

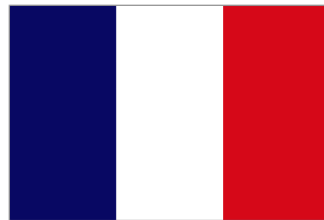


CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

Name: \_\_\_\_\_

Home Learning Number: \_\_\_\_\_

**Benton Park School**  
**Year 7 Knowledge Organiser**  
**Semester 2a**  
**2023-2024**



**Creating a climate for great learning, success and opportunity**

# Creating a climate for great learning, success and opportunity



Endeavour

Resilience

Inspiration

Collaboration

Compassion

All Benton Park students follow three simple expectations:

- Work hard
- Be kind and respectful
- Follow staff instructions first time

To drive students' success, we actively encourage all learners to adopt the Benton Park Values

# Student Support Sheet

## Organisation and Planning Sheets

Use the organisation and planning sheets to record your home learning each day.

It is your responsibility to solve any issues you may have with your home learning before the due date.

Always have your learning number and full name on your work.

## Year 7 Homework Timetable

Day	Homework Due
Monday	English
Tuesday	Humanities
Wednesday	Science
Thursday	Languages
Friday	Maths (Sparx)

## Where can I go if I need to do my work or get help?

**My Key Stage Leader:**  
**Mrs Collins**

**My Year Leader:**  
**Mrs O'Donoghue**



**Any of my  
Subject  
teachers or  
Subject  
Directors or  
Leaders**

## In the Library you can:

- Access books and resources
- Use the internet to complete any online home learning
- See staff who can give you any advice and guidance you may need
- Study independently in a quiet place

## Emails and Passwords

School Email: \_\_\_\_\_

Password: \_\_\_\_\_

Other Usernames and Passwords:

## Who else can I get support from?

### Year Leaders



**Mrs  
O'Donoghue**  
Year 7



**Miss Ratcliffe**  
Year 8

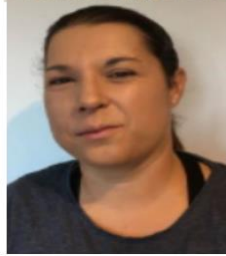


**Mr Nicholls**  
Year 9

### Key Stage Leaders



**Mrs Collins**  
Key Stage 3



**Miss Dobby**  
Key Stage 4

**You can also speak to all of your subject teachers, your  
PD teacher and all of your pastoral staff:**

Miss Howe, Miss Leonard, Miss Downing, Mrs Owen, Miss  
Moss, Miss Webster, Miss Charlton

### Safeguarding



**Mrs Howard**  
Designated  
Safeguarding  
Lead (DSL)



**Mrs Bentley**  
Deputy  
Designated  
Safeguarding  
Lead (DDSL)

### Other support



**Miss  
Tizard**  
SENDCo

### SLT Links

Year 7 – Mr Coltman  
Year 8 – Miss Tyldsley  
Year 9 – Miss Smith  
Year 10 – Mr Bownass  
Year 11 – Mr Marsh  
KS3 – Miss Taylor  
KS4 – Mr Hackshaw

**Creating a climate for great learning, success and opportunity**



## Organisation, Planning & Home Communication

CREATING A CLIMATE FOR GREAT LEARNING,  
SUCCESS AND OPPORTUNITY

Date set	Task/Note	Date due	Tick when complete

Date set	Task/Note	Date due	Tick when complete



## Organisation, Planning & Home Communication

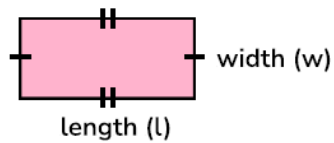
Date set	Task/Note	Date due	Tick when complete

Date set	Task/Note	Date due	Tick when complete

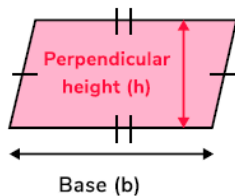
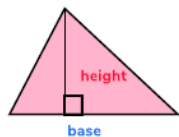
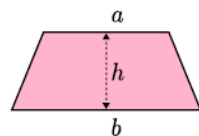
## Area

**Rectangle**

Area = length x width

**Parallelogram**

Area = base x perpendicular height

**Triangle**Area =  $\frac{1}{2}$  x base x height**Trapezium**Area =  $\frac{1}{2} (a + b)h$ **Multiples and Factors of a Number**

The **multiple** of a number is obtained by multiplying it with another number.

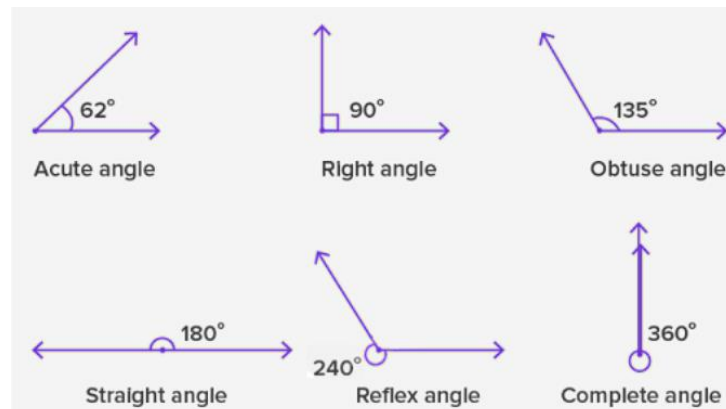
*Example:*

$1 \times 12 = 12$     The first four multiples of 12 are 12, 24, 36 and 48  
 $2 \times 12 = 24$   
 $3 \times 12 = 36$   
 $4 \times 12 = 48$

**Factors** are the numbers that are multiplied to get a given number.

*Example:*

$1 \times 12 = 12$     The factors of 12 are 1, 2, 3, 4, 6, and 12  
 $2 \times 6 = 12$   
 $3 \times 4 = 12$





Word Revolution	Autobiography	A story of someone's life written by themselves
	Biography	A story of someone's life written by someone else
	Chronological	In time order

1:	An <b>autobiography</b> is the story of someone's life, written by themselves. They are written in the first person.
	A <b>biography</b> is a story of someone's life written by someone else. They are written in the third person.
	Some examples of autobiographies include: <i>The Diary of a Young Girl</i> , by Anne Frank; <i>Long Walk to Freedom</i> , by Nelson Mandela, and <i>Boy</i> , by Roald Dahl.
	The purpose of an autobiography is to give an account of your own life, in your own words.

3:	<b>First person:</b> a style of writing when the story is told in the voice of one of the characters. It uses first person personal pronouns, I, me, my. <i>"At three o'clock the doorbell rang, but I didn't hear it, since I was out on the balcony lazily reading in the sun"</i>
	<b>Third person:</b> a style of writing when the story is told by a narrator outside of the story. It uses character names and third person pronouns, he, she, they. <i>"Scrooge had a very small fire, but the clerk's was so much smaller that it looked like one coal. But he couldn't replenish it, for Scrooge kept the coal-box in his own room."</i>

2:	As well as being written in the first person, <b>autobiographies</b> usually include some similar features:
	The usually refer to other named individuals.
	They contain events linked to specific dates.
	They are written in the past tense.
	They include feelings and are written in an anecdotal (story) style to engage the reader.

Questions	1. What is the difference between a biography and an autobiography?
	2. Give one example of an autobiography.
	3. What is the purpose of an autobiography?
	4. Are biographies or autobiographies written in the third person?
	5. Give one feature of an autobiography.
	6. What is an adjective?





Word Revolution	Tension	The build-up of excitement or fear in a story
	First person	Telling a story from your own point of view, using I and we
	Anecdote	A memory or short story

1:	Roald Dahl's <i>Boy, Tales from Childhood</i> is an autobiography which covers Dahl's childhood.	3:	<b>Word Classes:</b> In English, words are classified into different types depending on what function they have in a sentence. The most important word classes are verb, noun, adjective and adverb.
	One part of the story tells of his experience when he left home in 1925, aged nine, to go to a boarding school called St. Peter's.		<b>Noun:</b> a person, place, thing or idea. <b>Verb:</b> an action or doing word.
	Dahl describes his new school clothes: <i>"Every piece of clothing I wore was brand new and had my name on it. I wore black shoes, grey woollen stockings with blue turnovers, grey flannel shorts, a grey shirt, a red tie, a grey flannel blazer with the blue school crest on the breast pocket and a grey school cap with the same crest just above the peak."</i>		<b>Adjective:</b> gives more information about or describes a noun <b>Adverb:</b> gives more information about or describes a verb
2:	Later in the extract, Dahl describes what children kept in their 'tuck boxes', as well as 'tuck' which was food, snacks and treats.	Questions	1. Define a noun and give an example.
	<i>"As well as tuck, a tuck-box would also contain all manner of treasures such as a magnet, a pocket-knife, a compass, a ball of string, a clockwork racing-car, half a dozen lead soldiers, a box of conjuring-tricks, some tiddly-winks, a Mexican jumping bean, a catapult, some foreign stamps, a couple of stink-bombs, and I remember one boy called Arkle who drilled an airhole in the lid of his tuck-box and kept a pet frog in there which he fed on slugs."</i>		2. Define an adverb and given an example.
			3. Write a sentence in the first person.
			4. Find an adjective that Dahl uses to describe his new school clothes.
			5. Which word class gives more information about or describes a noun?
			6. What is the definition of tension?



Word Revolution	Anecdote	A short story or memory
	Purpose	The reason for doing something
	Structure	How something (a story) is put together

1:	An anecdote is a short story or memory; an interesting moment that can be used by a writer to engage a reader.	3:	When we are writing our own stories and anecdotes, we can use the acronym <b>TVCOPS</b> to help us remember what to include and focus on.
	In <i>Blabbermouth</i> , the writer tells an anecdote about her first day of a new school and accidentally getting locked in a cupboard.		<b>T – techniques:</b> e.g. similes, metaphors, sensory language
	The tone of a story is the mood or feeling the writer creates through their language and structure choices.		<b>V – vocabulary:</b> ambitious and well-chosen words
	The tone of <i>Blabbermouth</i> is humorous (funny) and entertaining.		<b>C – connectives:</b> carefully linking ideas together
			<b>O – openers:</b> varied and interesting
			<b>P – punctuation:</b> use a whole range, accurately
			<b>S – sentence structure:</b> using different types of sentences makes your writing much more engaging

2:	The writer of <i>Blabbermouth</i> uses a range of language and structural techniques:	Questions	1. What is an anecdote?
	Superlative: a kind of adjective expressing the most of a quality e.g. the highest, the brightest, the best.		2. What is meant by the tone of a story?
	Power of three: using three words or phrases together to make them more powerful and memorable.		3. Give an example of a superlative adjective.
	Sensory language: using the five senses, sight, sound, taste, touch, smell.		4. What is meant by sensory language?
	Repetition: using a word or phrase more than once.		5. What does the T in TVCOPS stand for? Give an example
			6. What does the P in TVCOPS stand for? Give an example



Word Revolution	<b>Posthumous</b>	Something that happens after a person's death but relates to something they did before they died.
	<b>Persecution</b>	Being treated badly or discriminately because of your race / political beliefs / religion / sexual orientation
	<b>Concentration camp</b>	A prison camp where people are kept in exceptionally harsh circumstances. In WW2, concentration camps served to murder Jewish people in their masses.

1:	Anne Frank (12 June 1929 – early March 1945) was a Jewish girl born in Germany.
	She gained international fame posthumously following the publication of her diary which documents her experiences hiding during the German occupation of the Netherlands in World War 2. World War 2 lasted from 1939-1945.
	Anne and her family moved to Amsterdam in 1934 after the Nazis gained power in Germany.
	As persecutions against the Jewish population increased, the family went into hiding in July 1942 in hidden rooms in her father's office building.

3:	In 1942, Anne Frank started to write in her diary:
	"The first thing I put in [my suitcase] was this diary, then hair curlers, handkerchiefs, schoolbooks, a comb, old letters; I put in the craziest things with the idea that we were going into hiding. But I'm not sorry, memories mean more to me than dresses."

2:	After two years in hiding, in 1944, the family group was betrayed and transported to concentration camps.
	Seven months after her arrest, Anne Frank died of typhus in the concentration camp. Her older sister, Margot, died just days later.
	By the time the war ended in 1945, six million Jewish people had been murdered during the war. This was called the Holocaust.
	Her father Otto, the only survivor of the group, returned to Amsterdam after the war to find that her diary had been saved, and his efforts led to its publication in 1947.

Questions	1. What is persecution?
	2. Through which World War did Anne Frank write?
	3. How long did this war last?
	4. What was a concentration camp?
	5. What was the cause of Anne's death?
	6. What is the word that describes her work being published after her death?



Word Revolution	<b>Holocaust</b>	A genocide of European Jews during World War 2.
	<b>Autobiography</b>	A story of someone's life written by themselves
	<b>Chronological</b>	In time order

1: Nazi Rule	On 1 September 1939, when Anne Frank was 10 years old, Nazi Germany invaded Poland, and so the Second World War began.
	Slowly but surely, the Nazis introduced more and more laws and regulations that made the lives of Jews more difficult.
	Jews could no longer visit parks, cinemas, or non-Jewish shops. The rules meant that more and more places became off-limits to Anne.
	Her father lost his company, since Jews were no longer allowed to run their own businesses. All Jewish children, including Anne, had to go to separate Jewish schools.

3: Key quotations from Anne's diary	'The people get almost nothing to eat, much less to drink, as water is available only one hour a day, and there's only one toilet and sink for several thousand people.'
	'We assume that most of them are being murdered'
	'been taken off to a dreadful fate'
	'It's impossible to escape their clutches'
	'my dearest friends are dropping from exhaustion or being knocked to the ground'

2: Anne Frank House	The Frank family's hiding place in Amsterdam is now a museum open to the public and is one of the city's most visited sites.
	The building consists of two parts, the main house and the annex. When it opened as a museum in 1960, the annex stayed empty at Anne's father's request.
	In the Diary Room of the museum, you can see the original red checked diary that Anne wrote in.

Questions	1. When did World War 2 begin?
	2. Write down two things that Jews were banned from doing under Nazi rule.
	3. What does chronological mean?
	4. What is an autobiography?
	5. Which part of the building that Anne Frank and her family hid in remains empty?
	6. What was the holocaust?



# Subject: English Topic: The Tempest Revision

Year Semester 2 W6

Word Revolution	<b>Oppression</b>	Prolonged cruel or unjust treatment
	<b>Protagonist:</b>	The main character or central figure in a story, often the one with whom the reader sympathizes or follows. Example: The protagonist of the short story was a courageous young woman who embarked on a journey of self-discovery.
	<b>Submissive</b>	Readily conforms to the authority of others; obedient

1: Key Characters in <i>The Tempest</i>	<b>Prospero:</b> the play's protagonist. 12 years before the play begins, he is overthrown by his brother, the duke of Milan. He has spent the last 12 years on the island perfecting his magical skills.	3: What happens in Act 1 of the play?	After helping Prospero, Ariel reminds Prospero that he promised him his freedom. Prospero is angered by this and tells him off for being so rude to him. He reminds Ariel about he saved him from the witch Sycorax.
	<b>Miranda:</b> Prospero's daughter. She arrived on the island a small child and the other men she has met are Caliban and her father. Because she has been sealed off from the real world, her judgment of people is often naïve and non-judgemental.		We meet Caliban for the first time and see how he is treated by Prospero and Miranda.
	<b>Caliban:</b> One of Prospero's servants. He is the son of the witch Sycorax. Caliban believes that the island is his, stolen from him by Prospero.		Prospero is cruel to him and threatens him with physical injuries if he does not obey him.
	<b>Ariel:</b> Prospero's spirit helper, his gender and physical form are ambiguous. Rescued by Prospero from a long imprisonment at the hands of the witch Sycorax.		Caliban reminds him that he showed him all the qualities of the island and where to drink water and grow crops.
	<b>Stephano and Trinculo:</b> the comedy characters in the play, they are stranded on the island after the storm.		Prospero sends Caliban away to find more firewood after Caliban reminds him that the only reason he knows how to curse is because Prospero taught him to speak.

2: What happens in Act 1 of the play?	A storm rages in the sea, which has been conjured by Prospero and his spirit helper Ariel.	Questions	1. What is a 'protagonist'?
	The ship sinks and the men are stranded on different parts of the island.		2. What is the name of Prospero's daughter?
	Prospero and Miranda stand on the shore of the island and watch the storm.		3. What are the names of his servants?
	They have been there for 12 years having been banished there by Prospero's brother.		4. What is oppression?
	Miranda is shocked at the power of Prospero's magic and begs him to stop.		5. Why are they on the island?
			6. How does Prospero treat his servants?



Word Revolution	Oppression	Prolonged cruel or unjust treatment
	Enslavement	The action of making someone a slave.
	Colonisation	The act of taking a place and establishing control over the indigenous/native people of an area.

1: What happens in Act 3, 4 and 5?	Caliban tells Stephano the island is ruled by 'a <i>tyrant</i> , a <i>sorcerer</i> that by his <i>cunning</i> hath cheated me of the island'.	3: Key quotations	<i>A southwest wind blow on ye And blister you all o'er!</i> (Caliban)
	Ariel tells Prospero that Caliban, Stephan and Trinculo are "red hot with drinking". Prospero sends Ariel to keep an eye on them, and to punish them.		<i>Thou shalt have cramps, Side stitches that shall pen thy breath up</i> (Prospero)
	Caliban, Stephano and Trinculo plot to kill Prospero but do not succeed.		<i>Thou most lying slave!</i> (Prospero)
	Act 5 brings all of the characters together and they all reconcile.		<i>Fetch us in fuel; and be quick</i> (Prospero)
	At the end of the play, Prospero breaks his magic staff and prepares to return to Milan.		<i>I must obey: his art is of such power</i> (Caliban)

2: Summary of the whole play	The play opens with a storm that has been conjured up by Prospero and his spirit helper Ariel. Miranda his daughter begs for him to stop. All the sailors on the ship ended up stranded on the island.	Questions	1. What does Caliban think of Prospero?
	Miranda and Prospero have been stranded on the island or 12 years after being banished by Prospero's brother. They live there with Ariel and Caliban who Prospero treats terribly.		2. What does Prospero call Caliban?
	Caliban and Ariel are frustrated at their treatment from Prospero. He constantly threatens them, and he claims that he has done a lot of good for them and they should be grateful.		3. Find an example of Prospero giving Caliban an order.
	Caliban meets Stephano and Trinculo who also takes advantage of him. And they decide to get revenge on Prospero and decide to try and kill him.		4. Who plots to kill Prospero?
	Act V Ends with Prospero asking the audience to pardon him and release him from the play. He breaks his staff in half (which is said to represent Shakespeare deciding not to write anymore!)		5. Where is the play set?
			6. What happens at the end of the play?



Word Revolution	Inferior	Lower in rank or status
	Superior	Higher in rank or status
	Defiance	Refusal to obey something

1: DAFOEST persuasive techniques	D – Direct address & personal pronouns
	A – Anecdotes, alliteration
	F – Facts
	O – Opinions
	R – Rhetorical questions, repetition
	E – Emotive language
	S – Statistics
	T - Tripling

3: When can you use persuasive techniques?	Speeches
	Articles
	Letters
	Presentations
	Posters / advertisements

2: Examples of persuasive techniques	How can you be so cruel, rude and oppressive? (Emotive language and tripling)
	For 24 hours a day, for 12 years I have suffered (Statistic)
	You have no idea how your actions can impact others; we must be kind to each other (Direct address & personal pronouns)
	In my view, this is an excellent step forward. (Opinion)
	This needs to change and change now. (Repetition)

Questions	1. What does the R stand for in the DAFOREST acronym?
	2. Give an example of tripling.
	3. What does the S stand for in DAFOREST?
	4. Where might you find persuasive language used?
	5. What does inferior mean?
	6. What does defiance mean?





Subject:

Topic: Biographies

Year Semester 2 W9

Word Revolution	<b>Prohibit</b>	Formally forbid (something) by law, rule or other authority.
	<b>Enforce</b>	Compel compliance with a law, a rule or obligation.
	<b>International</b>	Existing, occurring or carried on between nations. Involving more than one country.

1: Malala Yousafzai early education	Malala Yousafzai was born on Jul 12 <sup>th</sup> , 1997, in Mingora, northwest Pakistan. Pakistan is a country in South Asia.
	Her father ran a girls' school in their village and Malala loved going to school and learning.
	The Taliban took control of Malala's town in Swat Valley. The extremists banned many things like owning a television and playing music — and enforced harsh punishments for those who defied their orders.
	The Taliban also said girls could no longer go to school. Malala then started to keep a diary.

3: Malala's Autobiography	Malala's autobiography, <i>I am Malala: The Girl Who Stood Up For Education And Got Shit By The Taliban</i> , was published in 2013.
	Her autobiography details her early life, the attack she suffered and her recovery, and how she settled in the UK and continued her education.
	Her autobiography has been banned in some places.

2: Malala Yousafzai overcomes tragedy	Malala's diary was published by BBC Urdu. This made her a target for the Taliban.
	The Taliban shot Malala in the head on the bus. She was airlifted to the UK for treatment. She now lives here permanently with her family.
	She gave a speech in 2016 on her 16 <sup>th</sup> birthday to the United Nations in which she called for girls to have an equal right to education, all over the world.

Questions	1. What does it mean to prohibit something?
	2. What did the Taliban prohibit?
	3. How did Malala keep a record of her experience living under the Taliban?
	4. When was Malala's autobiography published?
	5. What is the name of Malala's autobiography?
	6. What does international mean?





Word Revolution	Compounds	A pure substance that is made from more than one element. These elements are chemically bonded together.
	Combustion	When a fuel is heated and it reacts with oxygen. Another word for burning.
	Oxides	Made when metals or non-metals react with oxygen.

1: Oxidation	A substance that is oxidised gains oxygen atoms. Rusting is an example of oxidation reaction.
	Oxidation occurs when a substance reacts with oxygen.

3: Combustion	<b>Combustion</b> , or burning, is an example of an oxidation reaction. This is because a fuel reacts with oxygen to release energy.
	<b>COMPLETE combustion</b> is when the reaction has plenty of oxygen. The products are carbon dioxide and water. Fuel + Oxygen → Carbon Dioxide + Water
	<b>INCOMPLETE combustion</b> is when the reaction does not have enough oxygen. The products are carbon monoxide and water. Fuel + Oxygen → Carbon Monoxide + Water

2: Oxidation in real life.	The Angel of the North has been deliberately made to go rusty. The iron it is made from has reacted with oxygen. Iron + oxygen → Iron oxide
	The statue of liberty is made from copper. Over time the copper has reacted with oxygen to make copper oxide. Copper + oxygen → copper oxide

Questions	1. What element is involved in oxidation?
	2. What is the word equation for iron rusting?
	3. What is oxidation?
	4. What word is used to describe an oxidation reaction of a fuel which releases useful energy?
	5. Bunsen burners used in the school lab use methane as fuel, which burns with oxygen in the air. The equation is: $\text{CH}_4(\text{g}) + 2\text{O}_2(\text{g}) \rightarrow \text{CO}_2(\text{g}) + 2\text{H}_2\text{O}(\text{g})$ Can you write the word equation?
	6. Describe the difference between complete combustion and incomplete combustion.



Word Revolution	Displacement	When a more reactive metal replaces a less reactive metal in a compound.
	Observations	What you see happen during a reaction. E.g. Production of bubbles, change in colour or change in temperature.
	Mnemonic	A very short poem or a special word used to help a person remember something using the first letter of each metal.

1: Reactivity series	A reactivity series of metals can be created using the observations of their reactions with oxygen, water and acid.
	The metals which show the fastest and most violent reactions are the most reactive.
	Those which show no visible change are the least reactive.
	In the reactivity series, the metals are in the order of reactivity, with the most reactive metals at the top.
	The reactivity series is important as it can tell us whether or not a metal will react with another metal compound. It helps us predict if a reaction will take place.

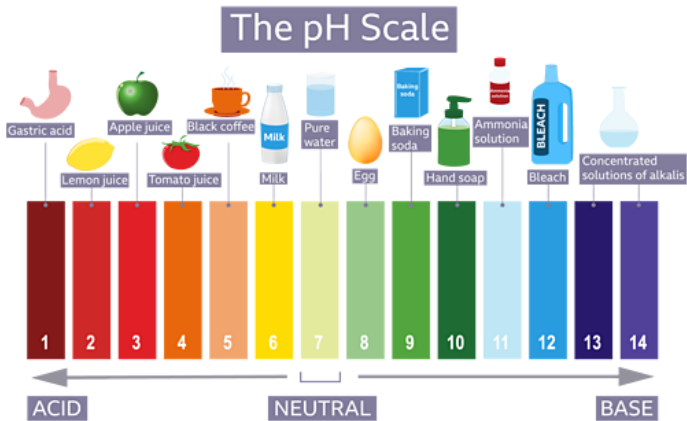
3: The reactivity series	<p>potassium sodium calcium magnesium aluminium zinc iron lead copper silver gold</p>
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2: Displacement reactions	Displacement reactions involve a metal and the compound of a different metal.
	A more reactive metal will displace or push out a less reactive metal from its compound in a displacement reaction. The less reactive metal is left uncombined after the reaction. It is no longer chemically bonded to any other elements. It is now a pure element.
	Magnesium is more reactive than copper. When a piece of magnesium is dipped into blue copper sulphate solution, a displacement reaction occurs. Magnesium + Copper Sulphate → Magnesium Sulphate + Copper
	If a compound is put with a less reactive metal then no reaction will happen.

Questions	1. Give 3 observations (what you would see) that tell you a reaction is happening.
	2. Why is the reactivity series important?
	3. Use the reactivity series to identify if iron is more reactive than copper
	4. Use the reactivity series to copy and complete the word equation for the following displacement reaction: Magnesium + copper sulfate →
	5. Use the reactivity series to copy and complete the word equation for the following displacement reaction: Silver + copper nitrate →
	6. Identify the top three most and bottom three least reactive metals, using the reactivity series above.

Word Revolution	Aqueous solutions	When a solid (solute) is dissolved in water (solvent) e.g. salty water.
	Concentration	How many particles there are in a known volume.
	Indicators	A substance that changes colour when it is added to acidic or alkaline solutions.

1: The pH Scale	The pH scale is a number scale from 0 to 14. It tells us how acidic or alkali an aqueous solution is. The pH scale is used to classify solutions as acidic, alkaline or neutral.
	Neutral solutions (e.g. water) are exactly pH7.
	Acidic solutions have pH values less than 7. The closer to pH 0, the more acidic a solution is.
	Alkaline solutions have pH values more than 7. The closer to pH 14, the more alkaline a solution is.

2: Universal indicator	Universal indicator is a special indicator because it turns into a different colour at many different pH values. The colour of universal indicator at different pH values is shown further below.
	 <p>The diagram shows the pH scale from 1 to 14. Above the scale, various substances are plotted: Gastric acid (pH 1), Lemon juice (pH 2), Apple juice (pH 3), Tomato juice (pH 4), Black coffee (pH 5), Milk (pH 6), Pure water (pH 7), Egg (pH 8), Baking soda (pH 9), Hand soap (pH 10), Ammonia solution (pH 11), Bleach (pH 12), and Concentrated solutions of alkalis (pH 13-14). The scale is divided into three regions: ACID (pH 1-6), NEUTRAL (pH 7), and BASE (pH 8-14).</p>

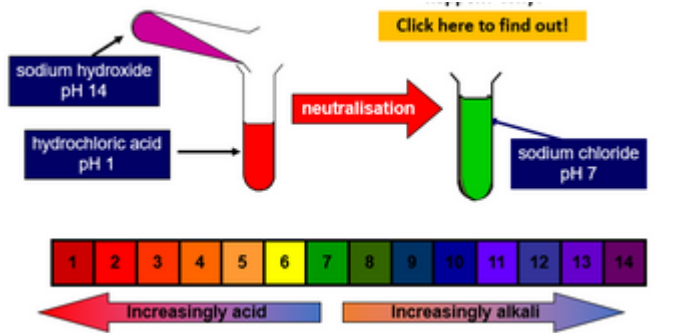
3: Acids and alkalis	<p><u>ACIDS</u></p> <p>Acids are substances that have a pH of 1-6 and contain hydrogen ions (<math>H^+</math>).</p> <p>Strong Acids have a higher concentration of hydrogen ions and has a pH 1-3.</p> <p>Weak Acids have a lower concentration of hydrogen ions and has a pH 4-6.</p>
	<p><u>ALKALIS</u></p> <p>Alkalis are substances that have a pH of 8-14 and contain hydroxide ions (<math>OH^-</math>).</p> <p>Strong Alkalis have a higher concentration of hydroxide ions and has a pH 12-14.</p> <p>Weak Alkalis have a lower concentration of hydroxide ions and has a pH 8-10.</p>

Questions	1. What is the scale called for measuring how acidic or alkaline a solution is?
	2. What solution has a pH of exactly 7?
	3. What does a universal indicator show us?
	4. Which pH value is the weakest of the alkalis?
	5. An indicator is added to a solution. It turns orange. What is the pH of the solution?
	6. What ions do acids contain?

Word Revolution	Base	A base neutralises an acid. Alkalis are soluble (dissolves in water) bases.
	Salt	A compound made of a metal and a non-metal (s).
	Neutralisation	When an acid reacts with a base in equal amounts and it makes compounds (Salt and Water) that are not acidic or alkaline.

**1: Neutralisation**

A neutralisation reaction is where an acid reacts with a base/alkali to produce a neutral solution of a salt and water.



Click here to find out!

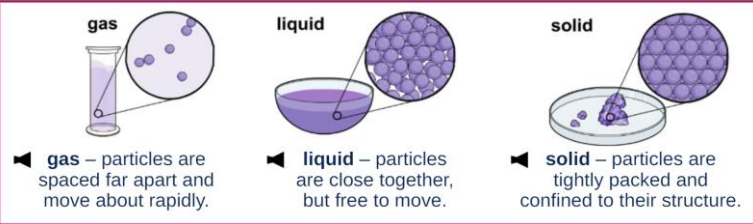
Questions

1. What are the names of the two substances formed in a neutralisation reaction?
2. Which part of the salt's name comes from an alkali/base?
3. Which part of the salt's name comes from an acid?
4. Copy and complete the following neutralisation reaction:  
potassium hydroxide + hydrochloric acid →
5. Copy and complete the following neutralisation reaction:  
lithium hydroxide + nitric acid →
6. Copy and complete the following neutralisation reaction:  
calcium hydroxide + sulphuric acid →

2: Universal indicator	Salts have specific names. For example, the scientific name for table salt is sodium chloride.
	Names of salts can be worked out from the names of the acid and the alkali that react to make them. There are two parts to a salt name: 1) The metal (taken from the alkali). 2) The ending of the second word "-ide" or "-ate" (taken from the acid).
	Hydrochloric acid makes a salt ending in chloride. Nitric acid makes a salt ending in nitrate. Sulphuric acid makes a salt ending in sulphate.
	Table salt (sodium chloride) is produced when hydrochloric acid reacts with sodium hydroxide. The full neutralisation reaction is hydrochloric acid + sodium hydroxide → sodium chloride + water

Word Revolution	Vibration	When particles move side to side really fast (shakes).
	Vacuum	A space with no particles in it.
	Speed	How far (distance) an object travelled in a certain amount of time.

1: Sound	Sound is made when an object vibrates. The vibrating object causes the particles around it to vibrate, then the vibrating particles cause their neighbouring particles to vibrate and so on.
	The series of vibrates creates a sound wave that travels through the air.
	Sound doesn't only travel through air; it can travel through other gases as well as liquids and solids. However, since sound requires particles to travel, it cannot travel through a vacuum.

3: Speed of sound in different states of matter.	 <p> <b>gas</b> – particles are spaced far apart and move about rapidly.  <b>liquid</b> – particles are close together, but free to move.  <b>solid</b> – particles are tightly packed and confined to their structure.         </p>
	The closer the particles, the faster sound travels. So, sound travels fastest through solids and slowest through gases.

2: Measuring the speed of sound	Speed = distance ÷ time and is measured in m/s.
	To measure the speed of sound two people stand at least 100m apart on a field. Person 1 claps their hands. Person 2 times how long it takes to hear the sound. You can then use the speed equation to find the speed of sound in air.
	In air, the speed of sound is 330m/s.

Questions	1. How fast is the speed of sound in air?
	2. Space is a vacuum, can sound can travel through space? Explain.
	3. What equation can you use to calculate speed of sound?
	4. Describe the particle structure of a liquid.
	5. Which object would the speed of sound be the fastest in: a brick wall or the air outside? Explain why.
	6. Explain how sound is created.



<b>Word Revolution</b>	Force	A push or a pull that acts on an object due to the interaction with another object. Force is measured in Newtons (N).
	Gravitational force	The universal force of attraction, which is acting between objects with mass. Known as Gravity.
	Non-contact force	A force that acts between two objects that are not physically touching e.g. gravity.

<b>1: Key ideas</b>	Gravity is a force between objects that have mass and acts to pull them towards each other.	<b>2: Sir Isaac Newton</b>	Sir Isaac Newton was a physicist who lived in England from 1643 to 1727.
	The strength of gravitational attraction (gravity) depends on the mass of the objects and the distance between them.		Newton realised that the motion of falling objects and objects orbiting in space must be caused by the same force – gravity. He calculated gravitational field strength on Earth to be $9.81 \text{ m/s}^2$ .
	Gravity is what makes objects fall to Earth and prevents objects in orbit from flying into space.		

<b>3: Mass v weight</b>	Mass is the amount of matter in an object. It is measured in kg. It has the same value anywhere in the Universe.
	Weight is the pull force due to gravity acting on an object. It is measured in Newtons. It has different values on different planets because they have different gravitational fields.

**Questions**

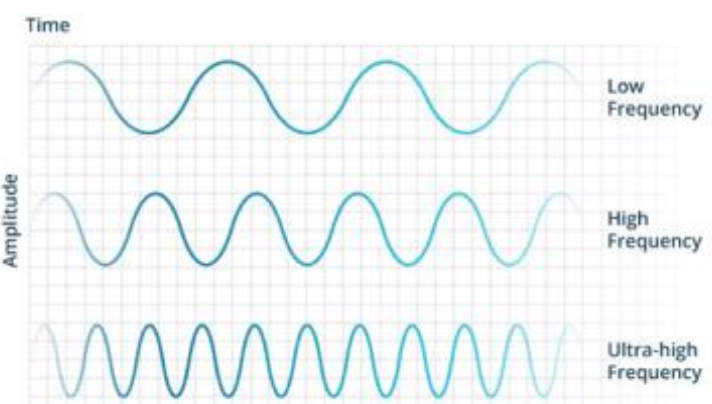
- 1. What is gravity?**
- 2. Which two things is gravity dependent on?**
- 3. What was the main discovery of Sir Isaac Newton?**
- 4. Explain how mass is different from weight.**
- 5. True or False: the larger the mass, the greater gravity acts on the object. Say why you have chosen your answer.**
- 6. True or False: if there was no gravity from the sun, the planets would crash into the sun. Say why you have chosen your answer.**

Word Revolution	Frequency	Number of complete wave cycles per second.
	Amplitude	Maximum displacement of a particle from it's equilibrium position.
	Wavelength	Distance between two identical points on two consecutive waves.

**1: Frequency**

The frequency of a waves is the number of complete wave cycles per second. The unit of frequency is hertz (Hz).

Frequency is linked to pitch. The higher the frequency, the higher the pitch.



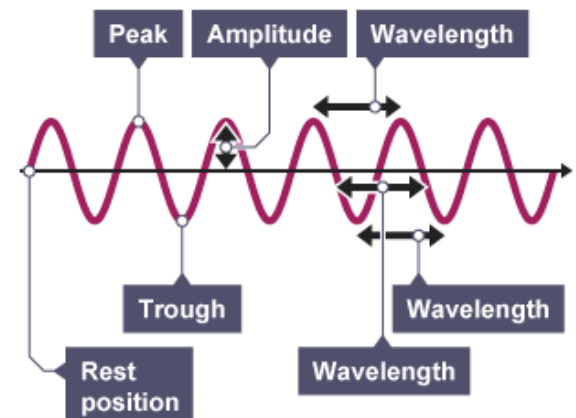
**2: Amplitude**

Amplitude is the **maximum displacement** of a particle from it's equilibrium (starting / at rest) position. Amplitude is measured in meters (m).

The larger the amplitude, the louder (more intense) the sound.

The loudness of a sound is measured using a sound intensity meter. The units are decibels (dB).

**3: Wave diagram**



**Questions**

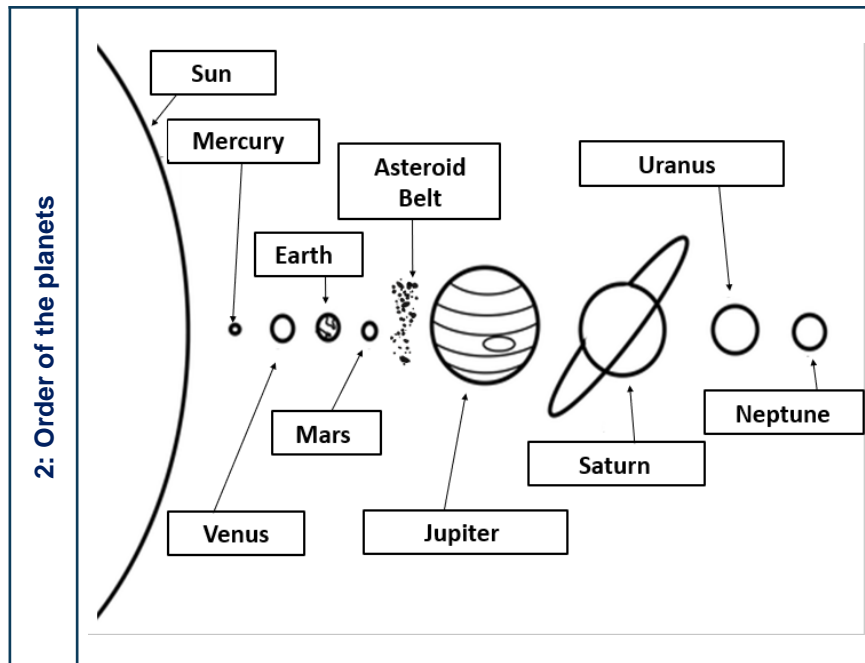
1. What is frequency?
2. What are the units for frequency?
3. What is amplitude?
4. What are the units for measuring amplitude?
5. What affects how loud a sound is?
6. Draw and label a diagram of a wave.



<b>Word Revolution</b>	Planet	A celestial object that orbits the Sun.
	Orbit	The path of an object around another object e.g. the Sun.
	Galaxy	A massive system of stars, their planets, dust and gas held together by gravity.

<b>1: The solar system</b>	The solar system is made up of various celestial objects including the sun (a star), the planets, moons, asteroids and comets.
	The sun is a star and is a ball of hot glowing gas. It has a strong gravitational field (the strongest in the solar system). All other celestial objects orbit the sun.

<b>3: Comets and Asteroids</b>	Comets are balls of rock and ice. The ice melts as the comet gets closer to the Sun producing a "tail". Many comets pass far outside of the solar system.
	Asteroids are large rocks that are mainly found in a belt between Mars and Jupiter. A dwarf planet called Ceres can be found in this asteroid belt.



<b>Questions</b>	1. Name the parts of the Solar system?
	2 Name the planets in the correct order.
	3. Between which two planets is the asteroid belt found?
	4 Which is the largest planet?
	5. What is a Comet?
	6. What is an asteroid?



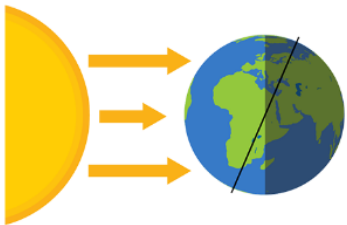
<b>Word Revolution</b>	Rotate	The circular motion of an object around its axis.
	Axis	An imaginary line that a planet spins around.
	Orbit	A regular repeating path that one object in space takes around another one.

1: Day and night

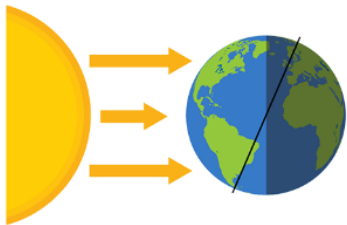
As Earth orbits the Sun, it rotates on it's axis. Each rotation of Earth on it's axis takes 24 hours. This period of time is called a day.

As Earth rotates on its axis, the side of Earth facing towards the Sun is lit and this side experiences daytime. The opposite side of the Earth faces away from the Sun, into space, and experiences night. The tilt of the Earth causes different lengths of day and night in most places on the planet.

**Day in the UK**



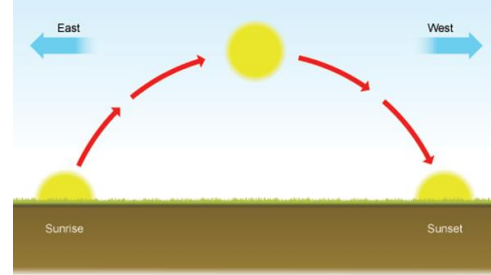
**Night in the UK**



2: Path of the sun

During the day, the Sun appears to move through the sky. Remember that this happens because the Earth is rotating about it's axis.

In the UK if we look south and follow the path of Sun in the sky during the day, it looks like this. It rises in the East and sets in the West.



## Questions

1. What does the Earth do as it orbits the Sun?
2. How long does each rotation of the Earth on its axis take?
3. What causes people living on the Earth to experience day?
4. Which way is the part of the facing when people there experience night?
5. Why is day and night not equal lengths in most places on the planet?
6. Where does the sun rise and set?

25

Word Revolution	Climate	Long term average weather conditions
	Pope	The head of the Catholic church
	Religion	A set of beliefs a group of people follow

1:	<ul style="list-style-type: none"> <li>•Weather refers to the day-to-day changes in the atmosphere. It differs from climate, which is the average <i>atmospheric</i> conditions found in a given area. Weather measurements can be used to create <i>forecasts</i>.</li> <li>•The UK's weather forecasts are put together using <i>data</i> collected from lots of different locations. UK weather forecasts are becoming more accurate.</li> <li>•There are many instruments that are used to collect weather data. These include rain gauges, <i>thermometers</i> and <i>anemometers</i>.</li> </ul>
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2:	<p>Henry wanted a son to reign after his death, but he and his first wife's only surviving child was a daughter, Mary. In the 1520s, Henry attempted to have his marriage <i>annulled</i> by the <i>Pope</i>. The Pope allowed Henry to put his marriage on trial in England. The Pope sent a representative, Cardinal Campeggio, to help give a judgment on the marriage. After months of deliberations, the Pope refused to grant Henry his annulment.</p> <p>Henry was disappointed and still wanted a male heir. Henry he was eager to act. He formally married Anne Boleyn in January 1533 and then created the Church of England. Henry made himself, not the Pope, the head of the English Church.</p>
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3:	<p>There are three main beliefs about God. An Atheist is someone who does not believe in God, an Agnostic is someone who is unsure of God's existence and a Theist is someone who believes in God. A person does not have to follow a religion to be a Theist, but many Theists do follow the religion of Islam, Christianity or Judaism. There are many reasons for different beliefs about God such as being brought up in a religious family or someone good or bad happening to someone. An individual may also change their beliefs about God over time.</p>
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Questions	1. How is climate different to weather?
	2. Give one instrument used to collect weather data?
	3. Why did Henry want to have his marriage annulled (cancelled)?
	4. What did Henry make himself head of?
	5. What does an agnostic believe?
	6. What does a theist believe?

Word Revolution	Land use	The function of an area – what activities are done on it
	Heir	Next in line to the throne
	Deity	A god or goddess

1:	<p><b>Land uses in the Yorkshire Dales:</b></p> <p>Farming: <i>sheep grazing</i> on the uplands, <i>dairy cattle</i> fed from <i>pasture</i> in the valley floors and a landscape of dry stone walls and stone barns.</p> <p>Quarrying: Around 4.5 million tonnes of rock are quarried each year. The main rocks quarried are limestone and gritstone.</p> <p>Tourism: Visitors go to the Yorkshire Dales to admire the distinctive scenery and landscape, such as Malham Cove, Gordale Scar and the waterfalls at Aysgarth and Ingleton.</p>
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3:	<p>Monotheism means belief in one God. Christianity Islam and Judaism are all <u>monotheistic</u> religions. These religions are called the Abrahamic religions as a man called Abraham is an important figure in all three of these religions. He was the first man to believe in one God and he was chosen by God to start the Jewish religion.</p> <p>Polytheism means belief in many gods. Hindus believe that Brahman is the one true ultimate being (God). However, they also believe that there are many deities. (a god or goddess,) there are thousands of deities in Hinduism.</p>
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2:	<p>Henry VIII is famous for having six wives, three of whom gave birth to heirs to the throne. Henry was cruel to his wives. This inspired the rhyme about their fates: 'divorced, beheaded, died, divorced, beheaded, survived'. His wives were: Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard and Catherine Parr.</p>
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Questions	1. What are the 3 main land uses in the Yorkshire Dales?
	2. What are the main rocks quarried in the Yorkshire Dales?
	3. How many wives did Henry have?
	4. What is the famous rhyme called which talks about the fates of his wives?
	5. What does monotheism mean?
	6. Give two examples of a monotheistic religion



Word Revolution	National Park	An area of land protected by the government
	Dissolution	To close down
	Creation	The act by which Christians and Jews believe God created the world

1:	<p>The UK's national parks take in some of the country's most beautiful natural landscapes, including coasts, mountains and forests. In 1949 the National Parks and Access to the Countryside Act was passed in order to protect the UK's areas of natural beauty and ensure that everyone could enjoy them today and in the future.</p> <p>There are currently 12 national parks across England and Wales including Dartmoor, the New Forest, the Lake District, the Peak District, the Yorkshire Dales and Snowdonia.</p>	<p>Christians and Jews believe that God created the world and everything in it. The creation story can be found in Genesis in the Old Testament of the Bible, which is the same as the Jewish Torah. Christians and Jews believe that God created the world in 6 days and rested on the seventh day. Some believe that the 6 days were 6 periods of time (which could have been thousands of years) rather than 6 actual '24 hour' days. Many Christians and Jews believe in something called 'Theistic evolution'. This is the idea that God was involved in the process of evolution,</p>
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2:	<p>Henry and Cromwell sent men to strip the monasteries of their treasures, and established a new part of the government called the Court of Augmentations. Its job was to organise the selling of the monasteries and their land to noblemen and the gentry. The profits went to the king. It was one of the largest changes of land ownership in English history. Henry gained immense wealth, and his nobles bought up monasteries and their lands, converting them into grand homes. This was called the Dissolution of the Monasteries.</p>	<div>Questions</div> <ol style="list-style-type: none"> <li>1. What is the purpose of National Parks?</li> <li>2. How many National Parks are there in England and Wales?</li> <li>3. What was taken off the monasteries?</li> <li>4. Where did the profits go?</li> <li>5. Where can the Christian creation story be found?</li> <li>6. What is 'theistic evolution'?</li> </ol>
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# Subject:

Year 7 Semester 2 W4

Word Revolution	Tourism	People visiting a location for pleasure
	Middle Way	A strategy used by Elizabeth to bring unity to Catholics and Protestants

1:	<p><i>Mass tourism</i> occurs when large numbers of people visit the same place at any one time. This includes sunbathing on a beach, eg the Costa del Sol (Spain), skiing in the mountains such as the Swiss Alps, visiting a <i>national park</i> such as Loch Lomond and the Trossachs (Scotland), or travelling to a theme park, eg Disney World in Florida. Governments and local people often favour mass tourism as it generates a lot of income. Mass tourism is often the most popular form of tourism as it is usually the cheapest way to go on holiday by booking a <i>package deal</i> using the internet or through a <i>travel agent</i>.</p>
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3:	<p>The Ten Commandments are ten rules for living which can be found in the Christian Bible and the Jewish Torah. But did you know that the Ten Commandments form the basis of many laws in legal systems around the world such as 'do not murder' and 'do not steal'? The Ten Commandments are not just religious rules but are rules about how humans should treat one another such as 'honour your other and father' (honour means to respect them and do what they ask) and 'do not commit adultery' (adultery is the act of cheating on your husband or wife).</p>
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2:	<p><b>Henry VIII</b>, had broken from the Catholic Church in Rome. Henry remained a Catholic until the end of his life. <b>Edward VI</b> built on the changes that his father had started, and became a devout Protestant. <b>Mary I</b> restored Catholicism to England, attempting to make the country's religion the same as it had been at the beginning of Henry's reign. At first, <b>Elizabeth I</b> attempted to forge a 'middle way' for religion in England. She wanted to create an inclusive Protestant Church that allowed her to be in a position of authority, while enabling former Catholics to feel that they could follow the new approach to religious worship.</p>
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Questions	1. What is mass tourism?
	2. Why do governments and local people favour mass tourism?
	3. Who restored Catholicism to England?
	4. How did Elizabeth try to unify Protestants and Catholics?
	5. What are the Ten Commandments?
	6. Name one of the Ten Commandments?

Word Revolution	Environment	An area's surroundings, often to do with nature
	Armada	A Fleet of Warships
	Charity	The act of helping others

1:	<p>Tourism can have both positive and negative impacts on the environment:</p> <p><b>Positive:</b></p> <ul style="list-style-type: none"> <li>• Many tourists are more <i>environmentally conscious</i> and can have a positive impact on the landscape by donating money to local <i>nature reserves</i>.</li> <li>• Beaches can be cleaned up to ensure they are safe enough for tourists to use, through initiatives like <i>Blue Flag</i>.</li> </ul> <p><b>Negative:</b></p> <ul style="list-style-type: none"> <li>• Land is lost from farming for tourist developments.</li> <li>• Increased air travel contributes to <i>global warming</i>.</li> <li>• <i>Traffic congestion</i> increases air and noise pollution.</li> <li>• Many tourist facilities spoil the look of the natural environment.</li> </ul>
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2:	<p>In the summer of 1588, Philip II attempted to launch an invasion of England. This was one of the largest attempted invasions England had seen. 130 Spanish ships were sent to invade.</p> <p>There were a couple of main factors in the defeat of the Armada:</p> <ul style="list-style-type: none"> <li>• Elizabeth's naval commanders were highly skilled.</li> <li>• Strong storms scattered, and sank, many of the Spanish ships.</li> <li>• The English ships were designed for battle. Many of the Spanish ships were not warships, and were generally used for transporting soldiers and supplies.</li> </ul>
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3:	<p>Helping others is an important part of every religion. One of the pillars of Islam which is specifically about helping others/charity is called Zakat. All adult Muslims who can afford it are required to give 2.5% of their wealth to help those in need.</p> <p>In Judaism, helping others/doing acts of charity is called Tzedakah. It is an important duty of every Jewish person to perform Tzedakah. People can either give money or carry out acts of loving kindness.</p>
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Questions	1. How can tourism benefit the environment?
	2. How can tourism have a negative impact on the environment?
	3. How many ships invaded England in 1588?
	4. Name 1 reason why the Spanish Armada was defeated?
	5. What is the pillar of charity called in Islam?
	6. How much of their wealth do adult Muslims have to give for zakat?

Word Revolution	Global warming	Average global temperature increase
	Flourished	To grow and develop
	Environment	The plants and animals around us

1:	<p>Global warming is the unusually fast increase in the Earth's average surface temperature and is caused by <i>greenhouse gases</i> like carbon dioxide and methane being released into the atmosphere, known as <i>emissions</i>.</p> <p>Greenhouse gases trap heat escaping from the Earth's surface – some of these are a <b>good</b> thing, but the Earth now has too many.</p>
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3:	<p>All religions believe that they have a duty to look after the world. Christians are told that they must be 'stewards' of the earth, this means they must look after it and protect it for future generations because it was created by God, They are told to do this in the book of Genesis.</p> <p>Buddhists do not believe in a god and therefore do not believe that God created the world. However they still believe that the world must be cared for. One of the key rules they follow is not to harm any living thing. Many Buddhists are vegetarian for this reason.</p>
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2:	<p>The reign of Elizabeth I led to significant changes in culture and society:</p> <ul style="list-style-type: none"> <li>Theatre flourished, with many new plays written and performed. This gave people the opportunity to enjoy going to the theatre, though others were less pleased about this development. They worried about the crowds at the theatre possibly increasing the spread of disease, that pickpockets might steal from the crowds and that people would become distracted from religion.</li> </ul>
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Questions	1. What causes global warming?
	2. What do greenhouse gases do?
	3. What flourished during the reign of Elizabeth I?
	4. Why were some people not pleased about this new opportunity?
	5. What does a 'steward' of the earth have to do?
	6. Why are many Buddhists vegetarian?



Word Revolution	Fossil fuels	Coal, oil and gas – created from the remains of dead animals and plants.
	Westminster	The bustling government area in London
	Hero	An inspirational and courageous person

1:	<p>Some human activities increase the greenhouse gases in the atmosphere:</p> <ul style="list-style-type: none"> <li>• <b>Burning fossil fuels</b>, eg coal, gas and oil - these release carbon dioxide into the atmosphere.</li> <li>• <b>Deforestation</b> - trees absorb carbon dioxide during photosynthesis. If they are cut down, there will be higher amounts of carbon dioxide in the atmosphere.</li> <li>• <b>Dumping waste in landfill</b> - when the waste decomposes it produces methane.</li> <li>• <b>Agriculture</b> - agricultural practices lead to the release of nitrogen oxides and methane into the atmosphere.</li> </ul>
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2:	<p>Martin Luther King and Malala Yousafzai are both examples of what we call Religious Superheroes. Martin Luther King was a Christian Pastor who stood up for the rights of black people to be treated equally in 1950's America. Many white people supported him and marched with him alongside him as his supporters. Malala Yousafzai is a Muslim. She was shot in the head by the Taliban for bravely speaking out against them for not letting girls to go to school. She amazingly survived which she puts down to her faith in Allah and the prayers of her family.</p>
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3:	<p>John Blanke was a Tudor musician. Historians believe that he may have come to England alongside Catherine of Aragon, as part of her household staff. Records tell us that John was employed by Henry VII and Henry VIII; there is evidence to show that he performed at both the funeral of Henry VII and the coronation of Henry VIII.</p> <p>John also had an important role in the Westminster Joust of 1511. This joust was a grand spectacle to celebrate the birth of Henry and Catherine's son, Henry, who died shortly afterwards. John would have been part of a large group of trumpeters who announced the entrance of the King at the beginning and end of the joust.</p>
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Questions	1. What greenhouse gas does burning fossil fuels release?
	2. What activities release methane?
	3. Who was John Blanke employed by?
	4. What part did John Blanke play in the Westminster joust?
	5. What did Martin Luther King stand up for?
	6. Who does Malala Yousafzai thank for her survival?



Word Revolution	Renewable	Does not run out
	Free Diver	A mode of underwater diving which relies on breath holding until resurfacing
	Festival	A religious celebration

1:	<p>We can use energy in a more sustainable way by increasing our use of <i>renewable</i> energy or by using <i>non-renewable</i> energy more efficiently. These include:</p> <ul style="list-style-type: none"> <li>•Using <i>biomass</i> – animal or plant waste that can be burnt to generate electricity.</li> <li>•Generating <i>geothermal power</i> uses the heat stored within the Earth.</li> <li>•Increasing <i>wind turbines</i>, <i>solar panels</i> and <i>hydroelectric power (HEP)</i> stations to generate more renewable energy.</li> </ul>
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3:	<p>Festivals are an exciting part of religious life, we all know about celebrating Christmas and Easter in Christianity, but do you know about celebrating Hanukkah in Judaism and Eid In Islam? Hanukkah is the Jewish eight-day, wintertime “festival of lights,” celebrated with a nightly menorah lighting, special prayers, fried foods and exchanging gifts. The word Eid mean 'feast or festival'. Every year Muslims celebrate both Eid al-Fitr and Eid al-Adha. Eid al-Fitr takes place at the end of Ramadan, and translates as "the festival of the breaking of the fast".</p>
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2:	<p>Jacques Francis was an expert swimmer and <i>free diver</i>. This meant that he was able to hold his breath for a long time and dive down to the seabed. Jacques was born on the coast of West Africa in a region which, according to Miranda Kaufmann's research, was known for free diving.</p> <p>In the late 1540s, Jacques was employed by a Venetian man, Peter Paolo Corsi. Corsi specialised in recovering goods from sunken and wrecked ships. In 1546, Jacques was part of a group of salvage divers and workers hired to recover guns from the <i>Mary Rose</i> for King Henry VIII.</p>
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Questions	1. What is biomass?
	2. What is geothermal energy?
	3. What were the skills of Jacques Francis?
	4. What did Jacques manage to do for Henry VIII?
	5. What is Hanukkah?
	6. What does Eid mean?



Word Revolution	Environment	An area's surroundings, often to do with nature
	Monasteries	Houses of religion run by monks
	Theist	Someone who believes in God or a divine being

1: Geography	<p>Recap: The UK's national parks take in some of the country's most beautiful natural landscapes, including coasts, mountains and forests.</p> <p>Tourism can have both positive and negative impacts on the environment:</p> <p><b>Positive:</b></p> <ul style="list-style-type: none"> <li>• Many tourists are more <i>environmentally conscious</i> and can have a positive impact on the landscape by donating money to local <i>nature reserves</i>.</li> </ul> <p><b>Negative:</b></p> <ul style="list-style-type: none"> <li>• Land is lost from farming for tourist developments.</li> <li>• Increased air travel contributes to <i>global warming</i>.</li> </ul>	3	<p><b>End of topic Recall</b></p> <ul style="list-style-type: none"> <li>• The Five Pillars of Islam – foundational principles for how Muslims live their life. The Ten Commandments – a set of rules that form the foundation of many laws and moral guidelines for treating others</li> <li>• Charity – a religious duty/responsibility to help and support others.</li> <li>• Stewardship – the religious idea of looking after the world for those around us/future generations.</li> <li>• Religious Superheroes – historical figures who put their trust and faith in God to help others in challenging situations.</li> <li>• Festivals – an exciting, symbolic, important part of religious life</li> </ul>
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2:	<p>End of topic recall: There were many significant changes in the Tudor period, including:</p> <ul style="list-style-type: none"> <li>• <b>Henry VIII</b> and Cromwell sent men to strip the monasteries of their treasures. This was called the Dissolution of the Monasteries. It was one of the largest changes of land ownership in English history. Henry gained immense wealth, and his nobles bought up monasteries and their lands.</li> <li>• <b>Mary I</b> changed England back into a Catholic country.</li> <li>• Under <b>Elizabeth I</b> theatre flourished, with many new plays written and performed. This gave people the opportunity to enjoy going to the theatre, though others were less pleased about this development.</li> </ul>	Questions	<ol style="list-style-type: none"> <li>1. Give one positive of tourism.</li> <li>2. Give one negative of tourism.</li> <li>3. What did Henry VIII gain from the Dissolution of the Monasteries?</li> <li>4. What flourished (grew) during the reign of Elizabeth I?</li> <li>5. What is the Pillar of Islam called that means charity?</li> <li>6. What is the word for taking care of the environment?</li> </ol>
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Word Revolution	Adverbs of Frequency	Adverbs of frequency are used to describe how often something happens
		Adverbs usually come after the verb they describe in French
		Adverbs do not change in form in French

1:	souvent - often	2:	deux fois par semaine – twice per week
	tous les jours – every day		une fois par mois – once per month
	le soir – in the evening		trois fois par an – three times per year
	le matin – in the morning		tout le temps – all the time
	le weekend – at the weekend		quand je veux – when I want
	de temps en temps – from time to time		quand tu veux – when you want

3:	j'utilise mon portable – I use my mobile phone	Questions	1. Je prends des photos le weekend.
	je prends des photos – I take photos		2. Je télécharge de la musique le soir.
	je vais sur des réseaux sociaux – I go on social media		3. Je regarde des clips vidéos tout le temps.
	je télécharge de la musique – I download music		4. J'utilise mon portable tous les jours.
	je regarde des clips vidéos – I watch video clips		5. J'écris un blog trois fois par an.
	j'écris un blog – I write a blog		6. Je vais sur des réseaux sociaux quand je veux.



Word Revolution	On peut + infinitive	On peut comes from the verb 'pouvoir', meaning to be able
		On peut is followed by an infinitive to say what you 'can' do
		An infinitive in French ends in –er, -ir or -re

1:	pouvoir – to be able (+ infinitive)	2:	poster des commentaires – to post comments
	on peut – you / we are able (+ infinitive)		passer des commentaires – to make comments
	je peux – I am able (+ infinitive)		voter pour quelque chose – to vote for something
	grâce au portable – thanks to the mobile phone		faire partie d'un groupe – to join a group
	grâce à la technologie – thanks to technology		chatter avec mes amis – to chat with my friends
	grâce aux réseaux sociaux – thanks to social media		télécharger des chansons – to download songs
3:	blogger – to write a blog	Questions	1. On peut blogger.
	partager des photos – to share photos		2. On peut jouer sur internet.
	participer à un forum – to take part in a forum		3. On peut poster des commentaires.
	me faire des amis – to make friends		4. Grâce à la technologie, on peut partager des photos.
	communiquer avec des amis – to communicate with friends		5. Grâce au portable, je peux communiquer avec des amis.
	jouer sur internet – to play on the internet		6. Grâce aux réseaux sociaux, je peux me faire des amis.



Word Revolution	Justifying opinions	Justified opinions give additional information and allow you to provide more detail
		These can be formed in a variety of different ways in French
		Justified opinions give you the opportunity to use more complex language structures

1:	à mon avis – in my opinion	2:	dangereux - dangerous
	je pense que – I think that		utile – useful
	je crois que – I believe that		par contre – on the other hand
	j'ai l'impression que – I am under the impression that		une bonne idée – a good idea
	il me semble que – it seems to me that		parce que / car - because
	il me paraît que – it appears to me that		même si – even if

3:	des avantages - advantages	Questions	1. A mon avis jouer sur internet, c'est dangereux.
	des inconvénients - disadvantages		2. Je pense que prendre des photos, c'est utile.
	il y a - there is / are		3. Par contre, il y a des inconvénients.
	c'est - it is		4. Blogger, c'est une bonne idée.
	ce que j'aime le plus c'est – what I like the most is		5. Je crois que faire des amis sur internet, c'est dangereux.
	ce que je n'aime pas c'est – what I don't like is		6. Ce que j'aime le plus, c'est communiquer avec des amis.



Word Revolution	Using the perfect tense to describe actions in the past	The perfect tense is used to describe finished actions in the past tense
		The perfect tense has three parts in French – the subject, the auxiliary and the past participle
		The ending for the past participle depends on the form of the infinitive (-er, -ir or -re)

1:	hier - yesterday
	la semaine dernière – last week
	le weekend dernier – last weekend
	mardi dernier – last Tuesday
	il y a deux jours – two days ago
	hier soir – last night

2:	écouter de la musique – to listen to music
	jouer sur internet – to play on the internet
	chatter avec ma sœur – to chat with my sister
	communiquer avec la famille – to communicate with the family
	partager des photos – to share photos
	vendre des vêtements – to sell clothes

## The Perfect (past) Tense (for finished actions in the past)

avoir - to have

J'	ai
Tu	as
Il Elle on	a
Nous	avons
Vous	avez
Ils Elles	ont

+ past participle

ER	→ é	regardé
IR	→ i	fini
RE	→ u	vendu

ils ont parlé – they spoke/have spoken

tu as fait – you did/have done

Questions

1. Hier, j'ai joué sur internet avec des amis.
2. Le weekend dernier, j'ai communiqué avec ma sœur.
3. Mardi dernier, j'ai écouté de la musique.
4. Il y a deux jours, il a partagé des photos.
5. Hier soir, nous avons vendu des vêtements.
6. La semaine dernière, elle a téléchargé des chansons.



Word Revolution	Opinions with 'le', 'la' and 'les'	In French, you use a definite article when giving your opinion, such as 'j'aime la pizza
		You choose the correct article, depending if the noun is masculine, feminine, plural or starts with a vowel
		You should include at least two opinions in every piece of writing or speaking task that you complete

1:	le poisson – (the) fish	2:	parce que / car - because
	le riz – (the) rice		puisque - since
	la viande – (the) meat		c'est – it is
	la soupe – (the) soup		délicieux(se) – delicious
	les légumes – (the) vegetables		dégoûtant(e) – disgusting
	les nouilles – (the) noodles		merveilleux(se) – wonderful

3:	j'aime – I like	Questions	1. J'aime manger le poisson.
	je n'aime pas du tout – I don't like at all		2. Ce que j'adore manger, c'est les nouilles.
	je déteste surtout – I particularly hate		3. Je déteste surtout le riz, car c'est dégoûtant.
	ce que je déteste le plus, c'est – what I hate the most is		4. Je n'aime pas du tout les légumes.
	ce que je préfère manger, c'est – what I prefer to eat is		5. J'aime la viande, car c'est délicieux.
	ce que j'adore manger, c'est – what I love to eat is		6. Ce que je préfère manger, c'est la soupe.



Word Revolution	3 <sup>rd</sup> person present tense opinions	The third person refers to someone else (ie, he, she, it or they)
		In French, these are translated as 'il' (he/it), 'elle' (she/it), ils/elles (they)
		The end of the verb changes, depending on the subject of the sentence

1:	le steak-frites – (the) steak and chips	2:	parce que / car - because
	le fromage – (the) cheese		mais - but
	la pizza – (the) pizza		cependant / pourtant - however
	la glace – (the) ice cream		c'est – it is
	les escargots – (the) snails		délicieux(se) – delicious
	les pommes de terre – (the) potatoes		dégoûtant(e) – disgusting

3:	il/elle aime – he/she/it likes	Questions	1. Il aime le steak-frites.
	ils/elles aiment – they like		2. Elles n'aiment pas les escargots.
	il/elle n'aime pas – he/she/it doesn't like		3. Elle adore la glace, car c'est délicieux.
	ils/elles n'aiment pas – they don't like		4. Ils détestent la pizza.
	il/elle adore – he/she/it loves		5. Tom adore les pommes de terre.
	ils/elles adorent – they love		6. Sara et Lisa aiment le fromage.





Word Revolution	Partitive articles	Partitive articles are used to talk about an unspecified quantity of something
		In French, the partitive article changes, depending on whether the noun is masculine, feminine or plural
		The partitive articles in French are du, de la or des. Du and de la become de l' before a vowel

1:	du poisson – (some) fish	2:	je mange – I eat
	du riz – (some) rice		je bois – I drink
	de la viande – (some) meat		je prends – I take/have
	de la soupe – (some) soup		je choisis – I choose
	des légumes – (some) vegetables		il/elle mange – he/she eats
	des nouilles – (some) noodles		il/elle boit – he/she drinks

3:	du lait (some) milk	Questions	1. Je mange de la viande.
	de l'eau – (some) water		2. Il boit de la limonade.
	de la limonade – (some) lemonade		3. Je prends des fraises.
	des fraises – (some) strawberries		4. Elle mange des nouilles.
	des œufs – (some) eggs		5. Je choisis des œufs et du beurre.
	du beurre – (some) butter		6. Il mange de la viande et du riz.



Word Revolution	Using 'préféré' to express favourites	Préféré is the past participle of preferer, meaning to prefer
		It can be used as an adjective in French to say what your favourite is
		As an adjective, it must agree with the noun it describes eg. 'mon poisson préféré', but 'ma glace préférée'

1:	mon plat préféré – my favourite dish (m)	2:	parce que / car - because
	ma boisson préférée – my favourite drink (f)		c'est – it is
	mes fromages préférés – my favourite cheeses (mpl)		savoureux(se) - tasty
	mes glaces préférées – my favourite ice creams (fpl)		fade – bland / tasteless
	est - is		parfait - perfect
	ils/elles sont – they are		bizarre – strange / weird

3:	n'est pas – is not	Questions	1. Mon plat préféré, c'est la pizza.
	ne sont pas – are not		2. Ma boisson préférée, c'est la limonade.
	je le/la/les trouve – I find it / them		3. La glace que j'adore, c'est la vanille.
	ce que j'adore manger, c'est – what I love eating is		4. Mes glaces préférées sont le chocolat et la banane.
	la glace que j'adore, c'est – the ice cream that I love is		5. Mon plat préféré sont les nouilles, car ils sont savoureux.
	le fromage que je déteste, c'est – the cheese that I hate is		6. Mes fromages préférés sont le camembert et le brie.



Word Revolution	Developing justified reasons	Justified opinions give additional information and allow you to provide more detail
		These can be formed in a variety of different ways in French
		Justified opinions give you the opportunity to use more complex language structures

1:	parce que / car - because	2:	bon / bonne - good
	plus ____ que – more ____ than		Salé(e) – savoury/salty
	moins ____ que – less ____ than		Sucré(e) – sweet
	je suis fan de – I am a fan of		horrible - horrible
	ce que j'aime le plus, c'est – what I like the most is		j'ai mangé – I ate
	mon frère / ma sœur aime – my brother / sister likes		c'était – it was
3:	qui s'appelle – which is called	Questions	1. J'aime la pizza plus que la viande.
	qui contient – which contains		2. J'ai mangé une soupe salée – c'était horrible.
	qui est typique de – which is typical of		3. Mon frère préfère manger de la glace au chocolat.
	chez nous – at our house / at home		4. Chez nous je mange des nouilles en particulier.
	au restaurant – at the restaurant		5. Je préfère manger au restaurant – c'est délicieux.
	en particulier – in particular		6. Je mange un plat qui contient des légumes.

## Timetable:

***Please stick a copy of your timetable here.***



**Creating a climate for great learning, success and opportunity**