

March - April

# Year 8

**KNOWLEDGEABLE  
AND EXPERT  
LEARNERS**



Self  
Quizzing

Flash  
Cards

Mind  
Maps

Brain  
Dumps

enjoylearn**succeed**

# INDEPENDENT LEARNING BOOKLET

**NAME:** .....

**TUTOR GROUP:** .....

## CONTENTS

- Using Class Charts Instructions
- Accessing SENECA
- Independent Learning log
- Mind Map 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.

# SUBJECT KNOWLEDGE ORGANISERS CONTENTS

Art	8
Computer Science	9-10
Product design	11
Food Technology	12
Textiles	13
Performing Arts	14
English	15
French	16-17
Geography	18
German	19-20
History	21-22
Maths	23
Music	24
RE	25
Science	26-28
PSHCE	29

# 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

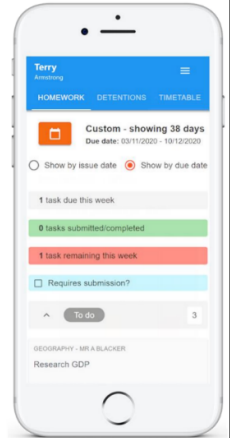
Date of birth

Please enter your date of birth below.

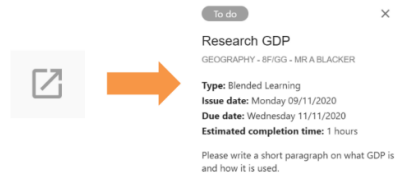
Date of Birth  
12/06/2009

## 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.



## 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.

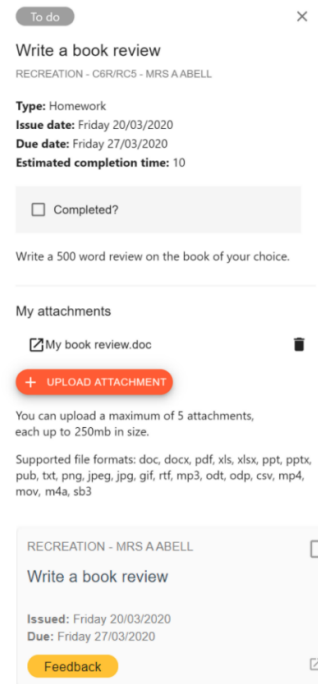
Requires submission?

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 3								
Homework	Teacher	Lesson	Issued	Due	Estimated time	Type	Feedback	
<input checked="" type="checkbox"/>	Research GDP	Mr A Blacker	8F/Gg	Monday 09/11/2020	Wednesday 11/11/2020	1 hours	Blended Learning	
<input checked="" type="checkbox"/>	Write a soliloquy	Mr J Kato	8y/En2	Tuesday 10/11/2020	Tuesday 17/11/2020	30 minutes	Homework	
<input checked="" type="checkbox"/>	Create a poster on French food	Mrs A Abell	7YEL/Fr	Friday 06/11/2020	Thursday 19/11/2020	45 minutes	Homework	<input type="button" value="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

Completed

Submitted late

Not submitted

Submitted

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

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

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

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

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



## MIND MAPS

### Expectation this ½ term: Mind maps

1. Create 1 Mind Map a Day

- This should be done once a day , for approximately 20 minutes.
- All your Mind Maps should be evidenced in your application booklet.
- Use this log to track how what subjects you have done (see example)

Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday
<b>EXAMPLE:</b>	English: KG1 & 2	Science: KG2 & 4	History: KG4 & 5	PSHCE: KG 1 & 2	Drama: KG 1 & 3
23/02/2026					
ILB CHECK (10 Mind Maps) 02/03/2026					
9/03/2026					
ILB CHECK (20 Mind Maps) 16/03/2026					
23/03/2026					

# MIND MAPS – INSTRUCTIONS

1.



**Identify knowledge**

Select a topic you wish to cover.

Decide which type of mind map you are creating

- **Retrieval:** No material
- **Concept:** Material needed

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2.



**Topics & Subtopics**

Place the main topic in the centre of your page and identify subtopics that will branch off.

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---

3.



**Branch off**

Branch of your subtopics with further detail.

E.g. Key terms, definitions, examples or descriptions.

Try not to fill the page with too much writing.

---

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4.



**Review**

Is the information on your mind map accurate?

**Green pen:** Do you need to add anything?

**Green pen:** Do you need to correct anything?

---

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5.



**Revisit it**

Use it to help you prioritise your revision; you can **RAG** rate it.

Use it to help you summarise the topic, or use your mind map to teach someone else a topic.

### Knowledge Group 1: Cubist Portrait

1	<b>Simplify</b>	Make something less complex and complicated,
2	<b>Geometric Shapes</b>	Shapes that are precise and regular, like squares, rectangles, and triangles.
3	<b>Abstract shapes</b>	Unusual shapes arranged in a manner that's pleasing to the eye.
4	<b>Viewpoint</b>	The position from where you view your subject.
5	<b>Parallel lines</b>	Lines on a plane that never meet. They are always the same distance apart.

### Knowledge Group 2: Graphite Transfer

1	<b>Graphite transfer</b>	Transfer process where the back of an image is covered in graphite before being fastened on top of a surface. The front of the image is then lightly traced resulting in a faint image transferred underneath.
2	<b>Silhouette</b>	The dark shape and outline of someone or something visible in restricted light against a brighter background.

### Key Vocabulary

1	<b>Reduction Print</b>	A type of print created by carving away progressively more from a single printing block to build up a multi-coloured image layer by layer.
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### 3. Artists/Movements/Genres

1	<b>Cubist movement</b>	An artistic approach invented in around 1907–08 by artists Pablo Picasso and Georges Braque.
2	<b>Pablo Picasso</b>	Spanish painter, sculptor, printmaker and ceramicist who is known for co-founding the Cubist movement.
3	<b>Georges Braque</b>	A major 20th-century French painter, collagist, draughtsman, printmaker and sculptor.

Data Types	
Data Type	Characteristics
<b>Integer (INT)</b>	A whole number
<b>Real/Float (FLOAT)</b>	A number with a fractional part
<b>Boolean (BOOL)</b>	Can take two values, TRUE or FALSE
<b>Character (CHAR)</b>	A single letter, number or symbol
<b>String (STR)</b>	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	Read & Read Number
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.	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	
<b>Algorithm</b>	An algorithm is a set of step by step rules or instructions to be followed in order to solve a problem.
<b>Program</b>	A computer program is a set of instructions that can be executed by a computer to perform a specific task.
<b>Variable</b>	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.
<b>Constant</b>	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.
<b>Sequence</b>	Sequencing is the specific order in which instructions are performed in an algorithm.
<b>Selection</b>	Selection is a decision or question. Selection allows us to include more than one path through an algorithm.
<b>Iteration</b>	Iteration is the process of looping or repeating sections of a program.

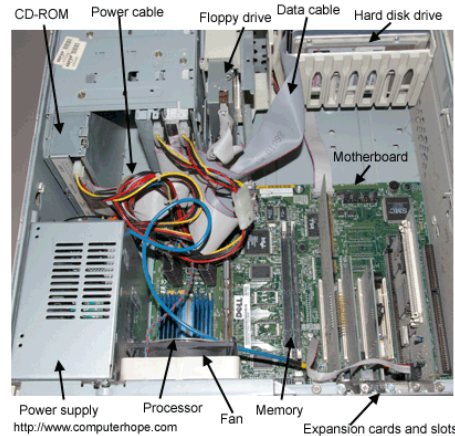
**Input and Output Devices**

1	Input Devices	Input devices, like a keyboard, allow us to put raw data in a computer which it processes to produce outputs.
2	Output Devices	An output device is a piece of computer hardware that receives data from a computer and then translates that data into another form, for example a printer and speakers.

**Storage Devices**

1	Magnetic devices, such as hard disk drives, use magnetic fields to magnetise tiny individual sections of a metal spinning disk.
2	Solid state technology is used in storage media such as solid state drives (SSD) and USB flash drives. The technology is called solid state as it does not have any moving parts.
3	Optical devices such as CDs, DVDs and Blu-ray discs use a laser to scan the surface of a spinning disc made from metal and plastic.

**Inside the Computer**



Research the components above and find out their main functions..








**Logic Gates**

1	Logic gates have one or two inputs that can be turned on or off, the output from the gate will vary depending on the type of logic gate						
	<table border="1"> <tr> <td>OR – either input is turned on</td> <td></td> </tr> <tr> <td>AND – both inputs turned on</td> <td></td> </tr> <tr> <td>NOT – output is the opposite</td> <td></td> </tr> </table>	OR – either input is turned on		AND – both inputs turned on		NOT – output is the opposite	
OR – either input is turned on							
AND – both inputs turned on							
NOT – output is the opposite							

**Key Vocabulary**

1	Hardware	Hardware is the physical components of a computer system. For example a mouse, monitor, keyboard are all examples of hardware.
2	Software	Software is a set of instructions or a collection of programming code that perform some task on a computer system.
4	Cache Memory	Cache memory is a type of very fast memory situated on or very close to the CPU. It is used to temporarily hold instructions and data the CPU is likely to reuse.

**1. Process; Tools & Equipment**

1	<b>Coping Saw</b> 	Hand held tool used to cut intricate shapes in woodworking
2	<b>Tenon Saw</b> 	Used to <b>cut</b> straight lines in wood, but not deep cuts due to the 'back' on the top of the blade.
3	<b>Hegner Saw</b> 	A piece of machinery used to cut intricate curves and joints
4	<b>Try Square</b> 	Used to check and mark right angles in constructional work
5	<b>File</b> 	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	<b>Steel Rule</b> 	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	<b>Bandfacer</b> 	A vertical bandfacer used for sanding, finishing & finishing 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	<b>Pine</b>	Furniture
2	<b>Spruce</b>	Roofing
3	<b>Cedar</b>	Cladding
4	<b>Fir</b>	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	<b>Medium Density Fibreboard (MDF)</b>	Wood particles are combining with glue, and formed into panels by applying high temperature and pressure.
2	<b>Plywood</b>	Consists of two or more layers of wood glued and pressed together with the direction of the grain alternating.
5	<b>Chipboard</b>	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	<b>Thermoplastics</b>	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	<b>Thermosetting plastics</b>	A thermosetting plastic (AKA a Thermoset) is a plastic that once moulded <b>CANNOT</b> be reheated and reshaped. Examples include; Urea Formaldehyde and Epoxy Resin

**5. Process; CAD/CAM**

1	<b>Laser Cutter</b> 	Works by directing the output of a high-power <b>laser</b> through lenses onto a material. Typically woods or plastics
2	<b>Computer-aided Design (CAD)</b>	The use of computers to aid in the creation or modification of a design idea. 2D Design / SketchUp.
3	<b>Computer Aided Manufacturing (CAM)</b>	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	<b>Al dente</b>	How pasta should be cooked – texture should be soft with bite.
2	<b>Seasoning: Herbs + Spices</b>	Herbs are generally green and spices are generally orange/brown. They are used to flavour and season food
3	<b>Root and Shoot method</b>	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	<b>Reduction method</b>	Heating a sauce to evaporate some of the liquid to make in thicker and more intense flavour
5	<b>Marinating</b>	To flavour and tenderise meat by leaving food to soak in a sauce, acid, spices .
6	<b>Kneading</b>	Massage/work/squeeze dough. In bread it is to stretch gluten strands
7	<b>Proving</b>	Leaving bread to rest to allow the yeast to ferment.
8	<b>Portion control</b>	Ensuring each item is the same size
9	<b>Batter</b>	Muffin batter is different to cake batter as it should not be over mixed as it causes a tough texture
10	<b>Roux/all in one</b>	Methods of making a white sauce.
11	<b>Gelatinisation</b>	The process of thickening a liquid using starch.
12	<b>Simmer</b>	Temperature just below boiling point

## 2. Nutrition

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




## Key Vocabulary

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



## 3. Food safety systems

1	<b>Check for readiness</b>	Independently checking if the Correct colour/texture and if cooked the internal temperature must be 75°c or above.
2	<b>Cross contamination</b>	When bacteria is transferred from one thing to another
3	<b>Key temperatures</b>	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	<b>Temperature probe</b>	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	<b>High/low risk foods</b>	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	<b>Safe storage</b>	It is important to store food safety 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	<b>Food Waste/ Upcycling</b>	Using leftovers to create a new meal



**1. Tools & equipment**

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

**2. Sewing Machine Components:**

1	<b>Stitch Selector Buttons</b> 	Changes the style of the stitches. 1 is straight stitch, 2 is zig zag stitch.
2	<b>Dogs teeth/feed dogs</b> 	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 fabric onto another with zig zag stitch around 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	<b>Cotton</b>	A natural fibre that comes from a cotton plant
2	<b>Synthetic fibre</b>	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	<b>Access FM</b>	An Acronym used to analyse products and the work of Artists
2	<b>Aesthetics</b>	How the product looks
3	<b>Cost</b>	The cost of the product
4	<b>Customer</b>	Who it is intended for
5	<b>Environment</b>	Is it environmentally friendly?
6	<b>Safety</b>	Is it safe?
7	<b>Size</b>	Is it a suitable size?
8	<b>Function</b>	Does it do the job it was intended for?
9	<b>Materials</b>	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**

<b>BANKSY</b>	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.
<b>VILLASANA</b>	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.
<b>HARING</b>	Keith Haring was an American artist whose pop art and graffiti work grew from New York City street culture of the 80s. Harings 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 Vocabulary		
1	<b>Choreography</b>	The sequence of steps and movements in a dance routine
2	<b>Choreographer</b>	The person / people who plan, create and teach the sequence of movements.
3	<b>Actions</b>	The individual movements in a dance. The 5 key dance actions are Jump, Turn, Travel, Gesture, Balance

Choreographic Devices : Ways in which a choreographer makes the movement created look more interesting		
1	<b>Levels</b>	Using different areas of space (high, middle, low)
2	<b>Directions</b>	Facing and travelling different ways when performing movements.
3	<b>Formations</b>	Where the dancer stand on stage in relation to others on stage – Creates a pattern
4	<b>Canon</b>	Group of dancers performing a movement one after the other, similar to Mexican wave
5	<b>Unison</b>	Group of dancers performing movement at exactly the same time
6	<b>Mirroring</b>	Performing the same movement but facing the opposite direction or using the opposite side of your body to your partner.
7	<b>Fragmentation</b>	Chopping up a sequence of movement that has already been created and putting it back together in a different order.
8	<b>Retrograde</b>	Performing a sequence of movement in reverse

**Contextual Links:**  
 Thriller dance (Michael Jackson): <https://www.youtube.com/watch?v=4V90AmXnguw>  
 You Can't Stop the Beat dance (Hairspray): [https://www.youtube.com/watch?v=9Vfw5pD3Z\\_8&t=51s](https://www.youtube.com/watch?v=9Vfw5pD3Z_8&t=51s)  
 Horizon dance (MC dance company): [https://www.youtube.com/watch?v=-va6jtz\\_5Ll](https://www.youtube.com/watch?v=-va6jtz_5Ll)

DANCE PERFORMANCE SKILLS - DREAMS			
1.	<b>D</b>	<b>DYNAMICS</b>	How the movement is performed e.g. sharp, soft, heavy and having a variation to suit the dance.
2.	<b>R</b>	<b>RHYTHM AND TIMING</b>	Picking out beats in music / Performing movements at the correct time as beat suggests or as other dancers are moving. "Being in time"
3.	<b>E</b>	<b>EXECUTION AND COMMITMENT</b>	Making sure you finish off all your movements fully and fully immerse yourself into the mood and your character when performing.
4.	<b>A</b>	<b>AWARENESS OF SPACE</b>	Having an awareness (knowing) of where other dancers are in relation to you , maintain formation and knowing the correct pathways to transition from one formation to another. Having An awareness (knowing) of set and props on stage. Important to prevent collisions.
5.	<b>M</b>	<b>MOVEMENT MEMORY</b>	Being able to remember the movements choreographed without thinking or stalling.
6.	<b>S</b>	<b>STAMINA</b>	Ability to keep going with high energy throughout rehearsal / performance without sowing fatigue.

Dance Styles			
1	<b>Jazz (Influenced all three dances)</b>	A fun, energetic dance style that mixes African and European dance steps. It became popular in the 1930s and often uses big, bold movements.	
2	<b>Hip-Hop (Influenced 'Thriller')</b>	A street dance style that started in the Bronx in the 1970s. It includes moves like breaking, b-boying, and popping and locking.	
3	<b>1960s Dance (Influenced 'You Can't Stop the Beat')</b>	A collection of simple, upbeat dances from the 1960s, such as The Twist and The Pony. This dancing became a way to escape stress, feel free, and join in with the youth culture of the time.	
4	<b>Musical Theatre (Influenced 'You Can't Stop the Beat')</b>	A dance style that mixes jazz, tap, and ballet. It is expressive, dramatic, and often combined with singing to help tell a story.	
5	<b>Contemporary (Influenced 'Horizon').</b>	A modern, expressive style that grew out of ballet. It uses fluid movements to show emotion and tell stories.	
6	<b>Ballet (Influenced 'Horizon')</b>	A formal, graceful dance style that began in Italy around the 1500s. Ballet focuses on precise movements and is often used to tell stories through dance.	

## Key Techniques

1	<b>Pathetic Fallacy</b>	When human emotions or the mood of the story are reflected through the weather or the natural world.
2	<b>Juxtaposition</b>	Placing two contrasting things or ideas close to one another in order to draw attention to the difference for effect
3	<b>Semantic Field</b>	A group of word choices linked through similar meaning or theme
4	<b>Verbs</b>	An action (doing) word
5	<b>Adverbs</b>	A word to describe how an action is carried out
6	<b>Noun</b>	Name given to a person, place or 'thing'
7	<b>Adjectives</b>	A word to describe the noun
8	<b>Foreshadowing</b>	A warning, suggestion or indication of a future event
9	<b>Simile</b>	a figure of speech involving the comparison of one thing with another thing of a different kind but with similar traits using the words like or as
10	<b>Metaphor</b>	A figure of speech suggesting one thing is another thing of a different kind but with similar traits
11	<b>Personification</b>	A figure of speech giving human or animal traits to inanimate objects
12	<b>Focus shift</b>	Where the narrative focus changes e.g., from the external to the internal setting. The shift is generally accompanied by a paragraph break.

## Gothic Conventions

1	<b>Stormy weather</b>	5	<b>Intense emotions of fear and love</b>
2	<b>Supernatural creatures</b>	6	<b>Curses and prophecies</b>
3	<b>Uncanny events e.g. sounds and movements</b>	7	<b>Feeling of/literally being trapped</b>
4	<b>Gloomy, decaying, isolated setting</b>	8	<b>Death</b>

## Stock Characters

1	<b>Protagonist</b>	The main character
2	<b>Antagonist</b>	The character who directly opposes the protagonist. In horror, this is often a supernatural creature.
3	<b>Damsel in distress</b>	A young woman who needs rescuing often the protagonist's love interest.
4	<b>The Hag</b>	An evil old woman, often a witch

## Common Themes

1	<b>Good vs. Evil</b>	5	<b>Power</b>
2	<b>Courage</b>	6	<b>Death</b>
3	<b>Redemption</b>	7	<b>Religion</b>
4	<b>Love</b>	8	<b>Science</b>

## Key Vocabulary

1	<b>Supernatural</b>	Something with no scientific evidence to support its existence
2	<b>Psychological</b>	A person's mental and emotional state
3	<b>Tension/suspense</b>	Feeling excited, anxious or fearful about something you expect to happen
4	<b>Curse</b>	A hex or spell which is intended to cause harm or punishment
5	<b>Prophecy</b>	A supernatural prediction about what will happen in the future
6	<b>Sceptic/incredulous</b>	Someone who does not believe in the supernatural

## Cultural Function

1	<b>Social/moral lessons taught through cautionary tales.</b>
2	<b>Religious/cultural beliefs and how these contrast with the modern world e.g. scientific developments</b>
3	<b>Exploring psychological situations</b>
4	<b>Entertainment</b>

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**

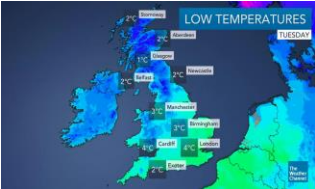
1	nouveau/elle	new
2	chouette	great
3	passionnant	exciting
4	effrayant	scary
5	gratuit	free
6	ennuyeux	boring
7	nul	rubbish
8	cher	expensive

**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.. Extreme weather- beast from the east**

1	<b>Extreme weather</b>	Extreme weather includes unexpected, unusual, unpredictable, severe or unseasonal weather.
2	<b>Beast from the east UK- 2018</b>	10 people died Up to 50cms of snow fell on high ground Rural (countryside) areas experienced temperature lows of up to -12°C schools were forced to close. and hundreds of flights were cancelled. There was a shortage of food in some supermarkets, Drifting snow led to the isolation of a number of villages



**B. Causes of climate change**

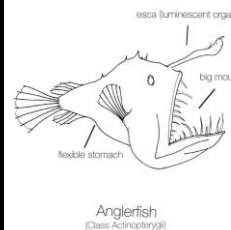
1	<b>Natural causes</b>	<b>Volcanic eruptions;</b> volcanoes release gases that contribute to the greenhouse effect. <b>Orbital changes;</b> the earth moves closer and further away from the sun. <b>solar flares;</b> flares from the sun increase temperature to the earth
2	<b>Human causes</b>	Deforestation, burning fossil fuels-increases the greenhouse effect.
3	<b>Consequences of climate change</b>	Sea level rise, loss of species, melting of ice caps, extreme weather.

**C. Ocean ecosystems**

1	<b>ecosystem</b>	An Ecosystem is a natural system made up of plants, animals and the natural environment in which they live. They rely on interaction between the living (Biotic) and non living (abiotic) environment.
2	<b>Ocean food chain</b>	

**D. Ocean adaptations**

1	<b>Angler fish</b>	Some examples of angler fish adaptations would be its colour, its ability to release mate attracting pheromones, and its glowing bulb used for catching food. The deep sea anglerfish has adapted in the way of <b>skin</b> colour to protect itself from <b>predators</b> as well as to disguise itself while trying to catch prey.
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**E. Threats to the ocean**

1	<b>Over fishing</b>	Overfishing is simply a situation where humans catch too much fish from the oceans (and also water bodies) in such massive quantities and fast pace than nature can naturally replenish. In other words, it is when we take out more fish than the fish can naturally replace. This leads to a degradation of our oceans, making it a non-sustainable use of the world's oceans
2	<b>Oil spills</b>	Oil spills are extremely damaging to the environment. The shiny substance that forms on the sea when oil is spilled causes many marine animals, like seabirds, sea otters, and killer whales, to get sick and die. Many marine plants are affected, as well
3	<b>Plastic in the ocean</b>	Plastic rubbish can be incredibly harmful to fish and other sea life. And, as they take a long time to degrade.

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. What were the long term causes of WWI?		
1	Militarism	<ol style="list-style-type: none"> <li>Many countries competed to have the strongest army.</li> <li>This led to an arms race between Britain and Germany</li> </ol>
2	Alliances	<ol style="list-style-type: none"> <li>There were two groups of allies in Europe</li> <li>The Triple Alliance linked Germany, Austria-Hungary and Italy.</li> <li>The Triple Entente linked France, Britain and Russia.</li> <li>These alliances meant bigger wars were more likely as countries would be pulled into help their allies</li> </ol>
3	Imperialism	<ol style="list-style-type: none"> <li>There was competition between countries to have the biggest empires</li> <li>It also led to more alliances to protect their empires from threats</li> </ol>
4	Nationalism	<ol style="list-style-type: none"> <li>Countries wanted to appear strong</li> <li>This fueled competition in the military and the empire's size</li> <li>This was especially true of newer nations like Germany and Italy</li> </ol>

2. What were the short term causes of WWI?		
1	Who was Archduke Ferdinand?	<ol style="list-style-type: none"> <li>He was the heir to the throne of Austria-Hungary</li> </ol>
2	What was the background to his assassination?	<ol style="list-style-type: none"> <li>In 1908, Austria-Hungary had taken over Bosnia. This angered many Bosnian people, who had wanted to join with Serbia.</li> <li>In 1914, a group was formed called the Black Hand. They were a group of Serbians wanted independence from Austria-Hungary</li> <li>They organised the assassination on 28<sup>th</sup> June 1914</li> </ol>
3	What happened after the assassination?	<ol style="list-style-type: none"> <li>Austria-Hungary's emperor was furious and this led to him declaring war on Serbia</li> <li>Germany supported Austria-Hungary and Russia supported Serbia</li> </ol>
4	What was the Schlieffen plan?	<ol style="list-style-type: none"> <li>In 1905 Germany had made a plan to attack France through Belgium</li> <li>After Russia joined Serbia, Germany tried to follow the Schlieffen plan</li> <li>This led to Britain joining the war to protect Belgium</li> </ol>

3. How were soldiers recruited?		
1	How were people encouraged to join?	<ol style="list-style-type: none"> <li>The government had to get people to join quickly as huge numbers of men were needed.</li> <li>They used propaganda to encourage men to join and fight for their country</li> <li>The government allowed Pals' Battalions to form, where people could go to war alongside people from their community.</li> </ol>
2	How was conscription introduced?	<ol style="list-style-type: none"> <li>By the end of 1915 it was clear that the army was not getting enough men</li> <li>In Jan 1916 the Military Service Act was passed. This forced all single men aged between 18 and 41 to join the army</li> <li>There were some exceptions like the medically unfit, clergymen, teachers and certain types of factory worker.</li> <li>A second Act passed in May 1916 included conscription for married men.</li> </ol>
3	What was a conscientious objector?	<ol style="list-style-type: none"> <li>They were men who refused to fight during WWI for religious, moral or political reasons.</li> <li>There were around 16,000 conscientious objectors in Britain</li> <li>In some cases they were given civilian jobs or non-fighting roles at the front.</li> <li>Some women would give a white feather to men who had not sign up to fight in the war. The white feather was a symbol of being a coward</li> </ol>

4. How was WWI fought?		
1	What was the fighting like?	<ol style="list-style-type: none"> <li>Men dug trenches to live in at the Front to act as shelter from the enemy and from artillery shelling.</li> <li>Tactics were simple and huge casualties on both sides resulted from direct attacks on fortified enemy trenches.</li> <li>Men fought on because to be called a 'coward' was seen as shameful.</li> <li>Soldiers that disobeyed orders or deserted their posts could be punished or even executed – for example Harry Farr</li> </ol>
2	What new weapons were used?	<ol style="list-style-type: none"> <li>Machine guns – could fire up to 600 bullets per minute. They were responsible for tens of thousands of deaths as soldiers tried to cross no man's land walking towards enemy trenches.</li> <li>Grenades - Soldiers would try to throw them into enemy trenches as they crossed no man's land to cause explosions.</li> <li>Gas - Several types of gas were used as a weapon e.g. Mustard gas and Chlorine gas</li> <li>Tanks - were used for the first time at the Battle of the Somme in France. They were slow, travelling at about five miles per hour, and quite unreliable but they were good at providing cover for soldiers in No Mans Land</li> <li>Planes - They could provide valuable information about the enemy, they would be used to shoot at targets on the ground. There was also some fighting in the planes.</li> </ol>
3	What were conditions like in the trenches?	<ol style="list-style-type: none"> <li>Conditions for ordinary soldiers were bad.</li> <li>Trenches were cold, wet, and full of rats and corpses causing disease – e.g. trench foot and trench fever</li> <li>Soldiers only got to sleep in the afternoon during daylight and at night for an hour at a time. During rest time they wrote letters and played card games.</li> <li>The horrible conditions and stress of battle often led to mental illness among soldiers, particularly 'shell shock'.</li> <li>Generals tended to be careless with the lives of men and many soldiers lost the will to fight and disobeyed orders.</li> </ol>

Key Words	Definitions
<b>Alliance</b>	When countries join forces or work together to achieve a certain goal
<b>Assassination</b>	An organised murder usually carried out for money or for political reasons.
<b>Conscientious Objector</b>	A person who refuses to serve in the armed forces for moral or religious reasons
<b>Conscription</b>	The requirement by law to join the armed forces
<b>Front Line</b>	The area where the armies are engaged in fighting
<b>Imperialism</b>	Competition between countries to have the strongest empire
<b>Militarism</b>	Competition between countries over the size and strength of armed forces.
<b>Nationalism</b>	A political aim to make the nation stronger and more independent
<b>No-man's land</b>	The area of land between two enemy trench systems
<b>Propaganda</b>	Information (which may be misleading) used to promote a point of view.
<b>Trench</b>	A deep, defended ditch dug for protection at the Front in WWI.
<b>Trench foot</b>	a medical condition caused by prolonged exposure of the feet to damp, unsanitary, and cold conditions

5. Who was involved in WWI?		
1	Who worked on the Front Line?	<ol style="list-style-type: none"> <li>The millions of soldiers who fought on the Western Front were supported by labourers and medical staff</li> <li>They did work like unloading ships, repairing roads and railways and digging trenches.</li> <li>They stayed on the Western Front when the war ended to clear mines, recover bodies, and fill in miles of trenches.</li> <li>By 1918, half of the UK's registered doctors were serving in the war, mostly on the Western Front. These doctors were supported by female nurses.</li> </ol>
2	Where did workers come from?	<ol style="list-style-type: none"> <li>From 1916, the British army recruited thousands of Chinese men to work as labourers. They became skilled mechanics</li> <li>In 1916 South Africa approved the formation of the South African Native Labour Corps (SANLC), a new group of men created due to a shortage of workers. They were involved in building roads and transporting supplies</li> </ol>
3	Who fought with Britain?	<ol style="list-style-type: none"> <li>As well as its traditional allies many Commonwealth countries such as India, Canada, Australia and New Zealand sent troops.</li> <li>There was also fighting in colonies around the world between soldiers from different empires aiming to gain land for their empire</li> </ol>
4	Who were the British West Indies Regiment?	<ol style="list-style-type: none"> <li>At first, the British war office had refused to accept soldiers from the British West Indies</li> <li>From 1915 onwards, this policy changed due to increasing war demands.</li> <li>Some volunteers from the Caribbean signed up for the chance of equality within the army.</li> <li>They often experienced racial discrimination from other soldiers and army authorities.</li> <li>The men of the BWIR were limited to the ranks of non-commissioned officer</li> </ol>
5	What did Sikh soldiers do for the war?	<ol style="list-style-type: none"> <li>More than 1 million Indian soldiers served in WWI as part of the British India Army</li> <li>More than 74,000 died in the conflict</li> <li>Many Sikh soldiers were skilled fighters and became skilled pilots</li> <li>British soldiers got four times as much pay as Sikh soldiers did.</li> <li>Sikh soldiers were often given British officers to lead them.</li> <li>Soldiers volunteered with the hope of gaining independence from the British Empire after the war</li> </ol>

6. What was it like on the Home Front?		
1	How was Britain damaged?	<ol style="list-style-type: none"> <li>The Germans flew zeppelins and bomber planes over the eastern parts of Britain</li> <li>Over 5000 bombs were dropped on Britain by the end of the war</li> <li>German battleships fired bombs at seaside towns like Scarborough and Whitby</li> </ol>
2	How did war affect supplies?	<ol style="list-style-type: none"> <li>German submarines and battleships sunk boats that brought supplies into the country</li> <li>The government introduced rationing to make sure there was enough food to go around</li> </ol>
3	What did women do in the war?	<ol style="list-style-type: none"> <li>As the men were away fighting on the Front Line, women started to do men's jobs</li> <li>Thousands of women worked in shipyards, weapons factories and in the police</li> <li>In 1915 the Women's Land Army was created to encourage women to work on farms</li> </ol>
4	Government control	<ol style="list-style-type: none"> <li>The Defence of the Realm Act gave the government power to do what ever it thought was necessary to win the war</li> <li>They could take over factories and houses, they could control what was published and said in newspapers</li> <li>Letters from the Front Line were censored so that people stayed positive about the war</li> </ol>

Key Words	Definitions
<b>Armistice</b>	A formal agreement of warring parties to stop fighting
<b>Home Front</b>	The civilian population and activities of a country that is at war
<b>Rationing</b>	Officially limiting the amount of items such as food allowed to each person during wartime
<b>Reparations</b>	Money paid by a country that has lost a war for the damage and injuries it has caused
<b>Remembrance</b>	The action of remembering something – this is marked on November 11 <sup>th</sup>
<b>Treaty</b>	A written agreement between two or more countries

7. How did WWI end?		
1	Why was armistice signed?	<ol style="list-style-type: none"> <li>In 1917, America joined the war for the Allies. They brought new weapons and soldiers.</li> <li>By 1918, Germany was close to running out of resources and its soldiers began mutinies.</li> <li>Kaiser Wilhelm, Germany's ruler, stepped down on 9th November 1918.</li> <li>On 11<sup>th</sup> November 1918 Germany surrendered, signing the Amistice.</li> </ol>
2	What was the impact of WWI?	<ol style="list-style-type: none"> <li>Millions of soldiers from all over the world were killed</li> <li>The war did terrible damage to the land on which it was fought – in France large areas of land were ruined and buildings, roads and forest land was destroyed</li> <li>Inspired by a poem written by John McCrae, an American teacher campaigned to make the poppy a symbol of remembrance for the dead</li> <li>In November 1919, a south African author and politician wrote to Britain's King George V suggesting a period of silence for the anniversary of the war</li> </ol>
3	What was the Treaty of Versailles?	<ol style="list-style-type: none"> <li>The leaders of the USA, Great Britain and France met in Versailles to decide what should happen next. Germany, Austria and Hungary were not invited.</li> <li>The agreement was called the Treaty of Versailles.</li> </ol>
4	What did the Treaty say?	<ol style="list-style-type: none"> <li>Germany had to accept total blame for starting the war.</li> <li>Germany could not join the new League of Nations, where countries worked together for peace.</li> <li>Some places Germany used to own, like Alsace-Lorraine, were taken from them.</li> <li>Germany were banned from having an army of more than 100,000 men and from having any submarines or an air force.</li> <li>Germany had to pay 132 billion gold marks in reparations to repair the damages of war</li> </ol>

**Algebra – Linear Graphs**

1	Plotting a linear graph	$y = 2x + 1$ 1) Complete a Table of Values. <table border="1"> <tr> <td>x</td> <td>-3</td> <td>-2</td> <td>-1</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>y</td> <td>-5</td> <td>-3</td> <td>-1</td> <td>1</td> <td>3</td> <td>5</td> <td>7</td> </tr> </table>	x	-3	-2	-1	0	1	2	3	y	-5	-3	-1	1	3	5	7
x	-3	-2	-1	0	1	2	3											
y	-5	-3	-1	1	3	5	7											
2	Equation of a line	$y = mx + c$ $m$ is gradient and $c$ is the $y$ intercept																
3	Finding the Gradient	<ul style="list-style-type: none"> <li>Change in <math>y</math></li> <li>Change in <math>x</math></li> <li><math>\frac{4}{2} = 2</math></li> </ul>																
4	Finding the equation of a line	<ul style="list-style-type: none"> <li>Gradient is 3</li> <li>Y intercept is 1</li> <li>Equation of the line: <math>y = 3x + 1</math></li> </ul>																

**Geometry – Properties and Surface area**

1	Properties of shapes	<table border="1"> <thead> <tr> <th rowspan="2">Name</th> <th colspan="2">Surfaces</th> <th colspan="2">Edges</th> <th rowspan="2">Corners</th> <th rowspan="2">Picture</th> </tr> <tr> <th>Flat</th> <th>Curved</th> <th>Flat</th> <th>Curved</th> </tr> </thead> <tbody> <tr> <td>sphere</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> <td></td> </tr> <tr> <td>cube</td> <td>6</td> <td>0</td> <td>12</td> <td>0</td> <td>8</td> <td></td> </tr> <tr> <td>cuboid</td> <td>6</td> <td>0</td> <td>12</td> <td>0</td> <td>8</td> <td></td> </tr> <tr> <td>cone</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td></td> </tr> <tr> <td>cylinder</td> <td>2</td> <td>1</td> <td>0</td> <td>2</td> <td>0</td> <td></td> </tr> <tr> <td>square-based pyramid</td> <td>5</td> <td>0</td> <td>8</td> <td>0</td> <td>5</td> <td></td> </tr> </tbody> </table>	Name	Surfaces		Edges		Corners	Picture	Flat	Curved	Flat	Curved	sphere	0	1	0	0	0		cube	6	0	12	0	8		cuboid	6	0	12	0	8		cone	1	1	0	1	0		cylinder	2	1	0	2	0		square-based pyramid	5	0	8	0	5	
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2.	Plans and elevations																																																						

**Probability**

1	Calculating Probability	$\frac{\text{number of } \textit{successful} \textit{ outcomes}}{\text{number of } \textit{possible} \textit{ outcomes}}$																		
2	Relative Frequency	<table border="1"> <thead> <tr> <th>Color</th> <th>Frequency</th> <th>Relative Frequency</th> </tr> </thead> <tbody> <tr> <td>Purple</td> <td>7</td> <td><math>7/20 = 35\%</math></td> </tr> <tr> <td>Blue</td> <td>3</td> <td><math>3/20 = 15\%</math></td> </tr> <tr> <td>Pink</td> <td>5</td> <td><math>5/20 = 25\%</math></td> </tr> <tr> <td>Orange</td> <td>5</td> <td><math>5/20 = 25\%</math></td> </tr> <tr> <td>Total</td> <td>20</td> <td><math>20/20 = 100\%</math></td> </tr> </tbody> </table>	Color	Frequency	Relative Frequency	Purple	7	$7/20 = 35\%$	Blue	3	$3/20 = 15\%$	Pink	5	$5/20 = 25\%$	Orange	5	$5/20 = 25\%$	Total	20	$20/20 = 100\%$
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**Key Vocabulary**

1	Prism	A 3D shape with two parallel bases joined by quadrilaterals.
2	2D Shape	Having height and width only
3	3D Shape	Having Length, width and height
4	Probability	The extent to how likely something is to occur.

1. Latin American styles

1	<b>Latin America</b>	Countries of central and southern America influenced by the slave trade.
2	<b>Tango</b>	A style of dance and music from Argentina. Developed in the poorer suburbs of Buenos Aires.
3	<b>Samba</b>	A style of dance and music from Brazil. Features percussion heavily. Translates as to pray, call up spirits or to cry and complain.
4	<b>Mambo</b>	A style of dance and music from Cuba.
5	<b>Rumba</b>	A style of dance and music from Cuba.
6	<b>Bolero</b>	A style of dance and music from Cuba.
7	<b>Merengue</b>	A style of dance and music from the Dominican Republic.
8	<b>Salsa</b>	A style of dance and music from Puerto Rico

2. Samba instruments.

1	<b>Bandoneon</b>	An accordion used in tango
2	<b>Violin</b>	A string instrument used in many styles, especially in tango.
3	<b>Piano</b>	An instrument used in lots of styles, particularly the tango.
4	<b>Agogo</b>	A double headed cowbell.
5	<b>Apito</b>	A whistle, played by the leader to tell people when to change sections.
6	<b>Reco-reco</b>	A scraper that plays with the shaker.
7	<b>Repenique</b>	A double headed drum often used to play the solo call.
8	<b>Surdo</b>	The bass drums that keep the samba in time.
9	<b>Tambourin</b>	A small headed drum that plays complicated rhythms.
10	<b>Triangle</b>	A metal triangle played by a metal rod, often used in smaller groups.
11	<b>Berimbau</b>	A bowed instrument used in Samba.

3. Key Vocab - Musical elements

1	<b>Melody</b>	The main tune, played on instruments or sung.
2	<b>Chords</b>	Two or more notes played at once.
3	<b>Triad</b>	A chord with 3 notes in.
4	<b>Bass line</b>	The lowest part in music, provides the harmonic structure of the music.
5	<b>Dotted rhythms</b>	Making some notes half as long by adding dots after the notes. This is really important in the bass line of the tango.
6	<b>Chord sequence</b>	A pattern of chords used in music.
7	<b>Syncopation</b>	A rhythmic effect where the music lands on the off beat.
8	<b>Staccato</b>	Short detached notes.
9	<b>Dynamics</b>	The volume of the music
10	<b>Texture</b>	How the instruments are combined, for example monophonic, homophonic, melody and accompaniment.
11	<b>Polyrhythms</b>	A group of musicians playing lots of different rhythms at the same time.
12	<b>Tempo</b>	The speed of the music.
13	<b>Call and response</b>	A leader plays a short solo call and the rest of the musicians reply with a set rhythm.
14	<b>Solo</b>	One person plays on their own.
15	<b>Flats (b)</b>	Signs used to make a note a semitone lower.
16	<b>Sharps (#)</b>	Signs used to make a note a semitone higher.

**Hindu Beliefs**

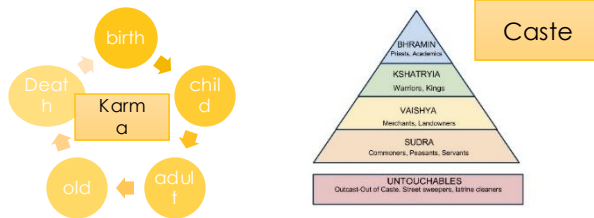
1	<b>Why is it monotheist?</b>	Brahman is the one, ultimate God
2	<b>Why is it polytheist?</b>	Brahman can appear as many deities
3	<b>What is the Trimurti?</b>	Brahma (creator), Vishnu (sustainer) Shiva (destroyer)
4	<b>Who is Shiva?</b>	Shiva shows the importance of endings and change in life
5	<b>What is the Ramayana?</b>	Epic Indian poem about Rama and Sita in exile
6	<b>Who is Rama?</b>	Avatar of Vishnu who is a prince and fulfils his dharma
7	<b>What is the moral?</b>	Good defeats evil and everyone must follow dharma.

**Hindu Worship**

1	<b>What is puja?</b>	Hindu worship; involving candles, fruit and murti (image)
2	<b>What is a mandir?</b>	A Hindu temple where they perform puja
3	<b>Which deity?</b>	Each Hindu family will have a favourite deity to worship
4	<b>What is in a shrine?</b>	An image of a deity, diva candles, and offerings

**Life and Death**

1	<b>What do Hindus believe?</b>	The soul is repeatedly reborn in new bodies
2	<b>What is karma? (see below)</b>	Good or bad energy that affects rebirth
3	<b>What is moksha?</b>	The soul escapes rebirth to enter peace
4	<b>Why cremation?</b>	Bodies are burnt to let the soul escape
5	<b>Why are ashes put in a river?</b>	Rivers flow like life and death.



**Peace and Conflict**

1	<b>What is the caste system?</b>	Indian social order of status (see above)
2	<b>Who was Gandhi?</b>	A peaceful protestor who showed ahimsa
3	<b>What is the warrior caste?</b>	Those with a duty to protect others
4	<b>Why are Hindus peaceful?</b>	Brahman created all life to be sacred

**Key Word**

**Definitions**

<b>Ahimsa</b>	Non violence
<b>Bhagavad Gita</b>	Hindu holy book
<b>Brahma</b>	The creator God
<b>Brahman</b>	The one God
<b>Caste</b>	Social groupings in India
<b>Cremation</b>	Burning a dead body
<b>Deity</b>	god or goddess
<b>Dharma/dhamma</b>	Duty or responsibility
<b>Karma</b>	Energy that affects rebirth
<b>Mandir</b>	Hindu temple
<b>Moksha</b>	Blissful freedom from the cycle of rebirth
<b>Monotheism</b>	Belief in one God
<b>Pacifist</b>	Practice non-violence
<b>Pilgrimage</b>	Religious journey
<b>Polytheism</b>	Belief in many gods
<b>Puja</b>	Hindu worship
<b>Shiva</b>	Destroyer god
<b>Shrine</b>	A sacred site dedicated to a god or goddess
<b>Vishnu</b>	Sustainer god

*Hinduism is the oldest of the 'Sacred Six' religions and originates from India. There are approximately 1.1 billion Hindus in the world.*

## Key Questions – food webs and adaptations

<b>What do the arrows show in a food chain</b>	The flow of energy
<b>Why do organisms eat each other?</b>	To get nutrients and energy
<b>Where do producers get their energy from?</b>	The sun
<b>What is a consumer?</b>	An organism that eats another organism.
<b>What is bioaccumulation?</b>	How toxic materials can build up in a food chain.
<b>What is interdependence?</b>	How organisms depend on each other for survival.
<b>What is a predator?</b>	An organism that eats other animals
<b>What is prey?</b>	An organism that is eaten by other animals
<b>What is a carnivore?</b>	An animal that eats other animals
<b>What is a herbivore?</b>	An animal that eats plants
<b>What is an omnivore?</b>	An animal that eats plants and animals
<b>What is a producer?</b>	A green plant which produces its own food.
<b>What is the population of an organism?</b>	The number of that organism in a particular area.
<b>What is an adaptation?</b>	A way in which an organism suits its environment?

### Adaptations of a polar bear



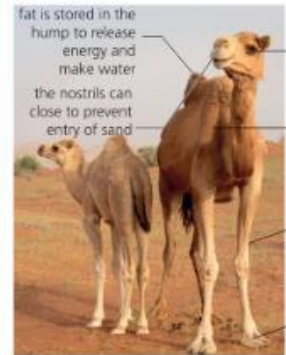
thick white fur for insulation and camouflage, a thick layer of fat under the skin keeps them warm  
soles of the feet are large and hairy so they can walk on ice

### Adaptations of a cactus



spines, rather than leaves, reduce water loss and deter herbivores from eating the plant  
swollen stem can store water  
a thick waxy covering reduces the evaporation of water from the plant  
a widespread root system just under the surface of the ground absorbs water quickly if it rains

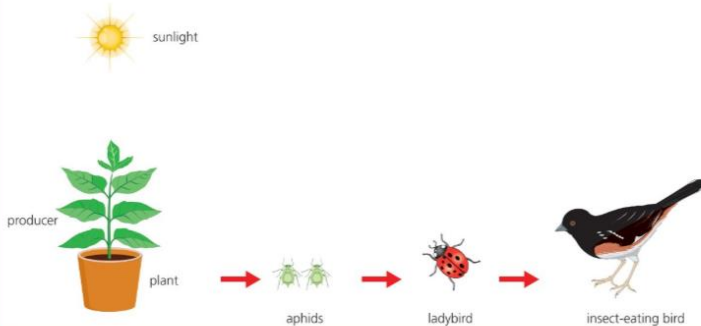
### Adaptations of a camel



fat is stored in the hump to release energy and make water  
the nostrils can close to prevent entry of sand

long, bushy eyelashes prevent sand getting into the eyes during a sandstorm  
short hair keeps the camel warm at night but stops it overheating in the day  
thin legs increase surface area and help the camel stay cool  
large feet stop the camel sinking into the sand, making it easier to walk long distances

### A food chain



## Key Questions – insect pollination and food security

<b>What happens during insect pollination?</b>	An insect carries pollen from one flower to another.
<b>What happens after pollination?</b>	The ovum is fertilised by the pollen and grows a fruit or seed.
<b>What factors are causing bee numbers to drop?</b>	Use of pesticides and loss of habitat.
<b>What happens if the number of bees decline?</b>	If the number of bees decline the number of plants that are pollinated will reduce.
<b>What is food security?</b>	The ability of all people to have enough food all the time.
<b>What is a pesticide?</b>	A chemical that kills crop-eating insects.
<b>What three ways can help increase bee numbers?</b>	Do not spray pesticides Plant more flowers Let grass grow longer

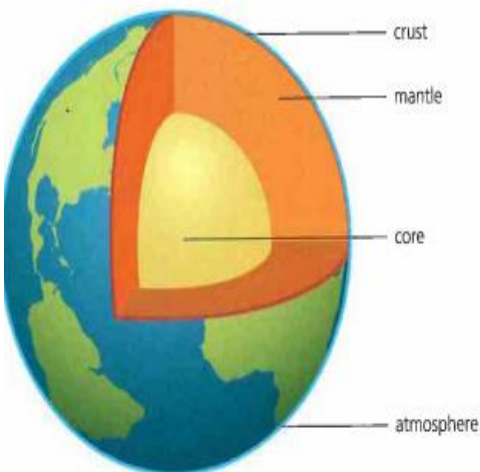
**Key Vocabulary**

1	<b>Atmosphere</b>	A thin layer of gases around the outside of the Earth
2	<b>Weathering</b>	A way in which rocks are physically broken into small pieces
3	<b>Respiration</b>	Process which releases carbon dioxide into the atmosphere
4	<b>Recycling</b>	Turning waste products into new/different products
5	<b>Fossils</b>	Skeletons and shells of dead creatures trapped in sediment

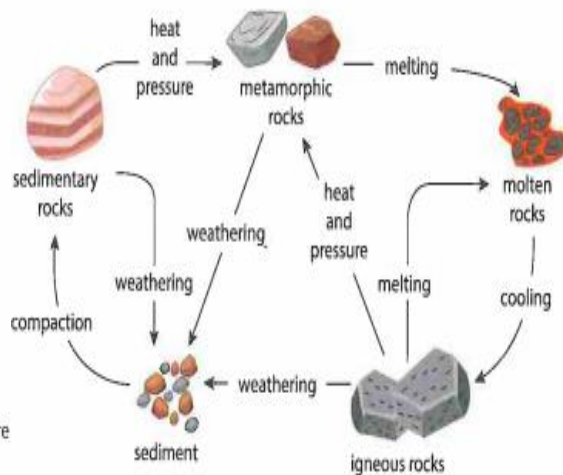
**Question & Answer**

1	<b>What are the different layers of the Earth's structure called?</b>	Core, mantle, crust, and atmosphere
2	<b>What are the 3 types of rock?</b>	Igneous, sedimentary and metamorphic
3	<b>Which gases make up most of the Earth's atmosphere?</b>	Nitrogen, oxygen and argon
4	<b>Which biological process removes carbon dioxide from the atmosphere?</b>	Photosynthesis
5	<b>Name two green house gases?</b>	Carbon dioxide and methane

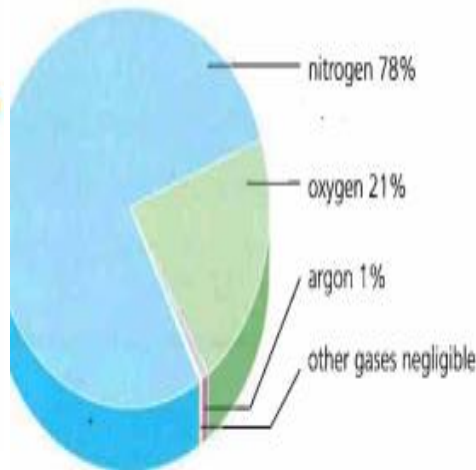
The structure of the Earth



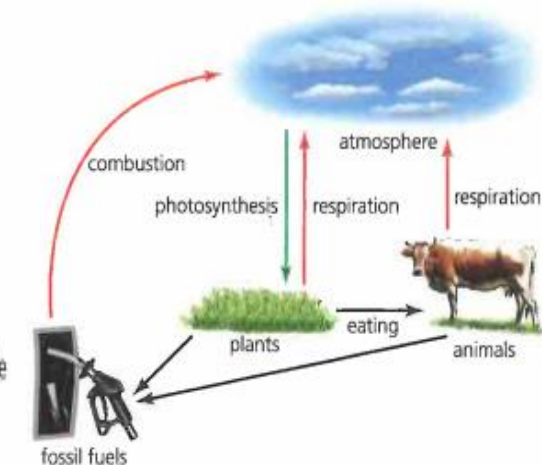
The rock cycle



Gases in the atmosphere



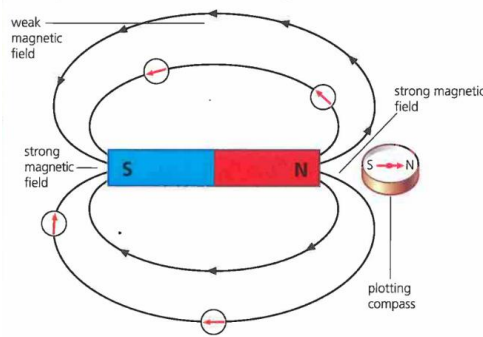
The carbon cycle



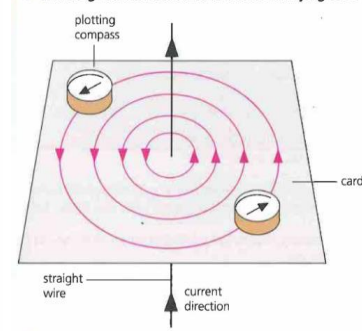
Key Vocabulary

1	<b>Attract</b>	When a force brings two objects closer together
2	<b>Repel</b>	When a force pushes two objects further apart
3	<b>Magnetic field</b>	Surrounds a permanent magnet
4	<b>North &amp; South pole</b>	The names of the ends of a magnet
5	<b>Iron, Nickel, cobalt</b>	Three magnetic chemical elements

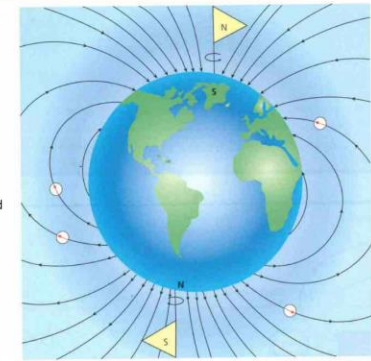
▼ Magnetic field lines around a bar magnet



▼ The magnetic field around a current-carrying wire



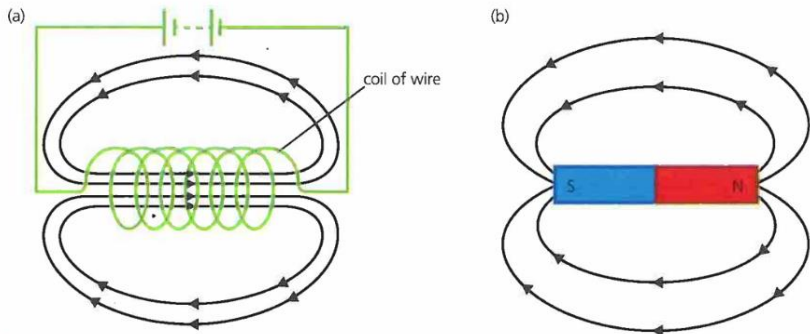
▼ The shape and direction of the magnetic field around the Earth



Question & Answer

1	<b>In which direction do the magnetic field lines go?</b>	From north to south
2	<b>What happens to the strength of a magnetic field as you go further from it?</b>	It gets weaker
3	<b>How can you find the direction of the magnetic field?</b>	Use a compass
4	<b>How can you find the shape of a magnetic field?</b>	Use a compass or sprinkle iron filings around it
5	<b>Which magnetic pole is at the arrowhead end of a compass?</b>	Magnetic north pole
6	<b>Which magnetic pole is at the geographic north pole?</b>	Magnetic south pole
7	<b>When does a wire have a magnetic field around it?</b>	When there is a current flowing through it
8	<b>How can you increase the strength of the magnetic field around an electromagnet?</b>	More turns on the coil, more current in the wire

▼ Comparing the magnetic field around (a) an electromagnet and (b) a permanent magnet



**The impact of roles in a family**

1	<b>Role of parents and carers</b>	<p>Providing food and clothing</p> <p>Providing a home for the family</p> <p>Choosing or providing an education for children</p> <p>Making sure children are safe and healthy</p> <p>Being a positive role model for younger family members</p> <p>Looking after children's wellbeing, including asking for help when needed</p>
2	<b>How parents and carers can affect future relationships</b>	<p>Teaches the child how to behave as a parent or carer in future</p> <p>Support the child in how to navigate friendships and relationships</p>
3	<b>Role of children</b>	<p>Helping with tasks and chores around the house</p> <p>Being a positive role model for siblings</p> <p>Being kind and respectful to family members</p> <p>Working hard at school and keeping a good school record</p>
4	<b>Role of other family members</b>	<p>Providing emotional support to family members</p> <p>Offering financial support or help if possible and if this is needed</p> <p>Being a positive role model for younger family members</p> <p>Helping to look after children when parents are not able to</p> <p>Helping out with day-to-day tasks, such as taking children to school or picking them up</p>

**Managing relationships: Safety**

1	<b>Features of a positive and healthy friendship</b>	<p>Are kind, considerate and respectful to each other.</p> <p>Are honest with each other.</p> <p>Listen to each other.</p> <p>Respect each others personal space, privacy and boundaries.</p> <p>Accept each other's differences</p>
2	<b>Healthy friendships</b>	<p>Make people feel happy, confident, safe and positive about themselves.</p>
3	<b>Behaviours in a healthy friendship</b>	<p>Spending time together</p> <p>Having lots in common</p> <p>Common sense of humour</p> <p>Having a good time</p> <p>Being open and honest</p> <p>Knowing each other's family and friends</p>
4	<b>What to do if you are unhappy in a friendship and relationship?</b>	<p>Speak to your friend, family or someone at school</p>

**Types of relationships: Stable relationships**

1	<b>How can stable relationships help</b>	<p>Support our mental health.</p> <p>Have someone who has shared interests with you.</p> <p>Less likely to experience feelings of isolation, memories memories.</p> <p>Support through both the good but also challenging times.</p> <p>Create a sense of belonging.</p>
2	<b>Types of families</b>	<p>Nuclear - traditional 'family' made up of parents and one or more children.</p> <p>Childless – two partners living together without children</p> <p>Single parent - one parent raising one or more children and/or in separate houses.</p> <p>Step/blended – two separate families merging into 1 unit.</p> <p>Extended – many family members living together in 1 house</p>
3	<b>Positive features of stable relationships</b>	<p>Mutual respect, constant encouragement, time for fun, protection, provision for needs, open communication, clear boundaries, communicated love.</p>

**Misogyny and Misandry**

1	<b>What is sexism</b>	<p>When a person is treated unfairly or judged based on their sex</p>
2	<b>How to challenge sexism</b>	<p>Be critical of the media, report it</p>
3	<b>How to protect yourself from sexism</b>	<p>Have high self-worth and develop this, have high expectations of yourself and others</p>

**Family planning: Adoption**

1	<b>What is adoption</b>	<p>Taking legal parental responsibility for the biological child of another person. It is a permanent arrangement.</p>
2	<b>Why are children adopted?</b>	<p>It's so children, who for many different reasons can't be looked after by their biological parents, can find a new family.</p>
3	<b>Non-traditional family types</b>	<p>Same-sex parents- people of the same sex raising children together. Children can be biological or adopted.</p>
4	<b>Why might someone adopt?</b>	<p>To Overcome Infertility</p> <p>To Protect Your Health</p> <p>Because You Love Caring For Children</p> <p>To Avoid Passing Down Genetic Disorders / Diseases</p> <p>To Help A Child In Need</p> <p>To Avoid Pregnancy Complications</p> <p>To Become Parents</p>
5	<b>What is foster care?</b>	<p>Foster care is when a child goes to live with another family for a while, because their family can't aren't able to look after them.</p>
6	<b>Who can adopt or foster?</b>	<p>People from all backgrounds can adopt, it doesn't matter if they are single or married, gay, straight or lesbian, disabled, male or female, have children already or not.</p> <p>They must be over the age of 21, be a non-smoker and have a spare bedroom. The most important thing is that the child is welcomed into a loving family that will care for them.</p>





