Castle View Academy
The best in everyone™
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'And what, Socrates, is the food of the soul? Surely, I said, knowledge is the food of the soul.' Plato

Year 8

Knowledge Organiser

Autumn Term 2020

This document should be stored in your Knowledge Organiser folder and brought to school every day

What is a Knowledge organiser?	Why do I have to carry my Knowledge Organiser around with me?
A knowledge organiser is a document that sets out the key information you need to understand, learn and memorise in each of the subjects you study this term.	Your teachers may well want you to use your knowledge organisers in lessons. They are yours forever and you may want to annotate or highlight on them when your teacher talks about things in them. They will certainly be used in lessons when you have a cover teacher and you can use them whenever you find yourself with some spare time. You may be asked to use them for homework.
How should I use my knowledge organiser?	**What do I do with my knowledge organiser at the end of term?**
You should use your Knowledge Organiser to learn the key information and commit it to memory. By revisiting the information, you will find it will stay in your long term memory. Your teachers may quiz you on the information in the Knowledge Organiser and much of what is in here will be useful for your ROAs and future learning. The best way of using it is to use the Look, Cover, Write, Check method which you have been shown. Use your self-quizzing book to do this. Always put the date and the subject you are working on in your book.	You don't have to carry your Knowledge Organiser around with you any more but you should keep it somewhere safe where you can easily get it out and use it. Remember that the information on the Knowledge Organiser includes things that you will need to know for your GCSE exams, so your teachers will continue to quiz you on it and you will need to know it for your ROA exams too.
Why is a knowledge organiser important?	
New GCSE specifications mean that students have to memorise more facts, equations, quotations and information than ever before and there are things you will learn right from the start of Year 7 that you will need to know in Year 11 when you sit your GCSE exams – the Knowledge Organiser helps you to identify the things that you need to try and commit to your long term memory and return to over and over again during your time at secondary school. There are also things that it is important you learn about and remember that might not be in a GCSE exam but represents useful knowledge for life.	

Knowledge Organiser – A User's Guide

Your knowledge Organiser is a vital document and that is why it is part of your equipment. It contains all the key things from your lessons that you will need to work on committing to your long-term memory.

The best method to use when you are working on memorising things from your Knowledge Organiser is to self-quiz, using the look, cover, write (in your self-quizzing book) check. Correct your errors in a different colour pen. The more you repeat this, it will then become part of your long term memory. You should repeat and go over the information at regular intervals.

LOOK – Read the piece of information carefully, two or three times.

COVER – Now cover it up.

WRITE – Now try and write down the information you have just read.

CHECK – Did you write the information down correctly? If not, correct with a different colour pen and then repeat!

Keep your self-quizzing book organised. Always out the date and the subject. If you finish your book, please see your Head of Year for a new book and e-praise points – well done.

English – *Gothic Writing*

1. Context of *The Woman in Black*

Writer: Susan Hill (1942)

- Written in 1983.
- The Woman in Black is a gothic *pastiche,* meaning despite it being written in the 20th Century, it imitates the style of Victorian gothic texts.
- The novel follows young lawyer Arthur Kipps as he is sent to creepy Eel March House, the home of a deceased client, to organise her paperwork.
- Upon arrival in the town of Crythin Gifford, Kipps learns that there are many peculiar stories and unsettling mysteries surrounding Eel Marsh House.

2. The Gothic Genre

What is the gothic genre?

- The term **Gothic** fiction refers to a style of writing that is characterized by elements of fear, horror, death, and gloom, as well as romantic elements, such as nature, individuality, and very high emotion. These emotions can include fear and suspense
- The gothic genre became popular in the late 18th and 19th centuries, during a time of great discovery and change. Scientific discoveries were prompting people to question their previously held beliefs. People were prepared to suspend reason in search of new meaning.

Key features of the gothic genre:

- mystery, horror and the uncanny.
- castles, crumbling buildings, gloomy/remote locations, dark forests, damsels in distress, villains.
- Themes of: good versus evil; morality; beauty versus the grotesque; the struggle between reason and imagination.

Content	Technique
1. Description of Setting – describe the place	
• The weather • Buildings • Nature • The landscape • The atmosphere	• Zoom in to specific details • Use of pathetic fallacy • Personify the weather
2. Description of Character – describe the person	
• Describe their clothes • Their voice • Their skin • Their belongings / possessions • How they walk / move • How they talk	• Use Show not Tell: for example: TELL: 'the boy was sad' SHOW: 'a solitary tear trickled down his cheek'
3. Action – describe one moment in time	
• One key event • Verbs to convey quick or violent action • Slow time down and describe every detail carefully • Use punctuation to exaggerate action	• Slow time down • Violent verbs • Punctuation, such as ellipses and exclamation marks
4. Return to Setting – return to the setting and describe a change	
• Something has changed in the setting (the place) after the action • Physical change • Change of perspective	• Personification • Using the weather to dictate the mood • Zooming in • Repetition / cyclic structure

6. Techniques to create tension

1. **Pathetic fallacy –** giving human feelings and responses to inanimate things or animals
2. **Conspiracy of silence -** an agreement to say nothing about an issue that should be generally known
3. **Subversion/defamiliarisation –** challenging what is considered 'normal' in order to unsettle the reader
4. **Rhetorical question** – a question that does not expect an answer
5. **Repetition** – using the same ideas over and over to emphasise a point

7. Vocabulary

1. **Melancholy -** a feeling of pensive sadness
2. **Sinister -** giving the impression that something harmful or evil is happening or will happen
3. **Malevolent -** having or showing a wish to do evil to others
4. **Poignant -** evoking a keen sense of sadness or regret
5. **Spectral -** of or like a ghost
6. **Dishevelled -** untidy; disordered
7. **Sombre -** dark or dull in colour or tone
8. **Pallor -** an unhealthy pale appearance

8. Terminology

1. **Genre** – a type of style of writing
2. **Convention** – something you would expect to see in a genre of writing
3. **Narrator** – the fictional character telling the story
4. **Protagonist** – the main character
5. **Antagonist** – the opposing character who often brings conflict
6. **Figurative language –** language that creates an image such as:
   a) **Metaphor** – comparing one thing to another by saying *is*
   b) **Simile –** comparing one thing to another using *like* or *as*
   c) **Personification –** giving a non-human object human qualities
7. **Ellipses** – punctuation consisting of three 'dots' (…)

1. Multiplication

Integers

e.g. 29 x 3

$$\begin{array}{r} 2\ 9 \\ \times\ \ 3 \\ \hline 8\ 7 \\ \hline \end{array}$$

Decimals

i. Ignore the decimal points
ii. Multiply
iii. Insert the same number of decimal points in the answer as in the question

e.g. 0.5 x 0.3

5 x 3 = 15 (2 decimal places)
0.5 x 0.3 = 0.15

2. Division

a) Rules

$$D \div \blacksquare = \blacksquare\overline{)D} = \frac{D}{\blacksquare}$$

$$e.g. 8 \div 9 = 9\overline{)8} = \frac{8}{9}$$

b) Dividing Integers: Short Division

e.g. 4524 ÷ 3

$$3\overline{)4^{1}5^{2}24} = 1508$$

e.g. 3 ÷ 8

$$8\overline{)3.^{3}0^{6}0^{4}0} = 0.375$$

c) Dividing by a decimal

i. Write the division as a fraction
ii. Make the denominator an integer
iii. Use short division

e.g. 0.015 ÷ 0.04

$$\frac{0.015}{0.04} \times \frac{100}{100} = \frac{1.5}{4}$$

$$4\overline{)1.^{1}5^{3}0^{2}0} = 0.375$$

3. Multiples

The multiples of 7:
7, 14, 21, 28, 35, 42, 49, 56, 63, 70 ...

4. Lowest Common Multiple (LCM)

To find the lowest common multiple of two or three numbers:

i. List the first (10) **multiples** of each number
ii. Circle the lowest common multiple

e.g. LCM of 6 and 8

6: 6, 12, 18, (24), 30, 36, 42, 48, 54, 60
8: 8, 16, (24), 32, 40, 48, 56, 64, 72, 80

The LCM is 24

5. Factors

A factor divides another number with ***NO*** remainder.

e.g. The factors of 16

1 x 16

2 x 8

4 x 4

Factors: 1, 2, 4, 8, 16

6. Highest Common Factor (HCF)

i. List the factors of each number
ii. Circle the highest common factor

e.g. HCF of 18 and 45

18: 1, 2, 3, 6, (9), 18
45: 1, 3, 5, (9), 15, 45

The LCM is 9.

7. Prime Numbers

a) A prime number only has two distinct factors: 1 and itself.
b) 2 is the only even prime number
c) 1 is not a prime number
d) The first ten prime numbers are *2, 3, 5, 7, 11, 13, 17, 19, 23, 29.*

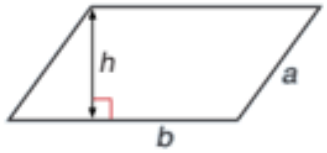
8. Area

When calculating area, the height ***MUST*** be ***perpendicular.***

The units for area are squared.

a) Rectangle:
Area = Length x Width = l x w

b) Parallelogram:
Area = Base x ***Perpendicular*** Height
= b x h



c) Triangle:

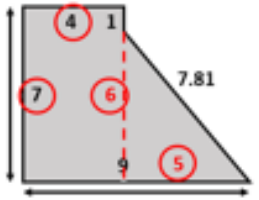
$$\text{Area} = \frac{Base \times Perpendicular\ Height}{2}$$

$$= \frac{b \times h}{2}$$

d) Compound Shapes

i. Split into regular shapes
ii. Find the area of each
iii. Sum the areas

e.g.



Rectangle: 7 x 4 = 28
Triangle: ½ (6 × 5) = 15
28 + 15 = 43

Vocabulary

Digestion

Bile – an alkaline solution which aids the digestion of lipids.
Carbohydrase – an enzyme which digests (breaks down) carbohydrates.
Carbohydrate – a biological molecule formed of carbon, oxygen and, hydrogen.
Diffusion – the movement of a substance from an area of higher concentration to an area of lower concentration.
Enzyme – a protein which speeds up the rate of a chemical reaction, a biological catalyst.
Fibre – large carbohydrates which are not easily digested and support digestive system health.
Gall bladder – where many of the digestive enzymes and bile are stored before release.
Glucose – the simplest sugar.
Large intestine – where water is absorbed.
Lipase – an enzyme which digests (breaks down) lipids.
Lipid – fats and oils.
Liver – an organ which produces bile.
Malnutrition – a lack of key nutrients in your diet.
Mineral – a range of naturally occurring atoms and molecules required by the body in small quantities.
Nutrient – a substance which is needed by the body to ensure normal, healthy growth and development.
Oesophagus – the tube which connects the mouth and stomach.
Osmosis – the movement of water from an area of lower concentration to an area of higher concentration.
Partially permeable membrane – a barrier which only allows some molecules through.
Protease – an enzyme which digests (breaks down) proteins.
Protein – a large molecule formed by a chain of amino acids.
Rectum – where waste is stored before excretion.
Small intestine – an organ in which digestion takes place and the small molecules produced by digestion are absorbed into the body.
Stomach – a muscular sac which contains acid and enzymes, in which digestion takes place.
Vitamin - a range of molecules produced by organisms (living things) required by the body in small quantities.

Knowledge

The purpose of digestion

The molecules in the food we eat are too large to pass from the small intestine into the body. Digestion breaks down these large molecules into smaller ones which are able to pass through the wall of the small intestine and into the blood.

Enzyme action

Enzymes speed up the rate of a reaction. In digestion, enzymes break down large molecules in our food into smaller ones. Enzymes only work with specific molecules so there are different enzymes for different nutrients.

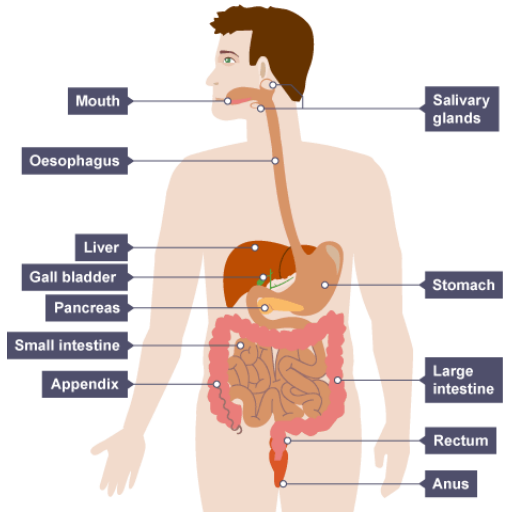
Protein	*Protease* →	*Amino acids*
Lipid	*Lipase* →	*Fatty acids & glycerol*
Carbohydrate	*Carbohydrase* →	*Simple sugars*

Food tests

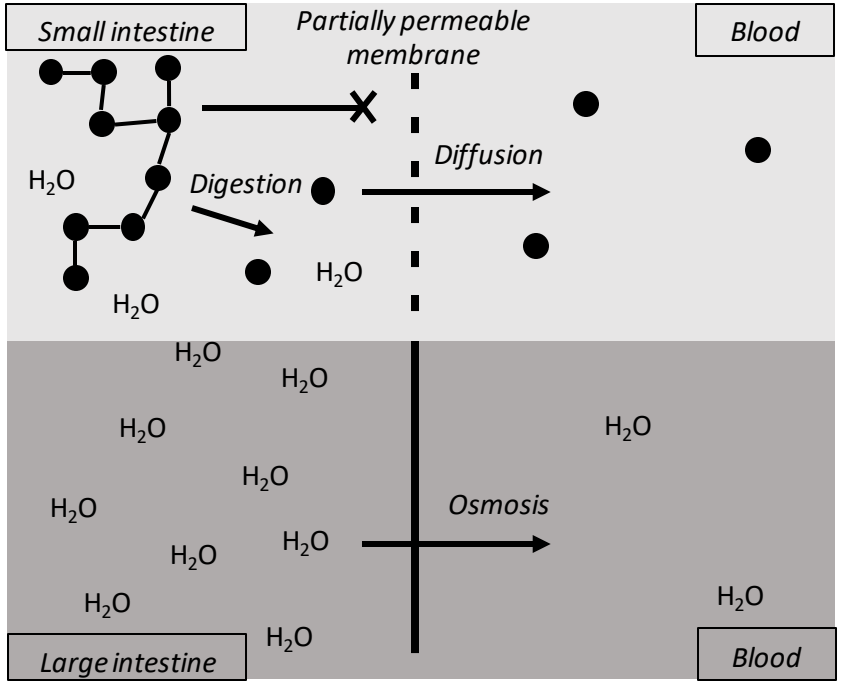
Test for	Reagent	Positive test result
Glucose	Benedict's reagent and heat	Blue → red
Starch (carbohydrates)	Iodine solution	Orange → blue-black
Protein	Biuret's solution	Blue → violet
Lipids	Ethanol	Transparent → cloudy

Diagrams

The human digestive system



Absorption of nutrients



Vocabulary

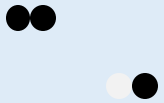
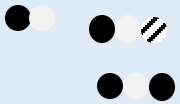
The periodic table

Atom – the smallest unit of matter.
Atomic number – the number of protons in an atom.
Boiling point – the temperature at which a substance changes state from a liquid to a gas.
Bond – a link between two atoms.
Compound – two or more different atoms bonded together.
Electron – a sub-atomic particle with practically no mass and a negative charge.
Electron shell – also known as an energy level, areas around the nucleus of an atom where electrons are found.
Element – an atom with a particular number of protons, the number of protons determines what element an atom is.
Group – the name given to columns on the periodic table, this also tells you the number of electrons in the outer shell of an atom.
Mass – a measure of the amount of matter in a substance.
Mass number – the number of protons and neutrons in an atom.
Melting point – the temperature at which a substance changes state from a solid to a liquid.
Mixture – two or more different substances mixed together but without chemical bonds between them.
Molecule – two or more atoms joined together.
Nucleus – the centre of an atom which contains protons and neutrons.
Neutron – a sub-atomic particle with no charge.
Period – the name given to rows on the periodic table, this also tells you the number of shells
Proton – a sub-atomic particle with a positive charge.
Pure – a substance containing only one type of atom or compound.
Reactivity – a measure of the strength of the reactions a material undergoes.

Knowledge

Atoms, elements, molecules and compounds

Below are some examples of how we can represent these combinations of atoms, you should look at these alongside the definitions in the vocabulary list.

Atom	Molecule	Compound	Element
			

Electron shell capacities

Each electron shell has a maximum capacity. Once a shell is filled and only after a shell is filled do electrons start to fill the next shell. Shell 1 has a capacity of 2 electrons, shell 2 has a capacity of 8 electrons, shell 3 has a capacity of 8 electrons. There are also shells 4-7 which can take more electrons.

Conservation of mass

The law of conservation of mass states that no atoms are lost or made during a chemical reaction so the mass of the products equals the mass of the reactants.
This means that mass is never created or destroyed in a reaction, it simply moves around. If a gas is produced during a reaction it can look as though the mass has decreased if we don't capture the gas.

General reactions

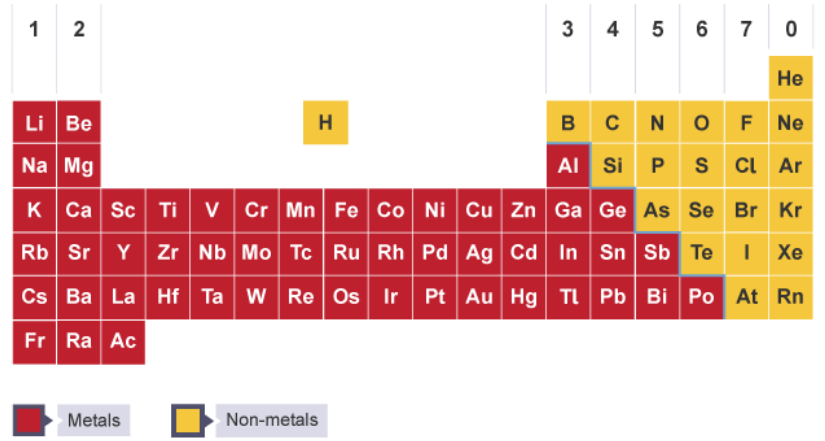
$$Metal + non\,metal \rightarrow Metal\,non\,metal(ide)$$
$$Metal + non\,metal + oyxgen \rightarrow Metal\,non\,metal(ate)$$

The sub atomic particles

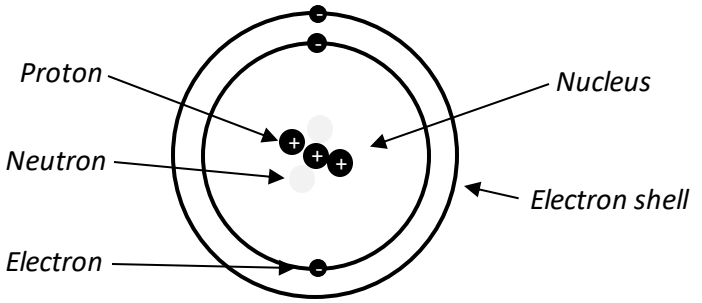
Particle	Mass	Charge	Location
Proton	1	Positive	Nucleus
Neutron	1	No charge	Nucleus
Electron	Negligible	Negative	Shell

Diagrams

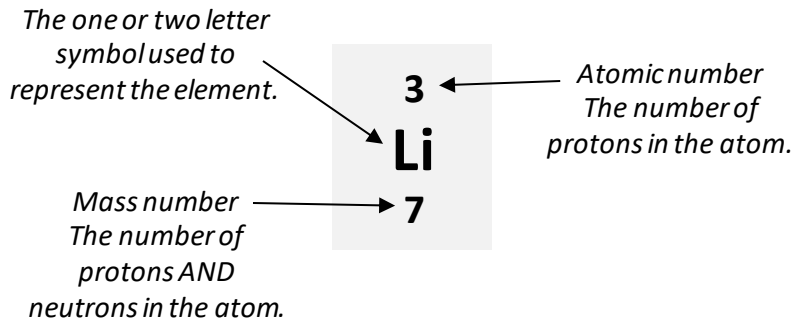
Metals and non-metals on the periodic table



The atom



Entries on the periodic table



Vocabulary

Light

Absorb – to take in.
AoI – angle of incidence.
AoR – angle of reflection.
Density – the amount of mass in a given volume of a substance.
Emit – to give out.
Filter – a material which absorbs and transmits specific colours of light.
Normal – a line at 90° to the surface of an object.
Opaque – a material which does not allow light to pass through it.
Reflect – bouncing off of a surface.
Refract – a change in the direction of light as it passes from one material into another.
Shadow – a dark area caused by light being blocked by an object.
Speed of light – 300,000,000 m/s
Translucent – a material which allows light to pass through in a way which does not allow an object to be clearly seen.
Transmit – the passage of light through a material.
Transparent – a material which allows light to pass through in a way which allows an object to be clearly seen.
White light – light which is formed of all of the colours of the rainbow.

Space

Day – the time taken for a planet to rotate once on it's axis.
Gravity – an attraction between two masses.
Hemisphere – the two halves into which a planet or moon may be split, these are labelled northern and southern.
Mass – a measure of the amount of matter in a substance (g or kg).
Moon – a rocky body which orbits another rock (planet).
Orbit – the route a planet follows while traveling around a star.
Planet – a large rocky body which orbits a star.
Solar system – a star and the planets which orbit it.
Star – a large gaseous object which produces and emits light.
Weight – the force acting on an object due to gravity (N).
Year – the time taken for a planet to complete one full orbit around a star.

Knowledge

The planets in our solar system

There are eight plants in our solar system which all orbit our closest start, the sun. They are listed below based on their distance from the sun.

Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune, Uranus.

Inner/rocky planets *Outer/gaseous planets*

Colours of visible light

A spectrum of different colours of light are visible to the human eye, these form the rainbow.

Red, Orange, Yellow, Green, Blue, Indigo, Violet

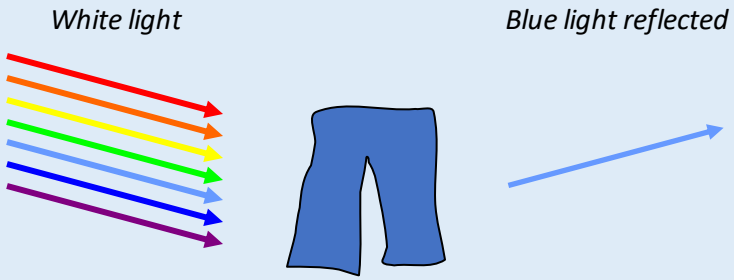
Calculating weight

The weight of an object can be calculated using the equation:

$$weight = mass \times gravitational\ field\ strength$$
$$W = m \times g$$

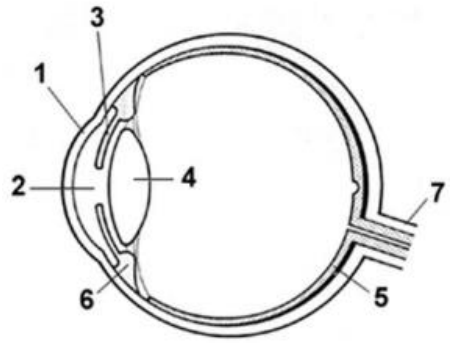
Colour

The colour we see an object as having is a result of the colours which are reflected. For example if white light falls on a object which reflects blue light but absorbs all others, we see the object as being blue.



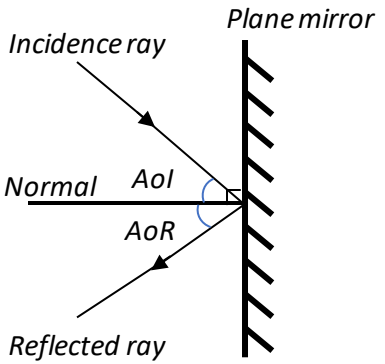
Diagrams

Structure of the eye

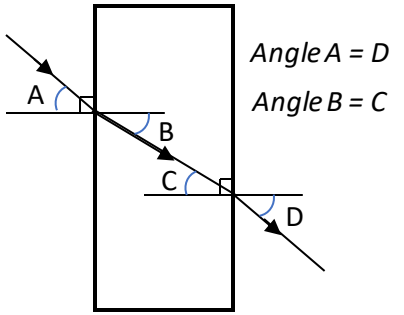


1	Cornea	Transparent covering at the front of the eye
2	Pupil	Hole in the centre which allows light through
3	Iris	Coloured part, controls the size of the pupil
4	Lens	Changes shape to focus the light
5	Retina	The light is focused here and an image forms
6	Ciliary muscles	Control the shape of the lens
7	Optic nerve	Carries information to the brain

Reflection



Refraction

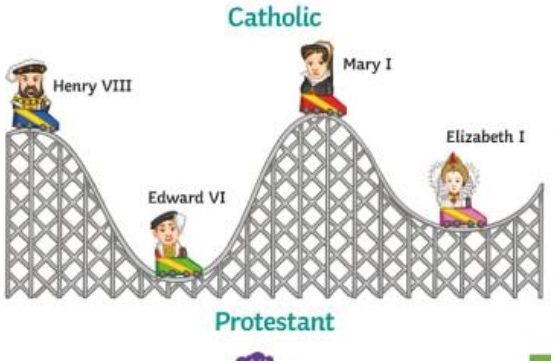


History – Henry VIII and the Reformation

Key People	
Martin Luther A German monk who helped start the Reformation with his 95 Theses and begin the Protestant faith.	**Anne Boleyn** Henry VIII's second wife, who was executed in 1536 for adultery after birthing him a daughter (Elizabeth).
Henry VIII King from 1509 to 1547 who had six wives and began the English Reformation by breaking with Rome and becoming the head of the church in England.	**Thomas Wolsey** Henry VIII's Lord Chancellor from 1515 to 1529, the Pope's representative in England and a very wealthy and powerful man.
Catherine of Aragon Henry VIII's first wife who provide him with one daughter (Mary) and who was the daughter of the king and queen of Spain.	**Thomas Cromwell** Henry VIII's chief minister from 1532, a lawyer and a strong Protestant.

Key concept: causation	
Causation	A process of understanding what causes big historical events, such as the Reformation
Categories	Causes can often be categorised, or grouped together into categories such as political, religious, financial, etc.
Connections	Good historians see the connections between different causes and different categories of causes, they see that often an event can be caused by a combination of causes.
Key concept: change	
Continuity	This is an important aspect of studying change and is often trickier to identify. Where have things not changes? Where have they stayed the same? Why do you think this is?
Extent	When change comes from above i.e. from the king and the government, the extent of the change can be measured by whether it reaches the ordinary people and how they are affected.

Keywords	
Absolution The forgiving of a person's sins	**Protestant** A new form of Christianity emerging in the 16th century in protest against Catholicism
Annulment To declare that a marriage never actually existed	**Reformation** A movement in the 16th century which led to a break with the Catholic church and the beginning of the **Protestant** church
Corruption The dishonest behaviour by those in power	**Renaissance man** To be well-read, cultured, artistic and thoughtful
Dissolution of the Monasteries Henry VIII's actions to strip English monasteries of their wealth and treasures	**Revenue** The annual amount earned by the King and country to pay for wars and other expenses
Faction political groups who fought for power and influence over Henry	**Royal Supremacy** the king replaced the Pope as supreme religious power in England
Heir A person who inherits the throne	**Salvation** To be delivered from sins and its consequences
Heretic Someone with religious views that disagree with official church teaching	**Superstition** Believing in ideas that seem magical and supernatural
Litany a long prayer, usually led by a priest, involving responses from the worshippers	**Transubstantiation** A Catholic belief that the bread and wine taken during Mass actually transform into the physical body and blood of Christ
Machiavellian To be cunning and scheming, especially in politics	**Usurper** A person who has taken a position of power illegally or by force
Printing press A revolutionary invention created by Gutenberg in 1455	**Vestments** Garments worn by priests



Geography - Coasts

Background:

1. Coastlines are dynamic changing landscapes, which are affected by the action of the waves.
2. Waves can have differing features; these features can influence the processes and landforms which may develop along our coastlines. ***(A)***
3. Destructive waves can erode the coastline. ***(B)***
4. Through erosion a number of distinctive coastal features can form. ***(D, E, F)***
5. Further processes act on the coastline, leading to material being transported along the coastline. ***(C)***
6. This material will eventually be deposited leading to the formation of landforms such as spits. ***(G)***
7. Coastal erosion can impact the landscape and the lives of people living in areas of coastal erosion.
8. Different strategies are used to reduce erosion. ***(H)***
9. Often these strategies can be controversial. ***(I)***

A.	**Wave features *(5)***
Swash	Movement of a wave up the beach. The direction is dependent upon the wind direction.
Backwash	Movement of a wave back down the beach, this happens at 90^0.
Constructive wave	Have a strong swash and weak backwash; they cause deposition.
Destructive wave	Have a weak swash and strong back wash; they cause erosion.
Fetch	The distance a wave has travelled.

B.	**Types of erosion *(4)***
Hydraulic action	Waves compress pockets of air in cracks in a cliff, causing the crack to widen, breaking off rock.
Abrasion	Eroded material is hurled or scrapes against the cliff, breaking off rock.
Attrition	Eroded material in the sea, hit into each other breaking down into smaller pieces.
Solution	Cliffs e.g. chalk dissolve in seawater.

C.	**Other coastal processes *(4)***
Transportation	The movement of sediment.
Deposition	When waves drop the sediment they are transporting, either due to a loss of energy or change in direction of coastline.
Longshore drift	The movement of sediment along the coastline in a zig-zag motion, due to the wind & swash occurring at an angle to the beach.
Weathering	Breaking down of rocks by physical and chemical processes.

D.	**Headlands and bays *(3)***
Geology	Different rock types e.g. resistant rock such as granite, and less resistant rock such as clay.
Headland	Resistant rock which is not easily eroded so sticks out to sea.
Bay	Soft rock which is easily eroded so retreats to form a bay.

E.	**Wave cut platforms *(2)***
Wave cut notch	These form at the foot of a cliff due to erosion. This undercuts the cliff above leaving it unsupported.
Wave cut platform	When the unsupported cliff collapses, the process repeats and the cliff retreats leaving a sloping wave cut platform.

F.	**Caves stacks and arches *(3)***
Crack	A weakness in the headland is eroded by hydraulic pressure, forming a cave.
Cave	This is eroded further, until the cave erodes all the way through the headland forming an arch.
Arch	The roof of the arch has no support, so collapses to form a stack.

G.	**Spits *(3)***
Change in coastline	Leads to material transported by longshore drift being deposited into the sea, forming a spit.
Hooked ends	Form on a spit due to a change in the direction of the prevailing wind.
Salt marsh	An area of salty marshland found behind a spit, which has dried out as the sea can no longer reach this area.

H.	**Coastal management *(2)***
Hard engineering	Human-made structures that help to deal with coastal erosion, such as: 1. **Sea walls,** which reflect the waves energy back out to sea 2. **Groynes,** which trap longshore drift.
Soft engineering	Adaptations to work with nature, such as: **Managed retreat**, allowing the coast to erode and moving people away.

I.	**Case study example: Holderness coast, Mappleton**
Where?	The fastest eroding coastline in Europe, in east Yorkshire.

Reasons to protect *(2)*	**Management strategies *(2)***	**Success *(2)***
1. Rocks are made of soft rock (till), eroding at 2m per year. 2. The B1242 runs through Mappleton and would be expensive to re-route.	1. Rock groyne put in place to trap sediment being transported by longshore drift, creating a wider beach to absorb the power of the waves. 2. Rip-rap has been placed in front of the cliffs to absorb the wave energy.	1. Good – erosion in front of Mappleton has reduced, so the road has been saved. 2. Bad - beaches further south have been starved of sediment so erosion has increased e.g. at Great Cowden.

Geography - Population

Background:

1. The world's population is not spread evenly. ***(A)***
2. There are many factors that influence where we live. These factors have caused some places to be densely populated, whilst others are sparsely populated. ***(B)***
3. Total population is constantly changing, both within countries and world-wide. ***(C)***
4. We can look at changes in population by comparing past and predicted population structures. ***(D)***
5. The level of development within a country will influence it's population structure. However, as countries develop economically, these structures will change. ***(E)***
6. In many developed countries the population is ageing. This process brings many impacts. ***(F)***
7. Migration is also an important population process world-wide and is one of the biggest drivers of population change. ***(G, H)***

A.	**Population distribution *(4)***
Population density	The number of people who live within 1km^2.
Population distribution	How people are spread out over an area.
Densely populated	Places which contain many people per km^2.
Sparsely populated	Places which contain few people per km^2.

B.	**Factors influencing population**
Physical *(4)*	1. The relief of the land (flat or steep). 2. Natural resource availability. 3. Climate. 4. Fertility of the soil.
Human *(3)*	1. Transport links. 2. The availability of jobs. 3. The availability of local services e.g. hospitals, education.

C.	**Population change *(5)***
Birth rate	The number of births per 1000.
Death rate	The number of deaths per 1000.
Natural increase	The difference between birth and death rates.
Population explosion	A sudden rapid rise in the number of people.
Demographic transition model	A model which shows the changes a population is likely to go through over time.

E.	**Population structure differences**
Developed countries *(2)*	1. High birth rates, so a large young dependent population. 2. A lower life expectancy, so a small elderly dependent population.
Developing countries *(2)*	1. A declining birth rate, so a small young dependent population. 2. A rising life expectancy, so a large elderly dependent population.

F.	**An ageing population *(4)***
Life expectancy	The average age you are expected to live to in a country.
Possible problems *(3)*	1. Pressure on the NHS, waiting times could increase. 2. The government may have to support the funding of pensions. 3. Government investment into more care homes and carers might be costly.
Possible benefits *(2)*	1. Grandparents can help look after their grandchildren, reducing the cost of childcare for parents. 2. Some elderly have more disposable income so spend more in shops.
Solutions *(3)*	1. Increase the retirement age. 2. Raise taxes. 3. Offer incentives for couples to have children e.g. longer maternity pay.

D.	**Population structure *(4)***
Population structure	The number/ proportion of people in each age range, for each gender.
Population pyramid	A graph showing population structure, by age and sex.
Economically active	Those people who work, receive a wage and pay tax.
Dependent population	Those who rely on the economically active for support e.g. the young and elderly.

G.	**Migration *(5)***
Economic migrant	A person who leaves one area or country to go to another, to seek better job opportunities.
Push factor	Things that make people want to leave an area.
Pull factor	Things that attract people to live in an area.
Host country	The destination country for a migrant.
Source country	The home country of a migrant.

H.	**Impacts of migration**
Positives for the source *(2)*	1. Money sent home (remittances) can support families. 2. Potential for increased trade between host country and source country.
Negatives for the source *(2)*	1. Fewer economically active citizens. 2. Less tax, as fewer working people in the country.
Positives for the host *(2)*	1. Migrants can work in jobs that are difficult to fill, therefore contribute tax. 2. New shops and restaurants open, which is positive for the economy.
Negatives for host *(1)*	1. Potential pressure on public services e.g. health care.

Geography - Tectonics

Background:

1. The Earth's structure is made up of layers. ***(A)***
2. The characteristics of these layers fuels tectonic plate theory and the resulting hazards which occur along plate boundaries. ***(B)***
3. There are four different plate boundaries, each with their own characterises and resulting hazards. ***(C)***
4. Volcanoes can be found along constructive and destructive boundaries, although the volcanoes found at these boundaries are different. ***(D)***
5. Earthquakes take place along all of the boundaries, but are often most significant at conservative boundaries. Earthquakes have key features and are measured using the Richter scale. ***(E)***
6. People continue to live in tectonic areas for a number of reasons. ***(F)***
7. Some of these reasons relate to how we monitor, protect and plan for such hazards. ***(G)***
8. However, the impacts of these hazards can still be significant; although they can vary based upon a countries level of development. ***(H, F)***

A.	**The layers of the Earth *(3)***
Crust	The thin outer layer of the earth
Mantle	Middle layer of the earth, between the crust and the core, approx. 2900km thick.
Core	The centre and hottest layer of the earth, broken into the inner (solid) and outer core.

B.	**Theory *(4)***
Plate boundaries	The place where plates meet.
Convection currents	Currents in the Earth's mantle which rise from the Earth's core and are strong enough to move tectonic plates.
Oceanic crust	The part of the Earth's crust under the oceans, usually 6-8km thick
Continental crust	The part of the Earth's crust which contains land and is 30-50km thick.

C.	**Different plate boundaries *(4)***
Constructive	Where tectonic plates move apart and new land is created.
Destructive	Where two plates come together, and the oceanic plate is subducted, leading to violent volcanic eruptions.
Conservative	Where tectonic plates move alongside, or past each other.
Collision	Where continental plates move towards each other, forming mountains.

D.	**Volcanoes *(3)***
Shield volcano	A gently sloping volcano formed by runny lava, usually at a constructive boundary.
Composite volcano	A steep volcano formed by alternating layers of lava and ash, on destructive boundaries.
Pyroclastic flow	Torrent of hot ash, rock, gas and steam from a volcano.

E.	**Earthquakes *(4)***
Epicentre	The point on the Earth's surface directly above the focus of an earthquake.
Focus	The source of an earthquake beneath the Earth's surface.
Seismic waves	Fast waves of energy generated from the focus of an earthquake.
Richter scale	A scale used to measure the strength of an earthquake.

F.	**Living in the tectonic danger zone**
Volcanoes *(4)*	1. Jobs in tourism. 2. Geothermal energy created. 3. Ash makes the ground fertile, which is good for farming. 4. Diamonds and gold from previous eruptions can be mined.
Earthquakes *(3)*	1. Friends and family live in the area. 2. It has not happened in such a long time, so people take the risk. 3. Employment in the area.

G.	**Volcanoes**	**Earthquakes**
Monitoring *(2)*	1. The shape may change. 2. Increase in gases given off e.g. sulphur dioxide.	1. Irregular tremors measured. 2. Radon gas levels increase as rocks crack.
Protect	Lava diversion channels.	Earthquake proof buildings.
Planning *(2)*	1. Evacuation. 2. Emergency services trained.	1. Earthquake drills. 2. Emergency services on-call.

H.	**Effects of tectonic hazards *(2)***
Primary effects	Direct impacts of an event e.g. people killed, injured, or buildings collapse.
Secondary effects	The indirect impacts of an event, usually occurring in the weeks, hours, months after the event e.g. the outbreak of disease from contaminated water.

I.	**Examples**
Developing Haiti Port Au Prince	1. 318,000 dead. 2. 1.5 million homeless. 3. Cholera outbreak killed 8,000.
Developed New Zealand Christchurch	1. 181 dead. 2. 80% of the city without electricity. 3. The Rugby World Cup was cancelled. 4. Schools closed for 2 weeks.

Geography - Ecosystems

Background:

1. An ecosystem is a community of things that are linked together to make up a type of environment. ***(A, B)***
2. An ecosystem contains biotic (living) and abiotic (non-living) parts. ***(B)***
3. The climate of an ecosystem is very important as it influences what you will find there. ***(C)***
4. The main world biomes can be found in specific parts of the world, they have very different climatic conditions & features. ***(C, D)***
5. The rainforest biome has some distinctive features. ***(F)***
6. However, deforestation is a major challenge facing rainforests world-wide. ***(E)***
7. The deserts world-wide also have some key characteristics. ***(G)***
8. The Sahara desert is a place with opportunities for people, but there are also challenges which need to be overcome. ***(H)***

A.	**Classification of ecosystem *(4)***
Ecosystem	A community of things linked together in an environment.
Biome	An ecosystem on a large scale that covers parts of continents and whole countries.
Habitat	A place where plants and animals live. Example: a pond, or hedgerow.
Biodiversity	The amount of variety of life there is in a place.

B.	**Features of an ecosystem *(3)***
Biotic	The living parts of an ecosystem. Examples: plants, animals, humans.
Abiotic	The non-living parts of an ecosystem. Examples: soil, climate, river.
Food chain	A diagram that shows what is eating what in an ecosystem.

C.	**Climatic features *(4)***
Climate graph	A graph showing rainfall and temperature in a place over a whole year.
Precipitation	Any form of water falling from the sky.
Convectional rainfall	Rain that is produced when warm air rises, cools and condenses, forming clouds and then rainfall.
High pressure	Areas where air is sinking, this air has little moisture, thus condensation can not happen.

F.	**Rainforest features *(4)***
Rainforest layers	Forest floor, understorey, canopy, emergent layer.
Nutrient cycle	Nutrients move from living things to litter and the soil in a continuous cycle, keeping both plants and soil healthy.
Drip tip leaves	A plant adaptation that lets excess water drip off leaves quickly.

G.	**Desert characteristics *(4)***
Diurnal range	Differences between the highest day and lowest night time temperature.
Nocturnal	Animals only come out at night.
Cactus	Long root systems to get as much water as possible from dry ground.
Camel	Webbed feet to help walk in sand.

D.	**Major global biomes *(4)***
Tundra *(2)*	1. Found at the far north and south of the planet. 2. A cold ecosystem, little rainfall.
Hot desert *(2)*	1. Found along the Tropic of Cancer and the Tropic of Capricorn. 2. Hot environments with little rain.
Tropical rainforest *(2)*	1. Found in places along the Equator. 2. Hot and humid environments with huge amounts of rainfall.
Temperate forest *(2)*	1. The main biome of the UK and other places along the same lines of latitude. 2. Warm summers, mild winters. No extremes of temperature, rainfall.

E.	**Deforestation in the rainforest *(6)***
Deforestation	The cutting down and removal of forest. This happens due to many factors.
Logging	Cutting down trees to sell the wood for a profit, sometime this is done illegally.
Cattle ranching	Removing trees from a large part of the rainforest and keeping cows on the land. These are sold for meat.
Slash and burn	A type of farming where you cut down a small area of trees, burn the vegetation and then grow crops on this land.
Soil erosion	When the soil in an area loses its minerals (water or wind erosion) so that it becomes difficult to grow crops there.
Indigenous tribes	A group of people who live traditional lives in places (like the rainforest).

H.	**Opportunities and challenges for development in the Sahara desert**
Where	The Sahara is found in Northern Africa.

Opportunities *(2)*:	**Challenges *(2)***
1. In Algeria, oil extraction accounts for 60% of the GDP. 2. Farming in Egypt happens because the Aswan dam provides water all year round to grow crops and providing an income for farmers.	1. Extreme temperatures can cause illness or death because of dehydration. 2. Water is scarce and so farming can be unreliable meaning an unreliable income for farmers.

Weather and climate

Background:

1. Weather and climate are different, however both are influenced, measured and described by a few factors. ***(A)***
2. The climatic conditions of an area are determined by several factors. ***(B)***
3. There are four distinct climatic zones in the UK, which are determined by the direction of the prevailing wind. ***(C)***
4. Precipitation is caused when warm air rises. There are three ways that this can happen. ***(B, D)***
5. High pressure air systems bring warm, settled weather conditions. ***(E)***
6. Low pressure air systems bring wet, changeable weather conditions. ***(F)***
7. Tropical storms (an example of a low pressure climatic hazard) need certain conditions to form. ***(G)***
8. Hurricane Katrina is a famous tropical storm that affected the USA in 2005. ***(H)***

A.	**Weather and climate *(5)***
Weather	The day-to-day conditions of the atmosphere which change quickly.
Climate	The average weather conditions over longer periods of time.
Precipitation	Any form of water falling from the sky.
Humidity	The amount of moisture in the air.
Air pressure	The force exerted onto the Earth's surface by the weight of the air.

B.	**Factors affecting weather and climate *(4)***
Latitude	Higher latitudes are colder. Lower latitudes (nearer the equator) are hotter.
Winds	Wind can bring different weather conditions depending on where it comes from.
Altitude	Higher areas get more rainfall and are colder than low land.
Urban areas	Can be 2.2°C warmer than the surrounding rural areas.

C.	**The UK's air masses *(4)***
Tropical maritime	Wind from the south west brings wet weather, with warm temperatures in the summer, but mild in the winter.
Tropical continental	Wind from the south east brings dry weather with hot temperatures in the summer, but mild in the winter.
Polar continental	Wind from the north east brings dry weather with cold temperatures in the summer, and often freezing conditions in the winter.
Polar maritime	Wind from the north west brings wet weather with cold temperatures.

D.	**The types of precipitation *(3)***
Convectional	Produced when warm air rises, cools and condenses, forming clouds and then rainfall.
Frontal	Warm air meets cold air and rises because it is less dense. It cools, condenses forming clouds, then precipitation.
Relief	Warm air is forced to rise as it meets a hill or mountain. It cools at high altitude, condenses and forms clouds, then precipitation.

E.	**High pressure systems**	
How is the air moving?	Areas where air is sinking, this air has little moisture.	
Conditions *(3)*	**Positive impacts *(2)***	**Negative impacts *(2)***
1. Calm weather with a cloudless sky. 2. Hot weather in summer, cold weather in winter. 3. Morning frost is common.	1. Lots of sunlight means farmers can grow more crops. 2. Increase in tourism, which boosts the local economy.	1. Places such as Spain and Portugal are at high risk of forest fires during prolonged dry periods. 2. Can cause fog in the winter, which can lead to traffic accidents.

F.	**Low pressure systems**	
How is the air moving?	Air is rising, it cools and condenses causing high levels of precipitation.	
Conditions *(3)*	**Positive impacts *(2)***	**Negative impacts *(3)***
1. Unsettled weather which can change quickly. 2. High winds and high cloud cover. 3. Precipitation occurs as rising air cools and condenses.	1. Rainfall refills stores of water, such as reservoirs. 2. Wind farms will generate more energy.	1. Low pressure systems can cause large, destructive storms. 2. Bad weather can harm the tourist industry as tourists are put off. 3. Areas can be flooded.

G.	**Causes of tropical storms *(3)***
High temperatures	Oceans have to be 26.5°C or higher.
Weather system	A low pressure system means air rushes in and causes high winds.
Deep ocean	Warm water is the power source for a tropical storm and should be 60 metres deep or more.

H.	**Case study example: Hurricane Katrina 2005**	
Where?	New Orleans, south coast of the USA.	
Effects *(3)*		**Responses *(2)***
1. 1,836 died. 2. 10,000 people homeless. 3. Floods were up to 3 metres deep in places.		1. $105 billion was spent on rebuilding. 2. 10,000 people evacuated to the Superdome for shelter.

Spanish

Las vacaciones *Holidays*

Questions to be answered in Spanish

- **¿Dónde fuiste?** *Where did you go?*
- **¿Cómo fuiste?** *How did you get there?*
- **¿Con quién fuiste?** *Who did you go with?*
- **¿Qué hiciste el primer/último dia?** *What did you do the first/last day?*
- **¿Cómo fue?** *How was it?*
- **¿Qué fue lo mejor/peor?** *What was the best/worst about it?*
- **¿Dónde vas normalmente de vacaciones?** *Where do you normally go on holidays?*
- **¿Dónde te gustaría ir en el futuro?** *Where would you like to go in the future?*

Las vacaciones *Holidays*

Key structures

- **Fui a España. Escocia, Irlanda, Francia, Portugal, Gales, Londres, Colombia, etc**. *I went to Spain, Ireland, France, Portugal, Wales, London, Colombia, etc.*
- **Fui en avión, barco, tren, coche, autobus.** *I went by plane, boat, train, car, bus/coach.*
- **Fui con mi madre, padre, padres, hermano/a, amigo/a**. *I went with my mother, father, parents, brother/sister, friend.*
- **El primer dia visité el museo y el ultimo dia fuimos a la playa** *The first day I visited the museum and the last day we went to the beach*
- **Fue guay, genial, fantástico, increíble/ Fue aburrido, horroroso, horrible.** *It was cool, great, incredible / It was boring, horrendous, horrible.*
- **Lo mejor fue la playa y la comida, pero lo peor fue el viaje y el hotel.** *The best was the beach and the food, but the worst was the trip and the hotel.*
- **Con mi familia normalmente vamos a Gales y visitamos a mis abuelos**. *With my family we normally go to Wales and we visit my grandparents.*
- **En el futuro me gustaría ir a México con mis amigos.** *In the future, I would like to go to Mexico with my friends.*

Las vacaciones *Holidays*

Writing/Speaking expectations

El año pasado fui de vacaciones a Argentina. Fuimos en avión y luego en autobus. Fui con mi madre, mi hermanastro y mi abuelo. El primer dia fuimos a comer a un restaurante muy popular y el ultimo dia fuimos al estadio de fútbol porque mi abuelo es fanático del fútbol. Fue genial porque pasé tiempo con mi familia y conocí a jugadores de fútbol muy famosos. Lo mejor fue el tiempo porque hacía mucho sol. Lo peor fue que perdí mi cámara. Fue horrible porque perdí todas mis fotos. En vacaciones normalmente vamos a Sudamérica, pero el próximo año me gustaría ir a Escocia y ver el Castillo de Edimburgo.

Last year I went on holidays to Argentina. We went on plane and then by coach. I went with my mother, my stepbrother and my grandfather. The first day we went to eat to a very popular restaurant and the last day we went to a football stadium because my grandfather is a football fan. It was great because I spent time with my family, and I met very famous football players. The best part was the weather because it was very sunny. The worst part is that I lost my camera. It was horrible because I lost all my photos. On holidays we normally go to South America, but next year I would like to go to Scotland and see the Edinburgh Castle.

Spanish – (Part 2)

Medios de comunicación y aire libre *Media and outdoors*

Questions to be answered in Spanish

- **¿Qué haces con tu movil?** *What do you do with your phone?*
- **¿Cuán frecuente usas tu movil?** *How frequently do you use your phone?*
- **¿Qué tipo de música te gusta?** *What kind of music do you like?*
- **¿Qué tipo de música escuchas?** *What kind of music do you listen?*
- **¿Qué tipo de programas te gustan/prefieres? ¿Por qué?** *What kind of tv shows do you like? Why?*
- **¿Qué hiciste ayer?** *What did you do yesterday?*
- **¿Qué vas a hacer el próximo fin de semana?** *What are you going to do next weekend?*

Medios de comunicación y aire libre *Media and outdoors*

Key structures

- **Con mi móvil saco fotos, hablo por Skype, mando SMS, juego, descargo melodías, comparto y veo videos** *With my phone I take photos, talk on Skype, send texts, play, download ringtones, share and watch videos.*
- **Lo uso todos los dias, dos o tres veces a la semana, a veces, de vez en cuando, nunca.** *I use it every day, twice or three times a week, sometimes, occasionally, never.*
- **Me gusta el rap, el rock, el pop, la música clásica** *I like rap, rock, pop, classic music.*
- **Escucho rap, rock, pop, música clásica** *I listen to rap, rock, pop, classic music.*
- **Me gusta(n) los programas de deporte, las noticias, las telenovelas, las comedias, las series policiacas, los documentales.** *I like sport programmes, the news, soaps, comedies, crime shows, documentaries.*
- **Porque son interesantes, emocionantes, divertidos** *Because they are interesting, exciting, fun*
- **Ayer por la mañana jugué a los videojuegos y por la tarde escuché música y vi televisión**. *Yesterday morning I played videogames, and, in the afternoon, I listened to music and watched telly.*
- **El próximo fin de semana voy a montar en bici y hacer gimnasia.** *Next weekend I am going to ride my bike and do gymnastics.*

Medios de comunicación y aire libre *Media and outdoors*

Writing/Speaking expectations

Me encanta mi móvil. Normalmente saco fotos y juego en linea. A veces hago mis deberes o descargo videos, pero nunca uso Skype. De vez en cuando escucho música porque me encanta el rap. Siempre escucho rap con mis amigos. Mi madre prefiere la música clásica. Sin embargo, mi padre prefiere el rock. Dos o tres veces a la semana veo televisión. Me gustan mucho las series policiacas y los documentales porque son muy interesantes y emocionantes, pero no me gustan las telenovela. ¡Qué aburrido! Ayer por la mañana fui al gimnasio y practiqué karate por dos horas y por la tarde monté en bici con mi mejor amigo. El próximo fin de semana vamos a ir a un festival de rap. ¡Qué emocionante!

I love my phone. Normally I take photos and I play online. Sometimes I do my homework, or I download videos, but I never use Skype. Occasionally I listen to music because I love rap. I always listen to rap with my friends. My mother prefers classic music. However, my father prefers rock. Twice or three times a week I watch telly. I really like crime shows and documentaries because they are interesting and exciting, but I don't like soaps. How boring! Yesterday morning I went to the gym and I practiced karate for two hours and in the afternoon, I rode my bike with my best friend. Next weekend we are going to a rap festival. How exciting!

Ethics – Creation

1. Genesis 1: Creation	
Ex nihilo	God created the universe *out of nothing.*
6 days	God created the world in 6 days and rested on the 7th.
Yom	The Hebrew word for 'day'/'age'/'period of time'.
Pinnacle	Humans were created last as the pinnacle of creation.

2. Genesis 2: Creation of Humans	
Imago Dei	Humans were created in *the image of God.*
Adam	Made from 'dust of the ground'.
	God gave Adam a soul – 'the breath of life'.
Eve	Eve was made from Adam's rib.
	God made her as a 'companion' for Adam.
Command	Adam and Eve were told **not** to eat from the Tree of Knowledge of Good and Evil.

3. Genesis 3: The Fall	
Temptation	Eve was tempted to disobey God by the Devil.
Punishment	God punished Adam and Eve. The relationship between humans and God was broken.
Original Sin	The sin that all humans are born with because of Adam and Eve's actions.

4. The Big Bang	
13.8 billion years	Scientists believe the universe started 13.8 billion years ago.
Expanding	The universe has been expanding from a *singularity* ever since.
George Lemaitre	George Lemaitre was the first scientist to propose this theory.

5. Evolution	
Evolution	The theory which says creatures develop from earlier, less complex forms of life.
Charles Darwin	Darwin developed the theory in his 1859 book *On the Origin of Species*.
Survival of the fittest	Creatures that are best adapted to their environment survive and pass on their characteristics.
Natural selection	The process by which creatures pass on to their offspring characteristics that will help them survive.

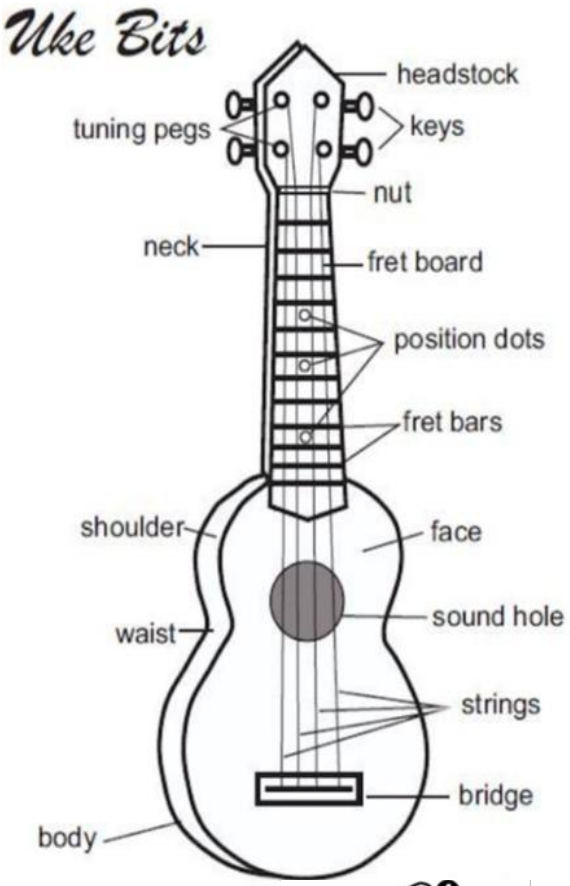
6. Different Interpretations of Genesis	
Literal interpretation	The Genesis creation story is *word-for-word* true. The world was created in 6, 24-hour days.
	The Big Bang and Evolution are incorrect theories.
Liberal interpretation	The Genesis story can be interpreted in different ways, like a *metaphor*.
	Perhaps the universe was created in 6 *periods of time (yom)* adding up to 13.8 billion years, when the Big Bang happened.

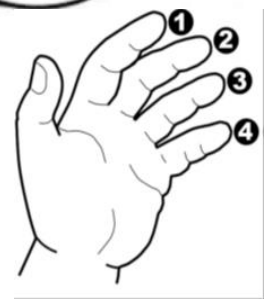
Key Words			
Genesis	The first book of the Bible containing the creation stories.	Original Sin	The sin that all humans are born with because of Adam and Eve's actions.
Ex nihilo	God created the world *out of nothing*.	Literal interpretation	The Bible is word-for-word true.
Imago Dei	God created humans in *His own image* and with a soul.	Liberal interpretation	The Bible can be understood in different ways, like a metaphor.

Music - Ukulele

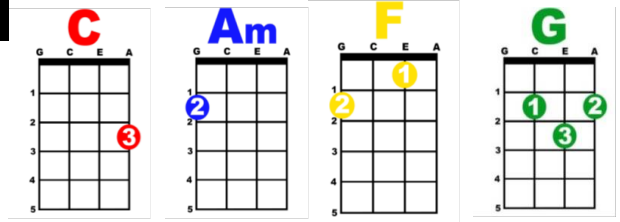
Section 1: Key Words	
Articulation	Strumming: brushing fingers over the strings Picking/Plucking: plucking individual strings
Structure	The sections of a piece of music e.g. verse/chorus
Introduction	The section of music before the singing starts
Verse	A part of a song—the lyrics change for each verse but the melody stays the same.
Chorus	A part of a song—the lyrics and melody are repeated in each chorus.
Bridge	A section which links the verse to the chorus
Middle 8	A section in the middle of a song which contrasts the verse and chorus
Instrumentation	The instruments used in a piece of music. In pop music these would include drum kit, guitar, bass and piano
Melody	The main tune (usually sung by the singer)
Chord	Two or more notes played at once
Bass line	The lowest pitched part
Riff	A repeated pattern
Improvisation	Making it up as you go along
Melody and accompaniment	The typical texture used in pop songs
Lyrics	The words in a song

Section 2: Ukulele Diagram and finger positions





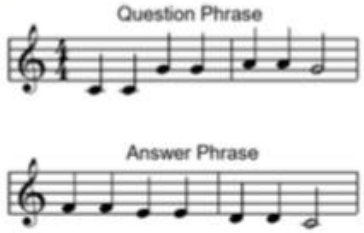
Section 3: Ukulele chords



Music - Form and Structure

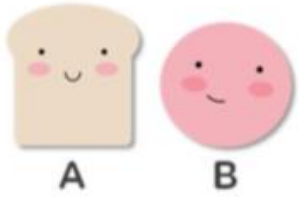
Question and Answer Phrases

Two short sections in a piece of music. The first **QUESTION PHRASE** is followed by the **ANSWER PHRASE** which in some way copies or answers the first – like a 'musical conversation'. The **MELODY** below shows the opening of "Twinkle Twinkle Little Star" - notice how the **QUESTION PHRASE** rises in **PITCH** and the **ANSWER PHRASE** descends in **PITCH**.



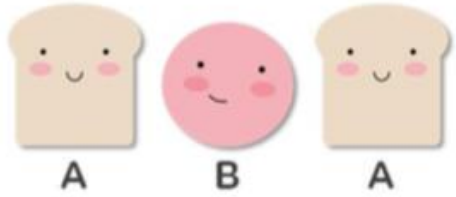
Binary Form

BINARY FORM (AB) describes music in two sections. The first section can be labelled "A" and the second section "B" (either or both sections may be repeated). The "B" section **contrasts** musically in some way to the first "A" section.



Ternary Form

TERNARY FORM (ABA) describes music in three sections. The first section can be labelled "A" and the second section "B" The "B" section **contrasts** in some way to the first "A" section which is then **repeated** after the "B" section again.



Rondo Form

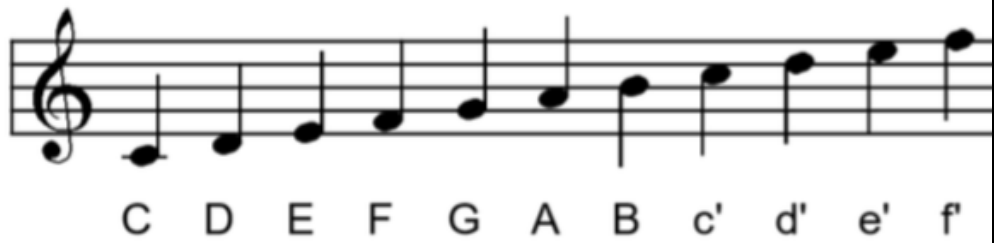
RONDO FORM (ABACADA…) describes music where a main **theme** or **melody** "A" keeps returning between different contrasting sections "B, C, D…" (called **episodes**)

Key Words

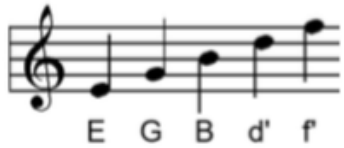
1. **FORM/STRUCTURE** – How a piece of music is organised into different sections or parts.
2. **PHRASE** – A short section of music, like a "musical sentence".
3. **PITCH** – The **highness** or **lowness** of a sound or musical note.
4. **MELODY/THEME** – The main **tune** of a piece of music. The melody or theme often varies in **pitch** and "good melodies" have an organised and recognisable shape.
5. **HARMONY** – Playing two or more notes at the same time. The "harmony part" in music is different to the melody part.
6. **DRONE** – A repeated note or notes of **long duration** played through the music. When two notes are used, they are often **five** notes apart (a **fifth**).
7. **OSTINATO** – A repeated musical pattern. An ostinato can be a repeated rhythm or a repeated melody and are usually short.

Music Theory

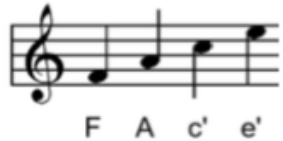
Treble Clef Pitch Notation



Treble Clef "Lines" Note Names



Treble Clef "Spaces" Note Names



Repeat Mark

Food Skills and Nutrition

	Class Rules
1.	*Wait to be invited in*
2.	*Walk to your seat*
3.	*Do not enter the practical space until invited to do so*
4.	*No running*
5.	*No eating or chewing*
6.	*Always try your hardest*
7.	*Have Fun!*

	Practical Rules
1.	*Store ingredients in fridge before roll call on the day of your practical lesson*
2.	*Clean aprons on*
3.	*Long hair tied back*
4.	*Jewellery removed*
5.	*Handwash and sanitise area*

Intro To Food Skills - Key Words	
HYGIENE	Ensuring that yourself and your work-station are clean and safe to begin practical work
HEALTH & SAFETY	Ensuring that you are safe in the practical areas and not causing any danger to yourself or others
PREPARATION	Ensuring that your work space is clutter-free and that you have all the equipment laid out in the order in which it will be used
BRIDGE	Gripping your ingredients with your fingers and thumb to allow you to cut through the centre without slipping, when slicing.
CLAW	Using your closed fingers to guide your knife when dicing fruits, vegetables and other ingredients.
BOIL	Increasing the heat of liquids on the hob to 100 degrees to begin the cooking process.
SIMMER	Decreasing the heat to continue the cooking process at a more controlled rate, over a sustained period of time.
Healthy Eating Key Words	
NUTRIENTS	A range of beneficial components found within ingredients, such as protein, carbohydrate, fibre, vitamins and minerals
BALANCE	Ensuring that your diet contains the prescribed amount of each nutrient, to ensure healthy bodies and minds
EATWELL PLATE	The Government philosophy that details how much of each nutrient we should aim to eat on a daily basis

Drama – Page to Stage Process

	Class Rules
1.	Always be alert and focused
2.	Be open and considerate with your communication
3.	Be a respectful audience
4.	Commit to your character – stay in role
5.	No eating or chewing

	Warm Up
1.	Commit and become aware of others
2.	Find performers neutral
3.	Prepare your mind and body for practical work
4.	Use our imaginations for creation

Page to Stage – Key terms	
CHARACTER MOTIVATION	The reason behind a character's behaviours and actions in a given scene or throughout the play.
TENSION	A growing sense of expectation within the drama, a feeling that the story is building up towards something exciting happening.
LEVELS	Using different ***heights or levels*** onstage to create visual interest. It can also help to ensure that the audience see all of the action. Levels can be used to suggest ***status -*** meaning the power or authority one character has over another.
CHARACTER RELATIONSHIPS	Character relationships are the glue that holds a story together. Almost every tale has at least one relationship at the heart of it. Relationships can be with friends, family, mentors, lovers, enemies, strangers, pets, something.
PROPS, COSTUME AND SET	Items, clothing or a built environment to create the world of the play. These will all enhance and support the story telling.
ENSEMBLE	A group of performers acting together as a whole – ***collaborating on ideas.***
SPACE	The physical distance used between performers to create ***atmosphere/add to the tension*** or story telling
Page to Stage – Expected knowledge	
UNDERSTANDING STAGE DIRECTIONS	Responding to the instructions written by a playwright in terms of **spacing and staging** with other characters.
REHEARSAL	A ***practice*** or trial performance of a play or original work to ***refine*** the skills used within it.

Dance – Where in the World

	Class Rules
1.	Always wear full PE Kit
2.	Tie long hair up
3.	Remove all jewellery
4.	Remove shoes and socks
5.	No eating or chewing
6.	Always try your hardest
7.	Have Fun!

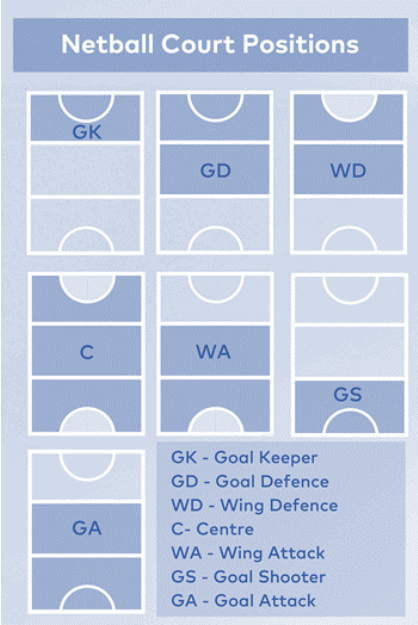
	Warm Up
1.	To raise our heart rate
2.	To get blood pumping around our body and to our muscles
3.	To prepare our body for movement
4.	To avoid injuries
5.	To get in the correct mindset for the lesson

Choreographic Devices	
FORMATION	***WHERE*** you are standing in the space in relation to other performers
DYNAMICS	***HOW*** you are performing the actions – Fast, Slow, Smooth, Soft, Jagged, Sudden
TRAVELLING PATHWAY	How you are travelling from one area to another
CANON	When you perform the same movement one after the other – like a Mexican wave
CONTACT	Lifting, Supporting, taking and giving weight to a partner
LEVELS	High Level – In the air. Medium Level Low Level – floor work
PERFORMANCE SKILLS	When performing you should show FOCUS – Raised eyeline, ENERGY and PROJECTION to ensure your actions are clearly seen by the audience
Where in the World	
BOLLYWOOD	The name BOLLYWOOD originates from 'Bombay' in India and Hollywood – Bollywood dancing mixes classical Indian styles with Western styles such as Commercial and Musical Jazz
GUMBOOT	An African dance that is performed by dancers wearing wellington boots. In South Africa these are commonly called Gumboots. It was conceived by the miners as a way of communicating. It was thought that the miners would use the Gumboots to relay messages that they didn't want their bosses to overhear. Gumboot dance is still seen on the streets of South Africa today and it is very similar to the 'Stepping' performed by African American fraternities.
ROCK N ROLL	Most commonly seen as a partner dance that originated in America following the Rock n Roll music era of the 1950's.

PE - Girls

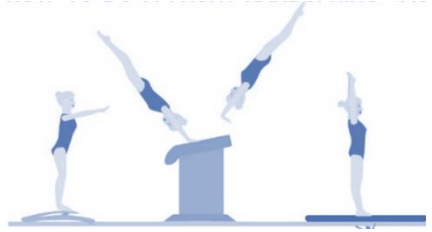
Netball

1.	**Passing and moving**	Once you have passed the ball make sure you move into space to receive again.
2.	**Centre pass**	Team alternate centre pass regardless who scored. No one enters centre third until whistle goes. Ball must be received in the centre third.
3.	**Three seconds**	You have three seconds to pass the ball
4.	**Offside**	If you go into a third your position does not allow.



Gymnastics

1.	**Jumping**	The main form of flight could be a tuck, straddle, pike, half turn.
2.	**Flight**	Where a gymnast leaves the floor and lands again with elegance.
3.	**Landing**	Safely bend knees to cushion land, using arms for balance.
4.	**Squat through**	Performed over a vault with knees tucked up to chest.
5.	**Handspring (over box)**	A vault performed skill over the horse box with hands placed on the horse box.

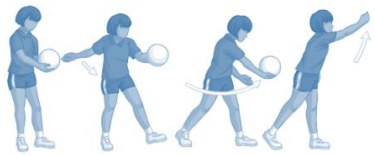


Hockey

1.	**Stick handling**	The grip you use on the stick. Strong hand down low, weak hand up top which rotates the stick. You can't raise the stick above waist height.
2.	**Passing**	Various ways to pass the ball - push pass, slap hit.
3.	**Dribbling**	Movement of the ball with the stick. Rotate the stick but do not use the curved side.
4.	**Receiving**	When receiving a pass watch the ball into you stick and cushion the ball.

Volleyball

1.	**Serving**	To start the game the ball is tossed up and hit using an overarm or underarm technique. Serve behind line.
2.	**Dig shot**	A shot played when ball is below waist, hands cupped together and played using forearms.
3.	**Set shot**	A two handed shot played above the head.
4.	**Spike shot**	An attack shot played close to the net in a powerful motion.
5.	**3 touch play**	In a game you must not hit the ball more than 3 times on one side.



PE - Boys

Basketball		
1.	**Dribbling and passing recap**	You must dribble the ball using your fingertips for control. Dribble violations include double dribble, travel and carrying.
2.	**Lay ups**	You score a basket by dribbling towards the hoop, taking two steps, and then laying the basketball into the hoop off the backboard.
3.	**Fast breaks & 3-man weave**	It is important to move the ball up court and into scoring position as quickly as possible. A 3-man wave is a fast break drill which allows you to combine fast movement, passing and a lay up to score a basket.
4.	**Defending – Man to man V zonal marking**	You can defend as a team using the man to man and zonal marking strategies. Man to man marking is where defenders are assigned a specific opposition player to mark and it's important to try and 'match up'. Zonal marking is where a player marks an area of the court.

Badminton		
1.	**Serving development**	Introduction of the flick serve. A powerful and flat serve aimed directly at your opponent to catch them out and lock them up.
2.	**Overhead clear, smash and drop shot recap**	These are all forms of overhead shots which can be played using deception.
3.	**Backhand**	This is a shot you play across your body on your weaker side.
4.	**Net shots**	This is an underarm drop shot which is played close to the net.

Football		
1.	**Scanning & passing**	You scan your surroundings before receiving a pass to help you make a quicker and better decision for your next move.
2.	**Penetration**	Using positioning and piercing passing to break defensive lines.
3.	**Receiving the ball on the ½ turn**	You receive the ball on your back foot and on the ½ turn. This allows you to see more of the pitch giving you more options when receiving the ball.
4.	**Outwitting a defender**	You can use individual improvisation to get past or beat a defender.

Rugby		
1.	**Passing development**	Use of the miss, switch, dummy and loop passing to outwit opposition.
2.	**Carrying into contact**	It is important to move the ball away from contact and tightly secure it under the armpit.
3.	**Rucking**	Rucking occurs when a player has been tackled and the ball is on the ground. Rucking is an opportunity to regain possession of the ball as the defending team. The attacking team will want to clear the ruck to maintain possession of the ball.
4.	**Mauling**	When the ball carrier is held but not tackled to the ground a maul is formed.
5.	**Kicking**	Drop kicks, grubber kicks and conversions.
6.	**Rugby 7's**	7 a-side rugby.