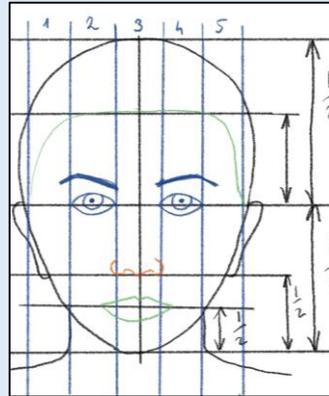


1 – Basic proportions of the face

Most faces fit in the following basic rules:

- The overall head is shaped like an upside down egg
- The eyes are positioned $\frac{1}{2}$ way up the head shape
- The space between the eyes is one eye length
- The bottom of the nose is $\frac{1}{2}$ way between the eyes and the chin
- The lips sit halfway between the bottom of the nose and the chin
- The ears sit between the eye line and the nose line



2 – Definitions

tone: Tone describes how light or how dark something is.

The parts of the object on which the light is strongest are called **highlights** and the darker areas are called **shadows**.

proportions: The size relationships between different parts. For instance the height compared to the width.

icon: An object or a person regarded as a representative symbol or worthy of respect.

composition: the way the elements of art are arranged on the page.

3 – Grid method

grid method: a way to reproduce an image that you want to paint or draw. It involves drawing a grid over your reference photo, and then drawing an identical grid on your paper.

Then you copy the image on your paper, focusing on one square at a time, until the entire image has been copied.



4 – Artist focus – Shepard Fairey

Frank Shepard Fairey (born February 15, 1970)

- American contemporary street artist, graphic designer, and activist
- Known for his bold iconic style
- Started out by selling his art work on t-shirts
Became involved in the street art scene, putting murals, stickers, and posters in public spaces to share his political ideas and beliefs
- Became famous for his Barack Obama "Hope" poster created during the 2008 US Presidential Campaign



Hope, Shepard Fairey (2008)

1: Hello World

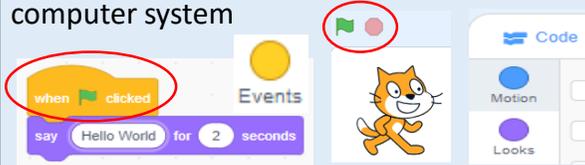
Graphical User Interface (GUI): a way to control a software application or hardware device using icons and graphics

Menu: A list of options a user can choose from when using software.

Icon: A picture or graphic used on a computer screen to help navigate the system

Sprite: A 2D graphic, for example to represent a character in a game.

Event: An action triggered by a user of the computer system



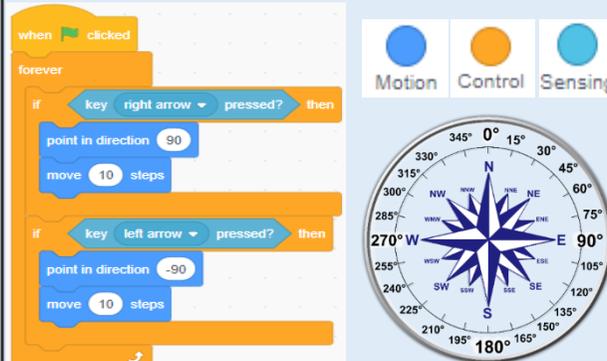
2: Selection and Movement

Selection: to choose and do something

If, then: To check a choice made and then execute, carry out the assigned code.

Direction: The position to look or move to.

Degrees: E.g. a compass 90 degrees (right).



3: Iteration

Iteration: The action of repeating something

Code: A set of instructions to be carried out by a computer to perform a specific task.

(A) Count Controlled Loop: Repeats the code instructions, X (the count), number of times.

(B) Condition Controlled Loop: Repeats the code until told not to (the condition).

(C) Infinite (Forever) Loop: Keeps repeating the code constantly until the main program stops.



4: Variables, Scoring

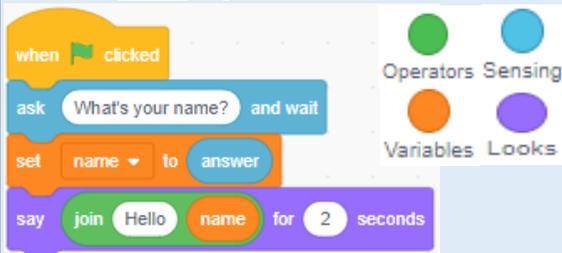
Variable: A memory location usually in RAM (post box) to store, read or update using code.

String: data stored as text e.g.. "abc"

Integer: data stored as a whole number e.g. 1,2

Float, real: data stored as a decimal e.g. 1.2

Meaningful naming: for example calling a variable score e.g. the data contains the score.



5: Logic

> Greater than

= Equals

< Less than

+ Addition

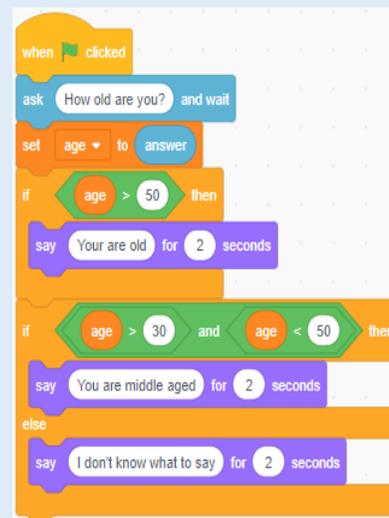
- Subtract

* Multiply

/ Divide

AND: Two items have to be true

OR: Only one item needs to be true



6: Create, Comment and Test

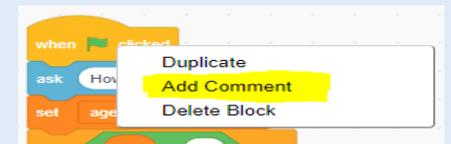
Debug: To look at broken code that is not doing what is expected, diagnose and fix.

Syntax: Making sure the code used is correctly formatted. Usually all in lowercase

Error: Something preventing a program from working.

Screenshot: To take a picture of code to help with development and debugging.

Code comments: Remembering or sharing code, with comments makes it easier to understand.



1 – Non Verbal Communication (NVC)

Key Vocabulary

body language: the way movements, posture and gestures can show how someone feels without speaking.

facial expression: the appearance, mood or feeling conveyed by a person's face

gesture: a movement made by part of the body (e.g. arms, head) to convey a character's emotions

gait: a person's manner of walking

mime: the use of movements, gestures and facial expressions to communicate an idea without words

pace: the speed at which something happens or is done

posture: the position a character holds themselves in when sitting or standing

2 –Origins of Melodrama

Melodrama refers to a genre of theatre that features unbelievable plots, extreme emotions and exaggerated acting. The effect is often heightened using incidental music and **dramatic pauses**. Melodramas often incorporate **stock characters**.

dramatic pause: a beat of silence with no or little background sound that is used to heighten the anticipation or tension in a scene

stock character: a character who is based on a common stereotype

emotional range: the ability to express and portray a range of emotions in a scene

3 – Theatrical Skills

Key Vocabulary

tension: a situation or feeling of suspense or uneasiness

cross-cutting: when two or more scenes take place at different times or in different places are performed on stage at the same time

split stage: when the stage is split into different areas representing different places or times

aside: a comment which a character makes to another character or the audience (the rest of the characters on stage can't hear them)

cliffhanger: a dramatic and exciting end to a performance, leaving the audience in suspense

stage combat: a technique in theatre designed to create the illusion of physical combat without causing harm to the performers

4 – Soap Operas

One of the most well known features of the melodramatic genre is the Soap Opera. Soap Opera is a phrase first coined in the 1930s in the USA. It was used to describe radio series that were sponsored by the manufacturers of soap powder; hence 'soap'. The 'opera' part came from the fact that they were about dilemmas and other dramatic or melodramatic situations.

Typical Soap Opera Conventions

- British soap operas aim to portray realistic storylines.
- It is a serialised drama that usually runs week-in, week-out, all year round.
- The plots are open-ended and usually many storylines are featured or even interlinked in an episode.

1 – Pre-Industrialisation

industrialisation: the process of creating factories

plague: a contagious bacterial disease

- In 1665 the 'Great Plague' arrived in Britain.
- The plague killed 68,500 people in London.
- A lack of science meant there was little knowledge of how the plague spread or why people died.
- Plague victims were locked in their house for 40 days. A red cross was painted on the door.
- The Bills of Mortality recorded deaths – at its worst, 7,000 people died in one week.
- Parliament relocated from London to Oxford.
- A cold winter killed the rats spreading the plague and deaths decreased.

2 – Migration: Countryside to Cities

rural: the countryside

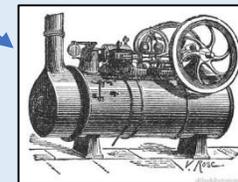
urban: towns and cities;

- Before 1750, most products were made at home and goods were sold in the local countryside (rural areas).
- By 1750, factories were being built in urban areas and Britain was selling goods abroad, including Africa where goods were traded for slaves.
- Urban areas were becoming popular places to live and work – 15% of people lived in urban areas (1750) compared to 85% of people by 1900.
- Land was becoming less important – a 'middle class' was created. The middle class owned factories in the towns / cities and employed 'working class' people.

3 – Inventions & Transport

invention: to create something new

- Between 1750 and 1900, there were many new inventions and transport. These made Britain more efficient.
- In 1778, a steam engine was invented. This burned coal to produce steam which then powered machines in the factories.
- Coal mines were opened in the north of England.
- Changes in transport included: building proper roads, canals were used to transport materials, and railways were invented in the 1800s.

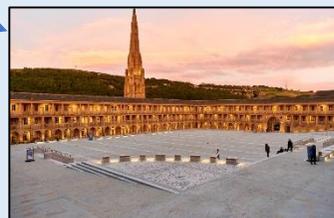


4 – Living & Working Conditions

- It was common to employ women and children in factories – only rich women did not work.
- Days in the factories were long – 12-14 hours, 6 days a week.
- Health and safety did not exist, so many were injured.
- Pay was low for children – 3 shillings a week (36p).
- Using children as workers became illegal in 1901 with the Factory Act.
- Living conditions were poor – the government had a laissez-faire ('let it be') attitude to people's health.
- Overcrowded towns / cities led to poor sanitary conditions and many died of typhus, cholera and TB.

5 – Local History: Halifax

- In 1750 Halifax was a small but busy market town of 6,000 people.
- Halifax was popular for steam engines within their textiles factories. By 1850, there were 24 mills.
- By 1850, there were 25,000 people living in Halifax – there are 88,000 people today.
- The Piece Hall was opened in 1779 as a Cloth Hall – people would trade 'pieces' of cloth.
- Edward Akroyd was a mill owner and founded the model village of Akroydon, Boothtown in 1860. He built houses for his workers to buy them at low cost.



6 – Suffrage Movement

suffrage: the right to vote in elections.

- Women's roles were traditional – they were expected to be mothers and wives. Women were not equal to men.
- By the end of the 1800s, there were two suffrage movements: first, the Suffragists (led by Millicent Fawcett) who were non-violent and then the Suffragettes (led by Emmeline Pankhurst) who believed in direct action.
- In 1913, Emily Davison – a Suffragette – was killed when she stepped in front of the king's horse at the Derby races.
- From 1914 – 1918, women stepped into men's jobs during the First World War.
- In 1918, women over 30 years old received the right to vote.
- In 1928, all men and women over 18 years old received the right to vote.

1 – Historical Context

- 'Animal Farm' is an **allegory** for the **Russian Revolution** of 1917.
- The **working class** people of Russia revolted (went against) the government and the Emperor **Tsar Nicholas II**.
- This rebellion was led by a group called the **Bolsheviks** led by **Vladimir Lenin**.
- After the rebellion a **new communist government** was created and Russia became known as the **Soviet Union**.
- Communism is the idea of **common ownership** where all industry (e.g. factories) is controlled by the government to **try and make everyone equal**.
- **Joseph Stalin** later became the leader of the Soviet Union. He was a **dictator** who used **propaganda** to control his people.

3 – Vocabulary

revolution (noun): the overthrow (changing) of a government or system for a new system

dictator (noun): a ruler with total power over a country usually won through violence/force

tyrant (noun): a cruel and brutal leader

tyrannical (adj.): to act like a tyrant

oppression (noun): continued unfair control by one leader/group over others

democracy (noun): a system of government which is elected fairly by people who live in the country usually by voting

exile (noun): being banned from one's country for political reasons

2 – Terminology

allegory: a story with a deeper hidden meaning, where characters/ideas can often represent something else

cyclical structure: when the conditions at the end of a story are in some way the same as they are at the beginning

symbolism: the use of symbols to present ideas or themes e.g. the farm itself on 'Animal Farm'

dramatic irony: when a character's words or actions is clear to the audience or reader although unknown to the character

anthropomorphism: when human characteristics or behaviour are given to a god, animal, or object in a narrative i.e. all animals in 'Animal Farm'

4 – Grammar: Exclamatory Sentences

- An exclamation is a sentence which shows that a person's feelings have been heightened.
- For example the speaker or writer has been shocked, impressed, surprised, horrified or delighted.
- A special punctuation mark is used to highlight this heightened emotion: **the exclamation mark (!)**

Any type of sentence can be uttered with a strong tone of a voice and to show this in writing, you would use an exclamation mark:

Statement: Old Major just spoke wonderfully then!

Command: "Sit down now!" Napoleon commanded.

Exclamation: "Oh dear!" Boxer sighed.

Exclamation: "That is my message to you, comrades: Rebellion!"

1 – Freetime Activities

2 – Opinions and Reasons

3 – ER Verbs

aller au cinema	to go to the cinema
écouter de la musique	to listen to music
écouter la radio	to listen to the radio
faire du shopping	to do/go shopping
jouer au foot/au tennis	to play football/tennis
jouer aux jeux vidéos	to play video games
lire un livre	to read a book
regarder la télé	to watch TV
regarder un film	to watch a film
regarder les émissions	to watch shows
sortir avec des amis	to go out with friends
télécharger de la musique	to download music
télécharger des podcasts	to download podcasts

Verbs ending in **er, ir or re** are **infinitive verbs**.

j'adore	I love	amusant/e	funny
j'aime	I like	barbant/e	boring
je déteste	I hate	divertissant/e	entertaining
je n'aime pas	I don't like	effrayant/e	scary
		émouvant/e	moving
j'aime bien	I quite like	fascinant/e	fascinating
je préfère	I prefer	génial/e	great
		idiot/e	stupid
parce que c'est	because it is	nul/le	rubbish
car c'est	because it is	passionnant/e	exciting
mon film préféré, c'est...		très	very
my favourite film is...		un peu	a bit

When using an opinion phrase, it must be followed by the **infinitive** form of the verb. e.g. J'aime **regarder** les films d'action. = I like **to watch** action films.

The 'er' verbs in French are a group of verbs which all have the same endings in the present tense.

To conjugate these verbs, you remove the 'er' from the infinitive and add a different ending (to match the person who is doing the verb).

jouer	to play
je joue	I play
tu joues	you play (singular/informal)
il joue	he plays
elle joue	she plays
on joue	we play
nous jouons	we play
vous jouez	you play (plural/formal)
ils jouent	they play (masculine)
elles jouent	they play (feminine)

4 – Faire (to do)

5 – Time Phrases and Negatives

6 – Additional Vocabulary

The verb 'faire' (to do/make) is irregular. It does not follow any usual pattern, so we need to learn it by heart.

faire	to do
je fais	I do
tu fais	you do (singular/informal)
il fait	he does
elle fait	she does
on fait	we do
nous faisons	we do
vous faites	you do (plural/formal)
ils font	they do (masculine)
elles font	they do (feminine)

To say 'not', 'don't' or 'never' in French, you need to use a negative. In French, negatives go around the verb:

ne ... pas = don't/not **ne ... jamais** = never

je **ne** regarde **pas** = I don't watch
 je **ne** regarde **jamais** = I never watch
 je **n'**écoute **pas** = He doesn't listen

d'habitude	usually	une fois...	once...
parfois	sometimes	deux fois...	twice...
quelquefois	sometimes	...par mois	per month
souvent	often	...par semaine	per week
tous les jours	every day		

des chansons	songs	les comédies	comedies
des séries	series	les informations	the news
en ligne	online	les dessins-animés	cartoons
sur...	on...	les émissions...	TV shows...
Internet	the internet	... de télé-réalité	...reality TV
mon ordinateur	my computer		
mon portable	my mobile		
ma tablette	my tablet		
les livres....	books...	les films...	films...
...d'amour	... about love	... d'action	... about action
les romans...	novels...	... d'horreur	... about horror
... fantastiques	...about fantasy		
... policiers	...about crime		

e.g. je fais **des achats** = I do online shopping
 je fais **des activités** = I do activities

de temps en temps from time to time
en ce moment at the moment

... about action
 ... about horror

1 – Location of the Middle East

Key Vocabulary:

latitude: is a horizontal line that measures distance north and south of the Equator

- The Middle East is located between Europe, Asia and Africa.
- The Middle East is located in the continent of Asia.
- The Middle East is comprised of 18 countries including; Saudi Arabia, Iran, Iraq and Turkey.
- 371 million people live in the Middle East.
- 60 different language are spoken.

2 – Climates of the Middle East

Key Vocabulary:

vegetation: grassland and shrubs

- The south of the Middle East is a Hot Desert which is a dry, sandy region with little rainfall, high temperatures, and little vegetation.
- The North of the Middle East has hot dry summers when the weather is similar to a desert. Winters are warm and wetter.
- Middle East reaches 52 degrees Celsius.

3 – Adaptations to the Middle East

Key Vocabulary:

adaptation: is a change to a behaviour

nomadic: moving around and not settling in one location.

- During the summer in the Middle East it can be **dangerous** to spend more than 4 hours outside.
- Heat stroke and dehydration can be deadly!
- The **Bedouin people of the Middle East** are nomadic and live in the desert.

4 – Resources in the Middle East

Key Vocabulary:

economic: related to jobs and money.

Primary Resources: The Middle East currently holds **48%** of the world's oil reserves and **43%** of the world's natural gas.

- The economy of the UAE has grown by **231 times** since 1971 because of oil and gas.
- Cities need to **diversify** to include the service industry and tourism like in Dubai.

5 – Economic Opportunities

Key Vocabulary:

opportunity: is where you change something for the better.

tertiary jobs: providing a service e.g. **tourism**

- Employment is changing in the Middle East from **primary** based jobs to **tertiary industries**.
- Before oil was found in the 1970s the **HDI** of the UAE was 0.60 but after economic development it is now 0.86.

6 – Conflict in the Middle East

Key Vocabulary

conflict: is a disagreement between countries

- There has been conflict including wars in Iraq and Yemen.
- Over 100,000 people have died in the conflict.
- 17 million people are at risk of famine in the Yemen due to the fighting.
- The war is between two different ethnic groups. The Shia Muslim Houthi movement and the Sunni Muslim groups who back President Hadi.

Week 1 – need to know vocabulary!	Week 2 – Just add 's'!	Week 3 – Y and I
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vowel: a, e, i, o, u

consonant: any letter that isn't a vowel

plural: more than one

singular: just one

prefix: letters at the start of a word

suffix: letters at the end of a word

attempts **castles** **carriages**

If a word ends in a consonant or 'e', just add s to make the plural!

stripes **hedges** **birds**

city **- y +ies** **cities**

When a word ends in 'y', change 'y' to 'i', then add –es!

family **- y +ies** **families**

Week 4 – a different word!	Week 5 – adding 'es'	Week 6 – f > v
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Some plurals need completely different words!

person  people 

tooth  teeth 

Some words stay the same!

sheep  sheep 

watch **+es** **watches**

If a word ends in –ch, –sh, –x or –s you need to add –es to the end

dish **+es** **dishes**

thief **-f +ves** **thieves**

Some words ending in –f have the f changed to v then add –es, but some just add –s.

roof **+s** **roofs**

1 – West African Drumming

Key Vocabulary

cyclic rhythm: rhythms which are repeated over and over.

polyphonic: many sound playing at the same time

polyrhythm: many rhythms playing at the same time

call and response: a musical conversation between a single performer and a group of performers.

Master Drummer: the lead drummer in an African drumming circle. The person responsible to indicate the different sections of the music.

2 – Samba Music

Key Vocabulary

syncopation: the emphasis on the weak beat of the bar. Sounds off-beat.

regular rhythms: rhythms that are played on the beat.

Sambista: the leader of a samba band.

break: a section of a samba piece with call and response.

groove: a section of the samba made up of multiple ostinatos.

unison: when all performers play the same line of music together.

3 – Indian Music

Key Vocabulary

improvisation: the spontaneous and creative performance of music.

Raga: the range of pitches used in Indian composition.

Tala: the different rhythms used in Indian music.

drone: when a note or chord are played continually through a piece of music.

tabla: small drum usually responsible for playing the tala.

4 – Instruments of the Orchestra

Key Vocabulary

ensemble: a group of musicians.

structure: the different sections of a piece of music.

cross-rhythm: when two conflicting rhythms are played together.

aural tradition: when music is learnt through listening and repeating.

1 – Dribbling

2 – Passing

3 – Receiving

Key Vocabulary

control: the ability to manage a moving object
side step: stepping one way and taking the ball in the opposite direction



Key Vocabulary

through ball: passing the ball between two opponents to a teammate

Techniques for a lofted pass:

- Non-kicking foot by the ball
- Lean body back
- Striking foot to get under the ball
- Arms out for balance



Key Vocabulary

scan: looking behind and around for space and players
shielding: protecting the ball from being taken

Using **muscular strength** to keep the ball from the defender by placing the body between the defender and the ball, in a side on position.



4 – Defending

5 – Shooting

6 – Positional play

Key Vocabulary

steal: gaining possession of the ball from the opponent
timing: a particular point to take tackle the opponent



Key Vocabulary

power:
lob: looping the ball over the goalkeeper into the goal

Teaching points for shooting:

- Land on your striking foot for more power
- Inside of the foot for more control and when closer to goal
- Laces for more power when further out
- Aim to place the ball in the corners of the goal

Key Vocabulary

unit: several players linked together
counter-attack: moving the ball up the pitch quickly having won possession



1 – Passing

Bounce pass teaching points:

- bounce from chest height
- ball should hit the floor two-thirds of the distance towards the receiver

Shoulder pass teaching points:

- from head height
- opposite foot forward
- elbows in

Overhead pass teaching points:

- above head, elbows in
- spread fingers around the ball
- used for longer distance

2 – Footwork

Key Vocabulary

pivot: to rotate round on the ball of the foot

Ways to perform footwork:

- land with two feet at the same time, to then pivot with the foot of your choice
- land on left or right foot, following with other foot, pivot on landing foot
- to turn in the air and rotate body to shooting third then land



3 – Attacking

Key Vocabulary

straight lead: to find space by running very quickly over a short distance to escape your opponent.

dodge: using quick footwork and the body to move one way then go in the opposite direction

roll: using the foot which is furthest away from your opponent, take it in a circular motion around them and rotate your body around the player (U-turn).

Timing is key!
Move too early and you will run out of space. Move too late and the opposition will intercept the pass.

4 – Defending

Stages of defence:

- Stage 1: mark the player even when they do not have the ball. Stay close to your opposing player.
- Stage 2: mark the ball. 1m away from the landing foot. Arms up.
- Stage 3: mark the space. Time your run to intercept a pass.



5 – Shooting

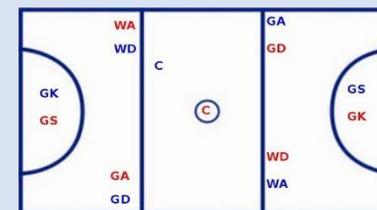
Key Vocabulary

step in: take a large step forward towards the post to get closer, keep your balance and do not put the landing leg back down

**Shooting teaching points:**

- ball held by dominant hand and high above the head
- second hand is placed at the side of the ball to steady its position
- aim for a point above the ring to gain height. Do not let the ball drop behind the head
- Flick wrists to put a backward spin on the ball

6 – Positional Play



1 – The life of Guru Nanak

- **Guru Nanak** founded **Sikhism**. He was born into a **Hindu** family in 1469, and he showed interest in religion from an early age.
- He argued against some of the Hindu traditions that he was meant to follow, and instead thought it was important to focus on ones **relationship** with God.
- When he was 30 years old, Nanak went through a **religious experience**. He disappeared into a river for three days, and emerged unharmed.
- Following this, he said that he had felt the **power** of God and that he felt strongly in a belief in just **one God** (in contrast to the Hindu belief in many deities). He spent the rest of his days travelling and spreading his message.

2 – Sikh belief in God

Key Vocabulary

monotheism: the belief in one God

- God is not viewed as being either male or female, and is addressed in many different ways.
- The opening prayer in the Sikh holy book (the **Guru Granth Sahib**) is called the **Mool Mantar**. This was written by Guru Nanak and contains the **essence** of Sikhism and describes the **attributes of God**: “There is One Being who creates, nurtures and destroys”.
- One Sikh name for God is **Waheguru** which means ‘**wondrous enlightener**’. Sikhs believe that, in a spiritual sense, Waheguru is the one who **removes darkness and brings light**.

3 – The Guru Granth Sahib

Key Vocabulary

Guru: teacher

- Sikhs believe that the final guru was sent to be the **eternal guru**. It is their holy book: the **Guru Granth Sahib**. Sikhs treat the book with the same **respect** that they would do any living guru.
- They never turn their backs on the book, they remove their shoes and cover their heads in its presence, and no one is allowed to sit higher than the Guru Granth Sahib.
- The book contains **holy writings** from Hindus and Muslims, because Sikhs think that God’s **universal truths** are not limited to one religion.
- Sikhs believe that the Guru Granth Sahib can answer any questions they have, if they read it in the right way.

4 – The Khalsa

- The **Khalsa** is the community of Sikhs who have **committed** to being a dedicated member of the religion. It was founded by the 10th guru: **Guru Gobind Singh**.
- The Khalsa started when a group of Sikhs willingly entered a tent where they thought they would die, but they were willing to do this for their faith.
- Sikhs who want to join the khalsa now take part in an **Amrit ceremony**. This takes place in a **Gurdwara** and they must take **vows** where they promise to accept the rules and responsibilities of the Sikh community.
- Once they are part of the khalsa, Sikhs must keep the **5 Ks**.

B1 – Reproductive System

Key Vocabulary

organism: any living thing

function: the role or job of a cell or organ

testes: part of the male reproductive system that produces sperm

ovaries: part of the female reproductive system that produces eggs

uterus: part of the female reproductive system where an embryo develops into a foetus

gamete: a sex cell

reproduction: the production of offspring

C1 – The Periodic Table

Key Vocabulary

group: a **column** of chemical elements

period: a **row** of chemical elements

property: characteristic that you can see or describe

reactivity: how easily substances will react with each other

inert: chemically unreactive

trend: a pattern observed in a set of results

noble gases: group 0 gases which are chemically unreactive (inert)

halogen: group 7 non-metals

P1 – Light Waves

Key Vocabulary

transverse wave: a wave where the direction of vibrations are 90° to the direction of the wave

vacuum: a volume of space where there is no matter (particles)

speed of light: light travels at 3×10^8 m/s (300 000 000 m/s)

specular reflection: reflection off a smooth surface in one direction

diffuse scattering: reflection off a rough surface in many directions

absorption: light is taken in by an object

B2 – Fertilisation and Birth

Key Vocabulary

ovulation : the release of an egg

fertilisation: the moment at which the nucleus of a sperm cell fuses with the nucleus of an egg cell

embryo: a ball of cells that divide after fertilisation

foetus: an unborn baby of more than 8 weeks

gestation: the period of time an animal is pregnant

placenta: an organ that attaches the uterus during pregnancy

C2 – Metals and Non-Metals

Key Vocabulary

conductivity: a measure of how easily electrical charge or heat can pass through a material

density: how much mass (particles) is in a set volume of an object

metal oxide: chemical compound formed between a metal and oxygen

appearance: how something looks

prediction: using scientific evidence to make a statement about what will happen in an investigation

P2 – Reflection of Light

normal: a dotted line drawn 90° to the plane of the surface

incident ray: a ray of light that meets the surface

reflected ray: a ray of light that bounces off the surface

angle of incidence: the angle formed between the incident ray and the normal

angle of reflection: the angle formed between the reflected ray and the normal

protractor: piece of mathematical equipment that is used to measure angles of incidence and reflection

1: Hygiene

cleaning: clean up work areas as you work. Make sure you use separate utensils for raw and cooked food.

chilling: make sure you store food correctly. Raw foods at the bottom of the fridge and cooked or ready to eat foods at the top. Keep fridge door shut as much as possible to retain temperature (0-5 degrees C)

cooking: cook food properly. Make sure internal temperature of food has reached at least 75 degrees C for at least 2 minutes. Use a food probe on high risk foods.

cross contamination: when bacteria from one food transfer onto another. To avoid this keep hands, utensils and work areas clean and separate for raw and ready to eat foods.

physical contaminant: when a physical item falls into food e.g. a finger nail, hair or piece of jewellery.

chemical contaminant: when chemicals find their way into food. This can be during production but often by carelessness when storing foods and using cleaning products. Too much washing up liquid left on the pots can cause chemical contamination!

2: Glossary

balanced: making sure there is a variety in our diets and the quantities are correct.

saturated fat: animal fats that clog up our arteries.

unsaturated fat: 'good fats' that come from plants

simple carbohydrates: sugary foods that contain fast releasing energy that burns off quickly.

complex carbohydrates: starchy foods containing slow releasing energy that keeps us going.

amino acids: essential protein which our body needs for growth and repair

HBV: (high biological value)proteins which contain all the essential amino acids.

LBV: (low biological value) proteins with DO NOT contain all the essential amino acids.

3: The Eat Well Guide

Eatwell Guide

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.

Check the label on packaged foods

Each serving contains

Energy 1000kJ 250kcal	Fat 5g	Saturated fat 1.3g	Sugar 34g	Salt 0.9g
LOW	LOW	LOW	HIGH	MED
12.5%	7%	6.5%	36%	15%

of an adult's reference intake
Typical values (as sold) per 100g: 697kJ/167kcal

Choose foods lower in fat, salt and sugars

6-8 a day

Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.

Oil & spreads

Choose unsaturated oils and use in small amounts

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS

1 – Wellbeing

Key Vocabulary

wellbeing: the state of being comfortable, healthy, or happy

- Wellbeing is the general term used to describe physical and mental health and happiness.
- How you view your wellbeing can change, depending on the various things that are going on in your life.
- It is important to look after your own wellbeing, and talk to someone if you feel that you are unwell either physically or mentally.
- It is normal to not feel well at some times in your life, and there are people who can help with this.

2 – Mental Health

Key Vocabulary

mental health: our emotional, psychological, and social well-being. It affects how we think, feel, and act

- We need to look after our mental health, as much as our physical health.
- Some tips for looking after your mental health include:
 - Talk about your feelings
 - Follow a routine
 - Talk to someone if you feel stressed - this is normal and we can help
 - Exercise regularly
 - Be kind to yourself and others
 - Eat well (lots of fruit and vegetables)

3 – Coping Strategies

Key Vocabulary

strategy: a plan of action

- When it comes to looking after your mental health, there are good coping strategies and there are poor coping strategies.
- Good coping strategies to support mental health:
 - Admit to yourself if you don't feel well – talk to someone
 - Follow the advice in box 2
- Poor coping strategies to support mental health:
 - Ignoring signs and symptoms
 - Sleeping too much
 - Over or under eating

4 – Staying Positive on Social Media

Key Vocabulary

social media: websites and applications that enable users to create and share content or to participate in social networking

- Social media is a big part of young people's lives, but it is important to remember that not everything that you see on there is a true reflection of reality.
- People only put things on social media which they want other people to see. Some people don't show the negative or tough parts of their lives.
- Remember to not overshare parts of your own life on social media – once it is online it is impossible to permanently remove it.
- If social media is making you feel sad, it is a good idea to take a break.
- Make sure you know who your followers are so that strangers cannot see what you are posting.



Look

Look at the information carefully.
Read it three times.
It may help to say it as you read it.



Cover

Cover it with your hand or a piece of paper.



Write

Write it out, from memory.



Check

Check what you have written matches the information exactly.
Have you got it correct?
If so, tick your work to show it is correct.



Correct

If it doesn't match exactly, use your purple pen to correct it.
Repeat the steps above.
If you get 100% correct, move on to the next piece of information.

Flash Cards

If you choose to make flashcards to help you revise, don't forget our top tips.

1. On one side of the card, write the question clearly
2. On the other side of the card, write the answer you want to remember
3. Only put one question on each flashcard
4. Test yourself regularly, until you can't get the answers wrong

Scan the QR code to access a short video on how to use your flashcards more effectively.

