Year 7 Student
Knowledge Organiser

‘Knowledge is power’

‘Focusing on your learning’

Cockshut Hill School
A NINESTILES ACADEMY

Name: ______________________________

Form: ______________________________

‘Nothing But The Best’
Why study?

Students study because they treasure opportunities to learn. Our students understand that in order to make excellent progress towards bright futures, they need to take responsibility for their own success and study beyond the classroom walls. Study at Cockshut Hill has three core purposes:

1. We want you to have the very best opportunities and chances of success when you leave school. Achieving good GCSE results will help you do that and the qualifications are yours for the rest of your life.

2. To gain good grades at GCSE, you need to work hard every lesson, every day. If you are in school every single day for your 5 years at Cockshut Hill, you will have 4,625 total hours of practice.

3. We want to make studying at home and with parent / carers as easy as possible.

Study at Cockshut Hill will be used:
- To prepare for new learning taking place in your lessons.
- To consolidate the learning that has taken place during a lesson, giving you the opportunity to practice and refine particular aspects of your knowledge, and understanding.
- To stretch your knowledge and understanding beyond the curriculum.

How should I study?

When completing study you will follow the steps outlined below:
- Read through the relevant section of the Knowledge organiser – a number will be relevant to each week e.g. 1 = learn in week one.
- Copy out the information from the knowledge organiser.
- Copy this information out again.
- Cover up your work/knowledge organiser and attempt to copy out the information from memory.
- Correct any spelling mistakes, factual mistake and anything you have missed when writing by memory by using green pen.

What happens if I don’t study?

Your tutor will check your practice book every morning during tutor time. You must have your KO with you at all times. On Thursday in tutor time your tutor will check your study has been completed for the week and record the number of study sessions on your study log (maximum 6). If you do not complete study and your study log is not as expected, you will be spoken to and parents will be informed if this happens on more than two occasions per Knowledge organiser time frame.

How will teachers know if students are completing their study effectively?

- Study checks will be embedded into schemes of work in addition to regular assessments to test learning from study.
- Knowledge Organisers will be monitored by form tutors on a daily basis.

What are the rewards of completing study effectively?

- Students will reap the rewards of regular, purposeful study in the progress that they make across their subjects - students will begin to truly master units of work, seeing their rate of progress increase as a result.
### Study Timetable

<table>
<thead>
<tr>
<th>Year</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekend</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>English Reading</td>
<td>Maths Reading</td>
<td>Science Reading</td>
<td>Geography Reading</td>
<td>History Reading</td>
<td>MFL Reading</td>
</tr>
<tr>
<td>8</td>
<td>English Reading</td>
<td>Maths Reading</td>
<td>Science Reading</td>
<td>Geography Reading</td>
<td>History Reading</td>
<td>MFL Reading</td>
</tr>
<tr>
<td>9</td>
<td>English Reading</td>
<td>Maths Reading</td>
<td>Science Reading</td>
<td>Geography Reading</td>
<td>History Reading</td>
<td>MFL Reading</td>
</tr>
<tr>
<td>10</td>
<td>English Reading</td>
<td>Maths Reading</td>
<td>Science Reading</td>
<td>Geography Reading</td>
<td>History Reading</td>
<td>MFL Reading</td>
</tr>
</tbody>
</table>

**Year 10** – your other subjects will set work accordingly and will be recorded in your planners. EPA will still be set by your teachers and should be recorded in your planners.

### Expected length of time spent studying

<table>
<thead>
<tr>
<th>Year</th>
<th>Total nightly study</th>
<th>Usually made up of</th>
</tr>
</thead>
<tbody>
<tr>
<td>7, 8, 9</td>
<td>60 minutes</td>
<td>1 x 30 Study 1 x 30 reading</td>
</tr>
<tr>
<td>10</td>
<td>60 minutes</td>
<td>1 x 30 Study 1 x 30 reading</td>
</tr>
</tbody>
</table>

Students in Years 7, 8 and 9 are expected to spend 30 minutes each evening reading. This aspect of study will be monitored through the students’ parental support.

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**Thursday, 26th September 2013**

**Overpopulation**

1. Overpopulation means there are too many people living in a certain area, which can create environmental and social problems, such as there not being enough food or water and an increased number of people for the health care and education systems.

   Overpopulation also increases the amount of energy needed and this puts pressure on natural resources, increasing rates of deforestation and fossil fuel consumption.

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   Overpopulation also increases the amount of energy needed and this puts pressure on natural resources, increasing rates of deforestation and fossil fuel consumption.

3. Overpopulation means there are too many people living in a certain area, which can create environmental and social problems, such as there not being enough food and water and an increased number of people for healthcare and education.

   It also increases the energy needed, this puts...
## English KO1

<table>
<thead>
<tr>
<th>Week</th>
<th>Category</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Some grammar terms</td>
<td>Noun</td>
<td>A noun refers to a person, place, thing, or idea. The following words are nouns: child, town, granite, kindness, Monday, Cockshut Hill, government, elephant, Joshua and Birmingham.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verb</td>
<td>Verbs are action words. A verb can express a physical action (e.g., to swim, to write, to climb); a mental action (e.g., to think, to guess, to consider) or a state of being (e.g., to be, to exist, to appear).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adjective</td>
<td>Adjectives are describing words. Large, grey, and friendly are all examples of adjectives. Adjectives modify nouns; adjectives are added to nouns to state what kind, what colour, which one or how many.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adverb</td>
<td>Adverbs are also describing words. Quickly and gently are examples of adverbs. Adverbs modify verbs; adverbs are added to verbs to state how the verb is carried out.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pronoun</td>
<td>A pronoun is a word used to replace a noun. Examples of pronouns are he, she, it, they. We use pronouns so that we don’t need to keep repeating the same nouns; for example, rather than repeat the noun ‘the car’ in this sentence, we use a pronoun so that “We took the car to the garage because the car needed fixing.” becomes “We took the car to the garage because it needed fixing.”</td>
</tr>
<tr>
<td>2</td>
<td>Types of nouns</td>
<td>Proper noun</td>
<td>A proper noun is a name used for an individual person, place, or organisation and needs an initial capital letter, e.g. Jane, London, and Unicef. Days of the week and months of the year are also proper nouns.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ordinary or common noun</td>
<td>Ordinary or common nouns are words that refer to a person, place, or thing but that is not the name of a particular person, place, or thing, like postman, city, day, car, table, cat. They can be preceded by an article (the, an, or a) or a possessive pronoun (my, our, his).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collective noun</td>
<td>A collective noun is a word which we use to define a group or collection of people, animals or things. In the phrase a herd of elephants, the word herd is a collective noun. English has a lot of collective nouns. You belong to a class – class is being used as a collective noun here.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Abstract noun</td>
<td>An abstract noun refers to a thing that has no physical existence; it is the name we give to an emotion, ideal or idea; you can’t see, hear, touch, smell or taste them. The opposite of an abstract noun is a concrete noun.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Concrete noun</td>
<td>A concrete noun denotes a material object rather than an abstract quality, state, or action; e.g. dog, building, tree.</td>
</tr>
<tr>
<td>3</td>
<td>Some more grammar terms</td>
<td>Preposition</td>
<td>A preposition is a word (one of the parts of speech and a member of a closed word class) that shows the relationship between a noun or pronoun and other words in a sentence. Some examples of prepositions are under, in, near, before, and on.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prefixes and suffixes</td>
<td>Prefixes (letters you can add to the beginning of a word) and suffixes (letters you can add to the end of a word) are used to build different words. Add the prefix ‘un’ to the word ‘happy’ and you make a new word; unhappy. Add the suffix ‘ful’ to the word ‘wonder’ and you make a new word; ‘wonderful’.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Article</td>
<td>An article is a type of determiner that precedes a noun. Two articles are recognised in English: the definite article (the) and the indefinite article (a/an).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Connective</td>
<td>A connective is a word or phrase that links clauses or sentences. Connectives can be conjunctions (eg but, when, because) or connecting adverbs (eg however, then, therefore).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conjunction</td>
<td>A conjunction is word used to link clauses within a sentence. For example, in the following sentences, but and if are conjunctions: It was raining but it wasn’t cold. We won’t go out if the weather’s bad.</td>
</tr>
</tbody>
</table>
There are two kinds of conjunction:
1. Co-ordinating conjunctions (and, but, or and so). These join (and are placed between) two clauses of equal weight.
   Do you want to go now or shall we wait a bit longer?
2. Subordinating conjunctions (eg when, while, before, after, since, until, if, because, although, that). These go at the beginning of a subordinate clause:
   We were hungry because we hadn’t eaten all day.
   Although we’d had plenty to eat, we were still hungry.
   We were hungry when we got home.

| 4 | Types of sentences | Command | A command is a sentence which tells someone to do something or gives an instruction. ‘Shut the door.’ Is a command. |
|   |                     | Question | A question is a sentence which asks someone something. It has a question mark at the end of it. ‘What did you have for dinner?’ is a question. |
|   |                     | Statement | A statement is a sentence that tells someone a piece of information. ‘Her birthday is in January.’ is a statement. |
|   |                     | Simple sentence | A simple sentence has a subject and ONLY ONE verb, for example: ‘The girl sprinted after the tiger.’ or ‘The cat purred.’ |
|   |                     | Compound sentence | A compound sentence is formed when you join two main clauses with a connective. In a compound sentence the clauses are linked by coordinating conjunctions (such as and, but, so, and or).
   I like bananas and I like grapes.
   Zoe can be rude at times but she is a nice girl. |
|   |                     | Complex sentence | A complex sentence is formed when you join a main clause and a subordinate clause with a connective. A subordinate clause is one that relies on a main clause to make sense.
   The connectives in complex sentences are subordinating conjunctions and they tell us about the order or the place in which things happened or specify a cause or effect relationship between events. Connectives used in complex sentences include after, although, as, because, if, since, unless, when.
   Some examples are:
   I love roast potatoes, although my mum prefers them mashed.
   You need to prepare for the spelling test tomorrow if you want to get all your spellings right.
   The big dog barked whenever I knocked on the door.
   Complex sentences can also be constructed by including relative clauses (which are subordinate clauses), for example: ‘Tom, who liked to read, settled down happily with his new book.’ |

| 5 | Some literary and figurative devices | Simile | A simile is a figure of speech that is used to make a comparison between two things by drawing attention to the similarity. The words ‘as’ or ‘like’ are generally used in a simile… Some examples of similes are ‘The sea was like a blue blanket’ or ‘The classroom was like a zoo.’ |
|   |                                         | Metaphor | A metaphor is a figure of speech that is used to make a comparison between two things that aren’t alike but do have something in common. Some examples of metaphor are ‘The sea was a blue blanket’ or ‘The classroom was a zoo.’ |
|   |                                         | Onomatopoeia | Onomatopoeia refers to a word which imitates the sound of something. It creates a sound effect that mimics the thing described, making the description more expressive and interesting. Some examples are bang, crash, hiss, whoosh. |
|   |                                         | Alliteration | Alliteration is a device in which a number of words, having the same first consonant sound, occur close together. Some examples are ‘Peter Piper picked a peck of pickled pepper’ and ‘The big bully bashed the bawling boy.’ |
|   |                                         | Rhyme | Words which rhyme have the same end sound. They do not have to be spelt the same; cat and bat rhyme with one another, as do sigh and eye. |
Prime numbers are numbers that are only divisible by themselves and one.

<table>
<thead>
<tr>
<th>2 as factors</th>
<th>3 as factors</th>
<th>4 as factors</th>
<th>5 as factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

Multiplying and dividing negative numbers

- \(2 \times 3 = 6\), \(-2 \times 3 = -6\)

A negative and an operation can lead to two signs being written next to each other e.g. 3 + -4 and 5 – -7
When two signs are written next to each other they can be simplified: -- is the same as +, + - is the same as –

Prime numbers are numbers that are only divisible by themselves and one.

3 245 769 is three million, two hundred and forty five thousand, seven hundred and sixty nine.
In the number 3 245 769 the 3 stands for five thousand and the 2 stands for two hundred thousand.
27.398 is twenty seven point three nine eight; you will note that fractions are read as single numbers.
In the number 27.398 the 3 stands for three tenths, the 9 stands for nine hundredths and the 8 for eight thousandths.

Factors

- A number that divides another leaving no remainder
- A number that is in the times table of another
- A number with only two factors
- A number that is made from multiplying a number by itself
- A number that is made from multiplying a number by itself and once again

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Linear sequences

1, 4, 7, 10 is a sequence starting with 1.
You get the next term by adding 3 to the previous term.
You are often asked to find a formula for the \(n\)th term.

As the common difference is 3, try 3n.
When \(n = 1\), 3n = 3, and we subtract 2 to make the first term correct.
So the \(n\)th term = 3n - 2
This method will always work for sequences where the difference between terms stays the same.
### SCIENCE

#### Year 7 Knowledge Organiser – Cell Structure, Elements, Compounds, Mixtures, Forces

<table>
<thead>
<tr>
<th>Organelle</th>
<th>A part of a cell with a specific function (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mitochondrion</td>
<td>A cell organelle in which respiration occurs (1)</td>
</tr>
<tr>
<td>Chloroplast</td>
<td>A cell organelle in which photosynthesis occurs (1)</td>
</tr>
<tr>
<td>Cytoplasm</td>
<td>Jelly-like substance in cells where chemical reactions occur (1)</td>
</tr>
<tr>
<td>Nucleus</td>
<td>A cell organelle found in eukaryotes containing their genetic material (1)</td>
</tr>
<tr>
<td>Cell membrane</td>
<td>Structure surrounding the cell that controls what moves in and out of the cell (2)</td>
</tr>
<tr>
<td>Vacuole</td>
<td>Found in plant cells, filled with cell sap, keeps the cell turgid (2)</td>
</tr>
<tr>
<td>Cell wall</td>
<td>Made from cellulose and provides structural strength for some cells (not animal cells) (2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>A substance containing only one type of atom. (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compound</td>
<td>A substance made from different elements chemically bonded together. (2)</td>
</tr>
<tr>
<td>Period</td>
<td>The name given to a row in the periodic table. (2)</td>
</tr>
<tr>
<td>Group Number</td>
<td>The elements in vertical columns of the periodic table. (3)</td>
</tr>
<tr>
<td>Noble gases</td>
<td>The elements in Group 0 of the periodic table. (3)</td>
</tr>
<tr>
<td>Mixture</td>
<td>More than one substance that are not chemically bonded. (3)</td>
</tr>
<tr>
<td>Solvent</td>
<td>The liquid that a solute dissolves in. (3)</td>
</tr>
<tr>
<td>Solution</td>
<td>A solute dissolved in a solvent. (3)</td>
</tr>
<tr>
<td>Soluble</td>
<td>A substance that will dissolve. (3)</td>
</tr>
<tr>
<td>Insoluble</td>
<td>A substance that will not dissolve. (4)</td>
</tr>
<tr>
<td>Solute</td>
<td>The solid that dissolves in a solvent. (4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Force</th>
<th>A push or a pull. (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Force</td>
<td>Is measured in Newtons (N) (4)</td>
</tr>
<tr>
<td>Air Resistance</td>
<td>A force that is caused by air with the force acting in the opposite direction to an object moving through the air (4)</td>
</tr>
<tr>
<td>Friction</td>
<td>The resistance that one surface or object encounters when moving over another (4)</td>
</tr>
<tr>
<td>Forces</td>
<td>Can be represented using arrows (5)</td>
</tr>
<tr>
<td>Contact force</td>
<td>A force that can be exerted between two objects when they touch. (5)</td>
</tr>
<tr>
<td>Non-contact force</td>
<td>A force that can sometimes be exerted between two objects that are physically separated. (5)</td>
</tr>
<tr>
<td>Velocity</td>
<td>A speed in a defined direction. (5)</td>
</tr>
<tr>
<td>Resultant force</td>
<td>A number of forces acting on an object may be replaced by a single force that has the same effect as all the forces acting together. This single force is called the resultant force. (5)</td>
</tr>
</tbody>
</table>
Geography Knowledge Organiser – Year Seven – Spring Term 2
Topic - Weather

<table>
<thead>
<tr>
<th>Key Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Climate</td>
<td>The average weather condition of a place.</td>
</tr>
<tr>
<td>1. Weather</td>
<td>The day to day conditions of the atmosphere.</td>
</tr>
<tr>
<td>1. Temperature</td>
<td>How or cold it is in a place.</td>
</tr>
<tr>
<td>1. Precipitation</td>
<td>Rain, snow, sleet or hail that falls to or condenses on the ground.</td>
</tr>
<tr>
<td>2. Perception</td>
<td>How something can be seen. A point of view,</td>
</tr>
<tr>
<td>2. A.C.</td>
<td>Advanced Country – A rich country e.g. UK</td>
</tr>
<tr>
<td>3. Tropical Storm</td>
<td>An intense weather system formed over tropical oceans</td>
</tr>
<tr>
<td>3. Equator</td>
<td>The line that separates the northern and southern hemispheres.</td>
</tr>
<tr>
<td>3 High Pressure</td>
<td>Where cooler air sinks.</td>
</tr>
<tr>
<td>3 Low Pressure</td>
<td>Where warmer air rises.</td>
</tr>
<tr>
<td>4 Drought</td>
<td>A prolonged period of low rainfall leading to water shortages.</td>
</tr>
<tr>
<td>4. Tomato</td>
<td>A mobile destructive vortex of revolving winds.</td>
</tr>
<tr>
<td>5. Impacts</td>
<td>An effect or influence.</td>
</tr>
<tr>
<td>5. Immediate Responses</td>
<td>Actions in the first week following a disaster.</td>
</tr>
<tr>
<td>5 Long Term Responses</td>
<td>Actions that go on for months or years after a disaster</td>
</tr>
</tbody>
</table>

Key Questions

1. Should I wear my coat to school tomorrow?
2. What are the perceptions of weather in the UK?
3. What ingredients are needed to form a hurricane?
4. To what extent does Birmingham experience Extreme Weather?
5. What did Hurricane Katrina do?

Did you know?
The driest continent is Antarctica. This is because it is too cold for the sun to heat up the oceans or melt the ice, so it does not evaporate. The wettest place on earth is Mawsynram in India, getting a whopping 11,871 mm every year!
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1096</td>
<td>Pope Urban II calls on Christians to go and fight for the Holy Land. This begins the <strong>First Crusade</strong> which ends in the conquest of Jerusalem.</td>
<td></td>
</tr>
<tr>
<td>1189</td>
<td>Saladin recaptures Jerusalem from the Crusaders. Leading to the Third Crusade led by Richard the Lionheart.</td>
<td></td>
</tr>
<tr>
<td>1248-1254</td>
<td>The Seventh Crusade fails, ending the Crusades.</td>
<td></td>
</tr>
<tr>
<td>1337-1453</td>
<td>Hundred Years War between England and France.</td>
<td></td>
</tr>
<tr>
<td>1348-1350</td>
<td>Black Death comes to England, eventually killing 40% of the population.</td>
<td></td>
</tr>
<tr>
<td>1351</td>
<td>The Statute of Labourers returned wages for peasants to the levels before the Black Death.</td>
<td></td>
</tr>
<tr>
<td>1381</td>
<td>The Peasants Revolt in England.</td>
<td></td>
</tr>
</tbody>
</table>

**Key people**

<table>
<thead>
<tr>
<th>Number</th>
<th>Person</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pope Urban II</td>
<td>The Leader of the Catholic Church. He promised that any Christian fighting for the Holy Land would go to heaven.</td>
</tr>
<tr>
<td>2</td>
<td>Saladin</td>
<td>Muslim leader who recaptured Jerusalem in 1189 and fought many battles with Richard.</td>
</tr>
<tr>
<td>2</td>
<td>Richard the Lionheart</td>
<td>King of England who joined the Third Crusade and fought Saladin.</td>
</tr>
<tr>
<td>5</td>
<td>John Ball</td>
<td>A priest who said that all people were equal and helped cause the Peasants Revolt.</td>
</tr>
</tbody>
</table>

**Key vocab and concepts**

<table>
<thead>
<tr>
<th>Number</th>
<th>Term</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Catholicism</td>
<td>A type of Christianity believed by all of Medieval England.</td>
</tr>
<tr>
<td>1</td>
<td>Peasant</td>
<td>A poor farmer who does not own any land.</td>
</tr>
<tr>
<td>1</td>
<td>Priest</td>
<td>A member of the Church.</td>
</tr>
<tr>
<td>2</td>
<td>Crusade</td>
<td>A religious war.</td>
</tr>
<tr>
<td>3</td>
<td>Four Humors</td>
<td>Believing the body is split into four parts.</td>
</tr>
<tr>
<td>3</td>
<td>Trade</td>
<td>The buying and selling of goods.</td>
</tr>
<tr>
<td>4</td>
<td>Black Death</td>
<td>A disease (bubonic plague) that killed 40% of England between 1348-1350.</td>
</tr>
<tr>
<td>4</td>
<td>Flagellants</td>
<td>People who whipped themselves because they thought God had sent them the Black Death to punish them.</td>
</tr>
<tr>
<td>5</td>
<td>Revolt</td>
<td>A violent attempt to overthrow the ruler.</td>
</tr>
<tr>
<td>5</td>
<td>Poll Tax</td>
<td>When everyone, rich or poor, pays the same amount of tax.</td>
</tr>
</tbody>
</table>
### Week 1
**La hora (time)**
- uno 1
- dos 2
- tres 3
cuarto 4
- cinco 5
- seis 6
- siete 7
- ocho 8
- nueve 9
diez 10
once 11
doce 12

Es la una = it is (followed by time – 1 o'clock)
Son las = it is (followed by time)

En punto = o'clock
Y cuarto = quarter past
Y media = half past
Menos cuarto = quarter to

### Week 2
**La rutina diaria**
- Me despierto = I wake up
- Me levanto = I get up
- Me ducho = I shower
- Me lavo = I wash
- Me visto = I get dressed
- Desayuno = I have breakfast
- Me lavo los dientes = I clean my teeth
- Voy al colegio = I go to school

### Key Grammar Concepts
Un = Masculine word for ‘a’
Generally nouns that end in ‘o’ or a consonant are masculine
Una = Feminine word for ‘a’
Generally nouns that end in ‘a’ are feminine
Es la = for singular hours (one o’clock)
Son las = for plural hours

### Week 3
**La rutina diaria**
- Me despierto = I wake up
- Me levanto = I get up
- Me ducho = I shower
- Me lavo = I wash
- Me visto = I get dressed
- Desayuno = I have breakfast
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### Key Grammar Concepts
Un = Masculine word for ‘a’
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Es la = for singular hours (one o’clock)
Son las = for plural hours

### Week 4
**Las reglas (rules)**
- Se debe = you must
- No se debe = you must not
- Se puede = you can...
- Escuchar en clase = listen in class
- Llegar a tiempo = arrive on time
- Hacer los deberes = do your homework
- Llevar uniforme = wear a uniform
- Llevar maquillaje = to wear make up
- Comer chicle = to chew chewing gum

### Week 5
**Mi colegio (my school)**
- Mi colegio se llama = My school is called
- En mi colegio, hay... = In my school, there is
- Una biblioteca = A library
- Una cafetería = A canteen
- Un laboratorio = Science lab
- Un aula = classroom
- Un patio = Playground
- Unas canchas de tenis = tennis courts
- Un gimnasio = a gym
- Un campo de fútbol = football pitch

### Useful websites to support revision
www.linguascope.com
username: cockshut
password: mfl123
**Week 1**

**L’heure (time)**

- un 1
- deux 2
- trois 3
- quatre 4
- cinq 5
- six 6
- sept 7
- huit 8
- neuf 9
- dix 10
- onze 11
- douze 12

**il est = it is (followed by time)**

- un quart = quarter
- demi = half

**il faut = you must**

- ne faut pas = you must not

**il est interdit de + infinitive = it is forbidden to...**

- Porter des bijoux = wear jewellery
- Se maquiller = wear make up
- Porter des baskets = wear trainers
- Porter des portables = use your mobile phone
- Fumer = to smoke
- Mâcher du chewing-gum = to chew gum

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**Week 2**

**La routine (daily routine)**

- Je me réveille = I wake up
- Je me lève = I get up
- Je me douche = I shower
- Je me lave = I wash
- Je m’habille = I get dressed
- Je prends le petit déjeuner = I have breakfast
- Je me brosse les dents = I clean my teeth
- Je vais au collège = I go to school

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**Week 3**

**L’heure (time)**

- moins cinq = five minutes past
- moins dix = ten minutes past
- moins le quart = quarter past
- moins vingt = twenty minutes past
- moins vingt-cinq = twenty-five minutes past
- moins demie = half past
- cinq = five
- dix = ten
- onze = eleven
- douze = twelve

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**Week 4**

**Les règles (school rules)**

- il faut = you must
- il ne faut pas = you must not

**il est interdit de + infinitive = it is forbidden to...**

- Porter des bijoux = wear jewellery
- Se maquiller = wear make up
- Porter des baskets = wear trainers
- Porter des portables = use your mobile phone
- Fumer = to smoke
- Mâcher du chewing-gum = to chew gum

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**Week 5**

**Mon collège (My school)**

- Mon collège s’appelle = My school is called
- Dans mon collège, il y a = in my school, there is

**Mon collège s’appelle = My school is called**

- Une bibliothèque = Library
- Une cafétéria = Café
- Un laboratoire = Science lab
- Une salle de classe = Classroom
- Un terrain de jeu = Playground
- Un gymnase = Gym

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**Key connectives**

- Et = and
- Aussi = also
- Cependant = however

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  **password:** mfl123

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**Key Grammar Concepts**

- Un = Masculine word for 'a'
- Une = Feminine word for 'a'

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**Example**

- e.g. il est trois heures et demie = it is three thirty