ELLIS GUILFORD SCHOOL
Creative Education Trust

"Knowledge is of no value unless you put it into practice"

Anton Chekov

YEAR 8

KNOWLEDGE ORGANISER

EDITION 1
2026-2027

Name:

Tutor Group:

House:

Contents	
Subject	**Page number**
Maths	4 – 9
English	10 – 15
Science	16 – 21
Geography	22 – 25
History	26 – 31
RS (Religious Studies)	30 – 37
French	38 – 43
Spanish	44 – 49
Dance	50 – 51
Drama	52 – 53
Music	54 – 56
Physical Education	57 – 58
Computing	59 – 60
Art	61
Design & Technology	62
Knowledge Checks	63 – 120

Knowledge is power.

I feel like going to class each morning is so humbling. You're always working to improve."



- Misty Copeland

Sometimes it is the people no one imagines anything of, who do the things that no one can imagine"



- Alan Turing

I loved to learn everything, everything in sight and I was never satisfied that I knew everything"



- Gertrude Elion

Everything that you learn is useful in life"



- Andrea Bocelli

Education is the passport to the future, for tomorrow belongs to those who prepare for it today."



- Kalpana Chawla

We aim for EGScellence everyday, with effort, kindness and no delay"

We are Ellis Guilford School

How to use your Knowledge Organiser

What is a Knowledge Organiser and how will it help me?

A Knowledge Organiser is a small booklet that shows you the important facts you need to learn for each topic in every subject.

It helps you because:

- It tells you the key information you must know.
- It helps you do well in tests and exams.
- It makes learning clear and simple.
- Your teacher will use the Knowledge Organiser in lessons.

Your teachers may ask you to:

- Look at a section, write a few notes, or highlight important parts.

Your teacher will also set homework from your Knowledge Organiser.

You will have short quizzes in lessons to check your learning.

Do I have to bring my Knowledge Organiser every day?

Yes. Every lesson, every day. It is one of our main EGSpectations.

Is there anything I could use to support me when using my knowledge organiser?

Sticky notes – useful for extra reminders or important facts.

Small flashcards – good for writing down key ideas.

You can put them around your room to help you remember things!

Maths – Numeracy Skills

Square Numbers
A square number is made by **multiplying a number by itself**.

Examples:

$1 \times 1 = 1$
$2 \times 2 = 4$
$3 \times 3 = 9$
$4 \times 4 = 16$

Cube Numbers
A cube number is made by **multiplying a number by itself 3 times**.
Examples:

- $1 \times 1 \times 1 = 1$
- $2 \times 2 \times 2 = 8$
- $3 \times 3 \times 3 = 27$
- $4 \times 4 \times 4 = 64$

Prime Numbers
Prime numbers have **only two factors**: 1 and itself.
They are **not** in any other times tables.
Examples: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41…

💡 *Memory tip*: Think of prime numbers as "VIPs" — they don't share!

Adding & Subtracting with Negatives
Use a **number line** to help:
$-3 + 5 = 2$ move 5 steps right →
$4 - 6 = -2$ move 6 steps left ←

💡 *Tip*: Think of temperature going up or down.

Multiplying with Negatives
Same signs (− × − or + × +) = Positive
Different signs (− × + or + × −) = Negative

💡 *Memory tip*: "Same signs = happy, different signs = grumpy!"

Dividing with Negatives
Same rule as multiplying:

- $-12 \div -3 = +4$
- $+12 \div -3 = -4$

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

What Are Odd Numbers?
Odd numbers **cannot be divided by 2** evenly.

They always end in **1, 3, 5, 7, or 9**.

Examples:
1, 3, 5, 7, 9, 11, 13, 15, 17, 19

What Are Even Numbers?
Even numbers can be **divided by 2** with **no remainder**.

They always end in **0, 2, 4, 6, or 8**.

Examples: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20

Maths – Solving equations and Inequalities

Writing Inequalities

Inequalities show the range of numbers that satisfy a rule.

$x < 2$ means x is less than 2
$x \leq 2$ means x is less than or equal to 2
$x > 2$ means x is greater than 2
$x \geq 2$ means x is greater than or equal to 2
$x \neq 2$ means x does not equal 2

These have infinite numbers that fall into this range but sometimes only **integer** solutions are required. We can also have 'double sided' inequalities that show a range of number between two limits.

$2 \leq x < 5$
means x is greater than or equal to 2 but less than 5

Example: State the Integers of *n* that satisfy: $-2 < n \leq 3$

-1, 0, 1, 2, 3

Cannot be equal to -2

Can be Equal to 3

Solving 1-step Equations

Example 1: x + 5 = 12

Take 5 from both sides (balancing method) **- 5 - 5**

x = 7

Example 2: 4x = 20

Divide both sides by 4 (balancing method) **÷ 4 ÷ 4**

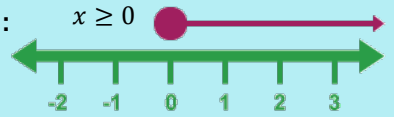
x = 5

Representing Inequalities on a number line

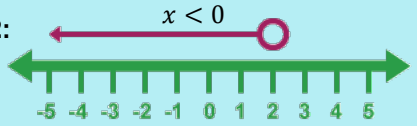
On a **number line** we use circles to highlight the key values:

- An empty circle is used **for less/greater than**
- A solid circle is used **for less/greater than or equal to**

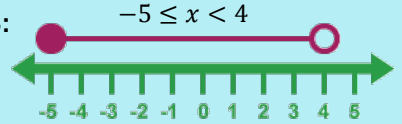
Example 1: $x \geq 0$



Example 2: $x < 0$



Example 3: $-5 \leq x < 4$



Solving 2-step Equations

Example: $2x + 4 = 10$

Subtract 4 from both sides $-4 \quad -4$

$2x = 6$

Divide both sides by 2 $\div 2 \quad \div 2$

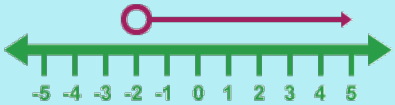
$x = 3$

Solving inequalities

We solve inequalities the same as equations by using the balancing method but keep the inequality symbol rather than the equal sign

Example: Solve the inequality $3m + 2 > -4$ and represent the solution on a number line:

$$\begin{array}{rcl} 3m + 2 & > & -4 \\ -2 & & -2 \\ 3m & > & -6 \\ \div 3 & & \div 3 \\ m & > & -2 \end{array}$$



Word	Definition
Inequality	When one thing is not equal to another. This could be less than, greater than or not equal.
Integer	A whole number. This can be positive or negative. For example, 2 is an integer but 2.5 is not.
Equations	A mathematical statement with an 'equal to' symbol between two expressions that have equal values

Maths – Ratio, Maps and Scale

Scale Diagrams

To understand this map there are two things you need to know.

With most maps it is assumed that north is to the top of the screen, vertically up as you look at the map. If this is not followed a compass point will be overlaid on the map.
•Every map has a scale. This tells you how far objects and places are in real life. The map below has a scale in the bottom right corner.



Step 1 – place a ruler up to the scale. You need to do this to work out how much distance (in cm) is equal to 200 m. Here we can see 2cm = 200m

Step 2 – use the ruler to work out the distance between A and E in centimetres



The ruler shows us it's 8 cm.

Step 3 – divide your answer for step 2 by your answer for step 1:
8 cm ÷ 2 cm = 4
Then multiply 4 by the scale size, 200 m:
4 × 200 m = 800 m
So, the distance between A and E is 800 m.

Simplifying Ratio

We can simplify ratio like we do with fractions, divide all parts by a common factor:

Example 1 : Simplify the ratio 15:30:24

$$15:30:24 \quad \div 3$$
$$5:10:8$$

When simplifying ratio, the solution should always have integer (whole number) parts.

Fractions and Ratios

Describe the **first amount** in this ratio as a fraction of the whole.

$$10 : 25$$

Simplify first!

$$2 : 5$$

$$2 + 5 = 7 \text{ parts}$$

$$\frac{2}{7}$$

Sharing in a Ratio

Share £350 in the ratio 3:

350									
35	35	35	35	35	35	35	35	35	35

3 + 7 = 10 parts

1 part = 350 ÷ 10 = 35

3 parts = £105 **7 parts = £245**

£105:£245

Word	Definition
Scale	The ratio of the length in a drawing (or model) to the length on the real thing
Scale drawing	A drawing that shows a real object with accurate sizes reduced or enlarged by a certain amount (called the scale).
Simplifying	Reduce it to simpler form by cancellation of common factors.

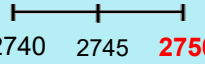
Maths – Rounding and Estimation

Rounding to powers of 10

When rounding numbers, we check the number after the digit we are rounding.

Example 1: As we are rounding to the nearest 10, we look at the number in the

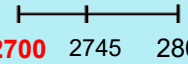
Round 2745 to the nearest 10



If the digit is 5 or more, we round up.

Example 2: As we are rounding to the nearest 100, we look at the number in the

Round 2745 to the nearest 100



If the digit is 4 or less, we round down.

Rounding to decimal places

When rounding to decimal places we check the number after the digit we are rounding

Example 1: Round 7.46582 to 1dp

7.46582 since we have a 6, we round up

= 7.5

Example 2: Round 7.46582 to 2dp

7.46582 since we have a 5, we round up

= 7.47

'To 1dp' means 1 decimal place
'To 2dp' means 2 decimal places

Rounding to significant figures

When rounding to significant figures, we start counting from the first non-zero value in the number.

Example 1:

Round 1367 to 1 significant figure (1sf)

3 so we round to **1000**

Example 2:

Round 0.00467 to 2 significant figure (2sf)

Remember we count from the first non-zero value.
In this case the second significant figure is the 6.
We then check the next number…
7 so we round to **0.0047**

Truncation

When truncating a number, we simply 'cut off' number past the last digit.

Example: **Truncate 3.828 to 2dp**

3.828

We ignore any number after the second decimal place. Note that this gives us a different answer than rounding to 2 decimal places.
So the answer is 3.82

Estimation

Sometimes we are asked to estimate the answer to a calculation rather than work out the exact value.
Usually, numbers are rounded to 1 significant figure.
The 'approximately equal to' sign is ≈

Example 1:

Estimate the Value of 28 x 48
If we round both to 1sf, this gives, 30 x 50 = 1500

$28 \times 48 \approx 1500$

Example 2:

Estimate the Value of (59.3 ÷ 12.09) + 23.4
We can approximate this sum to be (60 ÷ 10) + 20 = 26

$(59.3 \div 12.09) + 23.4 \approx 26$

Remember, if you are asked to work out an estimate, you must round first. Working out the accurate answer will get you zero marks!

Word	Definition
Significant Figure	The digits in a number that are significant to the size.
Estimate	Finding an answer close to the exact answer
Decimal places	Each digit after the decimal point in a number
Degree of accuracy	Term used to highlight what the rules are for rounding.

Maths – Direct and Inverse Proportion

Best Buys

Proportion calculations can be used to decide which items in a shop offer the best value.

Example:
Which one represents the best value for money?



2kg
£2.68



500g
£0.95

There are many ways to approach this problem.

For this solution, the cost of 1 kg for each of the bags will be calculated.

Price per kg for basmati rice:
2.68 ÷ 2 = £1.34

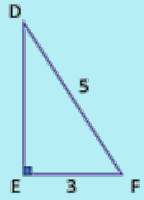
Price per kg for long grain rice:
0.95 x 2 = £1.90

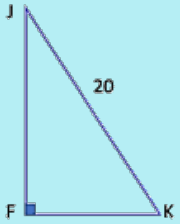
This shows that basmati rice is cheaper per kg and better value for money than the long grain rice.

Similar Shapes

If we enlarge one shape to make it bigger or smaller, then the shapes are said to be similar. The corresponding sides of similar shapes must be in the **same proportion,** and the **corresponding angles are identical**.
We can find missing sides on similar shapes using equivalent ratio.

Example: Calculate the length FK





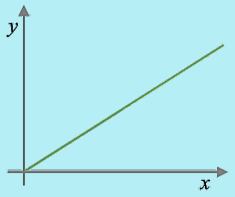
×4 **5 : 3**
20 : 12 ×4

Therefore FK = 12

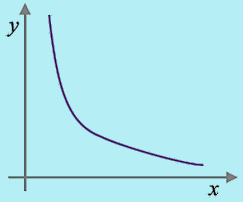
Direct and Inverse Proportion graphs

If the constant of proportionality is positive, the graph will have a positive gradient. If the constant is negative, the graph will have a negative gradient.

Direct Proportion



Inverse Proportion



Direct Proportionality

As **one increases the other also increases** at the same rate (proportionally), e.g. as one doubles, the other one also doubles

Example:

4 pens cost £3.20
Multiply by 2
8 pens cost £6.40
Divide by 8
1 pens cost £0.80
Multiply by 30
30 pens cost £24.00

Calculating the value of 1 is called the unitary method and is most useful

Inverse Proportionality

If two quantities are **inversely proportional**, then as **one increases the other decreases** at the same rate, e.g. as one doubles, the other one halves

Example:

6 builders can build 10 houses in 30 months
Multiply 6 and 30
1 builder would take 180 months
Divide by 18
18 builders would take 10 months

Calculating the value of 1 is called the unitary method and is most useful

Word	Definition
Ratio	The relationship between two or more quantities
Proportion	The relationship of one thing to another in terms of quantity, size, or number
Factor	A number than divides another number equally (without a remainder)

Maths – Linear Graphs

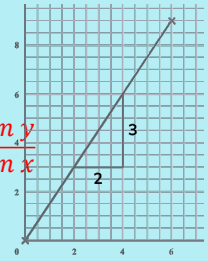
Linear Graphs

- Ensure the equation of the straight line is in the form
  y = mx + c
- Draw a table to represent the x and y values
- Substitute the values of x into the equation and find the y values – these are the (x, y) coordinates
- Draw the x & y axes (usually drawn on the exam paper)
- Plot the (x, y) coordinates and draw the straight-line graph

Finding the gradient

To find the gradient of a line we calculate the change in the y-coordinates and divide it by the change in the x coordinates:

Example:
Change in y = 3
Change in x = 2

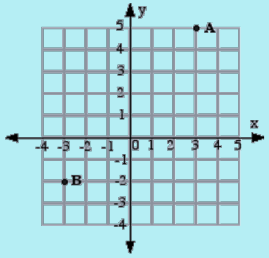


$$Gradient = \frac{change\ in\ y}{change\ in\ x}$$

$$Gradient = \frac{3}{2} = 1.5$$

Coordinates

Coordinates are numbers, written in pairs and give the position of a point on a graph. The first term is the x-coordinate (movement across). The second term is the y-coordinate (movement up or down)



Example:
The coordinates of point A are (3,5)

The coordinates of point B are (-3,-2)

Table of values

We use a table of values to generate a list of coordinates so that we can plot a line. In a table of values, the value of y depends on the value of x. That means that we choose the values for x and substitute them into the equation to generate the corresponding value for y.

Example $y = 2x - 5$

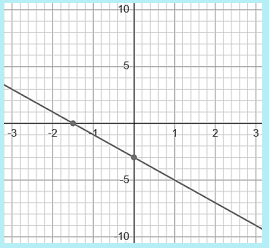
Multiply the x by 2 then subtract 5

x	-1	0	1	2	3
y	-7	-5	-3	-1	1
(x, y)	(-1, -7)	(0, -5)	(1, -3)	(2, -1)	(3, 1)

Straight line graphs

The general equation of a linear graph is $y = mx + c$ where m is the gradient and c is the y-intercept (where is crosses the y axis). The equation of a linear graph can contain an x-term, a y-term and a number

Example: The equation of the green line is $y = -2x - 3$.
The gradient of the line is -2 and it crosses the y-axis at (0,-3)



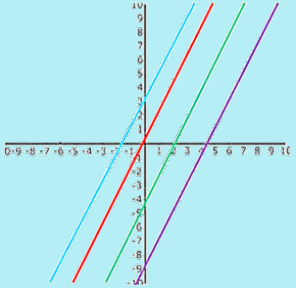
Parallel Lines

If two lines are **parallel**, they will have the **same gradient**.

Example: The equation for each line:

$y = 2x + 3$
$y = 2x$
$y = 2x - 4$
$y = 2x - 9$

As these lines are **parallel**, they all have the same gradient of 2



Word	Definition
Gradient	How steep a line is.
Y-intercept	where a line or curve crosses the y-axis
Coordinate	A set of values that show an exact position (x,y)
Equation	Shows that two things are equal.
Plot	To draw on a graph or map.
Substitute	Putting values where the letters are.
Parallel	Always the same distance apart and never touching

English- Critical Writing

Write like a *Literary Critic*

Someone who analyses, interprets, and evaluates literature.

S (Statement)	[Writer] may have written... to criticise, teach, warn, reveal the importance of...
E (Evidence)	This is evident when... We see this when... This is shown through...
I (Inference)	This evokes the idea that... This conveys/demonstrates/implies... This leads me to believe
Z (Zoom in)	The use of ... further reinforces ... The verb/simile implies that ... which creates...
Z (Zoom out)	The writer may have been trying to allude ... The writer may have been revealing ...
E (Effect)	This makes the reader/ audience question ...

SEIZZE

Embed Quotations!



- ✗ It says, "double, double toil and trouble"
- ✓ The witches chant "double, double toil and trouble"

We Always Focus On:

The writer's choices
The writer's messages

Adverbials and Discourse Markers:

Arguably,
Importantly,
Without a doubt,
Initially,
As the text develops,
Ultimately,



Write a Powerful Thesis Statement:

What big ideas does the writer have?
.....may have written..... to.....

What are they...
arguing?
promoting?
highlighting?
exposing?
problematising?
calling for?
warning against?
criticising?

Modal Verbs to Convey Consideration:

Perhaps... This could... **INTERESTINGLY...**
THIS MAY...
This might... **In a sense this...**

Connectives:

Similarly,	However,
In both...	This is in contrast to...
Whereas...	Likewise...

Instead of 'suggests':

demonstrates *conveys*
implies
reinforces ***highlights***
illustrates

Adjectives to Introduce Characters:

Miserly and inconsiderate, Scrooge acts as a mouthpiece for Malthusian attitudes.

Where **EGScellence** thrives, and the **EGSceptional** shine

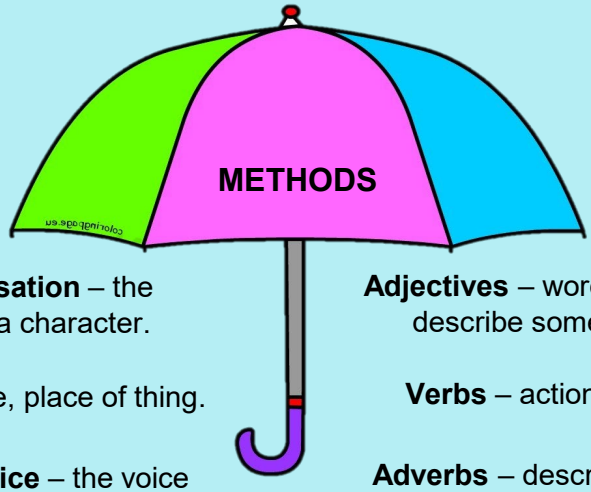
English – Reading Skills

How can I be successful in my writing?		✓
Statement AO1	Clear response to the question/task.	
Evidence AO1	Use of quotations to support interpretation.	
Inference(s) AO2	Exploration of writer's meaning.	

Reading EGScpectations

- ❑ I follow along in my book using a ruler or finger.
- ❑ I Keep my eyes on the text at all times.
- ❑ I'm ready to read if asked
- ❑ I keep track of where we are in the text
- ❑ I picture the scene in my head.
- ❑ I notice any new or tricky words.
- ❑ I use the punctuation to tell me when to pause.
- ❑ I answer questions about what we have read.
- ❑ I find evidence in the text to support my ideas.





Characterisation – the creation of a character.

Nouns – people, place of thing.

Narrative voice – the voice which the story is told.

Adjectives – words used to describe something.

Verbs – action words.

Adverbs – describes an adjective or verb.

Imagery – language that evokes a mental image.

Modal verbs - *support other verbs in a sentence to indicate possibility or necessity.*	
Could	The writer could be…
Might	Readers might feel…
May	This may have been done to…
Will	Readers will learn…

English- The Book Thief

Characters	Description
Liesel Meminger	A young girl who loves words and steals books; she learns to read and write during WWII.
Hans Hubermann	Liesel's kind foster father who plays the accordion and teaches her to read.
Rosa Hubermann	Liesel's strict but caring foster mother who hides her love behind harsh words.
Max Vandenburg	A Jewish man hiding from the Nazis in the Hubermanns' basement; he becomes Liesel's friend.
Rudy Steiner	Liesel's best friend who dreams of being like Jesse Owens and often helps her steal books.
Death	The narrator who tells the story with sadness and compassion, showing the cost of war.

Big Ideas	
Power of Words	Words can comfort, inspire, and destroy; they shape how people think and act.
Friendship and Love	Liesel's friendships help her survive fear and loss.
War and Suffering	The story shows how ordinary people suffer during Nazi Germany.
Courage and Kindness	Helping others, even when it's dangerous, shows true bravery.
Loss and Hope	Despite tragedy, Liesel learns that stories and love can keep hope alive.

Zusak's Methods	
Narration by Death	Gives a unique view of humanity and war, mixing sadness with beauty.
Symbolism	Books, colours, and the accordion represent hope and memory.
Foreshadowing	Death hints at future events, building tension and emotion.
Imagery	Vivid descriptions help readers picture the world of wartime Germany.
Contrast	Light and dark, kindness and cruelty, show how people choose good or evil.

Beginning:
Liesel moves to Himmel Street, learns to read, and begins stealing books.

Middle:
Max hides in the basement; Liesel's love of words grows as the war worsens.

End:
A bombing destroys Himmel Street; Liesel survives and later reunites with Max.





English – The Book Thief

Ambitious Vocabulary



Persecution — unfair treatment of people, especially Jewish people in Nazi Germany.
Dictatorship — a government controlled by one powerful leader (like Hitler).
Propaganda — information used to control or influence people's beliefs.
Allies — countries fighting against Nazi Germany in WWII.
Holocaust — the mass murder of Jewish people and others by the Nazis.
Resistance — people who secretly opposed the Nazis.

Turn and Talk Routine	
1	Turn and sit face-to-face with your partner.
2	Look at your partner.
3	Speak one at a time.
4	Listen quietly while your partner is speaking.
5	Turn back and face the teacher.





Model SIEZZE Paragraph

S (Statement):
Homer may have used imagery to create a vivid picture of a new day and symbolise hope during Odysseus' journey.

E (Evidence):
This is shown when dawn is described as *"spread her fingers of rose across the sky."*

I (Inference):
This image compares the sunrise to a person's fingers stretching across the sky. This suggests that the world is slowly waking up and that new opportunities lie ahead for Odysseus. It conveys a sense of renewal and optimism after periods of danger and hardship.

Z (Zoom In):
The word **"rose"** is associated with warmth, beauty and light.

Z (Zoom Out):
The imagery in *"spread her fingers of rose across the sky"* creates a beautiful picture of the sunrise. Throughout *The Odyssey*, the arrival of dawn often marks the beginning of a new stage in Odysseus' adventure, reminding readers that hope can return even after difficult challenges.

E (Effect):
Homer may have wanted the reader to feel hopeful about Odysseus' journey. This makes readers appreciate his perseverance and encourages them to believe that difficulties can eventually be overcome.

English – The Tempest



Characters
Prospero — A powerful magician and the rightful Duke of Milan. He controls the island and wants justice for being betrayed.
Miranda — Prospero's kind daughter who has lived on the island since she was a baby. She falls in love with Ferdinand.
Ariel — A magical spirit who works for Prospero and hopes to earn freedom.
Caliban — The island's original inhabitant. He feels Prospero took the island from him.
Ferdinand — The Prince of Naples who survives the shipwreck and loves Miranda.
Alonso — The King of Naples who once helped overthrow Prospero.
Antonio — Prospero's brother who betrayed him and stole his title.
Sebastian — Alonso's brother who plots to kill him.
Gonzalo — A loyal nobleman who helped Prospero and Miranda escape safely.
Trinculo_and_Stephano — A jester and a drunken servant who add comedy and join Caliban in a silly plot.

Big Ideas from *The Tempest*
Power and Control Prospero uses magic to control others and the island. The play explores how people use power over others and what happens when that power is lost or shared.
Revenge and Forgiveness Prospero wants revenge on those who betrayed him, but by the end he chooses forgiveness. This shows how mercy can be stronger than anger.
Magic and Illusion Magic is used to create illusions and control events. It blurs the line between what is real and what is imagined.
Freedom and Servitude Ariel and Caliban both serve Prospero but dream of freedom. The play shows different kinds of control and independence.
Nature and Civilization The island represents wild nature, while Prospero and the nobles bring ideas of civilization. The play asks which is better — natural life or human control.
Family and Betrayal Prospero's brother Antonio betrayed him. The play explores loyalty, family bonds, and how betrayal can change relationships.

Shakespeare's Methods		
Soliloquy	A character speaking their thoughts aloud when alone or regardless of any hearers.	
Iambic Penta-meter	A line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable.	5
Patriarchy	A system of society or government in which men hold the political and economic power and women are largely excluded from it.	♂
Hyperbole	Exaggerated statements not meant to be taken literally.	!
Dramatic Irony	A literary technique where the full significance of a character's words or actions is clear to the audience or reader but unknown to the character.	
Rhyming Couplet	A rhyming pair of successive lines of verse, typically of the same length.	2

Beginning:
A storm (the "tempest") causes a shipwreck near Prospero's island.

Middle:
On the island, Prospero uses magic to test and control the shipwrecked people.

End:
Prospero forgives his enemies, stops using magic and everyone prepares to return home peacefully.

English – The Tempest



Ambitious Vocabulary	
Usurp	To take power or a position illegally or unfairly.
Betrayal	Breaking someone's trust or loyalty.
Reconciliation	Restoring a friendly relationship after conflict.
Manipulation	Controlling or influencing others for your own benefit.
Authority	The power to command or make decisions.
Colonialism	Taking control of another land and its people.

Shakespeare's Context

The Divine Right of Kings: During Shakespeare's time, many people believed that kings were chosen by God and should be obeyed. This idea, called the **Divine Right of Kings**, links to Prospero's role as the rightful Duke who regains his position.

Exploration and New Worlds: Shakespeare wrote *The Tempest* at a time when Europeans were exploring new lands across the world. The mysterious island reflects people's interest in discovering unfamiliar places and meeting new cultures.

Magic and the Supernatural: Many Jacobean people believed in magic, witches, and spirits. Shakespeare uses Prospero's magic and Ariel's supernatural powers to entertain his audience and explore how power can be used for good or bad purposes.



Model SIEZZE Paragraph

S (Statement):

Homer may have used imagery to create a vivid picture of a new day and symbolise hope during Odysseus' journey.

E (Evidence):

This is shown when dawn is described as *"spread her fingers of rose across the sky."*

I (Inference):

This image compares the sunrise to a person's fingers stretching across the sky. This suggests that the world is slowly waking up and that new opportunities lie ahead for Odysseus. It conveys a sense of renewal and optimism after periods of danger and hardship.

Z (Zoom In):

The word **"rose"** is associated with warmth, beauty and light.

Z (Zoom Out):

The imagery in *"spread her fingers of rose across the sky"* creates a beautiful picture of the sunrise. Throughout *The Odyssey*, the arrival of dawn often marks the beginning of a new stage in Odysseus' adventure, reminding readers that hope can return even after difficult challenges.

E (Effect):

Homer may have wanted the reader to feel hopeful about Odysseus' journey. This makes readers appreciate his perseverance and encourages them to believe that difficulties can eventually be overcome.

Science

Variation

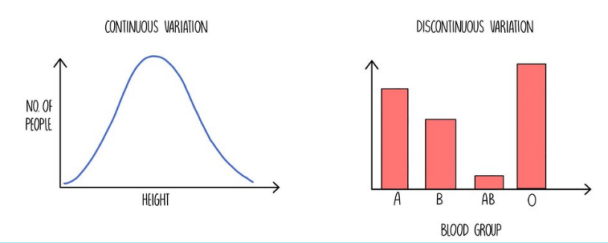
Variation describes the differences in a species and may be caused by:

- the genes they have inherited (**genetic** causes)
- the conditions in which they have developed (**environmental** causes)
- a combination of genes and the environment.

Continuous and discontinuous

Continuous - results that come in a range e.g. height.

Discontinuous variations gives us values that come in groups e.g. blood groups or eye colour.



Adaptations – animals

Structural	Behavioural	Functional
Physical features which increase chances of survival. Sharp claws Camouflage Eye position	Behaviours which give them an advantage. Working as a pack Using tools Mating rituals	Processes which occur within the body Venom production Hibernation & Migration Less urine in heat



Adaptations – plants

Drip tips - plants have leaves with pointy tips allows water to run off the leaves quickly without damaging them.

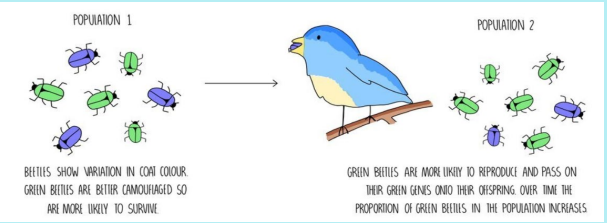
Buttress roots - large roots have ridges which create a large surface area that help to support large trees.

Epiphytes - these are plants which live on the branches of trees high up in the canopy.



Evolution by natural selection

Genetic mutation → **variation** in a population → better adapted survive → reproduction → passing on **genes**



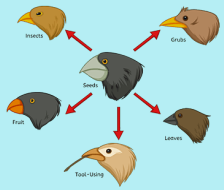
Science

Charles Darwin

Theory of evolution by **natural selection.**

Observations of animals and plants in Galapagos islands

Controversial at the time due to religious beliefs of many people.

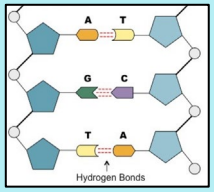


DNA

Found in the nucleus and contains genetic information.

Rosalind Franklin made 'X-ray diffraction' images of **DNA.**

James Watson and Francis Crick used her images to work out a model for the structure of **DNA.**





Extinction

No more individuals of that species left alive.

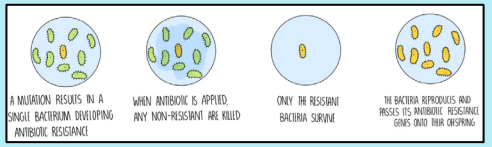
Causes:

- Change in environment
- New diseases
- New predators
- New competitors
- Catastrophic events



Mutation

Change in the **DNA** sequence. This can lead to new strains being produced.



Biodiversity

BIO = living things
DIVERSITY = range of



- **Conservation** preserves and protects organisms and their habitats

Importance:

- Future medicines
- Food supply
- Avoid disruption to food chains

Grey squirrels are not native to the UK – they are an **invasive species** that is pushing the **native** red squirrel out of its habitat





Inheritance

homozygous (same) e.g. BB or bb

heterozygous (different) e.g. Bb

Examples of Punnett squares:
B – brown eyes (dominant) b – blue eyes (recessive)

Genotype: the alleles (genes) you have
Phenotype: the physical features you have

Dominant (capital letters) always over-power recessive (lower case letters)

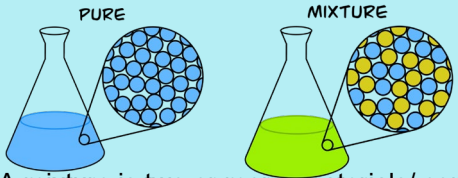
	B	B
b	Bb	Bb
b	Bb	Bb

Mother's Alleles \ Father's Alleles	B	b
B	BB	Bb
b	Bb	bb

Science

Pure Substances and Mixtures

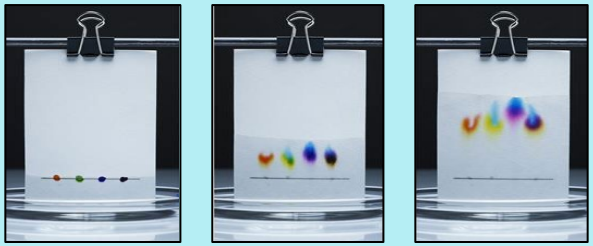
A **pure** substance contains only one type of **atoms**.



A mixture is two or more materials/ compounds/ **elements** that can be separated.

Chromatography

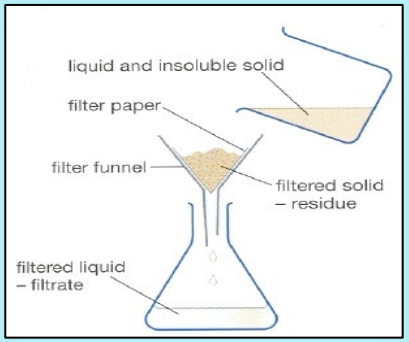
Paper **chromatography** is a method for **separating** dissolved substances from one another.



It is often used when the **dissolved** substances are coloured, such as inks, food colourings and plant dyes.

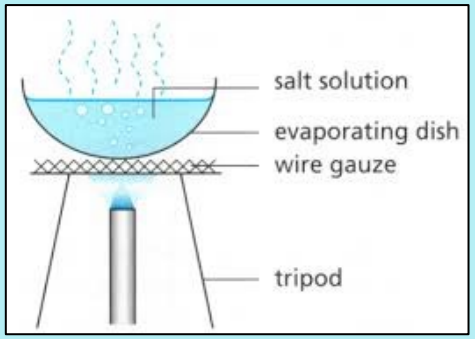
Filtration

Filtration is a method for **separating** an **insoluble** solid from a liquid.



Evaporation

Evaporation is used to **separate** a **soluble** solid from a liquid.



Solutions

A **solute** is the solid that is **dissolved**.

A **solvent** is the liquid you are dissolving the **solute** in.

When a **solution** is **saturated**, it means that no more **solute** can be **dissolved**.

Solubility is a measure of how **soluble** a substance is.

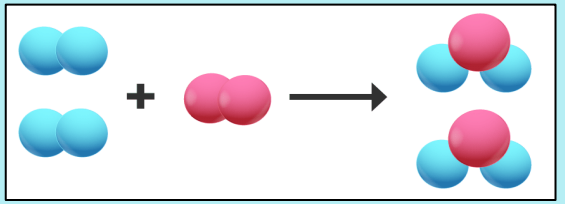
The rate at which a substance **dissolves** can be affected by three factors including the

temperature of the solvent.

Conservation of Mass

During chemical reactions or a change of state, no atoms are created or destroyed.

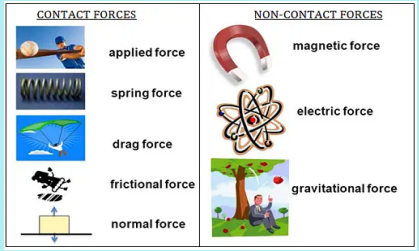
The total mass of chemicals before and after a reaction remains the same.



Science

Contact and Non-Contact Forces

Forces arising from direct contact act only while the two objects are touching.
Non-contact forces act between two objects that are not physically touching.



Balanced and Unbalanced Forces

A resultant force on an object can cause it to speed up or slow down, depending on the direction of the force

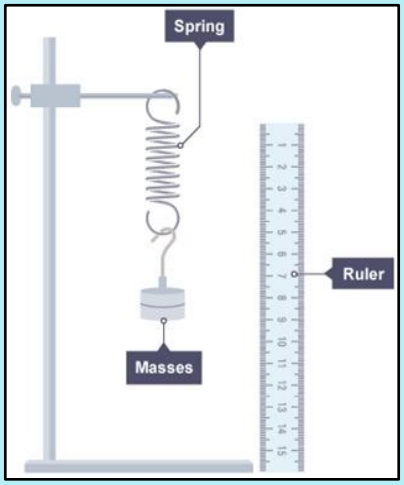




Hooke's Law

This law describes the relationship between the force applied and the spring's extension or compression

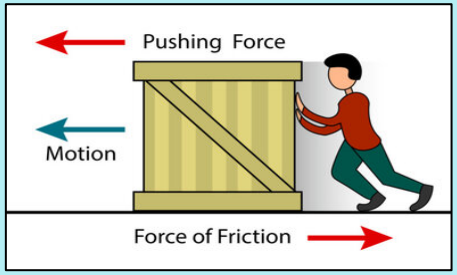
The greater the force applied, the more deformed an object will become.



Elastic materials will return to their original shape once the force is removed, whereas inelastic materials will change shape permanently and may even break.

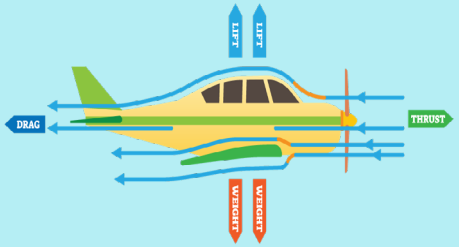
Friction

Friction and other resistive forces can act to continually reduce the speed an un-propelled object.



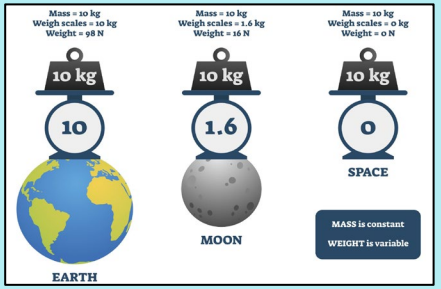
Air and Water Resistance

The drag force on an object moving through a fluid increases with its speed and can be reduced by making the object more streamlined.



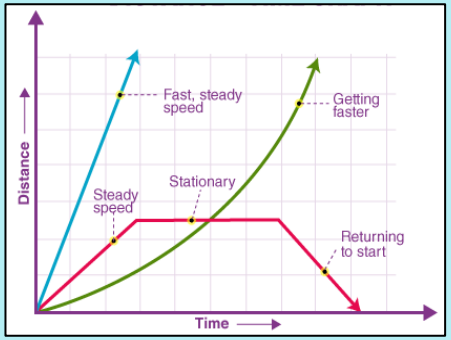
Gravity and Weight

Mass is a measure of the amount of matter an object or substance is comprised of. Weight is the force due to gravity.



Speed and Motion Graphs

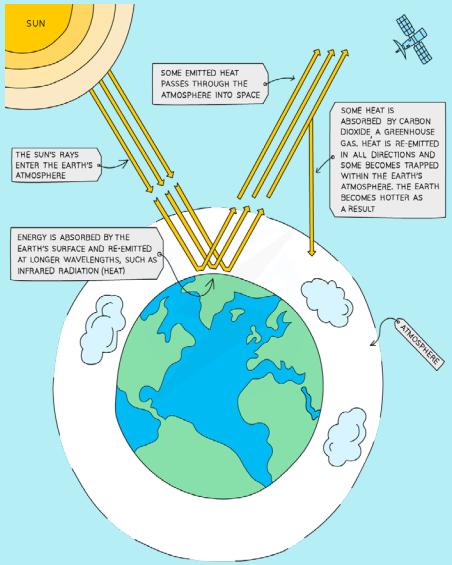
Speed = Distance / Time



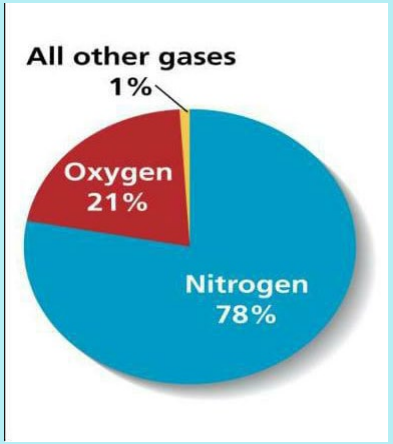
Science

Global Warming

The increase in the surface temperature of Earth from a build-up of **greenhouse** gases.

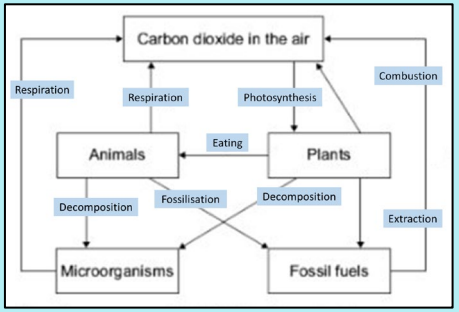


The Atmosphere



The Carbon Cycle

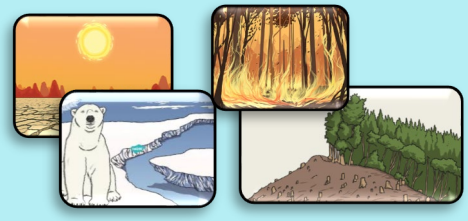
Shows the processes that **absorb carbon** or **releases carbon** into the atmosphere.



Climate Change

Long term changes to weather patterns.

Effect	Impact
Sea levels rise	Flooding and loss of habitat



Recycling

The collecting and processing of used materials so the it can be used again.

Advantages	Disadvantages
Resources will last longer	Separating rubbish can be seen as a nuisance
It uses less energy than extracting new materials	The lorries collecting recycling produce pollution
It reduces waste and pollution	Some materials are easier to recycle than others

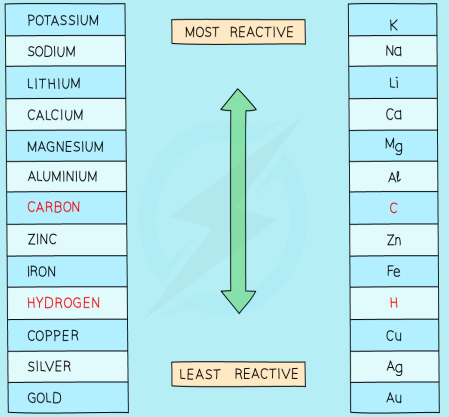
Extracting Metals

An ore is a rock that contain metal which is finically viable to extract.

An element Above Carbon: **Electrolysis**

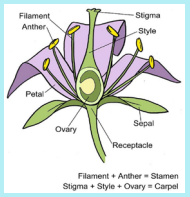
An element below Carbon: **Reduction with carbon**

An element below Hydrogen: **Found as pure metals**



Science

Pollination

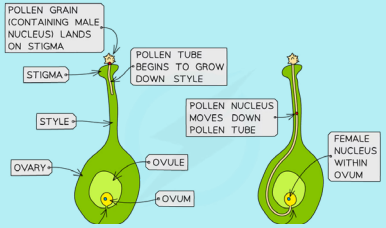


Seeds form after pollen grains and ovules join. For this to happen, pollen from the anther needs to transfer to the stigma.

Pollination can be via wind or insects
Self-pollination: The pollen grain lands on the same flower it originated from.
Cross-pollination: The pollen grain lands on a different flower to the one it originated from.

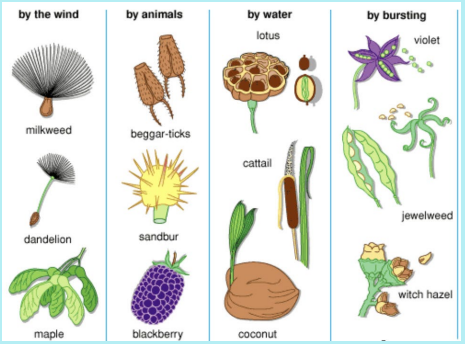
Fertilisation

Plants can reproduce asexually and/ or sexually. **Asexual** reproduction involves only 1 parent. **Sexual** reproduction can involve 1 or 2 parents. **Sexual** reproduction involves **pollination.**



Seed Dispersal

Seeds are dispersed away from each other and from the parent plants. This is so they have space to grow and do not compete for resources, such as nutrients.



Adolescence

Physical changes during **adolescence** is called **puberty.**

The changes caused by sex **hormones**. These are chemical messengers that travel around your body in the blood.

Female sex hormones are made in the ovaries.

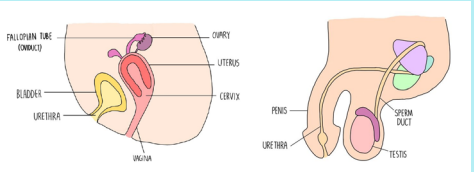
Male sex hormones are made in the testes

Reproductive systems

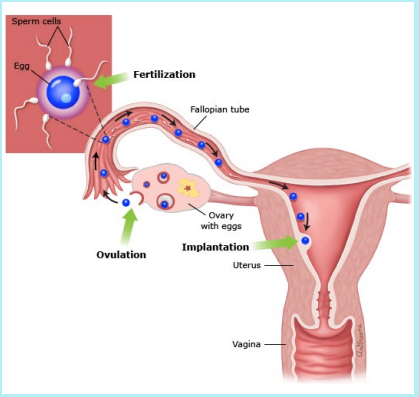
Gametes are the male and female sex cells: **ova** are female **gametes.**

Sperm are male **gametes.**

In **sexual** reproduction, a male and female **gamete** can join together. This is fertilisation.



Fertilisation and Implantation

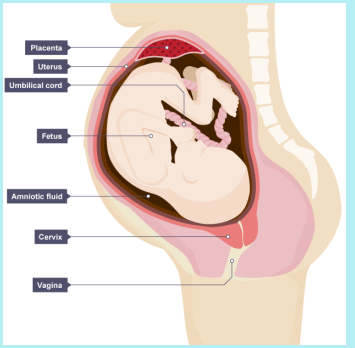


Development of a Foetus

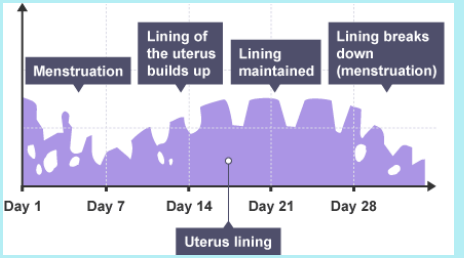
During the early stages of pregnancy, cells in the **embryo** divide and specialise.

After 8 weeks of growth, the **embryo** is called a fetus.

To grow the **fetus** needs nutrients and oxygen. It receives these from its mother through her blood



Menstrual Cycle



Geography

What is the human and physical geography of Asia?

- **Human geography** – anything to do with people
- **Physical geography** – anything natural

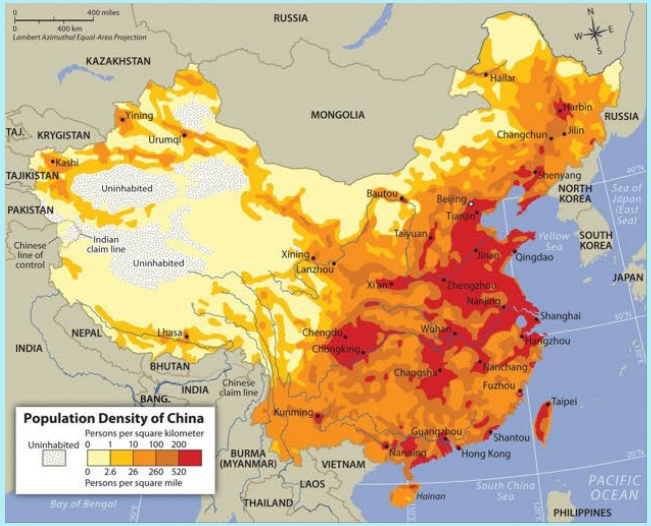


- There are 49 countries in Asia
- Covers 30% of earth but has 60% of earth's population
- The 2 most populous countries are India and China (1.4 billion each)
- Asia means 'east'



- The main deserts are the Gobi (hot) and Siberia (cold)
- The Himalayas are between China and Nepal
- Mount Everest is the highest mountain in the world
- Rivers provide a source of life for many people – Ganges, Mekong, Yellow and Yangtze
- Many bays have developed large cities for global trade

Why does China have a rapidly developing economy?



- China has an uneven distribution of its population
- China is **densely populated** in the south and East and **sparsely populated** in the west
- China has **communist/socialist** ideologies
- China has developed **Special Economic Zones** on the east coast for trade
- These economic zones have different rules where private businesses can exist, and the government taxes the profits.
- The Chinese government owns everything else in China so therefore, profits go into the government bank account for investment
- China has a **large workforce** so has managed to manufacture lots of products for **global trade** – smart phones, cosmetics, toys and clothes are some examples.
- China has struggled with global trade historically with **counterfeit** goods being manufactured. This upsets companies who have products copied
- China has begun to invest in other countries through large infrastructure projects called the **belt and road initiative.** to open up the Chinese market to other countries
- Critics have called this a land grab as they often cannot pay the loans back China give them so China then takes over the land the project is on – **neo colonialism**

How is global power changing?

- **1800s** – British Empire takes over countries all over the world
- **1918-1945** – Transition of power through WWI and WWII – USA, UK, Soviet Union and Nazi Germany
- **1945-1990** – USA and Soviet Union become the 2 dominant powers during the Cold War
- **1990** – 2009 – USA becomes the most dominant global power after the collapse of the Soviet Union
- **2009 to present** – there are many powers trying to dominate across the world – USA, China, EU and more
- **Unipolar world** – only one true power
- **Bipolar world** – two countries fighting for power
- **Multipolar world** – many countries fighting for power
- When more than one country is not dominant in global power, there tends to be a rise in conflict across the world
- There have been a rise in countries forming unions to work together to become more powerful
- These countries often have a lot in common – culture, way of governing (democracy or communist), are close together or trade similar products
- Examples include the **BRICS** – Brazil, Russia, India, China and South Africa
- There are the rise of manufacturing countries such as the **MINT** nations – Mexico, Indonesia, Nigeria and Turkey



Geography

How can countries control the size of their population?

- China brought in a strict population control measure as population was growing too rapidly and the government couldn't improve quality of life for all
- The one child policy was introduced in 1979 and became a 2 child policy in 2015
- There were many positives and negatives of the policy

Positives	Negatives
- It reduced the growth rate of the population - It improved quality of life for people - If followed people got better pensions, free education and free childcare	- If not followed, people were fined or sent to jail - There were more than10 million forced abortions a year and many sterilisations - Female foetuses were aborted so family names could carry on - 30 million more marriageable aged men than women - People lost the choice of how many children they wanted

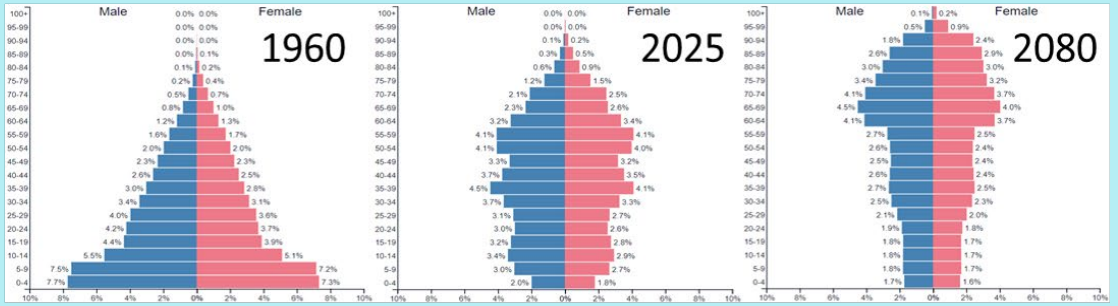
- India have decided not to be as strict with their population control measures by deciding to use education and advertising campaigns to try and reduce family sizes
- This hasn't had large short term success but may see longer term benefits if it works
- India's population continues o grow at 13 million people a year





Why are population pyramids useful?

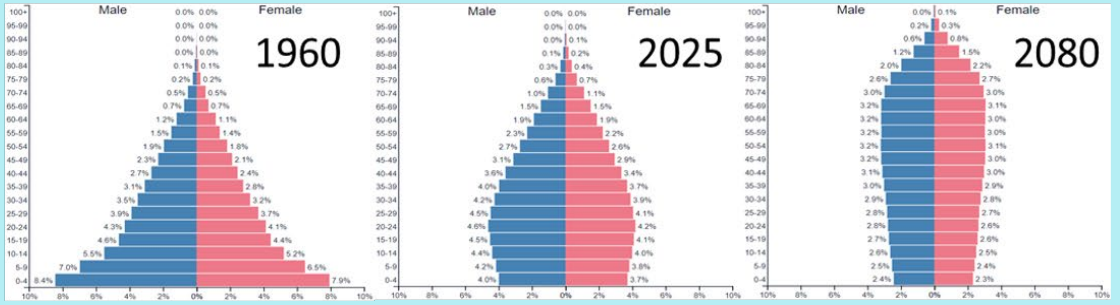
- Population pyramids show how a country's population is made up by age and gender
- This is useful for governments to see emerging patterns in population
  - 0-21 years old – education policy
  - 21-65 – working population and taxpayers
  - 65+ - healthcare policy and pensions



CHINA

- A wide base shows there is a large population of young people
- A wider middle shows a larger working population, so a country gains more taxes
- A wider top shows a large elderly population who made need access to healthcare and pensions
- If a population pyramid is low, life expectancy is low. If it is tall, there is an ageing population
- Population pyramids which are short and have a wide base tend to be less developed countries (LIC)
- Population pyramids which are tall and even for all ages tend to be more developed countries (HIC)

INDIA



Geography

Is North Korea a political threat?

- North Korea is a communist nation with an authoritarian dictatorship
- The country has been run by the Kim family since the end of the Korean war
- The Korean war happened in 1950 with 1 million people killed
- South Korea were backed by the USA and North Korea were backed by China and the Soviet Union
- The North initially took over most of the South until the USA pushed them back to the Chinese border
- The Chinese then pushed the south back and the borders ended up being in a similar place to before the Korean war started



- There are many rules people of North Korea must follow, if not they may be sent to rehabilitation camps or be killed. These include:
  - No microwaves (too much electricity)
  - No Jeans (too American)
  - Certain hairstyles to choose from
  - Must do military service
  - No religion allowed (the leaders take place of this)
  - Cannot talk negatively about the leaders
  - Cannot choose profession
  - Must have permission to travel
  - No internet – media is controlled by the government

- North Korea's policy decisions has had an impact on its development, particularly compared to South Korea
- There are many reports of mass starvation and famine in North Korea
- It relies heavily on China and Russia with trade as it has closed off to other countries

	North Korea	South Korea
Life expectancy	71	82
GNI ($)	662	35,110
Unemployment	25.6%	4%
Literacy rate	unknown	99%
Access to clean water	61%	99%



- However, North Korea is investing in international tourism to try and develop a growing economy
- North Korea has shown its military might by testing nuclear weapons in recent years with increasing threats to use them against the USA
- North Korea has the 4th largest military in the world
- Their relationship with Russia and China gives the 3 nations great nuclear power between them
- In Donald Trump's first presidency, he became the first president to step foot in North Korea.
- His war of words with Kim Jong Un over social media created tension between the two countries and his visit was a show of peace
- It remains to be seen how North Korea continue to develop nuclear weapons and what they do with them



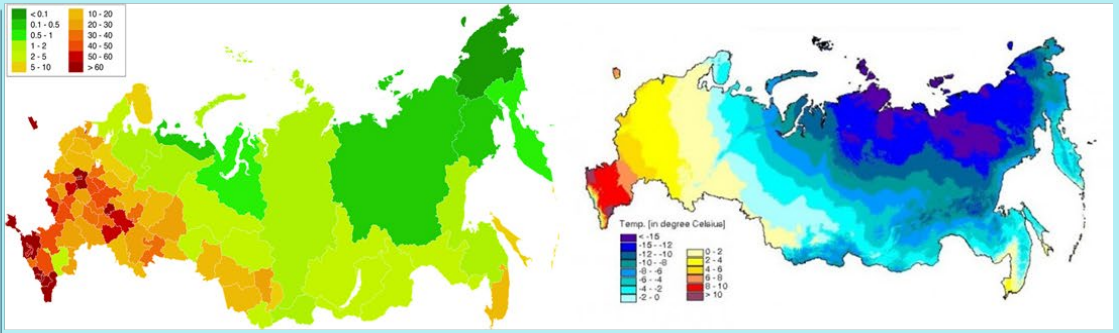


Geography

Is the geography of Russia and benefit or a curse?

- It is officially called the Russian Federation
- Russia is the world's largest country by land mass
- It spans both Europe and Asia and is therefore in Eurasia
- The Ural mountains split the European and Asia sides of Russia
- It has a population of 134 million people
- 25% of the land mass and 75% of the population are in Europe
- It borders 14 other countries
- It has 11 time zones
- The capital city is Moscow
- It has over 40 national parks
- The river Volga is the longest in Europe
- It is connected to the Arctic, Pacific and Atlantic ocean





Population density | Temperature

- The south and west of Russia are **densely populated.** The north and east of Russia are **sparsely populated**
- The south and west of Russia are warmer. The north and east of Russia are colder

- There are 4 types of industry:
  - **Primary** – extracting raw materials e.g farming, mining or fishing
  - **Secondary** – manufacturing products e.g factory work
  - **Tertiary** – providing a service e.g teacher, doctor or bus driver
  - **Quaternary** – research and development e.g vaccine developer or AI developer
- Wages increase from primary through to quaternary industry
- Russia has a lot of natural resources which are extracted by 9% of the population by using machines
  - 20% of the world's natural gas
  - 1/8 of the world's crude oil
  - 20% of the world's forest
  - Large reserves of Iron ore, nickel, bauxite, manganese, platinum, gold, copper, lead and zinc
- 28% work in secondary industry and 63% in tertiary industry
- Russia struggles to extract all its resources because a lot are locked beneath frozen ground in Siberia
- Russia also struggles to trade these resources as the Arctic ocean is frozen for much of the year and the east is sparsely populated near the Pacific ocean
- European nations have stopped buying Russian gas and oil so they don't fund their war with Ukraine
- Russia wants access to Ukraine to try and revive the old borders from the Soviet Union era and to give it a more strategic position on the Black Sea for trade
- **Hard power** – use of money or military. **Soft power** – use of culture (Russian dolls, Anna Karenina, ballet, sport)

History – The Stuarts (1603-1714)

Facilitating a program of **ENQUIRY, DISCOVERY and CRITICAL THINKING** which delves into the wide, diverse and interconnected tapestry of the **world's history**.

By allowing children to not only see themselves, but to **VIEW THE PAST THROUGH DIFFERENT LENSES** we will ensure children become confident and successful historians, **PROMOTING** the ability to **ANALYSE DECISIONS** made today and to foster **A LIFELONG LOVE OF HISTORY..**

Chronology	Putting Historical events into time order, earliest to latest.
Source	A piece of evidence which we can use to investigate the past
Historical Interpretation	An opinion about the past formed using evidence
To Infer	Work out meaning and ideas not directly stated in the source/ text…
To Describe	To tell me about/ to talk about…
To Explain	To give reasons why…
To Assess/ How far do you agree…	To give your opinion and the reasons for it/ to make a judgment

Why was there a Gunpowder Plot in 1605?

After Elizabeth I died in 1603, **James I (a Protestant)** became king and ruled England. He made **laws against Catholics**, who felt unfairly treated

A group of **Catholic plotters**, led by Robert Catesby (including Guy Fawkes), planned revenge. They hid **34 barrels of gunpowder under Parliament** to kill the king. The plot was stopped after a **warning letter**, was sent to Lord Monteagle – who warned the king. Parliament was search and Guy Fawkes was found. **He was arrested and tortured on the rack**. The plotters were executed.



Why did the English Civil War happen?

In 1625, **Charles I became king.** He believed in the **Divine Right of Kings** (chosen by God to rule) and therefore often **ruled without Parliament**, (including for 11 years during the **11 Year Tyranny**) which caused anger and conflict.

Charles married a **Catholic (Henrietta Maria)** and made **religious changes**, causing fear and mistrust.

He raised **money through unfair taxes** like Ship Money without Parliament's permission..



History – The Stuarts (1603-1714)

Why did Parliament win the English Civil War?

The **civil war** was a war, fought between **Royalists (King)** and **Parliament (Roundheads)**. Early battles like **Edgehill (1642)** had no clear winner, but Parliament improved over time. The **Battle of Marston Moor (1644)** was important because Parliament and the Scots won a major victory, **gaining control of the north.**



At the **Battle of Naseby (1645)**, Parliament's **New Model Army was organised and used strong teamwork**; Cromwell's cavalry attacked at the right time and helped defeat the King's army. The **New Model Army** was well trained, disciplined, better led, and fully committed. Parliament won because they were **better organised, used stronger tactics, and improved their army over time**.

What happened after the English Civil War?

After winning, the **New Model Army wanted revenge**, and Cromwell removed MPs who disagreed with putting the King on trial. Charles was put on trial for **treason** and found guilty of being a **"tyrant, traitor, and enemy,"** and was **executed in 1649**.



Oliver Cromwell became **Lord Protector** in 1653 and ruled with powers similar to a king, supported by the army. Cromwell is debated: some see him as a **strong leader who improved the army**, while others see him as a **harsh ruler who used strict rules and violence**. In Ireland, he **killed many people** and took land from Irish Catholics, which he gave to English soldiers

What was life like during the Restoration?

In 1660, **Charles II returned as king (Restoration)** after Cromwell's rule ended; people wanted stability and the monarchy back. **Samuel Pepys' diary** gives evidence of daily life, showing **dirty streets, disease, food, and public executions.**

The **Great Plague (1665)** killed 15% of London's population and was spread by fleas on rats.

People did not understand germs. People tried to stop the plague with **quarantine, burning fires, and killing animals**.



The **Great Fire of London (1666)** started in Pudding Lane, lasted 4 days, and destroyed about 13,000 houses. The fire caused damage but also led to **safer buildings, wider streets, and early fire services**.

History – The French Revolution (1789-1804)

Why was there a Revolution in France? – Long Term Causes

The **Enlightenment (from the 1500s)** spread new ideas about using reason and questioning the power of kings and the Church. Thinkers like **Locke, Montesquieu, Rousseau, and Voltaire** argued for **rights, equality, freedom, and limits on power.**

France was divided into three estates: clergy, nobles, and the Third Estate (most people). The First and Second Estates paid little or no tax, while **the Third Estate paid most taxes and had fewer rights.**

The Third Estate, including the **bourgeoisie (middle class)**, felt the system was unfair and wanted change. These **new ideas and unfair social system made people angry.**



Why was there a Revolution in France? – Short Term Causes

France was ruled by **Louis XVI, an absolute monarch**, with no limits on his power and no regular Parliament.

France had a **huge national debt** from wars and spending, while food prices rose and many people were poor and hungry. The **tax system was unfair**, as the Third Estate paid most taxes while richer groups paid little. Voting in the **Estates General was unfair** because each estate had one vote, so the Third Estate could be ignored.



In 1787–88, the King tried to make the nobles pay tax, but they refused and challenged his authority

What happened in 1789?

n 1789, the **Third Estate formed the National Assembly** because voting in the Estates General was unfair and they wanted more power. When they were **locked out of their meeting hall**, they met in a tennis court and swore to **"never separate" until a constitution was created**. This showed the Third Estate was **challenging the king's authority** and representing the people of France.

On **14 July 1789, people stormed the Bastille**,, showing that ordinary people could fight back. Fear of the king's troops and rising anger over food prices led to unrest and violence in Paris.

On **17 July 1789, Louis XVI accepted the National Assembly and National Guard**,



History – The French Revolution (1789-1804)

How did France change after 1789?

After 1789, the **National Assembly became the National Constituent Assembly** and began reforming France. They introduced the **Declaration of the Rights of Man**, giving rights like equality, free speech, and fair laws. The **Three Estates system was abolished** and feudal privileges removed, making society more equal. [The **tax system became fairer**, and Church lands were taken to help pay off debt. However, there was still **continuity**: many people remained poor, women had no political rights, and a king still existed until 1792.

Louis XVI was executed on **21 January 1793** after being found guilty of treason. He was seen as **out of touch** with ordinary people, living in luxury while others suffered. His **attempt to escape France** and secret actions made people see him as a traitor. Some believed he had to be executed because he was a **symbol of the old system, lost trust, showed weakness, and represented a system the revolutionaries wanted to destroy**.

Why did the Reign of Terror happen?

The Reign of Terror (1793–1794) was a time of fear and violence during the French Revolution, when **thousands of people were executed as enemies**. Around 14,000 people were killed, often by guillotine, led by Robespierre and the Committee of Public Safety.

People were arrested under harsh laws, like the **Law of Suspects**, even without strong evidence. One reason for the Terror was fear—**leaders believed enemies inside France and foreign countries wanted to destroy the revolution.**



Another reason was power. Leaders used the Terror to **remove rivals** and stay in control. Economic problems, like **rising bread prices and riots**, also increased panic. The Terror ended in 1794 when people turned against the violence and Robespierre was executed.

Did the French Revolution end with Napoleon?

Napoleon Bonaparte became a key figure after the French Revolution. In 1799, he took power in a **coup** d'état (Coup of Brumaire).

He worked to bring stability and order to France after years of chaos. He improved the government, education, and economy, and introduced the Napoleonic Code, which made laws clearer and equal for many people.

However, Napoleon also limited freedom. He used **censorship, secret police, and strict control** to stay in power.



In 1804, Napoleon **crowned himself Emperor**, showing he had taken control like a king.

History – The British in India

Why did Britain want an Empire?

The British Empire was a large group of countries ruled by Britain. It spread across the world, which is why people said **"the sun never set on the Empire."**

Britain wanted an empire for several important reasons. One key reason was **trade and money.** Colonies provided raw materials like cotton and tea and created new markets to sell goods. Another reason was **power and control.** Britain wanted to protect trade routes and compete with other countries like France.



Some people also believed they had a **duty spread religion and their way of life**, known as the "civilising mission." Finally, ideas like **racial superiority** made some British people think they had the right to rule others.

What was India like before the British arrived?

India before British rule was a rich and important region. It included many areas in South Asia and had been ruled by powerful empires like the Mughals.



India had **valuable natural resources** such as gold, diamonds, and spices, which made it attractive to traders and invaders. It was also a **major centre of trade**, connected to global trade routes, and produced a large share of the world's goods.

India was also important for **religion and culture**, as major religions like Hinduism, Buddhism, and Sikhism began there.

It had impressive buildings and cities, showing wealth and strong leadership. These factors meant Britain wanted India for **trade, wealth, and influence**.

How did the East India Company control India?

The East India Company (EIC) was a British business set up in the 1600s to trade with India. At first, it only traded goods like **spices, cotton, and silk**, but over time it became more powerful and began to control land.



The Company built **trading posts and forts** in important cities such as Bombay and Madras, helping it grow its influence.

To protect its trade, the EIC created a private army, made up partly of Indian soldiers called sepoys, led by British officers.

The Company also used **war and force**. At the Battle of Plassey, Robert Clive defeated a much larger Indian army, allowing the British to take control of rich areas like Bengal. The EIC made people pay **high taxes** and took wealth for profit, which caused suffering.

History – The British in India

Why was there a Mutiny in 1857?

The 1857 Indian Mutiny was a major uprising against British rule in India. It began with **Indian soldiers (sepoys)** but quickly spread to civilians and rulers across northern India.

There were several causes. Sepoys were angry about **unfair treatment and low pay**, and they were offended by rifle cartridges said to contain cow and pig fat, which went against their religions.

Other causes included **British land grabs**, high taxes, and interference in Indian traditions. The rebellion started in 1857 and spread to major cities like Delhi and Lucknow. Important leaders, such as **Rani Lakshmibai**, fought against the British. The British eventually crushed the rebellion using strong military force. Many rebels were killed. Afterwards, the **British government took direct control of India**, ending the East India Company's rule.



Overall, the rebellion was caused by a mix of **anger, unfair treatment, and a desire for independence**.

What was the impact of the Raj?

The British Raj began in 1858 after the Indian Mutiny, when Britain took direct control of India

Some historians argue the Raj had a **positive impact**. The British built railways, roads, and telegraphs, which improved transport and communication. They also created schools and introduced new laws, helping to modernise India.



However, others believe the impact was **negative**. The British took wealth and resources from India, damaging local industries and making many people poorer. Indian people had little political power and were excluded from decision-making. British policies also caused **famines and poverty**, as farmers were forced to grow cash crops instead of food. Society became more divided, and resentment grew towards British rule.

How important was Gandhi in achieving independence?

India gained independence from Britain in **1947** after many years of struggle. There were several important causes. One key figure was **Mahatma Gandhi**, who used peaceful protest to challenge British rule. For example, the **Salt March** showed how Indians could resist unfair laws without violence.

There were also earlier attempts at independence before 1930, showing growing resistance over time. **World War II** weakened Britain, making it harder for them to keep control of India.

However, independence also led to **Partition**. India was divided into **India and Pakistan** because of tensions between Hindus and Muslims. This caused huge problems, as millions of people had to move and over **a million people were killed** in the violence.



Overall, independence was caused by **Gandhi's leadership, long-term resistance, and Britain's weakness**, but it also brought serious consequences.

RS

Religion & Rules
Commandment – A rule/law to be strictly followed.

The Ten Commandments
1. Do not have any other gods.
2. Do not make or worship idols.
3. Do not disrespect or misuse God's name.
4. Remember the Sabbath and keep it holy.
5. Honour your mother and father.
6. Do not commit murder.
7. Do not commit adultery.
8. Do not steal.
9. Do not tell lies
10. Do not be jealous of others.

Some Religious laws are used today because they help build a moral society. Some are not against the law and considered to be sins against God only.

Icon
A symbol that focuses the prayer as a way to connect with God.

Why was Moses given the Commandments?
- In Egypt Moses led the people out of slavery. To live in the desert
- There where thousands of people so there had to be rules.
- God gave the Jewish people the Ten Commandments, because they were starting to misbehave.
- The commandments gave the people a code for living together in peace.
- Jewish people today still obey these commandments very closely
- Most of the world's laws are based around these commandments.

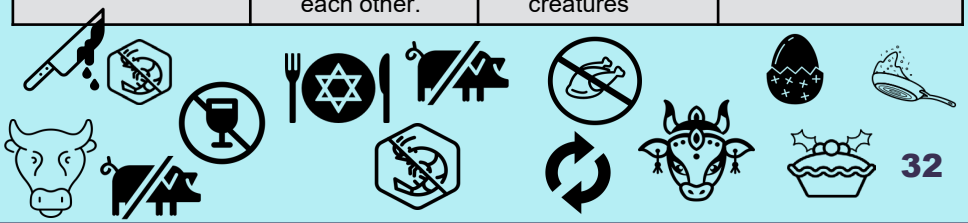


Idol
These are objects or statues which are often worshipped as a God.

This is considered bad by most religions as they are a distraction from actually worshipping God

Food Laws in Religion

Islam	Judaism	Hinduism	Christianity
• Halal – meat must be killed in a special way. The throat is slit and a prayer is said over the animal - "Bismillahi-Allahu Akbar" (In the name of Allah the greatest) • Ramadan – fasting – Muslims do not eat during day light hours for 1 month. • Not allowed to eat pigs, shell fish or drink alcohol.	• Kosher – these are food which Jews are permitted to eat. **Kosher** meat comes from animals that have split hooves -- like cows, sheep, and goats -- and chew their cud. • Don't mix Dairy & meat. They will have separate cooking utensils to ensure these do not contaminate each other.	• Vegetarian – Hindus believe in Karma and the rebirth cycle. They believe you shouldn't eat meat as the animal has a soul which would most likely have been a human soul once. • Cows are considered sacred - It represents Mother Earth, as it is a source of goodness and its milk nourishes all creatures	• Some do fast • Eat fish on a Friday • Pancake Day – to remove all the sweet foods from the house. This remembers the 40 days Jesus went into the wilderness. • Christmas – advent calendars & mince Pies • Easter – eggs – represent the stone in front of the tomb & they are hollow to remind of Jesus' resurrection and new life.



RS

Religion & Festivals

A **religious festival** is a time of special importance marked by special actions to that religion. Religious festivals are commonly celebrated on recurring cycles in a calendar year or lunar (moon) calendar.

Christianity

Islam

Judaism

Hinduism

Sikhism

Buddhism

Festivals linked to each religion
Easter
Christmas
Pancake Day
Eid Ul Adha
Eid Ul Fitr
Ashura
Passover
Yom Kippur
Rosh-Hashanah
Holi
Diwali
Ganesh-Chaturthi
Vaisakhi
Diwali
Wesak
Puja

Easter is a Christian festival celebrated all over the world. Easter Sunday marks the day that Christians believe Jesus rose from the dead. He was executed three days before on Good Friday by crucifixion. Christians call Jesus rising from the dead his resurrection.

Eid al-Fitr - which means 'festival of the breaking of the fast' - is celebrated at the end of Ramadan, a month when many adult Muslims fast. Fasting is important for Muslims during Ramadan as it allows them to devote themselves to their faith and come closer to Allah, or God.

Passover is a celebration of the story of Exodus. During Passover, Jews remember how their ancestors left slavery behind them when they were led out of Egypt by Moses.

For many people **Diwali** is a five day festival which honours Lakshmi, the goddess of wealth. Lamps are lit and windows and doors are left open to help Lakshmi find her way into people's homes. Other ways that Hindus celebrate the festival include: Spring-cleaning the home.

Vaisakhi started as a harvest festival in the Punjabi region of northern India. It also celebrates the creation of the Khalsa order. It promotes justice and equality and the creation of a more equal and just society. Members commit to wearing the five articles of faith and practice daily meditation.

Vesak is one of the most important Buddhist festivals. It is also known as Wesak or Buddha Day. It is a celebration of Buddha's birthday and, for some Buddhists, marks his enlightenment (when he discovered life's meaning).

Popular Culture

Inspiration is the process of being mentally stimulated to do or feel something, especially to do something creative.

In Islam, it is custom for women to wear modest **clothing** and cover their hair. This is so they are respected for who they are and not what they look like.

Music has been influenced by religion for centuries. Christians used to sing to classical hymns, but this has changed to a more modern pop song sound.

Music is a nearly universal part of **religion** because it appeals to and heightens human senses in a way which, in turn, allows humans to praise through a medium that makes worship more enjoyable and everyone can use it to praise their God.

Religion has played a part in **architecture** & **interior design** over the years. Many homes have a Buddha statue in them or people are using Buddhist practices of meditation and Zen to relax them in todays busy world.

Religion also plays a huge part in the **books** we read and the **TV** and **Films** we watch. From themes about the Devil, how to life the best life possible to concepts of a greater force. Ideas are given to us through the study of other cultures and religions.

RS

Human Rights & British Values, Prejudice & Discrimination

Human rights are the basic rights and freedoms that belong to every person in the world. In the UK human rights are protected by the Human Rights Act 1998.

The **Universal Declaration of Human Rights** was put in place by the **United Nations** in **1948**.
It is an agreement that sets out thirty human rights that everyone in the world has.
The declaration is not a set of laws but many countries have used it to make their own laws about human rights.

- Article 1. Free and equal. ...
- Article 2. Freedom from discrimination. ...
- Article 3. **Right** to life. ...
- Article 4. Freedom from slavery. ...
- Article 5. Freedom from torture. ...
- Article 6. **Right** to recognition before the law.
- Article **7**. **Right** to equality before the law. ...
- Article 8. Access to justice.



British Values

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.



Prejudice is preconceived opinion that is not based on reason or actual experience. A thought in a persons head.
"**prejudice against** people from different backgrounds". It is generally a negative thought inside your head about something.

Discrimination is the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability. This is physically or verbally acting on a prejudice.

Oscar Romero, the Archbishop of San Salvador, who was assassinated in 1980 while celebrating Mass. Romero was increasingly outspoken about injustice by the corrupt military and government in the events leading up to his assassination.

Shirin Ebadi, (b. June 21, 1947, Iran), Iranian lawyer, writer, and teacher, who received the Nobel Prize for Peace in 2003 for her efforts to promote democracy and human rights, especially those of women and children in Iran. She was the first Muslim woman and the first Iranian to receive the award. However she was banned from being a lawyer because she was a woman when the laws changed, she was sentenced to go to jail when she continued to help people.

Racism: discrimination and prejudice towards people based on their race or ethnicity. Racism based on fear and ignorance.

Christian attitudes to racism:

Humans are made in the image of God, God made all humans equal and they will be judged equally on death. The Bible states that we should treat 'foreigners' kindly.

"There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus"

"So God created mankind in his own image, in the image of God he created them; male and female he created them."

Martin Luther King

King studied Gandhi whilst he was at school and saw the value in non-violent protests to achieve change.



The Bus Boycott – When a woman called Rosa Parks refused to give up her seat on the Bus and was arrested.
The **Montgomery Bus Boycott** was a civil rights protest during which African Americans refused to ride city **buses**, to protest segregated seating.
The **boycott** took place from December 5, 1955, to December 20, 1956.

Martin Luther King Jr. was an American Baptist minister and activist who became the most visible spokesperson and leader in the American civil rights movement from 1955 until his assassination in 1968.



"I Have a Dream" is a public speech that was delivered by American civil rights activist Martin Luther King Jr. during the March on Washington for Jobs and Freedom on August 28, 1963, in which he called for civil and economic rights and an end to racism in the United States.

Types of peaceful protests



RS

Mahatma Gandhi

- Mohandas Karamchand Gandhi was born 2nd October **1869**. He came to London to study to be a **Lawyer**.
- Married aged 13 to Kasturba.
- He found a job in 1893 South Africa and travelled there on a first class ticket.
- When on the train he was asked to move to third class because of the colour of his skin. He refused and was **thrown off the train**.
- He organised his first 'peaceful' protest which was to **burn the passes only** 'coloured' people had to carry. He was beaten and arrested.



- Gandhi returned to India in 1915. He wanted to improve the conditions for the poorest people but he also campaigned for India to be free from the British Empire.
- Gandhi fought to have all members of the Hindu Caste system recognised and he called the lowest Caste Harijans, meaning children of God.
- He was renamed '**Mahatma**' which means **great soul**.
- He organised various **peaceful protests** including; spinning their own thread so they didn't buy from the British, he went on hunger strike to stop the Indians from rioting and he marched to the sea to **'make salt'**, which had been banned without a government licence. He achieved Indian Independence in 1947.
- He was **assassinated** on 30th January 1948 by Nathuram Godse. This was because India wanted to create Pakistan.

The Holocaust



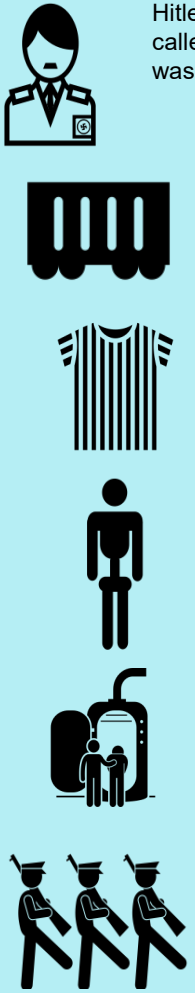
The Holocaust is the term used for the mass murder of 6 million Jewish people during the Second World War.

When Hitler came to power in 1933, Jews slowly felt restrictions to their lives, such as **curfews** and no longer being able to go to school or own a business.

Kristallnacht (The Night of Broken Glass), Nov 9th 1938. On this night Nazi's began a series of pogroms (program) on Jews and their properties and burning Synagogues.

Jews were moved to Ghettos, to cleanse the towns of the Jewish Race. Hitler has a '**Final Solution**', to completely **annihilate (destroy)** the Jewish Race from history.

Some Jews managed to get a child onto the **Kindertransport** which brought them to the UK.



Hitler wanted a Master Race called the Aryans, the ideal look was blonde hair with blue eyes.

The Jews were then slowly moved to labour camps and death camps. They were moved in squashed in cattle wagons.

On arrival at Concentration Camps such as **Auschwitz** they were given an outfit to wear that looked like stripped pyjamas.

They were used for slave labour and barely fed.

Hitler ordered for the Jews to be killed on Mass and they gassed them in mass gas chambers.

When the Nazi's began to lose the war they emptied the concentration camps and forced the Jews to go on death marches.

RS

Muslim belief on the afterlife

Allah – Muslim word for God.
Qur'an – The Muslim Holy Book
Muhammad – The last and main Prophet of Islam
Resurrection – Born again/come back to life/afterlife

- Islam teaches that there is life after death, and this is known as **Akhirah**. In Islam, it is **Allah** who decides when a person dies and most Muslims believe that when they die, they will stay in their graves until **Yawm al-din**, the **Day of Judgement**. On that day, they will be raised from their graves and brought before Allah and judged on how they lived their earthly lives. This belief is known as the resurrection of the body.
- Those who have performed more good deeds than bad will enter **Jannah**, or **Paradise**. Jannah is a place described as a 'garden of everlasting bliss' and a 'home of peace'. In Jannah there will be no sickness, pain or sadness.

Muslims believe there is an angel on each shoulder during our lives that write down all our good and bad deeds which will be judged.

Angels Nakir and Munkar prop the deceased soul upright in the grave and ask three questions:
•Who is your Lord?
•What is your religion?
•Who is your prophet?

Those who have performed more bad deeds than good will enter **Jahannam** or Hell. This is a place of physical and spiritual suffering.

- Muslims believe that Allah is forgiving, merciful and compassionate, so not all bad actions will be punished. Allah will forgive those who have repented for their sins and those who have done some good in their lives, for example showing kindness to others.
- There are, however, some sins that many Muslims believe to be unforgivable. These include the sin of **shirk**.
- People's deeds will be considered on the Day of Judgement. The Qur'an states that the good will receive reward, while the bad will receive punishment:
- Belief in life after death is central to the meaning and purpose of most Muslims' lives. Many Muslims believe that they are on this earth for a relatively short time and during this time they are preparing themselves for **eternal** life after death. They view this life as a test and try to do as many good deeds as they can. In order to get to Jannah, they must also fulfil their Islamic obligations.

The Five Pillars of Islam

Shahadah is the Muslim declaration of faith. The words of the Shahadah are repeated multiple times during the day.
"There is no God but Allah and the prophet Muhammed is his messenger. "

Salah is prayer. It is **compulsory** for Muslims to pray **five** times a day

Zakah, or charitable giving, encourages generosity and compassion.

Sawm is the obligation to fast during Ramadan. It teaches Muslims self-discipline, bringing them closer to Allah.

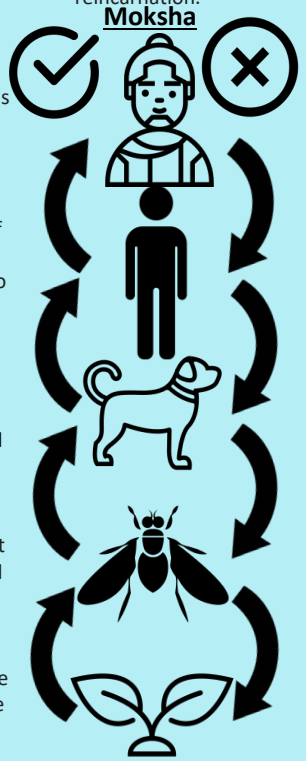
Hajj is the pilgrimage to Makkah. The trip is compulsory at least once in a lifetime for Muslims as long as they are fit and healthy and can afford to make the trip.

Hindu belief on the afterlife

Most Hindus believe that humans are in a cycle of death and **rebirth** called **samsara**. When a person dies, their **atman (soul)** is reborn in a different body. This is also called reincarnation.

Some Hindus believe that humans may be reborn in animal form, and that rebirth from human to animal form only occurs if an atman has repeatedly failed to learn lessons in human form.

Dharma means duty, religion, virtue and morality; it is a central part of a Hindu's daily life. Hindus believe that there are right and wrong ways to behave, so they must behave correctly, follow the moral law and take their duties seriously.



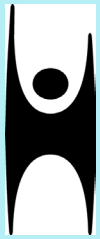
Hindus believe in **karma** or 'intentional action'. Many believe good or bad actions in life leading to positive or negative **merit**, determines the atman's rebirth.

Living life according to teachings in the scriptures will eventually lead to **moksha**. Some Hindu scriptures describe moksha as the atman becoming absorbed with **Brahman**, from where each atman is believed to originate. Other Hindu scriptures describe moksha as living in the realm of a personal God.

RS

Theist – believes in a God
Atheist – Doesn't believe in a God
Agnostic – Not sure, wants evidence rather than belief
Polytheist – belief in many Gods

Humanist beliefs about the afterlife



- Humanists reject the idea or belief in a supernatural being such as God. This means that humanists class themselves as agnostic or atheist.
- Humanists have no belief in an afterlife, and so they focus on seeking happiness in this life. They rely on science for the answers to questions such as creation, and base their moral and ethical decision-making on reason, empathy and compassion for others.



- Humanists are concerned with **human welfare** and **happiness** and believe that this is **the one and only life and world** they have.
- As a result, they believe that people should **make the most of their lives** while on Earth. However, they also believe that they have a **duty to support others** to live fulfilling lives too – this includes people who are alive today as well as future generations.
- Because humanists **do not believe in any kind of god or supernatural force** that will solve their problems, they believe that human beings must **take sole responsibility** for solving the world's environmental problems. Only humans are capable of finding the solutions that can lead to a sustainable existence.



Evolution

- Humanists believe that human beings were not created, but instead evolved naturally. They believe that humans go on evolving, along with the rest of the species on our planet today. Evidence shows how human welfare is heavily dependent on the natural world and on the continued existence of many other species.

Christian beliefs about the afterlife



Christians believe that the death of the physical body is not the end. After their time on Earth they believe that humans will have eternal life in the afterlife. Heaven is described as **eternity** in the presence of God, as Heaven is a state of being rather than a physical place. Heaven is the ultimate aim.



Christians believe that all humans have a soul. They believe the soul to be a non-physical part of humans that lives on after the death of the physical body. Many believe that it is the soul that will live on in the afterlife.



People's time on Earth will be judged by God and this will determine what happens to the soul in the afterlife. Most Christians believe that they will either go to Heaven or to **Hell**.

Hell

Since God has given human beings **free will**, there must be an opportunity for people to reject God. This is the basis of the idea of Hell.
Hell has traditionally been depicted as a place of eternal fire that symbolises pain and suffering. This is seen as the result of the refusal to accept the happiness that God wants people to share with him. Hell is the opposite of Heaven - it is eternity in the absence of God.

The Parable of the Rich Man and Lazarus (Luke 16:19-21) gives humanity an example of what will happen to them after life depending on how they have lived and treated others. The parable gives three warnings:

- not to worship material things
- to help those who are in need
- to listen to the prophets



The parable warns that if these are not followed then an individual will end up in Hell.

The **Catholic** Church teaches that after death there is a state of **Purgatory**. This is a place where some people who have sinned are purified in a 'cleansing fire', after which they are accepted into Heaven.

French

I can describe my last holidays

Verb	duration	where	who with	connective	It was/ not	adjective
J'ai pass é I spent il a passé he spent elle a passé she spent Nous avons passé We spent	 une semain e a week trois jours 3 days un weekend a weekend un mois a month 	à Strasbourg In Strasbourg (French city)	avec mes parents with my parents	et and	c'était it was	génial great 
		aux États-Unis in the USA	avec mon meilleur ami / avec ma meilleure amie with my best friend	mais but		grandiose magnificent
		en ville in town 	avec une colonie de vacances with a summer camp	cependant however		ennuyeux à mourir ultra-boring
		à la campagne in the cou de 	avec mes cousins with my cousins	pourtant however	ce n'était **pas** it wasn't	pathétique pathetic
		au bord de la mer by the sea	avec mes grands-parents with my grandparents	aussi also		amusant fun 
		à la montagne in the mountains				décevant disappointing

Key Questions:

- **Où as-tu passé tes dernières vacances? Where did you spend your last holidays?**
- **Avec qui? Who with?**
- **Comment c'était? How was it?**
- **Qu'est-ce que tu as fait pendant tes vacances? What did you do during your holidays?**
- **Qu'est ce que tu as aimé le plus/le moins? What did you enjoy the most / the least?**

I can describe the activities I did and give a range of opinions

"the thing"	Person + avoir	Past participle	intensifiers	(it) was	activity/food
Ce que	J'ai I Il/elle/on a He/She/ we Nous avons We (formal) Ils/elles ont They	**aimé** liked **mangé** ate **adoré** loved **acheté** bought **joué** played **regardé** watched **écouté** listened **bu** drank **fait** did	**le plus** the most **le moins** the least **beaucoup** a lot **un peu** a bit **énormémen t** tremendousl y **tellement** so much	  **c'était** **It was**   	**la piscine** the swimming pool **la forêt** the forest  **le chocolat belge** belgian chocolate **les glaces italiennes**  italian ice cream **(de regarder) des clips vidéo** (to watch) video clips **(d'acheter) des baskets** (to buy) trainers **De l'eau** Water **(de jouer) au beachvolley** (to play) beachvolley **(de nager dans) la mer** (to swim in) the sea **des manèges (au parc d'attractions)** the rides (at the theme park)

French

I can describe a holiday abroad

Subject + went	place	Who with	Subject + travelled	By (transport)	It was (not)	Adjective
Je suis allé(e) I went Nous sommes allés We went	en vacances (on holidays)	avec mes parents.	J'ai voyagé I travelled Nous avons Voyagé We travelled	en voiture. (by car)	C'était It was Ce **n**'était **pas** It was not	génial great
	en Espagne (in / to Spain)	avec mes amis.		en bus. (by bus)		sympa nice
	en Écosse (in/to Scotland)	avec mes grands-parents.		en bateau. (by boat)		triste sad
	au Pays de Galles (in/to Wales)	avec mes cousins.		en train. (by train)		marrant fun
	en Italie (in/to Italy)	avec mon frère et ma sœur. (with my brother and sister)		en avion. (by plane)		nul rubbish
	en Allemagne (in/to Germany)	avec ma famille. (with my family)		en car. (by coach)		fantastique
	au Danemark (in/to Denmark)	avec mon oncle et ma tante. (with my uncle and aunt)				ennuyeux à mourrir ultra-boring
		seul/e alone				

Key Questions:

Tu es allé / allée en vacances avec qui?
Who did you go on holiday with?

Comment as-tu voyagé?
How did you travel?

Comment était le voyage?
How was the journey?

High frequency words:

assez *[quite]*
un peu *[a bit]*
très *[very]*
trop *[too]*

et *[and]*
mais *[but]*
aussi *[also/too]*

mon/ma/mes *[my]*
ton/ta/tes *[your]*
son/sa/ses *[his / her]*

French

I can describe my last holidays

J'aime	I like	**célébrer**	**L'Aïd**
Je n'aime pas	I don't like	**Noël**	**La Saint-Valentin**
J'adore	I love	**Le Nouvel An**	**Avec ma famille**
J'apprécie	I appreciate	**Mon anniversaire**	**Avec mes amis**
Je déteste	I hate	**Pâques**	**Tout seul / Toute seule** **on my own**

Key Questions:

- **Quelles sont les fêtes populaires en France? What are the popular celebrations in France?**
- **Quelles fêtes aimes-tu? Which celebrations do you like?**
- **Quelles fêtes n'aimes-tu pas? Which celebrations do you not like?**

- **Qu'est-ce que tu fais normalement pour célébrer ton anniversaire / pour le carnaval / pour Noël? What do you normally do to celebrate your birthday / carnival / Christmas?**

- **Qu'est-ce tu as fait pendant une fête récente? What did you do during a recent celebration?**

- **Comment c'était? How was it?**
- **Qu'est ce que tu as mangé? What did you eat?**
- **Qu'est-ce que tu as aimé le plus / le moins? What did you like the most / the least?**

I can describe the activities I do and give a range of opinions

For + event	I + verb	Direct object (what)	Connective	Opinion starter	It's + Adjective
Pour le carnaval (For carnival) Pour la fête de la musique (For the festival of music) Pour la Chandeleur (For Pancake Day) Pour Noël (For Christmas) Pour mon anniversaire (For my birthday) Pour L'Aïd (For Eid) Pour le Nouvel An (For New Year) Pour la Saint-Valentin (For Valentine's Day)	je porte (I wear) je choisis (I choose)	des vêtements rouges (red clothes) un masque (a mask) des vêtements cool (cool clothes)	et (and) mais (but) cependant (however) car (because) parce que (because) même si (although)	je pense que (I think that) à mon avis (in my opinion) je trouve que (I find that) je dirais que (I would say that)	c'est super (it's great) c'est d'un ennui! (it's so boring!) c'est divertissant (it's entertaining) c'est drôle (it's funny) c'est important (it's important) ce n'est pas sympa (it's not nice)
	je regarde (I watch)	la parade en ville (the parade in town)			
	je rends visite (I go visit)	à mes grands-parents à mon oncle (my uncle) à ma tante (my aunt)			
	je finis (I finish)	mes devoirs (my homework)			
	je retrouve (I meet)	mes copains (my male friends / my mixed group of friends) mes copines (my female friends) mes amis / mes amies mes cousins / cousines			
	j'écoute (I listen) j'entends (I hear)	de la musique le concert			

French

Discuss a future trip and what you will eat.

For (event)	Person + aller	Infinitive	City	Who with	Person+aller	Infinitive	Food	because	reasons
Pour mon anniversaire, Pour Pâques, Pour Noël, Pour le Nouvel An, Pour la Saint-Valentin,	je vais *(I am going)* tu vas *(you are going)* il/elle/on va *(he/she/we are going)* nous allons *(we are going)* vous allez *(you are going)* ils/elles vont *(they are going)*	aller *(to go)* visiter *(to visit)* voyager *(to travel)*	à Paris à Londres à Nottingham à Calais au Mont Saint-Michel 	avec mes parents. avec mes grands-parents. avec mes amis. avec un(e) ami(e).	Je vais Tu vas Il/elle/on va Nous allons Vous allez Ils/elles vont	manger acheter prendre avoir choisir	une bouillabaisse *(fish soup)* une quiche lorraine *(French tart)* des moules-frites *(mussels and chips)* du pain et du fromage *(bread and cheese)* des œufs frits *(fried eggs)* de la salade verte et des tomates des gâteaux *(cakes)* des crêpes Suzettes	car *because* parce que *because* puisque *since*	j'adore manger des frites *(I love to eat chips)* j'aime bien le goût *(I quite like the taste)* je n'aime pas manger les légumes *(i don't like to eat vegetables)* j'adore ce qui est sucré / salé *(I love what is sweet/ salty)* c'est délicieux *(it's delicious)* c'est épicé / léger *(it's spicy / light)* c'est savoureux *(it's tasty / flavourful)*





French

I can describe an idol (someone I admire)

Opinion phrase	Who	Because in my opinion	Verb	Adjective / complement
J'adore (I love) J'aime beaucoup (I like a lot) J'aime assez (I quite like) J'aime un peu (I like a bit) Je n'aime pas (I don't like) Je déteste (I hate)	le chanteur (male) (the singer) la chanteuse (female) (the singer) l'acteur (the actor) l'actrice (the actress) le groupe (the band)	car à mon avis (because in my opinion) car selon moi (because according to me) car je pense que (because I think that) car je crois que (because I believe that)	il/ elle **est** he/she **is** ils / elles **sont** they **are**	arrogant (e)(s) intelligent (e)(s) marrant (e)(s) (funny) divertissant (e)(s) (entertaining) beau/beaux (handsome) belle / belles (beautiful) égoïste (s) (selfish) méchant (e)(s) (mean) travailleur / travailleuse (hardworking) généreux / généreuse(s) sérieux / sérieuse (s)
			il / elle **a** he/she **has** ils / elles **ont** they **have**	beaucoup de talent a lot of talent très peu de talent very little talent

Key Questions:

-Qui est ton chanteur / ta chanteuse ou ton acteur / ton actrice préféré? Pourquoi?
Who is your favourite singer or actor? Why?
-Qu'est-ce que tu aimes regarder à la télé? What do you like watching on TV?
-Qu'est-ce tu aimes dans ces programmes? What do you like about them?
-Qu'est ce que tu aimes le plus/le moins? What do you enjoy the most/the least?

Lessons 5 to 8: I can describe the types of tv program and give opinions on them

Opinion	TV	because	Opinion phrase	They are (not)	Adjective
J'aime assez J'aime beaucoup J'aime un peu J'adore Je déteste Je n'aime pas Note: You can replace **Je / J'** with **il / elle** to describe someone else	les comédies (f) les dessins (m) animés (cartoons) les documentaires (m) les feuilletons (m) (soaps) les infos (f) (the news) les jeux (m) télévisés (game shows) les séries (f) policières (crime series)	car parce que	je pense que I think that je trouve que I find that Je crois que I believe that	ils / elles sont ils /elles ne sont pas	divertissant(e)s amusant(e)s marrant(e)s complètement nul(le)s (completely rubbish) intéressant(e)s ridicules plein(e)s d'action (filled with action)
	les émissions (f) de … cuisine (cooking shows) musique science-fiction sport télé-réalité (reality tv shows)				

French

I can compare the different ways I use technology

Time phrases	Opinions	Activities	Because	Reason	Contrast with the past	Verb	It was + adjective
D'habitude (usually)	**j'aime** (I like)	**écouter de la musique en streaming** (streaming music)	**car** (because)	**c'est facile** (it's easy)	**mais hier** (but yesterday)	**j'ai joué aux jeux vidéos** (I played)	**C'était..** (it was…)
En ce moment (at the moment)	**j'aime un peu** (I like a bit)	**télécharger des chansons** (downloading songs)	**parce que** (because)	**c'est varié** (it's diverse)	**mais le weekend d ernier** (but last weekend)	**j'ai regardé les publicités** (I watched adverts)	**Ce n'était pas …** (it was not…)
Souvent (often)	**j'aime assez** (I quite like)	**créer des playlists sur mon portable** (creating playlists on my laptop)		**ce n'est pas cher** (it's not expensive)		**j'ai écouté de la musique en streaming** (I streamed music)	**génial** (great)
Parfois (sometimes)	**je n'aime pas** (I don't like)	**créer des clips pour Youtube ou Tiktok** (creating videos for Youtube or Tiktok)		**c'est cher** (it's expensive)		**j'ai créé des playlists sur mon ordinateur** (I created playlists on my computer)	**super**
De temps en temps (from time to time)	**je n'aime pas du tout** (I don't like at all)	**jouer sur ma xbox** (playing on my Xbox)		**c'est gratuit** (it's free)		**j'ai téléchargé des chansons** (I downloaded songs)	**amusant** (fun)
Tout le temps (all the time)	**je déteste** (I hate)	**acheter des jeux et jouer en ligne** (buying games and playing online)		**c'est amusant** (it's fun)		**j'ai perdu la partie** (I lost the match / game)	**varié** (diverse)
Le weekend (at the weekend)	**j'adore** (I love)					**j'ai regardé des photos sur Instagram** (I looked at photos on Instagram)	**ennuyeux** (boring)
Tous les soirs (every evening)						**j'ai regardé des vidéos sur Tiktok** (I watched videos on Tiktok)	
Tous les après-midis (every afternoon)							
Tous les matins (every morning)							

Spanish



Lesson 1			Lesson 2	Lesson 3		Lessons 4- 5	
¿Adónde fuiste de vacaciones? [Where did you go?]			¿Con quién fuiste? [Who did you go with?]	¿Cómo fuiste? [How did you get there?]		¿Cómo fue? [How was it?]	
El año pasado *[last year]* El mes pasado *[last month]* El verano pasado *[last summer]*	fui a *[i went to]*	Escocia *[Scotland]* España *[Spain]* Francia *[France]* Gales *[Wales]* Inglaterra *[England]* Irlanda *[Ireland]* Italia *[Italy]*	con mis amigos *[with my friends]* con mi familia *[with my family]* con mis padres *[with my parents]* con mis abuelos *[with my grandparents]* con mi mejor amigo *[with my best friend]* con mi hermano *[with my brother]* con mi hermana *[with my sister]*	fui en *[i went by]* fuimos en *[we went by]*	autocar *[coach]* avión *[plane]* barco *[boat/ferry]* coche *[car]* tren *[train]*	fue *[it was]*	divertido [*fun/funny*] estupendo *[brilliant]* fenomenal *[fantastic]* flipante *[awesome]* genial *[great]* guay *[cool]* regular *[OK]* un desastre *[a disaster]* horrible *[horrible]* horroroso *[terrible]* raro *[weird]*
	no fui de vacaciones *[I didn't go on holidays]*						

High frecuency words:

a *[to]*
en *[by]*
con *[with]*
mi/mis *[my]*

Exclamations:

¡Qué bien!
How great!
¡Qué divertido!
How fun / funny!
¡Qué guay!
How cool!
¡Qué suerte!
How lucky! / What luck!

Key Questions:

- **¿Adónde fuiste de vacaciones?** *[Where did you go on holiday last year?]*
- **¿Con quién fuiste?** *[Who did you go with?]*
- **¿Cómo fuiste?** *[How did you get there?]*
- **¿Cómo fue?** *[How was it?]*

Spanish

Lesson 6 - 7

Lesson 8-9

¿Qué hiciste? [What did you do]		¿Cómo te fue? [How did it go?]	
El primer día *[On the first day]* **Otro día** *[Another day]* **El ultimo día** *[On the last day]* **Primero** *[First]* **Luego** *[Then]* **Después** *[After]* **Más tarde** *[Later]* **Por la mañana** *[In the morning]* **Por la tarde** *[In the afternoon]*	**visité monumentos** *[I visited monuments]* **compré una camiseta** *[I bought a t-shirt]* **saqué fotos** *[I took photos]* **monté en bicicleta** *[I rode a bike]* **descansé en la playa** *[I relaxed on the beach]* **bailé** *[I danced]* **nadé en el mar** *[I swam in the sea]* **tomé el sol** *[I sunbathed]* **comí paella** *[I ate paella]* **bebí una limonada** *[I drank a lemonade]* **conocí a un chico/a** *[I met a boy/girl]* **salí con mi hermana** *[I went out with my sister]* **vi un castillo** *[I saw a castle]*	**Me encantó y** *[I loved it and]* **Me gustó y** *[I liked it and]*	**¡Lo pasé bomba!** *[I had a fantastic time]* **¡Lo pasé fenomenal!** *[I had a wonderful time]* **¡Lo pasé guay!** *[I had a great/cool time]*
	no hice nada *[I didn't do anything]*		

High frecuency words:

y *[and]*

en *[by]*

con *[with]*

mi/mis *[my]*

Key Questions:

- **¿Qué hiciste?**

[What did you do?]

- **¿ Cómo te fue?**

[How did it go?]

Past tense

visité – I visited

comí – I ate

salí – I went out

Spanish

Lessons 1 -5

¿Qué haces con tu móvil? [What do you do on your phone?]	
Todos los días *[Every day]*	**chateo con mis amigos** *[I chat with my friends]*
Dos o tres veces a la semana *[Two or three times a week]*	**comparto videos** *[I share videos]*
A veces *[Sometimes]*	**escucho música** *[I listen to music]*
Normalmente *[Normally]*	**saco fotos** *[I take pictures]*
De vez en cuando *[From time to time]*	**juego** *[I play]*
Nunca *[Never]*	**veo videos** *[I watch videos]*
Todo el tiempo *[All the time]*	

Lessons 6 - 9

¿Qué música escuchas? [What music do you listen to?]				
Escucho *[I listen]*	**rap**	**porque** *[because]*	**me gusta** *[I like]*	**el cantante** *[the singer]*
No escucho *[I don't listen to]*	**música clásica**		**me encanta** *[I love]*	**la cantante** *[the singer]*
	música pop		**me flipa** *["Is amazing"]*	**el ritmo** *[the rhythm]*
	música electrónica		**odio** *[I hate]*	**la melodía** [the tune]
	rock		**no me gusta nada** *[I don't like at all]*	
	la música de [name]			

Present tense

- **escucho** – I listen to
- **veo** – I watch
- **comparto**– I share

High frecuency words:

- **así que** *[so]*
- **además** *[furthermore]*
- **también** *[also]*
- **y** *[and]*

Key Questions:

- **¿Qué haces con tu móvil?** *[What do you do in your phone?]*
- **¿ Qué música escuchas?** *[What music do you listen?]*

Spanish

Lessons 10 - 11

¿Qué te gusta ver?
[What do you like watching?]

Cuando puedo *[when I can]*	 **veo** *[I watch]*	**el telediario** *[the news]*	**porque** *[because]*	**es divertido** ***[it is fun]***
Cuando tengo tiempo *[when I have time]*	**perfiero ver** *[I prefer watching]*	**documentales** *[documentaries]*	**dado que** *[as]*	**es informativo** ***[it is informative]***
A veces *[sometimes]*	**me gusta ver** *[I like watching]*	**programas de deportes** *[sport programs]*	**ya que** *[since]*	**es aburrido** ***[it is boring]***
Siempre *[always]*	**me encanta ver** *[I love watching]*	**concursos** *[game shows]*	**aunque** *[although]*	**es emocionante** ***[it is exicting]***
Después del instituto *[After school]*	**no me gusta ver** *[I don't like watching]*	**comedias** *[comedies]*	**pero** *[but]*	**es interesante** ***[it is interesting]***
A menudo *[Often]*	**odio ver** *[I hate watching]*	**telenovelas** *[soap operas]*	**sin embargo** *[however]*	**es relajante** ***[it is relaxing]***
Los fines de semana *[On weekends]*		**películas** *[films]* 		

Lesson 12

¿Qué hiciste ayer?
[What did you do yesterday?]

Ayer *[yesterday]*	**bailé en mi dormitorio** *[I danced in my bedroom]*
Por la mañana *[in the morning]*	**fui al cine** *[I went to the cinema]*
Por la tarde *[in the afternoon]*	**hice gimnasia** *[I did gymnastics]* 
	jugué al fútbol *[I played football]*
	monté en bici *[I rode my bike]* 
	salí con mis amigos *[I went out with my friends]*

Key Questions:

¿Qué te gusta ver?

[What do you like watching?]

¿Qué hiciste ayer?

[What did you do yesterday?]

High frecuency words:

porque *[because]*
pero *[but]*
además *[furthermore]*
y *[and]*

Spanish

Lessons 1 to 5

Key Questions:

- **¿Qué comida te gusta?**
  [What food do you like?]
- **¿Qué bebida te gusta?**
  [What drink do you like?]
- **¿Por qué te gusta esa comida?**
  [Why do you like that food?]
- **¿Por qué te gusta esa bebida?**
  [Why do you like that drink?]

High frecuency words:

porque *[because]*
no
pero *[but]*
y *[and]*

Key verbs	
es – it is	**son –** they are

¿Qué comida/bebida te gusta? [What food/drink do you like?]

Me encanta *[I love]* **Me gusta mucho** *[I like a lot]* **Me gusta** *[I like]* **No me gusta** *[I don't like]* **Odio** *[I hate]* **Prefiero** *[I prefer]*	**el chocolate** *[chocolate]* **el pan** *[bread]* **el pescado** *[fish]* **el queso** *[cheese]* **el zumo** *[juice]* **el arroz** *[rice]* **el agua** *[water]*	**porque es** *[because it is]* **porque no es** *[because it is not]*	**delicioso** *[delicious]* **dulce** *[sweet]* **refrescante** *[refreshing]* **sabroso** *[tasty]* **sano** *[healthy]* **asqueroso** *[disgusting]*
	la carne *[meat]* **la ensalada** *[salad]* **la fruta** *[fruit]* **la leche** *[milk[*		**deliciosa** *[delicious]* **dulce** *[sweet]* **refrescante** *[refreshing]* **sabrosa** *[tasty]* **sana** *[healthy]* **asquerosa** *[disgusting]*
Me encantan *[I love]* **Me gustan mucho** *[I like a lot]* **Me gustan** *[I like]* **No me gustan** *[I don't like]* **Odio** *[I hate]* **Prefiero** *[I prefer]*	**los huevos** *[eggs]* **los tomates** *[tomatoes]* **los plátanos** *[bananas]*	**porque son** *[because they are]* **porque no son** *[because they are not]*	**asquerosos** *[disgusting]* **deliciosos** *[delicious]* **dulces** *[sweet]* **sabrosos** *[tasty]* **sanos** *[healthy]*
	las verduras *[vegetables]* **las salchichas** *[sausages]* **las hamburguesas** *[burgers]* **las naranjas** *[oranges]*		

Spanish

Lessons 6 to 7

¿A qué hora comes? [At what time do you eat?]

desayuno *[I have breakfast]*	**a la una** *[at 1 o'clock]*
como *[I have lunch]*	**a las ocho** *[at 8 o'clock]*
meriendo *[I have la snack]*	**a las ocho y cuarto** *[at quarter past 8]*
ceno *[I have dinner]*	**A las ocho y media** *[at half past 8]*
	A las ocho menos cuarto *[at quarter to 9]*



Key Questions:

- **¿Qué vas tomar?**
  [What are you going to have?]
- **¿Algo más?**
  [Anything else?]
- **¿A qué hora comes?**
  [At what time do you eat?]

Expressions:

Tengo hambre *[I am hungry]*

Tengo sed *[I am thirsty]*

Nada más *[nothing else]*

La cuenta *[the bill]*

Lesson 8

¿Qué vas a tomar? [What are you going to have?]

Voy a tomar *[I'll have]*	**de primer plato** *[as a starter]*	**ensalada** *[salad]*	**por favor** *[please]*
Me gustaría tomar *[I would like to have]*	**de segundo plato** *[for main course]*	**huevos fritos** *[fried eggs]*	
Quiero *[I want]*	**de postre** *[for dessert]*	**gambas** *[prawns]*	
		sopa *[soup]*	
		pollo *[chicken]*	
		pan *[bread]*	
		chuletas de cerdo [pork chops]	
		patatas fritas *[chips]*	
		un filete *[steak]*	
		un bocadillo *[a sandwich]*	
		tortilla *[omelette]*	
		helado *[ice cream]*	
		tarta de queso *[cheesecake]*	



Key verbs

quiero – I want	**como** – I have lunch
desayuno – I have breakfast	**ceno** – I have dinner

High frecuency words:

a las *[at]*

por favor *[please]*

gracias *[thank you]*

y *[and]*

Dance

Elements we will focus on
Confidence, posture, actions, co-ordination, teamwork, dynamics, flexibility, mirroring, extension, elevation, formation, contact, lead & follow, creative skills, professional works, transitions, telling a story.

Safe Working Practice
Warm up
Cool down
Nutrition
Wear appropriate clothing
Wear appropriate footwear
No jewellery

Rehearsing Effectively
Energy: Find a balance between putting in effort & conserving energy.

Planning: Figure out what you need to improve & focus on that.

Feedback: Mirrors, your group, another group, teacher.

Repetition: Going through something once is not make it better!
Practice makes perfect



Key Words

Stimulus	Inspiration for an idea or movement phrase.
Motif	An idea that is repeated and developed throughout the dance.
Originality	The ability to think independently and creatively to realise artistic intensions.
Relationships	The way in which dancers interact with each other,
Action / Reaction	One person or group perform, the second person or group performs in response to the first.
Choreographic Devices	Methods used to develop and vary choreography.
Climax	The most significant moment of the dance.
ARSD	Actions, relationships, space, dynamics
Facial Expressions	A form of nonverbal communication using the face , helping the audience connect with music, theme, narrative, character or style.
Facial Expressions	A form of nonverbal communication using the face , helping the audience connect with music, theme, narrative, character or style.

Choreography ARSD

Action - What?
Travel
Turn
Elevation
Gestures
Stillness
Use of different body parts
Floor work

Relationships – With?
Lead & follow
Mirroring
Action/Reflection
Counterpoint
Contrast
Contact

Space – Where?
Pathway
Levels
Directions
Patterns
Spatial design
Size of movement

Dynamics – How?
Fast/slow
Sudden/sustained
Strong/light
Direct/indirect
Flowing/abrupt



The Framework of Dance
CREATE PERFORMANCE- APPRECIATE

Elements Of Dance
Body
Energy = BEST
Space
Time



Dance

Choreographic Skills

There are lots of ways to create new choreography or adapt existing phrases.

Add Choreographic devices? such as changes of levels, speeds, unison, canon, contrast and dynamics to your performance to make it more enjoyable and interesting to watch.

Using actions, space, dynamics and relationships will make choreography look imaginative and creative.

Choreography is best when it is exciting, original and shows clear development.

Choreography Relationships:

Contact – movement in one dancer's body is connected to another's**.**

Counterpoint:

Different phrase happening simultaneously.

Space – Travel: Actions which move around the stage space.

Choreography

What is a stimulus & how do we develop it?

Stimulus means an inspiration for an idea or movement phrase.

WAR Stimulus

To develop and create movements that represent a soldier's life.



Key Words

Saluting
Marching
Trust Fall
Jump into a Fall
Explosion
Collapsing
Press ups
Crawling
Rolling & jumping over someone
Resilience
Strength
Hold ears







Introduction to professional dance works & artists.

Choreographers

Wayne McGregor, CBE is a British choreographer and director who has won multiple awards. In June 2024 Wayne received a knighthood from King Charles for his pioneering contribution to the field of dance. He is the Artistic Director of Studio Wayne McGregor and Resident Choreographer of The Royal Ballet. Wayne McGregor, has made over 30 dance works, such as: Infra, Carbon life, Tree of code, Atomos

Wayne's choreographic approach

Wayne is curious about movement and its creative potential. His choreography is connected into thinking through and with the body to create material across dance, film, music, visual art, technology and science.



Choreographic intentions

Creative expression
Physical thinking
Exploring movements through artistry, thought and partnership.



Drama

Theatre Practitioner

Bertolt Brecht was a theatre practitioner and wantedto bring political and social change. Placards were often used to achieve his aims.



Placards are additional pieces of information displayed either on boards or projected onto screens.
Placards are used to share the sub-text, allowing the audience to gain a deeper understanding into the characters/situation

Brechtian theatre includes Scenes that are **episodic -** they stand alone and are constructed in small chunks, rather than creating a lengthy and slow build of tension.



Performance conventions –

Dramatic devices to help communicate meaning on stage/tell a story on stage

Slow motion –
Moving in a precise and slower speed rate



Talking thought –
A character's inner thoughts shared out aloud to the audience



Thought tunnel –
A character's thoughts shared aloud from an ensemble in two parallel lines



Good angel bad angel –
Persuasive comments shared from a third point of view.



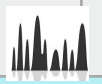
Flashback - (analepsis) is an interjected scene that takes the narrative back in time from the current point in the story.
Flashbacks can be indicated by using various techniques such as lighting, dialogue, placards and a scene change.



Word	Definition
Physical	Relating to the body
Ensemble	A group of people performing together on stage
Movement	Placing emphasis on moving your body in a precise and controlled way
Mime	Action without dialogue
Repetition	The reoccurrence of the same action or dialogue.
Proxemics	Using the proximity (closeness) of characters to show relationships between them
Levels	How high or how low a character is on stage
Juxtaposition	Putting things that are not similar next to each other
Improvisation	Created spontaneously or without any preparation
Transition	The change or shift from one place to another
Monologue	One person delivering a long speech
Theatre practitioner	An individual or theatre company that creates an idea about theatre and practises these ideas on the stage
Performance convention	Dramatic devices to help communicate meaning/tell the story on stage
Flashback	An interjected scene that takes the narrative back in time from the current point in the story.
Cliff hanger	a dramatic and exciting ending to a scene or performance, leaving the audience in suspense
Scenario	A summary of a sequence or development of events

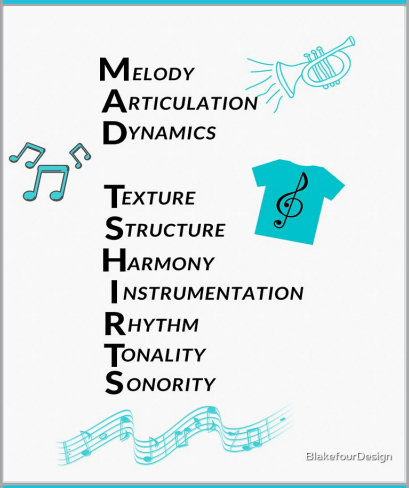
Drama

Performance skills are the techniques used by the actor/actress. They are split into two categories – Vocal and Physical skills.

Vocal skills		Physical skills	
TONE: How you show the emotion of a character.		FACIAL EXPRESSION: Using your face to show how a character is feeling.	
PACE: The speed that you speak at		POSTURE: The way that you stand with the focus on the alignment of your back.	
PITCH: How high or low your voice is.		GESTURE: A movement (of the head, arm, hand, leg or foot which communicates a specific meaning.	
PAUSE: A break in speaking; a period of silence.		GAIT: The way that you walk.	
VOLUME: The loudness or quietness of your voice.		Body language: Includes posture, stance and the placement of the arms to convey a character's feelings or personality.	
ACCENT: The way you show what country or region a character is from by their use of vocabulary and the way they pronounce words.		EYE CONTACT: Choosing to look at a specific performer, object, audience member or direction.	
PROJECTION: The amount of tension in your voice. This is not the same as volume – you can have large vocal power at a low volume.		Movement: The way that a character moves their head, body, arms and legs.	
ARTICULATION: The way that you pronounce each letter in a word. If using a high level of articulation, you would pronounce every letter in every word. abcde...		CONTROL: Being able to execute a specific and precise movement	
INTONATION: the rise and fall of the voice in speaking.		TENSION: How tightly you are holding your muscles.	

Music

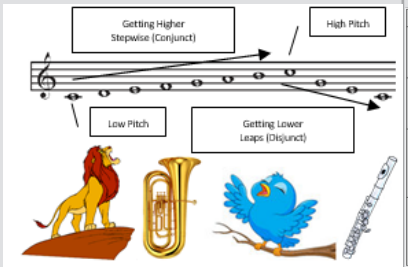
Elements of Music



Melody

A series of pitches that form a tune.

Pitch - the **highness** or **lowness** of a sound.



Articulation

How you play or sing a note. It is an important part of performing music EXPRESSIVELY.

Symbol	Name	Meaning
	Legato	smoothly
	Staccato	short and sharp
	Marcato	Stress
	Fermata	Wait longer

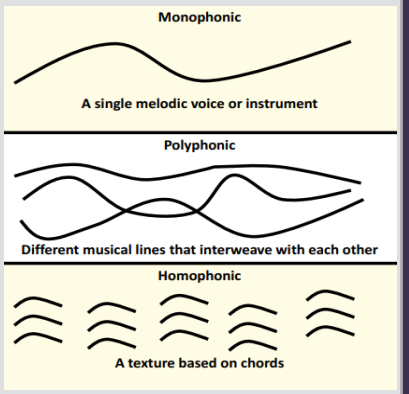
Dynamics

The volume – how **loud or soft** music is played.

Very loud – *Fortissimo (ff)*
Loud – *Forte (f)*
Soft – *Piano (p)*
Very soft – *Pianissimo (pp)*
Gets quieter – *Diminuendo (dim.)*
Gets louder – *Crescendo (cresc.)*

Texture

Layers of the piece.



Structure

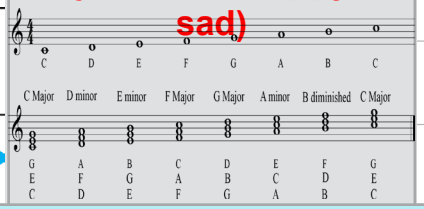
Different sections of a piece or music and how they are ordered.

Binary	a piece of music with two main sections A B or A A B B	● ▲
Ternary	a piece of music with three sections, the third is a return to the first A B A	● ▲ ●
Rondo	a piece of music with a return to the first section with a different section in between A B A C A	● ▲ ● ■ ●

Harmony

How chords are used in a piece of music.

Tonality – how the music sounds; **major/minor (happy or sad)**



Instrumentation



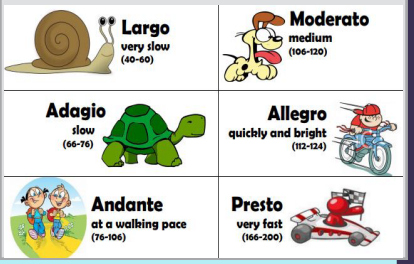
Rhythm

A pattern of notes of different lengths.

Note	Name	Length	Rest
𝅝	Semibreve	4 beats	𝄻
𝅗𝅥	Minim	2 beats	𝄼
♩	Crotchet	1 beat	𝄽
♪	Quaver	½ beat	𝄾
♬	Semiquaver	¼ beat	𝄿

Tempo

The speed of music. How fast or slow a piece of music is.

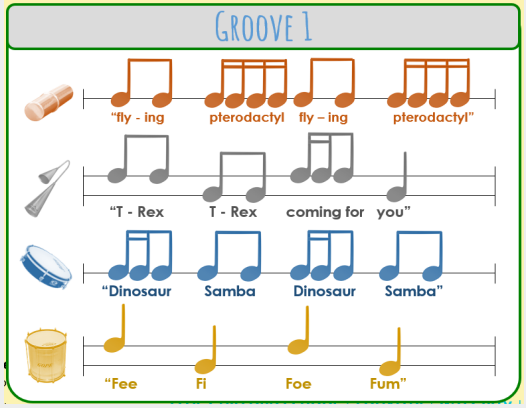


Music

Dinosaur Samba

Groove

This is the main section of the song. It is broken up into different sections so keep an eye on the band leader to know when to change!



Break

This is what we call the contrasted sections of the music.







Learn the Hand Signals



Instruments



Caixa de Guerro (Snare)



Surdo



Apito



Tamborim

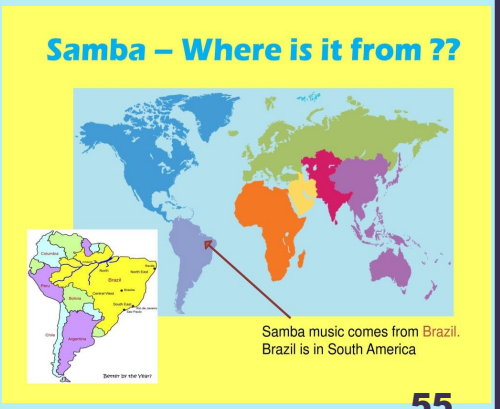


Ganza Shaker



Agogo bells

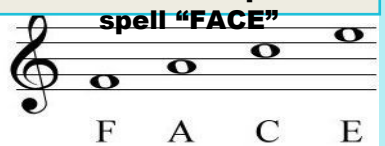
Where does Samba come from?



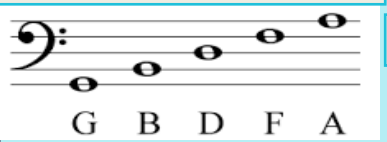
Music

Treble and Bass Clef Notation

Notes in the spaces spell "FACE"



Green Bus Drives Fast Always



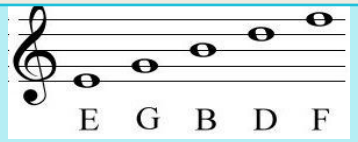


Treble Clef

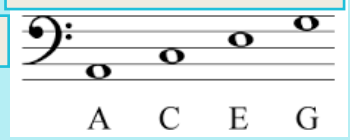


Bass Clef

Every Green Bus Drives Fast

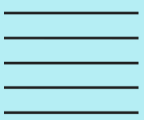


All Cows Eat Grass





Enharmonic - two tones that sound the same but are notated differently.



Stave - a name for the five lines on which musical notes are written.

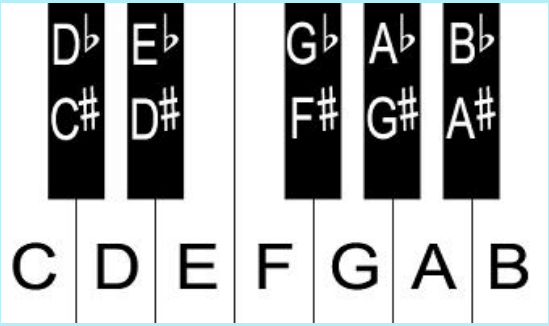
Accidentals

♯ **Sharp –** moves one step to the right

♭ **Flat –** lowers note a step

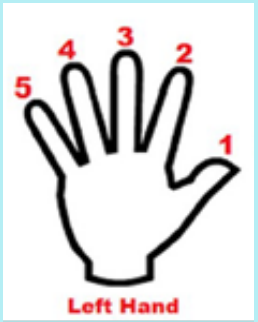
♮ **Natural –** cancels the sharp or flat

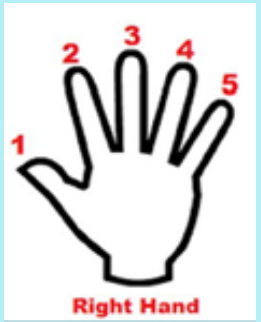
Keyboard Layout



C is ALWAYS to the left of the two black keys.
On any set of keys, C is always to the left.
Each black key has 2 names e.g. C# is the same as Db, D# is the same as Eb etc.

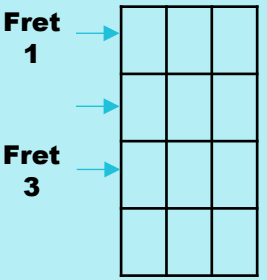
Using Left and Right Hand





Right hand plays the melody, while the left hand plays chords or bass notes to support the harmony.
Both hands should work together in time, keeping a steady rhythm.

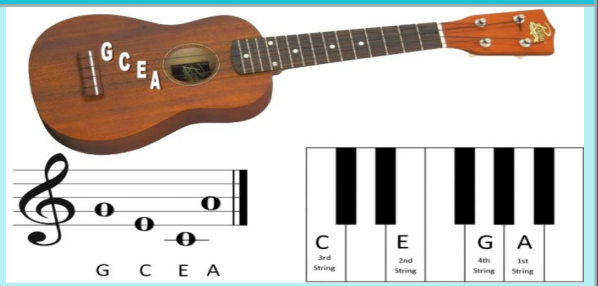
Ukulele skills

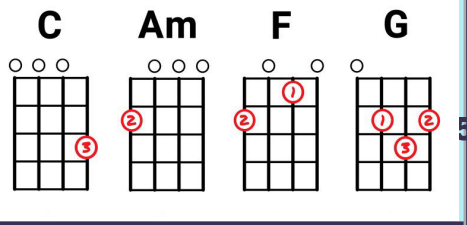


The string closest to your chin.

G string C string E string A string

The string closest to the floor.





Physical Education

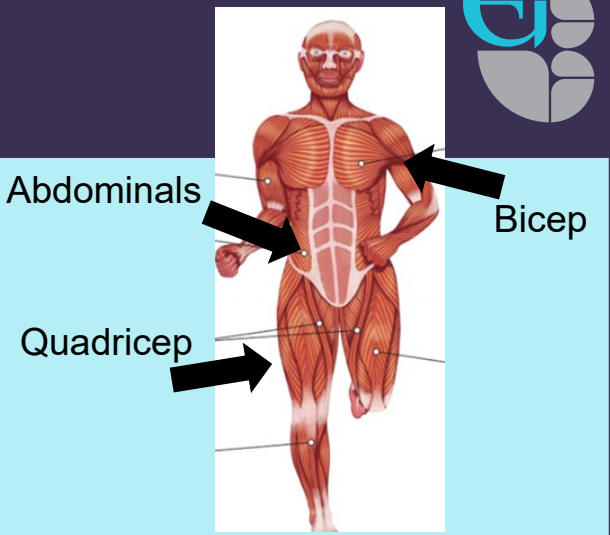
Warm-up

Prepares the body for physical activity and prevents injury during exercise.

1. **Pulse Raiser** - Increases heart rate to increase the transport of oxygen in the blood to the working muscles. Oxygen is then converted to energy at the muscles to be used during exercise.
2. **Mobility** – mobility exercises increase the production of synovial fluid in the joint making them less stiff and more supple.
3. **Stretches** increase the elasticity in the muscles reducing the risk of muscle tears.
4. **Skill rehearsal** – practises the skills and movements needed for the activities

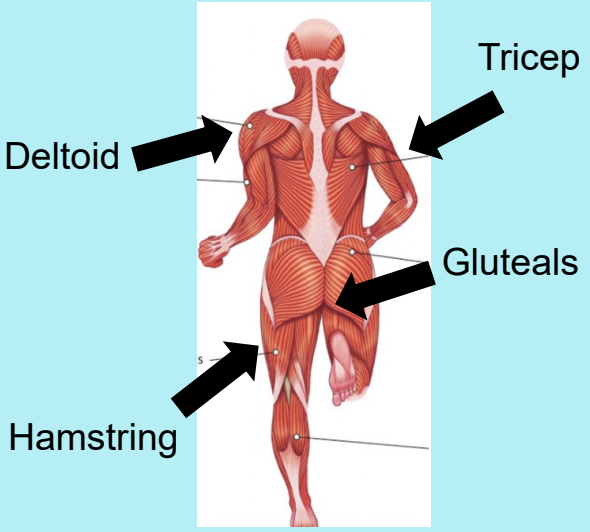
Cool down

- To reduce heart rate back to normal resting heart rate
- To reduce your body temperature to its normal level



Components of fitness

Cardiovascular endurance - is the ability of the heart and lungs to work together to provide the working muscles with oxygen during sustained physical activity.
Sports = marathon running, long distance swimming, long distance cycling, triathlon
Muscular endurance - is the ability of the muscles to perform continuously without fatiguing.
Sports = boxing, rowing, wrestling, tennis
Speed – is the ability of the body to perform actions or cover distance quickly. Sports = 100m sprint, short distance cycling, short distance swimming, football, hockey



Static Stretches - When a muscle is stretched and held still in this position for 8-10 seconds
Dynamic Stretches - When a muscles is stretched when it performing a smooth movement e.g. heel flicks, lunges
Ballistic stretches - Stretches that involve bouncing movements

Flexion - When the angle at a joint decreases, e.g. elbow and knee
Extension - When the angle at a joint increases e.g. elbow and knee

Physical Education

Methods of training

Continuous training (improves cardiovascular endurance)

- Involves working at a constant rate or intensity and improves cardiovascular endurance
- The activity can be continuously repeated without fatigue
- This can include walking, jogging, cycling, rowing, swimming
- This type of training is aerobic exercise

Circuit training (improves muscular endurance)

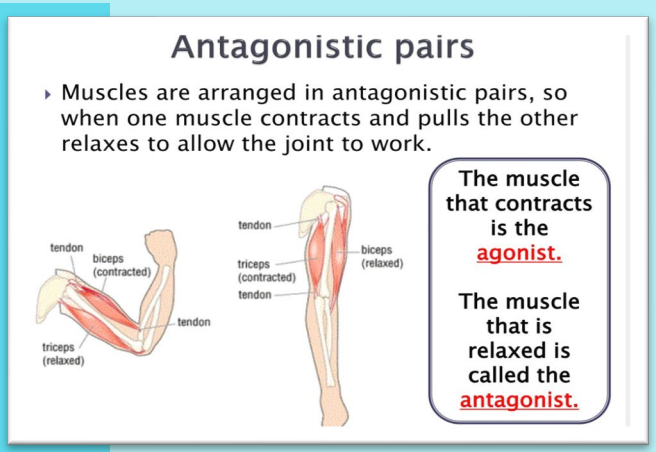
- Made up of different stations/exercises
- This type of training can be used to develop muscular endurance & strength
- The performer can choose the exercises used
- This type of training uses aerobic or anaerobic exercise

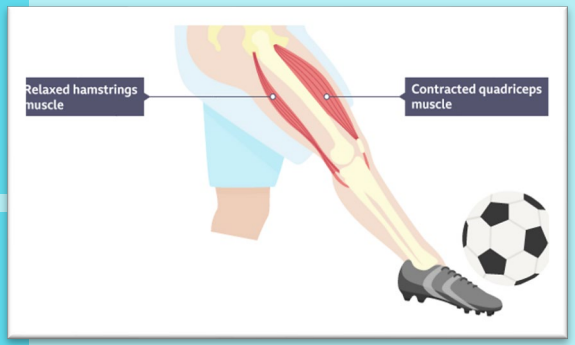
Acceleration sprint training (improves speed)

- This involves periods of high intensity sprinting followed by periods of rest
- The performer will work for a short period of time followed by a rest, then carries out another work period
- This type of training is anaerobic exercise

Interval training (improves speed and agility)

- Periods of exercise followed by periods of rest
- Can be aerobic or anaerobic





Rules and teaching points

Rule – the instructions you must follow for a game or activity. If you break a rule the opponent will get a point/get the ball e.g. if the ball goes out of the playing area, the other team throws it back in

Teaching point – tips for how to complete a skill effectively e.g. keep your thumbs together when catching the ball in basketball

Aerobic and anaerobic Exercise

Aerobic exercise – oxygen is used to produce energy. Takes place during low/moderate intensity activities like walking and jogging. Aerobic zone is 60-80% max heartrate.

Anaerobic exercise – oxygen is not used to produce energy. During high intensity activities like jumping, throwing and sprinting. Anaerobic zone is over 80% of maximum heartrate

Computing

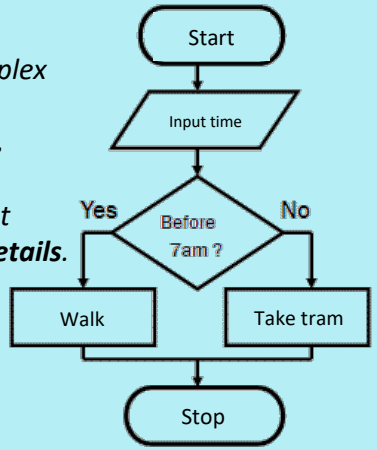
Computational Thinking & Image types

Computational Thinking

Decomposition - *Breaking down a complex problem into smaller parts.*
*This makes the problem **easier to solve.***

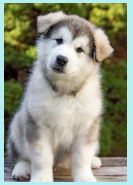
Abstraction - *Focusing on the important information only, **ignoring irrelevant details**.*
This makes the problem easier to solve.

Algorithms - *Developing a **step-by-step solution** to a problem.*



Bitmap Images

- Made up of **pixels**, each **pixel** is one colour.
- Any image taken using a camera is a bitmap image.
- **More pixels** = better **quality** and larger **file size**.



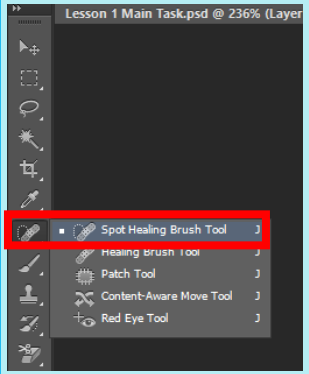
Vector Graphics

- **Vectors** are made up of paths and points.
- **Vectors** are **scalable** which means that it *doesn't* lose quality if made smaller or bigger.
- Used for logos

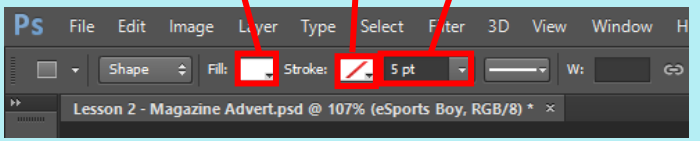
Creating & Modifying Digital Graphics

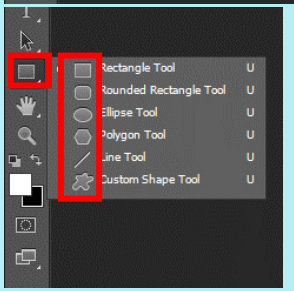
Using Photoshop

The Spot Healing Tool - used to remove imperfections.

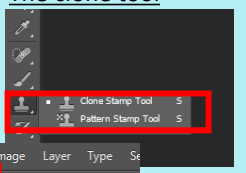


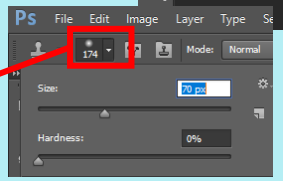
Adding shapes





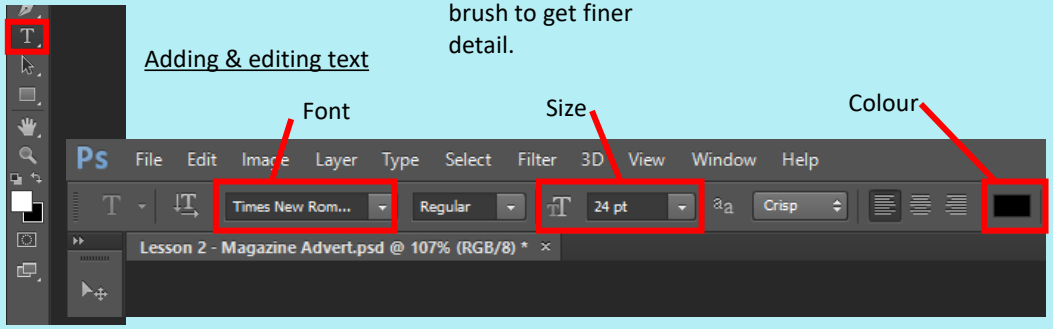
The clone tool





You can change the size of your brush to get finer detail.

Adding & editing text



Computing

Data	Information	Unauthorised	Quarantine
Raw facts and figures e.g. 070795	Data that has meaning e.g. date of birth = 07/07/95	Without permission.	Separates harmful software from the rest of your data.

What is data?



- **Data is raw facts and figures**. It is very valuable to businesses.
- Data that may be collected online includes names, email addresses and bank details.
- Businesses want your data so that they can sell it or use it to advertise products.

The Data Protection Act



1. Personal data should be gained fairly and legally.
2. Personal data can be held only for identified purposes.
3. Personal data should be suitable for the required purpose.
4. Personal data should kept up-to-date.
5. Personal data should not be kept for longer than is needed.
6. Appropriate security measures must be taken against unauthorised access.
7. Personal data cannot be transferred to countries outside the EU unless the country has similar laws to the UK.







The Computer Misuse Act

The Computer Misuse Act punishes criminals who gain unauthorised access to systems and data.

Section 1: Unauthorised access to computer material
Section 2: Unauthorised access with intent to commit or facilitate further offences
Section 3: Unauthorised access with intent to change or delete files or data.



Threats to Computer Systems

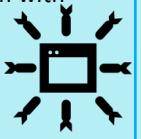
Threats

- **Social engineering** is a set of methods used by cybercriminals to trick people into giving away personal information that can be used for fraudulent purposes.



- **Hacking** is gaining unauthorised access to or control of a computer system.
- **DoS** and **DDoS** are used to take systems or websites offline by flooding them with traffic.
  - **DoS** attacks are conducted by one computer, **DDoS** attacks are conducted by multiple computers.





- **Malware** is software that is designed to gain access to your computer with malicious intent.



- **Viruses** are a malicious form of self-replicating software.
- **Ransomware** locks a computer, encrypts files, and prevents the user from being able to access their data.



- **Spyware** is unwanted software that monitors and gathers information on a person and how they use their computer.



Prevention

- **Anti-malware** is software that scans any file that can execute code. It quarantines files that have malicious intent.



- A **firewall** checks incoming and outgoing network traffic. It scans the data to make sure it doesn't contain anything malicious.



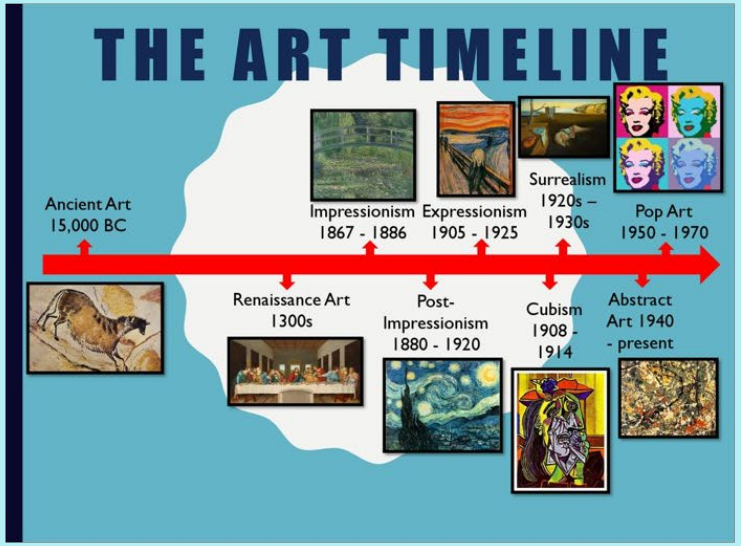
Art

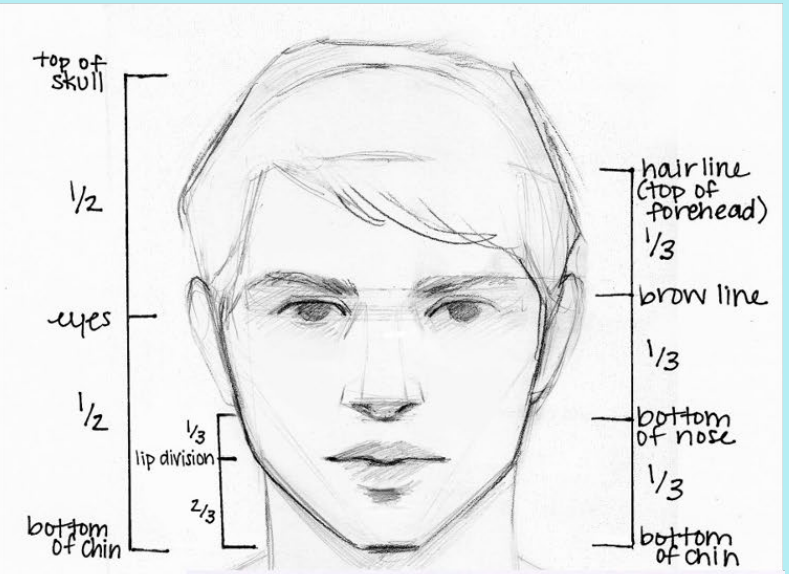
Key Terminology

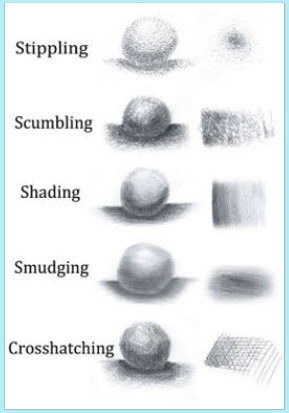
Form	A 3D shape / to make something appear 3D.
Shape	The outline of an object.
Colour	The hue, tint or shade.
Tone	The light and dark (highlight – mid-tone – lowlight).
Line	Individual marks made on a surface.
Texture	The appearance of the surface.
Pattern	Repeated motifs.

Sentence Starters in Art

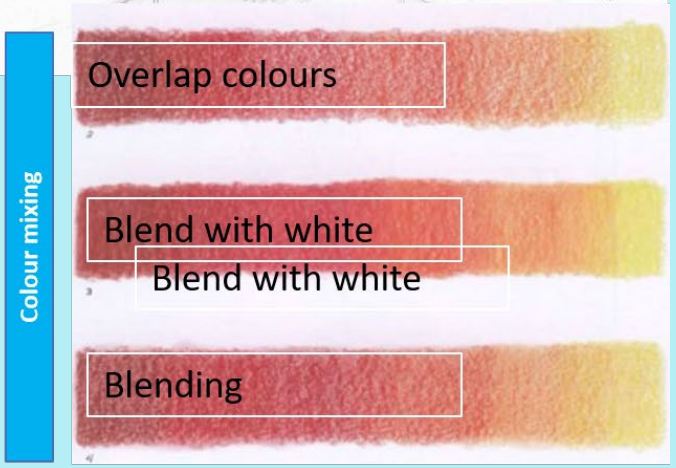
- My first impressions of this piece are…
- This piece of work is about…
- I think the Artist has made this piece by…
- This piece reminds me of…
- The part that I find most interesting is…
- I think this piece is about…
- This piece of work makes me feel…
- The areas I like/don't like about this piece are…





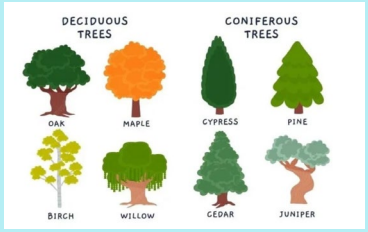






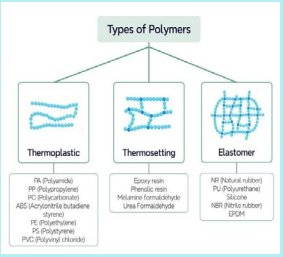
Design & Technology

Natural Woods
Hardwood Softwood



Manufactured Boards

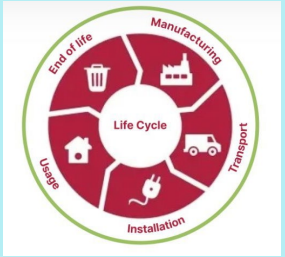




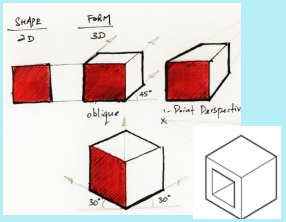
The 6 R's



The LCA of a product

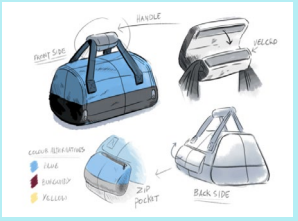


Basic drawings in Design

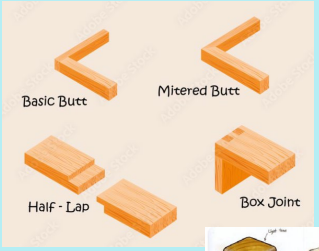


Isometric drawing

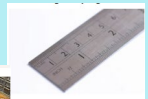
Freehand



Joints



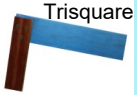
Steel rule



Tenon saw



Trisquare





Coping saw



Bench hook

Rendering



Design Technology Keywords

Automation - It is the use of computer control systems and machinery to operate production processes with minimal human intervention, CAD/CAM.

CAD: Computer Aided Design.

CAM: Computer Aided Manufacture.

Annotations - Labelling of a drawing. *Use ACCESS FM*

Sustainability - A core principle focused on minimizing a product's environmental impact across its entire lifespan. This iNcludes the 6 R's.

Life Cycle Assessment - A life-cycle assessment or LCA is a 'cradle to grave' analysis of the impact of a manufactured product on the environment.

Isometric drawing - Isometric drawings have horizontal edges are drawn at 30 degrees, vertical edges are drawn as vertical lines and parallel edges appear as parallel lines

Freehand - Freehand sketching is the quickest way of getting your initial designs on paper before an idea is forgotten. Freehand sketches are often done without a ruler or template and instead are produced quickly and freely

Rendering - The process of adding color, shading, texture, and highlights to a 2D drawing.

Primary Research - Primary sources of information are gathered by the designer and used to help improve their design such as books and a Product analysis.

Secondary Research - Secondary sources of information use data already found by other people or organisations that are relevant

Design Ideas - This involves creating a series of freehand sketches or isometric of design ideas that may help solve the problem in the design brief.

Manufacture - The process of turning raw materials or components into finished, usable products

Knowledge Checks

What is a knowledge check?

At our school, we believe a thirst for knowledge is the key to success. Every week, you will learn important knowledge that will help you understand the world, achieve in your subjects, and prepare for your future.

These key knowledge points are the foundations of strong learning. They will help you succeed in quizzes, assessments, and examinations while building the understanding needed for life beyond school.

Each week, you will complete a Knowledge Check in:

- Maths
- English
- Science
- Geography
- History
- Religious Studies
- French or Spanish
- Computing

For each subject, there will be 5-10 key facts, ideas, or concepts to learn. The questions and answers are provided on the following pages.
Your challenge is to turn these into effective flashcards and commit them to memory so you can retrieve the knowledge in lessons and exams.

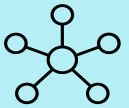
Why Flashcards?

Successful learners do not just read information; they practise retrieving it. Research shows that self-quizzing and flashcards are some of the most effective ways to remember knowledge and store it in your long-term memory.

By building these habits now, you are developing the skills needed to become a confident, knowledgeable scholar and a successful lifelong learner.

LEARN IT. REMEMBER IT. USE IT. SUCCEED WITH IT.

EGS Retrieval Practice Strategies

	Look, Cover, Write, Check	Definitions to key words	Flash Cards (Page 5)	AI Self Quizzing (Page 6)	Mind Maps	Paired Retrieval
Step 1	Focus on a small section of a subject page. Focus on learning up to 5 key things. 	Write down the key words and definitions. 	Use your knowledge organiser to condense and write down key facts and information on your flash cards. 	Take a photo of the topic page and ask AI to create quiz questions and answers so you can self-test. 	Create a mind map with all the information you can remember from your knowledge organiser. 	Ask a partner or family member to have the knowledge organiser or flash cards in their hands 
Step 2	Cover or flip the knowledge organiser over and write down everything you remember. 	Try not to use your knowledge organiser to help you. 	Add pictures to help support. Then self quiz yourself using the flash cards. You can write questions on one side and answers on the other. 	Answer the questions and remember to use full sentences. 	Check your knowledge organiser to see if there were any mistakes with the information you have made. 	They can then test you by asking you questions on different sections of your knowledge organiser 
Step 3	Check what you have written down. Correct any mistakes in green pen and add anything you missed. Repeat. 	Use your green pen to check your work. 	Use a parent/carer or friend to help quiz you on the knowledge. 	You can also use family to help quiz you. Keep self-quizzing until you get all questions correct. 	Try to make connections that links information together. 	Write down your answers. 

How To Improve Your Knowledge

AI quizzing/AI tutor

You can deepen your knowledge and exam skill by using AI platforms. We strongly recommend CoPilot. You can take pictures of your knowledge organiser pages and ask it to create practice exam questions.

Copilot

At Ellis Guilford School, we recommend:

📌 1. Pick one small section

- Choose one box or topic from your knowledge organiser. Keep it small so it's easier to learn.

📸 2. Take a clear photo

- Use your device to take a picture of that section. Make sure the words are easy to read.

💬 3. Tell the AI what you want

- Type something like:
  "Quiz me on the information in this photo."
- **"I'm in [year 7] in the UK. Create me a practice exam to test my knowledge on this photo"**

  Then upload the picture.

🧠 4. Answer the questions yourself

- Say your answer out loud, write it or type it. Try before you look at the AI's answer.

✔️ 5. Check and learn

- Read the correct answer the AI gives you. Fix any mistakes and try again if needed.

🔁 6. Move on when ready

- When you feel confident, take a photo of the next small section and repeat.

🚫 Things to Avoid

- Don't upload a blurry photo - If the AI can't read it, it can't quiz you properly.
- Don't skip the thinking part - Guess first, even if you're unsure. That's how your memory grows.
- Don't try to learn the whole page at once - Small chunks help you remember more overtime.

How To Improve Your Knowledge

Flashcards

Self-quizzing is proven to be one of the strongest ways to build knowledge.

At Ellis Guilford School, we recommend:

🖍️ 1. Pick ONE subject to learn at a time

- Secure your knowledge in one subject first
- Small and often is best! Focus on 5-10 questions each 15-minutes.

❓ 2. Front = The Question

- Write the question clearly and copy it accurately.
- Use neat handwriting.
- Add a small image if it helps you retrieve the answer. You will eventually need to cover up the doodle to challenge your memory even further.

🧠 3. Back = The Answer

- Write the answer only.
- Keep it short and correct.

🎨 4. Use Colour Smartly

- **One colour each subject.** You could use a different colour pen, highlight the question in a certain colour for each subject or buy different colour paper/flashcards for each subject.
- Don't cover the card in decorations.

✅ 5. Test Yourself

- Look at the question.
- Try to answer before flipping.
- Sort into two groups:
- Got It! (those you could answer correctly without turning the card over)
- Need Practice (those you made mistakes on – no matter how small)

🚫 Things to Avoid

- Putting more than one question on a card
- Your flashcards don't need to be super neat. You can tear up pieces of paper to build them
- Copying without thinking about what it means
- Having the question and answer on the same side of the card - This would be a **big** mistake
- Once they're in the 'Got It' pile, you will still need to retest yourself a few days later. Don't be surprised when some move to 'Need Practice' – this is completely normal.

Maths – Knowledge Checks – Autumn 1

Week One	
Question	**Answer**
Write down the name of a 5-sided shape.	**Pentagon**
What name do we give to an angle between 0-90°?	**Acute angle**
Angles in a quadrilateral add up to _____	**360°**
What is an even number?	**A number divisible by 2**
What name do we give to a triangle with all equal sides?	**Equilateral triangle**
What does ascending mean?	**Smallest to largest**
What are the different numbers in a sequence called?	**Terms**
Write down the formula for the area of a rectangle.	**Length × Width**

Week Two	
Question	**Answer**
Write down the name of a 6-sided shape.	**Hexagon**
Angles in a triangle add up to _____°	**180°**
What name do we give to an angle between 90-180°?	**Obtuse angle**
What is an odd number?	**A number not divisible by 2**
List the first ten square numbers.	**1, 4, 9, 16, 25, 36, 49, 64, 81, 100**
What does descending mean?	**Largest to smallest**
Vertically opposite angles are _____	**Equal**
Write down the formula for the area of a triangle.	**½ × base × height**

Week Three	
Question	**Answer**
Write down the name of an 8-sided shape.	**Octagon**
What is an integer?	**A whole number**
How many centimetres are in a metre?	**100**
To find 50% of a number, what do we divide by?	**2**
How do you find the sum of two numbers?	**Add them together**
What name do we give to a triangle with two equal sides?	**Isosceles triangle**
Prime numbers only have _____ factors.	**Two**
What method do we use to divide fractions?	**Keep, change, flip**

Maths – Knowledge Checks – Autumn 1

Week Four	
Question	**Answer**
Write down the name of a 10-sided shape.	**Decagon**
What does 'parallel' mean?	**Never meeting and always the same distance apart**
How many metres are in a kilometre?	**1000**
To find 1% of a number, what do we divide by?	**100**
How do you find the product of two numbers?	**Multiply them**
Negative × positive = ?	**Negative**
What is the inverse of squared? (i.e. x^2)	**Square root**
What name do we give to an angle between 180-360°?	**Reflex angle**

Week Five	
Question	**Answer**
Write down the name of a 9-sided shape.	**Nonagon**
Angles on a straight line add up to _____°	**180°**
How many grams are in a kilogram?	**1000**
To find 10% of a number, what do we divide by?	**10**
List the first five cube numbers.	**1, 8, 27, 64, 125**
Write down the formula for the area of a parallelogram.	**Base × height**
_____ are the numbers you get when you list the times tables of a number.	**Multiples**
To turn a percentage into a decimal, we _____.	**Divide by 100**

Week Six	
Question	**Answer**
Write down the name of a 12-sided shape.	**Dodecagon**
Angles around a point add up to _____°	**360°**
How many millimetres are in a centimetre?	**10**
What is ¼ as a decimal?	**0.25**
What is the format of a coordinate?	**(x, y)**
Write down the formula for the area of a circle.	**πr^2**
Negative × negative = ?	**Positive**
What is the inverse of cubed? (i.e. x^3)	**Cube root**

Maths – Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
Write down the name of a 7-sided shape.	**Heptagon**
What name do we give to a triangle with no equal sides?	**Scalene triangle**
Angles in a _____ add up to 360°.	**Quadrilateral**
Positive × negative = ?	**Negative**
What does 'area' mean?	**The space inside a shape**
Write down the formula for the circumference of a circle.	**πd**
What does ‘expand’ mean?	**Multiply out the brackets**
What is ¾ as a decimal?	**0.75**

Week Two	
Question	**Answer**
_____ cm = 1 metre	**100**
What do we call two straight lines that never meet?	**Parallel lines**
Angles in a _____ add up to 180°.	**Triangle**
_____ numbers only have two factors.	**Prime**
The factors of a number are those that fit without a _____.	**Remainder**
What method do we use to add or subtract fractions?	**Find a common denominator**
What does ‘factorise’ mean?	**Write as a product of factors**
What is ¾ as a percentage?	**75%**

Week Three	
Question	**Answer**
How many degrees are in a quarter turn?	**90°**
LCM stands for _____.	**Lowest Common Multiple**
Write down the symbol for 'square root'.	√
Angles around a _____ add up to 360°.	**Point**
_____ is a rough calculation that allows you to approximate an answer.	**Estimation**
What is an improper fraction?	**A fraction with a numerator greater than or equal to the denominator**
What does ‘solve’ mean?	**Find the answer**
What is ⅓ as a decimal?	**0.333...**

Maths – Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
How many degrees are in a half turn?	**180°**
What method do we use to multiply fractions?	**Multiply top by top and bottom by bottom**
Write down the symbol for 'cube root'.	**$\sqrt[3]{}$**
Angles on a _____ add up to 180°.	**Straight line**
HCF stands for _____.	**Highest Common Factor**
To turn a decimal into a percentage, we _____.	**Multiply by 100**
We divide by 100 to find _____.	**1%**
What is ¼ as a percentage?	**25%**

Week Five	
Question	**Answer**
A square has four equal _____ and _____.	**Sides and angles**
1, 4, 9, 16, 25... These are the _____ numbers.	**Square**
Name the quadrilateral with one pair of parallel sides.	**Trapezium**
Vertically _____ angles are equal.	**Opposite**
We divide by 10 to find ___%.	**10**
How many degrees in a quarter turn?	**90°**
The opposite direction of North is _____.	**South**
What do we call shapes with equal sides and angles?	**Regular shapes**

Week Six	
Question	**Answer**
All angles in a rectangle are _____.	**90°**
Name the longest side in a right-angled triangle.	**Hypotenuse**
Write down the formula for the area of a trapezium.	**½(a + b)h**
1, 8, 27, 64, 125... These are the _____ numbers.	**Cube**
We divide by 2 to find ___%.	**50**
How many degrees in a ¾ turn?	**270°**
The opposite direction of West is _____.	**East**
What do we call shapes with unequal sides and angles?	**Irregular shapes**

Maths – Knowledge Checks – Spring 1

Week One	
Question	**Answer**
When rounding to the nearest 10, what digit do we check?	**The digit after the tens digit**
If the digit is 5 or more, we round _____.	**Up**
If the digit is 4 or less, we round _____.	**Down**
What does 1dp mean?	**1 decimal place**
What does 2dp mean?	**2 decimal places**
What is the approximate symbol used in estimation?	**≈**
What is a decimal place?	**A digit after the decimal point**
What is an estimate?	**An answer close to the exact answer**

Week Two	
Question	**Answer**
When rounding to significant figures, where do we start counting?	**The first non-zero digit**
Round 1367 to 1 significant figure.	**1000**
What is a significant figure?	**A digit important to the size of a number**
What is truncation?	**Cutting off digits after a place value**
Does truncation round the number?	**No**
What is the difference between rounding and truncating?	**Rounding changes digits; truncating cuts them off**
Why do we estimate answers?	**To get a quick approximate answer**
When estimating calculations, numbers are usually rounded to how many significant figures?	**1 significant figure**

Week Three	
Question	**Answer**
What is a ratio?	**A comparison between quantities**
What is proportion?	**The relationship between quantities**
What is a factor?	**A number that divides exactly**
What is a best buy question asking you to find?	**Best value for money**
What method is often used in best buy questions?	**Unitary method**
What does the unitary method find?	**The value of one unit**
What should corresponding sides in similar shapes be?	**In proportion**
What should corresponding angles in similar shapes be?	**Identical**

Maths – Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
What are similar shapes?	**Shapes with proportional sides and equal angles**
If one quantity doubles and the other doubles, this is _____ proportion.	**Direct**
If one quantity doubles and the other halves, this is _____ proportion.	**Inverse**
In direct proportion, as one value increases, what happens to the other?	**It increases**
In inverse proportion, as one value increases, what happens to the other?	**It decreases**
What type of graph represents direct proportion?	**A straight line through the origin**
What type of graph represents inverse proportion?	**A curve**
What method is useful for direct and inverse proportion questions?	**Unitary method**

Week Five	
Question	**Answer**
What is the general equation of a straight line?	**y = mx + c**
What does m represent?	**Gradient**
What does c represent?	**Y-intercept**
What is a coordinate?	**A position written as (x, y)**
In a coordinate, which value comes first?	**x-coordinate**
What does the x-coordinate tell us?	**Movement across**
What does the y-coordinate tell us?	**Movement up or down**
What does it mean to plot a point?	**Mark it on a graph**

Week Six	
Question	**Answer**
How do we calculate the gradient of a line?	**Change in y ÷ change in x**
What is a y-intercept?	**Where a graph crosses the y-axis**
What is a table of values used for?	**Generating coordinates**
What does substitute mean?	**Put values into an equation**
What do parallel lines have in common?	**The same gradient**
If two lines have the same gradient, what are they called?	**Parallel**
What does gradient measure?	**How steep a line is**
What is an equation?	**A statement showing two things are equal**

English – Knowledge Checks – Autumn 1

Week One	
Question	**Answer**
What is a sentence?	**A group of words that contains a subject and a verb and makes complete sense.**
What is a noun?	**A word that names a person, place, or thing.**
What does it mean to 'infer'?	**To conclude based on evidence or clues.**
What punctuation mark is used to show emotion?	**Exclamation mark.**
What is a verb?	**It tells you what someone or something is doing, or what they are.**
What is an adverb?	**An adverb describes how, when, where, or how often an action is done.**

Week Two	
Question	**Answer**
What punctuation is used when you place three dots at the end of a sentence?	**Ellipsis.**
What is the purpose of this piece of punctuation?	**To build suspense, take a pause, or show something is trailing off.**
What does it mean to predict when reading?	**To guess what will happen next.**
What is a synonym?	**A word that means the same as another word.**
Write a synonym for the word: said.	**Bellowed, shrieked, screamed, hollered, whispered.**
What do you call words that sound the same as another word but have a different meaning and often a different spelling?	**Homophones.**

Week Three	
Question	**Answer**
What does it mean to summarise?	**To give the main points of something in a shorter form, using fewer words.**
What is an antonym?	**A word that has the opposite meaning to another word.**
What is a subordinate clause?	**A dependent part of a sentence that adds extra information but cannot stand alone.**
What is a complex sentence?	**A sentence made up of a main clause and a subordinate clause joined together.**
Which is the subordinate clause in this sentence: Although it was raining, we went outside.	**Although it was raining.**
What is personification?	**Giving human qualities to non-human things.**

English – Knowledge Checks – Autumn 1

Week Four	
Question	**Answer**
What is a simile?	**A comparison using "like" or "as".**
What is a metaphor?	**A comparison saying one thing is another.**
What is alliteration?	**Words close together beginning with the same sound.**
What is a paragraph?	**A group of sentences about one main idea.**
What is the main clause in this sentence: Although it was raining, we went outside.	**We went outside.**
What is an adjective?	**A word that describes a noun.**

Week Five	
Question	**Answer**
What is a pronoun?	**A word used instead of a noun.**
What is direct speech?	**The exact words spoken by a character.**
What punctuation is used around direct speech?	**Speech marks.**
What is a rhetorical question?	**A question asked for effect, not an answer.**
What is a conjunction?	**A word that joins words, phrases or clauses.**
Give an example of a conjunction.	**And, but, because, although.**

Week Six	
Question	**Answer**
What is a theme?	**A key idea or message in a text.**
What is a character?	**A person in a story.**
What is a setting?	**Where and when a story takes place.**
What is foreshadowing?	**A clue about what might happen later.**
What is an onomatopoeia?	**A word that sounds like the thing it describes.**
Give an example of onomatopoeia.	**Bang, crash, buzz or hiss.**

English – Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
Where is Max hidden?	**In the basement**
How does Liesel help Max?	**By reading to him**
What does Max give Liesel?	**A handmade book**
What is Hans Hubermann's attitude towards Max?	**Kind and protective**
What does Liesel begin to understand through Max?	**The impact of prejudice**
What does Max compare himself to?	**A fighter**

Week Two	
Question	**Answer**
What happens during the air raids?	**People hide in shelters**
How does Liesel calm people in the shelters?	**By reading**
What happens to Hans for helping a Jewish man?	**He is punished**
What happens to Max after being discovered?	**He leaves**
How does Liesel feel when Max leaves?	**Devastated**
What does Rudy continue to ask Liesel for?	**A kiss**

Week Three	
Question	**Answer**
What happens to Hans after his punishment?	**He is sent to war**
How does Liesel cope without Hans?	**She keeps reading**
What happens to Rosa during this time?	**She becomes quieter**
What do soldiers represent in the story?	**War and danger**
What happens to Max later?	**He is captured**
Where does Liesel see Max again?	**In a march of prisoners**

English – Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
What does Liesel do when she sees Max again?	**Runs to him**
What happens to Liesel as a result?	**She is punished**
What is the main theme shown here?	**Courage**
What role do books play in the novel?	**They provide comfort and power**
How does the war affect Molching?	**It destroys the town**
What does Liesel begin to write?	**Her own story**

Week Five	
Question	**Answer**
What happens during the bombing of Himmel Street?	**It is destroyed**
Who survives the bombing?	**Liesel**
What happens to Hans and Rosa?	**They die**
What happens to Rudy?	**He dies**
Why does Liesel survive?	**She was in the basement writing**
What does Liesel lose in this event?	**Her family and friends**

Week Six	
Question	**Answer**
Who rescues Liesel after the bombing?	**Ilsa Hermann**
What does Liesel continue to do?	**Read and write**
What does Death take from the rubble?	**Liesel's book**
What does Death say about humans?	**They are both beautiful and terrible**
How does Liesel's story continue?	**She grows older**
What becomes important to Liesel?	**Words and memory**

English – Knowledge Checks – Spring 1

Week One	
Question	**Answer**
What happens at the start of the play?	**A violent storm wrecks a ship carrying Alonso, Ferdinand and others.**
Who caused the storm and why?	**Prospero created it with magic to bring his enemies to the island.**
Why was Prospero exiled?	**Antonio, his brother, stole his dukedom with Alonso's support.**
What is Ariel's role?	**A spirit who serves Prospero and carries out his commands.**
How does Prospero treat Caliban?	**He enslaves and punishes him, showing harsh authority.**
What themes are introduced?	**Power, control, betrayal and justice.**

Week Two	
Question	**Answer**
What do Alonso and his party believe?	**They think Ferdinand has drowned.**
How does Gonzalo behave?	**He stays optimistic and tries to comfort Alonso.**
What is Sebastian's attitude?	**He is critical and mocks others.**
What do Antonio and Sebastian plan?	**To kill Alonso and take power.**
How is the plot stopped?	**Ariel wakes the others before the attack.**
What theme is explored?	**Ambition and betrayal.**

Week Three	
Question	**Answer**
Who meets Caliban?	**Stephano and Trinculo.**
How do they treat him?	**They mock and exploit him.**
Why does Caliban follow Stephano?	**He believes he will be a better master than Prospero.**
What is their plan?	**To kill Prospero and rule the island.**
What tone is used?	**Comic and chaotic.**
What theme is shown?	**Power and colonisation.**

English – Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
How is Ferdinand tested?	**He must carry logs to prove his love.**
How does Miranda respond?	**She falls in love and supports him.**
What do Caliban and his companions plan?	**To murder Prospero and take Miranda.**
How does Ariel manipulate events?	**Through music and tricks.**
What illusion appears?	**A magical banquet that disappears.**
What message is delivered?	**The men are reminded of their guilt.**

Week Five	
Question	**Answer**
What does Prospero decide about Miranda and Ferdinand?	**He approves their marriage.**
What is the masque?	**A magical performance celebrating harmony.**
Why does it end suddenly?	**Prospero remembers the plot against him.**
How does he respond to the plot?	**He uses magic to stop it.**
What theme is highlighted?	**Illusion versus reality.**
What does Prospero begin to realise?	**He must give up his magic.**

Week Six	
Question	**Answer**
What choice does Prospero make?	**He forgives his enemies.**
How does Alonso react?	**He is joyful and remorseful.**
What happens to Antonio?	**He is forgiven without apologising.**
What does Prospero do with his magic?	**He renounces it.**
What happens to Ariel?	**He is freed.**
What does the ending show?	**Restoration, forgiveness and order.**

Science – Knowledge Checks – Autumn 1

Week One	
Question	**Answer**
What is digestion?	**The process of breaking down large molecules into smaller molecules**
What is the tube called that carries food from the mouth to the stomach?	**Oesophagus**
Which organ mixes food with acid to start protein digestion?	**Stomach**
What tiny structures in the small intestine increase the surface area for absorption?	**Villi**
Which enzyme breaks down proteins into amino acids?	**Protease**
Which enzyme breaks down carbohydrates into sugar molecules?	**Carbohydrase**
Which enzyme breaks down lipids into fatty acids and glycerol?	**Lipase**
What is the name of the tiny air sacs where gas exchange occurs?	**Alveoli**
Which muscle underneath the lungs helps with breathing?	**Diaphragm**
What is the movement of air into and out of the lungs called?	**Breathing (ventilation)**

Week Two	
Question	**Answer**
What structure connects the mouth to the stomach?	**Oesophagus**
What process moves food through the digestive system?	**Peristalsis**
What does bile do to lipids?	**Breaks them into smaller droplets (emulsifies them)**
What is the role of the small intestine?	**Absorb nutrients into the blood**
What are enzymes sometimes called?	**Biological catalysts**
What is the name of the part of an enzyme where the substrate fits?	**Active site**
What model describes how enzymes work?	**Lock and key model**
What are the molecules acted on by enzymes called?	**Substrates**
Which enzyme is found in the stomach, pancreas and small intestine?	**Protease**
What must substances be before they can pass through the wall of the small intestine?	**Small and soluble**

Week Three	
Question	**Answer**
What is an element?	**A substance made from only one type of atom**
What is the smallest particle of an element that can exist?	**An atom**
What is the name of the rows in the periodic table?	**Periods**
What is the name of the columns in the periodic table?	**Groups**
Which subatomic particle has a positive charge?	**Proton**
Which subatomic particle has no charge?	**Neutron**
Which subatomic particle has a negative charge?	**Electron**
What is the centre of the atom called?	**The nucleus**
How many electrons do Group 1 elements have in their outer shell?	**1**
How many electrons do Group 7 elements have in their outer shell?	**7**

Science – Knowledge Checks – Autumn 1

Week Four	
Question	**Answer**
What is a molecule?	**Two or more atoms joined together**
What is a compound?	**A substance made from two or more different types of atom chemically bonded together**
What did Mendeleev leave in his periodic table for undiscovered elements?	**Gaps**
What type of property describes how a substance reacts with other substances?	**Chemical property**
What type of property can be observed without changing the substance?	**Physical property**
What does the word ductile mean?	**Can be drawn into a wire**
What does the word malleable mean?	**Can be bent or hammered into shape**
What does the word sonorous mean?	**Makes a ringing sound when hit**
What is formed when a metal reacts with oxygen?	**A metal oxide**
Why are chemical symbols used instead of full element names?	**They are internationally understood**

Week Five	
Question	**Answer**
What is the unit of energy?	**Joule (J)**
What type of energy store is found in food, fuels and batteries?	**Chemical energy store**
What is the energy store of a moving object?	**Kinetic energy store**
What energy store increases when an object is raised higher above the ground?	**Gravitational potential energy store**
What is the law of conservation of energy?	**Energy cannot be created or destroyed, only transferred between stores**
What is the name for energy transferred to the surroundings in an unuseful way?	**Dissipation**
What type of diagram shows useful and wasted energy transfers?	**Sankey diagram**
What is the rate of transferring energy called?	**Power**
What is the unit of power?	**Watt (W)**
What does 1 watt equal?	**1 joule per second**

Science – Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
What is the term for a substance made up of only one type of atom?	**Element**
What is the pH value of pure water?	**7**
What is the name of the acid found in the stomach?	**Hydrochloric acid**
What is the term for a substance that speeds up a chemical reaction without being used up?	**Catalyst**
What do we call a substance that dissolves in a solvent?	**Solute**
What is the name of the gas produced by the reaction between an acid and a metal?	**Hydrogen gas**
What is the chemical test for hydrogen gas?	**Squeaky pop test**
What is the chemical test for oxygen gas?	**Glowing splint test**
What is the chemical test for carbon dioxide?	**Limewater**
What is the term for the amount of space an object occupies?	**Volume**

Week Two	
Question	**Answer**
What type of energy is stored in a stretched spring?	**Elastic**
What is the name of the energy associated with movement?	**Kinetic energy**
What is the term for a material that allows electricity to pass through it easily?	**Conductor**
What is the term for the change in velocity per unit of time?	**Acceleration**
What is the name of the process by which heat is transferred through a fluid (liquid or gas)?	**Convection**
What is the name of the wave that can travel through a vacuum?	**Electromagnetic**
What are the two other types of wave?	**Transverse and longitudinal**
What are the two types of circuit?	**Series and parallel**
What device would you use to measure amps?	**Ammeter**
What device would you use to measure volts?	**Voltmeter**

Week Three	
Question	**Answer**
What piece of equipment is used to heat substances?	**Bunsen burner**
What are the three variables in science?	**Control, independent and dependent**
Which variable is kept the same?	**Control**
Which variable changes?	**Independent**
Which is the measured variable?	**Dependent**
What is the term for the calculation of the average of repeated measurements?	**Mean**
What is the name of the equipment used to hold hot substances during heating?	**Tongs**
What is the term for a liquid used to dissolve other substances in an experiment?	**Solvent**
What's the name of the middle value in a data set?	**Median**
What should you wear during a practical to protect your eyes?	**Safety goggles**

Science – Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
What is peer review?	**The checking of research by other scientists**
What is a claim?	**A statement that says something is true**
What is evidence?	**Measurements or observations used to support or oppose a theory**
What is bias?	**When an experimenter affects the outcome or a journalist favours a point of view**
What is a journal?	**A magazine that publishes scientific research**
What is a funder?	**A person or organisation that pays for scientific research**
What are fake news stories?	**False stories that appear to be news**
What is correlation?	**A relationship between variables where one changes as the other changes**
What is a risk?	**Something negative that could happen**
What is an evaluation?	**An assessment of risks and benefits that leads to a conclusion**

Week Five	
Question	**Answer**
Why do we need to explore the funders of research?	**Research may be biased if the funders benefit from a particular outcome**
What can be used to determine whether a claim is true?	**Evidence such as data, statistics, image analysis and peer review**
What is the main purpose of peer review?	**To check that findings are accurate and reproducible**
What is a reliable source of scientific information?	**Peer-reviewed studies and scientific journals**
What does a scientist use to support a claim?	**Evidence**
What must scientists consider when publishing new findings?	**The risks and benefits to people, the environment and the economy**
What is the difference between a risk and a benefit?	**A risk is a possible negative consequence; a benefit is a positive consequence**
Does correlation always mean one factor causes another?	**No, correlations can be accidental**
What type of websites are often a source of fake news?	**Social media websites**
What happened to Andrew Wakefield's MMR research?	**It was discredited and found to be flawed**

Science – Knowledge Checks – Spring 1

Week One	
Question	**Answer**
What is environmental variation?	**Differences caused by the environment around you**
What is genetic variation?	**Differences caused by your DNA**
Give one example of environmental variation.	**A scar**
Give one example of genetic variation.	**Eye colour**
What is an adaptation?	**A feature that helps an organism survive**
What is a population?	**A group of organisms of the same species living in the same place**
What is an endangered species?	**A species at serious risk of extinction**
What is a gene bank?	**A store of genetic samples from different species**
Which scientist is famous for proposing evolution by natural selection?	**Charles Darwin**
Which scientist's X-ray images helped reveal the structure of DNA?	**Rosalind Franklin**

Week Two	
Question	**Answer**
What is a pure substance made of?	**Only one type of element or compound**
What is a mixture?	**An impure substance made of more than one type of element or compound**
What is a solute?	**A substance that is dissolved in a solvent**
What is a solvent?	**A substance that dissolves a solute**
What is a solution?	**A mixture of one or more solutes dissolved in a solvent**
What does soluble mean?	**Able to be dissolved**
What does insoluble mean?	**Not able to be dissolved**
What type of solution contains as much dissolved solid as possible?	**A saturated solution**
What is the independent variable?	**The variable that is changed**
What is the dependent variable?	**The variable that is measured**

Week Three	
Question	**Answer**
What is filtration used to separate?	**An insoluble solid from a mixture**
What is the insoluble solid left on the filter paper called?	**Residue**
What is the liquid that passes through the filter paper called?	**Filtrate**
What is crystallisation used to separate?	**A solute from a solution**
What is the difference between boiling and evaporation?	**Boiling is rapid and occurs throughout a liquid; evaporation is slow and occurs only at the surface**
What separation technique is used to separate substances that are soluble in the same solvent?	**Chromatography**
In chromatography, what is the stationary phase?	**The paper**
In chromatography, what is the mobile phase?	**The solvent**
On a chromatogram, how many spots would a pure substance produce?	**One spot**
What is distillation used to separate from a solution?	**A solvent**

Science – Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
What is a resultant force?	**The force left over after opposing forces are cancelled out**
What unit is force measured in?	**Newtons (N)**
What instrument is used to measure force?	**A Newton meter**
What is a contact force?	**A force that acts through direct contact**
What is a non-contact force?	**A force that acts without direct contact**
What happens when forces acting on an object are balanced?	**The object stays still or moves at a constant speed**
What happens when forces acting on an object are unbalanced?	**The object accelerates in the direction of the force**
What force pulls objects towards the Earth?	**Gravity**
What does Hooke's Law link together?	**Force and extension**
What is an object called if it returns to its original shape after being stretched?	**Elastic**

Week Five	
Question	**Answer**
What force opposes the motion of an object moving across a surface?	**Friction**
What is drag?	**A force that slows an object moving through a fluid**
Are drag and friction contact or non-contact forces?	**Contact forces**
Name two methods used to reduce drag and friction.	**Streamlining and lubrication**
What type of friction occurs between air and an object?	**Air resistance**
What is the gravitational field strength on Earth?	**10 N/kg**
What is the equation used to calculate weight?	**Weight = Mass × Gravitational field strength**
What unit is mass measured in?	**Kilograms (kg)**
What unit is weight measured in?	**Newtons (N)**
What is speed?	**How fast or slow something travels**

Geography – Knowledge Checks – Autumn 1

Week One	
Question	**Answer**
How many countries are in Asia?	**49**
What percentage of Earth's population lives in Asia?	**60%**
Which two countries are the most populous in Asia?	**China and India**
What does human geography study?	**People**
What does physical geography study?	**Natural features**
What does the name Asia mean?	**East**

Week Two	
Question	**Answer**
What is the highest mountain in the world?	**Mount Everest**
Which mountain range contains Mount Everest?	**The Himalayas**
Name one major desert in Asia.	**Gobi Desert**
Name one major river in Asia.	**Yangtze**
Why are rivers important?	**They provide water and transport**
Why have many large Asian cities developed near rivers?	**Trade**

Week Three	
Question	**Answer**
Where is China's population concentrated?	**East and south**
Which part of China is sparsely populated?	**The west**
What type of government does China have?	**Communist**
What are Special Economic Zones (SEZs)?	**Areas designed for trade and investment**
Why were SEZs created?	**To encourage economic growth**
Why does China have a large manufacturing industry?	**Large workforce**

Geography – Knowledge Checks – Autumn 1

Week Four	
Question	**Answer**
What is global trade?	**Buying and selling between countries**
Name one product manufactured in China.	**Smartphones**
What is the Belt and Road Initiative?	**China's global infrastructure project**
Why has China invested in other countries?	**To increase trade**
What is counterfeit goods?	**Fake products**
What is neo-colonialism?	**Control through economic influence**

Week Five	
Question	**Answer**
What is a unipolar world?	**One dominant power**
What is a bipolar world?	**Two dominant powers**
What is a multipolar world?	**Several powerful countries**
Which country was the main global power from 1990-2009?	**USA**
What happened to the Soviet Union in 1990?	**It collapsed**
Which countries are in BRICS?	**Brazil, Russia, India, China and South Africa**

Week Six	
Question	**Answer**
What does BRICS stand for?	**Brazil, Russia, India, China, South Africa**
What does MINT stand for?	**Mexico, Indonesia, Nigeria, Turkey**
Why do countries form groups such as BRICS?	**To increase influence**
What is global power?	**The ability to influence other countries**
Which two Asian countries are becoming major world powers?	**China and India**
Why is China becoming more powerful globally?	**Trade and investment**

Geography – Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
What population policy did China introduce in 1979?	**One-child policy**
Why was the one-child policy introduced?	**Population was growing too quickly**
When did China replace it with a two-child policy?	**2015**
What is population control?	**Reducing population growth**
What was one benefit of the one-child policy?	**Slower population growth**
What was another benefit?	**Improved quality of life**

Week Two	
Question	**Answer**
What could happen if families broke the one-child policy?	**Fines or jail**
What was one criticism of the policy?	**Loss of choice**
What demographic imbalance did the policy create?	**More men than women**
What is sterilisation?	**Preventing people having children**
Why was the policy controversial?	**It restricted family size**
Did everyone support the policy?	**No**

Week Three	
Question	**Answer**
How has India tried to reduce population growth?	**Education campaigns**
Is India's population still growing?	**Yes**
Approximately how many people are added to India's population each year?	**13 million**
Which country used stricter population controls, India or China?	**China**
What is a population campaign?	**An effort to change behaviour**
Why is population growth a challenge?	**Pressure on resources**

Geography – Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
What does a population pyramid show?	**Age and gender structure**
What does a wide base indicate?	**Many young people**
What does a wide middle indicate?	**Large workforce**
What does a wide top indicate?	**Many elderly people**
Why is a large workforce important?	**Pays taxes**
What can population pyramids help governments plan?	**Services and spending**

Week Five	
Question	**Answer**
What age group is linked to education policy?	**0-21 years**
Which age group forms the workforce?	**21-65 years**
Which age group needs pensions most?	**65+ years**
What does life expectancy mean?	**Average age people live to**
What does a low population pyramid suggest?	**Low life expectancy**
What does an ageing population mean?	**More elderly people**

Week Six	
Question	**Answer**
What type of population pyramid is common in LICs?	**Wide base, narrow top**
What type of population pyramid is common in HICs?	**Tall and even-sided**
What does LIC stand for?	**Low Income Country**
What does HIC stand for?	**High Income Country**
Why are population pyramids useful?	**They show population structure**
Why do governments study population pyramids?	**To plan for the future**

Geography – Knowledge Checks –Spring 1

Week One	
Question	**Answer**
What type of government does North Korea have?	**Communist dictatorship**
Which family has ruled North Korea since the Korean War?	**Kim family**
When did the Korean War begin?	**1950**
Who supported South Korea during the Korean War?	**USA**
Who supported North Korea during the Korean War?	**China and USSR**
What were the borders like after the war?	**Similar to before the war**

Week Two	
Question	**Answer**
What is an authoritarian government?	**A government with very strict control**
What military service is required in North Korea?	**Compulsory military service**
Can North Koreans freely access the internet?	**No**
Who controls the media in North Korea?	**The government**
Can North Koreans criticise their leaders?	**No**
What happens if people break major rules?	**Punishment**

Week Three	
Question	**Answer**
What is North Korea's life expectancy?	**71 years**
What is South Korea's life expectancy?	**82 years**
Which country has the higher GNI?	**South Korea**
What does GNI stand for?	**Gross National Income**
Which country has better access to clean water?	**South Korea**
Which country has the stronger economy?	**South Korea**

Geography – Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
What percentage of South Koreans are literate?	**99%**
What percentage of North Koreans have access to clean water?	**61%**
What is unemployment?	**People without jobs**
Which Korea has lower unemployment?	**South Korea**
Why is South Korea more developed?	**Higher incomes and services**
What shows North Korea is less developed?	**Lower living standards**

Week Five	
Question	**Answer**
Which countries does North Korea trade with most?	**China and Russia**
Why does North Korea rely on China?	**Trade and support**
What has North Korea tested in recent years?	**Nuclear weapons**
How large is North Korea's military?	**Fourth largest in the world**
Why is North Korea viewed as a political threat?	**Nuclear weapons**
What is famine?	**Severe food shortage**

Week Six	
Question	**Answer**
Why has North Korea invested in tourism?	**To grow its economy**
Why is North Korea often in the news?	**Nuclear tensions**
What is the Korean Peninsula?	**The land containing North and South Korea**
Which country is more globally connected?	**South Korea**
What is development?	**Improvement in quality of life**
Why is North Korea a Geography case study?	**Politics affects development**

History – Knowledge Checks – Autumn 1

Week One	
Question	**Answer**
Which religion were the Gunpowder Plotters?	**Catholic**
Why did the Gunpowder Plotters target James I?	**He treated Catholics unfairly.**
What did the Gunpowder Plotters try and do?	**Blow up Parliament.**
Why did the Gunpowder Plot fail?	**The plot was discovered.**
What punishment did the Plotters face?	**Execution.**
When did the English Civil War take place?	**1642-1651**
What was Harold Godwinson's claim to the English throne?	**Chosen by the Witan.**
What was William, Duke of Normandy's claim to the throne?	**Edward promised him the throne.**
What is the definition of an interpretation?	**An explanation of the past.**
What is the definition of a source?	**Evidence from the past.**

Week Two	
Question	**Answer**
Who was the English Civil War between?	**Parliament and the King.**
Why did the English Civil War begin?	**A struggle over power.**
What was the name of the Army which Oliver Cromwell established for Parliament?	**The New Model Army.**
What was the New Model Army?	**Parliament's professional army.**
What happened at the Battle of Marston Moor (1644)?	**Parliament won a major victory.**
When did Charles I dissolve Parliament, starting the Eleven Years' Tyranny?	**1629**
What does it mean to infer (make an inference) in History?	**To reach a conclusion from evidence.**
What is the definition of chronology?	**Events in time order.**
What does it mean to describe in History?	**To say what happened.**
What does it mean to explain in History?	**To give reasons why something happened.**

Week Three	
Question	**Answer**
When was the Battle of Naseby?	**1645**
Why was there a Civil War in England between 1642 and 1649? (4 reasons)	**Religion, money, power and the King's actions.**
Why did Parliament win the English Civil War (1642-1649)? (4 reasons)	**Better army, better leadership, more money, more support.**
What is the definition of chronology?	**Events in time order.**
What is the definition of an historical source?	**Evidence from the past.**
What is the definition of an historical interpretation?	**An explanation of the past.**
What does it mean to infer (make an inference) in History?	**To reach a conclusion from evidence.**

History – Knowledge Checks –Autumn 1

Week Four	
Question	**Answer**
When was Charles I executed?	**1649**
When did King Charles raise the Royal Standard at Nottingham Castle, signalling the start of the English Civil War?	**1642**
When did Charles I dissolve Parliament, starting the Eleven Years' Tyranny?	**1629**
What happened at the Battle of Marston Moor (1644)?	**Parliament won a major victory.**
What was the New Model Army?	**Parliament's professional army.**
Why did Parliament win the English Civil War (1642-1649)? (4 reasons)	**Better army, better leaders, more money, more support.**
What tactic did William, Duke of Normandy use to win the Battle of Hastings?	**The feigned retreat.**
How many Motte and Bailey castles is it estimated that William built during his reign?	**Around 500.**

Week Five	
Question	**Answer**
What title did Oliver Cromwell take when he replaced Charles I?	**Lord Protector**
Why is Oliver Cromwell perceived by some historians to be a villain?	**Harsh rule in Ireland.**
Who was made king to start the Restoration period?	**Charles II**
Why is the Restoration period difficult for historians to investigate?	**Limited surviving sources.**
Which primary source did we study in class to help us build a picture of what life was like during the Restoration Period?	**Samuel Pepys' Diary**
When did the Great Plague hit London?	**1665**
What does it mean to describe in History?	**To say what happened.**
What does it mean to explain in History?	**To give reasons why.**
What is the definition of an interpretation?	**An explanation of the past.**
What is the definition of a source?	**Evidence from the past.**

Week Six	
Question	**Answer**
What % of London's population died in the Great Plague?	**Around 20%**
How did they try and prevent the Great Plague from spreading?	**Quarantine and isolation.**
What happened at the Battle of Marston Moor (1644)?	**Parliament won a major victory.**
Why did Parliament win the English Civil War (1642-1649)? (4 reasons)	**Better army, better leaders, more money, more support.**
What was the New Model Army?	**Parliament's professional army.**
When was the Battle of Naseby?	**1645**
When we use a source's provenance, what three things do we need to ask?	**Who, when and why?**
What three things do we use to assess the usefulness/limitations of a source?	**Content, provenance and audience.**

History – Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
Louis XVI was an Absolute Monarch, what did this mean?	**He had total power.**
What happened during the Enlightenment?	**People challenged old ideas.**
Who was in each of the Three Estates?	**Clergy, Nobles, Everyone Else.**
Who were the Bourgeoisies?	**The middle class.**
Which religion were the Gunpowder Plotters?	**Catholic.**
Why did the Gunpowder Plotters target James I?	**He treated Catholics unfairly.**
What did the Gunpowder Plotters try and do?	**Blow up Parliament.**
What does it mean to describe in History?	**To say what happened.**
What does it mean to explain in History?	**To give reasons why.**
What do you need to give when a question says "How far do you agree?"	**Both sides and a judgement.**
What is the definition of a source?	**Evidence from the past.**

Week Two	
Question	**Answer**
In which Estate would you find the Bourgeoisies?	**Third Estate.**
Why was the Ancien Régime unfair against the Third Estate?	**They paid most taxes.**
Aside from the unfair tax system, why else did the people of France revolt?	**Food shortages.**
How did the Second Estate revolt in 1788?	**They refused reforms.**
Why did the Gunpowder Plot fail?	**The plot was discovered.**
What punishment did the Plotters face?	**Execution.**
When did the English Civil War take place?	**1642-1651.**
What is the definition of an interpretation?	**An explanation of the past.**
What was William, Duke of Normandy's claim to the English throne?	**Edward promised him the throne.**
What was Harold Godwinson's claim to the English throne?	**Chosen by the Witan.**
What tactic did William, Duke of Normandy use to win the Battle of Hastings?	**Feigned retreat.**

Week Three	
Question	**Answer**
What do we call the event where the Third Estate refused to disperse until France had a new Constitution?	**The Tennis Court Oath.**
When was the Storming of the Bastille?	**14 July 1789.**
What happened during the Storming of the Bastille?	**Revolutionaries seized the prison.**
What did Louis XVI do on 17th July 1789?	**Accepted the Revolution.**
Who was the English Civil War fought between?	**Parliament and the King.**
Why was there a Civil War in England between 1642 and 1649?	**Arguments over power, money and religion.**
How many Motte and Bailey castles is it estimated that William built during his reign?	**Around 500.**
What is the definition of chronology?	**Events in time order.**

History – Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
What happened on October 6th, 1789?	**The royal family was taken to Paris.**
What was the "Flight to Varennes"?	**Louis XVI tried to escape France.**
When was Louis XVI executed?	**1793.**
When did the Terror take place?	**1793-1794.**
Why did Parliament win the English Civil War (1642-1649)?	**Better army, leaders, money and support.**
What happened at the Battle of Marston Moor (1644)?	**Parliament won a major victory.**
When was the Battle of Naseby?	**1645.**
What is the definition of an historical source?	**Evidence from the past.**
What three things would you use to assess the usefulness of a source?	**Content, provenance and audience.**

Week Five	
Question	**Answer**
How many people is it estimated were killed during the Terror?	**Around 40,000.**
When did Napoleon become Emperor of France?	**1804.**
What happened during the Enlightenment?	**People challenged old ideas.**
Who was in each of the Three Estates?	**Clergy, Nobles, Everyone Else.**
When was Charles I executed?	**1649.**
What title did Oliver Cromwell take following the execution of Charles I?	**Lord Protector.**
Why is Oliver Cromwell perceived by some historians to be a villain?	**Harsh rule in Ireland.**
What does it mean to infer (make an inference) in History?	**To reach a conclusion from evidence.**
What does it mean to describe in History?	**To say what happened.**

Week Six	
Question	**Answer**
In which Estate would you find the Bourgeoisies?	**Third Estate.**
Why was the Ancien Régime unfair against the Third Estate?	**They paid most taxes.**
Aside from the unfair tax system, why else did the people of France revolt?	**Food shortages.**
How did the Second Estate revolt in 1788?	**They refused reforms.**
Why is the Restoration era difficult for historians to investigate?	**Limited surviving sources.**
Which primary source do historians often use to investigate life in Restoration England?	**Samuel Pepys' Diary.**
When did the Great Plague hit London?	**1665.**
What does it mean to explain in History?	**To give reasons why.**
What do you need to give when a question says "How far do you agree?"	**Both sides and a judgement.**

History – Knowledge Checks – Spring 1

Week One	
Question	**Answer**
"The sun never set on the British Empire," what does this quote mean?	**The Empire stretched across the world.**
Name three colonies (countries) which were part of the British Empire.	**India, Canada, Australia.**
According to historians, what are the four main reasons why Britain wanted an Empire?	**Wealth, power, resources, trade.**
Louis XVI was an Absolute Monarch, what did this mean?	**He had total power.**
What happened during the Enlightenment?	**People challenged old ideas.**
Who was in each of the Three Estates?	**Clergy, Nobles, Everyone Else.**
Which religion were the Gunpowder Plotters?	**Catholic.**
Why did the Gunpowder Plotters target James I?	**He treated Catholics unfairly.**
What did the Gunpowder Plotters try and do?	**Blow up Parliament.**
What is the definition of a source?	**Evidence from the past**

Week Two	
Question	**Answer**
Name three countries which made up "India" prior to 1947.	**India, Pakistan, Bangladesh.**
When did the Europeans start invading India?	**1498.**
When did India become a formal part of the British Empire?	**1858.**
Who were the Bourgeoisies?	**The middle class.**
In which Estate would you find the Bourgeoisies?	**Third Estate.**
Why was the Ancien Régime unfair against the Third Estate?	**They paid most taxes.**
Why did the Gunpowder Plot fail?	**The plot was discovered.**
What punishment did the Plotters face?	**Execution.**
When did the English Civil War take place?	**1642-1651.**
What is the definition of an interpretation?	**An explanation of the past.**

Week Three	
Question	**Answer**
Why did the British make India part of their Empire?	**For wealth, trade and resources.**
Who started fighting Indians to take control of their land?	**The East India Company (EIC).**
How did the EIC take control of India?	**Trade, conquest and treaties.**
Aside from the unfair tax system, why else did the people of France revolt?	**Food shortages.**
How did the 2nd Estate revolt in 1788?	**They refused reforms.**
What do we call the event where the Third Estate refused to disperse until France had a new Constitution?	**The Tennis Court Oath.**
Who was the English Civil War fought between?	**Parliament and the King.**
Why did the English Civil War start?	**Arguments over power, money and religion.**
What was the name of the Army which Oliver Cromwell established for Parliament?	**The New Model Army.**
What was William, Duke of Normandy's claim to the English Throne?	**Edward promised him the throne.**

History – Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
When was the Sepoy Mutiny?	**1857.**
Why do some historians see the Sepoy Mutiny as a fight for Independence?	**It challenged British rule.**
Why do other historians reject that the Sepoy Mutiny was a fight for independence?	**It lacked a united goal.**
When was the Storming of the Bastille?	**14 July 1789.**
What happened during the Storming of the Bastille?	**Revolutionaries seized the prison.**
What did Louis XVI do on the 17th July 1789?	**Accepted the Revolution.**
When was Charles I executed?	**1649.**
What title did Oliver Cromwell take following the execution of Charles I?	**Lord Protector.**
Why is Oliver Cromwell perceived by others to be a villain?	**Harsh rule in Ireland.**
What was Harold Godwinson's claim to the English Throne?	**Chosen by the Witan.**

Week Five	
Question	**Answer**
When did India become formally part of the British Empire?	**1858.**
Why do some historians believe that the British Raj had a positive effect on India?	**Railways, schools and law.**
Why do other historians reject that the British Raj had a positive effect on India?	**Exploitation and racism.**
What happened on October 6th, 1789?	**The royal family was taken to Paris.**
What was the "Flight to Varennes"?	**Louis tried to escape France.**
When was Louis XVI executed?	**1793.**
Who was made king to start the Restoration?	**Charles II.**
Why is the Restoration era difficult for historians to investigate?	**Limited sources.**
Which primary source did we study in class to help us build a picture of what life was like during the Restoration Period?	**Samuel Pepys' Diary.**
What tactic did William, Duke of Normandy use to win the Battle of Hastings?	**Feigned retreat.**

Week Six	
Question	**Answer**
The British Raj banned making and selling what item without a licence?	**Salt.**
How long was the Salt March?	**24 days.**
How did Gandhi inspire Indian Independence?	**Peaceful protest.**
When did the Terror take place?	**1793-1794.**
How many people is it estimated were killed during the Terror?	**Around 40,000.**
When did Napoleon become Emperor of France?	**1804.**
When did the Great Plague hit London?	**1665.**
What % of London's population died in the Great Plague?	**Around 20%.**
How did they try and prevent the Great Plague from spreading?	**Quarantine and isolation.**
How many Motte and Bailey castles is it estimated that William built during his reign?	**Around 500.**

RS– Knowledge Checks – Autumn 1

Week One	
Question	**Answer**
What are the Ten Commandments?	**The Ten Commandments are a set of rules from God.**
Give 1 key word for each of the Ten Commandments. No. 6 would be "murder".	**No other, Idol, Misuse, Sabbath, Honour, Murder, Adultery, Steal, Lie, Jealous.**
Which two religions use the Ten Commandments?	**Judaism and Christianity.**
Why are the Ten Commandments important?	**They provide a guide on how to live a moral life that pleases God.**
Where did the Ten Commandments come from?	**God gave them to Moses to help the Israelites to live in peace.**
Which of the Ten Commandments can apply to everyone?	**Honour your parents; don't murder; don't steal; commit adultery; tell lies; or be jealous of others.**

Week Two	
Question	**Answer**
What is an idol?	**An idol is an object which is worshipped as a God.**
What is an icon?	**An icon is a symbol to focus prayer on to connect with God.**
How do Christians use the Ten Commandments as a guide for living?	**Christians use the commandments to honour the Sabbath, honour parents, not kill, not commit adultery, not steal, not lie and not desire other people's possessions.**
Which of the Ten Commandments are relevant to everyone, even non-believers?	**Honour your parents; don't murder; don't steal; don't lie; don't be jealous of others; don't commit adultery.**
How does keeping the Ten Commandments show respect for God and society?	**Following the Ten Commandments honours God's authority and promotes moral, respectful and harmonious behaviour in society.**
Which Prophet received the Ten Commandments from God?	**Moses.**

Week Three	
Question	**Answer**
What do Jews call their food laws?	**Kosher.**
What do Muslims call their food laws?	**Halal and Haram.**
Which animal do Hindus consider to be sacred?	**The cow.**
What do Buddhists believe will be damaged if you eat meat?	**Buddhists believe their karma will be damaged if they eat meat.**
Why do Christians eat Hot Cross Buns at Easter?	**It reminds them of the cross on which Jesus was crucified.**
Why do Hindus eat sweet foods at Diwali?	**To bring themselves a sweeter, happier life and lots of good luck.**

RS– Knowledge Checks – Autumn 1

Week Four	
Question	**Answer**
Which festival celebrates the Buddha's birthday?	**Wesak is the festival which celebrates the Buddha's birthday.**
What is Diwali the festival of?	**Diwali is the Festival of Light.**
What do Christians eat at Easter to remember the crucifixion of Jesus?	**Christians eat Hot Cross Buns at Easter to remember the crucifixion of Jesus and Easter Eggs.**
What month is before the festival Eid ul-Fitr?	**Ramadan.**
What does Passover remember?	**How the slaves fled from Egypt.**
In which month is the Sikh festival of Vaisakhi celebrated?	**April.**

Week Five	
Question	**Answer**
What are the rules called that Christians follow?	**The rules that Christians follow are called the Ten Commandments.**
Which religion celebrates Passover?	**Judaism celebrates Passover.**
What does *ahimsa* mean?	**Ahimsa means not harming.**
What is an icon?	**An icon is a symbol that focuses prayer as a way to connect with God.**
Which religion celebrates Diwali?	**Hinduism/Sikhism.**
What does Halal mean?	**Allowed/permitted.**

Week Six	
Question	**Answer**
What is an idol?	**These are objects or statues which are often worshipped as a god.**
Why was Moses given the Ten Commandments?	**As the slaves had freed from slavery, they were arguing with each other when living in the desert and they needed a code of conduct to live by.**
Which foods aren't Muslims allowed to eat?	**Muslims can't eat any foods which have pig meat in them, shellfish or drink alcohol.**
What does the egg symbolise at Easter?	**The stone which covered Jesus' tomb; new life; Easter eggs are hollow, like Jesus' empty tomb.**
What do Christians feel the music is?	**The Holy Spirit.**
Why don't Hindus eat meat?	**It affects their karma; the soul in the animal used to be a human; they will get a worse rebirth.**

RS– Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
In what year was the United Nations formed?	**The United Nations was formed in 1945.**
How many Human Rights are there?	**There are 30 Human Rights.**
Who is entitled to human rights?	**Everyone is entitled to human rights.**
What profession was Shirin Ebadi?	**Lawyer.**
What profession was Oscar Romero?	**Priest.**
Name two other people who have fought for human rights.	**Martin Luther King, Mahatma Gandhi, Eleanor Roosevelt or Nelson Mandela.**

Week Two	
Question	**Answer**
What did Oscar Romero do to fight for human rights?	**Oscar Romero spoke out against injustice in El Salvador and went against the rules and held meetings to discuss the country's problems.**
How many Human Rights are in the Universal Declaration?	**There are 30 Human Rights.**
Who is Shirin Ebadi?	**Shirin Ebadi won Iran's first Nobel Peace Prize because she wouldn't cover her head, defended women and children, and fought for equal rights.**
Why was Oscar Romero shot dead?	**For standing up against the unjust government, who were making the poor people poorer and themselves richer.**
Which country did Oscar Romero come from?	**El Salvador.**
Why did Shirin win a Nobel Peace Prize?	**She defended human rights, especially for women and children in Iran.**

Week Three	
Question	**Answer**
State the four British values.	**Democracy; the Rule of Law; Individual Liberty; Mutual Respect; Tolerance of those with different faiths and beliefs.**
True or False – discrimination is not against the law.	**False. Discrimination is against the law.**
What is a boycott?	**A boycott is a refusal to buy, use or participate in something as a way of protesting.**
"So, God created mankind in his own image..." What are the missing words?	**"...male and female he created them." (Genesis 1:27)**
Why are people racist?	**Ignorance; bullying; wanting to make themselves feel better; upbringing; lack of education.**
What does the term Genocide mean?	**Genocide is an intentional crime of committing acts with the intent to destroy, in whole or in part, a national, ethnic, racial or religious group.**

RS– Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
Who refused to give up her seat on a bus?	**Rosa Parks refused to give up her seat on a bus.**
What does segregation mean?	**Segregation means to be separated.**
State three different ways to protest without using violence.	**March; Sit-in; Boycott.**
What year did Martin Luther King Jr. win the Nobel Peace Prize?	**1964.**
How did Martin Luther King Jr. use his faith?	**His Christian beliefs taught him that violence and hatred could only be conquered by love and forgiveness.**
Give three facts about Martin Luther King Jr.'s death.	**He was shot by James Earl Ray; it happened on 4 April 1968; he was on a motel balcony when it happened.**

Week Five	
Question	**Answer**
What did Gandhi train/study to be?	**A lawyer.**
Who did Gandhi fight against?	**The British Empire.**
What type of fighting did Gandhi use?	**Non-violence (Ahimsa).**
What was Gandhi's first protest?	**Burning identity cards that white South Africans did not have to carry.**
Why did Gandhi march to the sea to make salt?	**To protest against the high tax the British Empire had put on salt, making it too expensive for Indians to buy.**
What was Gandhi fighting for?	**Equality.**

RS– Knowledge Checks – Spring 1

Week One	
Question	**Answer**
What was the Holocaust?	**The Holocaust was the murder of Europe's Jews by the Nazis during the Second World War (1939–1945).**
Where were Jewish people sent?	**Ghettos and concentration/death camps.**
What were the conditions of the camps?	**Appalling conditions with overcrowding, lice, thin clothing, wooden clogs, starvation, hard labour and gas chambers.**
What is a death march?	**A forced march of prisoners as Nazi camps were evacuated, during which many people died.**
What was Hitler's "Final Solution"?	**To annihilate the Jewish race and remove them from history.**
What is the "Night of Broken Glass" called?	**Kristallnacht.**

Week Two	
Question	**Answer**
Name the Five Pillars of Islam.	**Shahadah, Salah, Zakat, Sawm and Hajj (faith, prayer, charity, fasting and pilgrimage).**
What will happen on the Day of Judgement?	**Everyone will be judged on their actions and it will be decided whether they go to Paradise or Hell.**
What is the worst sin a Muslim can commit?	**Shirk (associating partners with Allah/blasphemy).**
How do Muslims achieve heaven?	**By pleasing Allah, following the Qur'an and Prophet Muhammad, completing the Five Pillars and avoiding sin and shirk.**
What are heaven and hell called in Islam?	**Jannah and Jahannam.**
What is the word for the Day of Judgement?	**Akhirah.**

Week Three	
Question	**Answer**
Which religions believe in Heaven and Hell?	**Christianity, Judaism and Islam.**
Which religions believe in a rebirth cycle?	**Buddhism and Hinduism.**
What do we call people who don't believe in an afterlife?	**Atheists or Humanists.**
What does reincarnation mean?	**That a soul is reborn into a new body after death depending on a person's karma.**
What is Samsara?	**The cycle of death and rebirth until enlightenment is reached.**
How does karma affect rebirth?	**Positive actions lead to better rebirths; negative actions lead to lower, more painful rebirths.**

RS– Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
What do Humanists look for when seeking the answer to big questions?	**What do Humanists look for when seeking the answer to big questions?**
Funerals are an occasion for who according to Humanists?	**Funerals are an occasion for who according to Humanists?**
What is another name for Humanists?	**What is another name for Humanists?**
How do religious people produce their answers on the unknown?	**How do religious people produce their answers on the unknown?**
What do Humanists look for before they accept anything?	**What do Humanists look for before they accept anything?**
What do Humanists believe happens after death?	**What do Humanists believe happens after death?**

Week Five	
Question	**Answer**
How do Christians describe Heaven?	**As a perfect place or as eternal life in the presence of God.**
How has Hell been misunderstood by some Christians?	**As a place of literal flames.**
What is Purgatory?	**A place where souls are purified before entering Heaven.**
What does salvation mean?	**Being saved and gaining eternal life.**
How can Christians gain salvation?	**Through God's grace, good works, following God's law and faith in Jesus.**
What is the suffering in Hell symbolic of?	**Being separated from God's love, which is as painful as being on fire.**

Week Six	
Question	**Answer**
What is Samsara?	**The endless cycle of life, death and rebirth, driven by karma and desire.**
What is Akhirah?	**The Islamic belief in everlasting life after death, including resurrection, judgement and eternal life in Jannah or Jahannam.**
What is Purgatory?	**The Catholic belief in a temporary state of purification before entering Heaven.**
Who believes in Heaven and Hell?	**Christians, Muslims and Jews.**
Who believes in a rebirth cycle?	**Buddhists and Hindus.**
Who believes we only live on in the memory of others?	**Humanists and Atheists.**

French– Knowledge Checks – Autumn 1

Week One	
Question	**Answer**
How do you say "I spent" in French?	**J'ai passé**
What does *une semaine* mean?	**A week**
What does *à Strasbourg* mean?	**In Strasbourg**
What does *avec mes parents* mean?	**With my parents**
What does *et* mean?	**And**
What sound does **ai** usually make in French?	**"ay"**

Week Two	
Question	**Answer**
What does *mais* mean?	**But**
What does *cependant* mean?	**However**
What does *c'était* mean?	**It was**
What does *ce n'était pas* mean?	**It wasn't**
What does *génial* mean?	**Great**
Why does *J'ai passé* use two words?	**It's the perfect tense.**

Week Three	
Question	**Answer**
How do you say "I went" in French?	**Je suis allé(e)**
How do you say "We went" in French?	**Nous sommes allés**
What does *en Espagne* mean?	**To Spain**
What does *avec mes amis* mean?	**With my friends**
What does *en avion* mean?	**By plane**
Which verb is used to say "I went"?	**Être**

French– Knowledge Checks – Autumn 1

Week Four	
Question	**Answer**
What does *J'ai voyagé* mean?	**I travelled**
What does *Nous avons voyagé* mean?	**We travelled**
What does *assez* mean?	**Quite**
What does *très* mean?	**Very**
What does *aussi* mean?	**Also**
What sound does **é** usually make in	**"ay"**

Week Five	
Question	**Answer**
What does *j'ai aimé* mean?	**I liked**
What does *j'ai adoré* mean?	**I loved**
What does *j'ai acheté* mean?	**I bought**
What does *j'ai regardé* mean?	**I watched**
What does *le plus* mean?	**The most**
What does *le moins* mean?	**The least**

Week Six	
Question	**Answer**
What does *beaucoup* mean?	**A lot**
What does *un peu* mean?	**A bit**
What does *énormément* mean?	**Tremendously**
What does *tellement* mean?	**So much**
What does *ce que* mean?	**What / the thing that**
What is the past participle of *faire*?	**Fait**

French– Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
How do you say "I like" in French?	**J'aime**
How do you say "I love" in French?	**J'adore**
What does *Je n'aime pas* mean?	**I don't like**
What does *La Saint-Valentin* mean?	**Valentine's Day**
What does *avec ma famille* mean?	**With my family**
What sound does **j'** usually	**"zh"**

Week Two	
Question	**Answer**
What does *Je déteste* mean?	**I hate**
What does *J'apprécie* mean?	**I appreciate / like**
What does *Noël* mean?	**Christmas**
What does *Mon anniversaire* mean?	**My birthday**
What does *Tout seul / Toute seule* mean?	**On my own**
How do you make *J'aime* negative?	**Je n'aime pas**

Week Three	
Question	Answer
What does *Pour le carnaval* mean?	**For Carnival**
What does *je porte* mean?	**I wear**
What does *je choisis* mean?	**I choose**
What does *des vêtements rouges* mean?	**Red clothes**
What does *un masque* mean?	**A mask**
What sound does oi usually make	**"wah"**

French– Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
What does *je regarde* mean?	**I watch**
What does *je rends visite* mean?	**I visit**
What does *je retrouve* mean?	**I meet up with**
What does *mes copains* mean?	**My friends**
What does *car* mean?	**Because**
What is the purpose of *car* and *parce que*?	**To give a reason**

Week Five	
Question	**Answer**
How do you say "I think that" in French?	**Je pense que**
What does *à mon avis* mean?	**In my opinion**
What does *je trouve que* mean?	**I find that**
What does *c'est super* mean?	**It's great**
What does *c'est drôle* mean?	**It's funny**
What does *ce n'est pas sympa* mean?	**It's not nice**

Week Six	
Question	**Answer**
What does *je vais* mean?	**I am going**
What tense is used in *je vais manger*?	**Near future tense**
What does *manger* mean?	**To eat**
What does *une bouillabaisse* mean?	**Fish soup**
What does *parce que* mean?	**Because**
What is the infinitive in *je vais visiter Paris*?	**Visiter**

French– Knowledge Checks – Spring 1

Week One	
Question	**Answer**
How do you say "I love" in French?	**J'adore**
How do you say "the singer" in French?	**Le chanteur**
What does *car à mon avis* mean?	**Because in my opinion**
What does *il est* mean?	**He is**
What does *intelligent(e)* mean?	**Intelligent**
What sound does **j** usually make in French?	**"zh"**

Week Two	
Question	**Answer**
How do you say "they are" in French?	**Ils sont / Elles sont**
What does *une chanteuse* mean?	**A singer (female)**
What does *un acteur* mean?	**An actor**
What does *une actrice* mean?	**An actress**
What does *travailleur / travailleuse* mean?	**Hardworking**
Why do some French adjectives change endings?	**To match gender**

Week Three	
Question	**Answer**
What does *les comédies* mean?	**Comedies**
What does *les documentaires* mean?	**Documentaries**
What does *les infos* mean?	**The news**
What does *je pense que* mean?	**I think that**
What does *je trouve que* mean?	**I find that**
What is the purpose of *parce que*?	**To give a reason**

French– Knowledge Checks – Spring 1

Week Four	
Question	Answer
How do you say "they are not" in French?	**Ils ne sont pas / Elles ne sont pas**
What does *divertissant(e)* mean?	**Entertaining**
What does *marrant(e)* mean?	**Funny**
What does *complètement nul(le)* mean?	**Completely rubbish**
What does *plein d'action* mean?	**Full of action**
How do you make *ils sont* negative?	**Ils ne sont pas**

Week Five	
Question	**Answer**
What does *d'habitude* mean?	**Usually**
What does *en ce moment* mean?	**At the moment**
What does *souvent* mean?	**Often**
What does *parfois* mean?	**Sometimes**
What does *tout le temps* mean?	**All the time**
What sound does **ou** usually make in French	**"oo"**

Week Six	
Question	Answer
What does *j'ai joué aux jeux vidéos* mean?	**I played video games**
What does *j'ai écouté de la musique en streaming* mean?	**I streamed music**
What does *j'ai téléchargé des chansons* mean?	**I downloaded songs**
What tense do phrases beginning with *j'ai* usually use?	**The perfect tense**
What does *c'était* mean?	**It was**
What does *ce n'était pas* mean?	**It was not**

Spanish – Knowledge Checks – Autumn 1

Week One	
Question	**Answer**
How do you say "I went" in Spanish?	**Fui**
What does *Escocia* mean?	**Scotland**
What does *con mis amigos* mean?	**With my friends**
What does *fue* mean?	**It was**
What does *genial* mean?	**Great**
What sound does **ll** usually make in Spanish	**"y" sound**

Week Two	
Question	**Answer**
How do you say "We went" in Spanish?	**Fuimos**
What does *con mi familia* mean?	**With my family**
What does *avión* mean?	**Plane**
What does *barco* mean?	**Boat/Ferry**
What does *horrible* mean?	**Horrible**
What is the difference between *fui* and *fuimos*?	**I went / We went**

Week Three	
Question	**Answer**
What does *El año pasado* mean?	**Last year**
What does *El verano pasado* mean?	**Last summer**
What does *no fui de vacaciones* mean?	**I didn't go on holiday**
What does *con mi hermano* mean?	**With my brother**
What does *guay* mean?	**Cool**
What does *con* mean?	**With**

Spanish – Knowledge Checks – Autumn 1

Week Four	
Question	**Answer**
What does *visité monumentos* mean?	**I visited monuments**
What does *compré una camiseta* mean?	**I bought a t-shirt**
What does *saqué fotos* mean?	**I took photos**
What does *nadé en el mar* mean?	**I swam in the sea**
What does *comí paella* mean?	**I ate paella**
What tense are *visité*, *compré* and *comí*?	**Preterite (past) tense**

Week Five	
Question	**Answer**
What does *Primero* mean?	**First**
What does *Luego* mean?	**Then**
What does *Después* mean?	**After**
What does *Más tarde* mean?	**Later**
Why are sequencing words useful?	**To put events in order**
What sound does ñ make	**"ny" sound**

Week Six	
Question	**Answer**
What does *Me encantó* mean?	**I loved it**
What does *Me gustó* mean?	**I liked it**
What does *¡Lo pasé bomba!* mean?	**I had a fantastic time**
What does *¡Lo pasé fenomenal!* mean?	**I had a wonderful time**
What does *¡Lo pasé guay!* mean?	**I had a great time**
What is the difference between *Me gustó* and *Me encantó*?	**I liked it / I loved it**

Spanish – Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
What does *Todos los días* mean?	**Every day**
What does *chateo con mis amigos* mean?	**I chat with my friends**
What does *escucho música* mean?	**I listen to music**
What does *saco fotos* mean?	**I take photos**
What does *veo vídeos* mean?	**I watch videos**
What is the meaning of *con*?	**With**

Week Two	
Question	Answer
What does *A veces* mean?	**Sometimes**
What does *Normalmente* mean?	**Normally**
What does *Nunca* mean?	**Never**
What does *Todo el tiempo* mean?	**All the time**
What does *juego* mean?	**I play**
Which tense are *escucho*, *veo* and *juego*?	**Present tense**

Week Three	
Question	Answer
What does *Escucho* mean?	**I listen to**
What does *No escucho* mean?	**I don't listen to**
What does *música clásica* mean?	**Classical music**
What does *música pop* mean?	**Pop music**
What does *rock* mean?	**Rock music**
How do you make *escucho* negative?	**No escucho**

Spanish – Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
What does *me gusta* mean?	**I like**
What does *me encanta* mean?	**I love**
What does *odio* mean?	**I hate**
What does *no me gusta nada* mean?	**I don't like it at all**
What does *porque* mean?	**Because**
What is the purpose of *porque*?	**To give a reason**

Week Five	
Question	**Answer**
What does *el cantante* mean?	**The singer**
What does *la cantante* mean?	**The singer (female)**
What does *el ritmo* mean?	**The rhythm**
What does *la melodía* mean?	**The melody**
What does *me flipa* mean?	**I think it's amazing**
What sound does **ll** usually	**"y" sound**

Week Six	
Question	**Answer**
What does *además* mean?	**Furthermore**
What does *también* mean?	**Also**
What does *y* mean?	**And**
What does *veo* mean?	**I watch**
What does *comparto* mean?	**I share**
What is the infinitive of *escucho*?	**Escuchar**

Spanish – Knowledge Checks – Spring 1

Week One	
Question	**Answer**
What does *Me gusta* mean?	**I like**
What does *Me encanta* mean?	**I love**
What does *No me gusta* mean?	**I don't like**
What does *Odio* mean?	**I hate**
What does *el chocolate* mean?	**Chocolate**
What sound does **ll**	**"y" sound**

Week Two	
Question	**Answer**
What does *el pan* mean?	**Bread**
What does *el queso* mean?	**Cheese**
What does *el agua* mean?	**Water**
What does *la fruta* mean?	**Fruit**
What does *la leche* mean?	**Milk**
What is the difference between *el* and *la*?	**Masculine / feminine noun**

Week Three	
Question	**Answer**
What does *porque* mean?	**Because**
What does *delicioso* mean?	**Delicious**
What does *dulce* mean?	**Sweet**
What does *sabroso* mean?	**Tasty**
What does *sano* mean?	**Healthy**
What is the difference between *es* and *son*?	**It is / They are**

Spanish – Knowledge Checks – Spring 1

Week Four	
Question	Answer
What does *desayuno* mean?	**I have breakfast**
What does *como* mean?	**I have lunch**
What does *meriendo* mean?	**I have a snack**
What does *ceno* mean?	**I have dinner**
What does *a las ocho* mean?	**At 8 o'clock**
What sound does **ñ** usually	**"ny" sound**

Week Five	
Question	**Answer**
What does *Voy a tomar* mean?	**I am going to have**
What does *Me gustaría tomar* mean?	**I would like to have**
What does *Quiero* mean?	**I want**
What tense is used in *Voy a tomar*?	**Near future tense**
What does *ensalada* mean?	**Salad**
What does *pollo* mean?	**Chicken**

Week Six	
Question	Answer
What does el *helado* mean?	**Ice cream**
What does *tarta de queso* mean?	**Cheesecake**
What does *Tengo hambre* mean?	**I am hungry**
What does *Tengo sed* mean?	**I am thirsty**
What does *por favor* mean?	**Please**
What is the infinitive in *Voy a tomar sopa*?	**Tomar**

Computing – Knowledge Checks – Autumn 1

Week One	
Question	**Answer**
What is computational thinking?	**Computational thinking is used to help solve problems.**
What is abstraction?	**Hiding detail you don't need so that you can focus on key details that you do need.**
Why is abstraction used?	**Abstraction makes it easier to solve problems.**
What is decomposition ?	**Breaking down a complex problem into smaller parts.**
Why is decomposition used?	**Decomposition is used because smaller problems are easier to solve.**

Week Two	
Question	**Answer**
Why is abstraction used?	**Abstraction makes it easier to solve problems.**
Why is decomposition used?	**Decomposition is used because smaller problems are easier to solve.**
What is a raster (bitmap) image?	**Made up of pixels. Each pixel can be one colour.**
What is a vector graphic?	**Created using paths and points.**
What is an advantage of vector graphic?	**They are scalable – vector graphics don't lose quality if they are made bigger or smaller.**

Week Three	
Question	**Answer**
What is a bitmapped image?	**A type of digital image that is stored as pixels. Each pixel is represented by a single-color code. Also called bitmapped graphic.**
What is **sequence** in computing?	**A set of instructions that will be carried out, one after another, in the stated order.**
What are pixels?	**A pixel is represented by a square of solid colour on a computer display.**
What is a vector graphic?	**Created using paths and points.**
What is an advantage of vector graphic?	**They are scalable – vector graphics don't lose quality if they are made bigger or smaller.**

Computing – Knowledge Checks – Autumn 1

Week Five	
Question	**Answer**
What is a computer system?	**The hardware and software that work together for computation.**
What is a bitmapped image?	**A type of digital image that is stored as pixels. Each pixel is represented by a single-colour code. Also called bitmapped graphic.**
What is abstraction?	**Hiding detail you don't need so that you can focus on key details that you do need.**
What are pixels?	**A pixel is represented by a square of solid colour on a computer display.**
What is **sequence** in computing?	**A set of instructions that will be carried out, one after another, in the stated order.**

Week Six	
Question	**Answer**
What is a digital footprint?	**All the information about a person that exists on the internet.**
What is plagiarism?	**Using someone else's work and pretending that it's yours.**
What is paraphrasing?	**Rewording information to make it your own.**
What is a reference?	**The details of the source you used for your information.**
Why should we use references?	**Whenever we use someone else's work within our own work.**

Computing – Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
What is a mind map?	**A mind map is a diagram used to visually organise ideas and show their connections by using nodes and sub-nodes.**
Explain what the term **game mechanics** mean?	**Game mechanics are the rules and systems that define how a game functions and how players interact with its elements.**
What are the four components used for a mind map?	**Central Node, Node, Sub-Node, Branch, and keywords.**
What are pixels?	**A pixel is represented by a square of solid colour on a computer display.**
Which two methods are used for generating ideas?	**The two methods used for generating ideas are mind map and mood board.**

Week Two	
Question	**Answer**
Which two methods are used for generating ideas?	**The two methods used for generating ideas are mind map and mood board.**
What is a visualisation diagram?	**A Visualisation diagram is a drawing or sketch of how the final product will look like.**
What are the responsibilities of a video game designer?	**To design the main concept and interactivity of the game, characters, plot/storyline, background, what will make the game fun to play.**
Explain what the term **game mechanics** mean?	**Game mechanics are the rules and systems that define how a game functions and how players interact with its elements.**
What is included on a visualisation diagram?	**Annotations that explain detail such as: background and font colour, image, font used, font size.**
Which two methods are used for generating ideas?	**The two methods used for generating ideas are mind map and mood board.**

Week Three	
Question	**Answer**
What is a house style?	**Preferred design style for visual material, including colors, font styles or typeface**
What are assets?	**Image, graphics, video or sound that need to be sourced from third party or created when making a media product.**
Explain what annotations are and where they are used?	**Annotations are labels used to provide further information about a design and used for a visualisation diagram.**
Explain the purpose of logos.	**To allow target audiences to identify and recognise the brand.**
How are colors used for branding?	**Colors reflect values and influence audiences, each color represents a different brand value for example: Red = energy, excitement and is used in brands such as Netflix, Kelloggs, LEGO.**
What is a house style?	**Preferred design style for visual material, including colors, font styles or typeface**

Computing – Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
How are colors used for branding?	**Colours reflect values and influence audiences, each colour represents a different brand value for example: Red = energy, excitement and is used in brands such as Netflix, Kelloggs, LEGO.**
Explain what is Accessibility in game design?	**Accessibility means designing games to be playable by people with a wide range of abilities and disabilities, allowing them to enjoy the game by removing barriers.**
What are assets?	**Image, graphics, video or sound that need to be sourced from third party or created when making a media product.**
Explain what the term game mechanics mean?	**Game mechanics are the rules and systems that define how a game functions and how players interact with its elements.**
Explain the purpose of logos.	**To allow target audiences to identify and recognise the brand.**
How are colors used for branding?	**Colours reflect values and influence audiences, each colour represents a different brand value for example: Red = energy, excitement and is used in brands such as Netflix, Kelloggs, LEGO.**

Week Five	
Question	**Answer**
What three areas do graphic designers use when choosing final design?	**First, does the design appeal to the target audience. Second, is there brand consistency with the colours and theme. Thirdly, is the layout easy to recreate.**
Explain what is Accessibility in game design?	**Accessibility means designing games to be playable by people with a wide range of abilities and disabilities, allowing them to enjoy the game by removing barriers.**
What are assets?	**Image, graphics, video or sound that need to be sourced from third party or created when making a media product.**
Explain what the term **game mechanics** mean?	**Game mechanics are the rules and systems that define how a game functions and how players interact with its elements.**
Explain the purpose of logos.	**To allow target audiences to identify and recognise the brand.**
What three areas do graphic designers use when choosing final design?	**First, does the design appeal to the target audience. Second, is there brand consistency with the colours and theme. Thirdly, is the layout easy to recreate.**

Week Six	
Question	**Answer**
What does PPI and DPI stand for?	**PPI = Pixels per inch DPI = Dots per inch**
What are assets?	**Image, graphics, video or sound that need to be sourced from third party or created when making a media product.**
Which file compression retains the quality of the image?	**lossless compression is used for formats such as PNG, TIFF and SVG all ideal for vector graphics and raster images.**
Which format is used for storing images on websites?	**The format that stores images on websites is….JPG, or PNG because they are compatible with other social media platforms and websites.**
Explain what is Accessibility in game design?	**Accessibility means designing games to be playable by people with a wide range of abilities and disabilities, allowing them to enjoy the game by removing barriers.**
What does PPI and DPI stand for?	**PPI = Pixels per inch DPI = Dots per inch**

Computing – Knowledge Checks – Spring 1

Week One	
Question	**Answer**
What is data?	**Data is raw facts and figures that businesses use to collect information about customers.**
What is information?	**Information is created when that data has been processed and becomes meaningful.**
What are cookies?	**Cookies are text files with small pieces of data.**
Identify three items of data that a company might hold on you that would help form your profile.	**Three items of data that a company might hold on me are my search history, the physical location that I accessed their website from and if I clicked on any of their advertisements.**
Describe why companies want to collect and store our data?	**Our data is very valuable because it can be sold to other companies or used for targeted advertising.**

Week Two	
Question	**Answer**
What are cookies?	**Cookies are text files with small pieces of data.**
Identify three items of data that a company might hold on you that would help form your profile.	**Three items of data that a company might hold on me are my search history, the physical location that I accessed their website from and if I clicked on any of their advertisements.**
What does lossy compression mean?	**Lossy compression reduces the file size by removing data. This will reduce the quality of the file.**
What is data?	**Data is raw facts and figures that businesses use to collect information about customers.**
Describe why companies want to collect and store our data?	**Our data is very valuable because it can be sold to other companies or used for targeted advertising.**

Week Three	
Question	**Answer**
What is the main difference between data and information?	**Data is raw facts and figures; information is created when data has been processed and becomes meaningful.**
What is a browser cookie?	**A browser cookie collects information about how you interact with a website.**
What does DPA stand for?	**Data Protection Act**
Why is data valuable to businesses?	**Data is valuable to businesses as they can sell it. Other businesses might buy this data to tailor advertisements to specific users.**
Describe why companies want to collect and store our data?	**Our data is very valuable because it can be sold to other companies or used for targeted advertising.**

Computing – Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
What is social engineering?	Set of methods used by cybercriminals to deceive individuals into handing over information that they can use for fraudulent purposes.
What are the common methods of social engineering.	Pretexting/blagging, baiting, tailgating, shouldering, and phishing.
What is shouldering?	An attack designed to steal a victim's password or other sensitive data by looking over their shoulder.
How is data protection act 2018 used by organisations and people?	All organisations and people using and storing personal data must abide by principles from the data protection act 2018.
Who is the data subject?	The data subject is any living individual whose personal data is collected, processed or stored by an organisation, for example; customers, employees, users, students.

Week Five	
Question	**Answer**
What are the dangers of social engineering?	The dangers of social engineering is that your information could be used to hack your digital devices and gain further information about you to steal your identity and steal your money.
What is phishing?	An attack where the victim receives a link disguised to look as if it has come from a trusted source, to trick them into giving up valuable data.
How is data protection act 2018 used by organisations and people?	All organisations and people using and storing personal data must abide by principles from the data protection act 2018.
Who is the data subject?	The data subject is any living individual whose personal data is collected, processed or stored by an organisation, for example; customers, employees, users, students.
What is social engineering?	Set of methods used by cybercriminals to deceive individuals into handing over information that they can use for fraudulent purposes.