



Year 7 (B)  
Knowledge Organiser  
Term 5

*Your subjects are in alphabetical order.*



## 1 - Definitions

- line:** mark made by a brush, pen or stick
- shape:** 2 dimensional area with a height and a width. There are two types of shapes:
  - organic:** shapes that can be found in nature. For example; fruit, vegetables, flowers and shells.
  - geometric:** shapes are mathematical shapes, such as squares and circles.

**composition:** The way the elements of art are arranged on the page

## 2 – Colour theory

**primary colours:** Primary colours are red, blue and yellow. They are colours that are used to mix other colours and can't be made by mixing other colours

**secondary colours:** Secondary colours are made by mixing primary colours: green, orange and purple

**harmonious colours:** colours that are next to each other on the colour wheel



**contrasting colours:** colours that are opposite each other on the colour wheel

## 3 – Colour definitions

**tint:** colour mixed with white. Increases its lightness  
**shade:** colour mixed with black. Increases its darkness

- tone:** how dark or light something is
- blending:** gently mixing two colours to create a gradual transition

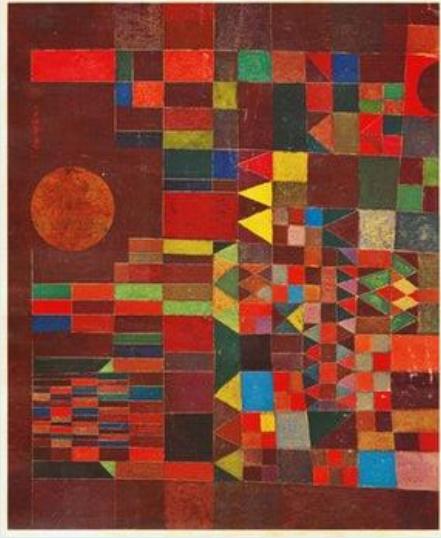
**limited colour palette:** when you use a small range of colours to create a painting  
**colour mixing tip:** always mix a small quantity of the darker colour into the lighter colour

## 4 – Kate Lycett

Kate Lycett is an artist from Hebden Bridge in West Yorkshire. Inspired both by her father who was an architect and her background in textiles design, she paints the local landscape and architecture. She says "I see patterns in everything; the hills adorned with houses and washing lines, rows of flower pots and stripes of brightly painted drain pipes".



## 5 – Castle and Sand, 1928 Paul Klee



Castle and Sun, 1928 is an abstract cityscape painting by Paul Klee.

By using rectangles and triangles, he creates a warm city scene illuminated by the sun. The colours of this artwork are truly stunning and have made this painting amongst the most reproduced of all Klee artworks.

## 1 – Planning

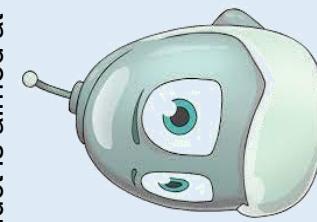
**design:** to plan and create something

**narrative:** the storyline

**genre:** a specific type of product e.g. action

**audience:** the intended group of people the product is aimed at

**characters:** the avatars within the game



## 2 – Design

**controls:** the equipment/buttons used to make something work

**navigation:** moving from one place to another

**terrain:** patches of land with different features

**obstacle:** an object you have to go round of over

**acceleration:** how fast an object speeds up

**environment:** the surroundings in the game



## 3 - Programming

**sequence:** doing things in a certain order

**selection:** giving the user a choice

**iteration:** is used to repeat a set of instructions or commands

**logic:** using knowledge to solve a problem

**variable:** storing data e.g. score

## 4 – Evaluation

**test:** running the game to find errors

**evaluate:** reflecting on your work

**feedback:** opinions from others to make improvements

**success criteria:** goals that must be met

1 – Context: Elizabethan Theatre		2 – NVC and Vocal Skills
<p><b>The atmosphere in Elizabethan theatres was very different to how the atmosphere is in theatres today:</b></p> <ul style="list-style-type: none"> <li>• The audience would wander about, talk among themselves, shout at and heckle the actors (and throw things if they were really unimpressed).</li> <li>• The rich could sit in the best seats, with cushions, and the poor could stand in front of the stage for a penny.</li> <li>• There was no curtain, and the audience often surrounded the stage on three sides.</li> <li>• There were no intervals, so vendors would come round during the play selling food and drink throughout the performance.</li> <li>• Women were not allowed to be actors. Female parts were played by teenage boys.</li> </ul>	<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>posture:</b> the position a character holds themselves in when sitting or standing</li> <li>• <b>gesture:</b> a movement made by part of the body (e.g. arms, head) to convey a character's emotions</li> <li>• <b>gait:</b> a person's manner of walking</li> <li>• <b>pitch:</b> the degree of highness or lowness of the voice</li> <li>• <b>pace:</b> the speed at which someone speaks</li> <li>• <b>tone:</b> a quality in the voice that expresses the speaker's feelings or thoughts</li> <li>• <b>clarity:</b> ensure that you speaking clearly</li> </ul>	<p><b>3 – Theatrical Skills</b></p>
		<p><b>4 – Evaluation</b></p> <p><b>Evaluate your performance:</b></p> <ul style="list-style-type: none"> <li>• Describe how you have used a range of performance skills and techniques in your performance. <i>In my performance I have used the skills of... I chose to use these skills because...</i></li> <li>• Identify one strength of your performance and give a reason why. <i>One strength of my performance was... because...</i></li> <li>• Identify one area for improvement in your performance and give a reason why. <i>I would like to improve my use of... because... I will do this in my next performance by....</i></li> </ul>
		<p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>duologue:</b> a part or all of a play in which the speaking roles are limited to two actors</li> <li>• <b>aside:</b> a comment that a character in a play makes to the audience, which the other characters are supposed not to be able to hear</li> <li>• <b>heightened Language:</b> a formal way of speaking which typically employs more formal words</li> <li>• <b>dramatic irony:</b> the irony occurring when the implications of a situation and speech, are understood by the audience but not by the characters in the play</li> </ul>

### 1 – Historical Context

**era:** period of time

- 'Romeo and Juliet' is believed to have been written between 1591 and 1595.
- This was when Queen Elizabeth was Queen of England (1558 – 1603).
- This is called the Elizabethan era.
- Queen Elizabeth I and Elizabethan society were fans of the theatre as their main source of entertainment.
- The majority of society had little education and were unable to read. The theatre meant they could still enjoy stories and hear about religion.
- The poorer audience members were called 'groundlings'.
- Women had very little power or status and were seen as possessions by fathers or husbands. This is called a **patriarchal society**.

### 2 – Terminology

**dramatic irony:** when the audience knows something that some of the characters do not

**foreshadowing:** a warning or hint of a future event in a story/play

**oxymoron:** two opposing ideas that go against each other being in one sentence,

e.g. 'o' brawling love, o' loving hate'

**soliloquy:** a long speech made by a character on stage to communicate their inner

thoughts and feelings to the audience

**tragedy:** a play with terrible, disastrous events that has an unhappy ending

### 3 – Vocabulary

**archetypal (noun):** typical of a certain kind of person or thing, e.g. 'Lord Capulet is the archetypal patriarchal father.'

**fate (noun):** development of events outside of a person's control, usually seen as controlled by a supernatural power

**patriarchal (adj.):** a system of society in which men hold the power and women are largely left out or controlled

**stereotypical (adj.):** a widely held but fixed idea of a particular person or thing e.g. 'At the start of the play, Juliet is a stereotypically obedient daughter.'

**unrequited (adj.):** something that is not returned, e.g. 'Romeo's love for Rosaline is unrequited at the start of the play.'

### 4 – Grammar: Apostrophes for Omission

An apostrophe can be used in **two ways**.

The first way is to replace missing (**omitted**) letters when words are shortened.

For example:

1. I am — I'm
2. Can not — Can't
3. I have — I've
4. Could have — Could've (Not could of!)
5. Should have — Should've (Not should of!)
6. It's — It is
7. They are — They're



### 1 – What is a hazard?

#### Key Vocabulary:

**hazard:** an event that puts humans, wildlife and the environment at risk of being hurt

### 2 – Tectonic Plates

#### Key Vocabulary:

**tectonic:** relating to the structure of the earth's crust and the processes which take place in it

### 3 – Earthquakes and Tsunamis

#### Key Vocabulary:

**earthquakes:** is a sudden violent movement in the Earth's crust

- A natural hazard is caused by natural processes, such as a volcanic eruption or flood causing damage to people and nature.

- A man-made hazard is caused by people, such as an oil spill or terrorist attack, putting people and nature at risk of damage.
- Other hazards include hurricanes and forest fires.

- Over time plate margins have moved due to convection currents, to create separate continents and oceans.
- When plate margins move apart, land is created through a gap in the Earth.
- Where plate margins move together, land is destroyed and volcanoes often form.

- Earthquakes happen when two plates moving next to each other get stuck. The pressure builds up as the plates try to continue to move forwards.
- When the plates move the friction releases pressure known as seismic waves (energy). This causes an earthquake.
- If this happens underwater, a tsunami forms.

### 4 - Volcanoes

#### Key Vocabulary:

**volcano:** is an opening in the earth's crust which allows hot lava, volcanic ash and gases to escape

### 5 – Comparing Volcanoes

#### Key Vocabulary:

**compare:** to look for similarities and differences

Iceland Volcano 2010

### 6 – Living near a volcano

#### Key Vocabulary:

**geothermal energy:** energy created from the gases underneath areas of volcanic activity

- fertile soil:** soil that is good for growing food
- Sentimental – they may live there for family reasons.
- If people are going to live near a volcano, they need to do so safely. They can do this by using the 3 Ps – predicting, planning and protecting.
- Prediction - use a seismometer, monitoring gases
- Planning: hazard maps show areas to be at risk
- Protection – Little can be done. Divert lava flow.

- Cause: constructive plate margin
- Effects: Ash blocked out the sun, airlines lost \$130 million per day, no deaths, sports cancelled, trade stopped and water was contaminated.
- Indonesia Volcano 2018
- Cause: destructive plate margin.
- Effects: 437 died, tourism severely damaged, 600 homes damaged, tsunami created, farmland was infertile, all biodiversity was wiped out on Anak
- Volcanoes are found on plate boundaries, and are normally made of igneous rocks.
- Volcanoes occur close to tectonic plate boundaries.
- Composite volcanoes are steep sided and cone shaped, and are made up of layers of ash and lava. The lava is sticky and doesn't flow far.
- Shield volcanoes are gently sloped, and are made from layers of lava. The lava is runny.

## 1 – Henry's Six Wives

- monarch:** a king or queen
- Henry VIII became King of England at 18 years old in 1509.
- He was immediately married to Catherine of Aragon, a Spanish Princess with whom he had Mary I.
- The same year King Henry ended his first marriage (1533), he married his second wife, Anne Boleyn, with whom he had Elizabeth I.
- The same year Anne was executed (1536) he married his third wife, Jane Seymour, with whom he had Edward I.
- In 1540, King Henry married his fourth wife Anne of Cleves.
- 19 days after he ended his fourth marriage, he married his fifth wife Catherine Howard.
- In 1543 King Henry married his sixth wife Catherine Parr.

## 2 – The Reformation

- Catholic:** a type of Christianity; the Pope is in charge  
**monasteries:** a religious building where monks and nuns live  
**Protestant:** a type of Christianity; the monarch is in charge  
**reform:** to change something



**dissolve:** to close down  
**uprising:** going against someone/something

- The dissolution of the monasteries caused uprisings, especially in the north of England.
- In 1536, 40,000 rebels in Lincoln demanded an end to taxes when the country was not at war.
- King Henry wanted to end his marriage to Catherine of Aragon. The main reasons were love, money and power.
- When the Pope said no, he reformed the religion of England from Catholic to Protestant.
- In 1534, King Henry passed the Act of Supremacy. This made him the head of the Church in England.
- As part of his reforms, he dissolved the Catholic monasteries.
- Monasteries were very wealthy and Henry wanted money.
- 47 of the rebels were executed.
- Robert Aske led an uprising of 50,000 people in Yorkshire called the Pilgrimage of Grace.
- 132 of the rebels were executed.
- In 1540 the last monasteries were dissolved.

## 3 – Uprisings

## 6 – Queen Elizabeth's Suitors

**suitor:** a man who wishes to marry a woman

- portrait:** a hand drawn picture of a person
- Elizabeth Tudor replaced her half-sister as monarch in 1558. She returned England to Protestantism.
  - In the early-modern period it was not always safe for a monarch – especially female – to travel around the country.
  - Portraits were used to show Elizabeth's people what she looked like as well as make her look strong and powerful.
  - As England's monarch, Elizabeth was appealing to 4 key contenders:
    - Robert Dudley was a rich Earl but already married.
    - King Philip of Spain was powerful but Catholic.
    - Archduke Charles was strong but Catholic.
    - Francis of Alençon was a duke and heir to the French throne. Elizabeth still said no.
    - Queen Elizabeth was the 'Virgin Queen'. She died unmarried and without an heir.

**suitor:** a man who wishes to marry a woman

- Spanish Armada portrait, 1588**



## 5 – Queen Elizabeth's Portraits

**suitor:** a man who wishes to marry a woman

- portrait:** a hand drawn picture of a person
- Elizabeth Tudor replaced her half-sister as monarch in 1558. She returned England to Protestantism.
  - In the early-modern period it was not always safe for a monarch – especially female – to travel around the country.
  - Portraits were used to show Elizabeth's people what she looked like as well as make her look strong and powerful.
  - As England's monarch, Elizabeth was appealing to 4 key contenders:
    - Robert Dudley was a rich Earl but already married.
    - King Philip of Spain was powerful but Catholic.
    - Archduke Charles was strong but Catholic.
    - Francis of Alençon was a duke and heir to the French throne. Elizabeth still said no.
    - Queen Elizabeth was the 'Virgin Queen'. She died unmarried and without an heir.

## 4 – Reign of Bloody Mary

**Key Vocabulary**

- heretic:** someone against the country's religion
- Mary Tudor became England's next monarch when her half-brother Edward died at 15 years-old.
  - Queen Mary I – also known as 'Bloody Mary' was famous for trying to undo her father's reformation.
  - She returned England to Catholicism.
  - In 1553 Queen Mary I undid the Act of Supremacy. This made the Pope the head of the Church again.
  - During Mary's five-year reign she had over 280 heretics burnt at the stake.



## Mathematics

### Lines and Angles

### Year 7 | Term 5

#### 1 – Fractional Thinking

numerator: number of pieces



denominator: total number of pieces

proper fraction: fractions with a numerator less than the denominator

improper fractions: fractions with a numerator greater than the denominator

clockwise: The direction the hands of a clock turn



anti clockwise: the opposite direction of clockwise



#### 2 – Angles 1

degrees: the unit of measurement for an angle

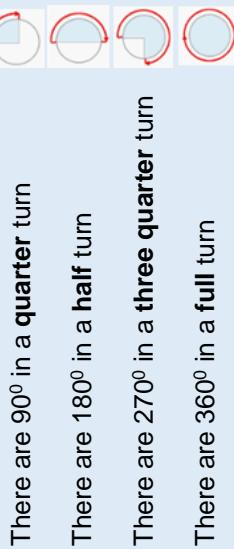
right angle: equal to  $90^\circ$

acute angle: less than  $90^\circ$

obtuse angle: greater than  $90^\circ$  but smaller than  $180^\circ$

reflex angle: greater than  $180^\circ$  but smaller than  $360^\circ$

#### 3 – Angles 2



There are  $90^\circ$  in a **quarter turn**

There are  $180^\circ$  in a **half turn**

There are  $270^\circ$  in a **three quarter turn**

There are  $360^\circ$  in a **full turn**

parallel lines: lines which are of equal distance from each other.



There are  $180^\circ$  in a **half turn**

There are  $270^\circ$  in a **three quarter turn**

There are  $360^\circ$  in a **full turn**

#### 4 – Shape Notation

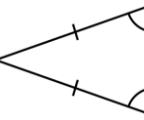
line segment: A straight line between any two points



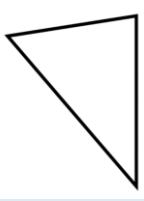
vertex: A point where two or more lines meet

- We use a **single capital letter** to label a vertex
- We use **two capital letters** to label a line segment
- We use **three capital letters** to label an angle

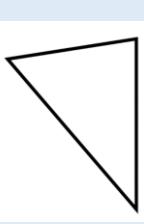
isosceles triangle: two equal sides and two equal angles.



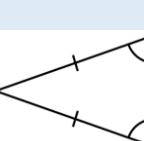
scalene triangle: no equal sides or angles



right angled triangle: has one  $90^\circ$  angle



equilateral triangle: three equal sides and three equal angles always measuring  $60^\circ$



#### 5 – Triangles

#### 6 – 7 and 12 Times Tables

$7 \times 7 = 49$

$8 \times 7 = 56$

$9 \times 7 = 63$

$10 \times 7 = 70$

$11 \times 7 = 77$

$12 \times 7 = 84$

$7 \times 12 = 84$

$8 \times 12 = 96$

$9 \times 12 = 108$

$10 \times 12 = 120$

$11 \times 12 = 132$

$12 \times 12 = 144$

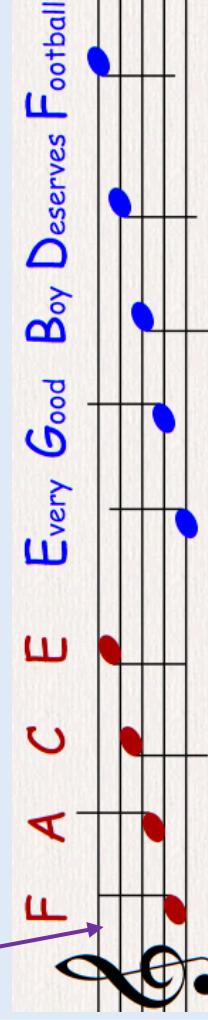
## 1 – Key Vocabulary

### Key Vocabulary

<b>Drone</b>	one long, continuous sound (pitched or unpitched) that is present throughout a piece, usually at the bottom of the texture
<b>Motif</b>	a very short musical 'idea'
<b>Variation</b>	Different versions of a piece of music
<b>Theme</b>	another word for 'tune' or 'melody'. A linear line of notes, like a musical sentence
<b>Composer</b>	Someone who creates pieces of music

## 2 – Pitch

**Stave:** The five lines we write music notes on



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

## 3 – Elements

### Key Vocabulary

**dynamics:** the term used for the volume

**rhythm:** a group of different note lengths

**pitch:** how high or low the notes sound

**structure:** how music is put together.  
**melody:** the main tune  
**instrumentation:** the instruments used  
**tempo:** the speed / **texture:** the different layers of sound

**harmony:** two or more voices singing at different pitches

## 4 – Edward Elgar

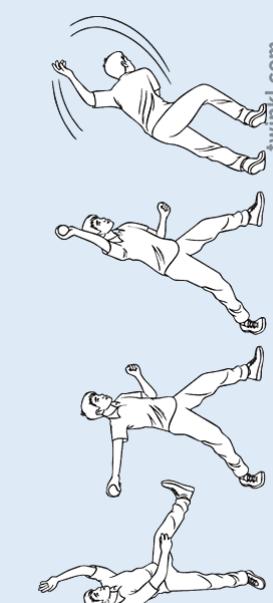
### Edward ELGAR (1857 - 1934)

- English composer
- Took many years to find fame but then, with 'Enigma' Variations, he found himself suddenly very famous



### 'Enigma' Variations

- Written in 1899
- Uses one theme to describe 14 of his friends
- 'Variation' means the same as 'version'
- The 'enigma' remains a mystery - no one can work out the origin of Elgar's theme

PE	Cricket	Year 7	Term 5
1 – Underarm	2 – Overarm	3 – Fielding	
<b>Key Vocabulary</b> <u>accuracy</u> : the quality of something being precise <u>target</u> : an object selected as an aim of attack	<b>Key Vocabulary</b> <u>accuracy</u> : the quality of something being precise <u>target</u> : an object selected as an aim of attack	<b>Key Vocabulary</b> <u>long barrier</u> : safest technique to control a cricket ball that is travelling along the ground.	
Underarm throwing teaching points: • Stand square to target • Step into throw • Follow through to target	Overarm throwing teaching points: • Stand side on to target, • Extend non-throwing arm to target • Elbow at 90°, ball by the ear • Pull through, release, follow through to target	Long barrier teaching points: • Head in line with the ball • One knee on ground, other knee touching heel • Palms facing ball, fingers pointed down • Cushion the ball	
4 – Batting	5 – Bowling	6 – Tactics, rules & positional roles	
<b>Key Vocabulary</b> <u>stance</u> : the position in which a batting player stands. <u>grip</u> : the location of the hands on the bat handle. <u>backlift</u> : how high the batsman raises their bat behind them before they swing it downwards to hit the ball.	<b>Key Vocabulary</b> <u>over</u> : the number of bowls delivered by one bowler. <u>coil</u> : typical pace bowling style. <u>Coil bowling technique</u> :	<b>Key Vocabulary</b> <u>wicket keeper</u> : positioned behind the wicket at the batter's end. <u>fielder</u> : player positioned in the field when not bowling. <u>run</u> : the unit of scoring <u>scoring system</u> :	  <ul style="list-style-type: none"> <li>• 1 run= running to the other wicket</li> <li>• 4 runs= the ball crosses the boundary having hit the floor</li> <li>• 6 runs= the ball crosses the boundary without hitting the floor</li> </ul>

PE	Rounders	Year 7	Term 5
1 – Underarm	2 – Overarm	3 – Fielding	
<b>Key Vocabulary</b> <u>target</u> : an object selected as an aim	<b>Key Vocabulary</b> <u>distance</u> : amount of space between two points	<b>Key Vocabulary</b> <u>long barrier</u> : a fielding technique to stop the ball rolling on the floor and to retrieve the ball	
Underarm throwing teaching points: <ul style="list-style-type: none"> <li>• Stand square to target</li> <li>• Step into throw</li> <li>• Follow through to target</li> </ul>	Overarm throwing teaching points: <ul style="list-style-type: none"> <li>• Stand side on to target</li> <li>• Extend non-throwing arm to target</li> <li>• Elbow at 90°, ball by the ear</li> <li>• Pull through, release, follow through to target</li> </ul>	Long barrier teaching points: <ul style="list-style-type: none"> <li>• Align body to ball</li> <li>• Move towards ball at controlled speed</li> <li>• Side on, put knee to floor and heel to touch knee</li> <li>• Cup hands in middle of barrier</li> </ul>	
4 – Batting	5 – Bowling	6 – Rules/tactics/positions	
<b>Key Vocabulary</b> <u>batter</u> : the player hitting the ball from the bowler	<b>Key Vocabulary</b> <u>bowler</u> : the fielding player responsible for feeding the ball to the batting player	<b>Key Vocabulary</b> <u>bases</u> : 4 posts placed around the pitch for the batting team run around to score a rounder and fielding teams to stump players out	
Batting teaching points: <ul style="list-style-type: none"> <li>• Standing sideways on to the bowler with weight on back foot</li> <li>• With bat behind you, swing, transfer weight forward and follow through</li> </ul>	Bowling teaching points: <ul style="list-style-type: none"> <li>• Hold ball in dominant hand</li> <li>• Step forward with opposite leg</li> <li>• Swing arm forwards and release at shoulder height</li> <li>• Aim for backstop's hands</li> </ul>	1 <sup>st</sup> base – no points can be scored 2 <sup>nd</sup> base – ½ round can be scored 3 <sup>rd</sup> base – no additional points can be scored from the ½ rounder 4 <sup>th</sup> base – 1 rounder	

## Box 1 – Abrahamic Religions

**Abrahamic:** a religion which can trace its roots back to the prophet Abraham

**monotheism:** the belief in only one God

**covenant:** a promise made between God and humans

Judaism, along with Islam and Christianity, is known as an **Abrahamic religion.**

These three religions originate from the Prophet Abraham, who is known as **Ibrahim** in Islam.

Judaism is the oldest of the 3 Abrahamic religions- beginning nearly 4000 years ago.

Abraham is believed to have been the first person to teach the idea that there is only one God (**monotheism**).

Jews believe that there is only one **God**. They believe they have a special agreement with God called a **covenant**. Jews promise to obey God's laws to say thank you to him for looking after them.

## Box 2 – Abraham

**covenant:** a promise made between God and humans

Jews believe a man called Abraham was the first person to make a covenant with God.

1. God instructed Abraham to leave his home and travel to Canaan, the Promised Land.
2. In return, God promised to give Abraham and his wife Sarah the child they both longed for.
3. Abraham kept this covenant and his wife, Sarah, gave birth to their son, Isaac.
4. God tested Abraham 10 times and in the final test asked him to kill his Son.
5. Abraham was going to kill his Son until an angel stopped him. He had passed the test.

## Box 3 – The Torah

**Torah:** the Jewish holy book

**commandments:** a rule to be observed strictly

The **Torah** is a very important text and refers to the first five books of Moses. The Torah, which includes the 613 Laws (**Mitzvah**). The Torah contains the basis of all the Jewish teachings and guidance on how to live a good Jewish life.

When Jews read the Torah they use a special instrument called a **yad** which is like a pointer, so that their hands do not touch the scrolls and damage the writing on them.

**Orthodox Jews** regard the Torah as the central revelation from God given to Moses on **Mount Sinai** in its final form. They try to keep the **commandments** set out in the Torah in every detail. They would not try to modify them considerably to bring them in line with modern life or to reject them altogether because they might no longer be relevant.

## Box 4 – Jewish Festivals

**Passover:** (or **Pesach** in Hebrew) is one of the most important festivals in the Jewish year. This festival celebrates the escape of the Jews, led by Moses, from the Pharaoh.

On the evening before Passover starts, Jews have a special service called a **Seder** (Order). This takes place over a meal with family and friends at home. During the meal, the story of Exodus is told from a book called the **Haggadah** (Narration).

**Hanukkah:**

This is a festival which takes place over 8 days in November/December. It remembers the war between the Maccabees and the Syrian King **Antiochus**. The war lasted 3 years and when the Jews finally recaptured Jerusalem they returned to their temple. The temple was in a state of disrepair and the Jews cleaned and repaired it, they rededicated it to God. They wanted to light the Menorah but discovered they only had enough oil for one night. Miraculously the oil burned for eight days.

# Science

## Plant Reproduction, The Rock Cycle and Observed Waves

### Year 7 | Term 5

#### B1 – Structure of a Flower

**flower:** where the reproductive organs are found

**stamen:** the male part of the flower; made up of the anther and filament

**anther:** produces pollen grains

**ovary:** produces ova

**stigma:** collects the pollen during pollination

**pollen grain:** the male sex cell

**petals:** brightly coloured to attract insects

**nectar:** produces sweet nectar to attract insects

**pistil:** the female part of the flower; made up of the stigma, style and ovary

#### C1 – Earth's Structure and Recycling

**crust:** the rocky outer layer of the Earth

**composition:** what something is made up of

**mantle:** the semi-molten layer of rock beneath the crust

**outer core:** the cooler, liquid layer composed of mainly iron and nickel around the inner core

**inner core:** the hotter, solid centre of the Earth mainly composed of iron and nickel

**recycling:** converting waste into reusable material

**finite resource:** something that will run out

#### P1 – Water Waves

**wave:** something which transfers energy without transferring matter

**transverse wave:** energy is transferred at right angles (90°) to the movement of the particles

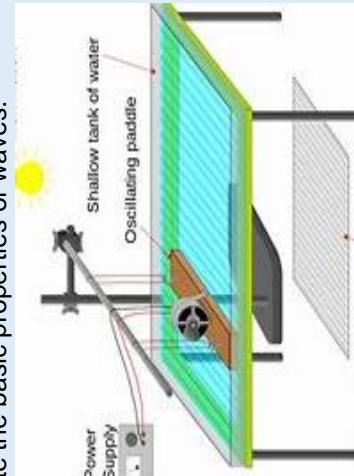
**peak:** the highest point of a transverse wave

**trough:** the lowest point of a transverse wave

**medium:** the substance that a wave travels through

**oscillation:** a vibration about a fixed position

**reflection:** the return of a wave from a surface



A **ripple tank** is a shallow glass tank of water used to demonstrate the basic properties of waves.

#### C2 – The Rock Cycle

**sedimentary rock:** a type of rock formed when particles of weathered rock join together

**metamorphic rock:** a type of rock formed when rock is put under heat and pressure

**igneous rock:** a type of rock formed when molten rock cools and solidifies

**porous:** a property of a material in which liquid can be absorbed and can move through the material

**weathering:** the wearing away of rock by animals, plants or the environment

**erosion:** the movement of seeds away from the parent plant

#### Risks

Having electrical components near water could cause an electric shock. Ensure electrical components are secured before adding water.

#### P2 – The Ripple Tank

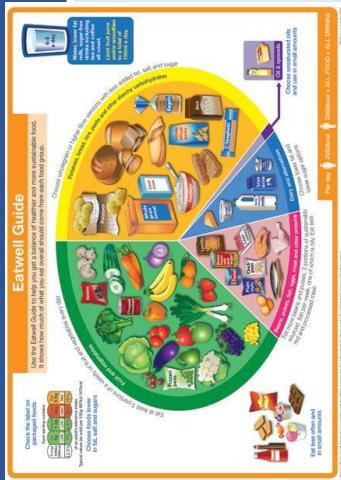
## 1 – Healthy diets

### Key Vocabulary

**diet:** the kind of food that a person habitually eats

- It is recommended that you eat at least five portions of fruit and vegetables every day.

- Starchy foods, such as bread and potatoes, should make up about a third of what we eat in a day.



### The Eatwell Guide

## 2 – The importance of exercise

### Key Vocabulary

**exercise:** activity requiring physical effort

- Children and young people are recommended to take part in 7 sessions of 60 minute of exercise per week. At least 2 of these sessions should be high intensity exercise, such as running or jumping.
- Exercise is linked to better physical and mental health, as well as increased levels of fitness.
- The impact of a lifestyle without exercise can include weight gain, heart disease, diabetes, depression, poor sleep patterns, amongst other things.

## 3 – The importance of sleep

### Key Vocabulary

**sleep:** a condition of body and mind, in which the nervous system is inactive, the eyes are closed, the muscles relax and consciousness is practically suspended

- A good night's sleep has a positive impact on the brain and body, improving performance and productivity.
- It is recommended to not use any screen technology at least one hour before bedtime.
- 11-16 year olds are recommended to get 8 to 10 hours sleep a night.
- Physical activity during the day improves your sleep.
- Sleep affects your mood, mental health and your memory.

## 4 – Female genital mutilation (FGM)

### Key Vocabulary

**FGM:** when a female's genitals are deliberately altered or removed for non-medical reasons

- FGM is a form of child abuse, as there are no medical reasons for the procedure to take place.
- It is often performed by someone with no medical training.
- It is used to control female sexuality and can cause long lasting damage to physical and emotional health.
- FGM can happen at varying times in a girl or woman's life, including when a baby is new-born, as a teenager, just before marriage...
- The NSPCC are available to support anyone who has been affected by this: [www.nspcc.org.uk](http://www.nspcc.org.uk)



## Look

Look at the information carefully.

Read it three times.

It may help to say it as you read it.

## Flash Cards

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

Cover

Cover it with your hand or a piece of paper.

## Cover

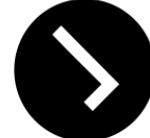


## Write

Write it out, from memory.



## Check



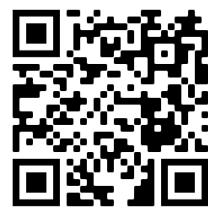
Check what you have written matches the information exactly.  
Have you got it correct?  
If so, tick your work to show it is correct.



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.



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