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**Kettering Buccleuch Academy**



# Knowledge Organiser 1

## MID-YEAR ASSESSMENTS

**Name:** .....

**Tutor Group:** .....

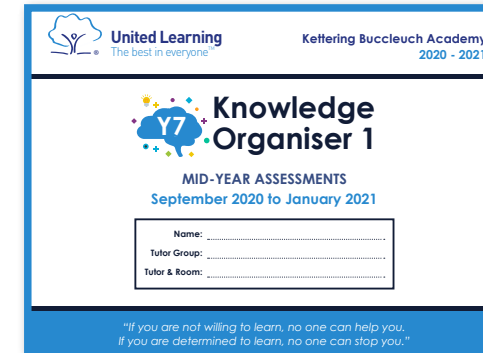
**Tutor & Room:** .....

*"If you are not willing to learn, no one can help you.  
If you are determined to learn, no one can stop you."*

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## Your Knowledge Organiser and Self-Quizzing Book



### Knowledge Organisers

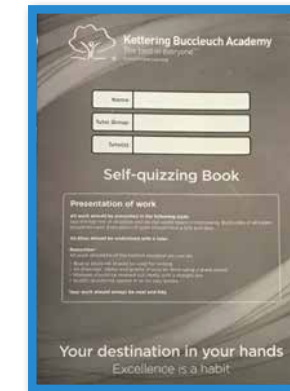
Knowledge Organisers contain critical, fundamental knowledge that you **MUST** know in order to be successful in Year 7 and subsequent years.

They will help you recap, revisit and revise what you have learnt in lessons in order to move the knowledge within from your short-term memory to long-term memory.

### Self-Quizzing Book

This is the book that all Knowledge Organiser homework is to be completed in.

You must follow the simple rules as to how they are to be used.



You **must** bring your Knowledge Organiser and Self-Quizzing Book to **every** lesson and place it on your desk at the beginning of each lesson.

You **must** keep all of your Knowledge Organisers and Self-Quizzing Books because the fundamental knowledge required in Year 7 will also be required in years 8-11.

Knowledge Organisers are **NOT** a replacement for revision guides but they include the fundamental knowledge that ALL students in Year 7 require.




# How do I complete Knowledge Organiser homeworks?

You will be set a **MINIMUM** of 2 Knowledge Organiser homeworks in every subject each half term

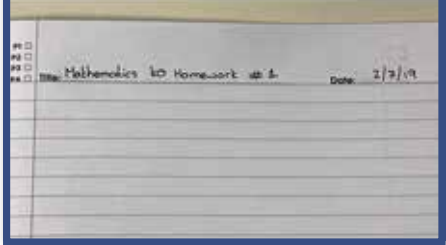
STEP 1

Check SMHW and identify what words/ definitions/facts you have been asked to learn.



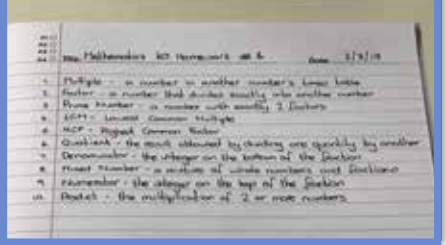
STEP 2

Write today's date and the title from your Knowledge Organiser.



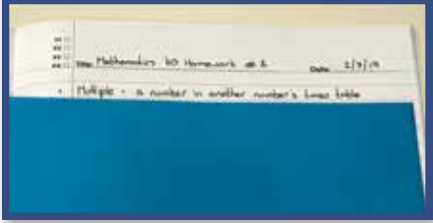
STEP 3

Write out the keywords/definitions/facts you have been set from SMHW in FULL.




STEP 4

Cover the definitions in your SELF-QUIZZING BOOK, apart from the first. **Read it, Cover it, Say it** in your head, check it... **REPEAT** until confident.



STEP 5

Cover up ALL the definitions/facts and write them out from memory in your SELF-QUIZZING BOOK.



STEP 6

Check your answers and correct where required. Repeat Steps 4 to 6 until you are confident.

You will be **tested** on the 10 words/ definitions/facts as a starter activity in your lesson on the day that the homework is due.

This will be completed in your normal exercise book and you will mark it in class.

## Can I write in paragraphs?

### The **TIPTOP** rule

You move onto a new paragraph when you change **T**ime, **P**lace, **T**opic or **P**erson.

- I always start an essay with **an introduction** which addresses the question.
- I finish an essay with **a conclusion** to summarise the main points of my argument and to address the question again.
- I use **connectives** in each paragraph to link my ideas and to put them in a logical order.

Furthermore  
Whereas  
Nevertheless  
Alternatively  
Consequently

But  
Since  
Yet  
Therefore  
Besides

Meanwhile  
Nonetheless  
However  
Although  
Moreover

## Have I used the correct grammar?

*I am aware that I must use language that is appropriate to my reader.*

- No slang** that lesson was *begin*
- No informal language** I'm *gonna* do my homework now

### Other things to consider:

- ✓ I am clear about the **purpose** of this piece of writing
- ✓ I know who my **audience** is
- ✓ I will use a suitable **layout** and **text type**

Literacy Fundamentals  
1 of 2

## I am proud of my work because...

- I have written clearly so that my reader can understand my writing easily.
- I have checked my **spelling** and corrected any errors.
- I have used full sentences with a subject and a verb.
- I have used correct **punctuation** and **grammar**.
- I have paragraphed my work using **TIPTOP**.
- My writing is suitable for the person I am writing for.

## Can I spell familiar words accurately?

### Common contractions

We must use an apostrophe to replace any letter(s) we have left out.

11 o'clock	How's	They'd	Where'll
Aren't	I'd	They'll	Where's
Can't	I'll	They're	Who'd
Couldn't	I'm	Wasn't	Who'll
Didn't	Isn't	We'd	Who's
Doesn't	It'd	We'll	Why'd
Don't	It'll	We're	Why'll
Hadn't	It's	Weren't	Why's
Hasn't	Mightn't	What'd	Won't
Haven't	Mustn't	What'll	Wouldn't
He'd	Shan't	What's	You'd
He'll	She'd	When'd	You'll
He's	She'll	When'll	You're
How'd	She's	When's	
How'll	Shouldn't	Where'd	

## Can I use different sentence types?

**Simple sentences:** Contains a subject and a verb and can contain an object

- Sarah likes to read in the library.**
- Tom enjoys reading at home.**

**Compound sentences:** Joins two simple sentences using the connectives: *for, and, nor, but, or, yet, so.*

- Sarah likes to read in the library but Tom prefers to read at home.**

**Complex sentences:** A complex sentence contains a conjunction such as *because, since, after, although, or when.*

- Because Robert felt tired, he only studied for an hour.**
- Although the rain had stopped, the pitch was still water-logged.**
- Paul enjoys Music, however, he is more proficient in Art.**

### Homophones

*I have checked that I have not mixed up my homophones.*

Affect/effect	One/won
Bare/bear	Passed/past
Brake/break	Peace/piece
Buy/by	Practice (n)/practise (v)
For/four	Read/red
Flour/flower	Sea/see
Grate/great	Sight/site
Hair/hare	Son/sun
Hole/whole	To/too/two
Hour/our	Wait/weight
Knight/night	Weak/week
Know/no	Wear/where
Meat/meet	

## Basics:

- Every sentence must start with a capital letter.
- Every sentence must finish with some form of punctuation: .?!
  - Proper nouns need capital letters. These are **unique** people, places or things e.g. *there are many cities so 'city' doesn't take a capital letter. However there is only one London, therefore it takes a capital letter.*
- When writing titles of works such as books, films or plays:
  - Capitalise the first word
  - Capitalise any main/important words
  - Don't capitalise minor words such as 'and', 'of' or 'the' e.g. The Sound of Music, The Wizard of Oz, Harry Potter and the Goblet of Fire
- When writing speech:
  - ✓ Go to a new line when a different person speaks e.g. "Good morning" said the Headteacher.
  - "It's the afternoon!" replied the student.
  - ✓ Each person's speech is marked with speech marks e.g. "Walk on the left" said Mr Mathews.

## Can I spell accurately?

1. Sound out the word.
2. Think about how it looks.
3. Think about a similar word.
4. Is there a memory sentence for this word? (e.g. big elephants cannot always use small exits).
5. Find the word in a list –
  - Key words list.
  - Frequently used words list.
  - Your own word bank.
6. Look it up in a dictionary/spellchecker.
7. Ask a friend or teacher
8. To learn it: look, cover, write, check.
9. Once you've solved it, add the correct spelling to your own word bank.

## Can I use punctuation?

### The Apostrophe

*I always aim to use apostrophes correctly.*

There are two main reasons why we use apostrophes: for **possession** and to **replace a letter or letters**.

**Note:** Apostrophes are **NEVER** used to denote plurals

Full stop	.	Indicates that a sentence has finished.
Comma	,	indicates a slight pause in a sentence, separates clauses in a complex sentence and items in a list.
Question mark	?	goes at the end of a question.
Exclamation mark	!	goes at the end of a dramatic sentence to show surprise or shock.
Apostrophe	'	shows that letter(s) have been left out or indicates possession.
Speech marks	""	indicate direct speech, the exact words spoken or being quoted.
Colon	:	introduces a list, a statement or a quote in a sentence.
Semicolon	;	separates two sentences that are related and of equal importance.
Dash / hyphen	-	separates extra information from the main clause by holding words apart.
Brackets	()	can be used like dashes, they separate off extra information from the main clause.
Ellipsis	...	to show a passage of time, to hook the reader in and create suspense.

## Literacy Fundamentals

2 of 2

### Apostrophe for Possession

*(To show that something belongs to another)*

**If a single thing/person owns anything, add an apostrophe + 's'.**

- The dog's bone
- The boy's homework
- Jones's bakery
- Yesterday's lesson

**However, if it is plural (more than one), an apostrophe comes after the 's'.**

- The dogs' bones
- The boys' homework
- Joneses' bakeries (lots of Jones families)
- Many websites' content is educational

### There/their/they're

**Note:** special care must be taken over the use of there, their and they're as they sound the same but are used quite differently:

- **There** shows position *Your seat is over there.*
- **Their** shows that **'they' own something** *Their blazers are navy blue.*
- **They're** is short for **they are** as in *They're revising every day.*

### Its

**Note:** **its**, which shows that something owns something (like our, his etc), **does not** take an apostrophe: the dog ate its bone and we ate our dinner.

### Your/you're

**Note:** special care must be taken over the use of **your** and **you're** as they sound the same but are used quite differently:

- **Your** is possessive as in *this is your pen.*
- **You're** is short for you are as in *you're coming over to my house.*

# The Secret Garden Characters

## Author's Biography

Frances Hodgson Burnett was an English-American author. She was born in Manchester, England in 1849 and moved with her family to Knoxville, Tennessee in 1864. From an early age, Burnett was inclined to writing. As her family lived in poor conditions, due to the economic effects of the Civil War, Burnett often wrote on the back of grocery lists. She married her childhood friend, Swan Burnett, in 1873, with whom she had two sons. Burnett moved between England and the United States, eventually settling in New York, where she passed away in 1924. Since her death, several of the author's stories have been adapted into films, including *The Secret Garden* and *Little Lord Fauntleroy* (1886).

## Historical Context

From 1848 to 1947, Great Britain had complete control over India and some of its neighbours. Their control of India is remembered as the British Raj, a word in the Hindi that means 'rule' or 'government'.

## The British Raj – 1858 to 1920

The British had a number of colonies, parts of the world that they controlled, prior to taking over all of India. Many of these colonies, including India, did not have the power to fight back against the British. India was divided, making it possible for Britain to take over the whole region. Some British leaders had power in India for over two hundred years due to their position in the East India Company, a trade business owned by the British government. In 1858, however, Great Britain decided they had to take control of the entire region after Indian leaders began a war for independence. The British had a much more powerful army and quickly took over the entire country.

## Whole Academy Reading

1 of 2

## Introduction

The Secret Garden is a children's novel by British writer Frances Hodgson Burnett, first published in 1911. The story centres around a little girl named Mary Lennox who was born in India to wealthy parents. Mary's life in India suddenly comes to an end when her parents die from a cholera outbreak. As a result, she is sent to live with her uncle, Archibald Craven, in his Yorkshire manor. There, Mary's world shifts radically as she is confronted by her own selfish nature and loneliness.

The book opens by introducing Mary Lennox, a sour and disagreeable 9-year-old girl. She lives in India with her father, a British statesman, and her mother, a self-absorbed woman who frequently is out at parties and socialising. Mary has been mostly raised by her Indian servant named Ayah. Ayah and the other servants are extremely docile and will indulge Mary's every whim, which has led her to become a very spoiled little girl who expects others to do everything for her.

**Mary Lennox** - One of the novel's two protagonists, Mary Lennox is a ten-year-old girl who, after the death of her parents in India, is sent to live with her uncle in Yorkshire, England. Mary changes drastically over the course of The Secret Garden: she evolves from a spoiled, unloved and unloving creature to a girl who is full of spirit and surrounded by friends. She begins the book as its central character, but is later displaced by Colin.

**Dickon Sowerby** - Dickon is alternately described as "a common moor boy" and "a Yorkshire angel"; he is both. Two years older than Colin and Mary, Dickon has lived on Missel Moor his entire life, and has a uniquely intimate relationship with the land. He is described as looking like the god Pan (the god of ...): he has rosy cheeks, rough curly hair, and blue eyes precisely the same colour as the sky over the moor; he even carries a set of pan-pipes. Like Pan, he has the power to charm both animals and people.

**Ben Weatherstaff** - Ben Weatherstaff is a gruff elderly gardener who is only permitted to stay at Misselthwaite because he was a favourite of the late Mistress Craven. He introduces Mary to the robin redbreast, and helps the children keep the secret of the garden.

**Lilias Craven** - Archibald's late wife, who died ten years before the outset of the novel. Her spirit is associated with both roses and the secret garden. Her portrait hangs in her son's room beneath a rose-coloured curtain, and she is described by all who knew her as the gentlest, sweetest, and most beautiful of women. She represents an absent ideal.

**Mrs. Medlock** - The head of the servants at Misselthwaite Manor, Mrs. Medlock is distinguished by her punctilious obedience of all of Master Craven's odd rules. Beneath her rigid exterior, she, like all the people of Yorkshire, is basically kind. She and Susan Sowerby were friends in their girlhood.

**Colin Craven** - The other of the novel's protagonists, Colin Craven is Archibald Craven's ten-year-old son and heir. He was born shortly after the death of his mother, and his father could not bear to look at him because of his resemblance to her.

**Susan Sowerby** - The mother of Martha and Dickon (as well as of twelve other children), Susan Sowerby functions as a symbol for the concept of motherhood itself. She is all-nurturing, all-knowing, and appears dressed in a hooded blue cloak like that of the Christian Virgin Mary (the mother of Jesus Christ). Both Mary and Colin express the wish that she were their mother; stories of her sustain each of them before their respective transformations.

**Archibald Craven** - The master of Misselthwaite Manor, who suffers from a crooked spine and general ill health. He has been in a crushing depression ever since the death of his wife, ten years before the novel begins. Archibald spends most of his time abroad.

**Martha Sowerby** - Mary's friend and maidservant, Martha is distinguished by her charming frankness and level-headed approach to all aspects of life. Her simplicity and kindness are a great help to Mary upon the latter's arrival at Misselthwaite. In her very ordinariness, Martha represents the goodness of all the people of Yorkshire.

**Dr. Craven** - Archibald's brother and Colin's uncle, he tends to Colin during the latter's illness. He is a bit stuffy and officious, and both Colin and Mary laugh at him at every opportunity. Described as a weak man, he half-hopes for Colin's death so that he might inherit Misselthwaite.

The Secret Garden - Vocabulary List

<b>fretful</b> - habitually complaining	<b>sentiment</b> - tender, romantic, or nostalgic feeling or emotion	<b>smother</b> - deprive of oxygen and prevent from breathing
<b>tyrannical</b> - characteristic of an absolute ruler or absolute rule	<b>desolate</b> - crushed by grief	<b>astonished</b> - filled with the emotional impact of overwhelming surprise
<b>stammer</b> - speak haltingly	<b>surly</b> - unfriendly and inclined toward anger or irritation	<b>fascinating</b> - capable of arousing and holding the attention
<b>bewilderment</b> - confusion resulting from failure to understand	<b>warrant</b> - stand behind the quality, accuracy, or condition of	<b>flightiness</b> - the trait of acting unpredictably
<b>disgracefully</b> - in a dishonourable manner or to a dishonorable degree	<b>meddlesome</b> - intrusive in an offensive manner	<b>alight</b> - settle or come to rest
<b>contrary</b> - very opposed in nature or character or purpose	<b>languid</b> - lacking spirit or liveliness	<b>scowl</b> - frown with displeasure
<b>impudent</b> - marked by casual disrespect	<b>persist</b> - refuse to stop	<b>tremulous</b> - quivering as from weakness or fear
<b>scorn</b> - open disrespect for a person or thing	<b>distinguish</b> - mark as different	<b>scamper</b> - run or move about quickly or lightly
<b>stony</b> - showing unfeeling resistance to tender feelings	<b>resent</b> - feel bitter or indignant about	<b>intently</b> - with strained or eager attention
<b>sallow</b> - unhealthy looking	<b>rambling</b> - spreading out in different directions	<b>flout</b> - treat with contemptuous disregard
<b>straggle</b> - go, come, or spread in a rambling or irregular way	<b>wistful</b> - showing pensive sadness	<b>fledge</b> - grow feathers
<b>unresponsive</b> - aloof or indifferent	<b>pert</b> - characterised by a lightly saucy or impudent quality	<b>lichen</b> - a plant occurring in crusty patches on tree trunks or rocks
<b>discomfit</b> - cause to lose one's composure	<b>perennial</b> - a plant lasting for three seasons or more	<b>reverent</b> - feeling or showing profound respect or veneration
<b>obsequious</b> - attentive in an ingratiating or servile manner	<b>baffle</b> - hinder or prevent, as an effort, plan, or desire	<b>thrive</b> - grow vigorously
<b>haughty</b> - having or showing arrogant superiority	<b>gust</b> - a strong current of air	<b>exultant</b> - joyful and proud especially because of triumph or success
<b>imperious</b> - having or showing arrogant superiority	<b>trill</b> - a note that alternates with another note a semitone above it	<b>industrious</b> - characterised by hard work and perseverance
<b>indignant</b> - angered at something unjust or wrong	<b>tendrils</b> - slender structure by which some plants attach to an object	<b>naught</b> - a quantity of no importance
<b>disdainfully</b> - in a proud and domineering manner	<b>mantle</b> - anything that covers	<b>stoutly</b> - in a resolute manner
<b>humiliation</b> - strong feelings of embarrassment	<b>urn</b> - a large vase that usually has a pedestal or feet	<b>quaver</b> - give off unsteady sounds
<b>unrestrained</b> - marked by uncontrolled excitement or emotion	<b>immensely</b> - to an exceedingly great extent or degree	<b>falter</b> - speak haltingly

1. The Formal Elements

- **Line:** Defines shape; the outer edge of something. It can vary in width, direction and length
- **Tone:** How dark or light a shape is
- **Pattern:** A repeated shape or line
- **Texture:** The feel or appearance of a surface; how rough or smooth it is
- **Shape:** Can be in the form of squares, circles, triangles, rectangles, and ovals.

Additional Key Words

**Ellipse:** An ellipse is simply a circle seen in perspective. It is drawn as an oval shape.

**Vanishing point:** A point at which parallel lines seem to meet in a drawing. The point shows the furthers point in a picture.

**Cross hatching:** A drawing technique which uses a method of crossing over several lines.

**Dash:** A method of drawing which uses tiny lines to draw texture. It can capture the effect of fur nicely

3. Colour Theory

**Shade:** When Black is mixed with a colour to make it darker

**Tint:** When white is mixed with a colour to make it lighter.



**Colour:** When light is reflected of an object, colour is what the eye sees. There are primary colours and secondary colours.

**Warm Colours:** Colours that give the feeling of warmth – red, orange, yellow.

**Cool colours:** Colours that give a cool feeling – blue, green purple.

**Complementary colours:** Opposite colours on the colour wheel.

2. Techniques specific to: Drawing

- **Shading:** Is a technique used to show light and dark shade. This helps create the illusion of depth and 3D form. In a pencil drawing, shading is made by applying the most pressure at the point where the shadow is dark and less pressure to show light tones.
- **Highlights:** In a drawing, the highlight is the lightest area on the object. The highlight is located on a surface where the light rays hit the form.
- **Outline:** A line or set of lines enclosing or indicating the shape of an object in a sketch.
- **Contour lines:** They are simply "outlines". We typically use contour lines to show the edges of objects and details within them.
- **Negative space:** The background space in a drawing.
- **Positive space:** The space within the drawing of an object.
- **Sketching:** Making a rough drawing.

4. Composition

**Composition:** the arrangement/layout of shapes/objects on the page

**Proportion:** The size and shape of one object in comparison to another

**Foreground, mid-ground, background:** The areas at the front middle or back of a drawing or painting.

**Focal Point:** The part of the artwork which stands out and draws the eye.

**Perspective:** The way of showing that objects appear to get smaller and closer together the further away they are from the viewer.





### 5. Karl Blossfeldt

- (June 13, 1865 – December 9, 1932)
- Place made: Germany
- Style: Natural Forms
- Medium: Photography
- Displayed: 'Urformen der Kunst' (Art Forms in Nature). This was his first book which has his original photography work. It became a best seller all over the world in 1928.

#### Artist Information:

- Karl Blossfeldt never received any training in photography.
- He built himself a plate camera which could magnify the objects up to thirty times in size.
- With the camera he took over 6,000 photographs of plants.
- He used these for making drawing demonstrations for his students.

Urformen der Kunst' (Art Forms in Nature)

### 8. Information about the artwork: influences, purpose etc.

**Time Period:** 1865-1932

**Subject:** Natural Forms

**Artists:** Karl Blossfeldt

Karl Blossfeldt loved art and his father loved art and nature too. Both of them had a passion for nature and showed this through their art. The first thing they did was painting which developed into photography. During his life, Blossfeldt taught plant drawing in the Institute of Royal Art Museum Berlin. The lesson he gave was drawing plants. Blossfeldt never had any lesson in photography. The camera he owned he made himself, with it he self taught the skills of photography. By this, Blossfeldt invented and created the first micro photograph camera in the world. The results were amazing.

### 6. Descriptive words linked to art annotation

- **Vibrant:** High on the scale of brightness
- **Mood:** An overall feeling or emotion, often linked with expression
- **Subtle:** So slight as to be difficult to detect or describe
- **Pastiche:** A copy of a piece of artwork

### 7. Information about Karl Blossfeldt

- Karl Blossfeldt (June 13, 1865 – December 9, 1932) was a German photographer, sculptor, teacher, and artist who worked in Berlin, Germany.
- He is best known for his close-up photographs of plants and living things.
- He was inspired by nature and the ways in which plants grow.
- He believed that 'the plant must be valued as a totally artistic and architectural structure.'

### Mime

- The theatrical technique of suggesting action, character or emotion without words, using only gesture, expression and movement.
- Working with dialogue, not miming any props or set eg. looking in a mirror, perhaps facing the audience, to put on make up while speaking to another character.



French mime artist  
Marcel Marceau

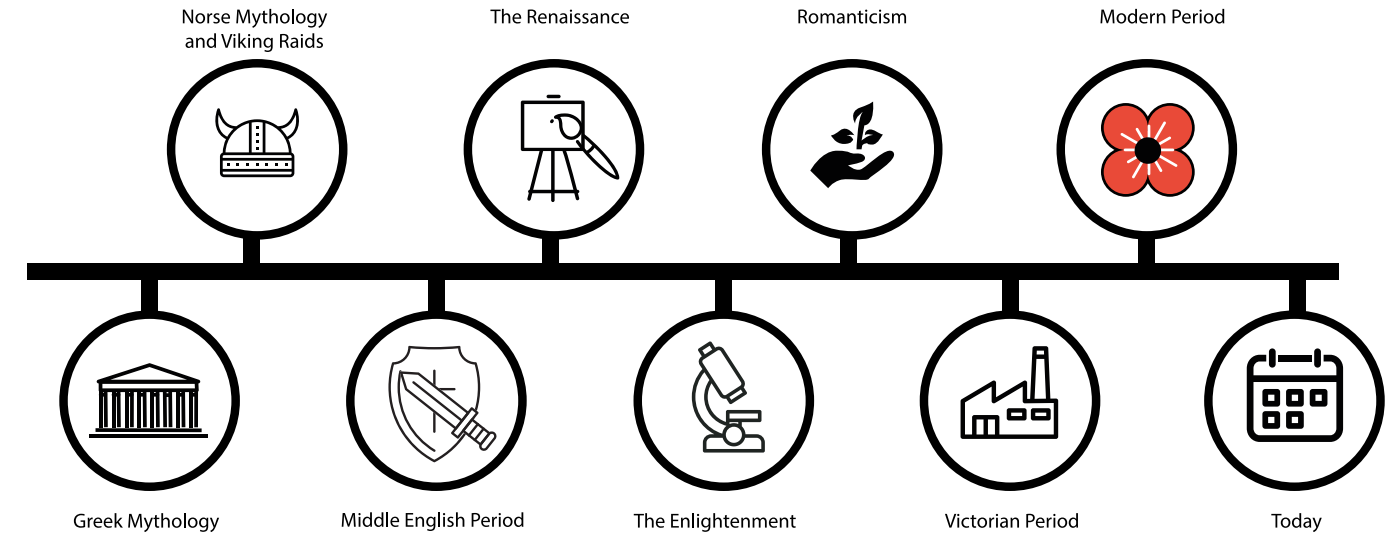
### Key Words and definitions

- **Aside:** a comment which a character makes to another character or the audience. The rest of the characters on stage can't hear them.
- **Body language:** The way movements, posture and gestures can show how someone feels without
- **Characterisation:** the way an actor interprets and performs the
- **Climax:** The turning point in a play, where tension is at its highest. When the tension is resolved again straight away, this can create an anticlimax.
- **Dialogue:** The general term for any lines spoken between
- **Duologue:** A scene or section of dialogue which only involves two
- **Flashback/flashforward:** A scene which shows events from before or after the main action of the play. It can give extra information about the plot or help to develop characters.
- **Freeze frame:** When the performers suddenly stop the action at a key
- **Gesture:** A movement made by part of the body (e.g. arms, head) to convey a character's
- **Improvisation:** When drama is made up on the spot by performers without using any prepared
- **Mime:** The use of movements, gestures and facial expressions to communicate an idea without words.
- **Monologue:** A speech made by one character, either to another character or the
- **Narrator:** A character who comments on the action and the plot to the audience. The narrator can be first person (involved in the action) or third person (set apart from the action).

### Key Words and definitions

- **Plot:** The series of events that take place in a play.
- **Posture:** The position a character holds themselves in when sitting or standing.
- **Promenade Theatre:** A style of theatre that requires the audience to follow the actors between different performance spaces over the course of the play. This usually takes place outdoors.
- **Prop:** An item on stage that the characters can interact with. If a prop is specific to one character, it's called a personal prop.
- **Role on the wall:** A rehearsal technique that involves writing thoughts, opinions and personality traits inside a character's outline to aid characterisation.
- **Stage directions:** Any instructions written in a script by the playwright to explain how a play should be performed.
- **Stimulus:** A starting point for your devised piece that you should use to inspire your performance.
- **Theatre in the round:** A style of staging which seats the audience on all sides of a central stage.
- **Thought tracking:** When a character tells the audience their thoughts during a pause in the action.
- **Thrust stage:** A stage which expands out into the audience, so that they're seated on three sides.
- **Traverse stage:** A long, narrow stage which runs between the audience, who face the stage on both sides.
- **Wings:** The space to the side of a stage which is used for storage and as a waiting area for the actors

## The Literary Timeline



# The Origins of Literature

Greek mythology is the body of myths originally told by the ancient Greeks. These stories concern the origin and nature of the world and the lives and activities of heroes and mythological creatures. These myths were adopted and written down by the Roman Empire but like Norse and British myths were initially part of the oral-poetic storytelling tradition.

Mythological characters of study					
Zeus (Jove)	King of Gods and leads the twelve great Olympian gods. Brutal, merciless and unforgiving.	Midas	Full of hubris. When given one wish from the great god Dionysus, asks that everything he touches turn to gold. Proud, fun-loving and superficial.	Polyphemus	One of the cyclopes from Greek mythology. Polyphemus the Cyclops was a one-eyed giant that ate men.
Lycaon	Tested Zeus' power and roasted the flesh of his own son. Punished by Zeus and turned into a wolf.	Icarus	Son of Daedalus who created the labyrinth to imprison the minotaur. Tries to escape by flying but gets too close to the sun. Naïve, doomed and a little arrogant.	Achilles	Archetypal Greek hero who took part in the Trojan War.
Prometheus	Stole fire for his people, knowing that Zeus would punish him. Chained to Caucasus Mountains where an eagle would swoop daily to eat his liver. Selfless, suffering and compassionate.	Medusa	Mortal who is attacked by Poseidon, god of the sea. She is punished by Athena, who turns her hair into snakes and everyone who looks into Medusa's eyes turns to stone.	Thor	Good natured and strong. Thor was a Nordic god and son of Odin. He wore a belt of strength, and a hammer named Mjollnir, that was forged by dwarves.
Pandora	A mortal sent to earth as a way to punish the people of Prometheus. Given a box and told not to open it, she gave into temptation and released all sorts of horrors into the world.	Odysseus	Cunning and clever, Odysseus is the main hero of the epic tale, the Odyssey.	Loki	Loki is very handsome but cunning and sneaky. Odin's brother, he is tolerated by the gods but is constantly punished for his poor choices and devious behaviour.

Key Vocabulary					
Aetiological	To explain or give reasons for something to make sense of it.	Heroism	Bravery or courage; to live by the heroic code.	Myth	A traditional story that explains, provides a moral, or marks a historical event.
Allusion	An expression or phrase that refers to a well-known story or idea without naming it explicitly.	Hubris	Excessive pride towards or defiance of the gods, leading to nemesis.	Nemesis	Consequences to actions, usually final or fatal.
Anthropomorphism	A god, animal or object with human characteristics	Metamorphosis	To undergo a change of some kind.	Psychological	Affecting the mind; related to the mental or emotional state of someone.
Archetypal	Typical of a certain person or thing	Moral	A lesson learned as a result of a story or experience	Stereotypical	A fixed idea about a particular type of person or thing.
Epic	A long poem, typically from ancient tradition, narrating the deeds and adventures of heroic figures.	Mortal	A living human being, often in contrast to a divine being or gods	Vengeance	An act of revenge for an injury or wrong carried out.

The Olympians						
Zeus/ Jupiter The Thunder God	Posiedon/ Neptune God of the sea	Hades/ Pluto Lord of the dead	Hera/ Juno Queen of the Gods	Demeter/ Ceres Goddess of the harvest	Aphrodite/ Venus Goddess of love	Apollo God of music, poetry and art
Artemis/ Diana Goddess of the hunt	Athena/ Minerva Goddess of wisdom and warfare	Dionysus/ Bacchus God of wine	Hermes/ Mercury Messenger of the Gods	Hephaestus/ Vulcan God of the forge	Ares/ Mars God of war	

# Wolves of Willoughby Chase - Context & Biography

Context

**Author:** Joan Aiken (1924 - 2004)  
**Nationality:** British  
**Other notable works:** 'The Wolves Chronicles', 'Nightfall'  
**Dates:** published in 1962  
**Genre:** Alternate history, Gothic, Adventure  
**Set:** England, an alternate time period that never happened

Author biography

- Born in Rye, Sussex in 1924.
- Home schooled and never attended university.
- Started writing at sixteen.
- Her first children's story was broadcast on BBC radio when she was seventeen.
- Produced more than a hundred books, including more than a dozen collections of fantasy stories, plays, poems, and modern and historical novels for adults and children.
- She was a lifelong fan of ghost stories and horror writers such as M.R. James.
- Awarded an MBE for her services to children's literature, along with the Guardian Children's Fiction and the Edgar Allen Poe Award.

Gothic Literary style

- Refers to a style of writing that is characterised by elements of fear, horror, death, and gloom and extreme emotions.

Key Terminology

- Third person limited narrative:** A type of narrative in which the narrator's thoughts, feelings, and knowledge of situations closely follow one character's perspective, usually the main character's but can switch between different characters in the text.
- Third person omniscient narrative:** A type of narrative in which the story is related by a narrator who knows the thoughts and feelings of all the characters in the story.
- Characterisation:** A description of the distinctive nature or features of someone or something.
- Pathetic fallacy:** The attribution of human feelings and emotions to inanimate things or animals, often associated with the attribution of human emotions to aspects of nature (sun, sky, wind, etc.).
- Symbolism:** The use of symbols to express ideas or qualities.

Key Characters

- Bonnie Green:** only daughter of Sir Willoughby & Lady Green.
- Sylvia Green:** Bonnie's cousin and Jane's daughter.
- Sir Willoughby:** the wealthy owner of Willoughby chase, father to Bonnie and younger brother.
- Aunt Jane Green:** she is aunt to Bonnie and Sylvia and the older sister of Sir Willoughby.
- Miss Letitia Slightcarp:** distant cousin (4th removed) of Sir. Willoughby and charged with taking care of the girls while Sir Willoughby and Lady Green are away.
- Mrs. Gertrude Brisket:** owner of an orphanage.
- Diana Brisket:** Gertrude's daughter.
- Mr. Gripe:** the Greens' loyal and trusted family lawyer.
- Josiah Grimshaw:** worked for Mr. Gripe until he was sacked.
- Mrs. Moleskin:** she is the cook at Mrs Brisket's orphanage.
- Pattern:** Bonnie's maid.
- Simon:** a boy who is not much older than Bonnie and Sylvia.
- James:** a footman at Willoughby Chase.
- Lucy & Emma:** orphans at Mrs Brisket's orphanage/friends of Bonnie and Sylvia.
- Alice:** an orphan at Mrs Brisket's orphanage who helps Mrs. Brisket.
- Dr. Gabriel Field:** cares for Aunt Jane when she is ill.
- Mr. Friendship** the inspector of the orphanage.

Key Vocabulary

- Orphan:** A child whose parents have both died.
- Orphanage:** A residential institution for the care and education of orphans.
- Governess :** A woman employed to teach children in a private household.
- Eerie:** Strange and frightening.
- Suspense:** A state or feeling of excited or anxious uncertainty about what may happen.
- Impetuous :** Acting or doing something quickly without thought or care.
- Acerbic:** Sharp, forthright , sour, bitter.
- Rapacious :** Aggressively greedy or grasping.
- Ravenous:** Extremely hungry.
- Wolfish:** Resembling or likened to a wolf, especially in being rapacious and greedy.
- Forger:** A person who produces fraudulent copies or imitations.
- Indomitable:** Impossible to subdue or defeat.



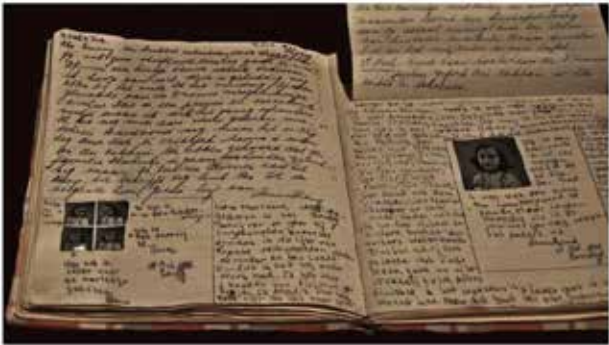
Context

**Writer:** Anne Frank  
**Nationality:** German  
**Genre:** Autobiographical  
**Dates:** 12 June 1929 February or March 1945

- Writer Biography:**
- Anne Frank was born in Frankfurt, Germany.
  - She moved to Amsterdam when she was four, when the Nazi party took over Germany.
  - In 1942, Anne and her family went into hiding behind a bookcase in the building where her father worked.
  - Anne and family remained there until they were arrested in 1944.
  - Anne died in a concentration camp in 1945 .

Background to the text:

- Anne Frank kept a diary she had received as a birthday present.
- It covers the two years of her life she was in hiding.
- Her diary was published after her death.
- It is one of the world's most widely known texts.



Key Terminology

- **Bias:** An inclination or prejudice for or against one person or group.
- **Humour:** The quality of being amusing or comic.
- **Tone:** Attitudes toward the subject and toward the audience implied in a literary work. Tone may be formal, informal, intimate, solemn, somber, playful, serious, ironic, condescending, or many other possible attitudes.
- **Empathy:** The ability to understand and share the feelings of another.
- **Anecdote:** A short amusing or interesting story about a real incident or person.
- **Irony:** A state of affairs or an event that seems deliberately contrary to what one expects and is often amusing as a result.
- **Sarcasm:** The use of irony to mock or convey contempt.
- **Perspective:** A particular attitude towards or way of regarding something; a point of view.
- **Imperatives:** Verbs used to give orders, commands, warning or instructions.

Key Vocabulary

- **Neurasthenic:** A group of symptoms caused by psychological issues.
- **Sacrifice:** To give up (something valued) for the sake of something or someone else.
- **Concentration camp:** A place in which large numbers of people, especially political prisoners or members of persecuted minorities, are deliberately imprisoned in a relatively small area with inadequate facilities, sometimes to provide forced labour or to await mass execution.
- **Arsenal:** A collection of weapons and military equipment.
- **Patriotism:** A feeling of attachment and commitment to a country.
- **Refugee:** A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
- **Democracy:** A country in which power is held by elected representatives.
- **Fascism:** A governmental system led by a dictator having complete power, forcibly suppressing opposition and criticism.
- **Nationalism:** An extreme form of patriotism involving a feeling of superiority over other countries.
- **The Holocaust:** A genocide during World War II in which Nazi Germany murdered six million European Jews.
- **Genocide:** An intentional action to destroy an ethnic, national, racial, or religious group.
- **Occupation:** A place being taken over through the use of military force.

Photo Description Structures

dans la photo	in the photo
il y a	there is
on peut voir	you can see
une femme	a woman
une fille	a girl
un garçon	a boy
un homme	a man
des jeunes	young people
il/elle porte	he/she is wearing
il/elles portent	they are wearing
il/elle est	he/she is
ils/elles sont	they are
ils/elles ont	they have
il/elle semble	he/she seems
il fait beau	the weather is good
il fait mauvais	the weather is bad
il fait chaud	it's hot
il fait froid	it's cold
il pleut	it's raining
sur la droite	on the right
sur la gauche	on the left
à l'arrière-plan	in the background
au centre	in the middle
au premier plan	in the foreground

Opinion sentence starters

J'adore...	I love...
J'aime...	I like...
J'aime bien...	I really like...
Je n'aime pas...	I don't like...
Je déteste...	I hate...
Je préfère...	I prefer
J'aime assez...	I quite like...
Je n'aime pas du tout...	I don't like... at all
J'aime beaucoup	I like... a lot

Time phrases

**Past:**  
**Hier** - yesterday  
**Le weekend dernier** - last weekend  
**La semaine dernière** - last week

**Present:**  
**Aujourd'hui** - today  
**Normalement** - Usually  
**Le lundi** - On a Monday

**Future:**  
**Demain** – tomorrow  
**Le weekend prochain** - next weekend  
**La semaine prochaine** - next week

Tenses and structures

Verb - Infinitive	In the past	In the present	In the future
<b>Avoir</b> To have	<b>J'ai eu / J'avais</b> I had / I used to have	<b>J'ai</b> I have	<b>Je vais avoir / J'aurai</b> I am going to have / I will have
<b>Être</b> To be	<b>J'étais</b> I was	<b>Je suis</b> I am	<b>Je vais être / Je serai</b> I am going to be / I will be
<b>Faire</b> to do	<b>J'ai fait / Je faisais</b> I did / I was doing	<b>Je fais</b> I do / I make	<b>Je vais faire / Je ferai</b> I am going to do / I will do
<b>Aller</b> To go	<b>Je suis allé / J'allais</b> I went / I was going	<b>Je vais</b> I go	<b>Je vais aller / J'irai</b> I am going to go / I will go
<b>Jouer</b> to play	<b>J'ai joué / Je jouais</b> I played / I was playing	<b>Je joue</b> I play	<b>Je vais jouer / Je jouerai</b> I am going to play / I will play
<b>Manger</b> To eat	<b>J'ai mangé / Je mangeais</b> I ate / I was eating	<b>Je mange</b> I eat	<b>Je vais manger / Je mangerai</b> I am going to eat / I will eat

Openers/connectives/extendors

et	and	cependant	however
mais	but	parce que c'est...	because it's
avec	with	car c'est...	as it's
sans	without	donc	so
aussi	also	si	if
bien que	although	d'abord	firstly
où	where	enfin	lastly
ou	or	puis	then
par contre	on the other hand	encore	again
après	after	ensuite	then

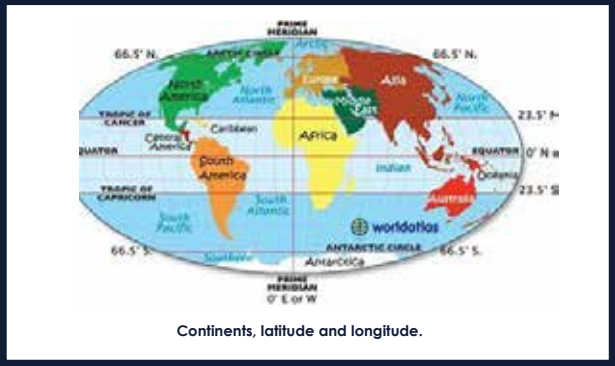
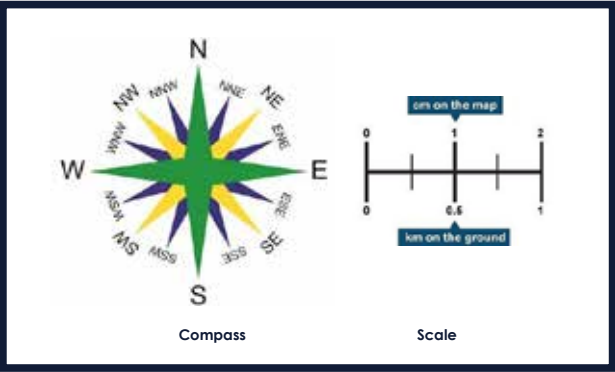
Module 1	
les araignées (f pl)	spiders
les chats (m pl)	cats
les chiens (m pl)	dogs
le cinéma	cinema
les consoles de jeux (f pl)	games consoles
la danse	dancing
le foot	football
les gâteaux (m pl)	cakes
l'injustice (f)	injustice
les jeux vidéo (m pl)	video games
les livres (m pl)	books
C'est...	it's...
génial	great
cool	cool
bien	good
ennuyeux	boring
nul	rubbish
essentiel	essential
important	important
Ce n'est pas bien	it's not good
un appareil photo	a camera
une barre de céréales	a cereal bar
un bâton de colle	a gluestick
des chips (f pl)	crisps
des clés (f pl)	keys
une clé USB	a memory stick
une gourde	a water bottle
des kleenex (m pl)	tissues
des lunettes de soleil (f pl)	sunglasses
un magazine	a magazine
un miroir	a mirror
un MP3	an MP3 player
un portable	a mobile phone
un porte-monnaie	a purse
un paquet de mouchoirs	a packet of tissues
un sac	a bag
des surligneurs fluo (m pl)	fluorescent highlighters
une trousse	a pencil case
beau/belle	good-looking
branché(e)	trendy
charmant(e)	charming
cool	cool
curieux/curieuse	curious
de taille moyenne	average height
drôle	funny
généreux/généreuse	generous
gentil (le)	nice
grand (e)	tall
impatient (e)	impatient
intelligent (e)	intelligent

Module 2	
Les matières scolaires	School subjects
le français	French
le théâtre	drama
la géographie/la géo	geography
la musique	music
la technologie	technology
l'anglais (m)	English
l'EPS (f)	PE
l'histoire (f)	history
l'informatique (f)	CT
les arts plastiques (m)	art
les mathématiques/maths (f)	maths
les sciences (f)	science
Les Raisons	Reasons
C'est...	It's...
intéressant	interesting
ennuyeux	boring
facile	easy
difficile	difficult
génial	great
nul	rubbish
marrant	fun/funny
On a beaucoup de devoirs	We have a lot of homework
Le/La prof est sympa	The teacher is nice
Le/La prof est trop sévère	The teachers is too strict
Quelle heure est-il	What time is it?
Il est ...	It's ...
huit heures	eight o'clock
huit heures dix	ten past eight
huit heures et quart	quarter past eight
huit heures et demie	half past eight
neuf heures moins vingt	twenty to nine
neuf heures moins le quart	quarter to nine
midi	midday
minuit	midnight
midi/minuit et demi	half past 12 (midday/midnight)
L'emploi du temps	The timetable
le lundi	on Mondays
le mardi	on Tuesdays
le mercredi	on Wednesdays
le jeudi	on Thursdays
le vendredi	on Fridays
À (neuf heures) j'ai (sciences)	At (nine o'clock) I've got (science)
le matin	(in) the morning
après-midi	(in) the afternoon
le mercredi après-midi	on Wednesday afternoon

Module 3	
Qu'est-ce que tu fais... avec ton ordinateur? avec ton portable? Je joue Je surfe sur Internet Je chatte sur MSN Je regarde des clips vidéo Je télécharge de la musique	What do you do... on your computer? on your mobile phone? I play/I'm playing games I surf/I'm surfing the net I chat/I'm chatting on MSN watch/I'm watching video clips I download/I'm downloading music I text/I'm texting sometimes often every day every evening all the time from time to time once a week twice a week
J'envoie des SMS quelquefois souvent tous les jours tous les soirs tout le temps de temps en temps une fois par semaine deux fois par semaine	every evening all the time from time to time once a week twice a week
Le sport Je joue... au basket au billard au foot(ball) au hockey au rugby au tennis au tennis de table/ au ping-pong au volleyball à la pétanque/aux boules sur la Wii	Sport I play... basketball billiards/snooker football hockey rugby tennis  table tennis volleyball boules on the wii
Qu'est-ce que tu fais? Je fais du judo Je fais du parkour Je fais du patin à glace Je fais du roller Je fais du skate Je fais du vélo Je fais de la danse Je fais de la gymnastique Je fais de la natation Je fais des promenades en été en hiver quand il fait beau quand il fait chaud quand il pleut quand il fait froid	What do you do? I do judo I do parkour I go ice-skating I go roller-skating I go skateboarding I go cycling I do dance I do gymnastics I go swimming I go horse-riding I go for walks in summer in winter when it's good weather when it's hot when it rains

1. Maps key words:	2. Understanding the world:
<ul style="list-style-type: none"><li>• <b>Scale:</b> The ratio of the distance on the map, to the distance in real life.</li><li>• <b>Direction:</b> which way things are going, or located. Usually shown using a compass.</li><li>• <b>Distance:</b> How far something is. Shown in either metres/kilometres.</li><li>• <b>Relief:</b> The height and shape of the land.</li><li>• <b>Contour lines:</b> The lines used to show height on a map – shown using metres above sea level.</li><li>• <b>Key:</b> The explanation of symbols used on a map.</li></ul>	<ul style="list-style-type: none"><li>• <b>Equator:</b> The line that divides the northern and southern hemispheres</li><li>• <b>Longitude:</b> The lines that pass vertically through the world showing East and West. Also used to identify time zones. E.g. Greenwich Meridian</li><li>• <b>Latitude:</b> The lines that pass horizontally through the world showing North and South. E.g. Tropic of Cancer and Tropic of Capricorn.</li><li>• <b>Continent:</b> Each country is part of a continent. There are 7 globally:<ul style="list-style-type: none"><li>• Africa</li><li>• Antarctica</li><li>• Europe</li><li>• North America</li><li>• South America</li><li>• Asia</li><li>• Australasia/Oceania.</li></ul></li><li>• <b>Ocean:</b> A large body of water. There are 5 major oceans globally:<ul style="list-style-type: none"><li>• Arctic, Southern, Pacific, Atlantic, Indian</li></ul></li><li>• <b>Settlement:</b> A city, town, village or hamlet.</li><li>• <b>Population density:</b> How many people live per km²</li><li>• <b>Densely populated:</b> Lots of people living per km² (e.g. East coast of USA).</li><li>• <b>Sparsely populated:</b> Few people living per km² (e.g. Northern Russia).</li></ul>

3. Knowing how to define factors in Geography:
<ul style="list-style-type: none"><li>• <b>Human:</b> The influence of people on things. E.g. Human causes of flooding, or human causes of deforestation, or human built settlements.</li><li>• <b>Physical:</b> The natural things in the world. E.g. Mountains, rivers, oceans, beaches; or physical causes of flooding, physical causes of deforestation.</li><li>• <b>Social:</b> Any element that relates to humans.</li><li>• <b>Economic:</b> Any element that relates to money.</li><li>• <b>Environmental:</b> Any element that relates to nature.</li><li>• <b>Political:</b> Any element that relates to the government.</li></ul>



### 4. Development key words:

- **HIC:** Higher income country. E.g. USA, France, Australia.
- **LIC:** Lower income country. E.g. Kenya, Ethiopia, Bangladesh.
- **NEE:** Newly Emerging Economy. E.g. Brazil, India, Nigeria.
- **Development:** The progress made over time by a country.
- **Poverty:** People living without basic needs or income.

### 5. Supporting countries to develop:

- **Aid:** Help.
- **Emergency aid:** Help given for short term, often after natural disasters or outbreaks of diseases.
- **Development aid (long term aid):** Help given for a longer time, often focusing on areas of need e.g. health, education.
- **International aid:** Aid sent from abroad. E.g. UK sending international aid to Nigeria.
- **Bilateral aid:** Help given from one country to another. E.g. UK sending aid to India.
- **Multilateral aid:** Help given when organisations work together. E.g. The Disaster Emergency Committee who collected donations from countries to support after Nepal's earthquake.
- **Self help schemes:** Schemes that provide training and materials to encourage people to improve their own standards of living.
- **Appropriate technology:** Providing communities with resources that are appropriate for their level of development. E.g. A water pump to an LIC.

### 6. How to measure development:

- **Gross National Income:** The sum of money made by a country per year. (Per capita: Divided per person).
- **Birth rate:** The number of live births per 1000 per year.
- **Death rate:** The number of deaths per 1000 per year.
- **Literacy rate:** The % of people who can read and write.
- **Life expectancy:** Average expected number of years that an individual will live to
- **HDI:** Human development Index (life expectancy, literacy rate and GNI).

### 7. The World of Work:

- **Trade:** Transfers of goods and services from one country to another.
- **Imports:** Goods bought into the country.
- **Exports:** Goods sent out of a country.
- **Industry:** Economic activity that uses raw materials to make goods.
- **Manufacturing:** The making of goods on a large scale.
- **Sweatshop:** A factory or workshop where workers are paid low wages and work in poor conditions.
- **Trading bloc:** A group of countries that trade together.

- **Primary:** Jobs that use raw materials from the land and sea (e.g. Fisherman)
- **Secondary:** The making of things (e.g. Factory worker)
- **Tertiary:** Providing a service (e.g. Teacher)
- **Quaternary:** Research and development (e.g. Medical scientist)
- **Subsidies:** Money given by the government to make trade cheaper for a company
- **Footloose:** Industry that can move freely and have no set location.
- **Tourism:** Holidays – these can be national or international.

**The Brandt Line:** A map created in the 1980s that shows the world split into the 'rich north' and the 'poor south'.

### Photo Description Structures

In dem foto	in the photo
Gibt es	there is
Man kann...sehen	you can see
Eine Frau	a woman
Ein Mädchen	a girl
Ein Junge	a boy
Ein Mann	a man
Junge Leute	young people
Er/sie trägt	he/she is wearing
Sie tragen	they are wearing
Er/sie ist	he/she is
Sie sind	they are
Sie haben	they have
Das wetter ist gut	the weather is good
Das wetter ist schlecht	the weather is bad
Es ist heiß	it's hot
Es ist kalt	it's cold
Es regnet	it's raining
Auf der rechten Seite	on the right
Auf der linken Seite	on the left
Im Hintergrund	in the background
In der Mitte	in the middle
Im Vordergrund	in the foreground

### Opinion sentence starters

Ich liebe...	I love...
Ich mag...	I like...
Ich mag sehr...	I really like...
Ich mag nicht...	I don't like...
Ich hasse...	I hate...
Ich denke dass...	I prefer
Ich finde dass...	I quite like...
Ich glaube dass...	I don't like... at all
Meiner Meinung nach...	I like... a lot

### Time phrases

**Past:**  
Gestern - yesterday  
letztes Wochenende – last weekend  
letzte Woche – last week  
letztes Jahr – last year

**Present:**  
Heute – today  
Normalerweise – usually  
Am Montag – On a Monday

**Future:**  
Morgen – tomorrow  
Nächstes Wochenende – next weekend  
Nächste Woche – next week

Verb - Infinitive	In the past	In the present	In the future
<b>haben</b> To have	<b>Ich habe ... gehabt</b> I had / I used to have	<b>Ich habe present</b> I have	<b>Ich werde ... haben/</b> I am going to have / I will have
<b>sein</b> To be	<b>Ich war</b> I was	<b>Ich bin present</b> I am	<b>Ich werde ... sein</b> I am going to be / I will be
<b>Machen</b> to do	<b>Ich habe ... gemacht.</b> I did / I was doing	<b>Ich mach</b> I do / I make	<b>Ich werde... machen</b> I am going to do / I will do
<b>gehen</b> To go	<b>Ich bin ... gegangen</b> I went / I was going	<b>Ich gehe</b> I go	<b>Ich werde ... gehen</b> I am going to go / I will go
<b>spielen</b> To play	<b>Ich habe ... gespielt.</b> I played / I was playing	<b>Ich spiele</b> I play	<b>Ich werde... spielen</b> I am going to play / I will play
<b>essen</b> To eat	<b>Ich habe ... gegessen</b> I ate / I was eating	<b>Ich esse</b> I eat	<b>Ich werde... essen</b> I am going to eat / I will eat

<b>und</b>	and	<b>jedoch</b>	however
<b>aber</b>	but	<b>,weil es ... ist.</b>	because it's
<b>mit</b>	with	<b>da es ... ist.</b>	as it's
<b>ohne</b>	without	<b>auch</b>	also
<b>obwohl</b>	although	<b>zuerst</b>	firstly
<b>schließlich</b>	lastly	<b>dann</b>	then
<b>oder</b>	or	<b>nochmal</b>	again
<b>auf der einen Seite</b>	on the other hand		

Module 1	Module 2	Module 3
<div>Wie heißt du?</div> <div>Ich heiße...</div> <div>Ich bin laut</div> <div>Ich bin lustig</div> <div>Ich bin Ich bin musikalisch</div> <div>Ich bin sportlich</div> <div>Ich bin faul</div> <div>Mein Lieblingssport ist...</div> <div>Meine Lieblingsmusik ist ...</div> <div>Meine Lieblingssendung ist</div> <div>Ich wohne in</div> <div>Er/Sie/Es wohnt in...</div> <div>...England</div> <div>...Irland</div> <div>...Nordirland</div> <div>Schottland</div> <div>Wales</div> <div>Deutschland</div> <div>Österreich</div> <div>...der Schweiz</div> <div>Freundlich</div> <div>sehr</div> <div>intelligent</div> <div>wirklich</div> <div>kreativ</div> <div>ziemlich</div> <div>launisch</div> <div>nicht</div> <div>wie?</div> <div>was?</div> <div>wo?</div> <div>woher?</div>	<div>einen Hund</div> <div>ein Kaninchen</div> <div>eine Katze</div> <div>ein Meerschweinchen</div> <div>ein Pferd</div> <div>einen Wellensittich</div> <div>kein Haustier</div> <div>Er/Sie/Es ist...</div> <div>dic/schlank</div> <div>french niedlich</div> <div>gemein/süß</div> <div>groß/klein</div> <div>kräftig</div> <div>Schlau</div> <div>(super) lustig</div> <div>Er/Sie/Es kann...</div> <div>Italienisch sprechen</div> <div>(schnell) laufen</div> <div>Lesen</div> <div>Rad fahren</div> <div>Schwimmen</div> <div>Singen</div> <div>Springen</div> <div>Tanzen</div> <div>Es gibt...</div> <div>meine Mutter</div> <div>mein Vater</div> <div>mein Bruder</div> <div>mein Stiefbruder / Halbbruder</div> <div>meine Schwester</div> <div>a dog</div> <div>a rabbit</div> <div>a cat</div> <div>a guinea pig</div> <div>a horse</div> <div>a budgie</div> <div>no pet</div> <div>He/she/it is...</div> <div>fat / thin</div> <div>cheeky / cute</div> <div>mean / sweet</div> <div>nig / small</div> <div>strong</div> <div>cunning</div> <div>(really) funny</div> <div>He/she/it can...</div> <div>Speak italian</div> <div>run (fast)</div> <div>read</div> <div>ride a bike</div> <div>swim</div> <div>sing</div> <div>jump</div> <div>dance</div> <div>Personen in meiner Familie. There are ... people in my family</div> <div>my mother</div> <div>my father</div> <div>my brother</div> <div>my stepbrother / half-brother</div> <div>my sister</div>	<div>Ich bin (sehr/ziemlich/ nicht sehr) sportlich</div> <div>Ich fahre Rad</div> <div>Ich fahre Skateboard</div> <div>Ich fahre Ski</div> <div>Ich fahre snowboard</div> <div>Ich lese</div> <div>Ich mache Judo</div> <div>Ich mache Karate</div> <div>Ich reite</div> <div>Ich swimme</div> <div>Ich sehe fern</div> <div>Ich spiele Gitarre</div> <div>Ich tanze</div> <div>Ich finde es...</div> <div>Es ist...</div> <div>Irre</div> <div>Toll</div> <div>nicht schlecht</div> <div>nervig</div> <div>stinklangweilig</div> <div>furchtbar</div> <div>Ich chill</div> <div>Ich esse Pizza oder Hamburger</div> <div>Ich gehe einkaufen</div> <div>Ich gehe ins Kino</div> <div>Ich gehe in den Park</div> <div>Ich gehe in die Stadt</div> <div>Ich höre Musik</div> <div>Ich mache sport</div> <div>Ich chatte mit Freunden/ auf facebook</div> <div>I am (very/quite/ not very) sporty</div> <div>I ride my bike</div> <div>I go skateboarding</div> <div>I ski</div> <div>I snowboard</div> <div>I read</div> <div>I do judo</div> <div>I do karate</div> <div>I go horse riding</div> <div>I swim</div> <div>I watch TV</div> <div>I play the guitar</div> <div>I dance</div> <div>I think it's...</div> <div>It's...</div> <div>Amazing</div> <div>great</div> <div>not bad</div> <div>annoying</div> <div>deadly boring</div> <div>awful</div> <div>I chill</div> <div>I eat pizza or hamburgers</div> <div>I go shopping</div> <div>I go to the cinema</div> <div>I go to the park</div> <div>I go into town</div> <div>I listen to music</div> <div>I do sport</div> <div>I chat with friends /on facebook</div>

The Normans		
Challengers for the throne in 1066 - King Edward the Confessor died in January 1066. He had no children. There were three potential heirs to the throne:		
<div><u>Harold Godwinson</u></div> <div><ul style="list-style-type: none"><li>Saxon (English).</li><li>One of the most powerful <b>noble</b> men in England.</li><li>The Witan named him the next King of England on the 6<sup>th</sup> Jan 1066.</li><li>Won the Battle of Stamford Bridge.</li></ul></div>	<div><u>Harald Hardrada</u></div> <div><ul style="list-style-type: none"><li>Viking - King of Norway.</li><li>Claimed England should be returned to the Vikings after day of King Canute.</li><li>Lost the Battle of Stamford Bridge.</li></ul></div>	<div><u>William of Normandy</u></div> <div><ul style="list-style-type: none"><li>Duke of Normandy.</li><li>Edward had supposedly promised that William should be King of England.</li><li>Distant cousin of Edward the Confessor.</li><li>Won the Battle of Hastings and became William I of England. He was crowned on the 24<sup>th</sup> December 1066.</li></ul></div>

The Harrying of the North –1069
<ul style="list-style-type: none"><li>Result of Anglo-Saxon rebellion against Norman rule led by Edgar Atheling in the north of England.</li><li>William's army burnt every village between York and Durham.</li><li>Farm animals died, crops destroyed, fields covered with salt so more food could grow.</li><li>100,000 starved to death as a result.</li><li>Showed William to be a ruthless leader.</li></ul>

The Domesday Book – 1085
<ul style="list-style-type: none"><li>William ordered a survey of every single rich person in the land. He could then tax them based on how much they had.</li><li>It took 2 years for the survey to complete – visited 13000 villages.</li><li>Became nicknamed the “Domesday book” by Anglo-Saxons (they disliked that he was passing judgement on them).</li><li>Helped William to control England because it meant: - He knew exactly how many people he could get to fight for him and could settle any quarrels over who owned which bit of land.</li></ul>

The Feudal system
<ul style="list-style-type: none"><li>System of hierarchy to organise Northern England.</li><li>Anyone above you was your ‘lord’ and you had to pay homage (respect) to them.</li><li>King would receive knights from the barons for war in return for land.</li><li>Barons would receive fighting support from the knights in return for land.</li><li>Knights would receive food from the peasants and would protect them/give them small amount of land in return.</li><li>So William had a constant supply of money and support.</li></ul>

Castles
<ul style="list-style-type: none"><li>William quickly built Motte and Bailey castles from wood.</li><li>Problem as wood would soon rot or burn down.</li><li>Were later replaced by stone castles.</li><li>Features included: curtain walls, moats, gatehouses, drawbridges and arrow slits.</li><li>They showed people that the Normans were powerful, and they kept the Normans safe, especially in areas in the North.</li><li>Castles helped to prevent rebellions and gave a good view of the area.</li></ul>

Key terms:

- Heir:** The person who will be the next monarch
- Monarch:** King or queen
- Noble/Baron:** A rich and powerful person, will have a rank or title
- Pope:** Leader of the Catholic Church.
- Cavalry:** Knights on horses
- Anglo-Saxons:** Name given to the people living in England at the time of the Norman Conquest.



Medieval Religion

THE BIG PICTURE

- The Church dominated everybody's life. All Medieval people believed that God, Heaven and Hell all existed.
- People taught that the only way they could get to Heaven was if the Catholic Church let them.
- People were terrified of Hell and the people would have been told of the sheer horrors awaiting for them in Hell in the weekly services they attended and by looking at the doom paintings in the church.
- People paid 10% of what they earned in a year to the Church (this tax was called tithes).
- The head of the Catholic Church was the Pope in Rome, Italy.
- The power of the Church caused conflict between the Church and monarchs throughout the Middle Ages.
- The most important churches were called cathedrals

The Role of Parish Priests

- Ran the local church and looked after their parishioners.
- They also carried out services such as baptisms of babies, marriages, confession, the last rites for the dying and burying the dead.

The role of Monks

- Monks and nuns lived in monasteries and took vows of poverty and obedience to the Church. They also:
- Looked after the old and sick, provided somewhere for travellers to stay
  - Gave alms (charity) to the poor
  - Monasteries had running water and good toilet facilities and were much healthier than medieval towns and villages.
  - Monks could often read and write, so monk copied books and documents
  - They taught children of the nobility

Latin

The language which church services and the bible were written in during the Middle Ages.

Doom Paintings

Pieces of art work that were displayed in churches. They showed the glory and the reward of heaven, versus the horrors of hell. As Medieval people believed Heaven and Hell were real places, the paintings were intended to scare them into following the churches order

Pilgrimage

A religious journey to a holy place. People believed this would help get them to heaven.

The Crusades

- People also thought going on a crusade would help them reduce the punishments for their sins.
- A crusader was a person who made a promise to help capture and protect Jerusalem which was a popular destination for Christians to go on a pilgrimage.
- They believed they were fighting for god, they were supposed to be brave and strong and finally they thought they would return home with riches.

1. First Crusade = 1095
2. Second Crusade = 1101
3. Third Crusade = 1189

To up-level your writing, you must:

- Use a wide range of punctuation.
- Organise sentences into clearly-structured paragraphs, linking ideas in a sophisticated way.
- Include longer sentences with appropriate connectives.
- Include description choosing wow words to describe things (think of the 5 senses).
- Use a variety of simple, compound and complex sentences-try some adverbial openers.

Adverbial Openers + comma

Slowly  
Briefly  
Happily  
Clumsily  
Rudely  
Surprisingly  
Patiently  
Anxiously  
Enthusiastically  
Mournfully  
Gradually  
Hurriedly  
Wearily  
Erratically  
Brutally  
Smoothly  
Sweetly  
Hatefully  
Carefully

Immediately  
Eagerly  
Tenderly  
Strictly  
Cautiously  
Regretfully  
Thankfully  
Horrendously  
Suspiciously  
Unbelievably  
Leisurely  
Insanely  
Majestically  
Recently  
Graciously  
Savagely  
Lovingly  
Longingly  
Meekly

Wonderful "Wow" Words

Wonderful  
Splendid  
Fantastic  
Marvellous  
Valuable  
Blissful  
Elated  
Cheerful  
Quick-witted  
Intelligent  
Smooth  
Luscious  
Appetizing  
Delectable  
Radiant  
Shimmering  
Transparent  
Translucent  
Triangular  
Spherical  
Elliptical  
Sizzling  
Scented

Important  
Useful  
Useless  
Incredible  
Bustling  
Deafening  
Rowdy  
Blaring  
Thunderous  
Putrid  
Faraway  
Remote  
Loathsome  
Grainy  
Polished  
Mediocre  
Swellering  
Frosty  
Steaming  
Frightened  
Petrified  
Miserable  
Grumpy

Bustling  
Noxious  
Fragrant  
Shadowy  
Icy  
Fiery  
Punctual  
Infantile  
Mature  
Colourful  
Colourless  
Odourless  
Painful  
Painless  
Magnified  
Gigantic  
Enormous  
Miniscule  
Minute  
Worthless  
Impatient  
Surprising  
Glorious

Addition

and  
also  
too  
furthermore  
moreover  
in addition (to)  
again  
the following

Cause/Effect

consequently  
thus  
so  
hence(forth)  
therefore  
accordingly  
since  
until  
as a result

Emphasis

above all  
in particular  
notably  
specifically  
especially  
significantly  
more importantly  
indeed  
in fact

Connectives

but  
however  
nevertheless  
alternatively  
to turn to  
yet  
despite this  
on the contrary  
as for

Contrast/Balance

as for  
the opposite  
still  
instead (of)  
on the other hand  
whereas  
otherwise  
apart from  
although

Complex Sentence Openers:

- Although (it was incredibly cold...),
- Even though Sam was in the company of his family,
- Despite achieving 100% in the exam,
- When there was torrential rain,
- Since I began my journey,
- If you build this house using only wood,
- As soon as he finished the chapter,

Rhetorical Questions:

Do you think that...?  
Don't you think that...?  
Isn't it time to...?  
Have you ever thought about...?  
Haven't you always longed for...?  
Why is it (that)...?  
When should we...?

Time Connectives for Sequencing:

Firstly/First of all	Meanwhile	Before
Then	When	(Two) years ago
Next	Since	(Four) days ago
After	Secondly	Eventually
Soon	Briefly	Finally
Suddenly	After a while	Last week/year

Said Words:

shouted	pleaded	declared
exclaimed	assured	grumbled
whispered	advised	insisted
bellowed	boasted	joked
highlighted	bragged	muttered
addressed	cautioned	remarked
answered	confessed	

-ing Words (as openers):

Seething	Looking	Skimming
Fuming	Planting	Touching
Watching	Running	Painting
Glancing (around)	Walking	Fleeting
Raging	Dancing	Rushing
Grabbing	Singing	Dreaming
Grasping	Scanning	Creating



High frequency words - Year 7 and 8 Literacy 'Must Know' words

I	all	could	made	so
on	me	first	much	them
go	about	half	not	too
away	back	him	our	want
day	boy	jump	put	where
dad	can't	love	sister	and
of	down	more	their	said
can	had	night	time	they
as	here	or	very	come
been	if	push	when	no
came	live(d)	should	like	was
door	may	that	is	yes
got	next	three	going	another
her	once	us	to	bed
how	pull	what	mum	call(ed)
little	seen	we	went	don't
many	than	he	it(s)	good
new	these	this	an	help
old	two	am	because	house
people	were	my	by	laugh
school	look	in	do	man
take	for	see	girl	name
there	are	again	have	off
tree	a	be	home	over
way	big	but	last	saw
up	get	did	make	some
at	she	from	must	then
you	after	has	now	took
play	ball	his	out	water
the	brother	just	ran	who

will	with
Wednesday	Thursday
February	March
August	September
yellow	blue
would	your
Friday	Saturday
April	May
October	November
green	orange
Monday	Tuesday
Sunday	January
June	July
December	red
pink	purple



Place Value:

- Identify what the number in a position represents

Ten Million	Million	Hundred Thousand	Ten Thousand	Thousand	Hundred	Ten	Units
10 000 00	1 000 000	100 000	10 000	1000	100	10	1

Tenths	Hundredths	Thousandths	Ten Thousandths	Hundred Thousandths
1/10	1/100	1/1000	1/10 000	1/100 000

Decimal	Percentage	Fraction
0.5	50%	1/2
0.25	25%	1/4
0.75	75%	3/4
0.2	20%	1/5
0.1	10%	1/10
0.3	33. 3%	1/3

Average:

- What does the average of a list of numbers represent?**
  - It represents the one number which best represents the entire list of numbers.
  - You can find the average using one of 3 methods.

Types of averages:

- Mean** - add all the numbers up and divide by how many you have.
- Median** - the middle number once the numbers are in order
- Mode** - the most popular number from the list
- Range** - the difference between the highest and lowest number in a list
- NOTE** : the range is NOT a type of average, it is a measure of spread

- Remainder** - a number which is left over after dividing
- Multiple** - a number in another number's times table
- Factor** - a number that divides exactly into another number
- Prime Number** - a number with exactly 2 factors, 1 and itself
- LCM** - Lowest Common Multiple
- HCF** - Highest Common Factor
- Integer** - any whole number

- Perimeter** - the total distance around the outside of a shape (units = cm, mm, m etc...)
- Area** - the total space inside a 2D shape (units = cm<sup>2</sup>, mm<sup>2</sup> etc...)
- Volume** - the total amount of space within a 3D shape (units = cm<sup>3</sup>, mm<sup>3</sup> etc...)
- Evaluate** - find the value of
- Solve** - find the value(s) of any unknowns
- Substitution** - replace an unknown variable with an actual number and then evaluate ite

- Quotient** - the result obtained by dividing one quantity by another
- Denominator** - the integer on the bottom of a fraction
- Mixed number** - a mixture of whole numbers and fractions
- Improper fraction** - otherwise known as a 'top heavy' fraction, the numerator is greater than the denominator.
- Numerator** - the integer on the top of a fraction
- Recurring decimal** - a decimal that has either a digit or a number of digits that repeat infinitely in a pattern.
- Sum** - the addition of a number of items
- Product** - the multiplication of 2 or more numbers

Angles in a right angle must add up to 90 degrees	Angles on a straight line must add up to 180 degrees	<b>Opposite angles</b> - Where 2 lines cross, the opposite angles are equal	<b>Alternate angles</b> - When a line passes through a pair of parallel lines, the alternate angles are equal'	<b>Corresponding angles</b> - When a line passes through a pair of parallel lines, the corresponding angles are equal	<b>Supplementary angles</b> - Always add to 180°, also known as co-interior angles

<i>A polygon can have three or more sides.</i>	3 sides Triangle	4 sides Quadrilateral	5 sides Pentagon	6 sides Hexagon	7 sides Heptagon	8 sides Octagon
<b>Regular Polygons</b> <i>all sides are equal length and all internal angles are equal</i>						
<b>Examples of Irregular Polygons</b> <i>any polygon that is not regular</i>						

<b>Concave Polygons</b> <i>have at least one internal angle greater than 180°</i>		<b>Convex Polygons</b> <i>have no internal angles greater than 180°. All regular polygons are convex.</i>		<b>Complex Polygons</b> <i>have a line that crosses another line (normal polygon rules may not apply)</i>	
<b>Examples of shapes that are Not Polygons</b>					

Angle Definitions

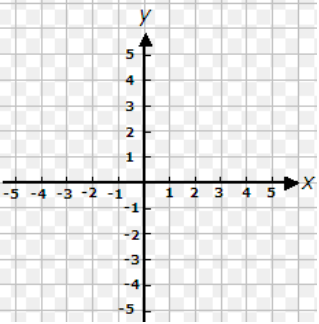
- **Right angle** - is a 90 degree angle
- **Acute angle** - any angle which is less than 90 degrees
- **Obtuse angle** - any angle which is greater than 90 degrees but less than 180 degrees
- **Reflex angle** - any angle which is greater than 180 degrees
- **Degrees** - a measure of the amount of a turn. There are 360 degrees in a complete turn
- **Protractor** - an angle measuring device that is normally a semi circle

Shapes

- **Polygon** - a 2D closed shape consisting of purely straight edges
- **Regular** - all lengths and interior angles are equal
- **Irregular** - any polygon that is not regular
- **Quadrilateral** - any 4 sided shape
- **Parallelogram** - a 4 sided shape with pairs of equivalent sides and pairs of parallel sides.
- **Trapezium** - a 4 sided shape with 1 pair of parallel sides

Other Key words and definitions

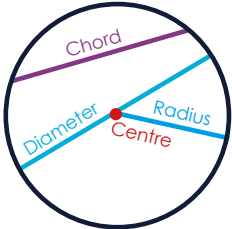
- X axis - the horizontal axis
- Y axis - the vertical axis
- Origin the co ordinate (0,0)
- Co-ordinate
- 2-way table - organises data into 2 categories (e.g. men and women)



	Basketball	Baseball	Tennis	Swimming	Total
Men	16	27	5	12	60
Women	2	6	16	16	40
Total	18	33	21	28	100

Rounding and Estimation

- **Significant Figures** - the figures of a number that signify its magnitude (size) to a specified degree of accuracy (e.g. 5328 (2sf) ≈ 5300)
- **Estimate** - find the approximate answer to a question after rounding any given numbers
- **Rounding** - approximate a number to a specific degree of accuracy (e.g. 5.63 (1dp) ≈ (5.6)



Circumference

Diameter =  $2 \times r = 2r$   
Circumference =  $\pi \times d = \pi d$   
Circumference =  $\pi \times 2 \times r = 2\pi r$   
Area =  $\pi \times r \times r = \pi r^2$

1st 10 Square Numbers

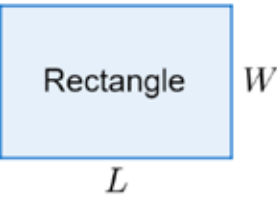
1, 4, 9, 16, 25, 36, 49, 64, 81, 100...

Properties of Circles

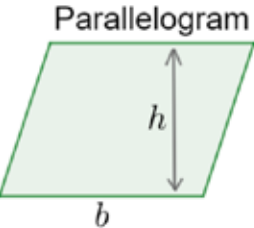
- **Radius** - the distance from the centre of the circle to the circumference
- **Diameter** - the distance from the circumference to the other side of the circumference, through the centre
- **Chord** - the distance from one side of the circumference to the other side without going through the centre
- **Circumference** - the distance completely around the outside of the circle

1st 10 Cube Numbers

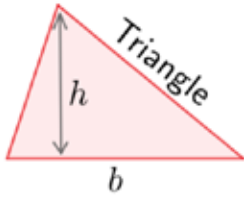
1, 8, 27, 64, 125, 216, 343, 512, 729, 1000...



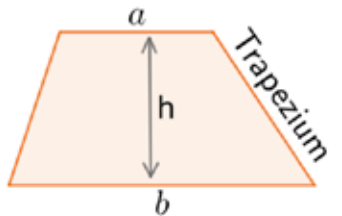
Area = length  $\times$  width =  $L \times W$



Area = base  $\times$  height =  $bh$



Area =  $\frac{1}{2} \times$  base  $\times$  height =  $\frac{1}{2}bh$



Area =  $\frac{1}{2}(a + b) \times$  height =  $\frac{1}{2}(a + b)h$

Measure

10 mm = 1 cm  
100 cm = 1 m  
1000 m = 1 km  
5 miles ≈ 8 km  
1 mile ≈ 1.6 km  
1 inch ≈ 2.5 cm

1st 10 Prime Numbers

2, 3, 5, 7, 11, 13, 17, 19, 23, 29...

Order of Operations: BIDMAS

- Brackets
- Indices (Powers)
- Division
- Multiplication
- Addition
- Subtraction

The Fibonacci Sequence (1st 10)

1, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89...

# Key-Vocals: Developing keyboard and vocal skills

**A capella:** When a singer or vocalist performs without any instrumental backing.

**Call and response:** A succession of two different phrases where the second phrase is heard as a direct commentary on or response to the first.

**Chest voice:** The lower, more powerful part of the voice..

**Diaphragm:** A thin skeletal muscle that sits at the base of the chest, as the diaphragm contracts, the volume of the thoracic cavity increases, and air is drawn into the lungs.

**False alto:** Meaning 'false soprano', traditionally used to describe only the adult male's head voice, lies at the top of the vocal range creating an unnatural high-pitched voice or register.

**Head voice:** One of the higher registers of the voice when singing.

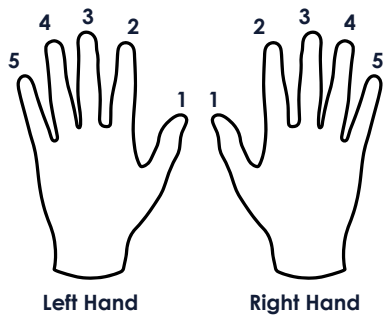
**Improvisation:** The art of creating music on the spot, often in response to existing music or other performers.

**Interval:** The distance between any two notes, including the notes that form the interval, e.g. the interval between C and F is a 4th (C D E F).

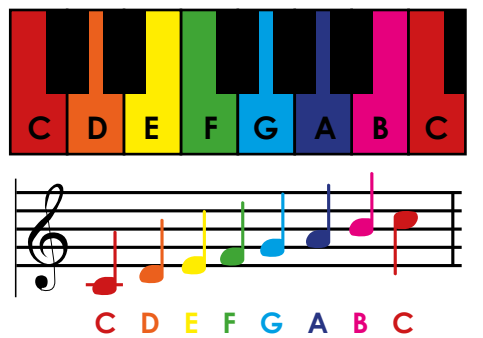
**Melisma:** An expressive vocal phrase or passage consisting of several notes sung to one syllable.

**Octave:** The distance from one note to the next note with the same letter name, e.g. A-A.

**Scat:** When a singer improvises using nonsense syllables, imitating an instrument rather than the human voice.



## Lower pitch Higher pitch



**Canon:** A canon is like a round. The same piece of music is played, then a second layer is played slightly after. Each melody is played fully and musically fits with the other layers.

**Accompaniment:** A musical part which supports or partners an instrument, voice, or group.

**Chord:** A group of (typically three or more) notes sounded together (a group of three musical notes is called a **triad**).

**Drone:** A drone is made up from 2 notes (usually low) being played and held underneath a melody to provide a bass.

**Major and Minor:** There are 2 types of chord: Major (sounds happy) and Minor (sounds sad). The difference is 1 semitone (see below). The middle note in a minor chord is a semitone lower E.g. C major - C E G / C minor = C Eb G

**Stave**  
5 lines where notes are placed to determine pitch

**Treble Clef**  
Symbol placed on the stave. Used for high pitch (right hand on the piano)

**Bass Clef**  
Symbol placed on the stave. Use for low pitch (left hand on the piano)

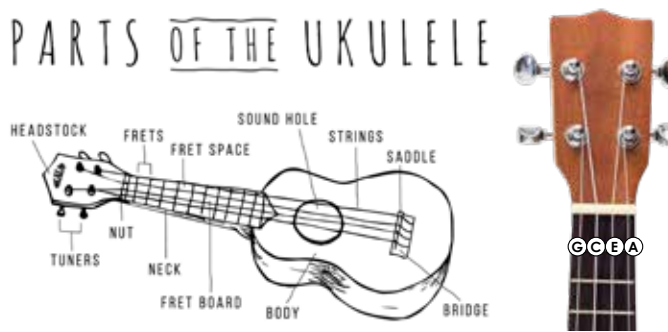
**Melody:** Another word for melody is 'tune'. A melody is a mixture of moving by step, and moving by leap. If the tune goes up in pitch, it is called '**ascending**'. If the tune goes down in pitch, it is called '**descending**'.

## Melody rhythms - use the syllables to create the rhythms



# Ukulele

The ukulele was invented in the 19th century and is a four-stringed musical instrument made from wood that resembles a small classical guitar. Ukulele means "jumping flea." The name was given because of its small size, and vibrant, cheerful, and exuberant sound.



**Acoustic:** No amplification

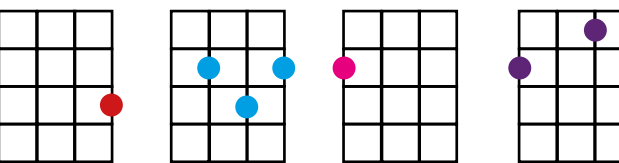
**Arpeggio:** Plucking the individual notes in a chord separately opposed to strumming

**Chord:** Two or more notes played at the same time

**Fret:** The thin strips of metal set into the neck of a ukulele to allow you to change notes.

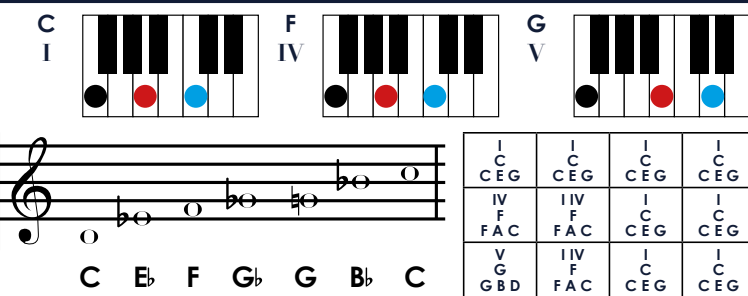
**Triad:** Chord of three notes

## C major G major A major F major



# Jazz and Blues

Jazz & Blues are musical styles that emerged at the start of the 20th century in the Southern states of America. Blues is characterised by repeated use of 'blues notes' and melancholy lyrics. The origins of Jazz are closely linked with the Blues music.



**Blues Scale:** An arrangement of 6 specific notes played in order of pitch from lowest to highest or vice versa, containing "blue" notes.

**Break:** A short solo, a kind of short linking phrase to the chorus. A short section of monophonic texture which was often improvised.

**Call and Response:** A succession of two different phrases where the second phrase is heard as a direct commentary on or response to the first

**Chord:** Two or more notes played at the same time

**Chord Progression:** A succession of chords

**Head:** A term most often used in Jazz music to describe the main theme or riff.

**Improvisation:** A performance created as it is played (i.e. make it up on the spot).

**Riff:** Short motif or pattern that is repeated in the music. The riff can typically support the solo improvisation.

**Stride Bass:** A musical device with leaping between the bass and harmony notes in the left-hand part of a piano arrangement.

**Swing Rhythm:** A style of rhythm played in Jazz & Blues Music-also referred to as the SHUFFLE rhythm.

**Syncopation:** Off beat accents

**Turnaround:** A short passage of chords (or sometimes a melodic idea), found at the end of a section, which helps bring the music back to the tonic key, or starting point.

**Walking Bass:** A bass part in 4/4 time in which a note is played on each beat of the bar and which typically moves up and down the scale in small steps.

## KPI 8 – Health and Fitness

An individual's Overall Health can be considered using the three categories below

**Physical**

- Good Posture
- Muscular strength & flexibility
- Absence of conditions such as osteoporosis and osteoarthritis

**Social**

- Cooperation with other people in teams and groups
- A sense of belonging
- Making new friend throughout one's life

**Mental**

- Feelings of satisfaction and happiness
- Good levels of self esteem
- Absence of illnesses such as depression
- Aesthetic appreciation of the beauty of performance

## KPI 9 – Fitness Components

## HEALTH, FITNESS AND COMPONENTS OF FITNESS

**Body Composition**

The percentage of body weight which is fat, muscle and bone

**Cardiovascular Endurance**

The ability of the heart, lungs and blood to transport oxygen

**Flexibility**

The range of motion (ROM) at a joint

**Muscular Endurance**

But he to use voluntary muscles repeatedly without tiring

**Muscular Strength**

The force a muscle can exert against resistance

**Health**

"Total physical, mental and social well-being and not only the absence of illness or infirmity"

**Positive**

An active, healthier lifestyle

Increased levels of exercise

**Negative**

A sedentary lifestyle

Decreased levels of exercise

**Fitness**

"The ability to meet the demands of the environment"

**Agility**

Do you ability to change position of the body quickly and control the movement

**Balance**

The ability to maintain the body's centre of mass above the base of support

**Coordination**

The ability to use two or more body parts together

**Power**

The ability to perform strength performances quickly

**Reaction Time**

And taken to respond to a stimulus

**Speed**

The ability to put body parts into motion quickly

## What is belief? P4C Essential knowledge

1. **Faith:** Confidence or trust in a particular religion and it's teachings.
2. **Belief:** Accepting that something is true or exists, even without proof.
3. **Theist:** Someone who believes in a deity (god/goddess).
4. **Agnostic:** Someone who neither believes nor disbelieves in god. They believe that the existence of god cannot be proved or disproved.
5. **Atheist:** Someone who does not believe in god.
6. **Monotheist:** Someone who believes in one god.
7. **Polytheist:** Someone who believes in many gods.
8. **Core British values:** Democracy, individual liberty, the rule of law, mutual respect and tolerance.

## General ideas/concepts - Essential knowledge

9. **Worship:** Praising and glorifying god.
10. **The Abrahamic religions:** Judaism, Christianity and Islam – all consider Abraham to be the first prophet.
11. **Abraham** (Ibrahim in Islam): The patriarch of Judaism, Christianity and Islam.
12. **Reincarnation:** The belief in being reborn after death – Sikhs, Hindus and Buddhists believe this.

## Judaism - Essential knowledge

13. **Adonai:** The name of God , not used often to make sure it stays special.
14. **The Torah:** The most important scripture of Judaism.
15. **Synagogue:** The Jewish place of worship.
16. **The Covenant:** An agreement made between God and the Jews (starting with Abraham); Jews must obey God and in return God would guide and protect them.
17. **Rabbi:** A teacher of the Torah, often leads worship at a synagogue.
18. **The Ten Commandments :** Laws given by God to Moses to guide human behavior.



## Christianity - Essential knowledge

19. **Denomination:** A branch of the Christian Church with its own slightly different beliefs, customs and traditions.
20. **The Bible:** The holy scripture/book of Christianity.
21. **A church:** The Christian place of worship.
22. **The Holy Trinity :** The idea that God is one God but three persons: God the Father, God the Son, God the Holy Spirit.
23. **Messiah:** Person to be sent by God to save the Jews (Jesus).
24. **Saviour:** Title given to Jesus as he is believed to have saved people from their sins through his crucifixion.
25. **Sin:** A wrong-doing (that separates humans from God).
26. **Crucifixion:** Jesus' death on the cross/Roman method of execution.
27. **Resurrection:** Jesus returning to life 2 days after his crucifixion.
28. **Creed:** Statement of belief.



## Sikhism - Essential knowledge

29. **Waheguru:** The name of God, meaning 'Wonderful Lord'.
30. **Guru:** A religious teacher.
31. **Guru Granth Sahib:** The holy scripture of Sikhism, considered to be the final Guru.
32. **Gurdwara:** The Sikh place of worship.
33. **Guru Nanak:** The founder of Sikhism and first of the ten gurus.
34. **Mul Mantra:** The basic prayer of Sikhism stating the main beliefs about God.
35. **Mukti:** Freedom from being reborn.



## Islam - Essential knowledge

36. **Allah:** The name of God.
37. **Muhammad:** The prophet of Allah.
38. **Qur'an:** The holy text/scripture of Islam.
39. **Muslim:** A follower of Islam.
40. **The Five Pillars:** The five core beliefs/duties of Islam: the shahadah (declaration of faith), salah (prayer), zakah (charity), sawm (fasting) and hajj (pilgrimage).
41. **Mosque:** The Islamic place of worship.
42. **Submission:** Accepting and obeying the will and authority of Allah.



## Hinduism - Essential knowledge

43. **The Vedas:** Some of the most important holy scriptures in Hinduism.
44. **Brahman:** The supreme being (god) of Hinduism.
45. **The Trimurti:** Three gods Brahma (creator), Vishnu (preserver) and Shiva (destroyer) which display the main characteristics of Brahman.
46. **Deity:** Another word for a god or goddess.
47. **Murti:** An image, statue or idol of a deity.



## Buddhism - Essential knowledge




48. **Siddhartha Gautama/The Buddha:** The founder of Buddhism. Siddhartha – a prince who became enlightened to become the Buddha. The Buddha – the role model for all Buddhists.
49. **Enlightenment:** Finding the perfect knowledge or truth about life.
50. **Dukkha:** Suffering.
51. **Craving:** Desire – the cause of suffering.
52. **The Eightfold Path:** The path to follow to escape suffering.
53. **Nirvana:** The goal of Buddhists – the end of suffering and escape from rebirth.
53. **The Tipitaka:** One of the holy scriptures used in Buddhism.





Places of worship - General terms, practices and features	Gurdwara - Sikhism Essential knowledge
<div>1. <b>Worship:</b> Praising and glorifying god.</div> <div>2. <b>Puja:</b> An act of worship in Hinduism and Buddhism.</div> <div>3. <b>Sacred:</b> Dedicated to a religion/religious practice so is worthy of respect.</div> <div>4. <b>Prayer:</b> Communicating with god.</div> <div>5. <b>Offerings:</b> A gift given to god or other important figure as a sign of praise, thanks and respect.</div> <div>6. <b>Shrine:</b> A space dedicated to a god/goddess/important figure which is a focus for prayer and worship.</div> <div>7. <b>Shoe racks:</b> A place to store shoes during prayer.</div> <div>8. <b>School room:</b> A place where people can learn more about their religion.</div>	<div>26. <b>Gurdwara:</b> The Sikh place of worship.</div> <div>27. <b>Nishan Sahib:</b> A triangular flag flown outside the gurgwara, orange/yellow with the Sikh symbol (the khanda).</div> <div>28. <b>Diwan/Durbar hall:</b> Prayer hall.</div> <div>29. <b>Chanani:</b> Canopy over the manji sahib.</div> <div>30. <b>Manji sahib:</b> Raised platform that the Guru Granth Sahib is placed on to be read.</div> <div>31. <b>Chaur:</b> A fan waved over the Guru Granth Sahib.</div> <div>32. <b>Golak:</b> Collection box.</div> <div>33. <b>Ragis:</b> Musicians.</div> <div>34. <b>Langar:</b> Kitchen – serves free vegetarian food to visitors.</div> <div>35. <b>Sach Khand room:</b> The bedroom of the Guru Granth Sahib.</div>
Synagogue - Judaism Essential knowledge	Mosque - Islam Essential knowledge
<div>9. <b>Synagogue:</b> The Jewish place of worship.</div> <div>10. <b>The sanctuary:</b> The room where worship takes place.</div> <div>11. <b>The Ark:</b> A cabinet or sheltered area containing handwritten holy scrolls known as the 'Sefer Torah'.</div> <div>12. <b>The Ten Commandments:</b> Laws given by God to Moses to guide human behavior.</div> <div>13. <b>A Yad:</b> A pointer used to read the Torah scrolls.</div> <div>14. <b>Ner Tamid:</b> An eternal light/lamp that burns all of the time.</div> <div>15. <b>Bimah:</b> Platform in the center of the synagogue from which the Torah is read.</div> <div>16. <b>Mechitzah:</b> A screen/divider used in Orthodox synagogues to separate men from women during services.</div> <div>17. <b>Stained glass windows:</b> Windows with colourful glass.</div>	<div>36. <b>Mosque:</b> The Islamic place of worship.</div> <div>37. <b>Minaret:</b> The tower of the mosque from which the muezzin calls people to prayer.</div> <div>38. <b>Dome:</b> A rounded roof to help sound travel and keep the mosque cool.</div> <div>39. <b>Chandelier:</b> Large ceiling light in the prayer hall representing the light of God.</div> <div>40. <b>Mihrab:</b> An alcove in the prayer hall to show qiblah (the direction of Mecca).</div> <div>41. <b>Minbar:</b> A platform from which the Imam (leader) speaks.</div> <div>42. <b>Qiblah:</b> The direction that Muslims should face whilst praying (east, towards Mecca).</div> <div>43. <b>Prayer mats:</b> Used to kneel on during prayer.</div> <div>44. <b>Washroom:</b> Used to perform wudhu.</div> <div>45. <b>Wudhu:</b> Ritual washing performed before prayer.</div> <div>46. <b>Zakah box:</b> Box to collect zakah.</div>
Church - Christianity Essential knowledge	Temple - Buddhism Essential knowledge
<div>18. <b>Church:</b> Place of Christian worship.</div> <div>19. <b>Altar:</b> Table where the bread and the wine for Holy Communion are blessed.</div> <div>20. <b>Font:</b> Holds holy water that is used in Baptism.</div> <div>21. <b>Pulpit:</b> Raised platform for the priest/vicar to give a sermon from.</div> <div>22. <b>Cross/crucifix:</b> Reminder of Jesus' crucifixion.</div> <div>23. <b>Lectern:</b> Stand for the :Windows with colourful glass.</div> <div>25. <b>Quaker meeting house:</b> Place of worship for Quakers with very few, if any, features of a traditional church building.</div>	<div>47. <b>Prayer bell:</b> To begin/end meditation.</div> <div>48. <b>Buddharupa:</b> Statue of the Buddha or other Buddhas.</div> <div>49. <b>Impermanence:</b> Temporary, lasting only a short time, will change at some point.</div> <div>50. <b>Singing bowl:</b> A metal bowl/type of bell that makes a rich tone when played and is used by some Buddhists to prepare them for meditation.</div> <div>51. <b>Meditation:</b> Focusing the mind and training it to be more aware to achieve clear thinking, emotional calm and stability.</div>

SCIENCE – PARTICLES 7CP

1	Particle	<ul style="list-style-type: none"><li>• All matter is made up of tiny particles.</li><li>• There are three states of matter: solid, liquid, and gas.</li></ul>	13	Freezing	<ul style="list-style-type: none"><li>• Change of state from liquid to solid.</li></ul>
2	<div>Solid</div>	<ul style="list-style-type: none"><li>• Particles are arranged in rows and are touching. The particles have strong bonds between them. They vibrate around a fixed position.</li></ul>	14	Filtration	<ul style="list-style-type: none"><li>• A method for separating an insoluble solid from a liquid e.g. separating sand and water.</li></ul>
3	<div>Liquid</div>	<ul style="list-style-type: none"><li>• Particles are randomly arranged and most are touching. The particles have some bonds between them and can move.</li></ul>	15	Evaporation	<ul style="list-style-type: none"><li>• Used to separate a soluble solid from a liquid.</li></ul>
4	<div>Gas</div>	<ul style="list-style-type: none"><li>• Particles are randomly arranged and don't touch. The particles have no bonds between them and move quickly in all directions.</li></ul>	16	Distillation	<ul style="list-style-type: none"><li>• A method for separating the solvent from a solution. For example, water can be separated from salt solution.</li></ul>
5	Properties of solids	<ul style="list-style-type: none"><li>• Fixed shape &amp; cannot flow.</li><li>• Cannot be compressed (squashed).</li></ul>	17	Chromatography	<ul style="list-style-type: none"><li>• A method for separating dissolved substances from one another e.g. for separating a mixture of inks.</li></ul>
6	Properties of liquids	<ul style="list-style-type: none"><li>• They flow and take the shape of their container</li><li>• They cannot be compressed (squashed).</li></ul>	18	Pure substance	<ul style="list-style-type: none"><li>• Contain only one type of particle. For example pure iron contains only iron particles (called iron atoms)</li></ul>
7	Properties of gases	<ul style="list-style-type: none"><li>• They flow and completely fill their container</li><li>• They can be compressed (squashed).</li></ul>	19	Mixture	<ul style="list-style-type: none"><li>• Contains more than one type of particle that are not chemically joined together.</li></ul>
8	Melting	<ul style="list-style-type: none"><li>• Change of state from solid to liquid.</li></ul>	20	Dissolving	<ul style="list-style-type: none"><li>• When a solid is mixed with a liquid to form a solution, e.g. when salt dissolves in the water to make salt solution.</li></ul>
9	During melting	<ul style="list-style-type: none"><li>• Gain energy.</li><li>• Stay close together.</li><li>• Arrangement becomes random.</li><li>• Start to move around each other.</li></ul>	21	Solute	<ul style="list-style-type: none"><li>• The solid that dissolves, e.g. the salt.</li></ul>
10	Evaporation	<ul style="list-style-type: none"><li>• Change of state from liquid to gas.</li></ul>	22	Solvent	<ul style="list-style-type: none"><li>• The substance that the solute dissolves in e.g. the water.</li></ul>
11	During evaporation	<ul style="list-style-type: none"><li>• Gain energy.</li><li>• Become much further apart.</li><li>• Stay randomly arranged.</li><li>• Start to move quickly in all directions.</li></ul>	23	Soluble	<ul style="list-style-type: none"><li>• A substance that will dissolve in a solvent.</li></ul>
12	Condensation	<ul style="list-style-type: none"><li>• Change of state from gas to liquid.</li></ul>	24	Insoluble	<ul style="list-style-type: none"><li>• A substance that will not dissolve in a solvent.</li></ul>



## SCIENCE – CELLS, TISSUES AND ORGANS 7BC

1	Cell	• The building block of all living organisms.	16	Multicellular organisms	• Organisms made up of many cells (e.g. human).
2	Organelle	• A part within a living cell that serves a function e.g. nucleus.	17	Tissue	• Made from a group of cells with a similar structure and function, which all work together to do a particular job.
3	Nucleus	• Contains DNA which controls the cell's activities.	18	Organ	• Made from a group of different tissues, which all work together to do a particular job.
4	Cell Membrane	• Controls the movement of substances in and out of the cell.	19	Organ System	• Made from a group of different organs, which all work together to do a particular job.
5	Cytoplasm	• Where most of the chemical reactions happen.	20	Organisational hierarchy	• [Smallest] cells → tissues → organs → organ systems [largest]
6	Mitochondria	• Where most energy is released in respiration.	21	Digestive system	• Breaks down large insoluble molecules of food into smaller soluble molecules so they can be absorbed into the blood.
7	Ribosome	• Where protein synthesis happens.	22	Breathing system	• Carries out gas exchange in animals.
8	Cell Wall	• Strengthens the cell and supports the plant.	23	Magnification	• Making something appear larger than it really is.
9	Chloroplast	• Absorb light energy for photosynthesis (contains chlorophyll).	24	Stage	• Area on a microscope where the specimen is placed.
10	Vacuole	• Filled with cell sap to help keep the cell turgid to provide support.	25	Objective lens	• Magnifies the image of the specimen. We always start with the lowest power objective lens when looking at a specimen.
11	Root hair cell	• A specialised plant cell that has a large surface area to absorb water.	26	Eyepiece lens	• The lens we look down, it magnifies the image of the specimen.
12	Palisade cell	• A specialised plant cell found at the top of a leaf and has many chloroplasts to absorb sunlight.	27	Coarse/fine focus wheels	• Used to focus the specimen so it can be seen clearly.
13	Sperm cell	• A specialised animal cell that has many mitochondria for energy and a tail for swimming.			
14	Red blood cell	• A specialised animal cell that has no nucleus to maximise the space for carrying oxygen.			
15	Unicellular organisms	• Organisms made of one cell (e.g. bacteria).			

## SCIENCE – ENERGY 7PE

1	Energy Stores	<ul style="list-style-type: none"> <li>Chemical – energy stored in the bonds of chemicals.</li> <li>Kinetic – movement energy.</li> <li>Gravitational potential - energy of an object due to its position in a gravitational field.</li> <li>Elastic potential - when an elastic object is deformed.</li> <li>Magnetic.</li> <li>Electrostatic.</li> <li>Internal (or thermal).</li> </ul>	10	Emit	<ul style="list-style-type: none"> <li>Gives out thermal radiation.</li> <li>Matt black surfaces are the best emitters.</li> </ul>
2	Efficiency	Efficiency = $\frac{\text{useful energy transferred}}{\text{total energy supplied}} \times 100$	11	Conservation of Energy	• Energy can not be created or destroyed, only transferred from one store to another.
3	Joule (J)	• Unit of energy	12	Energy transfers	<ul style="list-style-type: none"> <li>mechanical work.</li> <li>electrical work.</li> <li>heating.</li> <li>radiation.</li> </ul>
4	Watts (W)	• Unit of power.	13	Mechanical Work	• When a force causes an object to move (measured in Joules).
5	Power	<ul style="list-style-type: none"> <li>How fast energy is transferred.</li> <li>The unit is Watts (W)</li> </ul>	14	Non-renewable resource	<ul style="list-style-type: none"> <li>fossil fuels (coal, oil and gas).</li> <li>nuclear fuels.</li> </ul>
6	Power equation	<ul style="list-style-type: none"> <li>Power = Energy/time</li> <li>Energy in Joules and time in seconds</li> </ul>	15	Fossil Fuel	• A natural fuel such as coal oil or gas, formed in the past from the remains of living organisms.
7	Conduction	<ul style="list-style-type: none"> <li>Heat transfer from one particle to another when they are touching. This happens best in solids.</li> <li>Metals also have delocalised electrons which makes conduction happen faster.</li> <li>Can not travel through a vacuum as there are no particles in a vacuum.</li> </ul>	16	Renewable Energy Resources	• Resources that are replaced as quickly as they are used.
8	Convection	<ul style="list-style-type: none"> <li>Heat transfer in fluids (liquids and gases)</li> <li>Can not travel through a vacuum as there are no particles in a vacuum.</li> </ul>	17	Examples of Renewable Energy Resources	<ul style="list-style-type: none"> <li>Wind – using wind turbines.</li> <li>Water - hydroelectric, tidal and wave.</li> <li>Geothermal – using the heat from the Earth's core.</li> <li>Solar – using the sun's energy.</li> </ul>
9	Radiation	<ul style="list-style-type: none"> <li>Heat transfer via infra-red (thermal) radiation.</li> <li>Infra-red radiation can travel through a vacuum.</li> </ul>	18	Temperature	• A measurement of the average amount of energy of the particles in a substance.
			19	Energy	• Total amount of energy of all the particles.
			20	Dissipation	• Spread out to the surroundings as wasted energy – usually heat.

Photo Description Structures

En la foto	in the photo
hay	there is
Se puede ver	you can see
una mujer	a woman
una chica	a girl
un chico	a boy
un hombre	a man
gente joven	young people
está llevando	he/she is wearing
están llevando	they are wearing
es	he/she is
son	they are
tienen	they have
parece	he/she seems
hace buen tiempo	the weather is good
hace mal tiempo	the weather is bad
hace calor	it's hot
hace frío	it's cold
está lloviendo	it's raining
a la derecha	on the right
a la izquierda	on the left
en el fondo	in the background
en el centro	in the middle
en primer plano	in the foreground

Opinion Sentence Starters

Me encanta ...	I love ...
Me gusta ...	I like ...
Me gusta mucho ...	I really like ...
No me gusta ...	I don't like ...
Odio ...	I hate ...
Piense que ...	I think that ...
Me parece que ...	I find that ...
Creo que ...	I believe that ...
En mi opinión ...	In my opinion ...
Supongo ...	I guess that ...
Según ...	According to ...

Time Phrases

Past:  
**Ayer** - yesterday  
**El fin de semana pasado** – last weekend  
**La semana pasada** – last week  
Present:  
**Hoy** – today  
**Normalmente** – usually  
**El lunes** – On a Monday  
Future:  
**Mañana** – Tomorrow  
**El fin de semana que viene** – Next weekend  
**La semana que viene** – next week

Tenses and Structures

Verb - Infinitive	In the past	In the present	In the future
<b>Tener</b>	<b>Tuve</b>	<b>Tengo</b>	<b>Voy a tener</b>
To have	I had	I have	I am going to have
<b>Ser</b>	<b>Fui/era</b>	<b>soy</b>	<b>Voy a ser</b>
To be	I was	I am	I am going to be
<b>Hacer</b>	<b>Hice</b>	<b>hago</b>	<b>Voy a hacer</b>
To do	I did	I do/make	I am going to do / make
<b>Ir</b>	<b>Fui</b>	<b>Voy</b>	<b>Voy a ir</b>
To go	I went	I go	I am going to go
<b>Jugar</b>	<b>Jugué</b>	<b>Juego</b>	<b>Voy a jugar</b>
To play	I played	I play	I am going to play

Openers / Connectives / Extenders

<b>Y</b>	and	<b>Sin embargo</b>	however	<b>aunque</b>	although	<b>Primero</b>	firstly
<b>pero</b>	but	<b>porque es ...</b>	because it's	<b>donde</b>	where	<b>Finalmente</b>	lastly
<b>con</b>	with	<b>ya que es ...</b>	since it's	<b>o</b>	or	<b>Luego</b>	then
<b>sin</b>	without	<b>así que</b>	so	<b>Por el otro lado</b>	hand	<b>otra vez</b>	again
<b>también</b>	also	<b>si</b>	if	<b>después</b>	after	<b>entonces</b>	then

Module 1

Talking about your passions and family

Mi pasión	My passion
Mi pasión es ...	My passion is...
Mi héroe es...	My hero is...
el deporte	sport
el fútbol	football
la música	music
el tenis	tennis
¿Tienes hermanos? sisters?	Do you have any brothers or sisters?

Tengo...	I have...
una hermana	a sister
un hermano	a brother
una hermanastra	a stepsister
un hermanoastro	a stepbrother

¿Qué tipo de persona eres? What sort of person are you?

Soy...	I am ...
divertido/a	amusing
estupendo/a	brilliant
fenomenal	fantastic
generoso/a	generous
genial	great
guay	cool
listo/a	clever
serio/a	serious
simpático/a	nice, kind
sincero/a	sincere
tímido/a	shy
tonto/a	silly
tranquilo/a	quiet, calm

¿Tienes mascotas? Do you have pets?

Tengo...	I have ...
un caballo	a horse
una cobaya	a guinea pig
un conejo	a rabbit
un gato	a cat
un perro	a dog
un pez	a fish
un ratón	a mouse
una serpiente	a snake

No tengo mascotas. ¿Cómo es? ¿Cómo son?	I don't have any pets What is it like? What are they like?
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Module 2

¿Qué te gusta hacer?

What do you like to do?

Me gusta...	I like...
Me gusta mucho...	I really like...
No me gusta...	I don't like...
No me gusta nada...	I don't like at all...
escribir correos	to write emails
escuchar música	to listen to music
jugar a los videojuegos	to play videogames
leer	to read

mandar SMS	to send text messages
navegar por Internet	to surf the net
salir con mis amigos	to go out with friends
ver la television	to watch TV
porque es...	because it is...

¿Qué haces en tu tiempo libre? What do you do in your spare time?

bailo	I dance
canto karaoke	I sing karaoke
hablo con mis amigos	I talk with my friends
monto en bici	I ride my bike
saco fotos	I take photos
toco la guitarra	I play the guitar

<b>Expresiones de frecuencia</b>	<b>Expressions of frequency</b>
a veces	sometimes
de vez cuando	from time to time
nunca	never
todos los días	every day

¿Qué tiempo hace?

What's the weather like?

hace calor	it's hot
hace frío	it's cold
hace sol	it's sunny
hace buen tiempo	it's nice weather
llueve	it's raining
nieva	it's snowing

Module 3

¿Qué estudias?

What do you study?

Estudio...	I study...
ciencias	science
dibujo	art
educación física	PE
español	Spanish
francés	French
geografía	geography
historia	history
informática	ICT
inglés	English

matemáticas	maths
música	music
religión	RE
teatro	drama
Tecnología	technology
por la mañana	in the morning
por la tarde	in the afternoon

¿Qué hay en tu insti?

What is there in your school?

En mi insti hay...	In my school there is...
un campo de fútbol	a football field
un comedor	a dining hall
un gimnasio	a gymnasium
un patio	a playground
una biblioteca	a library
una clase de informática	an ICT room
una piscina	a swimming pool
unas laboratorios	some laboratories
difícil	difficult
fácil	easy
práctica/a	practical
útil	useful

¿Cómo es tu insti?

What's your school like?

antiguo/a	old
bonito/a	nice
bueno/a	good
feo/a	ugly
moderno/a	modern
pequeño/a	small

¿Qué haces durante el recreo?

What are you going to do?

un bocadillo	a sandwich
unos caramelos	some sweets
chicle	chewing gum
una chocolatina	a chocolate bar
fruta	fruit
unas patatas fritas	some crisps
Bebo...	I drink...
agua	water
un refresco	a fizzy drink
un zumo	a juice
Leo mis SMS.	I read my text messages.
Escribo SMS.	I write text messages.
Nunca hago los deberes	I never do homework.

## Personal Hygiene:

- **Bacteria:** Bacteria are microscopic, single-celled organisms that are the most common cause of food poisoning.
- **Cross-contamination:** The transference of bacteria or other microorganisms from one substance or object to another, with harmful effect.
- **PPE:** Personal protective equipment.
- **Hand washing:** The use of hot water and soap to kill bacteria and remove dirt. Vigorously scrub hands for 45 seconds to 2 minutes.



## Knife Techniques

- **Bridge:** Make a bridge with your hands, slip the knife carefully into the bridge and gently cut the item in two.
- **Claw:** Place your fingers in a wall with your thumb behind and claw the tips of your fingers in, rest the blade of the knife against your knuckles and gently slice the item.
- **Chop:** Rough, small, squarish cut.
- **Slice:** Long, thin, ribbon cut.
- **Jardiniere:** Long, rectangular sticks (Batons). E.g. Thick chips.
- **Chiffonade:** Long, thin, strip slices of herbs or leaves. E.g. Basil, spinach.
- **Segment:** Cutting into parts. E.g. Orange segments.
- **Concasse:** A large, rough chop.
- **Julienne:** Very thin, match-stick slices.
- **Brunoise:** Very small, square dice.
- **Paysanne:** ½ inch cubes or triangles.
- **Filleting or trimming:** Removing fat, rind, nerves and veins and portioning into fillets or other cuts.

## Food storage and cooking temperatures:

**Freezing:** -15°C to -18°C. Bacteria are dormant with no growth.

• **Cold holding:** 0°C to 5°C. Bacteria grow slowly.

• **Danger zone:** 5°C to 63°C. Bacteria grow rapidly

• **Hot holding:** 63°C to 75°C. No growth.

• **Cooked food temperature:** 75°C. Most bacteria die at 75°C.

• **Dry storage:** Room temperature in kitchen cupboards

## Food Science

• **Gelatinization:** When starch granules are heated in a liquid, causing them to swell and burst (Around 60°C), which results in the liquid thickening. E.g. Using flour to thicken a sauce.

• **Coagulation:** The transformation of proteins from a liquid state to a solid form. Once proteins are coagulated, they cannot be returned to their liquid state. E.g. A fried egg.

• **Caramelization:** The oxidization of sugar resulting in a brown colour and nutty flavour. E.g. Fried onions or caramel sauce.

• **Dextrinization:** The break down of starch into sugars called dextrins (disaccharides), resulting in a golden brown colour. E.g. Baked bread or toast.

• **Enzymic browning:** The spoilage of fruits and vegetables when exposed to oxygen. Results in negative affects to colour, taste, flavour and nutritional value. E.g. When you take a bite out of an apple and leave it exposed to oxygen, after a while it turns brown.

## Hospitality & Catering 1 of 2

## Cooking Techniques

**Boiling:** The rapid vaporization of a liquid, which occurs when a liquid is heated to its boiling point. E.g. water to 100°C.

**Simmering:** Keeping a liquid just below boiling point, small bubbles around the edge of the pan.

**Shallow frying:** Using a small amount of oil in a frying pan to soften vegetables and brown meat.

**Enrobing/coating:** Covering foods in egg, flour and breadcrumbs and cooking to develop a crunchy shell.

**Kneading:** Stretching the protein gluten in bread dough until it becomes elastic.

**Proving:** Leaving the yeast in a bread dough to react and release carbon dioxide into the dough.

**Finishing, garnishing:** Anything done to improve the final appearance. E.g. decorating a cake.

**Weighing and Measuring:** Accurately gauging ingredients to ensure a balanced ratio is achieved.

**Greasing and lining:** Rubbing fat and flour into a dish to give a non-stick coating or laying grease proof paper to achieve the same.

**Seasoning:** Tasting a dish and adjusting the flavour with salt, pepper, herbs or spices.

**Pre-heating:** Lighting your oven to an accurate heat to prepare it for cooking.

### Potatoes, bread, rice, pasta and other starchy carbohydrates:

These foods should make up just over 1/3 (38%) of our diet and are the main source of energy. Whole meal and whole grains also provide a source of fibre which help get rid of waste products. E.g. Pasta, Rice noodles, baking potato.

### Fruits and Vegetables:

This food group should 40% of our diet, the government suggests that this should be between 5-10 portions. We need fruits and vegetables to provide us with vitamins and minerals for good health and growth. E.g. Orange, grapes, kiwi, onion, garlic, ginger, mushrooms, pack choi, carrot, peas, aubergine, peppers, courgette, tomato.

### Beans, pulses, fish, eggs, meat and other proteins:

We should be eating some protein each day (12%), 2 portions per week should be fish with one of those being an oily fish. We need protein for the growth and repair of all body cells and tissues. E.g. Baked beans, chicken breast, Pollock.

### Dairy and Alternatives

These foods are needed for the growth and development of bones, teeth and nails. We should eat a little of these each day (8%). E.g. Milk, double cream, cheddar.

### Oils and Spreads

These foods should not be eaten in excess as they are high in fats and calories. We should try to eat as little as possible (1%). E.g. Butter, margarine, olive oil.

### Foods high in fat, salt and sugar

These should be eaten less often and in small amounts. E.g. Ketchup, crisps, chocolate.

### Water

Helps maintain the balance of body fluids. The human body is composed of 60% water. Body fluids are important for, digestion, absorption, circulation, creation of saliva, transportation of nutrients, and maintenance of body temperature. E.g. Water, lower fat milks and lower sugar or sugar-free drinks, including tea and coffee, all count.

## Hospitality & Catering 2 of 2



## 8 tips for eating healthy:

1. Base your meals on higher fibre starchy carbohydrates
2. Eat lots of fruit and veg
3. Eat more fish, including a portion of oily fish
4. Cut down on saturated fat and sugar
5. Eat less salt: no more than 6g a day for adults
6. Get active and be a healthy weight
7. Do not get thirsty
8. Do not skip breakfast

# Notes



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# Notes



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