ELLIS GUILFORD SCHOOL
Creative Education Trust

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

Anton Chekov

YEAR 9

KNOWLEDGE ORGANISER

EDITION 1
2026 - 2027

Name:

Tutor Group:

House:

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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 - Quadratics

Expanding double brackets

To expand double brackets, we need to multiply all terms in one bracket by all terms in the other. We use the multiplication grid to help us out:

Example :

Expand & Simplify:

$$(x+3)(x-2)$$

×	x	$+3$
x	x^2	$+3x$
-2	$-2x$	-6

$$x^2+3x-2x-6$$

$$x^2+x-6$$

Step 1: Split the brackets into terms along the top and side of the multiplication grid

Step 2: Multiply all terms together

Step 3: Write these terms down, making sure to include all positive/negative signs

Step 4: Collect the like terms to simplify the answer

Factorising quadratics

Factorising quadratics is the opposite of expanding. The aim is to put a quadratic expression in the form $x^2 + bx + c$ back into double brackets.

Top tip: The numbers in the bracket multiply to make c and add to make b

Example :

Factorise: $x^2 + 6x + 8$

Step 1: List the factors of +8: 1 and 8, 2 and 4

Step 2: Which add to make +6? 1 and 8, 2 and 4

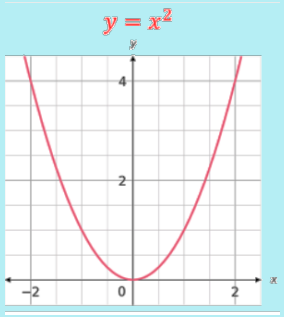
Step 3: Complete the brackets $(x+2)(x+4)$

Quadratics Graphs

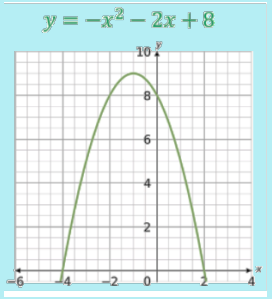
Quadratic graphs have the general form:

$$ax^2 + bx + c$$

These form a U or ∩ shape, examples are shown below:



When a (the coefficient of x^2) is positive, it produces a U shape



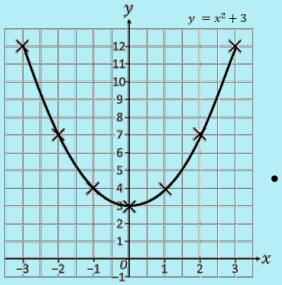
When a (the coefficient of x^2) is negative, it produces a ∩ shape

Plotting quadratics graphs

Plot the graph of: $y = x^2 + 3$

x	−3	−2	−1	0	1	2	3
x^2	9	4	1	0	1	4	9
+3	3	3	3	3	3	3	3
y	12	7	4	3	4	7	12

(−3, 12)



- To plot quadratic, we use a table of values just like with linear graphs.
- Break down each part of the equation into separate rows to make the calculation easier.
- Take care plotting positive and negative coordinates. Think about the general shape it should be making
- Connect the coordinates with one smooth line. Do not use a ruler as it is a curve (parabola).

Word	Definition
Quadratic	An expression or equation where the highest power of x is 2, e.g. $x^2 + 3x + 4$
Expression	A group of numbers, letters and mathematical operations
Coefficient	A number that multiplies an algebraic letter. E.g. . $4x^2$ The coefficient of x^2 in this example is 4

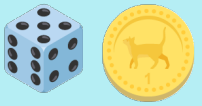
Maths - Probability

The probability scale ranges from 0 to 1. Probability can be represented as a decimal, percentage or fraction.



The **AND rule** states that: **If two events, *A* and *B*, are independent, then,**
P(*A* and *B*) = P(*A*) × P(*B*)
This means to find the probability of *A* and *B* occurring you must multiply the probability of *A* occurring by the probability of *B* occurring.

Here, the probability of rolling a 5 and getting a head is:



$$\frac{1}{6} \times \frac{1}{2} = \frac{1}{12}$$

Events are **mutually exclusive** if they cannot happen at the same time.
Examples of **mutually exclusive** events:
- Turning left and right
- Heads and Tails on a coin

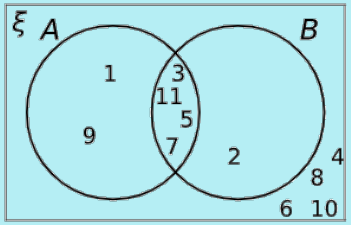
To find the number of **expected outcomes**, multiply the probability by the number of trials.
Example:
The probability that a football team wins is 0.2 How many games would you **expect** them to win out of 40? 0.2 x 40 = 8

Outcomes are **exhaustive** if they cover the entire range of possible outcomes. When rolling a six-sided die, the outcomes 1, 2, 3, 4, 5 and 6 are **exhaustive**, because they cover all the possible outcomes.

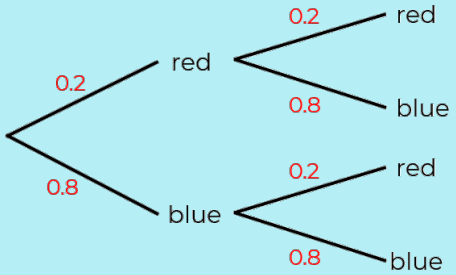
Two-way tables are a way of sorting data so that the frequency of each category can be seen quickly and easily.
For example, 20 people are questioned about whether they have a pet or not. The results can be seen in this two-way table.

	Owns a pet	Does not own a pet	Total
Boys	9	2	11
Girls	4	5	9
Total	13	7	20

A **Venn diagram** is a way of grouping different parts of data known as **sets**.
In the Venn diagram below, *A* contains odd numbers and *B* contains prime numbers. The overlapping section contains numbers that are odd and prime.



Probability trees are similar to frequency trees, but instead we put the probabilities on the branches and the events at the end of the branch.



Maths – Ratio and Proportion

Simplifying Ratio

A **ratio** is used to compare one quantity to another. 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**. However sometimes we are asked **to express a ratio in the form 1:n or n:1**. To do this we divide both sides by the part we need to make 1:

Example 2: Express 4 : 35 in the form 1: n

$$4:35 \quad \div 4$$
$$1:\frac{35}{4}$$
$$= 1:8\frac{3}{4} = 1:8.75$$

Ratio to Fractions

Ratios can be written as **fractions** in a couple of ways:

Example 1:

The ratio of red to blue counters in a bag is 3 : 2

There are $\frac{3}{2}$ as many red counters as blue counters

There are $\frac{2}{3}$ as many blue counters as red counters

Alternativiley, we can write either part as a fraction of the total. E.g. $\frac{2}{5}$ of the counters are blue

Sharing in a Ratio

We can **share amounts into a given ratio**. There are 3 types of questions we need to know:

The ratio of blue to green tokens is 2 : 3

Scenario 1: Given the total. There are 45 tokens…

45 ÷ 5 = 9 per part

Blue	9	9		18 Blues
Green	9	9	9	27 Greens

Scenario 2: Given one amount. There are 30 blue tokens…

30 ÷ 2 = 15 per part

Blue	15	15		30 Blues
Green	15	15	15	45 Greens

Scenario 3: Given the difference. There are 12 more green than blue tokens…

12 ÷ 1 = 12 per part

Blue	12	12		24 Blues
Green	12	12	12	36 Greens

Direct Proportionality

If two quantities are **directly proportional**, then 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 (proportionally), e.g. as one doubles, the other one halves

Example:

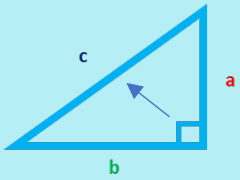
6 builders can build 10 houses in 30 months
Multiply 6 and 30
1 builder would take 180 months
Divide by 18
18 builders would take 10 months

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 – Pythagoras' Theorem & Congruency

Pythagoras' Theorem is an equation that describes a relationship between the three sides of a right-angled triangle.

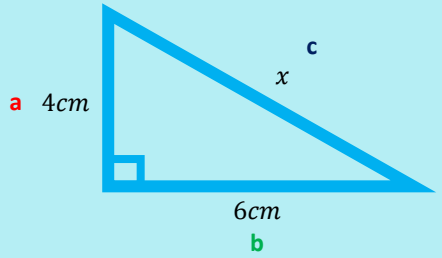


$$a^2 + b^2 = c^2$$

Where c is the hypotenuse and a and b are the two shorter sides. The hypotenuse is always the longest side of the triangle and can be found opposite the right angle.

Finding the length of hypotenuse

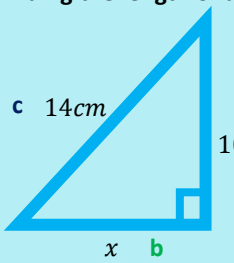
Example: Find x :



$a^2 + b^2 = c^2$
$4^2 + 6^2 = x^2$
$16 + 36 = x^2$
$52 = x^2$

$x^2 = 52$
$x = \sqrt{52}$
$x = 7.21\ cm\ (3\ s.f.)$

Finding the length of a shorter side



Example: Find the length of side x. Give your answer to 2 decimal places.

$a^2 + b^2 = c^2$

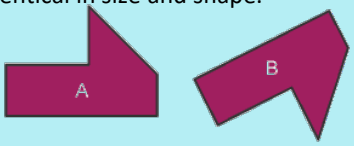
1) Substitute your values into the formulae:
$10^2 + x^2 = 14^2$
2) Work out the values that you can:
$100 + x^2 = 196$
3) Now use inverse operations to find the values of x:
$100 + x^2 = 196$
$x^2 = 96$
$x = \sqrt{96} = 9.79$cm (2 d.p.)

Congruent Shapes

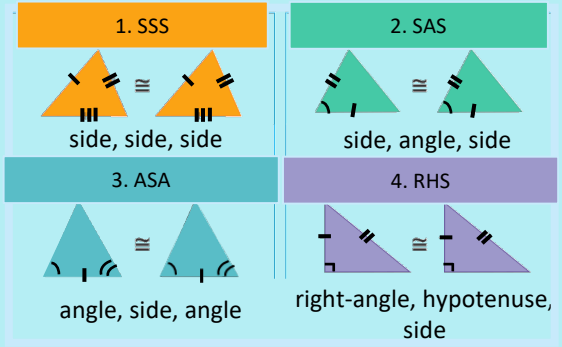
Shapes are congruent if they are identical – same shape and same size. Shapes can be rotated or reflected but still be congruent.



Example: Shapes A and B are congruent. They are identical in size and shape.



4 ways of proving that two triangles are congruent:



SSA or AAA do not prove congruency.

Word	Definition
Hypotenuse	The longest side in a right-angled triangle
Square number	The result when you multiply a number by itself
Right-angle triangle	A triangle in which one angle is of 90°
Square root	The reverse operation of squaring the number.
Congruency	Two shapes that are identical in shape and size

Maths - Percentages

Equivalent Fractions, Decimals and Percentages

Fraction	Decimal	Percentage
$\frac{1}{2}$	0.5	50%
$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%
$\frac{1}{10}$	0.1	10%
$\frac{1}{3}$	0.333…	33.33…%
$\frac{2}{3}$	0.666 …	66.66…%

Finding Percentages of amounts

Per cent means 'per hundred'

To find 10% of an amount, divide it by 10.
To find 1%, divide the amount by 100.

Example: Find 11% of 150

$10\% \ of \ 150 = 150 \div 10 = 15$

$1\% \ of \ 150 = 150 \div 100 = 1.5$

$10\% + 1\% = 15 + 1.5$

$11\% \ of \ 150 = 16.5$

Percentage Increase and Decrease (Non-Calculator)

To find a percentage increase or decrease without a calculator, first find the percentage then add or subtract it from the original amount.

Example 1: Increase 500 by 22%:
10% of 500 = 50, so 20% of 500 = 100
1% of 500 = 5, so 2% of 500 = 10
500 + 100 + 10 = 610

Example 2: Decrease 800 by 4%
1% of 8 = 8, so 4% of 84 = 32
800 – 32 = 768

Percentage Increase and Decrease (Calculator)

Increase by 15%	× 1.15
Decrease by 15%	× 0.85

To increase, add the percentage on to the original 100% and convert to a decimal:

100% +
15%
115% → 1.15

To decrease, subtract the percentage from the original 100% and convert to a decimal:

100% -
15%
85% → 0.85

Remember, to convert a percentage to a decimal we divide by 100.

Calculating a Percentage Change

When you are given the new and original amount of something you can calculate the percentage increase or decrease that has taken place. To do this we need to memorise and use the following formula:

$$\% \text{ change} = \frac{\text{difference}}{\text{original}} \times 100$$

Example 1: A games console was bought for £200 and sold for £250. Calculate the percentage change.

$$\% \text{ change} = \frac{50}{200} \times 100 = 25\% \text{ increase}$$

Reverse Percentages

When given a percentage change and the new amount, the original amount can be calculated by dividing by the multiplier.

Example:

An object has increased in size by 7% to 53.5kg
The multiplier for a 7% increase is 1.07, we divide the new amount by this
53.5 ÷ 1.07 = 50kg

Word	Definition
Percentage	a proportion that shows a number as parts per hundred
Increase	when an amount goes up
Decrease	when an amount goes down
Multiplier	a more efficient method for calculating a percentage increase or decrease.
Interest	a process in which an amount of money increases over time

English

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,
In both...
Whereas...
However,
This is in contrast to...
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 – Animal Farm

Characters:	
Napoleon – fierce, threatening, intimidating 'never mind the milk comrades' – Chapter 3	
Squealer – persuasive, intelligent, manipulative 'No one believes more firmly than Comrade Napoleon that all animals are equal'– Chapter 5	
Snowball – clever, brave, integrity "Whatever goes upon two legs is the enemy". – Chapter 2	
Old Major – respected, inspiration, wise "Weak or strong, cleaver or simple, we are all brothers" – Chapter 1	
Boxer – hard working, loyal, naïve strong, independent, caring "I will work harder" – Chapter 3	
Mr Jones – cruel, corrupt 'Mr Jones had locked the hen-houses for the night' – Chapter 1	

Big ideas:
Animalism: the idea that animals should work for themselves. • Inspired by Old Major's ideas. • 7 commandments the animals should follow.
Class: separation of different groups in society. • The poor being exploited. • People trying to overthrow the people in charge.
Equality and inequality: unfairness in society. • Reflected in the reasons behind the Russian Revolution. • The pigs have total power despite the promise of equality.
Power and control: the abuse of power by those in charge. • Mr Jones - mistreatment of the animals. • The Pigs – propaganda to maintain control.

Key vocabulary	Definition	Memory clue
Revolution	A forcible overthrow of a government, in favour of a new system.	
Propaganda	The spreading of misleading information to promote a political view.	
Comrade	A fellow member of an organisation, usually the army.	
Corruption	A form of dishonesty by a person or an organisation in authority.	
Equality	The state of being equal in status, rights and opportunities.	
Inequality	The state of not being equal, in status, rights, and opportunities.	
Utopia	A place of ideal perfection in government, and social conditions.	

Beginning

Manor Farm

Middle

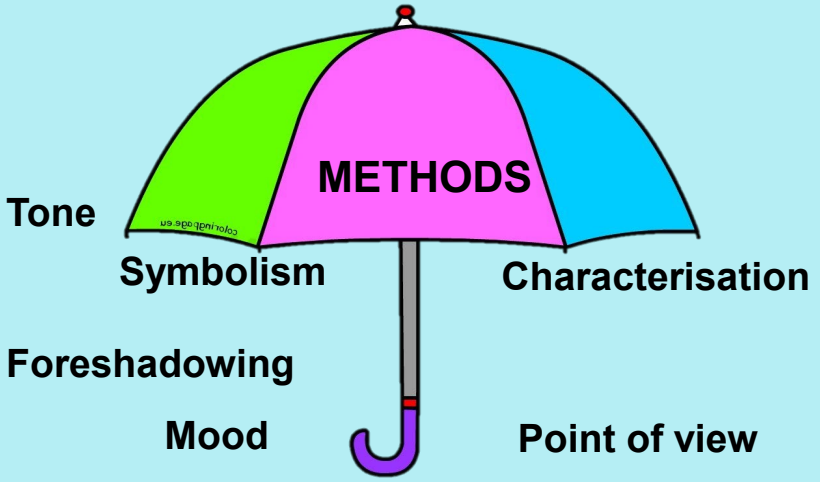
Animal Farm

End

Manor Farm

English – Animal Farm

How can I be successful in my writing?		
Statement AO1	Explain the intentions of the author	
Evidence AO1	Use of quotations to support interpretation.	
Inference(s) AO2	Exploration of writers meaning.	
Zoom in(s) AO2	Identify and explore the key words from the quote.	
Zoom out AO3	Explain why the writer has made these choices.	



Example SEIZZ Paragraph:

After the Battle of the Cowshed the award of the 'Animal Hero, First Class', could be used to imply the irony which occurs on the farm, that being there is inequality amongst the animals. The use of the noun 'First Class' signifies that there is now a hierarchy, with some animals respected more than others. Orwell may have done this to showcase the negative consequences of communism.

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

English – Romeo and Juliet

Characters.	Memory Clue
Lord Capulet – powerful, stubborn **Lady Capulet** – selfish, unknowing, timid	
Juliet – passionate, headstrong, decisive	
Nurse – loving, truthful	
Tybalt – argumentative, loyal	
Lord & Lady Montague – powerful, argumentative, stubborn	
Romeo – passionate, changeable, headstrong	
Mercutio – witty, loyal	
Benvolio – loving, loyal, caring	
Friar Lawerence – wise, religious	

Big ideas:
Light – Juliet represents the light, and shines hope on Romeo's darkness.
Darkness – symbolises the chance for Romeo and Juliet to be together uninhibited.
Love – marriage was seen as a necessity and love a by stander. Arranged marriages were part of Elizabethan culture.
Death – 'death is the great equaliser ' Death symbolises the end of the conflict between the two families.
Fate – the concept that some things are destined to happen referenced from the start of the play in the prologue.
Gender – patriarchal society where men were in positions of power and control.

Key vocabulary	Definition	Memory clue
Antithesis	Contrary ideas or terms in close opposition.	
Dramatic Irony	Where the full significance of a character's words or actions is clear to the audience or reader but unknown to the character.	
Juxtaposition	Places ideas next to each other to contrast or to create an interesting effect.	
Literary foil	A character whose purpose is to draw attention to the qualities of another character	
Patriarchy	A system of society or government in which men hold the political and economic power.	

Beginning

Capulets & Montagues fight in Verona

Middle

Romeo and Juliet fall in love

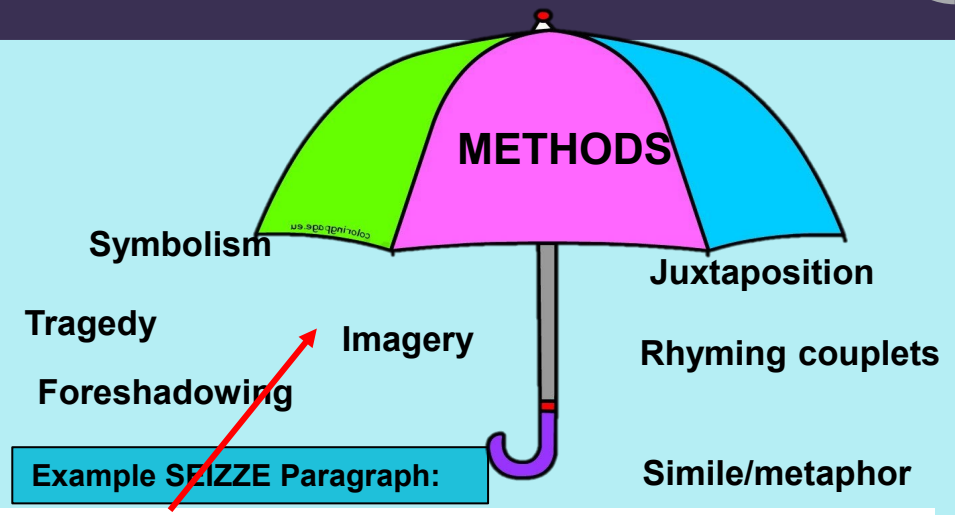
End

Family reconciliation

English – Romeo and Juliet

How can I be successful in my writing?		
Statement AO1	Respond to the question and task.	
Evidence AO1	Judicious use of precise references to support interpretation(s).	
Inference(s) AO2	Exploration of effects of writer's methods to create meanings.	
Zoom in AO2	Analysis of writer's methods with subject terminology used judiciously.	
Zoom out/effect AO1/AO3	Exploration of ideas/contextual factors shown by specific, detailed links between context/text/task.	

Analytical verbs		
Infers	Exposes	Emphasises
Implies	Establishes	Reinforces
Suggests	Evokes	Highlights
Demonstrates	Alludes to	Creates



Shakespeare portrays Romeo as a passionate, fiery and eager character during the play. His passion and temperament eventually leading to his tragic death. Romeo is shown to be impetuous within the play, his pursuit of love making him a risk taker. This can be seen in play where he risks being caught in the Capulet's home when going to see Juliet on her balcony. The metaphor ' with love's light wings' highlights his passion and impetuous nature . The noun ' wings' suggesting his love is from a higher place – heaven - and demonstrates his willingness to risk everything for love. The audience may feel shock at Romeo's behaviour as he is risking his family's reputation for love.

Science

1. Mean, Median and Mode

Mean – the sum of all the values / the number of values

Median – the middle value in a data set.

Mode – the most common value in a data set.

Anomalous result – a value that does fit the pattern in the data set.

2. Percentages

Percent means **' per one hundred'.**

Percent → decimal = /100. E.g 60% = 60/100 = 0.6

Percentage of a number multiply the decimal by the number. E.g What is 60% of 200?

60/100 = 0.6 0.6 x 200 = 120

3. DESCUS

D = Data
E = Equation
S = Substitute
C = Calculate
U = Units
S = Significant figures

4. Significant Figures

Non-zero digits **DO** count	24 = 2 sf. 3.56 = 3 sf.
Captive zeros **DO** count	1502 = 4 sf. 1.08 = 3 sf.
Leading zeros **DON'T** count	0.0025 = 2 sf.
Trailing zeros **SOMETIMES** count	100 = 1 sf. 1200 = 2 sf. 2306.0 = 5 sf.

5. Standard form

Standard form will always look like **a x 10^b**

Writing large numbers in standard form

300000 = 3 x 10^5

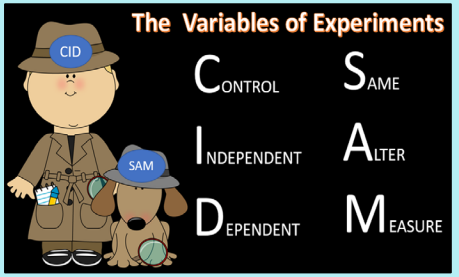
7400 = 7.4 x10^3

Writing small numbers in standard form

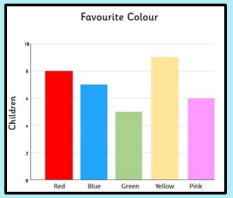
0.00023 = 2x3x10^{-4} (4 places from the decimal point)

0.05 = 5 x10^{-2} (2 places from the decimal point)

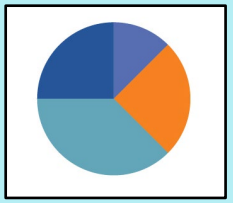
6. Variables



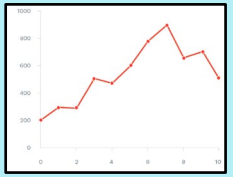
8. Graphs: Scale, Axis, Label, Title



Bar chart – used for **large**, **obvious** changes

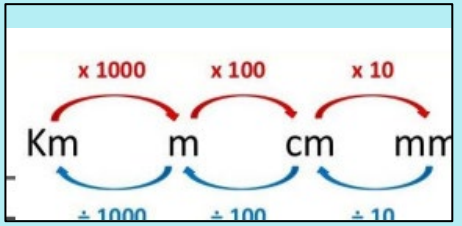


Pie chart – used to show **parts of a whole**



Line graph – used to show **small** changes or **over time**

9. Unit Conversions



Science

1: Health

Health includes **physical, mental and social** well-being, not just being free from disease.

Physical Health

Lack of **exercise**, poor **diet** or both can lead to **diseases** such as obesity, heart attacks and CHD.



2: Mental Health

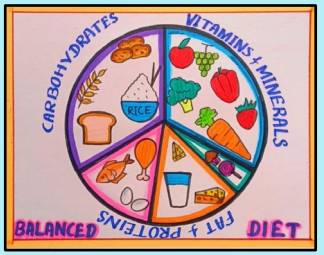
Mental health determines how we **think, feel and act**. When bad, it can make us stressed but positive mental health lets us be productive and reach our potential.



3: Diet

Your diet consists of the **nutrients** from the food that you eat. Having a **unhealthy** diet can result in obesity, tooth decay and high cholesterol.

A **healthy** diet can result in a longer life, less illness, Stronger muscles and bones and betterimmunity.



4: Smoking

- Tobacco kills up to **half** of its users (**8** million people each year).
- Almost **50%** of children regularly breathe air polluted by tobacco smoke in public places.
- Toxic chemicals in smoke such as tar and carbon monoxide damage the lungs.

Long Term Effects of smoking:

- Lung cancer
- Stroke
- CHD
- Fertility Problems



5: Alcohol

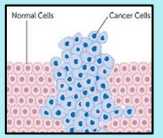
Alcohol is a **depressant**, that slows down signals in the nerves and brain.

Short Term: Sleepiness, impaired judgement and balance and blurred vision and slurred speech.
Long Term: Liver and mouth cancer, cirrhosis, dementia, weakened immune system.

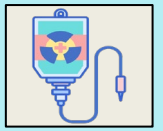


6: Cancer

Cancer is caused by **uncontrolled cell division**. This can form masses of abnormally growing cells called **tumours**.



Treatments:
Chemotherapy is a cancer treatment where medicine is used to kill cancer cells.
Radiotherapy is a treatment where radiation is used to kill cancer cells.

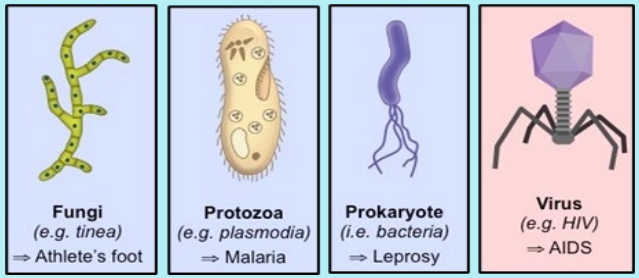




Science

7: Pathogens

Pathogens are microbes that cause **communicable diseases**. These are infectious and can be **transmitted**.



8: Prevention:

- **Hand washing**: MRSA, COVID.
- **Vaccination**: Measles, flu, meningitis, chickenpox, COVID.
- **Condoms**: Chlamydia, HIV, gonorrhoea.
- **Cook food thoroughly**: *Salmonella.*
- **Mosquito nets**: malaria.



9: Body Defences

Skin	**Scabs**	**Ciliated cells**
Physical barrier	**Protects & covers cuts**	**Carry pathogens out**
Goblet cells	**Stomach acid**	**Fever**
Produce mucus	**Kills pathogens**	**Destroys pathogen enzymes**
WBC	**WBC**	**WBC**
Produce antitoxins	**Produce antibodies**	**Engulf & digest pathogens**

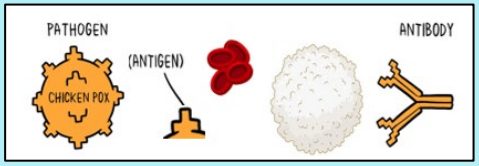
10: Immune System

White Blood Cells detect proteins on the pathogens called **antigens** and produce antibodies. These cause pathogens to stick together and make it easier for WBC to **engulf** them. Memory cells keep copies of the antibodies for future infections.



11: Vaccines:

1. Inject a **dead or weakened** version of the pathogen into the body.
2. **White blood cells** recognise the **antigens**.
3. WBCs produce **antibodies** specific to the antigen.
4. **Memory cells** are produced → specific antibody made faster → immunity

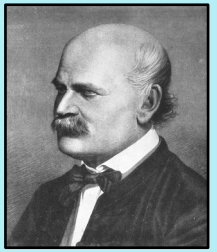


12: Ignaz Philipp Semmelweis



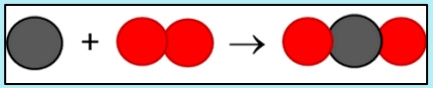
A Hungarian gynaecologist pioneered **antiseptic** procedures. He worked in a ward with a high death rate.

He found that **disinfectants** reduced the amount of fever drastically. People did not believe **Semmelweis** as they did not understand **pathogens** enough.



Science

1. **Chemical Reactions -** In chemical reactions **atoms are rearranged** to make new substances.



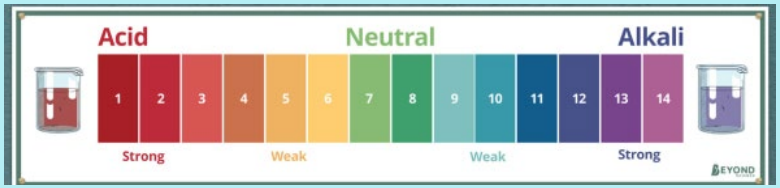


Chemical change:
new materials are formed. You can't go back to what you started with e.g. burning wood. It is an irreversible reaction.



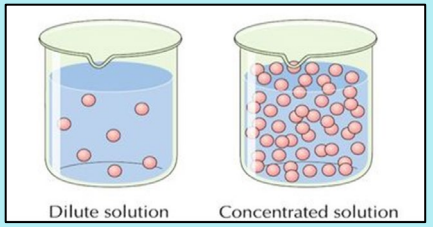
Physical change:
you can get back the substances you started with e.g. ice cubes melting. **It is a reversible reaction.**

2. Acids and Alkalis



The **pH scale** tells you how acidic or alkaline a substance is. **Acids** have **low pH** and **alkalis** have **high pH**. **Neutral** substances are **pH 7**.

Concentration: A measure of the number of particles in a given volume.



Neutralisation equation :
Acid + alkali → salt + water
Hydrochloric acid + sodium hydroxide → sodium chloride + water

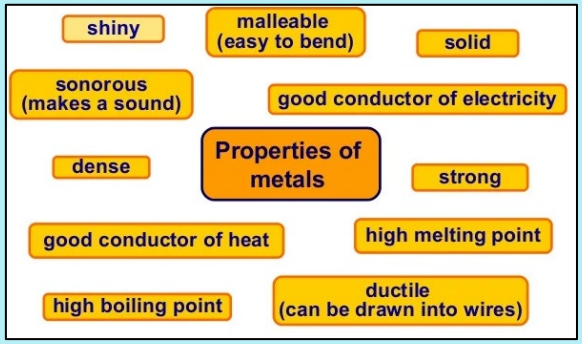
3. Reactions of Metals

Metal + acid → salt + hydrogen + hydrogen
Sodium + hydrochloric acid → sodium chloride

+ hydrogen

Metal + water → metal hydroxide + hydrogen
Sodium + water → sodium hydroxide

Metal + oxygen → metal oxide
Sodium + oxygen → sodium oxide



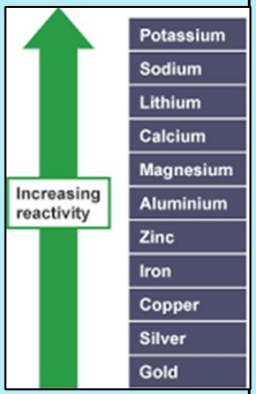
Metals have different **uses** based on their **properties**

4. The Reactivity Series

This shows the arrangement of metals from the **most reactive to the least reactive**.

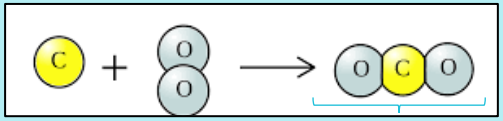
Most reactive = potassium.
Least reactive = gold.

A more reactive metal can **displace** a less reactive metal. Potassium can displace zinc from zinc chloride to form potassium chloride.



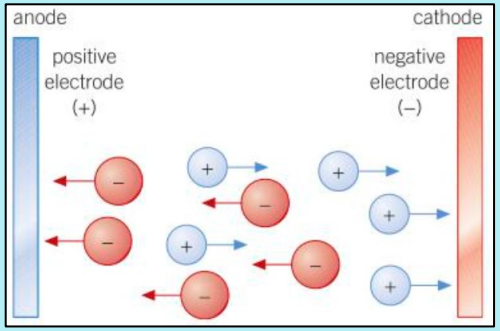
Science

5. Chemical Reactions - Atoms are rearranged to make a new product. The **number of atoms** on each side of the arrow **stays the same**.



Reactants **Products**

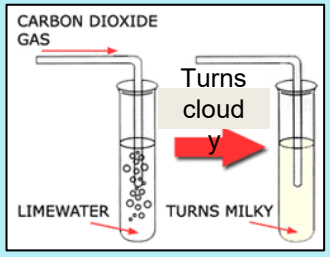
6. Electrolysis



- Passing an electric current through electrolytes causes the **ions to move** to the electrodes.
- **Positively charged** ions move to the **negative electrode**, and **negatively charged** ions move to the **positive electrode**.
- Ions **lose their charge** at the electrodes producing atoms. This process is called **<u>electrolysis</u>**.

7. Thermal Decomposition - Reactants are **broken down** (decomposed) using heat (thermal energy).

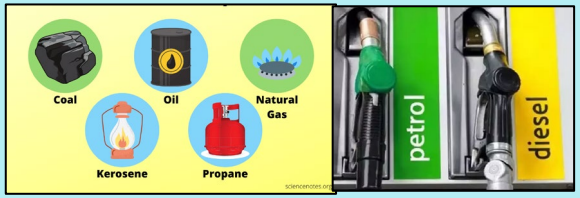
Zinc carbonate can be decomposed using heat.
Zinc carbonate → zinc oxide + carbon dioxide.



<u>Testing for carbon dioxide:</u>
Bubble the gas through **limewater**, if the limewater turns cloudy, the gas is carbon dioxide.

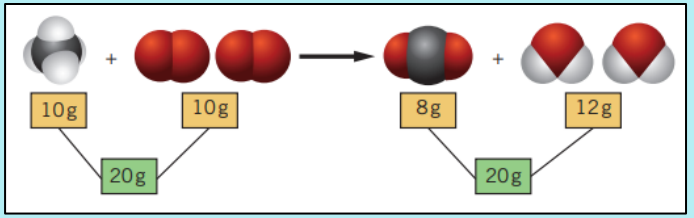
8. Combustion – Combustion is the burning of a fuel in oxygen to transfer energy. A fuel is a substance which stores chemical energy.

Some examples of fuels:



Propane + oxygen → carbon dioxide + water

9. Conservation of Mass - The **total mass** of the **reactants** will be **equal to** the **total mass** of the **products**.



Mass of the r eactants = 20g
Number of atoms = 9

→

Mass of the products = 20g
Number of atoms = 9

Science

1. Energy and Temperature

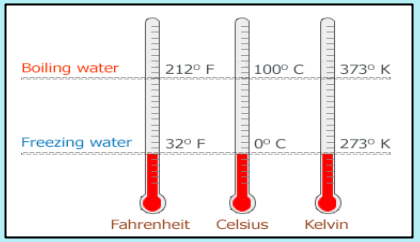
Hotter object = more energy in its thermal energy store.

Temperature = how hot a substance is - usually measured in degrees Celsius (°C)

Thermal equilibrium - greater difference in temperature = faster energy transfer

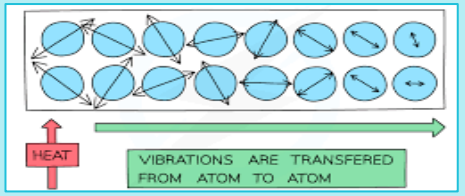
2. Measuring Temperature

Celsius scale: degrees Celsius (°C)
Has no upper limit, lowest temperature is -273°C.



3. Conduction

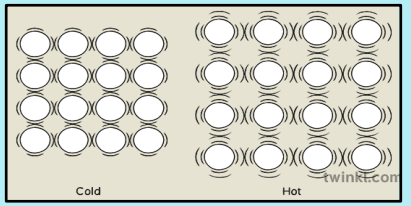
Energy **transferred** by vibrating particles. Transferred from a **hotter** to a **cooler** region.



Conduction fastest in solids because particles are closer together.

4. Expansion

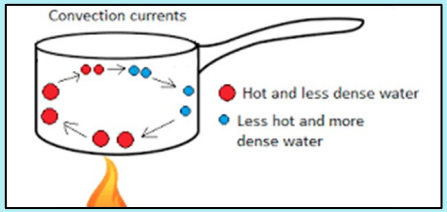
Increase in **thermal** energy
Increase in **kinetic** energy
Increase in **movement** of particles
Particles take up **more space**



5. Convection

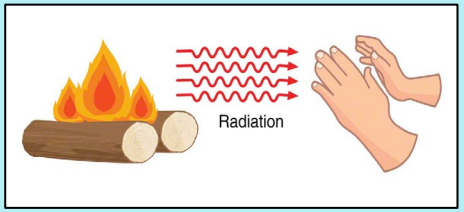
Transfer of **thermal** energy when particles in a heated fluid rise.

A **fluid** is a substance that can **flow**.



6. Radiation

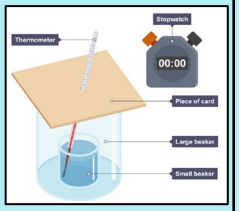
All objects transfer **energy** to their surroundings by **infrared radiation**.
No particles involved – so can transfer energy in a **vacuum** e.g. space.



7. Investigating Insulation

Insulation means creating a **barrier** between the **hot** and the **cold** object that reduces **heat transfer.**

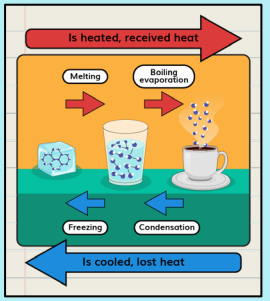
Method:
IV: Thickness of card
DV: Temperature change
CV: volume of water, surface area and type of insulation



8 and 9. Heating and Changes of State

Specific heat capacity – **energy** required to raise temperature of **1kg** of a substance by **1˚C.**

States of substances can **change** depending on the **temperature**



Science

1. Chemical reactions:
In a chemical reaction the atoms in the reactants **rearrange** to produce a new substance.



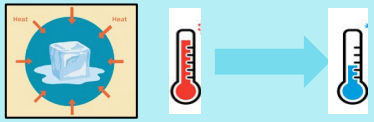
Law of conservation of energy:
Energy can't be created or destroyed - only transferred

2. Exothermic vs endothermic

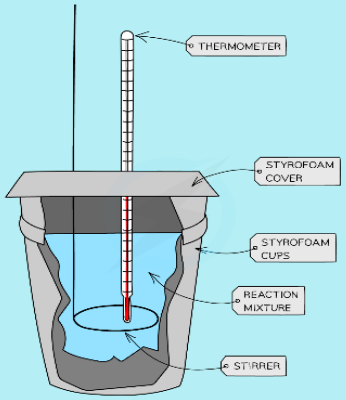
Exothermic reactions - **transfer of energy from** the reaction mixture **to** the surroundings.



Endothermic reactions - **transfer of energy to** the reaction mixture **from** the surroundings.

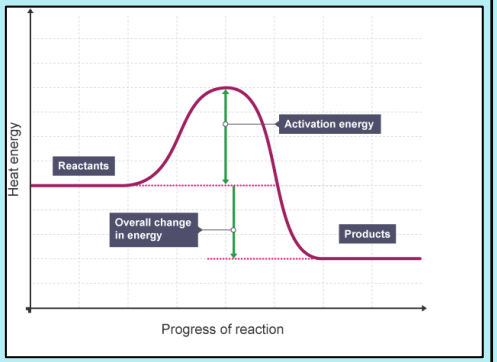


3. Temperature changes required practical



4. Energy profile diagrams
Activation energy - the **minimum** energy required to **start** a chemical reaction.

Exothermic reaction



5. Reversible reactions
A **reversible** reaction:

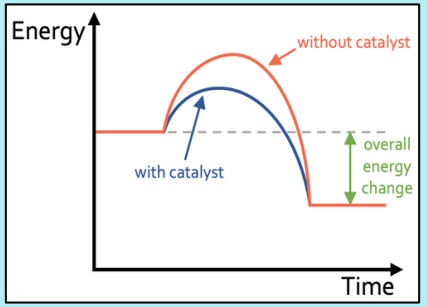
$$A + B \rightleftharpoons C + D$$

At **equilibrium**:
- The **forward and backward reactions** have the **same rate** of reaction
- There is a **closed system**

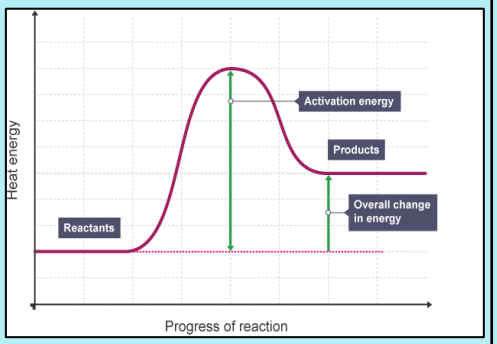
6. Catalysts
Catalysts are substances that **increase rate** of reaction and are **not used up**.

A catalyst provides an **alternative pathway** with **lower activation energy**.

Benefits:
- Less energy → Lower cost
- Less fossils fuels burnt
- Only small amount needed



Endothermic reaction



Geography

What affects the risk of natural hazards?
What is a natural hazard?

- A natural hazard is a natural event that threatens people or has the potential to cause damage, destruction, and death.
- Tectonic hazards occur when the Earth's crust moves. These include earthquakes and volcanic eruptions.

An earthquake is a sudden or violent movement in the earth's crust.

A volcanic eruption is the release of lava, gas, ashes and other material from the volcano.



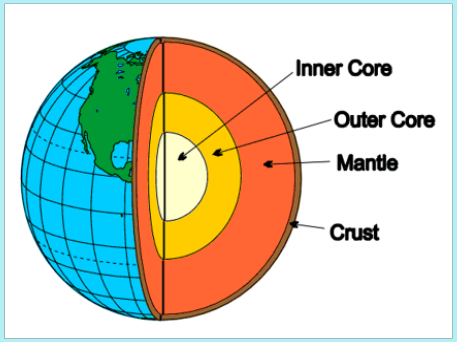
What factors affect the hazard risk?

- Hazard risk: The probability or chance that a natural hazard may take place
- Factors affecting hazard risk include:

a) Magnitude – how strong it is
b) Frequency – how often the hazard happens
c) Population density – how crowded the area is with people
d) Level of development- is it a HIC or LIC? S
e) Management – can the hazard be predicted?, can people be educated on how to cope?, can an area be protected from the hazard?



What is the structure of the Earth?



Inner Core	Made of solid iron and nickel. Temperatures are highest in the centre of the earth.
Outer Core	Made of liquid iron and nickel.
Mantle	Thickest section at 2900km. Made of semi molten rock called magma.
Crust	It is the outer layer and thinnest layer of the earth. It is split into oceanic crust below the oceans and continental crust below the land.

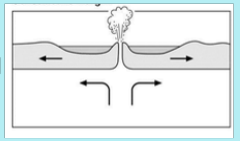
Types of crust

- The oceanic crust carries the oceans while the continental crust carries land.
- The oceanic crust is thinner while the continental crust is much thicker.
- The oceanic crust is denser than the continental crust.
- Oceanic crust can be subducted and is constantly being destroyed. Continental crust cannot be subducted and is never destroyed.

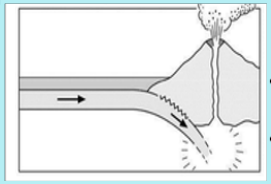
What are the different plate margin types?

Volcanic eruptions usually occur on plate margins. A plate margin is found on the edge of two plates where they join. Volcanic eruptions occur at constructive and destructive (subduction zone) margins.

Constructive plate margin the plates move **apart** from one another. When this happens the magma from the mantle rises up through the gap in the crust to construct) new land in the form of a gently sided **shield volcano.** The magma cools, becomes denser and slides down away from the newly created ridge. this causes the plates to move away from each other.



Destructive plate margin



- Two plates move towards each other. The denser oceanic plate sinks below the lighter, less dense continental plate and melts in the subduction zone. This is because the oceanic plate is denser and sinks due to gravity.
- Hot magma rises up through the mantle and through weaknesses in the earth's crust, and some can eventually erupt out at the surface producing volcanoes.
- The magma has a thicker and stickier consistency, producing composite volcanoes which are steep sided and have violent eruptions, with ash falls, pyroclastic flows and volcanic bombs.

Geography

Africa is a diverse continent made up of 54 countries.
We cannot simply state "Africa is…" because it is not all the same.

Misconceptions of Africa (these come from social media, TV or word of mouth:
- It is a country
- It is hot
- It is dry
- It is poor
- It only has black people



Colonialism:
- Africa was taken over in the 1800s and divided up by European Empires
- These empires took lots of natural resources which they used to manufacture products and sell = wealth
- 1940-1980 – most African nations gained independence from empires
- This has caused most African nations to be less developed than European nations

Climate change and desertification:
- Africa has 3 main biomes – rainforest, grasslands/ savannah and deserts
- Climate change is causing desertification between the grassland/ savannah biome and the desert, particularly in the Sahel region
- Climate change is caused by humans and is naturally occurring
- Climate change isn't often caused by these countries, but they feel the impact of it most
- Most impacts are around agriculture (farming) which becomes more difficult with a lack of rainfall and increased temperatures
- Some countries are successfully using techniques to reverse desertification through planting Acacia trees (Great Green wall – across 11 countries) or trapping rainfall in the wet season (magic stones)

Globalisation and industry:
- Globalisation – how connected the world is through trade
- Industries
  - Primary – extracting raw materials
  - Secondary – manufacturing products
  - Tertiary – providing a service
  - Quaternary – research and development
- The Red Sea and Suez canal are east of the horn of Africa. These are global shipping routes which connect Asia and Europe

Somalia
- Somalia has 81% primary industry, 2% secondary industry and 17% tertiary industry.
- Primary industry pays low wages and isn't always a reliable income as it is usually fishing or farming – affected by climate
- Some people look for a more sustainable income through piracy
- Pirates hold boats to ransom, not to sell the products on board
- This can cause prices to increase on the high street for us

African rift valley:
- Formed at a constructive plate boundary
- Could create new shipping routes and opportunities for countries who are currently landlocked to be able to trade
- Danger of volcanic eruptions

Mt Nyiragongo: volcano in the Democratic Republic of the Congo

Primary impacts	Secondary impacts
1000 homes destroyed. 170 children missing. 32 died	Businesses stop trading. Low supply of water and electricity

Immediate responses	Long term responses
8000 people evacuated to Rwanda. UN involved in search and rescue	Government invested in new warning system. UNICEF funded the rebuilding of schools

Conflict:
- Conflict (particularly civil wars) have often happened since independence for African nations as different groups try to seize power

Sudan / South Sudan / Darfur
- Conflict has happened due to
  - Colonialism
  - Religion
  - Military coups
  - Access to resources – oil
- Conflict can cause migration – refugees and asylum seekers
- Conflict can affect the sustainable development of a country

Tourism:
- There are many aspects of human and physical Geography that people want to explore in Africa

Kenya
- ✓ 2 million visitors a year spending $1 billion a year.
- ✓ More money spent = development of Kenya
- ✓ Local indigenous people have an income opportunity
- X 80% of hotels are owned by TNCs so money goes back to their company rather than stay in Kenya
- X Increase in resource consumption by tourists (food and water)
- X Employment is often low paid and seasonal

- Kenya is moving towards a model of sustainable tourism by ensuring these challenges are overcome through education, using local providers and limiting visitors

History – The Western Front (1914-1918)

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 child\ren 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 did World War I begin in 1914?

World War I began in 1914 and had several important causes. One long-term cause was **alliances.** European countries had formed two main groups, the **Triple Alliance** (Germany, Austria and Italy) and the **Triple Entente**, (Britain, France and Russia) which meant that if one country went to war, others were quickly pulled in.

Another cause was the **Arms Race**, where countries built large armies and navies. For example, Britain and Germany competed in an arms race to build stronger ships (**the Dreadnaught**), increasing tension.

Imperialism also caused conflict, as countries competed for land and resources around the world. This created rivalry and suspicion between powerful nations.

Nationalism made people proud of their countries and eager to defend them. This led to conflict in places like the Balkans.

The immediate cause was the **assassination of Archduke Franz Ferdinand** in Sarajevo, by the Black Hand, in 1914, which triggered war between Austria-Hungary and Serbia.



History – The Western Front (1914-1918)

Why was life in the Trenches so hard?

Trench warfare was a key feature of World War I, especially on the Western Front. Trenches were long, deep ditches dug into the ground to protect soldiers from enemy fire. They were about **2 metres deep**, with **sandbags for protection** and **duckboards on the floor to keep soldiers out of the mud**.

Life in the trenches was extremely difficult and dangerous. Soldiers faced constant threats from **artillery, snipers, and gas attacks**, as well as the fear of going "over the top" into no man's land.



Conditions were also very unhealthy. Trenches were muddy, cold, and full of water, which caused **trench foot**, a painful condition that could lead to amputation.
Soldiers also suffered from **lice, trench fever, and poor hygiene**, as well as hunger and lack of sleep.



The constant stress led to **shell shock**, a serious mental health condition caused by fear and bombardment.

Does Haig deserve to be called "The Butcher of the Somme"?

The **Battle of the Somme (1916)** was one of the most famous battles of World War I and is often seen as a disaster for the British Army (B.E.F). It lasted from **July to November 1916** and involved huge numbers of soldiers on both sides.

Before the attack, the British fired **over 1 million artillery shells** to destroy German defences. However, this bombardment did not work as planned. Many German trenches and barbed wire survived, leaving soldiers exposed when they advanced.



On the **first day alone, around 60,000 British soldiers were injured or killed**, making it the bloodiest day in British military history.
By the end of the battle, about **450,000 British soldiers had been killed**, but the army only gained a small amount of land.

Some historians argue that General **Douglas Haig** was responsible for these losses because he **continued to send soldiers into dangerous attacks**. Others argue he had little choice, as **he needed to help allies and follow war plans**.

History – The Interwar Years (1919-1939)

Was the Treaty of Versailles too harsh?

The **Treaty of Versailles (1919)** officially ended World War I and set out punishments for Germany. Many historians debate whether it was fair or too harsh. [The treaty forced Germany to accept **full blame** for starting the war (the "war guilt" clause), which caused anger and humiliation among Germans.

Germany also had to pay **£6.6 billion in reparations**, which damaged its economy and caused poverty and unemployment. The treaty reduced Germany's military to **100,000 soldiers**, banning tanks, submarines, and an air force, **leaving the country feeling weak and defenceless**.



Germany also lost land and resources, including important industrial areas, making it harder to recover.

Some historians argue the treaty was fair because Germany had **caused great damage in the war**. Others believe it was **too harsh and created anger and resentment**

Were the 1920s a time of prosperity for all?

The **Roaring Twenties** (1920s in America) was a time of change.

For many people, life **improved a lot**. The economy grew quickly, and there were more jobs in factories. People bought new products like **cars, radios, and household goods**, and cities became exciting places with **jazz music, cinemas, and nightlife**. Women also gained more independence, especially after getting the vote in 1920.

However, not everyone enjoyed this prosperity. Many farmers struggled because food prices fell, leaving them in poverty

Black Americans, especially in the South, faced racism, segregation, and violence, **including attacks by groups like the Ku Klux Klan.**

Other groups, such as immigrants and some workers, also had fewer opportunities and lower pay.



History – The Interwar Years (1919-1939)

What was the Wall Street Crash and how successful was FDR's response?

The **Wall Street Crash (1929)** and the **Great Depression** were major events that affected millions of people. The **Wall Street Crash** happened in October 1929 when share prices suddenly fell very quickly. Many people had bought shares using borrowed money ("buying on margin"), so when prices dropped, they lost everything. The crash caused serious consequences. **Banks collapsed**, businesses closed, and unemployment rose sharply. By 1933, about **25% of Americans were unemployed**, and many people became poor or homeless.

This led to the **Great Depression**, a long period when the economy was very weak. People struggled to find jobs, buy food, or pay for housing. Many relied on **charity, breadlines, and soup kitchens** to survive.



To try to solve these problems, President **Franklin D. Roosevelt (FDR)** introduced the **New Deal**. This included programs to give people jobs, help farmers, and improve the economy. The New Deal had mixed results. It **helped many people by creating jobs and improving living conditions**, but unemployment remained high for years and not everyone benefited

Why did Hitler become Chancellor of Germany in 1933?

The **Wall Street Crash (1929)** helped Hitler rise to power by causing serious problems in Germany. Germany's economy depended on money from the USA through the **Dawes Plan**. When the crash happened, the USA demanded its loans back, which caused businesses to fail and the economy to collapse.

By **1932, around 40% of workers were unemployed**, and many people were poor and struggling to survive. The government (Weimar Republic) raised taxes but also **cut unemployment benefits**, which made people angry and lose trust in it. Because of this crisis, many Germans started to support extreme parties like the **Nazis**, who promised "**work and bread**" and solutions to the crisis.

Different groups supported the Nazis for different reasons:

- **Middle class** – wanted protection from communism and to recover lost money.
- **Farmers** – liked promises to protect their land.
- **Workers** – were attracted by promises of jobs.
- **Young people** – were drawn to rallies and strong leadership.

The Nazis also used **propaganda and strong leadership** to gain support and influence voters.



History – World War II (1939-1945)

Was Appeasement a total failure?

Appeasement was a policy used by Britain and France in the 1930s to try to avoid another war by giving in to some of Hitler's demands.
Britain followed appeasement because people remembered the horrors of **World War I** and wanted to avoid another conflict. The country also had **lots of debt, a weak economy after the Great Depression, and a smaller army**, so it was not ready to fight.

One key event was the **Munich Agreement (1938)**. Britain and France agreed to let Hitler take the **Sudetenland** (part of Czechoslovakia) in return for a promise of peace. Prime Minister **Neville Chamberlain** said it would bring "peace for our time."



At first, appeasement seemed like a good idea because it **avoided war and gave Britain time to prepare**. However, Hitler continued to take more land, showing that appeasement did not stop him.

Was the Dunkirk Evacuation a total failure?

Blitzkrieg and the **Dunkirk Evacuation (1940)** were key early events in World War II.
Blitzkrieg means **"lightning war"** and was a fast, modern way of fighting used by Germany. This rapid attack helped Germany defeat Allied forces in France, forcing British and French troops to retreat to the coast at **Dunkirk**. The Dunkirk Evacuation (Operation Dynamo) took place from 26 May to 4 June 1940, when over 330,000–338,000 Allied soldiers were rescued from the beaches.
Some historians say Dunkirk was a failure because:: Britain lost huge amounts of equipment and weapons, Around **40,000 soldiers were captured**, It showed the Allies had been defeated in France



However others argue it was a success due to saving the British Army and over 330,000 soldiers.

What were they key events of World War II?

The Battle of Britain (1940) was fought between the German Luftwaffe and the British RAF. Germany aimed to destroy the RAF to invade Britain, but the RAF won due to skilled pilots, radar detecting attacks, strong planes like Spitfires, and fighting over home territory. This prevented invasion.



After failing, Hitler launched the Blitz (1940–41), bombing cities to break morale. Many were killed or made homeless, and people sheltered underground. Some stayed positive ("Blitz Spirit"), while others felt fear.
On the Home Front, life changed: food was rationed, children evacuated, women worked in factories, and civil defence groups helped during air raids.

History – World War II (1939-1945)

Why did the Nazi invasion of the USSR fail?

Germany and the USSR had first agreed not to attack each other in the **Nazi-Soviet Pact (1939)**, but Hitler broke this in **June 1941** with **Operation Barbarossa**.



At first, Germany advanced quickly and captured millions of Soviet soldiers. However, the invasion slowed, and the **Battle of Stalingrad (1942–43)** became a turning point. Soviet forces surrounded the German army, and after months of fighting, the Germans surrendered.

Historians debate why Germany lost. Some say Soviet determination and tactics were key, while others argue German mistakes, poor leadership, and the harsh winter caused defeat.

Why was D-Day so successful?

D-Day (6 June 1944), was when Allied forces invaded Nazi-occupied Europe by landing in **Normandy, France**. It was a huge operation involving **land, sea, and air forces**, and marked the start of the liberation of Western Europe.



D-Day was successful for several reasons. The Allies worked together carefully, coordinating attacks across five beaches at the same time. They also used **Operation Bodyguard**, a deception plan that tricked Germany into expecting an attack at **Calais instead of Normandy**. German mistakes also helped. Their troops were unprepared, and reinforcements were delayed, allowing the Allies to secure the beaches, push back Germany and move towards victory in World War II.

Was America right to drop the Atomic Bomb?

After Germany surrendered in May 1945, the war continued in the Pacific against Japan. The USA developed the atomic bomb through the **Manhattan Project**.

In **August 1945**, the USA dropped atomic bombs on **Hiroshima (6 August)** and **Nagasaki (9 August)**. Soon after, Japan surrendered on **14 August 1945**, ending the war.



Historians disagree about whether this was the right decision. Some argue the bombs caused huge suffering, killing over 200,000 people, many of them civilians.

Others believe the bombs were necessary to end the war quickly and avoid even greater loss of life from invasion.

RS

Episode 1 God's Qualities

Anthropomorphism, the interpretation of nonhuman things or events in terms of human characteristics.

Omnipotent – All-powerful (po)

Omniscience – All-Knowing (Sci for science)

Omnipresent – Everywhere (present = here)

Omnibenevolent – All-Loving (LOVE backwards)

Transcendent – Out of this world.

Immanence – Present in the world but separate to human laws

Creator – Made everything

Just – fair in judgement and treatment.

Eternal – Immortal, neither is born or dies.

The Trinity

God the father. The maker of heaven and earth.

God the Son. God on earth in the body of Jesus. Here to save the sins of mankind.



God the Holy spirit – this is how God is still present on the earth today. Christians believe God is within us, guiding us and giving us courage.

Episode 2 The Teleological Argument

William Paley's Teleological/Design Argument argues that God exists because the universe as a whole is like a machine; machines have intelligent designers; therefore, the universe as a whole has an intelligent designer, which is God.





An explosion, like the Big Bang, creates chaos not well ordered design

How can an accidental Big Bang create an unlimited number of individual thumb prints?





The eye is so well made with such intricate parts, that are impossible to recreate that God must be the designer of them and the rest of the creation!

The Goldilocks Effect



The world has been carefully placed so life can grow – it is 'Just Right'. Is this coincidence or design?



Mercury Mars Venus Earth

Faults with the argument are that surely a God would have created a perfect world, yet it is full of faults. Paley also refers to a rock in his analogy suggesting it is undesigned. But as it is part of the creation then it would be part of Gods design and therefore he would need to remove the rock from the argument.

Episode 3 The Cosmological Argument

St Thomas Aquinas (1225 – 1274) developed the most popular argument as a 'way' (not proof) of showing that there must be a God. This was called the Cosmological Argument or The first Cause Argument.

Aquinas argued that everything in the cosmos has a cause. If you track things back through a series of causes, there must have been a 'first cause'. He said that this 'first cause' is God, whom he described as a '**necessary being**', eternal and transcendent, existing outside of our space and time but able to act within it, needing no explanation and having no cause. God is the trigger to all movement. Without God, there would have been no big bang, but he is unmoved by anything else.

God is the uncaused cause and the unmoved mover!!

Strengths	Weaknesses
Scientific discoveries, e.g.. the **Big Bang theory**, can be seen to support the first cause argument. If God caused the 'Big Bang', then God is the 'first cause' that brought the cosmos (universe) into existence. It confirms to the **theist** that there is purpose to the cosmos and a place for God as its 'creator'.	If the argument is based on the idea that everything has a cause, then this leaves open the question 'Who or what caused God?' To reply that God needs no explanation is not enough to prove God's existence. The Big Bang was not necessarily caused by God – it could have happened by chance. The argument is presented for believers and makes sense to them, but it is not convincing for the **atheist** or the **agnostic**.

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

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Evolution verses God

Infinite: Never ending/unlimited/limitless
Eternal: Lasting forever/without end



In 1859, a British man called **Charles Darwin** published a book called 'On the Origin of Species'. This book was based on his studies of creatures he had encountered on his travels to many overseas locations, including the **Galapagos Islands**. He put forward the theory that all living creatures that exist today, including human beings, have **evolved** over a period of perhaps millions of years, from more primitive life forms to how they are today by a process of **natural selection**.



Survival of the Fittest – The species that adapted would survive
Natural Selection – nature selects the species which survive.
Adaptation - How living things are specialised to suit their environment.
Evolution - The process by which living things can gradually change over time.
Inheritance - The process of passing on features from parents to offspring.
Species - A group of living things with very similar characteristics. They can breed together to make more living things of the same type.
Variation - The differences between living things in a species.

Evolution can prove and disprove Gods existence. It shows that humans are not made in Gods image as the Bible suggests, however, evolution does work with the Seven Day creation story. Maybe God put the intelligence into the design and did not create the 'finished' product. The fault in the misunderstanding coming from the word **Day**, it should have been translated as **YOM**, a period of time and so the world was not created in 7 days, but 7 periods of time. A **Liberal** Christian could accept both the religious & scientific views this way. A **Fundamentalist** Christian would only accept the Biblical version as the 'word of God.'

Lamarck's theory suggests that the giraffe's original short-necked ancestor repeatedly stretched its neck to reach the higher branches to eat. Lamarck believed that the stretching elongated the giraffe's neck, which became a useful characteristic and was passed onto future generations. This resulted in the length of the giraffe's neck increasing over time. It is now commonly accepted that Lamarck's ideas were wrong!



The Problem of Evil

Natural Evil is **evil** for which "no non-divine agent can be held morally responsible for its occurrence" and is chiefly derived from the operation of the laws of nature.

Nietzsche and the Imperfect World.
Nietzsche says that there isn't order in the world as Paley said. He said that the world had too many **faults** for a Good, All-Powerful God to exist.

Epicurus and the Problem of Evil.
Epicurus also said that God can't exist because there is **evil** in the world and again, a Good All-Powerful God surely would prevent all the suffering.



Moral Evil is any **morally** negative event caused by the intentional action or inaction of a person. An example of a **moral evil** might be murder, war or any other **evil** event for which someone can be held responsible or culpable.

- God has given people **free will**. He has shown people how they should obey the **Ten Commandments** and follow Jesus' life and teaching. It is then up to human beings to decide whether or not to follow God's instructions.
- God has a plan for people's lives that they may not always understand. This may include evil and suffering, but Christians should trust and have faith in God's plan.
- God wants people to follow the example of Jesus and help those who are suffering. Christians also pray for those who suffer and try to help them.
- Evil and suffering in this life is a preparation for Heaven. Evil and suffering give humans a chance to become better people and improve their souls. Christians believe that God will reward them in Heaven.

The Suffering of Job:



Job was chosen by God to have his faith tested by the Devil. His house was burnt, family killed and given an illness. Job never lost his faith but questioned if he was being tested, punished or if God had a greater plan.

The Inconsistent Triad

Evil and suffering could make Christians question God's **omnipotence**, **omnibenevolence**, or His **omniscience**. For example:

- If God was all-powerful, wouldn't He stop natural disasters?
- If God was all-loving, wouldn't He stop suffering?
- If God was all-knowing, wouldn't He know that people were going to do something evil and stop them?

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Social Injustice



Human rights are a set of universal rights that all humans are entitled to regardless of their age, race, religion or gender.
The Universal Declaration of Human Rights was published in 1948, and sets out the rights that all humans should be entitled to

Some examples of human rights are:
•the right to go to school
•the right to be treated equally by the law



Social justice refers to creating an equal society where everyone is treated with fairness and has equal opportunities. The Universal Declaration of Human Rights is an attempt to create social justice
The aims of social justice are:
•to close the gap between the opportunities of rich and poor families
•to create opportunities for all, regardless of where they live, their upbringing and how much money they have

Social injustice



Justice: giving each person what they deserve. Fair treatment for their actions. Such as punishment if they have done wrong.

Just = Fair/justified

The Just War Theory

A **Just War** is a war which is declared for right and noble reasons and fought in a certain way. A just war is not a war that is 'good' as such – it is a war that Christians feel to be necessary or 'just' in the circumstances, when all other solutions have been tried and have failed. It is a necessary evil and a last resort.

The **Just War theory** was first developed by **St Thomas Aquinas**. The theory set out conditions against which to judge whether or not a war should be waged and if it could be justified, and how it should be waged



Aquinas's conditions for a Just War
•The war must have a just cause
•The war must be declared and controlled by a proper authority
•The war must be fought to promote good or avoid evil, with the aim of restoring peace and justice after the war is over.

Later conditions developed by other Christians
•The war must be a last resort
•The war should be fought with 'proportionality
•legitimate targets, i.e. civilians should be protected.
•The good which is achieved by the war must be greater than the evil which led to the war.

Holy Wars are wars fought on behalf of God, such as the Crusades in the middle ages. They can have different purposes such as to defend or spread their faith.

"If anyone strikes you on the right cheek, turn to him the other also."

"Love your enemies and pray for those who persecute you."

Pacifism

Jesus taught against the use of violence

Pacifists reject all violence. They do not think that conflict should be dealt with by resorting to war. They think that other peaceful methods should be used. Quakers, a Christian denomination are pacifists.
The early Christians interpreted Jesus' **commandments** to mean that they could not fight in wars or be violent. In the Gospel of **Matthew**, Jesus said:

"Blessed are the peacemakers: for they shall be called the children of God." (Matt 5:9)

They also look to the example of Jesus' life for further reasons to be pacifists. When the guards came to arrest Jesus he did not fight back and he commanded his **disciples** to allow him to be taken.
Pacifists also use the teaching in the **Ten Commandments** to justify their position. In **Exodus** it says:

"Do not murder." (Exodus 20:13)



An eye for eye only ends up making the whole world blind.

"Be The Peace You Wish To See In The World!"



Dietrich Bonhoeffer was a pacifist but decided that the greater good would be to assassinate Hitler



In countries where there may be mandatory conscription into the military, **conscientious objectors** may be assigned to a civilian role instead. The rights of conscientious objectors were upheld by the **United Nations Commission on Human Rights** (an international forum on human rights) in 1995.

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Terrorism

Religious views on terrorism are that it is unacceptable as it case fear and it does not value human life created by God which is sacred.

Religious Extremism

The term extremism means to hold ideas or beliefs that most people consider unreasonable or unacceptable. People can hold extreme views on different topics such as politics or religion.
For some people their faith is so important to them that they feel justified in acting in extreme ways in order to try and make others share the same beliefs as them.

Extremist views can be a result of:



•their interpretation of their religious holy book
•the belief that they will be rewarded for it in this life or an afterlife
•they are influenced by others
•they believe that they are doing it for God



Terrorism is not new. However, since the 1960s there has been an increase in terrorist attacks in Britain and an increase in the fear of terrorism.
Terrorists are people who use violent methods, or violent threats, to achieve their demands. Terrorists aim to bring a complete change in the country, such as overthrowing the Government, or forcing a major change in the law or policy.

International terrorism

International terrorist groups like the Palestinian Liberation Front and ETA (Basque separatist group) were active in the late 20th century.
More recently groups like Al-Qaeda have taken responsibility for terrorist attacks, the most well-known being at the World Trade Centre, known as the Twin Towers, in New York on 11 September 2001, and the attacks in London on 7 July 2005.
Al-Qaeda is an international terrorist group and an extremist Islamic group.
Although there are now cells in many countries, the group was originally formed in Afghanistan by Osama Bin Laden.
Many of their supporters believe they are waging a holy war against Western countries. They want to change the foreign policy of western nations including the USA.

Nuclear War

Consequence: the result of an action



- In 1945 the first nuclear bomb was dropped on Hiroshima, Japan. This one atomic small bomb killed about 150,000 people within the first four months. The immediate impact was 60,000 deaths but the rest were a result of radiation sickness.
- A second bomb was dropped on Nagasaki nine days later and Japan surrendered, ending World War Two.
- Since then, no power has used an atomic bomb in war, though many tests have been carried out on them. The smallest nuclear bomb now produced is about 20 times more powerful than the one dropped on Hiroshima.

For the use the Nuclear War	Against the use the Nuclear War
• The possession of nuclear weapons has kept the major world powers from coming to war since 1955, out of fear of what might happen (mutually assured destruction). • The knowledge of nuclear weapons cannot be removed. It is preferable for the major powers to have these bombs for deterrence than for an unstable **dictator** to use them in war.	• Their destructive power is immense and long lasting. Even countries that have nothing to do with the war will be badly affected. Some people estimate that a small nuclear war could wipe out human life on Earth. • They are very costly to develop and maintain. The money could be spent on raising everybody's quality of life. • There is no effective protection against them, nor can people control who has access to them.

What does Buddhism teach about war and peace?

The Five Precepts are moral guides that all Buddhists try to follow in order to minimise desires and reach **enlightenment**. The first of these Precepts is to abstain from taking life.
Killing or harming human beings is therefore clearly problematic for Buddhists. Because of this, some Buddhists would not rise to an attack or to any conflict with violence.
In times of war, Buddhists must show **compassion** and help all living beings. They must abandon any fight that crosses their path.

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The Sanctity of Life

When does life begin? Catholics believe life begins at conception – when the sperm enters the egg – this means they are against abortion. Others believe it's not until there is a heart beat, until the foetus can survive outside the womb, or when it is born.

For **Christians**, human **life** is **sacred** and is a **gift** from God which is to be **respected** and **protected**. This teaching is called the **sanctity of life**. The Bible teaches that human beings are created in the **image** of God. It also teaches that **murder** is **forbidden**. Only God decides when life begins and ends.

•**Pro-life** - some Christians, including many **Roman Catholics** and **Orthodox Christians**, believe that abortion is morally wrong because of their belief that human life begins at conception. They may make an exception if an abortion is essential in order to save the life of the mother (the '**principle of double effect**'), assuming all efforts have been made to save the foetus.
•**Pro-choice** - it is up to the woman to decide whether it is right for her to have an abortion because it is her body. Some Christians believe that a woman has a right to a safe abortion, and that it shows compassion if the law allows this.

The Abortion Act 1967, was amended by the Human Fertilisation and Embryology Act 1990, allows **termination** of a pregnancy by a registered medical practitioner, subject to certain conditions. This applies to England, Scotland, Northern Ireland and Wales.
Under the Act an abortion must be carried out in a hospital or specially licensed clinic. Before a legally induced abortion can take place, two doctors must agree that:
• the woman is less than **24 weeks** pregnant, and
• it is necessary to prevent grave damage to the woman's physical or mental health, or any of her existing children
Abortion is always legal, even after **24 weeks**, if:
• there is a serious threat to the woman's health or life, or
• there is substantial risk that the child will be born with physical or mental abnormalities and be seriously disabled

Euthanasia

Christians would use the same arguments against Euthanasia as they would for abortion



Types of Euthanasia
•**Active euthanasia** - something is done to a person to make them die more quickly.
•**Passive euthanasia** - any form of treatment that might extend a person's life is withdrawn.
•**Voluntary euthanasia** - a person asks for their own life to be ended.
•**Non-voluntary euthanasia** - a person cannot make a decision about euthanasia or cannot make their wishes known, and so someone else decides.
•**Involuntary euthanasia** - a person wants to live, but someone else, e.g.. a doctor or a family member, decides that it would be in the person's best interest if their life was ended
•**Assisted suicide** - deliberately assisting or encouraging another person to end their own life.

Against For Euthanasia	Arguments Against Euthanasia
• Human beings should have the right to be able to decide when and how they die (**self-determination**). • Euthanasia enables a person to die with **dignity**. • Death is a private matter and the state should not interfere with the individual's right to die. • It is expensive to keep people alive when there is no cure for their illness. Euthanasia would release precious resources to treat people who could live. • Family and friends would be spared the pain of seeing their loved one suffer a long-drawn-out death. • Society permits animals to be put down as an act of kindness when they are suffering; the same treatment should be available to humans.	• Euthanasia would weaken society's respect for the value and importance of human life • Proper **palliative**/Hospice care is available which reduces or removes the need for people to be in pain • It would lead to worse care for the terminally ill • It would put too much power in the hands of doctors, and damage the trust between patient and doctor • Some people may feel pressured to request euthanasia by family, friends or doctors, when it isn't what they really want • It would discourage the search for new cures and treatments for the terminally ill • Some people unexpectedly recover • Some people may change their mind about euthanasia and be unable to tell anyone • **Voluntary euthanasia** could be the first step on a slippery slope that leads to **involuntary euthanasia**, where those who are undesirable or seen as a problem could be killed

RS

Animal Rights

Animals should be cared for because humans were given stewardship and dominion, this does not mean to abuse Gods creation. Animals cannot give consent and they also feel pain. Hindus are vegetarian as they believe animals are part of the rebirth cycle.

Stewardship – Humans were put on the earth to look after and protect it.

Dominion – To be in charge.

Image of God –

"God blessed them and said to them, 'Be fruitful and increase in number; fill the earth and subdue it. **Rule** over the fish in the sea and the birds in the sky and over every living creature that moves on the ground." (Genesis)

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

Soul - "Then the LORD God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being." (Genesis)

Adam told to **name** the animals -

"So the man gave names to all the livestock" (Genesis)

•**Animal experiments** - many Christians believe that animal experiments are acceptable if they result in benefits for human beings, e.g.. advances in medical treatment. A general principle would be that they should not be used if there are suitable alternatives, and that animals should be treated humanely and their suffering minimised. Animal experiments are considered unacceptable for the development of cosmetics.

Research in cows helped create the world's first vaccine, which in turn helped end smallpox. Studies with monkeys, dogs, and mice led to the polio vaccine. Drugs used to combat cancer, HIV/AIDS, Alzheimer's, hepatitis, and malaria **would** not have been possible without research with primates.

IVF Treatment & Genetic Engineering

- **IVF Treatment** – In Vitro fertilization. This is the medical practice of creating an embryo outside of the womb and places them back inside in the hope of implantation, generally used for infertile couples.

Some consider it to be playing God

Issues which arises are that:

- IVF treatment can result in **spare embryos**. These can be frozen and used later by the couple to add to their family. Alternatively, spare embryos can be used for research and then destroyed. Research would help doctors understand the causes of childlessness and develop possible treatments.
- It is an act of kindness for a person to **donate** an egg or sperm to a childless couple, or to be a **surrogate** for someone who is unable to carry and give birth to a child themselves.
- The issue is around the spare embryos or donor sperm/eggs. If embryos are used it is **murder** and if donors are used then it could be classed as **adultery** – therefore breaking two of the **Ten Commandments.**
- **Cloning** – **Dolly the sheep** lived from 1996 to 2003, she was the first cloned mammal marking a milestone in science, dispelling decades of presumption that adult mammals could not be cloned and igniting a debate concerning the many possible uses and misuses of mammal cloning technology.

Reproductive cloning	Therapeutic cloning
Against: Most Christians find it difficult to accept reproductive cloning with regard to human beings. Arguments against reproductive cloning include the belief that human beings are unique and created 'in the image of God'. Cloning would undermine this and devalue the importance of being human. It is unacceptable that in the process of getting the science right, many **embryos** and clones would be damaged and killed.	**For**: Some Christians accept research on an embryo up to 14 days, in line with UK law, particularly if the embryo is 'left over' from **IVF** treatment. This view is found in the **Church of England** and **Methodist** Churches. The research undertaken might produce greater understanding of, and treatments for, diseases such as heart disease and cancer. **Against**: Other Christians believe that **therapeutic cloning** would devalue human life, and that, regardless of the medical knowledge that might be discovered, this is a big risk to take.

French

L1: Expressing likes/dislikes of things

Opinion verb	Nouns (things)
J'aime / I like	Le sport / sport
J'adore / I love	Le rugby / rugby
Je n'aime pas / I don't like	La musique / music
Je déteste / I hate	La nourriture / food
Je n'aime pas du tout / I really don't like	Les films / films

L2: Expressing likes/dislikes of activities

Opinion verb	verbs (actions)
J'aime / I like	Faire du sport / To do sport
J'adore / I love	Étudier / To study
Je n'aime pas / I don't like	Jouer aux échecs To play chess
Je déteste / I hate	Écouter de la musique / To listen to music
Je n'aime pas du tout / I really don't like	Regarder les films / To watch films

L3-5: Expressing routines with school clubs

Time phrases	Activities	Connective	Opinions	Adjective
Tous les lundis Every Monday	je joue au badminton/ I play badminton	et / and	à mon avis c'est / in my opinion it is	chouette great
Une fois par semaine Once a week	je joue au foot/ I play football	car / because	je le trouve / I find it	intéressant interesting
Pendant le weekend At the weekend	je joue au rugby/ I play rugby	parce que / because	je pense que c'est / I think that it is	amusant amusing/fun
Après le collège After school	je chante dans une chorale/ I sing in a choir			complètement nul completely rubbish
	je ne fais rien / I don't do anything			
	je participe au club de [danse] / I take part in (dance) club			

Key Questions:

Qu'est-ce que tu aimes (faire)? What do you like (to do)?
Que fais-tu après le collège et pourquoi? What do you do after school and why?
Combien de fois par semaine particpes-tu aux clubs? How often do you take part in after school clubs?

French

My Friends

I can describe age, hair, eyes

J'ai ___ ans.

I am ___ years old.

Il/elle a ___ ans.

He/She is ___ years old.

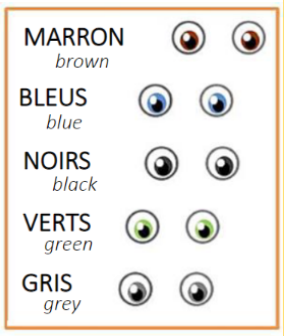
1 un/une	11 onze	20 vingt
2 deux	12 douze	30 trente
3 trois	13 treize	40 quarante
4 quatre	14 quatorze	50 cinquante
5 cinq	15 quinze	60 soixante
6 six	16 seize	70 soixante-dix (60+10)
7sept	17 dix- sept (10+7)	71 soixante et onze (60+11)
8 huit	18 dix-huit (10+8)	80 quatre vingts (4 x 20)
9 neuf	19 dix- neuf (10+9)	90 quatre-vingt-dix (4x20)+10
10 dix		100 cent

J'ai les yeux ___ .

I have ___ eyes.

Il/elle a les yeux__ .

He/she has ___ eyes.



J'ai les cheveux__

I have ___ hair.

Il/elle a les cheveux

S/he has ___ hair.

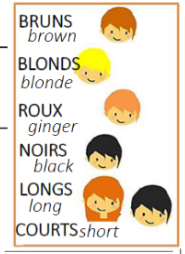
raides	*straight*
ondulés	*wavy*
frisés/ bouclés	*curly*

Je porte ___ .

I have/wear ___ .

Il/elle porte ___ .

He/she has/wears __





Past Celebration

What you did for your birthday?

j'ai ouvert mes cadeaux
I opened my presents

j'ai dansé
I danced

j'ai mangé du gâteau
I ate cake

j'ai invité mes amis / amies
I invited my friends

j'ai traîné avec mes copains / copines
I hung out with my friends

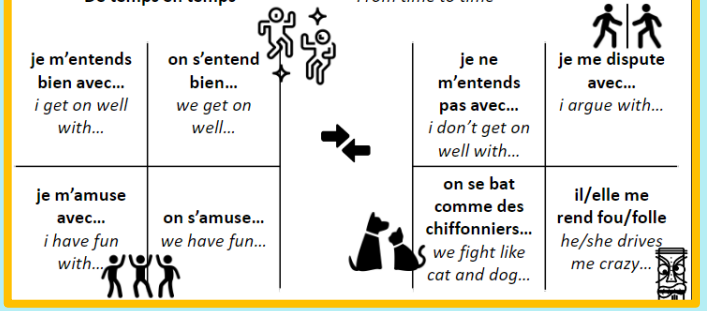
on a dansé
we danced

on a chanté karaoke
we sang karaoke

on a beaucoup mangé
we ate a lot

I can give reasons for relationships

Quelquefois	*Sometimes*
Normalement	*Normally*
Souvent	*Often*
Tous les jours	*Every day*
De temps en temps	*From time to time*



Key Questions:

-Tu es comment (physiquement)? Et ton ami / amie? What are you like (physically)? And your friend?
-Tu t'entends bien avec tes amis? Pourquoi?/ Pourquoi pas? Do you get on well with your friends? Why / why not?
-Comment as-tu fêté ton annversaire? How did you celebrate your birthday?

French

Starter	Verb	Ways to earn money
Pour gagner de l'argent To earn money	**je dois** I have to I must **je peux** I can **on peut** we can **on doit** we have to we must	travailler dans le jardin work in the garden aider à la maison help at home aider les voisins help the neighbours trouver un petit boulot find a part-time job faire du baby-sitting do babysitting nourrir les animaux feed the animals ranger ma chambre clean my room

Starter	Verb	Things you spend your money on
Avec mon argent With my money	j'achète I buy je veux acheter I want to buy **je fais des économies** pour acheter **I save** to buy	du maquillage makeup des jeux-vidéo video games des vêtements clothes mon abonnement Spotify / Netflix my Spotify / Netflix subscription des billets de concert / concert tickets des trucs à manger / things to eat

Key Question:

- **Tu voudrais faire quel travail à l'avenir? What job would you like to do in the future?**
- **Que fais-tu avec ton argent? What do you do with your money?**

Time phrases	Verb
A l'avenir In the future	je voudrais être I would like to be je **ne** voudrais **pas** être I would **not** like to be je veux être I want to be je **ne** veux **pas** être I do not want to be

connective	Justification
car c'est because it is car mes amis me disent que c'est because my friends tell me it's car selon ma mère / mon père, c'est because according to my mum / my dad, it's	créatif creative fatigant tiring dangereux dangerous passionnant exciting utile useful varié varied intéressant interesting



French

Time phrases	Verb	Plans	Additional plans
A l'avenir In the future	j'habiter**ai** I will live	à l'étranger abroad en Europe en Afrique	je fer**ai** ** + du travail bénévole I will do (voluntary work) + du snowboard (snowboarding)
	je travailler**ai** I will work	avec des enfants with children chez Google at Google	je ser**ai** ** + célèbre I will be + (famous)
	j'achèter**ai** I will buy	une Ferrari rouge a red Ferrari une belle maison a beautiful house	je ser**ai** ** + marié / mariée I will be + (married)
	j'aur**ai**** I will have	cinq enfants 5 children un petit copain a boyfriend une petite copine a girlfriend	je ser**ai** ** + heureux / heureuse I will be + (happy) j'aider**ai** les autres I will help others
	j'ir**ai**** I will go	à New York to New York en Amérique du Sud to South America	

Time phrases	Verb	Plans
A l'avenir In the future 	**On** habiter**a** We will live	à l'étranger abroad sur la lune on the moon
	On mangera We will eat	plus de nourriture artificielle more artificial food moins de nourriture industrielle less processed food des insectes insects
	On travaillera We will work	avec des robots with robots sous terre Underground
	On aura** We will have	des collèges virtuels virtual schools des voitures sans conducteur driverless cars
	On sera** We will be	plus riche richer plus pauvre poorer

Key Question:
- La vie sera comment à l'avenir? What will life be like in the future?
Ta vie sera comment à l'avenir? What will your life be like in the future?

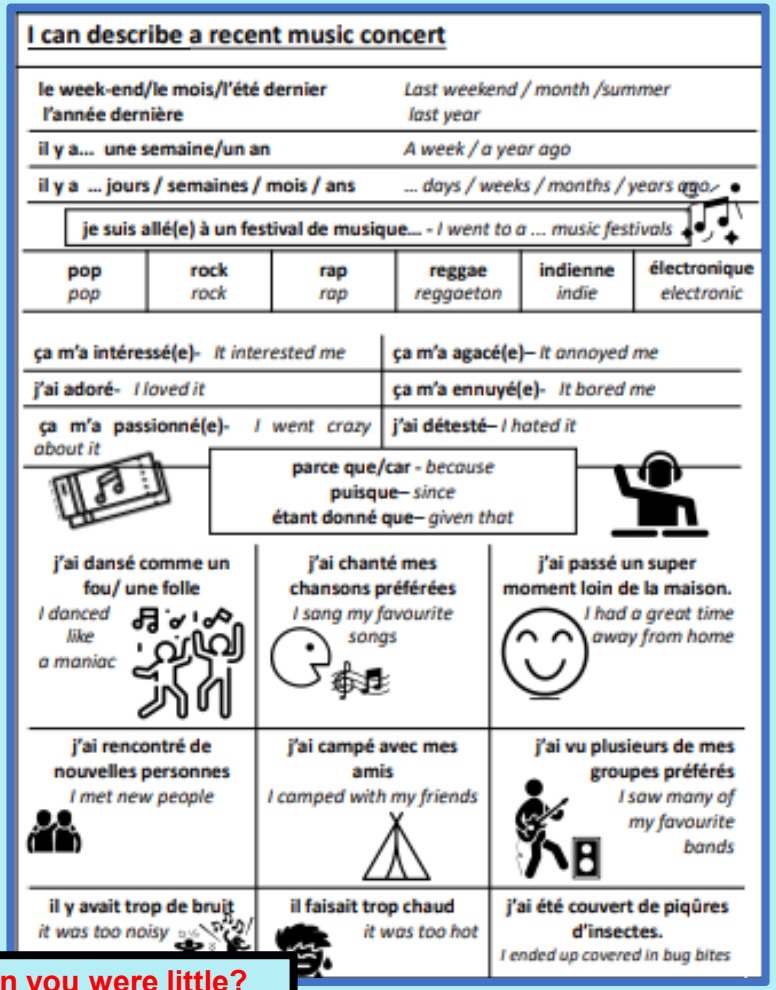
French

Likes and dislikes	Music genres	The element of music	Connective	Opinions (justified)	Qualifier	Adjective
J'adore I love J'aime (beaucoup) I like (a lot) Je préfère I prefer Je n'aime pas (du tout) I don't like (at all) Je déteste I hate J'écoute (souvent) I (often) listen to	le rap/ rap le rock/ rock le reggae/ reggae le jazz/ jazz le R'n'B/ R'n'B la techno/ techno music la musique classique classical music la musique traditionnelle traditional music/folk la musique de Drake Drake's music	la chanson the song le rythme the rhythm la mélodie the melody les paroles the lyrics La chanteuse The singer (female) Le chanteur The singer (male)	car / because	(franchement) je **le/la** trouve …. (to be honest) I find **it (him/her)…**	vraiment really très very assez quite hyper - super	inspirant(e) inspiring intéressant(e) interesting émouvant(e) moving ennuyeux / ennuyeuse annoying / boring affreux / affreuse awful démodé(e) old-fashioned bête Stupid entraînante upbeat
				je pense que c'est I think that it is je crois que c'est I think that it is d'après moi c'est in my opinion it is à mon avis c'est in my opinion it is		

Key Question:
- Qu'est-ce que tu aimes comme musique? What music do you like?

French

Time phrases	Personality/appearance		Connectives	Verb	Music genres
Quand j'étais petit(e) When I was little	j'étais I was	sage well-behaved timide shy méchant(e) mean sympa nice mignon mignonne cute	et and de plus moreover aussi also	J'écoutais I used to listen to J'adorais I used to love J'aimais I used to like Je détestais I used to hate	le rap/ rap le rock/ rock le reggae/ reggae le jazz/ jazz le R'n'B/ R'n'B la techno/ techno music la musique classique classical music la musique traditionnelle traditional music/folk la musique de Drake Drake's music
	j'avais les cheveux bouclés / frisés / blonds /noirs / bruns / roux I had wavy / curly / blonde / black / brown / red hair je mangeais trop de bonbons I used to eat too many sweets j'aimais les lego I used to like lego je détestais les légumes I used to hate vegetables				



Key Question: Tu étais comment quand tu étais petit(e) ? What were you like when you were little?

Spanish

¿Cómo organizas tu semana?

Después del insti After school	*bailo Zumba* I dance Zumba 
Los fines de semana At weekends	*cocino para mi familia* I cook for my family
los lunes On Mondays	*escribo canciones* I write songs 
Por la tarde In the afternoon	*juego en mi consola* I play on my games console
Por la mañana In the mornings	*leo libros* I read books 
Todos los días Every day	*monto en bici* I ride my bike
todo el tiempo all the time	*navego por Internet* I surf the net
siempre always	*preparo la cena* I prepare dinner
a veces sometimes	*saco fotos* I take photos 
	toco el teclado I play the keyboard
	veo un partido de fútbol I watch a football match

¿Cual peliculas te gustan?

Me gustan I like	*Las películas de terror* a horror film
Me encantan *I love*	*las películas de fantasía* a fantasy film
Odio I hate	*las películas de ciencia ficción* a sci-fi film
	las comedias a comedy

¿Qué vas a ver?

Después del insti After school	*Voy a ver…* I'm going to see..	*una película de terror* a horror film 
El fin de semana *On the weekend*	*Vamos a ver…* We're goin g to see…	*una película de fantasía* a fantasy film
Hoy *Today*		*una película de superhéroes* a superhero film
		una película de acción an action movie 
		una película de animación an animated film
		una película de aventuras an adventure film

Key vocabulary

Mi película favorita es…
My favourite film is…

Mi actor favorito / Mi actriz favorita es…
My favourite actor/actress is…

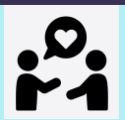
En mi opinión
In my opinion

Creo que/Pienso que
I think that



Spanish

¿Que cosas te gustan/chiflan/encantan?



Me gusta(n)… I like… *Me encanta(n)…* I love… *Me chilfa(n)…* *I'm crazy about…*	*el baile* dance *el cine* cinema *el deporte* sport *el dibujo* drawing *el teatro* theatre *la moda* fashion	*la naturaleza* nature *la pesca* fishing *la música* music *los cómicos* comics *las artes marciales* martial arts
No me gusta(n)… *I don't like…* *Odio…* I hate…	*la violencia* violence *el racismo* racism	*las injusticias* injustice *las tareas domésticas* household chores *los insectos* insects *los lunes* Mondays

¿Cómo fue tu cumpleaños?



Celebré mi cumpleaños con mi familia I celebrated my birthday with my family *Pasé mi cumpleaños con mis amigos* I spent my birthday with my friends	*Fui / Fuimos al parque de atracciones* I/We went to the theme park *Invité a mis amigos a pasar la noche en mi casa* I invited my friends to a sleepover at my house *Bebí/Bebimio refrescos* I/We drank soft drinks *Comí/Comimos tarta de cumpleaños* I/We ate birthday cake *Recibí muchos regalos* I received many presents *Cené en un restaurante con mis padres* I ate at a restaurant with my parents *Mis padres organizaron una fiesta para mi* My parents organised a party for me	*¡Fue alucinante!* It was amazing! *¡Fue increíble!* It was incredible! *¡Lo pasé bomba!* I had a great time! *¡Lo pasamos bomba!* We had a great time! *¡Fue la caña!* It was awesome!

Spanish

¿Los trabajos en el hotel?

Key questions:

¿En qué consiste tu trabajo?
What does your job involve?

¿Te gusta tu trabajo?
Do you like your job?





Soy…
I am…

camarero/a
a waiter

cocinero/a
a cook

dependiente
a shop assistant

esteticista
a beautician

jardinero/o
a gardener

limpiador(a)
a cleaner

peluquero/a
a hairdresser

recepcionista
a receptionist





Tengo que…
I have to….





contesar al teléfono y ayudar a los clientes
answer the phone and help customers



cortar el pelo a los clientes
cut customers'; hair

cuidar las plantas
look after the plants

hacer manicuras
do manicures



limpiar habitaciones
clean rooms

preparar la comida
prepare food



servir la comida en el restaurante
serve food in the restaurant

vender productos en la tienda
sell products in the shop

¿Qué piensas?

(No) me gusta (mucho) mi trabajo porque es…
I (don't) like my job (very much) because it's…

Mi jefe/a (no) es muy *My boss is (not) very*

Los clientes son *The customers are...*

Mis compañeros son
My colleagues are...

difícil
difficult

duro
hard

estimulante
stimulating

estresante
stressful

interesante
interesting

monótono
monotonous

repetitivo
Repetitive

exigente
Demanding

maleducado
Rude

Spanish

Describe tu trabajo

Soy… I am… *Pienso que soy…* I think I am…	*ambicioso/a* ambitious *creativo/a* creative *independiente* independent *inteligente* intelligent *organizado/a* organised *paciente* patient *práctico/a* practical *responsable* responsible	*Me gusta mucho … y por eso decidí ser…* I really like … and so I decided to be a … *Estudié … y me encantó.* I studied … and I loved it. *Hablo con clientes* I talk to clients *Leo mi agenda* I read my diary *Preparo mis cosas* I prepare my things *Voy a la oficina* I go to the office	*Tienes que ser…* You need to be… *En mi trabajo, los idiomas son muy importantes* In my job, languages are very important *Hablo español, alemán e inglés* I speak Spanish, German and English *Voy a estudiar / trabajar en…* I'm going to study / work in… *¡Va a ser guay / fenomenal / flipante!* It's going to be great!



Key questions

¿En qué trabajas? What do you do for a living?

¿Por qué decidiste ser…? Why did you decide to be…?

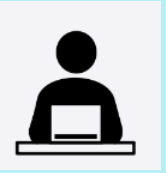
¿Cuáles son tus ambiciones para el futuro? What are your ambitions for the future?

¿Cómo es un día de trabajo típico? What's a typical day like?

¿Qué calidades tienes que tener? What qualities do you need to have?

el mundo de trabajo





Spanish

¿En qué te gustaría trabajar?

Me gustaría ser… I would like to be…	*abogado/a* a lawyer *cantante* a singer *diseñador(a)* a designer *enfermo/a* a nurse *mecánico/a* a mechanic *periodista* a journalist *policía* a police officer *taxista* a taxi driver



Me gustaría…. I would like …	*trabajar al aire libre* to work outdoors *trabajar con niños/animales* work with children/animals *trabajar en equipo* to work in a team *trabajar en una oficina* to work in an office *trabajar solo/a* to work alone *hacer un trabajo creativo* to do a creative job *hacer un trabajo manual* to do manual work
No me gustaría nada… I really wouldn't like…	







Key questions

¿En qué te gustaría trabajar? What job would you like to do?

¿Cómo va a ser tu futuro? What is your future going to be like?

¿Qué te duele? What hurts?

¿Te duele al estómago? Does your stomach hurt?

¿Cómo va a ser tu futuro?

En el futuro… In the future… *Voy a …* I'm going to… *Me gustaría…* I'd like to… *Quisiera…* I would like to…	*ganar mucho dinero* earn lots of money *hacer un trabajo interesante* do an interesting job *ir a la universidad* go to university *ser famoso/a* be famous *ser voluntario/a* be a volunteer	*tener hijos* have children *viajar (mucho)* travel (a lot) *vivir en el extranjero* live abroad *Va a ser (muy) interesante* It will be very interesting

Spanish

¿Llevas una vida sana?

Llevo una dieta sana.
I have a healthy diet.

Me gusta (bastante)
I (quite) like bread

No me gusta(n) nada…
I really don't like…

el arroz/el pan
rice/bread

el pollo/el pescado
chicken/fish

la carne/la ensalada
meat/salad

la pasta/la pizza
pasta/pizza

los caramelos/los huevos sweets/eggs

las galletas/las verduras
biscuits/vegetables







Lo / La / Los / Las como…
I eat it /
I eat them



tres veces al día
three times a day

cada día/todos los días
every day

dos veces a la semana
two times a week

los fines de semana
at weekends

una vez al mes
once a month

muy a menudo
very often

a veces
sometimes

de vez en cuando
from time to time

(Casi) nunca lo / la / los / las como
I (nearly) never eat them.

¿Qué tal estás?

Me duele el brazo / el estómago / el pie
My arm / stomach / foot hurts

Me duele la cabeza / la espalda / la garganta
My head / back / throat hurts

Me duele la mano / la pierna
My hand / leg hurt

Me duelen los dientes / los oídos / los ojos
My teeth / ears / eyes hurt



Tengo catarro
I have a cold

Tengo náuseas
I feel sick

Tengo quemaduras del sol
I have sunburn

Tengo tos
I have a cough

Estoy cansado/a
I'm tired

Estoy enfermo/a
I'm poorly

No me encuentro bien
I don't feel well

¿Qué haces para estar en forma?

Me gusta mucho hacer deportes
I really like doing sports

Hago…
I do…

atletismo
athletics

footing
jogging

gimnasia
gymnastics

natación
swimming



Juego…
I play…

al baloncesto
basketball

al ping-pong
table tennis

al voleibol
volleyball

a la pelota vasca
(a Basque ball game)

en el parque/gimnasio
in the park/gym

Voy al polideportivo
I go to the sports centre

Soy miembro de un club
I'm a member of a club

Voy a clases de baile
I go to dance classes

Prefiero jugar al fútbol
I prefer to play football

Es mi deporte favorito
It's my favourite sport

Empecé (a jugar)
I started (to play)

a los diez años
at 10 years old

Voy a empexar a (hacer)
I'm going to start (doing)



Consejos para estar en forma

Para estar en forma…
To stay in shape..

Se debe…
You/One must…

beber agua frecuentemente
drink water frequently

comer más fruta y verduras
eat more fruit and vegetables

comer menos chocolate/caramleos
eat less chocolate/sweets

dormir ocho horas al día
sleep 8 hours a day

entrenar una hora al día
train for an hour a day



No se debe…
You/One mustn't…

beber alcohol
drink alcohol

beber muchos refrescos
drink lots of soft drinks

comer comida basura
eat junk food

fumar
smoke

Soy adicto/a al / a la / a los / a las
I'm addicted to…

A partir de ahora, voy a…
From now on I'm going to…

Dance

Elements we will focus on
Alignment, strength, mobility, relationships, balance, performance communication of choreographic intent, retrograde, sense of style, stamins, determination, confidence, leadership, organisation, resilience.

Choreography Skills
There are lots of ways to create choreography. It's always best to research your ideas, select the best and change the ones you are not happy with. Using different levels, contrasting dynamics, formations, contact lifts, and retrograde in your performance will make it more enjoyable and interesting to watch.

Communication of Choreographic intention
Mood
Meaning
Styles
Fusion
Idea
Theme



Contact & Lifting
Communication
Trust
Bent Knees
Take responsibility for your own weight
Engaging core when being lifted.
Hold muscles rather than joints.
Where is the lifters centre of gravity?
Remain in contact until safely down.



Choreographic Devices
Repetition
Unison & Canon
Climax
Highlight
Contrast
Dynamics



Dynamics
Fast/slow
Sudden/sustained
Strong/light
Flowing/abrupt
Lifeless
Heavy
Rigid
Stiff

Year 9 Choreography
To tell a story through dance, movement and emotion.
To create & demonstrate movements that portray YOUTH CULTURE.

Key Words
Group communities
Conflicts
Choreographic devices
Stillness
Power
Control
Youth fun
Youth sports
Youth music
Youth Frustrations / problems
Religions / faiths
Youth homeless
Youth crime
Friendships
Communication
Contact work
Identity
Ambitions
Self Voice
Diversity





Dance

Professional Works

WEST SIDE STORY

A musical in which a modern day Romeo and Juliet are involved in New York street gangs. Based in 1957 on the harsh streets of the upper west side, two gangs battle for control of the turf; The Jets & The Sharks.
The situation becomes complicated when a gang member falls in love with a rival's sister.

Key extracts include:

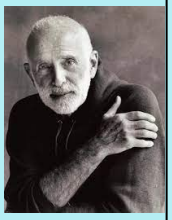
Jet Song, Tonight, The Rumble



Key Themes/Features:



- Community
- Gangs
- Gender
- Crime
- Family
- Democracy & rights
- Racism
- American dream
- Immigration/ diversity



Dance style: Choreographed by awarded winner Jerome Robbins

Jerome Robbins' dance style best known for his **blend of musical theatre and ballet styles**, Robbins emphasized character work, relationships, and emotion in his dances. Every single move in West Side Story reflected reality, gestures, character driver movements and relationships with others and the music.

Key Dance Vocabulary	
Extension	The action straightening & stretching a limb, e.g arm, leg or pointed toe
Atmosphere	The feeling crested by the dancers, set, costumes, lights, intentions, characters.
Retrograde	Movement phrase performed backward.
Gestures	Actions that has meaning and represents a theme, character or idea.
Motif	A movement phrase that is repeated and developed throughout a dance piece.
Motif Development	Changing the way, a motif is performed when it is repeated.
Contact	Making contact with another dance through weight sharing or lifting.
Control	The ability to start & stop a movement with balance, land a jump or hold a shape efficiently.
Mirroring	Doing the same as another individual or group but on the opposite side.
Structure	Having a clear beginning, middle & end.
Relationships	Relationships to other dancers in space.
Elements of dance	The basic (key) components of dance: body, energy, space, time (BEST). These elements can be combined and manipulated to communicate and express meaning through movement. See Body, Energy, Space, Time

Drama



Too Much Punch for Judy was written by Mark Wheller in 1983. It is a documentary-style play based on a real-life event.

Soundscape
Different sounds combined together.

Externalised conscience
A character's thoughts shared out aloud through an inanimate object that is physicalised by another character.

Performance convention- Dramatic devices used to help communicate meaning/ tell the story on stage.

Conventions of comedy:

- Use of language - vernacular speech, puns and wordplay
- Exaggeration
- Juxtaposition – opposites
- Taboo subjects
- Physical action such as stunts
- Comical timing – action and reaction



Word	Definition
Style	A type of theatre that uses specific performance skills and production elements.
Theme	A central topic, subject matter or message.
Theatre practitioner	An individual or theatre company that creates an idea about theatre and practises these ideas on the stage.
Poor Theatre	A theatre style that removes the excesses of theatre.
Documentary Theatre	A style of theatre that dramatises real life events for a live audience.
Verbatim Theatre	A sub style from documentary drama that focuses on the process of recording interviews about real events and uses the interview to create dialogue and the structure of the story.
Physical Theatre	Physical Theatre is a style of theatre where emphasis is placed on the body to communicate meaning.
Theatre of cruelty	A theatre style that use visual and auditory theatrical devices to awaken audience.
Forum Theatre	A theatre style that is interactive with audience – using audience participation to change the outcome of the role-play.
Comedy	Intended to be humorous or amusing by encouraging laughter.

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

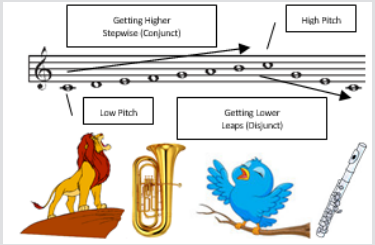
Elements of Music



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

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

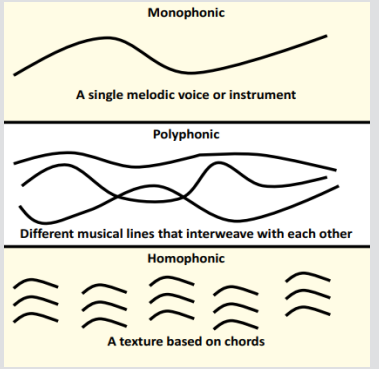
Dynamics

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

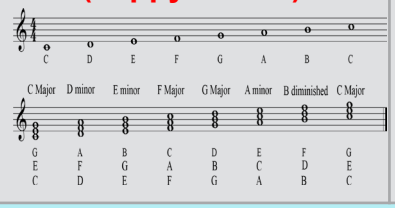
Different sections of a piece or music and how they are ordered.

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)**

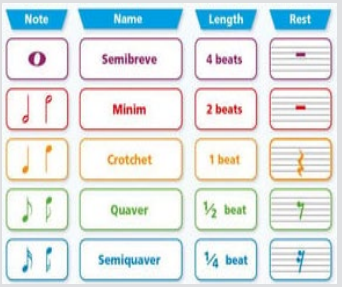


Instrumentation



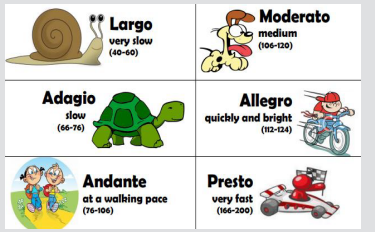
Rhythm

Combination of two or more notes or rests.



Tempo

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



Music

Echo	Falsetto	Backbeat	Rubato	Glissando	Vibrato	Syllabic	Melisma	Distortion	Reverb	Wah-Wah
An electronic effect that adds delay to the sound creating an echo effect.	High notes above the normal register, sung by an adult.	Off-beat accents (beats 2 and 4).	Slight changes to the tempo of a performanc e	A slide from one note to another	a type of musical effect where a note changes pitch subtly and quickly	Singing one note per syllable.	Singing a few notes per syllable.	An effect used to alter the sound producing a “fuzzy” or “growling” tone.	An effect added to create an echo.	A type of electric guitar effects pedal that alters the sound to create a distinctive “wah-wah” sound.

What is a Pop Ballad?

Pop ballad, form of a slow love song that tells a ‘story’, making them suitable for a wide variety of events and occasions.

Musical features of Pop Ballads

- Slow tempo
- 4/4
- Mid to wide vocal range
- Syllabic



- Melisma
- Verse-chorus structure
- Clear lyrics
- Repeated patterns



What is a Rock Anthem?

It was a darker sound with more serious lyrics and a heavy emphasis on the electric guitar. Rock music soon became extremely popular and commercially successful – in the 1970s, rock music dominated the music industry and groups like Led Zeppelin and Queen played to huge audiences around the world.



Musical features of Rock Anthems

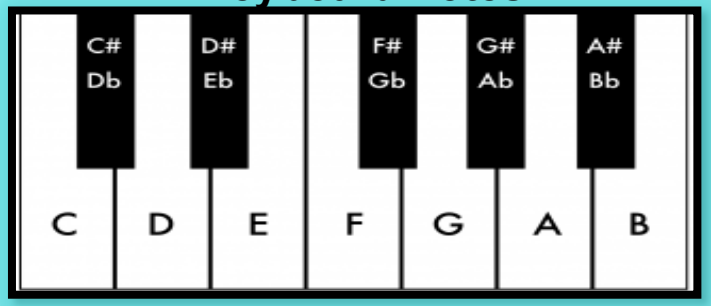
- A long introduction
- 4/4
- Loud vocals
- Narrow vocal range



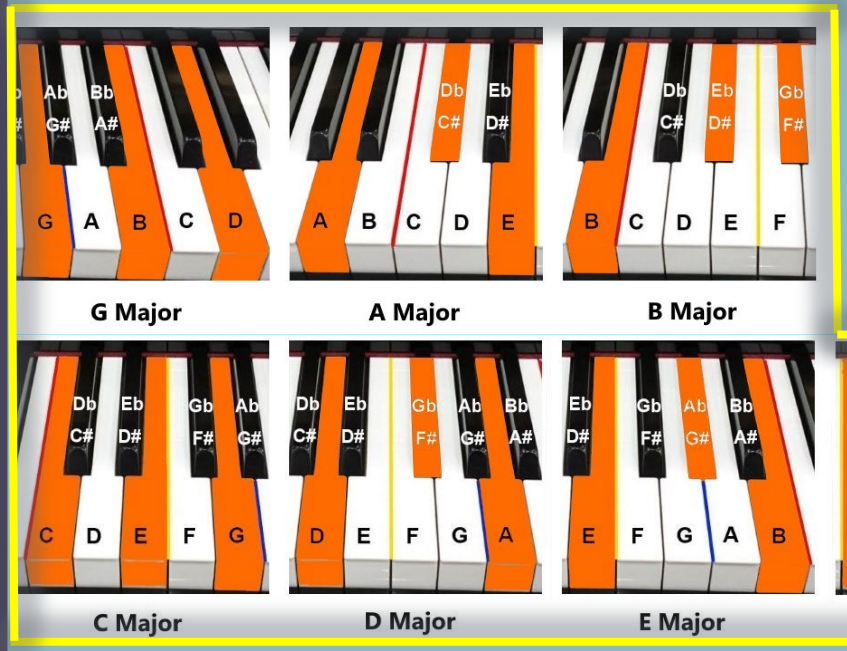
- A steady, strong rock beat.
- Use of electronic instruments and amplification became essential for the rock sound.
- Effects such as distortion, delay, wah-wah, and reverb.

Music

Keyboard notes



Keyboard chords



Accidentals

Raises the note by 1 step	sharp
Cancels	natural
Lowers the note by 1 step	flat

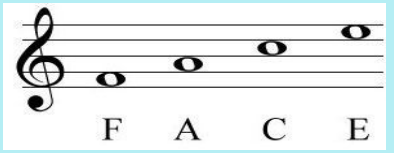
Enharmonic - two tones that sound the same but are notated differently.



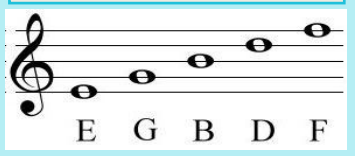
Treble Clef



Notes in the spaces spell "FACE"



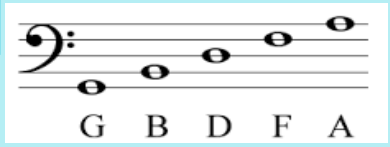
Every Green Bus Drives Fast



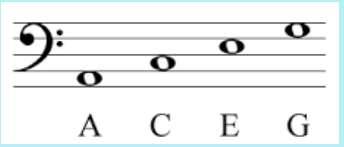
Bass Clef



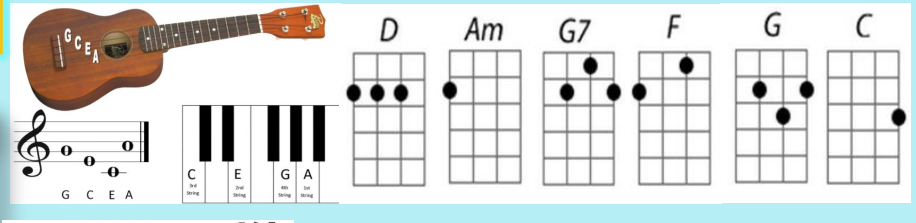
Green Bus Drives Fast Always



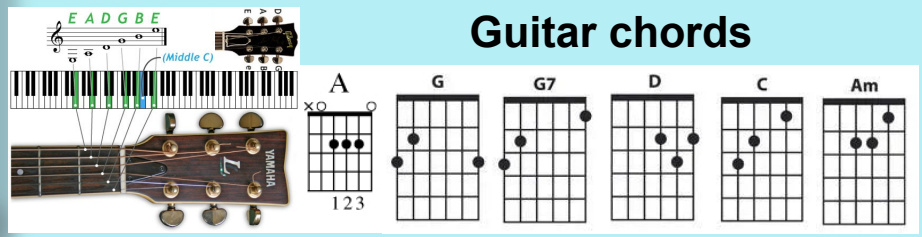
All Cows Eat Grass



Ukulele chords



Guitar chords



Physical Education

Warm-up

Prepares the body for physical activity and prevents injury during exercise. Increases breathing rate and muscle temperature.

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 remove lactic acid that has built up in muscles
- 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

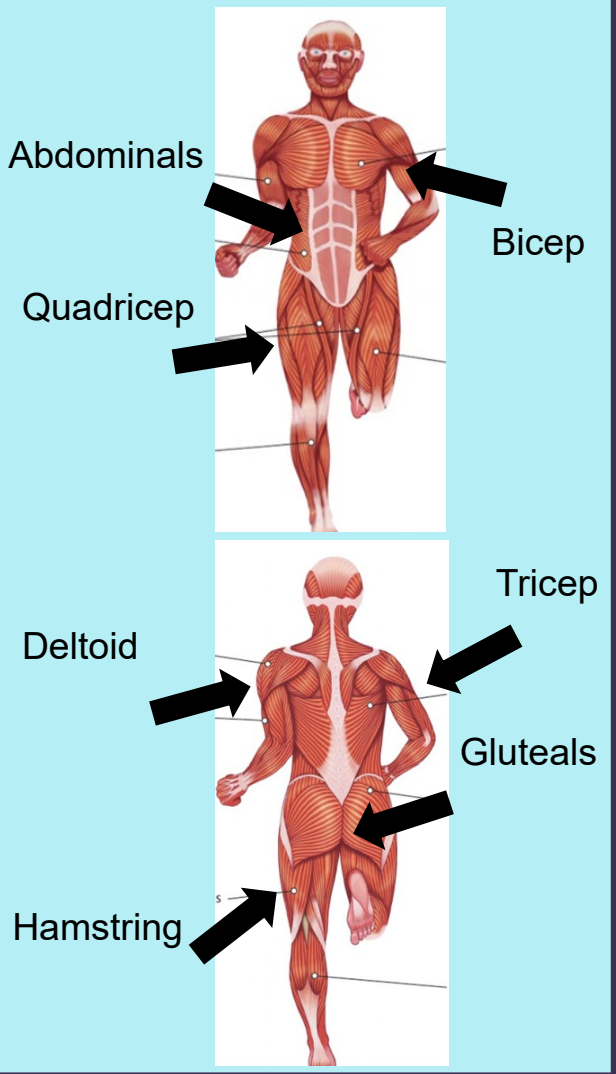
Static Stretches - When a muscle is stretched and held still in this position for 8-10 seconds

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

Fitness Tests

Power – standing broad jump
Agility - Illinois agility test
Speed - 30m sprints
Power - Vertical jump/standing broad jump
Flexibility – Sit and reach test
Coordination – Ball hand wall test
Muscular endurance – press up test/wall sit test
CV endurance – 12minute Cooper run
Balance – standing stork test
Strength – Hand grip test

Mental health definition – Emotional and psychological wellbeing
Fitness definition – The ability to meet demands of environment

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% of maximum 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
Max HR calculation = 220 - age (measured in bpm)

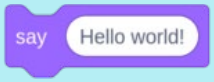
Computing

Program	Translate	Execute	Variable	Assignment	Syntax Error	Logic Error
A **program** is a set of precise instructions, written using a programming language.	**Translating** the programming language is necessary for a computer to be able to **execute** the **instructions**.	Execute means to run your program. To **execute** a **program**, you need an **interpreter**.	Variables are used to store data.	Assignment (**=**) is used to 'assign' a value to a variable.	**Syntax errors** are errors in the spelling or grammar in your code. *E.g. writing Print instead of print.* They stop your code from running.	Logic errors don't stop the program from running but the program doesn't work as it should.

Sequence

Your first program:

```
print("Hello world!")
```



Your second program:

```
name = "Claude"
print("Hello" + name)
```



print ***outputs*** *text to the user.*

A ***sequence*** *is a set of commands that are executed once in the order they appear.*

Variables and assignment

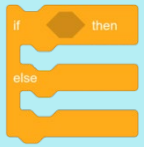
```
print("I am going to calculate your age")
year = input("What year were you born?")
age = 2023 - year
print("You are", age, "years old")
```

- *year and age are* ***variables****.*
- *input allows the user to* ***enter*** *data into the program.*
- *"Anything in speech marks" is a* ***string*** *that can be outputted to the user.*

Selection

When there is more than one possible path for your program to follow you will need to use an **IF statement**:

```
movie = input("What movie do you like?")
if movie == "Spiderman":
   print(movie + "is amazing!")
else:
   print("I don't like" + movie)
```



Iteration

Iteration is used to repeat code:

- **Count-controlled loops** repeat a group of commands a *set number of times*.
- **Condition-controlled loops** repeat a group of commands *until a condition is met*.



Count-controlled iteration

```
for i in range (1,11):
    print(i)
```

This code uses a for loop to output the numbers from 1 to 10.

Condition-controlled iteration

```
x = 1
while x <= 10:
    print(x)
    x = x + 1
```

This code uses a ***while loop*** *to output the numbers from 1 to 10.*

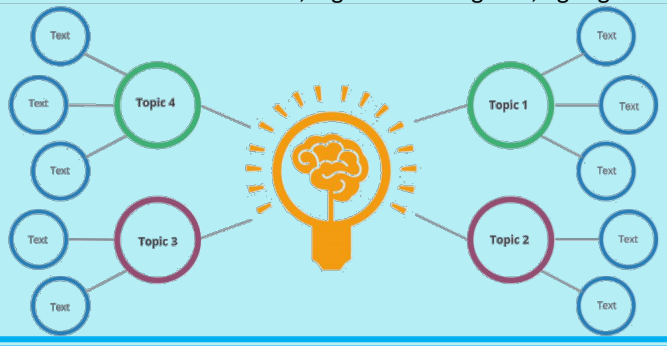
`==` *Equal to*	`>` *Greater than*	`>=` *Greater than or equal to*
`!=` *Not equal to*	`<` *Less than*	`<=` *Less than or equal to*

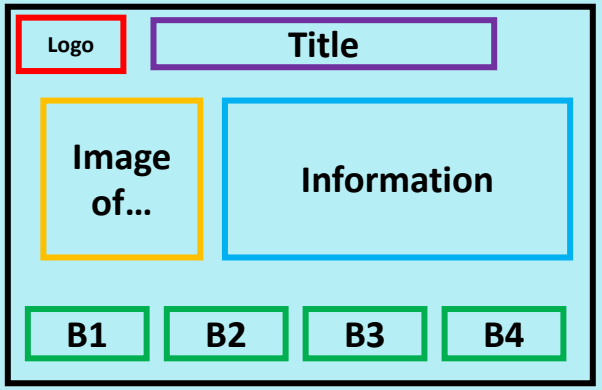
Computing

Planning and Creating an Interactive Multimedia Product

Mind maps - *used to generate ideas.*

- **Central Node:** what the mind map is about.
- **Node:** The subheading for the mind map, e.g., fonts, images.
- **Sub node:** Parts of a node, e.g. colours → green, light green.

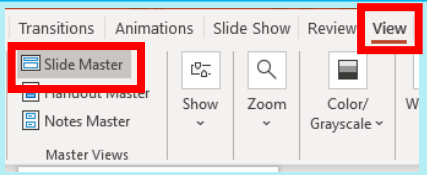




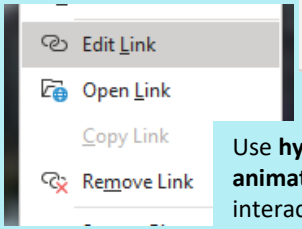
The **purpose** of a visualisation diagram is to plan a rough draft of what the final *static* product will look like.

The **content** that appears on a visualisation diagram is **(SCIFA)**:

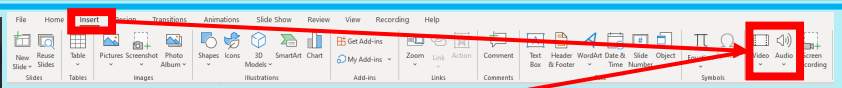
- **Size** (of images, screen, page, text etc.)
- **Colours** (text, buttons, background etc.)
- **Images**
- **Font** (title, information, buttons text etc.)
- **Annotation** (house style, sizes, and justification etc.)

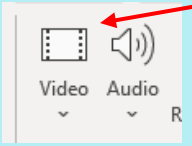


Use **Master Slides** to prepare background and font styles.



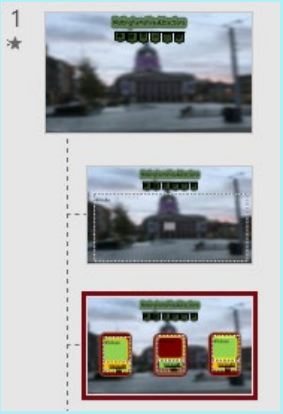
Use **hyperlinks** and/or **animation triggers** to interact to user inputs.

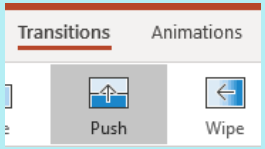




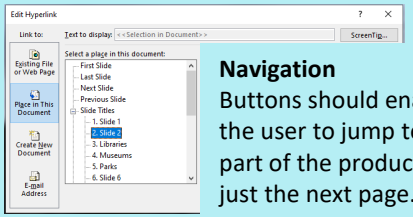
Include **video** and **audio**.

Maintain a **consistent** theme throughout the multimedia product with **master slides**.

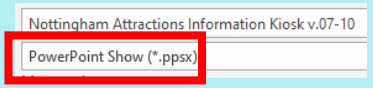




Use **transitions** and **animations**.



Navigation
Buttons should enable the user to jump to **any** part of the product, not just the next page.



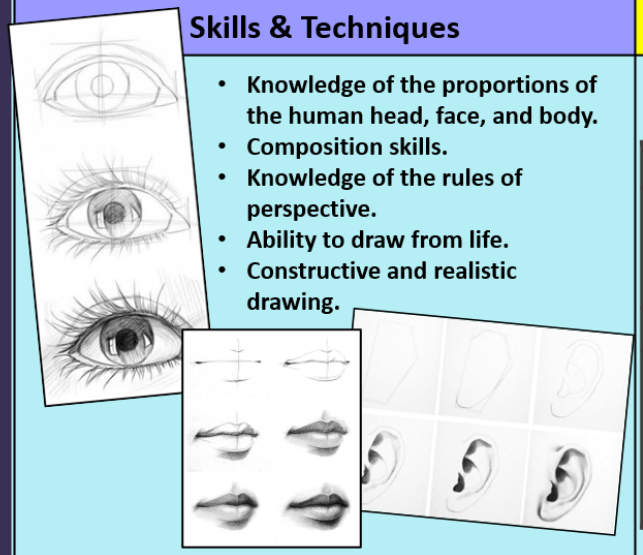
Export the final product as a suitable file type.

Art

Key Vocabulary

Renaissance | **Line** | **Tone/Value** | **Shape** | **Society** | **Organic** | **Stencil** | **Structure**

Skills & Techniques



- Knowledge of the proportions of the human head, face, and body.
- Composition skills.
- Knowledge of the rules of perspective.
- Ability to draw from life.
- Constructive and realistic drawing.

Talk like an artist

Develop your in-depth understanding and offer opinions about other artists work.

SUBJECT MATTER	ELEMENTS
Describe everything in the artwork?	What formal element of artwork has the artist used? Describe how they have used them?
MATERIALS	**INTERPRETATION**
What materials has the artist used to create the work? What process do you think that artist went through to create this artwork?	What is the work about? (This can be a combination of what you have found out through research or your opinion) How does the work make you feel?

Presenting Research



It is important that you able to describe, analyse and evaluate the work of others and make connections to your own practice. Using mature language, justifying your comments and making sure what you are writing is your OWN WORDS.

Check list:
- Thematic Title
- Images of the artist's work
- USEFUL factual information
- Artist's analysis

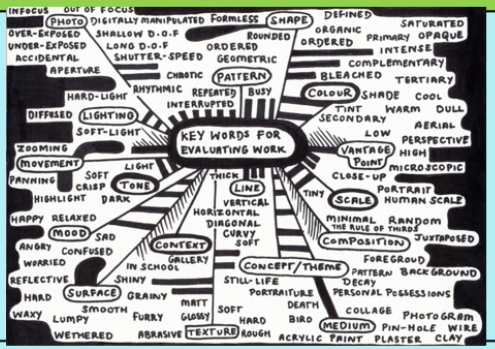
Media Exploration

Pencil – Felt tip – Fine liner – Biro pen – Graphite – Charcoal – Oil pastel – Acrylic Paint – Watercolour – 3D Indian Ink – Brusho - Collage – Collagraph – Mono Print

Key Terminology

Identity – Stereotypes – Culture – Heritage – Gender – Sexuality - Roles – Class – Ethnicity – Values – Representation – Expression – Intent – Personality – Self portrait – Composition – Concept

Key Terminology



Final response

You must show that you have understood the theme, and that you have an understanding of the way artists and media you have researched. This final piece should represent who you are but should also use elements of the artists you have looked at.



Design & Technology

NATURAL MATERIALS

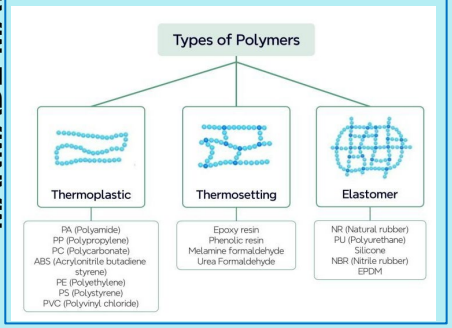
Natural Woods



MANMADE MATERIALS

Manufactured Boards





SUSTAINABILITY

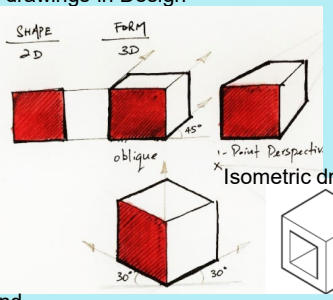
The 6 R's



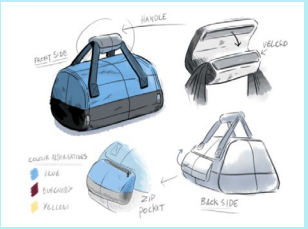
The LCA of a product



Basic drawings in Design



Freehand



Rendering



WORKSHOP



Tools

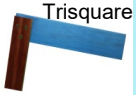
Steel rule



Tenon saw



Trisquare



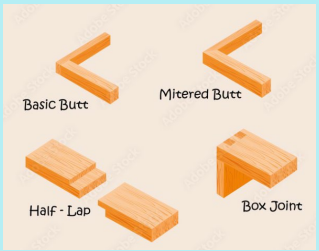
Coping saw



Bench hook



Joints



Design Technology Keywords	Definition
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.

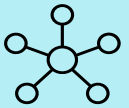
Why Flashcards?

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**
How many degrees are in a half turn?	**180°**
What method do we use to multiply fractions?	**Top × top, bottom × bottom**
Anything to the power of 0 is equal to _____.	**1**
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 is the mode?	**The most common value**

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 is the median?	**The middle value**
What name do we give to a triangle with all equal sides?	**Equilateral triangle**

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, flip, change**

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**
What type of sequence goes from one term to the next by adding/subtracting the same amount each time?	**Linear sequence**
What is a vertex (vertices)?	**A corner**
Write down the symbol for cube root.	**$\sqrt[3]{}$**
Sketch a negative quadratic graph.	**An upside-down U shape**
Name the angles on parallel lines that form a 'Z' shape.	**Alternate angles**
Write down the formula for the sum of interior angles.	**$(n - 2) \times 180$**
What does surface area mean?	**The area of all outer faces**
What is ⅓ as a percentage?	**33%**

Week Five	
Question	**Answer**
What type of sequence goes from one term to the next by multiplying by the same amount each time?	**Geometric sequence**
1, 4, 9, 16, 25... These are the _____ numbers.	**Square**
Name the quadrilateral with one pair of parallel sides.	**Trapezium**
The roots of a quadratic graph are _____.	**The x-intercepts**
Name the angles on parallel lines that form a 'C' shape.	**Corresponding angles**
What shape is the cross-section of a cylinder?	**Circle**
Probability adds up to _____.	**1**
What do we call shapes with identical size and shape?	**Congruent shapes**

Week Six	
Question	**Answer**
What name is given to a series of numbers in which each number is the sum of the two preceding numbers?	**Fibonacci sequence**
Name the longest side in a right-angled triangle.	**Hypotenuse**
Write down the formula for the area of a trapezium.	**$\frac{1}{2}(a + b)h$**
1, 8, 27, 64, 125... These are the _____ numbers.	**Cube**
Name the angles on parallel lines that form an 'F' shape.	**Corresponding angles**
What is the plan view of an object?	**View from above**
How many faces does a triangular prism have?	**5**
What do we call shapes with equal sides and angles?	**Regular shapes**

Maths – Knowledge Checks – Spring 1

Week One	
Question	**Answer**
What is Pythagoras' Theorem?	**A rule for right-angled triangles.**
Write down Pythagoras' formula.	**$a^2 + b^2 = c^2$**
What is the hypotenuse?	**The longest side.**
Where is the hypotenuse found?	**Opposite the right angle.**
What is a right-angled triangle?	**A triangle with a 90° angle.**
What is a square number?	**A number multiplied by itself.**
What does c represent in Pythagoras' Theorem?	**The hypotenuse.**
What do a and b represent?	**The two shorter sides.**

Week Two	
Question	**Answer**
What is the first step when using Pythagoras' Theorem?	**Substitute the values.**
If finding the hypotenuse, do we add or subtract?	**Add.**
If finding a shorter side, do we add or subtract?	**Subtract.**
What is the square root of 49?	**7**
What is the square root of 64?	**8**
What is the square root of 100?	**10**
What is a square root?	**The inverse of squaring.**
Why do we square the sides first?	**Part of the formula.**

Week Three	
Question	**Answer**
What does congruent mean?	**Same shape and size.**
Can congruent shapes be rotated?	**Yes.**
Can congruent shapes be reflected?	**Yes.**
What does SSS stand for?	**Side, Side, Side.**
What does SAS stand for?	**Side, Angle, Side.**
What does ASA stand for?	**Angle, Side, Angle.**
What does RHS stand for?	**Right-angle, Hypotenuse, Side.**
Name one congruency test.	**SSS, SAS, ASA or RHS.**

Maths – Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
Does SSA prove congruency?	**No.**
Does AAA prove congruency?	**No.**
What must congruent shapes have in common?	**Same shape and size.**
What does identical mean?	**Exactly the same.**
Why is congruency useful?	**To prove shapes are identical.**
What does RHS require one angle to be?	**90°**
Which congruency test uses three sides?	**SSS**
Which congruency test uses two sides and an angle?	**SAS**

Week Five	
Question	**Answer**
What is ½ as a percentage?	**50%**
What is ¼ as a percentage?	**25%**
What is ¾ as a percentage?	**75%**
What is 0.1 as a percentage?	**10%**
What is 0.25 as a percentage?	**25%**
What is 0.5 as a percentage?	**50%**
What is ⅔ as a percentage?	**66.6%**
What does per cent mean?	**Per hundred.**

Week Six	
Question	**Answer**
To find 10% of a number, what do we divide by?	**10**
To find 1% of a number, what do we divide by?	**100**
What is the formula for percentage change?	**Difference ÷ Original × 100**
What is an increase?	**When an amount goes up.**
What is a decrease?	**When an amount goes down.**
What is a multiplier?	**A shortcut for percentage change.**
What multiplier represents a 15% increase?	**1.15**
What multiplier represents a 15% decrease?	**0.85**

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 does the word connotation mean?	**The ideas or feelings associated with a word.**
Which sentence is correct: *Its raining* or *It's raining*?	**It's raining.**
What is the purpose of a rhetorical question?	**To make the reader think.**
What is meant by structure?	**How a text is organised.**
What is a modal verb?	**A verb showing possibility.**
Give an example of a modal verb.	**May, could, might.**

Week Five	
Question	**Answer**
Who wrote *Animal Farm*?	**George Orwell.**
What type of text is *Animal Farm*?	**A novella.**
What kind of place is Manor Farm?	**A farm run by humans.**
Who owns Manor Farm?	**Mr Jones.**
Who gives the first speech?	**Old Major.**
What is Old Major's message?	**Animals should rebel.**

Week Six	
Question	**Answer**
What happens after Old Major dies?	**Animals plan a rebellion.**
Who leads the early ideas?	**Snowball and Napoleon.**
What is Animalism?	**The animals' belief system.**
What do the animals want?	**Freedom from humans.**
What causes the rebellion?	**Mr Jones neglects them.**
What happens to Mr Jones?	**He is driven away.**

English – Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
What is Snowball's big plan?	**The windmill.**
What does Napoleon think of it?	**He opposes it.**
What battle takes place?	**Battle of the Cowshed.**
Who fights bravely?	**Boxer.**
What do the animals feel after victory?	**Pride.**
What medal is given?	**Animal Hero.**

Week Two	
Question	**Answer**
What does Napoleon do to Snowball?	**Drives him away.**
Who supports Napoleon?	**The dogs.**
What happens to the windmill plan?	**Napoleon adopts it.**
What happens to meetings?	**They end.**
Who speaks for Napoleon?	**Squealer.**
How does Squealer control the animals?	**Propaganda.**

Week Three	
Question	**Answer**
What happens to the windmill?	**It is destroyed.**
Who is blamed?	**Snowball.**
What do the pigs begin to change?	**The Commandments.**
How do the animals react?	**They are confused.**
What happens to 'traitors'?	**They are executed.**
What theme is shown?	**Fear and control.**

English – Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
What happens to Boxer?	**He becomes injured.**
What does Boxer still believe?	**Work is important.**
What is his other motto?	**Napoleon is always right.**
What happens when Boxer collapses?	**He is taken away.**
What do the pigs claim?	**He went to hospital.**
What is the truth?	**He is sold.**

Week Five	
Question	**Answer**
How do the pigs live now?	**Like humans.**
What do the pigs wear?	**Clothes.**
What do the pigs start doing?	**Walking on two legs.**
How do the sheep support this?	**They chant slogans.**
What happens to the Commandments?	**Reduced to one.**
What is it?	**All animals are equal, but some are more equal than others.**

Week Six	
Question	**Answer**
Who visits the farm?	**Human farmers.**
What do the humans think?	**The farm is efficient.**
What do the pigs and humans do?	**Drink together.**
What game do they play?	**Cards.**
What argument happens?	**Over cheating.**
What do the animals watch through?	**The window.**

English – Knowledge Checks – Spring 1

Week One	
Question	**Answer**
Who wrote *Romeo and Juliet*?	**William Shakespeare.**
What type of play is *Romeo and Juliet*?	**A tragedy.**
Where is the play set?	**Verona.**
Which two families are feuding?	**Montagues and Capulets.**
Who starts the fight in Act 1 Scene 1?	**The servants.**
Who breaks up the fight?	**Prince Escalus.**

Week Two	
Question	**Answer**
Who is Romeo in love with at the beginning?	**Rosaline.**
Where do Romeo and Juliet meet?	**At a Capulet party.**
What is Juliet's reaction to Romeo?	**She falls in love.**
What famous scene follows their meeting?	**The balcony scene.**
What do Romeo and Juliet decide?	**To get married.**
Who agrees to marry them?	**Friar Laurence.**

Week Three	
Question	**Answer**
Who is Tybalt?	**Juliet's cousin.**
Why is Tybalt angry with Romeo?	**Romeo attended the party.**
Who refuses to fight Tybalt?	**Romeo.**
Who fights Tybalt instead?	**Mercutio.**
What happens to Mercutio?	**He is killed.**
What does Romeo do next?	**Kills Tybalt.**

English – Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
What punishment does Romeo receive?	**Banishment.**
Who is Juliet told to marry?	**Paris.**
How does Juliet react?	**She is distressed.**
Who helps Juliet make a plan?	**Friar Laurence.**
What does the plan involve?	**A sleeping potion.**
What will the potion do?	**Make Juliet appear dead.**

Week Five	
Question	**Answer**
What happens after Juliet drinks the potion?	**She is found 'dead'.**
Where is Juliet placed?	**The Capulet tomb.**
Does Romeo receive the message about the plan?	**No.**
What does Romeo think has happened?	**Juliet is dead.**
What does Romeo buy?	**Poison.**
Where does Romeo go?	**To the tomb.**

Week Six	
Question	**Answer**
What does Romeo do in the tomb?	**He drinks poison.**
What happens when Juliet wakes?	**She sees Romeo dead.**
What does Juliet do?	**She kills herself.**
Who discovers them?	**The Prince and both families.**
What happens to the feud?	**It ends.**
What is the final message of the play?	**Conflict leads to tragedy.**

Science – Knowledge Checks – Autumn 1

Week One	
Question	**Answer**
Which organ in the body pumps blood?	**Heart**
Which gas is produced during photosynthesis?	**Oxygen**
Which organelle releases energy in aerobic respiration?	**Mitochondria**
What is the green pigment found in plants?	**Chlorophyll**
What is the main source of energy for plants?	**Sunlight**
What is the process of breaking down food in the stomach?	**Digestion**
What part of the plant absorbs water and minerals?	**Root hair cell**
Which organ controls the body's activities and processes?	**Brain**
What type of reproduction involves two parents?	**Sexual**
Which organelle controls the cell?	**Nucleus**

Week Two	
Question	**Answer**
What is the smallest particle of an element?	**Atom**
What is the process of changing a liquid to a gas?	**Evaporation/boiling**
What is formed when an acid reacts with a base?	**Salt and water**
What is the formula for water?	**H2O**
What is used to measure temperature?	**Thermometer**
What is the pH of an acidic substance?	**Below 7**
What gas is released during respiration?	**Carbon dioxide**
What separation technique separates an insoluble solid from a liquid?	**Filtration**
What is the common name for sodium chloride?	**Salt**
What is the unit of temperature in the metric system?	**Celsius**

Week Three	
Question	**Answer**
What is the unit for force?	**Newtons**
What is the formula to calculate speed?	**Speed = Distance/Time**
What is the unit for electrical resistance?	**Ohms**
What type of wave is light?	**Transverse**
Which two ends of a magnet attract?	**North pole and south pole**
What is the term for the force that attracts objects towards Earth?	**Gravity**
What is the unit for energy?	**Joules**
What is the unit for electric current?	**Amps**
What is the process by which light bends?	**Refraction**
What is the unit for power?	**Watts**

Science – Knowledge Checks – Autumn 1

Week Four	
Question	**Answer**
What is the unit and unit symbol of power?	**Watts, W**
How much energy is transferred by 1 watt?	**1 Joule per second**
What does it mean if a material has a high thermal conductivity?	**The higher the thermal conductivity of a material the higher the rate of energy transfer by conduction across the material (It is a good conductor)**
State four ways to insulate a house	**Cavity wall insulation, double glazing, Loft Insulation, draft excluders**
How can you reduce the amount of energy dissipated by a device?	**Lubricate to reduce friction or insulate to reduce thermal energy transfer**
What is efficiency?	**A measure of how much energy is transferred by a device into a useful energy store.**
Why does efficiency have no unit?	**Efficiency is expressed as a decimal or a percentage**
What is the source of most of our naturally occurring energy resources?	**The sun**
Name the three fossil fuels	**Coal, oil and gas**
What type of energy store do fuels have?	**Chemical energy store**

Week Five	
Question	**Answer**
What is the name of the process by which plants make their own food?	**Photosynthesis**
What is the name of the molecule that carries genetic information?	**DNA**
What part of the plant is responsible for reproduction?	**Flower**
Which organ system is responsible for transporting blood around the body?	**Circulatory**
What is the term for an organism that eats plants?	**Herbivore**
Which part of the plant transports water and minerals from the roots to the leaves?	**Xylem**
What type of cell has a long tail to help it swim towards an egg?	**Sperm cell**
What is the term for a species that is no longer alive?	**Extinct**
What structure in the plant prevents water loss from the leaf?	**Waxy cuticle**
What is the term for the movement of water across a semi-permeable membrane?	**Osmosis**

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 does the term "mean" refer to in mathematics?	**The mathematical average**
What is the middle value in an ordered data set called?	**Median**
What is the most common value in a data set called?	**Mode**
What does percentage mean?	**Per one hundred**
What does the letter "D" stand for in DESCUS?	**Data**
What is a number written using powers of 10 called?	**Standard form**
Which variable is the one that you measure in an investigation?	**Dependent variable**
Which variable is deliberately changed in an investigation?	**Independent variable**
Which variable is kept the same in an investigation?	**Control variable**
What type of data can take any value, such as height?	**Continuous data**

Week Five	
Question	**Answer**
What type of data can only take certain fixed values, such as eye colour?	**Discrete data**
What is the first step when calculating the mean?	**Add the numbers together**
What should you do before finding the median of a data set?	**Sort the data from smallest to largest**
What should you divide a percentage by to convert it to a decimal?	**100**
What does the letter "E" stand for in DESCUS?	**Equation**
What does the letter "U" stand for in DESCUS?	**Units**
What are significant figures used for?	**Rounding values**
What base number are powers used with in standard form?	**10**
In standard form, what range must the first number (A) be between?	**$1 \leq A < 10$**
When converting a percentage to a quantity, what do you do after converting it to a decimal?	**Multiply by the number in question**

Week Six	
Question	**Answer**
What is wellbeing?	**The state of being comfortable, healthy and happy**
What is a balanced diet?	**Eating the correct nutrients in the correct quantities**
What are factors that make a disease more likely to happen called?	**Risk factors**
What disease is caused by the narrowing of the coronary arteries due to fatty deposits?	**Coronary heart disease (CHD)**
Which addictive chemical is found in cigarettes and vapes?	**Nicotine**
What type of substance is alcohol?	**A depressant**
What is a microorganism that causes disease called?	**A pathogen**
What are the four types of pathogen?	**Bacteria, viruses, fungi and protists**
What disease can be spread from one person to another?	**A communicable disease**
Who developed the first vaccine?	**Edward Jenner**

Science – Knowledge Checks – Spring 1

Week One	
Question	**Answer**
What can happen if excess calories are consumed?	**They can be stored as fat**
What condition can result from excess body fat?	**Obesity**
What chemical in cigarettes paralyses the cilia in the trachea?	**Tar**
What disease is caused by permanent scarring of the liver?	**Liver cirrhosis**
What causes damage to DNA and can lead to cancer?	**Mutagens**
What type of tumour can spread throughout the body?	**Malignant tumour**
What type of tumour is contained within a membrane and cannot spread?	**Benign tumour**
What system does the UK use for organ donation?	**Opt-out system**
What do white blood cells detect on foreign cells?	**Antigens**
What do vaccines contain?	**Dead or weakened versions of pathogens**

Week Two	
Question	**Answer**
What disease is caused by bacteria and is linked to poor food hygiene?	**Salmonella**
What disease is caused by a virus and produces a red rash and fever?	**Measles**
What type of pathogen causes malaria?	**Protist**
What do bacteria produce that damages cells and makes us feel sick?	**Toxins**
What do viruses use to reproduce?	**Host cells**
What substance produced by the stomach kills bacteria?	**Hydrochloric acid**
What do tears contain that helps kill pathogens?	**Antiseptic chemicals**
What cells in the blood produce antibodies?	**White blood cells**
What blood component helps form scabs?	**Platelets**
Which scientist showed that hand washing could reduce the spread of disease in hospitals?	**Ignaz Semmelweis**

Week Three	
Question	**Answer**
What does a subscript in a chemical formula tell you?	**The number of atoms of an element**
What ending is used when naming a compound made from a metal and a non-metal?	**-ide**
What does the prefix "di" mean in a chemical name?	**2**
In a word equation, what comes before the arrow?	**Reactants**
What law states that mass cannot be created or destroyed?	**Conservation of mass**
What type of system prevents reactants and products from escaping?	**Closed system**
What three things are needed for a fire to continue burning?	**Fuel, oxygen and heat**
What colour does limewater turn when carbon dioxide is present?	**Cloudy white**
What colour does anhydrous copper sulphate turn if water is present?	**Blue**
What gas is produced when a metal reacts with an acid?	**Hydrogen**

Science – Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
What is thermal decomposition?	**The breaking down of a compound due to heat**
What is produced when a metal carbonate thermally decomposes?	**Metal oxide and carbon dioxide**
What is a displacement reaction?	**A reaction where a more reactive element takes the place of a less reactive element in a compound**
What is an ore?	**A compound of a metal found naturally in the Earth's crust**
What is oxidation?	**The gain of oxygen**
What is reduction?	**The loss of oxygen**
What process is used to extract metals that are more reactive than carbon?	**Electrolysis**
What does the word "molten" mean?	**Melted**
What is the positive electrode in electrolysis called?	**Anode**
What is the negative electrode in electrolysis called?	**Cathode**

Week Five	
Question	**Answer**
What does the pH scale measure?	**How acidic or alkaline a substance is**
What pH value is neutral?	**7**
What colour does litmus paper turn in an acid?	**Red**
What colour does litmus paper turn in an alkali?	**Blue**
What is the reaction between an acid and an alkali called?	**Neutralisation**
What are the products of neutralisation?	**Salt and water**
What type of salt does hydrochloric acid produce?	**Chloride salt**
What type of salt does nitric acid produce?	**Nitrate salt**
What type of salt does sulphuric acid produce?	**Sulphate salt**
In electrolysis, which electrode produces the metal?	**Cathode**

Geography – Knowledge Checks – Autumn 1

Week One	
Question	**Answer**
What is a natural hazard?	**A natural event that threatens people or property.**
What is a tectonic hazard?	**A hazard caused by movement of the Earth's crust.**
What is an earthquake?	**A sudden movement in the Earth's crust.**
What is a volcanic eruption?	**The release of lava, ash and gases from a volcano.**
Give one example of a tectonic hazard.	**Earthquake.**
What does hazard risk mean?	**The chance of a hazard occurring.**

Week Two	
Question	**Answer**
What does magnitude measure?	**The strength of a hazard.**
What does frequency mean?	**How often a hazard happens.**
How can population density increase risk?	**More people are exposed to hazards.**
What does LIC stand for?	**Low Income Country.**
Why can HICs cope better with hazards?	**They have more resources and technology.**
Give one way hazards can be managed.	**Prediction.**

Week Three	
Question	**Answer**
What is the outer layer of the Earth called?	**The crust.**
Which layer is made of semi-molten rock?	**The mantle.**
What is the outer core made from?	**Liquid iron and nickel.**
What is the inner core made from?	**Solid iron and nickel.**
Which layer is the thickest?	**The mantle.**
Where are temperatures highest?	**The inner core.**

Geography – Knowledge Checks – Autumn 1

Week Four	
Question	**Answer**
Which crust carries the oceans?	**Oceanic crust.**
Which crust is thicker?	**Continental crust.**
Which crust is denser?	**Oceanic crust.**
What is a plate margin?	**The boundary between two tectonic plates.**
What happens at a constructive plate margin?	**Plates move apart.**
What is created at constructive margins?	**New crust.**

Week Five	
Question	**Answer**
What type of volcano forms at constructive margins?	**Shield volcano.**
What type of volcano forms at destructive margins?	**Composite volcano.**
What is magma?	**Molten rock below the surface.**
What is lava?	**Magma that reaches the surface.**
What is a pyroclastic flow?	**A fast-moving cloud of hot ash and gas.**
Why are composite eruptions often violent?	**Magma is thick and sticky.**

Week Six	
Question	**Answer**
What causes tectonic plates to move?	**Convection currents in the mantle.**
What is subduction?	**One plate sinking beneath another.**
Why do volcanoes form at plate margins?	**Magma can rise through weaknesses in the crust.**
What is the Ring of Fire?	**A belt of volcanoes around the Pacific Ocean.**
What hazard can be caused by an undersea earthquake?	**A tsunami.**
Which plate margin often causes powerful earthquakes?	**Destructive plate margins.**

Geography – Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
How many countries are in Africa?	**54.**
Is Africa a country?	**No.**
What is Africa?	**A continent.**
Name one African biome.	**Savanna.**
Name another African biome.	**Rainforest.**
Why should we avoid generalisations about Africa?	**Countries are diverse.**

Week Two	
Question	**Answer**
What is colonialism?	**Control of one country by another.**
Which continent controlled much of Africa in the 1800s?	**Europe.**
Why did empires want African resources?	**To create wealth.**
When did many African countries gain independence?	**1940-1980.**
What is a natural resource?	**A useful material from nature.**
Give one African natural resource.	**Oil.**

Week Three	
Question	**Answer**
What is desertification?	**Land becoming desert.**
Which region is badly affected by desertification?	**The Sahel.**
What human activity causes climate change?	**Burning fossil fuels.**
Which biome is expanding in some areas?	**Desert.**
What type of tree is planted to reduce desertification?	**Acacia.**
What is the Great Green Wall?	**A tree-planting project across Africa.**

Geography – Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
What is globalisation?	**Increasing connections between countries.**
What is primary industry?	**Extracting raw materials.**
What is secondary industry?	**Manufacturing products.**
What is tertiary industry?	**Providing services.**
What is quaternary industry?	**Research and development.**
Which canal links Europe and Asia?	**The Suez Canal.**

Week Five	
Question	**Answer**
Which type of industry dominates Somalia?	**Primary industry.**
What activity provides income for many Somalis?	**Fishing.**
Why can fishing income be unreliable?	**Climate affects catches.**
What is piracy?	**Attacking ships at sea.**
How can piracy affect prices?	**Prices can increase.**
Why are shipping routes important?	**They move goods around the world.**

Week Six	
Question	**Answer**
At what boundary did the African Rift Valley form?	**Constructive boundary.**
What is a rift valley?	**A long depression in the Earth's crust.**
How could the Rift Valley improve trade?	**Creates new transport routes.**
Which volcano erupted in the DRC?	**Mount Nyiragongo.**
How many homes were destroyed in the eruption?	**1,000.**
Name one long-term response.	**A new warning system.**

Geography – Knowledge Checks –Spring 1

Week One	
Question	**Answer**
What is conflict?	**A serious disagreement or struggle.**
What is a civil war?	**A conflict within a country.**
Name one cause of conflict in Sudan.	**Competition for resources.**
Which resource caused tension in Sudan and South Sudan?	**Oil.**
How can colonialism contribute to conflict?	**It created political divisions.**
How can conflict affect development?	**It slows economic growth.**

Week Two	
Question	**Answer**
What is migration?	**Movement of people.**
What is a refugee?	**Someone forced to leave their country.**
What is an asylum seeker?	**Someone seeking protection in another country.**
Give one reason people migrate.	**Conflict.**
What is a push factor?	**A reason to leave a place.**
What is an internally displaced person?	**Someone displaced within their own country.**

Week Three	
Question	**Answer**
What is development?	**Improvement in quality of life.**
What does GDP measure?	**A country's economic output.**
What does literacy rate measure?	**Ability to read and write.**
Why is education important for development?	**It improves opportunities.**
What is sustainable development?	**Development that meets present and future needs.**
Name one indicator of development.	**Life expectancy.**

Geography – Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
How many visitors does Kenya receive each year?	**About 2 million.**
How does tourism benefit Kenya?	**Creates jobs and income.**
What is ecotourism?	**Tourism that protects the environment.**
Why do some tourism profits leave Kenya?	**Foreign companies own businesses.**
How can tourism increase pressure on resources?	**It uses food and water.**
Give one positive impact of tourism.	**Economic growth.**

Week Five	
Question	**Answer**
What is sustainable tourism?	**Tourism with limited environmental impact.**
Why should local businesses be used?	**More money stays in the area.**
How can tourism help conservation?	**It funds wildlife protection.**
What is a national park?	**A protected natural area.**
Why might visitor numbers be limited?	**To reduce environmental damage.**
Name a famous Kenyan wildlife reserve.	**Maasai Mara.**

Week Six	
Question	**Answer**
Which canal is vital for global trade?	**The Suez Canal.**
Which African region is vulnerable to desertification?	**The Sahel.**
Which volcano erupted in the DRC?	**Mount Nyiragongo.**
What environmental issue threatens farming in Africa?	**Climate change.**
What type of boundary formed the Rift Valley?	**Constructive boundary.**
What is the aim of sustainable development?	**To balance people, economy and environment.**

History – Knowledge Checks – Autumn 1

Week One	
Question	**Answer**
Which countries were in the Triple Alliance?	**Germany, Austria-Hungary and Italy.**
Which countries were in the Triple Entente?	**Britain, France and Russia.**
Which continent was divided between European powers during the 19th century?	**Africa.**
What type of ship was built by the British and Germans at the beginning of the 20th century?	**Dreadnought battleships.**
Who was assassinated in Sarajevo in 1914?	**Archduke Franz Ferdinand.**
What was a trench?	**A long, deep ditch used for protection in warfare.**
Which religion were the Plotters in the Gunpowder Plot?	**Catholic.**
Why was there a Civil War in England between 1642 and 1649?	**A struggle for power between Charles I and Parliament.**
What is an interpretation?	**A view or opinion about the past.**
What is the definition of a source?	**Evidence from the past.**

Week Two	
Question	**Answer**
How many rounds could a machine gun fire during World War I?	**Up to 600 rounds per minute.**
What was placed on the floor of a trench to keep soldiers out of the mud?	**Duckboards.**
What condition was caused by standing in water/mud for long periods of time?	**Trench foot.**
How far could artillery fire?	**Up to 15 km (9 miles).**
What disease was spread by lice that prevented soldiers from fighting?	**Trench fever.**
What % of injuries was caused by shrapnel?	**About 70%.**
What was the name of the army established by Oliver Cromwell?	**The New Model Army.**
When was Charles I executed?	**1649.**
What tactic did William use during the Battle of Hastings?	**The feigned retreat.**
How many Motte and Bailey castles did William build during his reign?	**Around 500.**

Week Three	
Question	**Answer**
When was the Battle of the Somme?	**1 July to 18 November 1916.**
What evidence is there that Haig deserves to be called the "Butcher of the Somme"?	**Over 420,000 British casualties were suffered.**
What evidence is there that Haig doesn't deserve to be called the "Butcher of the Somme"?	**The Somme weakened the German army and helped the Allies win the war.**
What condition was caused by standing in water/mud for long periods of time?	**Trench foot.**
What was placed on the floor of a trench to keep soldiers out of the mud?	**Duckboards.**
Why did only 6,000 soldiers die from gas attacks during World War I?	**Gas masks reduced the effectiveness of gas.**
What title did Oliver Cromwell take following Charles I's execution?	**Lord Protector.**
What evidence is there that Cromwell should be labelled a villain?	**Harsh treatment of Ireland, especially at Drogheda.**
Under the Feudal System what did a baron have to give in exchange for land?	**Loyalty and soldiers for the king.**

History – Knowledge Checks –Autumn 1

Week Four	
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Under the Feudal System what did a baron have to give in exchange for land?	**Loyalty and military service.**
Put these events into chronological order: Battle of Hastings, Peasants' Revolt, Battle of Bosworth, Spanish Armada, Signing of the Magna Carta, Murder of Thomas Becket.	**Battle of Hastings (1066), Murder of Thomas Becket (1170), Magna Carta (1215), Peasants' Revolt (1381), Battle of Bosworth (1485), Spanish Armada (1588).**

History – Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
What did Article 231 of the Treaty of Versailles say?	**Germany had to accept blame for causing World War I.**
Under the Treaty of Versailles how much in reparations was Germany made to pay?	**£6.6 billion.**
How many cars were there in America by 1929?	**Around 26 million.**
How many members of the Ku Klux Klan (KKK) were there by 1926?	**Around 5 million.**
Which continent was divided between European powers during the 19th century?	**Africa.**
What type of ship was built by the British and Germans at the beginning of the 20th century?	**Dreadnought battleships.**
Who was assassinated in Sarajevo in 1914?	**Archduke Franz Ferdinand.**
What was a trench?	**A long, deep ditch used for protection in warfare.**
Which religion were the Plotters in the Gunpowder Plot?	**Catholic.**
What is an interpretation?	**A view or opinion about the past.**

Week Two	
Question	**Answer**
How many soldiers were Germany allowed under the Treaty of Versailles?	**100,000.**
What did Article 231 of the Treaty of Versailles say?	**Germany had to accept blame for causing World War I.**
Under the Treaty of Versailles how much in reparations was Germany made to pay?	**£6.6 billion.**
Under the Treaty of Versailles, which bit of land was taken from Germany and given to France?	**Alsace-Lorraine.**
Which countries were in the Triple Alliance?	**Germany, Austria-Hungary and Italy.**
Which countries were in the Triple Entente?	**Britain, France and Russia.**
How many rounds could a machine gun fire during World War I?	**Up to 600 rounds per minute.**
What was placed on the floor of a trench to keep soldiers out of the mud?	**Duckboards.**
What was the name of the army established by Oliver Cromwell?	**The New Model Army.**
What tactic did William use during the Battle of Hastings?	**The feigned retreat.**
What tactic did William, Duke of Normandy use to win the Battle of Hastings?	**Feigned retreat.**

Week Three	
Question	**Answer**
How many soldiers were Germany allowed under the Treaty of Versailles?	**100,000.**
How many members of the Ku Klux Klan (KKK) were there by 1926?	**Around 5 million.**
How much money had Germany borrowed from America during the 1920s?	**Around 25 billion marks.**
Under the Treaty of Versailles how much in REPARATIONS was Germany made to pay?	**£6.6 billion.**
Which countries were in the Triple Alliance?	**Germany, Austria-Hungary and Italy.**
Which countries were in the Triple Entente?	**Britain, France and Russia.**
How many rounds could a machine gun fire during World War I?	**Up to 600 rounds per minute.**
What was placed on the floor of a trench to keep soldiers out of the mud?	**Duckboards.**
When was Charles I executed?	**1649.**
How many Motte and Bailey castles did William build during his reign?	**Around 500.**

History – Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
How many cars were there in America by 1929?	**Around 26 million.**
Under the Treaty of Versailles how much in REPARATIONS was Germany made to pay?	**£6.6 billion.**
When did the Wall Street Crash happen?	**October 1929.**
What happened during the Wall Street Crash?	**Share prices collapsed and many investors lost money.**
What condition was caused from standing in water for too long?	**Trench foot.**
What solutions did people come up with for Trench Foot?	**Dry socks, foot inspections and whale oil.**
How far could artillery fire?	**Up to 15 km (9 miles).**
What disease was spread by lice that prevented soldiers from fighting?	**Trench fever.**
What title did Oliver Cromwell take following Charles I's execution?	**Lord Protector.**

Week Five	
Question	**Answer**
Why was the Wall Street Crash so bad for Germany?	**America recalled its loans, causing businesses to fail and unemployment to rise.**
How many people were unemployed in Germany by 1933?	**Around 6 million.**
Why were many farmers and factory owners worried about Communist support increasing?	**They feared Communists would take their land and businesses.**
When did Hitler become leader of Germany?	**1933.**
What % of injuries was caused by shrapnel?	**About 70%.**
When was the Battle of the Somme?	**1 July to 18 November 1916.**
What evidence is there that Haig deserves to be called the "Butcher of the Somme"?	**Over 420,000 British casualties were suffered.**
What evidence is there that Haig doesn't deserve to be called the "Butcher of the Somme"?	**The Somme weakened Germany and helped the Allies win the war.**
What evidence is there that Cromwell should be labelled a villain?	**His harsh actions in Ireland, especially at Drogheda.**

Week Six	
Question	**Answer**
How much money had Germany borrowed from America during the 1920s?	**Around 25 billion marks.**
When did the Wall Street Crash happen?	**October 1929.**
Why was the Wall Street Crash so bad for Germany?	**America recalled its loans, causing economic collapse.**
Why were many farmers and factory owners worried about Communist support increasing?	**They feared losing their property and businesses.**
Which countries were in the Triple Entente?	**Britain, France and Russia.**
Which continent was divided between European powers during the 19th century?	**Africa.**
What type of ship was built by the British and Germans at the beginning of the 20th century?	**Dreadnought battleships.**
Who was assassinated in Sarajevo in 1914?	**Archduke Franz Ferdinand.**
Which religion were the Plotters in the Gunpowder Plot?	**Catholic.**
What is the definition of a source?	**Evidence from the past.**

History – Knowledge Checks – Spring 1

Week One	
Question	**Answer**
Which Prime Minister is seen as responsible for Appeasement?	**Neville Chamberlain.**
Which conference was seen as securing peace in Europe?	**The Munich Conference (1938).**
Where did Hitler invade that led to Britain declaring war on Germany?	**Poland.**
Under the Treaty of Versailles how much was Germany made to pay in Reparations?	**£6.6 billion.**
What % of the Entire World's Wealth was this?	**About 2%.**
Under the Treaty of Versailles which clause said Germany needed to accept responsibility for starting World War I?	**Article 231 (War Guilt Clause).**
Which countries were in the Triple Alliance?	**Germany, Austria-Hungary and Italy.**
Which countries were in the Triple Entente?	**Britain, France and Russia.**
Which continent was divided between European powers during the 19th century?	**Africa.**
Which religion were the Plotters in the Gunpowder Plot?	**Catholic.**
What is the definition of a source?	**Evidence from the past.**

Week Two	
Question	**Answer**
What does Blitzkrieg mean when translated into English?	**Lightning War.**
Name three countries invaded by Germany after September 1939.	**Denmark, Norway and France.**
When was the Dunkirk Evacuation?	**May to June 1940.**
Under the Treaty of Versailles how large an Army was Germany allowed?	**100,000 soldiers.**
What evidence is there that life in the 1920s improved?	**More people owned cars and consumer goods.**
What evidence is there was life wasn't positive in 1920s America?	**Poverty and discrimination still existed.**
What type of ship was built by the British and Germans at the beginning of the 20th century?	**Dreadnought battleships.**
Who was assassinated in Sarajevo in 1914?	**Archduke Franz Ferdinand.**
What was a Trench?	**A long, deep ditch used for protection in warfare.**
Why was there a Civil War in England?	**A struggle for power between Charles I and Parliament.**
What is the definition of an interpretation?	**A view or opinion about the past.**

Week Three	
Question	**Answer**
How many soldiers were evacuated during the Dunkirk evacuation?	**Around 338,000 soldiers.**
When did the Battle of Britain take place?	**July to October 1940.**
Why was the RAF able to defeat the Luftwaffe during the Battle of Britain?	**Radar and effective fighter planes.**
When was the Wall Street Crash?	**October 1929.**
Following the Wall Street Crash why was there an economic crash in America?	**Banks failed and people stopped spending money.**
What was "Buying on the Margin"?	**Buying goods with borrowed money.**
How many rounds could a machine gun fire during World War I?	**Up to 600 rounds per minute.**
What was placed on the floor of a trench to keep soldiers out of the mud?	**Duckboards.**
What condition was caused by standing in water/mud for long periods of time?	**Trench foot.**
What was the name of the army established by Oliver Cromwell?	**The New Model Army.**
What tactic did William use to win the Battle of Hastings?	**The feigned retreat.**

History – Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
What was the Blitz?	**German bombing of British towns and cities.**
How many people were killed during the Blitz?	**Around 43,000 civilians.**
What was the policy called that tried to keep up people's morale during the Blitz?	**The "Keep Calm and Carry On" campaign.**
Which president oversaw the New Deal?	**Franklin D. Roosevelt.**
What was the purpose of the New Deal?	**To provide relief, recovery and reform.**
What evidence is there that the New Deal was a success?	**Millions of jobs were created through government projects.**
How far could artillery fire?	**Up to 15 km (9 miles).**
What condition was caused by lice?	**Trench fever.**
What % of injuries was caused by shrapnel?	**About 70%.**
When was Charles I executed?	**1649.**
How many Motte and Bailey castles did William build during his reign?	**Around 500.**

Week Five	
Question	**Answer**
What was D-Day?	**The Allied invasion of Nazi-occupied France.**
When did D-Day take place?	**6 June 1944.**
Why was D-Day successful?	**Careful planning, surprise and Allied air and naval support.**
When did Hitler become Chancellor of Germany?	**30 January 1933.**
How many people were unemployed in Germany in 1932?	**Around 6 million.**
What promise did Hitler make which helped them "win" the July 1932 election?	**To provide jobs and restore Germany's greatness.**
When was the Battle of the Somme?	**1 July to 18 November 1916.**
What evidence is there that Haig deserves to be called the "Butcher of the Somme"?	**Over 420,000 British casualties were suffered.**
What evidence is there that Haig doesn't deserve to be called the "Butcher of the Somme"?	**The battle weakened Germany and helped the Allies win the war.**
What title did Oliver Cromwell take following Charles I's execution?	**Lord Protector.**
Under the Feudal System what did a baron have to give in exchange for land?	**Loyalty and military service.**

Week Six	
Question	**Answer**
How many soldiers were evacuated during Dunkirk?	**Around 338,000 soldiers.**
What was the Blitz?	**German bombing of British towns and cities.**
Why was D-Day successful?	**Careful planning, surprise and Allied air and naval support.**
What % of votes did Hitler win in the July 1932 election?	**About 37%.**
How did the SA help Hitler "win" the July 1932 election?	**They intimidated political opponents and voters.**
How did Hitler himself help the Nazis "win" the July 1932 election?	**He gave powerful speeches and travelled widely by aeroplane.**
When was the Battle of the Somme?	**1 July to 18 November 1916.**
What evidence is there that Haig deserves to be called the "Butcher of the Somme"?	**Over 420,000 British casualties were suffered.**
What evidence is there that Haig doesn't deserve to be called the "Butcher of the Somme"?	**The battle weakened Germany and helped the Allies win the war.**
What evidence is there that Cromwell should be labelled a villain?	**His harsh actions in Ireland, particularly at Drogheda.**

RS– Knowledge Checks – Autumn 1

Week One	
Question	**Answer**
What does the word omnipotent mean?	**The word omnipotent means all-powerful.**
What does the word omnibenevolent mean?	**The word omnibenevolent means all-loving.**
What does the word omniscient mean?	**The word omniscient means all-knowing.**
What does the word omnipresent mean?	**The word omnipresent means everywhere.**
What are the three parts of the Trinity?	**Father, Son and Holy Spirit.**
What does the word anthropomorphism mean?	**Anthropomorphism means giving a human form to a non-human being.**

Week Two	
Question	**Answer**
What is the other name for the Teleological Argument?	**The other name for the Teleological Argument is the Design Argument.**
What did William Paley use to prove God's existence? (3 objects/things)	**Paley used a rock, watch and the world to prove that God exists.**
How does a complex world prove God's existence?	**A complex world proves God's existence because it shows it couldn't have happened by accident; it must have been designed by an intelligent creator.**
What were the faults with Paley's argument?	**An almighty, all-powerful (omnipotent) God would have created a perfect creation, not one with faults such as earthquakes.**
What is the Goldilocks Principle?	**The Earth is "just right" – it is in the correct position in relation to the Sun to support life.**
What other items of the human body can be used to support the Teleological Argument?	**DNA, the eye and fingerprints (Newton).**

Week Three	
Question	**Answer**
How does the Cosmological Argument "prove" God's existence?	**The Cosmological Argument says God is the first cause, the unmoved mover.**
Name two qualities of God that the "bad design" of the Earth brings into question.	**Omnipotence (power) and omniscience (knowledge). You could also have omnibenevolence (loving).**
Who devised the Cosmological Argument?	**Thomas Aquinas.**
Why is God's existence necessary according to the Cosmological Argument?	**God needs to exist to cause the first movement that created the world.**
Which scientific argument could support the Cosmological Argument?	**The Big Bang.**
Why might Aquinas be biased when trying to prove God's existence?	**He was a monk, so already believed in God.**

RS– Knowledge Checks – Autumn 1

Week Four	
Question	**Answer**
How long ago does the Big Bang Theory say time began?	**20 billion years ago.**
Explain how the universe formed.	**The explosion came from nothing (matter and antimatter) combining. A huge cloud of dust and gases formed, eventually becoming the universe, our Sun, the planets and Earth.**
How old is human life?	**Human life is as recent as five million years old.**
What evidence is there for this explosion? (2 answers)	**Objects continue moving outwards in space, and background microwave radiation provides evidence of the explosion.**
What do astronomers say about the universe?	**Astronomers say the universe is still expanding.**
What were the earliest signs of life?	**Single-cellular beings.**

Week Five	
Question	**Answer**
Who devised the Evolution Theory?	**Charles Darwin devised the Evolution Theory.**
What is natural selection?	**Natural selection is where nature selects which species survives. If it can't adapt to its surroundings, it becomes extinct.**
How can the Big Bang be used to support the argument for God's existence?	**God created the Big Bang, God is the first cause, and the Big Bang is Day/Yom 1 of creation.**
How did Darwin state that humans evolved?	**Adaptation in order to survive became the key to development. This is called survival of the fittest.**
What does adaptation mean?	**How living things change to suit their environment.**
Does Evolution prove or disprove God's existence?	**Evolution can be used to argue both ways. It may disprove God's existence by contradicting the Biblical creation story, but it can also support belief in God because intelligence was needed for life to adapt and develop.**

RS– Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
Which philosophical argument says that God exists because there must have been a first cause?	**The Cosmological Argument.**
Which philosophical argument says that God exists because the world is so detailed it must have a designer?	**The Teleological Argument.**
What argument goes against the existence of God?	**Evil and Suffering (The Inconsistent Triad).**
What theory shows that the world developed over millions of years?	**Evolution.**
Name three qualities/characteristics of God.	**Omnipotent (all-powerful), Omniscient (all-knowing), Omnibenevolent (all-loving), Omnipresent (everywhere), Transcendent (out of this world), Immanent (present but separate). *(Any three.)***
What does science say began the universe?	**The Big Bang.**

Week Two	
Question	**Answer**
What does the term social injustice mean?	**The term social injustice means a group of people are treated unfairly.**
What is the opposite of social injustice?	**Social justice – when everyone in society is treated with equality.**
What does the word "just" mean?	**Fair.**
Give three examples of social injustice.	**Racism, homelessness, no freedom of speech, slavery, homophobia, unjust government. *(Any three.)***
Give a Christian teaching that could be used against social injustice.	**Examples include: "Do to others as you would have them do to you"; "Love thy neighbour"; "There is neither Jew nor Gentile…"; "Seek justice, encourage the oppressed."**
Name three activists we've studied who fought for social justice.	**Martin Luther King Jr, Mahatma Gandhi, Nelson Mandela.**

Week Three	
Question	**Answer**
Who cannot be harmed according to the Just War Theory?	**Civilians cannot be harmed according to the Just War Theory.**
Who has to control the war for it to be considered just?	**The government has to control the war.**
What does proportional mean?	**Only just enough force can be used.**
What were the wars called that were caused by several Popes wanting the Promised Land?	**The Crusades.**
What is a Holy War?	**War on behalf of God; war to defend your religion.**
Who devised the Just War Theory?	**Thomas Aquinas.**

RS– Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
Why did Dietrich Bonhoeffer decide to assassinate Hitler?	**He considered it the lesser of two evils.**
What is a conscientious objector?	**Someone who listens to their conscience and believes violence is wrong.**
Name a type of Christian who opposes violence.	**A Quaker.**
Complete the quote: "Do not take revenge... If someone strikes you on the right cheek..."	**"...turn to him the other also." (Matthew 5:39)**
Give two reasons to justify going to war.	**Defend your country; fight against injustice; fight to help the oppressed; avoid being invaded. *(Any two.)***
Give two reasons which could be used against justifying war.	**All life is sacred; "Thou shalt not kill"; only God decides when life begins and ends; violence leads to more violence. *(Any two.)***

Week Five	
Question	**Answer**
Name three conditions of the Just War Theory.	**Last resort; controlled by the government; proportionality; civilians not harmed; peace restored; good must outweigh evil. *(Any three.)***
What does extremism mean?	**Holding ideas or beliefs that most people consider unreasonable or unacceptable.**
Which Just War criterion does the use of a nuclear bomb possibly break?	**Proportionality (using only just enough force).**
Complete the quote: "Blessed are the peacemakers..."	**"...for they shall be called children of God." (Matthew 5:9)**
Who taught that hatred could only be driven out by the force of love?	**Martin Luther King Jr.**
What is Utilitarianism?	**The Greater Good – doing an action to bring about the greatest happiness for the greatest number.**

Week Six	
Question	**Answer**
Which country did the USA drop two nuclear bombs on?	**Japan (1945).**
In what year did the Japanese bomb Pearl Harbour?	**1941.**
What does proportionality mean?	**To only use just enough force.**
Who changed his mind about being a pacifist and why?	**Dietrich Bonhoeffer, because he believed assassinating Hitler was the lesser of two evils.**
What is Utilitarianism?	**The Greater Good – doing an action to bring about the greatest happiness for the greatest number.**
Were the nuclear bombs dropped on Japan proportional?	**Some argue yes because they ended the war more quickly and may have saved lives. Others argue no because of the scale of destruction, environmental damage and suffering caused during and after the bombings.**

RS– Knowledge Checks – Spring 1

Week One	
Question	**Answer**
What is the Just War Theory?	**A set of rules originally created by Thomas Aquinas stating that war should only be a last resort, controlled by the government, have a just cause, protect civilians and use proportional force.**
What is the difference between the Cosmological and Teleological Arguments?	**The Cosmological Argument says there must have been a first cause that started everything, whereas the Teleological Argument says there must be an intelligent designer because the world is so well ordered.**
What are the two terms used to be against the use of violence?	**Pacifism (pacifist) and conscientious objector.**
Give a religious reason against war.	**Only God has the right to give and take life. All humanity is made in God's image and war damages God's creation.**
Which of the Ten Commandments would be against war?	**"Thou shalt not kill."**
Name three famous pacifists.	**Martin Luther King, Gandhi and Jesus.**

Week Two	
Question	**Answer**
What does the term "sanctity of life" mean?	**That all life is sacred because it was created by God.**
What does the Bible teach about the sanctity of life?	**Each person is a separate living human being with many rights, especially the right to life.**
When does life begin?	**Most religious people believe life begins at conception. Some believe once the foetus is viable, others once the baby is born at full term.**
How are humans made according to Christianity?	**In the image of God.**
What does the word sacred mean?	**Special; holy.**
What does the term "medical ethics" mean?	**What is morally right and wrong when making decisions about medical practice.**

Week Three	
Question	**Answer**
Give three reasons a woman might need an abortion.	**Rape; age; health issues (e.g. cancer treatment where the foetus would not survive).**
How many weeks can you have an abortion up to in the UK?	**Since 1990, up to 24 weeks (originally 28 weeks when legalised in 1967).**
What does Pro-life mean?	**Being against the killing of human life because all life has a right to live.**
What does Pro-choice mean?	**The view that a woman has the right to decide what happens to her own body.**
Why are some people against abortions?	**They believe life begins at conception and see abortion as murder.**
When was abortion legalised in the UK?	**1967.**

RS– Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
Which type of euthanasia do some people want to legalise in the UK?	**Voluntary euthanasia.**
Give two arguments for legalising euthanasia.	**It is more compassionate to help people die; people should be able to decide what happens to their own life.**
Give two arguments against legalising euthanasia.	**God decides when life begins and ends; life is sacred; any life is better than no life. *(Any two.)***
What is euthanasia?	**"Gentle and easy death" – deliberately ending a person's life to relieve suffering (e.g. from an incurable disease). Assisted suicide.**
What does the term "Quality of Life" mean?	**The standard of health, comfort and happiness experienced by an individual or group.**
What is an alternative to euthanasia?	**Hospice care or refusing treatment that may result in death.**

Week Five	
Question	**Answer**
What are the benefits of animal testing?	**Developing medical cures and ensuring humans are not harmed.**
Why do some people want animal testing banned?	**It is cruel and inhumane; animals cannot consent; humans are not the same as animals.**
Why should people care for animals according to the Bible?	**God gave humans dominion, meaning they should care for animals through stewardship.**
Why are humans more important than animals according to the Bible?	**Humans are made in God's image and given the breath of life. Animals were created as companions.**
What is the difference between Pro-life and Pro-choice?	**Pro-life believes life should always be preserved; Pro-choice believes the individual should decide what happens.**
What does the term "lesser of two evils" mean?	**When both options are undesirable, but one is considered the better outcome. An example is animal testing to save human and animal lives through medical treatments.**

Week Six	
Question	**Answer**
What do some Christians think IVF treatment is?	**Some Christians think IVF treatment is "playing God".**
In what year was the first IVF baby created?	**1977.**
What is the issue with spare embryos from IVF?	**Spare embryos are fertilised eggs (human life) that may be discarded or used for medical testing, which some Christians, especially Catholics, believe is immoral because life begins at conception.**
What is fertility treatment?	**Medical, surgical or assisted reproductive procedures designed to help individuals or couples conceive naturally.**
Why are some people against fertility treatment?	**They believe it is "playing God"; donor sperm or eggs may be viewed as adultery; some believe adoption is God's plan instead.**
What was the first cloned animal and what was it called?	**Dolly the Sheep.**

French– Knowledge Checks – Autumn 1

Week One	
Question	**Answer**
What does *J'aime* mean?	**I like.**
What does *Je déteste* mean?	**I hate.**
How do you say *sport* in French?	**Le sport.**
How do you say *food* in French?	**La nourriture.**
Which phrase means "I really don't like"?	**Je n'aime pas du tout.**
What is the difference between *J'aime* and *J'adore*?	**I like / I love.**
Translate: *J'adore la musique.*	**I love music.**
Translate: *Je n'aime pas le rugby.*	**I don't like rugby.**
Which opinion would show the strongest positive feeling?	**J'adore.**
Translate into French: "I hate films."	**Je déteste les films.**

Week Two	
Question	**Answer**
What does *faire du sport* mean?	**To do sport.**
What does *étudier* mean?	**To study.**
What does *jouer aux échecs* mean?	**To play chess.**
What does *écouter de la musique* mean?	**To listen to music.**
What does *regarder les films* mean?	**To watch films.**
Which French infinitive means "to play"?	**Jouer.**
Translate: *J'aime écouter de la musique.*	**I like listening to music.**
Translate: *Je déteste étudier.*	**I hate studying.**
Why does *écouter* contain an accent?	**To show the correct pronunciation.**
Translate into French: "I really don't like playing chess."	**Je n'aime pas du tout jouer aux échecs.**

Week Three	
Question	**Answer**
How do you say "Every Monday"?	**Tous les lundis.**
How do you say "After school"?	**Après le collège.**
What does *je joue au foot* mean?	**I play football.**
What does *je chante dans une chorale* mean?	**I sing in a choir.**
What does *car* mean?	**Because.**
What does *à mon avis* mean?	**In my opinion.**
What adjective means "interesting"?	**Intéressant.**
Complete: *Je joue au rugby ___ c'est amusant.*	**Parce que.**
Translate: *À mon avis, le badminton est chouette.*	**In my opinion, badminton is great.**
Translate into French: "After school I play football because it is fun."	**Après le collège, je joue au foot parce que c'est amusant.**

French– Knowledge Checks – Autumn 1

Week Four	
Question	**Answer**
What does *J'ai 13 ans* mean?	**I am 13 years old.**
How do you say "He is 14 years old"?	**Il a 14 ans.**
What is the French word for brown eyes?	**Les yeux marron.**
What is the French word for blue eyes?	**Les yeux bleus.**
What does *les cheveux longs* mean?	**Long hair.**
What does *frisés* mean?	**Curly.**
Translate: *J'ai les yeux verts.*	**I have green eyes.**
Translate: *Il a les cheveux courts.*	**He has short hair.**
Why is *bleus* plural in *les yeux bleus*?	**Because eyes are plural.**
Translate into French: "I have blue eyes and long hair."	**J'ai les yeux bleus et les cheveux long**

Week Five	
Question	**Answer**
What does *je m'entends bien avec* mean?	**I get on well with.**
What does *je me dispute avec* mean?	**I argue with.**
What does *souvent* mean?	**Often.**
What does *de temps en temps* mean?	**From time to time.**
What does *tous les jours* mean?	**Every day.**
What does *je m'amuse avec* mean?	**I have fun with.**
Translate: *Je m'entends bien avec mes amis.*	**I get on well with my friends.**
Translate: *Je me dispute avec mon frère de temps en temps.*	**I argue with my brother from time to time.**
Which phrase gives a negative opinion about a relationship?	**Je me dispute avec.**
Translate into French: "I often get on well with my friends."	**Je m'entends souvent bien avec mes amis.**

Week Six	
Question	**Answer**
What does *J'ai ouvert mes cadeaux* mean?	**I opened my presents.**
What does *J'ai dansé* mean?	**I danced.**
What does *J'ai mangé du gâteau* mean?	**I ate cake.**
What does *J'ai invité mes amis* mean?	**I invited my friends.**
What does *On a chanté karaoké* mean?	**We sang karaoke.**
What does *On a beaucoup mangé* mean?	**We ate a lot.**
Which tense is used in *J'ai dansé*?	**The perfect tense.**
What is the auxiliary verb in *J'ai invité mes amis*?	**Ai (from avoir).**
Translate: *J'ai ouvert mes cadeaux et j'ai dansé.*	**I opened my presents and I danced.**
Translate into French: "I celebrated my birthday with my friends because it was fun."	**J'ai fêté mon anniversaire avec mes amis parce que c'était amusant.**

French– Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
What does *pour gagner de l'argent* mean?	**To earn money.**
What does *je dois* mean?	**I must / I have to.**
What does *je peux* mean?	**I can.**
How do you say "feed the animals"?	**Nourrir les animaux.**
How do you say "I buy"?	**J'achète.**
Translate: *J'achète des vêtements.*	**I buy clothes.**
Which phrase means "I save money to buy"?	**Je fais des économies pour acheter.**
Which is correct: *je dois travailler* or *je suis travailler*?	**Je dois travailler.**
Translate: "With my money, I buy concert tickets."	**Avec mon argent, j'achète des billets de concert.**
Complete: *Je fais des économies ___ acheter un abonnement Netflix.*	**Pour.**

Week Two	
Question	**Answer**
What does *à l'avenir* mean?	**In the future.**
What does *je voudrais être* mean?	**I would like to be.**
What does *je ne voudrais pas être* mean?	**I would not like to be.**
How do you say "teacher"?	**Professeur.**
How do you say "doctor"?	**Médecin.**
Translate: *Je veux être journaliste.*	**I want to be a journalist.**
Which verb must follow *je voudrais* - an infinitive or a conjugated verb?	**An infinitive.**
Which is correct: *je voudrais être médecin* or *je voudrais suis médecin*?	**Je voudrais être médecin.**
Translate: "In the future I would like to be an engineer."	**À l'avenir, je voudrais être ingénieur.**
Why is *être* used after *je voudrais*?	**Because *vouloir* is followed by an infinitive.**

Week Three	
Question	Answer
What does *créatif* mean?	**Creative.**
What does *dangereux* mean?	**Dangerous.**
What does *utile* mean?	**Useful.**
What does *passionnant* mean?	**Exciting.**
What does *car c'est* mean?	**Because it is.**
What does *car selon ma mère, c'est...* mean?	**Because according to my mum, it is...**
Translate: *Je voudrais être cuisinier car c'est intéressant.*	**I would like to be a chef because it is interesting.**
Which connective is more formal: *car* or *et*?	**Car.**
Translate: "I don't want to be a police officer because it is dangerous."	**Je ne veux pas être agent de police car c'est dangereux.**
Explain the negative in: *Je ne veux pas être médecin.*	**Ne...pas surrounds the verb *veux*.**

French– Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
What does *j'habiterai* mean?	**I will live.**
What does *je travaillerai* mean?	**I will work.**
What does *j'achèterai* mean?	**I will buy.**
What does *j'aurai* mean?	**I will have.**
What does *j'irai* mean?	**I will go.**
Translate: *J'habiterai en Afrique.*	**I will live in Africa.**
Which future verb comes from *avoir*: *j'aurai* or *je serai*?	**J'aurai.**
Which is correct: *j'aurai cinq enfants* or *je serai cinq enfants*?	**J'aurai cinq enfants.**
Translate: "I will buy a beautiful house."	**J'achèterai une belle maison.**
What future tense ending can you see in *j'habiterai* and *je travaillerai*?	**-ai**

Week Five	
Question	**Answer**
What does *je serai* mean?	**I will be.**
What does *j'aiderai les autres* mean?	**I will help others.**
What does *je ferai du travail bénévole* mean?	**I will do voluntary work.**
What does *heureux* mean?	**Happy.**
What does *marié* mean?	**Married.**
Translate: *Je serai célèbre.*	**I will be famous.**
Which future verb comes from *être*: *je serai* or *j'aurai*?	**Je serai.**
Which is correct: *je serai heureux* or *j'aurai heureux*?	**Je serai heureux.**
Translate: "I will be happy because I will help others."	**Je serai heureux parce que j'aiderai les autres.**
Why is *heureuse* sometimes used instead of *heureux*?	**To agree with a feminine subject.**

Week Six	
Question	**Answer**
What does *on habitera* mean?	**We will live.**
What does *on mangera* mean?	**We will eat.**
What does *on travaillera* mean?	**We will work.**
What does *on aura* mean?	**We will have.**
What does *on sera* mean?	**We will be.**
Translate: *On aura des voitures sans conducteur.*	**We will have driverless cars.**
Translate: *On travaillera avec des robots.*	**We will work with robots.**
Which is more common in spoken French: *on* or *nous*?	**On.**
Translate: "In the future we will eat insects and less processed food."	**À l'avenir, on mangera des insectes et moins de nourriture industrielle.**
Explain the difference between *on sera plus riche* and *on aura plus d'argent.*	**One uses *to be* (richer); the other uses *to have* (more money).**

French– Knowledge Checks – Spring 1

Week One	
Question	**Answer**
What does *J'adore* mean?	**I love.**
What does *Je préfère* mean?	**I prefer.**
How do you say *rock music* in French?	**Le rock.**
How do you say *classical music* in French?	**La musique classique.**
Translate: *J'écoute souvent le rap.*	**I often listen to rap.**
What does *Je n'aime pas du tout* mean?	**I don't like at all.**
Which opinion is more positive: *J'aime* or *J'adore*?	**J'adore.**
In *J'écoute le reggae*, what does *j'écoute* mean?	**I listen to.**
Translate: "I prefer jazz to rap."	**Je préfère le jazz au rap.**
Write a sentence saying you love a genre of music.	**E.g. J'adore le rock.**

Week Two	
Question	**Answer**
What does *la chanson* mean?	**The song.**
What does *le rythme* mean?	**The rhythm.**
What does *la mélodie* mean?	**The melody.**
What does *les paroles* mean?	**The lyrics.**
Translate: *J'aime les paroles.*	**I like the lyrics.**
What does *car* mean?	**Because.**
Which phrase means "I think that it is"?	**Je pense que c'est.**
Which phrase means "In my opinion"?	**À mon avis c'est.**
Complete: *J'aime cette chanson _____ la mélodie est intéressante.*	**Car.**
Translate: "I like the song because the lyrics are interesting."	**J'aime la chanson car les paroles sont intéressantes.**

Week Three	
Question	**Answer**
What does *vraiment* mean?	**Really.**
What does *très* mean?	**Very.**
What does *assez* mean?	**Quite.**
What does *émouvant* mean?	**Moving.**
What does *inspirant* mean?	**Inspiring.**
What does *ennuyeux* mean?	**Boring.**
Which qualifier is strongest: *assez* or *très*?	**Très.**
What is the feminine form of *intéressant*?	**Intéressante.**
Translate: *Je trouve cette musique vraiment inspirante.*	**I find this music really inspiring.**
Translate: "In my opinion, rap is quite interesting."	**À mon avis, le rap est assez intéressant.**

French– Knowledge Checks – Spring 1

Week Four	
Question	Answer
What does *Quand j'étais petit(e)* mean?	**When I was little.**
What does *j'étais* mean?	**I was.**
What does *timide* mean?	**Shy.**
What does *sage* mean?	**Well-behaved.**
Translate: *J'étais sympa.*	**I was nice.**
What does *j'avais les cheveux bouclés* mean?	**I had curly hair.**
Which verb is used for age and appearance in the past: *avoir* or *être*?	**Avoir.**
Which is correct: *j'étais les cheveux blonds* or *j'avais les cheveux blonds*?	**J'avais les cheveux blonds.**
Translate: "When I was little, I had black hair."	**Quand j'étais petit(e), j'avais les cheveux noirs.**
Write a sentence describing what you were like when younger.	**E.g. Quand j'étais petit, j'étais timide.**

Week Five	
Question	**Answer**
What does *j'écoutais* mean?	**I used to listen to.**
What does *j'adorais* mean?	**I used to love.**
What does *j'aimais* mean?	**I used to like.**
What does *je détestais* mean?	**I used to hate.**
What does *je mangeais trop de bonbons* mean?	**I used to eat too many sweets.**
What does *j'aimais les Lego* mean?	**I used to like Lego.**
Which phrase refers to a past habit: *j'adore* or *j'adorais*?	**J'adorais.**
Why does *j'aimais* end in *-ais*?	**It is in the imperfect tense.**
Translate: *Quand j'étais petit, j'aimais le reggae.*	**When I was little, I used to like reggae.**
Translate: "When I was younger, I used to listen to rap and rock."	**Quand j'étais petit(e), j'écoutais le rap et le rock.**

Week Six	
Question	Answer
What does *le week-end dernier* mean?	**Last weekend.**
What does *j'ai adoré* mean?	**I loved.**
What does *ça m'a intéressé* mean?	**It interested me.**
What does *ça m'a ennuyé* mean?	**It bored me.**
Translate: *J'ai chanté mes chansons préférées.*	**I sang my favourite songs.**
What does *j'ai rencontré de nouvelles personnes* mean?	**I met new people.**
Which tense is used in *j'ai adoré*?	**The perfect tense.**
Which auxiliary verb appears in most concert phrases?	**Avoir.**
Translate: *J'ai passé un super moment loin de la maison.*	**I had a great time away from home.**
Translate: "Last weekend I loved the concert because the music was inspiring."	**Le week-end dernier, j'ai adoré le concert parce que la musique était inspirante.**

Spanish – Knowledge Checks – Autumn 1

Week One	
Question	**Answer**
What does *Después del insti* mean?	**After school.**
What does *Los fines de semana* mean?	**At weekends.**
What does *Por la mañana* mean?	**In the morning.**
What does *bailo Zumba* mean?	**I dance Zumba.**
What does *leo libros* mean?	**I read books.**
Translate: *Juego en mi consola.*	**I play on my games console.**
Translate: *Navego por Internet.*	**I surf the internet.**
Which phrase means "every day": *Todos los días* or *Todo el tiempo*?	**Todos los días.**
Translate: "In the afternoon I prepare dinner."	**Por la tarde preparo la cena.**
Translate into Spanish: "After school I read books and write songs."	**Después del insti leo libros y escribo canciones.**

Week Two	
Question	**Answer**
What does *Me gustan* mean?	**I like.**
What does *Me encantan* mean?	**I love.**
What does *Odio* mean?	**I hate.**
How do you say "a comedy"?	**Una comedia.**
How do you say "a sci-fi film"?	**Una película de ciencia ficción.**
Translate: *Me gustan las comedias.*	**I like comedies.**
Translate: *Odio las películas de terror.*	**I hate horror films.**
Which is correct: *Me gusta las comedias* or *Me gustan las comedias*?	**Me gustan las comedias.**
Why is *gustan* used in *Me gustan las películas de acción*?	**Because the noun is plural.**
Translate into Spanish: "I love fantasy films."	**Me encantan las películas de fantasía.**

Week Three	
Question	**Answer**
What does *Voy a ver* mean?	**I am going to watch.**
What does *Vamos a ver* mean?	**We are going to watch.**
What does *Hoy* mean?	**Today.**
What does *El fin de semana* mean?	**At the weekend.**
How do you say "an adventure film"?	**Una película de aventuras.**
Translate: *Hoy voy a ver una película de acción.*	**Today I am going to watch an action film.**
Translate: *Vamos a ver una película de animación.*	**We are going to watch an animated film.**
Which verb follows *voy a*?	**An infinitive.**
Which is correct: *Voy a ver* or *Voy ver*?	**Voy a ver.**
Translate into Spanish: "After school I am going to watch a superhero film."	**Después del insti voy a ver una película de superhéroes.**

Spanish – Knowledge Checks – Autumn 1

Week Four	
Question	**Answer**
What does *Mi película favorita es...* mean?	**My favourite film is...**
What does *Mi actor favorito es...* mean?	**My favourite actor is...**
What does *Mi actriz favorita es...* mean?	**My favourite actress is...**
What does *En mi opinión* mean?	**In my opinion.**
What does *Creo que* mean?	**I think that.**
Translate: *Mi película favorita es una comedia.*	**My favourite film is a comedy.**
Translate: *Creo que es interesante.*	**I think that it is interesting.**
Which phrase introduces a personal opinion: *En mi opinión* or *Voy a ver*?	**En mi opinión.**
Complete: *Creo que la película es _____.*	**interesante / divertida / fantástica etc.**
Translate into Spanish: "In my opinion, horror films are boring."	**En mi opinión, las películas de terror son aburridas.**

Week Five	
Question	**Answer**
What does *Siempre* mean?	**Always.**
What does *A veces* mean?	**Sometimes.**
What does *Todo el tiempo* mean?	**All the time.**
What does *Veo un partido de fútbol* mean?	**I watch a football match.**
What does *Saco fotos* mean?	**I take photos.**
Translate: *Los lunes leo libros.*	**On Mondays I read books.**
Translate: *A veces veo películas de ciencia ficción.*	**Sometimes I watch sci-fi films.**
Which comes first in Spanish: the time phrase or the activity?	**The time phrase.**
Correct the mistake: *Leo libros los lunes.*	**Los lunes leo libros.**
Translate into Spanish: "At weekends I watch films because I like them."	**Los fines de semana veo películas porque me gustan.**

Week Six	
Question	**Answer**
What does *Me encantan las películas de fantasía* mean?	**I love fantasy films.**
What does *Voy a ver una película de aventuras* mean?	**I am going to watch an adventure film.**
What does *Creo que es fantástica* mean?	**I think that it is fantastic.**
What does *En mi opinión* mean?	**In my opinion.**
Which opinion is strongest: *me gustan* or *me encantan*?	**Me encantan.**
Which phrase refers to the future: *voy a ver* or *veo*?	**Voy a ver.**
Translate: *Después del insti voy a ver una comedia.*	**After school I am going to watch a comedy.**
Explain why *gustan* is used in *Me gustan las películas de acción.*	**Because the subject is plural.**
Translate: "I think that action films are exciting."	**Creo que las películas de acción son emocionantes.**
Write a Spanish sentence including a time phrase, a film genre, an opinion and a reason.	**E.g. *Los fines de semana veo películas de fantasía porque son interesantes.***

Spanish – Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
What does *camarero/a* mean?	**Waiter/waitress.**
What does *cocinero/a* mean?	**Cook.**
What does *jardinero/a* mean?	**Gardener.**
What does *recepcionista* mean?	**Receptionist.**
What does *Soy recepcionista* mean?	**I am a receptionist.**
Translate: *Soy cocinero.*	**I am a cook.**
Which verb means "I am": *soy* or *tengo*?	**Soy.**
Which is correct: *Soy jardinero* or *Estoy jardinero*?	**Soy jardinero.**
How would you answer *¿En qué consiste tu trabajo?* if you were a waiter?	**Sirvo la comida en el restaurante.**
Translate into Spanish: "I am a cleaner."	**Soy limpiador(a).**

Week Two	
Question	Answer
What does *contestar al teléfono* mean?	**To answer the phone.**
What does *ayudar a los clientes* mean?	**To help customers.**
What does *limpiar habitaciones* mean?	**To clean rooms.**
What does *preparar la comida* mean?	**To prepare food.**
What does *servir la comida* mean?	**To serve food.**
Translate: *Tengo que limpiar habitaciones.*	**I have to clean rooms.**
Translate: *Tengo que ayudar a los clientes.*	**I have to help customers.**
Which phrase means "I have to"?	**Tengo que.**
Which is correct: *Tengo que preparar la comida* or *Soy preparar la comida*?	**Tengo que preparar la comida.**
Translate into Spanish: "I have to answer the phone and help customers."	**Tengo que contestar al teléfono y ayudar a los clientes.**

Week Three	
Question	Answer
What does *difícil* mean?	**Difficult.**
What does *estimulante* mean?	**Stimulating.**
What does *estresante* mean?	**Stressful.**
What does *monótono* mean?	**Monotonous.**
What does *interesante* mean?	**Interesting.**
What does *No me gusta mucho mi trabajo porque es difícil* mean?	**I don't really like my job because it is difficult.**
What does *porque* mean?	**Because.**
Which phrase gives a reason: *porque* or *pero*?	**Porque.**
Translate: *Los clientes son exigentes.*	**The customers are demanding.**
Translate into Spanish: "I like my job because it is interesting."	**Me gusta el trabajo porque es interesante**

Spanish – Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
What does *ambicioso/a* mean?	**Ambitious.**
What does *creativo/a* mean?	**Creative.**
What does *independiente* mean?	**Independent.**
What does *paciente* mean?	**Patient.**
What does *responsable* mean?	**Responsible.**
Translate: *Soy inteligente.*	**I am intelligent.**
Translate: *Pienso que soy organizado.*	**I think I am organised.**
Which phrase means "I think I am"?	**Pienso que soy.**
Why might a girl say *organizada* instead of *organizado*?	**To match feminine gender.**
Translate into Spanish: "I think I am ambitious and responsible."	**Pienso que soy ambicioso/a y responsable.**

Week Five	
Question	**Answer**
What does *Hablo con clientes* mean?	**I speak with customers.**
What does *Leo mi agenda* mean?	**I read my diary/planner.**
What does *Preparo mis cosas* mean?	**I prepare my things.**
What does *Voy a la oficina* mean?	**I go to the office.**
What does *Me gusta mucho...* mean?	**I really like...**
Translate: *Estudié y me encantó.*	**I studied it and loved it.**
Which tense is used in *Estudié*?	**Past tense (preterite).**
What person is *hablo*?	**First person singular (I).**
Translate: *Me gusta mucho y por eso decidí ser profesor.*	**I really like it and that's why I decided to be a teacher.**
Translate into Spanish: "I talk to customers and prepare my things."	**Hablo con clientes y preparo mis cosas.**

Week Six	
Question	**Answer**
What does *Voy a estudiar* mean?	**I am going to study.**
What does *Voy a trabajar en...* mean?	**I am going to work in...**
What does *En mi trabajo, los idiomas son muy importantes* mean?	**In my job, languages are very important.**
What does *Hablo español, alemán e inglés* mean?	**I speak Spanish, German and English.**
What does *¡Va a ser fenomenal!* mean?	**It's going to be fantastic!**
Translate: *Voy a trabajar en una oficina.*	**I am going to work in an office.**
Which structure is used to talk about future plans?	**Voy a + infinitive.**
Which is correct: *Voy a trabajar* or *Voy trabajar*?	**Voy a trabajar.**
Translate: "I am going to study languages because they are important."	**Voy a estudiar idiomas porque son importantes.**
Translate into Spanish: "In the future I am going to work with customers and speak three languages."	**En el futuro voy a trabajar con clientes y hablar tres idiomas.**

Spanish – Knowledge Checks – Spring 1

Week One	
Question	**Answer**
What does *Me gustaría ser...* mean?	**I would like to be...**
What does *Quiero ser...* mean?	**I want to be...**
How do you say "a lawyer"?	**Abogado/a.**
How do you say "a journalist"?	**Periodista.**
How do you say "a police officer"?	**Policía.**
Translate: *Quiero ser cantante.*	**I want to be a singer.**
Which phrase sounds more tentative: *Quiero ser* or *Me gustaría ser*?	**Me gustaría ser.**
Which is correct: *Me gustaría soy abogado* or *Me gustaría ser abogado*?	**Me gustaría ser abogado.**
Translate: "I would like to be a mechanic."	**Me gustaría ser mecánico/a.**
Write a sentence saying what job you would like to do in the future.	**E.g. Me gustaría ser periodista.**

Week Two	
Question	**Answer**
What does *trabajar al aire libre* mean?	**To work outdoors.**
What does *trabajar en equipo* mean?	**To work in a team.**
What does *trabajar solo/a* mean?	**To work alone.**
What does *hacer un trabajo creativo* mean?	**To do a creative job.**
What does *hacer un trabajo manual* mean?	**To do manual work.**
Translate: *Me gustaría trabajar con niños.*	**I would like to work with children.**
Translate: *No me gustaría trabajar solo.*	**I would not like to work alone.**
Which is the negative phrase: *Me gustaría* or *No me gustaría*?	**No me gustaría.**
Translate: "I would like to work in an office."	**Me gustaría trabajar en una oficina.**
Explain why *trabajar* stays in the infinitive after *me gustaría*.	**It follows a modal phrase and stays as an infinitive.**

Week Three	
Question	**Answer**
What does *En el futuro* mean?	**In the future.**
What does *Voy a...* mean?	**I am going to...**
What does *Quisiera...* mean?	**I would like to...**
What does *ganar mucho dinero* mean?	**Earn lots of money.**
What does *ir a la universidad* mean?	**Go to university.**
Translate: *Voy a viajar mucho.*	**I am going to travel a lot.**
Translate: *Me gustaría vivir en el extranjero.*	**I would like to live abroad.**
Which phrase talks about a future plan: *Voy a* or *Soy*?	**Voy a.**
Which is correct: *Voy a estudiar* or *Voy estudiar*?	**Voy a estudiar.**
Translate: "In the future I am going to go to university."	**En el futuro voy a ir a la universidad.**

Spanish – Knowledge Checks – Spring 1

Week Four	
Question	Answer
What does *Llevo una dieta sana* mean?	**I have a healthy diet.**
What does *Me gusta bastante* mean?	**I quite like.**
What does *No me gusta nada* mean?	**I really don't like.**
How do you say "vegetables"?	**Las verduras.**
How do you say "eggs"?	**Los huevos.**
Translate: *Como verduras todos los días.*	**I eat vegetables every day.**
Translate: *Como pizza una vez al mes.*	**I eat pizza once a month.**
Which is healthier: *las verduras* or *los caramelos*?	**Las verduras.**
What is the difference between *todos los días* and *los fines de semana*?	**Every day / at weekends.**
Translate: "I eat fruit every day because it is healthy."	**Como fruta todos los días porque es sana.**

Week Five	
Question	**Answer**
What does *natación* mean?	**Swimming.**
What does *atletismo* mean?	**Athletics.**
What does *Voy al polideportivo* mean?	**I go to the sports centre.**
What does *Soy miembro de un club* mean?	**I am a member of a club.**
What does *Empecé a jugar* mean?	**I started playing.**
Translate: *Mi deporte favorito es el fútbol.*	**My favourite sport is football.**
Translate: *Voy a clases de baile.*	**I go to dance classes.**
Which structure refers to the future: *Voy a empezar* or *Empecé*?	**Voy a empezar.**
Translate: *Empecé a jugar a los diez años.*	**I started playing at ten years old.**
Translate: "I am going to start playing volleyball."	**Voy a empezar a jugar al voleibol.**

Week Six	
Question	Answer
What does *Me duele la cabeza* mean?	**My head hurts.**
What does *Tengo tos* mean?	**I have a cough.**
What does *Estoy cansado/a* mean?	**I am tired.**
What does *No me encuentro bien* mean?	**I don't feel well.**
What does *beber agua frecuentemente* mean?	**Drink water frequently.**
Translate: *Se debe dormir ocho horas al día.*	**You should sleep eight hours a day.**
Translate: *Se debe comer más fruta y verduras.*	**You should eat more fruit and vegetables.**
Which is correct: *Me duele los ojos* or *Me duelen los ojos*?	**Me duelen los ojos.**
Why is *duelen* used with *los ojos*?	**Because the noun is plural.**
Translate: "My throat hurts, so I should drink water."	**Me duele la garganta, así que debo beber agua.**

Computing – Knowledge Checks – Autumn 1

Week One	
Question	**Answer**
What is sequencing?	**The order that commands are executed by a computer.**
What is debugging?	**Debugging involves running and re-running a program to remove bugs and fix errors.**
What is iteration?	**A decision or question. Depending on the answer given, the program will follow a certain step and ignore the others.**
Explain the term ‘syntax error?’	**Mistakes in the source code, such as spelling and punctuation errors, which stop the program from running.**
State two types of condition-controlled.	**Forever and repeat loops.**

Week Two	
Question	**Answer**
What is sequencing?	**The order that commands are executed by a computer.**
What is Python programming?	**Python Programming uses a high-level, text-based programming language**
What is iteration?	**A decision or question. Depending on the answer given, the program will follow a certain step and ignore the others.**
What is Algorithms?	**Algorithms is a procedure used for solving a problem or performing a computation.**
State two types of condition-controlled.	**Forever and repeat loops.**

Week Three	
Question	**Answer**
What is an integer?	**Integer is a whole number, positive or negative, without decimals, of unlimited length.**
What does ‘execute’ mean in Python?	**The process by which a computer reads and acts on the instructions of a computer program and gives out an output onto the screen.**
What is a variable?	**A variable is a name that refers to the memory location where data is being stored by the computer.**
What is Algorithms?	**Algorithms is a procedure used for solving a problem or performing a computation.**
State two types of condition-controlled.	**Forever and repeat loops.**

Computing – Knowledge Checks – Autumn 1

Week Four	
Question	**Answer**
What is an integer?	**Integer is a whole number, positive or negative, without decimals, of unlimited length.**
What does 'execute' mean in Python?	**The process by which a computer reads and acts on the instructions of a computer program and gives out an output onto the screen.**
What is a variable?	**A variable is a name that refers to the memory location where data is being stored by the computer.**
What is Algorithms?	**Algorithms is a procedure used for solving a problem or performing a computation.**
State two types of condition-controlled.	**Forever and repeat loops.**

Week Five	
Question	**Answer**
What is an integer?	**Integer is a whole number, positive or negative, without decimals, of unlimited length.**
What does 'execute' mean in Python?	**The process by which a computer reads and acts on the instructions of a computer program and gives out an output onto the screen.**
What is a variable?	**A variable is a name that refers to the memory location where data is being stored by the computer.**
What is the symbol for multiply in Python?	*
What is it mean by the term value in Python?	**Information that can be stored in a variable, such as the elements in a container data type.**

Week Six	
Question	**Answer**
What is an algorithm?	**A sequence of step-by-step instructions used to solve a problem.**
What is a program?	**A set of precise instructions, written using a programming language.**
How would you write code to output "Good morning" to a user?	`print("Good morning")`
What is a syntax error?	**Grammar or spelling mistakes in a programs source code. Stops the program from running.**
Where is the syntax error in the following code: `Print("Hello world")`	`Print` **should be** `print` **(no capital P).**

Computing – Knowledge Checks – Autumn 2

Week One	
Question	**Answer**
What is a program?	**A set of precise instructions, written using a programming language.**
What is a syntax error?	**Grammar or spelling mistakes in a programs source code. Stops the program from running.**
What is a variable?	**A variable is the name of a memory location where data is stored.**
Why are variables used?	**To store data. The data can be changed while the program is running.**
How would you write code to ask a user for their name and store the answer?	`name = input("What is your name?")`

Week Two	
Question	**Answer**
What is a syntax error?	**Grammar or spelling mistakes in a programs source code. Stops the program from running.**
What is a variable?	**A variable is the name of a memory location where data is stored.**
What is an integer?	**A whole number.**
What is the symbol used for **assignment**?	**=**

How would you write code to ask a user for two numbers and assign their answers to the variables num1 and num2? *Challenge: output the sum of the two numbers.*	`num1 = int(input("Enter a number"))`
	`num2 = int(input("Enter another number"))`
	`print (num1 + num2)`

Week Three	
Question	**Answer**
How would you write code to ask a user for their name and store the answer?	`name = input("What is your name?")`
What is a variable?	**A variable is the name of a memory location where data is stored.**
What is a syntax error?	**Grammar or spelling mistakes in a programs source code. Stops the program from running.**
What is the operator == mean?	**Equal to**

How would you write code to ask a user for two numbers and assign their answers to the variables num1 and num2? *Challenge: output the sum of the two numbers.*	`num1 = int(input("Enter a number"))`
	`num2 = int(input("Enter another number"))`
	`print (num1 + num2)`

Computing – Knowledge Checks – Autumn 2

Week Four	
Question	**Answer**
What does a while loop do?	**A while loop repeats code until a condition is met.**
How would you write code to ask a user for two numbers and assign their answers to the variables num1 and num2? Challenge: output the sum of the two numbers.	**num1 = int(input("Enter a number")) num2 = int(input("Enter another number")) print (num1 + num2)**
What does the operator **>=** mean?	**Greater than or equal to.**
What is a variable?	**A variable is the name of a memory location where data is stored.**
Explain the term algorithm	**Sequence of instructions that are used to solve a problem.**
What does a while loop do?	**A while loop repeats code until a condition is met.**

Week Five	
Question	**Answer**
What is a variable?	**A variable is the name of a memory location where data is stored.**
Why are variables used?	**To store data. The data can be changed while the program is running.**
What does the operator **>=** mean?	**Greater than or equal to.**
What is an algorithm?	**A sequence of step-by-step instructions used to solve a problem.**
What is a program?	**A set of precise instructions, written using a programming language.**
What does a while loop do?	**A while loop repeats code until a condition is met.**

Computing – Knowledge Checks – Spring 1

Week One	
Question	**Answer**
What is visual identity?	**Visual identity refers to the visual elements that represent and communicate the essence of a brand, organisation, or project.**
What is a digital graphic?	**A digital graphic is any image that's created, edited, or displayed on a computer or digital device.**
What are the components of a visual identity?	**Company name, Logo and slogan**
How are components and elements represented on a visual identity?	**A memorable logo, attractive colour pallete, professional typography**
Explain the term 'brand positioning'?	**Brand positioning refers to the process of defining how a brand is perceived in the minds of its target audience compared to competitors.**

Week Two	
Question	**Answer**
What is a colour pallet?	**It's a colour scheme that is a combination of 2 or more colours used in aesthetic or practical design.**
What does geometric mean?	**Shapes that can be drawn with a rule or compass.**
What does the term 'colour connotations' mean?	**This means that colours can suggest and mean different things. Colours can evoke and represent emotion and feelings in people and how they feel about the brand.**
What is a logo?	**The primary symbol or mark that represents the brand.**
What is typography?	**Art and technique of arranging text to make written language clear, readable, and visually appealing. It's not just about choosing fonts.**

Week Three	
Question	**Answer**
What is a logo?	**The primary symbol or mark that represents the brand.**
What is typography?	**Art and technique of arranging text to make written language clear, readable, and visually appealing. It's not just about choosing fonts.**
Explain what is meant by 'geometric'	**Shapes that can be drawn with a ruler or compass.**
Explain what is meant by 'organic'	**Shapes that can be drawn free hand or represent nature.**
What does the symbol '&' represent?	**This represents togetherness such as partnerships and ties.**

Computing – Knowledge Checks – Spring 1

Week Four	
Question	**Answer**
What are annotations?	**Information that justifies your choices, usually they are written around a sketch or design.**
What is typography?	**Art and technique of arranging text to make written language clear, readable, and visually appealing. It's not just about choosing fonts.**
What is composition?	**How content is positioned on the media product.**
What does Alignment mean?	**How text is positioned on a media product.**
What does content mean?	**Items that appear on a media product such as, images, logo, buttons, text, video, audio.**

Week Five	
Question	**Answer**
What is a digital graphic?	**A digital graphic is any image that's created, edited, or displayed on a computer or digital device.**
What are the components of a visual identity?	**Company name, Logo and slogan**
What is a logo?	**The primary symbol or mark that represents the brand.**
What is typography?	**Art and technique of arranging text to make written language clear, readable, and visually appealing. It's not just about choosing fonts.**
Explain what is meant by 'organic'	**Shapes that can be drawn free hand or represent nature.**