infinitive

The **infinitive** is the form of the verb which has not been conjugated (or changed). In English, it starts with 'to'. E.g.

Tu aimes...?	avoir - to have
	être - to be
	étudier - to study
	réviser - to revise

When talking about something which you like or don't like to do, the **opinion** must be followed by the **infinitive** form of the verb. e.g.
j'adore étudier l'anglais = I love to study English
j'aime étudier la musique = I like to study music
je déteste réviser les maths = I hate to revise maths

6 – Time Phrases

lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday

le matin	in the morning
l'après-midi	in the afternoon
le soir	in the evening
le déjeuner	lunch
le weekend	at the weekend
la semaine	the week
la journée	the day
la pause	break

5 – Étudier (to study)

- Étudier is an ER verb (it ends with the letters ER).
- Verbs which end in ER in French follow a pattern in the present tense.
- This is how the verb étudier is conjugated:

étudier	to study
j'étudie	I study
tu étudies	you study (singular)
il étudie	he studies
elle étudie	she studies
nous étudions	we study
vous étudiez	you study (plural/formal)
ils étudient	they study (masculine)
elles étudient	they study (feminine)

Intensifiers

assez	quite
très	very
un peu	a bit
vraiment	really

e.g. J'aime étudier le français **parce que c'est** inspirant. = I like to study French **because it is** inspiring.

If you are saying what you do on a day of the week, you must put '**le**' before the day. e.g. **Le lundi**, j'étudie les maths. = **On Mondays**, I study maths

Geography

1 – Physical Geography of Africa

Key Vocabulary

continent: an area of land which is **divided** into more than one country

physical: something made by natural processes

- Africa is about 3 times the size of Europe.
- Africa is a continent made up of 54 countries
- Africa has 4 major ecosystems: the desert; tropical rainforest; semi-desert, and savannah.
- The tropical rainforest in Africa, rains almost all year round. The desert has hardly any rain

Key Vocabulary

2 – Human Geography of Africa

Key Vocabulary

population density: the amount of people living within an area

sparingly: not having many people in an area

- The population of Africa is over 1.1 billion people. That's over twice the amount of people in Europe!
- More people are moving from the countryside to the cities, for jobs and housing, making them more densely populated
- People think Africa is poor. This is not true. Parts of it are, whilst parts of it are rich. E.g. Lagos, Nigeria has some of the most expensive homes on Earth

3 – West Africa

Key Vocabulary

colonialism: the policy or practice of acquiring full or partial political control over another country

- Countries colonised Africa because they were more powerful and they had a lot of resources they could use to trade
- Britain colonised 4 countries including Gambia, Sierra Leone, Ghana and Nigeria
- France colonised 7 countries including Senegal, Guinea, Mali, Burkina Faso, Benin, Ivory Coast, and Niger

4 – Conflict in the Congo

Key Vocabulary

conflict: a serious disagreement

landlocked: surrounded entirely by land

- corruption: having or showing a willingness to act dishonestly in return for money or personal gain
- Causes of the conflict include ethnic differences, corruption in government, and colonialism
- Impacts of the conflict on the rainforest include people following new rules, forest being chopped down, and soldiers forcing villagers to kill animals

5 – The Sahel and Desertification

Key Vocabulary

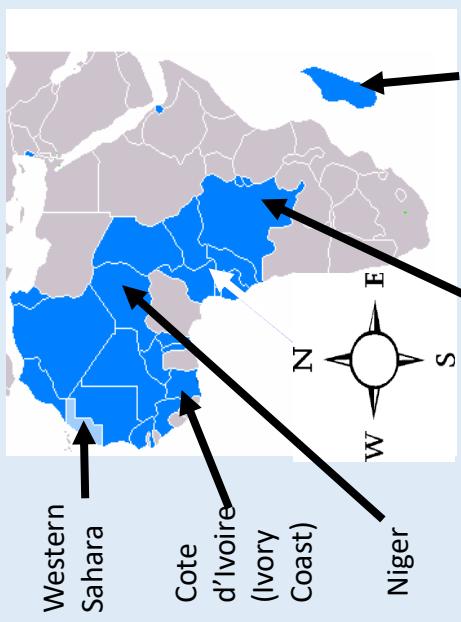
desertification: process of fertile land becoming desert

- The Sahel is semi-arid, receiving between 250 and 450 mm of rainfall in total in an average year
- Since the 1970s, the Sahel has experienced drought conditions on a regular basis
- Physical and human factors including overgrazing and changes in ocean temperatures cause it
- Impacts on the Sahel include animals dying, famine, lack of fresh water, food prices increase and job loss

6 – French Speaking Africa

Key Vocabulary

N North
E East
S South
W West



Democratic Republic of Congo Madagascar

Medieval History

The Importance of the Church

Year 7 | Term 4

1 – The Medieval Church

Catholicism: a type of Christianity; the Pope is in charge

clergy: someone who works for the Church

medieval: the time period between 500AD and 1450AD

- In medieval England, the main religion was Catholicism. This is a branch of Christianity

- The Pope was, and still is, the head of the Catholic Church. Beneath the Pope come archbishops, bishops and then priests. They are known as clergymen

- In medieval England, the Church controlled a lot of society including education and medicine. They were some of the only people who could read and write
- The power of the Church caused conflict between the Church and the monarch

2 – Thomas Becket

constitution: a set of rules

religion: a belief in god or gods

King Henry II was crowned monarch in 1154

- Thomas Becket was the Archbishop of Canterbury from 1162 until his murder in 1170
- Until King Henry became jealous of Becket's loyalty to the Catholic Church, the two men were good friends
- In 1161, King Henry passed a law called the Constitutions of Clarendon
- This decreased the power of the Church and increased the power of the monarch. Becket ignored this
- Thomas Becket was murdered by the King's knights at Canterbury Cathedral

3- Crusades

crusade – a vigorous campaign

inherited – To be given when someone has died

- Richard I of England, also known as Richard the Lionheart, was King of England from 1189 to 1199
- He was a skilled military commander and led English forces during the Third Crusade
- After the death of Henry II, Richard inherited the throne of England and also became ruler of Normandy and Anjou, regions of France
- In 1190 Richard led the crusade into the Holy Lands to try and capture Jerusalem. He was unsuccessful

4 – King John

barons: usually called 'Lords'; among some of the richest

men in medieval England

charter: an agreement between people

democracy: the right to vote

King John was crowned monarch in 1199

- He was unpopular because he spent money on wars he did not win. E.G. In 1214, he tried to conquer Normandy and failed. He paid 20,000 marks
- In 1215 King John's barons turned against him.

They forced him to sign a great charter called the 'Magna Carta'

This document was England's first example of democracy.

- King John was forced to share some of his powers with the barons – this was the beginning of a Parliament

5 - The Black Death

conflict: a disagreement with someone

plague: a bacterial disease

- The Black Death was a plague which killed around 30-50% of the population in England between 1348 and 1349. There were many other plagues after this one
- Most people in England believed the Church's explanation for the cause of the Black Death. They believed that God had sent it to punish people for their sins
- The high number of deaths allowed peasants to demand more money for their work. When pay rises were banned, the peasants revolted against the king
- This conflict became known as the Peasants' Revolt – it happened in 1381

5 – Rich Reading- Richard III

heir – the next in line to the throne

succession – the person taking over from another person

- Richard III was born in 1452
- He was part of a royal family called the House of Plantagenet that ruled England for over 300 years, from 1154 to 1485
- The Plantagenets had a lot of infighting throughout their reign, and many members of the family battled each other
- Richard was not the heir, his 12 year old nephew was. Richard was the Lord Protector
- The two princes were placed in the Tower of London by Richard
- The princes were never seen again
- Richard III became king in 1483

Literacy – R Band

Prefixes and Suffixes

Year 7

Term 4

Week 1: down-

-down means to reduce or lower something

For example:

grade
(give something value)

↓
downgrade
(take value away)

Week 2: semi-

semi- means half of something

For example:

circle:
phone
(originally means speak/sound)



semicircle:

telephone
(speak at a distance)

Week 4: -er/-or

-er or -or turns a verb or action into a job role or title

For example:

narrate (verb)
(to speak)



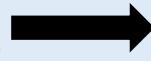
narrator (noun)
(someone who speaks)

Week 3: tele-

tele- means at a distance

For example:

circle:
phone
(originally means speak/sound)



telephone
(speak at a distance)

Week 5: -ism

-ism turns a noun into a belief/abstract noun

For example:

professional (adj/noun)
(someone who is respected and follows the rules)



professionalism
(the idea of acting professionally)

Week 6: -ment

-ment turns verb into a noun

For example:

argue (verb)
(To disagree with someone)



argument (noun)
(two people who are disagreeing)

Mathematics

Fractional thinking

Those topics highlighted in yellow also appear in Science, Geography or Technology

1 – Fractions

2 – Percentages

Key Vocabulary

percentage: a fraction out of 100

numerator: top number in a fraction

denominator: bottom number in a fraction

dividend: number that is being divided

divisor: number that you are dividing by

quotient: result of a division

proper fraction: fractions with a numerator less than the denominator

improper fractions: fractions with a numerator greater than the denominator

mixed numbers: contain an integer and a proper fraction

3 – Directed Number

Key Vocabulary

% is the symbol used to represent a percentage

increase: to make an amount bigger. The new amount will be greater than 100%

decreasing: to make an amount smaller. The new amount will be less than 100%

multiplier: a number used to calculate a percentage e.g. Calculating 50×0.46 will find 46%

0.46 is the multiplier

4 – Solving Equations

expression: a term or group of terms which may include numbers, letters and operations

e.g. $2b + 5$ $7a$

equation: states that two things are equal

e.g. $5 = 2x + 1$

solve: to find the answer of a given equation

5 – Order of Operations

Key Vocabulary

operation: a mathematical process

e.g. +, -, ×, ÷

order of operations: certain operations have priority over others

()

$2^{\sqrt{}}$

$\times \& \div$

$+ \& -$

6 – 12 Times Table

Key Vocabulary

1 × 12 = 12

2 × 12 = 24

3 × 12 = 36

4 × 12 = 48

5 × 12 = 60

6 × 12 = 72

7 × 12 = 84

8 × 12 = 96

9 × 12 = 108

10 × 12 = 120

11 × 12 = 132

12 × 12 = 144

Input

Function

Output

11

↑

+ 8

↓

Output

number exiting the function machine

function machine

number going in the function machine

input:

Brackets are used to group terms to show priority.

e.g. $3 \times (4 + 2)$ means do $4 + 2$ first

Key Vocabulary

Diaphragm: the thin muscle below the lungs and heart that helps with breathing

Projection: the strength of speaking or singing whereby the human voice is used powerfully and clearly

Clarity: speaking or singing clearly

Lyrics: the words of a song

Range: the distance between the lowest note and the highest note of a person's voice

3 – Melody

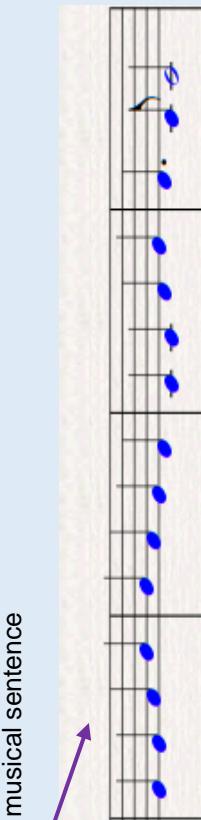
Key Vocabulary

Rhythm: a group of different note lengths

Pitch: how high or low a note is

Melody: the main tune of a song

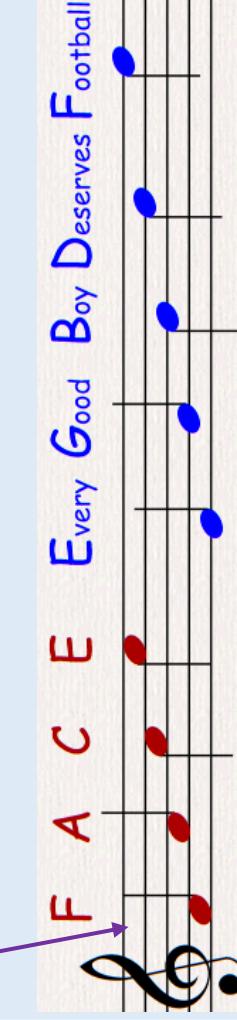
Phrase: a musical sentence



Composition: a piece of music that has been created

Key Vocabulary

Stave: The five lines we write music notes on



Treble Clef: Used for high notes, tells us where the notes are on the stave

4 – Harmony

Key Vocabulary

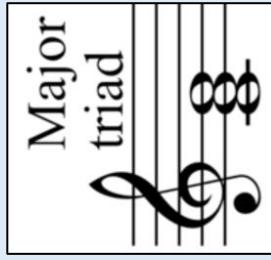
Harmony: how musical parts fit together and the impact that has on the overall sound

Chords: two or more notes performed at the same time

Triad: three notes performed as a chord

Major: happier sounding chords

Minor: sad sounding chords



PE

Year 7 | Term 4

Handball

1 – Dribbling

Key Vocabulary

3 steps: the maximum number of steps you can take when holding the ball

pivot: to turn to face a different direction without taking your foot off the floor

- dribbling the ball- finger tips, head up, snap with wrist
- 3 steps with the ball before shooting of passing
- 3 seconds with the ball when standing still



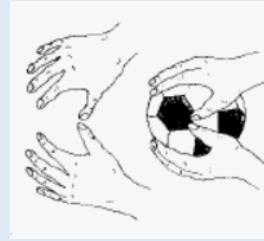
2 – Passing & Receiving

Key Vocabulary

shoulder pass: throwing arm held high above the head

'w' grip: how to grip the ball when catching it

- Different passes:**
- bounce, flick pass
- Catching the ball:**
- moving around the 'crease' to find space



3 – Shooting

Key Vocabulary

standing shot: side on body position creating power to score

jump shot: more effective shot to increase the likelihood of scoring

- Standing shot**
- technique:**
- side on
 - legs shoulder width apart
 - throwing arm above head
 - aiming low to high

- Jump shot technique:**
- one leg take-off
 - throwing arm above head
 - aim for corners

4 – Defending

Key Vocabulary

face-to-face: in front of attacker preventing space to shoot, pass or dribble

Defending techniques:

Defending against a pass:

- single arm movement

Defending against a shot

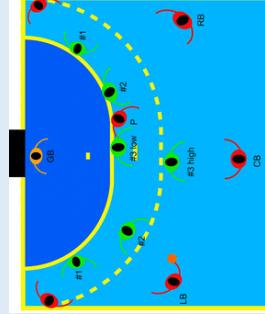
- both arms close together moving at the same time

5 – Attacking Phase of Play

Key Vocabulary

the crease: area around the goal that players can't enter

court: playing area of handball



6 – Defending Phase of Play

- Key Vocabulary**
- reaction:** responding to a change in situation

- Defensive positions around the crease

- Effective defensive stance



1 – Set up, Grip, Stance and Rally

Key Vocabulary

pistol grip: the correct positioning of the hands on the bat.



2 – Backhand

Key Vocabulary

backhand push:

- start with bat around waist height, in front of your body
- bat face is neutral
- as the ball approaches, move your bat forwards, leading with elbow



3 – Serve

Key Vocabulary

serve: an act of hitting the ball to start play

forehand serve:

- stand with knees slightly bent
- Ffice sideways with shoulder pointing towards target
- Hld ball in front of body with an open palm
- toss the ball up 16cm
- as the ball drops strike the ball with the bat angled towards the table
- ball must bounce servers side of the table first



Table Tennis

4 – Forehand

Key Vocabulary

forehand push:

- start with bat around waist height
- elbow action: moving elbow and shoulder together
- contact the ball just in front of your body
- your bat should follow through and finish in front of your body

5 – Tactics to overcome an opponent

Key Vocabulary

tactics: an action or strategy carefully planned to achieve an specific outcome

shot placement: playing the ball in different directions to move your opponent around the table

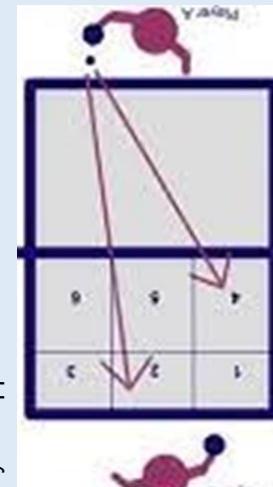


6 – Rules and regulations

Key Vocabulary

volley rule: the ball cannot be hit before it has bounced, would result in a point lost

- singles: every two serves, the serve switches to the opponent
- A point is lost if you:
 - hit the net with the ball and it doesn't go over to your opponent's side
 - does not hit the table
 - bounces twice on your side
 - volleying, hitting the ball before it has bounced



PE	Football	Year 7	Term 4
1 – Dribbling	2 – Passing	3 – Receiving	
Key Vocabulary control: the ability to manage a moving object surface: the top layer of an object	Key Vocabulary accuracy: the quality of something being precise target: an object selected as an aim of attack	Key Vocabulary scan: looking behind and around for space and players open body: to be in a side on body position to see more of the pitch	
Parts of the foot to dribble with: <ul style="list-style-type: none"> inside outside laces sole toes 	Technique for passing: <ul style="list-style-type: none"> non-kicking foot by the side of the ball, pointing where the ball wants to go head over the ball kicking foot should follow through the ball finish by landing on the striking foot 	Teaching points for receiving the ball: <ul style="list-style-type: none"> scan for space behind you body side on control ball with the back foot (from where ball is travelling from) use inside of foot to control the ball 	
			
4 – Defending	5 – Shooting	6 – Positional Play	
Key Vocabulary marking: to stay close to the opponent to limit their space goal-side: to be between the attacker and your goal	Key Vocabulary placement: the action of placing something somewhere specific	Key Vocabulary position: a specific area on the pitch where a player performs	Key points for positional play: <u>In possession</u> <ul style="list-style-type: none"> move up the pitch as a team make the pitch as big as possible support teammates who have the ball <u>Out of possession</u> <ul style="list-style-type: none"> have all players between the ball and your goal make the pitch small (compact)
Key points when defending: <ul style="list-style-type: none"> force opponent into wide areas body should be side, showing opponent onto their weaker foot keep your eyes on the ball 	Teaching points for shooting: <ul style="list-style-type: none"> land on your striking foot for more power inside of the foot for more control and when closer to goal laces for more power when further out aim to place the ball in the corners of the goal 		

1 – Creation

Key Vocabulary

creation: how something came into existence

- Muslims believe that Allah was responsible for the creation of the universe
- Muslims believe that Allah is all powerful and he was able to just command things into being
- All made all living creatures, the angels, the planets and the rain to allow vegetation to grow
- Allah sent the angels to collect seven handfuls of soil and with that soil he made Adam, the first human
- Eve (Hawa), the first woman, was created from the side of Adam and lived with him in Paradise

2 - Responsibility

Key Vocabulary

Khalifah: a title which means 'successor' or 'ruler'

prophet: a messenger of God

guardianship: a responsibility to care for something

stewardship: the belief that humans are responsible for the world into being

- Muslims believe that Adam was the first human and therefore the first prophet. His role was to protect the Earth.
- Many Muslims believe human beings have guardianship of the planet. They believe they will be held accountable for their guardianship on the Day of Judgement (when Allah decides whether you are worthy of Paradise or punishment)
- Muslims believe that Adam was the first human and therefore the first prophet.

3 – The Mosque

Key Vocabulary

mosque: the Muslim place of worship

Salat: daily prayers

prostrations: ways of praising and glorifying God

- Mosques may vary in design and size, but the purpose of them all is to provide a place of prostration
- Muslims may join together to perform Salat prayer together
- Muslims may pray anywhere as long as it is a clean place
- The Qibla is the prayer wall, which shows the direction of Mecca for prayers
- Salat is led by the imam, a man chosen for his knowledge of the Qur'an
- The Minbar is an elevated platform from which the imam delivers a sermon to the Qur'an
- When the Qur'an is not in use it will be covered and placed on a high shelf

4 – The Qur'an

Key Vocabulary

Qur'an: the Muslim holy book

- Muslims believe this to be the ultimate source of authority as it is believed to be the exact words of God
- Muslims believe that Allah revealed the words of the Qur'an to the Prophet Muhammad through the Angel Jibril
- The Qur'an consists of 114 chapters, or Surahs, which were revealed over a period of 23 years
- The Hadith are the Prophet Muhammad's teachings about how to live life according to the Qur'an
- When the Qur'an is not in use it will be covered and placed on a high shelf

Science	The Skeletal- Muscular System, Acids and Alkalis, The Earth's Magnetic Field	Year 7	Term 4									
B1 – The Skeleton	<h3>C1 – Reactions with Acids</h3> <p>Key Vocabulary</p> <p>The skeleton has four functions (jobs):</p> <ul style="list-style-type: none"> - protection of vital organs - movement - creating blood cells - supporting the body <p>joint – where bones are linked together to allow movement</p> <p>synovial joint – a freely moveable joint</p> <p>muscle – attaches to bones via tendons and allows movement of bones by contracting</p> <p>contract – a decrease in size, or length</p>	<table border="1"> <thead> <tr> <th>Reaction</th> <th>Observation</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>acid and alkali</td> <td>no fizzing but possible colour change</td> <td>no gas is produced but some salts produced are coloured</td> </tr> <tr> <td>acid and metal</td> <td>fizzing</td> <td>hydrogen gas is produced</td> </tr> </tbody> </table> <p>General word equations</p> $\text{acid} + \text{alkali} \rightarrow \text{salt} + \text{water}$ $\text{acid} + \text{metal} \rightarrow \text{salt} + \text{hydrogen}$	Reaction	Observation	Explanation	acid and alkali	no fizzing but possible colour change	no gas is produced but some salts produced are coloured	acid and metal	fizzing	hydrogen gas is produced	P1 – Magnetism
Reaction	Observation	Explanation										
acid and alkali	no fizzing but possible colour change	no gas is produced but some salts produced are coloured										
acid and metal	fizzing	hydrogen gas is produced										
B2 – The Skeletal-Muscular System	<h3>C2 – Neutralisation</h3> <p>Key Vocabulary</p> <p>tissue – a collection of similar cells working together to perform a specific function</p> <p>tendon – tough tissue joining muscle to bone</p> <p>ligament – tough tissue joining two bones together</p> <p>cartilage – is a tough smooth substance found between bones</p> <p>antagonistic muscles – pairs of muscles around a joint that work against each other to allow movement back and forth</p> <p>random error – something wrong within a set of data in science caused by unpredictable change in the experiment</p> <p>conclusion – a judgement or decision reached by reasoning</p>	<p>acid – a substance with a pH < (less than) 7</p> <p>alkali – a substance with a pH > (more than) 7</p> <p>neutral – a substance with a pH = (equal to) 7</p> <p>pH scale – a scale, from 1 to 14, which measures the acidity or alkalinity of a substance</p> <p>neutralisation – a chemical reaction in which an acid reacts with an alkali to make salt and water</p> <p>universal indicator – a chemical substance that changes colour at a specific pH</p> <p>irritant – a substance that causes slight pain or discomfort to the body</p> <p>corrosive – able to damage or destroy other substances by chemical reaction</p>	<p>planet – a large mass in orbit around a star</p> <p>star – a large mass at the centre of a solar system that produces heat and light</p> <p>the Sun – the star at the centre of our solar system</p> <p>light year – the distance that light travels in one year</p> <p>day and night – caused by the Earth rotating on its axis</p> <p>seasons – caused by the tilt of the Earth's axis</p> <p>warmer seasons – when the hemisphere is pointing towards the sun</p> <p>colder seasons – when the hemisphere is pointing away from the sun</p>									

1 – Puberty

Key Vocabulary

puberty: when a child's body begins to develop and change as they become an adult

- This is a completely normal process which can start at any point from the ages of 8 to 14. The process can take up to 4 years
- Girls develop breasts and start their periods
- Boys develop a deeper voice and facial hair will start to appear
- Puberty can affect your mood, emotions and feelings. This is because of the hormone changes as well as the physical changes
- There is lots of help online (google: NHS puberty) but you can talk to any adult in school if you want further information or support

2 – Menstruation

Key Vocabulary

menstruation: the process in a woman of discharging blood from the lining of the uterus every month from puberty until the menopause

- During puberty, girls will start their periods. This is when they will bleed from their vaginas for a few days every month. For most women, this happens every 28 days but everyone's cycles are slightly different
- A period can last between 3 and 8 days and women tend to lose between 5 to 12 teaspoons of blood during this time
- There are a variety of sanitary products available to help girls manage their bleeding. Examples include: sanitary pads, tampons and menstrual cups
- We have supplies of sanitary products in school. Talk to any adult if you need any

3 – Bodily changes

Key Vocabulary



An example of a facial cleanser

- Puberty occurs because of a change in hormones in boys and girls
- The first physical changes for girls are breast development and body growth
- The main physical changes for boys include enlargement of the testicles and the sprouting of pubic hair
- An increase in body odour can also occur during puberty. It is important to stay clean through washing. Wearing deodorant can also help prevent bad smells.
- Puberty can also result in an increase in spots. It is important to clean your face with a suitable soap or cleanser twice a day

4 – Impact of Caffeine, Alcohol and Drugs on your Body

Key Vocabulary

caffeine: a substance found in tea, coffee and other drinks which acts as a stimulant

alcohol: a drink containing chemicals which make it intoxicating

drugs: a medicine or other substance which has an impact on the body

- Caffeine can raise blood pressure and impact sleep. It can also affect mood and anxiety. If you are feeling tired, there are other ways that you can manage this, such as reading before bed or not looking at your phone during the night
- Alcohol impacts the development of vital organs, such as the brain, liver and bones. There is evidence that an increase in alcohol consumption also increases the chance of suicidal thoughts and violence
- The charity Branching Out can help if you need any support:

<https://humankindcharity.org.uk/>

Look

Look at the information carefully.

Read it three times.

It may help to say it as you read it.



Cover

Cover it with your hand or a piece of paper.



Write

Write it out, from memory.



Check

Check what you have written matches the information exactly.
Have you got it correct?
If so, tick your work to show it is correct.



Correct



If you choose to make flashcards to help you revise, don't forget our top tips.

1. On one side of the card, write the question clearly
2. On the other side of the card, write the answer you want to remember
3. Only put one question on each flashcard
4. Test yourself regularly, until you can't get the answers wrong



Scan the QR code to access a short video on how to use your flashcards more effectively.

If it doesn't match exactly, use your purple pen to correct it.

Repeat the steps above.

If you get 100% correct, move on to the next piece of information.