



2025-2026

# Year 7 Half Term 1

# 100% Book

Name:

Tutor group:



# Self-Quizzing Schedule Year 7 Half Term One

## Expectations:

- Put the day and week as the title at the top of your page e.g. *Week 2 Monday*
- Draw a line around 5 cm in from the margin down the side of your page
- Self-quiz each of the days definitions twice following the Nova self-quizzing process, this means each day you will have completed 16 items of self-quizzing in your exercise book
- Start the next day on a new page

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>					
<b>Week 2</b> Start: 8 <sup>th</sup> September					
<b>Week 3</b> Start: 15 <sup>th</sup> September					
<b>Week 4</b> Start: 22 <sup>nd</sup> September					
<b>Week 5</b> Start: 29 <sup>th</sup> September	English 1 - 4 Geography 1 - 4	Maths 1 - 4 French 1 - 4	Science 1 - 4 Drama 1 - 4	RS 1 - 4 Music 1 - 4	History 1 - 4 PE 1 - 4
<b>Week 6</b> Start: 6 <sup>th</sup> October	English 5 - 8 Geography 5 - 8	Maths 5 - 8 French 5 - 8	Science 5 - 8 Drama 5 - 8	RS 5 - 8 Music 5 - 8	History 5 - 8 PE 5 - 8
<b>Week 7</b> Start: 13 <sup>th</sup> October	English 9 - 12 Geography 9 - 12	Maths 9 - 12 French 9 - 12	Science 9 - 12 Drama 9 - 12	RS 9 - 12 Music 9 - 12	History 9 - 12 PE 9 - 12

# Self Quizzing Process

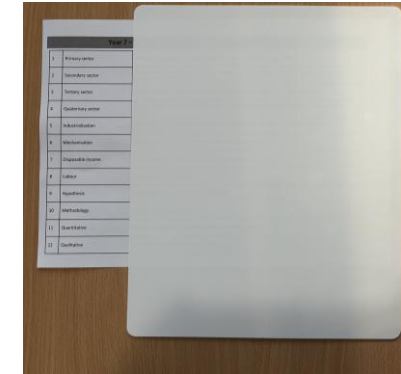
Week 2 Monday

Primary Sector	
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1. Write the keyword

Year 7 – Term 3 – Geography – World of Work and Investigations	
1	Primary sector Industries which collect raw materials such as farming, logging, oil rigging, mining, quarrying etc.
2	Secondary sector Industries which manufacture goods into products such as car manufacturers, food processing plants, toy assembly plants, builders etc.
3	Tertiary sector Industries which provide a service such as teaching, accounting, health care, sales assistants etc.
4	Quaternary sector Defined as hi-tech, research and design. They include hardware and software engineers and pharmaceutical companies.
5	Industrialisation When a country begins to move from primary employment to secondary employment, with a rise in manufacturing.
6	Mechanisation When machinery begins to do the jobs which people used to do.
7	Disposable income The money a person has left to spend after they have paid all of their bills.
8	Labour The work a person completes.
9	Hypothesis A prediction about the results of an investigation.
10	Methodology Planning ways to collect data.
11	Quantitative Information that can be measured and written down with numbers.
12	Qualitative Information that describes with words and images.

2. Read the definition



3. Cover the definition

Week 2 Monday

Primary Sectors	Industries which collect natural resources from the environment, such as farming or fishing.
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4. Write out the definition from memory

Week 2 Monday

Primary Sectors	Industries which collect <sup>or extract</sup> natural resources from the environment, such as farming or fishing.
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5. Check and correct with green pen

# Expected Standard

Keyword  
written  
on left  
hand side

Single line left  
between each  
definition

All writing  
completed on  
the lines

Week 2 Tuesday	
Solid	A substance made from particles that are touching and in an ordered arrangement while vibrating in <sup>fixed</sup> positions ✓
Liquid	A substance made from particles that are touching but randomly arranged while sliding past each other ✓
Gas	A substance made from particles that are not touching and randomly arranged while moving quickly in random directions ✓
Mixture	A substance containing two or more different types of substance that are not <sup>chemically</sup> joined together and can be physically separated.
Protagonist	The main character in a story, often the one the audience roots for. In <i>Treasure Island</i> , Jim Hawkins is the protagonist.
Archetypal Hero	A character who represents a typical hero across stories and cultures. Often brave, noble and on a quest. Jim shows qualities of an archetypal hero ✓
Explicit Characterisation	When an author directly describes a character's traits (eg. "He was a brave and honest boy.") ✓
Implicit Characterisation	When a character's traits are shown through actions, dialogue or thoughts, not directly stated ✓

Full width  
of the  
page used

Definitions  
corrected  
in green  
pen

# Not Acceptable

Primary Sectors	Industries which collect or extract natural resources from the environment, such as farming or fishing.
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Writing not completed on the lines

Primary Sectors	Industries which collect or extract natural resources from the environment, such as farming or fishing
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Full width of the page not used

Primary Sectors	Industries which collect or extract natural resources from the environment, such as farming or fishing.
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No green pen (at minimum there must be a tick to show you got the definition correct)

## Year 7 – Half Term 1 – English – Treasure Island

1	Protagonist	The main character in a story, often the one the audience roots for. In <i>*Treasure Island*</i> , Jim Hawkins is the protagonist.
2	Archetypal Hero	A character who represents a typical hero across stories and cultures, often brave, noble, and on a quest. Jim shows qualities of an archetypal hero.
3	Explicit Characterisation	When an author directly describes a character's traits (e.g. "He was a brave and honest boy").
4	Implicit Characterisation	When a character's traits are shown through actions, dialogue or thoughts, not directly stated.
5	Bildungsroman	A coming-of-age story where the protagonist grows morally and psychologically. <i>Treasure Island</i> is a bildungsroman, as Jim Hawkins matures through his experiences.
6	Setting	The time and place in which a story is set. The setting of <i>*Treasure Island*</i> includes the Admiral Benbow Inn, the Hispaniola, and the island itself.
7	Theme	The central ideas or messages in a story. Key themes in <i>*Treasure Island*</i> include adventure, loyalty, greed, and courage.
8	Foreshadowing	Clues or hints about what will happen later in the story.
9	Antagonist	The character or force that opposes the protagonist. Long John Silver is the antagonist in <i>*Treasure Island*</i> .
10	Symbolism	When an object, person, or event represents a deeper meaning (e.g. the treasure map symbolises danger and adventure).
11	First-Person Narrative	A story told from the perspective of "I" – the narrator is a character in the story.
12	Moral Dilemma	When a character faces a difficult decision involving right and wrong. Jim faces several moral dilemmas on his journey.

# Year 7 – Half Term 1 – Maths – Numerical Skills, Order of Operations, Introduction to Algebra

1	Round		<p>(a) Round 36 to the nearest 10.  <math>36 \approx 40</math> (nearest 10)</p> <p>(b) Round 432 to the nearest 100.  <math>432 \approx 430</math> (nearest 100)</p> <p>(c) Round 1567 to the nearest 1000.  <math>1567 \approx 1600</math> (nearest 100)</p>
2	Estimate	To find an approximate answer to a calculation	<p>Estimate</p> $52 \times 9$ $\approx 50 \times 10$ $\approx 500$
3	Unknown	A letter used to represent a number	
4	Solve	To find the value of an unknown.	<p>(a) Solve <math>x + 3 = 10</math></p> $x = 10 - 3$ $x = 7$ <p>(b) Solve <math>3x = 12</math></p> $x = 12 \div 3$ $x = 4$ <p>(c) Solve <math>\frac{x}{2} = 5</math></p> $x = 5 \times 2$ $x = 10$

# Year 7 – Half Term 1 – Maths – Numerical Skills, Order of Operations, Introduction to Algebra

5	Change the subject of a formula	To get the subject by itself on one side of a formula	<p>(a) Make <math>a</math> the subject <math>a - y = n</math></p> $a = n + y$ <p>(a) Make <math>b</math> the subject <math>by = n</math></p> $y = \frac{n}{b}$ <p>(a) Make <math>c</math> the subject <math>\frac{c}{y} = n</math></p> $c = ny$									
6	Multiply directed numbers		<table><tr><td>×</td><td>P</td><td>N</td></tr><tr><td>P</td><td>P</td><td>N</td></tr><tr><td>N</td><td>N</td><td>P</td></tr></table>	×	P	N	P	P	N	N	N	P
×	P	N										
P	P	N										
N	N	P										
7	Add negative numbers		<p>(a) <math>-2 + (-1) = -3</math></p> <p>(b) <math>-4 + (-2) = -6</math></p> <p>(c) <math>4 + (-2) = 2</math></p>									
8	Subtract negative numbers		<p>(a) <math>-2 - (-1) = -1</math></p> <p>(b) <math>-4 - (-2) = -2</math></p> <p>(c) <math>4 - (-2) = 6</math></p>									
9	Simplify a product of terms		<p>(a) <math>2x \times 4x^2 = 8x^3</math></p> <p>(b) <math>3xy \times y = 3xy^2</math></p>									



# Year 7 – Half Term 1 – Maths – Numerical Skills, Order of Operations, Introduction to Algebra

9	Simplify a product of terms		(a) $2x \times 4x^2 = 8x^3$ (b) $3xy \times y = 3xy^2$
10	Simplify a sum of terms		(a) $4x + 2x = 6x$ (b) $4x - x + 2x = 5x$ (c) $4x^3 - x^3 + 2x^3 = 5x^3$
11	Simplify a division of terms		(a) $\frac{x^2}{x} = x$ (b) $\frac{x}{x^2} = \frac{1}{x}$ (c) $\frac{3x^2y}{xy} = 3x$
12	Substitute	To replace variables by their values	Evaluate $3x - y$ when $x = 2$ and $y = 1$  $3(2) - 1 = 6 - 1 = 5$

## Year 7 – Half Term 1 – Science

1	<b>Solid</b>	A substance made from particles that are touching and in an ordered arrangement while vibrating in fixed positions.
2	<b>Liquid</b>	A substance made from particles that are touching but randomly arranged while sliding past each other.
3	<b>Gas</b>	A substance made from particles that are not touching and randomly arranged while moving quickly in random directions.
4	<b>Mixture</b>	A substance containing two or more different types of substance that are not chemically joined together and can be physically separated.
5	<b>Chromatography</b>	Separation technique that separates mixtures containing more than one solute based on their solubilities in a solvent.
6	<b>Crystallisation</b>	Separation technique that can be used to separate a soluble solid from a solution.
7	<b>Filtration</b>	Separation technique used to separate a liquid from an insoluble solid.
8	<b>Distillation</b>	Separation technique used to separate mixtures of liquids. The basis for separation in distillation is the difference in the boiling points of the components.
9	<b>Force</b>	A push or pull that changes an objects velocity, direction or shape.
10	<b>Contact Force</b>	Force that acts between objects that are physically touching – for example friction.
11	<b>Non-contact Force</b>	Forces that act between objects that are not physically touching each other – for example magnetic force.
12	<b>Weight</b>	The force that acts on mass due to gravity - measured in newtons (N).

# Year 7 – Half Term 1 – French – Je me présente

1	<b>Numbers 1-30</b>	un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq ... trente
2	<b>Name and age</b>	Comment tu t'appelles? Je m'appelle ..., Quel âge as-tu? J'ai ... ans
3	<b>DUEL</b>	Dot the silent letters, underline special sounds, exaggerate accents, link the liaison
4	<b>Days of the week and months</b>	lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre
5	<b>Giving your birthday</b>	Quelle est la date de ton anniversaire? Mon anniversaire c'est le DD MM.
6	<b>Gender and nationality</b>	Tu es une fille ou un garçon? Je suis un garçon / une fille ... anglais(e), français(e), polonais(e), allemand(e), italien(ne), espagnol(e), brésilien(ne)
7	<b>Categorisation: masculine and feminine</b>	In French, all nouns are categorised as masculine or feminine. Is it not the same as male and female. Masculine nouns use article <i>un</i> and feminine use <i>une</i> .
8	<b>Adjectives</b>	Adjectives are words that describe a noun. Most adjectives in French come <b>after</b> what they are describing. e.g. <i>un garçon anglais</i> , <i>une fille anglais(e)</i>
9	<b>Opinion phrases</b>	J'adore, j'aime, j'aime bien, je n'aime pas, je déteste
10	<b>Verbs</b>	Verbs are an action or a 'doing word' e.g. je suis, j'ai, j'aime, je joue,
11	<b>Subject pronouns</b>	Subject pronouns are the person doing the action. We always learn them in this order: je, tu, il, elle, on, nous, vous, ils, elles
12	<b>Conjugation</b>	Conjugation is the act of changing the ending of a verb depending on the subject. Regular -er verb conjugation endings: -e, -es, 3 -e, -ons, -ez, -ent

# Year 7 – Half Term 1 – Geography – Geographic Skills, Global Climate and Development

Geographic Skills	1	Continent	One of the seven large land masses on Earth such as Africa, Antarctica, Asia, Europe, North America, Australasia, South America.
	2	Ocean	A large body of saltwater that covers a sizeable area of Earth's surface (all oceans are connected) such as Pacific, Atlantic, Indian, Arctic, Southern Ocean.
	3	Relief	The height and shape of the land.
Global climate	4	Climate change	The change in the Earth's long-term weather patterns, including precipitation, wind and temperature.
	5	Fossil fuel	A store of energy formed over millions of years from dead plants and animals such as oil, natural gas and coal.
	6	The enhanced greenhouse effect	The unnatural warming of the Earth due to increased greenhouse gases in the atmosphere .
Development	7	Development	The process of improving the economic and social factors and infrastructure of a country.
	8	GNI per capita	The average income of a country's citizens.
	9	Infant mortality rate	the number of babies that do not survive to one year old per 1,000 births.
	10	Tax	The process by which a government collects money from individuals and businesses to spend on services and infrastructure.
	11	Top-down development	Funded through government intervention and try to address the needs of the country as a whole which is on a large scale.
	12	Bottom-up development	Experts work with communities to identify their needs and give people more control over their lives, often run by non-governmental organisations.

## Year 7 – Half Term 1 – History – Empires East and West

	Question:	Answer:
1	Give examples of four different empires which existed in the Middle Ages.	The land controlled by the Han and Song dynasties of China, the Byzantine Empire, the Islamic Empire, and the Holy Roman Empire were all empires which existed during the Middle Ages.
2	What was the name of the important trade routes which ran from Asia to Europe in the Middle Ages?	The Silk Roads was a series of trade routes which ran for thousands of miles from Asia to Europe.
3	Give two different products which were traded on the Silk Roads in the Middle Ages.	Goods like silk and spices travelled along the Silk Roads via traders as part of trade caravans.
4	Give two important cities which were on the Silk Roads in the Middle Ages.	Constantinople (the capital of the Byzantine Empire) and Baghdad (the capital of the Islamic Empire) were on the Silk Roads.
5	Why did scholars in the Islamic Empire create the astrolabe?	Scholars in the Islamic Empire developed the astrolabe to help people create maps.
6	Which invention, developed in China in the Middle Ages, made it easier for people to travel long distances?	The compass was first invented in China during the Middle Ages, which allowed people to know which direction they were travelling in.
7	Which religion did most people in China follow during the Middle Ages?	Most people in China during the Song Dynasty were Buddhists.
8	Which religion did most people in the Islamic Empire follow during the Middle Ages?	Most people in the Islamic Empire were Muslims.
9	Which religion did most people in the Holy Roman Empire follow during the Middle Ages?	Most people in the Holy Roman Empire were Christians..
10	How was the Holy Roman Emperor appointed?	The Holy Roman Emperor was crowned by the head of the Catholic Church, the Pope
11	Give two things which scholars did in the House of Wisdom in Baghdad.	In the House of Wisdom in Baghdad, Islamic scholars translated and copies books from all over the world. Most books were handwritten.
12	Give one invention, developed in Song Dynasty China, which made it easier to make books.	During the Song dynasty, people in China developed movable type printing which allowed people to quickly make books.

## Year 7 – Half Term 1 – Religious Studies – Religion in the United Kingdom

1	Christianity	A monotheistic religion based on the life and teachings of Jesus Christ. Followers are called Christians, and they worship in churches. The cross is its main symbol.
2	Islam	A monotheistic religion founded on the teachings of the prophet Muhammad. Followers are called Muslims, and they worship in mosques. Its symbol is the crescent moon and star.
3	Hindu Dharma	One of the world's oldest religions, originating in India. Followers are called Hindus, and they worship in mandirs (temples). The symbol Aum (Om) represents the sacred sound of the universe.
4	Sikhi	A monotheistic religion founded in Punjab, India, by Guru Nanak. Followers are called Sikhs, and they worship in gurdwaras. Its symbol is the Khanda, representing divine justice and truth.
5	Judaism	An ancient monotheistic religion of the Jewish people. Followers are called Jews, and they worship in synagogues. The Star of David is its main symbol.
6	Buddhism	A non-theistic religion based on the teachings of Siddhartha Gautama (the Buddha). Followers are called Buddhists, and they worship or meditate in temples. The Dharma Wheel represents the path to enlightenment..
7	Humanism	A non-religious worldview that emphasises reason, ethics, and human values without belief in a god. Followers are called <b>Humanists</b> , and its symbol is the <b>Happy Human</b> .
8	Census	A national survey conducted every 10 years in England and Wales to collect data about the population, including <b>religion and belief</b> (since 2001).
9	Diversity	A term used to describe the presence of <b>different cultures, beliefs, languages, and backgrounds</b> within a society or group. (Eg. London is the city with highest diversity in the U.K. with many different ethnicities living there).
10	Migration	The movement of people from one place or country to another, often for reasons like work, safety, family, or religion. (Eg,. Syrian people moving to the U.K. due to war in Syria).
11	Persecution	Unfair or cruel treatment of people, especially due to their <b>religion, beliefs, race, or identity</b> . (Eg. persecution of the Palestinian people in Gaza or Ukrainians in Ukraine).
12	Social Scientist	Someone who studies how people behave, interact, and organise themselves in society. They try to understand human behaviour, relationships, cultures, and institutions by observing, collecting data, and analysing patterns.

## Year 7 – Half Term 1 – Music – Building Blocks of Music

1	Melody	A sequence of single notes that is musically satisfying and creates a tune.
2	Dynamics	How quietly or loudly a piece of music is performed e.g. Pianissimo, PP (very quietly) Piano, P (quiet), Mezzo Forte, MF (medium volume,) Forte, F (loud) Forte Fortissimo, FF (very loud).
3	Tempo	The speed at which a piece of music is performed e.g. Largo (slow), Andante (walking pace), Allegro (fast)
4	Timbre	In music, timbre refers to the sound quality of a musical instrument or voice, distinguishing it from other instruments or voices even when playing the same note at the same loudness. It's often described as the "color" or "character" of the sound.
5	Bassoon	a bass woodwind instrument of the oboe family, with a doubled-back tube over four feet long, played with a double reed. Quite often used for comedic effect in films.
6	Clarinet	a woodwind instrument with a single-reed mouthpiece and a cylindrical tube with a flared end, and holes stopped by keys.
7	Oboe	a woodwind instrument with a double reed mouthpiece, a slender tubular body, and holes stopped by keys. The orchestra tunes up to an oboe.
8	Flute	a wind instrument made from metal in the shape of a tube with holes that are stopped by the fingers or keys, held horizontally. A gentle tone often used to depict light and gentle characters in movies.
9	Accuracy	Performing the correct notes during a performance
10	Fluency	Performing without hesitation during a performance
11	Timing	Performing using the correct tempo and during a performance
12	Hand technique	Using the correct fingers to play the piece of music

## Year 7 – Half Term – Physical Education

1	<b>Warm-Up</b>	Preparing the body with game-related movements (e.g., passing drills and light jogging before a match).
2	<b>Cool-Down</b>	Helping the body recover after a game (e.g., walking, stretching, and reflecting on performance).
3	<b>Leadership</b>	Taking responsibility to guide, support, or motivate others in activities or games.
4	<b>Communication</b>	Using voice, signals, or body language to work well with others in PE.
5	<b>Inclusivity</b>	Making sure everyone is involved and supported, no matter their ability or background.
6	<b>Rules and Regulations</b>	Understanding and following the rules of sports and games to ensure fairness and safety.
7	<b>Evaluation and Feedback</b>	Watching performance carefully and giving or using advice to make improvements.
8	<b>Tactical Awareness</b>	Knowing how and when to make decisions in games, like when to attack or defend.
9	<b>Goal Setting</b>	Creating personal targets to improve your performance or teamwork over time.
10	<b>Self-Discipline</b>	Staying focused and controlling your emotions and actions during activities.
11	<b>Tactics</b>	Using planned ideas to win the game (e.g., using a zone defence or playing a through ball).
12	<b>Cardiovascular Endurance</b>	Keeping going during a long game without getting too tired (e.g., running for the full match in hockey).



## Year 7 – Term1 – Computer Science – Intro to Scratch (CATALYST ONLY)

1	Sprite	A character or object that performs actions in a Scratch project.
2	Stage	The background area where the sprites perform actions.
3	Script	A sequence of blocks that tells a sprite what to do.
4	Selection statement	Allows a program to execute different sets of instructions based on whether a condition is true or false
5	Backdrop	A background for your game
6	Event	Something that triggers code to start (e.g., “when green flag clicked”).
7	Loop	A block that repeats instructions (e.g., “forever” or “repeat 10”).
8	Variable	A container that stores a value (e.g., score, time).
9	Control	Repeating an event and when that event is met then another action occurs
10	Event	Something that triggers a sequence of actions
11	Motion	Movement that the sprite makes on the screen
12	Sensing	Allowing the Scratch project to interact with different dynamics

## Year 7 Half Term 1 Drama - Character (NOT Catalyst)

1	Gait	How someone walks
2	Facial Expressions	Position of facial features to show emotions or mood without talking
3	Posture	Position of the body , specifically the back, when sitting, standing or moving around.
4	Stance	The way in which someone stands
5	Body Language	Nonverbal communication conveyed through conscious or subconscious bodily movements, gestures, posture, and facial expressions
6	Accent	A way of speaking that is distinct to a particular area, social class, or individual, and focuses on how words are pronounced
7	Tone	The emotion in your voice – eg Angry, Scared, confused etc.
8	Pitch	How HIGH or LOW your voice is
9	Pace	How QUICKLY you say words
10	Volume	How LOUD or QUIETLY you say words
11	Monologue	One character speaks for a length of time without being interrupted
12	Characterisation	How an actor uses physical and vocal performance techniques to create different characters on stage