

YEAR 07 REVISION PACK

2018-19 Half-term 3



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ART: MODERN BRITISH SCULPTURE

The areas of knowledge for this half term have been broken down into sub-sections based on what you have learned and will need to revise for the exam.

Section 1: What is Modernism?

You will need to recall and describe:
Understanding of the term Modernism.
Characteristics of the movement.
Modernist artists

Section 2: What is sculpture?

You will need to define and differentiate:
The five methods of sculpture

Section 3: Modern British Sculpture Artists

You will need to describe and explain:
The work of Henry Moore, including the context and processes in which he made his work
The work of Barbara Hepworth, including the context and processes with which she worked
The work of Jacob Epstein, including the context and processes with which he worked

Section 4: Futurism

You will need to recall and describe:
Understanding of the term Futurism
Visual style of the movement
Interests of the artists
Political views and context of the movement

Section 5: Abstract Artworks

You will need to recall and explain:
Knowledge of how artists create abstract artworks
Piet Mondrian's artwork. How he abstracted his paintings & what he was originally painting.

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BIOLOGY

Section 1: Mendel and inheritance

Define the following Key words: Genes, genetics, DNA , chromosome , Nucleus , allele, trait

Give examples of traits that are inherited

Give examples of traits that are due to the environment

Describe the work of Gregor Mendel

Section 2: Genetic crosses- punnett squares

Describe the following words: Genotype, phenotype, homozygous, heterozygous, dominant, recessive

	M	M
M		
M		

Able to do a genetic cross (punnett square) M= Purple flowers; m=white flowers

Calculate the frequency of a trait in a genetic cross

Explain why two blue eyed parents cannot have a brown eyed child

Section 3: Genetic trees and inheritance

Key words: Carrier, generation, offspring

Explain why someone can be a carrier of a disease but not be sick

Able to interpret a genetic tree (a family tree)

Use the information from a genetic tree to do a genetic cross

Section 4: Chromosomes and X linked diseases

State that humans have 46 chromosomes in their body cells

Describe sex chromosomes –XX- woman XY man

Give examples of X linked disorders (eg colour blindness, haemophilia)

Explain why men are more likely to have X linked disorders

Section 5: Genetic tests and screening

Explain what a genetic test / screen is

Give examples of why people do genetic tests

Argue if it is ethical to do genetic tests

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CHEMISTRY: SEPARATING MIXTURES

Section 1: Solutions and solubility

Define the terms solution, solute, solvent, solubility, saturated solution.

Explain how a solute dissolves in a solvent at a molecular level. Draw a diagram to support your explanation.

State the factors affecting solubility and explain the effect of each one of them.

Give an example of a solution, naming the solvent and the solute.

Section 2: Separation techniques

State the 6 separation techniques.

Define the terms soluble and insoluble substance and give examples of mixtures containing them.

When you are given a specific mixture, what separation technique you will use and why? (e.g. for a mixture of water and sand we will use filtration, because sand is an insoluble solid in a liquid)

Section 3: Evaporation and filtration

Define the terms purification, filtration and evaporation.

Describe in detail how we can purify rock salt using filtration and evaporation.

Draw a diagram of the technique you used to purify rock salt, explaining every stage.

What are the names of the equipment you used?

Section 4: Distillation and the separation of liquids

Define the terms boiling point, evaporation, condensation and liquid mixture.

Describe in detail the process of distillation.

Explain the changes of state in the process of distillation.

What is the difference between simple and fractional distillation?

Section 5: Chromatography and the separation of dyes

Define the term chromatography.

Describe the process of chromatography.

Explain why the different dyes separate by chromatography.

Give some examples of different uses of chromatography.

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CLASSICS

Nouns:

A **declension** is a pattern of endings for **nouns**. There are 3 declensions.

1st declension (feminine)

	singular	plural
nominative	puella	puellae
accusative	puellam	puellas
genitive	puellae	puellarum

2nd declension (masculine)

	singular	plural
nominative	servus	servi
accusative	servum	servos
genitive	servi	servorum

3rd declension (masculine, feminine or neuter)

	singular	plural
nominative	rex (r, s, o)	reges
accusative	regem	reges
genitive	regis	regum

Verbs – in Latin there are two past tenses

Imperfect tense – **was doing** something

Endings:

I – bam

You- bas

He/she/it – bat

We – bamus

You (pl) – batis

They – bant

e.g. amabam – I was loving

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e.g. portabant – they were loving
e.g. audiebamus – we were loving

Perfect Tense – did/made/ate

Endings:

I – i

You – isti

He/she/it – it

We – imus

You (pl) – istis

They – erunt

e.g. vidi – I saw

e.g. dedit – he gave

Revise everything we have learnt about the Odyssey

Who wrote the Odyssey?

What is it about?

What is his epithet (title)?

How long does it take Odysseus to get home?

What happens with the Cyclops?

What does he need to do when he gets home?

Revise all the vocabulary (50 words) that have been in the weekly tests

Revise all the Latin grammar you have learnt so far this year

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COMPUTER SCIENCE

Section 1: Block Coding

- How to combine blocks to make a script
- How to move the sprite using scripts
- How to find out the result of a script
- How to create a basic game using events functions

Section 2: Scratch Environment

- What are the different parts in the Scratch Interface
- What is an algorithm
- How to write an algorithm
- What is an argument
- Identify the arguments in a function

Section 3: Scratch Effects

- How to use change sprite and background costumes
- How to use looks and sensing commands
- How to use motion commands and understand x and y co-ordinates
- How to use loops and pen commands
- How to create geometric patterns
- How to find the result when using loops

Section 4: Scratch Variables

- What are the data types used in Scratch
- How to recognize the type of the variable
- How to create variables and change their value
- What are values for a Boolean Variable
- How to ask input from a user and use the answer variable.
- How to use join command

Section 5: Scratch expressions

- How to use if and if/else blocks
- How to construct comparison expressions
- How to find the result of a condition
- How to recognize when a block is skipped.
- How to compare numbers and strings

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ENGLISH: MACBETH

Shakespeare Timeline

1564- 1616: Shakespeare's life span

1597: Daemonologie was a book written by King James VI of Scotland supporting the practice of witch hunting.

1603: Queen Elizabeth dies with no male heirs and King James VI of Scotland is crowned King James I of England.

1605: The Gunpowder Plot - a failed assassination of King James I by a group of provincial English Catholics led by Robert Catesby.

1606: Shakespeare writes Macbeth.

Scotland in the Time of 'Macbeth'

Scotland in the eleventh century was in a state of constant change. Warring families and clans battled to control land and trade. Each side was led by a thane, whose castle became an important power base. Murder was committed frequently.

Religion under James I

After the Gunpowder Plot, the third Catholic conspiracy against his person in three years, James sanctioned stricter measures to suppress Catholics. One of James's great contributions to England was the Authorised King James's Version of the bible (1611) which was to become the standard text for more than 250 years.

The Divine Right of Kings

James believed in the Divine Right of Kings, a commonly held view since the Middle Ages. Kings were appointed by God from above and had supernatural powers. If anyone dared to question a king then he was questioning God; this amounted to blasphemy.

Shakespeare's Sources

Macbeth was a real king of eleventh-century Scotland, whose history Shakespeare had read in the Chronicles of Scotland (1577) by Raphael Holinshed.

Grammar - Kinds of sentences

Declarative: Expresses a statement of fact, wish, intent, or feeling. It always ends with a full stop.

Interrogative: Asks a question and ends with a question mark.

Imperative: Gives a command, request, or direction, and usually ends with a full stop. If it is particularly strong, it ends with an exclamation mark.

Exclamatory: Expresses strong feelings and always ends with an exclamation mark.

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Adjectives

Adjectives are words that describe the qualities or states of being of nouns: *enormous, doglike, silly, yellow, fun, fast*. They can also describe the quantity of nouns: many, few, millions, eleven.

Adjectives are words which modify (describe) a noun. Eg: 'my **black** and **deep** desires'

They can also act as a complement to linking verbs or the verb to be. A linking verb is a verb like to feel, to seem, or to taste that describes a state of being or a sensory experience. Eg: Lady Macbeth felt **guilty**.

Adjectives have comparative and superlative forms –

weak, weaker, weakest - untrustworthy, more untrustworthy, most untrustworthy - good, better, best

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FRENCH

To succeed at the exam you must know the following points:

Nouns:

Food for:

'Le petit-déjeuner' (breakfast),

'Le déjeuner' (lunch),

'Le diner' (dinner).

'Le goûter' (snack).

Clothes.

Routine nouns (la maison, mon sac, le collègue).

Colours.

Verbs:

Prendre (to take/have – for food), manger (to eat), boire (to drink), porter (to wear).

Reflexive verbs: se lever (to get up), se doucher (to shower), s'habiller (to put on – clothes).

Other routine words: préparer, sortir (to go out), étudier (to study), prendre (to take), rentrer (to return).

Frequency words:

Jamais (never), rarement (rarely), parfois/quelquefois (sometimes), souvent (often), toujours (always), d'habitude (usually).

Time words:

D'abord (first), puis (then), ensuite (afterwards), après (after), jusqu'à (until).

Understanding time in French (counting to 59).

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GEOGRAPHY

Section 1: Structure of the earth and Continental Drift

Compositional layers: What is the earth made of?

Mechanical layers: How do different parts of the earth behave?

The theory of continental drift: Alfred Wegner

Section 2: Geological Timescale

Principles of geology

Eras: Precambrian, Paleozoic, Mesozoic, and Cenozoic

Periods, Epochs, and MYA

Major events throughout time

Section 3: Rock Classification and the rock cycle

Sedimentary Rock: Formation and Examples

Metamorphic Rock: Formation and Examples

Igneous Rock: Formation and Examples

Section 4: Weathering and erosion

Biological weathering

Physical weathering

Chemical weathering

Erosion processes: abrasion, attrition, hydraulic action and solution

Section 5: Limestone Landscape

Case study: Malham Yorkshire

Swallow holes, Limestone pavements and dry valleys

Caves, Resurgence and Limestone scar

OS mapping of UK Limestone landscape

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GERMAN

Die Schulfächer und Meinungen:

Der Fach: the subject

Die Fächer: the subjects

Mein Lieblingsfach ist.... : my favourite subject is....

Lernen: to learn

Ich lerne gern: I like learning.

Ich lerne lieber Geschichte: I prefer learning history.

Ich lerne am liebsten Mathe: I love learning maths best.

Der Schultag:

Die Tage der Woche:

Montag: Monday

Dienstag: Tuesday

Mittwoch: Wednesday

Donnerstag: Thursday

Freitag: Friday

Samstag: Saturday

Sonntag: Sunday

In der ersten, zweiten, dritten, vierten, fünften, sechsten Stunde:

Die Pause: the break

Die Mittagspause: the lunch break

Dauern: to last

Die Pause dauert zwanzig Minuten: the break lasts twenty minutes.

Um wie viel Uhr: What time

Um wie viel Uhr beginnt/endet deine Schule?: what time does your school start/finish?

Meine Schule beginnt/endet: my school starts/ends

Um 8:00 (acht Uhr): at 8 o'clock

Um 14:20 (vierzehn Uhr zwanzig): at 2.20 pm

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Der Stundenplan:

Wie oft: how often

Wie oft hast du Mathe?: How often do you have Maths?

Ich habe Mathe : I have Maths.....

..... am Montag: on Monday

..... einmal/zweimal/dreimal pro Woche: once/twice/three times a week

..... zwei/drei/vier Stunden pro Tag: two/three/four periods a day

Wann: when

Wann hast du: when do you have

Am Montag/Dienstag/Freitag: on Monday/Tuesday/Friday

Am Montag habe ich Kunst in der dritten Stunde: I have Art on Monday in the third period.

Die Schule und die Technologie:

Der Computer: the computer

Das Handy: the mobile phone

Die Hausaufgabe: the homework

Das Internet: the internet

Im Internet surfen: to surf the internet

Simsen: to text

Ich simse gern mein Freund: I like texting my friend

Chatten: to chat

Wie oft chattest du?: How often do you chat?

Hochladen: to upload

Ich lade Musik hoch: I upload some music

Herunterladen: to download

Manchmal lade ich Filme herunter: sometimes I download films

Intensifiers

Adverbs of time

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HISTORY

Section 1: Medieval Ideas

Explain why religion was important in medieval society.

Explain why the church was so powerful in medieval society.

Section 2: magna Carta and the Emergence of Parliament

Explain what caused the Baron's revolt.

Explain the significance of the Magna Carta to English identity.

Section 3: The English Campaigns to conquer Scotland and Wales

Explain how Edward I conquered Wales.

Write an account of Edward I's campaign in Scotland

Section 4: The Black Death and its social and economic consequences

Explain what caused the Black Death.

Describe the different medieval beliefs about the cause of the Black Death.

Section 5: The Peasants' Revolt

Explain how feudalism lead to the Peasants' Revolt.

Explain how the poll tax lead to the Peasants' Revolt.

Explain how Richard II's weak leadership lead to the Peasants' Revolt.

Explain how the Black Death lead to the Peasants' Revolt.

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MATHS

Section1: Constructions; angles and angle/line bisectors, triangles.

You must be able to construct;
Angle bisectors
Perpendicular bisectors
Constructing triangles using SSS, ASA, SAS

Section2: Angles

You must be able to calculate;
Alternate angles
Corresponding angles
Interior angles

Section3: Functions

You must be able to;
Substitute to evaluate expressions
Work out coordinates when plotting straight line graphs
Identify gradients and intercepts

Section 4: Sequences

You must be able to calculate;
The nth term rule
The terms given a rule

Section 5: Ratios

You must be able to;
Simplify ratios
Find quantities in given ratio

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MUSIC

The areas of knowledge for this half term have been broken down into sub-sections based on what you are required to do with this knowledge.

Section 1: Notation

You will need to recall:

The name of the thing that music is written

The notes of the treble clef, along with the rhymes taught to help you remember

The first leger-lined note below the bottom line

Section 2: Duration

You will need to recall:

The names of the basic rhythmic notes taught

The note values (i.e. number of beats) of the basic rhythmic notes taught

What ties do to the musical rhythms, and be able to calculate the correct number of beats featured

Section 3: Intervals

You will need to recall:

The differences between tones and semitones

The ability to apply these to a major scale

Section 4: Piano notes

You will need to recall:

The best method for you to identify a starting point when working out the layout of the piano notes

The correct direction you work through the alphabet when ascending or descending the piano

The two different names for each black note of the piano

Section 5: Orchestral musical instruments

You will need to recall:

The names of the different orchestral musical instruments belonging to each orchestral family

The names of the different orchestral musical instruments from looking at their pictures

The names of the different orchestral musical instruments from reading their descriptions

The correct spellings of all these orchestral musical instruments

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PHYSICS

FORCES

You must know the following areas of knowledge for your HT3 exams.

Lesson 1: Resultant Forces

Vector – quantity with size and direction

Vectors can be represented using arrows, where the size and direction of the arrow represent the size and direction of the vector.

Resultant force – the total of all the forces acting on an object.

If two forces are acting in the same direction, add the forces to find the resultant. If two forces are acting in the opposite direction, subtract them to find the resultant force.

Remember that horizontal resultant forces and vertical resultant forces must be calculate separately.

Horizontal – left and right/side to side direction.

Vertical – up and down direction.

Resolving forces – taking a force that is acting diagonally and breaking it up into a horizontal and vertical forces.

You can also add force vectors by connecting the tip of one arrow to the tail of another.

Lesson 2: Newton's First Law

Newton's first law: An object at rest stays at rest or an object moving at constant velocity remains that velocity unless there is a resultant force on the object. Or in other words, only unbalanced forces cause acceleration.

An object that is moving at a constant speed can still have forces acting on them, but the forces must be balanced/zero resultant force.

If there is a resultant force (i.e. forces are unbalanced) and state that the object will accelerate.

Acceleration – rate of change in velocity, so it can mean an object is speeding up, slowing down or changing direction.

Deceleration – acceleration in the opposite direction (i.e. slowing down)

Rate – speed, or how quickly something happens.

Velocity – speed and direction of an object.

Lesson 3: Newton's Second Law

Newton's second law: Force is proportional to mass and acceleration, or $F=ma$.

Proportional – as one thing changes, the other changes by the same amount.

Inertia mass: how resistant an object is to being accelerated by a force i.e. objects with more mass experience less acceleration for the same force

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You must memorise this equation and know how to rearrange it: $F=ma$

- o F means *force*, measured in newtons (N)
- o m means *mass*, measured in kilograms (kg)
- o a means *acceleration*, measured in metres per second squared (m/s^2)

Lesson 4: Mass and Weight

Mass – the amount of substance in an object.

Weight – force exerted on an object by gravity.

Exert – put (e.g. “I exerted a force on the toy” means “I put a force on the toy”)

Gravitational field strength - the strength of the gravitational field. A gravitational field is just an area where object experience gravity.

On Earth, the value of the gravitational field is, $g = 9.81 \text{ N/kg}$. You must memorise this value.

You must memorise this equation and know how to rearrange it: $W=mg$

- o W means *weight*, measured in newtons (N) because it is just a force.
- o m means *mass*, measured in kilograms (kg).
- o g means *gravitational field strength*, measured in newtons per kilogram (N/kg) – be careful, it does NOT mean “grams”!

Lesson 5: Newton’s Third Law

Newton’s third law: When object A exerts a force on object B, object B will exert a force that is the same time, equal in size but opposite in direction.

The two forces that act in Newton’s third law are called action-reaction pairs.

Example of action-reaction pairs that show Newton’s third law:

- o Skateboarder pushes on the wall, wall pushes skateboarder back with a force that is the same size, but opposite direction.
- o Fuel from a rocket pushes the rocket as it burn, rocket pushes back on fuel to lift off with an equal force.
- o Earth’s gravity pulls you down, your gravity pulls back up with a force that is the same size (except you can’t feel yourself pulling the Earth because you have a less mass!)

Objects with more mass will accelerate less.

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RELIGION: JUDAISM

How to revise

Read through your class work, prep notes and knowledge grid to make sure you have a good understanding of each of the areas of knowledge. If you do not, then revise that area of knowledge. Firstly, make sure you have completed all previous prep on that area of knowledge. Then start doing something active to help yourself remember the key facts. For example, change notes from one format into a different format: bullet points into a diagram or extended answers into bullet points.

Section 1: The Jewish tradition

How is God known and represented
What it means to be Jewish
Judaism around the world

Section 2: Jewish doctrine

Ramban's Principles of Faith

Section 3: The Jewish Covenant

The stories of Abraham and Moses
The difference between the first and second covenant
How the covenants are remembered

Section 4: Jewish Places of Worship

History of the Altar, Tabernacle, The Temple of Solomon and the Synagogue
Worship at the Altar, Tabernacle, The Temple of Solomon and the Synagogue

Section 5: Sacred Writings

Difference between the oral and written Torah
The Torah, Tanakh and Talmud

Key terms

Covenant: an agreement between different people/groups of people where each side makes promises.

Polytheism: the belief in the existence of multiple Gods.

Monotheism: the belief in the existence of just one God.

Prophets: people chosen to be messengers by God.

Prophecies: messages from God.

The Messiah: the saviour who will come at the end of time.

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Tabernacle: a portable tent used for worship when the Jews did not have a permanent homeland.

Synagogue: a building where Jewish people can worship and come together.

Oral: Spoken

Israelites: another word for Jewish people, meaning children of Israel.

Mount Sinai: a mountain in modern day Egypt where Jews believe Moses received the Torah.

Gan Eden: the paradise on earth that will be created once the Messiah comes to earth.

Gehinnom: a place in the afterlife where people will be punished for having sinned.

END