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**Kettering Buccleuch Academy**



# Knowledge Organiser 2

**END OF YEAR ASSESSMENTS**

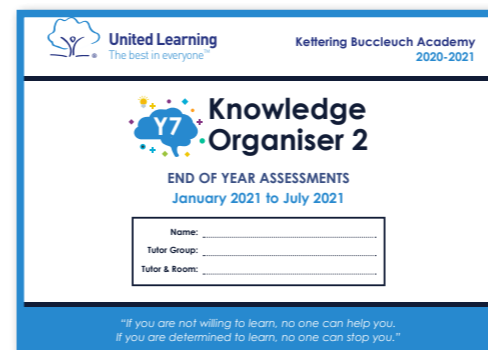
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*“If you are not willing to learn, no one can help you.  
If you are determined to learn, no one can stop you.”*

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## Your Knowledge Organiser and Self-Quizzing Book



### Knowledge Organisers

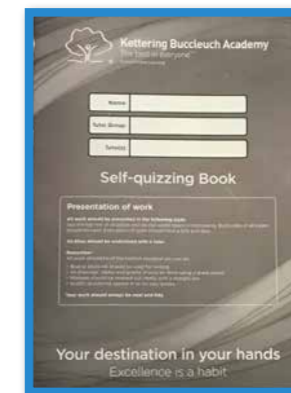
Knowledge Organisers contain critical, fundamental knowledge that you **MUST** know in order to be successful in Year 7 and subsequent years.

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.



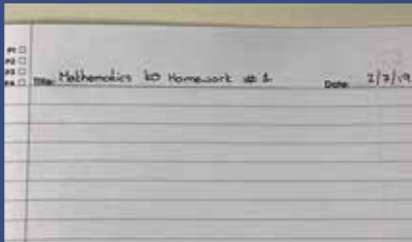
# How do I complete Knowledge Organiser homeworks?

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

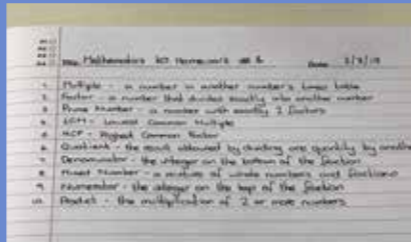
**STEP 1**  
Check SMHW and identify what words/ definitions/facts you have been asked to learn.



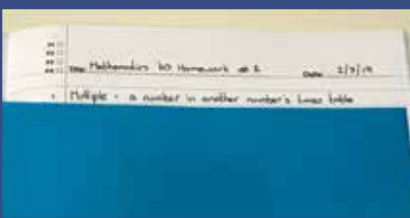
**STEP 2**  
Write today's date and the title from your Knowledge Organiser.



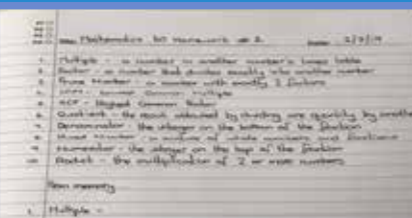
**STEP 3**  
Write out the keywords/definitions/facts you have been set from SMHW in FULL.



**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 Time, Place, Topic or Person.

- 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?

- Sound out the word.
- Think about how it looks.
- Think about a similar word.
- Is there a memory sentence for this word? (e.g. big elephants cannot always use small exits).
- Find the word in a list –
  - Key words list.
  - Frequently used words list.
- Your own word bank.
- Look it up in a dictionary/spellchecker.
- Ask a friend or teacher
- To learn it: look, cover, write, check.
- 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.*

# Private Peaceful

## Five Past Ten

**Raucous "his raucous tune"** - making a disturbingly harsh and loud noise

**Marauding "marauding crows"** - going about in search of things to steal or people to attack.

**Colonel** - a rank of officer in the army, above a lieutenant colonel and below a brigadier.

**Forester** - a person in charge of a forest or skilled in planting, managing, or caring for trees.

**Flailing "his shirt flailing"** - wave or swing wildly

**Swallow** - bird

**Belfry "belfry to the altar"** - the part of a bell tower or steeple in which bells are housed.

**Pulpit** - a raised enclosed platform in a church from which the preacher delivers a sermon.

**Lapel "lapel of his jacket"** - the part on each side of a coat or jacket immediately below the collar which is folded back on either side of the front opening.

**Reprieve "hoping for a reprieve"** - cancel or postpone the punishment of (someone, especially someone condemned to death)

## Twenty to Eleven

**Ruffian** - "young ruffian!" a violent, troublesome or unpleasant person

**Menacing** suggesting the presence of danger; threatening

**Loony** a mad or silly person

**Squawks** makes a large, harsh noise

**Lunatic asylum** a psychiatric hospital

**Crotchety** ill-tempered

## Nearly Quarter Past Eleven

**Mourner** - a person who attends a funeral as a relative or friend of the dead person.

**Estate** - "Colonel's estate" - an extensive area of land in the country, usually with a large house, owned by one person, family, or organization.

**Parish** - a small administrative district typically having its own church and a priest

**Poaching** - illegally hunt or catch (game or fish) on land that is not one's own

**Orchard** - a piece of enclosed land planted with fruit trees

**Bailiff** - an official who takes away someone's possessions when they owe money

**Evict** - expel (someone) from a property  
Liberated - set free

**Frollicking** - play or move about in a cheerful and lively way

**Furrowed** - marked with lines or wrinkles

## Ten To Midnight

**Hauling** - pull or drag with effort or force.

**Magistrate** - a civil officer who administers the law, especially one who conducts a court that deals with minor offences and holds preliminary hearings for more serious ones.

**Brook** - a small stream

**Bewildered** - very puzzled

**Trespassing** - enter someone's land or property without permission.

**Ungainly** - awkward/clumsy

**Precariously** - in a way that is not securely in position and is likely to fall or collapse.

**Embellished** - "I told the story, several embellished versions" make (a statement or story) more interesting by adding extra details that are often untrue.

**Sullen** - bad-tempered and sulky

## Twenty-Four Minutes Past Twelve

**Haymaking** - the operation or work of cutting grass and curing it for hay.

**Supercilious** - behaving or looking as though one thinks one is superior to others.

**Righteous** - morally good

**Indignation "righteous indignation"** - anger or annoyance provoked by what is perceived as unfair treatment.

**Resentment** - anger about a situation that you think is wrong or not fair

**Ominously** - in a way that suggests that something unpleasant is likely to happen

## Nearly Five To One

**Wailing** - crying with pain, grief, or anger.

**Dispersed** - spread out over a wide area

**Skulking** - keeping out of sight

**Cursing** - using offensive words in anger

**Parapet** - A parapet is a barrier which is an extension of the wall at the edge of a roof, terrace, balcony, walkway or other structure.

## Twenty-Eight Minutes Past One

**Befuddled** - unable to think clearly

**Woozy** - unsteady/dizzy/dazed

**Parrying** - ward off/hold back

**Sergeant major** - a non-commissioned officer in the army ranking above a first sergeant

**Patriotic** - having devotion to and vigorous support for one's country

**Cushy** - undemanding, easy, or comfortable

**Dissuade** - persuade (someone) not to take a particular course of action

**Din** - a loud, unpleasant, and prolonged noise

# Private Peaceful

## Fourteen Minutes Past Two

**Vermin** - rodents

**Copse** - a small group of trees

**Bayonet** - a blade that may be fixed to the muzzle of a rifle and used to stab an opponent in hand-to-hand fighting.

**Privy** - toilet

**Hilt** - the handle of a weapon or tool, especially a sword, dagger, or knife.

**Quayside** - a platform lying alongside or projecting into water for loading and unloading ships.

**Gangplank** - a movable plank used by passengers to board or disembark from a ship or boat.

**Dispelled** - make (a doubt, feeling, or belief) disappear.

**Obscenities** - an extremely offensive word or expression.

**Scourge** - a person or thing that causes great trouble or suffering.

**Spittle** - saliva, ejected from the mouth

**Vendetta** - a prolonged bitter quarrel with or campaign against someone.

## A Minute Past Three

**Surrender** - give up or hand over

**Estaminet** - a small café selling alcoholic drinks

**Abyss** - an immeasurably deep gulf or great space

**Stifle** - unable to breathe properly; suffocate

**Dilapidated** - in a state of disrepair or ruin as a result of age or neglect

**Skittering** - move lightly and quickly or hurriedly

**Sodden** - saturated with liquid, especially water; soaked through

**Incessant** - Continuous

**Pneumonia** - Swelling (inflammation) of the tissue in one or both lungs. It's usually caused by a bacterial infection

**Gramophone** - old type of record player

**Grenade** - a small bomb thrown by hand or launched mechanically

## Twenty-Five Past Three

**Salient** - an outward bulge in a line of military attack or defence

**Sanctuary** - a place where people who are in danger from other people can go to be safe

**Vestige** - a trace or remnant of something that is disappearing or no longer exists

**Unscathed** - without suffering any injury, damage, or harm

**Mortal** - subject to death

**Fatal** - causing death

**Quarry** - an animal pursued by a hunter, hound, predatory mammal, or bird of prey

## Nearly Four O'Clock

**Lags**

to move or make progress so slowly that you are behind other people or things

**Whizzbangs**

a small-calibre high-velocity shell

**Dapper**

(of a man) neat and trim in dress and appearance

**Malingering**

pretend to be ill in order to escape duty or work

**Nonplussed**

so surprised and confused that one is unsure how to react

## Five To Five

**Unwaveringly**

When something is unwavering, it is firm or unshakable

**Mutinous**

refusing to obey the orders of a person in authority

**Jubilation**

a feeling of great happiness and triumph

**Injustice**

lack of fairness

## 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.

Art  
1 of 2

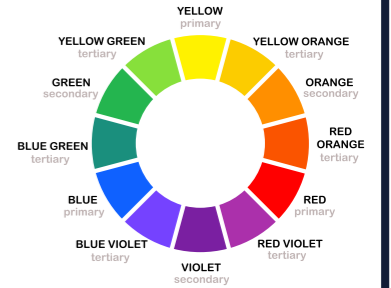
## 2. Composition

- **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.

## 3. Colour Theory

- **Colour:** When light is reflected off 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.
- **Shade:** When black is mixed with a colour to make it darker.

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



## 4. 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.

## 5. Techniques specific to: Painting

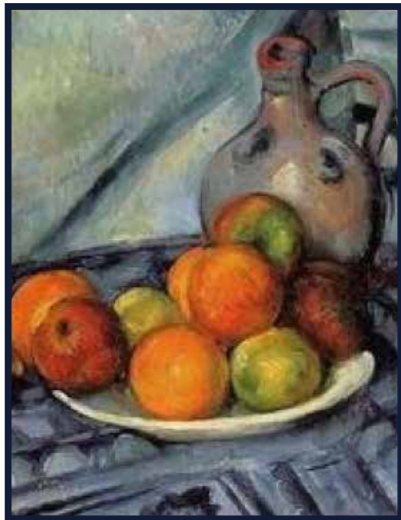
- **Mark making:** The different line, patterns and textures we create in a piece of art.
- **Chiaroscuro:** The contrast of light and dark in a drawing or painting.
- **Realism:** Painted realistically.
- **Underpainting:** An underpainting is the first layer of paint applied to a painting, which serves as a base for more layers of paint over the top.
- **Daubing:** To apply paint to a surface with fast and clumsy strokes.
- **Observational:** Closely studying objects.
- **Sgraffito:** Scratching into the painted surface to reveal underpainting or create texture.
- **Gestural:** A painting that has been created using large sweeping movements of the hand, arm or body.

## 6. Key Terms specific to: 3D

- **Sculptor:** An artist who works in 3D.
- **Carving:** The sculptor removes unwanted material to create the form. Materials such as a block of wood, stone, soap and other hard materials are used.
- **Modelling:** The sculptor creates a form by building it up. Clay, paper maché, and other soft materials are modelled into a sculpture. Modelling with clay is generally the first process for creating a cast metal sculpture.
- **Bas Relief:** Low level carving, modelling or assembling that is designed to be viewed from one angle.

Whole Academy Reading  
2 of 2





### 7. Title: Fruit and jug on a table

**Name:** Paul Cézanne, (born January 19, 1839, France - died October 22, 1906)  
**Place made:** France  
**Style:** Still Life - Post Impressionism  
**Medium:** Oil paint on canvas  
**Size:** 32.4 x 40.6 cm

### 8. 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  
**Complementary colours:** Colours that appear opposite each other on the colour wheel and create contrast when used alongside each other.

### Artist Information:

Cezanne was a French artist who studied at the School of Design in Aix, France in the 1850s. He also studied law. In 1874 he became friends with the painter Pissarro who was a member of the Impressionist group.

Cezanne's work was more modern, and he became known as a Post-Impressionist. His work links the Impressionists with a 20th century art style called Cubism.

Cezanne was an expert in design, tone, composition and colour. His work is recognisable around the world for its distinctive style.

Cezanne's work inspired and changed the way other artists (including Henri Matisse and Pablo Picasso) used colour and composition.

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

- Cezanne wanted to represent real life in simple forms. He explored using 'geometric simplification' and his work inspired Picasso and Matisse. They referred to Cezanne as 'the father of us all'
- Cezanne painted a range of different subjects during his career, including: landscapes, still life and portraits.

**Cubism:** Cubism is a style of art which aims to show all of the possible viewpoints of a person or an object all at once. It is called Cubism because the items represented in the artworks look like they are made out of cubes and other geometrical shapes. Cubism was first started by Pablo Picasso and Georges Braque.



**Impressionism** is a style of painting that focuses on the effects of light and atmosphere on colors and forms.

**Impressionist** artists often used broken brush strokes rather than smooth and unnoticeable ones and also used many colors to paint scenes of every day life. The word "Post-" means "after", so "Post-Impressionist" painting came after "Impressionist" painting.



### Jamie Dyson



### Haunted & Hunted



### Key Words

- Atmosphere:** The mood of a scene as it understood by the audience.
- Body language:** The way movements, posture, and gestures can show how someone feels without speaking.
- Characterisation:** The way an actor interprets and performs the character.
- Climax:** The significant moment in the plot of a play, when things change, or reach a crisis point.
- Dramatic tension:** Moments in a drama where the audience feels a heightened sense of anticipation about what is going to happen next.
- Flash back:** A moment during the action of a play when the natural flow of time is interrupted so that a moment from the past can be presented.
- Gesture:** Body or facial movements of a character during a play. Gesture can be described by the author, or suggested by the director or actor.
- Improvisation:** When drama is made up on the spot by performers without using any prepared material.
- Monologue:** A speech within a play delivered by a single actor alone on stage.
- Pace:** The speed of the dialogue is delivered to the audience.
- Stillness:** Using a quiet voice and subtle body language to create a calm atmosphere on stage.
- Tone:** The way the words are spoken to demonstrate emotion behind their meaning.
- Verbatim theatre:** A variation on documentary theatre that involves repeating factual sources word for word.

## Macbeth / Medieval Village



**Macbeth is a tragedy by William Shakespeare; it is thought to have been first performed in 1606. It dramatises the damaging physical and psychological effects of political ambition on those who seek power for its own sake.**

### Key words

**Aside:** Lines spoken by an actor to the audience that are not overheard by the other characters on stage.

**Choral speaking:** When more than one actors speaks the same dialogue at the same time.

**Genre:** A way of categorising different types of drama.

**Soliloquy:** Lines delivered by an actor on stage as if to her/himself.

**Script:** The text of a play or musical. Also contains stage directions and other notes.

**Tragedy:** A form of drama based on human suffering that invokes an accompanying catharsis or pleasure in audiences.

**Playwright:** The author of a play. Also known as a dramatist.

**Protagonist:** The leading character or 'hero' of the play who must fight against the antagonist.



Between 1346 and 1351, the "Black Death" spread through Europe with terrifying speed. Over 25 million people (that's 1 out of every 3) died in absolute agony within 5 days of contracting the disease. The people of Europe could not understand how the disease was spread. Nobody knew...

### Key words

**Characterisation:** The way an actor interprets and performs the character.

**Climax:** The turning point in a play, where tension is at its highest.

**Ensemble:** All members of a cast working together on behalf of the play, rather than emphasising individual performances.

**Improvisation:** Performing quickly in response to something or acting without previous planning.

**Minimalist theatre:** A genre of theatre which uses a basic set and very few props/costume.

**Mime:** The use of movements, gestures, and facial expressions to communicate an idea without words.

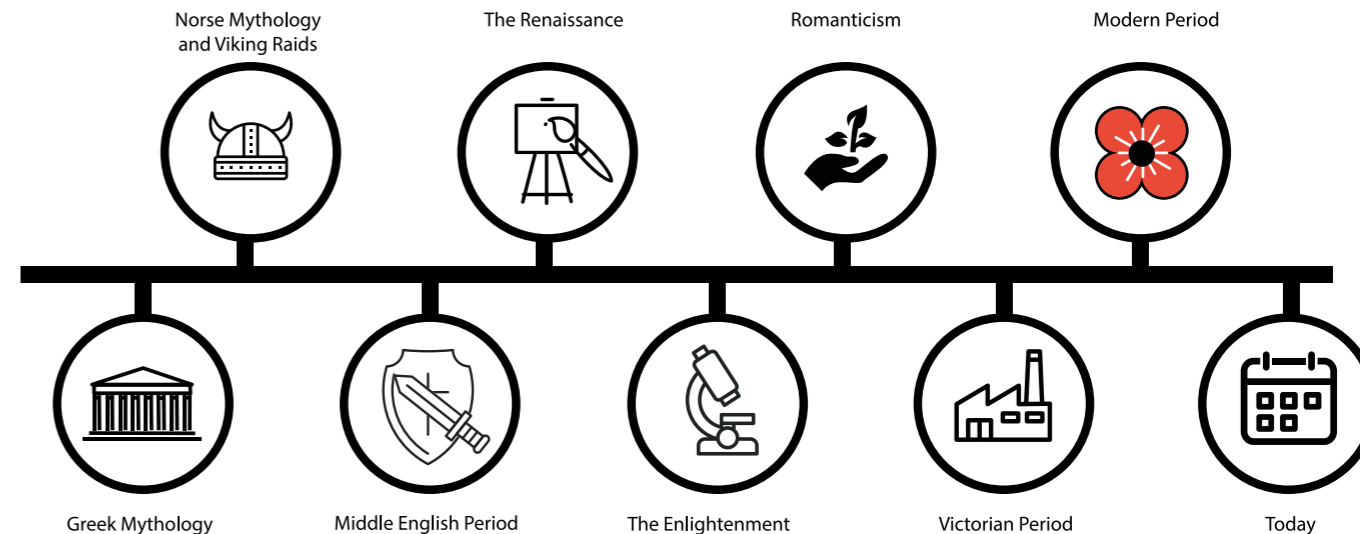
**Theatre in the round:** A style of staging which seats the audience on all sides of a central stage.

**Thought tracking:** When a character tells the audience their thoughts during the play.

**Promenade theatre:** A style of theatre where the audience follow the actors between different performance spaces.

**Symbolism:** The use of props, gestures, setting, lighting, etc. to represent other things or create meaning.

## The Literary Timeline



## War and Conflict: Poetry Context

**Poet:** Wilfred Owen (1893-1918)  
**Nationality:** English  
**Poem:** 'Anthem for Doomed Youth'  
**Other notable poems/collections:** 'Dulce et Decorum Est', 'Exposure', 'Strange Meeting', 'Poems' (1920) ed. by Siegfried Sassoon

**Era:** First World War Poet

### Biography

- Born 18 March 1893 in Oswestry, Shropshire.
- After school he became a teaching assistant, and went in 1913 to France for two years to work as a language tutor.
- In 1915 he returned to England to enlist in the army and left for the Western Front early in January 1917.
- After experiencing heavy fighting, he was diagnosed with shellshock.
- He was sent to Craiglockhart War Hospital near Edinburgh.
- In hospital he met the poet Siegfried Sassoon, who already had a reputation as a gifted poet and shared Owen's views and anger at the cruelty of war.
- He returned to France in August 1918 and in October was awarded the Military Cross for bravery.
- Just a week before the end of the war on 4 November 1918, Owen was killed while attempting to lead his men across the Sambre canal at Ors.

**Poet:** Siegfried Sassoon (1886-1967)  
**Nationality:** English  
**Poem:** 'Sick Leave'  
**Other notable poems/collections:** 'Memoirs of a Fox-hunting Man' (1928), 'Memoirs of an Infantry Officer' (1930)  
**Era:** First World War Poet

### Biography:

- Born in Kent on 8th September 1886.
- Studied at Cambridge University but left without a degree.
- In May 1915, commissioned into the Royal Welsh Fusiliers and went to France. He won two medals for bravery.
- His brother Hamo was killed in November 1915 at Gallipoli.
- In the summer of 1916 he was sent to England to recover from fever.
- Returned to the front, but was wounded in April 1917 and sent home.
- On his return he held meetings with several prominent pacifists.
- In June 1917 he wrote a letter, published in the Times, criticising the Government for prolonging the war unnecessarily.
- Robert Graves, friend and fellow poet, prevented him from being court-martialed by convincing the authorities that Sassoon had shell-shock.
- He was sent to Craiglockhart War Hospital, Edinburgh for treatment.
- Posted to Palestine and then returned to France, where he was again wounded, spending the remainder of the war in England.
- He continued to write both prose and poetry until his death on 1st September 1967.

## English

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### 2. Key Terminology

#### alliteration

The repetition of the same consonant sound, often at the beginning of words.

#### allusion

An expression designed to call something to mind without mentioning it explicitly.

#### assonance

The repetition of a vowel sound for emphasis.

#### blank verse

Poetry without rhyme but where the lines are always of the same number of syllables; it is usually written in iambic pentameter.

#### contrast

Placing words, lines, verses etc. together to emphasise their differences.

#### couplet

Two successive lines of verse of which the final words rhyme with another.

#### dialect

A particular form of a language which is used by people in a specific region or social group.

#### dialogue

A conversation between two or more people.

#### diction

A poet's choice of words such as verbs, adjectives to create a particular effect.

#### enjambment

The overlapping of a sentence onto the following line, usually to emphasise a word or phrase at the start of a line or verse.

#### extended metaphor

A metaphor that is developed throughout a poem.

#### form

The way a poem is set out, or a term used to categorise poems which follow particular conventions.

#### free verse

Poetry that does not have a regular pattern of rhyme.

#### Half-rhyme

Partial rhyme, which occurs when similar but not identical sounds are repeated.

#### iambic pentameter

A line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable, with the accent (or emphasis) placed on the second syllable.

#### image

A picture created with words, usually used to describe an imaginative comparison often using a simile or metaphor.

#### irony

The use of words to imply the opposite of, or something different from what is being said.

#### juxtaposition

When two or more ideas, images, words etc. are placed side-by-side to develop comparisons and contrasts.

#### metaphor

A comparison in which one thing is said to be another.

#### onomatopoeia

The use of a word that sounds like its meaning.

#### pace

The speed at which a poem flows.

#### persona

The 'speaker' in a poem who is a created character, not the poet.

#### personification

The attribution of human feelings, emotions, or sensations to an inanimate object.

#### refrain

A recurring phrase or set of lines.

#### rhyme scheme

The pattern of a poem's rhyme, often identified using letters e.g. ABABCC

#### rhythm

The 'movement' of the poem as created through the meter and the way that language is stressed within the poem.

#### setting

The description of the place in which a poem is set.

#### simile

A comparison that uses 'like' or 'as'.

#### standard English

The form of the English language which is widely recognised as acceptable wherever English is spoken and understood.

#### stanza

A group of lines forming a unit in a poem.

#### structure

The way a poem is organised.

#### symbolism

The use of symbols to express ideas or qualities.

#### syntax

The way in which sentences are structured.

#### tone

Feelings or ideas suggested by the language used by the poet.

#### verse

Another word for poetry; a group of lines forming a unit in a poem, also known as a stanza.

#### volta

A 'turning point' in a poem.

#### Form

##### villanelle

A nineteen line poem consisting of five units of three lines, rhymed or unrhymed, followed by a quatrain.

##### sonnet

A poem that has 14 lines and a particular pattern of rhyme (ABAB CDCD EFEF GG)

##### elegy

A poem of serious reflection, typically a lament for the dead.

##### ballad

A narrative poem which is typically written in short stanzas.

##### dramatic monologue

A poem in which an imagined speaker addresses a silent listener, usually not the reader.

## A Midsummer Night's Dream Context

**Playwright:** Shakespeare (April 23rd 1564-April 23rd 1616)

**Nationality:** English

**Dates:** written early to mid-1590s, performed 1595-1596, published 1600s

**Era:** Renaissance (1500-1600)

**Genre:** Comic drama/magic realism

**Set:** Location - the city of Athens and the forest just outside the city.

**Time:** some distant, ancient time when Athens was ruled by the mythological hero Theseus.

**Structure:** Five Act Play/Play within a play

**Three narratives within the play:**

- A love story, showing the challenges of the relationship between four young lovers;
- A comic account of an amateur theatre group struggling to put on a performance of a terrible play;
- A fairy story, in which the King of the Fairies argues with his Queen.

### Playwright biography

- Born in Stratford-Upon-Avon on April 23rd 1564.
- Married Anne Hathaway in 1582.
- Left his family behind (around 1590) to move to London to become an actor and playwright.
- He was highly successful and established himself as the most popular playwright of his day.
- Part-owner of The Globe Theatre in London.
- His first theatre group was called Lord Chamberlain's Men, later changed to the King's Men (1603) under the patronage of King James I.
- A prolific writer who is said to have written at least thirty-seven plays, as well as narrative poems and a collection of sonnets.
- Died on his birthday in Stratford-upon-Avon in 1616.

### Notable works

Shakespeare's plays can be categorised into three genres.

- **Tragedy:** e.g. 'Macbeth', 'King Lear', 'Hamlet'
- **History:** e.g. 'Richard III', 'Antony & Cleopatra', 'Henry V'
- **Comedy:** e.g. 'Much Ado About Nothing', 'As You Like It', 'Twelfth Night'

### Context of the play

- Shakespeare's plays were often inspired by a single source.
- MSND is inspired by various tales and dramas, rather than a single source.
- The play has its origins in Greek and Roman drama.

## 2. Key Characters

### Athenians

**Theseus:** The Duke of Athens and Hippolyta's fiancé (later husband).

**Hippolyta:** The Queen of the Amazons and Theseus's fiancé (later wife).

**Egeus:** Hermia's father.

**Philostate:** Master of Revels for Theseus; in charge of arranging entertainments for the court.

### The Lovers

**Hermia:** the daughter of Egeus and good friend of Helena.

**Helena:** in love with Demetrius and a good friend of Hermia.

**Lysander:** an Athenian nobleman who is in love with Hermia.

**Demetrius:** an Athenian nobleman who also loves Hermia, but has wooed Helena in the past.

### Fairies (Mythical characters)

**Titania:** The Queen of the Fairies and Oberon's wife.

**Oberon:** The King of the Fairies and Titania's husband.

**Puck:** Oberon's mischievous servant.

**Peasebody/Cobweb/Mustard seed/Moth:** Titania's fairies.

### The workmen/theatre performers

**Bottom:** a weaver who believes he is a great actor.

**Quince:** a carpenter; writer and director of the play put on by his fellow workmen.

**Snug/Snout/Flute/Starveling:** tradesmen and players in the theatre company performing the play 'Pyramus and Thisbe'.

## 4. Key Vocabulary

**Patriarchy** – A system of society or government in which men hold the power and women are largely excluded from it.

**Cupid** – Ancient Roman god of Love

**Changeling** – A child believed to have been secretly replaced for the parents' real child at birth.

**To elope** – To run away secretly in order to get married

**To woo** – To seek the love or affection of someone, usually a woman.

**Unrequited love** – When one person feels love for another but the person does not return their feelings, or does not realise they feel that way about them.

**To reciprocate** – To return affection or love for someone in the same way that they feel about it. Also: to respond to a gesture or action by returning a similar gesture or action

## 3. Key Terminology

**magic realism:** A literary genre when magic elements are a natural part in an otherwise ordinary, realistic environment.

**Play within a play:** A literary device in which an additional play is performed during the performance of the main play. This is generally used to highlight the important themes or ideas of the main play.

**soliloquy:** A speech or passage in a drama when a character on stage speaks to himself or herself, expressing their inner thoughts and feelings.

**aside:** A remark or passage in a play that is intended to be heard by the audience but is supposed to be unheard by the other characters on the stage.

**blank verse:** Unrhymed lines written in a poetic meter and usually written in iambic pentameter (see below).

**rhymed verse:** Poem or verse having a regular correspondence of sounds, especially at the end of lines. In Shakespeare plays, verse usually uses rhymed couplets (two successive lines of verse of which the final words rhyme with another).

**prose:** Ordinary writing not organised with rhymes or fixed line lengths (opposite to verse). It is the language that people speak in.

**rhyming couplets:** Two successive lines of verse of which the final words rhyme with another.

**iambic pentameter:** A line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable, with the accent (or emphasis) placed on the second syllable.

**sonnet:** A poem that has 14 lines and a particular pattern of rhyme (ABAB CDCD EFEF GG)

**stage directions:** Instructions written into the script of a play, indicating stage actions, movements of performers, or production requirements e.g. set design or staging.

**setting:** The time and place in which the story takes place in a piece of literature.

**Infatuated** – An intense but short-lived passion or admiration for someone

**Besotted** – To be intensely in love with someone

**Conflict** – To clash. Also: a serious disagreement or argument, which can go on for a long time.

**To defy** – To openly resist or refuse to obey.

**To manipulate** – To control or influence (a person or situation) in a clever or devious way.

**To meddle** – To interfere in something that is not one's concern.

English  
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## Wolves of Willoughby Chase – Context & Biography

**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.

## Wolves of Willoughby Chase – 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.

## Wolves of Willoughby Chase – 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.

### Adverbs

**Lentement** – slowly  
**Joyusement** – happily  
**Etonnamment** – surprisingly  
**Précipitamment** – hurriedly  
**Brutalement** – brutally  
**Sans problème** – smoothly  
**Prudemment** – carefully  
**Avec impatience** – eagerly  
**Tranquillement** – leisurely  
**Extrêmement** – extremely

### Wonderful 'wow' words

**Intelligent** – intelligent  
**Joyeux** – cheerful  
**Radieux** – radiant  
**Grincheux/euse** – grumpy  
**Effrayé** – frightened  
**Animé** – bustling  
**Utile** – useful  
**Passioné** – passionate  
**Ponctuel** – punctual

### Time connectives

**Premièrement** – firstly  
**Deuxièmement** – secondly  
**Après** – next  
**Brièvement** – briefly  
**Après** – after  
**La semaine dernière** – last week  
**Puis / Ensuite** – then  
**Bientôt** – soon  
**Soudainement** – suddenly  
**il y a 2 ans** – two years ago  
**Pendant ce temps** – meanwhile  
**il y a 2 jours** – two days ago  
**Quand** – when  
**Finalemment** – eventually  
**Depuis** – since  
**Au final** – finally  
**Avant** – before

### Time connectives

#### Addition

**Et** – and  
**Aussi** – also  
**De plus** – in addition to  
**En outre** – furthermore  
**Encore** – again  
**Suivant(e)** – the following

#### Cause/effect

**Alors** – consequently  
**Ainsi** – thus  
**Donc** – so  
**Par conséquent** – therefore / as a result  
**Jusqu'à** – until

#### Emphasis

**surtout** – above all  
**en particulier** – in particular  
**particulièrement** – notably / especially  
**considérablement** – significantly  
**En fait / en réalité** – in fact

#### Contrast/Balance

**Mais** – but  
**Cependant** – however  
**Néanmoins** – nonetheless  
**Ou bien/ ou sinon** – alternatively  
**Malgré** – despite  
**Toujours** – still  
**D'un côté...d'un autre côté** – on one hand...on the other  
**Au lieu de** – instead of...

## Module 4

**Qu'est-ce qu'il y a?** – What is there?  
**Il y a / il n'y a pas de** – There is/isn't  
**Un centre commercial** – a shopping centre  
**Un centre de loisirs** – a leisure centre  
**Un château** – a castle  
**Une église** – a church  
**Un marché** – a market  
**Un stade** – a stadium  
**Une patinoire** – an ice rink  
**Une piscine** – a swimming pool  
**Des magasins** – shops  
**Tu aimes ta ville/ton village?** – do you like your town/village?  
**Je pense que** – I think that...  
**A mon avis** – in my view...  
**C'est** – It's...  
**Joli** – pretty  
**Ennuyeux** – boring  
**Vraiment nul** – really rubbish  
**Trop petit** – too small  
**J'aime ça** – I like that  
**J'adore ça** – I love that  
**Il/Elle joue** – He/She plays...  
**De la batterie** – the drums  
**Je Veux** – I want  
**Tu Veux** – you want (sing. Infi)  
**Il/elle veut** – he/she want  
**On veut** – we want  
**Nous voulons** – we want  
**Vous voulez** – you want (pl form)  
**Ils/ells/voulez** – they want  
**Oui, c'est super top** – Yes, that's great  
**Oui je veux bien** – Yes, I want to  
**Non, je n'ai pas envie** – No, I don't want to  
**Si tu veux** – If you want to.  
**Qu'est-ce qu'on peut faire a** – What can you do at/in...?  
**Je peux** – I can  
**Tu peux** – you can (sing infi)  
**Il/elle/on peut** – he/she can/we can  
**Nous pouvons** – we can  
**Vous pouvez** – you can (pl. form)  
**Ils/ells puvent** – they can  
**Aller au concert** – go to a concert  
**Faire du bowling** – go bowling  
**Faire du roller** – go roller skating  
**Faire du skate** – go skateboarding  
**Faire du velo** – go cycling  
**Faire une promenade en barque** – go on a boat trip

## Module 5

**Les vacances en famille** – Family holidays  
**Tous les ans** – Every year  
**Nous allons** – we go  
**En Espagne** – to Spain  
**Aux États – Unis** – to the USA  
**Au Portugal** – to Portugal  
**à la mer** – to the seaside  
**à la montagne** – to the mountains  
**à la campagne** – to the countryside  
**Nous allons des monuments** – We visit monuments  
**Nous faisons du camping** – We go camping  
**Nous faisons de la rando** – we go hiking  
**Nous faisons de la natation** – We go swimming  
**Nous faisons des activités sportives** – We do sports  
**Nus restons en France** – We stay in France  
**Je me prépare** – I get myself ready  
**Je me douche** – I have a shower  
**Je me fais une crete** – I make my hair spiky  
**Je me parfume** – I put on perfume/ Aftershave  
**Je m'habille** – I get dressed  
**Je me brosse les cheveux** – I brush my hair  
**Je me lave les dents** – I clean my teeth  
**Je me regarde dans la glace** – I look in the mirror  
**Je me rase** – I shave  
**Je me maquille** – I put on make-up  
**La journée scolaire** – The school day  
**On a cours (le lundi)** – We have lessons (on Mondays)  
**On n'a pas cours** – We don't have lessons  
**On commence les cours a** – We start lessons at  
**On a quatre cours le matin** – We have four lessons in the morning  
**On étudie neuf matières** – We study nine subjects  
**À la récré, on bavarde et on rigole** – At break, we chat and have a laugh  
**On manger à la cantine** – We eat in the canteen  
**On finit les cours à** – We finish lessons at  
**On est fatigués** – We are tired  
**Je mange** – I eat/I'm eating  
**J'ai faim et j'ai soif** – I'm hungry and I'm thirsty  
**Vous desirez?** – What would you like?  
**Je voudrai** – I'd like  
**Un café-crème** – a white coffee  
**Un chocolat chaud** – a hot chocolate  
**Un jus d'orange** – an orange juice

French  
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## Module 6 (Revision)

**Mon autoportrait** – My self-portrait  
**Les araignées (f pl)** – spider  
**Les chats (m pl)** – cats  
**Les chiens (m pl)** – dogs  
**Les consoles de jeux (f pl)** – Games consoles  
**Les gâteaux (m pl)** – cakes  
**Les jeux vidéo (m pl)** – video games  
**Les livres (m pl)** – books  
**La musique** – music  
**La poésie** – poetry  
**Les mots importants** – Important words  
**Aussi** – also  
**Mais** – but  
**Très** – very  
**Assez** – quite  
**Toujours** – always  
**Qu'est-ce que...?** – What?  
**Qui?** – Who?  
**à** – at  
**Et** – and  
**Trop** – too  
**Un peu** – a bit  
**Pourquoi?** – Why?  
**Parce que / car** – because  
**Beaucoup (de)** – a lot (of)  
**Tous les jours** – every day  
**Aujourd'hui** – today  
**Pardon** – excuse me  
**S'il vous plaît** – please  
**Merci** – thank you  
**Est-ce que (tu) ?** – do (you)?  
**Qu'est-ce que (tu) ?** – What (do you)?  
**Avec** – with  
**Sur** – on  
**En (été)** – in (summer)  
**Quand** – When  
**Tout/toute/tous/toutes** – all  
**Par (deux fois par semaine)** – per (twice a week)  
**D'habitude** – usually  
**d'abord** – first of all  
**Ensuite** – then/next  
**Puis** – then/next  
**Normalement** – Normally  
**Quelquefois** – sometimes  
**Tous les weekends** – every weekend  
**Pendant** – during  
**Combine de?** – How much/many?  
**Je voudrais** – I would like

## 1. World of work:

- Raw materials:** A basic material from the earth e.g. Coal, wood.
- Globalisation:** The increased interconnectivity between countries around the world.
- TNC:** Trans-national corporation – A company that works in many countries around the world. E.g. Nike, Apple, Microsoft.
- Trade bloc:** Agreement between countries to allow 'free' trade between them (E.g. The EU)
- Subsidies:** Money given by the government to make trade cheaper for a company
- Footloose:** When industry does not have any ties but can move anywhere.
- Tourism:** Holidays – these can be national or international.
- Stagnation of tourism:** No growth in tourist numbers.
- Decline in tourism:** A reduction in tourist numbers.
- Rejuvenation:** Investing money into an area to increase the number of tourists.
- Investment:** Money used to start business - can be in another country.

## 2. Types of industry:

**Industrial structure:** The number of people who work in each industry.  
**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).

## 5. Geology

**Geology:** The study of rocks.  
**Mineral:** A natural compound existing in rocks as crystals.  
**Igneous:** Rock formed from lava cooling from a volcano. Often forms with crystals.  
**Sedimentary:** Pieces of rocks layered together under extreme pressure.  
**Metamorphic:** Rock that has changed shape due to extreme heat or pressure.  
**The rock cycle:** The way in which rocks can change between igneous, sedimentary and metamorphic.  
**Weathering:** The breaking down of rocks through natural processes.

**Erosion:** The wearing and moving away of material.  
**Physical weathering:** Physical break down of rocks (e.g. freeze-thaw and onion skin weathering).  
**Chemical weathering:** Chemical reactions weakening or dissolving rocks.  
**Biological weathering:** The disintegration of rocks caused by plants or animals (e.g. plant roots growing through cracks in rock).



Geography  
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## 3. Trading:

**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.

## 4. Industries around the world:

**Transport:** A way that countries can trade and are globalised.  
**Container ships:** A method of trading in large metal containers.  
**Services:** Part of the tertiary industry, focused on money, banking, finance, law etc.  
**Maasai Mara:** An area in Kenya where safaris and tourism are popular.  
**Blackpool:** A seaside town in the UK where tourism is popular.  
**Nike:** An example of a global sports brand (American).  
**Coca-Cola:** An example of a global food brand (production focused in India).  
**McDonald's:** Have restaurants in 101 countries globally.

## 6. The water cycle (hydrological cycle)

- **Water cycle:** The journey water takes from the land to the sky and back again.
- **Evaporation:** When water is heated by the sun, turning it into water vapour.
- **Condensation:** Water vapour in the air becomes cold and transfers back to a liquid, forming clouds.
- **Precipitation:** Occurs when so many water droplets have condensed the air can not hold it anymore.
- **Transpiration:** The evaporation of water vapour from plants' leaves.
- **Evapotranspiration:** The combination of evaporation and transpiration happening.
- **Interception:** Where trees stop the water from reaching the ground.
- **Infiltration:** Where water passes into the soil.
- **Soil moisture storage:** Where water is stored in soil.
- **Surface storage:** Where water is stored on the surface e.g. in puddles
- **Surface run-off:** Where water runs across the surface.
- **Throughflow:** Where water moves through the soil.
- **Saturated land:** When the water can not infiltrate as the land is so wet.
- **Permeable:** When water can pass through a surface.
- **Impermeable:** When water can not pass through a surface.

## 7. Drainage basin features:

**Drainage basin:** An area of land which is drained by a river and its tributaries.

**Watershed:** The boundary of a drainage basin.

**Source:** Where a river starts.

**Mouth:** Where a river ends/meets an ocean, sea or lake.

**Tributaries:** A stream or river that flows into another river.

**Confluence:** Where two rivers meet.

**Estuary:** The tidal part of a river as it meets the sea.



- Steep sided valley
- Thin Channel
- Valley floor developing
- Wider river channel
- Wide flood plains
- River channel deep & wide
- Bounded by levées

## 8. Courses of a river:

- **Courses of a river:** Upper, middle and lower course of the river. Each part having certain features.
- **V-shaped valleys:** Upper course feature. Caused by the river eroding vertically.
- **Waterfall:** Upper course feature. Where hard rock and soft rock meet, soft rock eroding causing a drop.
- **Meander:** Middle course feature. Bend in the river caused by erosion on outer bend and deposition on the inner bend.
- **Oxbow lake:** Middle course feature. Bend in the river that is cut off from the main river.
- **Floodplain:** Lower course feature. Flat land that is prone to flooding.
- **Levées:** Natural banks either side of the river in the lower course. Caused by deposition.

## Geography 2 of 2

## 9. Erosion, transportation and deposition:

- **Erosion:** The wearing and moving away of material.
- **Hydraulic Action:** The sheer force of the water itself eroding the bed and the banks.
- **Abrasion:** Material transported by the water wears away the bed and banks of the river.
- **Attrition:** Sediment in the water knocking into each other, becoming more rounded, smoother and smaller.
- **Solution/corrosion:** The beds and the banks subject to chemical attack, slowly dissolving in the water.
- **Transportation:** Where sediment is carried by the river.
- **Traction:** When large particles are rolled along the river bed.
- **Saltation:** When pebbles are bounced along the river bed.
- **Suspension:** When smaller particles are carried in the water.
- **Solution:** When soluble particles (e.g. limestone) are dissolved and transported in the water.
- **Deposition:** Where the water 'drops' material being carried, can be due to a lack of energy.

## 10. Flooding and management:

- **Physical causes of flooding:** Causes of flooding caused by nature (e.g. heavy/prolonged rainfall, snowmelt).
- **Human causes of flooding:** Causes of flooding caused by humans (e.g. deforestation urbanisation).
- **Hard engineering:** Methods to protect from flooding that are man-made. (e.g. dams, levées).
- **Soft engineering:** Natural methods to protect from flooding (e.g. flood zoning/flood warnings).
- **Bangladesh flooding:**
  - 3 major rivers (Brahmaputra, Ganges, Meghna)
  - 75% below sea level
  - Snow melt from the Himalayas.
- **Boscastle flooding:**
  - A month's worth of rain in 2 hours
  - Rivers Valency and Jordan could not cope
  - Saturated land = surface run-off.

## Adverbs

- Langsam – slowly
- Glücklich – happily
- Überraschend – surprisingly
- Eilig – hurriedly
- Brutal – brutally
- Problemlos – smoothly
- Vorsichtig – carefully
- Eifrig – eagerly
- Gemächlich – leisurely
- Irrsinnig – insanely

## Wonderful 'wow' words

- Intelligent – intelligent
- Fröhlich – cheerful
- Strahlend – radiant
- Schimmernd – shimmering
- Mürrisch – grumpy
- Erschrocken – frightened
- Trubelig – bustling
- Nützlich – useful
- Leidenschaftlich – passionate
- Pünktlich – punctual

## Time connectives

- Erstens – firstly
- Danach – next
- Nachdem – after
- Dann – then
- Bald – soon
- Plötzlich – suddenly
- Inzwischen – meanwhile
- Wann – when
- Seit – since
- Zweitens – secondly
- Kurzzeitig – briefly
- Letzte Woche – last week
- Nach einiger Zeit – after a while
- Bevor – before
- Vor 2 Jahren – two years ago
- Vor 2 Tagen – two days ago
- Letztendlich – eventually
- Schließlich – finally

## Time connectives

### Addition

- Und – and
- Auch – also
- Außerdem – furthermore
- Zusätzlich – in addition to
- Wieder – again
- Nachfolgend – the following

### Cause/effect

- Infolgedessen – consequently
- Dadurch – thus
- So – so
- Deshalb – therefore
- Demzufolge – as a result
- Bis – until

### Emphasis

- Vor allen Dingen – above all
- Besonders – in particular
- Insbesondere – notably
- Hauptsächlich – especially
- Bedeutend – significantly
- Sogar – in fact

### Contrast/Balance

- Aber – but
- Jedoch – however
- Nichtsdestotrotz – nonetheless
- Beziehungsweise – alternatively
- Trotz – despite
- Trotzdem – still
- Zum einen – on one hand... on the other
- Stattdessen – instead of...

## German 1 of 2

Module 4
<p><b>mein Lieblingsfach ist...</b> my favourite subject is...</p> <p><b>ich mag ... (sehr) I like...</b> (a lot)</p> <p><b>ich liebe</b> I love</p> <p><b>ich mag... nicht</b> I don't like...</p> <p><b>ich hasse</b> I hate</p> <p><b>furchtbar</b> awful</p> <p><b>einfach</b> easy</p> <p><b>schwierig</b> difficult</p> <p><b>interessant</b> interesting</p> <p><b>langweilig</b> boring</p> <p><b>nützlich</b> useful</p> <p><b>nutzlos</b> useless</p> <p><b>faszinierend</b> fascinating</p> <p><b>nervig</b> irritating</p> <p><b>supercool</b> really cool</p> <p><b>stinklangweilig</b> dead boring</p> <p><b>Die Zeit</b> Time</p> <p><b>Um wie viel Uhr?</b> At what time?</p> <p><b>Um 8:30 Uhr (acht Uhr dreißig).</b> At 8.30.</p> <p><b>Wie viel Uhr ist es?</b> What time is it?</p> <p><b>Es ist 9:50 Uhr (neun Uhr fünfzig).</b> It's 9.50.</p> <p><b>In der ersten Stunde</b> in the first lesson</p> <p><b>vor der Pause</b> before break</p> <p><b>nach der Mittagspause</b> after the lunch break</p> <p><b>Wo ist das?</b> Where is it?</p> <p><b>in der Schule</b> in the school</p> <p><b>im Klassenzimmer</b> in the classroom</p> <p><b>im Korridor</b> in the corridor</p> <p><b>an der Wand</b> on the wall</p> <p><b>am Fenster</b> by the window</p> <p><b>am Tisch</b> at the table</p> <p><b>auf dem Tisch</b> on the table</p> <p><b>neben der Tür</b> near/next to the door</p> <p><b>heute</b> today <b>morgen</b> tomorrow <b>vor</b> before <b>nach</b> after</p>

Module 5
<p><b>In der Stadt</b> In town</p> <p><b>Es gibt...</b> There is.../There are...</p> <p><b>Es gibt ein/eine/einen...</b> There is/are a...</p> <p><b>Es gibt kein/keine/keinen...</b> There isn't/aren't...</p> <p><b>In der Nähe von...</b> near to</p> <p><b>In der Nähe...</b> nearby</p> <p><b>der Bahnhof(-e)</b> railway station(s)</p> <p><b>der Imbiss(-e)/die Imbissstube(-n)</b> snack stand(s)</p> <p><b>die Kegelbahn(-en)</b> bowling alley(s)</p> <p><b>die Kirche(-n)</b> church(es)</p> <p><b>der Marktplatz(-e)</b> market square(s)</p> <p><b>das Schloss(-er)</b> castle(s)</p> <p><b>die Eisbahn(-en)</b> ice rink(s)</p> <p><b>der Fischmarkt(-e)</b> fish market(s)</p> <p><b>das Kindertheater(-)</b> children's theatre(s)</p> <p><b>der Radweg(-e)</b> cycle path(s)</p> <p><b>der Stadtpark(-s)</b> city/town park(s)</p> <p><b>der Aufkleber</b> sticker</p> <p><b>das Freundschaftsband</b> friendship bracelet</p> <p><b>das Kuscheltier</b> cuddly toy</p> <p><b>der Schlüsselanhänger</b> key ring</p> <p><b>die Tasse</b> mug/cup</p> <p><b>das Trikot</b> (football) shirt</p> <p><b>Wie viel kostet...?</b> How much does ... cost?</p> <p><b>Wie viel kostet das?</b> How much does it cost?</p> <p><b>Es kostet €16.</b> It costs 16 Euros.</p> <p><b>Ich gehe einkaufen.</b> I am going shopping.</p> <p><b>Ich möchte...</b> I would like ...</p> <p><b>Haben Sie...?</b> Do you have...?</p> <p><b>Kann ich dir helfen?</b> Can I help you?</p> <p><b>Sonst noch etwas?</b> Anything else?</p> <p><b>alles zusammen</b> all together</p> <p><b>Ich hätte gern...</b> I would like...</p>

Module 6 (Revision)
<p><b>Wir werden...</b> We will</p> <p><b>klettern</b> climb</p> <p><b>im Meer schwimmen</b> swim in the sea</p> <p><b>rodeln</b> toboggan</p> <p><b>segeln</b> sail</p> <p><b>an den Strand gehen</b> go to the beach</p> <p><b>tauchen</b> dive</p> <p><b>wandern</b> hike</p> <p><b>windsurfen</b> windsurf</p> <p><b>Was kann man dort machen?</b> What can you do there?</p> <p><b>Man kann... besuchen.</b> One/you can visit...</p> <p><b>Die Stadt ist bekannt für...</b> The town is well known for...</p> <p><b>Ich werde (eine Woche) bleiben.</b> I will stay (for a week).</p> <p><b>am Wochenende</b> at the weekend</p> <p><b>nicht sehr</b> not very</p> <p><b>ziemlich</b> quite</p> <p><b>immer</b> always</p> <p><b>nicht immer</b> not always</p> <p><b>nie</b> never</p> <p><b>alles</b> everything</p> <p><b>dort</b> there</p> <p><b>teuer</b> expensive</p> <p><b>einmal/zweimal/dreimal</b> once/twice/three times</p> <p><b>pro Woche/pro Monat</b> a week/a month</p> <p><b>jeden Tag</b> every day</p> <p><b>manchmal</b> sometimes</p>

German  
2 of 2

Medieval religion	
<b>Alms:</b> Money donated to the Church by the rich to help the poor.	<b>Mass:</b> The main religious service given on Sunday that parishioners were expected to attend.
<b>Afterlife:</b> Where medieval people thought they went for eternity after death.	<b>Monastery:</b> A building housing a religious order of monks or nuns.
<b>Byzantine Empire:</b> This originally was the Roman Empire in the Middle East.	<b>Nun:</b> A woman that dedicates her entire life to God and lives in a monastery.
<b>Chivalry:</b> A religious, moral and social code that knights lived by.	<b>Parish Church:</b> A local church attended by ordinary people (parishioners).
<b>Christendom:</b> All the Christian countries together (both the Roman Catholic and the Eastern Orthodox).	<b>Pilgrimage:</b> A religious journey, typically taken to a site of religious importance.
<b>Clergy:</b> Officials of the Church who were led by the Pope.	<b>Purgatory:</b> A stage before Heaven, where the dead are removed of their remaining sins.
<b>Crusader Knights:</b> Warriors who lived together in religious orders e.g. Knights Templar.	<b>Relic:</b> Part of a saint's body or something they owned which was believed to have the power to perform miracles.
<b>Doom Painting:</b> A painting showing people being sent to Heaven or Hell on the Day of Judgment.	<b>Secular:</b> Any person, power or organisation that is not religious.
<b>Excommunication:</b> The power of the Pope to expel someone from the Church.	<b>Tithe:</b> A Church tax of 10% on a person's earnings.
<b>Indulgence:</b> The grant of a reduction in punishment in the afterlife for sins.	<b>Trade:</b> The buying or selling of goods.
<b>Jerusalem:</b> The Holy City, for both Muslims and Christians, conquered by Muslims in 638.	<b>First Crusade:</b> 1069-1099 <b>Second Crusade:</b> 1145-1149 <b>Third Crusade:</b> 1189-1192 <b>Fourth Crusade:</b> 1202
<b>Laiity:</b> People that did not work for the church and were led by the king.	

History  
1 of 2

Medieval medicine
<ul style="list-style-type: none"> <li><b>Anatomy</b> - Understanding the different body parts and how they work.</li> <li><b>Barber-Surgeon</b> - Someone who could cut your hair and provide minor treatment or amputations!</li> <li><b>Blood-letting (purging)</b> - Blood removed by opening a vein or using leeches.</li> <li><b>Bubonic Plague</b> - A type of plague named after the swellings on victims' bodies.</li> <li><b>Flagellants</b> - Those who whipped themselves to show God they were sorry.</li> <li><b>Leeches</b> - Worm-like insect which suck blood.</li> <li><b>Leprosy</b> - Contagious disease that eats away at a person's body.</li> <li><b>Miasma</b> - The theory that disease is caused by the spreading smell of a poisonous cloud of 'foul air'.</li> <li><b>Physician</b> - Another name for a doctor in Medieval and Renaissance times.</li> <li><b>Supernatural</b> - Something that cannot be explained by the laws of nature; for example, gods and ghosts.</li> <li><b>1348</b> - When the Black Death arrived in England.</li> </ul>



Challenges to Medieval Kings	
<b>Bondage:</b> When a peasant is tied to the landowner; a form of slavery.	<b>Interdict:</b> A law ruled by the Pope that temporarily shuts down the church in a country.
<b>Chancellor:</b> The king's chief servant. A very important and senior job.	<b>Magna Carta:</b> This means 'great charter' in Latin. It was the first document that set out rules for the King to follow and was supposed to limit the King's power.
<b>Charter:</b> A document granting certain rights, powers and privileges from the king.	<b>Martyr:</b> A person who dies for their religion.
<b>Civil War:</b> A war between people from the same country.	<b>Poll Tax:</b> A tax paid by every single Englishman, at the same rate, rich or poor.
<b>Criminous Clergy:</b> Any churchman who had committed a crime such as rape or murder.	<b>Rustic:</b> An insulting word for a peasant.
<b>Divine Right:</b> The belief that a king was appointed by and only answerable to God.	<b>Saint:</b> Martyrs could become saints if the Pope approved it and miracles were linked to them.
<b>Dynasty:</b> A line of monarchs who inherit the throne.	<b>Taxation:</b> Money taken by the government from a person's income.
<b>Exile:</b> To be sent away or to run away from your own country.	<b>Tyrant:</b> A cruel ruler who rules alone and with absolute power.
<b>Great Council:</b> An assembly of church leaders and barons who met with the king to discuss national affairs.	<b>Yeoman:</b> A new class in medieval England; peasants who owned their own land.

Key People:	
<b>Henry II:</b> King from 1154, tried to bring the church under royal control, leading to the murder of his Archbishop of Canterbury in 1170.	<b>Thomas Becket:</b> Chancellor to Henry II and later appointed Archbishop of Canterbury leading to a split with the king and his murder in 1170.
<b>John I:</b> King from 1199, excommunicated by the Pope in 1209 and deeply unpopular leading to rebellion by his barons who presented him with the Magna Carta in 1215.	<b>Richard II:</b> Became king while still a child and put down the Peasants' Revolt, aged only 14. Famously refused to end bondage and called the peasants 'rustics'.
<b>Wat Tyler:</b> Leader of the Peasants' Revolution who was killed during a meeting with the king, perhaps murdered by the Mayor of London.	<b>John Ball:</b> A famous preacher who inspired the peasants when he stated that all men were born equal and deserved equal treatment. He was hanged after the revolt.

Key Dates:
<b>1154</b> - Henry II is crowned King of England.
<b>1170</b> - Henry II accidentally orders the murder of Thomas Becket.
<b>1199</b> - King John is crowned King of England after the death of his brother Richard.
<b>1209</b> - The Pope excommunicates John and orders an interdict.
<b>1215</b> - The barons force King John to sign the Magna Carta.
<b>1348</b> - The Black Death hits England.
<b>1351</b> - The Statute of Labourers is passed.
<b>1381</b> - The Peasants' Revolt.

**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		Wonderful "Wow" Words		
Slowly	Eagerly	Wonderful	Important	Bustling
Briefly	Tenderly	Splendid	Useful	Noxious
Happily	Strictly	Fantastic	Useless	Fragrant
Clumsily	Cautiously	Marvellous	Incredible	Shadowy
Rudely	Regrettfully	Valuable	Bustling	Icy
Surprisingly	Thankfully	Blissful	Deafening	Fiery
Patiently	Horrendously	Elated	Rowdy	Punctual
Anxiously	Suspiciously	Cheerful	Blaring	Mature
Enthusiastically	Unbelievably	Quick-witted	Thunderous	Colourful
Mournfully	Leisurely	Intelligent	Putrid	Colourless
Gradually	Insanely	Smooth	Faraway	Odourless
Hurriedly	Majestically	Luscious	Remote	Painful
Wearily	Recently	Appetising	Loathsome	Painless
Erratically	Graciously	Delectable	Grainy	Magnified
Brutally	Savagely	Radiant	Polished	Gigantic
Smoothly	Lovingly	Shimmering	Mediocre	Enormous
Hatefully	Longingly	Transparent	Sweltering	Miniscule
Carefully	Meekly	Translucent	Frosty	Minute
Immediately		Triangular	Steaming	Worthless
		Spherical	Frightened	Impatient
		Elliptical	Petrified	Surprising
		Sizzling	Miserable	Glorious
		Scented	Grumpy	

Addition	Cause/Effect	Emphasis	Contrast/Balance	
and	consequently	above all	but	as for
also	thus	in particular	however	the opposite
too	so	notably	nevertheless	still
furthermore	hence(forth)	specifically	alternatively	instead (of)
moreover	therefore	especially	to turn to	on the other hand
in addition (to)	accordingly	significantly	yet	whereas
again	since	more importantly	despite this	otherwise
the following	until	indeed	on the contrary	apart from
	as a result	in fact	as for	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...?  
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	confessed
exclaimed	assured	declared
whispered	pleaded	grumbled
bellowed	advised	insisted
highlighted	boasted	joked
addressed	bragged	muttered
answered	cautioned	remarked

-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	pet	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



## Collecting like terms

If the letters in expressions are different then we CANNOT add them.  
For example:

$$5 + b$$

$$150 + m$$

$$x + y$$

$$1.5 + p + q$$

$$0.5 + a - b$$

$$-a + b + c + g$$

Here are some examples of expressions when we CAN add the algebraic terms because the letters are the same and they have the same power.

$$5b + 3b = 8b$$

$$5b + 3b + b = 9b$$

$$-5b - 3b = -8b$$

$$5b + 3b - b = 7b$$

Here are some examples of expressions which CANNOT be added or subtracted because the letters may be the same but they don't have the same power.

$$5b + 3b^2$$

$$5b + 3b^2 + 4b^3$$

$$5b^4 - 3b^2 + 4b^3$$

$$5b^4 - 3b^2 + 4a^3$$

$$5b^4 - 3b^2 + 4a^4$$

## Fraction, Decimal and Percentage Equivalences

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

## Examples of algebraic terms

5b	same as	5 x b
150ab	same as	150 x a x b
1.5ab	same as	1.5 x a x b
0.5ab	same as	0.5 x a x b
ab	same as	a x b
abcg	same as	a x b x c x g
a	same as	1 x a
a <sup>2</sup>	same as	a x a

## Order of Operations: BIDMAS

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

## Negative numbers

**Adding and subtracting with double signs** – if signs are touching we use the rule same signs touching is addition and opposite signs touching is subtraction.  
**Multiplying and dividing** – use the rule same sign positive and opposite signs negative.

$$+ + = +$$

$$- + = -$$

$$- - = +$$

$$+ - = -$$

- **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.

## 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.

### Angle Facts

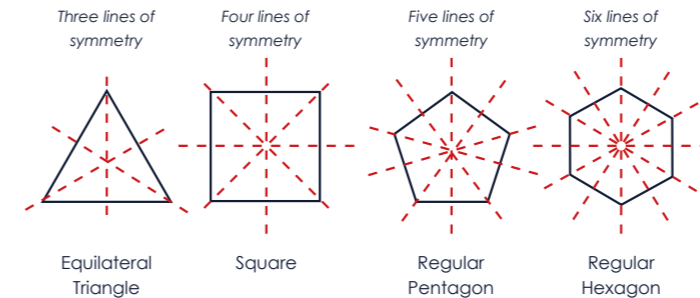
Angles in a right angle must add up to 90 degrees.	Angles on a straight line must add up to 180 degrees.	<b>Opposite angles</b> - where 2 lines cross, the opposite angles are equal.	<b>Alternate angles</b> - when a line passes through a pair of parallel lines, the alternate angles are equal.	<b>Corresponding 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

### 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.

### Lines of Symmetry in Regular Polygons

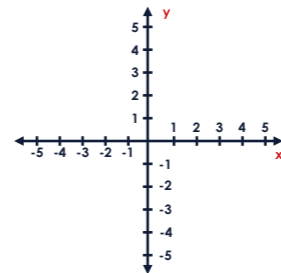
A shape can have one or more lines of symmetry, or even no lines of symmetry at all. A shape that has a line of symmetry tells us that one half of the shape is the same size and has the same area as the other half.



Shape Name	Number of Sides	Number of Symmetry Lines
Equilateral Triangle	3	3
Square	4	4
Regular Pentagon	5	5
Regular Hexagon	6	6
Regular Heptagon	7	7
Regular Octagon	8	8
Regular Nonagon	9	9
Regular Decagon	10	10

### Co-ordinates and graphs

- X axis** – the horizontal axis
- Y axis** – the vertical axis
- Origin** – the co-ordinate (0,0)
- Co-ordinate** – (x, y)



### Rotational Symmetry in Regular Polygons

Rotational Symmetry is different to line symmetry where the rotational symmetry is the number of positions in which the rotated object appears unchanged.

$$\frac{360^\circ}{\text{Number of side lengths}} = \text{Angle of Rotation}$$

Shape Name	Number of Sides	Order of Rotational Symmetry	Angle of Rotation
Equilateral Triangle	3	3	120°
Square	4	4	90°
Pentagon	5	5	72°
Hexagon	6	6	60°
Heptagon	7	7	51.4°
Octagon	8	8	45°
Nonagon	9	9	40°
Decagon	10	10	36°

### Substitution

Replacing the value of the unknown with a number and using the operations to calculate the result.

$$a=3, b=2 \text{ and } c=5.$$

Find:

- $2a=23$   
 $2a=6$
- $7b2-c=722-5$   
 $7b2-c=74-5$   
 $7b2-c=28-5$   
 $7b2-c=23$

### Expression Facts

$$a + a + a + a = 5a$$

$$5a = 5 \times a$$

$$a^5 = a \times a \times a \times a \times a$$

$$a^3 = a \times a \times a$$

$$a \times b$$

$$ab^2 = a \times b^2 = a \times b \times b$$

$$a^2b = a^2 \times b = a \times a \times b$$

$$(ab)^2 = (a \times b)^2 = a \times a \times b \times b = a^2b^2$$

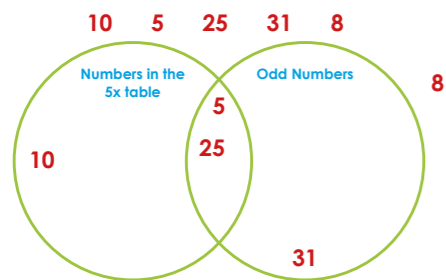
### Mean

A type of average – to calculate add all the numbers up and divide by how many you have.

### 2-way table – organises data into 2 categories (e.g. men and women)

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

Venn diagram – shows information about two or more sets of data and the relationship the sets of data have to each other



### Types of Polygons

A polygon can have three or more sides.

3 sides Triangle	4 sides Quadrilateral	5 sides Pentagon	6 sides Hexagon	7 sides Heptagon	8 sides Octagon	
Regular Polygons All sides are equal length and all internal angles are equal						
Examples of Irregular Polygons Any polygon that is not regular						
Concave Polygons Have at least one internal angle greater than 180°		Convex Polygons Have no internal angles greater than 180°. All regular polygons are convex.		Complex Polygons Have a line that crosses another line (normal polygon rules may not apply)		
Examples of shapes that are Not Polygons	Circles 	Any shape that includes a curve 	Any shape that isn't 'closed' 	Three-dimensional objects 		

## World Music

**Reggae:** Originates in Jamaica  
**Bhangra:** Originates in India  
**West African Drumming:** Originates in West Africa  
**Samba:** Originates in Brazil

### Reggae Key Words

**Staccato:** When notes are played short and detached.  
**Riff:** Repeated music pattern. Often the bass-line will be based around a riff.  
**Chord Pattern:** Often quite simple, repeated chord patterns used throughout a song.  
**Rim Shot:** Where the drum stick hits the rim and the skin of the snare drum simultaneously.  
**Political Lyrics:** Songs often critical of politics and raise awareness of social issues such as racism and poverty.  
**Off beat:** Chords on beats 2 and 4.  
**Melody:** The main 'tune'.  
**Syncopation:** Playing on the off beat.  
**Bass line:** Lowest part.  
**Hook:** Short catchy melodic idea.  
**Riff:** A short, repeated pattern.  
**Chord:** More than one note played at the same time.

### Samba Key Words

**Surdo:** The largest drum in a samba ensemble, used to keep the beat.  
**Caixa:** The same as a snare drum used on a western drum kit.  
**Repinique:** Two headed drum played with sticks and normally played by the leader.  
**Tambourim:** A small handheld and high pitched drum played with a stick.  
**Agogo:** Double headed bell played with a stick.

## Music 1 of 2

### Bhangra Key Words

**Dhol:** Double headed drum which is played with two wooden sticks made from bamboo.  
**Tumbi:** High pitched, single stringed instrument used in bhangra music often to play a short riff.  
**Chaal:** Rhythmic pattern used in Bhangra music and introduced by the dhol.  
**Hoi!** A key feature of many Bhangra songs in a repeated shout of the word 'Hoi!'.  
**Music technology:** As bhangra is a style of dance music, music technology is widely used to create and produce tracks including the use of synthesized sounds.

### West African Drumming Key Words

**Djembes:** Goblet shaped drum made using goat skin. Played with the palm of your hands and fingertips.  
**Dunduns:** A cylindrical drum tuned using ropes. Played with a stick on either end of the drum.  
**Talking drums:** Hour-glass shaped drum on which the pitch can be regulated using the ropes on the outside to mimic human speech.  
**Slap:** On a djembe – the highest pitch produced by quickly allowing your fingers to bounce on the edge of the drum.  
**Tone:** On a djembe – the mid pitch played towards the edge of the drum using a large surface area.  
**Bass:** On a djembe – the lowest pitch produced by hitting the middle of the drum with closed fingers.  
**Call and response:** A technique used in which a soloist plays or sings something and the rest of the ensemble respond with a similar or different rhythm/melody.  
**Isicathamiya:** A style of singing originating from the Zulus in which vocal clicks are used.

## Instruments of the Orchestra



### Musical Elements

**Sonority/Timbre:** describes the particular sound quality of an instrument or voice.  
**Pitch:** How high or low a note sounds.  
**Texture:** The effect of melodies and harmonies together. A lot of sounds playing together is a thick texture.  
**Dynamics:** How loud or quiet a piece of music is played.  
**Tempo:** How fast or slow the music is played.  
**Duration:** How long or short a note is.  
**Structure:** The overall plan of a piece of music – how the music is put together.  
**Silence:** The gaps, rests and breaks. It is also part of a piece of music.

## Just Play: Pop Band Ensemble Project

Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**



C D E F G A B C' D' E' F'

Every Green Bus Drives Fast



E G B D F

Notes in the **SPACES** spell "FACE"



F A C E

The 4 chords commonly used in pop songs are:

I - C major  
 V - G major  
 VI - A minor  
 IV - F major



**A capella:** Unaccompanied vocal music.  
**Arpeggio:** Each note of a chord played separately, ascending or descending.  
**Beat-mixing:** Bringing the beats of two different songs into phase with one another and phasing across.  
**Chest voice:** The lower, more powerful part of the voice.  
**Head voice:** One of the higher registers of the voice when singing.  
**Delay and reverb:** Ambient 'echo' effects.  
**Tutti:** An instruction which means 'everyone'.  
**Unison:** All parts playing or singing the same notes.

## Music 2 of 2





**BODY COMPOSITION**  
The percentage of body weight which is fat, muscle and bone.



**CARDIOVASCULAR FITNESS**  
The ability of the heart, lungs and blood to transport oxygen.



**FLEXIBILITY**  
The range of motion (ROM) at a joint.



**MUSCULAR ENDURANCE**  
The ability to use voluntary muscles repeatedly without tiring.

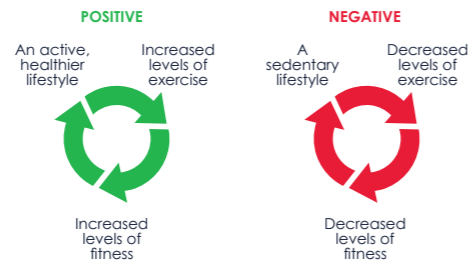


**MUSCULAR STRENGTH**  
The amount of force a muscle can exert against a resistance.

## KPI 9 – Fitness Components

### HEALTH

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



## HEALTH, FITNESS AND COMPONENTS OF FITNESS



### FITNESS

“The ability to meet the demands of the environment”.

### AGILITY

The ability to change the 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

The time taken to respond to a stimulus.

### SPEED

The ability to put body parts into motion quickly.

### Places of worship - General terms, practices and features

- Worship:** Praising and glorifying god.
- Puja:** An act of worship in Hinduism and Buddhism.
- Sacred:** Dedicated to a religion/religious practice so is worthy of respect.
- Prayer:** Communicating with god.
- Offerings:** A gift given to god or other important figure as a sign of praise, thanks and respect.
- Shrine:** A space dedicated to a god/goddess or important figure which is a focus for prayer and worship.
- Shoe racks:** A place to store shoes during prayer.
- School room:** A place where people can learn more about their religion.

### Synagogue – Judaism Essential knowledge

- Synagogue:** The Jewish place of worship.
- The sanctuary:** The room where worship takes place.
- The Ark:** A cabinet or sheltered area containing handwritten holy scrolls known as the 'Sefer Torah'.
- The Ten Commandments:** Laws given by God to Moses to guide human behaviour.
- A Yod:** A pointer used to read the Torah scrolls.
- Ner Tamid:** An eternal light/lamp that burns all of the time.
- Bimah:** Platform in the centre of the synagogue from which the Torah is read.
- Mechitzah:** A screen/divider used in Orthodox synagogues to separate men from women during services.
- Stained glass windows:** Windows with colourful glass.

### Church - Christianity Essential knowledge

- Church:** Place of Christian worship.
- Altar:** Table where the bread and the wine for Holy Communion are blessed.
- Font:** Holds holy water that is used in baptism.
- Pulpit:** Raised platform for the priest/vicar to give a sermon from.
- Cross/crucifix:** Reminder of Jesus' crucifixion.
- Lectern:** Stand for the :Windows with colourful glass.
- Quaker meeting house:** Place of worship for Quakers with very few, if any, features of a traditional church building.

### Gurdwara - Sikhism Essential knowledge

- Gurdwara:** The Sikh place of worship.
- Nishan Sahib:** A triangular flag flown outside the gurdwara, orange/yellow with the Sikh symbol (the khanda).
- Diwan/Durbar hall:** Prayer hall.
- Chanani:** Canopy over the manji sahib.
- Manji sahib:** Raised platform that the Guru Granth Sahib is placed on to be read.
- Chaur:** A fan waved over the Guru Granth Sahib.
- Golak:** Collection box.
- Ragis:** Musicians.
- Langar:** Kitchen – serves free vegetarian food to visitors.
- Sach Khand room:** The bedroom of the Guru Granth Sahib.

### Mosque – Islam Essential knowledge

- Mosque:** The Islamic place of worship.
- Minaret:** The tower of the mosque from which the muezzin calls people to prayer.
- Dome:** A rounded roof to help sound travel and keep the mosque cool.
- Chandelier:** Large ceiling light in the prayer hall representing the light of God.
- Mihrab:** An alcove in the prayer hall to show qiblah (the direction of Mecca).
- Minbar:** A platform from which the Imam (leader) speaks.
- Qiblah:** The direction that Muslims should face whilst praying (east, towards Mecca)
- Prayer mats:** Used to kneel on during prayer.
- Washroom:** Used to perform wudhu.
- Wudhu:** Ritual washing performed before prayer.
- Zakah box:** Box to collect zakah.

### Temple - Buddhism Essential knowledge

- Prayer bell:** To begin/end meditation
- Buddharupa:** Statue of the Buddha or other Buddhas
- Impermanence:** Temporary, lasting only a short time, will change at some point.
- Singing bowl:** A metal bowl/type of bell that makes a rich tone when played and is used by some Buddhists to prepare them for meditation.
- Meditation:** Focusing the mind and training it to be more aware to achieve clear thinking, emotional calm and stability.

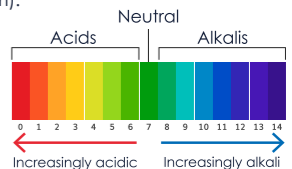
**Christianity: The Life of Jesus**

- Jesus:** Son of God, God Incarnate, the founder of Christianity.
- God Incarnate:** God in human flesh/as a human (Jesus).
- Christ:** The anointed/chosen one who would save the world from sin.
- Messiah:** For Jews, this is the King of the Jews who will be sent by God to save them. For Christians, this is Jesus who was sent by God to save mankind from sin.
- Saviour:** Jesus is believed to be the saviour of mankind – saving our souls from sin/hell.
- Parable:** A simple story used to teach a moral or religious lesson.
- Miracle:** An extraordinary event that cannot be explained by science so God is thought to be responsible.
- Healing miracle:** Jesus curing someone of their illness e.g. Jesus heals a blind man.
- Nature miracle:** Jesus shows his power by breaking the rules of nature e.g. Jesus walks on water.
- Miracle of resurrection:** Jesus raises someone from the dead e.g. the raising of Lazarus.
- Casting out demons (exorcisms):** Jesus cures someone who is believed to be possessed by a demon.
- The Crucifixion:** Jesus' death on the cross.
- Resurrection:** Returning to life after death.
- The Resurrection:** Jesus returning to life after his death.
- Ascension:** Jesus rising to heaven on the fortieth day after his resurrection.

**Beliefs in Action**

- Karma:** the law of cause and effect – someone's actions in this life (positive and/or negative) affects their next life
- Reincarnation:** being reborn after death
- Ahimsa:** the Hindu and Buddhist belief in non-violence
- Pacifism:** the belief that the use of violence and war is never acceptable and conflict should be solved through peaceful methods
- The Golden Rule:** treat others as you would wish to be treated (Christianity)
- Dukkha:** suffering (Buddhism)
- The Four Noble Truths:** Buddhist teaching that suffering exists, it has a cause, \ suffering can be stopped and steps to take to do this
- The Eightfold Path:** The path to end suffering/the middle way – eight practices to help end suffering
- The Middle Way:** a course of action that avoids extremes (following the Eightfold Path)
- The Five Pillars of Islam:** the shahadah (declaration of faith), salah (prayer), zakah (charity), sawm (fasting), hajj (pilgrimage)
- Seva:** serving other people (Sikhism)
- The three duties:** Nam japna (pray), Kirt Karna (work), Vand Chhakna (give) (Sikhism)
- Kosher:** A word to describe food that complies with/follows the strict dietary laws of Judaism.
- Treif:** A word to describe food that does not comply/follow the strict dietary laws of Judaism.
- Halal:** Something that is permitted by Islamic law. Halal food is food that complies with Islamic dietary law.
- Haram:** A word to describe food that does not comply/follow the strict dietary laws of Islam
- Humanism:** A worldview (on-religious) that believes scientific and other evidence provides the best way to understand the universe and what is right and wrong depends on the effects on people and the consequences for society and the world

1	Signs of a reaction	<ul style="list-style-type: none"> <li>Bubbles of gas released.</li> <li>Change in temperature.</li> <li>Colour change.</li> <li>Change in mass.</li> </ul>
2	Chemical reactions	<ul style="list-style-type: none"> <li>When substances are mixed together and you can not get the original materials back. E.g. Combustion.</li> <li>A few chemical reactions are reversible. Reactant + reactant → Product.</li> </ul>
3	Physical changes	<ul style="list-style-type: none"> <li>When substances just change state and we can get the original reactants back E.g. Melting ice.</li> </ul>
4	Acid	<ul style="list-style-type: none"> <li>A solution with a pH of less than 7.</li> </ul>
5	Alkali	<ul style="list-style-type: none"> <li>A solution with a pH of more than 7.</li> </ul>
6	Neutral	<ul style="list-style-type: none"> <li>A solution with a pH of 7.</li> </ul>
7	Indicator	<ul style="list-style-type: none"> <li>A chemical that turns a different colour depending on whether it is added to acid or alkali.</li> <li>E.g. Litmus indicator – red in acid, blue in alkali.</li> <li>E.g. Universal indicator - used to measure how strongly acidic or alkaline a solution is.</li> </ul>
8	Conservation of Mass	<ul style="list-style-type: none"> <li>Total mass of reactants = total mass of the products.</li> </ul>
9	Neutralisation	<ul style="list-style-type: none"> <li>A reaction between an acid and an alkali making a neutral solution of salt and water.</li> </ul>
10	Neutralisation Reaction	<ul style="list-style-type: none"> <li>Acid + alkali → salt + water.</li> </ul>

11	Reactant	<ul style="list-style-type: none"> <li>The substances that react together in a chemical reaction.</li> </ul>
12	Product	<ul style="list-style-type: none"> <li>The substances that are produced in a chemical reaction.</li> </ul>
13	pH Scale	<ul style="list-style-type: none"> <li>Measures the strength of an acid or alkali. The solution is assigned a number between 0 and 14 (see diagram).</li> </ul> 
14	Hydrochloric Acid	<ul style="list-style-type: none"> <li>Makes salts that end in chloride.</li> </ul>
15	Sulfuric Acid	<ul style="list-style-type: none"> <li>Makes salts that end in sulfate.</li> </ul>
16	Nitric Acid	<ul style="list-style-type: none"> <li>Makes salts that end in nitrate.</li> </ul>
17	Salt	<ul style="list-style-type: none"> <li>A substance that is made in a neutralisation reaction (see examples below).</li> </ul>
18	Calcium hydroxide + hydrochloric acid	<ul style="list-style-type: none"> <li>Calcium chloride.</li> </ul>
19	Magnesium oxide + nitric acid	<ul style="list-style-type: none"> <li>Magnesium nitrate.</li> </ul>
20	Copper oxide + nitric acid	<ul style="list-style-type: none"> <li>Copper nitrate.</li> </ul>
21	Potassium hydroxide + sulphuric acid	<ul style="list-style-type: none"> <li>Potassium sulfate.</li> </ul>

## REPRODUCTION AND VARIATION 7BR

1	Testes	• Where sperm are made after puberty.
2	Sperm duct	• A tube which sperm travels through from the testes to the penis.
3	Scrotum	• A pouch of skin holding the testes outside of the body.
4	Urethra	• The tube inside the penis that can carry urine or semen out of the body.
5	Semen	• Sperm that is mixed with fluids produced by the glands.
6	Glands	• Produce a fluid that mixes with the sperm to form semen.
7	Ovaries	• Contain egg cells and release them once a month.
8	Oviduct	• The tube that connects the ovaries to the uterus (sometimes called the Fallopian tube). This is where fertilisation occurs.
9	Uterus	• A muscular bag with a soft lining. This is where the fertilised egg implants and the foetus develops.
10	Vagina	• A muscular organ that leads from the cervix to the outside of a woman's body. It can stretch to allow the baby to pass out.
11	Cervix	• A narrow opening between the uterus and the vagina.
12	Gametes	• The sex cells – eggs and sperm in animals, eggs and pollen in flowering plants.

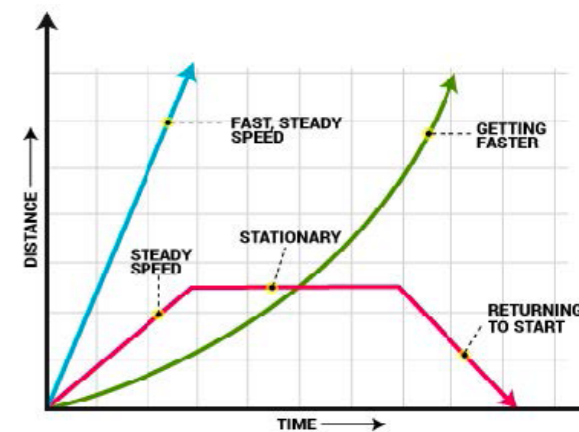
13	Menstrual cycle	• A 28 day cycle controlled by hormones.
14	Ovulation	• When an egg is released from an ovary (at day 14).
15	Oestrogen	• Hormone that causes the uterus lining to thicken.
16	Fertilisation	• When the nucleus of a male sex cell joins with the nucleus of a female sex cell.
17	Gestation	• Another word for pregnancy.
18	Zygote	• A fertilised egg.
19	Embryo	• The stage between the zygote and the foetus.
20	Implantation	• When the embryo implants in the wall of the uterus (about one week after fertilisation).
21	Foetus	• The stage after 9 weeks (between the embryo stage and when the baby is born).
22	Placenta	• An organ that connects the foetus to the wall of the uterus.
23	Umbilical cord	• A cord between the foetus and the placenta. It carries oxygen, nutrients and waste products.
24	Amniotic fluid	• Supports and protects the baby from shocks and physical damage.
25	Cilia	• Little 'hairs' along the oviduct that help to move the fertilised egg along to the uterus.
26	Carpel, made of...	<ul style="list-style-type: none"> <li>• Stigma – traps the pollen.</li> <li>• Style – where the pollen tube grows.</li> <li>• Ovary – where the eggs (ovules) are found.</li> </ul>

27	Stamen, made of...	<ul style="list-style-type: none"> <li>• Anther – where the pollen is found</li> <li>• Filament – stalk which holds the anther.</li> </ul>
28	Ovary	• Contains the female sex cells (eggs).
29	Pollen	• The male sex cells produced by the anther.
30	Pollination	<ul style="list-style-type: none"> <li>• When pollen is transferred from a stamen to a stigma.</li> <li>• Wind pollination – pollen is transferred by the wind.</li> <li>• Insect pollination – insects transfer the pollen from one flower to another as it sticks to their bodies.</li> </ul>
31	Seed	• After fertilisation the ovule develops into a seed. The seed contains an embryo and a food store.
32	Seed dispersal	• Method of spreading seeds over a wide area to increase the success rate of germination.
33	Variation	• The differences within or between a species.
34	Environmental variation	• Differences within a species due to the environment e.g. tattoos, piercings.
35	Genetic variation	• The differences within a species due to their genes e.g. eye colour.
36	Continuous variation	• Variation that has a large range. Either caused by environmental factors or lots of genes working together or a combination of both.
37	Discontinuous variation	• A small range of variation. Usually caused by 1 or 2 inherited genes, you either have the gene or you don't.

## FORCES AND MOTION 7PF

1	Force	• A push or a pull or a turning force.
2	Newton	<ul style="list-style-type: none"> <li>• The unit forces are measured in</li> <li>• Symbol for Newton is <b>N</b>.</li> </ul>
3	Mass	<ul style="list-style-type: none"> <li>• The amount of matter (stuff) in a substance</li> <li>• Unit for mass is kilogram <b>Kg</b>.</li> </ul>
4	Weight	<ul style="list-style-type: none"> <li>• A force on an object due to gravity</li> <li>• Units for weight are <b>Newtons</b> (because weight is a force).</li> </ul>
5	Gravity	<ul style="list-style-type: none"> <li>• Gravity is NOT a force.</li> <li>• Gravity is a field pulling an object towards the centre of the Earth.</li> </ul>
6	Pressure equation	$\text{Pressure} = \frac{\text{Force}}{\text{Area}}$ Units for pressure N/m <sup>2</sup>
7	Friction	<ul style="list-style-type: none"> <li>• A contact force caused by 2 objects moving over each other.</li> <li>• A force that acts in the opposite direction to movement.</li> <li>• Units for friction are <b>Newtons</b> (because friction is a force).</li> </ul>
8	Speed	$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$ <ul style="list-style-type: none"> <li>• The units depend on what the distance and time were measure in.</li> </ul>
9	Weight	• Weight = mass x gravitational field strength.
10	Resultant force	• A single force that has the same effect on the object as all the individual forces acting together.
11	Force diagram	<ul style="list-style-type: none"> <li>• A diagram showing the forces acting on an object.</li> <li>• The forces are represented as arrows.</li> </ul>

12	Pressure	• The measure of the size of the force on a particular area (force/area).
13	Upthrust	• The upward force that a liquid or gas exert on a body floating in it.
14	Contact force	• A force that must have physical contact. E.g. Friction, air resistance, tension (pull), applied force (push).
15	Non-contact force	• A force that can act without physical contact. E.g. Electrostatic force, weight, magnetic force.
16	Force meter	• Instrument used to measure force. Often called a Newton meter.
17	Newtons	• The unit for measuring force (N).
18	The gradient of a line on a distance-time graph tells you:	<ul style="list-style-type: none"> <li>• The speed that the object is moving.</li> <li>• The steeper the gradient the faster the speed.</li> <li>• A flat line means the object is stationary.</li> <li>• A curved line means the object is speeding up or slowing down (accelerating or decelerating).</li> </ul>



### Adverbial Openers + comma

<b>Despaciosamente</b>	slowly
<b>Alegremente</b>	happily
<b>Sorprendentemente</b>	surprisingly
<b>Con prisa</b>	hurriedly
<b>Brutalmente</b>	brutally
<b>Con suavidad</b>	smoothly
<b>Con cuidado</b>	carefully
<b>Con impaciencia</b>	eagerly
<b>Sin prisa</b>	leisurely
<b>Locamente</b>	insanely

### Wonderful 'wow' words

<b>Inteligente</b>	intelligent
<b>Alegre</b>	cheerful
<b>Radiante</b>	radiant
<b>Brillante</b>	shimmering
<b>Gruñón</b>	grumpy
<b>Asustado</b>	frightened
<b>Atestado</b>	bustling
<b>Útil</b>	useful
<b>Pasional</b>	passionate
<b>Puntual</b>	punctual

### Time connectives

<b>Por primero</b>	firstly	<b>Segundo</b>	secondly
<b>Luego</b>	next	<b>Brevemente</b>	briefly
<b>Después</b>	after	<b>La semana pasada</b>	last week
<b>Entonces</b>	then	<b>Después un rato</b>	after a while
<b>Pronto</b>	soon	<b>Antes</b>	before
<b>De repente</b>	suddenly	<b>Hace 2 años</b>	two years ago
<b>Mientras</b>	meanwhile	<b>Hace 2 días</b>	two days ago
<b>Cuando</b>	when	<b>Finalmente</b>	eventually
<b>Desde</b>	since	<b>Al final</b>	finally

### Time Connectives

<u>Addition</u>		<u>Cause/effect</u>		<u>Emphasis</u>		<u>Contrast/Balance</u>	
<b>Y</b>	and	<b>entonces</b>	consequently	<b>sobre todo</b>	above all	<b>pero</b>	but
<b>También</b>	also	<b>por consiguiente</b>	thus	<b>en particular</b>	in particular	<b>sin embargo</b>	however
<b>Además de</b>	in addition to	<b>así</b>	so	<b>principalmente</b>	notably	<b>aún así</b>	nonetheless
<b>Además</b>	furthermore	<b>por eso</b>	therefore	<b>especialmente</b>	especially	<b>alternativamente</b>	alternatively
<b>Otra vez</b>	again	<b>como consecuencia</b>	as a result	<b>considerablemente</b>	significantly	<b>a pesar de</b>	despite
<b>El siguiente</b>	the following	<b>hasta</b>	until	<b>de hecho</b>	in fact	<b>todavía</b>	still
						<b>por un lado...</b>	on one hand...
						<b>por el otro</b>	on the other
						<b>en lugar de</b>	instead of..

### Module 4

<b>¿Cuántas personas hay en tu familia?</b> En mi familia hay...personas mis padres mi madre mi padre mi abuelo mi abuela mi bisabuela mi tío mi tía mis primos	<b>How many people are there in your family?</b> In my family, there are...people my parents my mother my father my grandfather my grandmother my great-grandmother my uncle my aunt my cousins
<b>¿De qué color tienes los ojos?</b> Tengo los ojos... azules	<b>What colour are your eyes?</b> I have... eyes blue
<b>¿Cómo tienes el pelo?</b> Tengo el pelo... castaño rubio liso rizado largo corto Soy pelirrojo/a Soy calvo	<b>What's your hair like?</b> I have... hair brown blond straight curly long short I am a redhead I am bald
<b>¿Cómo es?</b> Es... alto/a bajo/a delgado/a gordo/a guapo/a joven viejo/a Tiene pecas Tiene barba mis amigos mi mejor amigo/a su mejor amigo/a	<b>What is he/she like?</b> He/She is... tall short slim fat good-looking young old He/She has freckles He has a beard my friends my best friend his/her best friend
<b>¿Dónde está?</b> Está en... el campo la costa la montaña un pueblo una ciudad	<b>Where is it?</b> It is in... the countryside the coast the mountains a village a town/city

### Module 5

<b>¿Qué hay en tu ciudad?</b> Hay... un castillo un centro comercial una piscina una plaza un polideportivo una tienda En... mi barrio mi ciudad mi pueblo No hay nada unos museos unas tiendas muchos museos muchas tiendas	<b>What is there in your town?</b> There is... a castle a shopping centre a swimming pool a square a sports centre a shop In... my neighbourhood my town, my city my village, my town There's nothing some museums some shops a lot of museums a lot of shops
<b>¿Qué hora es?</b> Es la una Son las dos Es la una y cinco Son las dos y diez Son las tres y cuarto Son las seis y media Son las nueve menos cuarto	<b>What time is it?</b> It's one o'clock It's two o'clock It's five past one It's ten past two It's quarter past three It's half past six It's quarter to nine
<b>¿A qué hora?</b> a la una a las dos	<b>At what time?</b> at one o'clock at two o'clock
<b>En la cafetería</b> Quiero... bebidas un batido de chocolate/de fresa un granizado de limón raciones croquetas gambas pan con tomate patatas bravas tortilla	<b>In the café</b> I want... drinks a chocolate/strawberry milkshake an iced lemon drink portions croquettes prawns tomato bread spicy potatoes Spanish omelette
<b>¿Algo más?</b> No, nada más ¿Y de beber? ¿Cuánto es, por favor? Son cinco euros setenta y cinco	<b>Anything else?</b> No, nothing else And to drink? How much is it, please? That's €5,75

### Revision

<b>¿Qué tiempo hace?</b> hace calor hace frío hace sol hace buen tiempo llueve nieva ¿Qué haces cuando llueve?	<b>What's the weather like?</b> it's hot it's cold it's sunny it's nice weather it's raining it's snowing What do you do when it's raining?
<b>¿Qué deportes haces?</b> Hago equitación Juego al baloncesto	<b>What sports do you do?</b> I do/go horseriding I play basketball
<b>¿Cuál es tu día favorito?</b> Mi día favorito es el lunes Los martes estudio... ¿Por qué? Porque... por la mañana por la tarde estudiamos no estudio	<b>What is your favourite day?</b> My favourite day is Monday On Tuesdays I study... Why? Because... in the morning in the afternoon we study I don't study
<b>¿Qué hay en tu insti?</b> En mi insti hay... un patio una biblioteca unas clases	<b>What is there in your school?</b> In my school, there is... a playground a library some classrooms
<b>¿Qué haces durante el recreo?</b> Como... un bocadillo Nunca hago los deberes	<b>What do you do during break?</b> I eat... a sandwich I never do homework
<b>¿Cómo se llama tu madre?</b> Mi madre se llama... su hermano sus hermanas	<b>What is your mother called?</b> My mother is called... his/her brother his/her brothers and sisters
<b>¿Cómo es tu casa o tu piso?</b> Vivo en... una casa un piso antiguo/a mi/mis tu/tus su/sus	<b>What does your house or flat look like?</b> I live in... a house a flat old my your his/her
<b>¿Qué vas a hacer?</b> Voy a salir con mis amigos Vas a ver la televisión Va a ir de paseo Vamos a jugar al voleibol Vais a chatear Van a hacer los deberes	<b>What are you going to do?</b> I am going to go out with my friends. You are going to watch TV. He/She is going to go for a walk. We are going to play volleyball. You are going to chat. They are going to do their 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.



## 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

## 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.

## 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



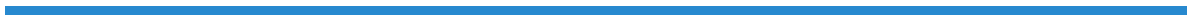
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# Notes



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# Notes



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