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# Knowledge Organiser

2025-26

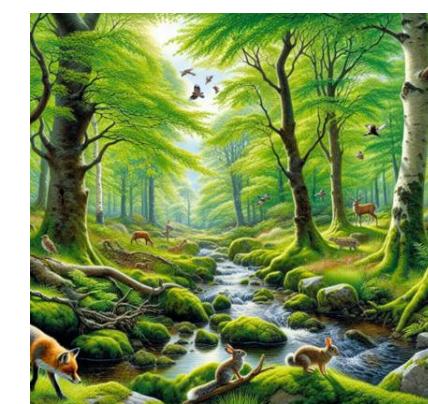


**Year 7**

Aspiration | Respect | Confidence | Creativity | Resilience

# HT1 – Writing

Key Term	Definition	Key Term	Definition
Metaphor	A metaphor is a figure of speech where something is described as if it is something else, even though it's not literally that thing. They use "was", "is", or "are" to make the comparison direct and powerful. Example: <b>The wind was an icy dagger slicing through the valley.</b>	Implicit Characterisation	This is when the author tells the reader directly what a character is like. Example: <b>Sarah was brave and determined.</b>
Simile	A simile is a figure of speech that compares two different things using the words "like" or "as." Example: <b>The wind was like an icy dagger slicing through the valley.</b>	Explicit Characterisation	This is when the author shows the character's traits through their: Speech, thoughts, effects on others, actions or looks. Example: <b>Sarah stepped into the blizzard without hesitation, her jaw set.</b>
Noun	A noun is a word that names a person, place, thing, or idea.	Simple sentences	A sentence with one independent clause. It needs one subject, one verb and it needs to be a complete thought. Example: <b>The snow fell quietly.</b>
Adjective	An adjective is a word that describes or modifies a noun or pronoun. It gives more information about the noun's qualities.	Compound sentences	A sentence with two or more independent clauses, joined by a coordinating conjunction (like and, but, or, so). Example: <b>The snow fell quietly, and the wind howled through the trees.</b>
Verb	A verb is a word that expresses an action, occurrence, or state of being.	Complex sentences	A sentence with one independent clause and at least one dependent clause (a clause that cannot stand alone). Example: <b>The snow fell quietly while the wind howled through the trees.</b>
Adverb	An adverb is a word that modifies a verb, adjective, or another adverb.		
Preposition	A preposition is a word that shows the relationship between a noun (or pronoun) and another word in the sentence. It often tells us where, when, or how something happens.		
Coordinating Conjunctions	A coordinating conjunction is a short word that joins two parts of a sentence together. These parts are usually equal, like two full ideas or two things in a list. E.g. <b>For – and – nor – but – or – yet – so</b>		



Questions	Questions
<ol style="list-style-type: none"><li>1. What is the key difference between a simile and a metaphor?</li><li>2. Is this an example of a metaphor or a simile? <b>The rain fell like shards of glass.</b></li><li>3. Is this an example of a metaphor or a simile? <b>Like a raging bull, the wounded fighter charged at his opponent.</b></li><li>4. Is this an example of a metaphor or a simile? <b>The sun was a watchful eye.</b></li><li>5. What is an adjective?</li><li>6. What is a noun?</li><li>7. What is a verb?</li><li>8. What is an adverb?</li><li>9. Which of the word classes is the following word? <b>Sky.</b></li><li>10. Which of the word classes is the following word? <b>Whistled</b></li><li>11. List the nouns in the picture.</li></ol>	<ol style="list-style-type: none"><li>1. Which adjectives would be appropriate to describe the house in the image? Beautiful – Warm – Eerie - Bright – Empty – Dark.</li><li>2. Why is the following simile unsuccessful as a description of the house? <b>The majestic house was as warm and welcoming as a loving hug.</b></li><li>3. Why is the following metaphor successful as a description of the house? <b>The ominous house was as cold and empty as a shadow.</b></li><li>4. List the nouns in the picture.</li><li>5. Which adjectives would be appropriate to describe the woodland in the image? Beautiful – Warm – Creepy – Peaceful – Bright - Shadowy</li><li>6. Why is the following simile unsuccessful as a description of the woodland? <b>The woodland was as deadly as a raging storm.</b></li><li>7. Why is the following metaphor successful as a description of the house? <b>The woodland was a paradise, untouched by humans.</b></li><li>8. What is the difference between implicit and explicit characterisation?</li></ol>

## Questions

9. Is the following sentence an example of implicit or explicit characterisation? **She was a brave soldier.**

10. Is the following sentence an example of implicit or explicit characterisation? **He was scared in the dark.**

11. Is the following sentence an example of implicit or explicit characterisation? **Her face grew bright red as laughter exploded around her.**

12. What does a simple sentence need?

13. What does a compound sentence join together?

14. What is a complex sentence?

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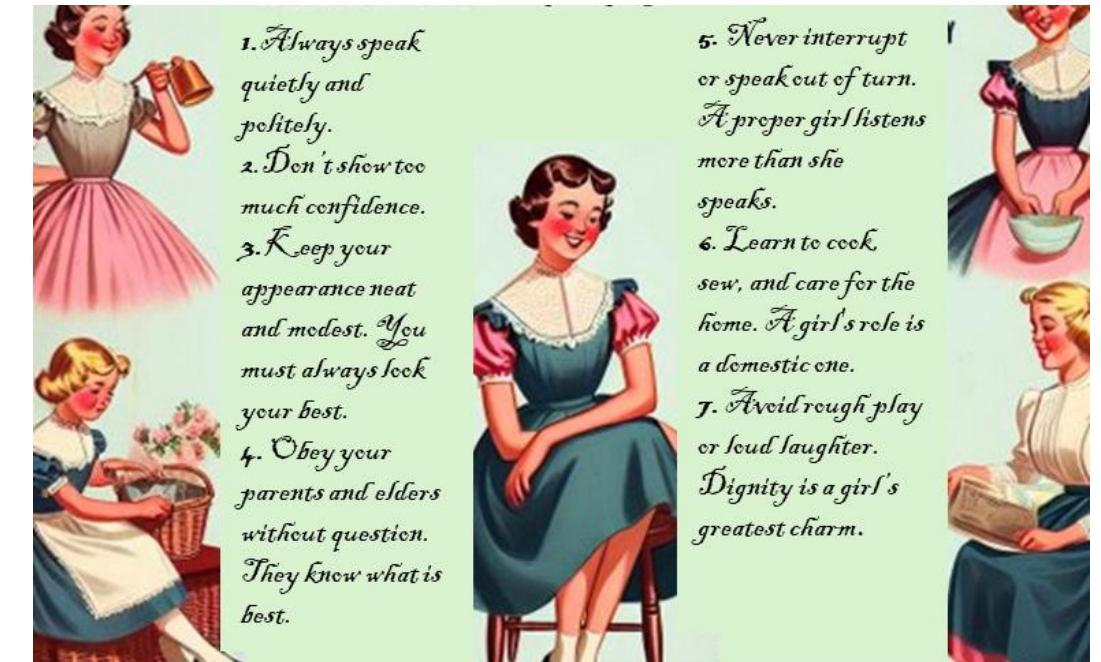
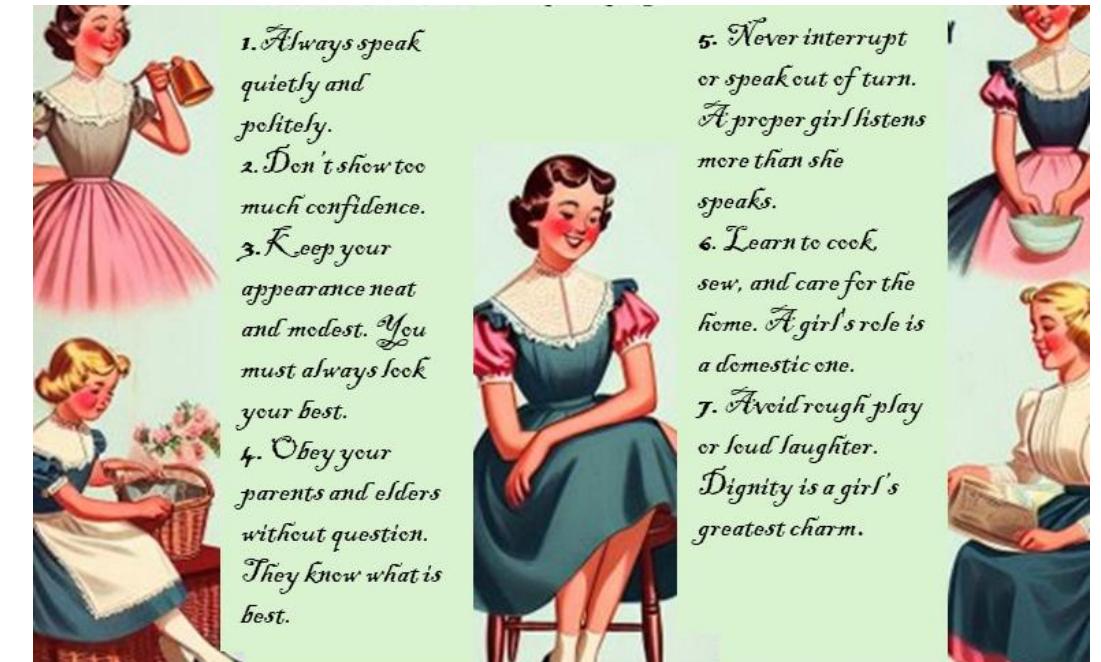
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## HT2 – Reading WWC

Term	Definition	Term	Definition
<b>Subversive</b>	Something or someone that seeks to challenge or overthrow established systems, beliefs, or institutions.	<b>Gender expectations</b>	The ideas and rules that a society has about how people should behave, look, or live based on their gender. These expectations often tell people what is considered “normal” or “appropriate” for boys, girls, men, women, or people of other gender identities
<b>Resilience</b>	The ability to recover quickly from difficulties, adapt well to change, and keep going in the face of adversity. It involves mental, emotional, and sometimes physical strength.	<b>Challenge</b>	To question, resist, or try to change something — especially a rule, belief, or expectation — because you think it is unfair, wrong, or needs to be improved.
<b>Patriarchal</b>	Describes a system or society where men hold most of the power and authority, especially in leadership and decision-making — often leaving women with fewer rights and limited opportunities.	<b>Power</b>	The ability to control people, situations, or resources, or to make decisions that affect others. Power can come from many places — like laws, money, knowledge, or social status
<b>Expectations</b>	Beliefs or assumptions about how someone should behave and what they should achieve. Expectations can come from family, school, society, or even ourselves.		
<b>Class</b>	In society, class refers to a group of people who are seen as having a similar social or economic position. These can be roughly broken down into Upper, middle and lower class.		
<b>Characterisation</b>	The way a writer shows what a character is like. This can include their appearance, actions, speech, thoughts, and how others react to them. A writer uses characterisation as a way of getting their message across.		
<b>Strength</b>	Being strong — not just physically, but also mentally or emotionally. It means being able to face challenges, stay calm under pressure, and keep going even when things are difficult.		
<b>Gender</b>	Gender refers to the roles, behaviours, activities, and identities that a society considers appropriate for people based on whether they are seen as male, female, or another identity.		
<b>Society</b>	A society is a group of people who live together in an organised way, sharing laws, traditions, values, and ways of life. Societies can be large (like a country) or small (like a local community), and they shape how people behave and interact with each other.		

An early Victorian poster describing ‘7 ways a girl should behave in polite society’

## HT2 – Reading WWC

Questions	Questions
1. A subversive character in a novel, would seek to _____ and _____ established systems or institutions.  2. Resilience involves m_____, e_____, and sometimes p_____ strength.  3. A resilient person would keep going in the face of a_____.  4. What does a patriarchal society mean for the women in that society?	1. According to the poster, how should a girl speak?  2. According to the poster, what shouldn't a girl show?  3. According to the poster, who should a girl obey?  4. According to the poster, what should a girl learn to do and why?  5. What time-period are these expectations based on?
1. Where can expectations come from?  2. Expectations are beliefs or assumptions about how someone should b_____.  3. What are the three main classes in society?  4. What does a writer use characterisation for?  5. Apart from physical strength, what other kinds of strength are there?	1. Who or what decides what is considered appropriate for people based on whether they are seen as male or female?  2. What does a society shape?  3. Gender expectations are _____  4. To challenge something is to q_____ it, r_____, or try to c____ it.  5. Power gives people the ability to make d_____ that affect others.  6. Look back at the poster. Did girls or women have power in the Victorian period? Explain your reasoning.

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## HT3 – Writing

Term	Definition	Term	Definition
<b>Direct Address</b>	Direct address is when you directly speak to or write to someone, either by name, pronoun ("you"), or other terms of address, to get their attention or to communicate with them.	<b>Audience</b>	The intended readers which could be: an age group, for example, teenagers or adults.
<b>Rhetorical Question</b>	A rhetorical question is asked in order to create a dramatic effect or to make a point rather than to get an answer.	<b>Formal</b>	Formal writing is written for an audience you do not know on a personal level. It is often the main style in academic writing.
<b>Anecdote</b>	An anecdote is a short amusing or interesting story about a real incident or person.	<b>Informal</b>	Informal consists of short sentences and is used in more personal settings, such as writing a letter to a friend or a diary.
<b>Emotive Language</b>	Emotive language refers to words and phrases deliberately chosen to evoke a strong emotional response in the reader or listener.	<b>Tone</b>	In writing, tone refers to the attitude or feeling that a writer expresses towards a subject or audience.
<b>Facts</b>	A fact is a thing that is known or proved to be true.	<p>Dear Sir/Madam,</p> <p>How can we stand by and allow so many animals to suffer?</p> <p>It is heartbreaking to think of the thousands of stray dogs and cats without safe loving homes.</p> <p>More than 100,000 animals are abandoned in the UK each year. You can make a difference—please, consider adopting a pet or supporting your local shelter today.</p>	
<b>Statistics</b>	Statistics is the science of collecting, analyzing, interpreting, and presenting data.		
<b>Expert Opinion</b>	Expert opinion, in a general sense, refers to a judgment or view on a subject from a person considered knowledgeable or skilled in that area.		
<b>Imagery</b>	Imagery refers to the use of descriptive language that is used to create vivid mental pictures and sensory experiences for the reader.		
<b>Form</b>	The style in which a text is written.		
<b>Purpose</b>	What the writer intends to achieve.		

## HT3 – Writing

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<p>1. Direct address is when you directly speak to or write to someone, either by name, _____ ("you").</p> <p>2. A rhetorical question is asked in order to create a _____ or to make a point rather than to get an answer.</p> <p>3. Explain in your own words what an <i>anecdote</i> is. Why might a writer choose to include one in their writing?</p> <p>4. What is the purpose of <i>emotive language</i>?</p> <ul style="list-style-type: none"><li>a) To explain facts clearly</li><li>b) To create confusion</li><li>c) To cause an emotional reaction</li></ul>	<p>1. Referring to the image, is this letter written in formal language or informal language?</p> <p>2. What is the rhetorical question asking the audience to consider?</p> <p>3. Identify the emotive language in the letter. What emotion is being evoked?</p> <p>4. What fact is being stated in the letter?</p> <p>5. What type of tone is being created through the letter?</p>
<p>5. A _____ is something that can be proven true or false.</p> <p>6. _____ are numbers that show information about a group of people or things.</p>	<p>Diary entries, speeches and letters are all different _____</p> <p>The _____ of a text is the reason why it was written, e.g., to inform, persuade, or entertain.</p>
<p>7. A doctor says, “I believe regular exercise is the best way to stay healthy.” What is this an example of?</p> <p>8. What is ‘imagery’?</p>	<p>When writing a letter to your teacher, your _____ is your teacher.</p> <p>A company writes a letter to customers using polite and professional language. Is this letter likely to be: Formal or Informal</p>
	<p>The _____ of a text shows the writer’s attitude or feelings, like happy, sad, or angry</p>

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## HT4 – Reading - War and Conflict

Term	Definition	Term	Definition
Guilt	A moral emotion that occurs when a person believes or realizes that they have compromised their own standards of conduct.	Propaganda	Propaganda is communication that is primarily used to influence or persuade an audience to further an agenda.
Inner conflict	A psychological struggle within the mind of a character or person, arising from opposing demands or impulses.	Refrain	Uses repetition to place emphasis on a set of words or an idea within a poem.
Futility	Pointlessness or uselessness.	Glorified	Represented as or appearing more elevated or special than is the case.
Conscience	A person's moral sense of right and wrong, viewed as acting as a guide to one's behaviour.		
Betrayal	The action of betraying one's country, a group, or a person; treachery.		
Trauma	A deeply distressing or disturbing experience.		
Shell shock	A term that originated during World War I to describe the type of post-traumatic stress disorder (PTSD) that many soldiers experienced during the war.		
Torment	Severe mental or physical suffering.		
Patriotism	The quality of being patriotic; devotion to and vigorous support for one's country.		
Purpose	What the writer intends to achieve.		



## HT4 – Reading – War and Conflict

Questions	Questions
1. When someone feels bad because they believe they have broken their own moral rules, they are experiencing _____.  2. What is the term for a struggle that happens inside a character's mind when they are pulled in different directions by their thoughts or feelings?  3. Which of these examples best displays the meaning of 'futility'?  A) A soldier keeps rebuilding a bridge that gets destroyed every night during the war. B) A group of peacekeepers successfully stop fighting between two countries. C) A medic saves the lives of injured civilians in a war zone.  4. A person's m_____ sense of right and wrong, viewed as acting as a guide to one's behaviour.  5. When someone turns against their country or friends and helps the enemy, this is called b_____.  6. A character in a story has been through a deeply upsetting event that keeps replaying in their mind. Which word best describes what they are experiencing?  7. What term was used during World War I for the condition we now call PTSD, experienced by many soldiers?	8. What <b>words</b> does the poster use to make war look glorified or exciting?  9. What <b>images</b> does the poster use to make war look glorified and exciting?  10. What images does the poster use to show the harsh reality of war for soldiers?  11. Why do you think posters like this would show war as exciting and fun, instead of dangerous and sad?  12. The right side of the poster shows tired, injured soldiers and broken weapons. What does this tell us about the results of war?  13. What types of suffering can torment lead to?  14. Tom feels proud when he sees soldiers from his country helping to protect others during a war. He shows his support by wearing his country's flag on special days and learning about its history. What is this an example of?  15. A government creates posters saying, " <i>Our country is the strongest and bravest in the world – join the army today!</i> " Which key term does this describe?  16. When a poet repeats the same line at the end of each stanza, they are using a _____.  17. What is the term for when something is presented as elevated/more special than it is.

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## HT5 – Writing

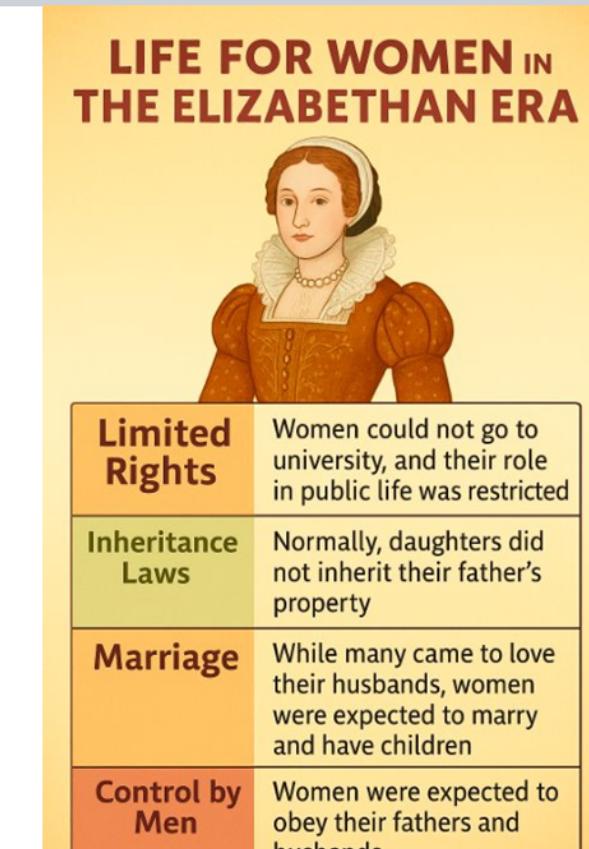
## HT5 – Writing

Questions	Questions

Questions	Questions

# HT6 – Reading – A Midsummer Nights Dream

Term	Definition	Term	Definition
<b>Patriarchy</b>	A system or society where men hold the power and women are largely excluded from it.	<b>Juxtaposition</b>	The fact of two things being seen or placed close together with contrasting effect.
<b>Consent</b>	Permission for something to happen or agreement to do something.	<b>Manipulate</b>	To control or influence (a person or situation) in a clever or devious way.
<b>Subvert</b>	Undermine the power and authority of (an established system or institution).	<b>Headstrong</b>	Energetically wilful and determined.
<b>Elizabethan era</b>	The Elizabethan era refers to the period of English history during the reign of Queen Elizabeth I (1558-1603).		
<b>Conflict</b>	A serious disagreement or argument, typically one that has been happening over an extended period of time.		
<b>Unrequited love</b>	When one person feels love for another but the other person does not return their feelings, or does not realise they feel that way about them.		
<b>Besotted</b>	To be infatuated with someone.		
<b>Resolution</b>	The action of solving a problem or matter.		
<b>Epilogue</b>	A section or speech at the end of a book or play that serves as a comment on or a conclusion to what has happened.		



# HT6 – Reading – A Midsummer Nights Dream

Questions	Questions
<p>1. A patriarchal society is one where ____ hold the power and ____ are largely excluded from this.</p> <p>2. When someone gives permission for something they are giving c_____.</p> <p>3. When someone goes against something or undermines the power/authority they are s_____ it.</p> <p>4. The Elizabethan era was a time in English history when _____ ruled the country.</p> <p>5. What does 'unrequited love' mean? A) Love that is returned B) Love that is not returned C) Love between two married people D) Love between friends</p> <p>6. If you are 'besotted' with someone, how do you feel? A) Very angry B) Extremely fond or in love C) Completely bored D) A little nervous</p> <p>7. There was a c_____ between two friends because they both had feelings for the same person.</p>	<p>8. What were the inheritance laws regarding daughters in the Elizabethan era?</p> <p>9. How were women expected to behave in marriage according to the poster?</p> <p>10. What was expected of women in terms of obedience during the Elizabethan era?</p> <p>11. How did women's roles in public life differ from men's during this time?</p> <p>12. At the end of the story, the main problem is solved during the _____.</p> <p>13. The author added an _____ to explain what happened to the characters after the story ended.</p> <p>14. The author used _____ to show how the rich man's house was bright and warm while the poor family's house was dark and cold.</p> <p>15. If someone manipulates another person, they are: A) Helping them kindly B) Controlling them in a clever or sneaky way C) Ignoring them completely</p> <p>16. What does it mean to be 'headstrong'?</p>

# HT6 – Reading – A Midsummer Nights Dream

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## HT6 – Reading – War and Conflict with Anne Frank

Term	Definition	Term	Definition
<b>Conflict</b>	A serious disagreement or argument, typically an extended one.	<b>Migration</b>	The movement of people from one place to another with intentions of settling, permanently or temporarily, at a new location.
<b>Fascism (dictatorship)</b>	A governmental system led by a dictator having complete power, forcibly suppressing opposition and criticism.	<b>Marginalised</b>	To treat a person, group or concept as insignificant.
<b>Genocide</b>	An intentional action to destroy an ethnic, national, racial, or religious group.	<b>Tragedy</b>	An event causing great suffering, destruction, and distress, such as a serious accident, crime, or natural catastrophe.
<b>Isolation</b>	The state of being alone or lonely.		
<b>Persecution</b>	The act of treating people in a cruel and unfair way, especially because of their race, religion or political beliefs.		
<b>Empathy</b>	The ability to understand and share the feelings of another.		
<b>Perspective</b>	A particular attitude towards or way of regarding something; a point of view.		
<b>Evacuee</b>	A person who has been forced to leave their country to escape war.		
<b>Compassion</b>	Sympathetic pity and concern for the sufferings or misfortunes of others.		

## HT6 – Reading – War and Conflict with Anne Frank

Questions	Questions
1. Conflict is a serious d____ or a_____, typically an extended one.	8. What are the children in the image carrying with them?
2. What is a governmental system called who is led by a ruler who has complete power?	9. What are the children wearing around their necks?
3. What is genocide? A) The killing of a large group of people, especially because of their race, religion, or nationality. B) A peaceful agreement between two countries. C) A type of government ruled by one person.	10. What is happening to the children in this image?
4. When someone is kept alone and away from others, this is called _____.	11. How do you think these children felt at this time?
5. Persecution is the act of treating people in a cruel and unfair way because of their r____, r____ or p____ beliefs.	12. What dangers might these children have faced if they had stayed in the city?
6. What is the key term which means the ability to understand and share the feelings of someone else?	13. How do you feel for these children?
7. What does the word 'perspective' mean?	14. A person who has been forced to leave their country to escape war is called an _____
	15. Which of these is an example of <b>compassion</b> during a time of war? A) Ignoring people who have lost their homes. B) Helping injured soldiers and civilians.
	16. When people move from one country to another because of war or conflict, this is called m_____.
	17. In a war zone, a group of people with disabilities are unable to get food and medicine because they are often ignored by aid organisations. This group is an example of people who are m_____
	18. When many innocent people die in a war, it is called a _____.

## HT6 – Reading – War and Conflict with Anne Frank

Questions	Questions
1. Conflict is a serious d____ or a_____, typically an extended one.	8. What are the children in the image carrying with them?
2. What is a governmental system called who is led by a ruler who has complete power?	9. What are the children wearing around their necks?
3. What is genocide? A) The killing of a large group of people, especially because of their race, religion, or nationality. B) A peaceful agreement between two countries. C) A type of government ruled by one person.	10. What is happening to the children in this image?
4. When someone is kept alone and away from others, this is called _____.	11. How do you think these children felt at this time?
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	18. When many innocent people die in a war, it is called a _____.

## 7.01 – Numerical Skills

Key Term	Definition	Key Term	Definition
Place Value	The value of a digit relating to its position in a number. In 1482 the digits represent 1 thousand, 4 hundreds, 8 tens and 2 ones.	Square Number	The result of multiplying a number by itself. It will always be positive: 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144...
Integer	Whole numbers including zero. -2, -1, 0, 1, 2, 3, ...	Square Root	The opposite of squaring a number to find the original factor e.g. $\sqrt{9} = 3$ or -3
Decimal	A number with a decimal point in it. It can be positive or negative. 0.3, 1.26, -3.4, etc	Inequality	When one number, or quantity, is not equal to another. $a < b$ a is less than b $a > b$ a is greater than b $a = b$ a is equal to b $a \neq b$ a is not equal to b
Positive Number	Any number above zero: 1, 2, 3, 4, ...	Ascending	Smallest to largest
Negative Number	Any number below zero. Always written with a negative sign in front of it: -1, -2, -3, ...	Descending	Largest to smallest
Zero Place Holder	A zero that is used as a place holder to denote the absence of a power of 10 E.g. 506 has no tens so there is a 0 in the tens column	Decimal place value	The value of each digit after the decimal point. Tenth, hundredth, thousandth etc.
Even Number	Any integer that can be divided by 2 without leaving a remainder. 2, 4, 6, 8, 10, ...	Decimal Places	The number of digits after the decimal point e.g. 14.278 has 3 decimal places.
Odd Number	Any integer that cannot be divided by 2 without leaving a remainder. 1, 3, 5, 7, 9, ...	Estimate	Find a rough or approximate answer by rounding e.g. $2.3 \times 18.4 \approx 2 \times 20 = 40$ ≈ “approximately equal to”

## KPI 7.01 Numerical Skills

1) Place Value	The value of a digit relating to its position in a number. In 1482 the digits represent 1 thousand, 4 hundreds, 8 tens and 2 ones.	2) Integer	Whole numbers including zero. -2, -1, 0, 1, 2, 3 ...																		
3) Decimal	A number with a decimal point in it. It can be positive or negative. 0.3, 1.26, -3.4 etc.	4) Positive Number	Any number above zero. 1, 2, 3, 4 ...																		
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## KPI 7.01 Numerical Skills

1) Place Value	<p>The _____ of a _____ relating to its _____ in a number. In 1482 the digits represent 1 thousand, 4 _____, 8 <u>tens</u> and 2 ones.</p>	2) Integer	<p>_____ including zero. -2, -1, 0, 1, 2, 3 ...</p>																					
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1) Place Value	The _____ of a _____ relating to <u>its</u> _____ in a number. In 1482 the digits represent 1 thousand, 4 _____, 8 <u>tens</u> and 2 ones.	2) Integer	_____ including zero. -2, -1, 0, 1, 2, 3 ...																					
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## KPI 7.02 Order of Operations

1) Operation	A rule for combining numbers $+$ $-$ $\times$ $\div$	2) Evaluate	To work out the value of.
3) Index Notation	The <b>index</b> tells us how many times the <b>base</b> is being multiplied by itself. The plural of index is indices.		
4) Order of Operations	<p><b>B</b> = Brackets      <b>DM</b> = Division and Multiplication  <b>I</b> = Indices and Roots      <b>AS</b> = Addition and Subtraction</p> <p>If we have a calculation with addition or subtraction only then we calculate from left to right.</p> $  \begin{array}{c}  18 - 10 + 2 \\  8 + 2 \\  10  \end{array}  $	<p>If we have a calculation with multiplication or division only then go from left to right.</p> $  \begin{array}{c}  8 \times 5 \div 4 \times 10 \\  8 \times 5 \div 4 \times 10 \\  40 \div 4 \times 10 \\  10 \times 10 = 100  \end{array}  $	

## KPI 7.03 Introduction to Algebra

1) $2a$	$2 \times a$	2) $ab$	$a \times b$
3) $a^2$	$a \times a$	4) $3a^2$	$3 \times a \times a$
5) $a$ subtracted from $b$	$b - a$	6) $a$ less than $b$	$b - a$
7) $a$ subtract $b$	$a - b$	8) $a$ reduced by $b$	$a - b$
9) $a$ divided by $b$	$\frac{a}{b}$	10) $b$ divided by $a$	$\frac{b}{a}$
11) 4 times smaller than $a$	$\frac{a}{4}$	12) 4 times larger than $a$	$4 \times a \rightarrow 4a$
13) 5th power of $a$	$a^5$	14) Variable	A letter used to represent any number.
15) Coefficient	The number to the left of the variable. This is the value that we multiply the variable by. $4x \rightarrow$ The coefficient of $x$ is 4. $x \rightarrow$ The coefficient of $x$ is 1.	16) Term	A single number, variable or numbers and variables multiplied together.
17) Expression	A mathematical statement which contains one or more terms combined with addition and/or subtraction signs. E.g. $4x + 3y$ .	18) Collecting like terms	Combining the like terms in an expression. $7x + 3y - 2x$ is simplified to $5x + 3y$ .
19) Substitute	Replace a variable with a given value. E.g. if $b = 10$ , $2b = 2 \times 10 = 20$ $b - 2 = 10 - 2 = 8$	20) Rearrange	Alter the position of variables using the 4 operations. $5 = \frac{a}{t}$ $t = \frac{a}{5}$ $a = 5 \times t$

## KPI 7.02 Order of Operations

1) Operation	A rule for _____ numbers + - $\times$ $\div$	2) Evaluate	To work out the _____ of.
3) Index Notation	The <b>index</b> tells us how many times <u>the</u> _____ is being multiplied by itself. The plural of index is _____.		
4) Order of Operations	<b>B = B</b> <b>I = I</b> _____  <b>DM = D</b> _____ and <b>M</b> _____ <b>AS = A</b> _____ and <b>S</b> _____  If we have a calculation with addition or subtraction only then we calculate from _____.  $\begin{array}{r} 18 - 10 + 2 \\ 8 + 2 \\ \hline 10 \end{array}$	If we have a calculation with multiplication or division only then go from _____  $\begin{array}{r} 8 \times 5 \div 4 \times 10 \\ 8 \times 5 \div 4 \times 10 \\ 40 \div 4 \times 10 \\ 10 \times 10 = 100 \end{array}$	

## KPI 7.03 Introduction to Algebra

1) $2a$		2) $ab$	
3) $a^2$		4) $3a^2$	
5) $a$ subtracted from $b$		6) $a$ less than $b$	
7) $a$ subtract $b$		8) $a$ reduced by $b$	
9) $a$ divided by $b$		10) $b$ divided by $a$	
11) 4 times smaller than $a$		12) 4 times larger than $a$	
13) 5th power of $a$		14) Variable	A _____ used to represent any _____.
15) Coefficient	The _____ to the left of the variable. This is the value that we _____ the variable by. $4x \rightarrow$ The _____ of $x$ is 4. $x \rightarrow$ The _____ of $x$ is 1.	16) Term	A <u>single</u> _____, _____ or _____ and _____ multiplied together.
17) Expression	A mathematical statement which contains one or more _____ combined with _____ and/or _____ signs. E.g. $4x + 3y$ .	18) Collecting like terms	_____ the like terms in an expression. $7x + 3y - 2x$ is simplified to $5x + 3y$ .
19) Substitute	Replace a _____ with a given _____. E.g. if $b = 10$ , $2b = 2 \times 10 = 20$ $b - 2 = 10 - 2 = 8$	20) Rearrange	Alter the _____ of variables using the 4 operations. $5 = \frac{a}{x}$ $t = \frac{a}{x}$ $g = 5 \times t$

## KPI 7.02 Order of Operations

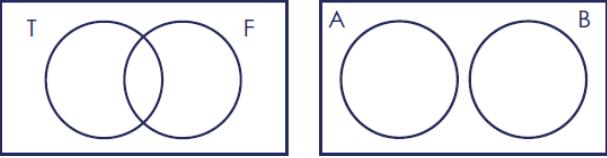
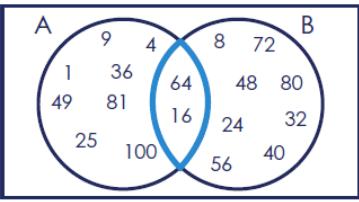
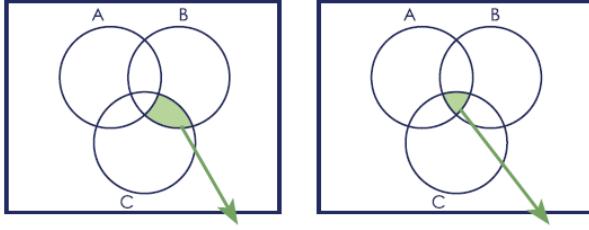
1) Operation	A rule for _____ numbers + - $\times$ $\div$	2) Evaluate	To work out the _____ of.
3) Index Notation	The <b>index</b> tells us how many times <u>the</u> _____ is being multiplied by itself. The plural of index is _____.		
4) Order of Operations	<b>B = B</b> <b>I = I</b> _____  <b>DM = D</b> _____ and <b>M</b> _____ <b>AS = A</b> _____ and <b>S</b> _____  If we have a calculation with addition or subtraction only then we calculate from _____.  $\begin{array}{r} 18 - 10 + 2 \\ 8 + 2 \\ \hline 10 \end{array}$	If we have a calculation with multiplication or division only then go from _____  $\begin{array}{r} 8 \times 5 \div 4 \times 10 \\ 8 \times 5 \div 4 \times 10 \\ 40 \div 4 \times 10 \\ 10 \times 10 = 100 \end{array}$	

## KPI 7.03 Introduction to Algebra

1) $2a$		2) $ab$	
3) $a^2$		4) $3a^2$	
5) $a$ subtracted from $b$		6) $a$ less than $b$	
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9) $a$ divided by $b$		10) $b$ divided by $a$	
11) 4 times smaller than $a$		12) 4 times larger than $a$	
13) 5th power of $a$		14) Variable	A _____ used to represent any _____.
15) Coefficient	The _____ to the left of the variable. This is the value that we _____ the variable by. $4x \rightarrow$ The _____ of $x$ is 4. $x \rightarrow$ The _____ of $x$ is 1.	16) Term	A <u>single</u> _____, _____ or _____ and _____ multiplied together.
17) Expression	A mathematical statement which contains one or more _____ combined with _____ and/or _____ signs. E.g. $4x + 3y$ .	18) Collecting like terms	_____ the like terms in an expression. $7x + 3y - 2x$ is simplified to $5x + 3y$ .
19) Substitute	Replace a _____ with a given _____. E.g. if $b = 10$ , $2b = 2 \times 10 = 20$ $b - 2 = 10 - 2 = 8$	20) Rearrange	Alter the _____ of variables using the 4 operations. $5 = \frac{a}{x}$ $t = \frac{a}{x}$ $g = 5 \times t$

## KPI 7.04 Primes, Factors and Multiples

1) Factor	<p>Any whole number that divides exactly into another number leaving no remainder is a factor. Factors of 20 are: 1, 2, 4, 5, 10, 20</p>	2) Multiple	<p>The result of multiplying a number with a whole number (all times tables!). The multiples of 7: 7, 14, 21, 28, 35, 42, 49, 56, 63, 70 ...</p>
3) Highest Common Factor (HCF)	<p>The HCF of 2 or more numbers is the largest number that is a factor of each of those numbers. E.g. HCF of 18 and 45 = 9 18: 1, 2, 3, 6, <b>9</b>, 18 45: 1, 3, 5, <b>9</b>, 15, 45</p>	4) Lowest Common Multiple (LCM)	<p>The LCM of 2 or more numbers is the smallest number that is a multiple of each of those numbers. E.g. LCM of 6 and 8 = 24 6: 6, 12, 18, <b>24</b>, 30, 36, 42, 48, 54, 60 8: 8, 16, <b>24</b>, 32, 40, 48, 56, 64, 72, 80</p>
5) Prime Numbers	<p>A prime number only has two distinct factors: 1 and itself. 2 is the only even prime number. 1 is not a prime number. Prime numbers between 1 and 100 are: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89, 97</p>		

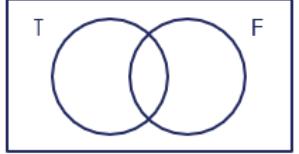
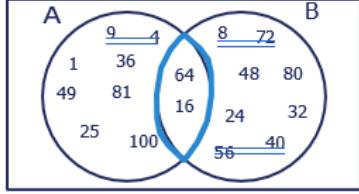
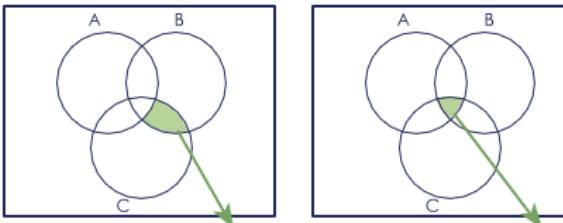
6) Venn Diagrams	<p>These were created by an English Mathematician, John Venn (1834 – 1923). They are used to sort groups of data and consist of two or more circles, often overlapping, contained inside a rectangle.</p>	
7) One Intersection	<p>In a Venn diagram with 2 circles, an overlap represents a section where <b>elements</b> (E.g. numbers) lie in <b>both sets</b> (E.g. A and B). The overlap between the sets, is called the intersection. E.g. A = First ten square numbers      B = First ten multiples of 8</p>	<p>16 and 64 are in the intersection as they are in both sets.</p> 
8) Multiple Intersections	<p>If a Venn diagram is representing three sets, it will have three circles. Each circle will <u>often</u> overlap with another data set twice, with all three circles overlapping at the centre.</p>	

## KPI 7.05 Expanding and Factorising 1

1) Expand	<p>Multiply out the bracket(s) in the expression. E.g. <math>3(5x + 7) = 15x + 21</math></p>	2) Factorise	<p>Identify the HCF and rewrite the expression with brackets. E.g. <math>6x^2 + 9x = 3x(2x + 3)</math></p>
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## KPI 7.04 Primes, Factors and Multiples

<b>1) Factor</b> Any whole number that _____ exactly into another number leaving no _____ is a factor. Factors of 20 are: 1, 2, 4, 5, 10, 20	<b>2) Multiple</b> The result of _____ a number with a whole number (all times tables!). The multiples of 7: 7, 14, 21, 28, 35, 42, 49, 56, 63, 70 ...
<b>3) Highest Common Factor (HCF)</b> The HCF of 2 or more numbers is the _____ number that is a _____ of each of those numbers. E.g. HCF of 18 and 45 = 9 18: 1, 2, 3, 6, <b>9</b> , 18 45: 1, 3, 5, <b>9</b> , 15, 45	<b>4) Lowest Common Multiple (LCM)</b> The LCM of 2 or more numbers is the _____ number that is a _____ of each of those numbers. E.g. LCM of 6 and 8 = 24 6: 6, 12, 18, <b>24</b> , 30, 36, 42, 48, 54, 60 8: 8, 16, <b>24</b> , 32, 40, 48, 56, 64, 72, 80
<b>5) Prime Numbers</b> A prime number only has _____: 1 and itself. 2 is the only _____ prime number. 1 is not a prime number. Prime numbers between 1 and 100 are: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, <b>59</b> , 61, 67, 71, 73, 79, 83, 89, 97	

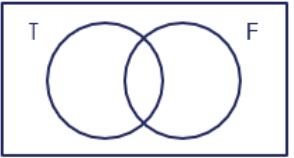
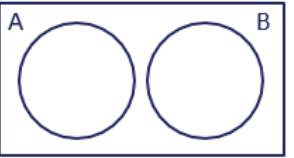
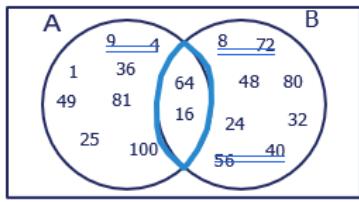
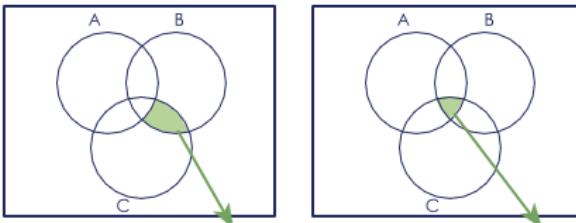
<b>6) Venn Diagrams</b> These were created by an English Mathematician, John Venn (1834 – 1923). They are used to sort groups of data and consist of two or more circles, often overlapping, contained inside a rectangle.	 
<b>7) One Intersection</b> In a Venn diagram with 2 circles, an overlap represents a section <u>where elements</u> (E.g. numbers) lie in <b>both sets</b> (E.g. A and B). The overlap between the <u>sets</u> , is called the _____. E.g. A = First ten square numbers      B = First ten multiples of 8	<b>16 and 64</b> are in the intersection as they are in both sets. 
<b>8) Multiple Intersections</b> If a Venn diagram <u>is representing</u> three sets, it will have three circles. Each circle will <u>often</u> overlap with another data set twice, with all three circles overlapping at the _____.	

## KPI 7.05 Expanding and Factorising 1

<b>1) Expand</b> _____ out the bracket(s) in the expression. E.g. $3(5x + 7) = 15x + 21$	<b>2) Factorise</b> Identify the _____ and rewrite the expression with _____. E.g. $6x^2 + 9x = 3x(2x + 3)$
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## KPI 7.04 Primes, Factors and Multiples

<b>1) Factor</b> Any whole number that _____ exactly into another number leaving no _____ is a factor. Factors of 20 are: 1, 2, 4, 5, 10, 20	<b>2) Multiple</b> The result of _____ a number with a whole number (all times tables!). The multiples of 7: 7, 14, 21, 28, 35, 42, 49, 56, 63, 70 ...
<b>3) Highest Common Factor (HCF)</b> The HCF of 2 or more numbers is the _____ number that is a _____ of each of those numbers. E.g. HCF of 18 and 45 = 9 18: 1, 2, 3, 6, <b>9</b> , 18 45: 1, 3, 5, <b>9</b> , 15, 45	<b>4) Lowest Common Multiple (LCM)</b> The LCM of 2 or more numbers is the _____ number that is a _____ of each of those numbers. E.g. LCM of 6 and 8 = 24 6: 6, 12, 18, <b>24</b> , 30, 36, 42, 48, 54, 60 8: 8, 16, <b>24</b> , 32, 40, 48, 56, 64, 72, 80
<b>5) Prime Numbers</b> A prime number only has _____: 1 and itself. 2 is the only _____ prime number. 1 is not a prime number. Prime numbers between 1 and 100 are: 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47, 53, <b>59</b> , 61, 67, 71, 73, 79, 83, 89, 97	

<b>6) Venn Diagrams</b> These were created by an English Mathematician, John Venn (1834 – 1923). They are used to sort groups of data and consist of two or more circles, often overlapping, contained inside a rectangle.	 
<b>7) One Intersection</b> In a Venn diagram with 2 circles, an overlap represents a section <u>where elements</u> (E.g. numbers) lie in <b>both sets</b> (E.g. A and B). The overlap between the <u>sets</u> , is called the _____. E.g. A = First ten square numbers      B = First ten multiples of 8	<b>16 and 64</b> are in the intersection as they are in both sets. 
<b>8) Multiple Intersections</b> If a Venn diagram <u>is representing</u> three sets, it will have three circles. Each circle will <u>often</u> overlap with another data set twice, with all three circles overlapping at the _____.	

## KPI 7.05 Expanding and Factorising 1

<b>1) Expand</b> _____ out the bracket(s) in the expression. E.g. $3(5x + 7) = 15x + 21$	<b>2) Factorise</b> Identify the _____ and rewrite the expression with _____. E.g. $6x^2 + 9x = 3x(2x + 3)$
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## KPI 7.06 Addition and Subtraction

1) Addition Plus, add, sum, more than.	To find the total of two or more numbers. The inverse operation is subtraction.	$  \begin{array}{r}  1.38 \\  4.90 + \\  \hline  6.28 \\  \cancel{1}  \end{array}  $	2) Subtraction Subtract, minus, take away, less than.	To find the difference between two numbers. The inverse operation is addition.																
3) Commutative	Addition is commutative – the order of addition does not change the result. Subtraction is not commutative.	4) Associative		When you add you can do so regardless of how the numbers are grouped. Subtraction is not associative.																
5) Two-way Table	A visual representation of the possible relationships between two sets of categorical data. You can add and subtract values horizontally and vertically to find totals or missing values.		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Child</th> <th>Adult</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Male</td> <td>7</td> <td>9</td> <td>16</td> </tr> <tr> <td>Female</td> <td>8</td> <td>6</td> <td>14</td> </tr> <tr> <td>Total</td> <td>15</td> <td>15</td> <td>30</td> </tr> </tbody> </table> <p>The values in a row have a total at the right-hand side of the row.</p> <p>The values in a column have a total at the bottom of the column.</p>		Child	Adult	Total	Male	7	9	16	Female	8	6	14	Total	15	15	30	
	Child	Adult	Total																	
Male	7	9	16																	
Female	8	6	14																	
Total	15	15	30																	

## KPI 7.07 Perimeter

1) Perimeter	The total distance around the outside of a closed shape.	 $\text{Perimeter} = 5 + 8 + 5 + 8 = 26 \text{ cm}$	2) Polygon	A 2D shape which has 3 or more straight sides.
			3) Regular Polygon	A polygon where all sides are equal length, and all angles are of equal size.
			4) Irregular Polygon	A polygon where all sides are not equal and/or all angles are not equal.
			5) Units of Length	$1 \text{ cm} = 10 \text{ mm}; 1 \text{ m} = 100 \text{ cm}; 1 \text{ km} = 1000 \text{ m}$

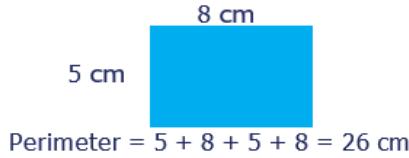
## KPI 7.08 Mean

1) Average	A number expressing the central or typical value in a set of data.	2) Mean	The sum of the numbers divided by how many numbers are being averaged. E.g. Calculate the mean of 14, 6, 18, 2, 3. 1) Add the values: $14 + 6 + 18 + 2 + 3 = 43$ 2) Divide by 5 3) Mean is $\frac{43}{5} = 8.6$
3) Reversing the Mean	If we have the mean but one of the data points is missing, we can find the missing value by:  1) Multiplying the 'mean' by the number of data points to get the total of the values.  2) Subtracting the sum of the known values from the total of all values.		E.g. The mean of three numbers is 5. Two of the numbers are 3 and 10. Find the third value.  Total of the values: $5 \times 3 = 15$ $15 - (3 + 10) = 2$ The third value is 2

## KPI 7.06 Addition and Subtraction

1) Addition ____, add ____, more than.	To find the _____ of two or more numbers. The inverse operation is subtraction.	$  \begin{array}{r}  1.38 \\  4.90 + \\  \hline  6.28 \\  \hline  1  \end{array}  $	2) Subtraction Subtract, minus, take away, less than.	To find the _____ between two numbers. The inverse operation is addition.	$  \begin{array}{r}  8.1 \\  - 1.50 \\  \hline  3.52  \end{array}  $																
3) Commutative	Addition is _____ – the order of addition does not change the _____. Subtraction is not commutative.	4) Associative		When you add you can do so regardless of how the numbers are grouped. Subtraction is not associative.																	
5) Two-way Table	A visual representation of the possible relationships between two sets of _____ data. You can add and subtract values _____ and _____ to find totals or missing values.		<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <th></th> <th>Child</th> <th>Adult</th> <th>Total</th> </tr> <tr> <td>7</td> <td>9</td> <td>16</td> <td></td> </tr> <tr> <td>8</td> <td>6</td> <td>14</td> <td></td> </tr> <tr> <td>15</td> <td>15</td> <td>30</td> <td></td> </tr> </table> <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> <p>The values in a row have a total at the right-hand side of the row.</p> <p>The values in a column have a total at the bottom of the column.</p> </div>		Child	Adult	Total	7	9	16		8	6	14		15	15	30			
	Child	Adult	Total																		
7	9	16																			
8	6	14																			
15	15	30																			

## KPI 7.07 Perimeter

1) Perimeter	The total _____ around the _____ of a closed shape.	 $\text{Perimeter} = 5 + 8 + 5 + 8 = 26 \text{ cm}$	2) Polygon	A 2D shape which has _____.
			3) Regular Polygon	A polygon where all sides are _____, and all angles are of _____.
			4) Irregular Polygon	A polygon where all sides are _____ and/or all angles are _____.
			5) Units of Length	1 cm = _____ mm; 1 m = _____ cm; 1 km = _____ m

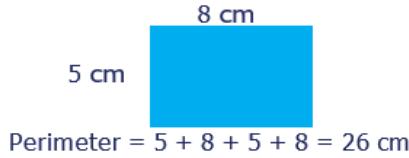
## KPI 7.08 Mean

1) Average	A number expressing the _____ or _____ value in a set of data.	2) Mean	The _____ of the numbers _____ by how many numbers are being averaged. E.g. Calculate the mean of 14, 6, 18, 2, 3. 1) _____ the values: $14 + 6 + 18 + 2 + 3 = 43$ 2) _____ by 5 3) Mean is $\frac{43}{5} = 8.6$
3) Reversing the Mean	If we have the mean but one of the data points is missing, we can find the missing value by:  1) _____ the 'mean' by the number of data points to get the total of the values.  2) _____ the _____ of the known values from the total of all values.		E.g. The mean of three numbers is 5. Two of the numbers are 3 and 10. Find the third value.  Total of the values: $5 \times 3 = 15$ $15 - (3 + 10) = 2$ The third value is 2

## KPI 7.06 Addition and Subtraction

1) Addition ____, add ____, more than.	To find the _____ of two or more numbers. The inverse operation is subtraction.	$  \begin{array}{r}  1.38 \\  4.90 + \\  \hline  6.28 \\  \hline  1  \end{array}  $	2) Subtraction Subtract, minus, take away, less than.	To find the _____ between two numbers. The inverse operation is addition.	$  \begin{array}{r}  8.1 \\  - 1.50 \\  \hline  3.52  \end{array}  $																
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5) Two-way Table	A visual representation of the possible relationships between two sets of _____ data. You can add and subtract values _____ and _____ to find totals or missing values.		<table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <th></th> <th>Child</th> <th>Adult</th> <th>Total</th> </tr> <tr> <td>7</td> <td>9</td> <td>16</td> <td></td> </tr> <tr> <td>8</td> <td>6</td> <td>14</td> <td></td> </tr> <tr> <td>15</td> <td>15</td> <td>30</td> <td></td> </tr> </table> <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> <p>The values in a row have a total at the right-hand side of the row.</p> <p>The values in a column have a total at the bottom of the column.</p> </div>		Child	Adult	Total	7	9	16		8	6	14		15	15	30			
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## KPI 7.07 Perimeter

1) Perimeter	The total _____ around the _____ of a closed shape.		2) Polygon	A 2D shape which has _____.
			3) Regular Polygon	A polygon where all sides are _____, and all angles are of _____.
			4) Irregular Polygon	A polygon where all sides are _____ and/or all angles are _____.
			5) Units of Length	1 cm = _____ mm; 1 m = _____ cm; 1 km = _____ m

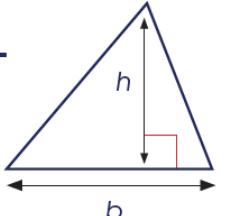
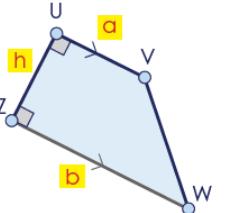
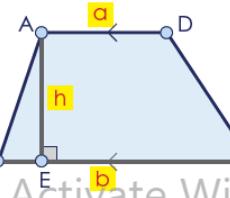
## KPI 7.08 Mean

1) Average	A number expressing the _____ or _____ value in a set of data.	2) Mean	The _____ of the numbers _____ by how many numbers are being averaged. E.g. Calculate the mean of 14, 6, 18, 2, 3. 1) _____ the values: $14 + 6 + 18 + 2 + 3 = 43$ 2) _____ by 5 3) Mean is $\frac{43}{5} = 8.6$
3) Reversing the Mean	If we have the mean but one of the data points is missing, we can find the missing value by: 1) _____ the 'mean' by the number of data points to get the total of the values. 2) _____ the _____ of the known values from the total of all values.		E.g. The mean of three numbers is 5. Two of the numbers are 3 and 10. Find the third value.  Total of the values: $5 \times 3 = 15$ $15 - (3 + 10) = 2$ The third value is 2

## KPI 7.09 Multiplication and Division

1) Multiplication lots of, times, product, of	Multiplication is the operation of scaling one number by another. Multiplication is the inverse operation of division. Multiplication is commutative – the order of multiplication does not change the result. E.g. $2 \times 3 = 3 \times 2$ . Multiplication is associative – when you multiply you can do so regardless of how the numbers are grouped. E.g. $1 \times (2 \times 3) = (1 \times 2) \times 3$		
2) Multiplying Integers	$  \begin{array}{r}  2 \quad 9 \\  \times \quad 3 \\  \hline  8 \quad 7 \\  \hline  2  \end{array}  $ $29 \times 3$	3) Multiplying Decimals	Remove the decimal points Multiply Insert the same number of decimal points in the answer as in the question $0.5 \times 0.3$ $5 \times 3 = 15$ $0.5 \times 0.3 = 0.15$
4) Division	Division can be thought of as sharing. The number being divided is shared equally into the stated number of parts. Division is the inverse operation of multiplication.		
5) Dividend	The number being divided. $15 \div 3 \rightarrow 15$ is the dividend.	6) Divisor	The number by which another is divided. $15 \div 3 \rightarrow 3$ is the divisor.

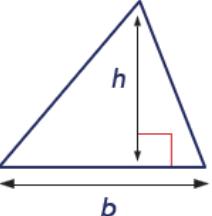
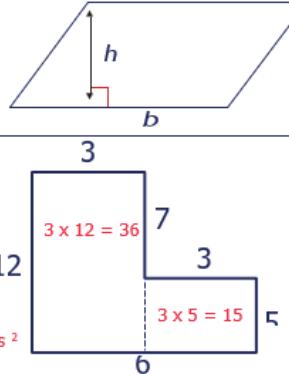
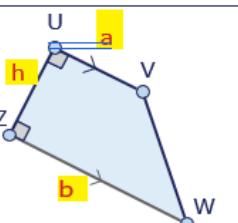
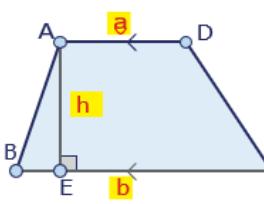
## KPI 7.10 Area

1) Area	A measure of the space inside a 2D shape. Area is measured in square units. E.g. square centimetres ( $\text{cm}^2$ ), square metres ( $\text{m}^2$ ).		
2) Area of a Rectangle	Area = length x width		3) Area of Parallelogram
4) Area of Triangle	Area = $\frac{\text{base} \times \text{height}}{2}$		Area = base x height
5) Compound Area	Split into regular shapes Find the area of each Sum the areas		
6) Units of Area	$1 \text{ cm}^2 = 100 \text{ mm}^2; 1 \text{ m}^2 = 10,000 \text{ cm}^2$		
7) Area of Trapezium	Sum of the parallel sides. Divide by 2. Multiply by the vertical height.		
	$A = \frac{(a + b)}{2} \times h$  		

## KPI 7.09 Multiplication and Division

<b>1) Multiplication</b> lots of, _____, _____, of _____	Multiplication is the operation of _____ one number by another. Multiplication is the inverse operation of division. Multiplication is _____ – the order of multiplication does not change the result. E.g. $2 \times 3 = 3 \times 2$ . Multiplication is associative – when you multiply you can do so regardless of how the numbers are grouped. E.g. $1 \times (2 \times 3) = (1 \times 2) \times 3$		
<b>2) Multiplying Integers</b> $29 \times 3$	$  \begin{array}{r}  2 \ 9 \\  \times 3 \\  \hline  8 \ 7 \\  2  \end{array}  $	<b>3) Multiplying Decimals</b>	Remove the decimal points Multiply Insert the same number of decimal points in the answer as in the question $0.5 \times 0.3$ $5 \times 3 = 15$ $0.5 \times 0.3 = 0.15$
<b>4) Division</b> Division can be thought of as _____. The number being divided is shared equally into the stated number of parts. Division is the inverse operation of multiplication.	$  D \div \square = \square \sqrt{D} = \frac{D}{\square}  $ <p>E.g. <math>8 \div 9 = 9 \frac{8}{9}</math></p>		
<b>5) Dividend</b> The number being divided. $15 \div 3 \rightarrow \underline{\hspace{1cm}}$ is the dividend.	<b>6) Divisor</b>	The number by which another is divided. $15 \div 3 \rightarrow \underline{\hspace{1cm}}$ is the divisor.	

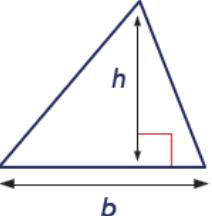
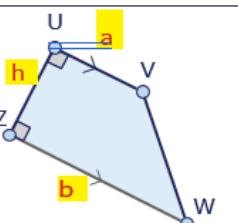
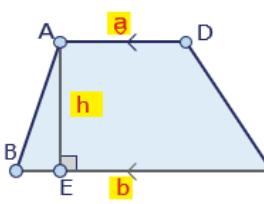
## KPI 7.10 Area

<b>1) Area</b> A _____ inside a 2D shape. <u>Area</u> is measured in _____ units. E.g. square centimetres ( $\text{cm}^2$ ), square metres ( $\text{m}^2$ ).			
<b>2) Area of a Rectangle</b> $\text{Area} = \underline{\hspace{2cm}}$		<b>3) Area of Parallelogram</b>	$\text{Area} = \underline{\hspace{2cm}}$
<b>4) Area of Triangle</b> $\text{Area} = \underline{\hspace{2cm}}$		<b>5) Compound Area</b> Split into regular shapes Find the area of each Sum the areas	 <p><math>3 \times 12 = 36</math>  <math>3 \times 5 = 15</math></p>
<b>6) Units of Area</b> $1 \text{ cm}^2 = 100 \text{ mm}^2; 1 \text{ m}^2 = 10,000 \text{ cm}^2$			
<b>7) Area of Trapezium</b> Sum of the _____ sides. Divide by 2. Multiply by the _____.	$A = \left( \frac{a+b}{2} \right) \times h$		
			

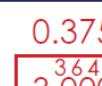
## KPI 7.09 Multiplication and Division

<b>1) Multiplication</b> lots of, _____, _____, of	Multiplication is the operation of _____ one number by another. Multiplication is the inverse operation of division. Multiplication is _____ – the order of multiplication does not change the result. E.g. $2 \times 3 = 3 \times 2$ . Multiplication is associative – when you multiply you can do so regardless of how the numbers are grouped. E.g. $1 \times (2 \times 3) = (1 \times 2) \times 3$		
<b>2) Multiplying Integers</b> $29 \times 3$	$  \begin{array}{r}  2 \ 9 \\  \times 3 \\  \hline  8 \ 7 \\  2  \end{array}  $	<b>3) Multiplying Decimals</b>	Remove the decimal points Multiply Insert the same number of decimal points in the answer as in the question $0.5 \times 0.3$ $5 \times 3 = 15$ $0.5 \times 0.3 = 0.15$
<b>4) Division</b> Division can be thought of as _____. The number being divided is shared equally into the stated number of parts. Division is the inverse operation of multiplication.	$  D \div \square = \square \sqrt{D} = \frac{D}{\square}  $ E.g. $8 \div 9 = 9 \frac{8}{9}$		
<b>5) Dividend</b> The number being divided. $15 \div 3 \rightarrow \underline{\hspace{2cm}}$ is the dividend.	<b>6) Divisor</b>	The number by which another is divided. $15 \div 3 \rightarrow \underline{\hspace{2cm}}$ is the divisor.	

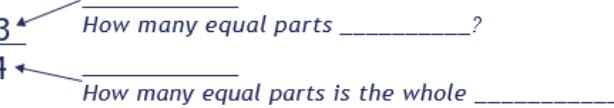
## KPI 7.10 Area

<b>1) Area</b> A _____ inside a 2D shape. <u>Area</u> is measured in _____ units. E.g. square centimetres ( $\text{cm}^2$ ), square metres ( $\text{m}^2$ ).			
<b>2) Area of a Rectangle</b> $\text{Area} = \underline{\hspace{2cm}}$		<b>3) Area of Parallelogram</b>	$\text{Area} = \underline{\hspace{2cm}}$
<b>4) Area of Triangle</b> $\text{Area} = \underline{\hspace{2cm}}$		<b>5) Compound Area</b> Split into regular shapes Find the area of each Sum the areas	$\text{Area} = 36 + 15 = 51 \text{ units}^2$
<b>6) Units of Area</b> $1 \text{ cm}^2 = 100 \text{ mm}^2; 1 \text{ m}^2 = 10,000 \text{ cm}^2$			
<b>7) Area of Trapezium</b> Sum of the _____ sides. Divide by 2. Multiply by the _____.	$A = \left( \frac{a+b}{2} \right) \times h$		
			

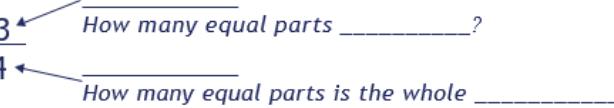
## KPI 7.11-7.14 Fractions

1) Fraction	Part of a whole. The result of dividing one integer by a second (non-zero) integer.	
2) Proper Fraction	The numerator is smaller than the denominator e.g. $\frac{5}{6}$	3) Improper fraction
4) Mixed number	A whole number combined with a fraction. e.g. $2 \frac{1}{3}$	5) Simplify a fraction
6) Writing one number as a fraction of another	Write £15 as a fraction of £25. $\frac{15}{25} = \frac{3}{5}$	Divide both the numerator and the denominator of the fraction by their HCF. $\frac{6}{14} = \frac{3}{7}$
7) Equivalent Fractions	Fractions which have the same value. The numerator and the denominator can be multiplied or divided by the same number.	E.g. Fractions equivalent to $\frac{3}{5}$ : $\frac{3}{5} \times \frac{2}{2} = \frac{6}{10}$ $\frac{3}{5} \times \frac{3}{3} = \frac{9}{15}$ $\frac{3}{5} \times \frac{4}{4} = \frac{12}{20}$ $\frac{3}{5} \times \frac{10}{10} = \frac{30}{50}$
8) Convert an integer to a fraction	Whole numbers are an integer with a denominator of 1.	$3 = \frac{3}{1} = \frac{15}{5}$ 
9) Converting an improper fraction to a mixed number	Divide the numerator by the denominator. Write down the whole number of the answer and the remainder as the numerator of the fraction. The denominator of the mixed number is the same as the denominator of the improper fraction.	$\frac{15}{7} = 2 \frac{1}{7}$
10) Converting a mixed number to an improper fraction	Change the whole number into a fraction (same denominator) and add on the fraction part.	$2 \frac{3}{4} = \frac{8}{4} + \frac{3}{4} = \frac{11}{4}$
11) Add/Subtract Fractions	Make the denominators the same (find the LCM). Use equivalent fractions to change each fraction to the common denominator. Add/subtract the numerators only.	$\frac{2}{7} + \frac{2}{5} = \frac{10}{35} + \frac{14}{35} = \frac{24}{35}$
12) Order Fractions	Find the lowest common denominator. Write equivalent fractions with the LCD. Order from the smallest to largest numerator. Rewrite original fractions in the new order.	$  \begin{array}{ccc}  \frac{2}{3}, & \frac{5}{6}, & \frac{4}{5} \\  20 \textcircled{1} & 25 \textcircled{3} & 24 \textcircled{2} \\  30, & 30, & 30 \\  2 & 4 & 5 \\  3, & 5, & 6  \end{array}  $
13) Convert fractions to decimals	Use short division. E.g. to convert $\frac{3}{8}$ to a decimal: 	14) Fractions of an amount
		We divide the amount by the denominator and then multiply the result by the numerator. E.g. $\frac{2}{7}$ of 35 $35 \div 7 = 5$ $2 \times 5 = 10$

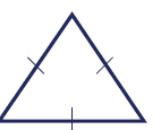
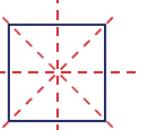
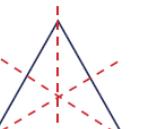
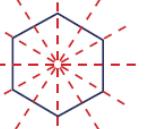
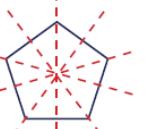
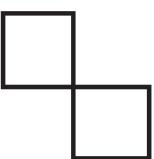
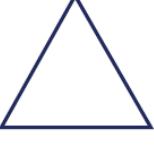
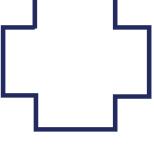
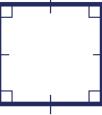
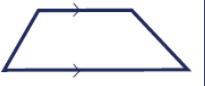
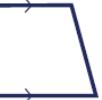
## KPI 7.11-7.14 Fractions

<b>1) Fraction</b>	Part of a _____. The result of dividing one integer by a second (non-zero) integer.	
<b>2) Proper Fraction</b>	The numerator is _____ than the denominator e.g. $\frac{5}{6}$	<b>3) Improper fraction</b> The numerator is _____ than or equal to the denominator e.g. $\frac{11}{8}$
<b>4) Mixed number</b>	A whole number _____. e.g. $2 \frac{1}{3}$	<b>5) Simplify a fraction</b> Divide both the numerator and the denominator of the fraction by _____. $\frac{14}{7}$
<b>6) Writing one number as a fraction of another</b>	Write £15 as a fraction of £25. $\frac{15}{25} = \frac{3}{5}$	
<b>7) Equivalent Fractions</b>	Fractions which have the _____. The numerator and the denominator can be multiplied or divided by the same number.	E.g. Fractions equivalent to $\frac{3}{5}$ . $\frac{3}{5}, \frac{3 \times 2}{5 \times 2}, \frac{6}{10}, \frac{3}{5}, \frac{3 \times 3}{5 \times 3}, \frac{9}{15}, \frac{3}{5}, \frac{3 \times 4}{5 \times 4}, \frac{12}{20}, \frac{3 \times 10}{5 \times 10}, \frac{30}{50}$
<b>8) Convert an integer to a fraction</b>	Whole numbers are an _____ with a denominator of 1.	$3 = \frac{3}{1} = \frac{15}{5}$
<b>9) Converting an improper fraction to a mixed number</b>	Divide the _____ by the _____. Write down the whole number of the answer and the remainder as the _____ of the fraction. The denominator of the mixed number is the same as the denominator of the improper fraction.	$15 = 2 \frac{1}{1}$
<b>10) Converting a mixed number to an improper fraction</b>	Change the whole number into a fraction (same denominator) and add on the fraction part.	$2 \frac{3}{8} = \frac{8}{8} + \frac{3}{8} = \frac{11}{8}$
<b>11) Add/Subtract Fractions</b>	Make the _____ the same (find the _____.) Use _____ fractions to change each fraction to the common denominator. Add/subtract the numerators only.	$\frac{2}{2}, \frac{2}{10}, \frac{10}{10}, \frac{14}{14}, \frac{24}{24}$
<b>12) Order Fractions</b>	Find the _____. Write _____ fractions with the LCD. Order from the smallest to largest numerator. Rewrite original fractions in the new order.	$\frac{2}{20} \textcircled{1}, \frac{5}{25} \textcircled{3}, \frac{4}{30} \textcircled{2}$ $\frac{3}{30}, \frac{6}{30}, \frac{5}{30}$ $\frac{2}{2}, \frac{4}{5}$ $\frac{3}{5}, \frac{4}{6}$
<b>13) Convert fractions to decimals</b>	Use short division. E.g. to convert $\frac{3}{8}$ to a decimal: $8 \overline{)3.000} \quad 0.375$	<b>14) Fractions of an amount</b> We divide the amount by the _____ and then multiply the result by the _____. E.g. $\frac{2}{7}$ of 35 $35 \div 7 = 5$ $2 \times 5 = 10$

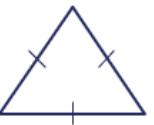
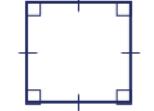
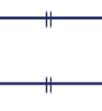
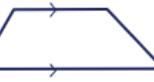
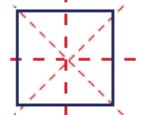
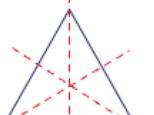
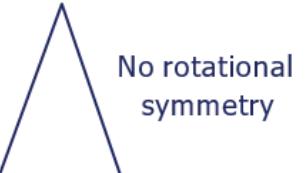
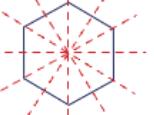
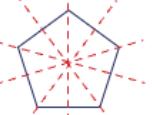
## KPI 7.11-7.14 Fractions

<b>1) Fraction</b>	Part of a _____. The result of dividing one integer by a second (non-zero) integer.	
<b>2) Proper Fraction</b>	The numerator is _____ than the denominator e.g. $\frac{5}{6}$	<b>3) Improper fraction</b> The numerator is _____ than or equal to the denominator e.g. $\frac{11}{8}$
<b>4) Mixed number</b>	A whole number _____. e.g. $2 \frac{1}{3}$	<b>5) Simplify a fraction</b> Divide both the numerator and the denominator of the fraction by _____. $\frac{14}{7}$
<b>6) Writing one number as a fraction of another</b>	Write £15 as a fraction of £25. $\frac{15}{25} = \frac{3}{5}$	
<b>7) Equivalent Fractions</b>	Fractions which have the _____. The numerator and the denominator can be multiplied or divided by the same number.	E.g. Fractions equivalent to $\frac{3}{5}$ . $\frac{3}{5}, \frac{3 \times 2}{5 \times 2}, \frac{6}{10}, \frac{3}{5}, \frac{3 \times 3}{5 \times 3}, \frac{9}{15}, \frac{3}{5}, \frac{3 \times 4}{5 \times 4}, \frac{12}{20}, \frac{3 \times 10}{5 \times 10}, \frac{30}{50}$
<b>8) Convert an integer to a fraction</b>	Whole numbers are an _____ with a denominator of 1.	$3 = \frac{3}{1} = \frac{15}{5}$
<b>9) Converting an improper fraction to a mixed number</b>	Divide the _____ by the _____. Write down the whole number of the answer and the remainder as the _____ of the fraction. The denominator of the mixed number is the same as the denominator of the improper fraction.	$15 = 2 \frac{1}{1}$
<b>10) Converting a mixed number to an improper fraction</b>	Change the whole number into a fraction (same denominator) and add on the fraction part.	$2 \frac{3}{8} = \frac{8}{8} + \frac{3}{8} = \frac{11}{8}$
<b>11) Add/Subtract Fractions</b>	Make the _____ the same (find the _____.) Use _____ fractions to change each fraction to the common denominator. Add/subtract the numerators only.	$\frac{2}{2}, \frac{2}{10}, \frac{10}{10}, \frac{14}{14}, \frac{24}{24}$
<b>12) Order Fractions</b>	Find the _____. Write _____ fractions with the LCD. Order from the smallest to largest numerator. Rewrite original fractions in the new order.	$\frac{2}{20} \textcircled{1}, \frac{5}{25} \textcircled{3}, \frac{4}{30} \textcircled{2}$ $\frac{2}{30}, \frac{4}{30}, \frac{5}{30}$ $\frac{2}{2}, \frac{4}{5}, \frac{5}{6}$
<b>13) Convert fractions to decimals</b>	Use short division. E.g. to convert $\frac{3}{8}$ to a decimal: $8 \overline{)3.000} \quad 0.375$	<b>14) Fractions of an amount</b> We divide the amount by the _____ and then multiply the result by the _____. E.g. $\frac{2}{7}$ of 35 $35 \div 7 = 5$ $2 \times 5 = 10$

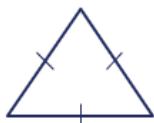
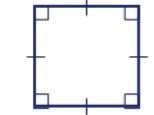
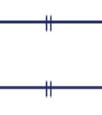
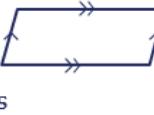
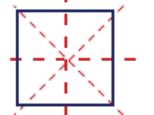
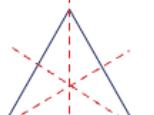
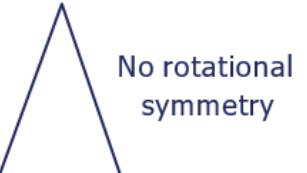
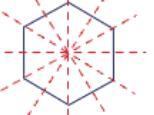
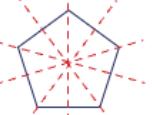
## KPI 7.15 Polygons

1) 3 sides	Triangle	2) 4 sides	Quadrilateral	23) Line symmetry	24) Rotational symmetry
3) 5 sides	Pentagon	4) 6 sides	Hexagon	The mirror lines of a shape. If a polygon is regular, the number of sides is equal to the number of lines of symmetry.	The number of positions in which the rotated object appears unchanged. The number of positions is called the order of the symmetry. For example, <b>Order 3</b> tells us that a shape can be rotated into three positions where the shape appears unchanged.
5) 7 sides	Heptagon	6) 8 sides	Octagon		
7) 9 sides	Nonagon	8) 10 sides	Decagon		
9) 11 sides	Hendecagon	10) 12 sides	Dodecagon		
11) Equilateral Triangle	<ul style="list-style-type: none"> <li>• 3 equal angles</li> <li>• 3 equal sides</li> </ul> 	12) Isosceles Triangle	<ul style="list-style-type: none"> <li>• 2 equal angles</li> <li>• 2 equal sides</li> </ul> 		
13) Scalene Triangle	<ul style="list-style-type: none"> <li>• All angles are different</li> <li>• All sides are different</li> </ul>	14) Right-angled Triangle	<ul style="list-style-type: none"> <li>• One angle of 90°</li> <li>• Can be isosceles or scalene</li> </ul> 	<p><b>Four lines of symmetry</b>    <b>Square</b></p> <p><b>Three lines of symmetry</b>    <b>Equilateral Triangle</b></p> <p><b>Six lines of symmetry</b>    <b>Regular Hexagon</b></p> <p><b>Five lines of symmetry</b>    <b>Regular Pentagon</b></p>	<p><b>Order 2</b>  </p> <p><b>No rotational symmetry</b>  </p> <p><b>Order 3</b>  </p> <p><b>Order 4</b>  </p> <p><b>Order 5</b>  </p>
15) Square	<ul style="list-style-type: none"> <li>• 4 right angles</li> <li>• 4 equal sides</li> <li>• 2 pairs of parallel sides</li> </ul> 	16) Rectangle	<ul style="list-style-type: none"> <li>• 4 right angles</li> <li>• 2 pairs of parallel sides</li> <li>• 2 pairs of equal sides</li> </ul> 		
17) Parallelogram	<ul style="list-style-type: none"> <li>• 2 pairs of equal sized angles</li> <li>• 2 pairs of parallel sides</li> <li>• 2 pairs of equal sides</li> </ul> 	18) Rhombus	<ul style="list-style-type: none"> <li>• 4 equal sides</li> <li>• 2 pairs of equal sized angles</li> <li>• 2 pairs of parallel sides</li> </ul> 		
19) Trapezium	<ul style="list-style-type: none"> <li>• 1 pair of parallel sides</li> </ul> 	20) Right-angled Trapezium	<ul style="list-style-type: none"> <li>• 2 right angles</li> <li>• 1 pair of parallel sides</li> </ul> 		
21) Isosceles Trapezium	<ul style="list-style-type: none"> <li>• 1 pair of parallel sides</li> <li>• 2 pairs of equal sides</li> <li>• 2 pairs of equal sized angles</li> </ul> 	22) Kite	<ul style="list-style-type: none"> <li>• 1 pair of equal sized angles</li> <li>• 2 pairs of equal sides</li> </ul> 		

# KPI 7.15 Polygons

1) 3 sides	2) 4 sides	3) Line symmetry	24) Rotational symmetry
3) 5 sides	4) 6 sides		
5) 7 sides	6) 8 sides		
7) 9 sides	8) 10 sides		
9) 11 sides	10) 12 sides		
<b>11) Equilateral Triangle</b> • 3 _____ angles • 3 _____ sides		<b>12) Isosceles Triangle</b> • 2 _____ angles • 2 _____ sides	
<b>13) Scalene Triangle</b> • All angles are _____ • All sides are _____		<b>14) Right-angled Triangle</b> • One angle of _____ • Can be _____ or _____	
<b>15) Square</b> • 4 _____ angles • 4 _____ sides • 2 pairs of _____ sides		<b>16) Rectangle</b> • 4 _____ angles • 2 pairs of _____ sides • 2 pairs of _____ sides	
<b>17) Parallelogram</b> • 2 pairs of _____ sized angles • 2 pairs of _____ sides • 2 pairs of _____ sides		<b>18) Rhombus</b> • 4 _____ sides • 2 pairs of _____ sized angles • 2 pairs of _____ sides	
<b>19) Trapezium</b> • 1 pair of _____ sides		<b>20) Right-angled Trapezium</b> • 2 _____ angles • 1 pair of _____ sides	
<b>21) Isosceles Trapezium</b> • 1 pair of _____ sides • 2 pairs of _____ sides • 2 pairs of _____ sized angles		<b>22) Kite</b> • 1 pair of _____ sized angles • 2 pairs of _____ sides	
		The _____ lines of a shape. If a polygon is regular, the number of sides is _____ to the number of lines of symmetry.	The number of _____ in which the rotated object appears unchanged. The number of positions is called the _____. For example, <b>Order 3</b> tells us that a shape can be rotated into three positions where the shape appears unchanged.
		<i>Four lines of symmetry</i>  <b>Square</b>	 Order _____
		<i>Three lines of symmetry</i>  <b>Equilateral</b> _____	 No rotational symmetry
		<i>Six lines of symmetry</i>  <b>Regular</b> _____	 Order _____
		<i>Five lines of symmetry</i>  <b>Regular</b> _____	 Order _____
			 Order _____

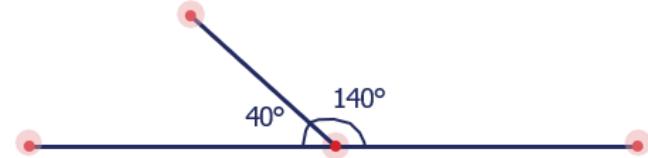
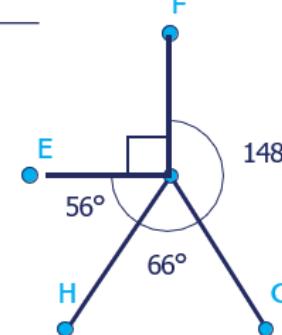
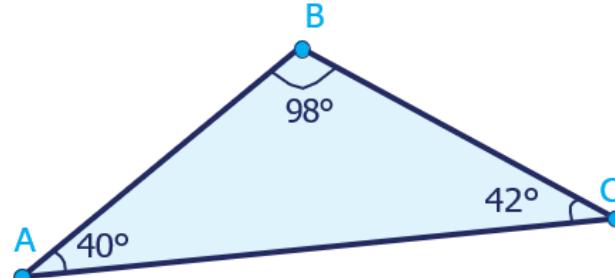
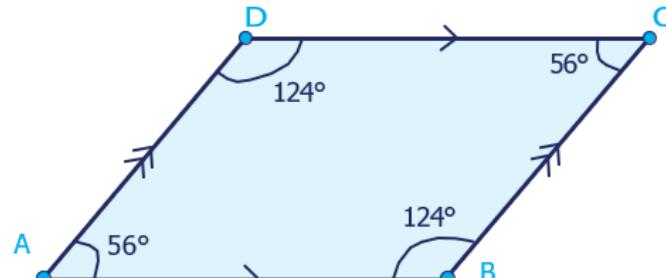
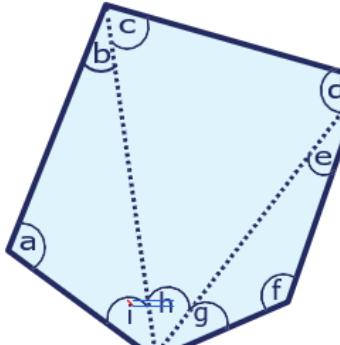
# KPI 7.15 Polygons

1) 3 sides	2) 4 sides	3) Line symmetry	24) Rotational symmetry
3) 5 sides	4) 6 sides		
5) 7 sides	6) 8 sides		
7) 9 sides	8) 10 sides		
9) 11 sides	10) 12 sides		
<b>11) Equilateral Triangle</b> • 3 _____ angles • 3 _____ sides		<b>12) Isosceles Triangle</b> • 2 _____ angles • 2 _____ sides	
<b>13) Scalene Triangle</b> • All angles are _____ • All sides are _____		<b>14) Right-angled Triangle</b> • One angle of _____ • Can be _____ or _____	
<b>15) Square</b> • 4 _____ angles • 4 _____ sides • 2 pairs of _____ sides		<b>16) Rectangle</b> • 4 _____ angles • 2 pairs of _____ sides • 2 pairs of _____ sides	
<b>17) Parallelogram</b> • 2 pairs of _____ sized angles • 2 pairs of _____ sides • 2 pairs of _____ sides		<b>18) Rhombus</b> • 4 _____ sides • 2 pairs of _____ sized angles • 2 pairs of _____ sides	
<b>19) Trapezium</b> • 1 pair of _____ sides		<b>20) Right-angled Trapezium</b> • 2 _____ angles • 1 pair of _____ sides	
<b>21) Isosceles Trapezium</b> • 1 pair of _____ sides • 2 pairs of _____ sides • 2 pairs of _____ sized angles		<b>22) Kite</b> • 1 pair of _____ sized angles • 2 pairs of _____ sides	
		The _____ lines of a shape. If a polygon is regular, the number of sides is _____ to the number of lines of symmetry.	The number of _____ in which the rotated object appears unchanged. The number of positions is called the _____. For example, <b>Order 3</b> tells us that a shape can be rotated into three positions where the shape appears unchanged.
		<i>Four lines of symmetry</i>  <b>Square</b>	 Order _____
		<i>Three lines of symmetry</i>  <b>Equilateral</b> _____	 No rotational symmetry
		<i>Six lines of symmetry</i>  <b>Regular</b> _____	 Order _____
		<i>Five lines of symmetry</i>  <b>Regular</b> _____	 Order _____
			 Order _____

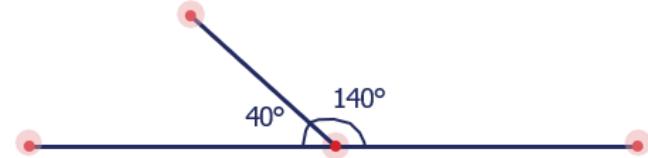
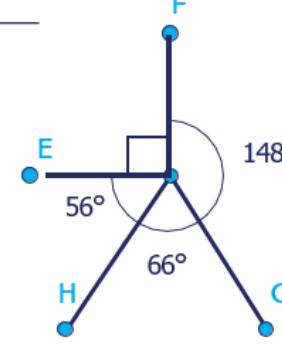
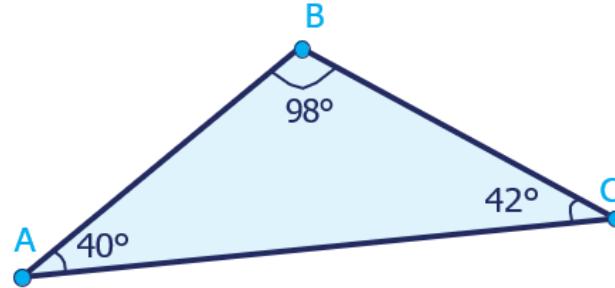
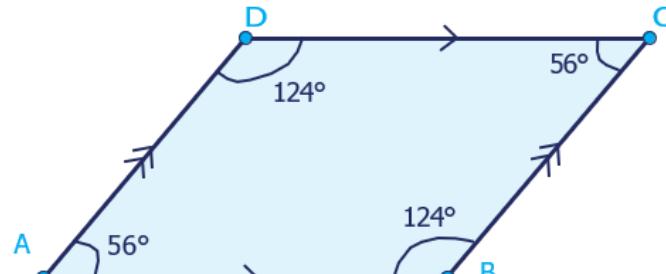
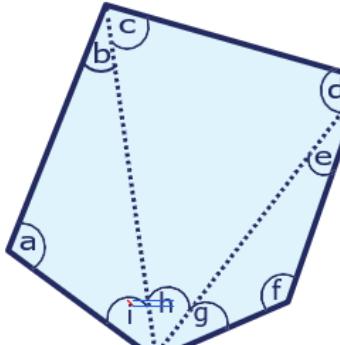
## KPI 7.16 Angles

<b>1) Angle</b>	An angle is a measure of turn from one line segment to another. One whole turn is equal to 360 degrees.	<b>2) Degree</b>	The most common unit of measurement for angles.
<b>3) Acute Angle</b>	Less than $90^\circ$	<b>4) Right Angle</b>	Exactly $90^\circ$
<b>5) Obtuse Angle</b>	Greater than $90^\circ$ but less than $180^\circ$	<b>6) Reflex Angle</b>	Greater than $180^\circ$
<b>7) Angles on a straight line</b>	Angles on a straight line sum to $180^\circ$	<b>8) Angles around a point</b>	Angles around a point sum to $360^\circ$
<b>9) Angles in a triangle</b>	Angles in a triangle sum to $180^\circ$		Any polygon can be split into several triangles to find the sum of the total interior angles. $a + b + i = 180^\circ$ $c + d + h = 180^\circ$ $e + f + g = 180^\circ$ So, total sum of interior angles = $540^\circ$ This information allows us to find a missing angle.
<b>10) Angles in a quadrilateral</b>	Angles in a quadrilateral sum to $360^\circ$	<b>11) Angles in any polygon</b>	

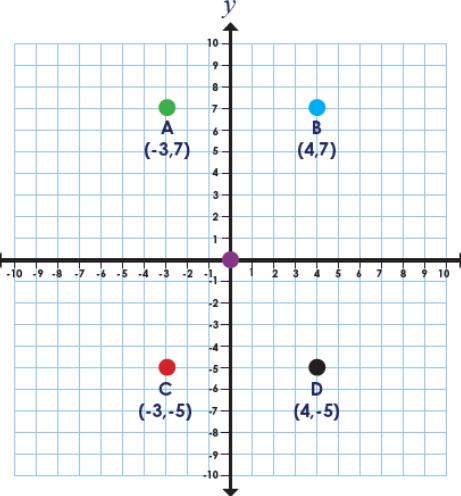
## KPI 7.16 Angles

<b>1) Angle</b>	An angle is a _____ from one line segment to another. One whole turn is equal to _____ degrees.	<b>2) Degree</b>	The most common _____ of measurement for angles.
<b>3) Acute Angle</b>	Less than _____	<b>4) Right Angle</b>	Exactly _____
<b>5) Obtuse Angle</b>	Greater than _____ but less than _____	<b>6) Reflex Angle</b>	Greater than _____
<b>7) Angles on a straight line</b>	Angles on a <u>straight line</u> sum to _____ 	<b>8) Angles around a point</b>	Angles around a point sum to _____ 
<b>9) Angles in a triangle</b>	Angles in a triangle sum to _____ 	<b>11) Angles in any polygon</b>	Any polygon can be split into <u>several</u> _____ to find <u>the</u> _____ of the total interior angles. $a + b + i = 180^\circ$ $c + d + h = 180^\circ$ $e + f + g = 180^\circ$ So, total sum of interior angles = $540^\circ$ This information allows us to find a missing angle.
<b>10) Angles in a quadrilateral</b>	Angles in a quadrilateral sum to _____ 		

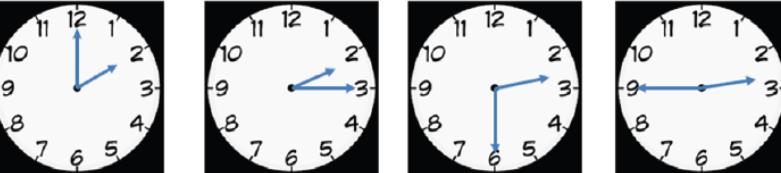
## KPI 7.16 Angles

<b>1) Angle</b>	An angle is a _____ from one line segment to another. One whole turn is equal to _____ degrees.	<b>2) Degree</b>	The most common _____ of measurement for angles.
<b>3) Acute Angle</b>	Less than _____	<b>4) Right Angle</b>	Exactly _____
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<b>7) Angles on a straight line</b>	Angles on a <u>straight line</u> sum to _____ 	<b>8) Angles around a point</b>	Angles around a point sum to _____ 
<b>9) Angles in a triangle</b>	Angles in a triangle sum to _____ 		Any polygon can be split into <u>several</u> _____ to find <u>the</u> _____ of the total interior angles. $a + b + i = 180^\circ$ $c + d + h = 180^\circ$ $e + f + g = 180^\circ$ So, total sum of interior angles = $540^\circ$ This information allows us to find a missing angle.
<b>10) Angles in a quadrilateral</b>	Angles in a quadrilateral sum to _____ 	<b>11) Angles in any polygon</b>	

## KPI 7.17 Co ordinates

<b>1) Coordinates</b>	<p>Written in pairs and inside a bracket. The first number is the <math>x</math> coordinate (horizontal position). The second number is the <math>y</math> coordinate (vertical position).</p>		<p>Point A is in the <b>SECOND</b> quadrant Point B is in the <b>FIRST</b> quadrant Point C is in the <b>THIRD</b> quadrant Point D is in the <b>FOURTH</b> quadrant The coordinate (0,0) is also known as the <b>ORIGIN</b></p>
<b>2) Origin</b>	<p>The coordinate (0,0) is where the <math>x</math> axis and <math>y</math> axis intersect.</p>	<b>6) Midpoint of two coordinates</b>	<p><b>6) Midpoint of two coordinates</b></p> <ol style="list-style-type: none"> <li>1. Add the <math>x</math> coordinates, divide by 2.</li> <li>2. Add the <math>y</math> coordinates, divide by 2.</li> <li>3. Write as a coordinate <math>(x, y)</math>.</li> </ol> <p>E.g. The midpoint of (2, 2) and (8, 4) = (5, 3)</p>
<b>3) Axis Plural-Axes</b>	<p><math>x</math> axis is horizontal (<math>y = 0</math>). <math>y</math> axis is vertical (<math>x = 0</math>).</p>		<p>midpoint of <math>x</math> coordinates: <math>\frac{2+8}{2} = \frac{10}{2} = 5</math></p> <p>midpoint of <math>y</math> coordinates: <math>\frac{2+4}{2} = \frac{6}{2} = 3</math></p>
<b>4) Vertical lines</b>	<p>Always in the form <math>x = a</math>.</p>	<b>6) Midpoint of two coordinates</b>	<p><b>6) Midpoint of two coordinates</b></p> <ol style="list-style-type: none"> <li>1. Add the <math>x</math> coordinates, divide by 2.</li> <li>2. Add the <math>y</math> coordinates, divide by 2.</li> <li>3. Write as a coordinate <math>(x, y)</math>.</li> </ol> <p>E.g. The midpoint of (2, 2) and (8, 4) = (5, 3)</p>
<b>5) Horizontal lines</b>	<p>Always in the form <math>y = a</math>.</p>		<p>midpoint of <math>x</math> coordinates: <math>\frac{2+8}{2} = \frac{10}{2} = 5</math></p> <p>midpoint of <math>y</math> coordinates: <math>\frac{2+4}{2} = \frac{6}{2} = 3</math></p>

## KPI 7.18 Time

<b>1) Analogue</b>	 <p>2 o'clock      Quarter past 2      Half past 2      Quarter to 3</p>	<p>2:00 am → 02:00      2:15 am → 02:15      2:30 am → 02:30      2:45 am → 02:45</p> <p>2:00 pm → 14:00      2:15 pm → 14:15      2:30 pm → 14:30      2:45 pm → 14:45</p>	
<b>2) Digital</b>	<p>Times will appear differently on digital clocks depending on whether they are in 12-hour clock or 24-hour clock mode.</p>		<p>2:00 am → 02:00      2:15 am → 02:15      2:30 am → 02:30      2:45 am → 02:45</p> <p>2:00 pm → 14:00      2:15 pm → 14:15      2:30 pm → 14:30      2:45 pm → 14:45</p>
<b>3) Days</b>	<p>There are 24 hours in one day.</p>	<b>4) Hours</b>	<p>1 hour = 60 minutes</p>
		<b>5) Minutes</b>	<p>1 minute = 60 seconds</p>

## KPI 7.17 Co ordinates

<b>1) Coordinates</b>	<p>Written in pairs and inside a bracket. The first number is the _____ (horizontal position). The second number is the _____ (vertical position).</p>		<p>Point A is in the _____ quadrant</p> <p>Point B is in the _____ quadrant</p> <p>Point C is in the _____ quadrant</p> <p>Point D is in the _____ quadrant</p> <p>The coordinate (0,0) is also known as the _____</p>
<b>2) Origin</b>	<p>The coordinate (0,0) is where the <math>x</math> axis and <math>y</math> axis _____.</p>	<b>6) Midpoint of two coordinates</b>	<p><b>6) Midpoint of two coordinates</b></p> <ol style="list-style-type: none"> <li>_____ the <math>x</math> coordinates, _____ by 2.</li> <li>_____ the <math>y</math> coordinates, _____ by 2.</li> <li>Write as a coordinate <math>(x, y)</math>.</li> </ol> <p>E.g. The midpoint of (2, 2) and (8, 4) = (5, 3)</p> <p>midpoint of <math>x</math> coordinates: <math>\frac{2+8}{2} = \frac{10}{2} = 5</math></p> <p>midpoint of <math>y</math> coordinates: <math>\frac{2+4}{2} = \frac{6}{2} = 3</math></p>
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<b>4) Vertical lines</b>	<p>Always in the form _____</p>		
<b>5) Horizontal lines</b>	<p>Always in the form _____</p>		

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<b>3) Days</b>	<p>There are _____ hours in one day.</p>	<b>4) Hours</b> 1 hour = _____ minutes

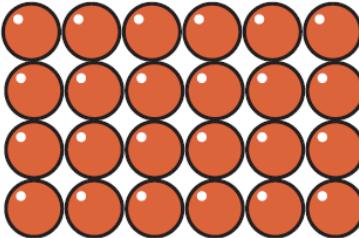
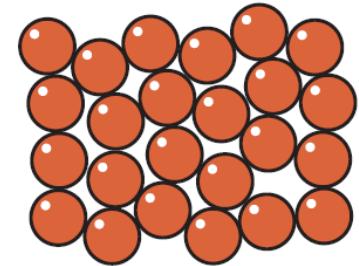
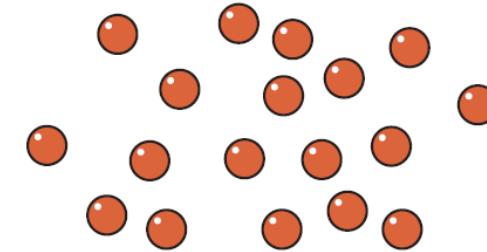
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## 1. Describing particles in states of matter

State	Solid	Liquid	Gas
Diagram			
Arrangement Of Particles	Regular arrangement	Randomly arranged	Randomly arranged
Movement Of Particles	Vibrate about a fixed position	Move around each other	Move quickly in all directions
Closeness Of Particles	Very close	Close	Far apart

## 2. Explaining The Properties Of Solids

Property	Reason
Fixed shape & cannot flow	Particles cannot move from place to place
Cannot be compressed (squashed)	Particles are close together and have no space to move into

## 3. Explaining The Properties Of Liquids

Property	Reason
They flow and take the shape of their container	The particles can move around each other
They cannot be compressed (squashed)	The particles are close together and have no space to move into

## 4. Explaining The Properties Of Gases

Property	Reason
They flow and completely fill their container	The particles can move quickly in all directions
They can be compressed (squashed)	The particles are far apart and have space to move into

## Page 20 – States of Matter

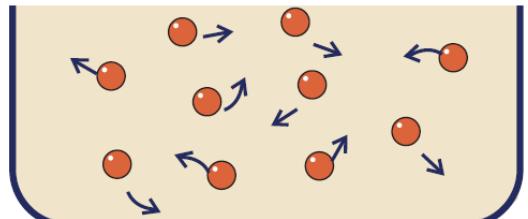
Questions	Questions
<ol style="list-style-type: none"><li>1. What is the arrangement of particles in a solid?</li><li>2. Why can't solids be compressed?</li><li>3. How do particles move in a liquid?</li><li>4. What causes gases to completely fill their container?</li><li>5. What does the closeness of particles in gases allow for?</li></ol>	<ol style="list-style-type: none"><li>6. How are particles arranged in liquids compared to solids?</li><li>7. What property do solids have that liquids and gases do not?</li><li>8. Why can't liquids be compressed?</li><li>9. Which state of matter has particles that move quickly in all directions?</li><li>10. What determines whether a substance flows or keeps its shape?</li></ol>

## Page 20 – States of Matter

Questions	Questions
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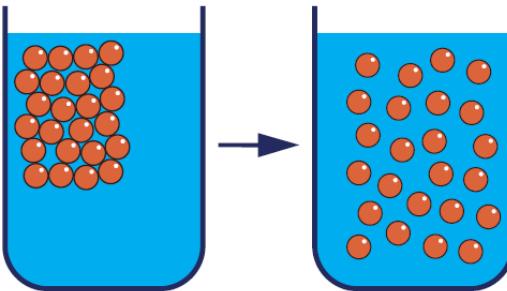
**5. Gas Pressure**

When gas particles hit the walls of their container, they cause pressure. The faster the particles move, the higher the gas pressure.

**6. Diffusion**

Diffusion is the movement of a substance from an **area of high concentration** to an **area of low concentration**.

Diffusion happens in **liquids** and **gases** because their particles move randomly from place to place.

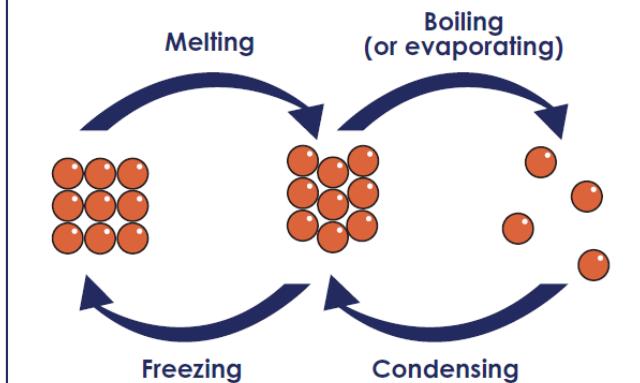
**7. Conservation Of Mass**

The number of particles stay the same when a substance changes state - only their **closeness**, **arrangement** or **motion** change. This means that the **mass of the substance stays the same**.

For example, 10g of water boils to form 10g of steam, or freezes to form 10g of ice. This is called **conservation of mass**.

**8. Changes Of State****9. Losing Energy**

	Condensing	Freezing
Description	Gas to liquid	Liquid to solid
Closeness Of Particles	Become much closer together	Stay close together
Arrangement Of Particles	Stay random	Random to regular
Motion Of Particles	Stop moving quickly in all directions, and can only move around each other	Stop moving around each other, and only vibrate on the spot

**Gaining Energy****10. Gaining Energy**

	Melting	Evaporating or boiling
Description	Solid to liquid	Liquid to gas
Closeness Of Particles	Stay close together	Become much further apart
Arrangement Of Particles	Regular to random	Stay random
Motion Of Particles	Start to move around each other	Start to move quickly in all directions

## Page 21 – Gas Pressure, Diffusion, Conservation of Mass

Questions	Questions
<ol style="list-style-type: none"><li>1. What causes pressure in gases?</li><li>2. How does temperature affect gas pressure?</li><li>3. What is diffusion?</li><li>4. Why does diffusion happen in gases and liquids?</li><li>5. What does the conservation of mass state about changing states?</li></ol>	<ol style="list-style-type: none"><li>6. Does the number of particles change during a change of state?</li><li>7. What is an example of conservation of mass when boiling water?</li><li>8. What state change is described by gas to liquid?</li><li>9. What happens to particle motion during condensation?</li><li>10. What type of energy change occurs during melting?</li></ol>

## Page 21 – Gas Pressure, Diffusion, Conservation of Mass

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## 1. Pure Substances

A pure substance contains only one type of particle.

For example:

- Pure iron contains only iron particles (called iron atoms);
- Pure water contains only water particles (called water molecules);
- Pure oxygen only contains oxygen particles (called oxygen molecules).

## 2. Mixtures

A mixture contains more than one type of particle that are NOT chemically joined together.

For example:

- Steel contains iron particles and small amounts of carbon particles (called carbon atoms);
- Tap water contains water particles and small amounts of other particles (called ions);
- Air contains 21% oxygen, 78% nitrogen and 1% of other gases (e.g. argon and carbon dioxide).

## 3. Dissolving

Dissolving is one way to make a mixture. For example, when salt is stirred into water, the salt **dissolves** in the water to make salt **solution**.

- Solute - the substance that dissolves (e.g. salt)
- Solvent - the substance that the solute dissolves in (e.g. water)
- Solution – the mixture of solute and solvent (e.g. salt water)
- Soluble – a substance that can dissolve
- Insoluble – a substance that can not dissolve
- Saturated solution - when you can't dissolve any more solute in a solvent

## 4. Separating Mixtures

We can separate mixtures in different ways depending on their properties:

- Filtration
- Evaporation
- Chromatography
- Distillation



Mixture



Separated

## Page 22 – Mixtures & Separation Techniques

Questions	Questions
<ol style="list-style-type: none"><li>1. What is a pure substance?</li><li>2. How do mixtures differ from pure substances?</li><li>3. What is a solute?</li><li>4. What is a saturated solution?</li><li>5. What separation technique is used for insoluble solids and liquids?</li></ol>	<ol style="list-style-type: none"><li>6. What is the residue in filtration?</li><li>7. What happens during evaporation?</li><li>8. Why is distillation used?</li><li>9. What is the filtrate in filtration?</li><li>10. What does chromatography separate?</li></ol>

## Page 22 – Mixtures & Separation Techniques

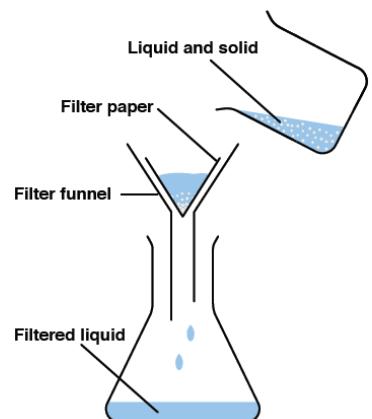
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**5. Filtration**

**Filtration** - a method for separating an insoluble solid from a liquid.

**Residue** - the insoluble solid left behind in the filter paper.

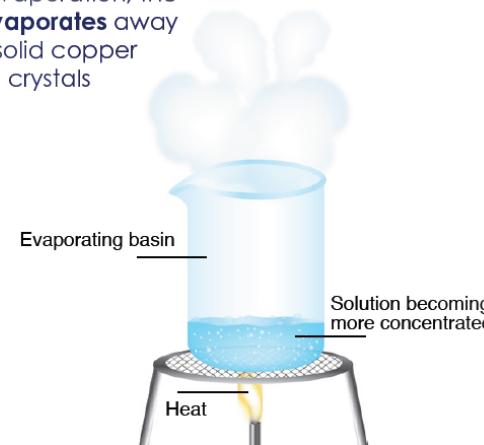
**Filtrate** - the water that passes through the filter paper.

**6. Evaporation**

**Evaporation** is used to separate a **soluble** solid from a liquid.

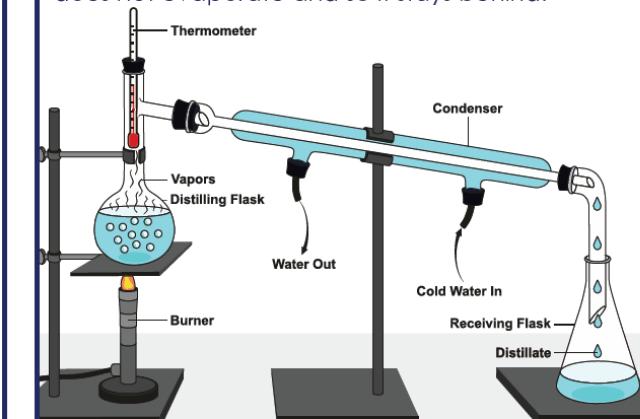
For example, copper sulphate is soluble in water – its crystals dissolve in water to form copper sulphate solution.

During evaporation, the water **evaporates** away leaving solid copper sulphate crystals behind.

**7. Distillation**

**Distillation** is a method for separating the solvent from a **solution**.

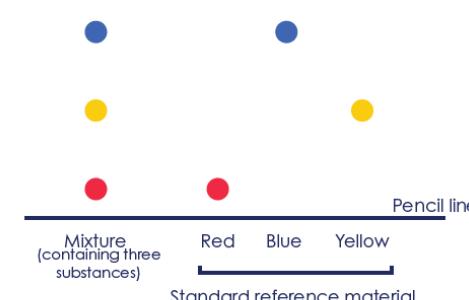
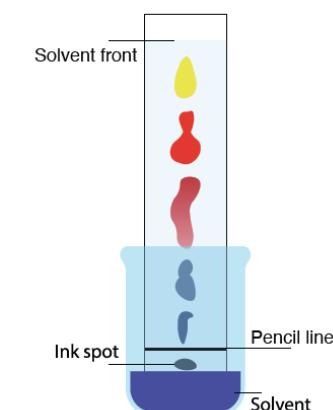
For example, water can be separated from salt solution because water has a much lower boiling point than salt. When the solution is heated, the water **evaporates**. It is then cooled and **condensed** into a separate container. The salt does not evaporate and so it stays behind.

**8. Chromatography**

**Chromatography** - a method for separating dissolved substances from one another.

**How it Works**

- A pencil line is drawn and spots of the mixture placed on it.
- There is a container of solvent (e.g. water or ethanol).
- As the solvent travels up the paper, the ink or dyes dissolve in the solvent and are carried up the paper.
- Some substances are more soluble and are carried further up the paper, so the mixture separates.
- The spots can be compared to the chromatogram for known substances to identify them.



A **chromatogram**, the results of a chromatography experiment.

## Page 23 – Chromatography & Evaporation

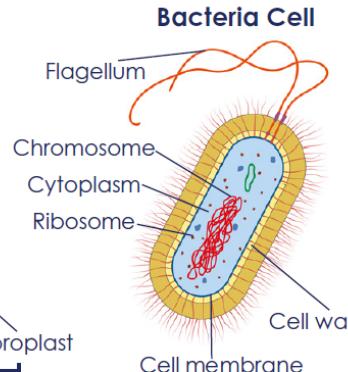
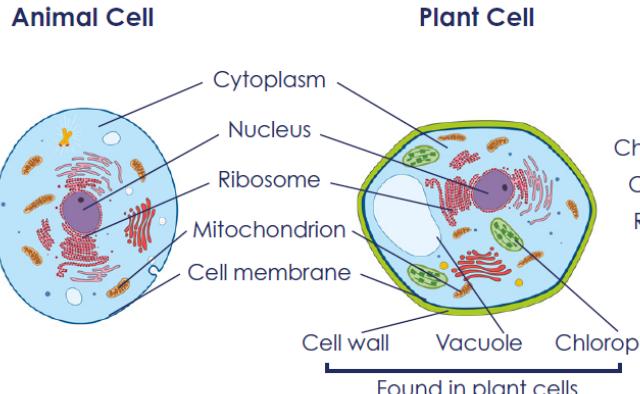
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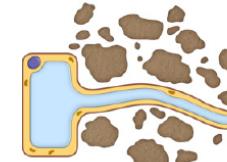
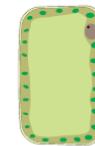
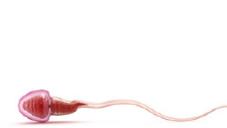
## 1. Cell Structure

Unicellular organisms are made of one cell (e.g. bacteria).  
Multicellular organisms are made of many cells (e.g. plants and humans).



## 2. Specialised Cells

**Specialised cells** - cells that are adapted to do a specific job.



**Sperm cell**  
Streamlined -  
Swim fast **Lots of mitochondria** that release energy for swimming

**Palisade cell**  
Lots of chloroplasts that absorb sunlight for photosynthesis

**Root hair cell**  
Large vacuole for storing cell sap  
**Large surface area** to absorb water and minerals more efficiently

## Organelle

## Function

**Nucleus** Contains genetic material which controls the cell's activities

**Cell Membrane** Controls the movement of substances in and out of the cell

**Cytoplasm** Where chemical reactions happen

**Mitochondria** Where energy is released in respiration

**Ribosome** Where protein synthesis happens

**Cell Wall** Provides strength and support

**Chloroplast** Absorbs energy for photosynthesis (contains **chlorophyll**)

**Vacuole** Filled with cell sap

## 3. Parts Of The Microscope



- Put the slide on the stage;
- Always start on the lowest magnification as it gives you the widest field of vision;
- Use the focus to see your object;
- Then increase the magnification.

## Page 24 – Cells, Tissues, Organs

Questions	Questions
<ol style="list-style-type: none"><li>1. What organelle contains genetic material?</li><li>2. What is the function of the mitochondria?</li><li>3. Which organelle controls what enters and leaves a cell?</li><li>4. What is the role of chloroplasts?</li><li>5. Which cell type contains a flagellum?</li></ol>	<ol style="list-style-type: none"><li>6. What is a specialised cell?</li><li>7. Why does a root hair cell have a large surface area?</li><li>8. What is the function of ribosomes?</li><li>9. What type of organism is made from one cell?</li><li>10. What is the difference between plant and animal cells?</li></ol>

## Page 24 – Cells, Tissues, Organs

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## 4. Organisation

Cell



Tissue



Organ



Organ System

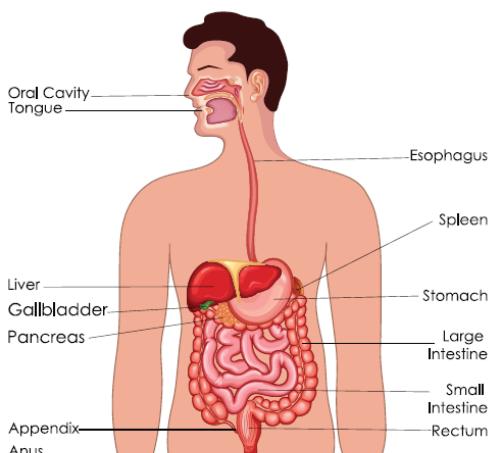
Cell	The smallest structural unit of all organisms.
Tissue	Made from a group of cells with a similar structure and function, which all work together to do a particular job.
Organ	Made from a group of different tissues, which all work together to do a particular job.
Organ System	Made from a group of different organs, which all work together to do a particular job.

## 5. Digestive System

Role: to break down large food molecules into smaller molecules that can be absorbed.

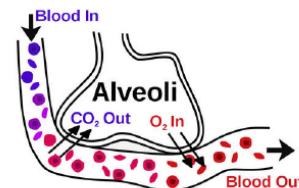
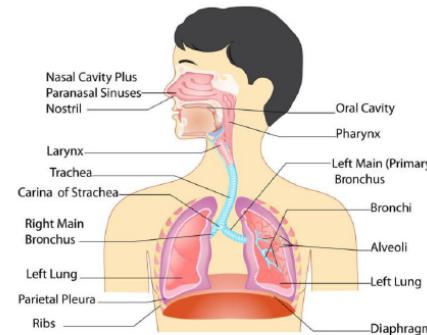
## Adaptations

- The intestine is a highly folded structure, which increases surface area to speed up diffusion;
- The intestine is covered in many villi which are further covered by microvilli = large surface area → faster rate of diffusion;
- Thin membranes → shorter distance to diffuse → faster rate of diffusion;
- Covered in blood vessels → keeps blood moving to maintain concentration differences → faster rate of diffusion.



## 6. Respiratory System

Respiratory system takes in oxygen for respiration and remove carbon dioxide.



Inhaled air contains more oxygen than exhaled air.

Exhaled air contains more carbon dioxide than inhaled air.

## Main Adaptations

Trachea	Contains C ring cartilage which keeps the airway open leaving a clear passage for air to travel in and out of the lungs.
Alveoli	Thin membranes → reduced diffusion distance Good blood supply → maintains concentration gradients Highly folded membrane → increased surface area All of the above adaptations ensure that <b>gas exchange</b> , by <b>diffusion</b> , happens efficiently.

## Page 25 – Organisation & Body Systems

Questions	Questions
<ol style="list-style-type: none"><li>1. What is a tissue?</li><li>2. What is an organ system?</li><li>3. What is the role of the respiratory system?</li><li>4. What is the function of alveoli?</li><li>5. What adaptation keeps the trachea open?</li></ol>	<ol style="list-style-type: none"><li>6. How is the intestine adapted for diffusion?</li><li>7. What are villi?</li><li>8. Why do intestines have a large surface area?</li><li>9. How does blood flow help diffusion in the intestine?</li><li>10. What protects the foetus in the uterus?</li></ol>

## Page 25 – Organisation & Body Systems

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**1. The Energy Laws**

1. Energy can not be destroyed or created, only transferred - this is called **conservation of energy**;
2. Energy tends to spread out and become less useful (e.g. hot objects always eventually cool down).

**2. Power**

Power is calculated by dividing energy transferred by time taken:

$$P = E/t$$

P = Power (W); E = energy (J); t = time (s)

**Power** is a measure of how fast energy is being transferred. Units of power: **Watts (W)** - **Kilowatts (kW)**.

**3. Different Energy Stores:**

- Chemical;
- Kinetic;
- Gravitational potential;
- Elastic potential;
- Magnetic;
- Electrostatic;
- Internal (or thermal);
- Nuclear.

We can measure the amount of energy in a store.

Units of energy:  
**joules (J); kilojoules (kJ); kilowatt-hours (kWh).**

**4. Pathways**

There are 4 main **pathways** by which energy can be transferred:

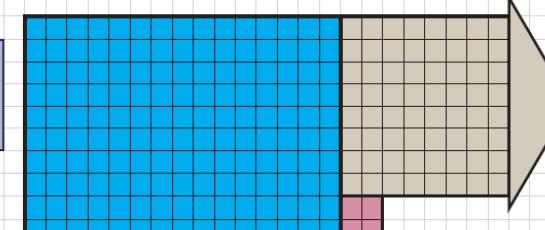
- By **mechanical** work (a **force** causing an object to move);
- By **electrical** work (when charges move due to a potential difference);
- By **heating** (due to a difference in temperature);
- By **radiation** (due to electromagnetic waves, e.g. light or to mechanical waves, e.g. sound).

**5. Sankey Diagram & Efficiency**

Total energy before transfer = total energy after transfer

Arrows are labelled with useful and non-useful transfers

Electrostatic store  
100J



Transferred by lighting  
80J

Straight lines, drawn with a ruler

The wasted energy is labelled

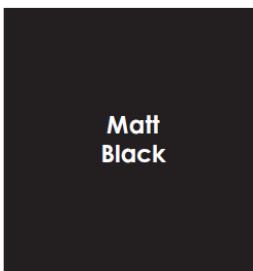
Energy supplied = useful energy + wasted energy

Transferred by heating  
20J - **wasted**

Boxes are the correct width

$$\text{Efficiency (\%)} = \frac{\text{Useful Energy Transferred (Joules)}}{\text{Total Energy Supplied (Joules)}} \times 100 (\%)$$

Best Emitter



Worst Emitter



Best Absorber

Worst Absorber

## Page 26 – Energy & Transfers

Questions	Questions
<ol style="list-style-type: none"><li>1. What are the 8 energy stores?</li><li>2. What is energy measured in?</li><li>3. What does conservation of energy state?</li><li>4. Name the 4 ways energy can be transferred.</li><li>5. What is the equation for power?</li></ol>	<ol style="list-style-type: none"><li>6. What unit is used to measure power?</li><li>7. What does a Sankey diagram show?</li><li>8. How is efficiency calculated?</li><li>9. What is wasted energy?</li><li>10. Which surfaces are best absorbers of heat?</li></ol>

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## 6. Heat Transfer

There are three ways to transfer heat:

1) **Conduction** – heat transfer in a solid; The solid particles are always **vibrating**.

Heat makes the particles **vibrate more**. Because they are **touching**, the particles **collide** with the particles next to them with more energy, and this transfers the heat along.

2) **Convection** – heat transfer in fluids (liquids and gases); **Particles in a fluid gain energy and move further apart. This makes the fluid less dense, causing it to rise.**

3) **Radiation** – heat transfer via **infra-red (thermal) radiation** – can travel through a vacuum.

## 7. Energy Costs Money

To work out how much it costs, you need to know:

- The amount of **units** of energy used (in **kWh** not **joules**);
- The **cost per unit** (1 unit is 1 kWh) – you will be told this.

**Total cost (p) = number of kilowatt-hours (kWh) × cost per kilowatt-hour (p)**

You can work out how many units something uses if you know its power (in kW) and how long you have used it for (in hours):

**Number of units of energy used (kWh) = power (kW) × time (s)**

## 8. Renewable And Non-Renewable Resources

1) **Non-renewable energy resources cannot be replaced once they are all used up;**

- **Fossil fuels (coal, oil, gas)**

- Release carbon dioxide (a greenhouse gas and increases global warming) - release sulphur dioxide and nitrogen oxides, which cause acid rain.

- **Nuclear**

- Nuclear fuels do not produce carbon dioxide or sulphur dioxide;
- Non-renewable energy resources. They will run out one day;
- Risk of radioactive material being released into the environment.

2) **Renewable energy resources can be replaced, and will not run out;**

- **Wind**

- No release of carbon dioxide or sulphur dioxide;
- If there is no wind, there is no electricity.

- **Water (wave, tidal or hydroelectric)**

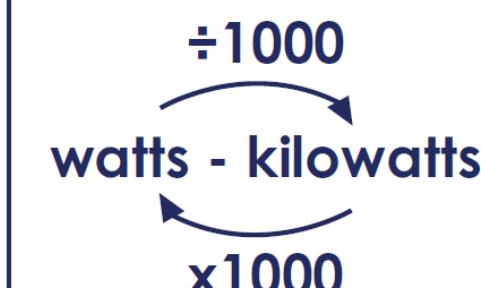
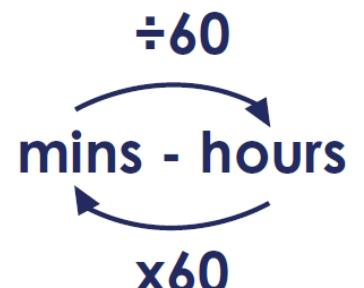
- No release of carbon dioxide or sulphur dioxide.
- Difficult for wave machines to produce large amounts of electricity;
- Tidal barrages destroy the habitats;
- Hydroelectric floods farmland and can push people from their homes.

- **Geothermal**

- No release of carbon dioxide or sulphur dioxide;
- Most parts of the world do not have suitable areas for geothermal.

- **Solar**

- No release of carbon dioxide or sulphur dioxide;
- If there is no sunlight, there is no electricity.



## Page 27 – Heat Transfer & Energy Resources

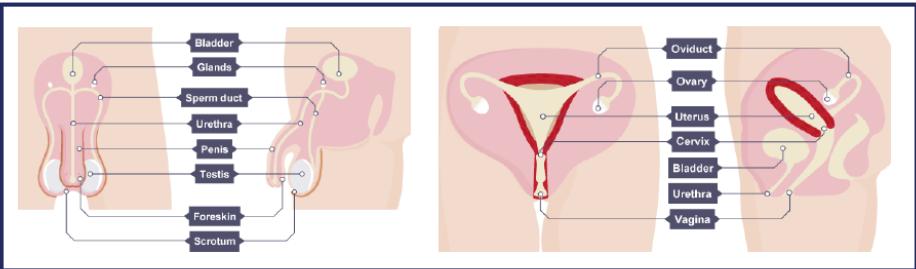
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## Page 27 – Heat Transfer & Energy Resources

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## 1. Male Reproductive System

Testes	Produces gametes (sex cells) called sperm; make male sex hormones.
Glands	Produce a fluid which is mixed with sperm. The mixture of sperm and fluid is called <b>semen</b> .
Sperm Ducts	Takes the sperm from the testes to the penis.
Urethra	Semen passes through here during <b>ejaculation</b> .
Penis	Passes urine out of the man's body; passes semen out of the man's body.



## 3. Gestation

A **foetus** develops in the **uterus**

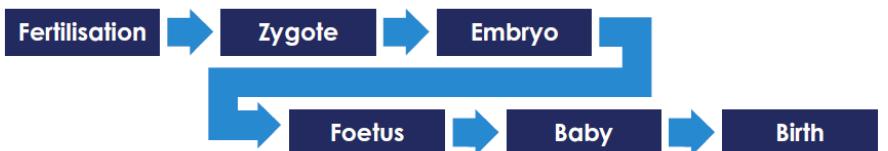
The foetus relies on its mother for:

- Protection against bumps, and temperature changes;
- Oxygen for respiration;
- Nutrients (food and water).

The foetus also needs its waste substances removing.

The foetus is protected by the **uterus** and the **amniotic fluid**, a liquid contained in a bag called the **amnion**.

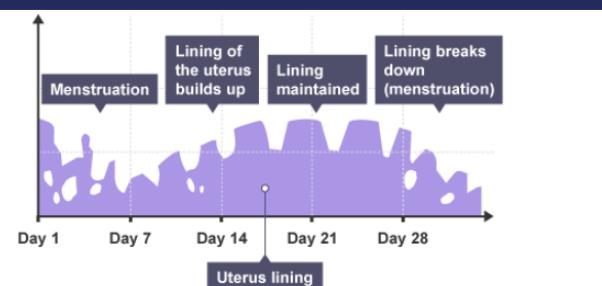
The **placenta** provides oxygen and nutrients, and removes waste (e.g. carbon dioxide). The **umbilical cord** joins the placenta to the uterus.



## 2. Female Reproductive System

Ovaries	Contain hundreds of undeveloped female gametes (sex cells) called <b>ova</b> (egg cells).
Oviducts	Connect the ovary to the uterus; lined with <b>cilia</b> . Every month, an egg develops, becomes mature and is released from an ovary to the uterus.
Uterus	A muscular bag with a soft lining; where a baby develops until birth.
Cervix	A ring of muscle at the lower end of the uterus; keeps baby in place during pregnancy.
Vagina	Muscular tube leading from cervix to the outside of a woman's body. The penis goes into the vagina during sexual intercourse.

## 4. The Menstrual Cycle

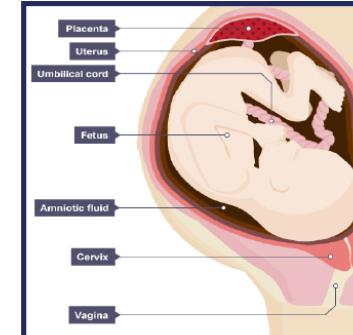


The thickness of the uterus lining varies during the menstrual cycle.

The **menstrual cycle** lasts about **28 days**, it stops while a woman is pregnant:

- **Day 1**, is when bleeding from the vagina begins, caused by the loss of the uterus lining, with a little blood. This is called **menstruation** or having a **period**.
- **Day 5**, the loss of blood stops. The uterus lining begins to re-grow; an egg cell starts to mature in one of the ovaries.
- **Day 14**, the mature egg cell is released from the **ovary**. This is called **ovulation**. The egg cell travels through the **oviduct** towards the **uterus**.

If the egg cell does not meet with a sperm cell in the oviduct, the lining of the uterus begins to break down and the cycle repeats.



## 5. Fertilisation

**Fertilisation** happens if the egg cell meets and joins with a sperm cell in the **oviduct**. The fertilised egg (**zygote**) attaches to the lining of the uterus. The woman becomes pregnant, the lining of the uterus does not break down and menstruation does not happen.

Questions	Questions
<ol style="list-style-type: none"><li>1. What are gametes?</li><li>2. What does the uterus do?</li><li>3. Where does fertilisation happen?</li><li>4. What is the role of the umbilical cord?</li><li>5. What does the placenta do?</li></ol>	<ol style="list-style-type: none"><li>6. What is the function of the testes?</li><li>7. What are ova?</li><li>8. What happens during ovulation?</li><li>9. What is menstruation?</li><li>10. How long is a typical menstrual cycle?</li></ol>

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## 6. Plant Reproduction

Pollen grains need to move from the **anther** of one flower to the **stigma** of another flower.

Plants can be **insect pollinated** or **wind pollinated**.



Feature	Insect-pollinated	Wind-pollinated
Petals	Large and brightly-coloured - to attract insects	Small, often dull green or brown - no need to attract insects
Scent and nectar	Usually scented and with nectar - to attract insects	No scent or nectar - no need to attract insects
Number of pollen grains	Moderate - insects transfer pollen grains efficiently	Large amounts - most pollen grains are not transferred to another flower
Pollen grains	Sticky or spiky - sticks to insects well	Smooth and light - easily carried by the wind without clumping together
Anthers	Inside flower, stiff and firmly attached - to brush against insects	Outside flower, loose on long filaments - to release pollen grains easily
Stigma	Inside flower, sticky - pollen grains stick to it when an insect brushes past	Outside flower, feathery - form a network to catch drifting pollen grains

## 7. Structure Of A Flower

Structure	Function
Sepals	Protect the unopened flower
Petals	May be brightly coloured to attract insects
Stamens	The male parts of the flower (each consists of an anther held up on a filament)
Anthers	Produce male sex cells (pollen grains)
Stigma	The top of the female part of the flower which collects pollen grains
Ovary	Produces the female sex cells (contained in the ovules)
Nectary	Produce a sugary solution called <b>nectar</b> , which attracts insects

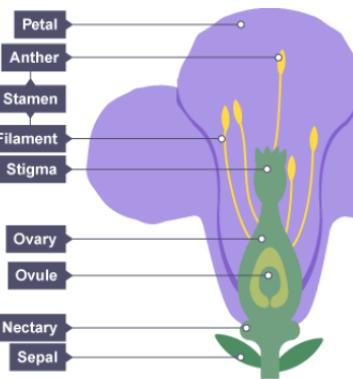
Questions	Questions
<ol style="list-style-type: none"><li>1. What part of a flower produces pollen?</li><li>2. What does the stigma do?</li><li>3. What attracts insects to flowers?</li><li>4. How are wind-pollinated flowers adapted?</li><li>5. What is the function of the ovary in a flower?</li></ol>	<ol style="list-style-type: none"><li>6. What are nectaries?</li><li>7. How does insect pollination differ from wind pollination?</li><li>8. What happens after pollen lands on a stigma?</li><li>9. What is the role of the pollen tube?</li><li>10. What do ovules become after fertilisation?</li></ol>

## Page 29 – Reproduction (Plants)

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## 8. Plant Fertilisation

- **Pollen grain** starts to grow when it lands on stigma;
- **Pollen tube** grows until it reaches an **ovule** inside the **ovary**;
- The **nucleus** of the pollen grain (the **male gamete**) moves along the tube and joins with nucleus of the ovule (the **female gamete**);
- The ovules become **seeds**.



## 9. Seed Dispersal

Plants compete with each other for:

- Light
- Space
- Water
- Minerals in the soil

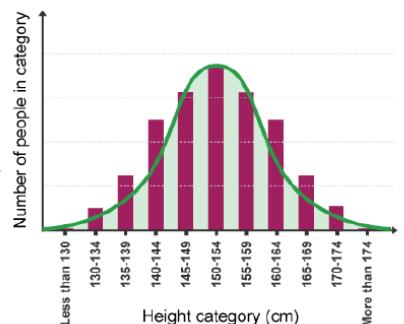
Seeds must be **dispersed** from each other and from the parent. This reduces **competition**.

Method	Detail	Examples
Wind	Seeds have lightweight parts, wings or parachutes	Dandelion, sycamore
Animals (inside)	Brightly coloured and tasty fruits contain seeds with indigestible coats, so that the seeds pass through the animal's digestive system undamaged	Tomato, plum, raspberry, grape
Animals (outside)	Fruits have hooks that attach them to the fur of passing animals	Goose grass, burdock
Self-propelled	Have a pod that bursts open when ripe, throwing the seeds away from the plant	Pea pod

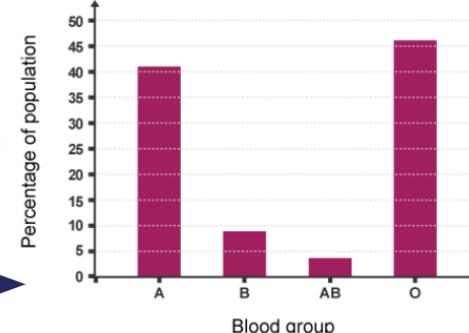
## 10. Variation

Differences between living things is called **variation**.

**Continuous** variation can be any **value** in a **range**. E.g. height or weight



**Discontinuous** variation has values that are one thing or another, but have no values in between. E.g. blood group, gender (male or female), eye colour.



## Page 30 – Seed Dispersal, Variation

Questions	Questions
<ol style="list-style-type: none"><li>1. Why do plants disperse seeds?</li><li>2. Name one method of seed dispersal and give an example plant.</li><li>3. How do wind-dispersed seeds differ from animal-dispersed seeds?</li><li>4. What is self-propelled seed dispersal?</li><li>5. Describe how animals help in seed dispersal inside their bodies.</li></ol>	<ol style="list-style-type: none"><li>6. What is the role of hooks in seed dispersal?</li><li>7. What is the first step of plant fertilisation?</li><li>8. What joins with the ovule during plant fertilisation?</li><li>9. What is the result of fertilisation in plants?</li><li>10. What is the difference between continuous and discontinuous variation?</li></ol>

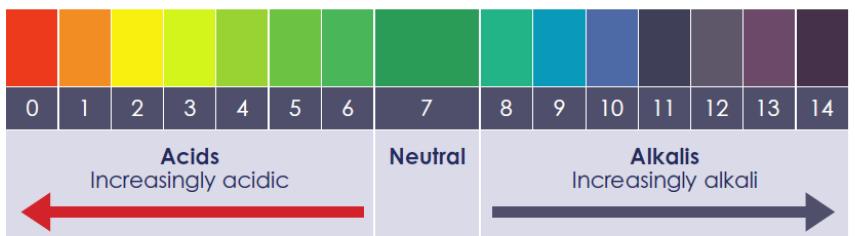
Questions	Questions
<ol style="list-style-type: none"><li>1. Why do plants disperse seeds?</li><li>2. Name one method of seed dispersal and give an example plant.</li><li>3. How do wind-dispersed seeds differ from animal-dispersed seeds?</li><li>4. What is self-propelled seed dispersal?</li><li>5. Describe how animals help in seed dispersal inside their bodies.</li></ol>	<ol style="list-style-type: none"><li>6. What is the role of hooks in seed dispersal?</li><li>7. What is the first step of plant fertilisation?</li><li>8. What joins with the ovule during plant fertilisation?</li><li>9. What is the result of fertilisation in plants?</li><li>10. What is the difference between continuous and discontinuous variation?</li></ol>

## 1. The pH Scale

Solutions can be **acidic**, **alkaline** or **neutral**:

- **Acidic solutions** form when **acids** dissolve in water;
- **Alkaline solutions** form when **alkalis** dissolve in water;
- Solutions that are neither acidic nor alkaline are **neutral**;
- Pure water is neutral.

**Universal Indicator** can tell us how strong acidic or alkaline a solution is. This is measured using the **pH scale**, which runs from pH 0 to pH 14:



- The closer to pH 0 you go, the **more strongly acidic** it is;
- The closer to pH 14 you go, the **more strongly alkaline** it is.

## 2. Conservation Of Mass

Total mass of the reactants = Total mass of the products

We say that **mass is conserved** in a chemical reaction.

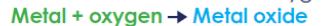
## 3. Oxidation Reactions

We can represent these reactions using **WORD EQUATIONS**

- **Reactants** - the substances that react together
- **Products** - the substances that are formed in the reaction

The  $\rightarrow$  shows that we are making something new

An example of an oxidation reaction is where metals react with oxygen to make metal oxides.



E.g. **Magnesium + oxygen  $\rightarrow$  Magnesium oxide**

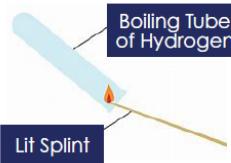
Another example is a combustion reaction, where we burn fuels in oxygen:



## 4. Reacting Metals With Acids



E.g. **zinc + hydrochloric acid  $\rightarrow$  zinc chloride + hydrogen**



To test if **hydrogen is produced**:

- Hold a **lit splint** to the gas and
- Listen for it to burn with a squeaky pop.

## 5. Hazard signs

Hazard signs to be aware of when dealing with acid and alkalis:

Corrosive



Irritant



## 6. Naming Salts

The name of a salt has two parts:

- The first part comes from the **metal** in the alkali used;
- The second part comes from the **acid** that was used.

Acid Used	Second Part Of Salt's Name
hydrochloric acid	chloride
sulfuric acid	sulfate
nitric acid	nitrate

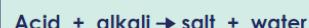
# Potassium nitrate

From an alkali containing potassium,  
E.g. potassium hydroxide

From the acid "NITRIC ACID"

## 7. Neutralisation

**Neutralisation** - when an acid reacts with an alkali (or **base**), a **neutral** salt solution is formed.



E.g. **sodium hydroxide + hydrochloric acid  $\rightarrow$  sodium chloride + water**

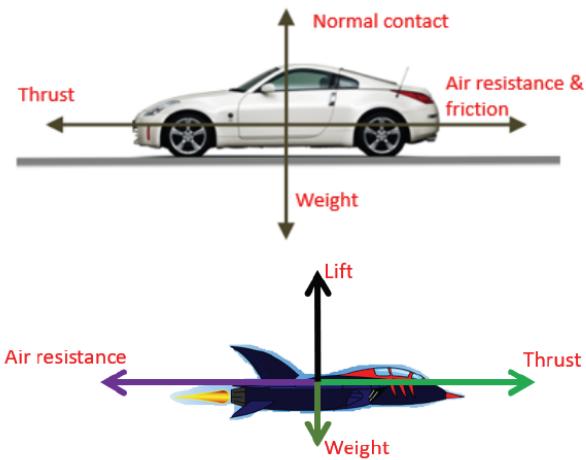
Questions	Questions
<ol style="list-style-type: none"><li>1. What does the pH scale measure?</li><li>2. What pH value represents a neutral solution?</li><li>3. What is formed when an acid reacts with an alkali?</li><li>4. What colour does universal indicator turn in a strong acid?</li><li>5. Give an example of a neutralisation word equation.</li></ol>	<ol style="list-style-type: none"><li>6. What is a corrosive substance?</li><li>7. What gas is produced when metals react with acids?</li><li>8. How do you test for hydrogen gas?</li><li>9. What are the products of magnesium + oxygen?</li><li>10. What is the general word equation for metal + acid?</li></ol>

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## 1. Force Diagrams

Always include three pieces of information about each force:

1. **Direction** - Use arrows to state the direction of the force;
2. **Size** - The longer the arrow the bigger the force;
3. **Name** - Label your force arrow with a name of the force.



Forces are measured Newtons (N) using a Newton meter

## 6. Names For Types Of Force:

- Air resistance
- Friction
- Lift
- Magnetic force
- Normal contact
- Tension
- Thrust
- Upthrust
- Water resistance
- Weight

## 2. Using Forces To Explain Motion:

1. **Balanced forces** acting on an object will cause it to **stay stationary** or travel with **constant speed**
2. **Unbalanced forces** acting on an object will cause it to **accelerate, decelerate or change direction**

## 3. Pressure

Pressure is a measure of how spread out a force is. We calculate it by using:

$$p = F/A$$

$p$  = pressure (Pa or N/m<sup>2</sup>);  
 $F$  = Force (N);  
 $A$  = Area (m<sup>2</sup>).

## 4. Presenting Calculations

1. Write down the values that you know;
2. Identify the value that you are trying to work out;
3. Write down the formula that you will use;
4. Substitute the known values into the formula;
5. Calculate your answer and write it down;
6. Underline your answer;
7. Include the correct unit.

A toy car travels **20m** in **5s**. Calculate the velocity.

- $d = 20\text{m}$ ;
- $t = 5\text{s}$ ;
- $v = ?$ ;
- $v = d/t$
- $v = 20/5$
- $v = 4 \text{ m/s}$

## 5. Velocity And Speed

**Speed** is a measure of how quickly an object travels a given distance.

We calculate speed by using:

$$\text{Speed (m/s)} = \text{distance (m)} / \text{time (s)}$$

**Velocity** is the same as speed, but tells us the direction we are travelling in as well (i.e. forwards or backwards).

## 7. Mass, Weight And Gravity

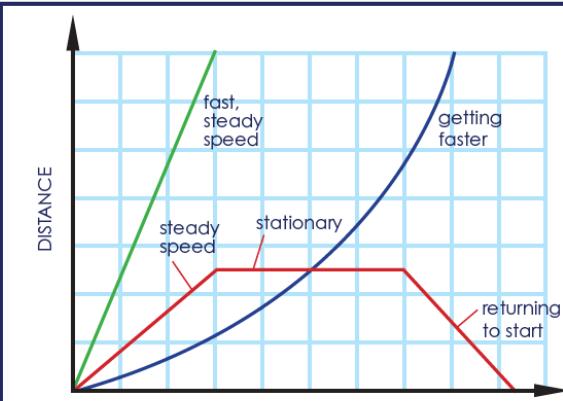
**Mass** is a measure of how much matter an object is made up of. It is measured in **kilograms (kg)**.

**Weight** is the force of gravity pulling on every kg of mass. It is measured in **Newtons (N)**. We can calculate weight by using:

$$W = m \times g$$

$W$  = weight (N);  
 $m$  = mass (kg);  
 $g$  = gravitational field strength (N/kg)

Gravitational field strength of Earth is 9.8N/kg.



Questions	Questions
<ol style="list-style-type: none"><li>1. What unit are forces measured in?</li><li>2. How do we show the direction of a force on a diagram?</li><li>3. What are balanced forces?</li><li>4. What happens when forces on an object are unbalanced?</li><li>5. How do you calculate speed?</li></ol>	<ol style="list-style-type: none"><li>6. What is the difference between speed and velocity?</li><li>7. How is pressure calculated?</li><li>8. What is the equation for weight?</li><li>9. What is the gravitational field strength on Earth?</li><li>10. Give three examples of named forces.</li></ol>

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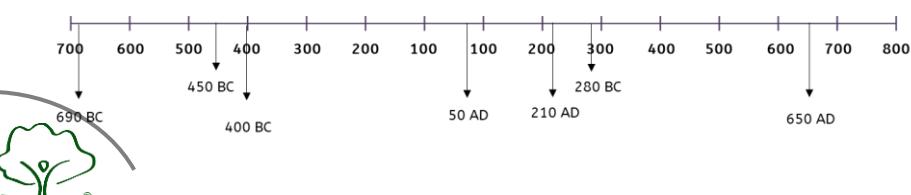
# 7.01 Empires East and West c.1000

## Key Vocabulary

1 <b>dynasty</b>	(n) a sequence of rulers from the same family.
2 <b>innovation</b>	(n) the process of improving something or creating something that is a new technology.
3 <b>empire</b>	(n) a group of countries ruled by a single ruler.
4 <b>caliph</b>	(n) the ruler of the Islamic Empire.
5 <b>astronomy</b>	(n) the study of space, including stars and planets.
6 <b>madrasa</b>	(n) Muslim school or college.
7 <b>pilgrim</b>	(n) a person who makes a journey, often a long and difficult one, to a special place for religious reasons.
8 <b>apothecary</b>	(n) a person who in the past made and sold medicines.
9 <b>monarch</b>	(n) king or queen.
10 <b>inference</b>	(n) a conclusion drawn from evidence based on what is seen and what is already known.

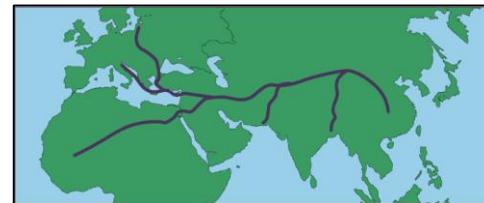
## Chronology

A <b>chronology</b>	(n) the arrangement of events, or dates, in the order of occurrence.
B <b>millennium</b>	(n) a period of 1,000 years.
C <b>century</b>	(n) a period of 100 years.
D <b>decade</b>	(n) a period of 10 years.



## Place

The **Silk Road** was an important trading route for spices, silk and knowledge. The Silk Road connected China with European countries.



## Themes and Threads

### Power

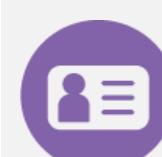


The control a person or group has in a country.

For example, powerful empires which existed c.1000 held power through emperors, empresses and caliphs.

*This includes threads such as warfare and empire.*

### Identity



The qualities and characteristics that make a person who they are and what they value as important.

For example, religious beliefs such as Buddhism, Islam and Christianity influenced empires and individuals c.1000.

*This includes threads such as women and beliefs.*

### Connectivity



The act of joining or being linked to somewhere, someone or something else.

For example, people, knowledge and beliefs travelled across continents using trade routes, such as the Silk Roads.

*This includes threads such as migration, trade, innovation, medicine and knowledge.*

## 7.01 Empires East and West c.1000

Questions	Questions
<ol style="list-style-type: none"><li>1. What term describes a sequence of rulers from the same family?</li><li>2. What word means creating or improving technology?</li><li>3. What is a group of countries ruled by one ruler called?</li><li>4. What title was given to the ruler of the Islamic Empire?</li><li>5. What is the study of stars and planets called?</li><li>6. What is a Muslim school or college called?</li><li>7. What term describes someone who made and sold medicine in the past?</li><li>8. What is the title for a king or queen?</li><li>9. What word means a conclusion drawn from evidence?</li><li>10. What is the arrangement of events in time called?</li></ol>	<ol style="list-style-type: none"><li>1. What term refers to a period of 1,000 years?</li><li>2. What term refers to a period of 100 years?</li><li>3. What term refers to a period of 10 years?</li><li>4. What was the major trade route connecting China and Europe?</li><li>5. What word describes control held by a person or group in a country?</li><li>6. What term refers to the qualities that define a person or group?</li><li>7. What word means being linked or joined to others?</li><li>8. What religion influenced empires and individuals c.1000 alongside Islam and Christianity?</li><li>9. What thread includes migration, trade, and medicine?</li><li>10. What thread includes warfare and empire?</li></ol>

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## 7.02 Norman Conquest

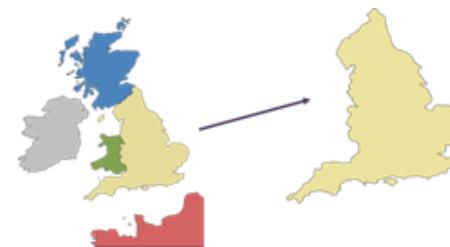
### Key Vocabulary

1 <b>migration</b>	(n) the movement of people from one place to another.
2 <b>invade</b>	(v) to enter an area by force to take control.
3 <b>succession</b>	(n) the order of taking over an official title or position.
4 <b>inherit</b>	(n) to receive something from a person who has died.
5 <b>claimant</b>	(n) a person who believes they have a right to something.
6 <b>oath</b>	(n) a promise witnessed by God.
7 <b>illegitimate</b>	(n) a child born to parents who are not married.
8 <b>conquer</b>	(v) to take control of a place or people by force.
9 <b>cavalry</b>	(n) a group of soldiers who fight on horses.
10 <b>archer</b>	(n) a person who shoots with a bow and arrow
11 <b>infantry</b>	(n) Soldiers who fight on foot.
12 <b>coronation</b>	(n) a ceremony where the new monarch is crowned.
13 <b>Motte and Bailey Castle</b>	(n) a simple castle with a man-made hill surrounded by a clear defensive area.
14 <b>Harrying</b>	(v) to repeatedly attack somewhere or something.
15 <b>feudal system</b>	(n) system where someone who held land gave land to others on the condition that they serve them.
16 <b>primogeniture</b>	(n) being the first-born child.
17 <b>source</b>	(n) Things that people made or wrote during the time in history you are studying.
18 <b>interpretation</b>	(n) This is an opinion about what the past was like.



### Place

This unit will focus on **England**. The UK was formed in 1801 under the Act of Union



### Themes and Threads

#### Power

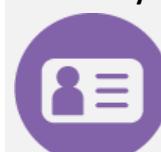


The control a person or group has in a country.

For example, the monarch held complete control and needed a clear line of succession to avoid foreign claims to the throne.

*This includes threads such as succession, warfare, Protest and class systems.*

#### Identity

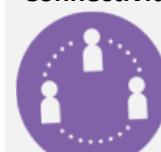


The qualities and characteristics that make a person who they are and what they value as important.

For example, the Normans promoted Christianity in England.

*This includes threads such as women and beliefs.*

#### Connectivity



The act of joining or being linked to somewhere, someone or something else.

For example, England was made up of many diverse groups who migrated before 1066.

*This includes threads such as migration and medicine.*



## 7.02 Norman Conquest

Questions	Questions
<ol style="list-style-type: none"><li>1. What is the term for soldiers who fight on foot?</li><li>2. What is the ceremony where a monarch is crowned called?</li><li>3. What type of early castle included a man-made hill and defensive area? What</li><li>4. What word means to repeatedly attack a place?</li><li>5. What system involved land being exchanged for service?</li><li>6. What term refers to being the first-born child?</li><li>7. What do we call things made or written during the time being studied?</li><li>8. What is an opinion about what the past was like called?</li><li>9. What theme includes succession, warfare, and protest?</li><li>10. What theme includes migration and medicine?</li></ol>	<ol style="list-style-type: none"><li>1. What term describes the movement of people from one place to another?</li><li>2. What word means to enter an area by force to take control?</li><li>3. What is the term for the order of taking over a title or position?</li><li>4. What word means to receive something from someone who has died?</li><li>5. What do you call a person who believes they have a right to something?</li><li>6. What is a promise witnessed by God called?</li><li>7. What term describes a child born to unmarried parents?</li><li>8. What word means to take control of a place or people by force?</li><li>9. What is the name for soldiers who fight on horseback?</li><li>10. What do you call someone who uses a bow and arrow?</li></ol>

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## 7.03 Medieval Religion

### Key Vocabulary

1 chivalry	(n) the qualities expected of an ideal knight including courage, honour, and being prepared to help those in need.
2 Church	(n) the institution of the Christian Church, including all the people who ran it and all the individual churches.
3 church	(n) a Christian place of worship.
4 clergy	(n) officials of the Church led by the pope.
5 crusade	(n) wars between European Christians and Middle Eastern Muslims that occurred 1095-1291.
6 excommunication	(n) power of the pope to expel someone from the Church.
7 laity	(n) ordinary people who attend church but do not hold official religious positions.
8 martyr	(n) a person who suffers or is killed because of their religious or political beliefs.
9 mass	(n) religious service on a Sunday that worshippers were expected to attend.
10 monastery	(n) a building in which monks live and worship.
11 persecution	(n) unfair or cruel treatment over a long period of time because of race, religion or beliefs.
12 pilgrimage	(n) a journey typically taken to a site of religious importance.
13 purgatory	(n) a place where an individual's soul stayed until all their sins had been forgiven..
14 relic	(n) part of a saint's body or something they owned which was believed to have the power to perform miracles.



### Themes and Threads

#### Power



The control a person or group has in a country.

For example, the Church had their very own hierarchy compromised of the pope, archbishop, bishops, priests, monks and nuns.

*This includes threads such as warfare and protest.*

#### Identity



The qualities and characteristics that make a person who they are and what they value as important.

For example, while Christianity (Catholicism) was the most common religion in medieval England, people following other faiths lived in England at this time too.

*This includes threads such as the role of women.*

#### Connectivity



The act of joining or being linked to somewhere, someone or something else.

For example, Jews migrated to England in 1070, invited by William I.

*This includes threads such as trade and medicine.*

### Church hierarchy



## 7.03 Medieval Religion

Questions	Questions
<ol style="list-style-type: none"><li>1. What term means cruel treatment over time due to beliefs or religion?</li><li>2. What is a journey to a religious site called?</li><li>3. What is the place where souls wait to be forgiven called?</li><li>4. What is a saint's body part or belonging believed to have miraculous powers?</li><li>5. What theme includes the Church's hierarchy and influence in society?</li><li>6. What theme includes personal beliefs and religious identity?</li><li>7. What theme includes migration and religious connections across regions?</li><li>8. Who invited Jews to England in 1070?</li><li>9. What religion was most common in medieval England?</li><li>10. What group included the pope, archbishops, bishops, priests, monks, and nuns?</li></ol>	<ol style="list-style-type: none"><li>1. What term describes the ideal qualities of a knight, such as courage and honour?</li><li>2. What institution included all Christian churches and their leaders?</li><li>3. What is a Christian place of worship called?</li><li>4. What term refers to officials of the Church, led by the pope?</li><li>5. What were the wars between European Christians and Middle Eastern Muslims called?</li><li>6. What is the pope's power to expel someone from the Church called?</li><li>7. What term describes ordinary people who attend church but hold no official role?</li><li>8. What do you call someone who dies for their religious or political beliefs?</li><li>9. What is the name of the Sunday religious service Christians are expected to attend?</li><li>10. What is a building where monks live and worship called?</li></ol>

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## 7.04 Medieval Monarchs

### Key Vocabulary

1 <b>baron</b>	(n) a person who held land or property given by the monarch or a powerful overlord.
2 <b>challenge</b>	(n) to make a rival claim or to threaten someone's hold on a position.
3 <b>dynastic</b>	(adj) relating to a line of rulers from the same family.
4 <b>male primogeniture</b>	(n) the first male born child is prioritised for succession.
5 <b>miasma</b>	(n) the idea that disease is caused by foul smelling air.
6 <b>monarch</b>	(n) king or queen.
7 <b>rebellion</b>	(n) often non-violent, organised resistance to authority over a long period of time.
8 <b>revolt</b>	(n) often a violent and sudden resistance which is short-lived.

### People

<b>Henry II</b>	King from 1154 and married to Eleanor of Aquitaine. He tried to bring the Church under royal control, leading to the murder of Thomas Becket (Archbishop of Canterbury) in 1170.
<b>Eleanor of Aquitaine</b>	Queen of England and married to Henry II. Eleanor played an active role as Queen; she was left to rule England whilst Henry was away.
<b>John I</b>	King from 1199 and was deeply unpopular with his barons who rebelled against him and presented him with the Magna Carta in 1215.
<b>Richard II</b>	King from 1377 at 10 years old and was king during the Peasants' Revolt in 1381.
<b>Wat Tyler</b>	Leader of the rebels during the Peasants' Revolt in 1381.



### Themes and Threads

#### Power

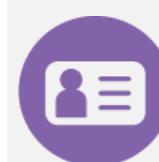


The control a person or group has in a country.

For example, the power of the monarch was challenged during the Peasants' Revolt in 1381.

*This includes threads such as class systems (feudal system), succession (male primogeniture), protest and democracy (Magna Carta)*

#### Identity



The qualities and characteristics that make a person who they are and what they value as important.

For example, the role of women such as Eleanor of Aquitaine who played an active role as Queen.

*This includes threads such as the role of women and beliefs.*

#### Connectivity



The act of joining or being linked to somewhere, someone or something else.

For example, the Black Death arrived in England in 1348 and there were several ideas about the causes of the disease and how to treat it.

*This includes threads such as medicine.*

#### Chronology



## 7.04 Medieval Monarchs

Questions	Questions
<ol style="list-style-type: none"><li>1. Which king signed the Magna Carta in 1215?</li><li>2. Who was king during the Peasants' Revolt of 1381?</li><li>3. Who led the rebels in the Peasants' Revolt?</li><li>4. What document limited the power of King John?</li><li>5. What major disease arrived in England in 1348?</li><li>6. What theme includes class systems and royal authority?</li><li>7. What theme includes the role of women like Eleanor of Aquitaine?</li><li>8. What theme includes the spread of disease and medical ideas?</li><li>9. What year did the Peasants' Revolt take place?</li><li>10. What year was Thomas Becket murdered?</li></ol>	<ol style="list-style-type: none"><li>1. What term describes someone who held land from a monarch?</li><li>2. What word means to make a rival claim or threaten someone's position?</li><li>3. What adjective relates to a line of rulers from the same family?</li><li>4. What term refers to the system where the first male child inherits?</li><li>5. What was the medieval belief that disease was caused by bad air?</li><li>6. What is the title for a king or queen?</li><li>7. What term describes long-term, often non-violent resistance to authority?</li><li>8. What word describes a short-lived, often violent uprising?</li><li>9. Which monarch tried to control the Church and was linked to Becket's murder?</li><li>10. Who was Henry II's queen and ruled in his absence?</li></ol>

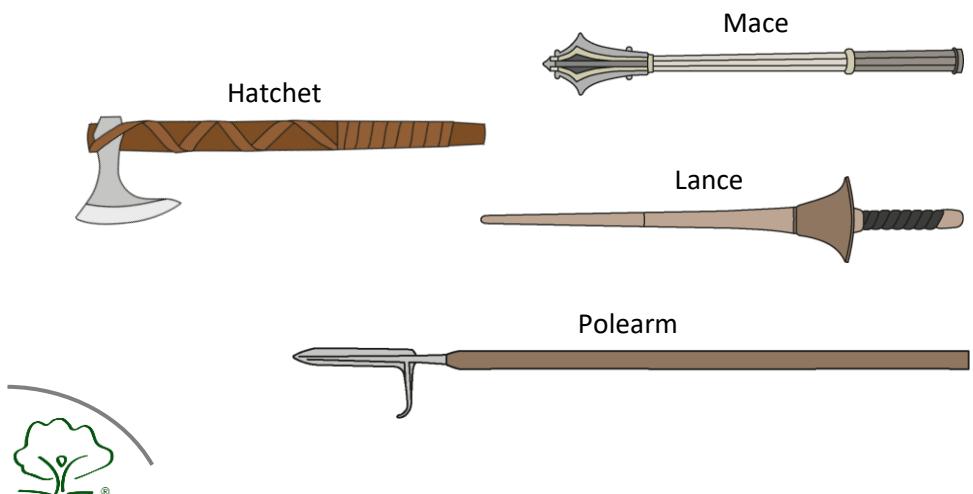
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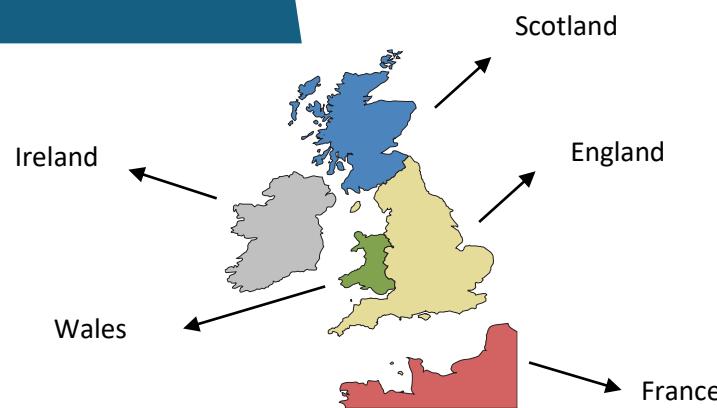
# 7.05 England and her neighbours

## Key Vocabulary

1	<b>artillery</b>	(n) very large guns, in this period this included gunpowder canons that fire long distances.
2	<b>hatchet</b>	(n) single handed axe with a wooden handle.
3	<b>heresy</b>	(n) a belief that goes against the teachings of the Church.
4	<b>homage</b>	(n) special honour or respect shown to a person in public.
5	<b>lance</b>	(n) a spear used by soldiers on horseback.
6	<b>mace</b>	(n) a type of blunt weapon used for close combat.
7	<b>polearm</b>	(n) a sharp bladed handheld weapon on a wooden pole.
8	<b>relations</b>	(n) the way in which two people, groups or countries behave towards each other.
9	<b>resistance</b>	(n) refusal to accept or obey something.
10	<b>siege</b>	(n) a military act of surrounding a city or base, attacking it, and cutting off supplies. The goal of a siege is to force the city or base to surrender.



## Place



## Themes and Threads

### Power



The control a person or group has in a country.

For example, resistance grew in Scotland by people such as William Wallace and Robert Bruce.

*This includes threads such as succession, warfare, protest, democracy, crime and punishment.*

### Identity



The qualities and characteristics that make a person who they are and what they value as important.

For example, Joan of Arc inspired French troops.

*This includes threads such as the role of women.*

### Connectivity



The act of joining or being linked to somewhere, someone or something else.

For example, the people who lived in medieval Wales were mostly descendants of Celtic Britons who migrated during the Anglo-Saxon period.

*This includes threads such as migration.*

## 7.05 England and her Neighbours

Questions	Questions
<ol style="list-style-type: none"><li>1. Who led Scottish resistance against English rule?</li><li>2. Who became King of Scots after leading resistance?</li><li>3. Who inspired French troops during conflict with England?</li><li>4. What theme includes succession, warfare, and protest?</li><li>5. What theme includes the role of women like Joan of Arc?</li><li>6. What theme includes migration and cultural links?</li><li>7. What group were medieval Welsh people descended from?</li><li>8. Which neighbouring country was involved in conflict with England?</li><li>9. Which country did William Wallace fight for?</li><li>10. What country was Joan of Arc from?</li></ol>	<ol style="list-style-type: none"><li>1. What term refers to very large guns used in warfare?</li><li>2. What is a single-handed axe with a wooden handle called?</li><li>3. What word describes a belief that goes against Church teachings?</li><li>4. What is public honour or respect shown to someone called?</li><li>5. What weapon is a spear used by soldiers on horseback?</li><li>6. What is a blunt weapon used in close combat called?</li><li>7. What is a sharp-bladed weapon on a wooden pole called?</li><li>8. What term describes how two groups behave toward each other?</li><li>9. What word means refusal to accept or obey something?</li><li>10. What is the act of surrounding and attacking a city to force surrender?</li></ol>

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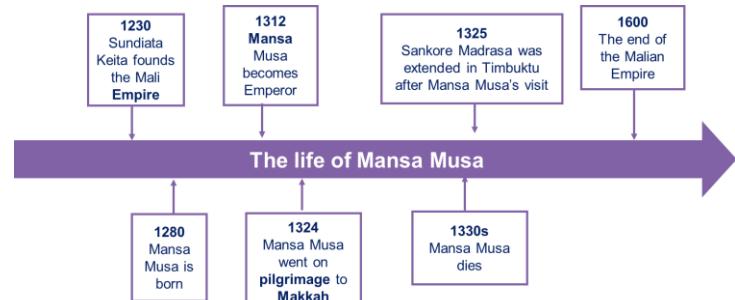
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# 7.06 Mali

## Key Vocabulary

1 <b>annexation</b>	(n) To add conquered territory to your own territory.
2 <b>caravan</b>	(n) A group of people, travelling together across a desert in Asia or North Africa.
3 <b>diplomatic</b>	(adj) Being careful not to hurt someone's feelings.
4 <b>divine</b>	(adj) Like a God.
5 <b>empire</b>	(n) A group of countries ruled by a single ruler.
6 <b>enslaved</b>	(v) To force someone to remain in a conditions such as slavery.
7 <b>Griot</b>	(n) People in West Africa who passed on their society's history through stories, poems and music.
8 <b>legacy</b>	(n) How someone or something is remembered.
9 <b>Makkah</b>	(n) The holy city of Islam in Saudi Arabia.
10 <b>Mansa</b>	(n) King of the Mali Empire.
11 <b>merchant</b>	(n) Someone who buys goods and sells them for a profit.
12 <b>pilgrimage</b>	(n) A journey typically taken to a site of religious importance.

## Chronology



## Place



The line on this modern map of West Africa shows the location of the Mali Empire.

The Mali Empire was located in West Africa and was richer than any European empire during the 13<sup>th</sup> – 16<sup>th</sup> centuries.

## Themes and Threads

### Power

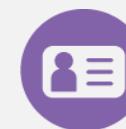


The control a person or group has in a country.

For example, the Mali Empire was the wealthiest and largest empire in Africa. It expanded under Mansa Musa.

This includes threads such as succession and empire.

### Identity



The qualities and characteristics that make a person who they are and what they value as important.

For example, Mansa Musa was a devout Muslim and wanted to spread Islam across the Empire.

This includes threads such as beliefs and class systems.

### Connectivity



The act of joining or being linked to somewhere, someone or something else.

For example, the Mali empire was rich in gold and salt, which was used to trade with other empires.

This includes threads such as trade and knowledge.

## 7.06 Mali

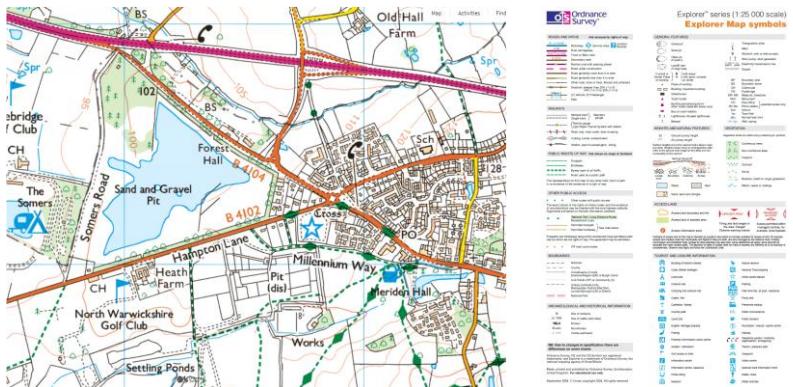
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## Maps and symbols

OS maps use symbols to show human and physical features. Maps have a **title**, **labels**, a **compass rose**, a **scale** and a **key**.

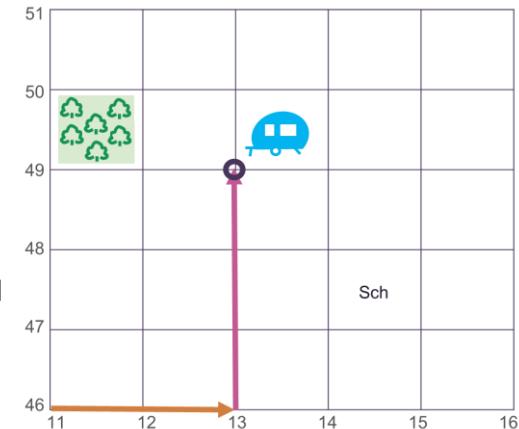


## Key vocabulary

- **Continent** – One of the seven large land masses on Earth
- **Eastings** – The grid reference along the bottom
- **Northings** – The grid reference up the side
- **Contour lines** – Brown lines on a map that show height
- **Relief** – The height of the land
- **Topography** - The shape and physical features of an area
- **Altitude** - Height above sea level (measured in metres).
- **OS map** – Ordnance Survey is a map of areas of the UK

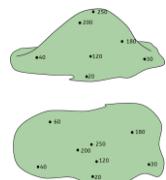
## Four-figure grid references

1. Look at the bottom-left corner of the square.
2. Find the **easting**.
3. Find the **northing**.
4. Write down the four-figure grid reference.

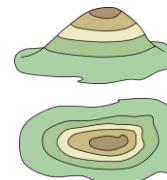


## Relief

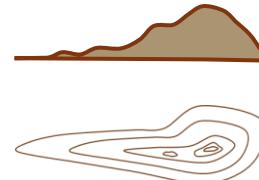
Height on a 2D map can be shown using three methods:



Spot heights – a dot giving the exact height of a specific point.



Colour layering - different heights are shown by bands of different colours.



## Maps and Symbols

1. What do geographers call a drawing of a particular area such as a city, country or continent represented on a flat surface?
2. What tool is used on a map to identify specific features or symbols?
3. What scale map would display continents and oceans?
4. What type of map does mountains appear on?
5. What are the five features a map needs?

## Key vocabulary

6. What is a continent?
7. What is altitude measured in?
8. What is topography?
9. What is relief?
10. What does OS stand for?

## Four-figure grid references

11. Why do OS maps have grid squares?
12. On an OS map, what are the numbers of the vertical axis called?
13. On an OS map, what are the numbers on the horizontal axis called?
14. What is the main rule to remember when reading grid references?

## Relief

15. What are the contour lines used for on 2D maps?
16. What are the 3 ways that relief is show on maps?
17. What is being described ... 'brown lines connecting areas of the same height'
18. What is being described ... 'a dot giving the exact height of a specific point.'
19. What is being described... 'different heights are shown by bands of different colours '
20. For colour layering brown often represents upland/ lowland areas.

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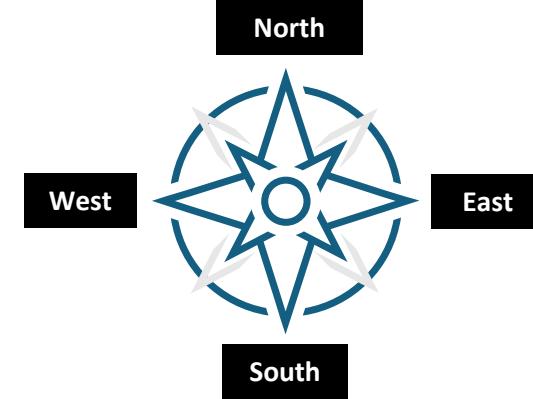
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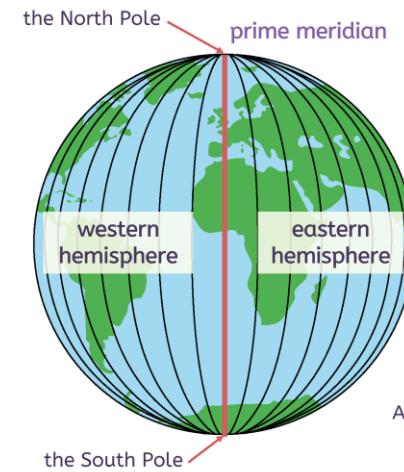
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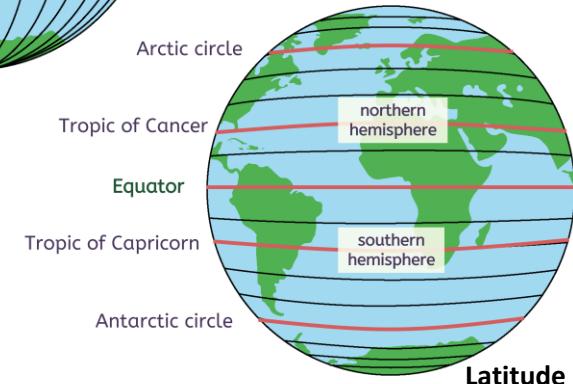
## Continents, oceans and countries in the UK



## Longitude and latitude



Longitude



Latitude

- **Longitude** – The lines down the earth showing east or west
- **Latitude** – The lines across the earth showing north and south

## Continents, oceans and countries in the UK

1. Name the seven continents.

2. Name the five oceans.

3. What is the capital of Scotland?

4. Which four countries make up the UK?

5. Which ocean is between the UK and the USA?

6. Which continent is north of the continent of Africa?

7. What is the capital of England?

8. What is the name of the sea between Wales / England and Northern Ireland?

9. Fill in the missing word - ..... Channel.

10. What is the capital of Wales?

11. What are the four points on a compass rose?

12. What is the point between north and east called?

13. What is the point between south and west called?

## Longitude and latitude

14. What are the imaginary lines across the globe known as?

15. What are the imaginary lines across the globe known as?

16. Which two hemispheres does the equator separate?

17. Is the equator a line of longitude or latitude?

18. Which two hemispheres does the prime meridian separate?

19. Is the prime meridian a line of longitude or latitude?

20. Is the Arctic Circle in the northern or southern hemisphere?

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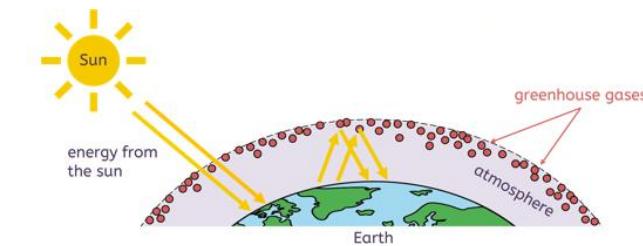
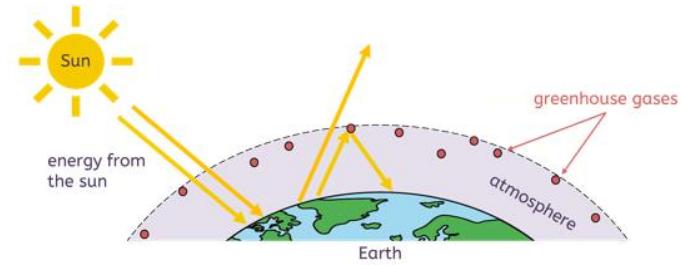
18. Which two hemispheres does the prime meridian separate?

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## Key Vocabulary

- **greenhouse gases** – gases such as carbon dioxide that trap heat within the atmosphere
- **the greenhouse effect** – the natural warming of the planet to its habitable temperature, caused by trapping heat in the Earth's atmosphere
- **the enhanced greenhouse effect** – the unnatural warming of the Earth due to increased greenhouse gases in the atmosphere
- **global warming** – the increase of average temperatures on Earth; this happens naturally but happens faster due to the enhanced greenhouse effect
- **climate change** – the change in the Earth's long-term weather patterns, including precipitation, wind and temperature
- **fossil fuel** – a (chemical) store of energy formed over millions of years from dead plants and animals

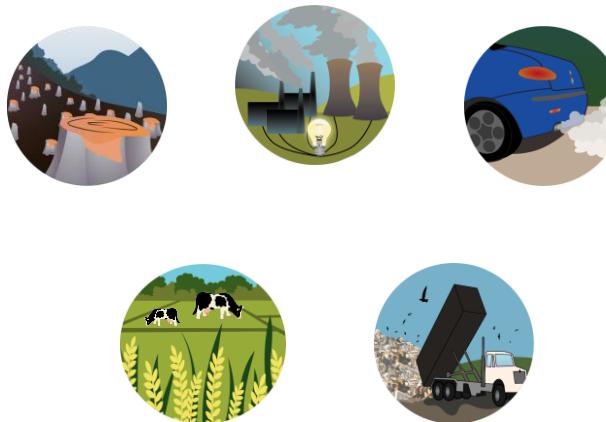


The **enhanced greenhouse effect** causes an **unnatural increase in temperature**

## The causes of climate change

Climate change is caused by:

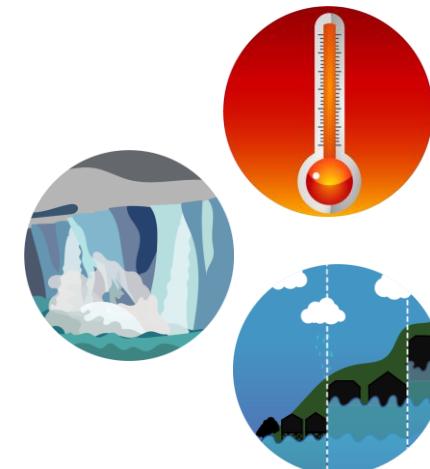
- burning fossil fuels for transport and electricity generation, which releases greenhouse gases
- deforestation, which reduces the absorption of greenhouse gases
- agriculture and waste disposal, which release greenhouse gases



## The effects of climate change

Climate change can cause:

- more extreme weather events, such as heatwaves
- melting sea ice and ice caps
- rising sea levels and flooding of coastal areas



## Global warming

1.What is the name of the collection of gases around the Earth?

2.What are greenhouse gases?

3.What is the difference between the greenhouse effect and the enhanced greenhouse effect?

4.Why does the enhanced greenhouse effect occur?

5.Define climate change.

6.Define global warming.

7.What is a fossil fuel?

## The causes of climate change

8. What is one major cause of climate change?

9. How does deforestation contribute to climate change?

10. How does agriculture contribute to climate change?

11. How does waste disposal contribute to climate change?

12. What are greenhouse gases?

13. Name two human activities that release greenhouse gases.

14. Why is electricity generation a cause of climate change?

15. What role does transport play in climate change?

16.What is the greenhouse effect?

17.What is the enhanced greenhouse effect?

18.What causes the enhanced greenhouse effect?

19.Why is the enhanced greenhouse effect a problem?

20. Is the greenhouse effect always harmful?

## The effects of climate change

21. What is one effect of climate change on weather?

22. How does climate change affect sea ice?

23. What happens to sea levels due to climate change?

24. What is a consequence of rising sea levels?

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## Background

Rivers affect the landscape and the lives of the people who live near them.

- A Rivers are found within their own drainage basin and have their own distinct features.
- B As a river moves from its source in the upper course to its mouth in the lower course, its profile changes.
- C There are many different river processes that can impact the landscape.
- D–F The processes of erosion and deposition can lead to the formation of different river landforms.
- G Flooding is a key feature of rivers, and drainage basin processes play a significant role in this. By altering the drainage basin of a river, we can interfere with these processes.
- H There are many examples of floods. Today, many strategies have been put in place to manage the flood risk.

## A) Drainage basin features

1 <b>drainage basin</b>	(n) an area of land drained by a river and its tributaries
2 <b>source</b>	(n) the start of a river
3 <b>mouth</b>	(n) the place where the river enters a lake, sea or ocean
4 <b>tributary</b>	(n) a smaller river that joins a larger river
5 <b>confluence</b>	(n) the point at which two or more rivers meet
6 <b>watershed</b>	(n) the dividing line between two drainage basins

## B) The river profile

1 <b>upper course</b>	the narrow, steep, upper part of a river, which contains waterfalls
2 <b>middle course</b>	the wider, deeper channel, which contains meanders and oxbow lakes
3 <b>lower course</b>	the widest, flattest part of the river near the mouth, which contains the floodplain.

## C) River processes

<b>river load</b>	(n) the material carried along in the river
<b>erosion</b>	(n) the breaking down or wearing away of material.
<b>vertical erosion</b>	(n) erosion which takes place downwards into the land.
<b>lateral erosion</b>	(n) when erosion moves across the land from side to side, causing the bends of meanders to widen.
<b>transportation</b>	(n) when rivers carry rocks and sediment along their journey
<b>deposition</b>	(n) when a river drops its load

## D) River features - waterfalls

1 <b>waterfalls</b>	(n) water falling from a height when a river or stream flows over a steep drop (upper course)
2 <b>plunge pool</b>	(n) an area at the base of a waterfall that undercuts the hard rock layer
3 <b>gorge</b>	(n) a steep sided valley left behind when a waterfall retreats upstream

## E) River features - meanders

1 <b>meander</b>	(n) a bend in a river (middle course)
2 <b>slip-off slope</b>	(n) the sloping bend of a meander from the inside (shallow) to the outside (deep)
3 <b>river cliff</b>	(n) the undercut bank on the outside bend of a meander

## F) River features - floodplains

1 <b>floodplain</b>	(n) a wide, flat area of land that is flooded frequently when a river bursts its banks (lower course)
2 <b>levee</b>	(n) banks found at the side of a river in the lower course
3 <b>silt</b>	(n) the fine, fertile eroded material transported by a river

## G) The drainage basin system

1 <b>precipitation</b>	(n) water falling to the ground in all forms (rain, snow, sleet and hail)
2 <b>interception</b>	(n) when the leaves of trees stop precipitation reaching the ground
3 <b>surface runoff</b>	(n) the movement of water over the surface of the land back into a river
4 <b>surface storage</b>	(n) water stored on the surface in lakes or puddles
5 <b>infiltration</b>	(n) the movement of water from the surface into the soil
6 <b>throughflow</b>	(n) the movement of water through the soil back into the river

## H) Case study: Somerset levels UK

Where/when	Southwest England, flood 2014 Rivers Parrett and Tone		
Causes	Effects	Responses	
deforestation on the floodplain	600 homes flooded	20,000 sandbags provided to protect homes	
saturated ground from heavy rainfall	£200 million lost from the collapse of the tourist industry	65 pumps installed to drain millions of cubic metres of floodwater	
low-lying land with four rivers flowing through it	6,800 hectares of agricultural land flooded	Hundreds of people were evacuated from their homes.	
build-up of sediment in the channel from lack of dredging	Native bird species couldn't hunt on the flooded ground.	The Environmental Agency is spending £6 million a year on dredging the rivers Parrett and Tone.	

Knowledge and Understanding	Key Processes
<ol style="list-style-type: none"> <li>1. What is a drainage basin?</li> <li>2. Name the point where two rivers meet.</li> <li>3. What is the source of a river?</li> <li>4. What is the mouth of a river?</li> <li>5. Define a tributary.</li> <li>6. What is a watershed?</li> <li>7. Which part of a river is typically steep and narrow?</li> <li>8. What landforms are found in the middle course of a river?</li> <li>9. What is a floodplain and where is it found?</li> <li>10. What is vertical erosion?</li> </ol>	<ol style="list-style-type: none"> <li>11. Explain the difference between lateral and vertical erosion.</li> <li>12. What is meant by river transportation?</li> <li>13. What is deposition in a river system?</li> <li>14. What is a river load?</li> <li>15. How is a gorge formed?</li> <li>16. What is a plunge pool and how does it form?</li> <li>17. Define a meander.</li> <li>18. What is a slip-off slope?</li> <li>19. What is a river cliff and where is it found?</li> <li>20. What is silt and why is it important</li> </ol>
Flooding & Case Study: Somerset Levels	Hydrological Cycle
<ol style="list-style-type: none"> <li>21. List two causes of the 2014 Somerset Levels flood.</li> <li>22. Name two effects of the Somerset flood.</li> <li>23. What were two responses to the Somerset flood?</li> <li>24. How did deforestation contribute to the flooding?</li> <li>25. Why was dredging important in the Somerset Levels?</li> </ol>	<ol style="list-style-type: none"> <li>26. What is precipitation?</li> <li>27. What is interception and how does it affect flooding?</li> <li>28. Define surface runoff.</li> <li>29. What is infiltration and how does it help reduce flood risk?</li> <li>30. Explain the role of throughflow in the drainage basin system.</li> </ol>

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## Background

- A The world of work can be classified into four different employment sectors.
- B Many factors influence the type of employment sector which will be found within a particular country.
- C Industrial location is influenced by some key factors, which are more important for some industries in comparison to others.
- D Employment structure within countries varies based upon the level of development.
- E Trade, imports and exports.
- F Employment sectors and impact of industry in Russia.

## A) Employment sectors

- 1 **employment** (n) when people are in work, receiving a wage and paying tax.
- 2 **unemployment** (n) when people are not in work, therefore do not receive a wage and do not pay tax.
- 3 **primary industries** (n) industries which collect or extract natural resources from the environment, such as farming or fishing.
- 4 **secondary industries** (n) industries which manufacture goods into products, such as builders, car manufacturers or food processing
- 5 **tertiary industries** (n) industries that provide a service, such as teachers, doctors, sales, hairdressers or bus drivers.
- 6 **quaternary industries** (n) industries that involve using technology, design and research, including computer scientists, game designers, computer engineers and research scientists.

## B) Influences on employment structures

- 1 **industrialisation** (n) a move from primary employment to secondary employment, with a rise in manufacturing.
- 2 **mechanisation** (n) when machinery begins to do the jobs which once required humans.
- 3 **disposable income** (n) the money a person has left to spend after they have paid all their bills.
- 4 **public services** (n) a service that is given or funded for the benefit of the community.

## C) The location of industries

- 1 **site** (n) the actual place where a settlement first grew up. This refers mainly to its physical setting.
- 2 **situation** (n) the location of a place relative to other features nearby.
- 3 **footloose** (adj) industries which are not tied to a specific location and can operate from anywhere.
- 4 **raw materials** (n) natural resources that are used to make other things.
- 5 **labour** (n) workers, employed people.
- 6 **market** (n) a place where things are bought and sold.

## E) Trade

- 1 **trade** (n) the exchange of goods and materials between countries.
- 2 **import** (v) goods brought into a country.
- 3 **export** (v) sending goods to another country for sale.
- 4 **trade bloc** (n) an arrangement in which participant countries lower trade barriers with one another.
- 5 **tariff** (n) a tax imposed on goods when they are imported or exported between countries.

## D) Employment structures and development

Countries	Industries
developing countries	Large primary sector, growing secondary sector and a moderate tertiary sector.
emerging countries	large secondary sector, rapidly falling primary sector and growing tertiary sector.
developed countries	A large tertiary sector, a growing quaternary sector, both secondary and primary employment is low.
Change	Cause
Falling primary and secondary sector	<ol style="list-style-type: none"> <li>1. Cheaper to import.</li> <li>2. Mechanisation has taken jobs.</li> <li>3. Raw materials have been exhausted in certain areas.</li> </ol>
Growing tertiary sector	<ol style="list-style-type: none"> <li>1. Disposable income has increased, so a greater demand for services.</li> <li>2. A large public sector e.g. health and education, due to a high tax revenue.</li> </ol>

## F) Case study: World of work in Russia

Factors effecting trade in Russia	
Opportunities	Challenges
With a working population of over 75 million people, Russia has one of the largest workforces in the world.	Russia is at war with Ukraine which affects international relationships.
The Steppe and temperate woodlands of western Russia are fertile and flat.	Russia has the largest land mass of any country.
Russia has an extensive network of roads, railways, ports and pipelines.	Russia does not have a warm water port.
Russia has vast reserves of natural resources including oil and natural gas.	Many countries aim to buy and use less oil and natural gas in the future to mitigate the effects of climate change.
Russia's education system puts a strong focus on science, technology, engineering and maths (STEM).	

## Employment Sectors & Definitions

- 1.What is employment?
- 2.What is unemployment?
- 3.What are primary industries?
- 4.What are secondary industries?
- 5.What are tertiary industries?
- 6.What are quaternary industries?
- 7.What is industrialisation?
- 8.What is mechanisation?
- 9.What is disposable income?
- 10.What are public services?

## Employment Structures

- 11.Which sector is largest in developing countries?
- 12.What sector is growing in emerging countries?
- 13.Which sectors are small in developed countries?
- 14.What sector is growing in developed countries?
15. Why is the tertiary sector growing?
16. Why are primary and secondary sectors falling?

## Industrial Location Factors

- 17.What is a site?
- 18.What is a situation?
- 19.What are footloose industries?
- 20.What are raw materials?
- 21.What is labour?
- 22.What is a market?

## Trade & Globalisation

- 23.What is trade?
- 24.What is an import?
- 25.What is an export?
- 26.What is a trade bloc?
- 27.What is a tariff?

## Case Study: Russia

- 28.How many people are in Russia's workforce?
- 29.What is one challenge Russia faces in trade?
- 30.What is one opportunity for Russia's economy?

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## Background

- A The Middle East is a region that covers western Asia, parts of northern Africa and south-eastern Europe.
- B The Middle East has huge reserves of natural resources.
- C Trade in the Middle East is heavily influenced by the region's vast oil and natural gas reserves, making it a critical part of global energy markets.
- D Saudi Arabia: Some countries in the Middle East are trying to diversify their economies.
- E Yemen: Development can vary between countries within The Middle East.

## A) Features of The Middle East

1 region	(n) a large area with common physical or human characteristics.
2 population distribution	(n) how people are spread out over an area.
3 fertile soil	(n) soil rich in nutrients.
4 natural resource	(n) a useful thing or material that is found in nature, such as food, water or wood.
5 colonialism	(n) acquiring control over another country, occupying it with settlers and sometimes exploiting it economically.
6 plain	(n) a broad, flat or gently rolling land area with minimal variation in terrain.
7 peninsula	(n) a landform surrounded by water on three sides but connected to a larger landmass on one side.
8 wadi	(n) a dry riverbed or valley, typically found in arid or semi-arid regions.

## B) Natural resources in The Middle East

1 fossil fuel	(n) a natural fuel such as coal or gas. Formed from the remains of living organisms in the geological past.
2 non-renewable	(n) energy which is finite, not sustainable, and takes a long time to replenish.
3 refined	(n) separating and purifying different components of crude oil to produce useful products.
4 extraction	(n) the act of taking something from the ground.
5 crude oil	(n) naturally occurring, unrefined petroleum that can be refined into diesel, petrol etc.
6 energy	(n) a source of usable power.
7 supply	(n) the amount of something producers are willing to sell at a certain price.
8 demand	(n) the amount of something consumers are willing to buy at a certain price.
9 sustainability	(n) meeting the needs of today, while making sure we can meet the needs of the future.

## C) Trade

1 trade	(n) the exchange of goods and materials between countries.
2 import	(v) goods brought into a country.
3 export	(v) sending goods to another country for sale.
4 trade route	(n) a passage of travel used by traders, either on land or in the sea.

## D) Case study: Diversification in Saudi Arabia

1 diversify	(v) to vary in order to spread the risk or expand.
2 single major industry	(n) a significant portion of a country's economic activity is concentrated within a specific sector.
3 stakeholder	(n) a person who has an interest in something or who is affected by something.
4 climate change	(n) the changes in the Earth's long-term weather patterns, which is being sped up due to global warming.
Factors influencing diversification and development	
Diversification in Saudi Arabia	Development in Yemen
the demand for natural resources	famine
the supply of natural resources	infrastructure
switch to renewable energy sources	conflict and corruption
religious pilgrimage	water scarcity
opportunities for tourism	trade

## E) Case study: Development in Yemen

1 developed countries	(n) countries with high standards of living, advanced infrastructure and strong economies.
2 developing countries	(n) countries with lower standards of living, less advanced infrastructure and economies that are growing but not yet strong.
3 borders	(n) a real or artificial line that separates geographic areas.
4 corruption	(n) the misuse of power for private gain.
5 civil war	(n) war between citizens of the same country.
6 humanitarian crisis	(n) an event or events that threaten the health, safety or wellbeing of a large group of people.
7 Sykes-Picot agreement	(n) a secret 1916 agreement between the United Kingdom and France to divide up parts of the Middle East for themselves.
8 infrastructure	(n) the basic structure or features of an area or system e.g. roads, schools, hospitals and electric connectivity.

## Geography & Definitions

- 1.What is a region?
- 2.What is population distribution?
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- 4.What is a plain?
- 5.What is a peninsula?
- 6.What is a wadi?
- 7.What is colonialism?

## Natural Resources & Energy

- 8.What is a natural resource?
- 9.What is crude oil?
- 10.What is a fossil fuel?
- 11.What does non-renewable mean?
- 12.What is extraction?
- 13.What does refined mean in oil production?
- 14.What is energy?
- 15.What is sustainability?

## Trade & Economy

- 16.What is trade?
- 17.What is an import?
- 18.What is an export?
- 19.What is a trade route?
- 20.What is supply?
- 21.What is demand?

## Case Study: Saudi Arabia

- 22.What does it mean to diversify an economy?
- 23.Why is Saudi Arabia diversifying its economy?
- 24.What are some diversification opportunities in Saudi Arabia?

## Case Study: Yemen

- 25.What are some development challenges in Yemen?
- 26.What is infrastructure?
- 27.What is a humanitarian crisis?
- 28.What is a civil war?

## History & Politics

- 29.What was the Sykes-Picot Agreement?
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## D) Data analysis

1	<b>data analysis</b>	(n) the process of examining information to understand it better and make decisions based on what it reveals.
2	<b>mean</b>	(n) add the total of all values that have been collected and then divide by the number of values.
3	<b>range</b>	(n) the difference between the highest and lowest values in a dataset.
4	<b>percentage</b>	(n) divide the part by the whole, then multiply the result by 100.
5	<b>anomaly</b>	(n) something that is different from what is expected or normal.

## E) Conclusion

1	<b>conclusion</b>	(n) a summary of something that has been found out or identified.
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## F) Evaluation

1	<b>evaluation</b>	(n) determining the strengths and limitations of the study by identifying areas for improvement and assessing the reliability of the findings.
2	<b>bias</b>	(n) the tendency to favour or support one viewpoint, person, or group over others, often leading to unfairness.
3	<b>reliability</b>	(n) the consistency of results and conclusions, e.g. keeping factors the same to compare variables.
4	<b>accuracy</b>	(n) the number of errors in the collection of data, e.g. using the correct equipment.

## Our fieldwork investigation

<b>Fieldwork enquiry question or hypothesis:</b>	The location around the school site with the greatest flood risk is X.
1 <b>permeable</b>	(n) something that allows liquids or gases to pass through easily.
2 <b>infiltration</b>	(n) The movement of water from the surface into the soil layer.
3 <b>infiltration time</b>	(n) the speed at which water moves from the surface into the soil.

## Background

The enquiry process in geography fieldwork involves six stages: developing a question, collecting data, presenting data, analysing results, drawing conclusions and evaluating the investigation.

- A The enquiry question or hypothesis is used to guide the investigation and gives you something to test.
- B Collecting data involves using different methods to collect data to help answer the question or hypothesis.
- C Presenting data involves showing the data on graphs, labelled photographs, maps etc.
- D Analysing data involves reviewing the data to find trends, patterns and anomalies.
- E A conclusion is what you found out in relation to the question or hypothesis.
- F An evaluation answers how you would improve your fieldwork enquiry if you were to do it again.

## A) Hypothesis

1 <b>enquiry</b>	(n) a systematic process of investigation and exploration to gather information including a question or hypothesis, data collection, data presentation, data analysis, conclusions and evaluation.
2 <b>fieldwork</b>	(n) practical work undertaken in physical and human environments to investigate geographical questions or hypotheses.
3 <b>prove</b>	(v) to demonstrate or establish the truth or validity of something through evidence.
4 <b>disprove</b>	(v) to show that something is not true or valid through evidence.
5 <b>investigate</b>	(v) to carefully examine or explore something in order to gather information.
6 <b>hypothesis</b>	(n) a prediction or statement which can be proven to be correct or incorrect based on the evidence collected in the field.

## B) Data collection

1 <b>data collection</b>	(n) the process of gathering information or facts through various methods.
2 <b>primary data</b>	(n) data that you collect first hand.
3 <b>risk assessment</b>	(n) a way of looking at potential dangers or problems in a certain area to understand how likely they are and how much damage they might cause.
4 <b>mitigate</b>	(v) to make something less serious than it could have been.
5 <b>sample</b>	(n) a representative portion of a larger group or population that is selected for study or analysis.
6 <b>random sampling</b>	(n) selecting a person to interview or site to measure, at random. Random sampling is unbiased as particular people or places are not specifically selected.
7 <b>systematic sampling</b>	(n) collecting data in an ordered or regular way, e.g. every five metres or every fifth person.
8 <b>survey</b>	(n) a method of gathering information.
9 <b>fieldsketch</b>	(n) a simple drawing made on-site to show key features of a landscape or area.
10 <b>methodology</b>	(n) the approach or set of methods used to conduct research.

## C) Data presentation

1 <b>data presentation</b>	(n) strategies used to communicate and display findings clearly.
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## The Enquiry Process

- 1.What are the six stages of the geographical enquiry process?
- 2.What is a hypothesis?
- 3.What is the purpose of a fieldwork enquiry question?
- 4.What is fieldwork?
- 5.What is an enquiry?

## Data collection & sampling

- 6.What is primary data?
- 7.What is a sample?
- 8.What is random sampling?
- 9.What is systematic sampling?
- 10.What is a survey?
- 11.What is a field sketch?
- 12.What is a risk assessment?
- 13.What does it mean to mitigate a risk?
- 14.What is methodology?

## Data presentation & Analysis

- 15.What is data presentation?
- 16.What is data analysis?
- 17.What is a mean?
- 18.What is a range?
- 19.How do you calculate a percentage?
- 20.What is an anomaly?

## Conclusion & Evaluation

- 21.What is a conclusion in fieldwork?
- 22.What is an evaluation?
- 23.What is bias?
- 24.What is reliability in fieldwork?
- 25.What is accuracy in data collection?

## Flood Risk Fieldwork Example

- 26.What was the fieldwork hypothesis in the example?
- 27.What does permeable mean?
- 28.What is infiltration?
- 29.What is infiltration time?
- 30.Why is understanding infiltration important in flood risk studies?

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# Grammar

# Adjectives

## A – Position

In Spanish, unlike in English, most adjectives come after the **noun** they are describing.

For example:

- Una **casa blanca** – a white house (the adjective blanca comes after the **noun casa**)
- El **pelo negro** – black hair (the adjective black comes after the **noun hair**)
- Un **profesor irritante** – an irritating teacher (the adjective irritating comes after the **noun teacher**)

## B – Agreement

Adjectives describe nouns. Adjective endings change according to whether the noun is masculine or feminine and singular or plural. There are different patterns of agreement, as follows:

	singular		plural	
	<b>masculine</b>	<b>feminine</b>	<b>masculine</b>	<b>feminine</b>
ending in <b>-o</b>	<b>creativo</b>	<b>creativa</b>	<b>creativos</b>	<b>creativas</b>
ending in <b>-e</b>	<b>sociable</b>	<b>sociable</b>	<b>sociables</b>	<b>sociables</b>
ending in a consonant	<b>fácil</b>	<b>fácil</b>	<b>fáciles</b>	<b>fáciles</b>
ending in <b>-dor</b>	<b>trabajador</b>	<b>trabajadora</b>	<b>trabajadores</b>	<b>trabajadoras</b>



Mi hermano es **creativo** – Masculine, singular  
Mi hermana es **creativa** – Feminine, singular  
Mis hermanos son **creativos** – Masculine, plural  
Mis hermanas son **creativas** – Feminine, plural

Mi Hermano/hermana es **sociable** – Masculine/feminine singular  
Mis hermanos/hermanas son **sociables** – Masculine/feminine plural

El inglés/la informática es **fácil** – Maculine/feminine singular  
Los idiomas/las matemáticas son **fáciles** – Masculine/feminine plural

El camarero es **trabajador** – Masculine singular  
La camarera es **trabajadora** – Feminine singular  
Los camareros son **trabajadores** – Masculine plural  
Las camareras son **trabajadoras** – Feminine plural

# Adjectives – Self-quizzing

## A – Position

1. Choose the correct word to complete the sentence: Most adjectives come **before/after** the noun
2. Correct the errors in these phrases:  
A. La blanca casa      B. El negro pelo      C. Un irritante profesor
3. Correct the errors in these phrases:  
A. El negro perro      B. Una difícil asignatura      C. Mi favorito programa

## B – Agreement

1. Adjective endings change depending on whether the noun is m\_\_\_\_\_ or f\_\_\_\_\_ and s\_\_\_\_\_ or p\_\_\_\_\_.
2. Choose the correct adjective:

Mi hermano es **alto/alta**

El dibujo es **interesanto/interesante**

La chica es **fiel/fiele**

Mi prima es **bajo/baja**

La tecnología es **excelente/excelenta**

Las personas son **tristes/tristas**

Los gatos son **pequeños/pequeñas**

Los museos son **grande/grandes**

La mujer es **habladore/habladora**

Las cobayas son **listos/listas**

Las piscinas son **importante/importantes**

Los niños son **habladores/habladores**

# Adjectives – Self-quizzing

## A – Position

1. Choose the correct word to complete the sentence: Most adjectives come **before/after** the noun
2. Correct the errors in these phrases:  
A. La blanca casa      B. El negro pelo      C. Un irritante profesor
3. Correct the errors in these phrases:  
A. El negro perro      B. Una difícil asignatura      C. Mi favorito programa

## B – Agreement

1. Adjective endings change depending on whether the noun is m\_\_\_\_\_ or f\_\_\_\_\_ and s\_\_\_\_\_ or p\_\_\_\_\_.
2. Choose the correct adjective:

Mi hermano es **alto/alta**

El dibujo es **interesanto/interesante**

La chica es **fiel/fiele**

Mi prima es **bajo/baja**

La tecnología es **excelente/excelenta**

Las personas son **tristes/tristas**

Los gatos son **pequeños/pequeñas**

Los museos son **grande/grandes**

La mujer es **habladore/habladora**

Las cobayas son **listos/listas**

Las piscinas son **importante/importantes**

Los niños son **habladores/habladores**

# Present tense – what you normally do

## A – Regular verbs

In the present tense, -ar, -er and -ir verbs follow different patterns of endings:

	-ar	-er	-ir
	bailar (to dance)	comer (to eat)	escribir (to write)
yo	bailo	como	escribo
tú	bailas	comes	escribes
él/ella / usted	baila	come	escribe
nosotros/as	bailamos	comemos	escribimos
vosotros/as	bailáis	coméis	escribís
ellos/as / ustedes	bailan	comen	escriben



A - To conjugate a verb (change an infinitive verb) in the present tense, you usually remove the AR/ER/IR endings to be left with the stem. You then add on the appropriate ending.

Infinitive	Stem	Present tense
Cantar	Cant	Canto (I sing)
Comer	Com	Como (I eat)
Describir	Describ	Describo (I describe)

## B – Irregular verbs

Some verbs don't follow the usual patterns. Learn each verb by heart.

ir (to go)	ser (to be)	tener (to have)	ver (to see)
voy	soy	tengo	veo
vas	eres	tienes	ves
va	es	tiene	ve
vamos	somos	tenemos	vemos
vais	sois	tenéis	veis
van	son	tienen	ven

Some verbs are irregular in the 'I' form only:

hacer (to do / to make) → hago

salir (to go out) → salgo



B – Irregular verbs don't follow the same pattern, and you just need to learn the differences.

## C – Reflexive verbs

Reflexive verbs describe actions you do to yourself. They include a reflexive pronoun, e.g. **me, te, se**, which means 'myself', 'yourself', 'his/herself', etc.

ducharse (to have a shower)
me ducho
te das
se ducha
nos duchamos
os ducháis
se duchan

Some reflexive verbs are stem-changing in the present tense:

acostarse (to go to bed) → me acuesto (I go to bed)  
despertarse (to wake up) → me despierto (I wake up)  
vestirse (to get dressed) → me visto (I get dressed)



C – Reflexive verbs are mostly used to describe daily routine actions or family relationships. You conjugate them in the same way as regular verbs, but you just include the reflexive pronoun.

# Present tense – Self-quizzing

## A – Regular Verbs

1. Conjugate the following verbs into first person singular (I form):

- A. Visitar
- B. Beber
- C. Vivir

2. Conjugate the following verbs into first person plural (we form):

- A. Hablar
- B. Leer
- C. Vivir

3. Translate these phrases into Spanish:

- A. I talk
- B. We drink
- C. I write
- D. We eat
- E. I read
- F. We visit

## B – Irregular Verbs

1. Conjugate the following verbs into first person singular (I form):

- A. Ir
- B. Tener
- C. Ser
- D. Ver

2. Conjugate the following verbs into first person plural (we form):

- A. Ir
- B. Tener
- C. Ser
- D. Ver

## C – Reflexive Verbs

1. Translate these phrases into Spanish:

- A. I get up
- B. I have a shower
- C. I get dressed
- D. We have a shower
- E. We get up

# Present tense – Self-quizzing

## A – Regular Verbs

1. Conjugate the following verbs into first person singular (I form):

- A. Visitar
- B. Beber
- C. Vivir

2. Conjugate the following verbs into first person plural (we form):

- A. Hablar
- B. Leer
- C. Vivir

3. Translate these phrases into Spanish:

- A. I talk
- B. We drink
- C. I write
- D. We eat
- E. I read
- F. We visit

## B – Irregular Verbs

1. Conjugate the following verbs into first person singular (I form):

- A. Ir
- B. Tener
- C. Ser
- D. Ver

2. Conjugate the following verbs into first person plural (we form):

- A. Ir
- B. Tener
- C. Ser
- D. Ver

## C – Reflexive Verbs

1. Translate these phrases into Spanish:

- A. I get up
- B. I have a shower
- C. I get dressed
- D. We have a shower
- E. We get up

# Preterite tense – what you have done in the past

## A – Regular verbs

In the preterite, regular -ar verbs follow one pattern of endings and -er and -ir verbs follow another:

	-ar	-er	-ir
	bailar (to dance)	comer (to eat)	escribir (to write)
yo	bailé	comí	escribí
tú	bailaste	comiste	escribiste
él/ella / usted	bailó	comió	escribió
nosotros/as	bailamos	comimos	escribimos
vosotros/as	bailasteis	comisteis	escribisteis
ellos/as / ustedes	bailaron	comieron	escribieron



A - To conjugate a verb (change an infinitive verb) in the preterite tense, you usually remove the AR/ER/IR endings to be left with the stem. You then add on the appropriate ending.

Infinitive	Stem	Present tense
Cantar	Cant	Canté (I sang)
Comer	Com	Comí (I ate)
Describir	Describ	Describí (I described)

## B – Irregular verbs

Some verbs don't follow the usual patterns in the preterite. Learn each verb by heart.

ir (to go)	ser (to be)	hacer (to do / make)	tener (to have)	ver (to see)
fui	fui	hice	tuve	vi
fuiste	fuiste	hiciste	tuviste	viste
fue	fue	hizo	tuvo	vio
fuimos	fuimos	hicimos	tuvimos	vimos
fuisteis	fuisteis	hicisteis	tuvisteis	visteis
fueron	fueron	hicieron	tuvieron	vieron



B – Irregular verbs don't follow the same pattern, and you just need to learn the differences.

The verbs **ir** and **ser** are identical in the preterite, but the context makes it clear which verb is meant.

In the preterite, the following verbs are irregular in the 'I' form only:

sacar (to take) → saqué (I took)    jugar (to play) → jugué (I played)    tocar (to play) → toqué (I played)

# Preterite tense – Self-quizzing

## A – Regular Verbs

1. Conjugate the following verbs into first person singular (I form):

- A. Visitar
- B. Beber
- C. Vivir

2. Conjugate the following verbs into first person plural (we form):

- A. Hablar
- B. Leer
- C. Vivir

3. Translate these phrases into Spanish:

- A. I talked
- B. We drank
- C. I wrote
- D. We ate
- E. I read
- F. We visited

## B – Irregular Verbs

1. Conjugate the following verbs into first person singular (I form):

- A. Sacar
- B. Jugar
- C. Tocar

2. Conjugate the following verbs into first person plural (we form):

- A. Ir
- B. Ser
- C. Hacer

3. Translate these phrases into Spanish:

- A. I had
- B. We saw
- C. I went
- D. We had
- E. I was
- F. I did/I made

# Preterite tense – Self-quizzing

## A – Regular Verbs

1. Conjugate the following verbs into first person singular (I form):

- A. Visitar
- B. Beber
- C. Vivir

2. Conjugate the following verbs into first person plural (we form):

- A. Hablar
- B. Leer
- C. Vivir

3. Translate these phrases into Spanish:

- A. I talked
- B. We drank
- C. I wrote
- D. We ate
- E. I read
- F. We visited

## B – Irregular Verbs

1. Conjugate the following verbs into first person singular (I form):

- A. Sacar
- B. Jugar
- C. Tocar

2. Conjugate the following verbs into first person plural (we form):

- A. Ir
- B. Ser
- C. Hacer

3. Translate these phrases into Spanish:

- A. I had
- B. We saw
- C. I went
- D. We had
- E. I was
- F. I did/I made

# Future tense – what you are going to do

## A – Near future - Ir a + infinitive

The near future tense is used to talk about what you are going to do. Use the present tense of the verb *ir* followed by *a* plus the infinitive.

<b>voy a <u>salir</u></b> con mis amigos	I am going to go out with my friends
<b>vas a <u>ver</u></b> la televisión	you are going to watch TV
<b>va a <u>ir</u></b> de paseo	he/she is going to go for a walk
<b>vamos a <u>jugar</u></b> al voleibol	we are going to play volleyball
<b>vais a <u>chatear</u></b>	you (plural) are going to chat online
<b>van a <u>hacer</u></b> los deberes	they are going to do their homework



A – Use the present tense of the verb '*ir*', the letter '*a*' and then an infinitive.

Voy a jugar = I am going to play  
Voy a beber = I am going to drink  
Voy a visitar = I am going to visit  
Voy a ir = I am going to go

## B – Future time frame

Use a conjugated verb followed by the infinitive.

<b>Quiero</b> salir con mis amigos	I <b>want</b> to go out
<b>Espero</b> ver la television	I <b>hope</b> to watch TV
<b>Me gustaría</b> ir de paseo	I <b>would like</b> to go for a walk
<b>Quisiera</b> hacer los deberes	I <b>would like</b> to do my homework

# Future tense – Self-quizzing

## A – Simple Future

1. Translate these phrases into Spanish:

- A. I am going to talk      B. I am going to drink      C. I am going to write      D. We are going to eat      E. I am going to read
- F. We are going to visit      G. I am going to play      H. We are going to watch TV      I. I am going to do my homework

## B – Future Time Frame

1. Translate these phrases into Spanish:

- A. I want to talk to my friends      B. I hope to go for a walk      C. I would like to write      D. I want to eat
- E. I hope to go out with my friends      F. I would like to watch TV      G. I want to play videogames

## A / B – Future

1. Choose the correct answer:

- A. Voy a **hablar/hablo** con mis amigos      B. Espero **como/comer** patatas      C. Quiero **visitar/visito** mis abuelos
- D. Me gustaría **veo/ver** una película      E. Quisiera **jugar/juego** al baloncesto      F. Vamos a **escribo/escribir**

# Future tense – Self-quizzing

## A – Simple Future

1. Translate these phrases into Spanish:

- A. I am going to talk      B. I am going to drink      C. I am going to write      D. We are going to eat      E. I am going to read
- F. We are going to visit      G. I am going to play      H. We are going to watch TV      I. I am going to do my homework

## B – Future Time Frame

1. Translate these phrases into Spanish:

- A. I want to talk to my friends      B. I hope to go for a walk      C. I would like to write      D. I want to eat
- E. I hope to go out with my friends      F. I would like to watch TV      G. I want to play videogames

## A / B – Future

1. Choose the correct answer:

- A. Voy a **hablar/hablo** con mis amigos      B. Espero **como/comer** patatas      C. Quiero **visitar/visito** mis abuelos
- D. Me gustaría **veo/ver** una película      E. Quisiera **jugar/juego** al baloncesto      F. Vamos a **escribo/escribir**

# Opinions

## A – Opinion + infinitive

You can use infinitives after opinion verbs such as *me gusta* (I like), *no me gusta* (I don't like), *me encanta* (I love), *detesto/odio* (I hate) and *prefiero* (I prefer).

For example:

*Me gusta leer libros* I like to read books / I like reading books.

*No me gusta nadar* I don't like to swim / I don't like swimming.

*Me encanta comer chocolate* I love to eat chocolate / I love eating chocolate.

*Odio ver el telediario* I hate to watch the news / I hate watching the news

*Prefiero salir con mis amigos* I prefer to go out with my friends / I prefer going out with my friends

## B – Plural opinions

If the noun that you are giving an opinion about is plural (starts with 'los' or 'las'), opinion phrases that use 'me', such as '*me gusta*', '*me encanta*', '*me chifla*', '*no me gusta*' need to end in an 'n'.

*Me gustan **las** matemáticas* I like Maths

*Me encantan **los** animals* I love animals

*No me gustan **las** montañas* I don't like the mountains

# Opinions – Self-quizzing

## A – Opinion + Infinitive

1. Choose the correct answer:

A. Me gusta **salir/salgo** con mis amigos      B. Me encanta **como/comer** en un restaurante  
C. No me gusta **chatear/chateo**      D. Me gustaría **veo/ver** la tele      E. Odio **hago/hacer** mis deberes

2. Translate these sentences into Spanish:

A. I like to visit my grandparents      B. I prefer to read books      C. I don't like eating chocolate

## A – Plural Opinions

1. Choose the correct answer:

A. Me **gusta/gustan** las ciencias      B. Me **gusta/gustan** el chocolate      C. Me **encanta/encantan** el fútbol  
D. Me **gusta/gustan** los caramelos      E. Me **encanta/encantan** los fines de semana

2. Translate these sentences into Spanish:

A. I like sports      B. I love books      C. I don't like pasta

# Opinions – Self-quizzing

## A – Opinion + Infinitive

1. Choose the correct answer:

A. Me gusta **salir/salgo** con mis amigos      B. Me encanta **como/comer** en un restaurante  
C. No me gusta **chatear/chateo**      D. Me gustaría **veo/ver** la tele      E. Odio **hago/hacer** mis deberes

2. Translate these sentences into Spanish:

A. I like to visit my grandparents      B. I prefer to read books      C. I don't like eating chocolate

## A – Plural Opinions

1. Choose the correct answer:

A. Me **gusta/gustan** las ciencias      B. Me **gusta/gustan** el chocolate      C. Me **encanta/encantan** el fútbol  
D. Me **gusta/gustan** los caramelos      E. Me **encanta/encantan** los fines de semana

2. Translate these sentences into Spanish:

A. I like sports      B. I love books      C. I don't like pasta

# Modal verbs

Modal verbs are used to express ideas like possibility, ability, permission or necessity. Modal verbs must be followed by an infinitive.

## Key modal verbs

Se puede	You can
Se debe	You must
Suelo	I usually
Tengo que	I have to



## Key infinitives

Visitar	– to visit
Ir	– to go
Comer	– to eat
Ver	– to watch/see
Ser	– to be
Hacer	– to do
Hablar	– to talk
Salir	– to go out

## Modal verb + infinitive

You can visit = **Se puede** visitar

You must watch = **Se debe** ver

I usually go = **Suelo** ir

I have to eat = **Tengo que** comer

# Time

A la/las	At
Es la/son las	It is
Y cuarto	Quarter past
Y media	Half past
Menos cuarto	Quarter to
Y cinco	Five past
Y diez	Ten past
Y veinte	Twenty past
Menos veinte	Twenty to
Menos diez	Ten to
Menos cinco	Five to



## Examples

At one o'clock – A la una
At two o'clock - A las dos
At quarter past three – A las tres y cuarto
At half past four – A las cuatro y media
At quarter to five – A las cinco menos cuarto
It is one o'clock – Es la una
It is six o'clock – Son las seis
It is five past seven – Son las siete y cinco
It is ten past eight – Son las ocho y diez
It is ten to nine – Son las nueve menos diez
It is five to ten – Son las diez menos cinco

# Modal verbs – Self-quizzing

## A – Understanding

1. What is a modal verb and what must it be followed by in Spanish?
2. Translate the following into Spanish: "You must go."
3. What does "Tengo que" mean in English?
4. Which Spanish modal verb means "I usually"?
5. Identify the infinitive in the sentence: "**Suelo hablar**"

## B – Practice

1. Translate into English:  
a. Se puede salir      b. Se debe ser      c. Tengo que hablar      d. Suelo ver
2. Translate these sentences into Spanish:  
a. I usually eat      b. You can go      c. You must talk      d. I have to do

# Modal verbs – Self-quizzing

## A – Understanding

1. What is a modal verb and what must it be followed by in Spanish?
2. Translate the following into Spanish: "You must go."
3. What does "Tengo que" mean in English?
4. Which Spanish modal verb means "I usually"?
5. Identify the infinitive in the sentence: "**Suelo hablar**"

## B – Practice

1. Translate into English:  
a. Se puede salir      b. Se debe ser      c. Tengo que hablar      d. Suelo ver
2. Translate these sentences into Spanish:  
a. I usually eat      b. You can go      c. You must talk      d. I have to do

# Time – Self-quizzing

## A – Match up

### English

- a. It is quarter past 3
- b. It is 10 past 8
- c. At quarter to 5
- d. It is 5 to 10
- e. It is 6 o'clock

### Spanish

- 1. Son las ocho y diez
- 2. Son las tres y cuarto
- 3. A las cinco menos cuarto
- 4. Son las diez menos cinco
- 5. Son las seis

## B – Fill in the gaps

- 1. Son las ocho y \_\_\_\_\_ (20)
- 2. A las cinco menos \_\_\_\_\_ (15)
- 3. Es la \_\_\_\_\_ (1)
- 4. Son las siete y \_\_\_\_\_ (25)
- 5. A las cuatro y \_\_\_\_\_ (30)

## B – Translate

### 1. Translate into Spanish:

- a. It is one o'clock
- b. It is ten past eight
- c. At quarter past three
- d. At five to ten

### 2. Translate into English:

- a. Son las seis
- b. A la una
- c. Son las nueve menos diez
- d. A las tres y cuarto

# Time – Self-quizzing

## A – Match up

### English

- a. It is quarter past 3
- b. It is 10 past 8
- c. At quarter to 5
- d. It is 5 to 10
- e. It is 6 o'clock

### Spanish

- 1. Son las ocho y diez
- 2. Son las tres y cuarto
- 3. A las cinco menos cuarto
- 4. Son las diez menos cinco
- 5. Son las seis

## B – Fill in the gaps

- 1. Son las ocho y \_\_\_\_\_ (20)
- 2. A las cinco menos \_\_\_\_\_ (15)
- 3. Es la \_\_\_\_\_ (1)
- 4. Son las siete y \_\_\_\_\_ (25)
- 5. A las cuatro y \_\_\_\_\_ (30)

## B – Translate

### 1. Translate into Spanish:

- a. It is one o'clock
- b. It is ten past eight
- c. At quarter past three
- d. At five to ten

### 2. Translate into English:

- a. Son las seis
- b. A la una
- c. Son las nueve menos diez
- d. A las tres y cuarto

# Vocabulary

# Year 7 Unit 1 – Introductions

Spanish	English
1 <b>Me llamo</b>	I'm called...
2 <b>Se llama</b>	S/he is called...
3 Adiós	Goodbye
4 lunes	Monday
5 martes	Tuesday
6 miércoles	Wednesday
7 jueves	Thursday
8 viernes	Friday
9 sábado	Saturday
10 domingo	Sunday
11 <b>Tengo ... años.</b>	I am ... years old.
12 <b>Tiene ... años.</b>	She is ... years old.
13 <b>Mi cumpleaños es el...</b>	My birthday is...
14 enero	January
15 febrero	February
16 marzo	March
17 abril	April
18 mayo	May
19 junio	June
20 julio	July
21 agosto	August
22 septiembre	September
23 octubre	October
24 noviembre	November
25 diciembre	December

Spanish	English
26 <b>Vivo en...</b>	I live in...
27 <b>España</b>	Spain
28 <b>Inglatera</b>	England
29 <b>Soy...</b>	I am...
30 <b>Inglés/inglesa</b>	English
31 <b>Hablo...</b>	I speak...
32 <b>Español/pañola</b>	Spanish
33 <b>Me gusta</b>	I like
34 <b>No me gusta</b>	I don't like
35 <b>Me encanta</b>	I love
36 <b>Detesto</b>	I hate
37 <b>Prefiero</b>	I prefer
38 <b>Jugar</b>	to play
39 <b>Hacer deporte</b>	to do sport
40 <b>Comer</b>	to eat
41 <b>Porque</b>	Because
42 <b>Es...</b>	It's...
43 <b>Genial</b>	Great
44 <b>Divertido</b>	Fun
45 <b>Interesante</b>	Interesting
46 <b>Aburrido</b>	Boring
47 <b>Un poco</b>	A bit
48 <b>Bastante</b>	Quite
49 <b>Muy</b>	Very
50 <b>A mi ... le gusta</b>	My ... likes

Spanish	English
51 <b>El fin de semana</b>	At the weekend
52 <b>Veo la tele</b>	I watch television
53 <b>Escucho música</b>	I listen to music
54 <b>Como con mi familia</b>	I eat with my family
55 <b>Salgo con mis amigos</b>	I go out with my friends
56 <b>Juego en el ordenador</b>	I play on my computer
57 <b>Cuando</b>	When
58 <b>Hace buen tiempo</b>	It's nice weather
59 <b>Hace mal tiempo</b>	It's bad weather
60 <b>Hace sol</b>	It's sunny
61 <b>Hace calor</b>	It's hot
62 <b>Llueve</b>	It's raining/it rains
63 <b>Nieva</b>	It's snowing/it snows
64 <b>Hago natación</b>	I go swimming
65 <b>Voy de compras</b>	I go shopping

Number	Spanish
1	uno
2	dos
3	tres
4	cuatro
5	cinco
6	seis
7	siete
8	ocho
9	nueve
10	diez
11	once
12	doce
13	trece
14	catorce
15	quince
16	dieciséis
17	diecisiete
18	dieciocho
19	diecinueve
20	veinte
21	veintiuno
22	veintidós
23	veintitrés
24	veinticuatro
25	veinticinco
26	veintiséis
27	veintisiete
28	veintiocho
29	veintinueve
30	treinta
40	cuarenta
50	cincuenta
60	sesenta
70	setenta
80	ochenta
90	noventa
100	cien

# Year 7 Unit 1 – Foundational knowledge

Look		Write	Check
Me llamo	I'm called...		
Se llama	S/he is called...		
Tengo ... años.	I am ... years old.		
Tiene ... años.	She is ... years old.		
Mi cumpleaños es el...	My birthday is...		
Vivo en...	I live in...		
Inglaterra	England		
Soy...	I am...		
Hablo...	I speak...		
Me gusta	I like		
No me gusta	I don't like		
Me encanta	I love		
Detesto	I hate		
Prefiero	I prefer		
Jugar	to play		
Hacer deporte	to do sport		

Look		Write	Check
Porque	Because		
Es...	It's...		
Divertido	Fun		
Aburrido	Boring		
El fin de semana	At the weekend		
Veo la tele	I watch television		
Escucho música	I listen to music		
Como con mi familia	I eat with my family		
Juego en el ordenador	I play on my computer		
Hace buen tiempo	It's nice weather		
Hace mal tiempo	It's bad weather		
Hace sol	It's sunny		
Hago natación	I go swimming		
Voy de compras	I go shopping		

# Year 7 Unit 1 – Foundational knowledge

Look		Write	Check	Look		Write	Check
Me llamo	I'm called...			Porque	Because		
Se llama	S/he is called...			Es...	It's...		
Tengo ... años.	I am ... years old.			Divertido	Fun		
Tiene ... años.	She is ... years old.			Aburrido	Boring		
Mi cumpleaños es el...	My birthday is...			El fin de semana	At the weekend		
Vivo en...	I live in...			Veo la tele	I watch television		
Inglaterra	England			Escucho música	I listen to music		
Soy...	I am...			Como con mi familia	I eat with my family		
Hablo...	I speak...			Juego en el ordenador	I play on my computer		
Me gusta	I like			Hace buen tiempo	It's nice weather		
No me gusta	I don't like			Hace mal tiempo	It's bad weather		
Me encanta	I love			Hace sol	It's sunny		
Detesto	I hate			Hago natación	I go swimming		
Prefiero	I prefer			Voy de compras	I go shopping		
Jugar	to play						
Hacer deporte	to do sport						

Look		Write	Check
Uno	1		
Dos	2		
Tres	3		
Cuatro	4		
Cinco	5		
Seis	6		
Siete	7		
Ocho	8		
Nueve	9		
Diez	10		
Once	11		
Doce	12		
Trece	13		
Catorce	14		
Quince	15		
Dieciséis	16		
Diecisiete	17		

Look		Write	Check
Diechocho	18		
Diecinueve	19		
Viente	20		
Veintiuno	21		
Veintidós	22		
Veintitrés	23		
Veinticuatro	24		
Treinta	30		
Treinta y uno	31		
Treinta y dos	32		
Cuarenta	40		
Cincuenta	50		
Sesenta	60		
Setenta	70		
Ochenta	80		
Noventa	90		
Cien	100		

Look		Write	Check
Uno	1		
Dos	2		
Tres	3		
Cuatro	4		
Cinco	5		
Seis	6		
Siete	7		
Ocho	8		
Nueve	9		
Diez	10		
Once	11		
Doce	12		
Trece	13		
Catorce	14		
Quince	15		
Dieciséis	16		
Diecisiete	17		

Look		Write	Check
Diechocho	18		
Diecinueve	19		
Viente	20		
Veintiuno	21		
Veintidós	22		
Veintitrés	23		
Veinticuatro	24		
Treinta	30		
Treinta y uno	31		
Treinta y dos	32		
Cuarenta	40		
Cincuenta	50		
Sesenta	60		
Setenta	70		
Ochenta	80		
Noventa	90		
Cien	100		

# Year 7 Unit 2 – My family

Spanish	English
<b>1 En mi familia</b>	<b>In my family</b>
<b>2 Hay...</b>	<b>There is</b>
<b>3 Mi madre / mi padre</b>	<b>My mum / my dad</b>
<b>4 Mi hermano / hermana</b>	<b>My brother / my sister</b>
<b>5 Tengo</b>	<b>I have</b>
Los ojos azules / verdes / 6 marrones	Blue/green/brown eyes
7 El pelo (rubio / pelirrojo / castaño)	Blonde/Ginger/brown hair
<b>8 Soy...</b>	<b>I am</b>
9 Muy	Very
10 Bastante	Quite
11 Alto/a	Tall
12 Bajo/a	Short
<b>13 Simpático/a</b>	<b>Kind</b>
<b>14 Gracioso/a</b>	<b>Funny</b>
<b>15 Tiene</b>	<b>He/she has</b>
<b>16 Es</b>	<b>He/she is</b>
<b>17 Me gusta</b>	<b>I like</b>
18 A mi hermano le gusta...	My brother likes
19 Me encanta	I love

Spanish	English
20 Detesto	I hate
<b>21 No me gusta</b>	<b>I don't like</b>
22 Prefiero	I prefer
23 Ver la tele	To watch TV
<b>24 Jugar al baloncesto / a los videojuegos</b>	<b>To play basketball / videogames</b>
25 Hacer deporte	To do sport
26 Leer	To read
<b>27 Ir al cine</b>	<b>To go to the cinema</b>
<b>28 Porque es...</b>	<b>Because it is</b>
<b>29 Divertido</b>	<b>Fun</b>
<b>30 Aburrido</b>	<b>Boring</b>
<b>31 Tengo</b>	<b>I have</b>
32 Un gato	A cat
33 Un perro	A dog
<b>34 Es</b>	<b>It is</b>
<b>35 En el futuro</b>	<b>In the future</b>
<b>36 Me gustaría tener</b>	<b>I would like to have</b>

# Year 7 Unit 2 – Foundational knowledge

Look		Write	Check	Look		Write	Check
En mi familia	In my family			Me gusta	I like		
Hay...	There is			No me gusta	I don't like		
Mi madre / mi padre	My mum / my dad			Jugar al baloncesto / a los videojuegos	To play basketball / videogames		
Mi hermano / hermana	My brother / my sister			Ir al cine	To go to the cinema		
Tengo	I have			Porque es...	Because it is		
Soy...	I am			Divertido	Fun		
Simpático/a	Kind			Aburrido	Boring		
Gracioso/a	Funny			Tengo	I have		
Tiene	He/she has			Es	It is		
Es	He/she is			En el futuro	In the future		
				Me gustaría tener	I would like to have		

# Year 7 Unit 2 – Foundational knowledge

Look		Write	Check	Look		Write	Check
En mi familia	In my family			Me gusta	I like		
Hay...	There is			No me gusta	I don't like		
Mi madre / mi padre	My mum / my dad			Jugar al baloncesto / a los videojuegos	To play basketball / videogames		
Mi hermano / hermana	My brother / my sister			Ir al cine	To go to the cinema		
Tengo	I have			Porque es...	Because it is		
Soy...	I am			Divertido	Fun		
Simpático/a	Kind			Aburrido	Boring		
Gracioso/a	Funny			Tengo	I have		
Tiene	He/she has			Es	It is		
Es	He/she is			En el futuro	In the future		
				Me gustaría tener	I would like to have		

# Year 7 Unit 3 – School

Spanish	English
1 tengo...	I have...
2 tenemos...	we have...
3 Estudio	I study
4 Estudiamos	We study
5 A las...	At ... o'clock
6 lunes	Monday
7 martes	Tuesday
8 miércoles	Wednesday
9 jueves	Thursday
10 viernes	Friday
11 sábado	Saturday
12 domingo	Sunday
13 Mi asignatura favorita es	My favourite subject is...
14 Porque es... / son...	Because it's...
15 Fácil	Easy
16 Útil	Useful
17 Inglés	English
18 Matemáticas	Maths
19 Mi profe favorito es...	My favourite teacher is...
20 Mi profe de informática	My IT teacher
21 Nos ayuda	He/she helps us
22 Explica bien	He/she explains well

Spanish	English
23 Simpático/a	Nice/friendly
24 Mi instituto es	My school is...
25 En mi colegio hay...	In my school there is/are...
26 Me gustaría	I would like...
27 En la foto hay	In the photo there is...
28 Muchas personas	Lots of people
29 Voy a + [infinitive]	I'm going...
30 Quiero	I want...
31 Hacer los deberes	To do my homework
32 Ver la tele	To watch television
33 Ir al parque	To go to the park
34 Estudiar	To study
35 Jugar con mi móvil	To play on my phone
36 Como	I eat
37 Bebo	I drink
38 Leo	I read
39 Juego al fútbol	I play football
40 Voy al centro	I go to town
41 Hago deporte	I do sport
42 Escucho música	I listen to music
43 Juego a los videojuegos	I play video games

# Year 7 Unit 3 – Foundational knowledge

Look		Write	Check	Look		Write	Check
tengo...	I have...			Mi profe favorito es...	My favourite teacher is...		
tenemos...	we have...			Mi profe de informática	My IT teacher		
Estudio	I study			Simpático/a	Nice/friendly		
Estudiamos	We study			En mi colegio hay...	In my school there is/are...		
A las...	At ... o'clock			En la foto hay	In the photo there is...		
lunes	Monday			Muchas personas	Lots of people		
martes	Tuesday			Voy a + [infinitive]	I'm going...		
miércoles	Wednesday			Quiero	I want...		
jueves	Thursday			Hacer los deberes	To do my homework		
viernes	Friday			Estudiar	To study		
sábado	Saturday			Como	I eat		
domingo	Sunday			Bebo	I drink		
Mi asignatura favorita es	My favourite subject is...			Voy al centro	I go to town		
Porque es... / son...	Because it's...			Hago deporte	I do sport		

# Year 7 Unit 3 – Foundational knowledge

Look		Write	Check	Look		Write	Check
tengo...	I have...			Mi profe favorito es...	My favourite teacher is...		
tenemos...	we have...			Mi profe de informática	My IT teacher		
Estudio	I study			Simpático/a	Nice/friendly		
Estudiamos	We study			En mi colegio hay...	In my school there is/are...		
A las...	At ... o'clock			En la foto hay	In the photo there is...		
lunes	Monday			Muchas personas	Lots of people		
martes	Tuesday			Voy a + [infinitive]	I'm going...		
miércoles	Wednesday			Quiero	I want...		
jueves	Thursday			Hacer los deberes	To do my homework		
viernes	Friday			Estudiar	To study		
sábado	Saturday			Como	I eat		
domingo	Sunday			Bebo	I drink		
Mi asignatura favorita es	My favourite subject is...			Voy al centro	I go to town		
Porque es... / son...	Because it's...			Hago deporte	I do sport		

# Year 7 Unit 4 – Town

Spanish	English
<b>1 Vivo en...</b>	I live in...
<b>2 Una casa</b>	<b>A house</b>
3 Un piso	A flat
4 Está...	It is situated
<b>5 Hay...</b>	<b>There is / are...</b>
<b>6 No hay</b>	<b>There isn't / aren't...</b>
7 Una cocina	A kitchen
8 Un cuarto de baño	A bathroom
9 Una cama	A bed
10 Muchos/as	Lots of
<b>11 Un centro comercial</b>	<b>A shopping centre</b>
12 Un polideportivo	A leisure centre
<b>13 Se puede (+ infinitive)</b>	<b>You can</b>
<b>14 No se puede (+ infinitive)</b>	<b>You can't</b>

Spanish	English
<b>15 Ir al cine</b>	<b>Go to the cinema</b>
<b>16 Jugar en el parque</b>	<b>Play in the park</b>
<b>17 Comer en un restaurante</b>	<b>Eat at a restaurant</b>
18 Visitar el museo	Visit the museum
19 Pero	But
20 Sin embargo	However
21 Me gusta vivir aquí	I like living here
<b>22 Tranquilo/a</b>	<b>Quiet / peaceful</b>
23 Ruidoso/a	Noisy
24 Aburrido/a	Boring
25 Quiero vivir	I want to live
<b>26 Me gustaría vivir</b>	<b>I would like to live</b>
<b>27 En el extranjero</b>	<b>Abroad</b>

# Year 7 Unit 4 – Foundational knowledge

Look		Write	Check
Vivo en...	I live in...		
Una casa	A house		
Hay...	There is / are...		
No hay	There isn't / aren't...		
Un centro comercial	A shopping centre		
Se puede (+ infinitive)	You can		
No se puede (+ infinitive)	You can't		
Ir al cine	Go to the cinema		
Jugar en el parque	Play in the park		
Comer en un restaurante	Eat at a restaurant		
Tranquilo/a	Quiet / peaceful		
Me gustaría vivir	I would like to live		
En el extranjero	Abroad		

# Year 7 Unit 4 – Foundational knowledge

Look		Write	Check
Vivo en...	I live in...		
Una casa	A house		
Hay...	There is / are...		
No hay	There isn't / aren't...		
Un centro comercial	A shopping centre		
Se puede (+ infinitive)	You can		
No se puede (+ infinitive)	You can't		
Ir al cine	Go to the cinema		
Jugar en el parque	Play in the park		
Comer en un restaurante	Eat at a restaurant		
Tranquilo/a	Quiet / peaceful		
Me gustaría vivir	I would like to live		
En el extranjero	Abroad		

# Year 8 Unit 5 – Holidays

Spanish	English	Spanish	English	Spanish	English
<b>1 Fui</b>	<b>I went</b>	19 Compró recuerdos	He/She bought souvenirs	38 <b>Como en un restaurante</b>	I eat at a restaurant
<b>2 Fuimos</b>	<b>We went</b>	20 Vi sitios históricos	I saw the historical sites	39 <b>Hago deportes acuáticos</b>	I do water sports
3 Me alojé	I stayed	<b>21 Fue</b>	<b>It was...</b>	<b>40 Compro recuerdos</b>	I buy souvenirs
4 En la costa	By the sea	22 Genial	Great	<b>41 Juego</b>	I play
5 En el campo	In the countryside	23 Divertido	Fun	<b>42 Este verano</b>	This summer
<b>6 Viajé</b>	<b>I travelled</b>	24 Aburrido	Boring	43 <b>Este año</b>	This year
7 Viajamos	We travelled	25 Emocionante	Exciting	<b>44 Voy a + infinitive</b>	I'm going...
<b>8 En avión</b>	<b>By plane</b>	<b>26 El año pasado</b>	<b>Last year</b>	<b>45 Vamos a + infinitive</b>	We're going...
<b>9 En coche</b>	<b>By car</b>	27 El primer/segundo día	On the first/second day	<b>46 Quiero + infinitive</b>	I want...
10 Peligroso	Dangerous	28 Por la mañana	In the morning	47 <b>Me gustaría / quisiera (+ infinitive)</b>	I would like...
11 Barato	Cheap	29 Por la tarde	In the afternoon	<b>48 Ir a</b>	To go to
12 Caro	Expensive	30 Por la noche	In the evening	<b>49 Visitar</b>	To visit
<b>13 Nadé en la piscina</b>	<b>I swam in the pool</b>	31 Después	After	50 <b>Ver los monumentos</b>	To see the monuments
14 Visité los sitios turísticos	I visited the tourist sites	32 Más tarde	Later	51 <b>Nadar en el mar</b>	To swim in the sea
15 Saqué muchas fotos	I took lots of photos	<b>33 Normalmente</b>	<b>Normally</b>		
16 Comí	I ate	<b>34 Voy</b>	<b>I go</b>		
<b>17 Fui de compras</b>	<b>I went shopping</b>	<b>35 Vamos</b>	<b>We go</b>		
18 Compré recuerdos	I bought souvenirs	36 Visito los sitios turísticos	I visit the tourist sites		
		<b>37 Nado en el mar</b>	<b>I swim in the sea</b>		

# Year 8 Unit 5 – Foundational knowledge

Look		Write	Check
Fui	I went		
Fuimos	We went		
Viajé	I travelled		
En avión	By plane		
En coche	By car		
Nadé en la piscina	I swam in the pool		
Fui de compras	I went shopping		
Fue	It was...		
El año pasado	Last year		
Normalmente	Normally		
Voy	I go		

Look		Write	Check
Vamos	We go		
Nado en el mar	I swim in the sea		
Compro recuerdos	I buy souvenirs		
Juego	I play		
Este verano	This summer		
Voy a + infinitive	I'm going...		
Vamos a + infinitive	We're going...		
Quiero + infinitive	I want...		
Ir a	To go to		
Visitar	To visit		

# Year 8 Unit 5 – Foundational knowledge

Look		Write	Check
Fui	I went		
Fuimos	We went		
Viajé	I travelled		
En avión	By plane		
En coche	By car		
Nadé en la piscina	I swam in the pool		
Fui de compras	I went shopping		
Fue	It was...		
El año pasado	Last year		
Normalmente	Normally		
Voy	I go		

Look		Write	Check
Vamos	We go		
Nado en el mar	I swim in the sea		
Compro recuerdos	I buy souvenirs		
Juego	I play		
Este verano	This summer		
Voy a + infinitive	I'm going...		
Vamos a + infinitive	We're going...		
Quiero + infinitive	I want...		
Ir a	To go to		
Visitar	To visit		

# Year 8 Unit 6 – Going out & staying in

Spanish	English	Spanish	English	Spanish	English
<b>1 Todos los días</b>	<b>Everyday</b>	<b>22 Jugar en el parque</b>	<b>To play in the park</b>	<b>43 La semana pasada</b>	Last week
2 Juego al baloncesto	I play basketball	<b>23 Visitar a mis abuelos</b>	<b>To visit my grandparents</b>	<b>44 Ayer</b>	Yesterday
3 Toco el piano	I play (an instrument)	<b>24 Jugar un partido de fútbol</b>	To play in a football match	<b>45 ¿Quieres + infinitive?</b>	<b>Do you want (to)...?</b>
4 Hago natación	I do swimming	<b>25 Ver un partido de fútbol</b>	To watch a football match	<b>46 Salir conmigo</b>	To go out with me
<b>5 Veo la tele</b>	<b>I watch TV</b>	<b>26 Voy a comprar</b>	<b>I'm going to buy</b>	<b>47 Ir de tiendas</b>	To go to the shops
<b>6 Escucho música</b>	<b>I listen to music</b>	<b>27 Voy a llevar</b>	<b>I'm going to wear</b>	<b>48 Ir al centro</b>	To go into town
7 Salgo	I go out	<b>28 Prefiero ver</b>	<b>I prefer to watch</b>	<b>49 Ir a una fiesta</b>	To go to a party
8 Leo libros	I read books	<b>29 Me gustan</b>	I like (plural)	<b>50 Ver una película</b>	To watch a film
<b>9 En mi tiempo libre</b>	<b>In my free time</b>	<b>30 Las noticias</b>	The news	<b>51 ¿A qué hora?</b>	<b>At what time?</b>
<b>10 Me gusta / Me encanta / Detesto</b>	<b>I like / I love / I hate</b>	<b>31 Las telenovelas</b>	Soap operas	<b>52 A las ocho / a las ocho y media</b>	<b>At eight o'clock / at half past eight</b>
11 El deporte / cine	Sport / Cinema	<b>32 Los concursos</b>	Game shows	<b>53 Me gustaría</b>	I'd like to
12 Hacer natación	Swimming	<b>33 Las películas de acción</b>	Action films	<b>54 Quisiera</b>	I would like
13 Hacer equitación	Horse riding	<b>34 Las comedias</b>	Comedies	<b>55 Una talla más grande / pequeña</b>	A bigger size / smaller size
14 Jugar a los videojuegos	Playing video games	<b>35 Son...</b>	They are...	<b>56 ¿Cuánto es?</b>	<b>How much does that cost?</b>
15 Ver películas	Watching films	<b>36 Entretenidos</b>	Entertaining	<b>57 Son... euros</b>	It costs...
16 Ir de compras	Shopping	<b>37 Emocionantes</b>	Exciting	<b>58 Una mesa para dos personas</b>	A table for two people
<b>17 Salir con mis amigos</b>	<b>Going out with friends</b>	<b>38 Escucho</b>	I listen to	<b>59 La cuenta, por favor</b>	The bill, please
<b>18 Este fin de semana</b>	<b>This weekend</b>	<b>39 Me gusta escuchar</b>	I like listening to	<b>60 ¿Tiene menú?</b>	Do you have a menu?
<b>19 Voy a (+ infinitive)</b>	<b>I'm going (to)</b>	<b>40 Mi cantante favorito</b>	My favourite singer	<b>61 Hay un problema</b>	There is a problem
<b>20 Vamos a (+ infinitive)</b>	<b>We are going (to)</b>	<b>41 Vi</b>	I saw...		
21 Ir al centro	To go into town	<b>42 Leí</b>	I read...		

# Year 8 Unit 6 – Foundational knowledge

Look		Write	Check
Todos los días	Everyday		
Veo la tele	I watch TV		
Escucho música	I listen to music		
En mi tiempo libre	In my free time		
Me gusta / Me encanta / Detesto	I like / I love / I hate		
Salir con mis amigos	Going out with friends		
Este fin de semana	This weekend		
Voy a (+ infinitive)	I'm going (to)		
Vamos a (+ infinitive)	We are going (to)		
Jugar en el parque	To play in the park		
Visitar a mis abuelos	To visit my grandparents		
Voy a comprar	I'm going to buy		
Voy a llevar	I'm going to wear		
Prefiero ver	I prefer to watch		

Look		Write	Check
Las comedias	Comedies		
Son...	They are...		
Entretenidos	Entertaining		
Emocionantes	Exciting		
Escucho	I listen to		
Me gusta escuchar	I like listening to		
Vi	I saw...		
Leí	I read...		
¿Quieres + infinitive?	Do you want (to)...?		
¿A qué hora?	At what time?		
A las ocho / a las ocho y media	At eight o'clock / at half past eight		
¿Cuánto es?	How much does that cost?		

# Year 8 Unit 6 – Foundational knowledge

Look		Write	Check
Todos los días	Everyday		
Veo la tele	I watch TV		
Escucho música	I listen to music		
En mi tiempo libre	In my free time		
Me gusta / Me encanta / Detesto	I like / I love / I hate		
Salir con mis amigos	Going out with friends		
Este fin de semana	This weekend		
Voy a (+ infinitive)	I'm going (to)		
Vamos a (+ infinitive)	We are going (to)		
Jugar en el parque	To play in the park		
Visitar a mis abuelos	To visit my grandparents		
Voy a comprar	I'm going to buy		
Voy a llevar	I'm going to wear		
Prefiero ver	I prefer to watch		

Look		Write	Check
Las comedias	Comedies		
Son...	They are...		
Entretenidos	Entertaining		
Emocionantes	Exciting		
Escucho	I listen to		
Me gusta escuchar	I like listening to		
Vi	I saw...		
Leí	I read...		
¿Quieres + infinitive?	Do you want (to)...?		
¿A qué hora?	At what time?		
A las ocho / a las ocho y media	At eight o'clock / at half past eight		
¿Cuánto es?	How much does that cost?		

# Year 8 Unit 7 – Daily routine

Spanish	English
<b>1 Me levanto</b>	<b>I get up</b>
2 Me lavo los dientes	I brush my teeth
<b>3 Desayuno</b>	<b>I have breakfast</b>
<b>4 Voy al instituto a pie</b>	<b>I go to school by foot</b>
<b>5 Hago los deberes</b>	<b>I do my homework</b>
6 Después	Afterwards / then
7 Más tarde	Later
<b>8 A las...</b>	<b>At ... o'clock</b>
<b>9 Me levanté a las...</b>	<b>I got up at...</b>
10 Desayuné	I had breakfast
<b>11 Fui al instituto</b>	<b>I went to school</b>
12 Jugué en mi móvil	I played on my phone
13 Vi la tele	I watched television
14 Escuché música	I listened to music
<b>15 Hice mis deberes</b>	<b>I did my homework</b>
<b>16 Fue...</b>	<b>It was...</b>
<b>17 Me gustaría (+ infinitive)</b>	<b>I would like...</b>

Spanish	English
<b>18 Levantarme</b>	<b>To get up</b>
19 Comer	To eat
<b>20 Ir al instituto</b>	<b>To go to school</b>
<b>21 Tarde</b>	<b>Late</b>
22 Más pronto	Earlier
<b>23 Llevo una vida sana</b>	<b>I lead a healthy life</b>
<b>24 Bebo</b>	<b>I drink</b>
<b>25 Como sano</b>	<b>I eat healthily</b>
26 Todos los días	Every day
27 Casi nunca	Rarely / hardly ever
<b>28 Hago ejercicio</b>	<b>I exercise</b>
29 Soy activo	I am active
<b>30 Voy a (+ infinitive)</b>	<b>I'm going to...</b>
31 Debemos (+ infinitive)	We should...
<b>32 Se debe (+ infinitive)</b>	<b>One / you should...</b>
<b>33 Comer más / menos</b>	<b>To eat more / less</b>
<b>34 Beber más</b>	<b>To drink more</b>

Spanish	English
35 Hacer deporte	To do / play sport
<b>36 Hacer ejercicio</b>	<b>To exercise</b>
37 Dormir más	To sleep more
<b>38 Ayer</b>	<b>Yesterday</b>
<b>39 Comí</b>	<b>I ate</b>
<b>40 Bebí</b>	<b>I drank</b>
<b>41 Jugué al baloncesto</b>	<b>I played basketball</b>
42 Hice natación	I went swimming
43 Fui al instituto en bici	I cycled to school
44 Fue...	It was...
<b>45 Bueno para la salud</b>	<b>Healthy</b>
<b>46 Malo para la salud</b>	<b>Unhealthy</b>
<b>47 Me duele ...</b>	<b>My ... hurts</b>
48 La cabeza	Head
49 Estómago	Stomach
50 He vomitado	I've been sick

# Year 8 Unit 7 – Foundational knowledge

Look		Write	Check
Me levanto	I get up		
Desayuno	I have breakfast		
Voy al instituto a pie	I go to school by foot		
Hago los deberes	I do my homework		
A las...	At ... o'clock		
Me levanté a las...	I got up at...		
Fui al instituto	I went to school		
Hice mis deberes	I did my homework		
Fue...	It was...		
Me gustaría (+ infinitive)	I would like...		
Levantarme	To get up		
Ir al instituto	To go to school		
Tarde	Late		
Llevo una vida sana	I lead a healthy life		
Bebo	I drink		

Look		Write	Check
Como sano	I eat healthily		
Hago ejercicio	I exercise		
Voy a (+ infinitive)	I'm going to...		
Se debe (+ infinitive)	One / you should...		
Comer más / menos	To eat more / less		
Beber más	To drink more		
Hacer ejercicio	To exercise		
Ayer	Yesterday		
Comí	I ate		
Bebí	I drank		
Jugué al baloncesto	I played basketball		
Bueno para la salud	Healthy		
Malo para la salud	Unhealthy		
Me duele ...	My ... hurts		

# Year 8 Unit 7 – Foundational knowledge

Look		Write	Check
Me levanto	I get up		
Desayuno	I have breakfast		
Voy al instituto a pie	I go to school by foot		
Hago los deberes	I do my homework		
A las...	At ... o'clock		
Me levanté a las...	I got up at...		
Fui al instituto	I went to school		
Hice mis deberes	I did my homework		
Fue...	It was...		
Me gustaría (+ infinitive)	I would like...		
Levantarme	To get up		
Ir al instituto	To go to school		
Tarde	Late		
Llevo una vida sana	I lead a healthy life		
Bebo	I drink		

Look		Write	Check
Como sano	I eat healthily		
Hago ejercicio	I exercise		
Voy a (+ infinitive)	I'm going to...		
Se debe (+ infinitive)	One / you should...		
Comer más / menos	To eat more / less		
Beber más	To drink more		
Hacer ejercicio	To exercise		
Ayer	Yesterday		
Comí	I ate		
Bebí	I drank		
Jugué al baloncesto	I played basketball		
Bueno para la salud	Healthy		
Malo para la salud	Unhealthy		
Me duele ...	My ... hurts		

# Year 8 Unit 8 – School & Work

Spanish	English
1 Hay... edificios	There are ... buildings
2 <b>Llevamos uniforme</b>	<b>We wear a school uniform</b>
3 <b>Chaqueta</b>	<b>Blazer</b>
4 Pantalón	Trousers
5 Zapatos	Shoes
6 El día empieza a las...	The day starts at...
7 El día termina a las...	The day finishes at...
8 <b>Después del instituto</b>	<b>After school</b>
9 <b>Se puede</b>	<b>You can</b>
10 Un viaje escolar	A school trip
11 Al extranjero	Abroad
12 <b>Pienso que</b>	<b>I think that</b>
13 <b>Se debe</b>	<b>You must</b>
14 Fumar	Smoke
15 Escuchar al profe	Listen to the teacher
16 <b>Las normas / reglas</b>	<b>Rules</b>
17 <b>No es justo</b>	<b>It's unfair</b>
18 Cambiaría mucho	I would change a lot

Spanish	English
19 Llevar vaqueros	To wear jeans
20 <b>Mi madre es...</b>	<b>My mum is...</b>
21 Enfermero	Nurse
22 Camarero	Waiter / waitress
23 Médico	Doctor
24 <b>Trabaja en...</b>	<b>He / she works...</b>
25 Una fábrica	A factory
26 <b>Me gustaría ser</b>	<b>I would like to be</b>
27 Espero ser	I hope to be
28 Bailarín	A dancer
29 Viajar por todo el mundo	Travel the world
30 Sería...	That would be...
31 Mi sueño	My dream
32 <b>Voy a (+ infinitive)</b>	<b>I'm going to...</b>
33 <b>Quiero (+ infinitive)</b>	<b>I want to...</b>
34 Casarme	To get married
35 <b>Estudiar en la universidad</b>	<b>To study at university</b>
36 Ser feliz	To be happy

# Year 8 Unit 7 – Foundational knowledge

Look		Write	Check
Llevamos uniforme	We wear a school uniform		
Chaqueta	Blazer		
Después del instituto	After school		
Se puede	You can		
Pienso que	I think that		
Se debe	You must		
Las normas / reglas	Rules		
No es justo	It's unfair		
Mi madre es...	My mum is...		
Trabaja en...	He / she works...		
Me gustaría ser	I would like to be		
Voy a (+ infinitive)	I'm going to...		
Quiero (+ infinitive)	I want to...		
Casarme	To get married		
Estudiar en la universidad	To study at university		

# Year 8 Unit 7 – Foundational knowledge

Look		Write	Check
Llevamos uniforme	We wear a school uniform		
Chaqueta	Blazer		
Después del instituto	After school		
Se puede	You can		
Pienso que	I think that		
Se debe	You must		
Las normas / reglas	Rules		
No es justo	It's unfair		
Mi madre es...	My mum is...		
Trabaja en...	He / she works...		
Me gustaría ser	I would like to be		
Voy a (+ infinitive)	I'm going to...		
Quiero (+ infinitive)	I want to...		
Casarme	To get married		
Estudiar en la universidad	To study at university		

# Year 9 Unit 9 – Family & relationships

Spanish	English	Spanish	English	Spanish	English
1 <b>Mi padre / el padrastro</b>	My dad / stepdad	17 <b>Me hace feliz</b>	Makes me happy	33 <b>Ir</b>	<b>To go</b>
2 <b>Mi madre / la madrastra</b>	My mum / stepmum	18 <b>Me acepta</b>	Accepts me	34 <b>Visitar...</b>	To visit...
3 Mi hermano	My brother	19 <b>Mi novio / a ideal</b>	My ideal boyfriend / girlfriend	35 <b>Va a ser</b>	<b>It's going to be</b>
4 Mi hermana	My sister	20 <b>Sería...</b>	<b>Would be...</b>	36 <b>Será...</b>	It will be...
5 <b>Tiene el pelo...</b>	<b>He/she has... hair</b>	21 <b>Tendría...</b>	Would have...	37 <b>Fui</b>	<b>I went</b>
6 <b>Tiene ... años</b>	<b>He/she is ... years old</b>	22 <b>Le gustaría</b>	He / she would like...	38 <b>Salí</b>	<b>I went out</b>
7 <b>Es...</b>	<b>He/she is...</b>	23 <b>Juego a los videojuegos</b>	<b>I play video games</b>	39 <b>Compré</b>	I bought
8 Molesto	Annoying	24 <b>Voy a las tiendas</b>	<b>I go to the shops</b>	40 <b>Vi</b>	<b>I watched</b>
9 Amable	Kind	25 <b>Salgo con mis amigos</b>	<b>I go out with my friends</b>	41 <b>Jugué</b>	<b>I played</b>
10 Gracioso	Funny	26 <b>Veo clips en YouTube</b>	I watch clips on YouTube	42 <b>Fue...</b>	<b>It was...</b>
11 <b>Me llevo bien con...</b>	<b>I get on well with...</b>	27 <b>Todos los días</b>	Every day	43 <b>Cuando era pequeño</b>	<b>When I was little</b>
12 <b>No me llevo bien con...</b>	<b>I don't get on well with...</b>	28 <b>Voy a (+ infinitive)</b>	<b>I'm going...</b>	44 <b>Jugaba</b>	I played / used to play
13 <b>Nos peleamos</b>	<b>We argue / fight</b>	29 <b>Vamos a (+ infinitive)</b>	<b>We are going...</b>	45 <b>Iba</b>	I went / used to go
14 <b>Tenemos mucho en común</b>	We have lots in common	30 <b>Espero (+ infinitive)</b>	I hope...	46 <b>Visitaba a...</b>	<b>I visited / used to visit</b>
15 <b>Me hace reír</b>	<b>He / she makes me laugh</b>	31 <b>Ver</b>	To see	47 <b>Me gustaba (+ infinitive)</b>	I liked to... / I used to like to...
16 <b>Un buen amigo es</b>	<b>A good friend is...</b>	32 <b>Comer en un restaurante</b>	<b>To eat at a restaurant</b>		

# Year 9 Unit 9 – Foundational knowledge

Look		Write	Check
Mi padre / el padrastro	My dad / stepdad		
Mi madre / la madrastra	My mum / stepmum		
Tiene el pelo...	He/she has... hair		
Tiene ... años	He/she is ... years old		
Es...	He/she is...		
Me llevo bien con...	I get on well with...		
No me llevo bien con...	I don't get on well with...		
Nos peleamos	We argue / fight		
Me hace reír	He / she makes me laugh		
Un buen amigo es	A good friend is...		
Sería...	Would be...		
Juego a los videojuegos	I play video games		
Voy a las tiendas	I go to the shops		
Salgo con mis amigos	I go out with my friends		

Look		Write	Check
Voy a (+ infinitive)	I'm going...		
Vamos a (+ infinitive)	We are going...		
Comer en un restaurante	To eat at a restaurant		
Ir	To go		
Va a ser	It's going to be		
Fui	I went		
Salí	I went out		
Vi	I watched		
Jugué	I played		
Fue...	It was...		
Cuando era pequeño	When I was little		
Visitaba a...	I visited / used to visit		
Me gustaba (+ infinitive)	I liked to... / I used to like to...		

# Year 9 Unit 9 – Foundational knowledge

Look		Write	Check
Mi padre / el padrastro	My dad / stepdad		
Mi madre / la madrastra	My mum / stepmum		
Tiene el pelo...	He/she has... hair		
Tiene ... años	He/she is ... years old		
Es...	He/she is...		
Me llevo bien con...	I get on well with....		
No me llevo bien con....	I don't get on well with....		
Nos peleamos	We argue / fight		
Me hace reír	He / she makes me laugh		
Un buen amigo es	A good friend is...		
Sería...	Would be...		
Juego a los videojuegos	I play video games		
Voy a las tiendas	I go to the shops		
Salgo con mis amigos	I go out with my friends		

Look		Write	Check
Voy a (+ infinitive)	I'm going...		
Vamos a (+ infinitive)	We are going...		
Comer en un restaurante	To eat at a restaurant		
Ir	To go		
Va a ser	It's going to be		
Fui	I went		
Salí	I went out		
Vi	I watched		
Jugué	I played		
Fue...	It was...		
Cuando era pequeño	When I was little		
Visitaba a...	I visited / used to visit		
Me gustaba (+ infinitive)	I liked to... / I used to like to...		

# Year 9 Unit 10 – Festivals

Spanish	English
1 El desayuno	Breakfast
2 El almuerzo / la comida	Lunch
3 La cena	Dinner / tea
<b>4 Como</b>	<b>I eat</b>
<b>5 Bebo</b>	<b>I drink</b>
6 Una comida	Meal
7 Mi plato preferido	My favourite dish
8 Decoramos	We decorate
<b>9 Hay</b>	<b>There is / are</b>
10 Celebran	They celebrate
11 Decoran	They decorate
12 Comen	They eat
13 Ven	They watch / see
14 Visitan	They visit
<b>15 Celebramos</b>	<b>We celebrate</b>
16 Decoramos	We decorate
<b>17 Comemos</b>	<b>We eat</b>
18 Vemos	We watch / see
19 Visitamos	We visit
<b>20 El año pasado</b>	<b>Last year</b>
<b>21 Celebré</b>	<b>I celebrated</b>
22 Bailé	I danced
23 Participé	I participated in...
24 Decoré	I decorated
<b>25 Comí</b>	<b>I ate</b>
26 Vi	I watched / saw

Spanish	English
27 Visité	I visited
<b>28 Fue</b>	<b>It was</b>
<b>29 Me gustaría (+ infinitive)</b>	<b>I would like</b>
<b>30 Me encantaría (+ infinitive)</b>	<b>I would love</b>
<b>31 Ver</b>	<b>To see</b>
<b>32 Visitar</b>	<b>To visit</b>
33 Comer	To eat
34 Parece emocionante	It seems exciting
35 Me interesa la cultura	I'm interested in culture
36 En comparación con...	In comparison to...
<b>37 Es más...</b>	<b>It's more...</b>
<b>38 Es menos...</b>	<b>It's less...</b>
39 Tenemos	We have
40 Tienen	They have
41 Comemos	We eat
42 Comen	They eat
<b>43 Celebramos</b>	<b>We celebrate</b>
<b>44 Celebran</b>	<b>They celebrate</b>
<b>45 En la foto</b>	<b>In the photo</b>
<b>46 Hay</b>	<b>There is / are</b>
<b>47 Puedo ver</b>	<b>I can see</b>
48 Muchas personas	Lots of people
49 Edificios	Buildings
50 Árboles	Trees
<b>51 Hace buen tiempo</b>	<b>It's nice weather</b>
<b>52 Hace mal tiempo</b>	<b>It's bad weather</b>

# Year 9 Unit 10 – Foundational knowledge

Look		Write	Check
Como	I eat		
Bebo	I drink		
Hay	There is / are		
Celebramos	We celebrate		
Comemos	We eat		
El año pasado	Last year		
Celebré	I celebrated		
Comí	I ate		
Fue	It was		
Me gustaría (+ infinitive)	I would like		
Me encantaría (+ infinitive)	I would love		

Look		Write	Check
Ver	To see		
Visitar	To visit		
Es más...	It's more...		
Es menos...	It's less...		
Celebramos	We celebrate		
Celebran	They celebrate		
En la foto	In the photo		
Hay	There is / are		
Puedo ver	I can see		
Hace buen tiempo	It's nice weather		
Hace mal tiempo	It's bad weather		

# Year 9 Unit 10 – Foundational knowledge

Look		Write	Check
Como	I eat		
Bebo	I drink		
Hay	There is / are		
Celebramos	We celebrate		
Comemos	We eat		
El año pasado	Last year		
Celebré	I celebrated		
Comí	I ate		
Fue	It was		
Me gustaría (+ infinitive)	I would like		
Me encantaría (+ infinitive)	I would love		

Look		Write	Check
Ver	To see		
Visitar	To visit		
Es más...	It's more...		
Es menos...	It's less...		
Celebramos	We celebrate		
Celebran	They celebrate		
En la foto	In the photo		
Hay	There is / are		
Puedo ver	I can see		
Hace buen tiempo	It's nice weather		
Hace mal tiempo	It's bad weather		

# Year 9 Unit 11 – Town

Spanish	English
<b>1 En mi ciudad hay...</b>	<b>In my town there is / are...</b>
2 Una piscina	A swimming pool
3 Una biblioteca	A library
<b>4 Un museo</b>	<b>A museum</b>
<b>5 Un centro comercial</b>	<b>A shopping centre</b>
6 Un centro deportivo / polideportivo	A leisure centre
7 Bonito / a	Pretty
8 Feo / a	Ugly
9 Hay mucho que hacer	There is lots to do
<b>10 Se puede (+ infinitive)</b>	<b>You / one can</b>
<b>11 Ir a la playa</b>	<b>To go to the beach</b>
12 Ir de compras	To go shopping
13 Jugar en el parque	To play in the park
<b>14 Comer en un restaurante de comida rápida</b>	<b>To eat at a fast food restaurant</b>
15 Visitar un / el castillo	To visit a / the castle
16 Antes	Before
<b>17 En el pasado</b>	<b>In the past</b>
<b>18 Había</b>	<b>There was / were</b>
<b>19 Estaba / era</b>	<b>It was / used to be</b>
<b>20 Que</b>	<b>Than</b>

Spanish	English
<b>21 Más...</b>	<b>More...</b>
<b>22 Menos...</b>	<b>Less...</b>
23 Mi región es...	My region is...
<b>24 Me gustaría (+ infinitive)</b>	<b>I would like to (+ verb)</b>
<b>25 Me encantaría (+ infinitive)</b>	<b>I would love to (+ verb)</b>
<b>26 En el extranjero</b>	<b>Abroad</b>
27 Soy fan de...	I am a fan of...
28 La comida	The food
29 Amable	Friendly
30 Relajado / a	Relaxed / laid-back
31 Cerca de	Close to
32 Quiero comprar	I want to buy
<b>33 ¿Cuánto cuesta?</b>	<b>How much does it cost?</b>
34 Compré...	I bought...
35 Fui a las tiendas / Fui de compras	I went to the shops / shopping
36 Me gustaría visitar	I would like to visit...
37 Visitaría...	I would visit...
38 Quiero (+ infinitive)	I want to (+ verb)
39 Quisiera / me gustaría (+ infinitive)	I would like to (+ verb)
40 Visitar	To visit
<b>41 Ver</b>	<b>To see</b>
42 Probar	To try

# Year 9 Unit 11 – Foundational knowledge

Look		Write	Check
En mi ciudad hay...	In my town there is / are...		
Un museo	A museum		
Un centro comercial	A shopping centre		
Se puede (+ infinitive)	You / one can		
Ir a la playa	To go to the beach		
Comer en un restaurante de comida rápida	To eat at a fast food restaurant		
En el pasado	In the past		
Había	There was / were		
Estaba / era	It was / used to be		

Look		Write	Check
Más...	More...		
Menos...	Less...		
Que	Than		
Me gustaría (+ infinitive)	I would like to (+ verb)		
Me encantaría (+ infinitive)	I would love to (+ verb)		
En el extranjero	Abroad		
¿Cuánto cuesta?	How much does it cost?		
Ver	To see		

# Year 9 Unit 11 – Foundational knowledge

Look		Write	Check
En mi ciudad hay...	In my town there is / are...		
Un museo	A museum		
Un centro comercial	A shopping centre		
Se puede (+ infinitive)	You / one can		
Ir a la playa	To go to the beach		
Comer en un restaurante de comida rápida	To eat at a fast food restaurant		
En el pasado	In the past		
Había	There was / were		
Estaba / era	It was / used to be		

Look		Write	Check
Más...	More...		
Menos...	Less...		
Que	Than		
Me gustaría (+ infinitive)	I would like to (+ verb)		
Me encantaría (+ infinitive)	I would love to (+ verb)		
En el extranjero	Abroad		
¿Cuánto cuesta?	How much does it cost?		
Ver	To see		

# Year 9 Unit 12 – The world around us

Spanish	English
<b>1 Hay</b>	<b>There is / are</b>
2 Mucho	A lot of
<b>3 Demasiado</b>	<b>Too much</b>
<b>4 Ruido</b>	<b>Noise</b>
<b>5 Basura</b>	<b>Rubbish</b>
6 Polución	Air / water pollution
7 Espacios verdes	Green areas
8 Fábrica	Factory
<b>9 Se puede + infinitive</b>	<b>You can...</b>
<b>10 Se debería (+ infinitive)</b>	<b>We should...</b>
11 Las latas	Tins
12 Las botellas	Bottles
13 El vidrio	Glass
14 Cuando era pequeño	When I was little
<b>15 Antes</b>	<b>Before</b>
16 Era más / menos ecológico	I was more / less environmentally friendly
17 Que ahora	Than now

Spanish	English
18 Iba a pie	I used to walk
19 Uso	I use
20 Reciclo	I recycle
<b>21 Tengo derecho a...</b>	<b>I have the right to...</b>
<b>22 Los niños tienen derecho a...</b>	<b>Children have the right to...</b>
23 Salir	To go out
24 Es justo	It's fair
25 Tengo la intención de...	I have the intention of...
26 Quiere	He / she wants
27 Ayudar a los demás	To help others
<b>28 En el futuro</b>	<b>In the future</b>
29 Me parece	It seems to me
<b>30 Podemos + infinitive</b>	<b>We can</b>
31 Ser amable con todos	To be nice to everyone
32 Dar ropa	To give / donate clothes
33 Dar dinero	To give / donate money

# Year 9 Unit 12 – Foundational knowledge

Look		Write	Check
Hay	There is / are		
Demasiado	Too much		
Ruido	Noise		
Basura	Rubbish		
Se puede + infinitive	You can...		
Se debería (+ infinitive)	We should...		
Antes	Before		
Tengo derecho a...	I have the right to...		
Los niños tienen derecho a...	Children have the right to...		
En el futuro	In the future		
Podemos + infinitive	We can		

# Year 9 Unit 12 – Foundational knowledge

Look		Write	Check
Hay	There is / are		
Demasiado	Too much		
Ruido	Noise		
Basura	Rubbish		
Se puede + infinitive	You can...		
Se debería (+ infinitive)	We should...		
Antes	Before		
Tengo derecho a...	I have the right to...		
Los niños tienen derecho a...	Children have the right to...		
En el futuro	In the future		
Podemos + infinitive	We can		

# 7.01: Religion Locally and Nationally



Key Vocabulary	
1 <b>diversity</b>	Differences between a group or setting.
2 <b>Christianity</b>	The religion that <b>Christians</b> follow. Christianity is the largest religion in the UK and the world.
3 <b>church</b> (lower case 'c')	<b>church</b> (lower case 'c') – a building in which Christians worship.
4 <b>Church</b> (capital 'C')	<b>Church</b> (capital 'C') – the collective body of Christian believers worldwide or a specific denomination e.g. the Catholic Church or the Church of England.
3 <b>Islam</b>	The religion that <b>Muslims</b> follow. Islam is the second largest religion in the UK and the world.
4 <b>Judaism</b>	The religion that <b>Jewish people</b> follow.
5 <b>Hindu Dharma</b>	The religion that <b>Hindus</b> follow.
6 <b>Sikhi</b>	The religion that <b>Sikhs</b> follow.
7 <b>Buddhism</b>	The religion that <b>Buddhists</b> follow.
8 <b>Humanism</b>	A non-religious tradition followed by <b>Humanists</b> . Humanism is a way of thinking that focuses on people and their well-being, without relying on religion or belief in a god. Humanists believe that everyone deserves to be treated with respect and kindness, and that we should use reason and logic to understand the world around us.
9 <b>census</b>	An official survey of the people who live in a country.
10 <b>society</b>	A group of people who live near each other and share some traditions and ideas.

## Tools for Studying Religion



**Social sciences** are a group of subjects that are interested in how people live together in a society. Social scientists study how people change society and how society changes them. Social scientists collect data in a range of ways, including surveys like the census, as well as looking at evidence of religion in a community's buildings.

Religious and Non-Religious Symbols and Buildings		
Follower	Symbol	Building
Followers of Christianity are <b>Christians</b> .		Cross church
Followers of Judaism are <b>Jewish</b> .		Star of David synagogue
Followers of Islam are <b>Muslims</b> .		Crescent Moon mosque
Followers of Hindu Dharma are <b>Hindus</b> .		Aum mandir
Followers of Sikhi are <b>Sikhs</b> .		Khanda gurdwara
Followers of Buddhism are <b>Buddhists</b> .		Dharma Wheel temple
Followers of Humanism are <b>Humanists</b> . (non-religious)		Happy Human (various)

## The Census Data and Key Changes

In 2021,

- More people described themselves as religious than non-religious.
- The largest religious group was Christianity, followed by Islam and Hindu Dharma.
- The number of people choosing to answer the question about religion increased.
- The number of people reporting 'no religion' increased.
- The number of people reporting Muslim, Hindu, Sikh and Buddhist increased.
- The number of people reporting Christian decreased.



### Questions

1. What is the largest religion in the UK and the world?
2. What is the second largest religion in the UK and the world?
3. What is an important symbol in Christianity?
4. Which key term begins with a capital letter when referring to the collective body/community of Christian believers worldwide, but begins with a lower-case letter when referring to a building where Christians worship?
5. Who are the followers of Islam?
6. What is the building called where Muslims worship, which may also be known as a masjid?
7. What is a non-religious tradition that focuses on people and their well-being, without relying on religion or belief in a god, and that we should use reason and logic to understand the world around us?
8. In 2021, which was the largest religious group in the UK?
9. Between 2001 and 2021, did the number of people reporting 'no religion' increase or decrease?
10. What is the religion that Jewish people follow?

### Questions

11. What is an official survey of the people who live in a country?
12. In 2021, did more people describe themselves as **religious** or **non-religious**?
13. Who are the followers of Hindu Dharma (Hinduism)?
14. What building do Jewish people worship in?
15. Who are the followers of Christianity?
16. What is the religion that Buddhists follow?
17. Who worships at a mandir?
18. What symbol represents Sikhi (Sikhism)?
19. Who are the followers of Humanism?
20. What is the key term for the differences between a group or setting?



### Questions

1. What is the largest religion in the UK and the world?
2. What is the second largest religion in the UK and the world?
3. What is an important symbol in Christianity?
4. Which key term begins with a capital letter when referring to the collective body/community of Christian believers worldwide, but begins with a lower-case letter when referring to a building where Christians worship?
5. Who are the followers of Islam?
6. What is the building called where Muslims worship, which may also be known as a masjid?
7. What is a non-religious tradition that focuses on people and their well-being, without relying on religion or belief in a god, and that we should use reason and logic to understand the world around us?
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## 7.02: The Origins of Abrahamic Faiths



### The Covenant and the Abrahamic Faiths

#### Key Vocabulary

1 <b>Abrahamic faith</b>	One of three faiths that are all linked by Abraham: Judaism, Christianity and Islam.
2 <b>Abraham/ Ibrahim</b>	The founder of Judaism; he is a central figure in the Abrahamic religions of Judaism, Christianity, and Islam.
3 <b>monotheism</b>	The belief that there is only one God.
4 <b>polytheism</b>	The worship of or belief in more than one god.
5 <b>covenant</b>	An agreement between two sides (between humans and God)
6 <b>Moses</b>	Leader who freed the Israelites from slavery and was given the 10 commandments.
7 <b>The Torah</b>	Holiest scripture (sacred/holy writings) for Judaism. The word means “law” in Hebrew. It was written by Moses and is also important in Christianity and Islam.
8 <b>Ten Commandments</b>	Ten rules given to Moses by God about how humans should behave.
9 <b>sin</b>	An action that is believed to go against the laws of God
10 <b>idol</b>	Objects or images that represent gods
11 <b>atonement</b>	Making up for something that someone has done wrong
12 <b>sacrifice</b>	To give up something valuable in order to gain something else

Abraham is a monotheist and worships only one God. God promises to look after Abraham and his descendants because of this, and that his descendants will be a blessing to the world. Abraham has two sons, Isaac (who Moses and Jesus are descended from) and Ishmael (who Muhammad is descended from). Moses is given the Ten Commandments as part of the covenant. Christians believe Jesus is part of the covenant being fulfilled. Muslims believe prophecy is a part of the covenant.

13 <b>Jesus</b>	The most important figure in Christianity, believed to be the Son of God <i>and</i> God in human form.
14 <b>sermon</b>	A talk about a religious or moral subject given by a leader in the religion
15 <b>Sermon on the Mount</b>	A collection of teachings by Jesus covering topics like love, prayer and moral guidance.
16 <b>crucifixion</b>	The execution of Jesus, by the Romans, on a cross.
17 <b>resurrection</b>	Coming back to life after someone has died. Christians believe that Jesus rose from the dead.
18 <b>prophet</b>	Someone chosen by God to say the things God wants them to tell people (messenger of God).
19 <b>Prophet Muhammad</b>	An Arab religious, social, and political leader and the founder of Islam.
20 <b>Makkah (Mecca)</b>	Holy city for Muslims established by Ibrahim and Ishmael.
21 <b>revelation</b>	A message from God to human beings.
22 <b>The Qur'an</b>	Holiest scripture for Islam. The word means “recite” in Arabic. It was revealed to the Prophet Muhammed.
23 <b>theology</b>	The study of God and ideas about God.
24 <b>theologian</b>	Someone who studies theology, who might look at how holy texts and ideas about God influence people’s beliefs and actions.





### Questions

1. What are the **three** main Abrahamic faiths?
2. What is the key term for an action that is believed to go against the laws of God?
3. What is the belief that there is only one God?
4. What is the worship of or belief in more than one god known as?
5. Which leader freed the Israelites from slavery and was given the 10 commandments by God?
6. Who is the founder of Judaism?
7. Who is the most important figure in Christianity, believed to be the Son of God *and* God in human form?
8. What is the execution of Jesus, by the Romans, on a cross known as?
9. What is the key term for coming back to life after someone has died? (Christians believe that Jesus rose from the dead).
10. What is the holiest scripture/holy book for Islam that was revealed to the Prophet Muhammed?

### Questions

11. What is the holiest scripture (sacred/holy writings) for Judaism, that is also important in Christianity and Islam?
12. What is the key term for 'making up for something that someone has done wrong'?
13. What are the objects or images that represent gods known as?
14. What is the key term for a message from God to human beings?
15. What is an agreement between two sides (between humans and God)?
16. What is a collection of teachings by Jesus covering topics like love, prayer and moral guidance?
17. What is the key term given to someone chosen by God to say the things God wants them to tell people (messenger of God)?
18. Who is an Arab religious, social, and political leader, considered to be the founder of Islam?
19. Which of Abraham's sons are Moses and Jesus descended from?
20. Which of Abraham's sons is Muhammad descended from?



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## 7.03: Judaism



### Key Vocabulary

1 <b>Abraham</b>	The founder of Judaism and husband of Sara.	<b>Key Vocabulary</b>
2 <b>covenant</b>	An agreement between two sides (between humans and God).	
3 <b>Sara</b>	Female leader, mother of nations and wife of Abraham.	
4 <b>Isaac</b>	The son of Abraham and Sara.	
5 <b>Moses</b>	Leader who freed the Israelites from slavery and was given the 10 commandments.	
6 <b>Miriam</b>	Prophetess who helped her brother Moses lead the Israelites out of slavery.	
7 <b>Exodus</b>	A book in the Hebrew Bible which tells the story of the Israelites being freed from slavery in Egypt.	
8 <b>Ten Commandments</b>	Ten rules given to Moses by God about how humans should behave.	
9 <b>Esther</b>	A Jewish queen who saved her people from a plot to destroy them.	
10 <b>monotheism</b>	The belief that there is only one God.	
11 <b>prayer</b>	Prayer is a form of communication between humans and God or a higher power. Sometimes, it can be like a conversation between a person and God, where the believer might thank God, ask God for help, or show love or adoration to God.	<b>Key Vocabulary</b>
12 <b>Shema</b>	An important Jewish prayer, declaring the oneness of God.	
13 <b>Messiah</b>	A future Jewish king who is expected to bring peace.	
14 <b>Genesis</b>	A book in the Bible which describes the creation of the universe and of the first humans, Adam and Eve. Genesis is the first book of the Torah.	
15 <b>mitzvot</b>	613 rules in the Torah which guide Jews in their behaviour.	
16 <b>Tikkun Olam</b>	“Repairing the world”, encouraging actions that improve society and bring justice.	
17 <b>synagogue</b>	A Jewish place of worship, study and community.	
18 <b>bar/bat mitzvah</b>	Coming of age ceremony (bar mitzvah for boys and bat mitzvah for girls).	
19 <b>Pesach/Passover</b>	A Jewish holiday/festival, which commemorates the Exodus story.	
20 <b>Shabbat</b>	A day of rest and worship observed from Friday evening to Saturday evening.	
<b>Holy Books</b>		
<b>The Tanakh</b>		Hebrew Bible, which includes three parts: the Torah, Nevi'im and Ketuvim. In Christianity, the Hebrew Bible is known as the Old Testament.
<b>The Torah</b>		Holiest scripture for Judaism. The word means “law” in Hebrew. Written by Moses. Also important in Christianity and Islam.
<b>Nevi'im</b>		Contains books of the Prophets, which tell the history of Israel God’s messages through the prophets.
<b>Ketuvim</b>		Contains various writings, including poetry, wisdom literature and historical accounts.
<b>Talmud</b>		Contains discussions and interpretations of the Torah, which guides Jewish law and practice.





### Questions

1. What is the name for the Hebrew Bible, which includes three parts: the Torah, Nevi'im and Ketuvim?
2. What does the word “Torah” mean in Hebrew?
3. What is the first book of the Torah, which describes the creation of the universe and the first humans, Adam and Eve?
4. In Christianity, what is the Hebrew Bible known as?
5. Who is considered the founder of Judaism?
6. What is the key term for the ten rules given to Moses by God about how humans should behave?
7. Judaism is a monotheistic religion. How many gods do they believe in?
8. What is the name of the book in the Hebrew Bible which tells the story of the Israelites being freed from slavery?
9. What is the key term for a form of communication between humans and God or a higher power (it can be like a conversation between a person and God)?
10. What is the key term for a specific branch or group within a larger religion, each with its own unique set of beliefs and practices?

### Questions

11. What is a branch of Judaism that follows traditional beliefs, laws and practices?
12. What is a branch of Judaism that adapts traditional beliefs, laws and practices to fit modern life?
13. What is the key term for a message that is given to a prophet by God?
14. What is an important Jewish prayer, declaring the oneness of God?
15. What is the key term for rules found in the Torah which guide Jews in their behaviour?
16. What is the English translation of the Jewish festival/holiday Pesach, which commemorates the Exodus story?
17. What is the Jewish day of rest and worship observed from Friday evening to Saturday evening?
18. What is the Jewish ‘coming of age’ ceremony for boys?
19. What is the Jewish ‘coming of age’ ceremony for girls?
20. How many mitzvot are there?



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# 7.04: Christianity

## Key Vocabulary

1	<b>Jesus</b>	The most important figure in Christianity, believed to be the Son of God, and God in human form.
2	<b>Messiah</b>	"Anointed One" or "Saviour." One expected to save and lead the people. Christians believe this to be Jesus.
3	<b>Christ</b>	Also meaning "Anointed One" or "Saviour." The term 'Christ' is a title given to Jesus; it is not Jesus' surname.
4	<b>Mary</b>	The mother of Jesus.
5	<b>the Incarnation</b>	The Christian belief that God took human form as Jesus.
6	<b>Christmas</b>	Christian festival celebrating the birth of Jesus and the Incarnation. On the fourth Sunday before Christmas, a period of time called <b>Advent</b> begins, during which Christians prepare for the celebration of Jesus' birth.
7	<b>ministry</b>	The work of a religious person.
8	<b>Sermon on the Mount</b>	A collection of teachings by Jesus covering topics like love, prayer and moral guidance.
9	<b>The Lord's Prayer</b>	A prayer taught by Jesus to his disciples, summarising key beliefs in the Christian faith.
10	<b>parables</b>	Short stories told by Jesus that could be easily understood but had a deeper meaning hidden within them e.g. Parable of the Sheep and Goats.
11	<b>miracles</b>	Events which seems to go against the laws of nature.
12	<b>the Crucifixion</b>	The execution of Jesus, by the Romans, on a cross.
13	<b>the Resurrection</b>	Jesus rising from the dead three days after his crucifixion.
14	<b>Easter</b>	Christian festival celebrating the Resurrection of Jesus. The week before Easter is known as <b>Holy Week</b> .
15	<b>the Ascension</b>	Jesus' ascent to heaven, 40 days after his resurrection.
16	<b>Mary Magdalene</b>	A follower of Jesus who witnessed his resurrection.
17	<b>The Great Commission</b>	Jesus' instruction to his followers to spread his teachings to all people.
18	<b>apostles</b>	The twelve main followers of Jesus who spread his message (also commonly referred to as twelve <b>disciples</b> ).
19	<b>Pentecost</b>	Christian festival celebrated as the "birthday" of the Christian Church, when the disciples were empowered by the Holy Spirit to begin their mission to spread the teachings of Jesus.
20	<b>St Paul</b>	An early Christian leader who wrote many letters (epistles) in the New Testament.

## Holy Books

The most important book in Christianity. It is divided into two main parts: the **Old Testament**, which contains the history and teachings of the Jewish faith, and the **New Testament**, which focuses on the life, teachings, death and resurrection of Jesus and the early Christian community.

**The Gospels** Four books in the Bible which contain the accounts of the life of Jesus. They are written by Matthew, Mark, Luke and John.



21	<b>Phoebe</b>	A deaconess mentioned in the New Testament who helped the early Church.
22	<b>Lydia</b>	A businesswoman and early Christian supporter of Paul.
23	<b>Nicene Creed</b>	A statement of Christian faith.
24	<b>Trinity</b>	The Christian belief in one God in three Persons: Father, Son and Holy Spirit.
25	<b>the Reformation</b>	A movement in the 16 <sup>th</sup> century that led to the creation of Protestant Churches.
26	<b>denomination</b>	A specific branch or group within Christianity.
27	<b>Protestant</b>	A branch of Christianity that broke away from the Catholic Church during the Reformation.
28	<b>Catholic</b>	The largest branch of Christianity, led by the Pope.
29	<b>Pope</b>	The leader of the Catholic Church.
30	<b>salvation</b>	Being saved from sin and its consequences.
31	<b>sacrament</b>	An important ceremony/ritual that represents an important part of the Christian faith. Catholics have seven sacraments, but many Protestants usually focus on two – baptism and Holy Communion.
32	<b>judgement</b>	The Christian belief that, after they die, everyone will be judged by God on their faith and actions, ending in a decision about whether a person is worthy of God's reward (heaven) or not (hell).
33	<b>heaven</b>	Heaven, for many Christians, is a place of eternal paradise, happiness, peace, and closeness to God.
34	<b>hell</b>	Hell is often thought of as a place of eternal suffering, or a state of being cut off from God completely.
35	<b>purgatory</b>	A temporary state where some Christians believe souls of people who have died with unforgiven sins are purified (cleansed) before entering heaven.



## Questions – 7.04: Christianity

### Questions

1. What is a prayer taught by Jesus to his disciples, summarising key beliefs in the Christian faith?
2. What is the key term for Jesus' instruction to his followers to spread his teachings to all people?
3. What is the Christian festival that celebrates the birth and the Incarnation of Jesus?
4. What is the execution of Jesus, by the Romans, on a cross?
5. What is the key term for the Christian belief that Jesus rose again from the dead?
6. What is a collection of teachings by Jesus covering topics like love, prayer and moral guidance?
7. What is the Christian festival that celebrates the Resurrection of Jesus?
8. What are events which seem to go against the laws of nature?
9. Who is the mother of Jesus?
10. What is the name for the Christian belief in one God in three Persons: Father, Son and Holy Spirit?

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17. What is the key term for the twelve main followers of Jesus who spread his message (also commonly referred to as twelve disciples)?
18. What is a movement in the 16th century that led to the creation of Protestant churches?
19. What is the key term for Jesus' ascent to heaven, 40 days after his resurrection?
20. What is the key term for the four books in the Bible which contain the accounts of the life of Jesus, written by Matthew, Mark, Luke and John?



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