



**Glenmoor & Winton Academies**

High Achievement – High Standards

Part of United Learning

# Knowledge Organiser

**Year 7 - 2024/25**

**Student Name:** \_\_\_\_\_



Need to ask your teacher about any of these topics? Make a note here!

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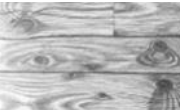



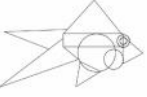

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Letter to my future self

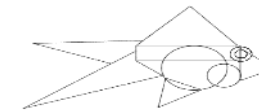


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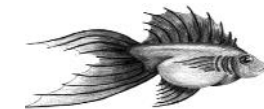
# Art - The Formal Elements

Key Term	Definition	Example
<b>Line</b>	A mark made on a surface.	
<b>Shape</b>	The area enclosed by a line. A flat 2D space.	
<b>Tone</b>	A range of light and dark. Can be created by adapting pencil pressure.	
<b>Form</b>	Making a 2D object look 3D.	
<b>Texture</b>	The surface quality, how something feels.	
<b>Colour</b>	Used to create emotional changes in an image. When light is reflected off an object, we see colour.	
<b>Pattern</b>	A repeating shape or motif. These can be regular or irregular.	
<b>Observation</b>	Using your eyes to observe, or look, before completing a piece of artwork.	
<b>Crating</b>	A drawing method used to simplify complex images by using simple (or geometric) shapes.	
<b>2-Dimensional (2D)</b>	A shape that is flat. It only has two dimensions: length and width.	



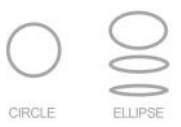


Artist	Summary
<b>Sarah Graham</b> (1977-present) <i>Images © Sarah Graham</i>	A contemporary UK based photorealistic artist. Uses oil paints on canvas to create vivid paintings of sweets, confectionery and toys. 



Add detail with the formal elements.



**CRATING**  
Start with simple or geometric shapes.

<b>Sketching</b>	A freehand drawing method used to record observations.	
<b>3-Dimensional (3D)</b>	A shape that is not flat, it has form. It has three dimensions: width, height and depth.	
<b>Ellipse</b>	A geometric shape that is seen when viewing a circular shape from a different angle.	
<b>H Pencil</b>	The 'H' stands for 'hard'. These pencils are good when used for detail or lines, they can be used to create very light tones.	
<b>B Pencil</b>	The 'B' stands for 'black'. These pencils are softer graphite, best used for shading, blending and creating tone.	

# Art - Locality

Key Term	Definition
<b>Locality</b>	A particular area, place or neighbourhood.
<b>Architecture</b>	The science and art of designing buildings is known as architecture. People who practice architecture are called architects. Architects express an artistic vision through the size, shape, colour, materials, and style of a building's elements.
<b>Mark Making</b>	Mark making describes the different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat. It can apply to any material used on any surface.
<b>Observational Drawing</b>	Drawing from direct observation involves carefully looking at the subject and noticing and recording the shapes, details and tones that you see.
<b>Composition</b>	The way in which different elements of an artwork are combined or arranged.
<b>Sgraffito</b>	Technique which scratches away the top layer of oil pastel to reveal the colour beneath, creating lines and patterns. Use a sharp tool like a palette knife, toothpick, or stylus to carefully scratch away the top layer of pastel.
<b>Oil Pastel</b>	Oil pastels are a drawing medium. They use wet binders, such as oils, to collect the pigment into a solid stick.
<b>Mixed Media</b>	Refers to art that combines a variety of media in a single artwork.
<b>Depth &amp; Perspective in Landscape</b>	To create depth and perspective in landscape, use three planes—foreground, middle ground and distance.



Artist	
<b>Vincent Van Gogh</b> (1853 - 1890)	Van Gogh's post-impressionism art consists of landscapes, still-life, portraits, and self-portraits. Van Gogh's style is characterised by bold colours and dramatic brushwork. He is now considered a pioneer of modern art and his works are among the most expensive paintings ever sold.
<b>John Piper</b> (1903 - 1992)	An English painter, printmaker and designer of stained-glass windows and both opera and theatre sets. His work often focused on the British landscape, especially churches and monuments. Piper was an official war artist in World War II and his work included wartime depictions of bomb-damaged churches and landmarks.



Key Term	Definition
<b>Mood &amp; atmosphere</b>	Colour is one of the most powerful tools an artist has in conveying mood and atmosphere. Different colours can evoke different emotions.
<b>Depth/ perspective</b>	Tones will be darker in the foreground and get lighter as imagery disappears further into the distance. In landscape painting, warm colours are used for elements in the foreground, whilst distant objects like mountains or hills appear cool in tones.

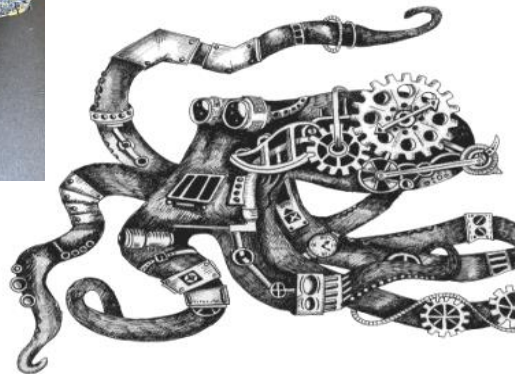



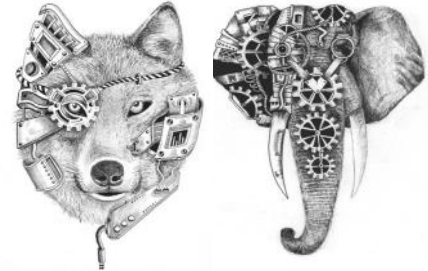



# Art - Steampunk

Key Term	Definition
<b>Form</b>	Making a shape look 3D by looking where dark and light areas should be added.
<b>Tone</b>	The lightness and darkness of an object.
<b>Texture</b>	How something feels, how the surface of an object looks. ( bumpy, smooth, furry).

Clay Model Making	
<b>Clay</b>	Clay is a soft, loose, earthy material used to make things such as pottery and tiles.
<b>Carving</b>	Using tools to draw into the surface of the clay to create lines and textures. This is best done when the clay is semi-dry.
<b>Slab</b>	Roll the clay into flat sheets to cut apart and assemble.
<b>Slip</b>	This is liquid clay (clay with a lot of water added to it). It is used as a 'glue' to hold clay pieces together.



<b>Key Term</b>	
<b>Steampunk</b>	<p>Steampunk is a style of fiction set in a semi-fictional world where old machinery from the Victorian 19th century is still being used. Technologies that were new or important to the Victorians, such as steam power, clockwork or electricity, are big themes in steampunk.</p> 
<b>Steve Turner (aka Squiddoodle)</b>	<p><b>Illustrator</b> Creates Steampunk animals, powered by machines and clockwork mechanism.</p> 
<b>Christi Friesen</b>	<p><b>Sculptor</b> Uses polymer clay (an oven baked modelling material. Not a natural clay, it is man-made from a plastic, polyvinyl chloride (PVC) base.)</p> 

# Citizenship - Health & Wellbeing

1. Social Wellbeing	
<b>Social Wellbeing</b>	Social wellbeing means building and maintaining healthy relationships and having meaningful interactions with others.
<b>Support Network</b>	A group of people who provide emotional and practical help to someone when they are in need.
<b>We can build our social wellbeing by:</b> <ul style="list-style-type: none"> <li>• Spending time with friends and family.</li> <li>• Offering support to those around you.</li> <li>• Expressing appreciation and affection for the people who support you.</li> <li>• Making an effort to interact with a variety of people with diverse backgrounds, cultures and beliefs.</li> </ul>	

2. Emotional Wellbeing	
<b>Emotional Wellbeing</b>	The ability to be aware of our feelings, rather than deny them and enjoy life despite its disappointments.
<b>Emotions</b>	Strong feelings that we experience. They are biologically based states. caused by changes in the brain.
<b>We can build our emotional wellbeing by:</b> <ul style="list-style-type: none"> <li>• Understanding our emotions and accepting them.</li> <li>• Expressing emotions and talking about feelings.</li> <li>• Monitoring emotional wellbeing and seeking help if concerned.</li> </ul>	

3. Belonging and Wellbeing	
<b>Belonging</b>	A feeling of being happy or comfortable as part of a particular group.
<b>Why is belonging important?</b>	Belonging is an important protective factor. It helps us feel more resilient, which means that we can recover more quickly from difficulties.
<b>We can build our sense of belonging by:</b> <ul style="list-style-type: none"> <li>• Getting involved in extra-curricular activities.</li> <li>• Contributing to your community.</li> <li>• Practising acceptance and patience with others.</li> </ul>	

Key Concepts	
<b>Resilience</b>	Being able to recover quickly from difficulties.
<b>Risk Factors</b>	Things that could result in a period of poor mental health. Such as: <ul style="list-style-type: none"> <li>• Social isolation/loneliness</li> <li>• Traumatic life event</li> <li>• Severe or long-term stress</li> <li>• Poor physical health</li> </ul>
<b>Protective Factors</b>	Things that support mental health. Such as: <ul style="list-style-type: none"> <li>• Strong support network</li> <li>• Healthy habits; diet, sleep, exercise</li> <li>• Mindfulness</li> <li>• High self-esteem</li> </ul>



Helpful Resources
<ul style="list-style-type: none"> <li>• <b>Mind UK:</b> Mental health charity. Website: <a href="https://www.mind.org.uk">mind.org.uk</a> Helpline: 0300 123 3393</li> <li>• <b>YoungMinds:</b> Youth Mental Health Charity. Website: <a href="https://www.youngminds.org.uk">youngminds.org.uk</a></li> <li>• <b>Childline:</b> Children's charity. Call their helpline for a free, private and confidential service where you can talk about anything. Website: <a href="https://www.childline.org.uk">childline.org.uk</a> Helpline: 0800 1111</li> </ul>

Connected Careers
<ul style="list-style-type: none"> <li>• Counselling/therapy</li> <li>• Psychologist</li> <li>• Medicine: Nurse/Doctor/Health Care assistant</li> <li>• Dietician</li> <li>• Personal Trainer</li> <li>• Dental care</li> </ul>

# Citizenship - Relationships

1. Healthy Relationships		2. Choices in Relationships		3. Your Rights	
<b>Relationship</b>	Two or more people being connected socially.	<b>Consent</b>	'A person consents if he/she agrees <b>by choice</b> , and has the <b>freedom</b> and <b>capacity</b> to make that choice.'	<b>UNCRC</b>	United Nations Convention on the Rights of the Child. A document which lists all the rights of children that should be protected.
<b>Communication</b>	Communication is the act of giving, receiving, and sharing information.	<b>Coercion</b>	The practice of persuading someone to do something by using force or threats.	<b>Domestic Abuse</b>	When one person hurts or bullies another person who is or was their partner, or who is in the same family.
<b>Qualities of Healthy Relationships:</b>		<b>Bodily Autonomy</b>	No one is entitled to decide what to do with your body, except you.	<b>FGM</b>	Female Genital Mutilation
<b>Trust</b>	To know you can rely on them and be confident in them telling the truth.	<b>Children cannot consent to:</b> <ul style="list-style-type: none"> <li>• Sign a legally binding contract</li> <li>• Vote in an election</li> <li>• Buy alcohol</li> <li>• Have sexual relationships</li> </ul>		<b>Signs of Abuse</b>	<ul style="list-style-type: none"> <li>• Threats</li> <li>• Controlling behaviour</li> <li>• Anger</li> <li>• Violence</li> <li>• Pressure</li> </ul>
<b>Mutual Respect</b>	To recognise each others' value.			<b>If you feel you are experiencing abuse of any kind, ask for help.</b>	
<b>Loyalty</b>	You provide support and stick by each other.				
<b>Communication</b>	You can talk openly and honestly with each other.				
<b>Appreciation</b>	You recognise each others positive qualities and show thanks to each other.				

## Helpful Resources

**Mind UK:** Mental health charity. **Website:** [mind.org.uk](http://mind.org.uk) **Helpline:** 0300 123 3393

**Childline:** Children's charity. Call their helpline for a free, private and confidential service where you can talk about anything. **Helpline:** 0800 1111 **Website:** [childline.org.uk](http://childline.org.uk)

**National Domestic Violence Helpline:** Support for anyone experiencing domestic abuse. Website: [www.nationaldomesticviolencehelpline.org.uk](http://www.nationaldomesticviolencehelpline.org.uk) **Helpline:** 0808 2000 247

**Galop.** Support for LGBT+ people experiencing abuse. Website: <http://www.galop.org.uk> **Helpline:** 0800 999 5428

## Connected Careers

- Relationships counselling and therapy
- Safeguarding: police, social work, pastoral leader in schools
- Charity work



# Citizenship - Democracy & Government

1. Democracy in the UK	
<b>Democracy</b>	'Rule by the people'. A form of government where the people rule, either directly or through elected representatives, e.g. UK.
<b>Parliament</b>	The part of government that is there to represent our interests. It is made up of the House of Commons, the House of Lords and the Monarchy.
<b>The House of Commons</b>	Made up of 650 Members of Parliament (MPs) who represent their constituency. Responsible for debating proposals and making laws.
<b>The House of Lords</b>	Made up of over 700 unelected members, such as bishops of the Church of England and experts in a variety of fields. Responsible for law making and investigating issues in government.

## Connected Careers

- Member of the civil service in departments such as the Diplomatic Service, the Treasury or security and intelligence services
- Researcher for governments
- Politician
- Communications
- Working for local authority
- Charity
- See and read more on Unifrog .org

2. The Monarchy	
<b>Monarchy</b>	A country which has a King or Queen, such as the UK.
<b>Role of the Monarch</b>	<ul style="list-style-type: none"> <li>• The King is Head of State. He has the ability to make and pass laws.</li> <li>• Head of the Armed Forces and the Church of England.</li> </ul>
<b>What can't the monarch do?</b>	<ul style="list-style-type: none"> <li>• Vote</li> <li>• Share any of their own political opinions in public</li> <li>• Sit in the House of Commons</li> </ul>



3. UK Government	
<b>General Election</b>	Voting for the political party that will govern the country.
<b>Prime Minister</b>	The head of government, the leader of the political party with
<b>Member of Parliament (MP)</b>	The candidate with the most votes for their area (constituency). Their role is to represent their constituents in Parliament.
<b>Political Party</b>	A group of people with similar ideas and beliefs who have come together to work to achieve their aims. E.g. The Conservative Party, The Labour Party and the Liberal Democrat Party.
<b>Current Government</b>	<ul style="list-style-type: none"> <li>• The Labour Party won the election in 2024.</li> <li>• Keir Starmer is the current Prime Minister.</li> <li>• The current MP for Bournemouth West is Jessica Toale.</li> </ul>

## Resources

- Parliament Website:  
[www.parliament.uk](http://www.parliament.uk)
- See voting history of your MP:  
[www.theyworkforyou.com](http://www.theyworkforyou.com)

# Citizenship - Managing Money

1. Saving and Budgeting	
<b>Budget</b>	A financial plan for a set period of time, including planned savings and expenses.
<b>Income</b>	Money received, especially on a regular basis.
<b>Expenses</b>	Money spent, such as for bills, food and any other purchases.
<b>Delayed Gratification</b>	When we postpone the sense of enjoyment we get from immediate spending to sometime further into the future.
<b>Ways to help budget</b>	<ul style="list-style-type: none"> <li>• Writing a list of typical income and expenses.</li> <li>• Online banking.</li> <li>• Gradual saving.</li> <li>• Decide what you can save money on.</li> </ul>

2. Debt	
<b>Debt</b>	When you owe money to someone.
<b>Interest</b>	Either: money you receive from a bank when you save, OR: money you have to pay when you borrow money on top of the actual amount you borrowed.
<b>Manageable Debt</b>	Debt that you can comfortably payback over an agreed period.
<b>Unmanageable Debt</b>	Debt that you are not able to pay back within the given period.
<b>Payday loan</b>	A small amount of money lent at a high interest rate.

3. How the Country Manages Money	
<b>The Budget</b>	Set by the Chancellor of the Exchequer, it details tax and spending amounts.
<b>Tax</b>	This is the main way a government raises money.
<b>Indirect Tax</b>	Tax raised through the sale of goods, e.g. VAT & duty.
<b>Direct Tax</b>	Tax taken straight from a person's earnings.
<b>What is Tax money used for?</b>	<ul style="list-style-type: none"> <li>• Health services</li> <li>• Education</li> <li>• Defence</li> <li>• Social Security</li> <li>• Public order and safety</li> <li>• Transport</li> </ul>

Resources
<ul style="list-style-type: none"> <li>• Natwest Resources and games to teach about finances <a href="https://natwest.mymoneysense.com/home/">https://natwest.mymoneysense.com/home/</a></li> <li>• Money makes sense resources <a href="https://www.moneymakesense.co.uk/">https://www.moneymakesense.co.uk/</a></li> <li>• Cifas: Fraud prevention service with lots of information on preventing financial crime. <a href="http://www.cifas.org.uk">www.cifas.org.uk</a></li> </ul>

Connected Careers
<ul style="list-style-type: none"> <li>• Retail and investment banking. Finance managers for businesses, schools etc.</li> <li>• Accountant</li> <li>• Insurance advisor</li> <li>• See and read more on <a href="http://unifrog.org">unifrog.org</a></li> </ul>



# Citizenship - Law and the Justice System

## 1. Principles of the Law

<b>Justice</b>	Fair treatment or behaviour.
<b>Law</b>	A system of rules that a country have agreed to follow.
<b>Bill</b>	The idea that is brought to the house of commons and house of lords in hopes of forming a new law.
<b>Royal Assent</b>	The King must agree to a bill and sign it in order for it to become an official law.
<b>The House of Commons</b>	Made up of 650 Members of Parliament (MPs) who represent their constituency. Responsible for debating proposals and making laws.
<b>The House of Lords</b>	Made up of over 700 unelected members, such as bishops of the Church of England and experts in a variety of fields. Responsible for law making and investigating issues in government.

## 2. Crime

<b>Morality</b>	Your sense of what is right and what is wrong.
<b>Rights</b>	Moral or legal entitlement: something that everyone is given.
<b>Crime</b>	A crime is an illegal action or activity for which a person can be punished by law. It is <b>breaking the law</b> .
<b>Causes of Crime</b>	The causes of crime can be put into 3 general categories: <ul style="list-style-type: none"> <li>• Social (people around us)</li> <li>• Psychological (mind and Brain)</li> <li>• Environmental</li> </ul>

## 3. The Prevention of Crime

<b>Community</b>	A group of people living or existing together, sharing common values, interests and/or ways of doing things.
<b>Crime Prevention</b>	Strategies that aim to reduce the risk of crimes occurring.
<b>The Ben Kinsella Trust</b>	A charity that aims to prevent knife crime. It was set up following the murder of 16 year old Ben Kinsella.
<b>Education</b>	One of the methods of crime prevention. Educating individuals on the consequences and risks of crime may help prevent it.
<b>Collaboration</b>	One of the methods of crime prevention. Working with the wider community and multiple different professionals supports crime prevention.
<b>Campaigning</b>	One of the methods of crime prevention. Campaigning for change in law to support crime prevention, for example stricter consequences of knife crime.

## Connected Careers

- Law enforcement
- Careers related to law: Bailiff, Barrister, Court legal adviser, Court assistants, Prosecutor, Judge
- Forensic science and psychology
- Prison and probation officer
- See and read more on unifrog.org

## Resources

See Bills that are currently being debated in Parliament here <https://bills.parliament.uk/>

The Ben Kinsella Trust: <https://benkinsella.org.uk/>

Childline: Children's charity. Call their helpline for a free, private and confidential service where you can talk about anything. Helpline: 0800 1111 Website: [childline.org.uk](https://childline.org.uk)

Further resources about crime and an anonymous crime reporting online form at <https://www.fearless.org/en>

# Citizenship - Media Literacy

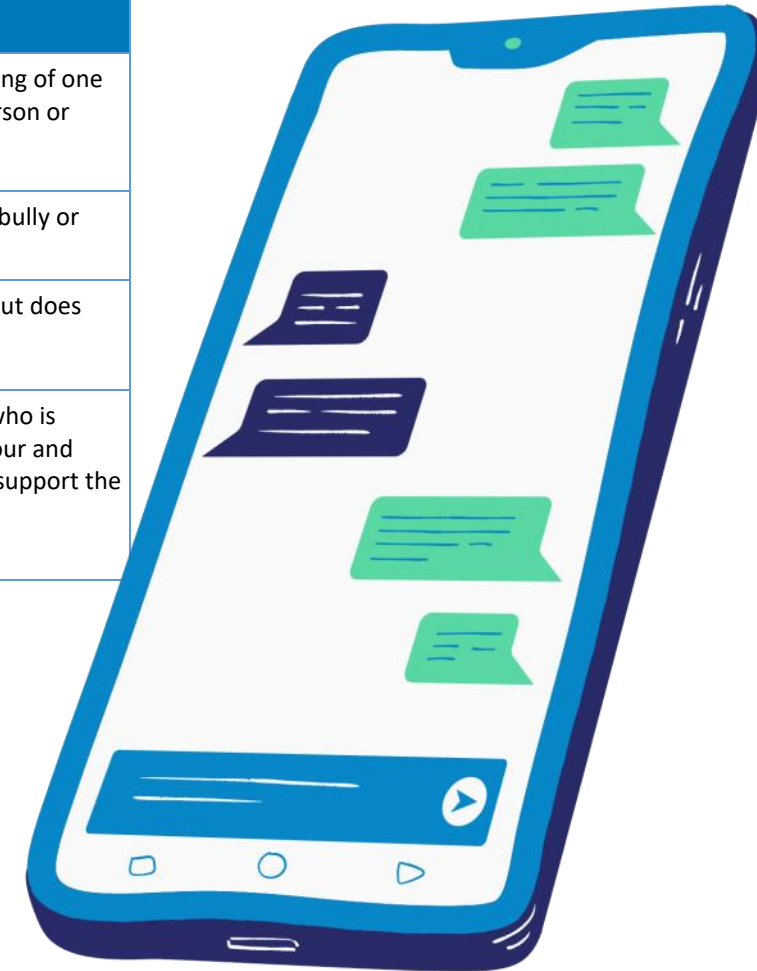
1. Fact Vs Fiction	
<b>Media Literacy</b>	The ability to critically analyse and evaluate the messages conveyed through media and use digital media responsibly.
<b>Misinformation</b>	False or inaccurate information that is spread, regardless of intent to mislead.
<b>Disinformation</b>	False information that is created and spread to deliberately deceive people or give them an inaccurate understanding of an issue.
<b>5 Tips to identify fake news</b>	<ul style="list-style-type: none"> <li>• Consider the source.</li> <li>• Check spelling and grammar.</li> <li>• Beware of sensationalist language.</li> <li>• Look for who's quoted.</li> <li>• Check for other sources.</li> </ul>

2. Cyberbullying	
<b>Bullying</b>	The repetitive, intentional hurting of one person or group by another person or group.
<b>Cyberbullying</b>	The use of electronic device to bully or threaten someone.
<b>Bystander</b>	Someone present at an event but does not take part.
<b>Active Bystander</b>	Someone present at an event who is aware of inappropriate behaviour and chooses to challenge it and/or support the victim.

3. Our Online Impact	
<b>Digital Footprint</b>	Data that is left behind when users have been online.
<b>Employer</b>	A person or organisation that employs people.
<b>Cybercrime</b>	Criminal activities carried out by means of computers or the internet.
<b>Web Cookies</b>	A cookie is a piece of data from a website that is stored within a web browser that the website can retrieve at a later time. Cookies are used to tell the server that users have returned to a particular website.

Resources	
•	Childline: Children's charity. Call their helpline for a free, private and confidential service where you can talk about anything. <b>Helpline:</b> 0800 1111 <b>Website:</b> <a href="https://www.childline.org.uk">childline.org.uk</a>
•	Safer Internet Centre- <a href="https://www.saferinternet.org.uk">https://www.saferinternet.org.uk</a>
•	Thinkuknow: <a href="https://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>
•	Fact checking website: <a href="https://www.fullfact.org">www.fullfact.org</a>



Connected Careers	
•	Journalism
•	Social media manager
•	Advertising
•	Software development
•	Web designer
•	Intelligence officer, cyber security officer
•	IT support technician
•	See and read more on <a href="https://www.unifrog.org">unifrog.org</a>



# Catering - Practical Knowledge

Chopping Board Colours	
<b>RED</b>	Raw meat
<b>BLUE</b>	Raw Fish
<b>YELLOW</b>	Cooked Meat
<b>GREEN</b>	Salad and Fruit
<b>BROWN</b>	Vegetables
<b>WHITE</b>	Dairy

Preparing to cook	
Tie up or hair before you enter the kitchen.	→ To prevent it contaminating the food.
Wash your hands at the beginning and during the practical - especially after handling raw meat or eggs.	→ To remove dirt and bacteria which could spoil the food.
Put on an apron.	→ To protect your clothes and prevent the spread of contaminants.
Remove jewellery.	→ To stop it from falling in the food and becoming a physical contaminant.

Knife Skills
<b>Bridge Hold</b>  <p>Create a bridge over the food with your hand. The fingers should be on one side and the thumb should be on the other. Hold the food to be cut between the fingers and thumb creating a bridge. The knife should go through the bridge to cut the food.</p>
<b>Claw Grip</b>  <p>Create a claw by partly curling your fingers together into a claw shape. Press the tips of your fingers (nails) against the food to be gripped and then lean your fingers slightly forward of your nails so that you can't see your nails when you look down on your hand.</p>

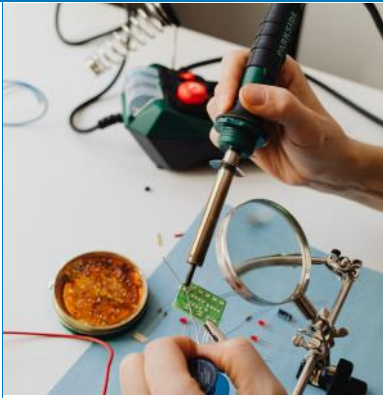
Common equipment		
		
Garlic Press	Can opener	Cooks Knife
		
Spatula	Colander	Pastry brush



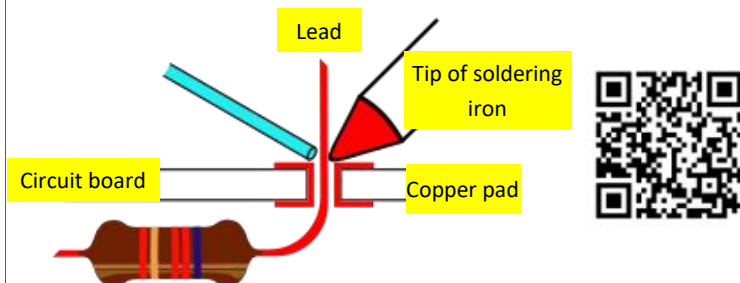
# Design Technology - Product Design

## What is soldering?

- Soldering is used in electronics to join components on to a circuit board.
- Soldering creates a permanent joint between two pieces of metal (an electrical joint and a mechanical joint).
- Heat is used to melt solder around a joint.
- Solder is usually made from tin and lead (metals) which is known as an alloy.



## How to solder



## Electronic components

	USB Cable
	Light Emitting Diode
	Resistor
	PCB

## Key words & definitions

<b>Circuit</b>	A collection of connected electronic components that allow a current to flow around.
<b>Electronic component</b>	Electronic components are the elements of a circuit that helps it to work e.g. a resistor
<b>Resistor</b>	A component that resists the flow of electric current.
<b>Design criteria</b>	A list of things that a project should have or requirements that it should be able to meet.
<b>Prototype</b>	A working model of a product, made to demonstrate a design.

- Prototyping helps you determine whether your idea is going to work or needs modifying.
- A prototype allows you to test your solution quickly and cheaply.

## Tools and equipment

Soldering iron	Soldering iron stand	Solder	Wire cutters	Wire strippers	Solder sucker

## Health & Safety

Protective clothing	Wear goggles	Tie hair back	Emergency stop	No eating or drinking

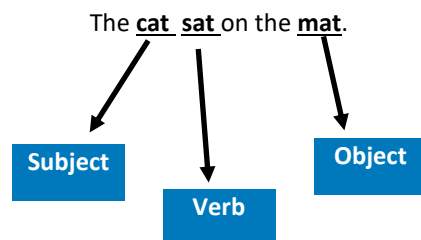
Sentence Construction		
1	<b>Capital letters</b>	Used at the beginning of sentences and for proper nouns.
2	<b>Clause</b>	A group of words containing a subject and a verb.
3	<b>Main clause</b>	A clause that does make sense on its own.
4	<b>Subordinate clause</b>	A clause that doesn't make sense on its own.
5	<b>Embedded clause</b>	A subordinate clause used within a main clause.
6	<b>Subordinating conjunction</b>	Introduces a subordinate clause. e.g. despite, since, as, if
7	<b>Coordinating conjunction (FANBOYS)</b>	A word that connects main clauses or phrases. e.g. for, and, nor, but, or, yet, so
8	<b>Declarative sentence</b>	Makes a statement.
9	<b>Imperative sentence</b>	A command or instruction.
10	<b>Interrogative sentence</b>	Asks a question.
11	<b>Exclamatory sentence</b>	Expresses strong emotion and ends with an exclamation mark.
12	<b>Fragment sentence</b>	A sentence that does not contain a verb and/or subject.
13	<b>Simple sentence</b>	A sentence consisting of only one main clause.
14	<b>Compound sentence</b>	A sentence which includes two main clauses joined by a semi colon or coordinating conjunction.
15	<b>Complex sentence</b>	A sentence which includes a main clause and one or more subordinate clauses.
16	<b>Compound-complex sentence</b>	A sentence that contains two main clauses and one or more subordinate clauses.

Punctuation		
17	<b>Full stops</b>	Used to mark the end of a sentence.
18	<b>Commas</b>	<ul style="list-style-type: none"> <li>To separate main and subordinate clauses.</li> <li>To separate items in a list.</li> <li>After introductory clauses, phrases, discourse markers.</li> </ul>
19	<b>Apostrophes</b>	Used to show possession and omission.
20	<b>Semi colon</b>	<ul style="list-style-type: none"> <li>Used between two main clauses that are closely related.</li> <li>Used in-between ideas of a list that are already complex due to the inclusion of commas and conjunctions.</li> </ul>
21	<b>Colon</b>	<ul style="list-style-type: none"> <li>Introduce a list, information, idea and explanation.</li> <li>Introduce quoted information</li> </ul>
22	<b>Dash</b>	<ul style="list-style-type: none"> <li>To add extra information</li> <li>To signal a change in thought or shift in tone</li> </ul>
23	<b>Hyphen</b>	Used to combine words into compound word. e.g. washing-up
24	<b>Brackets</b>	<ul style="list-style-type: none"> <li>Separates extra information in an informal style (round).</li> <li>Gives alternatives (round).</li> <li>Around the ellipsis that shows words have been omitted from a quote (square).</li> </ul>

Word Types		
25	<b>Abstract noun</b>	An idea or concept. e.g. bravery, courage, love
26	<b>Noun</b>	A name, place or thing.
27	<b>Proper noun</b>	Names of people and places which require a capital letter. e.g. London, Anna
28	<b>Noun appositive</b>	A noun phrase that renames the noun right beside it e.g. Winston Churchill, the Prime Minister during WWII, was...
29	<b>Adjective</b>	A word that describes the noun.
30	<b>Superlative adjective</b>	Used to show something is of the greatest degree. e.g. Smallest, tallest, quickest
31	<b>Verb</b>	Action or state (be, have).
32	<b>Modal verb</b>	A verb that shows necessity or possibility. e.g. will, should, could
33	<b>Adverb</b>	A word that describes a verb.
34	<b>Indefinite Article</b>	Words used with nouns that classify them (a/an).
35	<b>Definite Article</b>	Words used with nouns that classify them as already known (the).
36	<b>Preposition</b>	Providing information on time, place, and position.
37	<b>Quantifier</b>	A pronoun indicative of a quantity. e.g. few, many, some
38	<b>Personal Pronoun</b>	Words used in place of names of people or things. e.g. she, I, you
39	<b>Collective Pronoun</b>	Words that are used to show a group of people. e.g. our, us, we

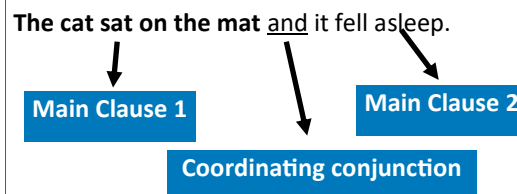
## Simple Sentence

A sentence consisting of only 1 main clause. EXAMPLE:



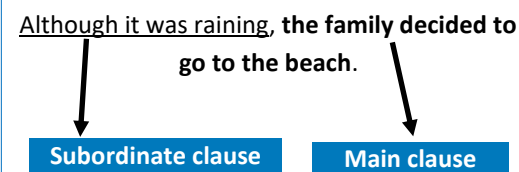
## Compound sentence

A sentence consisting of two main clauses joined by a coordinating conjunction or semi colon. Example:



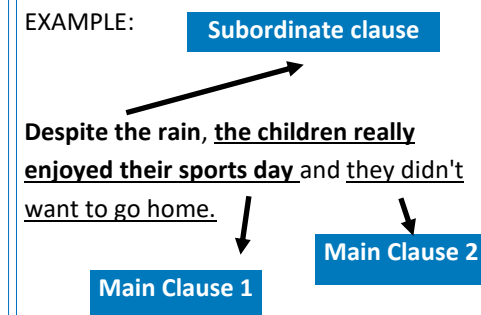
## Complex sentence

A sentence which includes a main clause and one or more subordinate clauses. EXAMPLE:



## Compound complex sentence

A sentence that contains two main clauses and one or more subordinate clauses.



## Commas

1. To separate main and subordinate clauses.

EXAMPLE: As I wandered through the street, I noticed the tired looking shops.

2. To separate items in a list.

EXAMPLE 1: I went to the shops to buy milk, eggs, bread and cheese.

EXAMPLE 2: The door was old, worn, battered and overwhelmingly large.

3. After introductory clauses, phrases, discourse markers

EXAMPLE: Firstly, I believe that we should not keep animals for testing.

EXAMPLE 2: Additionally, I strongly view healthy eating as important.

## Apostrophes

1. Used to show omission

Omission is when we show that we have taken a letter out of a word and replaced it with an apostrophe.

EXAMPLE 1: I do not think we should do this. = I don't think we should do this.

EXAMPLE 2: It is clear that you are right. = It's clear that you are right.

2. Used to show possession

Possession is when we show that we have used an apostrophe to show that something belongs to someone.

EXAMPLE 1: Miss Smith must mark all the students' papers.

EXAMPLE 2: James' bike was broken.

EXAMPLE 3: The writer's use of the noun "table" suggests...

# English - Myths and Allusions

	Key Terms	
1	<b>Myth</b>	A story that isn't founded in truth but has a message/moral behind it.
2	<b>Moral</b>	A deeper meaning behind a story – teaches right and wrong.
3	<b>Hubris</b>	Excessive pride or self-confidence. Arrogance.
4	<b>Hamartia</b>	A character's flaw which leads to their downfall.
5	<b>Allusion</b>	When a literary text makes reference to a well-known text.
17	<b>Epic</b>	A long poem or story, typically about a journey.
21	<b>Tragic Hero</b>	A good, main character who makes a decision or a judgement that leads to their own downfall.
28	<b>Biblical</b>	Something that has come from the Bible.
<b>Key Vocabulary</b>		
6	<b>Odyssey</b>	A long journey.
8	<b>Narcissism</b>	Excessive interest in or admiration of oneself and one's physical appearance.
9	<b>Xenophobia</b>	Dislike and discrimination against outsiders/foreigners.
16	<b>Muse</b>	A person or personified force who is the source of inspiration.
18	<b>Archetype</b>	Something that is a perfect or typical example of something/has all the characteristics.
20	<b>Herculean</b>	Requiring great strength or effort.
22	<b>Elysium</b>	A home of the heroic Gods. Symbolises perfection.
25	<b>Sisyphean</b>	A task that is endless and can never be completed.
27	<b>Pandora's Box</b>	A process that generates many complicated problems.
30	<b>Eden</b>	Paradise – comes from the Garden of Eden in Adam and Eve.

	Myths	
7	<b>Odysseus</b>	Greek hero. King of Ithaca.
10	<b>Achilles</b>	Invincible apart from his heel. An 'Achilles' heel' symbolises weakness.
11	<b>Zeus</b>	God of the sky and thunder and God of all Greek Gods and man.
12	<b>Hera</b>	Queen of the Gods and Goddess of marriage and birth.
13	<b>Athena</b>	Zeus' daughter. Goddess of wisdom and military victory.
14	<b>Poseidon</b>	God of the sea.
15	<b>Hades</b>	God of the underworld.
19	<b>Hercules</b>	The son of Zeus and a symbol of strength.
23	<b>Titan</b>	The children of Uranus (Heaven) and Gaia (Earth).
24	<b>Prometheus</b>	A titan who gave the human race the gift of fire.
26	<b>Sirens</b>	Beautiful women who caused ships to crash with the power of their song. They now symbolise temptation and desire.
<b>Allusions</b>		
29	<b>Adam and Eve</b>	The first humans in the Garden of Eden. Eve was persuaded to eat from the tree of knowledge by the serpent. They were banished and punished by God.
31	<b>Cain and Abel</b>	The sons of Adam and Eve. Both gave sacrifices to God however, Cain felt God had favoured his brother and so killed him. God punished Cain to a lifetime of wandering.
32	<b>David and Goliath</b>	David, who was small and weak compared to Goliath, killed him with a sling and his belief in God.

# English - The Tempest

Key Subject Terminology	
<b>Metaphor</b>	A comparison in which something is described as something else.
<b>Simile</b>	A comparison between two things using 'like' or 'as'.
<b>Personification</b>	Describing a non-living thing as though it has human qualities
<b>Zoomorphism</b>	Giving animal qualities to a person or object.
<b>Dramatic irony</b>	When the audience knows something the characters do not.
<b>Symbolism</b>	Using objects or characters to represent an important idea or concept.
<b>Foreboding</b>	The feeling that something bad is going to happen.
<b>Antagonist</b>	A person who actively opposes or is hostile to the protagonist.
<b>Protagonist</b>	The main character in a story.
<b>Motif</b>	Repeated image or idea.
<b>Context</b>	The situation surrounding an event that helps it to be understood.
<b>Dramatic foil</b>	A character who is the opposite of another to highlight their differences.
<b>Stage direction</b>	Instructions for the actors. Usually, to reveal extra information about their character.
<b>Monologue</b>	Extended speech by one character in conversation with another.
<b>Soliloquy</b>	A solo speech where a character reveals their thoughts aloud.
<b>Stichomythia</b>	Rapid alternation of single lines spoken by two characters.
<b>Sensory description</b>	Writing that engages a reader's 5 senses.
<b>Show, Not Tell</b>	A writing technique where information is given through description and sensory detail rather than exposition.
<b>Pathetic Fallacy</b>	Where the weather or environment reflects the mood of the character

Useful terms	
<b>Usurp</b>	To take (a position of power or importance) illegally or by force.
<b>Regicide</b>	The act of killing a king.
<b>Enslavement</b>	The act of making someone into a slave.
<b>Colonisation</b>	The action or process of settling among and establishing control over the indigenous people of an area.
<b>Manipulate</b>	To control or influence (a person or situation) to your own advantage.
<b>Machiavel</b>	Manipulative, deceptive and ruthless villain who seeks power through scheming rather than force.
<b>Kingship</b>	The actions or qualities associated with being a king.
<b>Bitter</b>	Be angry/hurt about something.
<b>Betray</b>	Go behind someone's back.
<b>Loathe</b>	Intense dislike or disgust.
<b>Tyrannical</b>	Using power in a cruel way.
<b>Patriarchy</b>	A society ruled by, and for the benefit of, men.

Key Themes	
<b>Power</b>	is the ability to direct or influence the behaviour of others or the course of events
<b>Forgiveness</b>	is a deliberate decision let go of anger or resentment.
<b>Vengeance</b>	is the act of retaliating or punishing someone or for something they have done to you.
<b>The supernatural</b>	is any unnatural or mystical force.
<b>Freedom</b>	is the power or right to act, speak, or think as one wants.
<b>Servitude</b>	is the state of being a slave or completely subject to someone more powerful.





# English - Lord of the Flies

Key Terminology		
2	<b>Allegory</b>	Story with a hidden meaning in which characters, events and objects have a symbolic function.
3	<b>Protagonist</b>	The main character in a story.
5	<b>Symbolism</b>	Using objects or characters to represent an important idea or concept.
8	<b>Theme</b>	A recurring idea or concept throughout a text.
10	<b>Foreshadowing</b>	A warning or hint at future events within a text.
11	<b>Imagery</b>	Where the writer uses words/phrases that create a certain image in the reader's mind.
12	<b>Semantic field</b>	A group of words all linked to a particular idea.
16	<b>Pathetic fallacy</b>	When the weather or nature reflect the feelings of the character and/or mood of the text.
17	<b>Anecdote</b>	A short story.
20	<b>Foil</b>	Contrasting character used to show up qualities in another character.
21	<b>Antagonist</b>	A person who actively opposes or is hostile to the protagonist.
23	<b>Analepsis</b>	Looking back at something that happened before.
25	<b>Pathos</b>	Evokes pity or sadness.
27	<b>Irony</b>	When somebody deliberately says one thing when they mean another, usually in a humorous or sarcastic way.
28	<b>Free indirect speech</b>	Showing a character's words or thoughts directly without using speech marks or 'he said'.

Key Context		
1	<b>World War Two (1939-45)</b>	Britain, France and the US fought against Germany, Italy and Japan.
7	<b>The class system</b>	A hierarchy that separates class according to wealth, occupation and social status: lower, middle and upper. Typically, the class system favours the wealthy whilst limiting the poor.
22	<b>Garden of Eden</b>	God created man and placed him in earthly paradise. Adam requested a companion (Eve). The serpent tempted Eve to eat from the Tree of Knowledge. God expelled Adam and Eve from Eden.

Word	Definition	
4	<b>Democracy</b>	Political system where power is shared as people can vote freely and air their views.
6	<b>Civilization</b>	Advanced society with high level of culture, science, industry and government.
9	<b>Dictatorship</b>	Political system where the leader has total power over the country and prevents free speech.
13	<b>Taboo</b>	Regarded by society as totally unacceptable, shocking and/or obscene.
14	<b>Atavism</b>	Regression to primitive and savage behaviour.
15	<b>Outsider</b>	Person or group marginalised by society because they are different.
18	<b>Anarchy</b>	Complete absence of laws leading to irresponsible behaviour.
19	<b>Savagery</b>	The condition of being primitive or uncivilised.
24	<b>Megalomaniac</b>	Person obsessed with gaining and extending their power.
26	<b>Martyr</b>	Person who dies for their (religious) beliefs.
29	<b>Microcosm</b>	A smaller version of a larger community/place or civilisation.

# English - Introduction to Poetry

Poetic terminology - structure		
1	<b>Stanza</b>	A group of lines in a poem; a verse.
2	<b>Quatrain</b>	A stanza of four lines.
3	<b>Rhyme Scheme</b>	Fixed pattern of organising rhyme e.g. abab, aabb, abba
4	<b>Alternate Rhyme</b>	When the last words on every other line of poetry rhyme.
5	<b>Rhyming Couplet</b>	When the words at the end of two consecutive lines of poetry rhyme.
6	<b>Volta</b>	Turning point in a poem; shift in tone.
7	<b>Enjambment</b>	No punctuation at the end of a line of poetry.
8	<b>End-stopped line</b>	Line ending in a punctuation mark.
9	<b>Caesura</b>	Pause in a line indicated by a punctuation mark.
Form		
10	<b>Sonnet</b>	A poem that contains 14 lines. Typically about love.
11	<b>Meter</b>	The rhythmic structure of lines in a poem.
12	<b>Free Verse</b>	No rhyme scheme or regular metre.
13	<b>Syllable</b>	A single unbroken sound within a word.
Perspective		
14	<b>Poet</b>	The person who writes the poem.
15	<b>Speaker</b>	The person speaking in the poem.
16	<b>Tone</b>	The speaker's feelings or attitude in the poem.

Poetic terminology - language		
17	<b>Semantic Field</b>	Where a group of words all link together to form a similar idea or concept.
18	<b>Imagery</b>	Where the writer uses words or phrases that create a certain image in the reader's mind.
19	<b>Personification</b>	Giving human qualities to an object. e.g. the bullets screamed
20	<b>Hyperbole</b>	Exaggeration
21	<b>Simile</b>	When one thing is compared to another using like or as.
22	<b>Metaphor</b>	When one thing is directly compared to another. e.g. 'the tank is a monster'
23	<b>Cliché</b>	An idea that has been used too often and therefore lost its original meaning and impact.
24	<b>Symbolism</b>	Using objects or characters to represent an important idea or concept.
25	<b>Extended Metaphor</b>	A metaphor that continues throughout a text or piece of writing.
26	<b>Emotive Language</b>	Language used to get an emotional response from the audience/reader.
27	<b>Juxtaposition</b>	Placing two very different things alongside each other. e.g. darkness and light / life and death



# Ethics - Abrahamic Religions 1

1. What are worldviews?		2. Religion in the UK		3. The story begins– Genesis 1-3	
<b>Worldview</b>	The way a person views the world, influenced by religion, upbringing and society.	<b>Census</b>	An official count of a population e.g. where religious data is collected.	<b>Creation</b>	God created universe in 6 days/rested on the 7 <sup>th</sup> .
<b>Allegory</b>	A story that contains a hidden meaning.	<b>2021 results</b>	<ul style="list-style-type: none"> <li>• 46% Christian</li> <li>• 6% Muslim</li> <li>• 2%- Hindu, Buddhist, Sikh and Jewish</li> <li>• 37%- No religion</li> </ul>	<b>Pinnacle</b>	The most important part e.g. humans were the 'pinnacle' of creation.
<b>Literal view</b>	To take something as factually true, without need for interpretation.			<b>Adam</b>	<ul style="list-style-type: none"> <li>• Hebrew for 'man'.</li> <li>• Made from dust &amp; given "breath of life" (soul).</li> </ul>
		<b>Secular</b>	Non-religious nature e.g. a secular school.	<b>Eve</b>	Made from Adam's rib as a 'companion'.
				<b>Tree of Knowledge of Good and Evil</b>	A tree bearing forbidden fruit in the Garden of Eden. Serpent said if they eat they fruit they'll become 'like God'.
				<b>God's punishments</b>	<ul style="list-style-type: none"> <li>• Adam had to work the ground for food.</li> <li>• Eve had to obey her husband.</li> <li>• Both would "return to dust" one day.</li> </ul>
				<b>"Wounded victor"</b>	A promise made by God that a descendant of Eve will defeat the serpent.

4. Descent into sin		5. Abraham		6. Emergence of Judaism– Exodus	
<b>The murder of Abel</b>	<ul style="list-style-type: none"> <li>• Cain murders his brother Abel because God prefers Abel's offering (lamb) over Cain's (vegetables).</li> </ul>	<b>Covenant</b>	<ul style="list-style-type: none"> <li>• A promise made between humans and God.</li> <li>• Abraham promises to be a monotheist and God will 'bless' his descendants.</li> </ul>	<b>Moses</b>	Raised by Pharaoh's daughter when Israelites were slaves in Egypt.
<b>The Flood</b>	<ul style="list-style-type: none"> <li>• God decides to reverse creation into a "watery chaos" as it has become so sinful.</li> <li>• Rains for 40 days and 40 nights.</li> </ul>	<b>Sarah</b>	Abraham's wife and mother of Isaac.	<b>10 Plagues</b>	10 disasters God sent to punish Pharaoh e.g. darkness.
<b>Preserve goodness</b>	<ul style="list-style-type: none"> <li>• God does not take pleasure in the flood.</li> <li>• He wants to preserve the only 'goodness' that is left.</li> </ul>	<b>Hagar</b>	Sarah's handmaiden and mother of Ismail.	<b>Passover</b>	<ul style="list-style-type: none"> <li>• Festival that remembers when God sent 10th plague.</li> <li>• Israelites put lamb's blood on their door so their child would be spared.</li> </ul>
		<b>Sacrifice</b>	Abraham shows faith by being willing to sacrifice his son.	<b>Red Sea</b>	God parts the Red Sea to allow the Israelites to escape Pharaoh's army.

Nature of God	Omnipotent	Omniscient	Omnibenevolent	Original Sin	The Fall	Imago Dei	Ex Nihilo	Genesis
God's characteristics and qualities.	All-powerful.	All-seeing.	All-loving.	The Christian idea that all humans inherited sin through Adam and Eve.	The 'fall' of humans from a state of innocence to a state of sin.	Latin for 'image of God'.	Latin for 'out of nothing'.	First book in the Torah and Christian Old Testament.



# Ethics - Abrahamic Religions 2

1. Exodus 2 & Leviticus	
10 Commandments	10 laws given to Moses by God that establish a new covenant.
40 years in the wilderness	Israelites worship a ‘golden calf’ 613 mitzvot (laws) created in ‘Leviticus’ to keep a state of purity.
Tabernacle	A portable temple where God’s presence can be experienced.
Day of Atonement	A sacrifice (scapegoat) is made to make up for Israelites’ sins.
Miriam	Sister of Moses and female leader who helped the Israelites cross the wilderness.

2. Exile and Isaiah	
King David	A King of Israel– created a strong army but had a weakness for women.
King Solomon	Son of David. Built the first temple but introduced idols.
Exile	The Israelites were taking into slavery as punishment for their idolatry.
Isaiah	A prophet who makes predictions about a ‘messiah’ who will save the Israelites.
Prophecies	<ul style="list-style-type: none"><li>• “pierced for our sins”</li><li>• “born of a virgin”</li></ul>

3. Israel in Jesus’ time	
Temple	The tabernacle from the desert is now a permanent temple in Jerusalem.
Roman Empire	The Romans ruled over Palestine and the Jews e.g. collected taxes.
Pharisees	Jewish leaders who were strict with the 613 mitzvot (laws).
Jesus changing the Old Law	Stopped the woman caught in adultery being stoned to death. “Hate your enemies” became “Love your enemies.”

4. Jesus’ Final Days on Earth	
Last Supper	<ul style="list-style-type: none"><li>• Jesus’ final Passover meal with bread and wine.</li><li>• “I tell you the truth- one of you will betray me”</li></ul>
Crucifixion	<ul style="list-style-type: none"><li>• Arrested and then crucified by Romans.</li><li>• Crown of thorns placed on His head.</li><li>• “Forgive them Father for they know not what they do”</li></ul>
Atonement	<ul style="list-style-type: none"><li>• Jesus’ death healed the rift between humans and God.</li><li>• He is the “wounded victor” from Genesis.</li></ul>

5. Ibrahim in Islam	
Arabia	Hagar discovers the Zam Zam well and so people settle in Mecca.
Ibrahim the prophet	<ul style="list-style-type: none"><li>• Ibrahim and his son Ismail build the first Kaaba.</li><li>• Ibrahim’s footprints can be found next to the Kaaba.</li></ul>
Prophet Muhammad	<ul style="list-style-type: none"><li>• Received revelation on the Night of Power.</li><li>• Taken on the Night Journey.</li><li>• Rededicated the Kaaba to Allah.</li></ul>

6. Jerusalem as a crossroads	
Jerusalem	A city in Israel that is holy for Jews, Muslims and Christians.
Western Wall	The only remaining part of the Temple.
Church of the Holy Sepulchre	A church built on the location of the crucifixion and the tomb where Jesus was buried.
Al Aqsa Mosque	A mosque where Prophet Muhammad was transported to on the Night Journey.

Sacrifice	Monotheism	Salvation	Covenant	Blasphemy	Atonement	Prophet	Sin	Polytheism
Giving something up as an offering to God.	The belief in one God	To be saved from evil.	Conditional promises made to humanity by God.	The offence of speaking against or insulting God.	The action of making up for a sin.	Someone who received messages and revelations for God.	Something that goes against God’s laws.	The belief in more than one god.



# Ethics - Judaism

1. Introduction to Judaism	
<b>Key beliefs</b>	<ul style="list-style-type: none"> <li>• Monotheism– The oneness of God is stated in the Shema prayer.</li> <li>• Jesus is not the messiah that Isaiah spoke of.</li> <li>• Torah is the first 5 books of the Hebrew Bible.</li> </ul>
<b>Orthodox</b>	More likely to follow the strict rules within the Torah e.g. the 613 mitzvot. May have a mezuzah that contains the Shema prayer on every doorframe.
<b>Reform</b>	More likely to interpret the laws differently.
<b>Talmud</b>	<ul style="list-style-type: none"> <li>• Also known as the 'oral Torah'.</li> <li>• Record of conversations on how to apply the laws e.g. how to keep Sabbath 'holy'.</li> <li>• 'Wrestle' with the truth like Jacob wrestled with the angel.</li> </ul>

2. The synagogue	
<b>Synagogue</b>	Building where Jewish people gather for worship.
<b>Reform</b>	
<b>Female rabbis</b>	Both men and women can be rabbis. Could be inspired by Miriam.
<b>Seating</b>	Men and women sit together during worship services.
<b>Service</b>	The Torah will be read in the native language of the country.
<b>Orthodox</b>	
<b>Rabbis</b>	Only men can be rabbis as historically they were the ones who studied the Torah.
<b>Seating</b>	Men may sit downstairs and women upstairs. Or they will be separated with a curtain called a mechitza.
<b>Service</b>	The service will be longer and will be read in Hebrew. Stand facing Jerusalem and recite Amidah prayer.

3. Bar and Bat Mitzvah	
<b>Bar Mitzvah</b>	<ul style="list-style-type: none"> <li>• Coming of age ceremony for boys in Judaism.</li> <li>• Wears tefillin for first time and reads from the Torah.</li> </ul>
<b>Reform</b>	
<b>Age</b>	Both boys and girls are seen as adults at 13 years old.
<b>Gender</b>	Both genders have a ceremony– girls have a bat mitzvah ceremony.
<b>Orthodox</b>	
<b>Age</b>	Boys become adults at 13 and girls are adults at 12.
<b>Gender</b>	Only boys have the ceremony. They can now lead prayers at home and set an example.

4. Shabbat	
<b>Shabbat</b>	A holy day of rest from Friday evening until Saturday evening.
<b>Origins</b>	In Genesis, God made the seventh day 'holy'. 10 Commandments- "Keep the Sabbath holy"
<b>Key practices</b>	<ul style="list-style-type: none"> <li>• Light candles.</li> <li>• Eat a family meal including 'challah' bread to represent food God gave in wilderness.</li> <li>• May visit the synagogue.</li> <li>• Wine drank from kiddush cup.</li> </ul>
<b>DIFFERENCES BETWEEN ORTHODOX/REFORM</b>	
<ul style="list-style-type: none"> <li>• Orthodox will be stricter– no electricity, timers on ovens, walk to synagogue.</li> <li>• Orthodox only break rule to save life (pikuach nefesh).</li> <li>• Reform may use some electricity, drive etc.</li> </ul>	

5. Pesach/Passover	
<b>Origins</b>	<ul style="list-style-type: none"> <li>• Remembers Exodus when Moses lead the Israelites out of Egypt.</li> <li>• Named after the angel of death 'passing over' their doors at the 10th plague.</li> </ul>
<b>Key practices</b>	<ul style="list-style-type: none"> <li>• Seder Meal– Lamb bone=sacrifice, charoset= cement, salt water=tears, matzah=unrisen bread.</li> <li>• Ring the Exodus story in Hebrew.</li> <li>• Recline on cushions to be thankful for comfort and not slavery.</li> </ul>

6. Social Justice	
<b>Tikkun Olam</b>	Hebrew phrase for 'world repair'.
<b>Social Justice</b>	Jews should fight for fairness in society. It is humans, not God, who will restore the Earth.
<b>Teaching</b>	"When you lay siege to a city...do not destroy its trees by putting an axe to them "
<b>Honi and the Carob Tree</b>	Honi sees a man planting a carob tree and comments that it will take 70 years to bear fruit. The man is planting the tree so future generations can enjoy carob.





# Ethics - Life of Jesus

1 .The Birth of Jesus		2. Jesus' Ministry		3. Crucifixion	
<b>Roman Empire</b>	The Romans ruled over Palestine and the Jews e.g. collected taxes.	<b>Sermon on the Mount</b>	Jesus' longest recorded speech where he taught how humans should live.	<b>Last Supper</b>	<ul style="list-style-type: none"> <li>Jesus' final Passover meal with his disciples—flat bread and wine.</li> <li>Jesus predicts that somebody at the table will betray Him.</li> </ul>
<b>Pharisees</b>	Jewish leaders who were strict with the rules of the Torah.	<b>Changing Old Law to New Law</b>	<ul style="list-style-type: none"> <li>To fulfil the law with agape love.</li> <li>Not just "Do not murder" but do not be angry.</li> <li>Do not seek "Eye for an eye" but "turn the other cheek."</li> </ul>	<b>Eucharist</b>	The sacrament where Christians eat bread and wine to remember the body and blood of Jesus Christ.
<b>Messiah</b>	The Jewish people were waiting for a saviour.	<b>Beatitudes</b>	<p>Eight blessings that happen when people live according to Jesus' teaching e.g.</p> <ul style="list-style-type: none"> <li>'blessed are the poor',</li> <li>'blessed are the peacemakers'</li> </ul>	<b>Crucifixion</b>	<ul style="list-style-type: none"> <li>Arrested and then crucified by the Romans</li> <li>Forced to carry his cross.</li> <li>A 'crown of thorns' placed on His head and pierced with a spear.</li> </ul>
<b>Incarnation</b>	The Christian belief that Jesus is God in human flesh.	<b>Interpretations</b>	<ul style="list-style-type: none"> <li>Some disagree about whether these rules can be followed in reality.</li> </ul>	<b>Atonement</b>	Jesus' death healed the rift between humans and God.
<b>Jesus' birth</b>	<ul style="list-style-type: none"> <li>Virgin Mary= mother.</li> <li>Born in a stable &amp; visited by shepherds and kings.</li> <li>Celebrated at Christmas.</li> <li>Known as 'Emmanuel' and the 'Son of God'.</li> </ul>			<b>Prophecy</b>	Fulfils Isaiah's prophecy "pierced for our sins".

4. Resurrection		5. Ascension and Pentecost	
<b>Resurrection</b>	Jesus rises from the dead 3 days after the crucifixion.	<b>Ascension</b>	<ul style="list-style-type: none"> <li>Jesus leads his disciples to a Hill in Bethany.</li> <li>He returns to Heaven, 40 days after resurrecting.</li> <li>40 represents a fresh start in the Bible.</li> <li>He reassures his disciples 'I will be with you always.'</li> </ul>
<b>Discovery at the tomb</b>	Two women try to anoint Jesus' body but the tomb is empty. Two angels tell them "He is risen".	<b>Pentecost</b>	<ul style="list-style-type: none"> <li>The Holy Spirit comes to Earth like a "gust of wind".</li> <li>"Tongues of fire" appear above the disciples' heads and they can speak many languages.</li> <li>3000 people convert to Christianity.</li> <li>Jesus' followers can start 'The Great Commission' to convert others.</li> </ul>
<b>Doubting Thomas</b>	A disciple who refused to believe Jesus resurrected unless he could "See the nail marks in his hand and put my hand into his side" (which Jesus let him do).		
<b>Road to Emmaus</b>	Two disciples on the road to Emmaus did not recognise Jesus until he broke the bread and wine.		
<b>Easter</b>	The festival where the resurrection is celebrated (Maundy Thursday= eucharist, Good Friday= mourning, Easter Sunday= celebrate resurrection).		



# Ethics - Christianity

## 1. Origins of Christianity

<b>Paul the Apostle</b>	Responsible for the spread of Christianity across the Roman Empire.	Saw a blinding light and a vision of Jesus.
<b>Phoebe</b>	A trusted Christian leader who St Paul wrote about in his letters.	
<b>Lydia</b>	The first converted Christian in Europe— St Paul baptised her.	
<b>Constantine</b>	The first Roman emperor to convert to Christianity. Stopped Christians being persecuted.	He and his entire army had a vision of a cross in the sky.
<b>Council of Nicaea</b>	A meeting held to discuss whether Jesus was God or the Son of God.	
<b>Nicene Creed</b>	A formal statement which sets key Christian beliefs e.g. the Trinity.	

## 4. How does Jesus's life affect Christians today – prayer

<b>Prayer</b>	To communicate with God.
<b>Lord's Prayer</b>	<ul style="list-style-type: none"> <li>The prayer Jesus taught to his disciples during the Sermon on the Mount.</li> <li>"Our Father who art in Heaven"</li> <li>"Give us this day our daily bread"</li> <li>"Forgive us our sins"</li> </ul>
<b>Influence on the UK</b>	<ul style="list-style-type: none"> <li>May be said as a way of comfort or connecting to God.</li> <li>Banned in a cinema advert in 2015.</li> </ul>

## 2. The Reformation

<b>Reformation</b>	A 16th century movement initiated by Martin Luther to reform (change) the Catholic Church.
<b>Protestant</b>	
<b>Leader</b>	There is no one world leader.
<b>Ordination</b>	Both men and women can become priests in some Protestant churches.
<b>Sacraments</b>	Baptism and eucharist are important but not necessary for salvation.
<b>Catholic</b>	
<b>Leader</b>	The Pope is the worldwide leader. Pope Francis is the 266th.
<b>Ordination</b>	<ul style="list-style-type: none"> <li>Only men can become priests as the disciples were male.</li> <li>All bishops are through a line— Apostolic Succession'.</li> </ul>
<b>Sacraments</b>	Baptism and eucharist are necessary for salvation and the others should be performed where possible.

## 5. The Bible – a literal interpretation

<b>Creation</b>	The world was made in exactly 7 days as it says in Genesis.
<b>Morality</b>	There are traditional roles for men and women and only men and women should be married.
<b>Bible interpretation</b>	<ul style="list-style-type: none"> <li>The Bible is God's exact words as revealed to prophets.</li> <li>"Scripture is God breathed"</li> </ul>

## 3. How does Jesus's life affect Christians today – festivals

<b>Christmas</b>	<ul style="list-style-type: none"> <li>Celebrates the incarnation of Jesus.</li> <li>Celebrated with nativity plays and scenes.</li> <li>Advent calendars.</li> <li>YouGov poll 2023— 88% of British people celebrate Christmas even though only 46% are Christian.</li> </ul>
<b>Easter</b>	<ul style="list-style-type: none"> <li>Celebrates the resurrection of Jesus.</li> <li>Good Friday— Christians will mourn Jesus and some may act out the journey he took to the cross.</li> <li>Easter Sunday— Celebrate his resurrection through church services and Easter eggs.</li> <li>Traditions vary- in Greece, people throw pots out the window to represent getting rid of possessions.</li> </ul>

## 6. The Bible – a progressive interpretation

<b>Creation</b>	Genesis is a metaphor— they believe in a combination of God and science.
<b>Morality</b>	Some aspects of the Bible are outdated e.g. the rules in Leviticus.
<b>Bible interpretation</b>	The Bible should be read carefully— some is mistranslated, some is poetry.

# Geography - Map Skills

## 1A. Where am I?

Key term	Definition
<b>Country</b>	Land that is controlled by a single government (e.g. UK).
<b>Continent</b>	Large solid area of land made up of many countries (Africa, Asia, Europe, South America, North America, Antarctica, Australia).
<b>United Kingdom</b>	A country made up of 4 nations; England, Wales, Scotland and Northern Ireland.



## 1B. Where on Earth?

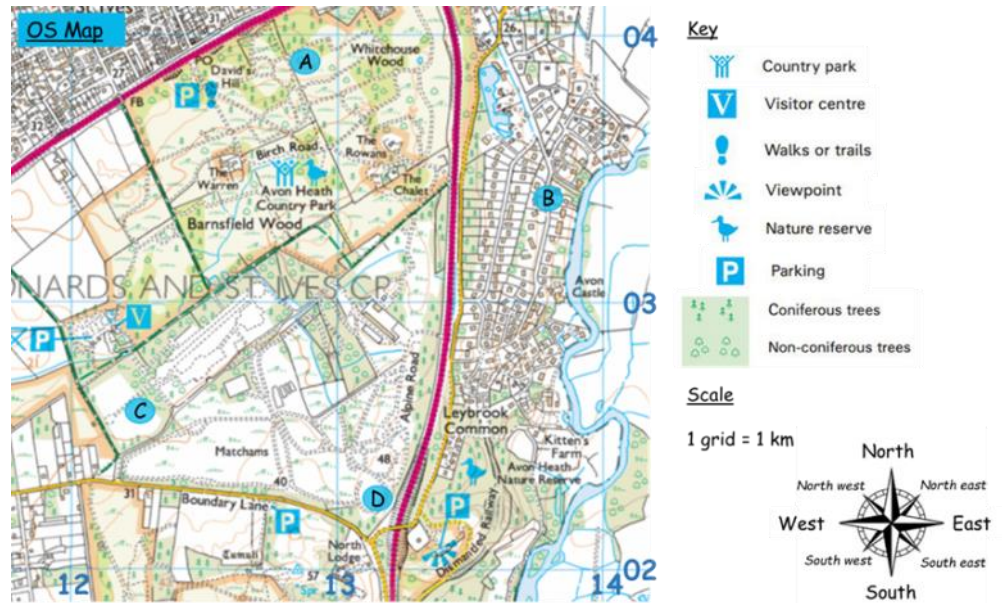
Key term	Definition
<b>Equator</b>	Imaginary line around the middle of the Earth at 0°.
<b>Northern Hemisphere</b>	The half of the Earth above the Equator.
<b>Southern Hemisphere</b>	The half of the Earth below the Equator.
<b>Lines of latitude</b>	Horizontal, imaginary lines around the Earth's surface, parallel to the Equator.
<b>Lines of longitude</b>	Vertical, imaginary lines around the Earth's surface. The Prime Meridian is at 0°.
<b>Tropic of Cancer</b>	The line of latitude at 23.5° north of the Equator.
<b>Tropic of Capricorn</b>	The line of latitude at 23.5° south of the Equator.
<b>Polar Circles</b>	The lines of latitude at 66° north and south. North = Arctic Circle. South = Antarctic Circle.

## 1D. Relief

<b>Relief</b>	The height and shape of the land
<b>Contour lines</b>	Orange lines on an OS Map, indicating relief
<b>Spot height</b>	An altitude point on an OS map


## 1C. What are grid references?

Key term	Definition
<b>Grid reference</b>	A position on a map that has been divided into squares, shows location.
<b>4 figure grid references</b>	Used to pinpoint a location on a map to a certain square. <i>E.g. On the OS map point A is at 12 03.</i> <ul style="list-style-type: none"> <li>• <b>L</b> Find the bottom left corner of the grid</li> <li>• <b>E</b> Eastings first (read the number along the corridor)</li> <li>• <b>N</b> Northings next (read the number up the stairs)</li> </ul>
<b>6 figure grid reference</b>	<ul style="list-style-type: none"> <li>• Used to pinpoint a location more accurately within a square. <i>E.g. on the OS map point A is at 129 039.</i></li> <li>• Find the 4 figure grid reference and leave a gap: 12_ 03_</li> <li>• Imagine the grid is divided into 10 along, count how far along 129_ 03_</li> <li>• Imagine the grid is divided into 10 up, count how far up 129_ 039_</li> </ul>
<b>Straight-line distance</b>	<ul style="list-style-type: none"> <li>• The straight-line distance between 2 points on a map. <i>E.g. A to B = 1.1km</i></li> <li>• Hold a piece of paper against the two points</li> <li>• Mark on the piece of paper each point</li> <li>• Hold the paper against the scale/ grid to find the distance</li> </ul>
<b>Actual distance</b>	The distance following the turns of a road / path.



# Geography - Development

## 2A. Introduction to development

Key Term	Definition	
<b>The Brandt Line</b>	An imaginary line created in the 1980s splitting the world into the Rich North and Poor South.	
<b>Development</b>	Increasing income and improving quality of life in a country.	
<b>Quality of life</b>	A measure of health and happiness in a country.	
Classifying levels of development		GNI per capita
<b>LIC</b>	Low-income country e.g. Somalia, Nepal	<\$1,045
<b>NEE</b>	Newly emerging economy. A country that has rapid economic growth e.g. Brazil, China	\$1,045 - \$12,746
<b>HIC</b>	High income country e.g. UK, Canada	> \$12,746

## 2E. Factors influencing development

	Reason	Description
<b>Historical</b>	<b>Colonisation</b>	When one country is controlled by another. <i>E.g.</i> British Empire.
	<b>Civil war</b>	Conflict within a country (war).
<b>Economic</b>	<b>Trade</b>	The buying and selling of goods between countries.
	<b>Raw materials</b>	Natural products taken from the land or sea e.g. crops.
	<b>Primary jobs</b>	A job that involves taking raw materials from the environment e.g. farmer.
<b>Physical</b>	<b>Earthquakes</b>	When the ground shakes and damages buildings, expensive to repair.
	<b>Drought</b>	A long period of time with low rainfall.
	<b>Landlocked</b>	A country that has no coast.

## 2B. Development Indicators




Key Term	Definition
<b>Development indicator</b>	A numerical measure of quality of life and standard of living in a country e.g. birth rate.
<b>Life expectancy</b>	Average age you are expected to live to in a country.
<b>Infant mortality rate</b>	Number of babies that die before their 1 <sup>st</sup> birthday, per 1000/year.
<b>Literacy rate</b>	The percentage of people that can read and write.
<b>Birth rate</b>	Number of births per 1000 per year.
<b>Death rate</b>	Number of deaths per 1000 per year.

## 2C. Development Indicators

Key Term	Description	Evaluation
<b>HDI (Human Development Index)</b>	<ul style="list-style-type: none"> <li>Made up of: average life expectancy, years in education, average income.</li> <li>Scored between 0 and 1.</li> <li>HICs have scores closer to 1.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Both social and economic indicators.</li> <li>✓ Removes anomalies.</li> </ul>
<b>GNI per capita</b>	<ul style="list-style-type: none"> <li>Gross national income (money).</li> <li>The value of a country's income divided by the population.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Can compare between countries</li> <li>✗ It is only an average.</li> <li>✗ Does not show inequality.</li> </ul>

## 2D. Graphing development

**Scatter graph** - shows the relationship between two sets of data

		
Positive correlation	Negative correlation	No correlation

# Geography - Development

## 2F. Development case study: Ethiopia

Ethiopia      Capital: Addis Ababa      GNI per capita: \$1,020

### Barriers to Ethiopia's Development

<b>Historic</b>	Civil wars e.g. Ethiopian (1974-1991) and Tigray (2020-2022).
<b>Economic</b>	80% of the population work as farmers.
<b>Physical</b>	Experiences frequent extreme weather events e.g. droughts.

## 2G. Aid

Key term	Definition	Evaluation
<b>Aid</b>	Help given.	
<b>Short term aid</b>	Given after a natural hazard to help the country through a crisis.	✓ Send food, clean drinking water. ✗ Countries depend on aid.
<b>Long term</b>	Given over a long period of time to help countries develop.	Teaching locals vital skills such as: <ul style="list-style-type: none"> <li>• Farming</li> <li>• Building</li> <li>• First aid</li> </ul>
<b>Top down</b>	<ul style="list-style-type: none"> <li>• Large scale expensive projects.</li> <li>• Normally funded by governments.</li> </ul>	✓ Standards of living increase. ✓ Life expectancy up from 68 to 74. ✗ Tied aid. There is a hidden catch.
<b>Bottom up</b>	Small scale projects run by individuals or small businesses.	✓ See 'Short term aid example' section. ✗ Small scale only, can be just temporary.

### Short term aid example (Oxfam): Droughts and COVID-19 in Ethiopia

- Droughts affecting 8 million people– clean water and sanitation provided and protection support for farmers.
- COVID-19 pandemic– 750,000 men, women and children provided with emergency food packs, clean water and sanitation, and hygiene kits.

## 2H. Development project: Bakun Dam

Development problems	Project features		Successful impacts on quality of life	
	Point (P)	Develop (D)	Point (P)	Develop (D)
<b>Access to electricity: 38%</b>	Dam creates >5,000 megawatts of electricity.	Providing electricity for 70% of the population.	Light to do homework and cook at home.	Better jobs from better education.
<b>Experiences frequent extreme weather events e.g. droughts</b>	Creates a reservoir which holds 70 billion cubic metres of water.	This provides water for irrigation.	More crops can be grown and sold so increases income.	Ethiopian government will get more tax and can improve services such as healthcare.
<b>This is sustainable because:</b>	The dam produces renewable energy without harming the environment for future generations.			

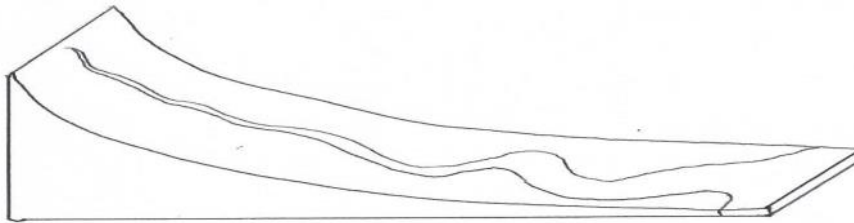


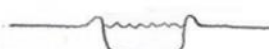
## 2I. Think global, act local - Fairtrade

<b>What is Fairtrade?</b>	It guarantees fair prices are paid to producers in LICs/NEEs.
<b>Benefits</b>	<ul style="list-style-type: none"> <li>• Fairer prices for workers</li> <li>• Provide for their families.</li> <li>• Community gets money.</li> <li>• Look after the environment.</li> </ul>
<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>• Costs lots for a farm to join.</li> <li>• Not all people chose to buy fair trade.</li> </ul>




# Geography - Rivers

## 3A. What are long profile and cross section?

<b>Long profile</b>	Shows changes in the gradient of the river from its source to its mouth.		
			
<b>Cross profile</b>	<b>Upper course</b>	<b>Middle course</b>	<b>Lower course</b>
			
	It is a cross section (slice) across the river showing the shape of the valley.		
<b>Characteristics</b>	Steep gradient V-shaped valley Shallow and narrow channel	Medium gradient Gentle slope Wider and deeper channel	Gentle gradient Very flat valley Very wide and deep channel
<b>Valley</b>	An area of lower land between hills or mountains, usually with a river flowing through it.		
<b>Channel</b>	The path of a river in which the water flows; confined by the river's banks.		
<b>Gradient</b>	The steepness.		
<b>Material/load</b>	The sediment transported by a river.		

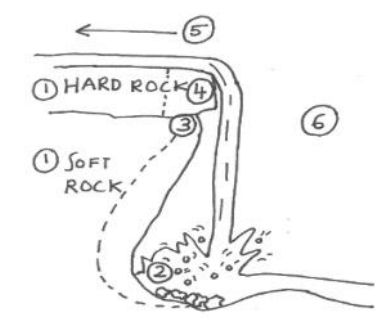
## 3B. What is a river?

<b>Drainage basin</b>	<b>Term</b>	<b>Definition</b>
	<b>River</b>	Natural flowing, fresh watercourse
	<b>Drainage basin</b>	The area of land drained by a river.
	<b>Watershed</b>	The high land that separates one drainage basin from another.
	<b>Tributary</b>	A smaller river, which joins a larger river.
	<b>Confluence</b>	The point where two rivers meet.
	<b>Source</b>	Where the river starts.
	<b>Mouth</b>	Where the river meets the sea.

## 3C. What processes occur in rivers?

Key term	Definition
<b>Erosion (HAAS)</b>	The wearing away of land.
<b>Hydraulic action</b>	The sheer force of the water compressing into cracks causes bits to break off.
<b>Abrasion</b>	Sediment scraping against the riverbed (like sandpaper) removing small bits.
<b>Attrition</b>	Sediment colliding and becoming smaller and more rounded.
<b>Solution</b>	Acids in water dissolve certain types of rock, such as limestone.
<b>Deposition</b>	Dropping of material. Occurs when there is a loss of energy.
<b>Transportation (TSSS)</b>	The movement of material.
<b>Traction</b>	Large, heavy pebbles are rolled along the riverbed.
<b>Saltation</b>	Pebbles are bounced along the riverbed.
<b>Suspension</b>	Lighter sediment is suspended (carried) within the water.
<b>Solution</b>	The transport of dissolved material.

## 3D. How do erosional landforms form at the upper course?

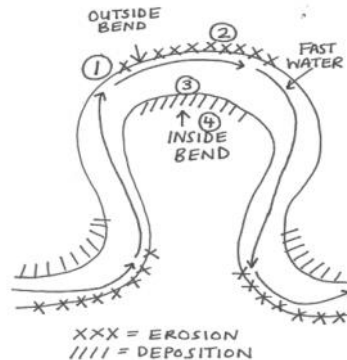
Formation of Waterfalls	Diagram
<p>Step 1:</p> <ul style="list-style-type: none"> <li>The river goes over hard rock and soft rock. The soft rock erodes quicker.</li> </ul> <p>Step 2:</p> <ul style="list-style-type: none"> <li>At the bottom of the eroded soft rock a plunge pool forms due to hydraulic action.</li> </ul> <p>Step 3:</p> <ul style="list-style-type: none"> <li>The plunge pool undercuts the hard rock, which now overhangs. This will collapse as it is not supported.</li> </ul> <p>Step 4:</p> <ul style="list-style-type: none"> <li>Overtime, the waterfall will retreat upstream, leaving behind a gorge.</li> </ul>	
<p><b>Formation of V-shaped valley</b></p> <p>Weathering breaks up material on the valley sides. This falls into the river channel making the valley more sloped.</p>	

## 3E. How do erosional/depositional landforms form at the middle course?

### Formation of a meander

### Diagram

- Step 1:
- As a river goes around a bend, most of the water is pushed towards the outside bend where the water is moving fastest.
- Step 2:
- The outside bend is eroded by hydraulic action and abrasion.
- Step 3:
- Water on the inside bend is slower, the eroded material is deposited.
- Step 4:
- A river cliff is created on the outside bend and a slip-off slope on the inside bend.

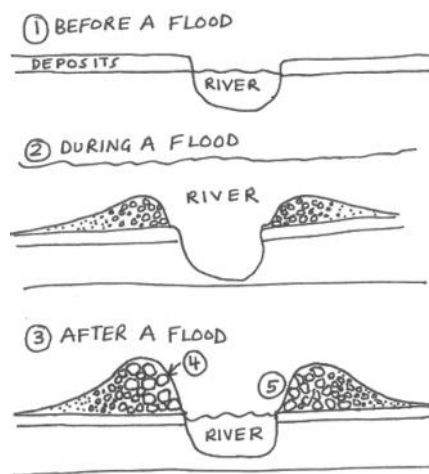


## 3F. How do depositional landforms form at the lower course?

### Formation of floodplains and levees

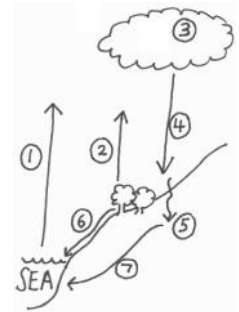
### Diagram

- Step 1:
- During a flood, a river bursts its banks.
- Step 2:
- Heavy material is rolled to the side of the river by traction. Lighter material is carried further by suspension.
- Step 3:
- Material is dropped due to a loss of energy, building layers overtime.
- Step 4:
- Levees build up close to the river channel. Floodplains are the flat land made up of silt.



## 3G. The water cycle

<b>Evaporation</b>	The process of water changing from a liquid to a gas (water vapour).
<b>Transpiration</b>	Water vapour released by plants.
<b>Condensation</b>	The process by which water vapour in the air is changed into liquid water in clouds.
<b>Precipitation</b>	Water released from clouds in the form of rain, sleet, snow or hail.
<b>Infiltration</b>	When water soaks or filters into the soil.
<b>Surface run off</b>	Water moves across the surface of the earth.
<b>Through flow</b>	Water moving sideways through the soil.



## 3H. Causes of flooding

<b>Physical factors</b>	<b>Prolonged rainfall</b>	Saturates the soil so no further water can infiltrate.
	<b>Heavy rainfall</b>	Water arrives too quickly to infiltrate > more surface runoff.
	<b>Relief</b>	Steep land means water reaches the river channel faster.
	<b>Geology</b>	Rocks like granite are impermeable > surface runoff.
<b>Human factors</b>	<b>Land use: Urban areas</b>	More concrete impermeable surfaces = more surface run off. Drains get water to river quickly, increasing discharge.
	<b>Deforestation</b>	Trees intercept rainfall and soak up water. Cutting trees down means more water entering river.
	<b>Agriculture</b>	In winter, a lack of crops means more water enters river channel.

## 3I. Case study- Flooding in a NEE – Bangladesh (2019)

Bangladesh, Central Asia GNI per capita: \$2,570 (2021)

<b>Causes</b>	<b>Point</b>	<b>Develop – This means that...</b>
	Heavy monsoon (122.4 mm of rain fell in 24 hours). 50% of forest has been removed since 1950.	The ground was soaked with water (saturated). There are no leaves to intercept the water.
<b>Effects</b>	<b>Point</b>	<b>Develop – This means that...</b>
	580,000 homes were damaged. \$290 million of crops were damaged.	People had to be rescued and stay in temporary homes. Farmers lost their income and jobs.

3J. River management			
	Definition	Strategy	Description
Hard engineering	Man-made structures that reduce flooding by controlling the water in the river.	<b>Dams and reservoirs</b>	A concrete wall that controls the flow of a river by storing water during periods of high rainfall.
		<b>Channel straightening</b>	Cutting through meanders to create straight river channels. Speeds up the flow of water to decrease risk of flooding.
		<b>Dredging</b>	Removing sediment from a river to increase river capacity.
Soft engineering	Schemes set-up using a natural approach to managing rivers and flooding.	<b>Afforestation</b>	Planting trees in a drainage basin to increase interception and storage of water while decreasing surface run off.
		<b>Floodplain zoning</b>	Restricts use of land near rivers to minimise impact of flooding (e.g. houses not built near a river)
		<b>Preparation and warnings</b>	Warnings are sent to emergency services and residents to warn of likely floods. Preparations include sandbags.

3K. Case study- Flooding in a NEE - Bangladesh 2019		
	Point	Develop- this means that...
Responses	<b>Immediate</b> = Water purification tablets provided	Less diseases are spread through dirty water.
	<b>Long-term</b> = Planting trees (afforestation)	Increases interception, reduces surface
How does a country's level of development influence flooding?		
Death tolls are higher in LICs where buildings are weaker. People and governments are less prepared for floods (e.g. river management).		

4A. Case study– The Amazing Nile	
The River Nile flows through 11 countries in north-east Africa.	
Social	<b>Opportunities</b>
	<ul style="list-style-type: none"> <li>Desert farming is possible using irrigation channels.</li> <li>Aswan High Dam in Egypt provides hydro electric power.</li> <li>Water to 50 million people.</li> </ul>
Economic	<ul style="list-style-type: none"> <li>Egypt's fishing industry produced over 1.3million tonnes of fish in 2010.</li> <li>Tourism accounted for 11.9% of Egypt's GDP in 2018.</li> <li>Transport for cargo ships.</li> <li>Industrial development.</li> </ul>
	<ul style="list-style-type: none"> <li>Diverse range of wildlife including over 100 species of fish.</li> <li>Physical features include Murchison Falls and Nile Delta.</li> </ul>

4B. Case study—Conflict in the Nile	
<b>Grand Renaissance Dam</b>	Built in Ethiopia. When complete will be Africa's biggest hydro-electric power
<b>Stakeholder</b>	A group of people or individual who has an interest in a project.
<b>For</b>	Provides energy to Ethiopia, currently 62% of the population do not have
<b>Against</b>	Will reduce water flow to Egypt, currently the Nile provides 90% of water

5. Introduction to fieldwork	
<b>Introduction</b>	Sets the background to the investigation; includes location & hypothesis.
<b>Hypothesis</b>	The statement you need to prove correct or incorrect.
<b>Methodology</b>	How are you going to prove that the statement is correct or incorrect?
<b>Data collection</b>	Going to collect the information you need to prove statement correct or incorrect. The method you use.
<b>Analysis</b>	Describing and explaining what your data is showing you.
<b>Data presentation</b>	Showing the data that you have collected in graphs or tables. <i>E.g.</i> Pie chart, bar graph, line graphs and located chart.
<b>Conclusion</b>	A summary at the end which states if you agree or disagree with the hypothesis. It should be supported with evidence.

# History - World views - Empires East and West c.1000

Chronology and the study of history	
<b>Chronology</b>	Events organised in time order
<b>Source</b>	A piece of historical evidence
<b>Interpretation</b>	An opinion formed by a historian using sources
<b>Periods of time</b>	<b>Decade:</b> period of 10 years <b>Century:</b> period of 100 years <b>Millennium:</b> period of 1000 years
<b>AD</b>	<b>Anno Domini</b> (Latin: 'the year of the Lord') Used to indicate the number years counting forward after the birth of Christ
<b>BC</b>	<b>Before Christ.</b> Used to indicate the number years counting backwards before the birth of Christ

Chinese dynasties	
<b>Silk Road</b>	A trade route that ran from China to Europe through Asia Silk, spices and knowledge travelled along this route
<b>Dynasty</b>	Rulers of a country who come from the same family The <b>Song Dynasty</b> ruled China c.1000 AD
<b>Buddhism</b>	The main religion of China c.1000 AD
<b>Women in society</b>	Chinese women were expected to marry, have children and run the household Some wealthy women would receive an education
<b>Medical beliefs</b>	People believed in yin and yang: a balance of two forces If out of balance this could cause disease
<b>Inventions</b>	<ul style="list-style-type: none"> <li>• Moveable type printing (helped spread knowledge)</li> <li>• Paper money (for trade)</li> <li>• Gunpowder (used in warfare)</li> <li>• Compass (helped navigation)</li> </ul>

The Byzantine Empire	
<b>Byzantine Empire</b>	The eastern half of the old Roman Empire The capital city was Constantinople Constantinople was located in a important position for trade between the East and West
<b>Empress Zoe</b>	Empress of the Byzantine Empire c.1000 Made powerful alliances through marriage
<b>Pilgrimage</b>	A religious journey to site of religious importance People who made the journey would be called <b>pilgrims</b>
<b>Relic</b>	A saint's possession or body part that was believed to have the power to perform miracles For example, parts of the cross Jesus died on
<b>Hagia Sofia</b>	The main Christian place of worship in Constantinople

Islamic Empire	
<b>Empire</b>	A group of countries ruled over by a single ruler
<b>Baghdad</b>	Capital of the Islamic Empire Located on the Silk Road
<b>Caliph</b>	The religious and political leader of an Islamic Empire The caliph built madrasas and hospitals in Baghdad
<b>House of Wisdom</b>	A palace in Baghdad that housed many books and scholars Scholars translated books on astronomy, science and technology
<b>Madrasa</b>	A Muslim school or college
<b>Astrolabe</b>	An instrument used in astronomy to locate the position of moon, sun and earth

Rome c.1000	
<b>Christianity</b>	The main religion followed in Europe c.1000
<b>Pope</b>	The leader of the Western Christian Church
<b>Vatican City</b>	The place in Rome where the Pope ruled from
<b>Holy Roman Empire</b>	A complex series of territories in Europe each with their own leader but all under the rule of the Holy Roman Emperor Holy Roman Emperor: had to be crowned by the pope
<b>Role of the Church in c.1000 AD</b>	Essential for places of worship, education, charity, and medical care

# History - The Norman Conquest

England in 1065	
<b>Anglo-Saxons</b>	The group of people who lived in and ruled England between the 5 <sup>th</sup> century AD and AD1066
<b>Edward the Confessor</b>	Anglo-Saxon King of England from AD1043-1066
<b>Witan</b>	Council of 'wise men' who advised the king
<b>Earls</b>	Powerful men who controlled parts of England for the king e.g..Harold Godwinson was the Earl of Wessex

Who should be king in 1066?	
<b>Harold Godwinson</b>	<ul style="list-style-type: none"> <li>• Earl of Wessex—had support of the Witan</li> <li>• His sister was married to King Edward</li> <li>• Edward had allegedly promised him the throne on his deathbed</li> </ul>
<b>Harald Hardrada</b>	<ul style="list-style-type: none"> <li>• King of Norway &amp; was related to the old Viking kings of England</li> <li>• A great warrior &amp; supported by Tostig Godwinson</li> </ul>
<b>William of Duke of Normandy</b>	<ul style="list-style-type: none"> <li>• Claimed he had been promised the throne by Edward in 1051</li> <li>• Claimed that Harold Godwinson had sworn an oath to him in 1064</li> <li>• A great warrior and had support of the pope</li> </ul>
<b>Edgar Aethling</b>	Great nephew of King Edward. Was 14 years old in 1066

Norman Control: Castles & Fear	
<b>Motte and Bailey castles</b>	<ul style="list-style-type: none"> <li>• Castles were new to England and the Saxons were forced to build them</li> <li>• They were a symbol of Norman power</li> <li>• Motte: hill that a castle was built on</li> <li>• Bailey: The enclosure of a castle that housed horses, soldiers and stores</li> </ul>
<b>Harrying of the North</b>	<ul style="list-style-type: none"> <li>• Punishment for a revolt around York in 1069</li> <li>• Thousands murdered, villages burned, crops and animals destroyed</li> <li>• Thousands of Anglo-Saxons starved to death as a result</li> <li>• Meant as warning to others not to rebel</li> </ul>
<b>Hereward the Wake</b>	An Anglo-Saxon who led a revolt in 1070 against the Normans in East Anglia

The Battle of Hastings		
<b>Battle of Stamford Bridge</b>	<ul style="list-style-type: none"> <li>• Harald Hardrada was defeated by the Anglo-Saxons</li> <li>• Tostig Godwinson, brother of Harold Godwinson, supported Harald Hardrada</li> </ul>	
<b>Harold's Army</b>	<ul style="list-style-type: none"> <li>• Housecarls: Professional soldiers</li> <li>• Fyrd: Ordinary farmers who fought in the Saxon army</li> </ul>	
<b>William's army</b>	<ul style="list-style-type: none"> <li>• Made up of knights, archers and foot soldiers</li> </ul>	
<b>Reasons William won</b>	<b>Tactics</b>	<ul style="list-style-type: none"> <li>• Feigned retreat: pretending to run away to get the Saxons off the hill</li> <li>• William showing his army he was still alive by removing his helmet</li> </ul>
	<b>Luck</b>	<ul style="list-style-type: none"> <li>• Harold's men were tired from Stamford Bridge</li> <li>• The wind had changed allowing William to sail</li> <li>• Harold being shot meant the Saxons had no leader</li> </ul>
	<b>Harold's mistakes</b>	<ul style="list-style-type: none"> <li>• Could have gathered more men and let his army rest</li> <li>• Over confident from Stamford Bridge</li> <li>• Lost control of his men when they ran down the hill</li> </ul>

Norman Control: Feudal System & Domesday Book			
<b>Feudal System</b>	The structure of society where land was exchanged for service & loyalty	<b>King</b>	Gave land to barons in return for loyalty
<b>Barons</b>	Powerful lords who ruled large parts of land for the king	<b>Barons</b>	Provided armies for the king and gave land to the knights
<b>Serfs</b>	Peasants at the bottom of the Feudal System	<b>Knights</b>	Fought for the barons and gave small pieces of land to peasants
<b>Vassal</b>	A person below someone else in the system e.g. the barons were vassals to the king		
<b>Lord</b>	A person above someone in the Feudal system	<b>Peasants</b>	Received their land in return for farming
<b>Fealty</b>	A pledge of loyalty from a vassal to their lord		
<b>Domesday Book</b>	An account commissioned by William to record who owned what in England. Used to help raise tax		

<b>1 Jan 1066:</b> Edward the Confessor dies	<b>20 Sep 1066:</b> Battle of Fulford	<b>25 Sep 1066:</b> Battle of Stamford Bridge	<b>14 Oct 1066:</b> Battle of Hastings	<b>25 Dec 1066:</b> William I crowned king	<b>1069:</b> Harrying of the North	<b>1070-1:</b> Hereward the Wake's rebellion	<b>1086:</b> Domesday Book completed	<b>1088:</b> William I dies
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# History - Religion in the Middle Ages

The Power of the Church	
<b>Catholicism</b>	<ul style="list-style-type: none"> <li>The main type of Christianity followed in Western Europe</li> <li>Followers are referred to as <b>Catholics</b></li> </ul>
<b>The Pope</b>	<ul style="list-style-type: none"> <li>Head of the Catholic Church and seen as God's representative on earth</li> </ul>
<b>Excommunication</b>	<ul style="list-style-type: none"> <li>The power of the pope to expel people from the Church</li> <li>The pope had the power to excommunicate monarchs</li> </ul>
<b>Church in England</b>	<ul style="list-style-type: none"> <li><b>Archbishop of Canterbury</b> was the senior member of the Church</li> <li>The archbishop was appointed by the monarch with the pope's approval</li> <li>The Church owned 1/3rd the land in England</li> </ul>
<b>Clergy</b>	<ul style="list-style-type: none"> <li>People that worked for the Church</li> </ul>
<b>Laity</b>	<ul style="list-style-type: none"> <li>Ordinary people who are not Church officials, this included monarchs</li> </ul>
<b>Benefit of the Clergy</b>	<ul style="list-style-type: none"> <li>The right of the clergy to be tried in Church courts rather than the courts under control of the monarch</li> <li>Church courts often gave more lenient sentences</li> </ul>

Catholic Worship	
<b>Cathedral</b>	<ul style="list-style-type: none"> <li>A large important church where a <b>bishop</b> was based.</li> </ul>
<b>Parish Church</b>	<ul style="list-style-type: none"> <li>A small local church at the centre of each community.</li> <li>The base of a <b>parish priest</b></li> </ul>
<b>Mass</b>	<ul style="list-style-type: none"> <li>The main religious service of Catholicism.</li> <li>Delivered in <b>Latin</b></li> </ul>
<b>Tithe</b>	<ul style="list-style-type: none"> <li>A tax of one tenth of your income that was paid to the Church</li> </ul>
<b>Parts of a church</b>	<ul style="list-style-type: none"> <li><b>Chancel:</b> Contained the altar only clergy could enter</li> <li><b>Nave:</b> The main part of the church where the laity sat</li> <li><b>Rood screen:</b> Divided the chancel from the nave</li> <li>Churches were laid out in the shape of a cross and faced east</li> </ul>
<b>Role of the Church in society</b>	<ul style="list-style-type: none"> <li>Very important organisation as it controlled laws, education, medical care and was linked to the economy</li> <li>The centre of a community</li> </ul>

The Afterlife	
<b>Afterlife</b>	Where Medieval people thought they went for eternity after death.
<b>Doom painting</b>	A painting showing people being sent to Heaven or Hell on the <b>Day of Judgment</b> . Paintings were used as many people were <b>illiterate</b>
<b>Purgatory</b>	A stage before Heaven, where the dead are removed of their remaining sins. Time in purgatory could be reduced by attending mass, confessing sin or going on pilgrimage
<b>Indulgence</b>	A piece of paper you paid for in return for being forgiven for a sin and reducing your time in purgatory

Monasteries	
<b>Monasteries</b>	A building where monks live and worship <b>Monks:</b> men who dedicated their lives to God and withdrew from normal society
<b>Convents (Nunneries)</b>	A building where nuns live and worship Nuns: Female equivalent of monks
<b>Vows taken by monks and nuns</b>	<b>Poverty:</b> Owning no personal possessions <b>Celibacy:</b> Having no romantic relationships <b>Obedience:</b> Follow all rules of their religious order
<b>Education and monasteries</b>	<ul style="list-style-type: none"> <li>Monks were often the only literate people and therefore most education was linked to churches and monasteries</li> <li>Monks copied out ancient texts and recorded current events</li> </ul>
<b>Medical care and monasteries</b>	<ul style="list-style-type: none"> <li>Monasteries often contained infirmaries for treating the sick</li> <li>Medical ideas were often based on ancient medics Hippocrates and Galen</li> </ul>

The Crusades	
<b>Crusade</b>	Religious wars fought between European Christians and Muslims from the Middle East between 1095-1291
<b>The First Crusade</b>	Launched by Pope Urban II in 1095 with aim of recapturing Jerusalem from the Islamic <b>Seljuk Turks</b>
<b>Jerusalem</b>	<ul style="list-style-type: none"> <li>A city in the Middle East religiously important to Jews, Christians and Muslims</li> <li>The city was captured by the Seljuk Turks in 1079</li> <li>Recaptured by the Christians in 1099</li> </ul>
<b>Reasons for going on crusade</b>	The pope said that all sins would be forgiven if you went on crusade <b>Chivalry:</b> The code of behaviour followed by knights. It was a motivating factor for many knights to go on crusade
<b>Outremer</b>	The name given to the land recaptured by the crusaders Outremer consisted of the <b>Kingdom of Jerusalem, County of Tripoli, The County of Edessa and the Principality of Antioch</b>

Experiences of Jews in medieval times	
<b>Persecution</b>	Unfair or cruel treatment over a long period of time based race, religion or beliefs
<b>Why were Jews persecuted?</b>	<ul style="list-style-type: none"> <li>They were blamed for the death of Jesus by Christians</li> <li>The Crusades incited anti-Jewish feelings</li> </ul>
<b>Treatment of Jews in England</b>	<ul style="list-style-type: none"> <li>William I invited Jews to England in 1070 as money lending was forbidden to Christians</li> <li>In 1190 a massacre of Jews took place at Clifford's Tower in York</li> <li>In 1210 King John persecuted Jews with high taxation and imprisonment and torture of Jewish community leaders</li> <li>In 1215 Pope Innocent III passed a law making all Jews wear an identifying badge</li> <li>In 1269 Jews were banned from owning property</li> <li>In 1275 Jews were banned from money lending</li> <li>In 1290 King Edward I expelled all Jews from England</li> </ul>



# History - Challenges to Medieval Monarchs

Stephen and Matilda	
<b>The Anarchy</b>	Period between 1135 and 1153 when Matilda and Stephen fought over the crown
<b>Matilda</b>	<ul style="list-style-type: none"> <li>Married to Henry V and known as Empress Matilda</li> <li>Married to Geoffrey of Anjou and known as Countess of Anjou</li> <li>Only surviving legitimate heir of Henry I after the White Ship disaster</li> <li>Henry I made the barons swear an oath of allegiance to make Matilda the next heir</li> </ul>
<b>Stephen</b>	<ul style="list-style-type: none"> <li>Matilda's cousin who crowned himself King of England after Henry I's death</li> <li>Captured during the Battle of Lincoln in 1141 where Matilda became Lady of England and Normandy</li> <li>Resolved The Anarchy by promising to name Matilda's son as the next heir</li> </ul>

Henry II and Thomas Becket	
<b>Chancellor</b>	The King's chief servant. A very important and senior job
<b>Criminous clerks</b>	Any churchman who had committed a crime such as rape or murder
<b>Exile</b>	To be sent away or to run away from your own country
<b>King Henry II</b>	Powerful head of the Angevin Empire and King of England from 1154-1189 Drew up the <b>Constitutions of Clarendon</b> in 1164 to try to bring the church under royal control. This led to Thomas Becket's murder
<b>Thomas Becket</b>	Chancellor to Henry II and later appointed Archbishop of Canterbury in 1161 Argued with the king and lived in exile from 1164-1168. Murdered in 1170
<b>Martyr</b>	A person who dies for their religion
<b>Saint</b>	Martyrs could become saints if the Pope approved it and miracles were linked to them. The Pope made Thomas Becket a saint in 1173

Henry II and Eleanor of Aquitaine	
<b>What made her powerful?</b>	<ul style="list-style-type: none"> <li>First marriage was to King Louis VII of France</li> <li>Second marriage to Henry II of England</li> <li>Mother of King Richard and King John</li> <li>Ruled Aquitaine from the age of 15</li> <li>Accompanied Louis on the Second Crusade</li> <li>Took part in a revolt against Henry II</li> </ul>
<b>Aquitaine</b>	A rich and powerful duchy in France Duchy: Region of land ruled by a duke/duchess

King John and the Church	
<b>Richard I</b>	John's brother who was crowned King of England in 1189. He was nicknamed "Richard the Lionheart" & spent time away fighting in the crusades
<b>King John</b>	King of England from 1199-1215
<b>John's problems</b>	<p><b>Economic:</b> Richard I had left England with large debts due to his crusade. Lost almost all of his French lands in wars with France. John heavily taxed the barons</p> <p><b>Political:</b> The barons had got used to having power when Richard was away. Accused of murdering his nephew, Arthur of Brittany</p> <p><b>Religious:</b> Argued with the Pope over who would be the next Archbishop of Canterbury. The Pope put England under an interdict and excommunicated John</p>
<b>Interdict</b>	A law made by the Pope that temporarily shuts down the Church in a country. Means all the people would go to hell
<b>Excommunication</b>	The power of the Pope to expel someone from the Church
<b>Tyrant</b>	A cruel and oppressive leader

King John and the Magna Carta	
<b>Magna Carta (Great Charter)</b>	<p>A list of 63 demands that King John was forced to agree to including:</p> <ul style="list-style-type: none"> <li>No freeman could be imprisoned without a trial by jury</li> <li>The king had to get permission from the Great Council to raise taxes</li> </ul>
<b>Problems with Magna Carta</b>	<ul style="list-style-type: none"> <li>No rights for peasants</li> <li>John did not keep to the rules</li> <li>Was designed to protect the rich barons</li> </ul>

1135 The Anarchy begins	1135 Stephen crowned at Westminster	1137 Eleanor became Duchess of Aquitaine	1152 Henry marries Eleanor	1154 Henry II becomes king of England	1162 Becket becomes Archbishop	1170 Murder of Becket	1199 John becomes king	1209 John excommunicated	1215 Magna Carta
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# History - Challenges to Medieval Monarchs

Henry III and Parliament	
<b>Henry III</b>	Replaced John as King of England in 1216 at the age of nine
<b>Provisions of Oxford</b>	<ul style="list-style-type: none"> <li>Document agreed to by Henry III</li> <li>Created a council that could limit the king's decisions</li> <li>First form of parliament in England</li> </ul>
<b>Simon de Montfort</b>	<ul style="list-style-type: none"> <li>Henry III's brother-in-law</li> <li>Leader of the barons (Second Barons' War) who tried to limit the power of King Henry III</li> <li>Simon was killed at the Battle Evesham in 1265</li> </ul>

The Black Death	
<b>Black Death</b>	Highly infectious disease carried by fleas on rats. Officially called the <b>Bubonic Plague</b> . The main symptoms were buboes (large spots).
<b>Believed causes</b>	<ul style="list-style-type: none"> <li>Punishment from <b>God</b> for people's sin</li> <li><b>Miasma</b>: theory that disease could be spread through 'bad-air'</li> <li><b>Astrology</b>: Alignment of the stars and planets</li> </ul>
<b>Treatments</b>	<ul style="list-style-type: none"> <li><b>Religious</b>: Flagellants -people who whipped themselves to show God they were sorry. Praying to God for forgiveness. Pilgrimage.</li> <li><b>Miasmal</b>: Sweet smelling herbs</li> <li><b>Practical</b>: Lancing the buboes, bleeding people, moving away/quarantine</li> </ul>
<b>Impacts of the Black Death</b>	<ul style="list-style-type: none"> <li>Depopulation: One-in-three people in England died</li> <li>Increase in wages for peasants</li> <li>Increase in Yeomen (peasants who owned their own land)</li> <li>Many clergy died</li> </ul>

The Peasants' Revolt	
<b>Richard II</b>	He was the king during the Peasants' Revolt who insulted the peasants by calling them 'rustics'
<b>Wat Tyler</b>	A yeoman and former soldier who became leader of the Peasants' Revolt
<b>John Ball</b>	A preacher who taught that people were created equal. Hanged at the end of the revolt
<b>Causes of the revolt</b>	<ul style="list-style-type: none"> <li>Peasant bondage – Peasants not free &amp; were tied to landowners</li> <li>1381 Poll Tax— to be paid by everyone, rich or poor</li> <li>1351 Statute of Labourers – limited wages to pre-Black Death levels</li> <li>1363 Sumptuary Laws – passed to limit peasants' rights</li> <li>The preaching of John Ball</li> </ul>
<b>What did the peasants do?</b>	<ul style="list-style-type: none"> <li>30,000 peasants attacked London</li> <li>Rebels executed the Archbishop of Canterbury, Simon Sudbury</li> <li>Asked the king to end Feudalism and get rid of his advisors</li> <li>King Richard originally agreed to their demands</li> </ul>
<b>Consequences of the revolt</b>	<ul style="list-style-type: none"> <li>Wat Tyler and John Ball killed along with hundreds of peasants</li> <li>Poll tax was not collected again</li> <li>Living standards of peasants did start to improve slowly</li> </ul>

War of the Roses	
<b>Henry VI</b>	King of England from 9 months old. King's cousin Duke of York chosen to rule as Lord Protector
<b>House of York</b>	Symbolised by white rose & led by the Duke of York
<b>House of Lancaster</b>	Symbolised by red rose & led by Henry VI
<b>Key Battles</b>	<ul style="list-style-type: none"> <li>Battle of St Albans— Victory for Richard</li> <li>Battle of Wakefield— Victory for Henry VI</li> <li>Battle of Towton—Victory for Edward IV</li> <li>Battle of Tewkesbury—Victory for Edward IV</li> </ul>
<b>Richard III</b>	<ul style="list-style-type: none"> <li>Imprisoned Edward IV's sons in the Tower of London</li> <li>Battle of Bosworth fought between Richard and Henry Tudor (House of Lancaster)</li> <li>Richard was killed and Henry was crowned Henry VII</li> </ul>

1216 Henry III crowned King of England	1258 Provisions of Oxford	1348 Black Death arrives in England	1381 Peasants' Revolt	1455 War of the Roses begins	1461 Edward IV crowned King of England	1483 Richard III and Princes in the Tower	1485 Battle of Bosworth
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# History - England's Relations with Her Neighbours

England and Wales	
<b>Wales before 1066</b>	<ul style="list-style-type: none"> <li>Wales first mentioned in historical records in 48AD</li> <li>Wales unites under one ruler in 1055</li> </ul>
<b>Henry III and Wales</b>	<ul style="list-style-type: none"> <li>Henry III's weak reign allowed the Welsh to side with Simon de Montfort during the Second Barons War</li> <li>English had captured most of Wales but the Welsh retaliated</li> <li>Welsh were led by Llywelyn ap Gruffudd "Prince of Wales"</li> <li>Treaty of Montgomery: Ended conflict between England and Wales</li> </ul>
<b>Edward I and Wales</b>	<ul style="list-style-type: none"> <li>Llywelyn refused to attend the coronation of Edward</li> <li>Edward declared war on Llywelyn</li> <li>Treaty of Aberconwy: Llywelyn recognised Edward I as his feudal overlord</li> </ul>
<b>Battle of Orewin Bridge</b>	<ul style="list-style-type: none"> <li>New Welsh rebellion led by Llywelyn's brother</li> <li>Llywelyn was killed and head sent to the Tower of London</li> </ul>
<b>Statute of Rhuddlan</b>	<ul style="list-style-type: none"> <li>Law that legally conquered Wales</li> <li>Welsh criminal law replaced with English criminal law</li> </ul>

England and Scotland	
<b>Succession Crisis</b>	<ul style="list-style-type: none"> <li>Alexander III King of Scotland in 1249 to 1286</li> <li>Had children but they all died at a young age</li> <li>John Balliol appointed by Edward I as the next King of Scotland but refused to pay homage to Edward</li> </ul>
<b>William Wallace and Robert the Bruce</b>	<ul style="list-style-type: none"> <li>Battle of Stirling Bridge: Victory for Wallace (Scottish)</li> <li>Battle of Falkirk: Victory for Edward I (English)</li> <li>Wallace captured and found guilty of treason. He was then executed.</li> <li>Scottish resistance continued under Robert Bruce</li> </ul>
<b>Treaty of Edinburgh Northampton</b>	<ul style="list-style-type: none"> <li>English recognised Scotland as their own kingdom</li> </ul>

England and France	
<b>Hundred Years' War</b>	<ul style="list-style-type: none"> <li>Conflict between the monarchs of England and France between 1337 and 1453</li> </ul>
<b>Causes of the Hundred Years' War</b>	<ul style="list-style-type: none"> <li>French King Charles IV died with no heir. Edward III believed he had a claim as his mother was Charles' sister</li> <li>French promised to support Scots against England</li> <li>French wanted to take back control of English controlled land</li> </ul>
<b>Key Battles</b>	<ul style="list-style-type: none"> <li>Battle of Crecy 1346— English victory</li> <li>Battle of Poitiers 1356—English victory</li> <li>Siege of Orleans 1428-29—French victory</li> <li>Battle of Formigny 1450—French victory</li> <li>Battle of Castillon 1453—French victory</li> </ul>
<b>Joan of Arc</b>	<ul style="list-style-type: none"> <li>Claimed God instructed her to support Charles VII</li> <li>Led French army to victory at New Orleans and Patay</li> <li>Captured by the English and burned at the stake</li> </ul>
<b>Treaty of Picquigny</b>	<ul style="list-style-type: none"> <li>Treaty marked the end of the Hundred Years' War</li> <li>Edward III agreed to withdraw from France</li> <li>7 year truce followed</li> </ul>

1276 Henry III and Treaty of Montgomery	1277 Edward I attacks Wales	1284 Statute of Rhuddlan	1286 Death of King Alexander III of Scotland	1296 Battle of Stirling Bridge	1327 Death of Charles IV of France	1328 Treaty of Edinburgh Northampton	1337 Hundred Years' War begins	1475 Treaty of Picquigny
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# History - The Empire of Mali

Who was Mansa Musa?	
<b>Malian Empire</b>	<ul style="list-style-type: none"> <li>A West African Islamic Empire, 13<sup>th</sup> - 16<sup>th</sup> Century</li> <li>Lots of natural resources including gold and salt</li> </ul>
<b>Mansa</b>	<ul style="list-style-type: none"> <li>Sultan or Emperor</li> </ul>
<b>Sundiata Keita</b>	<ul style="list-style-type: none"> <li>Founder of the Malian Empire</li> <li>A powerful leader who established his empire by conquest</li> </ul>
<b>Catalan Atlas</b>	<ul style="list-style-type: none"> <li>A map from Mali which had Mansa Musa's Empire at its heart</li> </ul>
<b>Mansa Musa</b>	<ul style="list-style-type: none"> <li>Mansa Musa was the Emperor of Mali between 1307 and c.1330s</li> <li>He is famous for being the 'wealthiest man to have lived'</li> <li>A devout Muslim</li> </ul>

Why did Mansa Musa journey to Mecca?	
<b>Mecca</b>	<ul style="list-style-type: none"> <li>The holiest city in Islam</li> <li>Located in Arabia</li> <li>Mansa Musa went on pilgrimage to Mecca in 1324</li> </ul>
<b>Hajj</b>	A religious journey (pilgrimage) to Mecca
<b>Mosque</b>	An Islamic religious building of worship
<b>Cairo</b>	An important city in Egypt that Mansa Musa stayed at on his way to Mecca
<b>Mansa Musa's journey to Mecca</b>	<ul style="list-style-type: none"> <li>Took one year to complete</li> <li>Mansa Musa paid for the construction of mosque every Friday of the journey</li> <li>Made Musa and the wealth of Mali famous throughout the Middle East and Europe</li> </ul>

How did Mansa Musa change the Malian Empire?	
<b>Annexation</b>	<ul style="list-style-type: none"> <li>To add a conquered territory to your own territory</li> </ul>
<b>Gao</b>	<ul style="list-style-type: none"> <li>An important city that was annexed to Malian Empire</li> <li>Gao was a centre for trade</li> </ul>
<b>River Niger</b>	<ul style="list-style-type: none"> <li>Mansa Musa extended the Mali Empire around this river</li> </ul>
<b>Timbuktu</b>	<ul style="list-style-type: none"> <li>Another city annexed to the Malian Empire during Mansa Musa's reign</li> <li>Intellectual centre and important for trade (salt, gold, ivory and slaves)</li> <li>Became the centre of the Malian Empire</li> </ul>
<b>Sankore Madrasah</b>	<ul style="list-style-type: none"> <li>Centre of intellectual learning at Timbuktu</li> <li>Built in the reign of Mansa Musa</li> <li>Housed the largest library in the world</li> </ul>
<b>Trans-Saharan Trade route</b>	<ul style="list-style-type: none"> <li>A trade route that spread across the Sahara desert in Africa</li> <li>The main way that trade was conducted with the Malian Empire and the rest of the world</li> </ul>

1230 A.D. The Mali Empire is founded by Sundiata Keita	1280 Mansa Musa is born	1307 Mansa Musa becomes Emperor	1324 Mansa Musa travels to Mecca on a pilgrimage	1325 Sankore Madrasah (library) extended in Timbuktu	c.1330s Mansa Musa dies. His son, Mansa Maghan, becomes the next Emperor of Mali	c.1600 End of the Mali Empire
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# History - The Renaissance

How did the Renaissance begin?	
<b>Italian Renaissance</b>	Classical writing began to find its way back into Europe after the collapse of the Byzantine Empire and Islamic world that had kept it alive. It began in Italy and spread across Europe
<b>Renaissance</b>	Meaning 'rebirth', a period of cultural flourishing in late Medieval Europe
<b>City States</b>	When a single city governs itself
<b>Florence</b>	Italian city state where the Renaissance is said to have begun
<b>Republic</b>	A state where the ruler is not a monarch but comes from amongst the people
<b>Classical</b>	Relating to the art and culture of Ancient Rome and Greece.
<b>Leonardo da Vinci</b>	Renaissance artist whose works include: The Last Supper & the Mona Lisa
<b>Filippo Brunelleschi</b>	Renaissance architect that pioneered the use of perspective

What scientific progress was made?	
<b>Humanism</b>	A system of thought that places focus on the human realm, often in place of religion
<b>Printing Press</b>	A revolutionary invention that used movable type-printing
<b>Revolution</b>	A change which means nothing will ever be the same again
<b>Astronomy</b>	The science and study of extra-terrestrial objects, and the universe
<b>Geocentric</b>	A system in astronomy where the earth is at the centre of the universe
<b>Heliocentric</b>	A system of astronomy where the sun is at the centre of the universe
<b>Medical Renaissance</b>	A period between 1500-1700 when scientific thought and advancement happened. Included the development of anatomy (scientific study of the structure of the body)
<b>Key people</b>	<b>Galileo Galilei:</b> Italian astronomer who supported a heliocentric theory <b>Johannes Gutenberg:</b> German publisher who introduced movable-type printing to Europe

How important was Columbus' Voyage?	
<b>Columbian Exchange</b>	The transfer of plants, animals, technology, diseases and ideas between Europe and The Americas in the 15th & 16th centuries
<b>Patron</b>	Someone who gives financial support, most often to an artist
<b>Santa Maria</b>	The flagship Columbus used for his successful voyage in 1492
<b>Native</b>	A person born to a country or region
<b>Taino</b>	The native people of the Caribbean, wiped out by European disease
<b>Smallpox</b>	A European disease that killed many native people throughout The Americas
<b>Key people</b>	<b>Ferdinand and Isabella:</b> The King and Queen of Spain that funded Columbus' exploration voyages <b>Christopher Columbus:</b> An Italian explorer who crossed the Atlantic and claimed land he encountered for Spain

Where was there expansion during the Renaissance?	
<b>Silk Road</b>	The ancient trade route that linked East Asia with the West
<b>Cape of Good Hope</b>	The southern tip of Africa, renowned for stormy seas
<b>The 'New World'</b>	The name given to the Americas after Columbus' voyage
<b>Conquistadors</b>	Spanish soldiers who led the conquest of the Americas
<b>Circumnavigate</b>	To sail around the world
<b>Tenochtitlan</b>	The main city of the Aztec world, destroyed by the Conquistadors
<b>Key people</b>	<b>Ferdinand Magellan:</b> First European to circumnavigate the world <b>Hernan Cortes:</b> Spanish conquistador who defeated the Aztecs <b>Vasco da Gama:</b> The first European to establish an overseas trade route to India

1440 The Printing Press is invented	1492 Columbus sails to the Caribbean	1494 The Treaty of Tordesillas	1498 Tenochtitlan captured by Spanish	1498 Da Vinci completes the 'Last Supper'	1499 Vasco da Gama returns from India	1522 Magellan completes his circumnavigation	1609 Galileo is the first astronomer to use the telescope
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# Mathematics - Number

Key Term	Definition
<b>Ascending</b>	Increasing in size (or numerical value)
<b>Compare</b>	To look at two or more numbers and say what is similar or different.
<b>Composite Numbers</b>	A positive integer with more than two factors.
<b>Consecutive</b>	Describing things which follow each other in a particular order.
<b>Cube Numbers</b>	The result of multiplying a number by itself twice. 1, 8, 27, 64, 125, 216, 343, 512, 729, 1000
<b>Decimal Places</b>	The number of digits to the right of a decimal point in a decimal number.
<b>Degree of Accuracy</b>	Describing how precise or accurate a value is, in terms of number of decimal places or significant figures.
<b>Denominator</b>	The bottom number of a fraction. Must be an integer.
<b>Descending</b>	Decreasing in size (or numerical value)
<b>Difference</b>	The result of a subtraction.
<b>Divisible</b>	One number is divisible by another if it is capable of being divided exactly, without a remainder.
<b>Equivalent</b>	Of equal value.
<b>Estimate</b>	To find an approximate answer to a calculation by rounding the numbers involved, commonly to 1 significant figure.
<b>Evaluate</b>	To find the numerical value of.
<b>Factor</b>	An integer that divides another integer exactly, without a remainder.
<b>Factor Pair</b>	A set of two factors that have a particular product.
<b>Fraction</b>	A number which represents part (or parts of) a whole.
<b>Highest Common Factor</b>	The largest number that divides exactly into two or more numbers.

Key Equivalents		
<b>FDP Conversion</b>	$1 = \frac{1}{1} = 100\%$ $0.5 = \frac{1}{2} = 50\%$ $0.1 = \frac{1}{10} = 10\%$ $0.25 = \frac{1}{4} = 25\%$	$0.75 = \frac{3}{4} = 75\%$ $0.2 = \frac{1}{5} = 20\%$ $0.\dot{3} = \frac{1}{3} = 33.\dot{3}\%$

Key Term	Definition
<b>Improper Fraction</b>	A fraction where the numerator is larger than the denominator.
<b>Indices</b>	The power of a number which shows how many times the number is multiplied by itself.
<b>Inequality</b>	The relationship between two numbers that are not equal to each other, shown using the symbols $<$ , $>$ , $\leq$ , $\geq$ or $\neq$ .
<b>Integer</b>	A whole number including positive and negative numbers and zero.
<b>Lowest Common Multiple</b>	The smallest number which appears in the list of multiples for two or more numbers.
<b>Mixed Number</b>	A number formed of both an integer (whole number) and a fraction.
<b>Multiple</b>	The result of multiplying a number by an integer, i.e. the times tables of a number.
<b>Numerator</b>	The top number of a fraction. Must be an integer.
<b>Order of Operations</b>	BIDMAS—Brackets, Indices, Division & Multiplication and Addition & Subtraction.
<b>Power of 10</b>	The product of multiplying 10 by itself, a number of times.
<b>Prime Number</b>	A positive integer with only two factors, 1 and itself. 2, 3, 5, 7, 11, 13, 17, 19, 23, 29
<b>Product</b>	The result of a multiplication.
<b>Proper Fraction</b>	A fraction in which the numerator is less than the denominator.
<b>Remainder</b>	In division, the amount leftover when a number does not divide exactly.
<b>Square Numbers</b>	The result of multiplying a number by itself. 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225
<b>Square Root</b>	The particular factor of a number which can be multiplied by itself to produce that number.
<b>Sum</b>	The result of an addition.
<b>Unit Fraction</b>	A proper fraction with a numerator of 1.
<b>Significant figures</b>	The significant figures of a number are the digits which <b>carry meaning</b> (ie. are significant) to the size of the number. The <b>first significant figure</b> of a number <b>cannot be zero</b> .



# Mathematics - Algebra

Key Term	Definition
<b>Algebra</b>	A branch of mathematics in which letters are used to represent numbers.
<b>Coefficient</b>	A constant value which multiplies a variable. Always written before the variable.
<b>Constant</b>	A fixed number on its own.
<b>Equation</b>	A mathematical statement in which two expressions with equal values are connected by an equals sign.
<b>Expand</b>	To remove the brackets from an expression by multiplying terms and simplifying as necessary.
<b>Expression</b>	An algebraic expression is made up of two or more terms combined by operators.
<b>Factorise</b>	To rewrite an expression in brackets. Completed by finding the highest common factor, placing this outside the bracket and dividing by this to get an expression for inside the bracket.
<b>Formula</b>	An equation that shows the relationship between two or more variables.
<b>Identity</b>	An equation that is true for all values.
<b>Linear</b>	Contain only variables with a power of one, such as $x$
<b>Simplify</b>	To write an expression or fraction in a more concise form using the rules of algebra.
<b>Solution</b>	The value or values that can be substituted for the unknown in an equation to make it true.
<b>Solve</b>	To find the solution(s) to an equation by isolating the unknown.
<b>Subject</b>	The dependant variable in a formula or equation, identifiable by being on its own on one side of the equals sign.
<b>Substitution</b>	The process by which symbols are replaced by numbers in order to evaluate an expression or formula.
<b>Term</b>	A constant, variable or coefficient and one or more variables.
<b>Unknown</b>	A value that is not known in an equation.
<b>Variable</b>	A symbol, often a letter, whose value can vary.

Key term	Definition
<b>Average</b>	A single number or value that is used to represent a set of data. There are three main averages we focus on: mode, median and mean.
<b>Data</b>	Information in the form of facts and numbers.
<b>Data point</b>	A single item from a data set.
<b>Data Set</b>	A collection of data which all refers to the same category or topic.
<b>Intersection</b>	The numbers of elements that belong to both/all sets. In a Venn Diagram, this is where the circles overlap.
<b>Mean</b>	The sum of all the values in a data set, divided by the number of values in the data set.
<b>Median</b>	The middle value in an ordered list.
<b>Mode</b>	The most common value. It is possible to have more than one mode, or no mode.
<b>Qualitative Data</b>	A type of data that can be grouped under named categories, often described as data that can be described.
<b>Quantitative Data</b>	Types of data that can be represented numerically, often described as data that can be counted.
<b>Range</b>	The difference between the smallest and largest value.
<b>Two-way Table</b>	A diagram in which frequencies for two categories may be organised; one variable in rows and the other in columns.
<b>Venn Diagram</b>	A diagram in which circles are used to illustrate the relationships between different sets. Must have a box drawn around it.

# Mathematics - Geometry and Measure

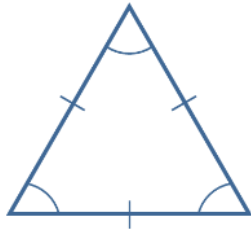
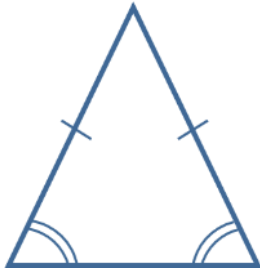
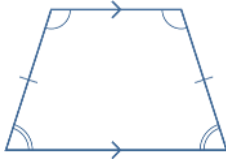
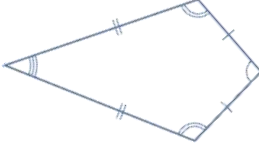

Key Term	Definition
<b>Acute Angle</b>	An angle less than $90^\circ$ .
<b>Adjacent</b>	Next to, or near.
<b>Area</b>	A measure of the space inside a closed two-dimensional shape.
<b>Axes</b>	The straight lines on a graph used to define the position of a point. The x-axis goes across (horizontal). The y-axis goes up (vertical).
<b>Centimetre (cm)</b>	A metric unit of length equal to one hundredth of a metre. $100\text{cm} = 1\text{m}$
<b>Compound Shape</b>	A shape made up of two or more geometric shapes.
<b>Coordinate</b>	An ordered pair of points that show an exact position on a set of axes. Written (x, y).
<b>Exterior Angle</b>	An angle between one side of a shape and a line extending from an adjacent side.
<b>Irregular Polygon</b>	A polygon with unequal length sides and angles.
<b>Kilometre (km)</b>	A metric unit of length equal to one thousand metres. $1\text{km} = 1000\text{m}$
<b>Line of Symmetry</b>	A line that can divide a shape into identical halves, which are mirror images of each other.
<b>Metre (m)</b>	The base unit of length in the international system of units.
<b>Midpoint</b>	The point exactly halfway between two points.
<b>Millimetre (mm)</b>	A metric unit of length equal to one thousandth of a metre. $10\text{mm} = 1\text{cm}$
<b>Obtuse Angle</b>	An angle measuring between $90^\circ$ and $180^\circ$ .
<b>Order of Rotation</b>	The number of times that a shape appears identical during a turn of $360^\circ$ .
<b>Origin</b>	The point with coordinate (0, 0).
<b>Parallel</b>	Two lines that will never cross and that will remain the same distance apart.
<b>Perpendicular</b>	Two lines that meet at an angle of $90^\circ$ .


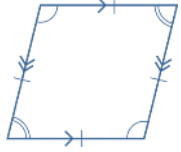
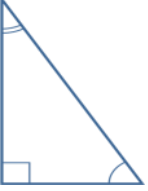
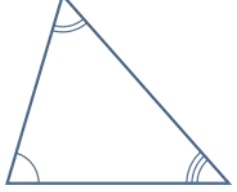
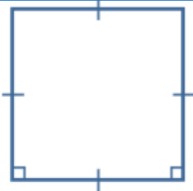
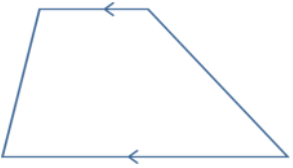
Key term	Definition
<b>Perpendicular</b>	Two lines that meet at an angle of $90^\circ$ .
<b>Perimeter</b>	The total distance around the outside of a closed two-dimensional shape.
<b>Polygon</b>	A closed two-dimensional shape made up of all straight edges.
<b>Protractor</b>	An instrument used to measure angles.
<b>Quadrilateral</b>	A two-dimensional shape with four sides.
<b>Reflex Angle</b>	An angle measuring between $180^\circ$ and $360^\circ$ .
<b>Regular Polygon</b>	A polygon with sides of equal length and angles of equal size.
<b>Right-angle</b>	A $90^\circ$ angle.
<b>Rotational Symmetry</b>	A symmetry in which a shape may be rotated about a central point and appears identical after a turn of less than $360^\circ$ .
<b>Square Units</b>	Units used to measure area.
<b>Triangle</b>	A two-dimensional shape with three sides.
<b>Vertex</b>	A point on a polygon at which two lines meet to form an angle.

Key terms	Definitions
<b>Angles around a point</b>	Angles around a point sum to $360^\circ$ .
<b>Angles on a straight line</b>	Angles on a point on a straight line sum to $180^\circ$ .
<b>Angles in a triangle</b>	Angles in a triangle sum to $180^\circ$ .
<b>Angles in a quadrilateral</b>	Angles in a quadrilateral sum to $360^\circ$ .

Key terms	Definitions
<b>Area of a rectangle or square</b>	Length x width
<b>Area of a parallelogram</b>	Length x perpendicular height
<b>Area of a triangle</b>	$\frac{\text{Base} \times \text{perpendicular height}}{2}$
<b>Area of a trapezium</b>	$\frac{a + b}{2} \times h$ , where a and b are parallel sides.

# Mathematics - Geometry and Measure

Key Term	Definition	Diagram
<b>Equilateral Triangle</b>	A triangle with all sides the same length and angles of $60^\circ$ .	
<b>Isosceles Triangle</b>	A triangle with two sides and two base angles of equal size.	
<b>Isosceles Trapezium</b>	A trapezium with two sides of equal length and 2 pairs of equal angles.	
<b>Kite</b>	A quadrilateral with two pairs of equal sides and adjacent sides equal.	
<b>Parallelogram</b>	A quadrilateral with two pairs of parallel sides and opposite sides equal.	

Key Term	Definition	Diagram
<b>Rectangle</b>	A quadrilateral with two pairs of parallel sides and opposite sides of equal length.	
<b>Rhombus</b>	A quadrilateral with four equal sides and two pairs of parallel sides.	
<b>Right-angled Triangle</b>	A triangle, one of whose angles is $90^\circ$ .	
<b>Scalene Triangle</b>	A triangle, having all sides unequal.	
<b>Square</b>	A regular quadrilateral, having four equal sides and angles.	
<b>Trapezium</b>	A quadrilateral with one pair of parallel sides.	

# French - Je Me Présente

1 Bonjour, Ça va?	Hello, how are you?
Quel âge as tu?	How old are you?
Comment t'appelles tu?	What is your name ?
Ça va bien / super	I'm great
Ça va mal	I'm bad
Comme ci comme ça	I'm so so
J'ai onze ans	I am 11 years old
Je m'appelle.....	My name is..

2 Quelle est ta nationalité?	What nationality are you?
Je suis	I am
italien /ne	Italian
anglais /e	English
français/e	French
espagnol/e	Spanish
portugais/e	Portuguese
allemand/e	German

3 Où habites tu?	Where do you live?
J'habite à Bournemouth/ Paris	I live in Bournemouth / Paris
En Angleterre	In England
En France	In France
En Espagne	In Spain
En Allemagne	In Germany
Au Portugal	In Portugal
Aux Etats-Unis	In the United States

4 Quelle est la date de ton anniversaire ?	When is your birthday ?
Mon anniversaire c'est le...	My birthday is...
Premier	First
Un 1	Dix-sept 17
Deux 2	Dix-huit 18
Trois 3	Dix-neuf 19
Quatre 4	Vingt 20
Cinq 5	Vingt-et-un 21
Six 6	Vingt-deux 22
Sept 7	Vingt-trois 23
Huit 8	Trente 30
Neuf 9	Trente-et-un 31
Dix 10	Trente-deux 32
Onze 11	Trente-trois 33
Douze 12	Quarante 40
Treize 13	Quarante-et-un 41
Quatorze 14	Cinquante 50
Quinze 15	Cinquante-et-un 51
Seize 16	Soixante 60

Grammar note! An infinitive means 'to something' and ends in an er / ir / re in French

6 Qu'est-ce que tu aimes faire ?	What do you like to do?
J'aime	I like
J'adore	I love
Je préfère	I prefer
Je n'aime pas	I don't like
Je déteste	I hate

4 Les mois	The months
janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December

5 Quel temps fait-il ?	What is the weather like?
En été	In summer
En printemps	In spring
En hiver	In winter
En automne	In autumn
Il fait chaud	It is hot
Il fait beau	It is nice
Il pleut	It rains
Il fait froid	It is cold
Il neige	It snows

6 Qu'est-ce que tu aimes faire ?	What do you like to do?
Jouer au foot	To play football
Jouer à des jeux vidéo	To play video games
Jouer du piano	To play the piano
Écouter de la musique	To listen to music
Regarder la télé	To watch TV
Faire les devoirs	To do homework
Faire de la natation	To do swimming
Faire de la danse	To do dance

# French - Je Me Présente

7 Tu joues à quoi ?	What do you play ?
<b>Je joue</b>	<b>I play</b>
<b>Je joue au foot</b>	<b>I play football</b>
<b>Je joue au tennis</b>	<b>I play tennis</b>
<b>Je joue au volley</b>	<b>I play volleyball</b>
<b>Je joue au basket</b>	<b>I play basketball</b>
<b>Je joue aux jeux vidéos</b>	<b>I play video games</b>
<b>Je joue aux cartes</b>	<b>I play cards</b>
<b>Je joue aux échecs</b>	<b>I play chess</b>
<b>Je joue du piano</b>	<b>I play the piano</b>
<b>Je joue de la guitare</b>	<b>I play the guitar</b>

What to include in your writing (colour key)	
<b>C</b>	Connectives
<b>O</b>	Opinions
<b>R</b>	Reasons
<b>N</b>	Negatives
<b>E</b>	Extra detail
<b>T</b>	Time expressions
<b>T</b>	Tenses
<b>I</b>	Interesting adjectives
	<i>Masculine</i>
	<i>Feminine</i>
	<i>Plural</i>

Connectives	
<b>Cependant</b>	However
<b>Mais</b>	But
<b>Aussi</b>	Also
<b>Et</b>	And
<b>Parce que</b>	Because

8 Qu'est-ce que tu fais ?	What do you do ?
<b>Je fais</b>	<b>I do</b>
<b>Je fais du sport</b>	<b>I do sport</b>
<b>Je fais du surf</b>	<b>I do surfing</b>
<b>Je fais du ski</b>	<b>I do skiing</b>
<b>Je fais du judo</b>	<b>I do judo</b>
<b>Je fais du vélo</b>	<b>I do cycling</b>
<b>Je fais de la natation</b>	<b>I do swimming</b>
<b>Je fais de la danse</b>	<b>I do dancing</b>
<b>Je fais de l'escalade</b>	<b>I do climbing</b>
<b>Je fais de l'athlétisme</b>	<b>I do athletics</b>
<b>Je fais des arts martiaux</b>	<b>I do martial arts</b>
<b>Je fais mes devoirs</b>	<b>I do my homework</b>

Time expressions	
9 Tu fais ça quand ?	When do you do that ?
<b>Le lundi</b>	<b>On Monday</b>
<b>Le mardi</b>	<b>On Tuesday</b>
<b>Le mercredi</b>	<b>On Wednesday</b>
<b>Le jeudi</b>	<b>On Thursday</b>
<b>Le vendredi</b>	<b>On Friday</b>
<b>Le samedi</b>	<b>On Saturday</b>
<b>Le dimanche</b>	<b>On Sunday</b>
<b>Normalement</b>	<b>Normally</b>
<b>Après le collège</b>	<b>After school</b>
<b>Avant le collège</b>	<b>Before school</b>
<b>Le matin</b>	<b>In the morning</b>
<b>L'après-midi</b>	<b>In the afternoon</b>
<b>Le soir</b>	<b>In the evening</b>
<b>Le weekend</b>	<b>At the weekend</b>

10 Quelles autres activités fais-tu ?	What other activities you do?
<b>Je dessine</b>	<b>I draw</b>
<b>Je chante</b>	<b>I sing</b>
<b>Je danse</b>	<b>I dance</b>
<b>Je surfe sur Internet</b>	<b>I go online</b>
<b>Je parle avec mes amis</b>	<b>I talk to my friends</b>
<b>Je regarde la télé</b>	<b>I watch TV</b>
<b>J'écoute de la musique</b>	<b>I listen to music</b>
<b>Je fais du jogging</b>	<b>I jog</b>
<b>Je vais au gymnase</b>	<b>I go to the gym</b>
<b>Je vais au cinéma</b>	<b>I go to the cinema</b>
<b>Je sors</b>	<b>I go out</b>

Opinions	
11 Tu aimes cette activité ?	Do you like this activity?
<b>Je pense que</b>	<b>I think that</b>
<b>Je crois que</b>	<b>I believe that</b>
<b>Je trouve que</b>	<b>I find that</b>
<b>C'est</b>	<b>It is</b>

<b>Intéressant</b>	<b>Interesting</b>
<b>Amusant</b>	<b>Fun</b>
<b>Génial</b>	<b>Great</b>
<b>Différent</b>	<b>Different</b>
<b>Divertissant</b>	<b>Entertaining</b>
<b>Stimulant</b>	<b>Motivating</b>

<b>Dangereux</b>	<b>Dangerous</b>
<b>Nul</b>	<b>Rubbish</b>
<b>Difficile</b>	<b>Difficult</b>
<b>Ennuyeux</b>	<b>Boring</b>





# Spanish - Me Presento

1 Hola, ¿cómo estás?	Hello, how are you?
<b>Estoy</b>	I am
Estoy bien	I am fine
Estoy fenomenal	I am great
Estoy mal	I'm bad
Estoy cansado/a	I'm tired
Estoy regular	I'm fine
¿Cómo te llamas?	What is your name ?
<b>Me llamo</b>	My name is
¿Cuántos años tienes ?	How old are you ?
<b>Tengo</b>	I have
Tengo 12 años	I am 12 (I have 12 years)

2 ¿De dónde eres?	Where are you from?
<b>Soy ...</b>	I am
inglés / inglesa	English
italiano / a	Italian
francés /a	French
español/a	Spanish
portugués / a	Portuguese
alemán / a	German

3 ¿Dónde vives?	Where do you live?
<b>Vivo en</b>	I live in
Inglaterra	England
Francia	France
España	Spain
Alemania	Germany
Suiza	Switzerland
Italia	Italy

Grammar note! An **infinitive** means 'to something' and ends in an ar, er or ir in Spanish

4 ¿Cuándo es tu cumpleaños ?	
Mi cumpleaños es el ..de... = My birthday is the...of...	
<b>Primero = first</b>	
Uno	1
Dos	2
Tres	3
Cuatro	4
Cinco	5
Seis	6
Siete	7
Ocho	8
Nueve	9
Diez	10
Once	11
Doce	12
Trece	13
Catorce	14
Quince	15
Dieciséis	16
Diecisiete	17
Dieciocho	18
Diecinueve	19
Veinte	20
Veintiuno	21
Veintidos	22
Veintitres	23
Treinta	30

Mi cumpleaños es el quince de junio.



5 ¿Que te gusta hacer ?	What do you like to do ?
Me gusta	I like
Me encanta	I love
Prefiero	I prefer
No me gusta	I don't like
Odio	I hate

6 ¿Cuándo es tu cumpleaños ?	When is your birthday ?
enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December

7 ¿Qué tiempo hace?	How's the weather?
En verano	In summer
En primavera	In spring
En invierno	In winter
En otoño	In autumn
Hace calor	It is hot
Hace buen tiempo	It is nice
Llueve	It rains
Hace frío	It is cold
Nieva	It snows

8 ¿Que te gusta hacer ?	What do you like to do ?
Jugar al fútbol	To play football
Jugar a los video juegos	To play video games
Bailar	To dance
Escuchar música	To listen to music
Ver la tele	To watch TV
Hacer los deberes	To do homework
Hacer natación	To do swimming
Tocar al piano	To play the piano

Me gusta hacer los deberes.



# Spanish - Me Presento

9 ¿Qué juegas?	What do you play?
<b>Juego</b>	I play
Juego al tenis	I play tennis
Juego al fútbol	I play football
Juego al rugby	I play rugby
Juego al baloncesto	I play basketball
Juego a los video juegos	I play videogames
Juego a las cartas	I play cards
Juego al ajedrez	I play chess
Juego al voleibol	I play volleyball
Juego al tenis de mesa	I play table tennis

What to include in your writing	
<b>C</b>	Connectives
<b>O</b>	Opinions
<b>R</b>	Reasons
<b>N</b>	Negatives
<b>E</b>	Extra detail
<b>T</b>	Time expressions
<b>T</b>	Tenses
<b>I</b>	Interesting adjectives
	<i>Masculine</i>
	<i>Feminine</i>
	<i>Plural</i>

Juego al fútbol  
todos los días  
porque es  
divertido!

Conectores	Connectives
<b>Sin embargo</b>	However
<b>Pero</b>	But
<b>También</b>	Also
<b>Y</b>	And
<b>Porque</b>	Because

10 ¿Qué haces?	What do you do
<b>Hago</b>	I do
Hago natación	I do swimming
Hago atletismo	I do athletics
Hago judo	I do judo
Hago artes marciales	I do martial arts
Hago deporte	I do sport
Hago surf	I do surfing
Hago esquí	I do skiing
Hago ciclismo	I do cycling
Hago piragüismo	I do canoeing
Hago senderismo	I do hiking

Expresiones de tiempo	Time expressions
<b>11 ¿Cuándo?</b>	<b>When ?</b>
El lunes	On Monday
El martes	On Tuesday
El miércoles	On Wednesday
El jueves	On Thursday
El viernes	On Friday
El sábado	On Saturday
El domingo	On Sunday
Por la mañana	In the morning
Por la tarde	In the afternoon
Por la noche	In the evening
El fin de semana	At the weekend
Todos los días	Everyday
Después del insti	After school
Antes del insti	Before school

12 Qué otras actividades haces?	What other activities do you do?
Veo la televisión	I watch TV
Dibujo	I draw
Toco la guitarra	I play the guitar
Canto	I sing
Bailo	I dance
Escucho música	I listen to music
Veo películas	I watch films
Cocino	I cook
Nado	I swim
Hablo con mis amigos	I talk to my friends
Salgo con mis amigos	I go out with my friends
Quedo con mis amigos	I meet up with friends
Voy al cine	I go to the cinema

Opinions	
Pienso que	I think that
En mi opinión	In my opinion
Es	It is

Es divertido	It is fun
Es emocionante	It is exciting
Es genial	It is great
Es guay	It is cool

Es aburrido	It is boring
Es agotador	It is exhausting
Es caro	It is expensive
Es tonto	It is stupid

# French - Ma Famille

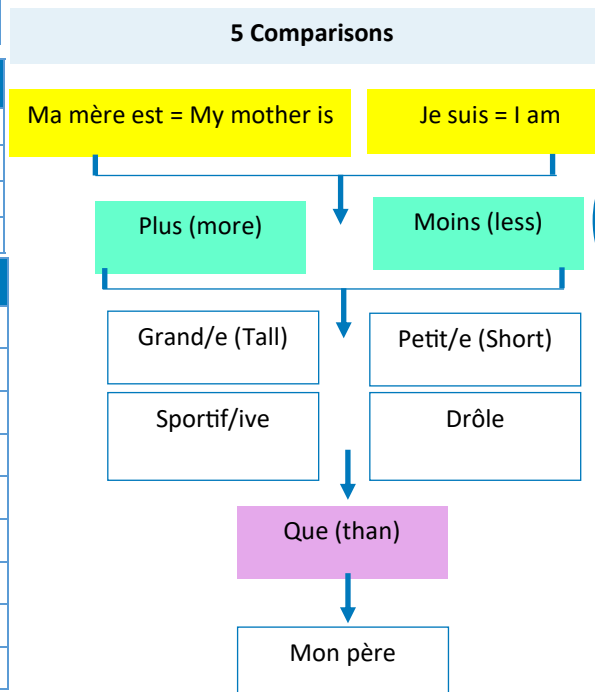
1 Parle-moi de ta famille	Tell me about your family
Dans ma famille il y a	In my family there is
Mes parents et moi	My parents and me
Mon frère	My brother
Ma sœur	My sister
Mon père	My father
Ma mère	My mother
Ma tante	My aunt
Mon oncle	My uncle
Mon grand-père	My grandad
Ma grand-mère	My grandma
Mon cousin	My cousin (male)
Ma cousine	My cousin (female)
Ma demi-sœur	My half sister
Mon demi-frère	My half brother

Extra detail	Intensifier
Très	Very
Assez	Quite
Trop	Too
Un peu	A bit

4 Comment est ton caractère?	How is your personality?
Je suis / Je ne suis pas	I am / I am not
Il / elle est / n'est pas	He / she is / is not
Timide	Shy
Sérieux / sérieuse	Serious
Bavard / e	Talkative
Heureux / euse	Happy
Sportif / ive	Sporty
Drôle	Funny
Énervant / e	Annoying

2 Tu es comment ?	What are you like?
J'ai	I've got / I have
Il / elle a	He/she has
Les cheveux longs	Long hair
Les cheveux courts	Short hair
Les cheveux bouclés	Curly hair
Les cheveux raides	Straight hair
Les cheveux bruns	Brown hair
Les cheveux blonds	Blonde hair
Les yeux verts	Green eyes
Les yeux gris	Grey eyes
Les yeux bleus	Blue eyes
Les yeux marron	Brown eyes

3 Tu es comment ?	What are you like?
Je suis	I am (personality)
Il / elle est	He/she is
Grand / e	Tall
Petit / e	Short
Mince	Slim
Gros / se	Fat
Je porte des lunettes	I wear glasses
Il / elle porte des lunettes	He / she wears glasses
Il a une barbe	He has a beard
Il a une moustache	He has a moustache
Il n'a pas de barbe	He does not have a beard



6 Time expressions	
Quand ?	When?
Après le collège	After school
Normalement	Normally
Ne ...jamais	Never
Toujours	Always
Parfois / quel-quefois	Sometimes
Le lundi	On Monday
Le mardi	On Tuesday
Le mercredi	On Wednesday
Le jeudi	On Thursday
Le vendredi	On Friday
Le samedi	On Saturday
Le dimanche	On Sunday

# French - Ma Vie Scolaire

7 Qu'est-ce que tu étudies ?	What do you study?
J'étudie	I study
J'apprends	I learn
J'aime	I like
Je n'aime pas	I don't like
Le français	French
L'anglais	English
L'EPS	PE
L'informatique	ICT
Le théâtre	Drama
La musique	Music
La religion	Religion
La géographie	Geography
La technologie	Technology
L'histoire	History
Les maths	Maths
Les sciences	Sciences

10 Quand étudies-tu?	When do you study..?
À neuf heures	At 9.00
À dix heures et quart	At 10.15
À onze heures et demie	At 11.30
À une heure dix	At 1.10
À trois heures	At 3.00
Pendant la récré	At break time
Pendant la pause déjeu-	At lunch time

## \*Grammar note

If you say 'il n'y a pas de' there is no 'un / une'

8 Tu aimes?	What do you like?
Ma matière préférée c'est	My favourite subject is
La matière que j'aime le moins c'est	The subject I like the least is
La matière que j'aime le plus c'est	The subject I like the most is
Reasons	
Parce que	Because
Car	Because
C'est	It is
Reasons	
Intéressant	Interesting
Amusant	Fun
Utile	Useful
Gratifiant	Rewarding
Ennuyeux	Boring
Pertinent	Relevant
Inutile	Useless

11 Qu'est-ce qu'il y a dans ton collège?	What is there in your school?
Dans mon collège il y a	In my school there is
*Dans mon collège il n'y a pas de (no article)	In my school there isn't
Une piscine	A swimming pool
Des laboratoires	Some labs
Une cantine	A canteen
Une cour de récréation	A playground
Des salles de classe	Some classrooms
Un gymnase	A sports hall
Une bibliothèque	A library

9 Tes profs sont comment?	How are your teachers?
Mon professeur de... est	My ... teacher is
Mes professeurs sont	My teachers are
Sympa /s	Nice
Intéressant / e / s	Interesting
Heureux / euse / s	Happy
Drôle /s	Funny
Décontracté / e / s	Easy-going
Méchant / e / s	Nasty
Sérieux / euse / s	Serious
Strict / e / s	Strict
Ennuyeux / euse / s	Boring

If a noun is feminine add an **e** to the adjective.  
If it is plural add an **s** to the adjective.



12 Que fais-tu pendant la récré ?	What do you do at breaktime?
J'étudie	I study
Je parle avec mes amis	I talk to my friends
Je mange quelque chose	I eat something
Je joue au foot	I play football
J'utilise mon portable	I use my mobile
J'écoute de la musique	I listen to music
Je vais à la bibliothèque	I go to the library
Je fais mes devoirs	I do my homework
Je bois quelque chose	I drink something
Le vendredi	On Friday
Le samedi	On Saturday
Le dimanche	On Sunday

# Spanish - Mi Familia

1 Háblame de tu familia	Tell me about your family
<b>En mi familia hay</b>	In my family there is
<b>Mis padres y yo</b>	My parents and me
<b>Mi hermano</b>	My brother
<b>Mi hermana</b>	My sister
<b>Mi padre</b>	My father
<b>Mi madre</b>	My mother
<b>Mi tío</b>	My uncle
<b>Mi tía</b>	My aunt
<b>Mi abuelo</b>	My grandad
<b>Mi abuela</b>	My grandma
<b>Mi primo</b>	My cousin (male)
<b>Mi prima</b>	My cousin (female)
<b>Mi hermanastro</b>	My step-brother
<b>Mi hermanastra</b>	My step-sister

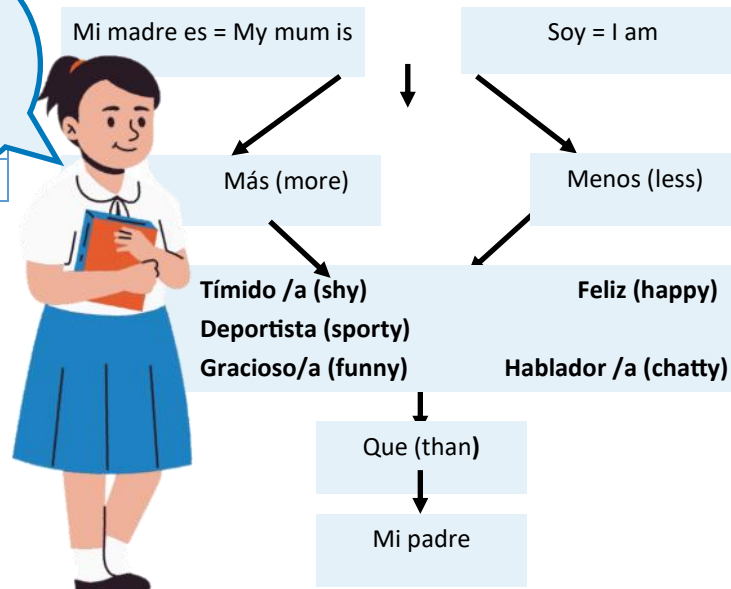
Extra detail	Intensifier
<b>Muy</b>	Very
<b>Bastante</b>	Quite
<b>Desmasiado</b>	Too
<b>Un poco</b>	A bit

2 ¿Cómo es tu personalidad?	How is your personality?
<b>Soy / Es</b>	I am / He or she is
<b>Tímido /a</b>	Shy
<b>Deportista</b>	Sporty
<b>Hablador /a</b>	Talkative
<b>Feliz</b>	Happy
<b>Divertido /a</b>	Fun
<b>Gracioso /a</b>	Funny
<b>Aburrido /a</b>	Boring

3 ¿Cómo eres?	What do you look like?
<b>Tengo</b>	I've got/ I have
<b>Tiene</b>	He/she has
<b>El pelo largo</b>	Long hair
<b>El pelo corto</b>	Short hair
<b>El pelo rizado</b>	Curly hair
<b>El pelo castaño</b>	Brown hair
<b>El pelo rubio</b>	Blonde hair
<b>Los ojos verdes</b>	Green eyes
<b>Los ojos negros</b>	Black eyes
<b>Los ojos azules</b>	Blue eyes
<b>Los ojos grises</b>	Grey eyes
<b>Los ojos marrones</b>	Brown eyes

4 ¿Cómo eres?	What do you look like?
<b>Soy</b>	I am (personality)
<b>Es</b>	He/she is
<b>Tiene</b>	He / she has
<b>Alto /a</b>	Tall
<b>Bajo /a</b>	Short
<b>Delgado /a</b>	Slim
<b>Gordo /a</b>	Fat
<b>Llevo gafas</b>	I wear glasses
<b>Lleva gafas</b>	He / she wears glasses
<b>Tiene barba</b>	He has a beard
<b>Tiene bigote</b>	He has a moustache
<b>No tiene barba</b>	He does not have a beard
<b>Es calvo</b>	He is bald
<b>Es guapo /a</b>	He / she is good looking

## 5 Comparison : Grammar rule :



Soy más tímida que mi madre

## Time Expressions

¿Cuándo?	When?
<b>Después del insti</b>	After school
<b>Normalmente</b>	Normally
<b>Nunca</b>	Never
<b>Siempre</b>	Always
<b>A veces</b>	Sometimes
<b>Los lunes</b>	On Mondays
<b>Los martes</b>	On Tuesdays
<b>Los miércoles</b>	On Wednesdays
<b>Los jueves</b>	On Thursdays
<b>Los viernes</b>	On Fridays
<b>Los sábados</b>	On Saturdays
<b>Los domingos</b>	On Sundays

# Spanish - Mi Vida Escolar

5 ¿Qué estudias?	What do you study?
<b>Estudio (no article after)</b>	I study
<b>Aprendo (no article)</b>	I learn
Las matemáticas	Maths
Las ciencias	Science
El español	Spanish
El inglés	English
El teatro	Drama
La música	Music
La religión	RE
La geografía	Geography
La tecnología	Technology
La educación física	PE
La informática	ICT
La historia	History

6 ¿Qué te gusta?	What do you like?
<b>Mi asignatura favorita es</b>	My favourite subject is
<b>Me gusta(n)</b>	I like
<b>No me gusta(n)</b>	I don't like

Reasons	
<b>Porque</b>	Because
<b>Ya que</b>	Because
<b>Es</b>	It is
<b>Son</b>	They are
Interesante /s	Interesting
Divertido /a /s	Fun
Útil / es	Useful
Aburrido / a /s	Boring
Difícil / es	Difficult
Inútil / es	Useless

7 ¿Qué hay en tu insti?	What is there in your school?
<b>En mi instituto hay</b>	In my school there is
<b>En mi instituto no hay</b>	In my school there isn't
Una piscina	A swimming pool
Una oficina	A office
Un comedor	A canteen
Un patio	A play ground
Un gimnasio	A gym
Un polideportivo	A sports hall
Un salón de actos	A hall
Unas clases	Some classrooms
Unos laboratorios	Some labs

8 ¿Cómo son tus profes?	How are your teachers?
<b>Mi profesor de ... es</b>	My ... teacher is
<b>Mis profesores son</b>	My teachers are
Simpático / a / s	Nice
Interesante /s	Interesting
Estricto / a / s	Strict
Gracioso / a /s	Funny
Aburrido / a / s	Boring
Antipático / a / s	Unfriendly
Relajado / a / s	Easy-going
Serio / a / s	Serious
Feliz /ces	Happy

## Grammar note

If a noun is feminine add an a to the adjective. If it is plural add an s to the adjective. If it is feminine and plural add as to the adjective.

Time Expressions (Espressiones de tiempo)	
¿Cuándo estudias...?	When do you study..?
A primera hora	Period 1
A segunda hora	Period 2
A tercera hora	Period 3
A última hora	Last period
En el recreo	At break time
En la comida	At lunch time
En tutoría	At tutor time
Después del insti	After school
Antes del insti	Before school

## Grammar note

If you say 'no hay' then there is no article un / una  
If it is plural add an s.

9 ¿Qué haces durante el recreo?	What do you do at breaktime?
<b>Estudio</b>	I study
<b>Hablo con mis amigos</b>	I talk to my friends
<b>Como algo</b>	I eat something
<b>Bebo algo</b>	I drink something
<b>Juego al fútbol</b>	I play football
<b>Hago mis deberes</b>	I do my homework
<b>Compro algo que comer</b>	I buy something to eat
<b>Uso mi móvil</b>	I use my mobile
<b>No escucho música</b>	I don't listen to music
<b>No voy a la biblioteca</b>	I don't go to the library



# French - Où j'habite

1 Tu habites où ?	Where do you live ?
J'habite	I live
À la montagne	In the mountains
À la campagne	In the countryside
Au bord de la mer	By the sea side
Sur la côte	On the coast
En ville	In town
Au centre-ville	In town centre
Dans un village	In a village
Dans une grande ville	In a big town / city
Dans un petit village	In a small village
Ma ville se trouve	My town/city is situated
Mon village se trouve	My village is situated
Dans le centre	In the centre
Dans le nord	In the north
Dans le sud	In the south
Dans l'est	In the the east
Dans l'ouest	In the west
Près de	Near to
4 Tu aimes ta ville ?	Do you like your town?
J'aime ma ville	I like my town / city
Je n'aime pas ma ville	I don't like my town
C'est / Ce n'est pas	It is / It is not
Bruyante	Noisy
Polluée	Polluted
Propre	Clean
Belle	Beautiful
Calme	Calm
Historique	Historical
Touristique	Touristic
Moderne	Modern

2 Tu habites où ?	Where do you live ?
J'habite	I live
Dans	In
Une grande maison	A big house
Une petite maison	A small house
Une vieille maison	An old house
Une maison moderne	A modern house
Une ferme	A farm
Un petit / vieil appartement	A little/old flat
Un beau / vieux bungalow	A beautiful/old bungalow
Tu habites avec qui ?	Who do you live with?
Avec	With
Mes parents	My parents

5 Que peut-on faire?	What can you do?
On peut	You (we) can
On ne peut pas	You (we) cannot
Aller au cinéma	To go to the cinema
Aller au parc	To go to the park
Aller à la patinoire	To go to the ice rink
Aller au parc d'attractions	To go to the theme park
Visiter des musées	To visit the museums
Faire des promenades	To go for walks
Manger au restaurant	To eat at a restaurant
Jouer au bowling	To play bowling
Retrouver des amis	To meet up with friends
Aller à la plage	To go to the beach
Faire des randonnées	To do hikes

3 Qu'est-ce qu'il y a dans ta ville ?	What is there in your town
Dans ma ville il y a ..	In my town there is
Une patinoire	An ice rink
Une église	A church
Une piscine	A swimming pool
Une gare	A train station
Une poste	A post office
Une plage	A beach
Une école	A school
Un château	A castle
Un marché	A market
Un supermarché	A supermarket
Un centre de loisirs	A leisure centre
Un centre sportif	A sports centre
Un centre commercial	A commercial centre
Un stade	A stadium
*Mais il n'y a pas de...	But there is not any
Il n'y a pas de stade	There isn't a stadium

## 6 Future tense

To say what you are going to do in the future you need 2 things

### 1) Je vais

### 2) Infinitive verb (ends er / re / ir

Example : Je vais aller en ville

To give your opinion use **ce sera = it will be**

If you say 'il n'y a pas de' there is no article un / une

If it is plural add an s.

# French - Où j'habite

7 Comment est ta maison ?	What is your house like?
Dans ma maison	In my house
Dans mon appartement	In my flat
Chez moi	At my house
Au premier étage	On the first floor
Au rez de chaussée	On the ground floor
<b>Il y a</b>	<b>There is</b>
Une cuisine	A kitchen
Une salle de bains	A bathroom
Une salle à manger	A dining room
Ma chambre	My bedroom
La chambre de mes parents	My parents' bedroom
La chambre de mon frère	My brother's bedroom
Une cave	A cellar
Un grenier	An attic
Un bureau	An office
Un salon	A lounge
Un jardin	A garden
Un couloir	A hallway
Un garage	A garage
Un balcon	A balcony

La salle de bains	The bathroom
Le balcon	The balcony
Ma chambre	My bedroom
La piscine	The swimming pool
<b>Est</b>	<b>Is</b>
Plus / Moins	More / Less
Moderne	Modern
Spacieux/euse	Spacious
Grand/e	Big
Petit/e	small
Cool	Cool
<b>Que</b>	<b>Than</b>
La chambre de mon frère	My brother's room

8 Décris ta chambre	Describe your room
<b>Dans ma chambre il y a</b>	<b>In my bedroom there is</b>
Un lit	A bed
Un ordinateur	A computer
Un bureau	A desk
Un canapé	A sofa
Un tapis	A rug
Une armoire	A wardrobe
Une table	A table
Une chaise	A chair
Une lampe	A lamp
Une commode	A chest of drawers
Une table de chevet	A bed side table
Une poubelle	A bin
Une fenêtre	A window
Une télévision	A TV
Des posters	Some posters
Des tableaux	Some frames



Opinions	
9 Tu aimes ta chambre ?	Do you like your bedroom?
J'aime ma chambre	I like my bedroom
Ma chambre me plaît	I like my bedroom
Je déteste ma chambre	I hate my bedroom
Je n'aime pas ma chambre	I don't like my bedroom



Reasons	
Car je peux me relaxer	Because I can relax
Car je peux dormir	Because I can sleep
Car j'ai une télévision	Because I have a TV
Car elle est spacieuse	Because it's spacious
Car elle est bien rangée	Because it's tidy
Car elle est trop petite	Because it's too small
Car je n'ai pas de..	Because I have no...

10 Qu'est-ce que tu vas faire dans ta ville?	What are you going to do in your city?
Je vais aller au centre commercial	I am going to go the shopping centre
Je vais aller au cinéma	I am going to go to the cinema
Je vais aller au marché	I am going to go to the market
Je vais aller à la patinoire	I am going to go to the ice rink
Je vais aller à la piscine	I am going to go to the swimming pool
Je vais faire les magasins	I am going to go shopping
Ce sera divertissant	It will be fun

# Spanish - Donde Vivo

1 ¿Dónde vives?	Where do you live?
<b>Vivo en</b>	I live in
Una ciudad	A city
Un pueblo	A town/village
Una región	A region
Un barrio	A neighbourhood
Que se llama	Which is called
Está en	It is located in
Está en la costa	It's on the coast
Está en el campo	It is in the countryside
Está en las montañas	It is in the mountains
Está en el norte	It is in the north
Está en el sur	It is in the south
Está en este	It is in the east
Está en oeste	It is in the west
Vivo en Inglaterra	I live in England
Vivo en España	I live in Spain
Vivo en los Estados Unidos	I live in the USA

Opinions	
2 ¿Te gusta tu ciudad?	Do you like your city?
Me gusta mi ciudad porque	I like my city because
Es turística	Touristy
Es tranquila	It is quiet
Es segura	It is safe
Es peligrosa	It is dangerous
Hay poca naturaleza	There isn't much nature
Hay mucho que hacer	There is a lot to do
No hay nada que hacer	There is nothing to do
Hay mucho tráfico**	There is a lot of traffic
Hay mucha contaminación	There is a lot of pollution

\*\* Common spelling mistake—be careful!

3 ¿Donde vives?	Where do you live?
<b>Vivo</b>	I live
Con mi familia	With my family
En un piso	In a flat
En un edificio	In a block of flats
En una casa	In a house
En una granja	In a farm
En una casa adosada	In a semi-detached house

## \*Grammar note

If you say 'no hay' then there is no article un / una

4 ¿Que se puede hacer?	What can you do?
<b>Se puede</b>	You can
<b>No se puede</b>	You cannot
Se puede ir de compras	You can go shopping
Se puede dar un paseo	You can go for a walk
Se puede hacer deporte	You can do sport
Se puede cenar fuera	You can eat out
Se puede nadar	You can swim
Se puede quedar con amigos	You can meet up with friends
Se puede salir	You can go out
No se puede visitar monumentos	You cannot visit monuments
No se puede ver	You cannot see
Lo que es una lástima***	Which is a shame

\*\*\* This is a higher level phrase

5 ¿Que hay en tu ciudad?	What is there in your city?
<b>Hay</b>	There is / there are
<b>No hay*</b>	There isn't / there aren't
En mi ciudad hay	In my city there is
En mi ciudad no	In my city there isn't
Un colegio	A school
Un supermercado	A supermarket
Un castillo	A castle
Un parque	A park
Un polideportivo	A sports centre
Un aeropuerto	An airport
Un cine	A cinema
Una piscina	A swimming pool
Una iglesia	A church
Muchas tiendas	Many shops

Voy a jugar al fútbol!



## Future tense

To say what you are going to do in the future you need 3 things :

1) Voy

2) a

3) Infinitive verb (ends ar / er / ir)

Example : = I am going to play football

# Spanish - Donde Vivo

6 Qué vas a hacer en tu ciudad?	What are you going to do in your city?
Voy a ir al centro comercial	I am going to go the shopping centre
Voy a ir al cine	I am going to go to the cinema
Voy a ir al mercado	I am going to go to the market
Voy a ir a la pista de hielo	I am going to go to the ice rink
Voy a ir a la piscina	I am going to go to the swimming pool
Voy a ir de compras	I am going to go shopping

Comparisons	
El cuarto de baño	The bathroom
El balcón	The balcony
Mi habitación	My bedroom
La piscina	The swimming pool

Es	Is
Más / Menos	More / Less
Moderno /a	Modern
Ordenado/a	Tidy
Espacioso /a	Spacious
Grande	Big
Pequeño/a	Small

Que	Than
La habitación de mi hermano	My brother's room

Mi habitación es más ordenada que la habitación de mi hermano



7 ¿Cómo es tu casa?	What is your house like?
En mi casa hay	In my house there is
En mi casa no hay*	In my house there isn't
Un salón	A living room
Un jardín	A garden
Un cuarto de baño	A bathroom
Un balcón	A balcony
Un dormitorio	A bedroom
Una habitación	A bedroom
Una piscina	A swimming pool
Una cocina	A kitchen
Una terraza	A terrace
En la planta baja	On the ground floor
En la primera planta	On the first floor

Opiniones	Opinions
Porque	Because
Ya que	Because
Pero	But
Será	It will be
Va a ser	It's going to be
Interesante /s	Interesting
Divertido /a /s	Fun
Emocionante	Exciting
Aburrido /a /s	Boring
Caro	Expensive

## \*Grammar note

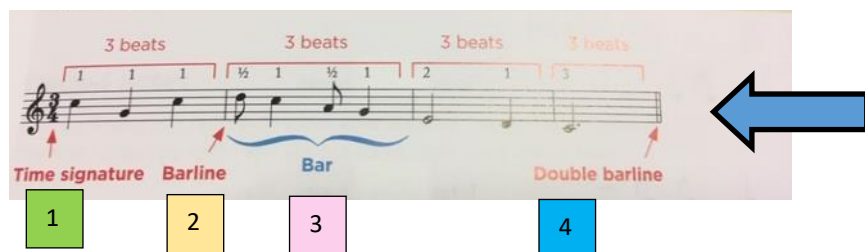
If you say 'no hay' then there is no article un / una

Un / una means a / an

El / la means the

8 ¿Y en tu habitación ?	And in your bedroom ?
En mi habitación hay	In my room there is
Un armario	A wardrobe
Un ordenador	A computer
Una cama	A bed
Una mesa	A table
Una lámpara	A lamp
Una mesita de noche	A bedside table
Una cómoda	A chest of drawers
Una ventana	A window
Una televisión	A television
Al lado de	Next to
Delante de	In front of
Detrás de	Behind
Encima de	On top of
Debajo de	Under

9 ¿Donde te gustaría vivir ?	Where would you like to live?
Me gustaría vivir	I would like to live
En Londres	In London
En la costa	By the sea
Porque hace sol	Because it's sunny
Porque me encanta la cultura	Because I love the culture
Sería	It would be
Sería fenomenal	It would be great



Music notation		
1	Time signature	At the start of the music, it tells us how many beats are in a bar and the type of beats.
2	Bar line	A vertical line that separates each bar.
3	Bar	A segment of music that holds a certain number of beats.
4	Double bar line	Signifies the end of the piece.

Families of the orchestra (instruments listed from highest to lowest pitch)	
<b>Strings</b>	Violin Viola Cello Double bass
<b>Brass</b>	Trumpet French horn Trombone Tuba
<b>Woodwind</b>	Piccolo Flute Oboe Clarinet Bassoon
<b>Percussion</b>	<b>Tuned percussion:</b> Glockenspiel Xylophone Timpani <b>Untuned percussion</b> Bass drum Snare drum Triangle Tambourine

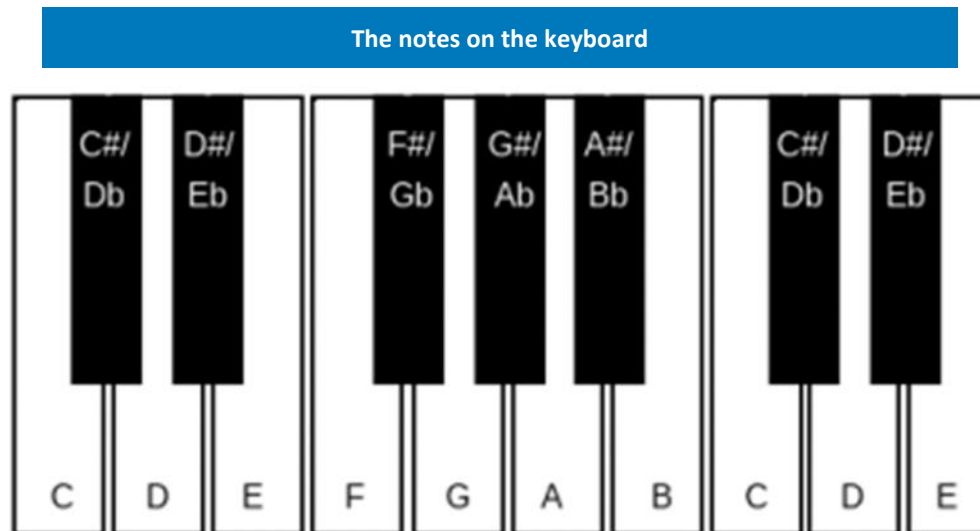
Music notation			
Symbol	Term	Rest	Definition
	Semiquaver		A note lasting for 1/4 of a beat.
	Quaver		A note lasting for 1/2 a beat.
	Crotchet		A note lasting for one beat.
	Minim		A note lasting for two beats.
	Dotted minim		A note lasting for three beats.
	Semibreve		A note lasting for four beats.

Elements of music	
Term	Definition
<b>Dynamics</b>	How loud or quiet the music is.
<b>Duration</b>	The length of the notes.
<b>Melody</b>	The tune.
<b>Pitch</b>	How high or low a sound is.
<b>Rhythm</b>	The pattern of beats in a piece of music.
<b>Tempo</b>	The speed of the music.

Tempo Italian terms	
<b>Tempo</b>	The speed of the music
<b>Largo</b>	Very slowly
<b>Adagio</b>	Slowly
<b>Andante</b>	At a walking pace
<b>Moderato</b>	Moderately
<b>Allegro</b>	Fast
<b>Vivace</b>	Quick and lively
<b>Presto</b>	Very fast
<b>Accelerando</b>	Gradually speeding up
<b>Rallentando</b>	Gradually slowing down

Melodic devices	
<b>Conjunct</b>	Melody moving in steps
<b>Disjunct</b>	Melody moving in leaps
<b>Ascending</b>	A melody moving up in pitch
<b>Descending</b>	A melody moving down in pitch

Rhythmic devices	
<b>Polyrhythm</b>	Multiple rhythms played at the same time and each of equal importance.
<b>Call and response</b>	A soloist calls a rhythm and the group respond with a similar or matching phrase.
<b>Ostinato</b>	A repeating pattern which can be rhythmic or melodic.
<b>Pulse</b>	A steady beat.
<b>Syncopation</b>	An off-beat rhythm.



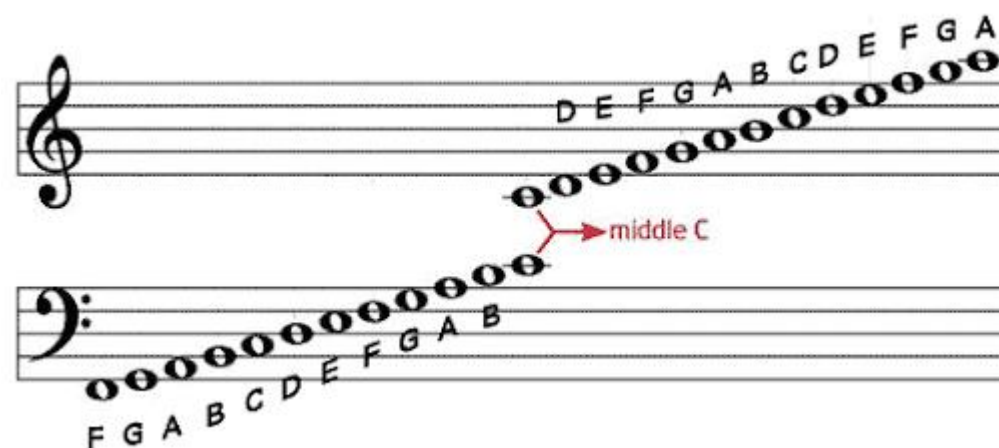
Dynamics key terms	
Italian term	English definition
<b>Pianissimo</b>	Very quiet
<b>Piano</b>	Quiet
<b>Mezzo piano</b>	Moderately quiet
<b>Mezzo forte</b>	Moderately loud
<b>Forte</b>	Loud
<b>Fortissimo</b>	Very loud
<b>Crescendo</b>	Gradually getting louder
<b>Diminuendo</b>	Gradually getting quieter



## Treble Clef Notes



## Treble and Bass Clef Notes



## Bass Clef

## Bass Clef Notes



Vocal skills	
Term	Definition
<b>Accent</b>	The way a character pronounces words according to their regional location or social class.
<b>Emphasis</b>	Adding stress to a word or phrase to enhance importance and communicate meaning.
<b>Pace</b>	How quickly or slowly a person speaks.
<b>Pause</b>	A moment of silence to build tension, add emphasis or communicate other meaning.
<b>Pitch</b>	How high or deep the voice is.
<b>Volume</b>	How loud or quiet the voice is.
<b>Tone</b>	The way the character speaks to show emotion.
<b>Articulation</b>	How clear or mumbled the words are.

Movement	
<b>Unison</b>	A group of people moving as one.
<b>Canon</b>	Performing the same phrase of movement one after the other.
<b>Dynamics</b>	The quality of the movement relating to energy, effort, force, or weight.
<b>Choreography</b>	A stylised sequence of movement created to communicate meaning to an audience.
<b>Physical theatre</b>	A style of theatre that puts emphasis on movement rather than dialogue.

Features of a script	
<b>Character name</b>	Identifies which character is speaking.
<b>Dialogue</b>	The words spoken by the characters.
<b>Scene title</b>	The title of the scene and its location in the play.
<b>Stage directions</b>	Instructions in the text that tell the actors what to do.

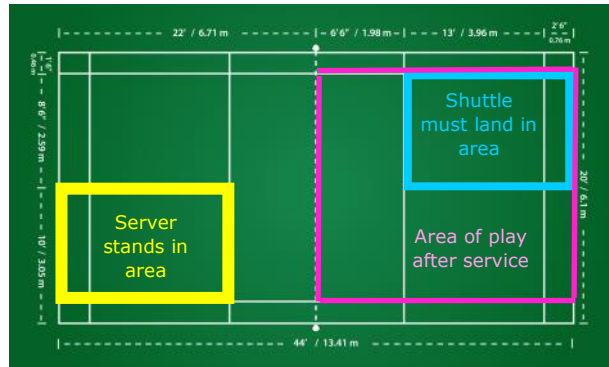
Physical Skills	
Term	Definition
<b>Eye contact</b>	Use of the eyes to communicate meaning.
<b>Gait</b>	The way the character walks.
<b>Gestures</b>	Use of hands, head and shoulders to communicate meaning.
<b>Facial expressions</b>	Use of the face to communicate meaning.
<b>Posture</b>	How the body is held or the shape of the back.
<b>Stance</b>	The way a character stands including the placement of feet and body weight to communicate meaning.

Performance quality	
<b>Audience awareness</b>	Being aware of what the audience can see and hear and experience when blocking, rehearsing and performing a scene.
<b>Clarity</b>	Speaking clearly so the audience can hear you.
<b>Corpsing</b>	Coming out of role or losing focus during a performance— should be avoided.
<b>Projection</b>	The energy the actor uses to engage and connect with the audience.

Use of space	
<b>Levels</b>	How high or low an actor is stood or sat to communicate meaning or status.
<b>Proxemics</b>	How close or far away an actor is from other people or items to communicate meaning.
<b>Freeze frame</b>	A static image on the stage to mark key moments of the story or play.
<b>Stage position</b>	An actor's location on the stage.

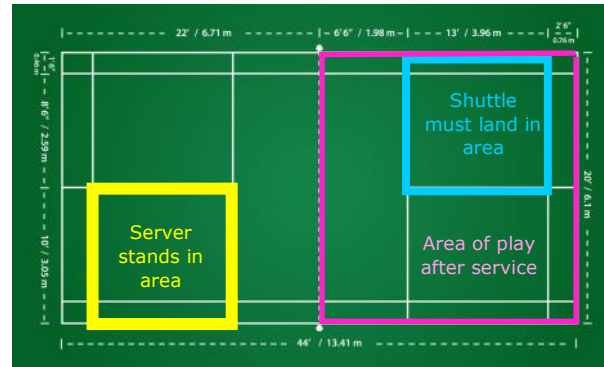
# Physical Education - Badminton

Singles Serving and Area of Play

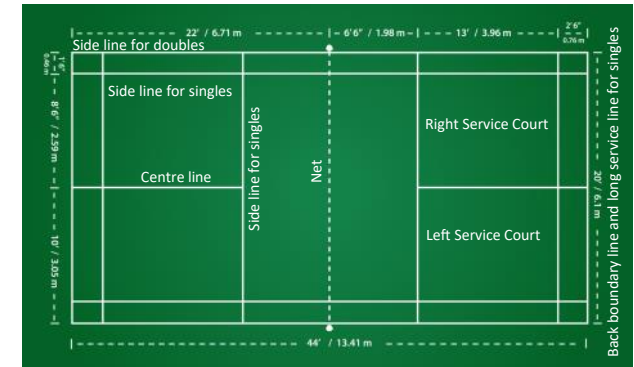


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Doubles Serving and Area of Play



Badminton Court Lines



## Key Skills

	Key Skills	What is it?	Why is it used?
Serve	Short	Shuttle to be hit towards the front of the court, pass the 'service line'.	To bring the opponent closer to the front of the court.
	Long	Shuttle to be hit towards the back of the court.	To move the opponent to the back of the court
Basic Shots	Clear	A high defensive shot	Used to force your opponent to the rear court.
	Drop Shot	A softer shot that should land just over the net and land at the front of the court.	To bring your opponent close the net and to vary the pace of the rally.
	Smash	It is a powerful downward smash towards your opponent's feet	It is the most powerful shot in badminton to win a point.
Grips	Forehand	Forehand grip is often known as the 'hand-shake' grip.	Depending on whether it is a fore-hand or backhand shot, this will determine which grip you would use.
	Backhand	Backhand 'thumb' grip, this is where your thumb is facing upwards on the grip of the racket.	

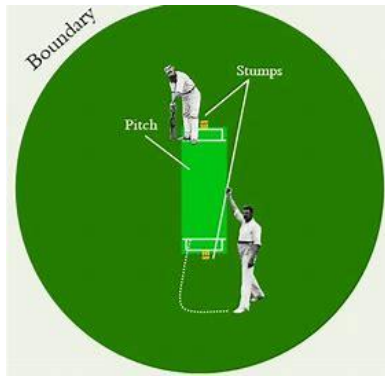
## Key Rules

### Rule

- Games are played, first to 21.
- Whoever wins the rally wins the point.
- You keep serving until you lose the point. After the point is won, the players will move to the opposite serving area.
- No second serves.
- You are not allowed to touch the net.
- No double hits allowed.
- You must serve from behind the service line and diagonally across the net.

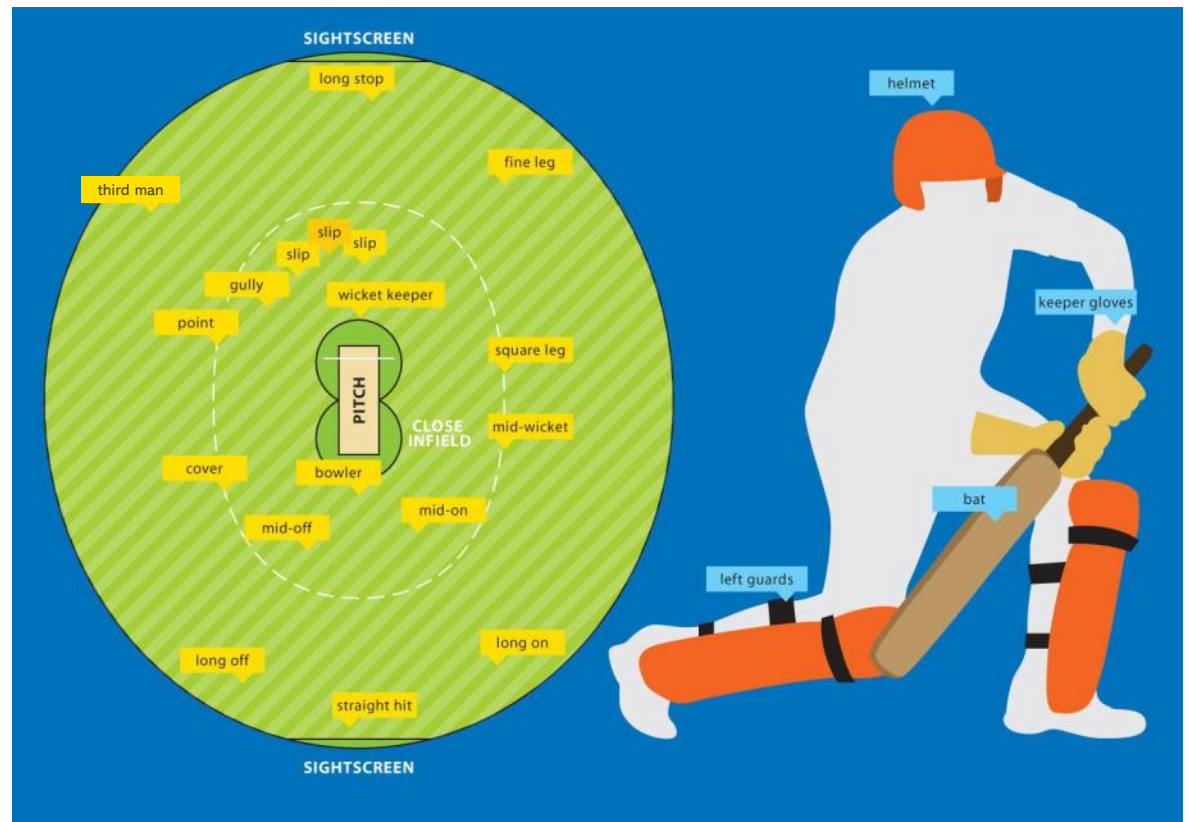
# Physical Education - Cricket

Roles	
<b>Teams</b>	Cricket is played between 2 teams made up of 11 players each.
<b>Aim of Game</b>	Games compromise of at least 1 innings where each team will take turns in batting and bowling/fielding.
<b>Batting team</b>	The batsmen will try to score as many runs as possible before getting out.
<b>Fielding Team</b>	The fielding team try to get the batsmen out.



Key Rules	
Rule	Definition
<b>Caught</b>	When the ball is hit by the batter and a fielder catches the ball before it hits the ground.
<b>Stumped</b>	When the wicket keeper collects the ball and knocks off the bails before the batter gets their bat or any part of their body grounded behind the batting crease.
<b>Hit wicket</b>	The batter dislodges their bails whilst playing a shot or avoiding a delivery. It can be with either the bat or the body.
<b>Leg before wicket (LBW)</b>	The ball hits the batsmen's leg/s when bowled that would have gone on to hit the wickets. However, there are several exceptions!
<b>Run out</b>	When the batsman is going for a run or runs, but fall short of the batting crease when the stumps are broken by the fielding team.
<b>Bowled</b>	When the batsman misses the ball and the ball hits the stumps.

Key Skills			
	Key Skills	What is it?	Why is it used?
<b>Fielding</b>	<b>Long barrier</b>	Way to stop the ball which is going across the ground.	To stop the ball going any further out field.
	<b>Catching</b>	Retrieving the ball from the air.	To get a batter out after they have hit it. A fielder throwing the ball into a wicket to catch and stump.
	<b>Overarm Throw</b>	Fast and powerful throw over a distance	To get the ball into wickets from mid to deep field (more powerful).
	<b>Underarm Throw</b>	Short but quick throw	To aim to throw the ball at the stumps from a short distance (more accuracy).
<b>Batting</b>	<b>Drive</b>	Attacking shot along the floor.	To score runs and reduce the risk of being caught out.
<b>Bowling</b>	<b>Basic</b>	When the ball is bowled, hits the stumps and the bails dislodge.	To get the batsman out, reducing the number of runs scored.



# Physical Education - Football

Phases of Warm up	What it is	Specific Examples	Benefits of warmup
Pulse Raiser	Slowly increasing HR	Jogging around the football pitch	<ul style="list-style-type: none"> <li>Warming up muscles</li> <li>Reduce chance of injury</li> </ul>
Stretching	<ul style="list-style-type: none"> <li>Static – stationary</li> <li>Dynamic - moving stretches</li> </ul>	Hamstring stretch or Lunges	

Key Skills		
	What is it?	Why is it used?
Dribbling	Moving the ball into space quickly and efficiently, keeping close control of the ball.	An attacking skill to cover as much space as possible towards your attacking goal.
Passing	<ul style="list-style-type: none"> <li>Using the inside of your foot to move the ball to a teammate who is in space.</li> <li>A long or short pass can be used.</li> </ul>	To retain the ball and to create attacking opportunities for your team.
Defending	A role within the team all players must fulfil. Keeping a low body position to put pressure on the opposition.	To prevent opposition from scoring the defender must decide whether to press the attacker with the ball or block the pass to intercept.
Shooting	Using accuracy and power to create opportunities to score in front of the goal.	To create a scoring opportunity for your team.


Rules	Outcome	
How long is a football match?	<ul style="list-style-type: none"> <li>45-minute halves</li> <li>90 minutes overall</li> </ul>	<ul style="list-style-type: none"> <li>Duration of a professional football game</li> </ul>
Centre kick	<ul style="list-style-type: none"> <li>A centre kick is taken from to start the game and when a goal is scored.</li> </ul>	<ul style="list-style-type: none"> <li>Centre kick is taken from the centre spot inside the centre circle.</li> </ul>
Handball	<ul style="list-style-type: none"> <li>The goalkeeper is the only player allowed to handle the ball, apart from throw ins which are taken at the touch line by any player.</li> </ul>	<ul style="list-style-type: none"> <li>Free kick (outside 18-yard box)</li> <li>Penalty (inside 18-yard box)</li> </ul>
What happens if the ball is kicked out of play?	<ul style="list-style-type: none"> <li><b>Corner</b> – if it is kicked out the goal line by a defensive player</li> <li><b>Goal kick</b> - if it is kicked out the goal line by an attacking player</li> <li><b>Throw in</b> – If it is kicked out the touch line</li> </ul>	<ul style="list-style-type: none"> <li>Corner</li> <li>Goal kick</li> <li>Throw in</li> </ul>



Diagram identifying the key lines on a football pitch

Goal/Goal line  
 6-yard box/18-yard box  
 Halfway Line/Centre spot/Centre Circle.  
 Penalty spot/Arc  
 Corner flag/Corner Arc  
 Touch Line


# Physical Education - Gymnastics

Key Skills		
Key Skill	What is it?	Why is it used?
<b>Roll</b>	Travelling across the mat using rotation and different parts of the body. Rolls allow you to travel forwards, backwards and sideways.	To travel across the mat and link skills together to create a sequence of movement.
<b>Jump</b>	Creating height and shape in the air, before landing safely.	To demonstrate skill level in use of different shape.
<b>Balance</b>	Holding a position/shape for a minimum of 3 seconds without falling or wobbling, with or without.	To demonstrate different shapes.
<b>Cartwheel</b>	A rotation skill that travels from one point to another. Feet-hands-feet. 	To travel from one area of the floor to another. To link more than one skill together in a sequence or tumble.
<b>Linking</b>	Moving from one skill to another without stopping.	Increase difficulty of skills.
<b>Entry</b>	The movement INTO a skill.	Allows you to link a variety of skills together easily.
<b>Exit</b>	The movement OUT of a skill.	Allows you to link a variety of skills together easily.
<b>Sequence</b>	A series of skills linked together.	To demonstrate ability to link skills together.
<b>Change direction</b>	Performing different skills to take you to different parts of the floor area.	To help you to travel around the floor area.

Key Terminology	
Term	Definition
<b>Extension</b>	Straightening/extending the arms and legs to show clarity of shape. E.g. point the toes, keeping legs straight.
<b>Control of movement</b>	How the movement is held at the start, during (balance, speed), and at the end – there should be no wobbling or falling over!
<b>Aesthetics</b>	How a skill or routine looks to the audience.
<b>Fluency</b>	Moving from one skill to another easily and smoothly.
<b>Body tension</b>	Tensing & stretching the muscles in order to keep the body in line & held in a shape during a skill.
<b>Shape</b>	The position the body holds during a skill.
<b>Explore</b>	Try out different ways of performing basic skills E.g. rolls – forwards, backwards, sideways; creating different shapes in the air, during a skill.
<b>Take Off</b>	The preparation for a jump. Two feet together, swing arms behind and upwards to push the feet off the floor.
<b>Landing</b>	The placement of the feet on the floor/apparatus at the end of a jump/flight. Bend the knees on contact with the floor/apparatus, arms out in front of the body to control the landing.
<b>Travel</b>	The movement from one area to another, using gymnastics skills. E.g. a leap, a roll.
<b>Sequence/Tumble</b>	A series of gymnastics skills linked together without stopping. A tumble is travel in a straight line. A sequence is skills performed in different directions around the floor area.



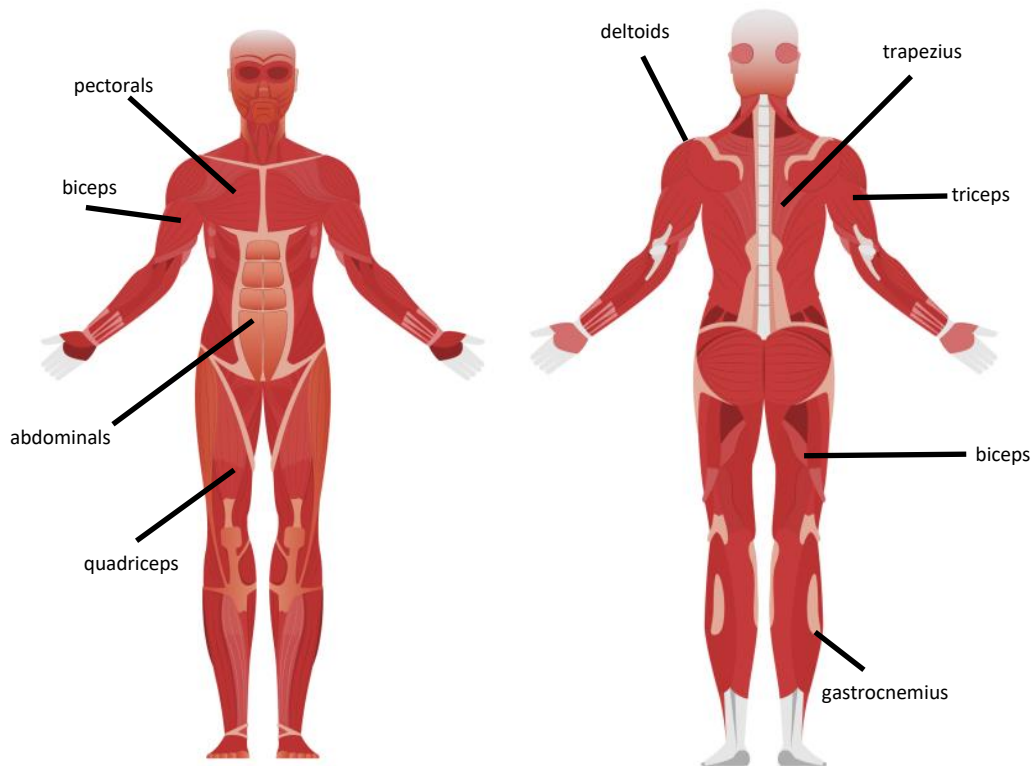
# Physical Education - Handball

Roles				Passing Technique	
Teams		Teams are made up of 7 players on the court at any one time		 <p>Side ways on- high elbow- rotate hips- using shoulder, elbow and wrist to gain power in throwing action.</p>	
Aim of the Game		To score more goals than your opposition and defending your goal			
Offensive team		To create space against the defence to give yourself the best scoring opportunity			
Defensive Team		To keep a defensive solid line to make it difficult for the attacking team			
Length of game		Two 30 minute halves			
Court dimensions		40m x 20m court. 6m line GK, 9m line for free throw			
Key Skills				Key Rules	
	Key Skills	What is it?	Why is it used?	Remember the 2 S's: 3 Seconds (to pass/shoot) and 3 Steps (you can move 3 steps)	
Passing	Side	Quickly pass sideways without changing direction of body	Get the ball to your team without getting the ball intercepted		
	Bounce	Short pass to go under a defender			
	Shoulder	Quick powerful pass – high elbow			
Receiving the ball	Frontal	Catching the ball from the front	To receive all passes to you so avoid dropping the ball for the other team to collect		
	Sideways	Catching from the side			
	Backwards	Catch the ball when it is behind you			
Shoot		Get the ball into the goal to score	Include a jump shot to jump into the circle		
Defend	Standing together	Hands up to create a barrier	To stop shots and turnover the ball		
	Interception	Getting between a pass from opposition players to win the ball back.			
	Direction	Force opposition into wide position for bad shooting angle.			
Attack	Dodging	Moving from side to side to confuse the opponent.	Creating a space to run into.		

# Physical Education - Health Related Fitness

Heart Rate	
<b>Heart rate</b>	The number of times the heart beats per minute.
<b>How to measure heart rate</b>	<ul style="list-style-type: none"> <li>Wrist</li> <li>Neck</li> </ul>
<b>Resting heart rate</b>	The number of beats per minute at rest.
<b>Working heart rate</b>	The number of beats per minute whilst working.

Warm-up Phase		
<b>Phase 1</b>	Pulse Raiser	An activity that raises the heart rate, increasing blood flow through active muscles, and raises body temperature.
<b>Phase 2</b>	Dynamic Stretches	Stretching whilst moving
<b>Phase 3</b>	Static Stretches	Stretching still
<b>Phase 4</b>	Sport Specific	Performing some sport specific skills, e.g. passing



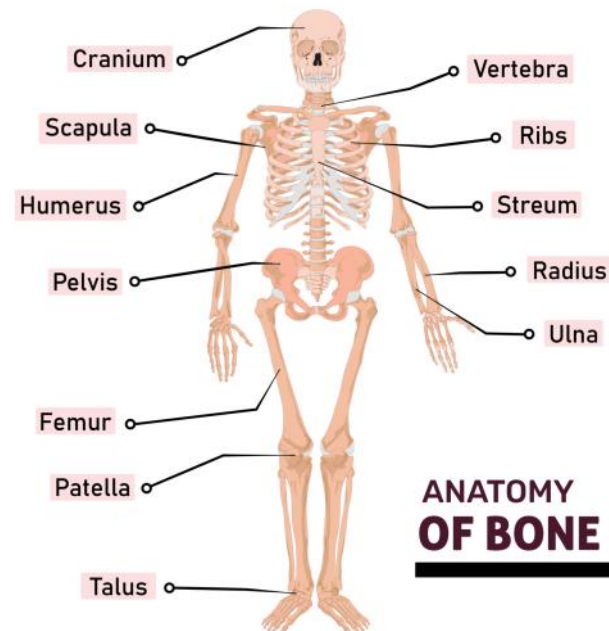
Credit: www.freepik.com

Effects of exercise on the body	
<b>Short term effects</b>	Long term effects
<b>Increased body temperature</b>	Increased muscle mass
<b>Increased heart rate</b>	Decreased fat mass
<b>Increased breathing rate</b>	Lower resting heart rate
<b>Sweating/red face</b>	Hypertrophy of the heart

Cool down		
<b>Phase 1</b>	Slow Cardio	Slow movements to return the body to its rest state
<b>Phase 2</b>	Static Stretches	Stretching holding the muscle in a still position

Key Terms	
<b>Hypertrophy</b>	Increase in the number and size of muscle cells.
<b>Muscles</b>	Create movement within the body by exerting force.
<b>Bone function</b>	Support movement and protect vital movement.

Credit: www.vecteezy.com



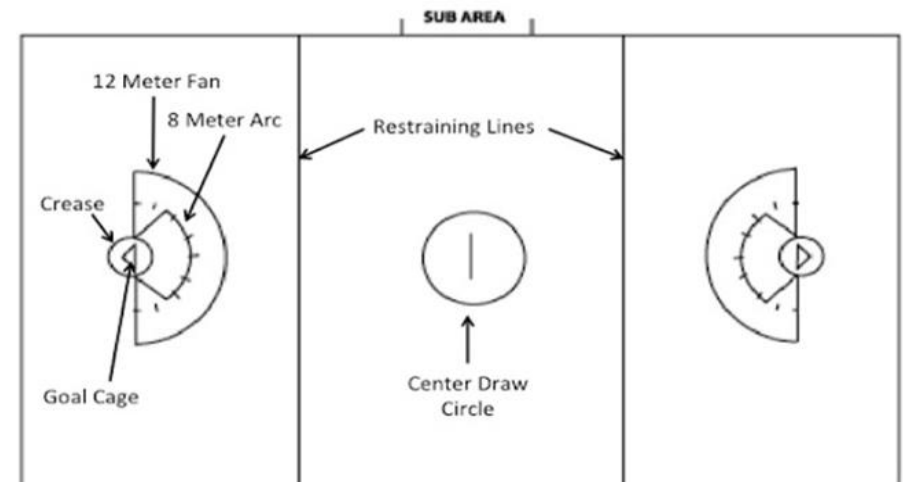
Joint	Bones
<b>Shoulder</b>	Humerus Scapula
<b>Elbow</b>	Humerus Radius and Ulna
<b>Knee</b>	Femur Tibia
<b>Hip</b>	Femur Pelvis

# Physical Education - Lacrosse

Phases of a warmup	What is it?	Specific examples	Benefits of a warmup
<b>Pulse raiser</b>	Slowly increasing HR	Jogging around the lacrosse pitch	Warming up muscles Reducing the risk of an injury
<b>Stretching</b>	Static Stretches - stretching still Dynamic Stretches - stretching whilst moving	Hamstring stretch Lunges	

Key Skills		
	What is it?	Why is it used?
<b>Scooping</b>	To pick the ball off the ground	Used to pick the ball up effectively
	Swift and controlled motion to get the ball into your stick from the ground	
	Step, squat and scoop the ball	
<b>Throwing</b>	To move the ball to your teammates	Used to pass the ball effectively
	Fast and direct passes to move the ball on the court	
	Aim to get it towards the attacking end of the pitch	
<b>Catching</b>	Receiving the ball	Used to receive the ball
	Cushion the ball into the head of your stick	
	Interceptions can be made to gain possession	
<b>Carrying</b>	Moving the ball around the pitch	Used to move with the ball
	To avoid being checked (tackled)	
	Move the ball towards the attacking end of the pitch	

Basic Rules	
<b>Foul</b>	Hitting another person's stick who does not have the ball Stick to body contact Dangerous stick play Covering the ball
<b>Free position</b>	When a team is awarded the ball after a foul, the player can run, pass or shoot it.
<b>Crease violation</b>	If an attacking player goes inside the crease they are sent to the restraining line and can re-join when play resumes
<b>Out</b>	If the ball goes out of the pitch the team who touched it last restarts play.
<b>Whistle</b>	When the umpire blows the whistle, all players must stop



# Physical Education - Lacrosse

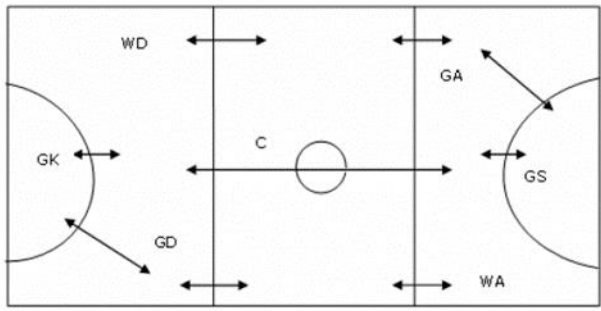
Teaching Points of Key Skills			
	Teaching Points	What does it look like?	Why is it used?
<b>Scooping</b>	Keep hands wide apart on the stick		Used to pick the ball up effectively
	Top hands foot <b>step</b> next to the ball		
	<b>Squat</b> to get low and over the ball		
	Hands/stick close to the ground		
	<b>Scoop</b> and push through the ball		
	Return to a carrying/ready position		
<b>Throwing</b>	Top hand at sticks middle		Used to pass the ball effectively
	Side on stance		
	High front elbow (helps to aim)		
	Pull stick down with bottom hand		
	Push forward with top hand		
	Swing through to point at target		
<b>Catching</b>	Hands wide apart on the stick		Used to receive the ball
	Front/face on stance		
	Point stick head forward		
	Follow flight of the ball		
	Drop top hands elbow to cushion ball		
<b>Carrying</b>	Hands wide apart on the stick		Used to move with the ball
	Stick held across the body		
	Stick remains close to the body		
	Stick head held near to the shoulder		

# Physical Education - Leadership

Phases of Warm up	What it is	Specific Examples	Benefits of a warmup
<b>Pulse Raiser</b>	Slowly increasing heart rate and body temperature.	Jogging around the netball court	Warming up muscles
<b>Mobility</b>	Taking joints to their full range of movement.	Circling shoulders – opening closing the gate	Preparing the body physically and mentally for competition
<b>Stretching</b>	Static and Dynamic.	Hamstring stretch or opening/closing gate	Increase in body temperature
<b>Dynamic movements</b>	Show a change in speed and direction.	Sprint shuttles, fast feet and bounding	Improved flexibility of muscles and joints
<b>Skill rehearsal</b>	Practising movement patterns and skills that will be used in the activity.	Jogging, passing and shooting	Reduced risk of injury

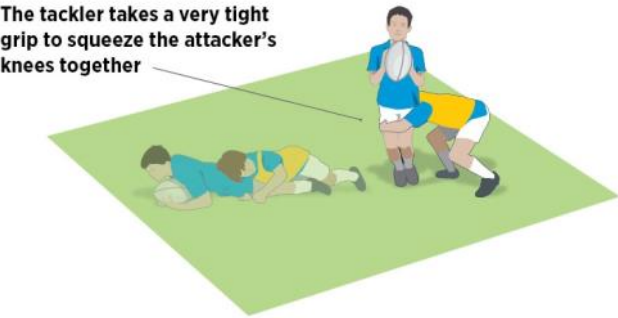
Key Skills of a leader			
Key Skills		What is it?	Why is it used?
A Skill is something that can be taught and improved through practice. All leaders should display certain skills.			
Skills of a leader	<b>Communication</b>	Verbal and non-verbal	The imparting or exchanging of information by speaking, writing or gestures.
	<b>Teamwork</b>	Working with others	This is needed in everyday life.
	<b>Organisation</b>	Is the idea of putting things together	To make sure you are prepared for work, school, clubs or leading.
	<b>Listening</b>	Giving attention to a sound	Giving attention to others – taking on board what other people are saying.
<b>Problem Solving</b>		The process of finding solutions to difficult or complex issues	It enables us to apply control over our environment.
How to plan for an activity. Use STEP	<b>Space</b>	What area you will use when for an activity	So, you can plan the correct space – too big or small could cause injuries or de-motivate pupils.
	<b>Time</b>	How long you will spend on an activity	Good pacing - avoids boredom of an activity. Everyone gets a turn.
	<b>Equipment</b>	All the resources needed for a session - cones, balls, bibs, stopwatch etc	Helps with organisation and helps play the activity.
	<b>People</b>	How many people are needed?	How many peers you will have to lead – knowing numbers will help with organisation of equipment.
<b>Leader</b>		A leader is expected to behave as a role model to the other people they lead.	
Behaviours of a leader	<b>Motivated</b>	Determined because you really want to do something	Being very enthusiastic can encourage others to try or give something a go.
	<b>Resilience</b>	The ability to be happy, successful AGAIN after something difficult or bad has happened	To keep going no matter what – trying your best.
	<b>Clear</b>	Instructions are clear – with good tone	Everyone knows what is expected of them and what needs to be done to complete a task.
	<b>Approachable</b>	Friendly and easy to talk to	Peers are not worried about asking questions regarding the task of asking for help.

# Physical Education - Netball

Positions Roles		Court Layout	
<b>GS</b>	<b>Goal Shooter</b> - Can move anywhere within their goal third.		
<b>GA</b>	<b>Goal Attack</b> - Can move anywhere within their goal third and the centre third.		
<b>WA</b>	<b>Wing Attack</b> - Can move within their goal third and centre third, but not the D.		
<b>C</b>	<b>Centre</b> - Can move anywhere across the court, apart from either of the D.		
<b>WD</b>	<b>Wing Defence</b> - Can move within the centre third and defensive third but not the D.		
<b>GD</b>	<b>Goal Defence</b> - Can move anywhere within their goal third and the centre third		
<b>GK</b>	<b>Goalkeeper</b> - Can move anywhere within their goal third but cannot leave it.		
Key Rules		Key Skills	
Rule	Definition	Sanction	
<b>Free Pass</b>	When a rule is broken that does not directly affect another player. This is when a penalty pass is awarded.	No players are out of play.	
<b>Penalty Pass</b>	When a rule is broken that directly affects another player. The player who committed the foul must stand next to the player taking the penalty and remain out of play until the penalty has been taken.		
<b>Footwork</b>	A player is <b>not allowed to move, drag, or hop</b> when they have the ball.	Free pass to the other team.	
<b>Contact</b>	Players cannot make physical contact with each other on court.	Penalty Pass	
<b>Held ball</b>	Holding the ball for more than 3 seconds	Free Pass	
<b>Offside</b>	When a player moves into an area of the court that they are allowed in	Free Pass	
<b>Obstruction</b>	A player must always be at least 3 feet (0.9M) away from an opponent with the ball when defending. Get your distance first, then hands up to mark the ball.	Penalty Pass	
<b>Receiving Centre Pass</b>	When the whistle is blown, players run into the centre third to receive the pass. <b>The ball must be received in the centre third.</b>	If not set the ball gets turned over	
Key Skills		What is it?	Why is it used?
<b>Passing</b>	<b>Chest</b>	Fast and powerful short distance pass	Get the ball to your team with <b>accuracy</b> .
	<b>Bounce</b>	Short pass to go under a defender	
	<b>Shoulder</b>	Loop a player for distance	
<b>Shooting</b>	<b>BEEF:</b>	Balance Elbow Eye Flick/Follow Through	Get ball through the net.
	<b>Rebounds</b>	Jumping to regain or retrieve a loose ball	Turn over ball or re-gain possession.
<b>Defend</b>	<b>Intercepting</b>	When a player regains possession of the ball	
	<b>Marking</b>	Staying on your player	
<b>Attack</b>	<b>Dodging</b>	Quick movement to get in front of opposite. This is to get into space.	To get free to receive a pass. This is used during a centre pass or back line.



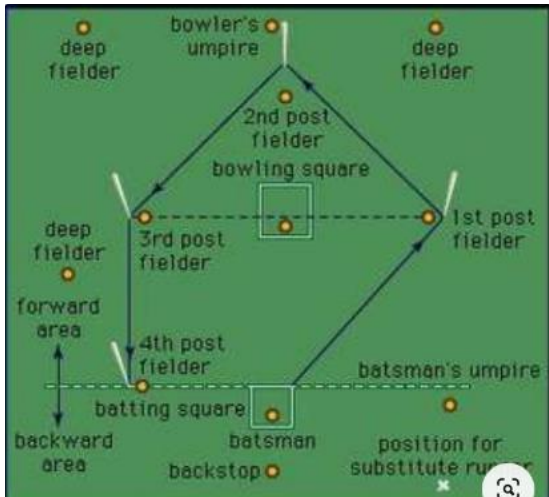
# Physical Education - Rugby

Tackle safe		
<b>NHS</b>	Knees, Hips, Shoulder this is the correct falling technique. Emphasis on arms not taking weight of the fall.	
<b>Tower of Power</b>	Squat position where back remains straight	
<b>Ring of steel</b>	Arms wrap around the ball carrier's legs/ midriff in a strong embrace. No need to lock arms or fingers together.	
<b>Cheek 2 Cheek</b>	Place the head on the correct side of the Ball carrier by placing face cheek to their bum cheek. This is so they do not put their head in the way of knees potentially giving players concussion.	

Key Skills			
	Key Skills	What is it?	Why is it used?
<b>Passing</b>	<b>Push</b>	A pass between players	The pass is used to move the ball from player to player.
	<b>Pop</b>	A short pass between players	
	<b>Spin</b>	A longer pass between players	
<b>Ball Handling</b>	<b>Catching stationary</b>	Catching the ball when still	To receive a pass
	<b>On the move</b>	Catching the ball on move	Running pass – increase speed of play and attacking
<b>Defend</b>	<b>Tackling</b>	Taking the ball carrier to the ground.	To stop the ball carrier making ground.
<b>Attack</b>	<b>Line</b>	The attacking line should be a steep diagonal line, either side of the ball carrier.	To ensure the ball can be passed effectively. Movement onto the ball
<b>Defend</b>	<b>Line</b>	A defensive line needs to be a flat horizontal line.	To ensure there are minimal gaps between defenders.

Key Rules	
Definition	What it is
<b>Forward pass</b>	In rugby, a pass must go backwards or laterally. If the pass goes forward a scrum will be awarded to the opposition.
<b>Ruck</b>	Players must enter the ruck through the gate and not from the side.  Players must stay on their feet and not use their hands in the ruck.
<b>Tackle</b>	The tackler must tackle below the Sternum and wrap their arms around the ball carrier.  They must not lift the ball carrier
<b>Offside</b>	If a player is further forward (nearer to the opponents' goal line) than the teammate who is carrying the ball or the teammate who last played the ball.
<b>Knock On (Deliberate knock on)</b>	If a player drops the ball and it goes forward.

# Physical Education - Rounders

Key Term		Roles	Pitch Layout
Teams	2 teams with 9 players on each		
Fielders	3 deep fielders, 4 post fielders, bowler and backstop		
Batters	9 batters who go in order – best to worst and must stay in that order		
Umpires	<ul style="list-style-type: none"><li>• 2 Umpires</li><li>• Batting umpire who stands in line with front of batter's box</li><li>• Bowling umpire who stands behind 2<sup>nd</sup> base</li></ul>		

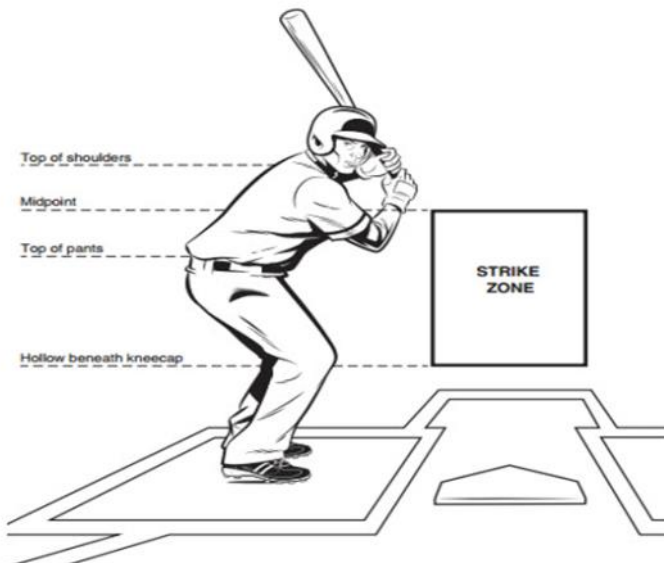
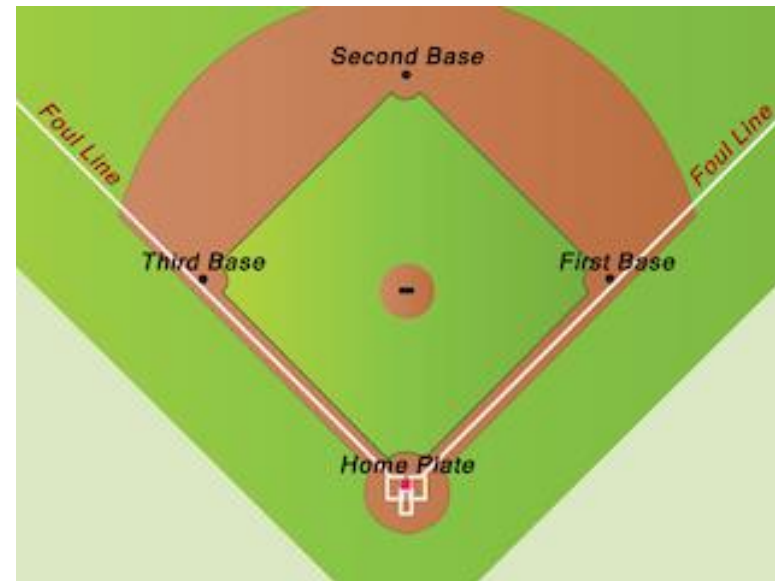
Key Skills			
	Key Skills	What is it?	Why is it used?
Fielding	Overarm Throw	Fast and powerful throw over a distance.	To get the ball into posts from deep field.  Fast bowl.
	Underarm Throw	Short but quick throw.	Used from bowler to 1st, 2nd or 3rd base.
	Catching	Retrieving the ball from the air.	To get a batter out after they have it A fielder throwing the ball into a base for you to catch and stump post.
	Long barriers	Way to stop the ball which is going across the ground.	To stop the ball going any further out field.
Batting	Making contact	To hit the ball consistently.	To potentially score ½ rounder by getting to 2 <sup>nd</sup> base or full rounder making it all the way round the pitch.
Bowling	Fast Underarm	To get the bowl to the batters.	Fast bowl reduces the chance of the batter hitting the ball reducing chance of scoring.

Key Rules	
Rule	Definition
The Bat	The batter must keep hold of the bat when running around the posts MUST touch 4 <sup>th</sup> base when running past.
The batter is out if:	<ul style="list-style-type: none"> <li>The batter hits the ball and it is caught.</li> <li>The post being run to is 'stumped' - a fielder touches it with the ball.</li> <li>The batter runs inside a post.</li> <li>The batter overtakes a fellow batter when running around the posts.</li> </ul>
Scoring	<ul style="list-style-type: none"> <li>A team can only score when in bat.</li> <li>½ rounder if hitting the ball and making it to 2<sup>nd</sup> base.</li> <li>½ rounder of 2 no balls from bowler.</li> <li>1 rounder if you hit the ball and make it round to 4<sup>th</sup> base.</li> </ul>
Bowling and No-Balls	The bowler must bowl a ball towards the batter so that: <ul style="list-style-type: none"> <li>It is bowled with a smooth underarm action.</li> <li>The ball arrives without bouncing and within the batters' square.</li> <li>The ball is above the batter's knee, below the batter's head, and not at the batter's body.</li> <li>The bowler's feet are inside the bowler's square when the ball is bowled.</li> </ul>

# Physical Education - Softball

## Key Terms

<b>Strike Zone</b>	The Strike Zone is the space between the hitter's knees and midpoint of the torso above home plate.
<b>Ball</b>	A pitch that is thrown in any area outside the Strike Zone.
<b>Strike</b>	A pitch that is thrown inside the Strike Zone, any swing and miss, or any hit that lands outside the Foul Ball line.
<b>Bases</b>	There are 4 bases, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , and home. To score a run a player must round all the bases. They do not have to do this on their hit (Can stop at any base if they wish).
<b>Pitching</b>	Underarm throw aiming towards the Strike Zone.
<b>Ground Ball Pickup</b>	Collecting the ball, using the right technique, into the hands without bringing the leg to the floor.



## Key Rules

Rule	Definition
<b>Strike Out</b>	If you get 3 Strikes, you are out!
<b>Hitting</b>	If you hit between 1 <sup>st</sup> & 3 <sup>rd</sup> , you must drop the bat & run.
<b>Foul Ball</b>	A ball that is hit out of play, outside the 1 <sup>st</sup> or 3 <sup>rd</sup> base line. It is given as a Strike (You cannot be Struck Out from a Foul Ball).
<b>Caught</b>	You can be caught anywhere on the field (Including in Foul Territory).
<b>Forced</b>	If you are forced to run and the ball is collected at the base before you get there.
<b>Tag</b>	If you are off base and you are tagged with the ball.
<b>Pitching</b>	Must be done underarm.
<b>Walk</b>	If 4 'Balls' are pitched to the same Hitter, the Hitter gets a free pass to 1 <sup>st</sup> Base.
<b>Inning</b>	An inning ends when the hitting team gets 3 outs and then swap with the fielding team.
<b>Home Run</b>	A hit that clears the field. The hitter will circle the bases and score a run (Also runs counted for those already on base).

# Physical Education - Street Netball

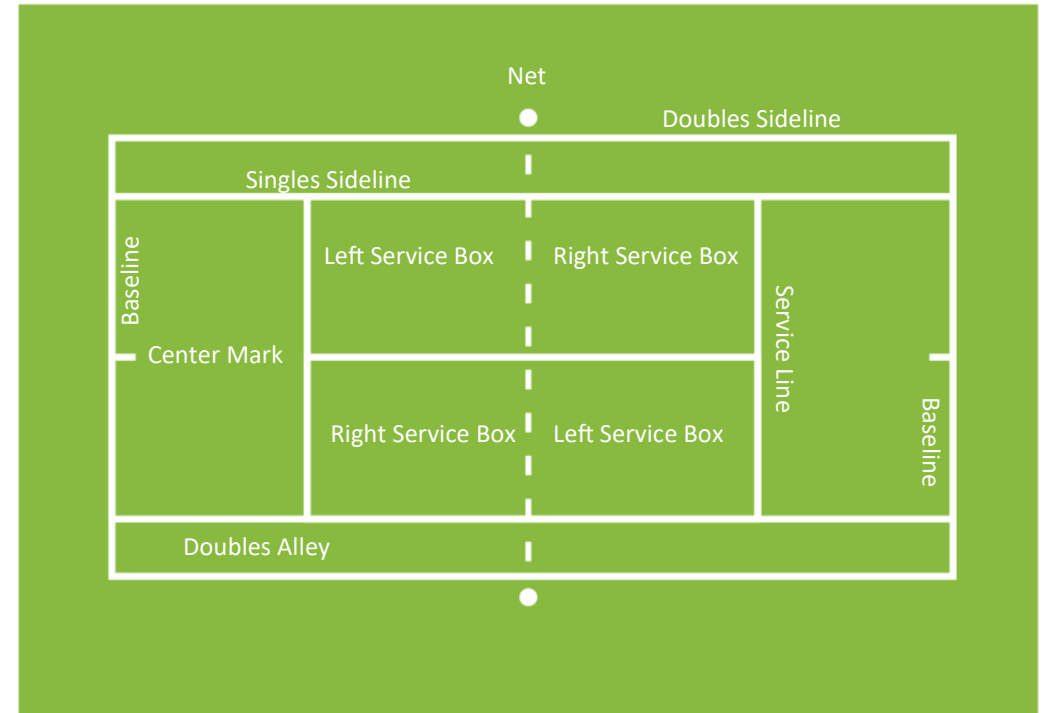
Key Rules		
Rule	Definition	Sanction
<b>Game Start</b>	5 V 5 but can increase to 7 v 7.  Start the game with a jump start (basketball style).	
<b>Restart</b>	To restart the game after a goal – a backline will be played.	
<b>Scoring</b>	1 point is scored when the ball enters the goal basket. Only shoot from inside the semi-circle.	
<b>Positions</b>	Players can go anywhere on court.	
	<b>Attacking</b>  Only 2 attackers allowed in the semi-circle to shoot at anytime.	<b>Defending</b>  Only 2 defenders allowed in the semi-circle to defend at anytime.
<b>Footwork</b>	Players cannot walk or run when holding the ball.	Free pass to the other team.
<b>Contact</b>	Players cannot make physical contact with each other on court.	Penalty Pass/ shoot.
<b>Held ball</b>	Holding the ball for more than 3 seconds.	Free Pass.
<b>Offside</b>	When a player moves into an area of the court that they are allowed in.	Free Pass.
<b>Obstruction</b>	A player must be at least 3 feet (0.9M) away from a player with the ball.  Get your distance first, then hands up to mark the ball.	Penalty Pass.

Key Skills			
	Key Skills	What is it?	Why is it used?
<b>Passing</b>	<b>Chest</b>	Fast and powerful short distance pass.	Get the ball to your team with <b>accuracy</b> .
	<b>Bounce</b>	Short pass to go under a defender.	
	<b>Shoulder</b>	Loop a player for distance.	
<b>Shooting</b>	<b>BEEF:</b>	Balance Elbow Eye Flick/Follow Through	Get ball through the net.
<b>Defend</b>	<b>Rebounds</b>	Jumping to regain or retrieve a loose ball.	Turn over ball or regain possession.
	<b>Intercepting</b>	When a player regains possession of the ball.	
	<b>Marking</b>	Staying on your player.	
<b>Attack</b>	<b>Dodging</b>	Quick movement to get in front of opposite. This is to get into space.	To get free to receive a pass. This is used during a centre pass or back line.

# Physical Education - Tennis

Key Terms	
<b>Baseline</b>	The furthest line from the net that marks the boundary on the length of the court. Also, where the server stands to serve.
<b>Net</b>	Standing three feet high, divides the court into two halves. The ball must be hit over the net on each shot
<b>Point</b>	Anytime the ball does not go over the net and land in the opponent's court, a point is scored. Four points are needed to win a game. The point system is; <b>15-30-40-GAME</b> .
<b>Game</b>	A unit of scoring. The first player to win four points wins the game. Six games are needed to win a set.
<b>Set</b>	A unit of scoring. The first player to win six games wins a set. The first player to win three sets in a best-of-five set match (or two sets in a best-of-three set match) wins the match.
<b>Service box</b>	The area in which a serve must land for play to continue.

Key Skills			
Key Skills		What is it?	Why is it used?
<b>Ground strokes</b>	The ready position	A front on stance, feet shoulder width apart with the racket in the middle of the	Allows the player to push off in either direction to return the serve.
	Ground stroke	A ball hit after one bounce.	To return the ball back to your opponent.
	Rally	The act of hitting the ball back and forth over the net.	To move your opponent around the court.
	Forehand	A groundstroke hit on the player's dominant side, usually with a one-handed grip.	To generate power and accuracy to win the point.
	Backhand	A groundstroke hit on a player's non-dominant side; can be hit with a one- or two-	Allows a player can hit the ball on both sides of their body saving time.
<b>Decision making</b>	Where to place the ball. Deciding what shot to play and at what time. Deciding where to stand when returning serve.		



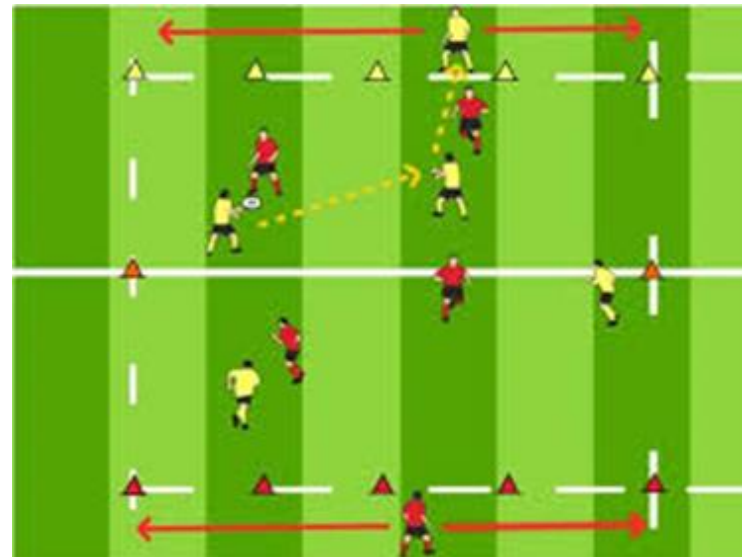
Key Rule	
Rule	Definition
<b>Single bounce</b>	If the ball bounces more than once on your side of the court your opponent wins the point.
<b>Serve</b>	A shot that starts a point. Hit from behind the baseline diagonally into the opposite service box.
<b>Double fault</b>	A serve in tennis is a shot to start a point. If the ball is served out or hit the net the server is allowed another attempt. If there have been two faults on this point, the point is awarded to the receiver.

# Physical Education - Vortex

Phases of Warm up	What is it?	Specific Examples	Benefits of a warmup
<b>Pulse Raiser</b>	Slowly increasing HR	Jogging around the vortex pitch	Warming up muscles
<b>Mobility</b>	Taking joints to their full range of movement	Circling shoulders – opening and closing the gate	Preparing the body physically and mentally for competition
<b>Stretching</b>	Static-stationary/ Dynamic-moving stretches	Hamstring stretch or lunges	Increase body temperature - Improve flexibility of muscles and joints therefore reducing the chance of injury.
<b>Dynamic Movements</b>	Show a change in speed and direction	Sprint shuttles, fast feet and side steps	
<b>Skill Rehearsal</b>	Practising movement patterns and skills that will be used in the activity	Throwing and catching	

Key Skills		
Skill	What is it?	Why is it used?
<b>Throwing</b>	Passing the vortex from one player to another.	Used to move the vortex on the pitch towards the attacking end.
<b>Catching</b>	Receiving the vortex in your hands.	To receive the vortex from your team. Can either be stationary or moving.
<b>Marking</b>	Staying close to someone from the other team.	To prevent the other team from getting the ball and to try and gain possession of the vortex through an interception.
<b>Dodging</b>	Quick movement using changes of direction and speed.	Allows you to get into space or away from the opposition to receive a pass.

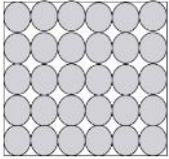
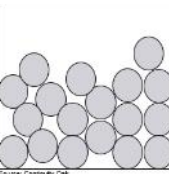
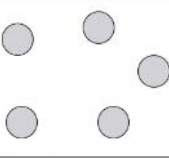
Key Rules		
Rule	Definition	Sanction
<b>Contact</b>	If you play dangerously or cause harm to another player by trying to win the vortex.	Free pass to the other team from where the offence took place.
<b>Out of play</b>	If the vortex is thrown out of the playing area.	The other team throws it in from where it went out.
<b>Goal</b>	Passing the vortex to your teammate within the goal zone without them dropping it.	If they drop it, no goal is scored. If they catch it successfully play restarts from the centre.

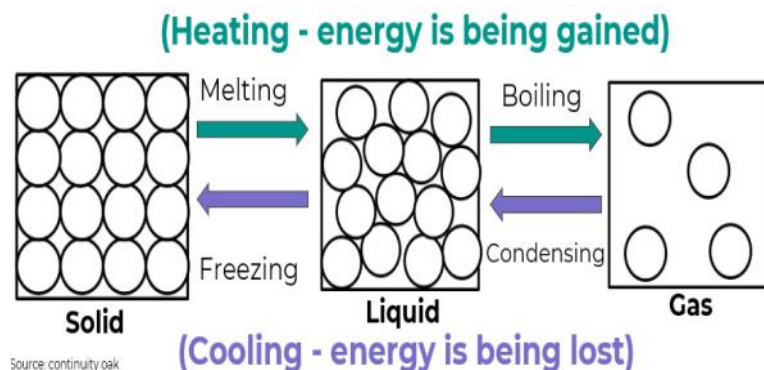




# Science - Particles

Key Word	Definition
<b>Boiling point</b>	A fixed temperature at which a pure substance changes from a liquid to a gas
<b>Melting point</b>	A fixed temperature at which a substance changes from a solid to a liquid
<b>Temperature</b>	How hot or cold a substance is
<b>Expand</b>	To increase in size
<b>Contract</b>	To decrease in size
<b>Random</b>	No pattern
<b>Pressure</b>	The amount of force being applied to an area

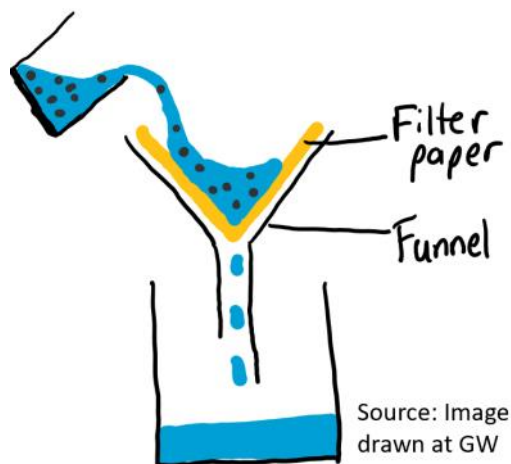
Particle diagram	Name	Arrangement of particles	Movement of particles	Attraction between particles	Properties
	<b>Solid</b>	Neat rows and all touching	Vibrate around a fixed position	Strong	Solids cannot be compressed Fixed volume
	<b>Liquid</b>	Randomly arranged and touching neighbouring particles	Particles can move around each other (flow)	Weaker than in solid	Liquids take the shape of the base of the container. They cannot be compressed
	<b>Gas</b>	Randomly arranged and far apart	Move rapidly in all directions	Weak	Can be compressed No fixed volume



Change of state	Definition
<b>Melting</b>	A solid becoming liquid by the addition of heat energy, e.g. ice becoming water.
<b>Evaporating</b>	A liquid becoming a gas by the addition of heat energy, e.g. water becoming water vapour.
<b>Condensing</b>	A gas becoming a liquid by removing heat energy, e.g. water vapour becoming water.
<b>Freezing</b>	A liquid becoming a solid by removing heat energy, e.g. water becoming ice.

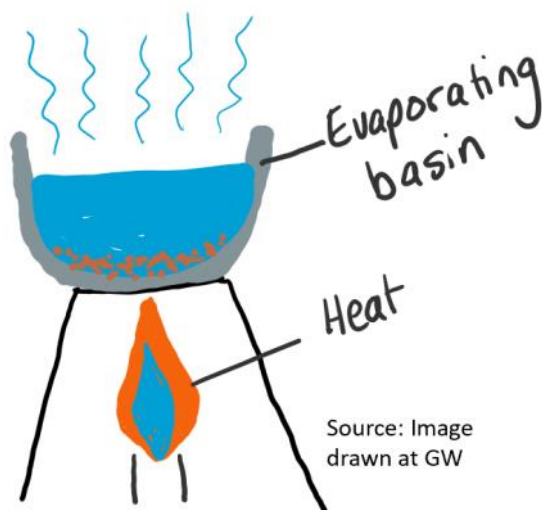
# Science - Separation Techniques

Key Word	Definition
<b>Soluble</b>	Able to dissolve
<b>Insoluble</b>	Not able to dissolve
<b>Solute</b>	A substance that has dissolves in a solvent
<b>Solvent</b>	Liquid in which a solute dissolves
<b>Solution</b>	A solute dissolved in a solution
<b>Density</b>	Mass per unit volume
<b>Density equation</b>	Density = mass ÷ volume
<b>Pure</b>	Only one substance present, e.g. only water (H <sub>2</sub> O) is present in pure water
<b>Impure</b>	More than one type of substance is present
<b>Mixture</b>	Two or more different substances not chemically joined
<b>Compound</b>	Two or more different elements' atoms chemically bonded
<b>Residue</b>	The insoluble substance(s) left in the filter paper after filtering
<b>Filtrate</b>	The solution that has can move through the filter paper



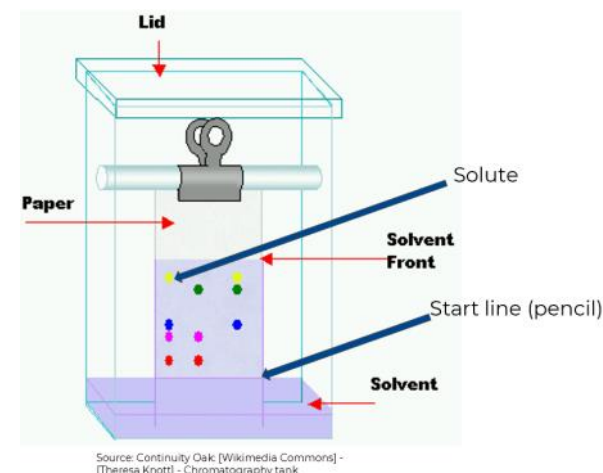
## Filtration

A method for separating an **insoluble** solid from a solution/liquid using a funnel and filter paper e.g. sand from water



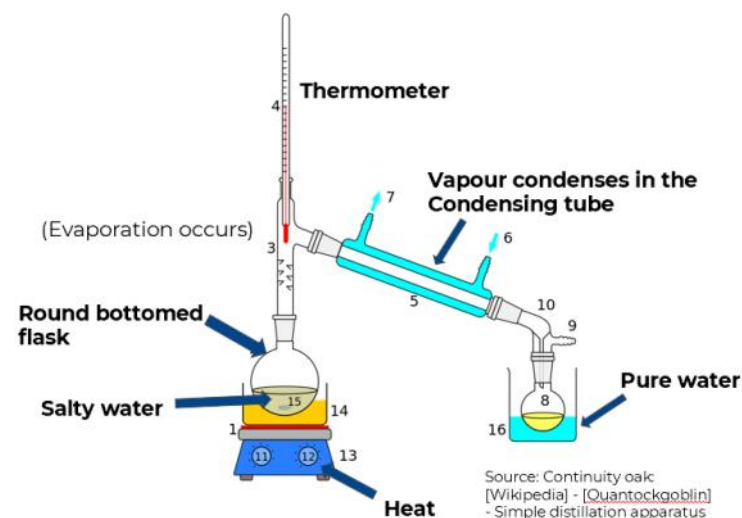
## Evaporation

A method for separating a **soluble** solid from a solvent, e.g. salt from water



## Chromatography

A method for separating a mixture of **soluble** substances where different substances move different distances in the same solvent e.g. inks in a pen



## Distillation

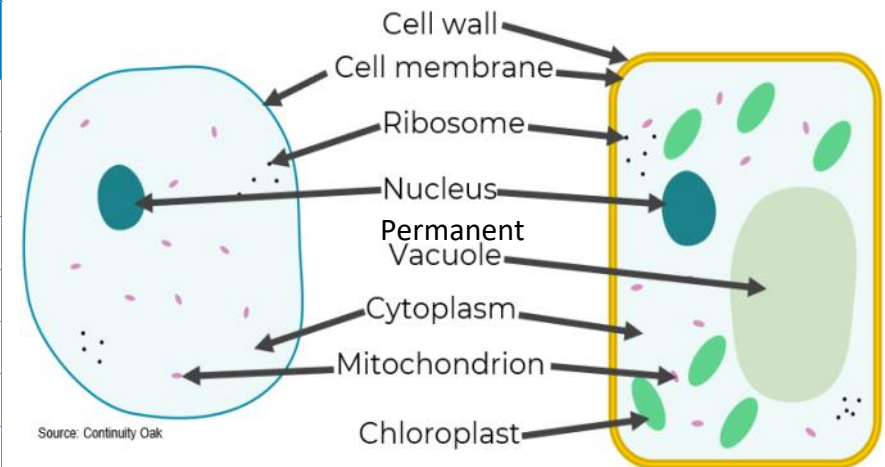
A method for separating either a solid from a liquid, or two or more different liquids with different **boiling points** e.g. ink and water

# Science - Cells

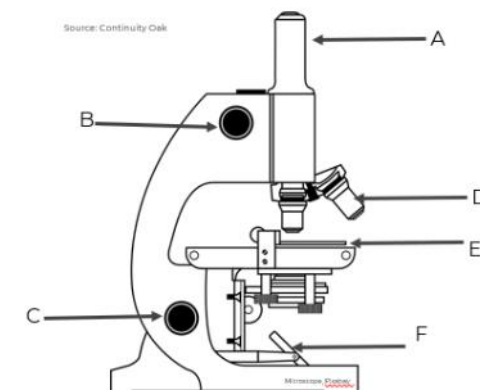
Sub-cellular structures	Function
<b>Nucleus</b>	Controls the cell's activities and contains genetic material
<b>Cell membrane</b>	Controls the movement of substances into and out of the cell
<b>Cytoplasm</b>	A jelly-like substance where most of the chemical reactions happen
<b>Mitochondria</b>	The site of respiration
<b>Ribosome</b>	Site of protein synthesis
<b>Cell wall</b>	Strengthens the cell and supports the plant, made of cellulose
<b>Chloroplast</b>	Site of photosynthesis (contains chlorophyll, a green pigment which absorbs light)
<b>Permanent Vacuole</b>	Filled with cell sap to help keep the cell turgid (stiff) to provide support

Levels of organisation: Cell → Tissue → Organ → Organ System → Organism	
<b>Cell</b>	The smallest unit for building all organisms e.g. muscle cell
<b>Tissue</b>	A group of cells with a similar structure and function, which work together to do a particular job e.g. muscle tissue
<b>Organ</b>	A group of different tissues, which all work together to do a particular job e.g. heart
<b>Organ system</b>	A group of different organs, which all work together to do a particular job e.g. circulatory system
<b>Organism</b>	A living thing (capable of the 7 life processes)

Key words and definitions	
<b>Magnification</b>	Magnification = size of image ÷ size of real object
<b>Diffusion</b>	The movement of particles from an area of high concentration to an area of low concentration
<b>Specialised cell</b>	Cell that is adapted to do a specific job e.g. sperm
<b>Unicellular</b>	Organism made of only one cell e.g. bacteria
<b>Multicellular</b>	Organism made of many cells e.g. human



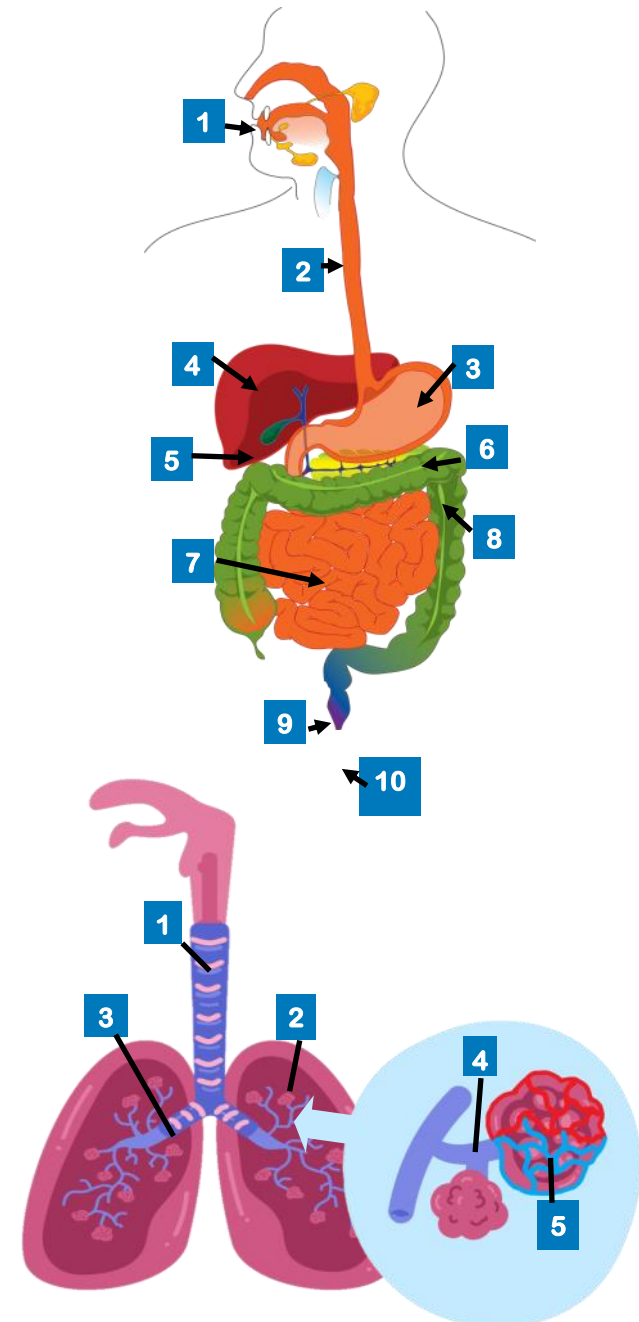
Microscopes		
<b>A</b>	<b>Eyeiece lens</b>	Where the viewer looks through to see the specimen
	<b>Clips</b>	Keep the specimen secure on the stage
<b>B</b>	<b>Coarse focus</b>	Moves the stage up and down
<b>C</b>	<b>Fine focus</b>	Used to make the image clearer
<b>D</b>	<b>Objective lens</b>	Changes the magnification of the image
<b>E</b>	<b>Stage</b>	Where the specimen is placed
<b>F</b>	<b>Light</b>	Produces light to see the specimen



The digestive system		
1	<b>Mouth</b>	Mechanical digestion by chewing. saliva from salivary glands, contains the enzyme amylase
2	<b>Oesophagus</b>	Muscular tubing where peristalsis takes place, connecting the mouth to the stomach
3	<b>Stomach</b>	Mechanical digestion by churning. cells in the lining of the stomach release acid to kill bacteria and produce the enzyme protease
4	<b>Liver</b>	Produces bile (neutralises stomach acid and emulsifies fats)
5	<b>Pancreas</b>	Produces enzymes
6	<b>Gall bladder</b>	Stores bile
7	<b>Small intestine</b>	Large molecules are broken down into small soluble molecules. has a large surface area; good blood supply and thin membranes to increase absorption into the blood.
8	<b>Large intestine</b>	Where water is absorbed into the bloodstream
9	<b>Rectum</b>	Where faeces are stored
10	<b>Anus</b>	Where faeces is excreted from the body

Enzymes		
Name of enzyme	Substrate it breaks down	What it breaks down into
Amylase	Starch	Simple sugars (e.g. glucose)
Protease	Protein	Amino acids
Lipase	Fats	Fatty acids and glycerol

Breathing and Gas Exchange		
1	<b>Nasal cavity</b>	The inside of the <b>nose</b> , lined with a mucous membrane
2	<b>Mouth</b>	Where air rich in oxygen is inhaled and air higher in carbon dioxide is exhaled
3	<b>Trachea</b>	The windpipe; an airway reinforced by rings of cartilage
4	<b>Lung</b>	The organ where gas exchange takes place
5	<b>Alveoli</b>	Tiny air sacs in the lungs, where gas exchange occurs. Adapted by having a large surface area, good blood supply and thin membrane (singular = alveolus)



# Science - Energy

Heat transfer	
<b>Conduction</b>	The transfer of heat through a material by transferring kinetic energy from one particle to another through collisions
<b>Convection</b>	The transfer of heat energy through a fluid (liquid or gas) – warmer fluid is less dense and rises above cold fluid
<b>Radiation</b>	Infra-red radiation emitted from a hot object

Stores of energy	
<b>Kinetic energy</b>	Energy stored in a moving object
<b>Elastic potential energy</b>	The potential energy stored in a spring or something stretchy that will spring back after being released
<b>Gravitational potential energy</b>	Energy stored in an object that is in a gravitational field
<b>Electrostatic energy</b>	The energy stored when charges are moved relative to one another
<b>Chemical energy</b>	Energy stored in the bonds of substances; typically fuels or food, i.e. energy is released when burned
<b>Magnetic energy</b>	The energy stored when magnetic materials are moved relative to each other.
<b>Nuclear energy</b>	Energy stored in the nuclei of atoms; released when nuclei are fissioned or fused
<b>Thermal energy</b>	Associated with changes in temperature and/or changes of state of objects.

Renewable Energy Resources	
<b>Solar</b>	Energy converted to electricity using photovoltaic cells
<b>Wind</b>	Wind causes turbines to turn, turning generators, which generate electricity
<b>Tidal</b>	Waves power turbines, turning generators which generate electricity
<b>Hydroelectric</b>	Running water turns turbines, turning generators to generate electricity
<b>Biofuel</b>	Plant matter burned to power electricity generators
<b>Geothermal</b>	Energy transferred from inside the Earth

Pathways	
<b>Mechanical</b>	Energy transferred by a force acting on an object
<b>Electrical</b>	Energy transferred when an electric current flows through a device
<b>Heating</b>	Energy transferred by conduction, convection or radiation
<b>Radiation</b>	Energy transferred by electromagnetic radiation (light, microwaves, etc.) or sound waves

Equations to learn	
<b>Efficiency</b>	$\text{efficiency} = \text{useful energy transferred} \div \text{total energy input}$
<b>Power (W)</b>	$\text{Power (W)} = \text{Energy transferred (J)} \div \text{time (s)}$
<b>Hooke's law</b>	$\text{Force on spring (N)} = \text{extension (m)} \times \text{spring constant (N/m)}$
<b>Energy transfer</b>	$\text{Work done (J)} = \text{Force applied (N)} \times \text{distance travelled (m)}$
<b>Cost</b>	$\text{cost} = \text{energy used in kWh} \times \text{cost of 1 kWh}$

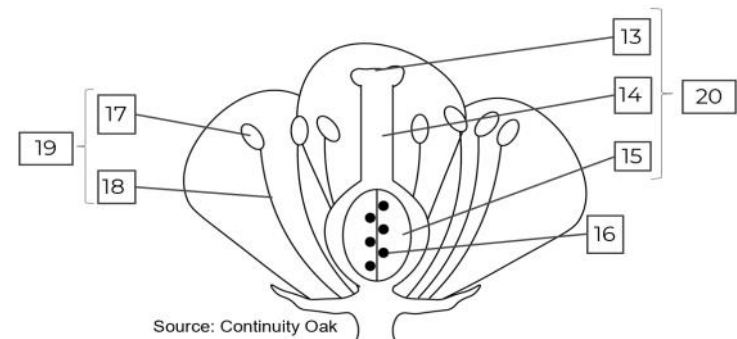
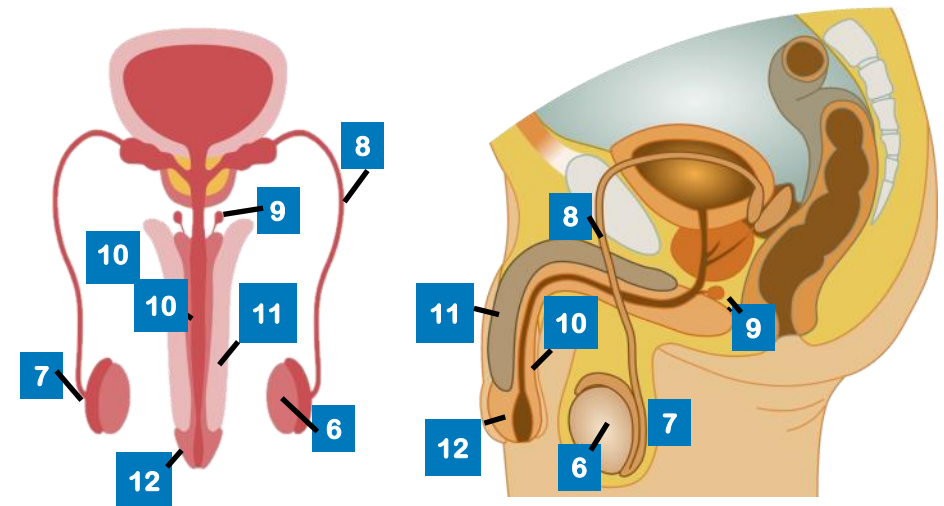
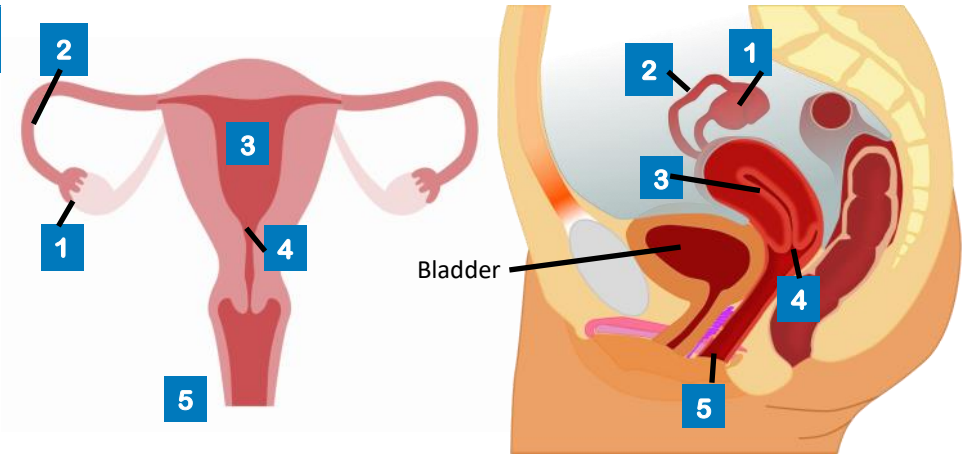
Non-renewable energy	
<b>Coal</b>	Burning coal heats water, producing steam which turns turbines to generate electricity
<b>Oil</b>	Burned to heat water, producing steam which turns turbines to generate electricity
<b>Nuclear</b>	Nuclei are split in the process of nuclear fission; heat released heats water, producing steam which turns turbines to generate electricity
<b>Natural gas</b>	Piped to consumer and burned on site to heat water for direct use, or producing steam which turns turbines to generate electricity

Key words	
<b>Conservation of energy</b>	Energy cannot be created or destroyed, only transferred from one store to another
<b>Insulator</b>	Materials that do not allow charge or heat to pass through them easily
<b>Conductor</b>	Materials that do allow charge or heat to pass through them easily
<b>Renewable</b>	Source of energy that can be replenished as it is being used, e.g. solar, wind
<b>Non-renewable</b>	Source will run out, as it is being used at a greater rate than it can be replenished e.g. oil and coal
<b>Dissipation</b>	Energy becoming spread out to the stores of surrounding objects (usually wasted thermal energy.)
<b>Lubrication</b>	A method of reducing unwanted energy transfer by reducing friction.
<b>Useful energy</b>	Energy transferred to where it is wanted in the way it is needed.
<b>Wasted energy</b>	Energy that is not usefully transferred.



# Science - Reproduction & Variation

	Reproductive Part		Function
Female	<b>Ovary</b>	1	The organ where egg cells (ova) are both produced and mature, ready to be released each cycle
	<b>Oviduct</b>	2	Tube connecting the ovary to the uterus and where fertilisation occurs
	<b>Uterus (womb)</b>	3	The organ where an embryo grows into a foetus until birth
	<b>Uterus lining</b>		The wall of the uterus; the destination for a fertilised egg
	<b>Cervix</b>	4	A ring of muscle tissue between the uterus and vagina; this helps keep a foetus in the uterus during pregnancy
	<b>Vagina</b>	5	The organ that is entered by the penis during sexual intercourse; sperm must pass through for fertilisation to be possible
Male	<b>Testes</b>	6	The organ where sperm cells are made
	<b>Scrotum</b>	7	The skin that holds the testes and helps maintain constant temperature
	<b>Sperm ducts</b>	8	The tubes that carry sperm from the testes to the urethra
	<b>Prostate Glands</b>	9	These add liquid, including nutrients for the sperm; the mixture of sperm cells and this fluid is called semen
	<b>Urethra</b>	10	The tube that carries either urine or semen out of the body through the penis
	<b>Penis</b>	11	The organ which carries sperm out of the male body and enters the vagina
	<b>Foreskin</b>	12	The skin that protects the end of the penis
Plant	<b>Pollen</b>		Male gamete (sex cell) for flowering plants
	<b>Stigma</b>	13	Structure that the pollen sticks to and where pollen enters the style
	<b>Style</b>	14	Connects the stigma to the ovary, by a pollen tube
	<b>Ovary</b>	15	Produces and stores the female gamete (ovule)
	<b>Ovule</b>	16	The female gamete (sex cell), found in the ovary
	<b>Anther</b>	17	Produces the male gamete (pollen)
	<b>Filament</b>	18	Holds the anther to the edge of the flower
	<b>Stamen</b>	19	Male reproductive organs; consists of anther and filament
	<b>Carpel</b>	20	Female reproductive organs. consists of stigma, style and ovary



Source: Continuity Oak



# Science - Reproduction & Variation

Human Reproduction	
Term	Information
<b>Gametes</b>	Sex cells: sperm (male) and egg (female)
<b>Gestation</b>	Process where foetus develops during pregnancy (fertilisation to birth), lasts approximately 40 weeks
<b>Embryo</b>	Collection of dividing cells up to 8 weeks
<b>Foetus</b>	The developing baby in the uterus during pregnancy from 8 weeks to birth
<b>Placenta</b>	Organ that provides the foetus with oxygen and nutrients and removes waste substances (carbon dioxide and urea)
<b>Umbilical cord</b>	Connects the foetus to the placenta
<b>Amniotic fluid</b>	Liquid that surrounds and protects the foetus
<b>Birth</b>	Uterus muscles contract and the baby passes through the cervix and out of the vagina
<b>Puberty</b>	Is the process of changes by which a child's body becomes an adult body capable of reproduction usually during teens

Menstrual Cycle	
<b>Menstrual cycle</b>	Body's preparation for pregnancy, controlled by hormones, cycle stops if egg is fertilised by sperm
<b>Duration</b>	Approximately 28 days
<b>Day 1 - 5</b>	Menstruation (period): uterus lining breaks down and is shed through the vagina.
<b>Day 6 - 28</b>	Uterus lining thickens to prepare for pregnancy
<b>Day 14</b>	Ovulation: release of an egg cell from the ovary
<b>Menstrual cycle pauses</b>	If the egg is fertilised an embryo develops and implants into the uterus wall = pregnancy

Plant Reproduction	
Term	Information
<b>Pollination</b>	Pollen transferred from the anther to the stigma, by wind or insects
<b>Fertilisation</b>	Fusing of the nuclei from a male and female sex cell
<b>Fertilisation stages</b>	<b>Stage 1:</b> The pollen grain on the stigma grows a pollen tube down the style to the ovary
	<b>Stage 2:</b> The nucleus of the pollen grain then travels down to meet the ovule
	<b>Stage 3:</b> The nucleui fuses and this is fertilisation. Fertilised ovule becomes the seed and the ovary becomes a fruit
<b>Seed</b>	Structure that contains the embryo of a new plant
<b>Fruit</b>	Structure containing seeds
<b>Seed dispersal</b>	Seeds spread to reduce competition for light, nutrients and water
<b>Methods of seed dispersal</b>	Water, wind, animals, explosion

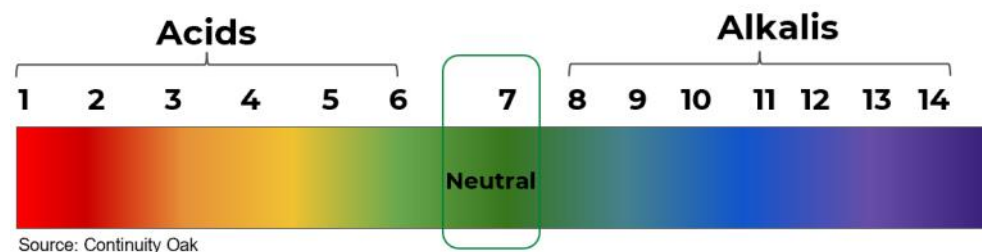
Variation and Inheritance	
Term	Information
<b>Variation</b>	The differences in characteristics between living things of the same species, e.g. different coloured fur
<b>Inherited variation</b>	Different characteristics due to differences in genes, inherited from parents
<b>Environmental variation</b>	Different characteristics due to impact of surroundings, e.g. diet, lifestyle, injury
<b>Continuous data</b>	Where differences can have any numerical value between a maximum and minimum, for example, height and weight
<b>Discrete data</b>	Where differences can only be grouped into categories, e.g. eye colour and blood group
<b>Inheritance</b>	When living things reproduce, they pass on characteristics to their offspring via genes e.g. eye colour
<b>DNA</b>	Is a chemical made up of two long strands, arranged in a double-helix structure; which carries genetic information

# Science - Chemical Reactions

Chemical reactions	
Term	Definition
<b>Reactant</b>	Chemicals at the start of the reaction
<b>Product</b>	Chemicals made at the end of the reaction
<b>Chemical reactions</b>	A new substance is formed. Difficult to reverse the reaction.
<b>Physical reactions</b>	Usually a state change or mixture. Relatively easy to reverse reaction/ separate mixture.
<b>Evidence of Chemical Reaction</b>	<ul style="list-style-type: none"> <li>change of odour</li> <li>change of colour</li> <li>light and/or heat given off</li> <li>formation of gases, often appearing as bubbles or fizzing in liquids</li> <li>formation of a precipitate (insoluble particles)</li> <li>the change is difficult or impossible to reverse</li> </ul>
<b>Conservation of Mass</b>	Mass cannot be created or destroyed, the mass of the products is the same as the mass of the reactants

Acids and Alkalis	
Term	Definition
<b>Acid</b>	Contain H <sup>+</sup> ions, have a pH < 7 (less than 7)
<b>Alkali</b>	Contain OH <sup>-</sup> ions, have a pH > 7 (greater than 7)(max 14)
<b>Base</b>	A substance that will neutralise an acid —if soluble pH>7 (greater than 7)
<b>pH scale</b>	A scale which measures how acidic a substance is (dependent on the concentration of H <sup>+</sup> ions)
<b>Indicator</b>	A substance that changes colour in an acid or alkali
<b>Litmus indicator</b>	Turns red with acid, turns Blue with Alkali
<b>Universal indicator</b>	Tells us the strength of an acid or alkali using the pH scale - red is acid, blue is alkali, green is neutral

Neutralisation	
<b>Neutralisation reaction</b>	Reaction between acid and alkali (or base) which produces a salt and water (neutral solution)
<b>Metals reacting with acid</b>	metal + acid → salt + hydrogen
<b>Metal oxides reacting with acid</b>	metal oxide + acid → salt + water
<b>Alkali reacting with acid</b>	alkali (metal hydroxide) + acid → salt + water



Source: Continuity Oak

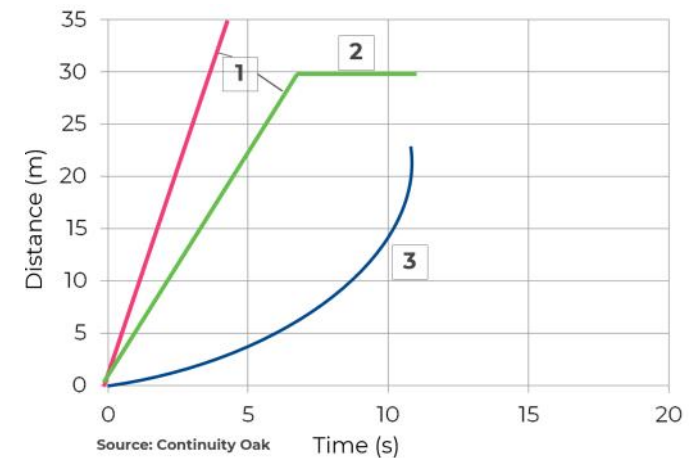
Key words	
Term	Definition
<b>Soluble</b>	A substance that is able to dissolve
<b>Insoluble</b>	A substance that is not able to dissolve
<b>Exothermic</b>	A reaction that releases energy to the surroundings. Will feel hot
<b>Endothermic</b>	A reaction that absorbs energy from the surroundings. Will feel cold
<b>Catalyst</b>	A substance that speeds up the rate of a reaction without being used up itself
<b>Rate of reaction</b>	The rate (how quickly) at which reactants are turned into products
<b>Activation energy</b>	Minimum energy needed for a reaction to occur

Types of Reaction	
Term	Definition
<b>Oxidation</b>	In an oxidation reaction, a substance gains oxygen. E.g. Magnesium + oxygen → magnesium oxide
<b>Thermal decomposition</b>	Type of reaction in which a compound breaks down to form two or more substances when it is heated.
<b>Combustion</b>	The process of burning by heat.

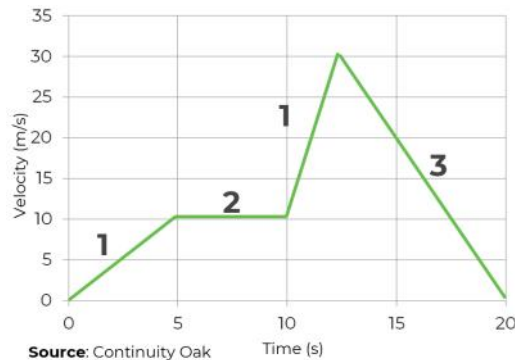
# Science - Forces

Motion & balance	
<b>Speed</b>	Speed = distance / time
<b>Velocity</b>	Speed in a particular direction.
<b>Terminal velocity</b>	The maximum speed of an object.
<b>Pressure</b>	The force exerted over an area. Pressure = force / area
<b>Centre of mass</b>	The point at which the mass of an object appears to be concentrated.
<b>Moment</b>	A turning effect of a force.
<b>Pivot</b>	The point around which something can turn or rotate.
<b>Momentum</b>	All moving objects have momentum. Momentum = mass x velocity

Distance- time graphs	
<b>1</b>	Travelling at a constant speed.
<b>2</b>	Stationary
<b>3</b>	Object is accelerating.



Newton's laws	
<b>Newton's first law</b>	If the resultant force is zero, the object will remain stationary or continue to move in the same direction at the same speed.
<b>Newton's second law</b>	Resultant force = mass x acceleration
<b>Newton's third law</b>	For a pair of interacting objects, the forces they exert on each other are equal and opposite.



Velocity- time graphs	
<b>1</b>	Constant acceleration.
<b>2</b>	Constant velocity.
<b>3</b>	Constant deceleration.

Forces	
<b>Force</b>	Force is a push or a pull.
<b>Newton (N)</b>	Unit of force.
<b>Newton meter</b>	Apparatus used to measure force. Also called a spring balance.
<b>Forces can...</b>	Change an objects speed, direction of motion or shape.
<b>Balanced forces</b>	If forces acting on an object are balanced, there is no resultant force acting.
<b>Unbalanced forces</b>	If forces acting on an object are unbalanced, there is a resultant force acting.
<b>Resultant force</b>	The sum of forces acting on the object.
<b>Contact force</b>	Forces that act between two objects that are physically touching each other. Examples of contact forces include pulling, pushing, friction, up thrust, air resistance, reaction force and tension.
<b>Non-contact force</b>	Forces that act between two objects that are not physically touching each other. Examples of non-contact forces include magnetic force, electrostatic force and weight.
<b>Force diagram</b>	Used to show the size and direction of a force acting on an object. The length of the arrow is used to show the size of the force.
<b>Hooke's law</b>	When an elastic object, such as a spring, is stretched, the increased length is called its extension (e). The extension of an elastic object is directly proportional to the force applied to it.
<b>Friction</b>	Force that opposes motion.









# Using your Knowledge Organiser (KO)

## What is a Knowledge Organisers (KO)?

- They set out the most important, useful and powerful knowledge on a topic on a single page.
- They are put together in a booklet and are broken down by subject and by term.
- They cover all the key subject material that you need to be able to recall for the entire school year.
- They contain key terminology/vocabulary, key concepts, formulas, explanations, case studies, examples and sometimes diagrams.

## Why have Knowledge Organisers (KO)?

- They give you the 'big' picture.
- To be successful, we know that you must have a foundation of factual knowledge.
- We know from research that learning is most effective when it is structured and organised.
- A KO ensures that the key knowledge you require to be successful is all in one place.
- The more often that you use the KO, the easier it will be for you to recall and use key information in the long run, this will lead to improved retrieval of key knowledge.
- It allows you to get a head start on your learning- find out about future topics in advance.
- It helps free up your working memory and achieve something called 'automaticity' meaning that this knowledge lives in your long-term memory meaning you have 'freed up' your working memory.

## How can I use my Knowledge Organiser most effectively?

### Self-quizzing- using the Look, Cover, Write, Check method

**Look-** read the piece of information carefully, two or three times.

**Cover-** now cover what you have just read.

**Write-** Now try and write down the piece of information you read. **Tip: For longer sections of text, try using your own words and imagine you are trying to explain it to someone else!**

**Check-** Did you write down the information correctly? If not, correct it with a different coloured pen and then repeat!

You can also.....

- Create mind-maps
- Create revision cards
- Use the KO to help you catch up if you are absent
- Find out what is coming next for each subject
- Ask your parents to test you at home

