

2024/2025

Cycle 1 Knowledge Navigator

Morning meeting homework

100% Sheets

Year 7

Name:

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Morning meeting retrieval homework

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YEAR 7

CYCLE 1 HOMEWORK

| Week 1 | | Week 2 | | | | Week 3 | | | |
|-------------------------|---------------------|--------------------------|-------------------------|------------|-----------|----------------|------------|----------------|-----------|
| Greetings | | Greetings | | | | Numbers | | | |
| Bonjour/ Salut | Hello/Hi | Comme ci comme ça | So so | Un | One | Onze | Eleven | | |
| Je m'appelle | I am called | Bof! | Whatever! | Deux | Two | Douze | Twelve | | |
| J'ai ... ans | I am... years old | Bien/mal | Good/bad | Trois | Three | Treize | Thirteen | | |
| Mon anniversaire est le | My birthday is | Très bien/mal | Very good/bad | Quatre | Four | Quatorze | Fourteen | | |
| Comment t'appelles-tu? | What's your name | Génial | Great | Cinq | Five | Quinze | Fifteen | | |
| Comment ça va? | How are you? | Affreux | Awful | Six | Six | Seize | Sixteen | | |
| Oui/Non | Yes/No | Quel âge as-tu? | How old are you? | Sept | Seven | Dix-sept | Seventeen | | |
| Merci beaucoup | Thanks a lot | Où habites-tu? | Where do you live? | Huit | Eight | Dix-huit | Eighteen | | |
| Au revoir | Bye | As-tu des animaux? | Do you have any animals | Neuf | Nine | Dix-neuf | Nineteen | | |
| Ça va bien/mal | It's going well/bad | Comment ça va? | How are you? | Dix | Ten | Vingt | Twenty | | |
| Week 3 | | Week 4 | | | | Week 5 | | Week 6 | |
| Numbers | | Months/ Days of the week | | | | Verb Avoir | | Verb Etre | |
| Vingt | 20 | janvier | January | lundi | Monday | J'ai | I have | Je suis | I am |
| Trente | 30 | février | February | mardi | Tuesday | Tu as | You have | Tu es | You are |
| Quarante | 40 | mars | March | mercredi | Wednesday | Il/elle a | He/she has | Il/elle est | He/she is |
| Cinquante | 50 | avril/mai | April/May | jeudi | Thursday | Nous avons | We have | Nous sommes | We are |
| Soixante | 60 | juin/juillet | June/July | vendredi | Friday | Vous avez | You have | Vous êtes | You are |
| Soixante-dix | 70 | août | August | samedi | Saturday | Ils/ elles ont | They have | Ils/elles sont | They are |
| Quatre-vingt-dix | 90 | octobre/ novembre | October/ November | La semaine | The week | C'est | It is | C'était | It was |
| | | | | | | Il y a | There is | Il y avait | There was |
| Cent | 100 | décembre | December | Le mois | The month | J'avais | I had | J'étais | I was |

| Week 7 | | Week 8 | | | | Week 9 | | | |
|------------------|--------------|-----------------|------------------|---------------------|--------------------------|------------------------------|-----------------------------|---------------|--------------|
| Pets | | Colours | | Description | | Family/Relationship | | | |
| un chat | a cat | bleu/bleue | blue | ennuyeux | boring | Mon père/ma mère | My dad/My mum | âge | age |
| un chien | a dog | blanc/blanche | white | travailleur | hard-working | Mon frère/ma soeur | My brother/my sister | ami | friend |
| un oiseau | a bird | noir/noire | black | bavard | chatty | Mon oncle/ma tante | My uncle/my auntie | confiance | trust |
| un cheval | a horse | rouge | red | drôle | funny | Mon grand-père/Ma grand-mère | My grandad/my grandma | copain/copine | friend (m/f) |
| une tortue | a tortoise | jaune | yellow | heureux | happy | Mon cousin/ma cousine | My cousin | langue | language |
| un cochon d'inde | a guinea pig | orange/marron | orange/br own | paresseux | lazy | Mon beau-père/ma belle-mère | My stepfather/my stepmother | membre | member |
| un poisson | a fish | vert/verte | green | amusant | fun/funny | Mon fils/ma fille | My son/my daughter | naissance | brith |
| un lapin | a rabbit | rose | pink | embêtant | annoying | Mon mari/partenaire | My husband/partner | nom | name |
| une souris | a mouse | violet/violette | purple | méchant | nasty | Ma famille | My family | taille | height |
| une araignée | a spider | | | | | | | | |
| Week 10 | | | | Week 11 | | Week 12 | | Week 13 | |
| Description | | | | Hair and Eyes | | Opinions | | Adjectives | |
| allemand | German | Mon/ma/mes | My (m/f/pl) | le visage | face | J'aime | I like | sympa | nice |
| américain | American | Ton/ta/tes | Your (m/f/pl) | les cheveux | hair | Je n'aime pas | I don't like | bon | good |
| anglais | English | Son/sa/ses | His/her (m/f/pl) | les yeux | eyes | J'adore | I love | mauvais | bad |
| canadien | Candian | moi | me | petit (e)/grand (e) | short / tall | Je déteste | I hate | amusant | fun |
| espagnol | Spanish | toi | you | de taille moyenne | of average height | C'est | It is | intéressant | interesting |
| français | French | lui | him | gros/ mince | fat / thin | Ce n'est pas | It is not | mignon | cute |
| européen | European | elle | her | barbe/moustache | beard / moustashe | J'aimais | I used to like | drôle | funny |
| proche | close/near | ensemble | together | joli (e)/ laid (e) | pretty / ugly | Je détestais | I used to hate | méchant | nasty |
| voici | here is/are | trop | too | belle/beau/moche | pretty / handsome / ugly | C'était | It was | travailleur | hardworking |
| | | | | élegant/élégante | elegant | Je voudrais | I would like | gentil | kind |

1. Equipment

Heat proof mat
Protects the desk from spills or heat damage



Bunsen burner
Air hole open = blue flame
Air hole closed = safety flame
Only pick it up by the blue base



Tripod
Holds equipment safely above a Bunsen burner



Gauze
Goes on top of the tripod, beakers can then be placed safely on top



Beaker
Used to carry out reactions in.
Can also be heated



Measuring cylinder
Used to accurately measure a volume of liquid



Thermometer
Used to measure the temperature of liquids



2. Table of results

- When drawing a table of results you need to remember 5 rules;
1. Use a ruler and a sharp pencil to draw your table.
 2. Make sure that there is space for all of your data (inc. repeats and a mean if necessary).
 3. Include headings with units (if required).
 4. Complete the table with the data.
 5. Calculate the mean if required.

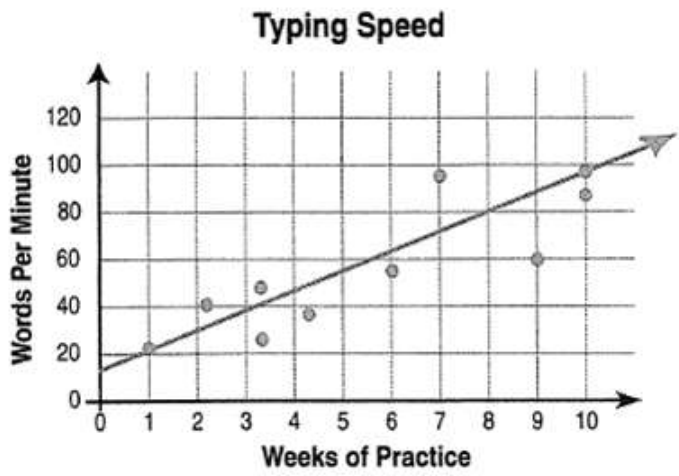
| Independent variable (units) | Dependent variable (units) | | | |
|------------------------------|----------------------------|----------------------|----------------------|------|
| | 1 st time | 2 nd time | 3 rd time | Mean |
| XX | 22 | 23 | 23 | 22.7 |

To calculate the mean average add up all the results (22+23+23) = 68
Then divide by the number of test you did 68/3 = 22.6666666



3. Graphs

- When drawing a table of results you need to remember 5 rules;
1. Use a pencil and ruler to draw the axes.
 2. Label both axes, including units if required.
 3. Make sure each scale goes up in even amounts.
 4. Plot all points carefully.
 5. Draw a line-of-best-fit as close to all the points as possible. The line-of-best-fit may be a straight line or a curve.



4. Conclusion

In the conclusion you need to explain what your results have shown you.
For instance: In my experiment I found out that as X increases, Y decreases.
e.g. From the graph in section 3, the conclusion would be:
As the number of weeks practice increases the number of words typed per minute increases, up to a maximum of 100 words per minute.

5. Graphs

Continuous variable: Has values that can be any number.
Discontinuous variable: Has values that are words or discrete numbers.
Bar chart/column graph: Displays the values of categories.
Line graph: Shows the relationship between two continuous variables.
Pie chart: Shows the proportions or percentages that make up a whole.
Line of best fit: A straight or curved line drawn to show the pattern of data points.

6. Variables

Scientific enquiries: Different ways to investigate including observation over time, fair test and pattern seeking.
Variable: A factor that can be changed, measured and controlled.
Independent variable: What you change in an investigation to see how it affects the dependent variable.
Dependent variable: What you measure or observe in an investigation.
Control variable: What needs to be kept the same throughout the experiment

7. How to light a Bunsen burner

1. Connect hose to gas tap
2. Make sure the air hole is closed
3. LIGHT THE MATCH and place near the top of the Bunsen burner
4. Turn on gas LAST



1. Multicellular vs. unicellular

Multicellular organisms are composed of cells which are organised into tissues, organs and systems to carry out life processes.

There are many types of cell. Each has a different structure or feature so it can do a specific job.

Specialised cells include; sperm cells, nerve cells, red blood cells, palisade cells, root hair cells.

Cell: The unit of a living organism, contains parts to carry out life processes.

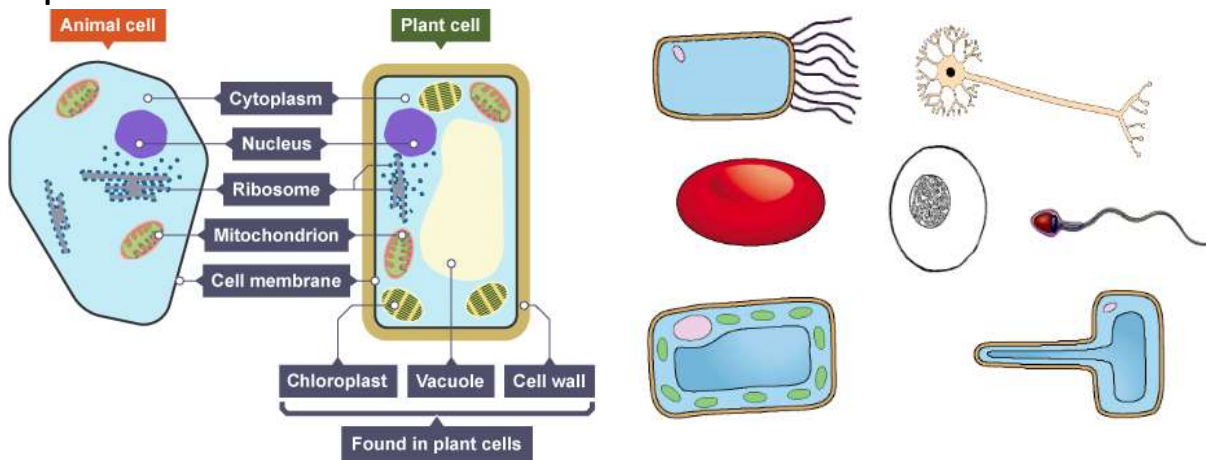
Uni-cellular: Living things made up of one cell.

Multi-cellular: Living things made up of many types of cell.

2. Cell organelles

| <u>Organelle</u> | <u>Function</u> |
|------------------|--|
| Nucleus | Contains genetic material (DNA) which controls the cell's activities. |
| Cell membrane | Surrounds the cell and controls movement of substances in and out. |
| Cytoplasm | Jelly-like substance where most chemical processes happen. |
| Mitochondria | Site of respiration, where energy is released from food molecules. |
| Ribosomes | Site of protein synthesis. |
| Cell wall | Supports & strengthens the cell, in plant cells it is made of cellulose. |
| Chloroplast | Absorbs light energy so the plant can make food. |
| Vacuole | Contains liquid, and used to keep the cell rigid and store substances. |

3. Specialised cells



4. Levels of organisation

Tissue: Group of one type of cells working together to perform a function.

Organ: Group of different tissues working together to carry out a job.

Organ system: Group of different organs working together to perform a function.

Diffusion: One way for substances to move into and out of cells.

Structural adaptations: Special features to help a cell carry out its functions.

5. Systems of the body

Immune system: Protects the body against infections.

Reproductive system: Produces sperm and eggs, and is where the foetus develops.

Digestive system: Breaks down and then absorbs food molecules.

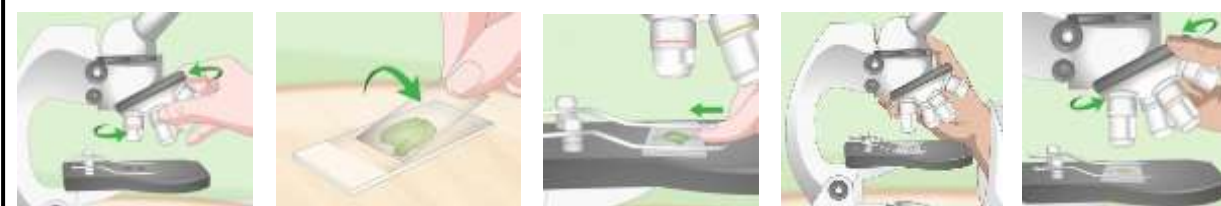
Circulatory system: Transports substances around the body.

Respiratory system: Replaces oxygen and removes carbon dioxide from blood.

Muscular skeletal system: Muscles and bones working together to cause movement and support the body.

6. Using a light microscope

- Place the microscope on a flat surface and switch on the light (or tilt the mirror) and ensure the stage is fully down.
- Turn to the smallest objective lens (usually x4).
- Place the specimen on the slide and cover with a cover slip. This protects the specimen and the objective lens. Always hold the edges of the slide and handle with care to avoid cuts.
- Place the slide on the microscope stage and secure with the clips.
- Rotate the coarse focusing knob until an image is seen.
- Use the fine focusing knob to get a clear image.
- Turn the objective lens to the x10 magnification objective lens and adjust with the fine focusing knob.
- If possible, turn to the x40 objective lens. Again, only use the fine focusing knob to achieve a clear image.



1. Particle model

Properties of solids, liquids and gases can be described in terms of particles in motion but with differences in the arrangement and movement of these same particles: closely spaced and vibrating (solid), in random motion but in contact (liquid), or in random motion and widely spaced (gas).

Observations where substances change temperature or state can be described in terms of particles gaining or losing energy.

A substance is a solid below its melting point, a liquid above it, and a gas above its boiling point.

Particle: A very tiny object such as an atom or molecule, too small to be seen with a microscope.

Particle model: A way to think about how substances behave in terms of small, moving particles.

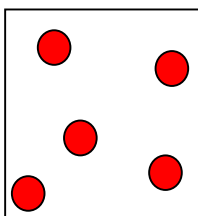
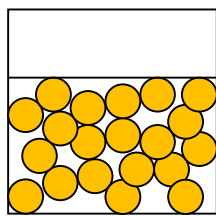
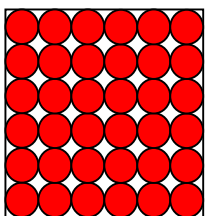
Diffusion: The process by which particles in liquids or gases spread out through random movement from a region of high concentration to a region of low concentration.

Gas pressure: Caused by collisions of particles with the walls of a container.

Density: How much matter there is in a particular volume, or how close the particles are.

2. Properties of solids, liquids and gases

| <u>Solids</u> | <u>Liquids</u> | <u>Gases</u> |
|----------------------|-----------------------------------|-----------------------------------|
| Have a fixed shape | Take the shape of their container | Take the shape of their container |
| Have a fixed volume | Have a fixed volume | Don't have a fixed volume |
| Cannot be compressed | Cannot be compressed | Can be compressed easily |
| Cannot flow | Can flow | Can flow |



3. Separating mixtures

Pure substance: Single type of material with nothing mixed in.

Mixture: Two or more pure substances mixed together, whose properties are different to the individual substances.

Solvent: A substance, normally a liquid, that dissolves another substance.

Solute: A substance that can dissolve in a liquid.

Dissolve: When a solute mixes completely with a solvent.

Solution: Mixture formed when a solvent dissolves a solute.

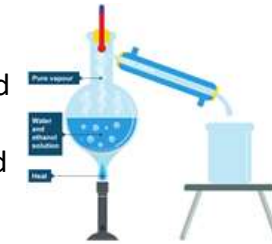
Soluble (insoluble): Property of a substance that will (will not) dissolve in a liquid.

Solubility: Maximum mass of solute that dissolves in a certain volume of solvent.

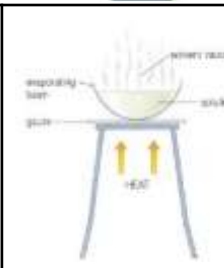
Filtration: Separating substances using a filter to separate an insoluble solid from a filtrate (solution).
e.g. separating sand and water



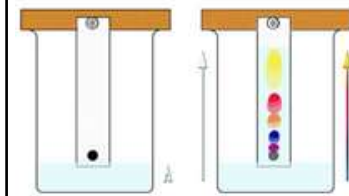
Distillation: Separating substances by boiling and condensing liquids.
e.g. separating water and alcohol



Evaporation: A way to separate a solid dissolved in a liquid by the liquid turning into a gas.
e.g. separating water from salt water



Chromatography: Used to separate different coloured substances.
e.g. separating different dyes in ink



4. Changes of state

Evaporate: Change from liquid to gas at the surface of a liquid, at any temperature.

Boil: Change from liquid to a gas of all the liquid when the temperature reaches boiling point.

Condense: Change of state from gas to liquid when the temperature drops to the boiling point.

Melt: Change from solid to liquid when the temperature rises to the melting point.

Freeze: Change from liquid to a solid when the temperature drops to the melting point.

Sublime: Change from a solid directly into a gas.

1. Mass and weight

Mass and weight are different but related. Mass is a property of the object; weight depends upon mass but also on gravitational field strength. Every object exerts a gravitational force on every other object. The force increases with mass and decreases with distance. Gravity holds planets and moons in orbit around larger bodies. On Jupiter your weight would be more than on earth because it has more gravity: but your mass would be the same on both.

Weight can be calculated by using the formula:
 $\text{weight (in N)} = \text{mass (in kg)} \times \text{gravitational field strength (in N/kg)}$

Weight: The force of gravity on an object (N).
 Mass: The amount of stuff in an object (kg).
 Gravitational field strength, g: The force from gravity on 1 kg (N/kg), g on Earth = 10 N/kg but on the moon it is only 1.6 N/kg.
 Field: The area where other objects feel a gravitational force.
 Non-contact force: One that acts without direct contact.

2. Balancing forces

| <u>Balanced force</u> | <u>Unbalanced force</u> |
|--|---|
| Equal and opposite forces | When two forces acting on an object are NOT EQUAL. |
| An object that is not moving stays still (stationary) | An object that is not moving starts to move |
| An object that is moving continues to move at the same speed and in the same direction | An object that is moving changes speed (accelerating /negative accelerating) or direction |

3. The Solar system

The solar system consists of the Sun at the centre, with 8 planets and smaller objects such as asteroids and comets in orbit around it.

| | |
|---------|---|
| Mercury | Mercury is the closest to the Sun and Neptune the furthest. |
| Venus | Neptune takes the longest time to orbit the Sun and Mercury the shortest. |
| Earth | Jupiter is the largest planet. |
| Mars | Jupiter has 63 moons |
| Jupiter | The red spot on Jupiter is a storm bigger than the Earth. |
| Saturn | Neptune is the coldest of the eight planets. |
| Uranus | Earth is the only planet (that we know of) that has life on it. |
| Neptune | Pluto is further away than Neptune and is a dwarf planet. |

This sentence is a way to remember the correct order:
 My Very Enthusiastic Mother Just Served Us Noodles!

4. Days and nights

A planet spins on its axis as it orbits the Sun. A day is the time it takes for a planet to turn once on its axis. An Earth day is 24 hours long


The Sun lights up one-half of the Earth, and the other half is in shadow. As the Earth spins, we move from shadow to light and back to shadow and so on.

| | |
|---|---|
| The Sun appears to move from east to west. This is because the Earth turns from west to east. | The Sun appears to: <ul style="list-style-type: none"> • Rise in the east • Set in the west • Be due south at midday |
|---|---|

One way to remember which way the Earth turns is to remember 'we spin', which means that we (the Earth) spins from west to east.

| CYCLE 1 | SUBJECT | History | TOPICS | The Norman Conquest | YEAR GROUP | 7 |
|--|---|---|--|---------------------|------------|---|
| BOX | Key Knowledge to learn | | | | | |
| SECTION A – Key Terms | <ul style="list-style-type: none"> • Cause - Every historical event occurred because of a series of events that happened beforehand. Things that directly lead to another event are called 'Causes'. Some causes occurred immediately before the event began, while others existed for several years before they caused the event. • Consequence - a result or effect, typically one that is unwelcome or unpleasant. • Diversity – different experiences and outcomes depending on a persons social, economic or religious background • Significance – the quality of being worthy of attention; importance. • Change - make (someone or something) different; alter or modify. • Continuity - when something or someone stays the same for a long period of time <p>Barons – nobles who fought for William at Hastings and were rewarded with large areas of land to control for him</p> <p>Domesday Book – A record of all land and property completed in 1086</p> <p>Feudalism – Norman way of organising society so that everyone is loyal to the king</p> <p>Knights – Soldiers who were given land in the Feudal system</p> <p>Peasants – Ordinary people, who worked on the land had to serve their feudal master often a knight</p> | | | | | |
| Section B – The Battle of Hastings | <p>Harold's Army</p> <p>The Fyrd was made up of part time soldiers, whose main role was farming.</p> <p>2500 of these were housecarls, professional and well paid</p> <p>It is believed Harold had between 7,000 and 8,000 soldiers at Hastings.</p> <p>Their favourite weapon was a battleaxe.</p> | <p>William's Army</p> <p>William had a range of soldiers available to him: cavalry, archers and foot soldiers.</p> <p>Most historians think William's army was also between 7,000 and 8,000 soldiers.</p> <p>William's army were well-rested and ready for battle.</p> | <p>What happened during the battle of Hastings?</p> <ul style="list-style-type: none"> • The Battle of Hastings began at 9am on 14 October 1066. Harold's army was at the top of Senlac Hill, forming a shield wall against William's army. At the start of the battle, William's archers fired their arrows up towards Harold's army but were struggling to break through the shield wall. • William's cavalry then tried to charge up the hill, but they also could not break past the defensive line and were beaten back by Harold's men. • A rumour spread through the Norman army that William had been killed, but he lifted his helmet and rode past his troops to show them he was still alive. • William ordered his soldiers to advance part way up the hill and then pretend to retreat. • Harold's was killed in the advance, the remaining Saxons began to retreat and were slaughtered by William's men | | | |
| Section C – The Consequences of the Battle of Hastings | <p>Why did William win?</p> <p>Tiredness: Harold's army had to march north to fight Harald Hardrada at Stamford Bridge, before turning back to march to the south to face William at Hastings. Many had been killed and the those who were left would have been extremely tired.</p> <p>Tactics: William's army pretended to retreat, tempting Harold's army into losing their strong defensive position to run after them. William's army was then able to turn round and attack Harold's weakened position.</p> <p>Army strength: William had a greater range of soldiers for the battle. As well as foot soldiers, he had a cavalry and more skilled archers. This gave his side a big advantage in the range of tactics and attacks they could carry out.</p> <p>Leadership: William was on horseback and had an overview of the whole battlefield. When a rumour went round his army that he had been killed, he lifted his helmet to show them he was still alive. In contrast, Harold was on foot and was unable to stop his army losing their discipline and chasing down Senlac Hill after William's retreating soldiers.</p> <p>What happened after the Battle of Hastings?</p> <p>Winning the Battle of Hastings was only the beginning of the Norman Conquest.. After William won the Battle of Hastings, his army had to capture and subdue towns across the southeast. The Normans were not welcomed with open arms, suggesting that many English people were not happy about the change in leadership.</p> | | | | | |

| | | |
|--|---|--|
| SECTION D – William’s methods of control | <p>The Harrying of the North – Fear & Intimidation</p> <ul style="list-style-type: none"> Many Anglo-Saxons opposed the Norman Conquest and William faced a series of rebellions. They were posing a real challenge to William’s control of the north of England. In the north-east of England, from 1069 to 1070, William ordered villages to be burned to the ground, farm animals to be slaughtered, and crops to be destroyed. This is called the Harrying of the North. Thousands of people were killed and many more died of starvation over the next few years. The Domesday Book shows the population in the North decreased by 75%. People were either killed, died of starvation or moved away. | <p>The Feudal System - The feudal system shows the hierarchy of different groups of people in medieval society based on loyalty, land and tax.</p> <ul style="list-style-type: none"> The king was at the top of society and controlled the land. To manage this, he gave large areas of land to noblemen, including the clergy, lords and barons, in return for them raising him money and an army. The nobility were below the king in the hierarchy. They would distribute some of their land to knights, who would raise an army to fight for the king when needed. Noblemen would also let peasants live and work on the land, in return for taxes and food. The nobility became wealthy from rent raised from peasants they let farm on the land. Peasants were the largest and lowest group in medieval society, making up over 90% of the population. Most peasants were villeins. |
|--|---|--|

| | | |
|--------------------------------------|---|--|
| SECTION E – Motte and Bailey Castles | <ul style="list-style-type: none"> Castles were built in prominent positions, on high ground overlooking villages or towns. These imposing structures would have been the largest buildings people in medieval England had ever seen. William hoped the building of castles across England would intimidate people into accepting the Norman conquest. <p>Motte and Bailey Castles</p> <ul style="list-style-type: none"> Motte-and-bailey castles were built from wood and the keep was constructed on top of a small hill, called a motte. At the bottom of the motte, was a bailey, which was an enclosed group of houses and farmland for soldiers and workers to live in. These castles were protected by a palisade, which was a tall wooden fence, and they usually had a ditch or moat around them. The Normans built these castles on the tops of hills so that they would look imposing and intimidating. These castles weren’t built to last a long time, but they could be built quickly within a few days. It is estimated over five hundred motte-and-bailey castles were built in the two years after the Norman conquest. |  |
|--------------------------------------|---|--|

| | | |
|----------------------------|---|---|
| SECTION F – Medieval Women | <p>Eleanor of Aquitaine</p> <ul style="list-style-type: none"> Eleanor was a wealthy woman, governing Aquitaine, France. She married Louis VII, King of France. The couple had two daughters. She supported Louis VII in the Crusades, many saw Eleanor as the better leader, Louis did not approve of her interference, they would divorce. She married Henry II of England, she supported him to run his kingdom between England and France. She was involved in a plot to replace Henry II with his sons, it failed and she was imprisoned. She ruled England, on behalf of her son Richard when he was on crusade. | <p>Empress Matilda</p> <ul style="list-style-type: none"> Matilda was the granddaughter of William the Conqueror. When her father died with no male heir, she believed she should become Queen of England, her father had made the Baron’s promise to accept her before he died. Her cousin, Stephen believed a woman could not rule and that he should be King. The conflict between Matilda and Stephen and those that supported their claims led to Civil War. The Barons unable to accept Matilda as Queen, finally agreed to support her son, who would become Henry II. |
|----------------------------|---|---|

Week

Key Knowledge to learn

1 – Key Terms

Geography – the study of the Earth and its people

Physical Geography - the study of **natural features** e.g. mountains, volcanoes, oceans

Human Geography - the study of human activity e.g. economics, culture

Environmental Geography - the study of **interactions** between **people** and **nature** e.g. climate change

Social – The study of people

Economic – The study of money

Environmental – The study of physical landscapes around us e.g. animals, plants



2 – Map Skills

A compass are important to show us which way we are going. A good way to remember these points is a saying "Never East Shredded Wheat"

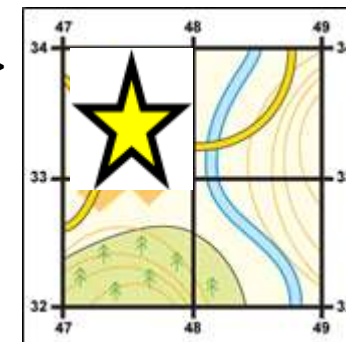
There 8 compass points to read from. Reading a compass clockwise > **north** > **north east** > **east** > **south east** > **south** > **south west** > **west** > **north west** > **north**

Contour lines > imaginary lines on maps > show **how high land is above sea level** > **lines close together on map** means **land is steep in real life**

Measuring Distance on a map > To measure the straight-line distance is easy > You get a **ruler** and **simply measure** the distance between the two points > Then compare it to the **scale** at the bottom of the map page to find out how far it is in real life..

grid references > used to **find places** on maps **Golden rule for reading a grid reference is** > **'Bottom left corner, along the corridor, up the stairs'.**

Grid reference of star is > 4733



3 – Global Geography

Capital City - often the largest city and where the government is located

City - is a large human settlement. It can be defined as a permanent and densely settled place

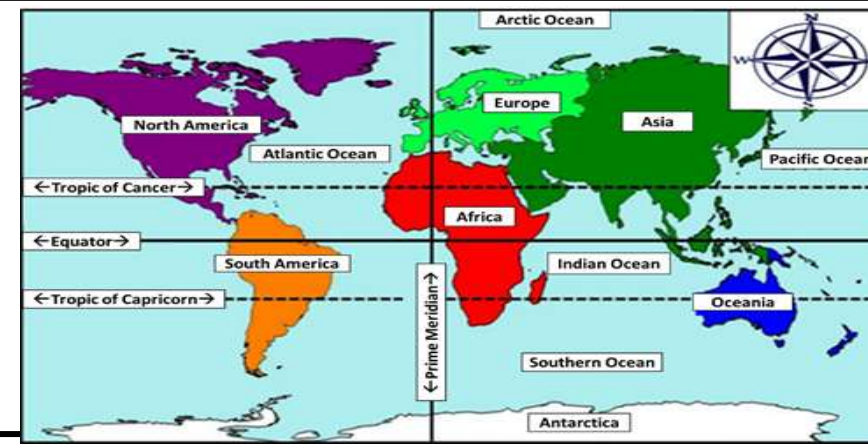
Country - a nation with its own government, occupying a territory

Continent - any of the world's main continuous expanses of land

Continents and Oceans Map

7 continents > **Europe, Africa, Asia, Oceania, North America, South America, Antarctica**

5 oceans > **Arctic, Atlantic, Indian, Pacific, Southern**





Week

Key Knowledge to learn

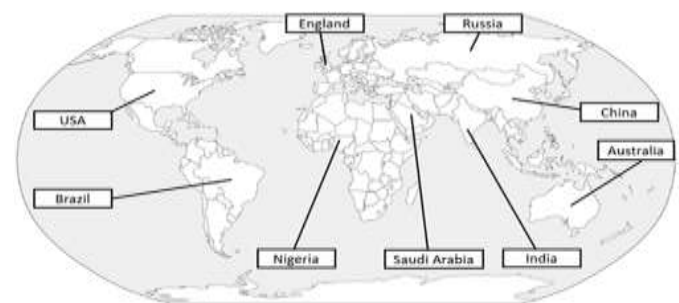
4 – UK and Europe

British Isles - 5 nations > **Scotland** (capital **Edinburgh**), **England** (capital **London**), **Wales** (capital **Cardiff**), **Northern Ireland** (capital **Belfast**), **Republic of Ireland** (capital **Dublin**)
Great Britain - 3 nations > **Scotland** (capital Edinburgh), **England** (capital London), **Wales** (capital Cardiff)
United Kingdom - 4 nations > **Scotland** (capital Edinburgh), **England** (capital London), **Wales** (capital Cardiff), **Northern Ireland** (capital Belfast)
Seas around the British Isles - **North Sea** (east of England), **English Channel** (south of England), **Irish Sea** (west of England), **Atlantic Ocean** (west of British Isles)
Europe - continent > **large area of land** > **north of Equator** > **bordered by Arctic Ocean and Atlantic Ocean** > countries such as the **UK**, **Norway** and **Spain** are **located** in the **continent** of Europe
European Union - a group of 27 countries following **similar laws** > the **UK left the EU** on the **31st January 2020** (BREXIT)



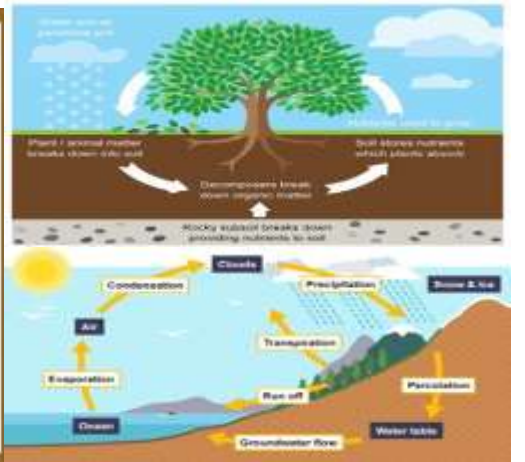
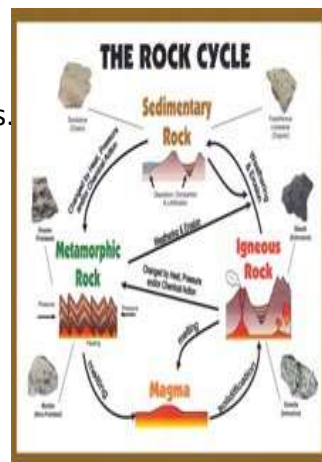
5 – Lines of Latitude and Longitude

Latitude - imaginary **horizontal lines** around the Earth à show **how far north or south** a place is **from Equator**
Longitude - imaginary **vertical lines** around the Earth > show **how far east or west** a place is **from Prime Meridian**
Equator - line of **latitude** > **separates Northern Hemisphere** from **Southern Hemisphere** > 0° latitude
Tropic of Cancer - line of **latitude** > **north of Equator** > 23.5° N
Tropic of Capricorn - line of **latitude** > **south of Equator** > 23.5° S
Prime Meridian - line of **longitude** > **separates Eastern Hemisphere** from **Western Hemisphere** > 0° longitude
Northern Hemisphere - everything **north of Equator**
Southern Hemisphere - everything **south of Equator**



6 – Cycles

The Rock Cycle - There are three main types of rock: igneous (for example, basalt and granite), sedimentary (for example, limestone, sandstone and shale) and metamorphic (for example, slate and marble). Rocks are continually changing because of processes such large earth movements and are recycled over millions of years.
The Water Cycle - The **water cycle**, also known as the **hydrologic cycle** or the **hydrological cycle**, describes the continuous movement of water on, above and below the surface of the Earth
The Nutrient Cycle - The nutrient cycle is nature's recycling system. Materials such as carbon, nitrogen and water are recycled in the ecosystem. When organisms die, decomposition will recycle minerals and nutrients back to the environment.



Year 7 Cycle 1 Knowledge Navigator

Box 1: Language terms

| Term | Definition | Example |
|----------------|--|---|
| Noun | A word that represents a person, place, thing, or idea. | A dog chased the <u>ball</u> . |
| Verb | A word that expresses an action, occurrence, or state of being. | She <u>runs</u> every morning |
| Adjective | A word that describes or modifies a noun. | The <u>blue</u> sky looked beautiful. |
| Adverb | A word that modifies a verb, adjective, or other adverb. | He speaks <u>loudly</u> during class. |
| Pronoun | A word that takes the place of a noun (e.g., he, she, it). | <u>She</u> is my best friend. |
| Conjunction | A word that connects words, phrases, or clauses (e.g., and, but, or). | I like both tea <u>and</u> coffee. |
| Preposition | A word that shows the relationship between a noun/pronoun and other words in a sentence. | The book is <u>on</u> the table. |
| Interjection | A word or phrase used to express strong emotion (e.g., wow, oh, ouch). | <u>Wow</u> , that was impressive! |
| Capitalization | Using uppercase letters at the beginning of sentences and for proper nouns. | <u>L</u> ondon is the capital of <u>E</u> ngland. |

Box 2: Grammar

| Term | Definition | Example |
|-----------------------|---|---|
| Full stop (.) | For ending sentences | The sun sets at 7:00 p.m. |
| Question mark (?) | For asking questions | Where is the nearest library? |
| Exclamation mark (!): | For strong emotions | Congratulations on your graduation! |
| Comma (,) | For separating words, phrases or clauses in a sentence. | I need apples, bananas, and oranges. |
| Apostrophe (') | For contractions and possession (i.e. <u>You're</u> [contracted from you are] or <u>Nadia's pen</u>) | It's Hamza's birthday today. |
| Quotation marks ("") | For direct speech | She said, "I love this song." |
| Colon (:) | For introducing lists or explanations | The ingredients for the cake are: flour, sugar, eggs, and butter. |
| Semicolon (;) | For connecting related sentences | She likes swimming; he prefers hiking. |
| Hyphen (-) | For joining words | It's a well-known fact. |
| Ellipsis (...) | For indicating missing words or trailing off thoughts. | She hesitated, then said, "I'm not sure..." |

| Box 3: Literary techniques | | |
|----------------------------|--|---|
| Literary Technique | Definition | Example |
| Metaphor | A direct comparison between two unrelated things, suggesting that they share common characteristics. | "The world is a stage." (Shakespeare) |
| Simile | A comparison using "like" or "as" to highlight similarities between two different things. | "Her smile was as bright as the sun." |
| Imagery | Vivid and descriptive language that appeals to the senses (sight, sound, taste, touch, smell). | "The crimson sunset painted the sky." |
| Symbolism | The use of objects, characters, or settings to represent abstract ideas or concepts. | The white whale in "Moby-Dick" symbolizes obsession. |
| Personification | Giving human qualities to non-human entities (animals, objects, etc.). | "The wind whispered through the trees." |
| Hyperbole | Exaggeration for emphasis or effect. | "I've told you a million times!" |
| Irony | A contrast between expectation and reality. | "The fire station burned down." |
| Juxtaposition | Placing two contrasting elements side by side to highlight their differences. | "Beauty and ugliness coexisted in the same painting." |

Box 4: Common year 7 misconceptions

| Misconception | Incorrect Version | Reason | Solution |
|---|----------------------------|---|---|
| Using 'your' instead of 'you're' | Your going to the park. | Confusion between possessive 'your' and contraction 'you're'. | Use 'you're' when you mean 'you are'. |
| Confusing 'their', 'there', and 'they're' | Their going to the store. | Mixing up homophones 'their', 'there', and 'they're'. | Use 'they're' for 'they are', 'their' for possession, and 'there' for location. |
| Misplacing apostrophes in plurals | The cat's are playing. | Incorrect use of apostrophes in plurals (should be 'cats'). | Place the apostrophe correctly: 'cats' (no apostrophe). |
| Using 'alot' instead of 'a lot' | I like alot of ice cream. | Incorrect spelling of 'a lot'. | Spell it as 'a lot'. |
| Incorrect subject-verb agreement | The dogs runs in the yard. | Subject-verb agreement error (should be 'run'). | Ensure subject and verb agree: 'dogs run'. |

| WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 |
|--|--|---|--|---|
| <ol style="list-style-type: none"> believe disappear interesting sieve bibliography commemorate feasible output tourist vertical | <ol style="list-style-type: none"> beneath disappoint interrupt design series commission February cursor globalisation amount | <ol style="list-style-type: none"> buried embarrass issue simmering book committee foreign password tourism minus | <ol style="list-style-type: none"> business energy jealous dairy system compatible humorous delete habitat volume | <ol style="list-style-type: none"> caught engagement knowledge vitamins catalogue comparative irreparable preview transport approximately |
| WEEK 6 | WEEK 7 | WEEK 8 | WEEK 9 | WEEK 10 |
| <ol style="list-style-type: none"> chocolate enquire listening diet thesaurus connoisseur livelihood digital human multiply | <ol style="list-style-type: none"> climb environment lonely water chapter corroborate maintenance processor transportation weight | <ol style="list-style-type: none"> column evaluation lovely evaluation classification courteous strategy program igneous average | <ol style="list-style-type: none"> concentration evidence marriage weight content accommodate stratagem documents tsunami multiplication | <ol style="list-style-type: none"> material potential sincerely fats copyright assassin truly programming industry axis |
| WEEK 11 | WEEK 12 | WEEK 13 | | |
| <ol style="list-style-type: none"> honorary illiterate indispensable weighing dedication acknowledge twelfth graphic urban axes | <ol style="list-style-type: none"> humorous immigrant irrelevant fermentation dictionary accidental withhold scanner infrastructure negative | <ol style="list-style-type: none"> hypocrisy incidentally irreparable whisking editor knowledge valuable hardware volcano calculate | | |

**CYCLE 1
SPELLINGS
YEAR 7**

BOX 1: Key facts**Symbols**

= means equal to
 ≠ means not equal to
 ≡ means identical to
 ≤ means less than or equal to
 < means less than
 ≥ means more than or equal to
 > means more than
 √ means square root

Root - The inverse of an index.

Square Root e.g. $\sqrt{16} = 4$ and -4

Cube Root e.g. $\sqrt[3]{64} = 4$

Index - Tells us how many times to use the number in a repeated multiplication.

Square Number e.g. $4^2 = 4 \times 4 = 16$

Cube Number e.g. $4^3 = 4 \times 4 \times 4 = 64$

Metric conversions

mm is short for millimeters
 cm is short for centimetres
 m is short for metres
 km is short for kilometres
 ml is short for millilitres
 cl is short for centilitres
 l is short for litres
 mg is short for milligrams
 g is short for grams
 kg is short for kilograms
 t is short for tonne

Milli means one thousandth
 Centi means one hundredth
 Deci means one tenth
 Deka means one ten
 Hecto means one hundred
 Kilo means one thousand

There are 10mm in 1cm
 There are 100cm in 1m
 There are 1000mm in 1m
 There are 1000m in 1km

There are 10ml in 1cl
 There are 1000ml in 1l
 There are 1000 litres in 1 cubic metre

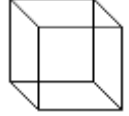
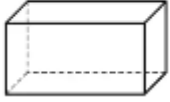
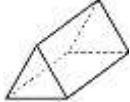

There are 10mg in 1cg
 There are 100cg in 1g
 There are 1000mg in 1g
 There are 1000g in 1kg
 There are 1000kgs in 1 tonne

| ONE | TWO | THREE | FOUR | FIVE | SIX |
|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| $1 \times 1 = 1$ | $2 \times 1 = 2$ | $3 \times 1 = 3$ | $4 \times 1 = 4$ | $5 \times 1 = 5$ | $6 \times 1 = 6$ |
| $1 \times 2 = 2$ | $2 \times 2 = 4$ | $3 \times 2 = 6$ | $4 \times 2 = 8$ | $5 \times 2 = 10$ | $6 \times 2 = 12$ |
| $1 \times 3 = 3$ | $2 \times 3 = 6$ | $3 \times 3 = 9$ | $4 \times 3 = 12$ | $5 \times 3 = 15$ | $6 \times 3 = 18$ |
| $1 \times 4 = 4$ | $2 \times 4 = 8$ | $3 \times 4 = 12$ | $4 \times 4 = 16$ | $5 \times 4 = 20$ | $6 \times 4 = 24$ |
| $1 \times 5 = 5$ | $2 \times 5 = 10$ | $3 \times 5 = 15$ | $4 \times 5 = 20$ | $5 \times 5 = 25$ | $6 \times 5 = 30$ |
| $1 \times 6 = 6$ | $2 \times 6 = 12$ | $3 \times 6 = 18$ | $4 \times 6 = 24$ | $5 \times 6 = 30$ | $6 \times 6 = 36$ |
| $1 \times 7 = 7$ | $2 \times 7 = 14$ | $3 \times 7 = 21$ | $4 \times 7 = 28$ | $5 \times 7 = 35$ | $6 \times 7 = 42$ |
| $1 \times 8 = 8$ | $2 \times 8 = 16$ | $3 \times 8 = 24$ | $4 \times 8 = 32$ | $5 \times 8 = 40$ | $6 \times 8 = 48$ |
| $1 \times 9 = 9$ | $2 \times 9 = 18$ | $3 \times 9 = 27$ | $4 \times 9 = 36$ | $5 \times 9 = 45$ | $6 \times 9 = 54$ |
| $1 \times 10 = 10$ | $2 \times 10 = 20$ | $3 \times 10 = 30$ | $4 \times 10 = 40$ | $5 \times 10 = 50$ | $6 \times 10 = 60$ |
| $1 \times 11 = 11$ | $2 \times 11 = 22$ | $3 \times 11 = 33$ | $4 \times 11 = 44$ | $5 \times 11 = 55$ | $6 \times 11 = 66$ |
| $1 \times 12 = 12$ | $2 \times 12 = 24$ | $3 \times 12 = 36$ | $4 \times 12 = 48$ | $5 \times 12 = 60$ | $6 \times 12 = 72$ |



| SEVEN | EIGHT | NINE | TEN | ELEVEN | TWELVE |
|--------------------|--------------------|---------------------|----------------------|----------------------|----------------------|
| $7 \times 1 = 7$ | $8 \times 1 = 8$ | $9 \times 1 = 9$ | $10 \times 1 = 10$ | $11 \times 1 = 11$ | $12 \times 1 = 12$ |
| $7 \times 2 = 14$ | $8 \times 2 = 16$ | $9 \times 2 = 18$ | $10 \times 2 = 20$ | $11 \times 2 = 22$ | $12 \times 2 = 24$ |
| $7 \times 3 = 21$ | $8 \times 3 = 24$ | $9 \times 3 = 27$ | $10 \times 3 = 30$ | $11 \times 3 = 33$ | $12 \times 3 = 36$ |
| $7 \times 4 = 28$ | $8 \times 4 = 32$ | $9 \times 4 = 36$ | $10 \times 4 = 40$ | $11 \times 4 = 44$ | $12 \times 4 = 48$ |
| $7 \times 5 = 35$ | $8 \times 5 = 40$ | $9 \times 5 = 45$ | $10 \times 5 = 50$ | $11 \times 5 = 55$ | $12 \times 5 = 60$ |
| $7 \times 6 = 42$ | $8 \times 6 = 48$ | $9 \times 6 = 54$ | $10 \times 6 = 60$ | $11 \times 6 = 66$ | $12 \times 6 = 72$ |
| $7 \times 7 = 49$ | $8 \times 7 = 56$ | $9 \times 7 = 63$ | $10 \times 7 = 70$ | $11 \times 7 = 77$ | $12 \times 7 = 84$ |
| $7 \times 8 = 56$ | $8 \times 8 = 64$ | $9 \times 8 = 72$ | $10 \times 8 = 80$ | $11 \times 8 = 88$ | $12 \times 8 = 96$ |
| $7 \times 9 = 63$ | $8 \times 9 = 72$ | $9 \times 9 = 81$ | $10 \times 9 = 90$ | $11 \times 9 = 99$ | $12 \times 9 = 108$ |
| $7 \times 10 = 70$ | $8 \times 10 = 80$ | $9 \times 10 = 90$ | $10 \times 10 = 100$ | $11 \times 10 = 110$ | $12 \times 10 = 120$ |
| $7 \times 11 = 77$ | $8 \times 11 = 88$ | $9 \times 11 = 99$ | $10 \times 11 = 110$ | $11 \times 11 = 121$ | $12 \times 11 = 132$ |
| $7 \times 12 = 84$ | $8 \times 12 = 96$ | $9 \times 12 = 108$ | $10 \times 12 = 120$ | $11 \times 12 = 132$ | $12 \times 12 = 144$ |

BOX 1: Key facts

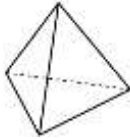
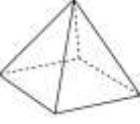

3D SOLIDS: PRISMS

| | | |
|------------------|---|---|
| Prism | A 3D solid with a consistent cross section . | |
| Cube | 6 faces. 12 edges. 8 vertices. |  |
| Cuboid | 6 faces. 12 edges. 8 vertices. |  |
| Triangular Prism | 5 faces. 9 edges. 6 vertices. |  |
| Cylinder | 3 faces. 2 edges. No vertices. |  |

3D SOLIDS: OTHERS

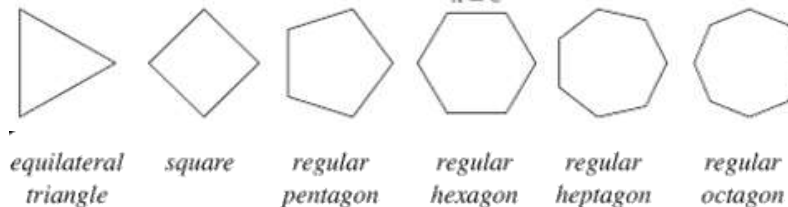
| | | |
|---------|---|---|
| Sphere | 1 face. No edges. No vertices |  |
| Frustum | A frustum is a solid (usually a cone or pyramid) with the top removed . |  |

3D SOLIDS: PYRAMIDS

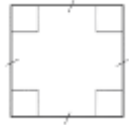
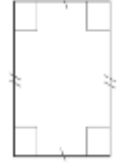


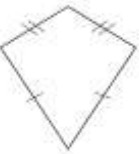

| | | |
|--|---|---|
| Pyramid | a solid three-dimensional shape with a polygon base , and triangular faces that meet at the apex (a vertex) | |
| Triangular based pyramid (Tetrahedron) | 4 faces. 6 edges. 4 vertices |  |
| Square based pyramid | 5 faces. 8 edges. 5 vertices. |  |
| Cone | 2 faces. 1 edge. 1 vertex |  |

REGULAR POLYGONS

Regular polygons are 2D shapes that are equiangular (all angles are equal in measure) and equilateral (all sides have the same length)



PROPERTIES OF QUADRILATERALS

| | |
|---------------|---|
| Square |  <p>Four equal sides Four right angles Opposite sides parallel Diagonals bisect each other at right angles Four lines of symmetry Rotational symmetry of order four</p> |
| Rectangle |  <p>Two pairs of equal sides Four right angles Opposite sides parallel Diagonals bisect each other, not at right angles Two lines of symmetry Rotational symmetry of order two</p> |
| Rhombus |  <p>Four equal sides Diagonally opposite angles are equal Opposite sides parallel Diagonals bisect each other at right angles Two lines of symmetry Rotational symmetry of order two</p> |
| Parallelogram |  <p>Two pairs of equal sides Diagonally opposite angles are equal Opposite sides parallel Diagonals bisect each other, not at right angles No lines of symmetry Rotational symmetry of order two</p> |
| Kite |  <p>Two pairs of adjacent sides of equal length One pair of diagonally opposite angles are equal (where different length sides meet) Diagonals intersect at right angles, but do not bisect One line of symmetry No rotational symmetry</p> |
| Trapezium |  <p>One pair of parallel sides No lines of symmetry No rotational symmetry Special Case: Isosceles Trapeziums have one line of symmetry.</p> |

BOX 2: Sequences

VOCABULARY

| | |
|----------|---|
| Sequence | A pattern of terms/numbers which follow a rule |
| Term | Each value in a sequence is called a term. |
| Position | The place it is located . <i>e.g. In the sequence: 3, 5, 7, 9 the term '5' has a position of 2 (as is the 2nd term).</i> |

RULES

| | |
|--|---|
| Term-to-term rule | A rule which allows you to find the next term in a sequence if you know the previous term . |
| Position-to-term rule (<i>nth Term</i>) | A rule which allows you to calculate the term that is in the nth position of the sequence. |
| Generate | To produce or create |

TYPES OF SEQUENCES

| | |
|---------------------|---|
| Linear Sequences | A sequence where the difference between terms is the same amount each time. Also known as a Arithmetic Sequence , can be increasing or decreasing. <i>Algebraically: $x_n = an + b$</i> |
| Common Difference | The amount we add each time in a linear sequence |
| Quadratic Sequences | A sequence of numbers with an n² in the position to term rule. The second difference between consecutive terms is constant. <i>Algebraically: $x_n = an^2 + bn + c$</i> |
| Geometric Sequences | A sequence of numbers where each term is found by multiplying the previous one by a number called the common ratio, r. <i>Algebraically: $x_n = ar^{n-1}$</i> |
| Common Ratio (r) | The amount we multiply by each time in a geometric sequence |
| Fibonacci Sequences | A sequence where the next number is found by adding up the previous two terms . The Fibonacci sequence: 1,1,2,3,5,8,13 ... |

BOX 3: Algebraic notation, equality and equivalence

ALGEBRAIC NOTATION

| | |
|---------------|---|
| Unknown value | A value that is not known . In algebra, they are represented by a letter . |
| Variable | A value that can change . In algebra, they are represented by a letter . |
| Coefficient | A number used to multiply a variable. Algebraically, it is the number that comes in front of a letter. <i>e.g. 3b means 3xb.</i> The coefficient is 3 . The variable is b . |
| Constant | Something that doesn't change in a formula. |
| Indices | Power of a variable or number. |
| Term | A number or letter on its own, or numbers and letters multiplied together. <i>e.g. -2, 3x or 5a²</i> |
| Like terms | Like terms are the same apart from their numerical coefficients: they are the same variable and have the same power . |

ALGEBRAIC SHORTHAND: EXAMPLES

| | |
|-------------------|------------------------------------|
| b | 1 x b |
| 3b | 3 x b |
| b ³ | b x b x b |
| 3b ³ | 3 x b x b x b |
| (3b) ³ | (3 x b) x (3 x b) x (3 x b) |
| $\frac{a}{b}$ | a ÷ b |

EXPRESSIONS, EQUATIONS, IDENTITIES AND FORMULA

| | | | | |
|------------|---|--------|---|------------|
| Expression | A set of terms combined using the 2 operations +, -, x or ÷. There is no "=" sign . <i>e.g. 4x-3, 5a - 3xy + 17</i> | | | |
| Equation | Where two expressions are equal in value – there is always an "=" sign . <i>e.g. 4b = 18.</i> | | | |
| Inequality | Where two expressions are not always equal in value. | | | |
| | <table border="1"> <tr> <td>Strict</td> <td>< less than > greater than</td> </tr> <tr> <td>Non-strict</td> <td>≤ less than or equal to ≥ greater than or equal to</td> </tr> </table> | Strict | < less than > greater than | Non-strict |
| Strict | < less than > greater than | | | |
| Non-strict | ≤ less than or equal to ≥ greater than or equal to | | | |
| Formula | A special type of equation, used to find the value of a specific thing. <i>e.g. $F = ma^2$</i> | | | |
| Identity | An equation that is true for all of its variables. <i>e.g. $b + b = 2b$</i> | | | |
| Function | A special type of equation where each input has a single output . | | | |
| | Input – A variable you choose . Output – A variable that is calculated . | | | |

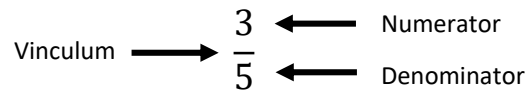
BOX 4: Place value and ordering decimals

NUMBER SENSE

| | | |
|----------------------|---|--|
| Integer | A whole number . Can be positive or negative. | |
| Place Value | The value of a digit in a number based on where it lies . | |
| Decimal | Not a whole number. It has a decimal point in it. Can be positive or negative. | |
| Terminating Decimals | Decimals which have a finite number of place values. | |
| Recurring Decimals | Decimals with an infinite number of repeating digits or repeating patterns of digits. | |
| Negative | A number that is less than zero . Can be decimals. | |
| Ascending | Numbers ordered from smallest to largest . | |
| Descending | Numbers ordered from largest to smallest . | |
| Fraction | Represents the division of one integer by another. <i>E.g.</i> $\frac{2}{3} = 2 \div 3$ | |
| Mixed Number | A number formed of both an integer part and a fractional part. <i>E.g.</i> $3\frac{2}{5}$ | |

BOX 5: Fractions, decimals and percentages

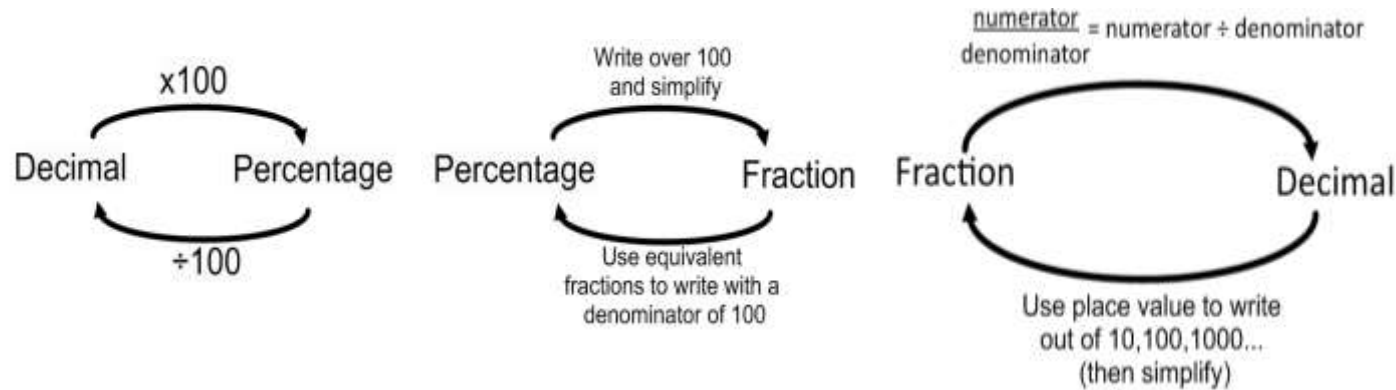
FRACTION NOTATION



COMMON FDP CONVERSIONS

| Fraction | Decimal | Percentage |
|----------------|---------|------------|
| $\frac{1}{2}$ | 0.5 | 50% |
| $\frac{1}{4}$ | 0.25 | 25% |
| $\frac{3}{4}$ | 0.75 | 75% |
| $\frac{1}{10}$ | 0.1 | 10% |

FDP CONVERSIONS



BOX 6: Time

CLOCKS AND TIME

| | |
|----------------|---|
| Analogue clock | a clock or watch that has moving hands and (usually) hours marked from 1 to 12 to show you the time |
| Digital clock | a clock in which the hours, minutes, and sometimes seconds are indicated by digits, often in 24 hour format |
| AM | The abbreviation for the Latin phrase ante meridiem, meaning "before noon." |
| PM | The abbreviation for the Latin phrase post meridiem, meaning "after noon" in the 12-hour clock. |

| | | | | | | | | | | | | |
|----------------|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Analogue clock | Must write am or pm to show whether the time is 'morning' or 'afternoon' | | | | | | | | | | | |
| AM | Midnight | 1am | 2am | 3am | 4am | 5am | 6am | 7am | 8am | 9am | 10am | 11am |
| PM | Midday | 1pm | 2pm | 3pm | 4pm | 5pm | 6pm | 7pm | 8pm | 9pm | 10pm | 11pm |
| Digital clock | Has a colon in between the hours (2 digits) and minutes (2 digits). Must not write am or pm as well. | | | | | | | | | | | |
| AM | 00:00 | 01:00 | 02:00 | 03:00 | 04:00 | 05:00 | 06:00 | 07:00 | 08:00 | 09:00 | 10:00 | 11:00 |
| PM | 12:00 | 13:00 | 14:00 | 15:00 | 16:00 | 17:00 | 18:00 | 19:00 | 20:00 | 21:00 | 22:00 | 23:00 |

Week

Key Knowledge to learn

1 – Key terms

- **Opinion** – a personal thought/feeling about something
- **Fact** – Something that is factually true
- **Beliefs** – Beliefs are what we accept as true but without always having proof or evidence.
- **Values** - Values are things that we attach importance to and live
- **Atheism** – When a person does not believe that God exists
- **Agnosticism** – When a person is unsure whether God exists
- **Inconsistent Triad** – The idea that as long as evil exists God cannot be both all loving and all powerful
- **Benevolent** - God is all loving
- **Omnipotent** - God is all powerful

2- Overview of Judaism and Sikhism

Sikhism:

- Sikh founder – Guru Nanak
- Founded – 1500 CE
- Holy Book – Guru Granth Sahib.
- Place of worship – Gurdwara
- Sikhism is a monotheistic religion, they call God 'Waheguru' which means wonderful lord.

Judaism

- Founder – Abraham
- Founded – 5th century BCE
- Holy Book – Tenak.
- Place of worship – Synagogue

3 – Belief in God

1. Religious believers say they do not need proof that God is real – the whole point is to have faith **without scientific evidence.**
2. Some religious people think they can prove God is real, using evidence for Holy Books
 - The Muslim Holy Book is the **Qur'an**.
 - The Christian Holy Book is the **Bible**.
 - Hindu Holy Book is called the **Vedas**
 - Jewish Holy Book is called the **Tenak**.
 - Buddhist Holy Book is the **Tripitaka** or **Pali Canon**.
 - Sikh Holy Book is called the **Guru Granth Sahib**.

| Week | • Key Knowledge to learn |
|----------------|--|
| 4 – Prayer | <ul style="list-style-type: none"> • The Lord’s Prayer: teaches Christians that God is “<u>our Father</u>” and what he is like, and what they should want. Jesus taught his disciples this prayer in the Bible so it is his exact words. • Set prayers: prayers with fixed words that never change (eg <u>the Lord’s Prayer</u> and <u>the Jesus Prayer</u>). • Informal prayer: prayers made up by the person praying. • Arrow prayers: very quick prayers sent up quickly to God in a moment eg “Help me God” or “Let him live”. • Jesus taught Christians should pray in private “<u>When you pray, go into your room and close the door.</u>” • Some prefer set prayers as they are sure they are praying in the way the Bible and the Church want them to, and they trust them to have a greater understanding of God than the individual believer. • Others prefer informal prayers that they make up themselves because they may fit the situation better and allow believers to have direct communication with God, which gives them their own understanding of Him and avoids misleading impressions others may give them. • Prayer is an important part of Christian worship which helps them develop their relationship with God and to understand God through direct communication with Him. |
| 5 – Sacraments | <ul style="list-style-type: none"> • Sacraments – a holy ritual where a believer receives God’s grace (unconditional love) • Catholics believe in 7 sacraments: <ol style="list-style-type: none"> 1. Baptism – having your sins washed away 2. Eucharist (Holy Communion) – remembering the Last Supper 3. Anointing of the sick - The anointing of the sick is administered to bring spiritual and even physical strength during an illness, especially near the time of death. 4. Ordination – the action of ordaining someone in holy orders. 5. Reconciliation – confession of sins 6. Marriage – the joining of a man and women together in ‘one flesh’ 7. Confirmation – fully brings a Catholic into the Christian faith can only be done after the • However, many Protestants only recognise two sacraments – Baptism and Holy Communion – because they believe Jesus taught people to undertake these. Some Christians like Quakers do not see any ritual or ceremony as being a sacrament. |
| 6 – Baptism | <ul style="list-style-type: none"> • Jesus was baptised by John the Baptist in the River Jordan. • At the moment of his Baptism all three parts of the trinity were present. Jesus the Son, the voice of God the Father and the Holy Spirit descending as a dove. • In the bible, Jesus taught “<u>None can enter the Kingdom of God unless they are born again of water and spirit.</u>” • Water is poured over the head, or the person is fully immersed in water, to symbolise their sins being washed away. • Baptism cleanses sin and welcomes a new believer into the Christian Church family and community. • Some believe infant baptism is not necessary as a just God would not send a baby to hell for not being baptised; infant baptism is pointless as the child is too young to commit to being a disciple of Jesus; the Bible only mentions adults being baptised. • Others say Jesus clearly taught that all must be baptised as soon as possible after birth in case they die and need to enter heaven very young. • It is also a good way to mark the birth of a baby and welcome them into the Christian church community. |

Les jours de la semaine

Les nombres en français

| | | | | |
|-----------------|---------------------------|---------------------|-----------------------------|--------------------------------|
| lundi | 0 zero | 10 dix | 20 vingt | 30 trente |
| mardi | 1 un | 11 onze | 21 vingt-et-un | 31 trente-et-un |
| mercredi | 2 deux | 12 douze | 22 vingt-deux | 32 trente-deux |
| jeudi | 3 trois | 13 treize | 23 vingt-trois | 33 trente-trois |
| vendredi | 4 quatre | 14 quatorze | 24 vingt-quatre | 34 trente-quatre |
| samedi | 5 cinq | 15 quinze | 25 vingt-cinq | 35 trente-cinq |
| dimanche | 6 six | 16 seize | 26 vingt-six | 36 trente-six |
| | 7 sept | 17 dix-sept | 27 vingt-sept | 37 trente-sept |
| | 8 huit | 18 dix-huit | 28 vingt-huit | 38 trente-huit |
| | 9 neuf | 19 dix-neuf | 29 vingt-neuf | 39 trente-neuf |
| | 40 quarante | 50 cinquante | 60 soixante | 70 soixante-dix |
| | 41 quarante-et-un | 51 cinquante-et-un | 61 soixante-et-un | 71 soixante-onze |
| | 42 quarante-deux | 52 cinquante-deux | 62 soixante-deux | 72 soixante-douze |
| Les mois | 43 quarante-trois | 53 cinquante-trois | 63 soixante-trois | 73 soixante-treize |
| janvier | 44 quarante-quatre | 54 cinquante-quatre | 64 soixante-quatre | 74 soixante-quatorze |
| février | 45 quarante-cinq | 55 cinquante-cinq | 65 soixante-cinq | 75 soixante-quinze |
| mars | 46 quarante-six | 56 cinquante-six | 66 soixante-six | 76 soixante-seize |
| avril | 47 quarante-sept | 57 cinquante-sept | 67 soixante-sept | 77 soixante-dix-sept |
| mai | 48 quarante-huit | 58 cinquante-huit | 68 soixante-huit | 78 soixante-dix-huit |
| juin | 49 quarante-neuf | 59 cinquante-neuf | 69 soixante-neuf | 79 soixante-dix-neuf |
| juillet | 80 quatre-vingt | | 90 quatre-vingt-dix | |
| août | 81 quatre-vingt-et-un | | 91 quatre-vingt-onze | |
| septembre | 82 quatre-vingt-et-deux | | 92 quatre-vingt-douze | |
| octobre | 83 quatre-vingt-et-trois | | 93 quatre-vingt-treize | |
| novembre | 84 quatre-vingt-et-quatre | | 94 quatre-vingt-quatorze | |
| décembre | 85 quatre-vingt-et-cinq | | 95 quatre-vingt-quinze | |
| | 86 quatre-vingt-et-six | | 96 quatre-vingt-seize | |
| | 87 quatre-vingt-et-sept | | 97 quatre-vingt-sept | |
| | 88 quatre-vingt-et-huit | | 98 quatre-vingt-dix-huit | |
| | 89 quatre-vingt-et-neuf | | 99 quatre-vingt-dix-neuf | |
| | 100 cent | 600 six cents | 105 cent cinq | 1,001 mille et un |
| | 200 deux cents | 700 sept cents | 149 cent quarante-neuf | 1,500 mille cinq cents |
| | 300 trois cents | 800 huit cents | 181 cent quatre-vingt-un | 1,766 sept cent soixante-six |
| | 400 quatre cents | 900 neuf cents | 501 cinq cent un | 2,001 deux mille un |
| | 500 cinq cents | 1,000 mille | 565 cinq cent soixante-cinq | 40,000 quarante mille |
| | | | | 74,000 soixante-quatorze mille |
| | | | | 100,000 cent mille |
| | | | | 1,000,000 un million |
| | | | | 3,000,000 trois millions |
| | | | | 1,000,000,000 un-milliard |

| Title: | | | | | |
|----------------------|---|------------|------------------------|---------------------------|------------|
| <u>Detail</u> | <u>WWW</u> | <u>EBI</u> | <u>Tenses</u> | <u>WWW</u> | <u>EBI</u> |
| Connectives | 1 2 3 | | Present tense | 1 2 3 | |
| Opinions | 1 2 3 | | Past Perfect | 1 2 3 | |
| Reasons (adjectives) | 1 2 3 | | Imperfect | 1 2 3 | |
| Intensifiers | 1 2 3 | | Conditional | 1 2 3 | |
| Time expressions | 1 2 3 | | Simple Future | 1 2 3 | |
| Adverbs | 1 2 3 | | Pluperfect | 1 2 3 | |
| Negatives | 1 2 3 | | Perfect Conditional | 1 2 3 | |
| | | | Subjunctive | 1 | |
| Comparatives | plus moins | | Modal Verbs | 1 | |
| Superlatives | le plus le moins le pire le meilleur | | Other Persons | 1 2 3 | |
| | | | <u>Quality of Work</u> | Si j'avais le choix | |
| Si clause | 1 2 3 | | | | |
| Openers | 1 2 3 | | 1 Excellent | Quand j'étais plus jeune | |
| Exclamation | 1 2 3 | | 2 Good | Pour que je sois contente | |
| Questions | 1 2 3 | | | Quand je serai plus âgé | |
| <u>Total:</u> | | | 4 Poor | vu que | |
| | | | | tandis que | |
| | | | | Si je pourrais | |
| | | | | Pour que je puisse | |

Connectives

car / parce que = because
 mais = but
 puisque = since
 aussi = also
 donc = therefore
 puis = then
 après = after
 Ensuite = next/then
 ou = or
 cependant = however
 par conséquent = as a result
 étant donné que = given that
 tandis que = whereas
 vu que = considering that
 Malgré = despite
 Afin que = so that
 Pourvu que = given that
 Sauf = except
 En outre = furthermore
 Pour que = so that

Openers

D'abord = Firstly
 Par contre = On the other hand
 Premièrement = Firstly
 Deuxièmement = Secondly
 Troisièmement = Thirdly
 Finalement = Finally
 Pour moi = As for me

Subjunctive

Pour que je sois = so that I am
 Pour que je puisse = so that I can
 Il faut que = It is necessary that
 Il est essentiel qu'il aie = it is essential that there is...
 Il est nécessaire qu'on fasse = it is necessary that we do

Questions

Pourquoi? = Why
 Qui? = Who?
 Quand? = When?
 Comment? = How?
 Quel (le) = What?
 N'est-ce pas? = Isn't it?
 As-tu / Avez-vous? = Do you have?

Intensifiers

très = very
 assez = quite
 un peu = a little
 vraiment = really
 beaucoup = a lot

Complex Opinions

Je pense que = I think that
 J'estime que = I consider that
 Je crois que = I believe that
 Il me semble que = It seems to me that
 Je trouve que = I find that
 À mon avis = In my opinion
 En ce qui me concerne = Concerning me
 Je suis d'accord car = I agree because

Time Expressions

Aujourd'hui = Today
 Hier = Yesterday
 Demain = Tomorrow
 En été = In summer
 En hiver = In winter
 L'année dernière = Last year
 L'année prochaine = Next year
 À l'avenir = In the future
 La semaine dernière = Last week
 Le mois prochain = Next month

Adjectival Agreement

un garçon intelligent = a clever boy
 une fille intelligente = a clever girl
 un pull bleu = a blue jumper
 une veste grise = a grey blazer
 une cravate violette = a purple tie
 une chemise blanche = a white shirt

Adverbs

d'habitude = usually
 normalement = normally
 quelquefois = sometimes
 tous les jours = every day
 généralement = generally

Superlatives

le / la moins = the least
 le / la plus = the most
 le / la pire = the worst
 le / la meilleur (e) = the best

Exclamation

Quelle surprise! = What a surprise!
 Quelle chance! = What luck!
 Quel dommage! = What a shame!
 Quelle horreur! = What horror!

Negatives

ne... pas = not
 ne... jamais = never
 ne... que = only
 ni... ni = neither... nor
 ne... plus = no longer/not anymore

Comparatives

plus... que = more... than
 moins... que = less... than
 mieux que = better than
 pire que = worse than

Reasons (Adjectives)

c'est... = it is...
c'était... = it was...
ce sera... = it will be...
ce serait... = it would be...

intéressant = interesting
 passionnant = exciting
 sympa = nice
 époustouflant = mind-blowing
 triste = sad
 affreux = terrible
 épouvantable = dreadful
 bizarre = strange
 sale = dirty
 propre = clean
 bruyant = noisy
 tranquille = calm
 beau/joli = nice
 cher = expensive
 différent = different
 ennuyeux = boring
 mauvais/mal = bad
 paresseux = lazy
 vieux = old
 propre = clean
 facile = easy
 moche/ laid = ugly
 grand = big
 petit = small

French

Tense Timeline

CYCLE 1

All Years

— = MINUS tense

+ = PLUS tense

Imperfect

I used to play

Je jouais

Present

I play

Je joue

Simple Future

I will play

Je jouerai

Conditional Perfect

I would have played

J'aurais joué

Pluperfect

I had played

J'avais joué

Past Perfect

I played

J'ai joué

Near Future

I am going to play

Je vais jouer

Conditional

I would play

Je jouerais



Present Tense Regular Verbs

ER verb *habiter* = to liveIR verb *finir* = to finishRE verb *attendre* = to wait

| | | | | | | | | |
|----------------|-----------|------------------------------|----------------|------------|--------------------------------|----------------|------------|------------------------------|
| Je (J') | habit e | <i>I live</i> | Je (J') | fin is | <i>I finish</i> | Je (J') | attend s | <i>I wait</i> |
| Tu | habit es | <i>You live (s/informal)</i> | Tu | fin is | <i>You finish (s/informal)</i> | Tu | attend s | <i>You wait (s/informal)</i> |
| Il | habit e | <i>He lives</i> | Il | fin it | <i>He finishes</i> | Il | attend _ | <i>He waits</i> |
| Elle | habit e | <i>She lives</i> | Elle | fin it | <i>She finishes</i> | Elle | attend _ | <i>She waits</i> |
| On | habit e | <i>We live</i> | On | fin it | <i>We finish</i> | On | attend _ | <i>We wait</i> |
| Nous | habit ons | <i>We live</i> | Nous | fin issons | <i>We finish</i> | Nous | attend ons | <i>We wait</i> |
| Vous | habit ez | <i>You live (pl/formal)</i> | Vous | fin issez | <i>You finish (pl/formal)</i> | Vous | attend ez | <i>You wait (pl/formal)</i> |
| Ils | habit ent | <i>They live (m/mixed)</i> | Ils | fin issent | <i>They finish (m/mixed)</i> | Ils | attend ent | <i>They wait (m/mixed)</i> |
| Elles | habit ent | <i>They live (f)</i> | Elles | fin issent | <i>They finish (f)</i> | Elles | attend ent | <i>They wait (f)</i> |

Present Tense Irregular Verbs

avoir = to have

être = to be

faire = to do

aller = to visit

| | | | | | | | | | | | |
|----------------|-------|------------------------------|----------------|--------|-----------------------------|----------------|---------|----------------------------|----------------|--------|----------------------------|
| Je (J') | ai | <i>I have</i> | Je (J') | suis | <i>I am</i> | Je (J') | fais | <i>I do</i> | Je (J') | vais | <i>I go</i> |
| Tu | as | <i>You have (s/informal)</i> | Tu | es | <i>You are (s/informal)</i> | Tu | fais | <i>You do (s/informal)</i> | Tu | vais | <i>You go (s/informal)</i> |
| Il | a | <i>He has</i> | Il | est | <i>He is</i> | Il | fait | <i>He does</i> | Il | va | <i>He goes</i> |
| Elle | a | <i>She has</i> | Elle | est | <i>She is</i> | Elle | fait | <i>She does</i> | Elle | va | <i>She goes</i> |
| On | a | <i>We have</i> | On | est | <i>We are</i> | On | fait | <i>We do</i> | On | va | <i>We go</i> |
| Nous | avons | <i>We have</i> | Nous | sommes | <i>We are</i> | Nous | faisons | <i>We do</i> | Nous | allons | <i>We go</i> |
| Vous | avez | <i>You have (pl/formal)</i> | Vous | êtes | <i>You are (pl/formal)</i> | Vous | faites | <i>You do (pl/formal)</i> | Vous | allez | <i>You go (pl/formal)</i> |
| Ils | ont | <i>They have (m/mixed)</i> | Ils | sont | <i>They are (m/mixed)</i> | Ils | font | <i>They do (m)</i> | Ils | vont | <i>They go (m/mixed)</i> |
| Elles | ont | <i>They have (f)</i> | Elles | sont | <i>They are (f)</i> | Elles | font | <i>They do (f)</i> | Elles | vont | <i>They go (f)</i> |

French

Verbs

CYCLE 1

All Years

| | | | | | | | |
|------------|----------------|--------------|---------------|-------------|---------------|-------------|---------------------|
| Pluperfect | Past Imperfect | Past Perfect | Present Tense | Near Future | Simple Future | Conditional | Perfect Conditional |
|------------|----------------|--------------|---------------|-------------|---------------|-------------|---------------------|

INFINITIVE: porter = to wear (Regular er)

| I had worn | | | I used to wear | | | I wore | | | I am wearing/I wear | | | I am going to wear | | | I will wear | | | I would wear | | | I would have worn | | |
|------------|---------|-------|----------------|------|-------|---------|-------|-------|---------------------|------|-----|--------------------|--------|--------|-------------|--------|-----|--------------|--------|-------|-------------------|----------|-------|
| Je (J') | avais | porté | Je (J') | port | ais | Je (J') | ai | porté | Je (J') | port | e | Je (J') | vais | porter | Je (J') | porter | ai | Je (J') | porter | ais | Je (J') | aurais | porté |
| Tu | avais | porté | Tu | port | ais | Tu | as | porté | Tu | port | es | Tu | vas | porter | Tu | porter | as | Tu | porter | ais | Tu | aurais | porté |
| Il | avait | porté | Il | port | ait | Il | a | porté | Il | port | e | Il | va | porter | Il | porter | a | Il | porter | ait | Il | aurait | porté |
| Elle | avait | porté | Elle | port | ait | Elle | a | porté | Elle | port | e | Elle | va | porter | Elle | porter | a | Elle | porter | ait | Elle | aurait | porté |
| On | avait | porté | On | port | ait | On | a | porté | On | port | e | On | va | porter | On | porter | a | On | porter | ait | On | aurait | porté |
| Nous | avions | porté | Nous | port | ions | Nous | avons | porté | Nous | port | ons | Nous | allons | porter | Nous | porter | ons | Nous | porter | ions | Nous | aurions | porté |
| Vous | aviez | porté | Vous | port | iez | Vous | avez | porté | Vous | port | ez | Vous | allez | porter | Vous | porter | ez | Vous | porter | iez | Vous | auriez | porté |
| Ils | avaient | porté | Ils | port | aient | Ils | ont | porté | Ils | port | ent | Ils | vont | porter | Ils | porter | ont | Ils | porter | aient | Ils | auraient | porté |
| Elles | avaient | porté | Elles | port | aient | Elles | ont | porté | Elles | port | ent | Elles | vont | porter | Elles | porter | ont | Elles | porter | aient | Elles | auraient | porté |

INFINITIVE: finir = to finish (ir)

| I had finished | | | I used to finish | | | I finished | | | I am finishing/ I finish | | | I am going to finish | | | I will finish | | | I would finish | | | I would have finished | | |
|----------------|---------|------|------------------|--------|-------|------------|-------|------|--------------------------|-----|--------|----------------------|--------|-------|---------------|-------|-----|----------------|-------|-------|-----------------------|----------|------|
| Je (J') | avais | fini | Je (J') | finiss | ais | Je (J') | ai | fini | Je (J') | fin | is | Je (J') | vais | finir | Je (J') | finir | ai | Je (J') | finir | ais | Je (J') | aurais | fini |
| Tu | avais | fini | Tu | finiss | ais | Tu | as | fini | Tu | fin | is | Tu | vas | finir | Tu | finir | as | Tu | finir | ais | Tu | aurais | fini |
| Il | avait | fini | Il | port | ait | Il | a | fini | Il | fin | it | Il | va | finir | Il | finir | a | Il | finir | ait | Il | aurait | fini |
| Elle | avait | fini | Elle | finiss | ait | Elle | a | fini | Elle | fin | it | Elle | va | finir | Elle | finir | a | Elle | finir | ait | Elle | aurait | fini |
| On | avait | fini | On | finiss | ait | On | a | fini | On | fin | it | On | va | finir | On | finir | a | On | finir | ait | On | aurait | fini |
| Nous | avions | fini | Nous | finiss | ions | Nous | avons | fini | Nous | fin | issons | Nous | allons | finir | Nous | finir | ons | Nous | finir | ions | Nous | aurions | fini |
| Vous | aviez | fini | Vous | finiss | iez | Vous | avez | fini | Vous | fin | issez | Vous | allez | finir | Vous | finir | ez | Vous | finir | iez | Vous | auriez | fini |
| Ils | avaient | fini | Ils | finiss | aient | Ils | ont | fini | Ils | fin | issent | Ils | vont | finir | Ils | finir | ont | Ils | finir | aient | Ils | auraient | fini |
| Elles | avaient | fini | Elles | finiss | aient | Elles | ont | fini | Elles | fin | issent | Elles | vont | finir | Elles | finir | ont | Elles | finir | aient | Elles | auraient | fini |

INFINITIVE: attendre = to wait (re)

| I had waited | | | I used to wait | | | I waited | | | I am waiting/ I wait | | | I am going to wait | | | I will wait | | | I would wait | | | I would have waited | | |
|--------------|---------|---------|----------------|--------|-------|----------|-------|---------|----------------------|--------|-----|--------------------|--------|----------|-------------|---------|-----|--------------|---------|-------|---------------------|----------|---------|
| Je (J') | avais | attendu | Je (J') | attend | ais | Je (J') | ai | attendu | Je (J') | attend | s | Je (J') | vais | attendre | Je (J') | attendr | ai | Je (J') | attendr | ais | Je (J') | aurais | attendu |
| Tu | avais | attendu | Tu | attend | ais | Tu | as | attendu | Tu | attend | s | Tu | vas | attendre | Tu | attendr | as | Tu | attendr | ais | Tu | aurais | attendu |
| Il | avait | attendu | Il | attend | ait | Il | a | attendu | Il | attend | _ | Il | va | attendre | Il | attendr | a | Il | attendr | ait | Il | aurait | attendu |
| Elle | avait | attendu | Elle | attend | ait | Elle | a | attendu | Elle | attend | _ | Elle | va | attendre | Elle | attendr | a | Elle | attendr | ait | Elle | aurait | attendu |
| On | avait | attendu | On | attend | ait | On | a | attendu | On | attend | _ | On | va | attendre | On | attendr | a | On | attendr | ait | On | aurait | attendu |
| Nous | avions | attendu | Nous | attend | ions | Nous | avons | attendu | Nous | attend | ons | Nous | allons | attendre | Nous | attendr | ons | Nous | attendr | ions | Nous | aurions | attendu |
| Vous | aviez | attendu | Vous | attend | iez | Vous | avez | attendu | Vous | attend | ez | Vous | allez | attendre | Vous | attendr | ez | Vous | attendr | iez | Vous | auriez | attendu |
| Ils | avaient | attendu | Ils | attend | aient | Ils | ont | attendu | Ils | attend | ent | Ils | vont | attendre | Ils | attendr | ont | Ils | attendr | aient | Ils | auraient | attendu |
| Elles | avaient | attendu | Elles | attend | aient | Elles | ont | attendu | Elles | attend | ent | Elles | vont | attendre | Elles | attendr | ont | Elles | attendr | aient | Elles | auraient | attendu |

| Past Pluperfect | | | Past Imperfect | | | Past Perfect | | | Present | | | Near Future | | | Simple Future | | | Conditional | | | Perfect Conditional | | |
|--|---------|------------------|----------------------------|------|--------------|----------------------|--------|------------------|-------------------|-----|---------------|--|--------|--------------|----------------|-----|------------|----------------|-----|--------------|---------------------|----------|------------------|
| INFINITIVE: aller = to go (Irregular) | | | | | | | | | | | | | | | | | | | | | | | |
| I had gone | | | I was going / I used to go | | | I have gone / I went | | | I am going / I go | | | I am going to go | | | I will go | | | I would go | | | I would have gone | | |
| Je (J') | étais | allé(e) | Je (J') | all | ais | Je (J') | suis | allé(e) | Je (J') | v | ais | Je (J') | vais | aller | Je (J') | ir | ai | Je (J') | ir | ais | Je (J') | serais | allé(e) |
| Tu | étais | allé(e) | Tu | all | ais | Tu | es | allé(e) | Tu | v | as | Tu | vas | aller | Tu | ir | as | Tu | ir | ais | Tu | serais | allé(e) |
| Il | était | allé(e) | Il | all | ait | Il | est | allé(e) | Il | v | a | Il | va | aller | Il | ir | a | Il | ir | ait | Il | serait | allé(e) |
| Elle | était | allé(e) | Elle | all | ait | Elle | est | allé(e) | Elle | v | a | Elle | va | aller | Elle | ir | a | Elle | ir | ait | Elle | serait | allé(e) |
| On | était | allé(e) | On | all | ait | On | est | allé(e) | On | v | a | On | va | aller | On | ir | a | On | ir | ait | On | serait | allé(e) |
| Nous | étions | allé(e/s) | Nous | all | ions | Nous | sommes | allé(e/s) | Nous | all | ons | Nous | allons | aller | Nous | ir | ons | Nous | ir | ions | Nous | serions | allé(e/s) |
| Vous | étiez | allé(e/s) | Vous | all | iez | Vous | êtes | allé(e/s) | Vous | all | ez | Vous | allez | aller | Vous | ir | ez | Vous | ir | iez | Vous | seriez | allé(e/s) |
| Ils | étaient | allé(e/s) | Ils | all | aient | Ils | sont | allé(e/s) | Ils | v | ont | Ils | vont | aller | Ils | ir | ont | Ils | ir | aient | Ils | seraient | allé(e/s) |
| Elles | étaient | allé(e/s) | Elles | all | aient | Elles | sont | allé(e/s) | Elles | v | ont | Elles | vont | aller | Elles | ir | ont | Elles | ir | aient | Elles | seraient | allé(e/s) |
| INFINITIVE: faire = to do / make (Irregular) | | | | | | | | | | | | | | | | | | | | | | | |
| I had done | | | I was doing / I used to do | | | I have done / I did | | | I am doing/ I do | | | I am going to do | | | I will do | | | I would do | | | I would have done | | |
| Je (J') | avais | fait | Je (J') | fais | ais | Je (J') | ai | fait | Je (J') | f | ais | Je (J') | vais | faire | Je (J') | fer | ai | Je (J') | fer | ais | Je (J') | aurais | fait |
| Tu | avais | fait | Tu | fais | ais | Tu | as | fait | Tu | f | ais | Tu | vas | faire | Tu | fer | as | Tu | fer | ais | Tu | aurais | fait |
| Il | avait | fait | Il | fais | ait | Il | a | fait | Il | f | ait | Il | va | faire | Il | fer | a | Il | fer | ait | Il | aurait | fait |
| Elle | avait | fait | Elle | fais | ait | Elle | a | fait | Elle | f | ait | Elle | va | faire | Elle | fer | a | Elle | fer | ait | Elle | aurait | fait |
| On | avait | fait | On | fais | ait | On | a | fait | On | f | ait | On | va | faire | On | fer | a | On | fer | ait | On | aurait | fait |
| Nous | avions | fait | Nous | fais | ions | Nous | avons | fait | Nous | f | aisons | Nous | allons | faire | Nous | fer | ons | Nous | fer | ions | Nous | aurions | fait |
| Vous | aviez | fait | Vous | fais | iez | Vous | avez | fait | Vous | f | aitez | Vous | allez | faire | Vous | fer | ez | Vous | fer | iez | Vous | auriez | fait |
| Ils | avaient | fait | Ils | fais | aient | Ils | ont | fait | Ils | f | ont | Ils | vont | faire | Ils | fer | ont | Ils | fer | aient | Ils | auraient | fait |
| Elles | avaient | fait | Elles | fais | aient | Elles | ont | fait | Elles | f | ont | Elles | vont | faire | Elles | fer | ont | Elles | fer | aient | Elles | auraient | fait |
| <p>DR/MRS VANDERTRAMP verbs take être not avoir</p> <p>Descendre – je suis descendu(e)(s) - to come down (stairs)</p> <p>Rester – je suis resté(e)(s) - to stay</p> <p>Monter – je suis monté(e)(s) - to climb</p> <p>Revenir – je suis revenu (e)(s) - to return</p> <p>Sortir – je suis sorti(e)(s) - to go out</p> <p>Venir – Je suis venue (e)(s) - to come</p> <p>Aller – je suis allé(e)(s) - to go</p> <p>Naître - je suis né(e)(s) - to be born</p> | | | | | | | | | | | | <p>Devenir – je suis devenu(e)(s) - to become</p> <p>Entrer – je suis entré(e)(s) - to enter</p> <p>Rentrer – je suis rentré(e)(s) - to re-enter</p> <p>Tomber – je suis tombé(e)(s) - to fall</p> <p>Retourner – je suis retourné(e)(s) - to return</p> <p>Arriver- je suis arrivé(e)(s) - to arrive</p> <p>Mourir – je suis mort(e)(s) - to die</p> <p>Partir – je suis parti(e)(s) - to leave</p> | | | | | | | | | | | |

Performing Arts - DRAMA

Basic Skills

CYCLE 1

Year 7

Box A – Techniques

Box B – Techniques

Box C – Techniques

Still Image

Visual pictures created by performers to tell part of the story, illustrate narration or emphasise a key moment in a play. Performers use facial expressions, body language and positioning onstage to show characters, relationships and emotions.

Thought Tracking

You put your hand on the shoulder of another character and they say their thoughts aloud. This can be in the form of a mini monologue or narration of the story.

Physical Theatre

When you perform as a something (not a someone), one minute you could be a character; the next minute you could be a jail cell opening and colouring.

Improvisation

Improvised drama is work that hasn't been scripted, the dialogue, characters and action is made up as you go along. props out of their bodies to help tell the story on stage. Spontaneous improvisation is created in the moment, a rehearsed role-play is planned and prepared.

Narration

A character speaks directly to the audience to describe or narrate parts of his/her own story or a narrator speaks objectively about the events happening onstage.

Cross Cutting

Creating cross cut scenes onstage, this technique allows you to juxtapose scenes that happen at different times or in different places, using separate areas of the performance space. The technique is used to highlight or contrast a particular theme or aspect of the story, you can represent the scenes in real time or flashback and forward.

Flashback/flash-forward

A drama convention where the performers quickly move from different periods of time in order to give the audience crucial information.

Box D – Interpretive Skills

Box E – Skills Techniques

Box F – Performance Skills

Projecting
Focus (eyeline) to audience
Facial Expressions
Confidence
Audience awareness
Range of vocals
Clear change in character
Body language

Explorative Strategies

Still Image
Thought Track
Physical Theatre
Conscience Alley
Cross Cutting

Movement Skills

Body Language
Facial Expression
Gesture
Physicality
Gait

Vocal Skills

Accent
Volume
Pitch
Pace

Interaction Skills

Eye Contact
Proxemics
Levels

BOX A: MUSICAL ELEMENTS (DR PITTS).

DYNAMICS – The volume of the music.

RHYTHM – A pattern of music made up of notes with a different duration.

PITCH – How high or low the notes are in a piece of music.








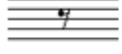

INSTRUMENTATION (TIMBRE) – The different types of sound that are in the music.

TEMPO – The speed of a piece of music.

TEXTURE – How many instruments and lines of music there are. You can have a thin or thick texture.

STRUCTURE – How the music is built up and the different sections in the music.

BOX C: NOTE VALUES

| Looks like | Name | Lasts for | Rests |
|---|------------|-----------|---|
|  | Semibreve | 4 |  |
|  | Minim | 2 |  |
|  | Crotchet | 1 |  |
|  | Quaver | ½ |  |
|  | 2x Quavers | 2x ½ | |

BOX B: FIND YOUR VOICE

A capella Making music with just your voice.

Unison When performers perform the same thing at the same time.

Harmony When two or more notes are played at the same time.

Fluent Being able to perform confidently without help.

Confident When performers know what they are performing and know they will get it right.

Lyrics The words that are sung by a singer.

Chorus Catchiest section of the song which is usually the loudest.

Ensemble A group of musicians.

Warm up A simple performance or exercise at the start of rehearsal so you don't hurt yourself.

Mashup Several different songs put together to create one larger song.

Beatbox To create drum sounds using your voice.

BOX D: A capella Artists

Pentatonix

Take 6

**(Cast of)
Pitch Perfect**

Naturally 7

BOX 1: The internet

Be careful when sharing personal information online. Only use websites you trust.

Personal information includes:

- Full name
- Date of birth
- Address

This information can be used to steal your identity or to find you in the real world.

Identity theft is where someone pretends to be you. They might shop online spending your money, or take out loans in your name.

BOX 2: Status updates, comments and photos

Where possible, limit access to your social media profiles to family and friends. Do not post inappropriate status updates, comments or photos online. You might not want certain people, such as potential employers, to gain access to them.

Social networking sites also frequently change their privacy policies. This means that the way your information is used can change, a danger which often draws criticism.

BOX 3: Know who you're talking to

Email, instant messaging, social networking sites and video chat are great for keeping in touch with family and friends, but make sure you know who you're talking to. People may not be who they claim to be. They might try to get personal information from you or ask you to do something that makes you uncomfortable. Others may try to wind you up or be unnecessarily aggressive. This is called trolling and flaming.

Ignore emails and friend requests from people you don't know and try to avoid meeting people you meet on the internet in real life. If you do decide to, take an adult with you, meet them in a crowded public space and always let a second adult know where you are.

BOX 4: False information and unsuitable content

The internet is a great source of information but some of it is incorrect, out of date or biased. Always check multiple sources, i.e. other websites or written material, to confirm what you've read is correct.

No one is in charge of the internet so anyone can post or publish anything to it. Some content may be unsuitable.

Websites that you can trust include those from:

the Government – if the address has 'gov.uk' in it, it's a UK Government website

the National Health Service (NHS) – if the address has 'nhs.uk' in it, it's an NHS website

the Police – the official website is www.police.uk

the BBC – all of the BBC's websites have 'bbc.co.uk' in their address

BOX 5: Phishing

Trying to trick someone into giving out information over email is called 'phishing'. You might receive an email claiming to be from your bank or from a social networking site. They usually include a link to a fake website that looks identical to the real one. When you log in it sends your username and password to someone who will use it to access your real accounts. They might steal your money or your identity.

Your bank will never send you an email asking for your personal information or your username and password.

BOX 6: Malware and security

Malware is a general term that describes lots of different programs that try to do something unwanted to your computer. Anti-virus software prevents malware from attacking your computer or mobile device. There are free anti-virus applications available:

- AVG
- Avast!
- Microsoft Security Essentials

There are also applications that you have to pay for:

- Norton
- McAfee
- Sophos

There are many types of malware:

A **virus** harms your computer in some way, usually by deleting or altering files and stopping programs from running.

A **Trojan** starts by pretending to be a trusted file, but gives unauthorised access to your computer when you run it.

Worms are difficult to get rid of. They copy themselves over networks to external storage devices

Spyware collects information from your computer and sends it to someone.

Scareware tricks you into thinking it's software that you need to buy.

BOX 7: Firewall

A firewall monitors connections to and from your computer. If it spots something suspicious, it closes the connection or disconnects it. Most operating systems include a firewall and it should be turned on by default.

Hackers, people who try to gain access to your computer without your permission, will have a harder time if your firewall is enabled.

BOX 8: Cyberbullying

Using technology to bully someone is called cyberbullying.

Cyberbullying can involve one or more of the following:

sending offensive texts or emails

posting lies or insults on social networking sites

sharing embarrassing videos or photos online

If you're being bullied, tell someone. For more advice

visit ThinkUKnow.co.uk

BOX 9: Smartphones and mobile devices

These allow for photos, videos and your location to be shared instantly on the internet. Be careful what you get up to in public as anyone might have a smartphone pointed at you. Do not post photos or videos of other people online without their permission.