



Glenmoor & Winton Academies

High Achievement – High Standards

Part of United Learning

Knowledge Organiser

Year 8 - 2025/26

Student Name: _____



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

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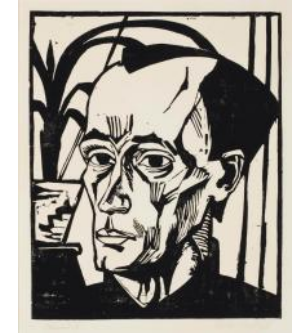
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Art - Expressionism - Portraits

Key Word	Definition
Portrait	A piece of artwork depicting only the face, head and shoulders.
Proportion	The relationship between height and width to create a harmonious or balanced image.
Graphic Design	The art of combining text and pictures. Usually for magazines, books and advertisements.
Observational Drawing	Drawing what you see in front of you. Looking and drawing as accurately as possible.
Mark Making	The different lines, dots, patterns and textures we create in artwork.
Cross-Hatching	A drawing technique to create tone or shading by using parallel lines. The lines closer together will appear darker, and lines with bigger spaces will appear lighter.

Printmaking	
Print	A process involving the transfer of text or designs to paper.
Relief Printmaking	A form of printmaking where the printed image is raised from the surface. Creating a surface like a stamp also known as "block printing"
Poly Block	A thin Polystyrene sheet, used as a printing block.
Brayer/Printing Roller	A small rolling tool used to rollout ink and apply pressure to the printing block.
Proof Print	A test print. Used to check if the print plate is ready to print multiples.


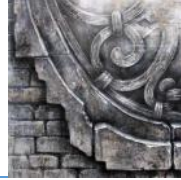

Artist/Movement	Information
Expressionism	When making portraits, Expressionist artists sought to communicate meaning or emotional experience more than to create a faithful likeness of themselves or their sitters. Primarily working in Germany and Austria during the 1910s and 1920s, and still reeling from the carnage of World War I, they were interested in capturing their subjects' psychological states. They used formal methods such as distortion, non-naturalistic colours, and unusual settings to help to achieve this.
Käthe Kollwitz (1867—1945)	Was a German artist who worked with painting, printmaking and sculpture. Her portraits captures the effects of poverty, hunger and war on the working class.
Erich Heckel (1883-1970)	A German painter and printmaker, and a founding member of the group Die Brücke ("The Bridge") which existed 1905-1913.
Ernst Ludwig Kirchner	A German expressionist painter and printmaker and one of the founders of the artists group Die Brücke or "The Bridge", a key group leading to the foundation of Expressionism in 20th-century art.

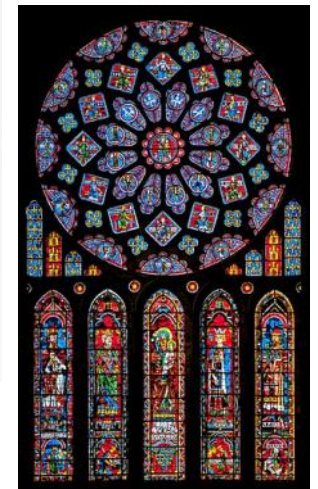
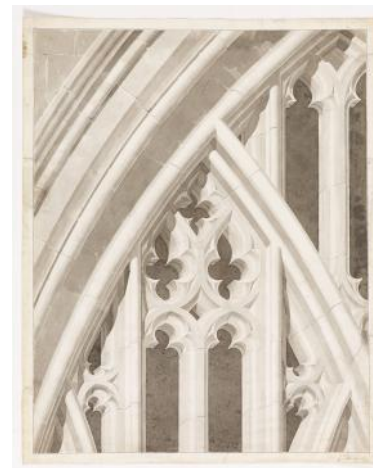


Art - Gothic Architecture - Gargoyles

Key Word	Definition
Architecture	The art and technique of designing buildings and structures.
Gargoyle	In architecture, a gargoyle is a carved grotesque beast with a spout designed to remove water from the roof of a building.
Cathedral	A church ran by a Bishop—they usually have gothic architecture.
Stained Glass	Usually found in windows, colourful glass is used to decorate grand spaces with lots of light.
Character Design	The creation of a new character considering their visual appearance, personality and living environment.
Collage	A piece of artwork made by sticking various materials onto a background.
Mixed Media	Using more than one material in a piece of artwork.
Chalk	A soft, white material made from crushed and compressed shells.
Charcoal	A compressed stick made from lightweight black carbon residue.
Clay	A soft, loose and earthy material usually found where water once was. It is malleable when wet and hard and strong when dry.
Sculpture	A 3D artistic form that has been created with materials. It is designed to be seen 'in the round' from all angles.
Stipple	The process of dotting or tapping a medium to create a softer appearance.
Process	How something is made or the series of steps to create something.
Mood / Atmosphere	The sensation, emotion or feeling that is created as a result of visual choices.



Artist	Artwork	Summary
Gothic		A decorative style of design found in Europe. Characterized by pointed arches, large windows and gargoyles.
Ian Murphy (1963—present)		Ian Murphy is a contemporary British Fine Artist. He found success when he was welcomed into the British Young Contemporary artists in 1985. His style includes powerful, tonal drawings and atmospheric, mixed media pieces.
Tim Burton (1958—present)		Timothy Walter Burton is an American filmmaker and producer. Known for popularising Goth culture in the American film industry, Burton is famous for his gothic horror and dark fantasy films.

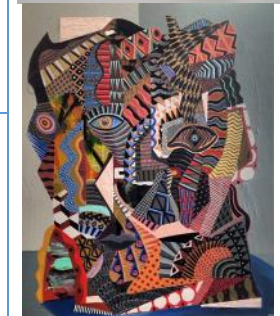
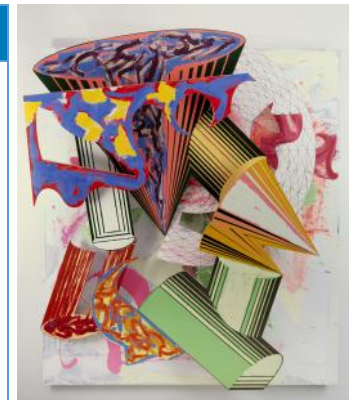


Art - Abstract Art

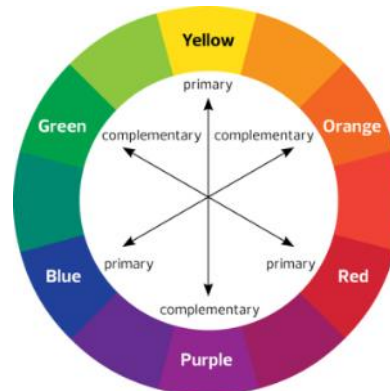
Key Word	Definition
Abstract Art	Art that does not represent things in the real world. It may have non-conventional colours, shapes or ideas to represent an object or idea.
Shape	A space enclosed by a line.
Geometric Shapes	Shapes that are man-made and regular. E.g. Square, circle, rectangle.
Organic Shapes	Shapes that are inspired by nature. They may be curved or associate with things from the natural world. E.g. Leaves, flowers and animals.
Composition	The arrangement and placement of visual elements in artwork.
3-Dimensional Art	Artwork that is not flat. It has more than one side, and you can see all the way around.
2-Dimensional Art	Artwork that is flat. It might be completed on a flat surface.
Sculpture	A 3D form of art that is usually free-standing. It can be viewed from different angles.
Relief Sculpture	A sculpture that protrudes from a flat (2D) surface using 3D elements.
Pattern	A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular .

Colour	
Key Word	Definition
Complementary Colours	Complementary colours are pairs of colours which, when placed next to each other, they create the strongest contrast for those two colours.

Artist	Information
Frank Stella (1936 - 2024) <i>Images © Frank Stella</i>	A contemporary American artist from Massachusetts, painter, sculptor and print maker known for his bright, vibrant artwork. He moved to New York City and was influenced by the work of Jackson Pollock and Jasper Johns. His mother was a landscape artist. In the 1960s, he created 2D colourful abstract prints. In the 1980s he used 3D shapes and sculptural forms combining traditional materials (paint) with industrial materials (metal/ fibreglass).
Zio Ziegler (1988—present)	An American artist who paints from his subconscious a personal interpretation of the world around him. His work is characterised by use of cultural patterns and distorted forms.



Painting	
Key Word	Definition
Blending	A seamless transition of one colour to another.
Scumbling	Applying a thin, translucent layer of paint over an existing layer to create a subtle, hazy effect.



Citizenship - Health & Wellbeing

1. How to Deal with Stress	
Stress	Mental or emotional strain or tension resulting from difficult circumstances. A risk factor for good mental wellbeing.
Fight or flight response	The instinctive response to a threatening situation, to resist forcibly or to run away.
Ways to reduce stress: Organising time: This can make people feel more control of tasks they are facing and more able to handle pressure. Relaxation Techniques: Taking purposeful breaks and find out what helps with relaxation. Limiting caffeine intake: Caffeine may make stress worse in some people because it can raise levels of cortisol, a hormone related to stress. Protective strategies: Practise protective strategies.	

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

2. Relaxation as a protective strategy	
'Rest and digest'	The nervous system response when the body enters a state of rest and repair.
Screen time	The time spent each day in front of a screen, such as TV, working at a computer, using a mobile phone or playing video games.
Flow state	The state that occurs when someone is completely immersed in a task.
Ways to promote rest: <ul style="list-style-type: none"> • Do an activity that promotes 'flow' and occupies the mind. • Do some physical activity. • Write your worries down and throw the piece of paper away. • Create a calm environment. 	



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3. Mental and Physical Health	
Physical Health	A person who has good physical health is likely to have bodily functions and processes working at their peak.
Factors that contribute to a healthy lifestyle: A healthy, varied diet: A balanced diet can support a strong immune system and keep energy up. Regular exercise: Exercise gives people greater flexibility and strength, prevents boredom and helps sleep. Sleeping well: When people sleep, their bodies and minds have the time to rest, recover and process all the things which have happened to them during the day.	
Puberty and Emotional Wellbeing	
Change	Impact
Hormonal Changes: Puberty causes changes in hormone levels such as estrogen and testosterone.	Irritability, moodiness, increased risk of depression/anxiety, decreased concentration.
Physical Changes: such as changes in body shape, body hair, facial acne.	Physical changes can reduce self-esteem and cause worry or anxiety.

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

Helpful Resources	
<ul style="list-style-type: none"> • Mind UK: Mental health charity. Website: mind.org.uk Helpline: 0300 123 3393 • YoungMinds: Youth Mental Health Charity. Website: youngminds.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 	

Citizenship - Relationships

1. Relationships and Sexuality	
Sexuality	A person's identity in relation to the gender or genders to which they are typically attracted; sexual orientation.
Gender Identity	The way you yourself describe your gender.
LGBTQ+ Identities: Lesbian: A woman who has romantic and/or sexual attraction towards women. Gay: A man who has romantic and/or sexual attraction towards men. Bisexual: Someone who has romantic and/or sexual attraction to more than one gender. Transgender: Someone whose gender is not the same as or does not sit comfortably with the sex they were assigned at birth. Queer: A term used by people who want to reject specific labels of romantic/sexual orientation and/or gender identity.	

2. Boundaries	
Boundaries	'Rules' in a relationship that guide how people interact.
<p>Examples of healthy boundaries for a safe relationship:</p> <ul style="list-style-type: none"> • Not excessively texting one another. • Maintaining individuality, personal space, and personal hobbies. • Having other healthy relationships that are allowed to flourish. • Being able to say 'No' and being clear on what makes you uncomfortable. 	

3. Stereotypes	
Stereotypes	A widely held but fixed and oversimplified image or idea of a particular type of person or thing. E.g. the woman as the carer.
Prejudice	Pre-judgement: Negative feelings and attitudes about a person or group.
Discrimination	Treating people differently based on prejudice. For example sexism, racism, transphobia, xenophobia.
Stereotype Threat	The fear or anxiety of confirming a negative stereotype about one's social group.
Cultural Appropriation	Using things from a different culture without showing respect for it.



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Connected Careers
<ul style="list-style-type: none"> • Relationships counselling and therapy • Safeguarding: police, social work, pastoral leader in schools • Charity work

Helpful Resources
Mind UK: Mental health charity. Website: mind.org.uk Helpline: 0300 123 3393 National domestic abuse hotline: 0808 2000 247 Women's Aid: This charity supports young girls and women who face domestic abuse Website: www.womensaid.org.uk Mankind: Service supporting young boys and men who face domestic abuse Website: www.mankind.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 Respect: support those exhibiting controlling behaviours 0808 802 4040 Galop: Support for LGBT+ people experiencing abuse. Website: http://www.galop.org.uk Helpline: 0800 999 5428

Citizenship - Democracy & Government

1. How does Democracy Work?

Democracy	'Rule by the people'. A form of government where the people rule, either directly or through elected representatives, e.g. UK.
Direct Democracy	Citizens directly vote on specific matters such as deciding whether to go to war or not.
Representative Democracy	Citizens vote for representatives who create and enact laws on behalf of the people.
Democracy in the UK	Citizens vote for their Member of Parliament to represent them in Parliament. Laws must be passed by both the House of Commons and the House of Lords.
Why Vote?	<ul style="list-style-type: none"> Decide who makes the decisions on issues you care about. Get politicians working for young adults. Many movements have campaigned to give you the right to vote.

Helpful Resources

- Parliament Website: www.parliament.uk
- See voting history of your MP: www.theyworkforyou.com

2. Democracy in the US

Electoral College	A body of people representing the states of the US, who formally cast votes for the election of the president.
First past the post	The candidate who gets the most votes wins.
The Democrat Party	Left-leaning, more liberal political party in the US. They typically support higher taxes for higher incomes, support more government social support are more liberal on issues such as same-sex marriage and abortion.
The Republican Party	Right-leaning, more conservative political party in the US. They typically support reducing/equal income tax, private health and social care and are more conservative on issues such as same-sex marriage and abortion. As well as increase immigration controls.

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

3. Other Forms of Government

Constitutional Monarchy E.g. UK	Has a democratic government that limits the control of the Monarch (King or Queen).
Dictatorship E.g. North Korea/ Nazi Germany	A country ruled by a single leader who has full power over the country. This leader is not elected.
Theocracy E.g. Vatican/ Iran	A God (or Gods) is recognised as the supreme authority and any human leader governs in the name of this God/s.



Citizenship - Managing Money

1. Money Decisions		2. Money and Mental Health		3. Financial Risk	
Financial Security	Having enough money to fund your lifestyle, as well as work toward your financial goals.	Mental Health	The working order and wellness of your mind.	Risk	A situation involving exposure to danger.
Financial Freedom	Having enough income to pay one's living expenses for the rest of one's life without having to be employed or dependent on others.	Unmanageable debt	Debt that you are not able to pay back within the given period.	Insurance	A method of protection against financial loss: money is paid regularly to a company who then provides money back to you if the insured item is damaged/stolen.
Helpful Money Habits	<ul style="list-style-type: none"> Plan and budget. Live below your means. Reduce your expenses. Save as much as you can. Be consistent. 	Money Mule Schemes	Someone agrees to allow their bank account to be used by someone else in return for money. The bank account is usually used in criminal activities, and money may be later stolen.	'Buy now pay later'	A way to purchase a product without paying for it immediately: the money is loaned to you and you pay back, with interest later.
		Gambling	Gambling involves playing a game, placing a bet or taking a risk in the hope of winning money or something else desirable.	Financial Fraud	Money or other assets being taken through deception or criminal activity.
				Tips to prevent financial fraud online: <ul style="list-style-type: none"> Use two factor authentication. Don't use the same password everywhere. Update software. Be careful with information posted online. Be careful with sharing personal information. 	

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

Resources
<ul style="list-style-type: none"> Natwest Resources and games to teach about finances https://natwest.mymoneysense.com/home/ Money makes sense resources https://www.moneymakesense.co.uk/ Childline: Free counselling service for young people to talk about any issues that is causing distress or concern. Helpline: 0800 1111 Website: www.childline.org.uk GamCare: Information and support for the prevention and treatment of problem gambling. Helpline: 0808 8020 133 Website: www.gamcare.org.uk Cifas: Fraud prevention service with lots of information on preventing financial crime. Website: www.cifas.org.uk



Citizenship - The Law and Justice System


1. Principles of the Law	
Justice	Fair treatment or behaviour.
Law	A system of rules that a country have agreed to follow.
Criminal Law	The part of the law that is concerned with the punishment of offenders.
Civil Law	The part of the law that deals with issues of fairness and the private relations between members of a community.

2. The Justice System in Action	
Stephen Lawrence	A black British teenager who was murdered in an unprovoked racially motivated attack in 1993, aged 18 years old.
The Macpherson Report	An inquiry into the death of Stephen Lawrence which began in 1997. It was led by Sir William Macpherson.
Crown Prosecution Service (CPS)	The agency responsible for the conducting criminal prosecutions in England and Wales.
Institutional Racism	Also known as systemic racism. It is racism which is embedded within systems and structures of an organisation, such as the Justice System.
The Double Jeopardy Rule	A rule that meant that nobody could be charged for the same crime twice. This was abolished following the Macpherson report.

3. Evaluating the Justice System	
The Justice System	<p>The collection of agencies involved in the detection, prevention and prosecution of crimes.</p> <p>The Three components of the Justice system are:</p> <ul style="list-style-type: none">• Law Enforcement (Police)• Courts System• Corrections System
Evaluate	Judging and weighing the strengths and weaknesses of something. i.e. asking how fair or effective is this?
Reoffending Rates	The percentage of people after prison/other consequence commit a crime again.
Fair	Treating people equally without favouritism or discrimination.

Connected Careers	
<ul style="list-style-type: none">• 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	
<ul style="list-style-type: none">• See Bills that are currently being debated in Parliament here: https://bills.parliament.uk/• See more about Stephen Lawrence at https://stephenlawrenceday.org/stephens-story/• 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• Further resources about crime and an anonymous crime reporting online form at https://www.fearless.org/en	



Citizenship - Media Literacy

1. Media Bias	
Media Literacy	The ability to critically analyse and evaluate the messages conveyed through media and use digital media responsibly.
Disinformation	False information that is created and spread to deliberately deceive people or give them an inaccurate understanding of an issue.
Biased Writing	The author shows favouritism or prejudice towards a particular opinion instead of being fair and balanced.
Filter Bubbles	Users are suggested content based on previous internet habits and interactions, which can isolate them from other viewpoints or interests.
Echo Chambers	Social spaces in which ideas, opinions and beliefs are reinforced within a closed group.

2. Being an Internet Citizen	
Cyberbullying	The use of electronic device to bully or threaten someone.
Free Speech	The right to hold opinions, and to receive and share information and ideas freely.
Hate Speech	Speech that attacks a person or group based on protected characteristics i.e. race/religion/sex/sexual orientation/gender identity/physical and mental abilities.
Active Bystander	Someone present at an event who is aware of inappropriate behaviour and chooses to challenge it and/or support the victim.

3. Risks Online	
Cybercrime	Criminal activities carried out by means of computers or the internet.
Phishing	When someone pretends to be someone else online in order to try and get your personal information.

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Resources
<ul style="list-style-type: none"> • 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 • Safer Internet Centre: https://www.saferinternet.org.uk • Thinkuknow: www.thinkuknow.co.uk • Fact checking website: www.fullfact.org


Connected Careers
<ul style="list-style-type: none"> • Journalism • Social media manager • Advertising • Software development • Web designer • Intelligence officer, cyber security officer • IT support technician • See and read more on unifrog.org



Physical Skills		
Term	Definition	Words used to describe its use
Posture	The way the body is held or the shape of the back to communicate meaning	Hunched, upright, stiff, straight, curved, arched, twisted
Gestures	The use of the hands, head or shoulders to communicate meaning	Hands/arms – wave, point, crossed, fists, hands on hips, covering face Head – Nod, shake, tilt to the side, lowered, raised Shoulders – shrug, one lifted, rolling backwards, rolling forwards
Facial Expressions	The use of the face to communicate meaning	Eyebrows – Furrowed, frowning, raised, lifted, arched Eyes – Squinted, wide, narrowed, heavy-lidded Mouth – smiling, smirking, down-turned, pout, biting your lip, agape
Eye Contact	The use of the eyes focus to communicate meaning	Direct, avoid, lowered, lifted, darting, staring, scanning
Gait	The way a character walk to communicate meaning	Large, small, fast, slow, wide, narrow, run, limp, skip, stumble
Stance	The way a character stands including the placement of the feet and body weight to communicate meaning	Wide base, narrow base, parallel feet, feet turned out, feet turned in, knees bent, knees straight, weight on one leg, hip out to the side, weight forward, weight backwards

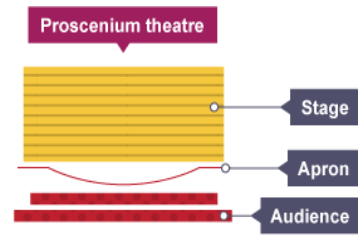
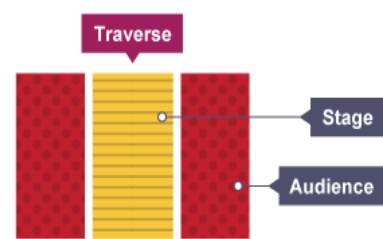
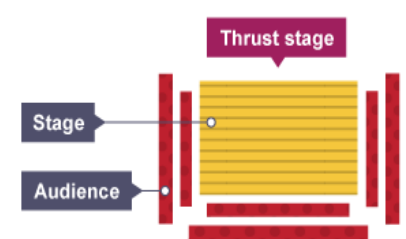
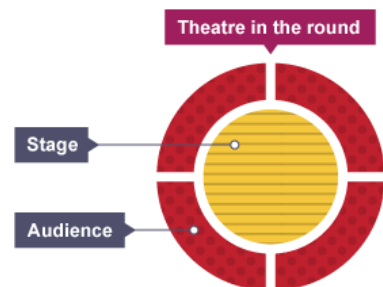
Vocal Skills		
Term	Definition	Words used to describe its use
Pitch	How high or low the voice is to communicate meaning	High, low
Pace	How fast or slow the voice is to communicate meaning	Fast, slow, halting, rapid, hurried, rushed, steady, even, brisk
Pause	A moment of silence to build tension, add emphasis or communicate other meaning	Where in the sentence will you put the pause and how long will it be? What will you do in the pause with your physical skills?
Volume	How loud or quiet the voice is to communicate meaning	Loud, quiet
Accent	The way a character pronounces words according to their regional location or social class	American, Scottish, Welsh, Irish etc
Tone	The way the character speaks to show emotion	Warm, friendly, cheerful, calm, harsh, gruff, sarcastic, aggressive, formal, smooth, soft
Emphasis	Adding stress to a word or phrase to enhance importance and communicate meaning	Which word will you emphasise in the sentence? How will you emphasise it (make it louder, slower, higher, lower, whisper)?
Articulation	How clearly the words are pronounced to communicate meaning	Crisp, clear, sharp, mumbled, muttered, slurred, garbled

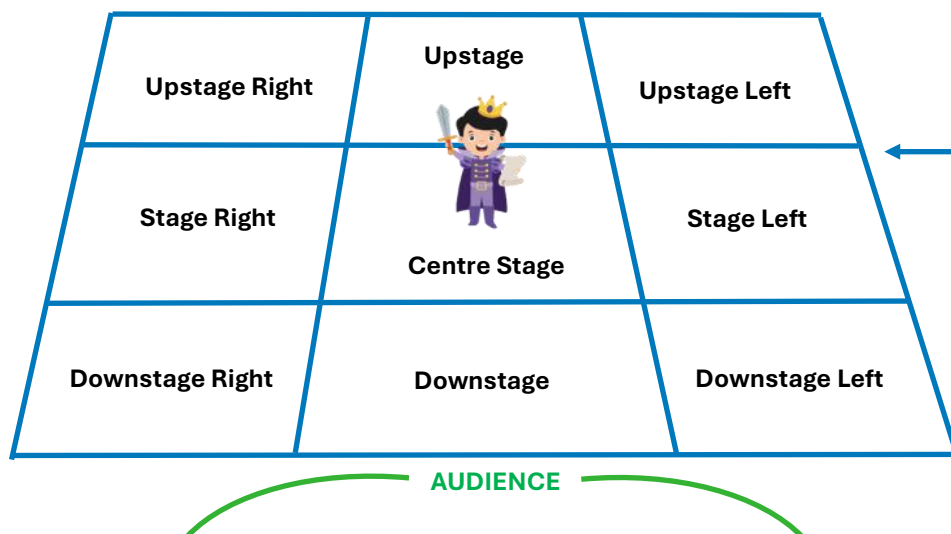
Use of Space		
Term	Definition	Words used to describe its use
Levels	How high an actor is stood or sat to communicate meaning	Move towards, move away, lean towards, lean away, turn towards, turn away (quickly, slowly, sharply, softly)
Proxemics	The distance between actors to communicate meaning	Stand up, sit down, on a block, on a chair, on the floor (quickly, slowly, sharply, softly)
Blocking	The process of staging the movement of a scene	

Creating Theatre	
Term	Definition
Devising	Creating an original piece of theatre
Stimulus	An item that is used to generate and inspire ideas
Artistic Vision	What the actor/director wants the audience to experience
Character	A person in a novel, play, or film
Narrative	A series of events that make up a story
Improvisation	Making a performance on the spot with no rehearsal
Freeze Frame	A still image created by the actors to communicate meaning
Marking the moment	Highlighting or emphasising the important moments of a story

Performance Quality	
Term	Definition
Audience Awareness	Being aware of what the audience will see, hear and experience when rehearsing or performing a scene
Clarity	Speaking clearly so the audience can hear you
Projection	The vocal and physical energy used to engage and connect with the audience

Movement	
Term	Definition
Unison	A group of people moving as one
Canon	Performing the same phrase of movement one after the other
Dynamics	The quality of the movement relating to speed, flow or weight
Choreography	A sequence of stylised movement created to communicate meaning.
Transitions	The method of moving between scenes

Stage Types	
There are 4 different types of stage that you can use to perform for an audience.	
	<p>The traditional stage is called a proscenium arch stage and has the audience on one side of the performance space.</p> <p>Any performance space with the audience on one side is also called End On</p>
	<p>This is a Traverse Stage.</p> <p>The audience are sat on 2 opposite sides of the stage and there are only 2 entrances – one at each end of the stage.</p>
	<p>This is called a thrust stage. The audience are sat on 3 opposite sides of the stage and there are only 2 entrances – they are at one end of the stage on the left and right.</p>
	<p>This is called an in-the-round stage. The audience are sat all around the sides of the stage. There can be any number of entrances/exits but they are through the audience.</p>



Stage Positions

This is the language we use when we want an actor to move to a different place or face a different direction on stage.

To work them out you have to stand on the stage and face the audience. Then it is the actors left or right.

Features of a Script

Scene Title - The name and number of the scene – helps to identify where in the play it appears

Character Names
Tells the actor which character is speaking – not read out loud

Scene Eight

Top floor landing of The Crow's Nest. Late Tuesday night. David and Gary stand outside the closed bathroom door.

David I hope this is gonna to be worth it.

Fliss appears from Room 11.

Gary At last. You said to be here for ten to.

Fliss Something was happening outside. I heard feet dragging on the gravel.

David Probably a werewolf.

Fliss I knew it was a mistake to let you two in on it. What's happened to Lisa?

Sound of toilet flushing. David points to the door.
Lisa (opening bathroom door) You can come in now. Hiya, Fliss.

They go into the bathroom.

Lisa Anything happened then?

Stage Directions

Instructions in the text which tell the actors and director what to do or add context – not heard by the audience – usually in *italics* or (brackets)

Dialogue - What the characters are saying in the scene

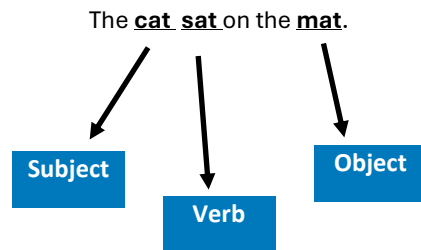
Sentence Construction		
1	Capital letters	Used at the beginning of sentences and for proper nouns.
2	Main clause	A clause that does make sense on its own.
3	Subordinate clause	A clause that doesn't make sense on its own.
4	Embedded clause	A subordinate clause used within a main clause.
5	Subordinating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

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

Word Types		
24	Abstract noun	An idea or concept. e.g. bravery, courage, love
25	Noun	A name, place or thing.
26	Proper noun	Names of people and places which require a capital letter. e.g. London, Anna
27	Adjective	A word that describes the noun.
28	Verb	Action or state (be, have).
29	Modal verb	A verb that shows necessity or possibility. e.g. will, should, could
30	Adverb	A word that describes a verb.
31	Preposition	Providing information on time, place, and position.
32	Personal Pronoun	Words used in place of names of people or things. e.g. she, I, you
33	Collective Pronoun	Words that are used to show a group of people. e.g. our, us, we

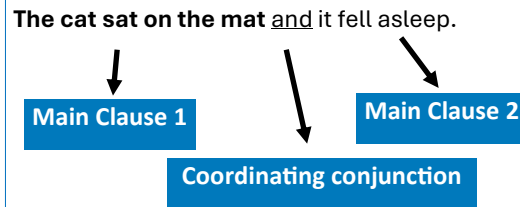
Simple Sentence

A sentence consisting of only 1 main clause. EXAMPLE:



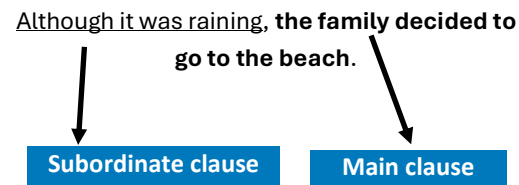
Compound sentence

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



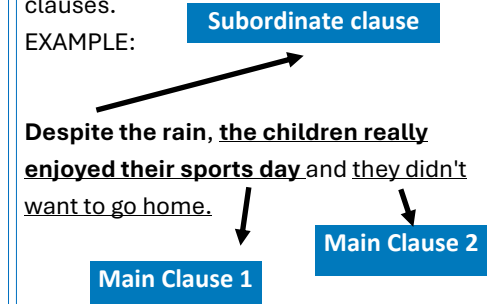
Complex sentence

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. EXAMPLE:



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 - Richard III

Attitudes in the 16 th Century		
	Subject	What people thought
1	Kingship	<ul style="list-style-type: none"> The throne of England is passed from the king to their eldest son or daughter. Kings and Queens of England claimed that God had placed them in their position. The royal family and landowners or nobles had all the political power. Everyday citizens had no say in the decision making of those in power.
2	Women	<ul style="list-style-type: none"> Women were considered less important than men. Men controlled the nation (patriarchy) and controlled their wives. The only way that women could have any power was through their husbands.
3	The supernatural	<ul style="list-style-type: none"> The belief in things that cannot be explained by science. New superstitions arose due to the fear of witchcraft. Women were those most often accused of being witches.
4	Appearance	<ul style="list-style-type: none"> Audiences in the 16th century would expect characters with an ugly physical appearance to have ugly personalities.

Key Vocabulary					
	Verbs		Adjectives		
5	Resent	Feel bitter about a situation.	11	Malicious	Intending to do harm.
6	Aspire	Hope to achieve something.	12	Bitter	Be angry/hurt about something.
7	Betray	Go behind someone's back.	13	Gullible	Easily persuaded.
8	Loathe	Intense dislike or disgust.	14	Deposed	Removed from power.
9	Alienate	Make someone isolated.	15	Tyrannical	Using power in a cruel way.
10	Relent	Give up resistance.	16	Feuding	Involved in a prolonged dispute.

Key dramatic terminology		
17	Aside	Lines spoken by a character which the audience hears but other characters do not hear.
18	Blank verse	Has a regular rhythm but no rhyme scheme.
19	Prose	Writing in continuous form without rhythm or rhyme.
20	Dramatic irony	Where the audience knows more than the characters in the play.
21	Machiavel	Manipulative, deceptive and ruthless villain who seeks power through scheming rather than force.
22	Monologue	Extended speech by one character in conversation with another.
23	Soliloquy	A solo speech where a character reveals their thoughts aloud.
24	Stichomythia	Rapid alternation of single lines spoken by two characters.
25	Tragedy	Drama based on human suffering – typically involving death.
26	Verse	Has a regular rhythm and a fixed rhyme scheme.

Shakespeare's Language					
	16 th Century	21 st Century		16 th Century	21 st Century
27	Adieu	Goodbye	37	Nay	No
28	Alas	Unfortunately	38	Oft	Often
29	Art	Are	39	'Tis	It is
30	Aught	Anything	40	'Twas	It was
31	Dost / Doth	Do/Does	41	Whence	From where
32	Ere	Before	42	Wherefore	Why
33	Hast	Have	43	Would	Wish
34	Hence	From here	44	Yea	Even
35	Thou	You (subject, singular)	45	Ye	You (subject, plural)
36	Thee	You (object)	46	Thine/thy	Your

English - Woman in Black and Gothic Writing

Key Subject Terminology		
Term		Definition
1	Gothic Fiction	A style of writing that is characterised by elements of fear, horror, death and extreme emotions.
2	Literary Conventions	Defining features of particular literary genres, such as novel, short story, ballad, sonnet, and play.
3	Motif	A repeated image or idea.
4	Supernatural	Something that cannot be explained by science or reason.
5	Characterisation	A literary device in which an author builds up a character in a narrative.
6	Symbolism	Using objects or characters to represent an important idea or concept.
7	Setting	The time and place in which the story takes place in a piece of literature.
8	Tension	The feeling of suspense and anticipation.
9	Simile	When one thing is compared to another using like or as.
10	Metaphor	When one thing is directly compared to another. e.g. 'the tank is a monster'
11	Pathetic fallacy	When the weather or nature reflects the feelings of the character and/or mood of the text.
12	Imagery	Where the writer uses words or phrases that create a certain image in the reader's mind.
13	Personification	Giving human qualities to an object e.g. the bullets screamed.
14	Foreshadowing	Warning or hint of a future event.
15	Foreboding	The implication that something bad will happen.
16	Framed narrative	A story within a story.
17	The Uncanny	Strange or mysterious especially in an unsettling way.

Key features of Gothic Horror	
18	Death and darkness
19	Supernatural (magic, ghosts, vampires, monsters)
20	Fear, haunting and isolation
21	Betrayal and revenge
22	Madness, terror and suspense

Key contextual ideas	
Term	Definition
Susan Hill	<ul style="list-style-type: none"> • Author of the Victorian ghost story. • Woman in Black was written in 1983 but set in the Edwardian Era.
Edwardian Era	<ul style="list-style-type: none"> • Between 1901 - 1910 • King Edward VII reigned as King before his death on May 6, 1910
Romanticism	<ul style="list-style-type: none"> • A literary genre in the 18th-19th century. • Celebrated nature, beauty and imagination. • Rejected industrialisation and rationalism.
Victorian Values	<ul style="list-style-type: none"> • Victorian society valued religion. • There was a strict social code of conduct. • Men were expected to always be respectful, logical and rational.
Motherhood	<ul style="list-style-type: none"> • Having a child out of wedlock was frowned upon. • Unmarried women were forced to give up their children for adoption.

Key Characters	
Arthur Kipps	The protagonist of the novel. A successful lawyer.
The Woman in Black	A ghostly figure.
Samuel Daily	A local man who befriends Arthur.
Mr Bentley	Arthur's boss at his London law firm.
Mr Jerome	A local estate agent appointed as Arthur's guide.
Keckwick	Arthur's driver.

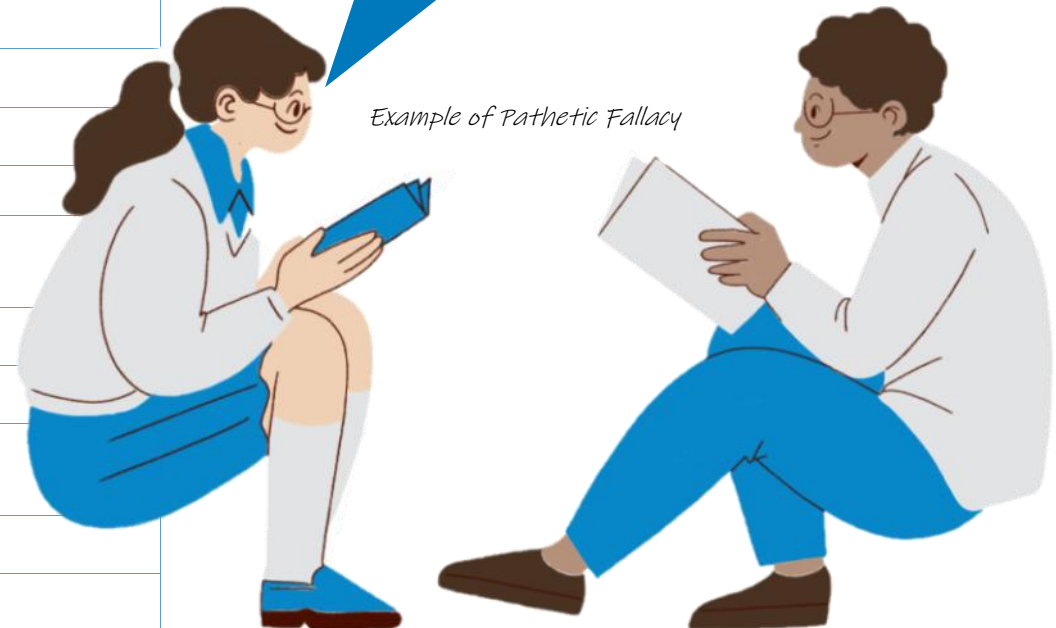
English - Woman in Black and Gothic Writing

Structure terminology

	Key Term	Definition
1	In medias res	When a piece of writing starts in the middle of the action without an exposition.
2	Characterisation	The creation and construction of a fictional character.
3	Narrator	The person or thing telling the story.
4	Omniscient narrator	A narrator who writes in the third person and has access to the thoughts and feelings of the characters/the plot.
5	Setting	The time and place in which the story takes place in.
6	Pathetic fallacy	When the weather or nature reflects the feelings of the character and/or mood of the text.
7	Pacing and delaying	Purposefully speeding up or slowing down of the plot for effect.
8	Perspective	A point of view or attitude towards something.
9	Dual narrative	When a story is told from two viewpoints.
10	Chronological	When events are shown in time order.
11	Non-linear	When events are not shown in time order.
12	Motif	A repeated image or concept.
13	Symbolism	Using objects or characters to represent an important idea or concept.
14	Analepsis	A flashback which shows past events.
15	Prolepsis	A flash-forward which shows future events.
16	Cyclical structure	When a text begins and ends in the same place or with the same idea.
17	Tension	The feeling of suspense and anticipation.
18	Foreshadowing	A warning or hint at a future event.

“The day is hot, the Capels are abroad, And if we meet we shall not scape a brawl, for now, these hot days, is the mad blood stirring.”
-*Romeo & Juliet, Act 3 Scene 1*

Example of Pathetic Fallacy



English - In the Sea there are Crocodiles

	Key Terminology	
1	Narrative	A written account of connect events; a story.
2	Analepsis	A flashback which shows past events.
3	Prolepsis	A flash-forward which shows future events.
4	Foreshadowing	A warning or hint at future events.
5	In media res	Where a piece of writing starts in the middle of the action without an exposition.
6	Setting	The time and place in which a story takes place.
7	Pace	The speed in which events unfold in the text.
8	Anaphora	Repetition of the same word/phrase at the beginning of successive clauses.
9	Cyclical structure	When a text begins and ends in the same place or with the same idea.
10	Pivotal moment	An important moment that signifies a shift or change.
11	Motif	Repeated image or idea.
12	Tension	The feeling of suspense and anticipation.
13	Tone	The choice of writing style the writer employs to convey specific feelings, emotions or attitudes.
14	Imagery	Where the writer uses certain words to create a certain image in the reader's mind.
15	Perspective	A point of view or attitude towards something.

	Key Vocabulary	
16	Conflict	A struggle between opposing forces.
17	Rite of passage	The transition from childhood to adulthood.
18	Emigrate	To leave one country and permanently settle in another.
19	Refugee	A person forced to leave their country in order to escape war or persecution.
20	Political refugee	A refugee from an oppressive government.
21	Asylum seeker	A person who leaves their country in order to find protection from persecution in another country.
22	Persecution	The cruel treatment of someone based on their race, religious, or political beliefs.
23	Propaganda	Misleading information used to promote a political view.
24	Militants	A person engaged in warfare or combat.
25	Fundamentalist	A person who holds very firm and extreme beliefs.
26	Extremism	The holding of very extreme political or religious views.
27	Taliban	A fundamentalist, Islamic group in Afghanistan.



Ethics - Islam

History of Islam	
Pre-Islamic Arabia	<ul style="list-style-type: none"> A polytheistic society made up of many tribes (corrupt & nomadic). Worshipped different gods at the Kaaba. Charged people to worship.
Hajar	<ul style="list-style-type: none"> Ibrahim's wife and mother of Ismail. Ran between the hills of Safa and Marwa 7 times looking for water (zam zam).
Night of Power	The night Angel Jibril first revealed the Qur'an's message to Muhammad.
Hijrah	Means 'migration' (of Muslims from Mecca to Medina). Muhammed was made to do this as he was being persecuted.
Conquest of Mecca	Muhammad peacefully reclaimed Mecca with an army of 10,000 using torches.

The Qur'an and Allah	
Qur'an	<ul style="list-style-type: none"> Islamic holy book, written in Arabic. Revealed to Muhammad over 23 years. Reveals the nature of Allah and is a guide to living. Means 'to recite'.
99 Names	Ways to describe Allah, e.g. Most Merciful, Most Wise
Tawhid	The oneness of Allah.
Shirk	The sin of worshipping something other than Allah.
Transcendent	Allah is beyond the physical world.
Immanent	<ul style="list-style-type: none"> God is always close to humans. 'Closer than your jugular vein.'

The Afterlife	
Barzakh	Cold sleep entered upon death.
End of the World Signs	Appearance of Mahdi, second coming of Isa (Jesus), corruption and chaos.
Day of Judgement	<ul style="list-style-type: none"> Israfil will blow trumpet twice. Angels Raqib and Atid present your book of deeds to Allah.
As-Sirat	<ul style="list-style-type: none"> Bridge over Jahannam into Jannah. "thin as a hair and sharp as a sword" Physical test of faith.
Jannah	<ul style="list-style-type: none"> Paradise ('garden') with 7 stages. Contains "rivers of milk and honey".
Jahannam	<ul style="list-style-type: none"> Place of torture ('depths') with 7 stages. People will wear "garments of fire".

Final Sermon	
Mount Arafat	The place outside of Mecca where Muhammad delivered his Final Sermon.
Key messages	<ul style="list-style-type: none"> Respect all human dignity. 'All mankind is from Adam and Eve' Fight poverty. 'Beware of Satan' Obey the Qur'an fully ("and if you follow this, you will never go astray") Promote equality of races "No Arab has superiority over a non Arab"

Sunni & Shia	
Death of Muhammad	Muhammad died in 632AD causing disagreement over his successor.
Shia	<ul style="list-style-type: none"> Around 10% of Muslims. Ali (Muhammad's son-in-law) should have been the leader. Became the fourth caliph (leader). Believe in Adalat—God's justice. Allah does not plan our lives.
Sunni	<ul style="list-style-type: none"> Around 90% of Muslims. Abu Bakr was the rightful leader. Became the first caliph (leader). Believe in Al-Qadr (Allah has planned everything).

Key words	
Tawhid	Oneness of Allah
Taqwa	Constant awareness of Allah
Shirk	The sin of worshipping anything other than Allah
Ummah	Worldwide Muslim community
Niyyah	Correct intention, focussed on Allah
Raqib and Atid	The 'Noble Recorders'- angels who record our deeds and intentions.



Ethics - Islam

Five Pillars of Islam		
PILLAR	FACTS	TEACHING
Shahadah	<ul style="list-style-type: none"> Declaration of faith Said at birth, death and reversion Soldiers say it in battle Emphasises tawhid and prophethood 	<i>"I bear witness there is no God but Allah, and Muhammad is His messenger"</i>
Salah	<ul style="list-style-type: none"> Prayer 5 times a day Wudu-ritual cleansing Face Mecca and use a prayer mat D'ua= personal prayers Friday prayers at mosque (men)= jummah Right niyyah—correct state of mind 	<i>"Glorify Him in the mornings and evenings"</i>
Zakat	<ul style="list-style-type: none"> 2.5% tax donated to charity (e.g. poor and travellers) National Zakat Foundation= Raised £28 million in zakat since its founding Voluntary = sadaqah Supports the ummah 	<i>"Those who help the poor are warriors for God's cause"</i>
Sawm	<ul style="list-style-type: none"> Fasting during Ramadan No eating, drinking during day Evening meal= iftar 27th day of Ramadan= Night of Power Refrain from evil thoughts and bad habits 	<i>"Shaytan is chained & gates of Jahannam are locked during Ramadan"</i>
Hajj	WHAT?	WHY?
	Travel to Mecca.	Birthplace of Prophet Muhammed.
	Wear white robes.	State of purity (ihram).
	Circle Kaaba 7 times (tawaf).	Muhammad circled Kaaba as he smashed false idols.
	Drink water from Zam Zam well.	To remember Angel Jibril leading Hajar to the water.
	Throw stones at pillars of Jamarat.	To remember Ibrahim throwing stones at Shaytan/resisting temptation.
	Sacrifice an animal (sheep or goat).	To remember Ibrahim being willing to sacrifice his son Ismail.

Jihad		
Greater Jihad	<ul style="list-style-type: none"> The inner struggle to be a good Muslim. Examples: Follow 5 pillars, go to mosque, avoid temptation. Farid Ahmed: Forgave wife's murderer in New Zealand mosque shootings. Emulate Allah's 'most-merciful' nature. 	<i>"Paradise is for those who curb their anger"</i>
Lesser Jihad	<ul style="list-style-type: none"> The physical struggle in self-defence. Can't kill civilians or start war, must stop if enemy surrenders. Only be declared by a holy Muslim leader. Demonstrated by Prophet Muhammad on return to Mecca. 	<i>"Fight for God those who attack you"</i>

Is it difficult being a Muslim in the UK?		
Islamophobia	<ul style="list-style-type: none"> The fear or hatred of Islam. TELL MAMA Islamophobia has tripled in UK since Hamas' attacks in October '23. 	
Performing the Five Pillars	DIFFICULT <ul style="list-style-type: none"> Schools don't close during Ramadan Minority religion (6.5%) Hajj is expensive (up to £5000). 	NOT DIFFICULT <ul style="list-style-type: none"> Excused from PE during Ramadan Can combine prayers Hajj must only be completed once
Islam in the Media	<ul style="list-style-type: none"> Islam is often portrayed unfairly in the media e.g. accusing Muslims of forcing 'Sharia Law'. 	
Extremism	<ul style="list-style-type: none"> Believing something that is very different from what most people consider acceptable e.g. ISIS. 	
#notinmyname	<ul style="list-style-type: none"> A Muslim campaign to distance themselves from ISIS. 	



Ethics - Hinduism

Origins of the faith	
Origins and context	<ul style="list-style-type: none"> One of the world's oldest religions Over 4000 yrs old Originated in Indian subcontinent
Hinduism	A western term that describes the vast diversity of beliefs, traditions and practices within the religion
Cyclical time	There are infinite cycles of creation, preservation and destruction

Nature of God	
Monotheistic or Polytheistic	<ul style="list-style-type: none"> Both One supreme reality Multiple deities
Pantheism	The belief that God and the universe are the same things
Brahman	<ul style="list-style-type: none"> Ultimate, formless and infinite reality Within and above all of creation Exists in different forms and deities
Trimurti	<ul style="list-style-type: none"> Brahma (creator), Vishnu (preserver) and Shiva (destroyer) symbolises the cosmic function of creation Ensures balance and cycle of existence
Atman	Inner self or soul Eternal and identical to Brahman
Brahma	Hindu god, the creator of the universe
Vishnu	Hindu god, preserves and maintains life
Shiva	Hindu god of destruction, transformation and renewal

Afterlife	
Law of karma	Belief that the things you do in life will eventually return to you, either in this life or the next.
Samsara	The cyclical nature of birth, death, and rebirth, driven by karma
Moksha	<ul style="list-style-type: none"> The ultimate goal for Hindus is to escape samsara and achieve moksha A state of liberation where the atman is united with Brahman, the ultimate reality
Reincarnation	The belief that the atman will be reborn in a different physical form or body after death, until it achieves moksha

Sacred texts	
The Vedas	<ul style="list-style-type: none"> Oldest and most important scripture Contains hymns, rituals and teachings which have been passed down
The Upanishads	<ul style="list-style-type: none"> Philosophical texts Key concepts such as Brahman, atman and moksha
The Bhagavad Gita	Lord Krishna's teachings on duty (dharma) devotion (bhakti) and liberation (moksha)

Living a moral life	
Cause and effect	<ul style="list-style-type: none"> Hindus believe that karma determines our future experiences If you live a good life and do moral actions you will gain good karma
Varnasharma Dharma Caste system	Traditional Hindu society was structured by social order. Society was divided based on differences in wealth, race and occupation
Ahimsa	The important principle of non-violence-supporting peace and avoiding harm to living beings.
Mahatma Gandhi	An example of ahimsa, Mahatma Gandhi led India's independence movement through non-violent resistance and civil disobedience
Sanatana Dharma	Eternal duty to live in a truthful, compassionate and disciplined life.

Hinduism in the UK	
Different interpretations	Hindu communities worldwide adapt their traditions to local cultures while maintaining core beliefs
Migration	Hindus migrated from India, East Africa and the Caribbean
British values	Hindu values such as non-violence, respect for all beings and family devotion align to British values and support multiculturalism and social harmony

Worship	
Mandir	A temple, a sacred space for Hindu worship, prayer, rituals and community events
Murtis	Sacred images or statues of deities
Puja	<ul style="list-style-type: none"> Hindu worship, it can be performed privately at home or publicly in the Mandir (temple). Involves offerings, prayers and rituals to honour deities

Festivals	
Diwali	<ul style="list-style-type: none"> Festival of lights in the Autumn Celebrates the victory of good over evil Celebrated with fireworks, exchanging gifts, decorating homes
Holi	<ul style="list-style-type: none"> Festival of colours, marks the arrival of Spring Holi also celebrates the Hindu god Krishna and the legend of Holika and Prahlad Celebrated by dancing, singing and throwing of powder paint and coloured water

Pilgrimage	
Haridwar	<ul style="list-style-type: none"> A major pilgrimage site on the River Ganges Pilgrims seek to be purified by holy dips in the river and rituals
Kumbha Mela	<ul style="list-style-type: none"> Held every 12 years Largest religious gathering Millions bathe in sacred rivers to cleanse sins and attain spiritual growth


Rituals	
Namakarana	Naming ceremony involves blessings and prayers
Weddings	<ul style="list-style-type: none"> A sacred ceremony involving a fire at the centre Bride and groom take seven steps and make seven promises
Funerals	Involves cremation and rituals to guide the atman's journey, with prayers to help achieve moksha



Ethics - Sikhism

1. Context and influences	
Origins	<ul style="list-style-type: none">Started in the Punjab region of South Asia (now present day India and Pakistan).Originated in the late 15th century.
1947 Punjab partition	Division of Punjab into two separate identities <ul style="list-style-type: none">West Punjab (5.5 million Muslims migrated)East Punjab (4.5 million Hindus and Sikhs)
Influences	Sikhi is a unique, distinct religion. “God is neither Hindu, nor Muslim”
Sikhs worldwide	<ul style="list-style-type: none">5th largest world religion30 million worldwide, 25 million thought to exist in India alone.
Sikhs in the UK	0.9% of the population of England and Wales (according to 2021 census).
Key facts	<ul style="list-style-type: none">Members= called Sikhs meaning ‘learners’Sikhism= westernised name, given to the religion based upon the British domination of India.

2. Life and teachings of Guru Nanak	
Guru	Spiritual teacher
10 Gurus	<ul style="list-style-type: none">The founding fathers of the faith.Starting with Guru Nanak and ending with Guru Gobind Singh (1708).Lived spiritually pure lives and shared divine wisdom.
Guru Nanak	The founder of Sikhi (1469-1539 CE) Born into a Hindu family, but rejected the caste system.
NANAK’S KEY TEACHINGS	
Oneness of God	‘Ik-Onkar’ - there is only one universal creator. “God is one but he has many forms” .
Equality	Rejected patriarchal society and believed men and women are equal “From women, man is born” .
Service	Through acts of charity, Sikhs develop compassion “Serve others as the Lord’s own” .

3. Sikh identity (The 5 K’s)	
Guru Gobind Singh	The last human guru, known for establishing the Khalsa.
Khalsa	Set up in 1699, the Khalsa is a group of committed Sikhs, who must be initiated to join.
Amrit Sansar	The name for the Sikh ceremony of initiation to the Khalsa. This signifies a Sikh’s vow to follow the Khalsa code of conduct and dedicating themselves to God.
The 5 K’s	<ul style="list-style-type: none">Kesh (uncut hair)Kangha (a comb)Kara (a steel bracelet)Kachera (cotton underwear)Kirpan (a sword) 
VAISAKHI DAY	
<ul style="list-style-type: none">Birthday of the Khalsa being formed.Vibrant, colourful processions led by 5 men wearing orange holding swords upright, hymns sung, visit Gurdwaras.	

4.Written authority: Sikh scripture	
Guru Granth Sahib	<ul style="list-style-type: none">Holy scripture: consisting of hymns, poems and writings written using the Gurmakhi alphabet.Considered the eternal ‘Living Guru’ as the line of living gurus ended.Believed to be the correct word of God and so is treated with respect.
Gurbani	Meaning <i>‘from the guru’s mouth’</i> . The Guru Granth Sahib contains writing from other gurus.
TEACHINGS IN THE GURU GRANTH SAHIB	
Waheguru	Only one God who is formless, eternal and beyond human understanding.
Creation	Divine spark of God lives in every part of God’s creation.
Afterlife	<ul style="list-style-type: none">There is no afterlife, the goal is to become ‘one’ with Waheguru.The soul endures the cycle of samsara, based on karma (the law of cause and effect).Mukti = freedom from the cycle of samsara (ultimate goal).

5. The ethical role of the Gurdwara	
Gurdwara	A Sikh place of worship (200 Gurdwara’s in Britain).
Focus on spirituality	<ul style="list-style-type: none">Gather for prayerHymn singingReadings from scripture
Focus on community	Langar meal (community kitchen)- free vegetarian food offered to all regardless of gender, status or wealth.
Sewa	<ul style="list-style-type: none">Selfless service without reward.Sikhs want to volunteer to help with the running of the Langar each week.Links to the belief that we all belong to the same human family, and they want to serve God by helping others (‘tan’- physical work and giving time).

French - Les Vacances et le Temps Libre

1. Où vas-tu tes vacances?	Where do you go on holiday?
Je vais	I go
On va	We go
En France	To France
En Espagne	To Spain
En Italie	To Italy
En Allemagne	To Germany
En Grèce	To Greece
Au Portugal	To Portugal
Au Mexique	To Mexico
Aux États-Unis	To the USA

2. Où restes-tu en vacances?	Where do you stay on holiday?
Je reste	I stay
Nous restons / on reste	We stay
À la montagne	In the mountains
À la campagne	In the countryside
À la plage	At the beach
Au bord de la mer	By the seaside
En ville	In town
Dans un camping	On a campsite
Dans un hôtel	In a hotel

3. Comment voyages-tu ?	How do you travel?
Je voyage/ On voyage	I/We travel
En voiture	By car
En bateau	By boat
En train	By train
En avion	By plane
En car	By coach

Opinions	
Qu'est-ce que tu aimes faire pendant les vacances?	What do you like to do during your holidays?
J'aime	I like...
J'adore	I love
Je préfère	I prefer
Je n'aime pas	I don't like
Je déteste	I hate...

Remember: An infinitive means 'to something' and ends in an -er, -ir or -re in French

4. Qu'est-ce que tu as fait l'année dernière ? What did you do last year?	
L'année dernière	Last year
Je suis allé en / au...	I went to + country
J'ai bronzé	I tanned
J'ai joué au tennis/au volley	I played tennis/ volleyball
J'ai nagé dans la mer	I swam in the sea
J'ai acheté des souvenirs	I bought souvenirs
J'ai mangé des spécialités locales	I ate local specialities
On a voyagé en	We travelled by
J'ai fait des sports nautiques	I did water sports
J'ai pris des photos	I took photos
J'ai lu	I read
J'ai fait du tourisme	I did sightseeing
Je suis allé (e) aux musées	I went to the museums
Je suis resté (e)	I stayed
C'était	It was

5. Qu'est-ce que tu vas faire?	What are you going to do?
Je vais	I am going...
Je ne vais pas	I am not going ...
On va	We are going ...
Je voudrais	I would like to...
Ce sera	It will be

6. Infinitifs	Infinitives
Me relaxer	To relax
Aller à la plage	To go to the beach
Lire	To read
Visiter les musées	To visit museums
Nager dans la mer	To swim in the sea
Faire des sports nautiques	To do water sports
Manger aux restaurants	To eat at restaurants
Visiter des monuments	To visit monuments
Faire du tourisme	To go sightseeing
Prendre des photos	To take photos
Acheter des souvenirs	To buy souvenirs

Opinions	
Amusant	Fun
Génial	Great
Fantastique	Fantastic
Incroyable	Incredible
Relaxant	Relaxing
Passionnant	Exciting
Nul	Rubbish
Ennuyeux	Boring

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

French - Les Vacances et le Temps Libre

7. Quels sont tes projets pour ce weekend?	What plans do you have for this weekend?
Je vais	I am going...
On va	We are going...

Jouer au basket	To play basketball
Aller à la plage	To go to the beach
Aller au parc	To go to the park
Aller au centre de loisirs	To go to the leisure centre
Regarder un film	To watch a film
Regarder la télé	To watch TV
Faire les magasins	To go shopping
Sortir avec mes amis	To go out with my friends
Faire mes devoirs	To do my homework
Faire de la natation	To go swimming
Faire du sport	To do sport

8. Qu'est-ce que tu aimes faire pendant ton temps libre?	What do you like to do in your free time?
J'aime	I like...
J'aime bien	I quite like...
J'adore	I love...
Je préfère	I prefer...
Je n'aime pas	I don't like...
Je déteste	I hate...
J'ai horreur de	I hate...

9. Tu voudrais aller au cinéma?	Do you want to go to the cinema
Tu veux	Do you want..?
Oui, je veux	Yes, I want...
Oui, je voudrais	Yes I would like...
D'accord	Okay
Peut-être	Maybe
Désolé(e)	Sorry
Je ne peux pas	I can't
Je dois faire mes devoirs	I have to do my homework
Je dois aider ma mère	I have to help my mum
Je dois m'occuper de mon frère / ma soeur	I have to look after my brother/sister

Time expressions	
PRESENT TENSE	
Normalement	Normally
Tous les ans	Every year
Puis / ensuite	Then/Next
PAST TENSE	
L'année dernière	Last year
L'été dernier	Last summer
FUTURE TENSE	
L'année prochaine	Next year
L'été prochain	Next summer
Dans le futur	In the future



10. Qu'est-ce que tu fais normalement le weekend ?	What do you normally do at the weekend?
Je joue au foot / au tennis / au netball	I play football / tennis / netball
Je joue à des jeux vidéos	I play video games
Je reste chez moi	I stay at home
J'écoute de la musique	I listen to music
Je regarde la télé	I watch TV
Je vais en ville	I go to town
Je sors avec mes amis	I go out with my friends
Je fais du shopping	I do shopping
Je ne fais rien	I do nothing

Opinions	
Je pense que	I think that
À mon avis	In my opinion
Je trouve que	I find that
C'est	It is...
C'était	It was...
Ce sera	It will be...



Divertissant	Entertaining
Cool	Cool
Important	Important
Génial	Great
Marrant	Funny
Joli	Pretty
Inoubliable	Unforgettable

Ennuyeux	Boring
Dangereux	Dangerous
Stupide	Silly/stupid
Affreux	Awful
Une perte de temps	A waste of time

French - Le Temps Libre et la Vie Saine

1. Qu'est-ce que tu aimes regarder ?	What do you like to watch?
Les feuilletons	Soaps
Les dessins animés	Cartoons
Les documentaires	Documentaries
Les séries américaines	American series
Les séries policières	Police series
Les émissions de sport	Sports programmes
Les émissions de télé réalité	Reality TV shows
Les infos	News

2. Je préfère	I prefer...
Je préfère regarder	I prefer to watch...
Je regarde	I watch...
J'aime	I like...
J'aime bien	I really like...
J'adore	I love...

3. Quel genre de film aimes-tu ?	What type of film do you like?
Les films d'amour	Love films
Les films d'horreur	Horror films
Les films d'action	Action films
Les films de science-fiction	Science-fiction films
Les films de guerre	War films
Les westerns	Western films
Les dessins animés	Animated films
Les films fantastiques	Fantasy films
Les documentaires	Documentaries
Les comédies	Comedies

Opinions sur la télé et les films	Opinions on TV and films
Parce qu' / Car	Because
Ils / elles sont	They are...
Drôles	Funny
Divertissant(e)s	Entertaining
Effrayant(e)s	Scary
Violent(e)s	Violent
Triste(s)	Sad
Captivant (e)s	Gripping
Informatif (ve)s	Informative

4. Quelle musique écoutes-tu ?	What music do you listen to?
J'aime écouter	I like to listen
J'écoute	I listen
Je n'écoute jamais	I never listen
De la musique pop	Pop
De la musique rap	Rap
De la musique hip-hop	Hip Hop
De la musique électronique	Electronic music
De la musique RnB	RnB
De la musique classique	Classical music
De la musique jazz	Jazz music
De la musique rock	Rock music
Un peu de tout	A bit of everything

Reasons	
Parce que	Because
C'est original	It is original
C'est entraînant	It is catchy
C'est relaxant	It is relaxing
Ça me donne envie de danser / chanter / pleurer	It makes me want to dance / to sing / to cry
Ça me rend heureux / triste	It makes me happy / sad

5. Qu'est-ce que tu manges ?	What do you eat?
Au petit-déjeuner	At breakfast
Au déjeuner	At lunch
Au dîner	At dinner
Je mange	I eat
Je prends	I have (eat)
De la soupe	Some soup
Des pâtes	Some pasta
Du poisson	Some fish
Des frites	Some chips
Des légumes	Some vegetables
De la viande	Some meat
Du riz	Some rice
Des escargots	Some snails
Je bois	I drink
De l'eau	Some water
Du café	Some coffee
Du jus d'orange	Some orange juice

What to include in your writing (colour key)	
C	Connectives
O	Opinions
R	Reasons
N	Negatives
E	Extra detail
T	Time expressions
T	Tenses
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	Masculine
	Feminine
	Plural

French - Le Temps Libre et la Vie Saine

6. Que voudrais-tu manger?	What do you want to eat?
Je voudrais manger	I would like to eat
Je voudrais boire	I would like to drink
Une crêpe	A crêpe
Parce que c'est	Because it is
Délicieux	Delicious
Malsain	Unhealthy
Salé	Salty
Sucré	Sweet
Aigre	Sour

7. Qu'est-ce que tu portes ?	What do you wear?
Je porte	I wear
Un pull	A jumper
Un jean	Jeans
Un tee-shirt	A t-shirt
Une robe	A dress
Une veste	A jacket
Une chemise	A blouse
Une jupe	A skirt
Des baskets	Some trainers
Bleu/e (s)	Blue
Noir/ e (s)	Black
Blanc/he (s)	White
Gris/e (s)	Grey
Rouge/s	Red

8. Qu'est-ce que tu vas acheter ?	What are you going to buy?
Demain	Tomorrow
Ce weekend	This weekend
Je vais aller	I am going to go
À la boulangerie	To the bakery
À la boucherie	To the butcher's
À l'épicerie	To the grocer's
À la librairie	To the book shop
À la pharmacie	To the pharmacy
À la pâtisserie	To the pâtisserie
Au magasin de souvenirs	To the souvenir shop
Au magasin de chaussures	To the shoe shop
Je vais acheter	I am going to buy
Un stylo	A pen
Des petits gâteaux	Some small cakes
Des médicaments	Some medication
Un livre	A book
Du pain	Some bread
Ce sera utile	It will be useful
Ce sera cher	It will be expensive
Ce sera bon marché	It will be cheap

Time expressions (Past)	
Hier	Yesterday
Récemment	Recently
La semaine dernière	Last week

9. Qu'est-ce qu'il faut faire pour rester en forme?	What must we do to stay in shape?
Il faut	You must
Il ne faut pas	You must not
Manger des fruits	Eat fruits
Faire de l'exercice	Do exercise
Éviter des sucreries	Avoid sugary foods
Dormir de bonne heure	Sleep early
Manger équilibré	Eat a balanced diet
Fumer	Smoke
Boire de l'alcool	Drink alcohol
C'est mauvais pour la santé	It is bad for your health
C'est bon pour la santé	It is good for your health
C'est sain	It's healthy
C'est malsain	It's unhealthy

10. Qu'est-ce que tu as fait hier?	What did you do yesterday?
Je suis allé au gymnase	I went to the gym
J'ai fait de l'exercice	I did some exercise
J'ai fait du sport	I did sport
J'ai mangé cinq fruits et légumes	I ate 5 fruits and vegetables
J'ai mangé équilibré	I ate a balanced diet
J'ai dormi 8 heures	I slept 8 hours
J'ai bu de l'eau	I drank water
C'était vraiment sain	It was really healthy

French - Le collège et le travail

1. Quelles matières étudies-tu?	What subjects do you study?
J'étudie	I study
J'aime étudier	I like to study
Le français	French
L'EPS	P.E
L'anglais	English
L'art / le dessin	Art
Le théâtre	Drama
La géographie	Geography
L'histoire	History
L'éducation religieuse	R.E
La musique	Music
La technologie	Technology (DT)
L'informatique	I.T.
Les maths	Maths
Les sciences	Science

2. Quelle est ta matière préférée ?	What is your favourite subject?
Ma matière préférée c'est	My favourite subject is
Parce que	Because
Car	Because
Puisque	Because
Ça m'intéresse	I'm interested in it
J'ai des bonnes notes	I get good marks
Le prof m'aide	The teacher helps me
Le prof explique bien	The teacher explains well
C'est actif / créatif	It's active/creative

3. Qu'est-ce qu'il faut faire ? (Les règles)	What must you do? (Rules)
Il faut	You must
Être poli	Be polite
Écouter en classe	Listen in class
Porter un uniforme	Wear uniform
Arriver à l'heure	Arrive on time
Faire les devoirs	Do homework
Il ne faut pas	You must not
Porter des piercings	Have piercings
Courir dans les couloirs	Run in the corridors
Manger du chewing-gum	Chew gum
Utiliser le portable en classe	Use your phone in class

4. Qu'est-ce qu'il faut porter ?	What must you wear?
Il faut porter	You must wear
Je porte	I wear
Je dois porter	I have to wear
Une cravate	a tie
Une chemise	a shirt
Une veste	a blazer
Une jupe	a skirt
Un pantalon	Trousers
Des chaussettes	Socks
Des chaussures	Shoes

5. Que penses-tu des règles ?	What do you think of the rules?
Je pense que c'est	I think that it is
Je trouve ça	I find it
Juste	Fair
Normal	Normal
Important	Important
Utile	Useful
Nécessaire	Necessary
Injuste	Unfair
Énervant	Annoying
Stupide	Stupid
Inutile	Useless

What to include in your writing

C	Connectives
O	Opinions
R	Reasons
N	Negatives
E	Extra detail
T	Time expressions
T	Tenses
I	Interesting adjectives
	Masculine
	Feminine
	Plural

J'aime étudier le français parce que le prof explique bien. Je pense que c'est utile.



French - Le collège et le travail

PRESENT TENSE

6.	Quelles activités fais-tu?	What activities do you do?
	Je joue d'un instrument	I play an instrument
	Je joue dans l'orchestre	I play in the Orchestra
	Je chante dans la chorale	I sing in the choir
	Je suis membre de l'équipe de.....	I am a member of the.....team
	Je parle une langue étrangère	I speak a foreign language
	Je ramasse les déchets	I pick up litter

7. Qu'est-ce qu'ils font comme travail?	What do they do for a job?
Il est / Elle est	He is / She is
Professeur	A teacher
Infirmier/ière	A nurse
Cuisiner/ ière	A chef
Serveur/euse	A waiter
Coiffeur/euse	A hairdresser
Vendeur/euse	A sales assistant
Réceptionniste	A receptionist
Dentiste	A dentist
Médecin	A doctor
Pompier / ière	Fireman / woman
Chanteur/euse	A singer
Footballeur/euse	A footballer
Agent de police	A police officer

8. Quels clubs y-a-t-il ?	What clubs are there?
Il y a	There is / There are
Dans mon collège il y a beaucoup de clubs	In my school there are lots of clubs
Un club d' échecs	Chess club
Un club de sport	Sports club
Un club de langues	Languages club
Un club éco	An eco-club
Un orchestre	An orchestra
Un club de théâtre	A drama club

9. Qu'est-ce qu' il / elle doit faire ?	What does he / she have to do?
Il / elle doit	He / she has to
Aider les enfants	Help children
S'occuper des patients	Look after patients
Préparer les repas	Prepare meals
Servir les clients	Serve customers
Couper les cheveux	Cut hair
Travailler à la caisse	Work on the till
Répondre au téléphone	Answer the phone
À son avis c'est	In his / her opinion it is
Répétitif	Repetitive
Créatif	Creative
Stressant	Stressful
Relaxant	Relaxing
Bien payé	Well-paid

Time expressions

Quand fais-tu ça ?	When do you do that?
Après le collège	After school
Pendant la pause déjeuner	During lunch
Tous les mercredis	Every Wednesday
Tous les jours	Every day
Quelquefois	Sometimes

FUTURE TENSE

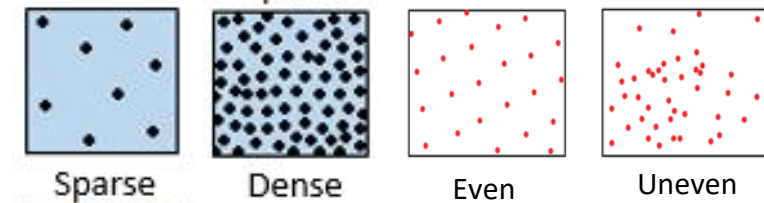
10.	Quel serait ton boulot idéal ?	What would your ideal job be?
	Je voudrais...	I would like...
	Je veux	I want...
	Je ne voudrais pas	I would not like
	Être	To be
	Travailler	To work
	Faire	To do
	Ce serait	It would be
	Gratifiant	Rewarding
	Un défi	A challenge

11. Les projets d'avenir	Future plans
Je voudrais voyager	I'd like to travel
J'aimerais me marier	I'd like to marry
J'aimerais avoir des enfants	I'd like to have children
Je voudrais gagner beaucoup d'argent	I'd like to earn lots of money
Je voudrais être heureux/euse	I would like to be happy

Geography - Population

How is our population distributed globally?

Term	Definition	Example
Population distribution	The spread of people across an area	Even or uneven
Population density	Number of people per km ²	Sparse or dense
Sparsely populated	Very few people per km ²	Himalayas
Densely populated	Lots of people per km ²	Western Europe
Rural / Urban	Rural = Countryside / Urban = Towns and cities	New Forest/ Bournemouth



2. What influences population distribution?

Category	Factor	Explanation for sparsely populated areas.
Physical factors	Relief	Steep ground is difficult/expensive to build on e.g. Himalayas.
	Climate	Too cold or hot to grow crops, Ideal to grow crop.
	Soil	Crops do not grow if soil is infertile.
Human factors	Jobs	If few jobs, people will migrate to other areas for work.
	Transport	If transportation links are good people be attracted.

3. How will world population change?

Population explosion	World population has exploded since 1950 and will peak in 2100. Mostly in LICs/NEEs.	<p>The graph shows world population starting at approximately 2.5 billion in 1950 and rising sharply to about 10 billion by 2100. The curve is exponential, with the rate of increase accelerating over time.</p>
Natural increase	When birth rates > death rates.	
Birth rate (BR)	Number of babies born per 1000 / year.	
Death rate (DR)	Number of people who die per 1000 / year.	
Overpopulation	Too many people for the resources available in an area. No food = starvation. No clean water = disease like cholera.	

4. Why do BR and DR vary?

Country	Explanation of birth rate	Explanation of death rate
HIC BR ↓ DR ↓	<ul style="list-style-type: none"> Women have careers = marry later & have fewer children Contraception available Children are expensive 	<ul style="list-style-type: none"> Good access to health care Education about well-being Disposable income to buy healthy food
NEE BR ↓ DR ↓	<ul style="list-style-type: none"> As country develop, people are moving to cities, less children are needed to work in fields. Contraception becomes available 	<ul style="list-style-type: none"> Increased access to clean water Better health care
LIC BR ↑ DR ↓	<ul style="list-style-type: none"> Children help on farms Lack of sex education Girls marry young High infant mortality rate 	<ul style="list-style-type: none"> Lack of access to clean water Poor health care access

5. What are population pyramids?

Population structure	Number of people in each age range, separated into gender.
Economically active	16-65 age group - working age so pay taxes to the government.
Dependants	Do not work <15 & >65.
Population pyramids: Graph showing pop structure	<p>The image shows three population pyramids. The first, labeled 'LIC' (Low Income Country), is a triangle with a wide base and a narrow top. The second, labeled 'NEE' (Newly Emerging Economy), is a more rounded shape with a wider base than the LIC pyramid. The third, labeled 'HIC' (High Income Country), is an inverted pyramid with a narrow base and a wide top.</p>
What does the shape of the pyramid tell us about the population structure?	<ul style="list-style-type: none"> Wide base = ↑ BR Short = ↓ life expectancy. Youthful population

Geography - Population

7. What are the impacts of an ageing population in the UK?

A high proportion of elderly people (over 65) in relation to younger people.		Why? Better health care and better diets and fitness levels, this increases life expectancy	
Negatives		Positives	
<div>💡 More money needed for state pensions so there is less investment in services such as schools</div> <div>🏥 2/3 hospital beds taken by elderly, this means there is longer waiting times and more pressure put on the NHS</div>		<div>💡 Elderly have disposable income, this is spent in shops and restaurants which will create jobs and boost the local economy</div> <div>💡 Elderly look after grandchildren saving parents money</div>	
Management strategies			
<div><ul style="list-style-type: none">● Increase the retirement age= more people paying taxes for longer● Increase tax for the working population= more income for the government to use for paying pensions● Access to free or funded childcare= to encourage more women to have babies</div>			

8. What are the impacts of an youthful population?

A high proportion of young people (under 15 years) in relation to elderly people	
Negatives	Positives
<ul style="list-style-type: none"> • Strain on natural resources = environmental damage, deforestation and water shortages if not managed sustainably • Overpopulation = overcrowding in cities, housing shortages and traffic problems • Education requirements = the government will need to invest more into schools and teachers 	<ul style="list-style-type: none"> • Builds a larger future workforce = more people of working age to boost economic productivity • Increased tax revenue in the future= improvements in public services like healthcare, education and transport • Future business development = young people had new ideas to create new businesses, creating jobs and strengthening the economy
Management strategies	
<ul style="list-style-type: none"> • Invest in healthcare= reduces infant mortality so families will have fewer children • Family planning= men and women can make choices about how many children to have • Investment in education= more career opportunities so will have fewer children later in life • Improving women's rights = more women have access to education and careers meaning few children are had 	

9. What is migration?

Term	Definition
Migration	The movement of people from one place to another.
Immigrant	A person who comes to live IN a foreign country.
Emigrant	A person who moves OUT of a country.
Refugee	A person who has been forced to leave their country to escape war, persecution, or a natural disaster.
Economic migrant	A person who moves for work to improve their life.
Asylum seeker	A refugee who has applied for asylum.

10. Why do people migrate?

Source country —Where the migrants come from.		Host country —Where the migrants go.	
Push factors	Negative factors which make people want to LEAVE a place.	Pull factors	Positive factors which make people move TO a place.
<ul style="list-style-type: none"> ◇ Lack of education ◇ Poorly paid jobs ◇ Wars or conflicts 		<ul style="list-style-type: none"> ◇ Higher wages ◇ Better access to education ◇ Better healthcare 	

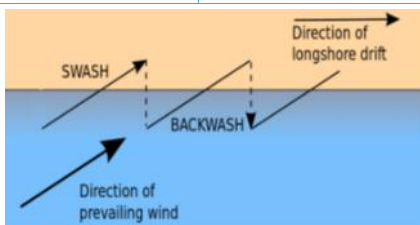
11. What are the causes and impacts of migration?

Case study:

	Push / Pull factors	Impacts	Double development (impacts)
Source - Nepal Push factors	Low literacy rate 68%.	Migrants sent remittances home, \$2billion.	This means there is more income for families to use on necessities in Nepal. Therefore, quality of life can improve.
	Poor wages, mainly farming jobs (90% of all jobs).	Workers couldn't return home during Kefala	This means there is less male workers in Nepal. Therefore, there is less people working so less income for families
Host - Qatar Pull Factors	Higher paid jobs in construction.	Hard working cheap labour (400,000) to complete big projects (7 World Cup stadiums and hotels).	This means they were able to host the World Cup. Which means they could generate income from ticket sales.
	Low tax and rent living whilst working in Qatar.	Bad press about working conditions and poor wages.	This means there may be less tickets sold. Which means there could be income lost.

1. Waves	
Key term	Definition
Prevailing wind	The most common wind direction.
Swash	Movement of the waves UP the beach in the direction of the prevailing wind.
Backwash	Movement of the waves DOWN the beach at a right angle due to gravity.
Fetch	Distance the wave has travelled.

2. What processes occur along our coast?	
Key term	Definition
Erosion (HAAS)	The wearing away of rock
Hydraulic power	The sheer force of the water compressing air into cracks causes bits to break off.
Abrasion	Sediment scraping against the cliff (like sandpaper) removing small bits.
Attrition	'Smashing' of sediment against each other becoming more rounded
Solution	Acids in sea water dissolve certain types of rock, such as limestone or chalk, causing them to gradually erode over time.
Weathering	The break down of rocks where they are (in situ)
Freeze thaw weathering	The breaking up of rock caused by the repeated cycle of freezing and thawing of water in a crack.
Chemical weathering	The breaking down of rock caused by chemicals (e.g. weak acid rain).
Deposition	Dropping of material. Occurs when there is a loss of energy like in sheltered bays.
Transportation	The movement of material.
Longshore drift	The zig zagged movement of sediment along the coastline.



Prevailing wind blows at an...
Angle to the coastline
 Swash moves sediment up the beach at an angle. Backwash moves sediment back down at 90° due to gravity.
 Sediment is transported along the coast as...
Longshore drift

Constructive waves	Destructive waves
<ul style="list-style-type: none"> Build up the beach Strong swash, weak backwash Low, long waves 	<ul style="list-style-type: none"> Destroy the beach Weak swash, strong backwash Tall, short waves
<p>Constructive</p>	<p>Destructive</p>

3 and 4. Erosional landforms		Include processes
Landform	Formation	
Headlands and bays	<ul style="list-style-type: none"> Some coast lines have bands of hard and soft rock (discordant). Destructive waves erode the coast by abrasion. Soft rock erodes faster and retreats creating a bay. Hard rock erodes slower, remaining stuck out as headlands. 	
Cave, Arch, Stack	<ul style="list-style-type: none"> Destructive waves attack the base of a cliff through hydraulic action opening up cracks. Cracks widen by hydraulic action creating a cave The cave is enlarged by abrasion, eventually cutting through the headland to make an arch. As the arch is unsupported, eventually it will collapse due to gravity. A stack is formed. 	

Geography - Coasts

5. Depositional landforms

Landform	Formation
Beaches	<ul style="list-style-type: none"> Beaches form when deposition occurs. There needs to be a source of sediment nearby like soft cliffs. Constructive waves deposit material in sheltered areas (bays).

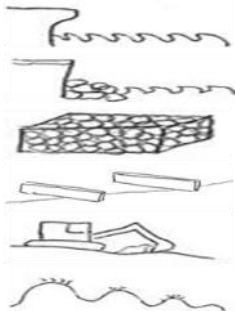

6. What are the causes and effects of coastal erosion?

Causes	Point	Develop
	Differing geology	Soft rock erodes faster than hard rock (headlands & bays).
	No management	If there is no hard engineering, erosion is more likely.
Effects	Communities	<ul style="list-style-type: none"> People can't sell their homes. People have to leave their community, feel isolated.
	Environment	<ul style="list-style-type: none"> Loss of coastal habitats, lowers biodiversity. Beaches are removed (coastline more vulnerable).

8. How effective is coastal management in Bournemouth?

Why does it need management?	<ul style="list-style-type: none"> Without management coastline would erode at 1 m per year. Beach vital for tourism (tourist spend £413 million each year) Cliffs are collapsing (e.g. Durley Chine and East Cliff 2024) Protects 3114 homes and 109 businesses 		
	Point	Develop This means that...	Double Develop As a result...
How has the coast been managed?	Hard engineering- 53 groynes to be replaced.	Reduce longshore drift creating a wide beach.	Waves lose their energy before the cliff.
	Soft engineering- 3 lots of beach nourishment every 5 years.	Replaces sediment lost through longshore drift.	Wider beach absorbs more wave energy.
Bournemouth Beach Management Scheme 2015-2032	How successful was this management?	Groynes less successful - trapped sediment, starving Barton on Sea's beaches.	More coastal erosion occurs at Barton on Sea.
		Groynes more successful—groynes trap the sediment and create a wider beach.	Houses are at risk of cliff collapse.
		Creates 9000 jobs for local people.	Have a higher income and pay more tax to the government.
		£413 million is brought into the area.	Councils receive more income through tax improving the area.
		Beach nourishment more successful- Wide beaches attracting tourists.	Less income can be used to improve infrastructure in Bournemouth such as roads.
		Beach nourishment less successful- needs to be completed often, 3 times every 5 years.	

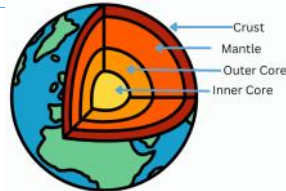
7. How do we manage our coastline?

Type	Definition	Type	Image	Description	Explanation
Hard engineering	Man-made structures built to control the sea. Reduces flooding and erosion.	Sea walls		A hard wall made from concrete.	Reflects the waves energy back out to sea.
		Rock armour		Boulders piled up along the coast.	These get eroded rather than the coast.
		Gabions		Wire cages filled with rocks.	Absorb wave energy.
		Groynes		Wooden fences going out into the sea.	Reduce longshore drift by trapping sediment so a wider beach.
Soft	A natural approach to managing the coast.	Beach nourishment		Sand from elsewhere is added to beaches.	Wider beaches reduce erosion and flooding.
		Dune regeneration		Restoring sand dunes by planting marram grass.	Stabilises the sand to prevent it eroding.

Geography - Tectonics

1. What is planet Earth made of?

Key term	Definition
Crust	Outer layer made of rock. Split into plates. Can be continental (thick, less dense) or oceanic (thin, dense).
Mantle	Thickest layer made from molten rock (magma).
Outer core	Made from liquid nickel and iron.
Inner core	Centre of the Earth made from solid nickel and iron. 5500°C.
Convection currents	Heat currents in the mantle which make tectonic plates move due to friction.



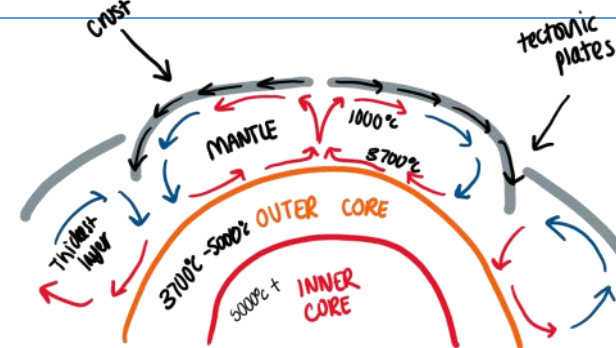
2. What happens at the plate margins?

Tectonic plates	The Earth's crust is made of slabs of rocks (7 major and 8 minor plates) that sit on top of the mantle. The plates fit together like a giant puzzle.
Plate margin / Plate boundary	Where two tectonic plates meet and either collide, move apart or slide past each other.
Global distribution	Tectonic hazards mainly occur along the plate margins. Earthquakes occur at all margins, but volcanoes are found only on destructive and constructive.

Why do plates move?

Convection currents

Heat currents in the mantle which make tectonic plates move due to friction



1. The heat from the core heats up the lower mantle
2. The magma is less dense so rises away from the core
3. The magma reaches the crust and spreads sideways, sticking to the bottom of the tectonic plates causing them to move through friction
4. The magma cools, becomes less dense and sinks back towards the core

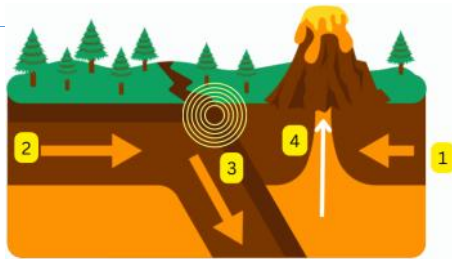
3. How do earthquakes form?

Focus	The point underground where the earthquake occurs.
Epicentre	The point on the Earth's surface directly above the focus.
Seismic waves	The energy released from earthquakes.

Reducing the impacts of earthquakes

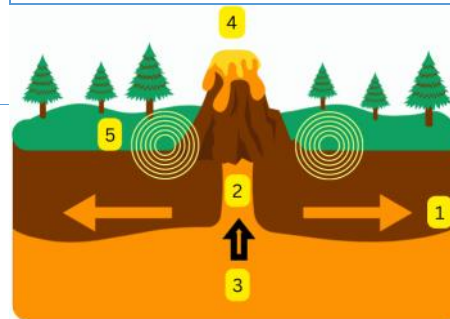
Predict	Difficult to predict earthquakes. Monitoring of past earthquakes and patterns.
Protect	Buildings can be built to be earthquake resistant (e.g. rubber shock absorbers and steel braces, retrofitting). Very effective but expensive, unaffordable for LICs.
Planning	Planning for earthquakes includes rehearsing drills (drop/cover/hold), having emergency bag ready, training emergency services and knowing what countries to ask for help with responding.

Destructive >>



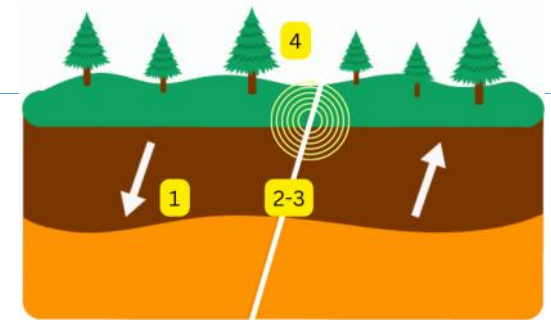
1. Oceanic and continental plates **move towards each other**
2. Oceanic plate (denser) subducts under continental plate.
3. Tension builds up causing earthquakes.
4. Subducted crust melts and magma rises
5. Lava erupts from a **composite volcano**.

Constructive <<



1. Two tectonic plates are **pulled apart**
2. Gap in crust created.
3. Magma rises from mantle to fill gap
4. Lava erupts from a **shield volcano**.
5. Friction creates low magnitude (energy) earthquakes.

Conservative V V



1. Tectonic plates slide past each other.
2. Plates get caught on each other.
3. Friction occurs and tension builds up.
4. Energy is suddenly released as seismic waves... an earthquake! (No volcanoes on conservative margins)

4. Impacts and responses		
Impacts	Primary impact	The initial impact of a natural event on people and property, caused directly by the natural event.
	Secondary impact	The after-effects that occur as indirect impacts of a natural event.
Responses	Immediate response	The reactions of people as the disaster happens and in the immediate aftermath.
	Long-term response	Later reactions that occur in the weeks, months and years after the event.

5. NEE earthquake - Turkey / Syria 2023

Syria GNI per capita of \$800 (in 2020).
Conservative plate margin. 2 EQs 7.8 and 7.5 magnitude.
Epicentres in south Turkey, around 20km of large towns such as Iskenderun.

Example of a PDD: A huge fire in the port of Iskenderun broke out, hundreds of shipping containers caught fire. This means that the international port had to be closed. As a result, trade and incoming aid could not carry on, suspending the rescue effort.

Impacts	Primary	Damage to the sewage and water pipe network in 10 provinces.	164,321 buildings collapsed or are heavily damaged.
	Secondary	A huge fire at one of Turkey's main ports, Iskenderun.	4 million children had an interruption in their education.
Responses	Immediate	Temporary sanitary facilities installed.	Food and water supplies were given to easy access places.
	Long-term	Project of constructing 650,000 new houses.	Damaged valuable artifacts were safely placed in 20 containers for restoration by museums.

9. Why do people live near tectonic hazards?

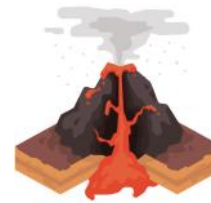
Earthquakes	Volcanoes
In LICs, people are too poor to move elsewhere.	In LICs, people are too poor to move elsewhere.
In HICs people feel safe due to EQ resistant buildings and regular drill practice.	The heat from magma below the ground can be used to generate electricity (geothermal energy) and provide jobs.
Earthquakes occur very rarely.	Soils near volcanoes are fertile, good for crops.

6. What affect the number of deaths?

Level of development	Physicality of the earthquake
<ul style="list-style-type: none"> Poor building materials (no building codes). Densely populated squatter settlements. 	<ul style="list-style-type: none"> If the epicentre is close to a densely populated area. Time of the day (whether if people are at work or during the night).
<ul style="list-style-type: none"> Emergency services not trained. Lack of insurance to pay for repair. 	<ul style="list-style-type: none"> Magnitude. Depth of focus (shallow focus would be stronger EQ).

7. What are the two types of volcano?

Composite volcano - Destructive Margin



Shield volcano - constructive margin



Tall but narrow base. Steep slopes.	Short but wide base. Gentle slopes.
Thick layers of lava, lots of ash.	Gentle eruptions (more frequent).
Violent eruptions (less frequent).	Thin layers of lava, little ash.

Volcanic hazards include ash cloud (air travel can be affected), pyroclastic flow, lava flow.

8. Monitoring Volcanoes

Monitoring volcanoes leads to accurate predictions of eruptions, reducing the risks.

Warning signs	As magma rises.
Earth vibrations	100s of small earthquakes. Seismometer is used.
Temperature	Ground and water get hotter - Thermal imagery is used (satellites).
Change in gas	Near an eruption, more sulphur in gas samples.
Ground deformation	Changes to the shape of the volcano are measured using laser beams.

History - The Tudors

Why were people criticising the Catholic Church?	
Reformation	A movement in the 16 th century which led to a break with the Catholic Church and the beginning of the Protestant Church
Renaissance	A cultural movement that began in Italy in the 1500s
Printing press	A revolutionary invention created by Gutenberg in 1455 It took power away from the Church as it allowed new books and translations of the Bible to be published
Martin Luther	A German monk who helped start the Reformation with his 95 Theses and created the Protestant faith
95 Theses	A document outlining Martin Luther's 95 criticisms of the Catholic Church. It accused the Church of: <ul style="list-style-type: none"> • Corruption • Misleading teachings about purgatory and indulgences • Greed
Heretic	Someone with religious views that disagree with official Church teaching

How do Catholics and Protestants differ?		
	Catholic Church	Protestant Church
Key beliefs	<ul style="list-style-type: none"> • Transubstantiation - bread and wine taken during Mass turn into the physical body and blood of Christ • The Pope God's representative on Earth 	<ul style="list-style-type: none"> • Bread and wine do not literally turn into Christ • The Bible was the sole authority on how to worship
Churches	<ul style="list-style-type: none"> • Colourful; shows God's greatness • Statues, stained glass windows; paintings 	<ul style="list-style-type: none"> • Simple; people can focus on God • Plain walls; no art or stained glass; simple wooden altar
Priests	<ul style="list-style-type: none"> • Wear bright and colourful robes • Cannot marry • Needed for people to understand the Bible and talk to God 	<ul style="list-style-type: none"> • Wear plain and simple robes • Can marry • Believe a person can communicate directly with God
Language	Latin	The local language

What caused the Protestant Reformation?		
Henry VIII (1509-1547)	King of England who broke with the Catholic Church to form the Church of England	
Primogeniture	A system of inheritance, where the eldest son has the right to inherit the throne	
Cardinal Wolsey	Henry VIII's Lord Chancellor from 1515 to 1529, the Pope's representative in England and a very wealthy and powerful man	
Catherine of Aragon	Henry VIII's first wife. Their marriage lasted for 24 years and was annulled in 1533	
Anne Boleyn	Catherine of Aragon's lady-in-waiting, who was much younger than Catherine and ambitious	
Act of Supremacy	1534. Henry VIII officially broke away from the Roman Catholic Church and became Head of the Church of England	
Male Heir	Money	Power
Annulment - To declare that a marriage never actually existed	Warfare —Henry needed money to fund his wars against France Revenue - The annual income of the King to pay for wars and other expenses	Faction – political groups who fought for power and influence over Henry. Royal Supremacy – the King replaced the Pope's religious power in England.
Heir - A person who inherits the throne		

How did people react to the Protestant Reformation?	
Thomas Cromwell	Henry VIII's chief minister
Dissolution of the Monasteries	Henry VIII's actions to strip monasteries of their wealth & land
The Six Articles	Passed in 1539; forbade superstitious practices, such as kneeling before images of saints
Pilgrimage of Grace 1536	Northern nobles were angered by the Dissolution of the Monasteries and rebelled against Henry VIII
Robert Aske	Leader for the Pilgrimage of Grace

1509 Henry VIII becomes King	1517 Martin Luther writes the 95 Theses	1521 Henry writes a pamphlet criticising Luther	1525 Henry meets Anne Boleyn	1529 Wolsey loses power	1533 Henry marries Anne Boleyn	1534 Act of Supremacy passed	1536 The Dissolution of the Monasteries begins	1536 The Pilgrimage of Grace	1539 The Six Articles
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History - The Tudors

How far did religion change under the Tudors?					The Catholic Threat: Spanish Armada				
Edward VI (1547-1553)		Devout Protestant. Henry VIII’s third child and only son by Jane Seymour			Phillip II of Spain		King of Spain and briefly of England after marrying Mary I in 1554. He was devoutly Catholic and fought against the spread of Protestantism		
Edward’s changes to the Church		Passed a string of injunctions (laws) to make the Church more Protestant <ul style="list-style-type: none">Redecorated Churches to be plain; white walls; no artChurch services and Bible to be in English instead of LatinMass banned			Spanish Armada		Fleet of Spanish warships sent to invade England		
Mary I (1553-1558)		Devout Catholic. Henry VIII’s eldest daughter by Catherine of Aragon			Why did Philip send the Armada?		<ul style="list-style-type: none">The execution of Mary Queen of ScotsElizabeth had rejected his marriage proposalHe wanted to make England Catholic again		
Counter-Reformation		Catholic fight back against spread of Protestantism. Mary married Catholic king (Phillip of Spain) and reversed Henry and Edward’s changes <ul style="list-style-type: none">Churches returned to Catholic appearanceMass reintroduced and delivered in LatinRefusal to convert resulted in being burnt at the stake							
Martyr		A person who is killed for their beliefs							
Elizabeth I and the Religious Settlement									
Elizabeth I (1558-1603)		Moderate Protestant. Second daughter of Henry VIII by Anne Boleyn							
Religious Settlement		Elizabeth’s religious policy: combining elements of Catholicism and Protestantism. As part of this Elizabeth declared herself Supreme Governor of the Church of England.							
Papal Bull		A formal announcement made by the Pope which excommunicated Elizabeth							
Recusants		Extreme Catholics who refused to attend compulsory Protestant church services							
Puritans		A group of extreme Protestants who were against Catholic styles of worship							
Challenges to Elizabeth I’s reign									
Mary Queen of Scots		<ul style="list-style-type: none">Elizabeth’s Catholic cousin. She was queen of ScotlandMany Catholic countries such as France and Spain supported her over Elizabeth							
Plots against Elizabeth		<ul style="list-style-type: none">The Ridolfi Plot (1571), the Throckmorton Plot (1583) & the Babington Plot (1586) were all plans to murder Elizabeth and replace her with MaryThe plots were discovered by Francis Walsingham, Elizabeth’s spymaster							
1547 Edward VI becomes king	1553 Lady Jane Grey is queen for 9 days	1553 Mary becomes queen	1558 Elizabeth I becomes queen	1559 The Religious Settlement	1570 Pope declares Elizabeth a heretic	1587 Death of Mary Queen of Scots	1588 The Spanish Armada	1603 Death of Elizabeth I	

History - England: A World Turned Upside Down 1603-1707

From Tudors to Stuarts	
James I (James Stuart)	<ul style="list-style-type: none">James VI of Scotland became James I of EnglandElizabeth’s successor as she had no children
Why did Catholics dislike James I?	<ul style="list-style-type: none">He was Protestant and ordered a new English Bible (King James Bible) to be writtenContinued to fine CatholicsOrdered all Catholic priests to leave the country
Gunpowder Plot (5th November 1605)	<ul style="list-style-type: none">Catholic plot led by Robert Catesby to kill James IPlan was to blow up the Houses of Parliament. It failed when Guy Fawkes was caught below ParliamentPlotters were hanged, drawn and quartered
Monteagle letter	Sent to Lord Monteagle warning him not to attend Parliament. He gave Letter given to king’s advisor, Robert Cecil

Long term causes of the English Civil War	
Charles I	<ul style="list-style-type: none">King of England from 1625—1649King who fought the Civil War against parliament
Charles’ marriage	<ul style="list-style-type: none">Charles had married a French Catholic, Henrietta Maria. Many MPs feared this would make Charles make England Catholic again
Puritans	<ul style="list-style-type: none">A group of radical Protestants who believed that churches should be plainPuritans hated the changes Charles and Laud made to the Church3 Puritans who challenged Charles were punished by having their ears cut off
War with Scotland	<ul style="list-style-type: none">Charles tried to introduce a new prayer book to Scotland in 1637This started a war so Charles had to recall parliament to ask for money
Divine Right of Kings	<ul style="list-style-type: none">Charles believed he was appointed king by GodCharles felt that parliament had no right to question his decisions
11 Year Tyranny	<ul style="list-style-type: none">Period form 1629-1640 where Charles ruled without parliament
Ship Money	<ul style="list-style-type: none">A tax that Charles expanded to raise moneyParliament did not agree to this tax and felt it was illegal

Short term causes of the English Civil War	
Short Parliament	Called by Charles in 1640 but dismissed by Charles after 3 weeks
Long Parliament	<ul style="list-style-type: none">Charles recalled parliament and it sat for 20 yearsMPs abolished Ship Money & Star ChamberMPs ordered the arrest of Archbishop Laud and the Earl of StraffordMPs refused Charles money for Scottish and Irish wars
Grand Remonstrance	<ul style="list-style-type: none">A list of complaints about the king written by MP John PymIt asked for parliament to have much more controlCharles hated it tried to arrest Pym and 4 other MPsThis was the final straw and the English Civil War started

Events of the English Civil War	
New Model Army	Parliament’s professional army. Commanded by Thomas Fairfax and Oliver Cromwell. Led by trained officers. Soldiers had good pay and discipline
Royalists	Supporters of the king also called ‘Cavaliers’
Parliamentarians	Supporters of parliament also called ‘Roundheads’
Stalemate	Between 1642-44 no side could gain an advantage The New Model Army was created to help parliament win
Reasons for Parliament’s victory	<ul style="list-style-type: none">New Model Army far better trained than RoyalistsParliament controlled LondonCharles used many foreign soldiers in his armyMajor defeat for Charles at the Battle of Naseby in 1645

Trial and Execution of Charles I	
Regicide	The action of killing a king
Treason	The crime of betraying one’s country
Charles’ execution	<ul style="list-style-type: none">Parliament could not agree on how to treat Charles after the warEventually he was put on trial for treason.Cromwell refused to let any MPs who supported Charles into parliament59 MPs signed his death warrant
Rump Parliament	154 remaining MPs after Parliament was purged

1605 Gunpowder Plot	1625 Charles I becomes king	1629 11 Year Tyranny begins	1635 Ship Money expanded	1637 New Prayer Book in Scotland	1640 Parliament recalled	1642 Civil War starts	1649 Charles executed
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History - England: A World Turned Upside Down 1603-1707

Witchcraft 1645-47	
Matthew Hopkins	English witch hunter during the English Civil War. Went by the title 'The Witchfinder General'
Punishments for the accused	<ul style="list-style-type: none"> • Hanging was the most common method of execution • Others faced torture and imprisonment
James VI of Scotland's 'Daemonologie'	<ul style="list-style-type: none"> • Written to convince people of the reality of witchcraft • Dialogue urged the detection and punishment of witches

Interregnum and Cromwell	
Interregnum	<ul style="list-style-type: none"> • The Puritan role of Oliver Cromwell as Lord Protector • The period of time between the execution of Charles I in 1649 and the Restoration of Charles II in 1660
Oliver Cromwell	<ul style="list-style-type: none"> • Sent to Ireland by parliament to crush a rebellion • Became 'Lord Protector' & ruled supported by the army • Ruled without parliament • A strict Puritan he banned theatres, pubs and Christmas
Uprisings in Ireland	<ul style="list-style-type: none"> • Cromwell aimed to eliminate any threat from Royalist forces • Drogheda: Cromwell's forces stormed the town resulting in the massacre of soldiers and civilians • Wexford: A similar massacre followed
Commonwealth	The period when England ceased to be a monarchy, and was at first ruled by Parliament

Restoration to Union	
Causes of the Restoration	<ul style="list-style-type: none"> • When Oliver Cromwell died his son, Richard, took over but was unpopular and forced out of power by the army • The army tried to rule England without parliament
General Monck	Believed restoring the monarchy would stabilise England
Charles II	Son of Charles I invited back to England to become king in 1660
Declaration of Breda	<ul style="list-style-type: none"> • Promises Charles II made to become king. Written in Breda, Holland • Promises included religious freedom, pardons for Parliamentarians, wages for the army and return of land to Royalists

The Glorious Revolution and Act of Union	
James II	<ul style="list-style-type: none"> • Catholic monarch and brother to Charles II • James II of England and Ireland 1685 to 1688 • James VII of Scotland 1685 to 1688
Glorious Revolution 1688-1689	James II replaced with the joint monarchy of his daughter Mary and her Dutch husband, William of Orange
English Bill of Rights	Declared no Catholic could rule England again. It also guaranteed more freedom and power for parliament
Act of Union	<ul style="list-style-type: none"> • Formally united the Kingdom of England and the Kingdom of Scotland into a single Kingdom of Great Britain • English and Scottish parliaments were dissolved and replaced by a single parliament of Great Britain, located in Westminster

Additional Key People	
Thomas Fairfax	Commander of the New Model Army
Prince Rupert	Nephew of Charles I who led the Cavalier cavalry
Richard Cromwell	Son of Oliver Cromwell who succeeded his father as Lord Protector in 1658

1649 Charles executed	1649 Irish rebellions put down by Cromwell's army	1653 Cromwell becomes Lord Protector	1658 Cromwell dies	1660 Declaration of Breda	1660 Charles II becomes king	1685 James II becomes king	1689 King William II and Queen Mary II take the throne	1689 English Bill of Rights	1707 Act of Union
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History - The Slave Trade & Abolition

What was Africa like in the 16 th century?				
The Kingdom of Benin	<ul style="list-style-type: none">One of the most developed kingdoms in AfricaSituated in modern day NigeriaOrganised system of government; wealthy; traded with other parts of Africa and later, with Europeans			
The Songhai Empire	<ul style="list-style-type: none">Situated in modern day MaliEstablished trade routes from the coast to central AfricaHad a flourishing culture; centre of learning and Islam			
The Slave Trade Triangle				
Trade Triangle	<ul style="list-style-type: none">European ships transported manufactured goods to Africa e.g. guns, hardware and clothThese goods were traded for Enslaved Africans who were then transported to America and the CaribbeanSlaves grew raw materials e.g. sugar, cotton and tobacco on plantations to be sent back to Europe.			
Plantation	<ul style="list-style-type: none">A large farm or estate where one main crop was grown by enslaved AfricansMostly grew sugar, cotton and tobacco			
The Middle Passage	The second stage of the trade triangle where Africans were transported to America and the Caribbean.			
Countries involved in slavery	<ul style="list-style-type: none">British, Portuguese, Dutch, Spanish, Danish, & French empires all traded slavesBritish Empire dominated global trade and the Slave Trade. Liverpool and Bristol were the main cities to benefit from the Slave Trade			
Abolition: White campaigners				
Abolition	Banning or getting rid of something			
White abolitionists	<ul style="list-style-type: none">Granville Sharp: A lawyer who set up the Abolition CommitteeWilliam Wilberforce: MP who brought the Abolition Bill to parliament every year between 1790-1806Josiah Wedgwood: A potter who created the symbol of the Abolition Committee “Am I not a man and a brother?”Thomas Clarkson: campaigner who told people about the horrors of slavery; asked ordinary workers to sign petitions; gave speeches for abolition			
The Abolition Committee	<ul style="list-style-type: none">A group of influential men in Britain that campaigned to end the slave trade			
How this helped abolition	<ul style="list-style-type: none">They raised awareness amongst the British public of the true nature of slavery. Opinion gradually turned against slaveryParliament was needed to pass the laws			
1607-1732 British colonies created in Americas	1781 Slave Ship Zong	1788 Petitions begin to end slavery	1789 Equiano writes his autobiography	1791 Haitian Revolt

How were enslaved Africans treated?	
During the Middle Passage	<ul style="list-style-type: none">10-20% of enslaved Africans died on the voyageDensely packed on the ships, and chained togetherPoor hygiene on ships led to many illnessesDuring the voyage of the Zong 133 sick slaves were thrown overboard
On arrival in the Americas	Would be sold by auction to plantation owners
On plantations	<ul style="list-style-type: none">Field Slaves: Would carry out tough manual labour such as harvesting crops and crushing & boiling sugarDomestic Slaves: Would work in the owner’s houseSlaves would be harshly punished for trying to run away or for lack of work
The actions of black people	
Resistance	<ul style="list-style-type: none">Refusing to cooperate e.g. deliberately working slowCultural Resistance: e.g. by continuing to use their native languages
Slave Rebellion	<ul style="list-style-type: none">Toussaint L’Ouverture led a rebellion in St. Domingue (modern day Haiti; a French colony) slaves declared Haiti independentAround 10% of slave ships mutinied although few succeeded
Olaudah Equiano	<ul style="list-style-type: none">Ex-slave who became an abolitionistWrote a best-selling autobiography in 1789 <i>The Interesting Narrative of the Life of Olaudah Equiano</i>
How this helped abolition	<ul style="list-style-type: none">Mutinies and revolts raised awareness in EuropeEuropean governments became scared of future revoltsEquiano’s book helped Africans to be seen as people not propertyChallenged European ideas about what ex-slaves could achieve
Economic reasons	
Boycott	To stop buying goods. Public awareness caused a sugar boycott
Slavery not profitable	Economist Adam Smith argued that a ‘Free market’ was better Slavery was bad for business as slaves had no incentive to work Paid workers would not need food and accommodation like slaves
Petition	A list of requests or demands signed by many people
How this helped abolition	Sugar boycotts and the growing idea of the free market made the slave trade far less profitable.

1797 Abolition Committee created	1804 Haiti declares independence	1807 Abolition Bill – slave trade becomes illegal in British Empire	1833 Slave ownership in British Empire banned
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44

History - The Industrial Revolution

Context of the Industrial Revolution	
Revolution	A change which means nothing will ever be the same again
The Industrial Revolution	The change from agrarian (farming) society to an industrial (manufacturing) one
The British Empire	Supplied many of the raw materials that helped drive the Industrial Revolution. Provided a market to buy manufactured goods

Transport and Technology	
Canals	<ul style="list-style-type: none"> Man-made waterways used to move raw materials such as coal and manufactured goods A slow and expensive method of transport
Locomotive	<ul style="list-style-type: none"> A steam train James Watt designed a steam engine in 1776
George Stephenson	<ul style="list-style-type: none"> Engineer who created the first passenger train in 1825 Known as the 'Father of railways'
Turnpike Trusts	<ul style="list-style-type: none"> Companies given permission from Parliament, to borrow money from banks and use it to build newer and better quality roads. They would then charge a 'toll' (a fee) for everyone that wanted to use it
James Hargreaves	Inventor of the 'Spinning Jenny' which could spin 8 threads at once
Richard Arkwright	Industrialist who created the water frame which could use water power to spin cotton

Factories	
Cottage Industry	Industry such as weaving that was carried out in people's homes
Factory system	The production of manufactured goods using machines in factories
Mass Production	The making of products on a large scale
Luddite	Someone opposed to new technology and ways of working Luddites would destroy factories and equipment

Working Conditions in Factories	
Collieries	A coal mine
Why were children used in factories?	<ul style="list-style-type: none"> Children did not have to be paid as much as adults Children were small enough to crawl under machinery / work in mines
Royal Commission	<ul style="list-style-type: none"> A commission of inquiry appointed by the Crown on the recommendation of the government Investigated working conditions for children in factories and mines
Factory Act 1833	<ul style="list-style-type: none"> Passed to protect children at work Stated that no child under the age of 9 could work in a factory.
Trade Union Congress	Founded in 1864 to support the rights of factory workers

Poverty and Reform	
Slums	<ul style="list-style-type: none"> Low quality housing where the poorest in society live Often located in large industrial cities
Conditions in slums	<ul style="list-style-type: none"> Overcrowding—caused poor health and disease Poor sanitation—lack of sewers and clean water Poverty—lack of basic human needs e.g. food, shelter, education
Reformers (People working for changes in society)	Elizabeth Fry: Involved in prison reform Robert Peel: Founded the Metropolitan Police Seebohm Rowntree: Argued the government needed to help the poorest in society

Public Health Reform	
Reformers (People working for changes in society)	<ul style="list-style-type: none"> John Snow: A doctor who discovered that the cholera germ was spread by dirty water Edward Jenner: Discovered the vaccination to Smallpox in 1796
Laissez—Faire	A government view that they should not involve themselves in ordinary people's lives
Public Health Acts	1848: The first act encouraged clean water supplies, but was not compulsory 1875: The second act made it compulsory to provide clean water, sewage and monitor disease outbreaks

1764 The Spinning Jenny invented	1769 The water frame invented	1771 Arkwright opens Cromford Mill	1776 Watt builds his steam engine	1813 Execution of 14 Luddites	1814 Stephenson invents the locomotive	1830 Opening of the Liverpool Manchester railway	1833 Factory Act passed to protect children at work.	1848 The First Public Health Act passed	1875 The Second Public Health Act passed
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History - The British Empire

Context of the British Empire				
Empire	• A group of countries ruled over by a leader			
Colony	• A country ruled by another			
Colonisation	• The process of establishing control over other countries			
Reasons for Britain gaining an Empire	• Geographical: Britain is an island with skilled sailors • Military: GB had invested in gunpowder technology, powerful navy • Economic: GB was the first industrialised nation, desire for overseas markets, GB used chartered companies (trade company not under government control) • Political: GB had a stable government			

The Americas: How did Canada become part of the British Empire	
Walter Raleigh	Explorer who founded the first British colony in the Americas
13 Colonies	The 13 original British colonies in America
First Nations	Native populations in what becomes known as Canada
Hudson Bay Trading Company	Traded furs in North America from 1670
7 Years War	• A global war between the British, Spanish and French • A large amount of fighting took place in the Americas

Australia: How did the Aborigines experience the Empire?	
Aborigines	Indigenous people of Australia
Penal Colony	A colony where prisoners are sent as punishment
Transportation	Sending criminals to a prison colony as a punishment
The Black War	Frontier war between settlers and Tasmanian aborigines
William Cuffey	A black campaigner who was sent to the Tasmanian Penal Colony

1584 Walter Raleigh founds the colony of Virginia in America	1757 East India Company takes control of Bengal	1770 The British ‘claim’ Australia	1783 The US win their independence	1802 Tasmanian genocide begins	1857 The Indian Mutiny	1858 The British government take direct control of India	1899 The British use concentration camps in the Boer War	1919 The Amritsar massacre	1947 India & Pakistan gain independence
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India: What was the turning point in Britain’s relationship with India?	
British Raj	• The period of British rule of India
East India Company	• The main British trading company in India
Key Events	Indian Mutiny: Indian soldiers (sepoys) fought against British control of the army Amritsar Massacre: Up to 1000 Indian civilians killed by the British Army Rowlatts Act: Gave the British more power to treat the Indian people harshly.

Africa: How did the ‘scramble’ change Africa?	
Royal African Company	An English Trading company one of the founders was Charles II
Transatlantic slave trade	• The trade in enslaved Africans • Britain was the main European country involved in the trade
Scramble for Africa	• European countries competing for control of African territory • Occurred between 1800 - 1900
Cecil Rhodes	• A businessman and politician who was heavily involved in the colonisation of southern Africa • Rhodesia (modern Zimbabwe) was named after him

What is the legacy of the British Empire?	
Decolonisation	The process of colonies gaining independence
Legacy	The impact of the British Empire on the present day
English Exceptionalism	The belief that England and the English people are superior to all other nations

Mathematics - Number

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

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

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

Mathematics - Number

Key Term	Definition
Equivalent Fractions	Fractions which have different numerators and denominators but represent the same value.
Percentage Increase/Decrease	Calculating a percentage of an amount and either adding this onto (increasing) or subtracting this from (decreasing) the original amount.
Percentage Change	To calculate the percentage change, use the following: $\frac{\text{difference}}{\text{original}} \times 100$
Percentage Multiplier	The number you multiply a quantity by to increase or decrease it by a percentage. E.g. to increase by 10% the multiplier is 1.1.
Significant figure	The significant figures of a number are the digits which carry meaning (i.e. are significant) to the size of the number. The first significant figure of a number cannot be zero .

Key Term	Definition
Cube Root	The particular factor of a number which can be multiplied by itself twice to produce that number.
Key units of measurement	<div> Time 1 hour = 60 minutes 1 minutes = 60 seconds 1 hour = 3600 seconds </div> <div> Length 1 cm = 10mm 1m = 100cm 1km = 1000m </div>
	<div> Mass 1kg = 1000g 1 tonne = 1000kg </div> <div> Area 1cm² = 100mm² 1m² = 10000cm² </div>

Mathematics - Algebra

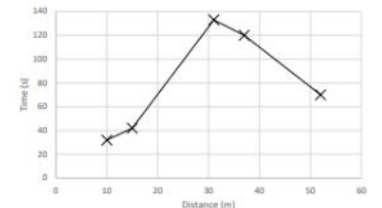
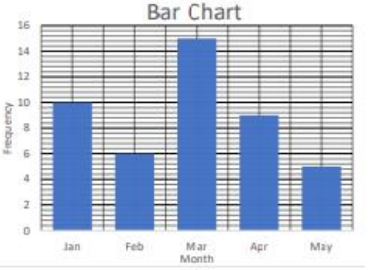
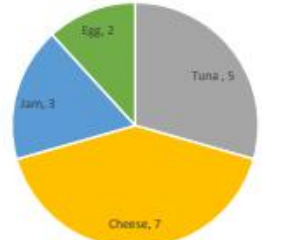
Key Term	Definition
Algebra	A branch of mathematics in which letters are used to represent numbers.
Coefficient	A constant value which multiplies a variable. Always written before the variable.
Constant	A fixed number on its own.
Equation	A mathematical statement in which two expressions with equal values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

Key Term	Definition												
Inverse operation	The opposite operation that is being performed on a variable.												
Term	A constant, variable or coefficient and one or more variables.												
Inequality	<table border="1"> <thead> <tr> <th colspan="2">Inequality Symbols</th></tr> </thead> <tbody> <tr> <td>\neq</td><td>not equal</td></tr> <tr> <td>$<$</td><td>less than</td></tr> <tr> <td>\leq</td><td>less than or equal to</td></tr> <tr> <td>$>$</td><td>greater than</td></tr> <tr> <td>\geq</td><td>greater than or equal to</td></tr> </tbody> </table>	Inequality Symbols		\neq	not equal	$<$	less than	\leq	less than or equal to	$>$	greater than	\geq	greater than or equal to
Inequality Symbols													
\neq	not equal												
$<$	less than												
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$>$	greater than												
\geq	greater than or equal to												

Key Term	Definition
Direct Proportion	If two quantities are in direct proportion, as one increases, the other increases by the same percentage.
Inverse Proportion	If two quantities are inversely proportional, as one increases, the other decreases by the same percentage.
Scale Factor	A number by which a shape is enlarged
Ratio	Comparing the size of one part to another. The ratio of a to b is written as $a:b$.
Equivalent ratio	Equivalent ratios are found by multiplying/dividing all parts of the ratio by the same value.

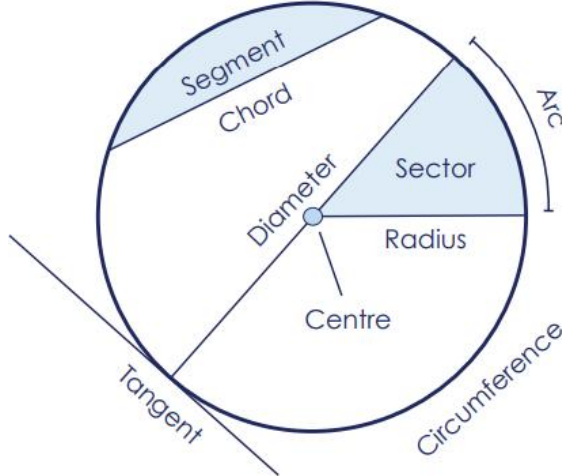
Mathematics - Statistics

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

Key Term	Definition	Examples																					
Frequency Table	A table showing how often something occurs. Can include tally charts.	<table border="1"> <thead> <tr> <th>Score</th><th>Tally</th><th>Frequency (<i>f</i>)</th></tr> </thead> <tbody> <tr> <td>1</td><td> </td><td>4</td></tr> <tr> <td>2</td><td> </td><td>9</td></tr> <tr> <td>3</td><td> </td><td>6</td></tr> <tr> <td>4</td><td> </td><td>8</td></tr> <tr> <td>5</td><td> </td><td>3</td></tr> <tr> <td>6</td><td> </td><td>1</td></tr> </tbody> </table>	Score	Tally	Frequency (<i>f</i>)	1		4	2		9	3		6	4		8	5		3	6		1
Score	Tally	Frequency (<i>f</i>)																					
1		4																					
2		9																					
3		6																					
4		8																					
5		3																					
6		1																					
Line Graph	Uses lines to join points on a graph to represent a data set.																						
Bar Chart	A way of displaying data using horizontal or vertical bars which are the same width and have gaps between them.																						
Pie Chart	A method of displaying proportional information by dividing a circle up into different-sized sectors.																						

Key Term	Definition
Frequency	How many times something occurs.
Continuous data	Data that can take any value. E.g. height, weight, length.
Discrete data	Data that can only take certain values. E.g. shoe size.

Mathematics - Geometry & Measure

Key Term	Definition
Parts of a circle	
Arc	A section of the circumference.
Sector	The area bounded by two radii and an arc.
Chord	A straight line joining any two parts of the circumference.
Circumference	The distance around the outside of the circle.
Diameter	A straight line going from one end of the circle to another passing through the centre.
Segment	The area bound by the circumference and a chord.
Tangent	A straight line that touches the circumference at a single point.
Pi (π)	The ratio of a circle's circumference to its diameter.

Key Term	Definition
Circumference	The perimeter of the circle. $C = \pi d$
Radius	$diameter \div 2$
Diameter	$2 \times radius$
Perimeter of semi-circle	$p = \frac{\pi d}{2} + d$
Perimeter of quarter circle	$p = \frac{\pi d}{4} 2r$
Perimeter of three-quarter circle	$p = \frac{3}{4} \pi d + 2r$
Area of a circle	$A = \pi r^2$
Area of a semi-circle	$A = \frac{\pi r^2}{2}$
Area of a quarter-circle	$A = \frac{\pi r^2}{4}$
Area of three-quarter circle	$A = \frac{3\pi r^2}{4}$

Mathematics - Geometry & Measure

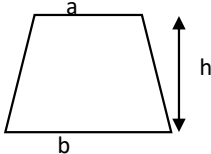
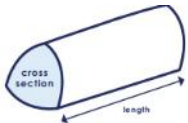

Key Term	Definition
Acute Angle	An angle less than 90°.
Adjacent	Next to, or near.
Area	A measure of the space inside a closed two-dimensional shape.
Axes	The straight lines on a graph used to define the position of a point. The x-axis goes across (horizontal). The y-axis goes up (vertical).
Centimetre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

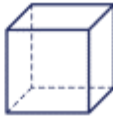
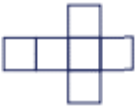

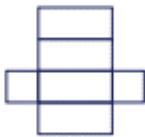
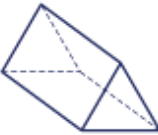

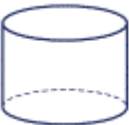
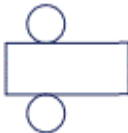



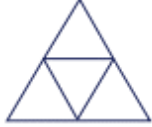



Key Term	Definition
Perpendicular	Two lines that meet at an angle of 90°.
Perimeter	The total distance around the outside of a closed two-dimensional shape.
Polygon	A closed two-dimensional shape made up of all straight edges.
Protractor	An instrument used to measure angles.
Quadrilateral	A two-dimensional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

Key Term	Definition
Angles around a point	Angles around a point sum to 360°.
Angles on a straight line	Angles on a point on a straight line sum to 180°.
Angles in a triangle	Angles in a triangle sum to 180°.
Angles in a quadrilateral	Angles in a quadrilateral sum to 360°.

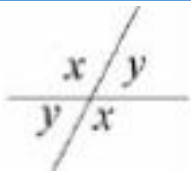
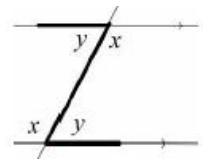
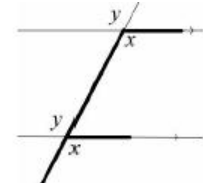
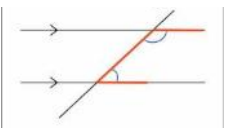
Key Term	Definition
Area of a rectangle or square	Length x width
Area of a parallelogram	Length x perpendicular height
Area of a triangle	$\frac{\text{Base} \times \text{perpendicular height}}{2}$
Area of a trapezium	$\frac{a + b}{2} \times h$, where a and b are parallel sides.

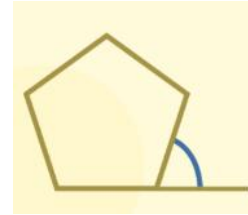
Mathematics - Geometry & Measure

Key Term	Definition	
Area of a trapezium	$\frac{1}{2}(a + b)h$	
Face	A face is a single flat surface.	
Edge	An edge is a line segment between two faces.	
Volume	<p>The amount of 'space' a solid object occupies. Units: mm^3, cm^3, m^3, etc. The volume of a prism $V = \text{Area of Cross Section} \times \text{Length}$</p>  <p>The volume of a cylinder $= \pi r^2 h$</p> 	
Volume of a cube / cuboid	Length x width x height	
Prism	A 3D shape with a constant cross-section.	
Cross-section	The 2D shape that is consistent throughout the prism	

Key Term	Definition	Shape	Net
Cube	6 square faces 12 edges 8 vertices		
Cuboid	6 rectangular faces 12 edges 8 vertices		
Triangular Prism	5 faces 9 edges 6 vertices		
Cylinder	3 faces 2 edges 0 vertices		
Square-based Pyramid	5 faces 8 edges 5 vertices		
Triangular-based Pyramid	4 faces 6 edges 4 vertices		
Cone	2 faces 1 edge 1 vertex		
Sphere	1 face 0 edges 0 vertices Half a sphere is known as a hemisphere.		

Mathematics - Geometry & Measure

Key Term	Definition
Vertically Opposite Angles	Vertically opposite angles are equal. 
Alternate Angles	Alternate angles are equal. 
Corresponding Angles	Corresponding angles are equal. 
Co-Interior Angles	Co-Interior angles add up to 180°. 

Key Term	Definition
Sum of all angles in Polygons	n is the number of sides. $(n - 2) \times 180$
Internal angle in regular polygon	$\frac{(n - 2) \times 180}{n}$
External angle	The angle between a side of a polygon and an extended adjacent side. 
Exterior angle regular polygon	$\frac{360}{n}$

Music - Terms and Definitions

Elements of music	
Dynamics	The volume of the music
Harmony	The accompaniment to the melody - chords or bassline
Melody	The tune
Pitch	How high or low a sound is
Rhythm	The pattern of beats
Structure	The sections in a piece of music
Texture	The layers in a piece of music
Tonality	Major or minor music

Key Words: Tonality	
Major	Happy sounding music
Minor	Sad sounding music

Rhythmic Devices	
Call and response	When one person calls a rhythm and the group respond in a similar or matching phrase
Ostinato	A repeating pattern which can be rhythmic or melodic
Polyrhythm	Many rhythms played at the same time of equal importance
Syncopation	An off-beat rhythm

Melodic Devices	
Conjunct	Melody moving in steps
Disjunct	Melody moving in leaps
Ascending	A melody moving higher in pitch
Descending	A melody moving lower in pitch

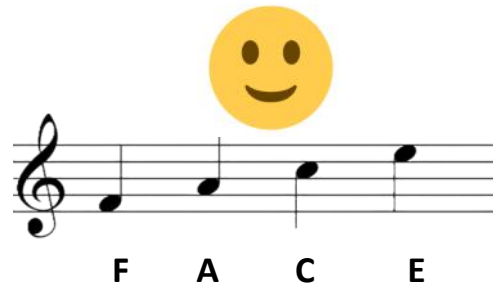
Tempo: Italian terms	
Tempo	The speed of the music
Largo	Very slowly
Adagio	Slowly
Andante	At a walking pace
Moderato	Moderately
Allegro	Fast
Vivace	Quick and lively
Presto	Very fast
Accelerando	Gradually speeding up
Rallentando	Gradually slowing down

Texture	
Monophonic	One single melody or rhythm played with no accompaniment
Homophonic	Melody and accompaniment
Polyphonic	Multiple melodies or rhythms played at the same time and each of equal importance
Octave	Playing the same note exactly 8 notes higher or lower
Unison	Playing exactly the same notes as your partner at the same time

Blues Music	
Riff	A short, catchy, repeated melodic or rhythmic phrase. It is played by an instrument
Improvisation	Making music up on the spot with no rehearsal
Lyrics	The words to a song

Music - Reading Notation

Treble Clef Notes on the staff

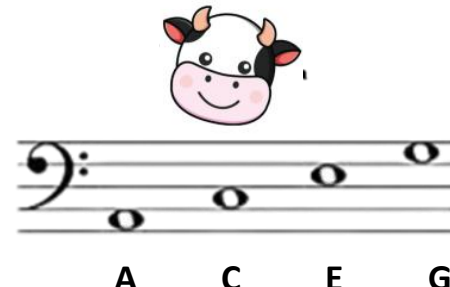


FACE in the space

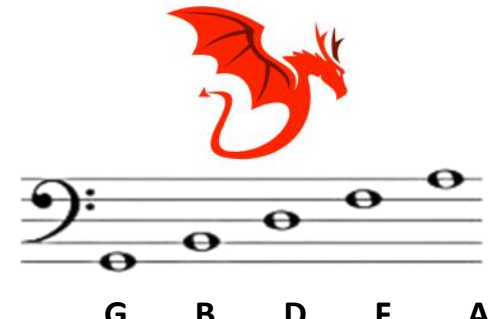


Eddie's Green Boots Don't Fit

Bass Clef Notes on the staff



All Cows Eat Grass



Great Big Dragons Fly Away

Treble Clef Ledger Lines



Bass Clef Ledger Lines

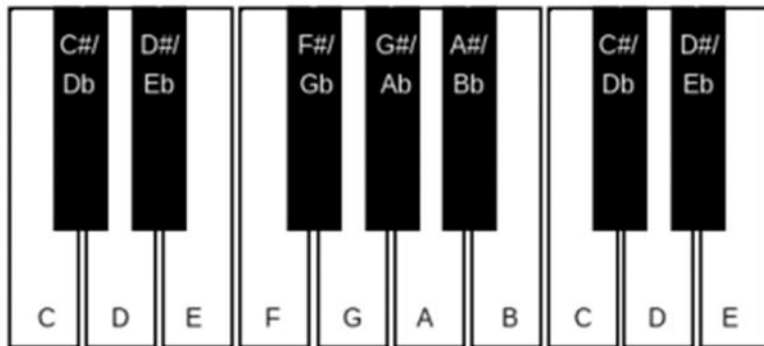


Notes and Rests

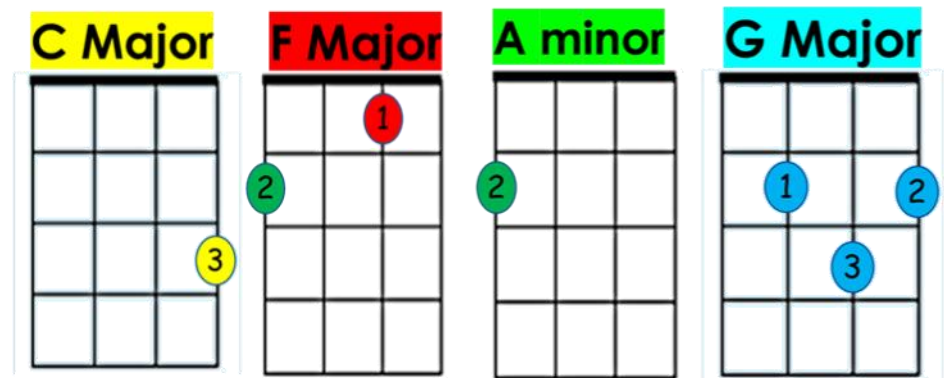
Symbol	Term	Rest	Duration
	Semiquaver		1/4 beat
	Quaver		1/2 beat
	Crotchet		1 beat
	Minim		2 beats
	Semibreve		4 beats

Music - Instruments

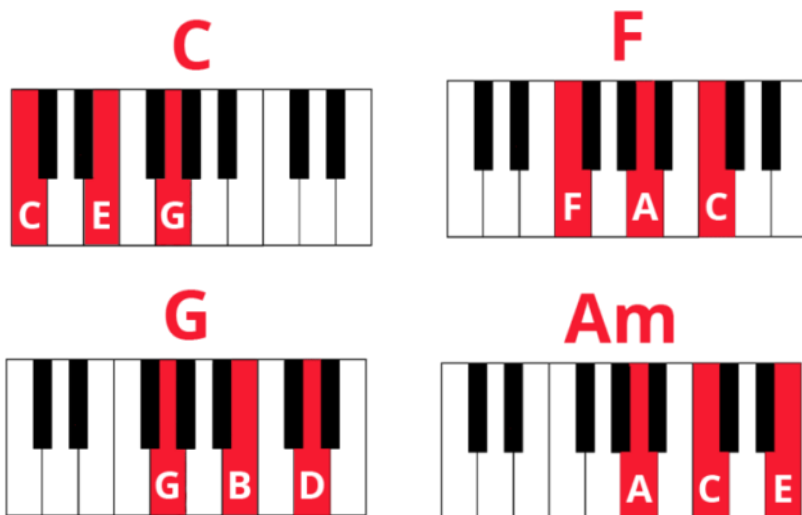
The notes on the keyboard



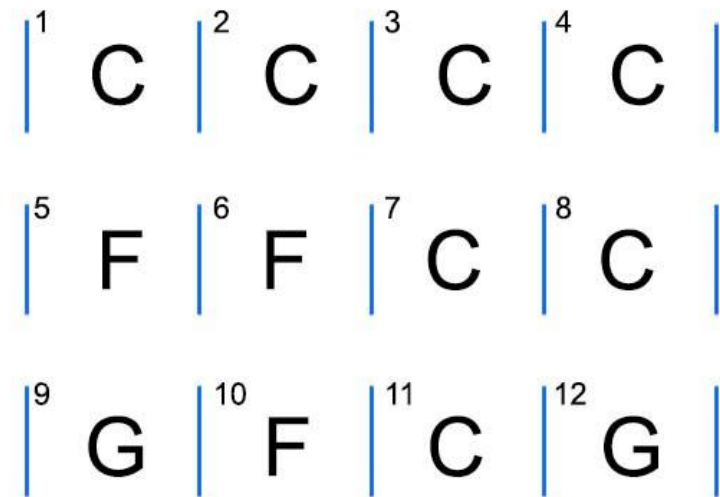
Ukelele Chords



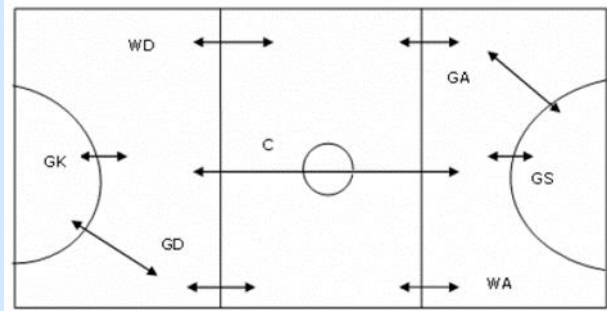
Piano Chords



12 Bar Blues in C major



Physical Education - Netball

Positions	Roles	Court Layout
GS	Goal Shooter - Can move anywhere within their goal third.	
GA	Goal Attack - Can move anywhere within their goal third and the centre third.	
WA	Wing Attack - Can move within their goal third and centre third, but not the D.	
C	Centre - Can move anywhere across the court, apart from either of the D.	
WD	Wing Defence - Can move within the centre third and defensive third but not the D.	
GD	Goal Defence - Can move anywhere within their goal third and the centre third.	
GK	Goalkeeper - Can move anywhere within their goal third but cannot leave it.	

Key Rules		
Rule	Definition	Sanction
Free Pass	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.	
Penalty Pass	When a rule is broken that directly affects another player. The player who committed the foul must stand next to the player and is out of play until the pass has been made.	
Receiving C pass	Must receive the centre pass in the centre third. Full foot must be in centre circle	Ball is turned over
Obstruction	A player must always be at least 3 feet (0.9M) away from an opponent with the ball when defending.	Penalty Pass
Contact	Players cannot make physical contact with each other on court.	Penalty Pass
Held ball	Holding the ball for more than 3 seconds	Free Pass
Over a Third	The ball cannot be thrown over a complete third of the court without being touched or caught by a player	Free Pass

Key Skills			
	Key Skills	What is it?	Why is it used?
Passing	Chest	Fast and powerful short distance pass	Get the ball to your team with accuracy .
	Bounce	Short pass to go under a defender	
	Shoulder	Loop a player for distance	
Shooting	BEEF:	Balance Elbow Eye Flick/Follow Through	Get ball through the net.
Defend	Rebounds	Jumping to regain or retrieve a loose ball	Turn over ball or regain possession.
	Intercepting	When a player regains possession of the ball	
	Marking	Staying on your player	
Attack	Dodging	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

Key Skills			
Key Skills		What is it?	Why is it used?
Passing	Drawing the player	The ball carrier must “draw” the defender, by getting into a position where the defender has no choice but to tackle.	To give your teammate more time and space.
	Spin	A longer pass between two players .	
Tackling	Basic Tackle	NHS - Knees, Hips, Shoulder Tower of Power Ring of steel - Arms wrap around the ball carrier's legs/ midriff in a strong embrace. No need to lock arms or fingers together. Cheek 2 Cheek - head on the correct side of the ball carrier by placing face cheek to their bum cheek.	Be able to successfully tackle the player to ground.
Scrum	Crouch Bind Set	The Forwards, push against one other to try win the ball back. Crouch - 3 Players per team get into a joined tower of power position. Bind - Opposition Props (side of scrum) players grab each other's upper arms. Set - Players engage and push one another to try and win the ball which is rolled in between them.	Crating a fair way to restart the game following a forwards pass or knock on.
Ball Handling	Switch/ Dummy Switch	1. A switch is where two players cross over , and the ball carrier pops the ball to the other. 2. A dummy switch is the same, however the ball carrier pretends to give the ball.	To change the point of the attack.
	Loop	The ball carrier passes to the player outside of them and follows their pass ready to receive the ball back from them.	To create more space for the attack.
Rucking	Rucking (Golden Meter)	This means the first player going past the ball (1 meter) , in the ruck, clearing out any opposing team members.	To retain possession after a tackle.
	Counter Rucking (Jackal)	If the attacking team are slow to the ruck, the initial player from the defending team should look to ‘Jackal’ the tackled player.	To steal possession off the attacking team after a tackle.
Attack	Sidestep	The ball carrier looks steps one way and then quickly changes in their line of running in the opposite direction.	To outwit a defender and avoid a tackle.

Key Rules		
What it is		Sanction
Forward pass	In rugby, a pass must go backwards or laterally.	Scrum
Offside	A player is in an “offside” position if that 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.	Penalty
Ruck	1. Players must enter the ruck through the gate and not from the side. If this is not done correctly this is called ‘in at the side’ . 2. Players must always remain on their feet and not use their hands in the ruck. If this is not done correctly then it is called ‘Playing the ball on the floor’ .	Penalty
Tackle	1.The tackler must release the ball carrier once the tackle has been made. If this is not done correctly this is called ‘Not releasing the player’ . 2. The tackler must then roll away or get back to their feet, before re-joining play. If this is not done correctly or the player is slow to roll away this is called ‘Not rolling away’ . 3. The ball carrier must also release the ball once they have been tackled to the floor. If not done correctly or quickly this is called ‘Not releasing the ball’ .	Penalty
Knock On	If a player drops the ball and it goes forward towards the opposition Try line.	Scrum
Deliberate Knock on	If a defending player slaps/ drops the ball and it travels towards the opposing, try line.	Penalty

Physical Education - Gymnastics

Key Skills		
Key Skill	What is it?	Why is it used?
Counter Tension	Balances that involve being in contact with another person and leaning away to create a balance.	To add difficulty to an individual balance/skill. To create different levels. To create new shapes.
Counter Balance	Balances that involve using another person to lean on to, lift, hold or balance on top of.	To create different levels. To add difficulty to an individual balance/skill. To create new shapes.
Linking	Moving from one skill to another without stopping.	Increase difficulty of skills. Create sequences and routines.
Entry	The movement INTO a skill.	Allows you to link a variety of skills together easily.
Exit	The movement OUT of a skill.	Allows you to link a variety of skills together easily.
Sequence	A series of skills linked together.	To demonstrate ability to link skills together.
Change direction	Performing different skills to take you to different parts of the floor area.	To help you to travel around the floor area.
Canon	Performing the movement one after another.	To create different dynamics in a routine.
Unison	Performing the movement at the same time.	To create different dynamics in a routine.

Key Terminology	
Term	Definition
Extension	Straightening/extending the arms and legs to show clarity of shape. EG: point the toes, keeping legs straight.
Balance	The ability to hold a centre of mass over a base of support e.g. an arabesque requires you to be able to balance on one foot.
Control of movement	How the movement is held at the start, during (balance, speed), and at the end – there should be no wobbling or falling over!
Aesthetics	How a skill looks to the audience with correct technique.
Fluency	Moving from one skill to another easily and smoothly.
Body tension	Tensing & stretching the muscles in order to keep the body in line & held in a shape during a skill.
Points of contact or support (POC/S)	The different parts of the body you can use to balance on and the number of them you use when creating a balance. E.g. a headstand uses the head and both hands to maintain the balance (3 POC/S).
Strength	Maximum force that can be generated by a group of muscles EG: being able to hold another person's body weight in a pair balance.

Physical Education - Vortex

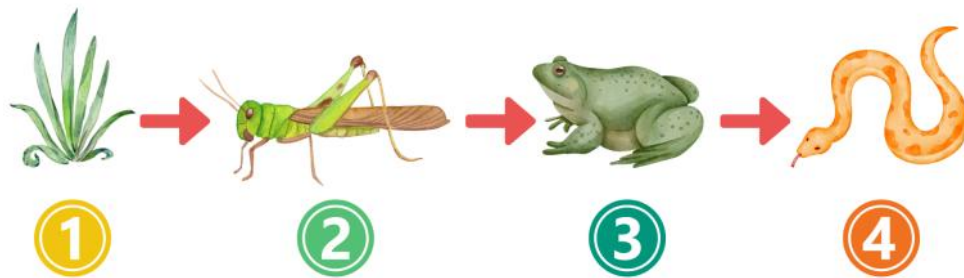
Phases of Warm up	What is it?	Specific Examples	Benefits of a warmup
Pulse Raiser	Slowly increasing HR	Jogging around the vortex pitch	Warming up muscles Preparing the body physically and mentally for competition Increase body temperature - Improve flexibility of muscles and joints therefore reducing the chance of injury.
Mobility	Taking joints to their full range of movement	Circling shoulders – opening and closing the gate	
Stretching	Static-stationary/ Dynamic-moving stretches	Hamstring stretch or lunges	
Dynamic Movements	Show a change in speed and direction	Sprint shuttles, fast feet and side steps	
Skill Rehearsal	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?
Throwing	Passing the vortex from one player to another.	Used to move the vortex on the pitch towards the attacking end.
Catching	Receiving the vortex in your hands.	To receive the vortex from your team. Can either be stationary or moving.
Marking	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.
Dodging	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		
Contact	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.
Out of play	If the vortex is thrown out of the playing area.	The other team throws it in from where it went out.
Scoring	Passing the vortex to your teammate within the end zone without them dropping it. The player then joins them in the end zone. Last player on the field can take 5 steps with vortex.	If they drop it, no goal is scored. If they catch it successfully play restarts from the centre. First team to have all players in the end zone wins.
End Zone	This is where one player stands to receive the vortex from teammates.	This player can move within the zone to catch the vortex. No defender are allow in this area.

Food Chains		
Number on diagram	Part of food chain	Definition
1	Producer	The start of a food chain, usually a plant, they produce their own food via photosynthesis
2	Primary consumer	The first consumer in the food chain; they feed on the producer
3	Secondary consumer	The second consumer in the food chain; they feed on the primary consumer
4	Tertiary consumer	The third consumer in the food chain. This consumer does not usually have any predators and is the end of the food chain



Classification	
Key term	Mnemonic
Kingdom	Keep
Phylum	Ponds
Class	Clean
Order	Or
Family	Frogs
Genus	Get
Species	Sick
Binomial name	The scientific name given to a species. It is always the genus and then the species written in italics, with the genus capitalised. E.g. <i>Panthera leo</i>

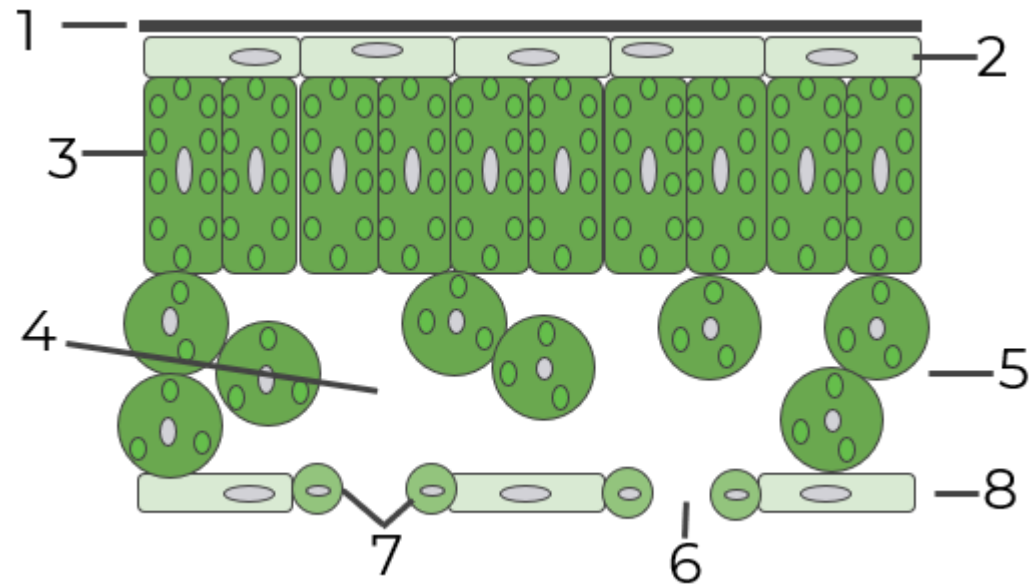
Key Terms	
Environment	All the conditions surrounding a living organism e.g. water, soil, temperature
Habitat	The place in which an organism lives
Population	Total number of a single species living in the same habitat
Community	The populations of all the different organisms living in the same habitat
Ecosystem	The interaction between the community and the habitat in which organisms live
Interdependence	Within a community each species depends on other species for food, shelter, pollination, seed dispersal etc
Photosynthesis	The process plants use to produce food using sunlight (carbon dioxide + water → glucose + oxygen)
Herbivore	An organism which only eats plants
Carnivore	An organism which only eats other animals
Omnivore	An organism with a diet made up of both plants and animals
Predator	An animal that hunts, kills and eats other animals for food
Prey	Organisms that predators hunt and kill for food
Extinction	When there are no more individuals of a certain species left alive
Species	An organism which is able to breed to produce fertile offspring
Variation	The differences between organisms of the same species e.g. environmental or inherited
Adaptation	Organisms have features that enable them to survive in the conditions in which they normally live
Competition	Plants compete for light, space, water and mineral ions. Animals compete for food, mates and territory
Bioaccumulation	The gradual build up over time of a chemical in a food chain
Pesticides	These are not broken down in the food chain and accumulate. The further up the food chain, the higher the concentration of toxic chemicals. Examples are mercury and DDT
Quadrat	A grid used during sampling to count the number of organisms in an area

Science - Ecology

Biodiversity	
Biodiversity	The variety of all the different species of organisms living in the same ecosystem
Factors that reduce biodiversity	Destruction of habitats, global warming, waste and deforestation
Maintaining biodiversity	Breeding programmes, protection and regeneration of habitats, keeping hedgerows in farmers' fields, reduction of deforestation and carbon dioxide emissions, recycling rather than using landfill

Natural Selection	
Charles Darwin	Wrote the theory of natural selection in his book 'On the Origin of Species' in 1859.
Natural selection	Genetic variation due to a genetic mutation and those best adapted for survival in their habitat will survive, reproduce and pass on the successful genes to offspring.
Evolution	The change of inherited characteristics within a population over time through natural selection, which may result in the formation of a new species.

Extinction	
Factor	Reason
New disease introduced	A species is not adapted to fight off a new disease
New predators	A species is not adapted to avoid being preyed upon
Change in the physical environment	A species is not adapted to the change in its environment e.g. loss of shelter or food
New species introduced	A species is not able to compete for resources against another species
Habitat destruction	Deforestation for agriculture and urbanisation



Source: Continuity Oak

Created by R Humphries

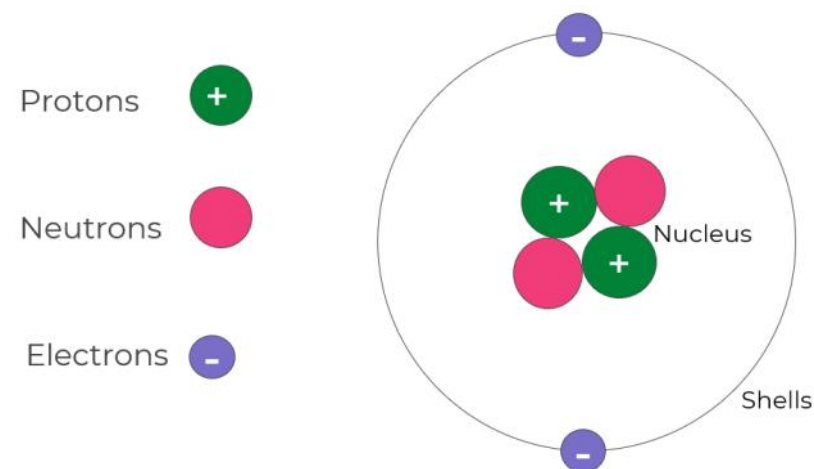
Structure of the leaf	
Number	Structure
1	Waxy cuticle – reduces water loss
2	Epidermis
3	Palisade cells – contain many chloroplasts for photosynthesis
4	Air spaces
5	Spongy mesophyll layer—allows gases to diffuse through the leaf
6	Stomata – hole that allows gas exchange. Controlled by guard cells
7	Guard cell
8	Epidermis

Science - Periodic Table

Key Words	Definitions
Atom	The smallest part of an element
Element	Made of 1 type of atom only e.g. gold
Compound	2 or more different elements chemically combined e.g. water (H ₂ O)
Mixture	2 or more elements and/or compounds not chemically combined e.g. salt in water
Conservation of mass	Mass of reactants equals mass of products, mass cannot be created or destroyed
Reactants	Chemicals that react together – left side of equation
Products	Chemical that are produced from a reaction – right side of equation
Periodic table	Where elements are arranged in order of atomic number
Group	Vertical columns on the periodic table; tells you the number of electrons in an atom's outer shell
Period	Rows on the periodic table, tells you the number of shells an atom has
Sub-atomic particle	Particles that make up an atom – protons, neutrons and electrons
Mass number	Total number of protons and neutrons in the nucleus of an atom
Atomic number	The number of protons in an atom. The number of protons is the same as the number of electrons
Electronic configuration	A set of numbers to show how the electrons in an atom are arranged in shells – 2, 8, 8, 2

Equations	
Chemical equations	Shows the chemical reaction and will include reactant(s) and product (s). There will always be an energy change.
Word equations	Uses words to show reaction reactants → products magnesium + oxygen → magnesium oxide
Symbol equations	Uses symbols to show reaction reactants → products $2\text{Mg} + \text{O}_2 \rightarrow 2\text{MgO}$

Sub-atomic particles			
Name	Mass	Charge	Location
Proton	1	+1	Nucleus
Neutron	1	0	Nucleus
Electron	Very small	-1	Shells



Source:
Continuity Oak

Development of the periodic table	
Early periodic tables	Were incomplete, some elements were placed in inappropriate groups if the strict order of atomic weights were followed.
Dmitri Mendeleev (1869)	Mendeleev rearranged the elements in order of increasing relative atomic mass. He left gaps for elements that had not been discovered yet

Science - Periodic Table

Groups of the periodic table		
Group number	Name of group	Reactivity
Group 1	Known as the alkali metals	Increase in reactivity as you go down the group, due to electron being more easily transferred. 1 electron on the outer shell.
Group 7	Known as the halogens	Decrease in reactivity down the group, due to electrons being harder to gain. 7 electrons on the outer shell.
Group 0	Known as the noble gases	Unreactive, do not form molecules, as have a full outer shell of electrons.

Properties of metals	Properties of non-metals
Good conductor of electricity	Poor conductor of electricity
Good conductor of heat	Poor conductor of heat
High melting and boiling point	Low melting and boiling point
High density	Low density
Malleable	Dull
Ductile	Brittle

<—Groups—>																		Periods ↓
1	2																	
																		He 1
Li	Be											B	C	N	O	F	Ne	2
Na	Mg											Al	Si	P	S	Cl	Ar	3
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr	4
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe	5
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn	6
Fr	Ra	Ac	Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg	Cn	Nh	Fl	Mc	Lv	Ts	Og	7

11	Atomic Number
Na	Element symbol
Sodium	Element name
23	Relative atomic mass



Metals



Non-Metals

Group 1	Melting point	Density	Reactivity
Lithium	↓ Decreases down the group	↑ Increases down the group	↑ Increases down the group
Sodium			
Potassium			
Rubidium			

Group 7	Melting point	Density	Reactivity
Fluorine	↑ Increases down the group	↑ Increases down the group	↓ Decreases down the group
Chlorine			
Bromine			
Iodine			

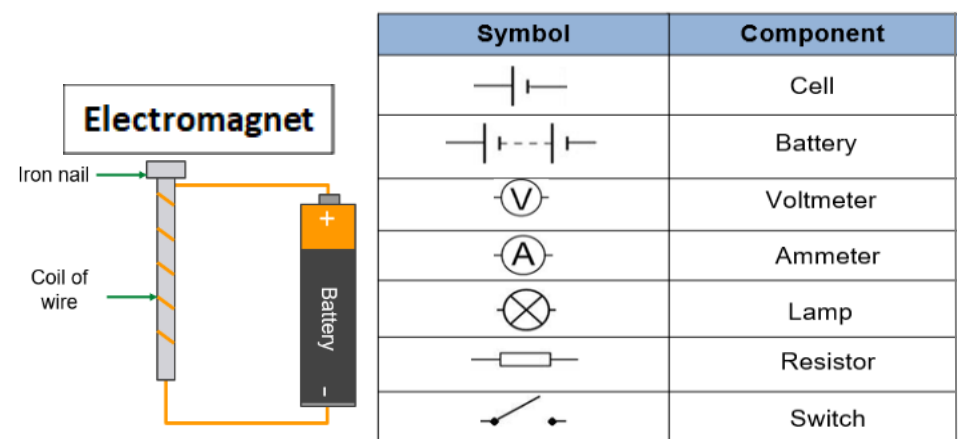
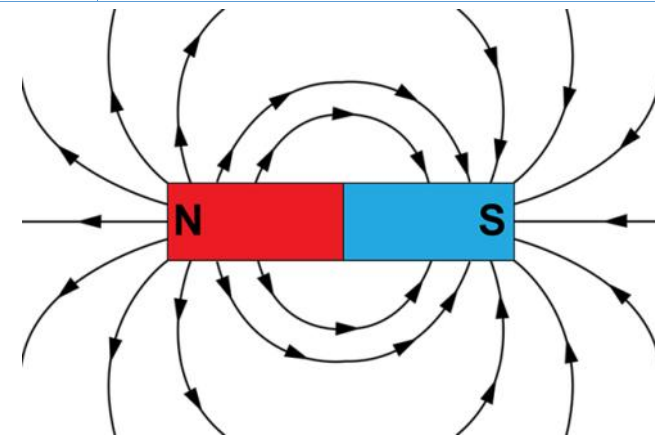
Science - Electricity and Magnetism

Key terms	
Key words	Definition
Current	The rate of flow of charge measured in Amps (A) using an Ammeter
Electron	Subatomic particle, with a negative charge
Potential difference	The amount of energy being carried by the electrons and the amount of energy they are transferring to the components It is measured in volts (V) using a Voltmeter
Resistance	Resistance opposes the flow of current in a circuit. Measured in Ohms (Ω)
Factors affecting resistance in a wire	<ul style="list-style-type: none"> as the length increases the resistance increases as the cross-sectional area increases, resistance decreases as the temperature increases the resistance increases the material of the component effects the resistance
Conductor	An electrical conductor is a material which allows electrons to flow through it easily. It has a low resistance
Insulator	Material that does not allow electrons to flow through it easily. It has a high resistance
Series circuit	Circuit with only one branch. The current stays the same in all parts of the circuit, whereas potential difference is shared between the components
Parallel circuit	Circuit with multiple branches. Current in a parallel circuit is shared between the branches, whereas the potential difference across all the branches is the same as the potential difference across the cells

Static Electricity	
Static electricity	Caused when electrons are transferred from one insulator to another by friction
Static charges	<ul style="list-style-type: none"> If an object gains electrons, it becomes negatively charged if an object loses electrons, it becomes positively charged opposite charges attract, like charges repel

Electromagnets	
Solenoid	A coil of wire carrying an electric current to create a magnetic field
Electromagnet	A magnet made by wrapping a coil of wire around an iron bar and passing an electric current through the coil
Increasing the strength of an electromagnet	<ul style="list-style-type: none"> use an iron core increase the number of coils increase the current

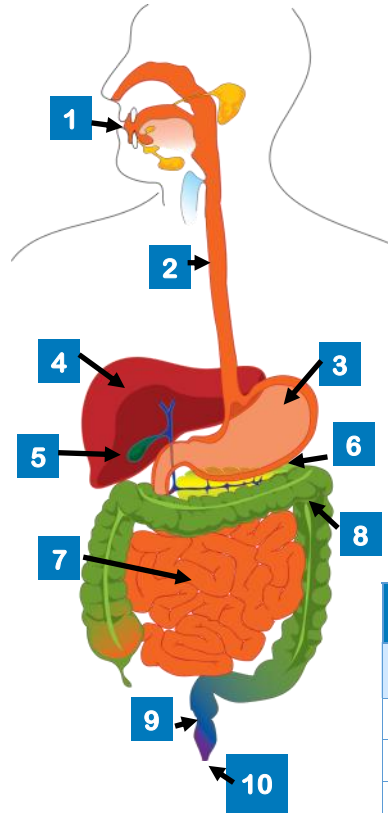
Magnets and magnetic fields	
Magnets	An object that produces a magnetic field
Magnetic field	<ul style="list-style-type: none"> The region around a magnet where a force acts on another magnet or on a magnetic material The closer the field lines are together, the stronger the magnetic field
Magnetic materials	Include nickel, cobalt, iron and steel
Permanent magnet	A magnet that produces its own magnetic field all of the time and cannot be turned off
Induced magnet	Becomes magnetic when placed in a magnetic field



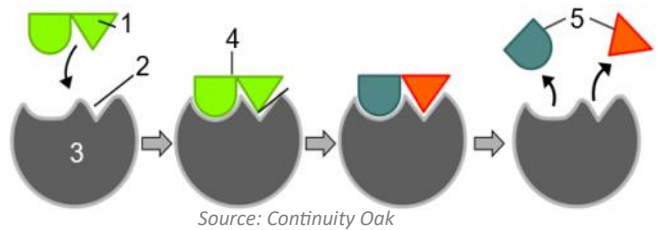
Source: Continuity Oak; Image created by R Humphries

Science - Digestion and Nutrition

Parts of the digestive system		
#	Organ	Function
1	Mouth	Mechanical digestion by chewing and saliva from salivary glands
2	Oesophagus	Muscular tube which moves ingested food to the stomach by peristalsis
3	Stomach	Mechanical digestion by churning. cells in the lining of the stomach release acid to kill bacteria
4	Liver	Produces bile (neutralises stomach acid and emulsifies fats)
5	Gall bladder	Stores bile
6	Pancreas	Produces and releases digestive enzymes
7	Small intestine	Where large molecules are broken down into small soluble molecules that can diffuse into the blood. It has a large surface area, good blood supply and thin membranes so nutrients can diffuse quickly into the blood
8	Large intestine	Where water is absorbed into the blood stream
9	Rectum	Where faeces is stored
10	Anus	Ring of muscle allowing faeces to exit the body



Lock and Key model	
Number	
1	Substrate
2	Active site
3	Enzyme
4	Enzyme-substrate complex
5	Products



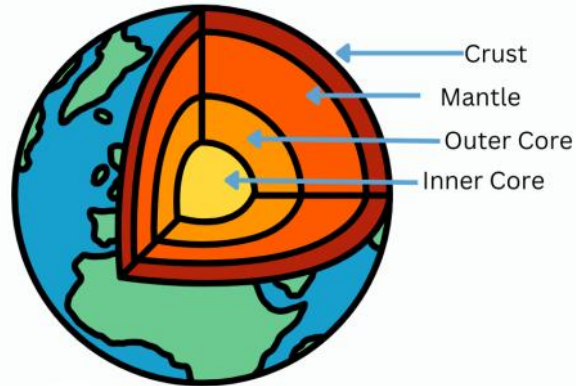
Food tests		
Nutrient	Reagent	Positive result
Starch	Iodine	Orange → blue/black
Protein	Buired solution	Blue → lilac
Glucose	Benedict's solution (requires heating)	Blue → green, yellow or red
Fats	Ethanol and water	Colourless → cloudy

Digestive enzymes				
Enzyme	Site of production	Site of action	Substrate	Product
Carbohydrase - e.g. amylase	Salivary glands, pancreas and small intestine wall	Mouth, small intestine	Carbohydrates	Simple sugars
Protease	Stomach, pancreas, small intestine wall	Stomach, small intestine	Proteins	Amino acids
Lipase	Pancreas, small intestine wall	Small intestine	Lipids	Glycerol and fatty acids

Nutrient groups	
Nutrient	Function
Carbohydrate	Quick release energy
Protein	Growth and repair
Fat	Energy store, insulation and protection of organs
Vitamins and minerals	Maintain health e.g. calcium for strong teeth and bones
Fibre	Helps digestive system run smoothly, by helping the food to pass through the gut
Water	Needed for cells and body fluids

Science - Materials and the Earth

Structure of the Earth	
Layer	Description
Crust	Top layer of the Earth that is relatively thin and rocky
Mantle	Thickest layer made from molten rock that can flow
Outer core	Made from liquid nickel and iron
Inner core	Centre of the Earth made from <u>solid</u> nickel and iron

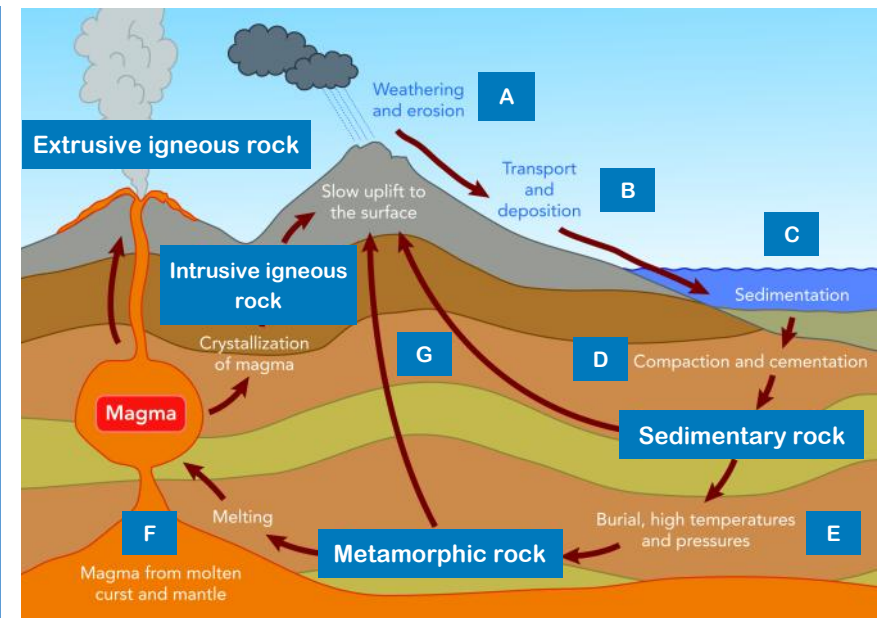


Composition of the current atmosphere	
Gas	Percentage (%)
Nitrogen	78
Oxygen	21
Other gases e.g. carbon dioxide	1

The rock cycle		
Letter	Process	Description
A	Weathering and erosion	Weathering breaks down rocks on the surface of the Earth
B	Transportation and deposition	Rivers and streams transport rock particles to other places. Rock particles are deposited in lakes and seas
C	Sedimentation	Rock particles form layers in lakes or seas
D	Compaction and cementation	Pressure from the above layers compresses the layers and causes particles to cement together
E	High temperature and pressure	Rocks underground get heated and put under pressure, and are changed into metamorphic rock
F	Melting	Rocks underground that get heated so much they melt turn into magma. Some reaches the surface as lava and cools quickly to form extrusive rock
G	Slow uplift to the surface	Some magma rises slowly cooling slowly within the earth to form intrusive rock

Types of rock		
Rock	How it is formed	Properties
Sedimentary	Broken remains of other rocks by weathering, which are joined together	<ul style="list-style-type: none"> porous (contains small holes) soft contains fossils made of layers of grains
Igneous	Molten rock that has cooled and solidified – either intrusive or extrusive	<ul style="list-style-type: none"> hard rock does not contain fossils. contains crystals (intrusive igneous rock has cooled slowly and has large crystals, extrusive igneous rock has cooled quickly and has small crystals)
Metamorphic	High heat and pressure	<ul style="list-style-type: none"> hard rock contains distorted layers and crystals colourful

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Science - Materials and the Earth

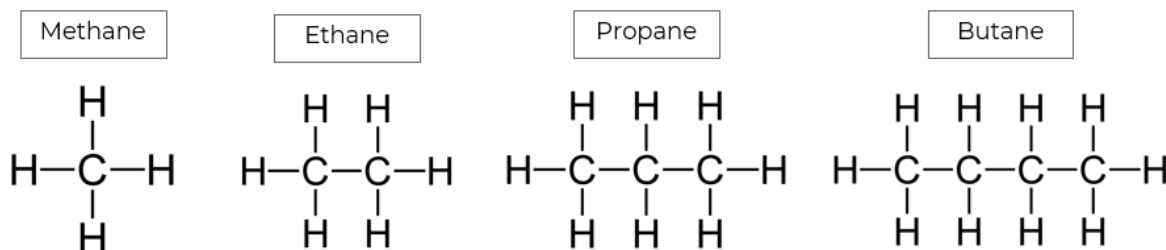
Materials	
Key term	Definition
Monomer	Substance made of single molecules.
Polymer	Substance made from long chains of monomers.
Ceramic	Materials made out of clay soil that have been dug up from the ground and heated in a kiln.
Composite	Made from two or more different types of material.
Resources	Any materials that are useful
Hydrocarbons	Compounds that contain hydrogen and carbon only
Fossils	The remains of a dead organism from millions of years ago trapped in rocks

The carbon cycle	
Stage	Description
1	Carbon enters the atmosphere as carbon dioxide from respiration and combustion
2	Carbon dioxide is absorbed by producers through photosynthesis
3	Animals feed on the plant passing the carbon compounds along the food chain. Most of the carbon they consume is exhaled as carbon dioxide formed during respiration
4	Decomposers eat the dead organisms and carbon in their bodies is released, as carbon dioxide. In some conditions, decomposition is blocked. The plant and animal material will become fossil fuels

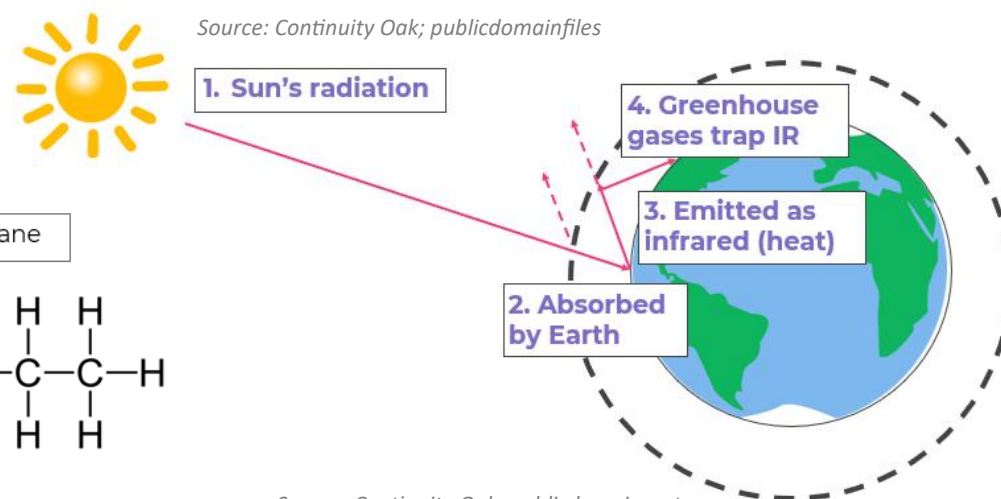
Crude oil	
Definition	A mixture of different length hydrocarbons (compounds made from carbon and hydrocarbon atoms only)
Formation	Formed from ancient remains of plankton from millions of years ago
Uses	Can be extracted and separated for fuels and plastics

Greenhouse gases	
Global warming	The rise in the average temperature of the Earth's surface
Greenhouse effect	The retention of heat in the atmosphere caused by the build-up of greenhouse gases
Greenhouse gases	Gases responsible for global warming - carbon dioxide, methane and nitrous oxides
Effects of climate change	Droughts, ice caps melting, extreme weather patterns, flooding, rising sea levels

Alkanes



Source: Continuity Oak; [Wikimedia Commons] - [Ethan Lewis]



Source: Continuity Oak; publicdomainvectors

Science - Light and Space

Source: Continuity Oak

Light	
Key word	Definition
Shadow	Dark area produced by an object blocking light
Opaque	Light cannot pass through
Translucent	Allows some light to pass through, objects are unclear
Transparent	Allows light to pass through so objects can be clearly seen
Filter	Allows certain colours of light to pass through
Absorb	Take in
Reflect	Light bounces off a surface
Refract	Where a ray of light changes speed when entering a different density medium and so changes direction
Density	How tightly packed particles are, density = mass / volume
Medium	Substance the wave is travelling through
Spectrum of visible light	Band of colours seen in a rainbow (red, orange, yellow, green, blue, indigo, violet)
Speed of light	300 million m/s (metres per second)
Law of reflection	Angle of incidence = angle of reflection

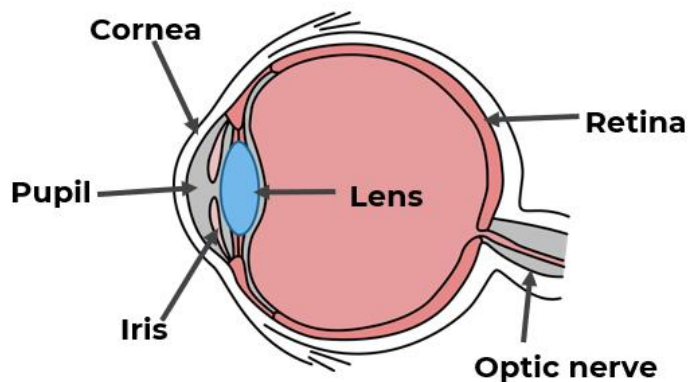
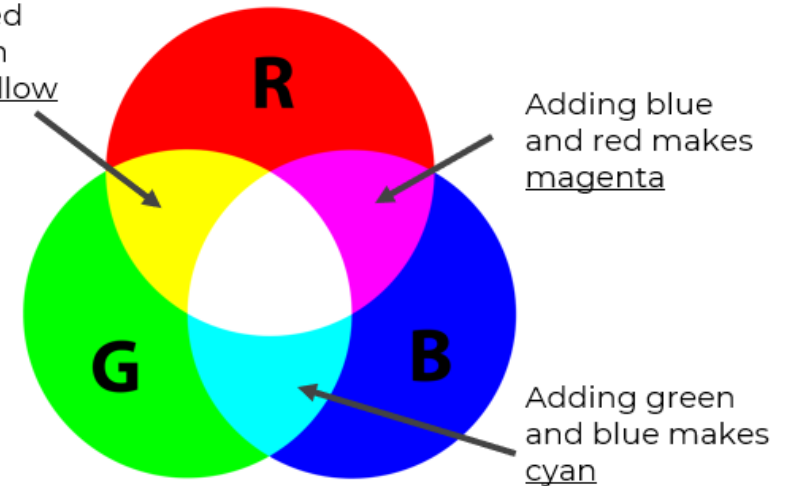
Adding red and green makes yellow

Primary colours of light:

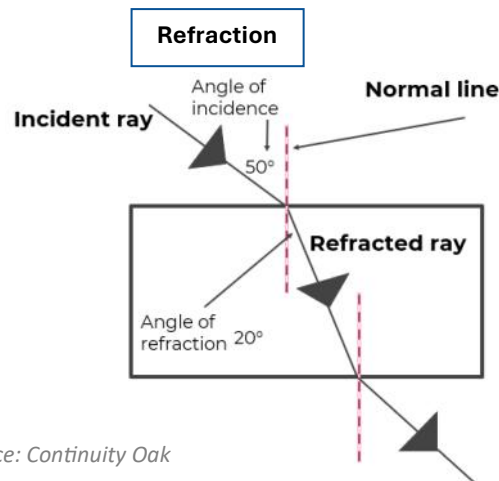
Red, green and blue

Secondary colours of light:

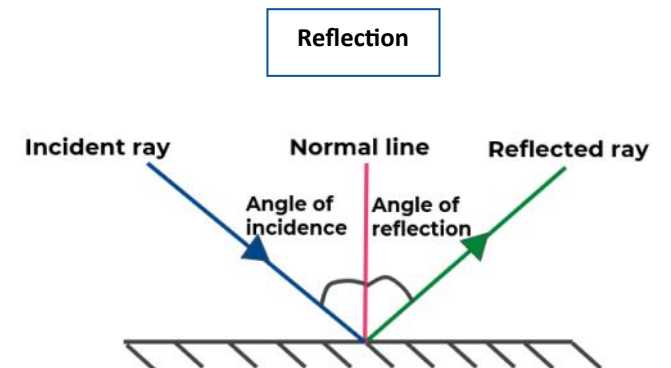
Yellow, magenta and cyan



Source: Continuity Oak



Source: Continuity Oak



Source: Continuity Oak

Science - Light and Space

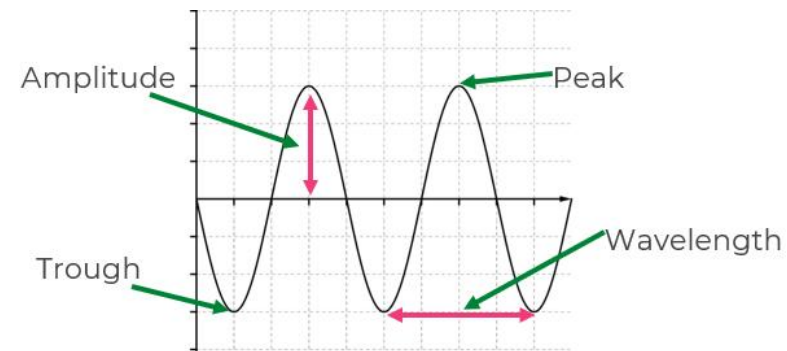
Planets and solar system	
Key word	Definition
Earth	Planet we inhabit (live on)
Day	1 rotation of the Earth - takes 24 hours
Year	1 orbit of the Earth around the Sun - takes 365 ¼ days
Summer	Season when hemisphere is tilted towards the Sun
Winter	Season when hemisphere is tilted away from the Sun
Seasons	The different periods of a year caused by the tilt of Earth's axis
Hemisphere	Southern and Northern halves of the Earth
Orbit	Pathway around an object due to the force of gravity
Axis	The line that the Earth rotates about, which is tilted at an angle of 23.5°
Gravity	Gravity is a force of attraction between all objects with mass
Mass	The amount of matter an object contains. Mass is measured in kilograms (kg)
Weight	The force acting on an object due to the pull of gravity Weight (N) = Mass (kg) x gravitational field strength (N/kg)
Solar	Associated with the sun
Lunar	Associated with the moon

Planets and their order in the Solar System

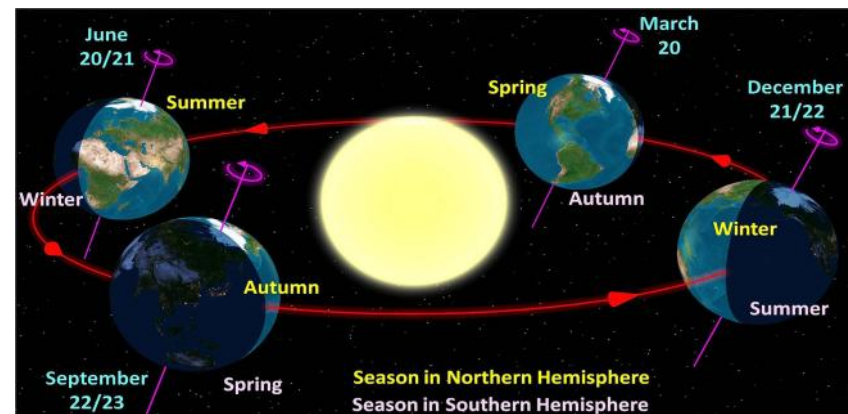
Mercury → Venus → Earth → Mars → Jupiter → Saturn → Uranus → Neptune

My → **V**ery → **E**nthusiastic → **M**other → **J**ust → **S**erved → **U**s → **N**oodles

Waves	
Key word	Definition
Wave	Waves transfer energy from one place to another
Transverse	A wave that has oscillations perpendicular to the direction of energy transfer i.e. water waves, EM waves
Longitudinal	A wave that has oscillations parallel to the direction of energy transfer, have areas of compressions and rarefactions, i.e. sound
Frequency	The number of waves passing a point each second
Amplitude	The height of a wave above the zero line
Wavelength	The distance covered by a full cycle of the wave, usually measured from peak to peak, or trough to trough
Oscillation	The repeated and regular fluctuations, above and below the same position



Source:
Continuity
Oak; Credit:
Mr Benyohai



Seasons

Source:
Continuity
Oak; North
season,
Tau'olunga,
Creative
Commons

Spanish - Les Vacaciones Y El Tiempo Libre

1 ¿Adónde vas de vacaciones?	Where do you go on holiday?
Normalmente voy...	Normally I go...
A Francia	To France
A España	To Spain
A Italia	To Italy
A Alemania	To Germany
Al extranjero	Abroad
Al Reino Unido	To the United Kingdom
A Europa	To Europe
A los Estados Unidos	To the USA

2 ¿Dónde te alojas/te quedas?	Where do you stay?
Me alojo...	I stay...
Nos alojamos...	We stay...
En las montañas	In the mountains
En el campo	In the countryside
A la playa	At the beach
En la costa	By the seaside
En la ciudad	In town
En un camping	On a campsite
En un hotel	In a hotel
En una villa	In a villa

3 ¿Cómo viajas?	How do you get there?
Viajo/Viajamos...	I travel/we travel...
En coche	By Car
En barco	By Boat
En tren	By Train
En avión	By Plane
En autobús	By Bus

Opinions	
¿Qué te gusta hacer durante las vacaciones?	What do you like to do during your holidays?
Me gusta...	I like...
Me mola...	I really like...
Me encanta...	I love...
Prefiero..	I prefer...
Odio...	I hate...

4 ¿Adónde fuiste el año pasado?	Where did you go last year?
Fui a...	I went to...
Fuimos a...	We went to...
Nos alojamos en...	We stayed in...
Fui con...	I went with...

5 ¿Qué hiciste el año pasado?	What did you do last year?
Visité los museos	I visited museums
Me bañé en el mar	I bathed in the sea
Descansé a la playa	I relaxed on the beach
Tomé el sol	I sunbathed
Compré recuerdos	I bought souvenirs
Jugué al tenis	I played tennis
Comí al restaurante	I ate at a restaurant
Leí libros	I read books
Hice turismo	I went sightseeing
Hice deportes acuáticos	I did water sports

Remember: An infinitive means 'to something' and ends in an 'ar', 'er' or 'ir' in Spanish

6 ¿Cuáles son tus planes para las próximas vacaciones?	What are your plans for your next holiday?
Voy a...	I am going...
No voy a..	I am not going ...
Vamos a...	We are going ...
Me gustaría...	I would like to...

Infinitivos	Infinitives
Descansar	To relax
Ir a la playa	To go to the beach
Leer	To read
Visitar los museos	To visit museums
Comer platos típicos	To eat local dishes
Bañarse en el mar	To bathe in the sea
Hacer deportes	To do sports
Ir a los restaurantes	To go to restaurants
Visitar monumentos	To visit monuments
Hacer turismo	To go sightseeing
Tomar el sol	To sunbathe
Comprar recuerdos	To buy souvenirs

7 ¿Qué te gustaría hacer en el futuro?	What would you like to do in the future?
Me gustaría ir a..	I would like to go to...
Al campo	To the countryside
Al extranjero	Abroad
A la ciudad	To the city
A la costa	To the coast

Spanish - Les Vacaciones Y El Tiempo Libre

8 ¿Qué planes tienes para	What plans do you have
Voy a...	I am going...
Vamos a...	We are going...

Ir de compras	To go shopping
Ir a la playa	To go to the beach
Ir al parque	To go to the park
Ir al polideportivo	To go to the sports centre
Ver una película	To watch a film
Ver la tele	To watch TV
Jugar al baloncesto	To play basketball
Salir/Quedar con mis amigos	To go out with/meet up with my friends
Hacer mis deberes	To do my homework
Hacer natación	To go swimming
Hacer deporte	To do sport
Pasear	To go for a walk

9 ¿Qué te gusta hacer en tu tiempo libre?	What do you like to do in your free time?
Me gusta...	I like...
Me mola...	I really like...
Me encanta...	I love...
Prefiero..	I prefer...
Odio...	I hate...

10 ¿Quieres ir al cine?	Do you want to go to
¿Quieres....	Do you want..?
Sí, quiero...	Yes, I want...
Sí me gustaría..	Yes I would like...
Vale	Okay
Quizás	Maybe
Lo siento, no puedo	Sorry I can't
Tengo que hacer mis deberes	I have to do my homework
Tengo que ayudar a mi madre	I have to help my mum
Tengo que cuidar a mi hermano/a	I have to look after my brother/sister

Time expressions	
PRESENT TENSE	
Generalmente	Generally
Normalmente	Normally
Cada año	Every year
Todos los años	Every year
El primer día	The first day
Luego	Then/Next
PAST TENSE	
El año pasado	Last year
El verano pasado	Last summer
FUTURE TENSE	
El año que viene	Next year
El año próximo	Next year
El verano que viene	Next summer
En el futuro	In the future

11 Qué haces en tu tiempo	What do you do in your free time?
Toco la guitarra	I play the guitar
Veó la televisión	I watch TV
Escucho música	I listen to music
Practico deporte	I practise sports
Leo libros	I read books
Uso las redes sociales	I use social media
Salgo con mis amigos	I go out with my friends

Opiniones	Opinions
Pienso que	I think that
En mi opinión	In my opinion
Es...	It is...
Fue...	It was...
Será...	It will be...

Divertido	Fun
Emocionante	Exciting
Guay	Cool
Entretenido	Entertaining
Gracioso	Funny
Fenomenal	Amazing
Bonito	Beautiful
Inolvidable	Unforgettable

Aburrido	Boring
Pesado	Boring
Peligroso	Dangerous
Tonto	Silly/stupid
Terrible	Awful
Una pérdida de tiempo	A waste of time

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

Spanish - El Tiempo Libre y la Vida Sana

1 ¿Qué te gusta ver?	What do you like to watch?
Los dibujos animados	Cartoons
Los documentales	Documentaries
Las noticias	News
Las series de delito	Crime series

Prefiero...	I prefer...
Prefiero ver...	I prefer to watch...
Veo..	I watch...
Me gustan...	I like...
Me gustan mucho...	I really like...
Me chiflan...	I love...
Me encantan...	I love...

2 ¿Qué tipo de película prefieres?	What type of film do you prefer?
Las películas de terror	Horror films
Las películas de acción	Action films
Las películas de ciencia ficción	Science fiction films
Las películas de amor	Love films
Las comedias	Comedies

Opiniones de tele y películas	Opinions on TV and films
Porque	Because
Son...	They are...
Divertido/as	Fun
Entretenido/as	Entertaining
Tonto/as	Silly/stupid
Informativo/a s	Informative
Educativo/a s	Educational
Emocionantes	Exciting
Cautivantes	Gripping
Infantiles	Childish

3 ¿Qué tipo de música te gusta escuchar ?	What type of music do you like listening to?
Me encanta escuchar...	I love listening to...
Me gusta escuchar...	I like listening to...
Nunca escucho..	I never listen to...
Música pop	Pop music
Rap	Rap
Hip hop	Hip Hop
Música latina	Latin music
Música clásica	Classical music
Música jazz	Jazz music
Música rock	Rock music

Porque	Because
Me da energía	It gives me energy
Me hace feliz	It makes me happy
Me hace bailar	It makes me dance
Me molesta	It annoys me

Opiniones de música	Opinions on music
Es...	It is...
Pegadiza	Catchy
Relajante	Relaxing
Repetitivo/a	Repetitive
Imaginativo/a	Imaginative
Lento/a	Slow
Rápido/a	Fast

4 ¿Qué comes?	What do you eat?
Como...	I eat...
Para el desayuno como...	For breakfast I eat...
Para el almuerzo como...	For lunch I eat...
Para la cena como...	For dinner I eat...
Fruta	Fruit
Verduras	Vegetables
Pollo	Chicken
Cereales	Cereal
Helado	Ice cream
Dulces	Sweets
Hamburguesas	Burgers
Patatas fritas	Chips
Carne	Meat
Arroz	Rice
Bebo...	I drink...
Agua	Water
Té	Tea
Café	Coffee

Spanish - El Tiempo Libre y la Vida Sana

5 ¿Qué quieres comer?	What do you want to eat?
Quiero comer...	I want to eat ...
No quiero comer ...	I don't want to eat ...
Me gustaría probar...	I would like to try...
Me gustaría comer...	I would like to eat...

Opiniones	Opinions
Pienso que	I think that
En mi opinión	In my opinion
Es...	It is...
Sería...	It would be...

Agrio	Sour	Salados/as	Salty
Delicioso/a	Delicious	Deliciosos/as	Delicious
Sano/a	Healthy	Sanos/as	Healthy
Rico/a	Rich	Ricos/as	Rich
Picante	Spicy	Picantes	Spicy
Dulce	Sweet	Dulces	Sweet

Son...	They are...
Serían...	They would be...

6 ¿Estás en forma?	Are you in shape?
Hago ejercicio	I do exercise
Como bien	I eat well
Nunca bebo agua	I never drink water
(No) Voy al gimnasio	I (don't) go to the gym
Hago deporte	I do sport
Como comida basura	I eat junk food
No como verduras	I don't eat vegetables
Voy al polideportivo	I go to the sports centre

7 ¿Qué se puede hacer para estar en forma?	What can you do to stay in shape?
Para estar en forma...	To stay in shape...
Se puede...	You can...
Se debe...	You must...
Hay que...	You must...
Hacer ejercicio	Do exercise
Comer más fruta	Eat more fruit
Dormir 8 horas al día	Sleep 8 hours a day
Beber mucha agua	Drink lots of water
Evitar la comida basura	Avoid junk food

8 ¿Qué hiciste recientemente para estar en forma ?	What did you do recently to stay in shape?
Fui al gimnasio	I went to the gym
Hice deporte	I did sport
Jugué al fútbol	I played football
Hice ejercicio	I did exercise
Comí mucha comida sana	I ate lots of healthy food
Dormí ocho horas	I slept for 8 hours

Opiniones de vida sana	Opinions on a healthy life
Es sano	It's healthy
Es esencial	It's essential
Es importante	It's important
Es bueno para la salud	It's good for the health
Te da energía	It gives you energy
Te hace feliz	It makes you happy
Te hace sentir bien	It makes you feel good

9 ¿Qué te gusta llevar?	What do you like wearing?
Me gusta llevar	I like to wear...
Llevo...	I wear...

Un vestido	A dress
Una chaqueta	A jacket/blazer
Una camisa	A shirt
Una camiseta	A t-shirt
Una falda	A skirt
Unos pantalones	Some trousers

10 ¿Qué vas a comprar?	What are you going to buy?
Voy a comprar...	I am going to buy...

Los colores	The colours
Negro	Black
Gris	Grey
Amarillo	Yellow
Verde	Green
Blanco	White
Rojo	Red
Azul	Blue
Naranja	Orange
Rosa	Pink

Spanish - El Colegio Y el Trabajo

1 ¿Qué asignaturas estudias?	What subjects do you study?
Estudio...	I study...
Tengo...	I have...
(El) español	Spanish
(El) francés	French
(El) alemán	German
(El) inglés	English
(El) arte/(el) dibujo	Art
(La) geografía	Geography
(La) historia	History
(La) religión	R.E
(La) música	Music
(La) tecnología	Technology
(La) informática	I.T
(La) educación física	P.E
(Las) ciencias	Science
(Las) matemáticas	Maths

Opinions	
2 ¿Qué asignaturas estudias?	What subjects do you study?
Me encanta	I love it
Me gusta	I like it
Porque...	Because...
Es divertido	It is fun
Es relevante	It is relevant
Es práctico	It is practical
Es mi asignatura favorita	It is my favourite subject
Me interesa	It interests me
No me gusta	I don't like it
Porque...	Because...
Es difícil	It is difficult
Es inútil	It is useless

Me encantan	I love them
Me gustan	I like them
Porque...	Because...
Son divertidas	They are fun
Me interesan	They interest me

Saco buenas notas	I get good grades
El profesor me ayuda	The teacher helps me
El profesor es simpático	The teacher is nice
El profesor explica bien	The teacher explains well
El profesor me da muchos deberes	The teacher gives me lots of homework

3 ¿Qué se debe hacer?	What must you do?
Se debe...	You must...
Hay que...	You must/have to...
Escuchar en clase	Listen in class
Escuchar al profe	Listen to the teacher
Llevar uniforme	Wear uniform
Llegar a tiempo	Arrive on time
Hacer los deberes	Do homework
No se debe...	You must not...
Está prohibido...	It is forbidden to ...
Llegar tarde	Arrive late
Llevar piercings	Wear piercings
Llevar maquillaje	Wear makeup
Comer chicle	Chew gum
Pelearse con otros alumnos	Fight with other students

4 ¿Qué piensas de las reglas ?	What do you think of the rules?
Son...	They are...

Justas	Fair
Prácticas	Practical
Útiles	Useful
Importantes	Important
Necesarias	Necessary

Injustas	Unfair
Estúpidas	Stupid
Inútiles	Useless
Tontas	Silly
Estrictas	Strict

Estudio español todos los días porque es práctico y divertido. El profesor me ayuda porque es difícil.



Spanish - El Colegio Y el Trabajo

5 Háblame de las actividades extraescolares	Talk to me about extra curricular activities
En mi colegio	In my school
Hay...	There is...
Un club de teatro	A drama club
Un club de deporte	A sports club
Un club de idiomas	A languages club
Un club de música	A music club
Donde...	Where
Me divierto	I have fun
Practico el fútbol	I practise football
Hablo español	I speak Spanish
Toco un instrumento	I play an instrument
Juego con mis amigos	I play with my friends

6 ¿Qué hacen de trabajo?	What do they do for a job?
Es...	He/she is...
Trabaja como...	He/she works as...
Profesor/a	A teacher
Médico/a	A doctor/a
Enfermero/a	A nurse
Cocinero/a	A chef
Camarero/a	A waiter
Dependiente/a	A sales assistant
Cantante	A singer
Futbolista	A footballer
Dentista	A dentist
Recepcionista	A receptionist

Tiene que...	He/she has to...
Enseñar a los niños	Teach children
Cuidar a la gente	Look after people
Preparar comida	Prepare food
Atender a los clientes	Serve customers
Vender productos	Sell products
Hablar por teléfono	Talk on the phone

7 ¿Cuál sería tu trabajo ideal?	What would your ideal job be?
Mi trabajo ideal sería...	My ideal job would be..
Me gustaría ser...	I would like to be...
Me gustaría trabajar como..	I would like to work as..

Porque	Because
Me gusta...	I like...
Trabajar con niños	To work with children
Trabajar al aire libre	To work outdoors
Trabajar en equipo	To work in a team

8 ¿Qué planes tienes para el futuro?	What plans do you have for the future ?
En el futuro	In the future
Me gustaría...	I would like...
Tener una familia	To have a family
Casarme	To get married
Ganar mucho dinero	To earn lots of money
Viajar	To travel
Vivir en otro país	To live in another country
Sería...	It would be...

*Grammar note

Notice that we use 'toco' for instruments but 'juego' for activities .

¿Cómo es su trabajo ?	What is his/her job like?
En su opinión.	In his / her opinion
Es...	It is...



Fácil	Easy	Repetitivo	Repetitive
Creativo	Creative	Estresante	Stressful
Relajante	Relaxing	Difícil	Difficult
Interesante	Interesting	Pesado	Dull/Boring

Los clientes son simpáticos	The customers are nice
Los clientes son terribles	The customers are horrible
Mi jefe es estricto	My boss is strict

Time expressions	
Antes del colegio	Before school
Después del colegio	After school
A la hora de comer	At lunch time
Durante el recreo	During break
Los lunes	On Mondays
Todos los días	Every day

Design and Technology - Textiles - Icons & Idols



Icons	Information	
David Attenborough	A conservationist campaigning for animal conservation, care and protection. Uses documentaries to spread awareness.	
Frida Kahlo	Frida Kahlo was a Mexican painter known for her many portraits, reflecting her experiences with chronic pain, personal struggles, and her complex identity. She often depicted herself with symbolic elements, like skulls or bleeding hearts.	
Stormzy	Stormzy is known for his significant charitable work, particularly focused on combating racial inequality and empowering young Black people. Stormzy established the #Merky Foundation to fight racial inequality and empower Black communities in the UK.	
Alessia Mia Teresa Russo	Alessia Mia Teresa Russo is an English professional footballer who plays as a forward for Women's Super League club Arsenal and the England national team. She is the current holder of FWA Women's Footballer of the Year for the season 2024-25.	
The Dalai Lama	The Dalai Lama is the spiritual leader of Tibetan Buddhism and the Tibetan people, believed to be a reincarnation.	
Albert Einstein	Albert Einstein is renowned for his groundbreaking contributions to physics, particularly the theory of relativity, including both the special and general theories.	

Key Word	Definition
Mono print	Mono printing is a printmaking technique where a single, unique print is created by applying ink to a flat surface and then transferring the image to paper or fabric.
Heat press	A heat press is a machine that applies heat and pressure to transfer designs onto various materials like fabric.
Appliqué	Applique is a needlework technique in which one or more pieces of fabric are attached to a larger background fabric to create pictures or patterns.
Calico	Calico is a plain-woven cotton fabric that is unbleached and un-dyed, it's known for its natural, rustic appearance affordability, and durability.
Needle	A sewing needle is a long, slender tool with a pointed tip at one end and a hole (the eye) at the other for passing thread.
Thread	In sewing, a thread is a thin strand of material, often made of fibres or filaments, used to join fabric pieces together.
Embroidery	Embroidery is the art of decorating fabric or other materials using a needle to stitch thread or yarn.
Icons and idols	An "icon person" is someone who is widely admired and influential, often representing a specific movement, idea, or era. They are considered to have a profound impact on society and culture.

Literacy Guide

Prefix	General meaning	Examples
Agri	Land	Agriculture
Audi	To hear	Audible, auditorium
Bi	Two	Bicycle, bilateral
Bio	Life	Biology, biodiversity
Broncho	Relating to breathing	Bronchitis
Cent	Hundred	Century, centipede
Chrono	Time	Chronology, chronicle
Co/con/com/col	With, together	Congregation, communication
Contra/contro, counter	Against/opposite	Controversial, contradiction, counterbalance
Demo	People/nation	Democracy
Di	Two	Diverge
Eco	Home	Ecosystem, ecology
Em, en, endo	In	Empower, encourage, endothermic
Homo	Same	Homophone, homogenous, homosexual
Hydro	Water	Hydroelectricity, hydrotherapy
Cardio	Heart	Cardiology, cardiac, cardiovascular
Chroma	Colour	Chromatography, chromosome
Dec	Ten	December, decade, decimal
Demi, hemi, semi	Half	Demigod, hemisphere, semicircle
Omni	All/every	Omnipresent, Omnipotent, Omniscient
Phone/phono	Sound	Phonological, Homophone
Photo	Light	Photograph, Photosynthesis
Sept/hept	Seven	Heptagon, September
Hex	Six	Hexagon, Hexapod
Dict	Talk	Dictation, contradiction
Nate	Birth	National, native
Spir	To breathe	Respiration, transpiration
Terra	Earth	Terrestrial, Mediterranean
Therm	Heat	Thermometer, geothermal

Command words	Word types	Connectives
Describe	Verb Adverb Noun Proper noun Adjective	Firstly
Analyse		Secondly
Explain		Finally
Identify		Similarly
Evaluate		However
Discuss		Whereas
Justify		On the other hand
Define		But
To what extent		For
Infer		So
Calculate		No
Suggest		Yet
State		Also

