



2023-2024

Year 7 Cycle 2

100% Book

Name:

Tutor group:

Your 100% book and knowledge organisers

Knowledge organisers contain **critical** knowledge you must know. This will help you recap, revisit and revise what you have learnt in lessons in order to remember this knowledge for the long-term.

Students remember 50% more when they test themselves after learning.

You must have this 100% book for every lesson – it is part of your equipment.

You must keep your 100% books (even after you have finished the cycle or the year).

How do I use my 100% book for self-quizzing?



1) Write today's date and the title from the knowledge organiser and underline with a ruler



2) Write out the keywords leaving two lines between each word



3) Cover the definitions apart from the first: read it, cover it, say it in your head, check it



4) If you got it right, move on and quiz yourself on the rest in your head, one by one



5) Cover up all the definitions and write them out from memory



6) Check your answers using green pen

- Tick any definitions which are correct
- Correct any definitions not completely correct



Correcting spelling, punctuation and grammar

Your work will be marked across all subjects to help you improve your literacy. This is the code that will be used.

| Correcting your spelling, punctuation and grammar | |
|---|---|
| Sp + underlined word | The underlined word is spelt incorrectly. Look, cover, write then check. Do this at least three times so you spell it correctly. |
| A circle around part of a word or a space | Your punctuation is incorrect, or something is missing (including capital letters). |
| ? + wobbly line | You haven't explained your ideas clearly enough. |
| / | You need to start a new sentence here. Remember: full stop, capital letter. |
| // | You need to start a new paragraph here. Remember: new paragraphs for time, place, topic, person (TiPToP). |
| ^ | A word is missing where the arrow is pointing. |



Year 7 – Cycle 2 – Art & Design

| | | |
|----|-----------------------|--|
| 1 | Abstract | Art that uses basic shapes and colour rather than representing reality |
| 2 | Positive space | The area of an artwork designed to be the main focus |
| 3 | Negative space | The space around and between the focus of an image |
| 4 | Composition | Arranging different parts of an image |
| 5 | Collage | Art made by sticking different materials on top of one another |
| 6 | Silhouette | An object seen as a solid shape in a single colour |
| 7 | Mark-making | The different lines, dots, marks, patterns and textures created in a drawing |
| 8 | Primary colours | Red, blue and yellow: the colours that cannot be made by mixing |
| 9 | Secondary colours | Green, orange and purple: the colours made by mixing two primary colours |
| 10 | Tertiary colours | Made by mixing one primary colour and one secondary colour |
| 11 | Analogous colours | Similar colours next to each other on the colour wheel |
| 12 | Complementary colours | Opposite colours on the colour wheel which create contrast |

Year 7 – Cycle 1 – Design and Technology

| | | |
|----|------------------|---|
| 1 | Design brief | A statement that describes what you are designing or solving |
| 2 | Bauhaus | A German design movement that began in 1919 |
| 3 | Isometric | A method of sketching three dimensional objects at 30 degrees |
| 4 | Depth | The distance from the front to the back of an object |
| 5 | Width | The measurement of something from side to side |
| 6 | Height | The measurement from base to top of an object |
| 7 | Parallel lines | Lines which are side by side and never meet |
| 8 | Prototype | Making or modelling your idea into a product |
| 9 | Specification | A list of design requirements needed for a successful outcome |
| 10 | Vanishing points | The point in a perspective drawing where lines meet and disappear |
| 11 | Ideation | The process of coming up with design ideas or solutions |
| 12 | Render | Adding shading or colour to create a more realistic finish |

Year 7 – Cycle 2 – Design & Technology

| | | |
|----|-----------------------------|---|
| 1 | Corrugated card | Thick, strong card made up of layers |
| 2 | Sustainability | Actions to reduce damage to the environment |
| 3 | Responsible design | Design that considers environmental impacts |
| 4 | Circuit | A path between two or more points along which an electrical current can be carried |
| 5 | PCB (Printed Circuit Board) | A printed or etched board with electronic components mounted to connect a circuit |
| 6 | LED (Light Emitting Diode) | An electronic component that emits light when current flows through it |
| 7 | Solder | A metal with a low melting point used to create a permanent bond |
| 8 | Soldering | The process of bonding together metal by melting solder into the joint |
| 9 | Dry joint | A soldered joint which has not completely bonded due to insufficient melted solder in the joint |
| 10 | Phototransistor | An electronic component which can detect a change in lightness and darkness |
| 11 | Resistor | An electrical component used to reduce current flow |
| 12 | Capacitor | An electrical component that draws energy from a battery and stores the energy |

Year 7 – Cycle 2 – Drama

| | | |
|----|------------------|---|
| 1 | Play | A piece of writing that is performed in a theatre |
| 2 | Playwright | The writer of a play |
| 3 | Scene | A small section of a play where the action stays in one location |
| 4 | Script | The written text of a play |
| 5 | Stage directions | An instruction in the text of a play |
| 6 | Accent | A different way of pronouncing a language depending on location or social class |
| 7 | Dialect | A form of language specific to a location |
| 8 | Emphasis | Pressure put onto a word |
| 9 | Tone | The emotion in the voice |
| 10 | Characterisation | Using vocal and physical skills to portray a character within a performance |
| 11 | Blocking | The location and movement of the actors on stage during a scene |
| 12 | Emotional range | The range of emotions shown throughout speech |

Year 7 – Cycle 2 – French

A: Verbs and structures

| | | |
|----|--------------------------------|-------------------------------|
| 1 | I have | j'ai |
| 2 | I don't have | je n'ai pas de |
| 3 | My brother has | mon frère a |
| 4 | My sister has | ma sœur a |
| 5 | My favourite school subject is | ma matière préférée est |
| 6 | It is | c'est |
| 7 | It is not | ce n'est pas |
| 8 | The teacher is | le prof est |
| 9 | He is / she is | il est / elle est |
| 10 | He is not / she is not | il n'est pas / elle n'est pas |
| 11 | He has / she has | il a / elle a |
| 12 | He has not / she has not | il n'a pas / elle n'a pas |
| 13 | To start | commencer |
| 14 | To finish | finir |
| 15 | To chat | bavarder |
| 16 | To wear | porter |
| 17 | My school is | mon école est |
| 18 | I want | je veux |
| 19 | I don't want | je ne veux pas |
| 20 | I am going to go | je vais aller |
| 21 | I am going to do | je vais faire |
| 22 | He is going to play | il va jouer |

| | | |
|----------------------|-----------------------|------------------------------|
| 23 | She is going to play | elle va jouer |
| B: Vocabulary | | |
| 1 | German | l'allemand |
| 2 | ICT | l'informatique |
| 3 | At eight o'clock | à huit heures |
| 4 | At half past eight | à huit heures et demie |
| 5 | At quarter past eight | à huit heures et quart |
| 6 | At quarter to eight | à huit heures moins le quart |
| 7 | Creative | créatif |
| 8 | Strict | sévère |
| 10 | Funny | marrant |
| 11 | Easy | facile |
| 12 | Hard | difficile |
| 13 | My English teacher | mon prof d'anglais |
| 14 | My French teacher | mon prof de français |
| 15 | Lunch | le déjeuner |
| 16 | Break time | la récré |
| 17 | Canteen | la cantine |
| 18 | Old-fashioned | démodé |
| 19 | Well-equipped | bien équipé |
| 20 | Corridor | le couloir |
| 21 | Football pitch | le terrain de sport |
| 22 | Stairs | les escaliers |

Year 7 – Cycle 2 – Spanish

A: School equipment - verb structures

| | | |
|---|-----------------|---------------|
| 1 | In my bag | en mi mochila |
| 2 | I have | tengo |
| 3 | I need | necesito |
| 4 | Do you have...? | ¿tienes...? |

B: My studies - verb structures

| | | |
|---|-------------------|------------------------|
| 1 | I study | estudio |
| 2 | He / she studies | estudia |
| 3 | They study | estudian |
| 4 | Many subjects | muchas asignaturas |
| 5 | At 1 o'clock | a la una |
| 6 | At quarter past 2 | a las dos y cuarto |
| 7 | At half past 2 | a las dos y media |
| 8 | At quarter to 2 | a las dos menos cuarto |

C: Opinions about subjects and teachers - verb structures

| | | |
|---|--------------------------|-------------------------------|
| 1 | My favourite subject is | mi asignatura favorita es |
| 2 | I love | me encanta |
| 3 | I get on well with | me llevo bien con |
| 4 | I don't get on well with | no me llevo bien con |
| 5 | My English teacher | mi profesor de inglés |
| 6 | My Science teacher | mi profesora de ciencias |
| 7 | Maths is boring | las matemáticas son aburridas |
| 8 | Art is exciting | el dibujo es emocionante |

D: School day and building - verb structures



| | | |
|----|-----------------------------|------------------------|
| 1 | My favourite day is | mi día favorito es |
| 2 | In my school | en mi instituto |
| 3 | There is | hay |
| 4 | There is not | no hay |
| 5 | It is big | es grande |
| 6 | It is small | es pequeño |
| 7 | It is old | es antiguo |
| 8 | It is beautiful | es bonito |
| 9 | I write in my exercise book | escribo en mi cuaderno |
| 10 | I listen to music | escucho música |
| 11 | I read books | leo libros |
| 12 | I learn | aprendo |

E: Photo description - verb structures

| | | |
|---|-----------------------|----------------|
| 1 | In the photo there is | en la foto hay |
| 2 | I see | veo |
| 3 | I observe | observo |
| 4 | I can see | puedo ver |

Year 7 – Cycle 2 – Music

| | | |
|----|-------------------|---|
| 1 | Orchestra | A large ensemble of musicians playing instruments from four families, led by a conductor |
| 2 | Conductor | The leader of any large musical ensemble, including an orchestra |
| 3 | String family | String instruments are played by plucking, striking or by drawing a bow across tight strings |
| 4 | Woodwind family | Woodwind instruments are played by blowing into a mouthpiece usually containing a piece of wood called a reed |
| 5 | Brass family | Brass instruments are made of metal and played by blowing into a mouthpiece |
| 6 | Percussion family | Percussion instruments are played by hitting, shaking or scraping |
| 7 | Treble clef | A symbol used in music notation to represent mid and high -pitched notes |
| 8 | Sharp | A black note played to the right of the naming note represented by a # symbol |
| 9 | Flat | A black note played to the left of the naming note represented by a b symbol |
| 10 | Ostinato | Repeated musical phrase in classical music |

| | | |
|----|---|---|
| 11 | <p>Every Good Boy Deserves Football</p> <p>A rhyme to remember the notes on the line</p> |  |
| 12 | <p>FACE</p> <p>A rhyme to remember the notes in the gap</p> |  |

Year 7 – Cycle 2 – PE

A: Athletics - track Events

| | | |
|---|-----------------|---|
| 1 | Sprinting | Running a short distance (which includes 100m, 110m hurdles, 200m, 400m and 400m hurdles) |
| 2 | Middle distance | Races that are longer than sprints (800m to 3000m) |
| 3 | Relay | A racing competition where members of a team take turns completing parts of a race |

B: Athletics - track disqualifications

| | | |
|---|-------------|--|
| 1 | False start | Moving / leaving the starting blocks or line before the gun goes off |
| 2 | Lanes | Running outside of your lane at any time |

C: Athletics - terminology

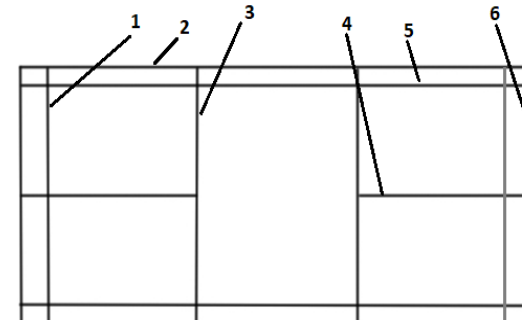
| | | |
|---|-----------|---|
| 1 | Heat | Early rounds of a race where the top two or three finishers qualify |
| 2 | PB | Personal best |
| 3 | Push pass | Outgoing runner holds arm out with the hand open and the incoming runner puts the baton straight into the open hand |

D: Badminton - key terminology

| | | |
|---|---------------|--|
| 1 | Clear | A shot hit deep into the opponent's court |
| 2 | Shuttle-cock | The object that is hit back and forth in badminton |
| 3 | Net shot | A shot hit from near the net that only just clears the net and drops sharply |
| 4 | Passing shot | A shot which passes the opponent |
| 5 | Service court | The area in which the shuttle must land when you serve |
| 6 | Fault | A foul shot that hits the net or lands outside the court |

E: Badminton court lines

| | |
|---|--|
| 1 | Long service line for doubles |
| 2 | Side line for doubles |
| 3 | Short service line |
| 4 | Centre line |
| 5 | Side line for singles |
| 6 | End line and long service line for singles |



Year 7 – Cycle 2 – PE

F: Rugby - key terminology

| | | |
|---|--------------|--|
| 1 | Try | When the ball is grounded over the try line |
| 2 | Try line | The goal line extending across the pitch |
| 3 | Forward pass | An illegal pass where the ball goes forward |
| 4 | Offside | When a player is in front of a team-mate who is carrying the ball |
| 5 | Ruck | One or more players close in around the ball on the ground to protect it |
| 6 | Knock on | If a player drops the ball 'forward' or loses the ball and it goes forward |

G: Fitness - key terminology

| | | |
|---|------------------------|--|
| 1 | Cardiovascular fitness | The ability to exercise the body for long periods of time, without getting tired |
| 2 | Muscular endurance | The ability to use muscles repeatedly, without getting tired |
| 3 | Circuit training | A series of exercises repeated one after the other |
| 4 | Repetitions (reps) | The number of times you repeat an action |
| 5 | Heart rate | The speed at which the heart beats |
| 6 | Pulse raiser | An activity that safely raises the heart rate up from its resting state |
| 7 | Dynamic stretching | Stretching while moving |
| 8 | Static stretching | Stretching while not moving |

H: Football - key terminology

| | | |
|---|-------------|--|
| 1 | First touch | Controlling the ball to keep it near you |
| 2 | Goal kick | A restart by the goalkeeper from inside the goalkeeper's area |
| 3 | Offside | When the attacking player is beyond the last defender as the pass has been played |
| 4 | Free kick | Awarded when a foul or handball has taken place outside of the penalty area |
| 5 | Defender | A player who plays in front of the goalkeeper, protecting the goal |
| 6 | Midfielder | A player who links the defenders with the attackers and contributes to both the attack and defence |
| 7 | Striker | A player that leads the attacking moves |

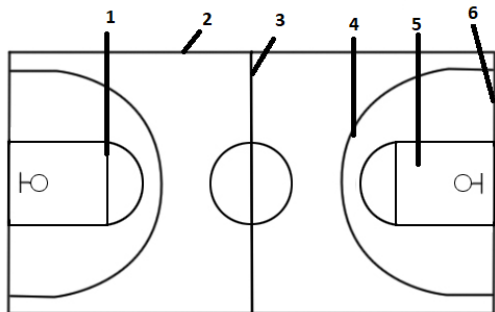
Year 7 – Cycle 2 – PE

I: Basketball - key terminology

| | | |
|---|------------------------|--|
| 1 | Double dribble | When you bounce the ball, stop and hold the ball with both hands, and then bounce the ball again |
| 2 | Travelling | Walking or running with the ball without bouncing it |
| 3 | Offense | The team that is attacking and trying to score a basket |
| 4 | Carry | Carrying the ball in one hand whilst dribbling |
| 5 | Three second violation | When you are inside the opposition's key for more than three seconds without the ball |
| 6 | Free throw | Awarded when you are fouled inside the key, taken from the free throw line |

J: Basketball court lines

| | |
|---|------------------|
| 1 | Free throw line |
| 2 | Side-line |
| 3 | Halfway line |
| 4 | Three-point line |
| 5 | Key |
| 6 | Baseline |



K: Table tennis - key terminology

| | | |
|---|----------------|--|
| 1 | Ready position | A starting position from which all table tennis strokes can be played |
| 2 | Volley | Hitting the ball before it bounces on your side of the table |
| 3 | Push | A shot where you push the ball where you want it to go |
| 4 | Deuce | A term used when the score is 10-10 |
| 5 | Let serve | When the ball touches the net, but still lands in the right place, the serve is replayed |
| 6 | Drive | An attacking shot played with speed and power |

L: Cricket - key terminology

| | | |
|---|---------------|--|
| 1 | Wicket | A term used when a batsman has been dismissed |
| 2 | Wicket-keeper | Player on the fielding side who stands right behind the batting end wicket |
| 3 | Bowling | Delivering the cricket ball to the batsman |
| 4 | Over | The delivery of six balls by one bowler |
| 5 | Boundary | The perimeter of the ground |
| 6 | Four | A shot that scores four runs by reaching the boundary after bouncing |

Year 7 – Cycle 2 – Religious Studies – Judaism

| | | |
|----|-------------------|--|
| 1 | Judaism | A religion of the Jewish people |
| 2 | Torah | The Jewish Holy Book |
| 3 | Tanakh | The Jewish scriptures comprising the Torah, the prophets, and collected writings |
| 4 | Rabbi | A Jewish religious leader of a community |
| 5 | Talmud | A collection of scriptures by rabbis to guide Jews in their lives |
| 6 | Synagogue | A Jewish place of worship |
| 7 | The Western Wall | The remains of the Temple in Jerusalem and the holiest site for Jews |
| 8 | Pesach (Passover) | A festival which remembers the Israelite's freedom from slavery in Egypt |
| 9 | Seder | The Passover meal |
| 10 | Bar / Bat mitzvah | The coming-of-age ceremony |
| 11 | Genocide | The deliberate killing of a large number of people from a particular group |
| 12 | Holocaust | The genocide of 6 million European Jews during World War II by the Nazis |

Year 7 – Cycle 2 – History – Medieval England

| | | |
|----|----------------|--|
| 1 | Medieval | The period between the 5 th and 15 th centuries |
| 2 | The Pope | Head of the Catholic Church |
| 3 | Purgatory | A place in the afterlife where sinners have to work off their sins to get to heaven |
| 4 | Monasticism | A holy way of life where a person gives up their possessions and devotes their life to God |
| 5 | Jerusalem | The holy land for the Abrahamic faiths |
| 6 | Crusades | Medieval holy wars by European Christians to take control of Jerusalem |
| 7 | Four humours | The ancient belief that the body had four liquids that needed to be balanced |
| 8 | Barber-surgeon | A man that was trained to cut hair and perform surgery |
| 9 | Blood-letting | A treatment for illness that removed 'bad' blood from the body |
| 10 | Archbishop | A senior person in the Church |
| 11 | Revolt | To take violent action against the ruler of a country |
| 12 | Poll tax | A tax that everyone must pay whatever their income |

Year 7 – Cycle 2 – Science

A: Energy

| | | |
|---|-------------------------------------|--|
| 1 | Different types of energy stores | Chemical, kinetic, gravitational potential, elastic potential, magnetic, electrostatic, thermal |
| 2 | Ways that energy can be transferred | <ul style="list-style-type: none"> • mechanical work • electrical work • heating • radiation |
| 3 | Ways of heat transfer | Conduction (in solid), convection (in liquid), radiation (by infrared waves) |
| 4 | Joule (J) | Unit of energy |
| 5 | Power | The amount of energy transferred per second |
| 6 | Fossil fuel | A natural fuel such as coal, oil or gas, formed in the past from the <u>remains</u> of dead organisms |

B: Reproduction

| | | |
|---|--------------------------|---|
| 1 | Oviduct / fallopian tube | The tube that connects the ovaries to the uterus where fertilisation occurs |
| 2 | Ovulation | When an egg is released from an ovary (at day 14) |
| 3 | Fertilisation | The egg is fertilised when the nuclei of the egg and sperm fuse |
| 4 | Implantation | When the embryo implants in the wall of the uterus |
| 5 | Umbilical cord | A cord between the foetus and the placenta which carries oxygen, nutrients and waste products |
| 6 | Pollination | When pollen is transferred from a stamen of one plant to a stigma of another plant. |

Year 7 – Cycle 2 – Geography – Development

| | | |
|----|-------------------------------|--|
| 1 | Development | The quality of life for those living in a country |
| 2 | Human Development Index (HDI) | A composite development indicator that gives an overview of development |
| 3 | Developing countries | Countries with lower quality of life and low HDI scores |
| 4 | Emerging countries | Countries that are rapidly developing with improving HDI scores |
| 5 | Developed countries | Countries with higher quality of life and high HDI scores |
| 6 | Gross Domestic Product (GDP) | The total value of goods and services produced by a country per year |
| 7 | Gross National Income (GNI) | The total value of income received in a country per year |
| 8 | Literacy rate | The percentage of people over 15 who can read and write in a country |
| 9 | Life expectancy | The average years a person is expected to live for at the time of birth in a country |
| 10 | Average years of schooling | The average number of years a person is in education before the age of 25 years old |
| 11 | Fair trade | When farmers get a fair price for their products |
| 12 | Aid | Help is given to a country |

Year 7 – Cycle 2 – English – The Tempest

A: Vocabulary

| | | |
|---|----------------|--|
| 1 | Hierarchy (n) | A system in which people are ranked in order of importance and power |
| 2 | Authority (n) | The power to give orders to others |
| 3 | Status (n) | Your rank or position in society |
| 4 | Oppression (n) | Cruel or unfair treatment by someone with authority |

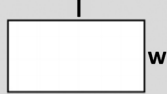
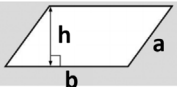

B: Writer's methods

| | | |
|---|------------------|---|
| 1 | Stage directions | Instructions indicating movement, tone, sound or lighting |
| 2 | Repetition | The action of repeating something that has already been said or written |
| 3 | Imperative verb | Giving an order to do something |
| 4 | Imagery | Visually descriptive language |
| 5 | Simile | When two things are compared using the words 'as' or 'like' |
| 6 | Metaphor | When two things are compared because they share similar characteristics |
| 7 | Personification | Giving human features to something non-human |
| 8 | Tone | The mood or feeling of a speech or text |

A: Definitions

| | | |
|---|----------------------|--|
| 1 | Proper fraction | A fraction less than one. The numerator is smaller than the denominator. |
| 2 | Improper fraction | A fraction more than one. The numerator is greater than the denominator. |
| 3 | Mixed number | A number containing a whole number and a proper fraction. |
| 4 | Area | The amount of space inside a two-dimensional shape. |
| 5 | Equivalent fractions | Fractions which have the same value. |

B: Area

| | | | |
|---|---------------|---|------------------------|
| 1 | Rectangle |  | $l \times w$ |
| 2 | Parallelogram |  | $b \times h$ |
| 3 | Triangle |  | $\frac{b \times h}{2}$ |

C: Fractions, decimals & percentages

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