Avonbourne Boys' & Girls' Academies

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Knowledge Organiser

Year 8 - 2025/26

Student Name: _

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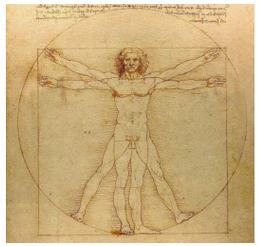
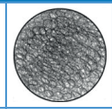
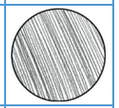
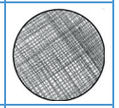
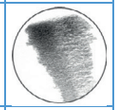
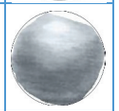
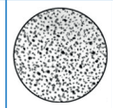
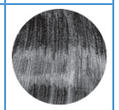
Art Year 8 Autumn Term—Portraiture and Anatomy

Leonardo Da Vinci

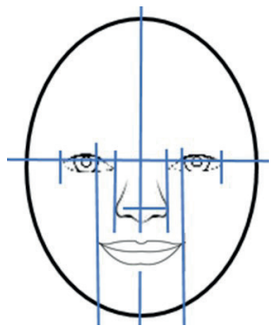

Date of birth	15th April 1452 (Florence, Italy)
Date of death	2nd May 1519 (France
Nationality	Italian
Materials	Painter, draftsman, sculptor, architect, engineer.
Education	Basic reading writing and maths
	Apprenticed to Andrea del Verrocchio at 15
	Studied engineering, physics, chemistry, biology, maths, geology.
Art Movement	Renaissance
Relationships	Never married
Inspiration	Anatomy, the human body and a desire for knowledge
Context, Concepts and Characteristics	Michelangelo, Leonardo da Vinci, Raphael knew each other and inspired by each other
	The Vitruvian Man' created by Da Vinci was a guide for drawing figures, and the measuring the proportions of the human body
	his sketchbooks reveal many ideas and inventions hundreds of years ahead of their time

Pencil Techniques

Scumbling	Using small circular motions to create tone	
Hatching	Closely spaced parallel lines	
Cross Hatching	Intersecting parallel lines	
Blending	Intermingling colours or values to create a gradual transition or to soften lines.	
Smudging	Smudging or smearing the pencil graphite after you have applied it to your drawing	
Pointillism/ Stippling	Small dots placed closer or further apart to achieve a desired tone	
Highlights	Using a rubber to create a illuminated section, showing strong contrast from light and shadow	
Directional Marks	Creating a sense of movement/direction with lines	

Portraits and proportions

The width of 4 eyes should fit across the width of your head
The eye line is half way down the face
The nose is halfway between the eyes and the chin
The lips are half way between the nose and the chin
The length of the body is equal to roughly 8 heads



Key Terms

Shape	A two-dimensional enclosed space built with line.
Proportion	The size relationship between different elements
Chalk	A white soft earthy limestone (calcium carbonate) formed from the skeletal remains of sea creatures.
Charcoal	A porous black solid, consisting of an amorphous form of carbon, obtained as a residue when wood, bone, or other organic matter is heated in the absence of air.
Anatomy	Study of the human body
Symmetry	When one side of an object mirrors the other.
Accuracy	The extent to which one piece of work looks like another.
Portrait	A painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders
Gradient	A smooth variation in tones from light to dark
Observational drawing	Drawing from life. In art we recognise the benefit of drawing from objects that are sitting directly in front of you.
Measuring	The process of finding the exact size, amount, or degree of something often using a ruler
Estimating	When we roughly calculate or judge the value
Contrast	The difference between the darkest black and the brightest white
Shadow	The dark shape that is created when an object blocks light
Profile	The side view of a face
Wash	A lighter layer of colour created by mixing paint with water

Pencils

In art we use B pencils	

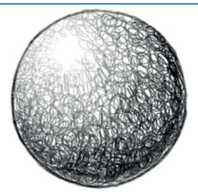
Art Year 8 Spring Term—Cubism and Culture

Juan Gris

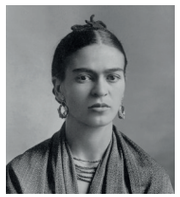
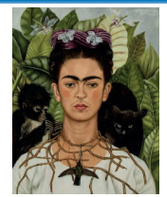
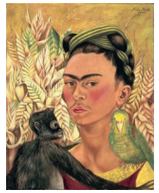


Date of birth	23rd March 1887 (Spain)
Date of death	11th May 1927
Materials	Oil on Canvas, Gouache Paint, Crayons.
Locations	Lived and worked most of his life in Paris, France
Education	Studied mechanical drawing at University in Madrid
Art Movement	Cubist
Relationships	Married to Josette Gris, son Georges Gonzalez – Gris
Inspiration	Artists and Matisse use of colour
Context, Concepts and Characteristics	Artist friends such as Henri Matisse, Pablo Picasso and Georges Braque
	Studied painting with artist Jose Maria Carbonero

Skill Building Tasks

	Practice drawing a realistic eye. Ensure you press lightly with your pencil and create a flicking motion for eyelashes 
	Draw a circle with your compass and practice using scumbling to create shadow and tone on the sphere Stretch: create the shame shadows with only Hatching or Stippling

Frida Kahlo

Date of birth	6th July 1907 (Mexico)
Date of death	13th July (1954)
Materials	Oil paint
Education	Attended national preparatory school in New Mexico where she was one of 35 female students
Art Movement	Magical Surrealism
Relationships	Married Diega Rivera, unable to have children
Inspiration	Herself and Mexican culture
Context, Concepts and Characteristics	Contacted Polio as a child
	Was hit by a bus as a teenager which resulted in many operations

The Day of the Dead and Mexican symbolism

Mexican holiday where family members gather to remember and pray for loved ones that have died. Families build 'alters' honouring the deceased relatives. These include calaveras (stone skulls), marigolds and the favourite food/drink of the deceased family member.

Hummingbird	Freedom
Marigolds	Guide the human spirit using colour and smell
Mexican hairless dog/ monarch butterfly	Travelling spirit
Monkey	Protector
Black cat	Death or unlucky

Cubism

Key Features	Fragmentary images with multiple viewpoints
	Overlapping planes
	Subdued colours
	Emphasised lines by adding gradients
Analytical Cubism	Early Phase of Cubism (1908-1912)
	Artworks look more severe
	Made of interweaving planes which structurally dissect the subject, viewpoint-by-viewpoint, resulting in a fragmentary image of multiple viewpoints and lines
	Simplified palette of colours using muted tones of blacks, greys and ochres


Synthetic Cubism	Later Phase of Cubism (1912-1914)
	Simple shapes and brighter colours
	Often includes collage
	Began when artists started to add textures and patterns in their paintings


Art Year 8 Summer Term—Noh Mask and Totem Poles

Noh Maks	
What?	Masks used in traditional Japanese ritual and performance
Dates	Dated back to the 8th Century
Location	Japan
Materials	Wood, cloth or clay
Purpose	To represent characters/emotions during performance
Value	Noh Masks are extremely valuable and are commonly passed down as heirlooms through families

Types of Noh Mask

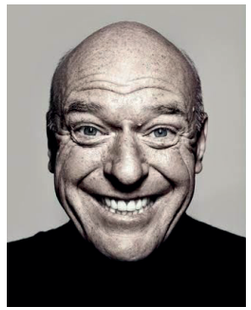
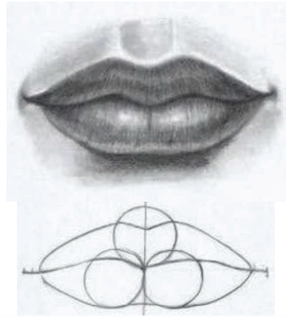
Kishin Mask	Onna-Men Mask	Okina Mask
		
Demon masks	Women masks	Old men masks
Usually embellished with patterns, horns or colours	Commonly the most varied and popular masks	Oldest type of Noh masks
Usually display an angry expression/ animalistic features	Categorised by age and character	Commonly have facial hair made from animal hair

Tints

Tints are made by mixing a colour into white	

Key Terms	
Expression	The changes in facial features depending on mood/ emotion
Exaggeration	Representing something as being larger, better, or worse than it really is
Noh	Japanese traditional theatre
Symbolism	Use of an image or idea to represent something different.
Carving	Designs created by removing and incising using tools.
Commemorate	Recall and show respect for
Totem Pole	carved wooden pole used to honour important members of a tribe. Originated in northwest America
Potlatch Ceremony	ceremony used to honour deceased and distribute gifts and wealth.
Carving	Designs created by removing and incising using tools.
Animal Characteristics	Features taken from animals, symbolic of a character.

Skill Building tasks

	
Use the portrait guide in your KO to draw an expressive mask based on the above reference	Practice drawing lips using the guide above. Add shadow and highlight to the lips

Totem Poles




What?	Hand carved columns first made by the early Native American tribes of the Northwest. Depicting supernatural beings and animals.
Date	Date back to the 19th century
Place	Pacific coast of the United States, the coast of British Columbia and all the way up to southern Alaska.
Material	Wood (tree trunk)
Function	To honour a deceased elder who was of great importance to the tribe, they are inspired by the animals inhabiting the northwest coast of America.
Key characteristics	Simplified features
	Blends human and animal characteristics together
	Animals are often shown sitting
	Common use of colour
	Carved by expert carvers and their apprentices. The experts would commonly carve the first 10ft as they knew this would be closely examined
	The animals are often symbolic of the deceased persons spirit
	Totems are comprised of 3D details
Size	It varies from 5 feet high and a few inches wide to 10 feet high and a few feet wide

Computer science—Autumn 1– Computational Thinking

1 Computational Thinking			
	Key term	**Definition**	**Example**
Core Concepts in Computational Thinking	Computational Thinking	A method of solving problems by breaking them into parts, analysing each piece, and planning a logical solution.	Planning a school project by splitting it into research, writing, and presentation.
	Decomposition	Breaking a complex task into smaller, easier-to-manage pieces.	Designing a website by dividing work into layout, content, and coding.
	Abstraction	Focusing only on the important details of a problem while ignoring unnecessary ones.	Drawing a simple map that shows only the main roads and landmarks around school.
	Pattern Recognition	Identifying repeating elements or trends that can simplify problem solving.	Noticing that a coding problem repeats similar steps, which helps in writing a shorter programme.
	Logical Reasoning	Using clear, step-by-step thinking to solve problems.	
	Analysis	Examining the details of a problem to understand its parts.	
	Modelling	Creating a simplified representation of a system or process.	
Algorithm Development and Efficiency	Algorithm	A set of clear, step-by-step instructions used to solve a problem or complete a task.	Writing a list of instructions to calculate the average of test scores.
	Pseudocode	A simplified, plain language version of an algorithm that outlines the logic before actual coding.	Drafting the steps needed to sort a list of numbers before writing the real programme code.
	Flowchart	A diagram that uses shapes and arrows to show the sequence of steps in an algorithm.	Drawing a flowchart to illustrate how a programme decides if a student has passed or failed.
	Efficiency	Completing a task in the simplest and fastest way possible, using minimal resources.	Optimising a search programme so that it finds information quickly without extra steps.
	Step-by-Step Instructions	A clear breakdown of each action needed to solve a problem.	
	Optimisation	Making a solution better and faster by removing unnecessary steps.	
Error Handling and Correction	Debugging	The process of finding and fixing errors in a programme or algorithm.	Checking a coding script to find the mistake that causes a computer game to crash.
	Testing	Running a programme to check that it works correctly and to spot any errors.	Trying out a new app feature in class to ensure it functions as expected.
	Troubleshooting	Systematically identifying problems and finding solutions when something doesn’t work.	Investigating why a classroom computer isn’t printing and resolving the issue.
	Iteration	Repeating a set of steps to gradually improve a solution or fix errors.	Revising and re-running a programme several times until it works smoothly during a coding lesson.
	Refinement	Making small improvements to a programme based on testing feedback.	
	Correction	The act of fixing mistakes to ensure proper functioning.	

Computer science—Autumn 2– Data Representation

2 Data Representation			
Number Systems and Conversions	Binary	A number system that uses only two digits—0 and 1—to represent data in computers.	Representing the number 5 as 101 in binary.
	Denary	The standard base-10 number system we use every day.	The number 27 is written as 27 in denary.
	Bit	The smallest unit of data in computing, represented by a 0 or 1.	A single light switch that can be off (0) or on (1).
	Byte	A group of 8 bits that can represent a character or number.	The letter “A” might be stored as one byte in a computer.
	Conversion	The process of changing a number from one system to another, such as denary to binary.	Converting the denary number 10 into binary, which is 1010.
Character Encoding and Data Representation	Character Set	A collection of characters that a computer can recognise and process, such as letters, numbers, and symbols.	The English alphabet and digits 0–9 are part of a character set used in many programmes.
	ASCII	A standard that uses binary numbers to represent text characters, part of a character set.	In ASCII, the capital letter “A” is represented by the binary number 01000001.
	Unicode	A character encoding system that includes a much larger set of characters than ASCII, covering many languages and symbols.	Unicode allows computers to display characters from languages around the world, such as Chinese and Arabic.
	Encoding	The process of converting information (like text) into a form (usually binary) that a computer can store and process.	Turning the word “hello” into binary code using ASCII encoding.
	Decoding	The process of converting encoded binary data back into readable text or information.	Changing a binary message back into the word “school” using the appropriate character set.
Digital Images and Visual Data	Bitmap Image	An image made up of pixels, where each pixel is assigned a binary value.	A simple digital drawing stored as a bitmap, where each tiny dot (pixel) has a colour value.
	Resolution	The number of pixels in an image, which affects its clarity and quality.	A 1920x1080 resolution means the image is 1920 pixels wide and 1080 pixels tall.
	Pixel	The smallest unit in a digital image, often a single dot of colour.	When you zoom in on a digital photo, you can see individual pixels making up the picture.
	Colour Depth	The amount of colour information available for each pixel, affecting how many colours can be displayed.	An image with a colour depth of 24-bit can show millions of different colours.

Computer science—Spring 1&2 – Text-based Python Game

3 Text-based Python Game Project			
Fundamental Programming Constructs	Sequence	The order in which instructions are executed in a programme.	In a text-based game, the story introduction is shown first, then the game asks for the player's name.
	Selection (Conditional Statements)	A control structure that lets the programme choose different actions based on whether a condition is true or false (using if/else statements).	In the game, if a player chooses "open door", the story continues one way; if not, it follows a different path.
	Iteration (Loops)	The process of repeating a section of code until a condition is met, using loops such as for and while.	The game repeatedly asks the player to choose a direction until a valid option is given.
	Conditional Statement	A statement that executes different code blocks based on a condition.	
	Loop	A control structure that repeats code until a condition is met.	
Game Elements and Randomness	Random Number Generation (RNG)	The use of functions (from Python's random library) to generate unpredictable numbers, adding chance to a programme.	The game randomly selects an enemy or event, so each play-through is different.
	Probability	The chance of a particular outcome occurring, often used with RNG to create varied scenarios.	A game might give a 50% chance for a bonus round to appear after a level.
	Random Library	A collection of functions in Python that can produce random values and numbers.	
	Event Simulation		Using randomness to mimic events in a game, such as rolling a die.
Development Tools and Testing	Debugging	The process of finding and fixing errors (bugs) in a programme to ensure it runs correctly.	A student runs their Python game, finds that a choice does not work, and corrects the code.
	Integrated Development Environment (IDE)	A software tool that helps write, test, and debug code by offering features like a code editor, error highlighting, and running the programme.	Using an IDE such as IDLE or PyCharm to write and test the Python game.
	Testing (Refining a Programme)	The systematic process of checking a programme for errors and making improvements before finalising it.	A classmate plays the game to spot any issues, and then the programmer adjusts the code accordingly.
	Code Editor	A tool within an IDE where you write and edit code.	
	Error Checking	The practice of reviewing code to find mistakes before running the programme.	

Computer science—Summer 1 – Graphic Design Project

4 Graphic Design			
Project Planning and Documentation	Design Brief	A document that outlines the project's goals, target audience, requirements, and key tasks.	A teacher provides a design brief that explains a poster must include school colours and a clear message.
	Creative Brief	A concise guide that details the creative direction, style, and ideas for a project.	A creative brief might state that a logo should be modern, simple, and use a bold font.
	Project Objectives	The main goals and outcomes that the project must achieve.	In a graphic design task, objectives can include creating a balanced layout and using effective typography.
	Requirements	The specific tasks and standards that need to be met for the project to be successful.	A requirement may be that the design must include the school's emblem and adhere to a set colour palette.
Digital Tools and Techniques	Layers	Separate elements in a digital design that can be arranged, edited, or hidden independently.	When designing a flyer, text is on one layer while the background image is on another, making editing easier.
	Image Editing	The process of modifying an image using software tools to adjust colour, size, and attributes.	Using a graphic design programme to crop, brighten, and resize a photograph for a school project.
	Digital Tools	Software applications and features (such as brushes, filters, and adjustment layers) used for creating or modifying digital media.	A student uses a graphic design tool like Adobe Photoshop or GIMP to create digital art.
	File Formats	Different ways of saving and storing digital images (e.g. JPEG, PNG, GIF) that affect quality and file size.	Saving a design as a PNG for clear quality or as a JPEG for smaller file size.
Visual Design Principles	Composition	The arrangement and placement of visual elements (images, text, shapes) within a design to create balance and harmony.	A poster that places the headline at the top, supporting images in the centre, and details at the bottom shows clear composition.
	Typography	The style, arrangement, and appearance of text in a design, affecting readability and visual impact.	Choosing a clear, bold font for a school announcement ensures the message is easy to read.
	Contrast	The difference between visual elements, such as colour, size, or shape, used to create emphasis and interest.	Using dark text on a light background makes the words stand out in a classroom presentation.
	Alignment	The arrangement of text and images along a common edge or centreline to create order.	Aligning titles and images in a grid layout gives a neat, professional look to a digital brochure.
	Colour Theory	The study of how colours interact and the effects they have on mood and readability in design.	A design that uses complementary colours (like blue and orange) can make school event posters more vibrant.
	Balance	The distribution of visual weight in a design, ensuring no one part is too heavy compared to the rest.	A well-balanced layout might have an image on one side and text on the other, creating visual harmony in a project.

Computer science—Summer 2 – HTML Web Development

5 HTML Web Development			
Markup Language and Structure	HTML (HyperText Markup Language)	A markup language that uses tags to structure and display content on the web.	A student creates a simple webpage using HTML to add headings, paragraphs, and lists.
	Tag	A command within HTML, enclosed in angle brackets (e.g., `<p>`, `<h1>`), that tells the browser how to display content.	The `<p>` tag is used to create a paragraph in a school report webpage.
	Element	A complete component in HTML that includes a start tag, content, and an end tag (if needed).	An `<h1>` element is used for the main title on a school project webpage.
	Document Structure	The overall layout of an HTML document, usually consisting of a head (with meta-data) and a body (with visible content).	A webpage's structure is defined with `<head>` for the title and `<body>` for the article content.
	Markup	A system of annotating text in a way that is syntactically distinguishable from the text itself.	HTML markup is used to tell the browser which parts of a school blog post are headings, paragraphs, or lists
Content, Media, and Navigation	Hyperlink	A clickable link (often created with the `<a>` tag) that directs users to another webpage or resource.	A school website includes a hyperlink to the library's page so students can click and visit it.
	Image Source (src)	An attribute within an image tag (e.g., `<img src="path/to/image.jpg">`) that specifies the file path of the image.	A student adds a school logo to a webpage by setting the `src` attribute to the logo file.
	Anchor Tag	The HTML element `<a>` used to create hyperlinks.	A student uses an anchor tag to link a "Click here for more info" button to a related webpage.
	Multimedia	Digital content such as images, videos, or audio that is integrated into a webpage.	A class project webpage may include multimedia elements like photos from a school event.
	Navigation	The method and structure used to move between different sections or pages on a website.	A navigation bar on a school website helps users quickly find the timetable, news, and contact information.
Styling and Formatting	CSS (Cascading Style Sheets)	A stylesheet language used to control the visual appearance of HTML elements, such as fonts, colours, sizes, and layout.	A student uses CSS to set the background colour and font style for a personal blog page.
	Formatting Tags	HTML tags (such as `<strong>`, `<em>`, `<u>`) that change the appearance of text by making it bold, italic, or underlined.	In a class assignment, students use `<strong>` to highlight important points in a webpage article.
	Attribute (Styling)	Additional information in a tag that defines its appearance or behaviour; for styling, these can include attributes like `style`, `class`, and `id`.	A student adds a `style` attribute to a `<div>` tag to change its background colour to match the school colours.
	Inline Style	CSS rules applied directly within an HTML element using the `style` attribute.	Writing `<p style="color: blue;">` changes the text colour of that paragraph to blue in a school project webpage.
	Class and ID	Attributes used to assign names to HTML elements for grouping (class) or unique identification (id) when applying CSS.	A student gives a navigation bar a class name "menu" so that the same style can be applied to all similar elements on the school site.
	Layout	The arrangement of visual elements on a webpage, often controlled through CSS to ensure a neat and clear design.	Using CSS grid or flexbox, a student designs a school website that clearly separates the header, content area, and footer.

Design and Technology (Food) - Nutrition

Hygiene and safety	
Hazard	Anything that could cause harm
Food Poisoning	Illness caused by bacteria in food.
Bacteria	Single celled organisms, some can cause food poisoning
Cross Contamination	The spread of bacteria from one place to another
Food Hygiene	Food hygiene is the practice of handling, preparing, and storing food in a way that prevents foodborne illnesses
Personal Hygiene	Washing your hands before handling food, never cough / sneeze over food, or where it is being prepared or stored.
Safety	Working in a way to prevent accidents or injuries e.g. tie back long hair, put bags away, using the right equipment for the job

Practical skills	
Claw hold	Little finger and thumb hold the food down, the knife
Bridge hold	Food is held by the fingers and thumb creating a bridge. The knife should go through the bridge to cut.
Rubbing in	Using the fingertips to rub a solid fat such as butter or
Boiling	The method of cooking food in boiling water. The boiling
Baking	The method of preparing food that uses dry heat,

Chopping boards	
Red	Raw meat and poultry
Blue	Raw fish
Green	Salad vegetables and fruit
Brown	Root vegetables
Yellow	Cooked meat, poultry and fish
White	Dairy and bakery products

Eatwell guide food groups	
Yellow	Potatoes, rice, bread, pasta, and other starchy carbohydrates
Blue	Dairy and alternatives
Green	Fruits and vegetables
Pink	Beans, pulses, fish, eggs, meat and other proteins
Purple	Oils and spreads

Design and Technology (Food) - Food Science

Hygiene and safety	
The 4 Cs	Principles in keeping food safe – cross contamination, cleaning, cooking, chilling
Pathogens	A pathogen is an organism that causes disease
Danger zone	Single celled organisms, some can cause food poisoning
Binary fission	The spread of bacteria from one place to another
Food poisoning	Illness caused by bacteria or other toxins in food, typically with vomiting and diarrhoea
Contaminate	Contamination is when unwanted bacteria, objects, or chemicals get into food making it unsafe to eat
Pests	Pesta are animals or insects that need to be kept out of the kitchen as they can carry food poisoning causing bacteria. Their hair and faeces could also contaminate the food.

Food science	
Food science	Food science is the study of the physical, biological (including microbiological) and chemical makeup of food.
Raising agents	Substances that are added to baking mixtures which react chemically to release carbon dioxide which helps the product rise.
Yeast	One celled fungus. They are used by bakers because they can produce carbon dioxide to make bread to rise.
Carbon dioxide	A chemical compound composed of one carbon and two oxygen atoms produced by raising agents to make a mixture rise.
Coagulate	The change in the structure of protein (from a liquid form to solid or a thicker liquid) brought about by heat, mechanical action or acids.

Practical skills	
Kneading	Kneading is when you work the dough, usually by hand, for the purpose of developing the glutens in the flour, which is what gives bread its texture
Melting	Changing a solid into a liquid when heat is applied.
Zesting	Scraping off the outer coloured part of the peel of (a piece of citrus fruit) to use as flavouring.
Stir fry	Frying food quickly over high heat in a lightly oiled pan (such as a wok) while stirring continuously.
Breading	Coating food in bread crumbs (using egg and flour to help the bread crumbs stick) before frying or baking.

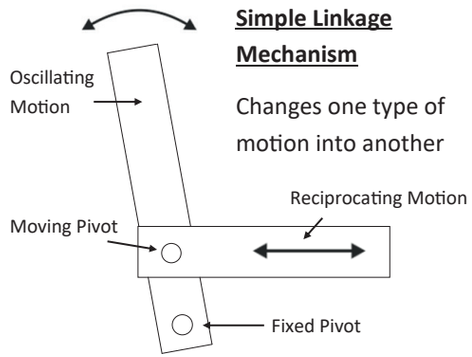
Nutrition	
Nutrients	a substance that provides nourishment essential for the maintenance of life and for growth.
Micro nutrients	Micronutrients are vitamins and minerals needed by the body in very small amounts. However, their impact on a body's health are critical.
Macro nutrients	Macronutrients are the nutrients we need in larger quantities that provide us with energy: in other words, fat, protein and carbohydrate.
Protein	Protein is needed for the growth and repair of our cells. Its secondary function is providing energy.
Carbohydrates	Carbohydrates provide us with our main source of energy. They also provide use with fibre, which is important for our gut health.
Fats	Fat is needed for warmth, insulation, and protection in the body. It is also a secondary source of energy

Design and Technology (Graphics) - Mechanical Card

ACCESSFM	
Aesthetics	How a product looks
Cost	How much a product costs to make or buy
Customer	Who a product is aimed at
Environment	Where a product will be used
Size	How big a product will be
Safety	How safe a product is, and how safe the manufacture
Function	What a product does
Materials	What a product is made from

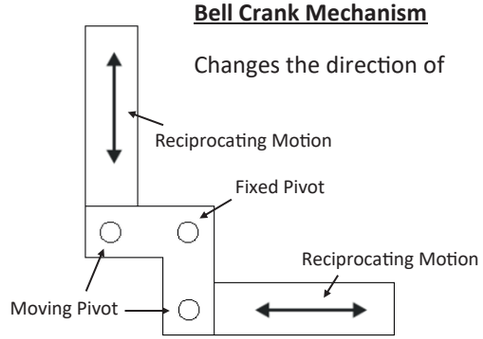
The Design Process	
Task analysis	Picking apart a task to try and solve the problem within it
Mood board	A collection of images to help you when designing
Product Analysis	Investigating and evaluating products to find out more about them
Design brief	A statement saying what you are going to design and make
Specification	A list of points saying what your project is going to be and do
Model	Making part of your product to check that you like it and to check that it works

Mechanisms	
Motion	The ways in which things move
Mechanism	A device that you can make to transform one type of motion into another
Bell crank	Part of a mechanism that allows reciprocating motion to change direction
Collar	Holds the arms of a mechanism in place
Pivot point	The point that motions move around
Split pin	A small metal component used to make pivot points on cards
Linear	Motion that moves forwards in one straight line
Rotary	Motion that moves in a circular path around a fixed point
Oscillating	Motion that swings back and forth from a fixed point
Reciprocating	Motion that moves continuously, and repetitively, back and forth, up and down, or left to right



Simple Linkage Mechanism

Changes one type of motion into another



Bell Crank Mechanism

Changes the direction of

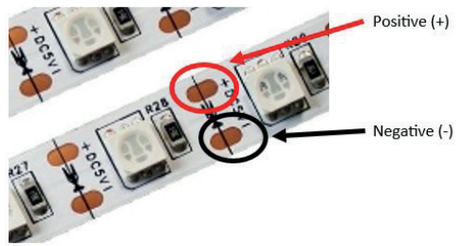
Design and Technology (Product Design) - Mood Light

CAD/CAM	
CAD	Computer Aided Design
CAM	Computer Aided Manufacture
CNC	Computer Numerically Controlled
2D design	A programme on the computer that can be used to create drawings to be laser cut and engraved.
Laser cutter	A machine that uses a high powered laser to cut and engrave materials

Materials and Equipment	
Acrylic	A polymer that can be recycled. Comes in lots of colours and different levels of transparency
Softwood	A type of timber from faster growing trees that is softer and easier to cut, as well as being cheaper
Led strip	An electronic component – a strip of LED lights that can be soldered on to
USB cable	A cable that will connect to a USB port to power the light
Solder	Thin metal that can be melted to form a connection in an electronic circuit
Soldering Iron	A pen – shaped device with a hot end used for melting solder onto circuits.

Workshop Tools	
Pencil	Marking out equipment – used to make marks on timber.
Ruler	Measuring equipment – used to measure accurate sizes
Tri Square	Marking out equipment – used to mark out an accurate right angle
Bench Hook	Cutting equipment – used to put your timber on to stabilise it when cutting
Tenon Saw	Cutting equipment – used to cut straight lines in wood
Vice	Workshop equipment – used to hold you work still while you are marking, measuring or cutting
Sander	An abrasive machine used for smoothing out the surface of timber
Pillar drill	A machine used to drill holes
Hand held drill	A hand help power tool used for drilling holes

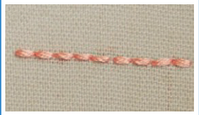
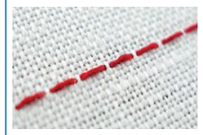
Soldering the LED light strip correctly



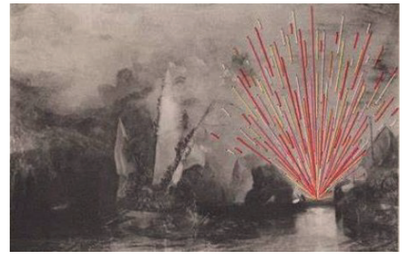
Design and Technology (Textiles) - Embellished Seascapes

Key Terminology	
Embellish	To make (something) more attractive by the addition of decorative details or features.
Embroidery	The method used for decorating fabrics with a needle and a thread.
Pattern	A repeated decorative design.
Organic shapes	Shapes with a natural look and a flowing, curving appearance.
Geometric shapes	Precise and regular, like squares, rectangles, and triangles. Often found in human-made things.
Simplify	To make something less complicated.
Composition	The arrangement of elements within a work of *art*.
Thread	A long, thin strand of cotton, nylon, or other fibres used in sewing or weaving.
Bondaweb	A soft adhesive used for joining fabric layers together
Moodboard	A collection of visual images to show your thoughts and ideas
Textile artist	An artist / designer who creates their pieces using fabrics, stitches and other textile materials

Types of Stitch

				
Back Stitch	Running Stitch	Satin Stitch	French Knots	Cross Stitch

Francesca Colussi Cramer



- A textile artist and designer based in North Wales, UK.
- Studied Literature and Women's History in Italy, then went to do a degree in textile design in the UK
- Her design work has been acquired by fashion and interior design brands such as Boden, Ikea and Nike.
- She transforms and re-purposes found images, vintage postcards and photographs through a contemporary, three dimensional viewpoint
- She has exhibited at New Designers in London, and Premiere Vision in Paris

Textiles Equipment

			
Ironing Board	Sewing Machine	Tape Measure	Pin Cushion
			
Pins	Needle	Iron	Fabric Scissors

Design and Technology (Textiles) - Aerial Weaving

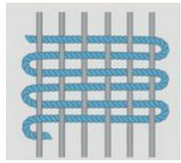
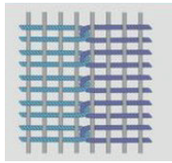
Key Terminology	
Weave	The process of interlocking two threads to create a fabric
Loom	A tool used to weave cloth and tapestry. It stretches the warp threads to help weave in the weft threads.
Warp	The yarn that is wound onto the loom.
Weft	The yarn that is woven over and under the warp threads.
Balanced Weave	A weave containing equal amounts of warp and weft.
Beat	To apply downward pressure on the weft threads.
Interlock	A weaving technique in which two weft ends loop around each other when they meet.
Tension	The amount of tautness put on the warp threads.
Weaver's knot	A simple knot used by weavers so that threads may be clipped close to the knot without coming apart.
Soumak	A finger-manipulated weave in which the weft yarn is wrapped around one or two warp threads.
Woven fabric	Fabrics with two yarns crossing each other at right angles. eg. Cotton.
Non woven fabric	Fabrics made without the use of weaving e.g. bonded fabric
Knitted textiles	Fabrics created when yarns loop round each other instead
Yarn	Fibrous threads used to make fabric

Tammy Kanat



- Large scale textile artist inspired by the Australian landscape
- Started as a jewellery designer before moving to textiles
- Enrolled in the Australian Tapestry Workshop in 2011
- Exhibition in 2014 "Spirit" for her hand woven wall art
- Gained international recognition through social media
- Artworks are inspired by organic shapes found in nature—tree trunks and geological formations such as agate
- Inspired by the textile artist Sheila Hicks

Types of Weaving

		
Tabby	Soumak	Interlock

Types of Macrame Knots

		
Square Knot	Half Hitch Knot	Lark's Head

Year 8 English Knowledge Organiser – Autumn 1 – Social Justice Poetry

Chanting – Key Subject Vocabulary

1	**Oppression (noun)**	Continued, cruel, and unjust treatment which takes away peoples' rights and freedoms.
2	**Dictatorship (noun)**	A government run by a dictator (someone who has absolute power and uses this power in an unfair and cruel way).
3	**Collective responsibility (noun)**	A situation where individuals are held responsible for the wellbeing of everyone in society.
4	**Discrimination (noun)**	When a person or group are treated unfairly because of a certain characteristic.
5	**Social justice (noun)**	Fairness in society.

Chanting - Key ROA Terminology

1	**Refrain**	A repeated line or number of lines in a poem.
2	**Extended metaphor**	A metaphor that is developed throughout a poem.
3	**Juxtaposition**	Two or more contrasting ideas, images or words are placed side by side.
4	**Free verse**	Poetry without a formal rhythm or rhyme scheme.
5	**Enjambment**	The flowing over of one poetic line into the next with no punctuation.

	Big Ideas	Moments	Methods/Effect
Caged Bird	**Big Idea 1: Angelou presents oppression as restrictive, restrained, and repressive.**	'His wings are **clipped**, and his feet are **tied**'	**Verbs 'clipped' 'tied'** Suggest that the bird is imprisoned and cannot fly freely.
		'The caged bird sings with a fearful trill of things unknown but longed for still'	**Refrain** Creates a cyclical structure and reflects how oppression in an unending cycle.
	Big Idea 2: Angelou portrays oppression as miserable and soul destroying.	'A bird that **s**talk**s** down his narrow **cage** can **s**eldom **s**ee though his bars of **rage**'	**Sibilance, Rhyming Couplet** Rigid rhyme scheme reflects the rigid oppression the bird is suffering.
		'A caged bird stands on the **grave of dreams'**	**Metaphor, Oxymoron** The oxymoron suggests that oppression has corrupted and destroyed the joy of dreaming.
Not My Business	**Big Idea 1: Osundare presents the dictatorship as violent and unjust.**	'And **dragged Danladi** out'	**Alliteration, First Name** Repeated plosive 'd' sounds echo the violent acts of dictators. First name humanises the victim, creating sympathy and outrage.
		'**No** query, **no** warning, **no** probe'	**Triple/Tricolon** Emphasises how many freedoms/rights the dictatorship has taken from people.
	Big Idea 2: Osundare presents the dictatorship as brutal.	'And stuffed (Akanni) down the **belly**/Of a waiting jeep'	**Metaphor** Suggests the Jeep is a predatory monster devouring its prey.
		'Beat him **soft like clay**'	**Simile** Demonstrates how people are being shaped and controlled by others.

Year 8 English Knowledge Organiser – Autumn 2 – Animal Farm

Chanting – Key Subject Vocabulary

1	**Communism (noun)**	All people live as equals.
2	**Totalitarianism (noun)**	Centralised control by a dictator.
3	**Dictator (noun)**	A leader who possesses absolute power.
4	**Democracy (noun)**	A form of government in which all people have a right to vote.
5	**Proletariat (noun)**	The working class.
6	**Bourgeoisie (noun)**	The wealthy middle class who control means of production e.g. factories.

Chanting - Key ROA Terminology

1	**Allegory**	A story with both a literal meaning and a symbolic meaning.
2	**Rhetoric**	The art of persuasive speaking or writing.
3	**Fable**	A story that teaches a moral lesson.
4	**Satire**	Using humour to criticise.
5	**Propaganda**	Material used to make people think a certain way.

Big Ideas	Moments	Methods/Effect
Big Idea 1: Napoleon is an example of a totalitarian leader who rules with fear and violence, demonstrating that too much power can lead to corruption.	'**All animals are equal** but some animals are **more equal** than others.'	**Oxymoron** Exposes the corruption of Napoleon by revealing how he believes he is superior to the other animals
	'there would be no more debates.'	**Declarative** Creates a dominant, assertive tone and suggests that Napoleon is a dictator who will not listen to his people.
Big Idea 2: Boxer is portrayed as a victim of totalitarian leadership who sacrifices his own life for the sake of others.	'Boxer worked **harder than ever.**'	**Hyperbole** Emphasises the effort Boxer puts into his work and shows how he is willing to do anything to help others.
	'Boxer **refused** to take even a day off work, and made it a point of honour'	**Verb 'refused'** Shows how Boxer prioritises work over his own health creates sympathy for him.
Big Idea 3: Squealer is presented as cunning, scheming and manipulative; he uses propaganda to persuade the animals to his way of thinking.	**'Jones would come back!** Yes, **Jones would come back!'**	**Repetition/Exclamative** Suggests that Squealer is trying to frighten the other animals to manipulate them into agreeing with him.
	'It is for **your** own sake that **we** drink that milk and eat those apples.'	**Pronouns** 'We' suggests that the animals are a united team and manipulates them into feeling guilty for accusing the pigs of selfishness.

Key Themes

Power and Corruption

Totalitarianism

Equality and Inequality

Year 8 English Knowledge Organiser – Spring 1 – Richard III

Chanting – Key Subject Vocabulary

1	**Malevolence (noun)**	Evil hostility.
2	**Infamous (adjective)**	Well known for a bad quality or deed.
3	**Notorious (adjective)**	Famous or well known for a bad quality or deed.
4	**Amorality (noun)**	A lack of moral principles.
5	**Great Chain of Being (noun phrase)**	Hierarchy of everything as decided by God.

Chanting - Key ROA Terminology

1	**Dramatic Irony**	When the audience understands something about a character's actions or an event, but the characters do not.
2	**Soliloquy**	A speech in drama when a character on stage speaks to himself / herself or the audience, expressing their inner thoughts or feelings.
3	**Machiavellian**	Cunning, scheming, and unscrupulous, especially in politics.
4	**Usurp**	To take a position of power illegally or by force.
5	**Anaphora**	The repetition of words or phrases in a group of sentences, clauses, or poetic lines.

Big Ideas	Moments	Methods/Effect
Big Idea 1: Shakespeare presents **Richard** as power hungry, once he gains power, he feels determined to keep that power at all costs.	'Plots I have laid, inductions dangerous, By **drunken prophecies**, **libels** and **dreams**.'	**Tricolon** Emphasises how many methods Richard has used to gain power.
	'I'll **have** her; but I will not **keep** her long.'	**Verbs 'have' 'keep'** 'Have' and 'keep' shows Richard's power over Anne as he claims ownership of her and refuses to release her from his power.
Big Idea 2: Moreover, Shakespeare characterises Richard as villainous as he is willing to go to any length to betray his family in order to become king.	'I am determined to prove a villain.'	**Declarative** Creates an assertive, confident tone and suggests that he will be villainous no matter what.
	'I that am rudely **stamped.'**	**Verb 'stamped'** Suggests that he has been permanently marked by God, so has no choice but villainy.
Big Idea 3: Shakespeare initially presents Lady Anne as a victim of gender stereotypes: Elizabethan women had no power and needed a husband to support them and retain their position in society.	'To take her in her heart's **extremest** hate,'	**Superlative** Highlights the lack of choice women had as, despite her extreme hatred of him, Anne is forced into marrying Richard.
	'For thou hast made the happy earth thy **hell,'**	**Religious imagery** Emphasises the suffering Anne experiences and creates sympathy for her.

Key Themes

Power	Evil	Gender
		

Year 8 English Knowledge Organiser – Summer 2 – Dystopian Fiction

Chanting – Key Subject Vocabulary

1	**Dystopia (noun)**	An imagined place or state in which everything is bad.
2	**Utopia (noun)**	An imagined place or state in which everything is good.
3	**Nihilism (noun)**	The belief that life is meaningless.
4	**Tyranny (noun)**	Cruel, unreasonable or oppressive rule or government.
5	**Fatalistic (adjective)**	The belief that all events in life are predetermined.

Chanting - Key ROA Terminology

1	**Dehumanise**	To take away someone's humanity.
2	**Exposition**	The opening of a narrative where characters and setting are introduced.
3	**Foreshadowing**	Hints that suggest what will happen later in a narrative.
4	**Semantic field**	A group of words linked to a theme or idea

Key Themes

Power 	**Control** 	**Mystery** 

	Big Ideas	Moments	Methods/Effect
Exam-ination Day	**Big Idea 1:** Slesar presents Dickie as unique and intelligent in a world which values conformity.	'What makes it green though? The grass?' 'Why, Dad?'	**Interrogatives** Repeated questions imply that Dickie is curious about the world.
		'He was an **alert**-eyed youngster'	**Adjective** Implies that Dickie is very intelligent as he is aware of everything around him.
	Big Idea 2: Ultimately, Slesar warns the reader about the risks of totalitarian governments, thus suggesting that excessive power leads to corruption.	'Your **classification number** is 600-115'	**Noun phrase** Dehumanises Dickie and emphasises the callous cruelty of the totalitarian society.
		'The room was as cold and official as a courtroom'	**Simile** Highlights how the government uses their power to judge and punish citizens.
The Lottery	**Big Idea 1:** Tessie's protests foreshadow the horrific outcome of the lottery, highlighting her powerlessness and vulnerability.	'You didn't give him time enough to take any paper he wanted. I saw you. It wasn't fair!'	**Short sentences/Exclamative** Creates a sense of urgency and reflects Tessie's terrified panic.
		'I think we ought to start over' Mrs Hutchinson said, as **quietly** as she could.	**Adverb** 'Quietly' conveys Tessie's vulnerability as she has realised that her protests are futile and will not be heard.
	Big Idea 2: Arguably, Jackson creates a sense of mystery during the exposition of the story through the characterisation of the villagers.	'their jokes were quiet and they smiled rather than laughed'	**Auditory imagery** Creates an uneasy, eerie silence that suggests there is a hidden danger.
		'**clung** to the hands of their older brothers or sisters'	**Verb** Suggests a desperate need for support and comfort making us wonder why the children are afraid.

Year 8 English Knowledge Organiser – Spring 2 – Creative Writing

ROA Grammar

1	**Concrete noun**	General names (e.g., dog, city).
2	**Abstract noun**	Ideas you can't touch (e.g., freedom, love).
3	**Collective noun**	A name for a group.
4	**Proper noun**	Specific names (e.g., London). Always capitalised.
5	**Noun phrase**	A noun and its describing words.

Chanting - Key ROA Terminology

1	**Simile**	Comparison using "like" or "as".
2	**Metaphor**	Comparison stating one thing is another.
3	**Foreshadowing**	Hinting at future events.
4	**Personification**	Giving human qualities to non-human things.
5	**Pathetic fallacy**	Nature mirroring human emotions.

Creative Sentences

More, More, More Sentences/ Less, Less, Less Sentence

What is it?
A complex sentence that uses the words more or less at the start of three clauses that follow on from each other. The repetition of words at the start of consecutive clauses is also known as anaphora.

What does it look like?
The less the light trickled through, the less it caught the thin branches, the less it touched the oddly shaped rocks at the feet of the trees.

Nor, Nor, Nor Sentence

What is it?
This sentence use negatives to emphasis a point. 'Nor' is used as a conjunction here highlighting other things that are absent or untrue. This is useful to stress a point you are making; it is adding emphasis.

What does it look like?
Not a single animal, not the rabbits I had seen on the meadow, nor the mice whispering in the grass, nor even the spiders and beetles came so deeply into the forest's reach.

The So So Sentence

What is it?
This is a sentence that embeds two phrases that begin with so. It will add emphasis to the focus of your sentences.

What does it look like?
There was the faintest glimmer, so small, so distant, it didn't seem to exist.

Three Verb Sentence

What is it?
Verbs are words that indicate a physical action (e.g. write), a mental action (e.g. think) or a state of being (e.g. exist)

What does it look like?
The monstrous fungi billowed, swelled, rose up and up, surrounding the base of every tree.

ROA Core Skills



Year 8 English Knowledge Organiser – Summer 1 – Creative Reading

ROA Grammar

1	**Adverb**	A word that describes verbs.
2	**Verb**	A word that describes an action.
3	**Verb**	A word that describes a state of being.
4	**Present tense**	An action that is currently happening.
5	**Past tense**	An action in the past.

Chanting - Key ROA Terminology

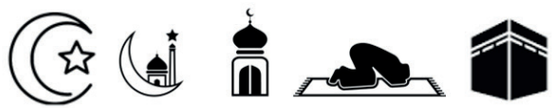
1	**Simile**	Comparison using "like" or "as".
2	**Metaphor**	Comparison stating one thing is another.
3	**Foreshadowing**	Hinting at future events.
4	**Personification**	Giving human qualities to non-human things.
5	**Pathetic fallacy**	Nature mirroring human emotions.

Core ROA Reading Terminology

1	**Characterisation**	The creation and construction of a fictional character.	His booming laughter.
2	**Narrator**	The person or object telling the story.	The wind howled its mournful tale.
3	**Explicit characterisation .**	The author tells you directly what the character is like.	The little puppy was playful.
4	**Implicit characterisation**	The author shows you what the character is like through their actions and interactions.	His smile never reached his cold, dead eyes.
5	**First-person narrative**	The story is told by a character within the story. This character uses pronouns like "I," and "me,"	My breath hitched when the doorknob slowly turned.
6	**Third-person narrative**	The story is told by someone outside the story. This narrator uses pronouns like "he," "she," "it," and "they."	Darkness pressed in, and he felt a prickle of fear.
7	**Omniscient narrator**	A narrator who writes in the third person and has access to the thoughts and feelings of the characters/the plot.	A chill snaked up her spine; danger waited unseen.

ROA Core Skills





RE - Islam

History of Islam

Pre-Islamic Arabia	• A polytheistic society made up of many tribes (corrupt, divided, nomadic). • Worshipped different gods at the Kaaba and charged people to worship.
Hajar	• Ibrahim's wife and mother of Ismail. • Ran between the hills of Safa and Marwa 7 times looking for water (zam zam).
Night of Power	The night Angel Jibril first revealed the Qur'an's message to Muhammad.
Hijrah	Means 'migration' (of Muslims from Mecca to Medina). Muhammed was made to do this as he was being persecuted.
Conquest of Mecca	Muhammad peacefully reclaimed Mecca with an army of 10,000 using torches– uniting the ummah (Muslim community).

Sunni & Shia – early Muslims and succession of Muhammad (pbuh)

Death of Muhammad	Muhammad died in 632AD causing disagreement over his successor.
Shia	• Around 10% of global Muslims. • Believe Ali, Muhammad's cousin should have been the leader after Muhammad's death. • Became the fourth caliph (leader). • Believe in **Adalat** (Allah is always fair and does not plan our lives in advance).
Sunni	• Around 90% of global Muslims. • Believe Abu Bakr was the rightful leader after Muhammad's death. • Became the first caliph (leader). • Believe in **Al-Qadr** (Allah has planned everything).
Mecca	The holiest city in Islam. Where the Kaaba is.
Madinah	Where the prophets Mosque is and where the first Ummah was established.

Prayer and the Mosque

Shahadah	Muslim declaration of faith, first pillar of Isla and the foundations of a Muslims faith.
Salah	Prayer, 2nd pillar of Islam.
Shia and prayer	Shia Muslims pray 3 times a day
Sunni and prayer	Sunni Muslims pray 5 times a day inline with the Sannah – traditions set out by Muhammad (pbuh)
Mosque	Where Muslims pray in the direction of Mecca. The only decoration in a mosque is verses from the Quran as to worship[anyone other than Allah is considered shirk.
Wudu	Spiritual cleansing, many Muslims perform wudu at the mosque.
Ummah	Muslim brotherhood. The ummah feels unified when at the mosque.
Men	Must try to pray their daily prayers at a mosque.
Muslim community	The mosque is the centre of a Muslim community and a place of bonding

Fasting and Ramadan

Ramadan	3rd pillar of Islam meaning fasting. 9th Luna month of the Islamic calendar.
exemptions	You do not have to fast if you are elderly, ill, under 12 years old, a solider, on your monthly cycle or pregnant/ breastfeeding.
When to fast	Muslims will fast during daylight hours so from sunrise to sunset. Muslims will eat their meals during the time when the sun is down.

The Qur'an and Hadith

Qur'an	• The Islamic holy book, written in Arabic. • Revealed to Muhammad over 23 years. • Reveals the nature of Allah and is a guide to living. • Means 'to recite'.
99 Names	Ways to describe Allah, rather than using images e.g. Most Merciful, Most Wise
Tawhid	The oneness of Allah.
Shirk	The sin of worshiping something other than Allah. Mosques decorated in geometric patterns and Arabic writing.
Hadith	A collection *of Prophet Muhammad's sayings (between 4000 and 32,000)* • *The Final Sermon is a collection of various Hadiths* • *Do not have the same authority as the Qur'an as they are not direct revelation from Allah.*

Final Sermon

Mount Arafat	The place outside of Mecca where Muhammad delivered his final sermon.
Key messages	• Respect all human dignity. *'All mankind is from Adam and Eve'* • Honour the rights of women. • Fight poverty. • *'Beware of Satan for the safety of your religion'* • Obey the Qur'an fully ("and if you follow this, you will never go astray" • Promote equality of races "No Arab has superiority over a non-Arab"

Sariah Law and other key words

Sariah Law	Sharia law is the Islamic legal system derived from the Quran and the Prophet Muhammad's teachings.
What aspects of a Muslims life does Sariah law cover	family matters, finances, business, personal hygiene, religious observances like prayer and fasting and ethical conduct
Saudi Arabia	have implemented Sharia law as the primary legal framework
interpretations	Sharia is subject to interpretation, and different Islamic schools of jurisprudence offer diverse perspectives on its application
Family Law:	Sharia law provides guidelines on marriage, divorce, inheritance, and child custody.
Financial Matters:	It prohibits interest (riba) and gambling, and encourages ethical business practices like fair trading and charitable giving.
Personal Hygiene	outlines rules for cleanliness and modesty, including specific guidelines on prayer and ablutions.
Sunnah	the practices, teachings, and sayings of Prophet Muhammad, serving as a model for Muslims to follow in their daily lives.

RE – Buddhism

Buddhism: history and context	
Origins	Started in Nepal, 623 BC. Founder: Siddhartha Gautama (The Buddha).
Nepal in 623 BC	Hindu at the time of Siddhartha.

Concepts of Buddhism	
Atheist	Buddhists do not believe in God.
Meditation	Buddhists develop spiritually by meditating.
No soul (anatta)	Humans do not have a permanent, unchanging spiritual self.
Impermanence (anicca)	All mental and physical states are constantly changing.
Re-birth	• Life is cyclical. • At death, a new birth is 'caused' by the person's karma.

Life after death	
Rebirth	At the moment of death, a new life is caused by the person's karma.
Wheel of life	• Shows the cycle of samsara. • Demon holding the wheel represents impermanence. • Six realms into which a person can be reborn. • Moon symbolises that everyone can attain enlightenment.
Nirvana	The goal of Buddhism. Release from Samsara and therefore Dukkha.

Siddhartha Gautama		
Birth	Born a prince, living in lavish luxury. Predicted that if Siddhartha saw suffering, he would become a holy man, if not a king.	
Early life	Father shielded him from suffering– in palace.	
Four Sights:	**Impact then**	**Impact today**
Death, old age, sickness, holy man.	Showed Siddhartha reality of existence.	Reminds us of reality of our existence.
	Siddhartha became holy man.	We too should search for meaning.
Ascetic	Siddhartha tried to develop spiritually by giving up all bodily comfort.	
Enlightenment	Realised the middle way: enlightenment lies between the two extremes of bodily comfort and extreme hardship (living in moderation).	

Enlightenment and meditation	
Buddha's enlightenment	
Middle way	Realised the path to enlightenment lies in the middle way *"if you tighten the string…"* Buddha sat under a Bodhi tree and meditated until he attained enlightenment.
Enlightenment today	
Dharma	Follow and live the Buddha's teachings.
Meditation	A Buddhist practice focusing on calming the mind and breathing that helps them attain enlightenment.

Suffering (Dukkha)	
Dukkha	All life is suffering.
Nothing is permanent (anicca)	Being attached causes suffering as it will inevitably change.
Analogy	The analogy of a doctor finding a cure for the world's suffering shows how we overcome suffering.
Sickness	We all suffer (experience dukkha).
Diagnosis	Attachment to things that change causes suffering.
Cure	Stop craving and attachment.
Loving kindness	Buddhists cultivate kindness to all living beings. In wishing others well they forget their own desire.

Living as a Buddhist	
Precept	A rule that guides how Buddhists should live.
Five precepts	• Not killing or causing harm to other creatures. • Not taking things not given. • Avoiding sexual misconduct. • Avoiding false speech (lying). • Avoiding things that cloud the mind (drink and drugs).

Anuradhapura, and sangha	
Anuradhapura	a major city located in the north central plain of Sri Lanka.
Bodhi tree of Sri Lanka	Jaya Sri Maha Bodhi Tree is a sacred bodhi tree in Mahamewuna Garden in the historical city of Anuradhapura. Commonly known as the tree of enlightenment

Three jewels of Buddhism	
The Budda	The enlightened beings who have achieved enlightenment and serve as a guide and example for
The Dharma	This refers to the teachings of the Buddha, including the Four Noble Truths, the Eightfold Path, and other principles that guide the path to enlightenment.
The Sangha	This refers to the community of Buddhist practitioners, both ordained and lay, who support and encourage each other on their path.

Samsara	Enlightenment	Nirvana	Meditation	Karma	Caste system	Buddha
The cycle of life, death and rebirth.	Realisation or understanding.	Release from Samsara and escape from Dukkha.	Thinking about something deeply, reflecting.	The law of cause and effect. Every action has an equal reaction	A division of society based on differences in wealth, race, and occupation	A title meaning enlightened one, given to Siddhartha Gautama.

RE – Hinduism

The Hindu Dharma	
Brahman	the Ultimate Reality, the supreme God, or the divine consciousness that permeates all existence
Trimurti	refers to the three main gods, Brahma, Vishnu, and Shiva
The three Gods:	
Brahma	The creator god, responsible for initiating the creation of the universe
Vishnu	The preserver god, maintaining balance and order in the universe
Shiva	The destroyer god, responsible for the dissolution and transformation of the universe
dharma	a multifaceted concept encompassing duty, righteousness, religion, morality, and the cosmic order

Origins of Dharma faith	
Indus Valley Civilization	3000-2000 BCE, may have had religious practices and beliefs that influenced later Hinduism,
Vedic Period (c. 1500-500 BCE):	the development of fire sacrifices and the worship of Vedic deities by The Indo-Aryans.
Synthesis of Cultures	The Vedic religion blended with indigenous beliefs and practices, leading to a gradual evolution of Hindu
Epic and Puranic Periods (500 BCE - AD 500):	the concept of dharma, along with the worship of deities like Vishnu, Shiva, and Devi, gained prominence
No Single Founder	Unlike many other religions, Hinduism does not have a single founder. It evolved through the gradual blending of diverse beliefs and practices, making

Worship and festivals	
Puja:	The primary form of Hindu worship, involves offering prayers, incense, flowers, and food to deities at shrines in homes or temples.
Bhakt	Loving devotion is a central theme, emphasizing the connection between the worshipper and the divine
Darshan	Means "to see," and is a belief that worshippers experience a deity's presence and bless-
Diwali	The "festival of lights," celebrated in late October or early November, commemorating the new year and celebrating good over evil.
Holi	A colourful festival celebrating spring and the triumph of good over evil, involving throwing coloured powder and celebrating with music and
Navratri	A nine-day festival dedicated to goddess Durga, with worship, fasting, and traditional dances

Links between Dharmic faiths	
Karma	The law of karma, which posits that actions have consequences, is a fundamental principle, shaping the understanding of rebirth
Samsara and Liberation	All dharmic faiths recognize the cycle of rebirths (samsara) and aim for liberation (moksha, nirvana, etc.) from this cycle, often through spiritual practices
Ethics	Shared ethical frameworks emphasizing compassion, non-violence (ahimsa), and the importance of dharma in daily life are prevalent across these traditions
Symbols	The ashtamangala (eight auspicious symbols) are found in all dharmic faiths, representing protection, fearlessness, unlimited blessings, and purity

The Kumbha Mela	
The Kumbha Mela	a large-scale Hindu pilgrimage festival celebrated in India, known as the world's largest peaceful gathering
Ritual Bathing	Pilgrims take a ritual dip in the sacred rivers (Ganges, Godavari, etc.), believing it cleanses them spiritually
Rotating Sites	The festival rotates between Prayagraj, Haridwar, Nashik, and Ujjain, each site associated with a particular river.
Frequency	Full Kumbh Melas are held every 12 years at the four main sites
Significance	The Kumbh Mela is deeply rooted in Hindu mythology and the belief in the purifying power of sacred rivers

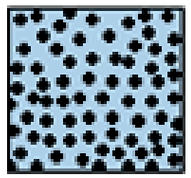
Haridwar	
Haridwar	a significant city in Hinduism, considered one of the seven sacred cities and a major pilgrimage centre.
Sacred City	Haridwar is considered a holy place, with strong connections to Hindu mythology and scriptures.
Ganges River	The Ganges River is revered as a sacred river in Hinduism, and bathing in its waters is believed to purify the soul and wash away sins. Haridwar is a major location for pilgrims to engage in this practice
Har-ki-Pauri	This ghat (bathing steps) along the Ganges is a central object of pilgrimage, with a footprint of Vishnu said to be impressed into a stone.

Sacred Writings	
Shruti (Revealed Texts)	The Vedas: These are the most ancient and foundational texts, comprising hymns, rituals, and philosophical treatises.
Rig Veda	Contains hymns praising various deities
Sama Veda	Focuses on melodies and chants for rituals
Yajur Veda	Provides instructions for priestly rituals and sacrifices
Atharva Veda	Includes charms, spells, and philosophical reflections
Upanishads	These texts explore philosophical concepts like Brahman and Atman.
Smriti (Tradition Texts):	interpret the Vedas and provide practical guidance
Puranas	Collections of myths, legends, and genealogies, often focusing on specific deities
Ramayana	An epic poem narrating the story of Rama and Sita
Mahabharata	A vast epic poem containing the Bhagavad Gita and other philosophical and ethical teaching
Bhagavad Gita	A key philosophical text within the Mahabharata, discussing dharma, karma, and the nature of reality.
Dharmaśāstras	Legal and ethical texts providing guidelines for social and personal conduct

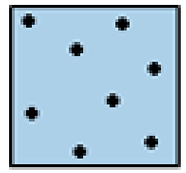
Geography - Population

1. How is our population distributed globally?

Term	Definition	Example
Population distribution	The spread of people across an area	Even or uneven
Population density	Number of people per km^2	Sparse or dense
Sparsely populated	Very few people per km^2	Sahara Desert
Densely populated	Lots of people per km^2	Western Europe
Rural / Urban	**Rural** = Countryside / **Urban** = Towns and cities	New Forest/ Bournemouth



Dense



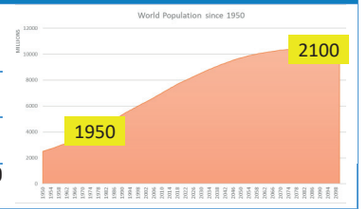
Sparse

2. What influences population distribution?

Category	Factor	Explanation for sparsely populated areas.
Physical factors	**Relief**	Steep ground is difficult/expensive to build on e.g. Himalayas.
	Climate	Too cold or hot to grow crops e.g. Sahara Desert.
	Soil	Crops do not grow if soil is infertile.
Human factors	**Jobs**	If few jobs, people will migrate to other areas for work.
	Transport	If transportation links are good people be attracted.

3. How is the world's population changing?

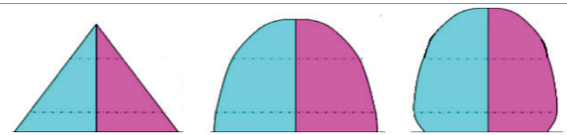
Population explosion	World population has exploded since 1950 and will peak in 2100. Growth is mostly in LICs/NEEs.
Natural increase	When birth rates are greater than death rates.
Birth rate (BR)	Number of babies born per 1,000 of the population, per year.
Death rate (DR)	Number of people who die per 1,000 of the population, per year.
Overpopulation	Too many people for the resources available in an area. No food = starvation. No clean water = disease like cholera.



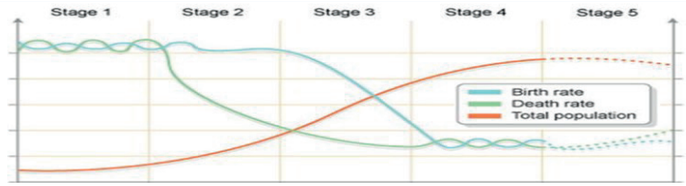
4. Why do birth rates and death rates vary?

Country	Explanation of birth rate	Explanation of death rate
HIC **BR ↓** **DR ↓**	• Women have careers = marry later & have children later • Contraception available • Children are expensive	• Good access to health care • Education about well-being • Disposable income to buy heathy food
NEE **BR↘** **DR↘**	• As country develop, people are moving to cities, less children are needed to work in fields. • Contraception becomes available	• Increased access to clean water • Better health care
LIC **BR ↑** **DR ↘**	• Children help on farms • Lack of sex education • Girls marry young • High infant mortality rate	• Lack of access to clean water • Poor health care access

5. What are population pyramids?

Population structure	Number of people in each age range, separated into gender.		
Economically active	16-65 age group - working age so pay taxes to the government.		
Dependants	Do not work (15 and under & 65+).		
Population pyramids: Graph showing pop structure			
	LIC	NEE	HIC
What does the shape of the pyramid tell us about the population structure?	• Wide base = ↑ BR • Short = ↓life expectancy. • Youthful population	• Narrowing base= BR ↘ • Widening top =DR↘	• Narrow base = ↓BR • Wide top/tall = ↑ LE • Ageing population

6. Demographic Transition Model



	LIC	NEE	HIC	HIC
High BR	High BR	Falling BR	Low BR	Low BR
High DR	Falling DR	Low DR	Low DR	Low DR
Lack of clean water and healthcare	Farming = ↑BR Medical care improves = ↘DR	Rural / urban migration. Factories not farming = ↘BR	Women have careers, marry later, contraception = ↓BR Very good health care, healthy diets = ↓DR	

Geography - Population

7. What are the impacts of an ageing population in the UK?

A high proportion of elderly people in relation to younger people.	Why? Better health care and better diets and fitness levels = increasing life expectancy
Negatives	**Positives**
💰 ↗ money needed for state pensions = ↘ money for other things like schools 🧍 2/3 hospital beds taken by elderly = ↗ waiting times and pressure on NHS	💰 Elderly have disposable income = spend ↗ in shops = ↗ jobs + economy 💰 Elderly look after grandchildren saving parents money

8. What is migration?

Term	Definition
Migration	The movement of people from one place to another.
Immigrant	A person who comes to live IN a foreign country.
Emigrant	A person who moves OUT of a country.
Refugee	A person who has been forced to leave their country to escape war, persecution, or a natural disaster.
Economic migrant	A person who moves for work to improve their life.
Asylum seeker	A refugee who has applied for asylum.

9. Why do people migrate?

Source country -Where the migrants come from.		**Host country** - Where the migrants go.	
Push factors	Negative factors which make people want to LEAVE a place.	**Pull factors**	Positive factors which make people move TO a place.
• Lack of education • Poorly paid jobs • Wars or conflicts		• Higher wages • Better access to education • Better healthcare	

10. Notes

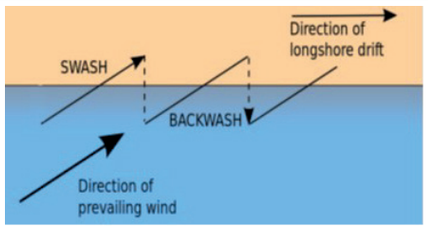
Geography - Coasts

1a. Waves

Key term	Definition
Prevailing wind	The most frequent wind direction.
Swash	Movement of the waves UP the beach in the direction of the prevailing wind.
Backwash	Movement of the waves DOWN the beach at a right angle due to gravity.
Fetch	Distance the wave has travelled.

2. Which processes occur along the coastline?

Key term	Definition
Erosion	The wearing away of rock
Hydraulic power	The force of the water compressing air into cracks causes bits to break off.
Abrasion	Sediment scraping against the cliff (like sandpaper) removing small bits.
Attrition	'Smashing' of sediment against each other becoming more rounded
Solution	Acids in sea water dissolve certain types of rock, such as limestone or chalk, causing them to gradually erode over time.
Weathering	The break down of rocks where they are (in situ)
Mechanical weathering	The breaking up of rock without changing its chemical composition (freeze thaw is caused by the repeated freezing and thawing of water in a crack).
Biological weathering	The breaking down of rock caused by plant and animal activity.
Chemical weathering	The breaking down of rock due to weak acids in the water, dissolving the rock over time.
Deposition	Dropping of material. Occurs when there is a loss of energy in the water.
Transportation	The movement of material.
Longshore drift	The zig zagged movement of sediment along the coastline.



Prevailing wind blows at an angle to the coastline.
Swash moves sediment up the beach at the same angle as the prevailing wind.
Backwash moves sediment down the beach at 90° due to gravity.
This repeats and sediment is transported along the coast.

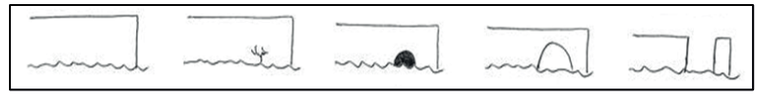
1b. Constructive waves

- Build up the beach
- Strong swash, weak backwash
- Low, long waves

1c. Destructive waves

- Destroy the beach
- Weak swash, strong backwash
- Tall, short waves

3. Erosional landforms

Landform	Formation
Headlands and bays	• Some coastlines have bands of harder and softer rocks (**discordant**) at 90° to the sea. • Destructive waves **erode** the coast by abrasion and hydraulic power. • **Softer rock** erodes faster and retreats creating a **bay**. • **Harder rock** erodes slower, remaining stuck out as **headlands**. 
Cave, Arch, Stack, Stump	• **Destructive waves** attack the base of a cliff through hydraulic power and abrasion opening up **cracks**. • Cracks widen creating a **cave** (further hydraulic power & abrasion). • The cave is enlarged by further erosional processes, eventually cutting through the headland to make an **arch**. • **Weathering** weakens the arch, which is unsupported. Eventually it will collapse due to gravity**.** • A **stack** is formed. Eventually this will collapse and form a **stump**. 

Geography - Coasts

4. Depositional landforms

Landform	Formation
Beaches	• Beaches form when **deposition** occurs. • There needs to be a source of sediment nearby like soft cliffs. • Constructive waves **deposit** material in sheltered areas (bays).
Sand beaches	• Formed in **lower energy** environments. • Waves lack enough energy to transport heavier sediment to the shoreline. • **Wider** and **flatter** beach profile.
Shingle beaches	• Formed in **higher energy** environments. • Waves have enough energy to transport heavier shingle to the shoreline. • **Steep** and **narrow** beach profile.

5. What are the causes and effects of coastal erosion?

	Point	Develop
Causes	**Differing geology**	Soft rock erodes faster than hard rock (headlands & bays).
	No management	If there is no hard engineering, erosion is more likely.
Effects	**Communities**	People can't sell their homes. People have to leave their community, feel isolated.
	Environment	Loss of coastal habitats, lowers biodiversity. Beaches are removed (coastline more vulnerable).

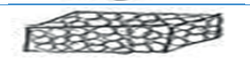
7. How effective is coastal management in Bournemouth?

Why does it need management?

- Without management coastline would erode at 1 metre per year.
- Beach vital for tourism (tourists spend £413 million each year)
- Cliffs are collapsing (e.g. East Cliff 2016)
- Protects 3,114 homes and 109 businesses

	Point	Develop This means that…	Double Develop As a result…
How has the coast been managed? **Bournemouth Beach Management Scheme 2015-2032**	Hard engineering- 53 groynes to be replaced.	Reduce longshore drift creating a wide beach.	Waves lose their energy before the cliff.
	Soft engineering- 3 lots of beach nourishment, 1 every 5 years.	Replaces sediment lost through longshore drift.	Wider beach absorbs more wave energy.
How successful was this management?	Groynes more successful—groynes trap the sediment and create a wider beach.	9,000 jobs have been created for local people.	People have a higher income and pay more tax to the government.
	Groynes less successful - trapped sediment starves the beaches at Barton on Sea.	More coastal erosion occurs at Barton on Sea.	Houses are at risk of cliff collapse there instead.
	Beach nourishment more successful- Wide beaches attracting tourists.	£413 million is brought into the area.	Councils receive more income through tax improving the area.
	Beach nourishment less successful– needs to be completed often, 3 times every 5 years.	Can be expensive– costing over £50 million.	Less income can be used to improve infrastructure in Bournemouth such as roads.

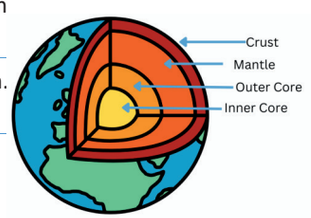
6. How do we manage our coastline? Hard and soft engineering.

Type	Definition	Type	Image	Description	Explanation
Hard engineering	Man-made structures built to control the sea. Reduces flooding and erosion.	**Sea walls**		A hard wall made from concrete.	Reflects the waves energy back out to sea.
		Rock armour		Boulders piled up along the coast.	These get eroded rather than the coast.
		Gabions		Wire cages filled with rocks.	These absorb wave energy.
		Groynes		Wooden fences going out into the sea.	Reduce longshore drift by trapping sediment, leading to a wider beach.
Soft	A natural approach to managing the coast.	**Beach nourishment**		Sand from elsewhere is added to beaches.	Wider beaches reduce erosion and flooding behind.
		Dune regeneration		Restoring sand dunes by planting marram grass.	Stabilises the sand to prevent it eroding.

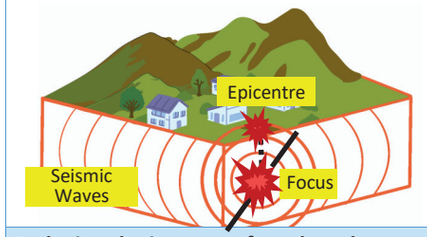
Geography - Tectonics

1. What is planet Earth made of?

Key term	Definition
Crust	Outer layer made of rock. Split into plates. Can be **continental** (thick, less dense) or **oceanic** (thin, dense).
Mantle	Thickest layer made from molten rock (magma).
Outer core	Made from liquid nickel and iron.
Inner core	Centre of the Earth made from solid nickel and iron. 5500°C.
Convection currents	Heat currents in the mantle which make tectonic plates move due to friction.



3. How do earthquakes form?



Focus	The point underground where the earthquake occurs.
Epicentre	The point on the Earth's surface directly above the focus.
Seismic waves	The energy released from earthquakes.

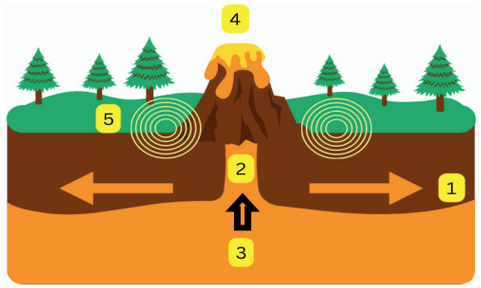
Reducing the impacts of earthquakes

Predict	Difficult to predict earthquakes. **Monitoring** of past earthquakes and patterns.
Protect	Buildings can be built to be earthquake resistant (e.g. rubber shock absorbers and steel braces, retrofitting). Very effective but expensive, unaffordable for LICs.
Planning	Planning for earthquakes includes rehearsing drills (drop/cover/hold), having emergency bag ready, training emergency services and knowing what countries to ask for help with responding.

2a. What happens at the plate margins?

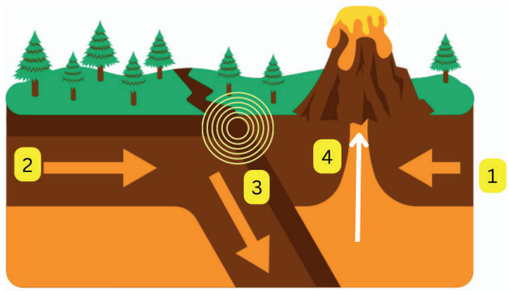
Tectonic plates	The Earth's crust is made of slabs of rocks (7 major and 8 minor plates) that sit on top of the mantle. The plates fit together like a giant puzzle.
Plate margin / Plate boundary	Where two tectonic plates meet and either collide, move apart or slide past each other.
Global distribution	Tectonic hazards mainly occur along the plate margins. Earthquakes occur at all margins, but volcanoes are found only on destructive and constructive.

2b. Constructive < >



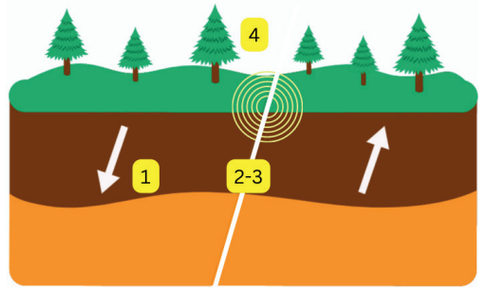
1. Two tectonic plates are **pulled apart**
2. Gap in crust created.
3. Magma rises from mantle to fill gap
4. Lava erupts from a **shield volcano**.
5. Friction creates low magnitude (energy) earthquakes.

2c. Destructive > <



1. Oceanic and continental plates **move towards each other**
2. Oceanic plate (denser) subducts under continental plate.
3. Tension builds up causing earthquakes.
4. Subducted crust melts and magma rises
5. Lava erupts to from a **composite volcano**.

2d. Conservative V V



1. Tectonic plates slide past each other.
2. Plates get caught on each other.
3. Friction occurs and tension builds up.
4. Energy is suddenly released as seismic waves…

an earthquake! (No volcanoes on conservative margins)

Geography - Tectonics

4. Impacts and responses

Impacts	**Primary impact**	The initial impact of a natural event on people and property, caused directly by the natural event.
	Secondary impact	The after-effects that occur as indirect impacts of a natural event.
Responses	**Immediate response**	The reactions of people as the disaster happens and in the immediate aftermath.
	Long-term response	Later reactions that occur in the weeks, months and years after the event.

5. What affects the number of deaths from an earthquake?

Level of development	Physicality of the earthquake
• Poor building materials (no building codes). • Densely populated areas.	• If the epicentre (earthquake) is close to a densely populated area. • Time of the day (whether people are at work or during the night).
• Emergency services not trained. • Lack of insurance to pay for repairs.	• Magnitude. • Depth of focus (shallow focus would be stronger EQ).

6. What are the two types of volcano?

Composite volcano - Destructive Margin	Shield volcano - constructive margin
	
Tall but narrow base. Steep slopes.	Short but wide base. Gentle slopes.
Thick layers of lava, lots of ash.	Gentle eruptions (more frequent).
Violent eruptions (less frequent).	Thin layers of lava, little ash.

Volcanic hazards include ash cloud (air travel can be affected), pyroclastic flow, lava flow.

7. Monitoring Volcanoes

Monitoring volcanoes leads to accurate predictions of eruptions, reducing the risks.

Warning signs	As magma rises.
Earth vibrations	100s of small earthquakes. Seismometer is used.
Temperature	Ground and water get hotter - Thermal imagery is used (satellites).
Change in gas	Near an eruption, more sulphur in gas samples.
Ground deformation	Changes to the shape of the volcano are measured using laser beams.

8. Why do people live near tectonic hazards?

Earthquakes	Volcanoes
In LICs, people are too poor to move elsewhere.	In LICs, people are too poor to move elsewhere.
In HICs people feel safe due to EQ resistant buildings and regular drill practice.	The heat from magma below the ground can be used to generate electricity (geothermal energy).
Earthquakes occur very rarely.	Soils near volcanoes are fertile, good for crops.

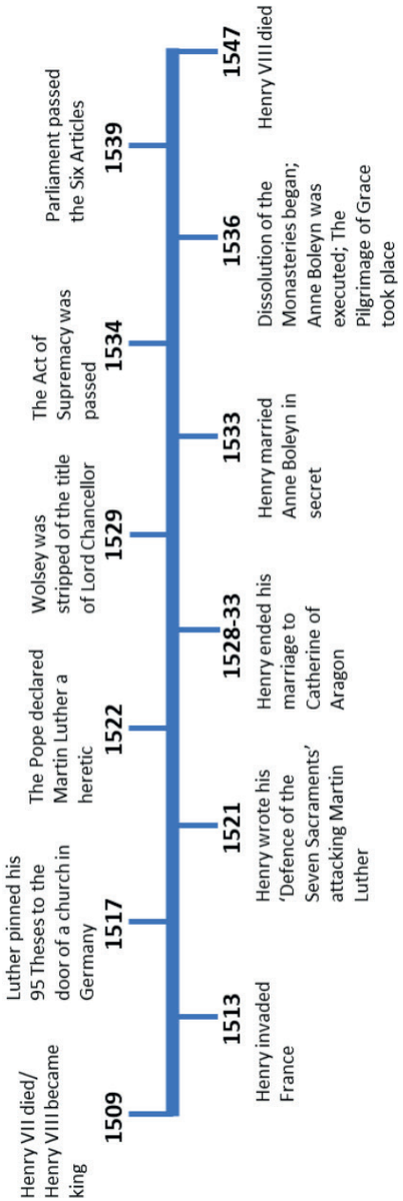
9. Notes

History Topic 1: Henry VIII and the Reformation

Knowledge Organiser Questions		
1	Who was the head of the Catholic Church?	The Pope
2	What is a certificate personally signed by the head of the Catholic Church, which a Christian could buy to gain forgiveness for their sins called?	An indulgence
3	Who was forbidden from reading the bible in the Catholic Church?	Ordinary people
4	What term means the dishonest behaviour by those in power?	Corruption
5	In which country did the Protestant European Reformation begin?	Germany
6	What was the name of the document Martin Luther pinned to a church door in 1517?	The 95 Theses
7	What did Luther criticise about the Catholic Church?	Selling of indulgences
8	What invention led Luther's ideas to spread so quickly across Europe?	Printing press
9	What did the pope declare Martin Luther was in 1522?	A heretic
10	Which new Christian faith emerged in the 1500s?	Protestantism
11	Which king founded the Tudor dynasty?	Henry VII
12	How did the founder of the Tudor dynasty unite the houses of York and Lancaster?	Married Elizabeth of York
13	In which year did Henry VIII become king?	1509
14	Which sport is Henry VIII most associated with?	Jousting
15	In which year did Henry VIII invade France?	1513
16	Who was Henry VIII's Lord Chancellor and chief adviser from 1515 to 1529?	Thomas Wolsey
17	Who was Henry VIII's first wife?	Catherine of Aragon
18	Who had Henry VIII's first wife previously been married to?	Henry VIII's older brother, Arthur
19	What peace conference did Henry VIII's Lord Chancellor organise in 1520?	Field of the Cloth of Gold
20	Why was a male heir so important to Henry?	To maintain Tudor control

Knowledge Organiser Questions		
21	Who did Henry VIII fall in love with whilst still married to Catherine of Aragon?	Anne Boleyn
22	Who did Henry VIII have to get permission from to divorce?	The Pope
23	Who was responsible for negotiating a divorce with the Pope on Henry VIII's behalf?	Thomas Wolsey
24	What was the term used for Henry's desire for a male heir?	His Great Matter
25	In which year did Henry VIII marry his second wife?	1533
26	What was Henry VIII's new title in the 1534 Act of Supremacy which meant England had broken with Rome?	Supreme Head of the Church of England
27	Which oath did Henry VIII force people to swear after 1534?	Oath of Supremacy
28	What term describes the closure of all religious houses in England by Henry VIII?	Dissolution of the Monasteries
29	Which ministers proposed the closure of all religious houses in England?	Thomas Cromwell
30	What did Foxe and Cranmer convince Henry of?	God wanted kings to be dominant in their countries
31	What happened to those who refused to swear the Oath of Supremacy?	They were executed
32	How did churches change in England?	A lot plainer, no statues
33	Where was an English bible placed?	In every church
34	In which year was Anne Boleyn executed?	1536
35	What was the public rebellion called in 1536?	The Pilgrimage of Grace
36	Who led the public rebellion in 1536?	Robert Aske
37	Who was Henry VIII's third wife?	Jane Seymour
38	Which 1539 act of parliament moved the English church back towards Catholic practices?	The Six Articles
39	Who were Henry VIII's last three wives?	Anne of Cleves, Catherine Howard, Catherine Parr
40	In which year did Henry VIII die?	1547

History Topic 1: Henry VIII and the Reformation



Why did the Protestant Reformation emerge in the early 16th Century?

A split in the church occurred. Those who protested against the Catholic Church became Protestants: a different type of Christian who rejected the authority of the Pope. This was known as the Protestant Reformation.

- **Corruption:** Indulgences were being sold (a certificate personally signed by the Pope, which a Christian could buy to gain forgiveness for their sins), belief in relics, monks and nuns lived in luxury, clergy wore vestments of fine silk, Catholic churches were richly decorated.
- **Desire for religious change:** Mass and bible were only in Latin- only the richest could understand this. Only priests were allowed to read from the bible. People wanted religion to be simpler, where they felt more connected to God.
- **Printing press:** Copies of Martin Luther's 95 Theses were able to be produced and spread throughout Europe. This meant his criticisms of the church and ideas influenced others.

Why did Henry break with Rome?

Love for Anne Boleyn – Henry had fallen in love with Anne Boleyn and desperately wanted her as his wife. The Pope did not allow Henry to divorce Catherine of Aragon. Henry therefore created his own religion so that he didn't need the Pope's permission to marry Anne.

Desire for a male heir – Henry knew the importance of having a male heir to secure dynastic succession and maintain Tudor control of the throne. Catherine of Aragon was past childbearing age, and so Henry needed a new younger wife who might be able to give him the son he desired.

Money – Henry had been carrying out an expansive foreign policy- this cost a lot of money and meant taxes had to be raised to pay for the wars. By breaking with Rome Henry no longer had to pay taxes to the Pope, and officially owned the church land and the wealthy monasteries.

Power – Henry wanted to be a powerful king and did not want to be told what to do by the Pope, or worse, Charles V the Holy Roman Emperor. Breaking with Rome meant that Henry had authority over everyone within his realm, and the Pope had no influence within England.

Religion – Henry believed in the importance of doctrine in religious services, and believed God wanted monarchs to be the head of the church in their own country. These are ideas that matched with Protestantism, and he was heavily influenced by prominent protestants to reform religion.

What were the consequences of the break with Rome?

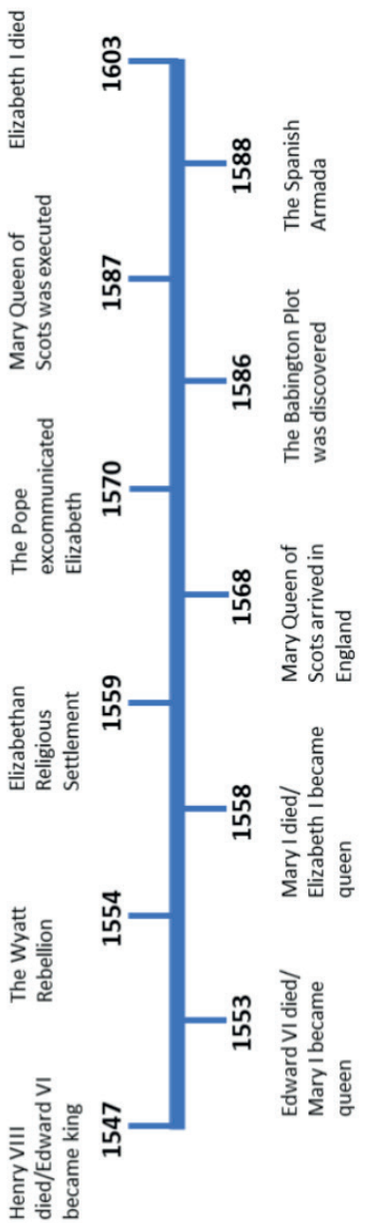
- **Oath of Supremacy** – Public figures and clergymen were forced to swear an oath stating Henry was the 'Supreme Head of the Church of England'. Those who refused were executed. This ensured a church loyal to Henry's reforms.
- **Dissolution of the Monasteries** – Henry closed and stripped the monasteries and sold off the land. This destroyed a key feature of Catholicism and give Henry a huge amount of wealth for himself and to fight wars.
- **The Pilgrimage of Grace** – A group of Catholic nobles amassed an army who wanted to reverse the reformation and reintroduce Catholicism. This shows that not all were happy with the reforms Henry introduced.
- **Religious changes** – a copy of the bible in English was placed in every church, churches became more plain looking and priests wore plain garments, worship was seen as more personal rather than visual and shared. Bishop and clergymen were replaced if they did not conform to the changes. However the Catholic/Protestant debate continued for the next century.

History Topic 2: Late Tudor England

Knowledge Organiser Questions		
1	Was Edward VI Catholic or Protestant?	Protestant
2	How old was Edward VI when he became king?	9
3	Which language were church services & the Bible in under Edward I's reign?	English
4	Was Mary I Catholic or Protestant?	Catholic
5	Who was Mary I's mother?	Catherine of Aragon
6	Who did Edward VI name his heir in an attempt to keep England Protestant?	Lady Jane Grey
7	Who was Mary I's husband?	Philip II of Spain
8	Which language were church services in under Mary I's reign?	Latin
9	Who was head of the Church during Mary I's reign?	Mary I
10	What was the main method Mary used to kill Protestant rebels?	Burning at the stake
11	How many Protestants did Mary I kill for refusing to follow religious instructions?	283
12	In which year did Elizabeth I become Queen of England?	1558
13	Who was Elizabeth I's mother?	Anne Boleyn
14	Which three pieces of legislation made up Elizabeth I's Religious Settlement?	Act of Supremacy, Act of Uniformity, Royal Injunctions
15	What was the aim of Elizabeth's Religious Settlement?	To please both Catholics and Protestants
16	Who were the Puritans?	Strict Protestants
17	Name two issues that Puritans had with the Religious Settlement.	Vestments and crucifixes
18	What were Puritan meetings held to discuss criticisms of the church called?	Prophesying
19	How did Elizabeth I punish Puritan printer John Stubbs?	Had his right hand chopped off
20	Which second cousin of Elizabeth I's arrived in England in 1568?	Mary, Queen of Scots

Knowledge Organiser Questions		
21	Why did Mary, Queen of Scots pose a threat to Elizabeth's reign?	She had a legitimate claim and strong Catholic support
22	Which 1569 revolt against Elizabeth I came from her own nobles?	Revolt of the Northern Earls
23	What did the Pope ask Catholics to do in his 1570 Papal Bull?	End Elizabeth's reign
24	What was the punishment for being a Catholic priest in England from 1585?	Execution
25	Which 1586 plot aimed to remove Elizabeth I & replace her with Mary QoS?	Babington Plot
26	How many Catholics were killed during Elizabeth I's reign?	180
27	What triggered King Philip II's desire to invade England?	Mary, Queen of Scots' execution
28	In which year was the Spanish Armada launched against England?	1588
29	Who commanded the Spanish invasion fleet despite little experience?	Duke of Medina Sidonia
30	At which battle did the smaller English ships outmanoeuvre the Spanish?	Battle of Gravelines
31	Which tactic was used to cause panic amongst the Spanish fleet?	Hellburners (fire ships)
32	How many Spanish ships were lost in storms off the Scottish and Irish coasts?	60
33	How did Elizabeth I use the Armada victory to strengthen her religious policy?	Propaganda showing God was on the Protestant's side
34	Which historian wrote *The Time Traveller's Guide to Elizabethan England?*	Ian Mortimer
35	What was the main concern of the rural poor?	Starvation
36	Why were towns dangerous for the Elizabethan poor?	Disease and crime
37	Which part of Elizabethan government entertained the monarch and was a centre of style and fashion?	The court
38	What were Elizabeth's journeys around England to stay in nobles' houses called?	Royal progresses
39	Which historian wrote *Black Tudors?*	Miranda Kaufmann
40	Which African trumpet player played at many royal events in Tudor England?	John Blanke

History Topic 2: Late Tudor England



What was the most significant threat to Elizabeth's religious settlement?

The Puritans: Some Puritans refused to accept any Catholic practices- forced Elizabeth to back down over the crucifix. Archbishop Grindal encouraged prophesyings (meetings which strongly criticised Elizabeth's church). They set up a new separatist church in 1580. Produced increasingly extreme publications calling for the reorganisation of the church.

The Catholics: Leading Catholic nobles led plots against Elizabeth, including Westmorland, Northumberland and Babington. Only a threat after given direction from the Pope and when Mary Queen of Scots arrived in England.

Mary Queen of Scots: The great-niece of Henry VIII and a devout Catholic- the Catholics wanted Mary Queen of Scots to be on the throne. Arrived in England in 1568 after having fled from Scotland. Was a figurehead for many rebellions that planned to assassinate Elizabeth, including the 1586 Babington Plot.

The Pope: In April 1570 Pope Pius V issued a papal bull, excommunicating Elizabeth from the church and called on the Catholics to end her rule. Some saw this as a religious duty to rise up against Elizabeth.

Spain: King Philip II of Spain wanted England to remain a Catholic country so proposed marriage to Elizabeth, but was rejected. Philip attempted to invade England with the Spanish Armada- due to ongoing tensions in the Netherlands, raids on Spanish ships, and being leading defender of Catholicism.

Why did the Spanish Armada fail?

Spanish weaknesses: The Duke of Medina Sidonia was inexperienced in naval battle and was even seasick leading to many errors in his planning and tactics. The Spanish reinforcements were not in Calais when they should have been resulting in the English being able to gain on them. Spanish cannons were slow to reload and could only fire from a shorter range.

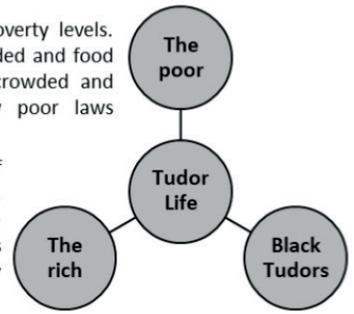
English strengths: The English used hellburners to create chaos amongst the Spanish crescent defensive formation, causing them to panic, separate, and flee. English galleons were small, fast, and manoeuvrable allowing them to outsail the larger Spanish ships. English ships were also armed with new cannons which could fire at a greater distance and easy to reload.

Weather: Storms around the Scottish and Irish coasts led to the destruction of approximately half of the Spanish fleet. This was due to the Spanish fleeing north after the Battle of Gravelines where there was no safe harbour/shelter. Elizabeth used the weather as propaganda and 'evidence' that God was on the side of the Protestants allowing them to beat the Spanish.

What was life like as a Tudor?

Population increase resulted in rising poverty levels. Rural housing was dark, small and crowded and food was scarce. Towns were typically overcrowded and diseased with high crime rates. New poor laws introduced.

The gentry were a growing class of wealthy landowners. Houses were large, decorated and sometimes had to host the queen on royal progress. Cleanliness was important. Fashion became increasingly elaborate at court to signal status



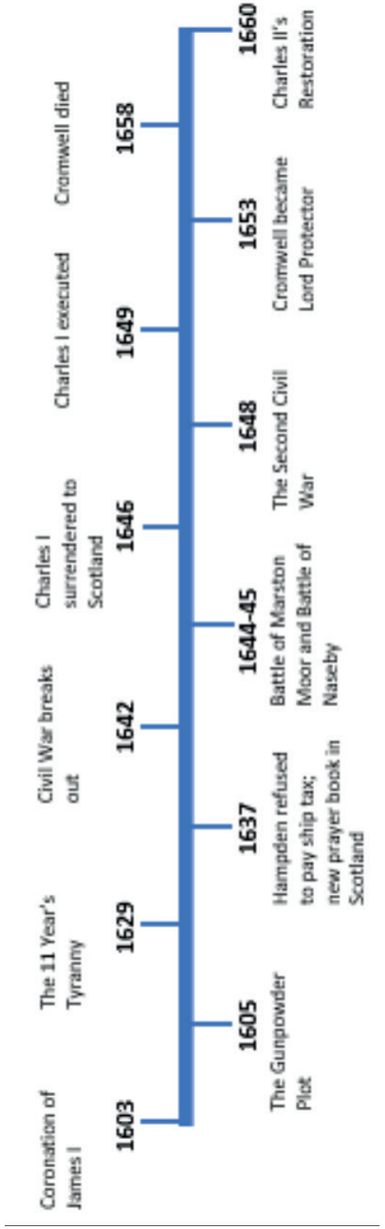
Miranda Kaufmann's research has highlighted that the Black presence in Tudor England went beyond enslavement and inequality. Black Tudors were significant within society, holding some high status roles such as a royal trumpeter (John Blanke) and a deep sea diver (Jacques Francis).

History Topic 3: The English Civil War

Knowledge Organiser Questions		
1	The coronation of James I in 1603 led to a 'union of the crowns' between which countries?	England and Scotland
2	Which royal dynasty ruled England from 1603 to 1714?	The Stuarts
3	On what day was the Gunpowder Plot planned to take place?	5th November 1605
4	Which religion did the gunpowder plotters belong to?	Catholicism
5	What discovery did Monteagle's letter lead to?	The gunpowder plot
6	How did James I's religious policy change following the Gunpowder Plot?	More anti-Catholicism
7	Which theory claims the monarch is appointed by God and should have absolute power?	Divine Right of Kings
8	Who did Charles I marry after becoming king in 1625?	Henrietta Maria
9	Which period began in 1629, during which Charles I ruled without calling Parliament?	The Eleven Year's Tyranny
10	Which Archbishop of Canterbury started to reintroduce Catholic practices into the Church of England from 1633?	Archbishop Laud
11	Which tax did Charles I use to raise money without the permission of Parliament?	Ship money
12	Which member of Parliament was imprisoned in 1637 for refusing to pay ship money?	John Hampden
13	Which Puritan opponent of Laud was imprisoned, branded, and had his ears cut off?	William Prynne
14	Which personal court did Charles I use to prevent having to give defendants a fair trial?	Star Chamber
15	What did Archbishop Laud introduce to Scotland in 1637, sparking the Bishop's War?	A new prayer book
16	Which puritan MP led the most radical demands to limit Charles I's power?	John Pym
17	What was the MPs' list of demands reducing the king's power in 1640 called?	Grand Remonstrance
18	What event signalled Charles I's loss of power, leading him to flee London?	Failed arrest of 5 MPs
19	In which year did the English Civil War break out?	1642
20	Which two major battles did the Parliamentarians win?	Battle of Marston Moor (1644), Battle of Naseby (1645)

Knowledge Organiser Questions		
21	What nickname was given to Royalist cavalrymen?	Cavaliers
22	What nickname was given to Parliamentarian soldiers?	Roundheads
23	What full-time, professional army did Oliver Cromwell form during the Civil War?	New Model Army
24	Which religion did many members of Parliament's army belong to?	Puritan
25	Which two Dorset MPs were 'turncoats' during the English Civil War?	Constantine, Napper
26	Where did King Charles flee to when he escaped from Hampton Court?	The Isle of Wight
27	Which woman led the defence of Corfe Castle against Parliamentarians?	Lady Mary Bankes
28	What did some women do in order to fight in the Civil War?	Cross-dressed
29	Who did Charles I surrender to in 1646, believing they would treat him fairly?	Scotland
30	What demands did Parliament issue in 1646, and Charles I reject?	The Newcastle Propositions
31	What did Charles I's escape from prison in Hampton Court Palace lead to in 1648?	The Second Civil War
32	What event saw all but the most radical MPs expelled in December 1648?	Pride's Purge
33	How many MPs signed Charles I's death warrant?	59
34	In which year was Charles I executed?	1649
35	What title was given to Oliver Cromwell as head of the English state in 1653?	Lord Protector
36	What style of government did Cromwell pursue through his 11 Major-Generals?	Military dictatorship
37	What did Parliament declare England to be after the execution of the monarch?	A commonwealth
38	Who succeeded Oliver Cromwell upon his death in 1658?	His son
39	What declaration did Charles II make prior to his restoration as King?	Declaration of Breda
40	In which year did Charles II's restoration take place?	1660

History Topic 3: The English Civil War



What led to the English Civil War?

Parliament – Charles I believed in the 'Divine Right of Kings' and hated Parliament questioning his policies and trying to limit his power. Charles ruled without calling Parliament during the 'eleven-years tyranny'. John Hampden MP became a hero for Parliament for refusing to pay ship money. Parliament refused to grant Charles money to raise an army to fight in Scotland, instead presenting him with a long list of demands known as the Grand Remonstrance. Charles tried and failed to have John Pym and four other leading radical MPs arrested, showing how his relationship with Parliament had totally broken down. The King opposed challenges to his power.

Religion – Charles had married Henrietta Maria, a French Catholic princess, which angered the Protestant population, worried he would make England more Catholic. Charles appointed William Laud as Archbishop of Canterbury who brought many aspects of Catholic services back in the Church of England, such as decorations. Laud imprisoned, branded, and the cut the ears off William Prynne and others for criticising his religious reforms. He enforced a new prayer book in Scotland, which caused a rebellion known as the Bishops' War. Puritan MPs demanded in the Grand Remonstrance that Charles give up control of religious reforms, he could not accept this,

Money – Parliament tried to control when Charles could raise taxes for himself, but Charles ignored them. Charles used 'ship money' to raise taxes to spend on himself during the 'eleven-years tyranny', creating a lot of anger amongst ordinary people and MPs. He spent money on fine art, clothing, and palaces. Charles needed money to fight in Scotland, so had to recall Parliament, who refused to grant new taxes, which angered Charles. Many areas started to refuse to pay 'ship money', crippling Charles's finances. Parliament wanted to be able to control England's finances and was a major disagreement with the king.

Charles I himself – Charles failed to come to an agreement with Parliament after defeat. He escaped from his prison in Hampton Court to the Isle of Wight, starting a second Civil War. Due to his belief in the 'Divine Right of Kings' Charles refused to answer any of his charges.

Parliament's army – The New Model Army had grown too large and powerful. The army pushed for more radical action against Charles. In Pride's Purge, 45 MPs who supported Charles were arrested and those who supported further negotiations were expelled. They took control and pushed for a trial and severe punishment.

Why was Charles II executed by his own people?

Parliament – Put forward the Newcastle Propositions which Charles found insulting, asking for the king to give his land to Parliament and give up control of religion. After 'Pride's Purge', Parliament had a majority of extreme Puritan MPs to try Charles for treason, finding him guilty.

History Topic 4: The Transatlantic Slave Trade

Knowledge Organiser Questions		
1	Which kingdom spread across West and North-East Africa, 1200-1400?	Mali
2	Who was enslaved in West African kingdoms before 1500?	Prisoners of War
3	What was the role of African kings and warrior tribes in the Slave Trade?	Capturing Africans for trade
4	Where were captured Africans kept on the beaches awaiting trade?	Barracoons/Stone Forts
5	Which ocean separates Africa and the Americas?	Atlantic
6	Which shape was the Slave Trade based on?	Triangle
7	What was the route between Africa and the Americas called?	Middle Passage
8	How many months would the journey take between Africa and the Americas?	3-4 months
9	Which ship threw enslaved Africans overboard in 1781 and claimed on insurance?	The Zong
10	How many Africans arrived in the Americas between 1500-1850?	11 million
11	What were secondary slave auctions known as?	Scrambles
12	Which three products were usually grown in the West Indies/Caribbean?	Tobacco, Sugar and Coffee
13	Which crop was usually grown in the southern states of the USA?	Cotton
14	Which role took control of the enslaved people's daily lives?	Overseer
15	Give an example of a punishment for attempting to run away.	Mutilation, flogging, irons
16	What was the average life expectancy of an enslaved person?	26 years
17	Which formerly enslaved woman became a significant conductor on the underground rail-road?	Harriet Tubman
18	How did enslaved people secretly communicate to organise runaways?	Quilts, codes, songs
19	How many runaways escaped between 1830-1860?	75, 000
20	What were non-violent types of resistance, such as faking illness, known as?	Passive resistance

History Topic 4: The Transatlantic Slave Trade

Knowledge Organiser Questions		
21	What proportion of slave ships experienced some sort of revolt?	10%
22	On which ship was there a rebellion leading to the release of those enslaved?	Amistad
23	Where did the most successful revolt take place in the 1700s?	St. Domingue (renamed Haiti)
24	Who led the Haitian Rebellion?	Toussaint L'Ouverture
25	Which Black abolitionist's autobiography on slavery became a bestseller?	Olaudah Equiano
26	Which method was popular in Britain for showing public support for abolition?	Petitions
27	In which year was the Society for the Abolition of the Slave Trade founded?	1787
28	Which abolitionist sketched slave ships and spoke about the terrible conditions?	Thomas Clarkson
29	How often did William Wilberforce propose the abolition bill to parliament between 1790 and 1806?	Every year
30	In which year did parliament make the Slave Trade illegal in Britain?	1807
31	In which year did parliament make owning enslaved people illegal?	1833
32	Which lawyer helped many enslaved people in Britain gain their freedom?	Granville Sharp
33	Which religious group supported abolition?	The Quakers
34	Which economist argued against the economic success of slavery?	Adam Smith
35	What was the free market economic argument against slavery?	Free, paid people would be motivated to work harder, increasing profits
36	What did British people boycott after discovering how it was made?	Sugar
37	In which years was the American Civil War?	1861-1865
38	What were the southern states called who wanted to keep slavery?	Confederacy
39	Who was the President and northern leader in the American Civil War?	Abraham Lincoln
40	Which laws enforced segregation in the South after the American Civil War?	Jim Crow Laws

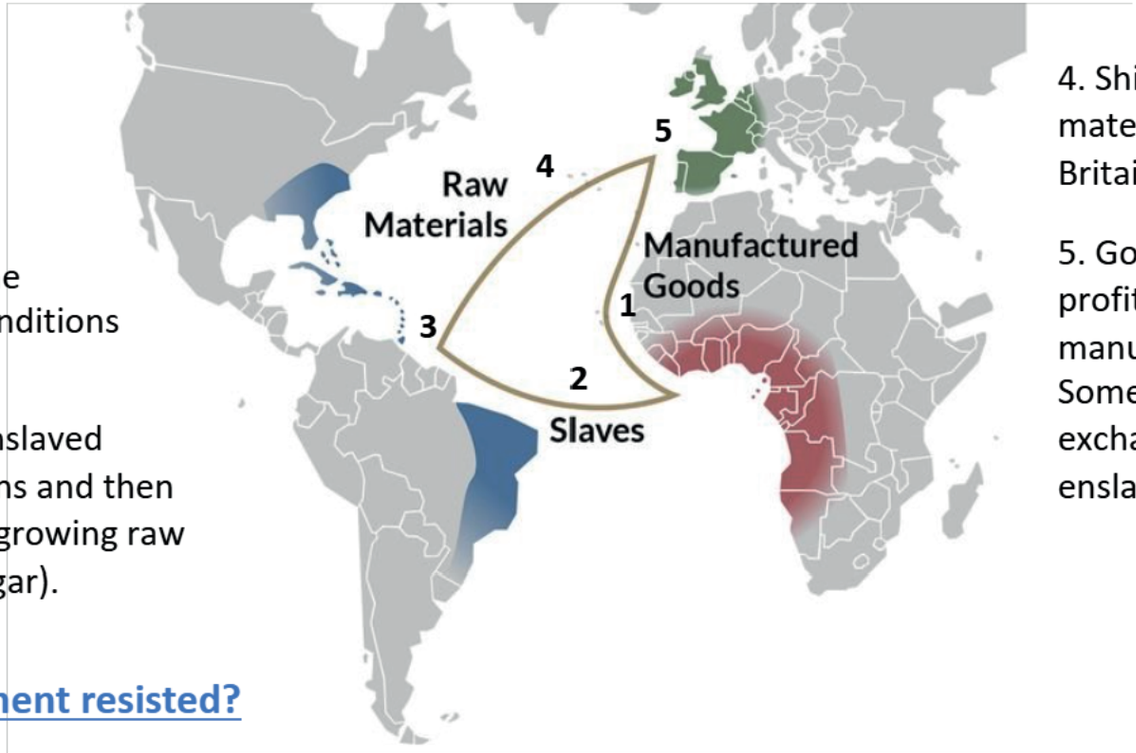
History Topic 4: The Transatlantic Slave Trade

How did the Transatlantic Slave Trade work?

1. African kingdoms traded Africans for manufactured goods such as guns.

2. Enslaved Africans transported across the Atlantic in terrible conditions (Middle Passage).

3. In the Americas, enslaved people sold at auctions and then used on plantations, growing raw materials (cotton, sugar).



4. Ships collect raw materials and sail back to Britain.

5. Good either sold for a profit or made into manufactured goods. Some taken to Africa to exchange for more enslaved people.

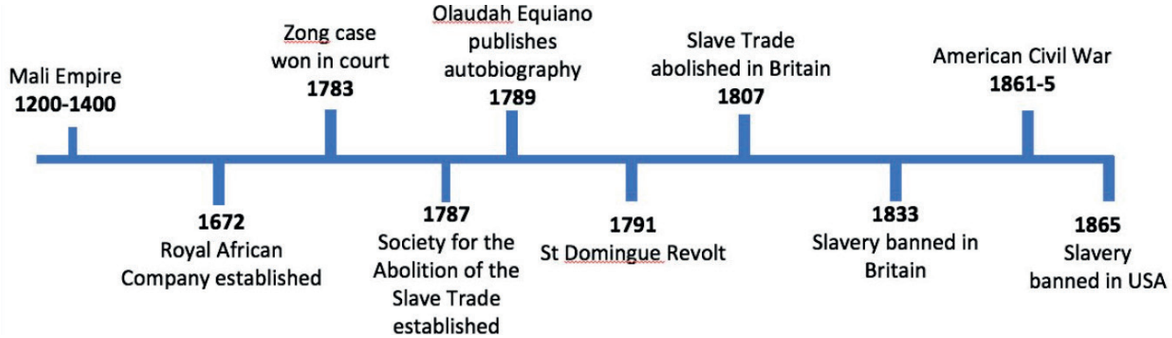
How was enslavement resisted?

Passive resistance Aimed to reduce the profits of the owner. Enslaved people would pretend not to understand, feign illness, break tools, steal goods. Cultural resistance, such as playing African music, gave enslaved people a shared identity, challenging their dehumanising situation.

Running away Underground railroad offered routes of escape from the south to the north - Harriet Tubman as a key conductor. In Jamaica, runaway slaves formed communities called maroons.

Armed Revolt Uncommon due to high risk of punishment. Occurred on 10% of slave ships, most famously Amistad. Most successful was on St Domingue in 1791 – became first Black led nation in Caribbean. News of rebellions highlighted cruelty of slavery and fuelled abolition movements.

History Topic 4: The Transatlantic Slave Trade



Why was slavery abolished?

Black Actions News of revolts (Haitian Revolution, Amistad) highlighted the conditions of enslaved people, creating popular support for abolition. Speeches and books by formerly enslaved people, such as Olaudah Equiano, raised awareness about the truth of slavery. There were growing numbers of freed Black people living productive lives in Britain (10, 000 by 1800) dispelling many racist ideas about Black people.

White Abolitionists Growing pressure on parliament to abolish the Slave Trade, led by William Wilberforce and PM William Pitt. Regular petitions to parliament from campaigners. Society for the Abolition of the Slave Trade founded 1787. Increasingly those involved with maintaining slavery taken to court and enslaved people were freed, with work done by Granville Sharp.

Economics and Social Attitudes Adam Smith's ideas of free market economics suggested that paid workers would be motivated to work harder, leading to better profits. Sugar could be produced more cheaply outside of slave plantations, eliminating the 'need' for slaves. Boycotts against sugar in Britain when it was discovered how it was grown. Enlightenment ideas stressed equality of people and to challenge traditional thinking. It became increasingly popular to support the abolition of slavery.

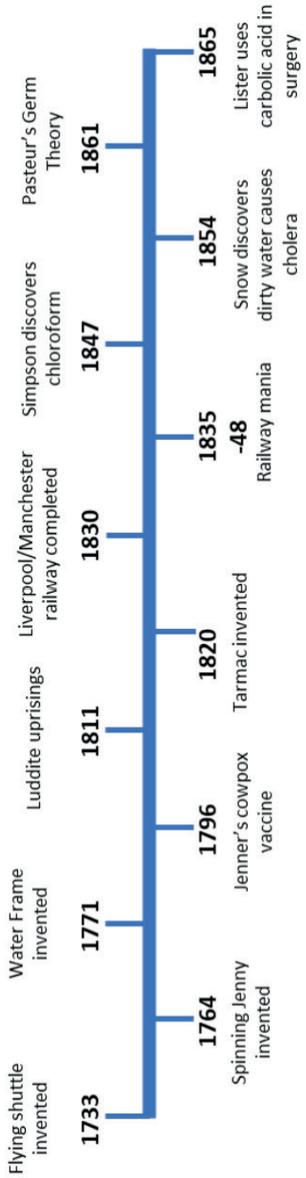
History Topic 5: The Industrial Revolution

Knowledge Organiser Questions		
1	Between approximately which years was the Industrial Revolution?	1760-1840
2	The population increased from around 10 million in 1750 to what by 1900?	40 million
3	Before the 1700s, what were roads like?	Muddy tracks
4	What did John McAdam invent in the 1820s, improving roads?	Tarmac
5	Which method of transport developed to transport large amounts of goods on water?	Canals
6	What was the most significant transport development, invented by George Stephenson?	Railways
7	How did railways help the growth of factories?	Transporting goods was quicker and cheaper
8	Which industry made up 62% of British exports and relied heavily on the Transatlantic Slave Trade?	Cotton
9	Before the invention of machinery, where did most textile manufacturing take place?	In the home (domestic system)
10	Which invention by James Hargreaves in 1764 revolutionised cotton spinning?	Spinning Jenny
11	Who is credited for creating the first factory and ending the domestic system?	Richard Arkwright
12	Which power source became central to the Industrial Revolution?	Coal
13	How many hours was an average work shift in a factory?	12-14 hours
14	Why did factory owners want to employ children?	Children were cheap
15	What was the most common punishment for children not working fast enough?	Beating
16	In 1819, children under which age were banned from being employed?	9-years and under
17	By 1851, what proportion of people lived in a town or city?	Over half
18	Poorly planned towns arose quickly in the Industrial Revolution causing…?	Overcrowding and disease
19	Which type of house was common to the period and normally occupied by multiple lower-class families?	Back-to-back terraced housing
20	What was the slum area of a town known as?	Rookery

History Topic 5: The Industrial Revolution

Knowledge Organiser Questions		
21	Which group opposed the new technology in the textile industry?	Luddites
22	What did workers start to form, demanding better pay and working conditions?	Trade Unions
23	Which group of six agricultural workers from Dorset were arrested and sent to Australia in 1834 for forming a trade union?	Tolpuddle Martyrs
24	What was the government attitude of non-interference called?	Laissez-Faire
25	Which disease did John Snow discover was spread in dirty water?	Cholera
26	In which year did the government force change through the Public Health Act?	1875
27	What did Edward Jenner discover to be a smallpox vaccination in 1796?	Cowpox
28	How did James Simpson's 1847 discovery of chloroform help surgery?	It was an anaesthetic (painkiller)
29	Which antiseptic did Joseph Lister use in surgery from 1865 to reduce infections?	Carbolic Acid
30	In 1800, what proportion of those found guilty of crimes were executed?	1 in 8
31	Transportation was a punishment which involved sending criminals to places such as where?	Australia
32	Elizabeth Fry was a female Quaker who tried to reform what following a visit in 1813?	Prisons
33	Who introduced the first professional police force in 1829?	Sir Robert Peel
34	In 1868 which punishment ended in Britain?	Public executions
35	Which infamous serial killer highlighted the difficult conditions for policing?	Jack the Ripper

History Topic 5: The Industrial Revolution



What drove the Industrial Revolution?

Agricultural Revolution Enclosed fields and new technology such as a steam-powered tractor made farming more efficient. All of these changes in farming meant that fewer people were needed to work on the land but yet they were able to produce more food than ever before. This resulted in more people moving to the towns and cities to work in the mills and factories.

Transport Turnpike Trusts and the invention of tarmac improved the state of Britain's roads. Canals were also used to transport goods. Invention of steam trains in early 1800s revolutionised the speed of transport. Businesses could buy and sell goods quickly and cheaply across the country which made lots of people very rich and created new jobs and wealth. Holidays to the seaside became more common and tourism started to become a big business, lots of hotels were built to service these new customers.

Technology Inventions including the Flying Shuttle, Spinning Jenny and Water Frame revolutionised cotton spinning, ending the cottage industry and leading to the invention of the factory. Working lives were transformed. Instead of spinning at home, people now worked long, repetitive and exhausting days in huge, multi-storey mills, looking after the machines.

Did the Industrial Revolution lead to progress?

Industry Progress in industrial output but several groups opposed new technology. Machine-breaking Luddites attacked and burned factories and in some cases, they even exchanged gunfire with company guards and soldiers. The Tolpuddle Martyrs were a group of six farm labourers from the village of Tolpuddle in Dorset. The Tolpuddle Martyrs wanted to protect their wage levels so in 1833 they formed a secret union, swearing an oath to keep it secret and protect one another. In 1834, the men were sentenced to 7 years transportation in Australia

Medicine First vaccine discovered by Edward Jenner, 1796, for smallpox using cowpox. John Snow discovered dirty water, not miasma, caused cholera in 1854. In surgery, James Simpson discovered chloroform as an anaesthetic in 1847 and Joseph Lister used carbolic acid as an antiseptic in 1865. Growing role of government in public health.

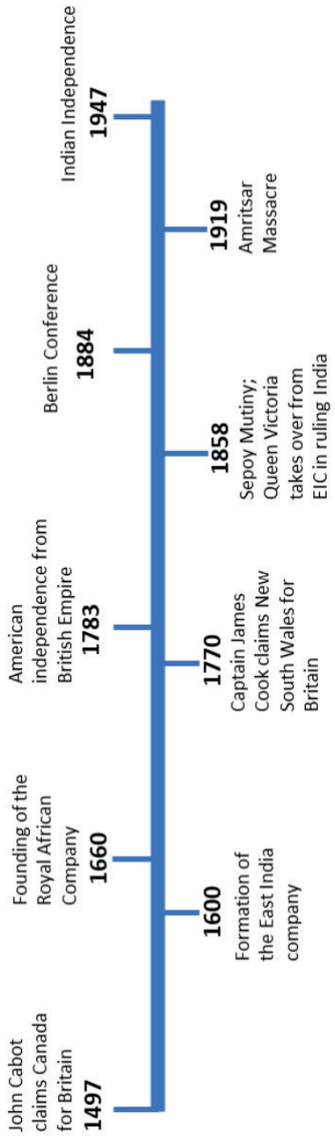
Law and order Crime levels rose due to growing urban population. In 1829, Metropolitan Police established by Robert Peel and police forces established across Britain. Laws were harsh – public hangings and transportation to Australia. Horrific conditions in prisons.

History Topic 6: The British Empire

Knowledge Organiser Questions		
1	Which term describes a group of countries ruled over by one ruler or 'mother country'?	Empire
2	Which term describes a country ruled over by another country?	Colony
3	Which term describes a policy of increasing a country's power by colonising other countries, often using military force?	Imperialism
4	What percentage of world land did the British Empire control at its peak?	24%
5	What strength did Britain have that enabled it to build its empire?	A powerful navy
6	Who lived in Canada before European colonisation?	First Nations people
7	Who discovered the Americas in 1492?	Christopher Columbus
8	In which year did John Cabot claim land for Britain in Canada?	1497
9	Which trade made Canada important to Europeans?	Beaver pelts
10	Which British company was given exclusive trading rights over a large area of Canada?	Hudson's Bay Company
11	Which 2 countries competed for control over Canada?	Britain and France
12	What percentage of First Nations people in Canada died of European diseases?	60%
13	Name 2 Canadian policies towards First Nations people.	Reservations and residential schools
14	Which colony successfully fought for independence in 1776?	America
15	Which phrase describes Britain's shift to focus on Asia, Africa and Australia after losing some Western colonies in 1776?	'Swing to the East'
16	Which phrase shows the size of the British Empire?	'The empire on which the sun never sets'
17	Which dynasty ruled India before the British arrived?	The Mughals
18	Which British company gained power in India?	East India Company
19	What are Indian troops who fought for the British company's army called?	Sepoys
20	After which 1757 battle did a British company have political power in India?	Battle of Plassey

Knowledge Organiser Questions		
21	After the 1857 Sepoy Mutiny, who replaced the company as ruler of India?	Queen Victoria
22	What is the period of British rule in India between 1858 and 1947 known as?	The British Raj
23	What was the impact of the 1919 Amritsar massacre, where up to 1000 Indians were shot?	Indian nationalism increased
24	Which term describes peoples who lived in Australia for at least 50, 000 years before European arrivals?	Aborigines
25	What did Britain want to use Australia for?	A penal colony
26	By what percentage was Australia's indigenous population reduced in the first 10 years after British colonisation in 1788?	90%
27	What is the name of conflicts fought between indigenous people and settlers in Australia?	Frontier wars
28	Which conflict on Tasmania saw around 800 indigenous people killed between 1824 and 1830?	The Black War
29	Which term describes indigenous children taken from their parents to be raised with white families?	Stolen generations
30	Which term describes the European competition for African colonies in the late 1800s?	Scramble for Africa
31	In 1870, what percentage of Africa was controlled by Europeans?	10%
32	By 1900, what percentage of Africa was controlled by Europeans?	90%
33	Which 1884 conference carved up Africa between European powers?	The Berlin Conference
34	Which group of people were not represented at the 1884 conference?	African representatives
35	Who was sent to African colonies to convert them to Christianity?	Missionaries
36	Which piece of technology helped Britain to defeat resistance in Africa?	Maxim gun
37	Which war weakened Britain economically and militarily meaning it could no longer afford to run its empire?	WW2
38	Which term describes the process of countries gaining independence?	Decolonisation
39	In which year did India gain independence?	1947
40	Which voluntary association is mostly made up of former British colonies?	Commonwealth

History Topic 6: The British Empire



How did people experience the British Empire?

Canada – Home to different groups of First Nations people. John Cabot claims Newfoundland for Britain 1497. Interest from both France and Britain in beaver pelt trade. At first worked alongside First Nations people but conflict increased over land ownership disputes. 60% of First Nations die from European diseases. Attempts to both segregate and assimilate First Nations people with white settler society via reservations and residential schools.

India – Ruled by the Mughal Emperor prior to colonisation, a tolerant Muslim rule in a mostly Hindu country. East India Company starts to gain power, French interests defeated at Battle of Plassey, and then controls large areas of India. EIC employees influenced by Indian culture. After Sepoy Mutiny, Britain takes over ruling India. During the Raj, rule was more distant with racist attitudes. 1919 Amritsar Massacre saw up to 1000 Indians shot due to growing nationalism and calls for independence, not achieved until 1947.

Australia – Home to different tribes of Aborigines for at least 50, 000 years. Captain James Cook claimed New South Wales for Britain without consulting Aborigines. Intended as a penal colony though many white settlers followed original convicts. Aborigines fought back against settlers taking their land and resources in frontier wars. 90% of Aborigines died within first 10 years of colonisation from disease and violence. Forced to live on reserves, with some children taken and raised by white families.

Africa – Divided into many different ethnic and tribal areas. Scramble for Africa among European nations 1880 with 1884 Berlin Conference - no African representatives present. Africa carved up with little thought given to ethnic and tribal boundaries. European languages, religions and political structures imposed on African territories + Christian missionaries sent. British army weapons like the maxim gun ensured any resistance was crushed with force.

What is the legacy of the British Empire?

Military/diplomatic
Britain's imperial past is also reflected in its current military power and the desire to maintain this. For example, much is made of the global deployment of the Royal Navy to conflict areas and on humanitarian missions.

Economic
Empire explains how some of our richest families and institutions and cities became wealthy. Cities such as Glasgow, Liverpool, and Bristol developed and grew wealthy as a result of the empire. The City of London gained its position as the world financial centre as a result of the empire. It initially developed to finance trading and manufacturing throughout the formal and informal British Empire. Banks and insurance companies, shipbrokers and engineering companies all developed to support imperial trade.

Legacy

Social
Empire explains why we have a diaspora of millions of Britons spread around the world. It is due to the empire that English sports such as cricket, rugby, and football are played all over the world. Less than 5% of the most senior jobs in the UK are held by people from ethnic minorities. They are virtually absent from leadership of key areas such as healthcare, education, and criminal justice. 1/3 of companies in the FTSE 100 Index still lack any ethnic minority representation on their boards.

Political
The Foreign and Defence secretaries have influence disproportionate to Britain's size as a nation. Britain has a permanent seat on the UN Security Council despite not having the attributes of other members of the Security Council such as a large population, a lot of territory, a wealthy economy.

Mathematics - Number

Key Term	Definition
Ascending	Increasing in size (or numerical value)
Compare	To look at two or more numbers and say what is similar or different.
Composite Numbers	A positive integer with more than two factors.
Consecutive	Describing things which follow each other in a particular order.
Cube Numbers	The result of multiplying a number by itself twice. 1, 8, 27, 64, 125, 216, 343, 512, 729, 1000
Decimal Places	The number of digits to the right of a decimal point in a decimal number.
Degree of Accuracy	Describing how precise or accurate a value is, in terms of number of decimal places or significant figures.
Denominator	The bottom number of a fraction. Must be an integer.
Descending	Decreasing in size (or numerical value)
Difference	The result of a subtraction.
Divisible	One number is divisible by another if it is capable of being divided exactly, without a remainder.
Equivalent	Of equal value.
Estimate	To find an approximate answer to a calculation by rounding the numbers involved, commonly to 1 significant figure.
Evaluate	To find the numerical value of.
Factor	An integer that divides another integer exactly, without a remainder.
Factor Pair	A set of two factors that have a particular product.
Fraction	A number which represents part (or parts of) a whole.
Highest Common Factor	The largest number that divides exactly into two or more numbers.
Improper Fraction	A fraction where the numerator is larger than the denominator.

Key Equivalents		
FDP Conversion	$1 = \frac{1}{1} = 100\%$ $0.5 = \frac{1}{2} = 50\%$ $0.1 = \frac{1}{10} = 10\%$ $0.25 = \frac{1}{4} = 25\%$	$0.75 = \frac{3}{4} = 75\%$ $0.2 = \frac{1}{5} = 20\%$ $0.\dot{3} = \frac{1}{3} = 33.\dot{3}\%$

Key Term	Definition
Indices	The power of a number which shows how many times the number is multiplied by itself.
Inequality	The relationship between two numbers that are not equal to each other, shown using the symbols <, > , ≤, ≥ or ≠.
Integer	A whole number including positive and negative numbers and zero.
Lowest Common Multiple	The smallest number which appears in the list of multiples for two or more numbers.
Mixed Number	A number formed of both an integer (whole number) and a fraction.
Multiple	The result of multiplying a number by an integer, i.e. the times tables of a number.
Numerator	The top number of a fraction. Must be an integer.
Order of Operations	**BIDMAS**—Brackets, Indices, Division & Multiplication and Addition & Subtraction.
Power of 10	The product of multiplying 10 by itself, a number of times.
Prime Number	A positive integer with only two factors, 1 and itself. 2, 3, 5, 7, 11, 13, 17, 19, 23, 29
Product	The result of a multiplication.
Proper Fraction	A fraction in which the numerator is less than the denominator.
Remainder	In division, the amount leftover when a number does not divide exactly.
Square Numbers	The result of multiplying a number by itself. 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225
Square Root	The particular factor of a number which can be multiplied by itself to produce that number.
Sum	The result of an addition.
Unit Fraction	A proper fraction with a numerator of 1.
Significant figures	The significant figures of a number are the digits which **carry meaning** (ie. are significant) to the size of the number. The **first significant figure** of a number **cannot be zero**.

Key Term	Definition
Equivalent Fractions	Fractions which have different numerators and denominators but represent the same value.
Percentage Increase/ Decrease	Calculating a percentage of an amount and either adding this onto (increasing) or subtracting this from (decreasing) the original amount.
Percentage Change	To calculate the percentage change, use the following: $\frac{difference}{original} \times 100$
Percentage Multiplier	The number you multiply a quantity by to increase or decrease it by a percentage. E.g. to increase by 10% the multiplier is 1.1.
Significant figure	The significant figures of a number are the digits which **carry meaning** (ie. are significant) to the size of the number. The **first significant figure** of a number **cannot be zero**.

Key Term	Definition	
Cube Root	The particular factor of a number which can be multiplied by itself twice to produce that number.	
Key units of measurement	**Time** 1 hour = 60 minutes 1 minutes = 60 seconds 1 hour = 3600 seconds	**Length** 1 cm = 10mm 1m = 100cm 1km = 1000m
	Mass 1kg = 1000g 1 tonne = 1000kg	**Area** $1cm^2 = 100mm^2$ $1m^2 = 10000cm^2$

Mathematics - Algebra

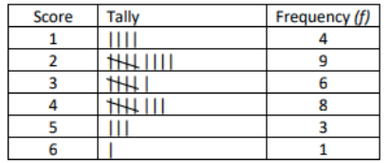
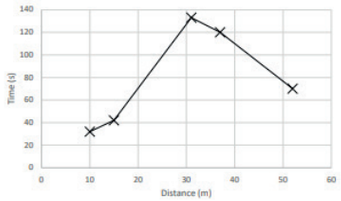
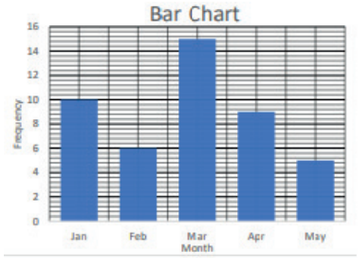
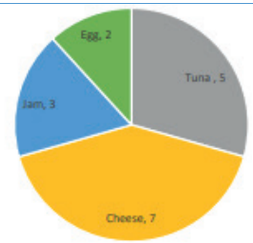
Key Term	Definition
Algebra	A branch of mathematics in which letters are used to represent numbers.
Coefficient	A constant value which multiplies a variable. Always written before the variable.
Constant	A fixed number on its own.
Equation	A mathematical statement in which two expressions with equal values are connected by an equals sign.
Expand	To remove the brackets from an expression by multiplying terms and simplifying as necessary.
Expression	An algebraic expression is made up of two or more terms combined by operators.
Factorise	To rewrite an expression in brackets. Completed by finding the highest common factor, placing this outside the bracket and dividing by this to get an expression for inside the bracket.
Formula	An equation that shows the relationship between two or more variables.
Identity	An equation that is true for all values.
Linear	Contain only variables with a power of one, such as *x*
Simplify	To write an expression or fraction in a more concise form using the rules of algebra.
Solution	The value or values that can be substituted for the unknown in an equation to make it true.
Solve	To find the solution(s) to an equation by isolating the unknown.
Subject	The dependant variable in a formula or equation, identifiable by being on its own on one side of the equals sign.
Substitution	The process by which symbols are replaced by numbers in order to evaluate an expression or formula.
Term	A constant, variable or coefficient and one or more variables.
Unknown	A value that is not known in an equation.
Variable	A symbol, often a letter, whose value can vary.

Key Term	Definition
Inverse operation	The opposite operation that is being performed on a variable.
Term	A constant, variable or coefficient and one or more variables.
Inequality	Inequality Symbols ≠ not equal < less than ≤ less than or equal to > greater than ≥ greater than or equal to

Key Term	Definition
Direct Proportion	If two quantities are in direct proportion, as one increases, the other increases by the same percentage.
Inverse Proportion	If two quantities are inversely proportional, as one increases, the other decreases by the same percentage.
Scale Factor	A number by which a shape is enlarged
Ratio	Comparing the size of one part to another. The ratio of a to b is written as a:b.
Equivalent ratio	Equivalent ratios are found by multiplying/dividing all parts of the ratio by the same value.

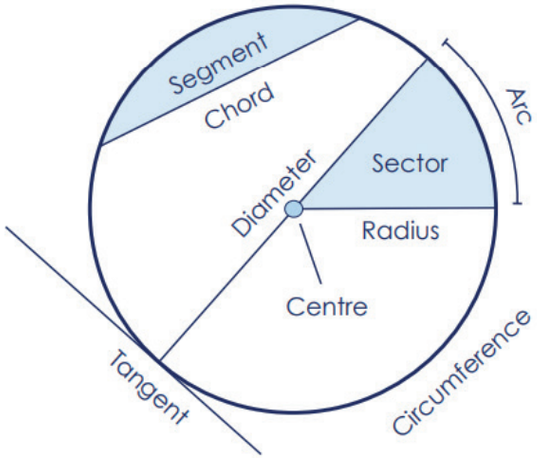
Mathematics - Statistics

Key term	Definition
Average	A single number or value that is used to represent a set of data. There are three main averages we focus on: mode, median and mean.
Data	Information in the form of facts and numbers.
Data point	A single item from a data set.
Data Set	A collection of data which all refers to the same category or topic.
Intersection	The numbers of elements that belong to both/all sets. In a Venn Diagram, this is where the circles overlap.
Mean	The sum of all the values in a data set, divided by the number of values in the data set.
Median	The middle value in an ordered list.
Mode	The most common value. It is possible to have more than one mode, or no mode.
Qualitative Data	A type of data that can be grouped under named categories, often described as data that can be described.
Quantitative Data	Types of data that can be represented numerically, often described as data that can be counted.
Range	The difference between the smallest and largest value.
Two-way Table	A diagram in which frequencies for two categories may be organised; one variable in rows and the other in columns.
Venn Diagram	A diagram in which circles are used to illustrate the relationships between different sets. Must have a box drawn around it.

Key Term	Definition	Examples
Frequency Table	A table showing how often something occurs. Can include tally charts.	 Score | Tally | Frequency *(f)* 1 | |||| | 4 2 | 𝍸 |||| | 9 3 | 𝍸 | | 6 4 | 𝍸 ||| | 8 5 | ||| | 3 6 | | | 1
Line Graph	Uses lines to join points on a graph to represent a data set.	
Bar Chart	A way of displaying data using horizontal or vertical bars which are the same width and have gaps between them.	
Pie Chart	A method of displaying proportional information by dividing a circle up into different-sized sectors.	

Key Term	Definition
Frequency	How many times something occurs.
Continuous data	Data that can take any value. E.g. height, weight, length.
Discrete data	Data that can only take certain values. E.g. shoe size.

Mathematics - Geometry & Measure

Key Term	Definition
Parts of a circle	
Arc	A section of the circumference.
Sector	The area bounded by two radii and an arc.
Chord	A straight line joining any two parts of the circumference.
Circumference	The distance around the outside of the circle.
Diameter	A straight line going from one end of the circle to another passing through the centre.
Segment	The area bound by the circumference and a chord.
Tangent	A straight line that touches the circumference at a single point.
Pi (π)	The ratio of a circle's circumference to its diameter.

Key Term	Definition
Circumference	The perimeter of the circle. C = πd
Radius	$diameter \div 2$
Diameter	$2 \times radius$
Perimeter of semi-circle	$p = \frac{\pi d}{2} + d$
Perimeter of quarter circle	$p = \frac{\pi d}{4} 2r$
Perimeter of three-quarter circle	$p = \frac{3}{4}\pi d + 2r$
Area of a circle	$A = \pi r^2$
Area of a semi-circle	$A = \frac{\pi r^2}{2}$
Area of a quarter-circle	$A = \frac{\pi r^2}{4}$
Area of three-quarter circle	$A = \frac{3\pi r^2}{4}$

Mathematics - Geometry & Measure

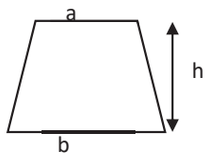
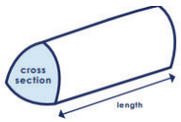
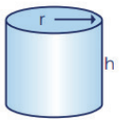
Key Term	Definition
Acute Angle	An angle less than 90°.
Adjacent	Next to, or near.
Area	A measure of the space inside a closed two-dimensional shape.
Axes	The straight lines on a graph used to define the position of a point. The x-axis goes across (horizontal). The y-axis goes up (vertical).
Centimetre (cm)	A metric unit of length equal to one hundredth of a metre. 100cm = 1m
Compound Shape	A shape made up of two or more geometric shapes.
Coordinate	An ordered pair of points that show an exact position on a set of axes. Written (x, y).
Exterior Angle	An angle between one side of a shape and a line extending from an adjacent side.
Irregular Polygon	A polygon with unequal length sides and angles.
Kilometre (km)	A metric unit of length equal to one thousand metres. 1 km = 1000m
Line of Symmetry	A line that can divide a shape into identical halves, which are mirror images of each other.
Metre (m)	The base unit of length in the international system of units.
Midpoint	The point exactly halfway between two points.
Millimetre (mm)	A metric unit of length equal to one thousandth of a metre. 10mm = 1cm
Obtuse Angle	An angle measuring between 90° and 180°.
Order of Rotation	The number of times that a shape appears identical during a turn of 360°.
Origin	The point with coordinate (0, 0).
Parallel	Two lines that will never cross and that will remain the same distance apart.
Perpendicular	Two lines that meet at an angle of 90°.

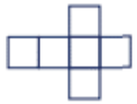
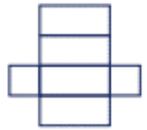
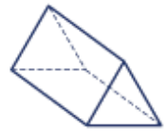
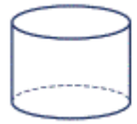
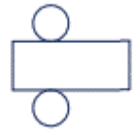
Key term	Definition
Perpendicular	Two lines that meet at an angle of 90°.
Perimeter	The total distance around the outside of a closed two-dimensional shape.
Polygon	A closed two-dimensional shape made up of all straight edges.
Protractor	An instrument used to measure angles.
Quadrilateral	A two-dimensional shape with four sides.
Reflex Angle	An angle measuring between 180° and 360°.
Regular Polygon	A polygon with sides of equal length and angles of equal size.
Right-angle	A 90° angle.
Rotational Symmetry	A symmetry in which a shape may be rotated about a central point and appears identical after a turn of less than 360°.
Square Units	Units used to measure area.
Triangle	A two-dimensional shape with three sides.
Vertex	A point on a polygon at which two lines meet to form an angle.

Key terms	Definition
Angles around a point	Angles around a point sum to 360°.
Angles on a straight line	Angles on a point on a straight line sum to 180°.
Angles in a triangle	Angles in a triangle sum to 180°.
Angles in a quadrilateral	Angles in a quadrilateral sum to 360°.

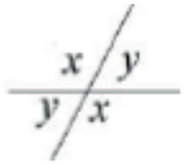
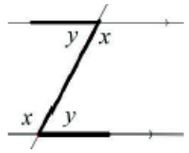
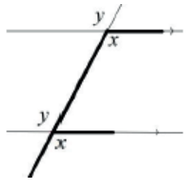
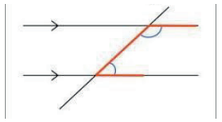
Key terms	Definition
Area of a rectangle or square	Length x width
Area of a parallelogram	Length x perpendicular height
Area of a triangle	$\frac{\text{Base x perpendicular height}}{2}$
Area of a trapezium	$\frac{a + b}{2}$ x h, where a and b are parallel sides.

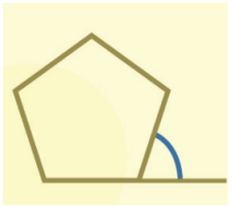
Mathematics - Geometry & Measure

Key Term	Definition	
Area of a trapezium	$\frac{a+b}{2} \times h$	
Face	A face is a single flat surface.	
Edge	An edge is a line segment between two faces.	
Volume	The amount of 'space' a solid object occupies. Units: ***mm³, cm³, m³***, etc. The volume of a prism ***V = Area of Cross Section x Length***  The volume of a *cylinder* ***= π r² h*** 	
Volume of a cube / cuboid	Length x width x height	
Prism	A 3D shape with a constant cross-section.	
Cross-section	The 2D shape that is consistent throughout the prism	

Key Term	Definition	Shape	Net
Cube	6 square faces 12 edges 8 vertices		
Cuboid	6 rectangular faces 12 edges 8 vertices		
Triangular Prism	5 faces 9 edges 6 vertices		
Cylinder	3 faces 2 edges 0 vertices		
Square-based Pyramid	5 faces 8 edges 5 vertices		
Triangular-based Pyramid	4 faces 6 edges 4 vertices		
Cone	2 faces 1 edge 1 vertex		
Sphere	1 face 0 edges 0 vertices Half a sphere is known as a hemisphere.		

Mathematics - Geometry & Measure

Key Term	Definition
Vertically Opposite Angles	Vertically opposite angles are equal. 
Alternate Angles	Alternate angles are equal. 
Corresponding Angles	Corresponding angles are equal. 
Co-Interior Angles	Co-Interior angles add up to 180°. 

Key Term	Definition
Sum of all angles in Polygons	n is the number of sides. $(n-2)\times 180$
Internal angle in regular polygon	$\frac{(n-2)\times 180}{n}$
External angle	The angle between a side of a polygon and an extended adjacent side. 
Exterior angle regular polygon	$\frac{360}{n}$

French - Les Vacances et le Temps Libre

1. Où vas-tu tes vacances?	Where do you go on holiday?
Je vais	I go
On va	We go
En France	To France
En Espagne	To Spain
En Italie	To Italy
En Allemagne	To Germany
En Grèce	To Greece
Au Portugal	To Portugal
Au Mexique	To Mexico
Aux États-Unis	To the USA

2. Où restes- tu en vacances?	Where do you stay on holiday?
Je reste	I stay
Nous restons / on reste	We stay
À la montagne	In the mountains
À la campagne	In the countryside
À la plage	At the beach
Au bord de la mer	By the seaside
En ville	In town
Dans un camping	On a campsite
Dans un hôtel	In a hotel

3. Comment voyages- tu ?	How do you travel?
Je voyage/ On voyage	I/We travel
En voiture	By car
En bateau	By boat
En train	By train
En avion	By plane
En car	By coach

Opinions	
Qu'est-ce que tu aimes faire pendant les vacances?	What do you like to do during your holidays?
J'aime	I like…
J'adore	I love
Je préfère	I prefer
Je n'aime pas	I don't like
Je déteste	I hate…

Remember: An infinitive means 'to something' and ends in an –er, -ir or—re in French

4. Qu'est-ce que tu as fait l'année dernière ? What did you do last year?	
L'année dernière	Last year
Je suis allé en / au…	I went to + country
J'ai bronzé	I tanned
J'ai joué au tennis/au volley	I played tennis/ volleyball
J'ai nagé dans la mer	I swam in the sea
J'ai acheté des souvenirs	I bought souvenirs
J'ai mangé des spécialités locales	I ate local specialities
On a voyagé en	We travelled by
J'ai fait des sports nautiques	I did water sports
J'ai pris des photos	I took photos
J'ai lu	I read
J'ai fait du tourisme	I did sightseeing
Je suis allé (e) aux musées	I went to the mu-seums
Je suis resté (e)	I stayed
C'était	It was

5. Qu'est-ce que tu vas faire?	What are you going to do?
Je vais	I am going…
Je ne vais pas	I am not going …
On va	We are going …
Je voudrais	I would like to…
Ce sera	It will be

6. Infinitifs	Infinitives
Me relaxer	To relax
Aller à la plage	To go to the beach
Lire	To read
Visiter les musées	To visit museums
Manger des spécialités locales	To eat local dishes
Nager dans la mer	To swim in the sea
Faire des sports nautiques	To do water sports
Manger aux restaurants	To eat at restaurants
Visiter des monuments	To visit monuments
Faire du tourisme	To go sightseeing
Prendre des photos	To take photos
Acheter des souvenirs	To buy souvenirs

Opinions	
Amusant	Fun
Super	Great
Fantastique	Fantastic
Incroyable	Incredible
Relaxant	Relaxing
Passionnant	Exciting
Nul	Rubbish
Ennuyeux	Boring

What to include in your writing (key)	
C	Connectives
O	Opinions
R	Reasons
N	Negatives
E	Extra detail
T	Time expressions
T	Tenses
I	Intensifiers
	Masculine
	Feminine
	Plural

French - Les Vacances et le Temps Libre

7. Quels sont tes projets pour ce weekend?	What plans do you have for this weekend?
Je vais	I am going...
On va	We are going...

Jouer au basket	To play basketball
Aller à la plage	To go to the beach
Aller au parc	To go to the park
Aller au centre de loisirs	To go to the leisure centre
Regarder un film	To watch a film
Regarder la télé	To watch TV
Faire les magasins	To go shopping
Sortir avec mes amis	To go out with my friends
Faire mes devoirs	To do my homework
Faire de la natation	To go swimming
Faire du sport	To do sport
Faire de la randonnée	To go for a walk / hike

8.	Qu'est-ce que tu aimes faire pendant ton temps libre?	What do you like to do in your free time?
	J'aime	I like...
	J'aime bien	I quite like...
	J'adore	I love...
	Je préfère	I prefer...
	Je n'aime pas	I don't like...
	Je déteste	I hate...
	J'ai horreur de	I hate...

9. Tu voudrais aller au ciné-ma?	Do you want to go to the cinema
Tu veux	Do you want..?
Oui, je veux	Yes, I want...
Oui, je voudrais	Yes I would like...
D'accord	Okay
Peut-être	Maybe
Désolé(e)	Sorry
Je ne peux pas	I can't
Je dois faire mes devoirs	I have to do my homework
Je dois aider ma mère	I have to help my mum
Je dois m'occuper de mon frère / ma soeur	I have to look after my brother/sister

Time expressions	
PRESENT TENSE	
Normalement	Normally
Tous les ans	Every year
Puis / ensuite	Then/Next
PAST TENSE	
L'année dernière	Last year
L'été dernier	Last summer
FUTURE TENSE	
L'année prochaine	Next year
L'été prochain	Next summer
Dans le futur	In the future

10. Qu'est-ce que tu fais normalement le weekend ?	What do you normally do at the weekend?
Je joue au foot / au tennis / au netball	I play football / tennis / netball
Je joue à des jeux vidéos	I play video games
Je reste chez moi	I stay at home
J'écoute de la musique	I listen to music
Je regarde la télé	I watch TV
Je vais en ville	I go to town
Je sors avec mes amis	I go out with my friends
Je fais du shopping	I do shopping
Je ne fais rien	I do nothing

Opinions	
Je pense que	I think that
À mon avis	In my opinion
Je trouve que	I find that
C'est	It is...
C'était	It was...
Ce sera	It will be...

Divertissant	Entertaining
Cool	Cool
Important	Important
Génial	Great
Marrant	Funny
Joli	Pretty
Inoubliable	Unforgettable

Ennuyeux	Boring
Dangereux	Dangerous
Stupide	Silly/stupid
Affreux	Awful
Une perte de temps	A waste of time

Spanish - Les Vacaciones Y El Tiempo Libre

1 ¿Adónde vas de vacaciones?	Where do you go on holiday?
Normalmente voy…	Normally I go…
A Francia	To France
A España	To Spain
A Italia	To Italy
A Alemania	To Germany
A Grecia	To Greece
A Escocia	To Scotland
A Gales	To Wales
A los Estados Unidos	To the USA

2 ¿Dónde te alojas/te quedas?	Where do you stay?
Me alojo…	I stay…
Nos alojamos…	We stay…
En las montañas	In the mountains
En el campo	In the countryside
A la playa	At the beach
En la costa	By the seaside
En la ciudad	In town
En un campamento	On a campsite
En un hotel	In a hotel
En una villa	In a villa

3 ¿Cómo viajas?	How do you get there?
Viajo/Viajamos…	I travel/we travel…
En coche	By Car
En barco	By Boat
En tren	By Train
En avión	By Plane
En autobús	By Bus

Opinions	
¿Qué te gusta hacer durante las vacaciones?	What do you like to do during your holidays?
Me gusta…	I like…
Me mola…	I really like…
Me encanta…	I love…
Prefiero..	I prefer…
Odio…	I hate…

4 ¿Adónde fuiste el año pasado?	Where did you go last year?
Fui a…	I went to…
Fuimos a…	We went to…
Nos alojamos en…	We stayed in…
Fui con…	I went with…

5 ¿Qué hiciste el año pasado?	What did you do last year?
Visité los museos	I visited museums
Nadé en el mar	I swam in the sea
Descansé a la playa	I relaxed on the beach
Tomé el sol	I sunbathed
Compré recuerdos	I bought souvenirs
Jugué al tenis / golf	I played tennis/golf
Comí al restaurante	I ate at a restaurant
Leí libros	I read books
Hice turismo	I went sightseeing
Hice deportes acuáticos	I did water sports

Remember: An infinitive means 'to something' and ends in an 'ar', 'er' or 'ir' in Spanish

6 ¿Cuáles son tus planes para las próximas vacaciones?	What are your plans for your next holiday?
Voy a…	I am going…
No voy a..	I am not going …
Vamos a…	We are going …
Me gustaría…	I would like to…

Infinitivos	Infinitives
Descansar	To relax
Ir a la playa	To go to the beach
Leer	To read
Visitar los museos	To visit museums
Comer platos típicos	To eat local dishes
Nadar en el mar	To swim in the sea
Hacer deportes acuáticos	To do water sports
Ir a los restaurantes	To go to restaurants
Visitar monumentos	To visit monuments
Hacer turismo	To go sightseeing
Tomar el sol	To sunbathe
Comprar recuerdos	To buy souvenirs

7 ¿Qué te gustaría hacer en el futuro?	What would you like to do in the future?
Me gustaría ir a..	I would like to go to…
Al campo	To the countryside
Al extranjero	Abroad
A la ciudad	To the city
A la costa	To the coast

Spanish - Les Vacaciones Y El Tiempo Libre

8 ¿Qué planes tienes para este fin de semana ?	What plans do you have for this weekend?
Voy a...	I am going...
Vamos a...	We are going...

Ir de compras	To go shopping
Ir a la playa	To go to the beach
Ir al parque	To go to the park
Ir al poldeportivo	To go to the sports centre
Ver una película	To watch a film
Ver la tele	To watch TV
Jugar al baloncesto	To play basketball
Salir/Quedar con mis amigos	To go out with/meet up with my friends
Hacer mis deberes	To do my homework
Hacer natación	To go swimming
Hacer deporte	To do sport
Dar un paseo	To go for a walk

	9 ¿Qué te gusta hacer en tu tiempo libre?	What do you like to do in your free time?
	Me gusta...	I like...
	Me mola...	I really like...
	Me encanta...	I love...
	Prefiero..	I prefer...
	Odio...	I hate...

10 ¿Quieres ir al cine?	Do you want to go to the cinema
¿Quieres....	Do you want..?
Sí, quiero...	Yes, I want...
Sí me gustaría..	Yes I would like...
Vale	Okay
Tal vez	Maybe
Lo siento, no puedo	Sorry I can't
Tengo que hacer mis deberes	I have to do my homework
Tengo que ayudar a mi madre	I have to help my mum
Tengo que cuidar a mi hermano/a	I have to look after my borther/sister

Time expressions	
PRESENT TENSE	
Generalmente	Generally
Normalmente	Normally
Cada año	Every year
Todos los años	Every year
El primer día	The first day
Luego	Then/Next
PAST TENSE	
El año pasado	Last year
El verano pasado	Last summer
FUTURE TENSE	
El año que viene	Next year
El año próximo	Next year
El verano que viene	Next summer
En el futuro	In the future

11 Qué haces en tu tiempo libre?	What do you do in your free time?
Toco la guitarra	I play the guitar
Veo la televisión	I watch TV
Escucho música	I listen to music
Practico deporte	I practise sports
Leo libros	I read books
Navego por internet	I surf the internet
Salgo con mis amigos	I go out with my friends

	Opiniones	Opinions
	Pienso que	I think that
	En mi opinión	In my opinion
	Es...	It is...
	Fue...	It was...
	Será...	It will be...

Divertido	Fun
Emocionante	Exciting
Guay	Cool
Entretenido	Entertaining
Gracioso	Funny
Fenomenal	Amazing
Bonito	Beautiful
Inolvidable	Unforgettable

Aburrido	Boring
Pesado	Boring
Peligroso	Dangerous
Tonto	Silly/stupid
Fatal	Awful
Una pérdida de tiempo	A waste of time

What to include in your writing	
C	Connectives
O	Opinions
R	Reasons
N	Negatives
E	Extra detail
T	Time expressions
T	Tenses
I	Intensifiers
	Masculine
	Feminine
	Plural

French - Le Temps Libre et la Vie Saine

1. Qu'est-ce que tu aimes regarder ?	What do you like to watch?
Les feuilletons	Soaps
Les dessins animés	Cartoons
Les documentaires	Documentaries
Les séries américaines	American series
Les séries policières	Police series
Les émissions de sport	Sports prorammes
Les émissions de télé réalité	Reality TV shows
Les infos	News

2. Je préfère	I prefer...
Je préfère regarder	I prefer to watch...
Je regarde	I watch...
J'aime	I like...
J'aime bien	I really like...
J'adore	I love...

3. Quel genre de film aimes-tu?	What type of film do you like?
Les films d'amour	Love films
Les films d'horreur	Horror films
Les films d'action	Action films
Les films de science-fiction	Science-fiction films
Les films de guerre	War films
Les westerns	Western films
Les dessins animés	Animated films
Les films fantastiques	Fantasy films
Les documentaires	Documentaries
Les comédies	Comedies

Opinions sur la télé et les films	Opinions on TV and films
Parce qu' / Car	**Because**
Ils / elles sont	**They are...**
Drôles	Funny
Divertissant(e)s	Entertaining
Effrayant(e)s	Scary
Violent(e)s	Violent
Triste(s)	Sad
Captivant (e)s	Gripping
Informatif (ve)s	Informative

4. Quelle musique écoutes-tu?	What music do you listen to?
J'aime écouter	I like to listen
J'écoute	I listen
Je n'écoute jamais	I never listen
De la musique pop	Pop
De la musique rap	Rap
De la musique hip-hop	Hip Hop
De la musique électronique	Electronic music
De la musique RnB	RnB
De la musique classique	Classical music
De la musique jazz	Jazz music
De la musique rock	Rock music
Un peu de tout	A bit of everything

Reasons	
Parce que	**Because**
C'est original	It is original
C'est entrainant	It is catchy
C'est relaxant	It is relaxing
Ça me donne envie de danser / chanter / pleurer	It makes me want to dance / to sing / to cry
Ça me rend heureux / triste	It makes me happy / sad

5. Qu'est-ce que tu manges?	What do you eat?
Au petit-déjeuner	At breakfast
Au déjeuner	At lunch
Au dîner	At dinner
Je mange	I eat
Je prends	I have (eat)
De la soupe	Some soup
Des pâtes	Some pasta
Du poisson	Some fish
Des frites	Some chips
Des légumes	Some vegetables
De la viande	Some meat
Du riz	Some rice
Des escargots	Some snails
Je bois	I drink
De l'eau	Some water
Du café	Some coffee
Du jus d'orange	Some orange juice

What to include in your writing (colour key)	
C	Connectives
O	Opinions
R	Reasons
N	Negatives
E	Extra detail
T	Time expressions
T	Tenses
I	Intensifiers
	Masculine
	Feminine
	Plural

French - Le Temps Libre et la Vie Saine

6.	Que voudrais-tu manger?	What do you want to eat?
	Je voudrais manger	I would like to eat
	Je voudrais boire	I would like to drink
	Une crêpe	A crêpe
	Parce que c'est	Because it is
	Délicieux	Delicious
	Malsain	Unhealthy
	Salé	Salty
	Sucré	Sweet
	Sain	Healthy

7.	Qu'est-ce que tu portes ?	What do you wear?
	Je porte	I wear
	Un pull	A jumper
	Un jean	Jeans
	Un tee-shirt	A t-shirt
	Une robe	A dress
	Une veste	A jacket
	Une chemise	A blouse
	Une jupe	A skirt
	Des baskets	Some trainers
	Bleu/e (s)	Blue
	Noir/ e (s)	Black
	Blanc/he (s)	White
	Gris/e (s)	Grey
	Rouge/s	Red

8.	Qu'est-ce que tu vas acheter ?	What are you going to buy?
	Demain	Tomorrow
	Ce weekend	This weekend
	Je vais aller	I am going to go
	À la boulangerie	To the bakery
	À la boucherie	To the butcher's
	À l'épicerie	To the grocer's
	À la librairie	To the book shop
	À la pharmacie	To the pharmacy
	À la pâtisserie	To the pâtisserie
	Au magasin de souvenirs	To the souvenir shop
	Au magasin de chaussures	To the shoe shop
	Je vais acheter	I am going to buy
	Un stylo	A pen
	Des petits gâteaux	Some small cakes
	Des médicaments	Some medication
	Un livre	A book
	Du pain	Some bread
	Ce sera utile	It will be useful
	Ce sera cher	It will be expensive
	Ce sera bon marché	It will be cheap

Time expressions (Past)	
Hier	Yesterday
Récemment	Recently
La semaine dernière	Last week

9.	Qu'est-ce qu'il faut faire pour rester en forme?	What must we do to stay in shape?
	Il faut	You must
	Il ne faut pas	You must not
	Manger des fruits	Eat fruits
	Faire de l'exercice	Do exercise
	Éviter des sucreries	Avoid sugary foods
	Se coucher de bonne heure	Go to bed early
	Manger équilibré	Eat a balanced diet
	Fumer	Smoke
	Boire de l'alcool	Drink alcohol
	C'est mauvais pour la santé	It is bad for your health
	C'est bon pour la santé	It is good for your health
	C'est sain	It's healthy
	C'est malsain	It's unhealthy

10.	Qu'est- ce que tu as fait hier?	What did you do yesterday?
	Je suis allé au gymnase	I went to the gym
	J'ai fait de l'exercice	I did some exercise
	J'ai fait du sport	I did sport
	J'ai mangé cinq fruits et légumes	I ate 5 fruits and vegetables
	J'ai mangé équilibré	I ate a balanced diet
	J'ai évité de grignoter	I avoided snacking
	J'ai dormi 8 heures	I slept 8 hours
	J'ai bu de l'eau	I drank water
	C'était vraiment sain	It was really healthy

Spanish - El Tiempo Libre y la Vida Sana

1 ¿Qué te gusta ver?	What do you like to watch?
Los concursos	Game shows
Los dibujos animados	Cartoons
Los documentales	Documentaries
Las noticias	News
Las telenovelas	Soaps
Las series policíacas	Detective series

Prefiero…	I prefer…
Prefiero ver…	I prefer to watch…
Veo..	I watch…
Me gustan…	I like…
Me gustan mucho…	I really like…
Me chiflan…	I love…
Me encantan…	I love…

2 ¿Qué tipo de película prefieres?	What type of film do you prefer?
Las películas de terror	Horror films
Las películas de acción	Action films
Las películas de ciencia-ficción	Science fiction films
Las películas de guerra	War films
Las películas de fantasía	Fantasy films
Las películas de amor	Love films
Las comedias	Comedies

Opiniones de tele y películas	Opinions on TV and films
Porque	Because
Son…	They are…
Divertido/as	Fun
Entretenido/as	Entertaining
Tonto/as	Silly/stupid
Informativo/a s	Informative
Educativo/a s	Educational
Escalofriantes	Scary
Emocionantes	Exciting
Cautivantes	Gripping
Infantiles	Childish

3 ¿Qué tipo de música te gusta escuchar ?	What type of music do you like listening to?
Me encanta escuchar…	I love listening to…
Me gusta escuchar…	I like listening to…
Nunca escucho..	I never listen to…
Música pop	Pop music
Rap	Rap
Hip hop	Hip Hop
Música latina	Latin music
Música clásica	Classical music
Música jazz	Jazz music
Música rock	Rock music

Porque	Because
Me da energía	It gives me energy
Me hace feliz	It makes me happy
Me hace bailar	It makes me dance
Me molesta	It annoys me

Opiniones de música	Opinions on music
Es…	**It is…**
Pegadiza	Catchy
Relajante	Relaxing
Repetitivo/a	Repetitive
Imaginativo/a	Imaginative
Lento/a	Slow
Rápido/a	Fast

4 ¿Qué comes?	What do you eat?
Como…	I eat…
Para el desayuno como…	For breakfast I eat…
Para el almuerzo como…	For lunch I eat…
Para la cena como…	For dinner I eat…
Fruta	Fruit
Verduras	Vegetables
Pollo	Chicken
Cereales	Cereal
Helado	Ice cream
Caramelos	Sweets
Hamburguesas	Burgers
Patatas fritas	Chips
Carne	Meat
Arroz	Rice
Bebo…	I drink…
Agua	Water
Limonada	Lemonade
Té	Tea
Café	Coffee

Spanish - El Tiempo Libre y la Vida Sana

5 ¿Qué quieres comer?	What do you want to eat?
Quiero comer...	I want to eat ...
No quiero comer ...	I don't want to eat ...
Me gustaría probar...	I would like to try...
Me gustaría comer...	I would like to eat...

Opiniones	Opinions
Pienso que	I think that
En mi opinión	In my opinion
Es...	It is...
Sería...	It would be...

Salado/a	Salty	**Salados/as**	Salty
Delicioso/a	Delicious	**Deliciosos/as**	Delicious
Sano/a	Healthy	**Sanos/as**	Healthy
Rico/a	Rich	**Ricos/as**	Rich
Picante	Spicy	**Picantes**	Spicy
Dulce	Sweet	**Dulces**	Sweet

Son...	They are...
Serían...	They would be...

6 ¿Estás en forma?	Are you in shape?
Hago ejercicio	I do exercise
Como bien	I eat well
Nunca bebo agua	I never drink water
(No) Voy al gimnasio	I (don't) go to the gym
Hago deporte	I do sport
Como comida basura	I eat junk food
No como verduras	I don't eat vegetables
Voy al polideportivo	I go to the sports centre

7 ¿Qué se puede hacer para estar en forma?	What can you do to stay in shape?
Para estar en forma...	To stay in shape...
Se puede...	You can...
Se debe...	You must...
Hay que...	You must...
Hacer ejercicio	Do exercise
Comer más fruta	Eat more fruit
Dormir 8 horas al día	Sleep 8 hours a day
Beber mucha agua	Drink lots of water
Desayunar todos los días	Have breakfast every day
Evitar la comida basura	Avoid junk food

8 ¿Qué hiciste recientemente para estar en forma ?	What did you do recently to stay in shape?
Fui al gimnasio	I went to the gym
Hice deporte	I did sport
Jugué al fútbol	I played football
Hice ejercicio	I did exercise
Comí mucha comida sana	I ate lots of healthy food
Dormí ocho horas	I slept for 8 hours

Opiniones de vida sana	Opinions on a healthy life
Es saludable	It is healthy
Es sano	It's healthy
Es esencial	It's essential
Es importante	It's important
Es bueno para la salud	It's good for the health
Te da energía	It gives you energy
Te hace feliz	It makes you happy
Te hace sentir bien	It makes you feel good

9 ¿Qué te gusta llevar?	What do you like wearing?
Me gusta llevar	**I like to wear...**
Llevo...	**I wear...**

Un vestido	**A dress**
Un abrigo	**A coat**
Una chaqueta	**A jacket/blazer**
Una camisa	**A shirt**
Una camiseta	**A t-shirt**
Una falda	**A skirt**
Unos pantalones	**Some trousers**
Unos vaqueros	**Some jeans**

10 ¿Qué vas a comprar?	What are you going to buy?
Voy a comprar...	I am going to buy...

Los colores	The colours
Negro	Black
Gris	Grey
Amarillo	Yellow
Verde	Green
Blanco	White
Morado	Purple
Rojo	Red
Azul	Blue
Naranja	Orange
Rosa	Pink

French - Le collège et le travail

1.	Quelles matières étudies-tu?	What subjects do you study?
	J'étudie	I study
	J'aime étudier	I like to study
	Le français	French
	L'EPS	P.E
	L'anglais	English
	L'art / le dessin	Art
	Le théâtre	Drama
	La géographie	Geography
	L'histoire	History
	L'éducation religieuse	R.E
	La musique	Music
	La technologie	Technology (DT)
	L'informatique	I.T.
	Les maths	Maths
	Les sciences	Science

2.	Quelle est ta matière préférée ?	What is your favourite subject?
	Ma matière préférée c'est	My favourite subject is
	Parce que	Because
	Car	Because
	Puisque	Because
	Ça m'intéresse	I'm interested in it
	J'ai des bonnes notes	I get good marks
	Le prof m'aide	The teacher helps me
	Le prof explique bien	The teacher explains well
	C'est pertinent	It's relevant
	C'est actif / créatif	It's active/creative

3. Qu'est-ce qu'il faut faire ? (Les règles)	What must you do? (Rules)
Il faut	You must
Être poli	Be polite
Écouter en classe	Listen in class
Porter un uniforme	Wear uniform
Arriver à l'heure	Arrive on time
Faire les devoirs	Do homework
Il ne faut pas	You must not
Porter des piercings	Have piercings
Courir dans les couloirs	Run in the corridors
Manger du chewing-gum	Chew gum
Utiliser le portable en classe	Use your phone in class

4.	Qu'est-ce qu'il faut porter ?	What must you wear?
	Il faut porter	You must wear
	Je porte	I wear
	Je dois porter	I have to wear
	Une cravate	a tie
	Une chemise	a shirt
	Une veste	a blazer
	Une jupe	a skirt
	Un pantalon	Trousers
	Des chaussettes	Socks
	Des chaussures	Shoes

5.	Que penses-tu des règles ?	What do you think of the rules?
	Je pense que c'est	I think that it is
	Je trouve ça	I find it

Juste	**Fair**
Normal	Normal
Important	Important
Utile	Useful
Nécessaire	Necessary

Injuste	**Unfair**
Énervant	Annoying
Stupide	Stupid
Inutile	Useless

What to include in your writing	
C	Connectives
O	Opinions
R	Reasons
N	Negatives
E	Extra detail
T	Time expressions
T	Tenses
I	Intensifiers
	Masculine
	Feminine
	Plural

French - Le collège et le travail

PRESENT TENSE

6.	Quelles activités fais-tu?	What activities do you do?
	Je joue d'un instrument	I play an instrument
	Je joue dans l'orchestre	I play in the Orchestra
	Je chante dans la chorale	I sing in the choir
	Je suis membre de l'équipe de…..	I am a member of the…….team
	Je parle une langue étrangère	I speak a foreign language
	Je ramasse les déchets	I pick up litter

7. Qu'est-ce qu'ils font comme travail?	What do they do for a job?
Il est / Elle est	He is / She is
Professeur	A teacher
Infirmier/ière	A nurse
Cuisiner/ ière	A chef
Serveur/euse	A waiter
Coiffeur/euse	A hairdresser
Vendeur/euse	A sales assistant
Récepionniste	A receptionist
Dentiste	A dentist
Médecin	A doctor
Pompier / ière	Fireman / woman
Chanteur/euse	A singer
Footballeur/euse	A footballer
Agent de police	A police officer

8. Quels clubs y-a-t-il ?	What clubs are there?
Il y a	There is / There are
Dans mon collège il y a beaucoup de clubs	In my school there are lots of clubs
Un club d' échecs	Chess club
Un club de sport	Sports club
Un club de langues	Languages club
Un club éco	An eco-club
Un orchestre	An orchestra
Un club de théâtre	A drama club

9. Qu'est-ce qu' il / elle doit faire ?	What does he / she have to do?
Il / elle doit	He / she has to
Aider les enfants	Help children
S'occuper des patients	Look after patients
Préparer les repas	Prepare meals
Servir les clients	Serve customers
Couper les cheveux	Cut hair
Travailler à la caisse	Work on the till
Répondre au téléphone	Answer the phone
À son avis c'est	In his / her opinion it is
Répétitif	Repetitive
Créatif	Creative
Stressant	Stressful
Relaxant	Relaxing
Bien payé	Well paid

Time expressions		
	Quand fais-tu ça ?	**When do you do that?**
	Après le collège	After school
	Pendant la pause déjeuner	During lunch
	Tous les mercredis	Every Wednesday
	Tous les jours	Every day
	Quelquefois	Sometimes

FUTURE TENSE

10.	Quel serait ton boulot idéal ?	What would your ideal job be?
	Je voudrais…	I would like…
	Je veux	I want…
	Je ne voudrais pas	I would not like
	Être	To be
	Travailler	To work
	Faire	To do
	Ce serait	It would be
	Gratifiant	Rewarding
	Un défi	A challenge

11. Les projets d'avenir	Future plans
Je voudrais voyager	I'd like to travel
J'aimerais me marier	I'd like to marry
J'aimerais avoir des enfants	I'd like to have children
Je voudrais gagner beaucoup d'argent	I'd like to earn lots of money
Je voudrais être heureux/euse	I would like to be happy

Spanish - El Colegio Y el Trabajo

1 ¿Qué asignaturas estudias?	What subjects do you study?
Estudio...	I study...
Tengo...	I have...
(El) español	Spanish
(El) francés	French
(El alemán	German
(El) inglés	English
(El) arte/(el) dibujo	Art
(La) geografía	Geography
(La) historia	History
(La) religión	R.E
(La) música	Music
(La) tecnología	Technology
(La) informática	I.T
(La) educación física	P.E
(Las) ciencias	Science
(Las) matemáticas	Maths

Time expressions	
Los lunes	On Mondays
Los martes	On Tuesdays
Los miércoles	On Wednesdays
Los jueves	On Thursdays
Los viernes	On Fridays
Todos los días	Every day
De vez en cuando	From time to time
A veces	Sometimes

Opinions	
2 ¿Qué asignaturas estudias?	**What subjects do you study?**
Me encanta	I love it
Me gusta	I like it
Porque...	Because...
Es divertido	It is fun
Es relevante	It is relevant
Es práctico	It is practical
Es mi asignatura favorita	It is my favourite subject
Me interesa	It interests me
No me gusta	I don't like it
Porque...	Because...
Es difícil	It is difficult
Es inútil	It is useless

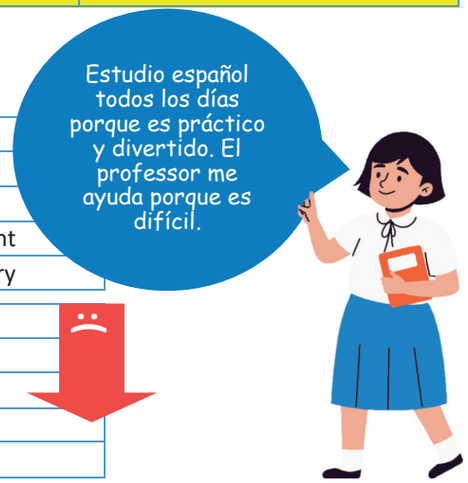
Me encantan	I love them
Me gustan	I like them
Porque...	Because...
Son divertidas	They are fun
Son relevantes	It is relevant
Son practicas	It is practical
Me interesan	They interest me
Saco buenas notas	I get good grades
El profesor me ayuda	The teacher helps me
El profesor es simpático	The teacher is nice
El profesor explica bien	The teacher explains well
El profesor me da muchos deberes	The teacher gives me lots of homework

3 ¿Qué se debe hacer?	What must you do?
Se debe...	You must...
Hay que...	You must/have to...
Escuchar en clase	Listen in class
Escuchar al profe	Listen to the teacher
Llevar uniforme	Wear uniform
Llegar a tiempo	Arrive on time
Hacer los deberes	Do homework
No se debe...	You must not...
Está prohibido...	It is forbidden to ...
Llegar tarde	Arrive late
Llevar piercings	Wear piercings
Llevar maquillaje	Wear makeup
Comer chicle	Chew gum
Pelearse con otros alumnos	Fight with other students

4 ¿Qué piensas de las reglas ?	What do you think of the rules?
Son...	They are...

Justas	Fair
Prácticas	Practical
Útiles	Useful
Importantes	Important
Necesarias	Necessary

Injustas	Unfair
Estúpidas	Stupid
Inútiles	Useless
Tontas	Silly
Estrictas	Strict



Spanish - El Colegio Y el Trabajo

	5 Háblame de las actividades extraescolares	Talk to me about extra curricular activities
	En mi colegio	In my school
	Hay...	There is...
	Un club de teatro	A drama club
	Un club de deporte	A sports club
	Un club de idiomas	A languages club
	Un club de música	A music club
	Un club de ajedrez	A chess club
	Donde...	Where
	Me divierto	I have fun
	Practico el fútbol	I practise football
	Hablo español	I speak Spanish
	Toco un instrumento	I play an instrument
	Juego con mis amigos	I play with my friends

***Grammar note**

Notice that we use 'toco' for instruments but 'juego' for activities .

Time expressions	
Antes del colegio	Before school
Después del colegio	After school
A la hora de comer	At lunch time
Durante el recreo	During break
Los lunes	On Mondays
Todos los días	Every day

	6 ¿Qué hacen de	What do they do for a job?
	Es...	He/she is...
	Trabaja como...	He/she works as...
	Profesor/a	A teacher
	Médico/a	A doctor
	Enfermero/a	A nurse
	Cocinero/a	A chef
	Camarero/a	A waiter
	Peluquero/a	A hairdresser
	Mecánico/a	A mechanic
	Dependiente/a	A sales assistant
	Cantante	A singer
	Futbolista	A footballer
	Dentista	A dentist
	Recepionista	A receptionist

¿Cómo es su trabajo ?	What is his/her job like?
En su opinión.	In his / her opinion
Es...	It is...

Fácil	**Easy**	Repetitivo	**Repetitive**
Creativo	**Creative**	Estresante	**Stressful**
Relajante	**Relaxing**	Dificíl	**Difficult**
Interesante	**Interesting**	Monótono	**Dull/Boring**

Los clientes son simpáticos	The customers are nice
Los clientes son horrorosos	The customers are horrible
Mi jefe es severo	My boss is strict

	Tiene que...	He/she has to...
	Enseñar a los niños	Teach children
	Cuidar a la gente	Look after people
	Preparar comida	Prepare food
	Servir a los clientes	Serve customers
	Vender productos	Sell products
	Hablar por teléfono	Talk on the phone

	7 ¿Cuál sería tu trabajo ideal?	What would your ideal job be?
	Mi trabajo ideal sería...	My ideal job would be..
	Me gustaría ser...	I would like to be...
	Me gustaría trabajar como..	I would like to work as..

Porque	Because
Me gusta...	I like...
Trabajar con niños	To work with children
Trabajar al aire libre	To work outdoors
Trabajar en equipo	To work in a team

8 ¿Qué planes tienes para el futuro?	What plans do you have for the future ?
En el futuro	In the future
Me gustaría...	I would like...
Tener una familia	To have a family
Casarme	To get married
Ganar mucho dinero	To earn lots of money
Viajar	To travel
Vivir en otro país	To live in another country
Sería...	It would be...

Dance - Year 8

PHYSICAL SKILLS	
POSTURE	The way the body is held
ALIGNMENT	Correct placement of body parts in relation to each other.
BALANCE	A steady or held position achieved by an even distribution of weight.
COORDINATION	The efficient combination of body parts
CONTROL	The ability to start and stop movement, change direction and hold a shape efficiently.
FLEXIBILITY	The range of movement in the joints (involving muscles, tendons and ligaments).
MOBILITY	The range of movement in a joint; the ability to move fluently from action to action.
STRENGTH	Muscular power.
STAMINA	Ability to maintain physical and mental energy over periods of time
EXTENSION	Lengthening one or more muscles or limbs.
ISOLATION	An independent movement of part of the body.

EXPRESSIVE SKILLS	
PROJECTION	The energy the dancer uses to connect with and draw in the audience.
EYE FOCUS	Use of the eyes to enhance performance or interpretative qualities.
SPATIAL AWARNESS	Consciousness of the surrounding space and its effective use.
FACIAL EXPRESSION	Use of the face to show mood, feeling or character.
PHRASING	The way in which the energy is distributed in the execution of a movement phrase.
MUSICALITY	The ability to make the unique qualities of the accompaniment evident in performance
SENSITIVITY TO OTHER DANCERS	Awareness of and connection to other dancers.

TECHNICAL SKILLS	
ACTION CONTENT	Performing the movements in the choreography such as travelling, turning, gesture and floor-work accurately.
DYNAMIC CONTENT	Accurately performing the quality of the movements such as soft, strong, sharp, gently.
SPATIAL CONTENT	Accurately performing the actions in the correct place e.g.. levels, directions, pathways, shapes, designs and patterns.
RELATIONSHIP CONTENT	Accurately portraying the ways in which dancers interact; the connections between dancers.
TIMING CONTENT	Accurate use of time or counts when matching movements to sound and/or other dancers.
RHYTHMIC CONTENT	Repeated patterns of sound or movement performed accurately.
STYLISTIC ACCURACY	Performing the choreography in a way which highlights the key features of the chosen style/s

Dance - Year 8

AURAL SETTING	
Song	A piece of music with someone singing lyrics
Instrumental	A piece of music which has no sung or spoken words.
Orchestral	A piece of music performed by a full orchestra
Spoken Word	The use of a speech/poem/story spoken out loud (this could be over music)
Silence	No audible sound
Natural Sound	Use of sounds created by nature (birdsong, wolf howl, rain etc
Found Sound	A 'non-musical' sound used creatively in a piece of music
Body Percussion	Using the human body to create percussive sounds

CHOREOGRAPHIC DEVICES	
MOTIF & DEVELOPMENT	A movement phrase encapsulating an idea that is repeated and developed using relationships and choreographic devices throughout the dance.
REPETITION	Performing the same action or phrase again.
CONTRAST	Movements or shapes that have nothing in common.
HIGHLIGHTS	Important moments of a dance.
CLIMAX	The most significant moment of the dance.
MANIPULATION OF NUMBER	How the number of dancers in a group is used.
UNISON & CANON	A combination of two or more dancers performing the same movement at the same time and same movements overlapping in time.
FRAGMENTATION	Use of parts of a phrase or motif.
RETROGRADE	Reversing a movement phrase.

RELATIONSHIPS	
LEAD & FOLLOW	When one dancer begins a phrase of movement and a second dancer or group of dancers repeat the phrase after the lead dancer.
MIRRORING	When two or more dancers perform the same phrase of movement on the opposite side, as if a reflection of each other.
ACTION & REACTION	One/Group of Dancer/s performs an action or series of actions and another dancer/dancers perform a different action in response.
ACCUMULATION	When a dancer performs a series of movements and others join in at different times until all perform in unison.
COMPLIMENT & CONTRAST	Perform actions or shapes that are similar to but not exactly the same as another dancer's followed by movements or shapes that have nothing in common (or vice versa).
COUNTERPOINT	When dancers perform different phrases simultaneously
CONTACT	When two or more dancers perform whilst physically connected to each other.
FORMATIONS	Shapes or patterns created in space by dancers

Drama Year 8

Vocal skills	
Accent	The way a character pronounces words according to their regional location or social class.
Pitch	How high or low the voice is
Volume	How loud or quiet the voice is
Tone	The way the character speaks to show emotion.
Pause	A moment of silence to build tension, add emphasis or communicate other meaning.

Features of a script	
Character name	Identifies which character is speaking
Dialogue	The words spoken by the characters
Scene title	The title of the scene and its location in the play
Stage directions	Instructions in the text that tell the actors what to do

Use of space	
Levels	How high or low an actor is stood or sat to communicate meaning or status
Proxemics	The use of space to communicate meaning
Still Image	A static image on the stage to mark key moments of the story or play
Stage position	An actor's location on the stage

Physical skills	
Eye contact	The use of the eyes to communicate meaning
Facial expressions	Use of the face to communicate meaning
Posture	The way the body is held or the shape of the back
Dynamics	The quality of the movement relating to energy, effort, force, or weight.

Stanislavski Techniques	
Scene Objective	What a character wants in the scene
Magic If	Imagining yourself in a situation, to help you relate to your character.
Given Circumstances	What, Where, Who, When, Why
Naturalistic	Closely imitating real life.

Performance quality	
Audience awareness	Being aware of what the audience can see and hear when blocking, rehearsing and performing a scene
Clarity	Speaking clearly so the audience can hear you
Corpsing	Coming out of role or losing focus during a
Tension	A sense of anticipation or fear within a character

Drama Year 8

Creating theatre	
Stimulus	The item that inspires the idea
Placard	A printed or handwritten notice or sign for public display
Creative task	A task with a set of rules or restrictions used to create new dramatic or movement material
Rehearsal	The process of repeatedly practising and refining a performance to improve the quality
Improvisation	Making a performance up on the spot with no rehearsal
Devise	To plan using careful thought.

Use of space	
Blocking	The process of staging the movement of a scene
Emotion memory	When the actor finds real emotions from their own experience and applies them to their own performance
Given circumstances	Information about the character found in the script

Movement	
Unison	A group of people moving as one.
Canon	Performing the same phrase of movement one after the other
Dynamics	The quality of the movement relating to energy, effort, force, or weight.
Choreography	Stylised movement created to communicate meaning to an audience
Counterbalance	Sharing body weight between two people
Pathways	The journey you take around the space

Performance quality	
Audience awareness	Being aware of what the audience can see and hear when blocking, rehearsing and performing a scene
Clarity	Speaking clearly so the audience can hear you
Corpsing	Coming out of role or losing focus during a performance– should be avoided
Projection	The energy the actor use to engage and connect with the audience

Drama Year 8

Physical Skills	
Exaggeration	Making a movement larger than normal to increase dramatic effect
Proxemics	The physical space between you and another actor on stage
Eye Contact	Looking someone directly in the eyes
Audience Awareness	Making sure you are facing the audience so they can see what you are doing
Body Language	How you use your body to show how your character is feeling

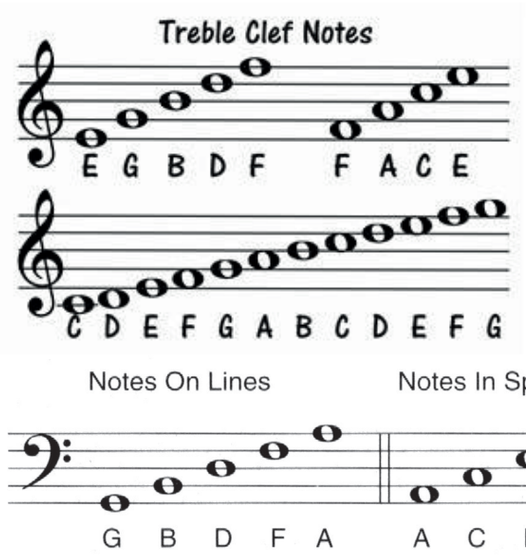
Topic Knowledge	
Shakespeare	A British playwright who wrote 39 plays and is known as one of the best playwrights in the world
Playwright	Someone who writes and distributes plays
Stage Combat	A specialised technique in theatre designed to create the illusion of physical combat without causing injury
Building Tension	Evoking emotions such as worry, anxiety, fear and stress
Antagonist	Being actively hostile to someone or something

Vocal Skills	
Tone	The emotion used alongside words to show how the character is feeling
Volume	How loud or quiet a character is speaking
Projection	The energy used whilst speaking to ensure that you can be heard from far distances
Emphasis	Stressing a particular word or phrase to indicate importance

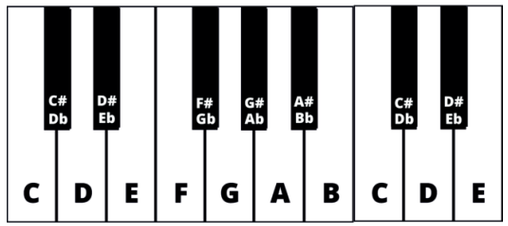
Character Skills	
Facial Expressions	The way the face moves to convey an emotional state
Hand Gestures	A movement of the hand to express meaning
Gait	the attitudes conveyed by an actor which impacts the way they walk
Pace	The speed of an actors movements

Music

The musical elements	
Dynamics	The volume of music e.g. loud or quiet.
Rhythm	The pattern of beats in music.
Pitch	The movement of the notes between high and low within a piece of music.
Structure	The different sections within a piece of music e.g. verse/ chorus.
Melody	The main tune within a piece of music.
Instrumentation	The different instruments used within a piece of music.
Texture	The different layers of sound happening at once.
Tonality	The character of apiece of music as determined by the key in which it is played.
Tempo	The speed of the music
Harmony	The use of chords sounding together at the same time and the device used to analyse them.
Sonority	The colour, character or quality of sound produced
Articulation	How to play a note—if it should be short and spikey or smooth.



Performance Knowledge	
Accuracy	Being secure in terms of rhythm and/or pitch, playing at an appropriate tempo re-
Expression and interpretation	An expressive performance in keeping with the chosen style, effective communication and sustained audience interest and main-
Technical Control	Having a secure vocal/instrumental technique and intonation (where appropriate) throughout the whole performance, ensuring secure control of sonority (tone) with the use of contrast fully appropriate to the
Performance directions	The tempo, dynamic and articulation markings found on a score hat tells you how to
Balanced Performance	When you can hear all parts of the performance at the right dynamic.
Intonation	Accuracy of pitch and projection when creating the sound on your voice or instrument. If the sound quality is poor due to a lack of technical control this is also known
Fluency	Performing with the correct rhythm/timing,
Stylistic Awareness	Having an awareness of the genre specific conventions that are required e.g. particular



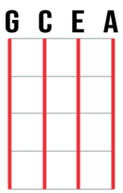
Music Notation			
Symbol	Term	Rest	Definition
	Semiquaver		A note lasting for 1/4 of a beat.
	Quaver		A note lasting for 1/2 a beat.
	Crotchet		A note lasting for one beat.
	Minim		A note lasting for two beats.
	Dotted minim		A note lasting for three beats.
	Semibreve		A note lasting for

Music Notation	
Metre	The pulse within music that is consistently present in which you organize into regular
Time signature	Numbers at the beginning of the piece that tell you how many beats and which type of beat the metre of the piece should be in.
Key signature	The flats and sharps at the beginning of a piece of music, before the time signature, that tell you what key the piece is in and any accidentals you need to play.
Accidentals	They symbols that raise or lower a pitch by one semitone.
Dotted notes	The dot increases the duration of the basic note by half or its original value

Music

Popular Music Sub-genres	
Rhythm and blues	Originally, this term referred to a genre of commercial music that developed in African-American communities in the 1940s.
British Invasion	A style of popular music that emerged in the 1960s. Musicians often emphasize the artistic merit of their music.
Soul	A style of music that developed in America during the 1950s and 60s. It combined elements of jazz, rhythm and blues, and gospel. The vocals are often emotionally charged and melismatic.
Pop	An accessible style of music that emerged in the 1950s as development of rock and roll. The songs are typically written with the intention of maximizing sales and commercial success.
Motown	A record label in Detroit that was heavily associated with soul music. It consistently produced hit songs in the 1960s.
Disco	A style of music that originated from funk in the 1970s. It is syncopated, with a four-on-the-floor beat and fast hi-hat patterns.
Glam rock	A style of rock that emerged in the 1970s. It emphasized elaborate costumes and the theatrical aspects of performance.
Funk	A development of soul, jazz and rhythm and blues that emerged in the 1960s.
Heavy Metal	A genre of rock music characterized by loud dynamics, a thick texture, extended guitar solos and a heavy beat. The lyrics are often aggressive.
Punk rock	A type of rock music developed in the 1970s. Songs are often short, with sparse instrumentation and political lyrics.

Ukulele Strings



Melodic and metre devices	
Conjunct	Melody moving in steps.
Disjunct	Melody moving in leaps.
Ascending	A melody moving higher in pitch.
Descending	A melody moving lower in pitch.
Riff	A short repeating memorable musical pattern
Hook	A motif or short musical idea that creates the main focus in the music
Octave	A leap of 8 notes
Call and response	One musical phrase is followed by another slightly different musical phrase in question and answer
Chromatic	Continuous movement between notes a semitone apart.
Melodic motif	A short pattern in the melody, helps to make it 'singable' and memorable. Usually repeated in the song.
Melodic contrast	A section in the melody that has different musical ideas than other lines, this is usually a change in rhythm, or melody shape
Melodic repetition	A section where the melody is repeated to make it memorable. This could be alongside repeated lyrics.
Regular Phrasing	Phrasing is where a group of notes are played or sung together as one musical thought. Regular phrasing means these groupings are either 2, 4 or 8 bars
Scale	A set of tones where you can build melodies and harmonies—example C Major scale

Structure	
Intro/Outro	Start/end of a song. Usually last 4 or 8 bars. Outros may fade out (gradually reduce in volume).
Verse	Section of a pop song that repeats the chords and melody but changes lyrics. It tells the story of the song.
Chorus	Section of a pop song that repeats the chords, melody and lyrics. It contains the main theme or message of the song and usually contains the hook and or riff.
Bridge/middle 8	Joining section in a pop song, to create contrast. It usually has a contrasting chord sequence and melody as well as contrasting rhythmic ideas.
Instrumental	A section in a pop song where there are no vocals, usually includes an improvisation over the chords of the chorus.
12 bar blues	A song structure that lasts for 12 bars, originating from the United States and influenced by African American struggles with equality.
32 bar song form	A traditional pop song structure that lasts for 32 bars.

Harmony and Rhythmic devices	
Primary triads	Chords 1 4 and 5 of the scale
Secondary triads	Chords 2 and 6 of the scale
7th Chords	Triads where the flattened 7th is added
Tonic	The home note of the song. The first note in the scale and key that the song is played in.
Vocal harmony	Where two different vocal lines are sung at the same time to create notes of a chord
Syncopation	Notes that are played off the beat
Rhythmic ostinato	A short repeating rhythmic pattern
Triplet	3 notes are played within the time of 2.
Chord sequence	The order of the chords that creates the harmony of the song.
Harmonic Rhythm	How often chords change, whether every beat or every bar etc.
Modulation	A move to another key, usually using
Inversion	Playing a chord where another note in the chord is played in the bass.
Cadence	A progression of (at least) two chords that concludes a phrase, section, or piece of music. The most common are **perfect** to make a strong finish (V—I or G to C in C major) **plagal** to make an 'amen' finish (IV-I or F to C in C major) and **imperfect** to make the phrase feel unfinished (I-V or C to G major).
Relative minor	The relative minor of a particular major key, or the relative major of a minor key, is the key which has the same key signature but a different tonic.

Texture	
Monophonic	Music consisting of one line
Homophonic	Melody line is accompanied by other parts to create the harmony.
Theme and Variations	Where music is organised with a theme, followed by versions of the theme that has been changed.

Tempo Italian terms	
Tempo	The speed of the music
Largo	Very slowly
Adagio	Slowly
Andante	At a walking pace
Moderato	Moderately
Allegro	Fast
Vivace	Quick and lively
Presto	Very fast
Accelerando	Gradually speeding up
Rallentando	Gradually slowing down

Melodic compositional devices	
Ornamentation	Decorative notes added to the melody. Most common are trills, where notes move fast between the original pith and the one higher and grace notes, where the note above is added and played quickly before the original note of the melody.
Note addition	Adding a note to a melody. This could be one or more passing notes or notes that fit the chords.
Note subtraction	Taking a note away from a melody.
Retrograde	To play a musical idea backwards
Passing note	A note that is placed between two notes of a chord to fill the gap. Making the melody move by step.
Trill	An ornament that consists of rapid alternation between one tone and another tone either a step or a semitone away from the first tone.

Physical Education - Year 8

Curriculum	
PE Vision	To develop competent and confident performers who continue to maintain healthy active lives beyond their academic career.
Competence	The ability to do something successfully or efficiently.
Confidence	Feelings / belief in abilities and qualities.
Fit to Lead	Develop communication, cooperation, confidence, leadership and understanding of tactics. Activities Studied- Badminton, Netball
Fit to Perform	Develop actions, skills and techniques. Activities Studied- Handball, Basketball
Fit for Life	The importance of a balanced, healthy, active lifestyle. Activities Studied- Health Related Fitness (HRF

Keywords	
Motivation	Helps you keep going, even when you are tired or not winning.
Tactics	Are planned strategies used to beat an opponent or defend your goal.
Self-assessment	Helps you reflect on how well you performed and what you can improve.
Feedback	Information from teachers, coaches or peers can help you understand what you are doing well and what needs improvement.
Peer assessment	Allows you to support your classmates by giving constructive feedback.
Anticipation	Is reading the game to predict what your opponent will do next.

Warm-up	
Warm- Up	Simple exercise routine that is performed before a workout session. Exercises to prepare the body for exercise so that the chances of injury are reduced
Pulse Raiser	The starting activity of a warm-up. It consists of exercises that slowly increase the heart rate and body temperature. This is performed at low intensity
Pulse Raiser Activity	Gentle jog, skipping. Jog, weave, twist, turn. (If the activity has another way of moving apart from running, use that form of movement e.g., swimmers = slow swim, cyclists = short bike ride).
Dynamic Stretching	Involves stretching whilst moving or taking the joint though the full range of movement. This is performed at medium intensity
Dynamic Stretching activities	High knees, heel flicks, arm rotations, skipping, lunges, walking hamstring stretches (feed the chickens), side steps
Game Related/Skill rehearsal	The last phase of a warm-up. Practicing the actions that are about to be used in the game or activity. This is performed at high intensity
Game related/skill rehearsal activities	Finger tag, stuck in the mud, splat, end-zone, passing drills

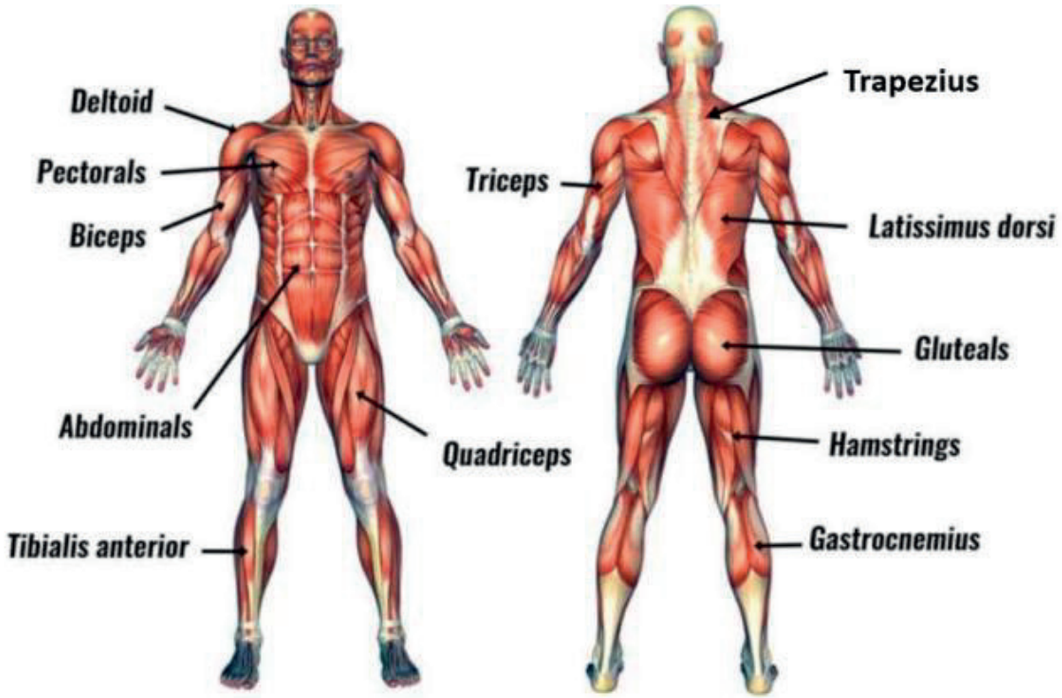
Warm-up Benefits	
Increase muscle temperature	Help the muscles to be more elastic and flexible, reducing the risk of injury.
Increase heart rate	Help to speed delivery of oxygen to working muscles.
Increase flexibility	Stretching will help to increase how much movement can happen at joints
Increase speed of muscle contraction	Help the muscles to work quicker and reduce reaction time.
Increase motivation	Thinking about the task will increase the performers drive to perform well
Increase concentration	Thinking about the task will help the performer to focus and concentrate on the activity
Increase confidence	Practicing skills in a warm-up will improve confidence and speed up reaction time.

Cool Down	
Cool down	Easy exercise done after an activity to allow the body to return to a resting condition
Pulse lowering (first part of cool-down)	Gradually lowering the heart rate and body temperature. A slow walk or jog
Stretching (second part of cool-down)	Return muscles that have been used back to their normal length

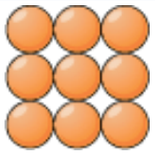
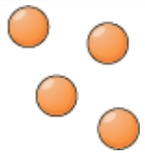
Components of fitness	
Flexibility	The range of motion at a joint.
Muscular Endurance	The ability to use voluntary muscles repeatedly without tiring.
Strength	The amount of force a muscle can exert against a resistance.
Agility	The ability to change the position of the body quickly and control the movement.
Balance	The ability to maintain the body's centre of mass above the base of support.
Coordination	The ability to use two or more body parts together
Power	The ability to perform strength performances quickly
Reaction time	The time taken to respond to a stimulus
Speed	The ability to put body parts into motion quickly

Nutrition	Functions	Sources
Nutrition	Substances in food that the body needs to grow, stay healthy, and function properly.	
Balanced Diet	A diet that includes the right amounts of all the necessary nutrients from different food groups.	
Vitamins & Minerals	Essential nutrients that help keep the body healthy and support different body functions.	Fruit and vegetable
Fats & Oils	Foods that give you energy and help keep your body warm.	Butter, olive oil, nuts, avocado (in small amounts)
Hydration	Drinking enough water to keep your body working properly.	
Protein	Nutrients that help the muscles grow and repair itself, found in meat, eggs, beans, and nuts.	Chicken, fish, eggs, beans, lentils
Carbohydrates	Foods that give you energy, like bread and fruit.	Bread, rice, pasta, potatoes
Vegetables	They give you vitamins, help you stay strong, and keep your body working well.	Apples, bananas, carrots, broccoli
Dairy	help keep your bones strong.	Milk, cheese, yogurt

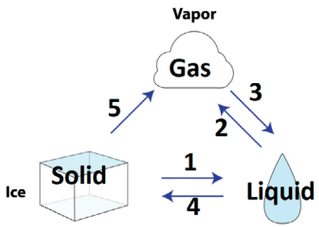
Muscles	


Deltoid
Pectorals
Biceps
Abdominals
Tibialis anterior
Quadriceps
Trapezius
Triceps
Latissimus dorsi
Gluteals
Hamstrings
Gastrocnemius

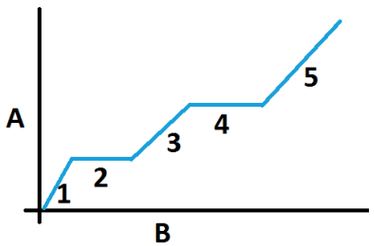
Science - Heating and Cooling

Particle model			
			
Organisation (Pattern)	Regular pattern	No pattern, random arrangement	No pattern, random arrangement
Spacing (Touching?)	All touching, close together	Close together but may still be touching	Wide spaces between, far apart
Motion (Movement of molecules)	Vibrate in a fixed position	Move and slide around each other	Move quickly in all directions

1. Melting
2. Boiling
3. Condensing
4. Freezing
5. Sublimation



1. Solid
2. Melting
3. Liquid
4.Boiling
5. Gas



A. Temp.

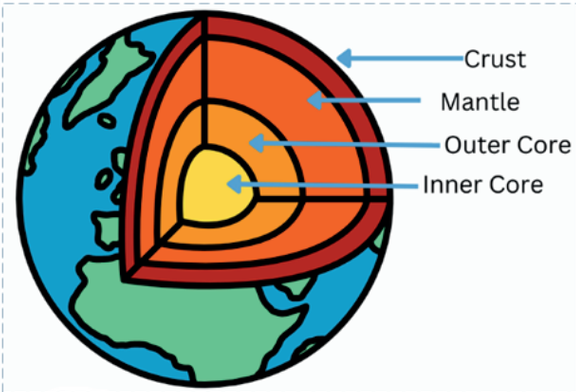
B. Heat absorbed

	Types of Energy Stores	
	Term	**Definition**
Stores	**Kinetic**	Energy stored in a moving object
	Gravitational potential	Energy stored in an object in a gravitational field.
	Chemical	Energy stored in the bonds of substances; typically fuels or food, i.e. energy is released when burned
	Elastic potential	The potential stored in a spring or something stretchy that will spring back after being released
	Nuclear	Energy stored in nuclei of atoms, released through nuclear fission or fusion.
	Magnetic	The potential energy stored in a magnetic field
	Electrostatic	The energy stored when like charges are moved closer together/unlike charges are pulled
	Thermal	Associated with changes in temperature and/or changes of state of objects.
Transfers	**Mechanical**	A force moving an object through a distance
	Electrical	When an electric current flows through a device
	Heating	By conduction, convection, or radiation
	Radiation	Energy transferred by electromagnetic radiation (e.g. light)

Heat transfer	
Conduction	The transfer of heat through a material by transferring kinetic energy from one particle to another through collisions
Convection	The transfer of heat energy through a fluid (liquid or gas) – warmer fluid is less dense and rises above cold fluid
Radiation	Infra-red radiation emitted from a hot object

Science—Materials and the Earth

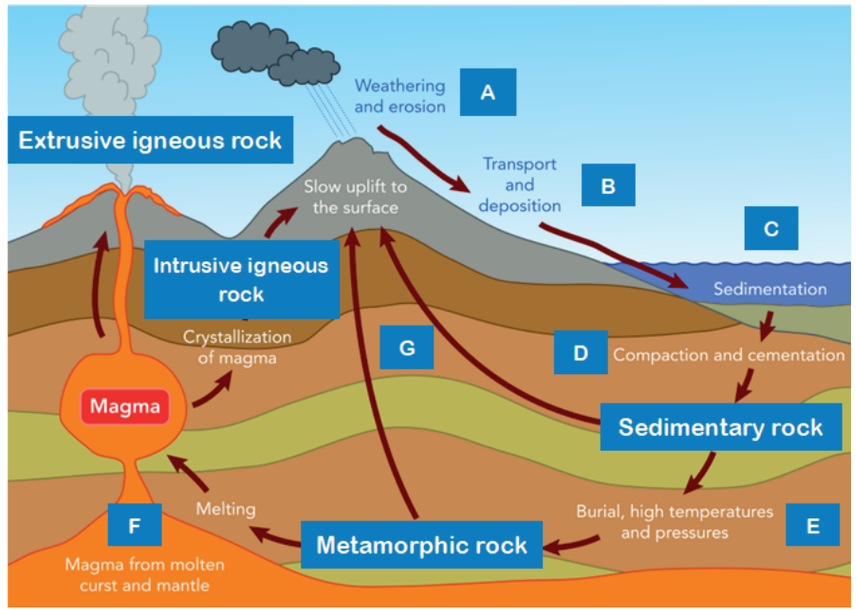
Structure of the Earth	
Layer	**Description**
Crust	Top layer of the Earth that is relatively thin and rocky.
Mantle	Thickest layer made from molten rock that can flow.
Outer core	Made from liquid nickel and iron.
Inner core	Centre of the Earth made from solid nickel and iron.



Composition of the current atmosphere	
Gas	**Percentage (%)**
Nitrogen	78
Oxygen	21
Other gases e.g. carbon dioxide	1

The rock cycle		
Letter	**Process**	**Description**
A	**Weathering and erosion**	Weathering breaks down rocks on the surface of the Earth.
B	**Transportation and deposition**	Rivers and streams transport rock particles to other places. Rock particles are deposited in lakes and seas.
C	**Sedimentation**	Rock particles form layers in lakes or seas
D	**Compaction and cementation**	Pressure from the above layers compresses the layers and causes particles to cement together
E	**High temperature and pressure**	Rocks underground get heated and put under pressure, and are changed into metamorphic rock
F	**Melting**	Rocks underground that get heated so much they melt turn into magma. Some reaches the surface as lava and cools quickly to form extrusive rock.
G	**Slow uplift to the surface**	Some magma rises slowly cooling slowly within the earth to form intrusive rock.

Types of rock		
Rock	**How it is formed**	**Properties**
Sedimentary	**Broken remains of other rocks by weathering, which are joined together**	• porous (contains small holes) • soft • contains fossils • made of layers of grains
Igneous	**Molten rock that has cooled and solidified – either intrusive or extrusive**	• hard rock. • does not contain fossils. • contains crystals (intrusive igneous rock has cooled slowly and has large crystals, extrusive igneous rock has cooled quickly and has small crystals).
Metamorphic	**High heat and pressure**	• hard rock • contains distorted layers and crystals. • colourful



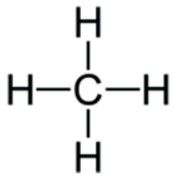
Science—Materials and the Earth

Materials	
Key term	**Definition**
Monomer	Substance made of single molecules.
Polymer	Substance made from long chains of monomers.
Ceramic	Materials made out of clay soil that have been dug up from the ground and heated in a kiln.
Composite	Made from two or more different types of material.
Resources	Any materials that are useful
Recycling	Reusing materials or reprocessing waste materials to produce new materials.
Hydrocarbons	Compounds that contain hydrogen and carbon only
Fossils	The remains of a dead organism from millions of years ago trapped in rocks

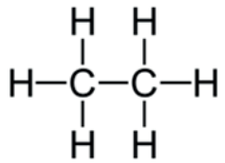
Crude oil	
Definition	A mixture of different length hydrocarbons (compounds made from carbon and hydrocarbon atoms only)
Formation	Formed from ancient remains of plankton from millions of years ago
Uses	Can be extracted and separated for fuels and plastics

Alkanes C_nH_{2n+2}

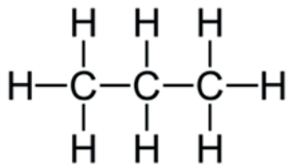
Methane



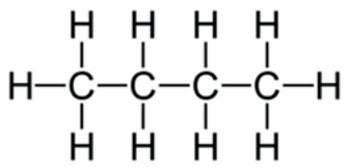
Ethane



Propane



Butane

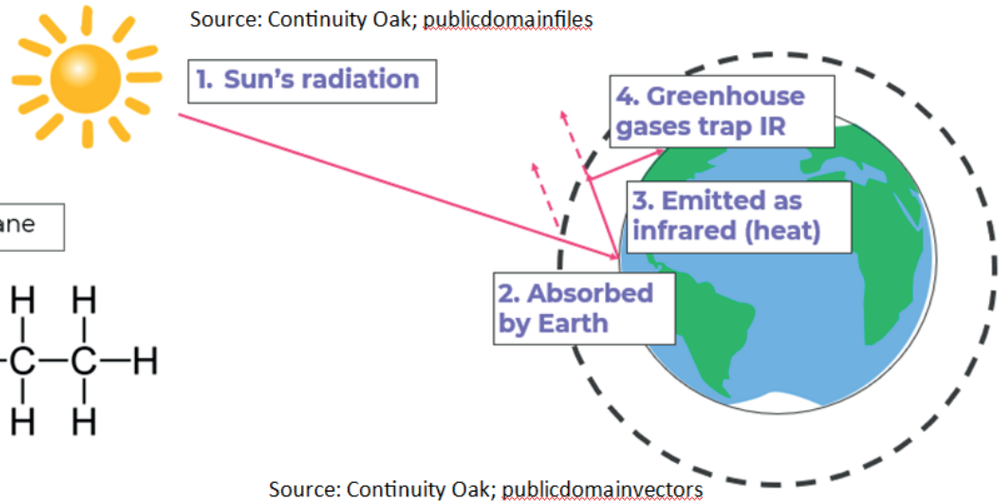


Source: Continuity Oak; [Wikimedia Commons] - [Ethan Lewis]

The carbon cycle	
Stage	**Description**
1	Carbon enters the atmosphere as carbon dioxide from respiration and combustion.
2	Carbon dioxide is absorbed by producers through photosynthesis.
3	Animals feed on the plant passing the carbon compounds along the food chain. Most of the carbon they consume is exhaled as carbon dioxide formed during respiration.
4	Decomposers eat the dead organisms and carbon in their bodies is released, as carbon dioxide. In some conditions, decomposition is blocked. The plant and animal material will become fossil fuels.

Greenhouse gases	
Global warming	The rise in the average temperature of the Earth's surface
Greenhouse effect	The retention of heat in the atmosphere caused by the build-up of greenhouse gases
Greenhouse gases	Gases responsible for global warming - carbon dioxide, methane and nitrous oxides
Effects of climate change	Droughts, ice caps melting, extreme weather patterns, flooding, rising sea levels

Source: Continuity Oak; publicdomainfiles



Source: Continuity Oak; publicdomainvectors

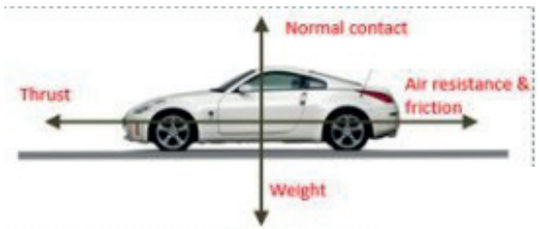
Science—Forces and Motion

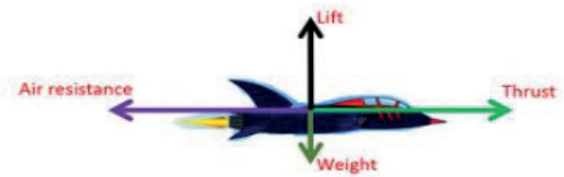
Types of force	
Weight	The force acting on an object due to gravity.
Normal reaction force	The force exerted by a surface to support an object resting on it, acting perpendicular (at a right angle) to the surface.
Thrust	A force that causes an object to move forward.
Upthrust	The upward force exerted by a fluid (liquid or gas) on an object that is submerged or floating in it.
Air resistance (Drag)	The force that opposes the motion of an object through the air.
Friction	A force that opposes motion between two solid surfaces in contact.
Water resistance	A force which acts to slow down or stop objects that are moving through liquid.
Tension	A pulling force that acts along a stretched object, like a rope, string, or cable, when it's being pulled from both ends.
Lift	The upward force that opposes gravity, enabling objects like airplanes and birds to stay aloft.
Magnetic force	A non-contact force of attraction or repulsion that exists between magnets or between a magnet and a magnetic material.
Electrostatic force	A non-contact force of attraction or repulsion between charged objects.

Force diagrams

Force diagrams should always include three pieces of information about each force:

- Direction - Use arrows to state the direction of the force
- Size - The longer the arrow the bigger the force
- Name - Label your force arrow with a name of the force



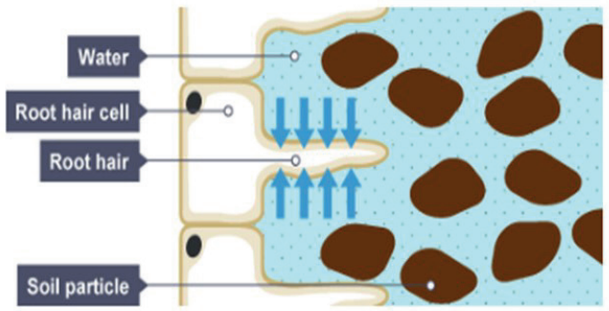


Key terms	
Mass	A measure of how much matter an object is made up of. It is measured in **kilograms (kg).**
Weight	The force of gravity pulling on every kg of mass. It is measured in **Newtons (N).**
Gravitational field strength	How strongly gravity pulls on an object in a specific location.
Pressure	A measure of how spread out a force is.
Force	A push or pull that acts on an object due to an interaction with another object. This interaction can be either a contact force, where objects are physically touching, or a non-contact force, where objects are separated. Forces are measured in **Newtons (N)** using a **Newton metre**
Speed	A measure of how quickly an object travels a given distance.
Velocity	The same as speed, but tells us the direction we are travelling in as well (ie forwards or backwards).
Balanced forces	Balanced forces acting on an object will cause it to stay stationary or travel with constant speed.
Unbalanced forces	Unbalanced forces acting on an object will cause it to accelerate, decelerate or change direction.
Stationary	An object that is not moving.
Constant speed	An object moving at a speed that does not change, meaning it doesn't speed up or slow down.

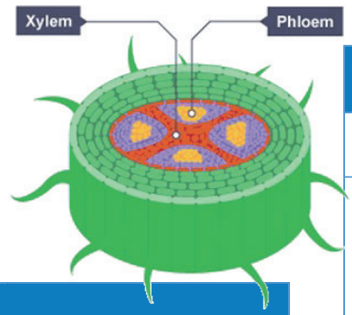
Key equations	
W = m x g	weight (N) = m = mass (kg) x gravitational field strength (N/kg)
p = F/A	pressure (N/m^2) = F = Force (N) / Area (m^2).
V = d/t	Speed (m/s) = distance (m) / time (s)

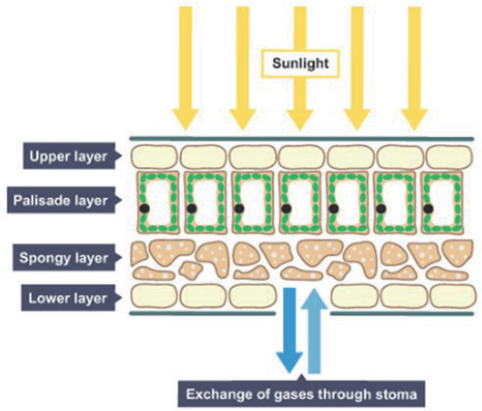
Science—Plants and Photosynthesis

Features of a plant leaf	
Thin	Short distance for carbon dioxide to diffuse into the leaf
Waxy Layer	Prevents water loss by **evaporation**
Palisade cells	Contain a lot of **chloroplasts** to absorb light
Chloroplasts contain chlorophyll	Absorbs light
Stomata	Allows carbon dioxide to diffuse into the leaf (and oxygen
Guard cells	Open/close stomata depending on conditions
Network of tubes (xylem & phloem)	Transports water (xylem) and food (phloem)



Water is absorbed from the soil by root hair cells





A cross-section through a leaf showing its main parts

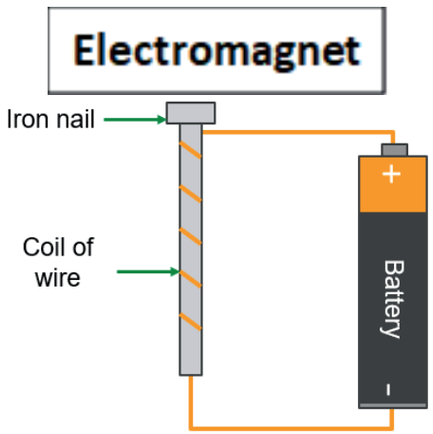
Key Theme	Definition
Effect on the atmosphere	Photosynthesis helps keep: •levels of oxygen high; •levels of carbon dioxide low.
Chloroplasts	•Photosynthesis takes place in the chloroplasts. •Chloroplasts contain chlorophyll which absorbs the energy transferred by light waves for photosynthesis
Equation	The equation for photosynthesis is: carbon dioxide + water → glucose + oxygen
Requirements for photosynthesis.	These are the things that plants need for photosynthesis: •carbon dioxide – absorbed through their leaves; •Water - from the ground through their roots; •light (a source of energy) - from the Sun.

Respiration vs Photosynthesis	
Respiration	**glucose + oxygen → carbon dioxide + water**
Photosynthesis	**carbon dioxide + water → glucose + oxygen** The equation for photosynthesis is the **<u>opposite</u>** of the equation for aerobic respiration
Exchange of Substances	
Water	• Water is absorbed into the roots by a process called osmosis, which does not use energy. • •It is transported through tubes (xylem) to the leaf; • •The roots contain cells called a root hair cells:
Minerals	• Minerals are absorbed into the roots by a process called active transport, which uses energy.
Carbon Dioxide	• Enters leaf by diffusion through the stomata. • Guard cells control the size of the stomata • Stomata closes in hot, windy or dry conditions. • Spongy layer has gaps between cells; • Allows carbon dioxide to diffuse to other cells in the leaf; • Allows oxygen produced in photosynthesis diffuse out of the leaf.

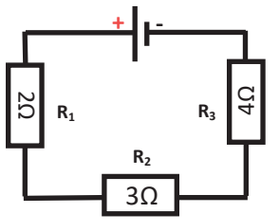
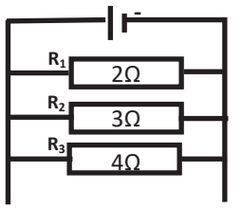
Science—Electricity

Key terms	
Key words	**Definition**
Current	The flow of electrical charge per second measured in Amps (A) using an Ammeter
Electron	Subatomic particle, with a negative charge
Potential difference	Tells us the amount of energy being carried by the electrons and the amount of energy they are transferring to the components it is measured in volts (V) using a Voltmeter
Resistance	Resistance opposes the flow of current in a circuit. Measure in Ohms (Ω)
Factors affecting resistance in a wire	• as the length increases the resistance increases • as the cross-sectional area increases, resistance decreases • as the temperature increases the resistance increases • the material of the component effects the resistance
Conductor	An electrical conductor is a material which allows electrons to flow through it easily. It has a low resistance
Insulator	Material that does not allow electrons to flow through it easily. It has a high resistance
Series circuit	Circuit with only one branch
Parallel circuit	Circuit with multiple branches

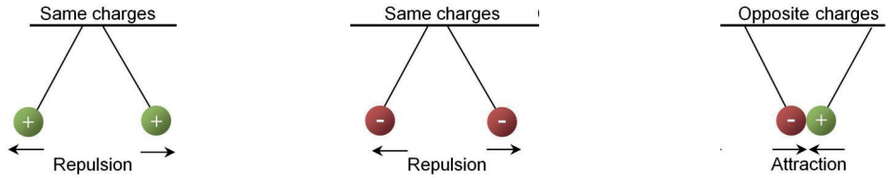
Electromagnets	
Solenoid	A coil of wire carrying an electric current to create a magnetic field
Electromagnet	A magnet made by wrapping a coil of wire around an iron bar and
Increasing the strength of an electromagnet	• use an iron core • increase the number of coils • increase the current



Symbol	Component
	Cell
	Battery
	Voltmeter
	Ammeter
	Lamp
	Resistor
	Switch
	Variable Resistor

V, I and R in Series and Parallel			
Components connected in...	**Current**	**Potential Difference**	**Resistance**
Series - one branch  	In a series circuit, the current is the **same** in all parts of the circuit	The potential difference is **shared** between the components	The **more resistors**, the **greater** the resistance. The total resistance of two components is the sum of the resistance of each component. $R_{total} = R_1 + R_2 + R_3$
Parallel - multiple branches  	The current in a parallel circuit is **shared** between the branches	In a parallel circuit, the potential difference across each branch is the **same** as the potential difference of the cells	Total resistance is less than the smallest resistance of R_1 **and** R_2**and** R_3

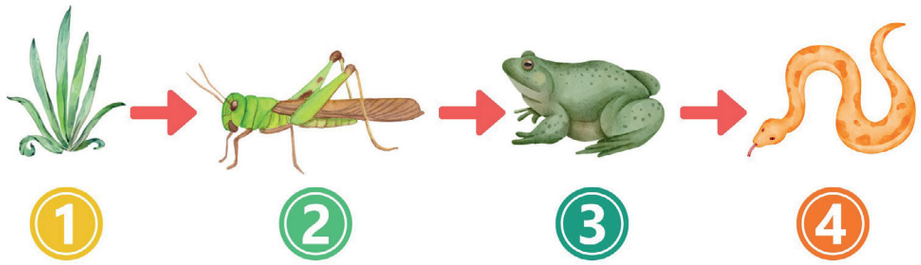
Static Electricity	
Static electricity	Static electricity is caused when electrons are transferred from one insulator to another by friction
Static charges	• If an object gains electrons, it becomes negatively charged • if an object loses electrons, it becomes positively charged • opposite charges attract, like charges repel



Equations
Potential difference (V) = current (A) x resistance (Ω) (V = IR)
Power (W) = current (A) x potential difference (V) (P = IV)

Science - Interactions and Interdependence

Food Chains		
Number on diagram	**Part of food chain**	**Definition**
1	**Producer**	The start of a food chain, usually a plant, they produce their own food via photosynthesis
2	**Primary consumer**	The first consumer in the food chain; they feed on the producer
3	**Secondary consumer**	The second consumer in the food chain; they feed on the primary consumer
4	**Tertiary consumer**	The third consumer in the food chain. This consumer does not usually have any predators and is the end of the food chain



Classification	
Key term	**Mnemonic**
Kingdom	**K**eep
Phylum	**P**onds
Class	**C**lean
Order	**O**r
Family	**F**rogs
Genus	**G**et
Species	**S**ick
Binomial name	The scientific name given to a species. It is always the genus and then the species written in italics, with the genus capitalised. E.g. *Panthera leo*

Key Terms	
Environment	All the conditions surrounding a living organism e.g. water, soil, temperature
Habitat	The place in which an organism lives
Population	Total number of a single species living in the same habitat
Community	The populations of all the different organisms living in the same habitat
Ecosystem	The interaction between the community and the habitat in which organisms live
Interdependence	Within a community each species depends on other species for food, shelter, pollination, seed dispersal etc
Photosynthesis	The process plants use to produce food using sunlight (carbon dioxide + water → glucose + oxygen)
Herbivore	An organism which only eats plants
Carnivore	An organism which only eats other animals
Omnivore	An organism with a diet made up of both plants and animals
Predator	An animal that hunts, kills and eats other animals for food
Prey	Organisms that predators hunt and kill for food
Extinction	When there are no more individuals of a certain species left alive
Species	An organism which is able to breed to produce fertile offspring
Variation	The differences between organisms of the same species e.g. environmental or inherited
Adaptation	Organisms have features that enable them to survive in the conditions in which they normally live
Competition	Plants compete for light, space, water and mineral ions. Animals compete for food, mates and territory
Bioaccumulation	The gradual build up over time of a chemical in a food chain
Pesticides	These are not broken down in the food chain and accumulate. The further up the food chain, the higher the concentration of toxic chemicals. Examples are mercury and DDT
Quadrat	A grid used during sampling to count the number of organisms in an area

Science - Interactions and Interdependence

Biodiversity	
Biodiversity	The variety of all the different species of organisms living in the same ecosystem
Factors that reduce biodiversity	Destruction of habitats, global warming, waste and deforestation.
Maintaining biodiversity	Breeding programmes, protection and regeneration of habitats, keeping hedgerows in farmers' fields, reduction of deforestation and carbon dioxide emissions, recycling rather than using landfill

Natural Selection	
Charles Darwin	Wrote the theory of natural selection in his book 'On the Origin of Species' in 1859.
Natural selection	The idea of 'survival of the fittest' where the organisms best adapted for survival in their habitat will survive, reproduce and pass on the successful genes to offspring.
Evolution	The change of inherited characteristics within a population over time through natural selection, which may result in the formation of a new species.

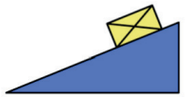
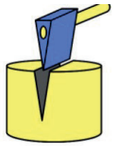
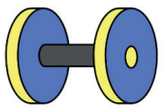
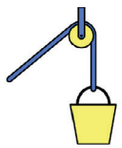
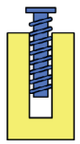
Extinction	
Factor	**Reason**
New disease introduced	A species is not adapted to fight off a new disease.
New predators	A species is not adapted to avoid being preyed upon.
Change in the physical environment	A species is not adapted to the change in its environment e.g. loss of shelter or food.
New species introduced	A species is not able to compete for resources against another species.
Habitat destruction	Deforestation for agriculture and urbanisation

Key terms	
Decay	the state or process of rotting or decomposition.
Microorganism	A microscopic organism
Biomass	A measure of the total mass of living material in each trophic level
Food web	The interconnection of food chains and a graphical representation of what-eats-what in an ecological community.

Science - Forces in Action

Simple Machines

Simple machines are ways to multiply a force, so that more work can be done with a lower input force. See examples of simple machines below.

 Lever	A board resting on a pivot, or fulcrum. A force is applied to one side, and is multiplied on the other side. Examples include a see-saw.
 Inclined Plane	Used to raise heavy objects by reducing the force needed to lift the object. Examples include ramps and slides.
 Wedge	An object that tapers from a wide to a narrow edge used to change the direction of the force from downwards to outwards. Examples include axes and chisels.
 Wheel and Axle	An object which multiplies the force using a round, rotating wheel around a pole, or axle. Examples include bicycle wheels and rolling pins.
 Pulley	A pulley is a rope which passes over a wheel, and allows the user to both multiply a force and change its direction to heavy objects can be lifted up. Examples include elevators and zip lines.
 Screw	Can be described as an inclined plan wound around a cylinder, this can change the size and direction of a force. Examples include lids on jars and corkscrews.

Moments

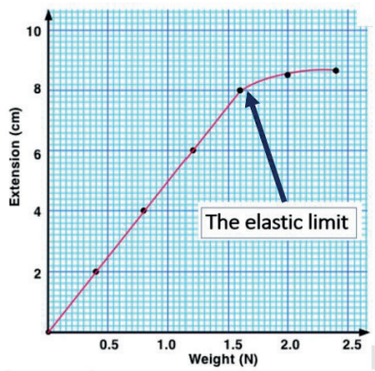
Moment	The turning effect of a force around a pivot. Measured in Ncm or Nm.
Balanced moment	When the clockwise moment is equal to the anti-clockwise moment. The moments are balanced.
Unbalanced moment	The clockwise and anticlockwise moment are not equal. There will be motion in the direction of the larger moment.
What affects the size of moments	• Distance—the greater the distance between the force and the pivot, the greater the moment • Force applied—the greater the force applied, the greater the moment
Equation	Moment (Nm) = Force (N) x perpendicular distance (m)

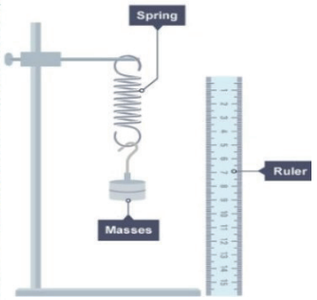
Maths skills

Unit conversions	100cm in 1m 1000m in 1km
Work done equation	Work done (J) = Force (N) x distance (m)
Hooke's Law	Force (N) = spring constant (N/m) x extension (m)
Moments	Moment (Nm) = Force (N) x distance (m)
Equation	Moment (Nm) = Force (N) x perpendicular distance (m)

Hooke's Law

Hooke's Law	Extension of an elastic object is directly proportional to the force applied
Directly proportional	If one value is increases, the other value also increases at the same rate. E.g. if one value doubles, the other value also doubles.
Practical method (diagram beloiw shows set-up)	• hang the spring from a stand and clamp; • measure its length with a ruler; • hang a mass from the spring and measure the new length of the spring; • Work out: extension = new length – original length; • keep adding more masses, measuring the new length each time;
Elastic deformation	When a force is applied to an object and it changes shape, but returns to its original shape when the force is removed. Can be either extension or compression.
Elastic limit	When too much force is applied and the object will not return to its original shape.

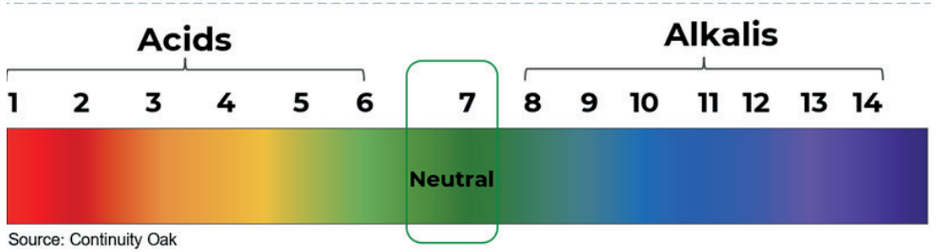




Science - Acids and Alkalis

Chemical reactions	
Term	**Definition**
Reactant	Chemicals at the start of a reaction
Product	Chemicals at the end of a reaction
Chemical reactions	A new substance is formed. Difficult to reverse the reaction.
Physical reactions	Usually a state change or mixture, relatively easy to reverse the reaction or separate the mixture.
Evidence of chemical reaction	• Change of colour • Change of odour • Light and/or heat given off • Formation of gases, often appearing as bubbles or fizzing in liquids • Formation of a precipitate (insoluble particles) • The change is difficult or impossible to reverse
Conservation of mass	Mass cannot be created or destroyed. The mass of the products is equal to the mass of the reactants.

Acids and alkalis	
Acid	Contain H+ ions, and have a pH of less than 7
Alkali	A soluble base that contains OH– ions, have a pH of more than 7
Base	A substance that will neutralize an acid.
pH scale	A scale which measures how acidic a substance is based on the concentration of H+ ions. It goes from 1 to 14.
Indicator	A substance that changes colour in an acid or an alkali
Litmus indicator	Turns red in an acid, turns blue in an alkali.
Universal indicator	Tells us the pH of a substance using the pH scale depending on the colour it turns. Red/orange in an acid, green in neutral, blue/purple in an alkali



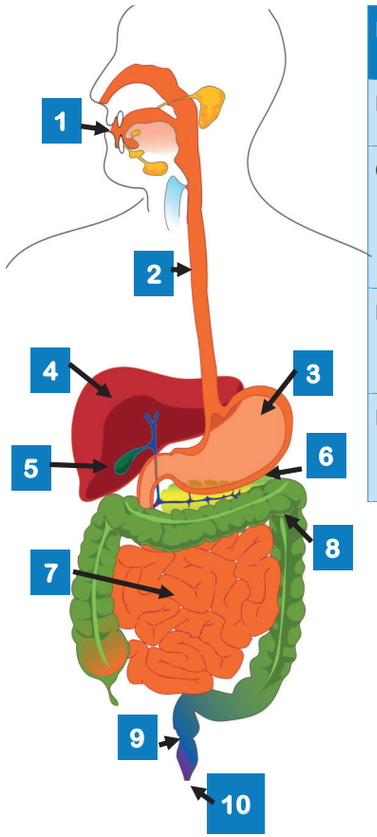
Source: Continuity Oak

Chemical equations	
Term	**Definition**
Metals and acids	Metal + acid —> metal salt + hydrogen
Acid and alkali	Acid + alkali —> salt + water
Oxidation	Metal + oxygen —> metal oxide

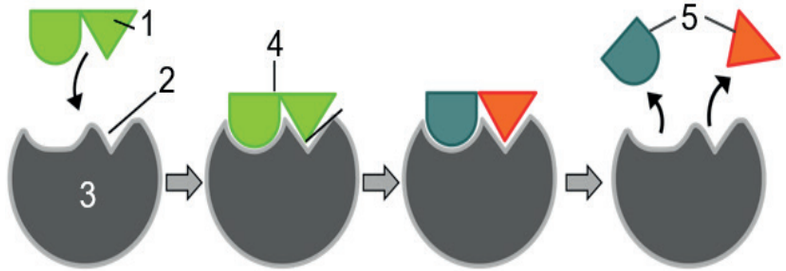
Titration	
Term	**Definition**
Titration	A method of identifying the exact volume of acid needed to neutralise an alkali. Can calculate very precise measurements.
Method	1. Fill burette with acid to the 100cm^3 line 2. Add a known volume and known concentration of alkali to a conical flask below the burette. 3. Add a couple of drop of indicator to the conical flask (usually use phenolphthalein) 4. Open the tap on the burette and allow acid to gently pour in, swirling the conical flask until the solution turns colourless. 5. Repeat again, this time stopping the flow of acid before the measurement recorded before, and drop the acid in slowly until the colour change is observed. 6. Repeat 3 times and calculate the mean volume of acid added.

Science—Digestion and Nutrition

Parts of the digestive system		
#	**Organ**	**Function**
1	**Mouth**	Mechanical digestion by chewing. Saliva from salivary
2	**Oesophagus**	Muscular tube which moves ingested food to the stomach
3	**Stomach**	Mechanical digestion by churning. cells in the lining of the stomach release acid to kill bacteria and produce the enzyme protease.
4	**Liver**	Produces bile (neutralises stomach acid and emulsifies
5	**Gall bladder**	Stores bile.
6	**Pancreas**	Produces and releases digestive enzymes.
7	**Small intestine**	Where large molecules are broken down into small soluble molecules that can diffuse into the blood. It has a large surface area, good blood supply and thin membranes so
8	**Large**	Where water is absorbed into the blood stream.
9	**Rectum**	Where faeces is stored.
10	**Anus**	Ring of muscle allowing faeces to exit the body.



Digestive enzymes				
Enzyme	**Site of production**	**Site of action**	**Substrate**	**Product**
Carbohydrase - e.g. amylase	Salivary glands, pancreas and small intestine wall	Mouth, small intestine	Carbohy-drates	Simple sugars
Protease	Stomach, pancre-as, small intestine wall	Stomach, small intestine	Proteins	Amino acids
Lipase	Pancreas, small intestine wall	Small intestine	Lipids	Glycerol and fatty acids



Chemical Food Tests		
Nutrient	**Chemical test**	**Positive result**
Starch	Iodine solution	Iodine solution turns from orange/ brown to blue black
Sugar	Benedict's solution & heat	Benedict's solution turns from: blue to green /yellow/brick red
Fat	Ethanol & shake, then water & shake	Ethanol turns cloudy white
Protein	Biuret reagent	Biuret reagent changes from blue to purple

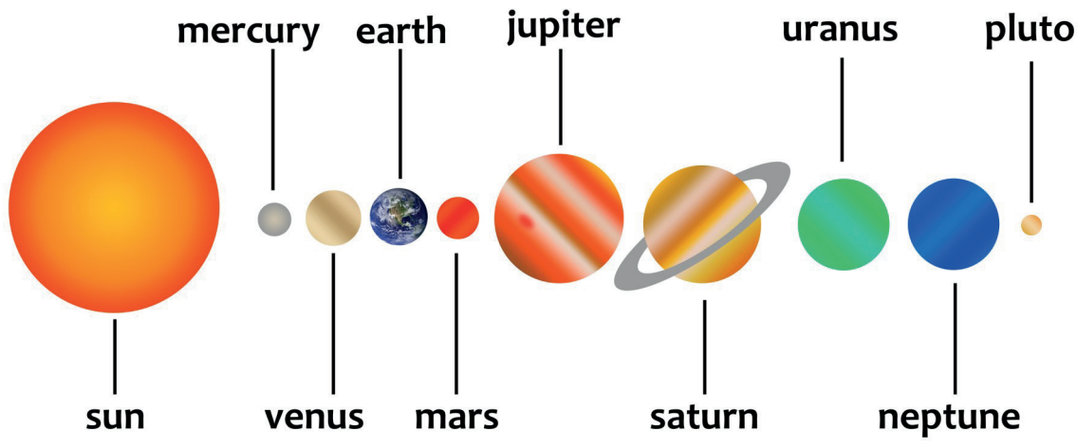
Nutrient groups	
Nutrient	**Function**
Carbohydrate	Quick release energy
Protein	Growth and repair
Fat	Energy store, insulation and protection of organs
Vitamins and minerals	Maintain health e.g. calcium for strong teeth and bones
Fibre	Helps digestive system run smoothly, by helping the food to pass through the gut
Water	Needed for cells and body fluids

Lock and Key model	
Number	**Organ**
1	Substrate
2	Active site
3	Enzyme
4	Enzyme-substrate complex
5	Products

Earth and Gravity	
Keyword	**Definition**
Gravity	A non-contact force that pulls objects towards the center of a planet or star.
Orbit	The curved path of a celestial object around a star, planet, or moon.
Seasons	Periods of the year with different weather patterns caused by Earth's tilt.
Day Length	The duration of daylight in a 24-hour period, varying with Earth's tilt.

The Universe	
Keyword	**Definition**
Light Year	The distance light travels in one year (about 9.46 trillion km).
Big Bang Theory	The leading explanation of how the universe began from a singularity.
Universe	All of space and time, including all matter and energy.
Cosmic Background Radiation	Faint radiation left over from the early stages of the universe.

The Solar System	
Keyword	**Definition**
Planet	A celestial body orbiting a star, massive enough to be rounded by its gravity.
Comet	A small icy body that releases gas or dust and orbits the Sun.
Asteroid	A rocky object orbiting the Sun, mostly found in the asteroid belt.
Gravitational Field Strength	The force of gravity on a mass at a specific location.



Stars and Galaxies	
Keyword	**Definition**
Star	A luminous ball of gas held together by gravity, undergoing nuclear fusion.
Galaxy	A massive system of stars, gas, and dust bound together by gravity.
Nuclear Fusion	The process that powers stars, where nuclei combine to form heavier elements.