

Autumn Term 2022-2023



lutor Group:	
Tutor & Room:	

# Contents \_\_\_\_

1.	English	Sherlock Holmes by Sir Arthur Conan Doyle (1892)
2.	English	Sherlock Holmes by Sir Arthur Conan Doyle (1892)
3.	English	The Tempest by William Shakespeare (1611)
4.	English	The Tempest by William Shakespeare (1611)
5.	English	Animal Farm by George Orwell (1945)
6.	Mathematics	Units, Circles & Shapes
7.	Mathematics	Fractions, Averages & Ratios
8.	Mathematics	Indices, Factions & Significant Figures
9.	Mathematics	Equations
10.	Science	Unit 1: Light and Space
11.	Science	Unit 1: Light and Space
12.	Science	Unit 1: Light and Space
13.	Science	Unit 2: Periodic Table
14.	Science	Unit 2: Periodic Table
15.	Science	Unit 2: Periodic Table
16.	Science	Unit 3: 8BD Digestion
17.	Science	Unit 3: 8BD Digestion
18.	Science	Unit 4: Electricity
19.	Science	Unit 4: Electricity
20.	Science	Unit 4: Electricity
21.	Science	Unit 5: Ecology
22.	Science	Unit 5: Ecology
23.	Science	Unit 6: 8PEa Electricity
24.	Science	Unit 6: 8PEa Electricity
25.	Science	Unit 6: 8PEa Electricity
26.	Geography	Tectonics
27.	Geography	Coasts
28.	Geography	Population
29.	History	Topic 1: Henry VIII and The English Reformation
30.	History	Topic 2: Religious Change Under the Later Tudors
31.	History	Topic 3: Elizabethan England
32.	History	Topic 4: Britain in the Seventeenth Century
33.	History	Topic 5: Transatlantic Slavery
34.	History	Topic 5: Transatlantic Slavery
35.	History	Topic 6: The Industrial Revolution
36.	History	Topic 6: The Industrial Revolution
37.	History	Topic 7: The British Empire
38.	History	Topic 7: The British Empire
39.	Art	Abstraction, 21st Century Artists & Locality
40.	Art	Exploring the Work of 21st Century Artists: Clare Youngs
41.	Art	Locality – Living In London: Ruth Allen

43.	Design Technology	Speaker Rotation
44.	Design Technology	Food Science
45.	Drama	Live Theatre Evaluation
46.	Drama	Using Key Terms: Acting
47.	Drama	Using Key Terms: Design
48.	Drama	Private Peaceful by Michael Morpurgo (2003)
49.	Drama	Private Peaceful by Michael Morpurgo (2003)
50.	Drama	Private Peaceful by Michael Morpurgo (2003)
51.	Music	Keyboard & Music Notes
52.	Music	Drums & Percussion
53.	Computing	Core knowledge
54.	Computing	Core knowledge
55.	Computing	Core knowledge
56.	RE	Why did Allah send one last Prophet?
57.	RE	Why did Allah send one last Prophet?
58.	RE	Why did Allah send one last Prophet?
59.	RE	Why did Allah send one last Prophet?
60.	RE	Why did Allah send one last Prophet?
61.	RE	Why did Allah send one last Prophet?
62.	RE	Why did Allah send one last Prophet?
63.	French	Translations 1. Ma Routine & 2. Ma Régime
64.	French	Translations 3. Je Suis Malade & 4. Mon Collège
65.	French	Translations 5. Mes Plans Pour Le Futur
66.	French	Translations 1. Comment voyagez-vous? & 2. Mes Vacances
67.	French	Translations 3. Mes vacances de rêve & 4. La télé/YouTube
68.	French	Translations 5. La Musique & 6. Le Cinéma
69.	French	Translations
70.	French	Translations 11. On Achète Des Vêtements & 12. On Fait Les Courses
71.	Spanish	La Rutina y La Salud – Routine and Health
72.	Spanish	La Rutina y La Salud – Routine and Health
73.	Spanish	La Rutina y La Salud – Routine and Health
74.	Spanish	Estudios y Planes Para El Futuro – Studies And Future Plans
75.	Spanish	Translations - Past, Present & Future
76.	Spanish	Translations - Past, Present & Future
77.	Spanish	Translations
78.	PE	KS3 - PE
79.	PE	KS3 - PE
80.	PE	KS3 - PE
81.	PE	KS3 - PE
82.	PE	KS3 - PE

42. Design Technology Cam Rotation

#### Sherlock Holmes by Sir Arthur Conan Doyle (1892)

Key Vocab					
1.		Justice and Judgement – Being p	unished and judged for your exposed actions		
2.		Society and Class – Clear division between working and upper classes			
3.		Women and Femininity – Clear gender roles in a patriarchal society			
4.		Knowledge and Observation – Sherlock uses a blend of these to solves crimes			
5.		Appearance vs Reality – Things not always being as they originally seem			
When?		Key idea and theme	Key Quotes		
The Redheaded League	6.	The character of Sherlock Holmes is established as an intelligent one who is able to use powers of deduction and observation.	<ul> <li>Sherlock: "My life is spent in one long effort to escape from the commonplaces of existence. These little problems help me to do so."</li> <li>Sherlock: "It is quite a three pipe problem."</li> <li>Sherlock: "for strange effects and extraordinary combinations we must go to life itself."</li> <li>Sherlock: "I shall keep on piling fact upon fact on you until your reason breaks down under them and acknowledges me to be right."</li> </ul>		
		The character of Sherlock Holmes becomes introspective in order to solve crimes. Watson acknowledges Sherlock's ability to use reason and rationality.	Sherlock: "It is introspective, and I want to introspect." Watson: (narrator) "Then it was that the lust of the chase would suddenly come upon him." Watson: (narrator) "His brilliant reasoning power would rise to the level of intuition."		
The	7.	The character of Sherlock sees the difference between appearance and reality.	Sherlock: "Many a little problem will be presented which may be striking and bizarre without being criminal." Sherlock: "On the contrary, Watson, you can see everything. You fail, however, to reason from what you see." Sherlock: "They are the devil's pet baits."		
Adventure of the Blue Carbuncle		The character of Sherlock Holmes uses his observational skills as a detective in order to make a judgement on others and serve justice.	Sherlock: "My name is Sherlock Holmes. It is my business to know what other people don't know." Sherlock: "I suppose that I am commuting a felony. But it is just possible that I am saving a soul." Sherlock: "It is always awkward doing business with an alias."		
The Adventure of the Six Napoleons		The character of Sherlock Holmes reflects on crimes he has solved and draws on the ideas of appearance vs reality.	<b>Sherlock</b> : "The Press, Watson, is a most valuable institution, if you only know how to use it." <b>Sherlock</b> : "The affair seems absurdly trifling, and yet I dare call nothing trivial when I reflect that some of my most classic cases have had the least promising commencement."		
	8.	Other characters in the story are presented as relying on surface facts and the appearance of what could be.	Lestrade: "The possession of this trifling bust was worth more in the eyes of this strange criminal than a human life." Lestrade: "It seemed to be one of those senseless acts of hooliganism which occur from time to time." Watson: (narrator describing Holmes) "triumph in his eyes."		

#### Sherlock Holmes by Sir Arthur Conan Doyle (1892)

When?		Key Idea and Theme	Key Quotes		
A Scandal in Bohemia	0	The character of Sherlock Holmes is reinforced as the embodiment of knowledge and observation.	<ul> <li>Sherlock: "You see, but you do not observe."</li> <li>Sherlock: "I am lost without my Boswell."</li> <li>Sherlock: "Never theorize before you have data. Invariably you end up twisting facts to suit theories instead of theories to suit facts."</li> </ul>		
	9.	The character of Sherlock Holmes is outsmarted by Irene Adler, subverting female Victorian stereotypes.	<ul> <li>Watson: (narrator) "To Sherlock Holmes she is always the woman."</li> <li>Watson: (narrator) "In his eyes she eclipses and predominates the whole of her sex"</li> <li>Watson: (narrator) "And that was how [] the best plans of Mr. Sherlock Holmes were beaten by a woman's wit."</li> <li>Watson: (narrator) "He was pacing the room swiftly, eagerly, with his head sunk upon his chest and his hands clasped behind him."</li> </ul>		
The Adventure of the Speckled Band	10.	The character of Watson describes <u>Sherlock</u> as both an eccentric one and one who is dedicated to the pursuit of the truth.	<ul> <li>Watson: (narrator) "Working as he did rather for the love of his art than for the acquirement of wealth, he refused to associate himself with any investigation which did not tend towards the unusual, and even the fantastic."</li> <li>Sherlock: "When a doctor does go wrong he is the first of criminals. He has nerve and he has knowledge."</li> <li>Sherlock: "Violence does, in truth, recoil upon the violent, and the schemer falls into the pit which he digs for another."</li> </ul>		
The Adventure of the Greek Interpreter	e The character of Watson describes Sherlock as an emotionless being who favours reason and observation over emotion and passion.		<ul> <li>Watson: (narrator) "I found myself regarding him as an isolated phenomenon, a brain without a heart, as deficient in human sympathy as he was pre-eminent in intelligence."</li> <li>Watson: (narrator) "His aversion to women and his disinclination to form new friendships were both typical of his unemotional character."</li> <li>Sherlock: "I said that he (my brother) was my superior in observation and deduction."</li> </ul>		

#### The Tempest by William Shakespeare (1611)

	Key Vocab					
1.		Power – The capacity or abilit	y to direct or influence the behaviour of others or the course of events.			
2.		Colonisation – The process of	ss of settling among and establishing control over the native people of an area.			
3.		<b>Slavery</b> – The practice or syste	em of owning slaves and the state of being a slave.			
4.		Usurp – Take a position of pov	ver or importance illegally or by force.			
5.		Justice – Fairness in the way people are dealt with.				
When?		Key Idea and Theme	Key Quotes			
	1.	Exploration is exposed as dangerous.	<ol> <li>Boatswain (to the mariners) - "When the sea is, Hence! What cares these roarers for the name of king?"</li> <li>Gonzalo - "Our case is miserable"</li> <li>Mariners - "Mercy on us! We split, we split! - Farewell, my wife and children! - Farewell, brother! - We split, we split, we split!"</li> </ol>			
	2.	Prospero is exposed as a victim of usurpation.	<ol> <li>Prospero (to Miranda) - "Thy father was the Duke of Milan and a prince of power."</li> <li>Prospero (to Miranda) - "By foul play, as thou sayst, were we heaved thence."</li> <li>Prospero (to Miranda) - "By being so retired, o'erprized all popular rate, in my false brother awaked an evil nature."</li> <li>Prospero (to Miranda) - "There they hoist us to cry to th' sea that roared to us."</li> </ol>			
Act 1	3.	Prospero is exposed as a powerful coloniser and slave master.	<ol> <li>1.2 Ariel (to Prospero) - "All hail, great master! Grave sir, hail!"</li> <li>1.2 Prospero (to Ariel) - "Ariel, thy charge exactly is performed. But there's more work."</li> <li>1.2 Prospero (to Ariel) - "I will rend an oak and peg thee in his knotty entrails till thou hast howled away twelve winters."</li> <li>1.2 Prospero (to Caliban) - "Thou poisonous slave, got by the devil himself upon thy wicked dam, come forth!"</li> <li>1.2 Caliban (to Prospero) - "This island's mine, by Sycorax my mother, which thou takest from me."</li> <li>1.2 Prospero (to Caliban) - "If you neglect my orders or do them grudgingly, I'll double you up with pains and cramps."</li> </ol>			
	4.	Justice is imposed by Prospero.	1.2 Prospero (to Miranda) - "I find my zenith doth depend upon a most auspicious star."         1.2 Prospero (to Ariel) - "Hast thou, spirit, performed to point the tempest that I bade thee?"         1.2 Prospero (aside) - "It goes on, I see, as my soul prompts it."			
	5.	The island offers new possibilities.	<ul><li>2.1 Gonzalo - "Here is everything advantageous to life."</li><li>2.1 Gonzalo - "In my kingdom I'd do everything differently from the way it's usually done."</li></ul>			
	6.	Power is exposed as consuming through Antonio and Sebastian.	<ul> <li>2.1 Antonio (to Sebastian) - "My strong imagination sees a crown dropping upon thy head."</li> <li>2.1 Antonio (to Sebastian) - "Twenty consciences, that stand 'twixt me and Milan, candied be they and melt ere they molest!"</li> <li>2.1 Sebastian (to Antonio) - "As thou got'st Milan, I'll come by Naples."</li> </ul>			
Act 2	7.	Prospero is omnipotent and omniscient.	<ul> <li>2.1 Ariel (to Gonzalo) - "My master through his art foresees the danger that you, his friend, are, and sends me forth."</li> <li>2.1 Ariel (to Gonzalo) - "If of life you keep a care, shake off slumber and beware."</li> </ul>			
	8.	The relationship between colonisers and the colonised.	<ul> <li>2.2 Stephano - "Do you put tricks upon's with savages and men of Ind, ha?"</li> <li>2.2 Caliban (aside) - "That's a brave god and bears celestial liquor. I will kneel to him."</li> <li>2.2 Caliban (to Stephano) - "I'll show thee every fertile inch o' th' island and I will kiss thy foot."</li> <li>2.2 Caliban (singing) - "Freedom, high-day, freedom."</li> </ul>			

#### The Tempest by William Shakespeare (1611)

When?		Key Idea and Theme	Key Quotes			
	9.	Ferdinand proves his love to Miranda.	<ul> <li>3.1 Ferdinand (to Miranda) - "The mistress which I serve quickens what's dead and makes my labors pleasures."</li> <li>3.1 Ferdinand (to Miranda) - "But you, O you, so perfect and so peerless."</li> <li>3.1 Ferdinand (to Miranda) - "My heart fly to your service."</li> </ul>			
	10.	Power is exposed as corruptive through the comedic antics of Caliban, Stephano and Trinculo.	<ul> <li>3.2 Stephano (to Trinculo) - "If you prove a mutineer, the next tree."</li> <li>3.2 Caliban (to Stephano) - "If thy greatness will revenge it on him."</li> <li>3.2 Caliban - "With a log batter his skull; or paunch him with a stake."</li> </ul>			
Act 3	11.	Caliban is portrayed as a victim of colonisation and slavery.	<ul> <li>3.2 Caliban - "Let me lick thy shoe."</li> <li>3.2 Caliban (to Stephano) - "I thank my noble lord."</li> <li>3.2 Caliban (aside) - "I am subject to a tyrant, a sorcerer, that by his cunning hath cheated me of the island."</li> </ul>			
	12.	Prospero utilises his slave to exert revenge for his usurpation.	<ul> <li>3.3 Ariel (monologue) - "You fools, I and my fellows are ministers of fate."</li> <li>3.3 Ariel (monologue) - "I have made you madmen hang and drown their proper selves."</li> <li>3.3 Ariel (monologue) - "You three from Milan did supplant good Prospero."</li> <li>3.3 Ariel (monologue) - "Thee of thy son, Alonso, they have bereft."</li> <li>3.3 Prospero (aside) - "They now are in my power and in these fits I leave them."</li> <li>3.3 Alonso - "With him there lie mudded."</li> <li>3.3 Gonzalo - "Their great guilt, like poison."</li> </ul>			
	13.	Views about women in the Victorian era are reinforced by the writer.	<ul> <li>4.1 Prospero (to Ferdinand) - "I ratify this my rich gift."</li> <li>4.1 Prospero (to Ferdinand) - "But if thou dost break her virgin knot discord shall bestrew the union of your bed."</li> </ul>			
Act 4	14.	Order is restored as Prospero quells the plot on his life.	<ul> <li>4.1 Prospero (to Ariel) - "A devil, a born devil on whose nature nurture can never stick."</li> <li>4.1 Caliban - "If he awake, from toe to crown he'll fill our skins with pinches."</li> <li>4.1 Prospero (to Ariel) - "At this hour lie at my mercy all mine enemies."</li> </ul>			
	15.	Prospero is humanised by Ariel.	<ul> <li>5.1 Ariel (to Prospero) - "If you now beheld them, your affections would become tender."</li> <li>5.1 Prospero (to Ariel) - "The rarer action is in virtue than in vengeance."</li> <li>5.1 Prospero - "I'll drown my books."</li> </ul>			
Act 5	16.	Prospero's power as Duke and justice is restored.	<ul> <li>5.1 Prospero - "Require my dukedom of thee, which perforce, I know, thou must restore."</li> <li>5.1 Prospero - "I do forgive thee, unnatural though thou art."</li> <li>5.1 Prospero (to Ariel) - "I shall miss thee, but yet thou shalt have freedom."</li> <li>5.1 Trinculo - "If these be true spies which I wear in my head, here's a goodly sight."</li> <li>5.1 Prospero - "And in the morn I'll bring you to your ship and so to Naples."</li> </ul>			
Epilogue       17.       Prospero seeks forgiveness.       Prospero - "Release me from my bands with the help of your good hands."         Prospero - "Let your indulgence set me free."		<b>Prospero</b> - "Release me from my bands with the help of your good hands." <b>Prospero</b> - "Let your indulgence set me free."				

## Animal Farm by George Orwell (1945)

Key Vocab						
1.		ivision of Class – Inequality between upper and working classes.				
2.		Inequality – Not having access to the same rights and choices as others.				
3.		Allegory of Russian Revolution – An allegory i	Allegory of Russian Revolution – An allegory is a story that has a hidden meaning and moral message.			
4.		Exploitation – Using members of society for personal gain.				
5.		Power and Control – The ability to govern and manipulate others.				
When?		Key Idea and Theme	Key Quotes			
Chapters	6.	The animals are displeased with how they are treated by Farmer Jones and feel that they are exploited by man. The pigs are established as being of superior intelligence to the other animals.	Chapter 1. Old Major: "Man is the only real enemy." Chapter 1. Old Major: "That is my message to you comrades: rebellion!" Chapter 1. Narrator: [Boxer was] "Not of first-rate intelligence." Chapter 2. Narrator: "They were met with much stupidity and apathy." Chapter 2. Narrator: [The Pigs were] "Generally recognised as being the cleverest."			
1-3		The animals vow to take back some element of control over their own lives on the farm and are successful in overthrowing Farmer Jones.	Chapter 2. Narrator: "In the past years, Mr Jones [] had been a capable farmer, but of late he had fallen on evil days." Chapter 2. Narrator: "Without bothering to feed the animals." Chapter 3. Squealer: "Do you know what would happen if we pigs failed in our duty? Jones would come back!"			
Chapters 4-6	7.	It quickly becomes clear that the pigs are the ones to lead the rebellion and gain power – often at the expense of the other and less intelligent animals they are able to exploit.	Chapter 4. Narrator: "Snowball, at the head of them, rushed forward." Chapter 4. Narrator: [Snowball was] "In charge of defensive operation" and "gave his orders quickly" Chapter 5. Narrator: "Snowball wants to build a windmill [] the animals would only have to work three days weekly." Chapter 5. Napoleon: "Nonsense." Chapter 5. Narrator/Squeeler: "The windmill was, in fact, Napoleon's own creation. He had seemed to oppose the windmill This [] was something called tactics."			
		Division of class and exploitation of less intelligent animals continues. The pigs gain even more power through manipulation.	Chapter 6. <b>Pigs</b> : "No animal shall sleep in a bed with sheets." Chapter 6. <b>Napoleon</b> : "Strictly voluntary." Chapter 6. <b>Napoleon</b> : "This traitor has crept here under the cover of night." Chapter 6. <b>Boxer</b> : "I will work harder" and "Napoleon is always right."			
Chapters		The pigs' manipulation increases, as does their exploitation of the other animals who are working harder for little return.	Chapter 7. Narrator: "Starvation seemed to stare them in the face." Chapter 7: Narrator: "Whenever anything went wrong it became usual to attribute it to Snowball." Chapter 7: Narrator: [about Clover] "There was no thought of rebellion or disobedience in her mind." Chapter 7: Squealer: "Napoleon sank his teeth into Jones' leg."			
7-8	8.	Napoleon, a symbol of Stalin during the Russian Revolution, is promoted to leader of the farm – the other animals appear unaware of the widening class divide between them and the pigs.	Chapter 8. <b>Narrator</b> : "A gun was fired every year on Napoleon's birthday." Chapter 8. <b>Animals</b> : "Our leader, comrade Napoleon." Chapter 8. "Father of all animals, terror of mankind, protector of the sheepfold, duckling's friend…"			
Chapters 9-10		Towards the end of the novel, the pigs seem to have gone through a transformation as they now take on more qualities of the humans that they so despised at the start. The power of the pigs has been steadily increasing throughout and builds to a climax in the final chapter.	Chapter 9. Narrator: "It was necessary to elect a President there was only one candidate." Chapter 9. Narrator: "With the songs, the processions, Squealer's list of figures,. they were able to forget that their bellies were empty." Chapter 10. Narrator: "All animals were equal." Chapter 10. Narrator: "A pig walking on its hind legs." Chapter 10. Narrator: "A pig walking on its hind legs."			

### Units, Circles & Shapes

Box method		Angles in a triangle	Add u
Iom         10mm         1 min         = 60 seconds           Im         = 100cm         1 hour         = 60 mins           1km         = 1000cm         1 hour         = 60 mins		Angles in a quadrilateral	Add u
Civeler	1kg = 1000g 11 = 1000mi	Angles on a straight line	Add u
Circles		Opposite	
$\pi \times d$	$\bigcirc$ C = $\pi d$	angles	are
$\pi$ × radius squared	💮 A = πr²	Vertically	
Fraction of the circle times $\pi \times d$	Arc longth = 100 x T d	opposite	Angles
Fraction of the circle times $\pi r^2$	trea of = 200 x Tr*	Parallel lines	Fs
	Circles $\pi \times d$ $\pi \times$ radius squared         Fraction of the circle times $\pi \times d$ Fraction of the circle times $\pi r^2$	$\frac{1}{10000000000000000000000000000000000$	frianglefriangleImage: SecondsImage: SecondsImage

Area of Compound Shapes							
Area of a trapezium	Add up the parallel sides Times the distance between them Halve the answer you get That's the area of a trapezium	$3 + 7 = 10$ $3 + 7 = 10$ $3 + 7 = 10$ $10 \times 3 = 30$ $30 + 2 = 15 \text{ m}^{2}$					
Shaded area	Big area minus small area	$\begin{array}{c c c c c c c c c c c c c c c c c c c $					
Compound area	Split into 2D shapes and add	$\begin{array}{c} \begin{array}{c} 2 \mathcal{D}^{H} \\ \hline \\ \mathcal{H}^{H} $					

Area of Compound Shapes				
Angles in a triangle	Add up to 180°	attes 180°		
Angles in a quadrilateral	Add up to 360°	Barbert de 34"		
Angles on a straight line	Add up to 180°	Anton 180°		
Opposite angles	In a parallelogram are equal	And arb		
Vertically opposite	Angles are equal	& a=b		
Parallel lines	Fs and Zs	A=b		
Fs	Corresponding angles are equal	í 💊		
Zs	Alternate angles are equal	a=b		
Co-interior angles	Add up to 180°	a+b=180*		
Exterior angles	Add up to 360°	5n = 360		
Interior and exterior	Add up to 180°	n= a+b=180*		

#### Fractions, Averages & Ratios

Fractions, Decimals and Percentages				Percentages	Ratio and Proportion		
% to fraction		Write it c	out of 100	Write 48% as a fraction in simplest form $48\% = 48 = 48 = - \frac{48}{100} = - \frac{410 \times 400}{10} = \frac{100}{10} = $	Connection between two things	Box method	Jay travels 15 miles in 35 minutes How much will he travel in 1 hour? Arits minutes
Decimo	Decimals to		to %	Convert 0.6 to a fraction in simplest form 0.6 = 60% = 60%	What do we look for?	Up, down, side to side	15 35 )+7 Sis Hu Hop of
Fraction	ns to	Division	using bus	Conver( <sup>5</sup> / <sub>8</sub> )o a percentage	And if that fails?	Middle man, think HCF	Answer: 36 miles
decim	nals	st	ор	5+8= 8 5.000 = 62.5%	Converting units	Box method	Convert 0.03m into cm
Fraction	s to %	Equivaler Mak	ent fractions ake the Write $\frac{3}{20}$ as a percentage		Currency questions	Box method	m cm 1 100 Red tin about
And if the	ıt fails?	denomi Convert t	nator 100 o decimal	$\frac{3}{20} = \frac{3}{100} = -\%$	Recipe questions	Box method	0.03 x ite Answer: 3cm
Mean	Mean Fair average		Averages Calculate the mean for the following $8+1+1+3+2=19$ data set 8, 1, 1, 3, 2 15 ÷ 5 = 5 meril Calculate the median for the following $3+2=19$		Value for money	Box method with same amounts	To make juice I mix 1 part squash with 4 parts water. How much squash do I need for 21 of juice? S N Tereil I 4 5 x 400 400 2000 Answer: 400ml
Median	an (put the numbers in order first)		data set 8, 1,	, 1, 3, 2 Ny 9, 3 Median = 2			To make juice I mix 1 part squash with 4 parts water. How much squash do I need for 2L of juice?
Mode	e Most		Calculate the r data set 8, 1	mode for the following 1, 1, 3, 2 Mode = 1 $I_{j}$ , $I_{j}$ , $Z_{j}$ ,	Ratio questions	Box method with a total	S N Torel 1 4 5 400 400 2000
Range	Range Spread (largest – smallest)		Calculate the r data set 8, 1	range for the following 1, 1, 3, 2 8 - 1 = 7 Range = 7			Answer: 400ml

#### Indices, Factions & Significant Figures

	Indices			Fracti	ions
Bases are the same	Multiplying add the	ໄປ <sup>3</sup> × ເບ <sup>9</sup> = ເບ <sup>9+9</sup> = ເບ <sup>9</sup>	Always make your life simple	Simplify first	<sup>2</sup> 10 , <sup>1</sup> / <sub>4</sub> <sup>2</sup> = 4
	subtract	ω³∻ω⁵₌ ω³*⁴ ₌ω²	Multiplying fractions	Top top bottom bottom	3 <sup>21</sup> 25 <sub>5</sub> 15
Base to the power, all to the power	Multiply the indices	(w <sup>3</sup> ) <sup>2</sup> = W <sup>6</sup>	Dividing fractions	Times by the reciprocal	3 - 7 = 3 × 11 = 33 8 - 11 = 3 × 11 = 33 56
Base to the power of zero	Equals 1	w° = /			7 + 2 + 2 + 12 + 12 + 12 + 12 + 12 + 12
	Prime Factorisa	tion	Adding fractions	Find the LCM	$=\frac{21}{36}+\frac{8}{36}$
Prime numbers	Have exactly two factors	Falles or 22 Patient of 62			= <u>29</u> 36
Factors of a number	Go into a number	F ~ maker ~ M			which is bigger
Multiples of a number	Are the times tables	растонся андистичная 1 112 12,25,36,49 2 6 3 4-	Comparing fractions	Find the LCM	5 m 4
Prime factor form	Tree thing tree thing	Express 90 as a 90			24 25 30 30 Bigger
Product of its primes	Product means 'x' 2,3,5,7 don't forget your primes	prime factors: 3 $3$ $5$ $540 = 2 \times 3^2 \times 5$		Significan	figures
HCF or LCM of large numbers	Use a venn diagram	80 2 (2 3) <sup>24</sup>	First significant figure	Can never be zero	0.0065
HCF	Multiply the overlap	5 22			Estimate Estimate
LCM	Multiply them all	HCF = LCM = all overlap \$ 80 ×3 or 2x2 × 2 24 ×2×5	Estimation	1SF	$\frac{12.7+4.2^{3}}{0.53} \rightarrow \frac{12.7+4.2^{3}}{0.53} + \frac{2.6}{0.5}$

#### **Equations**

Solving Linear Equations						Forming and Solvi	ng Linear Equations
Successful elimination	With op	an inverse eration	Solve $\frac{1}{202} = \frac{5}{10}$				Form an expression for the perimeter of this shape
lf you do it on 1 side	Do it to	o the other	3+*** = 5 -3 +** = 5 -2 = 4 -3 -2 = 4 -3 -3 -3 -3 -3 -3 -3 -3 -3 -3 -3 -3 -3		Perimeter is	The distance around a 2D shape	7 = 4x + 3
x on both sides	Get sma	rid of the allest 'x'	Solve	Solve 11(32)=2x+1 +3x +3x			P=4x+3+7+4x+3+7
x on both sides and	Expand	the bracket first	501ve 3(x+)	4) = <mark>5</mark> (7x-1)			Now \$01ve]
Didekeis	Solving Linear Equations				value of x		
Start at Go along Then go up the	the g the o/down	Origin x axis y axis	(2 , -3)		Area of a rectangle	Length × Width OR Base × Height	$A = l \times W$
Midpoir coordin	nt of ates	Stack them Add them Divide by 2	+ (3,4) (-2,-2) (1,-4)	Find the midpoint of (3, 4) and (-2, -8) real = (4.5, -2)			77 = 7(4x+3) Now Solve }
x = ?	?	Goes through x axis	Plot x = -2	• <mark>†</mark> ‡→	Angles in a triangle	Add up to 180°	a+2a+90=180
y = ?	?	Goes through y axis	the Plot y = -1	<b>↓</b>			3a+ 40 =180 Now Solve!

### Unit 1: Light and Space

1	What is a wave?	A transfer of energy
2	What are the two types of wave?	Longitudinal and transverse
3	In what direction are the vibrations in a longitudinal wave?	The same direction the wave is travelling
4	In what direction are the vibrations in a transverse wave?	Perpendicular to the direction the wave is travelling
5	What is a light source?	An object that releases light waves
6	Relative to a light source, in which direction do light waves travel?	In all directions away from the light source
7	What type of wave is light?	Transverse
8	What is a ray diagram?	A way of drawing how light travels
9	In a ray diagram, how must light be drawn?	Straight line, arrow in the middle, no gaps
10	What four things can occur when light meets an object?	Transmission, reflection, refraction, absorption
11	What occurs in transmission?	The wave goes through the object
12	What occurs in reflection?	The wave changes direction away from the object
13	What occurs in refraction?	The wave passes through into the object but changes direction
14	What is absorption?	The wave finishes and heats up the object
15	In what process do plants absorb light?	Photosynthesis
16	Give a word equation for photosynthesis	Carbon dioxide + water > glucose + oxygen
17	What is a transparent object?	One that allows light to be transmitted through
18	What is an opaque object?	One which does not allow light to be transmitted through it; it absorbs the light
19	What is a translucent object?	One which absorbs some light, and scatters the rest as it is transmitted through the material
20	What is a "normal"?	A line drawn at right angles to a surface
21	What is the incident ray?	The ray of light approaching a surface
22	What is the reflected ray?	The ray of light reflected away from a surface

### Unit 1: Light and Space

23	What is a medium?	The space or material which a light wave is travelling in
24	Why does refraction occur?	Light travels at different speeds in different mediums
25	How does the density of the medium affect the speed of light?	The denser the medium, the slower the light
26	Which organ is responsible for us being able to see?	The eye
27	In the eye, what is the function of the pupil?	Allows light to pass into the eye
28	In the eye, what is the function of the lens?	To focus light onto the retina
29	In the eye, what is the function of the retina?	Converts light rays into messages the brain can interpret
30	What causes long and short sightedness?	The lens not focusing light properly
31	Name the seven colours in visible light	Red, orange, yellow, green, blue, indigo, violet
32	What is a colour filter?	An object that absorbs some colours and transmits others
33	What gives objects their colour?	They absorb some colours and reflect others; we only see the reflected colours
34	What is a star?	A large sphere of very hot gas in space that emits light
35	What is the Sun?	The star nearest the Earth
36	What is an orbit?	The path an object takes around another object in space
37	What is a planet?	An object that orbits a star
38	What is the solar system?	A collection of planets and other objects orbiting the Sun
39	What is a galaxy?	A group of billions of stars
40	Name the planets in our solar system in order of distance from the Sun	Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
41	What is mass?	The amount of material contained in an object
42	What is the symbol for mass?	m
43	What is the unit and unit symbol for mass?	Kilograms, kg
44	What is a force?	A push, pull or twist
45	What is a field?	A field allows forces to act without physical contact

## Unit 1: Light and Space

46	What is a gravitational field?	The field around an object that pulls other objects towards it
47	What is gravitational field strength?	The force experienced by 1kg of mass in that field
48	What is the gravitational field strength on Earth?	about 10N/kg
49	What is the unit and unit symbol for gravitational field strength?	Newtons per kilogram, N/kg
50	What is weight?	The force exerted on an object by a gravitational field
51	What is the symbol for weight?	W
52	What is the unit and unit symbol for weight?	Newtons, N
53	What is the formula that relates weight, mass and gravitational field strength?	W = m x g
54	What is the Earth's axis?	An imaginary straight line from the North pole to the South about which the Earth rotates
55	What causes day and night?	The rotation of the Earth on its axis
56	What is the time period of one rotation of the Earth on its axis?	24 hours
57	What causes seasons?	The Earth's tilted axis and its rotation around the Sun
58	What is the time period of one orbit of the Earth around the Sun?	365 days
59	What is the equator?	An imaginary line drawn around the middle of the Earth
60	What two things are affected by the seasons?	The temperature and length of the day
61	If the North pole is tilted towards the Sun, what affect will this have on the Northern hemisphere?	Temperature is higher, days are longer
62	When it is Winter in the Northern hemisphere, what season is it in the Southern hemisphere?	Summer
63	If the North pole is tilted towards the Sun, what affect will this have on the Southern hemisphere?	Temperature is lower, days are shorter
64	Why is it hotter in the hemisphere which is pointed to the Sun?	The sunlight is more concentrated
65	What is a light year?	The distance travelled by light in a year

### Unit 2: Periodic Table

1	What are atoms made of?	Protons, neutrons and electrons
2	What is found in the nucleus of an atom?	Protons and neutrons
3	Where are the electrons in an atom?	Orbiting the nucleus in shells
4	What is between the electrons and the nucleus?	Empty space
5	What is an element?	A substance made of one type of atom only
6	What is a compound?	Two or more different atoms chemically bonded together
7	What is a mixture?	When different substances are together but not chemically bonded
8	What is the periodic table?	An organised table showing the different elements
9	Who first prepared the modern periodic table?	Mendeleev
10	Why did Mendeleev put some elements together in groups?	They had similar properties
11	Why did Mendeleev leave gaps in his periodic table?	For undiscovered elements
12	What is a group in the periodic table?	The vertical columns
13	What is a period in the periodic table?	The horizontal rows
14	What does the group an element is in tell you about its electrons?	How many it has in the outer shell
15	What does the period an element is in tell you about its electrons?	How many shells it has
16	What is charge?	A property of particles that can be positive or negative. Other particles have no charge (neutral)
17	What happens when the same charges come into contact?	They repel
18	What happens when opposite charges come into contact?	They attract
19	Name the three particles that make up atoms (subatomic particles)	Protons, neutrons, electrons
20	State the relative charges of the subatomic particles	Protons: +1, neutrons: 0, electrons: -1
21	What is the atomic number of an atom?	The number of protons in an atom
22	What is the mass number of an atom?	The number of protons + the number of neutrons in an atom
23	Why is the number of electrons in an atom equal to the number of protons?	As their charges cancel out
24	How do you calculate the number of neutrons in an atom?	Mass number - atomic number
25	How many electrons can go in the first shell?	2
26	How many electrons can go in the second and third shells?	8

### Unit 2: Periodic Table

27	What is a property?	A characteristic of something
28	What are the two main types of element?	Metals and non-metals
29	Give three typical properties of metals	Conduct electricity, conduct heat, malleable, ductile, high melting/boiling points, strong
30	Give two typical properties of non-metals	Electrical insulators, heat insulators, low melting/boiling points, weak, brittle
31	What does electrical conductor mean?	Allows electricity to flow through it
32	What does electrical insulator mean?	Does not allow electricity to flow through it
33	What does heat conductor mean?	Allows heat to flow through it
34	What does heat insulator mean?	Does not allow heat to flow through it
35	What does malleable mean?	Easy to bend
36	What does brittle mean?	Shatters easily
37	What does strong mean?	Can hold a lot of weight
38	What does weak mean?	Can't hold a lot of weight
39	What does ductile mean?	Easy to stretch
40	If something has a high melting/boiling point, what state is it at room temperature?	Solid
41	If something has a low melting/boiling point, what state is it at room temperature?	Liquid or gas
42	What does hard mean?	Difficult to scratch
43	What does soft mean?	Easy to scratch
44	What does reactive mean?	Reacts easily with other substances
45	What does unreactive mean?	Does not react easily with other substances
46	What does magnetic mean?	It is attracted to magnets
47	In which group are the alkali metals found?	1
48	What is easier to separate, a mixture or a compound?	A mixture
49	When different substances are mixed together, what happens to their properties?	They are retained (they do not change)
50	When different substances are chemically bonded together, what happens to their properties?	They change
51	What are reactants?	The substances you start with in a reaction

### Unit 2: Periodic Table

52	What are products?	The substances you end up with in a reaction
53	When naming a compound with a metal and a non-metal, which comes first in the name?	The metal
54	If a compound has a metal and a non-metal, what is its suffix?	-ide
55	What is a chemical formula?	A way of showing which atoms are in a substance
56	What is the conservation of mass?	That atoms cannot be created or destroyed
57	In a chemical reaction, what happens to the atoms?	They are rearranged
58	In terms of chemical bonds, what happens in a chemical reaction?	Some are broken and others are made
59	How could you tell if a chemical reaction has taken place?	Temperature change, colour change, gas formed, solid formed
60	If mass appears to be lost in a reaction, what has happened?	A gas has been produced which escapes
61	If mass appears to be gained in a reaction, what has happened?	Atoms of a gas from the air have been added
62	When magnesium reacts with oxygen, why does the mass increase?	Atoms of oxygen from the air have been added
63	When magnesium reacts with acid, why does the mass decrease?	A gas is produced which escapes
64	What is a physical change?	A change of state or dissolving
65	Why is a change of state not a chemical change?	No new substances are made
66	What name is given to the group 1 elements?	Alkali metals
67	Why are alkali metals called alkali metals?	They are metals that react with water to form alkalis
68	Why are alkali metals stored in oil?	To stop them reacting with oxygen
69	Give four properties of alkali metals	Very reactive, low density, soft, relatively low melting/boiling point
70	How does the reactivity of alkali metals change down the group?	Increases
71	How does the melting and boiling point of alkali metals change down the group?	Decreases
72	What are the products of a reaction between an alkali metal and water?	Form a hydroxide and hydrogen
73	What name is given to the group 7 elements?	The halogens
74	Give four properties of the halogens	Toxic, form coloured vapours, low melting/boiling point, reactive
75	How does the reactivity of halogens change down the group?	Decreases
76	How does the melting/boiling point of halogens change down the group?	Increases

1	What is digestion?	The breakdown of food into small molecules
2	Name 4 food groups	Carbohydrates, proteins, fats, vitamins and minerals
3	Give an example of a food containing carbohydrates	Potato, rice, bread, pasta
4	Give an example of a food containing protein	Meat, fish, eggs, milk, cheese
5	Give an example of a food containing fats	Meat, milk, yogurt, oil
6	Give an example of a food containing vitamins and minerals	Fruit, vegetables
7	What are carbohydrates broken down into?	Simple sugars
8	Give an example of a simple sugar	Glucose (sucrose, fructose)
9	What is glucose used for?	Respiration
10	What are proteins broken down into?	Amino acids
11	What are amino acids used for?	Growth and repair
12	What are fats broken down into?	Fatty acids and glycerol
13	What are fatty acids and glycerol used for?	Energy storage
14	What are vitamins and minerals used for?	Contribute to all aspects of health
15	What happens to the small molecules at the end of digestion?	They are absorbed into the blood
16	Name the organs in the digestive system in the order food passes through them	Mouth, oesophagus, stomach, small intestine, large intestine, rectum, anus
17	Where is food digested?	The mouth, the stomach and the small intestine
18	What happens in the small intestine?	Digested food is absorbed into the blood
19	What happens in the large intestine?	Excess water is absorbed (from undigested food)

### Unit 3: 8BD Digestion

20	What does the liver do?	Produce bile
21	What does bile do?	Helps digest fats
22	What is an enzyme?	A biological catalyst
23	What is a catalyst?	Something that makes a chemical reaction faster
24	What do enzymes do?	Speed up digestion
25	What does the pancreas do?	Produce enzymes
26	Give four adaptations of the small intestine	Very long, contains villi, rich blood supply, has microvilli
27	Why is the small intestine long?	To increase surface area
28	Why does the small intestine have villi?	To increase surface area
29	Why does the small intestine have a rich blood supply?	To keep a high concentration gradient
30	Why does the small intestine have microvilli?	To increase surface area
31	What are gut bacteria?	Bacteria found in the large intestines
32	What do gut bacteria do?	Help digest food
33	What is obesity?	Having too much body fat
34	What causes obesity?	Eating too much sugary or fatty foods
35	What are the risks of obesity?	Coronary heart disease
36	What does coronary heart disease cause?	The heart to function worse
37	What is a deficiency disease?	A disease caused by not getting enough of one food group

1	What are the three main layers of Earth?	Crust, mantle, core
2	Which layer of Earth is made of solid rock?	Crust
3	Which layer of Earth flows very slowly?	Mantle
4	Which layer of Earth is solid metal?	Core
5	Why can the crust move?	It has tectonic plates (which are moved by the mantle)
6	What are the three types of rock?	Sedimentary, igneous, metamorphic
7	How do sedimentary rocks form?	Smaller bits of other rocks get stuck together
8	Give two properties of sedimentary rocks	Crumbly, form in layers
9	How do igneous rocks form?	When molten (liquid) rock cools and solidifies
10	How do metamorphic rocks form?	When rocks are compressed or heated within Earth's crust
11	In what kind of rock are fossils found?	Sedimentary
12	What is a porous rock?	A rock which absorbs water
13	What are the two main gases in Earth's atmosphere?	Oxygen and nitrogen
14	What approximate % of Earth's atmosphere is nitrogen?	78%
15	What approximate % of Earth's atmosphere is oxygen?	21%
16	Name two gases other than oxygen and nitrogen that are in Earth's atmosphere	Carbon dioxide, water vapour
17	How is carbon dioxide removed from the atmosphere?	Photosynthesis
18	In what three ways is carbon dioxide added to the atmosphere?	Respiration, combustion of fossil fuels, decomposition
19	Why is adding more carbon dioxide to the atmosphere a problem?	It causes global warming (which causes climate change)
20	How has the amount of carbon dioxide in the atmosphere changed over the last 200 years?	Increased rapidly
21	Why has the amount of carbon dioxide in the atmosphere increased rapidly over the last 200 years?	Humans began burning fossil fuels

### Unit 4: Electricity

22	What is charge?	A property of particles that is positive or negative (some particles have no charge)
23	What is the charge of subatomic particles?	Protons: +1, Neutrons: 0, Electrons: -1
24	What is an electrical circuit?	A closed loop which charged particles flow round
25	In an electrical circuit, what charged particles are flowing?	Electrons
26	How do we count electrons?	In coulombs
27	What is current?	How quickly coulombs of electrons are flowing through a circuit
28	What is the unit for current?	Amps (A)
29	What does one amp represent?	One coulomb passing a point per second
30	Which particle transfers energy around a circuit?	Electrons
31	Where do electrons in a circuit get energy from?	A power supply
32	Name two power supplies	Electrical cell, mains
33	What is a battery?	Two or more cells connected together (in series)
34	What is potential difference?	The amount of energy each coulomb of charge transfers
35	What is the unit for potential difference?	Volts (V)
36	What happens to the current when potential difference increases?	It increases
37	Why does current increase when potential difference is increased?	The electrons are moving more quickly as they have more energy
38	What is resistance?	How electrons can be slowed down by the circuit
39	What is the unit for resistance?	Ohms (Ω)
40	What causes resistance?	Electrical devices
41	What is a device?	Something which transfers energy from the circuit to the surroundings
42	How do we draw cells in a circuit?	— <b> </b> —
43	How do we draw batteries in a circuit?	+  <b> </b>
44	How do we draw wires in a circuit?	
45	What is a switch?	A place in the circuit where it can be broken
46	How are switches drawn in a circuit?	

#### **Science** 11 of 16

47	Name 3 electrical devices that transfer energy in a circuit	Lamp, motor, resistor	
48	How do lamps transfer energy to the surroundings?	Waves (and heating)	
49	How do we draw motors?	—( <b>M</b> )—	
50	How do motors transfer energy to the surroundings?	Mechanical working (and heating)	
51	How do we draw resistors?	— <u>—</u> —	
52	How do resistors transfer energy to the surroundings?	Heating	
53	How is the current in a circuit calculated?	V/R = I	
54	How do we measure the current in a circuit?	With an ammeter	
55	5 How do we draw ammeters?		
56	How are ammeters connected to a circuit?	As part of the circuit (in series)	
57	7 How do we measure the potential difference across a device? With a voltmeter		
58	How do we draw voltmeters?	— <b>v</b> —	
59	How are voltmeters connected to a circuit?	On the back of specific devices (in parallel)	
60	What are the two main types of circuit?	Series and parallel	
61	What are series circuits made of?	A single loop	
62	How does current change in a series circuit change?	It doesn't	
63	How does potential difference in a series circuit change?	It is shared between devices (It drops across each device)	
64	What are parallel circuits made of?	Different loops and junctions	
65	How does current in a parallel circuit change?	Splits at junctions	
66	How does potential difference in a parallel circuit change?	Same across each loop	
67	What is a conductor of electricity?	A material that allows electricity to pass through it	
68	What is an insulator of electricity?	A material which does not allow electricity to pass through it	
69	Give an example of a conductor of electricity	Copper, graphite (any metal)	
70	Give an example of an insulator of electricity	Plastic, wood, rubber (most non-metals)	

### Unit 5: Ecology

1	What is an organism?	A living thing
2	What is a feeding relationship?	How different organisms eat each other
3	Why do organisms eat each other?	To get energy and nutrients
4	What diagram do scientists use to show feeding relationships?	Food chains and food webs
5	In a food chain, what name is given to the organism at the start?	Producer
6	Where do producers get their energy from?	The Sun
7	In a food chain or web, what name is given to an organism that eats another organism?	A consumer
8	In a food chain or web, what name is given to the organism that eats the producer?	Primary consumer
9	In a food chain or web, what name is given to the organism that eats the primary consumer?	Secondary consumer
10	In a food chain or web, what name is given to the organism that eats the secondary consumer?	Tertiary consumer
11	What name is given to organisms that eat animals?	Predators
12	What name is given to animals that are eaten by other organisms?	Prey
13	What is a herbivore?	An animal that eats plants
14	What is a carnivore?	An animal that eats other animals
15	What is an omnivore?	An animal that eats plants and animals
16	In a food chain or web, which direction are the arrows drawn in?	From the organism being eaten to the organism eating it
17	In a food chain or web, why are the arrows drawn from the organism being eaten to the organism eating it?	To show the flow of energy
18	What is decay?	The breakdown of dead organisms
19	What is a decomposer?	An organism that causes decay
20	What are the two main types of decomposer?	Detritivores and microbes
21	Give an example of a detritivore	Maggots, woodlice
22	Give an example of a microbe decomposer	Bacteria, fungi
23	Why is decay important?	It releases waste products that plants can use
24	What conditions are best for decay?	Lots of oxygen, warm temperatures, moisture
25	What is the "population" of an organism?	The number of that organism in a particular area

### Unit 5: Ecology

26	What is interdependence?	How organisms depend on each other for survival	
27	What is bioaccumulation?	How toxic materials can build up in a food chain	
28	What is an adaptation?         A way in which an organism suits its environment		
29	29 Name two types of adaptation Physical and behavioural		
30 Give an example of a physical adaptation Sharp teeth, camouflage, foot surface area, spikes		Sharp teeth, camouflage, foot surface area, spikes	
31	Give an example of a behavioural adaptation	Making nests to shelter offspring (children), huddling for warmth, rolling into a ball, courtship displays	
32	What is competition?	Where organisms have to struggle against each other for resources	
33	What resources do organisms often compete over?	Food, water, space, light, mates	
34	What is a species?	A group of organisms that can breed and produce fertile offspring	
35	What is a mutation?	A change to an organism's DNA	
36	What can mutations result in?	Slight changes to an organism's adaptations	
37	37 What is natural selection? How organisms with the most useful adaptations are more likely to survive and reprodu-		
38	38 What is evolution by natural selection? That over time natural selection can result in large changes to organisms and new species		
39 Give two sources of evidence for evolution The fossil record, bacterial resistance		The fossil record, bacterial resistance	
40	40         What does the fossil record show?         That over time species have changed physically		
41	41 What is bacterial resistance? How bacteria become resistant to antibiotics		
42	What is extinction?	When an entire species dies out	
43	Name two things that can cause extinction	New predators, new diseases, changes to habitat, more successful competitors, catastrophic events (like volcanoes or asteroid impacts)	
44	How can scientists estimate population size?	Using quadrats	
45	What is a pyramid of numbers?	A chart showing how many of each organism live in an area	
46	What is classification?	How scientists put different organisms in groups	
47	What are the seven classification levels?	Kingdom, phylum, class, order, family, genus, species	
48	What are the five chordate groups?	Mammals, fish, birds, reptiles, amphibians	
49	What is biodiversity?	The variety of different species in an area	
50	Why is biodiversity important?	Moral reasons, species may be useful to us, protects food supply, limits large changes to food chains and webs	
51 How do scientists try to maintain biodiversity? Gene banks, protection of habitats, breeding programmes		Gene banks, protection of habitats, breeding programmes	

#### **Science** 14 of 16

## Unit 6: 8PEa Electricity

1	What do we call a closed loop which can carry electricity?	A circuit
2	How do we count electrons?	In coulombs
3	What is current?	How quickly coulombs of electrons are flowing through a circuit
4	What is the unit and unit symbol for current?	Amps (A)
5	What does 1A represent?	One coulomb passing a point per second
6	Which particle transfers energy around a circuit?	Electrons
7	Where do electrons in a circuit get energy from?	A power supply
8	Name two power supplies	Electrical cell/battery, mains power
9	What is a battery?	Two or more cells connected together (in series)
10	What is potential difference?	The amount of energy each coulomb of charge transfers
11	What is the unit and unit symbol for potential difference?	Volts (V)
12	What happens to the current when potential difference increases?	It increases
13	What is resistance?	How electrons can be slowed down by the circuit
14	What is the unit and unit symbol for resistance?	Ohms (Ω)
15	What causes resistance?	Electrical devices
16	What is a device?	Something which transfers energy from the circuit to the surroundings
17	What is a switch?	A place in the circuit where it can be broken
18	Name 3 electrical devices that transfer energy in a circuit	Lamp, motor, resistor

#### **Science** 15 of 16

## Unit 6: 8PEa Electricity

19	How do lamps transfer energy to the surroundings?	Waves (and heating)	
20	How do motors transfer energy to the surroundings?	Mechanical working (and heating)	
21	How do resistors transfer energy to the surroundings?	Heating	
22	What equation links potential difference, resistance and current?	V/R = I	
23	How do we measure the current in a circuit?	With an ammeter	
24	How are ammeters connected to a circuit?	As part of the circuit (in series)	
25	How do we measure the potential difference across a device?	With a voltmeter	
26	How are voltmeters connected to a circuit?	Across (on the back of) specific devices (in parallel)	
27	What are the two main types of circuit?	Series and parallel	
28	What are series circuits made of?	A single loop	
29	How does current change in a series circuit change?	It doesn't	
30	How does potential difference in a series circuit change?	It is shared between devices (It drops across each device)	
31	What are parallel circuits made of?	Different loops and junctions	
32	How does current in a parallel circuit change?	Splits at junctions	
33	How does potential difference in a parallel circuit change?	Same across each loop	
34	Give an example of a conductor of electricity	Copper, graphite (any metal)	
35	Give an example of an insulator of electricity	Plastic, wood, rubber (most non-metals)	

36	What is a field?	The area around an object where a non-contact force acts
37	Give three examples of fields	Gravitational, magnetic, electric
38	What are the two ends of a magnet called?	North pole and south pole
39	What happens when opposite magnetic poles are brought together?	They attract
40	What happens when the same magnetic poles are brought together?	They repel
41	What is a magnetic substance?	Something which is attracted to magnets
42	Name two magnetic substances	Iron, nickel (and cobalt)
43	43 What is the direction of a magnetic field? From north to south	
44	What are electromagnets formed from?	A coil of wire round an iron core
45	In what two ways can an electromagnet be made stronger?	Add more turns on the coil, increase current
46	What are the three options for charge?	Positive, negative, neutral
47	47         What is the (relative) charge on a proton, electron and neutron?         Proton: +1, electron: -1, neutron: 0	
48	48 What happens when the same charges come into contact? They repel	
49	What happens when opposite charges come into contact?	They attract
50	What is an electric field?	The field around a charged object
51	How can objects gain a static charge?	By being rubbed together
52	How do electrons cause objects to have a static charge?	They can move from one object to another
53	If an object gains electrons, what charge does it have?	Negative
54	If an object loses electrons, what charge does it have?	Positive
55	What can a large build-up of static charge cause?	Electric shock

#### **Tectonics**

#### Background

- 1. The Earth's structure is made up of layers. (A)
- 2. The characteristics of these layers fuel tectonic plate theory. (B)
- 3. There are four different plate boundaries, each with their own characteristic and resulting hazards. (C)
- 4. Volcanoes can be found along constructive and destructive boundaries, although the volcanoes found at these boundaries are different. (D)
- 5. Earthquakes take place along all of the boundaries. but are often most significant at conservative boundaries. Earthquakes have key features and are measured using the Richter scale. (E)
- 6. People continue to live in tectonic areas for a number of reasons. (F)
- 7. Some of these reasons relate to how we monitor, protect and plan for such hazards. (G)
- 8. However, the impacts of these hazards can still be significant; although they can vary based upon a country's level of development, (H, I)

A - The Layers of the Earth (3)		
Crust The thin outer layer of the Earth which is divided into plates called tectonic plates.		
Mantle	Middle layer of the earth, between the crust and the core, approx. 2900km thick.	
Core	The centre, hottest layer of the earth, broken into the inner (solid) and outer core (liquid).	

#### B - Theory (4) Plate The place where plates meet. **Boundaries** Radioactive decay in the core causes the Convection warmer less dense magma in the mantle to currents rise, cool, and then sink. These convection currents cause tectonic plates to move. Oceanic The part of the Earth's crust under the Crust oceans, usually 6-8km thick. Continental The part of the Earth's crust which contains Crust land and is 30-50km thick

C - Different Plate Boundaries (4)		
Constructive	Where two tectonic plates move apart and new crust is created.	
Destructive Where two tectonic plates come together The denser oceanic plate is subducted, leading to violent volcanic eruptions.		
Conservative Where tectonic plates move alongside, o past each other.		
<b>Collision</b> Where two continental plates collide, forcing the land upwards and forming mountains.		

#### D - Volcanoes (3) A gently sloping volcano formed by runny Shield lava (low viscosity), usually at constructive Volcano boundaries. Composite A steep volcano formed by alternating layers Volcano of lava and ash, on destructive boundaries, Pvroclastic Torrent of hot ash, rock, gas and steam from Flow a volcano.

	E - Earthquakes (4)
oicentre	The point on the Earth's surface directly above the focus of an earthquake.
Focus	The source of an earthquake beneath the Earth's surface.
Seismic waves	Fast waves of energy generated from the focus.
Richter scale	A scale that measures the energy released by an earthquake.

#### F - Why People Live In Tectonic **Danger Zones**

(olcanoes (4)	<ol> <li>Jobs in tourism.</li> <li>Geothermal energy created.</li> <li>Ash makes the ground fertile, which is good for farming.</li> <li>Diamonds and gold from previous eruptions can be mined.</li> </ol>
arthquakes	<ol> <li>Friends and family live in the area.</li> <li>It has not happened in such a long time, so</li></ol>
(4)	people take the risk. <li>Employment in the area.</li>

G	Volcanoes	Earthquakes
Monitoring (2)	<ol> <li>The shape may change.</li> <li>Increase in gases given off e.g. sulphur dioxide.</li> </ol>	<ol> <li>Irregular tremors measured.</li> <li>Radon gas levels increase as rocks crack.</li> </ol>
Protect	Lava diversion channels.	Earthquake-proof buildings.
Planning (2)	<ol> <li>Evacuation.</li> <li>Emergency services trained.</li> </ol>	<ol> <li>Earthquake drills.</li> <li>Emergency services on-call.</li> </ol>

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H - Effects of Tectonic Hazards (2)			
Primary Effects         Direct impacts of an event e.g. people killed, injured, or buildings collapse.			
Secondary Effects	The indirect impacts of an event, usually occurring in the weeks, hours, months after the event e.g. the outbreak of disease from contaminated water.		

I - Examples		
<b>Developing</b> Haiti Port Au Prince	1. 318,000 dead. 2. 1.5 million homeless. 3. Cholera outbreak killed 8,000.	
<b>Developed</b> New Zealand Christchurch	<ol> <li>181 dead.</li> <li>80% of the city without electricity.</li> <li>The Rugby World Cup was cancelled.</li> <li>Schools closed for 2 weeks.</li> </ol>	

#### Background

- 1. Coastlines are dynamic changing landscapes, which are affected by the action of the waves.
- Waves can have differing features; these features can influence the processes and landforms which may develop.
   (A)
- 3. Destructive waves can erode the coastline. (B)
- 4. Through erosion a number of distinctive coastal features can form. (D, E, F)
- 5. Further processes act on the coastline, leading to material being transported along the coastline. **(C)**
- 6. This material will eventually be deposited leading to the formation of landforms such as spits. (G)
- 7. Coastal erosion can impact the landscape and people.
- 8. Different strategies are used to reduce erosion. (H)
- 9. Often these strategies can be controversial. (I)

A - Wave Features (5)	
Swash	Movement of a wave up the beach. The direction is dependent upon the prevailing (common) wind direction.
Backwash	Movement of a wave back down the beach, thi happens at 900 due to gravity.
Constructive Wave	Have a strong swash and weak backwash; they cause deposition.
Destructive Wave	Have a weak swash and strong backwash; they cause erosion.
Fetch	The distance a wave has travelled.

Transportation         The movement of sediment e.g. tractisation, suspension and solution.	
Deposition When waves drop the sediment they are transporting, either due to a loss of energy or change in direction of coastline.	
Longshore drift The movement of sediment along th coastline in a zig-zag motion, due to wind.	
Weathering	Breaking down of rocks by physical and chemical processes.

D - Headlands and Bays (3)		
Geology	Different rock types e.g. resistant rock (granite) and less resistant rock (clay).	
Headland	Resistant hard rock which is slowly eroded so sticks out to sea.	
Bay	Less resistant soft rock which is quickly eroded, retreating to form a bay.	

E - Wave Cut Platforms (2)	
Wave Cut Notch	These form at the foot of a cliff due to erosion. This undercuts the cliff above leaving it unsupported.
Wave Cut Platform	When the unsupported cliff collapses, the process repeats and the cliff retreats leaving a sloping wave cut platform.

F - Cave, Arch and Stacks (3)		
Cave	A weakness in the headland (crack) is eroded by hydraulic pressure.	
Arch	The cave erodes all the way through the headland forming an arch.	
Stack	The roof of the arch has no support, so collapses to form a stack (an isolated piece of rock)	

G - Spits (3)		
Change in coastline	Leads to material transported by longshore drift being deposited into the sea, forming a spit.	
Recurved lateral	A hooked end forms on a spit due to a change in the prevailing wind direction.	
Salt marsh	An area of salty marshland found behind a spit, which has dried out as the sea can no longer reach this area.	

H - Coastal Management (2)		
Hard Engineering	Human-made structures that help to deal with coastal erosion, such as: 1. Sea walls, which reflect the waves' energy back out to sea 2. Groynes, which trap longshore drift.	
Soft Engineering	Knowledge about sea and processes is used to adapt nature and reduce erosion, such as: <b>Managed retreat</b> , allowing the coast to erode and moving people away.	

B - Types of erosion – Wearing away of rock (4)		
Hydraulic Action	Waves compress pockets of air in cracks in a cliff, causing the crack to widen, breaking off rock.	
Abrasion	Eroded material is hurled or scraped against the cliff, breaking off rock.	
Attrition	Eroded material in the sea hits into each other, breaking down into smaller pieces.	
Solution	Cliffs e.g. chalk dissolve in seawater.	

#### I - Case study example: Holderness coast, Mappleton

Where?	The fastest eroding coastline in Europe, in East Yorkshire.		
Reasons to prote	ect (2)	Management strategies (2)	Success (2)
<ol> <li>Rocks are made rock (till), eroding per year.</li> <li>The B1242 runs th Mappleton and expensive to re-runal</li> </ol>	of soft at 2m rough would be oute.	<ol> <li>Rock groyne put in place to trap sediment being transported by longshore drift, creating a wider beach to absorb the power of the waves.</li> <li>Rip-rap has been placed in front of the clifts to absorb the wave energy.</li> </ol>	<ol> <li>Good – erosion in front of Mappleton has reduced, so the road has been saved.</li> <li>Bad – beaches further south have been starved of sediment so erosion has increased e.g. at Great Cowden.</li> </ol>

#### Population

#### Background

- 1. The world's population is not spread evenly. (A)
- There are many factors that influence where we live. These factors have caused some places to be densely populated, whilst others are sparsely populated. (B)
- 3. Total population is constantly changing, both within countries and worldwide. (C)
- 4. We can look at changes in population by comparing past and predicted population structures. (D)
- The level of development within a country may influence its population structure. However, as countries develop economically, these structures will change. (E)
- 6. In many developed countries the population is ageing. This process brings many impacts. **(F)**
- Migration is also an important population process worldwide and is one of the biggest drivers of population change. (G, H)

#### A - Population Distribution (4)

Population Density	The number of people who live within 1km <sup>2</sup> .	
Population Distribution	How people are spread out over an area.	
Densely Populated	Places which contain many people per km <sup>2</sup> .	
Sparsely Populated	Places which contain few people per km <sup>2</sup> .	

#### **B** - Factors Influencing Population

Physical (4)	<ol> <li>The relief of the land (flat or steep).</li> <li>Natural resource availability.</li> <li>Climate.</li> <li>Fertility of the soil.</li> </ol>
Human (3)	<ol> <li>Transport links.</li> <li>The availability of jobs.</li> <li>The availability of local services e.g. hospitals, education.</li> </ol>

C -	Population Change (5)
Birth Rate	The number of births per 1000.
Death Rate	The number of deaths per 1000.
Natural Increase	The difference between birth and death rates.
Population Explosion	A sudden rapid rise in the number of people.
Demographic Transition Model	A model which shows the changes a population is likely to go through over time.

E - Pop	E - Population Structure Differences										
Developing	<ol> <li>High birth rates, so a large young</li></ol>										
Countries	dependent population. <li>A lower life expectancy, so a small elderly</li>										
(2)	dependent population.										
Developed	<ol> <li>A declining birth rate, so a small young</li></ol>										
Countries	dependent population. <li>A rising life expectancy, so a large elderly</li>										
(2)	dependent population.										

F - A	An Ageing Population (4)
Life Expectancy	The average age you are expected to live to in a country.
Possible Problems (3)	<ol> <li>Pressure on the NHS, waiting times could increase.</li> <li>The government may have to support the funding of pensions.</li> <li>Government investment into more care homes and carers might be costly.</li> </ol>
Possible Benefits (2)	<ol> <li>Grandparents can help look after their grandchildren, reducing the cost of childcare for parents.</li> <li>Some elderly have more disposable income so spend more in shops.</li> </ol>
Solutions (3)	<ol> <li>Increase the retirement age.</li> <li>Raise taxes.</li> <li>Offer incentives for couples to have children e.g. longer maternity pay.</li> </ol>

#### D - Population Structure (4) Population The number/proportion of people in each Structure age range, for each gender. Population A graph showing population structure, by Pyramid age and sex. Economically Those people who work, receive a wage Active and pay tax. Those who rely on the economically active Dependent Population for support e.a. the young and elderly.

	G - Migration (5)
Economic Migrant	A person who leaves one area or country to go to another, to seek better job opportunities.
Push Factor	Things that make people want to leave an area.
Pull Factor	Things that attract people to live in an area.
Host Country	The destination country for a migrant.
Source Country	The home country of a migrant.

н	- Impacts of Migration
Positives for le source (2)	<ol> <li>Money sent home (remittances) can support families.</li> <li>Potential for increased trade between host country and source country</li> </ol>
legatives for le source (2)	<ol> <li>Fewer economically active citizens.</li> <li>Less tax, as fewer working people in the country.</li> </ol>
Positives for the host (2)	<ol> <li>Migrants can work in jobs that are difficult to fill, therefore contribute tax.</li> <li>New shops and restaurants open, which is positive for the economy.</li> </ol>
legatives for host (1)	Potential pressure on public services e.g. health care.

# History 1 of 10

from 1515-29

#### Topic 1: Henry VIII and the English Reformation

Timeline													
1. Henry VII, the first     3. Martin Luther     5.       Tudor monarch,     nailed his 95 theses     his       became King of     to his church door in     Wittenberg			5. H his se	5. Henry VIII married his second wife, Anne Boleyn 7. The Dissolu (closure) of Monasteries be			olution of the began	f the every church to h oegan an English Bible			11. Edward VI was crowned King		
1485		1517		1533		1536	,		1538		1547		
<b>1509</b> 2. Henry VIII became Ki England	ame King of d 4. Henry VIII wrote 'Defer of the Seven Sacramen attacking Martin Luthe		Defence ments' Luther	6. The Act of Supremo passed, starting the R Reformation		acy was English	Oct 1536 as 8. The Pilgrimage of Grace took place		10.	<b>1539</b> Parliament passed the Six Articles			
Ke	ey Pec	ople			Key Words								
12. Catherine of Aragon	Henry daug Quee	v VIII's first wife and th hter of the King and en of Spain	ne	17. Annul		To cancel or make non-existent			21. Indulgence		A forgiveness of one's sins purchased from the medieval Catholic Church		
13. Henry VIII	King o 1547 Refor	of England from 1509 who started the Engl mation	o₋ ish	18. Book of Common		A book of prayers used for Church of		d	22. Protestantism		A form of Christianity which emerged during the 1500s		
14 Martin Luther	A Gei helpe	rman monk who ed to start the		Prayer	Prayer		England services and written in English				in protest against Catholicism		
15. Thomas Cromwell	Helped to start the Reformation Henry VIII's chief minister from 1532 and a strong		19. Break with Ro	eak with Rome England's decisio to leave the Rome Catholic Church		's decision the Roman Church	lecision e Roman hurch			A movement to reform the Christian church which began with Martin Luther in Germany			
16. Thomas Wolsey	Henry	/ VIII's Lord Chancell	or	20. Corruption		The misuse of power		r	24.		The change of bread and wine into the body		

immoral purposes

Transubstantiation

and blood of Christ

during communion

#### Topic 2: Religious Change Under The Later Tudors

					Time	eline					
1. Mary I was crowned Queen of England	3 cro	3. Elizabeth I was owned Queen of England	5. Mary, Queen of Scots fled to England		7. The excomm Elizal	Pope unicated peth I	9. The Throckr Plot was uncc by Sir Fran Walsingho	norton vered cis ım	11. Mary, Queen o Scots was execute		13. Elizabeth I died, leaving no direct heir to the throne.
1553		1558		1568		570 1583		1587			1603
1554		1559		1569	7	1	571		1586		1588
2. Mary I married Philip of Spain	ilip II 4. The Act of Supremacy and the Act of Uniformity were passed		emacy formity I	6. The Revol Northern Earls but was crus Elizabeth's	t of the occurred shed by army	8. The Rid uncovered (	dolfi Plot was d by Sir William Cecil	10. Plo	The Babington t was foiled by Walsingham	12 se	2. The Spanish Armada et sail for England but was defeated

	Key People	Key Words							
14. Edward VI	King from 1547-1553 and died aged 15	21. Armada	Fleet of warships	27. Privateer	A private sailor or pirate, authorised by their government to attach enemy ships				
15. Elizabeth I	Queen from 1558-1603	22. Crucifix	A Christian cross bearing a representation of Jesus Christ	28. Propaganda	A piece of information used to promote a cause or point of view				
16. Francis Drake	Famous Elizabethan sailor and privateer	23. Elizabethan Religious	Elizabeth's 'middle way' that returned England to Protestantism but	29. Puritan	An extreme Protestant				
17. Francis Walsingham	Principal Secretary and 'spymaster' to Elizabeth I	Settlement	allowed Catholics to worship in secret						
18. Mary I	Catholic Queen from 1553-1558	24. Fireships	Empty ships set on fire	30. Stained glass	Decorative coloured glass, often found in the windows of churches and cathedrals				
19. Mary, Queen of Scots	Elizabeth I's Catholic cousin and the most significant threat to her reign	25. Martyr	A person who is killed for their belief		Garments worn by Christian clergymen, colourful and richly decorated for Catholics				
20. Philip II	King of Spain from 1556-1598	26. Papal Bull	A formal announcement from the Pope	31. Vestments					

#### Topic 3: Elizabethan England

				Time	eline					
1. The first of the Elizabethan Poor Laws was passed	3. Elizabeth I founded Jesus College in Oxford	5. Parli the P	ament passed oor Relief Act	7. Franc comple circumn voy	cis Drake eted his avigation rage	9. Sir Walt Mildmay four Emmanuel Col Cambridg	er nded llege in ge	11. The Rose theat was built in Londo		13. Elizabeth I delivered her 'Golden Speech' to Parliament
1563	1571		1576	5 15		1584		1587		1601
1567	1572		1579	)	1	584		1585-86		1590
2. The Red Lion theatr was built in Whitechap London	tre 4. Parliament passed the 6 pel, Vagabonds Act i		6. Francis Drak in a bay on th coast and co area Nova	e landed le Pacific alled the Albion	8. Elizabeth Raleigh r settle la Ar	n I gave Walter permission to nds in North nerica	10. Firs coloni	t failed attempt to se Roanoke Island	1 plc	2. Shakespeare's first 1y, Henry VI: Part I, was performed

Ke	ey People	Key Words							
14. Diego, the Circumnavigator	A man who joined Drake's crew in Panama and later accompanied him on his circumnavigation voyage	18. Circumnavigation	To go entirely around, especially by sailing	22. Nobility	A class of people who held high ranks and titles in society				
15. Reasonable Blackman	A silk-weaver of African heritage who lived in Southwark in London c 1579-1592	19. Colony	A country or area controlled by another country	23. Roanoke Island	An island just off the coast of North America, inhabited by the Algonquian people in the 16th century				
16. Walter Raleigh	English sailor and explorer, and a noted favourite of Queen Elizabeth I	20. Golden Age	A period of flourishing in the history of a nation	24. Vagrant/ vagabond	A person with no job, who travels from place to place begging				
17. Wingina	The local chief of Roanoke Island	21. Poor Laws	Laws passed during the Tudor period, making local parishes raise money to help the poor	25. Virginia	An area on the south- eastern coast of North America				

#### Topic 4: Britain in the Seventeenth Century

						Time	eline								
1. James I became King of England	3. Charles I became King of England	5. Archbishop Laud starts Arminian reforms	7. Archbishop Laud introduced his prayer book to Scotland	9. Charles I had to recall Parliament to pay for Scottish war		Charles I 11. Ch I to recall stormer rliament the Ho pay for Comm ttish war arrest		arles I 13. Trial an execution use of Charles I MPs		Il and ion of les I Protect		17. James II became King of England		19. The Bill o Rights was signed	f 21. Death of Queen Anne, last Tudor monarch
1603	1625	1633	1637	1640		Jan	1642	164	9	1653	3	1685		1689	1714
1605 2. The Gunpowder Plot almost destroyed Parliament	1629 4. Charles I dissolved Parliament fo 11 years	1634 6. Charles I made his people pa Ship Mone	1639 8. Taxpay Strike	ers'	164 10. Parlic issued G Remonst	<b>1</b> ament Grand rance	Aug 12. The Civi sto	<b>1642</b> English Il War Irted	14. E bec Re	649 England came a public	16. was beg Re	<b>1660</b> Charles II s crowned King, ginning the estoration	R	1688 18. The Glorious evolution	<b>1707</b> 20. Act of Union between England and Scotland

Key People			Key Words			
22. Charles I	2. Charles I The second Stuart King of England, executed by Parliament following the Civil		26. Arminian	Protestants who worshipped in a similar way to Catholics	30. Radical	Somebody who wants big changes to government or society
War The King of	War The King of England		27. Civil War	A war between people from the same country	31. Republic	A country that is not ruled by a monarch
	following the Restoration		28. Divine Right of Kings	The belief that the monarch received their right to rule directly from	32. Restoration	The return of the monarchy to England with Charles II's
24. Oliver Cromwell	A Parliamentary cavalry general, who became Lord Protector of England	_	29. Impeachment	God Parliament accusing a government official of abusing the power of their position	33. Revolution	A big, dramatic change
25. William Laud	Arminian Archbishop of Canterbury				34. Treason	A crime against your own people, nation or monarch

### Topic 5: Transatlantic Slavery

Timeline						
<ol> <li>British colonies were established in North America.</li> <li>Britain became the dominant European trader of enslaved people throughout 17th-19th centuries</li> </ol>	3. The British colonies in North America declared independence and formed the USA	5. Petitions flooded Parliament to abolish the slave trade	7. Haitian/St Domingue rebellion led by Toussaint L'Ouverture	9. Haiti declared independent state	11. Enslaved people in Jamaica go on strike in protest. Plantation owners respond with violence	13. End of the apprenticeship clause, which bound formerly enslaved people to their former owners for up to six years after abolition. Many enslaved people within British colonies were finally given their freedom
1607-1732	1776	1788	1791	1804	1831	1838
<b>1768</b> 2. Granville Sharpe, an abolitionist, won the legal case of Jonathan Strong	<b>1781</b> 4. Enslaved people who had become sick were thrown off the slave ship Zong	1789 6. Olaudah Equiano wrote his life story. His campaign for slave ship Zong was successful	1797 8. William Wilberford joined 12 opponen of slavery, including Thomas Clarkson. H made speeches ir Parliament	ts 10. The slave t in the British Er People could sold although already enslo 'property'	<b>1807</b> rade was abolished npire by Parliament. d not be bought or n people who were aved remained the of their masters	1833 12. Slavery was abolished in the British Empire, but only children under the age of 6 were freed immediately

Key People					
14. Adam Smith	Leader of The Enlightenment movement, he was an economist and a philosopher from Scotland. He is known as the 'father of capitalism' and believed that free market economies were required for financial success				
15. John Newton	Worked on slave ships as a young man. After a Christian conversion he renounced the slave trade and became a prominent abolitionist. He died shortly after the 1807 Abolition Act was passed in parliament				
16. Olaudah Equiano	A formerly enslaved person who had fought repeatedly for his freedom. He wrote an autobiography in 1789 called 'The interesting narrative of the life of Olaudah Equiano'				
17. Thomas Clarkson	A key campaigner for abolition. He formed the Society for the Abolition of the Slave Trade in 1787. After the Slave Act was passed in 1807, he continued campaigning in the Americas to abolish slavery there				
18. Toussaint L'Ouverture	Leader of the St Domingue, or Haitian, rebellion				
19. William Wilberforce	MP between 1784-1812 who proposed multiple abolition bills				

### Topic 5: Transatlantic Slavery

Key People						
20. Abolition	The act of officially ending or stopping something, e.g. slavery	31. Petition	A formal written request typically with many signatures appealing to authority about a particular cause, e.g. slavery			
21. Abolitionists	Abolitionists The leading campaigners against slavery		A large estate on which crops such as coffee, sugar, tobacco and cotton are grown			
22. Boycott	22. Boycott To stop buying or using goods as a form of protest		Information or ideas, which are often selective, used to make people believe something			
23. Campaign	To work in an organised way towards a common goal, usually a political or social one		Refusing to accept something and challenging it within their means, e.g. cultural resistance			
24. Colony	A country or area under full or partial control of another country and settlers from that country	35. Slave auctions	A place where enslaved people were traded to the highest bidder			
25. Contemporary source	<b>25. Contemporary</b> <b>source</b> Anything that remains from the past that historians can use and study as evidence from the time, e.g. artefact, diary, speech, government document, memoir etc.		An armed uprising by enslaved people against the plantation owners and the colonising authorities			
26. EmpireA large group of countries ruled over by a single monarch or sovereign state, e.g. The British Empire, USSR, The Roman Empire		37. The Americas	A broad geographical term, which includes the North (USA after 1776) and South America and the Caribbean Islands, known as The West Indies			
27. Free Market	<b>27. Free Market</b> An economic system in which prices are determined by unrestricted competition by private businesses responding to supply and demand		A European intellectual movement of the late 17th and early 18th centuries emphasising reason and individualism over tradition. Influenced by philosophers such as Adam Smith			
<b>28. Interpretation</b> Historians' construction of the past as a way of explaining an event or period, using contemporary sources		39. Trade triangle	A three-point trade process, from the transportation of commodities to West Africa, enslaved Africans to The Americas and raw materials to Britain			
29. Middle Passage	Iddle PassageThe sea journey undertaken by slave ships from West Africa across the Atlantic Ocean to The Americas		The transportation by slave traders of enslaved African people, to the Americas, from the 16th to the 19th centuries			
<b>30. Overseer</b> The person who, on large plantations, directed the daily work of the enslaved workers. They were usually a white person		slave trade				
### Topic 6: The Industrial Revolution

Timeline							
1. Thomas Newcomen developed the first steam engine, which provided power by burning coal to produce steam	3. James Watt and Matthew Boulton improved the steam engine	5. Parliament passed the Great Reform Act	7. Approximately 53,000 died from a cholera epidemic	9. The government asked Joseph Bazalgette to build a sewer system	11. Parliament passed the Public Health Act		
1712	1770s	1832	1848-1849	1858	1875		
1764	1819	1833	1858	1867 and 1884	1888		
2. James Hargreaves invented the Spinning Jenny, which could spin the same amount of cotton as eight workers	4. Peterloo Massacre	6. Parliament passed the Factory Act	8. The Great Stink	10. Parliament passed the Second and Third Public Health Act	12. Match Girls' Strike		

Background: Life in Britain in c.1700 (before the Industrial Revolution)				
11. Population	The population of England and Wales was roughly 5 million			
12. Life expectancy	30 years			
13. Rural settlements	About 85% of the population lived in small, rural communities, where their daily life revolved around farming			
14. Houses	Most houses were made from wattle (wooden strips) and daub (a sticky material made up of wet soil, clay, sand, animal dung and straw)			
15. Work	Farming work was different each season, and there was often a distant relationship between farmer and their landowner			
16. Harvests	Bad harvests meant there was less food available, so prices would rise quickly			
17. Power	People depended on the natural world for power: ships and windmills used the wind, some early factories used fast flowing water, and most manufacturing, farming and transport relied on human or animal strength			
18. Cottage industries	Most manufactured goods were made by hand, using hand tools or basic machines. Therefore, goods were usually produced in the home, and so were known as cottage industries			
19. Transport	Transport was slow and uncomfortable. Goods such as coal, iron and bricks were transported along rivers, on roads in a horse-drawn cart or on a packhorse if there were no roads			

# Topic 6: The Industrial Revolution

Key words				
20. Borough	An area which is represented by an MP in parliament. People in the borough vote for who they want to be their MP.			
21. Cotton mill	A factory with machines for spinning or weaving to make cloth from cotton.			
22. Electorate	The group of people who have the right to vote in elections.			
23. Factory Foreman	A worker who supervised and directed other workers.			
24. Piecer	A child worker made to fix snapped threads in a cotton mill.			
25. Scavenger	A child worker made to crawl below spinning machines to collect loose cotton.			
26. Sewer	An underground tunnel for carrying away human waste and waste material.			
27. Trade Union	An organisation of workers who fight for better pay, rights and conditions for workers.			
28. Strike	A refusal to work by a group of people in order to highlight an issue with their employer e.g. poor working conditions.			
29. Protest	A public expression of your objection/disapproval of something.			
30. Suffrage	The right to vote in elections.			
31. MP	A Member of Parliament who represents a constituency.			
32. Working Class	The group of people who work in return for wages, usually in manual or industrial work (e.g. in factories).			
33. Middle Class	The group of people who would employ others to work for them (e.g. factory owner).			

What was the Industrial Revolution?				
34. Agriculture	New inventions meant that farms could grow more food using fewer workers.			
35. Population	The population of Britain increased rapidly, increasing the demand for goods.			
36. Technology	New machines and technology, such as the steam engine, were invented so goods could be manufactured more quickly.			
37. Factories	Goods began to be manufactured in factories using machines, rather than by hand in the home.			
38. Urbanisation	Many people moved to towns and cities to work in the factories. London grew from 1 million people in 1810 to 7 million people by 1911, making it the largest city in the world.			
39. Raw materials	Deep coalmines were dug to provide enough coal to power steam engines.			
40. Transport	Canals and railways were developed to transport raw materials and manufactured goods around the country.			

# Topic 7: The British Empire

					Timeline			
1. East India Company granted a Royal Charter	3. 1 rec	The First Fleet of 1 convict ships aches 'Australia'	5. Victoria becomes Quee of the UK	en	7. The Great Exhibition is held in Hyde Park, London	9. Sir Walter Mildmay founded Emmanuel College in Cambridge	11. British Army occupies Egypt	13. Death of Queen Victoria
1600		1788	1837		1851	1858	1882	1901
1770		1820s-	1832		1845	1857	1876	1899
2. Captain Cook claims 'Australia' fo Britain	or	4. Violent cont British colonists o Tasmanians w in near-destru Aboriginal T	Nict between and Aboriginal hich resulted liction of the asmanians	E	5. The Irish Potato Famine begins	8. The Indian Rebellion begins in Meerut	10. Queen Victoria becomes Empress of India	12. The start of the Boer War

Key People				
14. James Cook	British explorer, navigator and colonist who mapped 'Australia's' eastern coastline			
15. Joseph Banks	Botanist on board the Endeavour who studied Australia's plants and wildlife			
16. Robert Clive	Officer in the East India Company who became Governor of Bengal Province			
17. Cecil Rhodes	Businessman and politician in southern Africa, and keen supporter of Empire			
18. Mathinna	Young Aboriginal girl whose drawing has recently been discovered in the archives of the British Museum. Her story reveals to us how Aborigines of 'Australia' experienced British colonialism in the 19th century			
19. Rani Lakshmibai	Indian queen of the state of Jhansi, northern India, who led the rebellion against British rule of India in 1857			
20. John Pope-Hennessy	British MP in the 19th century who was an Irish Catholic. He was an outspoken opponent of Britain's actions during the Indian Rebellion but then later became a Governor of the British Empire in Mauritius			

### Topic 7: The British Empire

	Key People				
21. Aborigine	Nomadic hunter-gatherer population native to 'Australia' and nearby islands	34. Irish Republican Brotherhood	Secret organisation formed by Irish nationalists		
22. Admiral	Highest ranking naval officer, usually in command of a fleet	35. Indigenous	Originating in a particular place		
23. Bengal	Wealthy province in northeast India, where the British built their factory called Calcutta	36. Maharajas	Indian Princes who ruled their states in partnership with the British Empire		
24. Civil service	The permanent staff of a government, responsible for administering the country	37. Mughals	Dynasty originally from Central Asia that ruled much of India from the 16th to 19th century		
25. Colony	A country or area under full or partial control of another country and settlers from that country	38. Mutiny	Rebellion against authority, often soldiers or sailors against their commanding officers		
26. Dependent colony	A colony in which a small number of officials rule a large native population	39. Nawab	Prince granted a province of India to rule on behalf of the Mughal Emperor		
27. East India Company	Private company formed in 1600 with rights to trade between India and England	40. Patriotism	Showing strong support for your own country		
28. Endeavour	The ship that Captain Cook sailed on his first voyage to the lands that the British named 'Australia'	41. Penal colony	A remote settlement used to exile convicted criminals from the general population.		
29. Exports	Goods or services sold to other countries	42. Press gangs	Groups who would travel Britain forcing men to enlist in the Army or Navy.		
30. Factories (colonial)	Coastal trading posts where merchants can do business in foreign lands	43. Puppet government	Situation where a country's ruler is controlled by an outside power		
31. Great Exhibition	International exhibition celebrating industry and culture held in 1851	44. Raj	Term for British ruled India from 1858 until Indian Independence in 1947		
<b>32. Home Rule</b> Policy advocating that Ireland regains its own government, and own Parliament		45. Settlement	Colony in which native population is		
33. Imports	Goods or services brought in from other countries	colony	outnumbered by foreign arrivals		

### Abstraction, 21st Century Artists & Locality

Abstraction In Art: Abstract art is art that does not attempt to represent an accurate depiction of a visual reality but instead uses shapes, colours, forms, and gestural marks to achieve its effect.

- 1. What is abstraction in art look like?
- 2. What is Cubism?
- 3. How did Picasso respond to the situation in Guernica with his Art?

### The use of Abstraction by famous 20th Century artists





'Guernica' and 'The Weeping Woman'





### How do artists create abstract Art?





Look how these artists have created these abstract images. How have they achieved this? Where was the inspiration for their final ideas? What do you like about these images?



### Exploring the Work Of 21st Century Artists: Clare Youngs



**Clare Youngs** is a collage artist, who makes colourful and playful artworks from cut paper. Each piece of paper used is hand painted or printed with textures and pattern work and then cut and pieced together to make the finished piece. Clare trained as a Graphic Designer and worked in the industry, in London design groups, before branching out into a more art-based career. Clare's work has a strong graphic feel about it, which directly stems from her background in design.

Pattern is also an important feature in many of her artworks. She uses pen and ink, paint, and printing methods to produce an endless variety of patterns to use. Clare will often print a texture over a pattern to add another layer and depth to the finished piece. Clare's work has a retro feel to it. Her love of mid-century design, especially textiles, and children's book illustration has been an influence when developing her own style. But really she is inspired by anything and everything!



All artists are inspired by nature. We will be doing some observational drawing using a variety of materials techniques and processes. We will be printing onto different papers to create texture for our response to Clare Youngs



### Locality – Living in London: Ruth Allen





Art

3 of 3

**Ruth Allen** graduated in 1997 with a degree in textiles and illustration. She is currently based in Stafford where she works from her home studio and teaches locally at a Residential Arts Centre. Her work is based around the theme of both architecture and interiors. The main inspiration for the ways in which she develops techniques, processes and use of colour comes from the 1950s textile prints and interior design. Her interest in the 1950s has developed over the last ten years and the work of Lucienne Day has formed a vital component in the development of her own art practice.

We will be using Ruth Allen's work as inspiration for our own line drawings from our own locations.

### **Cam Rotation**

	Key Terms
Aesthetics	To describe how a product looks
Customer	The person a product is designed for
Environment	To consider how the product affects the nature
Function	To describe how a product works
Manufacture	To describe how a product is made
ACCESSFM	Aesthetics / Cost / Customer / Environment / Safety / Size / Function / Manufacture
Linear	Moving in a straight line, in one direction
Reciprocating	Moving in both directions of a straight line
Oscillating	Swinging back and forth in a regular rhythm
Rotating	Moving in a circular motion
Cam	A rotating part to, generally, create reciprocating movement
Follower	A follower contacts the cam to create movement
Lever	A bar resting on a pivot used to move or lift an object
Fulcrum	The pivot point in a lever
Load	The object which is being moved
Effort	The force being applied to a lever
Class 1 lever	Fulcrum in the centre of the lever
Class 2 lever	Load in the centre of the lever
Class 3 lever	Effort is in the centre of the lever
123, FLE	Class of lever and central part for each lever
Deciduous	A tree which sheds its leaves each year
Coniferous	A tree which has leaves/needles which do not fall each year
Hard wood	A timber cut from a deciduous tree
Soft wood	A timber cut from a coniferous tree
Manufactured board	A man-made timber produced through gluing wood layers or wood fibres together

To an	Tenon Saw	Cuts straight lines in wood.
T	Pillar Drill	To cut a circular hole in timber, polymers and metals.
	Try Square	To mark a 90-degree line on a piece of timber.
	Bench Hook	To hold timber whilst cutting. Usually to cut across the grain.
	Vice	To hold timber tightly whilst cutting, shaping or marking.



### **Speaker Rotation**

	Key Terms		
Soldering	A process in which two or more components are <b>joined</b> together by <b>melting</b> and putting <b>solder</b> into the joint.		
Printed circuit board	Mechanically supports and electrically connects electronic components		
Solder	Fusible metal alloy used to create a <b>permanent bond</b> between metal work pieces		
Switch	Makes or breaks the circuit		
Wire	Rod of metal that allows electrical current to flow through it		
Battery	+ Provides electrical current to a circuit		
Loudspeaker	Converts electrical audio signal into a corresponding sound		
LED (light emitting diode)	Emits light when electrical current flows through it		
Resistor	Restricts/reduces the flow of electricity in a circuit		
Capacitor	Stores electrical energy and gives it back again to the circuit when necessary		
Ohms	The unit of measure for <b>electrical resistance</b>		
Art Deco	A <b>movement</b> in the decorative arts and architecture that originated in the <b>1920s</b>		
Raymond Templier	A French <b>jewellery designer</b> best known for his Art Deco and abstract designs in the 1920s and 1930s		
Thermoforming plastics	Plastics that can be heated and formed multiple times		
Examples	High Intensity Polystyrene (HIPS), Polypropylene (PP), Polymethyl Methacrylate (acrylic)		
Thermosetting plastics	Plastics that can only be heated and formed once		
Examples	Epoxy Resin (ER), Urea Formaldehyde (UF), Melamine Formaldehyde (MF)		

A	Soldering Iron	Heat solder between printed circuit board and electrical component to form an electrical joint.
1	Wire Cutters	Cuts wire.
X	Wire Strippers	Removes wire casing to expose wire (does not cut the wire).
-	Solder Sucker	Removes unwanted solder from printed circuit board.



### **Food Science**

	Key Terms
Health and Safety	Rules you should follow in the kitchen to keep you safe while cooking and preparing food.
Cross- contamination	When bacteria from raw meat is spread onto vegetables. Puts people at risk of food poisoning. Avoided by using different equipment to prepare and cook raw meat and vegetables.
The Eatwell Guide	The main source of <b>nutritional information</b> in the diet – five food groups: Fruit and vegetables, carohydrates, protein, dairy and alternatives, oils and spreads. Gives food portion information to people.
Nutritional Values	The amount of nutrients – <b>both macro (big) and micro</b> (small) – that a given dish provides you with.
Micronutrients	<b>Nutrients</b> such as vitamins and minerals, including calcium, vitamin A, B, C, D, E and K.
Raising agents	Three types: <b>Chemical</b> (such as baking powder), <b>biological</b> (yeast) and <b>mechanical</b> (whisk) used <b>to</b> <b>get air into food</b> to change the characteristics. For example, yeast fermenting to release $CO_2$ to help create air bubbles in bread and make it rise.
Time plan	A plan for how you will allocate time to each step of a <b>method</b> in a recipe while cooking.
Enzymic browning	When a food reacts with oxygen to make it brown.
Hidden sugars	The sugars a food product breaks down into when it's digested.
Food sources and origins	Where a food comes from – the original place. Such as pork from a pig.
Food Miles	The distance a product has travelled to reach the destination it is cooked and eaten in. For instance, peaches bought from abroad to the UK because they're not <b>seasonal</b> .





### **Drama** 1 of 6

# Live Theatre Evaluation

Question greas	ars 1 Evaluate - Good and had Say whether the production element you are writing about was successful in communicating the intended effect/impact or not	
Question dieds	<ol> <li>Anglyse – Identify the techniques that were used and explain their intended impact</li> </ol>	on the gudience (using drama key terms)
	<ol> <li>Analyse indemnity the rechniques that were used and explain their interfaced impacts</li> <li>Describe – Clearly and concisely describe the moment as it happened on stage so it</li> </ol>	the examiner can visualise it in their mind
Key terms - Production elements	4. Section Section Se	<ol> <li>Semiotics – The acting and/or design can communicate abstract concepts, themes and symbols. As an example, a design could include a large, dead tree to suggest the themes of death in a play</li> </ol>
		6. Design elements – Set/props, lighting, costume, sound (music and sound effects, live and/or recorded)
		7. Character traits/aspects – Characterisation, physical skills/movement, vocal skills/ voice, use of space/proxemics
		8. Staging – Selecting a performance space, adapting/modifying the performance space designing ideas for a play. Includes ideas for all design elements
		9. Performance space – Thrust, in the round, traverse, proscenium arch, end on, apron, black box, promenade, site specific
		<ol> <li>Acting – Vocal skills, physical skills, characterisation, use of stage space/ proxemics, interaction with other characters, handling of props. Using all the key terms write notes on three key moments</li> </ol>
		11. Costume – Type, period, fabric, colour, fit and condition, accessories, hair, make- up, masks
		12. Set – Type, period, size and scale, colours, entrances and exits, levels, ramps, revolves, drapes, curtains, flats, backdrops, projections/multimedia
		13. Lighting – Types, colours, angles and positions, special effects, transitions, blackouts, fades
		14. Sound – Types, music, volume/amplification/intensity, direction, live or recorded, positioning, sound effects

Research the Play			
15. Plot	The storyline of a play	18. Context	When and where the play is set
16. Character	A person in the narrative/plot	19. Possible intentions of the playwright	Why the playwright wrote the play what message did they want to convey to an audience?
17. Theme	An idea or message that the writer highlights during the play	20. Original performance conditions	When and where was the play first performed?

Making Notes About the Performance			
21. Director	Responsibility for the practical and creative interpretation of a dramatic script	23. Key scenes	As well as the beginning and end choose three key scenes to make notes on. You should consider the climax of the play, tension, something is revealed or changes, dramatic moments
22. Artistic vision/ intention	What the director wants the audience to think, feel or learn by watching the play	24. Tension/Climax	When the audience are waiting for something to happen and the scene builds to a moment of climax. (Silence, stillness, sudden, slow, staring or pausing used by the actor.) Design elements and acting are used to create tension in the play

# Using Key Terms: Acting

Characterisation			
25. Motivation	What a character wants or needs in a scene	38. Naturalistic	Lifelike/believable
26. Style	The way in which something is performed e.g. naturalistically	39. Stylised	Non-naturalistic, an abstract style
27. Subtext	The unspoken meaning, feelings and thoughts beneath the lines		

Physical Skills and Vocal Skills			
28. Movement	Changing positions or moving across the space	40. Pitch	The vocal register - high or low
29. Posture	The way they stand and hold themselves	41. Pace	How quickly or slowly something is done
30. Gesture	Movements of hands, head, leg usually convey a message/meaning	42. Pause	A hesitation or silence
31. Facial expressions	The feelings (or lack of them) shown on the face	43. Emphasis	Stressing or highlighting something
32. Use of stage space	How an actor moves around the space, using levels, direction	44. Inflection	Saying a word in a particular way to stress its meaning
33. Interaction/ Proxemics	How a character reacts to other characters. Proxemics mean moving towards or away from another character and the distance between the characters	45. Accent	A way of pronouncing words associated with a country, region or social class
34. Handling of props	How a prop is handled during a performance	46. Volume	Degree of loudness
35. Choreography/ stage fights	Setting movements to create meaning/blocking movements to create the impression of violence	47. Delivery	How dialogue is said to convey meaning
36. Stage business	Minor movements or blocking that an actor does to establish a situation (reading a book/ closing a window)	48. Emotional range/tone	Feelings are expressed by the way the line is said
37. Pace and pause of movement	The speed of the movement and use of stillness to convey a meaning, feeling or atmosphere	49. Phrasing	Use of hesitation, metre and/or grouping

# Using Key Terms: Design

Lighting and Sound			
50. Backlight	Light projected from upstage	60. Blackout	No lighting
51. Barndoors	Metal flaps used to shape the light	61. Crossfade	Change from one state to another
52. Flood/wash	Unfocused wash of light / light covers the whole stage	62.Fade/snap	Light slowly on and off/quickly on and off
53. Floor lighting	Light on a low stand (creates shadows)	63. Colour filter	Plastic used to alter the colour
54. Followspot	Powerful lantern that follows the actor around the stage	64. Focus	How sharp or defined the light is
55. Footlights	Low lights downstage	65. Fogger	Creates smoke
56. Fresnel	A lantern with a soft beam	۶۵. Gobos	Creates patterns of light
57. General cover	Light on the acting areas	67. Pyrotechnics	Creates fire effect
58. Pinspot	Tightly focused on a small area	68. Smoke and haze machine	Creates mist or fog
59. Profile	Creates clear outlines	69. Strobe	Short bursts of bright light

70. Abstract	Not realistic	75. Acoustics	Quality of sound
71. Motivational sound/ sound effects	Effect required by the script (gunshots)	76. Fade/snap	Gradual/sudden off or on
72. Musical theme or motif	Recurring section of music	77. Soundscape	Build-up of sounds to create an atmosphere or environment
73. Naturalistic	Realistic sounds		
74. Recorded or live sound	Prerecord or happens during the performance	78. Reverb	Echoing

# **Drama** 4 of 6

### Private Peaceful by Michael Morpurgo (2003)

1. Plot - Set in the fields of Devon and the WW1 battlefields of Flanders, two brothers fall for the same girl while contending with the pressures of their feudal family	life,
the war, and the price of courage and cowardice.	

2. Structure - The play starts at the end and uses flashback to show the events in Tommo's life.

3. Genre is Tragedy - A type of drama in which characters undergo suffering or calamity and which usually ends with a death. A sad or catastrophic event causing suffering or death.

4. Genre is a Historical war play - A play that takes its inspiration from a historical event

Question areas	Context/social/cultural/historical; aspects of the character; the way the actor uses movement and voice; staging
	5. Social/cultural/historical - Context = Date-Place-Issue.
	<ol> <li>Character traits/Aspects of character - persona; what the character is like and their background. Status in life. A character might change during the plot.</li> </ol>
	<ol> <li>Set design - style; colour; position; stage furniture; stage flats; wings; cyclorama; backdrop: legs; ground row; tabs; borders; levels; symbolism; location. The set should represent the context of the play.</li> </ol>
Key words for question areas	8. Lighting; - flood light; follow spot; gel; strobe; ultraviolet; spot light; side lights; up light; down light; warm wash; cold wash; flood light; fade-up; fade down; cross fade (speed of fades can be slow, middle pace fast gobo; blackout).
	9. Costume; - period costumes; culture; colour; fabric; style; condition; symbolism; element; item (e.g. shirt; hat; shawl; cane; umbrella);
	10. Staging - the process of selecting, designing, adapting to, or modifying the performance space for a play. This includes stagecraft elements as well as the structure of the stage and its components
	11. Performance space - thrust; in the round; traverse; end on
	12. Sound design - sound effects; live or recorded; underscoring; direction; transitions; volume
Context	13. Written in 2003. The play is set in Cornwall, England and in France during WWI - 1914-1918. The play explores British cultural values in particular the 'British stiff upper lip' and the culture of courage and cowardice which lead to 290 British soldiers being executed by firing squad by the British Army.

Key characters – Key lines and stage directions that impact on the character			
	Narrator & protagonist. Kind & fiercely loyal to brothers Charlie & Big Joe & their mother, Mrs. Peaceful. Struggles with feelings of inadequacy & guilt over his father's death. Hesitant to sign up to fight in WWI but does so to prove his bravery – he is 18 at the start of the play but joins up when he is 17. Loves Molly. When Charlie dies Tommo looks after his nephew & Molly after the war.		
	Recalling his father's death	"He is on his back, his face turned away from me as if he doesn't want me to see. One arm is outstretched towards me, his glove fallen off, his finger pointing at me"	
16. Tommy "Tommo" Peaceful	Recalling what prompted him to sign up.	"Suddenly someone prodded me hard in the small of my back. It was a toothless old lady pointing at me with her crooked finger. "Go on, son," she croaked. "You go and fight. It's every man's duty to fight when his country calls, that's what I say. Go on. Y'aint a coward, are you?"	
	Tommo talking to Charlie before he is executed by the British Army.	It is the moment. I have to do it now. It is my last chance. I tell him about how Father had died, about how it had happened, what I had done, how I should have told him years ago, but had never dared to. He smiles. "I always knew that, Tommo. So did Mother. You'd talk in your sleep. Always having nightmares, always keeping me awake about it, you were. All nonsense. Not your fault. It was the tree that killed Father, Tommo, not you."	
	Recalling Charlie's death	"They tell me he walked out with a smile on his face as if he were going for an early-morning stroll. They tell me that he refused the hood, and that they thought he was singing when he died."	
17. Charlie Peaceful	Fiercely loyal and brave. Always sticks up for Tommo & always does what is right. Hated by Sgt Hanley who didn't like that Charlie wasn't afraid to stand up to him. Bravely rescues Cpt Wilkes. Even when being executed by firing squad, he has a smile on his face.		
18. Molly	Childhood friend of Tommo, Charlie & Big Joe. Both Tommo & Charlie love her but she eventually marries Charlie & has his baby. Thrown out of her parent's home when they find out she is pregnant. Goes to live with Mrs. Peaceful.		
19. Sergeant Hanley	One of the antagonists. Malicious and cruel to the men serving in the army. Orders Charlie's execution when Charlie refuses to leave injured Tommo on the battlefield.		

20 . Characterisation - The act of changing voice, body language, movement, gesture etc. when in role. The actor must use their skills to portray a character consistently throughout their performance.			
Movement	<ul> <li>21. Pace - fast or slow</li> <li>22. Gesture - a movement of part of the body, especially a hand or the head, to express an idea or meaning</li> <li>23. Gait - walk</li> </ul>	<ol> <li>24. Posture - the position in which someone holds their body</li> <li>25. Facial expression - usually links to an emotion. Tells the audience the characters feelings</li> <li>26. Eye contact or eye line - where the actor looks</li> </ol>	
Voice	<ul> <li>27. Pace - fast or slow</li> <li>28. Pause - an actor stops talking for a moment/beat during a line.</li> <li>29. Pitch - high or low</li> <li>30. Tone - reveals an emotion i.e. angry, scared</li> </ul>	<ul> <li>31. Volume - loud or quiet</li> <li>32. Accent - shows where someone is from or gives clues as to their upbringing</li> <li>33. Emphasis - the stress on individual words that makes them stand out</li> </ul>	

# Private Peaceful by Michael Morpurgo (2003)

	Rehearsal
34. Performance	End on - One audience side. This performance space is similar to a proscenium arch stage. The stage is at one end and the audience face it directly. In this type of stage there is no arch around the edge of the stage to 'frame' it.
space	In the round - Audience are around the performance space
	Traverse - Two audience sides. The action takes place between the audience. The stage is like a catwalk in a fashion show.
35. Blocking	Planning the space and the actor's movement

	36. Design elements: key words: Lighting design; sound design; costume design; set design
37. Themes/symbols	The design can also communicate abstract concepts, such as <b>themes</b> and <b>symbols</b> . As an example, a design could include dramatic red backlight lighting barbed wire with a body hanging from it to suggest the context and themes of WW1 and the death in the play.
38. Style	Designs can be <b>naturalistic</b> , this would aim to create the impression of reality through realistic-looking lighting, sound and set items. A play performed in a <b>minimalistic</b> style would use just a few, simple design elements to represent a setting and create an atmosphere for the audience.
39. Colour	Colour can be used within set design to <b>symbolise</b> various ideas on stage. For example, for this play we could include dull greys and a monochromatic palette single <b>colour</b> , this could enhance the sad atmosphere and dark <b>themes</b> in the play.
40. Condition	The condition of a design can reveal important information about the setting or a character's circumstances. For example, shabby, dented and blood covered WW1 helmet might suggest the character has been in a battle and seen death first-hand.
41. Location	The set can tell the audience where and when the scene takes place.
42. Symbolism	Represents a message on stage.

### **Keyboard & Music Notes**

	A. Keywords
1. Key/Tonality	The scale on which a passage of music is based. It is named after the bottom note of the scale.
2. Scale	A set of consecutive notes that go up or down in order
3. Accidentals	Sharps or flats
4. Sharp	# the black key to the right of the note
5. Flat	$\flat$ The black key to the left of the note
6. Natural	i A sign which cancels our any previous sharp or flat
7. Major Scale	Tonality which sounds happy
8. Minor scale	Tonality which sounds sad
9. Chromatic	Music with lots of accidentals

C. Notes on the treble clef

### B. Notes on the keyboard



D. Notes on the bass clef



'Good Boys Deserve Football Always'









'Every Good Boy Deserves Football'





### **Drums & Percussion**

Instruments		Keywords		
		1. Percussion	Instruments that you hit to create sound	
		2. Call and Response	A texture where performer(s) do a call and others respond	
1. Djembe		3. Repetition	Repeating of a rhythm/motif	
		4. Cyclic Rhythm	Rhythm that repeats over and over	
		5. Ostinato	Repeating musical motif (rhythm or melody)	
		6. Polyrhythm	Two or more simultaneous rhythms	
2. Surdo		7. Cross rhythm	Type of polyrhythm where the rhythms don't easily slot together	
		8. Master drummer	The lead drummer (who performs the call)	
		9. Carnival	A street samba performance	
3. Agogo Bells		10. Clave rhythm	Syncopated rhythm performed by claves in Samba music	
		11. Groove	A continuous and catchy rhythm	
4. Claves	7			

# Core knowledge

Using Email Professionally				
1. Inbox	Where a user's emails are received.			
2. Email address	Identifies the person/company that an email will be sent to.			
3. Subject	A short description of what the email is about. Should be included in all emails.			
4. Greeting	A formal word/phrase to start the email, e.g. 'Dear'			
5. Body	The actual message contained in the email.			
6. Sign-off	A formal word/phrase to end the email, e.g. 'Kind regards'.			
7. CC	Used to add more email addresses that the email will be sent to.			
8. Reply	Used to respond to an email.			
9. Forward	Used to send the same email to another address without having to write the email again.			
10. Spam	Where unwanted/junk emails are kept.			

	Using Microsoft Word and Powerpoint			E-Safety
11. Microsoft Word	A program used to create documents.			A range of methods
12. Powerpoint	A program used to create slideshows. 24. Soci		4. Social	to try and manipulate
13. Document	A piece of writing created electronically, e.g. a letter.		Engineering people into handir	
14. Slideshow	A presentation created using one or more slides made up of text and images.	to do something, e.g. Ctrl C 25. Phishing 25. P		A message that tries to
15. Shortcut	Pressing two or more keys on the keyboard to do something, e.g. Ctrl C for Copy			by getting you to click
16. Copy (Ctrl C)	When used with Paste, used to copy text or an image from one place to another.		Making up a story to try	
17. Paste (Ctrl V)	When used with Copy, can place an image or text into a new place in a document or presentation.		7 Shouldor	to get personal details.
18. Bold (Ctrl B)	Used to make text stand out by making it slightly bigger.		Surfina	shoulder to get details.
19. Italic (Ctrl I)	Used to make text stand out by tilting it forward.	_	<b>3</b>	A borraful program that
20. Underline (Ctrl U)	Used to make text stand out by putting a line under it.	2	8 Virus	A narmiul program that
21. Font	The style of text on the screen. Common ones include Calibri, Arial, and		device	
22. Font size	The size of text on the screen.		9. Anti-Virus	A program that protects
23. Animation	A way of making text and images appear or disappear in Powerpoint.			your device from viruses

# Core knowledge

Computer Systems					
30. Computer system	An electronic device that can be programmed to perform instructions and store data.	43. FDE cycle	Fetch-Decode-Execute cycle. Performed by the CPU to constantly retrieve and execute instructions.		
31. General- purpose computer	A computer designed to do many tasks, e.g., phone, laptop.	44. Operating System	Most important software on a computer. Can manage all software and hardware on a computer.		
32. Embedded computer	A computer designed for a single task, e.g., calculator, washing machine.	45. Motherboard	Connects all the components of a computer together.		
33. Program	A set of instructions written for a computer to perform.	46. Graphics card (GPU)	Handles graphics for the computer. Primarily used for gaming, video editing, and animations.		
34. Hardware	Components of a computer you physically touch.	47. Power Supply	Supplies electricity to the computer.		
35. Software	A set of programs on a computer.	48. Cooling	Prevents the CPU and other components from overheating.		
36. Input device	A device that can input data from the user into the computer.	49. Control Unit	Controls the FDE cycle inside the CPU.		
37. Output device	A device that can output data from a computer back to the user.	50. Arithmetic Logic Unit (ALU)	Performs basic maths and logic decisions inside the CPU.		
38. Processor (CPU)	Processes data and instructions from programs.	51 Pagistar	Stores 1 instruction or piece of data during the FDE		
39. Memory (RAM)	Stores data and instructions from programs.	51. Register	cycle inside the CPU.		
40. Storage (Hard drive)	Stores data, software, and files created by the user.	52. Monitor	The screen of a computer.		
41. Volatile	When a device needs constant power to store data.	53. Keyboard	Used to type text and instructions into the computer.		
42. Non-volatile	When a device can keep data stored even when the computer switches off	54. Mouse	Used to point and click buttons on the screen.		

Programming					
55. Algorithm	A sequence of instructions to complete a task.	62. Python	An example of a programming language.		
56. Sequence	Putting instructions in the correct order in an algorithm or program.		The makes in a superscript law superscript.		
57. Condition	A statement, that can be checked by a program, that is True or False, e.g., is the time of day 1PM?	63. Syntax	instructions and use symbols correctly.		
58. Selection	When a program performs an instruction based on a condition.	64. Variable	Can store data in a program and can always change value.		
59. Multi-branch selection	When a program performs an instruction based on two or more conditions.	65. Constant	Can store data in a program and can never change value.		
60. Iteration	When a program repeats instructions based on a condition.	66. Function	Special keywords that do a specific job in a programming language.		
61. Programming language	The language used to write instructions in a program.	67. Integer	Whole number		

Python knowledge Meaning		Example	
Variable assignment	Creating a variable and giving it a value.	celsius = 25	
	Displays a message.	print("Hello")	
	Display multiple messages.	print("Hello", "World")	
print() function	Display a variable (no speech marks needed)	name = "Bob" print(name)	
	Display messages and a variable.	<pre>name = "Bob" print("Hello", name, "how are you?")</pre>	
Variable modification	Changing the value of a variable.	celsius = celsius + 32	
input() function	Lets the user type something in.	print("Enter a name") name = input()	
int() <b>function</b>	Converts a value or an input from the user into an integer	print("Enter a number") number = int(input())	
if statement (Selection)	Can perform an instruction if a condition is true	if number > 5: print("Greater than 5")	
else <b>statement</b>	Can perform an instruction when a condition is false. Used after if block	<pre>if number &gt; 5: print("Greater than 5") else: print("Not greater than 5")</pre>	
elif <b>statement</b> (Multi-branch selection)	Can perform an instruction if a different condition is true. Used after if block	<pre>if number &gt; 5: print("Greater than 5") elif number &lt; 5: print("Less than 5") else: print("Equal to 5")</pre>	
while statement (Iteration)	Can perform repeated instructions if a condition is true.	<pre>while number &lt; 0: print("Number cannot be less than zero") number = int(input())</pre>	

<b>Iopics covered:</b> 1. The First Prophet4. The Flood2. The Story of the Prophet Adam5. The Prophet Ibrahim3. The Prophet Nuh6. The Prophet Ibrahim & Faith	, 7. The Jahiliyan 8. The Night of Power 9. The Hijrah
1. The First Prophet	2. The Story of The Prophet Adam
<ul> <li>1. The First Prophet</li> <li>What is Risalah? Islam teaches that God has sent prophets to humanity, in different times and places, to communicate His message. Since the beginning of time, God has sent His guidance through these chosen people</li> <li>Who was Adam? Adam was the first human being and he is believed to have been the first prophet</li> <li>How was he created? Muslims believe he was created from clay by Allah and given the ability to think logically</li> <li>Why was Adam created? Allah created Adam to hold the role of khalifah - this means it was the role of Adam to look after Allah's creations in the Garden of Eden</li> <li>Allah created Adam and all of the universe to Worship Him - "I did not create the jinn and mankind except to worship Me." [51:56]</li> <li>To be the first prophet and teach the rest of mankind important things - "He taught Adam all the names [of things]"</li> <li>Allah created Adam and mankind to test them - "Then did you think that We created you uselessly and that to Us you would no be returned?" [23:115-116]</li> </ul>	<ul> <li>2. The Story of The Prophet Adam</li> <li>What 3 things did Allah create after making the universe? Allah created Angels, Jinn and humans</li> <li>What is the difference between them? Angels are created from light and have no free will, they must obey Allah. Humans are created from Clay and have free will. Jinn are created from a smokeless flame and have free will</li> <li>Who is Iblis? Iblis is a Jinn. He is also known as the Devil or Shaytan</li> <li>What did Iblis do? Refused to prostrate to Adam when Allah commanded him to so he was banished</li> <li>"The Angels prostrated themselves all of them together. Except Satan, he refused to be among the prostrators God said: "Then get out from Here for verily you are an outcast or cursed one. Verily the curse shall be upon you till the Day of Resurrection." [Qur'an 15:30-35]</li> <li>How did Allah show his love for Adam? He created a mate for Adam, Hawwa, so he could have a partner and not be lonely. Hawwa was created from one of Adam's ribs</li> <li>How did Adam disobey Allah? Both Adam and Hawwa ate from the fruit of the tree of knowledge after being deceived by Iblis. Allah had commanded them not to do this. "come not near this tree or you both will be of the wrongdoers " [Qur'an 2:35]</li> </ul>
What did Allah teach Adam? Allah taught Adam how to farm, what foods he was allowed to eat (halal), what foods he shouldn't eat (haram) and how to bury the dead	<ul> <li>How were they punished? Allah Banished them from paradise and sent them to Earth where they would have to work and suffer</li> <li>How did they repent? Adam created the Kaaba, the first place of worship on Earth and continued to worship Allah. As they repented, Allah forgave them</li> </ul>

Topics covered: 1. The First Prophet 2. The Story of the Prophet Adam 3. The Prophet Nuh	4. The Flood 5. The Prophet Ibrahim 6. The Prophet Ibrahim & Faith	7. The Jahiliyan 8. The Night of Pov 9. The Hijrah	ver		
	3. The Prophet Nuh			4. The Flood	
<ul> <li>What is idolatry? Idolatry is the as God</li> <li>Why did people worship idols?</li> <li>had special supernatural pay</li> </ul>	<ul> <li>Practice of worshipping objects su</li> <li>People worshipped them as they be vers or would give them good luck</li> </ul>	ch as statues pelieved that they	✓ How did the unb warnings? They s upon us what ya the truthful." [Sur	elievers respond to Nuh's aid: "O Nuh (Noah)! bring u threaten us with, if you are of ah Hud 13:32]	
<ul> <li>How did idolatry begin? People would build statues of good or powerful people who had passed away. Over time, new generations would forget why they were created and would come to worship them as Gods</li> </ul>			<ul> <li>What did Nuh do? Nuh prayed to Allah to destroy the unbelievers as they refused to listen to his warnings and were not worshipping Allah. "And Nuh (Noah) said: "My Lord! Leave not one of the disbelievers on the Earth! If You leave them, they will mislead Your slaves, and they will beget none but wicked disbelievers." [Surah Hud 71:26-27]</li> <li>What did Allah do? Allah accepted Nuh's prayer and instructed him to build an ark for the faithful believers and two of each animal to ensure that they could continue to survive</li> </ul>		
✓ Why is this so bad? This is considered shirk in Islam and is considered to be one of the worst sins as it does not recognise the magnificence and uniqueness of God – God is one!					
<ul> <li>What did Allah do? Allah sent Prophet Nuh to guide people back to the right path. Nuh lived amongst the unbelievers and attempted to make them see reason</li> </ul>					
✓ What did Nuh do? Nuh was an excellent speaker and attempted to explain to people that Shaytan (the devil) had corrupted them and that they needed to only worship Allah – the one God		<ul> <li>✓ What happened a flood to destra</li> </ul>	to the non-believers? Allah sent y them and cleanse the Earth of		
<ul> <li>Why did People refuse to lister normal man, not as a prophet</li> </ul>	<b>n to Nuh?</b> Many of the rich peoples t. They were disbelievers	saw Nuh as just a	them. The non-b Nuh's wife and s	elievers included the Prophet on	
"We do not see you but as a ma see you followed except by th at first suggestion. And we do rather, we think you are liars."	an like ourselves, and we do not hose who are the lowest of us [and] not see in you over us any merit; ' [Surah Hud 13:27]				

Topics covered: 1. The First Prophet 2. The Story of the Prophet Adam 3. The Prophet Nuh	4. The Flood 5. The Prophet Ibrahim 6. The Prophet Ibrahim & Faith	7. The Jahiliyan 8. The Night of Pc 9. The Hijrah	ower
5.1	The Prophet Ibrahim		6. Prophet Ibrahim & Faith
✓ Why did Allah send Ibrahim? S practising polytheism and Idol right path	imilarly with the story of Nuh, people atry. Allah sent Ibrahim to guide the	e began m back to the	✓ How did Ibrahim show his devotion to Allah? Ibrahim and his son Ishmael rebuilt the Kaaba after it was destroyed by the flood to worship Allah
<ul> <li>✓ Who was Ibrahim's father? Ibra idols made of stone and wood</li> <li>✓ What did Ibrahim do? Ibrahim</li> </ul>	ahim's father, Azar, was a sculptor a d. He was an idolator mocked the idols. This made people	nd created the	<ul> <li>How did Allah test the Prophet?</li> <li>Allah sent Ibrahim a dream in which he asked him to sacrifice his son</li> </ul>
"And (remember) when Abraham said to his father Azar: "Do you take idols as aliha (gods)? Verily, I see you and your people in manifest error."		take idols as	✓ What did Ibrahim do? The next day Ibrahim took Ishmael to the top of Mount Arafat and was prepared to sacrifice him
<ul> <li>How did Ibrahim try to change unbelievers. He tried to reason</li> <li>"O my father, do not worship S Most Merciful, disobedient. O a punishment from the Most M companion [in Hellfire]." [Sural</li> </ul>	<b>people?</b> Ibrahim spoke to his fathe with them and make them worship fatan. Indeed, Satan has ever been, my father, indeed I fear that there w erciful so you would be to Satan a n Maryam 19:42-45]	r and the God <b>to the</b> <b>ill touch you</b>	<ul> <li>How did Ishmael react? Ishmael was an obedient son and a strong believer so he accepted his fate</li> <li>How did Shaytan try to tempt Ibrahim? Shaytan attempted to persuade Ibrahim not to specifice his son. Israhim responded by turning his</li> </ul>
✓ What did Ibrahim do when this place of worship and destroyed	did not work? Ibrahim went to the red each Idol with an axe	non-believers'	back on the devil and stoning him to make him go away
<ul> <li>What did the non-believers do intention of killing the Prophet commanded the flames not to unscathed</li> </ul>	? As punishment, they built a huge t Ibrahim. When they cast him into th b harm him. The flames burnt his cho	fire with the e fire, Allah nins and left him	<ul> <li>"And the Angel Jibril told Ibrahim to stone him"</li> <li>How did Ibrahim show his faith?</li> <li>Ibrahim was prepared to sacrifice his beloved son but Allah told him not to. The prophet proved his</li> </ul>
<ul> <li>Did this change people's belie Ibrahim's teachings after seeir did not</li> <li>But when it became apparent enemy to Allah, he disassocia [Surah Al-Anbiya 21:69]</li> </ul>	<ul> <li>typon Abraham." [Suran Al-Anbiya</li> <li>some people began to follow the game of the miracle. Others, such as Ibrahat to Abraham that his father was an ted himself from him.</li> </ul>	21:67] he Prophet nim's father,	<ul> <li>Obealence</li> <li>How does this influence Muslims today? Muslims remember the Prophet's actions during the festival of Id al-Adha where they sacrifice a ram and give money to charity (qurbani)</li> <li>Muslims also stone three pillars when they visit the Kaaba in order remember The Prophet Ibrahim stoping the devil</li> </ul>

1. The First Prophet4. The Flood2. The Story of the Prophet Adam5. The Prophet Ibrahim3. The Prophet Nuh6. The Prophet Ibrahim & Faith	7. The Jahiliyan 8. The Night of Power 9. The Hijrah
7. The Jahiliya	8. The Night of Power
<ul> <li>What is the Jahiliya? This is the age of ignorance – a time where people in Arabia were pagans and either did not believe in God or practised polytheism</li> <li>What caused this age of ignorance? People strayed from the messages of the Prophets who had been sent by God. They ignored their teachings         "and whoever disobeys Allah and His Messenger, he surely strays off" [Qur'an 33:36]</li> <li>After the passing of a Prophet, over time people would forget the message and revert back to their old ways</li> <li>Who were the Quraysh Tribe? A powerful tribe who rejected monotheism and worshipped several idols</li> <li>What was life like during this period? Life was very chaotic. There were no laws and people settled their disputes through fighting wars and killing each other</li> <li>What were people doing? Women had little to no rights, and there was unlimited polygamy so men could marry as many women as they wanted</li> <li>Drunkenness was common (against Islamic teaching)</li> <li>Usury (lending money with interest attached) was also common and people cheated each other</li> <li>Female infanticide – Many people practiced this as society put little value on the life of women and they were unsafe</li> <li>"and when baby girls, buried alive, are asked for what crime they were put to death" [Surah 81:8]</li> <li>What did Allah do to rectify this? He sent one last Prophet to audie markind out of the age of janorance</li> </ul>	<ul> <li>Who was Muhammad? Muslims believe that he was a Prophet - the last messenger of Allah on earth. He believed in one God and was upset by the way his people were living</li> <li>What is the Night of Power? The Prophet Muhammad was meditating in a cave when the Angel Jibril appeared to him. This is known as the Night of Power. Muhammad could not read but three times Jibril ordered him to 'proclaim' or recite Allah's message.</li> <li>"Proclaim! In the name of thy Lord and Cherisher, who created - created man, out of a [mere] clot of congealed blood. Proclaim! And thy Lord Is Most Bountiful! He who taught [the use of] the pen taught man that which he knew not." [Surah 96:1-5]</li> <li>Why did Allah choose Mohammad to be His Messenger? Muslims believe Allah chose Muhammad to be his prophet because he was a fair and wise man and because he was concerned for the people</li> <li>What was the role of the Angel Jibril? It was through the Angel Jibril that Allah revealed his commands to the Prophet. There were many revelations and because they had to be recited (The Prophet could not read or write) this took place over a 23-year period</li> <li>Was the Prophet holy/related to God? No, Muslims do not worship Mohammad. They respect him as a messenger of God and as a Prophet</li> <li>"Muhammad is no more than a messenger" [Surah 3:144]</li> <li>Why is Mohammad known as the 'seal of the Prophets? Muhammad is the last prophet sent by God and is referred to as the <u>Seal of the Prophets</u>. This means the Qur'an is the final revelation sent by God</li> <li>What Is the Hadith? The Hadith are the reported sayings and actions of the Prophet.</li> <li>Whot is the Sunnah? The Sunnah are the customs and traditions of Muslims during the time of the Prophet</li> <li>Muhammad is of such importance to them, Muslims to day? Because the Prophet Muhammad is of such importance to them, Muslims try to live in the ways of the prophet, and the <u>Hadith</u> and <u>Sunnah</u> are important sources of authority for Muslims to guide their lives. They</li></ul>

<b><u>Topics covered:</u></b> 1. The First Prophet 2. The Story of the Prophet Adam 3. The Prophet Nuh	4. The Flood 5. The Prophet Ibrahim 6. The Prophet Ibrahim & Faith	7. The Jahiliyan 8. The Night of Power 9. The Hijrah			
	9	. The Hijrah			
✓ What did Muhammad do follo	wing his revelation? The Prophet w	vent down from the cave and warned people to stop living sinful lives			
✓ How did the people react? Son the powerful Quraysh Tribe, ign	me of the people listened to The P nored him and persecuted him	rophet and became followers. Most of the people, especially			
<ul> <li>What is Hijrah? Hijrah means d order to escape persecution</li> </ul>	eparture. This is the period in the Pr	rophet's life when he had to leave Mecca and go to Medina in			
<ul> <li>Why did the Prophet have to le up their beliefs so they threate out of Mecca</li> </ul>	✓ Why did the Prophet have to leave? People did not want to change and did not believe he was a prophet. They were unwilling to give up their beliefs so they threatened to kill him and his followers. Members of the Quraysh Tribe attempted to murder him and chased him out of Mecca				
"If ye love Allah, follow me; Allah will love you and forgive you your sins. Allah is Forgiving, Merciful" [Surah 3:31]					
✓ What happened in Medina? The Prophet did many things in Medina that made him and Islam very popular:					
✓ He built a Mosque to worship /	$\checkmark$ He built a Mosque to worship Allah, even helping with the construction of the building by carrying stones				
$\checkmark$ He ensured that there was peace amongst the Muslims and different people in Medina					
✓ He created Zakat (charity) which meant that poor people in the city could be looked after					
✓ He introduced Shariah – Islamic law – in order to keep peace between the different warring tribes					
✓ What did the Prophet do next? The Prophet led an army of Muslims to conquer Mecca. They established Islam as the main religion					

### Does it make sense to believe in God?

Topics covered:		Кеум	vords:	
1. Why believe in God?	Omnibenevolent: (all-loving)	Atheism: Believing God does not	The Big Bang: A scientific the	eory <b>Revelation:</b> God revealing himself
2. Cosmological argument	Omnipotent: (almighty/all- powerful)	Agnostic: Believing that we can	Abrahamic God: The God t	hat Morality: knowing the difference between right and wrong
3. Design	n nent les Omniscient: (all-seeing) Omnipresent: (everywhere)	never know whether God exists	Christians, Muslims and Jews	s <b>Transcendence:</b> the belief that
4. Miracles		can experience God in our lives	Miracle: An event that scier	God is above us and we cannot understand or experience his
<ol> <li>Revelations</li> <li>Moral</li> </ol>	Monotheism: belief in one God	Empiricism: the belief that we gain knowledge through	cannot explain pointing to t possible existence of a great	the presence in the world ater
Argument	Polytheism: beliet in many Gods	experience – through our 5 senses		
1. Why people	e do/ don't believe in God	2. First Cause/Cosmo	ological 3. [	Desian/Teleological graument

#### People Believe in God Because of:

- Reliaious upbrinaina: People are often born into religious families and households. From an early age they are taught about God within their own religious setting

#### Examples:

- In Islam when a child is born a male relative will often whisper the adhan (call to prayer) in the child's ear. Children often go to Madrassa to learn Qur'anic Arabic and set prayers
- In Christianity babies are often Baptised to welcome them into the Christian faith. They may also be given God-parents – people who will help to auide them in faith

#### People Believe in God Because:

- There is so many unexplained phenomena in the world
- Belief in God helps people to make sense of the world
- Because belief in God provides comfort and auidance

#### People don't Believe in God Because:

- There is not empirical evidence for his existence no one has ever seen him
- There is too much evil & suffering in the world for an omnibenevolent God to exist

### argument

What is it? - The First Cause argument says that everything that exists has a cause. The universe too must have a cause something must have started it. But that something had to be eternal and not caused by something else, otherwise that other thing would be the cause, and so on. Theists believe that God is the eternal, almighty cause that began the process of creation of everything we know.

#### Strenaths of this argument:

Scientific discoveries, e.g. the Big Bang theory, can be seen to support the first cause argument. If God caused the 'Big Bang', then God is the 'first cause' that brought the cosmos (universe) into existence

It confirms to the theist that there is purpose to the cosmos and a place for God as its 'creator'

#### Weakness of this argument:

- The argument contradicts itself if everything has a cause then what caused God?
- Big Bang not necessarily caused by God

### 3. Design/Teleological argument

What is it? It is possible to prove the existence of God by observing the nature of the world we live in. The world shows signs of **ORDER** and things working to achieve a PURPOSE. This is evidence of **DESIGN.** In other words, God is the DESIGNER of an ordered and purposeful world.

#### Who is William Paley?

William Paley supported this argument by way of **ANALOGY.** In the same way that a watch is clearly designed for a purpose by the watchmaker, Paley argues that the world is clearly designed for the purpose of supporting human life.

#### Strenaths of this araument

- It fits well with many religious stories such as the Christian creation story
- It explains many unexplained things such as why the world is ordered in such a way

#### Weakness of this argument:

- If an intelligent designer designed the universe. then who designed the intelligent designer?
- The complexity of the universe does not prove God exists, there are more scientific explanations such as evolution and natural selection
- The designer does not have to be the Abrahamic God

### Does it make sense to believe in God?

4. Miracles	5. The argument for revelation	6. The Moral Argument
What is it? – an event that breaks the rules of science and points to the existence of God	What is revelation? - The idea that God makes himself known to people through religious experiences and events.	What is morality? Knowing the difference between right and wrong actions
<ul> <li>Biblical Examples – Feeding of the 5 thousand/Jesus walking on water/Moses parting the Red Sea</li> <li>Modern examples: being cured from a disease which is scientifically impossible to cure</li> <li>How do Miracles prove God's existence?</li> <li>If science can't prove it and there is no logical explanation, theists claim that it points to the existence of a higher power – God</li> <li>Strengths of the argument:</li> <li>Evidence in religious texts</li> <li>Many people have seen miracles</li> <li>When there is no explanation, God can be a logical conclusion</li> <li>Weakness of the argument:</li> <li>Eyewitnesses can be deceived</li> <li>There is always a logical conclusion – all miracles can be explained</li> </ul>	<ul> <li>What are the 2 types of revelation?</li> <li>Special Revelation: When God makes himself known to an individual through direct personal experience e.g. When God spoke to Moses in the form of a burning bush/story of Saul</li> <li>General Revelation: God making himself known through everyday ordinary common human experiences e.g. reading religious texts/ many people consider the beauty and complexity of the Earth and nature as proof that God exists.</li> <li>How does special revelation prove God exists?</li> <li>It is direct contact with God – God has spoken to you therefore he exists.</li> <li>How does General revelation prove God exists?</li> <li>- shows that God is working in the universe</li> <li>Awe and wonder: a sense of appreciation for the power and beauty of nature</li> <li>Conversion: a powerful experience that leads to one making a dramatic change in their life</li> <li>Strengths of the revelation argument:</li> <li>- It is difficult to ignore the existence of God if you have had direct contact with him</li> <li>Revelation is available for all to experience in the everyday experiences of the world and nature</li> <li>- It has caused conversion in many people – makes people become religious</li> <li>Weakness of the revelation argument:</li> <li>- What someone might call direct contact with God can be disputed, there might be a logical explanation</li> <li>- It cannot be scientifically proved or tested</li> </ul>	<ul> <li>What is the Moral Argument? The argument as follows:</li> <li>Everyone knows the difference between 'right' and 'wrong'</li> <li>Our universal sense of morality must come from somewhere</li> <li>The source of our morality must be God</li> <li>Therefore God exists</li> <li>How does this prove God exists?</li> <li>There is no other explanation as to how everyone has the same ideas about 'righ and 'wrong'</li> <li>Strengths of this argument:</li> <li>People from different times, cultures and societies all have similar ideas of what morality is</li> <li>Weakness of the argument:</li> <li>Could be from evolution - we have developed a sense of morality over time. Could be from social conditioning - taugh from an early age that lying and stealing wrong.</li> </ul>

# Ma Routine – My Routine Ma Régime – My Eating Habits

### 1. Ma Routine – My Routine

tous les jours	every day	je me
chaque matin	every morning	je m
à sept heures (07:00)	at 7 am	je me bro
vers sept heures	towards 7 am	je me
à la récré	at breaktime	je m
à midi (12:00)	at midday	je m
le soir	in the evenings	je fai
à vingt heures (20:00)	at 8pm	je vais a
le weekend	at the weekend	je rentre
pendant la semaine	during the week	Je me d
le jour	day	Je me co heures tre

je me reveille	l wake up	
je me lève	l get up	
e me brosse les dents	l brush my teeth	
je me douche	l have a shower	
je me lave	l get washed	
je m'habille	l get dressed	
je fais mon lit	l make my bed	
je vais au collège / je rentre à la maison	l go to school / return home	
Je me déshabille	l get undressed	
e me couche à vingt heures trente (20:30)	I go to bed at 8.30pm	

L'horloge de 24 heures 24-hour clock			
01:00	07:00	13:00	19:00
02:00	08:00	14:00	20:00
03:00	09:00	15:00	21:00
04:00	10:00	16:00	22:00
05:00	11:00	17:00	23:00
06:00	12:00	18:00	00:00

d'abord	first
puis	then
ensuite	next
plus tard	later
enfin	finally

### 2. Ma régime – My eating habits

Qu'est-ce que tu manges et bois normalement / d'habitude? – What do you usually eat and drink? Qu'est-ce que vous mangez et buvez normalement / d'habitude? – What do you usually eat and drink?

Pour For	le petit déjeuner – breakfast
	le déjeuner – lunch
	le goûter – snack
	le dîner – dinner

je prends / je mange / je bois – I take (have) / I eat / I drink	du pain grillé avec du beurre et de la confiture – toast with butter and jam
	des oeufs (m) / des céréales – eggs / cereals
	des chips / du chocolat – crisps / chocolate
	une pizza / un hamburger / des pâtes / une salade – a pizza / a burger / pasta / a salad
	de l'eau / un coca / un jus de fruit / un café – water / coke / fruit juice / coffee

### 3. Je Suis Malade – I'm III 4. Mon Collège – My School

### 3. Je suis malade - I'm ill

Je tousse – I'm coughing / have a cough		Je me suis cassé(e) le pied – I broke my foot	
J'ai une mauvaise toux – I have a bad cough		Je me suis coupé(e) le doit – I cut my finger	
		J'ai blessé mon genou – I hurt my knee	
	à la tête / aux oreilles / à la gorge – I have a headache / earache / sore throat	J'ai vomi – I was sick (vomited)	
J'ai mal	au ventre / au dos – I have a bad stomach / back		
-	au bras / au pied - My arm burts / my foot burts	Je voudrais voir le docteur / l'infermier (-ière) - l'd like to see the doctor / the nu	
		Il y a une pharmacie ici ? – Is there a pharmacy here?	
	la grippe / de la tievre / la nausée – l have the flu / a fever /   feel sick (nauseous)	Je ne me sens pas bien – I don't feel well	
J'ai	chaud / froid – I'm hot / cold	J'ai besoin de l'aspirine / le sirop / les pastilles [f] pour la gorge / la crème – I need	
	l'asthme [m] / le rhume des foins – I have asthma / hay fever	aspirin / sirop / throat pastilles / cream	
Je suis	malade / enrhumé(e) – I am ill / have a cold	Vous avez quelque chose pour la rhume / la grippe / la nausée / la douleur / un mal de tête? - Do you have anything for a cold / flu / nausea / pain / a headache?	

### 4. Mon collège – My school

Ma matière préférée est – My favourite subject is	les maths – Maths	l'EPS – PE	Quelle est ta / votre matière	
	l'anglais – English	la géographie - Geography	préférée? – Whic	préférée? – Which is your favourite
J'adoreIlove	la musique – Music	l'histoire [f] - History		
J'alme Like Je préfère Lprefer	la technologie – Technology	les langues vivantes [f] - Modern Languages		vet however
Je n'aime pas I don't like Je déteste I hate	le dessin – Art	le français – French		though
	les sciences [f] / les SVT - Science	l'espagnol [m] - Spanish		
J'etudie / Je voudrais étudier – I study / I would like to study	la chimie - Chemistry	l'allemand – German	revanche	hand
	la physique - Physics	l'art dramatique - Drama	qui plus est /	what is more /
	la biologie - Biology	la réligion – RE	aussi	also
	l'informatique - ICT	la matière – School subject	1	

### 5. Mes Plans Pour Le Futur – My Future Plans

	agent de police [m] – police officer	artiste – artist	
	pompier - firefighter	musicien (-ienne) - musician	
la voudrais devenir , l would like to	infermier(-ière) - nurse	acteur (-trice) - actor	
become a	médecin - doctor	réalisateur (-trice) – film director	
l'aimerais âtre liwould love llike te	vétérinaire - vet	chef cuisinier - chef	
be a	professeur – teacher	coiffeur (-euse) - hairdresser	
Ma màra (man pàra ast Mu mathar (	advocat(e) - lawyer	agent immobilier – estate agent	
father is a	programmeur (-euse) – programmer	vendeur (-euse) - salesperson	
	ingénieur - engineer	footballeur (-euse) / athlète – footballer / athlete	
	maçon / plombier / électricien(ne) – builder / plumber / electrician	entraîneur (-euse) - coach	
	mécanicien(ne) - mechanic	ouvrier(ière) – worker	
Je voudrais travailler – I would like to work Ma mère / mon père travaille – My mother / father works	chauffeur – driver	dans une banque / un bureau / un hôpital / un hôtel / un collège / un magasin / un restaurant / un garage / une usine / un entrepôt - in a bank / office / hospital / hotel / school / shop / restaurant / garage / manufacturing plant / warehouse	
	entrepreneur (-euse) - entrepreneur	pour le gouvernement – for the government	
	chercheur (-euse) - researcher	dans le secteur de transport / tourism – in transport / tourism	
	journaliste - <i>journalist</i>	chez moi / nous – at (my/our) home	
	concepteur (-euse) - designer		

		pratique / adroit – practical / good with my hands	intelligent(e) – intelligent	1 [	J'aimerais / Je
Je suis – I am Il faut être – It is necessary to be Je dois être – I must/need to be		athlétique – athletic       travailleur (-euse) – hard working         académique – academic       passionné(e) – passionate         ouvert et sociable – outgoing       créatif (-ive) – creative		voudrais étudie	
					l'université / à
					would like to
		courageux (-euse) – brave	doué(e) – talented		study at 6th
		ambitieux (-euse) – ambitious	en forme – fit		/ university /
		compréhensif (-ive) - compassionate	fort(e) / fort(e) en – strong / good at	] L	abroad
		patient(e) – patient		]	
afin de / pour faire mon boulot de rêve – in order to do my dream job					
Je suis fort(e) en maths / langues / sciences / dessin – 1'm good at maths / languages / sciences / art					

### French 4 of 8

# Comment Voyagez-Vous? – How Do You Travel? Mes Vacances – My Holidays

1. Comment voyagez-vous? – How do you travel?					2. Mes Vacances – my holidays
Comment voyagez-vous au collège/pour aller en vacances? – How do you travel to school/to go on holiday? Comment préfèrez-vous voyager? – How do you prefer to travel?				Je vais en France/en Maroc/en Algérie/en Espagne/ en Grèce/en Turquie/en Croatie/en Jamaïque/au Portugal/au Japon/au Senegal/aux États-Unis/à l'île	
	la voiture/ la voiture électrique/à essence –		rapide/lent – fast slow	Où allez-vous en vacances normalement? – where do you	Maurice – I go to France/Morocco/Algeria/Spain/Portugal/ Greece/Turkey/Croatia/Jamaica/Portugal/Japan/ Senegal/USA/Mauritius
	car/electric car/ petrol car			normally go on holiday?	Je reste en Grande-Bretagne – I stay in the UK
Je prends	le vélo - bike		pratique – practical		avec mes ami(e)s/ma famille – with my friends/my family
- 1 rake	le car - coach		écologique - eco		Je visite le musée/le parc d'attractions – I visit the
J'UTIIIseI Use	le bus - bus	parce que c'est – because it is plus/moins – (more/less)	difficile/facile – difficult/easy		museum/the amusement park
l like to take	le métro - tube		confontable/relaxant – comfortable/	Qu'est-ce que vous faites en vacances – what do you do on holiday?	du surf – I swim in the sea or the swimming pool/I sunbathe/I surf
Je préfère - I prefer			relaxing		Je fais du shopping/je prends des photos/je joue aux
	le train - train		bon pour la sante – good for your health		I go shopping/take photos/play video games
	les transport en commun – public transport		cher - expensive		parce que c'est relaxant/divertissant/rigolo/passionant/ ennuyeux – because it's relaxing/enjoyable/funny/ exciting/boring
	le bateau - boat		stressant - stressful		Je suis allé(e)/On est allés – I went to/We went to
	l'avion - aeroplane		polluant - polluting	allé(e) en	On est restés dans un hôtel de luxe/une tente/une
J'utilise le bus parce que c'est <b>moins</b> cher <b>que</b> le train. – I use the bus because it's less expensive than the train.				vacances l'an dernier? - Where did you go on boliday last	caravane/une cabine/une auberge de jeunesse – we stayed in a luxury hotel/tent/caravan/cabin/youth hostel
Je préfère la voiture parce que c'est <b>plus</b> confontable que le métro. – I prefer the car because it's more comfortable than the tube.				year? Qu'est-ce que	J'ai visité/fait du shopping/pris des photos/nagé/ bronzé/joué – I visited/went shopping/took photos/swam/sunbathed/
The aeroplane is th	e quickest/most expe	insive/most relaxing t	– What did you	played	
La voiture à essenc The petrol car is the	e est <b>la moins</b> écologi least eco to go to scl	ique pour aller au co hool.	llège. –	doś	C'était relaxant/divertissant/rigolo/passionant/ ennuyeux – it was relaxing/enjoyable/funny/exciting/ boring

# Mes Vacances De Rêve – My Dream Holiday La Télé/Youtube

	3. Mes vacances de rêve – My dream holiday							
	faire un safari/de la plongée/du trekking/de l'escalade/du camping - to go on a safari/go diving/go trekking/go climbing/go camping	en Afrique/aux Seychelles/aux Caraïbes/en Brasil/dans les montagnes de l'Himalaya – in Africa/the Seychelles/the Caribbean/Brazil/the Himalayas						
voudrais / J'aimerais	observer les animaux sauvages/rencontrer des extraterrestres/ relaxer – observe wild animals/ meet extraterrestrials/relax	dans la forêt tropicale/dans l'espace/sur une île déserte						
I would like to	explorer le jungle/des planètes/les plages – explore the jungle/planets /the beaches	- in the tropical forest/in space/on a deserted island						
	voyager dans– travel in rester dans– stay in	un vaisseau spatial/un bateau croisière – space ship/cruise ship une cabane dans la forêt/un hôtel de luxe/une tente – a hut/luxury hotel/tent						

4. La télé/YouTube						
	les comédies [f]	comedies	amusant(o)s	entertaining		
Les émissions musicalestu les aimes? Music programmesdo you like them?	les émissions musicales [f]	music programmes	amosam(e)s			
	les émissions de télé-réalité [f]	TV reality shows	intérocont(o)o	interacting		
	les émissions de sport [f]	sports programmes	meressam(e)s	Interesting		
bien sûr/surtout/pas du tout/pas tous [m]/pas toutes [f] of course/above all (especially)/not at all/not all	les dessins animés [m]	cartoons		enjoyable		
	les jeux télévisés [m]	game shows	aivenissant(e)s			
	les documentaires [m]	documentaries		educational		
J'aime les comédies parce que je les trouve très/un peu/assez drôle I like comedies because I find them very/a little/quite funny	Je les adore	I love them	eaucanis(-ives)			
	Je les aime (bien/beaucoup)	l like them (a lot)	onfontin (a) a	obildish		
	Ça dépend	That depends	enidnin(e)s	Childish		
Je n'aime pas les les émissions de télé-réalite car je les trouve enfantines I don't like TV reality shows as I find them childish	Je ne les aime pas	I don't like them	ennuyeux(-euses)	boring		
	Je les déteste	I hate them	nuls/nulles	rubbish		

### 5. La Musique 6. Le Cinéma

5. La musique						
Qu'est-ce que tu aimes comme musique? What music do you like? Ie rock/le pop/le classique/le rap/le hip-hop/le reggae		ça me fait danser	that makes me want to dance			
		ça me fait dormir	that puts me to sleep			
l love hip-hop. How about you?	the rhythm/the meloale/ia voix (au chanteur/ae ia chanteuse) est original(e) - the rhythm/the melody/the singer's voice is original	ça me fait rêver	that inspires me			
Ce que j'aime, c'est écouter différents types de musique. What Like is to listen to different types of music	les paroles [f] sont originales/déprimantes/modernes les sentiments [m] sont originaux/déprimants/modernes	ça me rend heureux [m]/ heureuse [f]	that makes me happy			
	the words/the sentiments are original/depressing/modern	ça me rend triste	that makes me sad			
Je viens d'écouter I have just listened to	entraînant (e) (s)/rapide (s)/lent (e) (s) lively/fast/slow	ça me calme	that calms me			

6. Le cinéma	
Quel est le dernier film que tu as vu? (informal) / Quel est le dernier film que vous avez vu? What's the latest film you saw?	Je l'ai adoré parce que c'était drôle/passionant/triste/émouvant I loved it because it was funny/exciting/sad/moving
J'ai vu un film d'horreur/d'action/de science-fiction/d'arts martiaux/romantique/ comique/à suspense I saw a horror film/an action film/a sci-fi film/a martial arts film/a romantic film/a funny film/a thriller	Je l'ai aimé (bien/beaucoup) - I liked it (a lot)
qui s'appelait – which was called	Je ne l'ai pas aimé - I didn't like it
en streaming/sur mon portable/ à la télé/chez moi/chez mon ami (e)/au cinéma streamed/on my mobile or laptop/on the TV/at my house/at my friend's house/at the cinema	Je l'ai détesté - l hated it
Dans le film, il y a deux personnages principaux: le héros/la héroïne et son pire ennemi In the film, there are two main characters: the hero and his/her worst enemy	Je (ne) le recommande (pas) - I (don't) recommend it
L'action se déroule à Paris/en Chine/en espace/dans un château The action takes place in Paris/in China/in space/in a castle	Le weekend dernier je suis allé(e) au cinéma, j'ai vu /regardé Last weekend I went to the cinema, I saw/watched
Le weekend prochain je vais aller au cinéma, je vais voir/regarder Next weekend I am going to the cinema, I'm going to see/watch	

	7. Les livres – books	8.	Et si on sortait ?	– Shall we go out ?	
Quel est le de What's the la	ernier livre que tu as lu? (informal)/Quel est le dernier livre que vous avez lu ? test book you read?		aller au bowling/à la piscine? to go to the bowling alley/swimming pool?		
J'ai lu un roman d'aventure/un roman de guerre/un roman historique/une (auto) biographie /la littérature non-romanesque			aller au centre co to go to the shopp	mmercial/au parc/au cinéma? ping centre/park/cinema?	
I read an adv J'aime lire/Je	renture novel/a war novel/a historical novel/an (auto)biography/non-fiction e n'aime pas lire/Je vais lire	Onse	aller au musée/au resto/ au centre sportif? to go to the museum/restaurant/sport centre?		
l like reading, Je préfère les	/I don't like reading/I am going to read s romans de science-fiction/d'amour/d'horreur/fantastiques/comiques	retrouve We meet/let's	aller faire du shop to go shopping?/t	shopping?/acheter des vêtements? ng?/to buy clothes?	
l prefer sci-fi r	novels/love-stories/horrors/fantasy/funny novels	meet	jouer au foot/basket? play football/basketball		
	9. On va où ? – Where shall we go ?		regarder un film/ve watch a movie/se	oir un match de foot? e a football match?	
	chez moi/chez toi – at my house/at your house		faire de la natation/du bowling/du skate? go swimming/bowling/skateboarding		
	au stade/sur la place next to the stadium/on the square	Tu veux?	Tu veux? Do you want?		
On se retrouve	devant le musée/au bowling	Je veux		I want	
We meet/	in front of the museum/the bowling alley	Tu voudrais?		Would you like?	
	derrière le cinéma/à la piscine behind the cinema/at the swimming pool	Je voudrais		I would like	
		Je peux		Ican	
	en face du parc – opposite the park	On se retrouve où? W		Where do we meet up?	

	10. Pourquoi tu ne peux pas sortir ? – Why can't you come out ?					
		faire mes devoirs – do my homework				
Je m'excuse,	je dois - I have to	ranger ma chambre – tidy up my room				
je ne peux pas		promener le chien – walk the dog				
parce que		me laver les cheveux – wash my hair				
l am sorry, l can't because		sortir avec mes parents – go out with my parents				
		garder mon petit frère – look after my brother				
	Je n'ai pas d'argent – I don't ho	ave any money				

### French 8 of 8

### 11. On Achète Des Vêtements – Let's Buy Some Clothes 12. On Fait Les Courses – Let's Do The Grocery Shopping

		11. On achète des vête	ments – Let's Buy Some Clothes
	les baskets – (the) trainers	rouge(s) – red	Avez-vous une jupe en bleu/rouge/vert – do you have a skirt in blue/red/green?
	les bottes - boots	rose(s) – pink	Avez-vous une robe en coton/laine - do you have a dress in cotton/wool?
	la veste - jacket	orange – orange	Je voudrais une ceinture/des bottes en cuir – I would like a leather belt/leather boots
	le manteau - coat	jaune(s) – yellow	La taille est trop grande/petite, avez-vous une taille plus petite/grande? – The size is too big/small, do you have a smaller/bigger size?
Je voudrais	le jean - jeans	vert(e)(s) – green	Est-ce que le t-shirt est en solde? Is the t-shirt on sale?
I would like	le pantalon - trousers	bleu(e)(s) – blue	Je voudrais échanger/retourner les chaussettes, j'ai le ticket de caisse – I would like to exchange/return the socks, I have the receipt
	la jupe - skirt	gris(e)(s) – grey	Où est le miroir/la cabine d'essayage/la caisse s'il vous plaît? – Where is the mirror/ changing room/cashier please?
	la robe - dress	brun(e)(s) / marron – brown	C'est combien, les chaussures? – How much are the shoes?
	le haut - top	noir(e)(s) – black	un t-shirt bleu/rayé/à pois/à fleurs – a blue/stripy/spotted/flowery t-shirt
	le pull - jumper	blanc(s) / blanche(s) – white	une chemise bleue/rayée/à pois/à fleurs – a blue/stripy/spotted/flowery shirt
	un chapeau – (a) hat		des baskets bleus/rayés/à pois/à fleurs – blue/stripy/spotted/flowery trainers
lo voudrais	une casquestte – baseball cap		des chaussettes bleues/rayées/à pois/à fleurs – blue/stripy/spotted flowery socks
acheter –	un collant - tights		
I would like	une ceinture – a belt		
	une écharpe - scarf		
	une montre - watch		

12. On fait les courses – Let's Do the Grocery Shopping						
Ma mère / mon père m'a demo	Ma mère / mon père m'a demandé de faire les courses – my mother/father asked me to do the shopping					
Je vais au supermarché/marché – I'm going to the supermarket/the market						
Je vais faire les courses avec mes parents – I'm going to do the shopping with my parents						
le dois/vais/voudrais acheter -	du pain – some bread	un poulet – a chicken	des oeufs (m) - eggs			
I have to/am going to/would	une baguette – a baguette	du jambon – some ham	une tablette de chocolat – a bar of chocolate			
	du riz – some rice	des légumes (m) – vegetables	un paquet de chips – a packet of crisps			
we have to/are going to/	du fromage – some cheese	des fruits (m) – fruit	une bouteille de coca/vin/bière/de l'eau – a bottle of Coke/wine/beer/water			
would like to buy	du yaourt – some yoghurt	des pâtes (f) - pasta	une boîte de soupe – a tin of soup			
#### La Rutina y La Salud – Routine and Health

La Hora -	- The Time				
¿Qué hora es?	What time is it?				
Es la una	It's one o'clock				
Son las dos	It's two o'clock				
Es la una y cinco	It's five past one				
Son las dos y diez	It's ten past two				
Son las tres y cuarto	It's quarter past three				
Son las cuatro y veinte	It's twenty past four				
Son las cinco y veinticinco	It's twenty-five past five				
Son las seis y media	It's half past six				
Son las siete menos veinticinco	It's twenty-five to seven				
Son las ocho menos veinte	It's twenty to eight				
Son las nueve menos cuarto	It's quarter to nine				
Son las diez menos diez	It's ten to ten				
Son las once menos cinco	It's five to eleven				
Son las doce	It's twelve o'clock				
¿A qué hora?	At what time?				
a la una	At one o'clock				
a las dos	At two o'clock				

	¿Cómo es tu rutina diaria? –	w	/hat is your daily	routine like?
	Me despierto (temprano/tarde) - I wake up (early/late)			Me desperté (temprano/tarde) - I woke up (early/late)
	Me levanto (enseguida) - I get up (straight away)			Me levanté (enseguida) - l got up (straight away)
	Me lavo los dientes - I brush my teeth			Me lavé los dientes - l brushed my teeth
	Me ducho - I shower			Me duché - I showered
Todos los díás -	Me visto - I get dressed		Ayer - Yesterday	Me vestí - I got dressed
	Me acuesto - I go to bed		La semana	Me acosté - I went to bed
Normalemente -	Desayuno - I have breakfast		pasada - Last	Desayuné - I had breakfast
Por lo general -	Meriendo - I have an afternoon snack		El fin de semana	Merendé - I had an afternoon snack
Generally	Ceno () - I have ( for) dinner		pasado - Last	Cené () - I had ( for) dinner
	Duermo (ocho horas) - I sleep (for eight hours)		weekend	Dormí (ocho horas) - I slept (for eight hours)
	Voy a la piscina - I go to the swimming pool			Fui a la piscina - I went to the swimming pool
	Voy al trabajo - I go to work			Fui al trabajo - I went to work
	Voy al instituto - I go to school			Fui al instituto - I went to school
	Voy al gimnasio - I go to the gym			Fui al gimnasio - I went to the gym

#### ¿Llevas una dieta sana? – Do you have a healthy diet?

Sí, llevo una dieta sana - Yes, I have a healthy diet

No, no llevo una dieta sana - No, I do not have a healthy diet

Como – I eat Comí – I ate	arroz / pan pollo / pescado carne / ensalada pasta / pizza caramelos / huevos galletas / verduras pasteles	rice / bread chicken / fish meat / salad pasta / pizza sweets / eggs biscuits / vegetables cakes		Bebo – I drink Bebí – I drank	agua té café vino zumo de naranja limonada cerveza	water tea coffee wine orange juice lemonade beer
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### La Rutina y La Salud – Routine and Health

			el arroz / el pan el pollo / el pescado	rice / bread chicken / fish			¿Con qué frecuencia? – How often?			
Me encanta Me austa (mi	- I love ucho) -	comer	la carne / la ensalada la pasta / la pizza	meat / salad pasta / pizza			tres veces al día tri cada día / todos los días dos dos veces a la semana tri los fines de semana do una vez al mes do muy a menudo vo a veces s	three times a day every day		
l like (a lot)			los caramelos pasteles los huevos	sweets / cakes eggs		Lo / La / Los / Las como I eat it / them		twice a week at weekends once a month		
No me gusta I do not like (	(nada) - at all)		las galletas las verduras	biscuits vegetables				very often sometimes		
Odio – I hate			agua / vino	water / wine	1		de vez en cuando from time to tin			
Prefiero – Lor	efer		beber un té / café tea / coffee orange juice		1	Siempre Io / Ia / Ios / Ias como - I always eat it / them				
	erer				(Casi) nunca lo / la / los / las como - I (almost) never eat it / them					
			una limonada una cerveza	lemonade beer		No bebo nada - I do not drink anything				

		¿Por qué? – Why?		¿Qué harás	para estar en fo	rma? – What will y	ou do to keep fit?
	es it is no es it is not	sano / sana rico / rica delicioso / deliciosa sabroso / sabrosa grasiento / grasienta asqueroso / asquerosa dulce	healthy tasty / rich delicious tasty fatty disgusting sweet swice	La semana próxima -	jugaré I will play	al baloncesto al fútbol a la pelota vasca al rugby al tenis al ping-pong al voleibol al balonmano	basketball football pelota (Basque ball game) rugby tennis table tennis volleyball handball
Porque - Because Ya que - As/since	son they are no son they are not	sanos / sanas ricos / ricas deliciosos / deliciosas sabrosos / sabrosas grasientos / grasientas asquerosos / asquerosas	healthy tasty / rich delicious tasty fatty disgusting	Next week El año próximo - Next year En el futuro - In the future	haré I will do	más) ejercicio artes marciales atletismo baile escalada gimnasia natación equitación	(more) exercise martial arts athletics dance rock climbing gymnastics swimming horse riding
		dulces picantes	sweet spicy		comeré I will eat	comida más sana más fruta y verduras	healthier food more fruit and vegetables
	Soy vegetariano / vegetariana / c Soy alérgico / alérgica / c Soy musulmán / musulmana / c		I am a vegetarian		beberé más agua - I will drink more water		
			I am allergic		no comeré comida basura / rápida - I will not eat junk / fast food		
			i am a Musiim		no beberé alcohol / coca-cola - I will not drink alcohol / coke		

# La Rutina y La Salud – Routine and Health

¿Cuál e	es el problema? – Wl	nat is the Problem?		¿Cuále	s son los consejos? – Wha	t is the Advice?
¿Qué te duele? Me duele el brazo / estómago / pie Me duele la cabeza / garganta Me duele la espalda / mano / pierna Me duelen los dientes / oídos / ojos		What hurts (you)?       D         My arm / stomach / foot hurts       sh         My head / throat hurts       N         My back / hand / leg hurts       n         My teeth / ears / eyes hurt       Ti		Debes – You should/must Necesitas – You need to	beber agua frecuentemente beber menos alcohol / vino comer más fruta y verduras comer menos chocolate comer menos caramelos	drink water frequently drink less alcohol / wine eat more fruit and veg eat less chocolate eat fewer sweets
Tengo - I have	dolor de cabeza dolor de espalda	a headache a backache	Padache have to		dormir ocho horas al día entrenar una hora al día	sleep for 8 hours a day train for one hour a day
Tengo - I have	catarro fiebre tos quemaduras del sol	a cold a temperature a cough a sunburn Es necesario - It necessary to Es importante - important to		Es necesario - It is necessary to Es importante - It is important to	quedarte en la cama descansar en casa tomar este jarabe	stay in bed rest at home take this syrup / medicine
Estoy – I am	cansado / cansada enfermo / enferma	tired ill/sick		Hay que – You (one) must	tomar estas pastillas ponerte esta crema ponerte una tirita / venda	take these pills put this cream on put a plaster / bandage on

¿Qué	é pasó? – What Happe	ned?	
Tuvé - I had	un accidente una insolación	an accident a sunstroke	
Comí – I ate	demasiados caramelos demasiadas galletas	too many sweets too many biscuits	
Me doblé – I strained	la espalda	the (my) back	
Me corté – I cut	el dedo la mano	the (my) finger the (my) hand	
Me torcí - I twisted	la rodilla el tobillo	the (my) knee the (my) ankle	
Me caí - I fell	al agua de mi bicicleta en las escaleras	in the water off my bike on the stairs	

### Estudios y Planes Para El Futuro – Studies and Future Plans

	¿Qué Estudias? –	What Do Y	ou Study	)		¿Qué te gu What would	staría haco	er en o	el futuro? –	
Estudio - I study	dibujo - Art español - Spanish francés - French geografía - Geography historia - History informáticas - ICT inglés - English música - Music religión - RE teatro - Drama	porque es because it is (not)	aburrido/a boring divertido/a fun práctico/a practical difícil difficult fácil easy útil useful		Me gustaría - I would like	trabajar	to work	al aire con a con ni en eq en una solo/a	e libre inimales iños juipo a oficina	in the open air with animals with children in a team in an office alone
No estudio - 1 do not		ir ir	importante interesante	important interesting	me encantaría - I would love	hacer	to do	un tra un tra	bajo creativo bajo manual	a creative job a manual job
stuay	tecnología - DT		+5		No me	ayudar a los otros		to help	p others	
	ciencas - science matemáticas - maths	porque son	or +es		would not	cuidar a los niños		to lool	k after children	
		because they are			Espero – I	aprobar mis exáme	aprobar mis exámenes		to pass my exams	
Tr	abaios y Cualidad	es – Jobs c	and Quali	tios	hope Quiero – I	ir a la universidad		to go	to university	
Para ser	In order to be	IJOS Y CUaliadades – Jobs and Qualifies				viajar después de mis estudios		to travel after my studies		
camarero/	a a waiter	tengo que s	ser <u>I ha</u>	<u>ve to be</u>		tomar un año sabo	ático	to tak	e a gap year	
cocinero/o	a cook	ambicioso/	a ami	oitious	<u>.</u>					
jardinero/a mecánico/ peluquero/ veterinario/	/a     a nurse     creativo/a     creative       a     a gardener     organizado/a     organised       /a     a mechanic     práctico/a     practical       /a     a hairdresser     independiente     independent       /a     a vet     inteligente     inteligent		te independent intelligent		Because I am	muy bastant un poce	e o	very quite a bit	+personality adjective	
cantante dependien policía recepcionis profesor	a singer te a shop assistant a police officer sta a receptionist a teacher	paciente responsable sociable hablador(a trabajador(	te patient sable responsible le sociable lor(a) talkative ador(a) hard-workina		Porqu Beca	e soy una persona use I am a (+ perso Example: porqu	(+ personalit onality adject	y adjec tive in th ersona n	ctive in the femi he feminine forr nuy ambiciosa	nine form) n) person

### Translations - Past, Present & Future

	1. Las Preguntas – Th	e Questions
PAST time frame	¿Adónde fuiste de vacaciones? ¿Cómo fuiste de vacaciones? ¿Con quién fuiste de vacaciones? ¿Cómo fue? ¿Qué hiciste? ¿Te gustó/gustaron?	Where did you go on holiday? How did you go on holiday? Who did you go on holiday with? How was it? What did you do? Did you like it/them?
PRESENT time frame	¿Adónde vas de vacaciones? ¿Cómo vas de vacaciones? ¿Con quién vas de vacaciones? ¿Cómo es? ¿Qué hace? ¿Te gusta/gustan?	Where do you go on holiday? How do you go on holiday? Who do you go on holiday with? How is it? What do you do? Do you like it/them?
FUTURE time frame	¿Adónde irías de vacaciones? ¿Cómo fuiste de vacaciones? ¿Con quién fuiste de vacaciones ¿Cómo sería? ¿Qué harías? ¿Te gustaría/gustarían?	Where would you go on holiday? How would you go on holiday? Who would you go on holiday with? How would it be? What would you do? Would you like it/them?

	2. Time Markers + Key Verbs										
PAST time frame	la semana pasada el año pasado hace X años las vacaciones pasadas	last week last year X years ago last holiday	fui fuimos fue	l went we went it was							
PRESENT time frame	normalmente generalmente usualmente por lo general	normally generally usually in general	voy vamos es	l go we go it is							
FUTURE time frame	FUTURE la semana próxima el año próximo en el futuro las vacaciones próximas		iría iríamos sería	l would go we would go it would be							

3. ¿Adónde? - Where									
	PAST time frame	fui fuimos	I went we went		Escocia	Scotland			
	PRESENT time frame	voy vamos	l go we go	a - to	Francia Gales Grecia Inglaterra	France Wales Greece England			
	FUTURE time frame	iría iríamos	l would go we would go		Irlanda Ireland Italia Italy	Ireland Italy			

	4. ¿Cómo? – How?										
	PAST time frame	fui fuimos	l went we went	on by	avión autobús autocar barco	plane bus coach boat					
	PRESENT time frame	voy vamos	l go we go	enby	bicicleta coche metro tren	bicycle/bike car tube/underground train					
	FUTURE time frame	iría iríamos	l would go we would go	a pie	walking/by foot						

5. ¿Por Qué? – Why?						
Porque Because Ya que As / since	es it is no es it is not	un poco bastante muy demasiado	a bit quite very too	barato caro cómodo incómodo lento limpio rápido seguro	cheap expensive comfortable uncomfortable slow clean fast safe	

# Translations - Past, Present & Future

6. ¿Cón quién? – Who With?			8	8. ¿Qué harías para tus vacaciones ideales? What would you do for your ideal holidays?					
PAST time frame	fui I went fuimos we went	mi familia mis amigos	my family my friends		Me encantaría I would love Me gustaría I would like ir to Iría I would go		go	+ country + who with	
PRESENT time frame	voy I go vamos we go	con mis padres with mi clase mi novio	my parents my class my boyfriend	FUTURE time frame	lríamos we wa Viajaría I woul Viajaríamos we wa	Iríamos we would go Viajaría I would travel Viajaríamos we would travel + t		+ transport	
FUTURE time frame	iría l would go iríamos we would go	mi novia mi mejor amigo/c	my gintriend 1 my best friend		Me encantaría I would love Me gustaría I would like			+ transport	
	7. Las Actividade	s – The Activities			9. Adjectivos p Adjective	oara justifica es to justify o	r opini pinion	ones – Is	
	Descansé en la playa.	I relaxed on the beac	h.	PAST time frame	(no) fue It was (not)	un poco	divertido educativ	). fun. vo educational.	
	Monté en bicicleta. Nadé en el mar. Saqué fotos.	l rode my bike. I swam in the sea. I took photos.		PRESENT time frame	(no) es It is (not)	d bin ernoration bastante estupe quite fenome muy flipante very genial. guay. demasiado horrible too norroro raro.		onante, exciting, onido, entertaining, indo, brilliant, enal, fantastic, e. awesome, great, cool, e. horrible, iso, terrible, weird,	
PAST time frame	Tomé el sol.       I sunbathed.         Visité monumentos.       I visited monu         Bebí una limonada.       I drank a lem         Comí paella.       I ate paella.         Escribí SMS.       I wrote texts.         Salí con mi familial       I went out wite			FUTURE time frame	(no) sería It would (not) be				
Descanso en la playa. Monto en bicicleta. Nado en el mar.		I relax on the beach. I ride my bike. I swim in the sea.		10. Palabras Útiles – Use		eful Wo	ords		
PRESENT time frame	Saco fotos.       I take photos.         Tormo el sol.       I sunbathe.         Visito monumentos.       I visit monuments.         Bebo una limonada.       I drink a lemonade.         Como paella.       I eat paella.         Escribo SMS.       I write texts.         Salgo con mi familial.       I go out with family.			primero luego más tarde después también además pero	firstly then later afterwards also furthermore but	ya que puesto que incluso si el primer d el último di otro día por la mañ	e ía (on) ía (on) iana	as/since since even if/although the first day the last day another day in the morning	
Infinitive form	descansar – montar – nad beber – comer escribir – salir	ar – sacar – tomar – visitar		sin embargo	however	por la tard	e	in the afternoon	

# 11. ¿Te gustaría salir conmigo? – Would you like to go out with me?

	ir a la bolera/a la piscina? to go to the bowling alley/swimming pool?					
	ir al centro commercial/al parque/al cine? to go to the shopping centre/park/cinema?					
¿Quieres Do you want	ir al museo/al restaurante/ al polideportivo? to go to the museum/restaurant/sport centre?					
¿Te gustaría Would you like	ir de compras/hacer las compras? to go shopping?					
	jugar al fútbol/baloncesto/balonmano? play football/basketball/handball?					
	ver una película/un partido de fútbol? watch a movie/a football match?					

12. ¿Dónde quedamos? - Where do we meet up?						
	en mi casa/en tu casa – at my house/at your house					
	al lado del estadio/de la plaza next to the stadium/the square					
Quedamos We meet	delante del museo/de la bolera in front of the museum/the bowling alley					
	detrás del cine/de la piscina behind the cinema/the swimming pool					
	enfrente del parquet – opposite the park					

13. ¿Por qué no puedes salir? - Why can't you go out?							
		hacer mis deberes – do my homework					
	tengo que I have to	ordenar mi dormitorio – tidy up my room					
Lo siento, no		pasear al perro – walk the dog					
puedo porque		lavarme el pelo – wash my hair					
l am sorry,		salir con mis padres – go out with my parents					
because		cuidar a mi hermano – look after my brother					
	no tengo dinero – I do not have money						
	no tengo tiempo – I do not have time						

#### 14. ¿Te gustaría ir de compras? - Would you like to go shopping?

		un vestido – a dre un traje – a suit un jersey – a jump un sombrero – a h un cintúron – a be	ss er at elt	blanco - white negro - black amarillo - yellow naranja - orange verde - green azul - blue marrón - brown
Me gustaría I would like	comprar to buy probar to try	una falda – a skirt una camisa – a sh una camiseta – a una chaqueta – c una corbata – a ti	irt t-shirt 1 blazer ie	blanca - white negra - black amarilla - yellow naranja - orange verde - green azul - blue marrón - brown
Quiero I want		unos pantalones unos vaqueros	some trousers some jeans	blancos - white negros - black amarillos - yellow naranjas - orange verdes - green azules - blue marrones - brown
		unas zapatillas unas botas	some shoes some boots	blancas - white negras - black amarillas - yellow naranjas - orange verdes - green azules - blue marrones - brown

15. ¿Cuánto cuesta? - How much is it?							
żCuánto – how much		El vestido rojo? The red dress?					
El vestido rojo The red dress	Cuesta - costs	diez – 10 quince – 15 veinete – 20 trenta - 30	euros – euros				



N

5

Scapular

**Phalanges** 

Ribs

Pulvis

**Carpels** 

Metacarpals

0

P

0 R

**KS3 - PE** 

**PE** 1 of 5

	Identify three immediate effects of exercise.         • Sweating         • Red face         • Increased body temperature         • Increased heart rate         • Increased breathing rate		Identify three negative influences on health.         • Lack of exercise         • Unhealthy diet/too much fatty food         • Lack of regular sleep         • Lack of positive friendship groups         • Lack of exercise	
3A				
	Identify three short-term effects of exercise.			
3B	<ul> <li>Fatigue</li> <li>Muscle soreness (DOMS)</li> <li>Dizziness</li> <li>Nausea</li> </ul>		Identify three types of substance abuse.      Alcohol     Drugs	
	Identify three long-term effects of exercise.		Smoking cigarettes	
3C	Lower resting heart rate     Weight loss     Increased muscle mass     Increased strength and cardiovascular endurance  Define health.      A state of complete physical, mental, and social well-being		Identify the negative effects alcohol can have on a person's health.	
			Dehydration	
3D			Memory loss     Liver damage	
			Identify the negative effects drugs can have on a person's health	
	Define fitness.			
3E	• The ability to meet the demands of your environment	31	<ul><li>Feeling paranoid</li><li>Poor judgment</li></ul>	
	Identify three positive influences on health.		Heart problems	
3F	<ul> <li>Regular exercise</li> <li>Healthy diet</li> </ul>		Identify the negative effects smoking cigarettes can have on a person's health.	
	<ul><li>Regular sleep</li><li>Positive friendship groups</li><li>High quality education</li></ul>		<ul><li>Lung cancer</li><li>Increased blood pressure</li><li>Poor circulation</li></ul>	

- a. Agility
- b. Balance
- c. Cardiovascular endurance
- d. Coordination
- e. Flexibility
- f. Muscular endurance
- g. Power
- h. Reaction time
- i. Maximal strength
- j. Static strength
- k. Speed
- **4A** a. The ability to move and change direction quickly with control.
  - b. Maintaining the centre of mass over the base of support.
  - c. The ability of the heart and lungs to supply oxygen to the working muscles.
  - d. The ability to use two or more parts of the body together with control.
  - e. The range of movement possible at a joint.
  - f. The ability of a muscle or muscles to repeat contractions without fatigue.
  - g. Maximum strength x maximum speed.
  - h. The time taken to respond to a stimulus.
  - i. The largest force possible in single contraction.
  - j. The amount of strength applied to an immovable object.
  - k. The maximum rate at which you can perform a movement or cover a distance.

# Identify a sporting example for the following fitness components:

- a. Agility
- b. Balance
- c. Cardiovascular endurance
- d. Coordination
- e. Flexibility
- f. Muscular endurance
- g. Power
- h. Reaction time
- i. Maximal strength
- j. Static strength
- k. Speed
- **4**B
- a. When marking an opponent in netball.
- b. When performing a handstand in gymnastics.
- c. When running at the end of a marathon.
- d. When moving the arms and legs to serve a ball in tennis.
- e. When stretching out wide to catch a ball in cricket.
- f. When repeatedly punching an opponent in boxing.
- g. When jumping for a rebound in basketball.
- h. When returning a smash in badminton.
- i. When throwing a shot putt in athletics.
- j. When holding a handstand in gymnastics.
- k. When moving the legs quickly in the 100m.

5.4	Define aerobic.		Identify the fitness components developed through aerobic exercise.	
JA	• With oxygen	51	Cardiovascular endurance	
50	Define anaerobic.         • Without oxygen		Identify the fitness components developed through anaerobic exercise.	
DD			Power and speed	
	Identify the equation for aerobic respiration.		Identify how an athlete would calculate their maximum heart rate (MHR)?	
50	• Glucose + Oxygen = Energy + CO <sub>2</sub> + Water	лс	• MHR = 220 – age	
	Identify the equation for anaerobic respiration.		Define heart rate.	
50	• Glucose = Energy + Lactic Acid	51	• The number of times the heart beats per minute	
	Describe aerobic exercise.	544	Define stroke volume.	
5E	Describe aerobic exercise.         • Long duration and low intensity exercise	5M	<ul> <li>Define stroke volume.</li> <li>The volume of blood pumped from the left side of the heart per beat</li> </ul>	
5E	Describe aerobic exercise.         • Long duration and low intensity exercise         Describe anaerobic exercise.	5M	Define stroke volume.         • The volume of blood pumped from the left side of the heart per beat         Define cardiac output.	
5E 5F	Describe aerobic exercise.         • Long duration and low intensity exercise         Describe anaerobic exercise.         • Short duration and high intensity exercise	5M 5N	Define stroke volume.         • The volume of blood pumped from the left side of the heart per beat         Define cardiac output.         • Heart rate x stroke volume	
5E 5F	Describe aerobic exercise.         • Long duration and low intensity exercise         Describe anaerobic exercise.         • Short duration and high intensity exercise         Identify examples of an aerobic sporting activity.	5M 5N	Define stroke volume.         • The volume of blood pumped from the left side of the heart per beat         Define cardiac output.         • Heart rate x stroke volume         Define anticipatory rise.	
5E 5F 5G	Describe aerobic exercise.         • Long duration and low intensity exercise         Describe anaerobic exercise.         • Short duration and high intensity exercise         Identify examples of an aerobic sporting activity.         • A marathon         • Long-distance cycling	5M 5N 5O	Define stroke volume.         • The volume of blood pumped from the left side of the heart per beat         Define cardiac output.         • Heart rate x stroke volume         Define anticipatory rise.         • The slight increase in heart rate ahead of starting exercise	
5E 5F 5G	Describe aerobic exercise.         • Long duration and low intensity exercise         Describe anaerobic exercise.         • Short duration and high intensity exercise         Identify examples of an aerobic sporting activity.         • A marathon         • Long-distance cycling         Identify examples of an anaerobic sporting activity.	5M 5N 50	Define stroke volume.         • The volume of blood pumped from the left side of the heart per beat         Define cardiac output.         • Heart rate x stroke volume         Define anticipatory rise.         • The slight increase in heart rate ahead of starting exercise         Identify the aerobic and anaerobic training zones.	

		Identify the seven nutrients which make up a healthy balanced diet. • Carbohydrates • Fats • Protein • Fibre			Identify consequences of a sedentary lifestyle.	
6A	6A			6E	<ul> <li>Weight gain/obesity</li> <li>Heart problems (e.g., hypertension)</li> <li>Diabetes</li> <li>Low self-esteem</li> </ul>	
		<ul> <li>Vitamins</li> <li>Minerals</li> <li>Water</li> </ul>		6F	Define obesity.	
					A person with a large fail content (BMI >30)	
		Identify the main benefit of each nutrient listed in Q8.40.			Identify causes of obesity.	
	6B	<ul> <li>Carbohydrates = body's main energy source</li> <li>Fats = body's secondary energy source</li> <li>Protein = muscle growth and repair</li> <li>Fibre = supports digestive system</li> <li>Vitamins = supports immune system</li> <li>Minerals = helps maintain strong bones</li> <li>Water = helps maintain hydration</li> </ul>		6G	High calorie consumption combined with minimal physical activity	
					Identify physical, mental and social effects of obesity.	
				6Н	Physical effects: cancer, heart disease, diabetes     Mental effects: depression, loss of confidence     Social effects: inability to socialise	
		Identify examples of each nutrient listed in Q8.40.         • Carbohydrates = pasta, rice, potatoes         • Fats = red meat, cheese, nuts         • Protein = chicken, fish, eggs         • Fibre = brown bread, cereal, porridge         • Vitamins = fruit and vegetables         • Minerals = milk (calcium)         • Water = water			Define dehydration.	
				61	The harmful reduction of water in the body	
	6C				Identify causes of dehydration.	
				01	<ul><li>Not drinking enough fluids</li><li>Over-exercising</li></ul>	
		Dofine sedentary lifestyle			Identify three effects of dehydration.	
	6D			6K	Blood thickens	
		A person's choice to engage in little physical activity			Increased heart rate     Fatigue	






