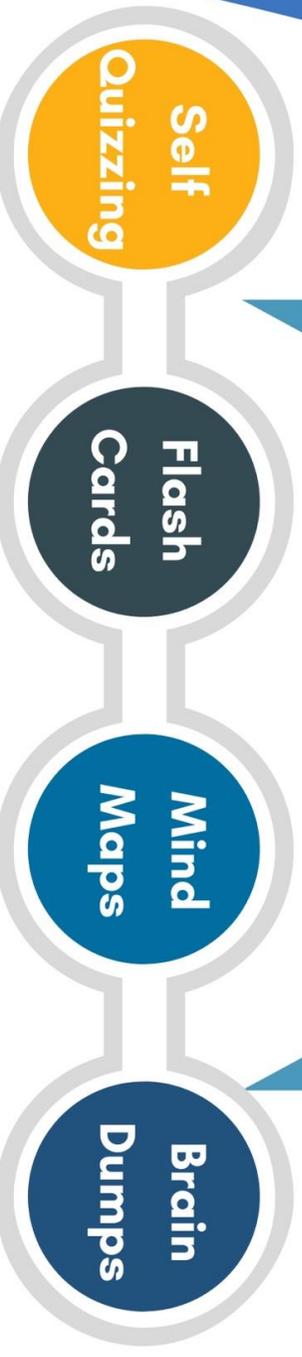
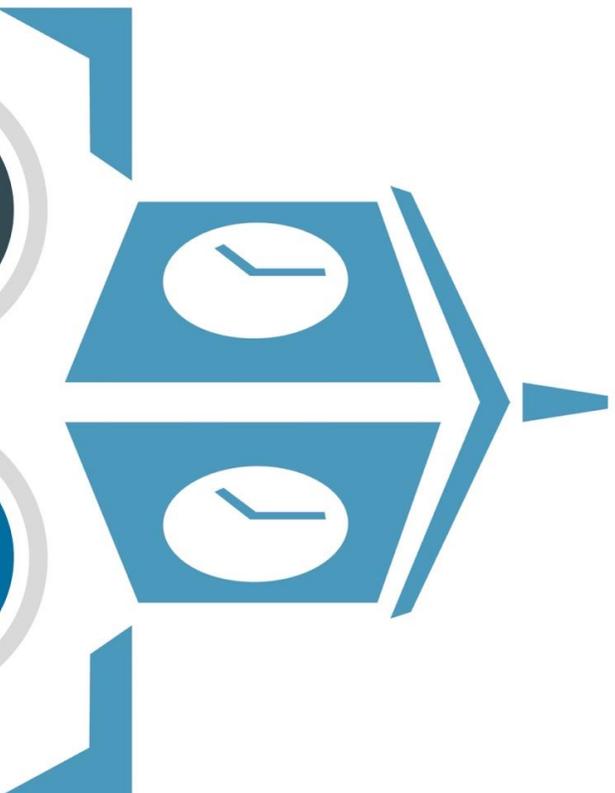


November - December

Year 8

KNOWLEDGEABLE AND EXPERT LEARNERS



enjoy **learn** **succeed**

INDEPENDENT LEARNING BOOKLET

NAME:

TUTOR GROUP:

CONTENTS

- Using Class Charts Instructions
- Accessing SENECA
- Independent Learning log
- Flashcard instructions
- Subject Knowledge Organisers

You will need an A4 application booklet.

HOMEWORK:

- Your teacher will set specific tasks, with a deadline, on Class Charts
- Instructions for your homework and how to access it are in this booklet
- You must complete and hand in the work by the deadline

INDEPENDENT LEARNING EXPECTATIONS AND REWARDS:

- You should complete 1 task per day, 5 days a week.
- The tasks will be set on Class Charts to help you keep track of what you need to do.
- You must bring your ILB and application book to school every day.
- You can choose the subject/topic you want to work on.
- Your tutor will check your ILB regularly to see how you are getting on.
- You will be rewarded for going above and beyond expectations.

USING CLASS CHARTS



All of your homework will be set by your teachers using the Class Charts System.

You should check Class Charts every day to make sure you are up to date, and that you meet all your deadlines. Below, shows you how to log on and track your homework.

Logging in to Class Charts

1. Enter your email address and password into the fields provided

Access code *
Your access code

Please enter the access code supplied by your teacher:

Remember me

2. Click on the Log in button



3. Enter your date of birth if prompted and click on the OK button

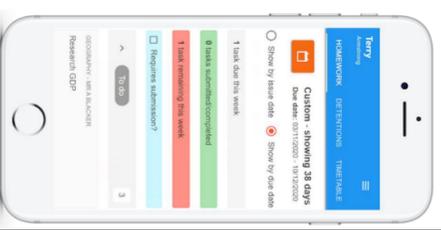
Date of birth

Please enter your date of birth below.

Date of Birth:

Homework

- Select the homework tab on our account.
- This will display a list of the homework tasks which you have been given.
- To change the date range for displayed homework tasks, click on the orange Date button.
- To display tasks in the order they are expected to be handed in, click on the Due date button.
- To mark a homework task as completed, view the homework task of your choice in more detail and tick the Completed checkbox.



To view a homework task in more detail, click on the expand icon in the bottom right hand corner of the homework tile. A popup will appear that contains the a description of the homework task, the estimated completion time and any links or attachments that may have been included.

Research GDP
REGREATION - GRRRCS - MRS ABELL

Type: Homework
Issue date: Friday, 20/03/2020
Due date: Friday, 27/03/2020
Estimated completion time: 10

Completed?

Write a 500 word review on the book of your choice.

My attachments

My book review.doc

UPLOAD ATTACHMENT

You can upload a maximum of 5 attachments, each up to 250mb in size.

Supported file formats: doc, docx, pdf, xls, xlsx, ppt, pptx, pub, txt, png, jpeg, jpg, gif, rtf, mp3, odt, odf, csv, mp4, mov, m4a, d33

RECREATION - MRS ABELL

Write a book review

Issued: Friday, 20/03/2020
Due: Friday, 27/03/2020

Feedback

Keeping track of homework

To track your homework use the three banners above the homework status. This shows the the number of homework tasks that are due that week, how many of those tasks you have completed and how many tasks you still need to complete.

1 task due this week

0 tasks submitted/completed

1 task remaining this week

To only see homework tasks that require an attachment submission, tick the checkbox labelled Requires submission?

Requires submission?

If you are viewing the Homework tab via a desktop or laptop, expanding a homework status category will display a table overview of each homework task for the selected date range.

To do		Lesson		Due		Estimated time		Type		Feedback	
<input checked="" type="checkbox"/>	Research GDP	Mr A Blacker	8F/5G	10/11/2020	11/11/2020	1 hours	Blended Learning				
<input checked="" type="checkbox"/>	Write a soliloquy	Mr J Kate	8Y/5Z	10/11/2020	17/11/2020	30 minutes	Homework				
<input checked="" type="checkbox"/>	Create a poster on French food	Mrs A Abell	7Y6U/Fr	06/11/2020	19/11/2020	45 minutes	Homework			<input checked="" type="checkbox"/>	Feedback

Homework attachment submissions

For certain homework tasks, you may be asked by your teacher to upload your work as an attachment. When viewing a homework task in more detail, you will see the Upload attachment button if your teacher is expecting your work to be uploaded. To submit a homework attachment, click on the Upload attachment button and select the files of your choice. Successfully uploaded files will then appear above the button

If your teacher leaves feedback on one of your homework attachments, you will see a Feedback icon appear on the associated homework task.

To view the feedback, click on the expand icon in the bottom right hand corner of the homework tile. Your teacher's feedback will appear directly below your homework attachment

to do

Write a book review

REGREATION - GRRRCS - MRS ABELL

Type: Homework
Issue date: Friday, 20/03/2020
Due date: Friday, 27/03/2020
Estimated completion time: 10

Completed?

Write a 500 word review on the book of your choice.

My attachments

My book review.doc

UPLOAD ATTACHMENT

You can upload a maximum of 5 attachments, each up to 250mb in size.

Supported file formats: doc, docx, pdf, xls, xlsx, ppt, pptx, pub, txt, png, jpeg, jpg, gif, rtf, mp3, odt, odf, csv, mp4, mov, m4a, d33

RECREATION - MRS ABELL

Write a book review

Issued: Friday, 20/03/2020
Due: Friday, 27/03/2020

Feedback

To do

To-Do: These are homework tasks that you need to complete. Once you have completed them, tick the checkbox

Completed

Completed: These are homework tasks that you have ticked as completed but have not been marked by your teacher

Submitted late

Late: These are homework tasks that have been handed in past the deadline.

Not submitted

Not submitted: These are homework tasks that were not handed in on time.

Submitted

Submitted: These are homework tasks that have been handed in on time.

HOW TO ACCESS SENECA



Seneca learning is a free online platform that will help you revise for all your subjects.

1.

Go to
<https://senecalearning.com/en-GB/>

2.

Click 'Log In' at the top right hand corner.



Login

Sign up

3.

Select 'Continue with Microsoft'.



Continue with Microsoft

4.

Enter your school email and password.

5.

Select the course(s) you want to work on

If you need any help accessing SENECA please speak to your class teacher, or Miss Holmes.

You can also scan this QR code for a video walkthrough of how to log in as a student



SCAN HERE





INDEPENDENT LEARNING LOG

SELF-QUIZZING

Expectation this ½ term: Flashcards

1. Create 5 flashcards
2. Quiz yourself on all 5 flashcards



- This should be done once a day , for approximately 20 minutes.
- All flashcards/quizzing should be evidenced in your application booklet.
- Use this log to track how what subjects you have done (see example)
- Feel free to use your own flashcards or create them in your notebook.

Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday
EXAMPLE: 01/09/2025	English: KG1 & 2	Science: KG2 & 4	History: KG4 & 5	PSHCE: KG 1 & 2	Drama: KG 1 & 3
3/11/2025	Total so far= 5 flashcards	Total so far= 10 flashcards	Total so far= 15 flashcards	Total so far= 20 flashcards	Total so far= 25 flashcards
10/11/2025	Total so far= 30 flashcards	Total so far= 35 flashcards	Total so far= 40 flashcards	Total so far= 45 flashcards	Total so far= 50 flashcards
ILB CHECK (50 Flash cards) 17/11/2025	Total so far= 5 flashcards	Total so far= 10 flashcards	Total so far= 15 flashcards	Total so far= 20 flashcards	Total so far= 25 flashcards
24/11/2025	Total so far= 30 flashcards	Total so far= 35 flashcards	Total so far= 40 flashcards	Total so far= 45 flashcards	Total so far= 50 flashcards
01/12/2025	Total so far= 5 flashcards	Total so far= 10 flashcards	Total so far= 15 flashcards	Total so far= 20 flashcards	Total so far= 25 flashcards
ILB CHECK (50 Flash cards) 08/12/2025	Total so far= 30 flashcards	Total so far= 35 flashcards	Total so far= 40 flashcards	Total so far= 45 flashcards	Total so far= 50 flashcards
15/12/2025	Total so far= 5 flashcards	Total so far= 10 flashcards	Total so far= 15 flashcards	Total so far= 20 flashcards	Total so far= 25 flashcards

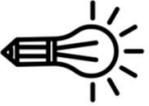
FLASH CARDS - INSTRUCTIONS



1. Identify Knowledge

What are you creating flashcards on?

[Look at one knowledge group at a time.](#)



2. Design

1 Question per flashcard.

Making them clear and concise.

No extended answer questions.



3. Use

Read the question

Say your answer out loud OR Write your answer down

Check your answer

Quiz yourself on each card at least twice.



4. Revisit

Resist the questions you got wrong.

Did you just forget? Or make a small error that can be corrected?

Do you need further help from your teacher?



5. Review

How have you performed when you look back at your answers?

Which flashcards need to be repeated next time?

Knowledge Group 1: Design Idea

Knowledge Group 2: Sculpture

Key Vocabulary

1	Design	A plan or drawing produced to show the look and function or workings of an object.
2	Feature	A distinctive attribute or aspect of something.
3	Façade	The principal front of a building, that faces on to a street or open space.
4	Pediment	The triangular upper part of the front of a classical building, typically surmounting a portico.

1	Clay	A stiff, sticky fine-grained earth that can be moulded when wet, and is dried and baked to make bricks, pottery, and ceramics.
2	Clay Slab	A portion of clay that has been flattened into a sheet.

1	Architecture	The art or practice of designing and constructing buildings.
2	Fireplace	A place for a domestic fire, especially a grate or hearth at the base of a chimney.
3	Art movement	A tendency or style in art with a specific art philosophy or goal, followed by a group of artists during a specific period of time.
4	Ceramicist	A person who works in clay.

3	Score and slip	The process of joining pieces of clay together by scoring the surface and adding slip (mixture of water and clay).
---	-----------------------	--

Styles of Architecture

Knowledge Group 3: Painting

1	Watercolour paint	An opaque water-medium paint consisting of natural pigment, water, and a binding agent.
2	Layering	Letting one application of paint dry before adding another.
3	Tone	Smooth shading which fades gradually from dark to light.
4	Form	Curved shading around the outline of an object using tone.
5	Colour Blending	The process of applying gradual tone using a dark colour and layering a similar (lighter) colour.
6	Complementary colours	Colours that are opposite on the colour wheel which create the strongest contrast when placed together.
7	Splattering	Splattering is a painting technique in which paint is flung, with the flick of a brush, onto the painting surface.
8	Dry brush	A painting technique in which a paint brush that is relatively dry, but still holds paint, is used to create a drawing or painting.
9	Tonal modelling	A means for the artist to create a sense of three-dimensional form in a painting.

4	Disguise joins	Technique where the seam in-between two pieces of clay is disguised by working the clay or by using a coil.
---	-----------------------	---

1	Rococo	An ornamental, intricately detailed, and layered style of architecture that emerged in the 18th century in Paris and spread throughout France and Europe.
---	---------------	---

5	Hand building	Technique of ceramics where one forms clay with hands and simple tools instead of the wheel.
---	----------------------	--

2	Art Deco	A popular design style of the 1920s and '30s characterized especially by sleek geometric or stylized forms and by the use of man-made materials.
---	-----------------	--

6	Moulding	The act or process of shaping.
---	-----------------	--------------------------------

3	Art Nouveau	A decorative style of art and architecture characterised by organic lines, intricate patterns, diverse use of materials and earthy colours. It was popular from 1890 to 1910 throughout Europe and the United States.
---	--------------------	---

7	Sculpting clay	Moulding, shaping and adding textures to clay using hands and tools.
---	-----------------------	--

4	Baroque	Baroque art and architecture is a style that emerged in the 17th century and was characterized by a dramatic, emotional, and theatrical approach to the arts.
---	----------------	---

8	Detail	A distinctive feature of artwork which can be seen most clearly close-up.
---	---------------	---

5	Islamic	Comprises the architectural styles of buildings associated with Islam. It is characterised by geometric and arabesque patterns, minarets and domes.
---	----------------	---

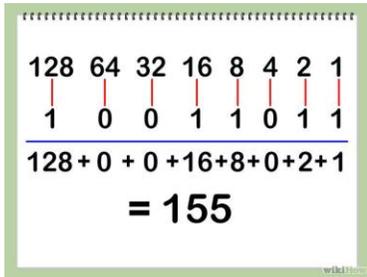
9	The kiln and firing clay	Firing clay takes place in the Kiln, this is the oven used to heat the clay to remove the moisture resulting in a brittle but hard sculpture.
---	---------------------------------	---

6	Gothic	Architecture which is characterized by its vertical proportions, with tall, slender columns and spires that draw the viewer's eye upward. This vertical emphasis symbolizes spiritual aspiration.
---	---------------	---

7	Brutalist	Architectural style that emerged during the 1950s in the United Kingdom. Brutalist buildings are characterised by minimalist constructions that showcase the bare building materials and structural elements over decorative design.
---	------------------	--

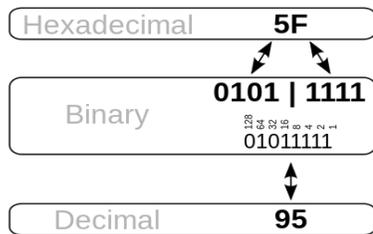
Converting between Bases

Binary to Denary



Write the column values out above your binary number. Only add the column value where the binary number is one.

Binary to Hexadecimal



Each hex character is equal to a binary nibble, join the two nibbles together to make your binary number. Practise the converting hexadecimal numbers to binary and denary method with these numbers: D2, 7A and A9

Character Sets

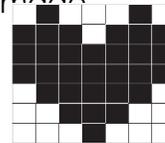
ASCII

ASCII stands for the "American Standard Code for Information Interchange". The ASCII character set is a 7-bit set of codes that allows 128 different characters. That is enough for every upper-case letter, lower-case letter, digit and punctuation mark on most keyboards. ASCII is only used for the English language.

Binary Bitmap Images

Each square is referred to as a pixel. Each pixel can either be on or off. If the pixel is blank usually you would say the value of this pixel is 0 and if the pixel is black then the value of this pixel is 1. Can you work out the binary combination for the image to the right?

A pixel is a tiny square of colour. Lots of pixels together can form an image.



Adding Binary

There are four rules for adding binary:
 0 + 0 = 0
 0 + 1 = 1
 1 + 1 = 10 (binary for 2)
 1 + 1 + 1 = 11 (binary for 3)



Key Vocabulary

Units of Data Storage	Bit – A single binary digit e.g. 0 or 1
	Nibble – Four binary digits e.g. 1011
	Byte – Eight binary digits e.g. 00110101
	Kilobyte (1000 bytes)
	Megabyte (1000 kilobytes)
Binary	Gigabyte (1000 megabytes)
	Terabyte (1000 gigabytes)

Binary This numbering system only uses two digits: 0 which means off and 1 which means on.

Denary This numbering system uses ten digits: 0-9.

Hexadecimal This numbering system uses sixteen characters: 0-9 and the A-F. Hexadecimal numbers is easier for humans to remember and use.

Character Set A set of characters which are each represented using a unique binary number.

Overflow When adding binary numbers together if your answer results with more than 8 bits an overflow has occurred.
 e.g. 111101011

Data Types

Data Type	Characteristics
Integer (INT)	A whole number
Real/Float (FLOAT)	A number with a fractional part
Boolean (BOOL)	Can take two values, TRUE or FALSE
Character (CHAR)	A single letter, number or symbol
String (STR)	Used to represent text or collection of characters

Mathematical & Compare Operators

Operator	Name and description	Example
+	Addition	2 + 2 = 4
-	Subtraction	4 - 2 = 2
/	Division	8 / 4 = 2
*	Multiplication	4 * 8 = 32
<	Less Than	5 < 3
>	More Than	8 > 2
<=	Less Than or Equal To	7 <= 14
>=	More Than or Equal To	19 >= 26
= or ==	Equal To	12 = 12
!= or <>	Not Equal To	15 != 3

Logical Operators

Operator	Example
AND	if score > 0 AND score < 10
OR	if topic == "Computing" OR topic == "Computer Science"
NOT	while NOT score

Random Number Generation

To randomly generate a number in Small Basic you can use the code below:
`number = Math.GetRandomNumber(100)`
 Always use the `TextWindow.WriteLine` command to check if this is working.
`TextWindow.WriteLine(number)`

Write & Write Line

Writes text or numbers to the text window. The write command does not append a new line. A new line will be appended to the output if you use the Write Line command.

Read & Read Number

Reads a line of text or reads a number entered by the user from the text window. This function will not return until the user hits ENTER. When you use ReadNumber, the input is restricted to just numbers.

Key Vocabulary

Algorithm	An algorithm is a set of step by step rules or instructions to be followed in order to solve a problem.
Program	A computer program is a set of instructions that can be executed by a computer to perform a specific task.
Variable	A variable is a store of data/information or a memory location that has a name. The value of a variable can be changed whilst the program is running.
Constant	A constant is a store of data/information or a memory location that has a name. The value of a constant can not be changed whilst the program is running.
Sequence	Sequencing is the specific order in which instructions are performed in an algorithm.
Selection	Selection is a decision or question. Selection allows us to include more than one path through an algorithm.
Iteration	Iteration is the process of looping or repeating sections of a program.

1. Process; Tools & Equipment

1	Coping Saw 	Hand held tool used to cut intricate shapes in woodworking
2	Tenon Saw 	Used to cut straight lines in wood, but not deep cuts due to the 'back' on the top of the blade.
3	Hegner Saw 	A piece of machinery used to cut intricate curves and joints
4	Try Square 	Used to check and mark right angles in constructional work
5	File 	Hardened steel in the form of a bar or rod with many small cutting edges raised on its surfaces; used for smoothing or shaping objects.
6	Steel Rule 	Manufactured from stainless steel and features metric or imperial (or both) scales along its length. One end is usually flat whilst the other end is usually round.
7	Bandfacer 	A vertical bandfacer used for sanding, finishing & linishing tasks. (making surfaces flat).

2. Materials; Softwoods

A collective term for the wood which is produced by **coniferous** trees, almost all of which are **evergreen** and cone-bearing trees can take up to **20 years** before these trees can be used.

1	Pine	Furniture
2	Spruce	Roofing
3	Cedar	Cladding
4	Fir	Furniture & flooring

3. Materials; Manufactured Boards

Manufactured boards are timber sheets which are produced by **gluing wood layers or wood fibres** together. Often made use of **waste wood materials**

1	Medium Density Fibreboard (MDF)	Wood particles are combining with glue, and formed into panels by applying high temperature and pressure.
2	Plywood	Consists of two or more layers of wood glued and pressed together with the direction of the grain alternating.
5	Chipboard	Made from compressed wood chips and glues, often coated or veneered to give desired appearance

4. Materials; Plastics

A collective term for the two types of plastics that exist. Plastics are often referred to as 'polymers'

1	Thermoplastics	A thermoplastic is a plastic that can be heated and reheated over and over again. It is particularly useful when it comes to recycling Examples include; Acrylic, Polypropylene and HIPs
2	Thermosetting plastics	A thermosetting plastic (AKA a Thermoset) is a plastic that once moulded CANNOT be reheated and reshaped. Examples include; Urea Formaldehyde and Epoxy Resin

5. Process; CAD/CAM

1	Laser Cutter		Works by directing the output of a high-power laser through lenses onto a material. Typically woods or plastics
2	Computer-aided Design (CAD)		The use of computers to aid in the creation or modification of a design idea. 2D Design / SketchUp.
3	Computer Aided Manufacturing (CAM)		The use of software and computer-controlled machinery to automate a manufacturing process. Laser cutter, CNC Lathe, A3 Router.

Sand down all wood (**P80,P120,P240,P320,P400**)

Apply **Danish Oil / Teak Oil** first followed by wax to seal the wood. Enhance its **appearance & protect** it.

1. Culinary terminology

1	Al dente	How pasta should be cooked – texture should be soft with bite.
2	Seasoning: Herbs + Spices	Herbs are generally green and spices are generally orange/brown. They are used to flavour and season food
3	Root and Shoot method	Use the claw grip to steady onion. Slice off the root, slice off the shoot and place flat edge on chopping board. Peel the skin and slice
4	Reduction method	Heating a sauce to evaporate some of the liquid to make in thicker and more intense flavour
5	Marinating	To flavour and tenderise meat by leaving food to soak in a sauce, acid, spices .
6	Kneading	Massage/work/squeeze dough. In bread it is to stretch gluten strands
7	Proving	Leaving bread to rest to allow the yeast to ferment.
8	Portion control	Ensuring each item is the same size
9	Batter	Muffin batter is different to cake batter as it should not be over mixed as it causes a tough texture
10	Roux/all in one	Methods of making a white sauce.
11	Gelatinisation	The process of thickening a liquid using starch.
12	Simmer	Temperature just below boiling point

2. Nutrition

1	Eat Well Guide	Government guideline for healthy eating.
2	Excess/ deficiency	Excess is when too much and efficiency is when not enough is consumed.
3	Saturated Fat	Usually animal based savoury and sweet foods. Dairy and meat sources.
4	NSP - fibre	Also known as fibre needed for healthy digestion. Can cause constipation if deficient

Key Vocabulary

1	Multicultural	When people of different cultures come together to celebrate and share their different traditions
2	Design Scenario	Outlines the main details and expectations of the task.
3	Design Specification	A checklist of points that your design needs to meet in order to make a successful product
4	Sensory Qualities	The taste, smell, texture and appearance of food.
5	Recipe sequence	A list of steps to follow to make a dish
6	SMEE issues	Social, moral, ethical and environmental issues. Including; red tractor, vegetarianism, GM foods.
7	Performance review	Discussing the positives, negatives and areas for improvement

3. Food safety systems

1	Check for readiness	Independently checking if the Correct colour/texture and if cooked the internal temperature must be 75'c or above.
2	Cross contamination	When bacteria is transferred from one thing to another
3	Key temperatures	Freezer -18'c Fridge 1-5'c Danger zone 3-63'c Temperature food needs to reach during cooking 75'c All bacteria killed at 121'c
4	Temperature probe	Used to take the internal temp of food. Clean before/ after use. Insert into the centre. Record temp after it has stabilised for 2mins.
5	High/low risk foods	Low risks foods: often either high in salt. Sugar, acid and low in moisture. High risk foods provide the perfect environment for bacteria to grow (moist, high in protein, warm)
6	Safe storage	It is important to store food safely to prevent it spoiling and food poisoning bacteria growing. Make sure food is sealed properly and fully cooled down before putting into the fridge or freezer.
7	Food Waste/ Upcycling	Using leftovers to create a new meal

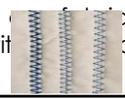
1. Tools & equipment

1	Free Machine Embroidery foot	A foot used on the sewing machine to sew free machine embroidery 
2	Embroidery Thread	A thicker thread than machine thread that is shiny. It is used to hand stitch, create images and patterns on fabric. 
3	Embroidery hoop	A hoop that holds material taught whilst you sew either by hand or on the sewing machine 

2. Sewing Machine Components:

1	Stitch Selector Buttons	Changes the style of the stitches. 1 is straight stitch, 2 is zig zag stitch. 
2	Dogs teeth/feed dogs	The tracks under the base plate of the sewing machine that pull your material through. These are put down when doing FME. 

3. Process: Applique

1. Applique	The technique of attaching one piece of fabric onto another with zig zag stitching and the outside. 
2. Zig Zag stitch	A stitch in the shape of a zig zag 
3. Bondaweb	Adhesive backed paper that can be ironed to fabric and peeled away to then iron onto another fabric. 
4. Stitch width & length	Buttons that adjust the stitch width, and length to change the shape and size of zig zag. 

4. Materials:

1	Cotton	A natural fibre that comes from a cotton plant
2	Synthetic fibre	A manmade fibre that comes from oil. E.g. Polyester and Nylon.

5. Process: Free machine embroidery

1	Set up the sewing machine
2	Place your material into an embroidery hoop and make sure it is tight like a drum.
3	Replace the 'normal' foot on the sewing machine with an embroidery foot. 
4	Lower the dogs teeth/feed dogs on the machine by pressing the button at the side. 
5	Place the material and the hoop under the sewing machine foot and lower the needle and foot. Sew and move the embroidery hoop at the same time. Aim for 3-4 times over each line of stitching.

6. ACCESS FM

1	Access FM	An Acronym used to analyse products and the work of Artists
2	Aesthetics	How the product looks
3	Cost	The cost of the product
4	Customer	Who it is intended for
5	Environment	Is it environmentally friendly?
6	Safety	Is it safe?
7	Size	Is it a suitable size?
8	Function	Does it do the job it was intended for?
9	Materials	Are the materials suitable?

7. Process: Tie Dye

1. Wet	Wet the fabric to make the dye easier to absorb when choosing a spiral.
2. Twist	Twist, scrunch or fold your fabric depending on the required pattern.
3. Tie	Tie elastic bands to keep it into this shape.
4. Dye	Submerge into the dye ensuring all the fabric has been covered
5. Iron	Once dry remove the elastic bands and iron the fabric flat.

8. Contextual links/Key names

BANKSY	Banksy is an anonymous British street artist, vandal, political activist, and film director, active since the 90s. His work is based on black, white with a hint of red. He uses stencils to create his work. His work has links to greed, poverty, despair, the obsession with celebrities, the government and war. Banksy has a hidden message in all his pieces.
VILLASANA	Victoria Villasana is a Mexican textiles artist known for her unique style of embroidery. She uses photographs of famous people and transforms them using bright coloured embroidery threads that she hand stitches over their images. Villasana's art frequently highlights portraits of well-known figures. She uses bold, colourful threads to bring out their personalities, adding layers of meaning to the images.
HARING	Keith Haring was an American artist whose pop art and graffiti work grew from New York City street culture of the 80s. Haring's work was based around animated imagery and often has a continuous black line that links imagery together. His work uses black, white and primary colours. Haring's work represents a youthful nature, innocence, purity, goodness and potentials.

KEY FACTS - MELODRAMA

1	Originated	18 th Century
2	Characters	-Stock Characters Similar in each production. Identifiable by their use of physicality and dialogue.
3	Acting style	Exaggerated Actors had to perform using loud voices and exaggerated movement – Lack of lighting and microphones as electricity was not widely used.
4	Plot and Story lines	– Stock Scenes Similar plots and story lines in each performance, making them familiar and easier for audiences to follow.
5	Name of acting style	Blend of two words Melody (music) and Drama (acting) to describe main features of Melodrama

Contextual links: Aladdin ITV Pantomime
<https://www.youtube.com/watch?v=GdzTEQdckfA>, Cinderella ITV Panto
https://www.youtube.com/watch?v=adb3Sfo_nE

PANTOMIME CONVENTIONS

1	Entrance and Exits	Evil characters Stage Left/ Good characters Stage Right
2	Gender Swaps	Females playing male roles / Males playing female roles
3	Audience Interaction	Speaking Directly to the audience and inviting a response – breaks the fourth wall.
4	Catch Phrases	“Oh no she isn't! Oh yes she is”. He's behind you! Hello Boys and girls
5	Musical numbers	Including song and dance to tell the story, add mood and entertain.
6	Direct Address	When the actors speak directly to the audience. This can sometimes be in the form of an 'aside' - a brief comment that is not heard by the other characters.
7	Comedy	Inuendo (jokes with two meanings, one is often rude) and slapstick
8	Slapstick	Trips and falls, silly sound effects, banging heads together, poke in the eye, slipping over a banana skin
9	Exaggeration	Making all performance skills (vocal and physical) much bigger / louder
10	Improvisation	Making up dialogue on the spot

MELODRAMA STOCK CHARACTERS **PANTOMIME STOCK CHARACTERS** **FEATURES**

1	Hero	Principal Boy - Aladdin Dick Whittington Jack (Jack and the Beanstalk) Prince Charming (Cinderella / Snow White)	Strong, Handsome, Brave, Honest, Reliable. Traditionally played by a woman,
2	Heroin	Principal Girl - Cinderella Snow White Princess Peach (Jack and the Beanstalk) Princess (Aladdin)	Beautiful and innocent. Needs rescuing, falls in love with Hero.
3	Aged Parent	Dame – Ugly Step Sisters (Tracey and Stacey) Wishee Washee (Aladdin)	Old female character traditionally played by a Man and usually poor.
4	Villain	Villain – Evil Step Mother (Cinderella / Snow White) King Rat (Dick Whittington)	Evil, Cunning. Jealous of principle boy or girl. Motivated by money. Often tries to marry Heroin.
5	Comedy Servant	Comedy Characters – Buttons (Cinderella)	Friend to principle boy or girl. Loyal, easily confused.
6	Mysterious Stranger	Magical Character / Animal– Puss in Boot (Dick Whittington) Fairy Godmother (Cinderella) Genie of the Lamp (Aladdin)	Grants wishes, appears with a puff of smoke / harp chord sound effect Makes big announcements

PHYSICAL SKILLS TO BECOME A CHARACTER - GSPEED

1. G	G ESTURES	Using your hands and arms. For example, waving.
2. S	S TANCE	Where you place your feet and legs. For example, placing your feet wide apart.
3. P	P OSTURE	How you hold your body, using your back and head. For example, hunching your back to communicate tiredness.
4. E	E XPRESSION	How parts of your face are positioned. For example, mouth upwards smiling to show happiness.
5. E	E YE CONTACT	Where you are looking. For example, into somebody's eyes or looking at the audience.
6. D	D YNAMICS	How you move. For example, sharply / smoothly.

PHYSICAL SKILLS TO BECOME A CHARACTER - GSPEED

1. D	D ICTION AND P ROJECTION	Diction means pronouncing your speech clearly. Projection is making sure your voice can be heard (this doesn't mean shouting).
2. E	E MPHASIS AND V OLUME	Emphasis is when you make a word stand out Volume is how loud or quiet the voice is.
3. P	P ITCH	Pitch means how high or low your voice is. Low pitch may convey sadness, whilst high pitch could convey joy.
4. A	A CCENT	Accent is the way you pronounce your words. It is used to indicate where a character is from, specifically which country or region. It can help distinguish class and status.
5. R	R HYTHM AND T EMPO	Rhythm is where we pause and leave gaps in speech. This could show a character is thinking or distressed. Tempo is how fast or slow the speech is. E.g. a fast tempo could show someone is excited, a slow tempo could show someone is sleepy or confused.
6. T	T ONE	Tone describes the emotion behind the line. It can convey meaning. For example: an angry tone.

Poem Summaries

1	The Soldier Rupert Brooke	This is a sonnet in which Brooke glorifies England during WW1. He speaks as an English soldier as he is leaving home to go to war. The poem represents the patriotic ideals that characterised pre-war England.
2	Who's for the Game? Jessie Pope	Her representation of war is describing war as being fun and full of glory! Pope suggests in the poem that a young man who could go to war would be very courageous.
3	Dulce et Decorum est Wilfred Owen	This is a poem about the horrors of war as experienced by a soldier on the front lines of WW1. The speaker depicts soldiers trudging through the trenches, weakened by injuries and fatigue. Suddenly, the men come under attack and must quickly put on their gas masks.
4	Does it Matter? Siegfried Sassoon	The poem shows a negative way of war, describing feelings and thoughts soldiers go through once they finish their service. The poem emphasises society's feelings towards the soldiers who have suffered from war.
5	Suicide in the Trenches Siegfried Sassoon	Sassoon is actually criticising the loneliness, health conditions, patriotism and also the lack of resources that the soldiers faced while they are in the trenches. He also explains the selflessness and the love for the country of a soldier.
6	Futility Wilfred Owen	Futility describes an event where a group of soldiers attempt to revive an unconscious soldier by moving him into the warm sunlight on a snowy meadow. However, the "kind old sun" cannot help the soldier - he has died.
7	War Girls Jessie Pope	War Girls is one of the first poems that highlights the work done by women in the war. Each of the girls the poet describes are doing a job that has traditionally been done by a man; ticket collectors, elevator operators, milkmen - all of these roles have belonged to men.
8	Perhaps (To R.A.L.) Vera Brittain	A poem dedicated to Vera's late fiancé, Roland Leighton. There is continuous repetition of the term 'Perhaps' at the start of each stanza. Brittain is expressing the uncertainty yet possibility behind her ever feeling the way she did before.
9	The Gift of India Sarojini Naidu	The poem is a tribute to the contribution of Indian soldiers in World War I. Over one million Indian soldiers from the British Indian Empire served in the Allied forces in the First World War.
10	Anzac John Le Gay Brereton	"Anzac" describes an honourable and noble soldier or a survivor of the Great War who is mourning and remembering his fellow brothers in arms.

Themes

1	Honour	Young soldiers going to War were Patriotic and were doing this for their country. It was an honorable thing to do.
2	Suffering	The true reality of War and what the soldiers were faced to do at War. The horrible experiences they went through.
3	Loss of innocence	Soldiers going to War were young and naïve. Everything about their youth was drained and taken away.

Context

1	WW1	World War One took place between 1914-1918. Soldiers thought the War would be over by Christmas and did not expect the realism and brutality they faced.
2	Propaganda	Propaganda was employed on a global scale. This was used to mobilise hatred for the enemy and force young people to War.
3	Shellshock	World War One became known as 'The Great War', it was the War 'to end all wars'. Soldiers suffered shellshock through the destruction and devastation caused.

Key Vocabulary

1	Symbolism	Using symbols to signify qualities and ideas by giving them symbolic meaning beyond their literal sense.
2	Satire	Using humour and irony to expose to criticise something. Used to show the reality of War, it wasn't what everyone expected.
3	Propaganda	Misleading or biased information to promote a political cause or point of view. Used to get soldiers to go to War.
4	Pathos	This is language that evokes feelings of pity or sorrow. Something we may feel reading War poetry.
5	Enjambment	The continuation of a sentence without a pause beyond the end line. Enjambment in these poems can represent something about War.
6	Patriotism	Devoting yourself to support your country. Feeling national pride and love for your nation.
7	Sonnet	A poem consisting of 14 lines that usually consists of 10 syllables per lines. A sonnet is typically a love poem.

Present Tense		
1	Je suis	I am
2	J'ai	I have
3	Je fais	I do/make
4	Je vais	I go
5	Je regarde	I watch
6	Je mange	I eat
7	J'écoute	I listen
8	Je visite	I visit
9	J'habite	I live
10	J'envoie	I send
11	J'achète	I buy
12	Je vois	I see
13	Je lis	I read
14	Je bois	I drink
15	Je prends	I take

Perfect Tense		
1	J'ai été	I have been
2	J'ai eu	I have had
3	J'ai fait	I did/made
4	Je suis allé	I went
5	J'ai regardé	I watched
6	J'ai mangé	I ate
7	J'ai écouté	I listened
8	J'ai visité	I visited
9	J'ai habité	I lived
10	J'ai envoyé	I sent
11	J'ai acheté	I bought
12	J'ai vu	I saw
13	J'ai lu	I read
14	J'ai bu	I drank
15	J'ai pris	I took

Near Future Tense – I am going to...		
1	Je vais être	be
2	Je vais avoir	have
3	Je vais faire	do
4	Je vais aller	go
5	Je vais regarder	watch
6	Je vais manger	eat
7	Je vais écouter	listen
8	Je vais visiter	visit
9	Je vais habiter	live
10	Je vais envoyer	send
11	Je vais acheter	buy
12	Je vais voir	see
13	Je vais lire	read
14	Je vais boire	drink
15	Je vais prendre	take

Conditional Tense – I would like to...		
1	Je voudrais être	be
2	Je voudrais avoir	have
3	Je voudrais faire	do
4	Je voudrais aller	go
5	Je voudrais regarder	watch
6	Je voudrais manger	eat
7	Je voudrais écouter	listen
8	Je voudrais visiter	visit
9	Je voudrais habiter	live
10	Je voudrais envoyer	send
11	Je voudrais acheter	buy
12	Je voudrais voir	see
13	Je voudrais lire	read
14	Je voudrais boire	drink
15	Je voudrais prendre	take

être phrases		
1	c'est	it's
2	c'était	it was
3	ce sera	it will be
4	ce serait	it would be

il y a		
1	il y a	there is/are
2	il y avait	there was/were
3	il y aura	there will be
4	il y aurait	there would be

Structures with infinitives		
1	J'aime aller/faire/télécharger	I like going/doing/downloading
2	Je n'aime pas aller/faire/passé	I don't like going/doing/spending
3	il faut aller/jouer/dormir	you have to go/play/sleep
4	on peut aller/faire/trouver	you can go/do/find

Sentence Starters

1	je pense que	I think that
2	à mon avis	in my opinion
3	je dirais que	I would say that

Signposting Time Frames

1	l'année dernière	last year
2	avant	before
3	mardi dernier	last Tuesday
4	aujourd'hui	today
6	plus tard	later
7	après	after
8	l'année prochaine	next year

Who with

1	avec ma famille	with my family
2	avec mes amis	with my friends
3	avec mon père	with my dad
4	avec ma mère	with my mum
5	avec mon frère	with my brother
6	avec ma soeur	with my sister

Connectives

1	donc	therefore
2	ou	or
3	ensuite	then
4	parce que	because
5	comme	as
6	mais	but
7	pourtant	however
8	aussi	also

Frequency

1	tous les jours	every day
2	de temps en temps	now and again
3	une fois par semaine	once a week
4	deux fois par mois	twice a month
5	ne...jamais	never
6	en ce moment	at the moment
7	souvent	Often
8	quelquefois	sometimes

Possessives

1	mon/ma/mes	my
2	ton/ta/tes	your
3	son/sa/ses	his/her
4	notre/nos	our

Intensifiers

1	un peu	a bit
2	assez	quite
3	très	very
4	vraiment	really
5	beaucoup	a lot
6	trop	too
7	surtout	especially
8	plutôt	rather

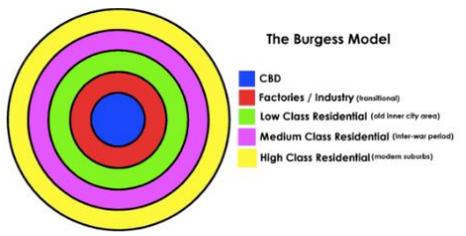
Adjectives

1	nouveau/elle	new
2	chouette	great
3	passionnant	exciting
4	effrayant	scary
5	gratuit	free
6	ennuyeux	boring
7	nul	rubbish
8	cher	expensive

Describe Myself and Others

1	beau/belle	handsome/beautiful
2	moche	ugly
3	vieux/vieille	old
4	heureux/heureuse	happy
5	gourmand/gourmande	greedy
6	mûr/mûre	mature
7	sensible	sensitive
8	casse-pieds	annoying
9	méchant/méchante	nasty/mean/naughty
10	paresseux/paresseuse	lazy
11	rigolo/rigolotte	funny
12	débrouillard/débrouillar de	sad

A.. Urban models		
1	Land Use	is the type of buildings or other features that are found in the area e.g. terraced housing, banks, industrial estates, roads, parks.
2	The Burgess model	Ernest Burgess proposed a model, where the city radiates out from the CBD (the oldest part of the city). He noticed that cities were in distinctive zones, and can be classified.



B. Urban sprawl		
1	Urban sprawl	the spread of city buildings and houses into an area that used to be countryside.
2	Brownfield sites	Land that has been built on before and is to be cleared and reused. These sites are often in the inner city.
3	Greenfield sites	Land that has not been built on before. These sites are usually found in the countryside on the edge of the city.



Brownfield sites



Greenfield sites

C. Regeneration	
1	<p>The cycle of decline</p>
2	<p>Urban regeneration</p> <p>Urban regeneration is the attempt to reverse that decline by both improving the physical structure, and, more importantly and elusively, the economy of those areas.</p>

D. Sustainable cities	
1	<p>Sustainable urban living</p> <p>Living in a way that meets our needs today and the needs of future generations without damaging the environment or using too many resources.</p>
2	<p>BedZED</p> <p>Bedzed claims to be the uk's largest sustainable community. Built in 2002, it has 100 homes designed to provide ordinary people with a high quality of life while living within their share of the earth's resources.</p>
3	<p>BedZED features</p> <ul style="list-style-type: none"> - 99 homes that use renewable energy - --- south facing: advantage of natural sunlight - Building materials from renewable or recycled sources within 55km of the site - Rainwater is collected and reused - Small allotments built with houses so food can be grown and consumed locally - Car share scheme

E. Slum settlements- Mumbai	
1	<p>Dharavi-Mumbai</p> <p>India and Mumbai's biggest slum is known as Dharavi. There are a million people crammed into one square mile in Dharavi. At the edge of Dharavi the newest arrivals come to make their homes on waste land next to water pipes in slum areas. They set up home illegally amongst waste on land that is not suitable for habitation. In the wet monsoon season these people have huge problems living on this low lying marginal land. Many of the people here come from many parts of India as a result of the push and pull factors of migration.</p>

F. Improving slums		
1	Government plans- Dharavi	As Dharavi is located close to Mumbai's CBD the land is very valuable, therefore the Government has planned to knock down Dharavi so that they can build more financial offices. The people of Dharavi will be relocated to apartments on the outskirts of the city.
2	Advantages	Improved sanitation (disposal of human waste and dirty water), improved access for emergency services, clean water, registered legally with authority.
3	Disadvantages	Loss of community, conditions more cramped than before, lack of jobs in the informal slum economy, poor cant afford to pay council

Present Tense		
1	Ich mache	I do/make
2	Ich gehe	I go
3	Ich spiele	I play
4	Ich esse	I eat
5	Ich trinke	I drink
6	Ich sehe	I watch
7	Ich wohne	I live/stay
8	Ich fliege	I fly
9	Ich lese	I read
10	Ich trage	I wear
11	Ich nehme	I take
12	Ich kaufe	I buy

Past Tense		
1	Ich bin geflogen	I flew
2	Ich bin gegangen	I went
3	Ich habe gespielt	I played
4	Ich habe gegessen	I ate
5	Ich habe getrunken	I drank
6	Ich habe gesehen	I saw
7	Ich habe gewohnt	I lived/stayed
8	Ich habe gemacht	I did/made
9	Ich habe gelesen	I read
10	Ich habe getragen	I wore
11	Ich habe genommen	I took
12	Ich habe gekauft	I bought

Future Tense – I will		
3	Ich werde machen	I will do/make
4	Ich werde gehen	I will go
5	Ich werde spielen	I will play
6	Ich werde essen	I will eat
7	Ich werde trinken	I will drink
8	Ich werde sehen	I will watch
9	Ich werde wohnen	I will live/stay
10	Ich werde fliegen	I will fly
11	Ich werde lesen	I will read
12	Ich werde tragen	I will wear
13	Ich werde nehmen	I will take
14	Ich werde kaufen	I will buy

Conditional Tense – I would like to...		
3	Ich möchte machen	do/make
4	Ich möchte gehen	go
5	Ich möchte spielen	play
6	Ich möchte essen	eat
7	Ich möchte trinken	drink
8	Ich möchte sehen	watch
9	Ich möchte wohnen	live/stay
10	Ich möchte fliegen	fly
11	Ich möchte fahren	travel
12	Ich möchte tragen	wear
13	ich möchte nehmen	take
14	ich möchte kaufen	buy

There is...		
1	Es gibt	There is/are
2	Es gab	There was/were
3	Es wird geben	There will be

Imperfect Tense		
1	Ich war	I was/I used to be
2	Ich hatte	I had/I used to have
3	Es war	It was

Structures with infinitives		
1	Ich mag...gehen/machen	I like going/doing
2	Ich mag...gehen/machen nicht	I don't like going/doing
3	Man muss...gehen/machen	you have to go/do

Sentence Starters

1	Ich finde	I find
2	Meine Meinung nach	in my opinion
3	Ich würde sagen, dass	I would say that

Signposting Time Frames

1	letztes Jahr	last year
2	letzte Woche	last week
3	gestern	yesterday
4	normalerweise	normally
6	heute	today
7	nächste Woche	next week
8	nächstes Jahr	next year

Who with

1	mit meiner Familie	with my family
2	mit meinen Freunden	with my friends
3	mit meinem Vater	with my dad
4	mit meiner Mutter	with my mum
5	mit meinem Bruder	with my brother
6	mit meiner Schwester	with my sister

Possessives

1	mein/meine/mein	my
2	dein/deine/dein	your
3	sein/seine/sein	his
4	ihr/ihre/ihr	her

Question Words

1	wer	who
2	was	what
3	wann	when
4	wo	where
5	warum	why
6	wie	how
7	wie viel	how much

Intensifiers

1	also	so
2	zu	too
3	total	totally
4	gar nicht	not at all
5	sehr	very
6	nicht	not
7	nur	only

Connectives

1	und	and	5	denn	because
2	oder	or	6	weil	because
3	mit	with	7	jedoch	however
4	ohne	without	8	auch	also

Frequency

1	immer	always
2	ab und zu	now and then
3	oft	often
4	zuerst	first of all
5	einmal pro Woche	once a week
6	nie	never
7	manchmal	sometimes
8	zweimal pro Jahr	twice a year
9	früher	before

Adjectives

1	groß	big
2	klein	small
3	laut	loud
4	ruhig	quiet
5	lecker	tasty
6	kurz	short
7	lang	long
8	schön	beautiful
9	toll	great
10	das macht Spaß	that's fun
11	klassisch	classic
12	teuer	expensive
13	billig	cheap
14	alt	old
15	schrecklich	terrible
16	spannend	exciting
17	gesund	healthy
18	weit	far/wide
19	sonnig	sunny
20	windig	windy
21	heiß	hot
22	kalt	cold
23	wolkig	cloudy
24	neblig	foggy

1. How was the British Empire unusual?		
1	How did the British Empire start?	<ol style="list-style-type: none"> In the 16th Century, British explorers began to discover new places They created colonies by sending people to live in these new places
2	How was the British Empire different from previous empires?	<ol style="list-style-type: none"> The British Empire was much bigger than other Empires in the past It covered over 25% of the world's land mass by 1920 It was called the 'empire on which the sun never set' This is because it covered lots of different parts of the world

2. How and why did the British gain and empire?		
1	Why did the British want an Empire?	<ol style="list-style-type: none"> It allowed Britain to gain new resources to trade and created trade links Britain benefitted from taking the resources back to Britain Some people believed it was right to spread Christian and British ideas around the world They wanted to compete with Spain to have the biggest Empire
2	How did the British create the Empire?	<ol style="list-style-type: none"> Private trading companies were set up in new countries and this gave the British control in those areas In the 18th Century there was a big rise in population which meant people looked to move abroad The Industrial Revolution meant that Britain had new technology to introduce to itself and other colonies

3. India and the British Empire		
1	What was India like before the Empire?	<ol style="list-style-type: none"> Before the 1500s, India was divided into kingdoms In the early 1500s the Mughals invaded India and united the Indian states At first the Mughals were accepting of all the religions in India but later they became intolerant and fighting broke out
2	Who were the East India Company?	<ol style="list-style-type: none"> They were a trading company that started in 1600 It was given support by the monarch to trade and negotiate with people around the world They aimed to trade with India and China for valuable resources
3	How did the British take control over India?	<ol style="list-style-type: none"> The East India company began to take more and more Indian land They had an army and navy which they used against the Indian princes At the Battle of Plessey, the East India Company won a big victory which allowed them to take control over the rest of India piece by piece
4	What was British rule like in India?	<ol style="list-style-type: none"> The British saw themselves as better than the Indian people They didn't allow Indian people to have good jobs The British took resources from the country including food. This led to famines that killed many people They built lots of facilities like railways, factories and farms They created a new legal system
5	What was the Sepoy rebellion?	<ol style="list-style-type: none"> In the 1850s, Sepoys were treated badly by the British army In 1857, the army introduced new rifles with cartridges that used pig and beef fat as grease The British ignored the objections to these cartridges and eventually a riot broke out They were joined by local Indian leaders who were unhappy with British rule. After 18 months of fighting, the British won and punished the rebels harshly
6	Did the rebellion change things?	<ol style="list-style-type: none"> The British government took control over India from the East India Company They set up a new government with a viceroy in charge They tried to interfere less with religious matters and started to let Indians have government jobs However, by 1900, only 10% of the government jobs were held by Indians

Key Word	Definitions
Colonial	When a country increased its power by taking control of other countries by force
Colonies	A country under the control of another country
Emigration	To move to another country permanently
Exploration	The action of exploring an unfamiliar area.
Exports	Send goods to another country for sale
Empire	A set of different countries or regions ruled by one 'mother country'
Imperialism	The belief that large empires make countries more powerful
Imports	Bring goods into a country from abroad for sale.
Mutiny	Refuse to obey the orders of a person in authority.
Natives	An original / local inhabitant
Patriotic	A love of your country or empire
Raw material	The basic material from which a product is made – this often grows naturally
Rebellions	A group rising up against those who control them
Trade	The action of buying and selling goods and services
Viceroy	A ruler exercising authority in a colony on behalf the monarch.
Voyages	A long journey involving travel by sea

4. How did the British Empire affect China?		
1	How and why did the British come to China?	<ol style="list-style-type: none"> Before the British arrived, China was ruled by different dynasties From the 16th Century explorers and merchants travelled to China In 1711, the East India Company set up its first trading post in China
2	What were the Opium Wars?	<ol style="list-style-type: none"> The British were unhappy with the limits on trade that the Chinese government put in place Britain began smuggling opium into China to create a demand for their products. This led to conflict and fighting with the Chinese government
3	What was the effect of the British in China?	<ol style="list-style-type: none"> The smuggling of opium into China left many Chinese people addicted to the drug The Opium Wars weakened the Qing dynasty In 1853 there was a rebellion against the Chinese government

5. How did the British Empire affect Australia?		
1	How and why did the British settle in Australia?	<ol style="list-style-type: none"> In 1770, James Cook claimed the east coast of Australia for Britain The British decided to create a penal colony to help the overcrowding of British prisons
2	How did the British affect Australia?	<ol style="list-style-type: none"> In 1788, 1,500 prisoners, crew, marines and civilians arrived in Sydney Cove Over the next 10 years the indigenous population was reduced by 90% The settlers introduced new diseases The settlers took over Indigenous lands There were violent conflicts between the colonisers and the indigenous people

6. How did colonialism affect Africa?		
1	What was Africa like before Europeans arrived?	<ol style="list-style-type: none"> Before European colonisation, Africa had many strong and diverse Empires and cultures Trade with northern Africa had existed since Roman times
2	How was Africa colonised by Europe?	<ol style="list-style-type: none"> Exploration meant many European countries travelled to new parts of Africa The Portuguese first began to kidnap people from the west coast of Africa and to take those they enslaved back to Europe. This was then copied by Britain and other countries to create the Transatlantic Slave Trade Over the years 1884 to 1914 90% of Africa came under European colonial rule
3	What was it like to live in colonial Africa?	<ol style="list-style-type: none"> Colonists considered their culture superior Colonial governments exploited many Africans and forced them to work harvesting natural resources Colonial governments did not invest in the education of many Africans There were often violent conflicts between the British and African groups

7. How did the British Empire affect Ireland?		
1	Britain and Ireland before the 18th Century	<ol style="list-style-type: none"> The English first came to Ireland in the 12th Century During the Tudor era, the monarchs took greater control over Ireland and encourage English Protestants to go live there
2	How did British rule in Ireland change?	<ol style="list-style-type: none"> After an Irish rebellion in 1798, Britain decided to change how Ireland was ruled In 1801, Ireland and Britain were officially United to form the UK Irish people could vote for members of parliament who would be equals with British MPs.
3	What was British rule like in Ireland?	<ol style="list-style-type: none"> The Irish were not treated equally, like they were promised Between 1845 and 1850 there was a famine in which around 1 million people died The British did not help this situation Around 2 million Irish people were forced to migrate out of Ireland

Key word	Definition
Commonwealth	International group made up of the UK and countries that belonged to the British Empire.
Independence	When a country or group of people does not want to be controlled by another group or country
Indigenous	An original / local inhabitant
Penal colonies	Prison colonies where criminals were sent to live in as punishment e.g. Australia

8. How did the British Empire end?		
1	Why did the British Empire end?	<ol style="list-style-type: none"> After WWI it became difficult for Britain to hold on to the Empire. They could no longer afford an empire. Britain had no right to rule people who did not want to be ruled. Their navy was not strong enough to protect all the Empire anywhere in the world.
2	The British empire today	<ol style="list-style-type: none"> 14 countries still belong to the British empire Examples include Gibraltar, Falkland Islands, Caribbean Islands and Channel Islands Huge migration took place after WW2 giving us a Multi-cultural Britain
3	What is the commonwealth?	<ol style="list-style-type: none"> A collection of 54 countries – all former members of the empire The Queen is head of state in 16 of these countries The Commonwealth games is competed every 4 years

Number – BIDMAS and Decimals

1	B I D M A S	Brackets Indices Division Multiplication Addition Subtraction	Example: $(21 + 5) - 3 \times 8$ $26 - 3 \times 8$ $26 - 24 = 2$
---	--	--	---

Algebra – Sequences

1	Term-to-term rule	How you get from one term to the next. Example: 2, 6, 10, 14, ... The sequence goes up by 4 each time so the term-to-term rule is +4.
2	Finding the nth term	Example: 1, 3, 5, 7, 9, ... The sequence goes up by 2 each time so we start with 2n . We then take the term-to-term rule (in this case 2) away from the first term. $1 - 2 = -1$. This is the second part of our nth term. So our final answer is: $2n - 1$

Statistics – Averages

1	Mean	Add all the numbers up, and divide by how many numbers there are.
2	Median	The middle of a sorted list of numbers.
3	Mode	The number that appears most often in a set of numbers.
4	Range	The difference between the lowest and highest values.

Geometry and Measure – Transformations

1	Rotation: need the degrees turned, direction (clockwise or anti-clockwise) and the centre of rotation .	
2	Reflection: need the line that the shape has been reflected in. This shape has been reflected in $y = 1$.	
3	Translation: need the direction and how far the shape has travelled. Can be given as a column vector. Example: $\begin{pmatrix} 1 \\ -6 \end{pmatrix}$ This means 1 right and 6 down.	

Key Vocabulary

1	Generate	Work out a term (or terms) of a sequence.
2	nth term	Representing a sequence algebraically in terms of n .
3	Arithmetic sequence	A sequence that changes by the same amount every time.
4	Geometric sequence	A sequence made by multiplying/dividing by the same value each time.
5	Rotational symmetry	A shape that still looks the same after some rotation. Eg. a square has a rotational symmetry of order 4.
6	Modal Class	The class (or group) with the highest frequency.
7	Bias	A systematic (built-in) error that makes all values wrong by a certain amount.

1. Pop Music		
1	Pop music	A style of music, it is short for popular music, and so changes over time.
2	Cover version	A different musicians version of a song.
3	Acoustic	Music created with no electrical instruments.
4	Live lounge	A series of performances recorded by Radio one – performers do mainly acoustic versions of their own and others songs.
6	Music technology	Using computers to create music.
7	Mixcraft	A computer programme used to create and edit music.
8	Sample	A small digitally recorded clip of music, often musicians use other artists samples in their own pieces.
9	Multitrack recording	A method of sound recording that allows people to record onto individual tracks, before combining them to create a whole song.
10	Overdubbing	Recording additional sounds onto a track, often to correct previous mistakes.
11	Synthesiser	An electronic musical instrument that uses human made sounds to create music. An example would be a keyboard.
12	Drum machine	An electronic instrument that creates percussion tracks.

2. Chords for composition		
1	C major chord	A happy sounding chord that uses the notes C, E and G.
2	F Major Chord	A happy sounding chord that uses the notes F, A and C.
3	G Major chord	A happy sounding chord that uses the notes G, B and D.
4	A minor chord	A sad sounding chord that uses the notes A, C and E.

3. Key vocab Song structure		
1	Intro	The section of the music that introduces the song.
2	Verse	A section that repeats in a song, it has the same music, but different lyrics
3	Chorus	The main section of a song, it will repeat both the lyrics and the music in the same way..
4	Bridge	A section in a song that links two other sections.
5	Instrumental	A section in the music with no lyrics and the instruments contain the melodic interest.
6	Outro	The ending section of a song.

4. Key Vocab - Musical elements		
1	Melody	The main tune, played on instruments or sung.
2	Chords	Two or more notes played at once.
3	Bass line	The lowest part in music, provides the harmonic structure of the music.
4	Riff	A repeated musical pattern used in Rock, Pop and Jazz.
5	Ensemble	Performing as part of a group.
6	Unison	Playing the same part together with another person
7	Broken chords	Playing the notes of a chord separately
8	Block chords	Playing all of the notes of a chord at once.
9	Um-pa chords	Playing the bottom note of a chord on beat one, and the other notes together on beat 2 and 3.
10	Pitch	How high or low a sound is.
11	Tempo	The speed of the music.
12	Hook	A catchy melody that hooks the listener in and keeps them interested.

Other musical styles linked to this: Garage, Hip-Hop, Soul, Funk, New Wave, Rock.

Importance of MH: Stigma

1	What is the stigma around mental health?	Sign of weakness. Attention seeking. Made up / not real. Not important enough. Embarrassing.
2	Mental health is...	A part of everyone, something to look after, real, complex, important, something you can change
3	Mental health isn't...	A sign of weakness, all in your head, something you can just snap out of, always a negative thing, something to be ashamed of.

Mental health conditions: Bereavement

1	Emotions associated with bereavement	Shock and numbness. Overwhelming sadness. Tiredness Anger Guilt
2	The grieving process	The grieving process takes time and healing cannot be forced or hurried. Whatever your grief experience it is important to be patient with yourself.
3	Healthy way to grieve	Name the feeling. Accept what you are feeling. Express your feeling. Pick a healthy way to take care of yourself.
4	How can we help others grieve	Offer to spend lunch or break with them Talk to them and listen Don't try to tell them how they should be grieving Offer practical help e.g. shopping

Strategies for managing MH: Positive relationships

1	Importance of relationships	Relationships, including the one you have with yourself, are vital to our mental wellbeing. People with healthy, positive and supportive relationships are more likely to be happier and healthier.
2	Building a healthy relationship with yourself	If you find that your thoughts are negative or unhelpful, try challenging these and thinking more positively. It can really help build confidence.
3	Building a healthy relationship with others	Being able to speak openly about the way you are feeling and, in turn, listening to your partner, friend or family member can strengthen relationships, reduce relationship anxiety, and help to protect your mental wellbeing.
4	Active listening	Try to be an "active listener", which means repeating back to the person what they've said to you, or asking for more details if it's not clear.

Influence of the online world on MH: Know your selfie

1	What influences how people present themselves online	Emotional investment Anonymous actions Perceived pressure Social norms
2	Impacts of social media on wellbeing	Sometimes you or the people around you can notice the impact that social media is having on your wellbeing, other times, it's harder to recognise.
3	Specific impacts on wellbeing	Lack of sleep Unhealthy habits Feeling upset Unkind comments
4	How to support your wellbeing	Change your habits Alter your expectations

Factors affecting MH: Nutrition and Exercise

1	How can exercise help?	Exercise can help your brain function, boost your self-esteem and energise you.
2	Effects of diet on mental health	Eat regularly. This can stop your blood sugar level from dropping, which can make you feel tired and bad-tempered. Stay hydrated. Even mild dehydration can affect your mood, energy level and ability to concentrate. Look after your gut health. Your gut can reflect how you're feeling: it can speed up or slow down if you're stressed. Be aware of how caffeine can affect your mood.

Atheism

1	What is an Atheist?	Someone who doesn't believe in God or a divine being.
2	What is an Agnostic?	We can't be certain whether God exists or not.

Humanism

1	What is 'one life'?	We are lucky to be alive and make the most of the one life we have.
2	The world?	Is a natural phenomenon, believe in Darwin's theory of natural selection.
3	Humans?	Value and celebrate human achievement in this life.

Humanist Ethics

1	What is the Golden Rule?	Treat other people as you'd want to be treated in their situation
2	How should we act?	The kindest option causes the least harm.
3	Why does evil exist?	Because there is no benevolent God.

Beliefs and Values

1	Give 2 humanist values.	One life, happiness, freedom, democracy, curiosity, equality, human achievement.
2	Why is architecture important?	It symbolizes what Humans are capable of.

Life after Death

1	What do humanists believe about death?	It is the end of our existence and that this is the only life we have.
2	What is Epicurus' argument?	That human life is finite, and we shouldn't fear death.
3	What happens when we die?	Our bodies break down, our atoms will go on to form other things.

Humanist Ceremonies

1	What is a ceremony?	A rite of passage that marks the transition from one stage of life to another.
2	Give 2 things that could be included?	Tribute, music, readings, poems, planting trees, lighting candles.
3	What is the main purpose of a funeral?	To support family and friends to mourn and to celebrate the person who has died.

Key word**Definition**

Agnostic	Without knowledge to prove or disprove God.
Atheist	Do not believe in God.
Theist	Believes in the existence of God.
Humanism	Worldview that prioritises human life.
The Golden Rule	Treat others how you would like to be treated yourself.
Scepticism	To doubt or not believe something.
Naturalism	humanists always look for natural explanations rather than supernatural ones.
Reason	An explanation for an action or event
Autonomy	Independence and freedom to take control.
Mortality	The state of being subject to death
Eulogy	A speech that praises someone highly, often as a tribute.
Finite	Human life has an end.
Rationalism	Humanists use reason and evidence to answer questions about the world.

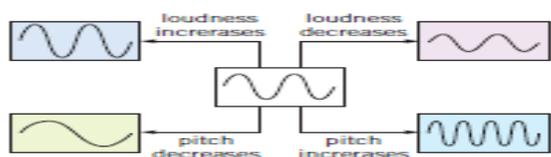
- Humanism is an approach to life based on reason and our common humanity, recognising that moral values are properly founded on human nature and experience alone.
- Humanism is a rapidly growing global movement, and in the UK, there are over 17 million people who align with Humanist beliefs.

Properties of Waves

1	Transverse e.g. light	Travels at 90° to direction of energy transfer.
2	Longitudinal e.g. sound	Travels in the direction of energy transfer • • Need a medium to travel through



Sound waves



1	Loudness	Amplitude of wave changes
2	Pitch	Wavelength changes

Colour

1	Light can be split using a prism and is made up of different colours of light. Primary colours can be mixed to form secondary colours. If a shirt reflects green light, it must be green. If a material reflects no light, it looks black.	
2	Primary	Red, Blue, Green
3	Secondary	Cyan, Magenta, Yellow

Law of Reflection

1	Law of Reflection	The angle of incidence equals the angle of reflection
---	--------------------------	--

Law of Refraction

1	Law of Refraction	Light changes direction when travelling from one medium to another
---	--------------------------	--

Hearing

1	The pinna directs sound along an auditory canal into the eardrum
2	The vibration from the eardrum moves onto the ossicles which amplify the sound
3	This passes the sound to the cochlea where tiny hairs detect the vibrations and pass this along to the auditory nerve as electrical signals to the brain.

Key Vocabulary

1	Amplitude	The distance from the middle to the top of the wave
2	Wavelength	The distance between a point on a wave to the same point on the next wave
3	Trough	The bottom of the wave
4	Peak	The top of the wave
5	Frequency	How many waves pass a fixed point in a second
6	Hertz	Frequency is measured in Hertz
7	Ultrasound	Soundwaves above 20,000 (Hz) too high for humans to hear.
8	Loud-speaker	A material vibrates which collides with air particles, making them vibrate.
9	Transparent	A material that allows all light to pass through
10	Translucent	A material that only allows some light to pass through
11	Opaque	A material that lets no light pass through

Light and the eye

1	Light entering the eye is refracted by the lens focusing it on the retina as an inverted image
2	Photoreceptors detect the light hitting your retina and send an electrical impulse to the brain
3	If the light is not focused properly on the retina or the eye you cannot see clearly
4	The cornea and a convex lens focus the light onto the retina.
5	Convex lenses make light rays converge, come together.

