PUDSEY GRAMMAR SCHOOL

BE JUST AND FEAR NOT

EST.1905

KNOWLEDGE ORGANISER

YEAR 7

Student Name: ....

Year and Form: ....

# Colour Theory & Formal Elements

Formal Elements	The parts used to make a piece of artwork.
Line	Line is the path left by a moving point. For example, a pencil or a brush dipped in paint. A line can be horizontal, diagonal or curved and can also change length.
Shape	A shape is an area enclosed by a line. It could be just an outline or it could be shaded in. Shapes can be **geometric** or **irregular**.
Form	Form is a **three dimensional shape**, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms.
Tone	This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called **highlights** and the darker areas are called **shadows**.
Texture	This is to do with the **surface quality** of something, the way something feels or looks like it feels. There are two types of texture: **Actual texture** really exists, so you can feel it or touch it; **Visual texture** is created using marks to represent actual texture.
Pattern	A design that is created by repeating lines, shapes, tones or colour's. The design used to create a pattern is often referred to as a **motif**. Motifs can be simple shapes or complex arrangements.
Colour	Red, yellow and blue are **primary colour's**, which means they can't be mixed using any other colour's. In theory, all other colour's can be mixed from these three colour's.

•**Tertiary colours** are created by mixing a primary colour and the secondary colour next to it on the colour wheel.
•Colours that are next to each other on the colour wheel are called **harmonious**.
•**Complementary** colours are colours that are **opposite** each other on the colour wheel. When complementary colours are used together they create **contrast**. Adding a colour's complimentary colour will usually make a darker shade. This is often preferable to adding black.
•**Warm colours** are colours on the red side of the wheel. These are red and include orange, yellow and browns.
Cool colours are colours on the blue side of the wheel. These are blue and include green, purple and most greys

Primary	Secondary
red + yellow	=orange
red + blue	=purple
blue + yellow	=green

Tint = Colour + White
Tone = Colour + Grey
Shade= Colour + Black
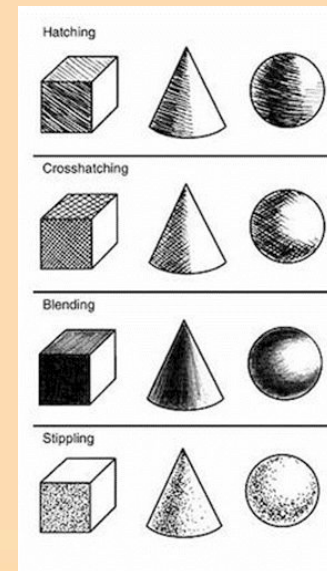
Van Gogh

Van Gogh
Key facts

Vincent Van Gogh produced more than 1,000 of these works (in addition to his 870 paintings, 150 water colour's and 133 letter sketches) throughout the course of his ten year career as an artist.
The Starry Night is one of the most recognized paintings in the history of Western culture

Van Gogh translated his view of the world in his drawings.
He tries to sincerely express his compassion for their way of life.
He focuses on fringes of society (homeless/poverty) People who have to work hard for their living, in humble workshops and on farmlands in all weathers.
Painted the same view 21 times at different times of the day and different weather conditions to create the painting The Starry Night

23 December 1888 Van Gogh had a breakdown that resulted in the self-mutilation of his left ear. May 1889 Van Gogh voluntarily admitted himself into the asylum which only looked after wealthy people. It was half-full allowing him to occupy not only a second-story bedroom but also a ground-floor room for use as a painting studio.
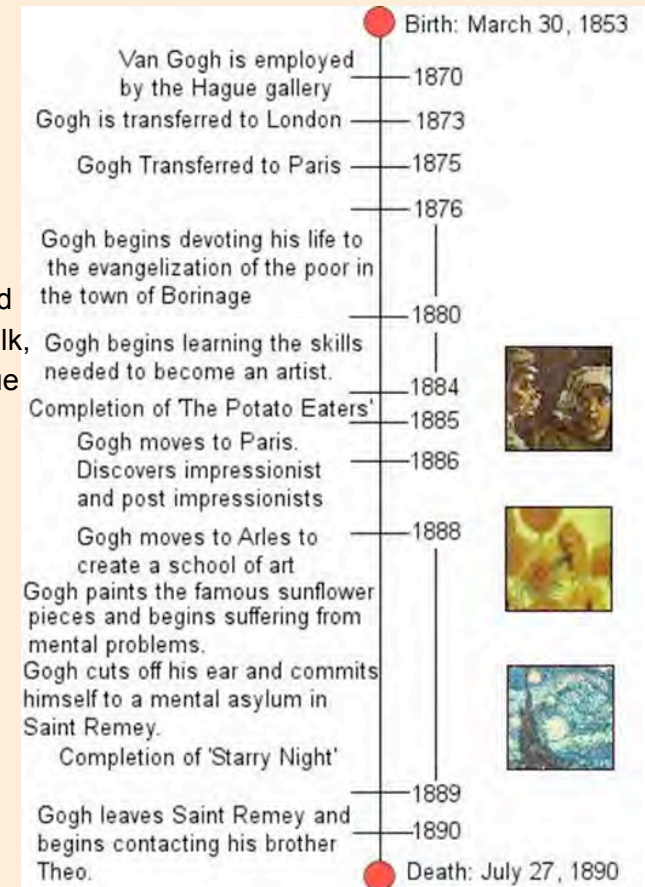

Carpenter's yard and laundry. drawing on laid paper in late May 1882, using pencil, black chalk, pen and brush in black ink, brown wash, opaque watercolour and scratching.

The Starry Night. Oil-on-canvas. Painted in June 1889, just before sunrise, with the addition of an imaginary village. Located in Saint-Rémy-de-Provence, Belonging to the Post-Impressionist movement

The Starry Night is on display in New York at the museum of modern art since 1941.
The planet Venus was visible from his bedroom.
The brightest star in the painting is Venus.

Birth: March 30, 1853
1870 — Van Gogh is employed by the Hague gallery
1873 — Gogh is transferred to London
1875 — Gogh Transferred to Paris
1876
Gogh begins devoting his life to the evangelization of the poor in the town of Borinage
1880
Gogh begins learning the skills needed to become an artist.
1884
1885 — Completion of 'The Potato Eaters'
1886 — Gogh moves to Paris. Discovers impressionist and post impressionists
1888 — Gogh moves to Arles to create a school of art
Gogh paints the famous sunflower pieces and begins suffering from mental problems.
Gogh cuts off his ear and commits himself to a mental asylum in Saint Remey.
Completion of 'Starry Night'
1889
1890 — Gogh leaves Saint Remey and begins contacting his brother Theo.
Death: July 27, 1890

Van Gogh Vocabulary
Exaggerated-enlarged or altered beyond normal proportions.
Luminous-giving off light; bright or shining.
Emotive- arousing or able to arouse intense feeling.
Emotion- Feeling
Vibrant- (of colour) bright and striking.
Gestural- expression of mark making.
Gesture- express (something) with a gesture or gestures.

Pop Art

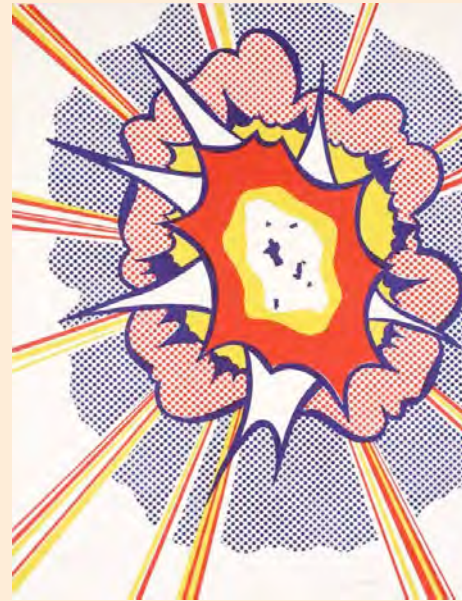| Key Vocabulary	Definition
Silkscreen printing	the process of pressing ink through a stencilled mesh screen to create a *printed* design
Lithography	the process of printing from a smooth surface, for example a metal plate
Commercial art	art used in advertising and selling
Composition	The layout, the arrangement of elements or objects within a work of art.

Pop Art is an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, inspired by popular and commercial culture. That's why it is called Pop Art !
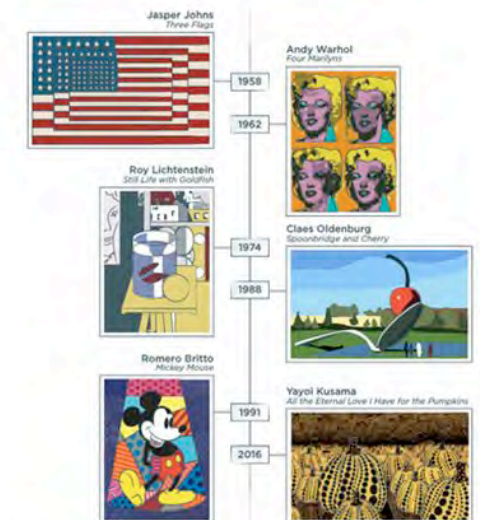
What you are likely to see in Pop Art;
• Bright colours
• Onomatopoeia (Pow! Bang! Wow!...)
• Ben Day Dots
• Recognisable imagery such as celebrities or brands
• Innovative techniques e.g printing or mixed media collage

Roy Lichtenstein
1923 – 1997 was an American pop artist. During the 1960s, along with Andy Warhol. He was Inspired by the comic strip, His work was influenced by popular advertising and the comic book style.

Andy Warhol
Andy Warhol was born on the 6th August 1928 in Pittsburgh, Pennsylvania, United States

In 1961 Warhol came up with the concept of using mass-produced commercial goods in his art. He called it Pop Art. His soup cans are famous examples of this type of art.
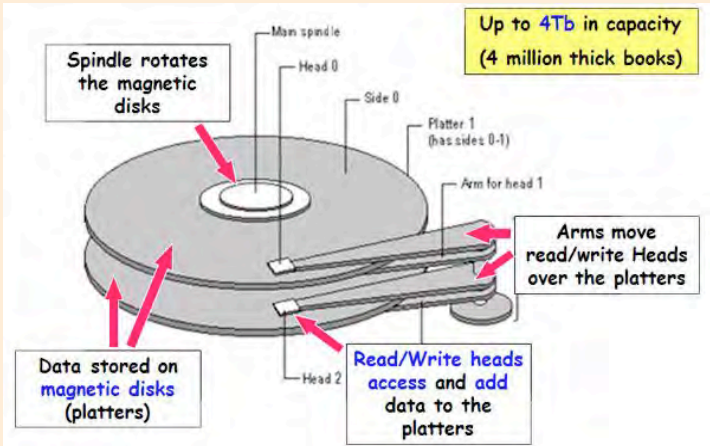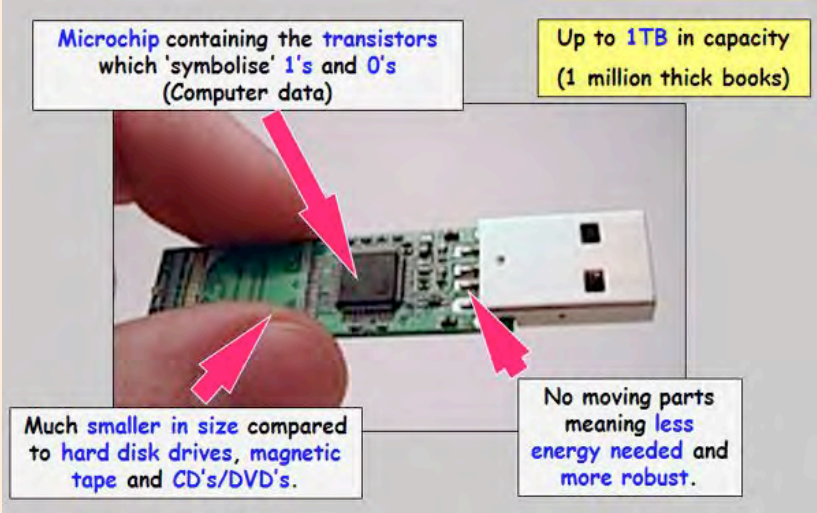

POP ART TIMELINE

Introduction to Computer Basics & E Safety
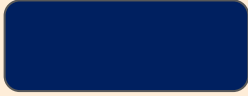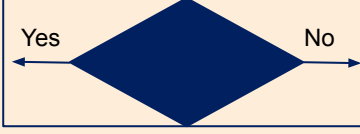
eSafety	Keyboard Shortcuts		Username and Email Address

What is cyberbullying?
Cyberbullying is when a person or people use mobile phones, social networks, emails, gaming or any digital technology to threaten, tease or humiliate someone else.

Online Grooming is when an adult builds a relationship with a child through social networks or online gaming. They can pretend to be a child at first to gain their trust before they get the child to send them inappropriate images or even try to physically meet them.

What is fake news?
Fake news is news or stories on the internet that are not true. There are two kinds of fake news:

False stories that are deliberately published or sent around, in order to make people believe something untrue or to get lots of people to visit a website. These are deliberate lies that are put online.

Stories that may have some truth to them, but they're not completely accurate. This is because the people writing them - for example, journalists or bloggers – don't check all of the facts before publishing the story, or they might exaggerate some of it.

Don't feed the trolls
Internet Trolls join discussions to irritate other people, for what they see as fun.
- Don't engage in conversation with them, just ignore them!
- Don't make your private data public
- Don't make information about you public.
- Thieves can target you or your home easily.
- Don't get involved in hurtful comments

Many people post comments intended to upset others, think before you post/re-post comments targeting someone else, think how you would feel if it was about you!

Keyboard Shortcuts

Control Key (Ctrl)	Hold this key down while pressing another key to perform a shortcut command.
Ctrl + C	**Copy**
Ctrl + V	**Paste**
Ctrl + X	**Cut**
Ctrl + Z	**Undo**
Screenshot	⇧+ +S
Windows PC	Ctrl + ⇧+
Chromebook	(Copy to Clipboard)

Username and Email Address

Username
Your username will be the first 6 letters of your last name, plus your first initial and then 01.
e.g. Simon Thompson will be:
thomps01

Email
Your email address will be your username from above and then
@pudseygrammar.co.uk
e.g. thomps01@pudseygrammar.co.uk

Digital Literacy	Digital literacy refers to an individual's ability to find, evaluate, and clearly communicate information through typing and other media on various digital platforms.
Touch Typing	Touch typing is typing without looking at the keyboard.
File	A specific piece of data held on a computer
Folder	A virtual location where programs, files and other folders can be located
Shortcut key	A combination of keys that when pressed simultaneously, perform some tasks that ordinary requires to use a mouse
Email	Messages sent electronically over a computer network
Attachment	A computer file sent along with an email message
Search engine	A computer program that is used to look for information on the internet
Network	Collection of computers and devices (i.e. laptops) connected together with access to the internet
Google Drive	Google Drive is a free service from Google that allows you to store files from your computer online and access them anywhere using the cloud.
Google Classroom	An easy to use tool that helps teachers and students to manage their coursework including electronic marking and feedback and everything in one place.
File/ folder management	Keeping files and folders organised all the time so that it becomes easier and quicker to find work

Introduction to Computer Basics & E Safety

Key vocabulary		Magnetic Storage
CPU	The central processing unit is computer hardware. It executes programs and manages all other hardware in the computer system.	
Clock Speed	The number of instructions a processor can carry out each second.	
Cores	A processing unit found inside the CPU. Multiple programs can work in parallel to each other.	
Cache	Quick access memory inside the CPU. Generally comes in small quantities, as it is expensive to produce. Comes in levels, as the level becomes higher, access speed slows down.	
RAM	Random Access Memory is volatile memory used to store data and instructions which are needed by the CPU. Also referred to as main memory.	**Solid State Storage**
ROM	Read only memory. Used to store the boot sequence as this should never be changed. This memory is non-volatile.	
Volatile	Storage which needs to have power to store data. If power is lost, data is lost.	
Non-Volatile	Storage which does not lose its contents when the power is lost.	
Secondary Storage	A non-volatile storage medium which stores files and programs. Examples include the hard drive (HDD) and solid state drives (SSD).	
Magnetic Devices	Magnetic disks are read and written to with a moving head inside the disk drive. They often contain moving parts and are susceptible to damage. Magnetic devices can be either internal or portable.	
Solid State Devices	SSD has no moving parts. It retains an electronic charge using logic gates. Examples include SD cards and USB memory sticks. Also referred to as flash storage.	

Magnetic Storage diagram:
- Spindle rotates the magnetic disks
- Data stored on magnetic disks (platters)
- Arms move read/write Heads over the platters
- Read/Write heads access and add data to the platters
- Main spindle, Head 0, Side 0, Platter 1 (has sides 0-1), Arm for head 1, Head 2
- Up to 4Tb in capacity (4 million thick books)

Solid State Storage diagram:
- Microchip containing the transistors which 'symbolise' 1's and 0's (Computer data)
- Much smaller in size compared to hard disk drives, magnetic tape and CD's/DVD's.
- No moving parts meaning less energy needed and more robust.
- Up to 1TB in capacity (1 million thick books)

Introduction to Computer Basics & E Safety

Key vocabulary		Flowchart Shapes		
Algorithm	A set of instructions to be followed to complete a given task or solve a problem.		Terminal	Start or Stop the flowchart
Flowchart	A diagram that shows an algorithm or process, made up of boxes representing steps, decisions, inputs and outputs.			
Computational Thinking	The thought process of taking a problem, working out how it can be calculated by a computer, and find a solution.		Input/Output	Input/Output data to/from a program
Program	A sequence of instructions used by a computer.			
Sequence	The order which the computer will run code in, one line at a time.		Process	Storing or changing data in a variable
Condition	Checking to see whether a statement or sum is true or false.			
Comparative Operators	Symbols used to compare one value to another and return a True/False. **==** Equal to, **!=** Not Equal to, **>** Greater than, **<** Less than, **<=** Less than or equal to, **>=** Greater than or equal to.	Yes No	Decision	A question with two possible answers (yes/no)
Input / Output **Process**	Entering data or information into an algorithm / Displaying data or information as a result of an algorithm Where data or information is altered as part of an algorithm.		Sub program	Access a separate smaller flowchart
Flow	How data moves through a program, explained using arrows in a flowchart.	→	Line	Used to connect each item together in order
Variable	A value where data is stored and can be changed when used in a program.	**Algorithms are used in all areas of computing. Examples include:** **PageRank** - Google's <u>search engine</u> uses a highly effective algorithm called PageRank to find the best matches for search terms. PageRank decides which pages are listed first when you search for something. This algorithm is highly sophisticated and played an important role in Google Search's success. **Weather forecasting** - the Met Office uses weather forecasting algorithms to model weather patterns and make predictions.		
Selection	A decision made by a computer, choosing what code should be run only when certain conditions are met.			
Iteration	When a section of code is repeated several times – also known as looping.			

Design and Technology

Key Equipment

Coping Saw – Used for cutting curves and hard to reach places in wood and acrylic

Drill Bit – Used for drilling holes in wood, acrylic and soft metal

Hand File – Used for smoothing rough edges improving accuracy and creating a quality finish on wood, metal and acrylic

Tenon Saw – Used for cutting straight lines in wood

Belt Sander – Used for producing a quality finish and shaping wood and acrylic

Annotating Design Work

All design work should be fully annotated. Annotations should include:

- ·   Measurements
- ·   Target audience
- ·   Cost
- ·   Materials
- ·   Equipment and tools
- ·   Manufacturing techniques

Health and Safety

Safety Goggles – worn when using machinery to protect your eyes.

Apron – Worn to protect clothing

Yellow Line – Always stand behind the yellow line when somebody is else is using the equipment

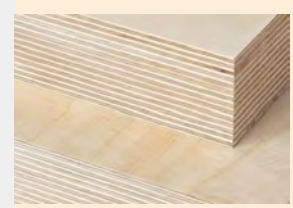**Always** tie long hair back to prevent it becoming tangled in pieces of equipment

Never use tools or equipment without permission

Bags in pigeon holes, **stools** stacked neatly when doing practical work so they are not a tripping hazard

MDF - medium density fibreboard
Moisture resistant fibreboard made from wood particles bonded with plastic resin. Paraffin wax is added to provide protection against water and damp.

Pine Wood (a soft wood) has been used for centuries for house building, furniture and much more. Different Pine species have different colours and properties, they grow faster than hardwood trees, making pine wood less expensive than hardwood.

Sustainability	We must act responsibly about the products we consume in order to be able to support the billions of people on this planet forever.
Climate Change	The long-term alteration of temperature and normal weather patterns in a part of the world.
Renewable	Any natural resource (as wood or solar energy) that can be replenished naturally with the passage of time.
Durability	Something continuing to be used without getting damaged.

Plywood is many thin sheets of wood glued together. When layers are put together, at right angles, it produces a study, lightweight product which can be curved.

THERMOPLASTICS (Can be melted repeatedly)   THERMOSETS (Once shaped, cannot be melted)

2D Design – Is a computer package that allows you to produce designs that can then be sent to the laser cutter.

Laser Cutting is a non-contact process which utilizes a **laser** to **cut** materials, resulting in high quality, dimensionally accurate cuts. The process works by directing the **laser** beam through a nozzle to the work piece. A combination of heat and pressure creates the **cutting** action.
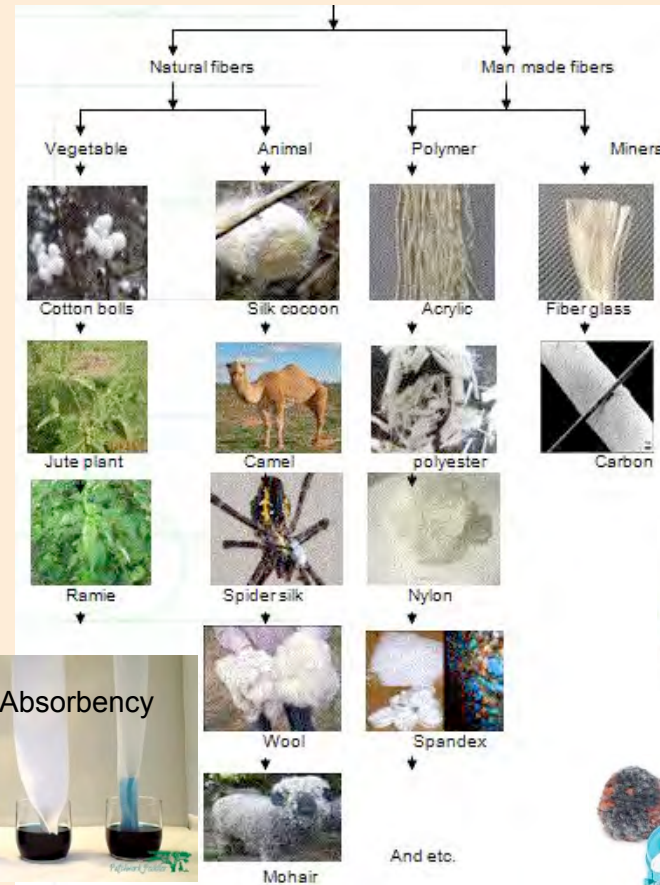
Textiles

Fibres - A fine hair like structure.

FINE WOOL ALPACA CASHMERE SILK LINEN COTTON POLYESTER

Properties and Characteristics:
Cotton - is the seed of a plant. It is cellulose, it is absorbent so soaks up the tie dye, iron with a hot iron as it creases easily, soft to touch
Polyester - used for Transfer Printing as the Polyester is easy to print on with heat. It is easy to iron and does not crease easily, it is not absorbent and is ideal for sport shirts as it does not absorb the sweat.

Natural fibers — Man made fibers

Vegetable — Animal — Polymer — Mineral

Cotton bolls — Silk cocoon — Acrylic — Fiber glass

Jute plant — Camel — polyester — Carbon

Ramie — Spider silk — Nylon

Wool — Spandex

Mohair — And etc.

Absorbency

Environmental	We must act responsibly about the products we consume in order to be able to support the billions of people on this planet forever
Recycling	The process of taking materials ready to be thrown away and converting (changing) them into reusable materials
Biodegradable	Breaks down or decays naturally without any special treatment

Health, Safety and Hygiene

1. Individual and group,
2. Safe use of equipment,
3. Safe manipulation of materials,
4. Product is safe for the user.
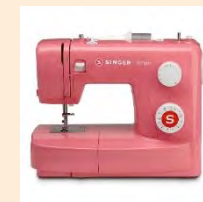
Equipment: Needle, pin, un picker, scissors, sewing machine, heat press, iron and ironing board, scissors, pompom maker

Technical terms:

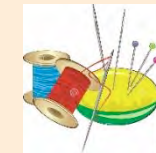| Pin & Pinning	Pins hold fabric in place. This is called pinning.
Tack & Tacking	Using a needle and thread to hand stitch/tack fabric in place. It is a temporary stitch, it is removed after using the sewing machine.
Machine & Machining	Using a sewing machine to permanently sew a product together. This is called machining.
Resist method & Tie dye	Tie bands or thread around cotton fabric, this stops the dye(resisting it) from getting to the fibre. This creates the pattern, this is called tie dye.
Printing	Printing is when a design is created and transferred onto a fabric.

Food Preparation and Nutrition

	Grater To grate cheese or vegetables.		**Measuring Jug** To measure a liquid.
	Cooling Rack To place hot baked goods on, to cool them down.		**Chopping Board** To chop food ON, protects the surface.
	Rolling Pin Used to roll out a dough.		**Wooden Spoon** Used to mix / stir foods.
	Muffin Tray Used to bake cupcakes / muffins in.		**Peeler** To peel the skin off vegetables or fruits.
	Saucepan Used for boiling water, making soups / sauces.		**Colander** To drain water from pasta or vegetables or to wash fruit.
	Tin Opener To open a tin which doesn't have a ring pull.		**Weighing Scales** Used to weigh food ingredients.

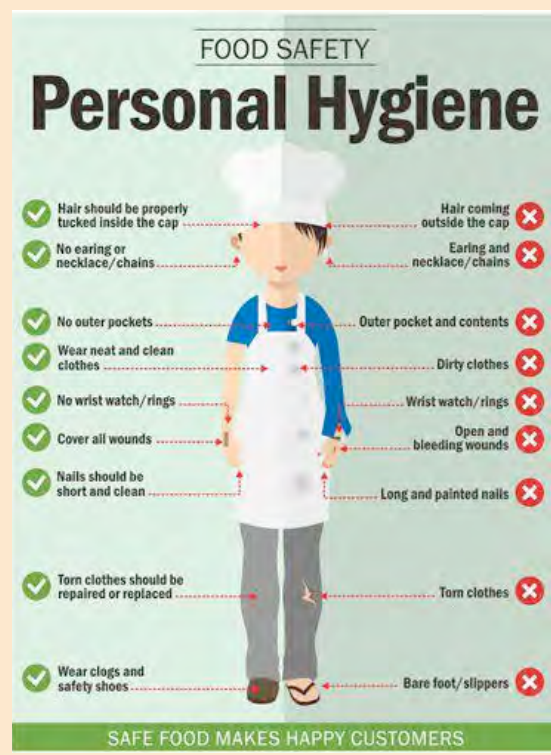|	
Fair Trade	Producers receive a fair price for the goods that they produce.
Food Miles	The distance between the place where food is grown or made and the place where it is eaten.
Carbon Footprint	The amount of carbon dioxide released into the air because of your own energy needs.
Seasonality	The times of year when a given type food/fibre is at its peak, either in terms of harvest or its flavour.

Hob = Conduction & Convection

Grill = Radiation

Oven = Conduction & Convection

Heat Transfer Methods
There are **three methods** of heat transfer we use when using the oven.
Conduction: transferring heat through a solid object into food.
Convection: transferring heat through liquid or air into food.
Radiation: transferring heat by infrared waves that heat up what they come into contact with.

FOOD SAFETY
Personal Hygiene

Hair should be properly tucked inside the cap ✓
No earing or necklace/chains ✓
No outer pockets ✓
Wear neat and clean clothes ✓
No wrist watch/rings ✓
Cover all wounds ✓
Nails should be short and clean ✓
Torn clothes should be repaired or replaced ✓
Wear clogs and safety shoes ✓

Hair coming outside the cap ✗
Earing and necklace/chains ✗
Outer pocket and contents ✗
Dirty clothes ✗
Wrist watch/rings ✗
Open and bleeding wounds ✗
Long and painted nails ✗
Torn clothes ✗
Bare foot/slippers ✗

SAFE FOOD MAKES HAPPY CUSTOMERS

Washing Up
1. Stack dirty dishes at the side of the sink.
2. Half fill sink with hot soapy water.
3. Wash equipment and place upside down on draining board. Change the water if it gets too dirty.
4. Wipe down work surfaces.
5. Dry dishes.
6. Pull out plug, pick out any bits of food and wipe out sink.
7. Ask a teacher to check.
8. Return all clean/dry equipment in correct place.
9. Put dirty clothes in the washing basket.

Introduction to Drama

Devising

Devising - To create a performance from a stimulus.

Linear Structure - When a story has a beginning, middle and end in chronological order.

Stimulus - A stimulus is a starting point for devising drama

Improvisation

Improvisation - Making up the drama as you go along

Blocking - Saying "No" to ideas and stopping the drama moving forward.

Accepting - Accepting the situation and characters in the story.

Spontaneous Improvisation - Having no planning time before beginning to improvise and perform

Actor Intention

Character Intention:
What you want the audience to think or feel towards your character

Scene intention:
What you want the audience to learn/know/feel during this scene

Performance Intention:
What impact you want the overall performance to have on the audience.

Characterisation

Actor - The person playing a role
Character - The role the actor plays
Audience - The people watching the drama

Facial Expressions - How you communicate your character's emotion using your face
Body Language - How you communicate your character's emotions through the use of your body
Vocal skills - The way you use your voice to communicate your character's emotions. Shown by:

- **Accent** - The way you speak based on where you're from e.g. Scouse accent from Liverpool
- **Articulation -** Clear and precise speech ensuring letters are clear
- **Projection -** How to speak loudly and clearly without shouting
- **Speed** - The speed at which you talk e.g rushing and speaking quickly if you character is excited or scared
- **Volume** - How loudly or quietly you speak.

Stage Directions

Stage Directions - Instructions that tell actors where to move, how to stand, how to say their lines or what to do.

Entrance & Exit - How an actor comes onto and leaves the stage. This must be done in character.

Key Skill and Terms

Still Image - Creating a picture to represent a frozen moment or sum up what's happening in the drama.

Red Cross - An actor facing forward so the audience can see their facial expression and body language

Thought Tracking - The character tells the audience their thoughts at that moment.

Prop - An item or object used by an actor on stage.

Proxemics - The distance between the actor & actor, actor & audience or actor and object.

Levels - Different heights of actors or set on stage to show status and power of a character. Often discussed and: Standing, Sitting and lying

Staying in role - Staying in role for the whole performance

Corpsing - Laughing or talking or breaking role when performing.

Dramatic Irony - When the audience knows something the characters don't

Performance Intention - What you want the audience to think or feel about your performance.

Persuasive Language - Language used to convince someone to do or think something you want them to.

Non-verbal Communication - How we can communicate with other actors or the audience without speaking.

Matilda

Synopsis - The musical's narrative centres on Matilda, a 5-year-old girl with the gift of telekinesis, who loves reading, overcomes obstacles caused by her family and school, and helps her teacher to reclaim her life

Characters:

Matilda - The hero of the story, a very clever 5-year-old who loves to read
Miss Honey - Matilda's teacher, she is very impressed with Matilda's ability and tutors her.
Miss Trunchbull - The ex-olympic hammer thrower and headmistress of Matilda's new school. She believes that children are revolting.
Mr Wormwood - Matilda's father, a rude and arrogant used car salesman who thinks he's a genius.
Mrs Wormwood - Matilda's mother, a fake and shrill woman who hates that Matilda likes books and is only concerned with her looks.
Lavendar - A girl in Matilda's class that becomes friends with Matilda on her first day.

Characterisation Skills

Facial Expressions:
How you communicate your character's emotion using your face.

Vocal Skills:
The way you use your voice to communicate your character's emotions

Body Language:
How you communicate your character's emotions through the use of your body

Red Cross:
An actor facing forward so the audience can see your facial expression and body language

Levels:
To show the status of the character through actors being at different heights

Learning Lines

Techniques to help you learn lines:
- **Read and cover** - Read the line out loud, then cover the script with your hand and try and say the line without reading it. Repeat until you've learnt it
- **Gesture/action** for each line - You need to add a choreographed movement or gesture for each line. E.g. Wave, point, turn, jump
- **Star jumps** while learning lines - Read the lines out while doing star jumps. Then do star jumps and try to say the lines without having your script
- **Vocal skills**. Experiment with different vocal dynamics - Change the volume of your voice for each line. The first line you might shout, then whisper the second and say the third at a normal speaking volume. Add a Liverpool accent
- **Call and response** in pairs - A partner reads you one of your lines and you repeat it back to them without looking at the script until learnt. Then add the next line putting them together.

Key words

Character Intention:
What you want the audience to think or feel about your character

Gestures:
Movements of a particular body part, often the hand, to display meaning

Non Verbal Communication:
Expressing what your character is thinking or feeling through the use of physicality

Physicality:
How actors use their facial expressions and body language to show emotion, characteristics and age

Proxemics:
The distance between: Actor and Actor, Actor and Audience & Actor and Props/Set/Object

Slow-motion:
A choreographed moment where the actors make it look like time is moving slowly. It is a great way of highlighting important or dramatic moments

Rehearsal:
To practise your performance until it is a polished performance.

Animal Farm

Karl Marx	Russian Revolution	Trotsky	Joseph Stalin	George Orwell
Marx was a German philosopher who came up with the theory which underpins communism.	Russian Revolution in 1917: Tsar Nicolas was killed, and the country stopped being a monarchy. The country eventually became the world's first Communist state.	Trotsky: a leader in Russia's October Revolution in 1917. He was a communist.	The dictator of the USSR from 1929 to 1953. Under Stalin, the Soviet Union was transformed from a peasant society into an industrial and military superpower. However, he ruled by terror, and millions of his own citizens died during his brutal reign.	Orwell was an English writer and a committed socialist. He wrote the novel 'Animal Farm' as a political fable based on the Russian Revolution.

	Skill	Definition	Example
Word Level	**Noun**	Common to refer to an everyday thing or proper which refers to a specific thing	'pig', 'dog', 'Napoleon', 'Orwell'.
Word Level	**Verb**	A word describing an action or state	'plotted', 'thought', 'ran'.
Word Level	**Adjective**	A descriptive word used to modify a noun	'The greedy pig'
Word Level	**Adverb**	Gives additional information about a verb	'She walked slowly.'
Word Level	**Personal pronoun**	Replaces people, places or things in a sentence	'He', 'she', 'they', 'them'
Word Level	**Conjunction**	Used to link clauses	'and', 'but', 'so', 'despite', 'because'
Word Level	**Root word**	A word that has no other elements affixed to it and from which other words can grow	'act' could become 'active' or 'inactive'.
Sentence Level	**Declarative**	A sentence that is a statement	'Boxer was tired.'
Sentence Level	**Imperative**	A sentence that is a command	'Bring me the food.'
Sentence Level	**Interrogative**	A sentence that is a question	'Could you bring that over here?'
Sentence Level	**Exclamatory**	A sentence that is an exclamation	'Boxer was exhausted!'

Animal Farm

Vocabulary	Definition
Communism	A way of organising society where all property and resources are owned by the community
Dictatorship	A place ruled by a dictator - a person who has total power and rules by force

Utopia	An imagined place where everything is perfect
Allegory	A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one
Cyclical	Something occurring in cycles

	Skill	Definition	Example
Sentence Level	**Simple sentence**	A sentence made up of one main clause	'Boxer worked hard.'
Sentence Level	**Compound sentence**	A sentence made up of two main clauses	'Boxer worked hard and he was tired.'
Punctuation	**Commas**	Used to separate words, phrases and clauses in a sentence or used to separate items in a list	'Unhappy with Napoleon, Snowball took charge.' 'The pigs took the apples, grain and beer.'
Whole Text Level	**Structure of a speech**	Greeting to audience, introduction, main topic paragraphs, conclusion and sign off	'Good afternoon ladies and gentlemen'. 'Thank you for listening'.
Literary Device	**Satire**	The use of humour, irony or exaggeration, to expose and criticize people's stupidity	'All animals are equal, but some animals are more equal than others'.
Literary Device	**Allegory**	A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one	'Animal Farm' is an allegory for communist Russia.
Literary Device	**Motif**	A repeated image or idea in a text	Repetition of the 'Beasts of England' song
Literary Device	**Symbolism**	Something representing something else	Each animal represents a figure from Russian history e.g. Napoleon as Stalin.
Literary Device	**Propaganda**	Information, often misleading, used promote a political cause or point of view	The sheep repeat 'four legs good, two legs bad'.

Love and Conflict

Vocabulary	Definition
Subvert	To undermine something or do it differently
Metaphor	Something that represents something else
Propaganda	Information, often misleading, used promote a political cause or point of view
Figurative	Language that is not literal

Sonnet

A poem that is usually 14 lines. Shakespeare's sonnets usually contain three quatrains (four line sections) and a rhyming couplet.

Conscientious Objector

Someone who refuses to fight in a war because of moral or religious beliefs. These men were given white feathers in WW1 to symbolise cowardice.

Pal's Battalions

Units in the army made up of young men from the same town or area.

	Skill	Definition	Example
Sentence Level	**Simple sentence**	A sentence made up of one main clause	'Shakespeare wrote many famous sonnets.'
Sentence Level	**Compound sentence**	A sentence made up of two main clauses	'Shakespeare wrote many sonnets and published many plays.'
Sentence Level	**Complex sentence**	A sentence made up of at least one main clause and one subordinate clause	'Shakespeare's work is still influential despite the fact that it was written almost 500 years ago.'
Whole Text Level	**Temporal connectives**	Words or phrases used to tell a reader when something is happening	'Earlier', 'Later', 'Afterwards', 'Meanwhile'
Punctuation	**Apostrophes**	To show possession or contraction	'The soldier's gun,' 'It's cold.'
Literary Device	**Repetition**	Repetition of a word or phrase for effect	'I wanna be yours, I wanna be yours'.
Literary Device	**Metaphor and extended metaphor**	Something that represents something else, and can sometimes a continues over several lines or stanzas	'I give you an onion.' 'It is a moon wrapped in brown paper'.
Literary Device	**Simile**	Comparing one thing with another thing of a different kind	'Love is like a summer's day.'
Literary Device	**Rhyme**	Words that sound the same	'may' and 'day'.
Literary Device	**Rhyming couplet**	Two lines that occur one after the other and that end with a rhyme	'my love as rare […] with false compare'

The Gothic and The Ghostly

Vocabulary	Definition
Gothic	Literary style that uses settings to suggest horror and mystery
Uncanny	A strange, mysterious or unsettling feeling
Hysteria	Uncontrollable emotion or excitement
Supernatural	Something that cannot be explained rationally

Gothic setting
Key features include dark, isolated settings such as castles; extreme landscapes and weather; magic and the supernatural; death, decay and madness; a hero, villain and heroine or femme fatal; horrifying events and evil deeds.

Victorian Ghostly fiction

Ghostly stories were popular in the Victorian Era and drew on features of the gothic genre.

Prometheus
A character from Greek Mythology who went against the gods and gave fire to humans. As a result, he was tied to a rock and his liver was eaten by an eagle every day. Mary Shelley named her novel 'Frankenstein' or 'The modern Prometheus'.

	Skill	Definition	Example
Word Level	**Adjective**	A descriptive word used to modify a noun	'The mysterious castle'
Word Level	**Verb**	A word describing an action or state	'run', 'hide', 'explore'
Word Level	**Adverb**	A word used to add description to a verb	'She walked nervously'
Sentence Level	**Repetition**	Repetition of a word or phrase within a sentence for a particular effect	'Fog covered the fields. Fog covered the streets.'
Whole Text Level	**Narrative structure**	Exposition, rising action, climax, falling action, resolution	'The Red Room' climax is the night the narrator spends in the room; resolution is the ending.
Punctuation	**Semi-colon**	Used to link two main clauses	'The day was hot; the boy was tired.'
Punctuation	**Dashes**	Used to add extra linked information and as a way of showing parentheses (a word or phrase used to show explanation or an afterthought)	'After hours of deliberation, the child came to a decision – hide the key.'
Punctuation	**Speech**	Words spoken sit inside speech marks, along with punctuation.	"What time is it?" the girl asked.'
Literary Device	**Narrative perspective**	The point of view of a character in a text	I crept cautiously towards the gate.
Literary Device	**Semantic field**	A set of words or ideas linked by meaning	Semantic field of fear - 'nervous', 'shiver', 'crept'
Literary Device	**Tense change**	A deliberate change in tense part way through a narrative	'I ran forward [...] I'm on my feet again'.

A Midsummer Night's Dream

William Shakespeare

- Shakespeare was born 26 April 1564, Stratford.
- Shakespeare had three children with his wife, Anne Hathaway.
- Shakespeare wrote 38 plays and 154 sonnets, including 'Romeo and Juliet', 'Macbeth' and 'Hamlet'.
- Shakespeare was part of a theatre company called Lord Chamberlain's Men.
- Shakespeare died on 23 April 1616, aged 52.

Key Characters

Hermia - Egeus's daughter who is in love with Lysander

Lysander - In love with Hermia. Runs off into the forest with her

Helena - Hermia's friend who is in love with Demetrius

Demetrius - Wants to marry Hermia and is disgusted with Helena's love for him

Egeus - Hermia's stubborn father who wants her to marry Demetrius or be put to death

	Skill	**Definition**	**Example**
Word Level	**Preposition**	A word giving information about time, manner or place	'After', 'Next', 'Later', 'In', 'Over', By'
Word Level	**Mental verb**	A verb related to a thought or feeling.	'think', 'feel', 'care'.
Word Level	**Direct address**	Directly addressing a reader by using the second person pronoun 'you'	'You can see many impressive buildings.'
Sentence Level	**Expanded noun phrase**	A noun phrase with pre-modifying adjectives	'The huge theatre'
Sentence Level	**Active voice**	The subject of the sentence performs the action on the object	'She chased them.'
Sentence Level	**Passive voice**	The subject undergoes the action of the verb.	'They were chased by her.'
Sentence Level	**Rhetorical question**	A question asked in order to create a dramatic effect or to make a point.	'How can this still be happening?'
Whole Text Level	**Structure of a leaflet**	Main title, subheaded sections, topic sentences	Title - 'Shakespeare's Globe' Subheading - 'The Stage'
Whole Text Level	**Topic sentence**	A sentence at the start of a paragraph that introduces the main topic of the paragraph	'The Globe Theatre was built in 1598.'

A Midsummer Night's Dream

Vocabulary	Definition
Monarchy	A form of government with a monarch (King or Queen) at the head
Connotation	An idea or feeling evoked by a word

Patriarchy	A system of society or government in which men hold the power and women are largely excluded from it
Unrequited	Not returned - often used to describe love

	Skill	**Definition**	**Example**
Punctuation	**Exclamation mark**	Used to convey excitement, anger or surprise	'She took it from me!'
Punctuation	**Commas to separate dates**	Use a comma before a date	'July, 1542'
Punctuation	**Brackets**	Used to convey additional information	'Puck (the naughty fairy) made a mistake.'
Literary Device	**Imagery**	Figurative language used to represent something in a play, story or poem	Lysander says, 'Who will not change a raven for a dove?'
Literary Device	**Iambic pentameter**	A line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable	'Two households, both alike in dignity.'
Literary Device	**Trochaic tetrameter**	A line of verse with four trochees (a stressed syllable followed by an unstressed syllable)	'Double double toil and trouble/ fire burn and cauldron bubble'.
Literary Device	**Soliloquy**	Speaking one's thoughts aloud when by oneself or regardless of any hearers, especially by a character in a play	'Full of vexation come I, with complaint against my child'

What is a Geographer?

The continents	
North America	**Location**: North America is located in the northern hemisphere and is north of South America. **The Alaskan Pipeline:** The 1002 lands has high amounts of oil underground. It is also part of the Arctic National Wildlife Refuge and is an area of wilderness.
South America	**Location:** South America is located on and south of the equator. Other than Antarctica, no other continent stretches so far south. **Tourism:** The Galapagos Islands have more than 275,000 visitors per year, mainly to see the unique landscapes and species.
Europe	**Location:** Europe is located directly north of Africa and is west of Asia. **Svalbard:** Svalbard is a group of islands belonging to Norway. They are internationally important as they hold the world's largest seed vault which can be used in times of crisis.
Africa	**Location:** Africa is located on the equator and stretches further north than the Tropic of Cancer and further south than the Tropic of Capricorn. It is south of Europe. **Gorillas in the DRC:** Gorillas are at risk of extinction in the Democratic Republic of Congo as their habitat is being destroyed. The forests are being cut down so a mineral called Coltan, found in mobile phones, can be mined.
Asia	**Location:** Asia is mostly located in the northern hemisphere and is found to the east of Europe. **Population:** Much of Asia is currently experiencing rural to urban migration - the movement of people from the countryside to cities in search of a better way of life.
Oceania	**Location:** Oceania is located in the southern hemisphere and is south east of Asia. **The Great Barrier Reef:** The Great Barrier Reef is under threat from coral bleaching - a process where the coral dies and leaves the skeleton behind. This is happening due to increasing sea temperatures.
Antarctica	**Location**: Antarctica is the southernmost continent in the world and is home to the South Pole. **Threats**: Antarctica is currently under threat due to climate change, tourism and resource extraction.

Key terms	
Migration: People moving from one place, region or country to another.	**Urbanisation:** An increasing proportion of people living in cities.
Climate: The weather condition in a particular area over a prolonged period of time.	**Habitat:** The natural home or environment of a plant, animal or other organism.
Biomes: A large geographical region with particular climate features. Unique communities of species live there.	**Adaptation:** Changes which make species become better suited to its environment.

Globalisation and Rivers

Globalisation - key terms

Manufacturing: Making things from raw materials (part of the secondary sector).
Tourism: People travelling to countries or places outside of their usual environment for pleasure.
Globalisation: The interaction of people, goods, ideas, and money worldwide.

Types of globalisation

Social globalisation	The growth of social networks like Facebook and media like Facetime and Skype mean we can share personal information quickly.
Economic globalisation	Transnational companies make goods and transport them all around the world.
Cultural globalisation	News and events spread quickly around the world, as well as worldwide releases of film and music. Tourism also encourages this.
Political globalisation	Organisations like the United Nations make decisions that are above governments in countries.

Sectors of the economy

Primary Sector Extracting natural resources from the land and sea. The jobs in this sector involve farmers, miners, fishing and lumberjacks.	**Secondary Sector** Making things (manufacturing) from the raw materials. Jobs include factory workers, builders of houses and infrastructure.
Quaternary Sector Involves research and development. It involves high level skills and expertise to develop medicines and new technology.	**Tertiary Sector** Providing a service to another person. Examples of this are shop assistants, teachers and delivery drivers. It is the most common sector of the economy.

Rivers - key terms

Drainage basin: An area of land drained by a river and its tributaries.
Meander: A bend in a river.
Sustainability: Meeting the needs of today without compromising the needs of future generations.

Four types of erosion

Hydraulic action	River (fast flowing water) wears away the river bank from underneath and the sides because water is forced into cracks.
Abrasion	Rocks carried along by the river wear down the river bed and banks (friction).
Attrition	Rocks being carried by the river smash together and break into smaller rocks.
Solution	Smaller particles are dissolved.

Four types of transportation

Traction	Large boulders and rocks are rolled along the river bed.
Saltation	Small pebbles and stones are bounced along the river bed.
Suspension	Fine, light material is carried along by the river.
Solution	Minerals are dissolved in the water.

Features of a river

Upper course	Middle course	Lower course
● The steepest but shallowest part of a river ● Large, jagged boulders ● Waterfalls are found here	● The river is gradually getting deeper and wider in this section ● Meanders and floodplains are found here ● Smaller pebbles	● The widest part of a river ● Fine sediment and material ● The deepest part of a river ● The mouth is found here

Weather & Climate and Glaciers

Weather & climate- key terms

Weather: The state of the air and atmosphere at a particular time and place.
Depressions: A depression is an area of low pressure which moves from west to east in the northern hemisphere.
Distribution: The way in which something is spread out over an area.
Climate zone: Areas with distinct climates, usually separated from others by latitude.

Air pressure

High air pressure	● Air is sinking ● Clear skies and sunshine ● Sunshine
Low air pressure	● Air is rising ● Clouds, rain and strong winds

Extreme weather case studies

Storm Dennis
Impacts:
● Erosion increased along many river banks
● In total, four people died
● Damage to homes and businesses cost between £175 and £225 million
● 170 flights were cancelled
● Landslides occurred in Wales

Responses:
● The army were deployed to help areas affected by flooding
● A record number of flood warnings were issues on the Sunday. By midday, the total was 594!
● In South Wales, several residents were evacuated by lifeboats

Beast from the East
Impacts:
● 10 deaths were linked to the cold and snow
● Thousands of schools were closed for more than one day
● Flights and train services were cancelled
● Supermarkets across the UK ran out of food

Responses:
● The Met office issued red weather warnings to prevent unnecessary travel
● Red cross issued blankets to people stranded at Glasgow airport
● Armed forces were deployed to rescue stranded drivers and transport NHS workers

Glaciers - key terms

Interglacial: A period of milder climate in between two glacial periods.
Weathering: Material being worn away by long exposure to the atmosphere.
Deposition: The process of transported material being dropped, usually due to decreased energy.
Deficit: Where the use of something exceeds the supply e.g. water.

Formation of a corrie

Step 1: Snow collects in a hollow and slowly turns to ice.
Step 2: As the weight increases, the ice begins to move and deepens the hollow.
Step 3: The movement of the ice means plucking and abrasion occur.
Step 4: When the ice melts, a deep hollow with a steep back wall and tarn are left behind.
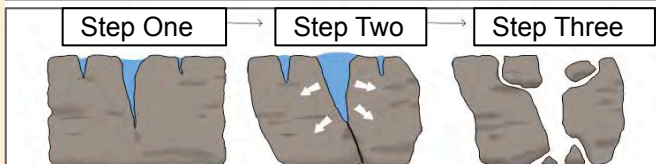
Two types of erosion

Plucking	Rocks become frozen to the base of the glacier. As the glacier moves it takes the frozen rock with it, leaving behind a jagged landscape.
Abrasion	After the rocks are plucked, the glacier scrapes these along the ground. This works like sandpaper and leaves a smooth polished surface.

Freeze thaw weathering

| Step One | → | Step Two | → | Step Three |

Step One: Water enters cracks in the rock. The water then freezes and expands, making the crack deeper.
Step Two: As the crack deepens, more water enters and freezes.
Step Three: Over time, the repeated freeze and thaw breaks up the rock.

How do humans use glaciers?

Tourism
● In 2016, over 18 million people visited the area to see the glaciated landscape
● Geiranger in Norway is a UNESCO World Heritage site

Water
● Ribbon lakes can be used as a source of water
● A water transfer scheme has been set up between the Lake District and Manchester

Civilisations Through Time and The Roman period

Civilisations Through Time

History is the story of everything that people have ever done since humans first created civilisations. It is the story of changing human cultures, politics, lifestyles, beliefs and creativity. During your study of civilisations through time you will look at some of the major historical time periods in order to build your understanding of how human history has been shaped.

Period	Key Information
Ancient Egypt 3000BC-500BC	The river **Nile** was crucial to the Egyptians, providing a source of water. The ancient Egyptians were ruled by kings and queens called **pharaohs**.They worshiped over 2,000 gods and goddesses! The Egyptians preserved the bodies of important people through **mummification**. Pharaohs built tombs in the shape of giant **pyramids**.
Ancient Greece 1200BC-500AD	The Greeks were **great thinkers, warriors, writers, actors, athletes, artists, architects and politicians**. The Greeks loved sport and **the Olympic Games** was the biggest sporting event in the ancient calendar. **Alexander the Great** was the most famous Greek ruler. The Greek's were one of the first civilisations to introduce **'democracy'**.
Medieval 500-1500	In the 10 century **King Aethelstan** united the old kingdoms. Religion was hugely important as the **Catholic Church** became an influence across Europe. During this time there were significant political changes such as **Magna Carta** which introduced democracy in England.
Renaissance 1300-1700	Renaissance means "rebirth" in French.There was **scientific discoveries** and great art, **Leonardo da Vinci** is perhaps the best known artist of this time period. Key inventions included the **printing press** which helped with the spread of new ideas across the world.
Early Modern 1500-1700	In this period the **Reformation** occurred. In this period England temporarily became a republic following the English Civil War. These **explorers** discovered new civilisations in the **'new world'** which we now call North America and South American.
Industrial 1700-1900	This was a time of great change as people moved from the countryside to **towns** and cities. During this time period the **British Empire was at its largest.** There were also significant **technological improvements** such as the invention of the **train and the light bulb**.
Modern 1900-present day	**Technological advancement** helped to connect Britain even more closely to the rest of the world e.g. **planes, cars, phones**. During this period Britain was also victorious in two world wars, however the British Empire **began to decline.** The role of government became important as they took a more active role in lives e.g. **NHS, Police Force**.

The Romans

The Romans were a civilization started around 753BC when Rome was founded in Italy. Throughout the following centuries Rome firstly became a Republic. In 45BC the first Roman dictators (Emperors) took power effectively ending the Republic of Rome. The Romans created a huge empire. Britain was a small part of this empire from 43 to 409. In Britain they created a significant legacy leaving behind many of their ideas

Key Concepts

Government - A group of people or an individual who control and make decisions for a country. In a democracy they are elected by the people. The Romans had multiple examples of government. The three forms of Roman government are outlined below.

> *Republic - Before rule by an Emperor, Rome was ruled by Consuls & Senators. These individuals were elected by the people and handled issues such as warfare, the economy and public health.*
> *Dictatorship – Emperors like Julius Caesar governed Rome from a position of individual power. All power was held by one person, however they did had advisors and councillors to support them.*
> *Democracy – Democracy is a system which allows power and some forms of equality to be obtained by the people. In a democracy the people are given the power to vote for who represents them within the government.*

Key Words

Empire	An empire is a group of countries that have been invaded and are controlled by another country
Legacy	The term legacy refers to the impact that an empire has had on the countries it controlled. Often it can be ideas that it left behind such as democracy or the ideas of government
Aqueduct	A Roman bridge to help carry fresh water to towns and cities.
Economy	The area of the government relating to money and finance
Emperor	A person who rules an empire
Gladiator	A person who fought people or animals for entertainment, who was forced to fight as a punishment.
Legion	The main unit of the Roman army
Public Bath	A building, like a Spa today, where people went to wash, exercise and meet other people
Rebellion	Where people join together to fight against a person or a group.
Senate	Political body of the Republic controlling money and foreign policy
The Colosseum	A stadium used by Romans to watch gladiators fight

Medieval England and The Tudors

William the Conqueror and the Battle of Hastings

Before **1066** England was ruled by the Saxons. Before this England was split up into a number of smaller kingdoms each with its own ruler. Saxon rule was ended when William won the **Battle of Hastings**. We also consider the importance of this event by looking at how the Norman Conquest changed the face of England forever.

Key Terms

Medieval	The period between 500-1500
Monarch	Name for the King or Queen of a country
William the Conqueror	From Normandy a region of France, he conquered England in 1066
Harold Godwinson	The last Saxon King of England he was defeated at the Battle of Hastings in 1066
Feudal system	The social structure of Medieval England King- Nobles- Knights- Peasants
Noble	Powerful people that provide armies for the King in return for land
Knight	People who fought in the Noble's armies in exchange for land
Peasant	Very poor people who worked on the nobles land growing crops
Doomsday Book	Finished in 1086 it was book detailing the key information about the lands William had conquered
Harrying	To completely destroy

Life in Medieval England

The Medieval period covers a huge period of time from around 500-1500. People living in 1500 would not have recognized the society people in 500 lived in.
In your study you will look at the importance of **religion**, the impact of the **Black Death** as well as looking at the ways in which the power of the monarch began to be reduced. The Magna Carta has links to many of your future studies because it was the first of many events that eventually lead to the monarch losing most of their power.

Tithe	A tax paid by ordinary people to the Church
Priest	Leader of a local Church
Doom Painting	Used by the Church to show images of Hell in order to scare people
Black Death	A plague in the 14th century that killed 1/3 of Europe's population
Magna Carta	A set of laws that limited the power of the King and gave the Nobles power it was the first time the power of the King was limited

Key Concepts

The Tudor monarchs reigned from 1485-1603. They are perhaps best known for the religious turmoil that accompanied their reign. Attempts to reform (change and improve) the **Catholic** Church led to the development of the **Protestant** Church.
The Reformation began in 1517 when a German monk called Martin Luther protested about the Catholic Church. His followers became known as Protestants. Throughout the Tudor period the religion of England alternated between Protestant and Catholic.

Catholic	The dominant religion in Europe since the Medieval period
Protestant	Another form of Christianity started by people protesting against Catholics
Pope	The head of the Catholic religion
Martin Luther	A German priest who was one of the first to protest against the Catholic Church
Indulgence	A payment Catholics paid to the Church in order to make up for their sins
The King's Great Matter	Henry VIII's pursuit of a divorce from his first wife Catherine of Aragon in order to secure a male heir to the throne
The Act of Supremacy	The law that made Henry VIII head of the Church instead of the Pope
Monastery	A large Catholic Church where monks and nuns live
Vestment	The name for the robes Catholic priests wear
Crucifix	A cross with a figure of Jesus on it
Martyr	Somebody who dies for their cause
Religious Settlement	Elizabeth's attempt to find a compromise between Catholics and Protestant beliefs
Armada	A fleet of Spanish ships that set sail in 1588 to try and invade England

Monarch	Religion	Actions
Henry VII	Catholic	Remained a faithful Catholic throughout his life.
Henry VIII	Catholic / Protestant	Made himself the Head of the Church, however this was more of an argument about the heir to the throne and power and so he did not make the church entirely Catholic. He did however destroy the monasteries in order to plunder their wealth
Edward VI	Protestant	He extended some of the changes Henry VIII had begun making the Church entirely Protestant
Mary I	Catholic	Tried to restore the Catholic Church to what it had been like at the beginning of Henry VIII's reign. Burned 300 Protestants
Elizabeth I	Protestant	Elizabeth created a religious settlement in order to promote a 'middle way' in religion. She wanted to create a Protestant church that allowed her to be in authority whilst enabling former Catholics to feel that they could follow Protestant forms of worship. She therefore kept some Protestant features like vestments.

Growth of Parliament and the Industrial Revolution

The Growth of Parliament
The English Civil War 1642-49 marked a major shift in power within England. Parliament were unhappy with Charles I's rule fought and won against the King. **The execution of Charles I** left England without a King and under the **Puritan rule of Oliver Cromwell.** There were a number of changes under Cromwell such as the banning of theatre,football and Christmas.This was until the **restoration of the Monarchy in 1660** when Charles the II became King.

Reason for conflict between the King and Parliament
Religion: Married to a Catholic, Puritan/ Protestant hated Charles I religious reform , Scots opposed Charles policies and raised army to resist them.
Power: Charles believed strongly in the Divine right of Kings, Charles didn't call Parliament for 11 years, Parliament angry at the King for trying to pass laws and taxes without them, People who criticised Charles were often harshly punished.
Money: Charles tried to raise the Ship Money tax. In a time of peace , The Scottish Army invaded England in 1640 and reached Newcastle.They demanded money from the King to persuade them to leave.This forced the King to call back Parliament.

Key Events/Issues
Major battles: There were four major battles in the English Civil War. These were the battles of Edge Hill, Newbury, Marston Moor and Naseby. The **Battle of Naseby** in 1645 was a crucial battle as the King's army (the Royalists) suffered a heavy defeat. Key to this happening was the decision by Oliver Cromwell, a leading Parliamentary General, to form the **New Model Army**. This was a far more effective fighting force.
Life Under Cromwell: For 11 years after the execution of Charles, England was ruled without a King. The most important figure was the Army leader Cromwell. They enforced laws such as the banning of Christmas, the fining of people for swearing
Restoration: When Cromwell died England decided to bring back the monarchy. Charles II gained a reputation as the 'Merry Monarch' as the old Puritan laws were abolished and the popular theatres and sports began again. London experienced the traumas of the Great Plague of 1665, and the Great Fire of 1666, but work began to rebuild the city afterwards under the architect Christopher Wren.

Key Words:
Parliament: Parliament is the law making group in the government of the United Kingdom. Parliament consist of two houses: House of Lords and House of Commons.
Monarchy: a form of government that has a single person known as a monarch at its head , a King or Queen.
Divine Right of Kings: A political and religious belief . It meant that a monarch was given the right to rule by God alone. His authority could not be questioned because he ruled in God's name. It gave a king absolute rule over his subjects.
Lord Protector: Title given to Cromwell when he ruled over head the Commonwealth of England, Scotland and Ireland for a five-year-period until his death in 1658.
Puritan: a member of a Protestant group that opposed many customs of the Church of England. They followed strict moral rules and who believes that pleasure is wrong.

The Industrial Revolution
The **Industrial Revolution** was a period in British history where Britain underwent significant political, economic and social change. Industry was transformed in the cities with the introduction of heavy machinery. This led to massive **population drift from the countryside to the city**. This change was met with differing opinions and eventually led to **protest** from many of the workers.

Key Events
1700-1900 – Industrial Revolution
1763 – James Watt invents the Watt steam engine
1764 – James Hargreaves invents the Spinning Jenny
1771 – Richard Arkwright invents the Water Frame
1784 – Edmund Cartwright invents the Power Loom
1812 – The Luddite protests begin
1834 – The Poor Law introduced by the government
1868- The Great Reform Act is introduced

Key Concepts
Urbanisation: The mass movement of the population from the countryside to the city. This happened due to a desire for jobs that were newly developing in the cities.
Industrialisation: The transformation and change of industry, due to new inventions and an advancement in science that led to significant change. In this period new ways of powering machines were introduced which led to big changes in the factories.
Protest: This was exceptionally important in this period due to the changes that had taken place. Many members of the working classes were unhappy with changes that had been made and this led to notable protests into the Twentieth century.

Key Words
Agriculture: More manual jobs in the countryside
Empire: Overseas territories that a country own, or run.
Weaving: A job in the textile industry where cotton or thread is made into cloth
Workhouse: A place of forced labour with very little pay
Cholera: A deadly disease that is caught through dirty water
The Great Reform Act: A new law that gave increased number of men the right to vote in elections
Labour: The name given to manual work, usually in the factories
Protest: An objection to something, or change
Capitalism: Economics and Politics are privately owned.
Socialism: Economics and production should be shared by all
Marxism: An idea that believes in equality not in class
Anarchism: The belief in the removal of government
Union: A group set up around shared ideas and goals to represent the people
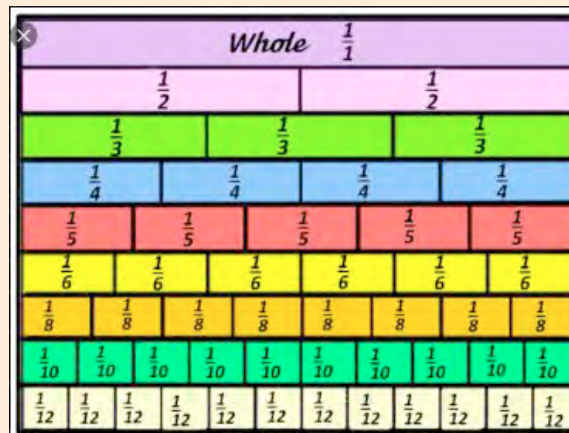**Rights:** Things belonging to an individual. i.e. the right to vote

Algebraic Thinking

Sequence	items or numbers put in a pre-decided order	**Inverse**	the operation that undoes what was done by the previous operation. (The opposite operation)
Term	a single number or variable	**Commutative**	the order of the operations do not matter.
Position	the place something is located	**Substitute**	replace one variable with a number or new variable.
Rule	instructions that relate two variables	**Expression**	a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)
Linear	the difference between terms increases or decreases by the same value each time	**Evaluate**	work out the answer
Non-Linear	the difference between terms increases or decreases in different amounts	**Coefficient**	a multiplicative factor in front of a variable e.g. 5x (5 is the coefficient, x is the variable)
Difference	the gap between two terms	**Equality**	two expressions that have the same value
Arithmetic	a sequence where the difference between the terms is constant	**Equation**	a mathematical statement that two things are equal
Geometric	a sequence where each term is found by multiplying the previous one by a fixed non zero number	**Equals**	represented by '=' symbol – means the same
Function	a relationship that instructs how to get from an input to an output.	**Solution**	the set or value that satisfies the equation
Input	the number/ symbol put into a function.	**Solve**	to find the solution.
Output	the number/ expression that comes out of a function.	**Like**	variables that are the same are 'like'
Operation	a mathematical process		

Place Value and Proportion

Approximate	To estimate a number, amount or total often using rounding of numbers to make them easier to calculate with	**Fraction**	how many parts of a whole we have
Integer	a whole number that is positive or negative	**Decimal**	a number with a decimal point used to separate ones, tenths, hundredths etc.
Interval	between two points or values	**Percentage**	a proportion of a whole represented as a number between 0 and 100
Median	A measure of central tendency (middle, average) found by putting all the data values in order and finding the middle value of the list.	**Tenth**	one whole split into 10 equal parts
Placeholder	We use 0 as a place holder to show that there are none of a particular place in a number	**Hundredth**	one whole split into 100 equal parts
Place value	The value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right	**Significant figure**	A digit that gives meaning to a number. The most significant digit (figure) in an integer is the number on the left. The most significant digit in a decimal fraction is the first non-zero number after the decimal point.
Range	The difference between the largest and smallest numbers in a set	**Recurring:**	a decimal that repeats in a given pattern

Billions			Millions			Thousands			Ones		
H	T	O	H	T	O	H	T	O	H	T	O
		3	1	4	8	0	3	3	0	2	9

	Whole $\frac{1}{1}$			
	$\frac{1}{2}$		$\frac{1}{2}$	
$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$
$\frac{1}{4}$		$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$
$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$
$\frac{1}{6}$ $\frac{1}{6}$ $\frac{1}{6}$ $\frac{1}{6}$ $\frac{1}{6}$ $\frac{1}{6}$				
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Application of Number

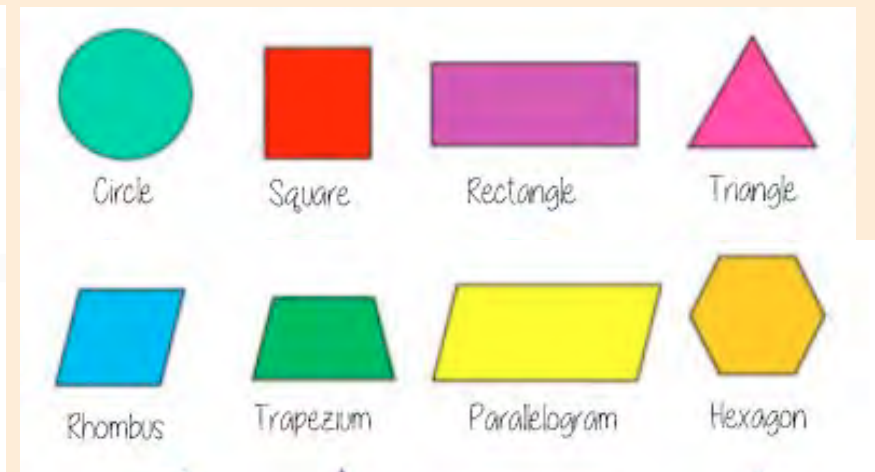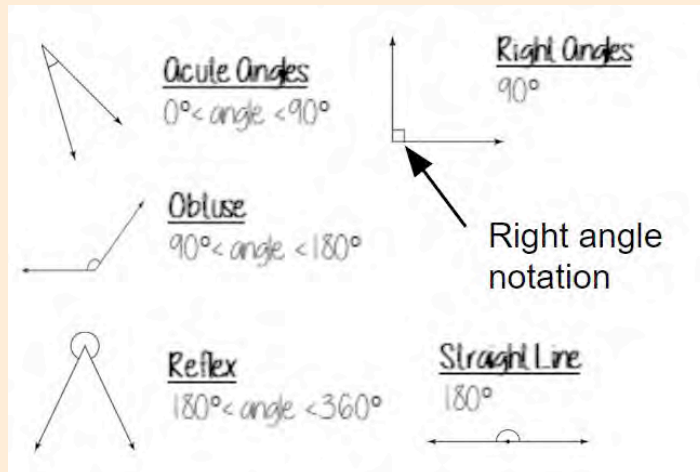|			
Commutative	changing the order of the operations does not change the result	**Mili**	prefix meaning one thousandth
Associative	when you add or multiply you can do so regardless of how the numbers are grouped	**Centi**	prefix meaning one hundredth
Inverse	the operation that undoes what was done by the previous operation. (The opposite operation)	**Kilo**	prefix meaning multiply by 1000
Placeholder	a number that occupies a position to give value	**Quotient**	the result of a division
Perimeter	the distance/ length around a 2D object	**Dividend**	the number being divided
Polygon	a 2D shape made with straight lines	**Divisor**	the number we divide by
Balance	in financial questions – the amount of money in a bank account	**Fraction**	how many parts of a whole we have
Credit	money that goes into a bank account	**Equivalent**	of equal value
Debit	money that leaves a bank account	**Whole**	a number with no fractional or decimal part
Array	an arrangement of items to represent concepts in rows or columns	**Percentage**	parts per 100 (uses the % symbol)
Multiples	found by multiplying any number by positive integers	**Place Value**	the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right
Factor	integers that multiply together to get another number.	**Convert**	change into an equivalent representation, often fraction to decimal to a percentage cycle

Directed Numbers and Fractional Thinking

Subtract	Taking away one number from another	**Numerator**	The number above the line on a fraction. The top number. Represents how many parts are taken
Negative	A value less than zero	**Denominator**	The number below the line on a fraction. The number represent the total number of parts
Commutative	Changing the order of the operations does not change the result	**Equivalent**	Of equal value
Product	Multiply terms	**Mixed numbers**	A number with an integer and a proper fraction
Inverse	The opposite function	**Improper fractions**	A fraction with a bigger numerator than denominator
Square root	A square root of a number is a number when multiplied by itself give the value ($\sqrt{}$ symbol)	**Substitute**	Replace a variable with a numerical value
Square	A term multiplied by itself	**Place value**	The value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right
Expression	A maths sentence with minimum of two numbers and at least one math operation (no equals sign)		

Lines and Angles

Polygon	A 2D shape made with straight lines	**Protractor**	equipment used to measure angles
Scalene triangle	a triangle with all different sides and angles	**Compass**	equipment used to draw arcs and circles
Isosceles triangle	a triangle with two angles the same size and two angles the same size	**Vertically Opposite**	Angles formed when two or more straight lines cross at a point
Right-angled triangle	a triangle with a right angle	**Interior Angles**	Angles inside the shape
Frequency	the number of times a data value occurs	**Sum**	Total, add all the interior angles together
Sector	part of a circle made by two radii touching the centre	**Convex Quadrilateral**	A four-sided polygon where every interior angle is less than 180º
Rotation	turn in a given direction	**Concave Quadrilateral**	A four-sided polygon where one interior angle exceeds 180º

Acute Angles
0°< angle <90°

Right Angles
90°

Obtuse
90°< angle <180°

Right angle notation

Reflex
180°< angle <360°

Straight Line
180°

Circle Square Rectangle Triangle

Rhombus Trapezium Parallelogram Hexagon

Reasoning with Number

Commutative	Changing the order of the operations does not change the result	**Probability**	Likelihood of an event happening
Associative	When you add or multiply you can do so regardless of how the numbers are grouped	**Bias**	A built-in error that makes all values wrong (unequal) by a certain amount, eg a weighted dice
Dividend	The number being divided	**Fair**	There is zero bias, and all outcomes have an equal likelihood
Divisor	The number we divide by.	**Random**	Something that happens by chance and is unable to be predicted
Expression	A maths sentence with a minimum of two numbers and at least one math operation (no equals sign)	**Multiples**	Found by multiplying any number by positive integers
Equation	A mathematical statement that two things are equal	**Factor**	Integers that multiply together to get another number
Quotient	The result of a division	**Prime**	An integer with only two factors
Set	Collection of things	**Conjecture**	A statement that might be true (based on reasoning) but is not proven
Element	Each item in a set is called an element	**Counter example**	A special type of example that disproves a statement
Intersection	The overlapping part of a venn diagram (AND ∩)	**HCF**	Highest common factor (biggest factor two or more numbers and at least one maths operation (no equals sign)
Union	Two ellipses that join (or ∪)	**LCM**	Lowest common multiple (the first time the times table of two or more numbers match)
Mutually Exclusive	Events that do not occur at the same time		

MYSELF AND MY LIFE

Je pense que c'est génial et très drôle	I think that it's great and very funny
Je m'appelle Suzanne et j'habite en France	I'm called Suzanne and I live in France
À mon avis je déteste le fromage parce que c'est affreux	In my opinion I hate cheese because it's awful
J'ai quatre gommes et aussi onze stylos noirs	I have four rubbers and also eleven black pens
Elle a neuf ans cependant nous avons trente ans	She has nine years old however we have thirty years old
Je n'aime pas jouer au golf parce que ce n'est pas très difficile	I don't like playing golf because it's not very difficult
Parler est souvent vraiment ennuyeux	Speaking is often really boring
J'ai une soeur/un frère qui s'appelle	I have a sister/brother who's called

FRENCH NUMBERS

1 Un 2 deux 3 trois 4 quatre 5 cinq 6 six 7 sept 8 huit 9 neuf 10 dix

11 onze 12 douze 13 treize 14 quatorze 15 quinze 16 seize

17 dix-sept 18 dix-huit 19 dix-neuf 20 vingt 21 vingt-et-un

22 vingt-deux 23 vingt-trois 24 vingt-quatre 25 vingt-cinq

26 vingt-six 27 vingt-sept 28 vingt-huit 29 vingt-neuf 30 trente

31 trente-et-un 32 trente-deux 33 trente-trois 34 trente-quatre

35 trente-cinq 36 trente-six 37 trente-sept 38 trente-huit

39 trente-neuf 40 quarante 41 quarante-et-un 42 quarante-deux

43 quarante-trois… 50 cinquante 51 cinquante-et-un

52 cinquante-deux   53 cinquante-trois…60 soixante

61 soixante-et - un 62 soixante-deux 63 soixante-trois

70 soixante-dix 71 soixante-et-onze 72 soixante-douze

80 quatre-vingt 81 quatre-vingt-et un 82 quatre-vingt-deux

83 quatre-vingt-trois 90 quatre-vingt-dix 91 quatre-vingt-onze

92 quatre-vingt-douze 93 quatre-vingt-treize 100 cent

Some useful verbs

Aller – going/to go
Avoir – having/to have
Être – being/to be
Faire – doing / to do
Sortir – going out/to go out
Regarder – watching / to watch
Penser – thinking/to think
Fêter – celebrating / to celebrate
Acheter – buying/to buy
Écouter – listening/to listen
Écrire – writing / to write
Lire – reading/to read
Cuisiner – cooking/to cook
Chanter – singing / to sing

Phrases to talk about myself

Ça va? - how are you?
Je pense que je me sens… - I think that I feel

Mon anniversaire est le (date) (month) - my birthday is the (date) (month)

J'ai - I have
Nous avons = we have
Je suis - I am
C'est - it's / it is
Ils/elles sont - they are

Some useful adjectives
Stupéfiant – amazing
Marrant/ rigolo– funny
Ennuyeux – boring
Barbant – deadly boring
Passionnant – exciting
Nul – rubbish
Gratifiant – rewarding
Intéressant – interesting
Fascinant – fascinating

Phonics

Remember to look in your front of book insert to find support with the pronunciation of French words and letter combinations

MY SCHOOL

Mon école/mon collège s'appelle…	My school is called
Lundi/mardi/mercredi **à** neuf heures j'ai…	On Monday/Tuesday/Wednesday **at** nine o'clock **I have**
Après n**ous avons** un cours **de…**	After we have a lesson **of**…
La récré/le déjeuner dure vingt minutes Ma matière préfèrée est…	Break/lunch lasts 20 minutes My favourite lesson is…
À mon avis mes profs sont très/assez/un peu…	In my opinion my teachers are very/quite/strict
L'école finit/le collège finit à trois heures (moins dix)	School finishes at 3.00 (add moins dix to make it 10 to 3)
j'aime/je n'aime pas étudier/faire du sport/faire mes devoirs	I like/don't like to study/to do some sport/to do my homework
Mon prof de géo est génial	My geography teacher is great
Demain je vais faire un cours de…/ je vais étudier/manger/apprendre/avoir	Tomorrow I'm going to do a lesson of… / I'm going to study/to eat / to learn/ to have

Les matières- subjects

Le dessin = art
Le sport = sport/PE
Le théâtre= drama
Le français = French
L'espagnol = Spanish
L'anglais = English
L'allemand = German
L'appel = form time
L'éducation religieuse = RE
l'EPS = PE
L'informatique = IT
L'histoire = history
L'éducation civique = PSHE
Les sciences = science
Les maths = maths
La cuisine = cooking
La géo(graphie) = geography

L'heure - the time

Il est/à = it is/at
Une heure = 1 o'clock
Deux heures cinq = 2.05
Trois heures dix = 3.10
Cinq heures et quart = 5.15
Cinq heures vingt = 5.20
Six heures et demie = 6.30
Sept heures moins vingt-cinq = 6.35 (*literally means 7 o'clock minus 25*)
Sept heures moins le quart = 6.45 (*literally means 7 o'clock minus a quarter*)
l'après -midi - the afternoon
Le matin = the morning

Conjugation and er verb endings

Conjugation is the process of changing the spelling of a verb to match different subject pronouns.

Regarder - to watch (an infinitive verb)
Remove er ending and add:
Je regard<u>e</u> = I watch
Tu regard<u>es</u> = you (single) watch
il/elle regard<u>e</u>= he/she watches
Nous regard<u>ons</u> = we watch
Vous regard<u>ez</u> = you (formal/plural) watch
ils/elles regard<u>ent</u> = they watch *(silent ent)*

Comparing French & English schools
En Angleterre / en France = in England /in France
Nous avons/ nous n'avons pas = we have/we don't have
Il y a / il n'y a pas de = there is / there isn't

Phonics

Remember to look in your front of book insert to find support with the pronunciation of French words and letter combinations

MEETING PEOPLE AND THE BASICS

¿comó te llamas? Me llamo… Se llama…	What are you called? I'm called he's/she's called
¿cuántos años tienes? Tengo… años	How old are you? *(how many years do you have?)* I am *(I have)*... years old
¿cuándo es tu cumpleaños? Mi /su cumpleaños es el *ocho* de *mayo*	When is your birthday? My/his/her birthday is the *eighth* of *May*
¿qué tal?	How are you?
¿dónde vives? Vivo en Inglaterra	Where do you live? I live in England

SPANISH NUMBERS

0: cero **1**: uno **2**: dos **3**: tres **4**: cuatro **5**: cinco **6**: seis **7**: siete
8: ocho **9**: nueve **10**: diez **11**: once **12**: doce **13**: trece **14**: catorce
15: quince **16**: dieciséis **17**: diecisiete **18**: dieciocho **19**: diecinueve
20: **v**einte **21**: **v**eintiuno **22**: **v**eintidós **23**: **v**eintitrés **24**: **v**einticuatro
25: **v**einticinco **26**: **v**eintiséis **27**: **v**eintisiete **28**: **v**eintiocho
29: **v**eintinueve **30**:treinta **31**: treinta y uno **32**: treinta y dos
33:treinta y tres **34**: treinta y cuatro **35**: treinta y cinco **36**: treinta y seis
37: treinta y siete **38**: treinta y ocho **39**: treinta y nueve **40**: cuarenta
 41: cuarenta y uno **42**: cuarenta y dos **43**: cuarenta y tres
50: cincuenta **51**: cincuenta y uno **52**: cincuenta y dos
 53: cincuenta y tres **60**: sesenta **61**: sesenta y uno **62**: sesenta y dos
63: sesenta y tres **70**: setenta **71**: setenta y uno **72**: setenta y dos
73: setenta y tres **80**: ochenta **81**: ochenta y uno
82: ochenta y dos **83**: ochenta y tres **90**: noventa
91: noventa y uno **92**: noventa y dos **93**: noventa y tres **100**: cien

200: doscientos/as **500**: quinientos/as **1000**: mil **2000**: dos mil

THE DATE SLIDE/LESSON ROUTINES

Hola - hello   por favor = please   adios = goodbye
¿puedo quitarme mi chaqueta? = can I take my blazer off?
Hoy es = today it's/is
A mi modo de ver = in my opinion
Hace sol/calor/frío = it's sunny/hot/cold
Pienso que = I think that
Me siento = I feel
cansado/a = tired   feliz = happy   enfadado/a = angry

CONNECTIVES

y =and
o = or
Pero = but
Sin embargo = however
también = also
además = in addition
si = if

Phonics

Remember to look in your front of book insert to find support with the pronunciation of French words and letter combinations

INTRODUCTION TO HIGH FREQUENCY KEY VERBS

Soy = I am   es = he/she it is   somos = we are   son = they are

Tengo = I have   tiene = he/she is   tenemos = we have   tienen= they have

Me gusta = I like   le gusta = he /she likes   me encanta = I love   odio = I hate

ALL ABOUT ME & MY FAMILY

Me llamo Andrea y **viv**o en Madrid, pero soy de Inglaterra	I'm called Andrea and (I live) in Madrid, but I'm from England
Se llama Cristiano/Cristiana y **viv**e en Madrid pero es de Inglaterra	He's/she's called Cristiano/Cristiana and (he/she lives) in Madrid but he's/she's from England
Soy deportista y tengo tre*ce* años	(I am) a sportsman/woman and (I have) 13 years old
En mi familia hay…	In my family there is/are….
Tengo los o*j*os azules/marrones/**v**erdes	(I have) eyes blue/brown/green
Tiene el pelo rubio/negro	(He/she has) hair blonde/black
Tenemos dos perros pero no tenemos gato	(We have) 2 dogs but (we don't have) a cat
Tienen una *h*ermana/un *h*ermano/dos *hij*os	(They have) a sister/a brother/two children
Mi pasión es el fútbol y mi héroe es Messi	My passion is football and my hero is Messi

Adjectives to describe people

divertido/a= amusing
estupendo/a= brilliant
fenomenal= fantastic
generoso/a = generous
genial= great
guay = cool
listo/a = clever
serio/a= serious
simpático/a= nice, kind
sincero/a= sincere
tímido/a= shy
tonto/a= silly
tranquilo/a= quiet, calm
rico/a = rich

Where I live
¿dónde vives? Where do you live
Vivo en = I live in   vivimos en = we live in

España=   Spain
Francia=   France
Inglaterra=   England
Estados Unidos=   The USA
Polonia   =   Poland
México =   Mexico
un bloque de pisos= a block of flats

una casa =   a house

un piso/apartamento= a flat/apartment

una granja=   a farmhouse

una hacienda =   a ranch

una casucha =   a shack

Additional nouns
un cobayo =   a guinea pig
un conejo=   a rabbit
un gato=   a cat
un perro=   a dog
un pez =   a fish
un ratón=   a mouse
una serpiente = a snake
el deporte=   sport
el cine =   cinema
la música=   music
los libros =   books
Mi madre/padre = my mum/dad
Mi tio/tia = my uncle/aunt
una hermanastra =a stepsister
un hermanastro= a stepbrother

Intensifiers
muy= very
Bastante = quite
Siempre = always
Un poco = a bit

Phonics

Remember to look in your front of book insert to find support with the pronunciation of French words and letter combinations

Term 1 - Elements of Music

PITCH – How high/low the note is Treble and Bass clef

Every Good Boy Does Fine   F A C E

Green Bears Don't Fly Airplanes   All Cows Eat Grass

KEY VOCABULARY

Tempo	Speed (fast/slow)
Allegro	Fast
Andante	Walking pace
Lento	Slowly
Accelerando	Gradually getting faster
Rallentando	Gradually getting slower
Dynamics	Volume (loud/soft)
Fortissimo (ff)	Very Loud
Forte (f)	Loud
Mezzoforte (mf)	Moderately Loud
Mezzopiano (mp)	Moderately Soft
Piano (p)	Soft
Pianissimo (pp)	Very Soft
Crescendo (Cres.)	Gradually getting louder
Diminuendo (Dim.)	Gradually getting quieter

Influential composer Fact file - John Milton Cage Jr. Born 05.09.1912

- Experimental composer
- A pioneer of indeterminacy in music
- Non-standard use of musical instruments
- Critics have named him as one of the most influential composers of the 20th century
- One of his most famous works is 4'33" – a piece performed with no deliberate sound
- A believer in the idea that there's no such thing as silence
- One of the earliest pioneers of Graphic Notation
- He saw it as a solution to allow performers more freedom and have an input in the creation of the music

Notation
Graphic Notation	Using images or symbols to represent music
Stave	A set of 5 lines and 4 spaces that are used to write music
Bar	A small block of notes that holds a certain number of beats
Bar line	The line used to divide each bar
Double bar line	A set of two lines to show the end of a section/piece

Performance and composition
Rhythm	A pattern of sounds of different lengths
Pulse	A steady beat within a piece of music - like a ticking clock
Ostinato	Continuously repeated pattern of notes
Imitation	One part copying another
Polyrhythm	Many different rhythms played together at the same time

DURATION – length of the note

Semibreve - 4 Beats

Minim - 2 Beats

Crotchet - 1 Beat

Quaver - ½ Beat

Semiquaver - ¼ Beat

Instruments of the orchestra

- **Strings:** Violin, Viola, Cello, Double Bass, Harp
- **Woodwind:** Piccolo, Flute, Oboe, Clarinet, Bass Clarinet, Bassoon, Double Bassoon, Cor Anglais
- **Brass:** Trumpet, Trombone, French Horn, Tuba
- **Percussion**
Tuned – Xylophone, Glockenspiel, Marimba, Timpani
Untuned – Maracas, Triangle, Cymbals, Tambourine, Bongos

Term 2 - History of Music - Baroque (1600-1750) Classical (1750-1810)

Baroque facts: Composers were like servants providing music for wealthy families. They were paid very little.
- **Opera** had its origins in this period, originally designed for **courtly celebrations**. In **1637** 1st public opera house opened.
- New choral form called **oratorio** developed, initially in Italy. *Handel* introduced this to England. **Oratorio** is a large scale composition that is based on a text – usually a religious one. Like **Opera**, an **Oratorio** tells a story, but unlike **Opera** it does not use costumes or staging.
- **Large ensembles** were brought together for occasions, which became more regular and **formed the first orchestras**.
- **Solo harpsichord** music was made popular by composers like *Scarlatti* and *Bach*.

Baroque composers and their works:
- Henry Purcell 1659-1695 - '*Music for a While*'.
- George Frideric Handel 1685-1759 – '*The Messiah*'
- Johann Sebastian Bach 1685-1750 - '*The Brandenburg Concertos 1-6*'.

Baroque orchestra instruments usually included:
- **Strings** - violins, violas, cellos and double basses
- **Woodwind** - recorders or wooden flutes, oboes and bassoon
- **Brass** - trumpets and/or horns (without valves)
- **Percussion** - Timpani (kettledrums)
- **Continuo** (*accompaniment*) - harpsichord or organ
Compositional features/key terms:
- Long **flowing melodies** (*tunes*) often using **ornamentation** (*decorations to the melody such as trills and turns*). Contrast between loud and soft, solo and ensemble. Often uses **imitation** and **sequences**
- A **contrapuntal** texture – a piece contains 2 melodies of equal importance
- **Terraced dynamics** - sudden changes in volume

Composer *Antonio Lucio Vivaldi* (1678-1741)
- Italian Baroque composer, virtuoso violinist, teacher and Roman Catholic Priest
- Born in Venice. Composer of instrumental concertos, sacred choral works, over 40 operas
Study piece: *Vivaldi – 'Four Seasons' - 1723*
- Consists of **4 concerti** – each has **3 movements** for one or more **solo** instruments and **orchestra**
- The **4 concerti** represent the 4 seasons – Spring, Summer, Autumn, Winter. Often accompanied by Italian Sonnets

Key Information:
Concerto - Composed in 3 movements. 2 types – concerto grosso, solo concert
Concerto Grosso: (plural concerti grossi). Common in the Baroque era
- Music is passed between a small group of soloists and the full orchestra
Solo Concerto - Composed for 1 solo instrument plus orchestra. Usually contains technically demanding passages for the soloist to play
Chamber orchestra: A small orchestra

Classical facts: Time of social change. More focus on human rights and freedom of religion. Instrumental music very important. Orchestras included a wider range of instruments and more of them. Piano was introduced. The most important solo pieces were sonatas, (*a piece for a soloist accompanied by piano/piano solo*). The Symphony was introduced. Quickly went from 3 movements to 4 and used a lot more expression due to developments in instruments. String quartets were prevalent, again these followed the 4 movement structure. Structure became important. New form of Binary (AB), Ternary (ABA) and Rondo (ABACA) form evolved. - Dominated by Haydn and Mozart, Beethoven came at the end of the period, beginning in the same compositional style, but soon developed this into new areas marking the start of the Romantic period.

Classical composers and pieces:
- Ludwig Van Beethoven – 1770-1827 – '*Symphony No. 3 Eroica*'
- Wolfgang Amadeus Mozart 1756-1791 – '*The Marriage of Figaro*'.

Classical orchestra instruments - similar to Baroque, but on a larger scale:
- **Strings** - violin, viola, cello, double bass
- **Woodwind** - recorder or wooden flute, oboe, bassoon and clarinet
- **Brass** - trumpet, horns (with valves by the end of the period)
- **Percussion** - timpani (kettledrums), triangle, hand cymbals, bass drum
- **Fortepiano** – early form of piano, had a softer **timbre** (*tone*)
Compositional features/key terms:
- **Short well-balanced melodies** and clear question and answer phrases
- Mainly simple **diatonic harmony,** (using notes which belong to the key not chromatic notes from outside the key). Use of contrasting moods.
- Mainly **homophonic textures** (*melody plus accompaniment*), some use of counterpoint (*where two or more melody lines are combined*)
- Continued to use **ornaments** for decorations of the melody

Composer Franz Josef Haydn (1732-1809):
- Often referred to as '**father of the symphony**', due to his work in establishing its form/structure
- Composed over **100 symphonies**, concertos, string quartets, piano trios and operas
- Mentored **Mozart** and taught **Beethoven**
Study piece: Haydn – '*Clock Symphony*'
- Full name Symphony No.101 in D Major
- Known as the '**Clock Symphon**y' due to the **ticking rhythm** of quaver beats in 2nd movement
- **4 Movements**. Sense of balance created through the use of **dynamics, melody, harmony** and **structure**

Key Information:
Symphony - Early symphonies had a standard **3 movement** form (fast-slow-fast). *Haydn* and *Mozart* developed this into a **4-movement** form
1st Movement: Allegro (*fast*) - sonata form
2nd Movement: Slow 3rd Movement: Minuet
4th Movement: Allegro
- **Sonata form**: Exposition, development, recapitulation and Coda
- **Minuet**: Slow dance with 3 beats per bar
String Quartet - Group of **four string** performer - 2 Violins, 1 Viola, 1 Cello

Term 3 - Blues and Music From Around The World

Key Terminology
- **Blues** – A musical style originating from African American slaves based on a chord progression known as the 12-bar blues.
- **Solo(ist)** – Name given to a performer or section in the music played on its own.
- **12-Bar Blues** – The name given to the structure and chord pattern used in Blues music.
- **Blues Scale** - A scale with Flat 3rd, Flat 5th & Flat 7th e.g. in C = C, Eb, F, F#/Gb, G, Bb, C
- **Improvisation** – Music that is made up as the performer goes along.
- **Melody** – Another word to describe the main tune; can be vocal or instrumental.
- **Riff** – A short repeating pattern of notes played alongside the chords and played on the lowest pitched instrument.

History of the Blues
- A musical style created by **African Americans** at the end of the 19th Century.
- It had **African roots** as **slaves** were taken from **Africa** to become **slaves** in **America**.
- **Field Hollers:** The slaves **worked 18-hour days** and would **sing while they worked.**
- When **accompanied**, it was originally **a singer and guitar/banjo**.
- **Early 20th century**: slaves moved to cities like Chicago/Detroit.
- **1940's/50's**: blues was showing Jazz influence and had amplified bands.
- **By 1960's**: blues **spread to UK** and rest of Europe showing influence across many forms of popular music including being the **driving force behind rock music**.

12 Bar Blues Chord Structure (Chords I,IV,V)

C	C	C	C
CEG	CEG	CEG	CEG
F	**F**	**C**	**C**
FAC	FAC	CEG	CEG
G	**F**	**C**	**C**
GBD	FAC	CEG	CEG

Blues Bass Riff – Uses the same 12 Bar Blues Structure as the chords

Music From Around The World

Reggae Music
- Reggae music is from Jamaica in the caribbean.
- It originated in the 1960's
- It is based around a simple chord sequence
- The chords are usually played on the offbeat - this means
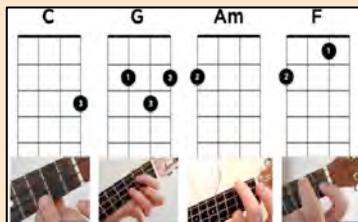- in between the beats!

1 + 2 + 3 + 4 +
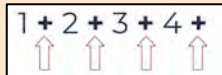
Music From The Pacifics
- Famous for its use of the ukulele
- Key composer **Israel "IZ" Kamakawiwoʻole**

-Ukulele is tuned G C E A

-Ukulele Chords

Samba Music:
- A **Brazilian** street carnival dance played at a **fast tempo**
- Uses a variety of **percussion** instruments
- **Cross rhythms** are created when 2 parts playing different rhythms are combined
- **Polyphonic texture** when all instruments are playing different rhythms
- **Monophonic texture** - the repinique plays a solo section.

Key features:
- **Ostinato**: Continuously repeated pattern
- **Call and response**: A musical phrase (usually a solo) followed by an answering phrase (usually by the ensemble).
- **Polyrhythm**: Two or more different rhythms playing together

Samba Instruments:
- **Surdo**: a large drum, often in 3 sizes (high, medium and low pitch) played with a beater
- **Tambourim**: a small high pitched drum played with a beater
- **Agogo**: a double bell – top high pitch, bottom low pitch.
- **Repinique**: A medium sized high-pitched drum.
- **Ganza**: A handheld shaker.

Chinese Musical Features:
- Uses the **pentatonic scale-** Scale of 5 notes
- A **solo** instrument or **small ensembles**
- Influenced by **Philosophy** and historical thinkers

Chinese Instruments: The **timbre** (tone) is very important

Woodwind – Sheng, Guan and Dizi.
Strings – Pipa, Erh-hu.
Percussion – Gongs, drums and Cymbals.

Indian Musical Features:
Indian Instruments:
- **Sitar:** a stringed instrument with a long neck and moveable frets.
- **Tabla:** a pair of hand drums, one slightly larger than the other.
- **Tanpura:** a long-necked string instrument without frets.

Warm Ups And Cool downs

Warm Ups	Physical Benefits of a warm up	Cool Down	Physical Benefits of a cool down

• **Pulse raiser** - An activity that <u>increases</u> heart rate and temperature. For example, jogging.
• **Mobility** - An activity that takes the joint through its <u>full range</u> of movement. For example, arm circles.
• **Stretching** (Static and Dynamic) - An activity that <u>increases the elasticity</u> of muscles, tendons and ligaments. For example, walking lunges.
• **Dynamic movement** - An activity that involves <u>changes of speed and direction</u>. For example, shuttle runs.
• **Skill rehearsal** - An activity that <u>mirrors game demand.</u> For example, dribbling in basketball.
	• **Increasing** the temperature of muscles.
	• **Increases flexibility of muscles.**
	• **Increases** the heart rate and temperature of blood.
		• **Low intensity exercise** - An activity that <u>gradually decreases</u> temperature, and heart and breathing rates. For example, **jogging, walking and cycling**
		• **Stretching** - Static stretches that <u>decrease muscle temperature</u>. For example, **hamstring stretch.**
			• The <u>return </u>of the body to a resting state.
			• <u>Stretches</u> muscles and <u>gradually lowers </u>muscle temperature, heart rate and breathing rate..
			  ○ **Maintains oxygen transport.**
			  ○ **Maintains carbon dioxide removal.**
			  ○ **Helps remove lactic acid.**

Rules/regulations		
Netball	1.	**Footwork** - This is when a player is stepping, landing and pivoting with the ball
	2.	**Distance** - A player attempting to intercept or defend the ball must be at least one metre away from the player with the ball.
Badminton	1.	**Serve** - The performer must serve diagonally to the opponent
	2.	**Court layout** - The court has two service boxes on each side with
Rugby	1.	**Passing** - The ball must be passed behind when running forwards.
	2.	**Contact** - The tackler must make contact with an opponent below the neck.

Sporting contexts	
Key term	**Definition**
Outwit	To beat or go past an opponent using **deceptive** techniques.
Invasion	To **invade** an **opponents** territory in an attempt to score points and keep the opponents score to a minimum.
Attack	The action of attacking an opposing team with the **objective** of scoring points or goals.

Muscular System

Muscular System	
Key term	**Definition**
Agonist	A muscle that **CONTRACTS** to create movement
Antagonist	A muscle that **RELAXES** to create movement
Contract	A muscle that **SHORTENS**
Relax	A muscle that **LENGTHENS**
Antagonistic Pair	Muscles that work **TOGETHER** to create movement for example (**Bicep & Tricep/ Hamstrings & Quadriceps)**
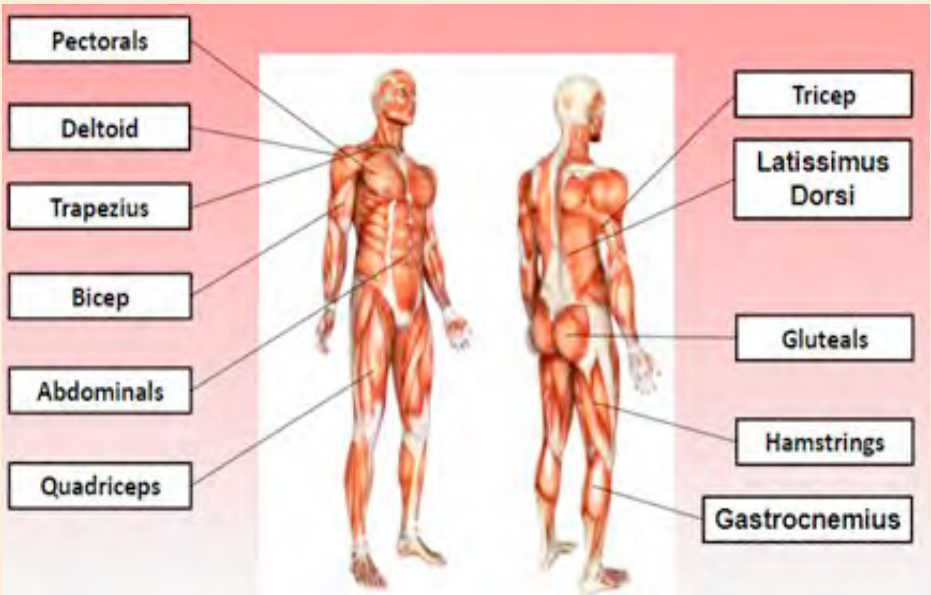
Sporting Context	
Key term	**Definition**
Flexibility	Range of movement around a joint
Aesthetics	The action or skill looks pleasing to the eye
Balance	The ability to keep your body mass or centre of mass over a base of support
Efficient	A skill is performed without wasting time or energy

Skeletal System
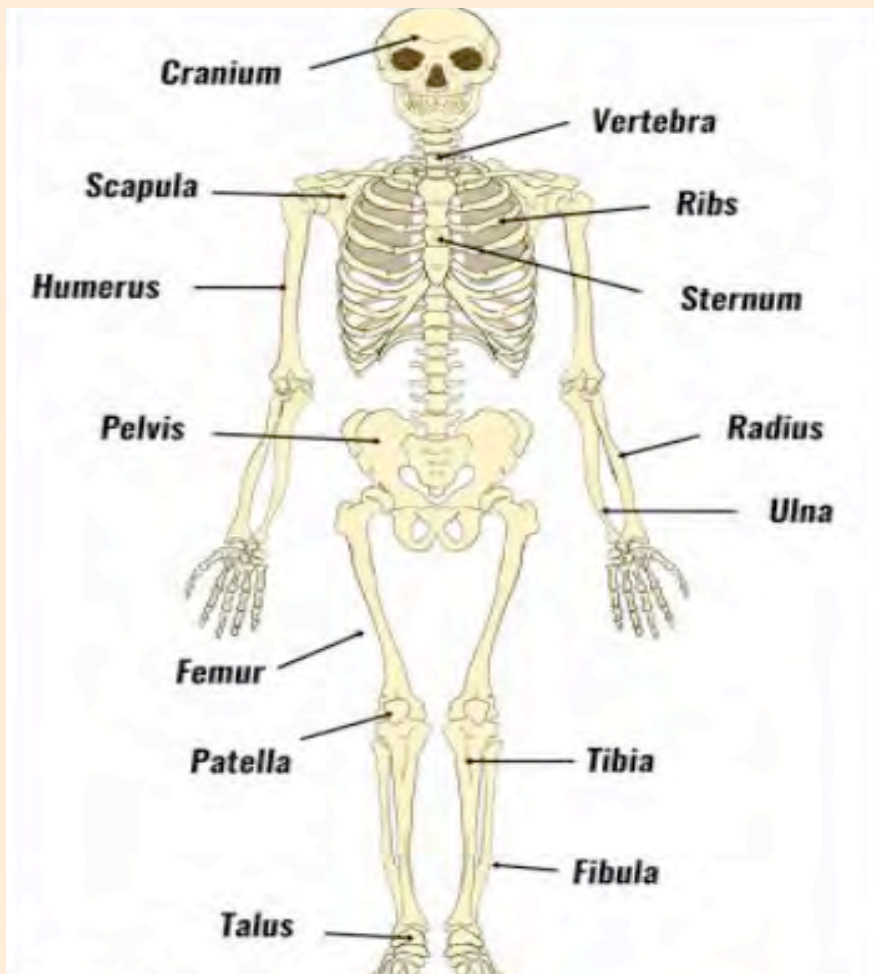
Sporting Context		
Key term	**Definition**	**Functions of the skeleton**
Striking	To hit <u>forcibly</u> and <u>deliberately</u>	1. **Protection -** Gives protection to the vital organs from damage or injury 2. **Movement -** Provides areas for muscles to attach to create movement. 3. **Support-** Provides a shape and framework for support and posture 4. **Mineral Storage-** Minerals such as calcium and potassium are stored to be released into the blood**.** 5. **Blood cell production-** Contains bone marrow that produces red blood cell**s**
Fielding	Attempt to <u>catch or stop</u> the ball after it has been hit by a batter	
Distance	<u>How far </u>an object or person has travelled e.g 100m race	
Power	A combination of <u>strength and speed</u>	
Speed	The ability of the body to <u>move quickly</u>	

Skeletal System and the role in sport	
Key term	**Definition**
Hinge Joint	A hinge joint allows movement at the **KNEE** and **ELBOW**
Ball and Socket	A ball and socket joint allows a WIDER range of movement at the HIP and SHOULDER
Flexion **Extension**	The **DECREASE** in joint angle The **INCREASE** in joint angle

Aspirations and Careers

Term 1a: Aspirations and Careers	
Inequality:	an unfair situation, in which some groups in society have more money, opportunities, power etc. than others
Aspiration:	a hope or ambition of achieving something
SMART goals:	a SMART goal is used to help guide goal setting. SMART is an acronym that stands for Specific, Measurable, Achievable, Realistic, and Time based
Employability:	the quality of being suitable for paid work
Transferable Skills:	a transferable skill is one that you can move between jobs
Non-transferable Skills:	a non-transferable skill is one that is fixed to a particular job
Term 1b: Friendships	
Platonic Relationship:	a friendship or relationship where there is no romantic, intimate or sexual feelings
Toxic Relationship:	a relationship that has a negative effect or your mental health or self-esteem
Peer Pressure:	when your classmates or friends try to influence how you act or to get you to do something
Bullying:	the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power
Banter:	the playful exchange of teasing remarks and jokes between friends where all are in on the jokes and enjoy the exchange
Bully:	a person who engages in bullying type behaviour towards one or more people
By-stander:	a person who doesn't actively engage in the bullying but watches and doesn't do anything to prevent it
LGBTQ+:	this is an acronym that stands for lesbian, gay, bisexual, transgender and queer (or questioning) and others

Term 1a: Employability Skills
• Problem solving • Oral Communication • Adaptability/Flexibility • Team work • Organisation • Literacy • Numeracy • Technology skills • Reliability • Certain personality traits e.g. confidence, enthusiasm, honesty

Who can you turn to for help and support?
● Trusted family members ● Friends ● School staff ● NSPCC - https://www.nspcc.org.uk/ ● Childline - https://www.childline.org.uk ● National Bullying Helpline - https://www.nationalbullyinghelpline.co.uk

Term 1b: What makes a good friend?	Term 1b: Signs of a Toxic Friendship
Good friends make you feel good, listen, support each other, are trustworthy, respect boundaries and handle conflict respectfully.	A bad friend says unkind or hurtful things, pressures you to do things, is manipulative. puts you down, laughs at you/encourages others to laugh at you, talk about you behind your back, excludes you from the group, takes the 'banter' too far, shares things about you online and makes you feel bad about yourself

Term 1b: Types of Bullying	
Physical	The victim is physically and violently assaulted by the bully e.g. beaten up, pushed, shoved, items taken from them
Verbal	This can include: name calling, snide comments, the spreading of rumours, harassment
Emotional	This is difficult to see e.g. isolating the victim from a group, tormenting them and humiliating them
Cyber	The use of electronic communication to bully a person e.g. sending intimidating or threatening messages, setting up websites, posting personal and embarrassing images and videos without permission
Specific	This term is used to describe bullying based on a specific aspect of the victim e.g. homophobic, transphobic, racist, bullying based on religion

Healthy Lifestyle & Unhealthy Lifestyle

Term 2a: Healthy Lifestyles	
Physical Health:	the condition of your body, taking into consideration everything from the absence of disease to fitness level
Calories:	the energy people get from the food and drink that they consume
Obesity:	defined by the National Institutes of Health as a BMI of 30 and above
BMI:	a person's weight in kg divided by their height in meters squared (a BMI between 18.5 and 25 indicates a normal weight)
Nutrition (a balanced diet):	the process of providing or obtaining the food necessary for health and growth
Mental Health:	a person's condition with regard to their psychological and emotional well-being
Stigma:	a mark of disgrace associated with a particular circumstance, quality, or person

Term 2b: Unhealthy Lifestyles	
Smoking:	inhaling and exhaling the smoke of tobacco or a drug (usually through cigarettes or cigars)
Nicotine:	a toxic colourless or yellowish oily liquid which is the chief active component of tobacco
Alcohol:	the type of alcohol in all alcoholic drinks is the same - ethanol. Ethanol is a colourless, odourless and inflammable fluid
Binge Drinking:	consuming large quantities of alcohol in a short space of time
Drugs:	chemicals that alter, block, or mimic chemical reactions in the brain. causing physical or mental changes
Medicine:	a drug or other preparation for the treatment or prevention of disease
Addiction:	the feeling of needing a drug to get through the day
Withdrawal:	a predictable group of signs and symptoms that result from either the sudden removal of, or abrupt decrease in the regular dosage of a drug

Who can you turn to for help and support?

- Parents or trusted family members
- School safeguarding team or any member of staff
- Your GP
- NHS Eat Well: https://www.nhs.uk/livewell/eat-well/
- NHS Stop Smoking: https://www.nhs.uk/live-well/quit-smoking/
- Drink Aware 0300 123 1110 https://www.drinkaware.co.uk
- Talk to Frank Helpline: 0300 123 6600 https://www.talktofrank.com

Term 2b: Using alcohol and drugs can cause both physical and mental consequences:

- Headaches and dizziness
- Chest tightness and difficulty breathing
- Heart racing, skipped beats, palpitations
- Nausea, vomiting, diarrhoea, stomach aches
- Muscle tension, twitches, tremors, shakes, muscle
- Sweating, tingling
- Anxiety, panic attacks, restlessness, irritability
- Depression: Social isolation, lack of enjoyment, fatigue, poor appetite
- Insomnia, difficulty falling asleep or staying asleep
- Poor concentration, poor memory

Term 2a: How much exercise should you do?

Children and young people need to do 2 types of physical activity each week:
- aerobic exercise
- exercises to strengthen their muscles and bones

Children and young people aged 5 to 18 should:
- aim for an average of at least 60 minutes of moderate intensity physical activity a day across the week
- take part in a variety of types and intensities of physical activity across the week to develop movement skills, muscles and bones
- reduce the time spent sitting or lying down and break up long periods of not moving with some activity. Aim to spread activity throughout the day. All activities should make you breathe faster and feel warmer

Term 2b: Risks from smoking

- Cancers
- Stroke
- Blindness
- Gum infection

Relationships & The wider world

Term 3a: Relationships	
Love:	an intense feeling of deep affection or a great interest and pleasure in something
Eros:	sexual or romantic love
Philia:	friendly or brotherly love
Storge:	familial love
Agape:	an all-consuming love or unconditional love for oneself and for all others
Family:	a group consisting of parents and their children living together as a unit
Fertility:	the ability to conceive children
Term 3b: The Wider World	
Citizen:	a person who, by place of birth, nationality of one or both parents, or naturalization is granted full rights and responsibilities as a member of a nation or political community
Naturalisation:	the admittance of a foreigner to the citizenship of a country
Stereotypes:	thinking all people who belong to a certain group are the same and labelling them
Prejudice:	judging someone without knowing them, on the basis of what they look like or what group they belong to
Extremism:	holding extreme political or religious views
Terrorism:	the unlawful use of violence and intimidation to bring about political or social change
Radicalisation:	a process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations
Breast Ironing:	the practice of trying to stop a young girl's breast developing by flattening them

Term 3a: Fertility Options

- **Artificial Insemination:** when sperm is collected and placed into the mother's uterus artificially
- **IVF:** when the egg and sperm are put together in a test tube and when an embryo forms it is placed back into the mother's womb
- **Surrogacy**: when an embryo is created and then implanted into a different woman who carries the child until birth
- **Adoption**: the legal process by which a child or a group of siblings become full, permanent and legal members of a new family

Who can you turn to for help and support?

- Parents or trusted family members
- School safeguarding team or any member of staff
- CEOPS: https://www.ceop.police.uk/safety-centre
- Childline: Helpline - 08001111 https://www.childline.org.uk
- NSPCC: https://www.nspcc.org.uk

Term 3a: Different Types of Families:

- **Nuclear Family**: a couple and their children
- **Extended Family**: nuclear family + grandparents and other relatives
- **Reconstituted Family**: when two families join together after one or both partners have divorced their previous partners
- **Single Parent Family**: families with a parent who is widowed or divorced or not married
- **Adopted Family:** a family that contains at least one adopted child/parent
- **Same Sex Family:** a homosexual couple living together with children

Tolerance of different cultures and religions

Rule of Law

Mutual Respect

Democracy

Individual Liberty

British Values
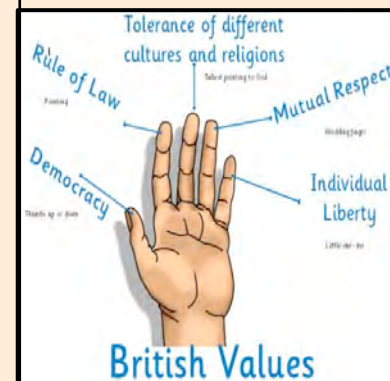
JUDAISM

Key Concepts

Messiah	A future King of Israel the Jewish people believe will rule over them and save the Jewish people
Covenant	A promise between God and his people
Mitzvot	A commandment from God. There are 613 in the Torah.
Monotheism	A belief in one God
Torah	The Jewish books of the law
Shema	The most important prayer in Judaism, 'Hear, O Israel: the LORD our God, the LORD is one'
Israel	The land promised to Abraham and his descendents by God and the name of a modern day country where many Jewish people live.
Anti-Semitism	Prejudice against Jewish people
Atonement	Making things right with God

Jewish Clothing

Kippah

A skullcap mainly worn by Jewish men and boys

Tallit

A prayer shawl

Tefillin

Leather boxes containing verses from the Jewish scriptures

Key People

Abraham	One of the patriarchs of Judaism. He is believed to have been the father of the Jewish people.
Moses	One of the patriarchs of Judaism. He is believed to have written the books of the Torah.

Key Festivals

Pesach	A Jewish festival which remembers the time when God freed the Hebrews from slavery in Egypt
Rosh Hashanah	The Jewish New Year festival
Yom Kippur	The Day of Atonement (a day of asking God for forgiveness)

Key Practices

Bar/Bat Mitzvah	A ceremony for a boy/girl at the age of 12 or 13 to mark the time when they are expected to follow the Mitzvah
Brit Milah	The ceremony of circumcision. Where Jewish boys have their foreskin removed on the eighth day after birth
Marriage	A ceremony where a man and woman are joined together as husband and wife

Key Objects

The Torah	The Jewish books of the law

CHRISTIANITY

Key People		
Adam and Eve		The first people created by God. They disobeyed God and committed the first sin.
Jesus of Nazareth		Believed by Christians to be the Son of God, he was a first century Jewish teacher living and travelling in Palestine/Israel.
The Zealots		A group of Jewish people in the 1st century who wanted to rise up against the Roman rulers.
St. Paul		One of the early leaders of Christianity. He spread the Gospel to many different places
Martin Luther		A monk who protested against the Catholic Church and was part of the Christian reformation
Henry VIII		An English king whose actions eventually led to the creation of the Church of England (Anglican Church)

Key Practices	
Baptism	The ritual through which people become members of the Church. It involves the use of water as a symbol of the washing away of sin.
Eucharist	Literally 'thanksgiving'; a ritual in which the death and resurrection of Jesus are remembered, usually using bread and wine.

Key Festivals	
Christmas	The festival/celebration to remember the birth of Jesus.
Easter	Festival/celebration of the resurrection of Jesus

Key Concepts	
Heaven	A place in which Christians believe people will be rewarded after death
Hell	A place in which Christians believe people will be punished after death
Reconciliation	Making up and rebuilding relationships between two groups/sides after disagreement.
Resurrection	The form that many Christians believe the afterlife will take, referring to either physical or spiritual bodies.
Salvation	Being saved. Saving of the soul and being able to enter eternal life in heaven.
Sin	An act against God's Commandments
The Trinity	The belief some Christians have that God as One includes God also being manifest in three Persons: the Father, Son and Holy Spirit.

Key Objects	
The Bible	Source of wisdom and authority for Christians; a holy book containing both the Old and New Testaments.
The Gospel	The 'Good News' of Jesus' teaching. The name given to the first four books of the New Testament.

ISLAM

Key Objects and Places

Arafat	The place where Prophet Muhammad preached his last sermon and pilgrims gather to pray. Part of the Hajj pilgrimage.
The Ka'aba	A cube-shaped building in the centre of the Grand Mosque in Makkah. All Muslims face towards it when they pray. Part of the Hajj pilgrimage.
The Qur'an	Holy Book and most important source of authority in Islam. It was revealed to the Prophet Muhammad and is the final revelation of God to humankind.
Makkah	A city in Saudi Arabia - the spiritual centre of Islam.
Mina	A site of pilgrimage during Hajj; where pilgrims take part in the stoning of pillars.
Mosque	A Muslim place of worship.
Muzdalifah	A site of pilgrimage during Hajj; where pilgrims hold a night prayer and rest after the Stand on Mount Arafat.

Key Practices

The Shahadah	The Muslim declaration of faith; one of the Five Pillars in Islam
Salah	Prayer; one of the Five Pillars/Ten Obligatory Acts.
Saum	Fasting from dawn to dusk during Ramadan; one of the Five Pillars/Ten Obligatory Acts.
Zakat	One of the Five Pillars; giving alms or charity.
Hajj	One of the Five Pillars; pilgrimage to Makkah, which all Muslims must attempt to undertake at least once in their lives

Key Concepts

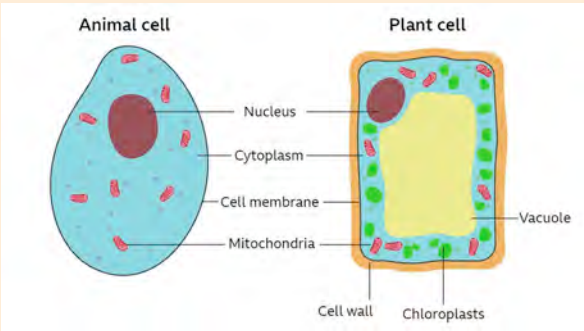|	
The Five Pillars	Important duties for Muslims which support the main principles of Islam. Shahadah, salah, zakah, sawm and hajj.
The Night of Power	The night on which Muhammad received the first revelations of the Qur'an.
Pilgrimage	A religious journey to a holy site/sacred place, it is an act of worship and devotion.
Ramadan	Month during which Muslims fast (sawm) from dawn to sunset.
Tawhid	The oneness of Allah
Ummah	The Islamic community
Wudu	Ritual washing before prayer.

Key Festivals

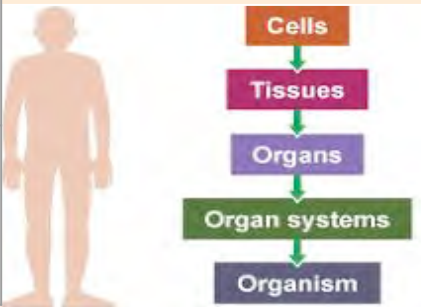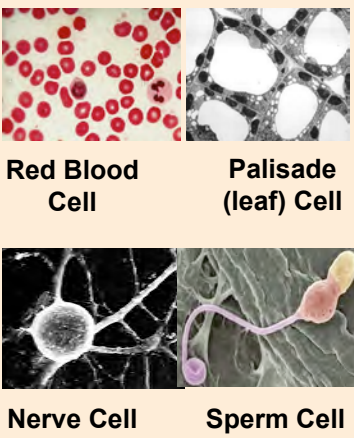|	
Id-ul-Adha	Festival; celebration of the Prophet Ibrahim's willingness to sacrifice his son for Allah.
Id-ul-Fitr	Festival; celebration that comes at the end of Ramadan and marks the end of fasting.

Key People

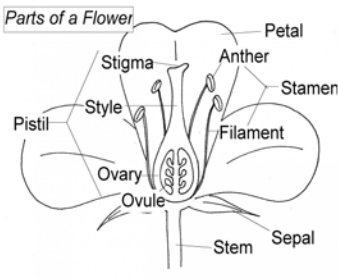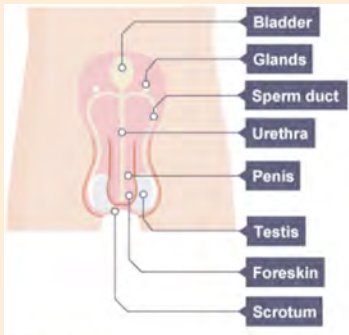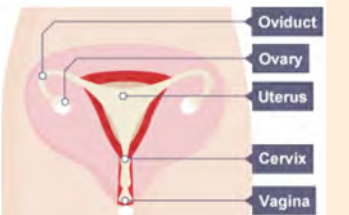|	
Allah	The Islamic name for God.
Muhammad	The last and greatest of the prophets. He received the words of the Qur'an
Ibrahim	One of the prophets of Allah. He rebuilt the Ka'ba.
Jibril	Angel who dictated the Qur'an to Muhammad; on Judgement Day he will assist with the weighing of a person's deeds.

Cells and Reproduction

Key Definitions	
Cell Membrane	Controls the movement of substances into and out of the cell
Cytoplasm	Jelly-like substance, where chemical reactions happen
Nucleus	Carries genetic information and controls what happens inside the cell
Mitochondrion **Mitochondria** (*plural*)	Where respiration reactions happen inside cells
Vacuole	Contains a liquid called cell sap, which keeps the cell firm
Cell wall	Made of a tough substance called cellulose, which supports the cell
Chloroplast	The site of photosynthesis, contains chlorophyll to trap light energy

Animal cell — Plant cell: Nucleus, Cytoplasm, Cell membrane, Mitochondria, Vacuole, Cell wall, Chloroplasts

Specialised Cells

Red Blood Cell — **Palisade (leaf) Cell**

Nerve Cell — **Sperm Cell**

Reproductive Systems

Oviduct, Ovary, Uterus, Cervix, Vagina

Bladder, Glands, Sperm duct, Urethra, Penis, Testis, Foreskin, Scrotum

Cells → Tissues → Organs → Organ systems → Organism

Parts of a Flower: Stigma, Style, Pistil, Ovary, Ovule, Petal, Anther, Stamen, Filament, Stem, Sepal

Key Definitions	
Zygote	The ovum after it has been fertilised by a sperm
Fertilisation	When male and female gametes join together.
Placenta	organ responsible for providing oxygen and nutrients, and removing waste substances.
Embryo	The fertilised egg divides to form a ball of cells.
Anther	It produces male sex cells (pollen grains)
Stigma	The top of the female part of the flower which collects pollen grains
Ovary	Produces the female sex cells (contained in the ovules)

Energy

Key Definitions	
Chemical stores	There is energy in the chemical stores associated with food and fuel. Energy is measure in joules (J). You need different amounts of energy for different activities.
Conservation of energy	Energy can neither be created nor destroyed. It can only be transferred between stores. This is known as the law of conservation of energy.
Transferring energy	Light, sound, and electricity are ways of transferring energy between stores
Temperature	Temperature is measured using a thermometer. The temperature does not depend upon on the amount of material, but the amount of energy in the thermal store.
Power	Power = Energy / time. You can work out the energy transferred by appliances in your home using the unit kilowatt hours.
Conduction and convection	Energy is transferred by conduction in solids, by convection in liquids and gases.
Radiation	Energy transfer by radiation does not need a medium to travel through. All objects emit radiation.

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Cooling	If the energy transferred to an object is less that the energy transferred from it the object will cool down
Fossil fuels	Fossil fuels such as coal, oil and gas were formed over millions of years and are non-renewable. They can be used to drive a generator in a thermal power station.
Renewable energy	Wind, water and solar sources are known as renewable energy resources
Energy Types	Electrical, Nuclear, Chemical, Light, Thermal, Kinetic, Magnetic, Sound, Elastical Potential, Gravitational Potential.

RENEWABLE ENERGY

Fossil Fuel Power Station
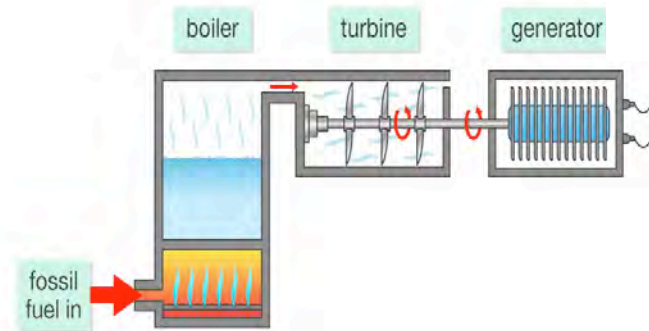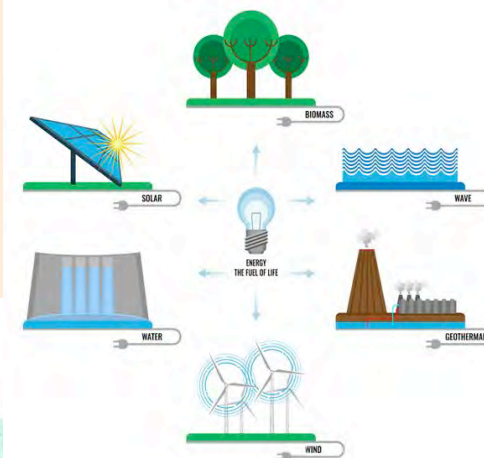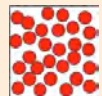
Particles

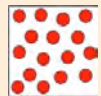| Key Definitions	
Particle	A very tiny object such as an atom or molecule.
Particle Model	A way to think about how substances behave in terms of small, moving particles.
Diffusion	The random movement of particles from an area of high concentration to an area of low concentration.
Gas Pressure	Caused by collisions of particles with the walls of a container.
Density	How much matter there is in a particular volume, or how close the particles are. Density = Mass ÷ Volume
Evaporation	Change from liquid to gas at the surface of a liquid, at any temperature.
Boiling	Change from liquid to a gas of all the liquid when the temperature reaches boiling point.

Condensing	Change of state from gas to liquid when the temperature drops to the boiling point.
Melting	Change from solid to liquid when the temperature rises to the melting point.
Freezing	Change from liquid to a solid when the temperature drops to the melting point.

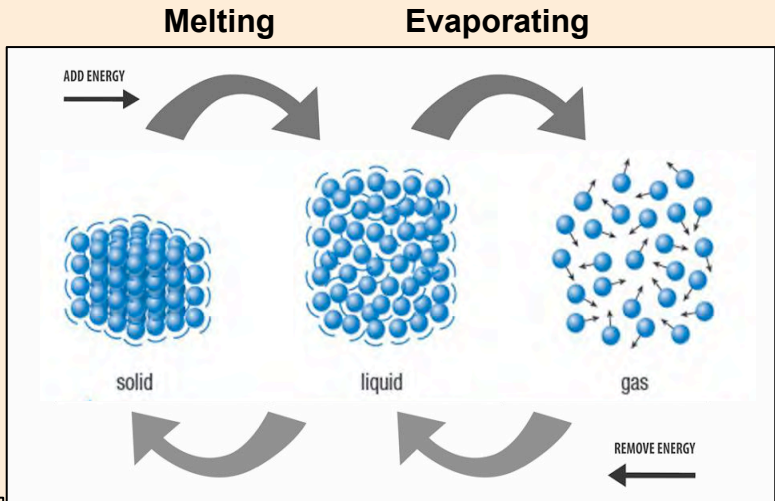Density is the amount of mass in a volume. It tells us how tightly matter is packed together.

More Dense   Less Dense

Less dense materials, will float on top of a more dense material.

Melting   Evaporating

Freezing   Condensing

- Gas pressure is the force of the gas colliding with the edge of the container.

- You can increase the gas pressure by decreasing the volume, or increasing the temperature.

- These changes causes more collisions more often

Phase	Volume and Shape	Motion	Density	Compressibility
Solid	fixed volume and shape	atoms or molecules vibrate in a fixed position relative to one another	high	difficult to compress
Liquid	fixed volume, shape conforms to the container	atoms or molecules are close together, but can still move around in a disordered way	moderate	minor compressibility
Gas	volume and shape conform to the container	particles are in constant motion, sliding past each other	low	easy to compress

Environment and Rocks

Key Definitions	
Herbivore	An organism that only eats plants.
Omnivore	An organism that eats both plants and other animals.
Carnivore	An organism that only eats other animals.
Predator	An animal that preys on other animals for food.
Prey	An animal that is predated upon by a predator.
Producer	An organism that makes its own food using light energy (photosynthesis).
Consumer	An organism that eats other organisms to obtain energy.
Food web	Shows how food chains in an ecosystem are linked.
Food Chain	Part of a food web, starting with a producer, ending with a top predator.

| Key Definitions	
Weathering	The wearing down of rock by physical, chemical or biological processes.
Erosion	Movement of rock by water, ice or wind (transportation).
Sedimentary rocks	Formed from layers of sediment, and which can contain fossils. Examples are limestone, chalk and sandstone.
Igneous rocks:	Formed from cooled magma, with minerals arranged in crystals. Examples are granite, basalt and obsidian.
Metamorphic rocks	Formed from existing rocks exposed to heat and pressure over a long time. Examples are marble, slate and schist.

Remember - arrows represent the flow of energy in a food web.
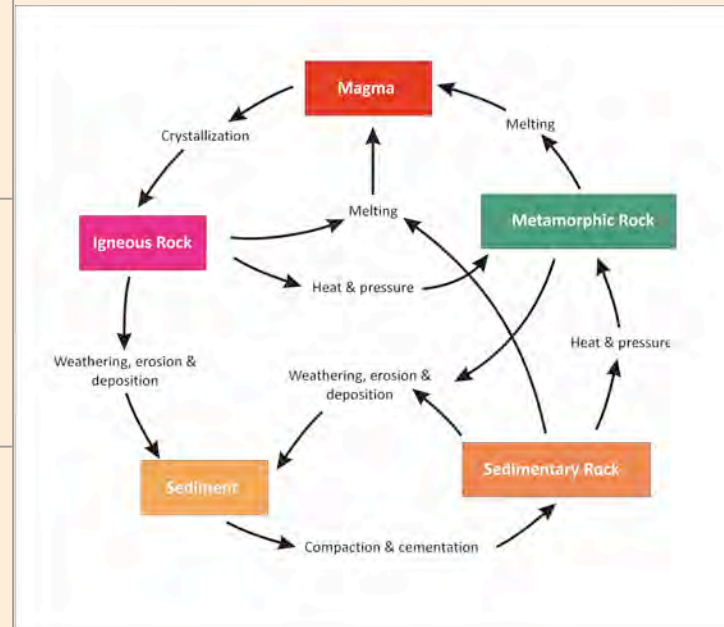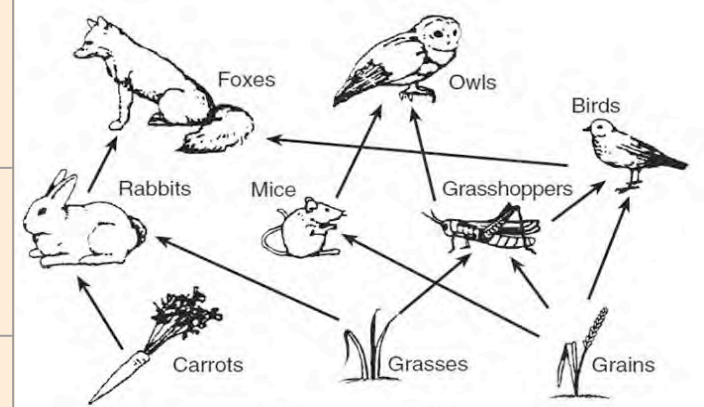
Acids and Alkalis and Chemical Reactions

Key Definitions

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Acid	Substance with a pH of 1-6
Alkali	Substance with a pH 8-14
Neutralisation	When an acid and alkali react to form a chemical of pH 7
Indicator	A chemical which changes colour in different pH
Salt	A neutral substance formed in many acid reactions
Combustion	An exothermic reaction with Oxygen
Chemical Reaction	A reaction which cannot easily be reversed
Physical Reaction	A reaction which can be reversed

The pH Scale
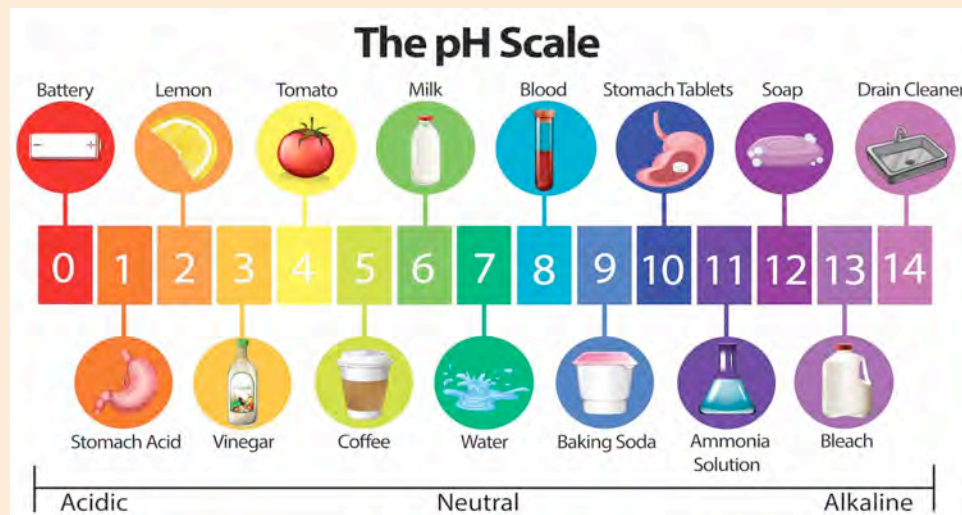
Gas	Test
Oxygen	Relights a glowing splint
Chlorine	Bleaches damp blue litmus paper
Carbon Dioxide	Turns Limewater cloudy
Hydrogen	Ignites with a squeaky pop

Acid + Alkali → Salt + Water
Acid + Carbonate → Salt + Carbon Dioxide + Water
Acid + Metal → Salt + Hydrogen
Acid + Metal Oxide → Salt + Water

H_2SO_4	2x Hydrogen, 1x Sulphur 4x Oxygen
HCl	1x Hydrogen 1x Chlorine
HNO_3	1x Hydrogen 1x Nitrogen 3x Oxygen
$NaOH$	1x Sodium 1x Oxygen 1x Hydrogen
$NaCl$	1x Sodium 1x Chlorine
$CaSO_4$	1x Calcium 1x Sulphur 4x Oxygen
KNO_3	1x Potassium 1x Nitrogen 3x Oxygen

Elements, Compounds, Mixture and Solutions

Key Definitions

Atom	The smallest possible part of an element.
Element	A pure substance made from only one type of atom. Elements are listed on the periodic table.
Mixture	When two or more elements are mixed together but are not chemically bonded
Compound	A substance made of two or more elements which are chemically combined in a fixed ratio of atoms.
Soluble	A substance that dissolves in a liquid to make a solution.
Insoluble	A substance that will not dissolve in a liquid.
Solvent	A substance (normally a liquid) which can dissolve another substance.
Solute	A substance (normally a solid) which can dissolve into a solvent.
Solution	A mixture made from a liquid and a substance dissolved into it.

	Charge	Mass
Proton	**Positive (+)**	1
Electron	**Negative (-)**	0
Neutron	**Neutral (O)**	1
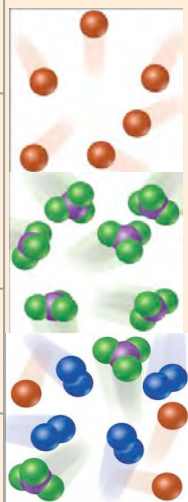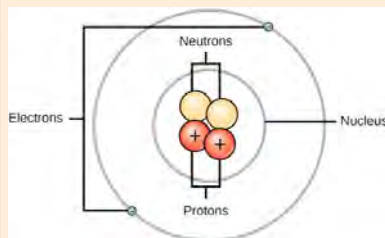
Element
e.g:
Gold
Au

Compound
e.g:
Ammonia
NH_3

Mixture
e.g:
Air

Technique	Method
Filtration	The process of separating an insoluble solid matter from a liquid.
Distillation	The process of separating components of a mixture based on different boiling points.
Evaporation	The process of separating a soluble solid from a liquid.
Chromatography	A method for separating dissolved substances from one another.

Common Compounds

H_2O Water	2x Hydrogen, 1x Oxygen
CO_2 Carbon Dioxide	1x Carbon 2x Oxygen
NH_3 Ammonia	1x Nitrogen 3x Hydrogen
CH_4 Methane	1x Carbon 4x Hydrogen
$C_6H_{12}O_6$ Glucose	6x Carbon 12x Hydrogen 6x Oxygen
SiO_2 Silicon Dioxide	1x Silicon 2x Oxygen
NaCl Sodium Chloride	1x Sodium 1x Chlorine
MgO Magnesium Oxide	1x Magnesium 1x Oxygen