



December 2023

Dear Parent / Carer

Mid-Year Assessments – Year 7

Since returning to school in September, students in Year 7 have been working hard to address any knowledge or skills gaps that might have emerged as they transitioned to Oasis Academy Lord's Hill. Students have been preparing in lessons for their Mid-Year Assessments which will take place from **Monday 08 January 2024** for two-weeks.

The purpose of assessment at Oasis Academy Lord's Hill is to enable us to see the effectiveness of the taught curriculum in each subject, and to help identify each student's individual strengths and areas of development so that we can adapt upcoming teaching, and the curriculum, as necessary.

For students, assessments provide valuable opportunities to build their experience and skills in how to revise effectively, as well as ensuring that key knowledge is revisited regularly to help them to retain this in their long-term (working) memory. Mid-Year Assessments are also a very good opportunity for students to familiarise themselves with many of the key routines of exams in readiness for the formal examinations they will complete in future years.

This letter outlines how students can prepare to perform in their upcoming assessments, how you can support your child, and the steps we are taking as a school to support your child reach their potential.

Assessment Arrangements

Assessments will be 50-minutes in length and will take place in formal test conditions during their normal timetabled lessons. The assessment timetable for Year 7 can be found on the final page of this letter. Students will receive precise guidance during an assembly on our return to the Academy in the new year which will outline our expectations during Mid-Year Assessments, as well as student conduct.

Mid-Year Assessment Revision Booklet – Year 7

Please find enclosed with this letter our Mid-Year Assessment Revision Booklet for Year 7. Subject leaders have shared the key knowledge and skills that could be assessed in their subject. These have been supplemented with resources that your child can access directly using their Horizons iPad. Students have also been provided with a digital copy of this booklet by email and is available on our Academy website.

In the spirit of the festive season, we have framed our Mid-Year Assessment Revision Booklet as a **gift** to our students – a gift for each of the **12 Days of Christmas**. Each subject within the assessment window has provided 12 topics or skills to revisit and revise for each of the 12 Days of Christmas.

Executive Principal - Mr Benjamin Bond
Head of School - Dr Karen Riding

Oasis Academy Lord's Hill
Romsey Road, Southampton, SO16 8FA

Tel: 023 8039 3660 Email: info@oasislordshill.org
www.oasisacademylordshill.org



Oasis Academy Lord's Hill is sponsored by Oasis Community Learning
www.oasiscommunitylearning.org - part of Oasis UK.

Oasis Community Learning is a Company Limited by Guarantee registered in England & Wales (No. 5398529) and an Exempt Charity Registered Office: 75 Westminster Bridge Road, London SE1 7HS



Romans 12:6 reminds us that each of us have gifts to use. The Christmas break is an opportunity we have as teachers to share our gifts — and to shine the light of **hope**. **Hope** that things can change and be transformed; a sense of perseverance – to keep going for the **long haul**. And we invite you to continue to work in partnership with us in supporting your child’s preparation for their upcoming assessments, whilst balancing this carefully against the time needed to decompress after the autumn term.

Parental Support in Preparing to Perform

We are committed to working in partnership with parents / carers and communication is key in ensuring that we meet this commitment. The first step that we would ask you to take with your child is to discuss their upcoming assessments with them and encourage them to revise in readiness so that they are prepared to perform.

There is a wealth of information on the internet and in blogs about how to support your child with study habits and revision. Assessments can be stressful for students and for you as a parent / carer. It would be useful if you carved out some time with your child over coming days and, together, you look at the website here: <https://bit.ly/OAMParentPack>.

Assessment Feedback and Feedforward

The most useful part of our assessment cycle is the quality of the feedback students receive, and how this enables them to feedforward. Feedforward is where students address the gaps in their knowledge and skills so that they can accelerate their progress and better access and master their learning in the next phase of education – in this case towards their End of Year Assessments for Year 7 and eventual transition into Year 8.

Students will receive feedback on their assessments and their teachers will continue to plan opportunities for students to connect with the key knowledge, identified as areas of development, through retrieval practice in lessons. Many subjects will also provide feedforward homework following the Mid-Year Assessments to support students in bridging the gaps that may have been identified, or deepening their knowledge, skills and understanding.

Results from your child’s Mid-Year Assessments will be shared with parents / carers on MCAS in advance of the February half-term; we celebrate results in a formal results assembly together with students so that they recognise the significance and importance of this landmark assessment window.

We thank you for your time in reading this letter. We hope the information provided here is detailed and helpful to you. Should you have any questions about the content of this letter or the Mid-Year Assessment that your child will complete then please contact your child’s tutor in the first instance.

We look forward to a successful Year 7 Mid-Year Assessment window when we return from the Christmas break and we thank you for your ongoing support.

Yours faithfully

Mr S Knight

Vice Principal

Simon.Knight@oasislordshill.org

YEAR 7 ASSESSMENT TIMETABLE



	SPORTS HALL EXAM ROOM			CLASSROOM-BASED	
	ENGLISH	MATHS	SCIENCE	GEOGRAPHY	HISTORY
A1	08 January 2024 9.00am	10 January 2024 9.00am	15 January 2024 9.00am	16 January 2024 Period 5	10 January 2024 Period 2
A2	08 January 2024 9.00am	10 January 2024 9.00am	15 January 2024 9.00am	16 January 2024 Period 1	12 January 2024 Period 2
A3	08 January 2024 9.00am	10 January 2024 9.00am	15 January 2024 9.00am	17 January 2024 Period 1	10 January 2024 Period 2
A4	08 January 2024 9.00am	10 January 2024 9.00am	15 January 2024 9.00am		
B1	08 January 2024 9.00am	10 January 2024 9.00am	15 January 2024 9.00am	19 January 2024 Period 5	08 January 2024 Period 1
B2	08 January 2024 9.00am	10 January 2024 9.00am	15 January 2024 9.00am	19 January 2024 Period 1	12 January 2024 Period 4
B3	08 January 2024 9.00am	10 January 2024 9.00am	15 January 2024 9.00am	16 January 2024 Period 5	11 January 2024 Period 2

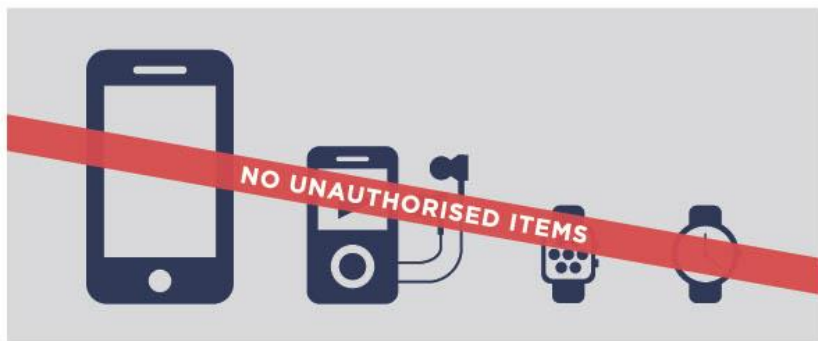


MID-YEAR ASSESSMENT REVISION

YEAR 7

**NO MOBILE PHONES
NO WATCHES
NO MP3/4 PLAYERS**

**NO POTENTIAL TECHNOLOGICAL/WEB
ENABLED SOURCES OF INFORMATION**



Possession of unauthorised items, such as a mobile phone or any watch, is a serious offence and could result in

DISQUALIFICATION

from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.

CONTENTS

WHY DO WE HAVE MID-YEAR ASSESSMENTS?	4
WHAT IS A MID-YEAR ASSESSMENT?	4
HOW CAN I PREPARE FOR ASSESSMENTS?	5
WHERE ARE ASSESSMENTS COMPLETED?	5
MID-YEAR ASSESSMENT TIMETABLE	6
WEEKLY REVISION TIMETABLE	7
REVISION SKILL – FLASHCARDS	8
REVISION SKILL – INTERLEAVING	9
REVISION SKILL – SPACING	10
12 DAYS OF CHRISTMAS	11
ENGLISH.....	12
MATHEMATICS.....	13
SCIENCE	14
GEOGRAPHY	15
HISTORY.....	16

WHY DO WE HAVE MID-YEAR ASSESSMENTS?

At Oasis Academy Lord's Hill, everything we do – everything we **believe** – is about offering all students an **exceptional education**. We **believe** in striving for **educational excellence**. We therefore offer a curriculum that meets the needs of all students in our school.

We all benefit from being acknowledged when something has been done well – being told we have done a 'good job'. We want to celebrate our students' successes. These are the things they **know** and **can do** – their **academic strengths**.

*"It is the **action** that you take **before** and **after** an assessment that will **influence** the rest of your life."*

The true power of assessment comes from a student's areas of development – the knowledge and skill gaps identified for a student to focus on moving forwards. In turning attention to **revisiting** these areas of development, students will be better able to unlock their **potential** and their personal **academic excellence**. These assessments are a starting point on this journey.

WHAT IS A MID-YEAR ASSESSMENT?

Mid-Year Assessments are an opportunity for students to showcase what they **know** and **can do**. These Mid-Year Assessments will test a student's knowledge and skills in each core subject. The **Mid-Year Assessment** will include the content covered within the curriculum and within the specification for the subject being assessed.

As a school the purpose of the **Mid-Year Assessments** is to enable teachers and leaders to **evaluate** the **effectiveness** of the taught curriculum in each subject so that we can **adapt** our teaching and curriculum as necessary. This empowers us with information we need to be able to offer a curriculum that meets the needs of all students in our school and provide timely **interventions** to students most in need. This might include changing student groupings in some subjects.

HOW CAN I PREPARE FOR ASSESSMENTS?

Mid-Year Assessments provide a valuable opportunity for students to build up their experience and skills in relation to how to revise effectively, as well as ensuring that key knowledge is revisited regularly to help them to retain this in their long-term (working) memory.

This **Mid-Year Assessment Revision Booklet** outlines the topic lists for each subject, shared by subject teachers, to help students to focus their revision. This booklet also includes guidance on how to revise effectively, including revision techniques and memory strategies.

Lessons at Oasis Academy Lord's Hill have a regular focus on retrieval practice (**remembering** more) through a **Do Now** or **Fast Five**. Students must make their **best effort** in these activities as they challenge students to recall knowledge from previous lessons and support their success.

WHERE ARE ASSESSMENTS COMPLETED?

All **Mid-Year Assessments** take place in a student's usual **classroom** and students will sit in their usual seating plan. Each assessment paper reflects similar themes that students will experience in their End of Year Assessments in the summer term. All **Mid-Year Assessments** are 50-minutes in duration and will take during a normal timetabled lesson. **Mid-Year Assessments** are **formal** school assessments and **exam conditions** will be enforced in the classroom setting.

Students will receive an assembly in advance **Mid-Year Assessments** starting so that the **expectations** for student conduct during assessments is clear. For a very small number of students who usually have an additional adult supporting them in their lessons, they will receive similar support for these assessments.

To minimise anxiety during these assessments, students sit in their usual seating plan for each classroom. Please note that class teachers reserve the right to move any student at any time during the assessment window.

YEAR 7 MID-YEAR ASSESSMENT TIMETABLE

	ENGLISH	MATHS	SCIENCE	GEOGRAPHY	HISTORY
A1	08 January 2024 9.00am	10 January 2024 9.00am	15 January 2024 9.00am	16 January 2024 Period 5	10 January 2024 Period 2
A2	08 January 2024 9.00am	10 January 2024 9.00am	15 January 2024 9.00am	16 January 2024 Period 1	12 January 2024 Period 2
A3	08 January 2024 9.00am	10 January 2024 9.00am	15 January 2024 9.00am	17 January 2024 Period 1	10 January 2024 Period 2
A4	08 January 2024 9.00am	10 January 2024 9.00am	15 January 2024 9.00am		
B1	08 January 2024 9.00am	10 January 2024 9.00am	15 January 2024 9.00am	19 January 2024 Period 5	08 January 2024 Period 1
B2	08 January 2024 9.00am	10 January 2024 9.00am	15 January 2024 9.00am	19 January 2024 Period 1	12 January 2024 Period 4
B3	08 January 2024 9.00am	10 January 2024 9.00am	15 January 2024 9.00am	16 January 2024 Period 5	11 January 2024 Period 2

NOTE: Assessments in **English**, **Maths** and **Science** will take place in the **Sports Hall** in formal exam conditions. Assessments will have a **common tier** which **all** students complete (**not** Foundation / Higher tier).

WEEKLY REVISION TIMETABLE

DAY	3.30pm	4.00pm	4.30pm	5.00pm	5.30pm
MON					
TUE					
WED					
THU					
FRI					

DAY	8.00am	9.00am	10.00am	11.00am	12.00	1.00pm	2.00pm	3.00pm	4.00pm	5.00pm
SAT										
SUN										

REVISION SKILL – FLASHCARDS

USING FLASHCARDS

- Using flashcards is a **repetition** strategy
- Simple **cue** on the front and an 'answer' on the back
- Flashcards engage **active recall**

WHY FLASHCARDS CAN HELP YOU LEARN

- They engage in **active recall**
- They promote **self-reflection** (aka **metacognition**)
- They can help you **memorise** facts quickly

You need to be smart when making and using flashcards to make sure you are effective.

HOW TO MAKE FLASHCARDS

Ensure flashcards have a **question** or **key term** on one side and the **answer** or **definition** on the other.

1. Ensure the right questions and knowledge are on the cards.
2. Keep information as short as possible.
3. Write clearly so you can read your writing at a quick glance.
4. Use different **coloured cards** or **pens** to group flashcards.

Studies have found that it's more effective to review a whole stack of cards in one sitting rather than glancing at them every so often.

USING A SYSTEM TO REVISE WITH FLASHCARDS

The **Leitner System** is a well-known and very effective method of using flashcards. It's a form of **spaced repetition** that helps you to study the cards you don't know more often than the cards you already know well.

LEITNER SYSTEM – THE METHOD

BOX 1	BOX 2	BOX 3	BOX 4
All flashcards start in Box 1. For any wrong answers, that card stays in Box 1.	As you review the cards, each card answered correctly goes into Box 2.	When you review cards in Box 2, if you still get it right you move the card to Box 3.	Repeat until all cards are in Box 4. If you get a card wrong in any box, return it to Box 1.

The key is that the cards you know less well are reviewed **more frequently** than the cards in the higher boxes.

REVISION SKILL – INTERLEAVING

WHAT IS INTERLEAVING?

- Technique to use when revising or reviewing material
- Helps you remember more for an exam
- Helps you understand better
- It is about **what you do with your time** when revising

HOW DOES INTERLEAVING WORK?

Learning is spread **over time** rather than concentrating on a range of topics one after the other.

*Do little and often,
and mix it up every day.*

HOW TO APPLY INTERLEAVING

With blocking, in each revision session focuses on only a single knowledge or skill. In interleaving, all the knowledge and skills are broken down into small chunks and split over several days, revisited at the start of each session. To interleave your revision:

1. Break units of learning down into small chunks
2. Split chunks over a few days rather than revising all at once
3. Decide on the key topics you need to learn for each subject
4. Use a revision timetable to organise your time and space your learning

*Short, targeted bursts are more effective
that extended revision sessions.*

WHAT ARE THE BENEFITS OF INTERLEAVING?

- Strengthens memory recall
- Your brain is continually changing focus and attempting to find different responses to drawn on short-term memory
- Revisiting material from each topic several times, in short bursts, can increase the amount you remember in exams
- Each time you review it strengthens your memory recall

Research shows that 'mixing it up' boosts learning compared to more traditional methods of block learning where students master one topic before moving on to the next in preparation for exams.

REVISION SKILL – SPACING

WHAT IS SPACING?

Spacing is a revision technique which is all about **spacing out your revision** so you don't get swamped and overwhelmed. It means introducing **time intervals** into your revision sessions as well as spacing out the days which you use to revise for topics. To commit something to memory, it takes **time** and **repetition**.

WHY IS SPACING BENEFICIAL?

Doing something little and often – **spacing** – beats doing it at once, or cramming. The time in between revision allows you to forget and re-learn the information, which cements it in your **long-term memory**. Spacing is also beneficial since we can learn more information **over time**, rather than in one longer session and so it helps you revise more efficiently.

The brain requires a physical prompt so that it can keep something in its long-term memory. Otherwise, it is designed to let it go.

OPTIMUM SPACING

Research suggests there is an optimal gap between revision sessions so you can retain the information. For an assessment that takes place in **one month**, you should review the information *at least* **once a week**.

CREATE A REVISION PLAN USING SPACING TECHNIQUE

1. **Organisation** – determine where you need to focus your time – e.g. which subjects, topics, learning priorities, etc.
2. **Planning** – map out what you are going to revise and when. Use a timetable or revision planner to do this. Remember to space your subjects as well as subject content.
3. **Review** – build in different revision techniques to help you complete quick 5- or 10-minute reviews of your topics throughout your revision plan.
4. **Transformation Task** – These are 30-minute activities to help you take in information. For example, writing summary sheets or creating flash cards or mind maps for topics.
5. **Practice Testing** – test yourself on the area that you have reviewed, either by quizzing or testing yourself with a friend.
6. **Exam Questions** – complete an exam question or on the area you have reviewed and mark this yourself, using a mark scheme

12 DAYS OF CHRISTMAS

*Romans 12:6 reminds us that God, through Christ, has given each of us gifts to use. The Christmas break is an opportunity we have as teachers to share our gifts — and to shine the light of **hope**.*

*Hope that things can change and be transformed; a sense of perseverance – to keep going for the **long haul**.*

Step 1 of **Hope** is imagining a world where I am **proud** of my **success** – imagining a world where no one has stopped me from **reaching my God-given potential**. **Hope** is about looking beyond my current circumstances; imagining a world where everyone looks out for each other. Like my teachers are looking out for me – always. Looking out for me, filled with **hope**.

Doing all this imagining and thinking is **Step 1 of being Hopeful**. And **Step 2? Step 2** is about making the **choice** – making the **decision** – taking the **action** to turn all this thinking into **reality**.

The ancient tradition of Christmas is the giving of gifts. And so, in the spirit of being **hopeful**, we are gifting to you an incredible gift – the gift of **knowledge**; the gift of **preparing to perform** – empowering you to **reach your God-given potential**.

We are **determined** to **transform hope** into **reality**. We have prepared a gift for each of the **12 Days of Christmas** – a gift for you from each subject to maximise your chance of reaching **your God-given potential**. And we **hope** that you grasp it, and **persevere** with the **determination** that **you can, and will, succeed**.



ENGLISH

COURSE	OCL English
LENGTH	50-minutes
MARKS	50 marks

DAY	TOPIC / SKILL	RESOURCE	RAG
1	Find the definitions of the following words: Immoral Misanthropic Tyrannical	Greek Myths and Antigone Booklet	
2	Use the following words in a sentence: Provoke Over-Reacher Defiant	Greek Myths and Antigone Booklet	
3	Find the definitions of the following words: Objectify Honour Disgrace	Greek Myths and Antigone Booklet	
4	Use the following words in a sentence: Objectify Honour Disgrace	Greek Myths and Antigone Booklet	
5	Antigone is a victim of a patriarchal society Because... / But... / So...	Greek Myths and Antigone Booklet	
6	If you're a patriot, you are... / If you're a traitor, you are... If you are loyal, you are... / If you are disloyal, you are...	Greek Myths and Antigone Booklet	
7	Creon could be described as blasphemous Because... / But... / So...	Greek Myths and Antigone Booklet	
8	Three characters from Greek myths who are misogynistic are... Because... / But... / So...	Greek Myths and Antigone Booklet	
9	Write a noun appositive about the following characters: Pandora Midas Narcissus	Greek Myths and Antigone Booklet	
10	The Chorus warn that "the city casts out that man who weds himself to inhumanity". In other words... Because... / But... / So...	Greek Myths and Antigone Booklet	
11	Write a diary entry in which Antigone describes Creon using the following words: Tyrant Misogynistic Immoral	Greek Myths and Antigone Booklet	
12	Write a noun appositive sentence for each of these characters: Antigone Prometheus Ismene	Greek Myths and Antigone Booklet	



MATHEMATICS

COURSE	OCL Mathematics
LENGTH	50-minutes
MARKS	50 marks

DAY	TOPIC / SKILL	SPARX MATHS	RAG
1	Ordering numbers Coverting between written and numerical form Identifying place value	M704	
2	Multiplying values	M186	
3	Converting between time units Telling the time (using clocks) Calculating with time	M515 M892 M627	
4	Factors Lowest Common Multiples	M823 M227	
5	Highest Common Factors Primes	M698 M322	
6	Prime factor decomposition	M108	
7	Order of operations	M521	
8	Ordering negative numbers Adding and subtracting with negative numbers	M527 M106	
9	Multiplying and dividing with negative numbers	M288	
10	Calculating with roots and powers Substitution	M135 M417	
11	Expanding single brackets Expanding single brackets and simplifying expressions	M237 M792	
12	Simplifying algebraic expressions Factorising	M795 M100	



SCIENCE

COURSE	OCL Science
LENGTH	50-minutes
MARKS	50 marks

DAY	TOPIC / SKILL	SENECA	RESOURCE	RAG
1	Solids, liquids, and gases	2.1.1	https://bit.ly/3hyVudI	
2	Changes of state	2.1.4	https://bit.ly/3FCvYwb	
3	Elements, compounds, and mixtures	2.3.1	https://bit.ly/3hDRkRE	
4	Evaporation	2.1.8	https://bit.ly/3PuMva1	
5	Metals and non-metals	2.4.3	https://bit.ly/3uUrc86	
6	Atoms and molecules	2.3.6	https://bit.ly/3YxQ3fB	
7	Symbols and chemical formulae	2.3.3	https://bit.ly/3WppsQc	
8	Solubility of solids	2.1.10	https://bit.ly/3jbvKEw	
9	Temperature and solubility	2.1.10	https://bit.ly/3uUrc86	
10	Chemical reactions	2.2.1	https://bit.ly/3ht0Alz	
11	Word equations	2.3.3	https://bit.ly/3HDQNde	
12	Symbol equations	2.3.3	https://bit.ly/3HDNFOB	

GEOGRAPHY

COURSE	OCL Geography
LENGTH	50-minutes
MARKS	50 marks

DAY	TOPIC / SKILL	RESOURCE	RAG
1	List the countries that make up the United Kingdom. Name the continent that the United Kingdom is a part of. Name four more countries in the same continent.	My Country and Surroundings <i>Knowledge Organiser</i>	
2	For each continent, rank them in order of (1) size and (2) population. Write one interesting fact for each continent.	The Features of Continents <i>Knowledge Organiser</i>	
3	List three human features within Southampton. Identify three physical features within Southampton. Describe why people may prefer to live in urban areas.	Human and Physical Geography (Local) https://bit.ly/3FBnUfa	
4	What does Relief mean? What is the relief like in the south of England? Use the website to help you. How can relief impact where people live?	Relief https://bit.ly/3PBQ0LJ	
5	What does the word “development” mean? Countries can be HICs, NEEs, or LICs. State what these terms mean and give two examples of countries of each.	Development <i>Lesson 1 on OneNote</i>	
6	What are the four economic sectors? Give one example of a job in each of the sectors. Which economic sector is the largest in HICs like the UK?	Economic Sectors https://bit.ly/3Yuzm4L https://bit.ly/3PvBFk7	
7	State what is meant by a “development indicator”. Give four examples of a development indicator. Will ‘people per doctor’ figures be higher in HICs or LICs? Why?	Development Indicators <i>Lesson 4 on OneNote</i>	
8	What is meant by the “Development Gap”? What are the development indicators of Haiti? Give one reason why Haiti is not as developed as the UK.	Development Gap <i>Lesson 5/6 on OneNote</i> https://bit.ly/3Wmo3tr	
9	Give one example of a Newly Emerging Economy. What are the development indicators of your named country? Describe what quality of life is like in an NEE.	Newly Emerging Economies <i>Lesson 8 on OneNote</i>	
10	Define what is meant by “HIC”. Name three HICs: one in Europe, one in Asia, and one in North America. Describe what quality of life is like in an HIC.	HICs <i>Lesson 8 on OneNote</i>	
11	What is “Aid”? What is the difference between Short-term and Long-term Aid. Read the article linked here. Give four examples of Aid to Haiti from the Red Cross.	Aid <i>Lesson 9 on OneNote</i> https://bit.ly/3FXbnnt	
12	What impacts of the earthquake would you expect to see? Give three of the most important forms of short-term aid that you would organise to save survivors.	Specific Aid <i>Autumn 2 Knowledge Organiser</i>	

HISTORY

COURSE	OCL History
LENGTH	50-minutes
MARKS	50 marks

DAY	TOPIC / SKILL	RESOURCE	RAG
1	Constantinople: How was it Roman? How was it Greek?	<i>Knowledge Organiser</i> https://bit.ly/HistoryY7	
2	Constantinople: How does it link to the topic of POWER?	<i>Knowledge Organiser</i> https://bit.ly/HistoryY7	
3	Constantinople: Technical vocabulary	<i>Knowledge Organiser</i> https://bit.ly/HistoryY7	
4	Islamic World: How were Baghdad and Cordoba connected?	<i>Knowledge Organiser</i> https://bit.ly/HistoryY7	
5	Islamic World: How does it link to the topics of POWER and MIGRATION?	<i>Knowledge Organiser</i> https://bit.ly/HistoryY7	
6	Islamic world: Technical vocabulary	<i>Knowledge Organiser</i> https://bit.ly/HistoryY7	
7	Norman conquest: What changes did the Normans make to England?	<i>Knowledge Organiser</i> https://bit.ly/HistoryY7	
8	Norman conquest: How does it link to POWER and AGENCY?	<i>Knowledge Organiser</i> https://bit.ly/HistoryY7	
9	Norman conquest: Technical vocabulary	<i>Knowledge Organiser</i> https://bit.ly/HistoryY7	
10	Crusades: How did the Crusaders make it to Jerusalem?	<i>Knowledge Organiser</i> https://bit.ly/HistoryY7	
11	Crusades: How does it link to the topics of POWER and MIGRATION	<i>Knowledge Organiser</i> https://bit.ly/HistoryY7	
12	Crusades: Technical vocabulary	<i>Knowledge Organiser</i> https://bit.ly/HistoryY7	