Year 8 Knowledge Book
Autumn Term

Art

IOE Wonder Institute of Education

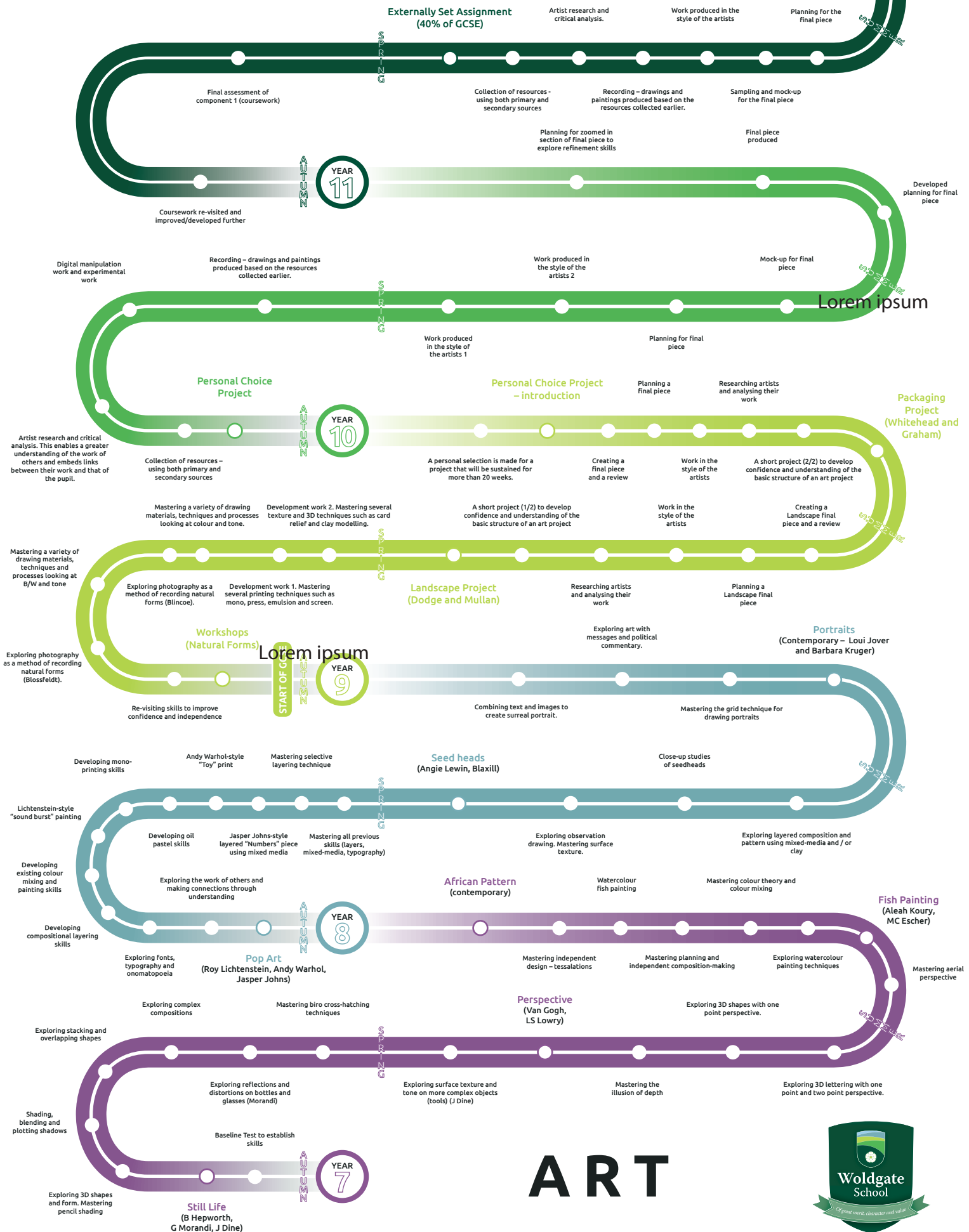Educate | Empower | Engage | Enrich

GCSE EXAMINATIONS

Final piece produced under exam conditions (10 hours)
Component 2

Externally Set Assignment (40% of GCSE)

Artist research and critical analysis.

Work produced in the style of the artists

Planning for the final piece

Final assessment of component 1 (coursework)

Collection of resources - using both primary and secondary sources

Recording – drawings and paintings produced based on the resources collected earlier.

Sampling and mock-up for the final piece

Planning for zoomed in section of final piece to explore refinement skills

Final piece produced

YEAR 11

Coursework re-visited and improved/developed further

Developed planning for final piece

Digital manipulation work and experimental work

Recording – drawings and paintings produced based on the resources collected earlier.

Work produced in the style of the artists 2

Mock-up for final piece

Lorem ipsum

Work produced in the style of the artists 1

Planning for final piece

Personal Choice Project

Personal Choice Project – introduction

Planning a final piece

Researching artists and analysing their work

Packaging Project (Whitehead and Graham)

YEAR 10

Artist research and critical analysis. This enables a greater understanding of the work of others and embeds links between their work and that of the pupil.

Collection of resources – using both primary and secondary sources

A personal selection is made for a project that will be sustained for more than 20 weeks.

Creating a final piece and a review

Work in the style of the artists

A short project (2/2) to develop confidence and understanding of the basic structure of an art project

Mastering a variety of drawing materials, techniques and processes looking at colour and tone.

Development work 2. Mastering several texture and 3D techniques such as card relief and clay modelling.

A short project (1/2) to develop confidence and understanding of the basic structure of an art project

Work in the style of the artists

Creating a Landscape final piece and a review

Mastering a variety of drawing materials, techniques and processes looking at B/W and tone

Exploring photography as a method of recording natural forms (Blincoe).

Development work 1. Mastering several printing techniques such as mono, press, emulsion and screen.

Landscape Project (Dodge and Mullan)

Researching artists and analysing their work

Planning a Landscape final piece

Workshops (Natural Forms)

Exploring art with messages and political commentary.

Portraits (Contemporary – Loui Jover and Barbara Kruger)

Lorem ipsum

START OF GCSE

YEAR 9

Exploring photography as a method of recording natural forms (Blossfeldt).

Re-visiting skills to improve confidence and independence

Combining text and images to create surreal portrait.

Mastering the grid technique for drawing portraits

Developing mono-printing skills

Andy Warhol-style "Toy" print

Mastering selective layering technique

Seed heads (Angie Lewin, Blaxill)

Close-up studies of seedheads

Lichtenstein-style "sound burst" painting

Developing oil pastel skills

Jasper Johns-style layered "Numbers" piece using mixed media

Mastering all previous skills (layers, mixed-media, typography)

Exploring observation drawing. Mastering surface texture.

Exploring layered composition and pattern using mixed-media and / or clay

Developing existing colour mixing and painting skills

Exploring the work of others and making connections through understanding

African Pattern (contemporary)

Watercolour fish painting

Mastering colour theory and colour mixing

Fish Painting (Aleah Koury, MC Escher)

YEAR 8

Developing compositional layering skills

Exploring fonts, typography and onomatopoeia

Pop Art (Roy Lichtenstein, Andy Warhol, Jasper Johns)

Mastering independent design – tessalations

Mastering planning and independent composition-making

Exploring watercolour painting techniques

Mastering aerial perspective

Exploring complex compositions

Mastering biro cross-hatching techniques

Perspective (Van Gogh, LS Lowry)

Exploring 3D shapes with one point perspective.

Exploring stacking and overlapping shapes

Exploring reflections and distortions on bottles and glasses (Morandi)

Exploring surface texture and tone on more complex objects (tools) (J Dine)

Mastering the illusion of depth

Exploring 3D lettering with one point and two point perspective.

Shading, blending and plotting shadows

Baseline Test to establish skills

ART

YEAR 7

Exploring 3D shapes and form. Mastering pencil shading

Still Life (B Hepworth, G Morandi, J Dine)

Woldgate School
Of great merit, character and value

YEAR 8 POP ART PROJECT KNOWLEDGE ORGANISERS

TECHNICAL INFORMATION

LINE
TONE
SHAPE & FORM
COLOUR
TEXTURE
PATTERN

TYPES OF PRINTING

MONO
Single print

FOAM (OR PRESS)
Image drawn into a polystyrene tile

LINO
Image carved into linoleum (rubber tile)

SCREEN
Ink is pulled through a mesh screen

STENCILLING
Ink passed through holes in paper, card, metal

Key Words

Monoprinting
a form of printmaking where the image can only be made once

Additive Prints
shows an ink line (also known as positive prints)

Subtractive Prints
doesn't show an ink line (also known as negative prints)

Repetition
Images repeat, being used more than once or produced multiple times

Sequin excess
the leftover plastic from creating sequins. Used in art as a stencil

Stenciling
technique for reproducing designs by passing ink or paint over holes cut in cardboard or metal onto the surface to be decorated

Lettering
art of drawing letters, instead of simply writing them.

Outline
The main edge of something with no detail

Consumerism
the idea was that the consumption of consumer goods was linked to the achievement of success.

Pop Art Consumerism
Artists exaggerated the popular culture and imagery of the time in order to ridicule and criticise consumerism.

Mass Production
the manufacture of a product in large numbers and at a low cost.
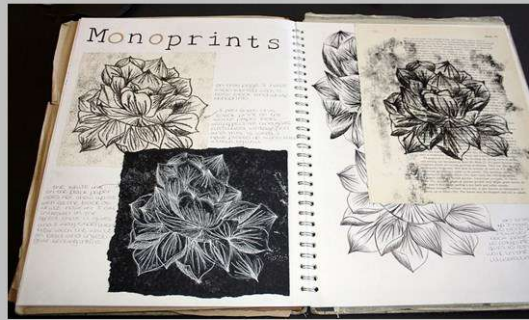
Example of positive and negative prints
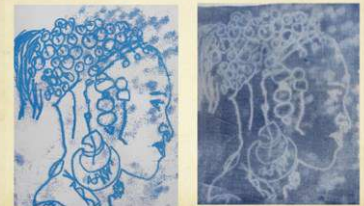
You will be creating both positive and negative monoprints

LEFT: POSITIVE MONOPRINT (INK LINE)
RIGHT: NEGATIVE MONOPRINT (NO INK LINE)

Roll out the ink on the table and then place a drawing or photograph (face-up) on top. Draw using a pencil on top of the photo to create sharp lines. Use a finger for subtle smudges. When dry work, over the top with oil pastel, paint or biro.

ANDY WARHOL'S SCREEN PRINTS

Giant Pander (1983)

$ (4) (1982)

Sometimes Warhol's prints were uneven. Does it matter? Can you name this piece of Warhol's?

Challenge Questions: Which type of print do you think you can get the most detail? How can you create layers when using lino or press printing? Can you name a famous artists that uses stencilling (you may know the artist as a graffiti artist)?

YEAR 8 POP ART PROJECT KNOWLEDGE ORGANISERS

ARTISTS EXPLORED THROUGH CLASSWORK

LINE
TONE
SHAPE & FORM
COLOUR
TEXTURE
PATTERN

Sound Words

BANG
BOING
BOOM
BUMBLEBEE
BUFFOON
BUZZ
CHATTER
CHIRP
CLANG
CLATTER
CLICK
CLACK
CRACKLE
CRUNCH
DING
DONG
DRIP
FIZZ
GIGGLE
HICCUP
HOWL
POW
SCREECH
SPLASH
SPLAT
SQUEAK
SQUISH
SNAP
SNEEZE
RATTLE
TICK-TOCK
WHOOSH

Key Words

Popular Culture
a set of beliefs, values, actions, objects, or goods and practices that are popular at any given time and space in society. It can refer to things like art, literature, fashion, dance, film, television, magazines

Iconic
widely known and acknowledged especially for distinctive excellence

Benday dots
The optical illusion caused by the spacing of dots

Onomatopoeia
The formation of a word from a sound i.e. hiss

Cartoon
a simple drawing showing the features of its subjects in a humorously exaggerated way, especially a satirical one in a newspaper or magazine.

Comic Art
the creation of stylized or simplified drawings for the purpose of telling a story, making a point, or making people laugh.

Layering
Building up surfaces of paper or paint creating the impression that one shape is in front of, or behind another

Substitute colours
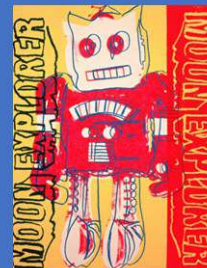changing colours from the realistic colours

Mundane objects
Everyday objects that are often insignificant and overlooked

ROY LICHTENSTEIN (1923-1997)
AMERICAN POP ARTIST
WHAAM! (1963)

ANDY WARHOL (1928-1987)
AMERICAN POP ARTIST
MOON EXPLORER (1983)

JASPER JOHNS (1930-)
AMERICAN POP ARTIST
FROM 0 TO 9 (1961)

TOM WESSELMANN

PETER BLAKE

CLAES OLDENBURG

Challenge Questions: Why is it important to look at a variety of artists' work? What do you think of the stylised colourful work? Do you think the work would be better if it was more detailed?

POP ART ARTIST TIMELINE

20th CENTURY

JASPER JOHNS (1930-)
AMERICAN ABSTRACT EXPRESSIONISM & POP ARTIST
THREE FLAGS (1958)

JAMES ROSENQUIST (1933-2017)
AMERICAN POP ARTIST
PRESIDENT ELECT (1960-1)

ROY LICHTENSTEIN (1923-1997)
AMERICAN POP ARTIST
WHAAM! (1963)

ANDY WARHOL (1928-1987)
AMERICAN POP ARTIST
MARILYN MONROE (1967)

JIM DINE (1935-)
AMERICAN NEO-DADA, ABSTRACT EXPRESSIONISM AND POP ARTIST
FOUR HEARTS (1969)

TOM WESSELMANN (1933-2017)
AMERICAN POP ARTIST
STILL LIFE #54 (1965)

KEITH HARING (1958-1990)
AMERICAN POP ARTIST AND STREET ARTIST
POP SHOP I (1987)

ROBERT INDIANA (1928-2018)
AMERICAN POP ARTIST
LOVE (1964)

WAYNE THIEBAUD (1920-2001)
AMERICAN POP ART AND FINE ARTIST
THREE MACHINES (1963)

EDWARD RUSCHA (1937-)
AMERICAN POP ARTIST
TRADEMARK #5 20TH CENTURY FOX (1962)

CLAES OLDENBURG (1929-)
SWEDISH POP ARTIST AND SCULPTOR
FLOOR BURGER (1962)

PATRICK CAULFIELD (1936-2005)
BRITISH POP ARTIST
STILL LIFE INSIDE ORNATE (1976)

DAVID HOCKNEY (1937-)
BRITISH PAINTER AND POP ARTIST
BIGGER SPLASH (1967)

ROBERT RAUSCHENBERG (1925-2008)
AMERICAN POP ARTIST AND GRAPHIC ARTIST
RETROACTIVE I (1963)

BILLY APPLE (1935-2021)
NEW ZEALAND POP ARTIST PAINTER AND SCULPTOR
VERTICAL PROGRESSION (1963)

RICHARD HAMILTON (1922-2011)
ENGLISH POP ARTIST PAINTER AND COLLAGE ARTIST
INTERIOR (1964-5)

21st CENTURY

JAMES GILL (1934-)
AMERICAN POP ARTIST
THREE FACES OF MARILYN (2014)

PETER BLAKE (1932-)
BRITISH POP ARTIST
SOURCES OF POP ART VI (2007)

MICHAEL CRAIG-MARTIN (1941-)
IRISH CONCEPTUAL ARTIST
ART GREEN (2010)

PETER MAX (1937-)
GERMAN AMERICAN POP ARTIST
MARILYN (2013)

YAYOI KUSAMA (1929-)
ITALIAN POST-WAR EUROPEAN ART AND POP ARTIST
MUSHROOMS (2005)

ALEX KATZS (1927-)
ITALIAN POST-WAR EUROPEAN ART AND POP ARTIST
COCA COLA GIRLS (2018)

MIMMO ROTELLA (1918-2006)
ITALIAN POST-WAR EUROPEAN ART AND POP ARTIST
SEMPRE LEI MARILYN (2002)

DAMIEN HIRST (1965-)
BRITISH CONCEPTUAL ART AND NEO-POP ARTIST
GEORGE MICHAEL (2017)

NICLAS CASTELLO (1978-)
GERMAN CONTEMPORY POP ARTIST
THE KISS SHINY RED (2013-15)

JEFF KOONS (1955-)
AMERICAN NEO-POP ARTIST AND SCULPTOR
POPEYE (2009-12)

BANKSY
BRITISH STREET ART AND NEO-POP ARTIST
GIRL WITH BALLOON (2006)

Computer Science

COMPUTER SCIENCE

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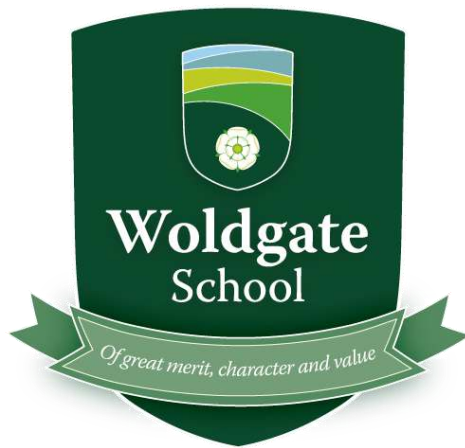
GCSE EXAMINATIONS

2 GCSE Exam Papers

Revision

YEAR 11

Search with SQL

Purpose and functionality of systems software

Programming languages

Functions of the OS

Files, fields and attributes

Sort with SQL

Operating systems

Translators and facilities of languages

Utility system software

Structured Query Language

Logic

RAM and ROM

CPU components and their functions

CPU

SPRING / AUTUMN

Structured data

Truth tables

Types of storage and their suitability

Storage and memory

Hardware

Data mine

Sorting algorithms

Networks

Hardware

Transmission methods

Protocol stack

VPN

Library code

Searching algorithms

Trace tables

Types of networks, PAN, LAN, WAN

Protools

Addressing

WiFi

Algorithms

Compression

Using Binary data

Use of data types

YEAR 10

Functions

Ascii Art

Using Hexadecimal data

Analog

Data

Data types

Negative numbers in computing

Hex

Algorithms

Producing algorithms

Chat app

Lists

SPRING / AUTUMN

Computational thinking

Story game

Types of error

Quiz host

Converting between number bases

Maths for Computer Science

Analysing data

The investigative cycle

Using software to visualise data sets

Sound editing

Image editing

Pixels, resolution and colour depth

YEAR 9 — START OF GCSE

Number bases – decimal binary and hexadecimal

Data cleansing

Large data sets

Data Science

Sound

Representation size of digital images

Digital images

Representations going audiovisual

Hardware

Operating systems

Artificial Intelligence

Introduction to Python programming

Using assignment statements

Using binary selection

Boolean variables

Locating and correcting syntax errors

Operations on strings

Layers of computing systems

Logical operators and expressions

Algorhythms and programs

Logical expressions

Multi-branch selection

Python Programming with sequences of data

Operations on lists and items

Using iteration

Using variables to track counts and sums

Using data

Collecting data

Modelling data using spreadsheets

Using block based programming

Mobile apps

Modifying markup

Working with multiple objects

YEAR 8

Making calculations on a spreadsheet

Spreadsheets

Developing an app

GUI elements

Programming using scratch

Paths

Manipulating shape

Media vector graphics

Credibility of sources

Networks

Wired and wireless networks

Programming using scratch

Sequence and variables

Iteration

Website building blocks

Searching the web

Word processing

Promoting a cause

Networking hardware

The internet

Programming essentials

Operators

Developing for the web

Shortcuts

Navigating the web

Using Media to gain support for a cause

Branding

Digital Media

Presenting

YEAR 7

Adding content

Getting the message across

Woldgate School
Of great merit, character and value

MODELLING DATA - SPREADSHEETS

Key Terms

Modelling	A program which has been developed to mimic a real life system. Spreadsheets use mathematical formulas and calculations to predict what is likely to happen based on data recorded about what actually did happen in the past. Software includes Microsoft Excel and Google Sheets.
Cell	One box on a spreadsheet. A group of cells together is called a **range.**
Cell Reference	The unique 'address' of a cell on a spreadsheet, made up of the Column letter and Row number, e.g. A1
Range	A group of cells that are next to each other, e.g. A2:B6
Active cell	The currently selected cell. It has a thick black line around it with a small dot called the fill handle in the bottom right corner
Row	A group of cells 1 cell **high** going across a worksheet. In Excel, these are the numbers down the left side of the page.
Column	A group of cells 1 cell **wide** going from the top to the bottom of a worksheet. In Excel these are the letters going across the top of the page.
Label	This is a piece of text that explains what the data in the cell next to it represents.
Absolute cell reference	Refers to a specific cell and doesn't change when copied to other cells using the fill handle. E.g.D3
Chart	A picture of data made from a range of cells. There are lots of types which are useful for different reasons, e.g. pie, line, scatter, area, radar, bar, radar etc
Legend	A table that explains which data is represented by different colours on a chart
Formula	Used in a spreadsheet cell, this **starts** with an '=' and combines numbers, mathematical operators and functions to manipulate data
Function	These are built in to spreadsheets and perform standard tasks, like finding the average, highest and lowest of a set of numbers. They always look like =FunctionName(Details the function needs). Tooltips will appear as you type them to tell you what details that function needs.
Fill	Copies the contents of a cell or range of cells into others by dragging the fill handle in the bottom right of the active cell or range.
Conditional Formatting	Changes what a cell looks like based on rules about the data a cell contains.

Key Facts / Methods / Processes/Questions

Where are Computer Models used?	Computer models are used in schools to predict student performance in exams, they are used to predict the weather, to predict how financial markets are going to change, to see whether car components will fit together before they are made and to see if a business is making enough money to stay open.
How are spreadsheets used in computer models?	Spreadsheets are very good at processing data and then presenting it in graphical form. Presenting data in the form of a chart makes it much easier to understand, which makes it more persuasive than a table of numbers.

Cell references begin with a letter, and finish with a number. EG: A1

A range is a selection of cells. EG: (A2:F4)

Golden rule: every formula always starts with an =

Name of the formula
See below for common formulae. Normally written in capitals.

=SUM(B10:B23)

= sign
An equal sign tells Excel that the cell contains a formula.

The selected range
The range used in the formula. This can be selected by clicking and dragging.
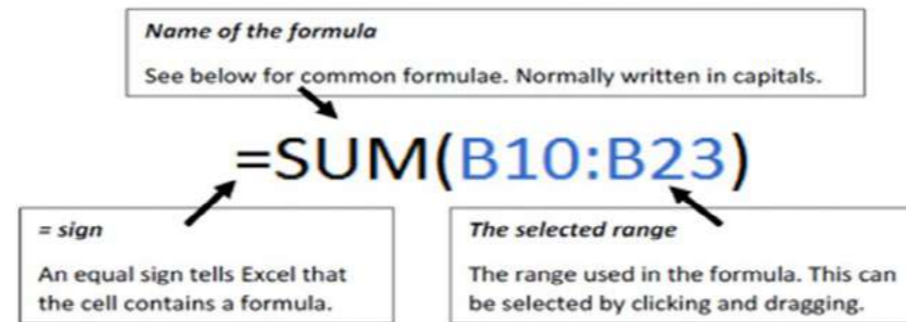
Cell Formatting

Number	tell the spreadsheet what type of data the cell contains, eg currency, percentage, date, time, etc
Alignment	align the text in the cell vertically (top, bottom or middle), horizontally (left or right) or at an angle
Font	change the font used, text size and colour
Border	– add a solid, dotted, dashed or coloured border to the cell
Adjusting column width and row height	To adjust a column's width or a row's height, move your mouse cursor between two columns or rows. Click and drag to resize. To automatically resize a row to fit the data entered in a cell, double-click between the current row and the row after it.

Modelling Data

Example Question

1) Begin by calculating **Min Max Average** for the price of the products sold
2) Use a function to calculate the **total stock**
3) Add an **IF** function to monitor stock levels. If stock falls below 20 then **'Re-Order'** or **' No Action'**.
4) Add conditional formatting on the Re-Order cells

Common Functions

= sum ( )	Adds a range of cells together.
= average ( )	Finds the average for a range of cells
= min ( )	Returns the smallest value in the range
= max ( )	Returns the highest value in the range
= count ( )	Counts how many cells meet a condition, e.g. count(A:A, "April") would return the number of times the word April (with a capital letter), occurs in column A

Advance Functions

IF	change the value of a cell if something is true, eg if a customer's total bill is over £100, deduct 10% from their bill.
COUNTIF –	adds up cells that meet a certain rule, eg count the number of students that achieved level 6.
VLOOKUP	matches contents of a cell with an answer, eg how much is a pepperoni pizza?

Charts & Graphs

Column | Line | Pie | Bar | Area | Scatter | Other Charts

Charts and graphs provide a visual representation of data, which can often be easier to understand. There are several types of charts and present data—You must always consider which would be a suitable chart or graph for your model.

LINE GRAPH – to show a change over time
PIE CHART – show the individual parts that make up a whole
BAR CHART – compare things that aren't directly related
**SCATTER GRAPH** – look for a pattern or link between two sets of data

COMPUTER SYSTEMS

Devices

Device	What is it?	Input, Output or Storage ?	What it is used for ?
	Monitor	Output	Displaying images and text
	Mouse	Input	Selecting items on a screen
	CD or DVD	Storage	Storing files eg movies
	USB Flash Memory Stick	Storage	Backing up or transferring data from one computer to another
	Keyboard	Input	Creating or editing a document
	Printer	Output	Print Work
	Hard Disk Drive	Storage	Storing applications and files
	Speakers	Output	Hearing system sounds / noises / beeps
	Scanner	Input	Scanning important documents to store digitally
	Sim Card	Storage	Storing mobile phone contacts
	Webcam	Input	Using video calling over the Internet
	Headphones	Output	Listening to music

Fetch – Decode – Execute cycle

1. Computer has a list of instructions in memory to carry out
2. CPU **Fetches** top instruction from the list
3. Instructions is passed to **Decoder** to interpret
4. **Decoder** passes on the instruction
5. Instruction is **Executed** or carried out
6. CPU **Fetches** top instruction from the list…

Fetch

Decode

Execute
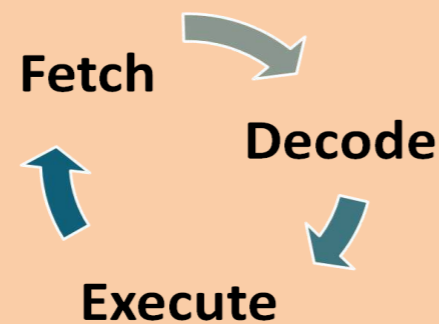
What is Binary

Binary is a number system that only uses two digits: 1 and 0. All information that is processed by a computer is in the form of a sequence of 1s and 0s. Therefore, all data that we want a computer to process needs to be converted into binary.

The binary system is known as a 'base 2' system. This is because:

There are only two digits to select from (1 and 0)

When using the binary system, data is converted using the power of two.

NAME	EQUAL TO	SIZE IN BYTES
Bit	1 bit	1/8
Byte	8 bit	1
Kilobyte	1,000 byte	1,000
Megabyte	1,000 kilobyte	1,000,000
Gigabyte	1,000 megabyte	1,000,000, 000
Terabyte	1,000 gigabyte	1,000,000, 000, 0000

Storage capacities

Device and capacity	Strengths	Weaknesses
USB 6-32Gb or more	Easily portable, fast, high capacity storage, durable	Easy to lose. Slower than an internal hard disk
INTERNAL HARD DRIVE 1 TB or more	Large storage capacity	Internal hard disks are not portable. External hard disks are not very convenient to carry around and have moving parts so are breakable
OPTICAL DRIVE 4GB to 9GB or up to 50GB for rewritable Blu-ray	Large storage capacity, sound and picture quality excellent, cheap	Easily scratched, too large to fit in a pocket
SD CARD 8-64 GB, typically	Used in portable devices such as cameras	Easily lost. Not good for long term storage – may deteriorate after several years
CLOUD STORAGE Infinite, depending on how much you are prepared to pay	Useful for backup as it is secure, not likely to be lost. Data can be accessed from anywhere, or shared with others	Can be slower to access than data held on a local hard disk

Key Terms

Hardware	Objects that you can touch, like a keyboard
Software	You cannot 'touch' software. Software refers to the programs that run on a computer. Examples of software: Windows, MS Word, MS Excel, Kodu and Logo.
Input Devices	In computing, an **input device** is computer hardware which is used to enter data for processing. Examples of **input devices** include keyboard, mouse, image scanner, digital cameras and joysticks
Output Devices	An **output device** is any hardware **device** used to send data from a computer to another **device** or user. Typical examples of **output devices** are monitors and projectors (video), headphones and speakers (audio), or printers and plotters
Storage Devices	A piece of computer equipment on which information can be stored.
Peripheral	A **peripheral device** is **defined** as a computer **device**, such as a keyboard or printer, that is not part of the essential computer (i.e., the memory and microprocessor).
Binary	Binary is a number system that only uses two digits: 1 and 0
Operating System	Manages the hardware and software in a computer (E.g. Windows 10).
Systems Software	**S**oftware that helps maintain the computer – such as anti-virus or compression ('Zip') software
Applications Software	Everyday programs such as Microsoft Office, web browsers and graphics packages
Optical media	Refers to discs that are read by a laser. This includes CD-ROMs, DVD-ROMs

COMPUTER SYSTEMS

Devices

Decimal	Binary	Character	Decimal	Binary	Character	Decimal	Binary	Character
32	00100000	space	64	01000000	@	96	01100000	`
33	00100001	!	65	01000001	A	97	01100001	a
34	00100010	"	66	01000010	B	98	01100010	b
35	00100011	£	67	01000011	C	99	01100011	c
36	00100100	$	68	01000100	D	100	01100100	d
37	00100101	%	69	01000101	E	101	01100101	e
38	00100110	&	70	01000110	F	102	01100110	f
39	00100111	'	71	01000111	G	103	01100111	g
40	00101000	(	72	01001000	H	104	01101000	h
41	00101001	)	73	01001001	I	105	01101001	i
42	00101010	*	74	01001010	J	106	01101010	j
43	00101011	+	75	01001011	K	107	01101011	k
44	00101100	,	76	01001100	L	108	01101100	l
45	00101101	-	77	01001101	M	109	01101101	m
46	00101110	.	78	01001110	N	110	01101110	n
47	00101111	/	79	01001111	O	111	01101111	o
48	00110000	0	80	01010000	P	112	01110000	p
49	00110001	1	81	01010001	Q	113	01110001	q
50	00110010	2	82	01010010	R	114	01110010	r
51	00110011	3	83	01010011	S	115	01110011	s
52	00110100	4	84	01010100	T	116	01110100	t
53	00110101	5	85	01010101	U	117	01110101	u
54	00110110	6	86	01010110	V	118	01110110	v
55	00110111	7	87	01010111	W	119	01110111	w
56	00111000	8	88	01011000	X	120	01111000	x
57	00111001	9	89	01011001	Y	121	01111001	y
58	00111010	:	90	01011010	Z	122	01111010	z
59	00111011	;	91	01011011	[	123	01111011	{
60	00111100	<	92	01011100	\	124	01111100	|
61	00111101	=	93	01011101	]	125	01111101	}
62	00111110	>	94	01011110	^	126	01111110	~
63	00111111	?	95	01011111	_	127	01111111	del

Binary can be used to represent characters

1) **Alphanumeric characters** are used to make **words** and strings. They include uppercase and lowercase **letters**, the **digits 0 – 9,** and symbols like ? + amd £.

2) Computers are **unable** to process these characters directly as they only process binary code. So they need a way of **converting** these characters to binary code and vice versa. They can do this using **character sets.**

3) Character sets are also contain **special characters** which do certain commands (eg enter and delete)

4) Pressing a button on your **keyboard** sends a binary signal to the computer telling it which key you pressed. The computer then uses the character set to **translate** the binary code into a particular character.

You can work out the <u>size</u> of a text file using this formula

FILE SIZE (IN BITS) **=** NUMBER OF BITS   **X**   NUMBER OF
PER CHARCATER   CHARACTERS

Example—a text file that uses 8 bits per character and contains 200 characters will have a file size of **8 x 20 = 1600 bits**
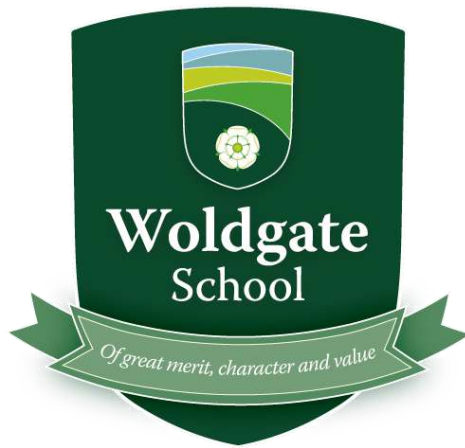
What is Binary

ASCII is the most commonly used character set in the English speaking world.

Each ASCII chacter is given a **7-bit** binary code - this keans it can represent a total of 128 different characters including all the letters in the English alpahet, numbers, symbols and commands.

An **extra bit (0)** is added to the **start** of the binary code for each ASCII character. This means each ASCII character fits nicely into **1 byte.**

The codes for numbers, uppercase letters and lowercase letters are ordered (A comes before B comes before C …..) with symbols and commands scattered around.
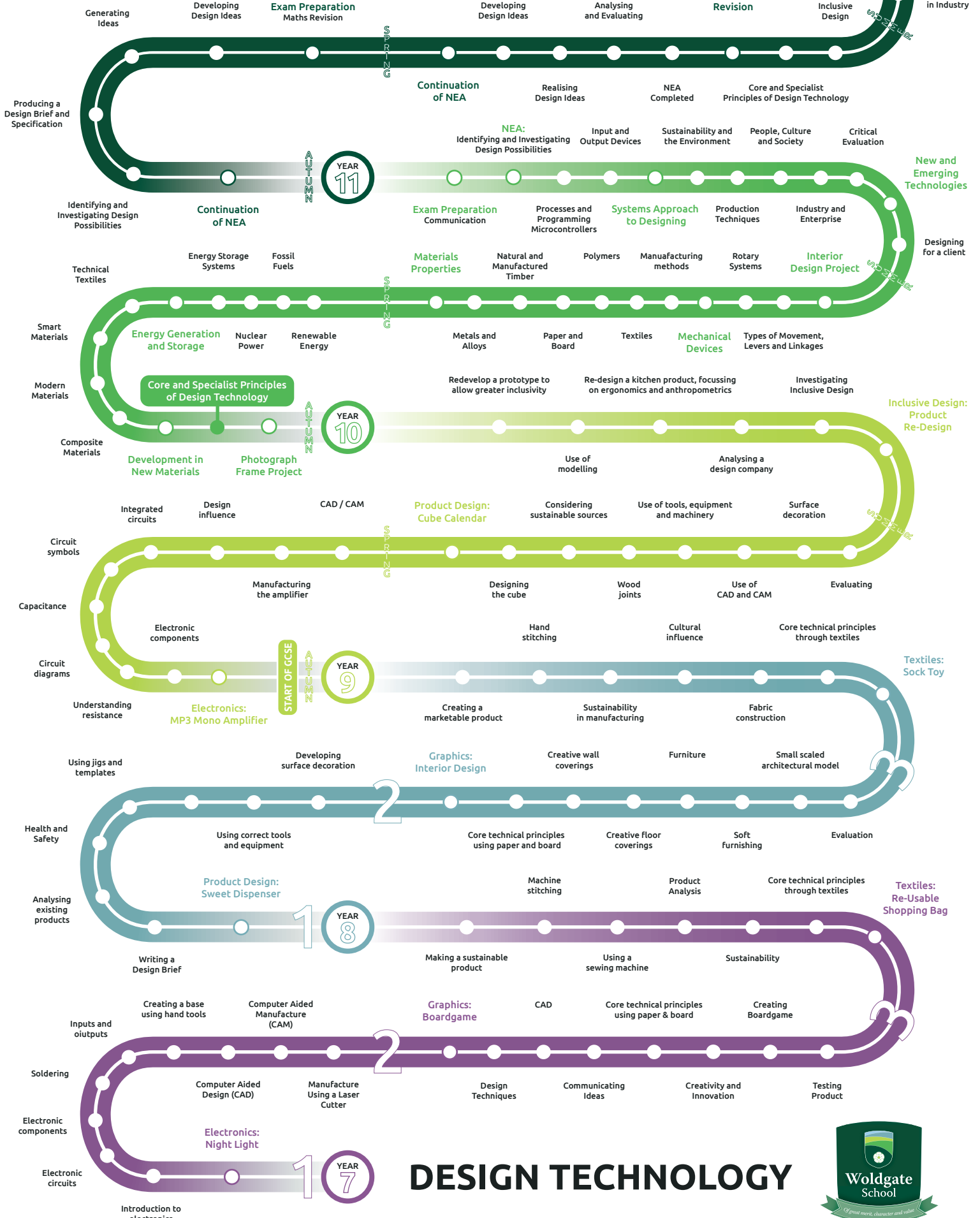
Design & Technology

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GCSE EXAMINATIONS
1 Written Paper

Maths Revision

Manufacturing in Industry

Generating Ideas

Developing Design Ideas

Exam Preparation
Maths Revision

Developing Design Ideas

Analysing and Evaluating

Revision

Inclusive Design

Continuation of NEA

Realising Design Ideas

NEA Completed

Core and Specialist Principles of Design Technology

New and Emerging Technologies

Producing a Design Brief and Specification

Identifying and Investigating Design Possibilities

AUTUMN

YEAR 11

Continuation of NEA

NEA:
Identifying and Investigating Design Possibilities

Input and Output Devices

Sustainability and the Environment

People, Culture and Society

Critical Evaluation

Designing for a client

SPRING

Exam Preparation
Communication

Processes and Programming Microcontrollers

Systems Approach to Designing

Production Techniques

Industry and Enterprise

Technical Textiles

Energy Storage Systems

Fossil Fuels

Materials Properties

Natural and Manufactured Timber

Polymers

Manufacturing methods

Rotary Systems

Interior Design Project

Smart Materials

Energy Generation and Storage

Nuclear Power

Renewable Energy

Metals and Alloys

Paper and Board

Textiles

Mechanical Devices

Types of Movement, Levers and Linkages

Modern Materials

Core and Specialist Principles of Design Technology

Redevelop a prototype to allow greater inclusivity

Re-design a kitchen product, focussing on ergonomics and anthropometrics

Investigating Inclusive Design

Inclusive Design: Product Re-Design

Composite Materials

AUTUMN

YEAR 10

Development in New Materials

Photograph Frame Project

Use of modelling

Analysing a design company

Integrated circuits

Design influence

CAD / CAM

Product Design: Cube Calendar

Considering sustainable sources

Use of tools, equipment and machinery

Surface decoration

Circuit symbols

SPRING

Capacitance

Manufacturing the amplifier

Designing the cube

Wood joints

Use of CAD and CAM

Evaluating

Circuit diagrams

Electronic components

Hand stitching

Cultural influence

Core technical principles through textiles

Textiles: Sock Toy

Understanding resistance

START OF GCSE

AUTUMN

YEAR 9

Electronics: MP3 Mono Amplifier

Creating a marketable product

Sustainability in manufacturing

Fabric construction

3

Using jigs and templates

Developing surface decoration

Graphics: Interior Design

Creative wall coverings

Furniture

Small scaled architectural model

2

Health and Safety

Using correct tools and equipment

Core technical principles using paper and board

Creative floor coverings

Soft furnishing

Evaluation

Analysing existing products

Product Design: Sweet Dispenser

Machine stitching

Product Analysis

Core technical principles through textiles

Textiles: Re-Usable Shopping Bag

1

YEAR 8

Writing a Design Brief

Making a sustainable product

Using a sewing machine

Sustainability

Creating a base using hand tools

Computer Aided Manufacture (CAM)

Graphics: Boardgame

CAD

Core technical principles using paper & board

Creating Boardgame

Inputs and outputs

2

Soldering

Computer Aided Design (CAD)

Manufacture Using a Laser Cutter

Design Techniques

Communicating Ideas

Creativity and Innovation

Testing Product

Electronic components

Electronics: Night Light

3

Electronic circuits

1

YEAR 7

Introduction to electronics

DESIGN TECHNOLOGY

Woldgate School
Of great merit, character and value

Year 8 Steady Hand Game Knowledge Organiser

A

Aesthetics
Does the product look good? Does it make good use of colour and texture? What has inspired its appearance?

C

Customer
Who is it designed for? What impact would it have on their life? Why would they buy it? Where would they use the product?

C

Cost
What is the estimated cost of the product? Is the product affordable? Is it value for money?

E

Environment
What is the products impact on the environment? What happens to it after its use? Can it be repaired or recycled?

S

Safety
Is the product of high quality? Does it meet safety standards? How have you considered safety? Could the product hurt anyone?

S

Size
Is it an appropriate size? If it was bigger or smaller, would it look or function better? What size is it?

F

Function
Does the product function as intended? How does it work? How easy is it to use? Does it have a secondary function?

A

Anthropometrics
How is it designed to fit the client? What measurements need to be considered? How will the client interact with the product?

M

Materials
What materials are used to make it? How could materials impact the environment? Could other materials make it better?

E

Ergonomics
How has the product been designed to improve the comport of the end user? Is it comfortable? Is it too heavy?

A thyristor operates by staying 'latched on' once the stimulus – the trigger voltage, has gone away. Now we can have an alarm or a 'steady hand' game that will give a constant output when the circuit is triggered.
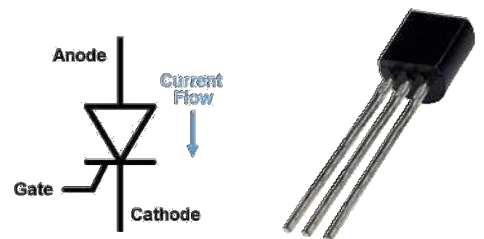
The Circuit Diagram
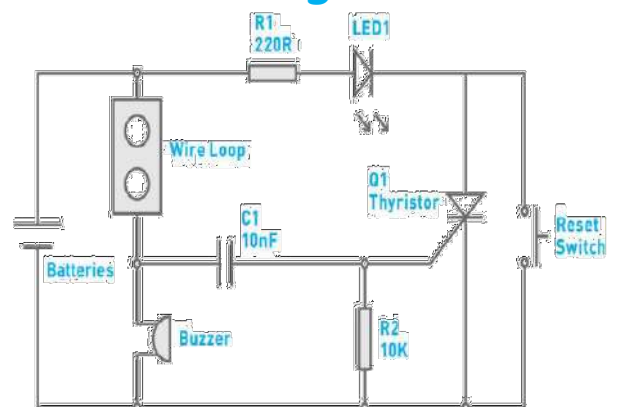
RETHINK   REFUSE   REPAIR   REDUCE   REUSE   RECYCLE
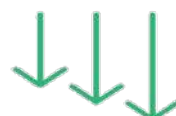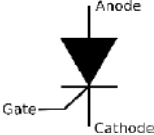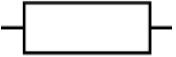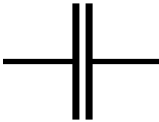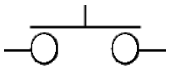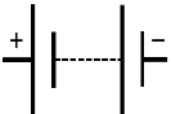
Component	Symbol	Function in Circuit	Cost
Thyristor 2N5061	Anode, Gate, Cathode	Thyristors are often used to control alternating currents, where the change of polarity of the current causes the device to switch off automatically.	£0.14
Piezo Buzzer		An electronic device that's used to produce a tone, alarm, or sound.	£0.82
LED	Anode, Cathode	LEDs (Light Emitting Diodes) convert electrical energy directly into light, delivering efficient light generation with little-wasted electricity.	£0.04
Resistor 1 220R		A resistor is an electrical component that limits or regulates the flow of electrical current in an electronic circuit, protecting the LED.	£0.0095
Resistor 2 10KR		A resistor is an electrical component that limits or regulates the flow of electrical current in an electronic circuit.	£0.0095
Capacitor 10nf		A capacitor is used to store the electric charge.	£0.0017
Push to Make Switch		The push to make switch enables electricity to flow through the circuit whenever the two contacts are held in. This will act as a reset button.	£0.16
Battery	+ −	A battery produces electricity.	Not Supplied

Manufacturing Production Methods

A **One-off** product is manufactured as a single item. These can be small (e.g., jewellery) or large (e.g., bridges) and anything in between. Specialist companies employ skilled staff to work with a client to design their brief. It is an expensive way to make things as it is labour intensive and takes a lot of time.

Batch production is a method whereby a group of identical products are produced simultaneously (rather than one at a time). It is up to the manufacturer to decide how big the batch will be, and how often these batches will be made. Each batch goes through the separate stages of the manufacturing process together.

Mass production is the manufacturing of large quantities of standardized products, often using assembly lines or automation technology. Mass production facilitates the efficient production of a large number of similar products.

Practical skill

Identifying fabric constructions.

Using scissors & pins safely & accurately.

Hand sewing techniques to join & decorate fabrics, running stitch & back stitch.

Creating a paper template to enable efficient & accurate cutting and stitching.

Fabric construction methods

The way in which fabrics are made.

Woven   Knitted   Non-woven

Literacy -Key word spellings & definitions

Embroidery – decorative stitching

Needle – tool used to stitch.

Pin - (noun) tool used to hold fabrics together.

Properties - how a material will perform and react.

Stitch- (verb) The act of sewing. to sew two things, usually fabric, together using thread.

Stitch- (noun) a loop of thread or yarn resulting from a single pass or movement of the needle in sewing & knitting,

Stitches -plural of stitch

Stretch -to cause something to reach in a particular direction.

Scissors -tool used to cut fabrics.

Sequin – component used in decorative stitching.

Template a form or pattern used as a guide to make something.

Thread (Noun) a length of twisted fibres, usually used for stitching

Thread (Verb) to put something long & thin eg thread) through a narrow hole or space

Templates

A template is a form, mold or pattern used as a guide to make something. In the manufacture of textiles items, templates are used to ensure accuracy & consistency when cutting fabrics. Templates are pinned to fabric and the fabric cut out around the prepared shape ensuring accuracy & consistency

The 6 Rs of sustainability are: rethink,,refuse,,reduce , reuse, repair, recycle. The 6Rs are ordered according to their priority and you should prioritise actions that appear earlier in the list.

The design brief is the first part of the design process.

It is a clear statement which is a reference for both client and designer. Defines goals, avoid misunderstanding & sets standards

How fabrics are constructed & the properties that make different fabrics suitable for different uses.

How to join & decorate fabrics with hand sewing techniques.
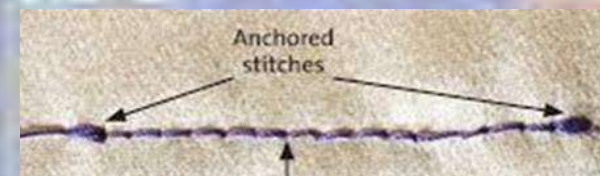
Popular themes, details & colours of Indian culture.

How to use a mood board as a design tool to create original designs on a given theme

The 6 rs & how they can be applied for sustainable products.

How to make templates & employ them to use fabric economically, increasing efficiency & to reduce waste.

Turn a 2d template into a 3d toy.

Hand stitching techniques

Running stitch

Anchored stitches

Indian culture

Traditional Indian products are highly decorative & colourful. Originally, fabric dyes & paints would have been made from plants & natural substances. Rangoli patterns

Textiles, dress, and jewellery have all been important aspects of culture in India. Skilled craft workers developed a huge range of techniques including dyeing, weaving, printing, and embroidery, for use in producing religious images, tents for Mughal courts, elephant trappings, silk saris, waist cloths, and jewellery.

Rangoli patterns are bright, colourful, geometric designs which are associated with the Hindu religion
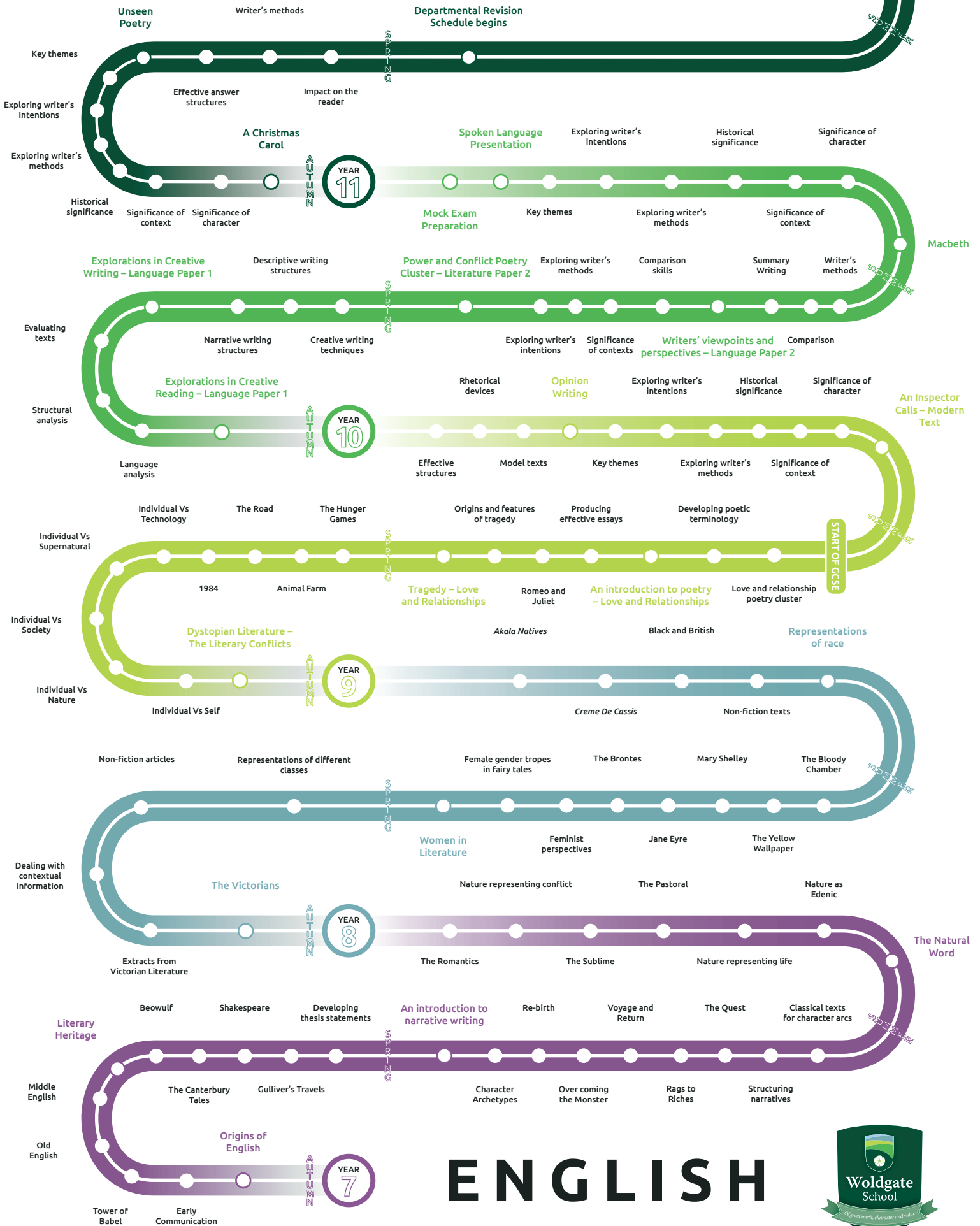
English

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GCSE EXAMINATIONS
Two English Language Papers
Two English Literature Papers

YEAR 11

Unseen Poetry
Writer's methods
Departmental Revision Schedule begins

Key themes
Effective answer structures
Impact on the reader

Exploring writer's intentions

Exploring writer's methods

A Christmas Carol

Historical significance
Significance of context
Significance of character

Spoken Language Presentation
Exploring writer's intentions
Historical significance
Significance of character

Mock Exam Preparation
Key themes
Exploring writer's methods
Significance of context

Macbeth

YEAR 10

Explorations in Creative Writing – Language Paper 1
Descriptive writing structures

Power and Conflict Poetry Cluster – Literature Paper 2
Exploring writer's methods
Comparison skills
Summary Writing
Writer's methods

Evaluating texts
Narrative writing structures
Creative writing techniques
Exploring writer's intentions
Significance of contexts
Writers' viewpoints and perspectives – Language Paper 2
Comparison

Explorations in Creative Reading – Language Paper 1
Rhetorical devices
Opinion Writing
Exploring writer's intentions
Historical significance
Significance of character

Structural analysis
Language analysis
Effective structures
Model texts
Key themes
Exploring writer's methods
Significance of context
An Inspector Calls – Modern Text

YEAR 9

Individual Vs Technology
The Road
The Hunger Games
Origins and features of tragedy
Producing effective essays
Developing poetic terminology
START OF GCSE

Individual Vs Supernatural
1984
Animal Farm
Tragedy – Love and Relationships
Romeo and Juliet
An introduction to poetry – Love and Relationships
Love and relationship poetry cluster

Individual Vs Society
Dystopian Literature – The Literary Conflicts
Akala Natives
Black and British
Representations of race

Individual Vs Nature
Individual Vs Self
Creme De Cassis
Non-fiction texts

YEAR 8

Non-fiction articles
Representations of different classes
Female gender tropes in fairy tales
The Brontes
Mary Shelley
The Bloody Chamber

Women in Literature
Feminist perspectives
Jane Eyre
The Yellow Wallpaper

Dealing with contextual information
The Victorians
Nature representing conflict
The Pastoral
Nature as Edenic

Extracts from Victorian Literature
The Romantics
The Sublime
Nature representing life
The Natural Word

YEAR 7

Beowulf
Shakespeare
Developing thesis statements
An introduction to narrative writing
Re-birth
Voyage and Return
The Quest
Classical texts for character arcs

Literary Heritage

Middle English
The Canterbury Tales
Gulliver's Travels
Character Archetypes
Over coming the Monster
Rags to Riches
Structuring narratives

Old English
Origins of English

Tower of Babel
Early Communication

ENGLISH

Woldgate School
Of great merit, character and value

Context

The circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.

A group of people within a society who possess the same socioeconomic status.

Besides being important in social theory, the concept of class as a collection of individuals sharing similar economic circumstances has been widely used in censuses and in studies of social mobility.

SOCIAL CONTEXT.

The social context of a text is:

- **The way in which the features of the society it is set in impact on its meaning**.

There are two aspects to social context:

- The kind of society presented in the book.
- The one in which the author's text was produced.

Conscious Construct

A text is the voice of a writer.

They may be using that voice

to speak personally or for

Accent

An accent is a distinctive way of pronouncing a language, especially one associated with a particular country, area, or social class.

Received Pronunciation

This describes the regionally neutral accent used by many middle-class speakers in the UK, particularly in England. It is widely used as a reference point in dictionaries and as a model for teaching English as a foreign language.

Economic context is the financial circumstances that surround:

- A character
- A writer
- A society

In a text.

Culture refers to a particular 'way of life', involving religion, race, and nationality, as well as things like food, dress code and manners.

Ideology refers to the systems of beliefs and ideas that underpin our attitudes and behaviour. Such ideology may be valued by society as a whole or be the basis of conflict. Ideology is a context that is in many ways 'invisible'. This is because our own is largely internalized and normalized, we act accordingly to our assumptions and social norms.

The **historical** context of a text is entangled with its social context, as underlying norms and convention are historically specific. The historical context is important to note especially when large changes have occurred between the time the work was produced, and our current day, so it is not assessed by our own concerns alone.

I'm eating biscuits in my flat!

I'm eating cookies in my apartment!

Dialect

Dialect refers to a whole group of language features, including pronunciation, but also differences in vocabulary, grammar, and how the language gets used (like the rules of what counts as polite).

Thesis Statements

Who is the Author?

Name the author

What is the author doing?

- To question
- To criticise
- To celebrate
- To warn
- To reveal
- To establish

Who or what are they talking about

What is the theme, topic, subject?

What → **How** → **Why**

| What is the author saying about class? | What method is the author using to show us his ideas? | Why does he feel it is important to shine a light on this? |

Persuasive Techniques

- Ethos
- Logos
- Pathos
- Anecdote
- Facts/Statistics
- Emotive language
- Anaphora
- Rhetorical Question
- Tone
- Triples
- Conjunctions
- Hyperbole

Conjunctions and Other Connectives

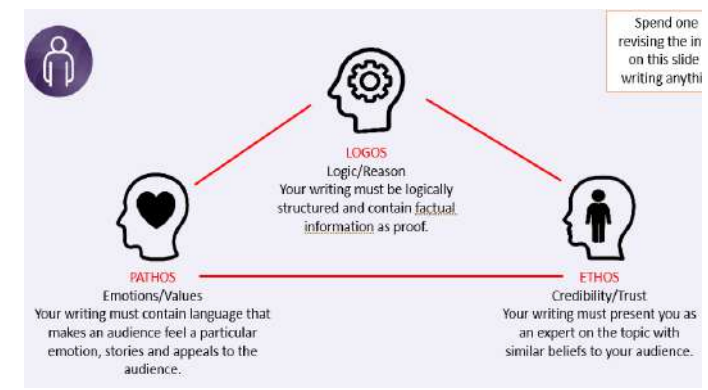| When?	Why?	Opinion	But…	And…
afterwards	as a result	fortunately	alternatively	also
as	because	happily	although	and
at that moment	consequently	luckily	anyway	as well as
finally	for this reason	sadly	aside from	in addition
first	so	unfortunately	besides	moreover
just then	therefore		but	with
last			despite	
later			however	
meanwhile			in spite of	
soon			nevertheless	
subsequently			on the other hand	
then			since	
until			whereas	
when			yet	

Tentative Language

- Perhaps
- Suggests
- Indicates
- Believes
- Appears to be
- Seems to be
- Saying "many" "some" or "a majority instead of "all"
- A number of
- May have been
- Depending on
- In general
- Generally
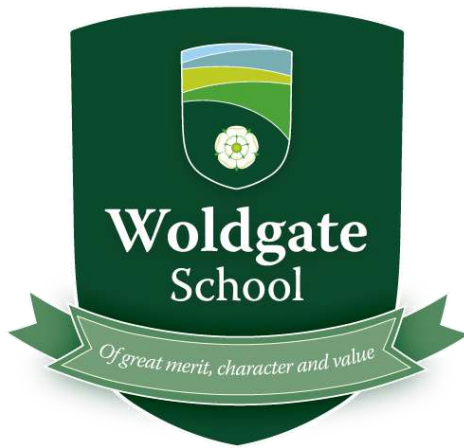- Presumably
- Unlikely
- Will/would
- Can/could
- Should

Form = type

What type of writing might you produce to persuade someone of your viewpoint?

- Newspaper opinion article
- Letter (including open letters to newspapers)
- Speech

What is a contextualised embedded quotation?

The author reveals that Robin is brave and without fear. This almost foolhardy presentation positions him as a rebellious Hero. The text says, "Robin merely laughed it off" and this shows…

The author reveals that Robin is brave and without fear. This almost foolhardy presentation positions him as a rebellious Hero. When robin learns he is in danger he, "merely laughed it off" and this shows…
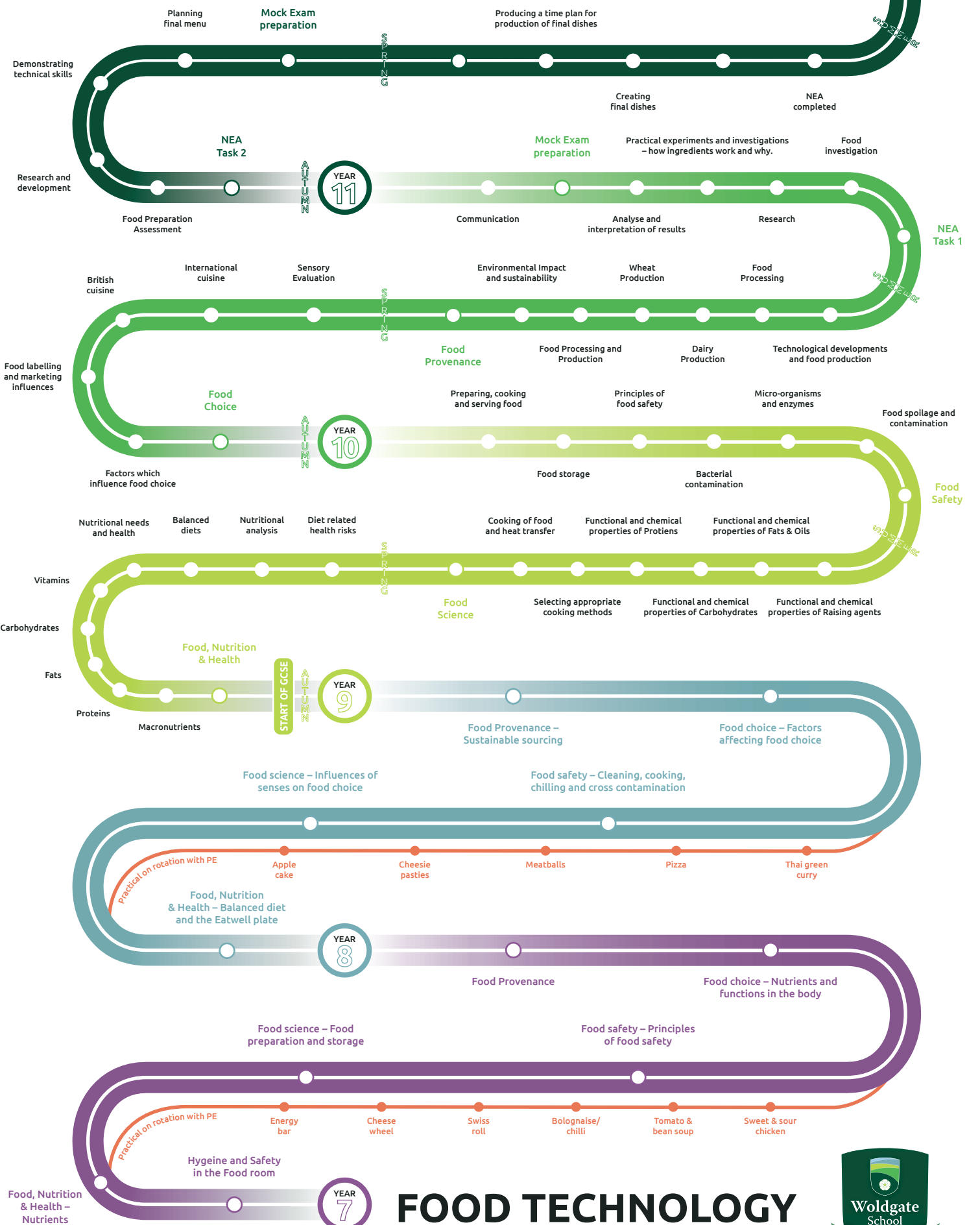

LOGOS
Logic/Reason
Your writing must be logically structured and contain factual information as proof.

PATHOS
Emotions/Values
Your writing must contain language that makes an audience feel a particular emotion, stories and appeals to the audience.

ETHOS
Credibility/Trust
Your writing must present you as an expert on the topic with similar beliefs to your audience.

Spend one revising the in on this slide writing anythi

Food and Nutrition

FOOD TECHNOLOGY

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GCSE EXAMINATIONS
1x GCSE Examination Paper

Revision of Key Topics

Planning final menu

Mock Exam preparation

Producing a time plan for production of final dishes

Demonstrating technical skills

Creating final dishes

NEA completed

NEA Task 2

Practical experiments and investigations – how ingredients work and why.

Food investigation

YEAR 11 — AUTUMN

Mock Exam preparation

Research and development

Food Preparation Assessment

Communication

Analyse and interpretation of results

Research

NEA Task 1

British cuisine

International cuisine

Sensory Evaluation

Environmental Impact and sustainability

Wheat Production

Food Processing

SPRING

Food Provenance

Food Processing and Production

Dairy Production

Technological developments and food production

Food labelling and marketing influences

Food Choice

Preparing, cooking and serving food

Principles of food safety

Micro-organisms and enzymes

Food spoilage and contamination

YEAR 10 — AUTUMN

Factors which influence food choice

Food storage

Bacterial contamination

Food Safety

Nutritional needs and health

Balanced diets

Nutritional analysis

Diet related health risks

Cooking of food and heat transfer

Functional and chemical properties of Protiens

Functional and chemical properties of Fats & Oils

Vitamins

SPRING

Food Science

Selecting appropriate cooking methods

Functional and chemical properties of Carbohydrates

Functional and chemical properties of Raising agents

Carbohydrates

Fats

Proteins

Food, Nutrition & Health

Macronutrients

START OF GCSE — AUTUMN — **YEAR 9**

Food Provenance – Sustainable sourcing

Food choice – Factors affecting food choice

Food science – Influences of senses on food choice

Food safety – Cleaning, cooking, chilling and cross contamination

Practical on rotation with PE

Apple cake

Cheesie pasties

Meatballs

Pizza

Thai green curry

Food, Nutrition & Health – Balanced diet and the Eatwell plate

YEAR 8

Food Provenance

Food choice – Nutrients and functions in the body

Food science – Food preparation and storage

Food safety – Principles of food safety

Practical on rotation with PE

Energy bar

Cheese wheel

Swiss roll

Bolognaise/chilli

Tomato & bean soup

Sweet & sour chicken

Hygeine and Safety in the Food room

YEAR 7

Food, Nutrition & Health – Nutrients

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Of great merit, character and value

Knowledge Organiser – Year 8 Food and Nutrition

Key Words

DANGER ZONE = Bacteria grow quickly between 5-63c.

Traceability = The capability of being able to trace something from it's origin through to an end product. For example, Farmers keep traceability records so we know where animals have come from and where they go.

Sustainability = The ability to be maintained at a certain rate or level with the avoidance of the depletion of natural resources

Consumer confidence = statistical measure of consumers' feelings about current products and brands.

Food security = The state of having reliable access to a sufficient quantity of affordable, nutritious food.

Fairtrade = Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.

When preparing food remember HATTIE

H – Tie your hair back or wear a hairnet/hat. Wash your hands
A – Put an apron on
T – Clean your table with antibacterial spray
T – Collect a cutlery tray
I – Collect all the ingredients you need
E – Collect equipment you need; prepare any tins/baking sheets (e.g. grease or line tins)

Knowledge

hazard = The potential of risk from a substance, machine or operation
Risk = what degree in reality a hazard may cause.

Factors affecting food choice include:-
- individual energy and nutrient needs;
- diet and health;
- religion and culture;
- cost of food;
- food availability.
- time of day and occasion;
- food preferences;
- social considerations;
- environmental considerations;
- advertising and other point of sale information.

Kneading

White sauce

Gelatinisation

Starch gelatinizes when heated in a liquid, producing a thickened liquid

Numeracy

Accurate measurements are key to the success of your product
Always use a scales, a jug or a measuring spoon.

G = grams
KG = kilograms
Tsp = teaspoon
Tbsp = tablespoon
ml = millilitres

Example of a practical evaluation

French

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GCSE EXAMINATIONS

Reading (25%)   Writing (25%)
Listening (25%)   Speaking (25%)

YEAR 11

Topics: Jobs and future plans · Global and Social Issues · School / Health

Grammar: Pronoun 'on' · Simple Future Tense · Adverbs · Imperative · Infinitive constructions · Present tense – 3rd person singular/plural · Job nouns · Better/worse and best/worse thing · Perfect infinitive · Sub-junctive · Verbs followed by à and de · Si clauses and Quand / lorsque structures · Modal verbs in the conditional · Passive · Indirect object pronouns · Using three time frames

Vocab: Injuries + illnesses · Jobs · Future plans, hopes and wishes · Job applications · Tasks · Positives and negatives · Chores · Rights · Environmental issues · Protecting the environment · Poverty and homelessness · Volunteering · Big events – positives and negatives · Healthy living · Rules + Uniform · Teachers + Pupils · School day + facilities · Subjects · Problems · Ideal holiday · Facilities · Activities · Transport · Countries

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YEAR 10 (START OF GCSE)

Topics: Technology and Free Time · Home, Town & Local Area · Holidays · Family

Grammar: Emphatic pronouns · Reflexive verbs · Relative pronoun 'qui' · Present tense – regular and irregular · Adjectival agreement · Jouer à / de · Possessive pronouns · Comparitives + superlatives · Relative pronoun 'que' · Imperfect tense · Direct object pronouns · Paritive article · Il faut + infinitive · Modal verbs · Pronoun 'en' · Tu vs. Vous · Venir de + infinitive · Pronoun 'y' · Asking questions using 'quel' · Using idiom · Simple future tense · Pluperfect tense · Demonstrative adjectives and pronouns · Avant de · En + present participle · Reflexives in perfect tense · Conditional tense

Vocab: Role models · Sports · Music · Film and TV · Activities online · Reading habits · Life when younger · Relationships · Qualities of a friend · Physical and personality descriptions · Food · Shops · Clothes · Daily Routine · Key festivals · Family celebrations · Traditions · Accommodation · Countries · Geographical features · Places in a town · Directions · Transactional language – doctor's · Injuries · Illnesses · Body parts · Health advice · Positives and negatives of a town · Sport · Sport and Health · Holidays · Countries · Festivals

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YEAR 9

Topics: Cultural Topic (Film) · TV, Cinema and Technology

Grammar: Revise near future tense · Forming questions using 'tu' · Adjectival agreement (singular plural) · Negatives 'ne….jamais, ne…rien' · Revise Perfect tense regulars and introduce irregulars · Adjectival agreements · Comparatives and superlatives · Reflex verbs · Introduce conditional · Revise perfect tense · Forming and answering questions in 3 tenses · Depuis · Avoir phrases (illness) · Il faut (and other obligation phrases) · Imperatives (tu and vous) · Jouer à Vs Faire de

Vocab: Digital technology · Films · Reading · Shopping trip · TV programmes · Favourite/least favourite celebrities · Characters · Themes · Descriptions · Relationships · Ideal friend / teacher · Film reviews · Speciality dishes and ingredients · Quantities · Food · Activities · Opinions · Festivals · Sport and Health

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YEAR 8

Topics: Holidays · Where I live

Grammar: Differences between 'tu' and 'vous' · Model verbs + infinitive (pouvoir, vouloir) · Basic negatives · Near future tense · Using sequencers · Using two tenses together · 'Au', 'en', 'aux', with countries · Perfect tense – avoir regulars · Perfect tense – avoir irregulars · Perfect tense – etre verbs · **Negatives** · Combining two tenses · Writing three tenses together · Perfect tense · Near future tense · Quantities with 'de' · Partitive articles (du, de la, des) · Present tense regulars

Vocab: House types · Rooms in a house · Drinks and snacks · Future plans · Nationalities · Countries · Key details – where, who with, what it is like · Past activities · Theme park visit · Transport · Problems · Comparisons · Questions · Weather · Hobbies and free-time activities · Key frequency phrases · Festivals · Sports (using jouer and faire)

YEAR 7

Topics: School · Self, Family and Friends

Grammar: Definite and indefinite articles · Singular present tense of 'avoir' · Question words · Model verbs + infinitive (pouvoir, vouloir) · Singular present tense of 'être' · Negatives with 'ne…pas' · Basic adjectival agreements · Qualifiers · Present tense er' verbs · Basic opinions · Key connectives · Si clauses with present · Full present tense (regulars) · Frequency phrases · À + le etc · Present of 'faire' · Present of 'jouer'

Vocab: Colours · Classroom items and language · Family members · Descriptions · Name, Age and Birthday · Greetings · School subjects · Clothes and uniform · School day · Seasons/holidays · Days of the week · School facilities · Free Time · Sports

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FRENCH

Colour = Topic   Regular = Vocab   *Italic = Grammar*

Woldgate School — Of great merit, character and value

Ma maison – *My house*

To / in (for a country):

Feminine countries (e.g. *Angleterre, Écosse, Irlande*): use **en**.

Masculine countries (e.g *le pays de Galles*): use **au**.

Plural countries (e.g. *les États-Unis*): use **aux**.

J'habite	dans	un appartement	en Écosse.	J'aime habiter ici	parce que parce qu'	c'est tranquille.
			en Angleterre.			c'est grand.
						c'est confortable.
Nous habitons		une maison	en Irlande du Nord.	Je n'aime pas habiter ici		c'est trop petit.
			au pays de Galles.			il n'y a pas de place.

I live	in	an apartment	in Scotland.	I like living here	because	it is quiet.
						it is big.
			in England.			it is comfortable.
We live		a house	in Northern Ireland.	I don't like living here		it is too small.
			in Wales.			there's no space.

Qu'est-ce qu'il y a dans ta maison / ton appartement?

a la chambre — the bedroom
b la salle de bains — the bathroom
c le jardin — the garden
d le salon — the living room
e la salle à manger — the dining room
f la cuisine — the kitchen
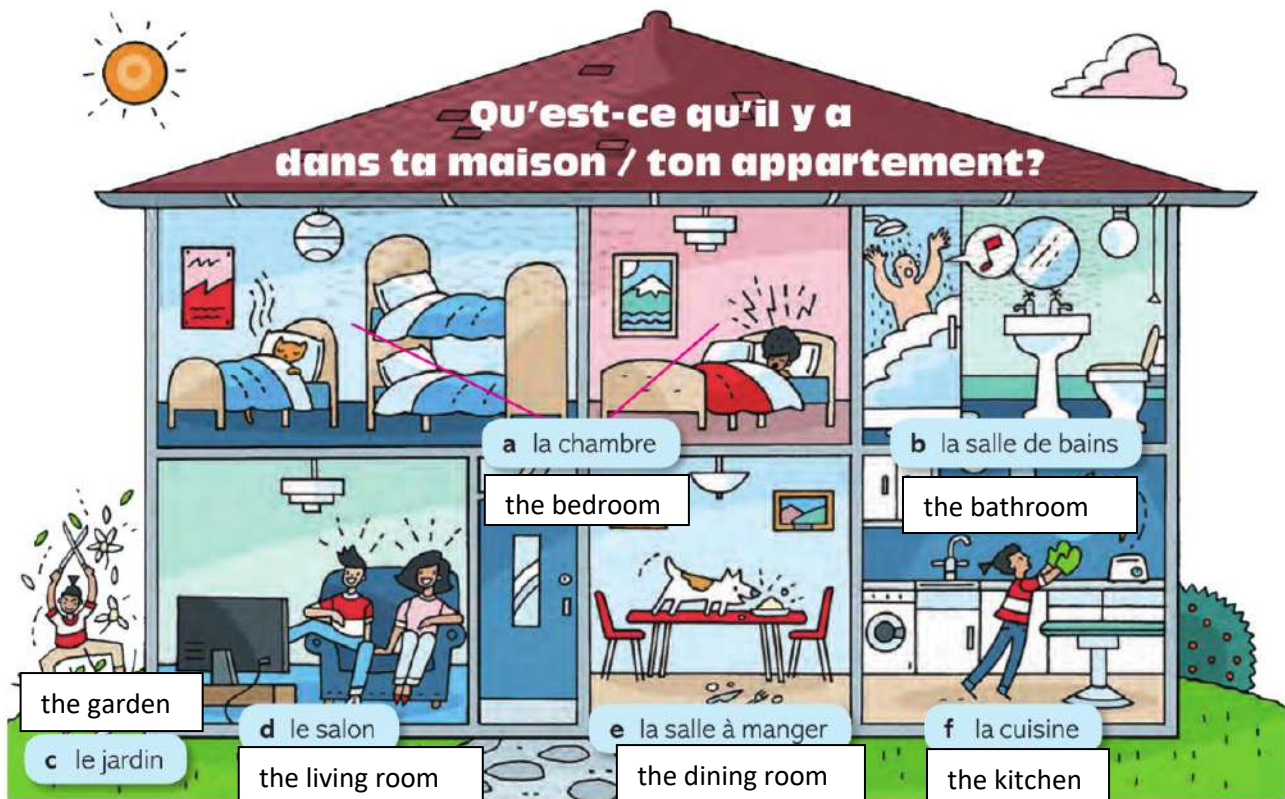
Ma maison idéale – *My ideal house*

il y aurait = there would be
il n'y aurait pas de = there would not be
ce serait = it would be
ce ne serait pas = it would not be

Ma maison idéale	serait	…grande	big
My ideal house	would be	…belle	beautiful
		…énorme	enormous
		…chaleureuse	warm
		…douillette	cosy
		…animée	busy
		…calme	quiet
		…propre	clean
		…moderne	modern
		…confortable	comfortable
Ma maison de rêves	aurait	… une piscine chauffée	a heated pool
My dream house	would have	… dix chambres	ten bedrooms
		… cent salles de bain	100 bathrooms
		… un ascenseur	a lift
		… un bassin de requins	a shark pool
		… un héliport	a helipad
		… un terrain de football	a football pitch
		… un dressing	a dressing room

Ma ville / Mon village – *My town / My village*

Qu'est-ce qu'il y a (What is there)	dans ta ville? (in your town) dans ton village? (in your village)		
Dans ma ville (In my town) Dans mon village (In my village) Là où j'habite (Where I live)	il y a (there is / are)	un (a (m))	café (café) château (castle) hôtel de ville (town hall) parc (park) centre de loisirs (leisure centre) cinéma (cinema) musée (museum) stade (stadium) centre commercial (shopping centre) hôpital (hospital) marché (market) théâtre (theatre)
	il y avait (there used to be)	une (a (f)) des (some) plusieurs (several) beaucoup de (lots of)	bibliothèque (library) église (church) maison des jeunes (youth club) plage (beach) cathédrale (cathedral) gare (station) patinoire (ice-skating rink) poste (post office) école (school) gare routière (bus station) piscine (swimming pool) rivière (river)
Quand j'étais plus jeune (When I was younger)	il n'y a pas de (there isn't a / aren't any) il n'y avait pas de (there wasn't a / weren't any)		banques (-banks) hôtels (-hotels) restaurants (-restaurants) cafés (-cafés) magasins (-shops) supermarchés (-supermarkets)

Il y a un/une/des … There is **a** … / There are **some** …
Il n'y a pas de … There isn't **a** … / There aren't **any** …

Où vas-tu le weekend? – *Where do you go at the weekend?*

The verb **aller** (to go) is irregular:

je **vais**	I go
tu **vas**	you (singular) go
il/elle/on **va**	he/she goes / we go
nous **allons**	we go
vous **allez**	you (plural or polite) go
ils/elles **vont**	they go

To say where you go with your friends, you can use **on va …** or **nous allons …** (we go …).

At the weekend: **le weekend**

on Saturday mornings	**le** samedi matin
on Saturday afternoons	**le** samedi après-midi
on Saturday evenings	**le** samedi soir

à + **le** = **au**	**le** parc ➡ Je vais **au** parc.
à + **la** = **à la**	**la** plage ➡ Il va **à la** plage.
à + **l'** = **à l'**	**l'**église ➡ Nous allons **à l'**église.
à + **les** = **aux**	**les** magasins ➡ Elles vont **aux** magasins.

Le samedi	matin, après-midi, soir,	je vais au / à la / à l' / aux …
Le dimanche		
On Saturday On Sunday	morning afternoon/ evening	I go to the … (see gender of noun and any appropriate change to à)

Je vais (I go)	Nous allons (We go)	au centre commercial (to the shopping centre)	à la montagne (to the mountains)	tous les samedis (every Saturday)
Tu vas (You go)	Vous allez (You all go)	au centre sportif (to the sports centre)	à la pêche (fishing)	tous les soirs (every evening)
Il va (He goes)	Ils vont (They (m) go)	au gymnase (to the gym)	à la piscine (to the swimming pool)	tous les week-ends (every weekend)
Elle va (She goes)	Elles vont (They (f) go)	au parc (to the park)	à la plage (to the beach)	
On va (One goes)		à la campagne (to the countryside)	chez des amis (to friends' houses)	

Qu'est-ce que tu fais en ville? – *What do you do in town?*

Normalement, Normally, **En général,** Generally, **D'habitude,** Usually,	**je fais** I do	du sport (sport) de l'équitation (horseriding) du footing (jogging)	de la natation (swimming) de la randonnée (hiking) du tourisme (sightseeing)	dans les bois (in the woods) dans le centre-ville (in the city centre) au parc (at the park)
	je joue I play	au foot (football) au golf (golf)	au rugby (rugby) au tennis (tennis)	au centre sportif (at the sports centre) au parc (at the park)
	je vais I go	en boîte (clubbing) à un café (to a cafe)	me promener (for a walk (I)) se promener (for a walk (one))	au centre commercial (at the shopping mall) dans les rues piétonnes (in the pedestrian streets) dans la vieille ville (in the old town)
	je vois I see	un concert au théâtre (a concert at the theatre) un spectacle de danse (a dance show)	un match de foot au stade (a football match at the stadium) un film au cinéma (a film at the cinema)	dans le centre-ville (in the city centre) dans le quartier commercial (in the commercial …) dans le quartier touristique (in the tourist district)

Qu'est-ce que tu vas faire? - *What are you going to do?*

You use the near future tense to say what you are going to do.

Use the present of the verb *aller* + an **infinitive**.

Je **vais** visiter …
Tu **vas** visiter …
Il/Elle/On **va** visiter …
Nous **allons** visiter …
Vous **allez** visiter …
Ils/Elles **vont** visiter …

Use sequencers to describe a series of activities:
d'abord	first of all	*ensuite*	then / next
puis	then / next	*après*	after(wards)

À Paris - In Paris
Ce weekend – This weekend

Je vais + infinitive =
I am going to…

Pendant les vacances (During the holidays)	je vais (I am going)	acheter des souvenirs (to buy souvenirs)
L'année prochaine (Next year)	tu vas (you are going)	aller en boîte (to go clubbing)
Le mois prochain (Next month)	il va (he is going)	aller à la plage (to go to the beach)
En juin (In june)	elle va (she is going)	bronzer (to sunbathe)
En juillet (In July)	on va (one is going)	danser (to dance)
En août (In August)	nous allons (we are going)	faire les magasins (to go shopping)
Cet été (This summer)	vous allez (you all are going)	faire de la natation (to go swimming)
	ils vont (they (m) are going)	faire de la plongée (to go diving)
	elles vont (they (f) are going)	faire du sport (to do sport)
		faire du tourisme (to go sightseeing)
		faire du vélo (to go cycling)
		jouer avec des amis (to play with friends)

Use the present tense to say what you normally do. **G**

Normalement, le weekend, je fais les magasins dans ma ville.
Normally, at the weekend, **I go shopping** in my town.

Use the near future tense to say what you are going to do in the future.

Le weekend prochain, je vais faire les magasins à Paris!
Next weekend, **I am going to go shopping** in Paris!

Time phrases are often a clue to the time-frame:
normalement (normally) ➡ present tense
d'habitude (usually) ➡ present tense
le weekend prochain (next weekend) ➡ future
samedi prochain (next Saturday) ➡ future
But sometimes you just have to listen or look for the tense of the verb!

D'habitude, / Normalement, je / j'	vais …		joue …	
Usually / Normally I …	go		play	
	fais …		écoute …	
	do		listen to	
Le weekend prochain, je vais	visiter …		faire …	
Next weekend, I am going to	visit		do	
	prendre …		manger …	
	take		eat	

Geography

IOE Wonder Institute of Education
Educate | Empower | Engage | Enrich
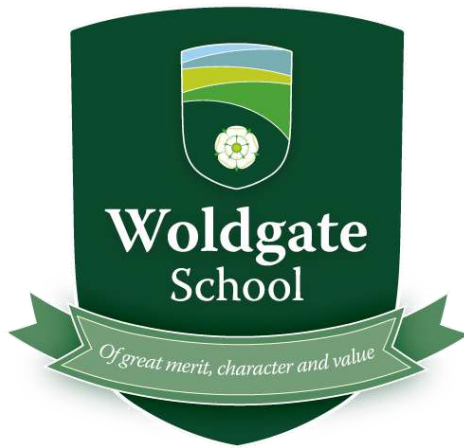
GCSE EXAMINATIONS

Revision

UK in the 21st century

Physical Geography of the UK
London's booming population
The UK's global role and our influence in conflicts, media and food

Resources & shortages
Food, Water and Energy security
Food security

Development case study

Human Geography of the UK
The UK's ageing population
The UK's changing economy and post-industrial UK

Resource reliance
Farming & fishing for food
Theories on the future
Fieldwork

Barriers to development

Dynamic development

Cities case study
Urban population explosion and growth of slums
Super-sized cities in an urban world
Human impacts on the TRF
Polar environments
Characteristics and value of a tropical rainforest
Distributions of biomes & their climate, flora and fauna

Uneven development

YEAR 11

The global development divide and measuring development
Defining development

Urban trends in the UK
How cities began and grew
Urban futures
Characteristics of polar regions
Human Impacts on a tropical rainforest

Ecosystems and interdependence

Contrasting case studies of natural weather
Plate boundaries and tectonic cases studies
Distinctive Landscapes
The physical and human landscape of the UK
Coastal erosional and depositional landforms
Rivers
Fieldwork
Sustaining ecosystems

Tropical storms, drought & El Nino

Structure of the Earth
Mitigation of tectonic hazards
What makes a distinctive landscape
Geomorphic processes
River landforms
Coasts case study

Extreme weather conditions

Global hazards
UK impacts of climate change
Greenhouse effect
Natural causes of climate change
Patterns of climate change

YEAR 10 — START OF GCSE

Global circulation system and climate zones
Global impacts of climate change
Human causes of climate change
Evidence of climate change

Changing Climates

UK's place in the wider world
Globalisation
Clone Towns
Russia – What are the opportunities and challenges facing Russia?
Biomes
Human Issues
Middle East – Why is the Middle East an important region
Biomes
Human Issues

Transition to GCSE

Going global

BREXIT
Loss of Culture
Location
Skills
Physical Issues
Location
Skills
Physical Issues

Evidence of glaciation in the Lake district

Physical Issues
Skills
Location
Flood hazards and management
Fluvial process including weathering

Water cycle

Changing glaciers

YEAR 9

Movement
Glacier formation
Human Issues
Biomes
Asia – What are the opportunities and challenges facing Asia?
River features and landforms

Hydrology – Why are rivers important?

Tectonic Hazards – Why do people remain at risk?
Plate margins & movement
Earthquake processes
Rocks
Biosphere
Natural resources for energy
Changing Economies – How have shifting economies impacted cities across the globe?
Sectors of industry
Industrialisation of NEEs

Addressing inequality

Earth structure
Volcano processes
Tsunami
Resource risk – Are we running out of natural resources?
Soils
Hydrosphere
Sustainability
Urban problems
Deindustrialisation

Sustainable development

Development – Why are some places more developed than others?
Human Issues
Biomes
Africa – What are the opportunities and challenges facing Africa?
Migration
Population distribution and settlement factors

Poverty

YEAR 8

Change over time

Measuring development
Distribution of Wealth
Physical Issues
Skills
Location
Urbanisation

Population change

Population – Can we solve the problem of overpopulation?

Difference between weather and climate
Extreme weather
Beast from the East
Coasts – Should we defend our coastlines?
Landforms
Coastal case study
Rainforests
Tourism

Weird Weather – Is Weather becoming more extreme?
Coastal processes
Coastal management
Economy Vs Environment – Are we risking our natural world in order to make money?
Antarctica
Hydrocarbons

Map skills

How do Geographers think?

YEAR 7

Locational knowledge
What is a geographer?

GEOGRAPHY

Woldgate School
Of great merit, character and value

DEVELOPMENT

KEY WORDS

Development	The range of ways in which the quality of peoples' lives in a country can be improved
Development Gap	The widening difference in levels of development between the world's richest and poorest countries
GDP	Gross Domestic Product – how much is earned by a country within its borders each year
HDI	Human Development Index – a way of measuring development that combines social and economic data
Aid	The transfer of money, goods and knowledge
FDI	Foreign Direct Investment – when a company invests in a new country
TNC	Transnational Corporations – A company that has operations (factories, offices, research and development, shops) in more than one country
Sustainable Development	Meeting the needs of people now without reducing the ability of future generations to meet their needs

DEVELOPMENT INDICATORS

Development indicator	What it measures
GDP (Gross Domestic Product)	Wealth made within a country's borders per year
HDI (Human Development Index)	Combined social and economic data
Birth rate	Babies born per 1000 of the population per year
Life expectancy	How long a person can expect to live
Infant mortality rate	Number of babies that die before their 2nd birthday per 1000 per year
Literacy rate	% of adults that can read and write

UK QUALITY OF LIFE

The UK is unequal in terms of income, life expectancy and GCSE scores. There is a north/south divide (the south has better quality of life) but there are some rural-urban differences for education.

School performance in England's local authorities
Percentage of pupils achieving 5 good GCSEs or equivalents

National average is 58.2%
- More than 70%
- 60%-69%
- 58.2%-59%
- 50%-58.1%
- less than 50%
- No data

Middlesbrough 40.9%
Barnsley 44.4%
Trafford 69.8%
Knowsley 40.8%

London Boroughs
Kensington and Chelsea 73.1%

Sutton 74.7%

Source: Dept for Education

IMPACT OF EDUCATION

BEFORE
Low levels of education → Government can't tax people so can't invest in education → People have little money → People take low paid jobs → Low levels of education

AFTER
Low levels of education → Government can tax people so have more money → People have more money → People take low higher jobs → Low levels of education

In Pakistan, 22.5 million don't access school. Half of which are girls.

This limits long term development. No education means poorly paid jobs, which ultimately means limited tax for the government.

IMPACTS OF THE DEVELOPMENT GAP

| Consequence	Description/ Explanation	Evidence/Example
Disparities in wealth	There are huge variations in wealth which means that the ACs own the majority of the world's money and business. This means they can exploit those in LIDCs and take advantage with unfair trade deals.	Africa has just 1% of the world's wealth. North America has 35% of the world's wealth and 5% of its population.
Disparities in health	Health and development are closely linked. The poorest countries cannot afford to invest in high quality healthcare. Deaths in the poorest nations are often in younger people and are things which are curable or preventable in the wealthier nations.	In HICs 1 in 100 deaths are under 15s, but 4 in 10 in LICs. 7 in 10 deaths are over 70s in HICs but just 2 in 10 in LICs as people don't live that long.
War	Wars can break out as countries try to seek out resources which could help them to develop	Sudan and South Sudan have been fighting recently over the Heglig oil field.
Migration	International migration is one of the main consequences of uneven development, as people try to improve the quality of their lives they may move from one country to another.	About 1.5 million eastern Europeans moved to the UK between 2004 & 2015. Polish migrants could earn about 5 times more in the UK.

SUSTAINABLE DEVELOPMENT GOALS

The Sustainable Development Goals (SDGs) or Global Goals are a collection of 17 interlinked global goals designed to be a "blueprint to achieve a better and more sustainable future for all". The SDGs were set up in 2015 by the United Nations General Assembly (UN-GA) and are intended to be achieved by 2030.

1. No poverty
2. Zero hunger
3. Good health and wellbeing
4. Quality education
5. Gender Equality
6. Clean water and sanitation
7. Affordable and clean energy
8. Decent work and economic growth
9. Industry, innovation and infrastructure
10. Reduced inequalities
11. Sustainable cities and communities
12. Responsible consumption and production
13. Climate action
14. Life below water
15. Life on land
16. Peace, justice, and strong institutions.
17. Partnership for the goals
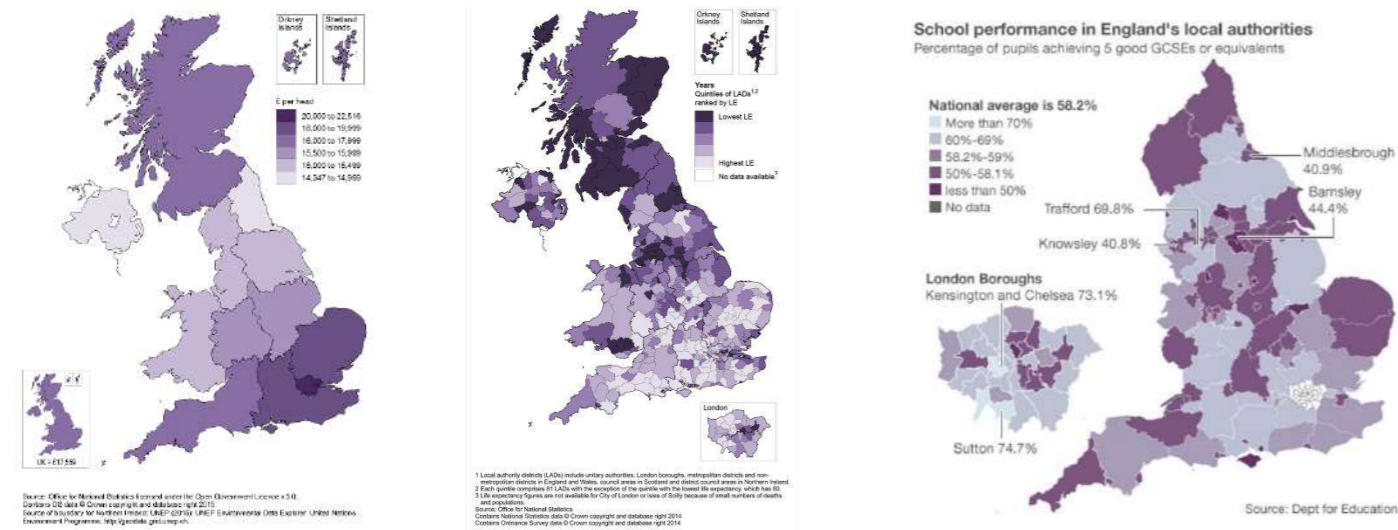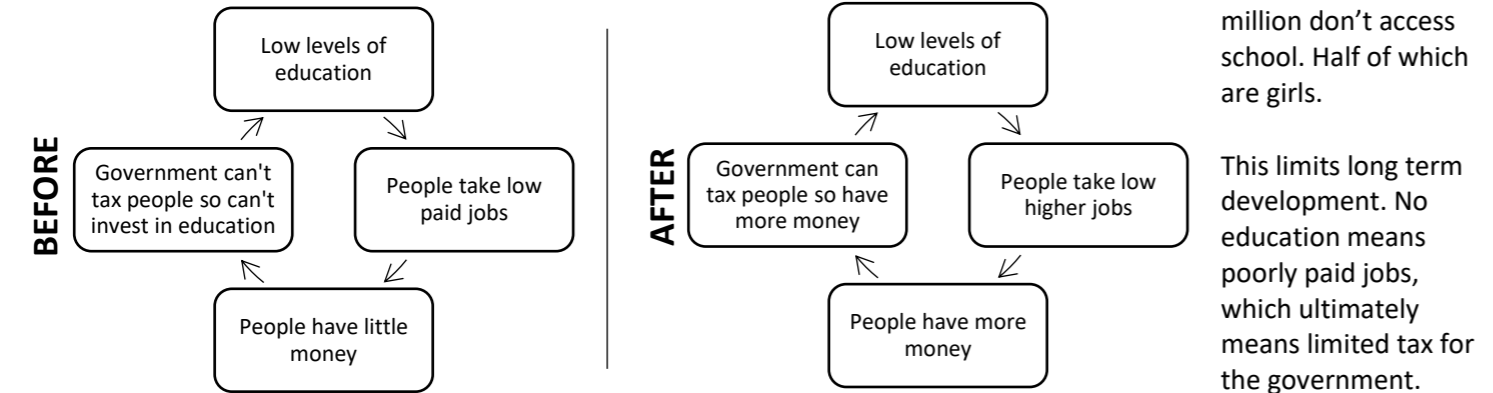
WHY ARE SOME COUNTRIES MORE DEVELOPED THAN OTHERS?

There are a number of reasons as to why some countries are more developed than others:

* Gender inequality
* Location
* Natural resources
* Politics
* Access to healthcare and education
* Natural hazards
* Climate
* War
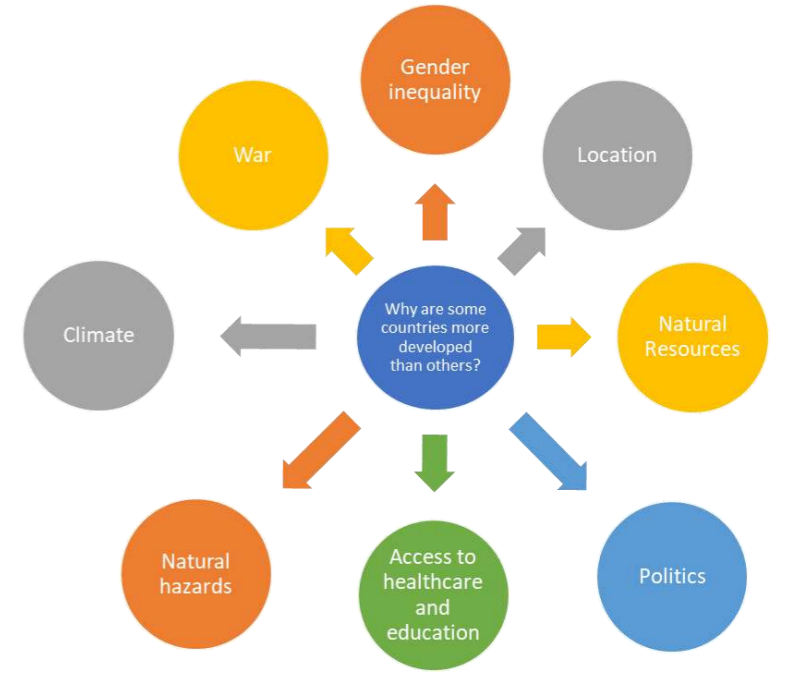
Use the mind map to the right to help you remember all the different reasons.

DEVELOPMENT

INTRODUCING UGANDA

©Oxford Cartographers

**About Uganda:**

Uganda is located in eastern Africa, west of Kenya, south of South Sudan, east of the Democratic Republic of the Congo, and north of Rwanda and Tanzania. While much of its border is lakeshore, Uganda is landlocked with no access to the sea but it is a fertile and well-watered country that consists of many lakes and rivers including the largest, Lake Victoria.

Development Indicator	Uganda	UK
GDP per Capita – The money made by a country, divided between the population	$1,544	$40,284
Life Expectancy – how long you are expected to live	59	81
Infant Mortality – Number of deaths below the age of 1, per 1000 people, per year	106	4
Literacy Rate – How many people can read and write	73%	99%

Goat-Aid in Uganda: People in poverty such as subsistence farmers (farmers who only grow enough to feed themselves), and orphans are sometimes given a pair/small group of goats by a charity such as OXFAM. The goats provide a source of milk, manure and fertilizer immediately and in the longer term more goats can be bred. Surplus produce can be sold, providing an important source of income.

INTRODUCING NIGERIA

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http://www.coolgeography.co.uk
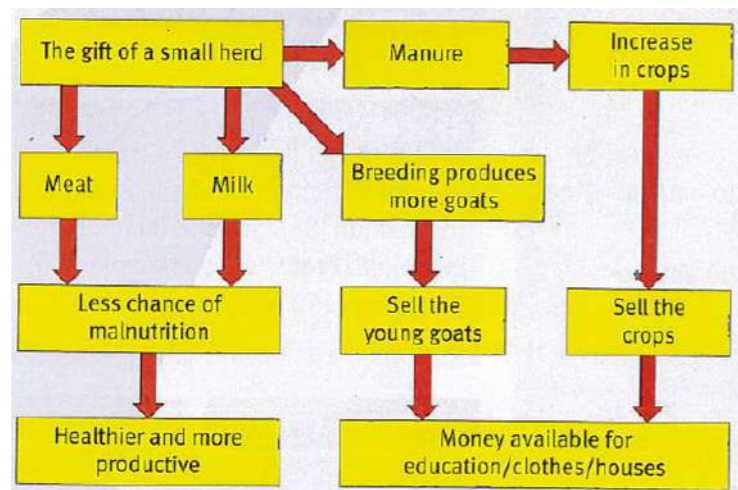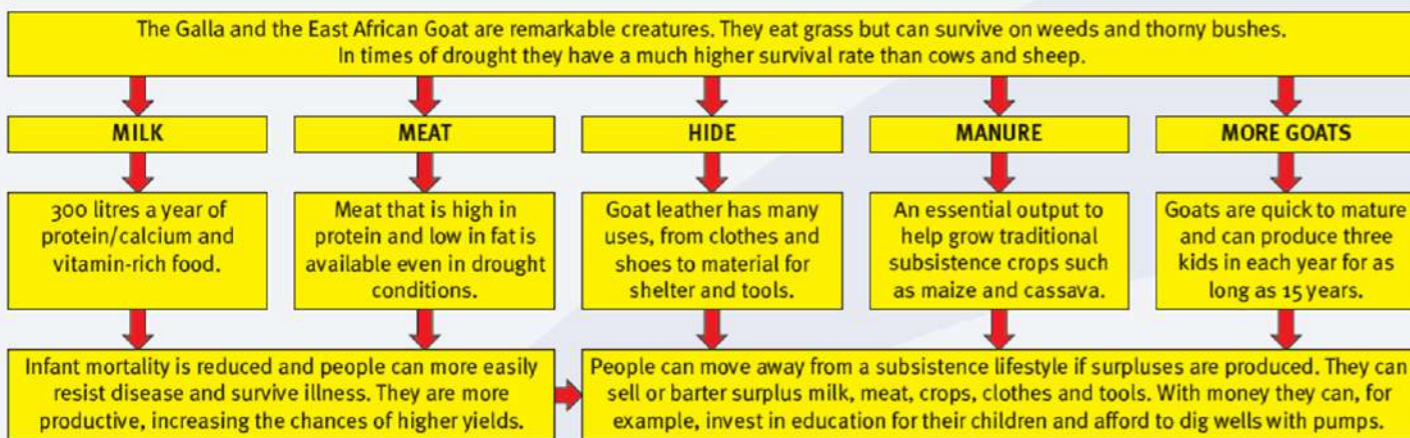
Nigeria is located in the West of Africa.
It is north of Cameroon and south of Niger.
It is 8 degrees N latitude and 8 degrees East Longitude.
Nigeria has vast amounts of oil and a population of over 200 million. It is a developing nation.
This has attracted oil companies like Shell to Nigeria as it can extract and process the oil there and there is a vast population of people who will work for low wages in the factories where oil is processed and refined.
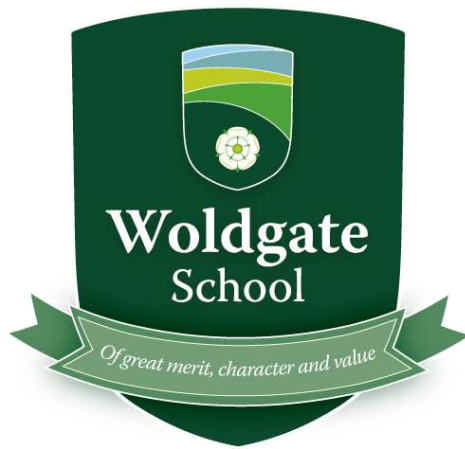

Logo of Shell

1. The jobs in TNCs are not secure. The people could lose their jobs without warning if the company decides to invest elsewhere or move their factories to somewhere cheaper.	2. TNCs often set up charities to help local people. For example, Shell have set up the Shell foundation which has opened schools and doctors surgeries in the villages of Nigeria.	3. The environment is often damaged. Shell have caused several oil spills in Nigeria. This pollutes the water, and they refuse to pay to clean it up.
4. TNCs create jobs for people. 6000 people are employed by Shell in Nigeria.	5. Most of the profits go back to Shell. Shell had profits of over $6.4 billion dollars in 2021. The majority of this money leaves Nigeria.	6. Shell pays tax to the Nigerian government for having its factories there.
7. The workers are paid very little and often work long hours. They are exploited and do not earn enough to have a good life.	8. Foreign workers come in to do the managerial jobs. The most well-paid jobs are not given to the Nigerian people.	9. Shell have built roads and other infrastructure has been put in place. This could attract other companies there.

TYPES OF AID

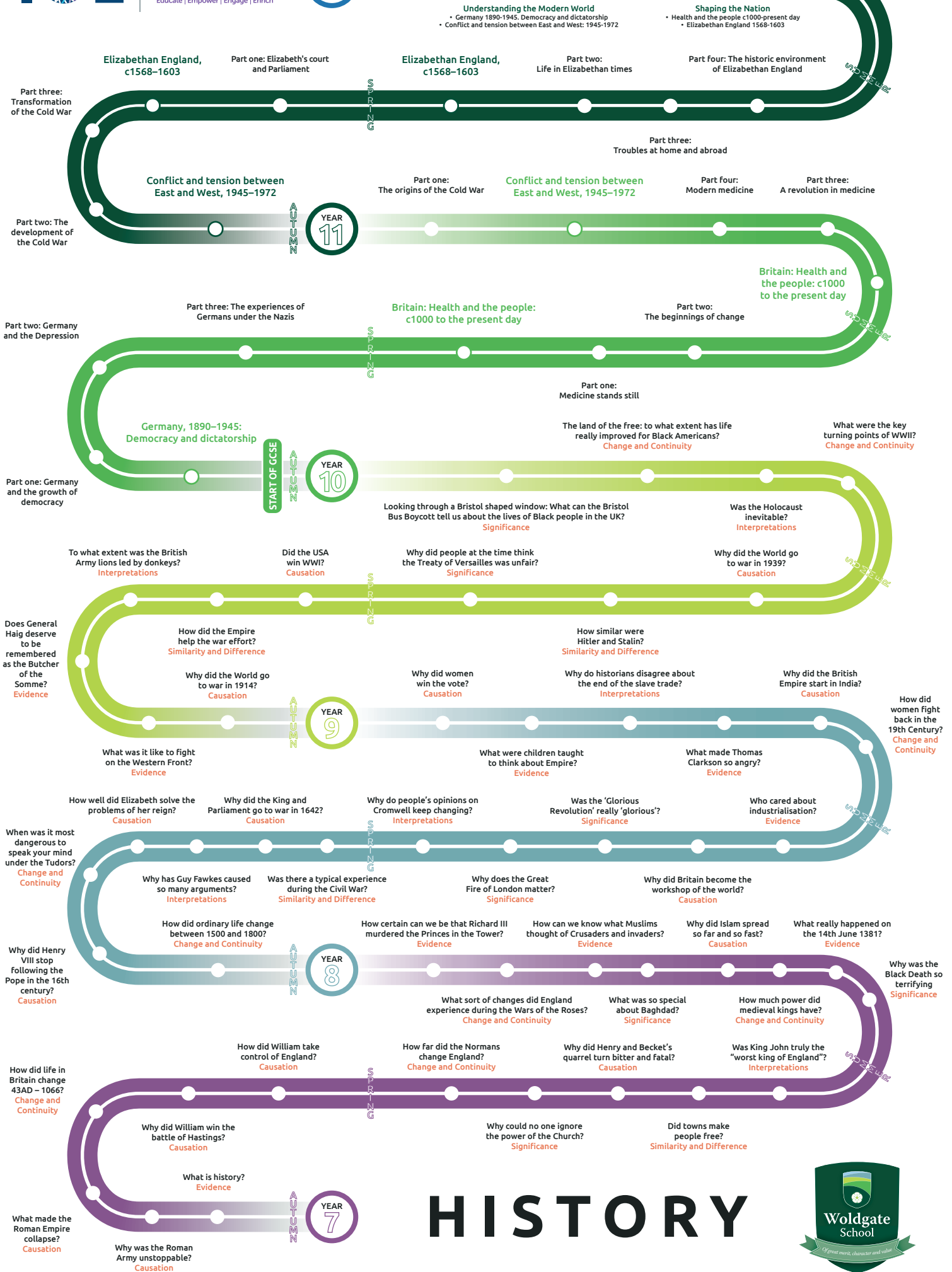| Type of Aid	Definition	Examples
Emergency relief or short-term aid	Help given to alleviate the impact of a disaster	Bottled water, tents and blankets sent after an earthquake
Voluntary aid	Money raised by non-governmental organisations by appealing to the public	Funds raised by Oxfam, Save The Children, Christian Aid.
Developmental/long-term aid	Help given over many years to make a lasting difference to people's standard of living	Many of Comic Relief's projects in Africa fall into this category
Multilateral aid	Help given by many different organisations but channelled through one organisation, for example the World Bank	The Brandt Report (1980) suggested that every country should give 0.7% of its GDP into a common purse.
Tied aid	Money or help given with conditions attached to it, e.g. that it can only be spent in the donor country.	The Pergau Dam project in Malaysia

History

GCSE EXAMINATIONS

2 Papers – Understanding the Modern World & Shaping the Nation

Understanding the Modern World
- Germany 1890-1945. Democracy and dictatorship
- Conflict and tension between East and West: 1945-1972

Shaping the Nation
- Health and the people c1000-present day
- Elizabethan England 1568-1603

Elizabethan England, c1568–1603

Part one: Elizabeth's court and Parliament

Elizabethan England, c1568–1603

Part two: Life in Elizabethan times

Part four: The historic environment of Elizabethan England

Part three: Transformation of the Cold War

Part three: Troubles at home and abroad

Conflict and tension between East and West, 1945–1972

Part one: The origins of the Cold War

Conflict and tension between East and West, 1945–1972

Part four: Modern medicine

Part three: A revolution in medicine

Part two: The development of the Cold War

YEAR 11 — AUTUMN / SPRING

Britain: Health and the people: c1000 to the present day

Part two: The beginnings of change

Part three: The experiences of Germans under the Nazis

Part two: Germany and the Depression

Britain: Health and the people: c1000 to the present day

Part one: Medicine stands still

The land of the free: to what extent has life really improved for Black Americans?
Change and Continuity

What were the key turning points of WWII?
Change and Continuity

Germany, 1890–1945: Democracy and dictatorship

Part one: Germany and the growth of democracy

YEAR 10 — START OF GCSE / AUTUMN / SPRING

Looking through a Bristol shaped window: What can the Bristol Bus Boycott tell us about the lives of Black people in the UK?
Significance

Was the Holocaust inevitable?
Interpretations

To what extent was the British Army lions led by donkeys?
Interpretations

Did the USA win WWI?
Causation

Why did people at the time think the Treaty of Versailles was unfair?
Significance

Why did the World go to war in 1939?
Causation

Does General Haig deserve to be remembered as the Butcher of the Somme?
Evidence

How did the Empire help the war effort?
Similarity and Difference

How similar were Hitler and Stalin?
Similarity and Difference

Why did the World go to war in 1914?
Causation

Why did women win the vote?
Causation

Why do historians disagree about the end of the slave trade?
Interpretations

Why did the British Empire start in India?
Causation

YEAR 9 — AUTUMN / SPRING

How did women fight back in the 19th Century?
Change and Continuity

What was it like to fight on the Western Front?
Evidence

What were children taught to think about Empire?
Evidence

What made Thomas Clarkson so angry?
Evidence

How well did Elizabeth solve the problems of her reign?
Causation

Why did the King and Parliament go to war in 1642?
Causation

Why do people's opinions on Cromwell keep changing?
Interpretations

Was the 'Glorious Revolution' really 'glorious'?
Significance

Who cared about industrialisation?
Evidence

When was it most dangerous to speak your mind under the Tudors?
Change and Continuity

Why has Guy Fawkes caused so many arguments?
Interpretations

Was there a typical experience during the Civil War?
Similarity and Difference

Why does the Great Fire of London matter?
Significance

Why did Britain become the workshop of the world?
Causation

How did ordinary life change between 1500 and 1800?
Change and Continuity

How certain can we be that Richard III murdered the Princes in the Tower?
Evidence

How can we know what Muslims thought of Crusaders and invaders?
Evidence

Why did Islam spread so far and so fast?
Causation

What really happened on the 14th June 1381?
Evidence

Why did Henry VIII stop following the Pope in the 16th century?
Causation

YEAR 8 — AUTUMN / SPRING

Why was the Black Death so terrifying?
Significance

What sort of changes did England experience during the Wars of the Roses?
Change and Continuity

What was so special about Baghdad?
Significance

How much power did medieval kings have?
Change and Continuity

How did William take control of England?
Causation

How far did the Normans change England?
Change and Continuity

Why did Henry and Becket's quarrel turn bitter and fatal?
Causation

Was King John truly the "worst king of England"?
Interpretations

How did life in Britain change 43AD – 1066?
Change and Continuity

Why did William win the battle of Hastings?
Causation

Why could no one ignore the power of the Church?
Significance

Did towns make people free?
Similarity and Difference

YEAR 7 — AUTUMN / SPRING

What is history?
Evidence

What made the Roman Empire collapse?
Causation

Why was the Roman Army unstoppable?
Causation

HISTORY

THE TUDORS
KNOWLEDGE ORGANISER 🌹

KEY WORDS

Heir	Next in line to the throne (usually child of the monarch).
Excommunicate	When the Pope kicks you out of the Catholic Church.
Illegitimacy	Born to unmarried parents (so not allowed to be monarch).
Legitimacy	Born to married parents and recognised by Catholic Church.
Catholicism	A branch of Christianity that likes decorated churches and believes the Pope is Head of the Church.
Protestantism	A branch of Christianity created by Luther that has plain churches and believes the monarch is Head of the Church.
Puritan	An extreme Protestant.
Reformation	The changing (reforming) of the English Church under Henry VIII from Catholic to Protestant.
Recusant	A Catholic who refuses to follow the Protestant way.
Monarch	The king or queen.
Pope	The leader of the Catholic Church.
Execution	Killing someone legally for not following the law.
Indulgences	Catholic: Paying for your sins to get into heaven.

MARTIN LUTHER

* Martin Luther was the founder of Protestantism. He wrote 95 things that the Catholic Church was wrong about (including having a Pope)
* He was almost killed by Catholics following a meeting with the German Emperor
* He continued to publish his Protestant ideas and some people decided to break away from the Catholic Church

PROTESTANTS AND CATHOLICS

Protestants	Catholics
* Churches should be simple and plain, to bring people closer to God	* Churches should be decorated with paintings and coloured windows
* Ministers should wear simple clothes as they are ordinary people	* Priests should wear special clothes to show their relationship with God
* Jesus is the head of the Church	* The Pope is the head of the Church
* If you do not worship in the right way, you will go to hell for eternity	* If you do not worship in the right way, you will go to hell for eternity

HENRY VIII

* In 1509, Henry married Catharine of Aragon. He and Catherine had a baby daughter, Mary, but no sons, which Henry wanted
* Henry wanted to divorce Catherine and marry Anne Boleyn
* The Pope refused to grant Henry a divorce. Anne had introduced Henry to the idea of Protestantism. In 1534, the Act of Supremacy was passed, and Henry was the Supreme Head of the Church of England
* Henry needed to raise money to pay for several wars. To do this, between 1536 and 39, Henry closed down all the monasteries in England
* His new role meant he no longer had to share power with the Pope

EDWARD VI, MARY I & ELIZABETH I

* Edward VI:
  * Edward VI continued his father's legacy as a Protestant
  * He introduced the English Prayer Book, and services were in English
  * Churches were made to be less grand, with paintings and stained-glass windows removed. This upset many people, and some ignored the rules altogether
* Mary I:
  * Edward was crowned King aged 9, and died at 15. He named Lady Jane Grey as his heir, but she was deposed by his half-sister, Mary
  * Mary I reversed these reforms, and changed the religion back to Catholicism. She burned Protestants at the stake. It was dangerous to be Protestant at this time
* Elizabeth I:
  * Elizabeth tried to find a 'middle way'. Both Catholics and Protestants were rarely satisfied with this. Strict Catholics and Puritans were often treated harshly

MONASTERIES

* Monasteries were deeply special places for many people
* They were the centre of many people's lives. They provided a place to worship, and also a place where the sick and poor were helped, and orphans lived
* Monasteries were a source of income for many people too. They were often rich places, and provided lots of jobs for the local area

TIMELINE OF THE TUDORS

| 1509 Henry VIII becomes King of England | 1517 Martin Luther publishes his 95 Theses (reasons he dislikes the Catholicism) | 1521 Diet of Worms: Martin Luther meets with the Emperor of Germany to discuss his ideas. | 1532 Start of the Break with Rome: England is now Protestant | 1534 Act of Supremacy: this makes Henry VIII Supreme Head of the Church of England. | 1547-1553 Protestant Edward VI is King of England. | 1553-1558 Catholic Mary I is Queen of England |

ELIZABETH I

KNOWLEDGE ORGANISER

KEY WORDS

Protestantism	A branch of Christianity created by Luther that has plain churches and believes the monarch is Head of the Church
Catholicism	A branch of Christianity that likes decorated churches and believes the Pope is Head of the Church
Excommunicate	When the Pope kicks you out of the Catholic Church
Recusant	A Catholic who refuses to go to Protestant church
Puritanism	An extreme Protestant
Settlement	An agreement that hopes to please both sides.
Figurehead	A leader with no real power
Armada	A fleet of ships
Radical	Extreme
Vagabond	A very poor person without a home
Regent	A person/group ruling because the monarch is a child
Suitor	A potential husband or wife
Propaganda	Information or a painting designed to promote a specific idea

PORTRAITS AND PROPAGANDA

* Elizabeth had portraits made of herself to improve her image
* They portrayed her as royal, powerful, pure, wise and wealthy
* She was often shown as ageless – an example of this is the Rainbow Portrait
* Portraits can show us how someone wanted to be seen at the time, what they thought of themselves and what the person valued at the time
* However, they can't show us how the felt, how powerful they really were, or how the person looked at the time

RELIGIOUS SETTLEMENT

* This was a compromise aimed at pleasing both sides
* It was a complex agreement, which took different things from both sides:

Protestant Elements	Catholic Elements
* Elizabeth was the Supreme Governor	* Wafers could be used
* No mass	* Churches could be slightly decorated
* Services and Prayer Book in English	* Only fined recusants

PROBLEMS FACING ELIZABETH

1. **Mary Queen of Scots** – some people thought she would try to claim the throne
2. **Looks** – as she got older, Elizabeth's hair went grey and teeth began to rot
3. **France** – England was at war with France which was costing a lot of money
4. **The Pope** – Elizabeth had to decide whether to follow Catholicism or Protestantism
5. **Money** – Elizabeth started her reign with huge debts
6. **Starvation** – there were food shortages and unemployment across England
7. **Heir** – Elizabeth was not married and had no children to succeed her
8. **Protestants** – Catholic bishops wanted to keep burning Protestants at the stake
9. **Archbishop of Canterbury** – the old Archbishop had just died, and a new leader was needed. However, without one, Elizabeth could take taxes from his lands

THE ISSUE OF MARRIAGE

* There were 5 possible suitors:
  1. Robert Devereux
  2. Prince William of Orange
  3. Robert Dudley
  4. Francis, Duke of Alencon
  5. Phillip II of Spain
* Elizabeth never married
* She claimed to be married to her kingdom and subjects
* Many believe she wanted to be free of foreign influence, or to make sure no man could take her power

MARY QUEEN OF SCOTS

* Elizabeth thought Mary was plotting against her
* When Mary fled rebellion in Scotland, she was imprisoned for 19 years in England
* In 1587, Elizabeth approved her beheading

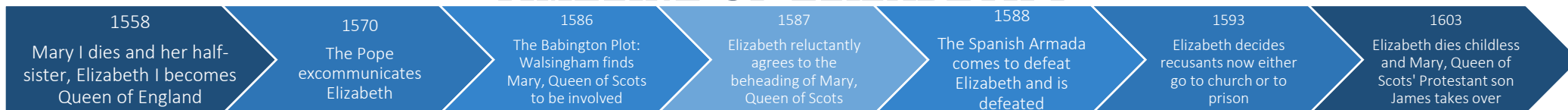## THE SPANISH ARMADA

In 1588 the Spanish Armada set sail to England to replace Elizabeth and make England Catholic again. Elizabeth's 'pirates' looting Spanish ships and her support of Dutch rebels had pushed Philip to this. In the end, due to a combination of weather, bad Spanish luck and good English tactics, the Spanish were thoroughly destroyed.

THE POOR

* The number of vagabonds was growing in England due to monasteries being closed down and changes to farming and industry meant more people were unemployed
* The poor were split into three groups: the impotent poor (old/sick people) were sent to poor houses, the able-bodied poor were sent to a workhouse to live and work, and the idle poor were sent to a poor house to be punished
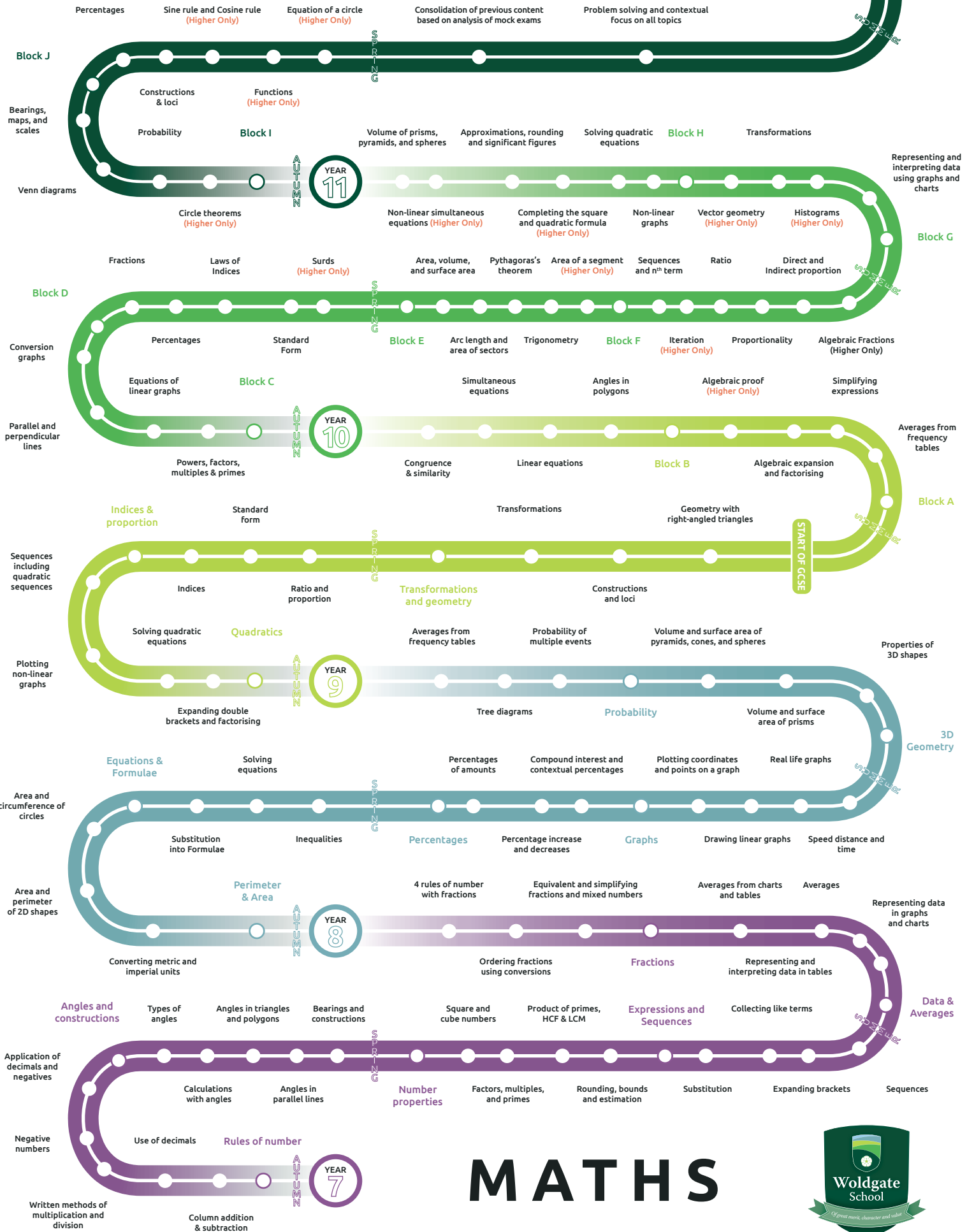
TIMELINE OF ELIZABETH I

1558	1570	1586	1587	1588	1593	1603
Mary I dies and her half-sister, Elizabeth I becomes Queen of England	The Pope excommunicates Elizabeth	The Babington Plot: Walsingham finds Mary, Queen of Scots to be involved	Elizabeth reluctantly agrees to the beheading of Mary, Queen of Scots	The Spanish Armada comes to defeat Elizabeth and is defeated	Elizabeth decides recusants now either go to church or to prison	Elizabeth dies childless and Mary, Queen of Scots' Protestant son James takes over

Maths

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GCSE EXAMINATIONS
3 papers – 1 non-calculator and 2 calculator papers

Block J

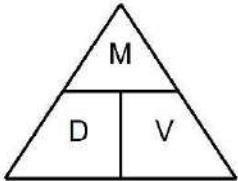Percentages — Sine rule and Cosine rule (Higher Only) — Equation of a circle (Higher Only) — Consolidation of previous content based on analysis of mock exams — Problem solving and contextual focus on all topics

Bearings, maps, and scales

Constructions & loci — Functions (Higher Only)

Probability — **Block I**

Venn diagrams

Circle theorems (Higher Only)

SPRING

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YEAR 11

Volume of prisms, pyramids, and spheres — Approximations, rounding and significant figures — Solving quadratic equations — **Block H** — Transformations

Representing and interpreting data using graphs and charts

Non-linear simultaneous equations (Higher Only) — Completing the square and quadratic formula (Higher Only) — Non-linear graphs — Vector geometry (Higher Only) — Histograms (Higher Only)

Block G

Fractions — Laws of Indices — Surds (Higher Only) — Area, volume, and surface area — Pythagoras's theorem — Area of a segment (Higher Only) — Sequences and nᵗʰ term — Ratio — Direct and Indirect proportion

Block D

Conversion graphs

Percentages — Standard Form — **Block E** — Arc length and area of sectors — Trigonometry — **Block F** — Iteration (Higher Only) — Proportionality — Algebraic Fractions (Higher Only)

Equations of linear graphs — **Block C** — Simultaneous equations — Angles in polygons — Algebraic proof (Higher Only) — Simplifying expressions

Parallel and perpendicular lines

SPRING

AUTUMN

YEAR 10

Powers, factors, multiples & primes — Congruence & similarity — Linear equations — **Block B** — Algebraic expansion and factorising

Averages from frequency tables

Block A

Indices & proportion — Standard form — Transformations — Geometry with right-angled triangles

START OF GCSE

Sequences including quadratic sequences

Indices — Ratio and proportion — **Transformations and geometry** — Constructions and loci

Solving quadratic equations — **Quadratics** — Averages from frequency tables — Probability of multiple events — Volume and surface area of pyramids, cones, and spheres

Properties of 3D shapes

Plotting non-linear graphs

Expanding double brackets and factorising — Tree diagrams — **Probability** — Volume and surface area of prisms

SPRING

AUTUMN

YEAR 9

3D Geometry

Equations & Formulae — Solving equations — Percentages of amounts — Compound interest and contextual percentages — Plotting coordinates and points on a graph — Real life graphs

Area and circumference of circles

Substitution into Formulae — Inequalities — **Percentages** — Percentage increase and decreases — **Graphs** — Drawing linear graphs — Speed distance and time

Area and perimeter of 2D shapes

Perimeter & Area — 4 rules of number with fractions — Equivalent and simplifying fractions and mixed numbers — Averages from charts and tables — Averages

Representing data in graphs and charts

SPRING

AUTUMN

YEAR 8

Converting metric and imperial units — Ordering fractions using conversions — **Fractions** — Representing and interpreting data in tables

Data & Averages

Angles and constructions — Types of angles — Angles in triangles and polygons — Bearings and constructions — Square and cube numbers — Product of primes, HCF & LCM — **Expressions and Sequences** — Collecting like terms

Application of decimals and negatives

Calculations with angles — Angles in parallel lines — **Number properties** — Factors, multiples, and primes — Rounding, bounds and estimation — Substitution — Expanding brackets — Sequences

Negative numbers — Use of decimals — **Rules of number**

SPRING

AUTUMN

YEAR 7

Written methods of multiplication and division — Column addition & subtraction

MATHS

Woldgate School
Of great merit, character and value

Topic/Skill	Definition/Tips	Example
Converting between metric lengths	Metric lengths are mm, cm, m, km 10 mm = 1 cm 100 cm = 1 m 1000 mm = 1m 1000 m = 1 km cm $\xrightarrow{\times 10}$ mm $\quad$ m $\xrightarrow{\times 100}$ cm $\quad$ km $\xrightarrow{\times 1000}$ m ($\div 10$) $\quad$ ($\div 100$) $\quad$ ($\div 1000$)	Convert 632 cm into metres: $$632 \div 100 = 6.32\,m$$ Convert 632 cm into millimetres: $$632 \times 10 = 6320\,mm$$
Converting between metric masses	Metric masses are milligrams, grams, kilograms and tonnes (mg, g, kg, t) 1000 mg = 1 g 1000 g = 1 kg 1000 kg = 1 tonne g $\xrightarrow{\times 1000}$ mg $\quad$ kg $\xrightarrow{\times 1000}$ g $\quad$ t $\xrightarrow{\times 1000}$ kg ($\div 1000$) $\quad$ ($\div 1000$) $\quad$ ($\div 1000$)	Convert 5.8 kg into grams: $$5.8 \times 1000 = 5800\,g$$ Convert 587 kg into tonnes: $$587 \div 1000 = 0.587\,t$$
Converting between metric capacities (volumes)	Metric capacities are millilitres, centilitres and litres (ml, cl and l) 10 ml = 1 cl 100 cl = 1 l 1000 ml = 1l 1 cm^3 = 1 ml l $\xrightarrow{\times 1000}$ ml $\quad$ cl $\xrightarrow{\times 10}$ ml $\quad$ l $\xrightarrow{\times 100}$ cl ($\div 1000$) $\quad$ ($\div 10$) $\quad$ ($\div 100$)	Convert 21 l into ml: $$21 \times 1000 = 21000\,ml$$ Convert 840 cl into litres: $$840 \div 100 = 8.4\,l$$
Imperial measures	A system of weights and measures originally developed in England, but now mostly used in USA as Europe and UK have mainly switched to metric measures.	**Length**: inch, foot, yard, miles **Mass**: pound (lb), ounce (oz), stone **Volume**: pint, gallon
Converting between metric and imperial measures	Use the given conversion rate by multiplying or dividing both sides to get the amount you need. $$5\ miles \approx 8\ kilometres$$ $$1\ gallon \approx 4.5\ litres$$ $$2.2\ pounds \approx 1\ kilogram$$ $$1\ inch = 2.5\ centimetres$$	Convert 15 miles into km: x3 $\begin{cases} 5\ miles \approx 8\ kilometres \\ 15\ miles \approx 24\ kilometres \end{cases}$ x3 Convert 10 litres into gallons: ÷4.5 x10 $\begin{cases} 1\ gallon \approx 4.5\ litres \\ 0.222\ gallons \approx 1\ litre \\ 2.2\ gallons \approx 10\ litres \end{cases}$ ÷4.5 x10

Speed	**Speed = Distance ÷ Time** **Distance = Speed x Time** **Time = Distance ÷ Speed** Speed is the measure of how far something can go in a particular time. **mph** stands for miles per hour **m/s** stands for metres per second	Speed = 4mph means 4 miles takes 1 hour A car travelling at 30 mph for 1½ hours travels 30 + 15 = 45 miles An athlete who takes 2 minutes to run 480 metres runs at an average speed of 4 m/s $480 \ metres \ in \ 120 \ seconds$ $48 \ metres \ in \ 12 \ seconds$ $4 \ metres \ in \ 1 \ seconds$
Density, Mass, Volume	**Density = Mass ÷ Volume** **Mass = Density x Volume** **Volume = Mass ÷ Density** M D V Remember the correct units, e.g. kg/m^3	Density = 8kg/m³ Mass = 2000g Find the Volume. Firstly make sure the units match: 2000g = 2kg $V = M \div D = 2 \div 8 = 0.25m^3$
Pressure, Force, Area	**Pressure = Force ÷ Area** (Pascal, *Pa*) **Force = Pressure x Area** (newtons, *N*) **Area = Force ÷ Pressure** F p X A	Pressure = 10 Pascals Area = 6cm² Find the Force $F = P \times A = 10 \times 6 = 60 \ N$
Perimeter	The total distance around the outside of a shape. Add up **every side** of the shape. Since perimeter is a total length, units include: mm, cm, m etc.	**8 cm** **5 cm** $P = 8 + 5 + 8 + 5 = 26 \ cm$
Area	The amount of space inside a 2D shape. If drawn on a grid you can count the squares inside the shape. Units include: mm^2, cm^2, m^2	Area : 9 squares
Area of a Rectangle	**Length x Width** This is the same as **Base x Height**	9 cm 4 cm $A = 9x4 = 36cm^2$
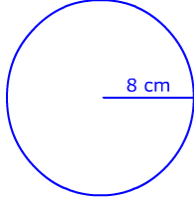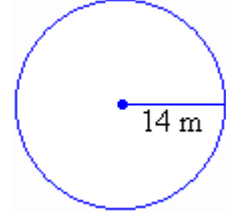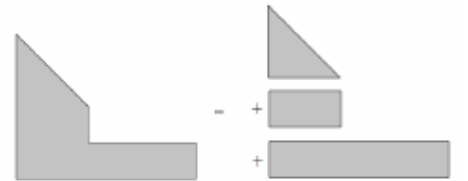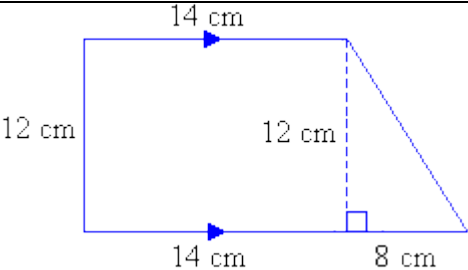
Parallelogram	A parallelogram has **two** pairs of parallel sides.	
Perpendicular height	The measurement that makes a right angle with the base. It can be labelled inside or outside the shape.	
Area of a Parallelogram	**Base x Perpendicular Height** *Not the slanted height.*	$Area =$ 3×7 $= 21cm^2$
Area of a Triangle	$$\frac{Base \times Perpendicular\ Height}{2}$$ A triangle covers half the area of a rectangle with the same base and perpendicular height.	$Area = \frac{12 \times 4}{2}$ $= 24cm^2$
Trapezia/ Trapeziums	A trapezium is a quadrilateral with just one pair of parallel sides.	
Area of a trapezium	$$\frac{(a + b)}{2} \times h$$ "Half the sum of the parallel side, times the height between them. That's the way you calculate the area of a trapezium" Use **perpendicular height**	Parallel lines sum to 22 Half this is 11 11 x perpendicular height = 11 x 5 = 55 6 cm 5 cm 16 cm $A = 55cm^2$
Parts of a Circle	**Radius** – the **distance** from the **centre** of a circle to the **edge** **Diameter** – the total **distance** across the **width** of a circle **through the centre**. **Circumference** – the **total distance** around the **outside** of a circle	Radius Diameter Circumference

Radius and Diameter	The **diameter** is always double the **radius**	If the radius is 5m, the diameter will be 10m If the diameter is 50cm, the radius will be 25cm
π ('pi')	Pi is the circumference of a circle divided by the diameter. $$\pi \approx 3.14$$ You will need to round any answers when using π in a calculation.	
Circumference of a circle	Circumference is the total distance around a circle, so it is a circle's perimeter. Circumference = diameter x π	radius = 8 cm diameter = 16 cm circumference = 16 x π = 50.3 cm (1d.p.)
Area of a circle	Area of a circle = radius^2 x π	radius = 14 m diameter = 28m area = 14^2 x π = 615.8cm^2 (1 d.p.)
Compound Shape	A shape made up of a **combination of other known shapes** put together. To find its area, break it up into the known shapes to find their areas and then **add** these up.	Rectangle area = 12 x 14 = 168 Triangle area = 8 x 12 ÷ 2 = 48 Total area = 168 + 48 = 216

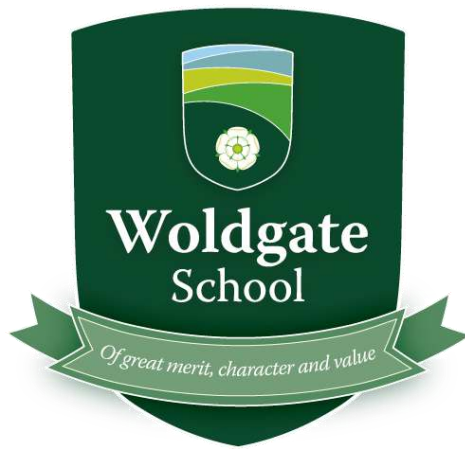| Topic/Skill	Definition/Tips	Example
Variable	A letter in an algebraic expression is called a **variable** because its value can change (vary).	$6x + 8y$ contains the variables x and y
Coefficient	How many of the **variable** you have/a number multiplied by the variable.	$6x + 8y^2$ The coefficient of x is 6 The coefficient of y^2 is 8
Formula	Shows the relationship between two or more **variables.** It must contain an = sign and at least 2 variables.	$$A = \pi r^2$$ $$Speed = \frac{Distance}{Time}$$
Substitute	Substitute means to replace variables with numbers and then work out the value of the calculation. Remember to follow **BIDMAS**.	Evaluate $3\boldsymbol{a} - 2\boldsymbol{b} + \boldsymbol{c}$ when $a = 3, b = 2 \ and \ c = 5$ $3\boldsymbol{a} - 2\boldsymbol{b} + \boldsymbol{c} = 3 \times \boldsymbol{3} - 2 \times \boldsymbol{2} + \boldsymbol{5}$ $= 9 - 4 + 5$ $= 10$
Equation	An **equation** will have an = sign. The expression on the left of the = will be worth the same as the expression on the right of the =.	$3 + x = 18$ $2 + 45 = 47$ $x^2 + 5x - 9 = 0$ $18 = 2a + 12$
Inverse Operations	An inverse operation reverses the effect of the first operation.	 6 + **4** = 10 10 − **4** = 6
Solving equations	Use **inverse operations** on both sides of the equation (balancing method) until you find the value for the letter. Tackle each operation in the **reverse** order that you would for substitution. You can check your solution is correct by substituting it back into the original equation to see if it works.	$\frac{y}{3} + 4 = 34$ -4 -4 $\frac{y}{3} = 30$ x 3 x 3 $y = 90$
Solving Equations which contain brackets	Expand the brackets first, then solve. Remember, you haven't changed the equation by expanding brackets so the other side can stay the same.	$2(x + 6) = 18$ $2x + 12 = 18$ $-12 \quad -12$ $2x = 6$ $\div 2 \quad \div 2$ $x = 3$

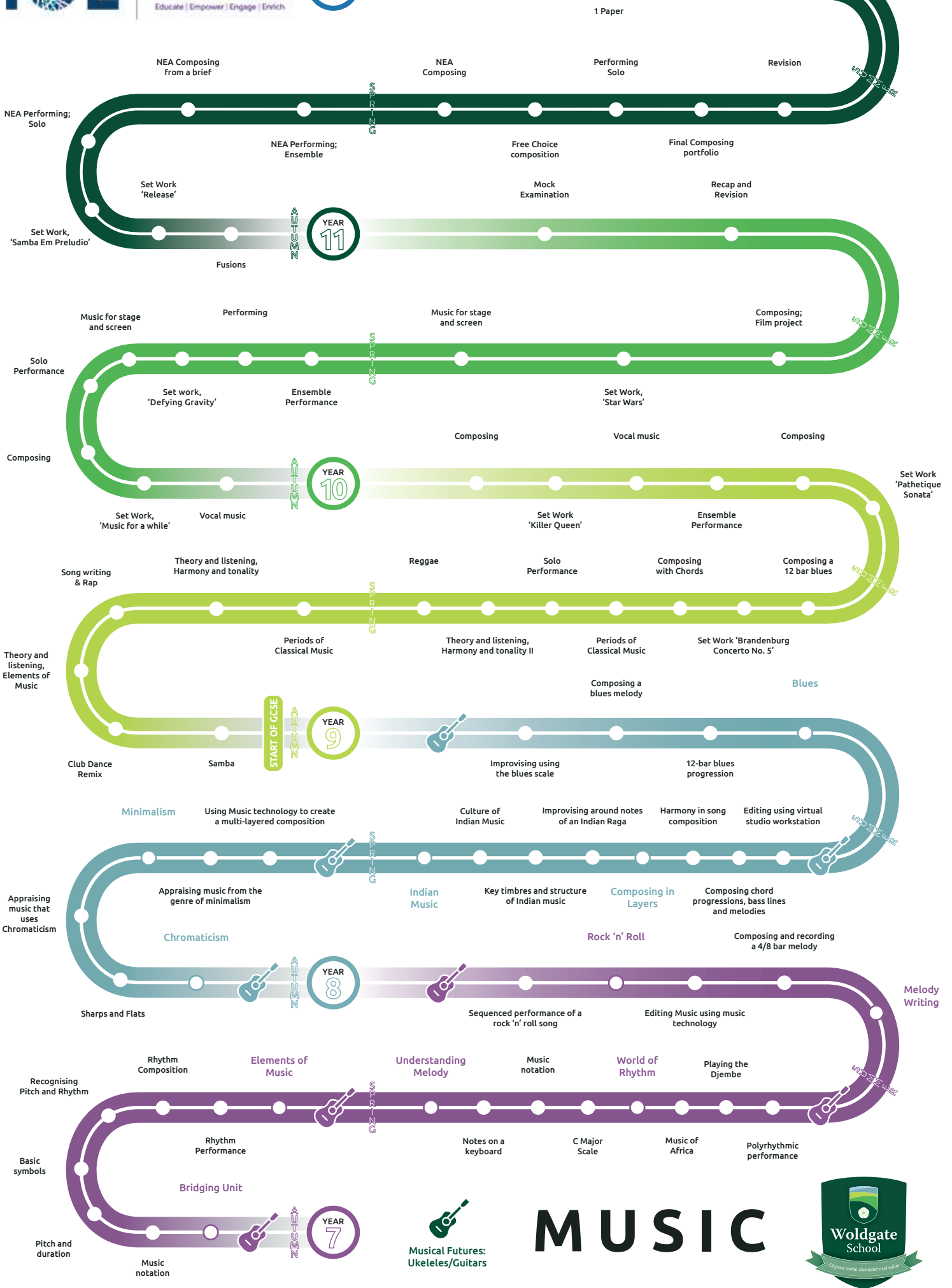|		
Equations when the variable is on both sides of the =	If x is on both sides of the equals, you need to add or subtract the same amount of x from both sides in order to eliminate x from one side.	$5x + 4 = 8x - 11$ $-5x \qquad -5x$ $4 = 3x - 11$ $+11 \qquad +11$ $15 = 3x$ $\div 3 \quad \div 3$ $x = 5$
Constructing Equations	You can create equations from wordy or shape problems by representing unknown values with variables (letters) and creating equations using the clues in the question.	Amy, Beth and Claire are sisters. Beth is 2 years older than Amy and Claire is twice as old as Amy. Their combined age is 46, create an equation for Amy's age: Amy (x), Beth (x+2), Claire (2x) $x + x + 2 + 2x = 46$ $4x + 2 = 46$
Simultaneous Equations	Simultaneous equations are two equations, with two variables that are solved by the same solution.	$2x + y = 7$ $3x - y = 8$ Solution: $x = 3, \; y = 1$
Solving Simultaneous Equations (by elimination)	1. Balance the coefficients of one of the variables by multiplying one or both of the equations by a number. 2. Eliminate this variable by adding or subtracting the equations 3. Solve the linear equation you get left with. 4. Substitute the value you found back into one of the previous equations. 5. Solve the equation you get. 6. Check that the two values you get satisfy both of the original equations.	$5x + 2y = 9$ $10x + 3y = 16$ Multiply the first equation by 2. $10x + 4y = 18$ $10x + 3y = 16$ Subtract: $\qquad y = 2$ Substitute $y = 2$ into first equation. $5x + 2 \times 2 = 9$ $5x + 4 = 9$ $5x = 5$ $x = 1$ Solution: $x = 1, y = 2$
Solving Simultaneous Equations (by Substitution)	1. **Rearrange** one of the equations into the form $y = \ldots$ or $x = \ldots$ 2. **Substitute** the right-hand side of the rearranged equation into the other equation. 3. Expand and **solve** this equation. 4. **Substitute** the value into the $y = \ldots$ or $x = \ldots$ equation. 5. **Check** that the two values you get satisfy both of the original equations.	$y - 2x = 3$ $3x + 4y = 1$ Rearrange: $y - 2x = 3 \rightarrow y = 2x + 3$ Substitute: $3x + 4(2x + 3) = 1$ Solve: $3x + 8x + 12 = 1$ $11x = -11$ $x = -1$ Substitute: $y = 2 \times -1 + 3$ $y = 1$ Solution: $x = -1, y = 1$

Rearranging Formulae	**Use inverse operations** on both sides of the formula (balancing method) until you find have isolated the chosen subject on one side of the equals. Tackle each part of the formula in the **reverse** order that you would for substitution	Make x the subject of $y = \frac{2x-1}{z}$ Multiply both sides by z $$yz = 2x - 1$$ Add 1 to both sides $$yz + 1 = 2x$$ Divide by 2 on both sides $$\frac{yz + 1}{2} = x$$ We now have x as the subject.
Rearranging where the new subject appears more than once	When the variable you want to make the subject appears more than once in the formula: 1. Move all terms that include the new subject to one side and move all terms that don't include the new subject to the other side (+or-) 2. Factor your new subject out. 3. Divide by your bracket.	Make t the subject $$4t + 7 = 3u - tq$$ $$-7 \qquad -7$$ $$4t = 3u - tq - 7$$ $$+tq \qquad +tq$$ $$4t + tq = 3u - 7$$ $$t(4 + q) = 3u - 7$$ $$t = \frac{3u - 7}{4 + q}$$
Inequality symbols	$x > 2$ means **x is greater than 2** $x < 3$ means **x is less than 3** $x \geq 1$ means **x is greater than or equal to 1** $x \leq 6$ means **x is less than or equal to 6** An **integer** is a whole number	State the integers that satisfy $$-2 < x \leq 4.$$ -1, 0, 1, 2, 3, 4
Inequalities on a Number Line	Inequalities can be shown on a number line. **Open circles** are used for numbers that are **less than** and **greater than** $(< \; or \; >)$ **Closed circles** are used for numbers that are **less than or equal** and **greater than or equal** $(\leq \; or \; \geq)$ The arrow points towards the numbers x can be, so greater than is to the right, less than is to the left.	$x \geq 0$ $x < 2$ $-5 \leq x < 4$
Solving inequalities	Solve inequalities in the same way as we solve equations, however use the inequality sign. Also, if you multiply or divide an inequality by a negative value it switches the direction of the inequality sign.	$$45 \geq 8x - 3$$ $$+3 \qquad +3$$ $$48 \geq 8x$$ $$\div 8 \qquad \div 8$$ $$6 \geq x$$ $$x \leq 6$$

Music

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GCSE EXAMINATIONS
1 Paper

YEAR 11

NEA Composing from a brief

NEA Performing; Solo

NEA Composing

Performing Solo

Revision

NEA Performing; Ensemble

Free Choice composition

Final Composing portfolio

Set Work 'Release'

Set Work, 'Samba Em Preludio'

Mock Examination

Recap and Revision

Fusions

YEAR 10

Music for stage and screen

Performing

Music for stage and screen

Composing; Film project

Solo Performance

Set work, 'Defying Gravity'

Ensemble Performance

Set Work, 'Star Wars'

Composing

Composing

Vocal music

Composing

Set Work 'Pathetique Sonata'

Set Work, 'Music for a while'

Vocal music

Set Work 'Killer Queen'

Ensemble Performance

YEAR 9 — START OF GCSE

Song writing & Rap

Theory and listening, Harmony and tonality

Reggae

Solo Performance

Composing with Chords

Composing a 12 bar blues

Periods of Classical Music

Theory and listening, Harmony and tonality II

Periods of Classical Music

Set Work 'Brandenburg Concerto No. 5'

Theory and listening, Elements of Music

Composing a blues melody

Blues

Club Dance Remix

Samba

Improvising using the blues scale

12-bar blues progression

YEAR 8

Minimalism

Using Music technology to create a multi-layered composition

Culture of Indian Music

Improvising around notes of an Indian Raga

Harmony in song composition

Editing using virtual studio workstation

Appraising music that uses Chromaticism

Appraising music from the genre of minimalism

Indian Music

Key timbres and structure of Indian music

Composing in Layers

Composing chord progressions, bass lines and melodies

Chromaticism

Rock 'n' Roll

Composing and recording a 4/8 bar melody

Sharps and Flats

Sequenced performance of a rock 'n' roll song

Editing Music using music technology

Melody Writing

YEAR 7

Rhythm Composition

Elements of Music

Understanding Melody

Music notation

World of Rhythm

Playing the Djembe

Recognising Pitch and Rhythm

Rhythm Performance

Notes on a keyboard

C Major Scale

Music of Africa

Polyrhythmic performance

Basic symbols

Bridging Unit

Pitch and duration

Music notation

Musical Futures: Ukeleles/Guitars

MUSIC

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Piano keyboard diagram showing: D♭ C#, E♭ D#, G♭ F#, A♭ G#, B♭ A# / C D E F G A B C

Treble Clef Notes
E F G A B C D E F

Chromatic Scale Starting on C
Ascending   Descending

CHROMATIC MUSIC is music that uses notes from the chromatic scale.

A *chromatic scale* is made up entirely of *semitones.* To play it *fluently* you need to use the first three fingers of your right hand and keep your thumb off the black notes!

A *semitone* is when you move from one note to another note by step. So you move one note at a time.

A piece of music we have heard was **'Prelude A L'Apres-Midi D'un Faune'** by the French composer **Claude Debussy**. This piece is written for a *Symphony Orchestra* which is a large-scale orchestra featuring all four main families of instruments. *Brass, Percussion, Strings and Woodwind.*

Remember also that much music for film uses *Chromaticism* as it can help to create suspense, mystery, magic and be thrilling and dramatic.

Good examples are in '**Jaws'**, **Harry Potter** films and **James Bond** Films

Sharps and Flats

♯ This sign means sharp, which means you play the black note directly above a note (to the right).

♭ This sign means flat, which means you play the black note directly below a note (to the left).

Symbol	American (British) Note Names	Beats	Rests
o	Whole note (Semibreve)	4 beats	
♩ (half)	Half note (minim)	2 beats	
♩	Quarter note (crotchet)	1 beat	
♪	Eighth note (quaver)	1/2 beat	

FUR ELISE

'Fur Elise' is a famous classical piece of music composed for the piano by the German composer Beethoven. The opening melody of Fur Elise uses Chromatic notes.

FÜR ELISE sheet music — Ludwig van Beethoven

The piece opens by moving in semitones between the notes E and D#.

This piece must be played *legato* (smoothly) as opposed to *staccato* (spikey or detached)

Playing *fluently* means playing at an appropriate tempo without hesitations or stops and starts.

Playing *accurately* requires playing correct note durations and correct pitches.

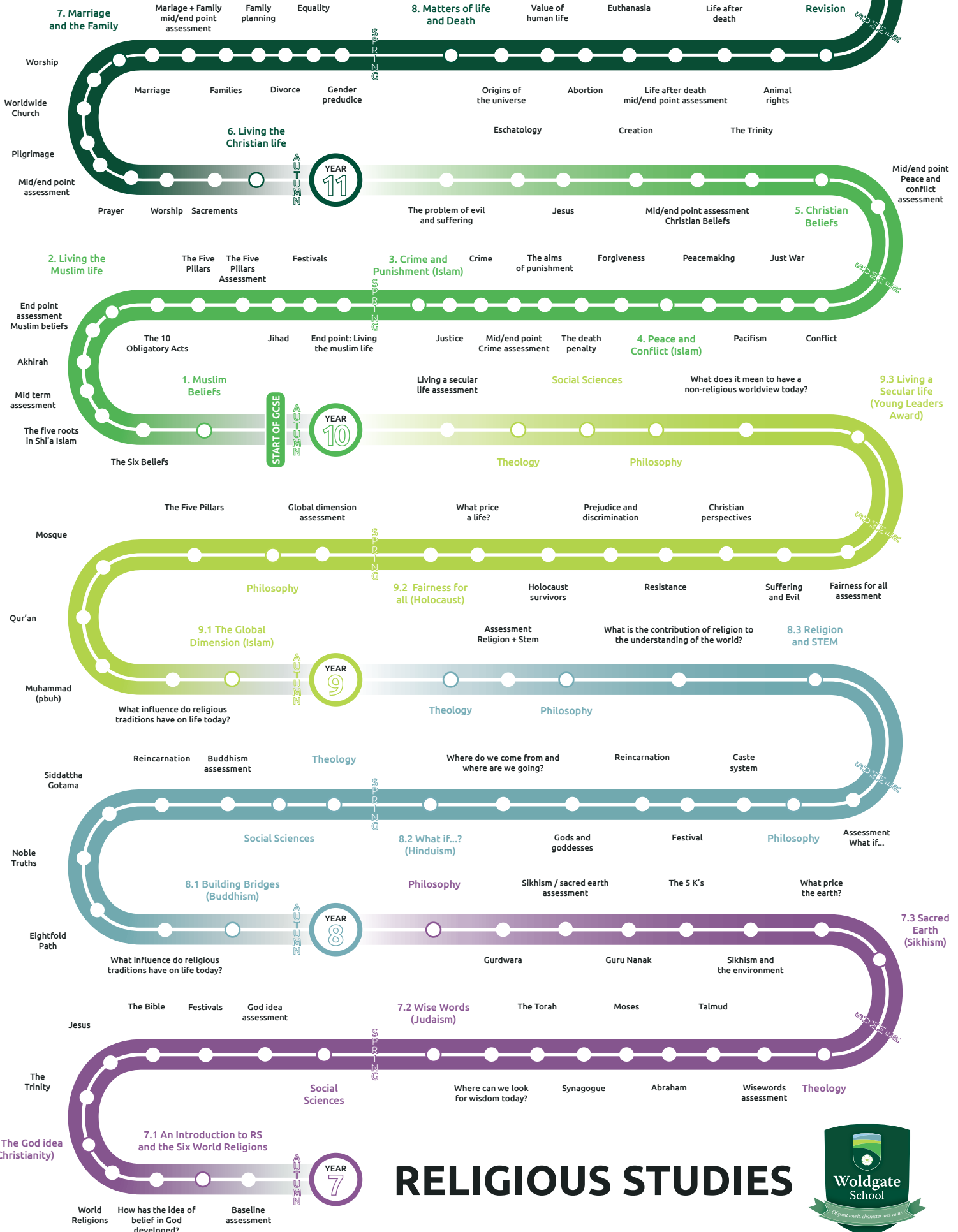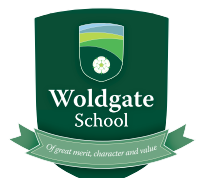There are lots of *quavers* in Fur Elise. These are worth half a beat each and help make the piece sound **fluent**.

Religious Studies

GCSE Edexcel B – Beliefs in Action
GCSE EXAMINATIONS

7. Marriage and the Family

Marriage + Family mid/end point assessment
Family planning
Equality

Worship

8. Matters of life and Death

Value of human life
Euthanasia
Life after death
Revision

Worldwide Church

Marriage
Families
Divorce
Gender predudice

Origins of the universe
Abortion
Life after death mid/end point assessment
Animal rights

Pilgrimage

Eschatology
Creation
The Trinity

Mid/end point assessment

6. Living the Christian life

YEAR 11

Mid/end point Peace and conflict assessment

Prayer
Worship
Sacraments

The problem of evil and suffering
Jesus
Mid/end point assessment Christian Beliefs
5. Christian Beliefs

2. Living the Muslim life

The Five Pillars
The Five Pillars Assessment
Festivals

3. Crime and Punishment (Islam)

Crime
The aims of punishment
Forgiveness
Peacemaking
Just War

End point assessment Muslim beliefs

The 10 Obligatory Acts
Jihad
End point: Living the muslim life

Justice
Mid/end point Crime assessment
The death penalty
4. Peace and Conflict (Islam)
Pacifism
Conflict

Akhirah

Mid term assessment

1. Muslim Beliefs

Living a secular life assessment
Social Sciences
What does it mean to have a non-religious worldview today?
9.3 Living a Secular life (Young Leaders Award)

The five roots in Shi'a Islam

YEAR 10

The Six Beliefs

Theology
Philosophy

The Five Pillars
Global dimension assessment

What price a life?
Prejudice and discrimination
Christian perspectives

Mosque

Philosophy
9.2 Fairness for all (Holocaust)
Holocaust survivors
Resistance
Suffering and Evil
Fairness for all assessment

Qur'an

9.1 The Global Dimension (Islam)

Assessment Religion + Stem
What is the contribution of religion to the understanding of the world?
8.3 Religion and STEM

Muhammad (pbuh)

YEAR 9

What influence do religious traditions have on life today?

Theology
Philosophy

Reincarnation
Buddhism assessment
Theology

Where do we come from and where are we going?
Reincarnation
Caste system

Siddattha Gotama

Noble Truths

Social Sciences
8.2 What if…? (Hinduism)
Gods and goddesses
Festival
Philosophy
Assessment What if…

8.1 Building Bridges (Buddhism)

Philosophy
Sikhism / sacred earth assessment
The 5 K's
What price the earth?

Eightfold Path

YEAR 8

7.3 Sacred Earth (Sikhism)

What influence do religious traditions have on life today?

Gurdwara
Guru Nanak
Sikhism and the environment

The Bible
Festivals
God idea assessment
7.2 Wise Words (Judaism)
The Torah
Moses
Talmud

Jesus

The Trinity

Social Sciences
Where can we look for wisdom today?
Synagogue
Abraham
Wisewords assessment
Theology

7.1 The God idea (Christianity)

7.1 An Introduction to RS and the Six World Religions

YEAR 7

RELIGIOUS STUDIES

World Religions
How has the idea of belief in God developed?
Baseline assessment

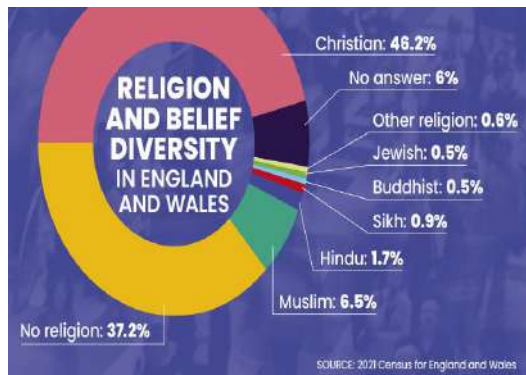Woldgate School
Of great merit, character and value

Year 8 :Unit 1: What influence do religious traditions have on life today ?

KEY WORDS :

Global village	A single community linked by telecommunications
Spirituality	The quality of being concerned with the human spirit
Atheist	Someone who does not believe in God
Humanist	Human beings have the right and responsibility to give meaning and shape to their own lives
Sewa	Service to others/charity helping others (Sikhi)
Mahatma Gandhi	Political and spiritual leader. Non-violence
Dharma	The duties of living. The overarching law of Hinduism
Ahimsa	Non-violence(Hinduism)
Moksha	End of the rebirth cycle – becoming one with God
Swarg and narak	Heaven and hell (Hinduism)
Karma	The actions which affect rebirth
Samsara	Reincarnation
Jannah	Heaven in Islam
Jahannam	Hell in Islam
Pluralist	People believe in different religions and beliefs and learn to respect each other in a multi-cultural society
Agape	Greek – universal love for strangers, nature and God
Meditation	Focussing and clearing the mind

How religious is the UK ?

RELIGION AND BELIEF DIVERSITY IN ENGLAND AND WALES
Christian: 46.2%
No answer: 6%
Other religion: 0.6%
Jewish: 0.5%
Buddhist: 0.5%
Sikh: 0.9%
Hindu: 1.7%
Muslim: 6.5%
No religion: 37.2%
SOURCE: 2021 Census for England and Wales

The 10 key virtues of Hinduism

Compassion, Ahimsa, Service to others, Tolerance, Cleanliness ,Self-discipline, Respect for life, Wisdom, Providing shelter for others, Honesty

KNOWLEDGE ORGANISER

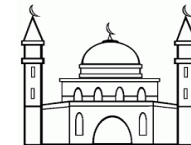### What do different sacred texts teach about how to live?

Christianity: The Bible	Hinduism : Vedas
"Love your neighbour!" Mark 12:31 "In the beginning God created the heavens and the earth" Genesis 1:1	"A person's karma, or deeds, will determine what form they will be reborn into. The more good deeds a person has done, the better form their soul inhabits"
Judaism : The Torah	Tripitaka
"He who saves a single life saves the world entire" Talmud "God will bring every deed into judgement…whether it is good or evil.."	"I believe that not only should we keep our relationship with our other follow beings very gentle and non-violent, but it is also very important to extend that kind of attitude to the natural environment" Buddhism
Islam : The Qur'an	Sikhi: Guru Granth Sahib
"Speak kindly" Qur'an 2:83 "And be Patient. Surely, Allah is with those who are patient"	"Do not wish evil for others. Do not speak ill of others. Do not obstruct any ones activities"

 Synagogue
 Church
 Mosque
 Mandir
 Vihara
 Gurdwara

World religions Timeline:

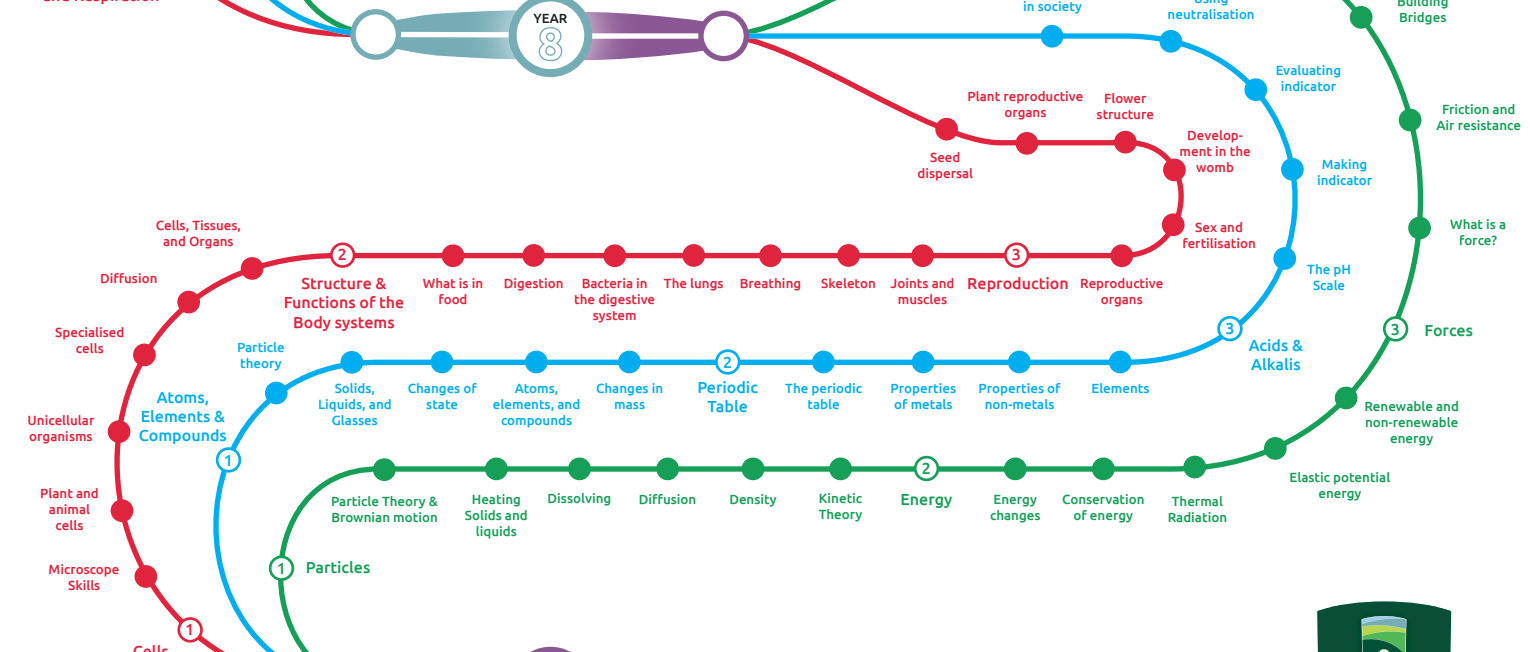| Adam	2300 BCE -1500 BCE Hindu Dharma - Pakistan	600 BCE- 500 BCE Judaism- Middle East	600 BCE- 400 BCE Buddhism - India	First century CE - 33 CE Christianity	7th Century 610 CE - Islam - Saudi Arabia	16th century 1500 CE Sikhi Punjab, South Asia

Science

KS3 SCIENCE

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Biology · **Chemistry** · **Physics**

YEAR 10

Nuclear decay
Nuclear equations
Atoms and nuclear radiation
Model of the atom
Mass number, atomic number, Isotopes
Structure of an atom
3 Radioactivity
Motion in gases
Specific latent heat

Periodic Table
Group 7
Group 0
Group 1
Metals and non-metals
3 Periodic Table
Electronic structure
Size and mass of atoms
Subatomic particles
Model of the atom
Mixtures
Atoms, elements and compounds
2 Atomic Structure

Vaccination
Human defence systems
Protists
Antibiotics and drug development
Fungal disease
Bacterial disease
Viral disease
Communicable disease
Active transport
3 Infectious Diseases

Cells
Animal and plant cells
Cell differentiation
Cell division
2 Transport in Cells
Osmosis
Diffusion
Cell structure
Cell specification
Microscopy
Stem cells
2 Cells
Fertilisers
Roots and mineral deficiencies
Plants and glucose
Leaf adaptations
Investigating photosynthesis
1 Photosynthesis

Metals
Conservation of mass
Catalysts
Testing for CO2
Carbon cycle
Igneous, Sedimentary and metamorphic rocks
2 The Earth
Climate change
Structure of the Earth
Thermal decomposition
Carbonates and acids
Changing states
Exothermic and Endothermic reactions
Combustion
1 Chemical Reactions

Speed
Distance, time graphs
Pressure
Atmospheric Pressure
Pressure in liquids
Particle Model
Density
Changes of state
Internal energy
Specific heat capacity
1 Motion & Pressure

YEAR 9

The light year
Light Waves in space
Sun, stars and galaxies
Seasons and their effects
Gravity forces and weight
3 Space
Hearing
Sound
The eye
Colour
Refraction
Reflection
2 Light and sound
Waves

Composites and ceramics
Polymers
Iron extraction, blast furnace
Displacement reactions
Reactions of metals and metal oxides
Oxidation of metals
2 Metal Reactions

Biodiversity
Extinction
Environmental impact
Food chains and webs
Predators and prey
3 Ecology

Adaptation and Inheritance
Drugs
2 Adaptation and Inheritance
Inherited characteristics
Twin studies
DNA
Continuous and discontinuous variation
Vertebrates and invertebrates
Natural selection

Anaerobic respiration animals
Respiration equation
Aerobic respiration
Effects of Asthma and smoking
1 Health, Lifestyle and Respiration

Separation Techniques
1 Separation Techniques
Pure substances
Solubility
Dissolving and Particles
Filtering and evaporating
Distillation
Chromatography

Current, Voltage and Resistance
Static Electricity
Investigating batteries
Series and Parallel circuits
Electrical Energy
Magnetism
Magnetic fields
Magnetic poles
Electro-magnetism
1 Electricity & Magnetism

YEAR 8

Stretching springs and other materials
Floating and sinking
Building Bridges
Friction and Air resistance
What is a force?
3 Forces
Renewable and non-renewable energy
Elastic potential energy

Acids and Alkalis in society
Using neutralisation
Evaluating indicator
Making indicator
The pH Scale
3 Acids & Alkalis

Plant reproductive organs
Flower structure
Seed dispersal
Development in the womb
Sex and fertilisation
3 Reproduction
Reproductive organs

Cells, Tissues, and Organs
Diffusion
Specialised cells
Unicellular organisms
Plant and animal cells
Microscope Skills
2 Structure & Functions of the Body systems
What is in food
Digestion
Bacteria in the digestive system
The lungs
Breathing
Skeleton
Joints and muscles

Particle theory
1 Atoms, Elements & Compounds
Solids, Liquids, and Glasses
Changes of state
Atoms, elements, and compounds
Changes in mass
2 Periodic Table
The periodic table
Properties of metals
Properties of non-metals
Elements

Particle Theory & Brownian motion
Heating Solids and liquids
Dissolving
Diffusion
Density
Kinetic Theory
2 Energy
Energy changes
Conservation of energy
Thermal Radiation

YEAR 7

Cells
Microscope Skills
Plant and animal cells
Unicellular organisms
Specialised cells
Diffusion
Cells, Tissues, and Organs
**1 Cells**

1 Particles

Scientific Skills

Separation Methods

| Keyword	Definition
Solution	A liquid mixture in which a solute has dissolves in the solvent
Solute	A minor component in a solution – dissolves in the solvent
Solvent	The liquid which the solute dissolves in
Saturated	The point at which no more solute can dissolve
Pure	Only one type of particle
Dissolve	Solid is mixed into a liquid to become a solution
Particle	A small piece of matter – everything is made up of these
Filter	To remove solid particles from liquid particles
Evaporate	Particles go from a liquid to a gas
Separate	To remove one type of particle from another
Soluble	A substance is capable of dissolving
Mixture	More than one type of particle
Solubility	How much of a substance will dissolve in a solution
Insoluble	A substance is not capable of dissolving

Filtration:

• A method for separating an insoluble solid from a liquid.
A beaker containing a mixture of insoluble solid and liquid. There is filter paper in a filter funnel above another beaker.
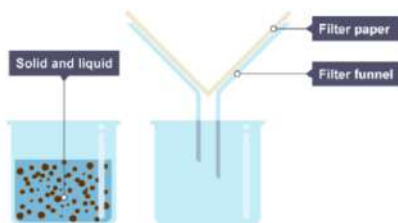
• The mixture if insoluble solid and liquid is poured into the filter funnel.
• The liquid particles are small enough to pass through the paper as a filtrate. The solid particles are too large to pass through the filter paper and stay behind as the residue.
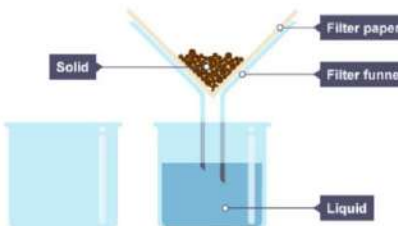
Evaporation:

• A method used to separate a soluble solid from a liquid.
• A solution is placed in an evaporating basin and heated with a Bunsen Burner.
• The water will begin to evaporate and solid particles will begin to form in the basin.
• Once the water has evaporated, it will leave solid crystals behind.


Distillation:

• A method used for separating the solvent from a solution. E.g. water can be separated from a salt solution because the water has a much lower boiling point than the salt.
• Salt water is heated. The water evaporates and it's vapours rise.
• The vapours rise and pass into the condenser, where they cool and condense.
• Liquid water drips into a beaker and the salt will be left in the round bottom flask.
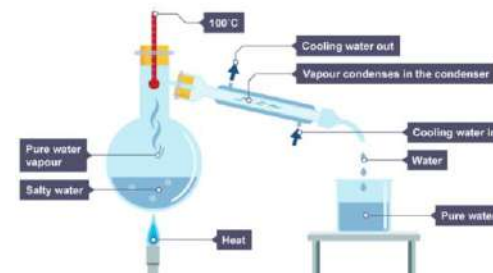
Chromatography:

• Paper chromatography is a method for separating dissolved substance from one another. Often used when the dissolved substance are coloured such as inks, food colouring or plant dyes.
• A pencil line us drawn on the paper, and spots of ink are placed on the line.
• There is a solvent usually water or ethanol in a container/beaker.
• The paper is lowered into the solvent. The solvent travels up the paper, taking some of the substances with it.
• As the solvent travels up the paper, the different coloured substances are spread apart.
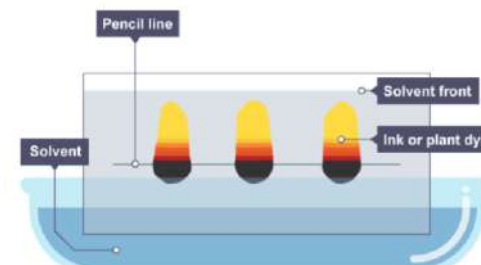
Electricity

| Keyword	Definition
Ammeter	A device used to measure electric charge.
Ampere	Unit of current. E.g. The current in the bulb is 4 amps or amperes (A).
Cell	A store of internal energy that can be transferred as an electric current in a circuit.
Conductor	A material which allows charge to move easily through it.
Electron	Sub atomic particle which flows in a circuit carrying a negative charge.
Series Circuit	A circuit connected in a way that the same current flows through each component in turn.
Parallel Circuit	In a parallel circuit, the current divides into two or more paths before recombining to complete the circuit.
Insulator	A material that does not allow charge or heat to pass through it easily.
Ohms	The unit of electrical resistance. Unit is Ω
Resistance	The opposition in an electrical component to the movement of electrical charge through it. Resistance is measured in ohms.
Potential Difference	The potential difference (or voltage) of a supply is a measure of the energy given to the charge carries in a circuit.
Volt	Unit of voltage. E.g. the voltage across the lamp was 6 volts (V).
Voltmeter	A device used to measure potential difference or voltage.

Circuit Symbols

Switch, Cell, Battery, Lamp, Voltmeter, Ammeter, Resistor, Variable resistor, Motor
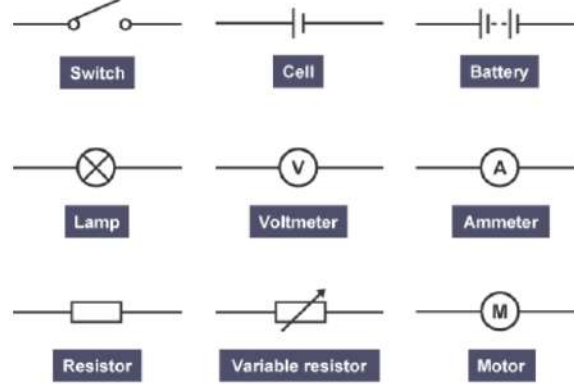
Electric Charge

Some particles carry an electric charge. In electric wires these particles are called electrons. An electric current is a flow of charge, and in a wire this will be a flow of electrons.
For an electric current to flow we need:
* Something to transfer the energy to the electrons, such as a cell, battery or power pack.
* A complete path for the electrons to flow through (a complete circuit).

Current

Current is measured in amperes (A). 20A is a bigger current that 10A. An ammeter is used to measure the current. The ammeter must be connected in series.

Equations To Remember

Current

$$Current = \frac{Charge}{time} \qquad I = \frac{Q}{t}$$

Current in Amps (A), Charge in Coulombs (C), Time in Seconds (s).

Potential Difference:

Potential Difference = Current x Resistance
V = I x R

Potential difference in Volts (V), Resistance in Ohms (Ω), Current in Amps (A)

Potential Difference

Potential difference is a measure of the difference in energy between two parts of a circuit. The bigger the difference in energy, the bigger the potential difference.
Potential difference is measured in volts. A 230V is a bigger potential difference than 12V.
A voltmeter is used to measure the potential difference, and must be in parallel.
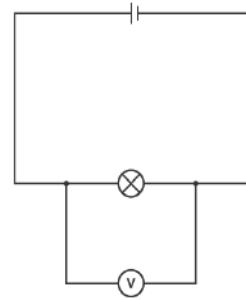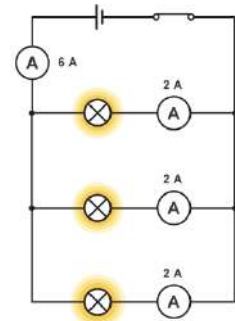

Series Circuit

In series circuits:
* You get several components one after another.
* If a component breaks, the circuit is broken and all the other components stop working.
* The current is the same everywhere in a series circuit no matter where you put the ammeter – it will give the same reading.
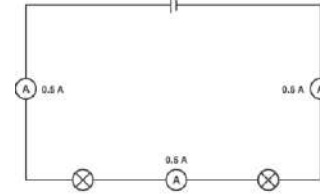
Parallel Circuit

In parallel circuits:
* Different components are connected on different braches.
* If a component breaks, the components on the different braches keep working.
* Unlike series, the lamps stay bright If you add more lamps in parallel.
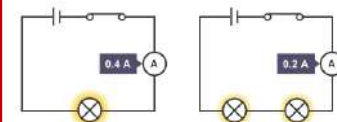* Current is shared between the components.

Resistance

The wires and other components in a circuit reduce the flow of charge through them – this is resistance.
The resistance increases when you add more components in series.
The resistance of two lamps is greater than the resistance of one lamp, so less current will flow through them.

Spanish

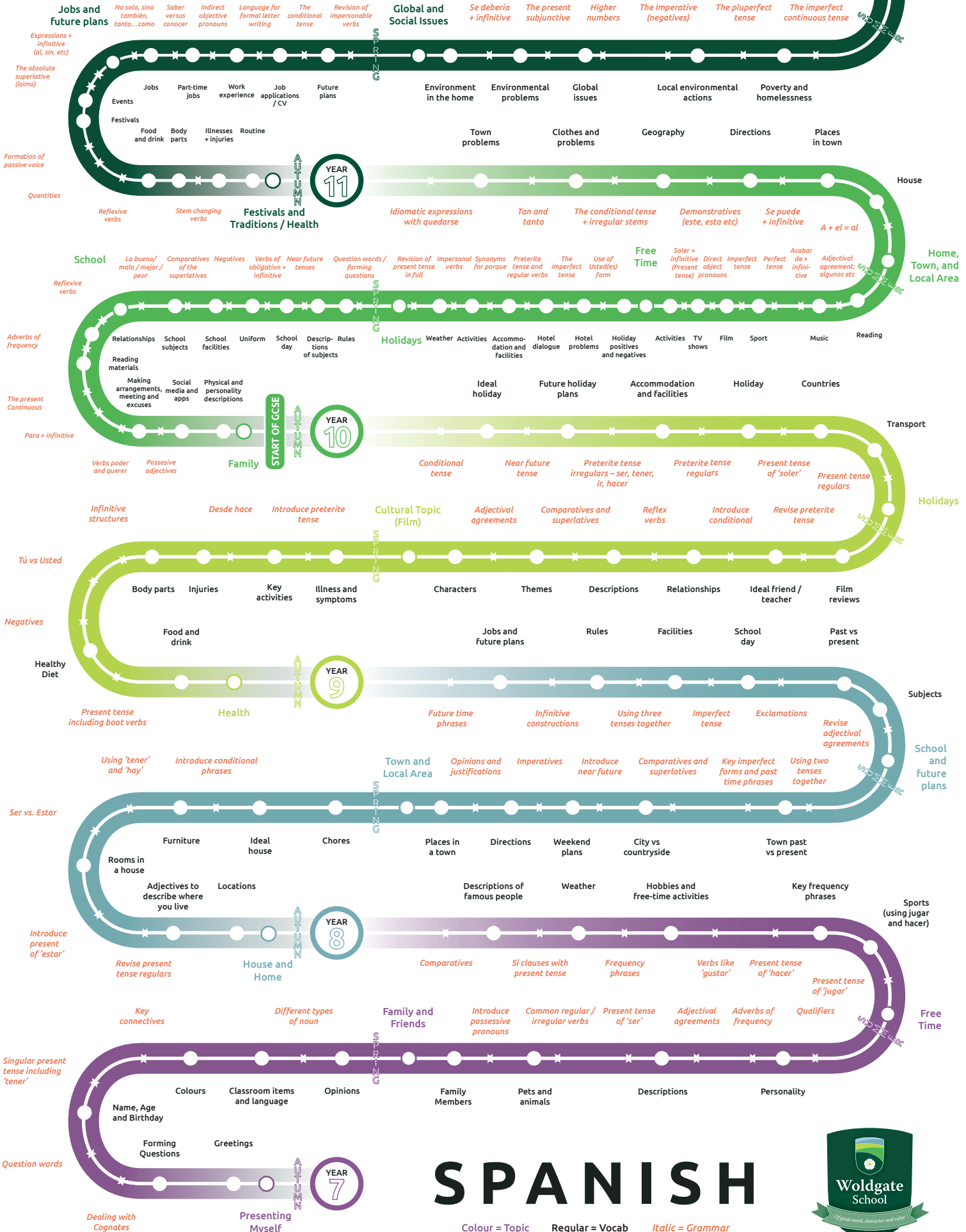# IOE | Wonder Institute of Education
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GCSE EXAMINATIONS

Reading (25%)   Writing (25%)
Listening (25%)   Speaking (25%)

SPANISH

Colour = Topic   Regular = Vocab   *Italic = Grammar*

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YEAR 11

Jobs and future plans

No solo, sino también, tanto…como — *Saber versus conocer* — *Indirect objective pronouns* — *Language for formal letter writing* — *The conditional tense* — *Revision of impersonable verbs*

Expressions + infinitive (al, sin, etc)
The absolute superlative (ísimo)
Formation of passive voice
Quantities
Reflexive verbs
Stem changing verbs

Events — Jobs — Part-time jobs — Work experience — Job applications / CV — Future plans

Festivals — Food and drink — Body parts — Illnesses + injuries — Routine

Festivals and Traditions / Health

Global and Social Issues

Se debería + infinitive — *The present subjunctive* — *Higher numbers* — *The Imperative (negatives)* — *The pluperfect tense* — *The imperfect continuous tense*

Environment in the home — Environmental problems — Global issues — Local environmental actions — Poverty and homelessness

Town problems — Clothes and problems — Geography — Directions — Places in town

House

Free Time / **Home, Town, and Local Area**

Idiomatic expressions with quedarse — *Tan and tanto* — *The conditional tense + irregular stems* — *Demonstratives (este, esta etc)* — *Se puede + infinitive* — *A + el = al*

Soler + infinitive (Present tense) — *Direct object pronouns* — *Imperfect tense* — *Perfect tense* — *Acabar de + infinitive* — *Adjectival agreement: algunos etc*

YEAR 10 — START OF GCSE

School

Lo bueno/malo / mejor / peor — *Comparatives of the superlatives* — *Negatives* — *Verbs of obligation + infinitive* — *Near future tenses* — *Question words / forming questions* — *Revision of present tense in full* — *Impersonal verbs* — *Synonyms for porque* — *Preterite tense and regular verbs* — *The imperfect tense* — *Use of Usted(es) form*

Reflexive verbs
Adverbs of frequency
The present Continuous
Para + infinitive
Verbs poder and querer
Possesive adjectives

Relationships — School subjects — School facilities — Uniform — School day — Descriptions of subjects — Rules

Reading materials — Making arrangements, meeting and excuses — Social media and apps — Physical and personality descriptions

Family

Holidays

Weather — Activities — Accommodation and facilities — Hotel dialogue — Hotel problems — Holiday positives and negatives — Activities — TV shows — Film — Sport — Music — Reading

Ideal holiday — Future holiday plans — Accommodation and facilities — Holiday — Countries

Transport

Holidays

Conditional tense — *Near future tense* — *Preterite tense irregulars – ser, tener, ir, hacer* — *Preterite tense regulars* — *Present tense of 'soler'* — *Present tense regulars*

YEAR 9

Cultural Topic (Film)

Infinitive structures — *Desde hace* — *Introduce preterite tense* — *Adjectival agreements* — *Comparatives and superlatives* — *Reflex verbs* — *Introduce conditional* — *Revise preterite tense*

Tú vs Usted
Negatives
Healthy Diet
Present tense including boot verbs

Body parts — Injuries — Key activities — Illness and symptoms

Food and drink

Health

Characters — Themes — Descriptions — Relationships — Ideal friend / teacher — Film reviews

Jobs and future plans — Rules — Facilities — School day — Past vs present

Subjects

School and future plans

Future time phrases — *Infinitive constructions* — *Using three tenses together* — *Imperfect tense* — *Exclamations* — *Revise adjectival agreements*

YEAR 8

Town and Local Area

Using 'tener' and 'hay' — *Introduce conditional phrases* — *Opinions and justifications* — *Imperatives* — *Introduce near future* — *Comparatives and superlatives* — *Key imperfect forms and past time phrases* — *Using two tenses together*

Ser vs. Estar
Introduce present of 'estar'
Revise present tense regulars

Rooms in a house — Furniture — Ideal house — Chores

Adjectives to describe where you live — Locations

House and Home

Places in a town — Directions — Weekend plans — City vs countryside — Town past vs present

Descriptions of famous people — Weather — Hobbies and free-time activities — Key frequency phrases

Sports (using jugar and hacer)

Free Time

Comparatives — *Si clauses with present tense* — *Frequency phrases* — *Verbs like 'gustar'* — *Present tense of 'hacer'* — *Present tense of 'jugar'*

YEAR 7

Presenting Myself

Key connectives — *Different types of noun* — *Introduce possessive pronouns* — *Common regular / irregular verbs* — *Present tense of 'ser'* — *Adjectival agreements* — *Adverbs of frequency* — *Qualifiers*

Singular present tense including 'tener'
Question words
Dealing with Cognates

Name, Age and Birthday — Colours — Classroom items and language — Opinions

Forming Questions — Greetings

Family and Friends

Family Members — Pets and animals — Descriptions — Personality

Talking about places in the town

En mi ciudad
In my town

En mi calle
(On my street)

Cerca de mi casa
(Near my house)

Cerca de donde vivo
(Near where I live)

En mi pueblo
In my town

hay (there is)

no hay (there isn't)

un (a)

una (a)

ningún (any)

ninguna (any)

aparcamiento (carpark)

banco (bank)

edificio grande (big building)

campo de fútbol (football pitch)

centro comercial (shopping mall)

mercado (market)

polideportivo (sports centre)

parque pequeño (small park)

restaurante chino (Chinese restaurant)

restaurante italiano (Italian restaurant)

supermercado (supermarket)

teatro (theatre)

Hay

Hay is a very useful word that is used with singular or plural nouns. It means both 'there is' and 'there are'.

- En mi ciudad hay una estación de tren.
- En mi casa hay tres dormitorios.

The un/una is often missed out when no hay is used:

- No hay estadio.

Note that the meaning of hay differs from that of tiene and es:

tiene (he/she/it has)

- Mi amigo tiene dos hermanos.

es (he/she/it is)

- Mi ciudad es grande.

a library	a clothes shop	a park	a school

una biblioteca | una tienda de ropa | un parque | un instituto

un estadio | una plaza de toros | un supermercado | una estación de tren
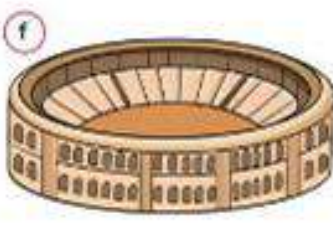
a stadium	a bullring	a supermarket	a train station

Describing where you go in town

Voy al parque...	*I go to the park*	para ver una película.	*to see a film*
Voy a la biblioteca...	*library*	para pasear a mi perro.	*to walk my dog*
Voy a las tiendas...	*shops*	para leer un libro.	*to read a book*
Voy al instituto...	*school*	para visitar a mi abuela.	*to visit my nan*
Voy al estadio de fútbol	*football stadium*	para apoyar al Atlético de Madrid	*to support atleti*
Voy al hospital...	*hospital*	para estudiar.	*to study*
Voy al cine...	*cinema*	para comprar ropa.	*to buy clothes*

Ir in the present tense

Ir is one of the most frequently used verbs in Spanish. It is irregular in the present tense.

ir	to go		
voy	I go	vamos	we go
vas	you (sing) go	vais	you (pl) go
va	he/she/it goes	van	they go

Using the imperative

The imperative is a command, the most common of which is formed by using the third-person singular of the present tense. The imperative is used a lot in spoken language.

- ¡Escucha! Listen!
- ¡Lee! Read!
- ¡Escribe! Write!

Some common irregulars are:

- ¡Pon! Put!
- ¡Ven! Come!
- ¡Ve! Go!
- ¡Haz! Do!
- ¡Di! Say/Tell!

Giving & understanding directions

¿Dónde está el/la.........? Where is the......?
¿Por dónde se va al/a la.........? How to go to the......?

Para ir (to go) a + el = al	al banco (to the bank) al cinema (to the cinema) al centro comercial (to the shopping centre) al colegio (to school) al gimnasio (to the gym) al restaurante (to the restaurant) al supermercado (to the supermarket) al hospital (to the hospital) al estadio (to the stadium)	toma (take)	la primera calle (the first road) la segunda calle (the second road) la tercera calle (the third road) la cuarta calle (the forth)	a la derecha (on the right)
		gira (turn) tuerce (turn)		a la izquierda (to the left)
	a la estación de trenes (to the train station) a la estación de autobuses (to the bus station) a la piscina (to the swimming pool) a la playa (to the beach) a la torre (to the tower) a la tienda de música (to the music shop) a la tienda de deportes (to the sport shop) a la plaza (to the square) a la biblioteca (to the library) a la librería (to the bookshop)	sigue todo recto (go straight) cruza la plaza (cross the square) pasa los semáforos (go through the lights) pasa el puente (over the bridge)		
		después (afterwards/then) luego (afterwards/then) antes (before)		
	a correos (to the post office)	Está (it is located)	al lado del/de la (beside/next to) delante del/de la (in front of) enfrente del/de la (opposite) Entre....y..... (between....and....) a la izquierda del/de la (on the left) a la derecha del/de la (on the right)	

By using the verb *ir* and following it with the preposition *a* and an infinitive, you can say what you or others are *going* to do.

voy		
vas		
va	+ a	+ infinitive
vamos		
vais		
van		

Part of the verb 'IR'	a	I'm going you're going he/she's going we're going you're going they're going	Infinitive (activity)	
voy vas va vamos vais van			ir ver practicar nadar cantar bailar viajar	to go to see to do to swim to sing to dance to travel

¡Va a ser

It's going to be…

El fin de semana que viene (Next weekend)	voy a (I am going to)	hacer (to do)	deporte (sport)		aburrido (boring)
La semana que viene (Next week)		ir (to go)	los deberes (the homework) senderismo (hiking)	y creo que será (and I think it will be)	agotador (exhausting) apasionante (exciting)
El sábado que viene (Next Saturday)	vamos a (we are going to)	jugar (to play)	a una fiesta (to a party)	y será (and it will be)	divertido (fun)
El domingo que viene (Next Sunday)		montar (to ride)	de compras (shopping) de paseo (for a walk)	y no será nada (and it won't be at all)	guay (cool)
		ver (to see)	al baloncesto (basketball) en el ordenador (on the computer)		interesante (interesting)

Comparing rural & urban areas

Prefiero I prefer Me gusta más I like (it) more	la ciudad the town el campo the country	porque because dado que given that ya que as puesto que since	es it is	tranquilo/a - quiet ruidoso/a - noisy
			Hay there is	cines / tiendas (shops) la naturaleza
			tiene it has	restaurantes animales
			Tengo I have	alergía interés por

Using the comparatives *tan* and *tan… como*

You have already come across *más* (more) and *menos* (less).

Tan means 'so' when used on its own:

- *la casa es tan grande* the house is so big

But the structure *tan… como* means 'as… as':

- *El campo es tan interesante como la ciudad.* The countryside is as interesting as the city.

Eg. El campo es <u>tan</u> tranquilo
The countryside is <u>so</u> quiet
La ciudad es <u>tan</u> divertida <u>como</u> el campo
The town is <u>as</u> fun <u>as</u> the countryside

Describing changes over time (area)

En mi barrio In my area	hay *there is* había *there used to be*	un instituto una biblioteca unas tiendas
Mi barrio My area	es *(it) is* era *(it) used to be*	bonito feo pequeño grande interesante aburrido
	tiene *(it) has* tenía *(it) used to have*	un cine una piscina unos museos

The imperfect tense is used to describe how things were or used to be in the past.

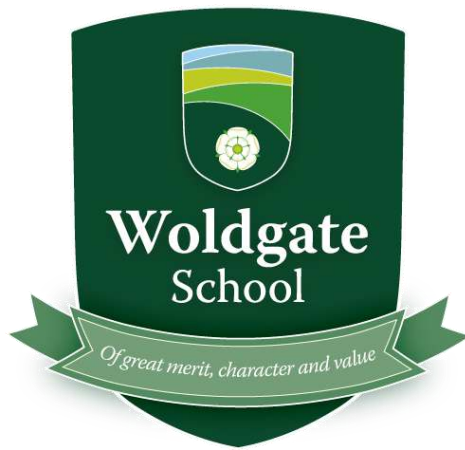| Present	Imperfect
En mi barrio **hay**...	En mi barrio **habia**...
Mi barrio **tiene**...	Mi barrio **tenia**...
Mi ciudad **es**...	Mi ciudad **era**...
Mi ciudad **está**...	Mi ciudad **estaba**...

To say how long ago something happened, use *hace* with a time expression.

- *hace cien años*   a hundred years ago
- *hace dos meses*   two months ago
- *hace una semana*   a week ago

Note that *hace* always goes in front of the time phrase.

Everything you do should be of great merit, character, and value