



The Totteridge Academy

The best in everyone™

Part of United Learning

Autumn Term

2021-2022



Knowledge Organiser

Name:

Tutor Group:

Tutor & Room:

*“If you are not willing to learn, no one can help you.
If you are determined to learn, no one can stop you.”*

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Oliver Twist by Charles Dickens (1837)

Key Terms:

1.	Social Inequality – An unfair divide between upper and lower classes.
2.	Justice – Fair punishment for your actions.
3.	Morality – A sense of what is right and wrong.
4.	Orphan – A child who does not have any parents.
5.	Criminality – Behaviour or actions that are forbidden by law.

When?		Key idea and theme	Key quotes
C1-5	6.	Oliver is established as a victim of social inequality .	Narrator: "He might have been the child of a nobleman or beggar." Narrator: "The orphan of a workhouse." Narrator: "Oliver was the victim of treachery and deception."
		The contrast between poverty and wealth is highlighted.	Narrator: "A pale thin child." Oliver: "Please sir, I want some more." Narrator: "Oliver tore the bits asunder with all the ferocity of famine."
C6-8	7.	Hope is highlighted through Oliver's change in circumstances .	Narrator: "For many months he had continued meekly to submit to the domination and ill-treatment of Noah Claypole." Narrator: "London was the very place for a homeless boy, who must die in the streets unless someone helped him."
		Oliver's move to London and meeting with the Artful Dodger highlights opportunity for change .	Narrator: "He felt frightened at first, for the wind moaned dismally over the empty fields." Narrator: "Drunken men and women were positively wallowing in filth." Narrator: "The walls were perfectly black with age and dirt."
C9-11	8.	Oliver is exposed to the criminality of Fagin and his gang .	Narrator: "Oliver thought the old gentleman must be a decided miser to live in such a dirty place." Narrator: "Oliver was rendered anxious by the stern morality of the old gentleman's [Fagin] character." Narrator: "The old gentleman [Brownlow] was a very respectable looking personage."
		Oliver has his first experience of the moral justice system and corruption .	Narrator: "He stood for a moment, his blood tingling from terror." Narrator: "Confused and frightened." Narrator: "He would deal as leniently with him as justice would allow."
C12-16	9.	Oliver's situation temporarily changes for the better as he is taken in by Mr Brownlow .	Narrator: "Gradually, he fell into a deep tranquil sleep." Narrator: "Oliver opened his eyes and felt cheerful and happy."
		Sikes is established as a morally corrupt and evil character .	Narrator: "The man who growled out these words was a stoutly built fellow." Sikes: "That's very likely", returned Sikes with a malicious grin."
C17-22	10.	Oliver demonstrates a sense of morality but is powerless to stop his involvement in criminal activity .	Narrator: "Oliver sat huddled in a corner of the cart, bewildered with alarm and apprehension." Narrator: "He was about to throw himself on the ground and make a struggle for his young life." Narrator: "Sikes commanded him to be silent." Narrator: "Oliver, mad with grief and terror, saw that housebreaking and robbery were the objects of the expedition."

Oliver Twist by Charles Dickens (1837)

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

Fractions are my friends!		
Equivalent fractions Do it to the top	Do it to the bottom	$\frac{24}{32} = \frac{24 \div 8}{32 \div 8} = \frac{3}{4}$ $\frac{24}{32} = \frac{24 \div 4}{32 \div 4} = \frac{6}{8}$ $\frac{24}{32} = \frac{24 \div 2}{32 \div 2} = \frac{12}{16}$ <p>HCF = 8</p>
Simplifying fractions	Find the HCF	$= \frac{3}{4}$
Adding and subtracting fractions	Find the LCM	$\frac{7}{12} + \frac{2}{9} = \frac{7 \times 3}{12 \times 3} + \frac{2 \times 4}{9 \times 4} = \frac{21}{36} + \frac{8}{36} = \frac{29}{36}$
Comparing fractions	Find the LCM	<p>which is bigger $\frac{4}{5}$ or $\frac{5}{6}$?</p> <p>LCM = 30</p> <p>$\frac{24}{30}$ vs $\frac{25}{30}$ Bigger</p>
The line means	Divide	$\frac{3}{8} = 3 \div 8$
The number at the top	Goes in the bus stop	$= 8 \overline{) 3.375}$ $= 0.375$

Order of operations		
B I DM AS	Brackets Indices Division, Multiplication Addition, Subtraction	$10 - (5 - 2) + \sqrt{81}$ $10 - 3 + \sqrt{81}$ $10 - 3 + 9$ <p>same level of importance, read from left to right</p> $7 + 9 =$
One step at a time	Copy it down	

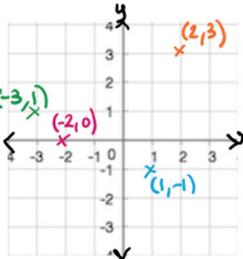
Basic rule of Algebra		
Collecting like terms	The sign before	$2a + 3b - 4c$ <p>positive negative</p>
The term includes		

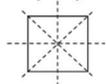
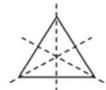
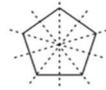
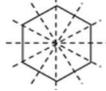
Expanding and Factorising		
Expanding Multiply the outside	By every term inside	$2(x + 5)$ $2x + 10$
What do we look for?	Common Factors	Factorise $6xy^2 - 9x^2y - 12xy$ $3xy(2y - 3x - 4)$

Expressions and substitution		
Substitution	Replace with brackets	<p>a = 5 and b = -2. Calculate 6a - 3b</p> $6(5) - 3(-2)$ $= 30 + 6$ $= 36$

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	$a = b$

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	

Polygons		
X axis	Horizontal →	
Y axis	Vertical ↑	
Coordinates	X then y (x, y)	
Start at the...	Origin (0, 0)	
Go along the...	X axis ←→ +	
Up or down the...	Y axis ↑↓ -	

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

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

Averages		
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

Unit 4: Forces

1	What is a force?	A push or a pull	19	What unit do we use for speed?	m/s
2	What is a free-body diagram?	A diagram showing the forces acting on an object	20	What does 1 m/s mean?	One metre is travelled every second
3	What two things do the arrows in a free-body diagram represent?	Size of force and direction	21	What equation links speed, distance and time?	speed x time = distance
4	What is the name of the force when a person pushes or pulls an object?	Applied force	22	What is a distance-time graph?	A graph showing how an object's speed changes over time
5	What is the name of the force produced when solid surfaces rub against each other?	Friction	23	What does a flat line on a distance-time graph mean?	The object is not moving
6	What is the name of the force produced by engines?	Thrust	24	What does a slope on a distance-time graph mean?	The object is moving
7	What is the name of the force produced when an object moves through the air?	Air resistance	25	How do friction, air resistance and water resistance change with speed?	The greater the speed, the greater the friction, air resistance or water resistance
8	What is the name of the force produced when an object moves through water?	Water resistance	26	What is a resultant force?	The size of the total force acting on an object
9	What is the name of the force that stops objects sinking on water?	Upthrust	27	What happens if the resultant force on an object is 0 N?	The object stays still or keeps going at a constant speed
10	What is the name of the force that pulls objects towards Earth?	Weight	28	What happens if the resultant force on an object is not 0 N?	The object speeds up or slows down
11	What is the name of the force that stops objects falling through solid surfaces?	Normal reaction force	29	What is pressure?	A measure of how much a force is spread out
12	What is the name of the force that stops airplanes falling down through the air?	Lift	30	How does surface area affect pressure?	The greater the surface area, the smaller the pressure
13	What is a contact force?	A force which requires objects to be touching	31	How does force affect pressure?	The greater the force, the greater the pressure
14	Give an example of a contact force	Applied force, friction, thrust, air resistance, water resistance, upthrust, normal reaction force, lift	32	Which equation links pressure, force and area?	Pressure x area = force
15	What is a non-contact force?	A force which does not require objects to be touching	33	What is area measured in?	m ²
16	Given an example of a non-contact force	Weight (also: magnetic attraction/repulsion, electrostatic attraction/repulsion)	34	What is pressure measured in?	Newtons per metre squared (N/m ²)
17	What are forces measured in?	Newtons (N)	35	What does 1 N/m ² mean?	One newton acts on every metre squared
18	What do we use to measure forces?	Newton meters			

Unit 5: Reproduction

54	What is sexual reproduction?	The production of new living organisms from two different sexes.	72	Where do humans get their first chromosomes from?	Half from the mother, half from the father (23 from each)
55	What is a gamete?	A sex cell (sperm in males and ova/egg cells in females)	73	Why are siblings different if they are from the same parents?	They don't receive the same 23 chromosomes from each parent
56	What are the two human gametes?	Sperm (males), ovum (female)	74	What is an embryo?	An organism in the early stages of development, up to 8 weeks
57	What is fertilisation?	When two gametes meet	75	What is a foetus?	An unborn baby, after 8 weeks from conception
58	What is the function of the sperm cell?	Swim to the ovum and fertilise it	76	What is the function of the ovaries?	To produce ovum (and secrete hormones)
59	What are the two key adaptations of the sperm cell?	Tail, lots of mitochondria	77	What is the function of the oviducts?	Transport the ova from the ovary to the uterus
60	Why do sperm have lots of mitochondria	Release energy for swimming	78	What is the function of the uterus?	To nourish and protect the developing embryo/foetus
61	What is the function of the ovum?	Be fertilised and provide nutrients for the embryo to grow	79	What is the function of the uterus lining?	Provide an initial site for the embryo to develop
62	What are the two key adaptations of an ovum?	Very big, changeable cell membrane	80	Describe the structure of the cervix	A ring of muscle at the lower end of the uterus
63	Why is an ovum so big?	Contain lots of nutrients for the embryo	81	What is the function of the cervix?	It keeps the foetus in place while the woman is pregnant
64	Why do ova have changeable cell membrane?	To stop more than one sperm entering it	82	What is the structure of the vagina?	A muscular tube that leads from the cervix to the outside of the woman's body
65	What is a zygote?	The fertilised ova	83	What is the function of the vagina?	Serves as a passage for the penis and menstrual flow from the uterus
66	What is DNA?	A chemical that contains instructions for all life processes	84	What is the function of the testes?	To produce sperm (and secrete hormones)
67	Where is DNA found?	In the nucleus	85	What is the function of the glands?	Produce fluids that protect sperm cells
68	What are chromosomes?	Strands of DNA bunched up together	86	What is the function of the sperm ducts?	To transport sperm from the testes to the penis
69	How many chromosomes do most human cells have?	46 (23 pairs)	87	What is the function of the penis?	To pass urine and sperm (semen)
70	How many chromosomes do gametes have?	23	88	What is the function of the urethra?	Carries urine and sperm (semen) out of the body
71	What is variation?	Differences between living things (of the same species)			

Unit 5: Reproduction

89	What is the umbilical cord?	A tube going from the placenta to a developing foetus	101	In plants, what are the male sex cells?	Pollen
90	What is the placenta?	An organ that connects the mother to the umbilical cord	102	In plants, what are the female sex cells?	Ova
91	What are the functions of the umbilical cord and placenta?	To pass oxygen and nutrients to the foetus and waste to the mother	103	What are the anthers?	Where pollen is produced (male)
92	How many days is a menstrual cycle?	Average of 28 days	104	Where are plant ova produced?	Ovules
93	What happens at the start of the menstrual cycle?	Menstruation	105	What is the stigma?	The part of the flower where pollen is collected (female)
94	What is menstruation?	When the uterus lining starts to break down	106	What is pollination?	When pollen moves from an anther to a stigma
95	How long does menstruation last?	Average of five days	107	What are the two main types of pollination?	Insect pollination and wind pollination
96	What happens after menstruation?	Uterus lining starts to grow and thicken	108	Why do some plants have brightly coloured flowers?	To attract insects
97	Why does the uterus lining grow and thicken?	To provide somewhere for the zygote to develop into an embryo	109	What happens after pollination?	Fertilisation and seed growth
98	What is ovulation?	When the ovaries release an ovum	110	What is seed dispersal?	How seeds move away from the parent plant
99	When does ovulation occur?	Around day 14 of the menstrual cycle	111	How can seed dispersal occur?	By wind, eaten by animals, stuck to the outside of animals
100	What happens if fertilisation does not occur?	The uterus lining starts to break down and the cycle continues			

Why did Allah send one last Prophet?

Topics covered:

1. The First Prophet
2. The Story of the Prophet Adam

3. The Prophet Nuh
4. The Flood
5. The Prophet Ibrahim

6. The Prophet Ibrahim & Faith
7. The Jahiliyyan

8. The Night of Power
9. The Hijrah

1. The First Prophet

- ✓ **What is Risalah?** Islam teaches that God has sent prophets to humanity, in different times and places, to communicate His message. Since the beginning of time, God has sent His guidance through these chosen people
- ✓ **Who was Adam?** Adam was the first human being and he is believed to have been the first prophet
- ✓ **How was he created?** Muslims believe he was created from clay by Allah and given the ability to think logically

✓ **Why was Adam created?**

Allah created Adam to hold the role of khalifah - this means it was the role of Adam to look after Allah's creations in the Garden of Eden

Allah created Adam and all of the universe to Worship Him - **"I did not create the jinn and mankind except to worship Me."** [51:56]

To be the first prophet and teach the rest of mankind important things - **"He taught Adam all the names [of things]"**

Allah created Adam and mankind to test them - **"Then did you think that We created you uselessly and that to Us you would not be returned?"** [23:115-116]

- ✓ **What did Allah teach Adam?** Allah taught Adam how to farm, what foods he was allowed to eat (halal), what foods he shouldn't eat (haram) and how to bury the dead

2. The Story of The Prophet Adam

- ✓ **What 3 things did Allah create after making the universe?**
Allah created Angels, Jinn and humans
- ✓ **What is the difference between them?** Angels are created from light and have no free will, they must obey Allah
Humans are created from Clay and have free will
Jinn are created from a smokeless flame and have free will
- ✓ **Who is Iblis?** Iblis is a Jinn. He is also known as the Devil or Shaytan
- ✓ **What did Iblis do?** Refused to prostrate to Adam when Allah commanded him to so he was banished
"The Angels prostrated themselves all of them together. Except Satan, he refused to be among the prostrators... God said: 'Then get out from Here for verily you are an outcast or cursed one. Verily the curse shall be upon you till the Day of Resurrection.'
[Qur'an 15:30-35]
- ✓ **How did Allah show his love for Adam?** He created a mate for Adam, Hawwa, so he could have a partner and not be lonely. Hawwa was created from one of Adam's ribs
- ✓ **How did Adam disobey Allah?** Both Adam and Hawwa ate from the fruit of the tree of knowledge after being deceived by Iblis. Allah had commanded them not to do this. ***"...come not near this tree or you both will be of the wrongdoers."*** [Qur'an 2:35]
- ✓ **How were they punished?** Allah Banished them from paradise and sent them to Earth where they would have to work and suffer
- ✓ **How did they repent?** Adam created the Kaaba, the first place of worship on earth and continued to worship Allah. As they repented, Allah forgave them

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3. The Prophet Nuh

- ✓ **What is idolatry?** Idolatry is the practice of worshipping objects such as statues as God
- ✓ **Why did people worship idols?** People worshipped them as they believed that they had special, supernatural powers or would give them good luck
- ✓ **How did idolatry begin?** People would build statues of good or powerful people who had passed away. Over time, new generations would forget why they were created and would come to worship them as Gods
- ✓ **Why is this so bad?** This is considered shirk in Islam and is considered to be one of the worst sins as it does not recognise the magnificence and uniqueness of God – God is one!
- ✓ **What did Allah do?** Allah sent Prophet Nuh to guide people back to the right path. Nuh lived amongst the unbelievers and attempted to make them see reason
- ✓ **What did Nuh do?** Nuh was an excellent speaker and attempted to explain to people that Shaytan (the devil) had corrupted them and that they needed to only worship Allah – the one God
- ✓ **Why did People refuse to listen to Nuh?** Many of the rich people saw Nuh as just a normal man, not as a prophet. They were disbelievers

“We do not see you but as a man like ourselves, and we do not see you followed except by those who are the lowest of us [and] at first suggestion. And we do not see in you over us any merit; rather, we think you are liars.” [Surah Hud 13:27]

4. The Flood

- ✓ **How did the unbelievers respond to Nuh's warnings?** They said: **“O Nuh (Noah)!... bring upon us what you threaten us with, if you are of the truthful.”** [Surah Hud 13:32]
- ✓ **What did Nuh do?** Nuh prayed to Allah to destroy the unbelievers as they refused to listen to his warnings and were not worshipping Allah. **“And Nuh (Noah) said: “My Lord! Leave not one of the disbelievers on the earth! If You leave them, they will mislead Your slaves, and they will beget none but wicked disbelievers.”** [Surah Hud 71:26-27]
- ✓ **What did Allah do?** Allah accepted Nuh's prayer and instructed him to build an ark for the faithful believers and two of each animal to ensure that they could continue to survive
- ✓ **What happened to the non-believers?** Allah sent a flood to destroy them and cleanse the earth of them. The non-believers including the Prophet Nuh's wife and son

Why did Allah send one last Prophet?

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5. The Prophet Ibrahim

- ✓ **Why did Allah send Ibrahim?** Similarly with the story of Nuh, people began practising polytheism and idolatry. Allah sent Ibrahim to guide them back to the right path
- ✓ **Who was Ibrahim's father?** Ibrahim's father, Azar, was a sculptor and created the idols made of stone and wood. He was an idolator
- ✓ **What did Ibrahim do?** Ibrahim mocked the idols. This made people very angry
“And (remember) when Abraham said to his father Azar: “Do you take idols as aliha (gods)? Verily, I see you and your people in manifest error.”
- ✓ **How did Ibrahim try to change people?** Ibrahim spoke to his father and the unbelievers. He tried to reason with them and make them worship God
“O my father, do not worship Satan. Indeed, Satan has ever been, to the Most Merciful, disobedient. O my father, indeed I fear that there will touch you a punishment from the Most Merciful so you would be to Satan a companion [in Hellfire].”
 [Surah Maryam 19:42-45]
- ✓ **What did Ibrahim do when this did not work?** Ibrahim went to the non-believers' place of worship and destroyed each Idol with an axe
- ✓ **What did the non-believers do?** As punishment, they built a huge fire with the intention of killing the Prophet Ibrahim. When they cast him into the fire, Allah commanded the flames not to harm him. The flames burnt his chains and left him unscathed
“O fire, be coolness and safety upon Abraham.”
 [Surah Al-Anbiya 21:69]
- ✓ **Did this change people's beliefs?**
 Some people began to follow the Prophet Ibrahim's teachings after seeing the miracle. Others, such as Ibrahim's father, did not
But when it became apparent to Abraham that his father was an enemy to Allah, he disassociated himself from him.
 [Surah Al-Anbiya 21:69]

6. Prophet Ibrahim & Faith

- ✓ **How did Ibrahim show his devotion to Allah?**
 Ibrahim and his son Ishmael rebuilt the Kaaba after it was destroyed by the flood to worship Allah
- ✓ **How did Allah test the Prophet?**
 Allah sent Ibrahim a dream in which he asked him to sacrifice his son
- ✓ **What did Ibrahim do?**
 The next day Ibrahim took Ishmael to the top of Mount Arafat and was prepared to sacrifice him
- ✓ **How did Ishmael react?**
 Ishmael was an obedient son and a strong believer so he accepted his fate
- ✓ **How did Shaytan try to tempt Ibrahim?**
 Shaytan attempted to persuade Ibrahim not to sacrifice his son. Ibrahim responded by turning his back on the devil and stoning him to make him go away
“And the Angel Jibril told Ibrahim to stone him”
- ✓ **How did Ibrahim show his faith?**
 Ibrahim was prepared to sacrifice his beloved son but Allah told him not to. The prophet proved his obedience
- ✓ **How does this influence Muslims today?**
 Muslims remember the Prophet's actions during the festival of Id al-Adha where they sacrifice a ram and give money to charity (**qurbani**) Muslims also stone three pillars when they visit the Kaaba in order remember The Prophet Ibrahim stoning the devil

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7. The Jahiliya

✓ **What is the Jahiliya?** This is the age of ignorance – a time where people in Arabia were pagans and either did not believe in God or practised polytheism

✓ **What caused this age of ignorance?** People strayed from the messages of the Prophets who had been sent by God. They ignored their teachings

“...and whoever disobeys Allah and His Messenger, he surely strays off” [Qur'an 33:36]

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

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

✓ **What was life like during this period?** Life was very chaotic. There were no laws and people settled their disputes through fighting wars and killing each other

✓ **What were people doing?** Women had little to no rights, and there was unlimited polygamy so men could marry as many women as they wanted

Drunkenness was common (against Islamic teaching)

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

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

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

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

8. The Night of Power

✓ **Who was Muhammad?**

Muslims believe that he was a Prophet – the last messenger of Allah on earth. He believed in one God and was upset by the way his people were living

✓ **What is the Night of Power?**

The Prophet Muhammad was meditating in a cave when the **Angel Jibril** appeared to him. This is known as the Night of Power. Muhammad could not read but three times Jibril ordered him to 'proclaim' or recite Allah's message.

“Proclaim! In the name of thy Lord and Cherisher, who created – created man, out of a [mere] clot of congealed blood. Proclaim! And thy Lord Is Most Bountiful! He who taught [the use of] the pen taught man that which he knew not.” [Surah 96:1–5]

✓ **What was the role of the Angel Jibril?**

It was through the Angel Jibril that Allah revealed his commands to the Prophet. There were many revelations and because they had to be recited (The Prophet could not read or write) this took place over a 23-year period

✓ **Was the Prophet holy/related to God?**

No, Muslims do not worship Mohammad. They respect him as a messenger of God and as a Prophet

“Muhammad is no more than a messenger” [Surah 3:144]

✓ **Why is Mohammad known as the 'seal of the prophets?'**

Muhammad is the last prophet sent by God and is referred to as the **Seal of the Prophets**. This means the Qur'an is the final revelation sent by God

✓ **What Is the Hadith?**

The Hadith are the reported sayings and actions of the Prophet.

Why did Allah send one last Prophet?

Topics covered:

1. The First Prophet
2. The Story of the Prophet Adam

3. The Prophet Nuh
4. The Flood
5. The Prophet Ibrahim

6. The Prophet Ibrahim & Faith
7. The Jahiliyyan

8. The Night of Power
9. The Hijrah

8. The Night of Power

- ✓ **What is the Sunnah?** The Sunnah are the customs and traditions of Muslims during the time of the Prophet
- ✓ **How does the Life of The Prophet influence Muslims today?** Because the Prophet Muhammad is of such importance to them, Muslims try to live in the ways of the prophet, and the **Hadith** and **Sunnah** are important sources of authority for Muslims to guide their lives. They also follow his example by being faithful to Allah and obedient to his commandments

9. The Hijrah

- ✓ **What did Muhammad do following his revelation?** The Prophet went down from the cave and warned people to stop living sinful lives
- ✓ **How did the people react?** Some of the people listened to The Prophet and became followers. Most of the people, especially the powerful Quraysh Tribe, ignored him and persecuted him
- ✓ **What is Hijrah?** Hijrah means departure. This is the period in the Prophet's life when he had to leave Mecca and go to Medina in order to escape persecution
- ✓ **Why did the Prophet have to leave?** People did not want to change and did not believe he was a prophet. They were unwilling to give up their beliefs so they threatened to kill him and his followers. Members of the Quraysh Tribe attempted to murder him and chased him out of Mecca

"If ye love Allah, follow me; Allah will love you and forgive you your sins. Allah is Forgiving, Merciful" [Surah 3:31]

- ✓ **What happened in Medina?** The Prophet did many things in Medina that made him and Islam very popular:

He built a Mosque to worship Allah, even helping with the construction of the building by carrying stones

He ensured that there was peace amongst the Muslims and different people in Medina

He created Zakat (charity) which meant that poor people in the city could be looked after

He introduced Shariah – Islamic law – in order to keep peace between the different warring tribes

- ✓ **What did the Prophet do next?** The Prophet led an army of Muslims to conquer Mecca. They established Islam as the main religion

1. Quelles matières tu aimes ou tu n'aimes pas?

J'aime (I like) J'aime bien (I really like) J'adore (I love) Je préfère (I prefer) Je n'aime pas (I don't like) Je déteste (I hate)	le français (French) le dessin (art) le théâtre (drama) l'anglais (English) la géographie (geography) la musique (music) la technologie (technology)	l'informatique (I.T.) l'EPS (l'éducation physique et sportive) (P.E.) l'histoire (history) les maths (maths) les sciences (science)
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2. Pourquoi?

parce que c'est (because it is)	utile (useful) facile (easy) difficile (difficult) fantastique (fantastic) passionnant (exciting) intéressant (interesting)	relaxant (relaxing) créatif (creative) actif (active) nul (rubbish) ennuyeux (boring) interminable (never-ending)
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3. Comment est ta prof/ton prof?

Le prof de + subject (The teacher of + subject) i.e Le prof de maths	est (is)	un peu (a bit) assez (quite) très (very) trop (too)	stricte (strict) compréhensive (understanding) sympa (nice) déseagréable (unpleasant) joyeux (cheerful) grincheux (grumpy)
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4. Qu'est-ce que tu fais pendant la pause-déjeuner?

Normalement (Normally) D'habitude (Usually) Ensuite (Then) Puis (Then) Après (After)	je mange le déjeuner (I eat lunch) mange des sandwiches (I eat sandwiches) je mange à la cantine (I eat in the canteen) je bavarde avec mes amis (I chat with my friends) Je rigole avec mes amis (I have a laugh with my friends) je joue au foot (I play football) je visite la bibliothèque (I go to the library)
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5. Qu'est-ce que tu vas faire après l'école

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

6. Quelle heure est-il?

Il est une heure (It's one o'clock) Il est deux heures (It's two o'clock) Il est midi (It's midday) Il est minuit (It's midnight)	cinq (five past) dix (ten past) et quart (quarter past) vingt (twenty past) vingt-cinq (twenty-five past) et demie (half past) moins cinq (five to) moins dix (ten to) moins le quart (quarter to) moins vingt (twenty to) moins vingt-cinq (twenty-five to)
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7. Où habites-tu?

J'habite dans une maison individuelle (I live in a detached house) J'habite dans une maison jumelée (I live in a semi-detached house) J'habite dans une maison mitoyenne (I live in a terraced house) J'habite dans un appartement (I live in a flat)	au centre ville (in the town centre) à la campagne (in the countryside) à la montagne (in the mountains) au bord de la mer (by the sea) dans un village (in a village) en banlieue (in the suburbs)
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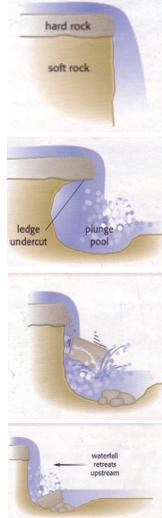
8. Décris ta maison

Au rez-de chaussée (On the ground floor) Au premier étage (On the first floor) Au deuxième étage (On the second floor) Au grenier (In the attic) Au sous-sol (In the basement)	il y a (there is)	une cuisine (a kitchen) une salle à manger (a dining room) un salon (a living room) une salle de bains (a bathroom) une chambre (a bedroom) un bureau (a study) une cave (a cellar) un jardin (a garden)
Ma maison est (My house is)	très (very) assez (quite) trop (too) un peu (a bit)	petite (small) grande (big) moderne (modern) démodée (old-fashioned) belle (beautiful) laide (ugly)

9. Qu'est-ce qu'il y a dans ta chambre

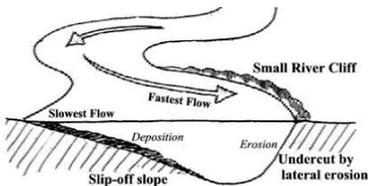
Dans ma chambre	il y a (there is)	un lit (a bed) une armoire (a wardrobe) une table (a table) une télé (a television) une chaise (a chair) un bureau (a desk) une commode (a chest of drawers) un ordinateur (a computer) une peluche (a teddy bear)
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4. Formation of a waterfall: upper course



- Hard rock on top of soft rock.
- The soft rock erodes quicker and leaves a ledge.
- The falling water causes hydraulic action on the river bed, which creates a plunge pool.
- The ledge collapses due to gravity.
- This causes abrasion and deepens the plunge pool.
- The waterfall retreats to leave a gorge.

5. Formation of a meander: middle course



- The fastest flow is on the deeper, outside bend. This causes erosion, creating a river cliff.
- The slowest flow is on the shallower, inside bend. This causes deposition, creating a slip-off slope.

1. A river is divided into three courses and changes from source to mouth

- Upper - River is narrow and shallow with steep valley sides (V shaped).
- Middle - River is wider and deeper with less steep valley sides (U shaped).
- Lower - River is at it's widest and deepest with flat valley sides (Open U shaped)



2. Erosion (the wearing away of rock)

- **Hydraulic action:** the force of the water gets into cracks causing erosion.
- **Abrasion:** Sediment carried by the river scrape along the riverbed and banks.
- **Attrition:** Sediment hit into each other.
- **Solution:** The acids in the water cause erosion.

3. Transportation (movement of material)

- **Traction:** large boulders roll.
- **Saltation:** small pebbles bounce.
- **Suspension:** light sediment carried.
- **Solution:** Minerals dissolved in water.

6. Formation of a floodplain: lower course

- In a flood, large sediments are transported and deposited on the riverbanks to form levees.
- Small sediments are transported further away and deposited to form fertile floodplains.

7. Causes of floods can be human or physical

Physical = heavy rainfall, impermeable geology and steep slopes = more surface run-off into rivers.
Human = deforestation = less interception. Urbanisation and storm drains = more surface run-off.

8. River Irwell flood, Manchester, UK (High Income Country)

Effects

- Significant disruption to Metrolink services and other transport = work affected.
- 2,250 properties were flooded and £11.5 million worth of infrastructure damage.

Responses

- £150,000 was donated by Forever Manchester to those affected.
- 2,454 homes were protected by the new £10 million flood basin and £11.4m was made available for home flood protection.

9. Bangladesh flood (Low Income Country)

Effects

- 2,000 deaths, 25 million homeless.
- Factories closed = lost jobs and income.
- Sewage contaminated water supply = 10,000 people caught diseases (cholera).
- Fields flooded = less rice = price of rice increased.

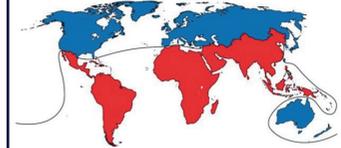
Responses

- 5,000 flood shelters built in Bangladesh. Cheap to construct and are raised, so people can stay in them. However, they do not protect homes, businesses or farmland.
- 6,000km of raised embankments in large towns and rich farming areas. They are very expensive to put in place

1. Development is making social and economic progress, to improve quality of life. It is not even across the world. We used to think of the world as developed and developing but now there are 3 categories: HICs (High Income Countries), NEEs (Newly Emerging Economies) and LICs (Low Income Countries).

2. How do we measure development?

- **Life expectancy:** The average age you are expected to live to in a country. May be too simplistic to show a whole country's level of development.
- **Gross Domestic Product (GDP) per capita:** The total value of goods and services produced in a country in a year divided by the total population. This is an average number. This means it is misleading as it hides the inequalities (extreme differences) in the country.
- **Literacy rate:** The % of people aged 15 and above who can read and write.
- **Human Development Index (HDI):** A composite index that measures 3 development indicators (life expectancy, years of schooling and Gross National Income (GNI) per capita).



Key:
■ developed countries
■ developing countries

The Brandt Line

3. Factors influencing development

Factors which encourage development:	Factors which hinder development:
<ol style="list-style-type: none"> 1. A strong and stable government. 2. A large coastline for trade. 3. Availability of natural resources e.g. oil, coal, fertile soil. 4. A pleasant climate, ideal for growing crops. 	<ol style="list-style-type: none"> 1. An unstable or corrupt government, meaning money is not invested properly in the country. 2. The country is landlocked, making trade difficult. 3. Few natural resources to power industry. 4. A harsh climate, so cannot grow crops reliably.

4. Aid can help countries become developed

Bilateral	International aid given by one country to another.
Multilateral	Aid given by NGOs (Non-Government Organisations) like Oxfam.
Short term aid	Aid given to support a country following a crisis e.g. after an earthquake.
Long term aid	Aid given over a prolonged period of time e.g. teaching farmers different farming techniques.

5. Aid - advantages/ disadvantages

+	<ul style="list-style-type: none"> • Learn new skills e.g. improved farming techniques = become independent. • Save lives after a natural disaster e.g. supplying clean water/food. • Simple technology e.g. water pumps are easy for the locals to maintain.
-	<ul style="list-style-type: none"> • Become dependent upon aid, causing problems if it is removed. • Corrupt governments sell the aid on, so it does not reach those in need. • The recipient can end up in debt.

6. Case study: Tree Aid in Mali

Features:

- Tree seeds given, people could develop tree nurseries.
- 3,500 villagers taught how to use trees.
- Bikes, donkeys and carts given to locals, so that they could transport food easily to other areas.

Successes:

- Trees provided a reliable source for food such as cashew nuts, which locals could sell to earn money and improve their lives e.g. sending children to school.
- Trees transpire (release water vapour) which increases rainfall in the area. This means the area is less affected by drought (a period of below-average rainfall) and crop failure.

History - Topic 5: Medieval Empires

Timeline

1. Mongol invasion of northern China 1215	3. Mongol destruction of Baghdad 1268	5. Dafydd ap Gruffudd rebelled against Edward I 1282	7. Edward I defeated the Scots at Stirling Castle 1304	9. Mansa Musa's pilgrimage 1323	11. Black Death arrived in England 1348	13. End of Hundred Years' War 1453
2. Sunjata Keita founded the Mali Empire 1250	4. Edward I invaded Wales 1277	6. Death of Alexander III of Scotland 1286	8. Mansa Musa became Mali Emperor 1312	10. Start of Hundred Years' War 1337	12. Battle of Agincourt 1415	

Key people

Key words

13. Chinggis Khan (Temujin)	Leader who started the Mongol Empire, ruling from 1206-27.	26. Alliance	An agreement to work with someone else to try to achieve the same thing	36. Mansa	The ruler of the Mali Empire.
14. Mansa Musa	Ruler of the Mali Empire from 1312-37.	27. Bandit	A thief who attacks people who are travelling in a wild place.	37. Merchant	A person whose job is to buy and sell products in large amounts, especially by trading with other countries.
15. Sunjata Keita	Founder of the Mali Empire who ruled from 1235-55.	28. Campaign	A series of military attacks.	38. Oasis	A place in the desert where there is water and where plants grow.
16. Al-Sahili	A Spanish Muslim architect who built hundreds of mosques in the Mali Empire.	29. Caravan	A group of people with animals or vehicles who travel together across a desert.	39. Pastoralist	A farmer who breeds and takes care of animals.
17. Edward I	English king from 1272-1307.	30. Cavalry	The group of soldiers in an army who fight on horses.	40. Pilgrimage	A journey to a holy place.
18. Llywelyn ap Gruffudd	Prince of Wales from 1246-1282.	31. Emir	A ruler of an area in the Muslim world.	41. Plague	A serious disease that kills many people.
19. Dafydd ap Gruffydd	Llywelyn's brother who was Prince of Wales from 1282-1283.	32. Emperor	The ruler of a group of countries.	42. Savannah	A large, flat area of land covered with grass, usually with few trees, that is found in hot countries, especially in Africa.
20. Alexander III	Scottish king whose death in 1286 caused a succession crisis.	33. Fortress	A castle or other strong building built to defend a place.	43. Steppe	A large area of land with grass but no trees, especially in eastern Europe, Russia, and Central Asia.
21. John Balliol	Edward I's choice as King of Scots who ruled from 1292-96.	34. Hajj	The religious journey to Makkah that all Muslims try to make at least once in their life.	44. Sultan	A ruler, especially in the past, of some Muslim countries.
22. Robert Bruce	Scottish rebel leader who resisted Edward I.	35. Homage	To show your respect for someone.	45. Yasa	The Mongol legal code.
23. William Wallace	Scottish rebel leader who was hung, drawn and quartered in London in 1305.				
24. Edward III	English king from 1327-77 who started the Hundred Years' War.				
25. Henry V	English king from 1413-22 who won the Battle of Agincourt.				

History Topic 6: The Renaissance

Timeline

1. Lucretius wrote the poem De rerum natura (On the Nature of Things) c50 BC	3. The end of the Roman Empire c476 AD	5. Ideas, such as logic, flooded into Western Europe from the Islamic World and were studied by scholars such as John of Salisbury 1100s	7. Poggio discovered a copy of De rerum natura in a manuscript in a German monastery 1417	9. Many buildings were re-built in Rome Early 1500s
2. Ptolemy wrote his most famous work on astronomy c150 AD	4. Baghdad was built and scholars began studying and creating new knowledge at the House of Wisdom 762	6. Petrarch began searching for original versions of texts from Ancient Greece and Rome 1330s	8. The printing press was invented in Germany c1440	10. Copernicus published a book containing his model of the universe, showing the earth orbiting the sun 1543

Key people

Key words

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

History Topic 6: The Renaissance

What kind of change was the Renaissance?

<p>30. Medieval manuscripts</p>	<ul style="list-style-type: none"> • Following the end of the Roman Empire, monasteries were the main institutions in Western Europe that cared about books. • Books had to be copied out by hand, usually by monks, in order to be preserved but many pre-Christian texts from the classical period stopped being copied. Therefore, the availability of and interest in classical learning, wisdom and texts declined in Western Europe. • However, some classical texts continued to be studied in cathedral schools in Western Europe, and some arrived in Europe from the Islamic world in Arabic translations.
<p>31. Humanism and Poggio's discovery</p>	<ul style="list-style-type: none"> • In the 1330s, Petrarch, an Italian scholar, became one of the first people to start searching for original versions of forgotten texts from Ancient Greece and Rome. • Scholars like Petrarch became known as 'humanists' – they increased the amount of interest in classical antiquity and believed that the wisdom contained in classical texts would help them to purify the world and the Church. • Poggio Bracciolini was inspired by Petrarch. In 1417 he discovered a long-lost poem by the Roman poet Lucretius, called <i>De rerum natura</i> (On the Nature of Things). • In his poem, Lucretius described everything in the world as being built from atoms, which randomly collided and joined together to form larger objects. • Lucretius' poem suggested there was no special plan or place for humans in the universe, challenging the teachings of the medieval Church. • Lucretius's poem argued that everything in the world was temporary and would eventually break up into atoms, and so it encouraged people to embrace beauty and pleasure while alive.
<p>32. Developments in knowledge</p>	<ul style="list-style-type: none"> • In c1440, the printing press was invented in Germany, which made books cheaper and more widely available. Many classical texts, such as the complete works of Aristotle and a textbook version of Ptolemy's ideas, were printed in large numbers, along with new works. • As books became more widely read, scholars began to spot errors in them, correct these errors and so suggest new theories (e.g. Copernicus and Galileo).
<p>33. Renaissance art and architecture</p>	<ul style="list-style-type: none"> • Wealthy merchants spent money on new palaces, such as those in Venice, which sometimes included Islamic influences in their designs. • Artists were inspired by the classical world, and also mixed new colours using pigments/dyes from the East and used perspective to add depth to paintings. • There was lots of re-building in Rome as the city wanted to emphasise its links with the Roman Empire, and new papal buildings were decorated by Raphael and Michelangelo.

ART & DESIGN

HOW DO ARTISTS USE THE ELEMENTS OF ART?

1.	I will learn how artists use the different elements of art.
2.	I will research a range of different artists' work.
3.	I will learn how artists use different materials to create art of my own.

ARTISTS THAT WE WILL RESEARCH AND RESPOND TO IN OUR OWN WORK

Sonia Delaunay was a French artist, who spent most of her working life in Paris. She formally trained in Russia and Germany before moving to France and expanding her practice to include textile, fashion, and set design. Her paintings were typical of the Art Deco period in art, and this influenced her textile patterns and beautiful clothes designs.



Bridget Louise Riley CH CBE is an English painter known for her singular op art paintings. She lives and works in London, Cornwall, and the Vaucluse in France.

Op Art is the term used for art that has an optical element that gives the illusion of movement.

Bridget Riley uses line, pattern, shape, colour, and space in her amazing artworks, that are still being produced today. She is 90 years old.

PAINTING SKILLS WE WILL BE LEARNING THIS TERM



This term we will be learning how to:

- Use and care for a paintbrush
- How to mix colours accurately
- How to create a wide range of tones in watercolours
- How to create a wide range of tints in watercolours

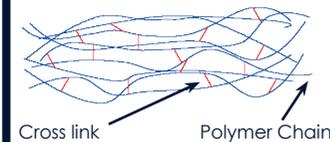


- This term we will be practicing our drawing skills by using 3D shapes to explore the way a light source creates the illusion of three dimensions.
- We will learn to develop our tonal graduations skills from a value of 2 to a value of 10 to ensure we are able to blend graphite as accurately as possible.
- Before you begin Year 8 you will have learnt how to make confident marks, how to blend colour with wet and dry materials and to use your observation skills for effective outcomes.

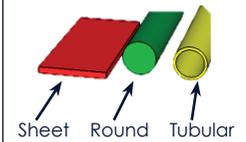
Key Terms	Definitions
1. Circuit	A path for electricity to flow from one point to another.
2. Current	A flow of electric charge in a circuit
3. Wire	Metal used to transfer current around a circuit.
4. Switch	Used to turn a circuit on or off / start or stop current flowing around a circuit.
5. LED	Light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

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

33. Polymer Structure (Thermosetting)



34. Stock Form



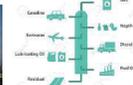
Polymer extraction



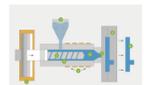
Drilling for oil



Delivery to factory



Fractional Distillation



Moulding

Projectile Rotation

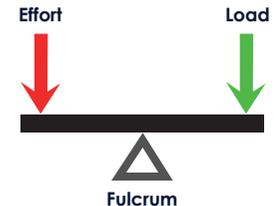
Key Terms	Definitions
1. Health and Safety	A set of rules and regulations enforced to keep people safe in the chosen environment.
2. Hazard	A risk of harm or injury.
3. Precaution	A measure taken to minimise the chance of harm or injury.
4. Lever	A way to gain mechanical advantage (MA), making lifting or moving something much easier.
5. 1 st class lever	A lever where the fulcrum is in the middle.
6. 2 nd class lever	A lever where the load is in the middle.
7. 3 rd class lever	A lever where the force is in the middle.
8. Fulcrum	The pivot point for the lever.
9. Isometric projection	A sketching technique to create 3 dimensional drawings.
10. Plan View	A view of a product from above (2 dimensional).
11. Side View	A view of a product from one side (2 dimensional).
12. Housing joint	A joint where material is removed from only one piece of wood.
13. Lap joint	A joint where material is removed from both pieces of wood to form a right-angled corner.
14. Half lap joint	A joint where material is removed from only one piece of wood to form a right-angled corner.
15. Deciduous	Trees that shed their leaves annually .
16. Hardwood	Timber that comes from a deciduous tree.
17. Examples	Oak, Mahogany, Teak, Balsa.
18. Coniferous	Trees that do not shed their leaves.
19. Softwood	Timber that comes from a coniferous tree.
20. Examples	Pine, Ash, Birch, Cedar.
21. Manufactured Boards	Timber sheets which are produced by gluing wood layers and wood fibres together.
22. Examples	MDF (medium density fibreboard), plywood, chipboard.
23. ACCESSFM	A framework used for evaluation of products.

Image	Name	Use
24. 	Tenon Saw	Cuts straight lines in wood.
25. 	Coping Saw	Cuts curves in wood and plastic.
26. 	Try Square	Measuring and marking right angles.
27. 	Fret Saw	Cutting curves in wood and plastic.
28. 	Belt Sander	Removes excess material from wood or plastic.

29. Access FM

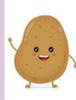
A – aesthetics
C – cost
C – customer
E – environment
S – size
S – safety
F – function
M – materials

30. Levers

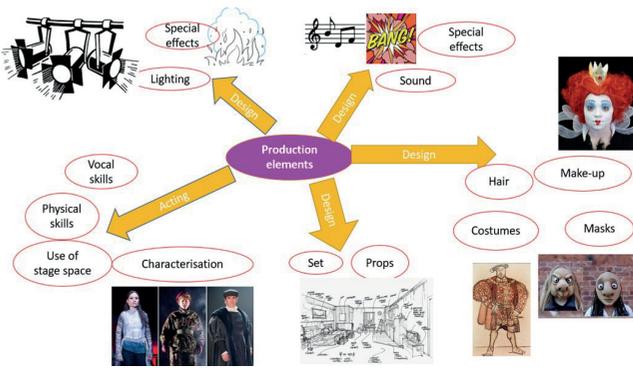


Key Skills	Definitions
1. Fruits and vegetables	1st and largest food group. All fruits and vegetables – doesn't include potatoes. This is the one we should have the most of.
2. Carbohydrates	2nd largest food group has two main categories: Starchy are slow-release energy – foods like porridge. Sugary are fast-release energy – foods such as white rice
3. Fast-release	A carbohydrate that digests quickly and releases energy quickly, giving the body short bursts of energy.
4. Slow-release	A carbohydrate that digests slowly and releases energy slowly, meaning it lasts longer in the body.
5. Protein	3rd largest food group. All forms of meat. Includes eggs and other animal products – bacon and sausages.
6. 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.
7. Fats and spreads	5th and last food group – Olive oil, margarine, for example, are in this group.
8. Macronutrients	The main and biggest (macro = big) nutrients we need each day in order for our bodies to function.
9. Carbohydrates - macronutrient	Its main function is to give us energy to perform daily activities.
10. Proteins - macronutrient	Its main function is to help the body build muscles and repair body cells.
11. Fats - macronutrient	Its main function is to help protect organs from damage by providing a cushion.
12. Food Assurance	Red Tractor and Red Lion logos – guarantees that the meats and plant foods have met a certain quality standard.
13. Food Safety	Part of food assurance. Checks carried out to ensure the product is safe to eat.
14. Traceability	Part of food assurance. The food product is marked to make sure it can be found at any during growing to processing
15. Animal Welfare	Part of food assurance. Making sure the animals are treated properly.
16. Environment	Part of food assurance. Making sure that the environment is protected by farmers.

Image	Name	Use
17. 	Hob	Used for frying, boiling or other types of cooking using a saucepan. Top of the oven.
18. 	Grill	The top section of the oven (if it's a double oven).
19. 	Tea Towel	Used for drying kitchen equipment.
20. 	Washing up bowl	Filled with hot water to wash equipment.
21. 	Knife	Paring knife – small knife used to generally cut veg and meat.
22. 	Chopping boards	Used to cut food product on to protect work surface. Red for meat, white for veg.

23. Macronutrients		
		
Protein	Carbohydrates	Fats
24. Food Assurance		
	Red Lion – eggs	
		Red Tractor – meat and plant-based foods

Drama - Live Theatre Evaluation

<p>Question areas</p>	<p>1. Evaluate – Good and bad. Say whether the production element you are writing about was successful in communicating the intended effect/impact or not 2. Analyse – Identify the techniques that were used and explain their intended impact on the audience (using drama key terms) 3. Describe – Clearly and concisely describe the moment as it happened on stage so the examiner can visualise it in their mind</p>	
<p>Key terms - Production elements</p>	<p>4.</p>  <p>5. Semiotics – The acting and/or design can communicate abstract concepts, themes and symbols. As an example, a design could include a large, dead tree to suggest the themes of death in a play</p> <p>6. Design elements – Set/props, lighting, costume, sound (music and sound effects, live and/or recorded)</p> <p>7. Character traits/aspects – Characterisation, physical skills/movement, vocal skills/voice, use of space/proxemics</p> <p>8. Staging – Selecting a performance space, adapting/modifying the performance space designing ideas for a play. Includes ideas for all design elements</p> <p>9. Performance space – Thrust, in the round, traverse, proscenium arch, end on, apron, black box, promenade, site specific</p> <p>10. Acting – Vocal skills, physical skills, characterisation, use of stage space/proxemics, interaction with other characters, handling of props. Using all the key terms write notes on three key moments</p> <p>11. Costume – Type, period, fabric, colour, fit and condition, accessories, hair, make-up, masks</p> <p>12. Set – Type, period, size and scale, colours, entrances and exits, levels, ramps, revolves, drapes, curtains, flats, backdrops, projections/multimedia</p> <p>13. Lighting – Types, colours, angles and positions, special effects, transitions, blackouts, fades</p> <p>14. Sound – Types, music, volume/amplification/intensity, direction, live or recorded, positioning, sound effects</p>	

Research the play

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

Making notes about the performance

<p>21. Director</p>	<p>Responsibility for the practical and creative interpretation of a dramatic script</p>	<p>23. Key scenes</p>	<p>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</p>
<p>22. Artistic vision/intention</p>	<p>What the director wants the audience to think, feel or learn by watching the play</p>	<p>24. Tension/Climax</p>	<p>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</p>

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, leg 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

Using key terms: Design

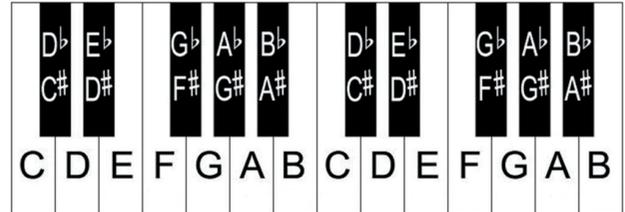
Costume	48. Headwear	Hat, cap, scarf, headband, ribbon, clasp etc.	53. Fabric	Silk, cotton, wool, chiffon, rubber, fur
	49. Wigs/facial hair	Colour, length, style/ moustache, sideburns, beards	54. Decorations/trim	Sequins, rhinestones, lace/ buttons, braid, embroidery, fur
	49. Make-up/mask	Natural,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



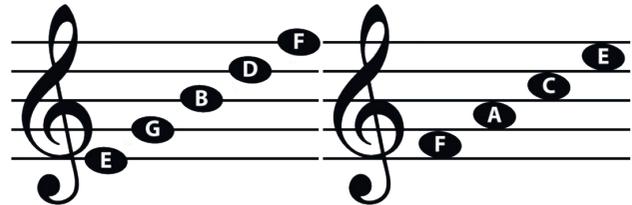
YEAR 7 Music - Keyboard

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



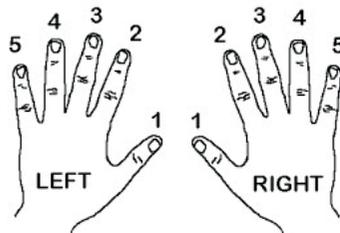
C. Notes on the treble clef



D. Notes on the bass clef



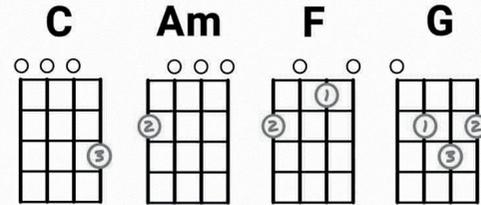
E. Finger numbers for playing the keyboard



YEAR 7 Music - 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
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. Cords



C. Fingering



E. Reading ukulele tablature

Standard notation:

Tablature:

2.

7.

10.

4.

6.

5.

YEAR 7 PE

	<p>Define the following fitness components:</p> <ul style="list-style-type: none"> 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 		<p>Identify a sporting example for the following fitness components:</p> <ul style="list-style-type: none"> 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
<p>7.12</p>	<ul style="list-style-type: none"> 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. 	<p>7.13</p>	<ul style="list-style-type: none"> 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.

YEAR 7 PE

7.14	<p>Identify the fitness test used to measure the following fitness components:</p> <ul style="list-style-type: none"> 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 	7.15	<p>Describe the fitness test used to measure the following fitness components:</p> <ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> a. Illinois agility test b. Stork stand test c. Multi-stage fitness test (beep test) d. Wall toss test e. Sit and reach test f. Sit-up beep test g. Vertical jump test h. Ruler drop test i. One rep max test j. No set test used k. 30 metre sprint test 		<ul style="list-style-type: none"> a. <ul style="list-style-type: none"> • Start face down in press-up position • Run around the course of cones • Record time taken to complete the course b. <ul style="list-style-type: none"> • Tuck one leg into knee, hands on hips • Raise heel of standing leg • Record time spent upright in set position c. <ul style="list-style-type: none"> • Set up cones 20m apart • Run from end to end between beeps • Record level achieved d. <ul style="list-style-type: none"> • Stand 2m from wall • Throw and catch, alternating hands (repeat) • Record number of successful catches in 30 seconds e. <ul style="list-style-type: none"> • Sit on the floor with legs straight out • Lean as far forward as possible (two hands together) • Record distance reached

YEAR 7 PE

7.15	f.	<ul style="list-style-type: none"> • Adopt sit-up position (partner holds ankles) • Repeat sit-ups in time with beeps • Record total number of sit-ups before failure 	7.16	Define the following terms: a. Health b. Fitness
	g.	<ul style="list-style-type: none"> • Stand side-on against wall, reach up to highest point and mark the wall with chalk • Jump as high as possible from standing and mark wall again • Record the distance between the two marks 		a. A state of complete physical, mental and social well-being b. The ability to meet the demands of your environment
	h.	<ul style="list-style-type: none"> • Partner holds ruler (at 0cm) between thumb and index finger of performer • Without warning ruler is dropped – performer must catch as quickly as possible • Record distance shown on ruler 	7.17	Identify three positive influences on health. <ul style="list-style-type: none"> • Regular exercise • Healthy diet • Regular sleep • Positive friendship groups • Good education
	i.	<ul style="list-style-type: none"> • Lie on bench, with weight secured on barbell • Perform one repetition; repeat with increased weight until failure • Record heaviest weight lifted on one repetition 	7.18	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
	j.	<ul style="list-style-type: none"> • No set test used 	7.19	Identify three types of substance abuse and the negative effects they can have on a person's health.
	k.	<ul style="list-style-type: none"> • Test begins with a flying start (performer runs through start line) • Performer sprints as fast as possible through 30m • Record time taken to cover 30m 		<ul style="list-style-type: none"> • Alcohol - Dehydration, nausea, loss of memory, liver damage • Drugs - Feeling paranoid, poor judgment, heart problems • Smoking cigarettes - Lung cancer, increased blood pressure, poor circulation

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