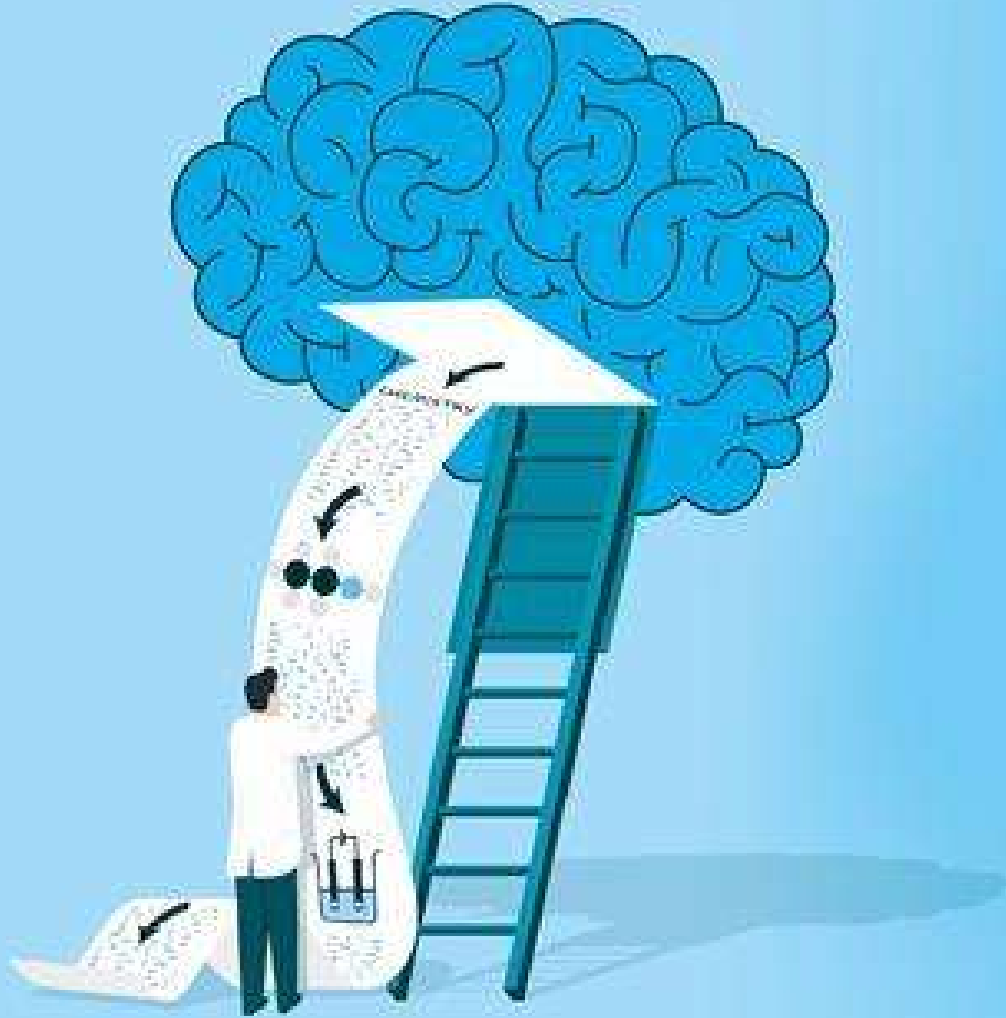


Revision Booklet



YEAR 7

Cycle 3

Name:

Team

What is Assessment Week?

Assessment week takes place in week 11 of our 12 week learning cycles.

During assessment week, you will sit assessments in all of your subjects throughout the week. The purpose of assessment week is to uncover how well you have grasped key ideas. It also highlights areas we need to work on still and where you are ready for more stretch and challenge in your learning!

One of the best ways you can prepare for your assessment to revise a little and often in the run up for your assessment.

Use this revision pack to help you focus your revision both outside and inside school!

You should also prepare on the day by making sure you get plenty of sleep, eating a good breakfast and staying hydrated. Remember, you have got this!

How to Revise Videos:

- Cornell Notes https://www.youtube.com/watch?v=nX-xshA_0m8
 - Flashcard Quizzing <https://www.youtube.com/watch?v=TjPFZaMe2yw>
 - Look, Cover, Write, Check <https://www.youtube.com/watch?v=WSaRUa-tPxs>
 - Concept Mapping <https://www.youtube.com/watch?v=sZJj6DwCqSU>
- <https://www.youtube.com/watch?v=IUEqM-4BP4w>

Assessment dates:

All assessments will take place in week 11, week commencing 29th June, unless stated otherwise in the table below! Your teacher will tell you what your assessment will involve before the date, e.g. assessment of a practical piece of work, evaluation of a performance or a written test.

	7a1	7a2	7a3
English	Tuesday 30th June	Tuesday 30th June	Tuesday 30th June
Maths	Monday 29th June (paper) Tuesday 30th (paper) Friday 3rd (online)	Monday 29th June (paper) Tuesday 30th (paper) Friday 3rd (online)	Monday 29th June (paper) Tuesday 30th (paper) Friday 3rd (online)
Science	Monday 29th June	Monday 29th June	Monday 29th June
History	Tuesday 30th June	Tuesday 30th June	Monday 29th June
Geography	Thursday 2 nd July	Thursday 2 nd July	Thursday 2 nd July
Spanish	Wednesday 1 st July	Monday 29th June	Monday 29th June
Art- Coursework due:	Friday 3 rd July	Friday 3 rd July	Friday 3 rd July
Music	Monday 29th June	Monday 29th June	Tuesday 30th June
Computing	Wednesday 1 st July	Wednesday 1 st July	Wednesday 1 st July
Drama	Tuesday 30 th June	Thursday 2 nd July	Wednesday 1 st July
Sport	Tuesday 30 th June	Tuesday 30 th June	Tuesday 30 th June
Nutrition	Thursday 25 th June	Tuesday 23 rd June	Thursday 2 nd July

This Cycle we have been studying Gothic Literature texts and Creative Writing. The pupils will be assessed on their reading of a passage from the classic novel Frankenstein. The mark scheme is below. The pupils need to learn the words below and try to use them in their answers

Avarice	Extreme greed for wealth or material things
Conservative	Preferring traditional ideas and being cautious about change
Ethical	Related to what is right and wrong; making fair and moral choices
Foreboding	A strong feeling that something bad is about to happen
Gothic	A style of literature or architecture that is dark, mysterious and sometimes supernatural
Heinous	Extremely wicked or shocking, often describing a terrible crime or act
Hubris	Excessive pride or arrogance leading to a person's downfall
Liminal	Being in-between states, often at a threshold
Malevolence	Wanting to cause harm or evil to others
Ominous	Giving the feeling that something unpleasant is going to happen
Oppression	An abuse of power that causes unfair treatment of people
Provocative	Causing a strong reaction, often by challenging ideas
Solitude	The state of being alone
Transgression	An act of breaking a rule or law

	Topic sentence	Quotations	Analysis
Thoughtful 11-15	T11: My topic sentences are thoughtful and developed. I mention the writer, link well to the question and thoughtfully lay out my argument for each paragraph.	T12: I use a range of relevant quotations and secondary quotations throughout my answer.	T13: My explanations are thoughtful and I zoom in on a range of key words/phrases. I identify a range of devices and their effects.
Clear 6-10	T6: My topic sentences are clearly explained. I mention the writer, clearly link to the question and clearly identify my argument for each paragraph.	T7: I use some relevant quotations which clearly support my ideas and show my understanding of the text.	T8: I clearly explain what quotations suggest and begin to zoom in on key words/phrases. I identify some language devices.
Simple 1-5	T1: My topic sentences mention the writer and attempt to link to the focus of the question.	T2: I use a limited number of quotations but they may not be fully relevant to my ideas. I try to explain what they suggest.	T3: I attempt to explain what quotations suggest but analysis is fairly brief. I may try to identify simple devices but they may not be fully accurate.

Sparx Independent Learning Codes

To revise maths:

You will need a device to log in to Sparx and some paper to write down your bookwork codes and method.

1. Choose your topic from the list below.
2. Log into Sparx homework
3. Select "Independent Learner"
4. Search for the code on the right in search bar, for example "U435".
5. Try the questions.

If an objective is too easy, move onto later questions or a different topic.

Maths Assessments:
 Monday: Cycle 3 Paper
 Tuesday: End of Year 7 Paper
 Friday: Online numeracy assessment

Topic	Independent Learning
Measuring angles	M163
Drawing angles	M818
Understand and use geometric labelling	M502
Know types of triangle and quadrilateral	M606
Know and use angles on a straight-line sum to 180°	M319
Understand and use vertically opposite angles and angles around a point sum to 360°	M653
Know and apply angles in a triangle sum to 180°	M324
Know and apply angles in a quadrilateral sum to 360°	M124
Find and use the angle sum of a polygon	M534
Know and use parallel lines facts	M661
Calculate perimeter of simple polygons	M936
Calculate the area of shapes using squares	M765
Calculate the area of rectangles and triangles	M722
Calculate the area of parallelograms	M697
Calculate the area of trapeziums	M936
Calculate the perimeter of rectilinear shapes	U116
Calculate the area of rectilinear shapes	U523
Calculate the mode and the range	U617
Calculate the median	U893
Calculate the mean	U484
Draw bar charts	U871
Interpret simple and dual bar charts	U151
Interpret compound bar charts	U910
Draw and interpret pictograms	U527
Draw stem and leaf diagrams	M163
Interpret stem and leaf diagrams	M818
Conduct a probability experiment	M502
Write probabilities as fractions	M606
Understand that probabilities of all possible outcomes sum to 1	M319

Your end of cycle assessment will be a combination of multiple-choice answers to demonstrate retrieval from your long-term memory, then written answers ranging from 2-6 marks to show your application of knowledge.

Below are Sparx codes for all topics covered within cycle 3. Log onto your Sparx Science account and select 'independent learning' to type these codes in.

	Topic	Sparx code	RAG
Digestion and Enzymes	The digestive system	F411	
	Enzymes	F815	
	Factors affecting enzymes	Z242	
Chemical reactions	Chemical reactions	F553	
	Writing word equations	F758	
	Writing symbol equations	F302	
Describing waves	Longitudinal and transverse waves	F598	
	Properties of waves	F337	
	Sound waves	F744	
	Refraction	F439	
Respiration	Breathing	F105	
	Exercise and gas exchange	F764	
	Aerobic respiration	F950	
	Anaerobic respiration	F638	
Space	The Solar system	F866	
	Day and night	F993	
	The seasons	F204	

ANNOTATION GUIDE

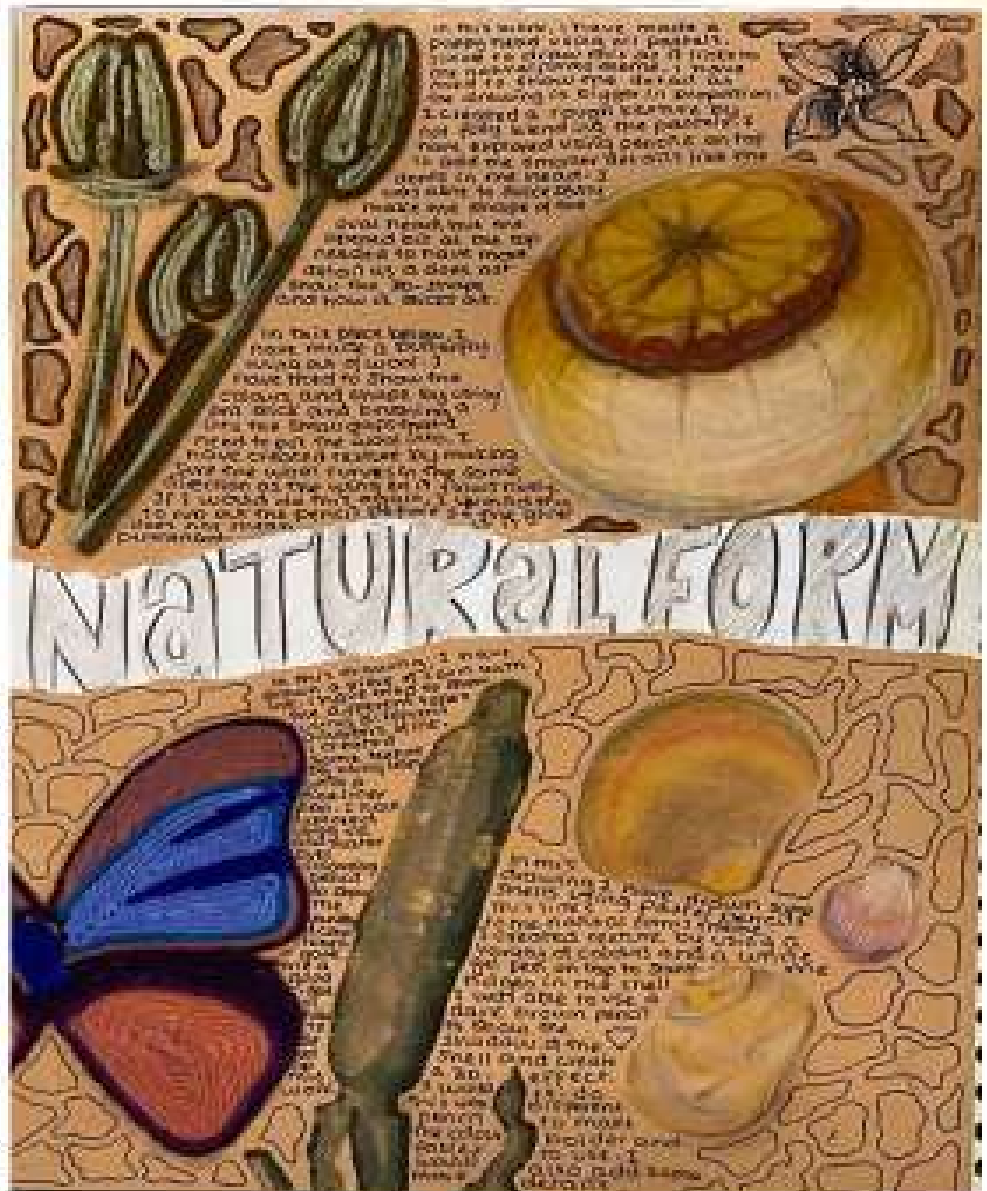
Annotations are written explanations or critical comments added to art or design work that record and communicate your thoughts. If you want to develop your artistic language look at the a 'Write Like an Artist Page'

There are several reasons annotation may be used, for example, to:

- ✓ Analyse the work of an inspirational artist or designer
- ✓ Record a technique
- ✓ Record ideas
- ✓ Explain the thinking behind an idea
- ✓ Analyse the success of a technique, idea or composition
- ✓ Explain how a particular artist or designer's style or technique has influenced your work

Use this when annotating your experiments and process work:

- Clearly state what technique or material you used
- Explain why you tried it
- Describe what worked well
- Identify what didn't work and why
- Explain how this experiment will influence your next steps



Use these to show understanding and critical reflection:

- Explain the intention behind your idea (what you wanted to show)
- Describe how your choices support that intention (colour, composition, technique)
- Evaluate the success of the outcome
- Identify clear improvements for next time
- Connect your decisions to your theme and artist influences

USE THESE WORDS TO WRITE AND SPEAK

LINE

Contour - Bold - Fine - Wavy - Jagged - Curved - Directional - Implied - Parallel - Vertical - Horizontal - Diagonal - Contour - Chaotic - Calm - Unpredictable - Basic - Frantic

LIKE AN...

ARTIST

SHAPE

Organic - Geometric - Abstract - Irregular - Regular - Angular - Curved - Symmetrical - Asymmetrical - Flat - 2D - 3D

TEXTURE

Rough - Smooth - Bumpy - Soft - Glossy - Matt - Grained - Polished - Shiny - Furry - Silky - Coarse - Fluffy - Sharp - Thin - Thick - Warm - Cold - Bare - Washed - Fake - Plastic

FORM

Spherical - Cylindrical - Cubic - Volumetric - Solid - Hollow - Angular - Curved - Concave - Convex - Realistic - Abstract

COMPOSITION

Balanced - Unbalanced - Symmetrical - Asymmetrical - Focal Point - Foreground - Background - Overlapping - Layered - Centred - Rule of Thirds - Negative Space - Depth

TONE

Light - Dark - Soft - Harsh - Contrasting - Muted - Monochrome - Graduated - Subtle - Dramatic

COLOUR

Primary - Secondary - Warm - Cool - Complementary - Contrasting - Harmonious - Muted - Vibrant - Pastel - Earthy - Monochrome - Bold

MOOD

Intense

Chaotic - Tense - Aggressive - Disturbed - Dramatic - Explosive - Passionate - Turbulent - Violent - Overwhelming - Shocking

Dark

Dark / Mysterious Eerie - Sinister - Melancholic - Gloomy - Mysterious - Haunting - Foreboding - Isolated - Dystopian - Bleak - Shadowy - Tragic - Surreal

Peaceful / Calm

Tranquil - Serene - Calming - Gentle - Still - Meditative - Dreamy - Balanced - Harmonious - Soothing - Soft - Idyllic - Subtle

Emotional / Reflective

Nostalgic - Sentimental - Introspective - Thoughtful - Lonely - Poignant - Bittersweet - Reflective - Honest - Raw - Expressive - Sad - Hopeful

Uplifting / Energetic

Joyful - Playful - Energetic - Exciting - Positive - Radiant - Fun - Vibrant - Celebratory - Optimistic - Exuberant - Animated - Bright

Ambiguous / Complex Conflicted - Ambiguous - Uncertain - Mysterious - Surreal - Disorienting - Unsettling - Tense - Elusive - Paradoxical - Intriguing - Thought-provoking

Take it to the next level and use similes and metaphors in your writing. For example, to use a simile we would use 'as' and 'like'. This page is useful like the way a friend whispers you advice in moments of mind-blanked panic. Or to use a metaphor, we get rid of the 'like' and 'as' and just confidentially go for it! **This page is a gift from the art universe determined to help me succeed.**

Classical Music



What is Classical Music?

* Classical music is a style of music that developed mainly in Europe over hundreds of years. It is usually written down using musical notation and is often performed by orchestras, choirs, or smaller groups of musicians.

* Types of classical music include:

Symphony (large-scale work for orchestra)

Concerto (solo instrument with orchestra)

Sonata (a shorter piece for one or two solo instruments)

Opera (a musical drama performed on stage)

Ballet (music written for dancing)



Musical Periods

- **Baroque Period (1600–1750)**

Key Composers: Bach, Handel

- **Classical Period (1750–1820)**

Key Composers: Mozart, Handel

- **Romantic Period (1820–1900)**

Key Composers: Beethoven, Wagner, Verdi, Tchaikovsky

- **Modern Period (20th Century to present)**

Key Composers: Stravinsky, John Adams



Spotlight on...

The Classical Period

- ✓Elegant
- ✓Simple melodies
- ✓Growth of the piano

Spotlight on...

The Romantic Period

- ✓Bigger orchestra
- ✓More drama!
- ✓Supernatural themes

Mozart Fun Facts

- ❖ A child prodigy and musical genius!
- ❖ Lived from 1756 to 1791
- ❖ Born in Salzburg in Austria
- ❖ Could play the piano at 3 and travelled around Europe performing for royalty.
- ❖ Wrote his first symphony at 8 years old!
- ❖ Died at just 35 years old leaving his *Requiem* unfinished
- ❖ Wrote over 800 pieces of music!
- ❖ Famous pieces include *Eine Kleine Nachtmusik*, *The Magic Flute*, sonatas, concertos and 41 symphonies!

Wagner Fun Facts

- German composer
- Born in 1813 and died in 1883
- Loved opera and drama!
- Was involved in everything when creating an opera including the words, music, set, scenery and stage direction
- Wagner's most famous work is *The Ring Cycle*

Wagner's *The Ring Cycle*

- Took 27 years to write
- Takes 15 hours to perform
- 4 different operas all based on myths and legends
- Most famous part of the Ring Cycle is *The Ride of the Valkyries*

Playing the Keyboard



Music

Term	Definition	Example
Pitch	How high or low a sound is	See notation guide below
Rhythm	A pattern of sounds, often with different durations	See note value grid below
Duration	The length of a sound	See note value grid below
Dynamics	How loud or quiet the music is	<i>Piano</i> = quiet <i>Forte</i> - loud
Tempo	The speed of the music	<i>Andante</i> – walking pace <i>Allegro</i> – running pace
Timbre	The colour of sound – how instruments and pieces of music can sound different from each other	Words to describe timbre might include: <i>bright, deep, rich, mellow, piercing, shrill....</i>
Melody	A sequence of musical notes - the tune!	Links to pitch!
Texture	Layering or combining different sounds or rhythms at the same time.	
Harmony	A combination of notes played together	A chord or a bass line underneath a melody
Structure / form	How a piece is organised	Verse / chorus / verse
Chord	Playing more than one note at the same time	



quaver ½ beat	crotchet 1 beat	minim 2 beats	semibreve 4 beats
= 1 beat			

How did Queens shape the 16th century?



Key Word	Definition	Knowledge Milestones	Extra Knowledge	Expert Knowledge
Abdicate	To give up the throne	Matilda was the only heir of Henry I. She was challenged by her cousin Stephen for the throne.	Eventually Matilda agreed to let Stephen rule, as long as her son succeeded him.	This period of time was known as the Anarchy. It showed that Queens could be seen as weak.
Armada	Philip's fleet which attempted an invasion of England in 1588.	Mary Tudor became the first crowned Queen of England. She was the oldest daughter of Henry VIII.	Her marriage to Philip of Spain was unpopular as English people did not want to be ruled by Spain.	She burnt Protestants as she was a Catholic. It is estimated that she burnt 280 Protestants during her reign.
Catholic	Christian religion. Belief in the Pope, use of Latin and highly decorated church.	Elizabeth took the throne in 1558.	She was a Protestant and introduced the Religious Settlement.	She remained unmarried - known as the Virgin Queen.
Execution	Carry out a death sentence for a crime.	Elizabeth had to deal with threats from abroad, especially France and Spain.	Philip, the King of Spain, had been married to Elizabeth's sister Mary Tudor.	In 1588, he attempted an invasion with the Spanish Armada, but it failed.
Heir	The person next in line to the throne.	Mary Queen of Scots was Elizabeth's cousin and had a claim on the English throne.	As a Catholic, she was involved in plots against Elizabeth like the Ridolfi Plot 1571.	After the Babington Plot of 1586, Mary Queen of Scots was executed by Elizabeth in 1587.
Invasion	Attacking or occupying another country.	Lady Jane Grey was a cousin of Edward VI.	He tried to avoid passing the throne to Mary Tudor by issuing the "Devise for the Succession" which gave the throne to Jane.	Jane was only on the throne for 9 days before Mary Tudor rallied support and overthrew her.
Monarch	A king or queen.	There were several other female regents at this time.	Catherine de Medici ruled on behalf of her sons in France after 1560	Margaret of Austria ruled the Netherlands for her nephew Charles V.
Plots	A plan made in secret.			
Protestant	Christian religion. King is head of the Church, native language used, Church should be plain.			
Rebellion	Rise up against the monarch.			
Reform	To change or alter something.			
Regent	To rule on behalf of someone else, often a child.			
Succession	The throne passing from one to another.			

The time from the accession of Isabella of Castile to the throne in 1474 to France's Massacre of St. Bartholomew almost a century later was an Age of Queens. The period saw an explosion of female rule scarcely equalled in even the twentieth century. These years saw the birth of the new reformed religion, as well as the dawn of the world we know today and for much of them, large swathes of Europe were under the firm hand of a reigning queen or a female regent. This was a sisterhood which recognised both their bonds as women and their ability to exercise power in a specifically female way.

Sarah Gristwood, Game of Queens



If you want to find out more check out the following links or scan the QR codes on your phone or tablet.



READ

Historia Interviews: Sarah Gristwood - Historia Magazine



WATCH

BBC Documentary Bloody Queens Elizabeth and Mary 2016 - Bing video

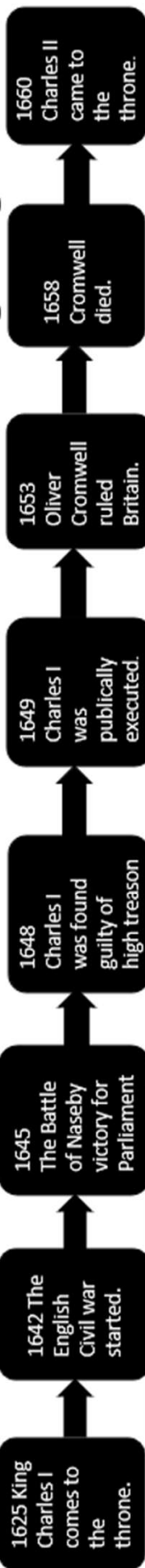


LISTEN

Inside the mind of Elizabeth I | History Extra podcast on Acast



How much did the execution of Charles I change England?



Knowledge Milestones	Extra Knowledge	Expert Knowledge
In 1625 Charles I became King of England. He was part of the Stuart dynasty	Charles I took over a country deeply divided over religion between Catholics and extreme Protestants or Puritans	Charles I's religion made some suspect he was a secret Catholic himself. Charles French wife Henrietta Maria was a Catholic.
The King and Parliament went to war in 1642 over money religion & power	Charles believed in the Divine Right of Kings, however Parliament believed he should share power with them = conflict	Charles continued to anger Parliament by ruling without them and raising illegal taxes. When he sent soldiers to arrest 5 M.P.'s Parliament declared war
The King was defeated by Parliament and put on trial for treason	During his trial, King Charles refused to co-operate or recognise the court's right to try him for treason.	30 th January 1649 King Charles was executed. Parliament abolished the monarchy declaring England a Commonwealth
Parliament ruled England as a republic, however it achieved very little and became unpopular.	1653 Parliament appointed Cromwell Lord Protector, but he could not agree with Parliament and dismissed them. Instead, ruling England as a military dictatorship	After Cromwell's death, Charles I's son, Charles II, became the next King of England. This is known as the Restoration.
Under Cromwell's rule Puritanism became more popular	Sports, swearing, Christmas, theatres and alehouses were all banned as being ungodly.	Other groups were formed with radical social and religious ideas. These included the Levellers, the Diggers and the Quakers.
In the 17 th century there was a witch craze in England and Scotland	Hundreds of witches were tried, tortured and executed. Most of them were women, often old and poor. Two (fairly) local examples are Temperance Floyd and Elizabeth Castle	In unsettled times, fear of witches grew. This occurred during the Civil War and during the Puritan rule that followed it. Puritans had migrated to America and took their fear of witchcraft with them. The Salem witch trials occurred in 1692-3

"Few, if any, other generations of British people can have experienced such a period of national political and social change. The 1650s was a time of extraordinary ambitious political, social, economic and intellectual innovation, and it was not a foregone conclusion that the British republic would fail. Indeed part of the reason for the fall of the republic was that its protagonists agreed far more on what they did not want than what they sought in the first place. Furthermore one of the republic of Britain's enduring legacies has been as a historical cautionary tale. That the United Kingdom remains a monarchy to this day is due in no small part to the events and experiences described in this book."
Anna Keay, Restless Republic



Icon	Key Word	Definition
	Parliament	A body which makes laws and runs the country.
	Puritan	A very strict Protestant
	Royalist	Supporter of the King
	Divine Rights of Kings	The belief that the King is chosen by God to rule and can do no wrong
	Ship money	unpopular tax that Charles forced people who lived near the coast to pay
	Civil War	A war between the citizens of the same country
	MP	Member of Parliament – elected to the House of Commons and be involved in ruling the country
	Republic	A country ruled by an appointed or elected leader, not a monarchy.
	Commonwealth	Government that aims to be for the good of everyone.
	Restoration	The return of the monarchy in 1660

If you want to find out more check out the following links or scan the QR codes on your phone or tablet.

READ
<https://www.historyextra.com/period/stuart/has-history-been-unfair-to-charles-i/>

WATCH
<https://www.youtube.com/watch?v=bq10Wd68Mio>

LISTEN
[Cromwell and the Protectorate—The Rest is History – Apple Podcasts](#)

Geography

Year 7 Geography: Tectonic Hazards Revision Guide

Structure of the Earth

- **Crust** – the thin outer layer where we live.
- **Mantle** – semi-molten rock beneath the crust.
- **Outer Core** – liquid iron and nickel.
- **Inner Core** – solid iron and nickel.
- Tectonic plates move due to **convection currents**, **ridge push** and **slab pull**.

Continental Drift

- In 1912, **Alfred Wegener** proposed the theory of **continental drift**.
- He suggested that all continents were once joined together in a supercontinent called **Pangaea**.
- Evidence included matching fossils, rock types and coastlines on different continents.

Plate Margins

Constructive Margins

- Plates move apart.
- Magma rises to fill the gap.
- Creates volcanoes and new crust.

Destructive Margins

- Plates move together.
- The denser oceanic plate is forced beneath another plate (**subduction**).
- Causes powerful earthquakes and explosive volcanoes.

Conservative Margins

- Plates slide past each other.
- Friction builds up and is released as earthquakes.

Collision Margins

- Two continental plates collide.
- Fold mountains are formed (e.g. the Himalayas).

Earthquakes

- Caused by the sudden release of energy in the Earth's crust.
- **Focus** – the point underground where the earthquake starts.
- **Epicentre** – the point on the Earth's surface directly above the focus.
- Measured using a **seismometer**.
- Magnitude is measured using the **Richter Scale** or **Moment Magnitude Scale**.

Nepal Earthquake, 2015

- Magnitude: **7.8**
- Around **9,000 people** died.
- Many buildings collapsed.
- Avalanches were triggered on Mount Everest.

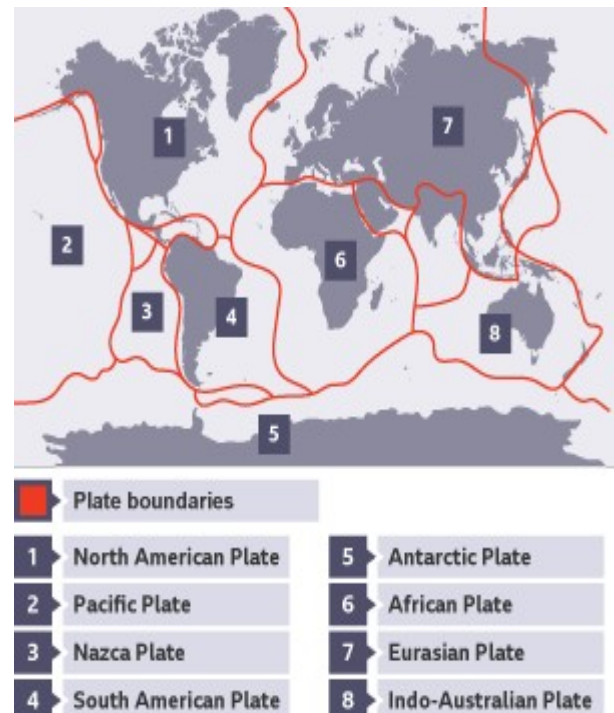
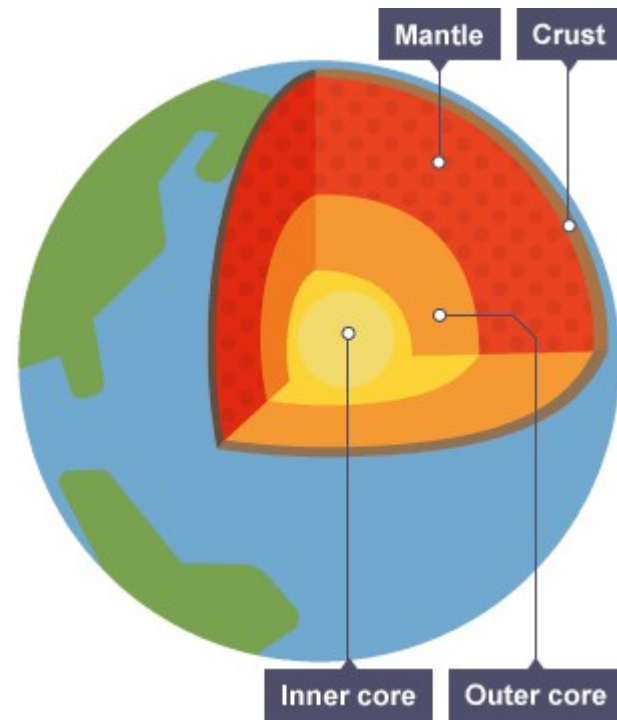
Volcanoes

Shield Volcanoes

- Gentle slopes.
- Runny basaltic lava.
- Usually less explosive.

Composite Volcanoes

- Steep sides.
- Thick, sticky lava.
- Explosive eruptions.



Geography

Volcanic Hazards

- Lava flows
- Ash fall
- Pyroclastic flows
- Lahars (mudflows)

Why Do People Live Near Volcanoes?

- Fertile soils for farming.
- Geothermal energy.
- Tourism opportunities.
- Employment and cultural reasons.

Tsunamis

1. An underwater earthquake, volcanic eruption or landslide occurs.
2. Large amounts of water are displaced.
3. Waves travel rapidly across the ocean.
4. Destructive waves hit coastal areas and cause flooding.

Reducing Risk

- Monitor seismic activity.
- Measure volcanic gas emissions.
- Use satellite and thermal imaging.

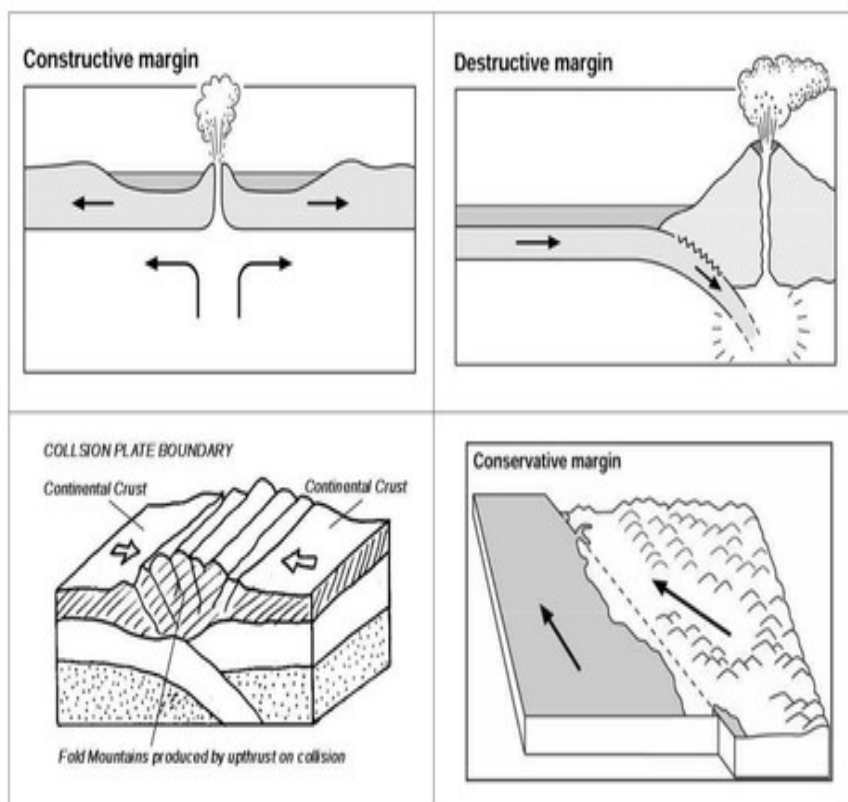
Prepare

- Earthquake drills.
- Evacuation plans.
- Emergency food, water and medical supplies.

Protect

- Earthquake-resistant buildings.
- Strict building regulations.
- Early warning systems.

Key Vocabulary Crust • Mantle • Core • Continental Drift • Plate Margin • Subduction • Fold Mountains • Earthquake • Focus • Epicentre • Seismometer • Volcano • Magma • Lava • Tsunami • Risk • Predict • Prepare • Protect



Spanish

Week 1		Week 2	
deber	must / to have to	estamos	we are
debo	I must / have to	están	they are
debes	you must / have to	el oeste	the West
debe	s/he must / has to	el este	the East
lavar	to wash/washing	la estación	station
sacar	to take out/taking out	el coche	car
limpiar	to clean/cleaning	el tren	train
el suelo	floor	delante de	in front of
la basura	rubbish	detrás de	behind
la ropa	clothes/clothing	debajo de	under/below
organizar	to organise/organising	fuera de	outside of
aunque	although		
otro	other/another (m)		
otra	other/another (f)		
si	if		

Week 3		Week 4	
somos	we are (permanent)	viajar	to travel/travelling
moreno	dark-haired, dark-skinned, tanned (m)	disfrutar	to enjoy/enjoying
		montar	to ride/riding
morena	dark-haired, dark-skinned, tanned (f)	las vacaciones	holiday
		la montaña	mountain
claro	light (colour), clear (m)	julio	July
clara	light (colour), clear (f)	agosto	August
oscuro	dark (m)	Francia	France
oscura	dark (f)	el mar	sea
aburrido	boring (m)	durante	during
aburrída	boring (f)	normalmente	normally
loco	crazy, insane (m)	cada	each/every
loca	crazy, insane (f)	de	of/from
feliz	happy	alto	tall/high

Week 5		Week 6		Week 7	
el hombre	man	la fruta	fruit	aprender	to learn/learning
la cabeza	head	la carne	meat		
pensar	to think/thinking	rico	rich/tasty (m)	la mujer	woman
amar	to love/loving	rica	rich/tasty (f)	la carta	letter
sin	without	el agua	water	el idioma	language
beber	to drink/drinking	nunca	never	el parque	park
comer	to eat/eating	a veces	sometimes	después (de)	after/afterwards
leer	to read/reading	correr	to run/running	siempre	always
vivir	to live/living	por	around/along	el chino	Chinese
el ejercicio	exercise	escribir	to write/writing	algo	something

Spanish

	Estar (to be) Locations and temporary states.	Ser (to be) Descriptions and permanent states.
I am 	Estoy	Soy
You are 	Estás	Eres
He/she/it is 	Está	Es
We are 	Estamos	Somos
They are 	Están	Son

Verb endings

Person	AR verb ending
I	o
You	as
He/she/it	a
We	amos
They	an

Person	ER verb ending
I	o
You	es
He/she/it	e
We	emos
They	en

Person	IR verb ending
I	o
You	es
He/she/it	e
We	imos
They	en

Remember to remove the **AR/ER/IR** and add the ending corresponding to the person that you would like to do the action.

Nutrition

Knowledge Retrieval:

Why is French baking so well regarded?
Identify 3 French foods:
Why are manners at the table important?

Knowledge Retrieval:

Give three examples of British produce:
One advantage of growing your own produce:
Explain how the weather can effect local produce:

Knowledge Retrieval:

What are three native Thai dishes?
Give an advantage of medicinal ingredients:
Why is the food so diverse in Asia?

Knowledge Retrieval:

Give an example of a macronutrient:
Give an example of a micronutrient:
Where do Fajitas originate?

Knowledge Retrieval:

What unit do we measure spice in?
Give one Indian cooking method:
What's on contributing factor to Indian cuisine:



Cross-curricular. How might the learning from this topic be linked to learning in your other subjects across school?

Knowledge Retrieval:

What is tempering?
What is an example of a spice?
How are British and Indian cuisine different?

These lessons will support you in all aspects of your nutrition, which in turn will help you in your eating habits and health. Having these key skills will support in all areas of your learning for the best success you can have within nutrition.

Definition:

Something that is harmful has a bad effect on your body/mind.

Characteristics

Wearing protective equipment when handling any harmful substances

Examples:

Asbestos, Formaldehyde, Hazardous/Toxic Air Pollutants, Lead. Mercury.

Harmful Substances

Non-examples

Washing up liquid and hand soap and sun cream.

Definition:

Kitchen safety is fostering habits that limit risks and prevent harm or injury while in the kitchen.

Characteristics

Lead by example and ensure your follow key safety instructions and be positive and Strong communication.

Examples:

Making sure hair is tied back and make sure knives are pointed down when carrying them.

Safety

Non-examples

Talking to someone in another kitchen when you should concentrating on what you are cooking .

Definition:

Eating healthy means following a healthy eating routine eating specific healthy foods.

Characteristics

Adequacy, balance, calorie control, moderation, and variety.

Examples:

Protein, carbohydrates, fats and oils

Healthy Diet

Non-examples

Exercising regularly. Eating a diet high in ultra processed foods.

Computing

Term	Definition
Cell; Cell Address	A single element in a spreadsheet. Each cell has its own address or reference, e.g., D3, which corresponds to the column and row for that cell.
Range; Contiguous	A selection of <i>contiguous</i> cells, e.g., A3:D7. Contiguous means there are no gaps between the selected cells.
Formatting	The visual styling for a cell. The cell text can be bold , <i>italic</i> , or <u>underlined</u> ; a specific format, e.g., a number (12345), or currency (£12.34); and the fill and outline colour of the cell.
Formula; (plural <i>formulae</i>)	A mathematical expression within a cell, that performs a calculation. The calculation usually depends on the content of other cells within the spreadsheet, or another spreadsheet with the workbook. A formula must start with an equals symbol (=). For example, to add the values in cell A1 and A2, you would enter =A1+A2 .
Excel Functions	In most Excel formulae, we will use a small number of functions: IF; COUNTIF; SUM; MAX; MIN; COUNTA; AVERAGE.
Mathematical Operators	Multiplication: * (asterisk) Division: / (forward slash) Addition: + Subtraction: - Powers, e.g., 2 ³ : POWER(<i>number</i> , <i>power</i>), e.g., POWER(2,3)
Algorithm	An algorithm is a step-by-step set of clear instructions, in a specific order, that a computer follows to complete a task accurately.
Iteration	Iteration is repeating a set of instructions to until a specific condition or outcome is achieved.
FOR loops	A type of loop used when the number of <i>iterations</i> is known.
WHILE loops	A type of loop used when the number of <i>iterations</i> is unknown.
IF condition	A program uses an IF condition to make a decision. The program checks if something is true or false and then chooses what code to run next. This helps your program behave differently depending on the situation.
Variable	A 'container' within a computer program that holds a value of any data type. For example: <ul style="list-style-type: none"> • you might store a person's name as a string data type, within a variable called 'username' • you might store a person's age as an integer data type, within a variable called 'age'
Data types	Data types are categories that organise different kinds of computer data, helping programs store and process information accurately and efficiently.
NUMBER Data Types	int : an integer; a whole number; no decimal places float : a number with a decimal point
Other Data Types	list : a list of values; the values can be of any data type. bool : a Boolean value, i.e., either TRUE or FALSE. string : text, in Python contained within speech marks.

Computing

Term	Definition
Network	a group of devices connected together, wirelessly or using cables, to enable communication
Server	a computer on a network that provides a service like storing files or web pages
Client	a device on a network that requests a service from a server
Router	a device that connects different computer networks together and directs data between them
Protocol	Rules used to allow devices to communicate with each other
IP Address	A unique identifier, such as 192.168.4.8, that is assigned to a networked device.
Iteration	The process of repeating a sequence of instructions within a program loop
Condition	An expression that evaluates (results in) True or False
Flag	A signal that is used to let a program know whether a condition has been met or not
Wired	Uses a cable to connect to a device on a network. At home, you might connect a device to your router with a cable to enable internet access.
Wireless (WiFi)	Uses radio waves to connect a device to a network. At home, you might connect a device to your router via WiFi to enable internet access.
Bandwidth	The maximum amount of data that can be transmitted at a time, e.g., 80Mbps, 1Gbps.
CPU	Central Processing Unit. The 'brain' of a computer system.
RAM	Random Access Memory. Primary storage. Programs and data are loaded into this area from secondary storage, e.g., hard disk, USB drive, memory card. Volatile: when the power is turned off, RAM is empty.
GPU	Graphics Processing Unit. A dedicated graphics processing circuit, that reduces the amount of work that the CPU needs to do to display complex graphics. Regularly found in gaming PCs and consoles, on video editing equipment, and in AI systems.
HDD	Hard Disk Drive. Secondary storage, comprising of spinning disks, electrical circuits, and mechanical arms with magnets that read and write data to and from the disks. Fragile, slow, cheap. Non-volatile: when the power is turned off, the data remains.
SSD	Solid State Drive. Secondary storage, comprising of silicon and electrical circuits. Data is stored in memory cells, and is read and written using memory addresses. More robust than HDD, fast, getting cheaper but still relatively expensive compared to similarly-sized HDDs. Non-volatile: when the power is turned off, the data remains.
Input device	Any device that allows data to be entered <i>into</i> the computer system, e.g., keyboard, mouse, microphone, touch-screen monitor.
Output device	Any device that allows data from inside the computer system to reach the outside world, e.g., a printer, a monitor that displays video or images, speakers.
Hardware	Something physical that you can touch, e.g., keyboard, monitor, mouse.
Software	Programs and data stored within a computer system. Non-physical.

Revision Booklet



YEAR 7
CYCLE 3