

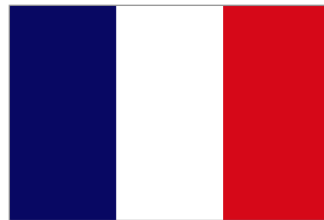


CREATING A CLIMATE FOR GREAT LEARNING,
SUCCESS AND OPPORTUNITY

Name: _____

Home Learning Number: _____

Benton Park School
Year 7 Knowledge Organiser
Semester 1B
2023-2024



Creating a climate for great learning, success and opportunity

Creating a climate for great learning, success and opportunity



Endeavour

Resilience

Inspiration

Collaboration

Compassion

All Benton Park students follow three simple expectations:

- Work hard
- Be kind and respectful
- Follow staff instructions first time

To drive students' success, we actively encourage all learners to adopt the Benton Park Values

Student Support Sheet

Organisation and Planning Sheets

Use the organisation and planning sheets to record your home learning each day.

It is your responsibility to solve any issues you may have with your home learning before the due date.

Always have your learning number and full name on your work.

Where can I go if I need to do my work or get help?

My Key Stage Leader:
Mrs Collins

My Year Leader:
Mrs O'Donoghue



**Any of my
Subject
teachers or
Subject
Directors or
Leaders**

In the Library you can:

- Access books and resources
- Use the internet to complete any online home learning
- See staff who can give you any advice and guidance you may need
- Study independently in a quiet place

Year 7 Homework Timetable

| Day | Homework Due |
|-----------|---------------|
| Monday | English |
| Tuesday | Humanities |
| Wednesday | Science |
| Thursday | Languages |
| Friday | Maths (Sparx) |

Emails and Passwords

School Email: _____

Password: _____

Other Usernames and Passwords:

Who else can I get support from?

Year Leaders



**Mrs
O'Donoghue**
Year 7



Miss Ratcliffe
Year 8

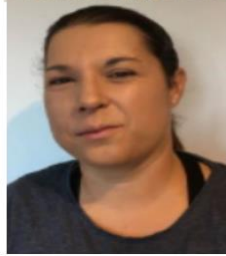


Mr Nicholls
Year 9

Key Stage Leaders



Mrs Collins
Key Stage 3



Miss Dobby
Key Stage 4

**You can also speak to all of your subject teachers, your
PD teacher and all of your pastoral staff:**

Miss Howe, Miss Leonard, Miss Downing, Mrs Owen, Miss
Moss, Miss Webster, Miss Charlton

Safeguarding



Mrs Howard
Designated
Safeguarding
Lead (DSL)



Mrs Bentley
Deputy
Designated
Safeguarding
Lead (DDSL)

Other support



**Miss
Tizard**
SENDCo

SLT Links

Year 7 – Mr Coltman
Year 8 – Miss Tyldsley
Year 9 – Miss Smith
Year 10 – Mr Bownass
Year 11 – Mr Marsh
KS3 – Miss Taylor
KS4 – Mr Hackshaw

Creating a climate for great learning, success and opportunity



Organisation, Planning & Home Communication

CREATING A CLIMATE FOR GREAT LEARNING,
SUCCESS AND OPPORTUNITY

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Organisation, Planning & Home Communication

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CREATING A CLIMATE FOR GREAT LEARNING,
SUCCESS AND OPPORTUNITY

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| Word Revolution | Stereotype | A widely held but fixed and oversimplified image or idea of a particular type of person or thing. |
| | Sexism | Sexism is prejudice or discrimination based on one's sex or gender. Sexism can affect anyone, but it primarily affects women and girls. It has been linked to gender roles and stereotypes |
| | Foreshadowing | A warning or an indication of a future event. |

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| 1: 1955 Extracts from "A Good Housewife Guide" | "Prepare yourself. Take 15 minutes to rest so you'll be refreshed when he arrives. Touch up your make-up, put a ribbon in your hair and be fresh-looking." | 3: More Key Vocabulary | Malicious: intending to do harm to someone else |
| | "Listen to him. You may have a dozen important things to tell him, but the moment of his arrival is not the time. Let him talk first – remember, his topics of conversation are more important than yours." | | Calculating: acting in a crafty, sneaky and determined way |
| | "Don't ask him questions about his actions...remember, he is the master of the house...you have no right to question him." | | Justified: done something for a good reason |
| | "During the cooler months of the year, you should prepare and light a fire for your husband" | | Unconventional: not behaving in the usual, stereotypical way |
| | "Don't complain if he is late for dinner, even if he stays out all night." | | Reckless: careless of danger or of the consequences of your actions |
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| 2: Roald Dahl biography | Roald Dahl was born in Cardiff on 13 th September 1916 and died on 23 rd November 1990. He grew up in Llandaff, Wales. |
| | In November 1939 he joined the RAF. He crashed a plane in November 1940 and was taken to a hospital in Egypt. |
| | After visiting America, he fell in love and married his wife Patricia Neal in 1953. They went on to have five children. |
| | His first children's book was "The Gremlins" in 1943 and he then went on to write a further 20 books for children. |
| | As well as books he felt passionate about immunisations for children due to his daughter dying of measles. He also wrote 18 stories for adults. |

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| Questions | 1. Why can the 1955 'Good Housewife Guide' now be seen as sexist? |
| | 2. What was expected of women in 1955? |
| | 3. How many stories has Roald Dahl written for adults? |
| | 4. Based on Box 3, what do you think the first story will be about? |
| | 5. In what city was Roald Dahl born? |
| | 6. What does the word 'reckless' mean? |

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|-----------------------------------|--|---|--|--|
| Word Revolution | Stereotype | A widely held but fixed and oversimplified image or idea of a particular type of person or thing. | | |
| | Inference | Reading between the lines using the information available to you. | | |
| | Foreshadowing | A warning or an indication of a future event. | | |
| 1. Lamb to the Slaughter synopsis | Mary waits for her husband, Patrick, to return from work. Pregnant, Mary nevertheless works tirelessly to ensure everything is ready for Patrick when he arrives. Patrick, though, is distant and refuses the food and drink she has prepared. He hints at wanting a divorce. | | | |
| | Shocked and in a sudden emotional shut-down, Mary continues trying to do what Patrick wants, offering to make dinner. She retrieves a frozen leg of lamb from the cellar,. Mary, still in a trance of sorts, hits him in the back of the head with the frozen leg, killing him | | | |
| | Without feeling or shock, Mary calmly thinks of what to do to give herself an alibi. She practices questions and goes to the store to buy food. She remains jovial and cheerful as she goes about her chores and speaks to the grocer, Sam. She continues with her plan and calls the police. | | | |
| | Detectives, a doctor, and others arrive and process the scene. Two of them, O'Malley and Noonan, stay with her and ask her questions. They all treat her kindly and with respect as they worked with Patrick. She tells them her story of going to the grocer, and the police take her at her word for everything. | | | |
| | As the police search for and fail to find the murder weapon, Mary suggests Noonan, O'Malley, and the others eat the leg of lamb she has in the oven as she couldn't possibly eat at that moment. | | | |
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| 2: Conventions of a news report | Clear – as if you were telling the story to one person; never use a long word where a short one will do just as well. | | | |
| | Concise – keep to the key facts and don't bore your audience! | | | |
| | Correct – get facts, grammar and punctuation right and be honest about where your information is from. | | | |
| | A news report will always open with a brief summary to introduce the event. | | | |
| | At the end of your report, you need to leave listeners with a lasting impression of the crime. | | | |
| 3: Understanding impartiality | Impartiality - fair treatment of others, without bias. | | | |
| | 'The BBC is committed to achieving due impartiality in all its output. This commitment is fundamental to our reputation, our values and the trust of audiences.' | | | |
| | 'In applying due impartiality to news, we give due weight to events, opinion and the main strands of argument.' | | | |
| | 'Reporters are the public face and voice of the BBC – they can have a significant impact on perceptions of whether impartiality has been achieved.' | | | |
| | 'Our audiences should not be able to tell from BBC output the personal opinions of the reporters. ' | | | |
| | | | | |
| Questions | 1. What are the three “C’s” of news reports? | | | |
| | 2. What does it mean to remain impartial? | | | |
| | 3. Should you be able to tell a BBC reporter’s opinion on an event or report? | | | |
| | 4. What is the name of the wife in “Lamb to the Slaughter”? | | | |
| | 5. What do the detectives do with the murder weapon at the end of the story? | | | |
| | 6. What does the wife do after the murder? | | | |

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| Word Revolution | Stereotype | A widely held but fixed and oversimplified image or idea of a particular type of person or thing. |
| | Inference | Reading between the lines using the information available to you. |
| | Foreboding | A feeling that something bad will happen. |

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| 1: The Land Lady synopsis | Billy Weaver is a seventeen-year-old youth who has travelled by train from <u>London</u> to <u>Bath</u> to start a new job. Looking for lodgings, he comes across a boarding-house and feels strangely compelled by its sign saying " <u>Bed and Breakfast</u> ". | 3: Key terms | Malicious: intending to do harm to someone else |
| | When he rings the doorbell, it is instantly answered by a middle-aged landlady. Billy discovers that her boarding-house is extremely cheap, and finds the woman somewhat eccentric but very kind. When Billy signs her guest-book, he finds only two names, both dated more than two years ago: Christopher Mulholland and Gregory W. Temple – names which seem curiously familiar to Billy. | | Calculating: acting in a crafty, sneaky and determined way |
| | The landlady invites Billy for some tea, and Billy tries to remember where he has previously heard the names in the guest-book. He seems to recall that Mulholland was an <u>Eton</u> schoolboy whose disappearance was reported in the newspapers. | | Justified: done something for a good reason |
| | The landlady assures Billy that her Mulholland was a <u>Cambridge</u> undergraduate, and that Mulholland and Temple are still staying upstairs in her boarding-house. | | Unconventional: not behaving in the usual, stereotypical way |
| | Billy is surprised to find that the parrot and dachshund he had seen through the window are both <u>stuffed</u> . The landlady says that she stuffs all her pets when they die. Billy finds that his tea tastes faintly of <u>bitter almonds</u> . He asks the landlady whether she has had any other guests since the two young men. The landlady replies, "No, my dear. Only you." | | Reckless: careless of danger or of the consequences of your actions |
| | | | |
| 2: Key quotes | "There were no shops in this wide street that he was walking along, only a line of tall houses on each side, all of them identical." | Questions | 1. Finish the quote "but the air was deadly cold and the wind was like a of ice on his cheeks." |
| | "He was in the act of stepping back and turning away from the window when all at once his eye was caught and held in the most peculiar manner by the small notice that was there." | | 2. What is strange about the guest book when Billy arrives? |
| | "And it is such a pleasure, my dear, such a very great pleasure when now and again I open the door and I see someone standing there who is just exactly right" | | 3. Write the word "calculating" into a sentence. |
| | "But the air was deadly cold and the wind was like a flat blade of ice on his cheeks." | | 4. What is surprising about the parrot and the dachshund that he sees through the window? |
| | "Now and again, he caught a whiff of a peculiar smell that seemed to emanate directly from her person" | | 5. Where does Billy know Mulholland from? |
| | | | 6. Finish the quote "Now and again he caught a whiff of a Smell that seemed to emanate from her person." |

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| 2: Key quotes | "There were no shops in this wide street that he was walking along, only a line of tall houses on each side, all of them identical." | Questions | 1. What is the term that goes with this definition, "done something for a good reason"? |
| | "He was in the act of stepping back and turning away from the window when all at once his eye was caught and held in the most peculiar manner by the small notice that was there." | | 2. Where does the Landlady say that Mulholland and Temple are staying? |
| | "And it is such a pleasure, my dear, such a very great pleasure when now and again I open the door and I see someone standing there who is just exactly right" | | 3. What does Billy find that his tea tastes of? |
| | "But the air was deadly cold and the wind was like a flat blade of ice on his cheeks." | | 4. Finish the quote "Now and again I open the door and I see someone....." |
| | "Now and again, he caught a whiff of a peculiar smell that seemed to emanate directly from her person" | | 5. Choose the correct spelling. Reckless or Reckles |
| | | | 6. How old is Billy? |

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| Word Revolution | Deduction | To look at something and conclude an idea |
| | Suspense | A feeling of being excited or nervous about something uncertain. |
| | Foreboding | A feeling that something bad will happen. |
| 1: Who is Sherlock Holmes? | Sherlock Holmes is a detective character created by Sir Arthur Conan Doyle. | |
| | His fictional address is 221B Baker Street, London. | |
| | Holmes is known for that the fact he is has excellent powers of observation and deduction, forensic science and reasoning. | |
| | He first appeared in print in 1887 is the book "A Study in Scarlet". | |
| | By the 1990's there were over 25,000 stage adaptations, films, television productions, and publication featuring the detective. | |
| 3: Overview of The Adventure of the Speckled Band | Was originally published in The Strand magazine in 1892 | |
| | It is a classic locked room mystery. | |
| | The themes in the story are parental greed, inheritance and freedom. | |
| | Tinged with Gothic elements, it is considered by many to be one of Doyle's finest works, with the author himself calling it his best story. | |
| | It has been adapted for television, film, theatre, radio and a video game | |
| 2: who was Arthur Conan Doyle? | Arthur Conan Doyle was a writer and physician. He was born In Edinburgh on 22 nd May 1859 and died on 7 th July 1930. | |
| | He wrote 56 novels using Sherlock Holmes and his sidekick Dr Watson as his main characters. | |
| | From 1876 to 1881 he studied a medical degree a the University of Edinburgh Medical School. During this period, he has studied botany (a study of plants) at The Royal Botanic Garden. | |
| | Doyle was a huge supporter of vaccinations and wrote several articles and papers advocating for compulsory vaccinations. | |
| | Originally when "A Study in Scarlet" was published Doyle sold the rights the small amount of £25 which is approximately £3000 in today's money. | |
| Questions | 1. How much did Doyle sell the rights for his first story "A Study in Scarlet"? | |
| | 2. What is Sherlock Holmes fictional address? | |
| | 3. Where was "The Adventure of the Speckled Band" first published? | |
| | 4. Other than being a writer, what else was Doyle qualified in? | |
| | 5. What is Holmes know for in terms of his skills? | |
| | 6. How many stage adaptations/plays/tv shows etc have been made of Sherlock Holmes? | |



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| Word Revolution | Deduction | To look at something and conclude an idea |
| | Suspense | A feeling of being excited or nervous about something uncertain. |
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| 1: Key points from Helen's statement | The night that her sister died, she heard a low whistle and a metal clanging sound. |
| | When she found her sister dying in the corridor, she shouted "Oh My God Helen, it was The Band, the speckled Band". She also pointed her finger towards the Doctor's room. |
| | Helen believes that the "Speckled Band" is the band of gypsies that live in the grounds of the house and wear speckled bands around their head. |
| | Since getting engaged, Helen has had to move into her sisters room due to repairs being done on the house and she has once again heard the whistle. |
| | Helen has fled the house and has come to seek Holmes and Watson's help solving the mystery of her sister. |
| 3: Key clues from the investigation | 1. The window to Julia's room can not be forced open. |
| | 2. Julia's bed was bolted to the floor. |
| | 3. There was a low whistle and a metal clanging sound on the night that Julia was murdered. |
| | 4. The safe in Dr Roylett's room had a saucer of milk in. |
| | 5. Dr Roylett had a set of exotic animals. |

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| 2: Key quotes | "I have heard, Mr. Holmes, that you can see deeply into the manifold wickedness of the human heart." |
| | "I had no keener pleasure than in following Holmes in his professional investigations, and in admiring the rapid deductions, as swift as intuitions, and yet always founded on a logical basis, with which he unravelled the problems which were submitted to him." |
| | "Violence does, in truth, recoil upon the violent, and the schemer falls into the pit which he digs for another." |
| | "She raised her veil as she spoke, and we could see that she was indeed in a pitiable state of agitation, her face all drawn and grey, with restless frightened eyes, like those of some hunted animal." |
| | "Then suddenly another sound became audible—a very gentle, soothing sound, like that of a small jet of steam escaping continually from a kettle. The instant that we heard it, Holmes sprang from the bed, struck a match, and lashed furiously with his cane at the bell-pull." |
| Questions | 1. What sounds were heard the night of Julia's death? |
| | 2. Who does Helen believe are the "Speckled Band"? |
| | 3. Finish the quote "Violence does, in truth, recoil upon the, and the schemer falls into thewhich he digs for another." |
| | 4. What was strange about Julia's bed in her room? |
| | 5. Where has Helen had to move into as there are repairs happening on the house? |
| | 6. What did Helen shout to her sister in the corridor? |



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| Word Revolution | Oppression | Prolonged cruel or unjust treatment |
| | Audience | The assemble of spectators for a public event such as a play, concert or speech |
| | Submissive | Readily conforms to the authority of others; obedient |
| 1: 1600s London | Around 350,000 people lived in London in the 1600's, making it the largest city in Europe at the time. | |
| | The city was very crowded, dirty and living conditions were poor. There was no sanitation system and often people died from diseases passed on by dirty water. | |
| | In 1665 a devastating epidemic swept London known as the Great Plague and killed over 68,000 people which was roughly one fifth of London's population. | |
| | In 1666 the Great Fire of London burned from 2 nd -6 th September. The fire started in Pudding Lane in a bakery. | |
| | A lot of what we know about London at the time was due to the fact that Samuel Pepys kept a diary documenting his life in the Royal Navy and as a member of Parliament | |
| 2: Who was Shakespeare? | William Shakespeare was born in Stratford Upon Avon in 1564, he died on 23 rd April 1616. | |
| | He married Anne Hathaway at the age of 18 and went on to have three children. | |
| | Sometime between 1585 and 1592 he had a successful career as an actor and writer and was part-owner of an acting group called The Kings Men. | |
| | Shakespeare's theatre group performed at the Globe theatre on the Southbank in London. | |
| | Shakespeare was buried at Holy Trinity Church In Stratford Upon Avon. | |
| 3: Shakespeare's work | In total Shakespeare wrote 39 plays, 154 sonnets and three long narrative poems. | |
| | His works have been translated into every single living language and are performed more than any other playwright. | |
| | Shakespeare's plays can be categorised into three areas: Comedies, Tragedies and Histories. | |
| | Published in 1609 "The Sonnets" were the last of Shakespeare's non-dramatic works to be printed. They are believed to have been written over his lifetime. | |
| | Shakespeare is credited with creating 1,700 new words that are still used today. Such as "majestic", "bloody" and "traditional". | |
| Questions | 1. How many plays did Shakespeare write? | |
| | 2. What was the name of his acting group? | |
| | 3. In what year was his book "The Sonnets" published? | |
| | 4. How many new words is Shakespeare said to have created? | |
| | 5. Where did the Great Fire of London start? | |
| | 6. How many people lived in London in the 1600s? | |

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|-----------------|------------|---|
| Word Revolution | Oppression | Prolonged cruel or unjust treatment |
| | Usurp | Take (a position of power or authority) illegally or by force |
| | Submissive | Readily conforms to the authority of others; obedient |

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| 1: Key characters in The Tempest | Prospero: the play's protagonist. 12 years before the play begins he is overthrown by his brother, the duke of Milan. He has spent the last 12 years on the island perfecting his magical skills. |
| | Miranda: Prospero's daughter. She arrived on the island a small child and the other men she has met are Caliban and her father. Because she has been sealed off from the real world, her judgment of people is often naïve and non-judgemental. |
| | Caliban: One of Prospero's servants. He is the son of the witch Sycorax. Caliban believes that the island is his, stolen from him by Prospero. |
| | Ariel: Prospero's spirit helper, his gender and physical form are ambiguous. Rescued by Prospero from a long imprisonment at the hands of the witch Sycorax. |
| | Stephano and Trinculo: the comedy characters in the play, they are stranded on the island after the storm. |
| 3: Key quotes from Act 1 | "Poor souls they perished" |
| | "I must obey him. His [Prospero's] art is of such power." |
| | "A pox o' your throat, you bawling, blasphemous, incharitable dog!" |
| | "Hell is empty and all the devils are here" |
| | "Tell your piteous heart. There's no harm done." |

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| 2: Facts about Slavery in the 1600s | From approximately 1526 to 1867 some 12.5 million captured men, women and children were put on ships from Africa. 10.7 million of them arrived in America. |
| | More than eight out of ten Africans were taken into the slave trade |
| | Enslaved persons suffered with a long list of fatal diseases disabilities caused by inhumane living and working conditions. |
| | The Middle Passage was ocean in between African and America. About 12% of the enslaved people did not survive the trip. |
| | Slave holders often supplied the enslaved people with a minimum amount of food and shelter needed for survival. |
| Questions | 1. How many years have Prospero and Miranda been on the island for? |
| | 2. What percentage of people did not survive the Middle Passage journey? |
| | 3. What relationship to each other are Miranda and Prospero? |
| | 4. Finish this quote: " Hell is empty and" |
| | 5. Who are Stephano and Alonso in the play? |
| Questions | 6. What has Prospero been perfecting whilst on the island? |

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| Word Revolution | Oppression | Prolonged cruel or unjust treatment |
| | Enslavement | The action of making someone a slave. |
| | Colonisation | The act of taking a place and establishing control over the indigenous/native people of an area. |
| 1: What happens in Act 1 | A storm rages in the sea, which has been conjured by Prospero and his spirit helper Ariel. The ship sinks and the men are stranded on different parts of the island. | |
| | Prospero and Miranda stand on the shore of the island and watch the storm. They have been there for 12 years having been banished there by Prospero's brother. Miranda is shocked at the power of Prospero's magic and begs him to stop. | |
| | After helping Prospero, Ariel reminds Prospero that he promised him his freedom. Prospero is angered by this and tells him off for being so rude to him. He reminds Ariel about he saved him from the witch Sycorax. | |
| | We meet Caliban for the first time and see how he is treated by Prospero and Miranda. Prospero is cruel to him and threatens him with physical injuries if he does not obey him. Caliban reminds him that he showed him all the qualities of the island and where to drink water and grow crops. | |
| | Prospero sends Caliban away to find more firewood after Caliban reminds him that the only reason he knows how to curse is because Prospero taught him to speak. | |
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| 2: Key quotes from Act 2 | "You cram these words into mine ears against, the stomach of my sense" | |
| | "He smells like a fish. A very ancient and fish like smell" | |
| | "My master through his art foresees the danger" | |
| | "This island's mine by Sycorax, my mother" | |
| | "Which first was mine own king" | |
| | | |
| 3: Prospero's treatment of Caliban | Prospero tells Caliban that if he continues to not follow orders he will give his "cramps" and "side stitches" | |
| | Prospero calls Caliban a "lying slave" and reminds him of the effort he has taken to educate him. | |
| | Prospero does not appreciate that Caliban shows him and Miranda around the island and tells them where to sleep, where to get water, how and where to grow crops. | |
| | Prospero gets frustrated when Caliban says that the only reason he knows how to curse if due to the fact that he taught him how to speak. | |
| | This treatment of Caliban is also reflected within the characters of Stephano and Trinculo, who also treat him as an outcast. | |
| Questions | 1. Who banished Prospero and Miranda to the island? | |
| | 2. What does Prospero tell Caliban will happen to him if he continues to not follow orders? | |
| | 3. Finish the quote "Which first was mine own" | |
| | 4. Who also treats Caliban poorly, like Prospero? | |
| | 5. What has Prospero promised Ariel? | |
| | 6. What is the name of the witch? | |

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| Word Revolution | Inferior | Lower in rank or status |
| | Superior | Higher in rank or status |
| | Defiance | Refusal to obey something / disobedient |
| 1: What happens in Act 3, 4 and 5 | Caliban tells Stephano the island is ruled by 'a tyrant, a sorcerer that by his cunning hath cheated me of the island'. | |
| | Ariel tells Prospero that Caliban, Stephan and Trinculo are "red hot with drinking". Prospero sends Ariel to keep an eye on them, and to punish them. | |
| | Caliban, Stephano and Trinculo plot to kill Prospero. | |
| | Act 5 brings all of the characters together and they all reconcile. | |
| | At the end of the play, Prospero break his magic staff. | |
| 3: Key quotes from Act 3, 4 and 5 | "Servant monster" | |
| | "Let me lick thy shoe. I'll not serve him; he is not valiant" | |
| | "Trinculo, keep a good tongue in your head" | |
| | "Thou and thy meaner fellows your last service, did worthily and I must use you in such another trick." | |
| | "Do you love me master? No" | |
| 2: Who was Harriet Tubman? | Harriet Tubman was born in 1822 and died in 1913 and was a social activist. | |
| | After escaping slavery, she made 13 missions to free over 70 enslaved people including her friends and family. | |
| | In 1849, she became desperately ill, and her owner tried to sell her. But could not find a buyer. | |
| | When the civil war began, Tubman worked for the Union Army, first as a cook and nurse and then later as an armed scout and spy. | |
| | Harriet Tubman was the first African-American women to feature on a postage stamp in 1978. | |
| Questions | 1. How many slaves did Harriet Tubman free? | |
| | 2. What does Prospero do with his magic staff? | |
| | 3. In what year did Harriet Tubman die? | |
| | 4. Finish the quote "Trinculo, keep a good tongue in" | |
| | 5. What are Caliban, Stephano and Trinculo plotting to do to Prospero? | |
| | 6. What honour was given to Harriet Tubman in 1978? | |

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| Word Revolution | Hierarchy | System of organising people into ranks or order of importance |
| | Islam | The word Islam means “submission” or “surrender to God. |
| | Development | The process of a country or area improving. |

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| Geography: | <p>How are countries compared?</p>  <div> <p>HIC: High income country</p> <ul style="list-style-type: none"> HDI above 0.79 Europe and North America have mostly HICs, e.g. UK </div> <div> <p>NEE: Newly emerging economy</p> <ul style="list-style-type: none"> HDI between 0.55 and 0.79. Asia and South America have mostly NEEs, e.g. Pakistan, Brazil </div> <div> <p>LIC: Low income country</p> <ul style="list-style-type: none"> HDI less than 0.55 Africa has many LICs, e.g. Niger </div> |
| | <p>3: RSP</p> <p>The word Islam means “submission” or “surrender. Islam is a religion followed by millions of people around the world, who are called Muslims. A Muslim is a follower of the religion of Islam.</p> <p>Muslims believe in Allah, who is the one and only God. Their holy book is called the Qur'an. Islam teaches its followers a way of life that includes beliefs, rituals, and morals. Muslims aim to live with unity, kindness, and by submitting to Allah's divine will. The Qur'an is very important to Muslims because they believe it contains Allah's messages, which provide guidance, wisdom, and enlightenment for them.</p> <p>The Five Pillars of Islam are an important part of Muslim life. They are five things that a Muslim must do so they can live a good and responsible life. They include: The declaration of faith (Shahada) Praying five times a day (Salat) Giving money to charity (Zakah) Fasting during the month of Ramadan (Sawm) A pilgrimage to Makkah at least once in a lifetime (Hajj)</p> |

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| History | <p>Castles were quickly built in England so William could protect his new lands from foreign invaders as well as opposition from English opposition. Originally built from wood, with a defensive palisade (a tall fence) around a circular area called a bailey where ordinary people would feel protected to live and work. Linked to the bailey was a fortress (keep) built on top of a man-made hill (motte). It is estimated that over 500 castles were built in the first 2 years of William's reign. Stone keeps eventually replaced the wooden keep, along with a stone gatehouse. Concentric castles from the 12th Century had a double layer wall and round towers to give a greater view of attackers.</p> <p>The Feudal System was a hierarchical system designed to help William control England. William was ranked at the top with next in line noblemen, who in return for large amounts of land offered protection to the king in the form of money and an army. Some of this land was also distributed to the 3rd rank - the knights who would show their loyalty by fighting for their Lord and King. The peasants were at the bottom making 90% of the population.</p> |
| Questions | <ol style="list-style-type: none"> 1. What continents have mostly NEEs? 2. Define development. 3. What would be an advantage and disadvantage of building the motte and bailey castles from wood? 4. Why did William give away large amounts of English land? 5. What does the word Islam mean? 6. What are the five pillars of Islam? |

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| Word Revolution | Tax | Tax is a contribution paid either as a proportion of you earnings, or wealth or on goods. |
| | Shahadah | The Shahada is the Arabic term for the declaration of faith in one God (Allah) and His messenger Muhammed. |
| | Indicator | A sign or method of measurement. |

1: Geography

Development can be measured in different ways:

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| Life expectancy | The average age a person lives to in an area. |
| GNI per capita | The amount of money a country makes divided by its population |
| Literacy rate | The number of people who can read & write in an area. |
| HDI (Human Development Index) | Made up of literacy rate, income, and life expectancy. 0 = least developed, 1 = most developed. |

3: RSP

Muslims believe there is only one God, Allah.

This belief is so important that they give this belief a special name, the Shahadah.

The Shahadah is the First Pillar of Islam




“There is no God but Allah and Muhammad (pbuh) is his prophet.”

The descriptions of God (Allah) in the Qur’an are called “His Ninety-Nine Beautiful names” Allah has many different descriptions and it is hard to represent him in a few words, so the Qur’an teaches that Allah has 99 names. Each of the 99 names relates to a particular attribute of Allah, making him easier to understand and relate to.

Al-Hakim (The Wise), Al-Hakam (The Judge), As-Salaam (The source of peace), Al-Basir (the all seeing) Al Wadud (the all loving) and Al-Rahim (The Most Merciful) are examples of Allah’s 99 names in the Qur’an.

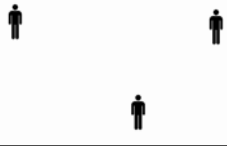
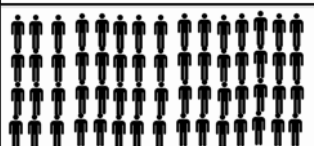
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| 2: History | <p>The Domesday Book was a survey ordered by William in 1086 to gain knowledge of who owned land and the extent of people's wealth, so he could work out how much they could afford to contribute to their King. William was fearful of invasion so needed money to raise an army to defend England. The Domesday Book was one of the first examples of a census and required 2 big volumes to store the information, but you can see the contents online. It shows that William was in the top 10 richest men in the world in Norman Times. The Domesday Book tells us that The Catholic Church owned 25% of land in England.</p> <p>The Church also raised taxes called a tithe, amounting to 10% of earnings, though people could pay in goods rather than money. The Church was supported by William with a big programme of church and monastery building. Everyone went to Church.</p> | Questions | <p>1. What does literacy rate mean?</p> <p>2. What is added together to calculate HDI?</p> <p>3. Why is the Domesday Book a useful source of information for studying William and the Normans?</p> <p>4. What is a tithe?</p> <p>5. What is the Shahadah?</p> <p>6. How many Gods to Muslims believe in?</p> |
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| Word Revolution | Medieval England | Is the period of time from Willim the Conqueror, 1066 to Richard II's defeat in 1485 |
| | Qur'an | Muslim holy book. |
| | Industries | Types of jobs or business |

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| 1: Geography | As countries develop, job types (or industries) change. | |
| | Primary jobs |  Extracting raw materials from nature, e.g. farmer, fisher, miner |
| | Secondary jobs |  Making raw materials into a product, e.g. in a factory |
| | Tertiary jobs |  Providing a service, e.g. doctor, shop assistant, taxi driver |
| 3: RSP | <p>The History of the Qur'an</p> <p>The Qur'an is the holy book for Muslims. Muslims believe that the Qur'an contains the exact words Allah gave to Muhammad through the Angel Jibril 1,400 years ago in a cave in Mecca in Saudi Arabia.</p> <p><u>How the Qur'an is treated with respect:</u></p> <p>Muslims may also touch the Qur'an with their forehead and may kiss the cover before they read it. This is a sign of respect and also of being thankful for Allah for the wisdom he gives to Muslims..</p> <p>Muslims always wash their face, hands and feet carefully before touching the Qur'an. This is because the Qur'an is holy and very precious because it is the word of <u>Allah</u> (God). The Qur'an is kept on a high shelf. It is always covered with a special cloth. This shows how important the Qur'an is: there is nothing above it.</p> | |

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| 2: History | <p>There were frequent clashes between the King and Church in Medieval Times. In 1170, Thomas Becket, the most important churchman, the Archbishop of Canterbury, argued with his friend, King Henry II. Henry was frustrated that Becket would not allow Kings courts to hear trial cases involving churchmen who had their own separate court system. Often churchmen received a lesser sentence than people not employed by The Church. Knights who overheard their argument misinterpreted Henry's wishes and murdered Thomas Becket in Canterbury Cathedral. One hypothesis (=theory) is that Henry was so sorry that his loyal knights had killed his friend, that he ordered bishops to whip him. An alternative theory is that the whipping only happened 4 years later. Henry was facing rebellion and turned to the Pope for an army in exchange for punishment for Henry's murder.</p> | |
| | Questions | <ol style="list-style-type: none"> 1. Define secondary job. 2. Define tertiary job. 3. Name a person who lived in Medieval England? 4. Henry was whipped because he blamed himself for Becket's death? Do you agree? 5. What is the name of the Muslim holy book? 6. How do Muslims show respect towards the Qur'an? |

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| Word Revolution | Pilgrimage | A journey to a special religious place to show religious devotion. |
| | Salah | Salah refers to five prayers that Muslims must perform every day. |
| | Population density | Amount of people in a given area |

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| 1: Geography | <div> <div>Rural</div> <div> <p>Countryside</p> <p>Fields, small villages, few services like shops</p> <p>E.g. Yorkshire Dales</p> </div> <div> <p>Sparsely populated: not many people in a certain area.</p>  </div> </div> | <div> <div>Urban</div> <div> <p>City or town</p> <p>Big buildings, large shops, many homes</p> <p>E.g. Bradford</p> </div> <div> <p>Densely populated: lots of people in a certain area</p>  </div> </div> | 3: RSP | <p>Salah refers to five prayers that Muslims perform every day. Each of the five prayers is performed at a specific time of day: God ordered Muslims to pray at five set times of day:</p> <p><i>Salat al-fajr</i>: dawn, before sunrise</p> <p><i>Salat al-zuhr</i>: midday, after the sun passes its highest</p> <p><i>Salat al-asr</i>: the late part of the afternoon</p> <p><i>Salat al-maghrib</i>: just after sunset</p> <p><i>Salat al-isha</i>: between sunset and midnight</p> <p>All Muslims try to do this. Muslim children as young as seven are encouraged to pray. Prayer is seen as daily communication with Allah (God). Salah encourages self-discipline and keeps Muslims in close contact with Allah. This gives them the strength to remain committed to living a good and purposeful life..</p> |
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| 2: History | <p>The Crusades were religious wars that took place in The Middle East known in Medieval Times as The Holy Lands. Catholic countries sent armies to claim access and control of The Holy Land. The Holy Land was equally important to Muslims, Jews and Catholics and received many visitors on pilgrimage. Many Catholics were persuaded to fight for forgiveness for sins, for wealth, or even a sense of adventure. For European rulers, it was an opportunity to win Support from the Pope and to open up trade routes.</p> <p>The most famous Englishman to go on crusade, was King Richard the Lionheart. He left his brother, John in charge of England. Richard met his match in the Islamic commander, Salah-ad-Din.</p> | <div> <div>Questions</div> <div> <p>1. Give 2 differences between urban and rural areas.</p> <p>2. Define densely populated.</p> <p>3. What were The Crusades?</p> <p>4. Name 3 kings who have nicknames and why?</p> <p>5. What is Salah?</p> <p>6. Why do Muslims pray Salah?</p> </div> </div> |
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| Word Revolution | Magna Carta | A document to guarantee English political freedoms from the King |
| | Zakat | The word Zakat means charity to purify or cleanse. |
| | Challenge | The possibility of something negative or hard |

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|--------------|---------------------------------|--|--------------------|---|
| 1: Geography | Example of an urban area: Leeds | | | |
| | Opportunities | | Challenges | |
| | History | Leeds was a world leader in the Industrial Revolution, making cloth in factories. | Education | 23% over 16 have no qualifications in Leeds, compared to 13% in Oxford. |
| | Population | Multicultural (from lots of different backgrounds). | Traffic congestion | High levels of traffic, less public transport means lots of cars are used. |
| | Leisure | World famous food, tourist, leisure and shopping areas. | Crime | Crimes like drug dealing, robbery and violence are high. |

3: RSP

Zakat is the third pillar of Islam. The word Zakat means 'to purify or cleanse'. Zakat is an act of worship as well as a religious duty. Muslims pay Zakat to gain Allah's favour. All Muslims are expected to be generous and look after the wider community, because in Islam, it is important to create peace and harmony. They must pay Zakat every year at the rate of 2.5% of their wealth (on their savings). Payment of Zakat is a way to keep free from greed and selfishness and encourages Muslims to be honest. Zakat also provides Muslims with the opportunity of sharing their wealth with the less fortunate. Muslims believe that all wealth and everything on the earth belongs to Allah. It is therefore the duty of the rich to share their wealth with the poor so that Allah's resources are fairly distributed and all people have clothes, food, water and shelter.

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| 2: History | <p>King John has the reputation of being the worst King that England has ever had. He has been portrayed in films as a mean, cowardly and unfair monarch who taxed his people heavily, killed his nephew and in battles lost lands in France once owned by William the Conqueror. However, England wasn't easy to rule. John's brother, Richard the Lionheart had spent much of England's wealth fighting the Crusades leaving England in massive debt. John's response was to raise taxes which made him very unpopular.</p> <p>MAGNA CARTA. In 1215, barons (noblemen) cornered John at Runnymede and forced him to agree to what a king could and couldn't do. The agreement known as Magna Carta meaning 'The Great Charter' was a list of rules covering ownership of land, taxes and peoples' legal rights. Trial by jury is one rule that still applies today.</p> |
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Questions

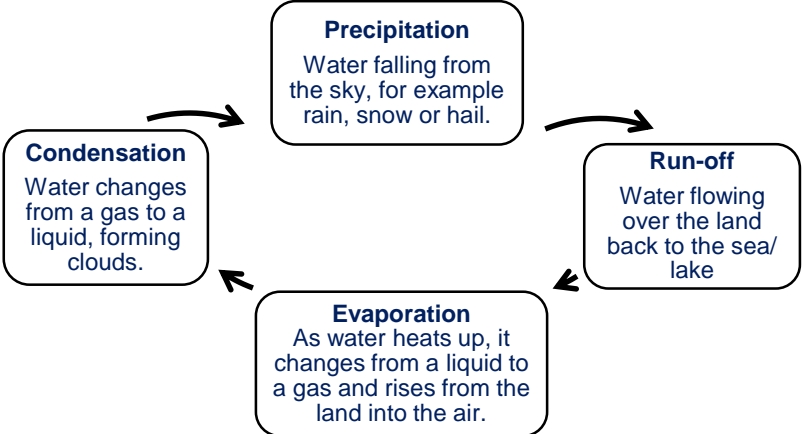
1. Why is education a challenge in Leeds?
2. Why was Leeds once a world leader?
3. Why do you think John was known as "softsword"?
4. What is the Magna Carta?
5. What does the word Zakat mean?
6. How much Zakat are Muslims required to pay?

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| Word Revolution | scapegoat | A person or group blamed for another person's actions |
| | Sawm | Sawm is an Arabic word that means fasting. |
| | National Park | An area of land protected by the government. |

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| 1: Geography | The Yorkshire Dales is the closest national park to Leeds. Different groups of people use the Yorkshire Dales: | |
| | Purpose | Conflict |
| | Farmer Owns fields and uses these to keep sheep and cows to sell for a profit. | Tourists disturbing animals. Quarry owners taking land. |
| | Purpose | Conflict |
| | Tourist Visits the area to see amazing landscapes and take part in activities such as walking or caving. | Quarry owners ruining the view. Farmers not allowing them to walk across land. |
| 3: RSP | Purpose | Conflict |
| | Quarry owner Runs a business taking limestone from the ground to sell for a profit. | Tourists creating traffic on roads. Farmers taking up land which they could use for limestone. |
| | Sawm means fasting. Sawm is fasting during Ramadan, the ninth month of the Muslim calendar. Ramadan is special because it is believed to be the month in which the Prophet Muhammad began to receive revelations of the Qur'an. During the month of Ramadan, Muslims fast during daylight hours and only eat after sunset. Fasting during the month of Ramadan is one of the five pillars of Islam. The name of the pillar is Sawm. What is fasting? Fasting is when someone does not eat or drink. They use their willpower to deliberately control their desire to eat and drink. The first meal eaten after sunset is called Iftar. It is traditional to eat dates and milk first, because that is what Muhammad used to eat. Many people like to gather together to eat this meal at home or at the Mosque. | |

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| 2: History | The Black Death was a pandemic that swept from China to Northern Europe. Rats are commonly believed to be the carriers of diseased fleas that passed on the bacterial infection through biting or contaminating food. The disease took 3 forms, with its most common type being the bubonic plague named after the huge swellings under the arms. 1/3rd of England's population died. This left farms deserted with crops rotting in the fields leading to lack of food. Many children were orphaned or left to defend for themselves when their parents panicked and ran away. Lack of workers did enable survivors to ask for better wages as their labour was more in demand. Some people became more spiritual, praying to God for their survival. Whilst, some Christians were keen to find answers so unreasonably blamed Jews for bringing God's punishment on earth. As a result, thousands of Jews were murdered. | |
| | <div>Questions</div> <ol style="list-style-type: none"> What is the purpose of farmers in the Yorkshire Dales? What conflict do quarry owners create? How many people died from The Black Death in England? Find a positive outcome of The Black Death? What does Sawm mean? Why is Ramadan considered to be a special month? | |

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| Word Revolution | Peasants | Poorer, farm workers; sometimes known as villeins or serfs |
| | Hajj | Hajj the pilgrimage to the holy city of Mecca in Saudi Arabia, which every adult Muslim must make at least once in his or her lifetime. |
| | Water cycle | Processes which move water around the world |

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| 1: Geography |  <pre> graph TD Precipitation["Precipitation Water falling from the sky, for example rain, snow or hail."] --> Run-off["Run-off Water flowing over the land back to the sea/ lake"] Run-off --> Evaporation["Evaporation As water heats up, it changes from a liquid to a gas and rises from the land into the air."] Evaporation --> Condensation["Condensation Water changes from a gas to a liquid, forming clouds."] Condensation --> Precipitation </pre> | 3: RSP | <p>The Hajj is the pilgrimage, or religious journey, every adult Muslim must make to the holy city of Mecca in Saudi Arabia. A person who goes on a pilgrimage is called a Pilgrim. A pilgrim seeks to separate himself from the everyday concerns life, and to spend time in the presence of God as he travels to a place of special meaning. Pilgrims visit places they believe to be sacred (holy), such as where a great religious leader was born, or buried, or where the religion started. A place of Pilgrimage could also be a place where great miracles have happened. Once a year, Muslims of every ethnic group, colour, social status, and culture gather together in Mecca and stand before the Kaaba praising Allah together. The Hajjis or pilgrims wear simple white clothes called Ihram. During the Hajj the Pilgrims perform acts of worship and they renew their sense of purpose in the world.</p> |
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| 2: History | <p>Causes of Peasants Revolt 1381 – with rising wages after The Black Death, employers complained to King Edward III. The King responded by putting a cap on wages in 1351, called The Statute of Labourers, that out wages at pre- Black Death levels. 30 years later, peasants were no longer prepared to put up with lack of money when the new King, Richard -who was 14 at the time- squeezed them even more with the new Poll Tax.</p> <p>Events of Peasants Revolt</p> <p>Ordinary workers protested by marching from Essex and storming The Tower of London. Initially, Richard granted the rebels their wishes, but once order had been restored, he reversed his decision and hung the rebel leaders.</p> | Questions | <p>1. What is the process of evaporation?</p> <p>2. What is the process of precipitation?</p> <p>3. What is the link between The impact of The Black Death and the causes of The Peasants Revolt?</p> <p>4. Why did people dislike King Richard?</p> <p>5. What is Hajj?</p> <p>6. What is a pilgrim?</p> |
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| Word Revolution | Serf | A person forced to work for their local lord. Whilst not a slave, they were not free to leave the village. |
| | Ka'bah | The Ka'bah is an ancient stone structure which is believed to have been built by the Prophet Ibrahim (Abraham) and his son Ishmael. |
| | Weathering | Weakening of rock where it is (without removal). |

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| 1: Geography | <div> <p>Biological weathering</p> <ul style="list-style-type: none"> Trees grow their roots down into cracks in rock. Animals burrow (dig holes) in rock. Cracks in the rock widen, weakening the rock and breaking it apart. </div> <div> <p>Freeze-thaw weathering</p> <ul style="list-style-type: none"> Water falls into cracks in rock. In winter, at night, water freezes and expands. The crack also expands. During the day, the water melts and refills. This repeats and the rock breaks apart </div> | <p><u>Haji</u></p> <p>The first things pilgrims do when they arrive in Mecca is to change into the special white robes called Ihram. This symbolises that all Muslims are equal. The pilgrims will then go to see the Ka'bah. The Ka'bah is an ancient stone structure which is believed to have been built by the Prophet Ibrahim (Abraham) and his son Ishmael. The pilgrims walk around the Ka'bah 7 times. They do this to remind themselves that Allah should be central in their lives.</p> <p>The pilgrims then leave the Ka'bah and walk 7 times between the nearby hills of Safa and Marwa. This symbolises patience and perseverance and remembers the time when Ishmael's mother, Hagar, was in the desert in need of water.</p> |
| | | 3: RSP |

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| 2: History | <p>Consequences of The Peasants Revolt</p> <ul style="list-style-type: none"> Punishments were harsh for rebel leaders, but majority of rebels were pardoned. Landowners increased their wages in fear of potential rebellion. Unpopular taxes were abandoned. <p>Village Life</p> <p>The majority of medieval Europe were peasant farmers. There were several types of peasant.</p> <ul style="list-style-type: none"> Freemen could move from village to village and paid rent as tenant farmers. Villeins were a type of serf, tied to their landowner who expected them to work on his land only in exchange for protection and the right to farm Cotters were the lowest serfs who had no land and survived by working for other farmers in exchange for food. | <p>Questions</p> <ol style="list-style-type: none"> 1. What are the two causes of biological weathering? 2. What happens to rock when freeze-thaw weathering occurs? 3. Give 2 reasons the peasants revolt was a failure 4. What were 2 types of peasant farmers? 5. What do Muslims do when they arrive to Mecca? 6. Why do pilgrims walk seven times between Safa and Marwa? |
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| Word Revolution | To reign | To rule as a monarch or emperor |
| | Mount Arafat | Mount Arafat is a mountain in Saudi Arabia that is considered to be one of the holiest sites in Islam. |
| | Geology | Rock type |

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| 1: Geography | <p>Geology can make a final type of weathering occur: chemical. In the Yorkshire Dales, a common rock type is limestone. Limestone was formed under warm seas.</p> <pre> graph TD A[Chemical weathering] --> B[Rainwater is slightly acidic because carbon dioxide absorbs into it.] A --> C[Rainwater falls on specific types of rock, like limestone or chalk.] A --> D[A chemical reaction happens and some rock is washed away.] </pre> | <p>Haji- Day 2 Before sunrise the following day, Pilgrim's will travel to Mount Arafat where they will stay until sunset. Mount Arafat is the place where the Prophet Muhammad (final prophet) preached his last sermon. Muslims will stand from midday to sunset reaching out to Allah in prayer and feeling his presence and forgiveness. Pilgrims will also walk to the nearby hills and collect about 7 pea-size pebbles for when they go back to Mina.</p> <p>Day 3 After leaving Mount Arafat, the pilgrims travel to a place called Muzdalifah in the desert where they camp overnight and pray to Allah. It is a very special time and pilgrims should dedicate all their time and energy towards prayer and meditation.</p> |
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| 2: History | <p>Medieval Queens- there were 4 types of medieval Queen.</p> <ul style="list-style-type: none"> • Regnant Queen = a queen who rules in her own right. • Queen Consort= the wife of a reigning King. • Dowager Queen= the widow of the King. • Queen Mother= mother of the King. <p>MANSА MUSA- The King of Mali, West Africa Known as the richest man in the world, he conquered lands rich in gold and salt. Mansa Musa used some of his wealth to build his capital city, Timbuktu as a centre of education and culture.</p> | <p>Questions</p> <ol style="list-style-type: none"> 1. What type of rock is common the Yorkshire Dales? 2. What causes chemical weathering? 3. What type of Queen is Camilla, wife of Charles III? 4. Why would salt be a source of wealth for Mansa Musa? 5. What do Muslims do on the second day of Hajj? 6. What do Muslims do on the third day of Hajj? |
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| Word Revolution | A dynasty | A sequence of rulers from the same family |
| | Cartography | The drawing or making of maps. |
| | Islamophobia | Islamophobia is an extreme fear of and hostility toward Islam and Muslims which often leads to hate speech and hate crime. |

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| 1: Geography | <p>A map is a two-dimensional drawing of an area. Maps help us to understand what places are like and how to plot routes. Maps should have a: title, scale, north arrow and key/legend.</p> <p>Symbols help us to include lots of details. They include images, letters and abbreviations. Ordnance Survey (OS) maps split symbols up into different categories: communications (e.g. roads and railways), general information (e.g. vegetation and general features) and selected tourist and leisure information (e.g. parking and nature reserves).</p> <p>The four main parts of a compass are north, east, south and west (Naughty Elephants Squirt Water). OS maps are always printed so that north is at the top of the map.</p> <p>Four-figure grid references can be used to pinpoint a location to within a square.</p> | 3: RSP | <p>Islamophobia = a fear of Islam and its followers.</p> <p>Terrorism = using violence to frighten or intimidate people and governments.</p> <p>Prejudice = to prejudge someone without knowing them.</p> <p>We can take several steps to stop prejudice and Islamophobia in Britain. One important action is to learn about different religions, such as Islam, and develop an understanding and respect for diverse beliefs. We can look up to positive role models like football star Mo Salah, who promotes inclusivity and respect through his actions both on and off the field. Engaging in open and respectful conversations about our beliefs and encouraging others to do the same can also help combat stereotypes and prejudice.</p> |
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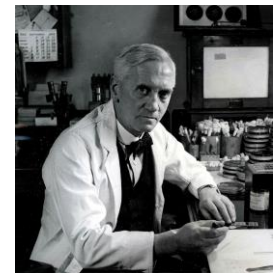
| | | | |
|------------|---|-----------|--|
| 2: History | <p>Ming Dynasty in China lasted from 1368 to 1644. More advanced than Europe, great engineering works were carried out for defence and trade.</p> <p>3 projects built during The Ming Dynasty can still be seen today=rebuilding The Great Wall of China; The Grand Canal and The Forbidden City in Beijing.</p> <p>Medieval Asia</p> <p>The Mongol rulers territory spread from Eastern Europe to China making it the largest dynastic empire in History from 1206 to 1370. Their strength lay in disciplined military organisation, which enabled them to conquer land. Their first elected leader, Genghis Khan originated as a slave from Mongolia and died uniting nomadic (travelling) tribes</p> | Questions | <div>1. What four features should all maps have?</div> <div>2. What are the three categories that OS map symbols are split into?</div> <div>3. The Great Wall of China still stands today- what does that tell you about the quality of Ming building?</div> <div>4. Name 2 dynasties?</div> <div>5. What does Islamophobia mean?</div> <div>6. What does the word prejudice mean?</div> |
|------------|---|-----------|--|

| | | |
|-----------------|-------------|--|
| Word Revolution | Nobel prize | A prestigious award dedicated to individuals who confer a great benefit to humankind. Three of the five awards are for science subjects. |
| | Scientist | A person who is studying or has expert knowledge of one or more of the natural or physical sciences. |
| | Biology | A natural science that studies life and living organisms. |
| | Chemistry | Chemistry is the scientific discipline involved with elements and compounds composed of atoms, molecules and ions. |
| | Physics | A science that deals with matter and energy and their interactions. |

| | |
|----------------------|--|
| 1: Rosalind Franklin | <p>Rosalind Franklin (born July 25, 1920, London, died April 16, 1958, London), was a British scientist best known for her contributions to:</p> <ul style="list-style-type: none"> the discovery of the molecular structure of deoxyribonucleic acid (DNA) new insight on the structure of viruses, helping to lay the foundation for the field of structural virology. |
|----------------------|--|



| | |
|----------------------|--|
| 2: Alexander Fleming | <p>Alexander Fleming was a Scottish physician-scientist who was recognised for discovering penicillin. The simple discovery and use of the antibiotic agent has saved millions of lives, and earned Fleming – together with Howard Florey and Ernst Chain, who devised methods for the large-scale isolation and production of penicillin – the 1945 Nobel Prize in Physiology/Medicine.</p> |
|----------------------|--|



| | |
|--------------------|--|
| 3: Dorothy Hodgkin | <p>Dorothy Hodgkin was awarded the 1964 Nobel Prize in Chemistry. Her discoveries included:</p> <ul style="list-style-type: none"> solving the atomic structure of molecules such as penicillin and insulin, using X-ray crystallography. Discovering the formula of vitamin B12. Worked out the structure of insulin. <p>Generous, humble and hard-working throughout her half-century long career, she was undeterred by the rheumatoid arthritis that affected her from her late twenties.</p> |
|--------------------|--|



| | |
|-----------|---|
| Questions | 1. What is Biology? |
| | 2. What did Alexander Fleming discover? |
| | 3. What is Chemistry? |
| | 4. Who's research allowed us to see the structure of DNA? |
| | 5. What is Physics? |
| | 6. Who won a Nobel prize for Chemistry in 1964? |

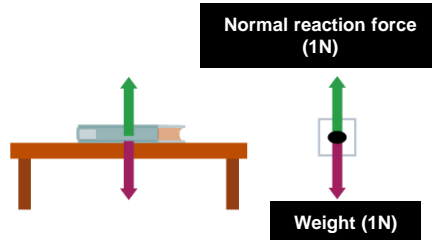
| | | |
|-----------------|---------------------------|--|
| Word Revolution | Resultant force | A single force that can replace all the forces acting on an object and have the same effect, i.e. the overall force. |
| | Balanced (force) | Forces acting on an object that are the same size, but acting in opposite directions. The resultant force is zero. |
| | Unbalanced (force) | Opposing forces on an object that are unequal in size. The resultant force is non-zero. |
| | Resistive force | Any force that acts to slow down a moving object. |
| | Interaction pair | When 2 objects interact, there is a force on each one that is the same size but in opposing directions. |

1: Force diagrams

When drawing a free body force diagram:

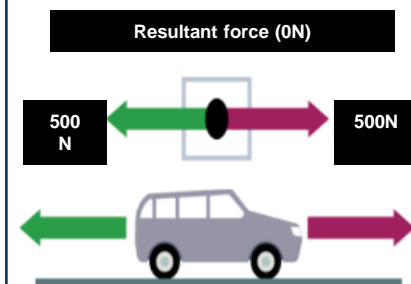
- represent the object with a small box or dot
- draw the arrows with a pencil and ruler
- draw the arrows from the centre of the box or dot
- label the arrow with the name of the force and the size of the force

A book resting on a table



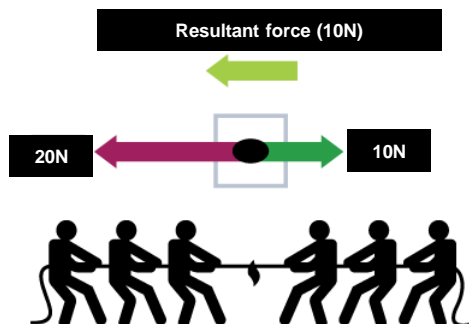
3: Balanced forces

Balanced forces have no effect on an object.
If it is at rest (not moving), it remains at rest.
If it is moving at constant speed in a straight line, it continues to move at the same speed in the same straight line.



2: Unbalanced forces

If the forces acting on the object are not balanced then there is a resultant force acting on the object this means that the object is either accelerating or decelerating.



Questions

- In a free body diagram, how is the object represented?
- What is the name of the overall force acting on an object?
- What can we say about the forces on an object that is not moving?
- What happens to resultant force when all forces on an object are balanced?
- What happens to the resultant force when all forces on an object are unbalanced?
- If the resultant force on an object is zero, what is the object doing?

| | | |
|-----------------|-------------|--|
| Word Revolution | Adaptation | A feature that enables an organism to live in a particular habitat. |
| | Habitat | The place where an organism lives. |
| | Environment | Everything around us – includes living factors and non-living factors. |

1: Adaptations of animals

Its predator and prey are unable to see it

The white fur not easily visible in the snowy white background

It has a very strong sense of smell

It has two thick layers of fur

These keep it warm in cold weather

The fat insulates its body from cold and keep it warm

It has a layer of fat under its skin

It helps the polar bear to locate and catch its prey

It has long curved and sharp claws

These help it to walk on ice

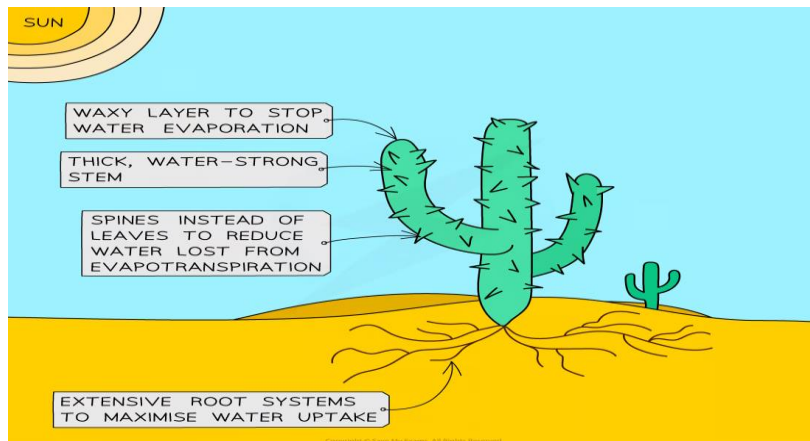


3: Seasonal adaptations



Snow shoe hare – in winter and summer

2: Adaptations of plants



Questions

1. List 3 adaptations of the polar bear.
2. Give two adaptations for the polar bear that help it catch its prey
3. List 3 adaptation of the cactus.
4. Which adaptation of the cactus stops it being eaten by predators?
5. Why does the fur of the snowshoe hare change colour in the winter? How does this help the hare survive?
6. What is the name given to the adaptation in question 5?

| | | |
|-----------------|-------------------|--|
| Word Revolution | Contact force | A force that acts between two objects that need to touch e.g. a push force. |
| | Non-contact force | A force that acts between two objects that don't need to touch e.g. magnetic force. |
| | Force | A push or pull that acts on an object due to an interaction with another object – measured in Newtons (N). |
| | Newton | Unit of force named after Isaac Newton. |
| | Balanced force | When the total force in opposing directions are equal in size. |

| | | |
|-------------------|----------------|---|
| 1: Contact forces | Reaction force | An object at rest on a surface experiences a reaction force. For example, a book on a table |
| | Tension | An object that is being stretched experiences a tension force. For example, a cable holding a ceiling lamp |
| | Friction | Two objects sliding past each other experiences friction forces. For example, a box sliding down a slope. |
| | Air resistance | An object moving through the air experiences air resistance. For example, a skydiver falling through the air. |

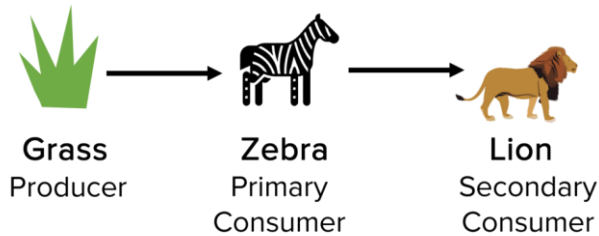
| | | |
|-----------------------|---------------------|--|
| 3: Non-contact forces | Magnetic force | A magnetic force is experienced by a magnetic material inside a magnetic field |
| | Electrostatic force | An electrostatic force is experienced by any charged particle in an electric field |
| | Gravitational force | A gravitational force is experienced by any mass in a gravitational field. Masses are attracted to each other, by a gravitational force. |

| | |
|---------------------|---|
| 3: Measuring forces | <p>A force meter, also known as a Newtonmeter, can be used to measure the size of a force.</p> <p>Force meters have a spring inside them. The weight of the mass causes the spring to stretch.</p> <p>It is important to 'zero' the force meter before you use it. This means adjusting it so that the reading is zero when there is no force acting on it.</p> <p>If you don't 'zero' the force meter, all your measurements will be inaccurate by the same amount. This is called a systematic error or a zero error.</p> |
|---------------------|---|

| | |
|-----------|--|
| Questions | 1. What is a force? |
| | 2. What type of force acts when the objects are not touching? |
| | 3. Which scientific instrument can be used to measure a force? |
| | 4. What is the unit of force called? |
| | 5. What is tension? |
| | 6. What is a gravitational force? |

| | | |
|-----------------|----------------|--|
| Word Revolution | Ecosystem | A community and the habitat in which organisms live. |
| | Community | The collection of the different types of organism present in an ecosystem. |
| | Habitat | The place where an organism lives. |
| | Photosynthesis | A chemical reaction that occurs in the chloroplasts of plants in which the energy in light is stored in glucose. |
| | Population | All the members of a single species that live in a habitat. |

1: Food chains

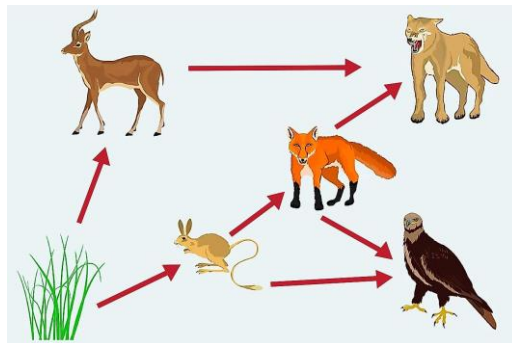


2: Food chains

Food chains always start with a producer. This is usually a green plant or algae that completes photosynthesis to store energy from sunlight as glucose. Grass is the producer in the grass → rabbit → fox food chain. Photosynthesis provides the energy for most life on Earth. A primary consumer eats a producer. The rabbit is the primary consumer in the example food chain. This is in turn eaten by a secondary consumer, which is the fox. After this might be a tertiary consumer (which eats a secondary consumer) and possibly a quaternary consumer (which eats a tertiary consumer), but not in this example. Animals that are hunted and eaten are prey, and these are consumed by predators. The final consumer at the top of the food chain is called a top (or apex) predator and is not eaten by anything else.

3: Food webs

A food chain is a list of organisms in a habitat that shows their feeding relationship, i.e. what eats what. The organisms are joined by arrows which show the transfer of energy in food between them. The stages in food chains are called trophic levels. Most populations of organisms that live in a habitat usually have more than one food source. They usually consume more than one organism from the trophic level below. This means that there are almost always more than one food chain and these are interlinked into a food web.

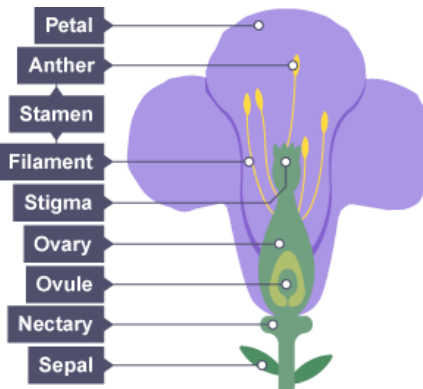


Questions

1. What is the scientific name for the parts of a food chain?
2. What do food chains always start with?
3. What process do almost all organisms at the start of food chains do, to provide energy for the other organisms?
4. What is the animal in the last stage in a food chain called?
5. What is the third stage in a food chain called?
6. What do food chains added together make up?

| | | |
|-----------------|-------------|--|
| Word Revolution | Dispersed | Spread away and apart. |
| | Ovary | Part of the female reproductive tissue in plants, which contains the ovules. |
| | Ovule | The structure produced in the ovary of a flower that contains a female gamete (sex cell). |
| | Pollination | The fertilisation of flowers by passing on their pollen (male gamete / sex cell), so that the pollen can join with an ovule. |

1: Structure of the flower



Flowering plants reproduce sexually through a process called pollination. The flowers contain male sex organs called **stamens** and female sex organs called **pistils**. The male and female sex cells produced from the male and female sex organs must meet for reproduction to begin.

| 2: Pollinators | Feature | Insect-pollinated | Wind-pollinated |
|----------------|---------------------|---|--|
| | Position of stamens | Enclosed within the flower so insects must make contact | Exposed so that wind can easily blow pollen away |
| | Position of stigma | Enclosed | Exposed |
| | Type of stigma | Sticky, so that pollen attaches to insects | Feathery, to catch pollen blown from wind |
| | Colour of petals | Brightly coloured to attract insects | Dull, usually green |
| | Nectaries | Present as reward for insects | Absent |
| | Pollen grains | Larger, sticky | Smaller, smooth, inflated |

| | | | |
|-------------------|--------------------------|--|-------------------------------|
| 3: Seed dispersal | Explosion/self-propelled | Have a pod that bursts open when ripe, throwing the seeds away. | Pea pod |
| | Wind | Some plants have seeds that act as parachutes, which are carried away by the wind. | Dandelions |
| | Wind (spinning) | Some seeds are winged. They spin like helicopters as they fall from the tree, providing a longer time for dispersal by wind. | Maple fruits, sycamore |
| | Water | Some plants grow near rivers, lakes, streams or oceans. Their fruits or seeds fall from the plant and are carried away by the water. | Coconut, silver birch, willow |

Questions

1. What is the name of the process where the pollen joins with the ovule?
2. State the methods by which pollination can occur.
3. What are the names of the male and female gametes in plants?
4. State the 4 methods of seed dispersal
5. What is the role of the petals?
6. Give an example of seeds that are dispersed by the wind.

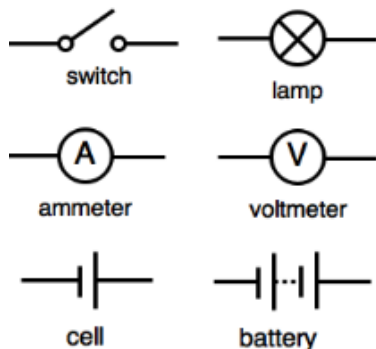
| | | |
|-----------------|-----------|---|
| Word Revolution | Circuit | A closed loop through which current moves – from a power source, through a series of components and back to the power source. |
| | Conductor | A material which allows charge to move easily through it. Metals are good conductors. |
| | Ammeter | A device used to measure electric current. |
| | Insulator | Material that does not allow charge or heat to pass through it easily. |
| | Voltmeter | A device used to measure potential difference or voltage. |

1: Circuits and current

Electrical components, can be connected together to form a circuit.

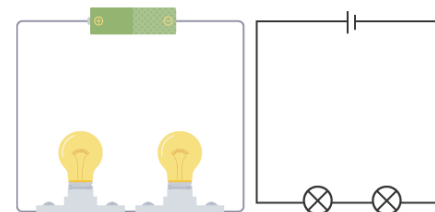
A circuit diagram shows how the components are connected.

Use straight lines to show the metal wires and circuit symbols to represent each component.



2: Series circuits

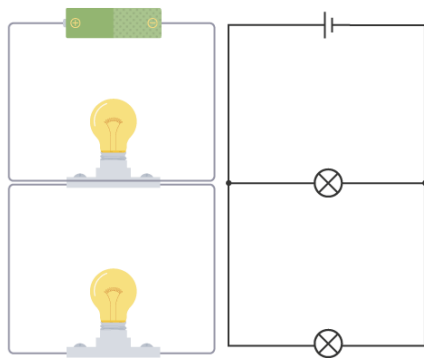
When we connect in series components are all in the same loop one after another, just like episodes of a series on television. The components are connected end-to-end with the last wire completing the circuit to form the single loop, meaning there is only one path for the current to flow through.



In a series circuit, if a lamp breaks or a component is disconnected, the circuit is broken and all the components stop working. Adding more bulbs makes them less bright as current is reduced.

3: Parallel circuits

When we connect circuits in parallel, the components are connected on different branches of the circuit. There are two or more 'loops' and multiple paths for a current to flow. In a parallel circuit, if a lamp breaks or a component is disconnected, the other components continue working. This is because current continues to flow along remaining paths in the circuit.

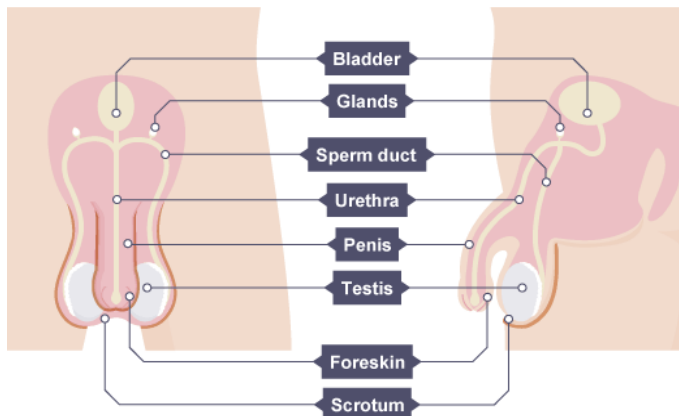


Questions

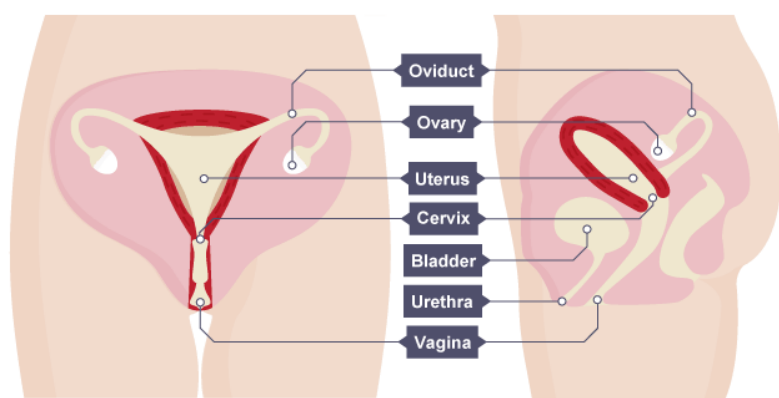
1. What material are wires usually made from?
2. What are the 2 main types of circuit?
3. In a parallel circuit, if one bulb was switched off, what would happen to the other bulbs?
4. What happens when you add more bulbs in a series circuit?
5. What can we use to measure voltage?
6. What is the ammeter used for?

| | | |
|-----------------|---------------|---|
| Word Revolution | Puberty | The time during which sexual maturity happens. |
| | Hormone | A chemical message produced in the glands and carried by the blood to the specific organs of the body. |
| | Fertilisation | The joining of a male and female gamete, e.g. in mammals a sperm and an egg (ovum). |
| | Gametes | Specialised cells which have adapted to increase the chances of fertilisation and successful development of the baby. |
| | Menstruation | The loss of blood and tissue from the lining of the uterus through the vagina during the menstrual cycle. This is also known as a 'period'. |

1: Male reproductive system



2: Female reproductive system



3: The menstrual cycle

The menstrual cycle can be longer or shorter than 28 days, especially for young people who have just started having a period.

| Day | Event |
|-----|--|
| 1 | Bleeding from the vagina begins. This is caused by the loss of the lining of the uterus. This is called menstruation or having a period. |
| 5 | Blood loss stops. The lining of the uterus begins to re-grow and an ovum starts to mature in one of the ovaries. |
| 14 | Ovulation occurs. The ovum travels through the oviduct towards the uterus. |
| 28 | If the ovum does not join with a sperm cell in the oviduct, the lining of the uterus begins to break down again and the cycle repeats. |

Questions

1. Which part of the female reproductive system is immediately above the vagina?
2. Which part of the male reproductive system holds the testes?
3. What is the process called when an egg and sperm meet?
4. What is the role of hormones?
5. Which tube carries urine from the bladder out of the body in the male and female reproductive systems?
6. What is puberty?

| | | |
|--------------------|------------------|--|
| Word Revolution | Conductor | Materials which allow electrical current to flow through them easily as they have free electrons e.g. Copper used in electrical wires. |
| | Insulator | Materials that are poor conductors and do not allow electrical current to flow through them easily e.g. Wood, plastic. |
| | Electric current | An electric current is the rate of flow of electrons around a circuit. |

1: Key facts

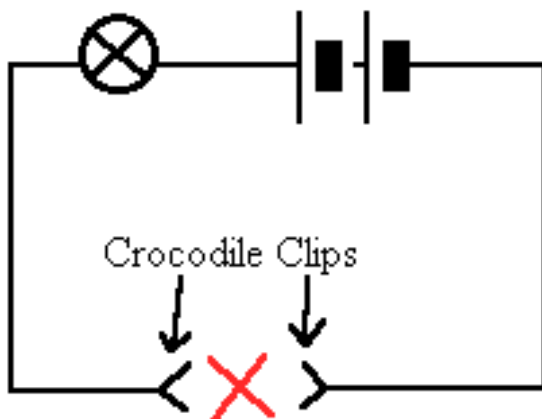
Electricity is a flow of electrons that carry electrical charge

Metals have free electrons. This means they can move and carry a charge. We call these materials conductors. Graphite is an example of a non-metal conductor as it has free electrons.

Other materials do not have these free electrons. This means they cannot carry a charge. We call these materials insulators. You are unlikely to get an electrical shock from an insulator.

2: Investigation

You can investigate whether something is an insulator or a conductor using a circuit like the one below. You put the material to be tested where the X is. If it conducts the bulb will light up.



3: Circuit diagram

Always use straight lines to represent the wires

Think about using the correct component diagrams to represent the parts of the circuit e.g. bulb

Circuit diagrams can be of series (one loop) circuits or parallel (more than one loop or branch) circuits.

For current to flow the circuit has to be 'complete' i.e. have no gaps or breaks in it.

Questions

1. What is the difference between a conductor and an insulator?
2. Name the metal we normally use in household electrical wiring.
3. Why are the outsides of plug sockets made out of plastic?
4. What do metals have that make them good conductors?
5. Why do you think graphite (although it is a non-metal) conducts electricity?
6. What happens to the light bulb in the circuit in '2' if you introduce an insulator where the 'X' is?

| | | |
|-----------------|-------------------|---|
| Word Revolution | Foetus | An unborn baby usually eight weeks after fertilisation (conception). |
| | Caesarean section | A method of delivering a baby by making a surgical cut into the abdomen and uterus. |
| | Diffusion | The overall movement of particles of a gas or liquid from an area of high to low concentration. |
| | Amniotic fluid | Liquid that surrounds and protects the foetus. |
| | Contraception | A method of preventing pregnancy and in some forms sexually transmitted diseases. |

1: Gestation and birth

A fertilised ovum divides to form a ball of cells called an embryo.

The embryo attaches to the lining of the uterus. It begins to develop into a foetus and then becomes a baby when it is born. It takes about 40 weeks for a foetus to develop in the uterus. This time is called gestation period.

The foetus is protected by the uterus and a liquid called amniotic fluid.

2: Birth

After gestation, the baby is ready to be born. The cervix relaxes and muscles in the wall of the uterus contract. Waves of muscle contractions push the baby out of the mother's body through the vagina. In some cases a caesarean section is performed as a vaginal birth is not possible for health or medical reasons. Other substances can also pass through the placenta, including recreational drugs and alcohol. Drugs can affect the foetus - slowing the growth of the foetus, reducing the amount of oxygen and causing bleeding - which can be life threatening. Drinking alcohol or smoking while pregnant are also dangerous and can increase the risk of stillbirth, premature birth and long-term health conditions.

3: The placenta

The placenta is an organ responsible for providing oxygen and nutrients, and removing waste substances. It grows into the wall of the uterus and is joined to the fetus by the umbilical cord.

The mother's blood does not mix with the blood of the fetus, but the placenta lets substances pass between the two blood supplies:

- oxygen and nutrients
- carbon dioxide and other waste substances

Questions

1. Which term describes the time between pregnancy and birth?
2. Which substances move through the placenta to the foetus?
3. What does the foetus attach to?
4. What is amniotic fluid?
5. What is contraception?
6. What is an embryo?



| | | |
|-----------------|-------------------|--|
| Word Revolution | The Perfect Tense | The Perfect Tense is a past tense in French. |
| | | We use the Perfect Tense to describe actions or events which took place once or several times. |
| | | The Perfect Tense has three parts and ends with é, i or u on the final word (past participle) |

| | | | |
|---|--|-----------|---|
| 1 | la neige - snow | 3 | délicieux(se) – delicious |
| | les bougies - candles | | vert(e) – green |
| | la cuisine traditionnelle – traditional food | | intéressant(e) – interesting |
| | les cadeaux - presents | | beau / belle - beautiful |
| | l'arbre de Noël – Christmas Tree | | blanc(he) - white |
| 2 | j'ai aimé – I liked | | joli(e) – pretty |
| | je n'ai pas aimé – I didn't like | | parce que / car - because |
| | j'ai adoré – I loved | Questions | 1. J'ai aimé la cuisine traditionnelle |
| | j'ai détesté – I hated | | 2. Les cadeaux étaient intéressants. |
| | c'était – it was | | 3. Je n'ai pas aimé l'arbre de Noël |
| | ce n'était pas – it was not | | 4. La neige n'était pas belle. |
| | | | 5. J'ai adoré les bougies. |
| | | | 6. J'ai aimé la cuisine car c'était délicieuse. |



| | | |
|-----------------|-------------------|--|
| Word Revolution | The Perfect Tense | The Perfect Tense is a past tense in French. |
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| | | | |
|----|--|-----------|---|
| 1: | la dinde – the turkey | 3: | grand(e) - big |
| | la bûche de Noël – chocolate log | | animé(e) – lively |
| | à la fête – at the party / celebration | | beaucoup de – a lot of |
| | la musique – the music | | fort(e) - loud |
| | la danse – the dancing | | content(e) - happy |
| | les légumes – the vegetables | | parce que / car - because |
| 2: | J'ai mangé – I ate | Questions | 1. J'ai mangé la dinde – c'était délicieux! |
| | J'ai dansé – I danced | | 2. J'ai aimé la bûche de Noël. |
| | J'ai aimé – I liked | | 3. La fête était grande et animée. |
| | J'ai écouté – I listened to | | 4. Je n'ai pas aimé les légumes. |
| | J'ai vu – I saw | | 5. La musique était forte. |
| | C'était – it was | | 6. J'ai dansé beaucoup à la fête. |



| | | |
|-----------------|---------------------|---|
| Word Revolution | Reference to Others | Referring to others means someone other than 'I' is the subject of the verb |
| | | Referring others enables you to increase your mark on a piece of writing. |
| | | Verb endings change, depending on who is the subject (ie. I, you, we, he etc) |

| | |
|----|---------------------------------|
| 1: | le Père Noël – Father Christmas |
| | mon père – my dad |
| | ma mère – my mum |
| | mon frère – my brother |
| | ma sœur – my sister |
| | mon ami(e) – my friend |

| | |
|----|-----------------------------|
| 3: | courageux(se) – courageous |
| | enthousiaste - enthusiastic |
| | inspirant(e) - inspiring |
| | joyeux(se) - happy |
| | délicieux(se) - delicious |
| | à Noël – at Christmas |

| | |
|----|---------------------------------|
| 2: | il/elle danse – he/she dances |
| | il/elle mange – he/she eats |
| | il/elle écoute – he/she listens |
| | il/elle est – he/she is |
| | il/elle a – he/she has |
| | il/elle aime – he/she likes |

| | |
|-----------|--|
| Questions | 1. Le Père Noël danse beaucoup - il est inspirant. |
| | 2. Mon frère est joyeux car il aime Noël. |
| | 3. Mon ami aime danser – il est enthousiaste. |
| | 4. Ma sœur aime manger la cuisine traditionnelle. |
| | 5. Mon père est courageux. |
| | 6. Ma mère danse beaucoup à Noël. |



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|-----------------|-------------|--|
| Word Revolution | Comparisons | Comparisons are used in language learning to develop your opinions further. |
| | | This may include comparing different objects or activities. |
| | | To make a comparison in French, we use 'plus ____ que, moins ____ que or aussi ____ que' |

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|----|----------------------------------|
| 1: | plus ____ que – more ____ than |
| | moins ____ que – less ____ than |
| | aussi ____ que – as ____ as |
| | c'est – it is |
| | avec des amis – with friends |
| | avec ma famille – with my family |

| | |
|----|----------------------------------|
| 2: | je joue – I play |
| | il/elle joue – he/she plays |
| | je fais – I do |
| | il/elle fait – he/she does |
| | je préfère – I prefer |
| | il/elle préfère – he/she prefers |

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|----|--|
| 3: | je joue au ping-pong – I play table tennis |
| | je joue au foot/rugby– I play football/rugby |
| | il/elle joue au tennis – he/she plays tennis |
| | jouer – to play |
| | faire – to do |
| | pratiquer – to practise |

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| Questions | 1. J'aime jouer au foot plus que jouer au tennis. |
| | 2. Il joue au ping-pong. |
| | 3. Elle préfère jouer au rugby. |
| | 4. Je joue au rugby moins que je joue au tennis. |
| | 5. Il préfère jouer au rugby avec des amis. |
| | 6. Je préfère jouer au tennis avec ma famille. |



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|------------------------|---------------------------|---|
| Word Revolution | Two verb sentences | You can combine two verbs in French to make a more interesting sentence. |
| | | If there are two verbs together in a sentence, the second verb will be in the infinitive. |
| | | In French, an infinitive ends in –er, -ir or –re, meaning ‘to ____’ in English eg. jouer = to play |

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| 1: | j’aime / je n’aime pas – I like / I don’t like |
| | je préfère – I prefer |
| | je voudrais – I would like |
| | je/il/elle joue au / à la / aux – I/he/she play (for sports) |
| | au centre de sports – at the sports centre |
| | dans le parc – in the park |

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| 2: | jouer – to play |
| | aller – to go |
| | faire – to do |
| | visiter – to visit |
| | regarder – to watch |
| | c’est – it is |

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| 3: | au golf - golf |
| | au basket - basketball |
| | à la pétanque – boules (a traditional French game where the aim is to get your ‘boule’ as close to the ‘jack’ as possible) |
| | en ville – in(to) town |
| | avec mon frère – with my brother |
| | avec mon cousin – with my cousin |

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| Questions | 1. Je voudrais jouer au foot dans le parc. |
| | 2. J’aime aller au centre de sports avec mon cousin. |
| | 3. Je n’aime pas regarder le foot. |
| | 4. Je préfère aller en ville jouer au tennis. |
| | 5. Je n’aime pas jouer au basket avec mon frère. |
| | 6. Ma soeur aime jouer au golf en ville. |



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|-----------------|-------------------|--|
| Word Revolution | The Perfect Tense | The Perfect Tense is a past tense in French. |
| | | We use the Perfect Tense to describe actions or events which took place once or several times. |
| | | The Perfect Tense has three parts and ends with é, i or u on the final word (past participle) |

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|----|--|-----------|---|
| 1: | Je vais – I go | 3: | au parc – to the park |
| | Je suis allé(e) – I went | | au cinéma – to the cinema |
| | Il/elle va – he/she goes | | à la piscine – to the swimming pool |
| | Il/elle est allé(e) – he/she went | | à la banque – to the bank |
| | Je suis sorti(e) – I went out | | aux magasins – to the shops |
| | Il/elle est sorti(e) – he/she went out | | aux cafés – to the cafés |
| 2: | le weekend – at the weekend | Questions | 1. Je vais à la banque le weekend. |
| | pendant la semaine – during the week | | 2. Je suis allé au parc avec ma mère. |
| | avec ma sœur – with my sister | | 3. Il est allé aux magasins seul. |
| | avec ma mère – with my mum | | 4. Elle est sortie pendant la semaine. |
| | seul(e) – alone | | 5. Je suis allé aux cafés avec ma sœur. |
| | tous les jours – every day | | 6. Je suis sorti tous les jours. |



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|-----------------|-------------------|--|
| Word Revolution | The Perfect Tense | The Perfect Tense is a past tense in French. |
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| 1: | j'ai mangé – I ate |
| | j'ai visité – I visited |
| | j'ai regardé – I watched |
| | j'ai acheté – I bought |
| | j'ai rencontré – I met |
| | j'ai trouvé – I found |

| | |
|----|-----------------------------------|
| 2: | un cadeau – a present |
| | mes amis – my friends |
| | un musée – a museum |
| | un portable – a mobile phone |
| | un film d'horreur – a horror film |
| | des pizzas – some pizzas |

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| 3: | au centre-ville – in/at/to the town centre |
| | au cinéma – in/at/to the cinema |
| | au restaurant – in/at/to the restaurant |
| | dans un magasin – in a shop |
| | un grand centre commercial – a big shopping centre |
| | la cuisine française – French food |

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| Questions | 1. J'ai mangé des pizzas au restaurant. |
| | 2. J'ai acheté un cadeau dans un magasin. |
| | 3. J'ai regardé un film d'horreur. |
| | 4. Je suis allé au cinéma avec mes amis. |
| | 5. J'ai rencontré mes amis au centre-ville. |
| | 6. J'ai visité un grand centre commercial avec mes amis. |



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| Word Revolution | Sequencing Events in the Past | You can increase your marks if you can narrate / tell a story about an event in the past. |
| | | Using a range of connectives in your writing makes it more interesting for the reader to follow. |
| | | Use “au début / puis/ avant/ après / ensuite / finalement” to start sentences. |

| | |
|-----------|---------------------------------|
| 1: | Je suis allé(e) – I went |
| | Je suis sorti(e) – I went out |
| | J’ai rencontré – I met |
| | J’ai visité – I visited |
| | j’ai commandé – I ordered |
| | Je suis rentré(e) – I went home |

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| 3: | au début – at the start |
| | puis - then |
| | avant - before |
| | après - after |
| | ensuite - then |
| | finalement - finally |

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| 2: | de la maison – from the house |
| | en ville – into town |
| | mes meilleurs amis – my best friends |
| | un hamburger – a burger |
| | une limonade – a lemonade |
| | chez moi – back home |

| | |
|------------------|--|
| Questions | 1. Au début, je suis sorti de la maison. |
| | 2. Puis, je suis allé en ville. |
| | 3. J’ai rencontré mes meilleurs amis avant le film. |
| | 4. Après je suis allé au cinéma regarder le film. |
| | 5. Ensuite, j’ai mangé un hamburger au restaurant. |
| | 6. Finalement, je suis rentré chez moi. |



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|-----------------|------------------------------|---|
| Word Revolution | Comparisons and Superlatives | Comparisons compare one thing / activity with another. |
| | | Superlatives describe the best or highest of its kind eg. biggest, happiest, most important |
| | | Comparisons and superlatives use 'plus' and 'moins' in French |

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|----|------------------------------------|----|--|
| 1: | Le portable – the mobile phone | 3: | partager des photos – to share photos |
| | L'ordinateur – the computer | | télécharger de la musique – to download music |
| | La tablette – the tablet | | regarder des clips video – to watch video clips |
| | Les réseaux sociaux – social media | | faire des achats – to do shopping |
| | La télévision – the TV | | jouer à des jeux en ligne – to play games online |
| | L'appareil photo – the camera | | tchatter avec mes amis – to chat with my friends |

| | | | |
|----|--|-----------|--|
| 2: | à mon avis – in my opinion | Questions | 1. Le plus important c'est la télévision. |
| | le plus important – the most important | | 2. A mon avis, le moins important c'est l'appareil photo |
| | le moins important – the least important | | 3. J'aime le portable – je l'utilise pour partager des photos. |
| | c'est – it is | | 4. Cependant, le moins important c'est la tablette. |
| | je l'utilise pour – I use it to | | 5. Je n'aime pas l'ordinateur – c'est le moins important. |
| | cependant - however | | 6. A mon avis, j'aime les réseaux sociaux – c'est super! |



| | | |
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| Word Revolution | Reference to others | Referring to others means someone other than 'I' is the subject of the verb |
| | | Referring others enables you to increase your mark on a piece of writing. |
| | | Verb endings change, depending on who is the subject (ie. I, you, we, he etc) |

| | | | |
|----|--------------------------------------|-----------|--|
| 1: | je/il/elle partage – I/he/she shares | 3: | Souvent - often |
| | je/il/elle tchatte - I/he/she chats | | tous les jours – every day |
| | je/il/elle joue - I/he/she plays | | le weekend – at the weekend |
| | ils/elles partagent – they share | | le soir – in the evening |
| | ils/elles tchattent – they chat | | le matin – in the morning |
| | ils/elles jouent – they play | | deux fois par semaine – twice per week |
| 2: | Plus / moins – more / less | Questions | 1. Il partage des photos avec des amis. |
| | Sur l'ordinateur – on the computer | | 2. Elles jouent des jeux en ligne. |
| | Des photos - photos | | 3. Le soir, je tchatte avec des amis. |
| | Des jeux en ligne – games on line | | 4. Elle tchatte en ligne tous les jours. |
| | Avec des amis – with friends | | 5. Ils partagent des photos en ligne. |
| | C'est génial – it is great | | 6. Je joue sur l'ordinateur deux fois par semaine. |

Timetable:

Please stick a copy of your timetable here.



Creating a climate for great learning, success and opportunity