

June to July

# 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
- The Core 4 instructions
- Subject Knowledge Organisers

You will need an A4 application booklet.

### **HOMEWORK:**

- Your teacher will set subject specific tasks, with a deadline, on Class Charts.
- You must complete and hand in the work by the deadline

### **INDEPENDENT LEARNING EXPECTATIONS AND REWARDS:**

- You should complete 3 tasks throughout the week (20 minutes on each task)
- 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

<b>Subject</b>	<b>Page No.</b>
English	8
Maths	9
Computer Science	10
French	11-13
German	14
Geography	15
History	17-18
RE	19
Product Design	20
Design & technology: Food	21
Textiles	22
Performing Arts	23
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PSHCE	26

# 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

LOG IN

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

Date of birth

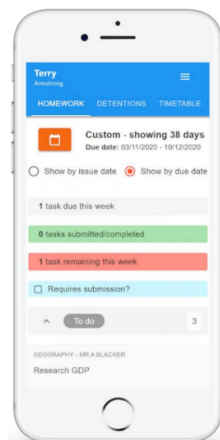
Please enter your date of birth below.

Date of Birth  
12/06/2009

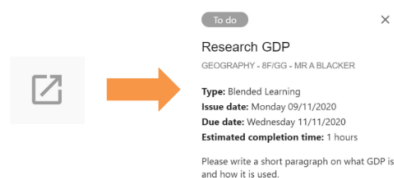
OK CANCEL

## 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.

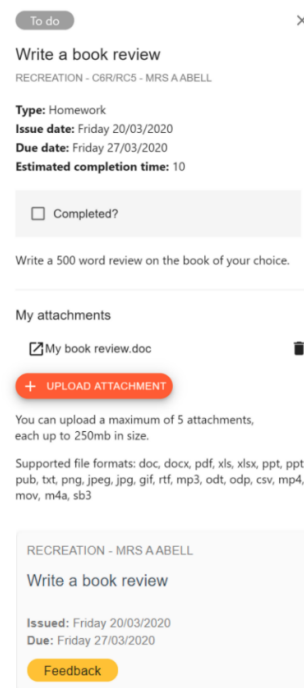
To do 3								
Homework	Teacher	Lesson	Issued	Due	Estimated time	Type	Feedback	
<input checked="" type="checkbox"/>	Research GDP	Mr A Blacker	8F/Gg	Monday 09/11/2020	Wednesday 11/11/2020	1 hours	Blended Learning	
<input checked="" type="checkbox"/>	Write a soliloquy	Mr J Kato	8y/En2	Tuesday 10/11/2020	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	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

## THE CORE FOUR




**Expectation this ½ term:** Choose any of the Core 4 strategies, and complete 3 over the week.


- Three tasks should be completed throughout the week, for approximately 20 minutes.
- All Core 4 tasks 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 (Flash Cards)		History: KG4 & 5 (Mind Map)		Drama: KG 1 & 3 (Self quizzing)
15/06/2026 (3 Tasks Complete)					
22/06/2026 ILB CHECK (6 Tasks Complete)					
29/06/2026 (9 Tasks Complete)					
06/07/2026 (12 Tasks Complete)					


# FLASH CARDS - INSTRUCTIONS

- 
**Identify knowledge**


What are you creating flashcards on?  
Look at one knowledge group at a time.

---
- 
**Design**


1 Question per flashcard.  
Making them clear and concise.  
No extended answer questions.

---
- 
**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.

---
- 
**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?

---
- 
**Review**


How have you performed when you look back at your answers?  
Which flashcards need to be repeated next time?

---


# SELF QUIZZING - INSTRUCTIONS

- 
**Identify knowledge**


Identify the subject and knowledge groups you are going to cover.  
Look at one knowledge group at a time.

---
- 
**Review**


Spend around 5 minutes reviewing the knowledge group you have chosen.  
Use this time to create questions if you need too.  
Read it to yourself  
Highlight keywords

---
- 
**Cover and answer**

Cover up your knowledge and answer the questions from memory.  
Take your time and where possible answer in full sentences.

---
- 
**Revisit**

Go back to the content and self-mark your answers in green pen.

---
- 
**Review**

Review the areas where there were gaps in knowledge, and self-quiz this area again.

---

## SELF-QUIZZING QUESTIONS

These are taken straight from a knowledge organiser. These are examples of questions in your KO that can help you with self quizzing.

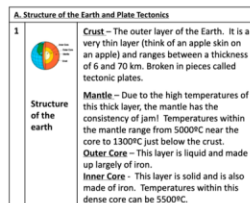
What is happiness?

What is gratitude?

What is vulnerability?

What is courage?

OR




Using your KO, you can create your own questions, such as:

- Structure of the Earth**
1. What is the Crust?
  2. What is the Mantle?
  3. What is the Outer Core?
  4. What is the Inner Core?


You can directly answer these questions in your application book.

# MIND MAPS - INSTRUCTIONS


- 
**Identify knowledge**

Select a topic you wish to cover.  
Decide which type of mind map you are creating


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

---
- 
**Topics & Subtopics**

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


---
- 
**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.

---
- 
**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?

---
- 
**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.

---

# BRAIN DUMPS- INSTRUCTIONS

- 
**Identify knowledge**

Select a topic you wish to cover.  
Do you have the resources you need?  
Knowledge organisers  
Textbooks  
Lesson materials

Set your page up and make sure you have the correct equipment

---
- 
**Write it down**

Write down everything you can remember about that topic. (with no prompts)  
Give yourself a maximum of 5 minutes. This is Quick recall.

---
- 
**Check it**

Once complete and you cannot remember any more use your knowledge organiser to check what you have written down.  
Use green pen to tick anything correct, or add any information you have missed.

---
- 
**Review**

**Use your brain dump to:**

  - 1 - Identify your strengths
  - 2 - Identify the areas you need to revise
  - 3 - Write down any key areas you missed
  - 4 - Address how you will move forward on points 2 and 3.

---
- 
**Revisit it**

Keep your brain dump safe and revisit it.  
Use your brain dump to RAG rate your knowledge organiser. This will help you prioritise your revision in the future.

---

## Conventions

1	<b>What person is travel writing in?</b>	Travel writing will be in the first person, from the writer's point of view.
2	<b>What tense is it written in?</b>	Because the writer is reporting on an experience that has already happened to them, travel writing will be in the past tense.
3	<b>What is conversational tone?</b>	In order to be appealing to the intended audience, travel writing is usually conversational in tone and not as formal as other newspaper articles.
4	<b>What is sensory detail?</b>	Travel writers often rely on the five senses – taste, touch, hearing, smell and sight – to evoke imagery for the reader.
5	<b>What is meant by tips and insights?</b>	One purpose of a travel writing article is to inform, so the writer will usually provide tips about and insights into travel/sightseeing/food/accommodation/local customs.
6	<b>How might humour be used?</b>	Another purpose of travel writing is to entertain, so often writers will include anecdotes about any mishaps/misunderstandings/tricky situations that the audience may find humorous.
7	<b>What is an itinerary?</b>	The writer will provide information about what they did each day, at what time, cost, where they ate/stayed.
8	<b>What is a headline?</b>	A memorable, catchy headline is essential in gaining the audience's attention.
9	<b>What is a subheading?</b>	Sometimes the writer will also include a subheading under the headline which summarises what the article will be about.
10	<b>What is meant by images?</b>	A travel writing article will include images so that the audience can visualise the writer's experiences
11 ∞	<b>What are captions?</b>	Images will have captions underneath them that explain what is in the image and who took the photograph.

## Sentence Structures

1	<b>What is a comma sandwich?</b>	Used to add detail: <i>I spent my last morning at one of Marrakech's most famous souk's, solo this time, so I could pick up some final bargains to take home.</i>
2	<b>What is a writer's aside?</b>	Used to address the audience. Adds personal tone and often humour. <i>But – and you might find this surprising – although I was isolated, I was at peace.</i>
3	<b>What is a semi-colon split?</b>	Helps maintain the pace of writing: <i>The sun dipped below the horizon; it cast a golden glow over the tranquil waters of the Mediterranean Sea.</i>
4	<b>What is a prepositional push off?</b>	Indicates location, time or direction: <i>Beneath the dark canopy of the forest, the world seemed so silent.</i>
5	<b>What is a past participle start?</b>	Helps focus attention on action: <i>Amazed, I watched the monks make their way towards me.</i>
6	<b>What is an adjective attack?</b>	Adds information to an object, person or place: <i>Expensive and overcooked, the fish and chips I ate in Blackpool left a lot to be desired.</i>
7	<b>What is an adverb snap?</b>	Focuses attention on how the events unfold: <i>Agonisingly, we waited for the sluggish hotel receptionist.</i>
8	<b>What is a simile start?</b>	Used to turn help the reader visualise a situation. Helps turn something abstract into something concrete: <i>Like we were dying of thirst, we drank in every moment.</i>

## Number – Negatives and Rounding

1	Ordering negative numbers	When using negative numbers, the further away you get from 0, the smaller the number is. eg. -300 is smaller than -2.						
2	Adding and subtracting negatives	+ - is the same as - (eg. $3 + - 5 = -2$ ) - - is the same as + (eg. $6 - - 4 = 10$ )						
3	Multiplying and dividing negatives	<table border="0"> <tr> <td>+ x - = -</td> <td>+ ÷ - = -</td> </tr> <tr> <td>- x + = -</td> <td>- ÷ + = -</td> </tr> <tr> <td>- x - = +</td> <td>- ÷ - = +</td> </tr> </table>	+ x - = -	+ ÷ - = -	- x + = -	- ÷ + = -	- x - = +	- ÷ - = +
+ x - = -	+ ÷ - = -							
- x + = -	- ÷ + = -							
- x - = +	- ÷ - = +							
4	Decimal Places	Rounding to decimal places gives instructions on how many numbers need to be left after the decimal. eg. rounding to 2 decimal places means there must be 2 numbers after the decimal.						
5	Estimation	To estimate, round each number in the calculation to 1 significant figure. eg. $2.1 \times 6.8$ , round to $2 \times 7 = 14$ .						

## Algebra – Expanding and Simplifying Expressions



1	Like terms	Terms with the same variable. eg. $4x$ and $5x$ are like terms. $6a$ and $3b$ are not.
2	Expand single brackets	To expand a bracket, <b>multiply</b> each term in the <b>bracket</b> by the expression <b>outside</b> the bracket. $3(x + 7) = 3x + 21$
3	Expand double brackets	Multiply each term in the second bracket by each term in the first. $(x + 7)(x + 2) = x^2 + 9x + 14$
4	Factorise linear expressions	The <b>reverse</b> of <b>expanding</b> . Factorising is writing an expression as a product of terms by ' <b>taking out</b> ' a <b>common factor</b> . $6x - 15 = 3(2x - 5)$ , where 3 is the common factor.

## Key Vocabulary

1	Negative	A number that is less than zero.
2	Significant Figure	The number of digits that are meaningful. eg. 5.623 has 4 significant figures. 0.615 has 3, because it starts with a zero.
3	Estimation	A value that is close enough to the right answer.
4	Symmetry	Where 2 or more parts of a shape area identical when reflected.
5	Congruent	Shapes that are the same size and have the same angles.
6	Expand	To <b>multiply</b> terms inside a bracket by the terms (or bracket) outside.
7	Factorise	The reverse of expanding. Use common factors to put brackets back into an expression.

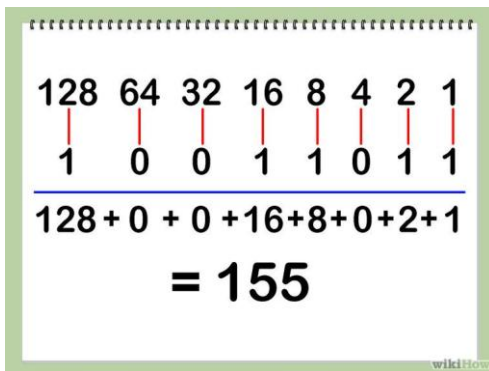
## Geometry and Measure – Draw Lines and Angles

1	Acute Angle	An angle less than $90^\circ$ .
---	-------------	---------------------------------

2	Obtuse Angle	An angle greater than $90^\circ$ and less than $180^\circ$ . 
3	Right Angle	An angle of $90^\circ$ . 

**Converting between Bases**

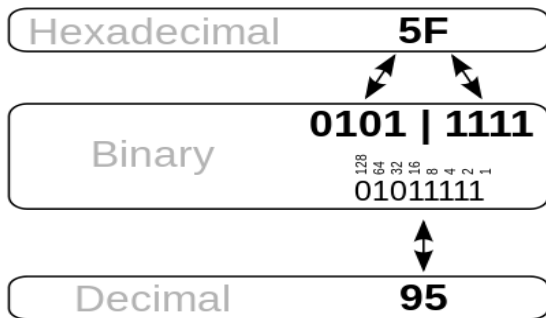
**Binary to Denary**



128 64 32 16 8 4 2 1  
1 0 0 1 1 0 1 1  
-----  
128 + 0 + 0 + 16 + 8 + 0 + 2 + 1  
= 155

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**

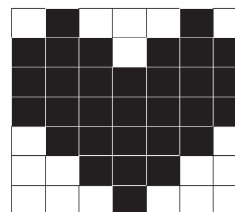
**ASCII**

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**

<b>Units of Data Storage</b>	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)
	Gigabyte (1000 megabytes)
	Terabyte (1000 gigabytes)
<b>Binary</b>	This numbering system only uses two digits: 0 which means off and 1 which means on.
<b>Denary</b>	This numbering system uses ten digits: 0-9.
<b>Hexadecimal</b>	This numbering system uses sixteen characters: 0-9 and the A-F. Hexadecimal numbers is easier for humans to remember and use.
<b>Character Set</b>	A set of characters which are each represented using a unique binary number.
<b>Overflow</b>	When adding binary numbers together if your answer results with more than 8 bits an overflow has occurred. e.g. 111101011

### Chemical Reactions

<b>Chemical Reactions</b>	A change in which atoms are rearranged to make new substances.
<b>Ways you know a chemical reaction has taken place</b>	<ul style="list-style-type: none"> <li>- Temp change</li> <li>- Light produced</li> <li>- Change of colour</li> <li>- Effervescence</li> <li>- Precipitation</li> </ul>
<b>Chemical/physical reactions</b>	<ul style="list-style-type: none"> <li>- Chemical reactions produce new substances are not easily reversed</li> <li>- Physical reactions don't produce new substances can be reversed.</li> </ul>

### Key Vocabulary

<b>Catalyst</b>	A substance that increases rate of reaction without being used up
<b>Decomposition</b>	Breaking down.
<b>Effervescence</b>	Bubbling caused by gas produced
<b>Precipitation</b>	Insoluble solid formed in a solution
<b>Enzyme</b>	Biological catalyst made of protein

### Thermal Decomposition

<b>Definition</b>	Reaction where the reactants are broken down using heat.
<b>General Equation</b>	Metal carbonate $\rightarrow$ metal oxide + carbon dioxide.

### Combustion

<b>Definition</b>	The burning of fuel in oxygen.
<b>General Equation</b>	Fuel + Oxygen $\rightarrow$ Carbon Dioxide + Water.
<b>Word equation</b>	Methane + oxygen $\rightarrow$ Carbon Dioxide + Water.
<b>Energy Transfer</b>	Chemical energy is transferred to the surroundings as heat and light.

### Oxidation

<b>Definition</b>	Where an element is chemically combined with oxygen
<b>General equation</b>	Metal + oxygen $\rightarrow$ metal oxide
<b>Word equation</b>	Magnesium + oxygen $\rightarrow$ magnesium oxide

### Displacement reactions

<b>Definition</b>	Where a more reactive element displaces a less reactive element from its compound
<b>General equation</b>	Element 1 oxide + Element 2 $\rightarrow$ Element 2 oxide + Element 1
<b>Word equation</b>	Copper oxide + magnesium $\rightarrow$ magnesium oxide + copper

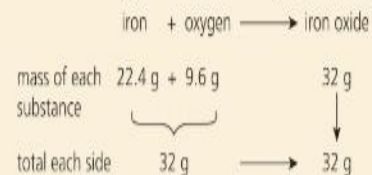
### Conservation of Mass

<b>Law of Mass Conservation</b>	Mass of all reactants equals to mass of all products
<b>Balanced Symbol Equations</b>	An equation where there are the same number and type of atoms on each side

### Calculating mass

1 22.4 g of iron reacts with 9.6 g of oxygen gas. Calculate the mass of iron oxide produced.

▼ Calculating the mass of a single product from the masses of reactants



### Acids and alkalis

Solution	pH range	Common lab acid and alkalis
Acid	Below 7	Hydrochloric acid (HCL) Sulfuric acid (H <sub>2</sub> SO <sub>4</sub> ) Nitric acid (HNO <sub>3</sub> )
Alkali	Above 7	Sodium hydroxide
Neutral	7	Water

### Reactions of metals

Reactants	Products
Metal + acid	Salt + hydrogen
Metal + water	Metal hydroxide + Hydrogen

### Naming salts

Acid	Name of salt
Hydrochloric acid	Chloride
Sulfuric acid	Sulfate
Nitric acid	Nitrate

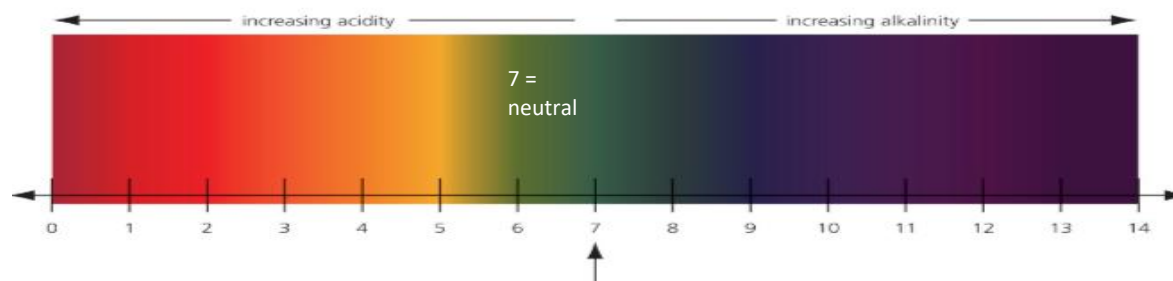
### Testing for gases

Testing for gases	Positive result
Carbon Dioxide	Bubble the gas through limewater; carbon dioxide turns limewater cloudy
Hydrogen	A lit splint produces a squeaky pop

### Neutralisation reactions

<b>Definition</b>	The reaction between an acid and a base
<b>General equation</b>	Acid + base → salt + water
<b>Specific example</b>	Magnesium + hydrochloric acid → magnesium chloride + hydrogen

▼ The colours of universal indicator



### Key Vocabulary

<b>Indicator</b>	A chemical that changes colour depending on the PH of the solution
<b>Base</b>	A substance which reacts to cancel out acids

### Endothermic & Exothermic Reactions

Exothermic Reactions	Reactions that transfer energy to the surroundings,
Examples of Exothermic Reactions	Combustion, neutralisation
Everyday use of exothermic reactions	Reusable handwarmers
Endothermic Reactions	Process that takes in energy from the surroundings
Examples of Endothermic Reactions	Thermal decomposition,
Everyday use of endothermic reactions	Instant cold packs

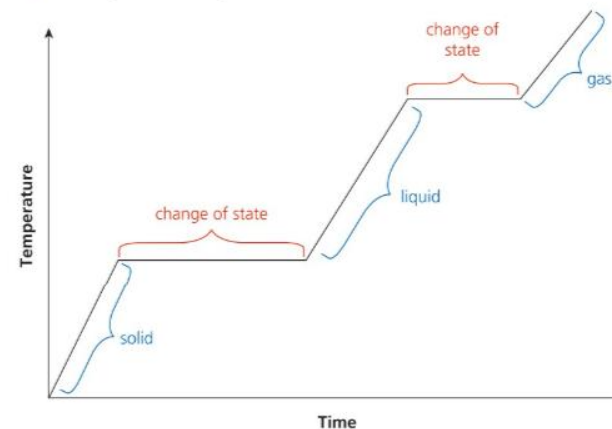
### Changes of state

As a substance changes state the temperature stays the same

As a substance heats up the energy of the particles increases

As a substance cools down the energy of the particles decreases

▼ Heating curve for a pure substance



### Energy Level Diagrams

**Energy Level Diagrams** Show the amount of energy between the reactants and products in a reaction

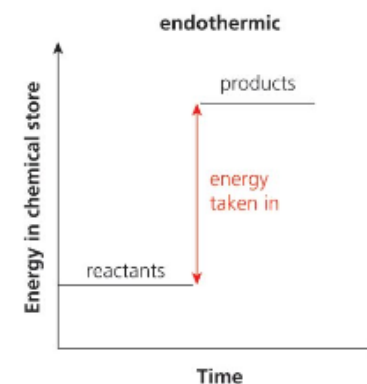
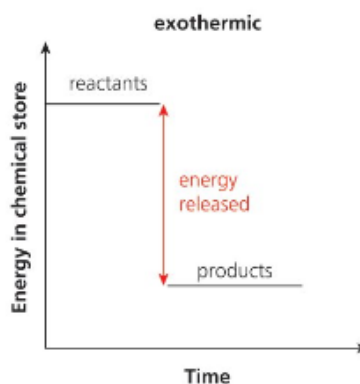
#### Exothermic Energy Level Diagram:

The energy is greater in the reactants than the products.

#### Endothermic Energy Level Diagram:

The energy is lower in the reactants than the products.

▼ Energy changes



## Section one : Role-Play

1	I go	Je vais
2	I play	Je joue
3	I go out	Je sors
4	I eat	Je mange
5	at the weekend	le weekend
6	with	avec
7	Do you like?	Tu aimes...?

## Section two: Reading aloud – key sounds

1	désolé	ay
2	est	ay – silent t
3	La pollution	sion
4	beaucoup	silent p
5	La paix	silent x
6	maçon	ç - s
7	Les gens	on & silent s

## Section three: Photo Card

1	In the 1st photo there is	Sur la première photo il y a
2	In the 2nd photo there is	Sur la première photo il y a
3	You can see	On peut voir
4	They are in the process of	Ils sont en train de
5	On the right	A droite
6	On the left	A gauche
7	In the middle	Au milieu

## Section four : Photo Card

1	people	des personnes
2	a man	un homme
3	a woman	une femme
4	a light	une lumière
5	a tree	un arbre
6	a building	un bâtiment

## Section five : Photo Card

1	It is inside	C'est à l'intérieur
2	It is outside	C'est à l'extérieur
3	It is nice weather	Il fait beau
4	They are smiling	Ils sourient
5	They are wearing	Ils portent
6	They are talking	Ils parlent

**Section one : Role-Play**

1	I go	Ich gehe
2	I play	Ich spiele
3	I do	Ich mache
4	I eat	Ich esse
5	every day	jeden Tag
6	with friends	mit Freunden
7	How do you find?	Wie findest du...?

**Section four : Photo Card**

1	people	Leute
2	a man	einen Mann
3	a woman	eine Frau
4	children	Kinder
5	trees	Bäume
6	a building	ein Gebäude
7	vielleicht ist es ein Park	perhaps it's a park
8	vielleicht ist es eine Schule	perhaps it's a school

**Section two: Reading aloud**

1	meine	eye
2	die	ee
3	laut	ow
4	Freund	oy
5	Sport	shp
6	groß	ss
7	weil	v
8	Bär	Air
9	möchte	eugh
10	viele	f

**Section five : Photo Card**

1	sie spielen	they are playing
2	sie chatten	they are chatting
3	sie essen	they are eating
4	sie trinken	they are drinking
5	sie tragen	they are wearing
6	sie lächeln	they are smiling

**Section three: Photo Card**

1	In the 1st photo there is	Auf dem ersten Foto gibt es
2	In the 2nd photo there is	Auf dem zweiten Foto gibt es
3	There is	Es gibt
4	it's inside	es ist drinnen
5	it's outside	es ist draußen
6	in the background	im Hintergrund
7	in the foreground	im Vordergrund
8	Es gibt ein Handy	There is a phone

### Knowledge Group 1: Different types of employment

1	Primary Sector	Where people take/gather/extract raw materials from the land and sea. <b>E.g. Farmer</b>
2	Secondary sector	Where people are employed to make or build things using raw materials. <b>E.g. Baker</b>
3	Tertiary sector	Where people are employed to provide a service. <b>E.g. teacher</b>
4	Quaternary sector	Where people are employed because of their high skills and expertise in research and development or financial decisions. <b>E.g. Research scientist</b>

### Knowledge Group 2 Factors affecting job location

1	Earth's natural resources	Most important for <b>primary sector</b> jobs. You grow things on the land, or extract things from the land or sea, so that helps decide where you work. If you want to grow crops, you look for flat land, and fertile soil. <b>Secondary industries</b> process raw materials to make things. Therefore, they often locate close to raw materials to reduce transport costs. E.g. a cement works would locate close to a quarry.
3	Towns and cities.	The <b>tertiary sector</b> provides services for people, so you need to be where you can reach people easily, or they can reach you. You also need to think about where your labour force will come from.
4	Science parks, universities research centres	The <b>quaternary sector</b> depends on specialist knowledge, and brain power. Many high-tech jobs are in science parks which are often linked to universities. They take on well qualified graduates. E.g. Cambridge Science Park.

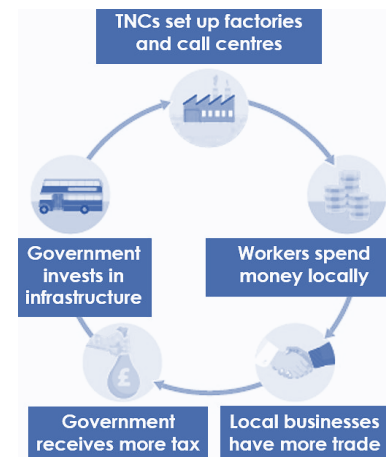
### Knowledge Group 3: Changing UK Employment Structure

1	Employment structure	The <b>employment structure</b> of a country shows how the labour force is divided between the primary, secondary and tertiary sectors
2	Changes to UK Employment structure	Before 1900 people in Britain were employed in the primary sector. During the industrial revolution, most people were employed in the secondary sector. Following the closure of heavy industry, more products were made abroad in countries like China. Most people in the UK now are employed in the tertiary sector with a small number in quaternary.

### Knowledge Group 4: Employment and development

1 **Development** refers to the level of wealth and quality of life of the population within a country. Countries with a higher proportion of the population employed in the tertiary sector are more developed.

3 **Transnational Corporations (TNCs)** set up factories in less developed countries like India. Wages are higher than in farming, so people have more money to spend on local services. This means that more people are employed in the tertiary sector. The government also receives income from taxes which it can use to improve services like healthcare, schools, and transport. Many people have an improved quality of life.



**1. Causes of the French Revolution**

1	Social Problems	<ol style="list-style-type: none"> <li>1. Louis lived a very lavish lifestyle, which made people question paying taxes</li> <li>2. The price of bread meant peasants couldn't afford to eat, while the rich were living in comfort</li> <li>3. The Estates System was unfair and a new middle class (the Bourgeois) threatened the old system</li> </ol>
2	Political Problems	<ol style="list-style-type: none"> <li>1. Louis XVI was seen as a weak monarch.</li> <li>2. Louis XVI called the Estates General on 5 May 1789. This had not happened since 1614 and showed his weaknesses</li> </ol>
3	Economic Problems	<ol style="list-style-type: none"> <li>1. Between the years 1661-1715 Louis XIV was part of four major wars. The Third Estate were taxed in order to pay for these wars.</li> <li>2. All of the previous attempts to help the economy had failed</li> </ol>
4	New ideas	<ol style="list-style-type: none"> <li>1. During the 18th century new ideas from the Enlightenment were spread about equality which made people question having a monarch</li> <li>2. Ideas criticising the monarch were discussed in coffee salons. This gossip spread down into the Third Estate which fuelled their anger.</li> </ol>

**2. Key events in the French Revolution**

1	The Storming of the Bastille	The Revolution began when around 1000 members of the Third Estate attacked the political prison.
2	The Declaration of the Rights of Man	The Declaration was drawn up by the National Assembly and set out a new way for the country to be run
3	The Execution of Louis XVI	On 21 <sup>st</sup> January 1793, Louis XVI was executed for treason after trying to escape to find support in other countries
4	The Reign of Terror	<ol style="list-style-type: none"> <li>1. A man called Robespierre wanted to protect the Revolution and called for a Reign of Terror to get rid of opposition</li> <li>2. Around 17,000 people were officially executed in France, including 2,639 in Paris.</li> <li>3. Many more died in prison or were beaten to death in the streets.</li> </ol>

**3. How did the Revolution change France?**

1	Government	<ol style="list-style-type: none"> <li>1. France never had a monarch again</li> <li>2. The Assembly was elected by any man who paid taxes</li> <li>3. Key jobs were to be elected by the people: Judges, priests, deputies</li> </ol>
2	Economic change	<ol style="list-style-type: none"> <li>1. New paper money was introduced</li> <li>2. Taxes were now to be paid based on 'ability to pay'</li> </ol>
3	Social changes	<ol style="list-style-type: none"> <li>1. Noble families had all their privileges taken away</li> <li>2. Everyone was made equal in the eyes of the law</li> <li>3. Trials were to be done by jury</li> </ol>

## 4. Did Napoleon reverse the Revolution?

- |   |   |  |
|---|---|--|
| 1 | <b>Who was Napoleon?</b>                  | <ol style="list-style-type: none"> <li>1. Napoleon was part of the French Army</li> <li>2. He was a supporter of the Revolution in 1789</li> <li>3. On November 1799 he took control of France in a military take over</li> </ol>  |
| 2 | <b>How did he reverse the Revolution?</b> | <ol style="list-style-type: none"> <li>1. His powers as First Consul made him a dictator – he became Emperor</li> <li>2. He chose all the members of the national Assemblies</li> <li>3. No elections after 1804</li> <li>4. People could be arrested without being charged</li> <li>5. Newspapers were shut down</li> <li>6. The church was returned to its original importance</li> <li>7. He recreated the nobility by giving new titles he gave to people</li> </ol> |

### Key word

### Definition

<b>Absolute monarch</b>	A King or Queen that rules without any limits on their power
<b>Bourgeoisie</b>	The French middle class
<b>Democracy</b>	A system of government where the people have a say in how the country is run
<b>Dictatorship</b>	Rule by a single person or group with total power
<b>Divine Right</b>	The belief that God chose the king or queen
<b>Enlightenment</b>	A change in thinking that emphasised logic and reasoning
<b>Estates</b>	The sections of French society before the Revolution
<b>Guillotine</b>	A machine with a heavy blade used for beheading people.
<b>Monarch</b>	The King or Queen
<b>Republic</b>	A form of government in which the people elect, or choose, their leader
<b>Revolution</b>	A forcible overthrow of a government and creating a new system
<b>Sans-Culotte</b>	The common people of the lower classes in France
<b>Terror</b>	A period of heavy government control enforced by violence

1. Questions about Truth		
1	Ultimate question?	A question that cannot be answered for certain
2	Examples of ultimate questions	Does God exist? What is happiness? Who am I?
3	Atheist argument?	Evolution disproves creation and religion is violent
4	Famous atheist	Richard Dawkins








2. Questions about Identity		
1	Unique to humans?	Some argue humans have morals and reason
2	Shared with animals?	Emotion, thoughts, dreams, problem solving
3	Conscience?	The ability to make decisions between right and wrong
4	Fun fact about humans	Humans are the only known animals who 'blush.'

3. Questions about Emotions		
1	What is happiness?	Some link it to wealth, success and peacefulness, but this is wrong. Happiness is a way not a destination
2	What is gratitude?	Being grateful for what we have
3	What is vulnerability	Being at risk of failure, rejection and hurt.
4	What is courage	Being vulnerable, and being brave about it

4. Questions about Religion		
1	Utilitarianism	We should do the greatest good for the most amount of people
2	Trolley problem?	You should sacrifice one to save the lives of five. It is better than doing nothing.
3	Jeremy Bentham	The scholar who developed the theory
4	Utility?	The amount of pleasure something generates

Key word	Definition
Agnostic	Arguing that we can never know whether God exists or not
Atheism	Not believing in God
Conscience	The ability to make decisions between right and wrong
Ethics	The study of good and evil; how best to make moral decisions
Identity	What makes a person who they are
Immortality	The ability to live forever and never die
Morality	Making moral decisions about right and wrong
Philosophy	The study of knowledge, reality and existence
Theist	Belief in God
Utilitarianism	The ethical principle which states the greatest good is for the greatest number.

**1. Process; Tools & Equipment**

1	 <p><b>Coping Saw</b></p>	Hand held tool used to cut intricate shapes in woodworking
2	 <p><b>Tenon Saw</b></p>	Used to <b>cut</b> straight lines in wood, but not deep cuts due to the 'back' on the top of the blade.
3	 <p><b>Hegner Saw</b></p>	A piece of machinery used to cut intricate curves and joints
4	 <p><b>Try Square</b></p>	Used to check and mark right angles in constructional work
5	 <p><b>File</b></p>	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	 <p><b>Steel Rule</b></p>	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	 <p><b>Bandfacer</b></p>	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	 <p><b>Laser Cutter</b></p>	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.
21 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. 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.

## Film Trailer Conventions and Techniques

1	<b>Genre</b>	The style of category of the film e.g. action, thriller, romance, comedy, crime, science fiction etc... (could be a mix)
2	<b>Voice Over</b>	The speech you can hear over a trailer. This could be used to introduce the film, say the tagline, provide some narration, critique the film or give information (e.g. the cinema release date).
3	<b>Slogan / Tagline</b>	Short statement to make the product stand out. "When love conquers evil" "One man's quest to change the world"
4	<b>Rhetorical Questions</b>	A question asked in order to create a dramatic effect or to make a point rather than to get an answer. "Are you ready for the film of the Century?"
5	<b>Quotes</b>	Short sections of speech from the film
6	<b>Images of key moments</b>	Pictures of the most dramatic or exciting moments in the film
7	<b>Underscore</b>	Music in the background which sets the mood and atmosphere of the film.
8	<b>Dialogue</b>	A conversation between two or more people
9	<b>Montage</b>	Piecing together separate sections of film to form a continuous whole
10	<b>Clip</b>	A very short section of the film
11	<b>Review</b>	Statements from critics (e.g. from newspapers) saying positive things about the film e.g. "A powerhouse thriller – 5 stars"

## Movie Premiere Interview Techniques

1	<b>Reportage</b>	A drama technique that presents events through the medium of documentary, TV news report or interview.
2	<b>Direct Address</b>	Speaking directly to the audience. When making a film trailer, this would be speaking into the imaginary "camera".
3	<b>Interview</b>	Asking someone questions about their opinion or experience of something (e.g. people who have watched the film,

## Other Useful Techniques

1	<b>Tableaux</b>	A freeze frame / frozen image
2	<b>Physical Theatre</b>	Creating shapes with your body to tell the story. This could be creating a prop with your body or creating an atmosphere with movement.
3	<b>Slow Motion</b>	Moving at a slower tempo – this can be used to emphasise dramatic moments in a trailer

## Contextual links:

### Film trailer Examples

- <https://www.youtube.com/watch?v=6COMYeLsz4c> Wicked
- [https://www.youtube.com/watch?v=wJO\\_vlDZn-I](https://www.youtube.com/watch?v=wJO_vlDZn-I) Minecraft Movie
- <https://www.youtube.com/watch?v=qSu6i2iFMO0&t=44s> Sonic the Hedgehog 3

## 1. Drawing

1	Box net	A two-dimensional figure created when the faces of a cube or box are separated at the edges and laid out flat.
2	Symmetrical	Made up of exact parts facing each other.
3	Robot Aesthetic	Visual appearance which resemblance that of a robot.

## 2. Cardboard construction

1	Box net	A two-dimensional figure created when the faces of a cube or box are separated at the edges and laid out flat.
2	Simplify	Make (something) simpler or easier to do or understand.
3	Three dimensional	A solid figure, object or shape that has three dimensions – length, width, and height.
4	Cardboard construction	The action of building a sculptural form by assembling pieces of cardboard.
5	Hiding the seam	To cover and disguise a joint using packing tape.
6	Symmetrical	Made up of exact parts facing each other.
7	Robot aesthetic	Visual appearance which resemblances that of a robot.
8	Net	The net of a 3D shape is what it looks like if it is opened out flat. A net can be folded up to make a 3D shape.

## 3. Embellish

1	Embellish	Make (something) more attractive by the addition of decorative details or features.
2	Abstract Shapes	Shapes created by abstracting the most basic and recognizable aspects of a real-life shape and creating a simplified representation of it.
3	Contrast	The state of being strikingly different from something else in close association.
4	Overlap	Extend over to cover partly.
5	Detail	A distinctive feature of artwork which can be seen most clearly close-up.

## 4. Artists

1	Fabric Lenny (Paul Slater)	UK based artist and image-maker who makes paintings, prints, drawings, illustrations and objects.
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## 5. Key Vocabulary

1	Construct	Build or make something.
2	Acrylic Paint Pens	Water-based paint markers which can be used on almost any surface.
3	Sculpture	Three-dimensional art made by one of four basic processes: carving, modelling, casting and constructing.
4	Robot	A machine especially one programmable by a computer which carry's out a complex series of actions automatically.
5	Design	A plan or drawing produced to show the look and function or workings of an object.

## 1. Key advert terms

1	<b>Jingle</b>	A short, catchy melody used at the end of an advert, or series of adverts, that people associate with a product.
2	<b>Underscore</b>	The music underneath the advert to create the mood.
3	<b>Voiceover</b>	A spoken or sung part of the advert, telling you what is being advertised.
4	<b>Target market</b>	The group of people the advert is made for e.g. Young people between 12 and 16.
5	<b>Rhyming couplets</b>	Ensuring that the lines of the lyrics rhyme in pairs.

## 2. 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>Bass line</b>	The lowest part in music, provides the harmonic structure of the music.
4	<b>Motif</b>	A repeated musical pattern used in Rock, Pop and Jazz.
5	<b>Chord sequence</b>	A pattern of chords used in music.
6	<b>Riff</b>	A short repeated pattern used in rock, pop and jazz music.
7	<b>Dynamics</b>	The volume of the music
8	<b>Texture</b>	Layers of sound in a piece of music.
9	<b>Instrumentation/Timbre</b>	The instruments used to create the music, and how they are played.
10	<b>Tempo</b>	The speed of the music.
11	<b>Major Key</b>	A group of notes that generally sound happy when used together.
12	<b>Minor key</b>	A group of notes that generally sound sad when used together.

**Managing Change**

**Types of change**

**Expected Change**

- Moving into Year 9
- Growing older
- Starting a new school year
- Learning new subjects
- *Joining* a new club or team

**Unexpected Change**

- Illness
- Family separation
- Losing a pet
- Moving house suddenly
- An accident

**Why might someone fear change?**

- Rejection
- Loss of control
- Loss
- Unknown
- Criticism
- Failure

**How might we feel stress & change?**

Body	Mind	Feelings
Headaches	Worrying thoughts	Anxiety
Feeling tired	Difficulty concentrating	Frustration
Stomach aches	Forgetfulness	Mood changes

**What can you do to help you adapt to change?**

- Control** - you can only control what you can control
- Laugh** - keep your sense of humour
- Act** don't react - take ownership of the change
- Anticipate** - expect setbacks so you can be prepared
- Perspective** - identify what is staying the same
- Prepare** - break the change down into smaller chunks
- Similar Experiences** – use the tips learnt previously

**British Values**

**What are the 5 British Values?**



**SMSC**

1	<b>Spiritual</b>	Ability to be reflective about your own beliefs (religious or otherwise) and perspective on life.
2	<b>Moral</b>	Ability to recognise the difference between right and wrong and to readily apply this understanding in your own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.
3	<b>Social</b>	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic background.
4	<b>Cultural</b>	Understanding and appreciation of the wide range of cultural influences that have shaped your own heritage and that of others.

**British Governance**

1	<b>What is a political party?</b>	A political party is a group of people who share a common view on issues.
2	<b>What do political parties do?</b>	Run the country, represent voters, help people understand politics
3	<b>What is an election?</b>	A time when people vote in order to choose someone for a political or official job
4	<b>Basic voting rules</b>	You have to be 18 years old on the day of the election 'polling day'. You must be either a British, Irish, Commonwealth or EU citizen*. You can register to vote from the age of 16. You must be registered at an address in the area you want to vote in. You can't vote if you are serving a prison sentence.



