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2023-2024



Knowledge Organiser

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A Midsummer Night's Dream (1600)

by William Shakespeare

When?	Summary and Themes/Ideas	Quotations
Act 1	<p>Egeus insists on Hermia marrying Demetrius, despite the fact that Hermia is in love with Lysander. Theseus supports Egeus' control over his daughter's marital decision, which establishes them as characters that uphold the Elizabethan patriarchy.</p> <p>Lysander accuses Demetrius of being fickle in love, saying that he was once engaged to Hermia's friend Helena, but Demetrius abandoned her after he met Hermia.</p>	<p>1.1. Theseus (to Hippolyta): "I wooed thee with my sword and won thy love doing thee injuries."</p> <p>1.1. Theseus (to Hermia): "Be advised, fair maid: to you your father should be as a god."</p> <p>1.1. Theseus (to Hermia): "If you yield not to your father's choice, you can endure the livery of a nun."</p> <p>1.1. Hermia (to Theseus): "So will I grow, so live, so die, my lord, Ere I will yield my virgin patent up unto his lordship, whose unwished yoke My soul consents not to give sovereignty."</p> <p>1.1. Egeus (to Theseus): "Full of vexation come I, with complaint Against my child, my daughter Hermia. Stand forth, Demetrius. My noble lord, This man hath my consent to marry her."</p> <p>1.1. Theseus (to Hermia): "Demetrius is a worthy gentleman."</p> <p>1.1. Lysander (to Hermia): "Demetrius, I'll avouch it to his head, Made love to Nedar's daughter, Helena, And won her soul; and she, sweet lady, dotes, Devoutly dotes, dotes in idolatry Upon this spotted and inconstant man."</p> <p>1.1. Lysander (to Hermia): "The course of true love never did run smooth."</p>
	<p>The complex nature of romantic relationships between the characters is established as Hermia and Lysander, deeply in love, navigate the challenges posed by Egeus' opposition.</p> <p>Helena, Hermia's friend whom Demetrius jilted, is lovesick and deeply upset because Demetrius no longer loves her.</p>	<p>1.1. Hermia (to Lysander): "O, hell! to choose love by another's eyes."</p> <p>1.1. Hermia (to Lysander): "If then true lovers have been ever crossed, It stands as an edict in destiny."</p> <p>1.1. Lysander (to Hermia): "The course of true love never did run smooth."</p>
	<p>The rude mechanicals, a group of amateur actors, are established as comedic characters.</p>	<p>1.2. Bottom (to Quince): "An I may hide my face, let me play Thisbe too."</p> <p>1.2. Bottom (to Quince): "I will roar, that I will do any man's heart good to hear me."</p>
Act 2	<p>Puck, the mischievous fairy, is introduced as a character who delights in creating chaos and confusion through his magical pranks and mischief.</p>	<p>2.1. Fairy (to Puck): "I do wonder everywhere swifter than the moon's and I serve the fairy queen."</p> <p>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."</p> <p>2.2. Puck: "Weeds of Athens he doth wear this is he, my master said."</p> <p>2.2. Puck: "When they next wake, all this derision shall seem a dream and fruitless vision."</p>
	<p>Jealousy emerges as a catalyst for action among the characters, igniting a series of conflicts and entanglements.</p>	<p>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".</p> <p>2.1. Helena (to Demetrius): "I am your spaniel; and, Demetrius, the more you beat me, I will fawn on you."</p> <p>2.2. Helena: "Oh, that a lady of one man refused should of another therefore be abused".</p> <p>2.2. Helena: "Love looks not with the eyes but with the mind, and therefore is winged Cupid painted blind."</p> <p>2.2. Helena: "What wicked and dissembling glass of mine made me compare with Hermia's sphery eyne?"</p>

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

When?	Summary and Themes/Ideas	Quotations
Act 3	The comedic nature of Titania and Bottom's relationship is revealed as the mischievous Puck casts a spell on Titania, causing her to fall in love with Bottom, who has been transformed into a creature with a donkey's head.	<p>3.1. Titania (to Bottom): "Thou art wise as thou art beautiful".</p> <p>3.1. Bottom (to Titania): "Reason and love keep little company together nowadays."</p> <p>3.1. Bottom (to Titania): "I see their knavery: this is to make an ass of me, to fright me if they could. But I will not stir from this place, do what they can."</p> <p>3.1. Titania: "What angel wakes me from my flowery bed?"</p>
	Puck's involvement with the lovers causes chaos and confusion as he mistakenly applies a love potion to Lysander's eyes instead of Demetrius, leading to Lysander falling in love with Helena instead of Hermia.	<p>3.2. Oberon (to Puck): "What hast thou done? Thou hast mistaken quite, and laid the love juice on some true love's sight."</p> <p>3.2. Puck (to Oberon): "Jack shall have Jill. Nought shall go ill."</p> <p>3.2. Demetrius (to Helena): "O Helena, goddess, nymph, perfect, divine!"</p> <p>3.2. Helena (to Lysander): "Your vows to her and me, put in two scales, will even weigh, and both as light as tales."</p> <p>3.2. Helena (to Hermia): "Have you conspired, have you with these contrived to bait me with this foul derision?"</p> <p>3.2. Lysander (to Demetrius): "If thou say so, withdraw and prove it too."</p>
Act 4	The chaos and confusion is resolved through a series of reconciliations, interventions by the fairies, and the unveiling of true identities. Misunderstandings are cleared, love is restored to its rightful place, and harmony is achieved, bringing an end to the chaos and confusion that had plagued the characters' lives.	<p>4.1. Titania (to Oberon): "My Oberon, what visions have I seen! Me thought I was enamoured of an ass."</p> <p>4.1. Oberon: "Now I have the boy, I will undo this hateful imperfection of her eyes."</p> <p>4.1. Bottom: "I have had a most rare vision."</p> <p>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?"</p> <p>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."</p> <p>4.1. Bottom: "Masters, I am to discourse wonders—but ask me not what, for if I tell".</p>
Act 5 and Epilogue	Order is ultimately restored through the resolution of the text, as the tangled relationships are untangled, the spells are lifted, and the characters find themselves in their rightful places.	<p>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."</p> <p>Epilogue Puck: "If we shadows have offended, think but this, and all is mended."</p> <p>Epilogue Puck: "Give me your hands if we be friends, and Robin shall restore amends."</p>

Oliver Twist by Charles Dickens (1837)

When?	Summary and Themes/Ideas	Quotations
Chapter 1-5	<p>The writer establishes the character of Oliver as a victim of social inequality as he faces poverty and prejudice in society due to his social status as he is born an orphan brought up as his mother dies at birth leaving him a gold locket that gets stolen by the nurse.</p> <p>When Oliver grows a bit older, he works in the workhouse with other orphans and faces prejudice when asking for more food as all orphans are malnourished. After asking for more food, Oliver is beaten with a ladle for making a simple request and is punished after by being locked in a room in the parish. The writer also contrasts the harsh realities of being working class in the Victorian era creating disparity between the upper and lower class as Oliver faces ill-treatment in the workhouse. Mr. Sowerberry, the parish undertaker, takes Oliver on as his apprentice.</p> <p>Oliver also observes the clergyman perform a funeral service in four minutes during his time as an apprentice which again highlights the disparity between working and upper class.</p>	<p>Chapter 1. Narrator: (About Oliver) <i>'He might have been the child of a nobleman or beggar.'</i></p> <p>Chapter 1. Narrator: (About Oliver) <i>'The orphan of the workhouse.'</i></p> <p>Chapter 1. Narrator: <i>'Oliver was the victim of treachery and deception.'</i></p> <p>Chapter 2. Narrator: (About the orphans) <i>'The bowls never needed washing.'</i></p> <p>Chapter 2. Narrator: (About Oliver) <i>'A pale thin child.'</i></p> <p>Chapter 2. Oliver: (to master) <i>"Please sir, I want some more."</i></p> <p>Chapter 2. Narrator: <i>'Oliver tore the bits asunder with all the ferocity of famine.'</i></p> <p>Chapter 2. Narrator: <i>'The master aimed a blow at Oliver's head with the ladle.'</i></p> <p>Chapter 2. Narrator (about Mr. Bumble): <i>'The master was fat, healthy man...'</i></p> <p>Chapter 3. Narrator: (About Oliver) <i>'Mr. Bumble, who prevented his catching cold, and caused a tingling sensation to pervade his frame, by repeated applications of the cane.'</i></p> <p>Chapter 4. Mrs Sowerberry: (to Oliver) <i>"It doesn't much matter whether you do or don't, for you can't sleep anywhere else. Come . . . !"</i></p> <p>Chapter 5. Narrator: (About the working class) <i>'Having read as much of the burial service as could be compressed into four minutes...'</i></p>
Chapter 6-8	<p>Hope is highlighted for Oliver as his circumstances change after facing unfair treatment from the workhouse, but Noah Claypole, Charlotte and Mrs Sowerberry mistreat him even though Noah constantly makes hurtful comments towards Oliver's dead mother making him frustrated, so he hits him. As a result of his anger, the Sowerberry's also lock Oliver up in a room as a punishment.</p> <p>Oliver manages to run away and move to London and meets with the Artful Dodger this highlights opportunity for change. The Artful Dodger offers Fagin's house to Oliver which for him is better than staying on the streets in a city he has never been to.</p> <p>When they approach Fagin's house, it is described as unhygienic but once again this is the best possible option for Oliver. Fagin and some boys are having supper. Silk handkerchiefs hang everywhere. The boys smoke pipes and drink liquor although none appear older than the Dodger reinforcing the Victorian stereotype that the lower class are immoral.</p>	<p>Chapter 6. Narrator: (About Oliver) <i>'For many months he had continued meekly to submit to the domination and ill-treatment of Noah Claypole.'</i></p> <p>Chapter 6. Narrator: (About Oliver) <i>'Crimson with fury, Oliver started up.'</i></p> <p>Chapter 6. Narrator: (About Oliver) <i>'Seized Noah by the throat; shook him, in the violence of his rage, till his teeth chattered in his head.'</i></p> <p>Chapter 6. Narrator: (About Oliver) <i>'The cruel insult to his dead mother had set his blood on fire.'</i></p> <p>Chapter 8. Narrator: (About London) <i>'London was the very place for a homeless boy, who must die in the streets unless someone helped him.'</i></p> <p>Chapter 8. Narrator: (About Oliver) <i>"He felt frightened at first, for the wind moaned dismally over the empty fields."</i></p> <p>Chapter 8. Narrator: (About London) <i>"Drunken men and women were positively wallowing in filth."</i></p> <p>Chapter 8. Narrator: (About Fagin) <i>'The walls were perfectly black with age and dirt.'</i></p> <p>Chapter 8. Artful Dodger: <i>"I've got to be in London to-night; and I know a 'spectable old gentleman as lives there.."</i></p> <p>Chapter 8. Narrator: (About Oliver) <i>'This unexpected offer of shelter was too tempting to be resisted.'</i></p>

Oliver Twist by Charles Dickens (1837)

When?	Summary and Themes/Ideas	Quotations
Chapter 9-11	<p>Oliver is exposed to the criminality of Fagin and his gang, and he therefore exploited due to his vulnerability. Oliver doesn't understand what pickpocketing is and Fagin uses this opportunity to manipulate him into viewing this crime as a study.</p> <p>For days, Fagin keeps Oliver indoors practicing the art of picking pockets. Oliver notices that Fagin punishes the Dodger and Charley if they return home empty-handed. Finally, Fagin sends Oliver out with the Dodger and Charley to work.</p> <p>Oliver has his first experience of the justice system and corruption for a crime he did not commit as the other children abandon him when caught. The criminal justice system views him as a criminal due to his social class even though he is innocent highlighting the upper class building a stigma around lower class being perceived as criminals.</p>	<p>Chapter 9. Narrator: <i>'Oliver thought the old gentleman must be a decided miser to live in such a dirty place.'</i></p> <p>Chapter 9. Narrator: <i>'Oliver was rendered anxious by the stern morality of the old gentleman's [Fagin] character.'</i></p> <p>Chapter 9. Narrator: (About Mr Brownlow) <i>'The old gentleman [Brownlow] was a very respectable looking personage.'</i></p> <p>Chapter 9. Fagin: <i>"Well," said the Jew, glancing slyly at Oliver.</i></p> <p>Chapter 9. Oliver: (to Fagin) <i>"Very much, indeed, if you'll teach me, sir,".</i></p> <p>Chapter 9. Fagin: (to Oliver) <i>"Certainly, my dear, certainly."</i></p> <p>Chapter 10. Narrator: (About Oliver) <i>'The offence had been committed in his view.'</i></p> <p>Chapter 11. Narrator: (About Oliver) <i>'His miserable dress, and proof of guilt upon his face. Bore witness against him.'</i></p>
Chapter 12-16	<p>Oliver is delirious with a fever for days and Mr Brownlow's caretakers look after him. Oliver's situation temporarily changes for the better as he is taken in by Mr Brownlow after facing the criminal justice system, a moral character who doesn't see Oliver as a criminal but a child in desperate need of help.</p> <p>We are introduced to a new character called Bill Sikes and he works for Fagin who is established as a morally corrupt and evil character due to his appearance and the treatment of his dog and other people around him.</p> <p>Fagin plans to get Oliver back by sending Nancy and Bill to kidnap him through Nancy pretending to be his sister. After kidnapping him, Bill Sikes threatens Oliver as he tries to escape and complain, but Nancy attempts to save Oliver from Bill Sikes hurting him, but she is instead faced with threats reinforcing Bill Sikes' immorality.</p>	<p>Chapter 12. Narrator: (About Oliver) <i>'Gradually, he fell into a deep tranquil sleep.'</i></p> <p>Chapter 12. Narrator: <i>'Oliver opened his eyes and felt cheerful and happy.'</i></p> <p>Chapter 15. Mr Brownlow: <i>"Call a coach, somebody, pray. Directly!"</i></p> <p>Chapter 15. Mr Brownlow: (About Oliver) <i>"Poor boy, poor boy!" said Mr. Brownlow, bending over him.</i></p> <p>Chapter 16. Narrator: (About Sikes) <i>'The man who growled out these words was a stoutly built fellow.'</i></p> <p>Chapter 16. Sikes: <i>"That's very likely," returned Sikes with a malicious grin."</i></p> <p>Chapter 16. Narrator: (About Sikes) <i>'And two scowling eyes; one of which displayed various parti-coloured symptoms of having been recently damaged by a blow.'</i></p> <p>Chapter 16. Narrator: (About Sikes) <i>'This command was accompanied with a kick, which sent the animal to the other end of the room.'</i></p> <p>Chapter 16. Narrator: (About Sikes) <i>'Always look in an unfinished or incomplete state...'</i></p> <p>Chapter 16. Sikes: (To Nancy) <i>"Stand off me, or I'll split your head against the wall."</i></p>

Oliver Twist by Charles Dickens (1837)

When?	Summary and Themes/Ideas	Quotations
Chapter 17-22	<p>Sikes plans to rob a house, but he needs a small boy for the job. Fagin offers Oliver's services. Sikes warns Oliver that he will kill him if he shows any signs of hesitation during the robbery.</p> <p>Oliver demonstrates a sense of morality but is powerless to stop his involvement in criminal activity as Bill Sikes threatens him with a weapon to stay silent and go inside their targeted house to carry out the robbery. Oliver is shot by a member of the house and abandoned during the robbery, highlighting the lack of compassion and immorality of Bill and his criminal associates.</p>	<p>Chapter 17. Narrator: 'Oliver sat huddled in a corner of the cart, bewildered with alarm and apprehension.'</p> <p>Chapter 17. Narrator: (About Oliver) 'He was about to throw himself on the ground and make a struggle for his young life.'</p> <p>Chapter 18. Narrator: (About Oliver) 'Sikes commanded him to be silent.'</p> <p>Chapter 20. Narrator: 'Oliver, mad with grief and terror, saw that housebreaking and robbery were the objects of the expedition.'</p> <p>Chapter 21. Narrator: 'It was a cheerless morning (...) blowing and raining hard; and the clouds looking dull and stormy.'</p> <p>Chapter 21. Narrator: 'There was a faint glimmering of the coming day in the sky (...) but the sombre light only serving to pale that which the street lamps afforded.'</p> <p>Chapter 22. Narrator: 'A mist came before his eyes; the cold sweat stood upon his ashy face; his limbs failed him; and he sank upon his knees.'</p> <p>Chapter 22. Narrator: 'A cold deadly feeling crept over the boy's heart.'</p>
Chapter 23-28	<p>The nurse (Mrs. Corney) who stole Oliver's inherited gold locket confesses to Mr Bumble about her sinful deed in order to be forgiven before death. Mr. Bumble's prejudice against the working class is made evident.</p> <p>The character of Monks is introduced foreshadowing Oliver's identity as he seems to be interested in Oliver's life and he is established as immoral. Fagin returns to his house to find Monks waiting for him. Monks asks why Fagin has chosen to send Oliver out on such a mission rather than make the boy into a simple pickpocket.</p> <p>It becomes clear that Monks has some interest in Oliver. Monks was looking for Oliver and saw him the day Oliver was arrested. Moreover, Fagin notes that Monks wants Oliver to be made into a hardened thief. Monks becomes alarmed, thinking he sees the shadow of a woman. The two stop talking and leave Fagin's house.</p>	<p>Chapter 23. Narrator: 'Mrs. Corney shook her head (...) thrusting a silver spoon in (private property) into the inmost recesses of a tea-caddy.'</p> <p>Chapter 23. Mr. Bumble: "He went away; and he did die in the streets. There's an obstinate pauper for you!"</p> <p>Chapter 23. Mr. Bumble: "Sick families have been relived with slices of cheese. That's the rule Mrs. Corney."</p> <p>Chapter 23. Monks: (About Nancy) "Throttle the girl!" Said Monks impatiently."</p> <p>Chapter 23. Monks: "I'll swear I saw it!" Replied Monks, trembling."</p> <p>Chapter 26. Monks: (About Oliver) "You must get hold of him somehow... never mind how."</p> <p>Chapter 28. Monks: "I am as harmless as a little child, but you would have me treated as a criminal!"</p>

Oliver Twist by Charles Dickens (1837)

When?	Summary and Themes/Ideas	Quotations
Chapter 29-32	<p>Rose Maylie's character is introduced highlighting the importance of innate character vs environmental influences by demonstrating her compassion towards Oliver as she refuses to see Oliver who has been injured as a criminal, but instead chooses to be sympathetic towards him never having a comfort of a home or a family.</p> <p>Clear distinctions are made between the working and middle classes as the surgeon views Oliver as an immoral criminal due to his low social status.</p> <p>Oliver's life becomes more hopeful and peaceful as he stays with the Maylie household to recover. Over a period of weeks, Oliver slowly begins to recover. He begs for some way to repay his benefactors' kindness. They tell him he can do so after he recovers his health.</p>	<p>Chapter 30. Rose: (About Oliver) <i>"But at so early an age!"</i></p> <p>Chapter 30. Rose: (About Oliver) <i>"Think that he may never have known a mother's love, or the comfort of a home."</i></p> <p>Chapter 30. Surgeon: (About Oliver) <i>"Ill-usage and blows, or the want of bread, may have driven him to herd with men who have forced him to guilt."</i></p> <p>Chapter 30. Rose: (About Oliver) <i>"Have pity upon him before it's too late."</i></p> <p>Chapter 30. Surgeon: (About Oliver) <i>"He shall be left to his fate."</i></p> <p>Chapter 30. Narrator: (About Oliver) <i>"All the doubts that will be cast upon him."</i></p> <p>Chapter 30. Narrator: (About Oliver) <i>"The youngest and fairest are too often its chosen victims."</i></p> <p>Chapter 32. Narrator: <i>"Oliver... seemed to enter a new existence there."</i></p> <p>Chapter 32. Narrator: (About Oliver) <i>"The days were peaceful and serene."</i></p> <p>Chapter 32. Narrator: <i>"Oliver often wandered here; and, thinking of the wretched grave in which his mother lay."</i></p>
Chapter 33-37	<p>Rose suddenly falls ill and her health rapidly declines for a few weeks before miraculously recovering after receiving treatment.</p> <p>Rose demonstrates her awareness of respectable society to assume the worst about individuals of low social standing as she listens to Nancy instead of dismissing her due to her social class.</p> <p>The importance of love and family values is reinforced as Rose deeply cares about Oliver being given an opportunity to have a loving home instead of caring about what other people might think of their actions to take an orphan in.</p>	<p>Chapter 33. Narrator: (About Oliver) <i>"He was still the same gentle, attached, affectionate creature."</i></p> <p>Chapter 33. Narrator: (About Oliver) <i>"He was dependent for every slight attention and comfort on those who tended him."</i></p> <p>Chapter 34. Rose: <i>"I would rather die than stain on his noble name."</i></p> <p>Chapter 37. Narrator: (About Nancy) <i>"The lady fell upon her knees and tried to fold her hands together...she sank into the friendly arms which were extended to receive her."</i></p> <p>Chapter 37. Rose: (About Oliver) <i>"It is because I think so much of warm and sensitive hearts that I would spare them from being wounded."</i></p>
Chapter 38-41	<p>Nancy confesses to Rose that she is the one who kidnapped Oliver on his errand for Mr. Brownlow. She relates that she overheard Monks tell Fagin that he is Oliver's brother. Monks wants Oliver's identity to remain unknown so that Monks himself can claim their family's full inheritance. Monks would kill Oliver if he could do so without endangering himself. He has also promised to pay Fagin if Oliver is recaptured.</p> <p>Nancy's honourable act directly contradicts Victorian stereotypes of the poor as fundamentally immoral as she tries to help Oliver by going to Rose Maylie and warning them about Oliver being in danger despite knowing the consequences of betraying Fagin and Bill Sikes can be deadly for her.</p>	<p>Chapter 39. Nancy: <i>"Isn't there anybody here... that will see a simple message, carried for a poor wretch like me?"</i></p> <p>Chapter 39. Nancy: <i>"If you knew what I am sometimes, you would pity me indeed."</i></p> <p>Chapter 40. Nancy: <i>"The truth, lady, though it comes from my lips."</i></p> <p>Chapter 40. Nancy: <i>"you won't be -too violent, Bill?"</i></p> <p>Chapter 40. Narrator: (About Nancy) <i>"But there was something of the woman's original nature left in her still."</i></p> <p>Chapter 40. Nancy: <i>"Lady," cried the girl, sinking on her knees."</i></p>

Oliver Twist by Charles Dickens (1837)

When?	Summary and Themes/Ideas	Quotations
Chapter 42-48	<p>Fagin continues to manipulate by using his power in a corrupt way through trying to recruit Noah Claypole and Charlotte to work for him and rob children. He also lies to Nancy when she's hiding away due to knowing she is about to face deadly consequences. This is done through reassuring her that nothing hurtful will happen to her, but just after Nancy opens the door, Bill Sikes murders her.</p> <p>Fagin tells Noah that he will pay him a pound to follow Nancy. The following Sunday, when Sikes is away, he takes Noah to Sikes's residence. At eleven, Nancy leaves the apartment. Noah follows at a discreet distance. Noah observes her meeting Mr Brownlow and Rose and hurries home to inform Fagin. Fagin and Noah relate the details of Nancy's trip to Bill Sikes. In a rage, Sikes rushes home and beats Nancy to death while she begs for mercy.</p> <p>Bill Sikes demonstrates paranoia and remorse for his actions of murdering Nancy as he hallucinates despite running away from his sinful actions, but he is constantly haunted by Nancy's eyes.</p>	<p>Chapter 42. Fagin: "A little fancy work?"</p> <p>Chapter 43. Fagin: "Only consider. You've done what's a very pretty thing, and what I love you for doing..."</p> <p>Chapter 45. Fagin: (About Nancy) "She durst not refuse me then. Not for her life, not for her life! I have it all."</p> <p>Chapter 47. Fagin: (to Nancy) "You are as safe here as you could be."</p> <p>Chapter 47. Narrator: (About Bill): 'Without one pause or moment's consideration (...) his teeth so tightly compressed that the strained jaw seemed starting through his skin.'</p> <p>Chapter 47. Bill: "Get up!" said the man. "Get up."</p> <p>Chapter 47. Nancy: "Beg them, on my knees, to show the same mercy and goodness to you; and let us both leave this dreadful place."</p> <p>Chapter 47. Narrator: (About Nancy): 'She staggered and fell: nearly blinded with the blood that rained down from a deep gash in her forehead.'</p> <p>Chapter 48. Narrator: (About Bill) 'A vision came before him, more terrible than from which he had escaped.'</p> <p>Chapter 48. Narrator: (About Bill) 'Those widely staring eyes, so lustreless and so glassy.'</p> <p>Chapter 48. Narrator: (About Bill) 'Trembling in every limb.'</p>
Chapter 49- 53	<p>Justice is served and order is restored in society as Fagin and Sikes are punished for their corrupt actions as Bill Sikes accidentally hangs himself and Fagin receives punishment by death.</p> <p>Sikes climbs onto the roof with a rope, intending to lower himself to escape in the midst of the confusion. However, he loses his balance when he imagines that he sees Nancy's eyes before him. The rope catches around his neck, and he falls to his death with his head in an accidental noose.</p> <p>Fagin is sentenced to death for his many crimes. On his miserable last night alive, Brownlow and Oliver visit him in his jail cell to find out the location of papers verifying Oliver's identity, which Monks had entrusted to Fagin.</p> <p>In the end, Brownlow adopts Oliver as his son.</p>	<p>Chapter 49. Narrator: (About Bill) 'There was a sudden jerk, and there he hung, with the open knife clutched in his hand.'</p> <p>Chapter 52. Narrator: (About Fagin) 'The court was paved, from floor to roof, with human faces. Inquisitive and eager eyes peered from every inch of space.'</p> <p>Chapter 52. Narrator: (About Fagin) 'He had never been able to consider more than the dim probability of dying so soon.'</p> <p>Chapter 52. Narrator: (About Fagin) 'To be hanged by the neck, till he was dead—that was the end. To be hanged by the neck till he was dead.'</p>

Blood Brothers (1981)

by Willy Russell

When?	Summary and Themes/Ideas	Quotations
Act 1	We are introduced to fate as the writer foreshadows ideas about the brothers. We are told the twins will be separated, as one will be kept and the other given away to Mrs Lyons.	<p>1.1. Narrator: "...Who stood and watched brother parted from brother; who saw her children wrenched apart..."</p> <p>1.8. Mrs Lyons: "They say if either twin learns he was one of a pair they shall both die immediately!"</p>
	Class division is also apparent when the situations of the families are seen as very different. Mrs Johnstone is working class , struggles to provide for her family and is superstitious , whilst Mrs Lyons is upper middle class and can give Edward a comfortable life.	<p>1.1. The Mother: "With seven hungry mouths to feed and one more nearly due."</p> <p>1.3. The Mother (to Mrs. Lyons): "It's such a lovely house."</p> <p>1.3. The Mother (to Mrs. Lyons): "Never put new shoes on a table, Mrs Lyons. You never know what'll happen."</p> <p>1.5. Mrs. Lyons (to The Mother): "Already you're being threatened by the Welfare."</p>
Act 2	As years pass, fate brings Mickey and Eddie together. It is clear that nature vs nurture has had an impact on the brothers: Mickey behaves poorly and speaks informally whilst Eddie speaks formally and is well-educated as a result of his nurture . The boys decide to become blood brothers .	<p>2.2. Mickey (to Eddie): "[Taking a handful] Are you soft?"</p> <p>2.2. Eddie (to Mickey): "[Awed] Pissed off! You say smashing things don't you?"</p> <p>2.2. Eddie (to Mickey): "Don't you know what a dictionary is?"</p> <p>2.2. Mickey (to Eddie): "Do you want to be my blood brother, Eddie?"</p> <p>2.2. The Mother (to Eddie): "go on, go home before the bogey man gets you."</p>
	Clear divides as a result of money and nurture are present. The policewoman discriminates against the Johnstones and treats the Lyons as friends. The two brothers are clearly on very different paths as they move homes and each is aware of their fate .	<p>2.7. Policewoman (to Mrs. Johnstone): "He was about to commit a serious crime."</p> <p>2.7. Policewoman (to Mrs. Lyons): "It was more of a prank really...I'd not let him mix with the liked of them in future."</p> <p>2.8. Mrs. Johnstone: "We've tried to like turn over to a new page but like the blotches keep showing."</p> <p>2.9. Mrs. Lyons (to Eddie): "Once the trees are planted we won't even see the estate."</p>
Act 3	The children grow up and Mickey and Linda develop feelings for each other, but are initially too scared to share their feelings with each other.	<p>3.1. Linda (to Mickey): "You said forget school and come with you."</p> <p>3.1. Linda (to Mickey): "I'm fourteen now. So are you! Don't you think we're a bit old for air guns and catapults?"</p> <p>3.1. Mickey (to Linda): "I'll tell you what I want to do, Linda. I want to kiss you and put me arms around you...But I just don't know how to tell you."</p>

Blood Brothers (1981) by Willy Russell

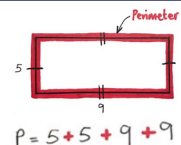
When?	Summary and Themes/Ideas	Quotations
Act 4	The writer comments on a society in which the impacts of class divide can lead to a lack of choice for the working class and negative consequences for the brothers' relationship. Edward can afford to go to university and spend money on going out, whilst Mickey struggles to find a job.	<p>4.1. Eddie (to Linda): "I go away to university tomorrow."</p> <p>4.2. Narrator: "They were calling him Inflation and Recession was his son."</p> <p>4.2. Eddie (to Mickey): "Why is a job so important?"</p> <p>4.2. Mickey (to Eddie): "NO! I don't want your money. Stuff it."</p> <p>4.2. Eddie (to Linda): "If Mickey takes this to my father's factory on Monday, he'll be fixed up with a job."</p>
Act 5	Mickey has a job in Mr Lyons' factory and realises Eddie is the boss. Mickey feels uncomfortable when Eddie speaks to him due to the class divide between them. Linda sees Eddie at the housing office and he uses his status and privilege to organise a house for Mickey and Linda. Linda then agrees to meet Eddie without Mickey knowing and Sammy sees them coming out of a restaurant together. 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.	<p>5.1. Eddie (to Mickey): "I didn't recognise you for a moment. You look a lot, a lot older."</p> <p>5.1. Mickey (to Eddie): "Yeh we both work in the same place. But you own the place, Mr Lyons."</p> <p>5.1. Mickey (to Eddie): "I got this job. An' it might be the worst bleeding job in the place but it's mine. I wasn't given it!"</p> <p>5.2. Linda (to Mickey): "Eddie, we've been trying to get moved for five years. You fix it in five minutes!"</p> <p>5.2. Narrator: "She's washed a million dishes and she's always making tea."</p> <p>5.2. Linda (to Mickey): "But what am I supposed to do? Just grow old?"</p>
	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. Mrs Lyons fulfils the superstition from Act 1 – both twins die.	<p>5.2. Linda (to Mickey): "How do you think you got your job? How do you think you escaped being one of those made redundant?"</p> <p>5.2. Mickey (to Linda): "Have I got anything that doesn't belong to Eddie?"</p> <p>5.4. Mickey (to Eddie): "Everything I thought was mine...is yours. Is there anything in my life that isn't controlled by you, Eddie?"</p> <p>5.4. Mickey (to Eddie): "You've got the power...and the control and you do all these things for me."</p> <p>5.4. The Mother (to Mickey): "Mickey...don't. He's your brother!"</p>

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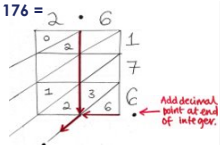
Billion (1,000,000,000)	Hundred Million (100,000,000)	Ten Million (10,000,000)	Million (1,000,000)	Hundred Thousand (100,000)	Ten Thousand (10,000)	Thousand (1,000)	Hundred (100)	Ten (10)	Units (1)	Tenths (0.1)	Hundredths (0.01)	Thousandths (0.001)
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Place Value		
First comma	Thousands	1, 206, 000
Second comma	Millions	1, 206, 000 <i>1 million, two hundred and six thousand</i>
Ascending	Smallest to biggest	Write in descending order 4,403, 4.3, 4.33, 4.03
Descending	Biggest to smallest	U T H TH 4 . 4 0 3 4 . 3 3 0 4 . 3 0 0 4 . 0 3 0 <i>add place holders</i> <i>line up the decimal point</i>
The decimal point	Never moves	
Crocodile	Eats the bigger number	$-2 > -7$

Addition and Subtraction		
Product	Times	8×3
Sum	Add	$8 + 3$
Difference	Subtract	$8 - 3$
Integer	Whole number	Circle the integers below: $-5, 2, \frac{1}{4}, 3, 1.7, 56$
Odd ends in	1, 3, 5, 7, 9	Write the largest even number using: 2, 3 and 7 732 <i>must end with even</i>
Even ends in	2, 4, 6, 8, or 0	

Perimeter		
Perimeter is	The distance around a 2D shape	


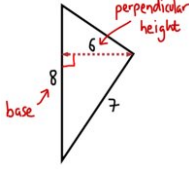
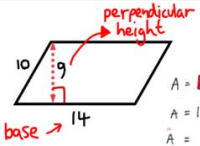
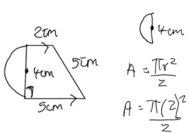
Rounding and Estimation		
Rounding	Find the decider	Round 58,624 to the nearest 100
5 or above	Give it a shove	$58,624$ <i>decider</i>
4 or below	Let it go	

Multiplication and Division		
Multiplying decimals	Gelosia	$2.6 \times 176 =$ 
Dividing numbers	Bus stop	Work out $3 \div 8 = 0.375$
First number	Goes in the bus stop	$= 0.375$
Dividing by a decimal	Equivalent fractions. Turn the denominator into an integer	Calculate $0.0642 \div 0.03$ $\frac{0.0642}{0.03} = \frac{6.42}{3} = 2.14$ <i>dividing by a decimal</i> <i>now use bus stop</i>

Squares	Square Roots		
1^2	1	$\sqrt{1}$	1
2^2	4	$\sqrt{4}$	2
3^2	9	$\sqrt{9}$	3
4^2	16	$\sqrt{16}$	4
5^2	25	$\sqrt{25}$	5
6^2	36	$\sqrt{36}$	6
7^2	49	$\sqrt{49}$	7
8^2	64	$\sqrt{64}$	8
9^2	81	$\sqrt{81}$	9
10^2	100	$\sqrt{100}$	10
11^2	121	$\sqrt{121}$	11
12^2	144	$\sqrt{144}$	12
13^2	169	$\sqrt{169}$	13
14^2	196	$\sqrt{196}$	14
15^2	225	$\sqrt{225}$	15

Cube	Cube Root		
1^3	1	$\sqrt[3]{1}$	1
2^3	8	$\sqrt[3]{8}$	2
3^3	27	$\sqrt[3]{27}$	3
4^3	64	$\sqrt[3]{64}$	4
5^3	125	$\sqrt[3]{125}$	5
6^3	216	$\sqrt[3]{216}$	6
7^3	343	$\sqrt[3]{343}$	7
8^3	512	$\sqrt[3]{512}$	8
9^3	729	$\sqrt[3]{729}$	9
10^3	1000	$\sqrt[3]{1000}$	10

Factors, Multiples, Primes		
Prime numbers	Have exactly two factors	<p>Factors of 2: \checkmark 1, 2</p> <p>Factors of 6: \times 1, 6, 2, 3</p>
Factors of a number	Go into a number	<p>F → 12 → M</p> <p>FACTORS: 1, 2, 3, 4, 6, 12</p> <p>MULTIPLES: 12, 24, 36, 48...</p>
Multiples of a number	Are the time stables	<p>1 12</p> <p>2 6</p> <p>3 4</p>
Highest common factor	List the factors, circle the highest in both	<p>What is the HCF of 12 and 30?</p> <p>12: 1, 2, 3, 4, 6, 12</p> <p>30: 1, 2, 3, 5, 6, 10, 15, 30</p> <p>HCF = 6</p>
Lowest common multiple	List the times tables, circle the lowest in both	<p>What is the LCM of 2 and 5?</p> <p>2: 2, 4, 6, 8, 10, 12...</p> <p>5: 5, 10, 15, 20, 25, 30...</p> <p>LCM = 10</p>

Area		
Area is	The space inside a 2D shape	
Area of a rectangle	Length × Width OR Base × Height	<p>$A = b \times h$</p> <p>$A = 7 \times 7$</p> <p>$A =$</p> <p>$A = b \times h$</p> <p>$A = 12 \times 5$</p> <p>$A =$</p>
Area of a triangle	$\frac{\text{Base} \times \text{Perpendicular Height}}{2}$	 <p>$A = \frac{b \times ph}{2}$</p> <p>$A = \frac{8 \times 6}{2}$</p> <p>$A =$</p>
Area of a parallelogram	$\text{Base} \times \text{Perpendicular Height}$	 <p>$A = b \times ph$</p> <p>$A = 14 \times 9$</p> <p>$A =$</p>
Compound area	Split into separate shapes and add	 <p>$A = \frac{\pi r^2}{2}$</p> <p>$A = \frac{\pi (2)^2}{2}$</p> <p>$+$</p> <p>$2 + 3 = 7$</p> <p>$7 \times 4 = 28$</p> <p>$28 \div 2 = 14$</p>

Fractions are my friends!

Equivalent fractions Do it to the top	Do it to the bottom	$\frac{24}{32} \div 8 = \frac{3}{4}$
Simplifying fractions	Find the HCF	$\frac{24}{32} \div 8 = \frac{3}{4}$ HCF = 8
Adding and subtracting fractions	Find the LCM	$\frac{7}{12} + \frac{2}{9} = \frac{21}{36} + \frac{8}{36} = \frac{29}{36}$
Comparing fractions	Find the LCM	which is bigger $\frac{4}{5}$ or $\frac{5}{6}$? $\frac{24}{30}$ vs $\frac{25}{30}$ Bigger
The line means	Divide	$\frac{3}{8} = 3 \div 8$
The number at the top	Goes in the bus stop	$= 0.375$

Order of Operations

B I DM AS	Brackets Indices Division, Multiplication Addition, Subtraction	$10 - (5 - 2) + \sqrt{81}$ $10 - 3 + 9$ $10 - 3 + 9 = 16$
One step at a time	Copy it down	<small>SAME LEVEL OF IMPORTANCE, read from left to right</small>

Basic Rule of Algebra

Collecting like terms	The sign before	$2a + 3b - 4c$
The term includes		positive negative

Expanding and Factorising

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









Expressions and Substitution

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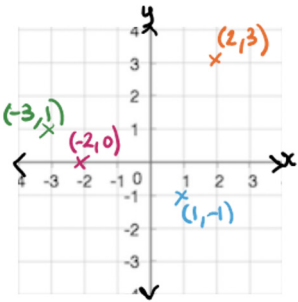
Angles

Angles in a triangle	Add up to 180°	$a + b + c = 180^\circ$
Angles in a quadrilateral	Add up to 360°	$a + b + c + d = 360^\circ$
Angles on a straight line	Add up to 180°	$a + b = 180^\circ$
Opposite angles...	In a parallelogram are equal	$a = b$ $c = d$
Vertically opposite	Angles are equal	$a = b$
Angles around a point	Add up to 360°	$x + y + z = 360^\circ$
Isosceles triangles	Base angles are equal	





Polygons

Triangle	3 Sides	
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 →	
Y axis	Vertical ↑	
Coordinates	X then Y (x, y)	
Start at the...	Origin (0, 0)	
Go along the...	X axis ↔ +	
Then go 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
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Averages

Mean	Fair average	Calculate the mean for the following data set 8, 1, 9, 3, 4 $8 + 1 + 9 + 3 + 4 = 25$ $25 \div 5 = 5$ Mean = 5
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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	What is a change of state?	When a substance goes from one state to another
18	What is the name for the process of solids turning to liquids?	Melting
19	What is the name for the process of liquids turning to gases?	Boiling (or evaporation)
20	What is the name for the process of gases turning to liquids?	Condensing
21	What is the name for the process of liquids turning to solids?	Freezing
22	What is the name for the process of solids turning to gases?	Sublimation
23	What happens to the size of an object when it is heated?	Increases

Unit 1: Particles

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

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 big 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

Unit 3: Cells

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

Unit 3: Cells

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

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, waves, 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

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/m ²)
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 fuse
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

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

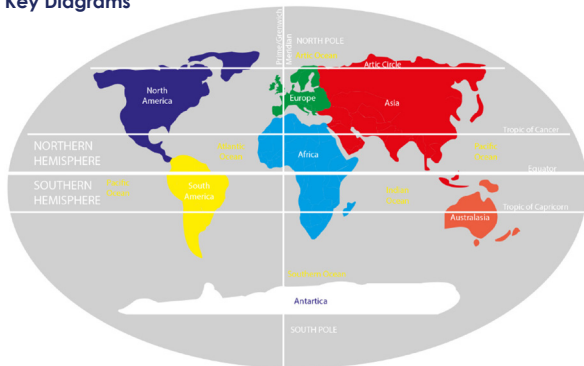
48	In plants, what are the male sex cells?	Pollen
49	In plants, what are the female sex cells?	Ova
40	What are the anthers?	Where pollen is produced (male)
51	Where are plant ova produced?	Ovules
52	What is the stigma?	The part of the flower where pollen is collected (female)
53	What is pollination?	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

What is a Geographer

Key Terms

Latitude	How far north or south a place is from the equator.
Longitude	How far east or west a place is from the Prime Meridian.
Scale	A length on the map, in real life.
Altitude	Height above sea level.
Distance	How far two places are from one another.
Human Geography	Studying what people do on the Earth.
Physical Geography	Studying what is naturally occurring on Earth

Key Diagrams





World map with continents, oceans, and lines of longitude and latitude.













UK map with countries and capitals.

OS Map contour lines

Description of land	Contour Line Description	Contour Lines
Steep hills	Lots of contour lines close together.	
Sloping hills	Contour lines far apart.	

OS Map symbols and their meanings.

Symbols	Meaning
	Bus station
	Train Station
	Places of Worship
	Information Point
	Deciduous Trees
	Coniferous Trees
	Youth Hostel
	Museum
Sch	School
PO	Post Office
	View Point
	Campsite

Key Terms	
Developed country	Normally has lots of money, many services, and a high standard of living.
Developing country	Weaker economy, fewer services, and a lower standard of living.
Brandt Line	<p>An imaginary line dividing the world into developed and developing countries.</p> <p>World map showing the Brandt Line.</p>

Gross Domestic Product (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 doctor.
Human Development Index (HDI) £	Combines GNI per capita, life expectancy and years in schooling.

£ = Economic = Social

Key Diagrams					
<p>Bilateral aid</p>	<p>Multilateral aid</p>				
Advantages of aid	Disadvantages of aid				
<ol style="list-style-type: none"> 1. People learn new skills e.g. improved farming techniques; so become independent. 2. Can save lives after a natural disaster e.g. supplying clean water, food and medicines. 3. Simple technology e.g. water pumps, are easy for the locals to maintain. 	<ol style="list-style-type: none"> 1. Countries can become dependent upon aid, causing problems if it is removed. 2. Corrupt governments can sell the aid on, so it does not reach those in need. 3. The recipient can end up in debt if loans or deals are made. 				
<p>Fairtrade logo</p>	<table> <tr> <th>Advantages of Fairtrade</th><th>Disadvantages of Fairtrade</th></tr> <tr> <td> <ol style="list-style-type: none"> 1. Farmers receive a fair and decent price. 2. Ensures good working conditions for farmers. 3. Farmers receive the Fairtrade premium. </td><td> <ol style="list-style-type: none"> 1. Non-Fairtrade farmers may lose out. 2. Sales can often be low as the price of Fairtrade goods can be high. </td></tr> </table>	Advantages of Fairtrade	Disadvantages of Fairtrade	<ol style="list-style-type: none"> 1. Farmers receive a fair and decent price. 2. Ensures good working conditions for farmers. 3. Farmers receive the Fairtrade premium. 	<ol style="list-style-type: none"> 1. Non-Fairtrade farmers may lose out. 2. Sales can often be low as the price of Fairtrade goods can be high.
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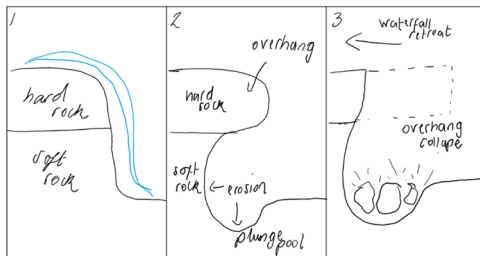
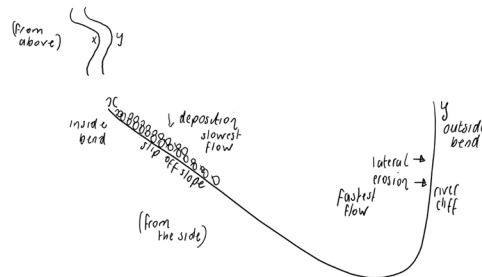
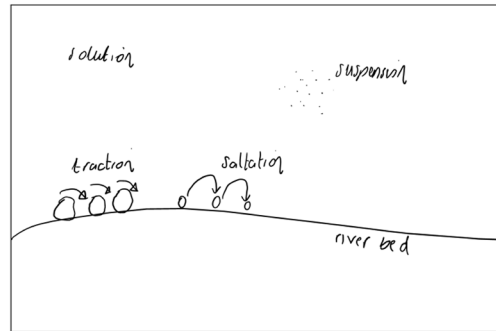
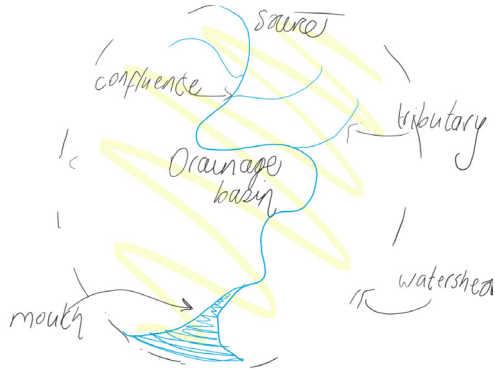
Application: Tree Aid, Mali	
Features	Successes
<ol style="list-style-type: none"> 1. Tree seeds given, so people can develop tree nurseries. 2. 3,500 people taught tree skills. 3. Bikes and donkey carts given. 	<ol style="list-style-type: none"> 1. Reliable food source e.g. cashew nuts and fruits. 2. Money made from the sale of cashew nuts can be used to send children to school. 3. Reduced desertification.

Key Terms

Types of Erosion	
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.
Solution	The water dissolves certain rocks.
Attrition	Eroded material carried by the river, hits into each other becoming smaller, smoother, and rounder.

Types of Transportation	
Traction	Large boulders are rolled along the river bed.
Saltation	Pebbles are bounced along the river bed.
Suspension	Sand and silt are held in the flow of the water.
Solution	Mineral are dissolved in the water.
Deposition	The dropping of material when a river loses energy.

Key Diagrams



Application:

Boscawen floods 2004

Cause

1. Very heavy rainfall, 89mm in just 1 hour.
2. Steep slopes of Bodmin Moor caused surface run-off.
3. Impermeable ground meant precipitation could not infiltrate.

Effect

1. 25 businesses ruined, costing £25 million in lost trade.
2. Four bridges destroyed.
3. Homes damaged costing £500 million to repair.
4. 75 cars washed away.

Response

1. Immediate - seven helicopters sent in to rescue people from the roofs of buildings.
2. Long term - river widened and deepened.
3. Long term - bridges made wider.

Topic 1: World Views In 1000AD

Timeline					
1. Emperor Constantine made the city of Constantinople the new capital of the Roman Empire 324	3. The western Roman Empire collapsed Fifth century	5. The Prophet Muhammad died but his Muslim followers continued to spread Islam through Arabia and beyond 632	7. Dado the Hermit founded a monastery at Conques, in France 801	9. Guibert had his eyes miraculously restored by Saint Foy 983	11. Russian ships attacked the city of Constantinople 1043
380 2. Christianity was made the official religion of the Roman Empire	537 4. The Hagia Sophia was built in Constantinople, the largest church in the eastern Roman Empire	762 6. Caliph Al-Mansur ordered the city of Baghdad to be built as the capital of the Islamic Empire	9th century 8. A monk, Arinisdus, stole the body of Saint Foy from Agen to take to the monastery at Conques	1042 10. Empress Zoe's nephew tried to seize her throne	

Key People	
11. Al-Ma'mun	Abbasid caliph from 813-833.
12. Al-Mansur	The Abbasid Caliph from 754-775.
13. Al-Masudi	An Arab geographer (896-956).
14. Al-Razi	A physician in Baghdad who wrote books on medicine (854-925).
15. Arinisdus	A monk who stole Saint Foy's body in the 9th century to take to the monastery at Conques.
16. Bernard of Angers	A monk who wrote The Miracles of Saint Foy in the 11th century.
17. Emperor Constantine	Roman Empire who converted to Christianity and created a new capital at Constantinople.
18. Empress Zoe	Byzantine Empress, 1028-1050.
19. Euclid	A Greek mathematician from the 3rd century BCE.
20. Foy	A girl from Agen, France, who was killed for refusing to give up her Christian beliefs and became a saint.
21. Galen	A Greek doctor from the 2nd century CE.
21. Guibert	A servant who miraculously had his eyes restored by Saint Foy in 983.
22. Ptolemy	A Greek astronomer from the 2nd century CE.

Key Words			
23. Abbasid dynasty	The line of rulers of the Islamic Empire from 750 to 1258.	39. Merchant	Someone involved in trading goods.
24. Astrolabe	A metal instrument that uses the stars to find direction and position.	40. Miracle	An unusual event thought to have been caused by God.
25. Astrology	Studying the movement of stars and planets and interpreting their influence on the world.	41. Monastery	A community of monks living together.
26. Astronomy	The study of space, stars and planets.	42. Monk	A man who commits his whole life to God, living in a monastery.
27. Baghdad	The capital of the Islamic Empire under the Abbasid dynasty.	43. Mosque	A Muslim place of worship.
28. Bishop	The person in charge of the Church in a diocese (a group of parishes).	44. Nuns	A woman who commits her whole life to God, living in a convent.
29. Byzantine Empire	The Greek-speaking eastern Roman Empire.	45. Pope	Head of the Roman Catholic Church.
30. Caliph	The religious and political leader of an Islamic empire.	46. Papyrus	A material made from reeds used to write on in the ancient world.
31. Christendom	Christian people or countries as a whole.	47. Parish	A small area with its own church.
32. Constantinople	The capital of the eastern Roman Empire.	48. Pilgrim	Someone who travels to a holy place.
33. Empire	A group of countries ruled by a single ruler (Emperor / Empress).	49. Priest	The person in charge of the church in each parish.
34. Eucharist	A ritual when Christians eat bread and drink wine to remember Christ's death.	50. Relic	The remains of a saint's body or belongings.
35. Geometry	Mathematics that deals with points, lines, angles and shapes.	51. Saint	A person recognised as being holy.
36. House of Wisdom	A place in Baghdad where scholars met to learn and discuss knowledge.	52. Scholar	An expert in a particular subject.
37. Madrasa	A Muslim school or college.	53. Silk Roads	The land route used for trade between China, the Middle East, Europe and North Africa.
38. Makkah	The holiest city in Islam.	54. Taxation	Money that must be paid to the government.

Topic 2: Norman Conquest

Timeline				
1. Edward the Confessor died 5 Jan 1066	3. The Battle of Stamford Bridge Sept 1066	5. William I crowned King of England 25 Dec 1066	7. William the Conqueror invited Jewish migrants to settle in England 1070	9. Death of William the Conqueror 1088
6 Jan 1066 2. Harold Godwinson was crowned King of England	Oct 1066 4. The Battle of Hastings	1069 6. The Harrying of the North	1086 8. William the Conqueror commissioned the Domesday Book	

Key People	
10. Edward the Confessor	An Anglo-Saxon King of England whose death triggered the Norman invasion.
11. Harald Hardrada	A fierce Viking warrior, who made a claim for the English throne in 1066.
12. Harold Godwinson	The last Anglo-Saxon King of England, who led the Saxons at the Battle of Hastings.
13. William, Duke of Normandy	A French duke who conquered England in 1066.

Key Words			
14. Baron	The highest rank of medieval society.	18. Knight	Soldiers on horseback who belonged to the barons.
15. Bishop	A senior person in the Church with authority over a large number of priests.	19. Lord	Anyone higher up the feudal system.
16. Domesday Book	A book commissioned by William to record who owned land and property in England.	20. Motte-and-Bailey castle	A castle built on a small hill with a courtyard.
17. Feudal system	A system where all land belonged to the king but some was given to people below in exchange for service and loyalty.	21. Peasant	A poor farm worker who does not own their land.
		22. Vassal	Anyone who was below you in the Feudal System.

Topic 3: Crusades & Medieval Religion

Timeline

1. 'The Great Schism' – split between Catholic Christendom (west/ Rome) and Orthodox Christendom (east/ Constantinople). 1054	3. Emperor Alexios appeals to the Pope for help. Pope Urban II does a tour to raise support for the First Crusade. 1095	5. 80,000 people march in the Prince's Crusade. They captured Nicaea and Antioch after sieges 1096-98	7. Melisende becomes Queen of Jerusalem 1131	9. Muslim leader Saladin recaptures Jerusalem 1187	11. The Fourth Crusade ends up not going to Jerusalem, instead sacking (looting) Constantinople. 1204
2. Seljuq Turks defeat Byzantines 1071	4. 'People's Crusade' led by Peter the Hermit massacres Jewish communities and ends in failure. 1096	6. The First Crusade ends with the capture of Jerusalem. Four Crusader states are established. 1099	8. The first Crusader state, Edessa, is captured by the Turkish leader Zangi. 1144	10. The Third Crusade ends with peace between Richard I and Saladin 1192	12. The fall of Acre ends the last of the Crusader States 1291

Key People

13. Emperor Alexios I	Byzantine Emperor 1081-1118. His call for help in 1095 led to the start of the First Crusade. He promised help to the Crusaders.
14. Pope Urban II	Leader of the Catholic Church 1088-99. His preaching tour in 1095 began the First Crusade.
15. Peter the Hermit	Leader of the popular but unsuccessful 'People's Crusade' in 1096.
16. Anna Komnene	Daughter of Emperor Alexios. She wrote the Alexiad, a book which includes an account of the Crusaders in Constantinople.
17. Godfrey of Bouillon	Leading lord on the First Crusade who became King of Jerusalem.
18. Bohemond of Taranto	Son of Robert Guiscard of Sicily; later became king of Antioch.
19. Baldwin of Boulogne	A leader during the First Crusade. Split off to become Count of Edessa. Later became King of Jerusalem (1100-1118).
20. Melisende	Queen of Jerusalem 1131-1153. Defended the city from an attack by her son.
21. Saladin	Muslim Syrian leader 1174-93 who reconquered Jerusalem.

Key Words

22. Crusade	A war fought for religious (Christian) reasons. 'The Crusades' refers to a series of wars fought over Jerusalem and other places from the 11th to 13th centuries.	31. Pope	The head of the Catholic Church (western Europe), who lives in Rome.
23. Crusader	Someone who went on Crusade. These included knights, peasants, monks, priests and women.	32. Pilgrimage	Journey taken for religious reasons.
24. Crusader states ('Outremer')	Land taken by the crusaders and ruled by Christians as separate kingdoms. These included Jerusalem, Antioch, Tripoli and Edessa.	33. Preach	To give religious speeches, often trying to teach or persuade people of something.
25. Christendom	The Christian world. This was split into the Catholic West (based in Rome) and the Orthodox East (based in Constantinople).	34. Siege	When a castle or city is surrounded and cut off from supplies until it surrenders.
26. Seljuq Turks	A group of Muslims who built up a powerful empire in the 11th century.	35. Looting/plundering	Stealing money and other items from a city.
27. Fatimids	A Muslim group from Egypt who conquered Jerusalem from the Seljuqs in 1098, but lost to the Crusaders a year later.	36. Booty	Valuable items stolen by the winner after a siege or battle.
28. Holy Land	An area of the Middle East which includes lots of places holy to Jews, Christians and Muslims (around Israel and Palestine today).	37. To sack a city	To plunder a city and take all valuable items, with lots of violence, often after a siege.
29. Church of the Holy Sepulchre	A church in Jerusalem built over a cave where Christians believe Jesus rose from the dead.	38. Pogrom	Attacks on Jewish communities – destroying property, looting, and murdering large numbers.
30. Dome of the Rock/ al-Aqsa mosque	Beautiful, old mosque in Jerusalem, built on the site of the ancient Jewish temple. The third holiest site in the world for Muslims.	39. Alliance	When two groups promise to support each other, especially in wars.

REASONS PEOPLE WENT ON CRUSADE

RELIGION

1. Get forgiveness from sins/go to heaven.
2. Recapture the Holy City of Jerusalem/so they could go on pilgrimage.
3. Protect Christians in the East.
4. Get revenge on Muslims.

MONEY/POWER

1. People hoped to get rich from plunder (stealing) or trade.
2. Nobles hoped to gain land/ rule new states.
3. Have adventures and escape their difficult lives.
4. Win glory for themselves or the Church.

Topic 4: Challenges to Medieval Monarchs

Timeline							
1. The White Ship sinks leaving Henry I without a male heir 1120	3. Henry II and Eleanor of Aquitaine marry 1154	5. King John was crowned King of England 1199	7. King John refused to let Stephen Langton enter England 1205	9. The Pope excommunicated King John 1209	11. King John failed to win back Normandy at the Battle of Bouvines 1214	13. The barons forced King John to sign the Magna Carta at Runnymede Jun 1215	15. The Black Death (a deadly disease) arrived in England 1348
1138-1153 2. Stephen and Matilda are in conflict over the throne.	1170 4. Henry II accidentally ordered the murder of Thomas Becket	1204 6. King John lost Normandy	1208 8. The Pope passed an interdict on church services, marriages and burials in John's lands	1210 10. John imprisoned William de Braose's wife and son who starved to death	Nov 1215 12. The barons invited Prince Louis of France to become King of England	1216 14. John died and his son became King Henry III	1381 16. The Peasants' Revolt

Key People	
17. Matilda	The only surviving heir to Henry I, who ends up in conflict with her cousin, Stephen, over the throne.
18. Henry II	English king from 1154-89 who accidentally ordered the murder of his own Archbishop of Canterbury.
19. Eleanor of Aquitaine	A wealthy heiress, who married Henry II, and plotted against him.
20. Thomas Becket	Archbishop of Canterbury 1162-70.
21. King John	English king from 1199-1216 who was forced to sign Magna Carta.
22. Stephen Langton	Archbishop of Canterbury 1207-28.
23. Wat Tyler	Leader of the Peasants' Revolt.


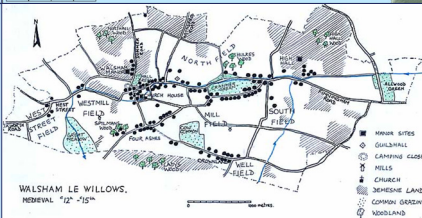
Key Words			
24. Arbitrary power	When somebody bases decisions on their own wishes rather than the law or agreed principles.	31. Magna Carta	Great Charter - a document where King John agreed to give up some of his powers in 1215.
25. Baron	The highest rank of medieval society, who ruled land directly on behalf of the king.	32. Papacy	The authority of the Pope and the Roman Catholic Church.
26. Charter	A document that gave people rights.	33. Parliament	A collection of people representing all of a country who approve or refuse laws.
27. Clergy	Everyone who works for the Church.	34. Peasant	A poor farm worker who does not own their land.
28. Excommunication	A punishment from the Pope that banned somebody from being a member of the Catholic Church.	35. Poll Tax	A tax paid by all adults at the same rate to the government.
29. Homage	When somebody declared their loyalty to the king or queen.	36. Scutage	A tax on barons who did not provide knights to fight for the King.
30. Interdict	A punishment from the Pope that bans certain church services.	37. Tyranny	Government where a single person rules absolutely and in a cruel way.

Topic 5: Mali Empire And Black Death

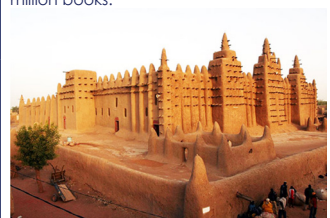
Timeline

1. Mali empire was founded by Sunjata Keita	2. Mansa Musa became Mali Emperor	3. Mansa Musa's pilgrimage	4. The Black Death began to spread along sea and land trade routes	5. Black Death arrived in England	6. Statute of Labourers passed to stop peasants from requesting higher wages or moving in search of better conditions	7. The Peasants' Revolt
c.1230	1312	1323	1346	1348	1351	1381

Key People

8. Mansa Musa	Ruler of the Mali Empire from 1312-37.
9. Wat Tyler	Leader of the Peasants' Revolt.
10. John Ball	A priest who encouraged ideas of equality amongst the English peasantry.
11. Mali Empire	 <p>THE MALI EMPIRE Borders of the Mali Empire at the end of Mansa Musa's reign (1360-1362) Major trade routes Geographical features: DESERT, SAVANNAH, RAINFOREST, ATLANTIC OCEAN.</p>
12. Walsham	 <p>WALSHAM LE WILLOWS, MEDIEVAL "12" "15"</p>

Key Words

13. Alliance	An agreement to work with someone else to try to achieve the same thing.	23. Oasis	A place in the desert where there is water and where plants grow.
14. Bandit	A thief who attacks people who are travelling in a wild place.	24. Pastoralist	A farmer who breeds and takes care of animals.
15. Caravan	A group of people with animals or vehicles who travel together across a desert.	25. Pilgrimage	A journey to a holy place.
16. Emir	A ruler of an area in the Muslim world.	26. Plague	A serious disease that kills many people. The Black Death was one example and was the deadliest.
17. Emperor	The ruler of a group of countries.	27. Savannah	A large, flat area of land covered with grass, usually with few trees, that is found in hot countries, especially in Africa.
18. Hajj	The religious journey to Makkah that all Muslims try to make at least once in their life.	28. Sultan	A ruler, especially in the past, of some Muslim countries.
19. Mansa	Emperor – the ruler of the Mali Empire.	29. Timbuktu	 <p>An important city in the Mali Empire which became a great centre of learning, boasting a university with about 25,000 scholars and a library with nearly a million books.</p>
20. Makkah and Medina	Holy cities and sites of pilgrimage for followers of Islam.		
21. Merchant	A person whose job is to buy and sell products in large amounts, especially by trading with other countries.		
22. Niani	The capital city of the Mali Empire.		

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



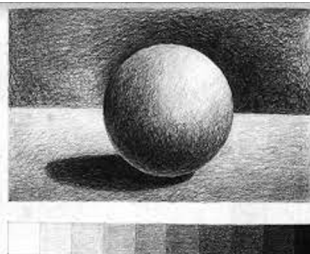
Wassily Kandinsky 1866



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.



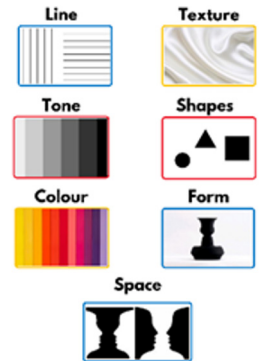
What are the Elements of Art?

The Elements are LINE; COLOUR; VALUE; SPACE; SHAPE; FORM; TEXTURE.

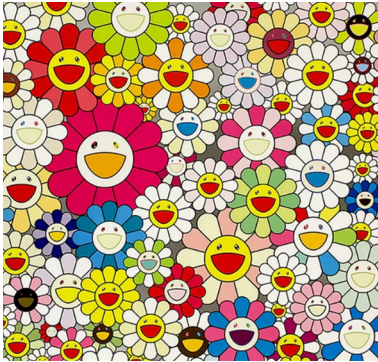
You will be learning how the Elements of Art are the foundation of ALL Art created. Artists use the Elements in all forms.



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?

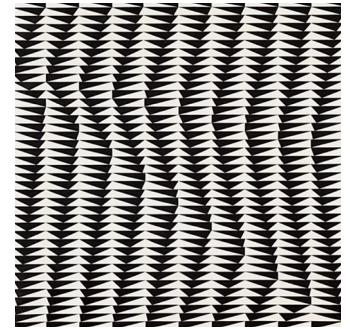
How might we reproduce his work?

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?



Every artist uses the Elements and Principles of Art in their work. It all starts with an idea or inspiration from another source.

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:

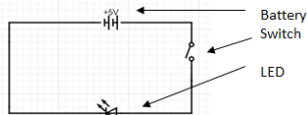
The National Gallery
The Victoria and Albert Museum
The British Museum
Tate Britain
The Wallace Collection
The Whitechapel Gallery
Tate Modern
The National Portrait Gallery



Most of the galleries and museums are FREE to visit.

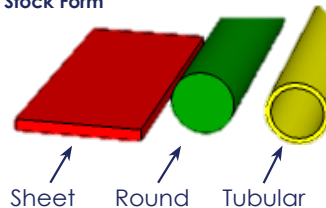
Key Terms

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.



Your circuit diagram for making
Your light in yr 7

Stock Form



PLASTIC RECYCLING CHART

1	2	3	4	5	6	7
PETE	HDPE	PVC	LDPE	PP	PS	OTHER
Polyethylene Terephthalate	High Density Polyethylene	Polyvinyl Chloride	Low Density Polyethylene	Polypropylene	Polystyrene	Other Plastics
<ul style="list-style-type: none"> • Soft Drink Bottles • Tote Bags • Carpet • Paneling • Peanut Butter Containers • Prepared Food Pipes • Salad Dressing Bottles 	<ul style="list-style-type: none"> • Grocery Bags • Milk Jugs • Recycling Bins • Base Cups • Plastic Lumber • Agricultural Pipes • Car Stops 	<ul style="list-style-type: none"> • Pipes • Window Profiles • Fencing • Flooring • Shower Curtains • Lawn Chairs • Children's Toys 	<ul style="list-style-type: none"> • Plastic Bags • Six-Pack Rings • Dispensing Bottles • Wash Bottles • Molded Lab Equipment 	<ul style="list-style-type: none"> • Auto Parts • Industrial Fibres • Food Containers • Dishware 	<ul style="list-style-type: none"> • Desk Accessories • Cafeteria Trays • Plastic Utensils • Coffee Cup Lids • Styrofoam • Video Cassettes • Packaging Peanuts 	<ul style="list-style-type: none"> • Headlight Lenses • Safety Shields/Goggles • Plastic Lumber Applications • Various Bottles

	Soldering Iron	To heat up a component leg to allow it to be joined to the circuit through solder .
	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.

Polymer Extraction



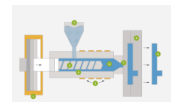
Drilling for Oil



Delivery to Factory

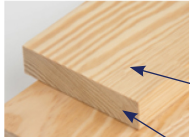


Fractional Distillation



Moulding

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.
Pillar Drill	A drill mounted on a column or Pillar. It is used to drill holes in wood, metal and plastics. You must clamp your work.
Dowel	A hardwood rod made of ramin with a circular profile.
Sand Paper	Made from Aluminium Oxide comes in a variety of grades.
Isometric Drawing	A drawing with vertical lines and lines at 30degrees from the horizontal.
Manufactured Board	Large sheets of processed wood such as plywood and MDF.



Pine wood is a softwood that grows in the cold regions of the northern hemisphere. The stripes on the wood are called the grain, which in turn are the annual growth rings seen from a different angle.



MDF stands for medium density fibreboard. It is made from waste Wood that is reduced to wood Fibres and compressed into large sheets. MDF has to be assembled with knock down fittings.



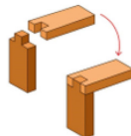
Plywood is made from birch hardwood that is cut on a rotary cutter to make thin sheets or veneers. The veneers are then stuck together at 90 degrees to each other in an odd number of layers 3 5 9 etc.



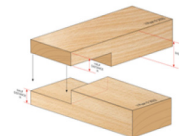
Hardwood or deciduous trees have broad leaves that they lose in winter. Hardwood trees grow in the temperate regions of the world such as Europe and North America. Examples such as Oak, Ash, Beech, Walnut, Birch, Cherry, are used for furniture and flooring, construction and luxury goods.



Softwood, evergreen coniferous trees have needle-like thin leaves that stay on the tree all year round. They grow in the cold regions of the world such as northern Europe, Siberia and Canada and North America. Examples such as Douglas Fir, Pine, Spruce and Larch are used for joinery and construction work. Softwood trees grow quickly and can be harvested after 30-50 years.






A comb joint is a strong Interlocking wood joint. It is sometimes called a finger joint. It needs to be glued with PVA glue.



A lap joint is a simple wood joint. It is often used for making frames. It needs to be glued with PVA glue.








	Tenon Saw	For cutting straight lines in wood.
	Coping Saw	For cutting curves in wood and plastic.
	Try Square	For measuring and marking right angles.
	Fret Saw	For cutting curves in wood and plastic.
	Belt Sander	For removing excess material from wood or plastic.

Key Terms		
1	Fruits and vegetables	1st and largest food group. All fruits and vegetables – does not include potatoes. This is the one we should have the most of.
2	Carbohydrates	2nd largest food group has two main categories: Starchy are slow-release energy – foods like porridge, whole grains. Sugary are fast-release energy – foods such as sweets, juice, white bread.
3	Protein	3rd largest food group. All forms of meat. Includes eggs and other animal products – bacon and sausages. Non animal sources: beans, pulses, nuts, lentils.
4	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.
5	Fats and spreads	5th and last food group – Olive oil, margarine, for example, are in this group.
6	The Eatwell Guide	Tool created by government to advise on healthy diet and what food should be consumed in each proportion. Can advise on food groups as an overall diet for daily or weekly planning.
7	Macronutrients	The main and biggest (macro = big) nutrients we need each day for our bodies to function.
8	Carbohydrates - macronutrient	Its main function is to give us energy to perform daily activities.
9	Proteins - macronutrient	A macronutrient. Its main function is to help the body build muscles and repair body cells.
10	Fats - macronutrient	A macronutrient. Its main function is to help protect organs from damage by providing a cushion.
11	Cross contamination	A spread of harmful microorganism from one thing to another. For example, if kitchen environment is not kept clean or unhygienic preparation of food.
12	Hazard	A hazard is any source of potential damage, harm or adverse health effects on something or someone. Basically, a hazard is the potential for harm.
13	Seasonality	Seasonality of food refers to the times of the year when a given type of food is at its peak, either in terms of harvest or its flavour.

	Hob	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).
	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.

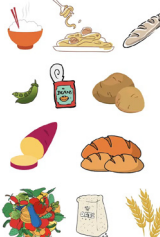
Protein

 Lean beef 33 g per 150 g (raw)	 Chicken 33 g per 150 g (raw)	 White fish 30 g per 150 g (raw)	 Tofu 12 g per 100 g
 Tuna 19 g per 95 g can	 Milk 10 g per cup	 High protein milk 15 g per cup	 Mixed nuts 7 g per 30 g
 High protein yoghurt 15 g per 170 g	 Cheese 9 g per 35 g	 Eggs 8 g per large egg	 Legumes 7 g per half cup

SIMPLE CARBOHYDRATES



COMPLEX CARBOHYDRATES



Fats



Hygiene and Safety in the kitchen

Personal rules:

- Wash your hands for 20 seconds
- Tie your hair back
- Wear an apron
- Remove jewellery

Seasonal Produce Guide

- what's in season when?

Spring



Summer



Autumn



Winter



Production elements

- Design** (Sound): Musical notes and a 'BOOM!' comic book explosion.
- Design** (Special effects): A cloud of smoke.
- Design** (Lighting): Stage lights.
- Design** (Vocal skills): A person singing into a microphone.
- Design** (Physical skills): A person performing a stunt.
- Design** (Use of stage space): A person in a costume.
- Acting** (Characterisation): Three people in costumes.
- Design** (Set): A stage set.
- Design** (Props): A person in a costume.
- Design** (Masks): Two people wearing masks.
- Design** (Hair): A person with red hair.
- Design** (Make-up): A person with white face paint and red hair.

Making Notes About the Performance

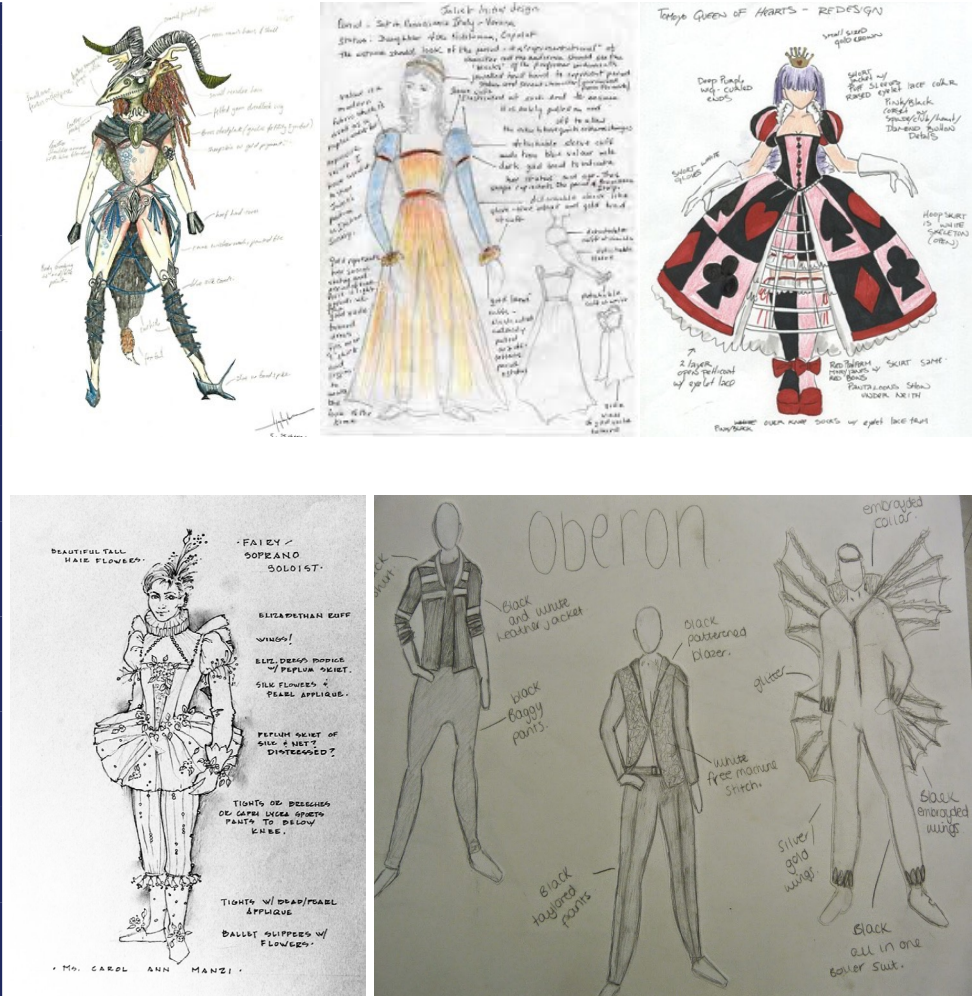
21. Director	Responsibility for the practical and creative interpretation of a dramatic script	23. Key scenes	As well as the beginning and end choose three key scenes to make notes on. You should consider the climax of the play, tension, something is revealed or changes, dramatic moments
22. Artistic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

Using Key Terms: Acting

Characterisation	
25. Motivation	What a character wants or needs in a scene
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	42. Inflection	Saying a word in a particular way to stress its meaning
33. Interaction/ Proxemics	How a character reacts to other characters. Proxemics mean moving towards or away from another character and the distance between the characters	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

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	The way in which something is designed. e.g. modern, casual, Victorian
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

High status	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)
	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

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	13. Pace - fast or slow 14. Gesture - a movement of part of the body, especially a hand or the head, to express an idea or meaning 15. Gait - walk 16. Posture - the position in which someone holds their body 17. 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.

Ernie's Incredible illucinations by Alan Ayckbourn (1969)

Plot Summary	The play follows the extraordinary powers of Ernie Fraser, a day-dreamer with a difference. Like all schoolboys Ernie has a vivid imagination, but Ernie's thoughts have a disturbing habit of turning into reality. After a number of embarrassing episodes, Ernie's parents decide to consult a doctor, who is sceptical. When Ernie fails to produce a Brass Band on demand, the doctor diagnoses group hallucination and recommends a visit to a specialist. However, 'Ernie's incredible illucinations' aren't to be dismissed quite so lightly.
Genre	This play is a comedy.
Style	This play has a naturalistic style with elements of non-naturalism.
Context	The playwright Alan Ayckbourn was inspired by the idea of imagination. He stated that he wanted to write something that would draw on children's imagination and possibly inspire them to explore other 'Ernie' situations of their own.
Structure	This is a one act play that follows Ernie through his illucinations. Several of Ernie's adventures are acted out in flashback.

Key Characters

Ernie	10/11 years old. A daydreamer who is said to have a big imagination that turns his dreams into reality.
Mum	Mother to Ernie Fraser. She is very concerned about Ernie's condition and consults a doctor.
Dad	Father to Ernie Fraser. Agrees with his wife's concerns surrounding Ernie's 'condition'.
Doctor	The doctor that Ernie is sent to. They are very sceptical about whether there is any truth in Ernie's story.

Themes

Imagination	Ernie is described as having a big imagination. But are all his imaginings in his head? The playwright was inspired by the idea of imagination and wanted students to use their own to recreate the play.
Creativity	This play needs the actors to think outside the box in order to bring Ernie's illucinations to life.
Belief	Characters such as the parents and the doctor in this play don't believe Ernie's story

Ernie's Incredible illusions by Alan Ayckbourn (1969)







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	<ol style="list-style-type: none"> 1. Pace – Fast or slow. 2. Gesture – A movement of part of the body, especially a hand or the head, to express an idea or meaning. 3. Gait – Walk. 4. Posture – The position in which someone holds their body. 5. Facial expression – Usually links to an emotion. Tells the audience the character's feelings and what they are thinking. 6. Body Language – The way we move and hold ourselves to show how we feel. 7. Levels – Helps to tell the status of the character. 8. Eye line/eye contact – Where we look. 9. Proxemics – The distance between characters in order to show their relationship.
Voice	<ol style="list-style-type: none"> 1. Pace – Fast or slow. 2. Pause – An actor stops talking for a moment/beat during a line. 3. Pitch – High or low. 4. Tone – Reveals an emotion e.g. angry, scared. 5. Volume – Loud or quiet. 6. Accent – Shows where someone is from or gives clues as to their upbringing. 7. Emphasis – Putting stress on a particular word or phrase in a sentence.

Design elements – The design of the set, lighting, sound and costumes, and the way digital technology is used all contribute to the audience's experience.

Costume	<ol style="list-style-type: none"> 1. Colour – What colour is the costume? 2. Weight – Heavy or light. 3. Size – Tight-fitting or baggy. 4. Material – What material is it made out of? (e.g. Cotton/metal/polyester). 5. Symbolism – What does the costume show the audience? 6. Context – How does the costume relate to the play? 7. Condition – Clean or dirty. 8. Hair/makeup 9. Style – The way in which it is designed. E.g. modern, casual, Victorian.
Set	<ol style="list-style-type: none"> 1. Location – Where is the play set? 2. Context – How does it relate to the play? 3. Symbolism – What does it show? 4. Material – What materials are the items on stage made out of? E.g. Metal, wood, plastic . 5. Colour – What colours are the items on stage? 6. Weight – How heavy or light are the items on stage? 7. Size – How big or small are the items on stage?

Exploring The Elements of Music

1. Pitch	2. Tempo	3. Dynamics	4. Rhythm/Duration
<p>How high or low a piece of music or sound is.</p> 	<p>The speed of the music</p>  <p>FAST: <i>Allegro, Vivace, Presto</i> SLOW: <i>Andante, Adagio, Lento</i> GETTING FASTER – <i>Accelerando (accel.)</i> GETTING SLOWER – <i>Ritardando (rit.)</i> or <i>Rallentando (rall.)</i></p>	<p>The volume of the music</p>  <p>VERY LOUD: <i>Fortissimo (ff)</i> LOUD: <i>Forte (f)</i> QUITE LOUD: <i>Mezzo Forte (mf)</i> QUITE SOFT: <i>Mezzo Piano (mp)</i> SOFT: <i>Piano (p)</i> VERY SOFT: <i>Pianissimo (pp)</i> GETTING LOUDER: <i>Crescendo (cresc.)</i> GETTING SOFTER: <i>Diminuendo (dim.)</i></p>	<p>How long or short a note is. The length of sound.</p> <p>SHORT LONG</p> 
5. Texture	6. Timbre or Sonority	7. Articulation	8. Silence
<p>How much sound we hear.</p> <p>THIN TEXTURE: (<i>sparse/solo</i>) – small amount of instruments or melodies.</p>  <p>THICK TEXTURE: (<i>dense/layered</i>) – lots of instruments or melodies</p> 	<p>Describes the unique sound or tone quality of different instruments voices or sounds.</p>  <p><i>Velvety, Screechy, Throaty, Rattling, Mellow, Chirpy, Brassy, Sharp, Heavy, Buzzy, Crisp, Metallic, Wooden etc.</i></p>	<p>How individual notes or sounds are played/techniques.</p>  <p>LEGATO – playing notes in a long, smooth way shown by a SLUR.</p> <p>STACCATO – playing notes in a short, detached, spiky way shown by a DOT.</p>	<p>The opposite or absence of sound, no sound. In music these are RESTS.</p>  

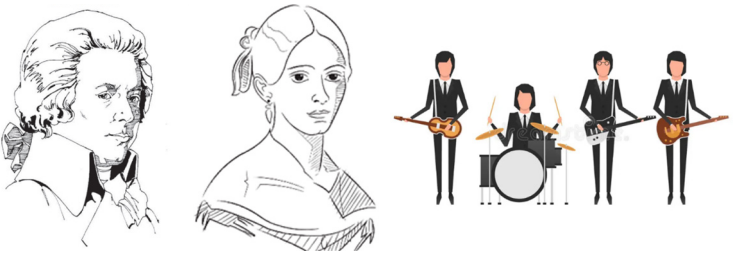
Rhythmic Notation			
9.		Crotchet	1 beat
10.		Quaver	½ beat
11.		Minim	2 beats
12.		Crotchet rest	1 beat
13.		Quaver rest	½ beat
14.		Minim rest	2 beats

The Composers Corner



Mozart

Clara Schumann

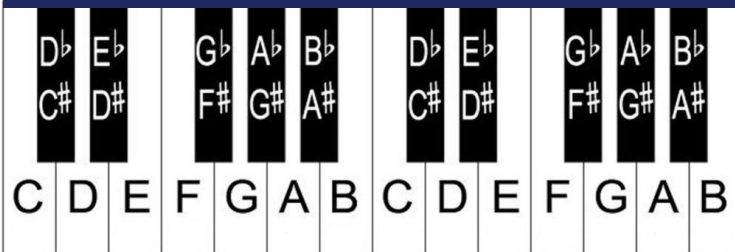
The Beatles



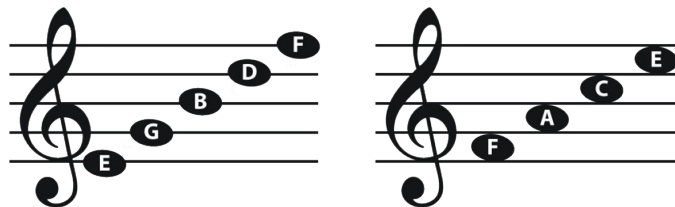
A. Keyboard Keywords

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	 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	b The black note to the left of the key

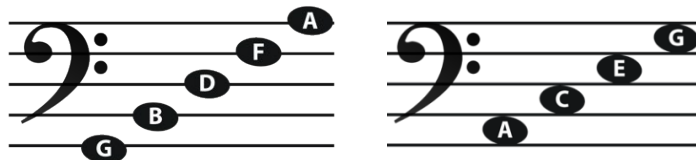
B. Notes on the Keyboard



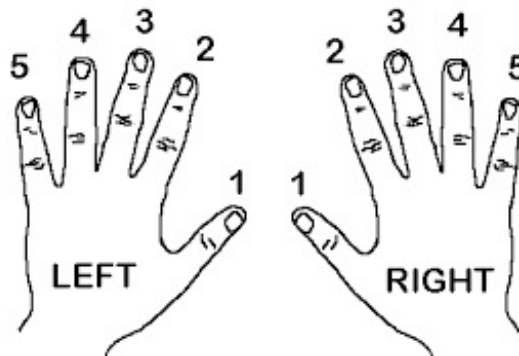
C. Notes on the Treble Clef



D. Notes on the Bass Clef



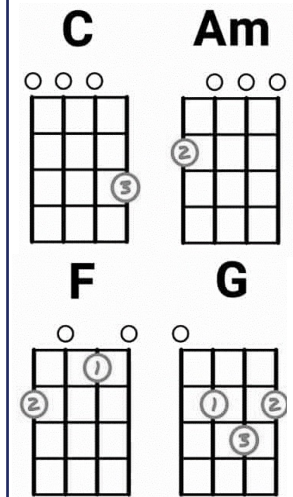
E. Finger Numbers for Playing The Keyboard



A. Ukulele Keywords

1. Chord	Multiple notes played in harmony
2. Fret	The thin strips of metal set into the neck of a ukulele to allow you to change notes
3. String	The four strings of the instrument (G – C – E – A)
4. Fingerboard	The area of the neck over which the strings run and into which the frets are mounted on
5. Body	The rounded wooden main section of the instrument
6. Neck	The piece of wood that holds the fingerboard and runs between the body and the headstock
7. Peg	A term that refers to the tuning peg that is turned to tighten or loosen the string
8. Strumming	A style of playing which involves running the fingers over the strings in rhythm
9. Down stroke	Strumming action moving from top to bottom (from G to A)
10. Up stroke	Strumming action moving from bottom to top (from A to G)
11. Plucking	To play a single note/string

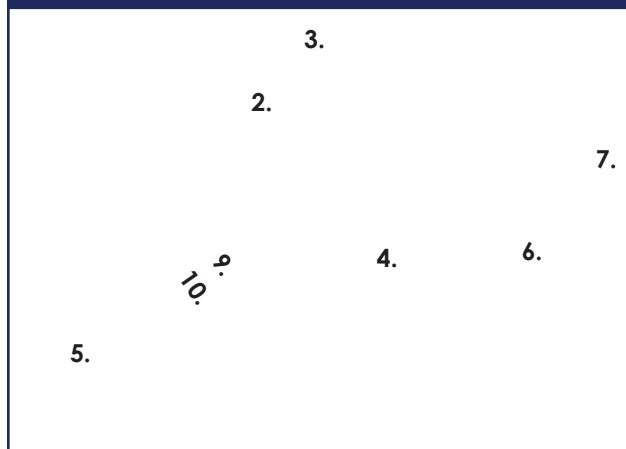
B. Chords



C. Fingering



D. Parts of the Instrument



E. Reading Ukulele Tablature

Standard notation: **Tablature:**

Translation - Sentence Builders

Je me présente! - I present myself!


Comment tu t'appelles? How are you called?		Quelle est ta nationalité? Which is your nationality?				Où habites-tu? Where do you live?						
Bonjour! (Hello)	Je m'appelle... (I call myself...)	et and	je suis (I am)	anglais(e) English	japonais(e) Japanese	J'habite (I live in)	à (in) used for towns	Londres (London)	en in (f) Used for countries	Angleterre (England)	Écosse (Scotland)	
Coucou! (Hi)	Tu t'appelle... (You call yourself)			allemand(e) German	albanais(e) Albanian	Ma famille habite (My family lives)				Berlin (Berlin)	Allemagne (Germany)	Algérie (Algeria)
Salut! (Hi)	Il s'appelle ... (He calls himself)			espagnol(e) Spanish	polonais(e) Polish	Tu habites (you live)				Madrid (Madrid)	Espagne (Spain)	Albanie (Albania)
				belge Belgian	iranien(ne) Iranian						Belgique (Belgium)	Inde (India)
Au revoir Goodbye	Elle s'appelle... (She calls herself)		il est (he is)	irlandais(e) Irish	algérien(ne) Algerian	Il habite (he lives)				Irlande (Ireland)	Pologne (Poland)	
À bientôt! See you soon!			elle est (she is)	français(e) French	indien(ne) Indian	Elle habite (She lives)				France (France)	Chine (china)	
				écossais(e) Scottish	gallois(e) Welsh			Bruxelles (Brussels)	au in (m) Used for countries	Pays de Galles (Wales)		
				portugais(e) Portuguese	chinois(e) Chinese					Portugal (Japan)		

C'est quand, ton anniversaire?





















Sentence Starter	Verb		Connective	Verb
Bonjour/Salut hello	Je m'appelle... I am called...	Je m'appelle... I am called...	Et and Aussi also	J'habite en + fem country J'habite au + masc country I live in J'habite à + city

Sentence Starter	Verb	Number				Month		
Mon anniversaire My birthday	c'est le (it) is the	1 - Un	9 - Neuf	17 - Dix-Sept	25 - Vingt-cinq	janvier - January	may - May	septembre - September
		2 - Deux	10 - Dix	18 - Dix-Huit	26 - Vingt-six	février - February	juin - June	octobre - October
		3 - Trois	11 - Onze	19 - Dix-Neuf	27 - Vingt-sept	mars - March	juillet - July	novembre - November
		4 - Quatre	12 - Douze	20 - Vingt	28 - Vingt-huit	avril - April	août - august	décembre - December
		5 - Cinq	13 - Treize	21 - Vingt et un	29 - Vingt-neuf			
		6 - Six	14 - Quatorze	22 - Vingt-deux	30 - Trente			
		7 - Sept	15 - Quinze	23 - Vingt-trois	31 - Trente et un			
		8 - Huit	16 - Seize	24 - Vingt-quatre				

Tu es comment? - What are you like?

Pronouns and VERB (être to be)	Adjective (Masculine)	Adjective (Feminine)		Adjective (Masculine)	Adjective (Feminine)
Je suis I am Tu es You are Il est He is Elle est She is	grand(s) tall petit(s) short beau handsome mince(s) slim maigre(s) skinny intelligent(s) calme(s) calm	grande petite belle beautiful intelligente(s)	et and aussi also	blond(s) roux red-haired brun(s) brunette jeune(s) young sportif(s) sporty de taille moyenne of average height sympathique(s) nice/ sympathetic paresseux lazy grincheux grumpy	blonde rousse brune sportive(s) paresseuse(s) grincheuse(s)
Nous sommes We are Vous êtes You (pl) are Ils sont They are (m) Elles sont They are(f)	amusant(s) funny barvard(s) chatty mignon(s) cute amical(s) friendly	amusante(s) bavarde(s) mignonne(s) amicale(s)			
IMPORTANT: When using pronouns nous, vous, ils, elles (plural; describing many people) the adjective must agree by adding an 's' to the end, just like in English. Some verbs are exceptions. (Example: grincheux (mpl) paresseux (mpl))					

Comment est-il? – what is he like? Comment est-elle? – what is she like

Il est ... Elle est ...	a petit(e) 	b de taille moyenne 	c grand(e) 		
Il a les yeux ... Elle a les yeux ...	d bleus 	e marron 	f verts 		
Il a les cheveux ... Elle a les cheveux ...	g noirs 	h bruns 	i blonds 	j roux 	k gris 
	l courts 	m longs 	n mi-longs 	o bouclés 	p raides 
Il a ... Elle a ...	q une barbe 	r des taches de rousseur 	s des tatouages 		
Il porte ... Elle porte ...	t des lunettes 				

Comment est ta famille?

Person (Subject)	Verb (Avoir)	Object	Colour	Hair Style	Pronoun + Verb (Être)	Intensifier	Adjective	
Mon frère my brother Mon père my father Ma mère my mother Ma sœur my sister Moi, j' Me,	a has ai have	les yeux eyes et... and les cheveux hair et... and des taches de rousseur freckles	bleus blue verts green noirs black marron brown blonds blonde	courts short bouclés curly frisés. frizzy raides. straight	Il est he is Il n'est pas he isn't Elle est she is Elle n'est pas she isn't Je suis I am Je ne suis pas I'm not	assez quite très very trop too un peu a little	amusant e fun arrogant e arrogant bavard e chatty fort e strong grand e big intelligent e intelligent méchant e mean/naughty patient e patient	petit e little timide shy sympa nice généreux / généreuse generous travailleur / travailleuse hardworking actif / active active créatif / créative creative gentil / gentille kind
Il / elle He/she Je I	(porter) porte wears porte wear	un chapeau a hat des lunettes glasses un foulard a headscarf.	noirs black marron brown					

Tu as des animaux?

Verb	Noun	Verb
J'ai I have Je voudrais avoir I would like to have Je n'ai pas de/d' I do not have	un cochon d'Inde a guinea pig un chat a cat un lapin a rabbit un chien a dog un poisson a fish un serpent a snake un oiseau a bird un hamster a hamster une souris a mouse une tortue a turtle une araignée a spider d'animal any pets	marron brown orange orange rouge red rose pink jaune yellow bleu blue noir black vert green blanc white violet blue marron brown orange orange rouge red rose pink jaune yellow bleue blue noire black verte green blanche white violette blue

Translation - Sentence Builders

Tu aimes danser? - (Do) you like to dance?

Opinion	Infinitive verb + complement	Connective	Intensifier	Adjective
J'adore I love J'aime I like Je n'aime pas I don't like Je déteste I hate Je préfère I prefer	faire du sport to do sports danser to dance chanter to sing manger de la glace to eat ice cream manger de la pizza to eat pizza manger du chocolat To eat chocolate jouer au foot To play football jouer au basket To play basketball	parce que c'est because it is parce que ce n'est pas because it is not	un peu a bit assez quite très very trop too	amusant fun intéressant Interesting délicieux delicious super super génial great ennuyeux boring nul rubbish

Qu'est-ce que tu aimes faire? - What do you like to do?

Sentence Starter	Opinion verb	Infinitive verb	Complement	Adjective to express opinion
Normalement Normally En général In general Pendant le confinement During the lockdown Après le confinement After the lockdown	je préfère I prefer j'adore I love j'aime I like je n'aime pas I do not like je déteste I hate Je veux I want Je voudrais I would want J'aimerais I would like	jouer to play/playing manger to eat/eating écouter to listen/listening regarder to watch /watching aller to go/going faire to do/doing to go/going	au tennis tennis au basket basketball aux jeux video videogames au restaurant at the restaurant avec ma famille with my family de la musique music des films sur netflix movies on netflix des dessins animés cartoons au cinéma to the cinema au restaurant to the restaurant au bowling bowling les magasins/du shopping shopping du vélo/de la natation cycling/swimming	amusant amusing / fun intéressant interesting génial Great relaxant relaxing barbant Boring ennuyeux boring nul rubbish

Translation - Sentence Builders

Qu'est-ce que ta famille aime faire? What does your family like to do?			
Sentence Starter	Opinion verb	Infinitive verb	Complement
Normalement Normally	je préfère I prefer	jouer to play/ playing	au tennis tennis
En général In general	j'adore I love		au basket basketball
Pendant le confinement During the lockdown	j'aime I like	manger to eat/eating	aux jeux video videogames
	je n'aime pas I do not like	cuisiner to cook/ cooking	au restaurant at the restaurant
	je déteste I hate		avec ma famille with my family
	il/elle préfère he/she prefers	regarder to watch/ watching	avec mon père with my dad
	il/elle adore he/she loves		avec ma mère with my mum
	il/elle aime he/she likes	aller to go/going	des films sur netflix movies on netflix
	il/elle n'aime pas he/she does not like		des dessins animés cartoons
	il/elle déteste he/she hates	étudier to study/ studying	au cinéma to the cinema
		faire to do/doing to make/ making	au restaurant to the restaurant
			à la maison at home
			du shopping shopping
			des gateaux cakes

Qu'est-ce que tu fais pendant la récré? What do you do during break?				
Sentence Starter	Subject	Verb	Complement	Place
Pendant la récré During breaktime	je (I)	joue play	au foot / basket football/ basketball	à la cantine at the canteen
Pendant le déjeuner During lunch hour	on (we)	mange eat		dans la cour in the playground
	il (he)		le déjeuner lunch	sur l'AstroTurf on the AstroTurf
Le lundi Monday	elle (she)	visite visit		au terrain de basket on the basketball court
Le mardi Tuesday		bavarde chat	la bibliothèque the library	au terrain de foot on the football field
Le mercredi Wednesday		rigole laugh		
Le jeudi Thursday			avec mes amis / amies with my friends	
Le vendredi Friday				
...				
À huit heures et demie At half past 8				
À midi et demi At half past 12				
À trois / quatre / cinq heures At three / four / five O'clock				

Translation - Sentence Builders

Qu'est-ce que tu veux faire? - What do you want to do ?

Sentence Starter	Conjugated verb	Infinitive verb	Verb complement	Adjective to express opinion
Ce soir Tonight	Je vais I am going	jouer to play	au basket basketball	Ça va être It is going to be
Demain Tomorrow	J'espère I hope	manger to eat	aux jeux video videogames	• amusant
La semaine prochaine Next week	Je veux I want	cuisiner to cook	au restaurant at the restaurant	• Amusing / fun
L'année prochaine Next year	Je voudrais I would want	regarder to watch	avec ma famille with my family	• intéressant
Après le confinement After the lockdown	J'aimerais I would like	aller to go	avec mon père with my dad	• interesting
		étudier to study	avec ma mère with my mum	• génial
		faire to do/make	des films sur netflix movies on netflix	• Great
		voyager to travel	des dessins animés cartoons	• relaxant
			au restaurant to the restaurant	• relaxing
			en vacances on holiday	• barbant
			à la maison at home	• boring
			à l'école at school	• nul
			du shopping shopping	• rubbish
			des gateaux cakes	
			en France to France	

Qu'est-ce que tu vas faire cet été? - What are you going to do this summer

Sentence Starter	Conjugated verb	Infinitive verb	Verb complement	Adjective to express opinion
Cet été This summer	Je vais I am going	jouer to play	au basket basketball	Ça va être It is going to be
En juillet In July	J'espère I hope	voir to see	aux jeux vidéo videogames	• amusant
En août In August	Je veux I want	aller to go	Une spectacle a show	• Amusing / fun
	Je voudrais I would want	visiter to visit	Un match de foot a football match	• intéressant
	J'aimerais I would like	faire to do/make	au restaurant to the restaurant	• interesting
		voyager to travel	en vacances on holiday	• génial
			un musée a museum	• Great
			Le centre ville the town centre	• relaxant
			du shopping shopping	• relaxing
			des gateaux cakes	• barbant
			en France to France	• boring
				• nul
				• rubbish

Translation - Sentence Builders

Quelle matières aimes-tu? - What school subject do you like?

Sentence Starter	Opinion verb	Infinitive verb	Subject	Connective	Reason
Normalement Normally	je préfère I prefer	étudier to study/studying	le français le dessin le théâtre	parce que c'est because it is	intéressant interesting
En général In general	j'adore I love		l'EPS l'histoire l'anglais		facile easy
Pendant le confinement During the lockdown	j'aime I like				logique logical
	je n'aime pas I do not like		la géographie la religion la technologie		créatif creative
	je déteste I hate		les sciences les maths		difficile difficult
					ennuyeux boring

Comment sont tes professeurs? - What are your teachers like?

Sentence Starter	Subject		Verb	Physical description	Additional verb phrase	Personality	
Mon / Ma prof My teacher of	de français French	de géographie geography	est is	grand (e) tall petit (e) small	Je le / la trouve I find him/her Il est He is Elle est She is	intéressant (e) interesting	créatif / -ive creative
	de théâtre drama	de religion RE				intelligent (e) intelligent	sportif / -ive sporty
	de dessin art	de technologie DT				amusant (e) fun / funny	ennuyeux / -euse boring
	d'EPS PE	de sciences science	a has	les cheveux hair	blonds roux noirs gris marron bleus verts	bavard (e) chatty	logique logical
	d'histoire history	de maths maths		les yeux eyes			
	d'anglais English			des lunettes glasses	Il / elle crie trop He/she shouts too much Il / elle explique bien He / she explains well	strict (e) strict	calme calm
				un foulard a headscarf			
				une moustache a moustache			sympa nice
				une barbe a beard			sage wise

Qu'est-ce que tu fais pendant la récré? - Vocabulary for this lesson

Sentence Starter	Subject	Verb	Complement	Place
Pendant la récré during breaktime	je = I	joue play	au foot / basket football/ basketball	à la cantine at the canteen
Le lundi / mardi / mercredi / jeudi / vendredi Monday / Tuesday / Wednesday / Thursday / Friday	on = we	mange eat	le déjeuner chat	dans la cour in the playground
À huit heures et demie At half past 8	il = he	visite visit	la bibliothèque the library	sur l'AstroTurf on the AstroTurf
À midi et demi At half past 12	elle = she	bavarde chat	avec mes amis / amies with my friends	
À trois / quatre / cinq heures At three / four / five O'clock	on = we	rigole laugh		

Qu'est-ce que tu vas faire après le collège? - What are you going to do after school

Sentence Starter	Subject	Auxiliary verb	Main verb	Complement
Après le collège after school	je = I	vais am going	manger to eat	un goûter snack
Le weekend At the weekend	tu = you	vas are going	Jouer to play	au foot / basket football/basketball aux jeux vidéos video games
D'abord First of all	il = he	va is going	écouter to listen	à la guitare the guitar
...ensuite then / next	elle = she	va is going	regarder to watch	de la musique music
...puis then / next	on = we	va are going	bavarder to chat	la télé / YouTube / Netflix TV / YouTube / Netflix
...après after(wards)			rigoler to have a laugh	avec mes amis / amies with my friends
			diner to have dinner	avec ma famille with my family
			faire mes devoirs do my homework	

ça va être
It's going to be

cool
ennuyeux boring
nul rubbish
divertissant fun
relaxant relaxing
génial great

Translation - Sentence Builders

Qu'est-ce qu'il y a dans ton école? - What is there in your school?

Dans mon collège In my secondary school	une piscine a swimming pool un gymnase a gym une cantine a canteen un terrain de sport a sports field une cour de récréation a playground	une bibliothèque a library des salles de classe some classrooms des labos de science some science labs des vestiaires some changerooms	mais but cependant however et and	il n'y a pas de/d' = there is no... il y a beaucoup de/d' = there are many il y a peu de/d' = there are few	piscine(s) gymnase(s) cantine(s) terrain(s) de sport cour(s) de récréation bibliothèque(s) salle(s) de classe labo(s) de science vestiaires
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Où habites-tu? Tu aimes habiter ici? - Where do you live? Do you like living here?

Habiter = to live		Type of home		Country		Opinion	Connective	Reason
J'habite I live Il habite He lives Elle habite She lives On habite We live Nous habitons We live	dans in	un appartement an apartment un petit appartement an apartment un grand appartement an apartment	un appartement an apartment un petit appartement an apartment un grand appartement an apartment	au Canada in Canada au Sénégal in Senegal en France in France en Écosse in Scotland	en Angleterre in England en Suisse in Switzerland en Côte d'Ivoire in Ivory Coast	J'aime habiter ici I like to live Je n'aime pas habiter ici I don't like living here	parce que because car because	c'est assez grand It's quite big c'est très confortable It's very comfortable c'est tranquille It's tranquil c'est bruyant It's noisy c'est trop petit It's too small

Qu'est-ce qu'il y a dans ta maison / ton appartement? - What is there in your house/ apartment?

Sentence starter		Verb phrase	Object		Opinion	Connective	Reason	
Chez moi At home/in my home	Au rez-de-chaussée On the ground floor	il y a there is / there are	[cinq] pieces [five] rooms	la salle de bains the bathroom	J'aime habiter ici I like to live	parce que because	c'est assez grand It's quite big	c'est tranquille It's tranquil
Dans ma maison In my house	Au premier étage On the 1st floor		la chambre the bedroom	la cuisine the kitchen	Je n'aime pas habiter ici I don't like living here		c'est très confortable It's very comfortable	c'est bruyant It's noisy
Dans mon appartement In my apartment	Dehors Outside		[deux] chambres Two bedrooms	le jardin the garden			c'est trop petit It's too small	
			le salon the living room	le garage The garage			c'est moderne It's modern	

Translation - Sentence Builders

Qu'est-ce qu'il y a dans ta ville / ton village? - What is there in your town / village?

Sentence starter	Verb phrase	Object	Opinion	Connective	Reason
Dans ma ville In my town	Il y a There is / are	un cinéma a cinema	J'aime habiter ici I like to live	parce que parce qu'	il y a beaucoup à faire there is a lot to do
Dans mon village In my village	Je voudrais avoir I would like to have	un stade a stadium	Je n'aime pas habiter ici I don't like living here	car because	il n'y a rien à faire there is nothing to do
Dans ma région In my region	il n'y a pas de un/une there is no	un centre sportif a sports centre une piscine a swimming pool des restaurants restaurants des magasins shops cinéma stade centre sportif piscine restaurant magasin			c'est tranquille It's tranquil c'est bruyant It's noisy

Qu'est-ce qu'on peut faire dans ta ville? What can one/we do in your town?

Sentence starter	Infinitive verb phrase	Connective	Reason
Dans ma ville	visiter un musée /un château	donc = therefore	c'est super! = It is great!
Dans mon village	aller au centre sportif	parce que = because	c'est génial! = it is great!
	se baigner dans la mer	car = because	c'est relaxant! = it is relaxing!
on peut We/ one can	faire du ski ou du snowboard		c'est dommage! = it is a pity!
on ne peut pas We/ one cannot	faire les magasins		c'est nul = it is rubbish
	aller au cinéma		
	faire des promenades		
	faire de l'équitation		

Present Tense - Verb Endings

		Regular ER Verbs
I	Je	-E
You (s)	Tu	-ES
He / She / One	Il / Elle / On	-E
We	Nous	-ONS
You (pl)	Vous	-EZ
They	Ils / Elles	-ENT

¡Hola! Hello!	¿Cómo te llamas? What are you called?	Me llamo Emma. I am called Emma.	¿Y tú? And you?	Me llamo Alí. I am called Alí.
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¿Qué tal? – How are you?	
Fenomenal – Great Bien – Fine Regular – Not bad Fatal – Awful	¿Y tú? – And you?

¿Dónde vives? – Where do you live?
Vivo en Brasil – I live in Brazil Vivo en Chile – I live in Chile Vivo en Londres – I live in London Vivo en Mallorca – I live in Majorca Vivo en México – I live in Mexico Vivo en Perú – I live in Peru Vivo en Valencia – I live in Valencia

¡Adiós! – Goodbye! ¡Hasta luego! – See you later!
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¿Qué tal? – How are you?			
Mi cumpleaños es el – My birthday is the	uno – 1st dos – 2nd tres – 3rd cuatro – 4th cinco – 5th seis – 6th siete – 7th ocho – 8th	nueve – 9th diez – 10th once – 11th diecinueve – 19th veinte – 20th veintiuno – 21st treinta – 30th treinta y uno – 31st	de enero – of January de febrero – of February de marzo – of March de abril – of April de mayo – of May de junio – of June de julio – of July de agosto – of August de septiembre – of September de octubre – of October de noviembre – of November de diciembre – of December

¿Qué tipo de persona eres? – What sort of person are you?			
Soy – I am Eres – You are Es – He is – She is	divertido/a – amusing, funny, fun estupendo/a – brilliant fenomenal – fantastic generoso/a – generous genial – great guay – cool listo/a – clever serio/a – serious simpático/a – nice, kind sincero/a – sincere tímido/a – shy tonto/a – silly tranquilo/a – quiet, calm	y – and y también – and also pero – but pero no – but not	divertido/a – amusing, funny, fun estupendo/a – brilliant fenomenal – fantastic generoso/a – generous genial – great guay – cool listo/a – clever serio/a – serious simpático/a – nice, kind sincero/a – sincere tímido/a – shy tonto/a – silly tranquilo/a – quiet, calm

¿Tienes hermanos? - Do you have any brothers or sisters?

Tengo – I have	un hermano	a brother
Tienes – You have	dos hermanos	two brothers a brother and a sister
Tiene – He has She has	una hermana	a sister
	dos hermanas	two sisters
	un hermanastro	a half-brother/stepbrother
	dos hermanastros	two half-brothers/stepbrothers a half-brother/stepbrother and a half-sister/stepsister
	una hermanastra	a half-sister/stepsister
	dos hermanastras	two half-sisters/stepsisters
No tengo hermanos – I don't have any brothers or sisters		
Soy hijo único – I am an only child (male)		
Soy hija única – I am an only child (female)		

¿Qué haces en tu tiempo libre? - What do you like to do in your free time?

When	Weather	Time expressions		Infinitive		Reason	Adjective
Cuando	hace buen tiempo (the weather is good) hace mal tiempo (the weather is bad) hace sol (it's sunny) calor (it's hot) frío (it's cold) llueve (it rains)	semana (at the weekend) después del insti (after school)	me encanta (I love) me gusta (I like) prefiero (I prefer) odio (I hate)	descansar (to relax) montar en bici (to ride a bike) jugar a los videojuegos (to play videogames) hacer deberes (to do homework)	ver la tele (to watch TV) ir de compras (to go shopping) salir con amigos (to go out with friends) ir al cine (to go to the cinema)	porque es (because it is) ya que es (as it is)	genial (great) emocionante (exciting) interesante (interesting) guay (cool) relajante (relaxing) divertido (fun) tedioso (annoying) aburrido (boring)
			descanso (I relax) monto en bici (I ride a bike) juego a los videojuegos (I play videogames) hago deberes (I do homework) veo la tele (I watch TV) voy de compras (I go shopping) salgo con amigos (I go out with friends) voy al cine (I go to the cinema)				

Year 7 - Sentence Builder

¿Qué deportes haces y por qué? - (What sports do you do and why?)

Frequency adverbs	Opinion	Infinitive verb + complement		Connective	Intensifier	Adjective
Siempre Always Normalmente Normally A veces Sometimes De vez en cuando From time to time Nunca Never Todos los días Everyday Una vez a la semana Once a week	prefiero I prefer odio I hate detesto I hate me encanta I love me gusta I like	jugar al fútbol to play football jugar al tenis to play tennis jugar al baloncesto to play basketball	jugar a los videojuegos to play videogames hacer deporte to do sports	porque es (because it is) ya que es (as it is) porque no es (because it is not) ya que no es (as it is not)	un poco a bit bastante quite muy very tan so	aburrido boring divertido amusing / fun interesante Interesting delicioso delicious emocionante exciting fantástico fantastic fenomenal super genial/estupendo great guay cool
	juego	al fútbol al baloncesto al tenis	al rugby a los videojuegos			
	hago	natación (swimming) equitación (horse riding) gimnasia (gymnastics)	deporte (sport) atletismo (athletics)			

¿Qué te gusta hacer y por qué?

Opinion	Infinitive verb + complement		Connective	Intensifier	Adjective	
Prefiero I prefer Odio I hate Detesto I hate Me encanta I love Me gusta I like No me gusta I do not like	jugar al fútbol to play football	hacer deporte to do sports	porque es because it is	un poco a bit	aburrido boring	fantástico fantastic
	jugar al tenis to play tennis	comer pizza to eat pizza	porque no es because it is not	bastante quite	divertido amusing / fun	fenomenal super
	jugar al baloncesto to play basketball	comer chocolate to eat chocolate		muy very	interesante Interesting	genial/estupendo great
	jugar a los videojuegos to play videogames	bailar to dance cantar to sing		tan so	delicioso delicious emocionante exciting	guay cool

Year 7 - Sentence Builder

¿Como eres? - What do you look like?			¿Como es tu...? - What does your... look like?		
Verb	Eye Colour/Hair Style		Connective	Verb	Descriptions
Tengo I have	los ojos verdes green eyes	el pelo corto short hair	y and	soy I am	guapo/a good-looking
Tiene S/he has	los ojos azules blue eyes	el pelo largo long hair		es S/he	delgado/a slim
	los ojos marrones brown eyes	el pelo liso stright hair	también also	llevo I wear	calvo/a bald
	los ojos grises grey eyes	el pelo rizado curly hair			pelirrojo/a ginger
	el pelo rubio blond hair	el pelo ondulado wavy hair	además In addition/furthermore	lleva S/he wears	alto/a tall
	el pelo moreno dark hair	pecas freckles			bajo/a short
	el pelo castaño brown hair	aparato braces			barba a beard
					bigote a moustache
					gafas glasses

¿Tienes mascotas? - Do you have any pets?							
Tengo I have	un a	caballo – horse conejo – rabbit gato – cat perro – dog pez – fish ratón – mouse	blanco – white gris – grey marrón – brown naranja – orange negro – black	Es It is	un poco a bit bastante quite	divertido – amusing, funny, fun genial – great listo – clever	simpático – nice, kind tímido – shy tonto – silly
	una a	cobaya – guinea pig serpiente – snake	blanca – white gris – grey marrón – brown naranja – orange negra – black				
	dos two tres three	caballos – horses conejos – rabbits gatos – cats perros – dogs peces – fish ratones – mice	blancos – white grises – grey marrones – brown naranjas – orange negros – black	Son They are		divertidos – amusing, funny, fun geniales – great listos – clever	simpáticos – nice, kind tímidos – shy tontos – silly
		cobayas – guinea pigs serpientes – snakes	blancas – white grises – grey marrones – brown naranjas – orange negras – black				
No tengo mascotas – I don't have any pets							

Escucha y escribe la letra correcta. (1-6)

¿Cómo es?

es (is) / **tiene** (has)

el pelo (hair): moreno/a, rubio/a, castaño/a, pelirrojo/a

los ojos (eyes): azules, verdes, marrones, grises

lleva (wears): gafas, barba, bigote

es (is) / **tiene** (has)

español, **española**, **peruano**, **peruana**, **inglés**, **inglesa**

delgado/a, **gordo/a**, **bajo/a**, **alto/a**

pecas (freckles)

tengo – I have
Soy – I am
Tiene – s/he has
Es – s/he is

¿Qué estudias? What do study?

¿Cuál es tu día favorito día? When is your favourite day?

1 - Verb	2 - Subject		3 - My favourite day		4 - Justification		
Estudio... I study... No estudio... I don't study... Estudiamos... We study... No estudiamos... We don't study...	dibujo art inglés English educación física PE música Music francés French español Spanish religión RE	geografía Geography historia History tecnología DT informática Computing ciencias Science matemáticas Maths teatro Drama empresariales Business studies	Mi día favorito es el... My favourite day is...	... lunes ... jueves ... Monday ... Thursday ... martes ... viernes ... Tuesday ... Friday ... miércoles Wednesday	... porquebecause ... ya quesince	Repeat columns 1+2	... por la mañanain the morning ... por la tardein the afternoon

¿Cómo son tus profesores?

Me gusta I like	No me gusta(n) I don't like	el inglés la historia	las ciencias la tecnología	porque la profesor(a) es because the teacher is	divertido/a simpático/a	paciente severo/a
Me gusta(n) mucho I really like	No me gusta(n) nada I don't like at all	la geografía	la informática	Intensifiers un poco – a little /bit bastante – quite muy – very demasiado – too	antipático/a	justo/a
Me encanta(n) I love	Odio I hate	el teatro el dibujo la educación física	el español la religión la música		hablador/a raro/a	divertido/a serio/a

¿Qué hay en tu insti?

1 - Verb	2 - Facility		3 - Description	4 - Justification		
En mi insti hay.... In my school there is / there are	un patio A playground un comedor A dining hall un campo de fútbol A football pitch una biblioteca A library una piscina A swimming pool	un gimnasio A gym una clase de informática A computer room unos laboratorios Some laboratories unas aulas / clases Some classrooms	moderno/a/os/as Modern antiguo/a/os/as Old bonito/a/os/as Beautiful feo/a/os/as Ugly pequeño/a/os/as Small grande(s) Big	pero no hay... but there isn't	un patio A playground un comedor A dining hall un campo de fútbol A football pitch una biblioteca A library una piscina A swimming pool	un gimnasio A gym una clase de informática A computer room unos laboratorios Some laboratories unas aulas / clases Some classrooms

¿Qué haces durante el recreo?

Por lo general In general	como I eat	trabajo I work	fruta chicle	sms messages	(no) es .. It's (not)...	guay cool
Durante el recreo During break time	bebo I drink	escucho I listen	limonada	en la biblioteca In the library	un poco – a little muy – very bastante – quite demasiado – too	bueno good
Normalmente Normally	escribo I write	estudio I study	agua zumo de Naranja	en el patio In the courtyard		interesante interesting
Durante la hora de come During lunch time	juego I play		un bocadillo una chocolatine unas patatas fritas unos caramelos	música music con mis amigos with my friends	divertido fun delicioso delicious	saludable healthy



Year 7 - Sentence Builder



¿Qué vas a hacer después del insti?

Time marker	... Going to (near future)	Infinitive verb	It's going to be	Adjective
Hoy Today	El lunes I'm going to	hacer mis deberes	Va a ser It's going to be	guay cool
Mañana Tomorrow	El martes You're going to	ver la television		interesante interesting
Despues del insti After school	El miércoles He/she is going to	jugar al fútbol		divertido fun
Este fin de semana This weekend	El jueves We're going to	jugar al baloncesto		aburrido boring
	El viernes You all are going to	jugar videojuegos		
	El sábado They're going to	salir con amigos		
	El domingo We're going to	ir de compras		
	Por la mañana You all are going to	montar en bici		
	Por la tarde They're going to			
	Por la noche They're going to			

¿Dónde vives? - Where do you live?

¿Cómo es tu casa o tu piso? - What is your house or flat like?

Verb	Noun	Preposition	Noun	Verb	Noun – place
Vivo en (I live in)	Inglaterra (England)	en (in)	una casa (a house)	que está en (that is in)	el campo (the countryside)
Vive en (He/she lives in)	Londres (London)				el desierto (a desert)
Vivimos en (We live in)	Barnet		un piso (a flat)		la costa (the coast)
					la montaña (the mountains)
					un pueblo (a town/village)
					una ciudad (a city)

Verb	Noun	Preposition	Intensifier	Adjective
Me encanta (I love)	una casa (a house)	porque es (because it is)	un poco (a bit)	antigua (old)
Me gusta mucho (I like a lot)		ya que es (since it is)	bastante (quite)	bonita (pretty)
Me gusta (I like)		porque no es (because it not is)	muy (very)	cómoda (comfortable)
No me gusta (I do not like)	un piso (a flat)	ya que no es (since it is not)	demasiado (too)	fea (ugly)
Odio (I hate)			tan (so)	incómoda (uncomfortable)
				moderna (modern)
				pequeña (small)
				grande (big)

Year 7 - Sentence Builder

¿Qué hay en tu casa?						
En mi casa (in my house)	en la planta alta (upstairs)	hay (there is)	una cocina (a kitchen) una terraza (a terrace)	Me encanta (I love it) Me chifla (I'm nuts about it) Me gusta mucho (I really like it) Me gusta (I like it) No me gusta (I don't like it) No me gusta nada (I don't like it at all)	porque es (because it is)	bonita (pretty) grande (big) moderna (modern) luminosa (bright) espaciosa (spacious)
En mi piso (in my flat)	en la planta baja (downstairs)					
	en la primera planta (on the first floor) en la segunda planta (on the second floor)		un balcón (a balcony) un salón (a living room) un dormitorio (a bedroom) un baño (a toilet) un jardín (a garden) un comedor (a dining room) un ático (an attic) un patio (a patio) un sótano (a basement) un cuarto de baño (a bathroom)			bonito grande moderno luminoso espacioso

¿Qué hay en tu ciudad?							
En mi ciudad (in my city)	hay (there is / are)	un castillo (a castle)	unas plazas (some town squares)	moderno/a(s)	pero sin embargo	no hay (there is not / are not)	castillos mercados estadios centros comerciales polideportivos piscinas una universidad plazas museos parques restaurantes tiendas
En mi pueblo (in my town/village)		un mercado (a market) un estadio (a stadium) un centro comercial (a shopping centre) un polideportivo (a sports centre) una piscina (a swimming pool) una universidad (a university)	unos museos (some museums) muchos parques (lots of parks) muchos restaurantes (lots of restaurants) muchas tiendas (lots of shops)	antiguo/a(s) bonito/a(s) feo/a(s) pequeño/a(s)			

Year 7 - Sentence Builder

¿Qué vas a hacer el próximo fin de semana? - What are you going to do next weekend?

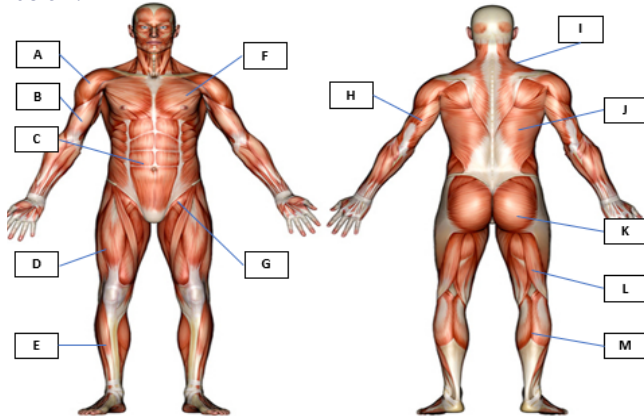
If	Weather	Time expressions		Infinitive	Reason	Adjective
Si	hace buen tiempo (the weather is good) hace mal tiempo (the weather is bad) hace sol (it's sunny) calor (it's hot) frío (it's cold) llueve (it rains)	el próximo fin de semana (next weekend) después del insti (after school)	voy a (I am going) vamos a (we are going) me gustaría (I would like)	descansar (to relax) montar en bici (to ride a bike) jugar a los videojuegos (to play videogames) hacer deberes (to do homework) ver la tele (to watch TV) ir de compras (to go shopping) salir con amigos (to go out with friends) ir al cine (to go to the cinema)	porque es (because it is) ya que es (as it is)	genial (great) emocionante (exciting) interesante (interesting) guay (cool) relajante (relaxing) divertido (fun) tedioso (annoying) aburrido (boring)

Verb Endings

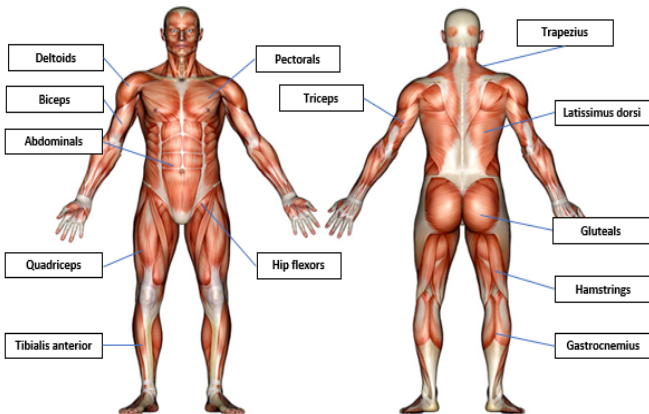
Present			
	<u>ar</u>	<u>er</u>	<u>ir</u>
I	- o	- o	- o
You	- as	- es	- es
He / She / It	- a	- e	- e
We	- amos	- emos	- imos
You	- áis	- éis	- ís
They	- an	- en	- en

Near Future			
I	voy	+ a	+ infinitive
You	vas		
He / She / It	va		
We	vamos		
You	vais		
They	van		

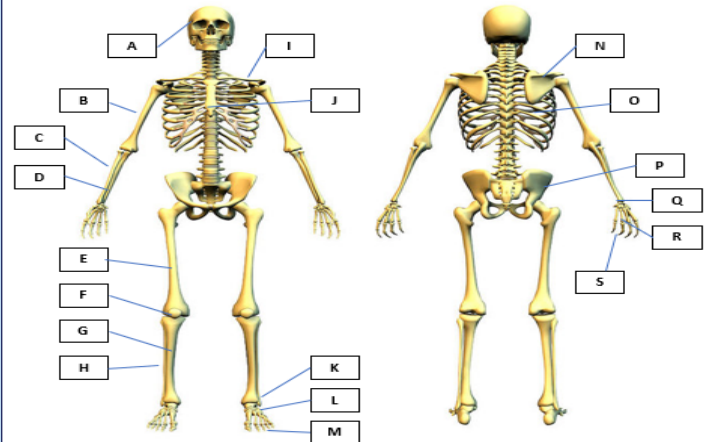
Identify parts A-M on the diagram of the muscular system below.



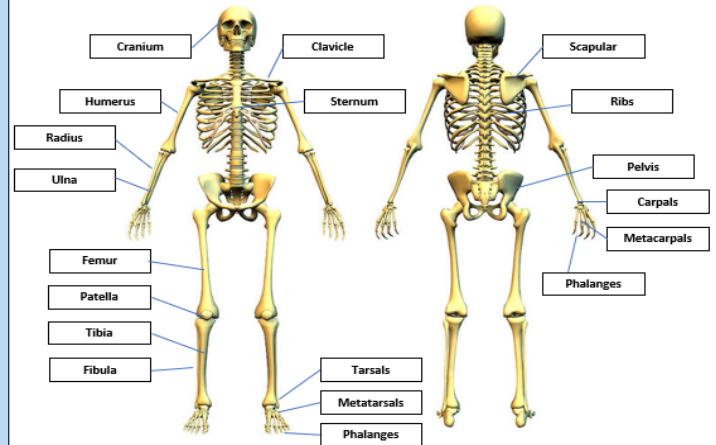
1A



Identify parts A-S on the diagram of the skeletal system below.



2A



3A	Identify three immediate effects of exercise.
	<ul style="list-style-type: none"> • Sweating • Red face • Increased body temperature • Increased heart rate • Increased breathing rate
3B	Identify three short-term effects of exercise.
	<ul style="list-style-type: none"> • Fatigue • Muscle soreness (DOMS) • Dizziness • Nausea
3C	Identify three long-term effects of exercise.
	<ul style="list-style-type: none"> • Lower resting heart rate • Weight loss • Increased muscle mass • Increased strength and cardiovascular endurance
3D	Define health .
	<ul style="list-style-type: none"> • A state of complete physical, mental, and social well-being
3E	Define fitness .
	<ul style="list-style-type: none"> • The ability to meet the demands of your environment
3F	Identify three positive influences on health.
	<ul style="list-style-type: none"> • Regular exercise • Healthy diet • Regular sleep • Positive friendship groups • High-quality education

3G	Identify three negative influences on health.
	<ul style="list-style-type: none"> • Lack of exercise • Unhealthy diet/too much fatty food • Lack of regular sleep • Lack of positive friendship groups • Lack of education
3H	Identify three types of substance abuse.
	<ul style="list-style-type: none"> • Alcohol • Drugs • Smoking cigarettes
3I	Identify the negative effects alcohol can have on a person's health.
	<ul style="list-style-type: none"> • Dehydration • Nausea • Memory loss • Liver damage
3J	Identify the negative effects drugs can have on a person's health.
	<ul style="list-style-type: none"> • Feeling paranoid • Poor judgment • Heart problems
3K	Identify the negative effects smoking cigarettes can have on a person's health.
	<ul style="list-style-type: none"> • Lung cancer • Increased blood pressure • Poor circulation

Define 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

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

4B

- 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.

5A	<p>Define aerobic.</p> <ul style="list-style-type: none"> • With oxygen
5B	<p>Define anaerobic.</p> <ul style="list-style-type: none"> • Without oxygen
5C	<p>Identify the equation for aerobic respiration.</p> <ul style="list-style-type: none"> • Glucose + Oxygen = Energy + CO² + Water
5D	<p>Identify the equation for anaerobic respiration.</p> <ul style="list-style-type: none"> • Glucose = Energy + Lactic Acid
5E	<p>Describe aerobic exercise.</p> <ul style="list-style-type: none"> • Long duration and low intensity exercise
5F	<p>Describe anaerobic exercise.</p> <ul style="list-style-type: none"> • Short duration and high intensity exercise
5G	<p>Identify examples of an aerobic sporting activity.</p> <ul style="list-style-type: none"> • A marathon • Long-distance cycling
5H	<p>Identify examples of an anaerobic sporting activity.</p> <ul style="list-style-type: none"> • 100m sprint • High jump

5I	<p>Identify the fitness components developed through aerobic exercise.</p> <ul style="list-style-type: none"> • Cardiovascular endurance
5J	<p>Identify the fitness components developed through anaerobic exercise.</p> <ul style="list-style-type: none"> • Power and speed
5K	<p>Identify how an athlete would calculate their maximum heart rate (MHR)?</p> <ul style="list-style-type: none"> • MHR = 220 – age
5L	<p>Define heart rate.</p> <ul style="list-style-type: none"> • The number of times the heart beats per minute
5M	<p>Define stroke volume.</p> <ul style="list-style-type: none"> • The volume of blood pumped from the left side of the heart per beat
5N	<p>Define cardiac output.</p> <ul style="list-style-type: none"> • Heart rate x stroke volume
5O	<p>Define anticipatory rise.</p> <ul style="list-style-type: none"> • The slight increase in heart rate ahead of starting exercise
5P	<p>Identify the aerobic and anaerobic training zones.</p> <ul style="list-style-type: none"> • Aerobic = 60 – 80% of MHR • Anaerobic = 80 – 90% of MHR

6A	Identify the seven nutrients which make up a healthy balanced diet.
	<ul style="list-style-type: none"> • Carbohydrates • Fats • Protein • Fibre • Vitamins • Minerals • Water
6B	Identify the main benefit of each nutrient listed in Q8.40.
	<ul style="list-style-type: none"> • 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
6C	Identify examples of each nutrient listed in Q8.40.
	<ul style="list-style-type: none"> • Carbohydrates = pasta, rice, potatoes • Fats = red meat, cheese, nuts • Protein = chicken, fish, eggs • Fibre = brown bread, cereal, porridge • Vitamins = fruit and vegetables • Minerals = milk (calcium) • Water = water
6D	Define sedentary lifestyle.
	<ul style="list-style-type: none"> • A person's choice to engage in little physical activity

6E	Identify consequences of a sedentary lifestyle.
	<ul style="list-style-type: none"> • Weight gain/obesity • Heart problems (e.g. hypertension) • Diabetes • Low self-esteem
6F	Define obesity.
	<ul style="list-style-type: none"> • A person with a large fat content (BMI >30)
6G	Identify causes of obesity.
	<ul style="list-style-type: none"> • High calorie consumption combined with minimal physical activity
6H	Identify physical, mental and social effects of obesity.
	<ul style="list-style-type: none"> • Physical effects: cancer, heart disease, diabetes • Mental effects: depression, loss of confidence • Social effects: inability to socialise
6I	Define dehydration.
	<ul style="list-style-type: none"> • The harmful reduction of water in the body
6J	Identify causes of dehydration.
	<ul style="list-style-type: none"> • Not drinking enough fluids • Over-exercising
6K	Identify three effects of dehydration.
	<ul style="list-style-type: none"> • Blood thickens • Increased heart rate • Fatigue

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