

Year 7

Term 1.1

Subject Specific Vocabulary



Name:	
Tutor Group:	

SSV Test Dates

Subject	Date	Subject	Date	Subject	Date

Student/Parent Guidance

Why **Subject Specific Vocabulary** is important.

Subject Specific Vocabulary assessments are conducted every half term to support students in learning subject specific (tier three) vocabulary. Tier three words are subject-specific and used within a particular field. For example, in maths, this includes words like 'denominator', while science lessons might require learners to understand 'homeostasis'.

Students will receive a new booklet of vocabulary every half term. These are made up of key words and definitions, which also contribute to essential knowledge that students need in order to develop a greater understanding about a particular topic.

This initiative will ensure that our students will considerably improve their vocabulary and develop a greater depth of understanding across all subject areas, providing a solid foundation for success at Key Stage 4. It will support your child in accessing the curriculum and **forms part of both their in-school learning and homework tasks**. Knowing and understanding the content of these booklets will enable your child to be successful in their Key Stage 3 learning and help to prepare them for success at Key Stage 4. In Key Stage 4 students will embed and build on this vocabulary and knowledge to support good progress and outcomes.

Every student in year 7-11 will be issued with their relevant Subject Specific Vocabulary booklet at the beginning of each half term and are expected to bring this to school every day.

Student/Parent Guidance

Why **Subject Specific Vocabulary** is important.

Students will be assessed towards the end of each half term on the vocabulary for each subject, based on the material within the booklet and **should prepare for this regularly throughout the whole half term – not just at the end of it**. Our recommendation is 20 minutes of revision per subject, per week which can be broken down into short, regular quizzing or other revision activities.

Outcomes from this testing will be communicated to parents.

If you have any questions at all regarding Subject Specific Vocabulary booklets or would like to seek support in terms of revision activities for your child, please contact Miss K Bailey, Associate Assistant Principal – Quality of Education, via email KBailey@secondary.ac.fk or phone +500 27147.

Please see further information via the school website www.secondary.ac.fk

Revision Strategies

These will help you to learn and remember key words for each of your subjects

Flashcards and Mindmaps

Write the topic title in a bubble in the middle of a piece of paper or drawing a picture is even better.

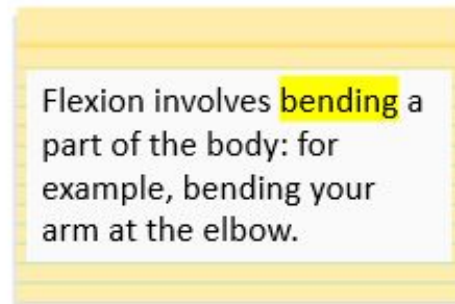
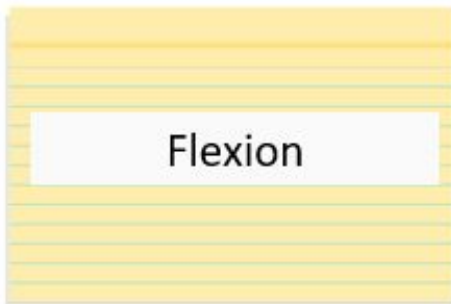
Using different colours draw short lines out from the bubble (a couple of centimetres).

At the end of these lines write the different key words that make up the topic.

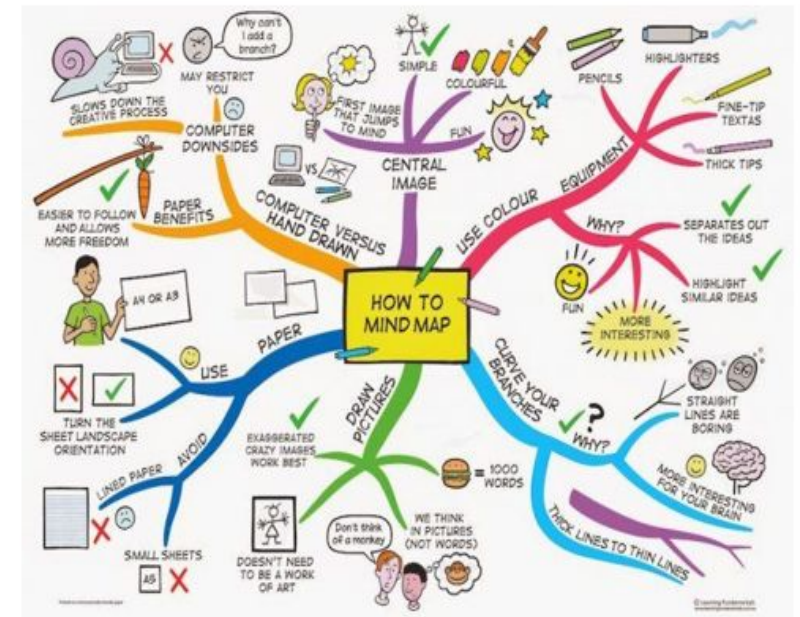
Using the same-coloured line add further related key words to the section of the mind map.

Try not to write too much on your mind map – focus upon using keywords, definitions, and small drawings.

- Put the key term on the front
- Put the definition on the back

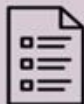


Ask a friend or family member to test you or test yourself regularly



Support your **independent study** with these revision activities when using your Subject Specific Vocabulary booklets.

Parents or friends can help you with some of these!

	Look, Cover, Write, Check	Definitions of Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	Look at and study a specific area of your KO. 	Write down the key words and definitions. 	Use your KO to condense and write down key facts or information onto flash cards. 	Use your KO to create a mini quiz. Write down your questions using your KO. 	Create a mind map with all the information you can remember from your KO. 	Ask a friend or family member to have the KO or flash cards in their hands. 
Step 2	Cover or flip the KO over and write down everything you can remember. 	Try not to use your KO to help you. 	Add pictures to help support. Then self-quiz using the flash cards. You could write questions on one side, and answers on the other! 	Answer the questions and remember to use full sentences. 	Check your KO to see if there are any mistakes on your mind map. 	They can test you by asking you questions on different sections of your KO. 
Step 3	Check what you have written down. Correct any mistakes in green pen and add anything you have missed. Repeat. 	Use your green pen to check your work. 	Ask a friend or family member to quiz you on the knowledge. 	Ask a friend or family member to quiz you using the questions. 	Try to make connections, linking the information together. 	Write down your answers, 

Learning and Revising Key Terms or Concepts

Frayer models

Frayer models allow you to compare new vocabulary/concepts to your prior learning. Included in Frayer models are four segments for the definition of a new term, characteristics of the term, an example of the term in use and antonyms/opposites. This model is excellent for breaking down the Tier 3 language of different subjects, creating a bank of knowledge for each subject-specific word that can be referred back to when necessary.

Use in a sentence

Putting the key term or concept into your own words and writing your own definition will help you to remember it. This moves the Subject Specific Vocabulary booklet beyond just a visual revision tool; it becomes something you can interact with and contribute to over time, building on your knowledge and developing mastery.

Bedrock

How to Structure the Frayer Model

1. **Top:** Write down the key term or concept and the specific subject it is related to.
2. **Top-Left (Definition):** Define the term in your own words (not just a copied dictionary definition).
3. **Top-Right (Examples):** Provide real-world situations or sentences that illustrate the word.
4. **Bottom-Left (Characteristics):** List the traits, properties, or rules that apply to the concept.
5. **Bottom-Right (Antonyms or Non-Examples):** List scenarios, opposite concepts, or common misconceptions to clarify what the word ***is not***.

In addition to this, you can add a drawing or diagram, as well as examples of related words and finish by using the key term in a sentence.

You can tick the box every time you revise the key term!



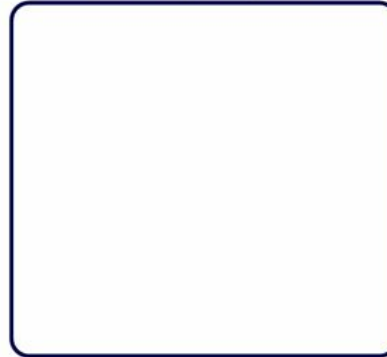
Frayer Model

Knowledge organiser for the word: _____ in _____

Frayer model

Drawing/diagram

Definition:	Example:
Characteristics:	Antonyms:



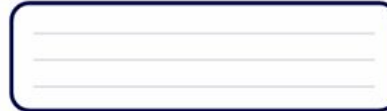
Related words

Revised?

Use in a sentence



☐	☐	☐	☐
☐	☐	☐	☐



Knowledge organiser for the word: _____ in _____

Frayer model

Drawing/diagram

Definition:	Example:
Characteristics:	Antonyms:



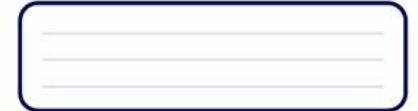
Related words

Revised?

Use in a sentence



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Knowledge organiser for the word: _____ in _____

Frayer model

Drawing/diagram

Definition:	Example:
Characteristics:	Antonyms:



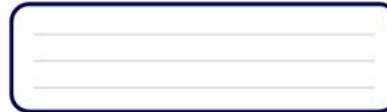
Related words

Revised?

Use in a sentence



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☐	☐	☐	☐



Knowledge organiser for the word: _____ in _____

Frayer model

Drawing/diagram

Definition:	Example:
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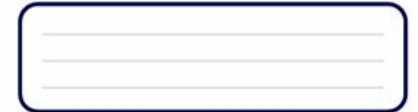
Related words

Revised?

Use in a sentence



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Frayer Model Example

Knowledge organiser for the word: metaphor in English

Frayer model

Definition:

a comparison of
2 unlike things.

Example:

"Life is a highway."
"You are the apple of
my eye."

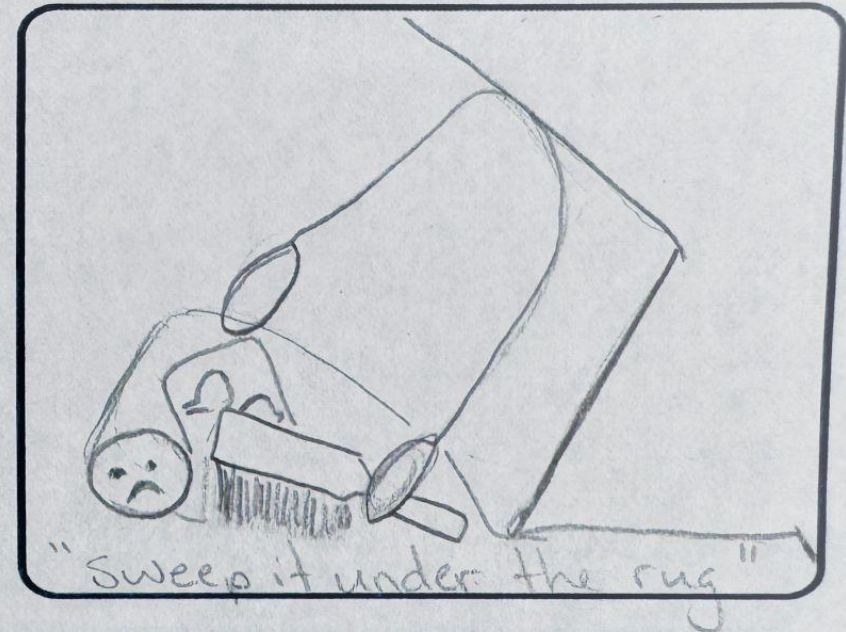
Characteristics:

→ figurative
→ suggests/connotes
→ implicit

Antonyms:

→ imperative
→ declarative
→ explicit.

Drawing/diagram



Related words

→ imagery → simile
→ personification

Revised?

☐	☐	☐	☐
☐	☐	☐	

Use in a sentence

The author used a metaphor
so that the reader could
relate or imagine the experience

Art

Key Word	Definition	Dual Coding	Context/Sentence
Line	The marks used in a piece of art to create shapes, patterns, texture, and movement.		
Tone	The lightness or darkness of a colour or shade, used to create depth and form.		
Texture	The surface quality of an artwork, whether real (tactile) or implied (visual).		
Composition	How the elements of an artwork are arranged to create a piece of art.		
Colour	The use of hue, value, and intensity to communicate mood, contrast, and harmony.		

Computer Science

Key Word	Definition	Dual Coding	Context/Sentence
Cyberbully	Someone who uses the internet or technology to be mean or hurtful to others.		
Phishing	A trick where fake messages or emails try to steal personal information like passwords.		
Virus	A type of malware that spreads between computers and causes damage.		
Grooming	When someone builds trust online with a child to trick or exploit them.		
Cyber Security	Protecting computers, networks, and data from being attacked or stolen.		

Design & Technology

Key Word	Definition	Dual Coding	Context/Sentence
PPE	Personal Protective Equipment		
Risk assessment	A risk assessment identifies potential hazards and how to manage these. It provides a plan to follow if something does go wrong.		
Hazard	Something that is dangerous and likely to cause damage.		
Design Brief	A brief written description of what a new project or product should do, what is needed to produce it.		
Design Problem	A more detailed written description of the problems that the design will need to address and overcome.		

Key Word	Definition	Dual Coding	Context/Sentence
Genre	A form of writing (example: science-fiction, thriller, fantasy, romance, fables, myths etc...)		
Foreshadowing	To hint at what is to come later in the story.		
Metaphor	A comparison of two unlike things.		
Anthropomorphism	Characters as animals, such as in fables.		
Simile	A comparison using <i>like</i> or <i>as</i> .		

Food

Key Word	Definition	Dual Coding	Context/Sentence
Apron	A protective garment worn while cooking to keep clothes and food clean and to maintain hygiene.		
Bridge Hold	A safe cutting technique where the hand forms a bridge over the food to allow safe cutting.		
Eatwell Guide	A visual food model showing the proportions of different food needed from the different food groups for a balanced diet.		
Kilogram (kg)	A metric unit of weight equal to 1,000 grams used in measuring ingredients.		
Weighing Scales	Devices used to accurately measure the weight of ingredients in cooking.		

Geography

Key Word	Definition	Dual Coding	Context/Sentence
Human Geography	Geography that studies how people interact with habitats, where we live and how we interact with each other.		
Physical Geography	The natural world without people.		
Environmental Geography	How we humans are affecting our surroundings.		
Longitude	Imaginary lines that run from the North Pole to the South Pole.		
Latitude	Imaginary lines that go around the Earth from east to west.		

History

Key Word	Definition	Dual Coding	Context/Sentence
Anglo Saxons	Settlers living in England. They were led by Harold Godwinson.		
Normans	Invading force from Normandy, France. They were led by William Duke of Normandy		
Fyrd	Peasant farmers who had to supply their own food and weapons. They had to leave to gather the harvest.		
Housecarls	The well trained professional soldiers fighting for Harold Godwinson. The King relied on these to win to his battles.		
Vikings	The invading force from Norway. Led by the Norwegian King Harald Hardrada.		

Maths

Key Word	Definition	Dual Coding	Context/Sentence
variable	A letter that stands for a number.		
substitute	Swap a letter for a number, then work it out.		
equation	Two things that are equal. It has an equals sign.		
expression	Letters and numbers together, with no equals sign.		
solve	Work out the missing number in an equation.		

Physical Education

Key Word	Definition	Dual Coding	Context/Sentence
Skeleton	The internal framework of the body. It provides shape and support, protection, red blood cells and somewhere for the muscles to attach to for movement.		
Bone	A hard, whitish, living tissue that makes up the skeleton.		
Long Bone	A long bone is one that acts as a lever to produce a large range of movement.		
Femur	The longest bone in the body, located in the upper part of the leg.		
Humerus	A long bone found in the upper part of the arm.		

Performing Arts

Key Word	Definition	Dual Coding	Context/Sentence
Pulse	The steady underlying beat of the music, which continues even when the rhythm changes.		
Rhythm	The pattern of long and short sounds and silences that takes place over the pulse.		
Tempo	The speed of the pulse, for example fast, moderate or slow.		
Pitch	How high or low a sound is.		
Dynamics	The loudness and quietness of music and the changes between different volumes.		

PSHCE

Key Word	Definition	Dual Coding	Context/Sentence
Habits	Something you do often and regularly		
Strategies	A plan of action used to help you achieve something		
Tension	A feeling of nervousness		
Values	A judgement of what is important in life		
Wellbeing	A state of being comfortable, happy and healthy		

Science

Key Word	Definition	Dual Coding	Context/Sentence
Independent Variable	The thing you change in an experiment.		
Dependent Variable	The thing you measure in an experiment.		
Control Variable	Things you keep the same so the test is fair.		
Continuous data	Data that you measure. It can include decimals.		
Discontinuous data	Data that you count. It can only be whole numbers.		

Spanish

Key Questions

- 1 ¿Cómo te llamas? Me llamo *What's your name? My name is...*
- 2 ¿Cómo estás? ¿Qué tal? *How are you?* (formal / informal)
- 3 Estoy muy bien / fenomenal / bien / regular / mal
I am very well / phenomenal / well / so so / bad
- 4 ¿Dónde vives? Yo vivo en... *Where do you live? I live in...*
- 5 ¿Qué tipo de persona eres? *What type of person are you?*

Time Words, Quantifiers and Connectives

- 6 Normalmente – *normally* / Generalmente – *generally*
- 7 Siempre – *always* / Nunca – *never*
- 8 A veces – *sometimes*
- 9 Muy – *very* / Bastante – *quite* / Demasiado – *too*
- 10 Y – *and* / Pero – *but* / También – *also* / Sin embargo – *however*

Adjectives to describe people (masculine singular / feminine singular / masculine plural / feminine plural)

- | | |
|---------------------------------------|------------------------------------|
| 11 Sincero/a/os/as – <i>honest</i> | 16 Simpático/a/os/as – <i>kind</i> |
| 12 Tímido/a/os/as – <i>shy</i> | 17 Tranquilo/a/os/as – <i>calm</i> |
| 13 Generoso/a/os/as – <i>generous</i> | 18 Serio/a/os/as – <i>serious</i> |
| 14 Listo/a/os/as – <i>clever</i> | 19 Guay/guays – <i>cool</i> |
| 15 Tonto/a/os/as – <i>silly</i> | 20 genial/geniales – <i>great</i> |
