Knowledge Navigator 2022/2023

Year 11

Name:
Form:

Determination | Integrity | Trust

DIXONS COTTINGLEY ACADEMY

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	Week 1		Week 2		Week 3		Week 4		Week 5	
Monday	29/08/22	Bank holiday	05/09/22	French Page 37 Week 2	12/09/22	French Page 37 /38 Week 3	19/09/22	French Page 38 Week 4	26/09/22	French Page 39 Week 5
Tuesday	30/08/22	Year 7 only	06/09/22	Science Page 23 Box 1/2	13/09/22	Science Page 23 Box 3/4/5	20/09/22	Science Page 24 Box 1/2	27/09/22	Science Page 24 Box 3/4
Wednesday	31/08/22	All students	07/09/22	RE Page 84 Week 2 Sparx Maths	14/09/22	RE Page 84 Week 3 Sparx Maths	21/09/22	RE Page 84 Week 4 Sparx Maths	28/09/22	RE Page 84 Week 5 Sparx Maths
Thursday	01/09/22	All students	08/09/22	English Page 5 Box A/B	15/09/22	English Page 5 Box C/D	22/09/22	English Page 5 Box G	29/09/22	English Page 5 Box H
Friday	02/09/22	All students	09/09/22	Geography Page 50 Quiz 1	16/09/22	Geography Page 50 Quiz 2	23/09/22	Geography Page 50 Quiz 3	30/09/22	Geography Page 51 Quiz 4
				History Page 71 Box A		History Page 71 Box B		History Page 71 Box C		History Page 71 Box D

	Week 6		Week 7		Week 8		Week 9		Week 10	
Monday	03/10/22	French Page 40 Week 6	10/10/22	French Page 40 Week 7	17/10/22	French Page 40 Week 8	07/11/22	French Page 40 Week 9	14/11/22	French Page 40 Week 10
Tuesday	04/10/22	Science Page 28 Box 1/2	11/10/22	Science Page 28 Box 3/4	18/10/22	Science Page 28 Box 5	08/11/22	Science Page 21 Box 1/2/3	15/11/22	Science Page 21 Box 4/5
Wednesday	05/10/22	RE Page 84 Week 6 Sparx Maths	12/10/22	RE Page 85 Week 7 Sparx Maths	19/10/22	RE Page 85 Week 8 Sparx Maths	09/11/22	RE Page 85 Week 9 Sparx Maths	16/11/22	RE Page 85 Week 10 Sparx Maths
Thursday	06/10/22	English Page 6 Box E/F	13/10/22	English Page 6 Box I/J/K	20/10/22	English Page 7 Box A	10/11/22	English Page 7 Box B	17/11/22	Staff only
Friday	07/10/22	Geography Page 51 Quiz 5	14/10/22	Geography Page 51 Quiz 6	21/10/22	Geography Page 52 Quiz 1	11/11/22	Geography Page 52 Quiz 2	18/11/22	Staff only
		History Page 72 Box E		History Page 72 Box F		History Page 72 Box G		History Page 72 Box H		

	Week 11		Week 12		Week 13	
Monday	21/11/22	French Page 41 Week 11	28/11/22	French Page 41 Week 12	05/12/22	French Page 41 Week 13
Tuesday	22/11/22	Science Page 21 Box 6/7	29/11/22	Science Page 28 Box 1/2	06/12/22	Science Page 21 Box 1/2/3
Wednesday	23/11/22	RE Page 85 Week 11 Sparx Maths	30/11/22	RE Page 85 Week 12 Sparx Maths	07/12/22	RE Page 85 Week 13 Sparx Maths
Thursday	24/11/22	English Page 7 Box D	01/12/22	English Page 7 Box E	08/12/22	English Page 7 Box F
Friday	25/11/22	Geography Page 52 Quiz 3	02/12/22	Geography Page 52 Quiz 4	09/12/22	Geography Page 52 Quiz 5
		History Page 73 Box J		History Page 73 Box K		History Page 73 Box L

DIXONS COTTINGLEY ACADEMY

YEAR 11

CYCLE 1 HOMEWORK

DIXONS COTTINGLEY ACADEMY

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CYCLE 2 HOMEWORK

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YEAR 11

CYCLE 3 HOMEWORK

English	Language Paper 1	CYCLE 1	YEAR 11

BOX A Active Reading
8 Minutes

1. Read the context box
2. Highlight key information about the 5 Ws.
3. Read the text annotating the 5 Ws.
4. Write a summary sentence answering the question What is the central idea of the passage?
5. Re-read the text annotating any interesting language choices

The 5 Ws
- Who is the text about?
- What is happening?
- Where is it happening?
- When is it happening?
- Why is it happening?

BOX B Question 1: Selecting Information
Marks: 4 **Minutes: 2**

Planning
1. Highlight the focus of the question.
2. Re-read relevant lines.
3. Highlight relevant words or phrases.

Answering
Write 4 clear bullet points using quotation or paraphrasing.

Example Question: What does the reader learn about the main character in lines 1-6?

Sentence Starters
- The reader learns …
- The main character is …
- He/ she …
- The reader finds out…

BOX C Question 2: Language Analysis
Marks: 8 **Minutes: 12**

Planning
1. Highlight the focus of the question.
2. Highlight rich quotations that will help you to answer the question
3. Annotate each quotation (in detail) focusing on:
   -language choices
   -effects and reader response
   -connotations
   -alternative interpretations

Answering
Write your answer in paragraphs where you:
-identify a language choice
-use an embedded quotation/ quotations
-explain the effect of the language choice

BOX D Question 3: Structure Analysis
Marks: 8 **Minutes: 14**

Planning
1. Highlight the focus of the question.
2. Bullet points 1 & 2 → annotate the text with what the writer focuses our attention on and how this interests the reader.
3. Bullet point 3 →annotate the text with other structural choices / how they interest the reader

Answering
Write your answer in paragraphs where you
-Identify a focus/ structural choice
-Use an embedded quotation/ quotations
-Explain how the focus/ structural choice interests the reader

BOX G: Language Choices Key Terminology

simile: a comparison using 'like' or 'as.'
metaphor: describing one thing as though it is another.
personification: describing something that is not human and non-sentient (not alive) as having human behaviours or characteristics.
pathetic fallacy: a type of personification where emotions are given to setting/object or weather.
anthropomorphism: describing something that is not human but sentient (alive) as having human behaviours or characteristics.
tone: the mood of the writing created by vocabulary choices.
repetition: using the same word or phrase again and again.
juxtaposition: contrasting ideas or words
oxymoron: a phrase combining two or more contradictory terms.
rhetorical question: a question designed to engage a reader
symbol: a word, object, person or action that has a deeper meaning in the context of the whole story.
semantic field: a selection of related words that work together to create an effect.
lexical choice: the selection of a certain word to create an effect.

nouns: words that name people, places, things and ideas.	**adjectives**: words that describe nouns.
verbs: words that show an action.	**adverbs**: words that describe verbs, adjectives or other adverbs.
pronoun: a word used instead of a noun.	**interjection:** a word that expresses surprise or a strong emotion.

Box H: Structural Choices Key Terminology

focuses your attention: the character, place or idea the writer gives a large amount of detail about at a specific point.
narrow focus: when the writer zooms in to provide much detail about one person, place or action.
wide focus: when the writer zooms out and describes a range people, places or actions briefly.
first person: a story which is told by one of the characters.
third person: a story which is told by a narrator which isn't a character.
Dialogue: speech between characters.
Flashback: jumping back to events that happened in the past (analepsis).
flash-forward: jumping forward to events that happen in the future (prolepsis).
withheld information: where the writer keeps specific information about a character, event or place a secret and then reveals it later on.
contrast: when a writer describes 2 or more people, places, objects or events differently.
juxtaposition: placing two contrasting ideas side by side in order to highlight their differences.

English	Language Paper 1	CYCLE 1	YEAR 11

BOX E Question 4: Evaluation

Marks: 20 **Minutes: 23**

Planning

1. Highlight the key words in the statement in the question.
2. Highlight quotations from the text that support the statement
3. Annotate each quotation focusing on:
   - how each quotation creates the effect in the statement
   - language choices used by the writer
   - connotations of key words / images
   - alternative interpretations

Answering

Introduction → Briefly, explain why you agree with the statement.

Write the rest of your answer in paragraphs where you:

- refer to the statement
- identify a language /structural choice
- use an embedded quotation/ quotations
- explain the effect of the language choice focusing on the annotations
- explain how the reader is positioned

BOX F Question 5: Descriptive or Narrative Writing

Marks: 40 Content & Organisation 24 SPAG 16 **Minutes: 45**

There will be 2 tasks to choose from.

Descriptive

Planning (5 minutes)

Box planning → Draw a box around 4 interesting nouns → Label each box with ambitious vocabulary and examples of imagery

Writing (35 minutes)

Set the scene.

4 x paragraphs focusing on each box.

End with a change.

Narrative

Planning (5 minutes) Think about the following

2 characters maximum →Setting →Plot

Mind-map/ list 4 key events spanning no more than 1 hour

Writing (35 minutes)

Set the scene.

4 x paragraphs for each event.

End with a twist/ cliff hanger/ happy ending.

Spend 5 minutes editing and checking your work.

Box I: Exemplar Annotation

Violent verb → 'piercing' → sounds painful → maybe painful memories associated with the church. Simile → **'needle'** → pointed → the church tower stands out along the sky line.	'Wide awake now, he pushed back the covers, got out of bed, and went over to the window. In the pale half-light of the moon, he could clearly see the church tower up on the small hill behind his house piercing the sky as sharp as a needle.'

Box J: Academic Phrases

Synonyms for 'This shows…'	**Adverbs of Confidence**	**Adverbs to Sequence**
This suggests	Crucially,	Firstly,
This implies	Evidently,	Subsequently,
This indicates	Obviously,	Finally,
Reader Response	**Adverbs of nuance**	**To build analysis**
The reader is positioned …	This may suggest	Moreover,
The reader learns…	Perhaps the writer	In addition,
The reader understands…	This could possibly	As such,
The reader is intrigued…	Some critics may	Furthermore,

Box K: Punctuation Help

? question mark	shows that a question is being asked.
! exclamation mark	shows a strong emotion.
" " speech marks	show which part of a text is spoken → must start with a capital letter after the opening the opening speech marks, and finish with punctuation before the closing speech marks ***Examples:*** *"I'm so happy you have all tried so hard! Do you understand more clearly now?" asked the teacher.*
; semi-colon	joins two main clauses that are related in meaning (often where 'because' could join them together) or items in a list where each item is a phrase.
: colon	introduces a list or example after a main clause. ***Examples:*** *Students need to bring the correct equipment for the expedition: a warm coat; sturdy shoes; lightweight trainers and a hat, It is going to be exciting; all of us will be great.*
() brackets	surround extra, non-essential information.
- dash	used to highlight extra information being added. ***Examples:*** The ground- which was now sodden with melted snow- squelched beneath his feet. His shoes (which were brand new) were ruined.

English	Language Paper 2	CYCLE 1	YEAR 11

Box A Active Reading (15 minutes)
You must actively read the text before attempting any of the questions.

1. Number the paragraphs on your source.
2. Decide on any connotations/clues that the title may give to your understanding of the source.
3. Read and text mark the source giving each paragraph a title based on its content.
4. Look at Q2-4 of the paper. Highlight the key words within each question.
5. Plan your answers to Q2-4 by highlighting and labelling key content for each question within the source.

Box B Q1. (4 marks = 5 minutes)
AO1 Retrieval of information

- You must read the instructions carefully, focusing **on the source instructed**.
- Shade the boxes that are true.
- Choose a maximum of four statements.

This is a comprehension task and requires you to have read the source accurately. You must show that you have a good understanding of what the source is about.

One mark will be awarded for each correct statement which is true.

Box C Q2. (8 marks = 8 minutes)
AO1 Retrieval of information.

- Identify the similarities and/or differences in source A and source B.
- Make clear and insightful inferences from both texts.
- Use embedded quotations to support your inferences.
- Show a clear understanding of the similarities/ differences between the two sources.
- Show a clear comparison through signposting your sentences using connectives:

Similarities	***Differences***
'Source B also shows..'	*'In contrast, source B …'*
'Similar to source A…'	*'However, source A …'*

Ensure you are making consistent comparisons with your summary. You *DO NOT* analyse language. Time is limited.

Box D Q3. (12 marks = 12 minutes)
AO2: Language analysis and the effect on the reader.

This question will direct you to focus on one specific source and specific lines in the source. **ONLY GET YOUR QUOTATIONS FROM HERE.** Read the instructions carefully.

- Identify around six key quotations that answer the question looking for both language techniques e.g. metaphors, similes, repetition etc. and key words
- Explode quotes to show deeper understanding of their meaning. Must always be in relation to the question.
- Explain the effect
- Highlight key words, identify their word class and explain their connotations linking back to the question.
- Refer to the effect on the reader.
- Challenge: see if you can also analyse sentence construction and punctuation

In this question you need to show the examiner that you can:
✓ Analyse a variety of techniques: language devices/ individual words/ sentence structure/ punctuation
✓ Identify them correctly in the source.
✓ Show a clear understanding of why the writer has used the language and the effect on the reader.

Box E Q4. (16 marks = 20 minutes)
AO3 Compare writer's ideas and perspectives and how these are conveyed

For this question, you will compare source A and source B. **Read the question carefully.**
In you answer you will need to:
✓ Compare the different attitudes
✓ Compare the **methods** they use to convey their attitudes
✓ Support your ideas with references to both texts.

Box G Writers' methods include:

juxtaposition	repetition
simile	metaphor
contrast	oxymoron
hyperbole	statistics
emotive language	first person
third person	imperative verbs modal verbs
direct address	
tone of the texts	rhetorical question
personal pronoun	alliteration

Identify similarities and differences between the writers' methods and how they demonstrate their attitude.
Embed your quotations accurately within your writing.

Box F Q5.
(AO5: 24 marks content AO5, AO6: 16 marks technical accuracy)
You have 45 minutes for this question.

You will be provided with a statement related to the themes in sources A and B. You must spend **5 minutes** planning your writing.

Content:
M – modal verb
A – alliteration/ anecdote
D – direct address
F – facts from a reliable source
O - opinion or the writer or from a significant source
R – repetition and rhetorical questions
E – emotive language
S – statistic and superlative
T – triple

Structure of your writing
Open with a drop paragraph to grab your readers attention!

Burger Paragraph:
Topic sentence/ Build on your point of view using a building connective/ show the other side using a contrasting connective/ knock it down and finish with a strong closing statement.

Technical accuracy:
- Ensure you use ambitious vocabulary
- Use a variety of sentence structures for impact
- Use of a variety of punctuation: . , ; : ? ! (at least 5 pieces)
- Accurate spelling and grammar

English	Poetry	CYCLE 1	YEAR 11

Poem	Conflict	Power	Key Quotations/ Language analysis	Structure	Context	Poems to compare
Ozymandias, Percy Shelley, 1817 **BOX A**	Conflict between a warrior's great power being reduced to a wreckage.	Human power doesn't last forever. Nature and time will always be stronger. Pride is portrayed to be a negative emotion.	"Two vast and trunkless legs of stone" Personification "Sneer of cold command" Alliteration highlights the kind of power he had – not a good form "Look on my works ye Mighty and despair!" Imperative verbs/ irony "Nothing beside remains" Caesura highlights how his power ended abruptly – ironic. "Colossal wreck boundless and bare" Powerful adjective and alliteration	The sonnet rhyme scheme is irregular, perhaps symbolic of the broken statue itself – it is no longer perfect.	It acts as a warning to anyone who thinks they are immortal – this power won't last. Shelley wrote it after hearing how an Italian explorer had retrieved the statue from the desert of an Egyptian Pharaoh, Rameses II; a very arrogant ruler who thought his reign would last forever. It is therefore ironic that nothing remains but ruins. Also a Romantic poet who believed in the power of nature.	London/ My Last Duchess/ Storm on the Island/ The Prelude
The Prelude, William Wordsworth, 1850 **BOX A**	Conflict between man and nature: nature proves to be more powerful.	The power and beauty of nature to make man feel overwhelmed and insignificant. The power of memory/ fear/ individual experiences.	"An act of stealth and troubled pleasure" Oxymoron "Heaving through the water like a swan" Simile – he thinks he is powerful "Huge peak, black and huge" Repetition/ monosyllabic adjectives "With trembling oars I turned" Personification/ present participle "O'er my thoughts there hung a darkness" Metaphor – has a long lasting effect.	As the autobiographical journey progresses, the poem becomes more disordered. "And" is repeated to give a breathless feel.	Wordsworth was a Romantic poet who emphasised the power and beauty of nature. He wanted to show its reality rather than pastoral depictions.	Exposed/ Storm on the Island/ Remains
London, William Blake, 1794 **BOX B**	There is conflict between the fact that London is the greatest city in the world and yet it has great poverty and oppression. There is also conflict between rich and poor.	The abuse of power in Victorian England and the lack of power amongst the poor in society. Power of anger.	"Where the chartered Thames does flow" Juxtaposition – nothing is free. "The mind-forged manacles I hear" Metaphor/ alliteration "Every black'ning church appals" Juxtaposition – church should be good. "The hapless soldiers sigh" Sibilance emphasises hopelessness "Blights with plagues the Marriage hearse" Oxymoron shows how even good things are corrupt.	It is a monologue of the narrator describing a walk around London. The regular rhyme scheme reflects the regular walking pace of the narrator as he walks around the city. It could also represent how monotonous London life was.	Set during the poverty of the industrial revolution. The poet is supporting the French revolution's quest for liberty. This poem shows how corruption is everywhere – not like the other poems in the Songs of Innocence and Songs of Experience.	My Last Duchess/ Storm on the Island/ The Prelude/ The Emigree
Poppies, Jane Weir, 2009 **BOX B**	Conflict from perspective of mother left behind when son goes to war. Also, there is conflict between childhood and adulthood.	The powerlessness of the mother who must deal with her son's departure to war/ adulthood. It is an individual experience but from a different perspective.	"Before you left I pinned one onto your lapel" Personal pronoun/ past tense "Crimped petals, spasms of paper red" Powerful adjectives "The world overflowing like a treasure chest" Simile "A single dove flew from the pear tree" Symbolism "Hoping to hear your playground voice… on the wind." Alliteration emphasises memory.	The poem uses a lot of enjambment to enhance the idea of natural tone and the mother's voice. It also perhaps how memories are continuous.	The poem is focused on the idea of poppies as symbols of memorial. When 'Poppies' was written, soldiers were still dying in Iraq and Afghanistan.	War Photographer/ Kamikaze/ The Emigree
Remains, Simon Armitage, 2008 **BOX C**	Explores the long term effects that conflict in war has on a soldier. Conflict between action (war in reality and hindsight.	A soldier's power or lack of power over his own memories and experiences of war. It is a powerful personal experience, which creates guilt.	"Probably armed, possibly not" like an Aside "We get sent out to tackle looters" Playful verb "sort of inside out/ Pain itself, the image of agony" childlike description/ desensitised. "He's here in my head when I close my eyes." Alliteration of 'h' emphasises how he can't get rid of the image. "His bloody life in my bloody hands" Repetition highlights how he can't escape guilt – possible reference to Lady Macbeth.	Enjambment shows how the painful memories run on and on in his mind.	This poem highlights the problems of posttraumatic stress disorder in soldiers (this one is based in Iraq). The poem explores the negative impact can have on the mental health of soldiers.	Kamikaze/ Poppies/ Bayonet Charge/ War Photographer
Storm on the Island Seamus Heaney, 1966 **BOX C**	The conflict between man and nature and people's fear of the weather.	The power of the weather to instil fear into man – nature will always be more powerful. Fear has a very powerful effect.	"We are prepared: we build our houses squat" Strong opening statement – words connected with safety. "The wizened earth has never troubled us" Personification? "Spits like a tamed cat turned savage." Simile "Exploding comfortably down on the cliffs." Oxymoron juxtaposes the feelings of fear and safety. "It is a huge nothing that we fear" Oxymoron	Present tense suggests the storm is occurring now. Enjambment helps add to the conversational toe.	Heaney was born on an isolated storm-battled island which acts as a metaphor for the troubles in Ireland. The ending of the poem emphasises how powerful nature is because it has the ability to make people change their lives/ evoke fear without actually ever doing anything, just threatening to – just like conflict.	Bayonet Charge/ The Prelude/ The Emigree/ London

English	Poetry	CYCLE 1	YEAR 11

Poem	Conflict	Power	Key Quotations/ Language analysis	Structure	Context	Poems to compare
War Photographer Carol Ann Duffy, 1985 **BOX D**	Conflict between a warzone and rural England. There is also the effects of conflict/ reality of conflict.	The powerful war images contrast with the detached way they are consumed. It is an individual experience showing anger and perhaps also guilt.	"Spools of suffering set out in ordered rows" Sibilance – described like soldiers "Rural England. Home again to ordinary pain" Soft vague adjective contrasts with specific place names earlier – conflict between appearance/ reality of war. "Hands…did not tremble but seem to now." Difference in time – effect of war. "He remembers the cries of this man's wife." Assonance creates cry. "He stares impassively… and they do not care." Rhyme creates an open mouthed effect – disbelief at the wider world.	The regular 4 line structure reflects the order he is giving to the chaos in the photos.	The poet is bitter about the indifferent way in which people view modern warfare though newspapers. The poem is inspired by the poet's friendship with a war photographer.	Remains/ Bayonet Charge/ Kamikaze
My Last Duchess, Robert Browning, 1842 **BOX D**	Conflict between how the speaker presents himself and how he actually is (appearance and reality)	The power the speaker (human power) had over his wife's life and the power that she had over him (he was obsessed with her).	"That's my last duchess… looking as if she were alive." Personal pronoun. "Who passed without much the same smile?" Sibilance "Had you skill in speech – which I have not-" Irony "I gave commands then all smiles stopped" Sibilance gives the euphemism a very creepy feel. "Notice Neptune though taming a sea horse." Imperative verb/ alliteration suggests his power over his visitor.	Enjambment, caesura and pauses to reflect the speaker's thoughts and passion. Rhyming couplets and iambic pentameter show his high status.	Based on the Duke of Ferrara from the Italian Renaissance to indirectly comment on sin in the Victorian era.	Ozymandias/ Checking out my History
Exposure, Wilfred Owen, 1917-18 **BOX D**	Conflict between man and the cruel weather in a warzone. The reality of conflict is portrayed as being brutal.	Nature is more powerful and deadly than bullets and shells – makes war seem more futile.	"Merciless iced east winds that knife us" Personification "Mad gusts tugging on the wire" Personification "Pale flakes with fingering stealth come… for our faces" Personification/ alliteration "Shutters and doors are closed: on us the doors are closed." Metaphor "But nothing happens" Repetition of refrain	The fifth line in each stanza creates an anti-climax. Para-rhyme reflects how unsettled the soldiers are.	Owen wanted to truthfully show the real conditions for soldiers in the trenches and to also highlight the futility of war. He wrote the poem from the trenches in WW1.	Charge of the Light Brigade/ Bayonet Charge/ Storm on the Island/ London
Charge of the Light Brigade, Alfred Tennyson, 1854 **BOX E**	The bravery of the soldiers and the stupidity of the mission. Conflict between decision makers and those on the front line.	The powerful military rhythm matches the rhythm of the marching drums – the power of patriotism.	"Into the valley of death rode the six hundred" specific amount – connotations of hell. "Someone had blundered" Ambiguous language "Stormed at with shot and shell" Sibilance – creates sound of ammunition "Theirs not to reason why theirs but to do and die" Rhyme & repetition, highlights their sense of duty and obedience. "When can their glory fade?" Rhetorical question	It has a military rhyme similar to the sound of marching drums of horse hooves.	The poem is a tribute to the fallen soldiers in the disastrous Battle of Balaclava in the Crimean War between Britain and Russia. A miscommunication led a group of soldiers head first into a battle with catastrophic results.	Poppies/ Remains/ War Photographer/ Bayonet Charge/ Storm on the Island/ London
Tissue, Imtiaz Dharker, 2006 **BOX E**	Conflict caused by holding onto things too tightly.	This poem explores how we cling too tightly to power and should build more things with paper like qualities. It explores identity and the power of humans vs power of nature.	"Paper that lets the light shine through" Paper is repeated suggesting its importance – monosyllabic words suggests clarity. "If building were paper I might feel their drift" Shift in tone "Maps too. The sun shines through." Alliteration/ repetition "Fly our lives like paper kites" Simile "Raise a structure never meant to last."	Enjambment creates a human and calm tone. The poem starts looking at the joy of things like paper and wonders what the world would be like if it had the same qualities. Stanzas 4-6 focus on the paradox that paper is fragile, yet it still controls our lives.	Written from the point of view of someone looking at the troubles of the modern world; destruction, war and politics and wealth as well as issues like terrorism and identity. Paper is ultimately an extended metaphor for our skin (our lives)	Ozymandias/ Poppies
Bayonet Charge, Ted Hughes, 1957 **BOX E**	The conflict involved in rushing out of the trenches to attack. Conflict between why soldiers joined up and the reality of warfare.	The powerful and raw emotions involved in war's reality. It is an individual experience although not directly personal. Fear is powerful.	"Suddenly he awoke and was running" Adverbial sentence starter – starts in medias res. "He lugged a rifle numb as a smashed arm" simile "The patriotic tear… sweating like molten iron" Simile "A yellow hare that rolled like a flame" Simile "His terror's touchy dynamite" Alliteration/ metaphor	Enjambment/ first person narrative adds to the chaos of the battlefield and the soldier's panic/ internal conflict.	This poem looks at the dehumanising impact of leaving the trenches into no-man's land.	Exposure/ Charge of the Light Brigade/ The Prelude

English	Poetry	CYCLE 1	YEAR 11

Poem	Conflict	Power	Key Quotations/ Language analysis	Structure	Context	Poems to compare
Checking out me History John Agard, 2007 **BOX F**	Conflict between what we are taught and not taught by society.	This poem rebels against the way powerful black figures from history are marginalised. The power of humans on someone's identity.	"Bandage up me eye with me own history" Metaphor/ irony "Dem tell me bout Dick Whittington and he cat" allusion to pantomime/ Colloquial language "But dem never tell me about Mary Seacole" "Nanny see-far woman of mountain dream" Connected to nature "I carving out me identity" Emphatic final word	The irregular verse and colloquial language mirrors the drum beat of Caribbean music. At the end, he says that he's going to create his own identity.	The poem looks at how history is taught and the conflict between fact and truths with is sometimes obscured by race or gender.	London/ Tissue
The Emigree Carol Rumens, 1993 **BOX F**	Conflict between childhood memories of a place and adult understanding. The long-term effects of conflict.	The power of how childhood memories of a place can affect people in adulthood/ identity.	"My memory of it is sunlight clear" Repetition of sunlight throughout poem. "I am branded by an impression of sunlight" Juxtaposition "The child's vocabulary I carried here like a hollow doll" Simile "I comb its hair and love its shining eyes" Personification "They accuse me of being dark in their free city" Dark vs light - connotations	The lack of a consistent line structure or rhyme reflects the speaker's confusing feelings about the city.	The poet bases many of the ideas on examples of emigration from countries like the Middle East where people are fleeing corruption and tyranny.	Kamikaze/ Poppies/ London
Kamikaze Beatrice Garland, 2013 **BOX F**	Conflict between the rules and honour of society and the desire to survive and return to family.	The power of the Japanese government and the power of family. The power of nature, memory and identity.	"A one way journey into history" – emphasises how memory can be one sided "A green-blue translucent sea" Two colours/ two sides "My mother never spoke again" Irony "We too learned to be silent" Verb suggests they are made to believe this. "Wondered which had been the better way to die." Alliteration/ irony.	Uses italics for an aside to maybe show the daughter speaking to her own children.	It was considered a great honour in Japan, to die for your country. The pilot in this poem returns home and is rejected by his family forever.	Checking out my History/ The Prelude

English	Macbeth	CYCLE 1	YEAR 11

	BOX A: Acts
One	As Macbeth and Banquo return home from battle, they meet three witches. The witches predict that Macbeth will king. Macbeth returns home and he and Lady Macbeth plot to kill Duncan.
Two	Macbeth kills Duncan and Lady Macbeth plants the dagger so the bodyguards look guilty. Duncan's sons Malcolm and Donalbain, fearing their lives to be in danger flee Scotland.
Three	Macbeth hires murderers to kill Banquo and Fleance (B's son). Banquo's ghost haunts Macbeth at a banquet and Macbeth's thanes begin to turn against him.
Four	The witches show Macbeth three apparitions which make Macbeth think that his future as king is secure. Macbeth has Macduff's wife and children murdered.
Five	Lady Macbeth kills herself due to her guilt. Macbeth still thinks himself indestructible but the witches apparitions start to come true as Macduff's army approaches. Macduff kills him and decapitates him.

BOX D: Key Quotations
Lady Macbeth: "unsex me here, And fill me from the crown to the toe top-full Of direst cruelty (Act 1, scene 5)
Macbeth: "Bloody instructions which, being taught, return To plague th'inventor." *"I have no spur To prick the sides of my intent, but only* *Vaulting ambition" (Act 1, scene 7)*
Macbeth: "Will all great Neptune's ocean wash this blood *Clean from my hand?"(Act 2, scene 2)*
Lady Macbeth: "Yet who would have thought the old man to have had so much blood in him?" (Act 5, scene 1)
Macbeth: "Life's but a walking shadow, a poor player That struts and frets his hour upon the stage, And then is heard no more…Signifying nothing. " (Act 5, scene 5)
Three witches: "Fair is foul, and foul is fair." (Act I, Scene I)
Lady Macbeth: "Yet do I fear thy nature; It is too full o' the milk of human kindness." (Act I, Scene V)
Lady Macbeth: "Look like the innocent flower, but be the serpent under't." (Act I, Scene V)

	BOX B: Character
Macbeth	ambitious, treacherous, powerful, led to wicked thoughts and deeds. He murders Kind Duncan and takes the throne of Scotland for himself.
Lady Macbeth	'cold', deeply ambitious woman who lusts for power and position. Some critics belief it is the grief of loosing her child that is her driving force in the play.
Duncan	an old, gracious, pious and gentle man. He serves as a foil to Macbeth because he was a benevolent king.
Macduff	Scottish nobleman hostile to Macbeth's kingship from the start. He, unlike Macbeth, is never duplicitous and serves as a foil to Macbeth.
Banquo	Macbeths best friend: brave, noble general whose children, according to the witches' prophecy, will inherit the Scottish throne.
Three Witches	"black and midnight hags" who plot mischief against Macbeth using charms, spells, and prophecies. Some critics believe they are the 'puppet masters' of the play who drive Macbeth's actions.
Malcolm	son of Duncan, whose restoration to the throne signals Scotland's return to order following Macbeth's reign of terror
Lady Macduff	Wife of Macduff. She and her home serve as contrasts to Lady Macbeth and their hellish world especially as she is a loving mother

BOX C: Context

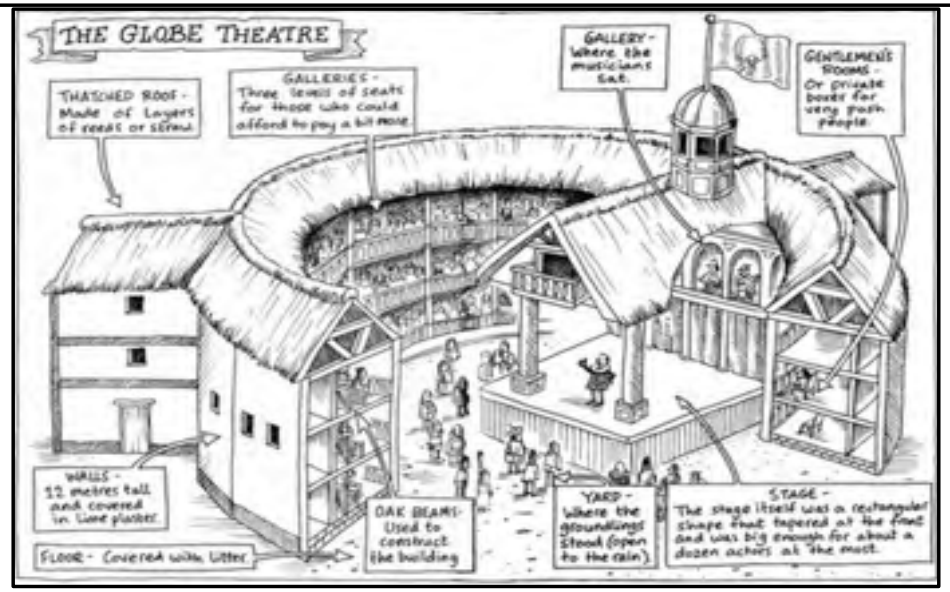
Jacobean England:
- period in English and Scottish history that coincides with the reign of James VI of Scotland (1567–1625), who also inherited the crown of England in 1603 as James I.
- The Jacobean era succeeds the Elizabethan era.

Daemonologie:
- written by King James I about magic, sorcery and witchcraft. In writing the book.
- King James was heavily influenced by his personal involvement in the North Berwick witch trials from 1590.
- This book was one of the primary sources of Shakespeare in the production of Macbeth who attributed many quotes and rituals found in the book directly to the weird sisters.

Witchcraft:
- the period of witch trials in were a widespread moral panic suggesting that malevolent Satanic witches were operating as an organized threat to Christendom during the 15th to 18th centuries.
- Those accused of witchcraft were portrayed as being worshippers of the Devil. Many people were subsequently accused of being witches, and were put on trial for the crime.

Banquo:
- Shakespeare borrowed the character of Banquo from Holinshed's Chronicles, a history of Britain published in 1587. In Chronicles Banquo is an accomplice to Macbeth in the murder of the king.
- Shakespeare may have changed this aspect of his character to please King James, who was thought at the time to be a descendant of the real Banquo.
- Critics often interpret Banquo's role in the play as being a foil to Macbeth, resisting evil where Macbeth embraces it. Sometimes, however, his motives are unclear, and some critics question his purity. He does nothing to accuse Macbeth of murdering the king, even though he has reason to believe Macbeth is responsible.

BOX E: Dramatic/Stylistic Devices	
Soliloquy	One character speaking to audience; M uses to make audience complicit
Dramatic irony	Audience knows more than characters; audience knows D will die
Hamartia	Tragic flaw; M's could be easily influenced/ambition
Hubris	Pride; M could be said to have this or Lady M
Catharsis	Purgation of pity and fear; happens at the end
Anagnorisis	Recognition or the tragedy to come
Peripetieia	Sudden reversal of fortune
Rhyme	Used by the witches to create chant-like, supernatural atmosphere
entrances and exits	Where characters enter and exit the stage
pauses	When a character stops speaking for dramatic effect
asides	More then one character is on stage but the character who is speaking speaks directly to the audience and the convention is that only the audience hears this not the characters on stage



BOX F: Motifs	
Nature	'Against the use of nature' (1.3); 'Tis unnatural,/ Even like the deed that's done' (3.4); 'And his gash'd stabs looked like a breach in nature' (3.1); 'Boundless intemperance/ In nature is a tyranny' (4.3)
Light and dark	'Stars, hid your fires; Let not light see my black and deep desires' (1.4); 'that darkness does the face of earth entomb,/When living light should kiss it?' (4.2); 'Come, seeling night,/ Scarf up the tender eye of pitiful day' (3.2)
Children	'Your children shall be kings' (1.3); 'And pity, like a naked new-born babe,' (1.7); 'I have given suck, and know / How tender 'tis to love the babe that milks me' (1.7); 'He has no children. All my pretty ones?' (4.3)
Blood	'Make thick my blood' (1.5); 'And on thy blood and dungeon gouts of blood…/It is the bloody business which informs thus to mine eyes' (2.1); 'Will all great Neptune's ocean wash this blood clean from my hand?' (2.1); 'Here's the smell of blood still.' (5.1)
Sleep	'Nature seems dead, and wicked dreams abuse / The curtain'd sleep' (2.1); 'There's one did laugh in's sleep, and one cried 'Murder!'' (2.2); 'Macbeth does murder sleep' (2.2); 'A great perturbation in nature, to receive at once the benefit of sleep and do the effects of watching!' (5.1)
Dreams	'Art thou not, fatal vision, sensible / To feeling as to sight? (2.1); 'Hence, horrible shadow! Unreal mockery, hence!' (3.4); 'Wash your hands; put on your nightgown; look not so pale! I tell you yet again, Banquo's buried.' (5.1); 'My wife and children's ghosts will haunt me still' (5.7)

English	'A Christmas Carol' by Charles Dickens: 55mins/30marks	CYCLE 1	YEAR 11

BOX A: Plot

Stave 1
Scrooge is at work. Despite the Christmas Eve cold, he refuses to spend money on coals for the fire. Scrooge turns down his nephew, Fred's, invitation to his Christmas party and he also rejects the request of two men who want money for charity. Scrooge is visited by the ghost of his dead partner, Jacob Marley, who tells Scrooge that, due to his greedy life, he has to wander the Earth wearing chains. He warns Scrooge and tells him that three spirits will visit him. Scrooge falls asleep.

Stave 2
He wakes and **the Ghost of Christmas Past** takes him on a journey. Invisible to those he watches, Scrooge revisits his childhood school days and his apprenticeship with a jolly merchant named Fezziwig, and his engagement to Belle. All of these past events shows how Scrooge wasn't always the unfriendly miser that he has become. Scrooge sheds tears of regret before being returned to his bed.

Stave 3
The Ghost of Christmas Present shows Scrooge Christmas as it will happen that year. Scrooge watches the Cratchit family eat a tiny meal in their little home. He sees Bob Cratchit's crippled son, Tiny Tim, whose kindness and humility warm Scrooge's heart. He is told that if nothing changes, he will die. The spectre shows Scrooge his nephew's Christmas party. Scrooge asks the spirit to stay until the very end. Towards the end of the day, the ghost shows Scrooge two starved children, Ignorance and Want. He vanishes as Scrooge notices a dark, hooded figure coming.

Stave 4
Through a sequence of scenes linked to an unnamed man's death**, the Ghost of Christmas Yet to Come** shows Scrooge that nobody mourns his death and the only emotion felt is one of happiness and relief. Scrooge, is keen to learn the lesson. After seeing the death of Tiny Tim, he is desperate to change his fate and promises to change his ways. He suddenly finds himself safely tucked in his bed.

Stave 5
Scrooge rushes out onto the street hoping to share his newfound Christmas spirit. He sends a turkey to the Cratchit house and goes to Fred's party. As the years go by, he continues to celebrate Christmas with all his heart. He treats Tiny Tim as if he were his own child, gives gifts for the poor and is kind, generous and warm.

Characters and key quotations

BOX B

Ebenezer Scrooge: A selfish business man ("Humbug") who transforms into a charitable philanthropist.
- "he was a tight-fisted hand at the grindstone,…a squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster."
- "The cold within him froze his old features… He carried his own low temperature always about with him; he iced his office in the dog-days; and didn't thaw it one degree at Christmas."
- "It's not my business."
- "Best and happiest of all. The Time before him was his own to make amends."

Jacob Marley: Scrooge's dead partner who returns as a ghost to warn Scrooge to change his ways.
- "The chain he drew was clasped about his middle. It was long, and wound about him like a tail; and it was made…
- of cash-boxes, keys, padlocks, ledgers, deeds, and heavy purses wrought in steel."
- "Mankind was my business; charity, mercy, forbearance…were, all, my business."

Fred: Scrooge's nephew whose party invitation he declines.
- "He had so heated himself with rapid walking in the fog and frost… that he was all in a glow; his face was ruddy and handsome; his eyes sparkled, and his breath smoked again."

BOX C

Ghost of Christmas Past: A strange combination of young and old, wearing white robes and looking like a candle.
- "It was a strange figure-like a child: yet not so like a child as like an old man…"
- "What was light one instant, at another was dark, so the figure itself fluctuated in its distinctness."

Ghost of Christmas Present: A portly, jovial gentleman surrounded by a warm glow. He shows Scrooge how things really are.
- "Its dark brown curls were long and free; free as its genial face, its sparkling eye, its cheery voice, its unconstrained demeanour and its joyful air."
- "I see a vacant seat…if these shadows remain unaltered by the Future, the child will die."

Ghost of Christmas Yet to Come: A robed and hooded spirit who confronts Scrooge with his own tombstone. He is frightening and shows Scrooge his future and what will become of him if he does not change his ways.
- "a solemn Phantom draped and hooded, coming like a mist along the ground, towards him."
- "Scrooge feared the silent shape so much that his legs trembled."
- "Still the Ghost pointed with an unmoved finger to the head."
- "The Phantom slowly, gravely, silently approached."

BOX D

Belle: A woman who scrooge was in love with who left him due to his greed.
- "Another idol has displaced me"

Fezziwig: Scrooge's ex-employer who is fair to all his employees and knows the true meaning of Christmas.
- "Old Fezziwig…rubbed his hands; adjusted his capacious waistcoat; laughed all over himself, from his shoes to his organ of benevolence; and called out in a comfortable, oily, rich, fat, jovial voice:"

Mrs Cratchit: Bob's wife who is critical of Scrooge and how poorly he pays her husband.

Bob Cratchit: Scrooge's clerk who doesn't have much money. He loves his family and is shown to be happy and morally upright.
- "the Founder of the Feast"
- "…in came little Bob, the father…and his threadbare clothe darned up and brushed…and Tiny Tim upon his shoulder."

Tiny Tim: Bob's ill son whose story plays a part in inspiring Scrooge's transformation.
- "Alas for Tiny Tim, he bore a little crutch."
- "God bless us every one!"
- "As good as gold."

BOX E: Context

1) 1824 – Dickens' father is sent to jail for debt and Dickens has to give up his education until his father inherits some money and he goes to a private school.

2) Dickens was put to work in a warehouse. He had experience of poverty.

3) Later he worked as a clerk and then became a writer of fiction and journalism, reporting on court cases and working for radical newspapers on his disillusionment with politics and the class system.

4) 1832 – The Great Reform Bill gave many middle class property owners the right to vote for the first time. Large sections of the middle classes, the working classes and women still didn't have the right to vote.

5) 1834 – Poor Law Amendment Act, which meant that the rich no longer had to pay taxes in order to help the poor. Workhouses were created which poor people would have to live and work in.

6) 1842 Report on Child Labour The report's findings shocked society and led to safety legislation in mines and factories.

7) September 1843 – Dickens visits a "Ragged School." A School for poor children offering free education.

8) December 1843 Dickens writes A Christmas Carol focusing on how many of society's ills can be blamed on greed for money and status.

ALGEBRA INSTRUCTIONS	
Solve	**Find the value** of an unknown or variable.
Iterate	**Repeatedly** carry out a process.
Rearrange	**Changing the subject** of a formula.
Evaluate	In maths, this means **find the value of**
Form	To **write** or **produce**.
Substitute	**Replacing letters with numbers** to calculate the **numerical value**
Expand	**Multiply** terms inside a bracket by those outside the bracket
Factorise	Reverse of **expand**, write using **brackets**

MULTIPLES AND FACTORS	
Multiple	*E.g. The 3rd multiple of 7 is **21.***
Factor	*. E.g. factors of 8 are **1, 2, 4 and 8.***

PROBABILITY NOTATION	
P(A) =	**Probability of an event A** =
P(A') =	**Complement**: event A **will not occur**
P(A ∩ B) =	**Intersection: both events A and B** will occur
P(A ∪ B) =	**Union**: **event A or B or both** will occur

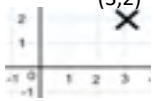
2D REPRESENTATIONS OF 3D SHAPES	
Plan	A **2D view** of a 3D solid as viewed from **above**. **Birds-eye view**.
Elevation	The **2D view** of a 3D solid from the **front** or the **side.**

INDEX LAWS: MULTIPLICATION AND DIVISION	
Multiplying	**Add** the powers *E.g.* $a^m \times a^n = \boldsymbol{a^{m+n}}$
Dividing	**Subtract** powers *E.g.* $a^m \div a^n = \boldsymbol{a^{m-n}}$
Raising	**Multiply** powers *E.g.* $(a^m)^n = \boldsymbol{a^{mn}}$
P^0	Anything to the power of 0 is **1**
p^1	Anything to the power of 1 is **itself**
Negative indices	**Reciprocal** *E.g.* $a^{-m} = \frac{\mathbf{1}}{\boldsymbol{a^m}}$

AVERAGES AND SPREAD	
Mean	**Add up all the amounts, and then divide the total by the number of amounts**
Mode	The value which **occurs the most**.
Median	**Put the data in numerical order, and state the middle value.**
Range	**The largest value subtract the smallest value**
Comparing Data	Compare **averages** to say who is **better**/faster. Compare **ranges** to say who is more **consistent**

ANGLES IN POLYGONS: FACTS	
Sum of interior angles	**(n – 2) x 180º** Where n is the number of sides
Sum of exterior angles	**360º**
Interior angle + exterior angle = **180º**,	

LINEAR GRAPHS	
y = mx + c	**m** is the **gradient** and **c** is the **y-intercept.**
Gradient	How **steep** a line is. Can be positive or negative. **(Change in y)** / **(Change in x)**
y- intercept	Where the line **crosses** the **y-axis**
Parallel lines	Lines with the same **gradient** (same 'm')

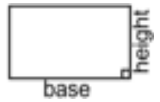
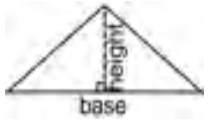
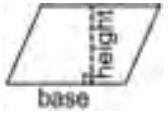
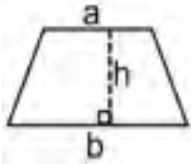
COORDINATES	
Coordinate (3,2) 	The first number (**x**) moves **left** (-) or **right** (+). The second number (**y**) moves **up** (+) or **down** (-). (**x**, **y**) *e.g. (3,2) means the **point** that is 3 to the right and 2 up from the origin.*

ANGLE RULES	
Angles around a point	Add to **360º** (as they make a full turn)
Angles on a straight line	Add to **180º**
Vertically opposite angles	Are **equal**
Angles in a triangle	Add to **180º**
Angles in a quadrilateral	Add to **360º**

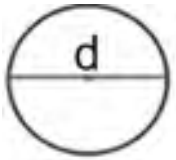
TRANSFORMATIONS

Translation	Translate means to **move** a shape. The shape does not change (**congruent**). To translate a shape you need a **vector** in the form $\binom{x}{y}$
Rotation	To turn a shape. The shape does not change (**congruent**) To rotate a shape you need a **centre of rotation**, the **number of degrees** to turn, and a **direction of turn** (clockwise or anticlockwise)
Reflection	Reflection means to **flip** a shape over a **mirror line**. The shape does not change (**congruent**). To reflect a shape you need a **mirror line.**
Enlargement	To **change the size** of a shape. The shape does change size **(similar).** To enlarge a shape you need a **centre of enlargement** and a **scale factor of enlargement.**

AREA

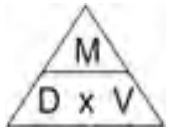
Area of a rectangle	$A = \boldsymbol{bh}$ Area = **base x height**	
Area of a triangle	$A = \frac{\boldsymbol{bh}}{\mathbf{2}}$ Area = **<u>base x height</u>** **2**	
Area of a parallelogram	$A = \boldsymbol{bh}$ Area = **base x height**	
Area of a trapezium	$A = \frac{\mathbf{1}}{\mathbf{2}}(\boldsymbol{a}+\boldsymbol{b})\boldsymbol{h}$ Area = **half the sum of the parallel sides, multiplied by the distance between them**	
Circle	$A = \boldsymbol{\pi r^2}$ Area = **pi x radius²**	
Sector	$A = \frac{\boldsymbol{\theta}}{\mathbf{360}}\boldsymbol{\pi r^2}$ Area = **the fraction of the full circle x pi x radius²**	

CIRCUMFERENCE

Circumference of a circle	Circumference = **pi x diameter** $C = \boldsymbol{\pi d}$ OR $C = \boldsymbol{2\pi r}$	
Arc length	Arc length = **the fraction of the full circle x pi x diameter** $L = \frac{\boldsymbol{\theta}}{\mathbf{360}}\boldsymbol{\pi d} \quad OR$ $\mathrm{L} = \frac{\boldsymbol{\theta}}{\mathbf{360}}\mathbf{2}\boldsymbol{\pi r}$	

COMMON FDP CONVERSIONS

Fraction	Decimal	Percentage
1/2	0.5	50%
1/4	0.25	25%
3/4	0.75	75%
1/10	0.1	10%

VOLUME		
Prism	Volume = **area of cross section x length**	
Pyramid	Volume = $\frac{1}{3}$ **x area of cross section x length**	
COMPOUND UNITS		
Speed formula	Speed = **Distance ÷ Time** Distance = **Speed × Time** Time = **Distance ÷ Speed**	
Density formula	Density = **Mass ÷ Volume** Mass = **Density × Volume** Volume = **Mass ÷ Density**	
PERCENTAGE CALCULATIONS		
Percentage increase	**Adding** a percentage to the original amount.	
Percentage decrease	**Subtracting** a percentage from the original amount.	
Percentage Change	The change between the **old value** and the **new value** as a percentage	$\frac{Difference}{Original} \times 100$
Reverse Percentage	Working **backwards** to find **100%**	

Pythagoras's Theorem	
Pythagoras' Theorem	$\boldsymbol{a^2 + b^2 = c^2}$
TRIGONOMETRIC RATIOS	
Sin	$sin\theta = \frac{\boldsymbol{opposite}}{\boldsymbol{hypotenuse}}$
Cos	$cos\theta = \frac{\boldsymbol{adjacent}}{\boldsymbol{hypotenuse}}$
Tan	$tan\theta = \frac{\boldsymbol{opposite}}{\boldsymbol{adjacent}}$
CONVERSIONS	
Length conversions	1cm = **10mm** 1m = **100cm** 1km = **1000m**
Capacity conversions	1 litre = **1000ml**
Metric mass conversions	1kg = **1000g** 1 tonne = **1000kg**
Time conversions	1 minute = **60 seconds** 1 hour = **60 minutes** 1 day = **24 hours** 1 week = **7 days** 1 year = **365 days** (a leap year is **366**)
Hours to minutes	Half an hour = **0.5 hours** = **30mins** Quarter of an hour = **0.25 hours** = **15mins**

ALGEBRA INSTRUCTIONS

Solve	**Find the value** of an unknown or variable.
Iterate	**Repeatedly** carry out a process.
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Raising	**Multiply** powers *E.g.* $(a^m)^n = \boldsymbol{a^{mn}}$
p^0	Anything to the power of 0 is **1**
p^1	Anything to the power of 1 is **itself**
Negative indices	**Reciprocal** *E.g.* $a^{-m} = \boldsymbol{\frac{1}{a^m}}$
Fractional indices	**Root.** *E.g.* $a^{\frac{1}{n}} = \boldsymbol{\sqrt[n]{a}}$ The power $\frac{1}{2}$ = **square root.** The power $\frac{1}{3}$ = **cube root**

PROPORTION

Direct Proportion	**y ∝ x.** Equation of the form **y=kx**
Inverse proportion	$\mathbf{y} \propto \boldsymbol{\frac{1}{x}}$. Equation of the form $\boldsymbol{y = \frac{k}{x}}$

LINEAR GRAPHS

y = mx + c	**m** is the **gradient** and **c** is the **y-intercept.**
Gradient	How **steep** a line is. Can be positive or negative. $\frac{\textbf{(Change in y)}}{\textbf{(Change in x)}}$
y- intercept	Where the line **crosses** the **y-axis**
Parallel lines	Lines with the same **gradient** (same 'm')
Perpendicular lines	The product of the two gradients is always **-1,** use the **negative reciprocal**.

PROBABILITY NOTATION

P(A) =	**Probability of an event A** =
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P(A ∪ B) =	**Union**: **event A or B or both** will occur

HISTOGRAMS

Histogram	Frequency = **Area** of the bars. **No gaps.**
Frequency density	The **heights** of the bars on a histogram. $Frequency\ Density = \frac{\boldsymbol{frequency}}{\boldsymbol{class\ width}}$

SIMILARITY

Length scale factor: $\boldsymbol{x}$
Area scale factor: $\boldsymbol{x^2}$
Volume scale factor: $\boldsymbol{x^3}$

COMPARING DATA

Comparing Data	Compare **averages** to say who or what is **better**/faster. Compare **ranges** to say who is more **consistent**

REAL LIFE GRAPHS

Distance-Time Graphs	The gradient of the line is the **speed**	
Velocity-Time Graphs	The gradient of the line is the **acceleration** The area under the graph is the **distance**.	
Gradient of a Curve	Find the gradient of the **tangent** at that point.	
Area under a curve	To **estimate** the area under a curve, **split it up** into rectangles, triangles and trapeziums	

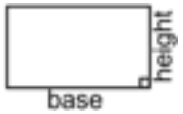
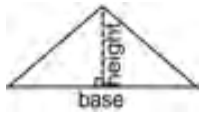
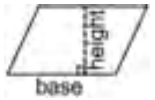
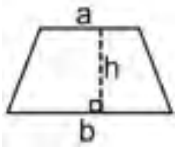
ANGLES IN POLYGONS: FACTS

Sum of interior angles	**(n – 2) x 180°** Where n is the number of sides
Sum of exterior angles	**360°**
Interior angle + exterior angle = **180°**,	

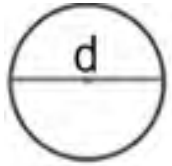
VOLUME

Prism	Volume = **area of cross section x length**
Pyramid	Volume = $\boldsymbol{\frac{1}{3}}$ **x area of cross section x length**

AREA

Area of a rectangle	$A = \boldsymbol{bh}$ Area = **base x height**	
Area of a triangle	$A = \frac{\boldsymbol{bh}}{\boldsymbol{2}}$ Area = **<u>base x height</u>** **2**	
Area of a parallelogram	$A = \boldsymbol{bh}$ Area = **base x height**	
Area of a trapezium	$A = \frac{\boldsymbol{1}}{\boldsymbol{2}}(\boldsymbol{a}+\boldsymbol{b})\boldsymbol{h}$ Area = **half the sum of the parallel sides, multiplied by the distance between them**	
Circle	$A = \boldsymbol{\pi r^2}$ Area = **pi x radius²**	
Sector	$A = \frac{\boldsymbol{\theta}}{\boldsymbol{360}}\boldsymbol{\pi r^2}$ Area = **the fraction of the full circle x pi x radius²**	

CIRCUMFERENCE

Circumference of a circle	Circumference = **pi x diameter** $C = \boldsymbol{\pi d}$ OR $C = \boldsymbol{2\pi r}$	
Arc length	Arc length = **the fraction of the full circle x pi x diameter** $L = \frac{\boldsymbol{\theta}}{\boldsymbol{360}}\boldsymbol{\pi d} \quad OR$ $\mathrm{L} = \frac{\boldsymbol{\theta}}{\boldsymbol{360}}\boldsymbol{2\pi r}$	

EXACT TRIG VALUES

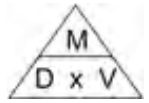
	0°	30°	45°	60°	90°
sin	**0**	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	**1**
cos	**1**	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$	**0**
tan	**0**	$\frac{1}{\sqrt{3}}$	**1**	$\sqrt{3}$	----

CIRCLE THEOREMS

The angle in a semicircle is **90°**	
Angles in the same segment are **equal**	
The angle subtended at the centre of a circle is **twice** the angle subtended at the circumference	
Opposite angles in a cyclic quadrilateral add to **180°**	
Alternate segment theorem: Angles in **alternate segments** are **equal**	
A tangent meets a radius at **90°**	
Tangents from an external point are **equal in length**	

SOLVING QUADRATIC EQUATIONS	
The quadratic formula	$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
PYTHAGORAS' THEOREM	
Pythagoras' Theorem	$a^2 + b^2 = c^2$
TRIGONOMETRIC RATIOS	
Sin	$sin\theta = \frac{opposite}{hypotenuse}$
Cos	$cos\theta = \frac{adjacent}{hypotenuse}$
Tan	$tan\theta = \frac{opposite}{adjacent}$

TRIGONOMETRIC RULES	
Sine rule	Use with **non right angled** triangles.
Sine Rule (for an angle)	$\frac{SinA}{a} = \frac{SinB}{b} = \frac{SinC}{c}$
Sine Rule (for a side)	$\frac{a}{SinA} = \frac{b}{SinB} = \frac{c}{SinC}$
Cosine rule	Use with **non right angled** triangles. Use when the question involves **3 sides and 1 angle.**
Cosine Rule (for a side)	$a^2 = b^2 + c^2 - 2bcCosA$
Cosine Rule (for an angle)	$CosA = \frac{b^2 + c^2 - a^2}{2bc}$
Area of a triangle (trig)	$Area = \frac{1}{2}abSinC$

COMPOUND UNITS		
Speed formula	Speed = **Distance ÷ Time** Distance = **Speed × Time** Time = **Distance ÷ Speed**	
Density formula	Density = **Mass ÷ Volume** Mass = **Density × Volume** Volume = **Mass ÷ Density**	

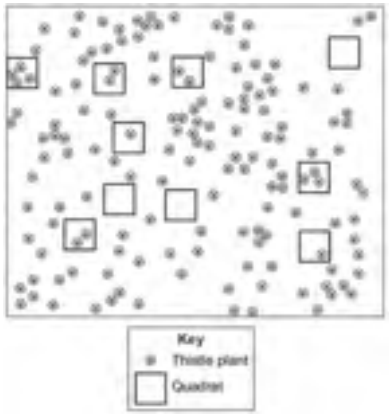
B7 Sampling techniques

Aim

To measure the species richness on the school field in areas in which the grass is regularly and irregularly cut.

Method (Quadrats)

1. Choose a starting point on the school field in an area where the grass is often cut
2. Place two tape measures along the 'x-axis' & 'y-axis' of the field, so that you can divide the area into a grid
3. Use random numbers to generate a set of coordinates to place your first quadrat
4. Count the number of different plant species within this quadrat (the species richness)



5. Return to your starting position and repeat steps two and three a further 14 times using different random numbers
6. Repeat steps one to four for a part of the school field which the grass is infrequently cut
7. Compare your results by calculating a mean for each location.

Method (Transects)

1. On the school field, look for two areas where dandelions are growing, ideally under a tree staring in the shade and getting lighter as you move from under the tree.
2. Put down a transect line going from the shady area into the sunny area. Decide on the intervals at which you are going to place the quadrats. At least 10 samples should be taken – for example, for a 30m transect, place a quadrat at 3m intervals – 0m, 3m, 6m,etc.

3. Place the quadrat down next to the line. Use a light meter to measure the light intensity and record.
4. Look at the quadrat, count how many of the plants you are sampling (dandelions) there are and record.
5. Repeat for each position along the transect line.

B7 Decay

Aim

To investigate the effect of temperature on the rate of decay of fresh milk by measuring pH change.

Method

1. Place 20 cm^3 of fresh milk into three beakers
2. Decide the three temperatures you will investigate. Write these onto the sides of the beakers. They may be 5, 20 and 35°C.
3. Use universal indicator paper or solution to determine the pH of the milk in the three beakers
4. Cover each beaker in cling film and incubate at the appropriate temperature
5. Use universal indicator paper or solution to determine the pH of the milk in the three beakers after 24, 48 and 72 hours

Results

Temperature sample kept at (°C)	pH of milk after…			
	0 hours	24 hours	48 hours	72 hours
5	6.5	6.4	6.4	6.0
20	6.5	6.1	5.5	4.8
35	6.5	5.1	4.8	4.8

Conclusion

At 5°C the pH of the milk reduced the least [1 mark].

This suggests that the least decay has occurred at this temperature [1 mark].

The milk incubated at 20°C and 35°C both reduced to pH 4.8 [1 mark].

This suggests that the decay after 72 hours is similar at these temperatures [1 mark].

However, the reduction in pH occurs much quicker at 35°C [1 mark].

The pH reaches its lowest after 48 hours not 72 hours as is the case with the milk incubated at 20°C. These results show the decay of milk occurs quickest at 35°C [1 mark] and then stops.

1. Communities

An ecosystem is the interaction of a community of living organisms (biotic) with the non-living (abiotic) parts of their environment. To survive and reproduce, organisms require a supply of materials from their surroundings and from the other living organisms there.

Plants in a community or habitat often compete with each other for light and space, and for water and mineral ions from the soil. Animals often compete with each other for food, mates and territory.

Within a community each species depends on other species for food, shelter, pollination, seed dispersal etc. If one species is removed it can affect the whole community. This is interdependence. A stable community is one where all the species and environmental factors are in balance so that population sizes remain fairly constant.

2.

Abiotic factors	Biotic factors
Abiotic (non-living) factors which can affect a community are: • light intensity • temperature • moisture levels • soil pH and mineral content • wind intensity and direction • carbon dioxide levels for plants • oxygen levels for aquatic animals.	Biotic (living) factors which can affect a community are: • availability of food • new predators arriving • new pathogens • one species outcompeting another so the numbers are no longer sufficient to breed.

3. Adaptations

Organisms have features (adaptations) that enable them to survive in the conditions in which they normally live. These adaptations may be structural, behavioural or functional.

Some organisms live in environments that are very extreme, such as at high temperature, pressure, or salt concentration. These organisms are called extremophiles. Bacteria living in deep sea vents are extremophiles.

4. Levels of organisation

Photosynthetic organisms are the producers of biomass for life on Earth.

Feeding relationships within a community can be shown by food chains. All food chains begin with a producer which synthesises molecules. This is usually a green plant or alga which makes glucose by photosynthesis.

Quadrat: square frame that enclose a known area, used by biologists.

Transect: lines used to find out how organisms are distributed across an area.

Producers are eaten by primary consumers, which in turn may be eaten by secondary consumers and then tertiary consumers. Consumers that kill and eat other animals are predators, and those eaten are prey. In a stable community the numbers of predators and prey rise and fall in cycles.

5. Natural recycling

All materials in the living world are recycled to provide the building blocks for future organisms.

The carbon cycle returns carbon from organisms to the atmosphere as carbon dioxide to be used by plants in photosynthesis.

The water cycle provides fresh water for plants and animals on land before draining into the seas. Water is continuously evaporated and precipitated.

6. Biodiversity

Biodiversity is the variety of all the different species of organisms on earth, or within an ecosystem.

A great biodiversity ensures the stability of ecosystems by reducing the dependence of one species on another for food, shelter and the maintenance of the physical environment.

The future of the human species on Earth relies on us maintaining a good level of biodiversity. Many human activities are reducing biodiversity and only recently have measures been taken to try to stop this reduction.

7. Human impact on Earth

Rapid growth in the human population and an increase in the standard of living mean that more resources are used and more waste is produced. Unless waste and chemical materials are properly handled, more pollution will be caused. Pollution kills plants and animals which can reduce biodiversity. Pollution can occur:

- in water, from sewage, fertiliser or toxic chemicals
- in air, from smoke and acidic gases
- on land, from landfill and from toxic chemicals.

Humans reduce the amount of **land** available for other animals and plants by building, quarrying, farming and dumping waste. The destruction of peat bogs, and other areas of peat to produce garden compost, reduces the area of this habitat and thus the variety of different plant, animal and microorganism species that live there (biodiversity). The decay or burning of the peat also releases carbon dioxide into the atmosphere.

Large-scale **deforestation** in tropical areas has occurred to:

- provide land for cattle and rice fields
- grow crops for biofuels.

Levels of carbon dioxide and methane in the atmosphere are increasing, and contribute to **'global warming'.**

Scientists and concerned citizens have put in place programmes to reduce the negative effects of humans on ecosystems and biodiversity. These include:

- breeding programmes for endangered species
- protection and regeneration of rare habitats
- reintroduction of hedgerows in agricultural areas where farmers grow only one type of crop
- reduction of deforestation and carbon dioxide emissions by some governments
- recycling resources rather than dumping waste in landfill.

C6 Rates of reaction

Aims

To investigate the effect of changing the temperature on the rate of a reaction.

Sodium thiosulphate solution reacts with dilute hydrochloric acid:

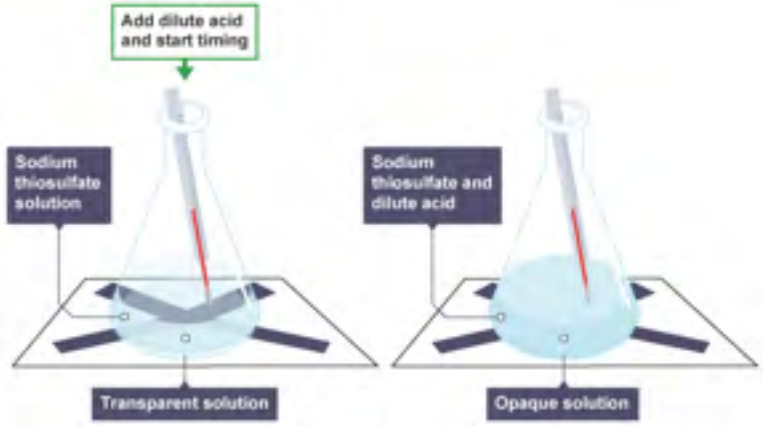
sodium thiosulphate + hydrochloric acid → sodium chloride + water + sulphur dioxide + sulphur

$$Na_2S_2O_3(s) + 2HCl(aq) \rightarrow 2NaCl(aq) + H_2O(l) + SO_2(g) + S(s)$$

The sulphur forms a cloudy yellow-white precipitate during the reaction. The time taken for this to achieve a given cloudiness provides a way to measure the reaction time.

Method

1. Using a measuring cylinder, add 50 cm^3 of dilute sodium thiosulphate solution to a conical flask.
2. Place the conical flask on a piece of paper with a black cross drawn on it.
3. Using a different measuring cylinder, add 10 cm^3 of dilute hydrochloric acid to the conical flask. Immediately swirl the flask to mix its contents, and start a stop clock.
4. Look down through the reaction mixture. When the cross can no longer be seen, record the time on the stop clock.
5. Measure and record the temperature of the reaction mixture, and clean the apparatus as directed by a teacher.
6. Repeat steps 1 to 5 with different starting temperatures of sodium thiosulphate solution.



C8 Chromatography – Investigate the composition of inks

Aim

To investigate how paper **chromatography** can separate and tell the difference between coloured substances.

Method

1. draw a pencil line across the chromatography paper, 1 - 2 cm from the bottom
2. use a pipette or capillary tube to add small spots of each ink to the line on the paper
3. place the paper into a container with a suitable solvent in the bottom
4. allow the solvent to move through the paper, but remove the chromatogram before it reaches the top
5. allow the chromatogram to dry, then measure the distance travelled by each spot and by the solvent

Analysis

Calculate the R_f value of each spot: $R_f = \frac{\text{Distance travelled by substance}}{\text{Distance travelled by solvent}}$

C8 Ion tests – identify the ions in unknown salts

Methods

Flame tests

Carry out a flame test using a wire loop, soaked wooden splints or spray bottle.

Hydroxide precipitates tests

Add a few drops of dilute sodium hydroxide solution. Observe and record the colour of any precipitate formed.

Test for carbonate ions

Add a few drops of dilute hydrochloric acid. Bubbles are produced if carbonate ions are present. To confirm that the gas is carbon dioxide - limewater turns milky/cloudy.

Test for sulphate ions

Add a few drops of dilute hydrochloric acid, then a few drops of barium chloride solution. A white precipitate forms if sulphate ions are present.

Test for halide ions

Add a few drops of dilute nitric acid, then a few drops of silver nitrate solution. Observe and record the colour of any precipitate formed.

Science: Trilogy Chemistry	C6: Rate and Extent of Change	CYCLE 1	Year 11

1. Rate of Reaction

The rate of a chemical reaction is how fast the reactants are changed into products.

There are **5** main factors that affect the rate:

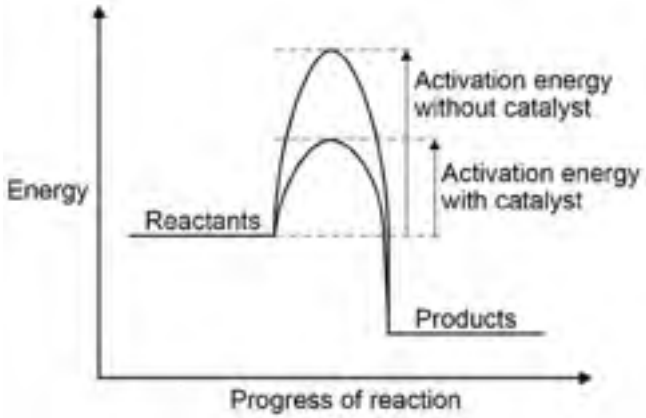
1. Temperature — higher temp., more kinetic energy, more successful collisions, faster rate of reaction
2. Concentration — more conc^{n}, more reacting particles in same volume, faster rate of reaction
3. Surface Area — larger surface area, smaller pieces, more reacting particles, faster rate of reaction
4. Pressure – increased pressure means more successful collisions and a faster rate of reaction
5. Catalyst — presence of a catalyst, lowers activation energy that particles need, faster rate of reaction.

2. Collision

Chemical reactions can occur only when reacting particles collide with each other with sufficient energy.

You can increase the rate of reaction by increasing the frequency of collisions so the probability of successful collisions increases and by increasing the energy of the collisions.

Activation Energy — The minimum amount of energy that particles must have in order to react.



3. Measuring the rate of reaction

$$\text{Mean rate of reaction} = \frac{\text{Quantity of reactant used OR product formed}}{\text{Time taken}}$$

g/s

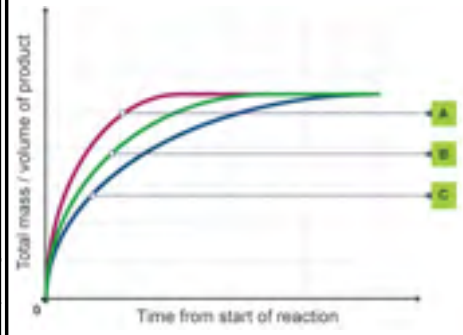
Mass (g)

Time (s)

You can measure the formation of a product by:

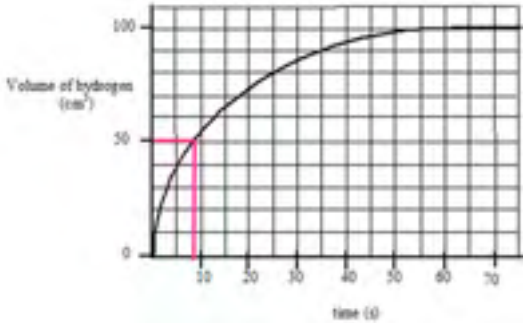
- Precipitation reaction — disappearing cross practical, time it takes a clear solution to go cloudy.
- Change in Mass — use a balance to measure mass at start and end of reaction.
- Volume of gas given off — use a gas syringe to collect and measure gas released.

4. Rate of Reaction Graphs



A = Fastest rate of reaction as it has the steepest slope.

C = Slowest rate of reaction as it has the shallowest slope.



The gradient of the graph is equal to the rate of reaction.

$$\text{Mean rate (gradient)} = \frac{\text{Change in Y}}{\text{Change in X}}$$

5. Reversible Reactions

A reversible reaction is one where the products of the reaction can themselves react to produce the original reactants.

$$A + B \rightleftharpoons C + D$$

Equilibrium is when the forward and backwards reactions occur at exactly the same rate.

Equilibrium can be affected by temperature, pressure and concentration.

If the concentration of a reactant is increased, more products will be formed until equilibrium is reached again.

If the temperature increases;

- The relative amount of products at equilibrium increases for an endothermic reaction
- The relative amount of products at equilibrium decreases for an exothermic reaction.

For a gaseous reaction, an increase in pressure causes the equilibrium position to shift towards the side with the smaller number of molecules as shown by the symbol equation for that reaction.

1. Crude oil and hydrocarbons

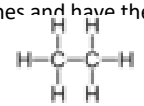
A hydrocarbon is a molecule made up of hydrogen and carbon atoms, only.

Crude oil is a mixture of different length hydrocarbon chains.

Most of the hydrocarbons in crude oil are called alkanes and have the general formula, C_nH_{2n+2}.

Key alkanes – Methane, ethane, propane and butane.

Ethane could be represented as; C_2H_6, or



The hydrocarbon chains in crude oil can be separated into fractions, with similar numbers of carbon atoms, by fractional distillation.

Fractional distillation works by heating and evaporating the crude oil and then condensing the fractions depending on the boiling points.

Fractions include; petrol, diesel, kerosene and fuel oil.

They can also be used to produce solvents, lubricants, polymers and detergents.

Long hydrocarbon molecules	Short hydrocarbon molecules
Difficult to ignite	Easy to ignite (flammable)
Difficult to pour (viscous)	Easy to pour
High melting point	Low melting point
Lower demand	Higher demand (more useful)

The combustion of hydrocarbon fuels releases energy. During complete combustion, carbon and hydrogen are oxidised to produces carbon dioxide and water.

e.g. Propane + Oxygen → Carbon dioxide + water

$C_3H_8 + 5O_2 \rightarrow 3CO_2 + 4H_2O$

2. Cracking and alkenes

Hydrocarbons can be broken down to produce smaller, more useful, molecules by cracking.

Cracking can be done by catalytic cracking or steam cracking.

Cracking produces shorter alkanes (often used for fuels) and alkenes (can produce polymers).

Alkenes (C=C) are more reactive and will react with bromine water to go from orange to colourless.

Alkenes combust similarly to alkanes but tend to burn with smoky flames due to incomplete combustion.

Alkenes react with hydrogen, water and halogens to split the double bond to form singe carbon-carbon bonds.

e.g. Ethene + bromine → Dibromoethane

$C_2H_4 + Br_2 \rightarrow C_2H_4Br_2$

2. Cracking and alkenes (Separate Chemistry only)

Alkenes are hydrocarbons with carbon=carbon double bond and have the general formula, C_nH_{2n}.

Key alkenes – Ethene, propene and butene.

Alkenes are unsaturated because they contain at least two fewer hydrogen atoms than an alkane.

3. Alcohol and Carboxylic acid

Alcohols contain the functional group –OH and have the general formula, $C_nH_{2n+1}OH$.

Key alcohols – Methanol, ethanol, propanol and butanol.

Alcohol can be produced through anaerobic fermentation with yeast; Glucose → Ethanol + carbon dioxide

Carboxylic acids have the functional group –COOH and have the general formula, $C_nH_{2n+1}COOH$.

Key carboxylic acids – *Methanoic acid, ethanoic acid, propanoic acid and butanoic acid.*

Carboxylic acids react with carbonates, dissolve in water and react with alcohols.

Carboxylic acids are weak acids because only a small proportion of molecules ionise.

4. Synthetic and naturally occurring polymers

Alkenes can be used to make polymers, such as poly(ethene) and poly(propane) by addition polymerisation. In these reactions small molecules (monomers) join to form very large molecules (polymers).

e.g. ethane → poly(ethene)

Condensation polymerisation involves monomers with two functional groups joining together. When they do, water is released, hence condensation reaction.

Amino acids have different functional groups. Amino acids react by condensation polymerisation to produce polypeptides.

e.g. Glycine (H_2NCH_2COOH) polymerises to -($HNCH_2COO$)- and H_2O

DNA is a very large molecule that codes for living organisms and viruses. DNA is made of two polymer chains in a double helix.

Examples of monomers linked to the polymers formed

Polymer		Monomer
Protein	⇔	Amino acid
Starch	⇔	Glucose
Cellulose	⇔	Glucose

Science - Trilogy Chemistry	C8 — Chemical Analysis (inc. Separate Chemistry only)	CYCLE 2	YEAR 11

1. Pure substances and mixtures

Pure substances can be compounds or elements, but they contain only one substance. An impure substance is a mixture of two or more different elements or compounds.

Pure elements and compounds melt and boil at specific temperatures, and these fixed points can be used to identify them.

Melting point and boiling point data can be used to distinguish pure substances (specific fixed points) from mixtures (that melt or boil over a range of temperatures).

Formulations are useful mixtures made up in definite proportions, designed to give a product the best properties possible to carry out its function. e.g. fuels, cleaning agents, paints, medicines, fertilisers.

2. Chromatograms

Chromatography can be used to separate mixtures and help identify substances.

The ratio of the distance moved by a compound (centre of the spot from the origin) to the distance moved by the solvent can be given as its R_f value.

R_f values can be measured and matched against databases to identify specific substances.

$$R_f = \frac{\text{distance moved by substance}}{\text{distance moved by solvent}}$$

The compounds in a mixture may separate into different spots but a pure compound will produce a single spot.

3. Testing for gases

The test for **hydrogen** uses a burning splint held at the open end of a test tube of the gas. Hydrogen burns rapidly with a '**squeaky pop**' sound.

The test for oxygen uses a glowing splint held inserted into a test tube of the gas. The splint **relights** in oxygen.

The test for **carbon dioxide** uses an aqueous solution of calcium hydroxide (limewater). When carbon dioxide is shaken or bubbled through limewater the limewater turns milky (cloudy).

The test for **chlorine** uses litmus paper. When damp litmus paper is put into chlorine gas the litmus paper is bleached and turns white.

4. Tests for positive ions

Some **metal ions** (including most Group 1 and 2 cations) can be identified in their compounds using flame tests.

- Lithium compounds result in a crimson flame
- Sodium compounds result in a yellow flame
- Potassium compounds result in a lilac flame
- Calcium compounds result in a orange-red flame
- Copper compounds result in a green flame

Sodium hydroxide solution can be used to identify **metal ions** that form insoluble hydroxides in precipitation reactions.

Solutions of **copper (II) ions – blue**, **iron (II) ions – green**, and **iron (III) ions – brown** form coloured precipitates when sodium hydroxide solution is added.

5. Rate of Reaction Graphs

You identify **carbonates** by adding dilute acid, which produces carbon dioxide gas. The gas turns limewater milky (cloudy).

You identify **halides** by adding nitric acid, then silver nitrate solution. This produces a precipitate of silver halide (chloride = white, bromide = cream, iodide = yellow).

You identify **sulphates** by adding hydrochloric acid, then barium chloride solution. This produces a white precipitate of barium

6. Instrumental analysis

Modern instrumental techniques provide fast, accurate, and sensitive ways of analysing chemical substances.

Flame emission spectroscopy is an example of an instrumental method.

This method will tell us which metal ions are present from their characteristic line spectra, and also the concentration of the metal ions in a solution.

1. Earth's resources

Humans use the Earth's resources to provide warmth, shelter, food and transport.

Natural resources, supplemented by agriculture, provide food, timber, clothing and fuels.

Finite resources from the Earth, oceans and atmosphere are processed to provide energy and materials.

Chemistry plays an important role in improving agricultural and industrial processes to provide new products and in sustainable development, which is development that meets the needs of current generations without compromising the ability of future generations to meet their own needs.

2. Potable water

Water of appropriate quality is essential for life. For humans, drinking water should have sufficiently low levels of dissolved salts and microbes. Water that is safe to drink is called potable water. Potable water is not pure water in the chemical sense because it contains dissolved substances.

The methods used to produce potable water depend on available supplies of water and local conditions.

In the United Kingdom (UK), rain provides water with low levels of dissolved substances (fresh water) that collects in the ground and in lakes and rivers, and most potable water is produced by:

- choosing an appropriate source of fresh water
- passing the water through filter beds
- sterilising.

Sterilising agents used for potable water include chlorine, ozone or ultraviolet light.

If supplies of fresh water are limited, desalination of salty water or sea water may be required. Desalination can be done by distillation or by processes that use membranes such as reverse osmosis. These processes require large amounts of energy.

3. Waste water treatment

Urban lifestyles and industrial processes produce large amounts of waste water that require treatment before being released into the environment. Sewage and agricultural waste water require removal of organic matter and harmful microbes. Industrial waste water may require removal of organic matter and harmful chemicals.

Sewage treatment includes:

- screening and grit removal
- sedimentation to produce sewage sludge and effluent
- anaerobic digestion of sewage sludge
- aerobic biological treatment of effluent.

4. Alternative methods of extracting metals

The Earth's resources of metal ores are limited.

Copper ores are becoming scarce and new ways of extracting copper from low-grade ores include phytomining, and bioleaching. These methods avoid traditional mining methods of digging, moving and disposing of large amounts of rock.

Phytomining uses plants to absorb metal compounds. The plants are harvested and then burned to produce ash that contains metal compounds.

Bioleaching uses bacteria to produce leachate solutions that contain metal compounds.

The metal compounds can be processed to obtain the metal. For example, copper can be obtained from solutions of copper compounds by displacement using scrap iron or by electrolysis.

5. Life cycle assessment (LCA)

Life cycle assessments (LCAs) are carried out to assess the environmental impact of products in each of these stages:

- extracting and processing raw materials
- manufacturing and packaging
- use and operation during its lifetime
- disposal at the end of its useful life, including transport and distribution at each stage.

6. Reducing the use of resources

The reduction in use, reuse and recycling of materials by end users reduces the use of limited resources, use of energy sources, waste and environmental impacts.

Metals, glass, building materials, clay ceramics and most plastics are produced from limited raw materials. Much of the energy for the processes comes from limited resources. Obtaining raw materials from the Earth by quarrying and mining causes environmental impacts.

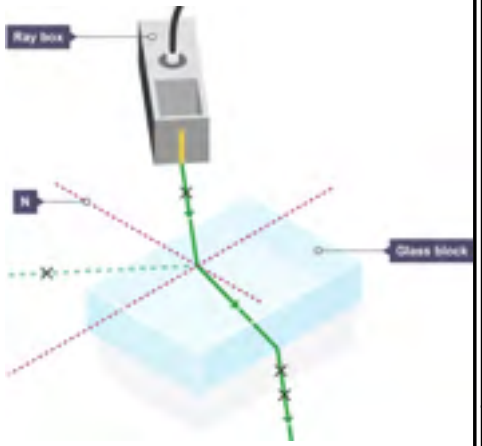
Some products, such as glass bottles, can be reused. Glass bottles can be crushed and melted to make different glass products. Other products cannot be reused and so are recycled for a different use.

Metals can be recycled by melting and recasting or reforming into different products. The amount of separation required for recycling depends on the material and the properties required of the final product. For example, some scrap steel can be added to iron from a blast furnace to reduce the amount of iron that needs to be extracted from iron ore.

Science - Physics Required Practical	P6 — Waves (inc. Separate Physics only)	CYCLE 1	YEAR 11

P6 Reflection and refraction

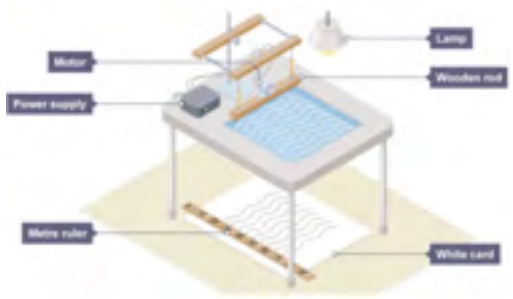
Aim of the experiment
To investigate the reflection of light by different types of surface, and the refraction of light by different substances.



Method
1. Set up a ray box, slit and lens so that a narrow ray of light is produced.
2. Place a 30 centimetre (cm) ruler near the middle of a piece of plain A3 paper. Draw a straight line parallel to its longer sides. Use a protractor to draw a second line at right angles to this line. Label this line with an 'N' for 'normal'.
3. Place the longest side of a rectangular acrylic polymer block against the first line. With the normal near the middle of the block, carefully draw around the block without moving it.
4. Use the ray box to shine a ray of light at the point where the normal meets the block. This is the incident ray.
5. The angle between the normal and the incident ray is called the angle of incidence. Move the ray box or paper to change the angle of incidence. The aim is to see a clear ray reflected from the surface of the block and another clear ray leaving the opposite face of the block.
6. Using a pencil on the paper, mark the path of:
    1. the incident ray with a cross
    2. the reflected ray with a cross
    3. the ray that leaves the block with two crosses - one near the block and the other further away
7. Remove the block. Join the crosses to show the paths of the light rays.
8. Repeat steps 2 to 7 for a rectangular glass block.
9. Measure the angle of incidence, angle of refraction and angle of reflection for each block.

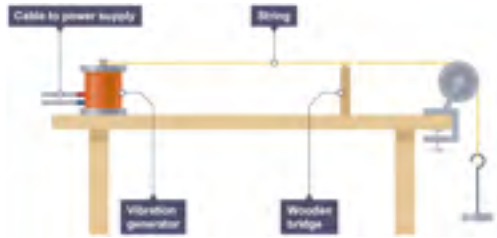
P6 Waves – measure the frequency, wavelength and speed of waves.

Method (Ripple tank)



1. Set up the ripple tank as shown in the diagram with about 5 cm depth of water.
2. Adjust the height of the wooden rod so that it just touches the surface of the water.
3. Switch on the lamp and motor and adjust until low frequency waves can be clearly observed.
4. Measure the length of a number of waves then divide by the number of waves to record wavelength. It may be more practical to take a photograph of the card with the ruler and take measurements from the still picture.
5. Count the number of waves passing a point in ten seconds then divide by ten to record frequency.
6. Calculate the speed of the waves using: wave speed = frequency × wavelength [v = f λ].

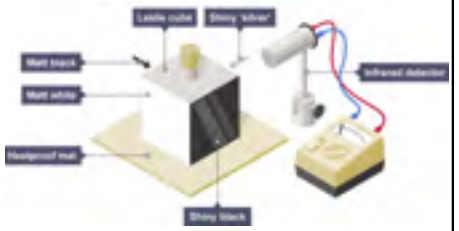
Method (String)



1. Attach a string or cord to a vibration generator and use a 200 gram (g) hanging mass and pulley to pull the string taut as shown in the diagram. Place a wooden bridge under the string near the pulley.
2. Switch on the vibration generator and adjust the wooden bridge until stationary waves can be clearly observed.
3. Measure the length of as many half wavelengths (loops) as possible, divide by the number of half wavelengths (loops). This is half the wavelength, doubling this gives the wavelength.
4. The frequency is the frequency of the power supply.
5. Calculate the speed of the waves using: wave speed = frequency × wavelength [v = f λ].

P6 Infrared radiation – Investigate the amount of infrared radiation absorbed or radiated by a surface.

Method
1. Place a Leslie cube (a metal cube with four different types of surface) on a heat-resistant mat. Fill it, almost to the top, with boiling water and replace the lid.
2. Leave for one minute. This is to enable the surfaces to heat up to the temperature of the water.
3. Use the infrared detector to measure the intensity of infrared radiation emitted from each surface, or the temperature of the surface. Make sure that the detector is the same distance from each surface for each reading.



Alternative method
1. Measure 10am3 of cold water using a measuring cylinder and pour into a black painted test tube. Repeat for a white painted test tube and one wrapped in aluminium foil.
2. Place the bulb 5-10cm away from the test tubes, and switch it on.
3. Take the temperature of the water, and start the stopwatch.
4. After 2 minutes, take the temperature of the water again and record. Repeat this every 2 minutes up to 10 minutes.

Science - Trilogy Physics	P6 — Waves	CYCLE 1	YEAR 11

1. Waves in air fluids and solids

Waves may be either transverse or longitudinal.

In longitudinal waves, vibrations are parallel to the wave motion, e.g. sound waves or ultrasound.

In transverse waves, vibrations are perpendicular to the wave motion, e.g. water ripples or EM spectrum.

Amplitude: height of a wave from the centre to the top.

Wavelength: distance from a point on one wave to the equivalent point on the next wave, ideally, peak to peak, measured in metres (m).

Frequency: the number of waves passing a point each second, measured in Hertz (Hz).

Period = 1 / frequency [T = 1 / f]

The wave speed is the speed at which the energy is transferred (or the wave moves) through the medium.

Wave speed (in m/s) = frequency (in Hertz, Hz) x wavelength (in metres, m) [v = fλ] or

Speed (in m/s) = distance (in metres) / time (in seconds) [s = d / t]

2. Electromagnetic spectrum

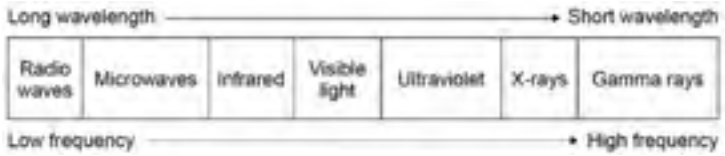
Electromagnetic waves are transverse waves that transfer energy from the source of the waves to an absorber.

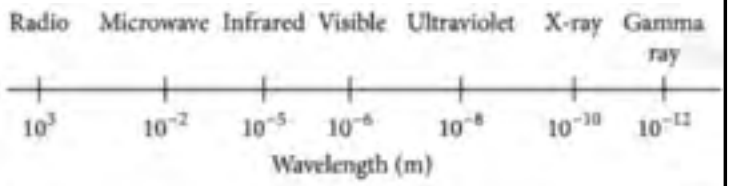
Electromagnetic waves all travel at the same velocity through a vacuum (space) or air.

Our eyes can only detect visible light.

The colours of visible light are:

- Red
- Orange
- Yellow
- Green
- Blue
- Indigo
- Violet





3. Properties of electromagnetic waves

Rough, black surfaces – are the best emitters and absorbers of infrared radiation.

Shiny, silver surfaces – are the worst emitters and absorbers of infrared radiation.

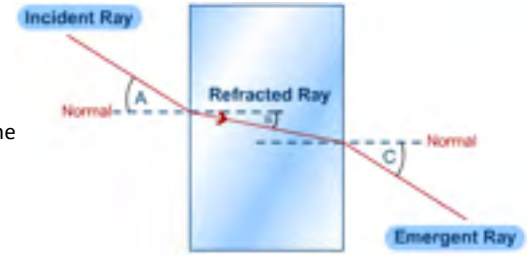
Radio waves can be produced by oscillations in electrical circuits. When radio waves are absorbed they may create an alternating current with the same frequency as the radio wave itself.

Changes in atoms and the nuclei of atoms can result in electromagnetic waves being generated or absorbed.

Radiation dose (in sieverts) is a measure of the risk of harm resulting from an exposure of the body to the radiation. [1000 millisieverts (mSv) = 1 sievert (Sv)]

4. Refraction of waves

Refraction is due to the difference in velocity of the waves in different media.



5. Uses, applications and dangers of electromagnetic waves

Type of wave	Uses	Dangers
Radio waves	TV Radio	Can penetrate the body and heat human body cells Possible link to brain tumours via mobile phones (no evidence yet)
Microwaves	Heating food, mobile phones, satellite communications	
Infrared	Heating, Night vision (infrared camera) Remote controls	Skin burns
Visible light	To see, fibre optics communications	None
Ultraviolet	Tanning salons, detect forged bank notes, energy efficient lamps	Skin cancer (mutations), premature aging, cataracts
X-rays	Detecting broken bones Airport security	Ionising radiation can cause mutations and cancer
Gamma rays	Treating cancer Sterilising food	

Science - Trilogy Physics	P7 — Magnetism and electromagnetism (inc. Separate Physics only)	CYCLE 2	YEAR 11

1. Poles of a magnet

The poles of a magnet are the places where the magnetic forces are strongest. When two magnets are brought close together they exert a force on each other. Two like poles repel each other. Two unlike poles attract each other. Attraction and repulsion between two magnetic poles are examples of non-contact force.
A permanent magnet produces its own magnetic field. An induced magnet is a material that becomes a magnet when it is placed in a magnetic field. Induced magnetism always causes a force of attraction. When removed from the magnetic field an induced magnet loses most/all of its magnetism quickly.

2. Magnetic field

The region around a magnet where a force acts on another magnet or on a magnetic material (iron, steel, cobalt and nickel) is called the magnetic field.
The force between a magnet and a magnetic material is always one of attraction.
The strength of the magnetic field depends on the distance from the magnet. The field is strongest at the poles of the magnet.
The direction of the magnetic field at any point is given by the direction of the force that would act on another north pole placed at that point. The direction of a magnetic field line is from the north (seeking) pole of a magnet to the south(seeking) pole of the magnet.
A magnetic compass contains a small bar magnet. The Earth has a magnetic field. The compass needle points in the direction of the Earth's magnetic field.

3. Electromagnetism

When a current flows through a conducting wire a magnetic field is produced around the wire. The strength of the magnetic field depends on the current through the wire and the distance from the wire.
Shaping a wire to form a solenoid increases the strength of the magnetic field created by a current through the wire. The magnetic field inside a solenoid is strong and uniform.
The magnetic field around a solenoid has a similar shape to that of a bar magnet. Adding an iron core increases the strength of the magnetic field of a solenoid. An electromagnet is a solenoid with an iron core.

4. Fleming's left-hand rule

When a conductor carrying a current is placed in a magnetic field the magnet producing the field and the conductor exert a force on each other. This is called the motor effect.
For a conductor at right angles to a magnetic field and carrying a current:
force (in N) = magnetic flux density (in tesla, T)) x current (in A) x length (in m) / time taken (in s) [**F = BIl**]

5. More motor effects

Electric motors – A coil of wire carrying a current in a magnetic field tends to rotate. This is the basis of an electric motor.

Loudspeakers *– Loudspeakers and headphones use the motor effect to convert variations in current in electrical circuits to the pressure variations in sound waves.*

6. Induced potential and generators

If an electrical conductor moves relative to a magnetic field or if there is a change in the magnetic field around a conductor, a potential difference is induced across the ends of the conductor. If the conductor is part of a complete circuit, a current is induced in the conductor. This is called the generator effect.

An induced current generates a magnetic field that opposes the original change, either the movement of the conductor or the change in magnetic field.

The generator effect is used in an alternator to generate ac and in a dynamo to generate dc.

Microphones use the generator effect to convert the pressure variations in sound waves into variations in current in electrical circuits.

7. Transformers

A basic transformer consists of a primary coil and a secondary coil wound on an iron core.

Iron is used as it is easily magnetised.

The ratio of the potential differences across the primary and secondary coils of a transformer V_p and V_s depends on the ratio of the number of turns on each coil, n_p and n_s.

$$\left[\frac{V_p}{V_s} = \frac{N_p}{N_s}\right]$$

potential difference, V_p and V_s in volts, V

In a step-up transformer $V_s > V_p$

In a step-down transformer $V_s < V_p$

If transformers were 100 % efficient, the electrical power output would equal the electrical power input.

$V_s \times I_s = V_p \times I_p$

Where $V_s \times I_s$ is the power output (secondary coil) and $V_p \times I_p$ is the power input (primary coil).

power input and output, in watts, W

Les jours de la semaine
lundi
mardi
mercredi
jeudi
vendredi
samedi
dimanche

Les mois
janvier
février
mars
avril
mai
juin
juillet
août
septmebre
octobre
novembre
décembre

Les nombres en français

0	zero	10	dix	20	vingt	30	trente
1	un	11	onze	21	vingt-et-un	31	trente-et-un
2	deux	12	douze	22	vingt-deux	32	trente-deux
3	trois	13	treize	23	vingt-trois	33	trente-trois
4	quatre	14	quatorze	24	vingt-quatre	34	trente-quatre
5	cinq	15	quinze	25	vingt-cinq	35	trente-cinq
6	six	16	seize	26	vingt-six	36	trente-six
7	sept	17	dix-sept	27	vingt-sept	37	trente-sept
8	huit	18	dix-huit	28	vingt-huit	38	trente-huit
9	neuf	19	dix-neuf	29	vingt-neuf	39	trente-neuf
40	quarante	50	cinquante	60	soixante	70	soixante-dix
41	quarante-et-un	51	cinquante-et-un	61	soixante-et-un	71	soixante-onze
42	quarante-deux	52	cinquante-deux	62	soixante-deux	72	soixante-douze
43	quarante-trois	53	cinquante-trois	63	soixante-trois	73	soixante-treize
44	quarante-quatre	54	cinquante-quatre	64	soixante-quatre	74	soixante-quatorze
45	quarante-cinq	55	cinquante-cinq	65	soixante-cinq	75	soixante-quinze
46	quarante-six	56	cinquante-six	66	soixante-six	76	soixante-seize
47	quarante-sept	57	cinquante-sept	67	soixante-sept	77	soixante-dix-sept
48	quarante-huit	58	cinquante-huit	68	soixante-huit	78	soixante-dix-huit
49	quarante-neuf	59	cinquante-neuf	69	soixante-neuf	79	soixante-dix-neuf
80	quatre-vingt			90	quatre-vingt-dix		
81	quatre-vingt-et-un			91	quatre-vingt-onze		
82	quatre-vingt-et-deux			92	quatre-vingt-douze		
83	quatre-vingt-et-trois			93	quatre-vingt-treize		
84	quatre-vingt-et-quatre			94	quatre-vingt-quatorze		
85	quatre-vingt-et-cinq			95	quatre-vingt-quinze		
86	quatre-vingt-et-six			96	quatre-vingt-seize		
87	quatre-vingt-et-sept			97	quatre-vingt-sept		
88	quatre-vingt-et-huit			98	quatre-vingt-dix-huit		
89	quatre-vingt-et-neuf			99	quatre-vingt-dix-neuf		

French SPAG marking

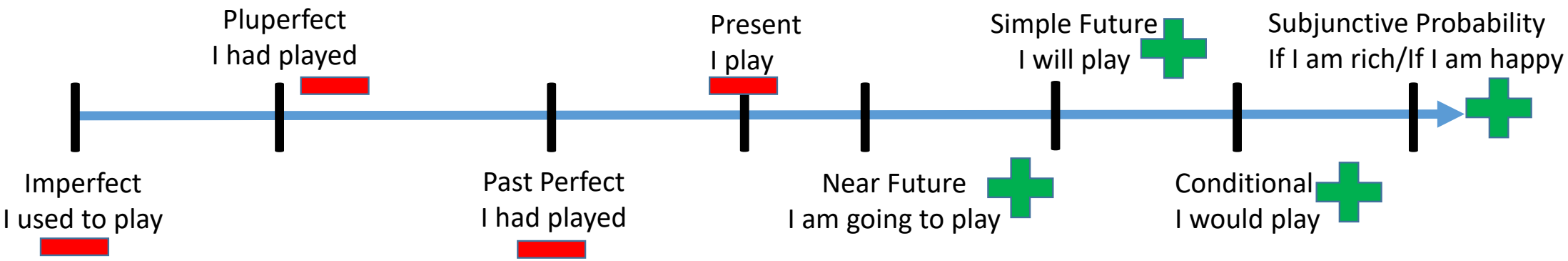
sp	Spelling
art	Article
vb	Verb
T	Tense
Acc	Accent
adj	Adjective incorrect/agreement
C	Capital
ww	Wrong word
?	Re-phrase/no sense
	Word re-order

100	cent	600	six cents	105	cent cinq	1,001	mille et un	74,000	soixante-quatorze mille
200	deux cents	700	sept cents	149	cent quarante-neuf	1,500	mille cinq cents	100,000	cent mille
300	trois cents	800	huit cents	181	cent quatre-vingt-un	1,766	sept cent soixante-six	1,000,000	un million
400	quatre cents	900	neuf cents	501	cinq cent un	2,001	deux mille un	3,000,000	trois millions
500	cinq cents	1,000	mille	565	cinq cent soixante-cinq	40,000	quarante mille	1,000,000,000	un-millard

French	Marking Sticker		All Years

Title:					
Detail	**WWW**	**EBI**	**Tenses**	**WWW**	**EBI**
Connectives	1 2 3		Present tense	1 2 3	
Opinions	1 2 3		Past Perfect	1 2 3	
Reasons (adjectives)	1 2 3		Imperfect	1 2 3	
Intensifiers	1 2 3		Conditional	1 2 3	
Time expressions	1 2 3		Simple Future	1 2 3	
Adverbs	1 2 3		Pluperfect	1 2 3	
Negatives	1 2 3		Perfect Conditional	1 2 3	
			Subjunctive	1	
Comparatives	plus moins		Modal Verbs	1	
Superlatives	le plus le moins le pire le meilleur		Other Persons	1 2 3	
			Quality of Work	Si j'avais le choix	
Si clause	1 2 3				
Openers	1 2 3		**1 Excellent**	Quand j'étais plus jeune	
Exclamation	1 2 3		**2 Good**	Pour que je sois contente	
Questions	1 2 3			Quand je serai plus âgé	
Total:			**4 Poor**	vu que	
				tandis que	
				Si je pourrais	
				Pour que je puisse	

French	Verb conjugation explanation		All Years



Tense	Add or Remove ending	Meaning	Example
Imperfect	Remove ending ER IR RE OIR	I used to play	Jouer – remove er – je jouais
Pluperfect	Remove ending ER IR RE OIR	I had played	Jouer – remove er – J'avais joué
Past perfect	Remove ending ER IR RE OIR	I have played	Jouer – remove er – j'ai joué
Present	Remove ER IR RE OIR	I play	Jouer – remove er – je joue
Near future	Add the infinitive	I am going to play	Jouer – add to the structure – je vais jouer
Simple future	Add to the infinitive ER IR RE	I will play	Jouer – add the ending to the end – je jouerai
Conditional	Add to the infinitive ER IR RE	I would play	Jouer – add the ending to the end – je jouerais
Subjunctive	Probability – If I am rich /If I am happy		Learn set sentences (marking sticker& writing frame)

*imperfect and conditional share endings

French	French Literacy Mat		All Years

Connectives
car / parce que = because
puisque = since
aussi = also
donc = therefore
puis = then
après = after
Ensuite = next/then
ou = or
cependant = however
par conséquent = as a result
étant donné que = given that
tandis que = whereas
vu que = considering that
Malgré = despite
Afin que = so that
Pourvu que = given that
Sauf = except
Magré = despite
En outre furthermore
Pour que = so that

Openers
D'abord = firstly
Par contre = On the other hand
Premièrement = Firstly
Deuxièment = Secondly
Troisièmement = Thirdly
Finalement = Finally
Pour moi = As for me

Subjunctive
Pour que je sois = so that I am
Pour que je puisse = so that I can
Il faut que = It is necessary that
Il est essential qu'il aie = it is essential that there is…
Il est necessaire qu'on fasse = it is necessary that we do

Questions
Pourquoi? = Why
Qui? = Who?
Quand? = When?
Comment? = How?
Que = What?
N'est-ce pas? = Isn't it?
As-tu / Avez-vous? = Do you have?

Intensifiers
très = very
assez = quite
un peu = a little
vraiment = really
beaucoup = a lot

Complex Opinions
Je pense que = I think that
J'estime que = I consider that
Je crois que = I believe that
Il me semble que = It seems to me that
Je trouve que = I find that
À mon avis = in my opinion
En ce qui me concerne = Concerning me
Je suis d'accord car = I agree because

Time Phrases
Aujourd'hui = Today
Hier = Yesterday
Demain = Tomorrow
En été = In summer
En hiver = In winter
L'année dernière = Last year
L'année prochaine = Next year
À l'avenir = In the future
La semaine dernière = Last week
Le mois prochain = Next month

Adjectival Agreement
un garçon intelligent = a clever boy
une fille intelligente = a clever girl
un pull bleu = a blue jumper
une veste grise = a grey blazer
une cravate violette = a purple tie
une chemise blanche = a white shirt

Adverbs
d'habitude = Usually
normalement = normally
quelquefois = sometimes
tous les jours = every day
généralement = generally

Superlatives
le / la moins = the least
le / la plus = the most
le / la pire = the worst
le / la mieux = the best

Exclamation
Quel surprise! = What a surprise!
Quel chance! = What luck!
Quel dommage! = What a shame!
Quel horreur! = What horror!

Negatives
ne… pas = not
ne… jamais = never
ne… que = only
ni… ni = neither… nor
ne… plus = not anymore

Comparatives
plus… que = more… than
moins… que = less… than

Reasons (Adjectives)
c'est… = it is…
c'était… = it was…
ce sera… = it will be…
ce serait…=it would be…

intéressant = interesting
passionnant = exciting
sympa = nice
époustouflant = mind-blowing
triste = sad
affreux = terrible
épouvantable = dreadful
bizarre = strange
sale = dirty
propre = clean
bruyant = noisy
tranquille = calm
beau/joli = nice
cher = expensive
différent = different
ennuyeux = boring
mauvais/mal = bad
paresseux = lazy
vieux = old
propre = clean
facile = easy
moche/ laid = ugly
grand = big
petit = small

INFINITIVE: porter = to wear (Regular er)

Pluperfect	Past Imperfect	Past Perfect	Present Tense	Near Future	Simple Future	Conditional	Perfect Conditional
I had worn	I used to wear	I wore	I am wearing/I wear	I am going to wear	I will wear	I would wear	I would have worn
Je (J') avais **porté**	**Je (J')** port **ais**	**Je (J')** ai **porté**	**Je (J')** port **e**	**Je (J')** vais **porter**	**Je (J')** porter **ai**	**Je (J')** porter **ais**	**Je (J')** aurais **porté**
Tu avais **porté**	**Tu** port **ais**	**Tu** as **porté**	**Tu** port **es**	**Tu** vas **porter**	**Tu** porter **as**	**Tu** porter **ais**	**Tu** aurais **porté**
Il avait **porté**	**Il** port **ait**	**Il** a **porté**	**Il** port **e**	**Il** va **porter**	**Il** porter **a**	**Il** porter **ait**	**Il** aurait **porté**
Elle avait **porté**	**Elle** port **ait**	**Elle** a **porté**	**Elle** port **e**	**Elle** va **porter**	**Elle** porter **a**	**Elle** porter **ait**	**Elle** aurait **porté**
On avait **porté**	**On** port **ait**	**On** a **porté**	**On** port **e**	**On** va **porter**	**On** porter **a**	**On** porter **ait**	**On** aurait **porté**
Nous avions **porté**	**Nous** port **ions**	**Nous** avons **porté**	**Nous** port **ons**	**Nous** allons **porter**	**Nous** porter **ons**	**Nous** porter **ions**	**Nous** aurions **porté**
Vous aviez **porté**	**Vous** port **iez**	**Vous** avez **porté**	**Vous** port **ez**	**Vous** allez **porter**	**Vous** porter **ez**	**Vous** porter **iez**	**Vous** auriez **porté**
Ils avaient **porté**	**Ils** port **aient**	**Ils** ont **porté**	**Ils** port **ent**	**Ils** vont **porter**	**Ils** porter **ont**	**Ils** porter **aient**	**Ils** auraient **porté**
Elles avaient **porté**	**Elles** port **aient**	**Elles** ont **porté**	**Elles** port **ent**	**Elles** vont **porter**	**Elles** porter **ont**	**Elles** porter **aient**	**Elles** auraient **porté**

INFINITIVE: finir = to finish (ir)

I had finished	I used to finish	I finished	I am finishing/ I finish	I am going to finish	I will finish	I would finish	I would have finished
Je (J') avais **fini**	**Je (J')** finiss **ais**	**Je (J')** ai **fini**	**Je (J')** fin **is**	**Je (J')** vais **finir**	**Je (J')** finir **ai**	**Je (J')** finir **ais**	**Je (J')** aurais **fini**
Tu avais **fini**	**Tu** finiss **ais**	**Tu** as **fini**	**Tu** fin **is**	**Tu** vas **finir**	**Tu** finir **as**	**Tu** finir **ais**	**Tu** aurais **fini**
Il avait **fini**	**Il** port **ait**	**Il** a **fini**	**Il** fin **it**	**Il** va **finir**	**Il** finir **a**	**Il** finir **ait**	**Il** aurait **fini**
Elle avait **fini**	**Elle** finiss **ait**	**Elle** a **fini**	**Elle** fin **it**	**Elle** va **finir**	**Elle** finir **a**	**Elle** finir **ait**	**Elle** aurait **fini**
On avait **fini**	**On** finiss **ait**	**On** a **fini**	**On** fin **it**	**On** va **finir**	**On** finir **a**	**On** finir **ait**	**On** aurait **fini**
Nous avions **fini**	**Nous** finiss **ions**	**Nous** avons **fini**	**Nous** fin **issons**	**Nous** allons **finir**	**Nous** finir **ons**	**Nous** finir **ions**	**Nous** aurions **fini**
Vous aviez **fini**	**Vous** finiss **iez**	**Vous** avez **fini**	**Vous** fin **issez**	**Vous** allez **finir**	**Vous** finir **ez**	**Vous** finir **iez**	**Vous** auriez **fini**
Ils avaient **fini**	**Ils** finiss **aient**	**Ils** ont **fini**	**Ils** fin **issent**	**Ils** vont **finir**	**Ils** finir **ont**	**Ils** finir **aient**	**Ils** auraient **fini**
Elles avaient **Fini**	**Elles** finiss **aient**	**Elles** ont **fini**	**Elles** fin **issent**	**Elles** vont **finir**	**Elles** finir **ont**	**Elles** finir **aient**	**Elles** auraient **fini**

INFINITIVE: attendre = to wait (re)

I had waited	I used to wait	I waited	I am waiting/ I wait	I am going to wait	I will wait	I would wait	I would have waited
Je (J') avais **attendu**	**Je (J')** attend **ais**	**Je (J')** ai **attendu**	**Je (J')** attend **s**	**Je (J')** vais **attendre**	**Je (J')** attendr **ai**	**Je (J')** attendr **ais**	**Je (J')** aurais **attendu**
Tu avais **attendu**	**Tu** attend **ais**	**Tu** as **attendu**	**Tu** attend **s**	**Tu** vas **attendre**	**Tu** attendr **as**	**Tu** attendr **ais**	**Tu** aurais **attendu**
Il avait **attendu**	**Il** attend **ait**	**Il** a **attendu**	**Il** attend _	**Il** va **attendre**	**Il** attendr **a**	**Il** attendr **ait**	**Il** aurait **attendu**
Elle avait **attendu**	**Elle** attend **ait**	**Elle** a **attendu**	**Elle** attend _	**Elle** va **attendre**	**Elle** attendr **a**	**Elle** attendr **ait**	**Elle** aurait **attendu**
On avait **attendu**	**On** attend **ait**	**On** a **attendu**	**On** attend _	**On** va **attendre**	**On** attendr **a**	**On** attendr **ait**	**On** aurait **attendu**
Nous avions **attendu**	**Nous** attend **ions**	**Nous** avons **attendu**	**Nous** attend **ons**	**Nous** allons **attendre**	**Nous** attendr **ons**	**Nous** attendr **ions**	**Nous** aurions **attendu**
Vous aviez **attendu**	**Vous** attend **iez**	**Vous** avez **attendu**	**Vous** attend **ez**	**Vous** allez **attendre**	**Vous** attendr **ez**	**Vous** attendr **iez**	**Vous** auriez **attendu**
Ils avaient **attendu**	**Ils** attend **aient**	**Ils** ont **attendu**	**Ils** attend **ent**	**Ils** vont **attendre**	**Ils** attendr **ont**	**Ils** attendr **aient**	**Ils** auraient **attendu**
Elles avaient **attendu**	**Elles** attend **aient**	**Elles** ont **attendu**	**Elles** attend **ent**	**Elles** vont **attendre**	**Elles** attendr **ont**	**Elles** attendr **aient**	**Elles** auraient **attendu**

Present Tense Regular Verbs

ER verb habiter = to live			**IR verb** finir = to finish			**RE verb** attendre = to wait		
Je (J')	habit **e**	*I live*	**Je (J')**	fin **is**	*I finish*	**Je (J')**	attend **s**	*I wait*
Tu	habit **es**	*You live (s/informal)*	**Tu**	fin **is**	*You finish (s/informal)*	**Tu**	attend **s**	*You wait (s/informal)*
Il	habit **e**	*He lives*	**Il**	fin **it**	*He finishes*	**Il**	attend **_**	*He waits*
Elle	habit **e**	*She lives*	**Elle**	fin **it**	*She finishes*	**Elle**	attend **_**	*She waits*
On	habit **e**	*We live*	**On**	fin **it**	*We finish*	**On**	attend **_**	*We wait*
Nous	habit **ons**	*We live*	**Nous**	fin **issons**	*We finish*	**Nous**	attend **ons**	*We wait*
Vous	habit **ez**	*You live (pl/formal)*	**Vous**	fin **issez**	*You finish (pl/formal)*	**Vous**	attend **ez**	*You wait (pl/formal)*
Ils	habit **ent**	*They live (m/mixed)*	**Ils**	fin **issent**	*They finish (m/mixed)*	**Ils**	attend **ent**	*They wait (m/mixed)*
Elles	habit **ent**	*They live (f)*	**Elles**	fin **issent**	*They finish (f)*	**Elles**	attend **ent**	*They wait (f)*

Present Tense Irregular Verbs

avoir = to have			**être = to be**			**faire = to do**			**aller = to visit**		
Je (J')	**ai**	*I have*	**Je (J')**	**suis**	*I am*	**Je (J')**	**fais**	*I do*	**Je (J')**	**vais**	*I go*
Tu	**as**	*You have (s/informal)*	**Tu**	**es**	*You are (s/informal)*	**Tu**	**fais**	*You do (s/informal)*	**Tu**	**vais**	*You go (s/informal)*
Il	**a**	*He has*	**Il**	**est**	*He is*	**Il**	**fait**	*He does*	**Il**	**va**	*He goes*
Elle	**a**	*She has*	**Elle**	**est**	*She is*	**Elle**	**fait**	*She does*	**Elle**	**va**	*She goes*
On	**a**	*We have*	**On**	**est**	*We are*	**On**	**fait**	*We do*	**On**	**va**	*We go*
Nous	**avons**	*We have*	**Nous**	**sommes**	*We are*	**Nous**	**faisons**	*We do*	**Nous**	**allons**	*We go*
Vous	**avez**	*You have (pl/formal)*	**Vous**	**êtes**	*You are (pl/formal)*	**Vous**	**faites**	*You do (pl/formal)*	**Vous**	**allez**	*You go (pl/formal)*
Ils	**ont**	*They have (m/mixed)*	**Ils**	**sont**	*They are (m/mixed)*	**Ils**	**font**	*They do (m)*	**Ils**	**vont**	*They go (m/mixed)*
Elles	**ont**	*They have (f)*	**Elles**	**sont**	*They are (f)*	**Elles**	**font**	*They do (f)*	**Elles**	**vont**	*They go (f)*

Present Tense	Past Perfect	Immediate Future	Conditional	Simple Future	Past Imperfect	Past Pluperfect	Perfect Conditional
INFINITIVE: aller = to go **(Irregular)**							
I am going / I go	I have gone / I went	I am going to go	I would go	I will go	I was going / I used to go	I had gone	I would have gone
Je (J') v **ais**	**Je (J')** suis **allé(e)**	**Je (J')** vais **aller**	**Je (J')** ir **ais**	**Je (J')** ir **ai**	**Je (J')** all **ais**	**Je (J')** étais **allé(e)**	**Je (J')** serais **allé(e)**
Tu v **as**	**Tu** es **allé(e)**	**Tu** vas **aller**	**Tu** ir **ais**	**Tu** ir **as**	**Tu** all **ais**	**Tu** étais **allé(e)**	**Tu** serais **allé(e)**
Il v **a**	**Il** est **allé(e)**	**Il** va **aller**	**Il** ir **ait**	**Il** ir **a**	**Il** all **ait**	**Il** était **allé(e)**	**Il** serait **allé(e)**
Elle v **a**	**Elle** est **allé(e)**	**Elle** va **aller**	**Elle** ir **ait**	**Elle** ir **a**	**Elle** all **ait**	**Elle** était **allé(e)**	**Elle** serait **allé(e)**
On v **a**	**On** est **allé(e)**	**On** va **aller**	**On** ir **ait**	**On** ir **a**	**On** all **ait**	**On** était **allé(e)**	**On** serait **allé(e)**
Nous all **ons**	**Nous** sommes **allé(e/s)**	**Nous** allons **aller**	**Nous** ir **ions**	**Nous** ir **ons**	**Nous** all **ions**	**Nous** étions **allé(e/s)**	**Nous** serions **allé(e/s)**
Vous all **ez**	**Vous** êtes **allé(e/s)**	**Vous** allez **aller**	**Vous** ir **iez**	**Vous** ir **ez**	**Vous** all **iez**	**Vous** étiez **allé(e/s)**	**Vous** seriez **allé(e/s)**
Ils v **ont**	**Ils** sont **allé(e/s)**	**Ils** vont **aller**	**Ils** ir **aient**	**Ils** ir **ont**	**Ils** all **aient**	**Ils** étaient **allé(e/s)**	**Ils** seraient **allé(e/s)**
Elles v **ont**	**Elles** sont **allé(e/s)**	**Elles** vont **aller**	**Elles** ir **aient**	**Elles** ir **ont**	**Elles** all **aient**	**Elles** étaient **allé(e/s)**	**Elles** seraient **allé(e/s)**
INFINITIVE: faire = to do / make **(Irregular)**							
I am doing/ I do	I have done / I did	I am going to do	I would do	I will do	I was doing / I used to do	I had done	I would have done
Je (J') f **ais**	**Je (J')** ai **fait**	**Je (J')** vais **faire**	**Je (J')** fer **ais**	**Je (J')** fer **ai**	**Je (J')** fais **ais**	**Je (J')** avais **fait**	**Je (J')** aurais **fait**
Tu f **ais**	**Tu** as **fait**	**Tu** vas **faire**	**Tu** fer **ais**	**Tu** fer **as**	**Tu** fais **ais**	**Tu** avais **fait**	**Tu** aurais **fait**
Il f **ait**	**Il** a **fait**	**Il** va **faire**	**Il** fer **ait**	**Il** fer **a**	**Il** fais **ait**	**Il** avait **fait**	**Il** aurait **fait**
Elle f **ait**	**Elle** a **fait**	**Elle** va **faire**	**Elle** fer **ait**	**Elle** fer **a**	**Elle** fais **ait**	**Elle** avait **fait**	**Elle** aurait **fait**
On f **ait**	**On** a **fait**	**On** va **faire**	**On** fer **ait**	**On** fer **a**	**On** fais **ait**	**On** avait **fait**	**On** aurait **fait**
Nous f **aisons**	**Nous** avons **fait**	**Nous** allons **faire**	**Nous** fer **ions**	**Nous** fer **ons**	**Nous** fais **ions**	**Nous** avions **fait**	**Nous** aurions **fait**
Vous f **aitez**	**Vous** avez **fait**	**Vous** allez **faire**	**Vous** fer **iez**	**Vous** fer **ez**	**Vous** fais **iez**	**Vous** aviez **fait**	**Vous** auriez **fait**
Ils f **ont**	**Ils** ont **fait**	**Ils** vont **faire**	**Ils** fer **aient**	**Ils** fer **ont**	**Ils** fais **aient**	**Ils** avaient **fait**	**Ils** auraient **fait**
Elles f **ont**	**Elles** ont **fait**	**Elles** vont **faire**	**Elles** fer **aient**	**Elles** fer **ont**	**Elles** fais **aient**	**Elles** avaient **fait**	**Elles** auraient **fait**

DR/MRS VANDERTRAMP verbs take <u>être</u> not <u>avoir</u>

Descendre – je suis descendu(e)(s) - to come down (stairs)
Rester – je suis resté(e)(s) - to stay
Monter – je suis monté(e)(s) - to climb
Revenir – je suis revenu (e)(s) - to return
Sortir – je suis sorti(e)(s) - to go out
Venir – Je suis venue (e)(s) - to come
Aller – je suis allé(e)(s) - to go
Naître - je suis né(e)(s) - to be born

Devenir – je suis devenu(e)(s) - to become
Entrer – je suis entré(e)(s) - to enter
Rentrer – je suis rentré(e)(s) - to re-enter
Tomber – je suis tombé(e)(s) - to fall
Retourner – je suis retourné(e)(s) - to return
Arriver- je suis arrivé(e)(s) - to arrive
Mourir – je suis mort(e)(s) - to die
Partir – je suis parti(e)(s) - to leave

French	Town	CYCLE 1	Year 11

Week 1						Week 2	
House				Location		Places In Town	
une maison	house	une chambre	a bedroom	à côté	next to	une bibiothèque	a library
un appartement	appartment	un salle de bain	a bathroom	à gauche	to the left	une église	a church
une maison de ville	town house	une cuisine	a kitchen	à droite	to the right	un chateau	a castle
une gîte	holiday house	un salon	a salon	au-dessus	on top	une piscine	a swimming pool
une fermette	farm house	au rez-de-chaussée	the basement	au-dessous	underneath	une patinoire	an ice rink
un pavillon	bungalow	des éscaliers	some stairs	en face de	in front of	un supermarché	a supermarket
une grange	barn	un bureau	an office	en bas de/ en haut de	underneath/ on top of	un musée	a museum
monument historique	listed building	un grenier	a loft	devant	in front of	un centre commercial	a shopping centre
trois étages	three floors	un jardin	a garden	derrière	behind	un parque d'attractions	an attraction parc
un studio	studio	une salle à manger	a dining room	sur le	on the	un centre sportif	a sports centre

Week 2		Week 3					
Places in town		Advantages vs Disadvantages		Adjectives			
une maison de jeunesse	a youth centre	il y a	there is	sale	dirty	animé	lively
un commisariat	the olice station	il n'y a pas de	there is not	propre	clean	peuplé	populated
un cinéma	a cinema	on peut	we can	grand/petit	big/small	pollué	polluted
des restaurants	some restaurants	on ne peut pas	we can't	moderne/vieux	modern/old	distrayant (e)	distracting
une cathédrale	a cathedral	il y avait	there was	joli(e)	pretty	agréable	pleasant
des magasins	some shops	c'est	it is	tranquille	calm	désagreable	unpleasant
une mosquée	a mosque	c'était/c'étaient	it was	bruyant	noisy	touristique	touristic
un stade de foot	a football statium	l'avantage	the advantage	occupé	busy	intéressant	interesting
un college/école	a college	l'inconvénient	the disadvantage	calme	calm	affreux (euse)	awful

French	Town	CYCLE 1	Year 11

Week 3				Week 4					
Countryside – La campagne		**City – La ville**		**Ideal Town - Conditional**				**Future Plans**	
manque de variété	lack of variety	la transport	the transport	j'irais	I would go	je visiterais	I would visit	ce sera	it will be
apprécier l'espace	appreciate space	des attractions	some attractions	je ferais	I would do	j'aurais	I would have	j'irai	I will go
moins cher	less expensive	l'hôpital	the hospital	je voudrais	I would like	je marcherais	I would walk	j'habiterai	I will live
les gens sont moins pressés	busy are less busy	plusieurs magasins	more shops	j'aimerais	I would like	je jouerais	I would play	je rencontrai	I will meet
l'air pur	clean air	beaucoup de choses à faire	lots of things to do	je mangerais	I would eat	j'acheterais	I would buy	il y aura	There will be
apprécier les animaux de ferme	appreciate farm animals	une variété	a variety	je pourrais	I could	je regarderais	I would watch	je mangerai	I will eat
voyagé loins	travel far	plus developpée	more developped	je nagerais	I would swim	je relaxerais	I would relax	je sortirai	I will go out
qualité de vie	quality of life	les boîtes de nuit	discos	j'habiterais	I would live	je détesterais	I would hate	je jouerai	I will play
une vie moins cher	a less expensive life	une vie de stresse	life of stress	il y aurait	There would be	je louerais	I would hire	je regarderai	I will watch
difficile to de déplacer	hard to get around	les monuments et bâtiments	monuments and buildings	ce serait	It would be	je resterais	I would stay	je relaxerai	I will relax

Week 4 - Verbs linked to Town							
se déplacer	to get around	regarder	to watch	utiliser	to use	louer	to hire
aller	to go	apprécier	to appreciate	avoir	to have	rester	to stay
faire	to do	profiter	to make the most of	rencontrer	to meet	vivre	to live
jouer	to play	changer	to change	balader	to stroll	pratiquer	to practice
nager	to swim	déménager	to move houses/areas	danser	to dance	se détendre	to relax
visiter	to visit	polluer	to pollute	manger/boire	to eat/drink	voyager	to travel

French	Town and Social Issues	CYCLE 1	Year 11

Week 5									
Social Issues Nouns				Social Issues Adjectives		Social Issues Verbs			
le chômage	unemployment	des vêtements	some clothing	difficile	hard	soigner	to heal	s'inquiéter	to worry
la pauvreté	poverty	des volontaires	volunteers	malheureux	unhappy	donner	to give	dormir	to sleep
les sans-abri	the homeless	un emploi	a job	triste	sad	offrir	to offer	boire	to drink
les sans domicile fixe (sdf)	the homesless	un centre d'emploi	job centre	sérieux	serious	distribuer	to distribute	se droguer	to drug
une association caritative	charity	un sac de couchage	sleeping bag	injuste	unjust	demander	to ask	travailler	to work
les personnes défavorisés	under-priveledged	le trottoir	the pavement	grave	serious	acheter	to buy	permettre	to allow
le travail bénévole	volunteer work	l'inégalité	inequality	dure	hard	se loger	to lodge	dépriver	to deprive
l'eau potable	drinking water	les choses indispensables	essential things	sain/malsain	healthy/unhealthy	payer	to pay	collecter	to collect
un logement	housing								
la nourriture	the food								

Week 5		Week 5 - Verbs Revision					
Drink and Drugs		Social Issues Verbs				Modal Verbs	
contre la loi	against the law	lutter	to fight	vouloir	to want	je veux	I want
les rues	the roads	se débrouiller	to manage	pouvoir	to be able to	on doit	we must
des problèmes sociaux	social problems	proteger	to protect	ésperer	to hope	on peux	we can
des maladies	illnesses	apporter	to bring	manquer	to miss	on devrait	we should
boire l'alcool	to drink alcohol	choquer	to shock	se laver	to wash	on pourrait	we could
s'injecter	to inject	porter	to wear/carry	décider	to decide	il faut	we must
les drogues dures/douces	hard/soft drugs	rendre	to return	s'habiller	to dress yourself	il faudrait	it would be necessary
un drogué	a drugged person	commencer	to start	vivre	to live	je dois	I must
les narcotrafiquant	drug trafficker	soucier	to worry	tomber malade	to fall ill	il ne faut pas	we must not
le revendeur de drogues	drug dealer	régler	to sort out	se sentir	to feel	on ne dois pas	we must not

French	Environment	CYCLE 1	Year 11

Week 6		Week 7				Week 8	
Verbs		Local Problems		Adjectives		Global Problems	
sauver	to save	les voitures	cars	sale	dirty	les embouteillages	traffic jams
battre	to beat	les camions	lorries	propre	clean	les inondations	flooding
nettoyer	to clean	le transport	transport	tranquille	peaceful	la pauvreté	poverty
construire	to build	les industries	industries	bruyant	noisy	la sécheresse	draught
conduire	to drive	les déchets	rubbish	animé	lively	le changement climatique	climate change
concerner	to concern	la pollution	pollution	affreux	terrible	l'empreinte carbone	carbon footprint
fondre	to melt	la circulation	traffic	pollué	polluted	la déforestation	deforestation
disparaître	to disappear	les sans-domicile fixe	homeless	industrielle	industrial	le déboisement	defrorestation
envourager	to encourage	le chômage	unemployment	mauvais	bad	le réchauffement climatique	global warming
brûler	to burn	les usines	factories	triste	sad	le monde	the world

Week 9		Week 10			
Recycling		Save the planet from home			
les boîtes	tins	éteindre	to turn on	se baigner	to take a bath
le verre	glass	se doucher	to shower	prendre	to take
les journaux/un journal	newspapers / a newspaper	fermer	to close	réutiliser	to re-use
les papiers	paper	mettre	to put	voyager	to travel
les pots	pots	réduire	to reduce	marcher	to walk
les magazines	magazines	trier	to sort	installer	to install
les bouteilles	bottles	économiser	to save	vérifier	to check
les vêtements	clothes	partager	to share	baisser	to lower
les sacs en plastique	plastic bags	gaspiller	to waste	augmenter	to increase

French	Holidays	CYCLE 1	Year 11

Week 11		Week 12 & 13	
Holiday Verbs		**Activities**	
rester	to stay	jouer du sport	to play sport
habiter	to live	aller à un parc aquatique	to go to a water park
louer	to hire	aller à un parc d'attractions	to go to an amusement park
partager	to share	visiter un musée	to visit a museum
reposer	to relax	apprécier une galérie d'arts	to appreciate art galleries
relaxer	to relax	faire de la plongée	to go diving
dormir	to sleep	manger dans un restaurant	to eat in a restaurant
passer du temps	to spend time	faire les magasins	to go shopping
voyager	to travel	faire du tourisme	to do tourist activities

French	Holidays	CYCLE 2	Year 11

Week 1							
Weather		**Countries**		**Forms of Travel**		**Adjectives**	
Il fait beau	It's good weather	En Allemagne	In/to Germany	Un avion	A plane	cher	expensive
Il fait du soleil	It's sunny	Au Maroc	In/to Morroco	Un train	A train	Moins cher	cheap
Il fait chaud	It is hot	En France	In /to France	Un autobus	A bus	Rapide	quick
Il fait froid	It is cold	En Espagne	In/to Spain	Un car	A coach	Lent	slow
Il pleut	It's raining	En Angleterre	In/to England	Une voiture	A car	Polluant	polluting
Il neige	It's snowing	Aux États-Unis	In/to the USA	Un bateau	A boat	Pratique	practcial
Il fait du vent	It's windy	En Turquie	In/to Turkey	Un TGV	A high speed train	Confortable	comfortable
Il fait mauvais	It is bad weather	En Amérique	In/To America	À pied	On foot	Trop long	Too long
Il y a des nuages	It's cloudy	En Inde	In/To India	Un vélo	A bike	Relaxant	relaxing
Il y a de l'orage	It's stormy	Au méxique	In/to Mexico	Un métro	A tube/underground	Intéressant	interesting

Week 1				Week 2			
Places to stay		**Hotel facilities**		**Verbs**		**Activities**	
Une gite	A holiday home	Un balcon avec une vue	A balcony with a view	Rester	To stay	Jouer du sport	To play sport
Une caravane	A caravan	Une piscine	A swimming pool	Habiter	To live	Aller à un parque aquatique	To go to a water park
Une tente	A tent	La plage	The beach	Louer	To hire	Aller à un parque d'attractions	To go to an amusement park
Un chateau	A castle	Un discothèque	A disco	Partager	To share	Visiter un musée	To visit a museum
Un chalet	wooden house in mountains	La climatisation	Air con	Reposer	To relax	Apprécier une galérie d'arts	To appreciate art galleries
Un appartement	An appartment	Une douche/ Un bain	A shower / a bath	Relaxer	To relax	Faire la plongée	To go diving
Un studio	A studio/ single room	Un double lit / un grand lit	A double bed	Dormir	To sleep	Manger dans un restaurant	To eat in a restaurant
Un auberge de jeunnesse	A youth hostel	Une connexion internet	Internet	Passer du temps	To spend time	Faire les magasins	To go shopping
Un villa	A villa	Petit-déjeuner compris	Breakfast included	Voyager	To travel	Faire du tourisme	To do tourist activities

French	Holidays	CYCLE 2	Year 11

Week 2

Activities		Cultural places in France		Tenses		Future Simple Tense	
Envoyer des cartes postales	To send postcards	Le musée de la Louvre	Louvre Museum	Je suis allé	I went	Je voyagerai	I will travel
Prendre des photos	To take photos	Le Sacre Coeur	Sacre Coeur	Je vais	I am going / I go	Je nagerai	I will swim
Nager avec des dauphins	To swim with the dolphins	La Tour Eiffel	Eiffel Tower	J'irai	I would go	Je mangerai	I will eat
Promener dans le centre-ville	To walk in the town centre	Les magasins à Champs-Élysées	Shops on the Champs Elysees	Je voudrais voir	I would like to see	Je relaxerai	I will relax
Faire des activités sportives	To do sporty activities	La cathédrale de Notre-Dame	Notre Dame Cathedral	On pourrait	We could	Je verrai	I will see
Profiter des aventures	To make the most of adventures	Le Moulin-Rouge	Moulin Rouge	Ce sera	It will be	Je danserai	I will danse
Aller en boîtes de nuit	To go to the night clubs	Le chateau de Versailles	Versailles Castle	J'avais	I used to have	J'envoyerai	I will send
Jouer des jeux à la plage	To plays games on the beach	L'Arc de Triomphe	Arc de Triomphe	Je devrai	I will must	Je prendrai	I will take
Faire des excursions excitants	To do exciting trips			Pour que ça soit	So that it is	Je découvrirai	I will discover
Découvrir les endroits culturelles	To discover new places			Pour qu'on puisse	So that we can	Je profiterai	I will take advantage of

Week 2

Conditional		Subjunctive	
J'irais	I would go	Il faut que j'aille	I must go
Je resterais	I would stay	Il faut que je fasse	I must do
Je serais	I would be	Pourqu'on puisse	So that we can
Je ferais	I would do / make	Pourque je sois	So that I am
Je sortirais	I would go out	Il faut qu'on fasse	We must do
Il faudrait	You should		
On pourrait	We could		
On devrait	We should		
J'aurais	I would have		

French	Technology	CYCLE 2	Year 11

Week 3							
Technology Verbs		**Technology Verbs**		**Technology nouns**		**Technology nouns**	
jouer	to play	écouter	to listen	des recherches	some research	toujours	always
naviguer	to surf	surfer	to surf	des films	some films	des fois	at times
téléphoner/appeler	to phone / call	passer	to spend time	des réseaux sociaux	some social networks	quelquefois	sometimes
texter	to text	regarder	to watch	des achats en ligne	some purchases online	tous les jours	every day
utiliser	to use	rester	to stay	la musique	music	souvent	often
télécharger	to download	charger	to charge	un écran tactile	a touch screen	rarement	rarely
envoyer	to send	partager	to share	des jeux vidéos	some video games	jamais	never
sauvegarder	to save	parler	to speak	un portable	a mobile	de temps en temps	from time to time
connecter	to connect	intimider	to intimidate	une tablette	a tablet	la fin de la semaine	the end of the week
discuter	to discuss	relaxer	to relax	un ordinateur	a computer	normalement	normally

Week 4							
Technology adjectives		**opinions**		**Negative Structures**		**For and against**	
facile/difficile	easy / difficult	j'aime	I like	ne… jamais	never	je suis pour/contre	I am for / against
util/inutile	useful / useless	je déteste	I hate	ne… ni…. ni…	neither	je suis en faveur de	I am in favour of
pratique	practical	je préfère	I prefer	ne… pas	not	je ne crois pas que	I do not believe that
rapide	fast	j'adore	I love	ne… personne	nobody	je ne pense pas que	I do not think that
lent	slow	je n'aime pas	I don't like	ne… plus	no longer	je ne trouve pas que	I do not find that
compacte	compact	je pense que	I think that	ne… que	only	c'est vrai que	it is true that
moderne/vieux	modern/old	je crois que	I believe that	ne… rien	nothing	ce n'est pas vrai que	it is not true that
antisocial	antisocial	je trouve que	I find that	il n'y a pas	there is not	c'est faux que	it is false that
cher	expensive	à mon avis	in my opinion	ce n'est pas	it is not	c'est correcte que	it is true that

French	Education	CYCLE 2	Year 11

Week 5

Subjects		Teachers		Time – L'heure		Facilities	
Le commerce	Business	Strict(e)/ sérieux (se)	Strict/serious	Douze/treize/quatorze	12 13 14	La récréation	Playground
Le dessin	Art	Sympa / Drôle	Kind/funny	Quinze/seize	15 16	La cantine	Canteen
La technologie	Design Technology	Ennuyeux (euse)	Annoying	Vingt et un	21	Les laboratoires	Laboratories
L'informatique	ICT	Gentil/gentille	Kind	Trente deux	32	Une salle de classe	Classrooms
La chimie	Chemistry	Méchant (e)	Mean	Quarante trois	43	Une piscine	Swimming Pool
L'anglais	English	Paresseux/paresseuse	Lazy	Cinquante sept	57	Une salle de gymnastique	Gym Hall
Le français	French	Marrant (e)	Funny	Midi/minuit	Midday midnight	Une salle d'informatique	ICT Suites
L' éducation physique	PE	Compréhensif (ive)	Understanding	Et demie	Half past	Une bibliothèque	Library
L'Espagnol	Spanish	Créatif (ive)	Creative	Et quart	And a quarter	Un centre de jeunesse	Youth Centre
Une pause	Break	Travailleur (euse)	Hardworking	Moins le quart	Minus a quarter	Un bureau	Office

Week 6

Education – Modal Verbs		Education - Uniform		Education - Rules		Education – Future Plans	
On doit	You must	Une jupe	A skirt	Étre en retard	To be late	Une année sabbatique	A gap year
on ne doit pas	You must not	Un pull	A jumper	Manger en classe	To eat in calss	Un apprentissage	An apprenticeship
On peut	You can	Une chemise	A shirt	Porter des bijoux	To wear jewellery	L'université	University
On ne peut pas	You cannot	Une veste	a blazer	Se Maquiller	To put make-up on	Un travail	A job
Je veux	I want	Un manteau	A coat	Parler en classe	To speak in class	Un emploi à temps partiel	A part time job
Je voudrais	I would like	Des chaussures noires	some black shoes	Faire des devoirs	To do homework	Un stage en entreprise	Work experience
Il faut	You must	Des baskets	some trainers	Utiliser les portables	To use mobile phones	Á l'étranger	abroad
Il ne faut pas	You must not	Un pantalon	trousers	Fumer	To smoke	Un boulot	A job
Il faut qu'on soit	It is necessary that you are	Des chaussettes	some socks	Respecter les autres	To respect others	Fabriquer une entreprise	Make a company

French	Health	CYCLE 2	Year 11

Week 7							
Healthy Lifestyle Verbs				**Healthy Lifestyle Verbs**		**Food and Drink Nouns**	
maintenir la forme	to stay in shape	s'exercer	to exercise	améliorer	to improve	le poisson	fish
réveiller	to wake up	éviter	to avoid	distraire	to entertain	le poulet	chicken
déjeuner	to have lunch	fumer	to smoke	sentir	to feel	les oeufs	eggs
se lever	to get up	concerner	to be concerned	maigrir/grossir	to slim down / to put on weight	le riz	rice
se coucher	to go to bed	célébrer	to celebrate	fatiguer	to be tired	le pain	bread
cuisiner	to cook	prendre	to take	promener	to walk	les céréales	cereals
choisir	to choose	changer	to change	garder	to keep	de l'eau	some water
consommer	to consume / use	adapter	to adapt	perdre	to lose	les légumes	vegetables
essayer	to try	entraîner	to train	remplacer	to replace	les huiles	oils
motiver	to motivate	endormir	to fall asleep	empêcher	to prevent	le sel	salt

Week 7		Week 8					
Food and Drink Nouns		**Complex Opinions**		**Adjectives**		**Healthy/Unhealthy foods**	
Les bonbons	Sweets	Il me semble que	It seems to me that	Rafraichissant	Refreshing	Les calories	Calories
Le beurre	Butter	Je crois que	I believe that	Piquant/Épicé	Spicy	Les glucides/ les gras	Fats
La viande rouge	Red meat	Je pense que	I think that	Salé	Salty	Les protéines	Protein
Les pâtes	Pasta	D'après moi	According to me	Dégoutant	Disgusting	Salé	Salty
Le lait	Milk	Ce n'est pas facile de	It is not easy to	Affreux	Awful	La portion/ quantité	Portion/quantity
Le fromage	Cheese	Je préfère	I prefer	Délicieux	Delicious	Végétarien	Vegetarian
Les frites	Chips	Je trouve que	I find that	Sucré	Sugary	La viande	Meat
Les sucreries	Sweets / candy	C'est pénible de	It is a pain to	Ça me fait vomir	It makes me vomit	La restauration rapide	Fast food
Le chocolat	Chocolate	C'est frustrant que	It is frustrating that	Gras	Fatty	Faim/ Soif	Hungry/thirsty

French	Health	CYCLE 2	Year 11

Week 8							
Adverbs/Time Expressions		**Mealtimes**		**Past imperfect**		**Immediate Future vs Simple Future**	
souvent	often	le matin	the morning	je mangeais	i used to eat	on pourra	we will be able to
rarement	rarely	l'après-midi	the afternoon	je buvais	i used to drink	je ferai	I will do
absolument	absolutely	le soir	the evening	je sortais	i used to go out	j'irai	I will go
bien / mal	good/bad	la nuit	the night	je consommais	i used to consume	je voudrai	I will want
lentement	slowly	pendant la semaine	during the week	je faisais	i used to do	je devrai	I will have to
jamais	never	les weekends	on the weekends	je prennais	i used to take	je serai	I will be
régulièrement	regularly	le petit - déjeuner	breakfast	je voulais	i used to want	j'aurai	I will have
trop	too much	le goûter	snack	je pouvais	i used to be able to	il faudra	we will have to
un peu	a little	le déjeuner	lunch	je devais	i used to have to	je vais + inf	I am going to + inf
des fois	sometimes	le dîner	dinner	j'avais/j'étais	i used to have/be	nous allons +inf	we are going to + inf

Week 9							
Improve your lifestyle				**Bad Habits**			
changer de style de vie	change lifestyle	gagner du poids	to gain weight	les drogues	drugs	diminuer les effets	reduce the effects
réussir à éviter	to manage avoiding	maigrir urgemment	to slim urgently	l'alcool	alcohol	un relaxant	sedatif
faire de l'exercice	to do exercise	entraîner régulièrement	to train regularly	les mélanges /premix	mixing alcohol	une addiction	an addiction
manger plus sainement	to eat more healthy	contrôler les portions	to control portions	quelques verres	some glasses	devenir dependant	to become dependant
compter les calories	count calories	sentir mieux	to feel better	un alcoolique	an alcoholic	donner de la confiance	to give confidence
etre fatigué	to be tired	avoir plus d'énergie	to have more energy	s'injecter	to inject yourself	sentir mal	to feel bad
se coucher plus tôt	to go to bed earlier	etre en bonne santé	to be in good health	fumer	to smoke	vomir	to vomit
eviter de se lever tard	to avoid waking up late	baisser la chance de	to reduce the chance of	inhaler	to inhale	le système respiratoire	respiratory system
demander de l'aide	to ask for help	améliorer la confiance	to improve confidence	les cicatrices	scars	commettre un suicide	commit suicide

French	Jobs and Careers	CYCLE 2	Year 11

Week 10

Jobs Vocabulary				Verbs Present Tense		Subjects at school	
un psychologue	a psychologist	un acteur/une actrice	an actor / actress	j'étudie	I study	les mathématiques	maths
un médecin	a doctor	un coiffeur (euse)	a hairdresser	je fais	I do/ make	les sciences	sciences
un architecte	an architect	un homme d'affaires	a businessman	je veux être	I want to be	les langues	languages
un enseignant(e)	a primary school teacher	un maçon	a builder	je ne veux pas être	I do not want to be	le sport	sport
un agent	an agent / officer	un vendeur (euse)	a sales assistant	j'aide	I help	l'arts plastique/ le dessin	fine arts / art
un policier (ère)	a police officer	un caissier (ere)	a check out worker / cashier	j'acquérie	I acquire	la musique	music
un pompier	a fireman	un ouvrier (ere)	a factory worker	je cherche	I look for	l'entreprise / le commerce	business
un ingénieur	an engineer	un menuisier (ere)	a carpenter / joiner	je recherche	I research	la technologie	DT
un infermier (ere)	a nurse	un pharmacien (ne)	a pharmacist	je comprends	I understand	l'anglais	English
un dentiste	a dentist	un facteur/factrice	a post man / woman	je suis passionné	I am passionate	l'informatique	ICT

Week 11

Opinions		Conditional Tense Verbs	
j'apprécie	I appreciate	je ferais	I would do
je préfère	I prefer	j'irais	I would go
je souhaite	I wish	je travaillerais	I would travel
je crois que	I believe that	j'experimenterais	I would experiment
je trouve que	I find that	j'essayerais	I would try
je presume que	I presume that	je trouverais	I would find
je doute que	I doubt that	je penserais	I would think
j'admets que	I admit that	ce serait	It would be

French	Relationships	CYCLE 2	Year 11

Week 12							
Relationships - Verbs		**Relationships - Verbs**		**Relationships – Family members and friends**			
se fâcher	to get angry	supporter	to bear	mon père/ ma mère	my dad/mum	ma copine/mon copain	my friend
s'énerver	to get annoyed	habiter	to live	mon grand-père	my grand-father	mon petit copain	my boyfriend
s'entendre bien/mal	to get on well/badly	vivre	to live	mon cousin/ma cousine	my cousin	ma famille	my family
discuter	to discuss	se séparer	to separate	mon oncle/ma tante	my uncle/auntie	mon beau père/ma belle mère	my step dad/mum
se disputer	to argue	se divorcer	to divorce	mon neveu/ma nièce	my nephew/niece	mon ami/mon amie	my friend
améliorer	to improve	respecter	to respect	mon fils/ ma fille	my son/daughter	mon/ma/mes	my
se battre	to fight	tricher	to cheat	mon frère/ma soeur	my brother/sister	ton/ta/tes	yours
s'amuser	to have fun	choisir	to choose	mon mari/ma femme	my husband/wife	son/sa/ses	his/hers
s'épouser	to marry	sentir	to feel	mon épouse	my partner in marrige	leur/leurs	theirs

Describing others 13		Week 13					
Physical Description		**Relationships - Adjectives**		**Marriage Plans**			
les cheveux/les yeux	hair/ eyes	gentil/gentille	kind	vivre en concubinage	to co-live	concentrer sur ma carrière	to concentrate on my career
petit (e)/grand (e)	short / tall	méchant/méchante	mean	je suis en couple	I am in a couple	les avantages	the advantages
de taille moyenne	of average height	paresseux/paresseuse	lazy	la mode de vie	the style of life	les inconvénients	the disadvantages
gros/ mince	fat / thin	timide/bavard (e)	shy/chatty	il me fait rire	he makes me laugh	c'est moins cher	it is less expensive
barbe/moustache	beard / moustashe	drôle/sympa	funny/kind	se remarier	to re-marry	partager le prix	to share the price
joli (e)/ laid (e)	pretty / ugly	actif/active	active	se séparer	to separate	acheter une bague	to buy a ring
belle/beau/moche	pretty / handsome / ugly	ennuyeux/ennuyeuse	annoying	vivre ensemble	to live together	s'occupier des enfants	to look after children
élégant/élégante	elegant	marrant/marrante	hilarious	se divorcer	to divorce	tomber amoureux	to fall in love
jeune/vieux	young / old	genéreux/généreuse	generous	je suis heureux/mécontent	I am happy/unhappy	rester à la maison	to stay at home

Geography	The Living World	CYCLE 1	YEAR 11

Quiz	Key Knowledge to learn

1

<u>Cold Environments</u>

Cold environments are an important ecosystem with distinct characteristics and adaptations. They provide opportunities for development, but are put at risk by the exploitation of resources

<u>Characteristics</u>

Cold environments (both polar and tundra) are found in high **latitude** areas and mountainous regions of the world. They have an extreme climate and unique characteristics such as the soil type and the plants and animals found there. The biodiversity in cold environments is relatively low because very few species survive there.

Polar - Characteristics of polar areas include:

- **Climate** - long cold winters, with annual temperatures mostly below freezing. Polar areas are often windy, with very little **precipitation.** Permanent **ice caps** cover polar landscapes.
- **Soil** - the soil is covered in ice throughout the year.
- **Plants** - hundreds of species of **moss,** algae and **lichen** survive the harsh conditions of the Polar biome. Few other plants can survive.
- **Animals** - Polar bears live in the Arctic and penguins live in the Antarctic. Whales, seals and snowy owls are also found in polar regions.

Tundra - Characteristics of the tundra include:

- **Climate** - cold, windy and little rainfall. Snow covers the ground for much of the year. Average temperature in the Arctic tundra is between -12°C and -6°C. The summer season lasts for 50-60 days each year during which there is permanent daylight.
- **Permafrost** - this is the layer of frozen soil under the Earth's surface. The frozen ground may extend as deep as 450 m. In the highest latitudes the ground remains frozen all year round. In the most southern parts of the Arctic, the surface layer of the permafrost melts in the summer.
- **Soil** - this is high in organic material because it is too cold for dead **organisms** to **decompose.**
- **Plants** - trees do not grow in the tundra. When the snow melts, small plants flower. In mountainous areas, **cushion plants** grow between the rocks.
- **Animals** - arctic foxes, polar bears, gray wolves, caribou, snow geese and musk-oxen are found here. In mountainous areas, goats, sheep and marmots can be found. When the surface layer of the permafrost melts in the summer, shallow lakes and bogs appear which attract insects, birds and other wildlife.

2

Adaptations

Plant adaptations and features - In order for plants to survive in cold environments they have had to adapt to the extreme conditions found there. These unique adaptations include:

- **Cushion plants** - these are compact, low growing plants. These characteristics help them to survive in cold and windy conditions. They trap airborne dust and use it as a source of nutrients.
- **Arctic poppy** - this has a hairy stem to retain heat. The flower can track the sun in the sky to maximise the amount of sunlight it receives so that it can increase **photosynthesis.**
- **Lichen** - this organism does not need soil to grow. It grows very slowly, can withstand very cold temperatures and survives beneath snow.

3

Adaptations

<u>Animal adaptations and features</u>

Caribou

- have 2 layers of fur to help them with the cold
- have the behavioural adaptation of migrating to escape the worst of the winter cold.
- The Caribou have a body that helps too, they have a compact, stocky body with a short tail and ears to avoid losing body heat.
- Their legs even have veins and arteries that run side by side, so that the heat of the arterial blood coming from the body warms the cooler venous blood returning from the lower legs

Arctic foxes and Arctic hares:

- have thick fur on their bodies and feed to keep them warm
- in winter their fur becomes white providing camouflage from predators
- Arctic foxes can eat a variety of foods which helps when food is scarce.

Polar bears:

- have thick fur and a layer of blubber to keep them warm
- have translucent, hollow white that helps with camouflage and insulation.
- have small ears to reduce heat loss
- have a layer of blubber which forms over the summer and use it as an energy store in the winter
- have stiff hairs on their paws to help with swimming, traction and insulation
- have front paws that are webbed to help with swimming

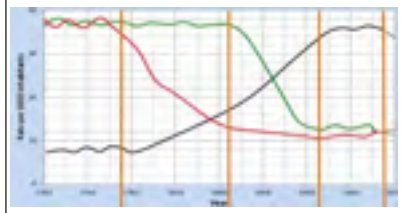
Geography	The Living World	CYCLE 1	YEAR 11

Quiz	Key Knowledge to learn
4	**Cold Environments – Alaska, USA** **Development opportunities for economic growth** Cold environments provide several development opportunities that can generate income, allowing the economy to grow. These development opportunities include: **Mineral extraction** - reserves of gold, silver, iron ore and copper can all be found in cold environments. These minerals are extremely valuable and countries are increasingly tempted to mine from underneath the tundra. Russia has already started exploiting minerals from beneath the tundra. **Energy** - fossil fuels such as gas and oil are abundant in cold environments. The US government are extracting oil from the Alaskan oilfields near Prudhoe Bay. This has caused concerns as heat from the terminal buildings, workers' houses and transporting warm oil through the 800 km pipeline has led to the **permafrost** melting. **Fishing** - the coastal waters of cold environments have good fish stocks. These waters are increasingly attractive for **commercial** fishing due to an increasing global population to feed and reducing fish stocks in other parts of the world. **Tourism** - cold environments such as Antarctica have seen a huge increase in the number of tourists. Over 36,000 tourists visited Antarctica in 2014 to observe its wildlife and experience its beautiful wilderness
5	**Cold Environments – Alaska, USA** **Development challenges** Developing **infrastructure** for mineral extraction, **fossil fuels** or tourism is very difficult in cold environments. The following challenges can cause problems for development: **Extreme temperature** - very low temperatures and long hours of darkness make building very difficult. Relief - mountainous areas and rugged terrain make cold environments very inaccessible for vehicles delivering materials for construction. **Buildings** - if the permafrost layer begins to melt, the ground becomes very unstable and susceptible to landslides. Creating foundations for buildings is very difficult making further development challenging. **Infrastructure** - building roads, railways and pipelines for water and electricity supplies is very difficult on frozen ground that is liable to melting.
6	**Cold Environments – Alaska, USA** **Managing the risks facing cold environments** Cold environments provide one of the last wilderness areas on Earth and have fragile ecosystems. Economic development puts these ecosystems at serious risk of damage and therefore these areas need to be protected. Striking a balance between economic developments and protecting cold environments can be achieved through careful management. Some of these management strategies include: **Technology** used to access minerals and fossil fuels should be managed carefully to avoid the destruction of wilderness areas. **Sustainable development** which involves the use of **appropriate technology** for the environment could provide a solution. **Governments** play a key role in ensuring that **technology** is used responsibly in cold environments. They have the power to create laws which state how cold environments can and should be used. These laws can be supported by different countries through the use of **international agreements**. International agreements allow standards to be set to ensure that economic development does not happen at the expense of the environment. For example the Antarctica Treaty is supported and recognised by 53 countries (2016). **Conservation groups** can put pressure on **governments** not to exploit the resources found in cold environments. Many conservation groups believe that cold environments should be protected from any human activity so that they can remain in a pristine condition. This management strategy does not allow for any economic development

Geography	The Changing Economic World	CYCLE 1	YEAR 11

Quiz	Key Knowledge to learn	
1	**What is development?**	
	Development is an improvement in living standards through better use of resources.	
	Economic	This is progress in economic growth through levels of industrialisation and use of technology.
	Social	This is an improvement in people's standard of living. For example, clean water and electricity.
	Environmental	This involves advances in the management and protection of the environment.
2	**Measuring development**	
	These are used to compare and understand a country's level of development.	
	Economic indictors examples	
	Employment type	The proportion of the population working in primary, secondary, tertiary and quaternary industries.
	Gross Domestic Product per capita	This is the total value of goods and services produced in a country per person, per year.
	Gross National Income per capita	An average of gross national income per person, per year in US dollars.
	Social indicators examples	
	Infant mortality	The number of children who die before reaching 1 per 1000 babies born.
	Literacy rate	The percentage of population over the age of 15 who can read and write.
	Life expectancy	The average lifespan of someone born in that country.
	Mixed indicators	
	Human Development Index (HDI)	A number that uses life expectancy, education level and income per person.
3	**The Demographic Transition Model**	

The demographic transition model (DTM) shows population change over time. It studies how birth rate and death rate affect the total population of a country.



STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
High DR High BR Steady	*BR Low Declining DR Very High*	*Rapidly falling DR Low BR High*	*Low DR Low BR Zero*	*Slowly Falling DR Low BR Negative*
e.g. Tribes	e.g. Kenya	e.g. India	e.g. UK	e.g. Japan

Quiz	Key Knowledge to learn	
4	**Variations in the level of development**	
	LICs	Poorest countries in the world. GNI per capita is low and most citizens have a low standard of living.
	NEEs	These countries are getting richer as their economy is progressing from the primary industry to the secondary industry. Greater exports leads to better wages.
	HICs	These countries are wealthy with a high GNI per capita and standards of living. These countries can spend money on services.
	Causes of uneven development	
	Development is globally uneven with most HICs located in Europe, North America and Oceania. Most NEEs are in Asia and South America, whilst most LICs are in Africa. Remember, development can also vary within countries too.	
5	**Physical factors affecting uneven development**	
	Natural Resources	**Natural Hazards**
	• **Fuel sources** such as oil. • Minerals and metals for fuel. • **Availability for timber**. • Access to **safe water**.	• Risk of tectonic hazards. • Benefits from **volcanic material** and **floodwater.** • Frequent hazards **undermines redevelopment**.
	Climate	**Location/Terrain**
	• **Reliability** of rainfall to benefit farming. • **Extreme climates** limit industry and affects health. • Climate can **attract tourists.**	• **Landlocked countries** may find trade difficulties. • Mountainous terrain makes farming difficult. • **Scenery attracts tourists**.
6	**Human factors affecting uneven development**	
	Aid	**Trade**
	• Aid can help some countries develop **key projects** for infrastructure faster. • **Aid** can improve services such as schools, hospitals and roads. • Too much **reliance on aid** might stop other trade links becoming established.	• Countries that export more than they import have a **trade surplus**. This can improve the national economy. • Having **good trade relationships**. • **Trading goods** and services is more profitable than raw materials.
	Education	**Health**
	• Education creates a **skilled workforce** meaning more goods and services are produced. • **Educated people earn more money**, meaning they also pay more taxes. This money can help develop the country in the future.	• **Lack of clean water** and poor healthcare means a large number of people suffer from **diseases**. • People who are ill cannot work so there is little contribution to the economy. • More money on healthcare means less spent on development.
	Politics	**History**
	• **Corruption** in local and national governments. • The **stability of the government** can effect the country's ability to trade. • Ability of the country to **invest into services and infrastructure**.	• **Colonialism** has helped Europe develop, but slowed down development in many other countries. • Countries that went through industrialisation a while ago, have now develop further.

Geography	The Changing Economic World	CYCLE 1	YEAR 11

Quiz	Key Knowledge to learn

7

Consequences of Uneven Development

Levels of development are different in different countries. This uneven development has consequences for countries, especially in wealth, health and migration.

Wealth	People in more developed countries have higher incomes than less developed countries.
Health	Better healthcare means that people in more developed countries live longer than those in less developed countries.
Migration	If nearby countries have higher levels of development or are secure, people will move to seek better opportunities and standard of living.

8

Reducing the Global Development Gap

Microfinance Loans

This involves people in LICs receiving smalls loans from traditional banks.

+ Loans enable people to begin their own businesses

- Its not clear they can reduce poverty at a large scale.

Foreign-direct investment

This is when one country buys property or infrastructure in another country.

+ Leads to better access to finance, technology & expertise.

- Investment can come with strings attached that country's will need to comply with.

Aid

This is given by one country to another as money or resources.

+ Improve literacy rates, building dams, improving agriculture.

- Can be wasted by corrupt governments or they can become too reliant on aid.

Debt Relief

This is when a country's debt is cancelled or interest rates are lowered.

+ Means more money can be spent on development.

- Locals might not always get a say. Some aid can be tied under condition from donor country.

Fair trade

This is a movement where farmers get a fair price for the goods produced.

+ Paid fairly so they can develop schools & health centres.

-Only a tiny proportion of the extra money reaches producers.

Technology

Includes tools, machines and affordable equipment that improve quality of life.

+ Renewable energy is less expensive and polluting.

- Requires initial investment and skills in operating technology

9

CS: Reducing the Development Gap In Jamaica

Location and Background

Jamaica is a LIC island nation part of the Caribbean. Location makes Jamaica an attractive place for visitors to explore the tropical blue seas, skies and palm filled sandy beaches

Tourist economy	Multiplier effect
-In 2015, **2.12 million** visited. -Tourism **contributes 27% of GDP** and will increase to **38% by 2025**. -**130,000 jobs** rely on tourism. -**Global recession** 2008 caused a **decline in tourism**. Now tourism is beginning to recover.	-**Jobs from tourism** have meant **more money** has been spent in shops and other businesses. -Government has invested in **infrastructure** to support tourism. -**New sewage treatment** plants have reduced pollution.

Development Problems

- Tourists do not always **spend much money** outside their resorts. Infrastructure improvements **have not spread** to the whole island. Many people in Jamaica still live in **poor quality housing** and **lack basic services** such as healthcare.

10

Case Study: Economic Development in Nigeria

Location & Importance

Nigeria is a NEE in West Africa. Nigeria is just north of the Equator and experiences a range of environments.
Nigeria is the most populous and economically powerful country in Africa. Economic growth has been base on oil exports.

Influences upon Nigeria's development

Political	Social
Suffered **instability** with a **civil war** between 1967-1970. From 1999, the country become **stable** with **free and fair elections**.Stability has **encouraged global investment** from China and USA.	Nigeria is a **multi-cultural, multi-faith society**. Although mostly a strength, diversity has caused **regional conflicts** from groups such as the Boko Haram terrorists.
Cultural	**Industrial Structures**
Nigeria's **diversity** has created rich and varied **artistic culture**. The country has **a rich music, literacy and film industry** (i.e. Nollywood). A successful national football side.	Once mainly based on agriculture, **50% of its economy is now manufacturing and services**. A thriving manufacturing industry is **increasing foreign investment** and **employment opportunities**.
The role of TNCs	**Changing Relationships**
TNCs such as **Shell** have played an important role in its economy. + Investment has **increased employment and income**. - **Profits move to HICs**. - Many **oil spills** have **damaged fragile environments**.	Nigeria plays a leading role with the **African Union** and **UN**. **Growing links** with **China** with huge **investment in infrastructure**. Main import includes petrol from the EU, cars from Brazil and phones from China.
Environmental Impacts	**Aid & Debt relief**
The 2008/09 **oil spills devastated swamps** and its **ecosystems**. Industry has caused **toxic chemicals** to be discharged in open sewers - **risking human health**. **80% of forest** have been **cut down**. This also increases **CO^2 emissions**.	+ Receives **$5billion** per year in aid. + **Aid groups** (ActionAid) have improved health centres, provided anti-mosquito nets and helped to protect people against AIDS/HIV. - Some aid fails to reach the people who need it due to **corruption**.

Effects of Economic Development

Life expectancy has increased from 46 to 53 years. 64% have access to safe water.
Typical schooling years has increased from 7 to 9.

12

Case Study: Economic Change in the UK

The UK has one of the largest economies in the world. The UK has huge political, economic and cultural influences. The UK is highly regarded for its fairness and tolerance. The UK has global transport links i.e. Heathrow and the Eurostar.

Causes of Economic Change	Towards Post-Industrial
De-industrialisation and the **decline** of the UK's industrial base. **Globalisation** has meant many industries have moved overseas, where labour costs are lower. **Government investing** in supporting vital businesses.	The **quaternary industry** has **increased**, whilst **secondary** has **decreased**. Numbers in **primary** and **tertiary industry** has **stayed the steady**. Big increase in **professional** and **technical jobs**.

Geography	The Changing Economic World	CYCLE 1	YEAR 11

Quiz	Key Knowledge to learn
13	

Cambridge Science Park

A major **quaternary industry** on the outskirts.
Good transport access to the **A14** and **M11**.
A good **location for sourcing highly educated workers** from **Cambridge University**.
Staff benefit from **attractive working conditions**.
Attracts **clusters** of related **high-tech businesses**.

Change to a Rural Landscape - South Cambridgeshire

Cambridge is one of the fastest growing cities in the UK. Current population is 155,000 but will increase to 175,000 by 2026.

Social	Economic
Rising house prices have caused tensions in villages. Villages are **unpopulated** during the day causing **loss of identity**. **Resentment** towards **poor migrant communities**.	**Lack of affordable housing** for local first time buyers. Sales of farmland **has increased rural unemployment**. Influx of poor migrants puts **pressures** on local services.

Improvements to Transport	UK North/South Divide
A **£15 billion 'Road Improvement Strategy'**. This will involve 10 new roads and 1,600 extra lanes. **£50 billion HS2 railway** to improve connections between key UK cities. **£18 billion** on Heathrow's controversial **third runway**. UK has many **large ports** for importing and exporting goods.	- Wages are **lower** in the North. - Health is **better** in the South. - Education is **worse** in the North. + The government is aiming to support a **Northern Powerhouse** project to resolve regional differences. + More **devolving of powers** to disadvantaged regions.

Geography	Human and Physical Fieldwork	CYCLE 1	YEAR 11

Quiz	Key Knowledge to learn

1

Human Fieldwork title – Has the Broadway regeneration project in Bradford had a positive impact on the local area?

Risk Assessment

Risk Assessment	Severity 1-5 (1 being the lowest)	Reducing the risk
Slipping on wet pavements	3	Wearing sensible footwear like trainers with a grip and wellington boots with a rubber sole
Getting lost in Bradford city centre	4	Small groups and to stay with teacher at all times. To be present with group throughout
Traffic on roads	3	Use the crossings and always wait for a member of staff to lead the group
Abduction	3	Listening carefully to teachers instructions and always be in the group. Visit only Kirkgate, Ivegate and the Broadway.

2

Selecting, measuring and recording data appropriate to the chosen enquiry

Our sampling method – We used a stratified sampling technique- when a proportionate number of measurements are taken from each "group" e.g. urban wards. This was good because it meant each area was tested against the same criteria – in this case our environmental survey provided the categories we would test in each of the three areas in Bradford, eg scoring levels of graffiti to judging levels of greenery.

Method – what did we do? At Kirkgate, Ivegate and the Broadway we took three measurements. These were 1. Environmental quality survey 2. Pedestrian count. 3. Field Sketch

What we did at each site and sampling techniques: - Environmental Quality Survey – Rated areas of attractiveness. We rated +2for good quality to -2 poor quality. We rated levels of attractiveness on 4 areas, ***quality of buildings, quality of traffic, quality of open space and overall general quality***. This was a subjective survey based on our own opinions on what we would rate attractiveness. For example, we each scored separately using our own views on what we thought was a high score and what each was a low score. Pedestrian Count – Counted the numbers of pedestrians in Kirkgate, Ivegate and the Broadway over 5 minutes. We used a tally chart to record our data making this method quick to complete. Field Sketch – sketched and annotated features of land use. This including drawing buildings, banks, green space, bins and anything else which would provide a visual representation.

Justifying our methods. Why are we doing this? We could use our data to compare the attractiveness of Kirkgate, Ivegate and the Broadway – this meant that we could produce a visual bi polar chart and determine which areas were of better quality. The pedestrian counts allowed us to judge which of the three areas were most popular. We could use our pedestrian count and environmental quality survey together to look for patterns. We found out in our conclusion that the busiest areas scored the highest in the environmental quality survey. This meant we could use both sets of data to draw conclusions. Linking data this way helps support our conclusions.

3

Selecting appropriate ways of processing and presenting fieldwork data

Bi-Polar Charts

Strengths - Can compare Kirkgate, Ivegate and Broadway easily; Easy to construct; Shows positive and negative trends for example Kirkgate shows a negative trend whilst Broadway shows a positive trend; Can be compared with easily with other data collected like the pedestrian count and the construction of the pie chart.

Weaknesses - Range only extends from +2 to -2. This makes the range of data small and more difficult to draw reliable conclusions.

Pie Charts

Strengths – Summarises a large data set; Can be used to compare data easily from the environmental quality survey.

Weaknesses – Actual Pedestrian count is not shown; Does not show patterns or trends or show changes over time.

Why did we choose a bi polar graph and pie chart to display our results?

Bi –polar graph *– we could illustrate our environmental quality survey and it allowed us to compare which areas scored highly and which areas scored low. It is a visual comparison with the Broadway clearly scoring highest in all areas. A bi polar graph allows us to show negative scores unlike a normal bar chart.*

Pie chart *– Used to show the proportion of all people counted and which of the three areas were most popular. The Pie charts showed that there were a greater proportion of people counted at the Broadway.*

Quiz	Key Knowledge to learn

4

Describing, analyzing, and explaining fieldwork data.

Analysis of results. The environmental quality score for Kirkgate was -6, Ivegate +5 whilst Broadway scored the highest with +11. Most pedestrians were counted at the Broadway with 111 over 5 minutes, 56 at Ivegate and the lowest count, 28, was recorded at Kirkgate. The field sketch recorded a shop occupancy, mixed use developments and pedestrianised streets at Broadway whilst Kirkgate recorded a sketch of empty shops, fewer bins and only part pedestrianised streets.

Links between data sets. When we compare the environmental quality survey with the pedestrian count there appears to be a link between the data sets. We can see where the environmental quality is low at Kirkgate, the pedestrian count is also low. For example, Kirkgate scored the lowest pedestrian count at 28 and equally scored the lowest environmental score at -6. From this alone we can begin to draw conclusions that urban areas in neglect do not have a positive impact on the city.

Anomalies in data set. Looking at the environmental quality survey, The Broadway did score low in *open space*. This is an anomaly as it scored high in the other three areas *buildings, traffic and general quality.* The Broadway is a large mixed use development comprising of gyms, shops, restaurants and cinemas making urban greening and open space difficult to achieve. This is a characteristic of city centers like Bradford.

5

Reaching a conclusion

Conclusions - The higher pedestrian counts were recorded in areas of regeneration (The Broadway). Therefore, based on this study I can accept the question that the Broadway regeneration project has indeed had a positive effect on the local area. Unlike Kirkgate where people are less likely to visit areas of low quality, The Broadway scored high meaning people are more likely to spend time here. Kirkgate scored -6 in the environmental quality whilst Broadway scored +11. As a result of this and when we compare data sets there were 111 pedestrians counted at the Broadway compared to only 28 in Kirkgate. I can conclude people are attracted to the Broadway as people would prefer to shop, visit and stay in an area which scores highly in safety, greenery and less traffic compared to Kirkgate which scored significantly less in these areas and recorded a lower pedestrian count.

Were the conclusions reliable? The conclusions reached do help us answer the question, has the Broadway regeneration project in Bradford had a positive impact on the local area? However, the people we counted may not have all been people using the Broadway. It might be that this was a busier area simply because it was closer to the city centre with more buses, transport and train stations increasing the volumes of people counted. It might also be that if we went at another day of the week or another time of day, our results would be different again. It might be that later in the day Kirkgate is busier with pedestrians than the Broadway. This would mean our conclusions would in fact be different meaning we be less likely to accept our research question.

6

Evaluating our enquiry

Strengths of enquiry	Weaknesses of enquiry	Improvements to enquiry
Comparing environmental quality survey with pedestrian counts showed that regeneration does in fact have a positive impact on the local area.	The environmental quality survey was subjective. This meant it was only based on one opinion and therefore what one person scored the Broadway for example may be different to someone else. This means the results can never be entirely accurate.	Use a class average to make the environmental quality survey more objective. This would mean that the results are objective and would address any anomalies in the data set caused by inaccuracies of mis judged opinions on their interpretation of 'attractiveness'
Pedestrian counts were under controlled conditions. People in vehicles were not counted whilst we set a time limit of 5 minutes at each site to record the numbers of people that passed.	The study was completed in December on an early Wednesday morning. This meant that lots of people counted may have been pedestrians going to work and not actually using the Broadway to enjoy and relax. This meant people may have been using the Broadway to pass through rather than actually using the space to shop or visit.	Complete the study again. Use an average number of pedestrians from counts from more than one day and at different times of the day. For example, repeat the study on a weekend to include those people out shopping and not just those out working.

Geography	Human and Physical Fieldwork	CYCLE 1	YEAR 11

Quiz	Key Knowledge to learn

7

Physical Fieldwork Title: How does river discharge change downstream?

Why did we choose Red Beck? Close to school meaning we could repeat the study if we needed Red Beck is a shallow river making it practical and safe to carry out a river study in large numbers. However, Only one location was used, this means just because discharge increases downstream at Red Beck does not mean it will be the same elsewhere.

Risk Assessment

Risk Assessment	Severity 1-5 (1 being the lowest)	Reducing the risk
Slipping on uneven terrain	3	Wearing sensible footwear like trainers with a grip and wellington boots with a rubber sole.
Drowning in the River	4	Maximum two students in the river at any one time. Choosing a location with a shallow depth.
Traffic on country roads	3	Look both ways and only to cross when a member of staff is present.
Hypothermia	3	Wear sensible clothes and bring a spare pair of socks and trainers afterwards.

8

Selecting, measuring and recording data appropriate to the chosen enquiry

There are 3 types of sampling technique we use in field work:

Random sampling-when each member of the population is equally likely to be included in the sample e.g. use a random number generator.

***Systematic sampling*-measurements are taken at regular intervals, e.g. every 5th person who walks past or every 50m along a beach/river. This is what we did at Red Beck**

Stratified sampling- when a proportionate number of measurements are taken from each "group" e.g. urban wards

Method – what did we do? 15 sample sites were selected at regular (100m) intervals along the course of Red Beck covering a distance of 1.6 km. This is an example of systematic sampling. We started close to the source of the river and worked our way downstream.

What we did at each site and sampling techniques:

1. Channel width measured in metres (water's edge to water's edge).
2. Channel depth readings (m) taken at 10 regular intervals from left bank to right bank, facing downstream.
3. Velocity (m/s) measured using 'float and timer method' over a 5 metre stretch. This was repeated 5 times at each cross section so that an average (mean) could be calculated.

Justifying our methods. Why are we doing this?

We need to answer the question, *How does river discharge change downstream?* To work out river discharge this we must work out 1. the area of the channel and 2. mean velocity. These allowed us to then work out river discharge.

9

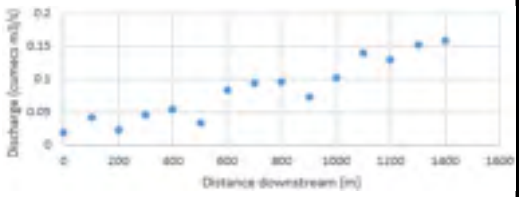
Why did we choose a scatter graph to display our results?

A scatter graph allows us to show two variables, so in this case we can easily display distance downstream on the X axis whilst the second variable (discharge) can easily be represented on the Y axis.

Scatter graphs provide the opportunity to show a pattern between data sets – in our case we could test to see whether river discharge does in fact downstream. We can use a line of best fit to show this pattern.

Thirdly, we can easily identify anomalies in our data set. We can use these to show any weaknesses in our data collection or investigate further why these are present.

Distance downstream and Discharge at Redbeck – Scatter graph shows a positive correlation – as distance downstream increases so does discharge



Quiz	Key Knowledge to learn

10

Describing, analyzing, and explaining fieldwork data.

Describing the data –

The data shows a positive correlation. What I mean here is that my scatter graph shows a relationship between two variables, distance downstream and total discharge. As one increases, so does the other. This fits with the theory expressed by Bradshaw that discharge does in fact increase downstream. My scatter graph shows that discharge increases from the source by 0.14 cubic meters per second. There is therefore a link between these two data sets, distance downstream and total discharge.

Explaining my results –

I can answer my research question by saying that discharge does increase downstream. Discharge increases due to tributaries along the course of Red Beck increasing discharge downstream. I can also say that surface run off across the draining basin contributes to more water in the channel downstream. However, there are anomalies in my data set. These could be because my data collection methods might need improving. Using a ping pong ball meant that it got stuck at 200m, 500m, 900m and 1200m. The ping ball also got stuck on the outside bend at these places making data collection and my scatter graph difficult to interpret as correct.

Evaluating our data presentation

There are advantages to displaying the results the way we did (see the other side of this page to read up the advantages of using a scatter graph) Alternatively, we could have used Spearman's Rank to display our results. This is an improved way to show a correlation between two data sets. Spearman's Rank might have been better because –

It is a statistical test and will show whether the relationship between the data sets are significant (and can be believed) or in fact the results are by chance and therefore can be rejected.

- Spearman's Rank also takes account of any outliers (anomalies) in deciding whether a data set can be accepted or rejected.

11

Reaching a conclusion

Were the conclusion reliable?

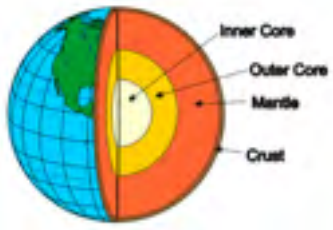
Our data set answers the question that discharge does in fact increase further downstream. However, we must be aware that this study would need to be repeated again to gain more accurate results. We would need to repeat this at different times of the year to ensure what we found out in December is the same as say July or August. On the whole, the results do show a positive correlation for Red Beck. However, this might not be the same for all other rivers. We would need to study other rivers elsewhere to see if the pattern fits.

12

Evaluating our Enquiry

Strengths of enquiry	Weaknesses of enquiry	Improvements to enquiry
1. The river we chose was within 20 minute's drive from school so we could easily complete the fieldwork within daylight hours	1. The float and timer method only measured surface velocity and the ping pong ball could have been blown by the wind as it's very light	1. We could have used a flow meter which would have measured the velocity at the fastest point of flow, just under the surface
2. The method we used was easy for all students to replicate	2. We only measured 1Km of river due to time constraints	2. We could have used more sites on a longer stretch of the river to see if the trends continued
3. The presentation techniques used enabled us to transform the data into graphs to see patterns easily	4. We only studied a few aspects of Bradshaw's model (discharge) due to time constraints	4. We could have studied other aspects of Bradshaw's model e.g. channel roughness, wetted perimeter etc

Geography	Natural Hazards	CYCLE 1	YEAR 11

Quiz	Key Knowledge to learn
1	**What are Natural Hazards?** Natural hazards are physical events such as earthquakes and volcanoes that have the potential to do damage humans and property. Hazards include tectonic hazards, tropical storms and forest fires. **What affects hazard risk?** ✓ Population growth ✓ Global climate change ✓ Deforestation ✓ Wealth - LICs are particularly at risk as they do not have the money to protect themselves
2	**Structure of the Earth** <u>The earth has 4 layers</u> ✓ **The inner core** ✓ **The outer core** ✓ **The mantle** ✓ **The crust**  The crust is split into major fragments called **tectonic plates**. There are 2 types: **Oceanic** (thin and younger but dense) and **Continental** (old and thicker but less dense) These plates move and where they meet you get tectonic activity (volcanoes and earthquakes).
3	**Volcanoes and earthquakes** **Volcanoes** • **Constructive** margins – Hot magma rises between the plates eg. Iceland. Forms Shield volcanoes • **Destructive** margins – an oceanic plate subducts under a continental plate. Friction causes oceanic plate to melt and pressure forces magma up to form composite volcanoes eg the Pacific Rim **Earthquakes** • **Constructive** margins – usually small earthquakes as plates pull apart. • **Destructive** margins – violent earthquakes as pressure builds and is then released • **Conservative** margins – plates slide past each other. They catch and then as pressure builds it is released eg San Andreas fault. .

Quiz	Key Knowledge to learn
4	**Effects of Tectonic Hazards** Primary effects happen immediately. Secondary effects happen as a result of the primary effects and are therefore often slightly later. **Primary - Earthquakes** • Property and buildings destroyed • People injured or killed • Ports, roads, railways damaged • Pipes (water and gas) and electricity cables broken **Secondary - Earthquakes** • Business reduced as money spent repairing property • Blocked transport hinders emergency services • Broken gas pipes cause fire • Broken water pipes lead to a lack of fresh water **Primary - Volcanoes** • Property and farm land destroyed • People and animals killed or injured • Air travel halted due to volcanic ash • Water supplies contaminated **Secondary - Volcanoes** • Economy slows down. Emergency services struggle to arrive • Possible flooding if ice melts Tourism can increase as people come to watch • Ash breaks down leading to fertile farm land
5	**Responses to Tectonic Hazards** **Immediate (short term)** • **Issue warnings if possible** • **Rescue teams search for survivors** • **Treat injured** • **Provide food and shelter, food and drink** • **Recover bodies** • **Extinguish fires** **Long-term** • **Repair and re-build properties and infrastructure** • **Improve building regulations** • **Restore utilities** • **Resettle locals elsewhere** • **Develop opportunities for recovery of economy** • **Install monitoring technology**
6	**Preparing for a tectonic hazard** **Monitoring** – Seismometers measure earth movement. Volcanoes give off gases **Prediction** – by observing monitoring data, this can allow evacuation before an event **Protection** – Reinforced buildings and making building foundations that absorb movement. Automatic shut offs for gas and electricity **Planning** – Avoid building in at risk areas. Training for emergency services and planned evacuation routes and drills.

Geography	Natural Hazards	CYCLE 1	YEAR 11

Quiz	Key Knowledge to learn

7

An event example of the effects and responses - Nepal Earthquake (LIC)

2015
Epicentre was Barpak, 80 km (50 miles) northwest of the capital, Kathmandu.
7.8 on Richter scale.
Destructive plate margin. Indo-Australian plate is colliding with the Eurasian plate at a rate of 45mm per year.

Primary Effects – 9,000 people killed; 17,000 people injured, and 25 hospitals destroyed
Secondary Effects – Earthquake triggered an avalanche killing tourists on Mount Everest; Rice seed stores in homes were destroyed; tourism industry affected
Immediate Responses – Red Cross provided 225,000 tents; Helicopters rescued people from mountainous regions; 500,000 people migrated from Kathmandu to seek shelter
Long term responses – 7,000 schools were rebuilt; stricter building controls on new housing; Mountain Everest region reopened again for tourists.

8

***An event example of the effects and responses* - L'Aquila Earthquake (HIC)**

L'Aquila Earthquake in Italy occurred on the 6th April 2009 and It reached 5.8 on the richter scale. The earthquake occurred on a destructive boundary between the African and Eurasian plate.

Primary Effects – 300 people killed; 1,500 were injured; 67,500 were made homeless; 15,000 buildings collapsed

Secondary Effects – A landslide and mudflow caused by a burst water pipe near the town of Pagenio; Students of L'Aquila University has decreased; Lack of housing for all residents meant house prices and rents increased
Immediate Responses – Hotels provided shelter for 10,000 people and 40,000 tents were given out; Italian Red Cross was searching for survivors; The Italian Post Office offered free mobile calls and raised donations
Long term responses – Students were given free public transport and were exempt from university fees for three years; 6 scientists were found guilty of manslaughter as they had not predicted the earthquake

9

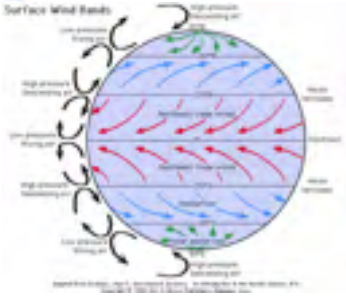
Global Atmospheric Circulation and Distribution of tropical storms

At the equator, the sun's rays are most concentrated. This means it is hotter. This one fact causes global atmospheric circulation at different latitudes.

High pressure = dry ow pressure = wet

As the air heats it rises – causing low pressure. As it cools, it sinks, causing high pressure. Winds move from high pressure to low pressure. They curve because of the Coriolis effect (the turning of the Earth).

Tropical Storms occur in low latitudes between 5 and 30 degrees north and south of the equator. Ocean temperature needs to be above 27 degrees. They happen between summer and autumn.

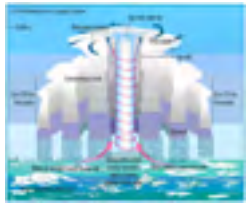


Quiz	Key Knowledge to learn

10

Sequence of a Tropical storm

1. Air is heated above warm tropical oceans
2. Air rises under low pressure conditions
3. Strong winds form as rising air draws in more air and moisture causing torrential rain
4. Air spins due to Coriolis effect around a calm eye of the storm
5. Cold air sinks in the eye so it is clear and dry
6. Heat is given off as it cools powering the storm
7. On meeting land, it loses source of heat and moisture so loses power



Preparing for a Tropical Storm
Prediction – Monitoring wind patterns allows path to be predicted. Use of satellites to monitor path to allow evacuation.
Planning – Avoid building in high risk areas; Emergency drills; Evacuation routes
Protection – Reinforced buildings and stilts to make safe from floodwater; Flood defences e.g. Levees and sea walls

11

Typhoon Haiyan, Philippines, Category 5 storm, Winds reach 170 mph

Primary Effects – 6, 300 people killed; 600,000 people displaced; 40,000 homes destroyed; 30,000 fishing boats destroyed; 400mm rain caused severe flooding

Secondary Effects – 14 million people affected; 6 million lost their income; landslides and blocked roads; power supply was cut off for a month in some areas; ferry and airport services were disrupted for weeks
Immediate Responses – Aid agencies sent water, food and shelter aid; US sent in helicopters and search and rescue teams; UK government sent shelter kits.
Long term responses – The UN and countries such as the UK sent financial support; re-Buidling of major roads , bridges and airports; 'Cash for work' programme set up – people were paid to help clear roads etc; Oxfam sent replacement fishing boats.

12

Extreme weather in the UK

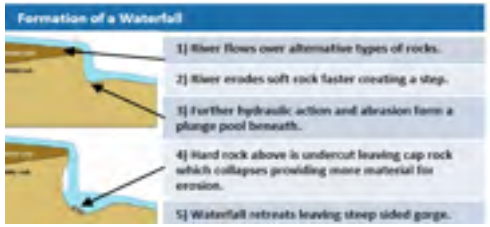
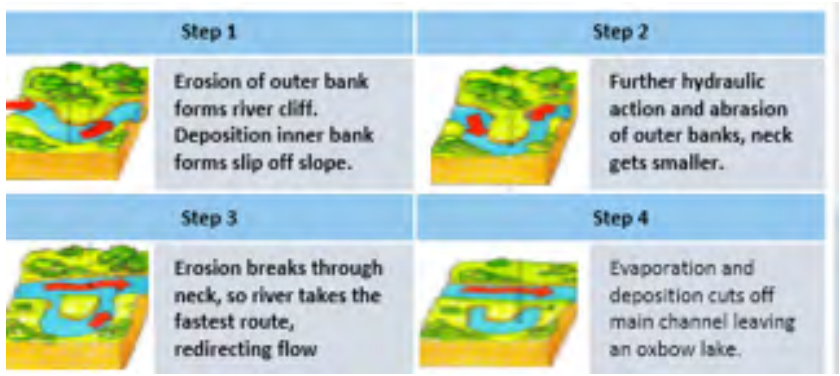
UK weather is getting more extreme due to climate change. Temperatures are more extreme, and rain is more frequent and intense leading to more flooding events. Since 1980, average temperature has increased by 1 degree and winter rainfall has increased.
Rain – can cause flooding damaging homes and businesses
Snow and ice – causes injuries and disruption to schools and businesses. Destroys farm crops.
Hail – causes damage to property and crops
Drought – limited water supply. Can damage crops
Wind – damage to property and damage to trees potentially leading to injury
Thunderstorms – lightening can cause fires or even death
Heat waves – causes breathing difficulties and can disrupt travel.

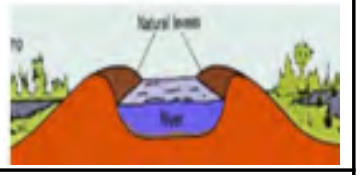
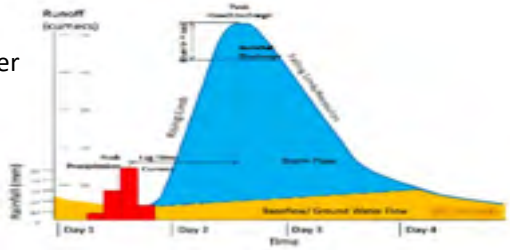
13

Cumbria Floods, 2009

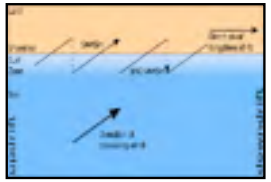
Social effects	Economic Effects	Environmental Effects
✓ Pc Bill Barker was killed when a bride in Workington collapsed. ✓ 1,500 homes were flooded.	✓ Many businesses had to close and did not open for months after, losing valuable income from Christmas tourism	✓ Debris from the River Cocker and River Derwent destroyed 6 bridges ✓ Landslides were triggered ✓ Hundreds of trees torn down

Geography	Physical Landscapes in the UK	CYCLE 1	YEAR 11

Week	Key Knowledge to learn
1	**Water Cycle key terms** **Precipitation** – Moisture falling from clouds as rain, snow or hail. **Interception** – Vegetation prevent water reaching the ground. **Surface Runoff** – Water flowing over surface of the land into rivers **Infiltration** – Water absorbed into the soil from the ground. **Transpiration** – Water lost through leaves of plants
2	**Upper Course of a river** Near the source. The river flows over steep gradient from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys. 
3	**Middle Course of a river – Formation of Meanders and Ox-bow Lakes** Here the gradient gets gentler, so the water has less energy and moves more slowly. The river will begin to erode laterally making the river wide. 

Week	Key Knowledge to learn
4	**Lower course of a river – Formation of Floodplains and Levees** Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited. When a river floods, fine silt/alluvium is deposited on the valley floor. Closer to the river's banks, the heavier materials build up to form natural levees. The positives: ✓ Nutrient rich soil makes it ideal for farming. ✓ Flat land for building houses 
5	**River Management Schemes** **Soft Engineering** **Afforestation** – Plant trees to soak up rainwater, which reduces flood risk. **Demountable Flood Barriers** – Put in place when warning is raised. **Managed Flooding** – Naturally let areas flood, protect settlements. **Hard Engineering** **Straightening Channel** – Increases velocity to remove flood water **Artificial levees** – heightens river so flood water is contained **Deepening or widening river** – to increase capacity for a flood
6	**Flood Hydrographs and River Discharge** River discharge is the volume of water that flows in a river. Hydrographs who discharge at a certain point in a river changes overtime in relation to rainfall  1. **Peak discharge** – is the discharge in a period of time 2. **Lag time** – is the delay between peak rainfall and peak discharge. 3. **Rising limb** – is the increase in river discharge 4. **Falling limb** – is the decrease in river discharge to normal level.

Geography	Physical Landscapes in the UK	CYCLE 1	YEAR 11

Week	Key Knowledge to learn	
7	**Coasts - Waves** Speed of the wind, how long the wind has being blowing for, the fetch (the distance the wind has being blowing for). Constructive Low waves, long wavelengths, far storms • Bays / build up beaches / mainly summer • Strong swash (material brought up the beach) / weak backwash	Destructive • High waves, short wavelengths, storms • Exposed areas / destroys beaches / winter • Weak swash / strong backwash (taking material back)
8	**Coasts - Physical Processes** Weathering Processes • Chemical: chemical reaction with rocks • Mechanical: freeze-thaw (FTW) >water gets into cracks > drop in temp. > freeze > expand > rock cracks Transportation: • Solution: particles dissolved are carried in water • Suspension: particles carried within the water • Saltation: particles hop along sea floor • Traction: large boulders roll along sea floor	Mass Movement • Sliding: material on mass moves downslope • Slumping: material moves in a straight path • Rock fall: rocks fall off cliff face due to FTW. Erosion • Hydraulic Action: sheer force of the water • Attrition: rocks collide with rocks / sea bed • Abrasion: rocks rub against sea bed • Solution: rocks dissolve in water
9	**Coasts - Longshore Drift** Movement of Sediment Along a Coastline • Prevailing wind (direction where the wind is blowing from the most often) causes waves to arrive at the coast at an angle • Beach material moves up in the swash at an angle • Gravity causes the waves and sediment to return to the beach at 90° in the backwash • This repeats in a zig zag motion along the beach • A natural feature such as a headland or a man-made groyne can stop the material moving and cause it to build up 	Formation of a Spit 1. Sand or shingle ridge formed by long-shore drift 2. Longshore drift transports sand along the coast (material is carried up the beach in the swash at an angle due to the prevailing wind and back in the backwash at a right angle 3. There is a change in the shape of the coastline 4. Long shore drift continues to occur and material builds up with a spit growing out to sea 5. The spit is exposed to a change in wave direction causing a curved / hooked end 6. A saltmarsh and or mudflats form behind the spit due to the low energy depositional environment

Week	Key Knowledge to learn	
10	**Coasts - Erosion Features Deposition Features** Headlands and Bays 1.Features of a discordant coastline. 2.Layers of hard and soft rock at right angles to the coast 3.Erosion (Hydraulic Action) erodes the softer less resistant material more quickly 4.The erosion causes a bay to form overtime 5.At either side of the bay the hard rock layers stick out into the sea and become subject to erosion 6.The headlands will be eroded overtime 7.The process repeats	Wave-cut Platform Formation 1.Features of concordant and discordant coastlines 2.Waves break against the base of the cliff and erosion (Hydraulic Action and Attrition) occurs causing a notch to form between the low and high tide level 3.The notch becomes bigger overtime 4.The cliff becomes weaker at the top due to freeze-thaw weathering 5.The cliff becomes undercut and collapses with mass movement (land slide or rock fall) 6.The cliff face is steepened and a wave cut platform is created (where the cliff used to be) 7.The process repeats overtime
11	**Coasts - Hard Engineering** All found at Hornsea: • Sea Walls Concrete wall adjacent to the cliffs >made of concrete and have a curved top >base of wall absorbs wave energy / top deflects energy , (+) sense of security, last for many years, strong , (-) £5,000 a metre, ugly to look at • Groynes: Wood structures at 90° to the coastline, trap sediment >beach build up > absorb wave energy, (+)windbreaks, stops long-shore drift, £5,000 each, (-) restrict sediment supply down the coast and can increase erosion rates • Rock Armor: Large boulders in a row >absorbs wave energy (+) £1,000 a metre, quick and easy to complete, (-) makes access to the beach difficult, rocks imported and inflates the costs.	
12	**Coasts - Soft Engineering** Found at Hornsea: • Beach nourishment: Adding sand to the beach → more wave energy absorbed • (+) wider beach means more room for users protects coastal properties, (-) costs £300,000 to hire a dredger, needs to be repeated • Beach profiling: Increasing beach height increases erosion protection from the cliffs → more energy absorbed • (+) protects a large area of land • (-) bulldozers restrict access to the beach, £200,000 a year Found at Bridlington: • Sand Dune Regeneration: Marram grass can stabilize sand dunes which act as a natural buffer between the and sea • (+) sand dunes protect land, small planting projects use volunteer labour (-) has to be checked using twice a year, sand dunes change naturally	

Geography	Resource Management	CYCLE 1	YEAR 11

Quiz	Key Knowledge to learn
1	**<u>The Significance of food water and energy to economic and social well being</u>** **Resource Management** – The control and monitoring of resources so they don't become depleted or exhausted Resources are key for human wellbeing. They lead to social and economic benefits which all increase the standard of living. **Food** – Calories provide energy; availability depends on climate, soil and level of technology; Malnourishment means disease and death; It can also lead to underperforming at school which decreases economic wellbeing in life; More than 1 billion people are malnourished; 2 billion are undernourished (poor diet); obesity is an issue in some areas **Water** – Used for survival, wellbeing, food production and industry; we need clean safe water otherwise we can get stuck in a cycle of poverty. **Energy** – Traditionally we get energy from oil, coat and wood; There are many different sources; It is used for production, heating, transport and for water supply e.g. wells
2	**An overview of global Inequalities in the supply and consumption of resources** **Food** – UK consumes 1,200 calories per person per day; Somalia consumes 1,500 calories per person per day; Areas of greatest population growth have highest levels of undernourishment; demand depends on changing diet and increasing population; Supply depends on climate, soil and level of technology. **Water** – Fresh water is unequally distributed; water footprint is the amount of water used per day; Global average footprint is 1240 per day; In Bangladesh it is 895 per day; In USA it is 2483 per day; Water scarcity can by physical or economic; 1 in 5 (more than 1.2 billion people) live in areas of water scarcity; 1 in 3 (2.4 billion people) have no access to clean drinking water **Energy** – Richest billion people use 50% of the energy; poorest billion people use 4% of the energy; countries import and export energy; some countries do not have their own sources of energy.
3	**Key terms** **Agribusiness** – Application of business skills to agriculture **Carbon footprint** – A measurement of all the greenhouse gases we individually produce **Energy Mix** – The range of energy sources of a region or country **Food miles** – the distance covered supplying food to consumers **Fossil Fuels** – A natural fuel formed in the geological past from the remains of living organisms **Local food sourcing** – A method of food production and distribution that is local **Organic Produce** – Food produced using environmentally and animal friendly farming methods on organic farms.

Quiz	Key Knowledge to learn		
4	**Food**		
	The growing demand for high value food experts from LICs and all year demands for seasonal food and organic produce	• Used to be seasonally and locally sourced. Now eat globally sourced foods all year • In 2013 47% of UK food was imported • More disposable income and increased demand for greater choice • Can't grow all foods I the UK and foods can only be grown at certain times	• High value products are five times the price of similar products e.g. Madagascan vanilla, gourmet coffee • Positive impacts: jobs and wages for those in LICs, more tax income leads to a better quality of life • Negative impacts: less land for locals, high water use and exposure to chemicals • Organic: no pesticides or fertilisers used. Since the 1990s there has been an increase in demand. Worth £2 billion a year.
	Larger carbon footprints due to the increased number of food miles travelled	• Grown more cheaply elsewhere • Production and transport lead to carbon footprint • 17% of the UK's carbon footprint is due to food • Tomatoes have less of a carbon footprint being grown in Spain and imported to the UK than if we grew them in the UK	• Food miles travelled by UK food imports is 18.8 billion • 68% of food imported is from within the EU, 32% from the rest of the world • Push now for buying local and having an allotment
	A trend towards agribusiness	• Agribusiness is a farm run as a business with the main aim being profit	• Big impacts on the environment as often heavy use of pesticides and fertilisers • East Anglia has a lot of agribusiness
5	**Water**		
	Changing demand for water	• Increasing wealth • Hygiene • Demand for out of season food • Increasing industrial use	• Increased domestic use • Increasing population • Increased use in domestic properties since 1975 by 70%
	Water quality and pollution management	• Water quality is managed by legislation, education campaigns, waster water treatment, building better treatment plants, investing infrastructure, pollution traps, green roofs and walls	• Key pollutants are fertilisers, pesticides, heavy metals and acid rain
	Matching supply and demand – areas of deficit and surplus	• Highest population is in the South East (area of deficit) and highest rainfall is in the north and west (water surplus)	• 80% of Southern England relies on groundwater. 50% are affected by water quality
	Need for transfer to maintain supply	• Lake Vyrnwy scheme moves water from Wales to Liverpool. Wales – sparsely populated with excess supply, Liverpool – densely populated with water surplus. • Built a dam and reservoir and transported the water via pipeline 68 miles.	• Had positive and negative impacts including loss of homes (37 homes and 10 farms), recreational area, 10 deaths during construction, reliable supply of water for Liverpool.
6	**Energy**		
	The changing energy mix – reliance on fossil fuels and the growing significance of renewable energy	Energy mix in t 2015: • Coal 31% • Gas 25% • Nuclear 19% • Renewable sources 22%	In 1970 91% was from coal and oil • UK investing in renewable energy e.g. solar energy and subsidies given by the government • Shale gas most recent focus
	Decreasing domestic supply of oil, coal and gas	• In 1980 North Sea oil and gas was discovered • Now have decreasing reserves of fossil fuels • EU regulations on emissions has meant decrease in fossil fuel use	• 12% less energy being used in homes since 1970 and 60% less in industry due to energy efficiency, public awareness and increasing costs.
	Economic and environmental issues associated with the exploitation of resources	• Cheaper to import coal to the UK than to mine it • Nuclear sites being decommissioned and all current plants will close by 2023 – issues of contamination and disposal of nuclear waste	• Economic issues – coasts, jobs, set up costs, research, reliability • Environmental costs – ecosystems, waste, noise, aesthetics, emissions, pollution, radiation leaks

Geography	The Changing Economic World	CYCLE 1	YEAR 11

Quiz	Key Knowledge to learn
7	**Water Key terms** **Over abstraction** – When water is being used more quickly than it is being replaced **Waterborne diseases** – Diseases caused by microorganisms that are transmitted in contaminated water **Water conflict** – Dispute between different regions or countries about the distribution and use of fresh water **Water deficit** – Where water demand is greater than supply **Water insecurity** – Where water availability is not enough to ensure the population enjoys good health, livelihood and earnings. **Water quality** – Measured in terms of the chemical, physical and biological content of water **Water security** – Reliable availability of an acceptable quality and quantity of water **Water stress** – Demand for water exceeds the available amount during a certain period or When poor quality restricts its use **Water surpluses** – Water supply is greater than demand
8	**Areas of surplus (security) and deficit (insecurity)** **Global patterns of water surplus and deficit** **Water stress –** Africa, South Asia, Australia and the Middle-East **Water surplus –** Northern Hemisphere 94% of fresh water is stored in aquifers **Reasons for increasing water consumption – economic development and rising population** • World population increased to nearly 7.5 billion which has led to an increase in consumption. Mostly in LICs. Led to an increased demand for food. • To produce 1kg of beef it needs 9500 litres of water compared to 1800 litres for 1kg of wheat. • Economic development hassled to an increase in commercial agriculture, manufacturing industries and living standards. More energy is needed (15% of water used is in the generation of energy). • Higher the economic development the higher the standard of living and the more water consumption per capita.
9	**Factors affecting water availability**

Climate	• Most water in tropical, temperate humid or mountainous areas • Evaporated rates affect water availability • Water can be stored as snow and ice
Geology	• Synclines in rocks often are porous • Where porous rocks are between non porous rocks an aquifer forms • Non porous rocks good for reservoirs to be created
Pollution of supply	• Polluted water is unfit for human consumption • Industrial waste has metals in it which people drink making them ill • 200 children die a day from drinking polluted water
Over abstraction	• Causes salt water from the sea to be sucked up into ground water contaminating the supply • Sinking water tables mean rivers dry up • Mexico City has sunk 9m since 1910 • Demand is high seasonally e.g. tourism
Limited infrastructure	• Water lost form leaking pipes • Rapid urbanisation can cause the contamination of water supplies as city can no install the infrastructure fast enough to keep up with the population growth
Poverty	• Prevents access to safe water – economic scarcity • Need to pay for access to clean treated piped water

Quiz	Key Knowledge to learn
10	**Impacts of Water Insecurity**

Waterborne diseases and pollution	• Chemicals, sewage, waste, ashes, dead animals etc. lead to cholera, dysentery, malaria and polio • 11% of the world's population is water insecure • 2.6 billion lack access to sanitation • Often have to queue or walk miles for water
Food production	• Reliant on water • Decrease in quality of livestock if not enough water • Agriculture is the biggest polluter of water e.g. fertilisers and pesticides
Industrial report	• Increase in product price if water cost is too high e.g. chemicals and textiles • LICs and NEEs – 70% of the industrial waste is untreated • Without water there would be no industry meaning less wages and a failing economy

Potential for conflict where demand exceeds supply
- e.g. India and Bangladesh share the Ganges River; Canada and the USA have the Great Lakes; USA and Mexico have the Colorado River; Israel, Jordan, Syria and Lebanon share the River Jordan.
- Where this occurs there is the potential for water wars – physical fighting over the use of the water for the rivers especially if those countries nearer the source use all the water.

11 An example of a large-scale scheme in a LIC to increase the supply of water

	Positive impacts	Negative impacts
Lesotho is an LIC in southern Africa with an abundance of water (water surplus). This circumstance has led to the ambitious **Lesotho Highlands Water Project.** The project involves damming some of Lesotho's major rivers These rivers lead to the Vaal Dam, which supplies the densely populated (water deficit), urban and industrial region around Johannesburg and Pretoria.	-South Africa pays Lesotho around US$1.5 million a month for this water supply which can then be used by the government to invest in other things like healthcare and education. -Some of the water has been used to supply the capital of Lesotho in times of shortage. -Created 4000 jobs in its construction and still hundreds are in place for the running of the scheme -Infrastructure like roads and offices were built for its constructed and now remain for the locals to use. -Hydroelectric power produced for Lesotho.	-Almost 30,000 people were affected by the dam construction through re-location or loss of land for farming and resources (compensation promised but not all were honoured) -Plant and animals species affected by the flooding of land and also the dams affect the natural migration of fish upstream. -Local residents do not have access to the water even though there is still poor sanitation and and limited water supply in some areas of Lesotho. - In 2000 50% of the water transfer was lost through leaks in the system.

12 An example of a local scheme in a LIC to increase the sustainable supply of water - The Wakel River Basin Project – is a water project funded by the NGO Water for Sustainability Program which aims to increase water supply and raises awareness of the need for effective water management in Rajasthan, India. **The project has encouraged greater use of 3 rainwater harvesting techniques: Taankas –** underground storage systems that collect rainwater from roofs. They can hold up to 20,000 litres enough to supply a family for several months. **Joheds –** small earth dams that capture water – they have helped raise the water tables by 6m and rivers that used to dry up now flow all year. **Pats –** irrigation channels that transfer water to the fields from farms.

Geography	Urban Issues and Challenges	CYCLE 1	YEAR 11

1 – What is Urbanisation?

Key Knowledge to learn

This is an increase in the amount of people living in urban areas such as towns or cities. In 2007, the UN announced that for the first time, more than 50 % of the world's population live in urban areas.

Where is Urbanisation happening?
Urbanisation is happening all over the world but in LICs and NEEs rates are much faster than HICs. This is mostly because of the rapid economic growth they are experiencing.

2 – Causes of Urbanisation

Rural - urban migration (1)	The movement of people from rural to urban areas.
Push	Pull
• Natural disasters • War and Conflict • Mechanisation • Drought • Lack of employment	• More Jobs • Better education & healthcare • Increased quality of life. • Following family members.
Natural Increase (2)	When the birth rate exceeds the death rate.
Increase in birth rate (BR)	Lower death rate (DR)
• High percentage of population are child-bearing age which leads to high fertility rate. • Lack of contraception or education about family planning.	• Higher life expectancy due to better living conditions and diet. • Improved medical facilities helps lower infant mortality rate.

3 – Types of Cities and Key termss

Megacity	An urban area with over 10 million people living there.

More than two thirds of current megacities are in either NEEs (India) and LICs (Nigeria). The amount of megacities are predicted to increase from 28 to 41 by 2030.

Integrated Transport System	Greenbelt Area
This is the linking of different forms of public and private transport within a city and the surrounding area.	This is a zone of land surrounding a city where new building is strictly controlled to try to prevent cities growing too much and too fast (urban sprawl).
Brownfield Site	Urban Regeneration
Brownfield sites is an area of land or premises that has been previously used, but has subsequently become vacant, derelict or contaminated.	The investment in the revival of old, urban areas by either improving what is there or clearing it away and rebuilding.

4 – Sustainable Living

Key Knowledge to learn

Sustainable urban living means being able to live in cities in ways that do not pollute the environment and using resources in ways that ensure future generations also can use then.

Water Conservation	Energy Conservation
This is about reducing the amount of water used. • Collecting rainwater for gardens and flushing toilets. • Installing water meters and toilets that flush less water. • Educating people on using less water.	Using less fossil fuels can reduce the rate of climate change. • Promoting renewable energy sources. • Making homes more energy efficient. • Encouraging people to use energy.
Creating Green Space	Waste Recycling
Creating green spaces in urban areas can improve places for people who want to live there. • Provide natural cooler areas for people to relax in. • Encourages people to exercise. • Reduces the risk of flooding from surface runoff.	More recycling means fewer resources are used. Less waste reduces the amount that eventually goes to landfill. • Collection of household waste. • More local recycling facilities. • Greater awareness of the benefits in recycling.

5 – Sustainable Urban Living: Example Freiburg

Background & Location	Sustainable Strategies
Freiburg is in west Germany. The city has a population of about 220,000. In 1970 it set the goal of focusing on social, economic and environmental sustainability.	• The city's waste water allows for rainwater to be retained. • The use of sustainable energy such as solar and wind is becoming more important. • 40% of the city is forested with many open spaces for recreation, clean air and reducing flood risk.

6 – Traffic Management

Urban areas are busy places with many people travelling by different modes of transport. This has caused urban areas to experience different traffic congestion that can lead to various problems.

Environmental problems
- Traffic increases air pollution which releases greenhouse gases that is leading to climate change.

Economic problems	Social Problems
Congestion can make people late for work and business deliveries take longer. This can cause companies to loose money.	There is a greater risk of accidents and congestion is a cause of frustration. Traffic can also lead to health issues for pedestrians.

Congestion Solutions Widen roads to allow more traffic to flow easily: Build ring roads and bypasses to keep through traffic out of city centres; Introduce park and ride schemes to reduce car use; Encourage car-sharing schemes in work places; Have public transport, cycle lanes & cycle hire schemes; Having congestion charges discourages drivers from entering the busy city centres.

Geography	Urban Issues and Challenges	CYCLE 1	YEAR 11

Week	Key Knowledge to learn	
7 – HIC Case Study – Leeds Introduction	Location and Background	City's Importance
	Leeds is a city in West Yorkshire in the North of England. The population of the city is 781,700, making it the 2nd largest district in the UK. The city grew during the industrial revolution.	• There are 5 universities in Leeds. The University of Leeds receives more student applications than any other university in the country. • Leeds Bradford International Airport is one of the fastest growing regional UK airports, with a 75% growth over the last five years. • Named the best shopping destination in the UK by the Rough Guide to Britain, Leeds city centre has over 1,000 shops.
8 – HIC Case Study – Leeds I- Migration and Opportunities	Most migration to Leeds is from Eastern European countries in the EU. Most migrants live in the inner city of Leeds. Migrants enrich the city's cultural life e.g. Beeston Festival, carnival etc. as well as enriching the workforce. Sometimes migrants may struggle to integrate into the wider community as well as putting pressure on housing.	Social: Victoria Gate (2016) & Trinity (2013) is very popular with shoppers. Economic: The retail sectors contribute to thousands of jobs. The Universities and advanced manufacturing adds contribute to the city's economy. Environmental: Leeds City Council's Parks Renaissance programme (2007) has helped maintain and improve the city's green spaces, has been allocated extra cash by the council.
9 – HIC Case Study – Leeds I- Challenges and Regeneration	City Challenges	South Bank Leeds Regeneration
	Social: Beeston is 22 / 32,844 most deprived area of England. Inequalities in education (Horsforth 81% 5 A*-C, Hunslet 36% A*-C). More crime in inner city. Economic: Average weekly pay in Leeds is £501 compared to £541 for the UK as a whole. 5.2% of people of working age in Leeds are unemployed compared to 4.9% for the UK as a whole. Environmental: Urban sprawl has led to increased pressure and decline of greenfield sites around the city. Many derelict buildings.	Aims: It's about creating a destination for investment, learning, creativity, leisure and living. Main features: New city centre park, waterfront area, developed train station including HS2 platform, historic buildings like Temple Works back in use, 35,000 new jobs and 4,000 new homes, improving the experience for cyclists and pedestrians.

Week	Key Knowledge to learn	
10 – LIC Case Study – Mumbai introduction	Location and Background	City's Importance
	Mumbai is a city situated in the west of Maharashtra, India within the continent of Asia. It is the 4th most populated city in the world (21,357,000).	• Bollywood is based in Mumbai and produces more films than Hollywood. • Mumbai is the financial, industrial and entertainment capital of India. It generates 6% of India's GDP. • Foreign TNCs have outsourced work to Mumbai due to cheap labour. This results in increased interconnectivity between India and the rest of the world.
11 – LIC Case Study –Mumbai – Migration and opportunities	Migration to Mumbai	City's Opportunities
	Young people migrate to Mumbai to escape rural poverty from drought in other parts of Maharashtra. They send remittances home to their family in the villages. Homes are more likely to have better infrastructure such as running water, electricity and sanitation in Mumbai than in rural areas, increasing living standards. This expanding population has resulted in the rapid urbanisation of Mumbai.	Social: In poorer residential areas there is often considerable community spirit and support. Access to education and healthcare is easier in Mumbai than in surrounding areas. Economic: Many employment opportunities in Dharavi slum e.g. recycling plastic and manufacturing items like clothing, jewellery and pottery. Incomes in the city are higher and more reliable than in rural areas.
12 – LIC Case Study –Mumbai – Challenges and Urban Planning Scheme	City Challenges	Mumbai Urban Planning Schemes
	Social: Severe shortage of housing, schools and healthcare centres available. Around 40% of the population live in poor quality housing or on the streets – Dharavi Slum. Economic: The rise of informal jobs with low pay and no tax contributions. There is high employment in squatter settlements and therefore crime. Environmental: lack of sanitation systems in some parts of the city means that rivers are used to dispose of sewage and industrial waste.	• Slum resettlemeSnt scheme: slum area on railway cleared and residents moved to differing parts of city. • Slum sanitation project: improve facilities for up to a million slum dwellers across the city. Over 300 community toilet blocks have been built. • Incremental housing strategy: Families are given the right to the land on which their home is built and a grant which can be used for improvements over time. • Slum electrification project: providing 10,000 slum dwellers with new or upgraded electricity connections

Geography	The Living World	CYCLE 1	YEAR 11

Quiz	Key Knowledge to learn

1

KEY TERMS

Ecosystem - a system in which organisms interact with each other and with their environment.

Ecosystem's Components

Abiotic - These are **non-living**, such as air, water, heat and rock.

Biotic - These are **living**, such as plants, insects, and animals.

Flora - Plant life occurring in a particular region or time.
Fauna - **Animal life** of any particular region or time.

Food web and Chains
Simple **food chains** are useful in explaining the basic principles behind ecosystems. They show only one species at a particular trophic level. **Food webs** however consists of a network of many food chains interconnected together.

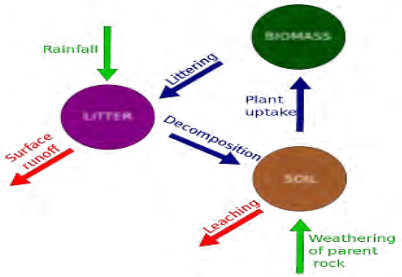
2

The Nutrient Cycle

Nutrient Cycle - Plants take in **nutrients** to build into new organic matter. Nutrients are taken up when animals eat plants and then returned to the soil when animals die and the body is broken down by **decomposers**.

Litter - This is the **surface layer** of vegetation, which over time breaks down to become **humus**.

Biomass - The total **mass of living organisms** per unit area.



3

Case Study - Small Scale Ecosystem in the UK – Fresh Water Pond

Fauna (animals) Freshwater ponds provide a habitat for a large number of animals including heron, ducks and fish (e.g. Perch)	Flora (plants) Various plants grow in a freshwater pond such as Marsh Marigold and Bulrushes.
Soil /pond bottom – At the bottom of the pond there are rotting plants and animals, releasing nutrients for plants/animals to consume.	Climate – summers are warm, winters are cool. The sun provides the majority of the energy for the ecosystem.

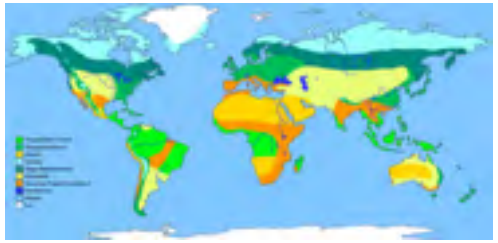
Quiz	Key Knowledge to learn

4

Global Biomes

Biome - A biome is a **large geographical area of distinctive plant and animal groups**, which are adapted to that particular environment. The climate and geography of a region determines what type of biome can exist in that region.

Look at this diagram and describe the distribution of different biomes



- Coniferous forest
- Deciduous forest
- Tropical rainforests
- Tundra
- Temperate grasslands
- Tropical grasslands
- Hot deserts.

5

Biomes Climate and Plants

Biome	Location	Temperature	Rainfall	Flora	Fauna
Tropical rainforest	Centred along the Equator.	Hot all year (25-30°C)	Very high (over 200mm/year)	Tall trees forming a canopy; wide variety of species.	Greatest range of different animal species. Most live in canopy layer
Savannah	Found between the desert and rainforest biome. Mostly near the equator.	Hot all year (28°C).	Clear wet seasons. Rainfall is convectional. 30-50 inches annually.	Grasslands with some woodland and isolated trees such as Baobab.	Large number of animal species. Well known ones include Lions, Leopards, Cheetahs
Hot desert	Found along the tropics of Cancer and Capricorn.	Hot by day (over 30°C) Cold by night	Very low (below 300mm/year)	Lack of plants and few species; adapted to drought.	Many animals are small and nocturnal: except for the camel.
Tundra	Far Latitudes of 65° north and south of Equator	Cold winter + cool summers (below 10°C)	Low rainfall (below 500mm/ year)	Small plants grow close to the ground and only in summer.	Low number of species. Most animals found along coast.

6

Introduction to Tropical Rainforests

Tropical Rainforest Biome - Tropical rainforest cover about **2 per cent** of the Earth's surface yet they are home to **over half of the world's plant and animals**.

Interdependence in the rainforest - A rainforest works through **interdependence**. This is where the plants and animals **depend on each other** for survival. If one component changes, there can be **serious knock-up effects** for the entire ecosystem.

Rainforest Nutrient Cycle - The **hot, damp conditions** on the forest floor allow for the **rapid decomposition** of dead plant material. This provides plentiful nutrients that are easily absorbed by plant roots. However, as these nutrients are in high demand from the many fast-growing plants, they do not remain in the soil for long and stay close to the surface. If vegetation is removed, the soils quickly become **infertile**.

Climate of Tropical Rainforests -

- Evening temperatures rarely fall below **22°C.**
- Due to the **presence of clouds**, temperatures rarely rise above **32°C**.
- Most afternoons have heavy showers.
- At night with no clouds insulating, temperature drops.

Geography	The Living World	CYCLE 1	YEAR 11

Quiz	Key Knowledge to learn
7	**Tropical Rainforest – distribution and structure** **Distribution of Tropical Rainforests** Tropical rainforests are **centred along the Equator** between the Tropic of Cancer and Capricorn. Rainforests can be found in South America, central Africa and South-East Asia. **The Amazon** is the world's largest rainforest and takes up the majority of northern South America, encompassing countries such as Brazil and Peru. **Layers of the Rainforest** **Emergent** - Highest layer with trees reaching **50 metres.** **Canopy -** Most life is found here as It receives **70% of the sunlight** and **80% of the life.** **Under Canopy -** Consists of trees that reach **20 metres high.** **Shrub Layer -** Lowest layer with **small trees** that have adapted to living in the **shade.**
8	**Tropical Rainforests – Case Study Malaysia** - Malaysia is a LIC country is south-east Asia. 67% of Malaysia is a tropical rainforest with 18% of it not being interfered with. However , Malaysia has the fastest rate of deforestation compared to anywhere in the world. **Adaptations** **Orangutans -** Large arms to swing & support in the tree canopy. **Drip Tips -** Allows heavy rain to **run off leaves easily**. **Lianas and Vines - Climbs** trees to reach sunlight at canopy. **Rainforest Inhabitants** Many tribes have developed sustainable ways of survival. The rainforest provides inhabitants with… • **Food** through hunting and gathering. • **Natural medicines** from forest plants. • **Homes and boats** from forest wood.
9	**Tropical Rainforests – Case Study Malaysia** **Issues related to biodiversity** **Why are there high rates of biodiversity?** • **Warm and wet climate** encourages a wide range of vegetation to grow. • There is **rapid recycling of nutrients** to speed plant growth. • Most of the rainforest is **untouched.** **Main issues with biodiversity decline** • **Keystone species** (a species that are important of other species) are extremely important in the rainforest ecosystem. Humans are threatening these vital components. • **Decline in species** could cause tribes being unable to survive. • **Plants** & **animals** may become **extinct.** • Key medical **plants** may become **extinct.**

Quiz	Key Knowledge to learn
10	**Tropical Rainforests – Case Study Malaysia** **What are the causes of deforestation?** **Logging** • Most widely reported cause of destructions to biodiversity. • Timber is harvested to create **commercial items** such as furniture and paper. • **Violent confrontation** between indigenous tribes and logging companies. **Agriculture** • Large scale **'slash and burn'** of land for ranches and palm oil. • Increases **carbon emission**. • **River saltation** and **soil erosion** increasing due to the large areas of **exposed land.** • Increase in **palm oil** is making the **soil infertile**. **Mineral Extraction** • **Precious metals** are found in the rainforest. • Areas **mined** can experience **soil and water contamination**. • **Indigenous people** are becoming **displaced** from their land due to roads being built to transport products. **Tourism** • **Mass tourism** is resulting in the building of hotels in extremely **vulnerable areas**. • Lead to **negative relationship** between the government and indigenous tribes • Tourism has **exposed animals** to human **diseases.** **Energy Development** • The **high rainfall** creates ideal conditions for **hydro-electric power (HEP).** • The **Bakun Dam** in Malaysia is key for creating energy in this developing country, however, both people and environment have suffered. **Road Building** • **Roads** are needed to bring supplies and **provide access** to new mining areas, settlements and energy projects. • In Malaysia, logging companies use an **extensive network of roads** for heavy machinery and to transport wood.
11	**Tropical Rainforests – Case Study Malaysia: Impacts of Deforestation** **Economic Development** + Mining, farming and logging creates employment and tax income for government. + Products such as palm oil provide valuable income for countries. - The loss of biodiversity will reduce tourism. **Soil Erosion** Once the land is **exposed by deforestation,** the soil is more **vulnerable to rain**. - With **no roots to bind soil together**, soil can easily **wash away.** **Climate Change** When rainforests are cut down, the climate becomes **drier.** -Trees are **carbon 'sinks'**. With greater deforestation comes more greenhouse emissions in the atmosphere. -When trees are burnt, they **release more carbon in the atmosphere**. This will enhance the **greenhouse effect**
12	**Tropical Rainforests – Case Study Malaysia: Sustainability for the Rainforest** Uncontrolled and unchecked exploitation can cause irreversible damage such as loss of biodiversity, soil erosion and climate change. **Possible strategies include:** • **Selective logging** - Trees are only felled when they reach a particular height. • **Education** - Ensuring those people understand the consequences of deforestation • **Afforestation** - If trees are cut down, they are replaced. • **Forest reserves** - Areas protected from exploitation. • **Ecotourism** - tourism that promotes the environments & conservation
13	Create a fact file summarising Ecosystems and Tropical Rainforests! You may do this as a mind map. Your Quiz will be a summary quiz.

History	Elizabethans: Government	Cycle 1	Year 11

Section A - Elizabeth I

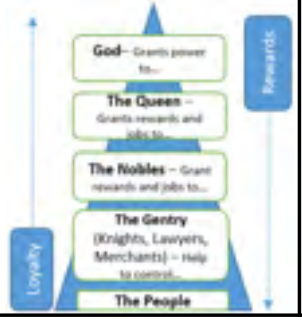
Personality and Background

- Second child of Henry VIII. Became Queen after her brother and sister before her.
- Cautious and untrusting. Very carefully considered her decision making.
- Clever, confident and well educated, but not taught to lead.
- Some opposed her because she was female. Many wanted her to marry to produce an heir.
- **Public Support:**
- Elizabeth and her councillors used propaganda to ensure positive public image, especially with some doubting her.
- Portraits showed her as powerful and chaste.
- She appeared on coins and in pamphlets produced by the printing press.
- Plays were performed to emphasise her power. She travelled England displaying her power. She was popular and became loved by her subjects.
- Councillors suggested marriage and children would distract her from her people's welfare.

Patronage

- Giving out titles and offices to people, which gave them a source of income.
- Elizabeth could give these to men to ensure their loyalty
- She gave patronage fairly. All members of the elite felt they had a chance of reward, minimising chance of rebellion.

A diagram displaying Elizabethan patronage and social hierarchy



Section B - Political Power

The Royal Court

- Getting close to the Queen was the best way to get power
- The royal court was where the nobles closest to the Queen would meet, socialise, and discuss matters of state.
- People at court were known as courtiers

The Privy Council

- The Privy Council was a group of around 20 men chosen by Elizabeth.
- It gave advice to the Queen and managed the work of government
- The Queen could ignore the council. They were expected to always follow her wishes.
- The organiser of the Privy Council was the Secretary of State (SoS).
- Francis Walsingham SoS 1572-90. William Cecil SoS 1558-72, 1590-98.

Local Government

- Enforced laws around the country. Led by local nobles and gentry.
- Justices of the Peace administered town laws, tax and maintenance.
- Lord Lieutenants were in charge of raising men for the army in an emergency.

Parliament:

- Made up of MPs who represented local areas.
- Parliament had limited power. They needed Elizabeth's permission meet.
- They needed Elizabeth's permission to debate any issue. She could ignore their advice and dismiss them at any time. She sometimes did this when they disagreed.
- They could be helpful to Elizabeth for gauging the mood of the country or raising taxes.
- The Privy Council managed parliament for the Queen.

Section C - Political Opposition

Puritans in Parliament

- There had been religious instability in England during the 1500s, switching from a Catholic country, to a Protestant one, and then back again.
- Elizabeth was Protestant. She wanted a protestant country but allowed Catholicism to survive.
- Puritans were strongly anti-Catholic protestants, with many MPs in parliament.
- Puritans opposed Elizabeth's leniency on Catholics. Some of their proposals threatened Elizabeth.
- Elizabeth imprisoned some puritan MPs who opposed her.
- In 1583 she appointed John Whitgift as Archbishop of Canterbury (the highest position in the Church apart from the Queen).
- Whitgift supressed puritans and told them to follow the Church of England's regulations or be suspended.

The Earl of Essex's Rebellion

- The Earl of Essex (Robert Devereux) was previously one of the Queen's favourites.
- 1593 he was appointed to the Privy Council. He competed with Cecil for influence.
- These two rival groups were hard to control. This undermined Elizabeth's power.
- 1599 Essex abandoned a mission from the Queen in Ireland. She stripped him of public office as punishment.
- 1601 Essex rebelled against the Queen. He gained little support and his rebellion failed. He was executed for treason.
- The public remained supportive of the Queen. The rebellion didn't threaten her power but did undermine her authority and ability to control her Privy Council.

Section D - Important Dates

- 1558 – Elizabeth become Queen
- 1558 - Cecil becomes secretary of state.
- 1572 - Cecil replaced with Walsingham
- 1579 – John Stubbes writes pamphlets criticising the Queen. Imprisoned.
- 1584 – Essex first arrives at Court and becomes one of the Queen's favourites.
- 1584-86 – Puritans in Parliament demand the removal of Catholic bishops.
- 1590 - Cecil becomes secretary of state for second time, after Walsingham dies of exhaustion.
- 1593 – Essex given a place on the Privy Council.
- 1596 – All unflattering portraits of the Queen ordered to be burned.
- 1597 – Theatres temporarily shut down after a play criticises the Queen.
- 1598 – Cecil dies of exhaustion.
- 1601 – The Earl of Essex's rebellion and execution.
- 1601 – Elizabeth makes her 'Golden Speech' to parliament.

Royal Symbol	What they stood for
Tudor roses, crown, orb, sceptre, sword	Elizabeth's rightful place as Queen
White clothing, pearls, thornless roses	Purity and strength
Ermine or Pelican	Self sacrifice for her people
Globe, fans with exotic feathers	English power overseas
Sunshine, rainbows	Peace and Stability
Goddesses and women from Bible stories	God given strength to rule

History	Elizabethans: Catholic Threat	Cycle 1	Year 11

Section E - Catholics v Protestants

Monarchs and Religion:
- Henry VIII – England breaks with Catholic Church in Rome.
- Mary I – Tries to return England to Catholicism. Protestants are burned for heresy.
- Elizabeth I – Protestant. Doesn't hate Catholics but wants everyone to follow same religion – helps control people.

The Act of Uniformity – 1559:
- Everyone had to attend Protestant church services each week.
- Everyone had to follow the 'Common Book of Prayer'.
- Non-compliance would lead to a fine.

The Act of Supremacy – 1559:
- Stated Elizabeth was the head of the Church in England.
- Anyone who denied this was a traitor.
- This went against the Catholic belief that the Pope was the head of the Church on Earth.

Many Catholics abandoned their beliefs through the 1570s:
- Most priests accepted Elizabeth's changes
- Weekly Protestant sermons gradually changed people's beliefs
- Few Catholics could afford the fines imposed
- All marriages and baptisms had to follow the CBoP

Some Catholics started to resist changes through the 1580s:

1. **Recusants**:
- Several thousand Catholics, North and West
- Refused to attend Church and were fined. Kept loyalty to the Pope and organised their own services of Mass.
- They were often wealthy and Gentry class. They hoped when Elizabeth died her successor would be Mary Queen of Scots.

2. **Church Papists:**
- Most English Catholics, North and West
- Attended protestant church but kept Catholic beliefs privately
- Most couldn't afford recusancy fines
- Wanted Mary Queen of Scots to succeed Elizabeth

3. **Plotters:**
- Very few Catholics in England (200 max at any time)
- Wanted to depose the Queen. Refused to go to churches
- Plotted to replace the Queen with Mary Queen of Scots

Section F - Persecution of Catholics

Laws Against Catholics:
- **1581 – Act of Persuasions** – Increased fines for recusancy, allowed imprisonment for repeat offenders and said that converting someone from Protestant to Catholic was treason.
- **1585 – Act against Priests** – Death penalty for anyone offered shelter to a Catholic priest.
- **1587 – Recusancy Act** – 2/3 of land could be taken from anyone who had fallen behind on recusancy fines**.**
- **1593 – Act Restraining Recusants** – Catholics had to stay within 5 miles of their home at all times. Banned from holding large gatherings

The Pope's Reaction:
- Excommunicated Elizabeth 1570
- Seminary Priests – trained abroad and arrived in England to help Catholics say mass.
- Jesuit Priests – Specially trained to convert Protestants. Directly loyal to Pope. Came on secret missions.

Margaret Clitherow:
- Butcher's wife accused of harbouring priests
- Tortured by 'pressing', crushing her under weights
- Died in 1586 as a result

Thomas Tresham:
- Wealthy member of the Gentry
- At first a Church Papist, but increasingly dissatisfied
- Became a known recusant, but fines started to make him poorer and ruin his reputation
- Outlived Elizabeth, but was ruined by her reign

Edmund Campion:
- A Jesuit Priest, travelling around England
- Said mass with gentry families and attempted conversions. Captured in 1581 from priest hole
- Tortured on the rack. Maintained loyalty to Queen, but said he was more loyal to the Pope.
- Executed as a traitor – hung drawn and quartered.

Section G - Catholic Failure

Reasons for failure of resurgence:
1. Walsingham's network of spies. Priests were hunted effectively as a result.
2. Catholics feared the torture and executions if they were caught.
3. The Bloody Question (loyalty to Queen or Pope?) put priests in an impossible position
4. Jesuit and Seminary priests squabbled
5. Jesuit priests focussed too much on London and the South. They also focussed too much on the Gentry and not the common Catholics

Mary Queen of Scots

Claim to the Throne:
- Elizabeth's cousin. Queen of Scotland. Was next in line to English throne as Elizabeth had no children.
- Strong Catholic. Many English Catholics believed she would change England back to Catholicism.
- Fled to England after a rebellion in Scotland 1567.
- Elizabeth placed her under house arrest in England

Figurehead:
- Mary was a figurehead for English Catholics
- Plotters began to plan to make Mary the Queen:

1) **Throckmorton Plot 1583**: Plan to assassinate Elizabeth. Replace with Mary. Assisted by a Spanish invasion. Foiled by Francis Walsingham. Mary pleaded ignorance.
2) **Babington Plot 1586:** Walsingham uncovered secret messages between Mary and plotters. Babington executed for treason.

Trial and Execution:
- Elizabeth was reluctant to kill her cousin.
- Mary was found guilty and executed in 1586.
- Less Catholic plots after – lost their figurehead
- BUT – increased tensions abroad. Philip II of Spain became more determined to invade and restore the Catholic faith.

Section H - War with Spain

Tension with Spain:
- Spain –most powerful Catholic country.
- Elizabeth had refused to marry Phillip II the Spanish King. Deeply Catholic.
- Phillip backed the Throckmorton Plot
- English sailors like Francis Drake were raiding Spanish ports around the world.
- Spain and England were fighting in the Netherlands. Spain controlled it, but Elizabeth backed Protestant Dutch rebels in 1585. Britain and Spain were at War.

The Spanish Armada 1588:
- Phillip decided to launch a crusade on England. He built an enormous fleet of ships known as an Armada.
- Drake attacked the Armada before it set sail in 1587.
- Combined with Mary QoS's execution, this made Phillip more determined to invade.
- It set sail in 1588, but Phillip's chosen commander was inexperienced.
- English ships chased the Armada up the English channel. Dutch ships helped.

- Old English ships were set on fire and drifted into the Armada. Caused panic.
- Spanish guns were less reliable than English.
- Armada driven North by strong wind. Tried to escape by sailing around Scotland.
- Invasion failed. Most ships wrecked (MAP).

History	Elizabethans: Society and Culture	Cycle 1	Year 11

Section I - The Rich, Middling and Poor

The Rich: -Lived in huge homes reflecting wealth
- Surrounded by gardens and estate farms for food
- Held huge varied feasts in their elaborate dining halls. Waited on by servants. Ate lots of sugar.
- Wealth came from Land ownership. Gentlemen were 2% of population but owned 50% of land.
- Had political power – often served as justices of the Peace. Wealth came from rent on their lands.
- 'Common' people sometimes became gentlemen if they gained enough wealth and bought land.

The Middling Sort: - Tradesmen or Craftsmen in towns.
- Husbandmen (farmers who rented small plots of land) and Yeomen (farmers who rented more land) in the countryside. Power in local villages.
- Middling sort had chimneys and windows which improved their living conditions.
- Houses could be built on more than one level.
- Sometimes had one or two servants.
- Ate well. Food not as exotic as rich, but had a varied diet of meat, bread veg. Drank beer not wine.

The Labouring Poor: - 50% of population. Few records of their lives. Earned their living in the countryside.
- Worked on Yeoman/Husbandmen's farms. Often struggled to pay rent or afford food.
- Few had land, and most lived in small and dark cottages that were poorly built.
- Houses smoky due to lack of chimneys. Dirt floor.
- Relied on bread for food. Pottage – thick veg soup. When Harvests failed starvation was a threat.

Section J - Poverty

Settled Poor: 30% of urban population. Rented rooms. Often span yarn. Sometime plague nurses. Some young but also large numbers of widowed women.
Vagrant Poor: Homeless, walked from town to town. Seasonal work. Mainly young and unmarried. Disliked.
Impotent Poor: physically unable to work (age/disabled/ill)
Abled-bodied poor: Wanted, but couldn't find work
Vagabonds: Chose to avoid working (often also Vagrants).

Causes of Poverty Crisis:
- ***Long Term Causes:***

1)Growing Population + 2) Outdated farming = Not enough food = Higher food prices = **INCREASED POVERTY**
- ***Short Term Causes:***

1) Harvests failed in 1595, 1596 and 1597 = even higher food price = **EVEN MORE POVERTY**
2) Lower demand for English wool – less work on farms available for vagrants.
3)Frequent outbreaks of Plague caused more disruption

Responses to Poverty:
- 1572 – Vagabonds to be whipped and burned on ear. Could be hanged if caught twice.
- 1588 YORK: 1) Rich to pay 'poor rate' tax for poor relief 2) Viewers made lists of poor 3) Impotent poor given small amounts of money 4) Abled-bodied poor given wool to spin and paid a wage 5) Vagabonds whipped.
- 1601 NATIONAL POOR LAW: 1) JPs responsible for poor and collecting poor rate. 2) Begging forbidden – if begging you'd be whipped + sent away or jailed 3) Impotent poor in almshouses. Abled-bodied given work.

Family Life: Early assumptions that family life was very different. 1970s historians used different sources to research family life - diaries, tax records, church records and wills. Unveiled interesting similarities and differences to modern family
Husbands and Wives: Usually married late. Noble and gentry couples could marry young as they did not need to save money. Middling and Poor could marry who they wanted. Rich had less choice. A pregnancy often resulted in a marriage. No same sex marriage . Wives expected to obey. Very few divorces. Men ridiculed if beaten by wives.
Children: Large families were uncommon. Lots of children were born, but their lives were usually short. Most Elizabethan women looked after their own children. In poorer families children worked at home or on the farm. Children were expected to obey. At 12 or 13 most boys left home to work as apprentices or farm servants; girls left home to be servants.
Kinship (Wider Family): Homes rarely included grandparents, aunts and uncles. Wider families often did not live in the same village Wills show that parents left their wealth and belongings to their husband, wife or children, but not their more distant relatives. In daily life people socialised much more with their neighbours than their wider family.

Section K - Popular Pastimes

Parish Feasts: Village festivals with drinking, feasting and dancing. Celebrated the local parish saint.
Calendar Customs: Feasts, sports, bonfires and dancing on certain days – Christmas, shove Tuesday, May Day, Midsummer's Eve, Harvest Home, Whitsun.
Sports: Boxing, wrestling and football (though very different). Animal blood sports – bear baiting etc.
The Alehouse: Centre of village life. Local pub was a centre of drunkenness, gambling and prostitution.

Why did Popular Pastimes decline?:
Queen and Church generally enjoyed and permitted these activities. The Privy Council and Gov. did too.
THE PURITANS: Gained increasing control of local parishes and some became JPs. Extreme protestants who wanted to reform people's behaviour.

Their Concerns:
1. Sundays to be protected. A day of prayer not partying or drinking.
2. Ending Catholic practises. Many of the traditions were originally Catholic – needed to be stopped.
3. Ending Pagan practises. Many traditions had links to pre-Christian times and therefore weren't holy
4. Preventing Disorder. Drunkenness and festivities sometimes led to violence – this had no place in the Puritans Godly communities.
5. Preventing unwanted pregnancy. Drink and festivals sometimes led to sex outside marriage.

Attractions of Theatres	Opponents of Theatres
The Plays – Shakespeare was popular. Sometimes very funny, sometimes intensely dramatic. **The Bankside area** - Able to go drinking and eating at the Inns. Travelling on a day out by boat. Watching blood sports nearby. Brothels and prostitutes.	**The London Authorities** – Worried about disorder, people leaving their work and crime caused by Bankside. Could also contribute to Plague spreading. **Puritans** – Saw plays as Catholic traditions. Opposed the sinful behaviour at Bankside

Section L - Witchcraft Trials

Belief in Magic: Lack of Scientific understanding
- Most people believed in magic – supernatural events part of everyday life.
- Magic could be used for good e.g. Wise Women might help you recover from illness.
- Could also be used for bad – to harm others or steal – This was Witchcraft.
- People believed witches made a pact with the devil and kept animal *familiars.*

Increase in Witchcraft Trials: Many more trials in Elizabethan times than previously. People would accuse their neighbours and then take these accusations to the authorities.

Why did Witchcraft Trials Increase?:
- Interpretation 1) 1970s historians. Increased poverty led to high tensions in villages. They often scapegoated old women and accused.
- Interpretation 2) 1990s FEMINIST historians. Increased accusations against women. Made as a result of general misogyny of Elizabethan times(Sexism against women)
- Interpretation 3) Witchcraft trials mainly in Puritan areas. Increase due to Puritans trying to establish 'Godly communities'.

The roof – covered part of the stage, but mostly left open to the skies. Plays in afternoon, as no lighting.

The galleries – There were three galleries of covered seats around the pit. People paid extra to sit here.

The trumpeter – who announced that the play was about to start.

The stage – raised about 2 metres off the ground – and projected into the pit of the theatre.

The yard – poor people (groundlings), stood to watch the play – very close to the actors.

History	Elizabethans: Wider World	Cycle 1	Year 11

Section M - Francis Drake

- Slave Trader in the 1860s
- 1570s plundered and attacked Spanish colonies acting as a Privateer (a pirate paid by the government).
- 1577 started to make his voyage around the world.

Motivations:
- Wealth– seen through slavery and stealing from Spanish colonies.
- The Queen's favour – it would impress the Queen.
- Empire building – inspired by John Dee
- Hatred of Catholic Spain

Achievements:
- Claimed islands around South America for the Queen
- Claimed California for the Queen – 'New Albion'
- Traded in the Spice Islands. Brought new exotic goods to England for the first time.
- Brought back huge wealth from plunder and trade
- Knighted by Elizabeth on board his ship 'Golden Hind' when he returned in 1581.
- First Englishman to circumnavigate (sail around) the whole world.
- Later helped defeat the Spanish Armada

Problems:
- Not a hero to everyone – hated by the Spanish and local people that he attacked.
- Sold African slaves. Made him rich but difficult to see him as a hero.
- Didn't keep all his wealth – had to give most away to the Queen's treasury and other people who had invested in his voyage.

Section N - Humphrey Gilbert

- Soldier and courtier. Energetic and brave but also considered vain and ruthless
- 1578 Queen granted Gilbert the right to set up a colony in North America.

Motivations:
- Wealth – ownership of huge areas of North American land would make Gilbert rich.
- Possibility of setting up a trade route through America to China.
- Hatred of Catholic Spain: *Discourse on how her Majesty may annoy the King of Spain*.

Achievements:
- 1583 Claimed territory in Newfoundland (Canada) for English – first Englishman to claim in N. America

Problems:
- 1579 First voyage a disaster. Only his half brother Walter Raleigh managed to cross the Atlantic.
- 1583 colony failed. Newfoundland too cold, barren and lacked resources.
- Lost ships on the rocky coast of Newfoundland
- Tried to Return home but hit storms. Ships sank and he drowned and died.

Location of Newfoundl and on a modern map

Section O - Walter Raleigh

- Elizabethan gentleman - obsessed with exploration from childhood. Half-brother to Gilbert.
- Queen's favourite – unwilling to let him leave her at certain times.

Motivations:
- Settling in America would open up opportunities to trade with Asia.
- Could help to build an Empire to rival Spain's.
- Heard about Spanish gold mines in South America. Wanted to get rich in a similar way.
- Elizabethan had granted him a 1/5 of all wealth in colonised North America.

Achievements:
- 1584 his team had found Roanoke – an island of the coast of North America. Managed to persuade the Queen to start a colony there.
- 1585 Raleigh's team(but not himself) sailed to North America. Documented the people, landscapes, and wildlife they found. Europeans learned a lot about North America from this.
- Initial relations with Roanoke Indians friendly (Algonquin people traded and helped them).

Problems:
- Voyages blighted with storms. Lost many supplies.
- Colony failed. Relations with Indians deteriorated after colonists killed the Indian chief. Left in 1586.
- 1590s Raleigh tried to discover gold in South America – believed in mythical gold city of 'El Dorado'. Raleigh never found this (didn't exist).

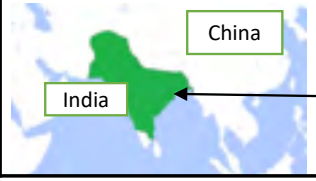
Section P - Ralph Fitch

- London merchant.

Motivations:
- Wanted to find direct trade routes with the Indian and Chinese Empires (the greatest empires in the world).
- Needed to find new trade routes to access spices. Wealthier Elizabethans used spices a lot but they were expensive.

Successes:
- 1583 Travelled to the Mughal Emperor in India. A dangerous journey with only letters from the Queen for protection
- Saw the spices and cotton that could be traded in India. First Englishman to explore this.
- 1588 explored and gained information about trade in China.
- His descriptions of what could be traded were very useful to merchants in London.

Problems:
- Was a arrested more than once on his travels – people were suspicious of white traders.
- Didn't actually start any trading relationships.



The Mughal Empire in India – explored by Fitch

Drake's Voyage

John Dee

- Talented mathematician, astronomer and navigator.
- Advisor to the Queen. Argued Britain was isolated.
- Spain had a huge Empire. Britain needed one.
- Britain should have a North American Empire and explore China and the East too.
- This would make Britain rich and powerful.
- Many explorers + Elizabeth inspired by his ideas.
- His knowledge of navigation also helped Britain's inexperienced seafarers to explore.

James Lancaster

- English Merchant – Commanded a ship against the Armada in 1588. Took the Ship East on a trading voyage. First trip failed – Portuguese blocked ships so they couldn't reach the East Indies.

Motivations: - Desperate to stop other European powers dominating trade in the East (mainly the Dutch)
- Wanted to build a British Empire in the East (they knew that attempts in North America had been a failure)

Achievements: - 1600 set up East India Company –Queen gave the EIC a monopoly on trade with the East.
- Lancaster's voyage between 1601-03 resulted in factories being set up in South East Asia. This started Britain's empire in India which would continue to built through the 1600s.

Problems: - Had to face set-backs during first voyage to the East Indies. Elizabeth never saw the start of this trading Empire – she had died when Lancaster returned in 1603.

History	Migrants to Britain - Overview		Year 11

Section A – Medieval Period

Power in Medieval England

The land ruled by the King of England in 1250 included, England, part of Ireland and two regions of what is now France: Gascony in the South West and Calais in the north east.

- By 1283, England also controlled Wales but many Welsh people did not accept English rule
- During the Hundred Year's War between England and France, control of parts of France changed hands multiple times → People who were considered to be English were now seen as 'aliens' when France took over
- Scotland was a foreign country. Those not born in lands ruled by the King were classed as aliens
- During the medieval period people gained some rights such as a Parliament that had an influence over wars and taxation
- Kings used taxes to collect money for wars and other projects.

Religion in Medieval England

- Most people in England were Christian
- The Roman Catholic Church was one of the most powerful organisations in the Europe.
- It was led by the Pope in Rome.

Life in Medieval England

- Most people were farmers who lived in the same villages all of their lives.
- Some were freemen owning their own land but many were villeins who worked for the wealthy people who owned lots of land.
- Many mothers died in childbirth, infant mortality was high and in 1348 the Black Death killed up to half the population. This caused lots of jobs to become available.

Conflict in the medieval world

- England was involved in the crusades, a series of wars that were fought to control the lands around Jerusalem. This encouraged hostility against Jews and Muslims
- Tension between the ruling class and everyday people who had no say in government often led to rebellion

Section B – Early Modern Period

Changing ideas about religion

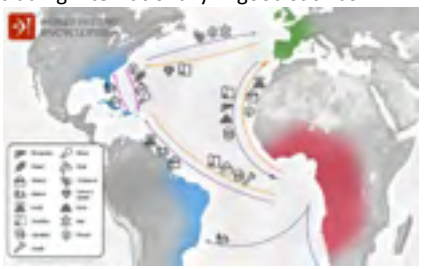
- The Reformation – when millions of people rejected the Catholic Church and turned to Protestant churches – was one of the key changes
- Britain was the leading Protestant power in Europe; Catholic Spain and France were its main enemies.
- By the mid 18th century, British society was more accepting of different religions.

Changing ideas about the world

- Sailors from European nations began to explore and colonise the wider world
- Spanish forces invaded and colonised parts of central and south America
- The Portuguese enslaved Africans and transported them to their colonies in Brazil
- Dutch merchants dominated trade with Asia.
- English people in North America and the West Indies set up plantations using slaves.
- In 1660, the Company of Royal Adventurers Trading to Africa was set up → main people involved in the slave trade
- The East India Company was set up by a group of English merchants who began trading in Asia after 1600.

Changing ideas about wealth and power.

- English Civil war in the 1600s removed the King and gave parliament more power
- Money and wealth moved away from people who were born wealthy
- Companies trading internationally in good such as sugar, tobacco, spices, tea, coffee and textiles became extremely wealthy



Section C – The Industrial Period

The British Empire

- By 1900 Britain controlled 1/3 of the world through its Empire
- India was on Britain's key colonies which led to increased migration
- Britain's wealth was based on trade and its growing empire in the Americas, Africa and Asia was a source of cheap raw materials and cheap labour
- At times of war, white sailors were drafted into the Royal Navy → Asian, African and West Indian Men took their jobs aboard merchant ships.
- Their work, often in terrible conditions was key to Britain's growing wealth.

Industrialisation, migrant workers and entrepreneurs.

- Industrial revolution = wealth and influence
- Success depended on shipping routes, railways and the factory system
- Factories needed large numbers of workers. Pushed by poverty and pulled by the chance to work in growing cities whole families left the countryside.
- Workers organised themselves into trade unions and labour movements → demands for voting rights, higher wages and better living conditions were often led by migrant workers.

New Freedoms and political reform

- Opposition to slavery grew and became more popular throughout the 1800s
- In 1807, Parliament abolished the slave trade.
- 1833 they passed the Slavery Abolition Act which officially ended slavery in the British Empire.

Upheaval around the world

- In 1781, after defeating the British army, white American settlers declared independence → This led to the creation of the USA
- In 1789 the French monarchy was overthrown in the French Revolution → This led to lots of war between France and the rest of Europe
- Two new unified nations, Germany and Italy emerged.

Section D

World wars and the end of Empire

- In 1900 Britain ruled the largest Empire the world had yet seen, with the strongest navy and access to apparently unlimited resources.
- Through two world wars the UK depended on food, equipment and manpower from it colonies.
- War and the rise of independence movements weakened Britain
- By the end of the 1900s Britain had lost most of its empire along with its status as a world superpower.
- Countries in Asia, Africa and the Caribbean gained independence in the 1940s, 1950s and 1960s.

United Europe

- World War 1 and World War 2 caused vast destruction and loss of life, as well as mass movement of refugees.
- Nationalist feelings were strong before and during World War One.
- After World War One, European countries created the League of Nations to work together.
- The EU was created in 1993. By the early 21st century the EU had expanded to 28 countries
- The free movement of workers meant that Europeans could travel easily across borders.
- In 2016, the UK voted to leave the EU → led to divided Europe.

21st Century Tensions

- 2003 the UK supported a US invasion of Iraq – created more tension in the Middle East
- Conflicts as well as continuing crises in Afghanistan, Pakistan and Eritrea and the effects of climate change have caused a rise in asylum seekers.
- Rise in anti-Semitism and Islamophobia in Europe

Section E - Attitudes towards migrants

The authorities

Official reception of immigrants varied considerably. It depended on several factors:

- how strong the king was
- whether the country was at war
- the state of the economy
- whether the king wanted to collect taxes

Although most Medieval immigrants seem to have settled peacefully and become part of their communities, at times of crisis they could be vulnerable and at risk of violent attacks.

- In the 1330s, King Edward III gave strong protection to Flemish weavers.
- After the Black Death immigrants were welcomed to fill the gap and there were foreign-born workers in most towns and villages.
- In 1354 a law gave aliens who appeared in court the right to be tried by a half-alien jury.
- After 1370, letters of denization gave migrants the same rights and protection as English citizens.

The Wider Population

In times of war, 'enemy aliens' could have their goods confiscated or be deported. Flemish merchants, French migrants and Irish immigrants were all expelled from England at different times. Many people resented foreign merchants and bankers because they believed they had come only to make money for themselves.

Section F - The diversity of migrant communities

In the 15th century approximately one in every ten people in England was foreign-born, and in London it was one in six.

Artisans and craftspeople

- Many migrants came to England from the Low Countries.
- Many came as refugees from war as it was only a short sea journey to England, where conditions were more peaceful, and wages were better.
- Many, especially weavers, were encouraged to come by kings such as Henry III and Edward III who wanted them to pass on weaving skills to English craftspeople.
- Craftspeople came from Ireland, Scotland and France to fill a wide variety of occupations; from saddlemakers to goldsmiths and bakers.
- They were joined by priests who travelled to spread the Christian faith.

Bankers and merchants

- From the 1220s, wealthy Italian banking families began to set up in London, lending money to kings such as King Edward I who used it for wars and castle building in Wales.
- The king gave these bankers and merchants a Charter in 1303, allowing them to trade in wool and other goods at reduced tax rates.

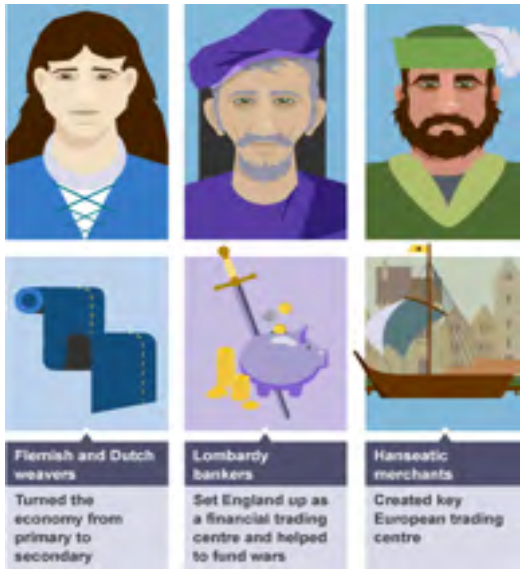
Wealthy immigrants

- Some foreigners who came to settle were from the nobility and royalty.
- They included foreign nobles, some of them refugees, arriving under Crown protection.
- When foreign princesses arrived to marry kings, they brought many relatives and attendants who settled with them.

Servants and labourers

- The largest group by far, were those who came to work as servants and labourers.
- Many of these were from Ireland, Scotland and France.
- Households across the country depended on migrants.

Section G – The Impact of migrants



Artisans and Craftspeople

- Flemish and Dutch craftspeople brought skills that helped move the economy from a primary one based on raw materials to a secondary manufacturing one.
- This brought new wealth to England based on woollen textiles.

Bankers

- Italian money funded King Edward I's campaign in Wales,
- The very first stage of English empire building. Loans to King Edward III helped fund English forces in the Hundred Years' War.

Merchants

- The bases set up by Hanseatic merchants with trade in woollen cloth as a major good.
- Trade with cities around the North and Baltic Seas increased, bringing money to the Crown through tax on imports and exports.

Section H - Jewish experiences

Reasons for coming to England

- Jewish settlers arrived in England in about 1070, invited by William the Conqueror.
- Catholic teaching did not allow Christians to lend money with interest.
- Jewish people were therefore encouraged, sometimes forced, to be moneylenders.
- Many Jews filled a whole range of occupations within the communities where they lived, from doctors to fishmongers.
- They were allowed to mix freely and were given a ''Charter of Liberties'' by King Henry I which meant they could go to the safety of the King's castles if they were in danger.
- They also had to pay higher taxes than everyone else in return for protection from the Crown.

Experiences of Jewish immigrants

- Conditions for Jews in England got steadily worse in the 12th and 13th centuries.
- Anti-Semitic attacks increased in frequency and violence
- The Crusades were a time of rising antagonism against all faiths that were not Catholic and attacks on Jews grew
- Some priests who blamed Jews for the death of Jesus.
- Many ordinary people did not like the protection Jews had received and connected them with their kings were ready to turn on them.
- The monarchy, borrowing from Italian bankers, depended less and less on money from rich Jews and so offered them less protection, eventually turning on them.
- Some Jewish people were forced to wear yellow badges to represent being Jews.
- Throughout the medieval period persecution got worse until many Jews were forced out of England.

Section I – The Huguenots and Protestant Refugees

Immigrants in Early Modern England were Protestant refugees fleeing persecution in European countries. They came in four main waves:

1. The 1560s Walloons from what is now Belgium were suffering under the Spanish Catholic rule of the Duke of Alba.
2. In 1572, after over 10,000 Huguenot Protestants were murdered, many fled to England.
3. A second, larger, wave of Huguenots fled from France in the 1680s when King Louis XIV revoked a previous royal edict protecting Protestants and they were again attacked.
4. The final wave of Protestant refugees were the Palatines from the Middle Rhine, part of which is now Germany. They were suffering under French Catholic landlords and very poor harvests.

Accepted groups:

- Most Walloons and Huguenots were well received because they were seen as allies and fellow-Protestants.
- Although some were rich, with relatives already living here, many refugees were poor and dependent on handouts.

Immigrants who were not welcomed

- Palatines arrived at a time of rising poverty in England with high food prices and rising taxes. Local authorities in London feared that Palatines would be classed as 'vagrants' that by law they would have to support under the Poor Laws.
- When it was discovered that a third of the immigrants were in fact Catholics and arriving because of poverty and not persecution, sympathy for them drained away.
- The government tried to deal with them by sending them to either America or Ireland. Most returned to Germany. Those who went to Ireland experienced extreme hardships.

Section J – Different Migrant experiences

Jews

After the execution of King Charles I, a small number of Jews were allowed to return, nearly 400 years after they had been expelled from England.

- Cromwell accepted Jewish migrants for several reasons. He thought they might finance or provide loans to help him fight Catholic enemies or to avoid persecution
- They did not have full rights but they were allowed to trade and work in finance.
- Small communities grew up in London and some other coastal cities.
- Some became rich but others were poor street traders who probably experienced prejudice and discrimination.

Gypsies

They moved from place to place at a time when most people still lived all their lives in the same village.

- They existed outside the control of the authorities, and they were seen as a threat.
- In 1530 King Henry VIII ordered that all Gypsies should be expelled from England.
- In 1554 Queen Mary I made it a crime to be an immigrant Romanichal Gypsy, punishable by death.
- In the 1650s forced transportation began of Gypsies into slavery in North America and the Caribbean.

Hansa

- The Hanseatic League of German-speaking merchants
- Many of the merchants were very rich, and this made them unpopular with many Londoners.
- The Crown no longer needed the Hansa merchants, and in 1597 they were expelled and the Steelyard was closed down by Queen Elizabeth I.

Section K – Early African Migrants

- Africans living in Tudor England lived quiet lives in a range of occupations, including court trumpeter, shoemaker, needlemaker and servant.
- After the Reformation, relations between the English and North African Muslim governments were good because they had a common enemy.
- Other African immigrants were Moors who had come directly from Spain they could have been Muslims who converted to Christianity.
- Pirates like Hawkins and Drake had begun to be involved in the Portuguese trade in enslaved Africans, black people living in England were free.

Racist attitudes existed but were not yet dominant and there are lots of examples of black people being treated fairly at this time:

- when a Dutch sea captain tried to do a deal with Queen Elizabeth I to deport black people from England, the order was drafted but never issued
- when lawyers objected to a black diver giving evidence in court, his rights were upheld
- when John Blanke, one of King Henry VIII's trumpeters, asked for a pay rise the King granted it.
- Henry also gave Blanke and his bride a wedding gift.

- Religious difference mattered far more than 'racial' difference in Tudor England
- It may have been far easier to be black than to be Catholic.

Section L – Early Indian Migrants

- From the late 1600s life for people in Britain of African and Asian origin became more difficult.
- The growth of the British Empire and the trade in enslaved Africans brought larger numbers of African and Asian immigrants, mostly working as servants.
- Many employees of the East India Company became extremely rich and were known as 'nabobs'.
- As they returned home they started to bring domestic servants back to England to work for them.
- Indian children were brought to work as servants and women were brought as nannies and wet nurses for their children.
- They wanted to continue to enjoy the rich lifestyle they had in India when they returned to England.

Enslavement was legal in the colonies but illegal in Britain.

Treatment of Servants

- Treatment of servants varied from kindness to extreme violence. Servants from India were sometimes promised a return to their home country which was denied to them.
- In a few cases black people were actually sold into slavery in Britain, and some owners treated their servants as enslaved people, even though it was illegal
- Most black people appear to have lived ordinary lives and worked alongside white maids, washerwomen, labourers, cooks and sailors, sharing their lives.

Section M – The Diversity of European Migrants

Italian and German Migrants

- While some Italian immigrants were wealthy, the majority were from poor families living in the villages of southern Italy.
- Extreme poverty and civil war had affected their homeland so badly that thousands migrated to Britain. Here and in other cities, such as Glasgow and London's 'Little Italy', Italians also started up businesses in a new street food - ice cream.
- Some family businesses did extremely well. For these people, Britain's booming industrial economy offered the hope of jobs and survival.
- There were also many German immigrants in the 19th century.
- Britain was at peace and its economy favoured new ideas and enterprise.
- Some Germans also sold food.
- Although Italian, German and other European immigrants did experience some hostility it was not major.

Jewish Migration

During the 19th century the legal status of Jews in Britain steadily improved.

- In 1830 Jews were allowed to trade freely. In 1858 the first Jewish Member of Parliament (MP), Lionel de Rothschild, took his seat in Parliament.
- Numbers increased steadily through natural growth until there were about 65,000 Jews in the UK in 1880. They came because they were subject to violent attacks - pogroms - in what is now Russia, Poland and Ukraine.
- The main source of income was the textile trade. Jewish tailors and seamstresses worked at home or in the East End's many sweatshops.
- Anti-Semitism was on the rise by the end of the 19th century in the climate of pseudo-scientific racism that claimed some 'races' were inferior to others.

Section N –Asian and African Migrants

- After 1757, when the East India Company took control of most of India, its shipping fleet dominated trade between Asia and Europe.
- Sailing ships brought tea, spices, porcelain and textiles from China, India and Arabia.
- As the demand for these luxuries grew, more workers were needed on the ships.
- **Men were hired to work as seamen in all the ports where the merchant fleet stopped and 'coloured seamen' (the description used at the time) formed a large part of many crews. They were known as Lascars.**
- Lascars continued to be hired in large numbers and were the majority on many ships.
- Captains often preferred 'coloured seamen' because they could pay them less, were more comfortable in hotter climates and, if they were Muslim, did not drink alcohol.

For the Lascars who settled in British ports, life was initially very hard.

- They were single men far from home, unemployed for long periods and in extreme poverty. Most lived in lodging houses.
- **Merchant Shipping Acts ensured that they were discriminated against with lower pay, worse conditions and harsher treatment than white seamen.**
- On land, many were forced by poverty into begging and often had trouble with the police.
- In Britain, however, they were portrayed in the media as inferior, 'exotic' and even sinister and threatening.
- In spite of the difficulties, many immigrants survived and went on to put down roots. Some married local women.

Section O – The experiences of African Migrants

- Some came with their owners from North America and the West Indies, brought to work as servants to the household.
- Most arrived as servants and lived in Britain in similar conditions to other servants.
- A few achieved social status. They included Ignatius Sancho, who composed classical music, owned property and had the right to vote. There were also Africans from high class families sent here for education.
- A few were brought here to be sold on the quaysides and in the coffee houses of slave ports such as Bristol and Liverpool. We know this from posters advertising the sales. This was in spite of the fact the slavery was unlawful in Britain.

Section P – Irish Migration

Why the Irish Migrated?

- Thousands of families left Ireland in the 19th century because of rising rents and prices, bad landlords, poor harvests, and a lack of jobs.
- The Great Famine in the 1840s - a result of the potato disease that killed the crop most Irish depended on to survive - caused a million to leave Ireland, with many going to Britain and the USA.
- Many families arrived in a poor state - hungry, weak and sick - and found themselves living in overcrowded, unhealthy 'court dwellings'.
- Death rates were high. However, conditions were much the same for the English working classes at that time.

The experience of Irish immigrants

- Many Irish families joined equally poor migrants from all over Britain, working in harsh conditions in the textile factories
- Another common employment for Irish men was to work as 'navvies', digging the earth to build canals, roads, railways and docks.
- The very hard life experienced by hundreds of thousands of poor Irish migrants was made far worse by extreme racism.

Other reasons for divisions between English and Irish workers included:

- politics, because many Irish migrants supported the idea of Home Rule (Ireland should have its own government)
- pay, because many English workers felt that the Irish were undercutting their wages by accepting lower pay
- religion, because most Irish immigrants were Catholic, while most English and Scottish were Protestant

Section Q – Refugees and Enemy Aliens	Section R – Early Commonwealth migration	Section S - Late Commonwealth Migration	Section T – Economic Migrants, Refugees and Asylum Seekers
Throughout most of this period there were ever tighter controls on immigration. • 1905 Aliens Act - Immigrants were allowed entry only if they had enough money to support themselves and a job to go to. Refugees were still allowed entry. • 1914 Status of Aliens Act - 'Aliens') had to register with the police and could be deported. • 1919 Alien Registration Act – Only certain jobs were open to migrants • 1925 Coloured Alien Seaman Order - This established a 'colour bar' on merchant shipping jobs. Meaning skin colour could affect the jobs you could get. • **1905 to 1918** • World War One brought a sharp rise in nationalism and violence directed against German and Austrian residents. **1919-1939** • At the end of World War One, soldiers returning to the port cities from the horrors of war were in conflict with Asian, Arab, West Indian and African seamen. • There was high unemployment and low immigration as immigration laws and restrictions on merchant seamen were tightened. • In 1938 and 1939, around 10,000 Jewish children came to safety in Britain from Germany, Austria and Czechoslovakia in what is known as the Kindertransport. Many parents had to remain behind and died during the Holocaust **1939-1947** • During World War Two, 'enemy aliens', including Germans and many members of the large Italian community, were again imprisoned. • During World War Two large numbers of colonial troops fought for Britain.	The 1948 British Nationality Act said that all Commonwealth citizens could have British passports and work in the UK. **Why did people from the Empire move to the UK?** • the UK had a severe labour shortage after World War Two, large areas of the main cities had been destroyed by aerial bombing and a programme of rebuilding began, needing workers • the British government actively invited people from the Commonwealth to come and work • the economy of the Caribbean islands, seriously underdeveloped by Britain, was in crisis with high levels of unemployment • the violent partition of India and Pakistan and the civil war in Cyprus caused many to escape and seek a better life in the UK • many had previously been stationed in the UK as members of the armed forces during the war and had had good experiences • Some experienced frequent racial discrimination and violence; landlords would refuse to let rooms to black and Irish tenants; **Why were their rising tensions?** • As the UK economy picked up and then boomed in the late 1950s and 1960s, migrants from India, East and West Pakistan, Nigeria, Ghana, Cyprus • The 1962 Commonwealth Immigrants Act, - aimed to restrict numbers, set up a voucher system for those entering the UK to work. • Men realised that they may not be readmitted if they left the UK, they brought their families to join them and decided to settle permanently in the UK instead. • The 1968 Commonwealth Immigrants Act restricted entry only to those with a father or grandfather born in the UK. • Immigrants were met with hostility from sections of the press and protests organised by anti-immigration groups.	**Responses, riots and protests** • In the late 1970s, various organisations such as the Anti-Nazi League and the Anti Racist Alliance built alliances of individuals and organisations against the rise of the National Front. • From the 1960s onwards, relations between the police and many black people, especially youth, deteriorated. • Asian youth movements responded to racist murders in the late 1970s by confronting both the National Front and the police. • In 1980, 1981, 1985 and 2011 problems between young people (black and white) and police erupted into violence in Bristol, London, Liverpool, Manchester, Bradford and other cities. • An enquiry by Lord Scarman into the events in Brixton in 1981 blamed housing and social conditions as well as police stop and search tactics. **Integration and cultural diversity** Since the 1940s, immigrants and their descendants have integrated into communities across the UK. • Although inequalities in employment still exist today and disproportionately large numbers of adults from ethnic minorities are unemployed or in low paid jobs, most occupations are far more culturally diverse than they have been in the past. • Whilst black children were underachieving the most in schools at the end of the 20th century, by 2013 white working-class children were the lowest achievers according to Ofsted annual reports. • a 2014 report concluded that most people are positive about British society and their own cultural identity.	**European Union** The UK's membership of the European Union (EU) meant that it was signed up to the 'free movement of workers.' • During the early 2000s when Britain's economy was booming, hundreds of thousands of people from all over Europe came to work here, mainly in service industries. • Although very large numbers of British people also migrated to other EU countries, the number of people coming in became greater than the number leaving. **Refugees and asylum seekers** • This period saw an acute rise in the number of refugees and displaced people in the world, as a result of regional and civil wars. • While many asylum seekers made their way to Britain, increasingly strict asylum and immigration laws made it more and more difficult to live here as an asylum seeker and to achieve refugee status. There are a number of laws about Asylum Seekers • 1933 Asylum and Immigration Appeals Act – Restricted who could be accepted as refugees. • 1996 Asylum and Immigration Act – People who employed asylum seekers without a permit would be breaking the law. • 1999 Immigration and Asylum Act – Asylum seekers were to receive food vouchers rather than welfare payments • 2002 Nationality, Immigration and Asylum Act – People wanting to be citizens had to pass a 'Living in the United Kingdom' test Some examples: • Asians expelled from Kenya and Uganda in 1968 and 1972. • Iranians following the 1979 Revolution.

History	Early America	Cycle 1	Year 11

Section A - American Expansion

Indians in the East

- In 1783 230 million acres of Indian land was given by the British to the USA after the war of independence. The Indians were angry.
- Frontiersmen were people who set up farms on Indian land. There were many conflicts between the frontiersmen and the Indians. The frontiersmen asked for government help.
- 1789 President George Washington began to persecute the Indians who he feared would attack the USA repeatedly.
- Indians were repeatedly defeated in battles by the USA.
- By 1837 former Indian land in Ohio, Indiana, Illinois and Michigan, Kentucky, Tennessee, Mississippi and Alabama had joined the USA as States.

Land

Land and Democracy

- Belief that owning land made you responsible. If you had land you could be trusted to vote.
- Lots of people therefore wanted to own land. President Thomas Jefferson sold land quickly between 1801-1809. Much of this was too expensive for ordinary Americans.
- Thousands of white Americans did their best to gain land.

Land and Profit

- Land was expensive. This meant rich Americans bought up lots of land. Known as *Speculators*.
- Speculators bought the land hoping it's value would rise. In the future they could sell it for profit. In the mean time they rented it to farmers for a high price.
- This made ordinary farmers angry – they could not afford to own the land and had to pay the wealthy landowners

Land and Trade

- The USA relied on trade. They traded with the other nations that had land on the American continent e.g. France
- 1803 Jefferson bought the French territory Louisiana. The Louisiana Purchase only cost $15 million but added 530 million acres to the USA.

Lewis and Clark

- 1804 Told to explore the Louisiana purchase by the President
- Guided through Indian land by Indian guide Sacagawea
- Led to expansion of fur trade through the new territory

Section B - Cotton Plantations and Slavery

Divisions over Slavery

- Slavery and the cotton trade expanded rapidly between 1789 and 1838 as America grew.
- Many Northern States disagreed with slavery.
- Some thought it was morally wrong, but most opposed slavery because they thought it was inefficient for big business.
- Southerners disagreed. They saw it as vital for their economy because they didn't have to pay their work force. Some thought God had made black people to serve whites so it couldn't be morally wrong.
- The US government compromised. Slavery was banned in Northern States and Territories and permitted in Southern States and Territories.
- The led to a huge expansion of Cotton Plantations and Slavery in the Southern States and Territories. Slaves who had been in the North were sold to these Southern plantation owners.
- Some people began to kidnap free blacks in the North and take them South because so much profit could be made.

The Cotton Kingdom

- 1793 invention of the cotton gin. Machine that meant cotton could be processed more quickly and grown in more places across the USA.
- Required many slaves to work it. Therefore the cotton gin caused expansion in slavery and the cotton trade.
- New states from the Louisiana purchase became known as the *Cotton Kingdom*: Louisiana, Alabama, Mississippi, Georgia and the Carolinas.
- Huge sales of cotton in New Orleans (city in Louisiana). New Orleans 4th biggest US city by 1819.
- Connected to the rest of the US by rail and ships.
- Big sales of slaves within New Orleans auction houses.

Missouri Compromise:

- Any new states created North of this line would not allow slavery.
- If states were added to the USA they'd be added in pairs: one slave, one free, to keep a balance.

Section C - Growing problems with Slavery

Revolts

- 1811 slave rebellion in New Orleans
- Slaves marched through plantations attacking whites. Leader Charles Deslondes.
- Rebels caught and executed.
- Northerners said this showed slavery was outdated. Southerners feared further revolts.

Abolitionists

- People who wanted to end slavery
- Grew in number 1789-1838. But divided.
- Some abolitionists thought slavery was morally wrong. Some that it was outdated.
- Some abolitions wanted to send slaves back to Africa. Some wanted to provoke further revolts in the south (David Walker).

Dependence on Slavery

- The Southern economy relied on slavery
- Only 25% of southerners owned slaves.
- Others depended on slavery – working at auctions, or as overseers on plantations.
- Children of slaves were automatically slaves.
- This meant many of slaves sold were young.
- The North also benefitted from slavery – southern cotton used in northern factories.
- Northern land speculators sold land to plantation owners which made them profit.
- 1829 Andrew Jackson elected.
- Jackson was a southerner supporting slavery
- He helped slavery expand further, letting banks give larger loans to plantation owners.

Section D - Removing Indians 1830-1838

- Indian tribes living in the Northwest and Southwest Territories were being overrun by new settlers from the USA.
- Some fought against these changes - Creek Indians forced to give away 23 million acres of land in 1814.

Five Civilised Tribes 1820-1830

Cherokee, Creeks, Choctaws, Chickasaws and Seminoles – The civilised tribes

- These tribes accepted US way of life
- Tried to read and write like the Americans
- Tried to model their government and economy on the Americans.
- Opened American schools and churches.

The Indian Removal Act 1830

- President Jackson persuaded congress to pass the act. Lands to the West of the USA were set aside for Indians. The land left would be settled by whites + slavers.
- Supposed to be voluntary but tribes like Choctaws and Creeks were pressured to leave and forced over the Mississippi river.

Indian Reactions:

Cherokee

- Took state of Georgia to court over removing them. Judge ruled in their favour.
- BUT Judge also ruled Indians had to follow the US gov. as were dependent on them.
- 1835 signed treaty agreeing to move.
- BUT 15,000 Cherokee rejected it as a fraud
- Majority of Cherokee stayed.
- 1838 7000 US troops arrived to move Cherokee into concentration camps.
- Winter 1838 Cherokee forced to march west by the army. 5000 died of cold, hunger + disease – Known as 'Trail of Tears'.

Seminoles and Creeks

- Seminoles fought + beat the USA from 1835-1842. Couldn't stop them being moved.
- Creeks raided settlers in Alabama. By 1836 the US gov. had forced the Creeks west.

History	The West	Cycle 1	Year 11

Section E - The Plains Indians

The Plains
- Lands West of the Mississippi river known as the Great Plains.
- Seen as a desert by Americans before 1840 – few trees, little water and miles of open grassland.
- Huge numbers of Buffalo grazing the Plains

Indian Nations on the Plains

The Apache
- Lived on the Southwest Plains. Hunted Buffalo and traded it's meant to survive in Winter.
- Nomadic (moved around). Used horses and guns traded with the Spanish.
- Their Warriors were feared. Raided other Indians.

The Cheyenne
- Farmed as well as hunted. Traded with the Apache.
- War with other tribes over hunting grounds.

The Lakota Sioux

Had lived near the Great Lakes at the Northern edge of the Plains. Indian expulsion from the West led to these land becoming crowded. By 1830 the whole of the Lakota Sioux had migrated to the Great Plains.
- ***Hunting:***
  - Relied on the Buffalo. Hunted with guns and horses.
  - Buffalo at centre of culture. Used for food, clothing and shelter. Buffalo hunts were big events.
- ***Homes and Family:***
  - Lived in Tipis made from Buffalo hides. These could be moved – central to nomadic culture.
  - Tipis could withstand the strong winds of the Plains.
  - Men were hunters, women were mothers and cooks, children trained as warriors, old respected for wisdom (until too weak – then left to die).
- ***Beliefs:***
  - Earth was sacred – the great spirit Wakan Tanka
  - Everything in nature had a living spirit.
  - No-one could own the land.
- ***Leadership + Warfare:***
  - No single leader of tribes. Made it difficult for US government to make reliable treaties with them.
  - Warrior Culture – boys trained as soldiers. Dominant tribe on the Plains by 1839.

Section F - The Early Migrants

Why did People Migrate?
1. **Downturn in US economy.** Banks collapsed wages were cut. People thought they could build a better life in the new land in the West.
2. Reports and adverts from California and Oregon in the far West were of **rich farm land**. This would be good to settle on + make money from.
3. 1841 **Pre-Emption Act**. If you built house and cleared trees on land you'd get the first opportunity to buy it. Favoured individuals over businesses or speculators.
4. **'Manifest Destiny'** from 1845. Idea that it was God's plan for white Americans to settle the continent.
5. By 1840 **Mountain Men** (earliest migrants) had **mapped routes** to Oregon and California. People felt less scared about making the journey West.

The Journey
- Very long journey -2400 miles. Took around 8 months.
- Mixture of Americans, Scandinavians, Germans + Irish.

1. Started by **stocking up on supplies**. Waited until the Spring and began journeys West.
2. Crossed the **Great Plains.** Hazards included Buffalo, baking sun, lack f water + swollen rivers. Sometimes disrupted Indians and were attacked.
3. Passing the **Rocky Mountains.** Difficult to move possessions and wagons. Many accidents. Disease like cholera rife. Snow could trap migrants + they'd starve.
4. To California migrants crossed the desert and the Sierra Nevada mountains. To Oregon they crossed the Blue Mountains. Occasionally helped by Indians.

Impact on the Native Americans
- Initially positive relationships. Indians sometimes acted as guides and helped migrants. Sometimes traded.
- Large numbers of migrants then caused tensions.
- Disagreements between the Indian tribes over the rights of migrants on their land.
- 1851 Fort Laramie Treaty allowed USA to build forts in exchange for compensation to Indians for loss of hunting grounds.
- 1855 Yakima Indians agreed to allow US migrants to settle in Oregon. This happened too quickly and violence broke out between Indians and settlers.

Section G - The Mormons

Mormon Beliefs
- Followed the teaching of Joseph Smith and 'The Book of Mormon' from 1830.
- 1830s large number of followers. Poorer people liked their belief in shared ownership of land
- Believed in abolition of slavery and polygamy (men having more than 1 wife)

These view made them unpopular with Americans

Persecution
- Tried to settle in Nauvoo Illinois 1838. Settlement attacked and Joseph Smith murdered.
- Brigham Young (new leader) led the Mormons west to escape persecution. They walked 1300 miles.
- Arrived at The Great Salt Lake and founded a city there in 1847. By 1852 it had 10,000 inhabitants.

The Mormons in Utah
- Salt Lake City was set up in Utah by Young.
- The Mormon Church owned all the land + distributed it to people according to their need.
- Young found it easy to direct people – Mormon settlers saw him as a messenger from God.
- Young had to set up methods of irrigation to ensure there was enough water for farming and survival. By 1850 it was a successful and thriving city

Conflict
- 1850 Young applies for Utah to become a State.
- USA feared the Mormon practises spreading so only allowed Utah to become a territory.
- This meant it had to follow US laws.
- Young ignored this and allowed practises like polygamy to continue.
- By 1857 US troops were sent to force Utah to follow US laws. Utah was forced to follow US laws.

Section H - Gold Miners

The California Gold Rush 1848-49
- Gold discovered in the Sierra Nevada Mountains in January 1848.
- Gold miners arrived from San Francisco by May.
- By December President Polk had confirmed reports of Gold in California to Americans in the East, this sparked frenzy.
- 50,000 American men travelled to California in 1849. Also from China, Mexico and Europe.
- People exploited the miners. They sold them equipment at high prices.
- Levi Strauss began his 'Levis' jeans business this way.

Impact: By 1852 surface Gold had gone.
- ❑ Big companies took control of mines.
- ❑ Men who'd aimed to 'get rich quick' now worked for low wages mining quartz for big companies.
- ❑ Many returned home dejected. Others stayed.
- ❑ Gold rush caused huge migration. Allowed California to become a state in 1850.
- ❑ San Francisco became one of the USA's most important cities and increased demand for rail.
- ❑ Indians were persecuted.. Some Indians were even sold as slaves in California.
- ❑ Land was devastated. Increased flooding and damage to wildlife. This harmed the Indians, impacted their spaces to live and hunt.

The Pikes Peak Gold Rush 1858-58
- Gold Discovery at Pikes Peak, Kansas in 1858.
- 100,000 people travelled across the plains to Kansas in 1859. Helped as rail lines made the journey shorter than to California (600 miles compared to 2400)
- Town Boosters encouraged people to come. They lied about the ease of the routes.
- Increased people settling on the Plains as opposed to just passing through them.
- Increased competition for Land with Plains Indians like the Cheyenne. Increased White beliefs in removing the Indians.

History	America (Moving to the West)	Cycle 1	Year 11

Section A – Railroads, and the growth of the Cattle Industry

- Abraham Lincoln approved the Pacific Railroad Act in 1862. It promised to provide money to companies willing to build a railroad connecting the East and West of the country.
- The Union Pacific company built East to West and the Central Pacific company built West to East.
- The line was completed in 1869, by which time both companies owned more land than the state of Texas
- **Impact of the Railroad:**

Railroad companies and investors: Railroads made these companies and people were associated with them very wealthy
Impact on Indians: The railroads cut through Indian lands and disrupted the buffalo hunting grounds. The also encouraged more settlers and cattle ranchers on Indian lands on the Plains
Impact on workers: Thousand of workers were needed to build the lines. Over 12,000 workers were Chinese immigrants (people coming to the USA from China). They received little pay and worked in dangerous conditions.
Impact on the USA: New towns were created on railroad lines. Many of these were violent, drunken and unruly. However, towns soon grew and law and order improved.

Cattle Industry

- After the Civil War many soldiers returned to find their cattle stocks had grown
- People began to move cattle to the railroads to make money selling it to cities or Indian Agents
- Taking cattle over the Plains to be sold become known as the long drive.
- The long drives caused conflicts with Indian tribes whose hunting grounds were disrupted by the cattlemen.

Section C – Living and Farming on the Plains

Why did people move to the Plains:

- The Homestead Act offered people 160 acres of land free for five years.
- The 1860s were an unusually good year for rain on the Plains
- New technology allowed water to be extracted from the ground more easily
- A banking crisis in the 1870s meant that many people were looking for work
- Railroads allowed people to sell farmed goods to the cities
- Ex-slaves could buy land and escape from the south
- Railroad companies advertised the Plains as a great place to farm
- Cheap land could be bought on the Plains

Homesteaders faced difficulties

- The Plains were a long way from big towns it was difficult to get supplies
- Building houses was difficult
- Lack of wood meant they were cold in the winter
- A lack of clean water led to diseases like Cholera and Typhoid
- People became lonely and isolated

Problems with farming on the Plains:

- The Plains were very open. This meant harsh wind could destroy crops
- Ploughing the land was hard as it had never been farmed before
- Buffalo and wild cattle would trample across farmland and ruin a year's crop

Section D– Indian Wars

Growing tensions

- By the 1860s, the Plains were viewed as potentially useable land for white settlement
- The Transcontinental railroad disrupted Indian hunting grounds and led to growing tensions
- The settlement of Colorado and the Plains after Pike's Peak Gold rush led to conflict over land and resources
- The government began a policy of moving Indians onto reservations so they would not interfere with white settlement

Little Crow's War: Causes

- Little Crow (Chief on the Santee Sioux) had signed a reservation agreement in 1861 in return for supplies from the US government
- When the Santee were starving in 1862, the reservation agent refused to open up the emergency stores.

Red Clouds' War: Causes

- In 1851, the Sioux had signed a treaty with the US government who promised to respect Sioux lands.
- In 1862, gold was discovered on the Sioux reservation and miners began pouring along the Bozeman trail (a mining trail)
- Red Cloud of the Lakota Sioux led attacks against some of these miners
- The US government began setting up army forts on Sioux land

The Great Sioux War: Causes

- Gold was discovered in the Black Hills of Dakota (on Sioux Lands) in 1874.
- The government tried to buy the Black Hills from the Sioux but they were sacred lands and they did not want to sell them
- The US government ordered all Sioux Indians to come back from their hunting grounds by Jan 1876
- By spring, a band led by Sitting Bull (a powerful chief) had not returned so an army was sent to bring them back.

Section B – Cow Towns and Cattle Ranches

Cow Towns

- Located on railroad lines. They became places where cattle were brought and sold. One of the first was Abilene (in Kansas).
- Cowboys could rest and spend their wages in Cow Towns
- Early cow towns were violent and drunken places but by the 1870s many of them had developed their own laws and hired sheriffs (police)

Cattle Ranches

- Located on the Plains. They were set up so that cattle did not have to be driven all the way from Texas.
- Cattle ranches needed a lot of grass and water. Overgrazing was a big problem.

Section B – Solutions to the Problems faced by Homesteaders

- Farmers grouped together to build schools and churches. Small stores opened and communities began to form
- Wind pumps were used to harness the prairie wind. They could be drilled into the ground and draw up clean water from deep down.
- Farmers learned dry farming techniques
- Barbed-wire fencing was a cheap and easy way to enclose a large area of land
- Settlers shared crops if one family was unable to plant in time for the spring
- Homesteaders often worked together to plant crops – it was better to have one working farm then 3 or 4 failing ones

History	Civil War	Cycle 1	Year 11

Section E - The Causes of the Civil War 1850-1861

Differences between North and South:
- North: modern capitalist economy. Farming mixed with factories and business. Employees paid. Believed Slavery unfair as it gave Southern business an advantage.
- South: Plantation slave economy. Agriculture + little industry. Slaves not paid when producing cotton. Believed slavery was natural – working class in North were 'basically wage slaves' anyway.
- BUT – North relied on slavery too – they bought Southern cotton for their factories!

Abolitionism
- Abolitionists had grown in number by 1850.
- This was mainly a Northern movement
- Popular 'The Liberator' abolitionist newspaper
- Escaped slaves – Frederick Douglass – gave anti-slavery lectures in North.
- Harriett Tubman and Douglass helped slaves escape + smuggled them North – 'Underground Railroad'

Compromises:
- **1820 Missouri Compromise** had stopped slavery in new Northern Sates, but allowed it new Southern states. States added in pairs.
- **1850 Clays Compromise:** New territories like Utah and Mexico vote whether to have slavery or not.
- **1854 Kansas-Nebraska Act:** Two new territories were in the North – shouldn't be allowed slavery according to Missouri Compromise.
- Kansas and Nebraska given right to vote on whether to have slavery or not… even though they were Northern. Scared Northerners- slavery spreading!

Democratic and Republican Parties:
- **Democrats** – Southern, supported spread of slavery
- **Republicans** – Opposed spread of slavery. Created in 1854 in opposition to Kansas-Nebraska.
- Republican Abraham Lincoln won Presidential election in 1860. South feared this would end slavery. They believed states had right to choose.
- South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas seceded from the USA in 1861. Created a new country – The Confederacy.

Section F - African-American Experience of War 1861-1865

Outbreak of War:
- Lincoln declared it was illegal to leave the USA.
- Southern troops attacked Fort Sumter in April 1861 – a Northern Base. This sparked Civil War.

Lives of African Americans at Outbreak:
- North: No equality in jobs. Poorer housing. Segregated schools. Segregation and racism from whites.
- South: No jobs, just slaves. Poor living conditions on plantations. Illegal to learn to read/write. Slaves were property not people. Faced brutal violence.

Limited War 1861-62: Lincoln's initial aim was not to end slavery. He simply wanted to reunify the USA

Black Experience in the North:
- Blacks volunteered for the army. Denied access as Lincoln worried about Northern racist attitudes.
- Blacks were freed as the Northerners moved South. Some Northern Blacks helped these people access education and healthcare (Harriet Tubman)

Black Experience in the South:
- Some slaves forced to work for (but not fight in) the Confederate army. Mainly out of fear. As slaves came under Northern army control they often did similar work for them
- Lincoln called them 'Contraband of War' as they were technically property. They couldn't fight (at first).
- Some Generals from 1862 allowed former slaves to fight for them. Lincoln reluctantly allowed this.
- 1862 Sea Islands. Freed slaves allowed to keep the former plantation land and farm on it.

Total War 1863-65: 1863 Lincoln declared the Emancipation proclamation: If North won war, slavery would be abolished.

Black Experience in the North:
- 1863 – First Official Black regiment in North.
- Not given equal roles – menial jobs, couldn't be officers
- More job opportunities as whites were at war
- BUT some working class whites attacked blacks in NYC 1863 as they hated having to fight for black freedom.

Black Experience in the South
- Ex-slaves became important in Union army.
- General Sherman ensured slaves got decent provisions.
- Increase education of ex-slaves - 200,000 literate by 1865
- Some exploited by Northern investors (still picking cotton)

Section G - Reconstruction 1865-1870

The end of the Civil War:
- **Jan 1865 – Congress passes 13th Amendment**. Slavery is abolished in the USA
- April 1865 – Confederacy Surrender. 1 week later Lincoln is assassinated. Johnson becomes President

Presidential Reconstruction 1865:
- Reconstruction – *The rebuilding of the USA after the conflict of the civil war.*
- President Johnson's reconstruction actions were unpopular amongst the Northerners:
  - ❑ Allowed confederate states to re-join immediately
  - ❑ Didn't punish ordinary confederate soldiers, only the powerful plantation owners
  - ❑ Allowed Southern States to re-establish their governments (believed in state's rights)
  - ❑ Returned land taken by former slaves back to whites (including the Sea Islands)
- This process allowed many Southern States to segregate against black using new laws – Black Codes. Not slavery but for many it was similar.

Radical Reconstruction 1866-70:
- Radicals – Anti-slave republicans who had control of congress e.g. Thaddeus Stevens.
- Believed South should be ruled like territories, states rights limited and black rights protected.

Timeline of Radicals Achievements:

Feb 1866 – Freedman's Bureau (gave land out to ex-slaves and helped educate them)
March 1866 – Civil rights Bill (now a crime to deprive anyone of their civil rights – even blacks)
June 1866 – 14th Amendment (everyone in USA was a citizen regardless of their race)
November 1866 – Radical Congress Majority increased
March – June 1867: 1) South divided into Military Districts (southern govs removed) **2)** Anyone who fought against the North banned from voting.
1868 –Radical President Grant elected
Feb 1870 – 15th Amendment passed. All citizens regardless of race have the right to vote.
1870 – 2000 black Americans in political positions.
REMEMBER – These changes DID NOT LAST

Section H - Reconstruction 1870-1877

Southern Resistance to Radicals:
- Many white southerners hated radical reconstruction. They opposed it.
- They hated 'Scallawags' – southerners who foolishly sympathised with radicals.
- Thought 'Carpetbaggers' were exploiting the South. These were Northern Men who bought plantation land and sold it for quick profit – driving the South into debt.
- Feared the 14th amendment. Against illiterate black voters. (though most blacks were too poor to vote anyway).
- KKK and White League targeted blacks . They intimidated them to stop voting.

Radical Weaknesses:
- Lower numbers of black voters (due to KKK) weakened the radicals.
- Many key radicals died (Stevens in 1868)
- Economic downturn – Freedman's Bureau shut down for lack of funds 1872
- Many former slaves 'sharecropping' with wasn't slavery but still exploited blacks.

Supreme Court Rulings:
- 1873 Ruled blacks had to be treated equally on a national level, but not in states. Southern States started segregation again.
- 1875: National Gov. not permitted to intervene if blacks were stopped from voting – this was matter for the states.
- 1887 – Northern Soldiers left the south – Blacks left to fend for themselves.

History	Nazi Rule 1933-1936	Cycle 1	Year 11

Section A

		Hitler consolidates power
1933	Jan	Hitler made Chancellor
	27th Feb	Reichstag Fire Hitler granted 'emergency powers' to arrest without trial
	5th March	New elections. Nazi best ever result (44%)
	24th March	Enabling Act – Hitler can now pass laws without Reichstag
	May	Trade Unions taken over
	June	'Concordat' signed with Catholic Church
	July	All other political parties banned
1934	May	'People's Courts' set up to try 'political crimes'
	29-30th June	Night of the Long Knives – attack on SA
	August	Death of Hindenburg, army oath of loyalty. Hitler now '**Fuhrer'**

Section B

Nazi ideas: Key words	
Aryan	German 'master race'; non-Jews of 'pure' German origin
Anti-semitism	Hatred of Jews
Fuhrerprincip	The idea that Hitler has ultimate authority in Germany; everyone should be obedient to him
Gleich--schaltung	Co-ordination or 'bringing into line'. The Nazi policy of controlling everything in society
Lebensraum	'Living Space'. The Nazis believed this should come from invading eastern Europe. Later it justified exterminating the non-Aryans there.

Nazi Police State:

- The SS - Hitler's personal bodyguards
- Gestapo – secret police
- Police and Courts – loyal to Nazis
- Concentration camps –anyone who criticised the Nazis
- Local Wardens – reported to Gestapo

Section C – Steps to Power

1) People likely to vote for Hitler were farmers, wealthy businessmen, Nationalists and Middle Class, attracted by his anti communist and anti Semitic messages
2) SA are used to intimidate opponents and persuade people to vote for Hitler at ballot box
3) In 1928 the Nazi party only had 12 seats in the Reichstag by 1932 this had increased to 230 seats
4) German people were angry about the Versailles Treaty and the consequences of the Economic depression of 1929, German businesses were bankrupt and unemployment was high
5) The Weimar Government struggled to deal with problems, several chancellors resigned
6) Hoping Hitler could unite the government, Von Papen and Hindenburg used Emergency Powers to offer him the role of Chancellor in January 1933
7) The Reichstag Fire, 27 February gave Hitler an opportunity to blame the Communists and create more fear, Hindenburg was persuaded to pass the Reichstag Emergency Decrees
8) The Enabling Act followed in March 1933, allowing Hitler to pass laws without having to appeal to the Reichstag, destroying the democratic process 444 to 94
9) Hitler uses powers to ban political parties and Trade Unions

Section D – Propaganda

- 13 March 1933, Ministry of Public Enlightenment and Propaganda created, designed to spread the Nazi message and crush opposition
- Joseph Goebbels in charge of propaganda
- Propaganda includes Newspapers, Radio, Rallies, Posters, Sports events, Film
- By 1939 the Nazi's owned 2/3rds of all German newspapers
- All Journalists forced to join the Reich Association of Press, and were instructed what they could print (censorship)
- By 1934 all radio stations became part of Reich Radio Company
- Radios played traditional folk music, or Classics such as Wagner
- By 1939 70% of Germans had a radio in their home called Peoples Receivers
- Rallies would be mass gatherings which included speeches, choruses, marches, parades to emphasis glory and strength
- For the 1934 rally, 500 trains carried 250,000 people
- Posters would use symbolism to emphasis important messages to the key groups of people such was women, workers, young
- Posters would also be used to reinforce Jewish stereotypes
- Sporting events such as the 1936 Olympics would be used to demonstrate the strength and superiority of the Aryan Race
- In 1934, The Reich Cinema Law made it compulsory that all scripts were censored
- Films were used to reinforce Nazi messages through drama or romance

Section B – (Continued) Key People

- Joseph Goebbels – Head of Propaganda, would also be involved in economic policies
- Wilhelm Frick – Minister for the Interior, overall responsibility for most aspects of life in German Society
- Ernst Rohm – Leader of the SA, Hitler's private army
- Hermann Goring – Leader of the Gestapo
- Rudolph Hess – Deputy Leader of the Nazi Party
- Heinrich Himmler – Leader of the SS, Hitler's elite guard
- Non Nazi's
- President Von Hindenburg – President of the Weimar Republic, had special emergency powers, under Article 48, to pass laws to protect the German nation, but could also dismiss or appoint Chancellors
- Von Papen – Member of the Social Democrat Party and previous Chancellor of Germany.

History	Nazi Rule 1936 - 1945	Cycle 1	Year 11

Section E

Opposition to the Nazis

Church	• **Catholic Church** agreed to stay out of Nazi affairs in the 'Concordat' 1933. Nazis promised in return to leave Catholics and Catholic schools/youth groups alone • BUT Catholic youth groups stopped by 1936 and Catholic schools forced to close by 1939 • Many Catholic bishops harassed; 3 bishops executed for distributing von Galen's sermons to soldiers [see below] • **Protestant Churches** combined in Nazi Reich Church - had to swear and oath of loyalty to Hitler • BUT 6000 pastors left to form their own 'Confessional Church' • ***Neither Catholic NOR Protestant Churches ever criticised Kristallnacht***
Young people	**Edelweiss Pirates**: not united group but a few hundred in each big city. Aimed to avoid joining Hitler Youth and have fun. Hiking, singing anti-Nazi songs, drinking and having sex. One HJ leader killed 1944 by Edelweiss Pirates so some members hanged in revenge **White Rose Group**: students at Munich University led by Hans and Sophie Scholl. Spread anti-Nazi messages, criticised Nazi treatment of Jews, during WW2 (1942-43). Hans and Sophie arrested and executed 1943.
Army	Failed bomb plot (Operation Valkyrie) 1944 led by **von Stauffenberg**. Bomb did not kill Hitler, and the take over of Berlin was not properly organised. Von Stauffenberg and main plotters quickly **executed**. 5000 other Nazi opponents also killed in revenge.
Political opponents	**Communists, Social Democrats, Trade Unions**. Wanted to restore democracy, free speech and workers' rights. **All banned by 1933** BUT still secretly organised strikes, (400 between 1933-35) published leaflets, held meetings and wrote anti-Nazi graffiti. Thousands arrested and put in concentration camps, some beaten up, tortured or killed. Continued harassment from the Gestapo (2/3 of all Communist members were arrested) meant these groups were **not a serious threat after 1935**.

Church Opposition: key individuals

Von Galen	Catholic bishop who started criticising the Nazis in 1934. IN 1943 revealed that Nazis were secretly killing mentally and physically handicapped people. Nazis saw him as 'too popular to punish BUT his campaign made Nazis stop their euthanasia programme.
Dietrich Bonhoffer	Formed the Confessional Church with **Martin Niemoller**. Said Nazism was anti-Christian. Nazis closed his training college for young ministers. Niemoller put in a concentration camp but survived. Bonhoffer arrested 1943 and executed 1945.

Section F

Outsiders

WHO? Anyone who didn't fit the **Nazi Aryan ideal**: Jews, Gypsies, homosexuals, 'workshy', political opponents (e.g. Communists), people with inherited illnesses, the mentally or physically disabled

1933	• Nazi encouraged boycott of Jewish shops; SA threaten shoppers outside	• Jewish public officials (judges, lawyers and teachers) sacked
1935	• Nuremberg Laws: Jews could not be German citizens; Jews could not marry or have sex with non-Jews	
1938	• Jewish children banned from state schools; Jews not allowed to practice as doctors	• **Kristallnacht** – night of Nazi encouraged violence against Jews. 30,000 Jews arrested.
1939	• Jews not allowed to work as dentists, chemists or nurses. Curfew: to be indoors by 9pm.	• 6 million more Jews come under Nazi control as a result of invading Poland (1939) and Russia (41)
1941	• Nazis decide on 'Final Solution' – Jews must be exterminated to achieve 'Lebensraum'	
1942	• **Wanasee Conference**: Nazi leaders meet to agree on a more 'efficient' way of exterminating Jews	• Six death camps built in Poland to murder Jews on an 'industrial' scale (gas chambers): ***Auschwitz, Treblinka, Sobibor, Belzec, Majdenek, Chelmno***
1945	• 6 million Jews and millions of other outsiders had been killed by the end of WW2	

Section G

Outsiders key words

Concentration Camps	A camp where Nazis imprisoned their opponents. People were forced to work and lived in terrible conditions. Many died there (from disease/starvation) although they were not death camps.
Death Camps	A concentration camp where prisoners are sent to be killed.
Einsatzgruppen	Special groups of SS soldiers who, in WW2, were sent to follow the German army into Poland and Russia. They rounded up and shot all the Jews they could find.
Final Solution	The name for the Nazi plan to exterminate all the Jews in Europe. This idea developed over time but is said to have been planned at the **Wansee Conference - 1942**
Ghetto	A part of a city, usually a slum area, where Jews were forced to live.
Lebensraum	'Living Space'. The Nazis believed the need to achieve 'living space' for German people involved first invading Eastern Europe and then exterminating the people there.
Ubermensch	'Superhuman': Used by the Nazis to describe their 'master race' of Ayrans

History	Nazi Society	Cycle 1	Year 11

Section A - Women's Lives 1933-1939

Jobs:
- All female public service workers (doctors, teachers, civil servants) sacked.
- 1934, around 360,000 women had given up work.
- Numbers of women in university limited to 10% of male intake.

Marriage:
- 1000 mark loan given for marrying Aryan man.
- The more children they had, the less they paid back.
- Contraception banned.
- Loan abolished in 1937.

Children:
- Medals awarded for having lots of children gold for 8 children.
- Compulsory sterilisation for those with inherited disease or 'weaknesses' such as colour blindness.

Propaganda:
- Posters encouraged the idea of the perfect Aryan family.
- Women *encouraged* to wear traditional clothing, NOT to wear trousers or dye their hair OR smoke.
- Slimming *discouraged* – women had to be strong for childbirth.

Success of policies:
- Number of marriages increased slightly 1933-39
- birth rate increased 1933 (15 per thousand) to 1939 (20 per thousand)
- Divorce rate rose after 1938, 'duty year' introduced in 1939

When women were called back to work in 1943…
Only 1 million responded to the call – many had welcomed the initial return to traditional values and domestic life

Section B - Lives 1933-1939

Workers:
DAF:
- Replaced Trade Unions
- Strikes were banned.
- Wages went down and hours went up.
- Unemployment reduced by 96% in 1936.
- BUT Jews and women taken off register.

Public works:
- building autobahns and schools / hospitals
- provided **manual work** for many unemployed young men.

RAD:
- Compulsory **work camps** for 18-25 year olds
- Digging ditches and planting forests.
- Low wages; military style regime.

Military service:
- 1935 2 years compulsory military service for young men

Leisure time:
- **KdF** ('Strength Through Joy')– organised activities (hikes, theatre, sports) after work
- **SdA**: 'Beauty of Labour' aimed to make workplaces more attractive (canteens, toilets).
- Workers might have ***felt*** better off.

'Winterhilfswerk':
- charity drive in winter months 1933-1945 – aimed to ensure 'no-one shall be hungry or cold'
- BUT workers could be sacked/harassed by others for not donating

Section C - Young People's Lives 1933-1939

Schools:
- School textbooks rewritten.
- Non-Nazi teachers sacked.
- Jewish teachers sacked.

Curriculum:
- History: WW1 loss the fault of Jews and Communists. Treaty of Versailles was Diktat.
- Geography: Lebensraum. German empire needed to expand.
- Maths: Maths problem had underlying anti-semitic and pro-Nazi messages.
- Science: Learnt about angles by plotting bomb trajectories.
- Race Studies: All students learned to identify the difference between Aryans and Jews.
- PE: Compulsory to create a fit Aryan race.

Youth groups
- Hitler Youth (HJ) for boys
- League of German Maidens (BDM) for girls.
- HJ activities: hiking, running, jumping, singing, competitive, violent games.
- BDM activities: physical fitness, housework and childcare skills.
- Groups collected money for Nazi charities (like Winterhilfswerk)
- BOTH groups promoted **obedience to Hitler**.
- *Membership* high but *attendance dropped* by late 1930s.
- Made compulsory 1939.

Overall aims:
- Boys to be fit and ready for war
- Girls to be fit and ready for childbirth and motherhood
- Total loyalty to Germany and Hitler through indoctrination.

Section D - Jewish Lives 1933-1939

Undesirables
Anyone who didn't fit the **Nazi Aryan ideal**:
Jews, Gypsies, homosexuals, 'workshy', political opponents (e.g. Communists), people with inherited illnesses, the mentally or physically disabled.

The Nazis used two terms to separate Aryans from non-Aryans:

1. **Ubermenschen:** White, northern Europeans. The Aryan race. 'Super humans'

2. Untermenschen: Jews, Roma, Gypsies, Slavs. Non-Aryan. 'Sub-human'.

1933
- Nazi encouraged boycott of Jewish shops; SA threaten shoppers outside
- Jewish public officials (judges, lawyers and teachers) sacked

1935
- Nuremberg Laws:
- Jews could not be German citizens; Jews could not marry or have sex with non-Jews

1938
- Jewish children banned from state schools; Jews not allowed to practice as doctors
- **Kristallnacht** – night of Nazi encouraged violence against Jews. 30,000 Jews arrested.

1939
- Jews not allowed to work as dentists, chemists or nurses. Curfew: to be indoors by 9pm.
- 6 million more Jews come under Nazi control as a result of invading Poland (1939) and Russia (41)
- **First use of yellow insignia**

History	Germany at War	Cycle 1	Year 11

Section E - Polish Occupation	Section F - Occupation of the Netherlands	Section G – Total War Germany	Section H - Holocaust
Occupation: • Under Lebensraum Nazi leaders believed in was Germanys right to take back Poland after it had been lost to them after WWI • Poland invaded in September 1939, this was the official beginning of WW2 • Nazi leaders split the country into different regions, the largest region was called General Government • The Nazi leaders aim was to 'Germanise' Poland **Removal of Polish Culture**: • Himmler drew up a plan to decide how to occupy countries in Eastern Europe, called the Eastern General Plan. It aimed to remove as many Slavic people as possible and replace them with Germans • From 1940 hundreds of thousands of native polish citizens were replaced with 500,000 'ethnic Germans' • Hans Frank was placed in charge of this process, he aimed to destroy Polish culture • School and universities were closed • 30,000 of most talented Polish people were arrested many tortured and murdered • 1.9 million non Jewish Citizens were murdered • 1.5 million Poles were deported and worked in labour camps • In 1939 the Jewish population of Germany was 3.5 million by the end of the war 3 million had been murdered **Resistance** • The Polish Government which had escaped to London helped to establish the Delegatura, a secret state within Poland • In August 1944, their was an uprising in Warsaw lasting two months. • The Germans eventually took control but ordered the complete destruction of Warsaw and its people	**Occupation** • Begins in 10 May 1940 • Luftwaffe attack the port of Rotterdam, 800 people killed and 25,000 buildings were destroyed • The Dutch government surrendered out of fear of similar loss of life in other cities **Experiences of Occupation** • Civil Servants were allowed to continue to work, although many resigned • Dutch Education was not changed and the Dutch at first co-operated with Germans **Changing Experiences** • February 1941, the first Dutch Jews began to rounded up • Dutch Communists began to go on strike, resulting in violent reaction from German authorities • 1943 107,000 Dutch Jews were deported or sent to concentration camps • 300,000 ex Dutch soldiers were transported to Germany to work in Labour Camps • By 1944 all men between 16-60 had to report for forced labour across Germany **Resistance**: • June 1940, many Dutch wore carnations in support of the exiled royal family • Dutch organised a resistance movement operating in secret, 300,000 people were in hiding • Illegal printing presses were established	**War Economy :** • After invasion of Poland and other Eastern European countries Hitler declared a war economy in December 1939 • All industries would focus on the producing products to support war effort • Military budget rose dramatically • By 1941 55% of German workforce were employed in war related industries • Albert Speer was to be in charge of this and introduced 'Industrial self responsibility' • 1940 10200 aircraft produced by 1944 this had risen to 39,600 • 1940 1600 tanks were produced by 1944 this had risen to 19,000 **Impact of War :** • By Spring 1940 Germany was beginning to experience food shortages • Rationing was introduced • Jews were given much more rationing than Germans • Germans would spend hours queuing for low quality foods • Complaining would be dealt wit5h harshly • Women had a varied experience many leading Nazi still felt their role should be in the home, but as the war progressed some were encouraged to return to work. From 1939 women under 25 were expected to complete 6 months Labour Service before entering full employment • From 28 August 1940 RAF began a bombing campaign against the important German cities • Children were voluntarily evacuated out of the towns and cities • Older children were placed in camps run by the Hitler Youth, this allowed the Nazi to increase their indoctrination programm	**First Solution – Persecution and Emigration** • In German occupied countries the Nazi's would force Jews to leave the country • Jews were beaten and humiliated, their property attacked and belongings looted • He Nazi's created a Central Office for Jewish Emigration **Second Solution – Concentration in Ghettos** • As Germany occupied more countries in the East with higher Jewish populations emigration would become harder to manage • Jews were instead forced into Ghettos, which were enclosed areas in cities were Jews could be isolated • The Warsaw Ghetto hard a 3 metre high wall, and held 445,000 people • Disease and death were common amongst young and elderly **Final Solution – Mass Murder** • Einsatzgruppen, an elite German force carried out mass murders of Jewish communities. They were made up of SS and police • The Einsatzgruppen would follow the German army as they entered new territory • They would round up men, women and children take them to secluded wooded areas. The victims would be forced to dig a large pit, stand at the edge of it and then be shot. • At Chelmo near the Polish town of Lodz, Jews were bing murdered by exhaust fumes in a van, allowing more to be killed at the same time • This idea was expanded on and in 1941 Operation Reinhard allowed the building of extermination or death camps • By 1942, these were built in Belzec, Sobibor, Treblinka and later Austwitz. • Jews were herded into gas chambers under the pretence of having a shower, but then would be murdered with gas – 1.7 million by end of WW2

RE	Christian Beliefs		Year 11

Week	Key Knowledge to learn
1 – Christian beliefs: Nature of God	• Omnipotent – this means that God is all powerful. Nothing is impossible for God. • The creation story shows the power of God as does the story of Noah's flood in the Od Testament where God flooded the earth for 40 days. • Omnibenevolent means all loving, so God is the source of all goodness and love in the world. • "God so loved the world that He have His only son." John 3:16. • The Parable of the Prodigal Son also shows the love of God. A spoiled son was welcomed home by his Father even though he doesn't deserve it. • Just means fair. God provides fair justice for all. • Christians believe that God does not discriminate. • The 10 commandments were rules given by God to Moses to ensure that people lived a good and fair life. • The Parable of the Sheep and Goats teaches that all people will be judged on how they have lived their life • These beliefs influence Christians by: -encouraging them to look after the world as stewards because their all powerful God has created it. -Praying for the sick because they believe a loving and powerful God might provide a cure. -Treating others as they want to be treated with love following the example of God.
2 – Christian Beliefs: The Trinity	• Christianity is monotheistic meaning that they only worship one God. • God's nature is explained through the mystery of the Trinity and its three persons. • The first person of the Trinity is God the Father who is the creator and sustainer of the Universe. • The second person of the Trinity is God the Son. He is the loving nature of God. The son was ever present but became man in the form of Jesus through the incarnation. • The third person is the Holy Spirit which is the presence of the God in the world. It gives them a source of strength in their lives. • During Jesus' baptism a voice from Heaven said, "You are my beloved Son". At the same time the Holy Spirit descended as a dove. All three persons of the Trinity were present at this time. • During baptism Christians are baptised "in the name of the Father and of the Son and of the Holy Spirit."
3 - Christian beliefs: Creation	• God created the universe in six days and rested on the seventh. • God took great care over creating the universe and all life on earth. • God created humans "in his image" to have dominion over the rest of his creatures. • The first humans were Adam and Eve according to the Book of Genesis. • God gave humans dominion over the earth. This means that they were in control of it. • Christian's should act as God's stewards. This means that they must care for and protect the earth. • Christians will care for the environment eg by giving to green charities, using low emission vehicles. • Christians will reflect on the beauty and wonder of nature as a reflection of God's almighty power. • Christians see humankind as a reflection of God so will care about every life and issues like human rights • Quote 1 Omnipotence: 'Great is our Lord and mighty in power.' (Psalm 147:5) • Quote 2 God created the world from nothing in seven days. (Genesis) • Quote 3 Benevolence: 'For God so loved the world that he gave his only Son, so that whoever believes in Him shall not die, but shall have eternal life.' (John 3:16)

Week	Key Knowledge to learn
4 – Christian beliefs: Incarnation	• God became man in the form of Jesus. • Jesus was fully human AND fully God. • Jesus came to free humans from sin and death, this is called atonement. • Jesus came to show people how to live according to God's laws. • The incarnation shows that God loves humanity that he was prepared to become one of us and share our suffering. • The incarnation gives them hope that they can overcome temptation and sin and achieve salvation. • The incarnation means they will obey God's law/believe in Jesus/be active in the Church community, to gain eternal life opened up by Jesus' incarnation. • Quote 1 "Jesus is inseparably true God and true man." (Catechism of the Roman Catholic Church) • Quote 2 "The Word became flesh and lived amongst us." (John 1:14) • Quote 3 "'If anyone acknowledges that Jesus is Son of God, God lives in him and he in God." (1 John 4;15)
5 – Jesus as Son of God	Miracles • A miracle is an extraordinary event that is not explainable by scientific law and is therefore attributed to a God. • Christians believe that Jesus (God incarnate) performed many miracles in his lifetime. • Examples of Jesus' miracles recorded in the Bible include: 1. The Calming of the Storm 2. The healing of the Paralysed Man 3. The raising of Lazarus • For Christians Miracles are a sign that God exists because the miraculous event does not seem to be explainable by scientific law. • For Christians Miracles are a sign of what God is like e.g. all-powerful, caring, all loving and all-knowing. • It gives Christians reassurance that God will be there to help them when they need it. • It teaches Christians how they should act in difficult situations e.g. to help others that are ill. Parables • Jesus' teachings and parables can be found in the New Testament of the Bible in the gospels of Matthew, Mark, Luke and John. • A parable is a simple story used to tell a moral, spiritual or religious lesson. • Examples of Jesus parables are: 1. The Good Samaritan 2. The Rich Fool 3. The Sheep and the Goats.
6 - Christian Beliefs: Crucifixion	• Jesus died on a Friday. • Christians call this day Good Friday. • Crucifixion was a painful death. He was condemned to death by the Roman Governor Pontius Pilate. • One of Jesus own disciples called Judas betrayed him. • Jesus died asking God the father to forgive his killers. • Christians believe that Jesus died to atone for the sins of humanity. Atone means to put right. • It was a painful death used for political prisoners as well as criminals. Jesus was crucified beside two common criminals. • Christians will be forgiving of others as Jesus forgave his persecutors/killers. • The crucifixion show's Jesus unconditional love for humankind as he was willing to suffer to save us from sin. • It encourages Christians to risk suffering to stand up for what they believe is right. • Quote 1 "Truly I tell you today you will be with me in Paradise." Jesus to criminal crucified beside him. (Luke 23:42) • Quote 2 "Father forgive them, for they know not what they do." Jesus on the cross, speaking about his killers (Luke 23:34)

RE	Christian Beliefs		Year 11

Week	Key Knowledge to learn
7 – Christian beliefs: Resurrection	• Resurrection means rising from the dead. • Jesus rose from the dead three days after death on the cross. • Christians call this day Easter Sunday and it is one of the most important days of the Christian calendar. • Seen alive by many 100s of witnesses according to the Bible. • The first to see the risen Jesus were the women who came to visit his tomb according to the Bible. Mary Magdalene was the first. (Mark 16) • Christians believe that Jesus then appeared to his disciples who he told must spread the word of God as he had commanded them too. “Go into the world and spread the Good News.” (Mark 16) • One disciple called Thomas did not believe in the resurrection until he had seen him with his own eyes. • Two more disciples met the risen Jesus on the road to Emmaus. • It proves to them that Jesus was God’s son, so gives authority to his teaching and example. • Quote 1 “See my hands and my feet, that it is I myself. Touch me, and see. For a spirit does not have flesh and bones as you see that I have.” (Luke 24:39)
8 – Christian Beliefs: Ascension	• Christians believe that after he rose from the dead Jesus later ascended (went up into) heaven. • Some believe that this was a physical ascent and others claim that it is symbolic to show that Jesus’ time on earth was over. • It is significant because it marks the time when Jesus left earth in a physical way but the Holy Spirit was left behind to lead and guide Christians today. • Ascension Day celebrates Jesus' ascension to heaven after he was resurrected on Easter Day. • Quote 1: “Then Jesus said to the apostles: 'Go forth to every part of the world, and proclaim the good news to the whole creation. Those who believe it and receive baptism will find salvation” Mark 16 • Quote 2:“So after talking with them the Lord Jesus was taken up into heaven, and he took his seat at the right hand of God.” Mark 16
9 - Christian beliefs: Original Sin	• A sin is an action that goes against the teachings and will of God. • Christians believe that failure to believe in God is the biggest sin. • Christians believe that breaking God’s law or Jesus teachings are sins. • Christians believe that all people are born and remain sinners. • Christians believe that sin separates humans from God. • Christians believe that the story of Adam and Eve tells them about Original Sin. • Original Sin is a Christian belief of that states that sin has existed since the fall of the first man. • In the book of Genesis, Adam and Even are said to have disobeyed God by eating from the Tree of Knowledge of Good and Evil. (Genesis 3) • This sin was the original sin which broke the relationship between God and humans. • God sent Adam and Eve from the Garden of Eden after their first sin and said that they would now die and return to dust.

Week	Key Knowledge to learn
10 – Atonement	• Jesus sacrificed himself to atone for our sins. • Jesus sacrificed himself by dying on the cross as a human. • Christians believe that Jesus paid the price for human sin and allowed the relationship between God and humanity to be healed. • Some Protestant Christians believe that humans atone for their sins through proclaiming a belief in Jesus as God and Saviour. • Roman Catholic Christians believe that atonement must come through active participation in the Sacraments. • Roman Catholics believe that there are seven sacraments. • The Church of England believes that there are two sacraments; Baptism and Eucharist. • Quote 1: “My grace is all you need.” Jesus (2 Corinthians 12)
11 - Salvation	• Salvation is being saved from the consequences of our sin, ie death. • Salvation is given by God’s grace because Jesus sacrificed himself for us by dying on the cross. • Salvation can be achieved through following God’s law, relying on God’s grace, or living according to the Holy Spirit within us. • Christians will pray for salvation and eternal life and show gratitude through worship / following God’s law. • Christians know that we all have the spirit of God in us so have the ability to live as He wants and go to heaven. • Source 1: Parable of the Prodigal Son. • Source 2 “For if you forgive other people when they sin against you, your heavenly Father will also forgive you.” (Matthew 6:14) • Source 3 “For all have sinned and fall short of the glory of God.” (Romans 3:23) • Source 4 “This is my blood of the covenant, which is poured out for many for the forgiveness of sins.” (Matthew 26:28)
12 - Judgement	• Everyone will be judged after death / resurrection. • Judgement Day decides if you go to heaven or hell. • Judgement is based on how you lived your life and followed Jesus’ teachings/God’s laws. • Christians believe that one of the natures of God is that he shows mercy and will therefore forgive. • Christians will try to follow Jesus’ teachings and God’s laws so that they go to heaven on Judgment Day. They believe that Jesus death atoned for their sins. “Love God and Love your Neighbour” (Matthew 22) • Christians will worship God to make sure he knows they love him and respect him and so will go to heaven. Only those that worship him and accept Jesus’ salvation are assured a place in Heaven. • Christians know that God’s grace and mercy will mean their sins can be forgiven and they can go to heaven. • The Parable of the Sheep and Goats (Matthew 25) explain that Christians will be judged based on their actions on earth. • The Nicene Creed says that “Jesus will come again to judge the living and the dead.”
13 - Heaven & Hell	• Those who have achieved salvation will go to heaven for eternity. • Heaven is God’s kingdom, reward for passing God’s judgement – close to God. • Heaven is a place of peace and love, with no conflict or pain or suffering. • Heaven inspires Christians to follow God’s law and repent of their sins. • Heaven gives them hope of justice in the afterlife for suffering in this life. Some believe Heaven is a physical place, others a spiritual state of being with God. • Hell is a place of suffering where unrepentant sinners go after judgement. Suffering is through being separated from God and physical torment eg burning. Hell is ruled by the devil and his angels. • Purgatory is the a Catholic belief. A place where souls go to wait before they can get to Heaven. • Hell Quote:‘A place of a fiery furnace, with weeping and gnashing of teeth” (Matthew 13:50). • Heaven Quote ‘My Kingdom is not of this world….’ (John 18:36). “There are many places in my Fathers house and I have prepared a place for you.” (John 14)

RE	Christian Practices		Year 11

Week	Key Knowledge to learn
1 - Worship	• Liturgical worship: set words and actions for worship, based on the Bible. • Informal worship: worship that is less formal and more relaxed; may be in a café, home or workplace. • The bible is at the heart of ALL forms of Christian worship. • Private worship: an individual or family worshipping at home or in a private place away from others (Jesus taught that private worship is the most important as we should never worship just to look devout.) • Charismatic worship involves singing and people speaking from the heart when the spirit of God moves them to do so (typical in some Evangelical churches). • Some prefer liturgical worship as it is a familiar ritual that makes them feel like part of a bigger Christian. community saying the same thing at the same time and reminds them of the never changing nature of God, as it is the same in all churches that use it. • Others prefer informal or private worship as it enables them to directly experience God for themselves, rather than going through ministers who may have different or misleading understanding of God; it is also easier to join in with if you are new to that particular church. All forms of worship use the Bible (could be in the sermon, readings, hymns or prayers).
2 – Prayer	• The Lord's Prayer: teaches Christians that God is "our Father" and what he is like, and what they should want. Jesus taught his disciples this prayer in the Bible so it is his exact words. • Set prayers: prayers with fixed words that never change (eg the Lord's Prayer and the Jesus Prayer). • Informal prayer: prayers made up by the person praying. • Arrow prayers: very quick prayers sent up quickly to God in a moment eg "Help me God" or "Let him live". • Jesus taught Christians should pray in private "When you pray, go into your room and close the door." • Some prefer set prayers as they are sure they are praying in the way the Bible and the Church want them to, and they trust them to have a greater understanding of God than the individual believer. • Others prefer informal prayers that they make up themselves because they may fit the situation better and allow believers to have direct communication with God, which gives them their own understanding of Him and avoids misleading impressions others may give them. • Prayer is an important part of Christian worship which helps them develop their relationship with God and to understand God through direct communication with Him.
3 Sacrament- Baptism	• Jesus was baptised by John the Baptist in the River Jordan. • At the moment of his Baptism all three parts of the trinity were present. Jesus the Son, the voice of God the Father and the Holy Spirit descending as a dove. • In the bible, Jesus taught "None can enter the Kingdom of God unless they are born again of water and spirit." • Water is poured over the head, or the person is fully immersed in water, to symbolise their sins being washed away. • Baptism cleanses sin and welcomes a new believer into the Christian Church family and community. • White clothes are often worn to symbolise purity. • Some believe infant baptism is not necessary as a just God would not send a baby to hell for not being baptised; infant baptism is pointless as the child is too young to commit to being a disciple of Jesus; the Bible only mentions adults being baptised. • Others say Jesus clearly taught that all must be baptised as soon as possible after birth in case they die and need to enter heaven very young (see Scripture on the left). • It is also a good way to mark the birth of a baby and welcome them into the Christian church community. • Parents make promises to bring their children up as good Christians. • It is the first sacrament of initiation. • The words said are "I baptise you in the name of the Father and of the Son and of the Holy Spirit."

Week	Key Knowledge to learn
4 Sacrament- Eucharist	• The Eucharist celebrates the Last Supper the night before Jesus was crucified. • The Last Supper was the final meal that Jesus shared with his disciples when instructed them to remember him. • At the last supper Jesus blessed and shared bread and wine. • It helps Christians remember and reflect on Jesus's sacrifice for them on the cross – his body was broken and his blood spilled to save them from death and the consequences of sin. • Scripture says: "Take, eat, this is my body. Take, drink, this is my blood. Do this in remembrance of me." (Bible) • The • Some churches eg Catholic use wine at the Eucharist as Jesus used it at the Last Supper. • Others eg Methodists use non-alcoholic juice as they believe alcohol can cause problems and they don't want to encourage people to use it. • Catholics believe in transubstantiation – the bread and wine really become Christ's body and blood when they are blessed by the priest. • Catholics call the Eucharist "Holy Communion" or Mass • Others eg Methodists believe the bread and wine are simply symbols that help us remember Jesus' sacrifice on the cross
5 – Pilgrimage	• Pilgrimage means going on a journey to spend time in the presence of God, visit holy sites and reach new spiritual insights • It often involves visiting a place where miracles occurred eg Lourdes in France • Christians believe the Virgin Mary appeared to a girl called Bernadette in the village of Lourdes in 1844 and that she said that should build a chapel so that people could pray • Other pilgrimage sites are dedicated to quiet reflection and spend some time living in a community based on Christian values eg Iona. • Iona is a Scottish Island which pilgrims have visited since the 7th Century. It was the home of one of the first and most important monasteries in Britain. • Pilgrimage can also be about visiting places connected to the life of Jesus so that they can get closer to Jesus the man. • Christians call this place the Holy Land and visit places such as Bethlehem and Jerusalem • Some say it is important because it enables you to leave secular life behind and focus fully on understanding God. • Others say it is not commanded in the Bible so not necessary; you could achieve the same insights by reading about holy people and places, and donate the cost of the journey to charity instead
6 - Celebration	• Christmas is a time to thank God for the incarnation of Jesus and to go to Church and pray • Christmas is a time to spend with family and show love through exchange of gifts; • Christmas is a time to remember and give to those who like Jesus were born and grew up in poverty. • Christmas can include the following: midnight Mass; nativity plays; Christmas cards and presents; carols; charity donations; spending time with friends and family; volunteering with the homeless on or around Christmas Day • The season before Christmas is ADVENT. This is a time of preparation for Christmas • Easter remembers' Jesus suffering and death then celebrates his resurrection • Easter recalls the act of reconciliation between God and humanity that Jesus' death represented and enabled to happen • The 40 days before Eater are known as the season of LENT. During this time Christians prepare through fast and prayer. • Easter week starts with Palm Sunday which celebrates Jesus entry into Jerusalem • Maundy Thursday celebrates the Last Supper • Good Friday is the day the Jesus crucifixion is remembered • Easter Sunday celebrates the Resurrection • Easter: Easter vigil, going to church, decorating eggs, lighting the Paschal candle; reflecting on Jesus's death and resurrection • Many see Easter as more significant than Christmas because it is Jesus' resurrection that showed he was the Son of God and that death was overcome. Jesus atoned fro sin through the crucifixion and so led humanity to salvation

RE	Christian Practices		Year 11

Week	Key Knowledge to learn
7 – The role of the Church in the local community	• Food banks help those who are in poverty by giving parcels containing donated food to last three days • Street pastors help those who are vulnerable to crime and alcohol abuse late at night in city centres • Scripture: Both show Christians performing the duty to "Love they neighbour" and help the needy as taught in the Parables of the Sheep and Goats and the Good Samaritan • In the Parable of the Sheep and Goats suggests • Some say doing your Christian duty through actions in the community is more important than showing faith through worship in church; others feel worship and prayer are more important because they are direct contact with God and so are truer reflections of faith.
8 – A growing Church	• Mission" means sending – the idea that Christians have been sent to achieve a purpose by God, eg help the poor or victims of crime • "Evangelism" means spreading the Gospels, usually with the aim of converting people to Christianity • CASE STUDY: The Church Army's Sorted Project in Bradford is an example of mission and evangelism in our local community • Scripture: "Go, and make disciples of all nations, baptising them…and teaching them to obey all that I have taught you." • Missionary work happens in the UK and overseas, particularly in developing countries, to grow the church and spread the teachings of Jesus. Serving in Mission works in the UK and West Africa: they support Christians to go and work in education and medicine in overseas and preach to those whom they have helped, if they wish to hear it. • Evangelical churches are growing in the UK; they plant new churches to spread Jesus' message and worship him. Their structure is different to traditional denominations with cells which meet in people's homes as well as wider congregations and celebrations across a number of churches. Church Planting = opening new churches eg the Leeds Vineyard Project
9 - The Worldwide Church Working for reconciliation	• Jesus' death was an act of reconciliation between humans and God • Christians believe that reconciliation with former enemies is extremely difficult, but Jesus taught to love your enemy and bless those who curse you, so they must try to do this • Christians believe people should be reconciled to each other, just as Jesus reconciled God and humankind. • Scripture: Jesus taught "love your enemy and bless those who curse you" • The Bible teaches that Jesus' death reconciled God and humans. • CASE STUDY: the Community of the Cross of Nails in Coventry reconciled with Germany who bombed their cathedral in World War Two. Today, they work with groups in conflict worldwide to guide them in talking and listening to each other to increase understanding of each other's point of view; this reduces tensions so they can forgive and be reconciled so they can live in peace.

Week	Key Knowledge to learn
10 – The Worldwide Church Responding to persecution	• Jesus taught that we should love our enemies and pray for those who persecute us; this would lead to rewards in heaven • St Peter wrote to Christians who were persecuted that they should see persecution as a form of purification to make them more fit for eternal life with God; they were sharing in Jesus' sufferings and should trust God to help them in their time of need. • Christians will attempt to fight persecution and help those who are preventing from worshipping openly • CASE STUDY: Open Doors is an organisation that helps persecuted Christians worldwide today by providing lawyers to help Christians who are taken to court for blasphemy in countries where Christianity is not the main religion, and by raising awareness in Christian countries of the risks other Christians face of persecution so they can pray for them or donate money • They work and pray for peace, justice and an end to persecution worldwide
11– Christian responses to poverty	• Jesus taught in the Parable of the Sheep and Goats that for Christians to achieve salvation they must help those who are in need • The Golden Rule "treat others as you wish to be treated" suggests we should help people in difficult situations, since we would want them to do the same to us – including poverty • Christians respond to poverty by donating to food banks or volunteering to help them because of the Parable of the Sheep and Goats. • The Parable of the Sheep and Goats is in Matthew 25 • The Parable says that "But when the Son of Man comes in his glory, and all the holy angels with him, then he will sit on the throne of his glory. Before him all the nations will be gathered, and he will separate them one from another, as a shepherd separates the sheep from the goats." • The sheep represent those that have followed Christian teaching and the goats are those that have not followed teaching. • They therefore may respond by giving money to charities that help the poor worldwide such as Christian Aid, or helping Christian Aid raise money by going door to door in their fundraising campaign in May every year
12 - Christian Aid Overseas	• Christian Aid's work overseas: • Christian Aid was set up in 1945. • It was first set up by British and Irish Churches to help refugees. • Emergency aid helps in natural disasters with food and bottled water, shelter and medical care, as well as sending doctors and rescue workers to disaster zones • Short term aid comes next to rebuild communities, reunite families who have been separated and get children back to school, especially if orphaned • Long term development aid is essential to deal with the cause of poverty such as unfair debt owed by LICs to HICs, corruption in LICs: it involves setting up schools, digging wells and training health and medical workers.
13 – Christian Aid At home	• Christian Aid campaign so that the government helps those in need in the UK and worldwide more through funding welfare benefits and poverty charities like Oxfam, and letting LICs off debt • Increasing public awareness eg getting celebrities to speak out against poverty in the media and through education programmes in schools • Fundraising: raising money to help those in poverty and emergency situations plus longer term development to reduce poverty for the future. • They knock on doors and hold a fundraising campaign in May every year to do this. • They encourage Christians to give their time ands act as volunteers, becoming Christian aid speakers, ambassador and teachers. • They campaign for the use of clean renewable energy.

RE	Crime and Punishment		Year 11

Week	Key Knowledge to learn
1. **Good and evil intentions and actions**	**Good action-** an action that does not break the law and good actions performed outside of the law. For example, giving to charity. • Kindness and compassion is a natural human reaction and has nothing to do with the law. • People who perform good actions intend to do them. It is not accidental. • Religious faith tend to encourage genuine good actions. **Evil action-** actions performed which breaks the law. • It is an opposite of good and causes suffering, injury and death. • Religions believe evil actions are those which goes against God. • Evil actions are not intentional all the time. Sometimes people are influenced to commit evil actions and maybe put in a situation where they believe they have no other choice but to commit evil actions. • Muslims and Christians believe no one is perfect and human beings will make mistakes • Christians see evil as an abuse of free will that God gave them. • Most Christians believe in a figure called the Devil. He tries to tempt people into evil • The Qur'an says that there is a devil who was an angel. Iblis refused God's command and was expelled from paradise. Iblis tempts humans to be wicked
2. **Reasons for crime**	The reasons why people commit crime are **poverty, upbringing, mental illness, addiction greed, hate and opposition to an unjust law.** • Poverty – a person might commit a crime because they see no alternative way to survive • Addiction – a person addicted to drugs or alcohol might be led into crime to feed their habit • Upbringing – the environment in which a person is brought up might make them more likely to commit crime • Muslims and Christians believe poverty is not a good reason to commit crime as in Islam Zakkah is given to help those in poverty. Christians should volunteer to help the poor and donate to foodbanks. • Muslims and Christians should raise their children in a secure and safe environment and teach them the right way to behave and to respect the law. • Muslims and Christians teach that hate and greed is wrong as it is against their teachings
3. .Different types of crime	The three common types of crime are the following: • Crimes against the person – This causes direct harm to a person Hate crime- often involves violence and are usually targeted at a person because of their race, religion, sexuality, disability or gender. Murder- one of the worst crimes. Some murders involve the victim being put in great pain before they die. Some Murders are classed as hate crimes. • Crimes against property are offences that damage or deprive people of their property Theft- less serious than some other crimes but it still results in a victim suffering loss. Arson – deliberately setting fire to property or possessions • Crimes against the State – Offences that could damage everyone for example terrorism or selling state secrets These types of crimes are condemned in Islam and Christianity. Christians believe that people should obey the la of the land as this is what St Paul taught. Islam also believes that Muslims should obey the law of the land in which they live.

Week	Key Knowledge to learn
4. Three aims of punishment	The aims of punishments are: • Retribution – This means to take revenge on the offender. Society uses punishment to make the offender pay for what they have done. In the UK criminals can receive whole life prison sentences. In some countries they can receive capital punishment which is the death penalty • Deterrence- to put people off from committing a crime. A punishment is meant to be unpleasant so that the offender is put off from committing crimes in the future. A burglar who is sent to prison for 5 years will hopefully not want to experience that again so will not commit another crime. • Reformation- To change someone's' behaviour for the better. Many punishments are given to try to change the nature of the person who has offended. This is because people who break the law are still part of society. It is important to make them realise the impact that their actions might have on others so that they will not commit crime again. Punishments might include community service. In prisons there might be education programmes to support offenders In Islam some Shari'ah punishments are carried out in public to deter people watching form committing similar crimes. "Cut of the hands of thieves, whether they are man or woman, as punishment for what they have done – a deterrent from God." Qur'an 5:38 Christians believe the aim of punishment should be to reform the criminal rather than deterrence and retribution. "Do not take revenge… but leave room for God's wrath for it is written: 'It is mine to avenge; I will repay' says the Lord." Romans 12
5. **Three forms of punishment for criminals**	The main forms of punishment are: • Prison – punishment given for serious crimes, criminals are locked in cells and have very little choice about how to spend their time. Christians believe prison should encourage positive activity. Muslims mainly use prisons to detain people awaiting trials or punishments • Corporal punishment – Punishment which involves inflicting physical harm. Christians do not support this, but Muslims use this form of punishment in Muslim countries to promote deterrence. • Community service- a punishment for minor offences involves working in the community without pay. Christian support this, yet it is rarely used by Muslims as it is not seen as an effective deterrence. • Capital Punishment – The Death Penalty. This is not allowed in the UK but is followed in countries like China, USA and Saudi Arabia.
6. **Forgiveness**	• Christians believe they should forgive those who commit crimes as Jesus forgave those who crucified him. Despite being forgiven, the criminal must still receive a punishment to ensure justice is done. Jesus told his followers that there is no limit to forgiving others. "Father forgive them, for they do not know what they are doing." Luke 23 • In Islam there are two types of forgiveness, forgiveness from God and forgiveness from humans. Muslims should forgive each other to allow goodness to establish over evil. But the offender should also ask God for forgiveness after as only God can truly forgive. " Let them pardon and forgive. Do you not wish that God should forgive you? God is forgiving and merciful." Qur'an 24:22 • "Pardon each other's faults and God will grant you honour." Hadith

RE	Peace and Conflict		Year 11

Week	Key Knowledge to learn
7. ***Peace and Justice***	• Justice is what is right and fair, according to the Law. It is also making up for a wring that has bee committed • There are two main elements to justice. The first is to put right injustice and making right a situation that has been unjust. The second is to carry out this campaign or fight in a just way. Christianity • Although the Church teaches that killing is wrong, many Christians have been prepared to fight for their faith or country.. • Other Christian, e.g. Quakers (who are pacifists), believe war is always wrong and they work to prevent it • God desires that there should be peace but he also desires that all should live in justice and freedom. Therefore sometime Christians believe that war is necessary for the greater good. Islam • Muslims believe in Jihad, "the striving for justice" can mean armed conflict to protect Islam. The main message of Islam however is peace. (salam means "peace or safety). • In Islam, "the Just" is one of the 99 names given to God • But radical jihad is never acceptable and neither is terrorism as Islam condemns violence and indiscriminate killing. All wars have to be carried out in the right way and follow the rules of Islam
8. Forgiveness and reconciliation	• Forgiveness and reconciliation are two of the most difficult challenges religious people face especially after a time of war or conflict. • Nations rarely apologise for their actions or forgive other nations but reconciliation happens over time. An example of this would be Britain and Germany after the Second World War. • Christians are taught to forgive each other if they wish to be forgiven. • Both Muslims and Christians believe that God offers forgiveness to all who ask in faith. • "Holding onto anger is like grasping a hot coal with the intent of throwing it at someone else – you are the one that gets burned." Buddha • Although the just penalty for an injustice is an equivalent retribution, those who pardon and maintain righteousness are rewarded by God. He does not love the unjust." Qur'an 42:40 • To be a Christian means to forgive the inexcusable, because God has forgiven the inexcusable in you." C.S. Lewis • Reconciliation means a conscious effort to rebuild a relationship which has been damaged by conflict. • "The servants of the Lord of Mercy are those who walk humbly on the earth, and who, when aggressive people address them, reply with words of peace," Qur'an 25:63
9. Attitudes towards violence and terrorism	• The right to protest (express disapproval, often in a public group) is a fundamental democratic freedom. • UK law usually allows peaceful public protest marches if the police are told six days before so that violence (actions that threaten or harm others) can be avoided. • Terrorism is the unlawful use of violence against innocent civilians, to achieve a political goal. This form of violent protest is a crime. • Christians believe that protest to achieve what is right is acceptable as long as violence is not used. The Christians pastor Dr. Martin Luther King Jr organised peaceful protests against unjust racist laws, which succeeded in bringing civil rights to African American citizens. • In Islam, in fighting is only allowed in self defence or defence of the faith and only against those who actively fight against you. • No religion promotes terrorism • "Do not kill each other, for God is merciful to you. If any of you does these things, out of hostility or injustice, We shall make him suffer Fire." Qur'an 4 29=30

Week	Key Knowledge to learn
10. Reasons for war	• Greed is the selfish desire for something. Greed in the form of desire for land or resources can lead to war. • Self defence is when you act to prevent harm to yourself or others. Self defence can lead to war when you defend your country or allies from attack, when you defend your values, beliefs or wat of life or when you fight to defeat evil such as genocide. (Genocide is the deliberate killing of a whole nation or ethnic group.) • Retaliation is when you deliberately harm someone as a response to them harming you. This can lead to war when a nation fights against a nation that has done something very wrong or has attacked or damaged your country. • The Bible and Qur'an worn against greed. "For the love of money is the root of kinds of evil." 1 Timothy. "God does not like arrogant, boastful people, who are miserly…hiding the bounty God has given them. " Qur'an 4:36-37 • Many Christians and Muslims believe that fighting in self defence is justified if all other ways of resolving conflict have failed. "Do not repay evil for evil…. If it is possible, as far as it depends on you, live at peace with everyone." Romans. "Those who have been attacked are permitted to take up arms because they have been wronged – God has the power to help them." Qur'an 22-39 • Jesus taught that retaliation is wrong. "But I tell you, do not resist and evil person. If anyone slaps you on the right cheek, turn to them the other cheek also." Matthew 5:39. Islam teaches that God knows the need for fair retribution but retaliation must be measured. Forgiveness is a better response and will be rewarded by God.
11. Holy War	• A just war is a war which meets internationally accepted criteria for fairness and follows traditional Christian rules for a just war. The rules are now accepted by many other religions. • Christians writers Augustine and Aquinas developed the concept of a just war. • Lesser Jihad (the outward struggle to defend one's faith, family and country from threat obliges Muslims to fight, but only if the conditions of a just war are met. • A just war is fought in self defence and not for greed or retaliation. • A just war must be declared by a proper legal authority • A just war must be a last resort. All other ways of solving the problem must have been attempted. • A just wat must ne proportional. Excessive force should not be used and innocent civilians must not be killed. • The first Caliph, Abu Bakr, devised rules for Muslims which said that armies must not harm innocent civilians, animal or the environment. Muslims believe that war should be proportional and fought without anger, but it is better to avoid war if possible.
12. Just War	• A holy war is fighting for a religious cause or God, probably controlled by a religious leader. • For both Muslims and Christians a holy war must be authorized by a religious leader with great authority. It can only be fought to defend the faith from attack. Those who take part in defending the faith might gain spiritual rewards. • In the UK today many Christians and Muslims do not respond violently to an attack on their faith. • During "the Troubles" in Northern Ireland (1968-98) conflict between Catholics and Protestants led to violence against each community. Many people suggest that this was a political crisis about nationality. • Some groups such as al-Qaeda and ISIS use the Muslim idea of Holy War to justify their acts of terrorism. Most Muslims disagree with this. "Fight in God's cause against those who fight you, but do not overstep the limits: God does not love those who overstep the limits." Qur'an 2:190
13. Nuclear Weapons	• Weapons of mass destruction kill large numbers of people indiscriminately and cause environmental damage. • Nuclear weapons work by a nuclear reaction; they devastate huge areas and kill large numbers of people. • Other types of WMD include chemical weapons and biological weapons. • Nuclear weapons were used at the end of the Second World War by the USA against Japan leading to their surrender. 140000 died in Hiroshima in 1945. The surrender of Japan has led some to say that their use was justified. Since then many countries have developed powerful nuclear weapons as a deterrent against attack. • Chemical and biological weapons are illegal (The Chemical Weapons Convention 1993.) but many nations still have them. • No religion supports the USE of these weapons. • Christians believe they are wrong because only God has the right to end life. "You shall not murder." Exodus. WMD kill huge numbers of civilians and so their use cannot be justified. Some Christians accept the POSSESSION of nuclear weapons as a deterrent to keep the peace. • Islam believes that they are wrong because God created life on earth and Muslims have a duty to protect it. Nuclear weapons would destroy God's creation, killing millions of innocents. "Do not contribute to your destruction with your hands, but do good, for God loves those who do good." Qur'an 2:195

RE	Muslim Beliefs		Year 11

Week	Key Knowledge to learn
1. – Islamic beliefs: Sunni and Shia history	•Sunni Muslims follow the example of the Prophet Muhammad •Shi'as Muslims follow the example of the Prophet Muhammad and his son-in-law Ali •About 80% of the worlds Muslims are Sunni •The larger group of Muslims chose Abu Bakr, a close Companion of the Prophet, as the Caliph •The term Caliph means the social and political leader who was chosen to lead the Muslim community •Sunnis believe that there were only four Caliphs after the Prophet Muhammad •Sunni Muslims call these the "Rightly Guided Caliphs" •Many Shi'a Muslims believe there are twelve Imams who are the successors to the Prophet Muhammad •Sunni Muslims make up the majority of British Muslims
2. Islamic Beliefs: Six beliefs of Islam	•The first belief is Tawhid, this means a belied that God is one. Another word for this is monotheistic. •The second belief is Malaikah, this means a belief in the existence of angels •The third belief is in the authority of Holy Books. The Qur'an is believed to be the final perfect message received form Allah by the Prophet Muhammad. Islam also recognise the importance of other holy books of Judaism and Christianity. These include the scrolls of Abraham and Moses, the Torah and Psalms and the Gospels. •The fourth belief is Nubuwwah and Risalah which means belief in prophets •The 5th belief is he belief in the Day of Judgement. The whole world will end and every human will be judged by Allah on their actions. Allah will decide who will be awarded a place in al-Jannah (Paradise) or Jahannam (Hell) •The 6th belief is Al-Qadr. This is the belief in predestination. Which means that although humans have free will, Allah knows what will happen •The six beliefs are found in the "Kita al-inam" (book of faith) •The Six beliefs unite all Sunni Muslims in one community which they call the ummah
3.Islamic beliefs: The Five Roots	•The Five Roots are foundations of a Shi'a Muslims faith •The first root is tawhid, this means a belief that God is one. •The second is 'Adl which means that God commands them to do good and avoid bad •The third is Nubuwwah which means belief in prophet hood •The fourth is Imamah which means there 12 imams appointed by Allah as successors to the Prophet •The 5th is Mi'ad which means a belief in the Day of Judgement and the resurrection of the body. •The five roots unite al Shi'a as a community as they all believe in them. •Sunni and Shi'a agree in ideas such as Tawhid, prophethood and the Day of Judgement •The Twelvers are those Shi'a who specifically believe in the 12 Imams •The Seveners are those Shi'a who believe there were 7 Imams who followed the Prophet

Week	Key Knowledge to learn
4. FESTIVAL: Ash`ura	•This is celebrated by Sunni and Shia Muslims on the tenth of the month of Muharram, but for different reasons. Ashura means "tenth". •**Sunni**: remembers Prophet Musa fasting on this day to remember the saving of the Israelites from the Pharoah in Egypt. •**Shia**: Remembers the death of Hussein, the grandson of the Prophet, who was killed at the battle of Karbala on this date in 680CE. Yazid was unjust and kept slaves so Hussein had refused to be led by him, and was imprisoned in Karbala and killed. •**Sunni**: Many see it as a Day of Atonement, when sins are forgiven if repented of. Many fast on the 8th-10th of Muharram. •**Shia**: this is festival of sincere sorrow and sadness. Many wear black as a sign of grief. Mosques are covered in black cloth. After prayers in the afternoon, poems about the tragedy of Hussein are read. •Shias learn from Ashura that Hussein, and the actions of the imams, should never be forgotten. This shows that all of them should stand up for justice to make society better and fight the unjust. A Shia's love for Allah is shown through their love for the imams he has chosen to lead them.
5 Key Belief: Tawhid and Surah 112	•Surah 112 of the Qur'an says "He is Allah, the One and Only; Allah, the Eternal, Absolute; None is born of Him, nor is He born; And there is none like Him." •Muslims believe Allah is eternal and unique, with no parents, partners or children •They will only worship Allah, and no image or saint or other item is worthy of worship, so they will not make images of Allah or the Prophet Muhammad because they might worship them instead of Allah (this is the sin of shirk which is the worst sin in Islam) •Muslims believe Allah is not split into different persons in the way Christians see god as a Trinity; instead Allah is completely one and cannot be divided up in any way
6. Key Belief: The nature of Allah	•Allah has many qualities such as immanence, transcendence, omnipotence, benevolence, mercy, fairness/justice, omniscience, listed in his 99 glorious names •Some believe He is both immanent and transcendent in a way that we cannot understand, because the Qur'an says he is both •Others say He is transcendent but **knows** everything that we do, which means he is "closer to you than your jugular vein" without being physically close/immanent •Since the Qur'an teaches that Allah is "closer to you than your jugular vein", Muslims will know Allah understands everything they do and why they do it so he will judge fairly on the Day of Judgement and send them to heaven or hell accordingly. Therefore they will try to live how Allah wishes because they know they will be held accountable for every action and none escapes his notice. •Believing that God is fair, loving and omnipotent means Muslims see everything that happens as part of a test and trust that he has a bigger plan for them; this may involve suffering but must be the right thing for them, otherwise Allah would not plan it this way

RE	Christian Beliefs		Year 11

Week	Key Knowledge to learn
7. Key Belief: Angels	• They have no free will and only exist to serve and worship Allah • Different angels have different roles, eg Jibril is in charge of communication between Allah and prophets; Mikail is in charge of weather. • Angels are appointed over you to protect you; they are kind and honourable, and write down your deeds. They know and understand all that you do." (Qur'an) • "They celebrate His praises night and day, nor do they ever get tired or stop."
8. Key Belief: Predestination	• All things are known to Allah before they happen, and approved by him: "Indeed, all things We created with predestination." • "No disaster strikes except by permission of Allah." Qur'an 64:11 • Muslims believe that life is a test and Allah sends suffering for a reason; we may not understand that reason but it is part of his plan for our lives and we must learn to cope and not fall into despair or doubt. • Muslims would respond that Allah does not MAKE us do what we do, he just knows in advance what we will do with our free will and what choices we will make, so judgement is fair. • Allah chose to limit his power by giving us free will so would not change what we do, because free will is needed for accountability and judgement to be fair. This is like watching a film for a second time: you know what is going to happen but you cannot change it.
9 Key Belief: Akhirah and resurrection	• After death everyone will wait in the grave for the Last Day when everyone will be resurrected and judged, then go to heaven or hell • Muslims will care for their bodies and avoid tattoos and damaging behaviours like drinking alcohol and smoking, because they want their bodies to be whole and pure in the afterlife for resurrection • Muslims will try to avoid sin so that they pass the test of judgement day and go to heaven not hell

Week	Key Knowledge to learn
10 . Key Belief: Judgement	• Everyone is accountable for all their actions in life • Good and bad deeds are weighed in a scale and whichever side is heavier determines whether you go to heaven or hell • "No one can bear the burdens of another" so no one else can pay the penalty of your sin (as Christians believe Jesus did) • Everyone will have to account for their actions, with an angel reading out their Book of Deeds, so they will try to live and worship as the Qur'an commands so they will • Even sins as light as a mustard seed will count in the scales of justice, so Muslims will try hard to avoid sin and to do good deeds, so their scales will tip towards the good and they will go to Jannah
11. Key Belief: Heaven and hell	• **Jannah** (heaven) is a place of plenty and closeness to Allah • "There are rivers of pure water; rivers of milk of which the taste never changes • **Jahannam** (hell) is a place of burning and shame, and being away from Allah • "There are some whom the Fire will reach their ankles, others up to their knees, others up to their waists, and yet others up to their necks."
12. Key Belief: Risalah	• Allah communicated with mankind through prophets at different points in history • Adam and Ibrahim are key prophets who came before Muhammad • Muhammad is the final prophet; there will be no more prophets now that Allah has revealed the Qur'an to humankind. • Adam: first man, first prophet, taught people to bake bread, cultivate crops and worship Allah • Ibrahim: rewarded for his total obedience to Allah in being willing to sacrifice his son • Muhammad: received the Qur'an via revelations lasting over 23 years; taken up into heaven at the end of his life; the final seal of the prophets; hadith are his sayings, traditions and customs and these are carefully studied by Muslim scholars; they have authority second only to the Qur'an
13. Key Belief: Holy **books**	• Holy books: the Scrolls of Abraham, Torah, Psalms and Gospels • The **Qur'an** is Allah's final message to humankind and will never be replaced by another; it is the highest authority in Islam • Muslims will study the Qur'an very carefully to try to learn how to live and worship correctly • Muslims will try to live according to the Qur'an's teachings to go to heaven • Some try to learn it off by heart and become a **hafiz**

RE	Muslim Practices		Year 11

Week	Key Knowledge to learn
1. – Five Pillars of Islam	The five pillars of Sunni Islam are: 1.Shahadah – the declaration of faith. 2. Salah – prayer 3. Zakah – charity 4. Sawm – fasting 5. Hajj – pilgrimage • They are the founding principles of the religion. • Muhammad set up the practice of the 5 pillars. • The Pillars keep Allah at the centre of a believer's life throughout each day. • They all involve a test which Muslims must pass either each day (prayer) or yearly (fasting and zakah) and once in a lifetime (hajj). • A person who follows the 5 Pillars will hopefully return to Allah in paradise as His servant.
2.Ten Obligatory Acts	The ten Obligatory Acts of Shi'a Islam are: • 1 = prayer – salah • 2 = fasting – sawm • 3 = pilgrimage – hajj • 4 = charity – zakah • 5 = struggle – jihad • 6 = amir bin maroof – encouraging people to do what is good • 7 = nahi anil munkar – discouraging people from doing what is wrong • 8 = khums – giving to charity and religious leaders • 9 = tawalla – showing love for God and those who follow him • 10 = tabarra – not associating with the enemies of God Code which binds Shias together Imams gave the rule to follow them – authority of imamate
3.Eid-Ul -Adha	• Remembers Prophet Ibrahim obeying Allah's order to sacrifice his son, Ishmael. • Shaytan tempted Ibrahim to disobey Allah but Ibrahim threw stones to make him leave (also remembered by the stone throwing on Hajj) • He tried to slit Ishmael's throat but when he looked down, it was a ram which had been killed and Ishmael was safe. • Ibrahim had passed the test of obedience to Allah's will.. To celebrate • A lamb is sacrificed and the meat split between the family who paid for the lamb, their friends, relatives and neighbours, and the poor. Many families in the UK pay money to charity instead of having a lamb sacrificed. • Sunnah of Eid: Sunnah = practices of the Prophet, which Muslims follow as he is the perfect example. For Eid they complete fajr prayer and then dress up in new clothes. They attend congregational prayer at mosque and hear a sermon on Ibrahim, commitment to obeying Allah, the poor, and the responsibilities of being a Muslim.

Week	Key Knowledge to learn
4. FESTIVAL: Ashura	• This is celebrated by Sunni and Shia Muslims on the tenth of the month of Muharram, but for different reasons. Ashura means "tenth". • **Sunni**: remembers Prophet Musa fasting on this day to remember the saving of the Israelites from the Pharoah in Egypt. • **Shia**: Remembers the death of Hussein, the grandson of the Prophet, who was killed at the battle of Karbala on this date in 680CE. Yazid was unjust and kept slaves so Hussein had refused to be led by him, and was imprisoned in Karbala and killed. • **Sunni**: Many see it as a Day of Atonement, when sins are forgiven if repented of. Many fast on the 8th-10th of Muharram. • **Shia**: this is festival of sincere sorrow and sadness. Many wear black as a sign of grief. Mosques are covered in black cloth. After prayers in the afternoon, poems about the tragedy of Hussein are read. • Shias learn from Ashura that Hussein, and the actions of the imams, should never be forgotten. This shows that all of them should stand up for justice to make society better and fight the unjust. A Shia's love for Allah is shown through their love for the imams he has chosen to lead them.
5.Eid-ul-Fitr	• This is the celebration of the end of the month-long Ramadan fast. • Special prayers are said but Sunni and Shia Muslims perform them slightly differently • Now Muslims have fasted they know how hard life is for the poor, so zakah is due to be paid on this day. • This festival is a time to reflect on the past year and how to be better next year. It enables Muslims to improve their chance of entering Jannah by becoming a more observant Muslim and a better member of the ummah. • Ramadan and Eid-ul-Fitr are a chance every year to remember the path of Allah and make sure they come back if they have strayed from it. • Muslims have a day off work or school and go to the mosque, reflect on the year and enjoy visiting friends and relatives for celebratory meals now that they are no longer fasting. • It is a huge social occasion and strengthens the Ummah.
6. Declaration of Faith	• The Shahadah is "There is no God but Allah and Muhammad is the Prophet of Allah." • This phrase is important to Muslims as it expresses the core beliefs of Islam. • The Shahadah is considered to provide the foundation for the other four pillars. • Shi'a Muslims ad an extra phrase to the Shahadah: "and Ali is the friend of God." This shows their belief that Ali. Muhammad's cousin and son in law, was the true successor to the Prophet. • To become a Muslim a person only has to sincerely recite the Shahadah in front of Muslim witnesses. • The Shahadah is recited many times during a Muslim's life. If they are born into a Muslim family, it si the first thing that they hear. If possible, it is also the last thing they say before they die.

RE	Islamic Practices		Year 11

Week	Key Knowledge to learn
7. Salah: Prayer	• To observe the duty of salah, Sunni Muslims pray five times a day and Shi'a Muslims pray three times a day. • Shi'a Muslims combine midday and afternoon prayer and sunset and night prayers, so they say the same prayers but only three times a day • Sunni Muslims prayer times are called; Fajr (before sunrise), Zuhr (after midday), Asr (afternoon), Maghrib (just after sunset), Isha (night). • Before prayer all Muslims perform ritual washing called Wudu. This is to make themselves spiritually clean and focus fully on Allah. • When praying all Muslims face the direction of Makkah. This means that all Muslims are focusing on one place associated with God when they pray. • Shi'a Muslims believe in only using natural materials when praying so they will place a clay tablet or a piece of wood on the spot where their forehead will rest.
8. Prayer	• Muslim prayers are made up of a number of rak'ah: set sequences of actions and recitations. • God commanded Muslims to pray, so it is important for Muslims to observe this pillar of Islam. • Prayer is also important as it unites Muslims and brings them closer to God. • The Jummah Prayer is a special communal prayer that is held at midday on Friday. • Men are expected to attend a mosque for this prayer and women may do so if they wish. • Muslims still perform wudu before Jummah Prayer and Mosques have special rooms set aside for this. Prayer is important to Muslims because: 1. Muslims have been commanded to pray by God. 2. It helps a Muslim become closer to God 3. It motivates them to do God's will. 4. It unites Muslims around the world as they all pray in the same way.
9. Sawm: Fasting	• Ramadan is the most important month in the Islamic Calendar. • It is during this month that the angel Jibril started to reveal the Qur'an to Muhamad. • Muslims focus on their faith during this month by fasting, giving to charity and trying to please God. • Fasting means not eating or drinking during daylight hours. • The command to fast was revealed to Muhammad and can be found in the Qur'an. "It was in the month of Ramadan that the Qur'an was revealed as guidance for mankind… So any of you who sees in the month should fast." 2:185 • Food, drink, smoking and sex are forbidden during daylight hours. The fast is broken at sunset when an evening meal is shared with family and friends with prayer and reading from the Qur'an. • Children, the ill and those who are pregnant are excused from the fast. • The fast is important because it shows obedience and dedication to God and inspires Muslims to help those in poverty who don't have enough to eat or drink. • The Night of Power is the night when Jibril first started to recite the Qur'an to Muhammad. • Muslims might try to stay awake throughout the Night of Power, praying and studying the Qur'an. Observing the Night of Power is thought to give Muslims the benefits of worshipping for a thousand months.

Week	Key Knowledge to learn
10 .Zakah and Khums: Charity	• Zakah requires Mulsims to give 2.5% of their savings to charity every year. • In addition to giving Zakah. Shi'a Muslims also give Khums. This is 20% of their savings, half of which goes to charity and half to religious leaders. • Giving to charity is mentioned a number of times in the Qur'an; for example "Whatever you give should be for parents, close relatives, orphans, the needy and travellers. God is well aware of whatever good you do." 2:215. • Only Muslims with savings greater than a certain amount (known as the nisab) are required to give Zakah. • Zakah can be donated directly to a charity such as Islamic relief but it can also be collected by a mosque, which will distribute the money among those in need. • Zakah is important because it fulfils a duty to God. • It helps to strengthen the Muslim community by supporting the poor and weak. • It is a type of purification that helps Muslims become closer to God.
11. Hajj: Pilgrimage	• Hajj is an annual pilgrimage that starts and ends in the city of Makkah (Mecca) in Saudi Arabia. • Every Muslim is expected to take part in Hajj at least once in their life. • Hajj remembers the actions of the Prophet Ibrahim and his family who rebuilt the Ka'aba. • The Ka'aba is the cube shaped building in the centre of the Grand Mosque and is the holiest place in Islam. • The Qur'an says that "Pilgrimage to the House is a duty owed to God by people who are able to undertake it." 3:97. • Hajj is significant for Muslims because it: 1. Fulfils areligious obligation as it is a pillar of Islam and Muslims are told of its significance when reading the Qur'an. 2. Pilgrimage brings a person closer to God as they do not have to deal with the world around them and instead concentrate on their faith. 3. Hajj is emphasises the unity of the Muslim ummah and shows that all Muslims are the same no mater their race or wealth.
12. Hajj: Pilgrimage	• Hajj takes place over five days, during which time pilgrims travel from Makkah to Mina, Arafat, Muzdalifah and back to Makkah. • The actions that are performed on Hajj remember the events in the lives of the Prophet Ibrahim and his family. • Before Hajj begins, pilgrims must enter a state of purity called Ihram which involves ritual washing and wearing white. • Everyone wearing the same clothes signifies unity and equality. • Hajj pilgrimage starts in Makkah at the Gran Mosque as pilgrims walk round the Ka'aba seven times. • Muslims will then walk seven times between the hills of Safa and Marwah, remembering Hajira's search for water and the miracle of the appearance of the well of Zaman. • Pilgrims will then travel to Arafat where Muhammad preached his last sermon. Praying a whole afternoon under the hot sun shows their devotion to God. • Pilgrims also throw pebbles at three stone wall called the Jamarat. These walls represent the devil.
13. Jihad	• Jihad refers to the struggle against evil. It requires all Muslims to strive to improve themselves and the society they live in, in a way that pleases God. • Greater Jihad is the inward, personal struggle to live according to the teachings of Islam. • Lesser Jihad is the outward, collective struggle to defend Islam from threat. • Greater Jihad is considered to be more important than lesser Jihad. • Greater Jihad might involve; observing the five pillars, studying the Qur'an, avoiding temptations like drugs and alcohol, avoiding negative traits like greed and jealousy and helping and caring for those in need. • Lesser comes from the earliest days of Islam when Muslims needed to fight for the freedom to practice their faith. • Fighting for religious cause is sometimes caused a Holy War. But lesser jihad or holy war can only be used and a last resort when the faith is under severe attack. Islam teaches that lesser jihad/holy war can never be used to justify a terrorist attack.

RE	Religion and Life		Year 11

Week	Key Knowledge to learn
A. The origins of the universe	Christian teachings: • The universe was made by God out of nothing. • God created the world in 6 days and rested on the 7th (Genesis). • **Fundamental Christians:** Believe the statements in the bible are literally true and describe exactly how the universe was created. Others believe the seven days are describing periods of time. • **Liberal Christians:** Believe the creation stories are symbolic and the main message is that God created the universe. They may look to science to understand how God did this. Muslims Beliefs: • The universe was designed and made by God. • Six days refers to six periods of time, there is no indication to what was created on each day. (Unlike in the bible) • 'Your Lord is God who created the heavens and Earths in six days… He created the Sun, Moon, stars… All creation and all command belongs to him. Big Bang Theory: • The Earth came into existence VIA the big bang. Some Muslims and Christians believe in the big bang theory as being caused by God. Islam encourages scientific investigation to give a greater understanding of God.
B. The Value of the world	AWE – Devout respect for Gods power of creation) WONDER- Marvelling at the complexity of the universe • For Muslims and Christians the beauty of the world can give a sense of AWE and WONDER. • They believe the Earth and nature are so amazing because they provide for humans and living things in order for their survival. • Muslims see it as their duty to respect nurture and care for the environment. **Stewardship and Dominion:** • Christians believe the first man on earth was given the role of stewardship "The Lord took took the man (Adam) and put him in the Garden of Eden to take care of it" (Genesis 2:15) • Christians also teach that God gave humans power/ authority of Earth. This is called Dominion. • Muslims believe humans have the role of Khalifahs (Stewards) on Earth and so should protect the natural Earth around us. "It is he who has made you successors on Earth." **Use of natural resources** Population growth is impacting the environment and the natural world. Deforestation, Non-renewable sources of energy will eventually run out. People should be encouraging sustainable development (Reducing the impact on the natural world for future generations). Muslims and Christians believe they should avoid waste and conserve energy.
C. The use and abuse of the environment	• Muslims and Christians show their concern by taking action to help protect the Earth against abuse- Misuse of the world and environment. **Air pollution-** e.g. fumes from cars and factories cause global warming, climate change and diseases such as asthma/ lung cancer. **Land pollution** e.g. poor disposal of waste causes chemicals to pollute the earth/ wildlife poisoning and inefficient farming. **Water pollution** e.g. dumping waste into seas endanger marine life. • Muslims believe they should help the Earth and not over use it. "Eat and drink but do not be extravagant" (Quran 7:31) • Christians believe the world is on loan to humans & they should look after it. "The Earth is the Lords and everything in it". • Muslims and Christians encourage people tor reduce waste, recycle and reuse materials.

Week	Key Knowledge to learn
D. The use and abuse of animals	Christians and Muslims believe God made all living creatures and they should be treated well. **Vegetarians-** Those that don't eat meat or fish **Vegans-** Those that don't use anything from an animal including leather, milk and eggs. • Christians have no rules about whether they can eat meat or not. Some believe God gave animals for food and others believe there is no need to eat animals. • Muslims believe providing food is a just cause for killing animals but hunting for pleasure is not. Muslims have strict laws about killing animals e.g. animals should never be killed in front of each other. • They should be killed in the name of God, using a very sharp knife to the throat to avoid suffering. The blood should be drained out. It is not lawful for Muslims to eat pig or any animal killed in the wild. **Christian and Muslim beliefs about animal experimentation** • Causing animals unnecessary stress and harm is against Muslim principles • Most Christians and Muslims believe testing should be allowed for essential human needs.
E. Origins of Human life	**Christian beliefs** • Genesis 1: God created life with humans life being created last. • God created humans in his image. **Muslim beliefs:** • God created Adam as the first man, moulding him from clay and blowing life into his soul • God created Hawaa (Eve) from the same soul and she became his life. • They lived in paradise and were forbidden to eat from a specific tree. The devil convinced them to eat from this tree and they regretted it immediately. • Life on Earth began with Adam and Eve after this event. **Evolution** • Charles Darwin put forward the theory of Evolution. The idea that life started with a single cell, these cells evolved over time into creatures capable of living on land. • Cells then adapted to their surroundings and thrived. This is called **survival of the fittest.** **Religious debate on evolution:** • Some Christians and Muslims completely reject the theory of evolution, some accept the mainstream scientific view and believe it does not conflict with their faith.
F. Abortion and Euthanasia	• Christians and Muslims believe in the **Sanctity of Life** (life is holy and given by God so only God can take it away) • Many will also consider the **Quality of Life** (the general well being of a person, in relation to their health and happiness) • Abortion is legal in the UK under various conditions. • Christians believe God has aplan for everyone – abortion takes this away so is considered wrong (Jeremiah 1:5) • Some C's agree if the baby will have a poor quality of life or if conception is the result of rape. • Muslims believe abortion is forbidden unless under certain circumstances such as; the mothers life should be saved if the baby is putting her in danger or if the pregnancy is result of rape. • No Muslim can have an abortion due to finances 'Do not kill your children for fear of poverty – We shall provide for them and you" (Quran 17:31) • Abortion must happen before ensoulment (When the foetus is given a soul)
G. Euthanasia and Life after death	**Euthanasia** – A good or gentle death painlessly ending the life of someone who is dying. Christians believe: • God gives people free will to end their life. Euthanasia may be the most loving and compassionate thing to do. • Euthanasia allows a dignified death and the drugs to end life are given by God to be used. • However, others believe it is murder and may be abused. Therefore only God should take life. Muslims believe: • Euthanasia is forbidden as it goes against the sanctity of life. • There may be a cause for suffering – no one knows Gods plan. Goes against Qadr. **Life after Death** • Both Christians and Muslims believe that death is not the end but beginning of the afterlife. • Both believe that God will judge everyone on how they have lived on Earth. • Gods judgement will determine whether we go to heaven or hell.

RE	Relationships and families		Year 11

Week	Key Knowledge to learn
H. Human sexuality	• Human sexuality refers to how people express themselves and sexual beings. In Britain over recent decades, sex before marriage, having children outside of marriage and open homosexual relationships have become more common. • The age of consent in Britain (when a person is legally old enough to freely agree to have sex) is 16. • Christianity and Islam regard heterosexual relationships (between members of the opposite sex) as natural, part of God's plan for humanity. • Some Christians and Muslims think homosexual relationships (between members of the same sex) are against God's will. In Britain, homosexual couples can now legally marry Heterosexual relationships • Many Christians believe that marriage is the only valid place for heterosexual relationships because it is part of God's plan for humans. "This is why a man leaves his father and his mother and is united to his wife, and they become one flesh." Genesis 2:24 • Muslims believe that heterosexual relationships are the normal pattern of behavior; Muslims are expected to marry and have a family. The only form of sexual relationship is Islam is that between husband and wife. "Marry those who are single among you for God will develop their moral traits." Hadith
I Relationships before and outside marriage	• The Anglican Church, Catholic Church and Islam teach that sex before marriage is wrong (sex between two single unmarried people). • All religions teach that sex outside marriage or adultery is wrong (voluntary sexual intercourse between and married person and someone who is not their husband or wife. • In Britain, sex before marriage is widely accepted, but many people, religious and non-religious, think that adultery is wrong because it involves lies, secrecy and betrays trust. Sex before marriage • For many Christians sex expresses and deep lifelong union that requires the commitment of marriage. St Paul warns against sexual immorality. "Whoever sins sexually, sins against their own body. Do you not know that your bodies are the temples of the Holy Spirit. Some liberal Christians think that sex before marriage can be a valid expression of love for each other, particularly if the couple are intending marriage • Muslims believe that sex is a gift from God that must be managed responsibly within marriage. The Qur'an forbids sex before marriage; under Islamic law sex before marriage is considered a serious sin Sex outside marriage • Christians believe that adultery breaks the vows a couple make before God and threatens the stable relationship needed for a child's security. "You shall not commit adultery." Exodus • The Qur'an forbids adultery. "And do not go anywhere near adultery: it is an outrage, and an evil path." Qur'an 17:32
J Contraception and family planning	• Contraception is the methods used to prevent pregnancy. There are three methods: artificial (condoms, the pill), natural (the rhythm method), and permanent (sterilisation). • In Britain there is widespread acceptance of contraception to help family planning, prevent unwanted pregnancies, reduce global overpopulation and prevent the spread of sexually transmitted infections. • Most Christian and Muslim couples accept family planning (controlling how many children a couple has and when they have them) in certain circumstances, but not to prevent having children altogether. • All Christians believe that having children is God's greatest gift to married couples. Catholics and Orthodox Christians are against artificial contraception. "Every sexual act should have the possibility if creating new life." Humanae Vitae, 1968. Anglicans believe that artificial contraception is allowed as people should only have as many children as they can care for. • Muslims believe that contraception can be used for family planning. Some prefer natural but artificial is fine as long as it does not cause and abortion.

Week	Key Knowledge to learn
K. Marriage	• Marriage is the legal union between a man and a woman. In some countries such as the UK it can also be the legal union of two people of the same sex. • A civil partnership is a legal union of two people that does not include marriage. • A Same sex marriage is a marriage between partners of the same sex. • Cohabitation refers to a couple living together and having a sexual relationship without being in a legally binding marriage or partnership. • Christians believe that marriage is a gift from God. It is a sacrament blessed by God that the reflects the love of Jesus. It is a covenant (agreement) before God in which the couple promises to live faithfully till death. • Muslims believe that marriage is a faithful, lifelong commitment, intended by God for the sharing of love and companionship. It is a social contact which brings two families together. The Qur'an says that husbands and wives are like garments for each other, meaning each should support and care for the other. • The purpose of marriage for all religions is to provide a stable, secure environment for family life. • Bothe Christians and Muslims believe that marriage is the proper place to enjoy sex, raise children in a religious faith and provide lifelong support for a partner.
L. Divorce	• Divorce is the legal ending of a marriage. It is legal in the UK after one year if a marriage cannot be saved. Reasons for divorce may include: adultery, domestic abuse, addiction, work or financial pressures, falling out of love etc. • Remarriage is when someone marries again after divorce whole their former husband or wife is still alive. • An annulment is a Catholic Church ruling that a marriage was never valid. Christianity • Christian clergy will offer counselling, prayers and sacraments to couples who are struggling and may refer them to counselling agencies such as Relate. • The Catholic Church teaches that marriage is a sacrament that is permanent and cannot be dissolved. Catholics can separate but not divorce or remarry while their partner is alive. They can attain an annulment if there was never a true marriage. Most Anglicans and Protestants allow divorce. Some allow remarriage as long as the couple take the vows seriously. Jesus taught that anyone who divorced and remarried was committing adultery but he also taught forgiveness and love. Islam • The Qur'an encourages the couple to try to reconcile their differences by allowing family members to help bring them back together, if God wills. • The Qur'an guarantees rights of both men and women to divorce, but divorce is hateful to Allah. Hadith
M. Families	• A nuclear family is a couple and their children. • A stepfamily or blended family is formed on the remarriage of a divorced or widowed persons that includes all of their children. • An extended family might include grandparents and other relatives beyond parents who have as role in bringing up the children. • Same-sex parents are people of the same sex who are raising children together. • Polygamy is the custom of having more than one wife at the same time. Christianity is against polygamy. Some Muslims might accept polygamy with the consent of the first wife but only if the husband is able to love and support his wives equally. Polygamous marriages are illegal in the UK. It is known as bigamy. • Christian parents raise their children in their faith. They teach them to pray. Some send their children to religious school. They teach them right from wrong and pass on the values of their religion. • Muslims parents bring up their children in their faith. They teach them how to pray, keep halal food laws and live a good Muslim life. They support their children in finding a suitable marriage partner and often send them to madrassah (mosque school).

Performing Arts - DRAMA	Blood Brothers	CYCLE 1	Year 11

Box A – Plot
The story is a contemporary nature versus nurture plot, revolving around twins born of the same mother Mickey and Eddie, who were separated at birth and one raised in a wealthy middle-class family while the other raised in a poor working-class single family. Living on opposite sides of the social tracks, their lives so different yet the same. Set in the era of Margaret Thatcher's reign as prime minister of Great Britain.

Box B – Characters
Mickey Johnstone – A friendly and excitable 7-year-old in the first instance. Edwards's twin and accidental best friend. He looks up to his older brother, Sammy feeling like he has to impress Sammy. He is very shy about his emotions and takes years to ask Linda out even on a date. He finds it hard to tell Linda that he loves her. He tries to prove himself to her through working hard but becomes even more withdrawn after becoming unemployed. Mickey then turns to drugs to 'solve' his demons. He later finds the truth but is it too late?
Edward (Eddie) Lyons – A friendly generous 7-year-old, who is from a middle-class society. He admires Mickey's confidence and unselfishly encourages Mickey to date Linda even though Edward secretly loves her. Edward is schooled in a private school and goes onto university in Act Two of the play. He secures a job working with the council, which is classed as a high paid role, polar opposite to Mickey's life style. Edward can be an impulsive character 'and one who doesn't think too deeply about the consequences of his actions. This can be seen in the way he rashly mocks the policeman in the first act and has an affair with Linda in the second.

Box C – Characters
Mrs Johnstone – She is 25 years old at the start of the play and has already had seven children. This suggests that she has a naturally maternal character, embracing new life and being a caring person. Russell might also be hinting at religious rulings against contraception. She is quite an impulsive character who buys a lot of items from catalogues as a result owing lots of money to companies. She is naturally a kind and loving mother and finds it hard to discipline her children and keep them under control. When Sammy burns the school down instead of scolding him she casually jokes that it was the school's fault for letting 'the silly gets play with magnesium'. She is uneducated and does not value intellectual or academic pursuits. This is probably why she is superstitious and has a fatalistic attitude: 'what will be will be'. She does not really concern herself with causes or explanations of the events in her life, instead accepting them as they happen. She is poor and trapped by poverty.

Box D – Characters
Mrs Lyons – Presented by Russell as a lonely housewife, with a cold character who finds it difficult to be affectionate towards others. This may be her natural personality, but circumstances certainly haven't helped: she and her husband are unable to have children naturally and her husband spends long periods at work away from home. She is wealthy, but dependent upon her successful businessman husband's income. She doesn't work or do the housework. She hires Mrs Johnstone to do the cleaning for her, while she shops for expensive things. Making her an inconsiderate and self-centred character who uses others for her own gain. She is an over-protective mother, who is always anxious about Edward, and tries to keep him in the house or garden away from Mickey because she doesn't want him 'mixing with boys like that'. Late in the play we see her character become even more obsessive and controlling when reintroduced to Mrs Johnstone.

Box E – Characters
Linda – A working class girl, best friends with Mickey and Eddie. A naturally kind and compassionate character. She comes to Mickey's aid both when he is suspended from school and when he is mocked by other children. Quite feisty and humorous, joining Edward and Mickey in their games and often leading the way. For example, she plays a trick on a policeman so that the three of them can run away. Strong-willed and very supportive of Mickey. She tries to protect him and keeps pushing him to give up his drugs. Linda is from a poor family like Mickey. Her lack of education and money allows her no real chance of happiness once Mickey becomes a depressed drug addict. As a last resort, she asks Edward for help before having an affair with him. Her betrayal of Mickey suggests that she is in some ways untrustworthy; but this is also her only chance to escape from the circumstances that have trapped her.
Sammy – An aggressive and threatening kind of character who the audience would recognise. From the start of the play he is shown to enjoy making fun of others, especially Mickey. He is presented as antisocial and criminal, threatening a bus conductor with a knife and killing a filling station worker. He has no job, prospects or money.

Box F – Characters
Narrator – Russell creates a 'character' of the narrator, who acts a little like the Greek 'Chorus' from ancient tragedy whose role is to explain some of the key action on stage. The narrator also involves the audience by asking them directly to judge what they see. He helps to make sure that the audience stay a little 'detached' from the events of the play. He constantly reminds the audience of the twins' fate. He presents the themes of fate, destiny and superstition throughout the play, but at the end he asks the audience to consider if it was social forces rather than 'fate' that caused the tragedy. He also multi roles
throughout the play as a milkman, judge, gynaecologist and a judge.
Mr Lyons - A presented as a wealthy businessman who spends long periods of time away from his family. He becomes the managing director of the factory where Mickey worked before Mickey was made redundant. A distant figure to his wife and son, preferring not to get involved in their affairs. Instead he provides money and homes in wealthy areas as well as expensive schooling for Edward.

Performing Arts - DRAMA	Roles and Responsibilities	CYCLE 2	Year 11

Box A: Theatre Maker Roles and Responsibilities

1. Playwright - This is the name given to the person who writes the play.
2. Performer - A performer is an actor or entertainer who realises a role or performance in front of an audience.
3. Understudy - An actor who studies another's role so that they can take over when needed.
4. Lighting designer - The lighting designer is responsible for designing the lighting states and, if required, special lighting effects for a performance. The final design will result in a lighting plot which is a list of the lighting states and their cues.

Box B: Theatre Maker Roles and Responsibilities

5. Sound designer - The sound designer is responsible for designing the sound required for a performance. This may include underscoring, intro and outro music as well as specific effects. The final design will result in a sound plot which is a list of the sounds required and their cues.
6. Set designer - The set designer is responsible for the design of the set for a performance. They will work closely with the director and other designers so that there is unity between all the designs and the needs of the performance.
7. Costume designer - The person who designs the costumes for a performance. The costume department of a theatre is often called the wardrobe.

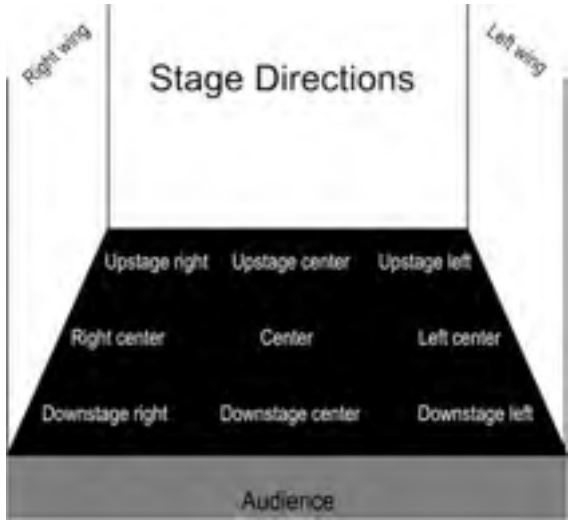
Box C: Theatre Maker Roles and Responsibilities

8. Puppet designer - The person who designs the puppets for a performance.
9. Technician - A person who works backstage either setting up technical equipment such as microphones or rigging lights before a production or operating technical equipment during a performance.

Box D: The Theatre Building

1. Proscenium Arch – With a stage, curtains, and wings (offstage areas to the left and right)
2. Traverse – Like a catwalk with the audience seated opposite each other in two straight lines with the stage running down the centre.
3. Theatre in the Round – The audience sits all the way around the stage (it could be round/square/pentagon etc. but it must have an audience all the way around the edge!
4. Thrust Stage – The stage thrusts into the audience
5. Promenade Theatre – The audience walks around the space and in and out of the performances
6. End on –The audience sits in a horizontal line facing the stage. Usually a studio theatre.

Box E: Stage Configurations



Performing Arts - DRAMA	Essentials	CYCLE 3	Year 11

Box A – Drama Skills	Box B – Drama Techniques	Box C – Context
Body Language – Using your body to communicate your character. E.g an old man would have hunched body language. **Facial Expressions** – Using your face to communicate your characters emotions. **Voice** – altering the tone, pitch, and pace of your voice to fit your character. **Levels** – How high or low your character is to the ground. Can be used to communicate status, class or power. **Proxemics** – How close or far away you stand to other characters on stage based on your relationship. **Posture** – How you stand during your performance to represent your character **Gestures** – using body parts to communicate non-verbally. E.g waving, thumbs up, shaking head.	**Tableau –** Can also be called a freeze frame or still image. A moment of stillness in a performance, used to highlight key moments within a scene. **Thought Tracking** – Saying your characters thoughts out loud to the audience so they know what your character is thinking or feeling. **Forum Theatre** – a technique where the audience becomes the director. They can stop the performance at any time, give feedback, then rewind. Used during rehearsals to develop scenes. **Narration** – Reading part of the story aloud to the audience, either instead of acting it out or alongside mime. **Mime** – Using only your body to communicate, no talking. **Flash-forward** – A scene which is set further in the future. **Flashback** – A scene set in the past, sowing past events. **Cross Cutting** – Where two or more scenes happen on stage at the same time, switching between the two.	Social, Historical, Political and Cultural Contexts. • Have you thought about the different contexts for your devising piece? • These elements should build up your research section. • Social Context – A social setting or environment which people live. • Historical Context – A part of history which has happened (this could be when the play was set) • Political Context – The political party in power at the time and how this impacted on society. • Cultural Context – How culture can affect behaviour, choices and decisions for characters.

Box D – Evaluation Sentence Starters	Box E – Roles and Responsibilities in Performing Arts	Box F - Stagecraft
I have demonstrated multiple skills during my rehearsals. An example of this is when… During my performance, I was good at demonstrating drama skills such as…. This is important because… Within my work, I used a variety of drama techniques to improve my overall performance. For example, I used ….. This was effective because… One area I would like to improve on is … It is important to use this skill in performance because... I could improve on this skill by…	**Director -** The directors role is to bring to life the playwrights work. They are responsible for choosing the right cast, the right acting style and making sure the performance is well rehearsed. **Actor -** The actors role is to rehearse their lines before a rehearsal. They are responsible for performing as a certain role within the play, using the directors instructions. **Set Designer** - The set designer is responsible for creating a set which matches the location or time period the play is set in. They might need to make some set themselves or buy this. **Playwright** - playwrights role is to create and write the entire play. They are responsible for the entire story, setting, location and characters. **Costume Designer** – The costume designer will need to research the historical and social context of the play to make sure costumes reflect this. They will also need to measure the actors to ensure all costumes fit.	• Every performance should have a clear starting position and a clear end position (freeze frame). • You should NEVER have your back to the audience, we use the red cross rule. • You must pronounce and enunciate your words clearly, even if you are playing a shy character. • You should rehearse the exact lines you will say and exactly when you will say them. • We work collaboratively, this means there is no director in the scene. • No hands in pockets, even if it is part of your character, you must consider different ways of communicating this. • Every character is aiming for an equal amount of lines to say and time on stage, the group must work collaboratively to achieve this.

Enterprise	Component 3: Promotion and Finance for Enterprise	CYCLE 2	Year 11

Box 1: Essential Content

<u>Key Words</u>: Promotion, segmentation, promotional methods.

A1 Elements of the Promotional Mix and Their Purposes

Explore the different promotion methods used by enterprises, their suitability for different sizes of enterprise, including factors they consider when choosing most appropriate.

The use of advertising to persuade and inform.

- The two basic aspects of advertising are: the message: what the communication needs to say and the medium: how to get the message across
- Advertising methods: moving image, print, ambient, digital, audio
- Sales promotion: providing incentives to customers
- Methods: coupons, competitions, money off, loyalty incentives, 'buy one get one free',
- discounts
- Personal selling: face-to-face, by telephone, via email, through video or web conferencing
- Public relations activities: promoting a produce/service, brand or enterprise by placing
- information about it in the media without paying for the time or media space directly: methods: exhibitions, sponsorship, press releases
- Direct marketing to establish an individual relationship between the enterprise and the customer: methods: direct mail (junk mail), mail order catalogues, magazines, telemarketing

A2 Targeting and segmenting the market

Learners will consider why an enterprise targets its market, and the impact this has on promotion.

- Types of market: Business to Business (B2B), Business to Consumer (B2C)
- Segmenting the market to identify which customers its promotions will target through: demographics: age, race, religion, gender, family size, ethnicity, income, education level, socio-economic group, geographic: location, psychographic: social class, attitudes, lifestyle and personality characteristics, behavioural: spending, consumption, usage, loyalty status and desired benefits.

A3 Factors influencing the choice of promotional methods

Learners will consider the factors affecting the choice of promotional method for an enterprise.

- Size of enterprise
- Budgetary constraints
- Appropriateness for product/service
- Target Market

B Financial records

Interpret and check the information on financial documents and statements

B1 Financial documents

- Types: invoices, delivery notes, purchase orders, credit notes, receipts, statement of account
- Importance to a business of accuracy when these documents are being used

B2 Payment methods

- Payment methods: cash, credit cards, debit cards, direct debit, payment technologies
- Impact on customers and enterprises of using different methods

B3 Sources of revenue and costs

- Income from sales and from assets
- Start-up costs and running costs

B4 Terminology in financial statements

- Turnover (net sales) and cost of sales (cost of goods sold)
- Gross profit, expenses, net profit, retained profit
- Fixed assets and current assets
- Current liabilities and long-term liabilities
- Debtors and creditors
- Net current assets
- Capital

Enterprise	Component 3: Promotion and Finance for Enterprise	CYCLE 2	Year 11

Box 2: Essential Content

<u>Key Words</u>: Invoices, delivery notes, purchase orders, credit notes, start-costs, running costs, payment methods, current assets and current liabilities.

B5 Statement of comprehensive income

Learners will complete and interpret a statement of comprehensive income using given figures, and suggest appropriate actions.

- Statement of comprehensive income: shows the profit or loss of an enterprise over time.
- Calculate profit/loss using a simple statement of comprehensive income.

B6 Statement of financial position

Learners will complete and interpret a statement of financial position using given figures, and suggest appropriate actions.

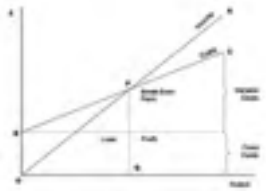
- Statement of financial position: shows the financial performance of an enterprise at a point in time.
- Categorise total assets and liabilities using a statement of financial position.

B7 Profitability and liquidity

Learners will interpret statements of comprehensive income and of financial position to calculate ratios.

- The difference between cash and profit.
- The difference between liquidity and profitability.
- Calculate profitability ratios from given formulae: Gross profit margin percentage (GPM): (gross profit/revenue) × 100. Net profit margin percentage (NPM): (net profit/revenue) × 100.
- Calculate liquidity ratios from given formulae: Current ratio: current assets/current liabilities Liquid capital ratio: (current assets – inventory)/current liabilities.

Complete cash flow forecasts, and investigate the effects of positive and negative cash flow on an enterprise.



C1 Using cash flow

Cash – liquid assets of the business; bank balance plus cash in the business.

- Cash flow – difference between the cash flowing into the business (inflows) and the cash flowing out of the business (outflows), positive and negative liquidity.
- Difference between sales and purchases.
- Cash flow statement: the cash inflows and the cash outflows over the past 12 months.
- Cash flow forecast: outlines the forecasted future cash inflows (from sales) and the outflows (such as raw materials, wages) per month over a period of time.

C2 Financial forecasting

- Purpose of a cash flow forecast:
  - to identify money coming in (inflows) and going out (outflows) of the enterprise over time
  - to determine net current asset requirements and make business decisions.
- Inflows: sales, capital introduced, loans.
- Outflows: purchases, running costs.

C3 Suggesting improvements to cash flow problems

- Analysis of cash flow information – considering changes in inflows and outflows over a period and how this affects the enterprise, considering differences between predicted and actual cash flow.
- Cash flow problems – not having enough cash to pay employees and suppliers.
- Impact of timings of inflows and outflows, and suggested solutions to problems: increasing revenue, selling off unused assets, selling off inventory, chasing debtors for monies owed, cutting costs, delaying payment to suppliers, reducing credit period offered to customers, cutting back or delaying expansion plans.

C4 Break-even analysis and break-even point

Construct and interpret a break-even chart, and recognise its limitations. Costs: variable costs, fixed costs, total costs. Sales: total revenue. Margin of safety. Break-even = fixed costs/(selling price per unit – variable cost per unit). Break-even point. The value and importance of break-even analysis to enterprises when planning. Limitations of break-even analysis.

BOX 1: Learning aim A: Explore ideas and plan for a micro-enterprise activity

The impact of internal factors on costs: markets and customer satisfaction. Internal Factors – Factors inside the business which they can control.

Key Words: Micro Enterprise, Ideas, Planning, Pitching, Promotional Material, Innovation, Target Market.

Explore ideas and plan for a micro-enterprise activity.

Learning aim A: Explore ideas and plan for a micro-enterprise activity.

Evidence for the assignment/to know: Learners will individually research **three potential ideas** for a micro-enterprise activity and **prepare a business plan** for one of these ideas.

Level 2 learners will develop a comprehensive plan for their micro-enterprise idea. It will need to be based on the research concepts from Component 1 and learners will show how they considered relevant factors when choosing their activity to plan. Financial forecasts will be realistic for the type of enterprise activity and timescales.

For **Level 2 Distinction**: Learners will produce a comprehensive plan that gives details of all elements, including:

- Explanation of the aim of the enterprise activity
- An estimate of the resources required, both physical and financial, and a discussion on how these resources are to be obtained/funded
- An appropriate timescale for the activity, from initial plan through to completion of trading
- Methods of promotion, giving reasons why they are appropriate
- A risk assessment and contingency plan to overcome any issues identified and ensure quality of the product/service.
- Learners will give detailed and valid reasons for the choices made. Learners will produce complete and accurate financial documents, which must be realistic and achievable for the type of enterprise activity.

For **Level 2 Merit**: Learners will produce a detailed plan that gives mostly relevant information, including:

- The aim of the enterprise activity
- An estimate of the physical and financial resources required and how these resources are to be obtained/funded
- An appropriate timescale for the activity, from initial plan through to completion of trading
- Appropriate methods of promotion
- A risk assessment and identification of ways to minimise any issues and ensure quality of the product/service. The plan will be logically structured and learners will give valid reasons to support their decisions. In addition, learners at this level will produce complete financial documents The forecasts must be realistic and achievable for the type of enterprise activity.

For **Level 2 Pass**: Learners will clearly describe their three potential ideas for a micro-enterprise activity, giving clear records of their market research of each idea. They will give reasons for their choice of activity, showing how they considered relevant factors, including resources, financial forecasts, costing and pricing, methods of communication and promotion, and potential customers. Learners will produce a plan that gives a clear account of most relevant information, including:

- The aim of the enterprise activity
- Physical and financial resources (any omissions are minor)
- Appropriate methods of promotion
- Timescales for most aspects of the plan
- A risk assessment with recommendations for how to minimise risks and ensure quality of the product/service.

Learning aim B: Pitch a micro-enterprise activity.

Pitch a micro-enterprise activity

Learners must demonstrate presentation and communication skills listed in the content when pitching a plan. Level 2 learners will create a presentation for the plan and pitch it to an audience. The plan will be supported by detailed reasons for their choices. Learners will use appropriate presentation and communication skills proactively and fluently.

Presentation skills*: Professional behaviour and conduct of presenter required.*

- Positive attitude
- Well-rehearsed and prepared
- Considerate of the needs and interests of the audience
- Use of visual aids, e.g. computer projection/slideshow with speaker notes, handouts for audience, clarity and legibility of text, impact of graphics and images.

Communication skills:

- Body language, gestures and eye contact o language and tone, pace, volume and projection
- Use of business terminology
- Listening, handling questions and formulating appropriate responses.

Health & Social Care	Component 3 Health and Well Being	CYCLE 1	YEAR 11

BOX 1:
LA.A Factors that affect health and wellbeing.

A1 Factors affecting health and wellbeing

- Definition of health and wellbeing
- A combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.

- Physical and lifestyle factors that can have positive or negative effects on health and wellbeing.
- Genetic inheritance, including inherited conditions and predisposition to other conditions
- Ill health (acute and chronic)
- Diet (balance, quality and amount)
- Amount of exercise
- Substance user, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs
- Personal hygiene

- Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing:
- Social interactions, e.g. supportive & unsupportive relationships, social intergration/isolation
- Stress, e.g. work-related.
- Willingness to seek help or access services, e.g. influenced by culture, gender, education.

- Economic factors that have a positive or negative effect on health and well-being
- Financial resources

- Environmental factors that can have a positive or negative effect on health and well-being:
- Environmental conditions, e.g. levels of pollution, noise
- Housing, e.g. conditions, location

- The impact of life events relating to relationship changes and changes in life circumstances.

BOX 2:
LA.B Interpreting health indicators.

B1 Physiological indicators

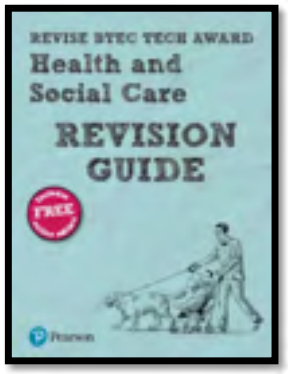
Physiological indicators that are used to measure health:
- Pulse (resting and recovery rate after exercise)
- Blood
- Peak flow
- Body mass index (BMI)

- Using published guidance to interpret data relating to these physiological indicators.

- The potential significance of abnormal readings: risks to physical health.

B2 Lifestyle indicators

Interpretation of lifestyle data, specifically risks to physical health associated with:
- Smoking
- Alcohol consumption
- Inactive lifestyles



"Ensure you are using the revision guide!"

BOX 3:
LA.C Person centred health and wellbeing improvement plans.

C1 Health and wellbeing improvement plans

The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances

- Information to be included in plan:
- Recommended actions to improve health and wellbeing
- Short term (less than 6 months) and long term targets
- Appropriate sources of support (Formal and/ or informal).

C2 Obstacles to implementing plans

Potential obstacles:
- Emotional/ psychological – lack of motivation, low self-esteem, acceptance of current state.
- Time constraints – work and family commitments
- Availability of resources – financial, physical, e.g. equipment
- Unachievable targets – unachievable for the individual or unrealistic timescale
- Lack of support, e.g. from family and friends
- Other factors specific to individual – ability/ disability, addiction
- Barriers to accessing identified services.

Health & Social Care	Component 3 Health and Well Being	CYCLE 2	YEAR 11

BOX 1:
LA.A Factors that affect health and wellbeing.

A1 Factors affecting health and wellbeing

- **Definition of health and wellbeing**
- A combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.

- **Physical and lifestyle factors that can have positive or negative effects on health and wellbeing.**
- Genetic inheritance, including inherited conditions and predisposition to other conditions
- Ill health (acute and chronic)
- Diet (balance, quality and amount)
- Amount of exercise
- Substance user, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs
- Personal hygiene

- **Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing**:
- Social interactions, e.g. supportive & unsupportive relationships, social intergration/isolation
- Stress, e.g. work-related.
- Willingness to seek help or access services, e.g. influenced by culture, gender, education.

- **Economic factors that have a positive or negative effect on health and well-being**
- Financial resources

- **Environmental factors that can have a positive or negative effect on health and well-being:**
- Environmental conditions, e.g. levels of pollution, noise
- Housing, e.g. conditions, location

- **The impact of life events relating to relationship changes and changes in life circumstances.**

BOX 2:
LA.B
Interpreting health indicators.

B1 Physiological indicators

Health professional measure a range of indicators to assess risks to health and wellbeing. Indicators may be physiological measurements such as blood pressure, or lifestyle data such as alcohol consumption.

Physiological indicators that are used to measure health:

- Pulse (resting and recovery rate after exercise)
- Blood
- Peak flow
- Body mass index (BMI)

- Using published guidance to interpret data relating to these physiological indicators.
- The potential significance of abnormal readings: risks to physical health.

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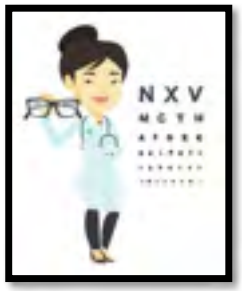
BOX 1:
Learning Aim A:

Understand the different types of health and social care services and barriers to accessing them.

A1 Health and social care services

Providing good health and social care services is very important and a set of 'care values' exist to ensure this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm.



A1 Health and social care services

Different health care services and how they meet service user needs

- Primary care, e.g. dental care, optometry, community health care
- Secondary & tertiary care, e.g. specialist medical care
- Allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians

Different social care services and how they meet service user needs

- Services for children and young people, e.g. foster care, residential care, youth work
- Services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues) e.g. residential care, respite care, domiciliary care
- Services for older adults, e.g. residential care, domiciliary care
- Role of informal social care provided by relatives, friends and neighbours

BOX 2:
A2 Barriers to accessing services

A2 Barriers to accessing services

Types of barriers and how they can be overcome by the service providers and users

- Physical barriers, e.g. issues getting into and around the facilities
- Sensory barriers, e.g. hearing and visual difficulties
- Social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence
- Language barriers, e.g. differing first language, language impairments
- Geographical barriers, e.g. distance of provider, poor transport links
- Intellectual barriers, e.g. learning difficulties
- Resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand
- Financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services

BOX 3: B1 Care Values	B1 Care Values • Empowering and promoting independence by involving individuals, where possible, in making choices • Respect for the individual by respecting service users' need, beliefs and identity • Maintaining confidentiality • Preserving the dignity of individuals to help them maintain privacy and self-respect • Effective communication that displays empathy and warmth • Safeguarding and duty of care • Promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour
BOX 4: B2 Reviewing own application of care values	B2 Reviewing own application of care values Key aspects of a review • Identifying own strengths and areas for improvement against the care values • Receiving feedback from teacher or service user about own performance • Responding to feedback and identifying ways to improve own performance

BOX A: <u>Learning Aim A: Topic A.1 What is 'Customer Service'?</u>

Know the main aims of customer service for travel and tourism organisations. Understand how these customer service aims relate to the size of the organisation.

Definition: Customer service is the provision of service to customers before, during and after a purchase/service.

The aims of customer service (which vary depending on the organisation) include:

- Meeting customer needs
- Meeting organisational targets, e.g. visitor numbers, bookings, sales
- Increasing profits
- Creating new business
- Encouraging repeat business

BOX B: <u>Learning Aim A: Topic A.2 Different Organisations in the Travel and Tourism Industry</u>

Within the travel and tourism industry there are many different types and sizes of organisation. You will understand how customer service provision of organisations is related to the type and size of an organisation.

- Size of organisation:
- Small – fewer than 50 employees
- Medium – Fewer than 250 employees
- Large – More than 250 employees

- Type of organisation:
- Private, e.g. tour operators, accommodation providers, visitor attractions, airlines.
- Public, e.g. visitor attractions, tourist information centres (TICs), Visit Britain, Visit Scotland, Visit Blackpool, World Tourism Organisation.
- Voluntary, e.g. Charities.

- Relationship between customer service aims and size and type of an organisation.

BOX C: <u>Learning Aim B: Topic B.1 Customer Types</u>

Understand how travel and tourism organisations meet and respond to the needs of different customer types, including internal and external customers.

- Internal customers
- Colleagues and staff whom you work closely
- Supervisors and managers
- Directors and owners
- Staff at other branches
- Suppliers

BOX D:

Learning Aim B: Topic B.2 Needs of different types of customer

- Products and services to meet specific needs e.g. accommodation, facilities
- Accurate information, e.g. giving directions, signposting to facilities, price, availability, product knowledge.
- Health, safety and security.
- Assistance e.g. with luggage, with language, for parents with young children or babies, elderly customers.
- Advice may be needed, e.g. induction loop, disabled access.
- Unstated needs including providing products and services as booked.

Learning Aim B: Topic B.3 Responding to Customer Needs

- Making suitable recommendations in response to enquires e.g.:
- Destinations with features that appeal to customers and which are appropriate to customer needs, e.g. appropriate visitor attractions, transport links.
- Products and services to meet customer needs, e.g. accommodation, facilities, meeting a specific need.
- Written requests in the form of an e-mail for information, a completed booking form or a letter.
- Verbal requests in the form of an e-mail for information, a completed booking form or a letter.
- Recognising unstated needs e.g. parents with a baby may need priority boarding on a flight if they are travelling with a pushchair; a customer with reduced mobility may need ground-floor accommodation at a hotel and a disabled access for a wheelchair.

Learning Aim B: Topic B.3 Exploring expectations of different types of customer in the travel and tourism sector

Understand how organisations meet and exceed customer expectations.

- Meeting expectations, including level of products, level and efficiency of service.
- Exceeding expectations, including over and above what is expected, pre-empting needs and solving problems for the customer.

BOX E:

Learning Aim C: Topics C.1 Customer Service & C.2 Impact of excellent and poor customer service on travel and tourism organisations

Understand and assess the impact of poor and excellent customer service on travel and tourism organisations and make recommendations for improvements to customer service.

- Increased/decreased sales
- Number of complaints
- New customers
- Number of compliments
- Repeat business

Skills needed for deliver customer service: Skills and techniques, policies and standards, impacts, technology.

Travel and Tourism	Unit 4: International Travel and Tourism	CYCLE 3	Year 11

Learning Aim A: Know the major international travel and tourism destinations and gateways.

Be able to accurately locate major gateways from different continents. They will be able to locate different types of major European and worldwide destinations. They will use this information to explain typical air travel routes in relation to European and worldwide tourism.

BOX A

Topic A.1 International destinations

When considering international travel and tourism it is essential to know the continents and regions:

- Europe
- Africa
- North America
- South America
- Asia
- Australasia
- Arctic/Antarctic
- regions – European, worldwide (outside of Europe).

BOX B

Topic A.2 Major gateways

It is essential to know about major international gateways:

- Airports, e.g. London Heathrow, Budapest Ferenc Liszt, New York John F Kennedy
- Three-letter codes, e.g. LHR, BUD, JFK
- Train terminals, e.g. St Pancras International (UK), Gare du Nord (Paris, France),Penn Station (New York, USA), Sirkeci (Istanbul, Turkey)
- Seaports (passenger ferry or cruise ports), e.g. Bilbao (Spain), St Malo (France), Miami (USA)

BOX C

Topic A.3 Types of destination

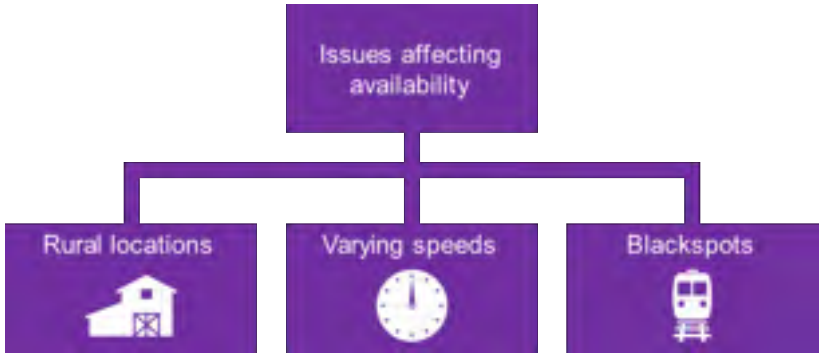
International travel and tourism requires knowledge about different European and worldwide destinations.

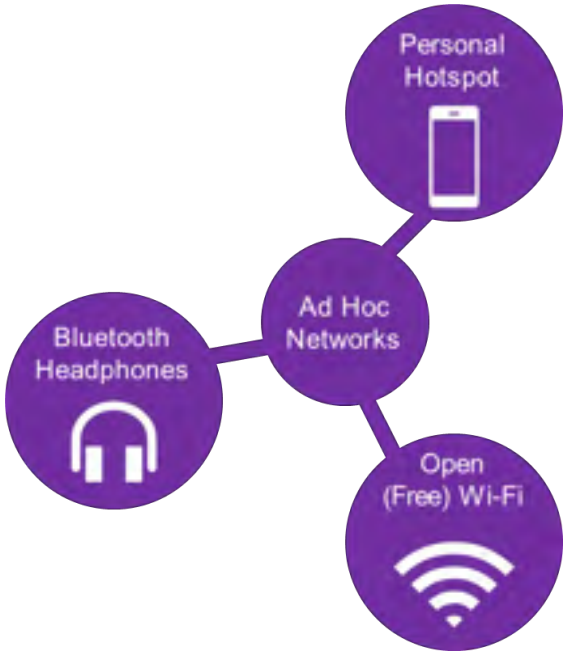
- European destinations:
- Summer destinations e.g. Benidorm, Algarve, Faliraki
- Year-round destinations,e.g. Playa de las Americas, Paphos, Madeira
- Winter sports e.g. Chamonix, Zermatt, Sauze d'Oulx, Lillehammer
- Countryside area e.g. Lake Garda, Black Forest, Bernese Oberland
- City breaks, e.g. Barcelona, Paris, Prague
- Cruise areas e.g. Aegean, Mediterranean, Norwegian fjords
- Worldwide destinations: beach resort, e.g. Palolem (Goa, India), Bondi beach (Sydney, Australia)
- City breaks e.g. New York, Cape Town, Istanbul
- Islands e.g. Jamaica, Mauritius, Ko Samui
- winter sports, e.g. Aspen, Banff, Nagano
- UNESCO World Heritage Sites, e.g. The Great Wall, Great Barrier Reef, Grand Canyon

<table>
<tr><th>Travel and Tourism</th><th>Unit 4: International Travel and Tourism</th><th>CYCLE 3</th><th>Year 11</th></tr>
<tr><td colspan="2"><u>Learning Aim B:</u>
Understand and assess the impact of poor and excellent customer service on travel and tourism organisations and make recommendations for improvements to customer service.</td><td colspan="2"><u>Learning Aim C:</u>
Be able to plan international travel to meet the needs of visitors</td></tr>
<tr><td colspan="2">BOX D
Topic B.1 Features
Learners will explore how the features of different European and worldwide destinations contribute to their appeal for different visitor types.
• Natural features e.g. climate, mountains, lakes, rivers, forests, beaches
• Local attractions e.g. historical sites, heritage sites, religious sites, theme parks, museums, aqua parks, events
• Accommodation e.g. hotels, campsites, apartments, villas, youth hostels
• Facilities and services e.g. local transport, shops, markets, nightlife, sport and leisure, sightseeing opportunities, restaurants, weddings
• Cultural features e.g. festivals, local cuisine, siestas, religious practices, pilgrimages, values and traditions, language
• Special interest tourism e.g. health tourism, religious tourism, music, sport,</td><td colspan="2" rowspan="2">BOX F
Learners will demonstrate their understanding by producing suitable itineraries which meet the needs of different visitor types based on selected European and worldwide destinations. They will be able to explain how and why the itineraries meet visitor needs, suggesting ways they could be adapted for different types of visitors.
• Information sources, e.g. guidebooks, tourist leaflets, atlases, holiday brochures, tourist information centres, websites.
• Types of visitor, e.g. groups, families, solo travellers, customers of different ages, customers of different cultures, non-English-speaking customers, customers with specific needs.
• Needs and characteristics of different types of visitor, in relation to planning holidays.
• Planning:
  • visitor requirements e.g. preferred dates/time of year
  • travel requirements e.g. air, cruise, rail, combination
  • accommodation requirements e.g. standard of accommodation, type of accommodation, board basis, e.g. full-, half-board
  • motivation e.g. relaxation, activity, culture, special occasion
  • features e.g. natural features, cultural features, facilities and services budget.
• Itinerary: date and time of travel, mode of travel, departure and destination location, type of accommodation, board basis, specific features included.</td></tr>
<tr><td colspan="2">BOX E
Topic B.2 Types of visitor
The needs and characteristics of different types of visitor in relation to the appeal of international destinations:
• Types of visitor e.g. families, groups, customers of different ages, customers of different cultures, non-English-speaking customers, customers with specific needs.</td></tr>
</table>

BOX 1: Ad Hoc Networks

Key Terms	
Bluetooth	A short range technology that connects multiple devices.
Ad Hoc Network	A wireless network that does not require fixed hardware.
Personal Area Network	A network of computers based on or around a person.
Tethering	Where a smartphone acts as an internet access point.
Personal Hotspot	Using a phone's internet connectivity on another device.
PIN	'Personal Identification Number'
Encrypted	Means that data cannot be read without a key.
USB	A standard for connection sockets on computers.
Insecure	A connection vulnerable to interception.
Streaming	A continuous flow of data sent over the internet.



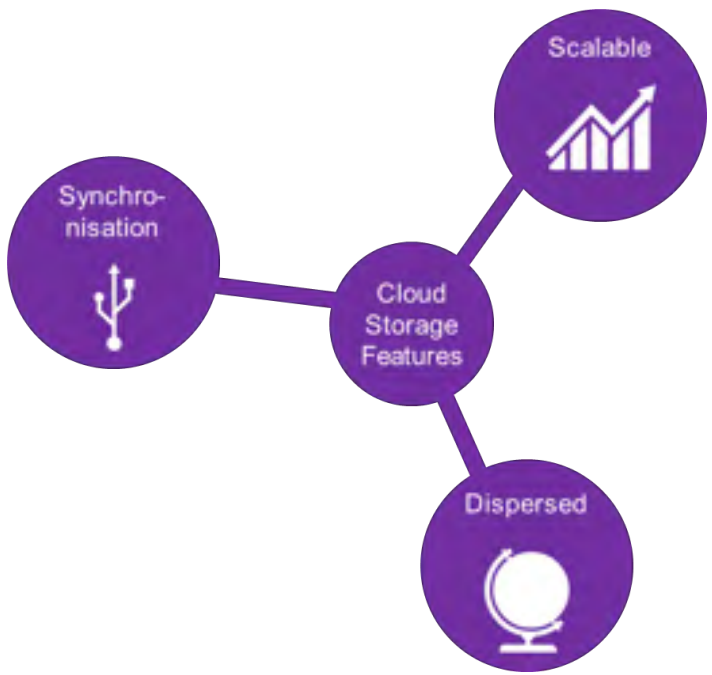


Advantages	Disadvantages
More devices can be added any time.	More open, so they are less secure.
Can be set-up anywhere.	Unorganised, with no device in control.
They require limited set-up.	The more devices, the slower the speed.

BOX 2: Cloud Storage

Key Terms	
Server	A computer that delivers data over a network (the internet).
Downloading	The process of transferring from a server to computer.
Uploading	The process of transferring from a computer to a server.
Synchronising	When files on two devices are updated to be the same.

Cloud storage is where files created and used on one or more computers or devices are **stored and managed remotely**. The files are stored on **servers** so that they can be accessed **via the internet**.



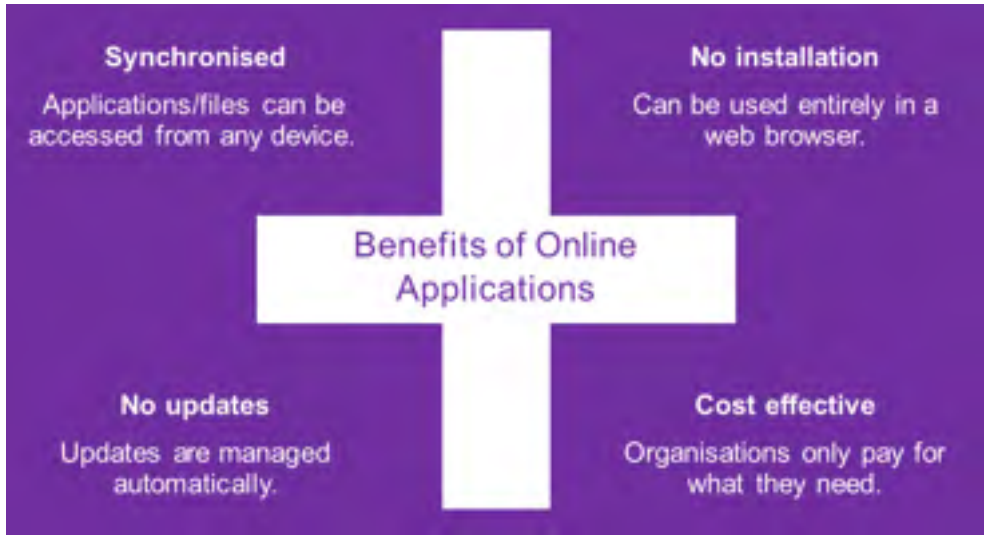
What can be stored in the cloud?

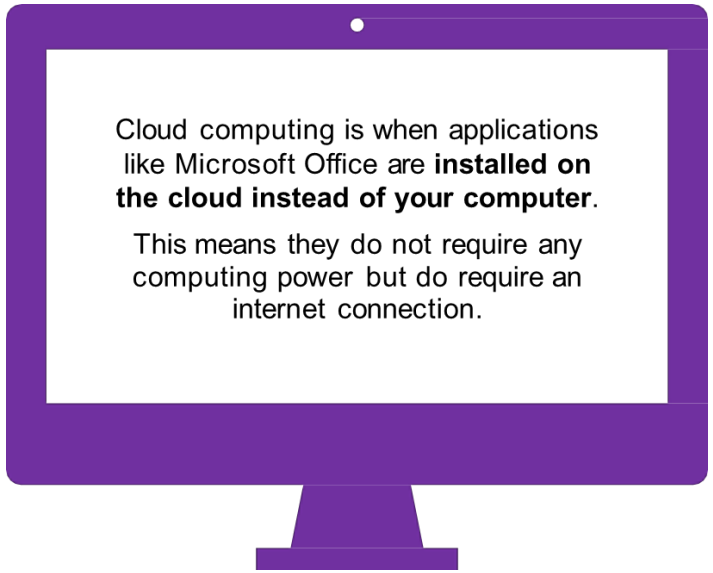
- Data back-ups
- Photos and videos
- Documents

Advantages	Disadvantages
You can access your data from any device on the internet.	You cannot access your files without the internet.
It is scalable, meaning more storage can be added easily.	You have no control over how your data is stored by providers.

BOX 3: Cloud Computing

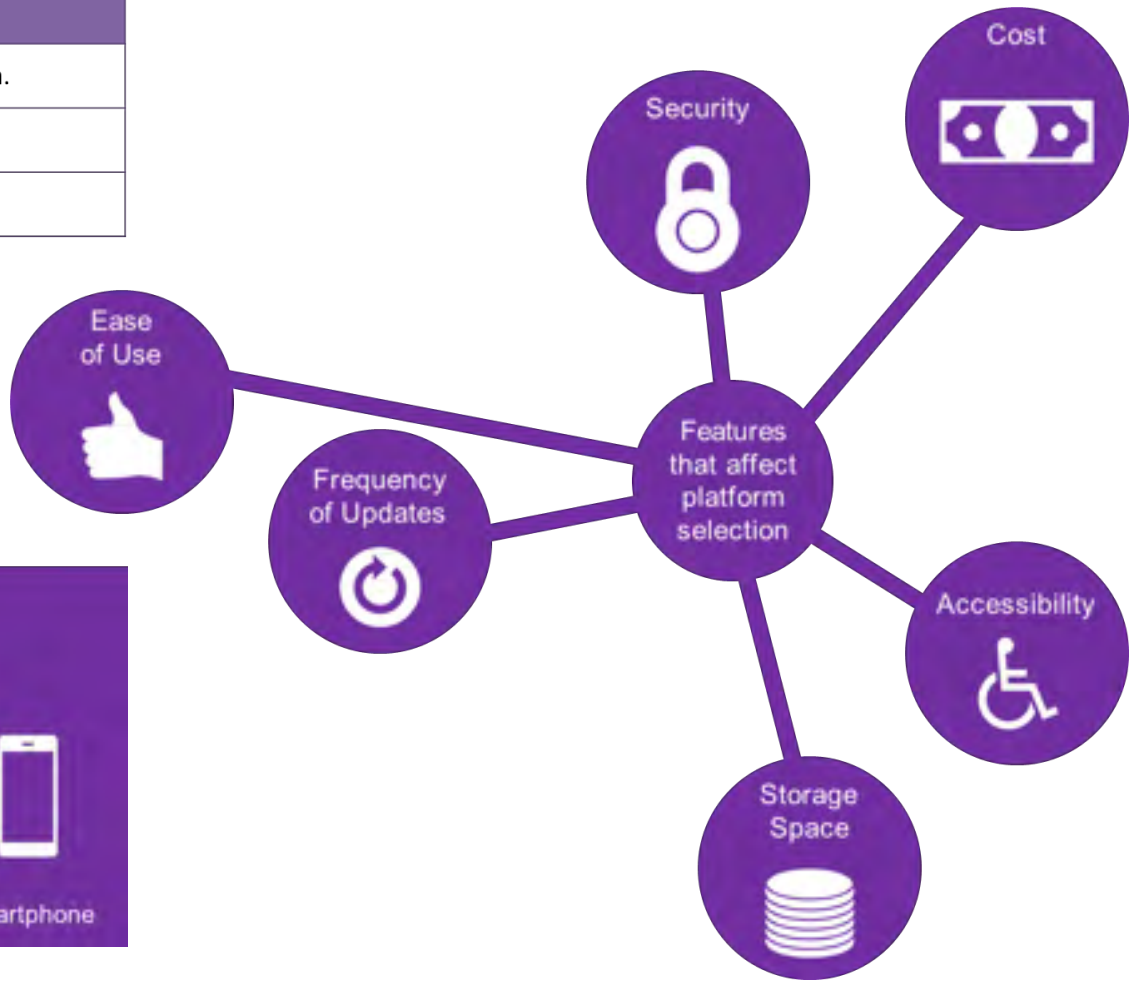
Advantages	Disadvantages
Doesn't require local computing power, meaning they can run on any device/computer.	Requires a stable internet connection. Without this, online applications are inaccessible.

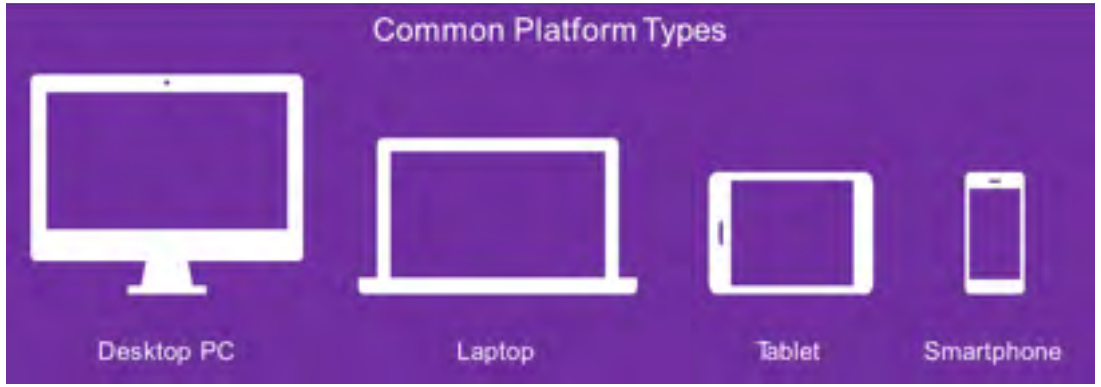




BOX 4: Platforms and Services

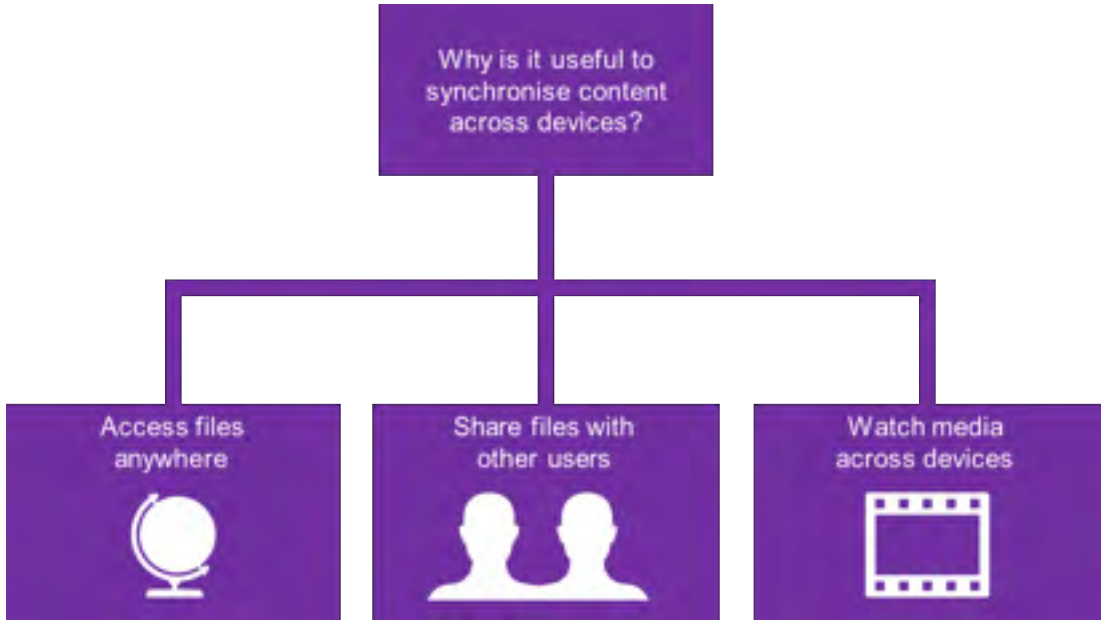
Key Terms	
Stakeholders	Those with an interest or investment in an organisation.
Downtime	A period when a computer/services are unavailable.
Geo-data	Location information used by smartphones/tablets.





BOX 1: Cloud & Traditional Systems

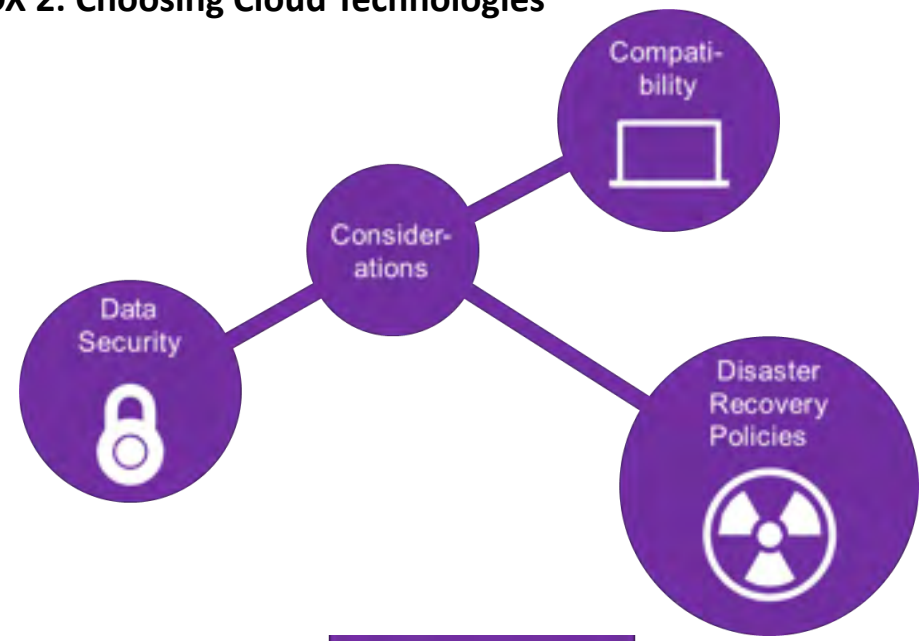
Key Terms	
Synchronisation	When files on two devices are updated to be the same.
Notification	A message that notifies the user of a change or update.
Online	Connected to/uses the internet.
Offline	Not connected/doesn't use the internet.

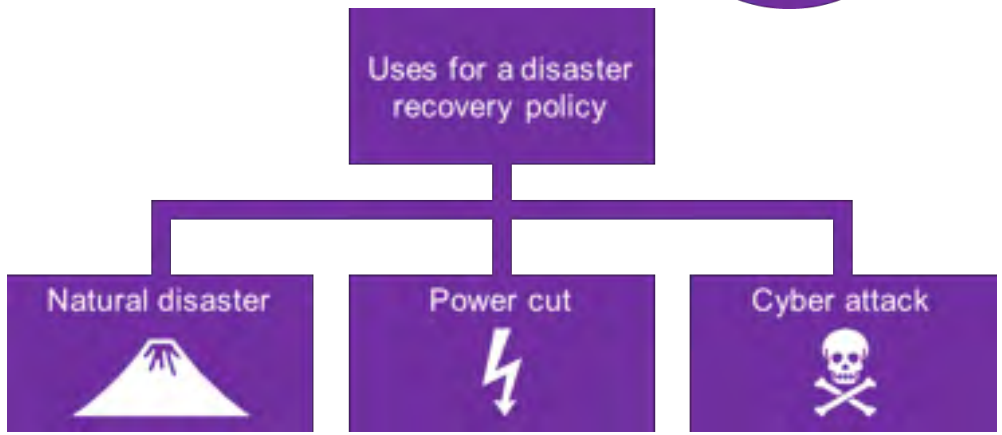


Popular Cloud Storage Platforms

- Microsoft OneDrive
- Apple iCloud
- Google Drive
- Dropbox

BOX 2: Choosing Cloud Technologies





A disaster recovery policy is typically designed to **set out the actions** that will need to take place **after a disaster**, for example a cyber attack or a natural disaster, to **restore an organisation's services** quickly.

Advantages	Disadvantages
They can reduce the amount of time it takes to recover following a cyber security disaster.	It is not always possible to think of single risk that could occur before an attack is carried out.
They set out the roles of each person so everybody knows what to do following an attack.	Once the policy has been created, it needs to be continually updated.

BOX 3: Maintenance, Set-Up and Performance

A cloud server is usually maintained **automatically by the cloud service provider**. They ensure the **virtual machines** running on their servers are healthy and operating efficiently.

Most cloud computing solutions have **web-based dashboards** that allow users to monitor their performance.

Key Terms	
Virtual Machine	Software applications that behave like a physical computer.
Administrator	A person responsible for configuring and maintaining technologies.
Spam	Electronic junk mail, usually sent with a commercial purpose.
Downtime	A period when a computer/services are unavailable.

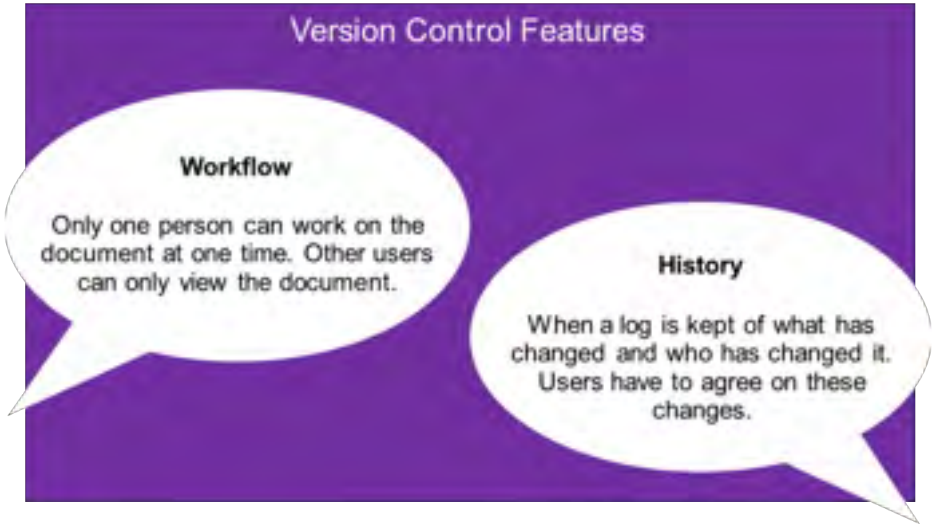
Setting up a traditional server requires:	Setting up a virtual machine requires:
Purchase of hardware	Selecting a provider
Building hardware	Creating an account
Operating system/application installation	Selecting performance requirements
Stable network connection	Supplying payment

Downtime can be caused by:

- Interrupted internet connectivity
- Cyber attacks
- Scheduled updates

BOX 4: Collaborative Technologies

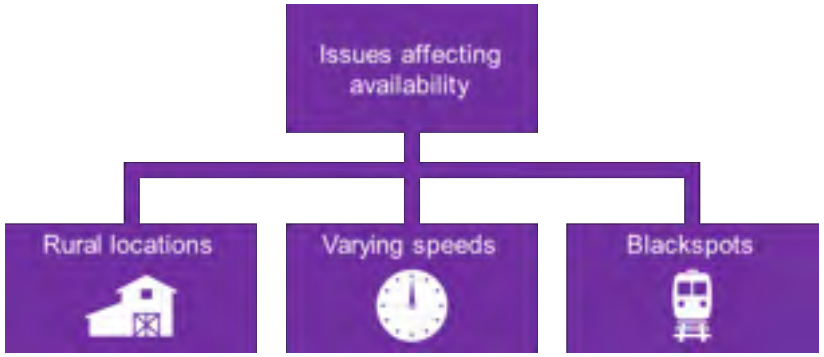
Benefits of Collaborative Technologies	
Global and multicultural workplace	Communicating and collaborating using technology can help build relationships between people of different ages, gender, religion or culture.
Inclusivity	Where technology has functionality for those with physical limitations. For example, people with visual impairments can take advantage of being able to enlarge text.
24/7/365 working hours	Having employees work from anywhere in the world means longer working hours. For example, live chat agents working in different time zones will be working 24/7/365.
Team flexibility	Teams can be made up of a variety of employees, like casual staff. These staff might be on short-term contracts or freelance suppliers who are self-employed.

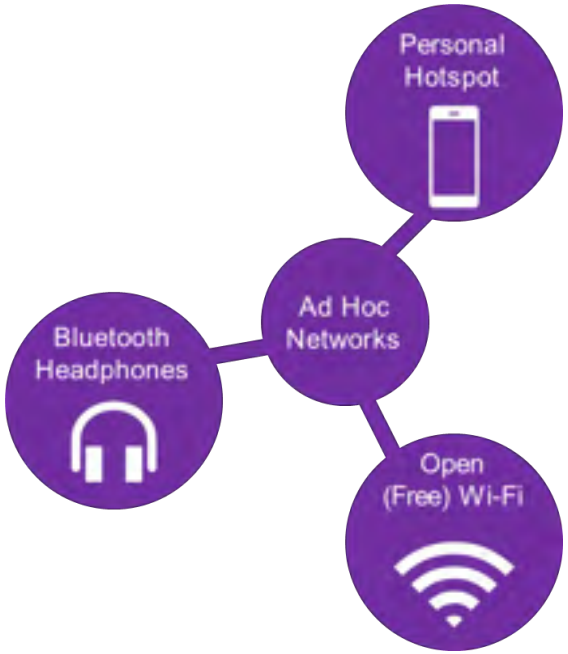


If several people are required to work on the same document, they could each save the document onto their computer, which would create multiple versions of the same document. **Version control prevents a clash** in the different versions of a document **between users**.

BOX 1: Ad Hoc Networks

Key Terms	
Bluetooth	A short range technology that connects multiple devices.
Ad Hoc Network	A wireless network that does not require fixed hardware.
Personal Area Network	A network of computers based on or around a person.
Tethering	Where a smartphone acts as an internet access point.
Personal Hotspot	Using a phone's internet connectivity on another device.
PIN	'Personal Identification Number'
Encrypted	Means that data cannot be read without a key.
USB	A standard for connection sockets on computers.
Insecure	A connection vulnerable to interception.
Streaming	A continuous flow of data sent over the internet.

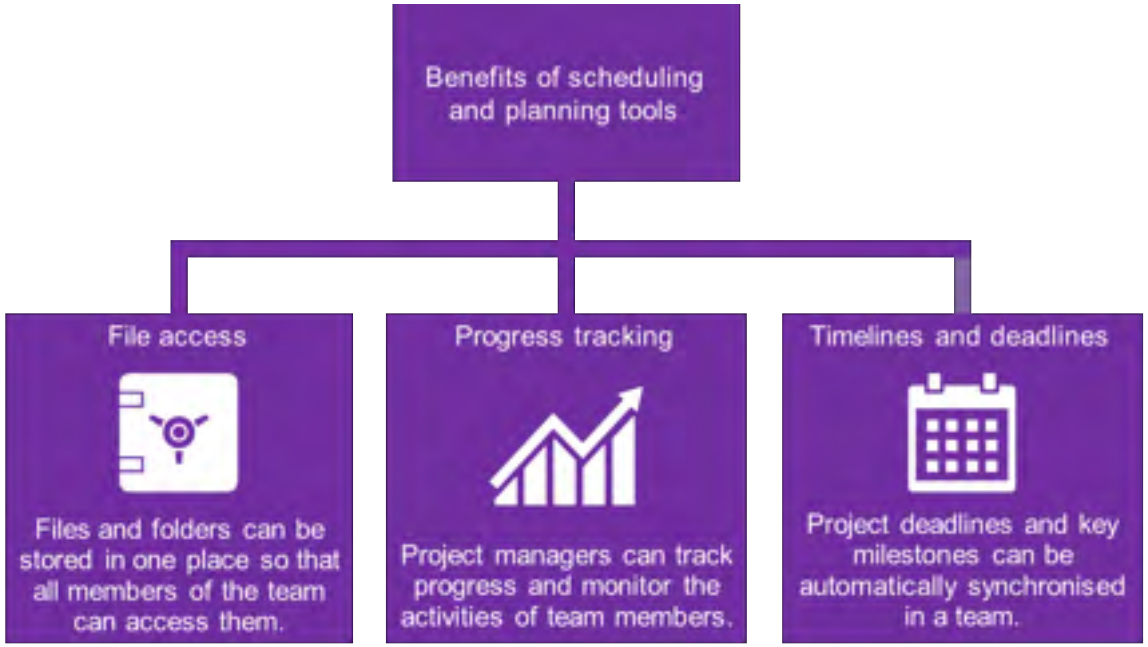


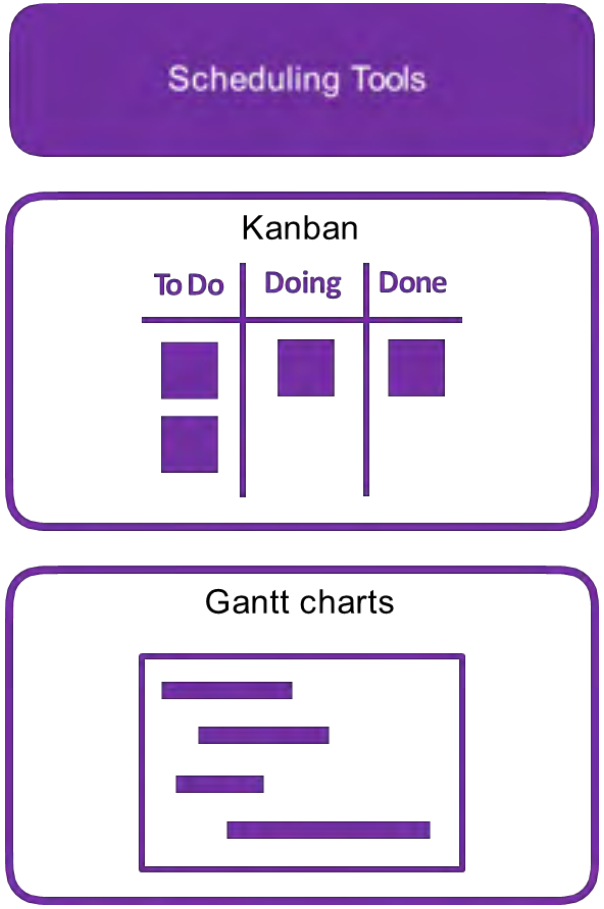


Advantages	Disadvantages
More devices can be added any time.	More open, so they are less secure.
Can be set-up anywhere.	Unorganised, with no device in control.
They require limited set-up.	The more devices, the slower the speed.

BOX 2: Scheduling and Planning

Key Terms	
Scheduling	Setting start and end dates for a project, which automatically calculates the days needed.
Planning	Allocating tasks and controlling a schedule.
Project	An individual or collaborative enterprise that is carefully planned to achieve a particular aim.





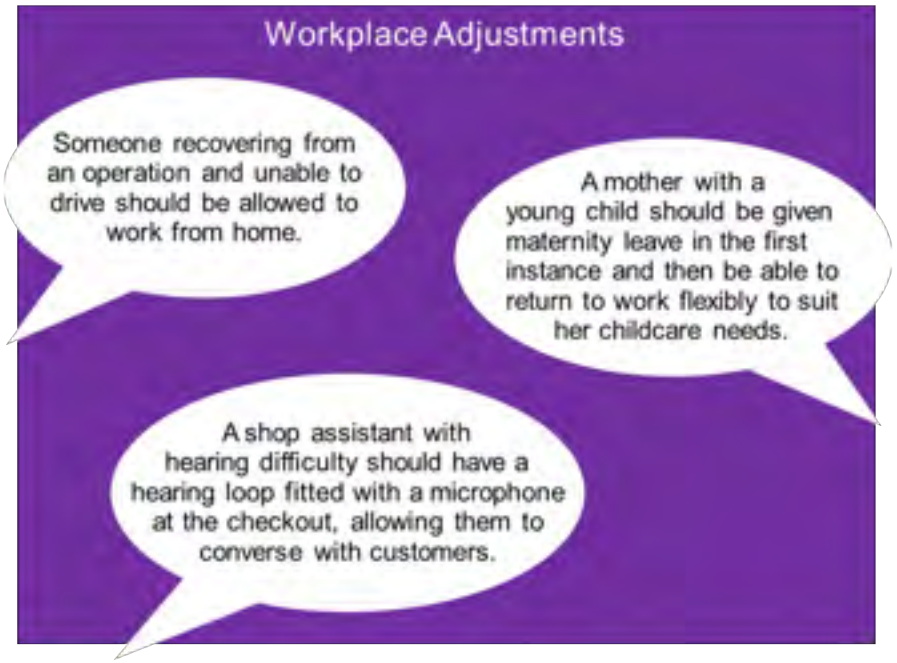
BOX 3: Communication with Stakeholders

Why would a business communicate with stakeholders?

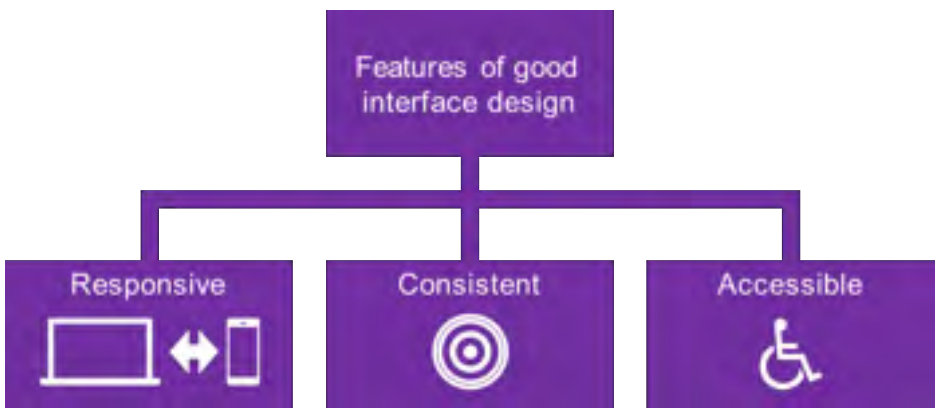
- To promote products or services with advertising.
- To deal with customer queries/complaints.
- To update investors on business finances.
- To update employees on business operations.

Communication Technologies	
Telephone	For conversations with individual customers, suppliers, etc.
Email	For conversations with larger groups like employees or customers.
Live chat	To provide support to customers on an informal basis.
Social media	To promote new products and provide general product guidance.

BOX 4: Accessibility and Inclusivity



Accessibility Features	
Screen Reader	Reads text aloud for users with visual impairments/blindness.
High Contrast	Uses more contrasting colours for those with visual impairments.
Magnifier	Zooms in on a particular part of the screen for the visually impaired.
ALT Text	Text description of an image for screen reading software.



Sport Science	The skeletal system – LO1	CYCLE 2	Year 11

BOX A:

Functions of the musculoskeletal system

The musculo-skeletal system is made up of bones, muscles, joints and connective tissue. These all work together to create movement.

Some bones are also used for protection. For example, the cranium protects the brain, the ribs protect our vital organs such as the heart and lungs, and the vertebrae protects the spinal cord.

Shape & support - bones give us our individua shape and height. They keep us upright and hold our body (muscles/organs) In place. Our bones are different sizes and shapes. Our bone shape may determine how successful we are in a sport for example basketball players tend to have long arm length.

Movement - the bones provide anchor points for muscles to pull against so that when they contract we can move.

Protection - The skeleton protects our vital organs.

Blood formation – The inner marrow of the bones produce white & red blood cells.

BOX B:

Synovial joints:

- **Ball and socket joint:** The ball shaped end of one bone fits into the socket of another, for example the hip.
- **Hinge joint:** The end of one bone fits against the end of another only allowing movement in one direction, for example the elbow.
- **Saddle joint:** A saddle shaped bone fits on another, for example in the thumb.
- **Gliding joint:** One bone can slide over another, for example the carpals in the wrist.
- **Condyloid joint:** When the curved end of one bone fits against another curved end, for example the wrist.
- **Pivot joint:** Where the round end on one bone fits into a ring formed by another bone, for example the vertebrae of the neck which allow head rotation.

BOX C:

Keywords/ Glossary

Connective tissue - white tissue providing support.

Cranium - skull bone protecting the brain.

Ribs- bones surrounding the heart and lungs, forming the chest cavity.

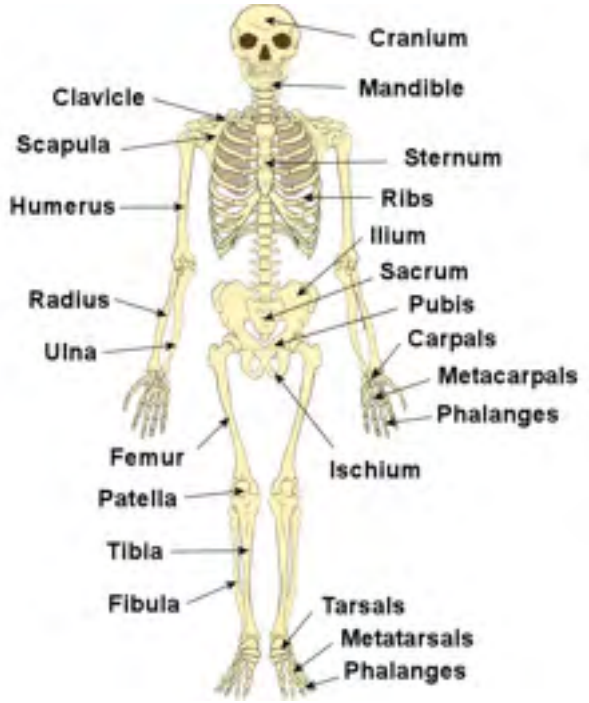
Sternum - the breast bone.

Connective tissue:

Cartilage - tough, flexible, found at the end of the bone and cushion the bone.

Ligaments - attaches to the bone, strong and elastic to stabilise joints.

Tendons - attaches bone to muscle, sturdy, non elastic, size changes depending on muscle.

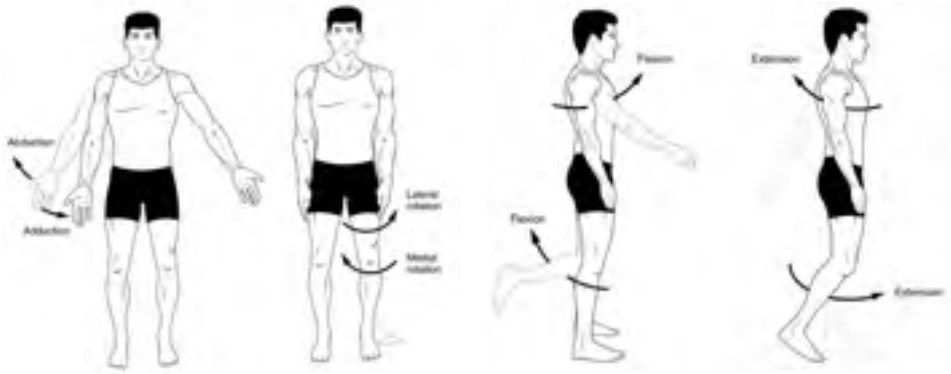


BOX A:
The role of the musclo-skeletal system in producing movement

The musculo-skeletal system is made up of bones, muscles, joints and connective tissue. These all work together to create movement.
Bones move because groups of skeletal muscles pull them.
Types of movement are flexion, extension, adduction, abduction, rotation and circumduction

BOX B:
Muscular contractions

Isometric contractions: the muscles stay the same length. A sporting example of this is a handstand in gymnastics.
Isotonic contractions: the muscles change in length to create movement. There are two types of isotonic contraction:
1. Concentric contractions are those where the muscles shortens as it contracts. For example the bicep shortens in length during the upward phase of a bicep curl.
2. Eccentric contractions occur when the muscle lengthen as it contracts. For example, the quadriceps lengthen on the downward phase of a squat.

BOX C:
Key Words/Glossary of Terms

Flexion: movement where the angle between bones decreases (bending).
Extension: movement where the angle between bones increases (straightening).
Abduction: Moving a limb away from the midline of the body.
Adduction: Moving a limb toward the midline of the body.
Rotation: Turning part of the body around its axis.
Circumduction: Conical movement of an extended limb.
Deltoids: muscles on the shoulder joint that move the upper arm.
Trapezius: muscle at the top of the back that moves the scapula and head.
Latissimus dorsi: muscle at the side of the back that moves the upper arm.
Pectorals: muscles in the chest that move the upper arm.
Gluteals: Buttock muscles used when running.
Hamstrings: muscles at the back of the upper leg and behind the knee.
Gastrocnemius and soleus: the calf muscles used to push the foot off the floor when running.