



ACADEMY  
LANGLEY

# Q3 Academy Langley



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## Quest for Knowledge Booklet

### Year 7 – Cycle One – Transition Edition

#### A message for our Year 6 Transition Students:

***'I did then what I knew how to do. Know that I know better, I do better.'***

*Maya Angelou - one of the greatest female writers of the 20<sup>th</sup> Century, and a Civil Rights activist.*

One of the key things that makes our students successful at Q3 Academy Langley is their knowledge; knowledge is the foundation on which you will build your understanding, your intelligence, and ultimately, your success.

At Q3 Academy Langley, your Learning Consultants put together a collection of the knowledge that you will need in each Cycle, in each Core subject. When collated (put together), it forms the Quest for Knowledge – an artefact that will support you on your learning journey.

Individually, each Quest for Knowledge (or as we call them, Q4Ks) will support you each Cycle. Combined, they will contain the key knowledge to help you succeed to the highest level; make sure you keep hold of them!

We have provided you with our Q4K from last year's Year 7 cohort, to give you a taste of what knowledge we expect of our Year 7 students, and to give you a chance to try and learn some yourself. We have given some guidance on how to use the Q4K effectively on the next page – good luck!

## Quest for Knowledge Booklet

### Year 7 – Cycle One

#### Strategies to use your Quest for Knowledge effectively:

Strategy	Guidance
<p><b>Copying out</b> – writing out information from the Q4K yourself.</p>	<p><i>This strategy is useful for working through information systematically; it has its limitations though.</i></p>
<p><b>Mind Mapping</b> – writing a topic or key idea, and surrounding it with linked ideas or information.</p>	<p><i>This strategy is a nice way to break down information, and draw links between them.</i></p>
<p><b>Self-quizzing</b> – cover information that you feel is learned, before testing yourself.</p>	<p><i>This is an extremely effective strategy – as you get more confident, you can ask more difficult questions of yourself!</i></p>
<p><b>Quizzing at home</b> – parents/carers relatives take key information, and quiz you on it.</p>	<p><i>This is similar to self-quizzing; make sure that whoever quizzes you pays close attention to accuracy of your answers!</i></p>
<p><b>Blurting</b> – write a topic or key idea, before writing everything you can think of. Then, check to see what you know and have missed.</p>	<p><i>This is a great way to find the gaps in your knowledge; give it a try!</i></p>
<p><b>Flash-cards</b> – on a small piece of paper or card, write a question or term. On the back, write the answer or definition. Test yourself, or get tested by someone!</p>	<p><i>Flash cards are particularly useful for remembering key terminology, vocab or dates.</i></p>

## Quest for Knowledge – Assessment Cycle One – English

Term	Definition	Example
<b>Active voice</b>	When a sentence follows the pattern: subject noun, active verb and object noun. In contrast, the passive voice goes: object noun, verb and subject noun.	Active: The school arranged a visit.  Passive: A visit was arranged by the school.
<b>Adjective</b>	Modifies or describes a noun or pronoun.	The <b>brown</b> dog sat.
<b>Adverb</b>	Modifies or describes a verb, adjective, or another adverb. Adverbs can describe how something was done, the manner and extent.	Does not always end in –ly. Randomly, fast, brutally, briskly, sloppily, wearily, abruptly.
<b>Antecedent</b>	The noun to which a pronoun refers. A pronoun and its antecedent must agree. For example, both pronoun and antecedent must be singular or plural, both be masculine or feminine.	<i>Adeline</i> bit <i>her</i> lip.  Adeline = antecedent; her = pronoun.
<b>Antonym</b>	A word opposite in meaning to another (e.g. bad and good).	Bright <> Dull Light <> Heavy (<> is code for 'not equal'.)
<b>Apostrophe of possession (singular)</b>	Apostrophes show that a noun owns or possesses something. To make a single noun possessive, simply add an apostrophe and an 's'.	The <b>boy's</b> toys were broken.
<b>Apostrophe of possession (plural)</b>	A plural noun generally requires an apostrophe after the letter s to show it owns something.	The <b>boys'</b> toys were broken.
<b>Apostrophe of omission (see contraction)</b>	An apostrophe can be used to indicate the omission of letters. These omissions (or contractions) are generally used in informal, slang or colloquial language.	Once you pop you just <b>can't</b> stop!  <i>Can't</i> = <i>can</i> + <i>not</i> .
<b>Appositive</b>	A noun or noun phrase that renames or adds identifying information to a noun it immediately follows.	His brother, <u><i>an accountant with Arthur Andersen</i></u> , was recently appointed.
<b>Apronym</b>	A character's name that is appropriate to their occupation or behaviour.	Example: Flora Gardner, the horticulturalist.
<b>Article</b>	The words <b>a</b> , <b>an</b> and <b>the</b> , which signal or introduce nouns. The <b>definite article</b> <i>the</i> refers to a particular item. The <b>indefinite</b> articles <i>a</i> and <i>an</i> refer to a general item or one not already mentioned.	Definite article: <b>The</b> report. <b>The</b> pen. <b>The</b> school.  Indefinite article: <b>An</b> apple. <b>A</b> school. <b>A</b> student.
<b>Auxiliary verb</b>	A verb that combines with the main verb to show differences in tense, person and voice. The most common auxiliaries are forms of <i>be</i> , <i>do</i> and <i>have</i> .	I <b>am</b> going. We <b>did</b> not go. They <b>have</b> gone.

## Quest for Knowledge – Assessment Cycle One – English

Term	Definition	Example
<b>Clause</b>	A clause is a group of words that has both a <b>subject</b> and a <b>predicate</b> . Every complete sentence is made up of at least one clause.	<u>Michael</u> <b>bought a new computer.</b> <u>Michael</u> <b>bought a new computer, but he still has the old one.</b>
<b>Colloquialism</b>	A word or expression appropriate to informal conversation, not usually suitable for academic or business writing.	<b>Colloquial:</b> They wanted to get even. <b>Formal:</b> they wanted to <i>retaliate</i> .
<b>Compound sentence</b>	Two or more main clauses joined by a coordinating conjunction, a correlative conjunction or a semi-colon/colon.	Caesar conquered Gaul; Alexander the Great conquered the world.
<b>Compound subject</b>	Two or more simple subjects joined by a coordinating or correlative conjunction.	<i>Hemmingway and Fitzgerald</i> had little in common.
<b>Conjunction</b>	A word that joins words, phrases, clauses or sentences. Coordinating conjunctions join grammatically equivalent elements. Correlative conjunctions join the same kind of elements. Subordinate conjunctions introduce subordinate clauses.	<b>Coordinating conjunctions</b> (for, and, but, or, nor, yet, so). <b>Correlative conjunctions</b> (both, and; either, or; neither, nor). <b>Subordinating conjunction</b> (if, because, since).
<b>Conjunctive adverbs</b>	Words that are used to connect one main clause to another main clause. They are used to show sequence, contrast, cause and effect, and other relationships.	Accordingly; finally; likewise; similarly; also; furthermore; meanwhile; specifically; anyway; hence; moreover; however; nevertheless; subsequently; certainly; incidentally; consequently; indeed; therefore; conversely; instead; otherwise.
<b>Connote</b>	To imply or suggest an image or feeling in addition to the literal meaning.	A character's broken heart might be connoted by a vase being dropped and smashing on the floor.
<b>Consonant</b>	Consonants are sounds made by obstructing air flow using lips, tongues or teeth.	b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.
<b>Contraction</b> (apostrophe of omission)	A shortened form of a word or group of words. Typically, an apostrophe is put in the position of the omitted (removed) letters in the shortened word form.	Can't = cannot They're = they are You're = you are It's = it is I'm = I am

## Quest for Knowledge – Assessment Cycle One – English

Term	Definition	Example
<b>Denote</b>	Used to show either what is indicated or stood for.	A character's clumsiness might be denoted by a vase being dropped and smashing on the floor.
<b>Descriptive language</b>	Employs a variety of language devices to engage readers and often create an emotional response. When writing descriptively, you should avoid using pronouns such as 'I', 'she', 'he' or 'they' and aim to include as many adjectives and adverbs as you can.	The thirsty ground crumbled like sand.
<b>Determiner</b>	Words that point out or refer to nouns. They can include <b>articles</b> (a/an, the). An is used for nouns that start with a vowel (a, e, i, o and u). A is used for nouns that start with a consonant. Determiners can include <b>demonstratives</b> (this, that, these and those), possessives (my, its, her) and quantifiers (fewer, some, any).	
<b>Diction</b>	A writer's word choice.	
<b>Direct object</b>	A noun or pronoun that receives the action of a transitive verb.	Penguin publishes <i>books</i> .
<b>Ellipsis</b>	The omission of words from a sentence indicated by three dots. Can be used to reflect a sense of loss or hopelessness, or build tension as part of a cliffhanger.	Those poor, unfortunate souls had failed to realise there was a catch...
<b>Etymology</b>	The study of the origin of words and the way in which their meanings have changed throughout history.	The noun 'question' originates from the Old French noun 'question' and from the Latin noun 'quaestionem' which derived from the verb 'quarere' meaning 'to seek'.
<b>Explicit</b>	Literal meaning of a sentence or word. A clearly stated textual meaning or detail, that leaves no room for confusion or doubt (obvious; direct quote).	This means ... The literal semantic ... This denotes ...
<b>FANBOYS</b> (co-ordinating conjunctions)	FANBOYS are seven coordinating conjunctions: for, and, nor, but, or, yet and so. FANBOYS join together main clauses to make compound sentences. A comma always comes before the FANBOYS, as long as the FANBOYS is joining two main clauses. However, if the FANBOYS is not joining main clauses, then no comma needed (as it's not operating as a coordinating conjunction).	Fran prefers to drive in the country, <b>for</b> there is often less traffic.  Betty ran to the grocery, <b>but</b> it had closed at six o'clock.

## Quest for Knowledge – Assessment Cycle One – English

Term	Definition	Example
<b>Figurative language</b>	Employs figures of speech, which can include metaphors, similes, hyperbole and personification to indirectly suggest meaning.	The sea lashed out, perpetually spitting up at the sky who thrashed down a million lightning bolts in return. Howling, the wind found itself caught mercilessly between the two; trapped like a caged animal. The Earth was now a prison.
<b>First Person</b>	A narrative told in the first person will include the pronouns 'I' or 'we'.	On <b>our</b> way to New York, <b>I</b> observed beautiful, miniature birds gliding in the gentle breeze like kites.
<b>Homophone</b>	Two different words are homophones if they sound exactly the same when pronounced even though they are spelt differently.	<i>Here, hear.</i> <i>Some, sum.</i> <i>They, they're and their.</i>
<b>Implicit</b>	Suggested though not directly expressed; implied meaning a reader deduces or infers.	This implies ... This suggest ... This connotes ... The metaphorical semantic ...
<b>Indefinite pronoun</b>	A pronoun that refers to an unspecified person or thing.	<b>Singular:</b> <i>another, anybody, anyone, anything, each, either, enough, everybody, everyone, everything, little, much, neither, nobody, no one, nothing, one, other, somebody, someone, something, it.</i> <b>Plural:</b> <i>both, few, many, others.</i>
<b>Indirect object</b>	A noun or pronoun that indicates to whom or for whom, to what or for what, the action of a transitive verb is performed.	I asked <i>her</i> a question. Ed gave <i>the door</i> a kick.
<b>Infinitive and split infinitive</b>	In the present tense, a verb phrase consisting of <i>to</i> followed by the base form of the verb. A split infinitive occurs when one or more words separate <i>to</i> and the <i>verb</i> .	Infinitive: to write. Split infinitive: to boldly go.
<b>Intransitive Verb</b>	A verb that does not need a direct object to receive the action.	Transitive: she <b>played</b> the piano. Intransitive: his nerve <b>failed</b> . (Run, sleep, arrive, go, lie, sneeze, sit, and die.)
<b>Language device</b>	A word, or group of words, that work together to make a figurative meaning.	Metaphor, simile, rhetorical devices (questions, triples), personification, alliteration.
<b>Lexicon</b>	The vocabulary of a person, language, or branch of knowledge; a dictionary.	

## Quest for Knowledge – Assessment Cycle One – English

Term	Definition	Example
<b>Literal language</b>	Refers to the meanings of words, phrases and sentences in their real or actual sense.	The ground was dry and cracked from the lack of rain this winter.
<b>Loan word</b>	A word adopted from a foreign language with little or no modification.	<p style="text-align: center;">Biscuit</p> from Old French <i>bescuit</i> , based on Latin <i>bis</i> 'twice' + <i>coctus</i> , past participle of <i>coquere</i> 'to cook' (so named because originally biscuits were cooked in a twofold process: first baked and then dried out in a slow oven so that they would keep).
<b>Main clause</b>	A <b>main clause</b> (sometimes called an <b>independent clause</b> ) can stand alone as a grammatically complete sentence. A simple sentence has one main clause. Simple sentence = 1 x main clause.	<p style="text-align: center;"><b>The dog barked.</b></p> <b>The dog</b> , which was angry, <b>barked</b> loudly.
<b>Metaphor</b>	The comparison of one thing to another without the use of like or as: "A man is but a weak reed"; "The road was a ribbon of moonlight."	The curtain of the night. All the world is a stage.
<b>Modal auxiliaries</b>  <b>Modal verbs</b>	Any of the verbs that combine with the main verb to express necessity, obligation, permission, probability, possibility, ability, or tentativeness.	Necessity = <i>must</i> Obligation = <i>should</i> Permission = <i>may</i> Probability = <i>might</i> Possibility = <i>could</i> Ability = <i>can</i> Tentativeness = <i>would</i>
<b>Modifier</b>	A word or phrase that qualifies, describes, or limits the meaning of a word, phrase or clause.	<i>Frayed ribbon.</i> <i>Dancing flowers.</i> <i>Worldly wisdom.</i>
<b>Narrative</b>	A written account of connected events; a story. The three key elements to include are the plot, setting and characterisation.	Once upon a time, a boy called Luke travelled to a marvellous, magnificent and magical place in the hope of seeking out knowledge. He thought to himself, "No matter how difficult this journey might be, I will not give up."
<b>Nominative pronoun</b>	A pronoun that functions as a subject or a subject replacement.	<i>I, we, you, he, she, it, they, who</i>

## Quest for Knowledge – Assessment Cycle One – English

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<b>Noun</b>	A word that names a person, place, thing, or idea. Most nouns have a plural form and a possessive form.	<p><i>Carol.</i></p> <p><i>The park.</i></p> <p><i>The cup.</i></p> <p><i>Democracy.</i></p>																						
<b>Object noun</b> <i>(direct object)</i>	A noun or pronoun that receives the action of a transitive verb.	Penguin publishes books.																						
<b>Objective writing</b>	Description that describes 'things' not the person/character. Also, limits the use of first and third person (he, she, they, I, we) replacing them with determiners and general nouns. Description created through use of descriptive devices (embellishment) and figurative language.	<p>Outside, a bed of copper-bronze, russet leaves rest idly: the last of summer's breath long since exhaled. Frost's biting touch creates one last mimicry of life: like an army of contorting puppets, the leaves arch, twist and buckle as ice stiffens what remains of those hollow, desiccated and skeletal veins.</p>																						
<b>On a white bus</b> <i>(subordinating conjunctions)</i>	<p>The subordinating conjunctions include when, where, while, after, although, before, because, if, though, and since. These are a sample of subordinate conjunctions. For additional words, consult a grammar book.</p> <p>When <b>subordinating conjunctions begins</b> a sentence, a <b>comma</b> always is placed in the <b>middle</b> of the sentence just before the main or independent clause. <b>However</b>, if the subordinating conjunction is in the <b>middle</b> of the sentence, then the comma is <b>not used</b>.</p>	<p><b>When</b> I wake up, I like to eat a bowl of Captain Crunch cereal.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr><td style="text-align: center;"><b>O</b></td><td><i>only if</i></td></tr> <tr><td style="text-align: center;"><b>N</b></td><td><i>now that</i></td></tr> <tr><td style="text-align: center;"><b>A</b></td><td><i>as (after, although)</i></td></tr> <tr><td style="text-align: center;"><b>W</b></td><td><i>when, whenever, where, wherever, while</i></td></tr> <tr><td style="text-align: center;"><b>H</b></td><td><i>how, however</i></td></tr> <tr><td style="text-align: center;"><b>I</b></td><td><i>if, in case</i></td></tr> <tr><td style="text-align: center;"><b>T</b></td><td><i>though</i></td></tr> <tr><td style="text-align: center;"><b>E</b></td><td><i>even if/though</i></td></tr> <tr><td style="text-align: center;"><b>B</b></td><td><i>before</i></td></tr> <tr><td style="text-align: center;"><b>U</b></td><td><i>unless, until</i></td></tr> <tr><td style="text-align: center;"><b>S</b></td><td><i>since</i></td></tr> </tbody> </table>	<b>O</b>	<i>only if</i>	<b>N</b>	<i>now that</i>	<b>A</b>	<i>as (after, although)</i>	<b>W</b>	<i>when, whenever, where, wherever, while</i>	<b>H</b>	<i>how, however</i>	<b>I</b>	<i>if, in case</i>	<b>T</b>	<i>though</i>	<b>E</b>	<i>even if/though</i>	<b>B</b>	<i>before</i>	<b>U</b>	<i>unless, until</i>	<b>S</b>	<i>since</i>
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## Quest for Knowledge – Assessment Cycle One – English

Term	Definition	Example
<b>Participle</b>	<p>A <b>verb</b> that <b>functions</b> as an <b>adjective</b>.                      Present participles end in –ing.                      Past participles typically end in –d, –ed or –en but may appear in other forms.</p>	<p><b>Shivering</b>, the dog sat by the fire.                      Present participle = <i>brimming, gushing, glowing</i>.                      Past participle = <i>injured, broken</i>.</p>
<b>Participial phrase</b>	<p>A participial phrase is a phrase that starts with a verb and the entire phrase acts like an adjective by modifying a noun or pronoun.                      You can put commas, dashes or brackets around your participial phrase (like an appositive!)</p>	<p>The eagles, <u><i>circling with sinister determination</i></u>, squawked loudly.</p>
<b>Periodic sentence</b>	<p>A sentence that expresses the main idea at the end.</p>	<p>With or without their parents; consent, and whether or not they receive the assignment relocation they requested, <u><i>they are determined to get married</i></u>.</p>
<b>Phoneme</b>	<p>A phoneme is the smallest unit of sound. There are approximately forty-four in the English language.</p>	<ol style="list-style-type: none"> <li>1. An example of a vowel phoneme is the sound 'ow' heard in words such as down and shout.</li> <li>2. An example of a consonant phoneme is the sound 'n' heard in words such as 'nut', 'knife' and 'gnat'.</li> </ol>
<b>Phrase</b>	<p>A group of related words that functions as a unit but lacks a subject, a verb or both.</p>	<p><i>Without the resources to continue.</i></p>
<b>Possessive</b>	<p>The case (type) of nouns and pronouns that indicate ownership or possession.                      Apostrophes are used to show possession by most proper nouns and nouns, not pronouns.</p>	<p>Proper nouns: <i>France's</i> greatest thinkers. <i>Harold's</i> cat. The <i>dog's</i> bone.                      Possessive pronouns [pronominal possessives]: <i>ours, mine, his, hers, theirs</i>.</p>
<b>Predicate</b>	<p>The verb and its related words in a clause or sentence. The predicate expresses what the subject does, experiences or is.</p>	<p>Birds <u><i>fly</i></u>.                      The graduates <u><i>celebrated wildly for a long time</i></u>.</p>

## Quest for Knowledge – Assessment Cycle One – English

Term	Definition	Example
<b>Prefix</b>	A group of letters that you can add to the beginning of a root word to change the meaning.	The prefix 'mis' means either wrong or bad. When added to the noun 'fortune', in the context of luck, 'fortune' becomes the noun 'misfortune', which means bad luck.
<b>Preposition</b>	A word that indicates the relationship – often spatial – of one word to another. A word indicating position. A word that relates the object to another word/phrase in the sentence.	He hid <u>under</u> the table.  She went <u>out</u> the window.  At, by, for, of, in, into, on, to, with, near, beside.
<b>Pronominal possessive</b>	Possessive pronouns.	Hers, its, his and theirs.
<b>Pronoun</b>	Often used to refer to a noun that has already been mentioned.  A word that takes the place of a noun.	Luke prides himself on doing a good job.  He, she, they, me, I, you and so on.
<b>Proper noun</b>	The name of a particular person, place or thing. Proper nouns are capitalised. Common nouns name classes of people, places or things; common nouns are not capitalised.	Proper nouns ( <b>capitalise!</b> ): Names = <i>Sam, Kathy</i> . Places = <i>Birmingham</i> . Things = <i>Keys</i> . Common nouns ( <b>lower case</b> ): Classes of people = <i>singer</i> . Classes of animal = <i>cats</i> . Places = <i>cities, towns, church</i> . Things = <i>books, cars, tables</i> .
<b>Register</b>	This refers to the degree of formality of language whereby a person changes or adapts their register depending on the situation. Avoid using contractions in formal writing and speech.	Amongst your peers you might say, "Hey dude! What's up?" which is informal register. Whereas, when meeting the Queen you would employ formal register and say "It is an honour to meet you, your Highness."
<b>Relative clause</b>	A clause introduced by a relative pronoun, or by a relative adverb.	Relative pronouns: <i>Who, which, whoever, what, when, where and that</i> .

## Quest for Knowledge – Assessment Cycle One – English

Term	Definition	Example
<b>Relative pronoun</b>	A pronoun that connects a dependent clause to a main clause in a sentence.	<i>Who, who, whose, which, that, what, whoever, whomever, whichever and whatever.</i>
<b>Root word</b>	Is the word you are left with after you remove all the prefixes and suffixes and it holds the most basic meaning of any word.	To find the root word of the adjective 'unquestionable', we need to remove the prefix 'un' used to show a lack of or absence. We can further remove the suffix 'able' used to show the ability or opportunity to do something. Since 'tion' is also a prefix, used to form nouns of action, we can remove that too; as a result, we are left with the root word 'quest' meaning to search for something.
<b>Second Person</b>	A narrative told in the second person will include the pronoun 'you'.	New York, <b>you</b> will see, is where <b>your</b> dreams come true.
<b>Stress</b>	A syllable is stressed if it is pronounced more forcefully than the syllables next to it. The other syllables in the word are unstressed.	<b>About</b> <b>Visit</b> To <b>be</b> or <b>not</b> to <b>be</b> ...
<b>Subject Noun</b>	The subject is generally the person or thing that the sentence is about. It's often the person or thing that performs the action of the verb in question and it usually (but not always) comes before the verb	<b>Charlie</b> ate his sandwich.
<b>Suffix</b>	A group of letters that you can add to the end of a root word to change the meaning.	The suffix 'ify' means to make or cause. When added to the adjective 'ample', which means plentiful, 'ample' becomes the verb 'amplify', which means to increase or add to something.
<b>Syllable</b>	A syllable sounds like a beat in a word. You can usually clap these beats out. Syllables consists of at least one vowel and possibly one more consonants	<b>Cat</b> has one syllable. <b>About</b> hat two syllables <b>Visit</b> has two syllables Hippopotamus has five syllables

## Quest for Knowledge – Assessment Cycle One – English

Term	Definition	Example
<b>Synonym</b>	Synonyms are words or phrases that have an exact or similar meaning to each other.	Synonyms of the adjective 'old' are 'prehistoric', 'archaic' and 'antediluvian' as they are all similar in meaning.
<b>Syntax</b>	<p>The arrangement of words and phrases in a sentence.</p> <p>In the second example, the syntactical arrangement places the emphasis on the adverb 'quickly'. This is referred to as an adverbial front.</p>	<p>1. The lion raced <b>quickly</b> across the field.</p> <p>2. <b>Quickly</b>, the lion raced across the field.</p>
<b>Tentative language</b>	This means to be vague, careful and uncertain via employing tentative verbs such as <i>perhaps, may, might, appear</i> and <i>suggest</i> .	The writer <b>may</b> have included this to show the difficulties people faced during this time period.
<b>Third Person</b>	A narrative told in the third person will include the pronouns 'he', 'she', 'it' or 'they'.	<b>They</b> travelled, full of hopes and dreams, to New York.
<b>Transitional phrases</b>	Transition words and phrases help make a piece of writing flow better and connect one idea to the next.	After all , even so, in fact, as a matter of fact, for example, in other words, as a result, for instance, in the first place, at any rate, in addition, on the contrary, at the same time, in conclusion, on the other hand.
<b>Word class</b>	<p>The category or function of a specific, individual word.</p> <p>Every words belongs to a word class which summarises the ways in which it can be used in grammar. The major word classes for English are: <i>noun, verb, adjective, determiner, pronoun</i> and <i>conjunction</i>.</p>	<p>The            boy        jumped.</p> <p><i>Determiner        noun                verb</i></p>

## Quest for Knowledge – Assessment Cycle One – English

### Clauses and sentences: foundational knowledge

Clause	Definition	Example												
<b>Main clause</b>	A <b>main</b> clause – also known as an <b>independent</b> clause – is a group of words that contains a <b>noun</b> and a <b>verb (subject and predicate)</b> and expresses a complete thought that makes sense.	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">The</td> <td style="padding: 5px;">cat</td> <td style="padding: 5px;">slept.</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><i>determiner</i></td> <td style="padding: 5px; text-align: center;"><i>noun</i></td> <td style="padding: 5px; text-align: center;"><i>verb</i></td> </tr> <tr> <td colspan="2" style="padding: 5px; text-align: center;"><i>subject</i></td> <td style="padding: 5px; text-align: center;"><i>predicate</i></td> </tr> </table>	The	cat	slept.	<i>determiner</i>	<i>noun</i>	<i>verb</i>	<i>subject</i>		<i>predicate</i>			
The	cat	slept.												
<i>determiner</i>	<i>noun</i>	<i>verb</i>												
<i>subject</i>		<i>predicate</i>												
<b>Subordinate clause</b>	A <b>subordinate</b> clause – also known as a <b>dependent</b> clause – is an <b>incomplete</b> main clause; it lacks either a noun or verb, or it has both but does not express a complete thought that makes sense. Dependent clauses usually start with a relative pronoun (which, that) a participle (dancing, shouting) or a subordinating conjunction (because, though).	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">because</td> <td style="padding: 5px;">the</td> <td style="padding: 5px;">cat</td> <td style="padding: 5px;">slept.</td> </tr> <tr> <td style="padding: 5px; text-align: center;"><i>Subordinating conjunction</i></td> <td style="padding: 5px; text-align: center;"><i>determiner</i></td> <td style="padding: 5px; text-align: center;"><i>noun</i></td> <td style="padding: 5px; text-align: center;"><i>verb</i></td> </tr> <tr> <td colspan="3" style="padding: 5px; text-align: center;"><i>subject</i></td> <td style="padding: 5px; text-align: center;"><i>Predicate</i></td> </tr> </table>	because	the	cat	slept.	<i>Subordinating conjunction</i>	<i>determiner</i>	<i>noun</i>	<i>verb</i>	<i>subject</i>			<i>Predicate</i>
because	the	cat	slept.											
<i>Subordinating conjunction</i>	<i>determiner</i>	<i>noun</i>	<i>verb</i>											
<i>subject</i>			<i>Predicate</i>											

### Commas are for demarcating clauses not for pauses!

Sentence	Definition	Example
<b>Simple sentence</b>	A simple sentence contains <b>one main</b> (independent) clause.	The boy fell.
<b>Compound sentence</b>	Compound sentences are made of <b>two or more main</b> (independent) clauses linked by a <b>connective</b> (usually a coordinating conjunction).	The boy fell and the girl laughed.
<b>Complex sentence</b>	A complex sentence contains a <b>main</b> clause and a <b>subordinate</b> clause.	The girl laughed because the boy fell .
<b>Complex-Compound</b>	A compound-complex sentence has <b>two main</b> clauses joined to one or more <b>subordinate</b> clauses.	The girl, who was immature, laughed as the boy fell.
<b>Because colon</b>	Use a <b>colon</b> to replace the conjunction ' <b>because</b> ' (or ' <b>for</b> ') where it joins two main clauses. The colon tells the reader that the second main clause will explain, justify or elaborate on the first main clause. A colon means "that is to say" or "here's what I mean."	The dodo was utterly alone: it was the last of its kind.
<b>Colon list starter</b>	Use a colon to introduce an item or a series of items. Do not capitalize the first item after the colon (unless it's a proper noun).	You may be required to bring many things: sleeping bags, pans, utensils, and warm clothing.
<b>Conjunctive adverbs semi-colon (however)</b>	Use a semicolon between two main clauses that are connected by conjunctive adverbs. The semi-colon goes before the conjunctive adverb. See Q4K glossary for phrases.	You must do your homework; <b>otherwise</b> , you might get a bad grade.

## Quest for Knowledge – Assessment Cycle One – English

### Clauses and sentences: foundational knowledge

Sentence	Definition	Example
<b>Coordinating conjunctions (FANBOYS)</b>	Used to join two main clauses to create a compound sentence.	The wizard had a long, grey beard, <b>and</b> he had piercing green eyes.
<b>Fronted adverbial</b>	Beginning a sentence with an adverb followed immediately by a comma.	<b>Suddenly</b> , the car stopped.
<b>Mirrored clause semi-colon</b>	Use a semi-colon to join two main clauses of similar length that show contrasting opinions or ideas about a similar topic.	<b>Some people</b> like football; <b>other people</b> hate it. <b>Inside</b> , it was hot and clammy; <b>outside</b> , it was strangely cool and dry.
<b>Noun, (which/where/who), [Relative Pronouns]</b>	Noun, (which/where/who), sentences begin with a noun then a comma followed by <b>which</b> or <b>where</b> or <b>who</b> and a second comma before saying what the person or thing does.	Cakes, <b>which</b> taste fantastic, are not so good for your health. Mr. Tims, <b>who</b> is my favourite teacher, is leaving the school soon.
<b>Semi-colon compound sentence</b>	Use a semi-colon in-between two main clauses (instead of a 'comma FANBOYS') to make a compound sentence.	Abby eats hamburgers; Jane eats veggie burgers.
<b>Semi-colon list items</b>	Use a semicolon between items in a list or series if any of the items contain commas.	To be a writer you need: a pen, which is inexpensive; a writer's pad, to capture ideas; a room, which has an inspiring view and a cup of your favourite tea.
<b>Semi-colon with FANBOYS</b>	Use a semicolon between main clauses joined by a coordinating conjunction if the clauses are already punctuated with commas or if the clauses are lengthy.	Some people write with a word processor, tablet, <b>or</b> a even a phone; <b>but</b> others, for different reasons, choose to write with a pen or pencil.
<b>Subordinating conjunctions (On a white bus)</b>	Used to join a main clause (more important idea) with a subordinate clause (less important idea). When subordinate conjunctions begin a sentence (example 2), a comma is always placed just before the main idea. Subordinate conjunctions can include when, where, while, after, although, before, because, if, though and since.	1) I like to eat a bowl of Captain Crunch cereal <b>when</b> I wake up. 2) <b>When</b> I wake up, I like to eat a bowl of Captain Crunch cereal.
<b>Transitional phrases semi-colon (as a result)</b>	Use a semicolon between two main clauses that are connected by a transitional phrase. The semi-colon goes before the transitional phrase. See Q4K glossary for phrases	Sarah's guest was turned away by the receptionist; <b>as a result</b> , she left before the presentations.  Phrases: on the contrary, of course, for example
<b>Verb, noun.</b>	These sentences start with a verb, followed by a comma, and then the noun of the person/thing along with what they do.	<b>Flying</b> , John had always been terrified of it. Trembling, he fled from the beast.

# Quest for Knowledge – Assessment Cycle One – English

## Punctuation and Writing Support

Sentence	Definition	Example
<b>Commas – Compound Sentences</b>	Put a comma before the FANBOYS. The FANBOYS are: for, and, nor, but, or, yet <i>and</i> so. Note: a FANBOYS joins together independent clauses. If the FANBOYS is being used in a list, then no comma is needed.	Alex loves Langley, <b>so</b> she attends the Academy regularly.
<b>Commas – Complex Sentence</b>	When a WWABBIT starts a sentence, a comma is always placed in the middle of the sentence just before the main (independent) clause. The WWABBITS are: where, when, while, after, although, before, because, if, though and since. <b>Tip: if a WABBITS starts a sentence remember its tail!</b>	<b>If</b> it continues to rain, Jay will need to buy an umbrella for wet break.
<b>Commas – Complex Sentence (adverbials)</b>	When an adverbial (or adverbial phrase) starts a sentence, place a commas after it.	Routinely, Langley students punctuate correctly.
<b>Commas – Complex Sentences (embedded clause)</b>	Use a comma before and after the relative pronoun if it's in the middle of the main sentence.	Mr Lee, <b>who</b> is Head of School, is leading today's Family Lunch.
	You can embed (insert) extra information into a sentence. The commas should be at the start and the end of the 'extra information'.	The Head of School, Mr Lee, is leading today's Family Lunch.
<b>Colons</b>	A colon introduces list.	On Thursdays, Year 8 have: Tutor, breakfast, assembly and Enrichment.
	A colon is used to introduce (or embed) a quotation into your argument.	Mr Lee exclaimed his pride for Langley students: "you're the hardest working students in Sandwell".
	A colon is sometimes used to separate a main title from a subtitle in film, art and music.	Q3 Langley: The Golden Years.
	A colon introduces an explanation or justification. This is the 'because' (or causal) colon.	Family lunch is a pleasant dining experience: students serve each other and discuss the topic of conversation respectfully.
“ “	Direct speech.	"I am the Head of School", said Mr Lee.
“ “	Quotations	Q3 Langley was recently praised for its "outstanding" features.

# Quest for Knowledge – Assessment Cycle One – English

## Punctuation and Writing Support

Sentence	Definition	Example
Semi Colons	Semi-colons can replace ,FANBOYS	Langley students predominantly wear business dress; during enrichment students wear P.E. kit.
	Semi-colons precedes certain adverbs, such as <i>however, therefore, consequently and nevertheless.</i>	Langley students transition between lessons in silence; consequently, no learning time is lost.
	Semi-colons connected two related sentences (independent clauses) to show the ideas are related, but not causal.	At Langley, students serve lunch to each other and converse respectfully; Family Lunch is a civil and pleasant experience.
	Semi-colons can be used to delineate items in a list where commas are used within the items.	For Tuesday’s Family Lunch students will enjoy: wedges, which are lightly spiced; baked beans, in sauce; Quorn nuggets, in crispy breadcrumbs; and fresh orange juice.
— Dash	Used to signal extra information in a sentence. You can uses them with appositives and embedded clauses.	Mr Lee - Head of School - is leading today’s Family Lunch.
- Hyphen	Hyphens join or spate words or parts of words	The Head of School, Mr Lee, is single-handedly leading today’s Family Lunch.
.	This shows the end of a sentence.	Q3 Langley is the best.
?	This marks the end of a direct question.	What are you doing for Q3’s got talent?
!	This marks the end of an exclamation. An exclamation is a remark expressing surprise, or strong emotion and opinion.	Last night’s Q3 has got talent was amazing!
’	Omission of contraction: when two words are contracted together, use an apostrophe to indicate where the missing letters are.	Can + not = can’t Students can’t talk during transition.
’	Possession (ownership): use an apostrophe to show an object, thing or idea belongs to someone or something. Place the apostrophe before the S to show singular possession; place the apostrophe after the S to show plural possession.	<b>Singular:</b> the student’s placemat was laid out incorrectly. <b>Plural:</b> the students’ placemat was laid out incorrectly.



## Quest for Knowledge – Assessment Cycle One – Maths

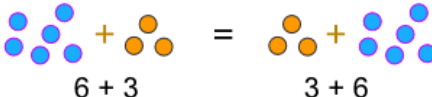
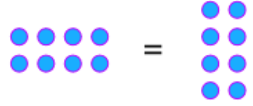
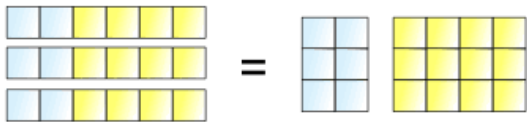
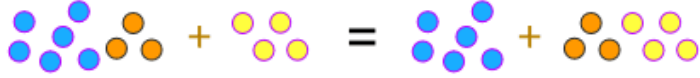
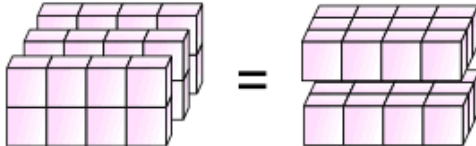
Key Term	How to use them in Maths/Examples												
<b>Place Value</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%;">Thousands</td> <td style="width: 16.6%;">Hundreds</td> <td style="width: 16.6%;">Tens</td> <td style="width: 16.6%;">Ones ●</td> <td style="width: 16.6%;">Tenths</td> <td style="width: 16.6%;">Hundredths</td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Thousands	Hundreds	Tens	Ones ●	Tenths	Hundredths						
	Thousands	Hundreds	Tens	Ones ●	Tenths	Hundredths							
<p>We use a “base ten” number system, or “decimal” numbers. This means that any number can be put into the table above, which continues in both directions. Each place to the right gets 10 times smaller, while each place to the left gets 10 times larger.</p>													
<b>Multiply and Divide by 10, 100, 1000 etc.</b>	<p>The decimal point doesn’t move, but the digits move left or right by the number of places depending on what you are multiplying or dividing by. Add “place holders” (0s) where needed.</p> <p>E.g. 1) <math>4.8 \times 10 = 48</math> (digits have moved one place left).            2) <math>4.8 \times 100 = 480</math> (digits have moved two places left).            3) <math>4.8 \times 1000 = 4800</math> (digits have moved three places left).            4) (digits have moved one place right).            5) (digits have moved two places right).</p>												
<b>Ordering Decimals</b>	<p style="text-align: center;"><b>Place the following numbers in order from smallest to largest: 0.5, 0.519, 0.468, 0.53</b></p> <p>Don’t fall into the trap of thinking the longest number is the largest. Start by comparing the digits from left to right, because the digit to the furthest left is 10 times larger than the next digit. Below is the correct order:</p> <p style="text-align: center;">0.468, 0.5, 0.519, 0.53</p>												
<b>Equals =</b>	<p>= means both sides of the equals sign have the same value.</p> <p>E.g. 1) <math>4.5 = 4.50</math>                      2) <math>5 + 7 = 4 + 8</math></p>												
<b>Not Equal <math>\neq</math></b>	<p><math>\neq</math> means that both sides have different values.</p> <p>E.g. 1) <math>4.80 \neq 4.08</math>                      2) <math>1.5 \times 10 \neq 1.50</math></p>												
<b>Greater Than &gt; Less Than &lt;</b>	<p>The pointed end of the sign points towards the smaller value.</p> <p>E.g.1) <math>5.5 &gt; 5.42</math>                      2) <math>3.8 &lt; 3.9</math></p>												
<b>Rounding</b>	<p>To round a number, we check to see if the digit in the next column is 5 or above, OR below 5.</p> <ul style="list-style-type: none"> <li>• If it is 5 or above, we round up.</li> <li>• If it is below 5, we round down.</li> </ul> <p>E.g. 1) Round 2352 to the nearest hundred: <b>2400</b>            2) Round 21.23 to 1 decimal places (d.p.): <b>21.2</b></p>												

## Quest for Knowledge – Assessment Cycle One – Maths

Key Term	How to use them in Maths/Examples																																							
<b>Significant Figures (s.f.)</b>	<p>You could also be asked to round to significant figures.</p> <p>E.g.1) Round 325 to 1 s.f. : 300            2) Round 5877 to 1 s.f. : 6000            3) Round 0.0578 to 1 s.f. : 0.06            4) Round 8255 to 2 s.f. : 8300            5) Round 5.73 to 2 s.f. : 5.7</p>																																							
<b>Estimation</b>	<p>Sometimes it is useful to “estimate” by rounding numbers before doing a calculation to check your answer or to get a rough answer.</p> <p>Often it is easiest to round to one significant figure.</p> <p>E.g. 1) Estimate: <math>35.2 \times 4.9</math>            This would become: <math>40 \times 5 = 200</math>            2) Estimate: <math>249.8 \times 5.35</math>            This would become: <math>250 \times 5 = 1250</math></p>																																							
<b>Addition</b>	<p>Make sure you line up the decimal point correctly when doing column addition. Fill in any extra places with “place holders” (0s).</p> <p>E.g. <math>256.47 + 12.3</math></p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <math display="block">\begin{array}{r} 256.47 \\ + 012.30 \\ \hline \end{array}</math> </div>																																							
<b>Subtraction</b>	<p>Also make sure you line up correctly. The order is important for subtraction. If you have to take a larger digit from a smaller digit, take from the column to the left, which is 10 times greater.</p> <p>E.g. <math>458.9 - 68.35</math></p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <math display="block">\begin{array}{r} 3 \cancel{4} 5 8 \cancel{.9} 10 \\ - 0 6 8 . 3 5 \\ \hline 3 9 0 . 5 5 \end{array}</math> </div>																																							
<b>Multiplication</b>	<p>Grid method is the best method for multiplication because it is the easiest to spot mistakes. It also will be very useful when learning other topics in later years during your mathematics education. It involves partitioning numbers.</p> <p>E.g. <math>253 \times 48</math></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="border-right: 1px solid black; padding: 5px;"><b>x</b></td> <td style="border-right: 1px solid black; padding: 5px;"><b>200</b></td> <td style="border-right: 1px solid black; padding: 5px;"><b>50</b></td> <td style="padding: 5px;"><b>3</b></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"><b>40</b></td> <td style="border-right: 1px solid black; padding: 5px;">8000</td> <td style="border-right: 1px solid black; padding: 5px;">2000</td> <td style="padding: 5px;">120</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"><b>8</b></td> <td style="border-right: 1px solid black; padding: 5px;">1600</td> <td style="border-right: 1px solid black; padding: 5px;">400</td> <td style="padding: 5px;">24</td> <td style="padding: 5px;"></td> </tr> </table> <table style="margin-left: auto; margin-right: auto;"> <tr><td style="padding: 5px;"></td><td style="padding: 5px;">8000</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;"></td><td style="padding: 5px;">2000</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;"></td><td style="padding: 5px;">1600</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;"></td><td style="padding: 5px;">400</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;">+</td><td style="padding: 5px;">120</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;"></td><td style="padding: 5px;">24</td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;"></td><td style="padding: 5px;"><b>12144</b></td><td style="padding: 5px;"></td></tr> <tr><td style="padding: 5px;"></td><td style="padding: 5px;">11</td><td style="padding: 5px;"></td></tr> </table>	<b>x</b>	<b>200</b>	<b>50</b>	<b>3</b>		<b>40</b>	8000	2000	120		<b>8</b>	1600	400	24			8000			2000			1600			400		+	120			24			<b>12144</b>			11	
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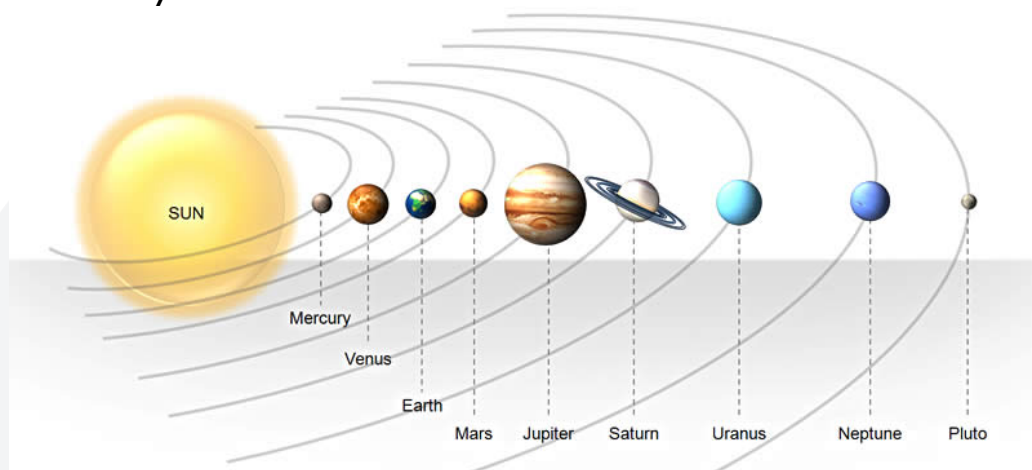
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<p><b>Multiply Decimals</b></p>	<p>E.g. <math>4.6 \times 0.83</math></p> <ul style="list-style-type: none"> <li>- Change to <math>46 \times 83</math> (We have multiplied the first number by 10 and the second number by 100, and <math>10 \times 100 = 1000</math> so in total we have multiplied the question by 1000).</li> <li>- Calculate <math>46 \times 83</math> using grid method = 3818.</li> <li>- Divide by 1000 to give 3.818</li> </ul>																																																															
<p><b>Division</b></p>	<p>Use "bus stop" division, sometimes called "short division".</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 20px;"> <p>5 goes into 6 once, with one remainder</p> </div> <div style="text-align: center;"> <p>E.g. 678</p> <math display="block">\begin{array}{r} 135.6 \\ 5 \overline{) 678.0} \\ \underline{5} \phantom{00} \\ 17 \phantom{0} \\ \underline{15} \phantom{0} \\ 28 \phantom{0} \\ \underline{25} \phantom{0} \\ 30 \\ \underline{30} \\ 0 \end{array}</math> </div> <div style="border: 1px solid black; padding: 5px; margin-left: 20px;"> <p>Continue adding "0s" after the decimal point until you have no more remainders.</p> </div> </div>																																																															
<p><b>Divide Decimals</b></p>	<p>Multiply both numbers by the same thing (e.g 10, 100, 1000 etc.). You do <b>NOT</b> need to divide by that number at the end, unlike multiplication.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>- Turn this into <math>1275 \div 50</math> (both numbers multiplied by 10) = 25.5</li> </ul>																																																															
<p><b>BIDMAS</b></p>	<p>It is important what order you do operations:</p> <p style="text-align: center;"> <b>Brackets</b>  <b>Indices</b>  <b>Division</b>  <b>Multiplication</b>  <b>Addition</b>  <b>Subtraction</b> </p> <p>These happen at the same time from left to right {</p> <p style="text-align: right;">} These happen at the same time from left to right</p>																																																															
<p><b>Directed Numbers (Negative Numbers)</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td><math>3 - 4 = -1</math></td> <td><math>-3 - 2 = -5</math></td> <td><math>3 + 2 = 5</math></td> <td><math>-3 + 4 = 1</math></td> </tr> <tr> <td><math>3 - 3 = 0</math></td> <td><math>-3 - 1 = -4</math></td> <td><math>3 + 1 = 4</math></td> <td><math>-3 + 3 = 0</math></td> </tr> <tr> <td><math>3 - 2 = 1</math></td> <td><math>-3 - 0 = -3</math></td> <td><math>3 + 0 = 3</math></td> <td><math>-3 + 2 = -1</math></td> </tr> <tr> <td><math>3 - 1 = 2</math></td> <td><math>-3 - -1 = -2</math></td> <td><math>3 + -1 = 2</math></td> <td><math>-3 + 1 = -2</math></td> </tr> <tr> <td><math>3 - 0 = 3</math></td> <td><math>-3 - -2 = -1</math></td> <td><math>3 + -2 = 1</math></td> <td><math>-3 + 0 = -3</math></td> </tr> <tr> <td><math>3 - -1 = 4</math></td> <td><math>-3 - -3 = 0</math></td> <td><math>3 + -3 = 0</math></td> <td><math>-3 + -1 = -4</math></td> </tr> <tr> <td><math>3 - -2 = 5</math></td> <td><math>-3 - -4 = 1</math></td> <td><math>3 + -4 = -1</math></td> <td><math>-3 + -2 = -5</math></td> </tr> <tr> <td><math>3 \times 2 = 6</math></td> <td><math>-3 \times 2 = -6</math></td> <td><math>12 \div 4 = 3</math></td> <td><math>-12 \div 4 = -3</math></td> </tr> <tr> <td><math>3 \times 1 = 3</math></td> <td><math>-3 \times 1 = -3</math></td> <td><math>12 \div 3 = 4</math></td> <td><math>-12 \div 3 = -4</math></td> </tr> <tr> <td><math>3 \times 0 = 0</math></td> <td><math>-3 \times 0 = 0</math></td> <td><math>12 \div 1 = 12</math></td> <td><math>-12 \div 2 = -6</math></td> </tr> <tr> <td><math>3 \times -1 = -3</math></td> <td><math>-3 \times -1 = 3</math></td> <td><math>12 \div 0 = 0</math></td> <td><math>-12 \div 1 = -12</math></td> </tr> <tr> <td><math>3 \times -2 = -6</math></td> <td><math>-3 \times -2 = 6</math></td> <td><math>12 \div -1 = -12</math></td> <td><math>-12 \div 0 = 0</math></td> </tr> <tr> <td><math>3 \times -3 = -9</math></td> <td><math>-3 \times -3 = 9</math></td> <td><math>12 \div -2 = -6</math></td> <td><math>-12 \div -1 = 12</math></td> </tr> <tr> <td></td> <td></td> <td><math>12 \div -3 = -4</math></td> <td><math>-12 \div -2 = 6</math></td> </tr> <tr> <td></td> <td></td> <td></td> <td><math>-12 \div -3 = 4</math></td> </tr> </tbody> </table>				$3 - 4 = -1$	$-3 - 2 = -5$	$3 + 2 = 5$	$-3 + 4 = 1$	$3 - 3 = 0$	$-3 - 1 = -4$	$3 + 1 = 4$	$-3 + 3 = 0$	$3 - 2 = 1$	$-3 - 0 = -3$	$3 + 0 = 3$	$-3 + 2 = -1$	$3 - 1 = 2$	$-3 - -1 = -2$	$3 + -1 = 2$	$-3 + 1 = -2$	$3 - 0 = 3$	$-3 - -2 = -1$	$3 + -2 = 1$	$-3 + 0 = -3$	$3 - -1 = 4$	$-3 - -3 = 0$	$3 + -3 = 0$	$-3 + -1 = -4$	$3 - -2 = 5$	$-3 - -4 = 1$	$3 + -4 = -1$	$-3 + -2 = -5$	$3 \times 2 = 6$	$-3 \times 2 = -6$	$12 \div 4 = 3$	$-12 \div 4 = -3$	$3 \times 1 = 3$	$-3 \times 1 = -3$	$12 \div 3 = 4$	$-12 \div 3 = -4$	$3 \times 0 = 0$	$-3 \times 0 = 0$	$12 \div 1 = 12$	$-12 \div 2 = -6$	$3 \times -1 = -3$	$-3 \times -1 = 3$	$12 \div 0 = 0$	$-12 \div 1 = -12$	$3 \times -2 = -6$	$-3 \times -2 = 6$	$12 \div -1 = -12$	$-12 \div 0 = 0$	$3 \times -3 = -9$	$-3 \times -3 = 9$	$12 \div -2 = -6$	$-12 \div -1 = 12$			$12 \div -3 = -4$	$-12 \div -2 = 6$				$-12 \div -3 = 4$
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## Quest for Knowledge – Assessment Cycle One – Maths

Key Term	How to use them in Maths/Examples
<b>Commutative Law</b>	<p>We can say that both addition and multiplication are “commutative” because we can change the order of the numbers:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><math>6 + 3 = 3 + 6</math></p> </div> <div style="text-align: center;">  <p><math>2 \times 4 = 4 \times 2</math></p> </div> </div>
<b>Distributive Law</b>	<p>We get the same answer when we:</p> <ul style="list-style-type: none"> <li>- multiply a number by a <b>group of numbers added together</b>, or</li> <li>- do each <b>multiply</b> separately then <b>add</b> them</li> </ul> <div style="text-align: center; margin: 10px 0;">  <p><math>3 \times (2+4) = 3 \times 2 + 3 \times 4</math></p> </div> <p style="text-align: center;">3 lots of <b>(2+4)</b> is the same as <b>3 lots of 2</b> plus <b>3 lots of 4</b></p> <p>So, the <b>3×</b> can be "distributed" across the <b>2+4</b>, into <b>3×2</b> and <b>3×4</b>.</p> <p><b>Uses:</b></p> <p>Sometimes it is easier to break up a difficult multiplication:  E.g.: <math>6 \times 204 = 6 \times 200 + 6 \times 4</math>  <math>= 1,200 + 24 = 1,224</math></p> <p>Or to combine:  E.g.: <math>16 \times 6 + 16 \times 4 = 16 \times (6+4)</math>  <math>= 16 \times 10 = 160</math></p>
<b>Associative Laws</b>	<p>The "Associative Laws" say that it doesn't matter how we group the numbers (i.e. which we calculate first) when we <b>add</b> or when we multiply:</p> <div style="text-align: center; margin: 10px 0;">  <p><math>(6 + 3) + 4 = 6 + (3 + 4)</math></p> </div> <div style="text-align: center; margin: 10px 0;">  <p><math>(2 \times 4) \times 3 = 2 \times (4 \times 3)</math></p> </div>

**Space**

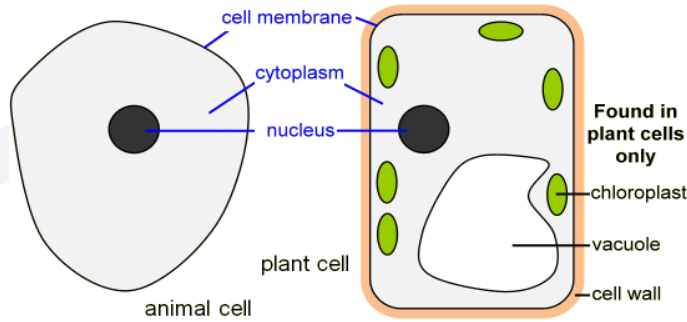
Solar System



<b>Key Word</b>	<b>Definition</b>
<b>Star</b>	A large mass at the centre of a solar that produces heat and light, for example the star at the centre of our solar system is called the Sun.
<b>Geocentric Model</b>	The geocentric model is an out-dated description of the universe with Earth at the centre. Under the geocentric model, the Sun, Moon, stars, and planets all circled Earth. As we learned more about our solar system, we realised that this model was wrong.
<b>Heliocentric Model</b>	Heliocentrism is the astronomical <i>model</i> in which the Earth and planets revolve around the Sun at the centre of the Solar System.
<b>Asteroid</b>	Asteroids are made of rock and metal, and are smaller than planets. Most of them are found in an 'asteroid belt', in orbit around the Sun between Mars and Jupiter.
<b>Gravity</b>	The force that attracts a body towards the centre of the earth, or towards any other physical body having mass.
<b>Gravitational Field Strength, 'g'</b>	The amount of force you feel per kilogram due to the attraction of the planet you are on. On Earth, $g = 9.8 \text{ N/kg}$ .
<b>Weight, 'W'</b>	Weight is the force acting on you due to gravity. It is measured in Newtons (N).  $W = m \times g$
<b>Mass, 'm'</b>	Mass is how much 'stuff' an object is made of. Measured in kilograms (kg).

**Quest for Knowledge – Assessment Cycle One – Science**

**Cells**



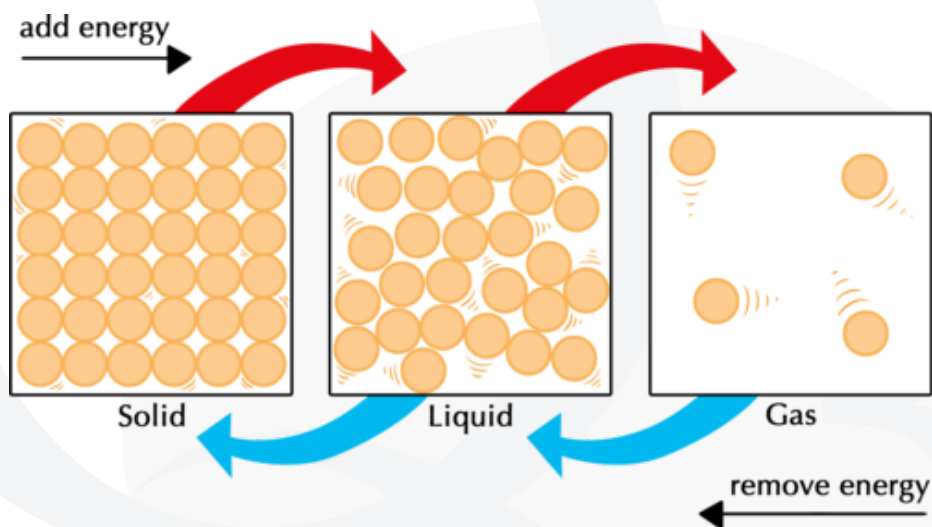
Parts of Both Plant and Animal Cell	Additional Parts found <u>only</u> in Plant Cells
Nucleus; Cell Membrane; Cytoplasm; Mitochondria; Ribosomes.	Permanent Vacuole; Chloroplasts; Cell Wall

Key Word	Definition
<b>Cell</b>	The smallest structural and functional unit of any living organism.
<b>Nucleus</b>	The nucleus contains the genetic material of the cell and controls the activities of the cell.
<b>Cytoplasm</b>	The cytoplasm is where most chemical processes take place.
<b>Cell Membrane</b>	The ( <i>semipermeable</i> ) boundary of a cell. It controls what enters and leaves the cell.
<b>Ribosome</b>	Where proteins are made in the cell.
<b>Chloroplasts</b>	Filled with chlorophyll. Where photosynthesis happens.
<b>Permanent Vacuole</b>	Contains cell sap, which is a weak solution of sugar and salts.
<b>Cell Wall</b>	A rigid structure made of cellulose. It supports and strengthens the cell.
<b>Organ</b>	An organ is made from a group of different tissues, which all work together to do a particular job.
<b>Tissue</b>	A living tissue is made from a group of cells with a similar structure and function, which all work together to do a particular job.
<b>Specialised cell</b>	Specialised cells are cells that have developed certain characteristics to perform a particular function, for example a red blood cell has a biconcave shape which maximises surface area to carry oxygen around the body.

## Quest for Knowledge – Assessment Cycle One – Science Particle Model

**Changes of state are:**

- solids melting into liquids;
- liquids boiling into gases;
- gases condensing into liquids;
- liquids freezing or solidifying into solids.



Key Word	Definition
<b>Property</b>	The characteristics of something. Chemical properties include the reactions a substance can take part in. Physical properties include colour and boiling point.
<b>Condensing</b>	Condensation is a change of state in which gas becomes liquid by cooling.
<b>Evaporating</b>	Evaporation is the process in which a liquid turns into a gas.
<b>Melting</b>	Melting is the process in which a solid turns into a liquid.
<b>Boiling point</b>	The temperature at which a liquid boils and turns to a gas.
<b>Pure</b>	In science, a pure substance contains only one element or compound.
<b>Density</b>	Density is the mass per unit volume, also known as how compact a substance is.

## Quest for Knowledge – Assessment Cycle One – Science

### The Periodic Table

Key Word	Definition
<b>Element</b>	A substance made up of only one type of atom. For example, gold is made entirely of gold atoms; oxygen is made entirely of oxygen atoms.
<b>Compound</b>	A substance made up of two or more different types of atom bonded together. For example, carbon dioxide is made from a carbon atom bonded to two oxygen atoms. There are two different types of atom joined together so it is a compound <b>not</b> an element.
<b>Mixture</b>	A mixture contains two or more substances that are not chemically combined. For example, sea water. Sea water contains water, salt and sand. These three substances are all mixed up but they are not joined together.
<b>Periodic Table</b>	The periodic table shows all of the elements that have been discovered. An element is made up of just one type of atom. For example, carbon is made up entirely of carbon atoms and oxygen is made up of nothing but oxygen atoms. Carbon dioxide is not in the periodic table because it is made up of carbon and oxygen atoms bonded together.
<b>Atom</b>	The smallest particle of a chemical element that can exist. It is made up of particles called protons, neutrons and electrons.
<b>Group</b>	The periodic table is split into different vertical columns known as groups. There are 8 groups altogether. The elements in each group have similar properties.
<b>Period</b>	The horizontal rows in the periodic table are known as periods.
<b>Chemical Symbol</b>	Each element has a different symbol that is either one or two letters. The first letter is always a capital. Example: C = carbon Ca = calcium Cu = copper O = oxygen  These can be joined together to make compounds. Example: CO <sub>2</sub> = carbon dioxide



**Quest for Knowledge – Assessment Cycle One – Science**  
**The Periodic Table**

		1          2          3          4          5          6          7          0																																		
												Key		1	hydrogen		1																			
		relative atomic mass	atomic symbol	name	atomic (proton) number																															
7	Li <small>lithium</small>	3	9	Be <small>beryllium</small>	4	11	B <small>boron</small>	5	12	C <small>carbon</small>	6	14	N <small>nitrogen</small>	7	16	O <small>oxygen</small>	8	19	F <small>fluorine</small>	9	20	Ne <small>neon</small>	10													
23	Na <small>sodium</small>	11	24	Mg <small>magnesium</small>	12	27	Al <small>aluminium</small>	13	28	Si <small>silicon</small>	14	31	P <small>phosphorus</small>	15	32	S <small>sulfur</small>	16	35.5	Cl <small>chlorine</small>	17	40	Ar <small>argon</small>	18													
39	K <small>potassium</small>	19	40	Ca <small>calcium</small>	20	45	Sc <small>scandium</small>	21	48	Ti <small>titanium</small>	22	51	V <small>vanadium</small>	23	52	Cr <small>chromium</small>	24	55	Mn <small>manganese</small>	25	56	Fe <small>iron</small>	26	59	Co <small>cobalt</small>	27	59	Ni <small>nickel</small>	28	63.5	Cu <small>copper</small>	29	65	Zn <small>zinc</small>	30	
85	Rb <small>rubidium</small>	37	88	Sr <small>strontium</small>	38	89	Y <small>yttrium</small>	39	91	Zr <small>zirconium</small>	40	93	Nb <small>niobium</small>	41	96	Mo <small>molybdenum</small>	42	[98]	Tc <small>technetium</small>	43	101	Ru <small>ruthenium</small>	44	103	Rh <small>rhodium</small>	45	106	Pd <small>palladium</small>	46	108	Ag <small>silver</small>	47	112	Cd <small>cadmium</small>	48	
133	Cs <small>caesium</small>	55	137	Ba <small>barium</small>	56	139	La <sup>*</sup> <small>lanthanum</small>	57	178	Hf <small>hafnium</small>	72	181	Ta <small>tantalum</small>	73	184	W <small>tungsten</small>	74	186	Re <small>rhenium</small>	75	190	Os <small>osmium</small>	76	192	Ir <small>iridium</small>	77	195	Pt <small>platinum</small>	78	197	Au <small>gold</small>	79	201	Hg <small>mercury</small>	80	
[223] Fr <small>francium</small>	[226] Ra <small>radium</small>	87	[227] Ac <sup>*</sup> <small>actinium</small>	88	[227] Ac <sup>*</sup> <small>actinium</small>	89	[261] Rf <small>rutherfordium</small>	104	[262] Db <small>dubnium</small>	105	[266] Sg <small>seaborgium</small>	106	[264] Bh <small>bohrium</small>	107	[277] Hs <small>hassium</small>	108	[268] Mt <small>meitnerium</small>	109	[271] Ds <small>dubnium</small>	110	[272] Rg <small>roentgenium</small>	111	[285] Cn <small>copernicium</small>	112	[285] Uut <small>ununtrium</small>	113	[286] Fl <small>flerovium</small>	114	[289] Uup <small>ununpentium</small>	115	[293] Lv <small>livermorium</small>	116	[294] Uus <small>ununseptium</small>	117	[294] Uuo <small>ununoctium</small>	118

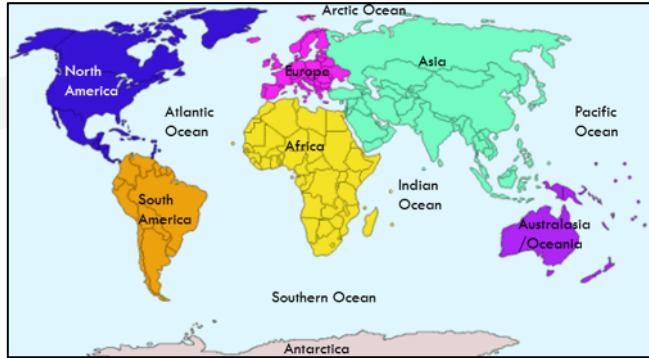
\* The Lanthanides (atomic numbers 58 – 71) and the Actinides (atomic numbers 90 – 103) have been omitted.  
 Relative atomic masses for Cu and Cl have not been rounded to the nearest whole number.

## Quest for Knowledge – Assessment Cycle One – Geography

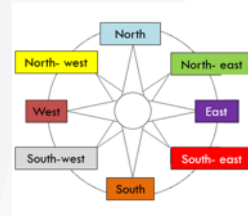
<b>Key Word</b>	<b>Definition</b>
<b>Geography</b>	The study of the Earth including how people live and the natural environment.
<b>Continent</b>	A large land mass often containing numerous countries.
<b>Ocean</b>	A large body of water that is found in-between continents.
<b>Physical Geography</b>	The branch of geography which includes natural features. E.g. volcanoes, rivers
<b>Human Geography</b>	The branch of geography which includes human features. E.g. Settlements, transport
<b>Environmental Geography</b>	The branch of geography which includes how humans and the natural world interact.
<b>Compass Rose</b>	The 8 main directions used when navigating maps.
<b>Longitude</b>	How far east or west a location is from the Greenwich or Prime Meridian.
<b>Latitude</b>	How far north or south a location is from the Equator.
<b>Equator</b>	The 0 degree line of latitude dividing the globe into north and south hemispheres.
<b>Greenwich/ Prime Meridian</b>	The 0 degree line of longitude dividing the globe into north and south hemispheres.
<b>Fieldwork</b>	The process of collecting data about people, cultures and natural environments.
<b>Hypothesis</b>	A prediction which can be tested.
<b>Primary data</b>	Information that is collected directly by a person or group.
<b>Relief</b>	The shape and height of the landscape.
<b>Spot Heights</b>	A dot or spot showing the height in metres above sea level of a particular place.
<b>Contour Line</b>	Orange/brown lines on maps that link areas of equal height.
<b>Grid References</b>	The use of squares on maps to describe locations.
<b>Layer Colouring</b>	Using colour to show different height intervals.
<b>Scale</b>	Refers to the relationship (or ratio) between distance on a map and the corresponding distance on the ground.
<b>Triangulation Pillar</b>	A blue triangle with a dot inside which shows the highest place in a particular area.

# Quest for Knowledge – Assessment Cycle One – Geography

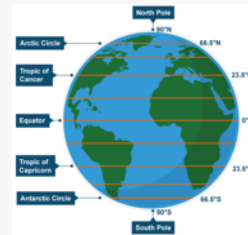
## Map of the World



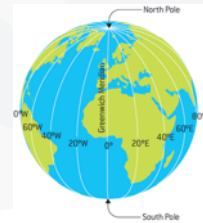
## Compass Rose



## Meridians of Latitude



## Meridians of Longitude



## Map of Great Britain



## Quest for Knowledge – Assessment Cycle One – History

### Where do Power and Authority come from?

#### Timeline

<b>Key Date</b>	<b>Event</b>
<b>793</b>	Vikings attack England for the first time at Lindisfarne and raid a number of churches. This is the first of many raids on England by the Vikings.
<b>8<sup>th</sup> June 1040</b>	Edward the Confessor becomes king of England. His devotion to Christianity and his refusal to have children with his wife led to his nickname, Edward the Confessor.
<b>1054-57</b>	As he has no children, Edward the Confessor tries to get Edward the Exile to return to England to be heir to the throne. Within months, Edward the Exile dies, probably murdered, and his family, including his son Edgar Atheling, return to Hungary.
<b>4<sup>th</sup> January 1066</b>	Edward the Confessor dies without an heir, plunging England into crisis.
<b>6<sup>th</sup> January 1066</b>	The Witan elect Harold Godwinson as King of England.
<b>Spring 1066</b>	William, Duke of Normandy, claims Edward chose him to be king of England. He appeals to the Pope who gives William the support of the Catholic Church.
<b>20<sup>th</sup> September 1066</b>	Harold beats an English army at Fulford Gate. A day later, Harold Godwinson marches his army 187 miles to face the Norwegians.
<b>25<sup>th</sup> September 1066</b>	Battle of Stamford Bridge where Harold Godwinson defeats Hardrada's army.
<b>28<sup>th</sup> September 1066</b>	William of Normandy lands in England. He makes his base in Hastings. Harold Godwinson hears the next day and begins marching his army back to the south coast.
<b>14<sup>th</sup> October 1066</b>	Battle of Hastings is won by William of Normandy.
<b>Autumn 1066</b>	William forces surrender at important towns such as Dover and Canterbury.
<b>25<sup>th</sup> December 1066</b>	William is finally crowned King of England.
<b>1068</b>	Rebellion in the north of England. The Harrying of the North begins in retaliation.
<b>1086</b>	William orders the Domesday Book to be written.
<b>1087</b>	William is thrown from his horse back in Normandy and later dies.
<b>1170</b>	Thomas Becket is murdered at Canterbury Cathedral.
<b>1215</b>	King John is forced to sign the Magna Carta.
<b>June 1348</b>	The Black Death arrives in England.
<b>1384</b>	Watt Tyler leads the Peasants' Revolt.

**Quest for Knowledge – Assessment Cycle One – History**  
**Where do Power and Authority come from?**

<b>Week One</b>	
<b>Key Word/Fact</b>	<b>Description/Definition</b>
<b>Witan</b>	A council of powerful men in Anglo-Saxon England who advised the king and had a say in the succession on the death of a king.
<b>Succession</b>	The process of a new king taking over from the deceased king.
<b>Settlement</b>	Moving into a new land and building houses, farms and other buildings to assist you to live there permanently.
<b>Seven Kingdoms of England (Heptarchy)</b>	Between the Romans leaving and the unification of England in 927, England was divided into the seven kingdoms of Wessex, Mercia, East Anglia, Northumbria; and the smaller kingdoms of Essex, Kent and Sussex.
<b>Scandinavia</b>	Collective name for Denmark, Sweden and Norway. The homelands of the Vikings and the Viking Age, which was from 8 <sup>th</sup> Century to the Battle of Stamford Bridge.
<b>Anglo-Saxons</b>	Collective names of the groups of settlers who arrived and settled Britain following the end of Roman rule in Britain. The Anglo-Saxons, over time, became the English.
<b>Vikings</b>	A name commonly used to mean groups of warriors from Scandinavia who raided and settled England and other places during the Viking Age.

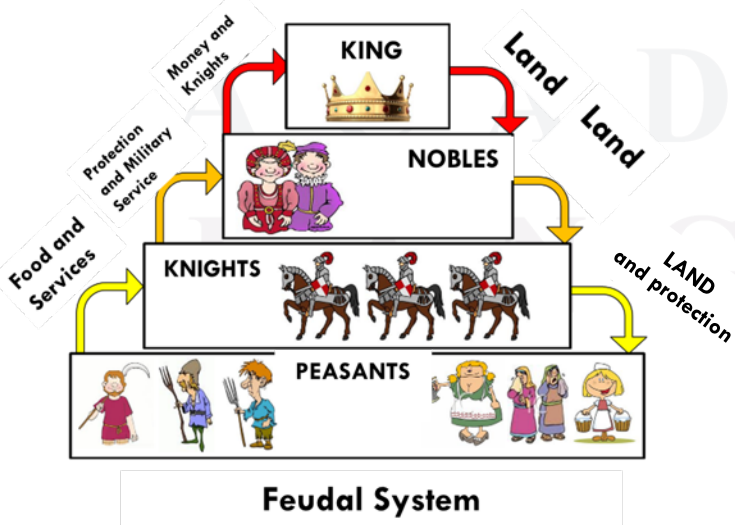
<b>Week Two</b>	
<b>Key Word/Fact</b>	<b>Description/Definition</b>
<b>Harold Godwinson</b>	Edward the Confessor's chief minister. Also from a rich and powerful Wessex family. Claimed Edward had promised him the throne of England on his deathbed on 4 <sup>th</sup> January 1066.
<b>Harald Hardrada</b>	The King of Norway. Claimed the throne of England due to it being promised to his father. A fearsome warrior who, while exiled from Norway, had travelled as far as Ukraine, Byzantium and the Mediterranean. Said to be 7 feet tall.
<b>William, Duke of Normandy</b>	The Duke of Normandy had known Edward the Confessor while Edward was Exiled in Normandy. He claimed that Edward the Confessor had promised that William could become King of England when Edward died.
<b>Edgar Atheling</b>	Had a direct claim to the throne as the grandson of Harthacnut. Unable to push his claim in 1066 due to not having money and an army to support him.
<b>Exile</b>	Being forced to live away from your homeland due to some threat at home.
<b>Housecarls/Huscarls</b>	Well trained professional Anglo-Saxon soldiers.
<b>Fyrd</b>	Anglo-Saxon part-time soldiers, who were asked to fight when needed.
<b>20<sup>th</sup> September 1066</b>	The Battle of Fulford Gate
<b>Hardrada's Army &amp; Navy</b>	8000 warriors and more than 300 ships.
<b>24</b>	The number of ships required to take Harald Hardrada's defeated warriors back to Norway.
<b>Berserker</b>	A Viking warrior who went into a frenzy during battle. A Berserker is said to have held off the whole of Godwinson's army for a time at Stamford Bridge.
<b>25<sup>th</sup> September 1066</b>	The date of the Battle of Stamford Bridge.
<b>7000-8000</b>	The size of Godwinson's army as estimated by modern historians.

**Quest for Knowledge – Assessment Cycle One – History**  
**Where do Power and Authority come from?**

<b>Week Three</b>	
<b>Key Word/Fact</b>	<b>Description/Definition</b>
<b>Bayeux Tapestry</b>	A 70-metre woven picture of the events of the Norman Conquest, that depicts the events of the Norman Conquest.
<b>Knight</b>	The most powerful Norman soldier was the knight, who usually fought on horseback.
<b>Cavalry</b>	Soldiers who fought on horseback.
<b>Mercenary</b>	A soldier who does not fight for loyalty to a king, but for payment.
<b>The Harrying of the North</b>	Winter 1069 - 1070
<b>Rebellion/ Revolt</b>	Rising up against the people in charge to win independence or to take power yourself.
<b>10,000</b>	A modern estimation of the size of William of Normandy's army.
<b>Senlac Hill</b>	The hill on which the battle took place.
<b>187</b>	The number of miles Harold Godwinson marched his soldiers back to face William the Conqueror
<b>9am to 3pm</b>	The times the battle is estimated to have been fought between.
<b>Feigned Retreat</b>	The Norman tactic of pretending to run away to get an enemy to break their shield wall and chase.
<b>Shield Wall</b>	A defensive strategy where soldiers would fight shoulder to shoulder with their shields overlapping to protect one another.
<b>Archer</b>	A soldier who was trained to fight with a bow and arrow.

**Quest for Knowledge – Assessment Cycle One – History**  
**Where do Power and Authority come from?**

Week Four	
Key Word/Fact	Description/Definition
<b>Feudal System</b>	A hierarchy introduced by William where everyone had a specific place in society, from Kings to peasants.
<b>Barons</b>	Rich and powerful landowners who were given land by the King in return for loyalty.
<b>Knights</b>	The knights had to protect the peasants below them and fight in the barons army if he asked them to.
<b>Peasants</b>	Bottom of the social scale. In return for the protection of the knights, the peasants must farm the land and give most of the produce to the knights.
<b>Hierarchy</b>	A system of different levels of people. People above can tell those below what to do.
<b>Consolidation</b>	This means to do things to make sure you keep what you have got or have just gained.
<b>Domesday Book</b>	A book ordered by William the Conqueror. His inspectors went all over the country and made lists of everything of value and who owned it. The purpose was so William could control the land better and set taxes.
<b>Motte &amp; Bailey Castles</b>	William the Conqueror controlled England by building castles. At first, these were wooden, but later they were rebuilt in stone. Castles were built at important road and river junctions.
<b>Keep</b>	The strongest part of a castle where the lord would rule from and live. Usually square with crenelated roofs to make them good defensive structures.
<b>Motte</b>	A hill, usually man-made, which the keep would be built upon.
<b>Bailey</b>	The yard surrounded by at first a wooden palisade fence, and later by a stone curtain wall.
<b>Earl</b>	An Anglo-Saxon term for a powerful man just below the king in importance.
<b>84</b>	The number of castles built in England between the Norman Invasion and William's death in 1087.



**Quest for Knowledge – Assessment Cycle One – History**  
**Where do Power and Authority come from?**

<b>Week Five</b>	
<b>Key Word/Fact</b>	<b>Description/Definition</b>
<b>Archbishop of Canterbury</b>	In the past, the most important Catholic bishop in England; since the English Reformation, the most important bishop of the Church of England.
<b>Thomas Becket</b>	A common Londoner who rose in society to become first a priest and eventually, from 1162, the Archbishop of Canterbury, until his murder on 29 <sup>th</sup> September 1170.
<b>Henry II</b>	King of England between 1154 and 1189, and personal friend of Thomas Becket.
<b>Pope</b>	Head of the Catholic Church and considered to be God's representative on earth. Based in Rome in Italy.
<b>Saint</b>	A person considered to have lived an extremely holy life by the Catholic Church. In the past, the Church of England occasionally made saints too.
<b>Penance</b>	A punishment intended to make up for a wrong.
<b>4</b>	The number of knights who burst into Canterbury Cathedral and stabbed Thomas Becket to death.
<b>Jurisdiction of Secular Courts over the Courts of Clergymen.</b>	The argument between Henry II and Thomas Becket was about whether church courts or the king's courts should be most important.
<b>Secular</b>	Not religious or spiritual.
<b>Clergy</b>	Men who are part of the church.

<b>Week Six</b>	
<b>Key Word/Fact</b>	<b>Description/Definition</b>
<b>Magna Carta</b>	On 15 <sup>th</sup> June 1215, King John was forced to sign the Magna Carta, which introduced the idea that nobody was above the King.
<b>Jury</b>	A panel of people who decide on a matter, such as whether someone is guilty of a crime.
<b>King John 'Lackland'</b>	Unpopular king who ruled from 1166 to 1216, who fought many unsuccessful wars.
<b>63</b>	Number of clauses, or rules, in the Magna Carta, most of which were about law and justice.
<b>4</b>	Many copies of the Magna Carta were made and sent to important people all over England. Today, only 4 survive.
<b>Runnymede</b>	The barons forced King John to sign the Magna Carta at Runnymede, south of London in the County of Surrey.
<b>Robert Fitzwalter</b>	The elected leader of the barons.
<b>The Barons' War</b>	The name of the battles which led to the defeat of King John and the signing of Magna Carta.
<b>Great Charter</b>	This is what Magna Carta means in English.
<b>Excommunicate</b>	This means being ignored by the Catholic Church. Therefore, you were going to hell when you died and Catholics should not assist you in life. Being thought of well by the Catholic Church was very important in the Middle Ages



**Quest for Knowledge – Assessment Cycle One – History**  
**Where do Power and Authority come from?**

**Week Eight – The Black Death**

<b>When?</b>	Arrived in Europe in 1347 and spread to England by 1348.
<b>Where?</b>	All over Europe, but first arrived in England in a place called Melcombe Regis, Dorset.
<b>Causes</b>	At the time, people believed it was an instability in the Four Humours. Some believed it was a sign from God or that it had travelled through the air by bad smells (Miasma). Fleas living on rats would drink the blood of the rats and become carriers of the Black Death. When the fleas bit humans, they passed the disease on to them.
<b>Symptoms</b>	Blisters; bleeding; vomiting; fever; collapse of nervous system; bursting of buboes.
<b>Cures</b>	<ul style="list-style-type: none"> <li>• Rubbing the victims' body with a chicken.</li> <li>• Letting a leech suck the victims' blood.</li> <li>• Eating a spoon of crushed emeralds.</li> <li>• Applying a paste of tree resin and human excrement (poo) to the buboes.</li> <li>• Taking a bath in urine.</li> <li>• Praying.</li> <li>• Flagellation.</li> </ul>
<b>Death toll</b>	Estimated 3.2 million in England. Estimated 100 million around the world.

**Week Nine**

<b>Key Word/Fact</b>	<b>Description/Definition</b>
<b>Peasants' Revolt</b>	The Peasants' Revolt started on 30 <sup>th</sup> May 1381, and is the first recorded rebellion of the poor in English history.
<b>Wat Tyler</b>	The leader of the Peasants' Revolt
<b>Economic</b>	Economic means anything to do with money or jobs.
<b>Political</b>	Political is about who is in charge.
<b>Social</b>	Social is about the way in which people live.
<b>Statute of Labourers (1351)</b>	Law which made it illegal to pay peasants more than they would have received before the Black Death.
<b>Poll Tax (1381)</b>	A tax collector attempting to collect a Poll Tax is the trigger of the Peasants' Revolt. Anger had been building since the Black Death and it came to a head in 1381.
<b>Smithfield</b>	This is the field in London where Wat Tyler met with King Richard II on 15 <sup>th</sup> June 1381.
<b>14</b>	The age of King Richard II when he met Wat Tyler.
<b>50 000</b>	Modern historians have estimated that there were up to 50,000 people taking part in the revolt, mainly in Essex and Kent. However, it is difficult to be sure of exact numbers.
<b>4000</b>	The number of soldiers Richard II sent after the rebels.
<b>1500</b>	The number of peasants killed by November 1381.

# Quest for Knowledge – Assessment Cycle One – French

Key Terms	Explanation
<b>Gender</b>	All French nouns have a gender. Nouns starting with 'le' or 'un' are masculine. Any that start with 'la' or 'une' are feminine. All adjectives and articles describing a noun must agree.
<b>Infinitive</b>	A verb in its original state (not in a tense) that starts with 'to' in English.
<b>Tense</b>	The time frame that is referred to.
<b>Verb Conjugation</b>	Finding the correct verb form according to components of the sentence: the subject, the tense or mood.
<b>Near Future</b>	What is going to happen.
<b>Simple Future</b>	What will happen.
<b>Conditional</b>	What would happen.
<b>Perfect Tense (Passé Composé)</b>	What has happened.
<b>Auxiliary Verb</b>	A verb that helps us to form a tense e.g. avoir/ être.
<b>Past Participle</b>	The French past participle usually ends in -é, -i, or -u, while its English equivalent usually ends in -ed or -en.
<b>Perfect Participle</b>	The French perfect participle is used to describe a condition existing in the past or an action that took place right before another action. It is equivalent to 'having + past participle' in English. E.g. After having done something.
<b>Present Tense</b>	Describes current actions e.g. What is happening or what happens.
<b>Present Participle</b>	The French present participle is the verb form that ends in -ant. It is far less common than its English counterpart, which ends in -ing.
<b>Subject Pronoun</b>	Subject pronouns replace this person or thing that performs the action of a verb. E.g. <u>She</u> eats. Je, Tu, Il, Elle, On, Nous, Vous, Ils, Elles.
<b>Direct Object Pronoun</b>	Direct objects are the people or things in a sentence which receive the action of the verb. E.g. I see <u>him</u> = Je <u>le</u> vois. Me, te, le, la, nous, vous, les.
<b>Indirect Object Pronoun</b>	Indirect objects are the people or things in a sentence <b>to</b> or <b>for</b> the action of the verb occurs. e.g. I buy a book for him = Je lui achete un livre.
<b>Demonstratives</b>	Refer to a previously mentioned noun (this, that, these, those). E.g. Celui (m), celle (f), ceux (m pl), celles (f pl).
<b>Relative Pronouns</b>	Link clauses. E.g. qui/que.

Temps	Aller = to go	Faire = to do/to make
<b>Présent</b>	Je vais Tu vas Il/elle va Nous allons Vous allez Ils/elles vont	Je fais Tu fais Il/elle/on fait Nous faisons Vous faites Ils/elles font
<b>Passé composé</b>	Je suis allé(e) Tu es allé(e) Il/elle/on est allé(e) Nous sommes allé(e)s Vous êtes allé(e)s Ils/elles sont allé(e)s	J'ai fait Tu as fait Il/elle/on a fait Nous avons fait Vous avez fait Ils/elles ont fait
<b>Futur proche</b>	Je vais aller Tu vas aller Il/elle/on va aller Nous allons aller Vous allez aller Ils/elles vont aller	Je vais faire Tu vas faire Il/elle/on va faire Nous allons faire Vous allez faire Ils/elles vont faire

# Quest for Knowledge – Assessment Cycle One – French

## Reading Skills

Sentence Indicators	Explanation
<b>Positive</b>	Look for positive opinion phrases e.g. j'aime, je préfère, j'adore.
<b>Negative</b>	Look out for negative opinion phrases e.g. je déteste. Some texts will try to catch you out by using 'ne...pas' around the verb. This makes the sentence <b>negative</b> . e.g. je <b>n'</b> aime <b>pas</b>
<b>Positive and Negative</b>	Some sentences can contain positive and negative indicators e.g. La géo est intéressante mais la classe est bruyante. Even though the speaker likes geography, they find the teacher too strict. This makes the sentence both <b>positive</b> and <b>negative</b> .
<b>Important Connectives</b>	There are connectives which change the overall meaning of a sentence e.g. mais, pourtant, cependant, néanmoins.

Question Words	
<b>Quand?</b>	When?
<b>À quelle heure?</b>	At what time?
<b>Qui?</b>	Who?/Whom?
<b>Comment?</b>	How?
<b>Combien (de)?</b>	How much?/How many?
<b>Où?</b>	Where?
<b>Pourquoi?</b>	Why?
<b>Pour quelle raison?</b>	For what reason?
<b>Quoi?</b> <b>Qu'est-ce que?</b>	What?
<b>Est-ce que ...?</b>	*Introduces a question*

Example:

Tu aimes les maths? Pourquoi?

***J'aime les maths parce que c'est intéressant et un peu difficile.***

When answering a question in French. Use the question to help you form your answer.

Tu aimes → J'aime

Always answer all parts of the question.

Pourquoi = why

Start second half with 'parce que'

# Quest for Knowledge – Assessment Cycle One – French

## Writing

<b>Structure</b>	<b>Content</b>	<b>Positives</b>
<b>La routine avant et après le collège</b>	Bonjour, je m'appelle Sophie et je suis en sixième à Q3 Academy Langley. Le matin, je me lève à six heures et demie et je me brosse les dents. Je ne prends pas de petit déjeuner parce que je mange au collège. Ensuite, je quitte la maison à huit heures moins vingt car les cours commencent à huit heures. Après le collège, je fais mes devoirs et puis je regarde la télé avec ma famille.	Present tense verbs Negatives Connectives
<b>Les matières et opinion</b>	Au collège, j'étudie six matières: les maths, l'anglais, le français, la géographie, l'histoire et les sciences. J'adore le français car la matière est très fascinante. Le français est plus intéressant que les sciences.	Opinions Adjectives Present tense verbs Connectives Comparatives
<b>Les activités dans la classe</b>	Dans mes cours j'écoute le prof. Je ne parle pas avec mes amis. Cependant, les sciences sont assez ennuyeux.	Present tense verbs Intensifiers Adjectives Connectives
<b>Les installations</b>	Au collège il y a une grande cantine et deux salles d'informatique. Il y a aussi une salle de profs. Il n'y a pas de labo de sciences.	Present tense verbs Numbers Adjectives Connectives Negatives
<b>Les règles</b>	Il faut porter l'uniforme qui est bleu marine rayée. Il ne faut pas utiliser les portables en classe et ne porter pas de maquillage.	Imperative tense Compound colours Negatives
<b>Le collège de vos rêves</b>	Si j'étais directrice, il y aurait une piscine et nous mangerions de la pizza tous les jours. Il n'y aurait pas d'uniforme.	Imperfect tense verbs Conditional tense verbs Si clause Time phrases Negative

# Quest for Knowledge – Assessment Cycle One – French

## Translation

French	Accepted translations	Not accepted
Au collège,	At school/In the school	<u>The</u> school
j'étudie six matières:	I study six subjects	I <u>learn</u> six subjects
les maths, l'anglais, le français,	Maths, English, French,	<u>The</u> Maths, <u>the</u> English, <u>the</u> French,
la géographie, l'histoire et les sciences.	Geography, History and Science.	<u>The</u> Geography, <u>the</u> History and <u>the</u> Science.
J'adore le français	I love French	I <u>like</u> French
car je pense que le français	because I think that French	Because I think that <u>the</u> French
est vraiment intéressant.	is really interesting.	Is <u>very</u> interesting.
Dans mes cours	In my class	In <u>the</u> class/In the <u>lesson</u>
j'écoute le prof.	I listen to the teacher.	I <u>hear</u> the teacher
Je ne parle pas	I don't talk/ I don't speak	I <u>speak</u>
avec mes amis.	with my friends.	<u>with friends</u>
Cependant,	However,	<u>Also</u>
Les sciences sont	Science is	<u>The sciences are</u>
assez ennuyeux.	quite boring and strict.	<u>very</u> boring.

# Quest for Knowledge – Assessment Cycle One – Spanish

Key Terms	Explanation
<b>Gender</b>	All Spanish nouns have a gender. Normally 'el' or 'un' are masculine. Any that start with 'la' or 'una' are feminine. All adjectives and articles describing a noun must agree.
<b>Infinitive</b>	A verb in its original state (not in a tense) that start with 'to' in English.
<b>Tense</b>	The time frame that is referred to.
<b>Verb Conjugation</b>	Finding the correct verb form according to components of the sentence: the subject, the tense or mood.
<b>Near Future</b>	What is going to happen.
<b>Simple Future</b>	What will happen.
<b>Conditional</b>	What would happen.
<b>Perfect Tense (Past tense)</b>	What has happened.
<b>Auxiliary Verb</b>	A verb that helps us to form a tense e.g. ser/estar.
<b>Past Participle</b>	The Spanish past participle usually ends in -é, -i, while its English equivalent usually ends in -ed or -en.
<b>Perfect Participle</b>	The Spanish perfect participle is used to describe a condition existing in the past or an action that took place right before another action. It is equivalent to 'having + past participle' in English. E.g. After having done something. E.g. Después de haber hecho
<b>Present Tense</b>	Describes current actions e.g. What is happening or what happens.
<b>Present Participle</b>	The Spanish present participle is the verb form that ends in -ant. It is far less common than its English counterpart, which ends in -ing.
<b>Subject Pronoun</b>	Subject pronouns replace this person or thing that performs the action of a verb. E.g. <u>She</u> eats. Yo, tu, el/ella, nosotros, vosotros, ellos/as.
<b>Direct Object Pronoun</b>	Direct objects are the people or things in a sentence which receive the action of the verb. E.g. I see <u>him</u> = Lo veo. Mi, tu, su, nuestro, vuestro, sus.
<b>Indirect Object Pronoun</b>	Indirect objects are the people or things in a sentence <b>to</b> or <b>for</b> the action of the verb occurs. e.g. I buy a book for him = compro un libro para el.
<b>Demonstratives</b>	Refer to a previously mentioned noun (this, that, these, those). E.g. esto (m), esta (f), estos (m pl), estas (f pl).
<b>Relative Pronouns</b>	Link clauses. E.g. que/quien

Temps	IR = to go	Hacer = to do/to make
<b>Presente</b>	Yo voy Tú vas El va Nosotros vamos Vosotros vais Ellos van	Yo hago Tú haces El hace Nosotros hacemos Vosotros haceis Ellos hacen
<b>Preterito</b>	Yo fui Tú fuiste El fue Nosotros fuimos Vosotros fuisteis Ellos fueron	Yo hice Tú hiciste El hizo Nosotros hicimos Vosotros hicisteis Ellos hicieron
<b>Futuro</b>	Yo voy a ir Tú vas a ir El va a ir Nosotros vamos a ir Vosotros vais a ir Ellos van a ir	Yo voy a hacer Tú vas a hacer El va a hacer Nosotros vamos a hacer Vosotros vais a hacer Ellos van a hacer

# Quest for Knowledge – Assessment Cycle One – Spanish

## Reading Skills

Sentence Indicators	Explanation
<b>Positive</b>	Look for positive opinion phrases e.g. Me gusta, me encanta, me mola, prefiero
<b>Negative</b>	Look out for negative opinion phrases e.g. Odio Some texts will try to catch you out by using 'No' around the verb. This makes the sentence <b>negative</b> . e.g. No me gusta
<b>Positive and Negative</b>	Some sentences can contain positive and negative indicators e.g. La geografía es interesante pero el clase es muy ruidoso. Even though the speaker likes geography, they find the teacher too strict. This makes the sentence both <b>positive</b> and <b>negative</b> .
<b>Important Connectives</b>	There are connectives which change the overall meaning of a sentence e.g. pero, por lo tanto, además, también, sin embargo.

Question Words	
¿Cuándo?	When?
¿A qué hora?	At what time?
¿Quién?	Who?/Whom?
¿Cómo?	How?
¿Cuánto?	How much?/How many?
¿Dónde?	Where?
¿Por qué?	Why?
¿Por qué razón?	For what reason?
¿Qué?	What?

Example:

¿Te gustan matemáticas? ¿Por que?

***Me gustan las matemáticas porque son interesantes pero un poco difíciles***

When answering a question in Spanish. Use the question to help you form your answer.

Te gusta → Me gusta

Always answer all parts of the question.

porque = why

Start second half with 'porque'

# Quest for Knowledge – Assessment Cycle One – Spanish

## Writing

Structure	Content	Positives
<b>Rutina diaria, antes y después del instituto</b>	Hola, me llamo Jessica. Mi colegio se llama Q3 Langley. Por la mañana me levanto a las siete, me visto y voy al colegio en coche, después desayuno en el colegio y estudio tres asignaturas cada día	Present tense verbs Connectives
<b>Asignaturas y opiniones</b>	Español es más interesante que ingles. También me gusta la música y la geografía, pero no me gusta nada la historia porque es muy aburrida.	Opinions Adjectives Comparisons Present tense verbs Connectives
<b>Horario</b>	Mi horario es de ocho a tres. Los miércoles y los viernes son mis días favoritos porque estudio español y es genial. Los jueves tenemos el día de enrichment donde hago deporte o aprendo chino.	Present tense verbs Numbers Days of the week Adjectives
<b>Instalaciones de tu colegio</b>	En mi colegio hay cincuenta profesores, hay dos clases de español y dos clases de francés, una sala de profesores y dos laboratorios de ciencias.	Present tense verbs Numbers Connectives
<b>Las reglas del colegio</b>	Debes llevar uniforme escolar que es azul marino a rallas. No debes usar el móvil en clase y no debes llevar maquillaje.	Imperative tense Compound colours Negatives
<b>Actividades de clase</b>	En clase de Señorita Pastor escucho y hablo con mis amigos, a veces escribo y leo. Al final del instituto voy a casa, ceno a las seis y voy a la cama a las ocho. ¡Me flipa Q3!  Adios.	Present tense verbs Connectives Opinions



# Quest for Knowledge – Assessment Cycle One – Spanish

## Translation

Spanish	Accepted translations	Not accepted
En el colegio	At school/In the school	<u>The</u> school
estudio seis asignaturas	I study six subjects	I <u>learn</u> six subjects
las matemáticas, el inglés, el español,	Maths, English, Spanish,	<u>The</u> Maths, <u>the</u> English, <u>the</u> Spanish,
la geografía, la historia y las ciencias.	Geography, History and Science.	<u>The</u> Geography, <u>the</u> History and <u>the</u> Science.
Me encanta el español	I love Spanish	I <u>like</u> Spanish
porque la asignatura	because the subject	because <u>it</u>
es muy interesante.	is very interesting.	is <u>quite</u> interesting.
En mi clase	In my class	In <u>the</u> class/In <u>the</u> lesson
escucho a la profesora.	I listen to the teacher.	I <u>hear</u> the teacher
No hablo	I don't talk/ I don't speak	I <u>speak</u>
con mis amigos.	with my friends.	<u>with</u> friends
Sin embargo,	However,	<u>Also</u>
las ciencias son	science is	<u>the</u> sciences <u>are</u>
bastante aburridas.	quite boring.	<u>very</u> boring.