

Autumn Term 2022-2023



Name:	
Tutor Group:	
Tutor & Room:	

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Oliver Twist by Charles Dickens (1837)

	Key Vocab					
1.		Social Inequality – An unfair divide between upper and lower classes.				
2.		Justice – Fair punishment for your actions.				
3.		Morality – A sense of what is right and wrong.				
4.		Orphan – A child who does not he	ave any parents.			
5.		Criminality – Behaviour or actions	that are forbidden by law.			
Whe	n?	Key Idea and Theme	Key Quotes			
C1.5	,	Oliver is established as a victim of social inequality.	"He might have been the child of a nobleman or beggar." "The orphan of a workhouse." "Oliver was the victim of treachery and deception."			
CI-5	6.	The contrast between poverty and wealth is highlighted.	"A pale thin child." Oliver: "Please sir, I want some more." "Oliver tore the bits asunder with all the ferocity of famine."			
		Hope is highlighted through Oliver's change in circumstances.	"For many months he had continued meekly to submit to the domination and ill-treatment of Noah Claypole." "London was the very place for a homeless boy, who must die in the streets unless someone helped him."			
C6-8	7.	Oliver's move to London and meeting with the Artful Dodger highlights opportunity for change.	"He felt frightened at first, for the wind moaned dismally over the empty fields." "Drunken men and women were positively wallowing in filth." "The walls were perfectly black with age and dirt."			
C9 11	0	Oliver is exposed to the criminality of Fagin and his gang.	"Oliver thought the old gentleman must be a decided miser to live in such a dirty place." "Oliver was rendered anxious by the stern morality of the old gentleman's [Fagin] character." "The old gentleman [Brownlow] was a very respectable looking personage."			
C9-11	0.	Oliver has his first experience of the moral justice system and corruption.	"He stood for a moment, his blood tingling from terror." "Confused and frightened." "He would deal as leniently with him as justice would allow."			
C12-16	9.	Oliver's situation temporarily changes for the better as he is taken in by Mr Brownlow.	"Gradually, he fell into a deep tranquil sleep." "Oliver opened his eyes and felt cheerful and happy."			
C12-16	У.	Sikes is established as a morally corrupt and evil character.	"The man who growled out these words was a stoutly built fellow." Sikes : "That's very likely", returned Sikes with a malicious grin."			

Oliver Twist by Charles Dickens (1837)

When?		Key Idea and Theme	Key Quotes	
C17-22	10.	Oliver demonstrates a sense of morality but is powerless to stop his involvement in criminal activity.	"Oliver sat huddled in a corner of the cart, bewildered with alarm and apprehension." "He was about to throw himself on the ground and make a struggle for his young life." "Sikes commanded him to be silent." "Oliver, mad with grief and terror, saw that housebreaking and robbery were the objects of the expedition."	
C23-28	11.	The character of Monks shows foreshadowing of Oliver's identity.	Monks: "Throttle the girl! Said Monks impatiently." Monks: "I'll swear I saw it! Replied Monks, trembling."	
C29-32 12.		Rose Maylie's character highlights the importance of innate character vs environmental influences.	"But at so early an age!" "Think that he may never have known a mother's love, or the comfort of a home." "III-usage and blows, or the want of bread, may have driven him to herd with men who have forced him to guilt."	
		Clear distinctions are made between the working and middle classes.	"He shall be left to his fate." "All the doubts that will be cast upon him."	
C33-37	13.	Rose demonstrates her awareness of respectable society to assume the worst about individuals of low social standing.	"He was still the same gentle, attached, affectionate creature." "He was dependent for every slight attention and comfort on those who tended him."	
		The importance of love and family values is reinforced.	"The lady fell upon her knees and tried to fold her hands togethershe sank into the friendly arms which were extended to receive her."	
C38-41	14.	Nancy's honourable act directly contradicts Victorian stereotypes of the poor as fundamentally immoral.	Nancy: "Isn't there anybody here that will see a simple message, carried for a poor wretch like me?" Nancy: "If you knew what I am sometimes, you would pity me indeed." Nancy: "The truth, lady, though it comes from my lips."	
C42-48	15.	Fagin continues to manipulate by using his power in a corrupt way.	Fagin: "You are as safe here as you could be.""Observed Fagin pretending to ruminate."Fagin: "The gallows my dear is an ugly finger-post."	
		Bill Sikes demonstrates paranoia and remorse for his actions.	"A vision came before him, more terrible than from which he had escaped." "Those widely staring eyes, so lustreless and so glassy."	
C49-53	16.	Justice is served as Fagin and Sikes are punished for their corrupt actions.	"There was a sudden jerk, and there he hung, with the open knife clutched in his hand."	

A Midsummer Night's Dream (1600) by William Shakespeare

Key Vocab				
1.		Comedy – a play characterized by its humorous depiction of amusing people or incidents.		
2.		Chaos – a confusing situation where there is no order.		
3.		Jealousy – feeling or showing	sadness or anger because you do not have something that somebody else has.	
4.		Patriarchy – the idea that soci	ety is ruled by men.	
5.		Unrequited – something that is	not returned (especially love).	
When	?	Key Idea and Theme	Key Quotes	
		Egeus and Theseus are established as a character who upholds the patriarchy.	 1.1 Theseus (to Hippolyta) - "I wooed thee with my sword and won thy love doing thee injuries." 1.1 Theseus (to Hermia) - "Be advised, fair maid: to you your father should be as a god." 1.1 Theseus (to Hermia) - "If you yield not to your father's choice, you can endure the livery of a nun." 	
Act 1	6.	The complex nature of romantic relationships between the characters is established.	 1.1 Hermia (to Lysander) - "O, hell! to choose love by another's eyes." 1.1 Hermia (to Lysander) - "If then true lovers have been ever crossed, It stands as an edict in destiny." 1.1 Lysander (to Hermia) - "The course of true love never did run smooth." 	
		The rude mechanicals are established as comedic characters.	1.2 Bottom (to Quince) - "An I may hide my face, let me play Thisbe too." 1.2 Bottom (to Quince) - "I will roar, that I will do any man's heart good to hear me."	
		Puck is introduced as a character who creates chaos and confusion.	 2.1 Fairy (to Puck) - "I do wonder everywhere swifter than the moon's and I serve the fairy queen." 2.1 Oberon (to Puck) - "Fetch me that flower the juice of it will make or man or woman madly dote upon the next live creature that it sees." 2.2 Puck - "Weeds of Athens he doth wear this is he, my master said." 	
Act 2	7.	Jealousy is established between key characters as a catalyst for action.	 2.1 Oberon (to Titania) - "How canst thou thus for shame, Titania, glance at my credit with Hippolyta, knowing I know thy love to Theseus" 2.1 Helena (to Demetrius) - "I am your spaniel; and, Demetrius, The more you beat me, I will fawn on you." 2.2 Helena - "Oh, that a lady of one man refused should of another therefore be abused" 2.2 Helena - "What wicked and dissembling glass of mine made me compare with Hermia's sphery or "Particular the sphere" 	

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A Midsummer Night's Dream (1600) by William Shakespeare

When?		Key Idea and Theme	Key Quotes	
		The comedic nature of Titania and Bottom's relationship is revealed.	 3.1 Titania (to Bottom) - "Thou art wise as thou art beautiful" 3.1 Bottom (to Titania) - "Reason and love keep little company together nowadays" 3.1 Titania - "What angel wakes me from my flowery bed?" 	
	8		3.2 Oberon (to Puck) - "What hast thou done? Thou hast mistaken quite, And laid the love juice on some truelove's sight."	
ACIS	0.	Shakaanaara procenta tha	3.2 Puck (to Oberon) - "Jack shall have Jill. Nought shall go ill."	
		climax of the confusion	3.2 Demetrius (to Helena) - "O Helena, goddess, nymph, perfect, divine!"	
		and reinforces comedic conventions.	3.2 Helena (to Lysander) - "Your vows to her and me, put in two scales, will even weigh, and both as light as tales."	
			3.2 Helena (to Hermia) - "Have you conspired, have you with these contrived to bait me with this foul derision?"	
			3.2 Lysander (to Demetrius) - "If thou say so, withdraw and prove it too."	
		The chaos and confusion is resolved.	4.1 Titania (to Oberon) - "My Oberon, what visions have I seen! Me thought I was enamoured of an ass."	
			4.1 Oberon - "Now I have the boy, I will undo this hateful imperfection of her eyes"	
			4.1 Bottom - "I have had a most rare vision"	
Act 4	9.		4.1 Theseus - "How comes this gentle concord in the world that hatred is so far from jealousy to sleep by hate and fear no enmity?"	
			4.1 Demetrius - "But as in health, come to my natural taste, now I do wish it, love it, long for it, and will for evermore be true to it."	
			4.1 Bottom - "Masters, I am to discourse wonders—but ask me not what, for if I tell"	
Act 5 and Epilogue	10.	Order is restored through the resolution of the text.	5.1 Hippolyta (to Theseus) - "But all the story of the night told over, and all their minds transfigured so together, more witnesseth than fancy's images and grows to something of great constancy." Epilogue Puck - "If we shadows have offended, think but this, and all is mended."	
10			Epilogue Puck - "Give me your hands if we be friends, and Robin shall restore amends.''	

Blood Brothers (1981) by Willy Russell

	Key Vocab				
1.		Fate and Superstition – The development of events outside a person's control, regarded as predetermined by a supernatural power.			
2.		Class Division and Money – Inequality between classes.			
3.		Nature vs Nurture – What we inherit vs what we learn fr	om our environment and society.		
4.		Violence – Behaviour designed to harm others.			
5.		Family and Loyalty – Valuing the values and beliefs of y	your family.		
Wher	ו?	Key Idea and Theme	Key Quotes		
		Ideas about family loyalty are established by the writer from the start of the play. We are also introduced to fate as the writer foreshadows ideas about the brothers.	Mrs Johnstone's husband: "Came on with the chat." Mrs Johnstone's husband about Mrs Johnstone: "Eyes were deep blue pools." Describing the twins: "Like each other as two new pins." Mrs Johnstone's wedding guests about Mrs Johnstone: "Lovelier than Marilyn Monroe."		
Act 1	6.	The writer reinforces ideas about family and introduces the themes of nature vs nurture. Class division is also apparent when the situations of the families are seen as very different.	Mrs Lyons quoting Mr Lyons: "He wanted his own son, not someone else's." Mrs Lyons: "I believe that an adopted child can become one's own." Mrs Lyons about her imaginary son: "I've dreamed of all the places I would take him." Mr Lyons about Mrs Lyons: "The house is your domain." Mrs Lyons about Mrs Johnstone: "You gave your baby away."		
Act 1	7.	The class divide within society is highlighted further as Mrs Johnstone is seen as an unfit mother by the rest of society.	Mrs Johnstone: "I'm not superstitious." The Welfare about Mrs Johnstone: "Incapable of controlling the kids I've already got." Mrs Johnstone: "I've been tryin' to get out for years." Mickey about Mrs Johnstone: "I haven't seen you happy like this for ages."		
		Clear divides as a result of money and nurture are present. The two brothers are clearly on very different paths and each is aware of their fate.	Mickey about Eddie: "Knew every word in the dictionary." Eddie about Mickey: "I wish that I could be like, kick a ball and climb a tree like, run around with dirty knees like my friend."		
		The class divide and ideas about money are further reinforced as the brothers grow up. The writer comments on a society in which poverty and lack of choice for the working classes can lead to negative consequences.	Narrator: "Talk of Oxbridge" Eddie to Mickey: "Why, why is a job so important?" Mickey to Eddie: "In your shoes I'd be the same, I'd still be able to be a kid. But I'm not in your shoes." Sammy: "Listen, it's not a toy, y'know We're not playing games." Mickey to Linda: "That's why I take them. So I can be invisible."		
Act 2	8.	The writer presents Linda as a character who is just as trapped by her own upbringing and circumstances as the others – defined in her role as a working-class housewife.	Linda to Mickey: "I don't care who knows, I just love you. I love you!" Eddie: "I know, but I still can't tell you. It's just a secret, everybody has secrets, don't you have secrets?" Mrs Lyons to Mrs Johnstone: "I curse the day I met you [] I curse you. Witch!" Narrator: "And only if the three of them could stay like that for ever."		
		The final realisation that Mickey has not necessarily chosen his path in life – one's fate is essentially determined by the class you are born into and the attitudes of society.	Narrator: "You know the devil's got your number, You know he's right beside you." Mickey: "I could have beenI could have been him!" Narrator: "And do we blame superstition on what has come to pass? Or could it be what we English have come to know as class?"		

Fractions are my friends!				
Equivalent fractions Do it to the top	Do it to the bottom	+824 +832	$ \begin{array}{c} \frac{24}{1} \\ \frac{1}{2} \\ \frac{1}{4} \\ \frac{1}{8} \\ \frac{1}{8} \\ \frac{1}{6} \\ \frac{1}{8} \\ \frac{1}{8}$	
Simplifying fractions	Find the HCF	$=\frac{3}{4}$	HCF = 8	
Adding and subtracting fractions	Find the LCM	7 + 12 + 12 + 12 + 12 + 12 + 12 + 12 + 1	2123年 1224日 1215 1215 1215 1215 1215 1215 1215 121	
Comparing fractions	Find the LCM	(shich) 45 24 30	is bigger or <u>5</u> ? ur é 30 Bigger	
The line means	Divide	<u>3</u> =	: 3÷8	
The number at the top	Goes in the bus stop	=	. 8 3.000 - 0.375	

Order of Operations			
B I DM AS	Brackets Indices Division, Muttiplication Addition, Subtraction	10 - (5 - 2) + 181 10 - 5 + 181 10 - 3 + 9	
One step at a time	Copy it down	same level of importance, read from left toright 7 + 9 =	

Basic Rule of Algebra			
Collecting like terms The term includes	The sign before	20 + 36 - 4C	

Expanding and Factorising			
Expanding Multiply the outside	By every term inside	2(x + 5) x + 10	
Factorising	Put in brackets	Factorise $6xy^2 - 9x^2y - 12xy$	
What do we look for?	Common Factors	3x y(2y-3x -4)	

Expressions and Substitution					
Substitution	Replace with brackets	a = 5 and b = -2. Calculate 6a - 3b 6(5) - 3(-2) = 30 +6 = 36			

Angles						
Angles in a triangle	Add up to 180°	a+b+c=180°				
Angles in a quadrilateral	Add up to 360°	$\frac{1}{2}$				
Angles on a straight line	Add up to 180°	a+b= 180°				
Opposite angles	ln a parallelogram are equal					
Vertically opposite	Angles are equal	a=b				

Polygons					
Triangle	3 Sides	\square			
Square	4 sides				
Pentagon	5 sides				
Hexagon	6 sides				
Heptagon	7 sides				
Octagon	8 sides				
Nonagon	9 sides				
Decagon	10 sides				

Coordinates				
X axis	Horizontal>	47 (1.2)		
Y axis	Vertical	3 ×		
Coordinates	X then Y (x, y)	(-3,1) (-2,0)		
Start at the	Origin (0,0)	4 -3 -2 -10 1 2 3 -1 ×		
Go along the	X axis $- \leftrightarrow +$	-2 (1,-1)		
Up or down the	Y axis			

Lines of Symmetry in Regular Polygons				
Regular polygon, lines of symmetry	Same as the number of sides			
Square	4 lines of symmetry			
Equilateral Triangle	3 lines of symmetry			
Regular Pentagon	5 lines of symmetry			
Regular Hexagon	6 lines of symmetry			

Rotational Symmetry				
Rotational symmetry	How many times it fits on itself in a single turn	Rotational symmetry of order 2		

Averages						
		Calculate the mean for the following data set 8, 1, 9, 3, 4				
Mean	Fair average	8 + 1 + 9 + 3 + 4 = 25				
		$25 \div 5 = 5$				
		Mean = S				

Billion (1,000,000,000)	Hundred Million (100,000,000)	Ten Million (10,000,000) Million (1,000,000)	Hundred Thousand (100,000)	Ten Thousand (10,000)	Thousand (1,000)	Hundred (100)	Ten (10)	Units (1)	Tenths (0.1)	Hundre (0.0	dths The	ousandths (0.001)		
	Place \	/alue		Addit	ion and Su	ubtractio	on		Squ	ares	Squ	Jare		
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First comma	Thousands	1,206,000		Sum	Add	8	+3		22	1	√I √ 4	2		
Second	Millions	1				0	- 2		32	9	 √9	3		
comma		million two hundred and six thousand	Diffe	erence	Subfract	0	- 3		4 ²	16	√16	4		
			{			Circle the i	integers be	low:	5 ²	25	√25	5		
scending	Smallest to	Write in descending order 4.403, 4.3, 4.33, 4.03	In	teger	Whole number	-5.2, 1/4		56	62	36	√36	6		
	biggesi	U T H TH							7 ²	49	√ 49	7		
escending	Biggest to	4.4 0 3	Odd	ends in	1, 3, 5, 7, 9	Write the la	argest even ing:		8 ²	64	√64	8		
g	smallest	4.3 3 0 holders				2, 3	3 and 7		9 ²	81	√81	9		
	4 • 3 0 0	4 · 3 0 · 0		J - largest	rgest	10 ²	100	√100	10					
e decimal point	Never moves	decimal	Even	ends in	2, 4, 6, 8, or 0	73/	ith even		11 ²	121	√ 121	11		
·		point							12 ²	144	√144	12		
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rocodile	bigger number	number			2	$2.6 \times 176 =$ 2 • 6			15 ²	225	√225	15		
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Po	unding an	d Estimation	deci	mals		1 3/	G Add d	ctimal	13	1	³ √1	1		
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ounding	Find the	-			Porimet	or —			4 ³	64	³ √ 64	4		
Ū	aeciaer	1			renmen	er	0. 1		5 ³	125	³√ 125	5		
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		Tedecider		1	The distance	5			7 ³	343	³√ 343	7		
nd then	Is it strong or	Is it strong or	ng or Perimeter is around a 2D		11		8 ³	512	³√ 512	8				
	weak				siupe	0 5 . 5	- 9 + º		9 ³	729	³√ 729	9		
						1=5+5			10 ³	1000	³ √1000	10		

Factors, Multiples, Primes Area Area Factors of 2: Factors of 6: Have Prime The space inside exactly two Area is 1,2 16 numbers a 2D shape factors 2,3 Factors of a Go into a > number A-bxh number number A=7X7 MULTIPLES FACTORS 12,24,36,48 ... Length × Width 12 A = Area of a OR 2 6 **Multiples of** Are the time rectangle Base x Height a number 3 stables 4 A-bxh 5 What is the HCF of 12 and 30? A = 12 × 5 12 30 12 A = 30 List the perpendicular **Highest** factors, 2 115 6 height common circle the 3 Base × 10 highest in Perpendicular = bxph factor Area of a 6 5 both Height triangle A = 8 × 6 base HCF=6 2 A = What is the LCM of 2 and 5? perpendicular height 5 🕡 15, 20, 25, 30 ... 2, 4, 6, 8, 🔟, 12 ... List the times Lowest tables, circle Base × common Area of a the lowest in Perpendicular A = bxph multiple parallelogram both Height A = 14 × 9 LCM = 10base > 14 A =

Unit 1: Particles

1	What is a particle?	An incredibly tiny part of matter	
2	What is an atom?	A type of particle	
3	What are the three states of matter?	Solids, liquids, gases	
4	Draw a particle model for a solid	Should be at least nine particles, all same size, in ordered rows	
5	Draw a particle model for a liquid	Should be at least nine particles, all same size, touching but not in an order	
6	Draw a particle model for a gas	Should be at least three particles, all same size, not touching	
7	What holds the particles in a solid together?	Strong forces of attraction	
8	How do the particles in a solid move?	They vibrate around a point in space	
9	Which state of matter can be compressed?	Gas	
10	Why can't we compress solids and liquids?	Not enough space between the particles	
11	Which states of matter can flow?	Liquids and gases	
12	Why can't solids flow?	The force of attraction between particles is too strong	
13	What is an area of high concentration?	Where there are lots of particles	
14	What is an area of low concentration?	Where there are few particles	
15	What is diffusion?	The movement of particles from an area of high concentration to an area of low concentration	
16	What is kinetic theory?	That all particles are moving	
17	Why is diffusion in solids very slow?	Because the particles don't move much	
18	Why is diffusion in gases quick?	Because the particles are free to move	
19	In which state of matter do the particles have the most energy?	Gases	
20	How does increasing the temperature affect diffusion?	Speeds it up	
21	Why is diffusion quicker in hotter substances?	Particles have more energy and move faster	
22	What is a change of state?	When a substance goes from one state to another	
23	What is the name for the process of solids turning to liquids?	Melting	
24	What is the name for the process of liquids turning to gases?	Boiling (or evaporation)	
25	What is the name for the process of gases turning to liquids?	Condensing	
26	What is the name for the process of liquids turning to solids?	Freezing	
27	What is the name for the process of solids turning to gases?	Sublimation	

Unit 1: Particles

28	What happens to the size of an object when it is heated?	Increases
29	What is a melting point?	Temperature at which melting occurs
30	What is a boiling point?	Temperature at which boiling occurs
31	What is gas pressure?	The force caused by gas particles colliding with a container
32	In what three ways can you increase gas pressure?	Add more particles or make the container smaller or increase the temperature
33	Why does increasing temperature increase pressure?	Particles move faster so collide with the container more frequently
34	What is dissolving?	When a solute and a solvent form a solution
35	What is a solute?	The solid substance which dissolves
36	What is the solvent?	The liquid which the solute dissolves into
37	What is a solution?	The mixture containing the solvent and the solute
38	What is the conservation of mass?	That particles cannot be created or destroyed
39	What happens to the mass of a solvent when a solute is added?	It increases
40	What is a pure substance?	A substance with only one type of thing in it
41	What is a mixture?	When two or more substances are together but not chemically bonded
42	What is a separation technique?	A way of separating a mixture
43	What type of mixture can be separated by filtering?	Insoluble solid + liquid
44	What type of mixture can be separated by using a magnet?	One with a magnetic and a non-magnetic substance
45	What type of mixture can be separated by evaporation?	Dissolved solute + solvent
46	What type of mixture can be separated by distillation?	Two different liquids
47	What can we use paper chromatography for?	Separating colours in ink
48	In paper chromatography what is the stationary phase?	The paper
49	In paper chromatography what is the mobile phase?	Usually water
50	What is solubility?	How easily a solute dissolves
51	What is a saturated solution?	One in which more solute cannot dissolve
52	What is the effect of increasing the temperature on solubility?	Increases it
53	Why does increasing temperature increase solubility?	Particles have more energy so easier to break apart from each other

Science 3 of 10

Unit 2: How Science Works Introduction

1	What are the three types of variable?	Dependent, independent, controlled
2	What is the dependent variable?	The thing you measure
3	What is the independent variable?	The thing you change
4	What is a controlled variable?	Something that is kept the same
5	What is a fair test?	An experiment where all variables are controlled other than the independent one
6	Why are fair tests important?	So you know why your dependent variable is changing

	Unit 3: Cells				
1	Name the parts of a microscope	Eye piece, objective lens, stage, lamp, focusing knob			
2	What does focus mean?	Making an image sharp enough to be viewed			
3	How do you focus an image using microscope?	By turning the focusing knob			
4	How do you record an image from a microscope?	Draw what can be seen through the eyepiece			
5	What does Magnification mean?	Increasing the size of an image			
6	How do you work out a microscope's total magnification?	Eyepiece magnification x objective magnification			
7	What is the "actual size" of an object?	How bit it really is			
8	What is the "image size" of an object?	How big it looks to you			
9	How do you work out the image size of an object?	Magnification x actual size			
10	What is an organism?	A living thing			
11	What is a cell?	Cells are the basic building blocks of all living organisms			
12	What is an organelle?	A small part of the cell			
13	What is the function of the nucleus?	Controls the activities of the cell			
14	What is the function of the cell membrane?	Controls what enters and leaves the cell			
15	What is the function of the cytoplasm?	Where the chemical reactions take place			
16	What is the function of the mitochondria?	Where respiration takes place			
17	What is respiration?	How energy is released from glucose			
18	What is the function of the ribosomes?	Where protein synthesis takes place			
19	What is the function of the cell wall?	It strengthens the cell			



20	What is the function of the permanent vacuole?	It keeps the cell rigid
21	What is the function of the chloroplasts?	Where photosynthesis takes place
22	What is photosynthesis?	How plants use light to make glucose
23	What are the key structural differences between an animal cell and a plant cell?	Plant has cell wall, chloroplast and vacuole, which the animal cell does not
24	What is a unicellular organism?	A living thing with only one cell
25	Give an example of a unicellular organism	Bacteria (or protozoa, euglena, unicellular fungi)
26	What is a flagellum and what is its function?	A tail-like structure that allows for movement
27	What is reproduction?	When an organism makes new organisms
28	Through what process do unicellular organisms reproduce?	Binary fission
29	How do cells do binary fission?	Copy their DNA and then divide in two
30	In cells, what three factors affect diffusion?	Concentration gradient, temperature, surface area of cell membrane
31	What is concentration gradient?	The size of the difference in concentration between two areas
32	How does concentration gradient affect rate of diffusion?	The greater the concentration gradient, the greater the rate of diffusion
33	How does temperature affect the rate of diffusion?	Increase temperature, increase rate of diffusion
34	What is the surface area of a cell membrane?	The size of the surface of the cell membrane
35	How does the surface area of cell membrane affect the rate of diffusion?	The greater the surface area of the cell membrane, the greater the rate of diffusion
36	What are the Principles of Organisation of living things?	Cells < Tissues < Organs < Organ Systems
37	What is a 'tissue'?	A tissue is a group of cells with a similar structure and function
38	What is an organ?	Organs are groups of tissues performing specific functions
39	How do organs make up organisms?	Organs are organised into organ systems, which work together to form organisms
40	What is a specialised cell?	A cell which has a specific function (job)
41	Give three examples of specialised cells in animals	Red Blood Cell, Nerve Cell, Muscle Cell
42	Give two examples of specialised cells in plants	Root Hair Cell, Palisade Cell



43	What is the function of a nerve cell?	Transmit (send and receive) electrical signals around the body
44	What are the three key structural features of a Nerve Cell?	Very long, lots of connections, insulation around it
45	How does a nerve cell's insulation support its function?	To help it keep electrical signals travelling quickly
46	How does a nerve cell's length support its function?	Allows electrical signals to be transmitted over long distances
47	How does a nerve cell's many connections support its function?	To transmit signals to lots of other nerve cells
48	What is the function of a muscle cell?	To contract
49	What are the two key structural features of a Muscle Cell?	Lots of mitochondria, connect well with each other
50	How does the amount of mitochondria in a muscle cell support its function?	Many mitochondria for energy release
51	Why is it important muscle cells connect well with each other?	It allows them to work together
52	What is the function of a red blood cell?	Transport oxygen round the body
53	What is surface area?	The size of the surface that is exposed to the surroundings
54	In a cell, what are the effects of large surface area?	Substances can enter and leave the cell more quickly
55	What are the three key structural features of a Red Blood Cell?	Biconcave shape, no nucleus, lots of haemoglobin
56	How does the shape of the Red Blood Cell support its function?	Biconcave shape, maximises surface area
57	How does Haemoglobin support the role of the Red Blood Cell?	Haemoglobin carries oxygen
58	Why does a Red Blood Cell not have a nucleus?	To maximise space for haemoglobin
59	What are the three key structural features of a Root Hair Cell which enable the cell to carry out its specialised function?	Large Surface area, long extension, no chloroplast
60	How does a Root Hair Cell's surface area support its function?	Large surface area means it can absorb substances quickly



61	What feature of a typical plant cell will we NOT find in a Root Hair Cell?	Chloroplasts
62	Why does the Root Hair Cell not contain chloroplasts?	It does not photosynthesise (No light underground)
63	How does the structure of the Root Hair Cell support its function?	Large surface area to absorb water, no chloroplasts as there is no light underground (no photosynthesis)
64	What are the two key structural features of a Palisade Cell which enable the cell to carry out its specialised function?	Lots of chloroplasts, at the top of the leaf
65	Why are Palisade Cells found at the top of the leaf?	So they can absorb as much light as possible (for photosynthesis)
66	Why do Palisade Cells contain many chloroplasts?	To absorb as much light as possible
67	Where in the leaf are palisade cells found?	At the top of the leaf
68	What is digestion?	Breaking down food into small molecules
69	What is the organ system responsible for breaking down food?	The digestive system
70	What happens to the small molecules at the end of digestion?	They are absorbed into the blood
71	Name the organs in the digestive system in the order food passes through them	Mouth, oesophagus, stomach, small intestine, large intestine, anus
72	Where is food digested?	The mouth, the stomach and the small intestine
73	What happens in the small intestine?	Digested food is absorbed into the bloodstream
74	What happens in the large intestine?	Excess water is absorbed (from undigested food)
75	Why does food need to be digested?	So that it can be absorbed
76	Which system is responsible for gases entering and leaving the body?	The respiratory system

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Unit 4: 7PE Energy

1	Name the five main energy stores	Thermal, kinetic, gravitational, chemical, elastic
2	Which energy store is involved in changes in temperature?	Thermal
3	Which energy store is involved in movement?	Kinetic
4	Which energy store is involved in objects being moving up or down?	Gravitational
5	Which energy store is involved in food and batteries?	Chemical
6	Which energy store is involved when objects are stretched or squeezed?	Elastic
7	Name the four energy transfers	Mechanical Work, aves, Heating, Electrical work
8	How is energy transferred when people or machines push or pull objects?	Mechanical Work
9	Name two types of wave energy transfer	Light and Sound
10	How is energy transferred through wires?	Electrical Work
11	How is energy transferred from hot objects to cold objects?	Heating
12	What is the unit and unit symbol for energy?	Joule, J
13	What is power?	How quickly energy is transferred
14	What is the unit and unit symbol for power?	Watt, W
15	What is the equation that relates power, energy and time?	Power x Time = Energy
16	State the law of conservation of energy.	Energy cannot be created or destroyed
17	What are fossil fuels formed from?	Ancient organisms
18	How long does it take for fossil fuels to form?	Millions of years

19	What do we use fossil fuels for?	Energy
20	How do we get energy from fossil fuels?	By burning them
21	Which energy store is involved with fossil fuels?	Chemical store
22	What is the purpose of burning fossil fuels in a power station?	To heat water and turn it to steam
23	Where does the energy generated in a power station go to?	The National Grid
24	Give two advantages of using fossil fuels to generate energy	Readily available, reliable
25	Why are fossil fuels considered reliable?	They always work
26	Give two disadvantages of using fossil fuels to generate energy	Non-renewable, release carbon dioxide
27	What is a renewable energy source?	One which won't run out
28	Why are fossil fuels non-renewable?	They will eventually run out
29	Why is releasing carbon dioxide a problem?	It causes global warming (which causes climate change)
29	Give two advantages of using wind power to generate energy	Renewable, doesn't release carbon dioxide
30	Give two disadvantages of using wind power to generate energy	Unreliable, noisy
31	Why is wind power considered unreliable?	The wind's strength changes
32	What do hydroelectric power plants use to generate energy?	Falling water
33	Give two advantages of using hydroelectric power to generate energy	Renewable, doesn't release carbon dioxide
34	Give two disadvantages of using hydroelectric power to generate energy	Can cause flooding, can damage local habitats

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Unit 5: Forces

35	What is a force?	A push or a pull
36	What is a free-body diagram?	A diagram showing the forces acting on an object
37	What two things do the arrows in a free- body diagram represent?	Size of the force and its direction
38	What is the name of the force when a person pushes or pulls an object	Applied force
39	What is the name of the force produced when solid surfaces rub against each other?	Friction
40	What is the name of the force produced by engines?	Thrust
41	What is the name of the force produced when an object moves through the air?	Air resistance
42	What is the name of the force produced when an object moves through water?	Water resistance
43	What is the name of the force that stops objects sinking on water?	Upthrust
44	What is the name of the force that pulls objects towards Earth?	Weight
45	What is the name of the force that stops objects falling through solid surfaces?	Normal contact force
46	What is the name of the force that stops airplanes falling down through the air?	Lift
47	What is a contact force?	A force which requires objects to be touching
48	Give an example of a contact force	Applied force, friction, thrust, air resistance, water resistance, upthrust, normal contact force, lift
49	What is a non-contact force?	A force which does not require objects to be touching
50	Given an example of a non-contact force	Weight (also: magnetic attraction/ repulsion, electrostatic attraction/ repulsion)
51	What is the unit forces are measured in?	Newtons (N)

53	What piece of equipment do we use to measure forces?	Newton meters
54	What is the unit for speed?	m/s
55	What does 1 m/s mean?	One metre is travelled every second
56	What equation links speed, distance and time?	Speed x Time = Distance
57	What is a distance-time graph?	A graph showing how an object's speed changes over time
58	What does a horizontal line on a distance-time graph mean?	The object is not moving
59	What does a slope on a distance-time graph mean?	The object is moving
60	How do friction, air resistance and water resistance change with speed?	The greater the speed, the greater the friction, air resistance or water resistance
61	What is a resultant force?	The size of the total force acting on an object
62	What happens if the resultant force on an object is 0 N?	The object stays still or keeps going at a constant speed
63	What happens if the resultant force on an object is not 0 N?	The object speeds up or slows down
64	What is pressure?	A measure of how much a force is spread out
65	How does surface area affect pressure?	The greater the surface area, the smaller the pressure
66	How does force affect pressure?	The greater the force, the greater the pressure
67	Which equation links pressure, force and area?	Pressure x Area = Force
68	What is the unit for area?	m ²
69	What is pressure measured in?	Newtons per metre squared (N/m²)
70	What does 1 N/m ² mean?	One newton acts on every metre squared

Unit 6: Reproduction

1	What is sexual reproduction?	The production of new living organisms from two different sexes.
2	What is a gamete?	A sex cell (sperm in males and ova/ egg cells in females)
3	What are the two human gametes?	Sperm (males), ovum (female)
4	What is fertilisation?	When two gametes meet
5	What is the function of the sperm cell?	Swim to the ovum and fertilise it
6	What are the two key adaptations of the sperm cell?	Tail, lots of mitochondria
7	Why do sperm have lots of mitochondria	Release energy for swimming
8	What is the function of the ovum?	Be fertilised and provide nutrients for the embryo to grow
9	What are the two key adaptations of an ovum?	Very big, changeable cell membrane
10	Why is an ovum so big?	Contain lots of nutrients for the embryo
11	Why do ova have changeable cell membrane?	To stop more than one sperm entering it
12	What is a zygote?	The fertilised ova
13	What is DNA?	A chemical that contains instructions for all life processes
14	Where is DNA found?	In the nucleus
15	What are chromosomes?	Strands of DNA bunched up together
16	How many chromosomes do most human cells have?	46 (23 pairs)
17	How many chromosomes do gametes have?	23
18	What is variation?	Differences between living things (of the same species)

19	Where do humans get their first chromosomes from?	Half from the mother, half from the father (23 from each)
20	Why are siblings different if they are from the same parents?	They don't receive the same 23 chromosomes from each parent
21	What is an embryo?	An organism in the early stages of development, up to 8 weeks
22	What is a foetus?	An unborn baby, after 8 weeks from conception
23	What is the function of the ovaries?	To produce ovum (and secrete hormones)
24	What is the function of the oviducts?	Transport the ova from the ovary to the uterus
25	What is the function of the uterus?	To nourish and protect the developing embryo/foetus
26	What is the function of the uterus lining?	Provide an initial site for the embryo to develop
27	Describe the structure of the cervix	A ring of muscle at the lower end of the uterus
28	What is the function of the cervix?	It keeps the foetus in place while the woman is pregnant
29	What is the structure of the vagina?	A muscular tube that leads from the cervix to the outside of the woman's body
30	What is the function of the vagina?	Serves as a passage for the penis and menstrual flow from the uterus
31	What is the function of the testes?	To produce sperm (and secrete hormones)
32	What is the function of the glands?	Produce fluids that protect sperm cells
33	What is the function of the sperm ducts?	To transport sperm from the testes to the penis
34	What is the function of the penis?	To pass urine and sperm (semen)
35	What is the function of the urethra?	Carries urine and sperm (semen) out of the body

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Unit 6: Reproduction

36	What is the umbilical cord?	A tube going from the placenta to a developing foetus
37	What is the placenta?	An organ that connects the mother to the umbilical cord
38	What are the functions of the umbilical cord and placenta?	To pass oxygen and nutrients to the foetus and waste to the mother
39	How many days is a menstrual cycle?	Average of 28 days
40	What happens at the start of the menstrual cycle?	Menstruation
41	What is menstruation?	When the uterus lining starts to break down
42	How long does menstruation last?	Average of five days
43	What happens after menstruation?	Uterus lining starts to grow and thicken
44	Why does the uterus lining grow and thicken?	To provide somewhere for the zygote to develop into an embryo
45	What is ovulation?	When the ovaries release an ovum
46	When does ovulation occur?	Around day 14 of the menstrual cycle
47	What happens if fertilisation does not occur?	The uterus lining starts to break down and the cycle continues

48	In plants, what are the male sex cells?	Pollen
49	In plants, what are the female sex cells?	Ova
40	What are the anthers?	Where pollen is produced (male)
51	Where are plant ova produced?	Ovules
52	What is the stigma?	The part of the flower where pollen is collected (female)
53	What is pollination?	When pollen moves from an anther to a stigma
54	What are the two main types of pollination?	Insect pollination and wind pollination
55	Why do some plants have brightly coloured flowers?	To attract insects
56	What happens after pollination?	Fertilisation and seed growth
57	What is seed dispersal?	How seeds move away from the parent plant
58	How can seed dispersal occur?	By wind, eaten by animals, stuck to the outside of animals

Background

- 1. Geography is the study of the Earth's natural features. It is also about people and places and how they affect one another. (C)
- 2. In Geography maps are important. World maps show the location of the continents and oceans. (A, B, D)
- 3. The UK is made up of 4 countries. (E)
- 4. Maps are made up of different parts, OS maps are the most widely used in the UK and can show the height of the land. (F, G, H)

Railway (train) station A - Continents (7) B - Lines on Global Maps (4) ÷ +Places of worship 1. North America A. Equator ĩ Information point (for help) B Prime Meridian 2. South America 00 Deciduous Trees C. Tropic of Cancer 3. Europe *** D. Tropic of Capricorn Coniferous Trees 4. Africa 5. Asia Youth Hostel C - Types of Geography (3) 6. Oceania Museum Human Studying what people do to the Earth. 7. Antarctica Physical Studying what is naturally occurring on Earth. Sch School PO Post Office D - Oceans(5)

Lo

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4 2	1
1. Arctic Ocean	4. Pacific Ocean
2. Atlantic Ocean	5. Southern Ocean
3. Indian Ocean	·

D - Oceans (4)		
4	3	
1. London, England	2. Cardiff, Wales	
3. Edinburgh,	4. Belfast, Northern Ireland	

F - Parts of a Map (6)

ititude	How far north or south a place is from the equator.
How far east or west a place is from the Prime Meridian.	
scale	A length on the map, in real life.
ltitude	Height above sea level.
ompass	Used to show direction on maps.
stance	How far two places are from one another.

H - Contour Lines (3)			
a. What are they?	Lines that show the height and shape of land.		
b. How do they show steep hills?	Lots of contour lines close together.		
c. How do they show sloping hills?	Contour lines far apart.		

Campsite

View point (good view from here)

G - OS Map Symbols

used in the UK.

Bus station

Ordnance

survev

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The organisation that produces

the maps that are most widely

Development

3.

Background

- 1. Across the world the standard of living and quality of life can be very different.
- 2. Countries therefore have different classifications, based on the quality of life within them. (A)
- 3. How developed a country is can be measured in different ways. (B)
- 4. Development levels can vary within and between countries. There are many reasons why some countries are more developed than others. (C)
- 5. Worldwide, different strategies are used to help improve the quality of life in certain areas of certain countries, examples include aid and Fairtrade. (D, E, F)
- 6. Aid strategies can have much success. (G)

A - Country Classification (3)		
Developed country	hoped Normally has lots of money, many services and a high standard of living.	
Developing country	Often quite poor compared to others, fewer services and a lower standard of living.	
The Brandt line	An imaginary line dividing the world into developed and developing countries.	

C - Factors Influencing Development			
Development How rich or poor a country is cor		mpared with other areas.	
Factors which encourage development (4)		Factors which hinder development (4)	
 A strong and stable government. A large coastline for trade. Availability of natural resources e.g. oil, coal, fertile soil etc. A pleasant climate, ideal for growing crops. 		 Colonialism may have led to resources being exploited from the country. The country is landlocked, making trade difficult. Few natural resources to power industry. A harsh climate, so cannot grow crops reliably. 	

	D - What is aid? (6)	E - Aid - A	Advantages/Disadvantages
Donor	A country that gives aid to another country.		1. People learn new skills e.g. improved
Recipient	A country which receives aid.		independent
Bilateral	International aid given by one country to another.	Advantages (3)	 Can save lives after a natural disaster e.g. supplying clean water, food and medicines.
Nulti-lateral	Aid given by NGOs (Non-Government Organisations) like the Red Cross or Oxfam.		3. Simple technology e.g. water pumps, are easy for the locals to maintain.
Short-term aid	Aid given to support a country following a crisis e.g. after an earthquake.	Diradvantagor	 Countries can become dependent upon aid, causing problems if it is removed
Long-term aid	Aid given over a prolonged period of time to support a country's development e.g. teaching farmers different farming techniques.	(3)	 Corrupt governments can sell the aid on, so it does not reach those in need. The recipient can end up in debt if loans or deals are made.

B - Measuring Development (6)

Gross Domestic Product per capita (GDP per capita)	The total number of goods and services sold by a country, divided by its population.	
Infant mortality The number of babies that die per 1000 before their first birthday.		
Life expectancy	The average age you are expected to live to in a country.	
Literacy rate	The % of people that can read and write.	
People per doctor The number of people to one doc		
Human Development Index	Combines GDP per capita, life expectancy and education.	

F - Fairtrade			
What it is: Trade which involves giving producers in developing countries a fair price for their goods.			
Advantage	s (2)	Disadvantages (2)	
 Farmers receive a fair and decent price. Ensures good working conditions for farmers. 		 Non-Fairtrade farmers may lose out. Sales can often be low as the price of Fairtrade goods can be high. 	

G - Case Słudy: Tree Aid			
Where? In countries along the Sahel across northern Africa e.g. Mali.		oss northern Africa e.g. Mali.	
Features (2)		Success (2)	
 Tree seeds given, so people can develop tree nurseries. Bikes and donkey carts given. 		 Reliable food source e.g. cashew nuts. Money made from the sale of cashew nuts can be used to send children to school. 	

Background

- 1. Rivers affect the landscape and the lives of people who live near them.
- 2. Rivers are found within their own drainage basin and have their own distinct features. (A)
- 3. As a river moves from its source in the upper course, to its mouth in the lower course, its profile changes. (B)
- 4. There are many different river processes which can impact the landscape. (C, D)
- 5. Processes of erosion and deposition can lead to the formation of different river landforms. (E, F, G)
- Flooding is a key feature of rivers, and drainage basin processes play a significant role in this. By altering the drainage basin of a river, we can interfere with these processes. (H)
- 7. There are many famous examples of floods. Today, many strategies have been put in place to manage the flood risk. (I)

A - Drainage Basin Features (6)

Drainage basin	An area of land drained by a river and its tributaries.	
Source	The start of a river.	
Mouth	Where the river enters the sea or lake.	
Tributary	A small river than joins a larger river.	
Confluence	The point at which two or more rivers meet.	
Watershed	The dividing line between two drainage basins.	

B - River Profile (3)	
Upper course	The narrow, steep, upper part of a river, contains waterfalls.
Middle course	The wider, deeper channel, contains meanders and ox-bow lakes.
Lower course	The widest, flattest part of the river, near the mouth, contains the floodplain

C - Types of Erosion (4)		
Hydraulic action The sheer force of the river causing the bed and banks to erode.		
Abrasion Material carried by the river erodes by scraping along the bed and banks.		
Attrition	Eroded material carried by the river, hits into each other breaking down into smaller pieces.	
Solution	The water dissolves certain rocks.	

D - Other River Processes (5)		
River load	The material which the river is transporting.	
Transportation	The movement of material by the river.	
Deposition	When a river loses energy so drops its load.	
Lateral erosion	When erosion moves across the land, causing the bends of meanders to widen.	
Vertical erosion	Erosion which takes place downwards into the land.	

E - Waterfall – Upper Course (2)				
unge pool	A pool which forms at the bottom of a waterfall, undercutting the hard rock above.			
Gorge	A steep-sided valley left behind when a waterfall retreats up stream.			

F - Meander (Bend) – Middle Course (2)		
Slip off slope The sloping bed of a meander, from the inside (shallow) to the outside (deep).		
River cliff	The undercut bank on the outside bend of a meander.	

G - Floodplain (Flat Areas of Land That Flood) – Lower Course (2)

Silt	The fertile, eroded material transported by a river.		
Levees	Banks found at the side of a river in the lower course.		

H - Drainage Basin Processes (6)		
Precipitation	Liquid that falls from the sky e.g. rain, snow, hail.	
Interception	When the leaves of trees stop precipitation reaching the ground.	
Surface run-off	The movement of water over land back into a river.	
Surface storage	Water stored on the surface in lakes or puddles.	
Infiltration	The movement of water from the surface into the soil.	
Through flow	The movement of water through the soil back into the river.	

I - Case Study Example: Boscastle

Where/when?	Cornwall in the south west of the UK, happened in August 2004. A tourist destination.				
Cause (3)		Effect (4)		Response (3)	
 Very heavy rain hour. Steep slopes of 	fall, 89mm in just 1 Bodmin Moor caused	1. 2.	25 businesses ruined, costing £25 million in lost trade. Four bridges destroyed.	1.	Immediate - seven helicopters sent in to rescue people from the roofs of buildings.
 surface run-off. Impermeable ground meant precipitation could not infiltrate. 		3. 4.	Homes damaged costing £500 million to repair. 75 cars washed away.	2. 3.	Long term – river widened and deepened. Long term - bridges made wider.

World of Work

Background

- 1. The world of work can be classified into four different employment sectors. (B)
- 2. Many factors influence the type of employment sector which will be found within a particular country. (C)
- 3. Furthermore, industrial location is influenced by some key factors, which are more important for some industries in comparison to others. **(D)**
- 4. Employment structure within countries varies based upon the level of development. (E)
- 5. However, employment structures are not fixed, just like in the UK they can change overtime. **(F)**
- 6. Tourism is a rapidly growing tertiary industry worldwide. (G)
- 7. Tourism can bring both positive and negative impacts for the host country. **(H)**

A - Classifications of Employment (2)		
Employment	When people are in work, receiving a wage and paying tax.	
Unemployment	When people are not in work, therefore do not receive a wage and do not pay tax.	

B - Di	fferent Em	plovr	ment S	ectors (4

Primary sector	Industries which collect raw materials such as; farming, logging, oil rigging, mining, quarrying etc.
Secondary sector	Industries which manufacture goods into products such as; car manufacturers, food processing plants, toy assembly plants, builders etc.
Tertiary sector	Industries which provide a service such as; teaching, accounting, health care, sales assistants etc.
Quaternary sector	Defined as hi-tech, research and design. They include hardware and software engineers and pharmaceutical companies.

structure (5)		
Imports	Goods brought into a country.	
Exports	Sending goods to another country for sale.	
Industrialisation	When a country begins to move from primary employment to secondary employment, with a rise in manufacturing.	
Mechanisation	When machinery begins to do the jobs which once required humans.	
Disposable income	The money a person has left to spend after they have paid all of their bills.	

C - Influences on employment

D - Factors which influence the location of industry (5)

Natural resources that are used to make things.		
The links which allow goods and workers to be transported in and out of industries.		
Workers, employed people.		
A place where raw materials or goods are sold.		
Industries which are not tied to a location due to natural resources or transport links.		

E - Employment Structure Differences (3)

countries	sector and a moderate tertiary sector.
Emerging countries	They have a large secondary sector, rapidly falling primary sector and growing tertiary sector.
Developed countries	A large tertiary sector, a growing quaternary sector, both secondary and primary employment is low.

F - Employment structure change in developed countries

Falling primary and secondary sector (3)	 Cheaper to import. Mechanisation has taken jobs. Raw materials have been exhausted in certain areas.
Growing	 Disposable income has increased, so a
tertiary	greater demand for services. A large public sector e.g. health and
sector (2)	education, due to a hiah tax revenue.

G - Features of Tourism (3)								
Tourist	A person who is visiting a place for pleasure.							
Positive multiplier effect	The introduction of a new industry in an area also encourages growth in other industrial sectors, leading to further growth.							
Butler model	Shows how tourist resorts go through six stages, from discovery, growth, success, stagnation to rejuvenation or decline.							

H - Tourism in Kenya									
Where?	The Maasai Mara National Reser	ve, in southern Kenya.							
Positi	ve (3):	Negative (4):							
 Tourism provides 11% of Ken The National Reserve is protection. Large infrastructure projects overseas companies e.g. ne 	ya's GDP. ected, saving many animals have been funded by sw road networks.	 Minibuses are driving across the Savannah. Shadows from hot air balloons are scaring the wildlife. Only 2% of the profit stays with the local people, much is lost to tour companies. Animals are being fed by tourists, which is stopping them from hunting, impacting the food chain. 							

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Topic 1: World Views In 1000AD

			Time	eline				
1. Emperor Constantine I agreed to the Edict of Milan. Christians would be accepted in the Roman Empire 313	3. The western Roman Empire fell but the Eastern Roman (Byzantine) Empire survived for another 1000 years	5. Mi conque also esta of .	uslim forces ered Syria and ublished control Jerusalem	7. Ali ibn Ab assassinated le the split betwe and Shia M	i Talib is eading to een Sunni luslims	9. The Abbasid Caliphate came t power and made Baghdad the capito the Islamic world 750	ro e al of I	11. Baghdad was home to around 500,000 people and had running water, beautiful gardens and schools of law
515	C. 478		050	881		750		1000
337 2. Emperor Constantine I c	died 4. The Prophet Mu died	hammad	6. Muslim forc Per	51 es conquered rsia	8. Muslin	711 n forces conquered Spain	ext	750 10. The Islamic Empire ended from Spain to India

	Key People		Key Words						
12. Abbasids	Sunni rulers who ruled the Islamic world from Baghdad from 750	19. Baghdad	A city in Iraq that became an important centre of learning in the Islamic world.	25. Eastern Orthodox Church	Eastern form of Christianity, followed by the Byzantines.				
13. Ali ibn Abi Talib	Fourth caliph of the Islamic Empire	20. Byzantium	20. Byzantium The Greek speaking Eastern Boman Empire		Birthplace of the Prophet Muhammad and one of Islam's				
14. al-Ma'mun	Seventh Abbasid caliph who created the 'House of Wisdom' library in				most sacred places.				
	Baghdad	21 Calinhate	An Islamic Empire, ruled by a	27 Pope	Church, he lives in Rome				
15. Emperor	15. Emperor is referred to as the 'First Christian		Caliph.	27.1000	and is believed to be God's representative on earth.				
	Emperor'		One of the three major		A smaller branch of Islam that				
16. Empress Zoe	Byzantine Empress from 1028-50	22. Catholicism	branches of Christianity, led from Rome by the Pope.	28. Shia	believes Ali ibn Abi Talib was the rightful Caliph.				
17. Prophet Muhammad	A merchant from Mecca who founded the Islamic religion	23. Christendom	The parts of the world where Christianity is the most common religion.	29. Sunni	The largest branch of Islam that opposed Ali ibn Abi Talib as				
18. Umayyads	Sunni rulers who ruled the Islamic world from Damascus from 661-750	24. Constantinople	The capital of the Byzantine Empire.		Caliph.				

Topic 2: Norman Conquest

	Timeline									
1. Edward the C died	d the Confessor died 3. The Battle of Stamfor Bridge		ord	5. William I cr of Eng	rowned King gland settle ir		the Conqueror vish migrants to in England		9. Death of William the Conqueror	
5 Jan 10	66		Sept 1066		25 Dec	: 1066	1	070		1088
6 Jan 2. Harold Go crowned Kin	6 Jan 1066Oc2. Harold Godwinson was crowned King of England4. The Bat		Oc 4. The Batt	† 1 (066 of Hastings	1069 6. The Harrying of the North		8. comr	1086 8. William the Conqueror Immissioned the Domesday Book	
	Kev Peo	ple					Kev	Words		
10. Edward the Confessor	An Anglo- whose dea Norman in	Anglo-Saxon King of England ose death triggered the man invasion.			14. Baron	The highest r medieval so	ank of ciety	18. Knig	Jht	Soldiers on horseback who belonged to the barons
11. Harald Hardrada	A fierce Vi made a cl throne in 1	fierce Viking warrior, who nade a claim for the English nrone in 1066			15. Bishop	A senior per Church with over a large priests		son in the authority number of 19. Lord		Anyone higher up the feudal system
12. Harold Godwinson	The last Anglo-Saxon King of England, who led the Saxons at the Battle of Hastings		glo-Saxon King of no led the Saxons at f Hastings		16. Domesday Book	A book commissioned by William to record who owned land and property in England		20. Mot Bail	te-and- ey castle	A castle built on a small hill with a courtyard
						A system wh belonged to	ere all land the king	21. Peasant		A poor farm worker who does not own their land
13. William, Duke of NormandyA French duke who conquered England in 106617.		17. Feudal system	but some was given to people below in exchange for service and loyalty		22. Vassal		Anyone who was below you in the Feudal System			

Topic 3: Religion in the Middle Ages

Timeline											
1. Seljuk Turks seize control of Jerusale	seized Jsalem 3. Pope Urban II 5. C launches the First Jerus Crusade King		5. Cru Jerusa Kingd	5. Crusaders captured Jerusalem, creating the Kingdom of Jerusalem		7. Saladin captured Jerusalem		e Fourth Crusac ed with the raid Constantinople	le 11. The last crusader of state of Acre fell to Muslim invaders (the Mamluks)		
1079		1095		1099	1187	7		1204	1291		
1088 2. Pope Urban II bec Pope	came the	1096 4. 100,000 peoples the Holy Land to joir Crusade	1096 100,000 people set off to Holy Land to join the First Crusade		14 d Crusade defeat	1192 8. The Third Crusade ende with peace between Riche I and Saladin		2 sade ended veen Richard ladin	1212 10. The 'Children's Crusade' left Europe for the Holy Land		
	Kev Peo	ople				Ke	v Wor	rds			
12. Archbishop of Canterbury	The head England with the	d of the Church in I, appointed by the King Pope's approval		17. Clergy	Everyone the Churc	Everyone who works for the Church		22. Monastery	A building housing a religious community of monks and nuns who chose to live a life of religious service to the		
13. Crusaders	Christian Crusade	ns who fought in the es		18. Crusade	A religious from the L	A religiously inspired wo from the Latin 'crux' megning 'cross'		A religiously inspired war, from the Latin 'crux' meaning 'cross'		23. Pilgrimage	Church. A religious journey taken to a shrine or site of reliaious importance
14. Saladin	Muslim w Jerusaler in 1187	warrior, who captured lem from the crusaders		19. Excommunicatio	A punishment from the Pope that banne somebody from bein member of the Cath		om anned being a 24. Priest Catholic		A man who worked for the small (parish) church in a town or village		
15. Seljuk Turks	A Sunni I conquer	Muslim tribe who red Jerusalem in 107 [.]	9	20. Heretic	Church Someone challenge	Church Someone who challenged the beliefs		Church Someone who challenged the beliefs			A place where people
16. Urban IIThe Pope who began the First Crusade.		21. Jerusalem	Historic cit important Muslims ar	Historic city that is very important for Christians, Muslims and Jews		25. Purgatory	earn the right to go to heaven				

Topic 4: Challenges to Medieval Monarchs

					Time	line					
1. Henry II accidentally ordered the murder of Thomas Becket	3. King John murdered his nephew, Arthur	5. I re let Lan E	King John fused to Stephen gton enter ingland		7. The Pope excommunicated King John		John d to ack ndy at ttle of ines	11. The bar invited Prir Louis of Fra to becom King of Englanc	ions ice nce ne	13. Simon de Montfort, an English baron, set up the first Parliament	15. The Peasants' Revolt occurred in England
1170	1202		1205	1	209	12 1	4	Nov 121	5	1265	1381
1199 2. King John was crowned King of England	1204 4. King John Normandy	lost /	6. The Pr passed interdic church ser marriage burials in J land	3 12 ope 8. Ja an impris t on Willia rvices, Braose's s and Son who John's to de s		IO ohn oned n de wife and starved eath	Ju 10. Ti forc John Magn Run	n 1215 the barons ced King to sign the la Carta at nymede	12 his K	1216 John died and son became ing Henry III	1348 14. The Black Death (a deadly disease) arrived in England

	Key People	Key Words						
16. Henry II	English king from 1154-89 who accidentally ordered the murder of his own Archbishop of Canterbury	21. Interdict	A punishment from the Pope that bans certain church services	25. Rebellion	When people fight back against government or authority			
17. King John	English king from 1199-1216 who was forced to sign Magna Carta.	22. Magna Carta	A document where King John agreed to give up some of his	26. Scutage	A tax on barons who did not provide knights to fight for the King			
18. Stephen Langton	Archbishop of Canterbury 1207-28	The authority of the Pope and the Poman		07. Так	Money that has to be paid			
19. Thomas	Archbishop of Canterbury 1162-70	23. Рарасу	Catholic Church	27. IOX	to the government			
Becket 20. Wat Tyler	Leader of the Peasants' Revolt	24. Parliament	A collection of people representing all of a country who approve or refuse laws	28. Tyranny	Government where a single person rules absolutely and in a cruel way			

Topic 5: Medieval Empires

Timeline										
1. Mongol invasion of northern China 1215	3. Mongol destruction of Baghdad 1268	5. D Gruffu again	Daffyd ap iudd rebelled inst Edward I 1282 1		7. Edward I defeated the Scots at Stirling Castle 1304 1323		le nsa,s	11. Black Death arrived in England 1348		13. End of Hundred Years' War 1453
1250 2. Sunjata Keita founda the Mali Empire	ed 4. Edward I inva Wales	ded	6. Death of Ale of Scotle	exander III and	1 8. Mansa <i>I</i> Mali	312 Musa became Emperor	10. 5	1337 Start of Hundred Years' War	1:	1415 2. Battle of Agincourt

	Key People
14. Chinggis Khan (Temujin)	Leader who started the Mongol Empire, ruling from 1206-27.
15. Mansa Musa	Ruler of the Mali Empire from 1312-37.
16. Sunjata Keita	Founder of the Mali Empire who ruled from 1235-55.
17. Al-Sahili	A Spanish Muslim architect who built hundreds of mosques in the Mali Empire.
18. Edward I	English king from 1272-1307.
19. Llywelyn ap Gruffudd	Prince of Wales from 1246–1282.
20. Dafydd ap Gruffydd	Llywelyn's brother who was Prince of Wales from 1282–1283.
21. Alexander III	Scottish king whose death in 1286 caused a succession crisis.
22. John Balliol	Edward I's choice as King of Scots who ruled from 1292-96.
23. Robert Bruce	Scottish rebel leader who resisted Edward I.
24. William Wallace	Scottish rebel leader who was hanged, drawn and quartered in London in 1305.
25. Edward III	English king from 1327-77 who started the Hundred Years' War.
26. Henry V	English king from 1413-22 who won the Battle of Agincourt.

	Key Words											
27. Alliance	An agreement to work with someone else to try to achieve the same thing	37. Mansa	The ruler of the Mali Empire.									
28. Bandit	A thief who attacks people who are travelling in a wild place.	38. Merchant	A person whose job is to buy and sell products in large amounts, especially by trading with other countries.									
29. Campaign	A series of military attacks.	39. Oasis	A place in the desert where there is water and where plants grow.									
30. Caravan	A group of people with animals or vehicles who travel together across a desert.	40. Pastoralist	A farmer who breeds and takes care of animals.									
31. Cavalry	The group of soldiers in an army who fight on horses.	41. Pilgrimage	A journey to a holy place.									
32. Emir	A ruler of an area in the Muslim world.	42. Plague	A serious disease that kills many people.									
33. Emperor	The ruler of a group of countries.	43. Savannah	A large, flat area of land covered with grass, usually with few trees, that is found in hot countries, especially in Africa.									
34. Fortress	A castle or other strong building built to defend a place.	44. Steppe	A large area of land with grass but no trees, especially in eastern Europe, Russia, and Central Asia.									
35. Hajj	The religious journey to Makkah that all Muslims try to make at least once in their life.	45. Sultan	A ruler, especially in the past, of some Muslim countries.									
36. Homage	To show your respect for someone.	46. Yasa	The Mongol legal code.									

Topic 6: The Renaissance

Timeline					
1. Lucretius wrote the poem De rerum natura (On the Nature of Things)	3. The end of the Roman Empire	5. Ideas, such as logic, flooded into Western Europe from the Islamic World and were studied by scholars such as John of Salisbury	7. Poggio discovered a copy of De rerum natura in a manuscript in a German monastery	9. Many buildings were re- built in Rome	
c50 BC	c476 AD	1100s	1417	Early 1500s	
				-	
c150 AD	762	1330s	c1440	1543	

Key People				Key Words
11. Aristotle	An Ancient Greek philosopher.] [24 Classical	The period of time when the Mediterranean was
12. Euclid	An Ancient Greek mathematician.		antiquity	dominated by Ancient Greece and the Roman Empire.
13. Ptolemy	An astronomer from Alexandria.			
14. Lucretius	A philosopher, who wrote De rerum natura at the height of the Roman Empire.		25. Humanism	wanted to re-discover the wisdom of ancient texts an focused more on the human world
15. Al-Khwarizmi	An Islamic scholar in ninth-century Baghdad who wrote works on maths and astronomy.			
16. John of Salisbury	An English scholar, author and bishop in the twelfth century.		26. Manuscript	A book copied by hand.
17. Petrarch	An Italian scholar and one of the first humanists.			
18. Poggio Bracciolini	A humanist scholar who discovered a long-forgotten poem by Lucretius in a monastery.	nastery. 27. Monastery A commun		A community of monks living together.
19. Niccolo Niccoli	A humanist scholar who copied De rerum natura in his angled handwriting.			
20. Raphael	A Renaissance artist who decorated the pope's apartments in Rome with classical scenes.	28. Perspective An artist objects		An artistic technique to represent three-dimensional objects on a two-dimensional surface.
21. Michelangelo	A Renaissance artist who painted the ceiling of the Sistine Chapel in Rome.			
22. Copernicus	An astronomer who argued that the Earth orbits the Sun.		29. Renaissance	The French word for 're-birth', used to describe a renewed interest in the classical period between
23. Galileo	An astronomer and physicist who supported Copernicus' model of the universe.			c1400-1600.

Topic 6: The Renaissance

	What Kind of Change Was the Renaissance?
	• Following the end of the Roman Empire, monasteries were the main institutions in Western Europe that cared about books.
30. Medieval manuscripts	 Books had to be copied out by hand, usually by monks, in order to be preserved but many pre-Christian texts from the classical period stopped being copied. Therefore, the availability of and interest in classical learning, wisdom and texts declined in Western Europe.
	 However, some classical texts continued to be studied in cathedral schools in Western Europe, and some arrived in Europe from the Islamic world in Arabic translations.
	 In the 1330s, Petrarch, an Italian scholar, became one of the first people to start searching for original versions of forgotten texts from Ancient Greece and Rome.
	 Scholars like Petrarch became known as 'humanists' – they increased the amount of interest in classical antiquity and believed that the wisdom contained in classical texts would help them to purify the world and the Church.
31. Humanism	 Poggio Bracciolini was inspired by Petrarch. In 1417 he discovered a long-lost poem by the Roman poet Lucretius, called De rerum natura (On the Nature of Things).
discovery	• In his poem, Lucretius described everything in the world as being built from atoms, which randomly collided and joined together to form larger objects.
	 Lucretius' poem suggested there was no special plan or place for humans in the universe, challenging the teachings of the medieval Church.
	 Lucretius's poem argued that everything in the world was temporary and would eventually break up into atoms, and so it encouraged people to embrace beauty and pleasure while alive.
32. Developments	 In c1440, the printing press was invented in Germany, which made books cheaper and more widely available. Many classical texts, such as the complete works of Aristotle and a textbook version of Ptolemy's ideas, were printed in large numbers, along with new works.
in knowledge	• As books became more widely read, scholars began to spot errors in them, correct these errors and so suggest new theories (e.g. Copernicus and Galileo).
	Wealthy merchants spent money on new palaces, such as those in Venice, which sometimes included Islamic influences in their designs.
33. Renaissance art and architecture	 Artists were inspired by the classical world, and also mixed new colours using pigments/dyes from the East and used perspective to add depth to paintings.
	• There was lots of re-building in Rome as the city wanted to emphasise its links with the Roman Empire, and new papal buildings were decorated by Raphael and Michelangelo.

THIS PROJECT WILL BE EXTENDED OVER TWO TERMS

How Do Artists Use the Different Elements of Art?

- 1. I will learn how artists use the different elements of art.
- 2. I will research and respond to a wide range of artists.
- 3. I will explore a range of materials, techniques, and processes.

Artists we will use to explore the Elements of Art: Sonia Delaunay; Wassily Kandinsky; Paul Klee





Sonia Delaunay 1885-1979



Wassily Kandinsky 1866



Paul Klee 1879-1940

All artists use the colour wheel to make decisions about their work.

You will learn how to paint with accuracy and how to create a colour wheel.



What are the Elements of Art? The Elements are LINE; COLOUR; VALUE; SPACE; SHAPE; FORM; TEXTURE.

You will be learning how the Elements of Art are the foundation of ALL Art created. Artists use the Elements in all forms.



You will explore mark making, creating tone and texture. Your sketchbook will become a pathway towards GCSE Art and Design as you become even more confident in Art.



Exploring 21st Century Artists



Takashi Murakami (born 1962) is one of the most visible and important Japanese artists working today. Murakami's influence on Japan rivals Andy Warhol's on the United States.

What do you notice about his work?

Where could you imagine this surface design being seen?

What do you like about his work?

How might we reproduce his work?

What do you think his work symbolises?

Bridget Riley (born 1931) created the first OP ART work in the 1960s influencing many artists since that time.

How do think she creates such accurate work?

Why do you think her work is called OP ART?



We will be exploring pattern, colour, and shapes by responding in the style of modern Aboriginal Art. We will use the dotting technique of the Aboriginal people, but only adopting their style of work for design purposes. Any idea why?

Why did the Aboriginal people make these kinds of images?

What do you think they symbolise?

Do you like this kind of Art?



What Elements of Art are used by these three very different artists?

Want to learn more about Art, Craft and Design?

We are so fortunate living in London, as we have several Art Galleries and Museums practically on our doorstep. Here is a list of galleries you might want to visit at the weekend or in the school holidays:

The National Gallery The Victoria and Albert Museum The British Museum Tate Britain The Wallace Collection The Whitechapel Gallery Tate Modern The National Portrait Gallery



Most of the galleries and museums are FREE to visit.

Design Technology 1 of 3

Illumination Rotation

	Key Terms
Circuit	A path for electricity to flow from one point to another
Current	A flow of electric charge in a circuit
Wire	Metal used to transfer current around a circuit
Switch	Used to turn a circuit on or off / start or stop current flowing around a circuit
LED	Light Emitting Diode – lights up when current flows
Battery	Supplies a current to the circuit
Soldering	A method of joining components in a circuit
Dry Joint	A solder joint which doesn't allow current to flow
Polymer	Technical term for what we commonly call plastics
Molecule	A group of atoms bonded together
Polymer Chain	A chain of molecules found in all polymers
Thermoforming	A polymer which can be reheated and reformed repeatedly
Cross links	Connections between polymer chains
Thermosetting	A polymer which cannot be reheated and reformed
Raw material	The natural material from which a product is made
Extracting oil	Drilling into the earth to remove oil
Fractional distillation	Separating oil into different parts, including what is needed to make polymers
Moulding	Turning a polymer into a product shape
Stock Form	How we buy polymers/plastics to use to make products at school e.g. sheet, tubular, square profile
PVA	Glue used to join timber or paper/board together
Epoxy Resin	Glue used to join timber/metal/polymers together
Solvent Cement	Glue used to join polymers together
Contact Adhesive	Glue used to join timber/metal/polymers together
Form	The look of the product
Function	The way a product works
Form over function	The look of the product is more important that the way it works
Function over form	The way a product works is more important than the way it looks

	Soldering Iron	To heat up a component leg to allow it to be joined to the circuit through solder .
	Side Cutters	To cut component legs or electrical wire.
P	Long-Nose Pliers	To move or hold components in place when soldering.
	Strip Heater	To heat polymers to allow them to be bent into shape .
	Laser Cutter	To cut a shape out of a material following the design created on 2d design.



Projectile Rotation

	Key Terms
Health and Safety	A set of rules and regulations enforced to keep people safe in the chosen environment.
Hazard	A risk of harm or injury.
Precaution	A measure taken to minimise the chance of harm or injury.
Lever	A way to gain mechanical advantage (MA), making lifting or moving something much easier.
1 st class lever	A lever where the fulcrum is in the middle.
2 nd class lever	A lever where the load is in the middle.
3 rd class lever	A lever where the force is in the middle.
Fulcrum	The pivot point for the lever.
Isometric projection	A sketching technique to create 3-dimensional drawings.
Plan View	A view of a product from above (2 dimensional).
Side View	A view of a product from one side (2 dimensional).
Housing joint	A joint where material is removed from only one piece of wood.
Lap joint	A joint where material is removed from both pieces of wood to form a right-angled corner.
Half lap joint	A joint where material is removed from only one piece of wood to form a right-angled corner.
Deciduous	Trees that shed their leaves annually .
Hardwood	Timber that comes from a deciduous tree.
Examples	Oak, Mahogany, Teak, Balsa.
Coniferous	Trees that do not shed their leaves.
Softwood	Timber that comes from a coniferous tree.
Examples	Pine, Ash, Birch, Cedar.
Manufactured Boards	Timber sheets which are produced by gluing wood layers and wood fibres together.
Examples	MDF (medium density fibreboard), plywood, chipboard.
ACCESSFM	A framework used for evaluation of products.

Tenon Saw	Cuts straight lines in wood.
Coping Saw	Cuts curves in wood and plastic.
Try Square	Measuring and marking right angles.
Fret Saw	Cutting curves in wood and plastic.
Belt Sander	Removes excess material from wood or plastic.



Food

Key Terms				
Fruits and vegetables	1 st and largest food group. All fruits and vegetables – doesn't include potatoes. This is the one we should have the most of.			
Carbohydrates	2 nd largest food group has two main categories: Starchy are slow- release energy foods like porridge. Sugary are fast-release energy foods such as white rice			
Fast-release	A carbohydrate that digests quickly and releases energy quickly, giving the body short bursts of energy.			
Slow-release	A carbohydrate that digests slowly and releases energy slowly, meaning it lasts longer in the body.			
Protein	3rd largest food group. All forms of meat. Includes eggs and other animal products – bacon and sausages.			
Dairy and alternatives	4th largest food group. Cheese, milk, cream from animals. Alternatives are options that are made from plant products as opposed to animal products, such as soya milk.			
Fats and spreads	5 th and last food group – Olive oil, margarine, for example, are in this group.			
Macronutrients	The main and biggest (macro = big) nutrients we need each day in order for our bodies to function.			
Carbohydrate - macronutrient	Its main function is to give us energy to perform daily activities.			
Proteins - macronutrient	A macronutrient. Its main function is to help the body build muscles and repair body cells.			
Fats - macronutrient	A macronutrient. Its main function is to help protect organs from damage by providing a cushion.			
Food Assurance	Red Tractor and Red Lion logos – guarantees that the meats and plant foods have met a certain quality standard.			
Food Safety	Part of food assurance. Checks carried out to ensure the product is safe to eat.			
Traceability	Part of food assurance. The food product is marked to make sure it can be found at any stage during growing to processing			
Animal Welfare	Part of food assurance. Making sure the animals are treated properly.			
Environment	Part of food assurance. Making sure that the environment is protected by farmers.			

	Нор	Used for frying, boiling or other types of cooking using a saucepan. Top of the oven.
	Grill	The top section of the oven (if it's a double oven).
The second second	Tea Towel	Used for drying equipment.
	Washing Up Bowl	Filled with hot water to wash equipment.
	Knife	Paring knife – small knife used to generally cut veg and meat.
	Chopping boards	Used to cut food product on to protect work surface. Red for meat, white for veg.
Macronutrients		



Lion Eggs

Drama 1 of 5

Live Theatre Evaluation

Oursellen menne	1 Evelopte Coord and had Service other the production element you are writing also			
Question dreds	1. Evaluate – Good and bad, say where in the production element you dre whing about was succession in communicating the intended enect/impact of nor			
	2. Analyse – Identify the techniques that were used and explain their intended impact on the audience (using drama key terms)			
	3. Describe – Clearly and concisely describe the moment as it happened on stage so the examiner can visualise it in their mind			
Key terms - Production elements	y terms - 4. soluction ements Special (S.). 2005 Special Special	 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 		
	effects Liebting	6. Design elements – Set/props, lighting, costume, sound (music and sound effects, live and/or recorded)		
	Vocal skills Skills Use of stage space Characterisation Set Props Costumes Masks Set Props Costumes Masks Set Characterisation Set Set Set Set Set Set Set Set Set Set	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		
		10. 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		
		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		
		 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	

Characterisation		
25. Motivation	What a character wants or needs in a scene	
26. Style	The way in which something is performed e.g. naturalistically	
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	38. Pitch	The vocal register - high or low
29. Posture	The way they stand and hold themselves	39. Pace	How quickly or slowly something is done
30. Gesture	Movements of hands, head, legs usually convey a message/meaning	40. Pause	A hesitation or silence
31. Facial expressions	The feelings (or lack of them) shown on the face	41. Emphasis	Stressing or highlighting something
32. Use of stage space	How an actor moves around the space, using levels, direction	or moves around the space, using 42. Inflection	
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 43. 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	44. Volume	Degree of loudness
35. Choreography/ stage fights	Setting movements to create meaning/blocking movements to create the impression of violence	45. 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)	46. 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	47. Phrasing	Use of hesitation, metre and/or grouping

Using Key Terms: Design

	Costume
48. Headwear	Hat, cap, scarf, headband, ribbon, clasp etc.
49. Wigs/facial hair	Colour, length, style/ moustache, sideburns, beards
49. Make-up/mask	Natural, character, stylised or fantasy
51. Accessories	Jewellery, ties
52. Style	Neckline
53. Fabric	Silk, cotton, wool, chiffon, rubber, fur
54. Decorations/ trim	Sequins, rhinestones, lace/ buttons, braid, embroidery, fur
55. Padding/ silhouette/fit	Character padding, pregnancy/tight, loose, high waisted
56. Colour	Palette = range of colour and/or coding = might be significant to the character
57. Condition	Distressed, worn out, old, clean, pressed, soiled, ripped mended, faded







The Terrible Fate of Humpty Dumpty by David Calcutt (2012)

- 1. Plot Victimised by Stubbs and his gang, Terry Dumpton, nicknamed Humpty Dumpty, resorts to truancy to avoid his bullies. Following pressure from his tormentors to prove he isn't a coward, Terry takes part in a dangerous activity resulting in a fatal outcome.
- 2. Structure The play starts at the end and uses flashbacks to show the events that lead to the death of Terry.
- 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.

Question areas	Context/social/cultural/historical context; aspects of the character; actors' movement and voice; Set design;	
Key words for question areas	4. Context/social/cultural/historical; Date-Place-Issue	
Social/cultural/Historical context	5. The Terrible Fate of Humpty Dumpty context - The play was written and is set in contemporary times, David Calcutt wrote the play in 2012 and explores the contemporary issue of bullying in the British culture. The audience see how bullying affects not just the victim but his friends and family and even, sometimes, the bullies themselves. The play also explores gangs within modern British culture.	

	6. Status (How much power and control a character has in the scene/play) - Key characters – Key lines and stage directions that impact on the character		
	7. Stubbs - Leader of the gang. The antagonist (protagonist's enemy)	(There is a pause. Then Stubbs says)All right, Humpty? Up you go. Get Pete's Frisbee back for him (There is tension. Then Stubbs continues)	
High status	8. Pete – Gang member – the joker	(On waste ground. Stubbs, with the members of his gang Jimmy, Pete, Kathy, Kay, Janet and Tracey - are surrounding Terry Dumpton. Sammy stands to one side) See my Frisbee, Humpty? My best frisbee, this is. I've had this frisbee for ages. I love it. I'd hate to lose it.	
	9. Kathy – Gang member	You wanna go up there instead? (There is a pause)	
Low status	10. Terry - The Protagonist (leading character) Victim of the gang	(He –Stubbs- walks towards Terry) All right I'll get it	
	11. Sammy – Gang member (follower) and Terry's only friend	Terry starts to climb the pylon. Egged on by Pete, the members of the gang start to chant 'Humpty Dumpty!' over and over again, and then shout comments up at Terry. Sammy runs forward.) Don't Terry. Come down	

c	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	 Pace - fast or slow Gesture - a movement of part of the body, especially a hand or the head, to express an idea or meaning Gait - walk Posture - the position in which someone holds their body Facial expression - usually links to an emotion. Tells the audience the character's feelings and what they are thinking
Voice	 18. Pace - fast or slow 19. Pause - An actor stops talking for a moment/beat during a line. 20. Pitch - high or low 21. Tone - reveals an emotion i.e. angry, scared 22. Volume - loud or quiet 23. Accent - shows where someone is from or gives clues as to their upbringing

The Terrible Fate of Humpty Dumpty by David Calcutt (2012)

Staging the Performance		
24. End-on performance space	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	
25. Blocking	Planning the space and the actor's movement	
26. Set design	What the stage looks like and the furniture. As a set designer you will need to consider the practical aspects of set design. The play has lots of fast-paced scenes in various locations, the set design will need to be kept minimal to help with the quick changes	

	Set design key words - The set should represent the context of the play.
27. Themes/symbols	The set design can also communicate abstract concepts, such as themes and symbols. As an example, a design could include a large, dead tree to suggest the themes of death in the play.
28. Style	Set design is also important in supporting the style of the production. For example, a play in a naturalistic style would aim to create the impression of reality through realistic-looking props and set items. A play performed in a minimalistic style would use just a few, simple props to represent a setting, such as a large, suspended window frame to suggest the performer is standing inside a grand manor house.
29. Colour	Colour can be used within set design to symbolise various ideas on stage. For example, the set designer for this play could include dull greys and a monochromatic palette (single colour) this could enhance the sad atmosphere and dark themes in the play.
30. Condition	The condition of a design can reveal important information about the setting or a character's circumstances. For example, shabby, ragged and decaying piles of rubbish might suggest that the area is run down and a waste ground.
31. Levels	A set designer can vary levels using a rostra, blocks, ramps and/or steps. Blocks, staging units, scaffolding and planks can be used to create levels and can be joined together to create steps or other shapes. Levels are often used in productions to portray a character's status, power or situation.
32. Projections	Projections- can be used to add detail and texture on stage. Scenery can be projected, for example the pylon and the waste ground, the problem is that if the image is not projected behind the set, the actors will cast shadows onto it.
33. Position	Where you put the items of set on the stage. Use the correct language upstage; downstage; centre stage; stage left; stage right; upstage centre; upstage left; upstage right, downstage centre; downstage left; downstage right.
34. Stage furniture	Items of set that can be moved on stage but are not props .
35. Stage flats	Short for scenery flat which is a flat piece of theatrical scenery which is painted and positioned on stage so as to give the appearance of buildings or other background.
36. Cyclorama	A large curtain or wall, often concave, positioned at the back of the stage (upstage). It often encircles or partially encloses the stage.
37. Backdrop	The background image, behind the set, on the back wall of the stage. This can set the imaginary location for the scene.
38. Location	The set can tell the audience where and when the scene takes place.
39. Symbolism	Items and actions on stage that represents a message.

Body Percussion Keywords		
1. Pulse	The constant beat	
2. Beat	The pulse that you count (e.g. 1,2,3,4)	
3. Tempo	The speed	
4. Count-in	1, 2, 3, 4	
5. Rhythm	The organisation of long and short beats	
6. Texture	The layers of the music	
7. Solo	Someone performing by themselves	
8. Canon	When performers have staggered entries	
9. Rest	When the performer doesn't play on a beat	

		Rhythmic Notation	
10.		Crotchet	1 beat
11.		Quaver	½ beat
12.	0	Minim	2 beats
13.	*	Crotchet rest	1 beat
14.	4	Quaver rest	½ beat
15.		Minim rest	2 beats

Singing Keywords		
16. Warm-up	Getting our bodies ready to sing	
17. Melody	The main tune	
18. Pitch	High or low	
19. Call and Response	When one-part sings and others respond	
20. Canon	When singers sing the same melody, starting one after another	
21. Monophony	One musical layer	
22. Polyphony	Multiple independent layers	
23. Homophony	Layers in harmony	
24. A cappella	Singing without accompaniment	
25. Accompaniment	When an instrument plays to support a singer(s)	
26. Lyrics	The words of a song	



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Year 7 Music - Keyboard

A. Keywords		
1. Key (on the keyboard)	The white or black buttons on the keyboard	
2. Melody	The main tune of the piece	
3. Pitch	High or low	
4. Treble Clef	Shows that notes are high pitches, usually for the right hand to play	
5. Bass Clef	9: Shows that notes are low pitches, usually for the left hand to play	
6. Stave	The five lines on which musical notes are written	
7. Fingering	How the hands are used to play the keys	
8. Bass Line	The lowest part in the texture, played by the left hand on the keyboard	
9. Sharp	# The black note to the right of the key	
10. Flat	abla The black note to the left of the key	

E. Finger Numbers for Playing The Keyboard

C. Notes on the Treble Clef

D. Notes on the Bass Clef

Year 7 Music - Ukulele

	A. Keywords	B. Cho	ords		D. Parts of t	the Instrume	ent
1. Chord	Multiple notes played in harmony	С	Am			3.	
2. Fret	The thin strips of metal set into the neck of a ukulele to allow you to change notes				2.		7.
3. String	The four strings of the instrument $(G - C - E - A)$	3	Ť				,
4. Fingerboard	The area of the neck over which the strings run and into which the frets are mounted on	F	G		٩. ٩	4.	0.
5. Body	The rounded wooden main section of the instrument	ŢФĨ		5.			
6. Neck	The piece of wood that holds the fingerboard and runs between the body and the headstock		3		E. Reading U	Ikulele Tablo	ature
7. Peg	A term that refers to the tuning peg that is turned to tighten or loosen the string	C. Fing	ering	Standard not	ation:		•
8. Strumming	A style of playing which involves running the fingers over the strings in rhythm		3 0	Tablature:	A-String E-String G-String G-String B 3rd fret	3 E-string	1st fret A-string
9. Down stroke	Strumming action moving from top to bottom (from G to A)	[-]-			3.4.100	Open A-st	ring
10. Up stroke	Strumming action moving from bottom to top (from A to G)	\leq	Ĩ				
11. Plucking	To play a single note/string		/				

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 Power 9. The Hijrah		
1. The First I	Prophet	2. The Story of The Prophet Adam			
 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 Who was Adam? Adam was the first human being and he is believed to have been the first prophet How was he created? Muslims believe he was created from clay by Allah and given the ability to think logically 		 What 3 things did Allah create after making the universe? Allah created Angels, Jinn and humans 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 Who is Iblis? Iblis is a Jinn. He is also known as the Devil or Shaytan What did Iblis do? Refused to prostrate to Adam when Allah comman him to so he was banished 			
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 Allah created Adam and all of the universe to Worship Him - "I did not create the jinn and mankind except to worship			"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]		
Me." [51:56] To be the first prophet and tea- important things - "He taught A things]" Allah created Adam and mani you think that We created you would not be returned?" [23:11	ch the rest of mankind dam all the names [of kind to test them - "Then did uselessly and that to Us you 5-116]		 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 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] 		
 What did Allah teach Adam? A farm, what foods he was allow foods he shouldn't eat (haram dead 	Allah taught Adam how to ved to eat (halal), what n) and how to bury the		 How were they punished? Allah Banished them from paradise and sent them to Earth where they would have to work and suffer 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 		

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	3. The Prophet Nuh			4. The Flood
 What is idolatry? Idolatry is the as God Why did people worship idols? had special, supernatural power 	practice of worshipping objects suc People worshipped them as they b ers or would give them good luck	ch as statues elieved that they	How did the unb warnings? They s upon us what yo the truthful." [Sure	elievers respond to Nuh's aid: "O Nuh (Noah)! bring u threaten us with, if you are of ah Hud 13:32]
 How did idolatry begin? People who had passed away. Over the created and would come to w Why is this so bad? This is considered the worst sins as it does not recommended. 	e would build statues of good or po me, new generations would forget orship them as Gods dered shirk in Islam and is considere ognise the magnificence and uniqu	werful people why they were ed to be one of ueness of	✓ What did Nuh do the unbelievers of warnings and we Nuh (Noah) said disbelievers on th will mislead You but wicked disbe	? Nuh prayed to Allah to destroy as they refused to listen to his ere not worshipping Allah. "And : "My Lord! Leave not one of the he earth! If You leave them, they slaves, and they will beget none elievers." [Surah Hud 71:26-27]
God – God is one! What did Allah do? Allah sent P Nuh lived amongst the unbeliev What did Nuh do? Nuh was an	rophet Nuh to guide people back to vers and attempted to make them	to the right path. see reason	 What did Allah d prayer and instru- the faithful believ ensure that they 	o? Allah accepted Nuh's icted him to build an ark for vers and two of each animal to could continue to survive
 Why did People refuse to listen normal man, not as a prophet. 	to Nuh? Many of the rich people so They were disbelievers	aw Nuh as just a	✓ What happened a flood to destro them. The non-b Nuh's wife and s	to the non-believers? Allah sent y them and cleanse the earth of elievers included the Prophet on
"We do not see you but as a man see you followed except by the at first suggestion. And we do n rather, we think you are liars." [n like ourselves, and we do not ose who are the lowest of us [and] ot see in you over us any merit; Surah Hud 13:27]			

<u>Topics covered:</u> 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 Po 9. The Hijrah	ower
5.	The Prophet Ibrahim		6. Prophet Ibrahim & Faith
 Why did Allah send Ibrahim? S practising polytheism and Idor right path 	Similarly with the story of Nuh, people latry. 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
 ✓ Who was Ibrahim's father? Ibra idols made of stone and wood ✓ What did Ibrahim do? Ibrahim 	ahim's father, Azar, was a sculptor a d. He was an idolator 	nd created the	 How did Allah test the Prophet? Allah sent Ibrahim a dream in which he asked him to sacrifice his son
"And (remember) when Abral aliha (gods)? Verily, I see you	ham said to his father Azar: "Do 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
 How did Ibrahim try to change unbelievers. He tried to reasor "O my father, do not worship 3 	people? Ibrahim spoke to his fathe with them and make them worship Satan. Indeed, Satan has ever been,	r and the God to the	 How did Ishmael react? Ishmael was an obedient son and a strong believer so he accepted his fate
Most Merciful, disobedient. O a punishment from the Most M companion [in Hellfire]." [Sura	my father, indeed I fear that there w lerciful so you would be to Satan a nh Maryam 19:42-45]	ill touch you	 How did Shaytan try to tempt Ibrahim? Shaytan attempted to persuade Ibrahim not to sacrifice his son. Ibrahim responded by turning his
✓ What did Ibrahim do when this place of worship and destroyed	s did not work? Ibrahim went to the r ed each Idol with an axe	non-believers'	back on the devil and stoning him to make him go away
✓ What did the non-believers do	? As punishment, they built a huge f	fire with the	"And the Angel Jibril told Ibrahim to stone him"
commanded the flames not to unscathed	o harm him. The flames burnt his chc	e fire, Alian ains and left him	 How did Ibrahim show his faith? Ibrahim was prepared to sacrifice his beloved son but Allah told him not to. The prophet proved his
"O fire, be coolness and safet	y upon Abraham." [Surah Al-Anbiya	21:69]	obedience
 Did this change people's belie Ibrahim's teachings after seein did not But when it became apparent 	>fs? Some people began to follow t ng the miracle. Others, such as Ibrah t to Abraham that his father was an	he Prophet him's father,	 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)
enemy to Allah, he disassocia [Surah Al-Anbiya 21:69]	ited himself from him.		✓ Muslims also stone three pillars when they visit the Kaaba in order remember The Prophet Ibrahim stoning the devil

Topics covered:

The First Prophet
 The Story of the Prophet Adam
 The Prophet Nuh

The Flood The Prophet Ibrahim The Prophet Ibrahim & Faith

7. The Jahiliyan
 8. The Night of Power
 9. The Hijrah

7. The Jahiliya

- ✓ 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
- ✓ 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]

After the passing of a Prophet, over time people would forget the message and revert back to their old ways

- ✓ Who were the Quraysh Tribe? A powerful tribe who rejected monotheism and worshipped several idols
- ✓ 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
- 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

Drunkenness was common (against Islamic teaching)

Usury (lending money with interest attached) was also common and people cheated each other

Female infanticide – Many people practiced this as society put little value on the life of women and they were unsafe

"...and when baby girls, buried alive, are asked for what crime they were put to death" [Surah 81:8]

✓ What did Allah do to rectify this? He sent one last Prophet to guide mankind out of the age of ignorance

8. The Night of Power

- What is the Sunnah? The Sunnah are the customs and traditions of Muslims during the time of the Prophet
- ✓ How does the Life of The Prophet influence Muslims today? 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 also follow his example by being faithful to Allah and obedient to his commandments

<u>Topics covered:</u> 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 follow	ing his revelation? The Prophet w	ent down from the cave and warned peop	le to stop living sinful lives				
✓ How did the people react? Som the powerful Quraysh Tribe, ignored	ne of the people listened to The Pr ored him and persecuted him	rophet and became followers. Most of the p	people, especially				
 What is Hijrah? Hijrah means de order to escape persecution 	What is Hijrah? Hijrah means departure. This is the period in the Prophet's life when he had to leave Mecca and go to Medina in order to escape persecution						
 Why did the Prophet have to lead up their beliefs so they threaten out of Mecca 	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; Alla	"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 Al	He built a Mosque to worship Allah, even helping with the construction of the building by carrying stones						
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	He introduced Shariah – Islamic law – in order to keep peace between the different warring tribes						
✓ What did the Prophet do next? 1	The Prophet led an army of Muslin	✓ What did the Prophet do next? The Prophet led an army of Muslims to conquer Mecca. They established Islam as the main religion					

RE 6 of 7

Who is God & what does God do?

Topics covered:

- 1. Generic Beliefs about God
- 2. Christianity nature of God
- 3. Christianity role of God

4. Islam – nature of God
 5. Islam – role of God
 6. Judaism – nature of God

Judaism – role of God
 Hinduism – nature of God
 Hinduism – role of God

Key words:

Omnibenevolent (all-loving)

- Omnipotent (almighty/all-powerful)
- **Omniscient** (all-knowing)
- Omnipresent (everywhere)
- Immortal (cannot die)
- Monotheism belief in one God
- Polytheism belief in many Gods
- Atheism: Believing God does not exist
- Agnostic: Believing that we can never know whether God exists
- **Immanence** the belief that we can experience God in our lives

Transcendence the belief that God is above us and impersonal - we cannot understand or experience his presence in the world

Incorporeal Shapeless/bodiless/ formless

Trinity: The Christian belief in one God made of 3 different persons

Allah - The name of the Muslim God Shirk

Tawhid

Adonai/Hashem/G-D: the name of the Jewish God

Covenants

Trimurti: The 3 main images of God in Hinduism

1. Generic Beliefs About God

- What is a theist? Someone who believes in God
- What do theists believe about God? They generally believe that God is omnipotent, omnipresent, omniscient & omnibenevolent
- Why do they believe this? Religious scriptures support the idea of a God with all of these attributes
- · What do atheists believe? They believe that God does not exist
- Why do they believe this? Because there is no convincing evidence of God's existence we can't see God.

This God – his way is perfect; the word of the LORD proves true; he is a shield for all those who take refuge in him. Psalm 18:30

To Allah belongs the dominion of the heavens and the earth, and Allah is over all things Competent. (AI `Imran 3:189)

3. What Is The Role Of The Christian God?

God the Father – His role as Creator, Father and Judge "Have we not all one Father? Has not one God created us?" Malachi 2.10

- God the Son Christians believe that Jesus is God in human form (incarnation). He had many roles on earth such as healer, redeemer, savior, guide – Story of Jesus Healing the leper or resurrecting Jairus' daughter
- God the Holy Spirit The immanent part of God that works in the world, offering guidance and comfort to those who need it and believe in God For all who are led by the Spirit of God are sons of God.

2. Christian Beliefs About the Nature of God

- What is the trinity? There is one God, in three different persons (The Father, The Son & the Holy Spirit). Each of these persons are fully God
- How many Gods do Christians worship? Christians are monotheists they believe in 1 God
- What do Christians believe that God is like? Christians believe that God is omnipotent, omnipotent, omniscient and omnibenevolent. They believe that God is Perfect.
- What evidence is there to prove this? The bible has stories of God's perfection
- This God his way is perfect; the word of the LORD proves true; he is a shield for all those who take refuge in him. Psalm 18:30

4. The Nature of Allah?

- Who is Allah? Allah is the main name given to the Muslim God
- How many Gods do Muslims worship? Muslims worship one God – this Is known as Tawhid, the oneness of God.
- What is Shirk? Anything that goes against Tawhid is known as shirk. This is the act of believing in more than one God/ comparing God to other things or drawing God. It is a crime to diminish the power and Glory of God in Islam
- What else do Muslims believe about God?
- Allah has no children
- Allah has 99 Names, His main name in Islam is Allah. His other names reveal certain aspects of his nature e.g. Creator, Merciful

Allah - there is no deity except Him, the Ever-Living, the Sustainer of [all] existence. Neither drowsiness overtakes Him nor sleep. To Him belongs whatever is in the heavens and whatever is on the earth. Quran Verse 2:255

RE 7 of 7

Who is God & what does God do?

Topics covered:

- 1. Generic Beliefs about God
- 2. Christianity nature of God
- 3. Christianity role of God

4. Islam – nature of God
 5. Islam – role of God
 6. Judaism – nature of God

Judaism – role of God
 Hinduism – nature of God
 Hinduism – role of God

5. The Role of Allah

- What do Muslims believe Allah does? Allah has many roles including as judge. Muslims believe that life is a test they must overcome and on judgement day Allah will decide who has past the test and is going to heaven (Jannah) and Hell (Jahannam)
- What else do Muslims believe Allah does? A core belief Muslims have is that Allah created the world in 6 days

Allah will say, 'This day truthfulness shall benefit the truthful. For them there will be gardens with streams running in them, to remain in them forever. Allah is pleased with them and they are pleased with Him. (Chapter 5 Verse 119)

6. Judaism Nature of G-d

- What do Jews believe about G-d? There is one God who has several different names. Jews believe his name is so Holy they rarely say it, and instead refer to him as Adonai (My Lord), Hashem (the name) or write G-d
- What else do Jews believe about G-d? God created the universe in 6 days. God has made covenants (promises) with the Jewish people. God has given his people a law to live by (10 commandments)
- How do Jews know about G-d? The collection of Holy Books including the Torah teach Jews about the nature of God
- This God—his way is perfect; the word of the LORD proves true; he is a shield for all those who take refuge in him. Psalm 18:30

7. Judaism the role of G-d

What do Jews believe about the role of G-d?

- God as Savior Jewish people believe that G-d has saved them on many separate occasions e.g. from slavery in Egypt [Story of Moses]
- God as creator built the world in 6 days and rested on the 7th "And he said let there be light, and there was light"
- God as Judge God decides the fate of human beings (story of Job and story of Moses)

8. Hinduism - The nature of God

- How many Gods do Hindus believe in? Hindus believe in One God the supreme being called Brahman
- What about the Gods and Goddesses? Hindus have millions of Gods and Goddesses. Each God/Goddess have different roles and characteristics that help Hindus understand the different aspects of the one God, Brahman.
- What is the trimurti? The 3 main images of God, made up of Brahma (the creator), Vishnu (the preserver) and Shiva (the destroyer).

9. Hinduism the role of God

- What does God/Brahman do ? Hindus believe the God does everything, and there are different Gods and Goddesses for each of the things he does. For example, When God destroys things they call him Shiva. Hindus also believe that God created the universe through Brahma.
- What else does God do? One of the most important roles is for God to judge a person's actions at the end of their life-cycle and decide what they are reborn as part of the cycle of samsara and reincarnation
- What is the cycle of Samsara and reincarnation? This is the cycle of birth, death and rebirth that Hindus believe every person is trapped in. When a person dies, Hindus believe that their body perishes and their soul is reborn in a new body. This is known as reincarnation

Translations

1. Quell	les mo	atières tu aimes o	ou tu n'aimes pas?		6. Quelle he	eure est-il?
J'aime (I like) J'aime bien (I really li J'adore (I love) Je préfère (I prefer) Je n'aime pas (I don Je déteste (I hate)	ike) '† like)	le français (French) le dessin (art) le théâtre (drama) l'anglais (English) la géographie (geograp la musique (music) la technologie (technolo	l'informatique (I.T.) l'EPS (l'éducation physique et sportive) (P.E.) l'histoire (history) hy) les maths (maths) les sciences (science) agy)	Il est une heure cing (five past) moins cing (five t (It's one o'clock) dix (ten past) moins dix (ten to) Il est deux heures et quart (quarter past) moins le quart (g (It's wo o'clock) vingt (twenty past) moins vingt (twenty five past) Il est midi (It's midnight) et demie (half past) moins vingt-cing		moins cinq (five to) moins dix (ten to) er past) moins le quart (quarter to) ast) moins vingt (twenty to) nty-five past) moins vingt-cinq (twenty-five to) past)
					7. Où hal	pites-tu?
		2. Pourquoi	,			
parce que c'est (because it is)	C fr C fr I	itile (useful) acile (easy) lifficile (difficult) antastique (fantastic) assionnant (exciting) ntéressant (interesting)	relaxant (relaxing) créatif (creative) actif (active) nul (rubbish) ennuyeux (boring) interminable (never-ending)	J'habite dans une maison ind detached house) J'habite dans une maison jur semi-detached house) J'habite dans une maison mi terraced house) J'habite dans un apparteme (I live in a flat)	dividuelle (l'live in a nelée (l'live in a toyenne (l'live in a nt	au centre ville (in the town centre) à la campagne (in the countryside) à la montagne (in the mountains) au bord de la mer (by the sea) dans un village (in a village) en banlieue (in the suburbs)
	3. Co	mment est ta pro	f/ton prof?		8 Décris t	a maison
Le prof de + subject (The teacher of + subject) i.e.Le prof de maths	est (is)	un peu (a bit) assez (quite) très (very) trop (too)	stricte (strict) compréhensive (understanding) sympa (nice) déseagréable (unpleasant) joyeux (cheerful) grincheux (grumpy)	Au rez-de chaussée (On the ground floor) Au premier étage (On the first floor) Au deuxième étage (On the second floor) Au grenier (In the attic) Au sous-sol (In the basement	il y a (there is)	une cuisine (a kitchen) une salle à manger (a dining room) un salon (a living room) une salle de bains (a bathroom) une chambre (a bedroom) un bureau (a study) une cave (a cellar) un jardin (a garden)
4. Qu'est- Normalement (Norm D'habitude (Usually) Ensuite (Then)	ce qu nally)	e tu fais pendan je mange le déjeur mange des sandwi je mange à la cant	r la pause-déjeuner? er (l eat lunch) chs (l eat sandwiches) ne (l eat in the canteen)	Ma maison est (My house is)	très (very) assez (quite) trop (too) un peu (a bit)	petite (small) grande (big) moderne (modern) démodée (old-fashioned) belle (beautiful) laide (ugly)
Puis (Then) Après (After)		je bavarde avec m Je rigole avec mes je joue au foot (I pla je visite la bibliothèd	es amis (I chat with my friends) amis (I have a laugh with my friends) ny football) que (I go to the library)	9. Qu'	est-ce qu'il y d	a dans ta chambre
5. QI	u'est-	ce aue tu vas fai	e après l'école	Dans ma chambre	il y a (there is)	un lit (a bed) une armoire (a wardrobe) une table (a table)

Après le collège (After school) Ce soir (This evening)	je vais faire mes devoirs (I'm going to do my homework) je vais regarder la télé (I'm going to watch TV) je vais écouter de la musique (I'm going to listen to music) je vais irie un livre (I'm going to read a book) je vais jouer aux jeux vidéo (I'm going to play video games) je vais manger un goûter (I'm going to eat a snack) je vais manger le diner (I'm going to eat dinner) je vais visiter mon cousin (I'm going to visit my cousin)

1. Dans la salle de classe	3. Je me présente			
regardez (look) écrivez (write)	Comment tu t'appelles? (what's your name ?)	Je m'appelle (My name is)		
ecoutez (listen) répétez (repeat)	Quel âge as-tu? (how old are you?)	J'ai onze ans (I am eleven years old)		
ouvrez vos cahiers (open your books) fermez vos cahiers (close your books)	Où habites-tu? (where do you live?)	J'habite à Barnet (I live in Barnet)		
asseyez-vous (sit down) levez-vous (stand up) prenez le stylo violet (take out your purple pen) prenez le petit tableu blanc (take out your mini whiteboard) rangez vos affaires (pack away)	Comment ça va? (how are you?)	Très bien (very good) Bien (good) Pas mal (not bad) Mal (bad) Très mal/pas bien (very bad/not good)		
Je peux (can I/I can?) aller aux toilettes ? (go to the toilet) enlever mon blazer ? (take off my blazer) emprunter un stylo? (borrow a pen) ouvrir la fenêtre (open the window) fermer la fenêtre (close the window) utiliser un dictionnaire (use a dictionary)	Quelle est la date de ton anniversaire? (when is your birthday?)	Mon anniversaire, c'est le 3 janvier – (My birthday is on 3rd January) juillet (July) février (February) août (August) mars (March) septembre (September) avril (April) octobre (October)		
		mai (May) novembre (November) juin (June) décembre (December)		

2. Les salutations					
Bonjour (hello) Salut (hi) Bonsoir (good evening) Bonne nuit (good night) Au revoir (goodbye) A toute à l'heure (see you soon) A bientôt (see you soon)	C'est (it's)	lundi (Monday) mardi (Tuesday) mercredi (Wednesday) jeudi (Thursday) vendredi (Friday) samedi (Saturday) dimanche (Sunday)			

4. Qu'est que	tu aimes faire et n	'aimes pas faire ?
e – (l love)	faire (to do)	de la natation (swimming)
bien (l really like)	jouer (to play)	aux ieux vidéo (video games)

J'adore – (I love) J'aime bien (I really like) J'aime (I like) Je préfère (I prefer) Je n'aime pas (I don't like) Je déteste (I hate)	faire (to do) jouer (to play) jouer envoyer (to send) regarder (to watch) écouter (to listen to)	de la natation (swimming) aux jeux vidéo (video games) de la guitare (guitar) des textos (texts) un match de foot (a football match) de la musique (music)
parce que c'est (because it is)	amusant (fun) ennuyeux (boring) passionant (exciting)	nul (rubbish) relaxant (relaxing)

5. Parle-moi de ta famille					
Ma mère (my mum) Mon père (my dad) Mon frère (my brother) Ma sœur (my sister) Mon/ma cousin(e) (my cousin) Mon grand-père (my grandfather) Ma grand-mère (my grandmother)	s'appelle (is called) a ans (is years old)	Mes parents (my parents) Mes grands-parents (my grandparents)			
s'appellent (are called) ont ans (are years old)	son anniversaire (his/her birthday)	c'est le cinq mai (is the fifth of May)			

6. Décris les cheveux et les yeux			9. As-tu un animal de compagnie?				
J'ai (I have) II a/elle a (he has/she has)	les cheveux (hair)	bruns (brown) châtains (chestnut) blonds (blond) roux (red) noirs (black) blancs (white) gris (grey)	J'ai (I have) II a/elle a (he has/she has) J'avais (I used to have) II avait/elle avait (he used to have/she used Je voudrais avoir (I would like to have) II voudrait avoir/Elle voudrait avoir (he would	to have) like to have/she would like to have)			
gris (grey) longs (long) mi-longs (mid-length) courts (short) raides (straight) frisés (frizzy) bouclés (curly) ondulés (wavy)	un cheval (a horse) un lapin (a rabbit) un chien (a dog) un chat (a cat) un poisson (a fish) un oiseau (a bird) un souris (a mouse) un cochon d'Inde (guinea pig)	blanc(s) (white) noir(s) (black) rouge(s) (red) marron (brown) jaune(s) (yellow) vert(s) (green) orange(s) (orange) tigré(s) (striped)					
J'ai (I have) II a/elle a (he has/she has)	les yeux (eyes) marron (brown) verts (green) bleus (blue) gris (grey)	un hamster (a hamster) un rat (a rat) une araignée (a spider) une tortue (a tortoise)	noire(s) (black) marron (brown) verfe(s) (green)				

7. Décris ton apparence/Décris l'apparence de ta famille			10. Que temps fait-il ?			
J'ai (l have) Il a/elle a (he has/she has)	une barbe (a beard) les taches de rousseur (freckles) une moustache (a moustache)		t	beau (it's sunny) chaud (it's hot) froid (it's cold)		
Je porte (I wear) Il porte/elle porte (he wears/she wears)	des lunettes (glasses) des lentilles de contact (contact lenses)			gris (it's grey/cloudy)		
Je suis (I am)	grand/grande (tall)	- 1		pleut (it's raining) neige (it's snowing)		
	petit/petite (short) mince (thin) gros/grosse (fat) beau/belle (beautiful)		a	du vent (it's windy) de l'orage (it's stormy) du brouillard (it's foggy)		

8. Décris ton caractère/le caractère d'un membre de ta famille					
Je suis II est/elle est (he is/ she is)	un peu (a bit) assez (quite) très (very) trop (too)	timide (shy) sympa (nice) bavard/bavarde (chatty) intelligent/intelligente (intelligent) actif/active (active) gentil/gentille (kind) travailleur/travailleuse (hardworking) courageux/ courageuse) (brave) généreux/ généreuse (generous)			

1. Los saludos (Greetings)

¡Hola ! (hello/hi) Buenos días (good morning) Buenas tardes (good afternoon) Bonne nuit (good evening/ night) Adiós (goodbye) Hasta pronto (see you soon) Hasta luego (see you later)

2. Me presento (Introductions)						
¿Cómo te llamas? (what's your name ?)	Me llamo (My name is)					
¿Cuántos años tienes? (how old are you ?)	Tengo once años (I am eleven years old)					
¿Dónde vives? (where do you live ?)	Vivo en Barnet (I live in Barnet)					
¿Qué tal ? (how are you ?)	Muy bien (very good) Bien (good) Regular (not bad/ ok) Mal (bad) Muy mal (very bad) Fatal (awful/ terrible)					
¿Cuándo es tu cumpleaños ? (when is your birthday ?)	Mi cumpleaños es el très de enero – (My birthday is on 3rd January) febrero (February) marzo (March) abril (April) mayo (May) junio (June) julio (June) julio (July) agosto (August) septiembre (September) octubre (October) noviembre (November) diciembre (December)					

3. En clase- las instrucciones (Instructions)

Airad (look)	
iscribid (write)	
iscuchad (listen)	
Repetid (repeat)	
Abrid los cuadernos (open your books)	
Cerrad los cuadernos (close your books)	
entaos (sit down)	
evantaos (stand up)	
Corregid con los boligrafos morados (correct with your purple pen)	
acad las pizarras blancas (take out your mini white board)	
Recoged las cosas (pack away)	

	Ir a los servicios ? (go to the toilet)
Puedo (can I/I can?)	quitar mi blázer ? (take off my blazer)
	presidi un poligidios (politow a peri)
+Podría (may 12)	abrir la ventana? (open the window)
Si odila (Illay IV)	cerrar la ventana? (close the window)
	usar un diccionario? (use a dictionary)

4. Los días (The days) lunes (Monday) martes (Tuesday) miércoles (Wednesday) Hoy es (today is) jueves (Thursday) viernes (Friday) sábado (Saturday) domingo (Sunday)

5. ¿Qué te gusta hacer?/ ¿Qué no te gusta hacer? (What do you like/ dislike doing ?)

Me encanta – I love	hacer (to do)	natación (swimming)
Me gusta mucho (I really like)	jugar (to play sports/games)	videojuegos (video games)
Me gusta (I like)	tocar (to play instruments)	la guitarra (guitar)
Prefiero (I prefer)	mandar (to send)	textos (texts)
No me gusta (I don't like)	ver (to watch/see)	un partido de futból(a football match)
Detesto/ Odio (I hate)	escuchar (to listen to)	música (music)
Detesto/ Odio (I hate)	escuchar (to listen to)	

6. Háblame de tu familia.							
Mi madre (my mum) Mi padre (my dad) Mi hermana (my brother) Mi hermana (my sister) Mi primo/a (my cousin) Mi abuelo(my grandfather) Mi abuela (my grandmother)	se llama (is called) tiene años (is years old)						
Mis padres- my parents Mis abuelos (my grandparents)	se llaman (are called) tienen años (are years old)						
Su cumpleaños (his/ her birthday)	es el dos de mayo (is the second of May)						

8. Describe tu apariencia/ [Describe un miembro de tu familia.
Tengo (I have) Tiene (he has/ she has)	pecas (freckles) barba (a beard) bigote (moustache)
Llevo (I wear) Llevas (he wears/ she wears)	gafas (glasses) Ientes de contacto (contact lenses)
Soy (I am) Es (he is/ she is)	alto/ alta (tall) bajo/baja (short) de talla mediana (medium height) delgado/ delgada (slim) gordo/ gorda (fat guapo/ guapa (good looking)

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7. Describe el pelo y los ojos						
engo (I have) iene (he has/ she has)	el pelo	castaño (brown hair) negro (black hair) rubio (blonde hair) pelirrojo (ginger/ red hair) largo (long hair) corto (short hair) mediano (medium length) rizado (curly hair) liso (straight) ondulado (wavy) de puntas (spiky)				
engo (I have) iene (he has/ she has)	los ojos	marrones (brown eyes) azules (blue eyes) grises (grey eyes) verdes (green eyes)				

7. Describe f	o pers	miembro de tu	familia		
Soy (I am) Es (He is/ she is)	un poco (a little) bastante (quite) muy (very) demiasiado (too) tan (so)		gracioso/ graciosa (funny) activo/activa (active) simpático/simpática generoso/ generosa (generous) tímido/ tímida (shy) hablador/ habladora (chatty) trabajador/ trabajadora (hard working) inteligente (intelligent) valiente (brave)		
		10. ¿Tienes ani	males ?		
Tengo (I have) Tiene (he has/ she has) No tengo (I do not have) No tiene (He/ she does not have) Tenía (I/ he/she used to have) Me gustaría tener (I would like to have) Le gustaría tener (he/ she would like to have)		un caballo (a horse; un pájaro (a bird) un perro (a dog) un conejo (a rabbit) un gato (a cat) un pez (a fish) un ratón (a mouse) una rata (a rat) una araña (a spider una tortuga (a torto una cobaya (a guir una serpiente (a sno)) ise) iea pig) ake)	blanco(s) (white) negro(s) (black) amarillo(s) (yellow) naranja(s) (orange) atigrado(s) (tabby) verde(s) (green) marrón/ marrones (brown) blanca(s) (white) negra(s) (black) amarilla(s) (yellow) naranja(s) (orange) atigrada(s) (tabby) verde(s) (green)	

1. ¿Qué asignaturas te gustan o no te gustan ?- What subjects do you like/ dislike ?				3. ¿Qué hora es ?/ ¿Cuando tienes clases ? – What time is it ?/When do you have lessons ?					
Me gusta (I like)el inglés (EnMe encanta (I love)el francésPrefiero (I prefer)(French)No me gusta (I don'tel españollike)(English)Detesto (I hate)el teatro (Dr		nglish) prama)	plish) la música (Music) la historia (History) la religión (PRE) la geografía (Geography) la informática (ICT) la tecnología (Technology) la educación física (PE)		Es la una- it is one o'clock Son las dos – it is two o' clock Tengo (I have) Tiene (he has/ she has)		y cinco (five past) y cuarto (quarter past) y media (half past menos cuarto (quarter to) menos cinco (five to) inglés (English) francés (French) música (Music)		
Me gustan (I like)	unate) el albujo (Art)								a la una (at one) a las dos (at two
Me encantan (I love)	las matemá	áticas (Maths)				. ,		
4. ¿Ce					4. ¿Cómo son t	us prof	esores ?- What a	re yo	ur teachers like ?
	2. ¿Por qué	?- Wh	iy ?		El profesor de +	es (is)	un poco (a bit)	seve	ro (strict)
porque es (because it is) (for fan abu diva		(for plu fantás aburric divertic entrete	r plurals add 's') ntástico/ fantástica urrido/aburrida ertido/ divertida tretenido/ entretenida		The teacher of + subject	63 (13)	bastante (quite) muy (very) demasiado(too)	com (und simp antip grac aruñ	prensivo erstanding) ático (nice) óático (unpleasant) ioso (funny) on (arumpy)
porque son (because th	ney are)	interes	ante (interesting)		inglés			Ũ	
porque las clases son (because the lessons are + feminine adjective) insoportable (unt emocionante (ex		nable (neverending) rtable (unbearable) onante (exciting)		La prof de + subject	est (is)	un poco (a bit) bastante (quite) muy (very) demasiado(too)	severa (strict) comprensiva (understanding)		
p.ej. porque las clases son fantásticas.		(for plurals add 'es') fácil(easy) difícil (difficult) útil (useful			The teacher of + subject			simp antip	ática (nice) pática (unpleasant) iosa (funny)
					i.e La prof de musique				graciosa (tunny) gruñona (grumpy)

5. ¿Dónde vives ? - Where do you live ?				8. Describe tu casa/piso - Describe your house/flat			
Vivo en una casa (I live in a detache Vivo en una casa (I live in a semi-de Vivo en una hilera (I live in a terrace Vivo rn un piso (I live in a flat) 9. ¿Qué hay en En mi dormitorio (in my bedroom)	ivo en una casa independiente live in a detached house) en el centro (in the town centre) en el campo (in the countryside) en las montañas (in the mountains) al lado del mar (by the sea) en una aldéa (in a village) en las afueras (on the outskirts ivo en una hilera de casas live in a terraced house) en el centro (in the town centre) en el campo (in the countryside) ivo en una hilera de casas live in a terraced house) en una aldéa (in a village) en las afueras (on the outskirts ivo rn un piso live in a flat) un armario (a wardrobe) un escritorio (a desk) un ordenador (a computer) un osito de peluche (a teddy bear) una cama (a bed) una mesa(a table) una silla (a chair)		en el centro (in the town centre) en el campo (in the countryside) en las montañas (in the mountains) al lado del mar (by the sea) en una aldéa (in a village) en las afueras (on the outskirts • What is there in your bedroom ? mario (a wardrobe)		En la planta baja (on the ground floor) En la primera planta (on the first floor) En la segunda planta (on the second floor) En el ático (in the attic) En el sótano (in the basement)	hay (there is)	un comedor (a dining room) un jardín (a garden) un salón (a living room) un cuarto de baño (a bathroom) un dormitorio (a bedroom) un despacho (a study) una bodega (a cellar) una cocina (a kitchen)
				Mi casa es (my house is)	un poco (a bit) bastante (quite) muy (very) demasiado (too)	pequeña (small) grande (big) moderna (modern) antigua (old) bonita (beautiful) fea (ugly)	
		una c	a cómoda (a chest of drawers)		Mi piso es (my flat is)	un poco (a bit) bastante (quite) muy (very) demasiado (too)	pequeño (small) grande (big) moderno (modern) antiguo (old) bonito (beautiful)

feo (ugly)

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PE 1 of 5

KS3 - PE

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

Define the fe	ollowing	fitness con	ponents:
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- 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		Cardiovascular endurance	
5B	Define anaerobic.		Identify the fitness components developed through anaerobic exercise.	
	• Without oxygen	55	Power and speed	
50	Identify the equation for aerobic respiration.		Identify how an athlete would calculate their maximum heart rate (MHR)?	
50	• Glucose + Oxygen = Energy + CO ² + Water	JK	• MHR = 220 – age	
CD	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.			
	Describe aerobic exercise.	514	Define stroke volume.	
5E	Describe aerobic exercise.Long duration and low intensity exercise	5M	Define stroke volume.The volume of blood pumped from the left side of the heart per beat	
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 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 Identify the aerobic and anaerobic training zones.	

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		Identify the seven nutrients which make up a healthy balanced diet.		Identify consequences of a sedentary lifestyle.	
	6A	Carbohydrates Fats Protein Fibre Vitamins Minerals Worker		 Weight gain/obesity Heart problems (e.g. hypertension) Diabetes Low self-esteem 	
				Define obesity.	
ł				 A person with a large fat content (BMI >30) 	
		Identify the main benefit of each nutrient listed in Q8.40.		Identify causes of obesity.	
	6B	 Carbohydrates = body's main energy source Fats = body's secondary energy source Protein = muscle growth and repair Fibre = supports digestive system Vitamins = supports immune system Minerals = helps maintain strong bones Water = helps maintain hydration 		High calorie consumption combined with minimal physical activity	
				Identify physical, mental and social effects of obesity.	
				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.		Define dehydration.	
	10	 Carbohydrates = pasta, rice, potatoes Fats = red meat, cheese, nuts 	61	• The harmful reduction of water in the body	
	0C	 Protein = chicken, fish, eggs Fibre = brown bread, cereal, porridge Vitamins = fruit and vegetables Minerals = milk (calcium) Water = water 		Identify causes of dehydration.	
				Not drinking enough fluidsOver-exercising	
ł				Identify three effects of dehydration.	
	6D	Define sedentary inestyle.		Blood thickens	
	00	A person's choice to engage in little physical activity		Increased heart rate Fatigue	

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