Year 7

Term 1.2

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.

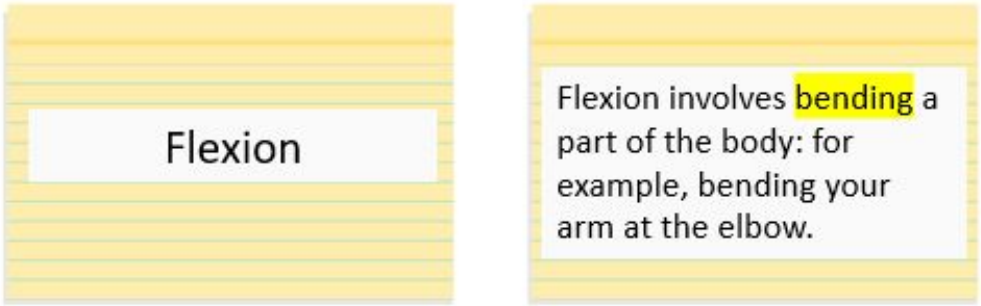
Using different colours draw short lines out from the bubble (a couple of centimetres).

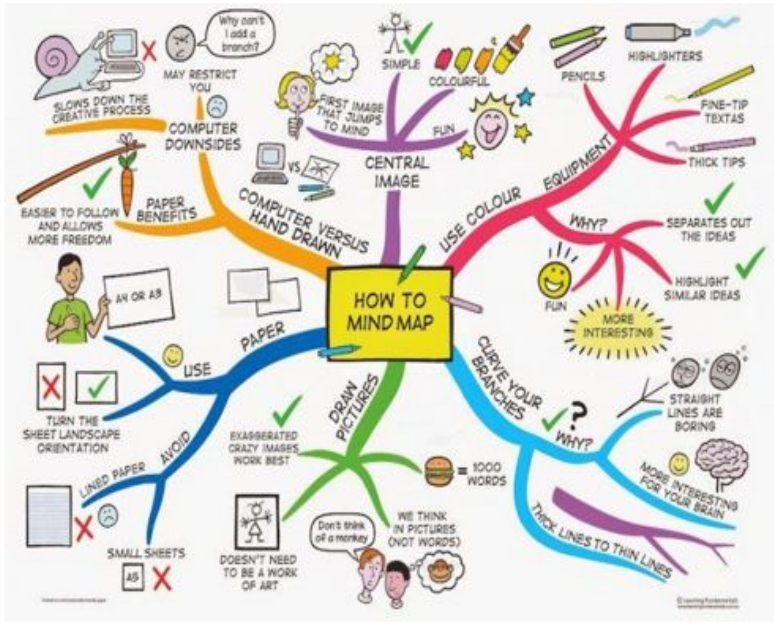
At the end of these lines write the different key words that make up the topic.

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

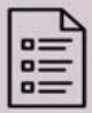




Ask a friend or family member to test you or test yourself regularly

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

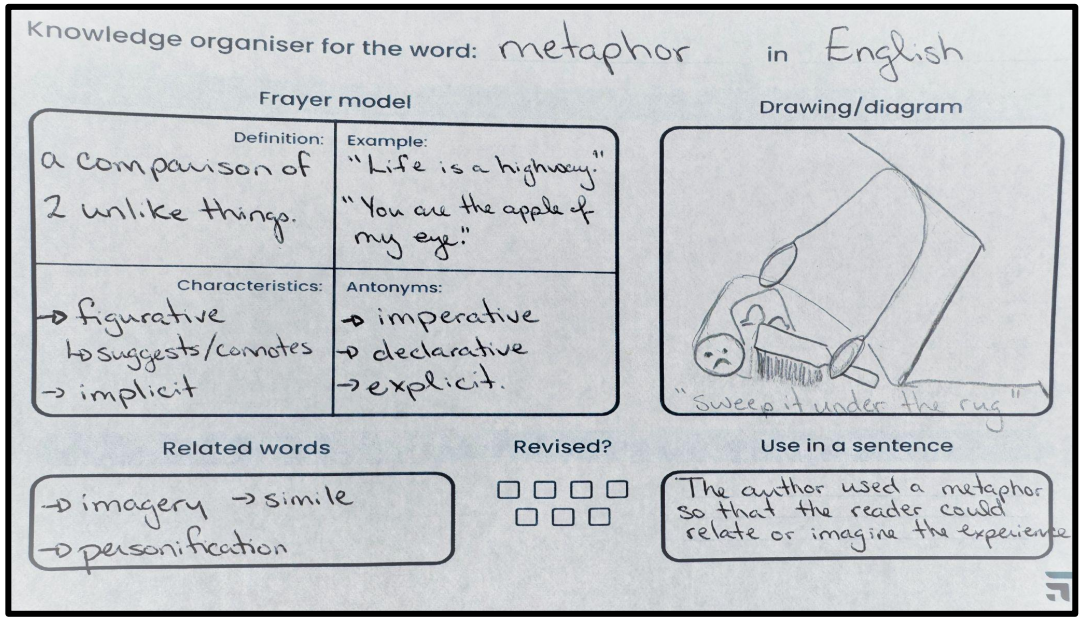
Frayer models allow you to compare new vocabulary/concepts to your prior learning. Included in Frayer models are four segments for the definition of a new term, characteristics of the term, an example of the term in use and antonyms/opposites. This model is excellent for breaking down the Tier 3 language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

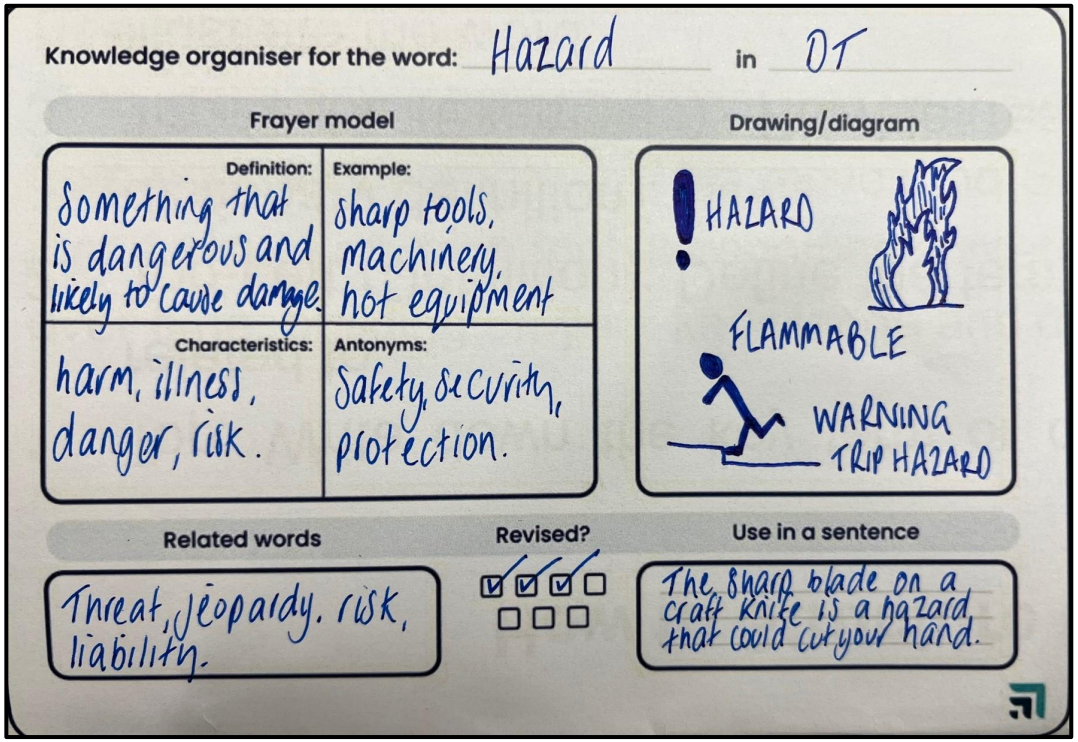
Use in a sentence

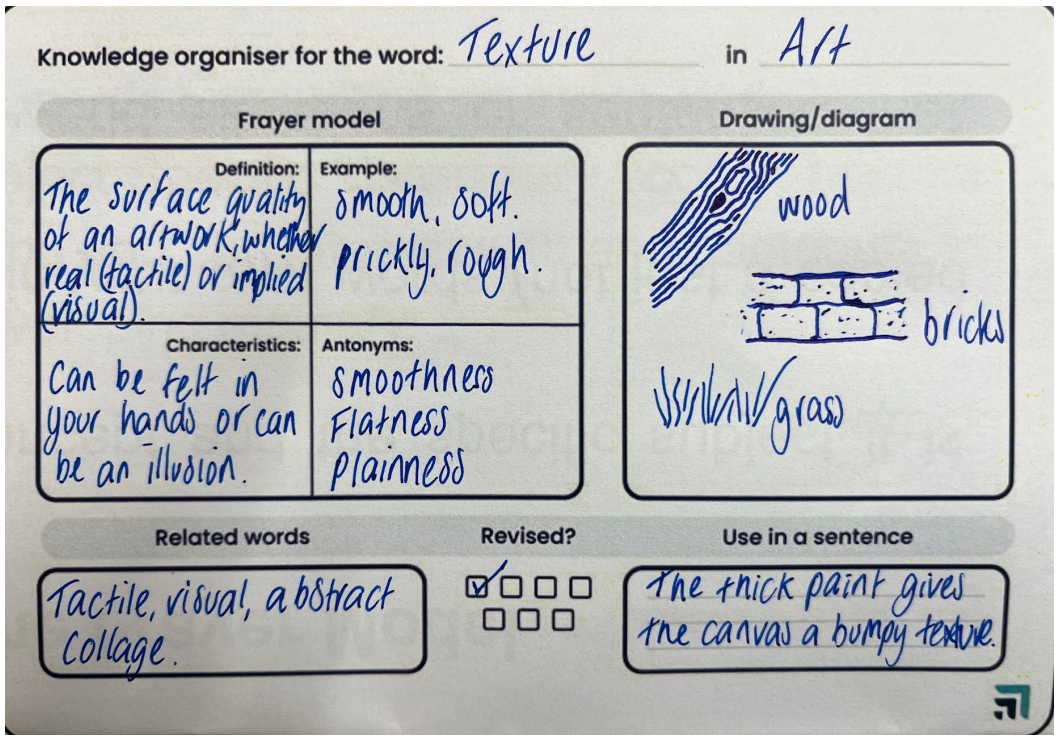
Putting the key term or concept into your own words and writing your own definition will help you to remember it. This moves the Subject Specific Vocabulary booklet beyond just a visual revision tool; it becomes something you can interact with and contribute to over time, building on your knowledge and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

Bedrock

Frayer Model Examples







Top: Write down the key term or concept and the specific subject it is related to.
Top-Left (Definition): Define the term in your own words (not just a copied dictionary definition).
Top-Right (Examples): Provide real-world situations or sentences that illustrate the word.
Bottom-Left (Characteristics): List the traits, properties, or rules that apply to the concept.
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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Definition:	Example:	
Characteristics:	Antonyms:	

Related words	Revised?	Use in a sentence
	☐☐☐☐ ☐☐☐	

Art

Key Word	Definition	Dual Coding	Context/Sentence
Ornate	Highly decorated with detailed patterns and designs.		
Tsar	The title given to an emperor who ruled Russia.		
Imperial	Relating to an emperor or empire.		
Revolution	A major change in a country's government or society, often involving protests or fighting.		
Luxury	Something expensive and special, made with high-quality materials.		

Computer Science

Key Word	Definition	Dual Coding	Context/Sentence
Spreadsheet	A computer program used to organise and calculate data.		
Cell	A single box in a spreadsheet where data can be placed.		
Column	A vertical line of cells in a spreadsheet.		
Row	A horizontal line of cells in a spreadsheet.		
Cell Reference	A unique name for a cell made up of a number and a letter.		

Design & Technology

Key Word	Definition	Dual Coding	Context/Sentence
Annotate	**To add a short explanation or opinion** to a design		
Isometric	A 3D drawing method that uses equal measurements.		
Tenon Saw	A hand tool with a thick blade used to cut straight lines in timber.		
Coping Saw	A hand tool with a thin blade used to cut curves in wood and plastic.		
Abrasive paper	Also known as sandpaper. A sheet of paper or cloth with grit glued to one side. Used for smoothing wood.		

English

Key Word	Definition	Dual Coding	Context/Sentence
Sensory imagery	Words describing the five senses (visual, auditory, tactile, olfactory and gustatory imagery).		
Personification	To give things (objects or elements) human qualities.		
Stanza	Lines of poetry grouped together (like a paragraph in a narrative).		
Rhyme	Words that have the same sound at the end of lines.		
Alliteration	Words that have the same sound at the start of words.		

Food

Key Word	Definition	Dual Coding	Context/Sentence
Bacteria	Microorganisms that can cause food poisoning if food is not stored or cooked properly		
Carbohydrates	Nutrients that provide the body with energy; found in foods like bread, rice, and pasta		
Food Poisoning	Illness caused by eating food contaminated with harmful bacteria or toxins.		
Nutrients	Substances in food that the body needs to function properly, including carbohydrates, proteins, fats, vitamins, and minerals.		
Refrigeration	Storing food at low temperatures to slow bacterial growth and preserve freshness.		

Geography

Key Word	Definition	Dual Coding	Context/Sentence
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.		
Scale	Ratio between distance on a map and real life, on the ground.		
Contours	Lines on a map to show height above sea level.		
Grid references	A position on a map that has been divided into squares by numbered lines.		

History

Key Word	Definition	Dual Coding	Context/Sentence
Catholic	Religion that believes in the Pope as head of the Church		
Protestant	Religion that was created by the Reformation.		
Archbishop of Canterbury	Most important religious leader in England. Canterbury Cathedral is their main church- the oldest church in England.		
Pope	Head of the Catholic Church. Lives in the Vatican City, Rome		
Martin Luther	Monk who protested the Catholic church and led the Reformation		

Maths

Key Word	Definition	Dual Coding	Context/Sentence
Place value	Value of a digit that relates to its position		
Integer	Whole number, positive or negative		
Estimate	Number or result that is not exact, but suitably close to the value		
Commutative	When an operation gives the same result whatever the order of the terms involved		
Mode	Type of average found by identifying the item that appears the most		

Physical Education

Key Word	Definition	Dual Coding	Context/Sentence
Heart	A special muscle that pumps blood around the body		
Lungs	Organs that exchange gas in the body		
Blood vessels	Three different types of vessels that carry blood: **arteries**, **veins** and **capillaries**		
Heart rate	The number of beats of the heart in one minute		
Rest	When no exercise is being carried out		

Performing Arts

Key Word	Definition	Dual Coding	Context/Sentence
Physicality	How an actor uses their body to portray a character.		
Facial expression	Using the face to communicate feelings and reactions.		
Stance	How a character stands to show personality or status.		
Vocal delivery	How an actor uses their voice to communicate character and meaning.		
Freeze frame	A still image showing a moment in a scene.		

PSHCE

Key Word	Definition	Dual Coding	Context/Sentence
Puberty	The time when your body starts to change as you grow from a child into a teenager		
Consent	Saying "yes" to something and making a choice that you are happy with		
Relationship	Two or more people know each other and spend time together. Good relationships are kind, respectful, and caring		
Conflict	Two or more people have a problem, disagreement, or argument		
Menstruation	(a period) is a normal part of puberty. It happens when blood leaves the body through the vagina, usually once a month		

Science

Key Word	Definition	Dual Coding	Context/Sentence
Control Group	The group in an experiment that does not receive the test treatment, allowing researchers to compare results and see if the treatment actually works		
Control Variable	Things you keep the same so the test is fair.		
Hypothesis	testable explanation for a phenomenon or a predicted relationship between two or more variables that has not yet been proven		
Results	processed data using organized tables, graphs, charts, or figures		
Conclusion	A summary that states the outcome of an experiment & explains whether the findings support the original hypothesis		

Spanish

Key Questions			Time Words, Quantifiers and Connectives
1	¿Cuántos años tienes? Yo tengo X años *How old are you? I am X years old*	6	**Normalmente – *normally* / Generalmente – *generally***
2	¿Tienes hermanos? *Do you have siblings?*	7	**Siempre – *always* / Nunca – *never***
3	¿Cómo se escribe tu nombre? *How do you spell your name?*	8	**A veces – *sometimes***
4	¿tienes mascotas? ¿tienes animales? *Do you have pets? Do you have animals?*	9	**Muy – *very* / Bastante - *quite* / Demasiado - *too***
5	¿cómo se llama tu…? *What's the name of your…?*	10	**Y – *and* / Pero – *but* / También – *also***

11	**Lunes / Martes – *Monday / Tuesday***	**16**	Abril / Mayo / Junio / July – ***April / May / June / July***
12	Miércoles / Jueves – *Wednesday / Thursday*	17	Agosto/Septiembre/Octubre – *August / September / October*
13	Viernes / Sábado – *Friday / Saturday*	18	Noviembre / Diciembre – *November / December*
14	Domingo - *Sunday*	19	Rojo / verde / Azul / Blanco – *red / green / blue / white*
15	Enero / Febrero / Marzo – *January / February / March*	20	Negro / Marrón / Gris / Rosa – *black / brown / grey / pink*