



The Totteridge Academy

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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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The Tempest by William Shakespeare (1611)

		Key vocab:	
1.		Power - the capacity or ability to direct or influence the behaviour of others or the course of events.	
2.		Colonisation - the process of settling among and establishing control over the native people of an area.	
3.		Slavery - the practice or system of owning slaves and the state of being a slave.	
4.		Usurp - take a position of power or importance illegally or by force.	
5.		Justice - fairness in the way people are dealt with.	
When?		Key idea:	Key quotes:
Act 1	1.	<i>Exploration</i> is exposed as dangerous.	1.1 Boatswain (to the mariners) - "When the sea is. Hence! What cares these roarers for the name of king?" 1.1 Gonzalo - "Our case is miserable" 1.1 Mariners - "Mercy on us! We split, we split! - Farewell, my wife and children! - Farewell, brother! - We split, we split, we split!"
	2.	Prospero is exposed as a victim of usurpation .	1.2 Prospero (to Miranda) - "Thy father was the Duke of Milan and a prince of power." 1.2 Prospero (to Miranda) - "By foul play, as thou sayst, were we heaved thence." 1.2 Prospero (to Miranda) - "By being so retired, o'erprized all popular rate, in my false brother awaked an evil nature." 1.2 Prospero (to Miranda) - "There they hoist us to cry to th' sea that roared to us."
	3.	Prospero is exposed as a powerful coloniser and slave master .	1.2 Ariel (to Prospero) - "All hail, great master! Grave sir, hail!" 1.2 Prospero (to Ariel) - "Ariel, thy charge exactly is performed. But there's more work." 1.2 Prospero (to Ariel) - "I will rend an oak and peg thee in his knotty entrails till thou hast howled away twelve winters." 1.2 Prospero (to Caliban) - "Thou poisonous slave, got by the devil himself upon thy wicked dam, come forth!" 1.2 Caliban (to Prospero) - "This island's mine, by Sycorax my mother, which thou takest from me." 1.2 Prospero (to Caliban) - "If you neglect my orders or do them grudgingly, I'll double you up with pains and cramps."
	4.	Justice is imposed by Prospero .	1.2 Prospero (to Miranda) - "I find my zenith doth depend upon a most auspicious star." 1.2 Prospero (to Ariel) - "Hast thou, spirit, performed to point the tempest that I bade thee?" 1.2 Prospero (aside) - "It goes on, I see, as my soul prompts it."
Act 2	5.	The island offers new possibilities.	2.1 Gonzalo - "Here is everything advantageous to life." 2.1 Gonzalo - "In my kingdom I'd do everything differently from the way it's usually done."
	6.	Power is exposed as consuming through Antonio and Sebastian .	2.1 Antonio (to Sebastian) - "My strong imagination sees a crown dropping upon thy head." 2.1 Antonio (to Sebastian) - "Twenty consciences, that stand 'twixt me and Milan, candied be they and melt ere they molest!" 2.1 Sebastian (to Antonio) - "As thou got'st Milan, I'll come by Naples."
	7.	Prospero is omnipotent and omniscient.	2.1 Ariel (to Gonzalo) - "My master through his art foresees the danger that you, his friend, are, and sends me forth." 2.1 Ariel (to Gonzalo) - "If of life you keep a care, shake off slumber and beware."
	8.	The relationship between colonisers and the colonised .	2.2 Stephano - "Do you put tricks upons with savages and men of Ind, ha?" 2.2 Caliban (aside) - "That's a brave god and bears celestial liquor. I will kneel to him." 2.2 Caliban (to Stephano) - "I'll show thee every fertile inch o' th' island and I will kiss thy foot." 2.2 Caliban (singing) - "Freedom, high-day, freedom."

The Tempest by William Shakespeare (1611)

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

Standard Units			Angles		
Converting units	Box method	<p>Convert 0.03m into cm</p> <p>Answer: 3cm</p> <p>1cm = 10mm 1 min = 60 seconds 1m = 100cm 1 hour = 60 mins 1km = 1000m 1kg = 1000g 1l = 1000ml</p>	Angles in a triangle	Add up to 180°	
			Angles in a quadrilateral	Add up to 360°	
			Angles on a straight line	Add up to 180°	
Circles			Opposite angles	In a parallelogram are equal	
Circumference of a circle	$\pi \times d$		Vertically opposite	Angles are equal	
Area of a circle	$\pi \times \text{radius squared}$		Parallel lines	Fs and Zs	
Arc length	Fraction of the circle times $\pi \times d$		Fs	Corresponding angles are equal	
Area of a sector	Fraction of the circle times πr^2		Zs	Alternate angles are equal	
Area of Compound Shapes			Co-interior angles	Add up to 180°	
Area of a trapezium	Add up the parallel sides Times the distance between them Halve the answer you get That's the area of a trapezium		Exterior angles	Add up to 360°	
Shaded area	Big area minus small area		Interior and exterior	Add up to 180°	
Compound area	Split into 2D shapes and add				

Averages

% to fraction	Write it out of 100	Write 48% as a fraction in simplest form $4.8\% = \frac{48}{100} = \frac{12}{25}$ Always look to simplify
Decimals to fractions	First to %	Convert 0.6 to a fraction in simplest form $0.6 = 60\% = \frac{60}{100} = \frac{3}{5}$ Always look to simplify
Fractions to %	Equivalent fractions Make the denominator 100	Write $\frac{3}{20}$ as a percentage $\frac{3}{20} = \frac{15}{100} = 15\%$
Fractions to decimals	Division using bus stop	Convert $\frac{3}{5}$ to a percentage $5 \overline{) 3.00} = 0.625 = 62.5\%$

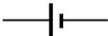
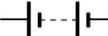
Averages

Mean	Fair average	Calculate the mean for the following data set 8, 1, 1, 3, 2 $8 + 1 + 1 + 3 + 2 = 15$ $15 \div 5 = 3$ Mean = 3
Median	Middle (don't forget to put the numbers in order)	Calculate the median for the following data set 8, 1, 1, 3, 2 8 , 1, 1, <u>2</u> , 3 , 8 Median = 2
Mode	Most	Calculate the mode for the following data set 8, 1, 1, 3, 2 <u>1</u> , 1, 3, 8 Mode = 1
Range	Spread (largest - smallest)	Calculate the range for the following data set 8, 1, 1, 3, 2 8, 1, 1, 3, 8 $8 - 1 = 7$ Range = 7

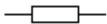
Ratio and Proportion

Connection between two things	Box method	Jay travels 15 miles in 35 minutes. How much will he travel in 1 hour? miles minutes <table border="1"><tr><td>15</td><td>35</td></tr><tr><td> </td><td>5</td></tr><tr><td> </td><td>60</td></tr></table> $\div 7$ 5 is the HCF of 35 and 60 Connection? Put it in a box! Answer: 36 miles	15	35		5		60
15	35							
	5							
	60							
What do we look for	Up down, side to side							
And if that fails?	Middle man, think HCF							
Converting units	Box method	Convert 0.03m into cm m cm <table border="1"><tr><td>1</td><td>100</td></tr><tr><td>0.03</td><td> </td></tr></table> $\times 100$ Connection? Put it in a box! Answer: 3cm	1	100	0.03			
1	100							
0.03								
Currency questions	Box method							
Recipe questions	Box method							
Value for money	Box method with same amounts	To make juice I mix 1 part squash with 4 parts water. How much squash do I need for 2L of juice? S W Total <table border="1"><tr><td>1</td><td>4</td><td>5</td></tr><tr><td>400</td><td>2000</td><td> </td></tr></table> $\times 400$ Connection? Put it in a box! Answer: 400ml	1	4	5	400	2000	
1	4	5						
400	2000							
Ratio questions	Box method with a total	To make juice I mix 1 part squash with 4 parts water. How much squash do I need for 2L of juice? S W Total <table border="1"><tr><td>1</td><td>4</td><td>5</td></tr><tr><td>400</td><td>2000</td><td> </td></tr></table> $\times 400$ Connection? Put it in a box! Answer: 400ml	1	4	5	400	2000	
1	4	5						
400	2000							
		Write the ratio 5:4 in the form 1:n <table border="1"><tr><td>5</td><td>4</td></tr><tr><td>1</td><td> </td></tr></table> $\div 5$ Answer: $1 : \frac{4}{5}$	5	4	1			
5	4							
1								

Year 8 Unit 4: Electricity

1.	What is charge?	A property of particles that is positive or negative (some particles have no charge)
2.	What is the charge of subatomic particles?	Protons: +1, Neutrons: 0, Electrons: -1
3.	What is an electrical circuit?	A closed loop which charged particles flow round
4.	In an electrical circuit, what charged particles are flowing?	Electrons
5.	How do we count electrons?	In coulombs
6.	What is current?	How quickly coulombs of electrons are flowing through a circuit
7.	What is the unit for current?	Amps (A)
8.	What does one amp represent?	One coulomb passing a point per second
9.	Which particle transfers energy around a circuit?	Electrons
10.	Where do electrons in a circuit get energy from?	A power supply
11.	Name two power supplies	Electrical cell, mains
12.	What is a battery?	Two or more cells connected together (in series)
13.	What is potential difference?	The amount of energy each coulomb of charge transfers
14.	What is the unit for potential difference?	Volts (V)
15.	What happens to the current when potential difference increases?	It increases
16.	Why does current increase when potential difference is increased?	The electrons are moving more quickly as they have more energy
17.	What is resistance?	How electrons can be slowed down by the circuit
18.	What is the unit for resistance?	Ohms (Ω)
19.	What causes resistance?	Electrical devices
20.	What is a device?	Something which transfers energy from the circuit to the surroundings
21.	How do we draw cells in a circuit?	
22.	How do we draw batteries in a circuit?	
23.	How do we draw wires in a circuit?	
24.	What is a switch?	A place in the circuit where it can be broken
25.	How are switches drawn in a circuit?	
26.	Name 3 electrical devices that transfer energy in a circuit	Lamp, motor, resistor

Year 8 Unit 4: Electricity

27.	How do we draw lamps?	
28.	How do lamps transfer energy to the surroundings?	Waves (and heating)
29.	How do we draw motors?	
30.	How do motors transfer energy to the surroundings?	Mechanical working (and heating)
31.	How do we draw resistors?	
32.	How do resistors transfer energy to the surroundings?	Heating
33.	How is the current in a circuit calculated?	$V/R = I$
34.	How do we measure the current in a circuit?	With an ammeter
35.	How do we draw ammeters?	
36.	How are ammeters connected to a circuit?	As part of the circuit (in series)
37.	How do we measure the potential difference across a device?	With a voltmeter
38.	How do we draw voltmeters?	
39.	How are voltmeters connected to a circuit?	On the back of specific devices (in parallel)
40.	What are the two main types of circuit?	Series and parallel
41.	What are series circuits made of?	A single loop
42.	How does current change in a series circuit change?	It doesn't
43.	How does potential difference in a series circuit change?	It is shared between devices (It drops across each device)
44.	What are parallel circuits made of?	Different loops and junctions
45.	How does current in a parallel circuit change?	Splits at junctions
46.	How does potential difference in a parallel circuit change?	Same across each loop
47.	What is a conductor of electricity?	A material that allows electricity to pass through it
48.	What is an insulator of electricity?	A material which does not allow electricity to pass through it
49.	Give an example of a conductor of electricity	Copper, graphite (any metal)
50.	Give an example of an insulator of electricity	Plastic, wood, rubber (most non-metals)

Year 8 Unit 5: Ecology

51.	What is an organism?	A living thing
52.	What is a feeding relationship?	How different organisms eat each other
53.	Why do organisms eat each other?	To get energy and nutrients
54.	What diagram do scientists use to show feeding relationships?	Food chains and food webs
55.	In a food chain, what name is given to the organism at the start?	Producer
56.	Where do producers get their energy from?	The Sun
57.	In a food chain or web, what name is given to an organism that eats another organism?	A consumer
58.	In a food chain or web, what name is given to the organism that eats the producer?	Primary consumer
59.	In a food chain or web, what name is given to the organism that eats the primary consumer?	Secondary consumer
60.	In a food chain or web, what name is given to the organism that eats the secondary consumer?	Tertiary consumer
61.	What name is given to organisms that eat animals?	Predators
62.	What name is given to animals that are eaten by other organisms?	Prey
63.	What is a herbivore?	An animal that eats plants
64.	What is a carnivore?	An animal that eats other animals
65.	What is an omnivore?	An animal that eats plants and animals
66.	In a food chain or web, which direction are the arrows drawn in?	From the organism being eaten to the organism eating it
67.	In a food chain or web, why are the arrows drawn from the organism being eaten to the organism eating it?	To show the flow of energy
68.	What is decay?	The breakdown of dead organisms
69.	What is a decomposer?	An organism that causes decay
70.	What are the two main types of decomposer?	Detritivores and microbes
71.	Give an example of a detritivore	Maggots, woodlice
72.	Give an example of a microbe decomposer	Bacteria, fungi
73.	Why is decay important?	It releases waste products that plants can use
74.	What conditions are best for decay?	Lots of oxygen, warm temperatures, moisture
75.	What is the "population" of an organism?	The number of that organism in a particular area

Year 8 Unit 5: Ecology

76.	What is interdependence?	How organisms depend on each other for survival
77.	What is bioaccumulation?	How toxic materials can build up in a food chain
78.	What is an adaptation?	A way in which an organism suits its environment
79.	Name two types of adaptation	Physical and behavioural
80.	Give an example of a physical adaptation	Sharp teeth, camouflage, foot surface area, spikes
81.	Give an example of a behavioural adaptation	Making nests to shelter offspring (children), huddling for warmth, rolling into a ball, courtship displays
82.	What is competition?	Where organisms have to struggle against each other for resources
83.	What resources do organisms often compete over?	Food, water, space, light, mates
84.	What is a species?	A group of organisms that can breed and produce fertile offspring
85.	What is a mutation?	A change to an organism's DNA
86.	What can mutations result in?	Slight changes to an organism's adaptations
87.	What is natural selection?	How organisms with the most useful adaptations are more likely to survive and reproduce
88.	What is evolution by natural selection?	That over time natural selection can result in large changes to organisms and new species arising
89.	Give two sources of evidence for evolution	The fossil record, bacterial resistance
90.	What does the fossil record show?	That over time species have changed physically
91.	What is bacterial resistance?	How bacteria become resistant to antibiotics
92.	What is extinction?	When an entire species dies out
93.	Name two things that can cause extinction	New predators, new diseases, changes to habitat, more successful competitors, catastrophic events (like volcanoes or asteroid impacts)
94.	How can scientists estimate population size?	Using quadrats
95.	What is a pyramid of numbers?	A chart showing how many of each organism live in an area
96.	What is classification?	How scientists put different organisms in groups
97.	What are the seven classification levels?	Kingdom, phylum, class, order, family, genus, species
98.	What are the five chordate groups?	Mammals, fish, birds, reptiles, amphibians
99.	What is biodiversity?	The variety of different species in an area
100.	Why is biodiversity important?	Moral reasons, species may be useful to us, protects food supply, limits large changes to food chains and webs
101.	How do scientists try to maintain biodiversity?	Gene banks, protection of habitats, breeding programmes

Why did Allah send one last Prophet?**Topics covered:**

- | | | |
|----------------------------------|--------------------------------|-----------------------|
| 1. The First Prophet | 4. The Flood | 7. The Jahiliya |
| 2. The Story of the Prophet Adam | 5. The Prophet Ibrahim | 8. The Night of Power |
| 3. Use of resources | 6. The Prophet Ibrahim & Faith | 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 **khalfah** - 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

Why did Allah send one last Prophet?

Topics covered:

- | | | |
|----------------------------------|--------------------------------|-----------------------|
| 1. The First Prophet | 4. The Flood | 7. The Jahiliya |
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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?

Topics covered:

- | | | |
|----------------------------------|--------------------------------|-----------------------|
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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 At-Tawbah 9:114]

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 to remember The Prophet Ibrahim stoning the devil

Why did Allah send one last Prophet?

Topics covered:

- | | | |
|----------------------------------|--------------------------------|-----------------------|
| 1. The First Prophet | 4. The Flood | 7. The Jahiliya |
| 2. The Story of the Prophet Adam | 5. The Prophet Ibrahim | 8. The Night of Power |
| 3. Use of resources | 6. The Prophet Ibrahim & Faith | 9. The Hijrah |

7. The Jahiliya

- ✓ **What is the Jahiliya?** This is the age of ignorance – a time where people in Arabia were pagans and either did not believe in God or practised polytheism
- ✓ **What caused this age of ignorance?** People strayed from the messages of the Prophets who had been sent by God. They ignored their teachings
“...and whoever disobeys Allah and His Messenger, he surely strays off” [Qur'an 33:36]
- ✓ After the passing of a Prophet, over time people would forget the message and revert back to their old ways
- ✓ **Who were the Quraysh Tribe?** A powerful tribe who rejected monotheism and worshipped several idols
- ✓ **What was life like during this period?** Life was very chaotic. There were no laws and people settled their disputes through fighting wars and killing each other
- ✓ **What were people doing?** Women had little to no rights, and there was unlimited polygamy so men could marry as many women as they wanted
- ✓ Drunkenness was common (against Islamic teaching)
- ✓ Usury (lending money with interest attached) was also common and people cheated each other
- ✓ Female infanticide – Many people practiced this as society put little value on the life of women and they were unsafe
“...and when baby girls, buried alive, are asked for what crime they were put to death” [Surah 81:8]
- ✓ **What did Allah do to rectify this?** He sent one last Prophet to guide mankind out of the age of ignorance

8. The Night of Power

- ✓ **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]
- ✓ **Why did Allah choose Mohammad to be His Messenger?** Muslims believe Allah chose Muhammad to be his prophet because he was a fair and wise man and because he was concerned for the people
- ✓ **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.
- ✓ **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

Why did Allah send one last Prophet?**Topics covered:**

- | | | |
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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

FRENCH 1. Ma routine – My routine

tous les jours	every day
chaque matin	every morning
à sept heures (07:00)	at 7 am
vers sept heures	towards 7 am
à la récré	at breaktime
à midi (12:00)	at midday
le soir	in the evenings
à vingt heures (20:00)	at 8pm
le weekend	at the weekend
pendant la semaine	during the week
le jour	day

je me reveille	I wake up
je me lève	I get up
je me brosse les dents	I brush my teeth
je me douche	I have a shower
je me lave	I get washed
je m'habille	I get dressed
je fais mon lit	I make my bed
je vais au collège / je rentre à la maison	at 8pm I go to school / return home
Je me déshabille	I get undressed
Je me couche à vingt heures trente (20:30)	I go to bed at 8.30pm

01:00	07:00	13:00	19:00
02:00	08:00	14:00	20:00
03:00	09:00	15:00	21:00
04:00	10:00	16:00	22:00
05:00	11:00	17:00	23:00
06:00	12:00	18:00	00:00

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

2. Ma régime – My eating habits

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

Pour... - For...	le petit déjeuner - breakfast
	le déjeuner - lunch
	le goûter - snack
	le dîner - dinner

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

FRENCH 3. Je suis malade - I'm ill

Je tousse – I'm coughing / have a cough

J'ai une mauvaise toux – I have a bad cough

Je me suis cassé(e) le pied – I broke my foot

Je me suis coupé(e) le doigt – I cut my finger

J'ai blessé mon genou – I hurt my knee

J'ai vomi – I was sick (vomited)

J'ai mal...	à la tête / aux oreilles / à la gorge – I have a headache / earache / sore throat
	au ventre / au dos – I have a bad stomach / back
	au bras / au pied – My arm hurts / my foot hurts
J'ai...	la grippe / de la fièvre / la nausée – I have the flu / a fever / I feel sick (nauseous)
	chaud / froid – I'm hot / cold
	l'asthme [m] / le rhume des foies – I have asthma / hay fever
Je suis...	malade / enrhumé(e) – I am ill / have a cold

Je voudrais voir le docteur / l'infirmier (-ière) - I'd like to see the doctor / the nurse

Il y a une pharmacie ici ? – Is there a pharmacy here?

Je ne me sens pas bien – I don't feel well

J'ai besoin de l'aspirine / le sirop / les pastilles [f] pour la gorge / la crème – I need aspirin / sirop / throat pastilles / cream

Vous avez quelque chose pour la rhume / la grippe / la nausée / la douleur / un mal de tête? - Do you have anything for a cold / flu / nausea / pain / a headache?

Quelle est ta / votre matière préférée? – Which is your favourite subject?

<p>Ma matière préférée est... – My favourite subject is...</p> <p>J'adore... - I love...</p> <p>J'aime... - I like...</p> <p>Je préfère... - I prefer...</p> <p>Je n'aime pas... - I don't like...</p> <p>Je déteste... - I hate...</p> <p>J'étudie / Je voudrais étudier... – I study / I would like to study...</p>	les maths – <i>Maths</i>
	l'anglais – <i>English</i>
	la musique – <i>Music</i>
	la technologie – <i>Technology</i>
	le dessin – <i>Art</i>
	les sciences [f] / les SVT - <i>Science</i>
	la chimie - <i>Chemistry</i>
	la physique - <i>Physics</i>
	la biologie - <i>Biology</i>
	l'informatique - <i>ICT</i>
	l'EPS – <i>PE</i>
	la géographie - <i>Geography</i>
	l'histoire [f] - <i>History</i>
	les langues vivantes [f] - <i>Modern languages</i>
	le français – <i>French</i>
	l'espagnol [m] - <i>Spanish</i>
l'allemand – <i>German</i>	
l'art dramatique - <i>Drama</i>	
la religion – <i>RE</i>	
la matière – <i>School subject</i>	

cependant	<i>yet, however</i>
pourtant	<i>though</i>
par contre / en revanche	<i>on the other hand</i>
qui plus est / aussi	<i>what is more / also</i>

FRENCH 5. Mes plans pour le futur – My future plans

Je voudrais devenir... - I would like to become a...	agent de police [m] – police officer	J'aimerais / Je voudrais étudier au lycée / à l'université / à l'étranger – I would like to study at 6th form college / university / abroad
J'aimerais être... - I would love/like to be a...	pompier - firefighter	
Ma mère / mon père est - My mother / father is a...	infirmier(-ière) - nurse	
	médecin - doctor	
	vétérinaire - vet	
	professeur - teacher	
	avocat(e) - lawyer	
	programmeur (-euse) – programmer	
	ingénieur - engineer	
	maçon / plombier / électricien(ne) – builder / plumber / electrician	
	mécanicien(ne) - mechanic	
	chauffeur – driver	
	entrepreneur (-euse) - entrepreneur	
	chercheur (-euse) - researcher	
	journaliste - journalist	
	concepteur (-euse) - designer	
	artiste – artist	
	musicien (-ienne) - musician	
	acteur (-trice) - actor	
	réalisateur (-trice) – film director	
	chef cuisinier - chef	
	coiffeur (-euse) - hairdresser	
	agent immobilier – estate agent	
	vendeur (-euse) - salesperson	
	footballeur (-euse) / athlète – footballer / athlete	
	entraîneur (-euse) - coach	
	ouvrier(ère) – worker	
Je voudrais travailler – I would like to work...	dans une banque / un bureau / un hôpital / un hôtel / un collège / un magasin / un restaurant / un garage / une usine / un entrepôt - in a bank / office / hospital / hotel / school / shop / restaurant / garage / manufacturing plant / warehouse	
Ma mère / mon père travaille... – My mother / father works...	pour le gouvernement – for the government	
	dans le secteur de transport / tourism – in transport / tourism	
	chez moi / nous – at (my/our) home	

FRENCH 5. Mes plans pour le futur – My future plans

Je suis... – I am... Il faut être... – It is necessary to be... Je dois être... - I must/need to be...	pratique / adroit – <i>practical / good with my hands</i>
	athlétique – <i>athletic</i>
	académique – <i>academic</i>
	ouvert et sociable – <i>outgoing</i>
	courageux (-euse) – <i>brave</i>
	ambitieux (-euse) – <i>ambitious</i>
	compréhensif (-ive) - <i>compassionate</i>
	patient(e) – <i>patient</i>
	intelligent(e) – <i>intelligent</i>
	travailleur (-euse) – <i>hard working</i>
	passionné(e) – <i>passionate</i>
	créatif (-ive) – <i>creative</i>
	doué(e) – <i>talented</i>
	en forme – <i>fit</i>
	fort(e) / fort(e) en... – <i>strong / good at....</i>
afin de / pour faire mon boulot de rêve – <i>in order to do my dream job</i>	
Je suis fort(e) en maths / langues / sciences / dessin – <i>I'm good at maths / languages / sciences / art</i>	

SPANISH - LA RUTINA Y LA SALUD – ROUTINE AND HEALTH

La hora – The time

¿Qué hora es?

Es la una
 Son las dos
 Es la una y cinco
 Son las dos y diez
 Son las tres y cuarto
 Son las cuatro y veinte
 Son las cinco y veinticinco
 Son las seis y media
 Son las siete menos veinticinco
 Son las ocho menos veinte
 Son las nueve menos cuarto
 Son las diez menos diez
 Son las once menos cinco
 Son las doce

What time is it?

It's one o'clock
It's one o'clock
It's five past one
It's ten past two
It's quarter past three
It's twenty past four
It's twenty-five past five
It's half past six
It's twenty-five to seven
It's twenty to eight
It's quarter to nine
It's ten to ten
It's five to eleven
It's twelve o'clock

¿A qué hora?

a la una
 a las dos

At what time?

At one o'clock
At two o'clock

¿Cómo es tu rutina diaria? – What is your daily routine like?

Todos los días - Every day	Me despierto (temprano / tarde) - <i>I wake up (early / late)</i> Me levanto (enseguida) - <i>I get up (straight away)</i> Me lavo los dientes - <i>I brush my teeth</i> Me ducho - <i>I shower</i> Me visto - <i>I get dressed</i> Me acuesto - <i>I go to bed</i>
Normalmente - Normally	Desayuno - <i>I have breakfast</i> Meriendo - <i>I have an afternoon snack</i> Ceno (...) - <i>I have (... for) dinner</i> Duermo (ocho horas) - <i>I sleep (for eight hours)</i>
Por lo general - Generally	Voy a la piscina - <i>I go to the swimming pool</i> Voy al trabajo - <i>I go to work</i> Voy al instituto - <i>I go to school</i> Voy al gimnasio - <i>I go to the gym</i>

Ayer - Yesterday	Me desperté (temprano/tarde) - <i>I woke up (early/late)</i> Me levanté (enseguida) - <i>I got up (straight away)</i> Me lavé los dientes - <i>I brushed my teeth</i> Me duché - <i>I showered</i>
La semana pasada - Last week	Me vestí - <i>I got dressed</i> Me acosté - <i>I went to bed</i>
El fin de semana pasado - Last weekend	Desayuné - <i>I had breakfast</i> Merendé - <i>I had an afternoon snack</i> Cené (...) - <i>I had (... for) dinner</i> Dormí (ocho horas) - <i>I slept (for eight hours)</i>
	Fui a la piscina - <i>I went to the swimming pool</i> Fui al trabajo - <i>I went to work</i> Fui al instituto - <i>I went to school</i> Fui al gimnasio - <i>I went to the gym</i>

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

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

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

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

SPANISH - LA RUTINA Y LA SALUD – ROUTINE AND HEALTH

Me encanta - I love	comer	el arroz / el pan el pollo / el pescado	rice / bread chicken / fish
Me gusta (mucho) - I like (a lot)		la carne / la ensalada la pasta / la pizza	meat / salad pasta / pizza
No me gusta (nada) - I do not like (at all)		los caramelos pasteles los huevos	sweets / cakes eggs
Odio - I hate		las galletas las verduras	biscuits vegetables
Prefiero - I prefer	beber	agua / vino	water / wine
		un té / café un zumo de naranja	tea / coffee orange juice
		una limonada una cerveza	lemonade beer

¿Por qué? – Why?

Porque - Because	es it is	sano / sana rico / rica delicioso / deliciosa	healthy tasty / rich delicious
	Ya que - As/since	no es it is not	sabroso / sabrosa grasiento / grasienta asqueroso / asquerosa dulce picante
no es it is not	son they are	sanos / sanas ricos / ricas deliciosos / deliciosas	healthy tasty / rich delicious
	no son they are not	sabrosos / sabrosas grasientos / grasientas asquerosos / asquerosas dulces picantes	tasty fatty disgusting sweet spicy
Soy vegetariano / vegetariana		I am a vegetarian	
Soy alérgico / alérgica		I am allergic	
Soy musulmán / musulmana		I am a Muslim	

¿Con qué frecuencia? – How often?

Lo / La / Los / Las como I eat it / them	tres veces al día cada día / todos los días dos veces a la semana los fines de semana una vez al mes muy a menudo a veces de vez en cuando	three times a day every day twice a week at weekends once a month very often sometimes from time to time
Siempre lo / la / los / las como - I always eat it / them		
(Casi) nunca lo / la / los / las como - I (almost) never eat it / them		
No bebo nada - I do not drink anything		

¿Qué harás para estar en forma? – What will you do to keep fit?

La semana próxima - Next week	jugaré I will play	al baloncesto al fútbol a la pelota vasca al rugby al tenis al ping-pong al voleibol al balonmano	basketball football pelota (Basque ball game) rugby tennis table tennis volleyball handball
	El año próximo - Next year	haré I will do	más ejercicio artes marciales atletismo baile escalada gimnasia natación equitación
comeré I will eat			comida más sana más fruta y verduras
beberé más agua - I will drink more water			
no comeré comida basura / rápida - I will not eat junk / fast food			
no beberé alcohol / coca-cola - I will not drink alcohol / coke			

SPANISH - LA RUTINA Y LA SALUD – ROUTINE AND HEALTH

¿Cuál es el problema? – What is the problem?			¿Cuáles son los consejos? – What is the advice?		
¿Qué te duele? Me duele el brazo / estómago / pie Me duele la cabeza / garganta Me duele la espalda / mano / pierna Me duelen los dientes / oídos / ojos		What hurts (you)? My arm / stomach / foot hurts My head / throat hurts My back / hand / leg hurts My teeth / ears / eyes hurt	Debes – You should / must Necesitas – You need to Tienes que – You have to	beber agua frecuentemente beber menos alcohol / vino comer más fruta y verduras comer menos chocolate comer menos caramelos	<i>drink water frequently drink less alcohol / wine eat more fruit and veg eat less chocolate eat fewer sweets</i>
Tengo - I have	dolor de cabeza dolor de espalda	a headache a backache		dormir ocho horas al día entrenar una hora al día	<i>sleep for 8 hours a day train for one hour a day</i>
Tengo - I have	catarro fiebre tos quemaduras del sol	a cold a temperature a cough a sunburn	Es necesario - It is necessary to Es importante - It is important to	quedarte en la cama descansar en casa	<i>stay in bed rest at home</i>
Estoy - I am	cansado / cansada enfermo / enferma	tired ill/sick	Hay que – You (one) must	tomar este jarabe tomar estas pastillas ponerte esta crema ponerte una tirita / venda	<i>take this syrup / medicine take these pills put this cream on put a plaster / bandage on</i>
¿Qué pasó? – What happened?			Palabras útiles – useful words		
Tuvé - I had	un accidente una insolación	an accident a sunstroke	primero luego después finalmente por lo general hasta por eso / entonces sin embargo	first then afterwards finally in general until so / therefore however	ahora hoy hoy en día ayer anoche hace (dos) años la próxima vez el año próximo para creo que pienso que
Comí - I ate	demasiados caramelos demasiadas galletas	too many sweets too many biscuits			now today nowadays yesterday last night (two) years ago next time next year (in order) to I believe that I think that
Me doblé - I strained	la espalda	the (my) back			
Me corté - I cut	el dedo la mano	the (my) finger the (my) hand			
Me torcí - I twisted	la rodilla el tobillo	the (my) knee the (my) ankle			
Me caí - I fell	al agua de mi bicicleta en las escaleras	in the water off my bike in the stairs			
			casi cada	almost / nearly each / every	
			todo / toda / todos / todas mucho / mucha / muchos / muchas	all a lot (of)	

SPANISH - ESTUDIOS Y PLANES PARA EL FUTURO – STUDIES AND FUTURE PLANS

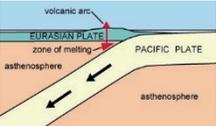
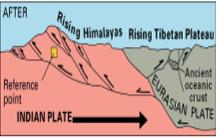
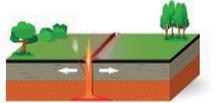
¿Qué estudias? – What do you study?				¿Qué te gustaría hacer en el futuro? – What would you like to do in the future?			
Estudio - I study	dibujo - Art	porque es because it is (not)	aburrido/a boring	trabajar to work	al aire libre in the open air	con animales with animals	en equipo in a team
	español - Spanish		divertido/a fun				
No estudio - I do not study	francés - French	porque son because they are	práctico/a practical	hacer to do	un trabajo creativo a creative job	un trabajo manual a manual job	
	geografía - Geography		difícil difficult				
	historia - History		fácil easy	ayudar a los otros	to help others		
	informáticas - ICT		útil useful	cuidar a los niños	to look after children		
	inglés - English		importante important	aprobar mis exámenes	to pass my exams		
	música - Music		interesante interesting	ir a la universidad	to go to university		
	religión - RE			viajar después de mis estudios	to travel after my studies		
	teatro - Drama			tomar un año sabático	to take a gap year		
	tecnología - DT						
	ciencias - science		+s				
	matemáticas - maths		or				
			+es				

Trabajos y cualidades – Jobs and qualities

Para ser	In order to be	hay que ser tengo que ser	you have to be I have to be	Porque soy	Because I am	muy bastante un poco	very quite a bit	+personality adjective
camarero/a	a waiter							
cocinero/a	a cook	ambicioso/a	ambitious	Porque soy una persona... (+ personality adjective in the feminine form)				
enfermero/a	a nurse	creativo/a	creative	Because I am a... (+ personality adjective in the feminine form) person				
jardinero/a	a gardener	organizado/a	organised	Example: porque soy una persona muy ambiciosa				
mecánico/a	a mechanic	práctico/a	practical					
peluquero/a	a hairdresser	independiente	independent					
veterinario/a	a vet	inteligente	intelligent					
cantante	a singer	paciente	patient					
dependiente	a shop assistant	responsable	responsible					
policía	a police officer	sociable	sociable					
repcionista	a receptionist	hablador(a)	talkative					
profesor	a teacher	trabajador(a)	hard-working					

Topic: Tectonics

1. A tectonic hazard can cause threat to life and damage properties. Many are found at tectonic plate boundaries.

3. Plate Boundaries	What happens here	Which hazards are found here and why?
<p>Destructive Oceanic - Continental</p> 	<p>Convection currents move plates together. The denser oceanic crust goes under the less dense continental crust. At the subduction zone.</p>	<p>Composite volcano</p> <ul style="list-style-type: none"> Subducting oceanic crust, heated by friction and contact with the upper mantle, melts into magma. Pressure builds up and an eruption takes place with sticky lava to form a composite volcano. <p>Earthquake</p> <ul style="list-style-type: none"> Oceanic plate subducts, and the plates grind together. Pressure can build up as it moves towards the mantle and when plates jerk past each other the energy released is an earthquake.
<p>Collision Continental - Continental</p> 	<p>Convection currents move two continental plates together. There is no subduction.</p>	<p>Fold mountains e.g. Himalayas</p> <ul style="list-style-type: none"> As the continental plates collide the sediment between them is forced upwards. <p>Earthquake</p> <ul style="list-style-type: none"> The two plates collide, and the jagged edges grind together. Pressure can build up as the plates continue to move. The plates jerk past each other, and the energy released is an earthquake.
<p>Constructive</p> 	<p>Convection currents move two plates are moving away from each other.</p>	<p>Shield volcano</p> <ul style="list-style-type: none"> Plates move apart and magma rises from the mantle to fill the gap. Eruptions are more frequent but less violent with runny lava. The magma cools and forms new land.
<p>Conservative</p> 	<p>Convection currents move two plates past each other (same or different directions).</p>	<p>Earthquake</p> <ul style="list-style-type: none"> Two plates get locked together in places and pressure builds up. The plates jerk past each other or crack and release energy as an earthquake.

2. The Earth is divided into 3 layers:

- Crust** – The thin outer layer.
- Mantle** – The middle layer, approx. 2900km thick.
- Core** – The centre and hottest layer, broken into inner (solid) and outer core.

4. Earthquakes
Epicentre: The point on Earth's surface above the focus.
Focus: The source of an earthquake beneath the Earth's surface.
Seismic waves: Fast waves of energy generated from the focus.

5.	Volcanoes	Earthquakes
Monitor	The shape may change and an increase in sulphur dioxide given off.	Irregular tremors measured and Radon gas levels increase as rocks crack.
Protect	Lava diversion channels.	Earthquake proof buildings. E.g. cross bracing and shock absorbers.
Plan	Evacuation.	Earthquake drills.

6.	Developing e.g. Kashmir, Pakistan (2005)	
Impact	<ul style="list-style-type: none"> 80,000 deaths and 3 million homeless. Lack of clean water = diseases. 	
Response	<ul style="list-style-type: none"> Survivors were dragged from collapsed buildings by friends and family. Tents, blankets and medical supplies were provided a month later and the Pakistani government provided money to rebuild. 	

Topic: Tectonics

- Population is not distributed (spread) evenly around the world. Places may be:
 - Sparsely populated** – with a low population density (number of people per 1km²).
 - Densely populated** – with a high population density (number of people per 1km²).

2. Factors which affect population distribution

Human factors are:

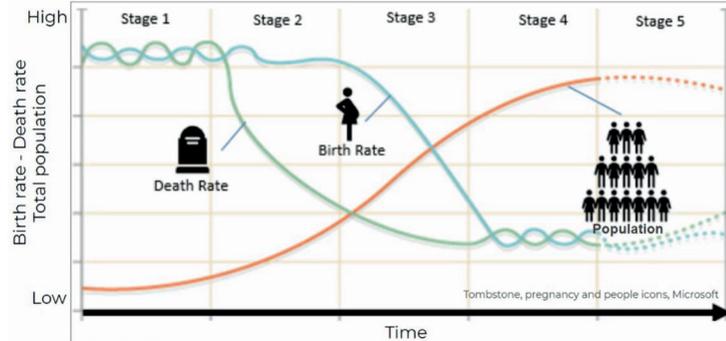
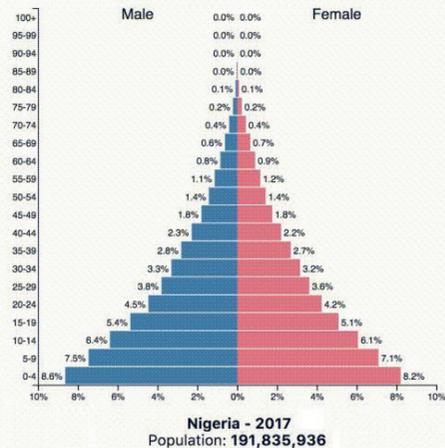
- Transport links.
- The availability of jobs.
- The availability of local services e.g. hospitals, education.

Physical factors are:

- The relief of the land (flat/ steep).
- Natural resource availability.
- Climate.
- Fertility of the soil.

5. Migration involves moving from one place and settling into another. This is due to:

- Push factor - things that make people want to leave an area.
- Pull factor - things that attract people to live in an area.



3. The Demographic Transition Model (DTM) shows:

- How birth and death rates and total population change over time (as a country becomes more developed).

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Birth rate	High/Fluctuating	High	Falling rapidly	Low	Low
Death rate	High/Fluctuating	Falling rapidly	Falling slowly	Low	Low (higher than birth)
Population	Low/Stable	Grow rapidly	Growing	High	Decreasing
Example	Brazilian tribes	Gambia	India	UK	Japan

4. Population pyramids show the breakdown of population by age and sex.

6.	Source country (Mexico)	Host country (USA)
Positive	<ul style="list-style-type: none"> • Money sent home (remittances) can support families. • Increased trade between the host and source country. 	<ul style="list-style-type: none"> • Migrants can work in jobs that are difficult to fill, contribute to society and tax. • Introduction to new cultures = more diverse.
Negative	<ul style="list-style-type: none"> • Fewer economically active citizens = less tax. 	<ul style="list-style-type: none"> • Potential pressure on public services e.g. healthcare. • Policing the border costs \$4bn a year. • No tax from illegal immigrants.

HISTORY - TOPIC 3: LIFE IN ELIZABETHAN ENGLAND

Timeline

1. The first of the Elizabethan Poor Laws was passed 1563	3. Elizabeth I founded Jesus College in Oxford 1571	5. Parliament passed the Poor Relief Act 1576	7. Francis Drake completed his circumnavigation voyage 1580	9. Sir Walter Mildmay founded Emmanuel College in Cambridge 1584	11. The Rose theatre was built in London 1587	13. Elizabeth I delivered her 'Golden Speech' to Parliament 1601
1567 2. The Red Lion theatre was built in Whitechapel, London	1572 4. Parliament passed the Vagabonds Act	1579 6. Francis Drake landed in a bay on the Pacific coast and called the area Nova Albion	1584 8. Elizabeth I gave Walter Raleigh permission to settle lands in North America	1585-86 10. First failed attempt to colonise Roanoke Island	1590 12. Shakespeare's first play, Henry VI: Part I, was performed	

Key people

14. Diego, the Circumnavigator	A man who joined Drake's crew in Panama and later accompanied him on his circumnavigation voyage
15. Reasonable Blackman	A silk-weaver of African heritage who lived in Southwark in London c 1579-1592
16. Walter Raleigh	English sailor and explorer, and a noted favourite of Queen Elizabeth I
17. Wingina	The local chief of Roanoke Island

Key words

18. Circumnavigation	To go entirely around, especially by sailing	22. Nobility	A class of people who held high ranks and titles in society
19. Colony	A country or area controlled by another country	23. Roanoke Island	An island just off the coast of North America, inhabited by the Algonquian people in the 16th century
20. Golden Age	A period of flourishing in the history of a nation	24. Vagrant/vagabond	A person with no job, who travels from place to place begging
21. Poor Laws	Laws passed during the Tudor period, making local parishes raise money to help the poor	25. Virginia	An area on the south-eastern coast of North America

HISTORY - TOPIC 3: LIFE IN ELIZABETHAN ENGLAND

Timeline

1. James I became King of England 1603	3. Charles I became King of England 1625	5. Archbishop Laud start Arminian reforms 1633	7. Archbishop Laud introduced his prayer book to Scotland 1637	9. Charles I had to recall Parliament to pay for Scottish war 1640	11. Charles I stormed into the House of Commons to arrest 5 MPs Jan 1642	13. Trial and execution of Charles I 1649	15. Oliver Cromwell became Lord Protector 1653	17. James II became King of England 1685	19. The Bill of Rights was signed 1689	21. Death of Queen Anne, last Tudor monarch 1714
1605 2.The Gunpowder Plot almost destroyed Parliament	1629 4. Charles I dissolved Parliament for 11 years	1634 6. Charles I made his people pay Ship Money	1639 8. Taxpayers' Strike	1641 10. Parliament issued Grand Remonstrance	Aug 1642 12. The English Civil War started	1649 14. England became a Republic	1660 16. Charles II was crowned King, beginning the Restoration	1688 18. The Glorious Revolution	1707 20. Act of Union between England and Scotland	

Key people

22. Charles I	The second Stuart King of England, executed by Parliament following the Civil War
23. Charles II	The King of England following the Restoration
24. Oliver Cromwell	A Parliamentary cavalry general, who became Lord Protector of England
25. William Laud	Arminian Archbishop of Canterbury

Key words

26. Arminian	Protestants who worshipped in a similar way to Catholics	30. Radical	Somebody who wants big changes to government or society
27. Civil War	A war between people from the same country	31. Republic	A country that is not ruled by a monarch
28. Divine Right of Kings	The belief that the monarch received their right to rule directly from God	32. Restoration	The return of the monarchy to England with Charles II's coronation in 1660
29. Impeachment	Parliament accusing a government official of abusing the power of their position	33. Revolution	A big, dramatic change
		34. Treason	A crime against your own people, nation or monarch

HISTORY - TOPIC 5: THE BRITISH EMPIRE AND TRANSATLANTIC SLAVE TRADE

Timeline						
<p>1. British colonies were established in North America. Britain became the dominant European trader of enslaved people throughout 17th-19th centuries</p> <p>1607-1732</p>	<p>3. The British colonies in North America declared independence and formed the USA</p> <p>1776</p>	<p>5. Petitions flooded Parliament to abolish the slave trade</p> <p>1788</p>	<p>7. Haitian/St Domingue rebellion led by Toussaint L'Ouverture</p> <p>1791</p>	<p>9. Haiti declared independent state</p> <p>1804</p>	<p>11. Enslaved people in Jamaica go on strike in protest. Plantation owners respond with violence</p> <p>1831</p>	<p>13. End of the apprenticeship clause, which bound formerly enslaved people to their former owners for up to six years after abolition. Many enslaved people within British colonies were finally given their freedom</p> <p>1838</p>
<p>1768</p> <p>2. Granville Sharpe, an abolitionist, won the legal case of Jonathan Strong</p>	<p>1781</p> <p>4. Enslaved people who had become sick were thrown off the slave ship Zong</p>	<p>1789</p> <p>6. Olaudah Equiano wrote his life story. His campaign for slave ship Zong was successful</p>	<p>1797</p> <p>8. William Wilberforce joined 12 opponents of slavery, including Thomas Clarkson. He made speeches in Parliament</p>	<p>1807</p> <p>10. The slave trade was abolished in the British Empire by Parliament. People could not be bought or sold although people who were already enslaved remained the 'property' of their masters</p>	<p>1833</p> <p>12. Slavery was abolished in the British Empire, but only children under the age of 6 were freed immediately</p>	

HISTORY - TOPIC 5: THE BRITISH EMPIRE AND TRANSATLANTIC SLAVE TRADE

Key people

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

Key people

20. Abolition	The act of officially ending or stopping something, e.g. slavery	31. Petition	A formal written request typically with many signatures appealing to authority about a particular cause, e.g. slavery
21. Abolitionists	The leading campaigners against slavery	32. Plantation	A large estate on which crops such as coffee, sugar, tobacco and cotton are grown
22. Boycott	To stop buying or using goods as a form of protest		
23. Campaign	To work in an organised way towards a common goal, usually a political or social one	33. Propaganda	Information or ideas, which are often selective, used to make people believe something
24. Colony	A country or area under full or partial control of another country and settlers from that country	34. Resistance	Refusing to accept something and challenging it within their means, e.g. cultural resistance
25. Contemporary source	Anything that remains from the past that historians can use and study as evidence from the time, e.g. artefact, diary, speech, government document, memoir etc.	35. Slave auctions	A place where enslaved people were traded to the highest bidder
		36. Slave rebellions	An armed uprising by enslaved people against the plantation owners and the colonising authorities
26. Empire	A large group of countries ruled over by a single monarch or sovereign state, e.g. The British Empire, USSR, The Roman Empire	37. The Americas	A broad geographical term, which includes the North (USA after 1776) and South America and the Caribbean Islands, known as The West Indies
		38. The Enlightenment	A European intellectual movement of the late 17th and early 18th centuries emphasising reason and individualism over tradition. Influenced by philosophers such as Adam Smith
27. Free Market	An economic system in which prices are determined by unrestricted competition by private businesses responding to supply and demand	39. Trade triangle	A three-point trade process, from the transportation of commodities to West Africa, enslaved Africans to The Americas and raw materials to Britain
28. Interpretation	Historians' construction of the past as a way of explaining an event or period, using contemporary sources		
29. Middle Passage	The sea journey undertaken by slave ships from West Africa across the Atlantic Ocean to The Americas	40. Transatlantic slave trade	The transportation by slave traders of enslaved African people, to the Americas, from the 16th to the 19th centuries
30. Overseer	The person who, on large plantations, directed the daily work of the enslaved workers. They were usually a white person		

HISTORY - TOPIC 6: THE INDUSTRIAL REVOLUTION

Timeline

<p>1. Thomas Newcomen developed the first steam engine, which provided power by burning coal to produce steam</p> <p>1712</p>	<p>3. James Watt and Matthew Boulton improved the steam engine</p> <p>1770s</p>	<p>5. Parliament passed the Factory Act</p> <p>1833</p>	<p>7. The Chartists organised a meeting at Kennington Common, attended by 50,000 people</p> <p>1848</p>	<p>9. Parliament passed the Second and Third Public Health Act</p> <p>1867 and 1884</p>
<p>1764</p> <p>2. James Hargreaves invented the spinning jenny, which could spin the same amount of cotton as eight workers</p>	<p>1832</p> <p>4. Parliament passed the Great Reform Act</p>	<p>1842</p> <p>6. Parliament passed the Mines Act</p>	<p>1858</p> <p>8. The government asked Joseph Bazalgette to build a sewer system</p>	<p>1875</p> <p>10. Parliament passed the Public Health Act</p>

Background: Life in Britain in c.1700 (before the Industrial Revolution)

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

HISTORY - TOPIC 6: THE INDUSTRIAL REVOLUTION

Key words

20. Borough	An area which is represented by an MP in parliament. People in the borough vote for who they want to be their MP
21. Chartists	A group who campaigned for better social, political and working conditions for the working class in the middle of the 19th century
22. Cotton mill	A factory with machines for spinning or weaving to make cloth from cotton
23. Factory foreman	A worker who supervised and directed other workers
24. Piecer	A child worker made to fix snapped threads in a cotton mill
25. Scavenger	A child worker made to crawl below spinning machines to collect loose cotton
26. Sewer	An underground tunnel for carrying away human waste and water
27. Trade Union	An organisation of workers who fight for better pay, rights and conditions for workers

What was the Industrial Revolution?

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

ART & DESIGN

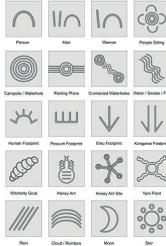
ABORIGINAL ART

1. I will learn about the artwork of an indigenous race.
2. I will learn that Aboriginal art is based on storytelling using symbols, as an alternative to writing.
3. I will learn that Aboriginal art is made with natural colours, often with dots or swirls.

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



ABORIGINAL ART SYMBOLS



Symbols are used by Aboriginal people in their art to preserve their culture and tradition. They are also used to depict certain stories that are still used in contemporary Aboriginal art today. We will be using symbols like these in our own paintings.



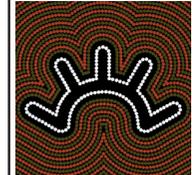
Snakes are indigenous to all parts of Australia and feature strongly in the Aboriginal Creation stories. They are a symbol of strength and creativity.

PAINTING SKILLS WE WILL BE LEARNING THIS TERM

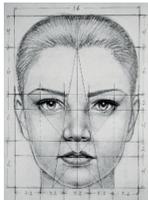
The original Aboriginal art is 17,300 years old and was created by the original inhabitants of Australia. Only certain tribes can use the dot technique and it is seen as disrespectful for other tribes to use the patterns of others.



We will be exploring the 'style' of Aboriginal Art and creating our own symbols to show our respect to this art form. We will look at the work of contemporary Aboriginal artists such as: Fiona Omeenyo, Albert Namatjira, Dorothy Napangardi and John Mawurndjul.



DRAWING SKILLS WE WILL BE LEARNING THIS TERM



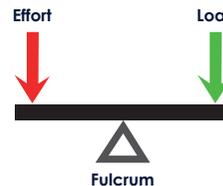
- This term we will be practicing our observational drawing skills by using studying the proportions of the face.
- We will draw our own faces onto acetate to create a Cubist style image, in the style of Picasso.
- We will learn to draw the face in the style of the Cubists – which links well with our study of African masks last term. Pablo Picasso was influenced by African masks when he produced his Cubist portraits.
- Before you begin Year 9 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.

Cam Rotation

Key Terms	Definitions
1. Aesthetics	To describe how a product looks
2. Customer	The person a product is designed for
3. Environment	To consider how the product affects the nature
4. Function	To describe how a product works
5. Manufacture	To describe how a product is made
6. ACCESSFM	Aesthetics / Cost / Customer / Environment / Safety / Size / Function / Manufacture
7. Linear	Moving in a straight line, in one direction
8. Reciprocating	Moving in both directions of a straight line
9. Oscillating	Swinging back and forth in a regular rhythm
10. Rotating	Moving in a circular motion
11. Cam	A rotating part to, generally, create reciprocating movement
12. Follower	A follower contacts the cam to create movement
13. Lever	A bar resting on a pivot used to move or lift an object
14. Fulcrum	The pivot point in a lever
15. Load	The object which is being moved
16. Effort	The force being applied to a lever
17. Class 1 lever	Fulcrum in the centre of the lever
18. Class 2 lever	Load in the centre of the lever
19. Class 3 lever	Effort is in the centre of the lever
20. 123, FLE	Class of lever and central part for each lever
21. Deciduous	A tree which sheds its leaves each year
22. Coniferous	A tree which has leaves/needles which do not fall each year
23. Hard wood	A timber cut from a deciduous tree
24. Soft wood	A timber cut from a coniferous tree
25. Manufactured board	A man-made timber produced through gluing wood layers or wood fibres together

Image	Name	Use
26. 	Tenon Saw	To cut straight lines in timber.
27. 	Pillar Drill	To cut a circular hole in timber, polymers and metals.
28. 	Try Square	To mark a 90 degree line on a piece of timber.
29. 	Bench Hook	To hold timber whilst cutting. Usually to cut across the grain.
30. 	Vice	To hold timber tightly whilst cutting, shaping or marking.

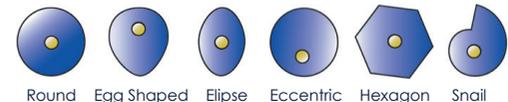
31. Levers



32. Tree types



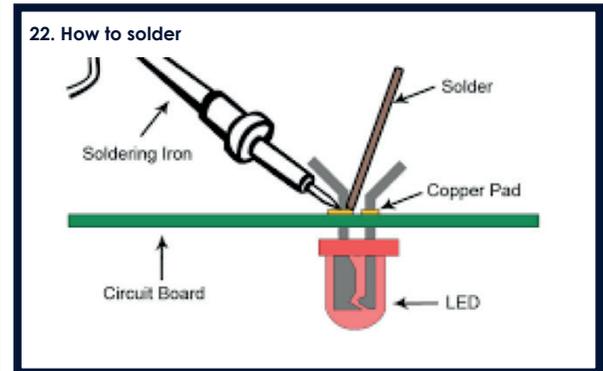
33. Cam types



Speaker Rotation

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

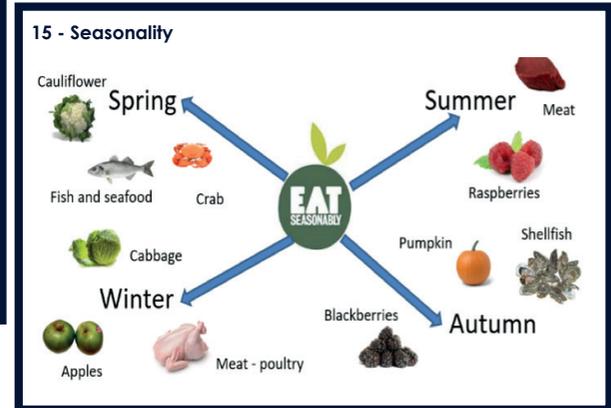
Image	Name	Use
18. 	Soldering Iron	Heat solder between printed circuit board and electrical component to form an electrical joint.
19. 	Wire Cutters	Cuts wire.
20. 	Wire Strippers	Removes wire casing to expose wire (does not cut the wire).
21. 	Solder Sucker	Removes unwanted solder from printed circuit board.



Food Science

Key Terms	Definitions
1. Health and Safety	Rules you should follow in the kitchen to keep you safe while cooking and preparing food.
2. Cross-contamination	When bacteria from raw meat is spread onto vegetables. Puts people at risk of food poisoning. Avoided by using different equipment to prepare and cook raw meat and vegetables.
3. The Eatwell Guide	The main source of nutritional information in the diet – five food groups: Fruit and vegetables, carbohydrates, protein, dairy and alternatives, oils and spreads. Gives food portion information to people.
4. Nutritional Values	The amount of nutrients – both macro (big) and micro (small) – that a given dish provides you with.
5. Micronutrients	Nutrients such as vitamins and minerals, including calcium, vitamin A, B, C, D, E and K.
6. Raising agents	Three types: Chemical (such as baking powder), biological (yeast) and mechanical (whisk) used to get air into food to change the characteristics. For example, yeast fermenting to release CO ² to help create air bubbles in bread and make it rise.
7. Time plan	A plan for how you will allocate time to each step of a method in a recipe while cooking.
8. Enzymic browning	When a food reacts with oxygen to make it brown.
9. Hidden sugars	The sugars a food product breaks down into when it's digested.
10. Food sources and origins	Where a food comes from – the original place. Such as pork from a pig.
11. Food Miles	The distance a product has travelled to reach the destination it is cooked and eaten in. For instance, peaches bought from abroad to the UK because they're not seasonal .

Image	Name	Use
12. 	Spatula	Used to combine, smooth, separate or collect mixtures or food during cooking or preparation. Different types of spatulas are available.
13. 	Frying pan	A flat-bottomed pan used for frying, searing, and browning foods.
14. 	Corer	A device for removing the core and pips from an apple.



Drama - Live Theatre Evaluation

Question areas	<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</p> <p>2. Analyse – Identify the techniques that were used and explain their intended impact on the audience (using drama key terms)</p> <p>3. Describe – Clearly and concisely describe the moment as it happened on stage so the examiner can visualise it in their mind</p>
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<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>
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Research the play

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

Making notes about the performance

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

Using key terms - Acting				
Characterisation	25. Motivation	What a character wants or needs in a scene	38. Naturalistic	Life-like/believable
	26. Style	The way in which something is performed e.g. naturalistically		
	27. Subtext	The unspoken meaning, feelings and thoughts beneath the lines	39. Stylised	Non-naturalistic, an abstract style
Physical skills and vocal skills	28. Movement	Changing positions or moving across the space	40. Pitch	The vocal register - high or low
	29. Posture	The way they stand and hold themselves	41. Pace	How quickly or slowly something is done
	30. Gesture	Movements of hands, head, leg usually convey a message/meaning	42. Pause	A hesitation or silence
	31. Facial expressions	The feelings (or lack of them) shown on the face	43. Emphasis	Stressing or highlighting something
	32. Use of stage space	How an actor moves around the space, using levels, direction	44. Inflection	Saying a word in a particular way to stress its meaning
	33. Interaction/Proxemics	How a character reacts to other characters. Proxemics mean moving towards or away from another character and the distance between the characters	45. Accent	A way of pronouncing words associated with a country, region or social class
	34. Handling of props	How a prop is handled during a performance	46. Volume	Degree of loudness
	35. Choreography/stage fights	Setting movements to create meaning/ blocking movements to create the impression of violence	47. Delivery	How dialogue is said to convey meaning
	36. Stage business	Minor movements or blocking that an actor does to establish a situation (reading a book/ closing a window)	48. Emotional range/ tone	Feelings are expressed by the way the line is said
	37. Pace and pause of movement	The speed of the movement and use of stillness to convey a meaning, feeling or atmosphere	49. Phrasing	Use of hesitation, metre and/or grouping

Using key terms – Design

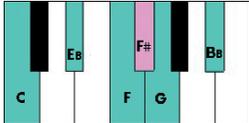
Lighting and sound	50. Backlight	Light projected from upstage	65. Fogger	Creates smoke
	51. Barndoors	Metal flaps used to shape the light	66. Gobos	Creates patterns of light
	52. Flood/wash	Unfocussed wash of light/light covers the whole stage	67. Pyrotechnics	Creates fire effect
	53. Floor lighting	Light on a low stand (creates shadows)	68. Smoke and haze machine	Creates mist or fog
	54. Followspot	Powerful lantern that follows the actor around the stage	69. Strobe	Short bursts of bright light
	55. Footlights	Low lights downstage		
	56. Fresnel	A lantern with a soft beam	70. Abstract	Not realistic
	57. General cover	Light on the acting areas	71. Motivational sound/sound effects	Effect required by the script (gunshots)
	58. Pinspot	Tightly focused on a small area	72. Musical theme or motif	Recurring section of music
	59. Profile	Creates clear outlines	73. Naturalistic	Realistic sounds
	60. Blackout	No lighting	74. Recorded or live sound	Prerecord or happens during the performance
	61. Crossfade	Change from one state to another	75. Acoustics	Quality of sound
	62. Fade/snap	Light slowly on and off/quickly on and off	76. Fade/snap	Gradual/sudden off or on
	63. Colour filter	Plastic used to alter the colour	77. Soundscape	Build-up of sounds to create an atmosphere or environment
	64. Focus	How sharp or defined the light is	78. Reverb	Echoing

MUSIC - The Blues

Origins

1. Enslaved African people brought their musical traditions with them when they were transported to work in the North American colonies. These **work songs** were sung rhythmically in time with the task being done. Their songs were passed on **orally** (by word of mouth) and were never usually written down. They used **call and response** where phrases from a lead singer were followed by the others. Early styles of Blues were known as country blues and usually had a solo **singer** accompanied on guitar or piano sometimes with added **harmonica** or **drums**.

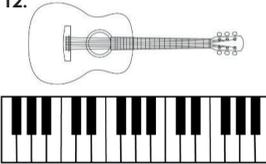
Keywords

2.	12-bar blues	The 12-bar blues is the name of the structure used in Blues music. It is 12 chords, each lasting 1 bar. Roman numerals are used to label the chords, where I means chord 1 in the scale, IV means 4 etc.	I - I - I - I IV - IV - I - I V - IV - I - I
3.	Chord	A chord is multiple notes played together at the same time. A chord using three notes is also called a triad. Blues music only uses 3 chords which are played at the start of every bar.	
4.	Improvisation	When music is made up 'on the spot'.	
5.	Blues Scale	The Blues scale is a certain selection of notes that have been put together to sound 'bluesy'. The scale is often used to create the improvisation.	
6.	Walking Bass	The walking bass is the bassline of any Blues song. This is usually played by the double bass or bass guitar. The tempo of the bass line should be steady, which is why it is called the "walking" bass.	
7.	Call and Response	A performer plays/sings a 'call' and everyone in the ensemble 'responds'.	

Instruments

8. The rhythm section

9. The Frontline

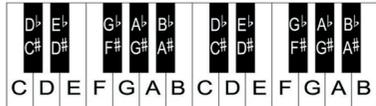
10. 	11. 	12. 	13. 	14. 
Drum Kit Performs the rhythms and pulse	Double Bass, Bass Guitar Perform the bassline (often a walking bass)	Guitar, Piano Perform the chords	Saxophone, Trumpet Perform the melodies and improvise	Singer(s) Perform the melodies and lyrics

MUSIC - The Blues

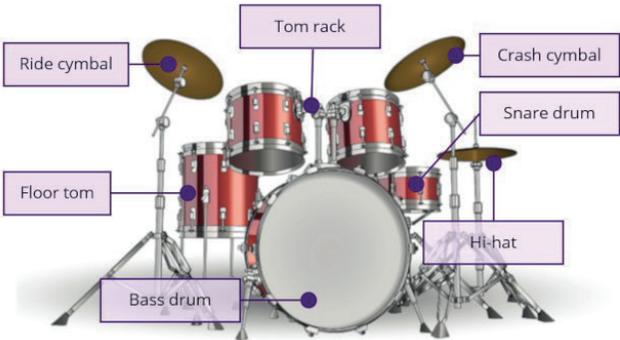
Ukulele/Guitar/Bass Guitar Keywords

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

Keyboard Keywords

11.	Key (on the keyboard)	The white or black buttons on the keyboard
12.	Fingering	How the hands are used to play the keys
13.	Melody	The main tune, played by the left hand
14.	Bass Line	The lowest part in the texture, played by the left hand on the keyboard
15.	Sharp	# The black note to the right of the key
16.	Flat	b The black note to the left of the key
17.	Notes on the keyboard	 <p>A diagram of a keyboard showing the sequence of notes: C, D, E, F, G, A, B. Above each note are its sharp and flat symbols: C# and D# above C; D# and E# above D; E# and F# above E; F# and G# above F; G# and A# above G; A# and B# above A; and B# above B.</p>

Drum Kit Keywords

18.	 <p>A diagram of a drum kit with labels for its components: Ride cymbal, Tom rack, Crash cymbal, Snare drum, Hi-hat, Bass drum, and Floor tom.</p>	
19.	Count-in	When the drummer counts the group in to start
20.	Pulse	The constant beat
21.	Tempo	The speed of the music

YEAR 8 PE

8.44	Define the following training methods: a. Circuit training b. Continuous training c. Interval training d. Weight training e. Plyometric training f. Static stretching g. Fartlek training h. Altitude training	8.46	Identify how an athlete would calculate their maximum heart rate (MHR). • $MHR = 220 - \text{age}$	
		8.47	Define the term aerobic threshold. • The point at which your training becomes aerobic • 60% of MHR	
		8.48	Define the term anaerobic threshold. • The point at which your training becomes anaerobic • 80% of MHR	
		8.49	Identify the aerobic training zone. • 60-80% of MHR	
	8.45	Identify the fitness component improved in each of the training methods listed in Q8.44.	8.50	Identify the anaerobic training zone. • 80-90% of MHR
			8.51	Define oxygen debt. • A temporary shortage of oxygen in the body following anaerobic exercise
		a. Muscular endurance b. Cardiovascular endurance c. Speed d. Strength e. Power f. Flexibility g. Cardiovascular endurance h. Cardiovascular endurance	8.52	Define EPOC. • Excess Post Exercise Oxygen Consumption • The body takes on board additional oxygen after exercise to repay the oxygen debt developed during anaerobic work
			8.53	Describe how EPOC occurs. • Increased breathing rate (breathing quicker) and depth of breathing (breathing heavier) to take in more oxygen

YEAR 8 PE

8.54	Define a balanced diet.	8.59	Identify factors which may influence an individual's required calorie intake.
	<ul style="list-style-type: none"> Eating the right number of calories for energy expended 		<ul style="list-style-type: none"> Level of physical activity Gender Age Height
8.55	Identify reasons for maintaining a healthy balanced diet.	8.60	Identify the main benefit of each nutrient listed in Q8.40.
	<ul style="list-style-type: none"> To avoid unused energy being stored as fat To provide nutrients for growth and repair To ensure suitable energy levels for physical activity 		<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
8.56	Identify the seven nutrients which make up a healthy balanced diet.	8.61	Identify examples of each nutrient listed in Q8.40.
	<ul style="list-style-type: none"> Carbohydrates Fats Protein Fibre Vitamins Minerals Water 		<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
8.57	Identify the recommended % of macro nutrients (carbohydrates, fats and protein) in a healthy balanced diet.		
	<ul style="list-style-type: none"> Carbohydrates = 55-60% Fats = 25-30% Protein = 15-20% 		
8.58	Identify the recommended daily calorie intake for an adult male and female.		
	<ul style="list-style-type: none"> Male = 2,500 calories Female = 2,000 calories 		

Notes



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