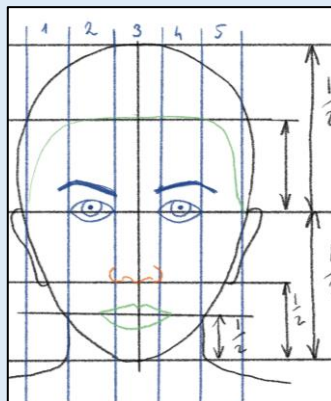


## 1 – Basic proportions of the face

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.

**texture:** the way something feels to the touch. In art we use mark making to give an impression of texture

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

## 3 – Definitions

**observational drawing:** drawing what you see in front of you as realistically as possible

**continuous line drawing:** drawing made in one single line, keeping your pen on the paper at all times

**blind drawing:** a drawing where you look carefully at the object you are drawing, without looking at the paper

**contrast:** when opposite elements are arranged together (e.g. light and dark, big and small...)

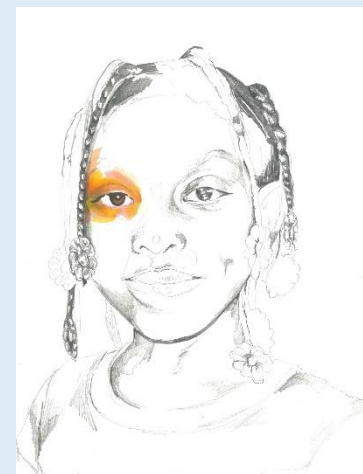


**Continuous line drawing**

## 4 – Artist focus – Adrian Brandon

### New York based artist

- Famous for *Stolen*, a collection of partially filled-in paintings of Black people killed by American police.
- Each portrait remains unfinished as Brandon only colours one minute for each year of the person's life before they were killed.
- The white space represents the lives people could have had. He says "I want the viewer to see how much empty space is left in these lives, stories that will never be told, space that can never be filled."



**Aiyana Stanley Jones, Adrian Brandon – painted for 7 minutes**

## 1 – Basics of Scratch

### Key Vocabulary

**Scratch:** block-based visual programming language

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

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

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

**Sprite:** 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

### Key Vocabulary

**Selection:** giving the user a choice of what path to take

**If:** outputs one of two values depending on the choice selected

**Direction:** the position to look or move to

**Degrees:** e.g., a compass 90 degrees (right)

> Greater than

< Less than

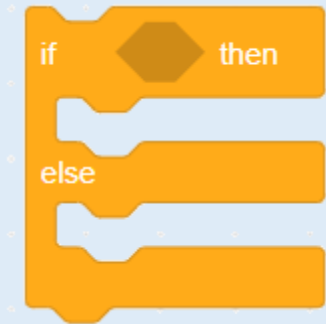
= Equals

+ Addition

- Subtract

\* Multiply

/ Divide



## 3 – Iteration

### Key Vocabulary

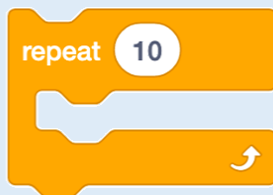
**Iteration:** the action of repeating something

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

**Count Controlled Loop:** repeats the code instructions, X (the count), number of times

**Condition Controlled Loop:** repeats the code until told not to (the condition)

**Infinite (Forever) Loop:** keeps repeating the code constantly until the main program stops



## 4 – Variables

### Key Vocabulary

**Variable:** memory location used to store data or information

**Data type:** attribute associated with a piece of data that tells a computer system how to interpret its value

**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

**Debug:** to look, diagnose and fix broken code that is not doing what is expected

**Error:** something preventing a program from working

## 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 – Stock Characters

**Hero** - the character that is heroic, they always save the damsel and defeat the villain

**Villain** - this character tries to kidnap the damsel and is always fighting against the villain.

**Damsel** - sometimes known as the damsel in distress. Traditionally a helpless character that always needs saving

**Harlequin** the comedy character, their to provide comic relief, particularly for the Damsel when she has been kidnapped by the villain



## 1 – Historical Context

- 'Animal Farm' is an **allegory** (see box 2 for a definition) 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

**propaganda (noun):** a government persuading its people by lying and/or missing out facts e.g. persuading them to fight in a war

## 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' symbolises Soviet Union society

**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!

**Imperative (command):** "Sit down now!" Napoleon commanded.

**Exclamation:** "Oh dear!" Boxer sighed.

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

1 – Freetime Activities

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

**aller** au cinéma to go to the cinema  
**écouter** de la musique to listen to music  
**faire** du shopping to do/go shopping  
**jouer** au foot/au tennis to play football/tennis  
**regarder** la télé to watch TV  
**télécharger** de la musique to download music

**écouter** la radio to listen to the radio  
**jouer** aux jeux video to play video games  
**lire** un livre to read a book  
**sortir** avec des amis to go out with friends  
**télécharger** des podcasts to download podcasts

**Key phonics:** er = 'ay' a = 'ah' an = 'on'

2 – Opinions and Reasons

j'adore I love  
 j'aime I like  
 je déteste I hate  
 je n'aime pas I don't like

j'aime bien I quite like  
 je préfère I prefer

parce que c'est because it is  
**car c'est because it is**

mon film préféré, c'est... très very  
 my favourite film is... un peu a bit

amusement/e funny  
 barbant/e boring  
 divertissant/e entertaining  
 effrayant/e scary  
 émouvant/e moving  
 fascinant/e fascinating  
 génial/e great  
 idiot/e stupid  
 nul/le rubbish  
 passionnant/e exciting

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.

3 – ER Verbs

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)

The verb 'faire' (to do/to 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)

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

5 – Time Phrases and Negatives

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** = I don'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

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

6 – Additional Vocabulary

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

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 up to 52 degrees Celsius (°C).

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 in Dubai.

5 – How has the UAE developed?

**Key Vocabulary:**

**migration:** the movement of people from one location to another

- There has been a large influx of males to the UAE to support the growth of the primary industries.
- Many countries in the Middle East are over reliant on oil as a resource and when the oil runs out this will impact the economy.
- Oil is a finite resource (will eventually run out).

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.

1 – Pre-Industrialisation

**ideologies:** a system of political beliefs

**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 who were spreading the plague and deaths decreased.

2 – Migration: Countryside to Cities

**rural:** the countryside

**urban:** towns and cities

**revolution:** to overthrow a system or person

- 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 – Living and Working Conditions

**health:** a persons physical condition

**society:** people in general, thought of as a large organised group

- 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.

4 – Local history: Halifax

**local:** a particular area or region

**textiles:** types of cloth or fabric

- 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 be able to buy them at low cost.

5 – Inventions and Transport

**invention:** to create something new

**reform:** make changes in order to improve something

- Between 1750 and 1900, there were many new inventions and developments in 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.

6 – Suffrage Movement

**suffrage:** the right to vote in elections.

- Women’s roles were traditional. Women were not equal to men.
- By the end of the 1800s, there were two suffrage movements: the Suffragists (led by Millicent Fawcett) who were non-violent and then the Suffragettes (led by Emmeline Pankhurst) who believed in direct action.
- 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.
- 1918, women over 30 years old received the right to vote. 1928, all men and women over 18 years old received the right to vote.

Week 1 – need to know vocabulary!	Week 2 – Just add 's'!	Week 3 – Y and I
-----------------------------------	------------------------	------------------

**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
----------------------------	----------------------	----------------

**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**





Those topics highlighted in yellow also appear in Science, Geography or Technology

### 1 – Ratio

**ratio:** a part to part comparison

The ratio of a to b is written as a:b

**parts:** you say the ratio 2:5 as “two to five”

This means for every 2 parts of one thing, there are 5 of another

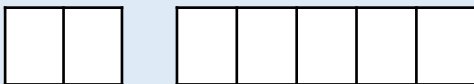
“ : ” is called a **colon**

**unit ratio:** in the form 1:n

example: 1:5

In ratios, all parts are of equal size

example: 2:5

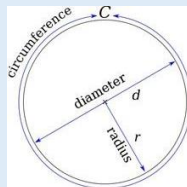


**proportion:** when two ratios or fractions are equal

### 2 – Circles

**perimeter:** the sum of all sides of a 2D shape

**circumference:** It is the length around the edge of a circle.



**diameter:** a straight line passing from one side of the circle to the other through the centre

**radius:** the distance from the centre of the circle to the circumference.

**π (we say “ Pi ”):** how many times bigger the circumference is compared to the diameter

$\pi = 3.14$  to two decimal places

**semi-circle:** half of a circle



### 3 – Proportion

**double:** to multiply by 2

example, double 10 =  $10 \times 2 = 20$

**treble:** to multiply by 3

example, treble 10 =  $10 \times 3 = 30$

**currency:** the money used by a country.

Sterling is the British currency (£)

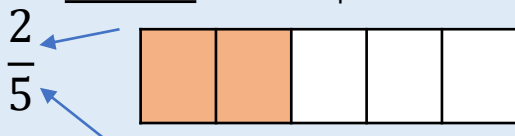


**conversion rate:** the ratio between two currencies.

e.g. £1 = \$1.20

### 4 – Fractions 1

**numerator:** number of pieces



**denominator:** total number of pieces

**unit fraction:** have the a numerator of 1

example:  $\frac{1}{5}$

**non unit fraction:** have a numerator greater than 1

example:  $\frac{3}{5}$

**improper fraction:** has a numerator is greater

than the denominator example:  $\frac{7}{4}$

### 5 – Fractions 2

**product:** when you multiply two or more numbers the answer is the product e.g. the product of 5 and 7 is 35

**square:** the product of a number and itself

**commutative:** where a calculation can be done in any order to give the same result

e.g. multiplication is commutative as

$3 \times 5 = 15$ , and  $5 \times 3 = 15$

**quotient:** the result of a division

e.g.  $70 \div 10 = 7$ , 7 is the quotient

**reciprocal:** one of a pair of numbers that when multiplied together equals 1

e.g. the reciprocal of 3 is  $1/3$  because  $3 \times 1/3 = 1$

### 6 – 7 Times Tables

$1 \times 7 = 7$

$7 \times 7 = 49$

$2 \times 7 = 14$

$8 \times 7 = 56$

$3 \times 7 = 21$

$9 \times 7 = 63$

$4 \times 7 = 28$

$10 \times 7 = 70$

$5 \times 7 = 35$

$11 \times 7 = 77$

$6 \times 7 = 42$

$12 \times 7 = 84$

### 1 – The Elements

**Key Vocabulary**

**Dynamics:** the term used for the volume

**Rhythm:** different note lengths played in a chain

**Texture:** the different layers of sound

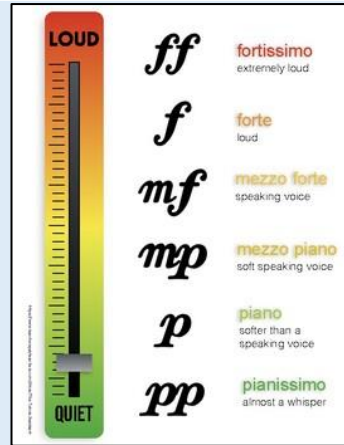
**Structure:** how music is put together

**Melody:** the main tune

**Instrumentation:** the instruments used

**Tempo:** the speed

**Harmony:** several notes played together



### 2 – Rhythm

NOTE NAME	NOTE SYMBOL	NOTE LENGTH
semibreve		4 beats
minim		2 beats
crotchet		1 beat
quaver		1/2 beat
semiquaver		1/4 beat

### 3 – Pitch

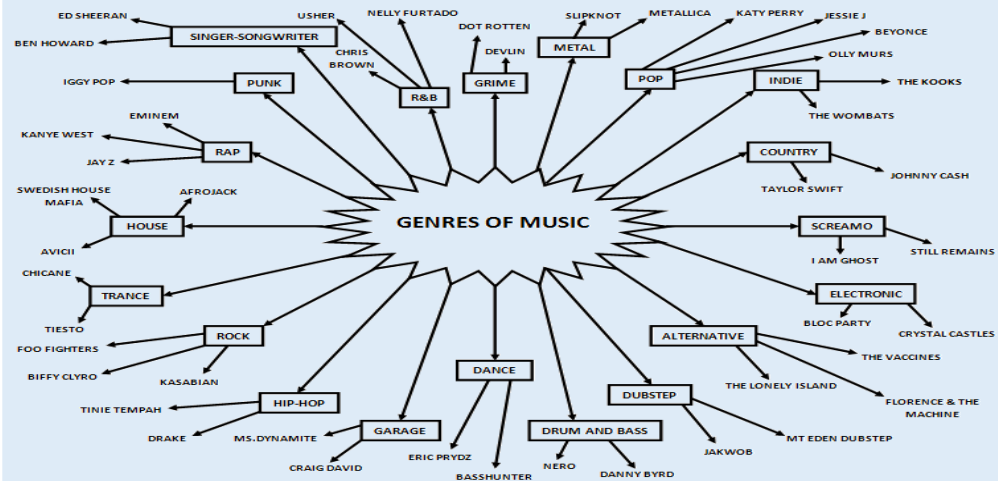
**Key Vocabulary**

**Staff:** The five lines we write music notes on



### 4 – Genre

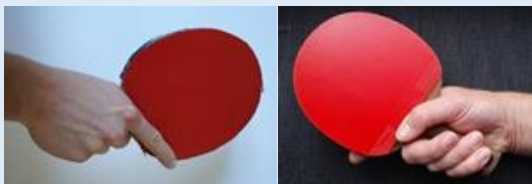
**Key Vocabulary: Genre:** a style of music



## 1 – Set up, grip, stance and rally

**Key Vocabulary**

**pistol grip:** the correct positioning of the hands on the bat.



**stance:** the position you stand in ready to rally.

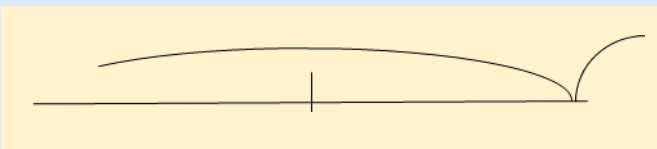
- Feet shoulder-width apart
- Low, knees bent
- Balls of feet
- Ready, anticipation



## 2 – Backhand

**Key Vocabulary**

**pathway:** the direction and distance the ball moves

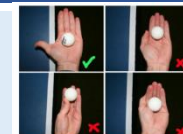


The ball pathway when playing a backhand shot should pass low over the net and land deep towards the back of the table. Height = time.

## 3 – Serve

**Key Vocabulary****backhand serve:**

- Stand with knees slightly bent
- Slightly side on to the table (to allow for backswing)
- As the ball drops strike the ball with the bat angled towards the table.

**forehand serve:**

- Face sideways with shoulder pointing towards target
- As the ball drops strike the ball with the bat angled towards the table.
- Finish with bat pointed towards opponent

## 4 – Forehand

**Key Vocabulary**

**forehand drive:** an attacking shot used to attack the opponent. This shot has more depth and passes lower over the net.



## 5 – Tactics to overcome an opponent

**Key Vocabulary**

**tactics:** an action or strategy carefully planned to achieve a specific outcome.

Recognising your opponents weakness:  
Identify your opponents weakest shot (e.g. backhand)  
Aim to hit the ball so that your opponent is forced to return using a weak shot

## 6 – Rules and regulations

**Key Vocabulary**

**let:** when serving, if the ball hits the net and goes over, hitting the opponents side, the serve must be repeated.

**doubles:** Every two serves, the previous receiver becomes the new server and the partner of the previous server becomes the receiver.

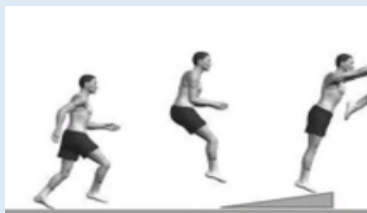
## 1 – Trampetting/ Springboard

**Trampette/springboard-** run towards the trampette, take off one foot on the floor to two feet on the trampette. Push through the knees for power which will give you height on your jump. Swing arms upwards for height.

Perform a basic shape in the air. Land with bent knees and then extend.

### Jumps-

- Make sure you always jump from two feet.
- Use your arms to gain more height on your jump,
- Bend from the knees to gain power.
- 4 Make a stretched shape in the air extending both the arms and the legs.
- Keep toes pointed to make the more aesthetically pleasing.
- Straight, star, tuck, pike, straddle, split jumps.



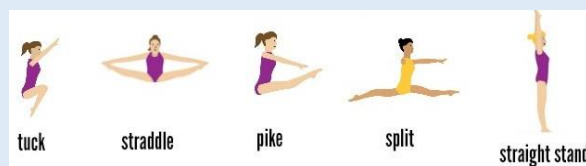
## 2 – Advanced Shapes

### Advanced Shapes

#### Jumps-

- Make sure you always jump from two feet.
- Use your arms to gain more height on your jump,
- Bend from the knees to gain power.
- Make a stretched shape in the air extending both the arms and the legs.
- Keep toes pointed to make the more aesthetically pleasing.
- Tuck, pike, straddle, split jumps, half turn, full turn.

5 –



## 3 – Dive Forward Roll

### Dive Forward Roll

- Run towards the trampette, take off with two feet. Push through your legs to gain height. You must travel upwards and forwards.
- Both hands should be placed on the crash mat, tuck in your head and lean forwards.
- Push **forward** with your legs until you begin to **roll**, then tuck your body and keep your back rounded.

6 –



## 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.

## 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.

## 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**.

## 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 10<sup>th</sup> 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 – The Reproductive System	C1 – The Periodic Table	P1 – Light Waves
<p><b>organism:</b> any living thing</p> <p><b>function:</b> the role or job of a cell or organ</p> <p><b>tests:</b> part of the male reproductive system that produces sperm</p> <p><b>ovaries:</b> part of the female reproductive system that produces eggs</p> <p><b>uterus:</b> part of the female reproductive system where an embryo develops into a foetus</p> <p><b>gamete:</b> a sex cell</p> <p><b>reproduction:</b> the production of offspring</p>	<p><b>group:</b> a column of chemical elements</p> <p><b>period:</b> a row of chemical elements</p> <p><b>property:</b> a characteristic that you can see or describe</p> <p><b>reactivity:</b> how easily substances will react with each other</p> <p><b>inert:</b> chemically unreactive</p> <p><b>trend:</b> a pattern observed in a set of results</p> <p><b>noble gases:</b> group 0 elements that are chemically unreactive (inert)</p> <p><b>halogen:</b> group 7 non-metals</p>	<p><b>longitudinal wave:</b> a wave where the direction of vibrations are parallel to the direction of the wave</p> <p><b>transverse wave:</b> a wave where the direction of vibrations are 90° to the direction of the wave</p> <p><b>vacuum:</b> a volume of space where there is no matter</p> <p><b>speed of light:</b> <math>3 \times 10^8</math> m/ (300 000 000 m/s)</p> <p><b>specular reflection:</b> reflection off a smooth surface in one direction</p> <p><b>diffuse scattering:</b> reflection off a rough surface in many directions</p> <p><b>absorption:</b> taken in by an object</p>
B2 – Fertilisation and Birth	C2 – Metal and Non-Metals	P2 – Reflection of Light
<p><b>ovulation:</b> the release of an egg</p> <p><b>fertilisation:</b> the moment at which the nucleus of a sperm cell fuses with the nucleus of an egg cell</p> <p><b>embryo:</b> a ball of cells that divide after fertilisation</p> <p><b>foetus:</b> an unborn baby of more than 8 weeks</p> <p><b>gestation:</b> the period of time an animal is pregnant</p> <p><b>placenta:</b> an organ that attaches the foetus to the uterus during pregnancy</p> <p><b>umbilical cord:</b> a tube through which food, oxygen, and waste passes between the foetus and the placenta</p> <p><b>amniotic fluid:</b> a fluid that protects the foetus from knocks and bumps during pregnancy</p>	<p><b>conductivity:</b> a measure of how easily electrical charge or heat can pass through a material</p> <p><b>density:</b> how much mass (particles) is in a set volume of an object</p> <p><b>metal oxide:</b> a chemical compound formed between a metal and oxygen</p> <p><b>non - metal oxide:</b> a chemical compound formed between a non-metal and oxygen</p> <p><b>appearance:</b> how something looks</p> <p><b>prediction:</b> using scientific evidence to make a statement about what will happen in an investigation</p> <p><b>pH:</b> a scale from 1-14 to describe how acid or alkaline a substance is</p>	<p><b>normal:</b> a dotted line drawn 90° to the plane of the surface</p> <p><b>incident ray:</b> a ray of light that meets the surface</p> <p><b>reflected ray:</b> a ray of light that bounces off the surface</p> <p><b>angle of incidence:</b> the angle formed between the incident ray and the normal</p> <p><b>angle of reflection:</b> the angle formed between the reflected ray and the normal</p> <p><b>protractor:</b> a piece of mathematical equipment that is used to measure angles of incidence and reflection</p>

## 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. Eat Well Guide



## 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.

