



**Cedar Mount Academy**  
BRIGHT FUTURES EDUCATIONAL TRUST

# Knowledge Organiser

YEAR GROUP: 8 TERM: 1

NAME

FORM

*“No thief, however skillful, can rob one of knowledge, and that is why knowledge is the best and safest treasure to acquire” – L. Frank Baum*

## How to use your knowledge organiser

You are expected to bring your knowledge organiser to the academy every day

This knowledge organiser contains all the key knowledge that you need to know for your learning this term. You should spend at least 30 minutes every evening using the knowledge organiser to complete a learning homework. You should record the subject or subjects on the learning homework page and show this to your form tutor on a weekly basis.

You will be tested in lessons on your learning from this knowledge organiser.

In some lessons, your teacher will ask you to learn specific sections of the knowledge organiser, but otherwise you should work through each subject independently, trying to memorise the information in the booklet. The more you can remember, the more useful it will be for your lessons.

## How to learn using a knowledge organiser

The best way to use a knowledge organiser is to revise the information so that you can recall it when you are asked. The best methods to do this are:

- Look, cover, write and check the key words and knowledge lists
- Ask a family or friend member to test you on the knowledge
- Create a mind map to remember the information in each section
- Write down on a blank piece of paper as much as you can remember from the organiser
- Use the knowledge organiser to help you complete work in school and at home

**SCHOLAR**

A **scholar** is a person who studies a subject and knows a lot about it.

"She was a good scholar because she worked so hard in class."

**Every student at CMA is a SCHOLAR**

**S**itting up \_\_\_\_\_ throughout your \_\_\_\_\_ to ensure maximum \_\_\_\_\_.

**C**\_\_\_\_\_ yourself with your \_\_\_\_\_ and \_\_\_\_\_ when challenged.

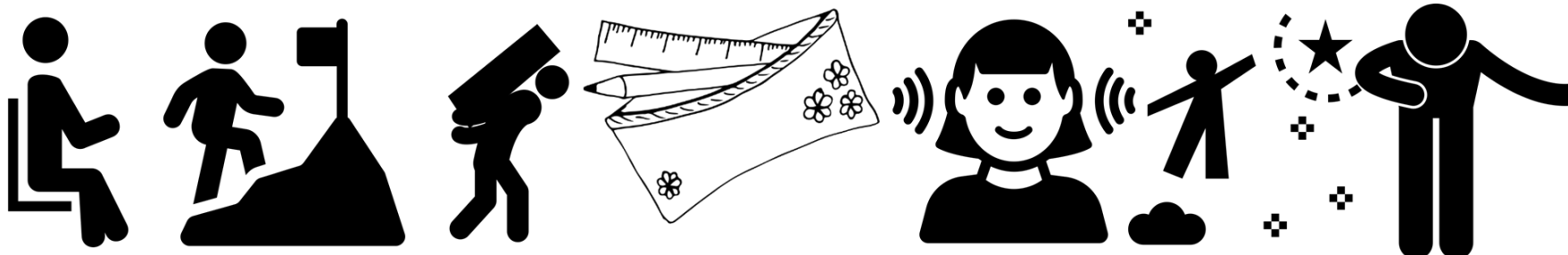
**H**ard \_\_\_\_\_ to ensure you complete \_\_\_\_\_ to the best of your \_\_\_\_\_.

**O**\_\_\_\_\_ so that no time is wasted and you have \_\_\_\_\_ with you at all times.

**L**\_\_\_\_\_ to your \_\_\_\_\_ and to others in the class respectfully and actively, prepared to \_\_\_\_\_.

**A**\_\_\_\_\_ for the very best and \_\_\_\_\_ with your learning to take you beyond your current \_\_\_\_\_.

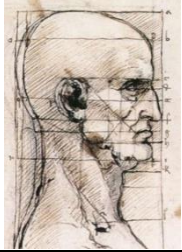
**R**espectful of everyone in the \_\_\_\_\_, including \_\_\_\_\_, staff, governors, visitors and \_\_\_\_\_.



## Art – Pop Art Portraits

### Portrait - a drawing or painting of a person

#### Golden Ratio – Proportion of the face



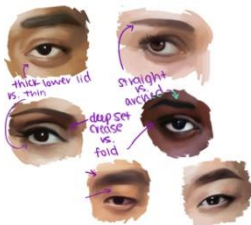
In 1497 the famous artist, designer and inventor **Leonardo Da Vinci** created a series of mathematical drawings for a book titled 'The Divine Proportion'.

The drawings featured 'The Golden Ratio' – a series of **measurements** that could be added to the human face to achieve the correct proportions.

#### Technical key words for drawing a portrait

Guide-lines	Straight lines drawn at different measurement points to help you place the key feature and achieve the correct proportions
Scale	How big or small something is or the size of something
Shape	An area enclosed by a line
Highlight	A bright and reflective area. A highlight on a face would normally be around the cheeks, nose or forehead
Shadow/scale	The darker areas. Adding shade or shadow to a face can make it look realistic
Proportion	The size relationship between different parts, eg how big the eyes are compared to the nose

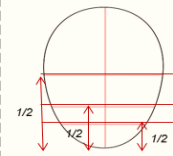
#### Eye shapes



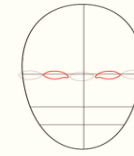
#### Side profiles



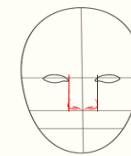
### Drawing a Portrait



Draw an **upside down egg shape** for the head and divide it up as shown.



The **eyes** sit on the top line (halfway down the face). There should be room for 5 equally sized eyes across the face

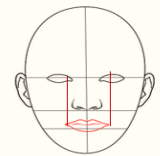


The **nose** sits on the line in the middle of the face. The edge of the nose roughly lines up with the corners of the eye.



The top of the **ears** line up with the top of the eyes

The **lips** sit on top of the bottom line. The edges of the mouth line up with the pupils of the eyes.



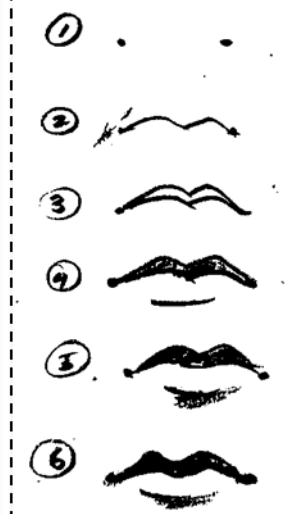
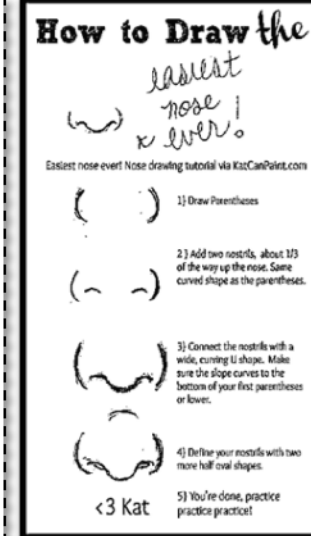
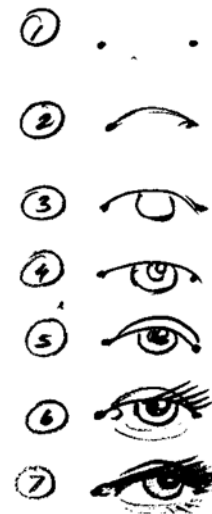
#### Top tips for drawing features

**Eyes** are the shape of rugby balls



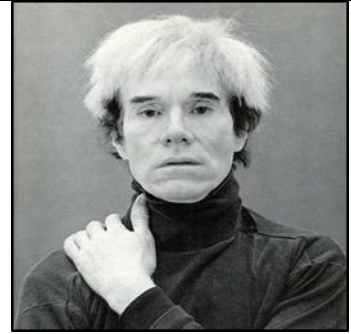

**Noses** can be made using 3 circles

**Lips** are like hills or slopes or an M shape

#### Step by step guides to help draw the eyes, nose and mouth

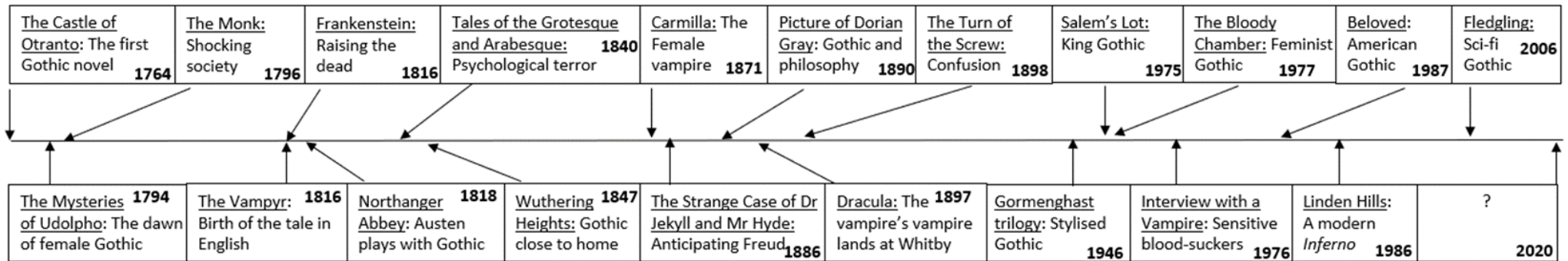


## Art – Pop Art Portraits

Roy Lichtenstein's biography		Notable artwork		1950's Pop Art emerges in the UK.						
Roy Lichtenstein was an American Pop artist			Roy Lichtenstein, "In the Car" (detail), 1963	A gathering of young artists challenges the idea of consumerism, culture and modernity. They look at films, advertising, product packaging, pop music and comic books inspiration.						
His work was influenced by advertising and old war comics.				1960's Pop Art emerges in America.						
Lichtenstein's artwork is bright, bold, uses primary colours and features 'Ben-Day' dots				The term 'Pop Art' is born.						
His most expensive work Masterpiece sold for 165 million dollars in 2017	Born: 27th October 1923 New York City, USA. Died: 29th September 1997 in New York City, USA.	Pop Art artwork features images taken from the everyday and used because of its banality.								
Andy Warhol's biography		Roy Lichtenstein, "Masterpiece " 1962		1962 The Museum of Art (MOMA) holds its first exhibition of Pop Artwork						
Andy Warhol was an American artist, film director and producer.				1963 Roy Lichtenstein – becomes a really important American Pop artist.						
Warhol is one of the most famous artists of the 20th century				1964 Andy Warhol uses silk-screen to replicate the mass-produced culture. He is known as a leading figure in the Pop Art movement.						
He was a leading figure in the Pop Art movement.				1970's The art movement Modernism begins.						
His most expensive painting Car Crash (Double Disaster) sold for 105.4 million dollars	Born: 6th August 1928 in Pittsburgh, Pennsylvania, America. Died: 22nd February 1987 in New York City, America	Andy Warhol, "Muhammad Ali" 1977		<table><tr><th>Other famous Pop Artists...</th></tr><tr><td>Eduardo Paolozzi</td></tr><tr><td>Yayoi Kusama</td></tr><tr><td>Richard Hamilton</td></tr><tr><td>Jasper Johns</td></tr></table>		Other famous Pop Artists...	Eduardo Paolozzi	Yayoi Kusama	Richard Hamilton	Jasper Johns
Other famous Pop Artists...										
Eduardo Paolozzi										
Yayoi Kusama										
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Jasper Johns										
Warhol's work explores advertising and celebrity culture.		Andy Warhol, "Marilyn Monroe" 1967								

## English – Gothic

## Gothic timeline



## KEY VOCABULARY – The Gothic

Make sure you know what the word or phrase means; you must be able to explain it in your own words and use it in a sentence.

sublime	uncanny	the 'other'	supernatural
melancholy, melancholic	insanity	isolation, seclusion	villain
grotesque	foreboding	paranormal	ominous
macabre	omen	curse	nature vs. nurture
vulnerable	fatalistic	whimsical	brooding
oppressive	futile	sombre	hapless

## English – Creative writing

Importance of setting



Magpie an example from the play

Sense:

Sense:

Punctuation: Using the notes from your booklet, what do you need to consider about 'punctuation' in writing? \_\_\_\_\_

Magpie how atmosphere is built in *Frankenstein*:

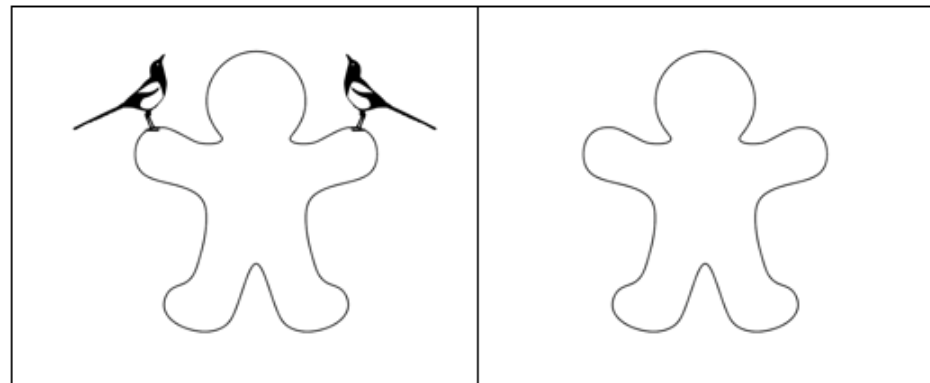
Description: Using the notes from your booklet, what do you need to consider about 'description' in writing?

Importance of integral:

Importance of external:

Timeline and writing structure:

Using the notes from your booklet, what do you need to consider about 'timelines' and 'structures' in your writing?



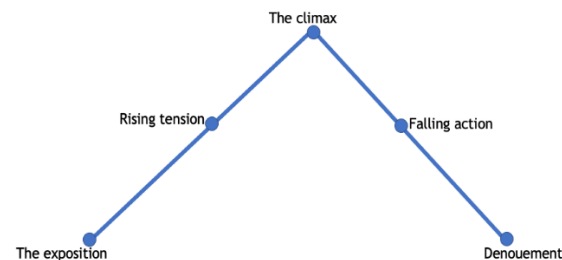
Create a rough timeline of events from *Frankenstein*:



Re-envision a timeline for a completely new story (remember to link to the Gothic):



Keeping it structured: Why does a story need a Freytag structure?





## Food and nutrition

Skills + Techniques	Segment & Dice	Segment: Portion fruit to remove core, pith, seeds. Dice: Cut into small, even size blocks
	Mashing & Blending	Beating into a soft smooth paste or sauce, with no lumps - manual vs electric
	Boiling & Simmering	Cooking in deep water. Boiling- rolling bubbles. Simmering- small popping bubbles
	Testing readiness	Al dente / bite test - vegetables, pasta. Color check - meats, cakes. Press test - cakes
	Whisking	Beating or stirring a food substance to add air. Manual or mechanical. Aeration
	Frying	Oil based cooking method. Oil must be hot to avoid sticking + greasy texture
	Coating	A thin layer that wraps around <i>food</i> .
	Sensory Analysis	Measure and interpret the different sensory characteristics of food products
	Consistent	Producing the same product using the same method to achieve the same results
	Improvements	Suggestions of actions needed to produce better outcomes e.g., skills, timings, methods
Nutrition	Eatwell guide	Visual tool showing how much of each food group should be eaten for a balanced diet
	Food groups	Starchy carbs, Fruit + Veg, Dairy + alternatives, Meat, fish + alternative proteins, Oils
		8 key government guidelines for healthy eating. Following EWG ratios + portion sizes
	Portion size	Linked to EWG; approximately the size of your hand, fist or what fits in palm of hand
	Carbohydrates	Group of compounds including starch, sugar + fibre that provide energy
	Proteins	Animal or vegetable. Made up of strings of amino acids. For growth, repair, enzymes
	Fats + Oils (lipids)	Animal or vegetable sources. Solid or liquid. For energy and insulation.
	Vitamins	Assist in a variety of processes in body. Fat soluble = D/A/K/E. Water soluble = B/C
	Minerals	Assist in a variety of functions in body. Examples - calcium, iron, potassium, fluoride
	Preservation	Methods used to extend shelf life of foods. Remove air, moisture. Heat it. Change pH
H+S & Spoilage	Food labelling: dates	Use by safety - eat, cook, freeze by date. Best before: quality reduces after date
	Core temperature	Juices should run clear. Core temperature 75°C
Science	Enzymic browning	Chemical process of oxygen + enzymes reacting in food causing the surface to go brown
	Gelatinisation	When starch grains are heated in a liquid they absorb it, swell + burst, releasing starch
Choice	Coagulation	Irreversible change in proteins from a liquid to solid state.
	Packaging labelling	Name, ingredients, allergens, storage + dates, preparation, origin, maker, nutrition, volume
	Packaging nutrition	Know the difference: Per portion or serving. Per product. Per 100g. Traffic lights
	Food waste	Plan accurately. Store correctly. Use in date order. Use leftovers
Provenance	3 R' s	Reduce, reuse, recycle
	Carbon footprint: food	Emissions from growing, farming, processing, transporting, storing, cooking, disposing of the food you eat.



## Food and nutrition

**Planning what to cook**

Deciding on what to cook or eat, whether for yourself or someone else, requires making a number of decisions:

- beliefs and values.
- consumer information.
- food preferences.
- food provenance.
- health and wellbeing.
- social and economic considerations.
- who, what, when and where?

**Food labelling**

Information on the labels of pre-packed food and drink products can be legally required or just for consumer information.

Legally required information:

- country of origin and place of provenance
- date mark
- list of ingredients (including additives and allergens)
- name and address of the manufacturer, packer or seller
- name of food or drink
- nutrition information
- storage and preparation instructions
- weight or volume.

Consumer information:

- front-of-pack nutrition label
- price
- serving suggestions/image.

**Date marks/shelf life**

'Use by' dates relate to the safety of the food and 'best before' dates relate to quality. Eating foods after their 'use by' date could lead to food poisoning.

**USE BY:**

26/08/20

**KEEP REFRIGERATED**

**BEST BEFORE:**

26/08/21

**STORE IN A COOL DRY PLACE**

**Baby leaf salad**

Keep refrigerated. Once opened consume within 24 hours and by the 'use by'

**Consumer information**

Information can help consumers make informed choices, including

- advertising and marketing.
- media.
- online blogs/forums.
- packaging, nutrition and health claims.
- point of purchase information.
- product placement.
- recipe ideas.

**Food provenance**

Food provenance is about where food is grown, caught or reared, and how it was produced. Food certification and assurance schemes guarantee defined standards of food safety or animal welfare. There are many in the UK, including:



Red Tractor



British Lion



RSPCA Assured



Marine Stewardship Council

**Ingredients**

It is a legal requirement to include an ingredients list on packaged or pre-prepared foods. The ingredients must appear in descending order and with the allergens identified in **bold**, highlighted, underlined or in *italics*.

**INGREDIENTS**

Water, Carrots, Onions, Red Lentils (4.5%), Potatoes, Cauliflower, Leeks, Peas, Cornflour, **Wheat flour**, Cream (milk), Yeast Extract, Concentrated Tomato Paste, Garlic, Sugar, Celery Seed, Sunflower Oil, Herb and Spice, White Pepper, Parsley

**ALLERGY ADVICE****Activity recommendations**

**Pre-schoolers (3 to 4 years):** 180 minutes (3 hours) spread throughout the day, including at least 60 minutes of moderate-to-vigorous intensity physical activity

**Children and young people (5-18 years):** at least 60 minutes of physical activity every day and engage in a variety of types and intensities of physical activity across the week.

**Adults (19-64 years):** at least 150 minutes each week (moderate intensity) or have 75 minutes of vigorous activity a week and do muscle strengthening activities on two days or more each week.

**Key words**

**Advertising:** Advertising is a form of communication for marketing and used to encourage, persuade, or manipulate an audience to continue or take some new action.

**Allergens:** Substances that can cause an adverse reaction to food.

**Ethical:** Relating to personal beliefs about what is morally right and wrong.

**Food certification and assurance schemes:** Defined standards of food safety, quality or animal welfare.

**Food provenance:** Where food is grown, caught or reared, and how it was produced.

**Religion:** a particular system of faith and worship.

**Seasonal food:** Food grown at a particular time of year.

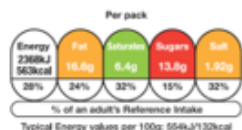
**Seasonality:** The times of year when a given type food is at its peak, either in terms of harvest or its flavour.

**Front-of-pack labelling**

Front of pack nutrition information is voluntary. If a food business chooses to provide this, only the following information may be provided:

- energy only
- energy along with fat, saturates, sugar and salt.

Red, amber and green colours, if used, show at a glance whether a food is high, medium or low for fat, saturates, sugars or salt. The colour coding can be used to compare two

**Allergen labelling**

There are 14 ingredients (allergens) that are the main reason for adverse reactions to food. They must be labelled on pre-packaged food and menus so that consumers can make safe choices.

From summer 2021 new legislation will tighten the rules requiring food that is prepared for direct sale, e.g. in a coffee shop, to carry a full list of ingredients.

The 14 allergens are:

Foods containing gluten, present in wheat, barley and rye	Crustaceans	Eggs	Fish	Lupin
Peanuts	Soybeans	Milk	Nuts	Molluscs
Celery	Mustard	Sesame seeds	Sulphur dioxide	

**A balanced diet**

A balanced diet is based on the Eatwell Guide. An unbalanced diet can lead to dietary related diseases.

**Eating the seasons**

Most foods are grown in a particular season of the year, e.g. strawberries are harvested in summer in the UK. These are called 'seasonal foods'.

Buying foods when they are in season will often mean that the price is lower.

Technology and the importation of food has allowed food to be available all year round.

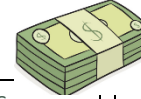
Frozen foods, such as vegetables, are a great alternative to fresh, if they are unavailable.

## Geography – Rivers &amp; Flooding

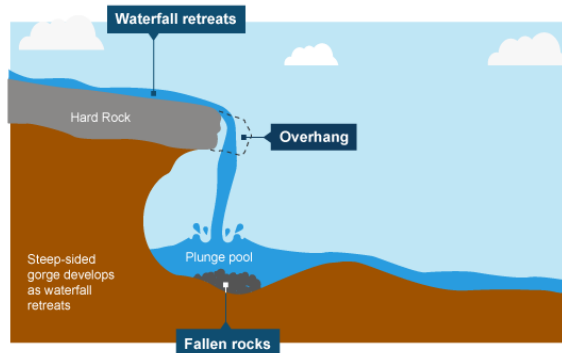
Social—people



Economic—money and jobs



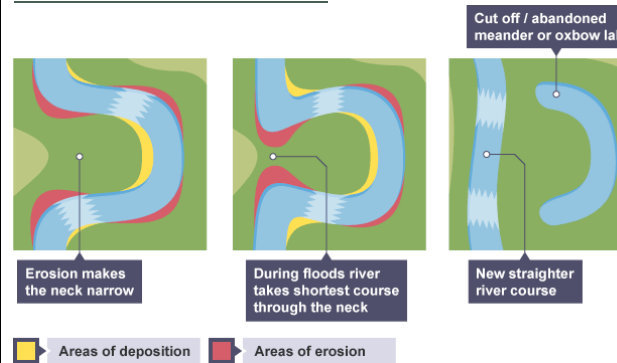
Environmental—natural world

Key words**Flood** – when a river overflows onto the surrounding area.**Meander** – a bend in the river.**Mouth** – where the river meets the sea.**Source** - the start of the river high up in the mountains.**Ox-bow Lake** - A wide meander loop which has been cut off from the main river.**Source** - the start of the river high up in the mountains.**Waterfall** - A sudden drop in a river as it flows from higher land to lower land.What is a Waterfall?Why do rivers flood?

<u>Physical causes</u>	<u>Human causes</u>
Heavy rainfall or long periods of rain	Urbanisation, because towns and cities have more impermeable surfaces
Steep slopes	Deforestation, because removing trees reduces the amount of water intercepted and increases run off
Impermeable rock	
Very wet soils	

Landforms across different river courses

River landscapes change as you go downstream from the source to the mouth. In the upper course of a river, steep gradients lead to rapid-flowing rivers. In the middle course, the river meanders through gentle gradients and in the lower you find the mouth, where it meets the sea.

What is an ox-bow lake?Flooding in Bangladesh

1. Upper course	2. Middle course	3. Lower course
Source	Meanders	Mouth
V-shaped valley	Ox-bow lakes	Wide river
Waterfalls	Floodplains	Deepest part
Steep gradients	Gentle gradients	Flat land

Case study: Bangladesh

Bangladesh is a developing country in Asia and it is frequently affected by flooding. For example, in 2017 flooding made 9 million people homeless and approximately 1,000 people died from drowning and from waterborne diseases.

Causes of flooding in Bangladesh

- Lots of low-lying land.
- Melt water from the Himalayas.
- Heavy deforestation.
- Heavy monsoon rains.

Responses

Bangladesh is a very poor country and so has less money to spend on flood defenses than richer countries. Most people in Bangladesh do not earn enough to pay for insurance against flooding, so when there are floods, they risk losing everything.

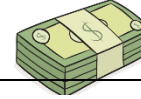
<u>Short-term responses</u>	<u>Long-term responses</u>
<ul style="list-style-type: none"> <li>▪ Aid sent to help survivors.</li> <li>▪ Water purification tablets.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Raised flood shelters.</li> <li>▪ Flood warning systems.</li> </ul>

## Geography – Our unequal world

Social—people



Economic—money and jobs



Environmental—natural world

Key words

**Colony** - a group of people from one country who build a settlement in another country and have control over the area.

**Deficit** - A lack of a resource

**GDP** - total amount of goods and services produced by a country.

**HIC** - High income country

**LIC** - Low income country

**HDI** - Human development index

**Surplus** - More than what is needed

- Food water and energy are all important resources that ensure we have a good quality of life.
- These resources are not evenly distributed. Some countries have a surplus of these resources and others have a deficit.
- HICs like the UK generally have a surplus of resources and a high quality of life.
- Competition for resources can cause conflict.

How can we measure development?

Gross National Income	The total value of goods and services produced by a country divided by the size of the population
Birth rate	The number of live births per thousand of population per year
Death rate	The number of deaths per 1,000 of the population per year
Infant mortality	The number of babies, per 1000 live births, who die under the age of one
Life expectancy	The average age to which a person lives
Literacy rates	The percentage of adults who can read and write
Human Development Index	Measures life expectancy, number of years in education and GNI per head

HDI is more effective as It **combines** a range of social and economic indicators.

Causes of the development gap

Physical	Economic	Historical
<ul style="list-style-type: none"> <li>▪ suffers serious flooding almost every year</li> <li>▪ It is really mountainous and hard to reach</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not many TNCs are found here</li> <li>▪ The main exports are primary products which are low in value</li> </ul>	<ul style="list-style-type: none"> <li>▪ The country was a British colony for more than fifty years</li> </ul>

How can we improve levels of development around the world?

- **Fair trade** - fairer prices for farmers and the promise of better working conditions.
- **Investment** - encouraging TNCs to set up in developing countries.
- **Tourism** - Tourists spend money in the area and provide jobs for local people.
- **Aid** - Help from other countries can be used to improve the quality of schools and infrastructure.

## History

### World War I – ‘The Great War’ or ‘Organised Murder?’

\*The last surviving veteran of WW1 Harry Patch said, “Politicians who took us to war should have been given the guns and told to settle their differences themselves, instead of organising nothing better than legalised mass murder.”

#### Key Words

##### LONG TERM CAUSES – WW1

**Militarism** Building up and spending more money on the army

**Alliances** Group of countries who agreed to work together and protect each other (Triple Alliance v Triple Entente)

**Imperialism** Policy of increasing power by gaining colonies – making an empire.

**Nationalism** Believing your country is the best. Links to loyalty and patriotism.

##### SHORT TERM CAUSE – WW1

**Assassination** Murder of someone by a surprise attack (Archduke Franz Ferdinand)

#### Key Facts

- The countries in the Triple Alliance were Germany, Austria-Hungary and Italy. It was formed in 1882.
- The countries in the Triple Entente were Great Britain, France and Russia. It was formed in 1907.
- Switzerland and USA were neutral at the start of the war.
- More than 65 million men from 30 countries fought in WWI. Nearly 10 million died.
- The Allies (The Entente Powers) lost about 6 million soldiers. The Triple Alliance lost about 4 million.
- Nearly 2/3 of military deaths in WWI were in battle. In previous conflicts, most deaths were due to disease.
- WW1 led to lot of women working in factories whilst the men were at war. This contributed towards women winning the vote after the war.

#### Key Dates

28 <sup>th</sup> June 1914	Assassination of Archduke Franz Ferdinand
28 <sup>th</sup> July 1914	Austria declares war on Serbia
3 <sup>rd</sup> August 1914	Germany declares war on Russia.
4 <sup>th</sup> August 1914	Germany invades Belgium. Britain declares war on Germany.
1 <sup>st</sup> July 1916	Battle of the Somme begins. Over 1 million soldiers will be wounded or killed in it
6 <sup>th</sup> April 1917	USA joins the war, declaring war on Germany
17 <sup>th</sup> December 1917	Russia leave the war
11 <sup>th</sup> November 1918	The war ends, and Germany agrees to an armistice
28 <sup>th</sup> June 1919	Treaty of Versailles signed

#### Key People

Gavrilo Princip	Assassinated Archduke Franz Ferdinand
Archduke Franz Ferdinand	Austrian heir to the throne
Lord Kitchener	Secretary of state for war. His picture appeared on WW1 propaganda
General Haig	British military commander. His controversial strategy of ‘going over the top’ caused lots of deaths.

#### What was the role of the British Empire in WW1?

Britain's colonies sent over two and a half million men to fight for Britain during the war. India sent the most soldiers. At that time, India included both Pakistan and Bangladesh. Colonies as far away as Canada, Australia, New Zealand, South Africa and Rhodesia (which is now Zimbabwe) also sent thousands of soldiers. That meant that Britain had soldiers from five different continents!



## History

### What was the role of the British Empire in WW2?

At the outbreak of war in 1939, India and the other colonial parts of the Empire had no choice and automatically joined in the war on the side of Britain. There were also the self-governing 'white' Dominions - Australia, Canada, New Zealand and South Africa who made their own decision to enter the war on the British side.

During the war the British Empire and Dominions raised a total of 8,586,000 men for military service.

More than 5 million came from the British Isles

- 1,440,500 from India (this was before Partition so also includes Pakistan)
- 629,000 from Canada
- 413,000 from Australia
- 136,000 from South Africa
- 128,500 from New Zealand

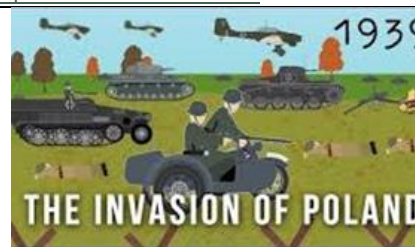
More than 134,000 from other colonies

### Does Winston Churchill deserve to be on the £5 note?

Churchill was Prime Minister in WW2 and he showed courage throughout the war, encouraging people to persevere throughout.	Churchill expressed racist opinions, especially towards Indians and Muslims, which his colleagues found inappropriate and wrong. He said 'I hate Indians. They are a beastly people with a beastly religion.'
Churchill could be cruel to his colleagues. He kept people working very hard for very long hours.	Churchill was responsible for the deaths of up to 3 million Bengalis in the 1943 famine. He took food from Bengal to Europe. Bengal was part of the British Empire at the time
Churchill was trained in the army and was experienced in leading the military. Churchill led Britain to defeat the racist Nazis	In 2002, Churchill was named the greatest Briton of all time for leading Britain to victory in WW2

These are some of the arguments you will explore in class debates. Try to find out more about Winston Churchill before the lesson!

### Episodes from WW2



**1<sup>st</sup> September 1939.** Germany invades Poland.



**December 7<sup>th</sup> 1941:** Japan launches a surprise attack on the American Naval Base Pearl Harbour in Hawaii. This leads to America entering the war.



**August 6<sup>th</sup> and August 9<sup>th</sup> 1945:** The United States detonated two nuclear weapons over the Japanese cities of Hiroshima and Nagasaki on August 6 and 9, 1945



**7<sup>th</sup> September 1940 to the 16<sup>th</sup> May 1941:** The Blitz

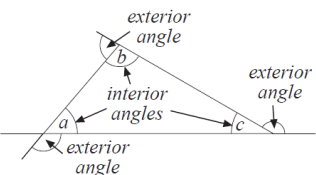
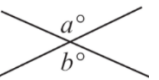
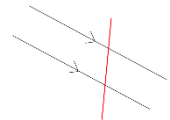
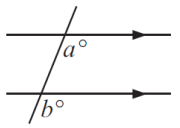
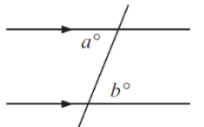
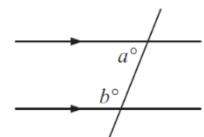


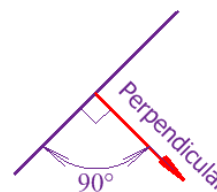
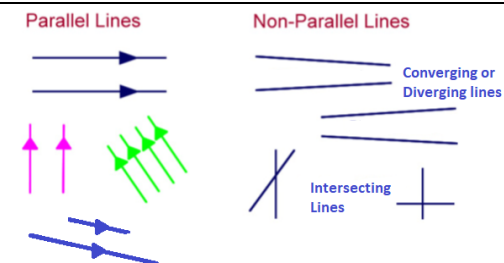
**8<sup>th</sup> May 1945:** VE Day – Victory in Europe Day. Nazi Germany surrenders



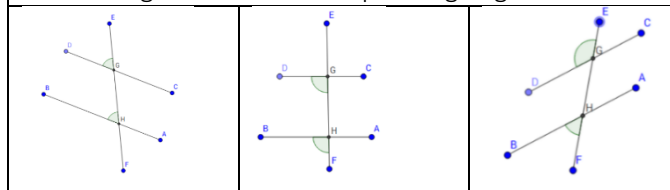
**August 15<sup>th</sup> 1945:** VJ Day – Victory In Japan Day. WW2 is officially over.

## Maths- Angles

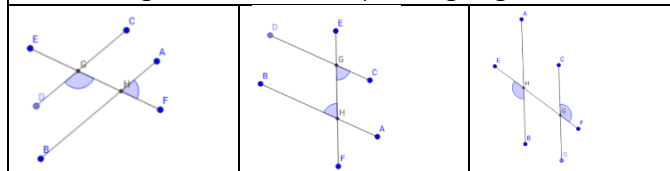
Vocabulary	Definition	Diagram	Standard Notation
Interior Angles	The angle inside the shape at a vertex		<b>Parallel</b> Lines that remain the same distance apart and would never intersect  Use arrows to show which lines are parallel
Exterior Angles	The angle outside the shape when the edge is extended to form a straight line		
Vertically opposite angles	When straight lines cross, vertically opposite angles are equal	 $a^\circ = b^\circ$	<b>Perpendicular</b> Two lines that would intersect at a right angle or $90^\circ$  Use the right angle symbol to show which lines are perpendicular
Transversal	A straight line that cuts through parallel lines		
Vocabulary	Definition	Diagram	Worked example
Corresponding angles	Any pair of angles which are in the same position relative to a transversal on parallel lines are _____		$a^\circ = b^\circ$
Alternate angles	Any pair of angles which are on opposite sides relative to a transversal on parallel lines are _____		$a^\circ = b^\circ$
Co-interior angles	The sum of the two angles that are interior to the parallel lines is always _____		$a^\circ + b^\circ = 180^\circ$



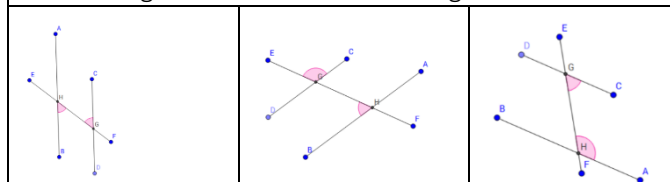
Which diagrams show corresponding angles?



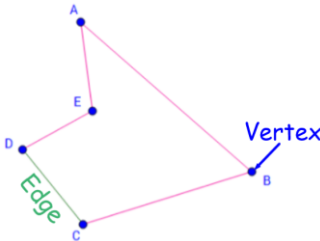
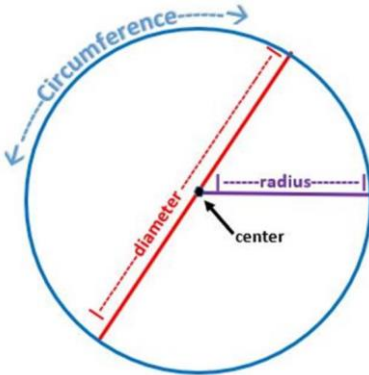
Which diagrams show corresponding angles?



Which diagrams show co-interior angles?



## Maths

Vocabulary	Definition	Diagram
Perimeter	The total distance around all edges of a shape	
Edge	A line that defines the outline of the shape	
Vertex	The point where two edges meet (corner)	
Centre	The point in the middle of the circle	
Radius	A straight line from the centre of a circle to the edge of the circle	
Diameter	A straight line passing through the centre of a circle that touches both sides of the circumference	
Circumference	The distance around the edge of the circle	
	$C = \pi d$	
<u>Laws of Arithmetic and Algebra</u>		
	<u>Addition</u>	<u>Multiplication</u>
Commutative	You can add or multiply in any order	
	$a + b = b + a$ $2 + 4 = 4 + 2 = 6$	$a \times b = b \times a$ $3 \times 4 = 4 \times 3 = 12$
Associative	You can group the numbers in any combination	

Vocabulary	Definition and Examples	
Bar Model	A pictorial representation of a mathematical problem in the form of bars or boxes. <div style="display: flex; justify-content: space-around; align-items: center;"> </div>	
Function Machine		
Input		
Output		
Operation	The calculation to be performed e.g $\times 2$ or $+ 10$	
Inverse Operation	Addition and Subtraction 	Inverse operations are those that UNDO themselves.
	Multiplication and Division 	Powers and Roots 
Variable	A symbol that takes the place of an unknown number	<div style="text-align: center;"> <b>variables</b>  <math>y = 7x + 8</math>              coefficient      operator      constant           </div>
Constant	A value which is fixed and does not change.	
Coefficient	A number that appears in front of a variable including the sign. This number will be used to multiply the variable.	<div style="text-align: center;"> <math>2m \quad 5x^2 \quad -7x \quad 4g</math>  <b>Coefficient</b> </div>

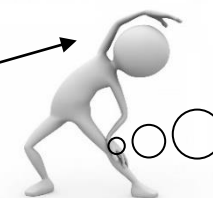


## Performing Arts – Dance

### Physical Skills:

Physical skills are the skills that give us the ability to perform a wider range of movements safely with control and correct technique.

Skill	Definition
Extension	The lengthening of body parts outwards. E.g. Straight arms and pointed toes
Flexibility	The range of movement possible in the joints/muscles
Coordination	The ability to use different parts of the body together smoothly and efficiently.
Posture	The way the body is held
Stamina	Ability to maintain physical and mental energy over periods of time.



**TOP TIP!**  
Stretching regularly  
can rapidly improve  
your flexibility.

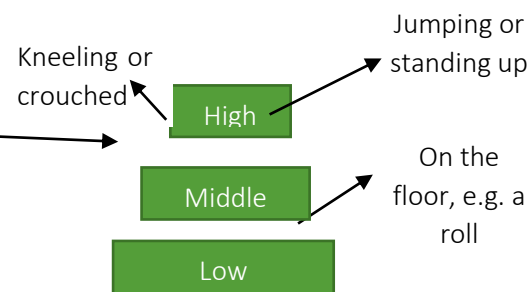
**Performance/Interpretive skills:** Performance skills are the skills that allow you to engage and connect with your audience.

Timing	Performing the correct movement at the correct time. This should be in time with your group
Musicality	How in time you are with the music
Energy	How much physical effort you apply to the performance
Facial Expressions	Animating the face to engage with your audience/communicate the theme of your performance
Projection	Projecting your movements outwards into the space with appropriate energy.
Dynamic Awareness	Noticing and applying the correct quality to each movement. For example: sharp, soft, fluid etc.



**Choreographic Devices:** Choreographic devices are the tools that we use to make our choreography more interesting and original.

Canon	Performing the same movement one after another.
Unison	Performing the same movement at the same time
Formation	The position you stand in to perform.
Levels	The height at which you perform your movement
Repetition	Repeating the same movement or phrase more than once
Accumulation	Gaining dancers as a phrase is performed
Juxtaposition	Showing a contrast on stage. This can be applied using speed or style etc
Fragmentation	Dividing the dance into smaller chunks and reordering this to create a new phrase



Canon

## Performing Arts – Dance

### KEY QUESTION: What is Street Dance?

Street dance is a style that evolved in urban open spaces such as streets, dance parties, parks, school yards, and nightclubs. Street dance is a **vernacular dance**, vernacular dances are often improvised and social in nature. This encourages interaction with spectators and other dancers.

### What is a vernacular dance?

Vernacular dances are dances which have developed 'naturally' as a part of 'everyday' culture within a particular community.

### Street Dance was influenced by:

- Hip Hop Culture in New York in the 1970's
- 'Funk' styles of dance in California
- Jazz Dance

### Street Dance styles:



### Waacking:

Waacking is a form of dance created in the LGBT clubs of Los Angeles, during the 1970's disco era.



Waacking consists of moving the arms to the beat of the music, typically by moving the arms over and behind the shoulder.

### Key Features/Movements:

- Circular motions
- Fast paced
- Sharp dynamics
- Posing
- Moving the arms to the beat of the music
- Musicality

### Break Dance:

Breaking, also called Breakdancing or b-boying, is an athletic style of street dance.

Breakdancing was invented in the early 1970's by inner-city youths in the [Bronx](#) in [New York City](#). Breakdancing uses different body movements, spins, arm movements, leg movements, all of which are done to the rhythm of hip hop music.

### Key Features/Movements:

- Freezes
- Toprocks
- Downrocks
- Power Moves
- Physically demanding



### Commercial Dance:

Commercial refers to dancing done in the media for example concerts, live shows, music videos, films, and adverts. Many different styles of dance are used in the commercial category such as hip hop, jazz, locking, popping, breakdancing, krumping, and contemporary dance.



### Key Features/Movements:

- Expressive style of dance
  - Always combines a variety of styles
  - Usually performed in large groups
- Used for a commercial purpose

## Performing Arts – Drama

<b>Why did WW2 start?</b>	WW2 started in 1939. Britain and France declared war on Germany after Hitler invaded Poland
<b>Why were children evacuated and where were they sent?</b>	Children were evacuated to move from dangerous areas to safer places. Most of these children were in cities where enemy planes were trying to destroy factories but were also bombing homes and schools. Most children were sent to live with families in the countryside.

### World War 2:

The evacuation of civilians in Britain during the Second World War was designed to protect people, especially children, from the risks of aerial bombing. Children were evacuated from cities to areas thought to be less at risk, which normally was the countryside. Operation Pied Piper, which began on 1 September 1939, officially relocated more than 3.5 million people.

### Key vocabulary:

Date	What happened?
1939	Germany invades Poland – 1 <sup>st</sup> September and Britain and France declare war on Germany two days later
1940	<ul style="list-style-type: none"> <li>Rationing starts in the UK</li> <li>Germany invades Belgium, Holland &amp; France</li> <li>Battle of Britain</li> </ul>
1941	<ul style="list-style-type: none"> <li>Germany invades Russia</li> <li>Japan attacks Pearl Harbour</li> <li>USA enters the war</li> </ul>
1942	Japan invades Singapore
1943	<ul style="list-style-type: none"> <li>Allied success in Russia and North Africa</li> <li>Italy surrenders</li> </ul>
1944	D-day – Allied invasion in France – Paris is liberated in August
1945	<ul style="list-style-type: none"> <li>Germany surrenders on 7<sup>th</sup> May</li> <li>Atomic bombs dropped on Hiroshima and Nagasaki – Japan surrenders on 14<sup>th</sup> August</li> </ul>
<b>Blitz</b>	The bombing attacks on GB by the Germans
<b>Evacuee</b>	A child sent to live in the countryside for safety
<b>Rationing</b>	Food and other supplies were 'rationed' meaning that you could only purchase a certain number of items using tokens from your ration book
<b>Refugee</b>	The men, women and children (mainly Jewish people) who were forced from their homes in German territory, they sought safety in neighbouring countries
<b>Invasion</b>	Forcefully taking over another country
<b>Chancellor</b>	The person in charge
<b>Home Guard</b>	Volunteers who defended the 5000 miles of British coastline in the event of an invasion by Germany
<b>The Holocaust</b>	The persecution and murder of 6 million Jews by the Nazi regime

### What is isolation?

Isolation is the process or fact of isolating or being isolated. It is the state of being in a place or situation that is separate from others.

What possible reasons might there be for somebody being isolated?

- Illness/Pandemic
- Bullying/Friendship issues
- Prison
- IEU
- Personal choice
- Lack of family or friends
- Safety

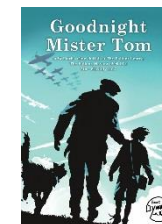


What thoughts and feelings might be attached to isolation?

- Sadness
- Anxiety
- Loneliness
- Frustration

### Goodnight Mister Tom

Goodnight Mister Tom is a 1998 film adaptation by [Carlton Television](#) of the [book of the same name](#) by [Michelle Magorian](#). The film tells the story of young Willie Beech, evacuated to the country as Britain stands on the brink of the Second World War. A sad, deprived child, he slowly begins to flourish under the unlikely care of grumpy old Tom Oakley. But then his new-found happiness is shattered by a summons from his mother to return to London. As the weeks pass by Tom begins to worry when William doesn't answer his letters, so he goes to London to find him, and there makes a terrible discovery.



### Key Characters:

- **Tom**

A lonely and bitter old man living in the countryside, his wife has died and he is all by himself. Stubborn and stuck in his ways. Follows his own routine and doesn't like change.

- **Willie**

A quiet young boy who comes from an abusive home with a very strict religious mother. Quite scared of Tom at first.











## Performing Arts – Drama

Vocal Skills			
Volume	How loud or quiet you speak	Proxemics	Distance between characters to show a relationship
Tone	Matching mood or emotion	Eye Contact	Looking in a particular direction
Pace	How fast or slow you speak	Physical contact	Contact and touch between characters
Pitch	How High or low you speak	Levels	To show contrast between characters
Accent	How you speak based on where you're from		
		Lighting	The use of lights to create a particular atmosphere
		Sound	Adding sound or music to create an effect
Body Language	How you use your body to show something	Costume	What the character would wear
Gestures	How you use your hands to communicate	Props	Items used within the performance
Facial Expressions	How you use your face to communicate an emotion	Set	Backdrops and items to create an atmosphere
Actions	What you do		
Levels	Using different heights to communicate a message		
Projection	Exaggerating either vocal or physical skills		
Audience Awareness	Ensuring the audience can see you.		
Stage directions	Where on the stage you are positioned		
Movement	Using the whole stage		

## Performing Arts – Music – Building blocks

Musical Elements Key Words	Definition
Pitch	How high or how low a note is
Tempo	How fast or slow something is
Dynamics	How loud or quiet something is
Timbre	The unique sound of an instrument
Texture	How many sounds are playing
Duration	How long and short a note is
Rhythm	A pattern made up of different durations
Structure	The musical plan of a piece of music

## Notes Durations and Rests

Note	Name	Rest on the Stave	Beats
	Semibreve		4
	Minim		2
	Crotchet		1
	Quaver		$\frac{1}{2}$
	Semiquaver		$\frac{1}{4}$

When you combine the different note durations, these become and rhythm



## Dynamics' Symbols

***ff***  
fortissimo - very loud


***f***  
forte - loud


***mf***  
mezzo-forte - medium loud

***mp***  
mezzo-piano - medium quiet

***p***  
piano - quiet

***pp***  
pianissimo - very quiet

  
crescendo - getting louder

  
diminuendo - getting quieter

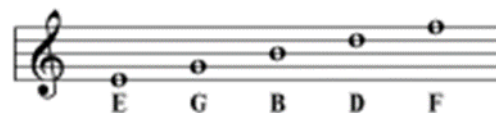
## Pitch and Scales

We remember the order of the **NOTES** by making up rhymes:

Every **Green** **Bus** **Drive** **Fast**

**FACE** in the **SPACE**

**TREBLE LINES: E G B D F**



**TREBLE SPACES: F A C E**



**BASS LINES: G B D F A**



**BASS SPACES: A C E G**



**Green Buses Drive Fast Always**

**All Cows Eat Grass**

A **SCALE** is how we measure how **LOW** or **HIGH** a sound is, we call this **PITCH**. We put **NOTES** in a certain order on a **STAVE**, so we know which **PITCH** to play them.

The **HIGHER** the notes are on the **SCALE**, the higher they are in **PITCH**.

You would play the **TREBLE CLEF** with the **RIGHT HAND** on the piano and the **BASS CLEF** with the **LEFT HAND**

## The Keyboard



**REMEMBER: C is to the left of the 2 black keys**

## Performing Arts - Music

### A. THE PURPOSE OF FILM IN MUSIC

Film Music is a type of **DESCRIPTIVE MUSIC** that represents a **MOOD, STORY, SCENE** or **CHARACTER** through music, it is designed to **SUPPORT THE ACTION AND EMOTIONS OF THE FILM ON SCREEN**.

Film Music can be used to:

- Create or enhance a mood (though the **ELEMENTS OF MUSIC**)
- Function as a **LEITMOTIF** (see D)
- To emphasise a gesture (**MICKEY-DOUSING** – when the music fits precisely with a specific part of the action in a film e.g. cartoons)
- Provide unexpected juxtaposition/irony (using music the listener wouldn't expect to hear giving a sense of uneasiness or humour!)
- Link one scene to another providing **CONTINUITY**.
- Influence the pacing of a scene making it appear faster/slower
- Give added commercial impetus (released as a **SOUNDTRACK**) – sometimes a song, usually a pop song is used as a **THEME SONG** for a film.
- Illustrate the **GEOGRAPHIC LOCATION** - using instruments associated with a **PARTICULAR COUNTRY** or **HISTORICAL PERIOD** - using music 'of the time'.

### D. LEITMOTIFS

**LEITMOTIF** – A frequently recurring short melodic or harmonic idea which is associated with a character, event, concept, idea, object or situation which can be used directly or indirectly to remind us of one not actually present on screen. Leitmotifs can be changed through **SEQUENCING, REPETITION** or **MODULATION** giving a hint as to what may happen later in the film or may be heard in the background giving a “subtle hint” to the listener e.g. the “Jaws” Leitmotif



### B. HOW ELEMENTS OF MUSIC ARE USED IN FILM MUSIC.

**PITCH AND MELODY** – **RISING MELODIES** are often used for increasing tension, **FALLING MELODIES** for defeat. Westerns often feature a **BIG THEME**. **Q&A PHRASES** can represent good versus evil. The **INTERVAL OF A FIFTH** is often used to represent outer space with its sparse sound.

**DYNAMICS** – **FORTE (LOUD)** dynamics to represent power; **PIANO (SOFT)** dynamics to represent weakness/calm. **CRESCENDOS** used for increasing threat/ triumph and **DECRESCENDOS** or **DIMINUENDOS** used for things going away into the distance. Horror Film soundtracks often use **EXTREME DYNAMICS** or **SUDDEN DYNAMIC CHANGES** to ‘shock the listener’.

**HARMONY** – **MAJOR** – happy; **MINOR** – sad. **CONSONANT HARMONY** OR **CHORDS** for “good” and **DISSONANT HARMONY CHORDS** for “evil”. **SEVENTH CHORDS** often used in Westerns soundtracks.

**DURATION** – **LONG** notes often used in Westerns to describe vast open spaces and in Sci-Fi soundtracks to depict outer space; **SHORT** notes often used to depict busy, chaotic or hectic scenes. **PEDAL NOTES** – long held notes in the **BASS LINE** used to create tension and suspense.

**TEXTURE** – **THIN/SPARE** textures used for bleak or lonely scenes; **THICK/FULL** textures used for active scenes or battles. **ARTICULATION** – **LEGATO** for flowing or happy scenes, **STACCATO** for ‘frozen’ or ‘icy’ wintery scenes. **ACCENTS** for violence or shock.

**RHYTHM & METRE** – **2/4** or **4/4** for Marches (battles), **3/4** for Waltzes, **4/4** for “Big Themes” in Westerns. **IRREGULAR TIME SIGNATURES** used for tension. **OSTINATO** rhythms for repeated sounds e.g. horses

**JAWS LEITMOTIF** – Only uses two different notes to create the famous theme.



### C. FILM MUSIC KEY WORDS

**SOUNDTRACK** – The music and sound recorded on a motion-picture film. The word can also mean a commercial recording of a collection of music and songs from a film sold individually as a CD or collection for digital download.

**MUSIC SPOTTING** – A meeting/session where the composer meets with the director and decides when and where music and sound effects are to feature in the finished film.

**STORYBOARD** – A graphic organiser in the form of illustrations and images displayed in sequence to help the composer plan their soundtrack. **CUESHEET** – A detailed listing of **MUSICAL CUES** matching the visual action of a film so that composers can time their music accurately.

**CLICK TRACKS** – An electronic **METRANOME** which helps film composers accurately time their music to on-screen action through a series of ‘clicks’ (often heard through headphones) – used extensively in cartoons and animated films.

**DIEGETIC FILM MUSIC** – Music within the film for both the characters and audience to hear e.g. a car radio, a band in a nightclub or sound effects.

**NON-DIEGETIC FILM MUSIC** – Music which is put “over the top” of the action of a film for the audience’s benefit and which the characters within a film can’t hear – also known as **UNDERScore** **INCIDENTAL MUSIC**.



## Physical Education

<p><u>Physically Active</u></p> <p><b>Netball:</b> Southside Netball Club Cedar Mount Academy</p> <p>Dominoes Netball Club Wright Robinson College</p> <p><b>Fitness:</b> Pure Gym (16+) Manchester Debdale Park Arcadia Leisure Centre Yew Tree Ave, Levenshulme, M19 3PH</p> <p><b>Rugby:</b> Aldwinians RUFC, Audenshaw Park, Droylsden Rd, Audenshaw, M34 5SN Belle Vue Bees, Belle Vue Sports Village, Gorton, M12 4TF</p> <p><b>Trampolining:</b> City of Salford Trampoline Club, Salford, M7 1ZT Dynamo Trampoline Club, Brierley Avenue, Manchester, M35 9HA City of Manchester Institute of Gymnastics, Garratt Way, Manchester, M18 8HE</p> <p><u>Trampolining</u></p> <p><b>Rules / Safety</b> No shoes on the trampoline and should always have hair tied back and socks on. No chewing gum or jewellery. Dismount by stopping in the middle, walking to the side, sitting and sliding off the bed, no jumping off. When not performing, stand facing the trampoline with hands up to support the performer. Spotting is to help the performer stay on the bed.</p> <p><b>Control &amp; Movement</b> Deep pushes into the bed during bounce phase. Arms circulate outwardly to generate power. Streamline position, body tension and head up to continue height throughout</p> <p><b>Basic Shapes</b> Flexibility helps to perform the moves at maximum extension. Arms should follow the basic moves for a tight/controlled performance. One bounce in between the basic moves to develop into a confident, short sequence. Power and height is needed for momentum.</p>	<p><u>Healthy Lifestyles</u></p> <p>Morning Routine Drink water on waking to replace lost fluids and prevent dehydration Eat a healthy breakfast complete with complex carbohydrates (Slow releasing) Wake up as soon as your alarm goes and get out of bed If you struggle to get up in the morning; Shower, go to bed earlier or move your alarm to the other side of the room.</p> <hr/> <p>Nutrition - Macronutrients and exercise recovery The three macronutrients are; protein – for growth and repair, carbohydrates – for energy and fat – to add bulk Protein is broken down into amino acids and can be found in meat, fish and dairy.</p>	<p><u>Netball</u></p> <p><b>Rules</b> Side lines – Player must have their foot behind the line. The pass is taken from off the court where the ball leaves the playing court. Obstruction – The player must be a metre away from the player with the ball before raising their arms to defend. The free pass is taken where it happens on court. Contact – No contact at any time with another player. The penalty pass is taken on court. Scoring – GS and GA players can only score in the semi-circle. 1 point per goal. The game restarts in the centre circle and teams alternate the centre pass. All players return to their set positions.</p> <p><b>Control</b> Signal - Use your hand, head or eyes to signal for where the ball is to be sent to. Call out (verbal communication) to the person who has the ball to let them know you are free. Control the ball - Get your hands up in front of your body to receive the ball. Pull the ball in. Footwork - landing foot must stay in contact with the ground when pivoting. Two steps are allowed however the landing foot must not touch the floor again before the ball is sent.</p> <p><u>Table tennis</u></p> <p><b>Rules</b> You swap serves every two points. You play for the serve first by throwing the ball so it bounces on your court and then your opponents, the winner of the following rally serves first. Points awarded to the winner of each rally. Points awarded to the winner of each rally up to 11. A player must win by 2 clear points. You can only hit the ball once and you cannot place your hand on the table. You have to wait for the ball to bounce in your court before you hit it</p> <p><b>Shots</b> Sidespin Service - there are 2 optional systems for sidespin: a) Bat pointing upwards, b) Bat pointing downwards Forehand drive - Closed bat angle, Upper body rotates approx. 45 degrees to the right, turning back to face the ball. The body weight moves from the right foot to the left on contact. Backhand Drive - The bat moves forward and slightly upward in the direction that the ball is to travel. The elbow produces the forward movement with a loose wrist the topspin aspect. The action is similar to that of throwing a Frisbee. Striking the top back part of the ball with a forceful brushing action.</p>
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## Physical Education

<p><u>Football</u></p> <p><b>Rules</b> A high foot is when a player attempts to kick the ball at head height recklessly around other players Obstruction – to deliberately block a player who is not in possession of the ball. Use a whistle to stop the game when an foul or other offence has taken place. Keep up with the play in order to have better view of incidents <b>Passing</b> Weight of pass when passing the ball, lean further back for lofted pass, inside of foot for ground, laces for lofted. Weight of pass – decide about how far the pass should be ahead of your teammate before playing. Try and allow your teammate to run and control the ball seamlessly without slowing down. <b>Movement</b> Defending goal side – position your body in-between the goal and the attacker. <u>Rugby</u> <b>Rules</b> The tackler must wrap their arms in the tackle and make contact below shoulder height. Tackle assist must make contact between knee and thigh Open hand when handing off, must not lead with elbow/forearm in contact 2 markers at the ruck, when playing the ball it must be rolled with foot. Markers must not move until ball is played by hooker <b>Passing</b> Outside elbow high, push across, point hands towards the target Draw defender by running at them, keep straight, pass 1m before contact Stay at least 2m behind ball player, time your run, catch on the move <b>Movement</b> Catch the ball on the move, running a line between defenders and not directly at them. Run forward, perform footwork before contact, accelerate into contact situation (branches not trees), drive legs post contact- do not accept tackle Use open hand to push off defenders</p>	<p><u>Pulse Raiser</u> Activity used to gradually raise heart-rate body temperature. eg – 2min slow jog</p> <hr/> <p><u>Stretches</u> <u>Static</u> – a stretch performed when muscle length stays the same <u>Dynamic</u> – stretch whilst moving. Eg – Leg Kicks</p> <hr/> <p><u>Mobilisation</u> Activity that will prepare joints for exercise. eg – ankle &amp; wrist rotations</p>	<p><u>Basketball</u></p> <p><b>Rules</b> Shot clock – 24 seconds to shoot once team is in possession 8 second rule – 8 seconds to get ball into oppositions half once possession is gained 5 second rule – throw-ins from the side-line or free throws must be taken within 5 seconds 3 second rule -a player can only be in the opposition’s “key” for 3 seconds Half court violation – ball travels back across half-way line towards own basket <b>Passing</b> Aim for the players hands Look up once ball is received to decide – dribble, pass or shoot Javelin pass – used for breakaway pass after winning rebound - one hand on the ball, reach back, opening up chest and throw the ball in a sweeping motion overhead Bring the ball close to the body once you receive the pass to protect from opposition <b>Movement</b> Knowing where to be on court during attacking and defensive play – zonal marking. Being on side – Get back to position quickly after a goal is scored to ensure you are in position when the whistle restarts the game. Change the pace of your dribbling to get past the defenders. Use changes of direction to outwit the defenders. <u>Badminton</u> <b>Rules</b> The server always serves from the right-hand box at the start of a game and when they have an even number of points. In doubles, the player on the right always starts the serve and when a point is won, the players switch sides and the server then serves from the left, continuing to alternate until a serve is lost. Points awarded to the winner of each rally and whichever team wins the pervious point starts the next point with the serve. The score dictates who then serves if it is even the player on the right serves and if it is odd the player on the left serves. Points awarded to the winner of each rally up to 21. A player must win by 2 clear points. You can only hit the shuttle once and you cannot touch the net. You have to wait till the shuttle comes over the net to hit it next point. You can only hit the shuttle once. <b>Stroke play</b> Cooperatively is working with your opponent to keep the shuttle going, competitively is when you are trying to beat your opponent. Net shot – tap the shuttle just over the net, to be played from the net. Drop shot- tap the shuttle just over the net, to be played from mid court.</p>
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## Religious Studies- Rights & Responsibilities

### Keywords

1. **Human rights:** the basic rights that all people should have
2. **Declaration:** a statement or announcement
3. **Prisoner of conscience:** someone kept in prison because their political or religious beliefs are different from those of the government
4. **Civil rights:** the rights of citizens to political and social freedom and equality.
5. **Apartheid:** the separating of white and non-white people in South Africa and discriminating against people because of their race.
6. **Institutional racism:** racism that is embedded as normal practice in society or an organisation, which can lead to discrimination in criminal justice, employment, housing, health care, political power, and education, among other issues.
7. **LGBTQ+:** lesbian, gay, bi-sexual, transgender, queer and sexual minorities
8. **Homophobic:** not liking someone and treating them differently because they are homosexual
9. **Religious pluralism:** belief that all religions are equal.
10. **Liberty:** being free in society from controlling rules created by the people in charge.
11. **Secularism:** not connected with religion. Religion should not be involved in the running of the country or education.

### Key information

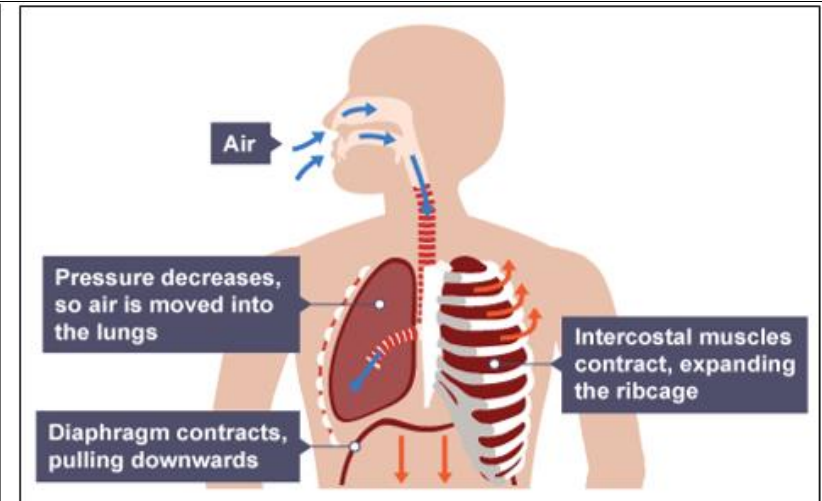
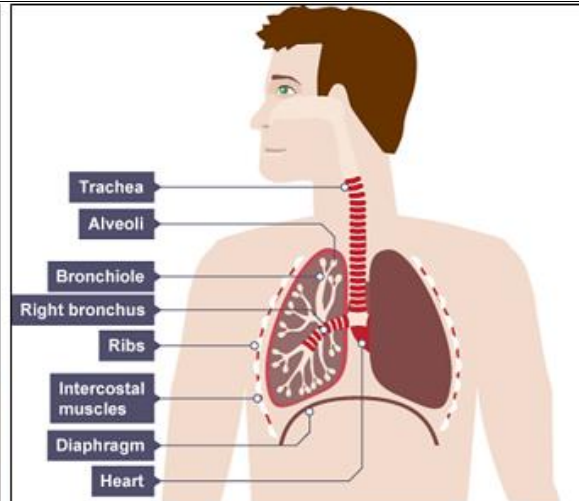
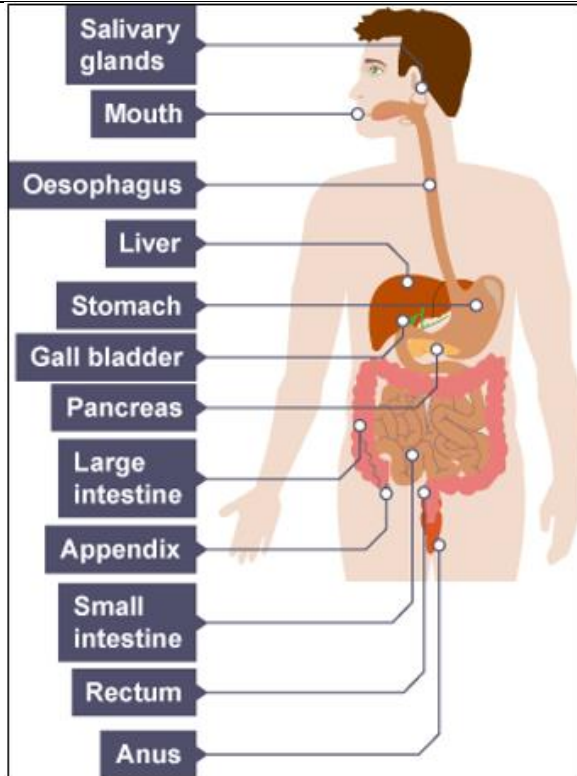
12. The United Nations came up of a list of 30 human rights which are called the Universal Declaration of Human Rights, including right to education, healthcare, shelter and life.
13. The UN set up Convention on the Rights of the Child to ensure that certain rights were given to children.
14. Amnesty International is a global organisation that campaigns and fights for human rights to be applied to all people. Researches find out where people are being denied their human rights and they encourage their members and the world's media to put pressure on the wrongdoers to change.
15. The Equality Act 2010 is a law in Britain that protects people from discrimination, harassment and victimisation.
16. Black Lives Matter is an international movement that campaigns against violence and institutional racism towards Black people. The most common argument made by BLM is looking at the wrong and unfair treatment of Black people by the police.
17. Examples of people who fought for civil rights outside of the UK are Martin Luther King, Rosa Parks, Malcolm X and Nelson Mandela.
18. Stonewall is a LGBTQ+ rights charity in the UK which tries to raise awareness and make changes to ensure that all people are treated equally.
19. It is important that the rights of LGBTQ+ people are protected because all people are equal, regardless of their sexuality, therefore everyone should be treated the same. It is wrong to cause physical harm to anyone and emotional harm can lead to suicide.
20. There are often more similarities than differences between religious faiths, particularly the Abrahamic religions, who share lots of the same prophets and teachings.

### Sources of wisdom and authority - SOWAs

21. "Everyone is free and we should all be treated in the same way." - Universal Declaration of Human Rights
22. "I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character." - Martin Luther King
23. "Nearly half of LGBT pupils are bullied for being LGBT in Britain's schools. Half of LGBT pupils hear homophobic slurs 'frequently' or 'often' at school." – Stonewall
24. "There is no compulsion in religion." – Qur'an

## Religious Studies- Heroes

<p><u>Keywords</u></p> <ol style="list-style-type: none"> <li>1. <b>Hero</b>: a person who is admired for their courage, outstanding achievements, or noble qualities.</li> <li>2. <b>Colonisation</b>: settling among and establishing control over the indigenous people of an area and taking charge of the country.</li> <li>3. <b>Civil disobedience</b>: refusing to follow certain laws because they are considered unjust, as a peaceful form of political protest.</li> <li>4. <b>Dalai Lama</b>: the spiritual head of Tibetan Buddhism.</li> <li>5. <b>Reincarnation</b>: the rebirth of a soul in another body.</li> <li>6. <b>Enlightenment</b>: when a Buddhist finds the truth about life and stops being reborn because they have reached Nirvana.</li> </ol>	<ol style="list-style-type: none"> <li>7. <b>Ku Klux Klan (KKK)</b>: an American white supremacist hate group who targets African Americans as well as Jewish people, immigrants and members of the LGBTQ+ community.</li> <li>8. <b>Segregation</b>: setting someone or something apart from others.</li> <li>9. <b>Nun</b>: a member of a religious community of women.</li> <li>10. <b>Missionary</b>: a person sent on a religious mission, usually to promote Christianity, in a foreign country.</li> <li>11. <b>Feminist</b>: a person who publicly supports the rights of women and the equality of the sexes.</li> <li>12. <b>Sexism</b>: prejudice or discrimination, usually against women, because of their sex.</li> </ol>
<p><u>Key information</u></p> <ol style="list-style-type: none"> <li>13. The reasons for Britain colonising other countries were: a) to get more land for their people to live in, b) to take the local resources, like wood, coal, or metals, c) to get workers from the colonised country to work in factories or farms.</li> <li>14. Colonisation was an immoral and barbaric practice which caused huge suffering at the time and still has long-lasting negative consequences.</li> <li>15. Gandhi led non-violent protests to get Indian their independence from the British. The most famous example of these protests was the Salt March in protest against the tax the British government put on salt.</li> <li>16. Gandhi has been criticised for saying racist things when he first started campaigning for independence. He called for the segregation of Black people and Indian people and used racist slurs.</li> <li>17. There have been 14 Dalai Lamas and the current one is called Tenzin Gyatso. He won the Nobel Peace Prize and lives as a refugee in India.</li> <li>18. The Four Noble Truths are: a) Life is suffering, b) we suffer because of craving/wanting things, c) we can escape the cycle of suffering, and d) Noble Eightfold Path helps us escape suffering.</li> <li>19. Martin Luther King Jr and Malcolm X both wanted to end the oppression of Black people in the USA, Martin Luther King through peaceful protest and using Christian values of love and forgiveness. Malcolm X said that Black people had to do whatever they had to in order to be free, even if that included retaliating with violence.</li> <li>20. Mother Teresa began her missionary work in India, helping people with leprosy and AIDs, as well as orphans. Her organisation, the Missionaries of Charity, later helped people in need all over the world.</li> <li>21. Some people criticised Mother Teresa because she opened centres all over the world instead of focussing on the people who needed help where she already was. She was also accused of spreading extreme Roman Catholic views on homosexuality and abortion to those she was helping.</li> <li>22. Mary Magdalene was a close follower of Jesus who remained loyal to him when other disciples didn't.</li> </ol>	
<p><u>Sources of wisdom and authority - SOWA</u></p> <ol style="list-style-type: none"> <li>24.</li> </ol>	



Resultant force = Mass x Acceleration

Pressure =  $\frac{\text{Force}}{\text{Area}}$

Wave Speed = Frequency x Wavelength

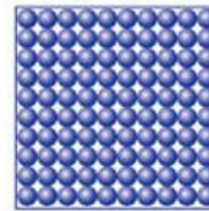
<b>Control variable</b>	The variable that remains the same in an investigation
<b>Independent variable</b>	The variable that is changed in an investigation
<b>Dependent variable</b>	The variable that is measured in an investigation

Enzyme	Breaks down....	Into....
Amylase	Carbohydrates	Sugars
Protease	Protein	Amino acids
Lipase	Fats/lipids	Fatty acids and glycerol

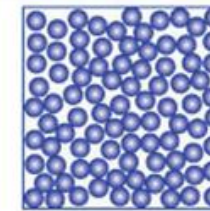
**Enzymes:** break down nutrients into small, soluble molecules that can be absorbed.

The main nutrients the body needs are:

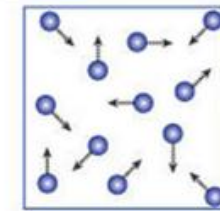
- **carbohydrates** for energy;
- **proteins** for growth and repair;
- **fats** to store energy;
- **vitamins and minerals** to keep the body healthy.



Solid



Liquid



Gas



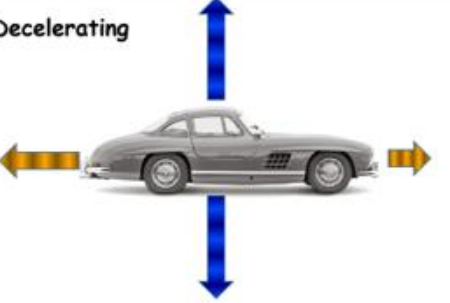
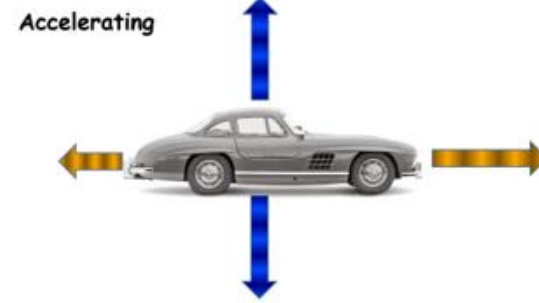
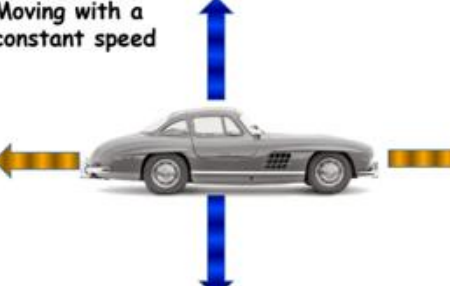
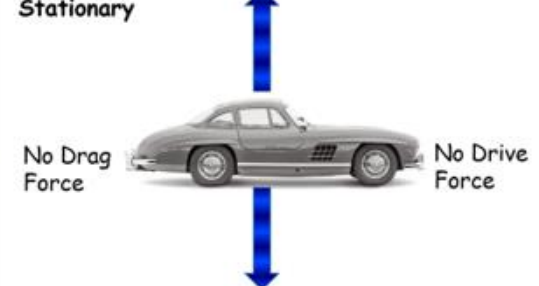
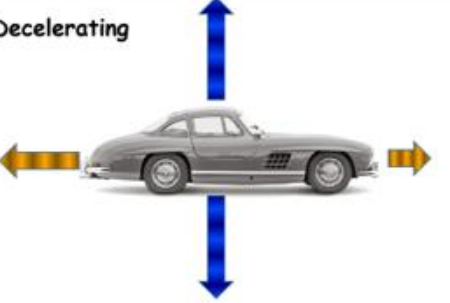
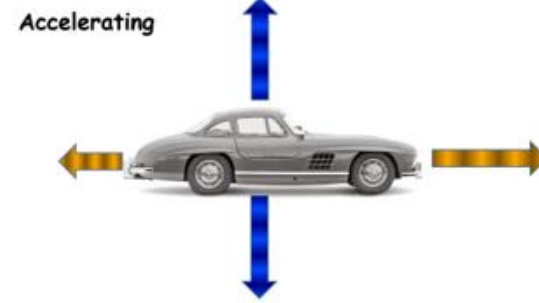
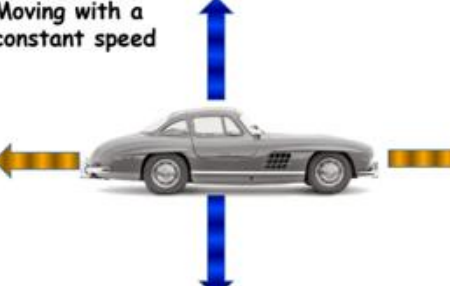
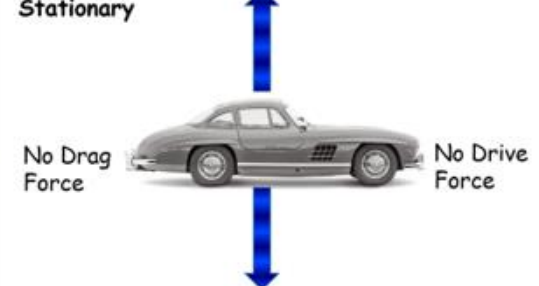
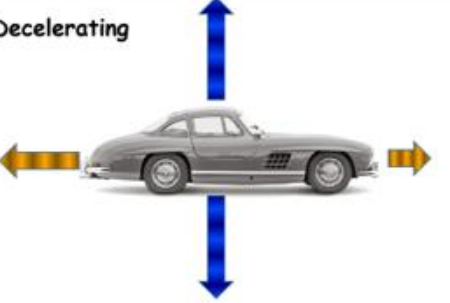
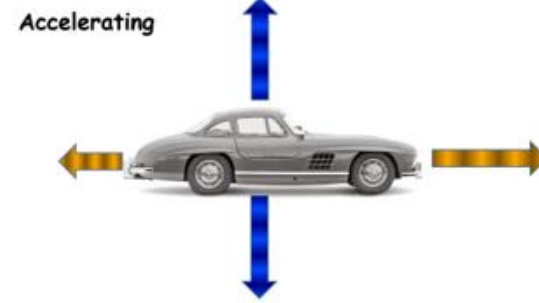
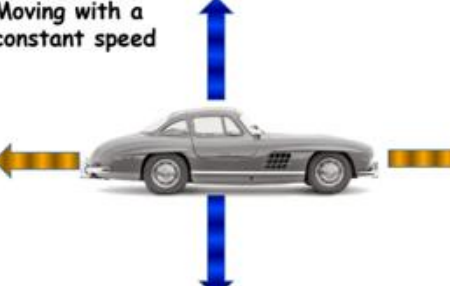
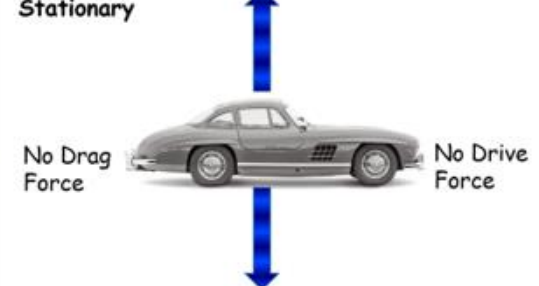
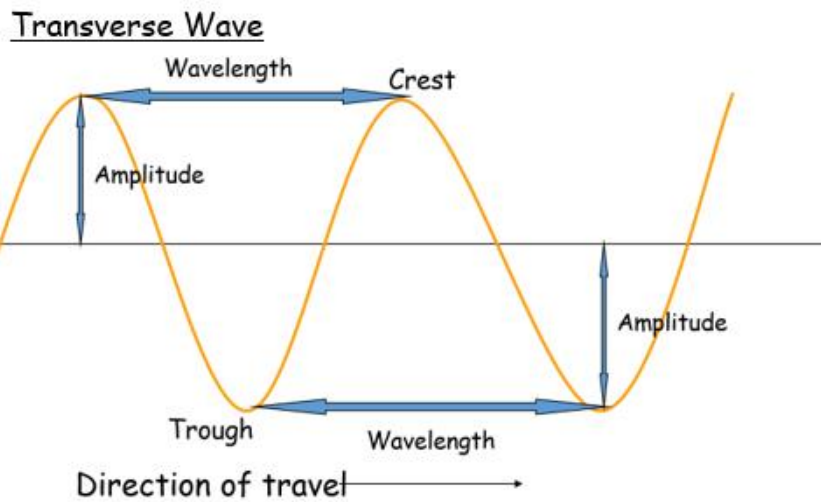
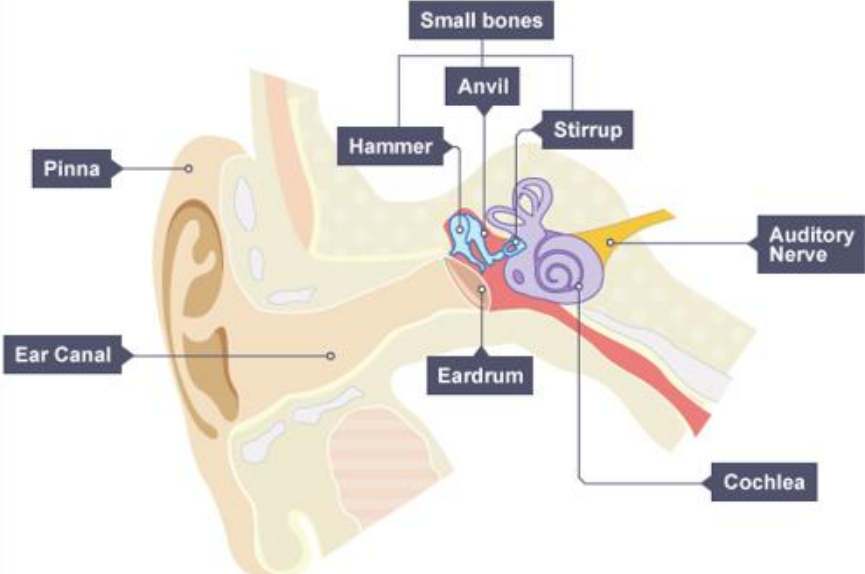
Particles are close together and can't move around a lot

Particles are close together but can move a little

Particles have lots of energy and can move around



## Science

<p><b>CONTACT FORCES</b></p>  <p><b>APPLIED FORCE</b>      <b>SPRING FORCE</b></p> <p><b>DRAG FORCE</b>      <b>FRICTIONAL FORCE</b>      <b>NORMAL FORCE</b></p> <hr/> <p><b>NON-CONTACT FORCES</b></p>  <p><b>MAGNETIC FORCE</b>      <b>ELECTRIC FORCE</b>      <b>GRAVITATIONAL FORCE</b></p>	<table border="1"> <tr> <td data-bbox="952 212 1444 547"> <p><b>Decelerating</b></p>  </td> <td data-bbox="1444 212 2027 547"> <p><b>Accelerating</b></p>  </td> </tr> <tr> <td data-bbox="952 547 1444 866"> <p><b>Moving with a constant speed</b></p>  </td> <td data-bbox="1444 547 2027 866"> <p><b>Stationary</b></p>  <p>No Drag Force      No Drive Force</p> </td> </tr> </table>	<p><b>Decelerating</b></p> 	<p><b>Accelerating</b></p> 	<p><b>Moving with a constant speed</b></p> 	<p><b>Stationary</b></p>  <p>No Drag Force      No Drive Force</p>
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<p><b>Moving with a constant speed</b></p> 	<p><b>Stationary</b></p>  <p>No Drag Force      No Drive Force</p>				
<p><b>Transverse Wave</b></p>  <p>Wavelength      Crest</p> <p>Amplitude</p> <p>Trough      Wavelength</p> <p>Direction of travel →</p>	 <p>Small bones</p> <p>Anvil</p> <p>Stirrup</p> <p>Hammer</p> <p>Pinna</p> <p>Ear Canal</p> <p>Eardrum</p> <p>Cochlea</p> <p>Auditory Nerve</p>				

## World Languages

<p><b>Indicators of the future tense.</b></p> <p>Mañana – tomorrow</p> <p>Este viernes – this Friday</p> <p>La semana próxima – next week</p> <p>Este fin de semana – this weekend</p> <p>El año próximo – next year</p> <p>Mañana por la mañana – tomorrow morning</p> <p>El sábado que viene – next Saturday</p>	<p><b>Key Questions (and how to begin your answer...)</b></p> <p>¿Te gusta el deporte? ... Sí, me gusta mucho el deporte porque es emocionante.</p> <p>¿Cuál es tu deporte preferido?... Prefiero el tenis en verano cuando hace sol.</p> <p>¿Hay un deporte que te gustaría probar?... No he probado el esquí ...</p> <p>¿Qué deportes hacías de pequeño que ya no haces?...Jugaba al bádminton pero</p> <p>¿Qué haces en tu tiempo libre? ...En mi tiempo libre....</p> <p>¿Qué vas a hacer este fin de semana? ...Este fin de semana voy a....</p> <p>¿Te gusta ver la televisión?... Sí, mi programa favorito se llama...</p> <p>¿Te gusta el cine?... Sí, la última vez que fui al cine vi una película de terror...</p> <p>¿Qué tipo de música te gusta? Me gusta más la música rock...</p> <p>¿Qué hiciste la ultima vez que saliste con tus amigos? Fuimos al cine.</p>	<p><b>Types of TV programmes/movies</b></p> <ul style="list-style-type: none"><li>▪ Dibujo animado - cartoon</li><li>▪ Noticias - news</li><li>▪ Un documental - documentary</li><li>▪ Una serie policíaca – pólce series</li><li>▪ Telenovela – soap (opera)</li><li>▪ Comedia = comedy</li><li>▪ Anuncios = adverts</li><li>▪ Concursos = quiz shows</li><li>▪ Película de ciencia ficción = sci-fi movie</li><li>▪ Película de acción = action movie</li><li>▪ Película de terror = horror movie</li><li>▪ Un programa de telerrealidad – reality show.</li></ul>																																		
<p>To say what you are ‘going to’ do, use a form of <b>ir</b> followed by <b>a</b> plus the <b>infinitive</b>. This is called the near future tense.</p> <table><tr><td><b>voy a</b></td><td><b>jugar</b> al fútbol</td><td><i>I am going to play football</i></td></tr><tr><td><b>vas a</b></td><td><b>hacer</b> esquí</td><td><i>you are going to go skiing</i></td></tr><tr><td><b>va a</b></td><td><b>ir</b> de compras</td><td><i>he/she is going to go shopping</i></td></tr><tr><td><b>vamos a</b></td><td><b>ir</b> al cine</td><td><i>we are going to go to the cinema</i></td></tr><tr><td><b>vais a</b></td><td><b>salir</b></td><td><i>you (plural) are going to go out</i></td></tr><tr><td><b>van a</b></td><td><b>escuchar</b> música</td><td><i>they are going to listen to music</i></td></tr></table>	<b>voy a</b>	<b>jugar</b> al fútbol	<i>I am going to play football</i>	<b>vas a</b>	<b>hacer</b> esquí	<i>you are going to go skiing</i>	<b>va a</b>	<b>ir</b> de compras	<i>he/she is going to go shopping</i>	<b>vamos a</b>	<b>ir</b> al cine	<i>we are going to go to the cinema</i>	<b>vais a</b>	<b>salir</b>	<i>you (plural) are going to go out</i>	<b>van a</b>	<b>escuchar</b> música	<i>they are going to listen to music</i>	<div><div>Gramática</div><table><tr><td><b>más</b></td><td>+ adjective</td><td>+ <b>que</b></td><td><i>more ... than</i></td></tr><tr><td><b>menos</b></td><td>+ adjective</td><td>+ <b>que</b></td><td><i>less ... than</i></td></tr></table></div>	<b>más</b>	+ adjective	+ <b>que</b>	<i>more ... than</i>	<b>menos</b>	+ adjective	+ <b>que</b>	<i>less ... than</i>									
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<p><b>Giving my opinion...</b></p> <ul style="list-style-type: none"><li>▪ A mi modo de ver = According to me...</li><li>▪ Encuentro que = I find that...</li><li>▪ Creo que = I believe that...</li><li>▪ Pienso que = I think that ...</li><li>▪ En mi opinión = In my opinion...</li><li>▪ Es / No es... = It is / It isn’t...</li><li>▪ (no) Me gusta (n) = I (don’t) like</li><li>▪ Tengo una preferencia por = I have a preference for</li><li>▪ Lo qué más me gusta es/son = What I like the most is/are</li><li>▪ Me encanta(n) = I love</li><li>▪ Lo mejor es = The best thing is</li><li>▪ Prefiero = I prefer</li><li>▪ Odio = I hate</li></ul>	<p><b>Adjectives</b></p> <table><tr><td>interesante</td><td>interesting</td></tr><tr><td>genial</td><td>super</td></tr><tr><td>aburrido</td><td>boring</td></tr><tr><td>malo</td><td>rubbish</td></tr><tr><td>tradicional</td><td>traditional</td></tr><tr><td>relajante</td><td>relaxing</td></tr><tr><td>divertido</td><td>fun</td></tr><tr><td>genial</td><td>great</td></tr><tr><td>emocionante</td><td>exciting</td></tr><tr><td>impresionante</td><td>impressive</td></tr><tr><td>entretenido</td><td>entertaining</td></tr><tr><td>repetitivo</td><td>repetitive</td></tr><tr><td>duro</td><td>hard</td></tr><tr><td>aburrido</td><td>boring</td></tr><tr><td>miedoso</td><td>scary</td></tr><tr><td>horroroso</td><td>horrific</td></tr><tr><td>atrevido</td><td>daring</td></tr></table>	interesante	interesting	genial	super	aburrido	boring	malo	rubbish	tradicional	traditional	relajante	relaxing	divertido	fun	genial	great	emocionante	exciting	impresionante	impressive	entretenido	entertaining	repetitivo	repetitive	duro	hard	aburrido	boring	miedoso	scary	horroroso	horrific	atrevido	daring	<p><b>Common hobbies</b></p> <ul style="list-style-type: none"><li>▪ Jugar al ajedrez = to play chess.</li><li>▪ Hacer piragüismo = to do canoeing</li><li>▪ Nadar = to swim</li><li>▪ Patinar = to skate</li><li>▪ Ir a pescar = to go fishing</li><li>▪ Ver un partido = to watch a match</li><li>▪ Participar en un torneo = to participate in a tournament</li><li>▪ Ir a entrenamiento = to go to training</li><li>▪ Ir de compras = to go shopping</li><li>▪ Salir con amigos = to go out with friends</li></ul>
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genial	great																																			
emocionante	exciting																																			
impresionante	impressive																																			
entretenido	entertaining																																			
repetitivo	repetitive																																			
duro	hard																																			
aburrido	boring																																			
miedoso	scary																																			
horroroso	horrific																																			
atrevido	daring																																			

## World Languages

<b>Indicators of the past tense</b> Ayer – yesterday El viernes pasado – last Friday La semana pasada – last week El fin de semana pasado – last weekend El año pasado – last year Anteayer – the day before yesterday Cuando era joven – when I was younger En el pasado – In the past	<b>¿Cuál es tu pasatiempo favorito?</b> = What is your favourite pastime/hobby? <b>¿Te gustaría ir a ...?</b> = Would you like to go to...? <b>¿A qué hora?</b> = At what time? <b>¿Qué hora son?</b> = What time is it? <b>¿Hay un pasatiempo que te gustaría probar?</b> = Is there a pastime that you'd like to try? <b>¿Cuándo eras joven cuales pasatiempo hacías?</b> = When you were young which hobby did you used to do? <b>¿Recibes dinero de tus padres?</b> = Do you receive money from your parents? <b>¿Cuánto es?</b> = How much is it? <u>Grammatica</u> If <b>a</b> (to) and <b>el</b> come together they join up to make <b>al</b> . ▪ <b>a + el</b> → Voy <b>al</b> cine ▪ <b>a + la</b> → Voy <b>a la</b> piscine	<b>Useful Vocabulary</b> La paga = pocket money El dinero = money La piscina = swimming pool La pista = track La pista de hielo = ice rink La gimnasia = gymnasium El campo de fútbol = football pitch El polideportivo = sports centre La bolera – bowling alley La discoteca = nightclub El centro comercial = shopping centre El cine = cinema El salón recreativo = recreation room
<b>Key Verbs</b> ▪ Me gustaria + verb = I would like to + verb ▪ Visité = I visited ▪ Compré = I bought ▪ Bailé = I danced ▪ Pensé = I thought ▪ Fui = I went ▪ Entrené = I trained ▪ Participé = I participated ▪ Marqué (un gol) = I scored ▪ Gané = I won ▪ Salí = I went out ▪ Bebí = I drank ▪ Comí = I ate ▪ Escuché = I listened ▪ Descansé – I relaxed ▪ Disfruté de – I enjoyed ▪ Ví = I saw ▪ Limpié = I cleaned ▪ Hice = I did	<div data-bbox="616 694 1265 1093"> </div> <b>Numbers</b> Diez (10) Veinte (20) Treinta (30) Cuarenta(40) Cincuenta(50) Sesenta (60) Setenta (70) Ochenta (80) Noventa (90) Cien (100)	<b>Adverbs of time/frequency</b> Siempre - Always Cada semana – Every week Cada día – Every day Normalmente - normally En general - generally Nunca - never A menudo - often De vez en cuando - occasionally A veces - sometimes Cada año – every year  <b>Leisure Activity Phrases (Future Tense)</b> 1) Voy a ir a la bolera – We're going to go to the bowling alley 2) Vas a jugar a los bolos – You are going to play bowls 3) Va a montar en bicicleta – He/she is going to ride a bike 4) Vamos a ver una película – We are going to watch a film 5) Vaís a ver un partido de fútbol – You (all) are going to watch a football match 6) Van a hacer patinaje en la pista de hielo = They are going to do skating on the ice rink



## Spelling, Punctuation and Grammar

Word Classes

Nouns- The name of a person, place or thing

Abstract nouns are words that refer to emotions, thoughts or ideas.

love

Jessica knew her love for Jordan was real.

anger

He was filled with anger.

passion

She has a passion for swimming.

Proper nouns are words that name a particular place, person or object.

France (place)

Mike (person)

Eiffel Tower (object)

Common nouns are words that refer to an object, person or place.

ball

The ball is round.

boy

The boy was lonely.

library

It is an old library.

Collective nouns are words that refer to a group or collection of people, animals, objects or places.

crowd

troop

bunch

Pronouns- Used to avoid repeating a noun

I you he/she it we they me him/her it us them


We went to the concert, but you forgot the tickets.


Possessive pronouns show ownership.


my your his/her its our their mine yours his/hers ours theirs

Mason took my bag and hid it under his desk.

Adjectives- Adds detail to a noun. Can be placed before or after a noun

Ella has an enormous meal for breakfast.

The ferocious storm caused significant damage.

Her stylish new car has incredible acceleration.

Modal Verbs- comes before another verb to change its meaning

will shall can might should must may could would

Verbs- Doing or being words- they tell you what someone or something is doing

Some verbs express a state-of-being.  
The following table shows different forms of the verb to be.

PastPresentFuture

Iwasamwill be

Youwererearewill be


He/Shewasiswill be


Itwasiswill be


Wewererearewill be


Theywererearewill be

Some verbs express physical or mental actions.

Abby rides her bike to school.

Henry saved the ball from the goal.

I guessed the correct answer.

Rahim likes his new television.

Adverbs- Adds detail to verbs, adjectives or other adverbs

Adverbs are used to describe how, when, how often and where something is happening.

How?When?How often?Where?












quicklylatelyfrequentlyabove

cruellyrecentlyconstantlyinside

angrilyagaindailythere

nervouslyaftersometimesaway

## Spelling, Punctuation and Grammar

Capital Letters- and when to use them					
Starting a sentence	A long time ago, in a galaxy far, far away...	Headings and Book/ Film Titles	My favourite book is Alice in Wonderland.		
Names and Titles	Zara took her son to see Dr. Habib.	Companies and Organisations	The RSPCA takes care of injured and abandoned animals.		
Days of the Week and Months	The football game is on Wednesday 2 <sup>nd</sup> July.	Nationalities and Languages	The man is Mexican but he speaks Spanish.		
Place Names	I live in Gorton, Manchester.				
Punctuation					
	A full stop marks the end of a sentence	I had to push my bike all the way home.		An apostrophe is used to show ownership or that a letter or letters are missing	The rabbit's tail is black. (The tail belongs to the rabbit) It is going to rain. ↓ It's going to rain.
	A comma separates items in a list. It is also used to punctuate speech and separate parts of a sentence, such as clauses, to help clarify meaning	The bag contained a bottle, some trainers, shorts, socks and a shirt. Let's eat Grandma! Let's eat, Grandma!			
	A question mark indicates the end of a question	Do you know when to use a question mark?		Brackets are used to indicate parenthesis- extra information that is separate from the main sentence or statement	Dashes (see below) can also be used to separate extra information.
	An exclamation mark is used to end a dramatic sentence or statement	Don't put your hand in the fire!		Dashes are also used to indicate parenthesis. They are twice as the length of a hyphen	The ingredients- tomato, basil, onion and chilli- were ready to be cooked.
	Speech marks, or inverted commas, indicate direct speech (i.e- the exact words spoken)	"I like football," said Marta. "Me too," replied Amina.		A hyphen is used to join words together. It can join prefixes to root words, and words that are linked, such as compound adjectives.	She is an award-winning novelist
	A colon introduces extra information, such as a list. It connects part of a sentence, where the second part provides further explanation of the first	Hammad thought it was his Mum's fault: she shouldn't have moved his homework.		A semi-colon links two clauses of equal importance. It is also used to separate items in a list, when the list already contains commas	The trip may be on or off; it all depends on the weather. The guides are: Sam Yates, Biology; Amy Elliot, Chemistry; and Karen Cooper, Physics.

## Computing

### My Digital World

**Evaluate:** Finding out about the quality of something

**Trustworthiness:** How sure we are that the information is correct

**Bias:** Being unfairly in favour of one thing over another

**Reliability:** The level to which we can depend on the information

**Index:** The level to which we can depend on the information

**Boolean Operators:** 'AND' 'OR' 'NOT' logic statements used to improve database searches.

**Relevance:** How close the information matches what you were looking for

**Copyright:** A law to protect other people's ideas/work.

**Plagiarism:** Using other peoples' ideas/work and pretending it is yours

**Acknowledgement:** Making it clear that text/images in your work belong to someone else and are not your own

**Cyber Abuse:** Being tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another person using the Internet, interactive and digital technologies or mobile phones

**Print Screen:** A way to capture what is on the screen at any given time – a way to evidence online abuse.



### Python

**Input:** Values which get sent from the user into the computer

**Variable:** The place where inputs get stored by the program

**Output:** The values which get sent from the computer to the user

**Data Type:** The type of data being used by the program

**String:** A combination of characters, letters and numbers.

**Integer:** "Whole Number"

data type

**Real/Float:** This means any decimal (fractional) number

**Selection:** A control structure which allows programs to make decisions

**Python IDLE:** The software we use to create our python programs in

**New document:** A plain text file which the main code is written on before displayed in the IDLE itself.

Keyboard shortcuts:

**F5-** Runs the software

**Arithmetic operators:**

- Addition = +
- Subtraction = -
- Division = /
- Multiplication = \*
- MOD = Remainder
- DIV = Whole number without the remainder

## Ethics and Politics:-Life in the UK

### Key words

1. **United Kingdom (UK)**: England, Scotland Wales and Northern Ireland.
2. **Great Britain (GB)**: England, Scotland and Wales.
3. **Immigration**: coming to live permanently in a foreign country.
4. **Equality Act 2010**: legally protects people from discrimination in the workplace and in wider society.
5. **Islamophobia**: dislike or prejudice against Islam or Muslims. A type of racism that targets expressions of Muslimness.
6. **Xenophobia**: dislike of or prejudice against people from other countries.
7. **Mayor**: the head of a particular area who accountable for the strategic government of that area.
8. **Devolution**: the power that gets moved from one level of government to a lower level. This allows decisions to be made locally by people who understand the area.
9. **GMCA**: Greater Manchester Combined Authority
10. **Taxation**: money that has to be paid by citizens and businesses to the government as taxes.
11. **Basic Rate**: the maximum rate of pay a person can earn before paying the higher rate.
12. **Higher Rate Threshold**: the level of income or money earned which must pay a higher percentage of tax.
13. **Personal Allowance**: the amount of income each individual is entitled to receive free of tax each year.

### Key knowledge

14. Throughout its history, people have settled in Britain from many different countries. They have brought their a) language, b) ideas and c) customs, all of which have combined to make up the country's culture.
15. The United Nations wrote the Universal Declaration of Human Rights in 1948 to set out the basic rights for all individuals. All the expectations of respect are included in the declaration. It underpins the way individuals should be treated by each other, governments and all other organisations.
16. The UK is a democratic society which means that citizens have the right to take part in how the country is run through activities such as voting, protesting and joining pressure groups.
17. Treating people differently based on their religious beliefs is totally unacceptable and all such behaviour is rooted in racism.
18. Xenophobia can involve perceptions of groups of people from different countries, it can be shown in suspicion of the activities of others and not wanting others to be part of communities. It may relate to a fear of losing national, ethnic or racial identity.
19. The role of a mayor comes with many responsibilities which include governance in the region, such as a) health, b) transport, c) housing, d) strategic planning, e) waste management, f) policing, and g) fire and rescue service.
20. In the United Kingdom devolution has happened in Wales, Scotland and Northern Ireland. Each of these three countries now has an elected legislature which can pass some laws and a government to administer those laws and propose new ones.
21. The government receives money from a) National Insurance, b) Value Added Tax (VAT) and c) Income Tax.
22. The government uses the money it gets from taxes to pay for things, such as a) to pay for people who work for the government (e.g. military and police), b) provide services such as education and health care, and c) to maintain or build things such as roads, bridges and sewers.
23. BHM: The Bristol Bus Boycott took place in 1963 to allow Black and Asian people to work on buses. Before this, only white people could be bus drivers and conductors.
24. BHM: The Race Relations Act 1965 was passed. This was the first law in the UK that dealt with racial discrimination. Before this point, there had been no laws about how people of colour should be treated.

## Record of learning homework

## How to record your learning

You should record the subject or subjects on the learning homework page and show this to your form tutor on a weekly basis.

Week: Sep 6	Week: Sep 13	Week: Sep 20	Week: Sep 27	Week: Oct 4	Week: Oct 11	Week: Oct 18

Week: Nov 1	Week: Nov 8	Week: Nov 15	Week: Nov 22	Week: Nov 29	Week: Dec 6	Week: Dec 13