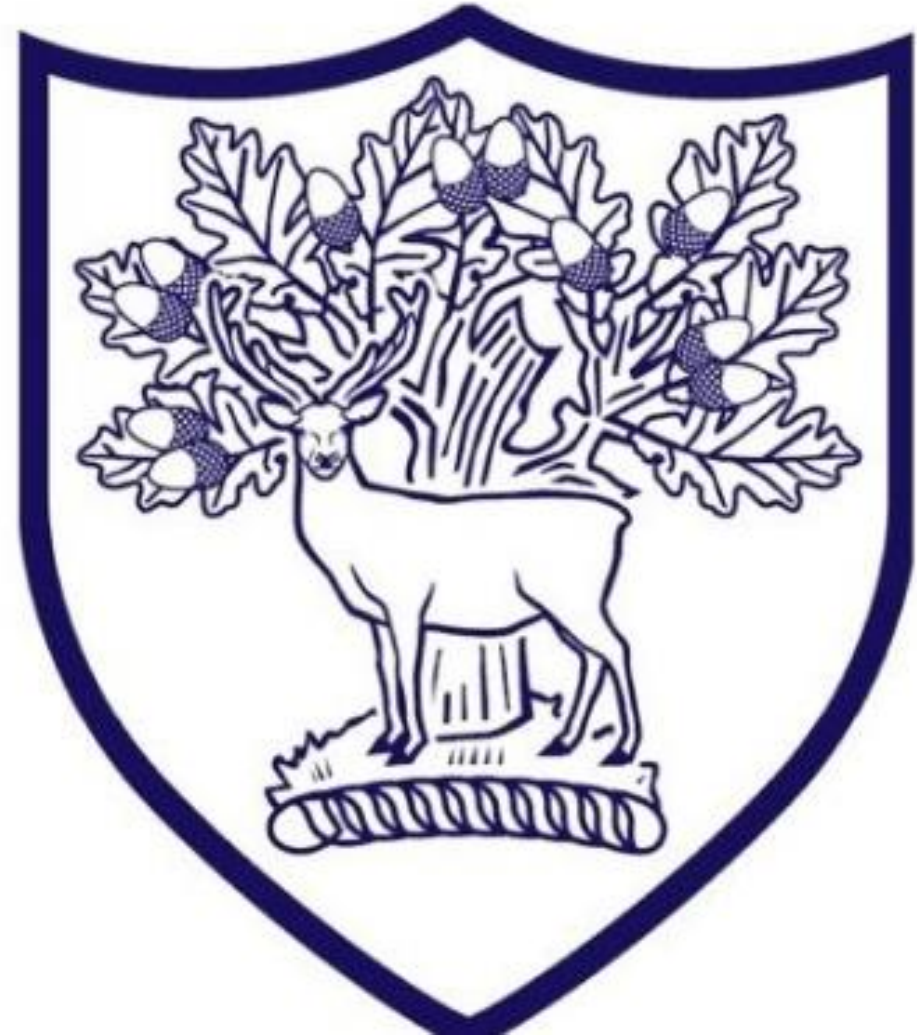


Knowledge Organiser

Year 7



Contents Page

1. Art
2. Computer Science
3. D&T
4. Dance
5. Drama
6. English
7. French
8. Geography
9. History
10. Maths
11. Music
12. Science
13. Spanish
14. Textiles

ART FUNDAMENTALS | YEAR 7 | ART | TERM 1

STEP BY STEP DRAWING PROCESS

KEYWORDS

ARTISTS AND INSPIRATION

1 Measure and plan
Compare sizes of objects against each other to ensure accurate proportions. Plot the key measurements before commencing to draw.

2 Simplify
Divide complicated objects into basic shapes and lightly draw these in.

3 Add detail
Accurately observe the actual shapes and adapt the basic shapes by adding detail

4 Add tone and shading
Add shading by layering drawing marks, making sure that you accurately observe the shape and placing of the shadows

1	Proportion	The size of one thing compared to the size of another
2	Centre Line	A line of symmetry can help you draw objects that are the same on both sides
3	Line drawing	Drawing made with lines only
4	Shading	Adding different tones to create 3D effect
5	Composition	the arrangement of different parts of an art piece
6	Pattern	A symbol or shape that is repeated
7	Line	A mark which can be used to make a drawing
8	Shape	A 2D area that is enclosed by a line
9	Tone	The lightness or darkness of something
10	Form	Something that has 3 dimensions
11	Texture	How something feels or looks
12	Pattern	A symbol or shape that is repeated
13	Colour	What we see when light reflects off something.

1	Vincent van Gogh 1853-1890	Dutch painter known for his use of bright colours and expressive brush strokes.
2	Friedensreich Hundertwasser 1928-2000	Austrian painter, printmaker, and architect best known for his paintings characterized by colourful, ornamental, and biomorphic shapes (Onion domes, Lollipop trees, floating eyeballs, hidden faces, contour lines, colourful spirals, bright colours, patterns and shapes)
3	Zentangle Art	Consists of structured patterns and is often used as form of meditation. You create tangles with combinations of dots, lines, simple curves, S-curves and orbs
4	Negative Space Art	Negative space is the space around objects. Studying the shapes around your subject matter can help you with more complicated drawing. Some artists create pieces of the negative space itself.

COLOUR THEORY

PARTS OF LIGHT

1	Colour Wheel	a diagram used in the visual arts to represent all colours and their relationships to one another. It can be used to help with colour selection when creating artwork
2	Complementary Colours	Colours on the opposite side of the colour wheel. This combination creates the greatest contrast
3	Analogous Colours	Colours close to each other on the colour wheel. These combinations create harmony in artwork.
4	Primary Colours	Colours that cannot be made by mixing other colours but can be used to mix all other colours of the spectrum. YELLOW, RED, BLUE
5	Secondary Colours	Colours made by mixing two primary colours together Y+R= Orange, Y+B= Green, B+R= Purple

1	Highlight	The brightest part of the object
2	Mid-tone / half-tone	The tones between shadows and highlights
3	Core shadow	The darkest part of the shadow often on the boundary between half-tones and the shadow area
4	Reflected light	Light that is reflected of other objects into the shadow areas
5	Cast shadow	Is the dark area behind the object on the opposite side of the light source

ART FUNDAMENTALS | YEAR 7 | ART | TERM 2

ARTISTS AND INSPIRATION

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ART FUNDAMENTALS | YEAR 7 | ART | TERM 3

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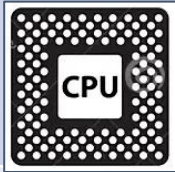
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Hardware Components

CPU



Processes **data and instructions** in binary. Fetches them one by one from RAM and **controls other components**

RAM



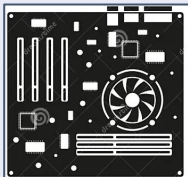
Stores **data and instructions** needed to run any programs **currently open**. Volatile: Wiped when power is off

Storage



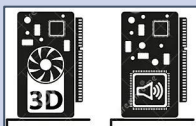
Long-term storage of programs and files. Non-volatile: Data is safe when power is off

Motherboard



Connects components together, allowing **power and data** to flow where needed

Expansion Cards



Additional cards that **process graphics or sound** better than CPU can do by itself

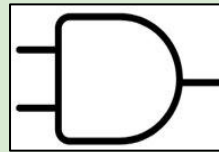
Binary Logic Gates

Binary

The language of 0s and 1s used by computers to make logical calculations.

0 = transistor off, 1 = transistor is on

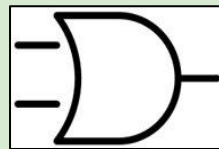
AND



Has two inputs, one output.

Both inputs must be 1 for the output to be 1. Output will be 0 in all other cases

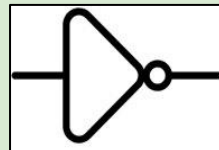
OR



Has two inputs, one output.

Either input must be 1 for the output to be 1. Output will be 0 in all other cases

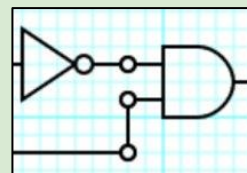
NOT



Has one input, one output.

Flips inputs so a 0 going in will output 1, 1 going in will output 0

Logic Circuits



Connecting several logic gates together to perform more complicated tasks or calculations

Input, Process, Output

All computers receive data through an **input**, perform some sort of **process** on that data and then **output** the result

Input Devices

Mouse, keyboard, microphone, touchscreen, joystick, scanner

Output Devices

Monitor, printer, speaker, headphones, projector

Operating Systems

- Software that connects all other apps to the hardware
- Manages resources like memory and access to the CPU
- Provides a graphical user interface (GUI) that allows the user to interact with apps and hardware

AI and Machine Learning

AI

When a computer system performs tasks that would need intelligence if a human did it

Machine Learning

When AI is given training data to learn from and makes its own rules based on patterns/similarities it finds

Ethics

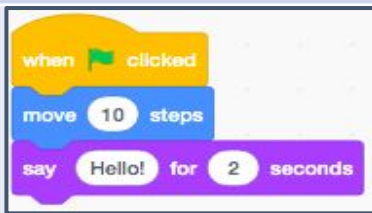
Problems sometimes occur where machine learning systems do what we might see as morally wrong

Programming Constructs

All computer programs are built using three **programming constructs**:

Sequence

The code will run in a logical step-by-step order from top to bottom.



Selection

The code will be able to make choices based on data it receives:



Iteration

The code will be able to repeat or loop back on itself. We can either loop a set number of times or until something becomes true.



Arithmetic Operators

Add	+	Subtract	-
Multiply	*	Divide	/
Remainder of a division			MOD

Logical Operators

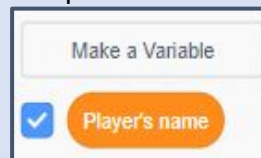
Less than	$5 < 10$
More than	$10 > 5$
Equal to	$5 = (2+3)$
AND	$(5 < 10) \text{ and } (5 > 1)$
OR	$(5 < 10) \text{ or } (10 > 5)$
NOT	$\text{not } (5 > 10)$

Variables

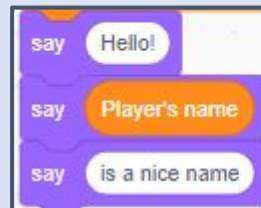
Variables are used to **store** some data that we can use later in our code.

Remember to:

- Use a descriptive name that explains what it will store



- Call it by name to reuse it



Inputs and Outputs

We **output** information to the user with the say or show block



We get the user to input information from the ask and answer blocks



Scratch Sections

Blocks in Scratch are grouped into colour-coded sections.

- **Motion** for moving sprites
- **Looks** for changing the display
- **Sound** for adding audio effects
- **Events** trigger things to happen
- **Control** for selection and iteration
- **Sensing** for detecting changes
- **Operators** for calculations
- **Variables** for storing data



Computational Thinking

Computational thinking allows us to **take a complex problem**, find ways to better understand what the problem is and **develop possible solutions**.

We can then present these solutions in a way that a computer, a human, or both, can understand.

There are 4 cornerstones of computational thinking: **Abstraction**, **Decomposition**, **Pattern Recognition** and **Algorithms**

Abstraction

Abstraction means **picking out the most important elements** of a problem to focus on, and **ignoring parts that are less important**.

Decomposition

Decompositions means **breaking large, complex problems down** into smaller, more manageable sub-tasks.

Pattern Recognition

Pattern recognition involves **finding the similarities or patterns in problems** that can help us solve more complex problems more efficiently

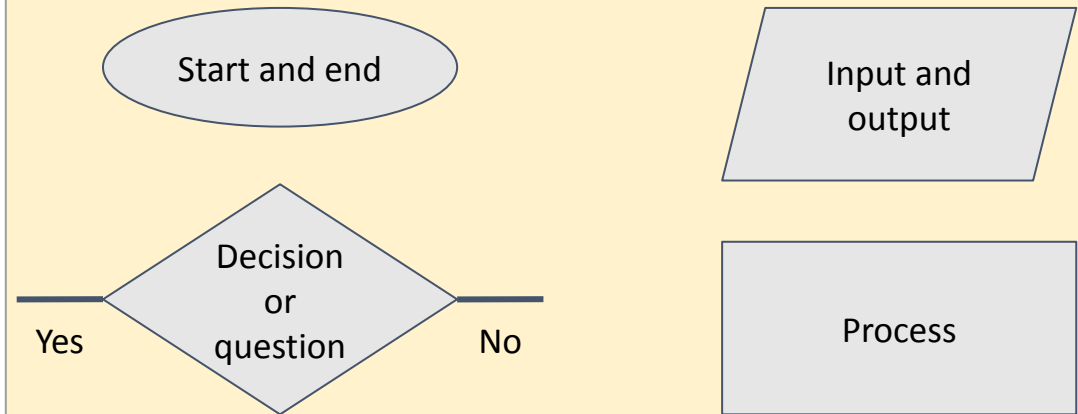
Algorithms

An algorithms is a logical, **step-by-step solution** to a problem. They can be written for humans or computers to follow. Often in the form of a list, flowchart or programming code

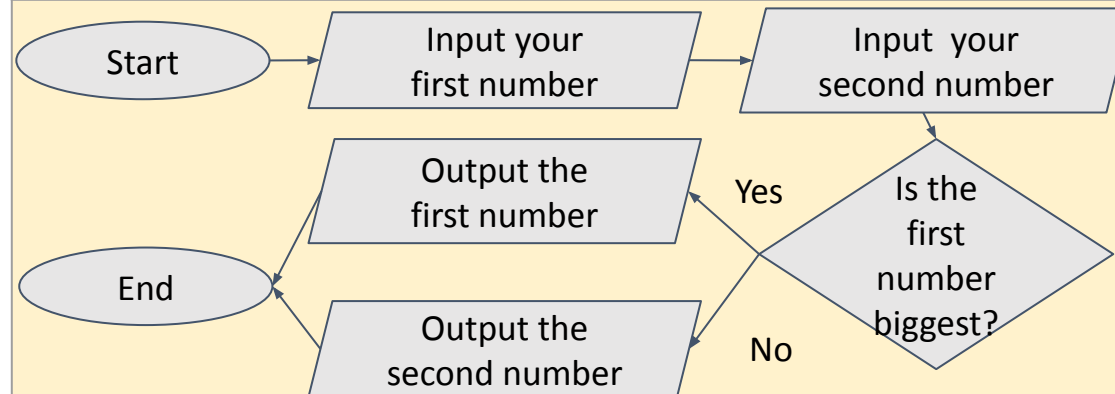
Flowcharts

A flowchart is a diagram that **represents an algorithm** to solve a problem. Flowcharts normally use **standard shapes/symbols** to represent the different instructions at each step.

Flowchart shapes



Flowchart Example: Outputting the largest of two numbers



SOFTWOODS

Scot's Pine - Can be resinous and have plenty of knots. Coloured from light yellow to dark brown. Can be shaped and formed reasonably easily by handtools and machines.



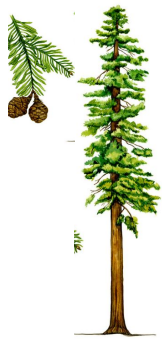
Often used for furniture and the construction industry. Used for interior work. One of the most commonly used woods

Western Cedar - Has a pleasant aroma, when cut and machined. Its straight grain means that it works well with tools and machines. Starts as reddish brown in colour, after weathering turns to a silver grey.



Used for decking, furniture and general construction. Used for roof shingles, due to its resistance to all weathers.

California Redwood The cinnamon-red or bright reddish-brown bark is one way to identify redwood trees. It has recognizable spongy bark and is a dull chocolatey brown color, and the reddish bark pulls away easily.



Used for decorative purposes, such as paneling and cladding. Resistance to weather and insects makes it a natural choice for external joinery, outdoor furniture, windows and greenhouses. Durability makes it useful for vats and tanks.

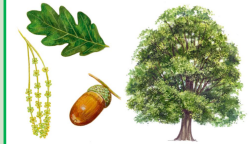
Yew - Straight grained which means it can be shaped and formed quite easily. However, the grain can sometimes be difficult to work. An oily wood that res natural degradation from the weather and elements



Used to manufacture both interior and exterior furniture e.g. chairs, gate posts and wood turning.

HARDWOODS

European Oak - Light tan in colour and straight grained. High quality timber. Moderately hard to work with handtools. Tools should be kept sharp. Produces a high-quality finish with wax, furniture oil and varnish. Uses include; quality furniture, cabinet making and boat building.



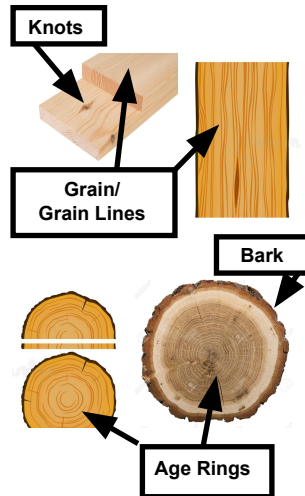
Beech - Pale white to pink brown in colour. Very good for steam bending. It can be worked reasonably well with hand tools and machinery. Used for quality furniture, handles, manufacturing chairs and good for wood turning. Often used as a facing for plywood.



Ash - Cream to pale tan in colour. Tough, flexible and straight grained, very good steam bending qualities. Can be shaped and formed well with handtools. A smooth finish can be achieved and stains well. Used for cabinet making, boats and handles of tools. Ash veneered plywood is popular.



Elm - Light brown / pale brown in colour. Can be difficult to work with handtools, due to awkward grain. Can be worked to a fine finish. Looks particularly good with a waxed finish. Used in cabinet making, turns quite well and is used as veneer, to provide a quality finish on cheaper woods.



Tool Name	Function
Tenon Saw	The tenon saw is used for vertical cuts into timber and used for many timber joining methods.
Try Square	A try square is a woodworking tool used for marking a 90 degree angle to the edge of a piece of timber.
Belt Sander	A belt sander is a sander used in shaping and finishing wood and other materials. It consists of an electric motor that turns a top and bottom roller on which a continuous loop/band of sandpaper is driven.
Smoothing Plane	A smoothing plane is a slightly smaller plane that is used to remove thin shavings of timber when used with the grain..

Product Analysis

When starting to design and make products, analysing (looking at) existing products can be very helpful. We can look at the strengths and weaknesses of these products, and see if there are any features that might inspire our own designs. When analysing a product we can use the acronym (letters that make up a word) ACCESS FM to help cover the key analysis points, the meanings of each letter are below:

A	Aesthetics - what the product looks like - colour, shape, texture, style, and finish?	
C	Cost - how much does the product cost to buy or make, is it good value?	
C	Customer - Who are you going to design for, who is your Primary Stakeholder ?	
E	Environment - How can you ensure your product is sustainable/good for the environment - 6Rs - Reuse, Reduce, Repair, Recycle, Rethink, Refuse?	
S	Size - How big or small does the product need to be? Where does it need to fit/where will it be placed?	
S	Safety - What things could be done to ensure the product is safe? Are there risks?	
F	Function - What is the products job? How does it work? Could it be improved?	
M	Material - What is the product made from? Would a different material be better? How is the product made?	

What does that tool look like? Draw or name for D&T homework

<p>Tenon saw</p> 	<p>Wooden mallet</p> 	<p>Chisel</p> 
<p>Bench Hook</p> 	<p>Coping saw</p> 	<p>Tri square</p> 
<p>Marking Gauge</p> 	<p>Flat file</p> 	<p>Half round file</p> 
<p>Gentleman saw</p> 	<p>Smoothing plane</p> 	<p>Scroll saw</p> 
<p>Hand drill</p> 	<p>Combination pliers</p> 	<p>Screwdriver</p> 



Health & Safety - for the workshop and scroll saw

Ensure coats and bags are stored neatly to the back of the workshop so they do not become a trip hazard.

When practical work is happening in the workshop **ALL** need to wear goggles.

Ensure long hair is tied back

Never run in the workshop, sensible behaviour at all times. Think of others as well as yourself.

When using tools **NEVER** use stools.

NEVER use a piece of equipment or machinery unless you have been shown how to do so.

ALWAYS stand behind the yellow line when a piece of machinery is in use to give the person using it room and to avoid being too close.

ONLY the person using the machinery pressing buttons or holding work.

Green button starts most machines, red button, or kick/stamp stop stops the machine. **ALWAYS** turn a machine is turned off **BEFORE** moving away from it.

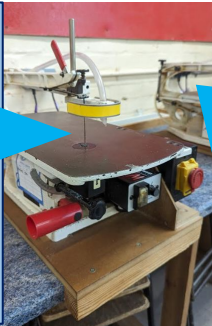
Never distract a person using machinery or pressure/rush them

If a piece of material being used is too small or big use a hand vice or clamp the material when using machinery.

Ensure any equipment used on a workbench is placed in the centre when not in use, to avoid someone knocking it off.

When task has been finished place tools back into tool cupboard and sweep down workbench or machinery before someone else uses.

The saw blade teeth point straight ahead, therefore work needs to be turned about the blade/moved to cut any shape. Press fingertips on top of material to be cut and push blade through



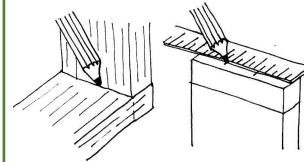
Emergency stop button - Green button underneath this needs to be pressed to make the machine 'live'



Once pressed white button is used to turn the machine on and off

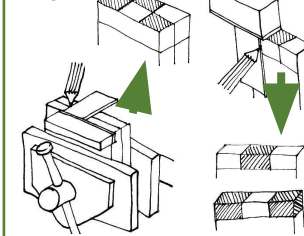
Creating a 3-finger finger joint – Revise the steps or draw the pictures

Step 1



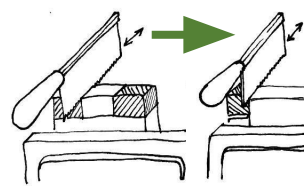
1. Use the depth of the material to mark a line around the end of each piece (this will give you the depth of the finger joint). Measure the width of the material and divide this measurement by 3. Use this to mark points across the material.

Step 2



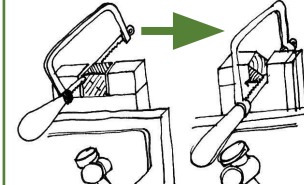
2. Place both pieces of material into a bench vice as aligned to each other as possible. Use a tri square against the side of one piece and draw a line across both at the position of your marks. Once lines are marked mark the waste material in diagonally opposite positions. Then use the tri square against the end of the material to mark the line down to meet the depth line. Continue waste marks where needed on side.

Step 3



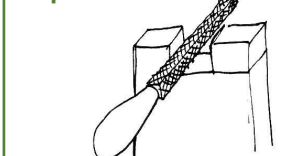
3. Holding the work in a bench vice, use a gentleman saw or tenon saw to saw down each of the vertical cut positions, keeping the saw blade into the waste material, it is better to take away too little than too much. If a waste material meets the edge of the piece, rotate 90 degrees in vice and also remove with the tenon saw or gentleman saw.

Step 4



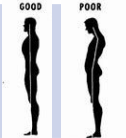

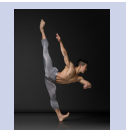


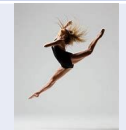


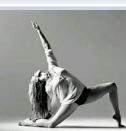
4. To remove the finger in the centre of the material, holding in the vice and using a coping saw, saw diagonally down from one side of the waste material to the other to remove a triangle, then rotate the saw blade to allow the saw to cut along the depth line at the bottom of the marked material.

Step 5



5. Test the fingers to see if they fit, do not force them together. If too tight by a small amount use a square file to file away/remove extra material and continue checking. If no option to put together potentially remove more material with the saw. If too loose, oh well, that's what filler's for!!!

Physical Skills

1		Posture The way the body is held.
2		Alignment Correct placement of body parts in relation to each other.
3		Balance A steady or held position achieved by an even distribution of weight.
4		Coordination Efficient combination of body parts.
5		Control The ability to start & stop movement, change direction & hold a shape efficiently.
6		Flexibility The range of movement in the joints.
7		Strength Muscular power.
8		Stamina Ability to maintain physical and mental energy over periods of time.
9		Extension Lengthening one or more muscles or limbs.

Expressive Skills

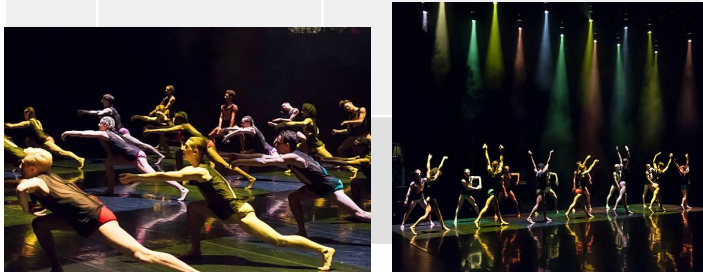
1	Focus	The use of the eyes to enhance performance & interpretative qualities.
2	Projection	The energy the dancer uses to connect with & draw in the audience.
3	Musicality	The ability to make the unique qualities of the accompaniment evident in the performance.
4	Facial Expression	The use of the face to show mood, meaning or character.
5	Communication of the choreographic intent	The aim of the dance. What the choreographer wants to communicate to the audience.
6	Spatial Awareness	Being conscious of the surrounding space and using the space effectively.

Relationships

7	Mirroring	Reflecting the movements of another dancer.
8	Contact	The state of physical touching e.g. holding, lifting, weight bearing, etc.
9	Formations	Shapes or patterns created in space by dancers.
10	Accumulation	When a dancer performs a movement phrase and other dancers in the group gradually join in at different times so that all end in unison.

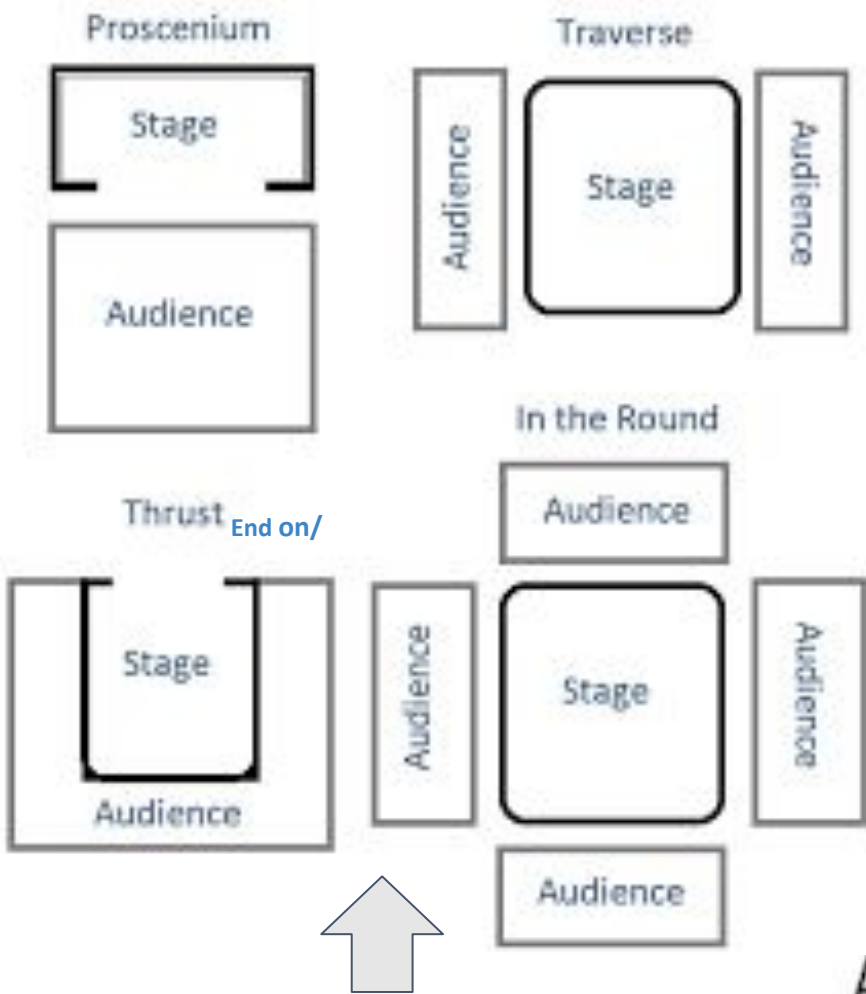
DANCE ACTIONS

1	TRAVEL	When a dancer moves through the space on a pathway.
2	TURN	When a dancer rotates their body around in space.
3	ELEVATION	The act of rising up, as in a jump.
4	GESTURE	A movement of part of the body in the air.
5	STILLNESS	Remaining still in space in a held position.
6	FLOOR-WORK	Movements which take place sitting, lying or kneeling on the floor.
7	TRANSFERENCE OF WEIGHT	Shifting the weight of the body from one part to another, e.g. from the feet to the hands or hips.



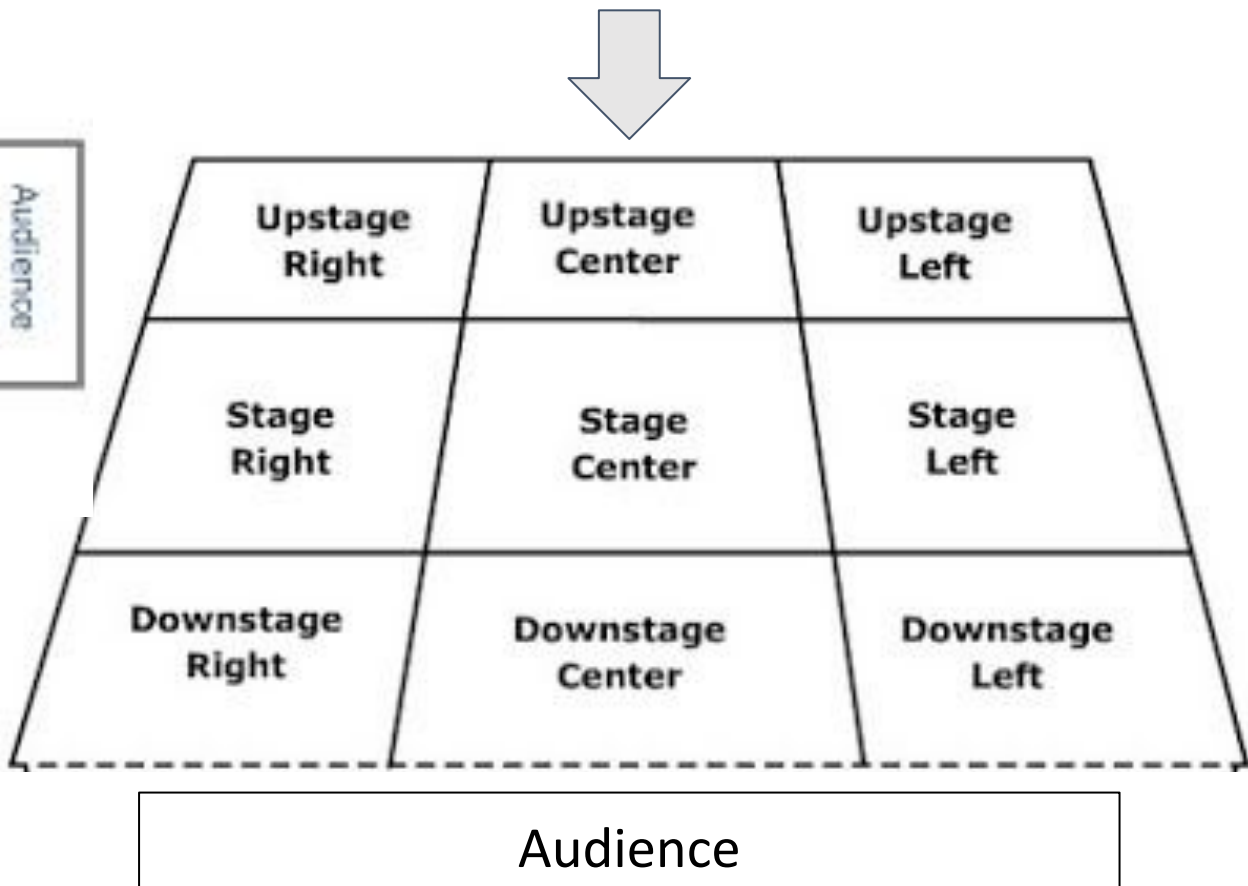
Drama: Introduction to Drama and Melodrama | Year 7 | September - December

Melodrama			Vocal Skills			Physical Skills		
1	Melodrama	Melodrama is a style of theatre that was prominent in the Victorian era. It uses exaggeration and stereotyped characters to appeal to the audience's emotions.	1	Pitch	The particular level (high or low) of a voice, instrument or tune.	1	Facial Expression	Look on face which shows emotions.
2	The Hero	The hero is a brave character, who has the potential to do anything. He is the character who will typically save the heroine from her misery via the hands of the villain. The hero will fight the villain in order to get his true love back into his heart.	2	Pace	The speed at which someone or something moves, or with which something happens or changes.	2	Body Language	A range of nonverbal signals that you can use to communicate your feelings and intentions.
3	The Heroine	The heroine is a character who is graceful and elegant. Her voice is loud but higher pitched than the males' voices. She is always captured in the plot of the drama by the villain, and by the end is in the arms of the hero who is her true love.	3	Pause	A break in speaking, period of silence.	3	Gesture	A sign that communicates a character's action, state of mind and relationship with other characters to an audience.
4	The Villain	The villain is a mysterious character, a character who is always attempting to steal away that which he desires (often the heroine). He is often already rich and powerful.	4	Tone	This suggests your mood and your intention towards the listener, eg happy or sad.	4	Posture	Physical alignment of a performer's body, or a physical stance taken by a performer which conveys information about the character being played.
5	The sidekicks	VILLAIN'S ACCOMPLICE: male, useless, cowardly helper, sidekick, comic relief. FAITHFUL SERVANT: hero's loyal servant, does dirty work, sometimes provides comic relief though not very funny.	5	Volume	Loudness or quietness of the voice.	5	Levels	They show action in a different place/time and can reflect relationships.
6	Wise olde person	The wise and elderly person is usually a grandparent or an official of some sort. He is intelligent, and can sometimes even be the heroine's mother/father. S/He is always looking out for the other characters, especially the heroine, which makes him/her a form of an anonymous helper to the hero.	6	Emphasis	Where a performer will stress a particular word or phrase within a sentence to indicate importance.	6	Gait	A person's manner of walking.
						Core Skills		
						1	Collaboration	Working together.
						2	Projection	Directing the voice out of the body to be heard clearly at a distance.
						3	Focus	Pay particular attention to.
						4	Control	The ability to start and stop movement, change direction and hold a shape efficiently.
						5	Stagecraft	The process of producing or staging a piece of film or theatre.



Types of staging

Positions of the stage



Drama: Scripts & Naturalism and Shakespeare | Year 7 | January - April

Vocal Skills			Scripts and Naturalism			Physical Skills		
1	Pitch	The particular level (high or low) of a voice, instrument or tune.	1	Script	A script is the written content for a visual story such as a play, television show or movie.	1	Facial Expression	Look on face which shows emotions.
2	Pace	The speed at which someone or something moves, or with which something happens or changes.	2	Playwright	Someone who writes plays.	2	Body Language	A range of nonverbal signals that you can use to communicate your feelings and intentions.
3	Pause	A break in speaking, period of silence.	3	Stage Directions	Part of the script of a play that tells the actors how they are to move or speak their lines.	3	Gesture	A sign that communicates a character's action, state of mind and relationship with other characters to an audience.
4	Tone	This suggests your mood and your intention towards the listener, eg happy or sad.	4	Naturalism	Theatre that shows a sense of reality (real life) through a range of dramatic and theatrical strategies.	4	Posture	Physical alignment of a performer's body, or a physical stance taken by a performer which conveys information about the character being played.
5	Volume	Loudness or quietness of the voice.	Shakespeare			5	Levels	They show action in a different place/time and can reflect relationships.
6	Emphasis	Where a performer will stress a particular word or phrase within a sentence to indicate importance.	1	Gender Bending	Questioning what makes a man a man and a woman a woman	6	Gait	A person's manner of walking.
7	Accent	A way of speaking in a local area or country.	2	Elizabethan and Jacobean	Time period that Shakespeare was writing in. It refers to Queen Elizabeth I and King James I			
8	Clarity of diction	Clearness of the voice.	3	Iambic Pentameter	The rhythm that Shakespeare often wrote in- iambic means that foot (or bass note) Pent means 5 and meter means time. This means that the lines have a rhythm where you can count the syllables in multiples of 5			
			4	Monologue	A one person speech			
			5	Symbolism	When something has another meaning.			

Scene number and title: Always at the start of each scene and usually in bold letters

Setting description: normally below the scene number and title, helps to set the scene.

Stage directions: Always written in brackets or italics. Tells the performer what or how to do something. Not said out loud to the audience

Character name: The name of each character in the play, so you know who says what line.

Character speech: What it is your character has to say that the audience can hear.

Scene 7 – A Mad Tea Party
The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.

Narrator: Lost and lonely, Alice continued towards the sound. She didn't know what to expect when she reached a clearing...

(Alice enters the scene, stage left)

Mad Hatter: (starts for a moment, pauses and a broad grin appears across his face. He gets up out of his chair and walks across the table towards Alice) It's you.

Dormouse: (exasperated) No it's not! Hare brought us the wrong Alice!

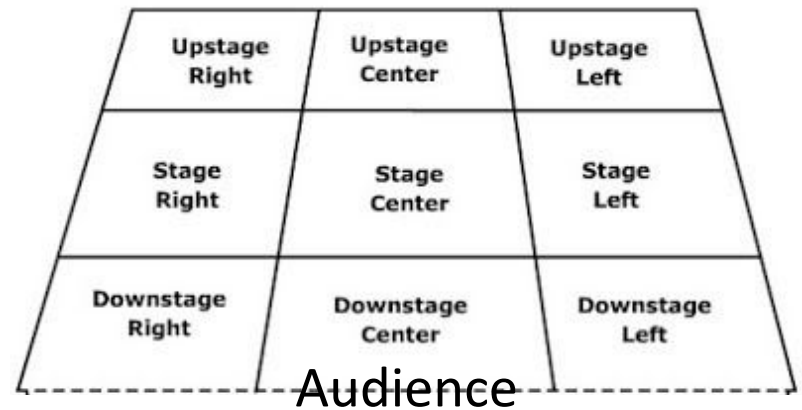
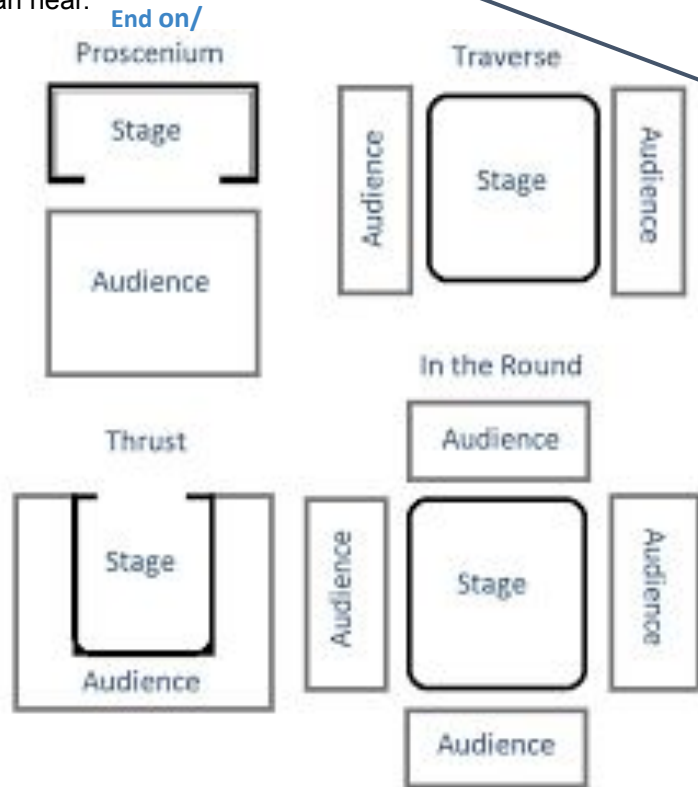
Hare: (gasps and throws his hands against his head) It's the wrong Alice!

Mad hatter: You're absolutely Alice, I'd know you anywhere.
(to the rest of the characters at the table)

I'd know him anywhere!
(Dormouse and Hare laugh manically)

Well, as you can see we're still having tea.
You're terribly late you know... naughty.

Alice: I'm incredibly intrigued.

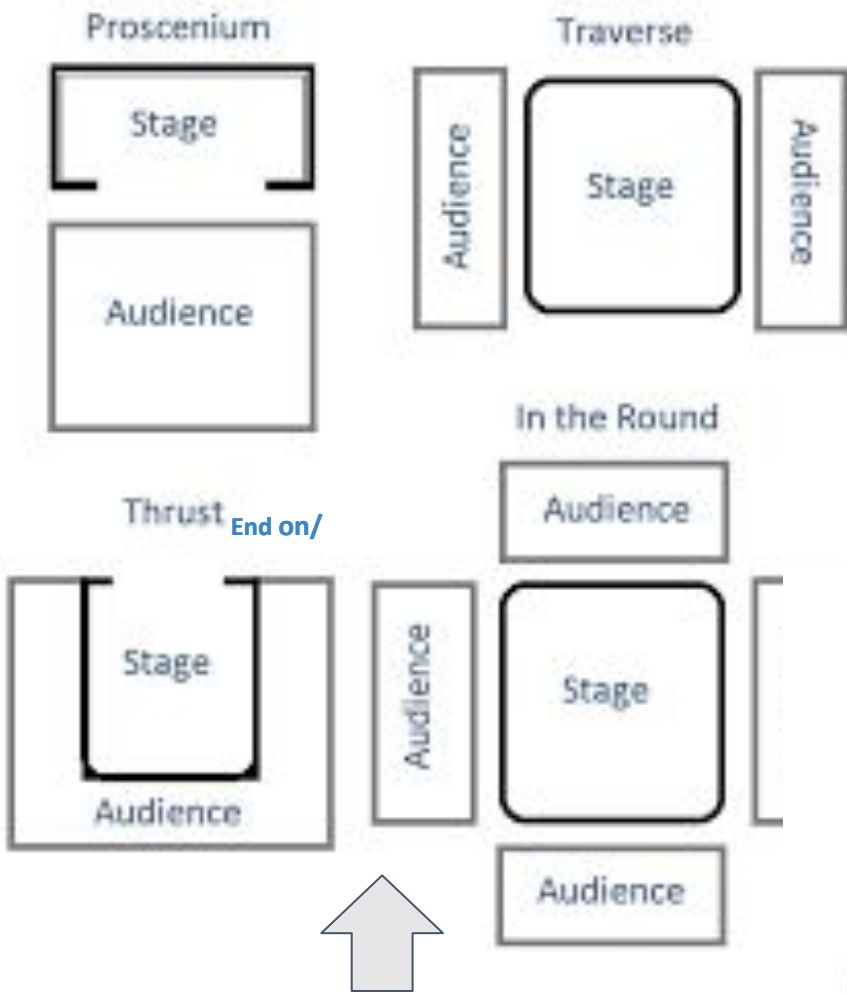


Drama: Comedy and Devising | Drama Year 7 | April-July

Devising		
1	Devising	To plan and create your own theatre
2	Stimulus	A starting point
3	Initial ideas	The first ideas you have about a stimulus
4	Narrative	A story
5	Blocking	The first draft of staging
6	Monologue	Single actors speech about their inner thoughts and feelings
7	Choral speech/ movement	When a group of actors move or speak at the same time.
8	Placards	A sign or written information for the audience
9	Split-staging	The stage is split into two sections, so two different pieces of action can be seen alongside each other.
10	multi-roling	when an actor plays more than one character on stage

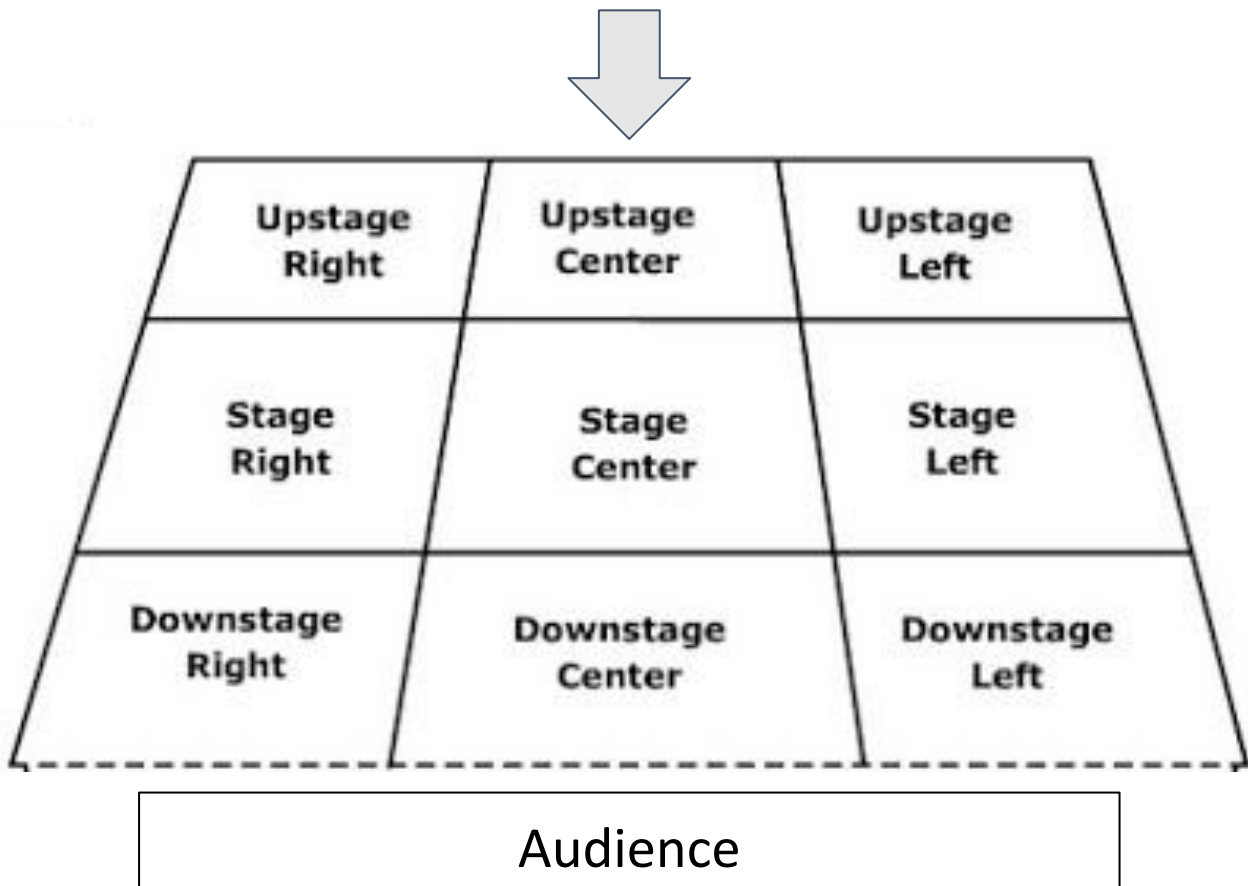
Context		
1	Devising	Making a performance from scratch
2	Collaboration	The skill of communicating to work creatively together
3	Ensemble	A group of people who share responsibility for creating and delivering a performance
4	Playwright	The person who writes a play
5	Director	The person who organises the actors
6	Producer	The person in charge of the money
7	Designers	Lights, Sound, Costume, Set and Props
8	Stage manager	Organises all off-stage activity
9	Technicians	Operates, lighting sound scenery
10	Actor	Performs on stage
Comedy		
1	Comic Timing	The way a performer delivers a joke
2	Auguste Clown	The least intelligent and silliest clown
3	White Face Clown	Most intelligent and highest status clown
4	Character Clown	The clown who often works alongside others or plays different parts
5	Lazzi	Italian for joke. A rehearsed routine to make people laugh

Physical and Vocal Skills		
1	Pitch	How high or low your voice
2	Pace	How fast or slow you speak
3	Pause	A moment of silence
4	Tone/Emphasis	The emotion of speech and which words are stressed
5	Volume/Projection	How loud you are/Sending your voice to the audience
6	Body language	Using your body to express feeling or character
7	Facial expression	Using your face to express a feeling or thought
8	Posture	Having a balanced and solid physical position from which to perform
9	Gesture	Using hands and arms to communicate
10	Level/Proximity	Using height and space to communicate
11	Eye contact	Interacting with another character or the audience. (Could include avoiding eye contact)
12	Inflection	Change in pitch or loudness of the voice.
13	Accent	A way of speaking in a local area or country.
14	Gait	A person's manner of walking.
15	Interaction with other performers	Use of eye contact, focus, proxemics and physical contact with other performers.



Types of staging

Positions of the stage



English Year 7: Origin Tales Knowledge Organiser

Key Vocabulary

Moral	Being concerned with what is right or wrong in human behaviour.
Epic hero	A brave character admired for great achievements (in an epic poem)
Fate	Acceptance that the gods controlled a person's destiny
Patriarchal	A society organised around male authority
Myth	A story concerning the early history of people
Divine	of or like God or a god.
Antagonist	a person who actively opposes or is hostile to someone or something; an adversary
Protagonist	the leading character, hero, or heroine
Folktales	Stories originating in popular culture, typically passed on by word of mouth.

Context

Ancient Greece	Civilisation of 12-9 th Century BC
Trojan War	Mythological war waged against the city of Troy, by the Greeks, to avenge the abduction of Helen.
Old English	Language of the Anglo-Saxons (up to 1150). Germanic. Very different to modern English
Medieval England	Middle Ages. 11 th – 14 th Century England.
Islamic Golden Age	A period of cultural, economic, and scientific flourishing in the history of Islam, traditionally dated from the 8th century to the 14th century

Key Characters

Odysseus	Wily Greek warrior, King of Ithaca
Hector	Famed Trojan warrior who kills Patroclus Patroclus.
Achilles	Greatest Greek warrior with a weak heel
Paris	Prince of Troy, 'abducts' Helen
Helen	Married to King Menelaus, goes to Troy with Paris
Poseidon	God of the sea
Polyphemus	Cyclops, Poseidon's son

Literary terminology

Epic	Length narrative poem about heroic adventures
Omniscient narrator	All knowing voice in the story
Symbol	Something used to hint at or stand for something else.
Symbolism	The use of symbols to represent ideas or qualities.
Metaphor	Description in which a word is applied to an object or action but is not literally applicable
Dialogue	Conversation between two or more characters
Personification	Attributing human characteristics to something inanimate
Epithet	A phrase expressing an attribute regarded as characteristic of a person
Simile	A figure of speech involving the comparison of one thing with another thing of a different kind.

ANTIGONE

A. Characters

1. Creon	King of Thebes, Antigone's uncle, the city's defender.
2. Antigone	tragic heroine; daughter of Oedipus and Jocasta.
3. Ismene	sister of Antigone; more subservient to authority.
4. Haemon	son of Creon, betrothed to Antigone as her fiancé.
5. Tiresias	wise blind prophet who warns Creon of his hubris.
6. Chorus	comment on the action in the play.
7. Oedipus	killed his father, married his mother unaware; blinded.
8. Polynices	fought against Thebes, lost and denied burial rites.
9. Eteocles	Polynices' brother, properly buried.
10. Eurydice	Creon's wife who commits suicide on her son's death.

D. Plot

1. Subversion	Antigone says she is going to defy the law and bury her disgraced brother. Ismene advises her not to.
2. Decree	Creon justifies why he is denying funeral rights to Polynices. A guard announces that someone has defied the decree and buried him.
3. Confession	Antigone is brought to Creon for burying Polynices. Antigone justifies herself. Ismene sides with Antigone. Creon withdraws Haemon as Antigone's fiancé.
4. Advice	Haemon advises Creon to change his mind.
5. Burial	Antigone is buried alive in a tomb to starve.
6. Prophecy	Tiresias and the Chorus advise Creon to change his mind.
7. Suicides	Haemon, Eurydice and Antigone commit suicide, cursing Creon.

B. Stagecraft

Protagonist	The main character of a story
Tragedy	A play that deals with sad events and has an unhappy ending, often involving the downfall of its protagonist
Hubris	Excessive pride; extreme arrogance
Hamartia	A character's fatal flaw – one key weakness that causes their downfall
Anagnorisis	The moment in a play where a character makes a crucial discovery.
Peripeteia	A sudden change in a character's circumstances, usually turning from good to bad.
Catharsis	A positive release of emotion: an audience can feel catharsis at the end of a play if justice has been served
Integrity	Having strong moral principles and doing the right thing
Decree	An official order or law
To transgress	To break a boundary in society; you might refer to a character as <i>transgressive</i> .
To lament	To passionately express grief or sorrow

E. Quotations

Act 1	Antigone: He is to be left unwept, unburied Antigone: I'll please the ones I'm duty bound to please.
Act 2	Creon: For me, a man who rules the entire state and does not take the best advice there is, but through fear keeps his mouth forever shut, such a man is the very worst of men— and always will be. Creon: For anyone who acts against the state, its enemy, I'd never make my friend.
Act 3	Antigone: I admit I did it. I don't deny a thing. Antigone: Zeus did not announce those laws to me. Antigone: Never share my dying, don't lay claim to what you never touched.
Act 4	Creon: For there's no greater evil than a lack of leadership. That destroys whole cities, turns households into ruins, and in war makes soldiers break and run away.
Act 5	Antigone: Never, I tell you, would I have done it for children of my own, not as their mother, nor for a dead husband.
Act 6	Tiresias: Our state is sick— your policies have done this. Creon: I've changed my mind. Since I'm the one who tied her up, I'll go and set her free myself.
Act 7	Creon: The guilt for all of this is mine— it can never be removed from me or passed to any other mortal man. I, and I alone... I murdered you... Now what I am in life is nothing.

Year 7 Knowledge Organiser- The Tempest

<p><u>Plot/ Characters</u></p> <p>Act 1 - The noblemen are shipwrecked, background to Prospero's plan, introduction to Caliban and Ferdinand</p> <p>Act 2 - Alonso weeps, Antonio plans murder, Caliban makes Stephano his master</p> <p>Act 3 - Ferdinand and Miranda fall in love, Caliban plots to kill Prospero, Prospero seeks revenge on the noblemen</p> <p>Act 4 - Prospero's marriage masque and Caliban, Stephano and Trinculo are punished</p> <p>Act 5 - Prospero forgives and vows to give up his magic</p> <p>Prospero - Former Duke of Milan, now a magician on a marooned on an deserted island.</p> <p>Miranda - Prospero's daughter</p> <p>Ariel - A spirit, servant to Prospero</p> <p>Ferdinand - Prince of Naples</p> <p>Alonso - King of Naples</p> <p>Antonio - Duke of Milan and Prospero's brother</p> <p>Sebastian - Alonso's brother</p> <p>Gonzalo - Counsellor to Alonso and friend to Prospero</p> <p>Caliban - An inhabitant of the island, servant to Prospero</p> <p>Trinculo - Drunken servant to Alonso</p> <p>Stephano - Alonso's butler</p>	<p><u>Literary Terminology</u></p> <p>Plot – The main events of a story</p> <p>Subplot - A subordinate plot than occurs at the same time as the main plot</p> <p>Backstory - Important events taking place before the events of the main story</p> <p>Prologue - a separate introductory section of a literary, dramatic, or musical work.</p> <p>Epilogue - a section or speech at the end of a book or play that serves as a comment on or a conclusion to what has happened.</p> <p>Protagonist - the leading character or one of the major characters in a play</p> <p>Antagonist - a person who actively opposes or is hostile to someone or something. Typically the villain of a story</p> <p>Symbolism - The use of symbols to represent ideas/ qualities</p> <p>Peripeteia - a sudden reversal of fortune or change in circumstances</p> <p>Anagnorisis - the point in a play in which a principal character recognizes the true nature of their own circumstances.</p> <p>Catharsis - the process of releasing strong or pent-up emotions through art (the play) - particularly pity and fear</p> <p>Personification - the attribution of a personal nature or human characteristics to something non-human</p> <p>Parody - an imitation of the style of a particular writer, artist, or genre with deliberate exaggeration for comic effect.</p> <p>Prose - written or spoken language in its ordinary form, without metrical structure.</p> <p>Contrast - Contrast means difference, especially when that difference is very noticeable.</p> <p>Soliloquy - a speech of a character in a drama that has the form of a monologue of internal reflections.</p> <p>Conflict - conflict is a literary device characterized by a struggle between two opposing forces</p>
<p><u>Context:</u></p> <p>Age of Discovery - A period of European overseas exploration in the 17th century</p> <p>The Reformation - Conflict between the Roman Catholic and Protestant denominations of Christianity</p> <p>Divine Right of Kings - The idea that a Kings authority is derived from God</p> <p>Holy rites of marriage – The belief that marriage is a lasting commitment bound by religion</p> <p>King James I 'On Demonology' - King James I book, detailing his belief in magic and witchcraft</p> <p>Montaigne's essay 'Of the Cannibals' - An exploratory essay examining the similarities between primitive and civilised societies</p> <p>Slavery - The growing use of slavery during the renaissance period</p> <p>The Court Masque - A form of dramatic entertainment preferred by King James I. Part carnival parade part theatre</p>	<p><u>Ambitious Vocabulary</u></p> <p>Utopian - Overcoming a difficult or unpleasant situation</p> <p>Conflict - a serious disagreement or argument, typically a protracted one.</p> <p>Duplicitous – deceitful.</p> <p>Machiavellian - unning, scheming, and unscrupulous, especially in politics.</p> <p>Epiphany - a visionary moment when a character has a sudden insight or realization that changes his or her understanding of themselves or their comprehension of the world.</p> <p>Tyrannical - exercising power in a cruel or arbitrary way</p> <p>Oppressive - inflicting harsh and authoritarian treatment.</p> <p>Debauchery - excessive indulgence in sex, alcohol, or drugs.</p> <p>Convention - a way in which something is usually done.</p> <p>Unfold - (of events or information) gradually develop or be revealed.</p> <p>Hierarchy - a system in which members of an organization or society are ranked according to relative status or authority.</p> <p>Redemption - he action of saving or being saved from sin, error, or evil.</p> <p>Interpret - explain the meaning of (information or actions).</p> <p>Realisation - an act of becoming fully aware of something as a fact.</p> <p>Colonialism - acquiring political control over another country, occupying it with settlers, and exploiting it economically.</p> <p>Usurp - take (a position of power or importance) illegally or by force</p> <p>Self-knowledge - understanding of oneself or one's own motives or character</p>

Lord of the Flies: Knowledge Organizer

Key characters	Key themes	Historical context
<p>Ralph – The protagonist. Wants to plan and follow rules-but even he is sometimes seduced by savagery. Symbolises law, government, civil society.</p> <p>Piggy – the smartest boy but has asthma and is fat, so he is bullied. Has a tendency to lecture and is ridiculed. Symbolises science and rationality.</p> <p>Jack – Leader of the hunters. Loves to hunt and kill. Gets angry when he doesn't get his way. Believes a leader should be obeyed. Symbolises dominance and power.</p> <p>Simon – Dreamy, dark haired boy prone to fits. He recognises that the beast is within them all. He is unafraid and meditates. Symbolises religion and spirituality.</p> <p>Roger – Quiet and intense at first, then becomes more evil. He tortures Samneric, kills Piggy and likes to inflict pain. Symbolises sadism.</p> <p>Samneric – The twins, always together. Symbolises unity.</p> <p>Little 'uns – Not easy to distinguish. They are fearful, terrified of the beast and just want to play. Symbolises everyday people who are manipulated by leaders.</p>	<ul style="list-style-type: none"> – Human Nature – Civilisation vs Savagery – Individual vs Community – Loss of innocence – The Weak and the Strong – Spirituality and Religion – Good vs Evil 	<ul style="list-style-type: none"> ▪ Britain had just been through WW II. In the novel, the boys seem to create their own war, suggesting the reality of human nature. ▪ Food was still being rationed in Britain. Desire for food is a major part, and motivation of, LOTF. ▪ It was feared that there might be a nuclear war between Western countries and the Soviet Union. References to bombs and fighting are made throughout the novel. ▪ Golding worked as a teacher in a boys' school and said he understood young boys with "awful precision." ▪ Golding served in the Navy during WW II. He came to the conclusion that all human beings had the capacity for incredible evil, even children. ▪ Britain was having to come to terms with the loss of the British Empire. ▪ Public schools (where most of the boys in the novel went to) still produced most of Britain's leaders and top professionals. ▪ The class system was very much alive in Britain. Piggy stands out for being lower class-the others are upper class. ▪ Nazi Germany had adopted a system of rewarding the strong and attacking the weak. The same system appears to happen in the novel. ▪ The adults the boys wish could help them are the same ones who are fighting the war that has led to the boys being stranded.

Key Quotations	Literary terms	
<ol style="list-style-type: none"> 1. "You'll get back" – Simon Chapter 12 page 221 2. "Unless we get frightened of people" – Simon Chapter 5 page 90 3. "Kill the beast! Cut his throat! Spill his blood!" – the tribe chapter 9, page 168 4. "Bollocks to the rules!" –Jack, chapter 5 page 99. 5. "threw it to miss" – narrator, chapter 4, page 64 6. "You're acting like a crowd of kids" – Piggy, chapter 11, page 200 7. "Ready to turn to anger" – Narrator (Jack's eyes) – Chapter 1 8. "Proclaimed no devil" – Narrator (Ralph's eyes) – Chapter 1 9. "Pure" – Narrator (Simon's eyes) – Chapter 1 10. 'It's like in a book' chapter 2 11. "Roger's arm was conditioned by a civilization that knew nothing and was in ruins"- pg 65 chapter 2 12. "What are we? Humans? Or animals? Or savages?"- Page 113, chapter 5 13. "hot blood spouted over his hands" – (Jacks' hands) chapter 8, page 149 14. "invisible yet strong, was the taboo of the old life" chapter 4 page 78 15. "let's have a vote" chapter 1 page 18 16. "Roger took up a small stone and flung it" chapter 11 page 194 17. "black cap with a silver badge on it" narrator on chapter 1 page 15 18. "pack of British boys" page 225 19. "For hunting. Like in the war." – Roger page 66 Chapter 4 20. "Maybe it's only us" – Simon page 96 chapter 5. 	<p>Characterisation - conveying attributes of a character such as personality. ("...he was a shrimp of a boy...")</p> <p>Conflict – The struggle between people or ideals. ("...why don't you go? Are you frightened?")</p> <p>Foreshadowing – Hints and clues about what is going to happen. ("Roger's arm was conditioned by a civilisation that knew nothing of him...")</p> <p>Imagery – words or phrases that create a picture in the reader's mind...</p> <p>Pathetic Fallacy- a kind of personification that gives human emotions to inanimate objects of nature; for example, referring to weather features reflecting a mood.</p> <p>Zoomorphism- assigning a person, event, or a deity with animalistic characteristics.</p>	<p>Irony – using a word or phrase to mean the exact opposite of its normal meaning.</p> <p>Symbolism – anything that stands for or represents something else.</p> <p>Allusion - an implied or indirect reference to a person, event, or thing or to a part of another text</p> <p>Anaphora - the repetition of a word or phrase at the beginning of successive clauses</p> <p>Flashback - An interjected scene that takes the narrative back in time from the current point in the story.</p> <p>Juxtaposition - two things being seen or placed close together with contrasting effect.</p> <p>Microcosm - a community, place, or situation regarded as encapsulating in miniature the characteristics of something much larger.</p> <p>Motif - a detail repeated for larger symbolic meaning.</p> <p>Dramatic irony - the audience knows something that is going on in a situation but the characters are unaware of what is going on. (<i>The boys left their country to escape war while creating war on the island amongst themselves.</i>)</p>

Plot summary

1. The Sound of the Shell - The boys' first day on the island...

- The boys are stranded on the island after a plane crash
- Ralph and Piggy find a conch
- Ralph is elected leader

2. Fire on the Mountain - Later that day...

- The boys light a fire to attract a ship
- The forest catches fire
- A littlun' disappears

3. Huts on the Beach - Some days later...

- Ralph thinks that having the signal fire and building shelters is important
- Jack thinks that hunting is more important

The boys are frightened

4. Painted Faces and Long Hair - More days later-the day that the ship passed by...

- Ralph sees a ship passing but the fire has gone out
- Jack has killed a pig, which they roast
- The boys have painted their faces. They dance, chanting: "Kill the pig..."

5. Beast from Water - The evening of the day that the ship passed by...

- Ralph calls an assembly to put things right.
- He says the signal fire must be kept alight.
- The meeting ends in chaos

6. Beast from Air - Later that night and the next morning...

- A dead man wearing a parachute lands on the mountain.
- The wind makes him move as if he is alive.
- Samneric think it is the beast. They tell the others.

7. Shadows and Tall Trees - The same day: afternoon

- The boys climb the mountain to investigate
- Ralph wounds a boar (a wild pig) and takes part in the savage dance
- Jack, Ralph and Roger run away after seeing the beast.

8. Gift for the Darkness - Dawn, the next day...

- Jack leaves and forms a new group
- They kill a sow (a female pig) and put its head on a stick as an offering to the "beast"
- Simon sees the pig's head and realises the beast is the evil inside man.

9. A View to a Death - The same day: evening...

- Simon climbs the mountain and sees the beast is the dead airman (pilot)
- All the others are at Jack's feast and do the dance
- Simon rushes to tell them his news and they kill him

10. The Shell and the Glasses - The next day and night...

- The only biguns left with Ralph are Piggy and Samneric.
- The others have joined Jack, who is now a dictator
- Jack raids Ralph's shelter during the night and steals Piggy's glasses

11. Castle Rock - Very early the next morning-the second day after Simon's death...

- Piggy is almost blind without his glasses
- His group goes to the castle rock to get the glasses back
- The twins are captured
- Piggy is killed and Ralph runs for his life

12. Cry of the Hunters - A short time later and the next morning...

- The twins give away Ralph's hiding place and he is hunted
- The tribe sets the forest alight to smoke Ralph out
- Ralph meets the British officer who has spotted the island on fire
- The boys who are left will be rescued

1

Features

<u>Symbols:</u>	<u>Allegories (stories relating to another context):</u>	<u>Natural imagery:</u>
<p>The Conch- civilization and society</p> <p>Piggy's glasses- science and technology</p> <p>Fire- hope and salvation</p> <p>The Beast- human nature (the desire to be savage)</p> <p>The Lord of the Flies (pig's head) – physical manifestation of the beast. A reference to Satan.</p> <p>Castle Rock – Purgatory. A place of suffering inhabited by souls of sinners who are being purified of their sins before entering Heaven.</p>	<p>Religious allegory- The Island as the Garden of Eden. Also, Simon as Jesus Christ</p> <p>War allegory- Piggy= the Jews who were victimised during the Holocaust. Jack =the Nazi leader who manipulates and bullies.</p>	<ul style="list-style-type: none">• 'Ralph launched himself like a cat.• 'Authority sat on his shoulder and chattered in his ear like an ape.'• 'Piggy's arms and legs twitched a bit, like a pig's after it has been killed.'• 'The two boys...flung themselves down and lay grinning and panting at Ralph like dogs.'• "Then you don't know how many of us there ought to be?" "How could I with them little 'uns running round like insects?"• 'He knelt down and the arrow of the sun fell on him.

SENTENCE BUILDER 1

Bonjour, monsieur <i>Hello, sir</i> Salut, madame <i>Hi, miss</i> Coucou <i>Hey!</i> Bonjour <i>Good morning</i> Bon après-midi <i>Good afternoon</i> Bonsoir <i>Good evening</i> Bonne nuit <i>Good night</i>	ça va? <i>How are you?</i> quoi de neuf? <i>what's new?</i> <i>(what's up?)</i>	oui <i>yes</i>	ça va bien, merci <i>I am good/well, thank you</i> bof <i>so so</i> pas mal, merci <i>not bad thanks</i>	au revoir <i>goodbye</i> à bientôt <i>see you soon</i> à demain <i>see you tomorrow</i> à la prochaine <i>see you next time</i> à plus (tard) <i>see you later</i> bonne journée <i>have a good day</i>
		non <i>no</i>		

Je voudrais me présenter *I would like to present myself*

je m'appelle... <i>I call myself... (my name is)</i>		et <i>and</i>	j'ai <i>I have (I am)</i>	un (1) deux (2) trois (3) quatre (4) cinq (5) six (6) sept (7) huit (8) neuf (9) dix (10) onze (11) douze (12) treize (13) quatorze (14) quinze (15) seize (16) dix-sept (17) dix-huit (18) dix-neuf (19)	vingt (20) vingt-et-un (21) vingt-deux (22) vingt-trois (23) vingt-quatre (24) vingt-cinq (25) vingt-six (26) vingt-sept (27) vingt-huit (28) vingt-neuf (29) trente (30) trente-et-un (31)	an (year) ans (years)
J'habite <i>I live</i> Je suis né(e) <i>I was born</i> Je viens <i>I come</i>	à ... <i>in ...</i> de ... <i>from ...</i>	Londres Paris Québec				janvier <i>January</i> Février <i>February</i> mars <i>March</i> avril <i>April</i> mai <i>May</i> juin <i>June</i> juillet <i>July</i> août <i>August</i> septembre <i>September</i> octobre <i>October</i> novembre <i>November</i> décembre <i>December</i>
Je suis <i>I am</i>	anglais(e) <i>English</i> français(e) <i>French</i> québécois(e) <i>Québecian</i> canadien / canadienne <i>Canadian</i>					
Mon anniversaire c'est le <i>My birthday is the</i>				Premier <i>1st</i>		

SENTENCE BUILDER 2

<p>Dans ma famille <i>In my family</i></p> <p>Dans ma maison <i>In my house</i></p> <p>Chez moi <i>At home</i></p>	<p>il y a <i>there is</i></p>	<p>moi <i>me</i></p> <p>mon père <i>my dad</i></p> <p>mon beau-père <i>my step dad</i></p> <p>mon grand-père <i>my grandad</i></p> <p>mon frère <i>my brother</i></p> <p>mon demi-frère <i>my half brother/ my step brother</i></p> <p>mon oncle <i>my uncle</i></p>	<p>Aussi <i>Also</i></p> <p>j'ai <i>I have</i></p> <p>nous avons <i>we have</i></p> <p>je voudrais avoir <i>I would like to have</i></p>	<p>un chat <i>a cat</i></p> <p>un chien <i>a dog</i></p> <p>un cheval <i>a horse</i></p> <p>un lapin <i>a rabbit</i></p> <p>un poisson <i>a fish</i></p> <p>une souris <i>a mouse</i></p> <p>une tortue <i>a tortoise</i></p>	<p>noir <i>black</i></p> <p>bleu <i>blue</i></p> <p>vert <i>green</i></p> <p>gris <i>grey</i></p> <p>rose <i>pink</i></p> <p>rouge <i>red</i></p> <p>jaune <i>yellow</i></p> <p>blanc <i>white</i></p> <p>marron <i>brown</i></p> <p>orange <i>orange</i></p> <p>noire <i>black</i></p> <p>bleue <i>blue</i></p> <p>verte <i>green</i></p> <p>grise <i>grey</i></p> <p>rose <i>pink</i></p> <p>rouge <i>red</i></p> <p>jaune <i>yellow</i></p> <p>blanche <i>white</i></p> <p>marron <i>brown</i></p> <p>orange <i>orange</i></p>
<p>Je dirais que... <i>I would say that...</i></p> <p>À mon avis... <i>In my opinion...</i></p> <p>j'aime <i>I like</i></p> <p>j'adore <i>I love</i></p> <p>je préfère <i>I prefer</i></p> <p>je n'aime pas <i>I don't like</i></p> <p>je déteste <i>I hate</i></p> <p>je ne supporte pas <i>I can't stand</i></p>	<p>ma mère <i>my mum</i></p> <p>ma belle-mère <i>my step mum</i></p> <p>ma grand-mère <i>my grandmother</i></p> <p>ma sœur <i>my sister</i></p> <p>ma demi-sœur <i>my half sister/ my step sister</i></p> <p>ma tante <i>my aunt</i></p> <p>mes parents <i>my parents</i></p> <p>mes grands-parents <i>my grandparents</i></p> <p>mes deux frères <i>my two brothers</i></p> <p>mes trois sœurs <i>my three sister</i></p>	<p>parce que (qu') <i>because</i></p> <p>car <i>because</i></p> <p>je suis <i>I am</i></p> <p>il est <i>he is</i></p> <p>elle est <i>she is</i></p> <p>nous sommes <i>we are</i></p> <p>ils sont <i>they are</i></p> <p>elles sont <i>they are (all female)</i></p>	<p>très <i>very</i></p> <p>trop <i>too</i></p> <p>assez <i>quite</i></p> <p>un peu <i>a bit</i></p> <p>vraiment <i>really</i></p>	<p>grand(e)(s) <i>tall</i></p> <p>petit(e)(s) <i>short</i></p> <p>gros(se) <i>big</i></p> <p>jeune(s) <i>young</i></p> <p>vieux/vieille(s) <i>old</i></p> <p>beau/belle/beaux/belles <i>beautiful</i></p> <p>amusant(e)(s) <i>funny</i></p> <p>patient(e)(s) <i>patient</i></p> <p>content(e)(s) <i>happy</i></p> <p>fort(e)(s) <i>strong</i></p> <p>pratique(s) <i>practical</i></p> <p>populaire(s) <i>popular</i></p> <p>agréable(s) <i>nice</i></p> <p>responsable(s) <i>responsible</i></p> <p>unique(s) <i>unique</i></p> <p>heureux/euse(s) <i>happy</i></p> <p>sérieux/euse(s) <i>serious</i></p> <p>travailleur/euse(s) <i>hardworking</i></p> <p>sportif/ive(s) <i>sporty</i></p> <p>gentil/gentille(s) <i>kind</i></p> <p>sympa(s) <i>kind</i></p>	

SENTENCE BUILDER 3

<p>Pendant mon temps-libre <i>During my free time</i></p> <p>Normalement <i>Normally</i></p> <p>Généralement <i>Generally</i></p> <p>En ce moment <i>At the moment</i></p> <p>Quelquefois <i>Sometimes</i></p> <p>De temps en temps <i>From time to time</i></p> <p>Souvent <i>Often</i></p>	<p>je joue <i>I play</i></p>	<p>au foot <i>football</i></p> <p>au basket <i>basketball</i></p> <p>au tennis <i>tennis</i></p> <p>au handball <i>handball</i></p> <p>au hockey sur glace <i>ice hockey</i></p> <p>aux cartes <i>cards</i></p> <p>d'un instrument <i>an instrument</i></p> <p>du piano <i>the piano</i></p> <p>de la guitare <i>the guitar</i></p>	<p>avec mon père <i>with my dad</i></p> <p>avec mon frère <i>with my brother</i></p>
	<p>je fais <i>I do</i></p>	<p>du sport <i>sport</i></p> <p>du vélo <i>cycling</i></p> <p>de la natation <i>swimming</i></p> <p>de la danse <i>dancing</i></p> <p>de l'exercice <i>exercise</i></p>	<p>avec mon équipe <i>with my team</i></p> <p>avec ma soeur <i>with my sister</i></p> <p>avec ma mère <i>with my mum</i></p>
	<p>je vais <i>I go</i></p>	<p>en ville <i>to town</i></p> <p>au centre(-ville) <i>to the (town) centre</i></p> <p>au centre commercial <i>to the shopping centre</i></p> <p>au centre de loisirs <i>to the leisure centre</i></p> <p>au parc <i>to the park</i></p> <p>au cinéma <i>to the cinema</i></p> <p>au théâtre <i>to the theatre</i></p> <p>au stade <i>to the stadium</i></p> <p>au musée <i>to the museum</i></p> <p>à la piscine <i>to the swimming pool</i></p> <p>aux magasins <i>to the shops</i></p> <p>chez mon copain <i>to my friend's house</i></p> <p>à un club de foot <i>to a football club</i></p>	<p>avec mes grands-parents <i>with my grandparents</i></p> <p>avec mes copains <i>with my friends</i></p> <p>avec mes amis <i>with my friends</i></p> <p>avec mes potes <i>with my mates</i></p> <p>seul(e) <i>alone</i></p>

SENTENCE BUILDER 4

Hier <i>Yesterday</i> Hier soir <i>Yesterday evening (last night)</i> Le week-end dernier <i>Last weekend</i> Le mois dernier <i>Last month</i> La semaine dernière <i>Last week</i> L'année dernière <i>Last year</i>	j'ai joué <i>I played</i>	au foot <i>football</i> au basket <i>basketball</i> au tennis <i>tennis</i> au handball <i>handball</i> au hockey sur glace <i>ice hockey</i> aux cartes <i>cards</i> d'un instrument <i>an instrument</i> du piano <i>the piano</i> de la guitare <i>the guitar</i>	avec mon père <i>with my dad</i> avec mon frère <i>with my brother</i> avec mon équipe <i>with my team</i> avec ma soeur <i>with my sister</i> avec ma mère <i>with my mum</i> avec mes grands-parents <i>with my grandparents</i> avec mes copains <i>with my friends</i>
	je vais jouer <i>I'm going to play</i>	du sport <i>sport</i> du vélo <i>cycling</i> de la natation <i>swimming</i> de la danse <i>dancing</i> de l'exercice <i>exercise</i>	
	je voudrais jouer <i>I would like to play</i>		
	j'ai fait <i>I did</i>		
Demain <i>Tomorrow</i> Le week-end prochain <i>Next weekend</i> Le mois prochain <i>Next month</i> La semaine prochaine <i>Next week</i> L'année prochaine <i>Next year</i>	je suis allé(e) <i>I went</i>	en ville <i>to town</i> au centre(-ville) <i>to the (town) centre</i> au centre commercial <i>to the shopping centre</i> au centre de loisirs <i>to the leisure centre</i> au parc <i>to the park</i> au cinéma <i>to the cinema</i> au théâtre <i>to the theatre</i> au stade <i>to the stadium</i> au musée <i>to the museum</i> à la piscine <i>to the swimming pool</i> aux magasins <i>to the shops</i> chez mon copain <i>to my friend's house</i> à un club de foot <i>to a football club</i>	avec mes amis <i>with my friends</i> avec mes potes <i>with my mates</i> seul(e) <i>alone</i>
	je vais aller <i>I'm going to go</i>		
	je voudrais aller <i>I would like to go</i>		

SENTENCE BUILDER 5

<p>J'habite <i>I live</i></p> <p>à Paris <i>in Paris</i> à Londres <i>in London</i></p> <p>dans la province <i>in the province</i> <i>(outside of the capital)</i></p> <p>dans une ville <i>in a town</i> dans une grande ville <i>in a big town/city</i> dans un village <i>in a village</i></p> <p>dans une petite maison <i>in a small house</i> dans une grande maison <i>in a big house</i> dans un appartement <i>in a flat</i> dans un immeuble <i>in a block of flats</i> dans une ferme <i>on a farm</i></p>		<p>qui se trouve <i>which is located (which finds itself)</i></p> <p>dans le nord <i>in the north</i> dans le sud <i>in the south</i> dans l'ouest <i>in the west</i> dans l'est <i>in the east</i> dans le nord-est <i>in the north-east</i> dans le sud-ouest <i>in the south-west</i></p>		<p>de l'Angleterre <i>of England</i> de l'Afrique <i>of Africa</i> de l'Algérie <i>of Algeria</i></p> <p>de la France <i>of France</i> de la Martinique <i>of Martinique</i></p> <p>du Royaume-Uni <i>of the UK</i> du Canada <i>of Canada</i> du Madagascar <i>of Madagascar</i></p> <p>des États-Unis <i>of the USA</i></p>	
<p>Maintenant ... <i>Now...</i></p> <p>De nos jours... <i>These days...</i></p>	<p>ma ville <i>my town</i></p> <p>ma région <i>my region</i></p> <p>ma rue <i>my street</i></p>	<p>est <i>is</i></p>	<p>historique <i>historic</i></p> <p>moderne <i>modern</i></p> <p>propre <i>clean</i></p> <p>calme <i>quiet</i></p> <p>ordinaire <i>ordinary</i></p> <p>unique <i>unique</i></p>	<p>Dans ma ville... <i>In my town</i></p> <p>Dans ma rue... <i>On my road</i></p> <p>il y a <i>there is</i></p>	<p>un (super)marché <i>a (super)market</i> un musée <i>a museum</i> un hôpital <i>a hospital</i> un cinéma <i>a cinema</i> un théâtre <i>a theatre</i> un hôtel <i>a hotel</i> un port <i>a port/harbour</i> un parc <i>a park</i> un café <i>a café</i> un château <i>a castle</i> un stade <i>a stadium</i> un magasin <i>a shop</i> un centre-commercial <i>a shopping centre</i> un restaurant <i>a restaurant</i> un jardin (public) <i>a (public) garden</i></p>
<p>Avant... <i>Before...</i></p> <p>Quand j'étais plus jeune... <i>When I was younger...</i></p>	<p>ma zone <i>my area</i></p> <p>mon village <i>my village</i></p> <p>mon quartier <i>my neighbourhood</i></p>	<p>était <i>was</i></p>	<p>populaire <i>popular</i></p> <p>célèbre <i>famous</i></p> <p>agréable <i>pleasant</i></p> <p>ennuyeux <i>boring</i></p>	<p>mais <i>malheureusement</i> <i>but unfortunately</i></p> <p>il n'y a pas de (d') un/une/des <i>there isn't / aren't</i></p>	<p>une banque <i>a bank</i> une poste <i>a post office</i> une gare <i>a train station</i> une piscine <i>a swimming pool</i> une prison <i>a prison</i> une boulangerie <i>a bakery</i> une pharmacie <i>a pharmacy</i> une pâtisserie <i>a patisserie/cake shop</i> une station (de bus/méto) <i>a (bus/metro) station</i></p> <p>des magasins <i>some shops</i> des toilettes <i>some toilets</i></p>

SENTENCE BUILDER 6

D'habitude <i>Usually</i>				
Normalement <i>Normally</i>	dans ma ville <i>in my town</i>			
Généralement <i>Generally</i>	dans ma région <i>in my region</i>			
Quelquefois <i>Sometimes</i>	dans ma rue <i>on my street</i>		en voiture <i>by car</i>	
En ce moment <i>At the moment</i>	dans ma zone <i>in my area</i>	je voyage <i>I travel</i>	en car <i>by coach</i>	pour aller en vacances <i>to go on holiday</i>
De temps en temps <i>From time to time</i>	dans mon village <i>in my village</i>	je vais <i>I go</i>	en train <i>by train</i>	pour aller à l'école <i>to go to school</i>
Souvent <i>Often</i>	dans mon quartier <i>in my neighbourhood</i>		en bateau <i>by boat</i>	pour visiter mes copains <i>to visit my friends</i>
Tous les jours <i>Every day</i>	dans mon pays <i>in my country</i>		en avion <i>by plane</i>	pour voyager autour du monde <i>to travel around the world</i>
Chaque jour <i>Each day</i>	à l'étranger <i>abroad</i>		en bus <i>by bus</i>	pour aider l'environnement <i>to help the environment</i>
			en métro <i>by metro/ underground/ tube</i>	
Si j'avais le choix <i>If I had the choice</i>			à pied <i>on foot</i>	
Si j'avais l'occasion <i>If I had the opportunity</i>				
Si j'avais assez d'argent <i>If I had enough money</i>		je voyagerais <i>I would travel</i>		
Si j'avais le temps <i>If I had the time</i>		j'irais <i>I would go</i>		
Si je pouvais <i>If I could</i>				
Si j'étais riche <i>If I were rich</i>				
Si je devais choisir <i>If I had to choose</i>				

SENTENCE BUILDER 7

Je dirais que... <i>I would say that...</i>		les séries <i>series</i>	parce que <i>because</i>	je les trouve <i>I find them</i>	amusantes <i>fun / funny</i>	
À mon avis... <i>In my opinion...</i>			car <i>because</i>			géniales <i>great</i>
j'aime <i>I like</i>			puisque <i>since/because</i>			excellentes <i>excellent</i>
j'adore <i>I love</i>						différentes <i>different</i>
je préfère <i>I prefer</i>			les émissions de musique <i>music programmes</i>			intéressantes <i>interesting</i>
je n'aime pas <i>I don't like</i>			les émissions de sport <i>sport programmes</i>			étonnantes <i>surprising / amazing</i>
je déteste <i>I hate</i>		les émissions de télé-réalité <i>reality TV programmes</i>	il les trouve <i>he finds them</i>		passionnantes <i>exciting</i>	
je ne supporte pas <i>I can't stand</i>		les informations <i>the news</i>	elle les trouve <i>she finds them</i>		extraordinaires <i>extraordinary</i>	
Cependant... <i>However...</i>	aime <i>likes</i>		il pense qu'... <i>he thinks that...</i>		ennuyeuses <i>boring</i>	
Mais... <i>But...</i>		adore <i>loves</i>	elle pense qu'... <i>she thinks that...</i>		terribles <i>terrible</i>	
mon père <i>my dad</i>		préfère <i>prefers</i>	mes parents pensent qu'... <i>my parents think that...</i>		nulles <i>rubbish</i>	
mon frère <i>my brother</i>		n'aime pas <i>doesn't like</i>	mes copains pensent qu'... <i>my friends think that...</i>		fatigantes <i>tiring</i>	
mon copain <i>my friend</i>		déteste <i>hates</i>	...elles sont ...they are			
ma mère <i>my mum</i>		ne supporte pas <i>can't stand</i>				
ma sœur <i>my sister</i>						
ma copine <i>my friend</i>						

SENTENCE BUILDER 8

<p>D'habitude <i>Usually</i></p> <p>Quelquefois <i>Sometimes</i></p> <p>En ce moment <i>At the moment</i></p> <p>De temps en temps <i>From time to time</i></p> <p>Souvent <i>Often</i></p> <p>Tous les jours <i>Every day</i></p> <p>Chaque jour <i>Each day</i></p> <p>Deux fois par semaine <i>Two times per week</i></p> <p>Trois fois par mois <i>Three times per month</i></p>	<p>je regarde <i>I watch</i></p> <p>nous regardons <i>we watch</i></p> <p>j'aime regarder <i>I like to watch</i></p> <p>j'adore regarder <i>I love to watch</i></p> <p>je ne regarde que* <i>I only watch*</i></p>	<p>des films de crime <i>crime films</i></p> <p>des films d'action <i>action films</i></p> <p>des films d'horreur <i>horror films</i></p> <p>des films de science fiction <i>sci-fi films</i></p> <p>des films policiers <i>crime/police films</i></p> <p>des tragédies <i>tragedies</i></p> <p>des comédies <i>comedies</i></p> <p>des vidéos <i>videos</i></p> <p>des clips <i>clips</i></p>	<p>au cinéma <i>at the cinema</i></p> <p>à la télé <i>on TV</i></p> <p>chez moi <i>at my house</i></p> <p>chez mon copain <i>at my friend's house</i></p> <p>en streaming <i>on a streaming site</i></p> <p>sur Netflix <i>on Netflix</i></p> <p>sur TikTok <i>on TikTok</i></p> <p>sur une chaîne de musique <i>on a music channel</i></p> <p>sur une chaîne de YouTube <i>on a YouTube channel</i></p>
<p>Cependant... <i>However...</i></p> <p>Pourtant... <i>However...</i></p> <p>Mais... <i>But...</i></p>	<p>je ne regarde pas <i>I do not watch</i></p> <p>je ne regarde jamais <i>I never watch</i></p> <p>je ne regarde plus <i>I do not watch anymore</i></p> <p>nous ne regardons pas <i>we do not watch</i></p>	<p>de films de crime <i>crime films</i></p> <p>de films d'action <i>action films</i></p> <p>de films d'horreur <i>horror films</i></p> <p>de films de science fiction <i>sci-fi films</i></p> <p>de films policiers <i>crime/police films</i></p> <p>de tragédies <i>tragedies</i></p> <p>de comédies <i>comedies</i></p> <p>de vidéos <i>videos</i></p> <p>de clips <i>clips</i></p>	<p>le matin <i>in the morning</i></p> <p>le soir <i>in the evening</i></p> <p>avant le collège <i>before school</i></p> <p>après le collège <i>after school</i></p> <p>quand j'ai du temps libre <i>when I have some free time</i></p>

SENTENCE BUILDER 9

<p>Mon école s'appelle ... <i>My school is called ...</i></p>	<p>c'est un grand collège <i>it's a big secondary school</i></p> <p>c'est un petit collège <i>it's a small secondary school</i></p> <p>c'est une école primaire <i>it's a primary school</i></p> <p>c'est un lycée <i>it's a sixth form college</i></p>	<p>qui se trouve <i>which is located (which finds itself)</i></p>	<p>dans le nord de l'Angleterre <i>in the north of England</i></p> <p>dans l'ouest de la France <i>in the west of France</i></p> <p>dans le sud du Canada <i>in the south of Canada</i></p> <p>dans l'est des États-Unis <i>in the east of the United States</i></p> <p>dans le sud-ouest de l'Angleterre <i>in the south-west of England</i></p> <p>à la campagne <i>in the countryside</i></p> <p>à la montagne <i>in the mountains</i></p> <p>au bord de la mer <i>at the seaside</i></p> <p>au centre-ville <i>in the town centre</i></p>
<p>Dans mon collège <i>In my school</i></p> <p>Dans mon lycée <i>In my sixth form college</i></p> <p>Dans mon école primaire <i>In my primary school</i></p>	<p>il y a <i>there is/are</i></p> <p>nous avons <i>we have</i></p> <p>on a <i>we have</i></p> <p>il faut <i>we have to</i></p> <p>il est interdit de (d') <i>it's forbidden to (we're not allowed to)</i></p>	<p>beaucoup de <i>lots of</i></p> <p>plein de <i>plenty of</i></p> <p>tellement de <i>lots of</i></p> <p>trop de <i>too many</i></p> <p>porter l'uniforme scolaire <i>wear school uniform</i></p> <p>faire ses devoirs <i>do our homework</i></p> <p>respecter les autres <i>respect others</i></p> <p>arriver à l'heure / en retard <i>arrive on time / late</i></p> <p>manger en classe <i>eat in class</i></p> <p>utiliser son portable en classe <i>use our phone in class</i></p> <p>manquer les cours <i>miss/skip lessons</i></p>	<p>professeurs / profs <i>teachers</i></p> <p>(d')élèves <i>pupils</i></p> <p>(d')étudiants <i>students</i></p> <p>(d)examens <i>exams</i></p> <p>salles de classe <i>classrooms</i></p> <p>cours / leçons <i>lessons</i></p> <p>règles <i>rules</i></p> <p>clubs <i>clubs</i></p> <p>terrains de sport <i>sports fields/pitches</i></p> <p>cours de récréation <i>playgrounds</i></p> <p>je suis d'accord car <i>I agree because</i></p> <p>c'est juste <i>it's fair</i></p> <p>c'est important <i>it's important</i></p> <p>je ne suis pas d'accord car <i>I don't agree because</i></p> <p>c'est injuste <i>it's unfair</i></p> <p>c'est trop sévère / strict <i>it's too strict</i></p>

SENTENCE BUILDER 10

<p>Le lundi <i>On Mondays</i></p> <p>Le mardi <i>On Tuesdays</i></p> <p>Le mercredi <i>On Wednesdays</i></p> <p>Le jeudi <i>On Thursdays</i></p> <p>Le vendredi <i>On Fridays</i></p> <p>Tous les jours <i>Every day</i></p> <p>Chaque jour <i>Every day</i></p>	<p>j'étudie <i>I study</i></p> <p>nous étudions <i>we study</i></p>	<p>ma matière préférée ce qui est...</p> <p><i>my favourite subject which is...</i></p> <p>l'art <i>art</i></p> <p>le français <i>French</i></p> <p>le théâtre <i>drama</i></p> <p>le sport <i>sport</i></p> <p>l'anglais <i>English</i></p> <p>l'histoire <i>history</i></p> <p>la technologie <i>DT</i></p> <p>la musique <i>music</i></p> <p>la religion <i>RE</i></p> <p>les maths <i>maths</i></p> <p>les sciences <i>science</i></p> <p>les langues <i>languages</i></p>	<p>à neuf heures <i>at nine o'clock</i></p> <p>à neuf heures <u>et quart</u> <i>at quarter past nine</i></p> <p>à neuf heures <u>et demie</u> <i>at half past nine</i></p> <p>à dix heures <u>moins le quart</u> <i>at quarter to ten</i></p>	<p>je trouve ça <i>I find it</i></p> <p>je pense que c'est <i>I think that it's</i></p> <p>à mon avis c'est <i>in my opinion it's</i></p> <p>c'était <i>it was</i></p> <p>ce sera <i>it will be</i></p>	<p>génial <i>great</i></p> <p>intéressant <i>interesting</i></p> <p>passionnant <i>exciting</i></p> <p>utile <i>useful</i></p> <p>pratique <i>practical</i></p> <p>facile <i>easy</i></p> <p>différent <i>different</i></p> <p>difficile <i>Difficult</i></p> <p>nul <i>rubbish</i></p> <p>ennuyeux <i>boring</i></p> <p>dur <i>hard / difficult</i></p> <p>inutile <i>useless</i></p> <p>fatigant <i>tiring</i></p>
<p>Hier <i>Yesterday</i></p> <p>Le mois dernier <i>Last month</i></p> <p>La semaine dernière <i>Last week</i></p> <p>L'année dernière <i>Last year</i></p>	<p>j'ai étudié <i>I studied</i></p>				
<p>Demain <i>Tomorrow</i></p> <p>Le mois prochain <i>Next month</i></p> <p>La semaine prochaine <i>Next week</i></p> <p>L'année prochaine <i>Next year</i></p>	<p>je vais étudier <i>I'm going to study</i></p>				

SENTENCE BUILDER 11

<p>Normalement <i>Normally</i></p> <p>D'habitude <i>Usually</i></p> <p>Quelquefois <i>Sometimes</i></p> <p>Parfois <i>Sometimes</i></p> <p>De temps en temps <i>From time to time</i></p>	<p>je vais (en vacances) <i>I go (on holiday)</i></p>	<p>à Paris <i>to Paris</i> à Londres <i>to London</i> à Québec <i>to Québec</i></p> <p>en Angleterre <i>to England</i> en France <i>to France</i> en France d'Outre-mer <i>to overseas France</i> en Martinique <i>to Martinique</i> en Algérie <i>to Algeria</i> en Espagne <i>to Spain</i></p> <p>en Afrique <i>to Africa</i> en Amérique <i>to America</i> en Asie <i>to Asia</i> en Europe <i>to Europe</i></p> <p>au Royaume-Uni <i>to the UK</i> au Madagascar <i>to Madagascar</i></p> <p>aux États-Unis <i>to the USA</i></p>		<p>avec ma famille <i>with my family</i> avec mes parents <i>with my parents</i> avec mes grands-parents <i>with my grandparents</i> avec mes copains <i>with my friends</i> avec mes amis <i>with my friends</i> avec mon collègue <i>with my school</i> seul(e) <i>alone</i></p>
	<p>je voyage <i>I travel</i></p> <p>nous voyageons <i>we travel</i></p>	<p>en voiture <i>by car</i> en car <i>by coach</i> en train <i>by train</i> en bateau <i>by boat</i></p>	<p>en avion <i>by plane</i> en bus <i>by bus</i> en métro <i>by metro/</i> <i>underground/</i> <i>tube</i> à pied <i>on foot</i></p>	<p>parce que...<i>because</i> c'est rapide <i>it's fast</i> c'est confortable <i>it's comfortable</i> c'est loin <i>it's far</i> c'est proche <i>it's near</i> c'est mieux pour l'environnement <i>it's better for the environment</i></p>
<p>Souvent <i>Often</i></p>	<p>je reste <i>I stay</i></p> <p>nous restons <i>we stay</i></p>	<p>dans un hôtel <i>in a hotel</i> dans un camping <i>in a campsite</i> dans une tente <i>in a tent</i> dans un appartement <i>in an apartment / a flat</i> dans un logement <i>in an accommodation</i></p>		<p>près de la plage <i>near to the beach</i> loin de la plage <i>far from the beach</i> au centre-ville <i>in the town centre</i> au bord de la mer <i>at the seaside</i> à la campagne <i>in the countryside</i> à la montagne <i>in the mountains</i></p>
	<p>S'il fait beau <i>If it's nice weather</i> S'il fait mauvais <i>If it's bad weather</i> S'il fait chaud <i>If it's cold</i> S'il fait froid <i>If it's cold</i></p>	<p>je fais <i>I do</i> nous faisons <i>we do</i></p>	<p>du vélo <i>cycling</i> du shopping <i>shopping</i> du tourisme <i>tourism</i></p> <p>de la natation <i>swimming</i> de la lecture <i>some reading</i></p> <p>de la danse <i>dancing</i></p> <p>une visite en bateau <i>a boat trip</i></p>	<p>à l'hôtel <i>at the hotel</i> à la plage <i>at the beach</i> à la piscine <i>at the swimming pool</i> à la campagne <i>in the countryside</i> à la montagne <i>in the mountains</i> au centre-ville <i>in the city centre</i> au bord de la mer <i>at the seaside</i></p>



SENTENCE BUILDER 12

<p>Pour les vacances de mes rêves <i>For my dream holiday</i></p> <p>Si j'avais le choix <i>If I had the choice</i></p> <p>Si j'avais l'occasion <i>If I had the opportunity</i></p>	<p>je voudrais aller <i>I would like to go</i></p> <p>j'irais <i>I would go</i></p>	<p>à Paris <i>to Paris</i> à Londres <i>to London</i> à Québec <i>to Québec</i></p> <p>en Afrique <i>to Africa</i> en Amérique <i>to America</i> en Asie <i>to Asia</i> en Europe <i>to Europe</i></p> <p>avec ma famille <i>with my family</i> avec mes parents <i>with my parents</i> avec mes grands-parents <i>with my grandparents</i> avec mes copains <i>with my friends</i> avec mes amis <i>with my friends</i> avec mon collègue <i>with my school</i> seul(e) <i>alone</i></p>
<p>Si j'avais assez d'argent <i>If I had enough money</i></p> <p>Si j'avais le temps <i>If I had the time</i></p> <p>Si je pouvais <i>If I could</i></p>	<p>je voudrais voyager <i>I would like to travel</i></p> <p>je voyagerais <i>I would travel</i></p>	<p>en avion privé <i>by private plane</i> en voiture de luxe <i>by luxury car</i> en bateau de pirates <i>by pirate ship</i> en train à grande Vitesse <i>by high-speed train</i></p>
<p>Si j'étais riche <i>If I were rich</i></p> <p>Si je devais choisir <i>If I had to choose</i></p>	<p>je voudrais rester <i>I would like to stay</i></p> <p>je resterais <i>I would stay</i></p>	<p>dans un hôtel de luxe <i>in a luxury hotel</i> dans un château <i>in a castle</i> dans une ferme <i>on a farm</i> dans un logement de cinq étoiles <i>in a 5-star accommodation</i></p>
	<p>je voudrais passer mes vacances <i>I would like to spend my holiday</i></p> <p>je passerais mes vacances <i>I would spend my holidays</i></p>	<p>près de la plage <i>near to the beach</i> loin de la plage <i>far from the beach</i> au centre-ville <i>in the town centre</i> au bord de la mer <i>at the seaside</i> à la campagne <i>in the countryside</i> à la montagne <i>in the mountains</i> sur une île <i>on an island</i></p>
<p>Il ferait beau <i>It would be nice weather</i></p> <p>Il ferait chaud <i>It would be hot</i></p> <p>Il y aurait du soleil <i>It would be sunny</i></p>	<p>je voudrais faire <i>I would like to do</i></p> <p>je ferais <i>I would do</i></p>	<p>du vélo <i>cycling</i> du shopping <i>shopping</i> du tourisme <i>tourism</i> de la natation <i>swimming</i> de la lecture <i>some reading</i> de la danse <i>dancing</i> une visite en bateau <i>a boat trip</i></p>

GEOGRAPHY - My place in the world

Key Terms

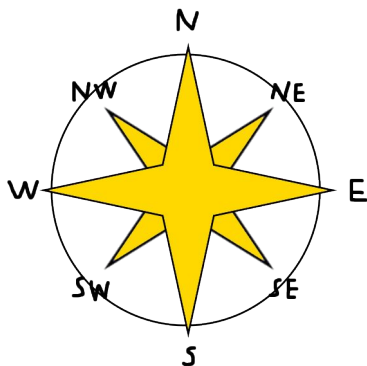
Human Geography	Studying what people do on the Earth.
Physical Geography	Studying what is naturally occurring on Earth
Environmental Geography	Human interaction with Nature

What is Geography?

“Geography is the study of the Earth’s landscapes, peoples, places and environments. It is, quite simply, the study of the world we live in.”

Geography is part of your everyday life; you use it every day without even realizing!

Compass Points



Where is the UK?



The United Kingdom (UK) is an island country located in the continent of Europe, it is made up of four countries: England, Scotland, Northern Ireland and Wales.

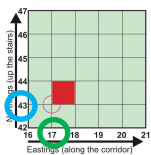
The UK



UK map with countries and capitals.

4-Figure Grid References

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are the numbers that go from bottom to top, Eastings go from left to right.



The first two numbers give the eastings

17 43

The second two numbers give the northings

Remember.... Eastings then northings!

Along the corridor and up the stairs

Map Symbols

Symbols are useful for lots of reasons including, space saving on a map, multi-lingual (all languages can understand them), saves time, clear.



Bus/Coach Station



Coniferous Forest



Train Station



Places of Worship



Information Point



Post Office



Deciduous Forest



Youth Hostel



Museum



School



View Point



Campsite

Map Skills

Atlas Skills

There are generally three main types of maps shown in an atlas.

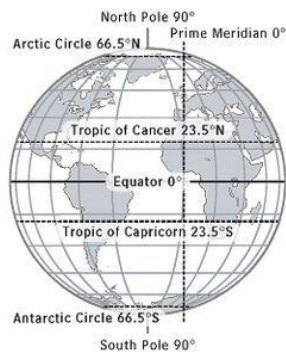
Physical Maps these show topography/relief (the shape of the land) and other physical features such as rivers and lakes.

Political Maps these show country borders, cities, transport links etc.

Thematic Maps these show information such as climate data, agriculture types etc.



Longitude and Latitude



Unlike grid lines where we go along the corridor and up the stairs, here we go **UP** and **ACROSS**

LATITUDE

LONGITUDE

Flat lines.

Long lines – up and down

6-Figure Grid References

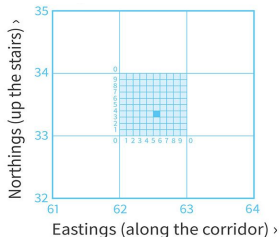
We can use six-figure grid references to find an exact location within a grid square, so they are much more accurate. The grid square is divided into tenths.

Example:

625 333

The first three numbers give the easting which includes the number of tenths.

The last three numbers give the northing which includes the number of tenths.



Height and Relief

Relief the difference between the highest and lowest heights of an area.
Topography the surface features of the earth like hills, mountains, valleys etc.

Layer Shading

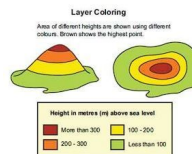
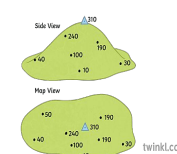


Figure 10.8 Layer colouring

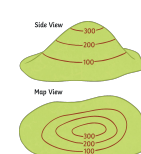
Areas of different heights are shown using different colours. A key is used to show how high the land is.

Spot Heights



The exact height of a place above the ground is measured and written onto a map.

Contour Lines



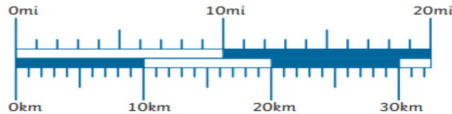
Contour lines are lines on a map which join up places of the same height. Everywhere along a contour line is the same height.

Map Skills

Scale and Distance

OS maps have a scale. On some smaller maps, 1cm on the map equals 250m in real life. On some larger maps, 1cm on the map equals 500m. Different maps might have different scales, so check on your map to find its scale.

Line Scale



Using a line scale on a map is as easy as using a ruler. The important thing to remember is that a line scale shows measurements in Km and the measurements on a ruler are in cm.

Word Scale

One centimetre on the map represents 3 kilometres on the ground. (1cm = 3 km)

Using the scale above, if we measure the distance on a map between two places with our ruler, the measurement is 4cm. We then have to multiply that measurement by 3 to calculate that the real distance between the two places is 12Km.

Key Terms

Continent	A group of countries such as Europe or Africa
Ocean	A body of water. There are 5.
Longitude	A global measurement going from the North to the South Pole.
Latitude	A global measurement going around the world east to west.
Equator	This is the central line around the middle of the Earth.
Atlas	A book which contains a variety of different maps.
Political Map	A map which shows countries and their main cities
Physical Map	A map which shows the shape of the land.
Ordnance Survey	A type of map which is drawn of the UK. Has lots of information.
Co-ordinates	The way of locating the exact spot or area in the world.
Grid Reference	An area or exact spot on a map.

Oceans

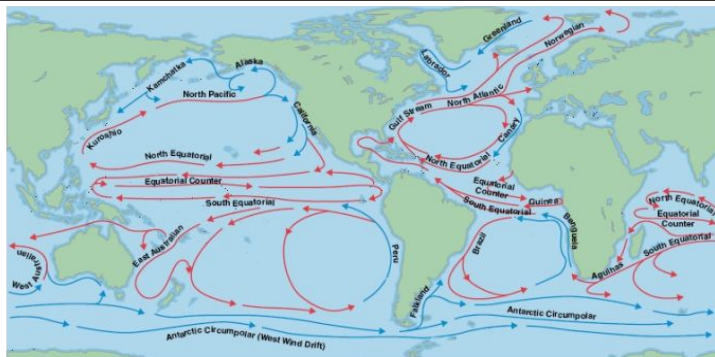
World map and overview

The surface of the planet is 71% water. It contains 5 oceans: The Arctic, Atlantic, Indian, Pacific and Southern Oceans.



- The different oceans are shown by the different shades of blue on the map.
- All of the oceans are actually connected together.
- Because the oceans are so large, people sometimes break them down into even more categories, e.g. the 'Northern Atlantic' and the 'Southern Atlantic.'
- The word 'ocean' comes from Greek, meaning 'great stream.'

Ocean Currents



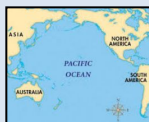
→ Warm-water current → Cold-water current

Key Terms

Ocean Trench	A deep chasm in the ocean floor, where one plate dives under another.
Ocean Ridge	A mountain ridge on the ocean floor, formed by rising magma.
Salt water	Sea water contains sodium chloride.
Continental Shelf	Where the ocean floor slopes gently away from the coast, before it plunges to the deep ocean
Coral Reefs	Formed by limestone secreted by animals. Called polyps.
Ocean Floor	The sea bed. It is mostly large flat areas covered in a muddy sediment up to 500 meters deep.
Phytoplankton	Tiny ocean plants.
Photosynthesis	Where plants make their food from carbon dioxide and water in sunlight.
Surface currents	These flow in the top 100 meters of the ocean dragged by the wind.
Underwater currents	These flow deeper in the ocean and more slowly.
Global conveyor	A system of underwater warm and cold currents .
Hydrothermal vents	These spurt out of the sea bed with hot water (over 400°) full of chemicals.. One theory is that life began in them.
Ocean current	A current of warm or cold water flowing within the ocean

Oceans

The 5 oceans



Pacific Ocean

- The Pacific Ocean is the largest ocean in the world. It covers nearly one-third (30%) of the Earth's surface. It separates Australia and Asia from North and South America.
- The name Pacific Ocean means the 'peaceful sea' in Portuguese.
- Some of the main features in the Pacific Ocean include the Mariana Trench and the Hawaiian Islands.



Atlantic Ocean

- The Atlantic Ocean is the second largest ocean in the world. It covers about 20% of the earth's surface.
- It separates North and South America from Europe and Africa. It contains the Gulf Stream.

Indian Ocean



- The Indian Ocean is the third-largest ocean in the world. It is the warmest ocean in the world!
- It lies south of India and separates Australia from Africa. It contains Madagascar and Sri Lanka.



Southern Ocean

- The Southern Ocean is the second smallest ocean. It is in the southernmost part of the world - around Antarctica.
- As it is so far south, much of the Southern Ocean is normally covered in ice (like the Arctic Ocean).

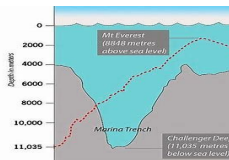
Arctic Ocean



- The Arctic Ocean is the smallest and shallowest of the world's oceans. It is in the northernmost part of the world.
- For much of the year, the Arctic Ocean is covered by ice. It has lots of fresh water, from melting ice.

MARIANA TRENCH

The Mariana Trench or Marianas Trench is the deepest part of the world's oceans. It is located in the western Pacific Ocean, to the east of the Mariana Islands. The trench is about 2,550 kilometres (1,580 miles) long. The pressure of the water is so great at depths below 1,000 meters that it would crush a regular submarine. All of the animals that live in the deep sea must contend with these incredible pressures.



Why do we need the ocean?



It is where we believe that life began 3.8 billion years ago.



It regulates the atmosphere and controls the amount of carbon dioxide



It is a source of our drinking water, as through the water cycle it ends up in rainwater.



It affects our climate due to the ocean currents. The Gulf Stream keeps the British climate mild.

The Ocean as a Resource

The oceans are not only important for our climate and water they are also a resource.

Fishing – for many people around the world fish is a main source of protein. Each year 80 million tonnes are caught.

Transport and Trade – the oceans and seas are used to move people and goods around the world.

Oil and gas –can be extracted from the ocean floor. It is done on the continental shelf where the water is shallower

Energy – The waves can create clean energy such as wave and tidal power. Off-shore wind farms make use of the strong ocean winds.

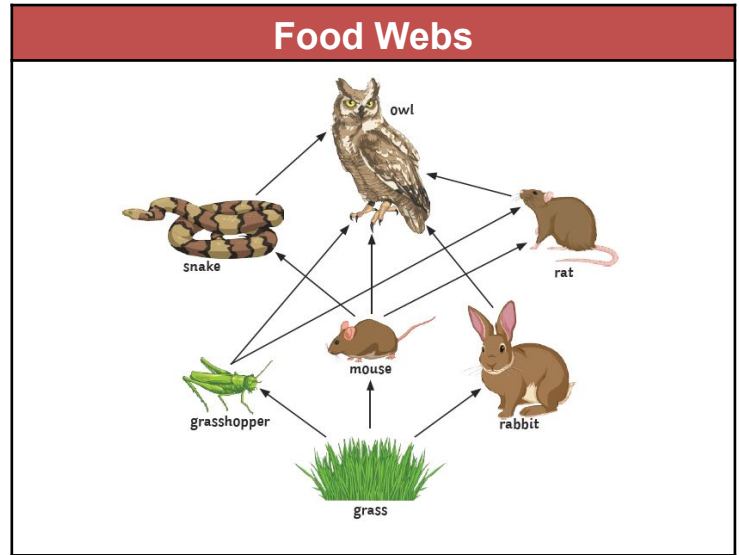
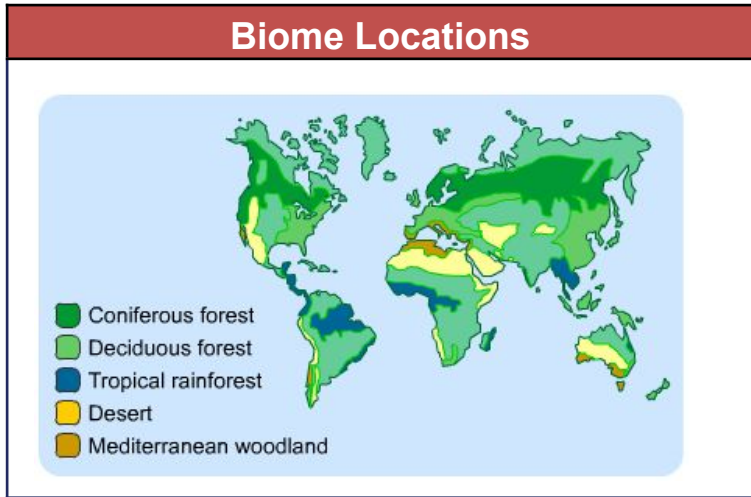
Salt - is produced by evaporating sea water.

Defence – many coastal countries have a navy to defend themselves.

Leisure – We use the oceans for holidays by the sea, sports such as surfing, diving and swimming.

Ecosystems

Key Terms			
Producer	Make their own food through the process of photosynthesis.	Community	All the populations living in a habitat.
Consumer	An organism that eats other plants or animals to obtain food.	Habitat	A place where organisms live.
Population	All the members of a single species living in a habitat.		



Animal and Plant Adaptations

Adaptations of Owls

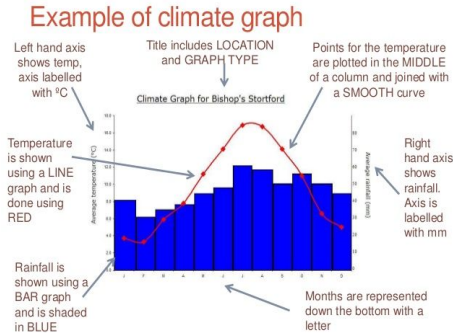
- large eyes set forward on the head gives great depth perception for hunting plus retinas of their eyes are packed with low light sensitive rods to see at night.
- totally silent flight from fringed flight feathers that muffle the sound of air passing through their feathers
- their necks have a lot of flexibility for following prey as they move.
- sharp talons for catching prey on the fly

©Sheri Ansel

- Small surface area minimises evaporation
- Spines instead of leaves
- Stems that can store water
- Widespread root system

Ecosystems

Climate Graphs

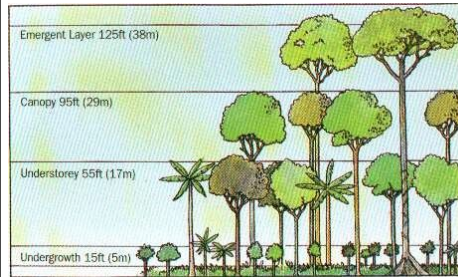


Temperature = line graph.

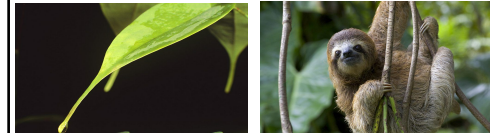
Rainfall = bar chart

Rainforests

The rainforests have 4 layers. Each has its own characteristics and animals that live there. The emergent layer gets the most sunlight. Other plants need to fight to get to the light.



Rainforest adaptations



Plants and animals in the rainforest have special adaptations that help them survive. Roots to help stabilize tall trees, drip tips to help water run off, beaks for cracking open nuts, claws to grip.

Average rainfall: 50 – 260 inches/year, often more than 80 inches/year

Temperature Ranges: 68° F (20° C) – 93° F (34° C)

Humidity: 77% - 88%

Climate: Hot and humid

Abiotic Factors: Amount of water/sunlight, climate, weather, rainfall

Biotic Factors: Consumers, producers, decomposers

Seasons: Very little seasonal variation, except for a brief tropical dry season.



How do people use the Rainforest

Companies – some companies are buying land and building roads/developments

Medicines – Lots of the medicines we use today originally came from the forests.

Logging – Trees are cut down so that the wood can be used for things like furniture.

Cattle ranches – land is cleared to make way for big cattle farms.

Rubber tapping – Trees are 'tapped' and the rubber comes out & is collected in pots

Locals – Hunting, farming, housing, traditions.

Ecosystems

Rainforest Sustainability

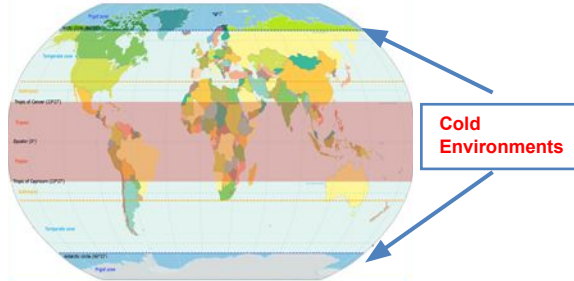
Logging and replanting - selective logging of mature trees ensures that the rainforest canopy is preserved.

Education - It is important that local people, businesses and politicians understand the true value of the tropical rainforest.

Ecotourism - this encourages sustainable tourism that creates jobs for local people whilst ensuring that the money generated is used to protect and conserve the tropical rainforest for future generations to enjoy.

International agreements - agreements to protect tropical rainforests have been made between different countries through debt-for-nature swaps.

Location of Cold Environments



Cold Environments

Cold environments include the polar and tundra biomes.

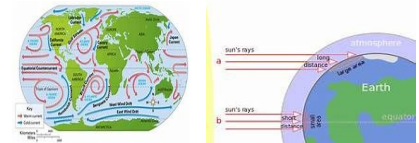
They are the coldest environments on Earth. Polar regions are found at the poles. In the north, it is the sea ice that forms the Arctic, and in the south, it is the ice-capped continent of Antarctica.

Key Terms

Climate	The main weather conditions in a certain area over a long period of time.	Food Chain	A series of organisms each dependent on the next as a source of food.	Landforms	A natural feature of a land surface
Temperate	A climate that is mild, like the UK	Antarctica	The most southerly continent, surrounded by the Southern Ocean	Mountains	A large natural elevation of the earth's surface rising abruptly from the surrounding level; a large steep hill.
Exploit	Make full use of and get benefits from.	Adaptation	The changes animals and plants make to allow them to live in an environment.	Avalanche	Rapid movement of snow or ice downhill
Environment	The surroundings or conditions in which a person, animal, or plant lives or operates	Glaciers	A slowly moving mass or river of ice formed by the accumulation and compaction of snow on mountains or near the poles.	Survival	Continuing to live and exist even in harsh conditions.

Three reasons why we get cold environments

- HIGH LATITUDE**- high latitudes are colder because they receive less solar radiation (the sun's energy that hits the earth) The solar radiation hits at more of an angle at the poles, so the sun's warmth is spread out more.
- HIGH ALTITUDE**- high altitudes are colder because the air temperature decreases with increasing altitude- Oxygen particles are further apart so there is less friction and warmth created.
- OCEAN CURRENTS**- places are cold if they have a cold ocean current running past them- this keeps the land much colder than those countries that have a warmer ocean current like the UK.

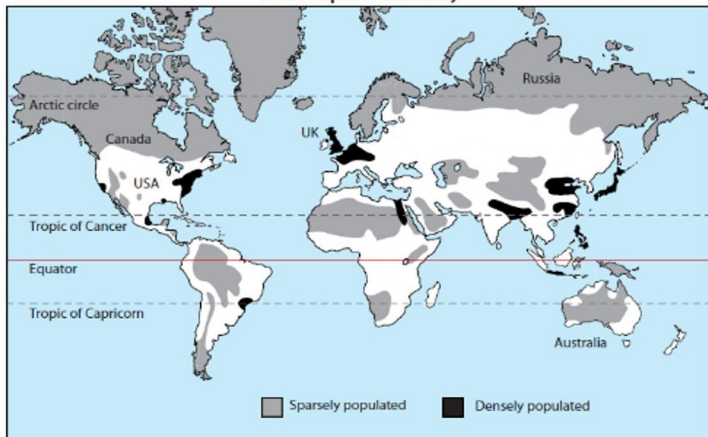


Population and Migration

Key Processes:

- **Sparsely Populated** – Places which contain few people per km sq.
- **Densely populated** – Places which contain many people per km sq.
- **Population density** – The number of people per km sq.

World Population Density



Factors affecting Population Density

Human = Red Physical = Black

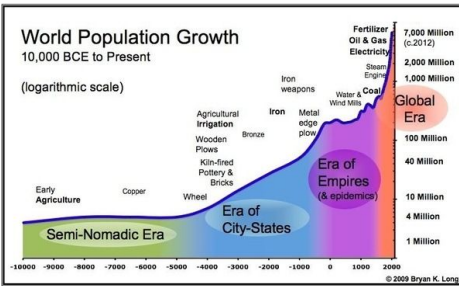
Densely Populated	Sparsely Populated
Pleasant climate	Steep slopes
Fertile soil	Poor soils
Access to infrastructure and services	Lack of access to infrastructure
Access to high paying jobs	Low paying, low skill jobs

Key Terms

Census	A questionnaire every ten years to find out about the population
Birth Rate	The number of births per 1000 population in one year
Death Rate	The number of deaths per 1000 population in one year
Demographic Transition Model	A model showing the stages of growth of a country's population
Population Density	The number of people per square kilometre
Forced Migration	People who have no choice to move from one place to another due to war or natural disasters
Immigrant	Someone who moves to live permanently in a different country
Infant Mortality Rates	The number of deaths per 1000 of children under one.
Life Expectancy	The average number of years a person is expected to live
Migration	The movement of people usually from one area to another permanently
Natural Increase	The increase in a population found by the birth rate minus the death rate.
Natural Decrease	When the death rate is higher than the birth rate, natural decrease is the loss of population each year.
Population Pyramid	Diagrams, essentially bar graphs, that show the structure of a population by sex and age category.
Pull Factors	Factors which pull a person to a place
Push Factors	Factors which force a person away from a place
Rural to Urban Migration	Movement of people from the countryside to towns and cities within a country
Refugee	A person forced to move from one country to another, often as a result of war or famine

Population and Migration

The Growth of World Population



The Dependency Ratio

This tells us how many people are reliant on the working population. The higher the dependency the more difficult it is for governments to collect taxes as fewer people are working.



Push and Pull Factors



Migration is the movement of people, from one place to another.

International migration is when people move from one country (the source) to another country (the host).

Causes of Poland to UK Migration

Poland has always had a culture of mobility. For example, in the nineteenth century hundreds of thousands of Polish people migrated to the United States.

The UK Government offered British citizenship to over 200,000 displaced Polish soldiers post WW2. This meant there was already an established Polish Diaspora in the UK.

Following the end of communism, Poland had high unemployment and low wages. For example, in 2004, unemployment in Poland was 20% - in the UK it was only 4%.

In 2004, Poland joined the European Union, giving Polish people the legal right to come, live and work in the UK. The UK was one of only three countries that allowed these new European union migrants to come and work straight away.

Consequence for Host Country (UK)

Polish migrants alone contribute £2.5bn in tax every year. This provides the government with more tax to invest in improving services and infrastructure.

About 10,500 Poles work in the NHS. These individuals help to treat sick Britons, increasing life expectancies in the UK.

80% of migrants are aged between 18 and 35, so the UK's ageing population is counteracted.



Consequences for the Source Country (Poland)

Poland gains £1bn in remittances which the Polish government can invest in infrastructure and services. These remittances reduce the amount the UK government can invest in services and infrastructure.



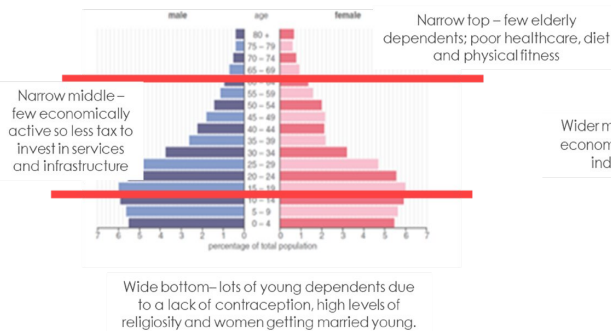
Population and Migration

Population structure means the number / proportion of people in **each age range**, for each **gender**. Population pyramids show the population structure of the country they represent.

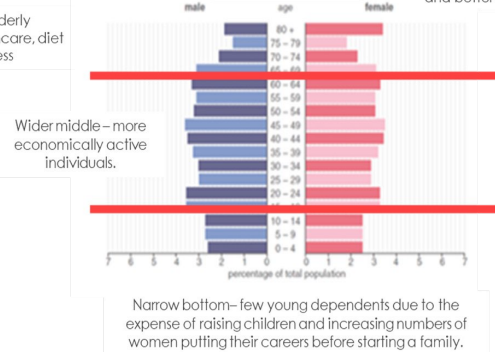
There are three groups on a population pyramid:

- Economically active** – 16-65 age group, working age and can provide taxes.
- Young dependents** – 0-15 age range, rely on the working age for support via taxes.
- Elderly dependents** – 65+ age range, rely on the working age for support via taxes.

Developing Nation



Developed Nation



An Aging Population



Today people in the UK are expected to live until they are **80**.

Application: The UK's Ageing Population

Causes

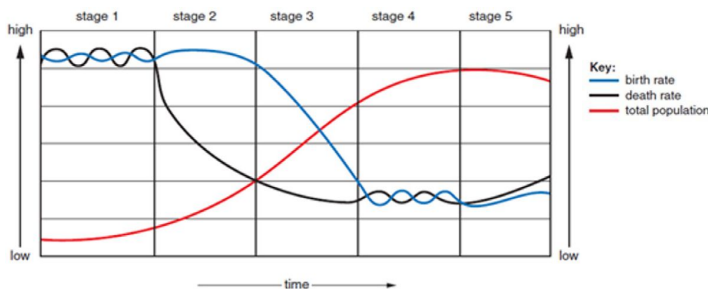
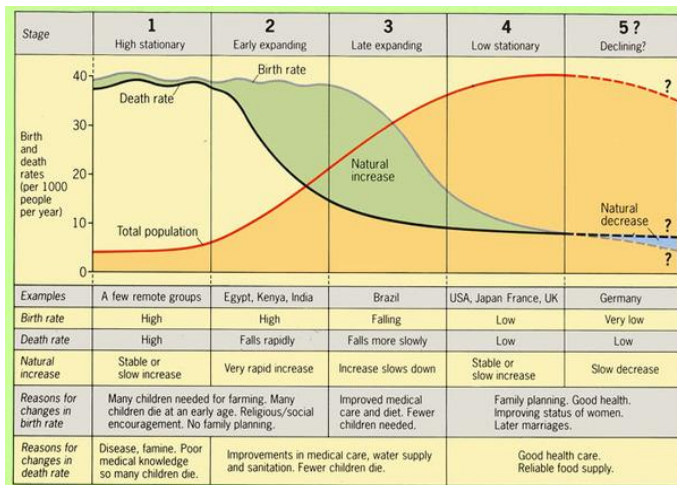
- Better health care** so illnesses are treated with some success.
- Better diet** means heart attacks and diseases related to unhealthy eating are on the decline.
- Fitness**; the elderly are looking after themselves better than ever before, e.g. attending the gym etc.

Impacts

- 2/3s of hospital beds taken** by those over the age of 65, this can increase **waiting times**, putting pressure on the NHS.
- They receive a **state pension** causing a significant cost for the government.
- The elderly often **look after grandchildren**, this means that parents do not have to pay **expensive childcare costs**, so parents have more disposable cash.

Population and Migration

Key Diagrams: The Demographic Transition Model



Stages of the DTM

Stage 1:

- Limited medical care + poor diet = high infant mortality.
- Strong religious values = high birth rate.
- Example: Indigenous Tribes in the Amazon Rainforest.

Stage 2:

- Increase in access to basic medical care = decreased infant mortality and death rate.
- Diets also improved.
- Birth rate remains high as children are needed to work on farms.
- Birth rate also remains high as religion plays a significant role in society.
- Example: Afghanistan.

Stage 3:

- Decrease in birth rate as women are able to access education.
- Decrease in birth rate as religion loses importance in society and contraception becomes available.
- Death rate continues to decline due to improvements in diet, healthcare and physical fitness.
- Total population continues to increase as there is natural increase.
- Example: India.

Stage 4:

- Birth rate remains low and fluctuating as women put careers before having children.
- Death rate remains low due to improvements in healthcare, diet and physical fitness.
- Total population reaches its peak and begins to fall.
- Example: The UK.

Stage 5:

- Death rate is greater than birth rate = natural decrease.
- Ageing population due to improvements in healthcare, diet and physical fitness.
- Children are expensive so birth rates continue to fall.

Chinese One-Child Policy

- In 1979 china introduced a one child policy.
- This was due to a fast growing population and limited resources for food, water and energy.
- During the 1970's they had suffered famines due to shortages.
- The policy was strictly enforced and many women were forced to have terminations or be sterilised.
- People were fined for having more children
- In Chinese culture there is a preference for boys. There is now a ratio of 113:100 boys to girls.
- 2016 the law was relaxed and you were allowed to have 2 children.
- In 2018 this was changed again to as many children as they wanted.

Problems

- China now has an ageing population
- Many men will never marry
- The birth rate has remained low despite the changes.
- By 2025 there will be more old people than young people.



Asia

Key Terms

Asia	One of the seven continents.
Chawl	Found in south Asia, a large building divided into many separate tenements offering cheap, basic accommodation to labourers.
Economic Growth	An increase in the amount of goods and services produced in a country over a period of time. India and China have experienced rapid economic growth in the last 30 years.
Equator	The imaginary line that divides the northern hemisphere from the southern hemisphere. The equator runs through Asia, including the Maldives and Indonesia
Hydroelectric Power (HEP)	A form of energy generated by the conversion of free-falling water to electricity; also called hydroelectricity.
Industry	Economic activity concerned with the processing of raw materials and manufacture of goods in factories.
Mumbai	Formerly known as Bombay, a densely populated city on India's west coast. With a population of over 18 million, it is India's largest city.
Population	All the inhabitants of a particular place. In Geography, we normally mean people as the inhabitants.
Population Density	The number of people in a given area. Usually measured in square km.
Population Distribution	The spread of people across a given area; where people live.
Population Pyramid	A graphical illustration that shows the distribution of various age groups in a population of a given area, which forms the shape of a pyramid when the population is growing.
Slum	A squalid and overcrowded urban street or district inhabited by very poor people. <i>Dharavi in Mumbai is Asia's largest slum.</i>
Sustainable Development	<i>Development</i> that meets the needs of the present without compromising the ability of future generations to meet their own needs.
Yangtze River	The longest river in Asia and third longest in the world. The Yangtze is the longest river in the world to flow entirely through one country – China.

Asia

Map and Overview



- Asia is the largest continent in the world. It covers about 44.5 million km². This is about 30% of the earth's land surface area.
- It is also the most populous continent in the world – it has a population of about 4.5 billion people (about 60% of the world's population).
- It is mainly located in the Eastern and Northern hemispheres.
- Many of the world's first civilisations began in Asia.

Singapore

- Singapore, officially the **Republic of Singapore**, is an island country and city-state in maritime Southeast Asia.
- It has the third highest population density of any country in the world although there are numerous green and recreational spaces because of urban planning.
- Singapore consists of 63 islands.
- Singapore has a tropical rainforest climate with no distinctive seasons, uniform temperature and pressure, high humidity, and abundant rainfall.



Thailand

- Thailand is a country in Southeast Asia.
- The main landmass of Thailand is on an area known as the Indochinese Peninsula.
- It is bordered by Myanmar, Laos, Malaysia & Vietnam
- Thailand also includes around 1,430 islands, including Phuket, Samui, and Koh Chang.

-Many areas of Thailand, including its islands, are popular holiday destinations.

-With a total area of 513,120km², Thailand is the 50th largest country in the world.

-About 70 million people live in Thailand. This makes it the 21st most populous country in the world.



Asia

Changes in China

1980

- China is a poor country
- The **One Child Policy** which started in 1979 means that families only have one child.
- The country is **building housing & factories rapidly** which has led to **pollution**.
- There is **little social mobility** (poor people stay poor)
- Extended Families** tend to live together (3 generations in 1 house)

1990

- China is **becoming richer**
- Families have stopped living together** as people move due to work.
- Pollution is still bad** as building continues.-More people have **access to electricity and entertainment** such as televisions.
- People can afford **larger apartments**.
- Children are often left alone** while parents work

2000

- China is now a **NEE (Newly Emerging Economy)** and has a **large economy**
- Pollution levels have dropped** as most building is complete.
- China's population are more **educated**. By 2006 there are 17 million pupils attending university in China
- There is **more social mobility**



Labour Costs are low while productivity is high

Wages have always been **less than half** of those **compared to USA and European countries**. On average, a Chinese person will work for **2,300 hours a year** compared with only 1,800 hours in the USA. This keeps labour costs low, while productivity is high.

Trading by sea is easy

The **east coast** of China is well situated for access to the **Pacific Ocean**. **Deep natural harbours** mean that very large container ships can dock for **imports and exports**. This makes China ideally placed to **trade** with the rest of the world.

China has a well-educated workforce

Chinese children graduate from high school at 18. There are over **100 large universities** in China and in **2006** alone **1.5 million students** graduated from Chinese universities with **science or engineering degrees**.

Pollution and Health & Safety Laws are not strict

In the rush to become an industrial powerhouse little attention has been paid to **pollution** caused by factories **or health and safety** for the workers. **Smog** is a problem in many Chinese cities and rivers are badly polluted. The Chinese work **long hours** on **low pay** and have **few rights** in the workplace.

The Chinese government has encouraged industry

In the **1980s** the Chinese government set up **five Special Economic Zones**. These are areas where **trade** with foreign companies is **encouraged**. Improving **transport links**, **reducing** the amount of **tax** that businesses have to pay and **investing in scientific research** are all ways that the government has tried to develop and attract industrial growth in these areas.

TIMELINE

2010

China overtakes Japan as second largest economy



2005

600 million lifted out of poverty since 1981, according to World Bank



1990

Stock markets open in Shanghai & Shenzhen



1989

Tiananmen Square massacre



1984

Opens up 14 cities & 3 regions to foreign investment, including Shanghai



1978

Reformist leader Deng Xiaoping announces open door policy



Asia

Regions and countries in Asia

Top 5 largest Asian countries

1. Russia – 17.1 million km²
2. China – 9.5 million km²
3. India – 3.2 million km²
4. Kazakhstan – 2.7 million km²
5. Saudi Arabia – 2.15 million km²

There are 48 countries in Asia, 3 of which (Russia, Turkey and Kazakhstan) also have part of their land in Europe. Because Asia is so big, it is often segmented into the sub-continents listed below.

Top 5 most populous Asian countries

1. China – 1.4 billion
2. India – 1.3 billion
3. Indonesia – 255 million
4. Pakistan – 208 million
5. Bangladesh – 163 million



Northern and Central Asia

Northern Asia is dominated by Russia, the largest country in the world by area. It sprawls from Europe in the west right across to the Pacific Ocean in the east. Some parts of Russia, including Siberia, are exceptionally cold. Central Asia contains several large, sparsely populated countries, for example Kazakhstan and Turkmenistan.

Eastern Asia

By far the largest country in Eastern Asia is China. China is also the most populous country in the world. The area also includes technologically advanced Japan, in which life expectancy is the highest in the world. Japan contains the world's largest city – Tokyo. The two Koreas (North and South) are also in Eastern Asia.



Southern/South East Asia



Southern/South East Asia refers to the Indian subcontinent (e.g. India, Pakistan, and Bangladesh) and is a part of the Eurasia landmass. Much of Southeastern Asia encompasses peninsula/ island countries (e.g. Malaysia, Indonesia). Countries in these regions are amongst the most densely populated in the world.

Western Asia/The Middle East

Western Asia (or the Middle East) contains much of the world's Arabic speaking population. A large proportion of this land area is desert. The largest country by area in the region is Saudi Arabia. Many of the oil-rich gulf states contain large skyscrapers, e.g. the Burj Khalifa in the UAE.


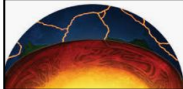





Human Geography Features

<p>Languages</p> 	<p>Hundreds of languages are spoken across Asia. Mandarin Chinese is the most spoken language in the world, with over 1.1 billion speakers. Sometimes countries share languages, for example Arabic in the Middle East.</p>	<p>Why?</p> <p>People across Asia emerged from many different tribes and groups.</p>	<p>Key Fact:</p> <p>In some Asian countries, there are many languages – India has 22 major languages!</p>
<p>Foods</p> 	<p>As one might expect from such a vast continent, there are a huge variety of cuisines. Most are produced from local resources (e.g. fish in Japan). Some, e.g. Chinese, Thai & Indian dishes, have inspired food cultures across the world.</p>	<p>What?</p> <p>South Asia is famed for its many varieties of curry.</p>	<p>Key Fact:</p> <p>The healthy Japanese diet is believed to be a cause of their high life expectancy.</p>
<p>Politics/ Government</p> 	<p>From the early 20th century onwards, several Asian countries became Communist states (e.g. USSR, Vietnam) - some remain so to this day. In the middle east, most countries remain absolute monarchies (e.g. Saudi Arabia).</p>	<p>Where?</p> <p>China, Laos and Vietnam are Communist in the present day.</p>	<p>Key Fact:</p> <p>The Sultan of Brunei was the richest man in the world in the 90s.</p>
<p>Festivals</p> 	<p>Many Asian countries enjoy rich cultures, with numerous festivals and celebrations. The most famous amongst these are Diwali in India, the Taiwan Festival of Lanterns, Thai Pusam in Malaysia and Chinese New Year.</p>	<p>When?</p> <p>Chinese New Year takes place in Jan/Feb of each year.</p>	<p>Key Fact:</p> <p>In Thailand, parties are held to celebrate of the full moon each month.</p>
<p>War / Conflict</p> 	<p>Notable wars include the Vietnam and Korean Wars of the 20th Century. Asian countries fought in WWII - the USA dropped the first atomic bombs on Nagasaki and Hiroshima, in Japan.</p>	<p>Where?</p> <p>Wars still rage in countries like Yemen and Iraq.</p>	<p>Key Fact:</p> <p>The Korean War technically never ended!</p>

Asia

Physical Geography Features

Temperature Extremes		Asia contains some of the most extreme temperatures on the planet. The temperature has reached 53.9°C in Israel and can drop to -67.8°C in Siberia, northern Russia.	How? Asia stretches from the far north through the equator.	Key Fact: Asia has the widest continent temperature extremes.
Plate Tectonics		Most of Asia is on top of the Eurasian tectonic plate. However, this does not include much of the Asian subcontinent, meaning that areas lie on volatile fault lines.	What? The ends of plates are where earthquakes take place.	Key Fact: The 2011 Japan tsunami was caused by a 9.1 earthquake on coastal fault lines.
Deserts		Vast areas of the Middle East and Central Asia are hot, dry deserts. Some of the largest deserts are the Arabian Desert and the Gobi Desert.	What? The Arabian desert covers 2.3 million km ²	Key Fact: The vast Gobi desert is elevated 1.5km above sea level.
Animals		Asia has some of the most diverse and unique wildlife species in the world. Examples include the Siberian tiger, the Asian elephant, the giant panda and the Japanese Macaque.	Where? Even the hottest Asian deserts contain wildlife.	Key Fact: There are just over 1,800 pandas left in the wild.
The Three Rivers		The flat, sandy wetland of the Tibetan Plateau is where the 3 major rivers (Yangtze, Yellow, and Lancang) begin, fed by water from the glaciers of the Himalayas.	Where? Tibetan Plateau, China	Key Fact: These become Asia's largest rivers.
The Himalayas		The Himalayas contain several of the world's highest peaks, including the highest (Mount Everest). It has over 50 mountains that exceed 7,200m, and 10 over 8,000m – in contrast, the highest outside Asia is 6,961m.	Where? Located across many countries – mainly Nepal, China and India.	Key Fact: In the Sanskrit language, Himalayas means 'abode of snow.'

Highest Mountains

Cho Oyu
– 8,201m

Makalu –
8,481m

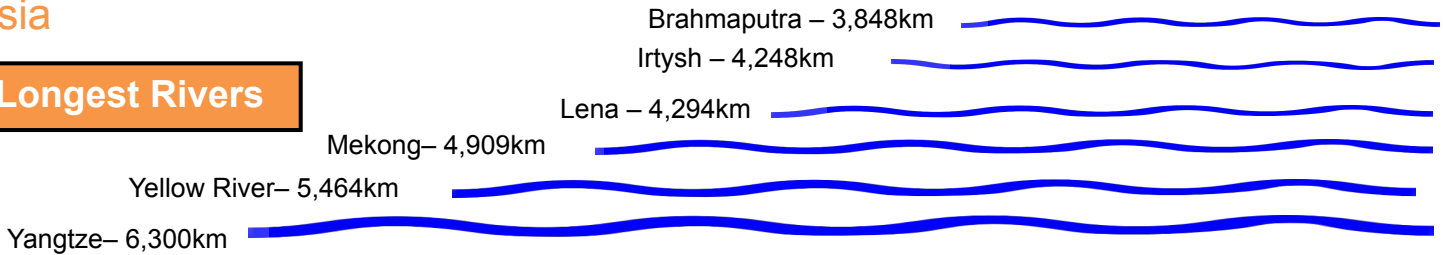
Lho tse –
8,516m

Kanchenjunga
– 8,586m

K2 –
8,611m

Everest –
8,848m

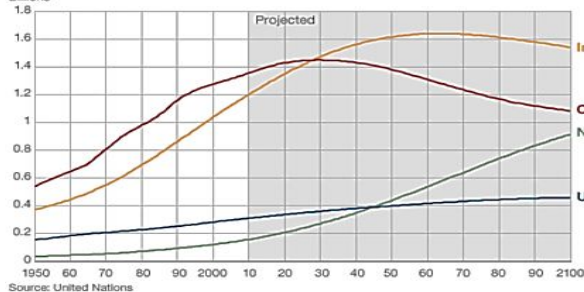
Longest Rivers



Population & Slums in India

Population growth in China, India, Nigeria and USA

1950-2100, actual and projected
Billions



- India's population is growing rapidly and is predicted to **overtake China's by 2030**.
- This will cause problems with **housing, food supply, education & unemployment**.



Slum Conditions

No piped water supply
or sewage removal

Little space
between houses

Houses built from
waste materials like
plastic sheets &
corrugated iron



No paved roads

No rubbish collection
service

- ☐ People living in slums don't have access to basic services such as **clean running water**, proper **sewers** or **electricity**.
- ☐ People may not have access to **education**, so they are unable to develop **skills** needed to get a proper **job**. **Unskilled work** is often long hours for **little pay**.
- ☐ **Sewage** and **toxic chemicals** can get into **rivers**, harming **wildlife**.
- ☐ People who move to the city often live in **illegal slums**. These are often **badly built** and **overcrowded**.
- ☐ There can be high levels of **unemployment** and **crime**.
- ☐ **Air pollution** comes from **burning fuel**, **vehicle exhaust fumes** and **factories**.
- ☐ **Unclean conditions** and **lack of access to medical services** often leads to **poor health**.
- ☐ Rapidly growing cities **struggle to collect rubbish**. This often ends up in big rubbish heaps. This can damage the environment, especially if its toxic.
- ☐ **Dharavi slum** in Mumbai contains **over 1 million people**. It was made famous by the film 'Slumdog Millionaire'.

The Three Gorges Dam



ADVANTAGES

- ✓ Hydro-electric power (HEP) has been generated
- ✓ HEP will enable the **growth of industry** in China
- ✓ HEP is a **clean fuel** and will reduce China's reliance on coal-fired power stations. This will **reduce CO₂ emissions**
- ✓ The river level will be constant allowing **ships** to use the length of the river
- ✓ **100 million people** living downriver will be protected from flooding
- ✓ A ship-lift will enable large vessels to reach the upper part of the river. The current lock system takes 4 hours. **The ship lift will take 30 minutes.**

DISADVANTAGES

- × **1.24 million people** have had to be relocated as the valley in which they lived has been flooded
- × The **Baiji** (a dolphin found only in the Yangtze River) has now been declared **extinct** due to increased use of the river
- × Much good quality **farmland** has been lost due to the deliberate flooding of the valley
- × There has been an increase in the amount of **landslides** occurring where the reservoir has been created
- × **13 cities, 140 towns and 1350 villages** have been submerged by the reservoir.

Bhopal Disaster










- The **Bhopal disaster** or **Bhopal gas tragedy** was a chemical accident on the night of 2–3 December 1984 at the Union Carbide India Limited (UCIL) pesticide plant in Bhopal, Madhya Pradesh, India.
- It is considered the world's worst industrial disaster over 500,000 people in the small towns around the plant were exposed to the highly toxic gas methyl isocyanate.
- Estimates vary on the death toll, with the official number of immediate deaths being 2,259.
- December 1984, most of the plant's MIC related safety systems were malfunctioning and many valves and lines were in poor condition. In addition, several vent gas scrubbers had been out of service, as well as the steam boiler intended to clean the pipes.
- During the late evening hours of 2 December 1984, water was believed to have entered tank E610 via a side pipe during attempts to unclog it.
- The introduction of water into the tank resulted in a runaway exothermic reaction, which was accelerated by contaminants, high ambient temperatures, and various other factors such as the presence of iron from corroding non-stainless-steel pipelines.

Superpowers

What is a Superpower?

A superpower is an extremely powerful country, especially one capable of influencing international events and the acts and policies of less powerful countries. Its power can be felt all over the world.

What factors make a superpower powerful?

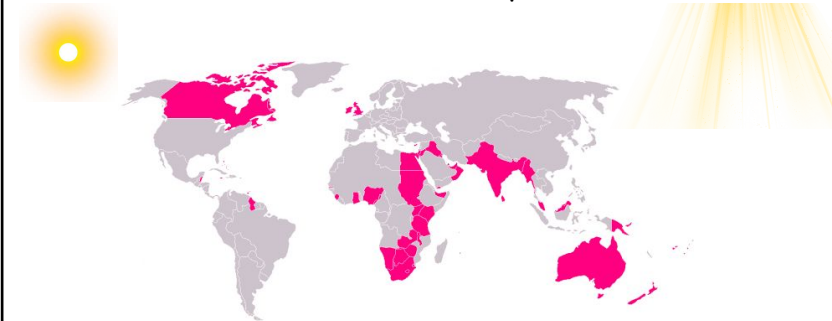
<p>Geographic size/ land mass</p> 	<p>Countries with a large land area are important:</p> <ul style="list-style-type: none"> • Tend to have greater natural resources • Extend influence over a larger number of neighbours <p>Russia has a very large land area with huge natural resources. It has 14 neighbours who it tries to influence.</p>
<p>Population size</p> 	<p>Countries with a large population are seen as important because:</p> <ul style="list-style-type: none"> • Cheap workers can help to promote economic growth e.g. China and India • Larger populations encourage economic growth through markets e.g. EU
<p>Resources</p> 	<p>Countries with resources necessary for economic development should hold significant power e.g. Russia – gas; Middle East – oil</p> <p>But some raw materials aren't that valuable e.g. Australia and iron ore. And some TNCs control large volumes of resources e.g. BP/ Shell in Nigeria</p>
<p>Military strength</p> 	<p>Military force can be used to exert pressure. Countries with a large military could be viewed to be more powerful.</p> <p>The type of weapons owned is more important than the number of soldiers. Countries in possession of nuclear weapons: USA, Russia, UK, France, China, India, Pakistan, North Korea, (Israel). Ability to project power round the world with military bases and aircraft carriers</p>
<p>Economic power</p> 	<p>Countries with the largest economies have a big influence over global economies</p> <p>These countries have:</p> <ul style="list-style-type: none"> • Around 2/3 of world GDP • Control investment • Use the world's most powerful currencies (\$, € and £) • Determine economic policies which affect the globe
<p>Cultural (soft) power</p> 	<p>This is how appealing a nation's way of life; values and beliefs are to others. It is sometimes called soft power. It is often happening through film, the arts and food.</p> <p>Superpowers seek to project their beliefs onto others. E.g. the USA – 'western values' of individual liberty, free-market capitalist economics and consumerism.</p>
<p>Political power</p> 	<p>Only 5 countries have a permanent seat on the UN Security Council – which is the key decision-making body. Only they can veto (stop) any resolution.</p> <p>These permanent 5 members are: France, UK, USA, China & Russia.</p>

Superpowers

How did the British build such a massive empire?

Technological and industrial superiority	Britain would become the first nation to harness the power of steam which in turn would unleash an Industrial Revolution and an avalanche of high quality, mass-produced goods that would flood the markets around the world. They, in turn, would provide a technology gap that non-European nations would find difficult to compete with.
The British Navy & Maritime power	British domination of the maritime communication and trade routes; The Royal Navy would undoubtedly become a formidable military institution, but it was not always inevitable that Britannia would rule the waves. Naturally, being an island nation, shipbuilding and sailing would be important skills and industries to a country like England.

The extend of the British Empire in 1921



At the peak of its power, it was often said that "the sun never sets on the British Empire" because its span across the globe ensured that the sun was always shining on at least one of its numerous territories. - The sun still does not set on Britain's 14 remaining sovereign territories.

Colonialism	The act of one nation controlling another for economic gain. An example of colonialism was England's control over India.
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What factors led to the decline in the British Empire?

The Second World War	<p>Following the Second World War, Britain was no longer the ruler of the world as it had been. Two new superpowers controlled much of the world; the USA and the USSR (Russia).</p> <p>These powers had more nuclear weapons and larger populations than the British Empire. They had more money too. Britain found that they were increasingly relying on the USA to police parts of the world that they no longer had the money or manpower to do themselves. The British Empire was no longer needed to hold the world together.</p>
Indian Independence	Although only one part of the Empire, the loss of India in 1947 was a huge blow. India was the largest, most profitable British colony and held around 75% of the population of the Empire! India leaving showed the rest of the Empire that they could too. The jewel had been taken from the crown.
New Superpowers	The Second World War was a war that damaged much of the British Empire, both in terms of human life and money. Britain called on its colonies and dominions to fight against the Axis powers. This led many of them to ask whether being part of the Empire was a good idea. It had to borrow money from powers such as the USA to cover the costs of the war, leaving it less money to administer to its colonies.
Money	Following the Second World War, the British Empire was no longer super-rich compared to other powers. The British could not afford to hold territories that were not making them profit, and so were more inclined to grant these territories independence. Britain realised that fighting wars against countries wanting independence was more expensive than just letting them leave.
Nationalism	The British never held their love of their country a secret, with flags and statues of kings and queens all over the Empire. Many people learned a love of their own culture and traditions from this and therefore wanted independence from the British. These feelings meant that countries would now fight for their independence, politically or physically.
Opinion at home	Post-war Britain was a place that believed in freedom far more than they had in the previous century. Women's rights, workers' rights, free education and healthcare went against the idea of taking control of other nations and bullying them. British people seemed to prefer spending money on the new NHS than on colonies on the other side of the world. People in Britain did not want an Empire anymore.

Superpowers

What are the legacies of the British Empire?

<p>Cultural Imperialism</p>	<p>The practice of promoting and imposing a culture, usually that of a politically powerful nation, over a less powerful society. Imperialism: a policy of extending a country's power and influence through colonization, use of military force, or other means.</p>	
<p>The legacies</p> <ul style="list-style-type: none"> • Rugby, football, hockey, golf & tennis • Anglicised legal systems, parliaments and the rule of law • Physical infrastructure in most countries • British overseas territories • Well-developed civil service structures • Christianity • Speaking English • Driving on the left!?!? 	<p>The negatives</p> <ul style="list-style-type: none"> • Religious conflict e.g. N Ireland, Malaysia, Middle east, India • Poverty resulting from domination of the natives/ slaves • Instability from power vacuum with opened up in 1945+ e.g. Afghanistan, African nations e.g. Uganda Idi Amin etc • LIC resources issues • Loss of cultures/ homogenised cultures/ globalisation • Slavery 	

World systems

<p>Uni-Polar world system</p>	<p>Where most of the world region's economic, social, cultural aspects are influenced by a single state/country.</p>
<p>Bi-Polar world system</p>	<p>A system of world order in which the majority of global economic, military and cultural influence is held between two states.</p>
<p>Multi-Polar world system</p>	<p>Power is distributed at least among 3 significant poles (countries).</p>

The BRICs

The BRIC nations account for more than 40% of the world's population and over 20% of global GDP.

<p>Brazil</p>	<p>Brazil's GDP per capita (in US\$) in 1985 was \$1,635 per person per year (average). GDP per capita in Brazil is expected to reach \$11,730 per person per year (average) by the end of 2020. Brazil's population size was 135,274,080 in 1985, and in 2020 that number is 212,559,417. The current life expectancy for Brazil in 2020 is 75.96 years. The Birth rate (births per 1000 people) is 16 per 1000, the Death rate (deaths per 1000 people) is 7 per 1000 (2019). 92.05% of the population are literate (can read and write) (2019)</p>
<p>Russia</p>	<p>Russia's GDP per capita (in US\$) in 1985 was \$3,308 per person per year (average). GDP per capita in Russia is expected to reach \$12,500 per person per year (average) by the end of 2020. Yet, between 1985- present there was a fall in the soviet communist Russia (1991), so therefore a major regime change and embracement of capitalist ideology. Russia's population size was approx. 143,858,000 in 1985, and in 2020 that number is 145,934,462. The current life expectancy for Russia in 2020 is 72.43 years. The Birth rate (births per 1000 people) is 10 per 1000, the Death rate (deaths per 1000 people) is 12 per 1000 (2019). 99.68% of the population are literate (can read and write) (2019)</p>
<p>India</p>	<p>India's GDP per capita (in US\$) in 1985 was \$303 per person per year (average). GDP per capita in India is expected to reach \$2,338 per person per year (average) by the end of 2020. India's population size was approx. 784,400,000 in 1985, and in 2020 that number is 1,387,297,452. The current life expectancy for India in 2020 is 69.73 years. The Birth rate (births per 1000 people) is 18 per 1000, the Death rate (deaths per 1000 people) is 7 per 1000 (2019). 74.04% of the population are literate (can read and write) (2019)- but this is an average (as some places, such as Kerala, it is at 93.91%)</p>
<p>China</p>	<p>China's GDP per capita (in US\$) in 1985 was \$293 per person per year (average). GDP per capita in China is expected to reach \$18,450 per person per year (average) by the end of 2020. Yet, there is a wide divide between the rich and the poor. China's population size was approx. 1,058,510,000 in 1985, and in 2020 that number is 1,439,323,776. The current life expectancy for China in 2020 is 76.96 years. The Birth rate (births per 1000 people) is 12 per 1000, the Death rate (deaths per 1000 people) is 7 per 1000 (2019). 96.40% of the population are literate (can read and write) (2019)</p>

THE MINT NATIONS: These 'MINT' nations are expected to take up the mantle from the BRICs and become the standout group of all the emerging nations. MINT is an acronym that refers to four countries: Mexico, Indonesia, Nigeria, and Turkey.

Superpowers

Where is the South China Sea?



Contested In competition for a position of power

What's the argument about?

This is a dispute over territory and sovereignty. **Sovereignty**: the authority of a state to govern itself or another state.

The South China Sea and two island chains (The Spratlys and The Paracels) are claimed by a number of countries. China made the largest claim the **9 dashed line**.

Taiwan/Vietnam/The Philippines and Malaysia also have legitimate claims

Are they worth arguing about?

Although largely uninhabited, the Paracels and the Spratlys may have reserves of natural resources around them. (OIL & GAS!)

There has been little detailed exploration of the area, so estimates are largely extrapolated from the mineral wealth of neighbouring areas. The sea is also a major shipping route and home to fishing grounds that supply the livelihoods of people across the region.

The maximum distance a country can claim of a sea or ocean from its coastline is 200 nautical miles. China has been trying to improve its claim to the territory by building islands to give itself a military foothold. 72 acres!

China are getting away with this because people don't want another global conflict, especially not with China who have the largest standing army in the world! China is also a key global trade partner and will become the major world economy in the next 15-20 years.

Who are the inter- governmental superpowers of the world?

Security



- Idea of some countries as the 'World's Police' dates back to pre-WW2 – in 1946 the UN security council was set up.
- NATO is also a large military IGO that has more impact on a global scale
- The United Nations Security Council:** Primary responsibility, under the United Nations Charter, for the maintenance of international peace and security. It is for the Security Council to determine when and where a UN peace operation should be deployed. It has 5 permanent members and 10 rotating non-permanent members. They maintain power by: Applying sanctions (such as banning trade or refusing citizens entry), Authorising the use of military force against a country and Authorising a UN Peace Keeping Force.

Trade



- The World Trade Organisation (WTO) Purpose:**
- Overriding purpose is to help trade flow as freely as possible — so long as there are no undesirable side effects
 - To abolish or reduce trade barriers

Principles:

The trading system should be: Without discrimination, freer, predictable, more competitive and more beneficial for less developed countries

Another view: In reality, the WTO has been the greatest tool for taking democratic control of resources out of our communities and putting it into the hands of corporations.

The environment



The International Panel on Climate Change (IPCC) is an organization of governments that are members of the United Nations or WMO. The IPCC currently has 195 members. Thousands of people from all over the world contribute to the work of the IPCC.

The IPCC was created to provide policymakers with regular scientific assessments on climate change, its implications and potential future risks, as well as to put forward adaptation and mitigation options.

Economics




The World Bank is a bank for nations, not people.

The World Bank has two separate groups: One group, the International Development Association, provides loans to the world's poorest countries. The other group, the International Bank for Reconstruction and Development, gives loans to developing countries.

The International Monetary Fund (IMF) is an organization of 189 countries, working to foster global monetary cooperation, secure financial stability, facilitate international trade, promote high employment and sustainable economic growth, and reduce poverty around the world.

Superpowers

	<p>Health</p> <ul style="list-style-type: none"> • The World Health Organisation (WHO) is responsible for giving direction on international health issues, setting standards, and providing information for governments to make decisions. • For example, WHO took the lead during the swine flu outbreak in 2009. It tracked the spread of the flu, offered recommendations about who should get vaccines, and told people how to avoid becoming sick. • More recently, WHO have been playing their part in the coronavirus pandemic.
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<h2>The United Nations</h2>
<p>The United Nations is an international organisation. It was set up in 1945 following the end of the Second World War. This war had been so horrific that the UN's founders wanted to prevent such a conflict from occurring again.</p> <p>Nowadays, most of the countries in the world are members of the UN. Its headquarters are in New York.</p>

Why have factories started to shift elsewhere?


<p>Manufacturing tends to be moving to places such as Thailand, Turkey, Vietnam, Cambodia etc.... this is because...</p> <ul style="list-style-type: none"> • China's trade wars with the USA • LICs / less industrialised countries offering cheaper alternatives • China now producing higher value goods • Workers demanding better conditions, pay and security • Environmental concerns of smog & air pollution • The rise of the 'middle classes' in China; China's middle class has started showing its hunger for consumer goods and products of much higher quality <div style="text-align: center;">  </div>



Enter the Dragon: China

Global shift	An increase in the proportion of global manufacturing carried out in NEEs and LICs. This has been achieved through better technology and transport.
Consumerism	Refers to the theory that spending money and consuming goods is good for the economy and a person's happiness.

<p>Why did China rise to Power?</p> <ul style="list-style-type: none"> • Large pool of workers to contribute to economic growth • River systems and coastline promoting trade • Influence over many neighbouring countries • Large geographical land mass; 12% of world's mineral resources • Large % of workers (more females!) one child policy meant that women were less involved in raising children so could contribute to economic growth • Low wages: companies making more money <p>There have been many positives for the Chinese population: Since 1990, 439 million people have been lifted out of poverty, improving quality of life. This also creates a growing market for consumer goods, leading to further growth.</p>

<p>The dark side of industrial development...</p> <ul style="list-style-type: none"> • Foxconn is the world's largest electronics factory • Foxconn is owned by a Taiwanese company, it makes iPads, Phones and iPods for Apple. • It employs over 300,000 people and they get paid 30p an hour (2009) • In 6 months, 10 people under the age of 25 jumped from the roofs to their death. The reasons why the workers had jumped was due to the 12 hour shifts they worked and strict working conditions. • Workers say they get beaten with an iron bar and whips 	
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China in Laos

What is Laos like?

Politics: Ruling communists maintain a monopoly of political power

Economy: One of the world's poorest nations, Laos has little industry and relies on foreign aid; hopes are pinned on big hydroelectric projects

International: Communist regime is backed by China and Vietnam



Neo-colonialism

The practice of using capitalism, globalisation, cultural imperialism, and conditional aid to influence a developing country instead of the previous colonial methods of direct military control or indirect political control.

Chinese money runs throughout the Laos economy. It is the nation's biggest investor with rail, roads and hydropower among China's main interests. But observers say the inflow of cash has come at a cost -- including serious environmental damage and the displacement of landless poor to make way for mega-projects.

The Chinese businesses and consumers are exploiting weak enforcement in Laos, but the Laos government can't pretend they are ignorant of what is going on

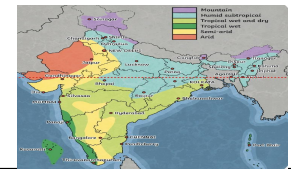
India's race for space



India is located in Asia. It borders the Himalayan mountain range, the highest mountain range in the world. India has a large desert called the Thar Desert.

Most of India is classified as tropical climate. India has many climates because it is so large in area. Some areas of India have an arid climate, some have a humid climate, and some even have a glacial climate.

80% of all of India's rain arrives in the seasonal monsoon deluge from June to September.



Superpowers

India's race for space

India has the second largest population in the world and the oldest civilization in the world. Nearly a fifth of the world's population.

However, India still have large populations still in poverty: 40% of children are malnourished and half the population have no toilets. A lot still live in slum- like conditions.



Arguments FOR India's space program

- Advocates of such space programs claim that they are vital to poor countries' economic and social development. It is also argued that they can attract international investment and create jobs.
- Improved data on monsoon rains, or generally shifting weather patterns, can help even the poorest farmers have a better idea of when to plant crops.

Arguments AGAINST India's space program

- Meanwhile, spending on public health, at about 1.2% of GDP, is dismally low. What if the 16,000 scientists and engineers now working on space development were deployed instead to fix rotten sanitation?
- India is often criticised for spending money on space projects when nearly a quarter of its population live below its official poverty limit.



The American Dream: The rise of the USA post WW2 & USSR



The American Dream

The American Dream is described as an idea held by many that through hard work, courage and determination, prosperity can be achieved.

The USA's economic power

- The US dollar is the global reserve currency. This means key commodities, such as oil and gold, are priced in dollars. This makes them cheaper for the US to buy than other countries and their price, relative to the national currency is less volatile.
- A lot of TNCs come from America (McDonalds, Apple, Starbucks etc...) 30% of the world's millionaires reside in the US, and it is also home to 40% of the world's billionaires.

The USA's military power

- The USA has the world's second largest army (1.4 million active military personnel, compared to India's 1.44m and China's 2.18m).
- However, the USA has 25,000 aircraft and 11 aircraft carriers. China, Russia and India combined only have 10,000 aircraft and 3 aircraft carriers.
- Only America is able to spend enough on all branches of military power to be able to effectively deploy its power globally, and if it chooses to, overwhelmingly. Defense Budget (USD) \$750,000,000,000!
- Nevertheless, the ongoing conflicts in Iraq and Afghanistan show how even the strongest military force can struggle to defeat highly motivated guerrillas and insurgents.

The USA's geography

- The USA has widespread geographical influence resulting from its military bases abroad. Add to this the influence it gains from its embassies and consulates, ex-patriate communities and branch plants of TNCs. This influence is illustrated by the example of its military base at Diego Garcia.

Superpowers

The American Dream: The rise and fall of the USA post WW2 and the USSR

The USA's cultural power



- Coca cola: A brand promoting the American belief in individual equality everywhere it is sold or drunk. Warhol's insight into the power of big American brands and popular stars, such as Coca-Cola, Disney, Madonna and George Clooney, is that they transmit powerful messages that shape our values, beliefs and behaviours.
- America has no need to threaten most of the world into sharing its values of individualism, consumerism, equality before the law, democracy, the American Dream. Many, if not most of us, find these values increasingly attractive, due to the global reach of American culture.
- US coffee culture, widely popularised on the US sitcom 'Friends', has spread globally, carrying with it American values and norms which are often in stark contrast and sometimes in conflict with local traditions.
- An example of this conflict can be found in France, where Starbucks' franchises have failed to succeed due to popular campaigns in favour of traditional French cafes.

Are we witnessing the fall of the USA?

However, since 2001 and the terrorist attacks on the USA, US military involvement in Iraq and Afghanistan has not achieved its desired ends. Some critics argue that the USA is losing its superpower status.

Economically, following the 2008 financial crisis, the USA has lost economic strength (as have many countries that had been propped up by US money) and other nations are on the ascendency. The Trump administration's anti-immigration policies have also prompted riots regarding discrimination and government shutdowns...



Russia: The fossil fuel superpower

Russia has great stores of oil and gas, making it a wealthy and powerful country.

Russia has recently gained an important role as an 'energy superpower', which influences its relationships with other countries.

How might Russia's status as a resource superpower change in the future?

- Investment in 'green energy' and renewables
- The United States energy giant ExxonMobil announced it discovered natural gas off the southwestern coast of Cyprus. By the end of the year, the governments of Italy, Greece, Cyprus and Israel are expected to sign a multilateral agreement to build the East Med pipeline, which promises to bring a natural gas bonanza to Europe!

Superpowers

The importance of the Arctic: A new cold war?

The Arctic is the area of land and sea north of the Arctic circle (66.5° North)

The Arctic has a large ice sheet which covers Greenland. It has large areas of sea ice (frozen sea water) in the Arctic Ocean. The area of sea ice changes from winter to summer. Areas not covered by ice sheets are called tundra. These are areas where the soil is frozen for most of the year e.g. Northern Russia.

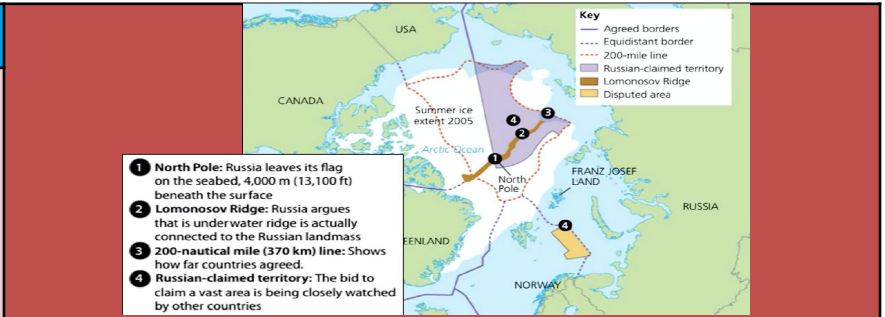
Who owns the Arctic?

International law states that Arctic countries are allowed an exclusive economic zone (EEZ) of 200 nautical miles from the shoreline. Each country can also increase its claim up to 350 nautical miles from its shoreline for areas that can be proven to be an extension of that country's continental shelf.

To make this claim, a nation must collect geographical data that shows the geographical extent of its continental shelf. This is then submitted to the United Nations committee who make the final decision.

This is why the Russians are conducting scientific research on the seabed and why they have planted a Russian flag there!

There are lots of resources (such as oil, gas, gold, silver etc...) in the Arctic which countries are looking to exploit...



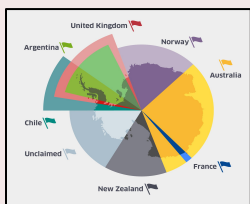
Greenpeace, are very concerned about the potential environmental damage that these economic developments will have on the fragile Arctic environment. They have begun a world campaign, Save the Arctic.

Indigenous peoples (such as the Nenets) migration patterns are disrupted, not to mention that pollution also affects the quality of their pastures

Antarctica: The global commons

Global commons

Resource domains or areas that lie outside of the political reach of any one nation state. It is a term used to describe supra-national 'spaces' in which common shared resources can be found.



Ice shelf - An area of ice which extends beyond land and floats over water

Ice sheet - Large permanent area of ice

Glaciers - A slowly moving ice mass, formed over a long period of time from compacted snow







The Antarctic Treaty of 1959 was set up to make sure that Antarctica was conserved, peace was maintained, and scientific research could be conducted and shared across nations. The treaty also stipulates that all commercial mining is banned until at least 2048. But... with fossil fuels running out in some areas there are pressures to start exploring and exploiting Antarctica. Some countries are even exploiting fish and krill populations in the surrounding waters.

Weather and Climate

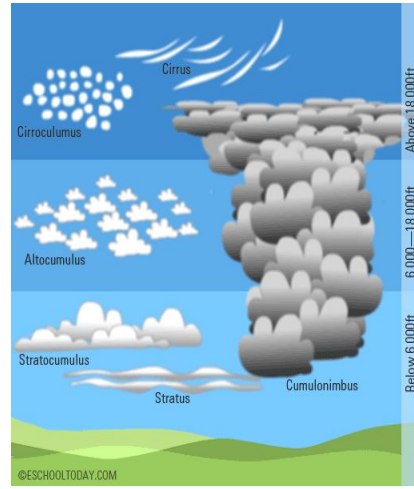
Key Terms			
Air Mass	A large body of air that has similar temperature, pressure and moisture properties.	Cold front	The "leading edge" of a relatively cold air mass.
Anticyclone	High pressure weather that brings clear skies.	Front	The meeting point between two air masses.
Climate	Climate Long-term weather averages	Isobar	A line of constant pressure. Measured in millibars (mb).
Maritime Climate	A climate influenced by the sea.	Precipitation	Any moisture from the sky, rain, snow, sleet hail
Microclimate	The climate of a very small areas	Prevailing wind	The direction the wind blows in the most
Okta	A measure of cloud cover (in fractions of eight) on a synoptic chart.	Rain Shadow	The dry region on the leeward side of a mountain.
Relief rainfall	Formed when air is forced to rise over hills or mountains.	Warm sector	The zone of warm air within a depression.
Warm front	The forward edge of an advancing warm air mass.	Weather	The state of the atmosphere in a place

Weather and Climate

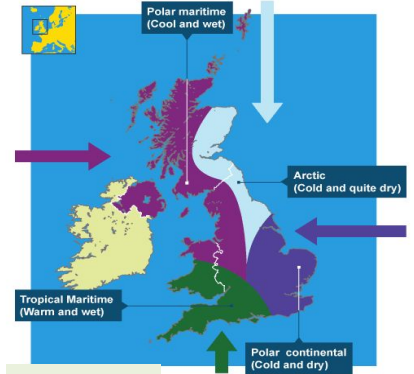
What Causes Weather?

	The Sun's energy heats the earth, it is not even as the earth is round.
	The heat rises into the air, warm air rises and cool air sinks, this makes the wind.
	The sun warms the oceans. This makes water evaporate it is called water vapour .
	The water vapour cools to form clouds
	When the water vapour joins together it creates water droplets forming rain, snow...
	When water vapour condenses lower in the air it is called fog and forms dew.

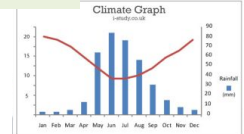
Types of Cloud



Weather Brought by wind direction in the UK








Blue bars are rainfall



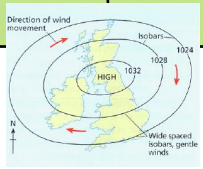
Red line is temperatures and rainfall

Measuring Weather

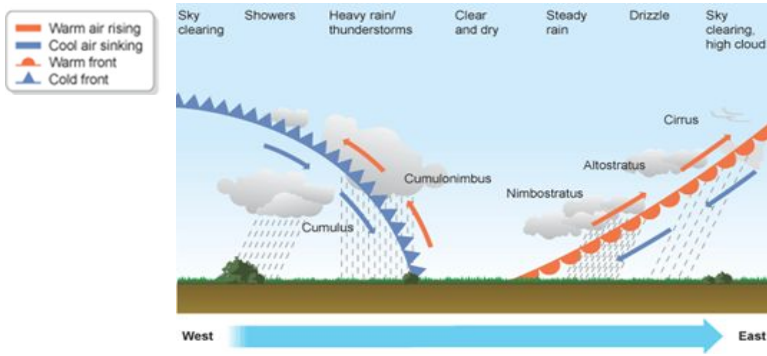
	Unit		What it does
Temperatures	°C		How hot or cold a place is
Precipitation	mm		How much water has fallen from the sky
Air pressure	Mb		The force of the air on us.
Wind speed	mph		How fast the wind is blowing
Wind direction	compass direction		It points to the direction the wind is blowing

Weather and Climate

Summer Anticyclone (High Pressure)	Winter Anticyclone (High Pressure)
<ul style="list-style-type: none"> No clouds in the sky or wind There can be drought in some places It can be cool in the evenings as there is no cloud There is a dew 	<ul style="list-style-type: none"> No clouds and very cold The dew freezes to form frost There can be fog Water freezes forming icy roads No wind



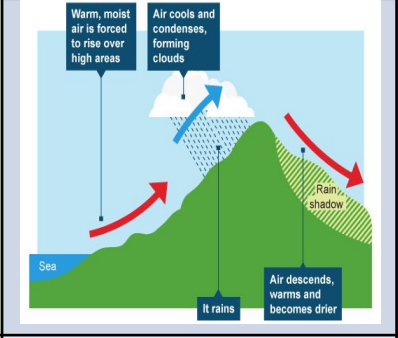
Depressions



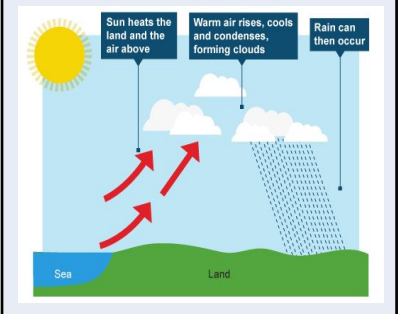
Factors Effecting Climate	
<ul style="list-style-type: none"> Latitude The tilt of the Earth Ocean currents 	<ul style="list-style-type: none"> Distance from the coast Prevailing wind direction Height above sea level

Types of Rainfall

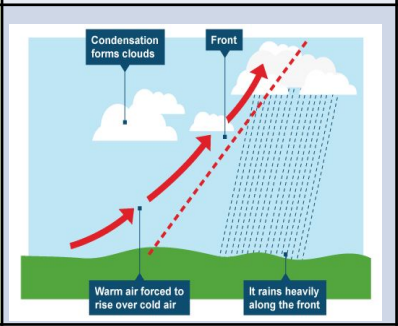
Relief Rain falls when the wind blows the air over high hills.. The air rises cools and condenses to form rain. On the other side of the hills is called the **leeward side, this side stays dry.**



Convective Rain this type of rain falls when there are high temperatures, The heat rises from the ground. Called **convection currents.**



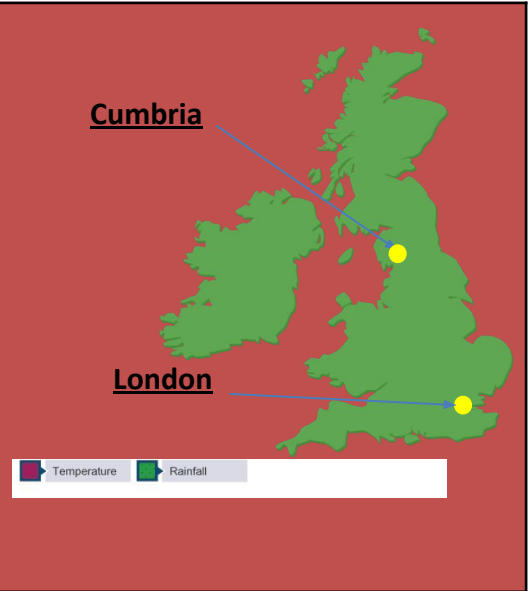
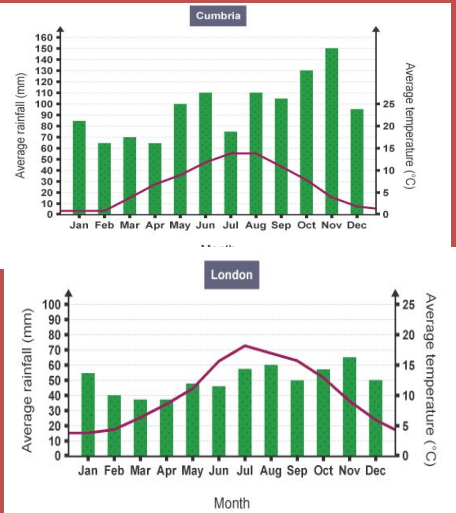
Frontal rain, this rain is formed from blocks of **air masses** that move around the Earth. When they meet the water vapour condenses and forms rain.



Weather and Climate

UK Climate

- The UK has a **temperate climate**. This means that Britain gets cool, wet winters and warm, wet summers. It rarely features the extremes of heat or cold that are common in other climates. However, the weather conditions in the UK are also very changeable.
- Not all parts of the UK have the same climate. **London**, in the south-east of the UK, is a region characterised by a warm and dry climate in the summer and a cold and dry climate in the winter. As can be seen in the climate graph.
- **Cumbria**, in the mountainous north-west of England, has generally cooler temperatures and more rainfall throughout the year as can be seen in the climate graph.



Factors affecting the UK Climate

Altitude

Altitude = How high above sea level something is.

- The main **upland** areas of the UK are in the **west**. When warm moist air is driven onto land by prevailing south-westerly winds, it is forced to rise over the mountains, where it cools, condenses and brings about precipitation. This is called **relief rainfall**. As a result, there is **more** rainfall over **western** upland regions than in lower areas in the east

Ocean currents

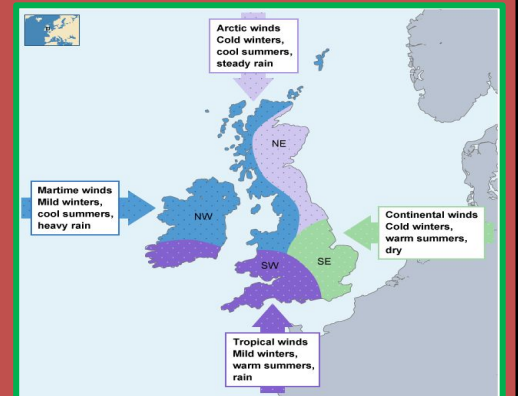
Ocean Currents = The continuous movement of sea water.

- The warm North Atlantic current significantly impacts the UK's climate. It carries warm water from the South Atlantic to the western shores of the UK. The **prevailing** south-westerly winds then spread these warmer conditions across the west of the UK, giving the western parts of the country mild winters.

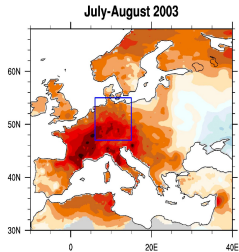

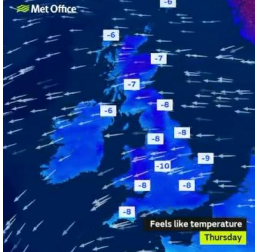
Air masses

Air masses = large volume of air.

- The **origin** and **journey** of the air mass can affect the climate of the UK. For example, the **Polar Maritime** Air Mass originates in the **Poles** and travels over the Arctic Sea, therefore it brings **cold and wet weather**. The **Tropical Continental** air mass originates in the tropics and travels over land, bringing **hot and dry weather** to the UK.



Extreme Weather

	Heatwaves	Storms	Snow
Social	Deaths, particularly among children and the elderly Travel delays	Deaths from drowning Loss of possessions Travel delays	Deaths from falls or accidents Some people become stranded Travel delays Cancelled medical treatments Closed schools
Economic	Lost income from crops and livestock Temporary increase in tourism	Lost income from damaged businesses	Lost income from closed businesses
Environmental	Water shortages Crop failures Death of livestock Damage to rail lines because of heat	Flooding Damage to roads and bridges	Flooding after snow has melted
Example	European heatwave 2003 	Storm Hector 2018 	The 'Beast from the East' 2018 

- **Extreme weather** is weather which is **significantly different** from the average weather in an area.
- Common types of extreme weather in the UK include heatwaves, storms and periods of heavy snow.
- Extreme weather events are becoming much more **common**.
- Extreme weather events are **difficult to effectively predict, prepare for and protect people from** because they are difficult to predict and because their effects are out of the ordinary.

History | Year 7 - Norman conquest | September to October

Battle of Hastings

1 **The Battle of Stamford Bridge**
 In September 1066, **Harald Hardrada** landed an army of 8,000 **Vikings** in the North of England. **Harold Godwinson** and his army marched 180 miles in 4 days to meet them.

Godwinson defeated the **Vikings** at the **Battle of Stamford Bridge**. **Hardrada** was killed. Almost as soon as the battle was over, **Harold** learnt that **William** had landed and he raced his exhausted army back to the south coast.

2 **Harold's Anglo-Saxon Army**
 5,500 **fyrd**, untrained farmers fighting with wooden shields and farm tools
 3,000 heavily-armoured **housecarls** armed with battle axes.

3 **William's Norman Army**
 3,000 well trained **infantry** with metal armour and swords
 2,000 **cavalry** on large warhorses
 800 **archers** who could fire over 100 metres

1 **The Battle of Hastings**
 Harold took a strong position at the top of **Senlac hill**. **Fyrd** and **housecarls** linked shields to form a **shield wall**.

2
 William placed his army in three rows: **archers** in front, followed by **infantry**, and **cavalry** protected behind

3
 William ordered attacks from his **archers** and **cavalry**, but they failed because of the hill and **shield wall**.

Battle of Hastings

4
 After a break for lunch, William tried a new **strategy**. He attacked with his **cavalry** who then **feigned** to retreat. Some English soldiers followed the **cavalry**, breaking the shield wall.

5
 With the shield wall broken, the Norman **cavalry** could charge at the **fyrd**.

6
Harold was shot in the eye and died. Without their leader, the English army was easily defeated.

7
William marched to London and was crowned king on Christmas Day 1066.

Contenders for the throne

Name	Strengths	Weaknesses
Harold Godwinson	<ul style="list-style-type: none"> A nobleman with the support of English earls Edward had apparently promised him the throne as he lay dying Had been crowned king already after Edward had died 	<ul style="list-style-type: none"> Harold had rebelled against Edward No proof that he had promised the throne
Harald Hardrada	<ul style="list-style-type: none"> Had been King of Norway for 20 years A feared warrior who had won battles across Europe Claimed that Emma's son Harthacnut had promised his family the English throne 	<ul style="list-style-type: none"> Very weak claim to the throne Didn't speak English
William, Duke of Normandy	<ul style="list-style-type: none"> Related to Edward through Emma, his great-aunt Edward had apparently promised him the throne in 1051 and Harold had agreed Successful leader in battle and had been Duke of Normandy for 30 years 	<ul style="list-style-type: none"> No proof that he was promised the throne Didn't speak English

Vocabulary

1	Archers	Soldiers who fire arrows at the enemy from range.
2	Anglo-Saxons	A people from Germany who settled in England.
3	Barons	Wealthy landowners who control an army.
4	Cannibalism	Eating humans.
5	Cavalry	Soldiers who ride on horseback.
6	Claim to the throne	A reason why someone should be King.
7	Contenders	Challengers.
8	Deter	Use a harsh penalty to stop someone doing something.
9	Earls	Anglo-Saxon noblemen.
10	Edwin	Anglo-Saxon earl of Mercia.
11	Feudal System	William's system of giving out land.
12	Feigned	Pretended.
13	Harrying	Destroying.
14	Heir	Someone to become king or queen after you, usually a son.
15	Hierarchy	A system with the most important people at the top.
16	Infantry	Soldiers who fight on foot.
17	Knights	Loyal soldiers who fight for barons and the king.
18	Matilda of Flanders	William's wife.

The Church

1	Heaven and Hell	<i>Medieval Christians tried to live good lives to make sure they went to heaven.</i>
2	Doom paintings	churches showed Medieval Christians what was going to happen to them after they died. People who had committed spent eternity suffering in hell . Good Christians rose to heaven to be with God.
3	Deserved to go to heaven by:	doing good works such as helping the poor and sick buying an indulgence , a certificate that forgave your sins going on pilgrimage , a long journey to a religious shrine.
4	The Church hierarchy	The Pope the head of the Christian Church lived in Rome in Italy claimed power over all Christians and could excommunicate kings. The Archbishop of Canterbury was the most important priest in England was responsible for churches across the whole country. Bishops were the leaders of the Church in a region of England. Priests ran church services in a local area, called a parish .
5	Saints	One of the most popular saints was Saint Cuthbert who performed miracles such as calming a storm Medieval Christians worshipped saints by making a pilgrimage to a shrine (a statue of a saint or their remains).

Monasteries

1	What happened in the monastery?	Prayer and worship took place in the church . The poor and sick were cared for in the infirmary . People came on pilgrimages to worship at the shrine of Saint Mary .
2	Who was involved in the life of the monastery?	The abbot was the monk in charge of the monastery . Monks lived and worked in the monastery , praying 5 times a day, growing food and helping the poor Local masons (builders) were employed to build new buildings Nobles donated money to the monastery so monks would pray for them to go to heaven The poor received charity from the monks

Gender

1	men were superior to women	God expelled humans from the Garden of Eden because Eve was tempted to eat the forbidden fruit – this is known as the original sin Medieval Christians believed that this proved women were weaker than men and should take the blame for all of society's problems
2	Men	Peasant men were responsible for growing and harvesting food to feed the family. If the king needed men to fight, men had to be ready to serve in his army Men filled all of the roles in the Church.
3	Women	Royal women such as Emma of Normandy or Matilda were very powerful . Married women helped their husbands by managing the household or helping in the fields at harvest time. Childbirth was incredibly dangerous: two percent of pregnancies led to the death of the mother.

Vocabulary

1	agriculture	farming
2	the Church	The international organisation that ran the Christian religion
3	gender	the characteristics of men and women
4	harvest	the period of gathering in the crops from the field
5	hierarchy	a system in which people are ranked by their power or status
6	monastery	a large religious building where monks lived and prayed
7	noble	a wealthy landowner who inherited wealth and power from his family
8	original sin	Eve eating the forbidden fruit in the Garden of Eden
9	patriarchal	ruled and dominated by men
10	peasant	a poor farmer who rented land from others
11	the Pope	the head of the Church
12	saint	an especially holy person who could perform miracles
13	to excommunicate	to kick someone out of the Church (only the Pope had the power to do this)
14	monarchy	a system of government in which kings and queens inherited their power
15	rebellion	when ordinary people rise up against the government
16	legitimate	proper, correct – i.e. descended from the previous king
17	heir	the person next in line to be king or queen.
18	interpretation	a historians' answer to a question about the past
19	taxes	money paid to the government

Medieval Monarchs and The Mali Empire | Year 7 History | Spring 1 Jan - Feb

Medieval Monarchs in England			The Mali Empire		Vocabulary		
1	Thomas Beckett	Henry II named Thomas Beckett Archbishop of Canterbury in 1162. He was murdered by Henry II's knights for not agreeing to the laws he passed	1	The Mali Empire The Mali Empire was an empire in West Africa from c. 1226 to 1670. The empire stretched from the Sahara Desert to the Atlantic Ocean.	1	Tax	Money that is collected from peasants to pay for war
2	King John 1199-1216	King John charged his Barons high taxes for his unsuccessful wars in France. The Barons began to become very restless as John's military failures were losing them money and land in France.	2	Mansa Musa's pilgrimage Accompanying him were 60,000 people, including many armed cavalymen. 500 slaves - captured in Mali's wars - marched ahead, each carrying a staff of pure gold. Behind trudged 80 camels, each laden down with gold dust weighing a total of 21,000 kilograms.	2	Archbishop of Canterbury	Leader of the Church of England
3	Black Death 1346-1353	A plague that spread across Europe and Africa . The plague killed between 30-40% (2 million) of the entire population of England.	3	Gold $\frac{3}{4}$ of all the gold in the world came from Mali. In Africa salt would be traded for gold, especially in the South.	3	Baron	A member of British nobility
4	Magna Carta 1215	This was a document signed by King John limiting the power of kings. It was the first time that a set of rules had been written for the king.	4	Songhai Empire In 1326, Mansa Musa's army defeated a powerful neighbouring empire: the	4	Empire	Several territories ruled by one powerful country
5	Peasants' Revolt 1381	In 1381 revolt, peasants were hit with several new taxes, prompting a violent uprising in the summer of 1381. Peasants burned tax and court records , stormed London, and demanded reforms from King Richard II	5	Mansa Musa's soldiers Mali had an army of over 100,000 soldiers, including 10,000 cavalymen, dressed in thick cloth turbans and chain mail armour.	5	Mansa	King or Emperor
			6	Trading with the Mali Empire Merchants from distant lands import silk, spices, metal goods and horses . In exchange the Mali Empire exported salt, gold and cotton	6	Sahara Desert	Desert in Africa
					7	Merchant	Someone who makes a living by trading goods
					8	Mecca	A place for pilgrimage and one of the Islamic world's new centres of learning
					9	oral histories	History that is passed down through stories, songs and poems (speech)
					10	Import	Goods coming into a country
					11	Export	Good that are leaving a country and going to another

Break with Rome | Year 7 History| Spring 1 Jan - Feb

Timeline Henry VIII and Cromwell			Reasons for the Break with Rome			Vocabulary		
1	1936 The Execution of Anne Boleyn	Cromwell was worried that Anne had more influence over Henry than he did. He made up a rumour that Anne was having affairs with five different men. Cromwell convinced Henry to believe the story. Henry ordered Anne to be beheaded .	1	Henry wanted an heir	Henry had been married to Catherine of Aragon for over 20 years. He was annoyed that they hadn't had a son. He needed a male heir to carry on the Tudor dynasty . Henry felt that the marriage was cursed because Catherine had previously been married to Henry's older brother, Arthur .	1	Annul	Cancel a marriage The split in Christianity between Catholic and Protestant
						2	Beheaded	Had their head chopped off
2	1936 – 1940 The Dissolution of the Monasteries	Cromwell told Henry he would make him 'the richest prince in Europe'. This appealed to Henry because he needed money to pay for war with France. Cromwell did this by shutting down 800 monasteries and selling the land for £1.3 million.	2	Anne Boleyn	In 1527, Henry VIII fell in love with Anne Boleyn . She insisted that Henry should annul his marriage to Catherine and marry her, unlike her sister, who had agreed to be Henry's mistress . However, the Pope refused to let Henry annul his marriage to Catherine. Catherine also defended herself.	3	Church of England	Henry's Protestant Church that was not part of the Catholic Church
						4	Dissolution	Shutting down
3	1539 English Bibles	Cromwell himself had given £400 for the printing of an English bible. Cromwell saw English bibles as a way it as a way to make England more Protestant. Henry was also keen on an English Bible . The Great Bible made Henry look powerful.	3	Religion	Anne gave Henry a copy of William Tyndale's Obedience of a Christian Man which argued that kings should run their own churches, rather than listen to the Pope . This persuaded Henry that he could break from Rome and set up his own Church: the Church of England .	5	Indulgences	Certificates that forgave your sins
						6	Mistress	A lover who is not married to you
4	Power and Money	Henry believed that Cromwell was making England too Protestant. Henry began to reopen some monasteries and introduced the Act of Six Articles , which brought back some Catholic beliefs. In 1540, Henry ordered Cromwell to be beheaded.	4	Power and Money	The Church owned a vast amount of land and over 800 wealthy monasteries . If Henry made himself head of the church he would get this land. Henry also liked the idea of being the most powerful person in the country. He named himself Supreme Head of the Church .	7	Monasteries	Wealthy church buildings where monks lived
						8	Pope	The head of the Catholic church
						9	Reformation	The split in Christianity between Catholic and Protestant

The Tudors Break with Rome | Year 7 History| Summer 1 April - May

Timeline Henry VIII and Cromwell			Important people and events under Elizabeth I			Vocabulary		
1	1536 The Execution of Anne Boleyn	Cromwell was worried that Anne had more influence over Henry than he did. He made up a rumour that Anne was having affairs with five different men. Cromwell convinced Henry to believe the story. Henry ordered Anne to be beheaded .	1	Mary Queen of Scots	She was the cousin of Elizabeth I and was a rival for the throne of England, to many she was seen as the rightful heir to the English throne.	1	Annul	Cancel a marriage The split in Christianity between Catholic and Protestant
2	1536 – 1540 The Dissolution of the Monasteries	Cromwell told Henry he would make him ‘the richest prince in Europe’. This appealed to Henry because he needed money to pay for war with France. Cromwell did this by shutting down 800 monasteries and selling the land for £1.3 million.	2	Philip II of Spain	He was the king of Spain and Elizabeth I brother - in law. Also proposed to Elizabeth who eventually refused.	2	Beheaded	Had their head chopped off
3	1539 English Bibles	Cromwell himself had given £400 for the printing of an English bible. Cromwell saw English bibles as a way it as a way to make England more Protestant. Henry was also keen on an English Bible . The Great Bible made Henry look powerful.	3	Sir Francis Drake	He was an explorer, adventurer and military leader responsible for the defeat of the Spanish in 1588.	3	Church of England	Henry’s Protestant Church that was not part of the Catholic Church
4	Power and Money	Henry believed that Cromwell was making England too Protestant. Henry began to reopen some monasteries and introduced the Act of Six Articles , which brought back some Catholic beliefs. In 1540, Henry ordered Cromwell to be beheaded.	4	Francis Walsingham	He was Elizabeth I Secretary of State and spymaster and was one of her closest advisors.	4	Dissolution	Shutting down
			5	Babington Plot	This was the plot led by Anthony Babington to replace Elizabeth with Mary and led to Mary’s execution.	5	Monasteries	Wealthy church buildings where monks lived
			6	The Northern Rebellion, 1569	This was the failed rebellion of Northern Lords against Elizabeth I.	6	Pope	The head of the Catholic church
			7	Spanish Armada	This was the fleet of 151 ships and 34,000 soldiers sent to invade England in 1588.	7	Reformation	The split in Christianity between Catholic and Protestant
						8	Privy council	This was the most important group of Elizabeth’s advisors who gave advice on foreign policy and military matters.
						9	Exile	This means to remove somebody from their native country usually for political reasons.

Year 7 Mathematics | Term 1 | Knowledge Organiser

Billion (1,000,000,000)	Hundred Million (100,000,000)	Ten Million (10,000,000)	Million (1,000,000)	Hundred Thousand (100,000)	Ten Thousand (10,000)	Thousand (1,000)	Hundred (100)	Ten (10)	Units (1)	Tenths (0.1)	Hundredths (0.01)	Thousandths (0.001)
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Place Value

First comma	Thousands	1, 206, 000
Second comma	Millions	1, 206, 000 <i>million two hundred and six thousand</i>
Ascending	Smallest to biggest	Write in descending order 4.403, 4.3, 4.33, 4.03
Descending	Biggest to smallest	U T H TH 4 . 4 0 3 4 . 3 3 0 ← <i>add place holders</i> 4 . 3 0 0 4 . 0 3 0 ← <i>line up the decimal point</i>
The decimal point	Never moves	
Crocodile	Eats the bigger number	$-2 > -7$

Rounding and Estimation

Rounding	Find the decider	Round 58,624 to the nearest 100
5 or above	Give it a shove	58,624 <i>decider</i>
4 or below	Let it go	

Squares	Square Roots		
1 ²	1	√1	1
2 ²	4	√4	2
3 ²	9	√9	3
4 ²	16	√16	4
5 ²	25	√25	5
6 ²	36	√36	6
7 ²	49	√49	7
8 ²	64	√64	8
9 ²	81	√81	9
10 ²	100	√100	10
11 ²	121	√121	11
12 ²	144	√144	12
13 ²	169	√169	13
14 ²	196	√196	14
15 ²	225	√225	15

Addition and Subtraction

Product	Times	8×3
Sum	Add	$8 + 3$
Difference	Subtract	$8 - 3$
Integer	Whole number	Circle the integers below: $-5, 2, \frac{1}{4}, -3, 1.7, 56$
Odd ends in	1, 3, 5, 7, 9	Write the largest even number using: 2, 3 and 7 <i>largest</i>
Even ends in	2, 4, 6, 8, or 0	732 ← <i>must end with even</i>

Multiplication and Division

Multiplying decimals	Gelasia	$2.6 \times 176 =$
Dividing numbers	Bus stop	Work out $3 \div 8 = 0.375$
First number	Goes in the bus stop	$= 8 \overline{) 3.000} = 0.375$
Dividing by a decimal	Equivalent fractions, Turn the denominator into an integer	Calculate $0.0642 \div 0.03 =$ $\frac{0.0642}{0.03} = \frac{6.42}{3} = 2.14$

Cube	Cube Root		
1 ³	1	$\sqrt[3]{1}$	1
2 ³	8	$\sqrt[3]{8}$	2
3 ³	27	$\sqrt[3]{27}$	3
4 ³	64	$\sqrt[3]{64}$	4
5 ³	125	$\sqrt[3]{125}$	5
6 ³	216	$\sqrt[3]{216}$	6
7 ³	343	$\sqrt[3]{343}$	7
8 ³	512	$\sqrt[3]{512}$	8
9 ³	729	$\sqrt[3]{729}$	9
10 ³	1000	$\sqrt[3]{1000}$	10

Order of Operations

B I DM AS	Brackets Indices Division, Multiplication Addition, Subtraction	$10 - (5 - 2) + \sqrt{81}$ $10 - 3 + 9$ $10 - 3 + 9 = 16$
One step at a time	Copy it down	<i>same levels of importance, read from left to right</i>

Basic Rule of Algebra

Collecting like terms

The sign before

$$2a + 3b - 4c$$

positive negative

The term includes

Notation

Expression	No equals sign
Equation	Has an equals sign
Identity	True with any value for x
Formula	Equals with more than one unknown

$$2x - 12 + 3x$$

$$2x - 12 + 3x = 20$$

$$5(x - 3) \equiv 5x - 15$$

$$\text{Area of a Trapezium} = \frac{(a+b)h}{2}$$

Expressions and Substitution

Substitution

Replace with brackets

a = 5 and b = -2. Calculate 6a - 3b

$$6(5) - 3(-2)$$

$$= 30 + 6$$

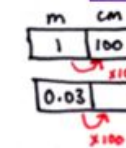
$$= 36$$

Units of Measurement

Converting units

Box method
Bigger unit equals '1'

Convert 0.03m into cm



Connection?
Put it in a box!

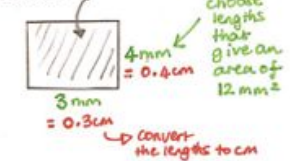
Answer: 3cm

- 1cm = 10mm
- 1m = 100cm
- 1km = 1000m
- 1kg = 1000g
- 1l = 1000ml
- 1 min = 60 seconds
- 1 hour = 60 mins

Converting units of area

Draw a rectangle
Convert the lengths

Convert 12mm² to cm²



$$0.3 \times 0.4 = \text{--- cm}^2$$

Solving Linear Equations

Successful elimination
With an inverse operation

Solve

$$\frac{10x}{10} = \frac{5}{10}$$

If you do it on 1 side
Do it to the other to keep the balance



x on both sides
Get rid of the smallest 'x'

Solve

$$11 - 3x = 2x + 1$$

$$+3x \quad +3x$$

x on both sides and brackets
Expand the bracket first

Solve


$$3(x + 4) = 5(2x - 1)$$

$$3x + 12 = 10x - 5$$










Elements of Music

1	Pitch	Music is high or low in sound
2	Dynamics	Where the music is loud and Quiet
3	Duration	How long or short the values of the note
4	Tempo	How fast or slow the music is being played.
5	Timbre	The different sounds of the instruments: Wood, metal, string & skin.
6	Texture	How many instruments are playing at one time, lots or not many: Thick or Thin
7	Silence	Allow sounds to die away and give effect to the music
8	Structure	The order of the music Verse, chorus, Bridge and Instrumental

Theory

1	Time signature 4 or 3 4 4	This tells us how many beats in a bar, that you need to count. The top number tells how many beats; Eg. 4 or 3
2		This is a repeat mark. It means you go bar to the beginning and play the music again.
3	Rhythm	Is a pattern of sound which can be repeated to a regular beat.
4	Rests	A rest is a musical sign that indicates a beat of silence. It still counts in the value of the bar .
5	Pulse	A pulse is a steady, regular beat that continues throughout a song.

Rhythm note Values

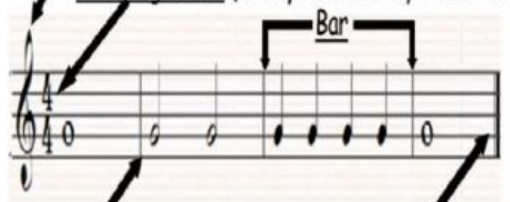
1		4 beats	Semibreve
2		3 beats	Dotted Minim
3		2 beats	Minim
4		1 beat	Crotchet
5		1/2 beat	Quaver
6		1 beat	2 Quavers
7		1/4 beat	Semiquaver
8		1 beat	4 Semiquavers
9		1 beat	1 beat crotchet rest
10		2 beats	2 beat minim rest

Traditional Notation

Music is written on five lines called staves

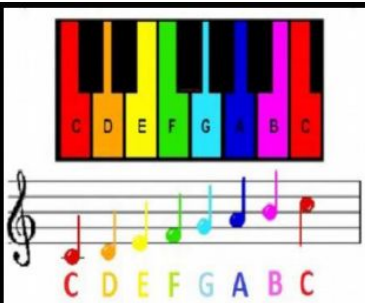
Treble Clef (found at the start of the music)

Time Signature (tells you how many beats in a bar)



Bar Line (splits the music up into little bits called bars)

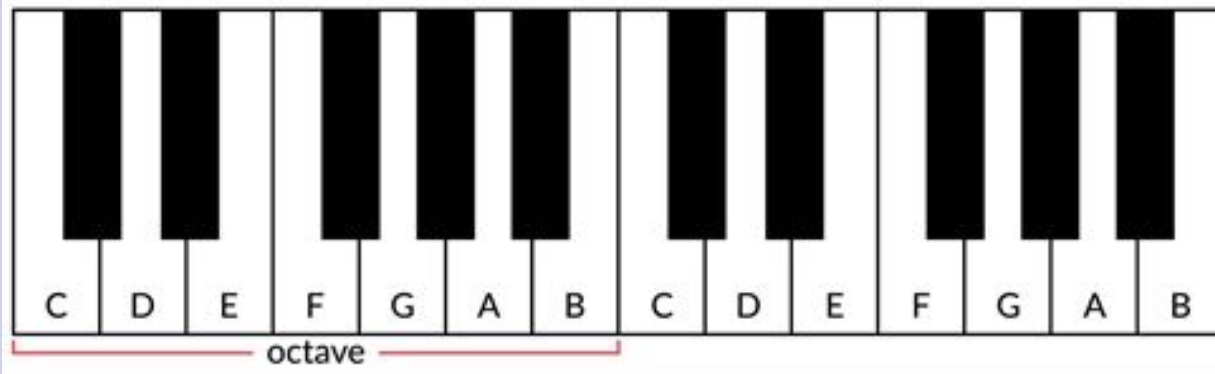
Double Bar Line (found at the end of the music)



Keyboard layout

Keyboard Skills

Layout of a Keyboard/Piano



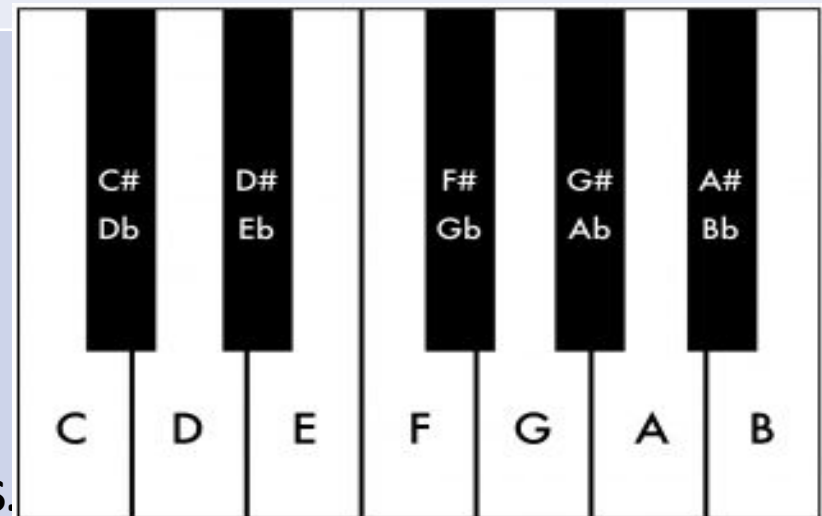
A piano or keyboard is laid out with **WHITE KEYS** and Black Keys. C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.

Black notes: one can be a **SHARP** or a **FLAT**.

The **#** symbol means a **SHARP** which raises the pitch by a semitone (e.g. *C# is higher in pitch (to the right) than C*).

The **b** symbol means a **FLAT** which lowers the pitch by a semitone (e.g. *Bb is lower in pitch (to the left) than B*).

Each black key has 2 names – C# is the same as Db – there's just two different ways of looking at it! **Remember, black notes or keys that are to the RIGHT of a white note are called SHARPS and black notes to the LEFT of a white note are called FLATS.**



Traditional Notation

Music is written on five lines called staves

Treble Clef (found at the start of the music)

Time Signature (tells you how many beats in a bar)



Bar Line (splits the music up into little bits called bars)

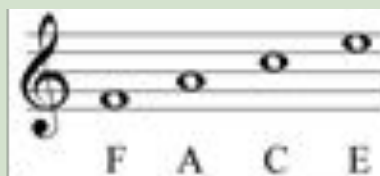
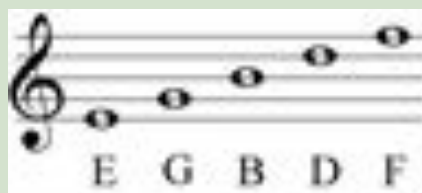
Double Bar Line (found at the end of the music)

Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written.

The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINES** and 4 **SPACES**.




Every **Green Bus Drives Fast**. Notes in the **SPACES** spell "FACE"



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




Rhythm note Values

1		4 beats	Semibreve
2		3 beats	Dotted Minim
3		2 beats	Minim
4		1 beat	Crotchet
5		$\frac{1}{2}$ beat	Quaver
6		1 beat	2 Quavers
7		$\frac{1}{4}$ beat	Semiquaver
8		1 beat	4 Semiquavers
9		1 beat	1 beat crotchet rest
10		2 beats	2 beat minim rest










Elements of Music

1	Pitch	Music is high or low in sound
2	Dynamics	Where the music is loud and Quiet
3	Duration	How long or short the values of the note
4	Tempo	How fast or slow the music is being played.
5	Timbre	The different sounds of the instruments: Wood, metal, string & skin.
6	Texture	How many instruments are playing at one time, lots or not many: Thick or Thin
7	Silence	Allow sounds to die away and give effect to the music
8	Structure	The order of the music Verse, chorus, Bridge and Instrumental

Theory

1	Time signature 4 or 3 4 4	This tells us how many beats in a bar, that you need to count. The top number tells how many beats; Eg. 4 or 3
2		This is a repeat mark. It means you go bar to the beginning and play the music again.
3	Rhythm	Is a pattern of sound which can be repeated to a regular beat.
4	Rests	A rest is a musical sign that indicates a beat of silence. It still counts in the value of the bar .
5	Pulse	A pulse is a steady, regular beat that continues throughout a song.

Rhythm note Values

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5		1/2 beat	Quaver
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8		1 beat	4 Semiquavers
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Traditional Notation

Music is written on five lines called staves

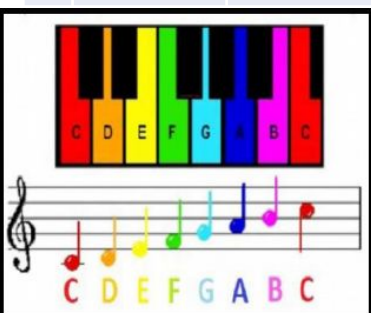
Treble Clef (found at the start of the music)

Time Signature (tells you how many beats in a bar)



Bar Line (splits the music up into little bits called bars)

Double Bar Line (found at the end of the music)



Keyboard layout

Chords

1	Chord/Triad	3 notes played at the same time
2	C Chord	CEG notes
3	F Chord	FAC notes
4	G Chord	GBD notes
5	Middle C	This is the middle of the Piano

A musical staff in treble clef showing the C major scale from C4 to C5. Below the staff, the notes are labeled C, D, E, F, G, A, B, C, D, E, F, G, A. Below the staff is a piano keyboard with the corresponding keys labeled C, D, E, F, G, A, B, C, D, E, F, G, A. A vertical line indicates the position of Middle C (C4) on the keyboard.

A musical staff in treble clef showing the C chord (C4, E4, G4) as a triad. Below the staff, the notes are labeled C, E, G. To the right is a piano keyboard with the C, E, and G keys highlighted with red circles and labeled C, E, and G.

A musical staff in treble clef showing the F major scale from F4 to F5. The notes are labeled F, A, C, E, G, B, D, F. The notes F, A, C, and E are highlighted in red, and the notes G, B, D, and F are highlighted in blue.

A piano keyboard with the F, A, and C keys highlighted in brown. The keys are labeled F, A, and C.

A piano keyboard with the G, B, and D keys highlighted in brown. The keys are labeled G, B, and D.

A musical staff in treble clef showing the F chord (F4, A4, C5) as a triad. Below the staff, the notes are labeled F, A, C.

A musical staff in treble clef showing the G chord (G4, B4, D5) as a triad. Below the staff, the notes are labeled G, B, D.

SCIENCE - Year 7

Number	Questions	Answer
1	What is an independent variable?	Variable that causes another variable to change (cause)
2	What is a dependent variable?	Variable that changes because of a change to another variable (effect)
3	What is a control variable?	Variable that we must keep the same during our experiment
4	What goes in the left hand column of a results table?	Independent variable
5	What goes in the right hand column of a results table?	Dependent variable
6	What is a hazard?	An object/substance that could cause harm to someone.
7	What is a risk?	The harm that could be caused to someone by a hazard.
8	What is a control measure?	Actions we can take to reduce the risk of harm.
9	Where do we write the units in a results table?	Column headings
10	What is an anomalous result?	A result that does not fit the pattern / trend.
11	What is the definition of categorical data?	Data that can only have certain values.
12	What is the definition of continuous data?	Data that can have any value on a scale.
13	What type of graph should we draw for continuous data?	Scatter / line
14	What type of graph should we draw for categorical data?	Bar / pie
15	Which variable usually goes on the horizontal axis of a scatter graph?	Independent
16	Which variable usually goes on the vertical axis of a scatter graph?	Dependent
17	What is the definition of accurate?	How close the measurement is to the actual value.
18	What is the definition of random error?	Difference between measurement and actual value that can't be predicted
19	What do we call a result that does not fit the pattern or trend?	Anomalous result / outlier
20	What is the definition of resolution?	The smallest measurement that can be made with a measuring device.
21	What is the definition of range?	Difference between the largest value and the smallest value.
22	What is the resolution of an ordinary 15 or 30 cm ruler?	1mm
23	What is the definition of a systematic error?	Difference between measurement and actual value that is same each time.
24	What is a zero error?	An error caused by the reading not being zero when no measurement is being made.
25	How we can we avoid including zero errors in our measurements?	Set the measuring instrument to zero before measuring, or subtract the initial reading from the final reading to calculate an accurate reading.
26	What is the definition of precise?	Repeated measurements are close together (small random errors)
27	Why does doing repeats and taking a mean improve the accuracy of a measurement?	Reduces the effect of random error
28	What is the definition of reliable?	Anyone could get the same experimental result again

29	What is the definition of repeatable?	If same person did same experiment again, they would get the same results
30	Which of the following gives the best definition of reproducible?	If someone else did the same experiment, they would get same results
31	Why might a scientist's conclusion not be valid?	Hasn't kept control variables constant; confused correlation with causation; other factors involved.
32	What is the definition of resolution?	The smallest measurement that can be made with a measuring device.
33	Which piece of equipment is used to hold small volumes of liquid?	Test tube
34	Which piece of equipment is shaped like a test tube but can be used to hold larger volumes of liquid?	Boiling tube
35	Which piece of equipment is used for storing and pouring liquids?	Beaker
36	Which piece of equipment is used for storing and swirling liquids?	Conical flask
37	Which piece of equipment is used for accurately measuring volumes of liquid?	Measuring cylinder
38	Which piece of equipment is used for pouring liquids without spilling them?	Funnel
39	Which piece of equipment is used for measuring small volumes of liquids?	Pipette
40	Which piece of equipment is used for picking up small masses of solids?	Spatula
41	Which piece of equipment is used for holding things in place above a desk?	Clamp + clamp stand
42	Which piece of equipment is used for measuring length?	Ruler [or tape measure]
43	What units do we use to measure length?	Metres, centimetres, millimetres
44	What units do we use to measure volume?	centimetres cubed, millilitres, litres
45	What do we call the curved section of liquid within a measuring cylinder?	Meniscus
46	True or false: we should always measure the volume of a liquid in a measuring cylinder by taking a reading from the top of the meniscus.	False: we should read from the bottom of the meniscus.
47	How would we measure the volume of a cube?	Measure length, width and height using a ruler. Multiply these together to calculate volume.
48	How would we measure the volume of an irregular solid like a stone?	Displacement method: place stone into water and measure the change in volume.
49	Which piece of equipment is used to measure mass?	Balance
50	What units do we use to measure mass?	kilograms, grams
51	How would we measure the mass of a liquid?	Measure the mass of the container. Add the liquid and measure the mass of both. Subtract to calculate the mass of the liquid.
52	What button should we press before taking any mass reading using a balance?	Zero / tare button.
53	Which piece of equipment is used to measure temperature?	Thermometer
54	How should we position our body when measuring temperature?	Make sure we are at eye level with the thermometer.
55	Which piece of equipment is used to heat substances strongly in the lab?	Bunsen burner
56	Which part of a Bunsen burner is used to control the strength of the flame?	Air hole

57	True or false: a blue flame is hotter than an orange flame.	True: a blue flame is hotter.
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84	True or false: particles low down in the earth's atmosphere are less densely packed than particles high up.	False: particles low down are more densely packed.
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58	What word describes the stuff that makes up everything in the world?	Matter
59	What is the principle of conservation of energy?	Total energy before an event = total energy after an event [OR energy is never created or destroyed, it is only stored, transferred usefully or dissipated.]
60	What are the three states of matter?	Solid, liquid, gas
61	In which state do particles have the most kinetic energy?	Gas
62	In which two states are particles close together?	Solid, liquid
63	How do we describe the arrangement of particles in a solid?	Fixed lattice
64	How do we describe the motion of particles in liquids and gases?	Random
65	How do we describe the motion of particles in a solid?	They do not move; they only vibrate
66	True or false: particles in a liquid / gas all have the same kinetic energy.	False: particles in a liquid / gas move at a range of speeds.
67	What word do we use to describe liquids and gases?	Fluids
68	In which state are the bonds / forces between particles the strongest?	Solid
69	What is the change of state from solid to liquid called?	Melting
70	What is the change of state from liquid to gas called?	Evaporating / boiling
71	What is the change of state from liquid to solid called?	Freezing
72	What is the change of state from gas to liquid called?	Condensing
73	What is the definition of melting point in terms of temperature?	Melting point is the temperature at which all of the particles in a substance change from solid to liquid.
74	What is the definition of boiling point in terms of temperature?	Boiling point is the temperature at which all of the particles in a substance change from liquid to gas.
75	True or false: melting point occurs at the same temperature as freezing point.	True: melting point occurs at the same temperature as freezing point.
76	What is the most commonly used temperature scale in Europe?	Celsius
77	What is the most commonly used temperature scale in America?	Fahrenheit
78	If two objects have the same volume but different masses, which is more dense: the one with the larger mass or the one with the smaller mass?	The one with the larger mass.
79	If two objects have the same mass but different volumes, which is more dense: the one with the greater volume or the one with the smaller volume?	The one with the smaller volume.
80	What causes gases to exert a pressure on the walls of the gas's container?	Collisions between the particles and the walls of the container.
81	If more particles are added to a container of gas, does pressure increase or decrease?	Pressure increases
82	If the gas in a container is heated, does pressure increase or decrease?	Pressure increases
83	If the container is allowed to expand (become larger), does pressure increase or decrease?	Pressure decreases

85	Is air pressure greater low down or high up in the earth's atmosphere?	Air pressure is greater low down.
86	What does concentration mean in terms of particles?	How many particles are contained within a certain volume / space.
87	What do we call the movement of particles from a high to a low concentration?	Diffusion
88	What type of energy is stored in moving objects?	Kinetic energy
89	What type of energy is stored in objects raised above the ground?	Gravitational potential energy
90	What type of energy is stored in stretched or squashed objects?	Elastic potential energy
91	What type of energy is stored in batteries, fuels and food?	Chemical potential energy
92	What type of energy is stored in hot objects?	Thermal energy
93	What do we call it when energy is changed from one store to another?	Energy transfer
94	How do we represent energy transfers in an energy transfer diagram?	Using an arrow
95	Which category of energy transfers always involves forces?	Mechanical (work)
96	Which category of energy transfers involves hot objects transferring energy to cooler objects?	Heating
97	Which category of energy transfers involves the movement of charge?	Electrical
98	Light is an example of which category of energy transfer?	Radiation
99	Write a simple energy transfer equation for an object fired by an elastic band.	Elastic potential (elastic band) -> Kinetic (object) [+ Thermal (surroundings)]
100	Write a simple energy transfer equation for a car driving along a flat road.	Chemical potential (fuel) -> Kinetic (car) [+ Thermal (surroundings)]
101	Write a simple energy transfer equation for a person who climbs a ladder.	Chemical potential (food) -> Gravitational potential (person) [+ Thermal (surroundings)]
102	What word do we use to describe energy being lost to the surroundings?	Dissipate
103	What is the most common way that energy is wasted / dissipated?	Heating the surroundings
104	What is the useful energy transfer of a kettle?	Heating the water
105	How does a kettle waste energy?	Heating the surroundings
106	What is the principle of conservation of energy?	Total energy before an event = total energy after an event [OR energy is never created or destroyed, it is only stored, transferred usefully or dissipated.]
107	What is power?	The rate of energy transfer.
108	What is the unit of power?	Watts (W) or Joules per second (J/s)
109	What is meant by a pure substance in science?	A substance that contains only one element or compound.
110	What is meant by a mixture in science?	A substance that contains two or more elements or compounds not chemically bonded together.
111	What name is given to a mixture caused by one substance dissolving in another: solute, solvent or solution?	Solution
112	What name is given to a solid that is dissolved in a liquid: solute, solvent or solution?	Solute

113	What name is given to a liquid in which a solid is dissolved: solute, solvent or solution?	Solvent
114	What is meant by a soluble substance?	A substance that can be dissolved.

115	What is meant by an insoluble substance?	A substance that cannot be dissolved.
116	If the temperature of a liquid increases, does the rate of dissolving increase, decrease or stay the same?	Rate of dissolving increases.
117	What word is used to describe a solution in which no more solute can be dissolved?	Saturated
118	Which method of separating mixtures can be used to separate an insoluble solid from a liquid: distillation, evaporation, chromatography or filtration?	Filtration
119	Which method of separating mixtures can be used to separate a soluble solid from a liquid: distillation, evaporation, chromatography or filtration?	Evaporation
120	Which method of separating mixtures can be used to separate two liquids of different boiling points: distillation, evaporation, chromatography or filtration?	Distillation
121	Which method of separating mixtures can be used to separate substances of different solubilities: distillation, evaporation, chromatography or filtration?	Chromatography
122	What do we call the insoluble solid that is left behind in the filter paper after filtration?	Residue
123	What do we call the liquid that passes through the filter paper and is collected after filtration?	Filtrate
124	What shape do we usually fold filter paper into during filtration?	Cone
125	True or false: boiling can only happen at the boiling point of a liquid.	True: boiling only happens at the boiling point.
126	True or false: evaporation can only happen at the boiling point of a liquid.	False: evaporation can happen at temperatures below the boiling point.
127	Where in a liquid does evaporation happen?	The surface of the liquid
128	Where in a liquid does boiling happen?	Throughout the whole liquid
129	True or false: you need to use a Bunsen burner to make water evaporate.	False: evaporation will happen at room temperature, just relatively slowly.
130	What shaped flask do we add the mixture to during distillation?	Round flask
131	During distillation, what do we add to the mixture to help it boil more smoothly?	Anti-bumping granules
132	Which two changes of state are involved in distillation?	Boiling and condensing
133	What is left behind in the round flask after distillation: the liquid with the lower boiling point or the liquid with the higher boiling point?	The liquid with the higher boiling point
134	Two dyes are separated by chromatography. Which one travels further: the more soluble dye or the less soluble dye?	More soluble dye
135	During chromatography, why do we draw a line in pencil to show where the dots started from?	Pencil is insoluble so does not move through the paper

Number	Questions	Answer
1	A basketball is thrown towards a hoop. When the basketball is in mid air, in which direction did Aristotle think a force would be acting?	In the direction of motion (towards the hoop)
2	A basketball is thrown towards a hoop. When the basketball is in mid air, in which direction did Newton suggest a force would be acting?	Downwards (force of gravity)
3	True or false: moving objects need a force to keep them moving.	False: a moving object will keep moving if no force is acting on it.
4	True or false: objects must be touching one another in order to exert a force on one another.	False: non-contact forces can act without objects touching one another.
5	Is the force of gravity a contact or a non-contact force?	Non-contact
6	An apple is held on its branch by tension in the branch. Is this a contact or non-contact force?	Contact
7	A skydiver experiences air resistance as they fall through the sky. Is this a contact or non-contact force?	Contact
8	What name is given to the gravitational force on Earth: mass, weight, gravitational field strength?	Weight
9	What name is given to the gravitational force acting on each kilogram of mass at any given point?	Gravitational field strength
10	What is mass measured in: kilograms, Newtons, Joules?	kilograms
11	What is weight measured in: kilograms, Newtons, Joules?	Newtons
12	What two things does an object's weight depend on?	The mass of the object and the gravitational field strength at its location.
13	True or false: an object's weight is the same wherever it is in the universe.	False: an object's weight depends on its mass (same wherever it is in the universe) and gravitational field strength (depends on where it is in the universe)
14	What is the gravitational field strength on Earth?	9.81N/kg
15	Which planet has the greatest gravitational field strength: Earth, Mercury, Jupiter?	Jupiter (because it is the largest planet)
16	Which is greater: gravitational field strength on Earth or on the Moon?	On Earth (because the Earth is larger than the Moon)
17	True or false: two equally sized balls dropped together will fall at the same rate, even if they are of different masses.	True: they will fall at the same rate.
18	True or false: two equally sized balls are dropped. The ball with the greater mass will have a larger downwards force.	True: a more massive ball has a greater weight.
19	What name is given to the idea that a more massive object requires a larger force to get it moving: imbalance, impedance, inertia?	Inertia
20	Who was reported to have dropped two balls from the top of the Leaning Tower of Pisa in order to test out his theory of inertia?	Galileo
21	What is the difference between a force of +10N and a force of -10 N?	They act in opposite directions.
22	What name is given to the force caused by an object rubbing against another object?	Friction
23	What name is given to the force of water pushing up on another object?	Upthrust
24	What name is given to the force caused by an object pushing back on another object that is pushing into it?	(Normal) reaction force
25	What does the word stationary mean?	Not moving
26	If the forces on a stationary object are balanced, what happens to its motion?	Nothing - it remains stationary
27	If the forces on a moving object are balanced, what happens to its motion?	Nothing - it continues to move at a constant speed
28	What word do we use to describe the overall force acting on an object. reaction, resultant, resistance?	Resultant (force)

57	Which element has the chemical symbol N?	Nitrogen
58	Which element has the chemical symbol O?	Oxygen
59	Which element has the chemical symbol Cu?	Copper

29	If the forces on an object are balanced, what is the size of the resultant force?	Zero
30	What does the word decelerate mean?	Slow down / get slower (speed decreases)
31	What does the word accelerate mean?	Speed up / get faster (speed increases)
32	A car travels along a road at 20mph. If there is a resultant force in the direction of motion, will the car accelerate, decelerate or continue at constant speed?	Accelerate
33	A car travels along a road at 20mph. If there is a resultant force in the opposite direction to motion, will it accelerate, decelerate or continue at constant speed?	Decelerate
34	A car travels along a road at 20mph. If there is no resultant force acting, will it accelerate, decelerate or continue at constant speed?	Continue at constant speed
35	A skydiver has a weight of 700N and experiences a drag force of 500N in the opposite direction. What is the size of the resultant force?	200N (downwards)
36	A ship floats in water. Which is larger: the ship's weight or the water's upthrust?	Neither: the forces must be balanced.
37	A ship is sinking in water. Which is larger: the ship's weight or the water's upthrust?	The ship's weight.
38	Drag forces always act in the _____ direction to motion. What's the missing word?	Opposite
39	If an object's speed increases, does the drag force increase, decrease or stay the same?	Increases
40	How do drag forces cause energy to be wasted?	Heating the surroundings
41	A car's drag force is equal to its driving force (thrust). Does the car accelerate, decelerate or continue at constant speed?	Continues at constant speed
42	True or false: if you are riding a bike and you stop pedalling but continue moving, the only horizontal forces acting are friction and drag.	True: the only horizontal forces acting are friction and drag.
43	True or false: if you are riding a bike and you stop pedalling, there is no forward force acting so you immediately stop.	False: friction and drag mean there is a resultant force acting in the opposite direction to motion so you decelerate.
44	What is an atom?	The smallest part of an element
45	What is meant by an element?	A substance made of only one type of atom
46	What is meant by a compound?	A substance made of two or more different atoms chemically bonded together
47	What is meant by a molecule?	A substance made of more than one atom chemically bonded together (can be atoms of the same element)
48	What is meant by a mixture?	A substance made of more than one thing not chemically bonded together
49	Explain why Mendeleev put some elements in groups.	Because they had similar chemical properties (e.g. they reacted violently with water)
50	Explain why Mendeleev left gaps in his periodic table.	For elements that had not been discovered yet
51	What famous scientific table contains all the known elements?	Periodic Table
52	Is the first letter of a chemical symbol always A) capital, or B) lower case?	A) capital
53	Is the second letter of a chemical symbol always A) capital, or B) lower case?	B) lower case
54	True or false: all symbols in the periodic table are made up of two letters.	False: some are made up of one letter, some are made up of two.
55	Which element has the chemical symbol H?	Hydrogen
56	Which element has the chemical symbol C?	Carbon

94	Where are non-metals found on the periodic table?	On the far right side.
95	What are elements called that sit on the boundary between metals and non-metals?	Metalloid or semi-metals.
96	How are all element symbols written?	First letter is always a capital, second letter is always lower case.

60	Which element has the chemical symbol Fe?	Iron
61	Which element has the chemical symbol Na?	Sodium
62	Which element has the chemical symbol K?	Potassium
63	What name is given to vertical columns in the periodic table: periods or groups?	Groups
64	What name is given to horizontal rows in the periodic table: periods or groups?	Periods
65	Where are metals found in the periodic table?	Left and centre
66	Where are non-metals found in the periodic table?	Right
67	What do we call two or more atoms chemically bonded together to make a larger particle: mixture, molecule or matter?	Molecule
68	How many elements are present in a molecule of CO ₂ ?	Two (C and O)
69	How many atoms are present in a molecule of CO ₂ ?	Three (1 C atom and 2 O atoms)
70	How many elements are present in a molecule of O ₂ ?	One (O)
71	How many atoms are present in a molecule of O ₂ ?	Two (2 O atoms)
72	How many elements are present in a molecule of NH ₃ ?	Two (N and H)
73	How many atoms are present in a molecule of NH ₃ ?	Four (1 N atom and 3 H atoms)
74	What is a trend?	A pattern in properties
75	State the trend in the melting points of the alkali metals.	Melting point reduces further down the group
76	Write a name for this chemical equation LiOH	Lithium hydroxide
77	Write a name for this chemical equation KOH	Potassium hydroxide
78	What is a row of elements called on the Periodic table?	A period.
79	What is a column of elements called on the Periodic table?	A group.
80	What is the group of elements between 2 and three called?	The transition metals.
81	What do we call the substances present before a chemical reaction takes place?	Reactants
82	What do we call the substances present after a chemical reaction takes place?	Products
83	What symbol do we use to show a chemical reaction has taken place?	Arrow
84	Magnesium is heated in air to form magnesium oxide. Is magnesium a reactant or a product?	Magnesium is a reactant
85	Magnesium is heated in air to form magnesium oxide. Is magnesium oxide a reactant or a product?	Magnesium oxide is a product
86	Magnesium is heated in air to form magnesium oxide. Which gas in air reacts with the magnesium?	Oxygen
87	If there are only two elements present in a compound, what will the name of the compound usually end with: -ide or -ate?	-ide
88	If there are three elements present in a compound and one is oxygen, what will the name of the compound usually end with: -ide or -ate?	-ate
89	Name the elements present in magnesium chloride.	Magnesium, chlorine
90	Name the elements present in copper sulphate.	Copper, sulphur, oxygen
91	Describe the trend in reactivity going down group 1.	Going down group 1 elements become more reactive.
92	Describe the trend in reactivity going down group 7.	Going down group 7 elements become less reactive.
93	On which side of the periodic table are metals found?	On the left hand side.

97	What happens to the particles in a substance during a change of state?	The strength of the bonds / forces between particles changes; the particles themselves do not change.
98	What happens to the particles in a substance when the substance is heated?	The average kinetic energy of the particles increases.
99	What is the definition of temperature in terms of particles and energy?	Temperature is a measure of the average kinetic energy of particles in a substance.
100	What are the three ways energy can be transferred by heating?	Conduction, convection, radiation
101	How do solids tend to transfer energy by heating?	Conduction
102	How do fluids (liquids and gases) tend to transfer energy by heating?	Convection
103	Give an example of a conductor.	Any metal (copper, aluminium, steel, iron, zinc, tin, gold, silver, etc)
104	Give an example of an insulator.	Wood, plastic, glass, air
105	What extra particles do metals have that make them good conductors?	Free electrons
106	True or false: convection causes heating to take place faster than in conduction.	False: conduction causes heating to take place faster than in convection.
107	True or false: heat rises.	False: warmer substances rise (because they spread out and become less dense).
108	Write down the following in order of largest to smallest: cell, organ, tissue, organism, organ system, organelle	Organism, organ system, organ, tissue, cell, organelle
109	What is the name given to the structures inside cells?	Organelles
110	Which organelle is where respiration happens?	Mitochondria
111	Which organelle contains DNA?	Nucleus
112	Which organelle controls which substances move into and out of cells?	Cell membrane
113	Which organelle is where chemical reactions take place?	Cytoplasm
114	What device is used to study very small living organisms?	A microscope.
115	What is an organism?	A living thing.
116	What is the smallest living unit of an organism called?	A cell.
117	What do microscopes do to the size of our image?	Magnify the image.
118	What is the equation that links magnification, image size and actual size?	Image size = actual size x magnification
119	Besides oxygen, what other substance is required for respiration?	Glucose
120	What are the reactants required for aerobic respiration to occur?	Oxygen + glucose
121	What are the products of aerobic respiration?	Carbon dioxide + water
122	Write down a chemical word equation for aerobic respiration.	Oxygen + glucose → carbon dioxide + water
123	Respiration is exothermic. Does this mean it releases energy or requires energy?	Releases energy
124	For respiration to happen faster, what must be supplied to the body's cells more quickly?	Oxygen and glucose
125	Where in the cell does respiration take place?	Inside mitochondria?
126	Which type of cell is likely to have more mitochondria: muscle cell or a skin cell?	Muscle cell

Number	Questions	Answer
1	How does the body obtain oxygen more quickly during exercise?	Breathing rate increases
2	Which part of the respiratory system is also known as the windpipe?	Trachea
3	Which part of the respiratory system is biggest: bronchus, bronchiole, alveolus?	Bronchus
4	Which part of the respiratory system is smallest: bronchus, bronchiole, alveolus?	Alveolus
5	In which part of the respiratory system does gas exchange take place?	Alveoli
6	True or false: when we breathe in, our lungs expand, which causes the ribcage to move outwards.	False: our ribcage moves outwards, which causes our lungs to expand.
7	What is breathing in also known as?	Inhalation
8	What is breathing out also known as?	Exhalation
9	What is the name of the muscles between the ribs?	Intercostal muscles
10	During inhalation, do the intercostal muscles contract or relax?	Contract
11	True or false: during inhalation, the pressure inside and outside the lungs is always equal.	False: the pressure inside the lungs is lower than the pressure outside the lungs, which causes air to move into the lungs.
12	What is the process by which oxygen moves from the air into the blood in the alveoli: absorption, diffusion, breathing?	Diffusion
13	Write down any of the features of the alveoli that help them carry out gas exchange more effectively.	Thin walls (only one cell thick), large surface area, lots of capillaries surrounding each alveolus.
14	What diffuses from the blood into the air during gas exchange?	Carbon dioxide
15	What gas must be present for combustion (or burning) to occur?	Oxygen
16	If phlogiston was given off during burning, what would we expect to happen to the mass of magnesium after it has been burned in air?	We would expect the mass to decrease (because phlogiston was given off)
17	What piece of equipment do we use to measure mass in the lab?	Balance
18	True or false: the mass of substances in all states of matter can be measured directly using a balance.	False: liquids and gases must be held in a container in order for their masses to be measured.
19	When magnesium is burned in air, does the mass measured on a balance appear to increase, decrease or stay the same?	The mass appears to increase
20	True or false: in a chemical reaction, the total mass of reactants is always the same as the total mass of products.	True: the total mass is always the same
21	When magnesium is burned in air, why does the mass measured on a balance appear to increase?	The magnesium has combined with oxygen. The increase in mass is due to the mass of the oxygen from the air.

32	Two metals react with water. One is more reactive than the other. What is observed when the more reactive metal reacts?	A more vigorous reaction, e.g. more bubbles, more motion, flames, explosion.
33	Why does a silver spoon stay shiny much longer than a piece of sodium?	Silver is much less reactive than sodium
34	An grey iron nail is left in blue copper sulphate solution. What is observed?	A brown layer builds up on the nail (copper). The solution turns green (iron sulphate).
35	An grey iron nail is left in blue copper sulphate solution. A chemical reaction occurs. What are the products of this reaction?	Copper + iron sulphate
36	A brown piece of copper is left in green iron sulphate solution. What is observed?	Nothing - no reaction takes place.
37	A brown piece of copper is left in green iron sulphate solution. Why does no reaction take place?	Copper is less reactive than iron.
38	Potassium is mixed with zinc oxide. Would a reaction take place? If so, what would be the products?	Reaction takes place because potassium is more reactive than zinc. Products: potassium oxide + zinc.
39	Copper is mixed with silver nitrate. Would a reaction take place? If so, what would be the products?	Reaction takes place because copper is more reactive than silver. Products: copper nitrate + zinc.
40	Gold is mixed with potassium nitrate. Would a reaction take place? If so, what would be the products?	No reaction takes place because gold is much less reactive than potassium.
41	What name is given to a reaction in which a more reactive metal takes the place of a less reactive metal within a compound?	Displacement
42	True or false: all metallic elements can be found in and dug up from the Earth.	False: most metals are found as ores (i.e. within compounds)
43	Name one or more metal that is found in pure form in the Earth.	Silver, gold, platinum
44	Which of the following metals can be extracted by reacting its ore with carbon: sodium, potassium, iron?	Iron
45	Why can iron be extracted by reacting iron oxide with carbon?	Iron is less reactive than carbon.
46	Which of the following is an ore of iron: bauxite, haematite, malachite?	Haematite
47	Which of the following is an ore of copper: bauxite, haematite, malachite?	Malachite
48	Which of the following is an ore of aluminium: bauxite, haematite, malachite?	Bauxite
49	Copper oxide is reacted with carbon. What are the products of this reaction?	Copper + carbon dioxide
50	Copper oxide is reacted with carbon. What name is given to this reaction: corroding, rusting, smelting?	Smelting
51	A metal oxide reacts with carbon. The metal + carbon dioxide are formed. What name do we give to the reaction in which a metal loses oxygen like this?	Reduction
52	A metal oxide reacts with carbon. The metal is reduced whereas carbon is ...	Oxidised

22	Zinc is added to hydrochloric acid in a beaker. Fizzing is observed. Why does the mass of the products appear to be smaller than the mass of the reactants?	Hydrogen gas was given off (fizzing observed). The mass of this hydrogen was not measured on the balance.
23	Calcium carbonate is heated to produce calcium oxide and carbon dioxide. Why does the mass of products appear to be smaller than the mass of reactants?	Carbon dioxide is a gas. The mass of this gas was not measured on the balance.
24	Which of the following is used to test for carbon dioxide: splint, litmus paper, lime water?	Lime water
25	Which of the following is used to test for hydrogen: splint, litmus paper, lime water?	Splint
26	Which of the following is used to test for oxygen: splint, litmus paper, lime water?	Splint
27	What happens when carbon dioxide comes into contact with lime water?	The lime water turns white/cloudy/milky.
28	What happens when a glowing splint is placed into oxygen gas?	It relights and begins to burn more brightly.
29	What happens when a glowing splint is placed into hydrogen gas?	It burns with a squeaky pop.
30	When measuring the mass of a substance using a balance, what must we always do first?	Press the zero / tare button; ensure the reading is 0.0
31	What does the word vigorous mean when used to describe a chemical reaction?	Reaction takes place with high energy

53	Aluminium is more reactive than carbon. How could it be extracted from its ore?	Electrolysis
54	Why is gold considered to be a precious metal?	It is very unreactive so stays shiny for a long time.
55	Where are blood cells produced: heart, lungs, bone marrow?	Bone marrow
56	What do we call the place where two bones meet?	Joint
57	What is the largest, strongest bone in the human body?	Femur
58	Which type of joint is the shoulder: pivot, hinge or ball and socket?	Ball and socket
59	Which type of joint is the elbow: pivot, hinge or ball and socket?	Hinge
60	Which type of joint is the wrist: pivot, hinge or ball and socket?	Pivot
61	What connects bones to other bones: tendons, glands, ligaments?	Ligaments
62	What connects bones to muscles: tendons, glands, ligaments?	Tendons

SENTENCE BUILDER 1

Hola, señor <i>Hello, sir</i> Hola, señora <i>Hello, madame</i> ¡Buenos días! <i>Good morning</i> ¡Buenas tardes! <i>Good afternoon</i> ¡Buenas noches! <i>Good night</i>	¿Qué tal? <i>how are you?</i>	sí, <i>yes,</i>	muy bien, gracias <i>very well, thank you</i> más o menos <i>okay / so-so</i> todo va bien, gracias <i>all is going well, thanks</i>	adiós <i>goodbye</i> hasta pronto <i>see you soon</i> hasta mañana <i>see you tomorrow</i> hasta luego <i>see you later</i> que tengas un buen día <i>have a good day</i>
	¿Cómo estás? <i>how are you?</i>		no, <i>no,</i>	

Quiero presentarme *I would like to present myself*

me llamo... <i>I call myself... (I'm called)</i> mi nombre es... <i>my name is...</i>	y <i>and</i>	tengo <i>I have (I am)</i>	primero (1st) un(o) (1) dos (2) tres (3) cuatro (4) cinco (5) seis (6) siete (7) ocho (8) nueve (9) diez (10) once (11) doce (12) trece (13) catorce (14) quince (15) dieciséis (16) diecisiete (17) dieciocho (18) diecinueve (19)	veinte (20) veintiuno (21) veintidós (22) veintitrés (23) veinticuatro (24) veinticinco (25) veintiséis (26) veintisiete (27) veintiocho (28) veintinueve (29) treinta (30) treinta y uno (31)	año (year) años (years)
mi cumpleaños es el... <i>my birthday is the</i>					de ... of ...
(yo) vivo <i>I live</i> (yo) nací <i>I was born</i> (yo) soy <i>I am</i>	en... <i>in ...</i> de... <i>from ...</i>	Londres Madrid Barcelona Buenos Aires Santiago Medellín Lima			enero <i>January</i> febrero <i>February</i> marzo <i>March</i> abril <i>April</i> mayo <i>May</i> junio <i>June</i> julio <i>July</i> agosto <i>August</i> septiembre <i>September</i> octubre <i>October</i> noviembre <i>November</i> diciembre <i>December</i>
(yo) soy <i>I am</i>	inglés(a) <i>English</i> español(a) <i>Spanish</i> castellano/a <i>Castilian Spanish</i> argentino/a <i>Argentinian</i> chileno/a <i>Chilean</i> colombiano/a <i>Colombian</i> peruano/a <i>Peruvian</i> latino/a <i>Latin</i>				

SENTENCE BUILDER 2

<p>En mi familia <i>In my family</i></p> <p>En mi casa <i>In my house</i></p> <p>En casa <i>At home</i></p>	<p>hay <i>there is</i></p>	<p>yo <i>me</i></p> <p>mi padre <i>my father</i> mi papá <i>my dad</i> mi padrastro <i>my step dad</i> mi hermano <i>my brother</i> mi abuelo <i>my grandad</i> mi primo <i>my cousin (m)</i> mi tío <i>my uncle</i> mi hijo <i>my son</i> mi marido <i>my husband</i></p> <p>mi madre <i>my mother</i> mi mamá <i>my mum</i> mi madrastra <i>my step mum</i> mi hermana <i>my sister</i> mi abuela <i>my grandmother</i> mi prima <i>my cousin (f)</i> mi tía <i>my aunt</i> mi hija <i>my daughter</i> mi mujer <i>my wife</i></p> <p>mis padres <i>my parents</i> mis abuelos <i>my grandparents</i></p> <p>mis dos hermanos <i>my two brothers</i> mis tres hermanas <i>my three sisters</i></p>	<p>También <i>Also</i></p> <p>tengo <i>I have</i></p> <p>(nosotros) tenemos <i>we have</i></p> <p>me gustaría tener <i>I would like to have</i></p>	<p>un animal <i>an animal</i> un gato <i>a cat</i> un perro <i>a dog</i> un caballo <i>a horse</i> un conejo <i>a rabbit</i> un pez <i>a fish</i> un pájaro <i>a bird</i></p> <p>una tortuga <i>a tortoise</i> una araña <i>a spider</i> una serpiente <i>a snake</i></p>	<p>negro <i>black</i> rojo <i>red</i> amarillo <i>yellow</i> blanco <i>white</i> rosa <i>pink</i> naranja <i>orange</i> azul <i>blue</i> verde <i>green</i> gris <i>grey</i> marrón <i>brown</i></p> <p>negra <i>black</i> roja <i>red</i> amarilla <i>yellow</i> blanca <i>white</i> rosa <i>pink</i> naranja <i>orange</i> azul <i>blue</i> verde <i>green</i> gris <i>grey</i> marrón <i>brown</i></p>
<p>(yo) diría que <i>I would say that</i></p> <p>En mi opinión <i>In my opinion</i></p> <p>me gusta <i>I like</i></p> <p>me encanta <i>I love</i></p> <p>(yo) prefiero a <i>I prefer</i></p> <p>no me gusta <i>I don't like</i></p> <p>(yo) odio a <i>I hate</i></p> <p>no soporto a <i>I can't bear</i></p> <p>no aguanto a <i>I can't stand</i></p>	<p>porque <i>because</i></p> <p>dado que <i>because</i></p> <p>soy <i>I am</i></p> <p>(él) es <i>he is</i></p> <p>(ella) es <i>she is</i></p> <p>(nosotros) somos <i>we are</i></p> <p>(ellos) son <i>they are</i></p> <p>(ellas) son <i>they are (all female)</i></p>	<p>muy <i>very</i></p> <p>bastante <i>quite</i></p> <p>un poco <i>a bit</i></p> <p>realmente <i>really</i></p> <p>verdaderamente <i>truly</i></p>	<p>contento/a(s) <i>happy</i> divertido/a(s) <i>fun</i> simpático/a(s) <i>kind</i> bonito/a(s) <i>beautiful</i> activo/a(s) <i>active</i> único/a(s) <i>unique</i> monótono/a(s) <i>boring</i> enfadado/a(s) <i>angry</i></p> <p>alegre(s) <i>happy</i> fuerte(s) <i>strong</i> triste(s) <i>sad</i> responsable(s) <i>responsible</i> sociable(s) <i>social</i></p> <p>feliz/felices <i>happy</i></p> <p>individual(es) <i>individual</i> trabajador(a)(es/as) <i>hardworking</i></p>		

SENTENCE BUILDER 3

<p>Durante mi tiempo libre <i>During my free time</i></p>	<p>juego <i>I play</i></p>	<p>al fútbol <i>football</i> al baloncesto <i>basketball</i> al vóleibol <i>volleyball</i> al tenis <i>tennis</i> al tenis de mesa <i>table tennis</i> al hockey sobre hielo <i>ice hockey</i> a las cartas <i>cards</i></p>	
<p>En mis ratos libres <i>In my free time</i></p> <p>Normalmente <i>Normally</i></p> <p>Generalmente <i>Usually</i></p>	<p>hago <i>I do</i></p>	<p>deporte <i>sport</i> ciclismo <i>cycling</i> natación <i>swimming</i> baile <i>dancing</i> ejercicio <i>exercise</i></p>	<p>con mi padre <i>with my dad</i></p> <p>con mi hermano <i>with my brother</i></p> <p>con mi hermana <i>with my sister</i></p>
<p>A veces <i>Sometimes</i></p> <p>De vez en cuando <i>From time to time</i></p> <p>A menudo <i>Often</i></p>	<p>voy <i>I go</i></p>	<p>al centro (de la ciudad) <i>to the (city) centre</i> al centro comercial <i>to the shopping centre</i> al parque <i>to the park</i> a la costa <i>to the coast</i> al campo <i>to the countryside</i> a la montaña <i>to the mountains</i> a la piscina <i>to the swimming pool</i> a la casa de mi amigo <i>to my friend's house</i> a un club de fútbol <i>to a football club</i></p>	<p>con mi madre <i>with my mum</i></p> <p>con mis amigos <i>with my friends</i></p> <p>solo / sola <i>alone</i></p>

SENTENCE BUILDER 4

<p>Ayer <i>Yesterday</i></p>	<p>jugué <i>I played</i></p>	<p>al fútbol <i>football</i> al baloncesto <i>basketball</i> al vóleibol <i>volleyball</i> al tenis <i>tennis</i></p>		
<p>Anoche <i>Last night</i></p>		<p>El fin de semana pasado <i>Last weekend</i></p>		<p>al tenis de mesa <i>table tennis</i> al hockey sobre hielo <i>ice hockey</i> a las cartas <i>cards</i></p>
<p>El mes pasado <i>Last month</i></p>	<p>me gustaría jugar <i>I would like to play</i></p>			<p>con mi padre <i>with my dad</i></p>
<p>El año pasado <i>Last year</i></p>	<p>hice <i>I did</i></p>	<p>deporte <i>sport</i> ciclismo <i>cycling</i> natación <i>swimming</i></p>		<p>con mi hermano <i>with my brother</i></p>
<p>La semana pasada <i>Last week</i></p>	<p>voy a hacer <i>I'm going to do</i></p>	<p>baile <i>dancing</i> ejercicio <i>exercise</i></p>	<p>con mi hermana <i>with my sister</i></p>	
<p>Mañana <i>Tomorrow</i></p>	<p>me gustaría hacer <i>I would like to do</i></p>		<p>con mi madre <i>with my mum</i></p>	
<p>El fin de semana próximo <i>Next weekend</i></p>	<p>fui <i>I went</i></p>	<p>al centro (de la ciudad) <i>to the (city) centre</i> al centro comercial <i>to the shopping centre</i> al parque <i>to the park</i> a la costa <i>to the coast</i> al campo <i>to the countryside</i></p>	<p>solo / sola <i>alone</i></p>	
<p>El mes próximo <i>Next month</i></p>		<p>El año próximo <i>Next year</i></p>		<p>a la montaña <i>to the mountains</i> a la piscina <i>to the swimming pool</i> a la casa de mi amigo <i>to my friend's house</i> a un club de fútbol <i>to a football club</i></p>
<p>La semana próxima <i>Next week</i></p>	<p>voy a ir <i>I'm going to go</i></p> <p>me gustaría ir <i>I would like to go</i></p>			



SENTENCE BUILDER 5

<p>Vivo en <i>I live in</i></p> <p>Barcelona <i>Barcelona</i> Madrid <i>Madrid</i> Buenos Aires <i>Buenos Aires</i> Medellín <i>Medellín</i></p> <p>la provincia <i>the province</i> <i>(similar to a county)</i></p> <p>un pueblo <i>a town / village</i> una ciudad <i>a city</i></p> <p>una casa pequeña <i>in a small house</i> una casa grande <i>in a big house</i> un piso <i>in a flat</i></p>				<p>que está <i>which is (located)</i></p> <p>en el norte de <i>in the north of</i> en el sur de <i>in the south of</i> en el oeste de <i>in the west of</i> en el este de <i>in the east of</i></p> <p>en el noreste de <i>in the north-east of</i> en el suroeste de <i>in the south-west of</i></p> <p>Bolivia <i>Bolivia</i> Ecuador <i>Ecuador</i> España <i>Spain</i> Francia <i>France</i> Alemania <i>Germany</i> Venezuela <i>Venezuela</i></p> <p>Reino Unido <i>United Kingdom</i></p> <p>las Islas Baleares <i>The Balearic Islands</i> las Islas Canarias <i>The Canary Islands</i></p>	
<p>Ahora... <i>Now...</i></p> <p>Hoy en día... <i>These days...</i></p>	<p>mi pueblo <i>my town</i></p> <p>mi barrio <i>my neighbourhood</i></p>	<p>es <i>is</i></p>	<p>histórico/a <i>historic</i></p> <p>moderno/a <i>modern</i></p> <p>antiguo/a <i>old</i></p> <p>pequeno/a <i>small</i></p>	<p>En mi pueblo... <i>In my town</i></p> <p>En mi calle... <i>On my street</i></p> <p>hay <i>there is</i></p>	<p>un aeropuerto <i>an airport</i> un banco <i>a bank</i> un café <i>a café</i> un castillo <i>a castle</i> un centro comercial <i>a shopping centre</i> un cine <i>a cinema</i> un estadio <i>a stadium</i> un hospital <i>a hospital</i> un jardín <i>a garden</i> un mercado <i>a market</i> un museo <i>a museum</i> un parque <i>a park</i> un puerto <i>a port</i> un puente <i>a bridge</i> un restaurant <i>a restaurant</i> un supermercado <i>a supermarket</i> un teatro <i>a theatre</i></p>
<p>Antes... <i>Before...</i></p> <p>Cuando era más joven... <i>When I was younger...</i></p>	<p>mi región <i>my region</i></p> <p>mi calle <i>my street</i></p> <p>mi zona <i>my area</i></p> <p>mi provincia <i>my province</i></p>	<p>era <i>was</i></p>	<p>bonito/a <i>beautiful</i></p> <p>individual <i>individual</i></p> <p>grande <i>big</i></p> <p>enorme <i>huge</i></p>	<p>pero desafortunadamente <i>but unfortunately</i></p> <p>no hay un/una <i>there isn't / aren't</i></p>	



SENTENCE BUILDER 6

Normalmente <i>Normally</i>				
Generalmente <i>Usually</i>	en mi pueblo <i>in my town</i>			
A veces <i>Sometimes</i>	en mi barrio <i>in my neighbourhood</i>			
De vez en cuando <i>From time to time</i>		viajo <i>I travel</i>	en coche <i>by car</i>	
A menudo <i>Often</i>	en mi región <i>in my region</i>	voy <i>I go</i>	en tren <i>by train</i>	para ir de vacaciones <i>to go on holiday</i>
Todos los días <i>Every day</i>	en mi calle <i>in my street</i>		en barco <i>by boat</i>	para ir al colegio <i>to go to school</i>
Cada día <i>Every day</i>	en mi zona <i>in my area</i>		en avión <i>by plane</i>	para visitar a mis amigos <i>to visit my friends</i>
Siempre <i>Always</i>	en mi provincia <i>in my province</i>		en autobús <i>by bus</i>	para viajar por el mundo <i>to travel around the world</i>
Nunca <i>Never</i>			en metro <i>by metro/ underground/ tube</i>	para ayudar el medioambiente <i>to help the environment</i>
Si tuviera mi elección <i>If I had my choice</i>			en bicicleta <i>by bike</i>	
Si tuviera la oportunidad <i>If I had the opportunity</i>		viajaría <i>I would travel</i>	a pie <i>on foot</i>	
Si tuviera bastante dinero <i>If I had enough money</i>		iría <i>I would go</i>		
Si tuviera el tiempo <i>If I had the time</i>				
Si pudiera <i>If I could</i>				
Si fuera rico/a <i>If I were rich</i>				

SENTENCE BUILDER 7

<p>Me gusta <i>I like</i></p> <p>Me encanta <i>I love</i></p> <p>(yo) Prefiero <i>I prefer</i></p> <p>No me gusta <i>I don't like</i></p> <p>(yo) Odio <i>I hate</i></p> <p>No soporto <i>I can't bear</i></p> <p>No aguanto <i>I can't stand</i></p>			<p>las series <i>series</i></p> <p>las realidades <i>realities</i></p> <p>las noticias <i>the news</i></p> <p>las comedias <i>comedies</i></p>	<p>porque <i>because</i></p> <p>porque <i>because</i></p> <p>porque <i>because</i></p> <p>porque <i>because</i></p>	<p>diría que son <i>I would say that they are</i></p> <p>en mi opinion son <i>In my opinion they are</i></p>	<p>divertidos/as <i>fun</i></p> <p>diversos/as <i>diverse</i></p> <p>positivos/as <i>positive</i></p> <p>diferentes <i>different</i></p> <p>emocionantes <i>exciting</i></p> <p>relajantes <i>relaxing</i></p> <p>alegres <i>cheerful</i></p>
A	mi padre <i>my dad</i>	le gustan <i>likes</i>	<p>los documentales <i>documentaries</i></p> <p>los programas de... <i>programmes</i></p> <p>amor <i>romance</i> aventura <i>adventure</i> historia <i>history</i> ciencia ficción <i>sci-fi</i> terror <i>horror</i></p>	piensa que... <i>he/she thinks that...</i>	<p>especiales <i>special</i></p> <p>interesantes <i>interesting</i></p> <p>monótonos/as <i>boring</i></p> <p>aburridos/as <i>boring</i></p> <p>terribles <i>terrible</i></p>	
	mi hermano <i>my brother</i>	le encantan <i>loves</i>		mes parents piensan que... <i>my parents think that...</i>		
	mi amigo <i>my friend</i>	no le gustan <i>doesn't like</i>		mis amigos piensan que... <i>my friends think that...</i>		
	mi madre <i>my mum</i>	odia <i>hates</i>		...son <i>...they are</i>		
	mi hermana <i>my sister</i>	no aguanta <i>can't stand</i>				
	mi amiga <i>my friend</i>	prefiere <i>prefers</i>				

SENTENCE BUILDER 8

<p>Siempre <i>Always</i></p> <p>Normalmente <i>Normally</i></p> <p>Generalmente <i>Usually</i></p> <p>A veces <i>Sometimes</i></p> <p>De vez en cuando <i>From time to time</i></p> <p>A menudo <i>Often</i></p> <p>Todos los días <i>Every day</i></p> <p>Cada día <i>Each day</i></p> <p>Dos veces a la semana <i>Two times per week</i></p> <p>Tres veces al mes <i>Three times per month</i></p>	<p>veo <i>I watch</i></p> <p>vemos <i>we watch</i></p> <p>me gusta ver <i>I like to watch</i></p> <p>me encanta ver <i>I love to watch</i></p>	<p>las películas de... <i>films</i></p> <p>amor <i>romance</i></p> <p>aventura <i>adventure</i></p> <p>historia <i>history</i></p> <p>ciencia ficción <i>sci-fi</i></p> <p>terror <i>horror</i></p> <p>comedia <i>comedy</i></p>	<p>al cine <i>at the cinema</i></p> <p>en la tele(visión) <i>on TV</i></p> <p>en mi casa <i>at my house</i></p> <p>en la casa de mi amigo/a <i>at my friend's house</i></p> <p>en streaming <i>on a streaming site</i></p> <p>en Netflix <i>on Netflix</i></p> <p>en TikTok <i>on TikTok</i></p> <p>en un canal de música <i>on a music channel</i></p> <p>en un canal de YouTube <i>on a YouTube channel</i></p>
<p>Sin embargo... <i>However...</i></p> <p>Pero... <i>But...</i></p>	<p>no veo <i>I do not watch</i></p> <p>no veo nunca <i>I never watch</i></p> <p>no veo ningún / ninguno / ninguna <i>I do not watch a single</i></p> <p>no veo todavía <i>I don't watch...yet</i></p> <p>no veo nada <i>I don't watch anything</i></p>	<p>las películas de... <i>films</i></p> <p>amor <i>romance</i></p> <p>aventura <i>adventure</i></p> <p>historia <i>history</i></p> <p>ciencia ficción <i>sci-fi</i></p> <p>terror <i>horror</i></p> <p>comedia <i>comedy</i></p>	<p>por la mañana <i>in the morning</i></p> <p>por la noche <i>in the evening</i></p> <p>antes del colegio <i>before school</i></p> <p>después del colegio <i>after school</i></p> <p>cuando tengo tiempo libre <i>when I have some free time</i></p>

TEXTILES TEA PARTY | YEAR 7 | TEXTILES | AUTUMN TERM

KEY TERMS

Pattern	A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular.
Shape	Shapes are two-dimensional. Positive shapes represent solid objects and negative shapes show the surrounding space. Geometric shapes are perfect and regular. Organic shapes are irregular and natural.
Texture	Texture means how something feels. There are two types of texture: actual texture and visual texture.
Colour	A reaction to light bouncing and reflecting differently off an object into the eye.
Form	Form refers to three dimensional objects. While shapes have two dimensions (height and width), forms have three dimensions (height, width and depth).
Hand Embroidery	The art of decorative stitching on fabric with needle and thread by hand.
Line	A mark made on a surface that joins different points. Lines can vary in length, width, direction and shape.
Tone	Tone means how light or dark something is. The tones artists and designers use and the contrast between them can create very different moods and visual effects.
Space	Space refers to objects and to the area around them. Space relates to volume, so a space has width, depth and height.

TEXTILES EQUIPMENT

Sewing Needle	A long slender tool with a pointed tip at one end and a hole (or eye) to hold the sewing thread.
Pins	A device, with a head, shaft and point, used for fastening objects or fabrics together.
Fabric Scissors	Scissors (blue and black handle in textiles) used to cut thread, fabric and other types of cloth.
Paper Scissors	Scissors (red, green/yellow handle in textiles) used to cut card, paper, plastic and anything that ISN'T fabric.
Iron	A handheld electrical tool with a heated flat steel base, used to smooth out creases and remove wrinkles from fabric.
Marker Pens	A pen which has its own ink source and a tip made of porous, pressed fibres such as felt.
Colouring Pencils	An art tool constructed of a narrow, pigmented core encased in a wooden cylindrical case.
Ironing Board	A stable and solid fabric covered and heat-resistant surface to iron fabric on.
Greaseproof Paper	A non-stick paper that is used in textiles to reduce damage, staining and destruction to work when ironing.
Sewing Machine	A machine used to sew fabric and materials together with thread.
Machine Thread	Thread that is thin and fine and designed to be used to be used on a sewing machine.
Embroidery Thread	A yarn that is manufactured or hand-spun specifically for embroidery and other forms of needlework. Thicker than machine thread and able to be split.
Fabric Paint	Paint that is designed to be used on fabric. Can be applied by brush, sponge or thinned to a spray.
Fabric Crayons	A wax like crayon that is designed to be used on fabric. Gives a smooth, matte finish with no lumps on fabric – unlike traditional wax crayons. Can be heat fixed with an iron.
Fabric	Any thin, flexible material made from yarn, directly from fibres, plastic film or foam.
Cloth	A kind of fabric that consists of a fine, flexible network of yarns.

Equipment

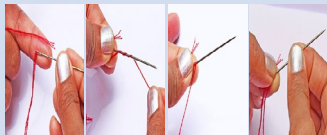

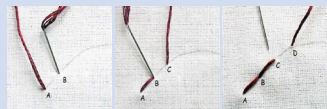
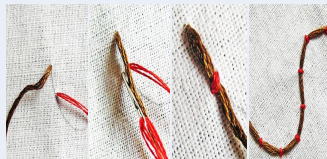


TEXTILES TEA PARTY | YEAR 7 | TEXTILES | WINTER TERM

THREADING THE SEWING MACHINE

STEP 1	Turn Off the Sewing Machine: Before you begin threading up TURN OFF your sewing machine! This is for safety, as your hands will be near the needle and moving machinery.
STEP 2	Put the Needle Up: Turn the handwheel on the side of the sewing machine towards you until the needle is fully up.
STEP 3	Positioning the Thread Spool: Begin by putting the thread spool onto the spool holder. You may also have a spool holder that is sitting sideways.
STEP 4	Back Thread Guide: Holding the thread place it through the back thread guide. There should be a small groove or hook. Make sure the thread goes through this otherwise the machine won't sew correctly.
STEP 5	Front Thread Guide: Take the thread down the front channel and around the front tension guide at the bottom.
STEP 6	Through the Take-up Leaver: Take the thread up from the front thread guide and through the take-up lever hook.
STEP 7	Above Needle Hook: Pull the thread down the channel from the take-up lever and through the small hook above the needle. This hook is usually around the same spot the top of the needle sits.
STEP 8	Thread The Needle: Place the thread in the eye of the needle from the front through to the back. Pull the thread under the presser foot and past the back of the machine to create a long thread tail.
STEP 9	Insert the Bobbin: Remove the bottom cover by pulling it towards you and place the bobbin into the bobbin case. Follow the arrow directions on the bobbin cover for the way to position the bobbin correctly.
STEP 10	Pull Up the Bobbin Thread: Hold the top thread tail while turning the handwheel towards you on the sewing machine. You should see the bobbin thread looped around the top thread. Pull until you can grab the bobbin thread. Replace the bobbin cover on the machine.

HAND SEWING PROCESS STEPS

<p>Tying a Knot</p> 	<ol style="list-style-type: none"> 1. Place the needle and longer end of the thread together. 2. Pinch them between your thumb and index finger. 3. Take the thread (NOT the one closer to the needle), and wind it twice or thrice around it. 4. Clump it down to the bottom by pulling the thread downwards. 5. Now, gently pinching the needle, the end of the thread, and the clumped thread between the fingers, slowly pull out the needle. 6. The wound and clumped thread form a knot at the end of the thread as you finish pulling out the needle completely.
<p>Running Stitch</p> 	<ol style="list-style-type: none"> 1. Begin the running stitch by poking your threaded needle up through the fabric (A). 2. Poke the needle back down through the fabric next (B) to where you just came up and pull the thread down into your first stitch. 3. Now poke your needle back up through the fabric, leaving a space from the previous stitch. Then poke the needle back down through the fabric again making your second stitch.
<p>Back Stitch</p> 	<ol style="list-style-type: none"> 1. Bring the thread through (A) from the back to the front and take it through (B) to the back. This creates one stitch. 2. Bring the thread through (C) and take it in through (B). This way we are creating a stitch by taking the thread backwards. 3. Bring the thread through (D) and take it in through (C). Continue this pattern to finish the design.
<p>Couching</p> 	<ol style="list-style-type: none"> 1. You will need two threads – one sits on the top (B) and the other hurdles over it (R). 2. Place your top thread on the fabric. Bring the needle up from the back of the fabric with your hurdle thread. 3. Jump over the placed thread with the needle and thread into the fabric on the other side of the top thread (next to) to fasten the top thread down. 4. Bring the needle out a short distance from the previous stitch. Make sure your top thread is near this.

TIE DYE STEPS

Setup	<ul style="list-style-type: none"> • Clear all work, bags and sketchbooks from the table. Cover the table in newspaper, collect fabric and write name and class group on it. • Soak fabric in water – make sure it's really soaked. Wring/scrunch out fabric so it doesn't drip. • Select pattern to use. Fold fabric into desired pattern and secure with elastic bands. • Put away bands/pattern sheets and anything else not needed. • Prepare/collect dye bottles (hold by bottle not lid). Maximum of 3 colours for best colour.
Dyeing	<ul style="list-style-type: none"> • Pour dye onto fabric surface until covered and no cream/white bits left. Flip fabric over to the other side and repeat previous step. • Put dyed fabric into Ziplock bag or inside out glove. Put bagged work to the side to allow setting time. • Clear up mess made, recycle dye covered newspaper and gloves and wipe down tables.
Finishing	<ul style="list-style-type: none"> • Leave dyeing fabric in bag for at least 24 hours (overnight). • Take out elastic bands carefully and rinse out fabric until the water runs clear (no dye left in fabric). • Hang up to dry (over newspaper/sink as will drip). • Iron if needed to remove creases.

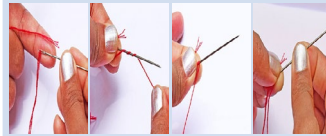
TEXTILES TEA PARTY | YEAR 7 | TEXTILES | SUMMER TERM

KEY TERMS

Fabrics	Cloth or another material used in Textiles and made by weaving, bonding or knitting fibres.
Yarn	Spun thread used for knitting, weaving or sewing.
Embroidery Thread	A fine yarn that is made specifically for embroidery or other forms of needlework.
Applique	When one shape cut from fabric is stitched onto the top of another piece of fabric, it can be attached using hand sewing or machine stitching.
Dyeing	Adding colour to or changing the colour of a fabric or yarn by soaking it in a liquid pigment filled with dye.
Embellishments	A decorative feature or detail added onto a piece of textiles work to make it look more interesting or creative.
Stencilling	A cut-out surface that is used in printing to produce an image or pattern by sponging paint or pigment through the gaps to reveal the cut-out image.
Hand Embroidery	The art of creating decorative stitching on fabric or paper, by hand with a needle and thread.
Machine Embroidery	The art of creative decorative stitching on fabric or paper, with machine sewing.

HAND SEWING PROCESS STEPS

Tying a Knot



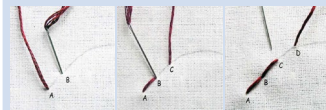
1. Place the needle and longer end of the thread together.
2. Pinch them between your thumb and index finger.
3. Take the thread (NOT the one closer to the needle), and wind it twice or thrice around it.
4. Clump it down to the bottom by pulling the thread downwards.
5. Now, gently pinching the needle, the end of the thread, and the clumped thread between the fingers, slowly pull out the needle.
6. The wound and clumped thread form a knot at the end of the thread as you finish pulling out the needle completely.

Running Stitch



1. Begin the running stitch by poking your threaded needle up through the fabric (A).
2. Poke the needle back down through the fabric next (B) to where you just came up and pull the thread down into your first stitch.
3. Now poke your needle back up through the fabric, leaving a space from the previous stitch. Then poke the needle back down through the fabric again making your second stitch.

Back Stitch



1. Bring the thread through (A) from the back to the front and take it through (B) to the back. This creates one stitch.
2. Bring the thread through (C) and take it in through (B). This way we are creating a stitch by taking the thread backwards.
3. Bring the thread through (D) and take it in through (C). Continue this pattern to finish the design.

Couching



1. You will need two threads – one sits on the top (B) and the other hurdles over it (R).
2. Place your top thread on the fabric. Bring the needle up from the back of the fabric with your hurdle thread.
3. Jump over the placed thread with the needle and thread into the fabric on the other side of the top thread (next to) to fasten the top thread down.
4. Bring the needle out a short distance from the previous stitch. Make sure your top thread is near this.

HOW TO SEW ON A BUTTON

STEP 1	Double thread the needle and tie a secure knot on the end of your thread. The key is to keep your thread quite loose – It makes steps 5 and 6 easier to complete.
STEP 2	Start by threading your needle from the back of the button and bring it down through the fabric.
STEP 3	Thread your needle through the next hole on your button (second hole on 2-hole button / opposite hole on 4-hole button).
STEP 4	Go through the next hole (4-hole button) or first hole (2-hole button), repeat this process and make sure to catch the fabric on each turn between the different buttonholes.
STEP 5	Wind the thread around the base (and your stitching lines) a few times – roughly 5-6 times.
STEP 6	Stitch through the stem that you have created at least three times and cut the thread off as close to the stem as you can, without snipping the stem.

