

2024/2025

# Cycle 1 Knowledge Navigator

100% Sheets

Year 11

Name:

Form:





## ALGEBRA INSTRUCTIONS

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

## INDEX LAWS: MULTIPLICATION AND DIVISION

Multiplying	Add the powers $E.g. a^m \times a^n = a^{m+n}$
Dividing	Subtract powers $E.g. a^m \div a^n = a^{m-n}$
Raising	Multiply powers $E.g. (a^m)^n = a^{mn}$
$p^0$	Anything to the power of 0 is 1
$p^1$	Anything to the power of 1 is itself
Negative indices	Reciprocal $E.g. a^{-m} = \frac{1}{a^m}$
Fractional indices	Root. $E.g. a^{\frac{1}{n}} = \sqrt[n]{a}$ The power $\frac{1}{2}$ = square root. The power $\frac{1}{3}$ = cube root

## PROPORTION

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

## LINEAR GRAPHS

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

## PROBABILITY NOTATION

$P(A) =$	Probability of an event A =
$P(A') =$	Complement: event A will not occur
$P(A \cap B) =$	Intersection: both events A and B will occur
$P(A \cup B) =$	Union: event A or B or both will occur

## HISTOGRAMS

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

## SIMILARITY

Length scale factor:  $x$   
Area scale factor:  $x^2$   
Volume scale factor:  $x^3$

## COMPARING DATA

Comparing Data	Compare averages to say who is better/faster. Compare ranges to say who is more consistent
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## REAL LIFE GRAPHS

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



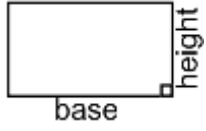
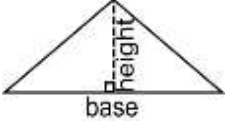
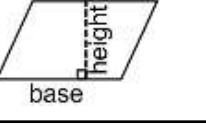
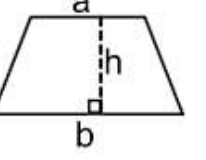
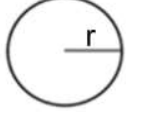
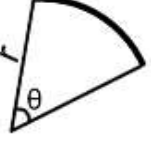
## ANGLES IN POLYGONS: FACTS

Sum of interior angles	$(n - 2) \times 180^\circ$ Where n is the number of sides
Sum of exterior angles	$360^\circ$
Interior angle + exterior angle = $180^\circ$ ,	

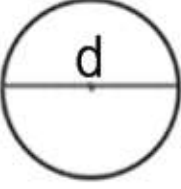
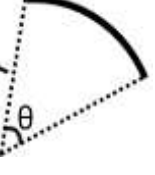
## VOLUME

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

## AREA

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


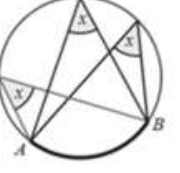



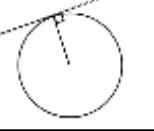

## CIRCUMFERENCE

Circumference of a circle	Circumference = <b>pi x diameter</b>  $C = \pi d$ OR $C = 2\pi r$	
Arc length	Arc length = <b>the fraction of the full circle x pi x diameter</b>  $L = \frac{\theta}{360}\pi d$ OR $L = \frac{\theta}{360}2\pi r$	

## EXACT TRIG VALUES

	0°	30°	45°	60°	90°
<b>sin</b>	0	$\frac{1}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{\sqrt{3}}{2}$	1
<b>cos</b>	1	$\frac{\sqrt{3}}{2}$	$\frac{\sqrt{2}}{2}$	$\frac{1}{2}$	0
<b>tan</b>	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	---

## CIRCLE THEOREMS

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

## SOLVING QUADRATIC EQUATIONS

The quadratic formula

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

## PYTHAGORAS' THEOREM

Pythagoras' Theorem

$$a^2 + b^2 = c^2$$

## TRIGONOMETRIC RATIOS

Sin

$$\sin\theta = \frac{\textit{opposite}}{\textit{hypotenuse}}$$

Cos

$$\cos\theta = \frac{\textit{adjacent}}{\textit{hypotenuse}}$$

Tan

$$\tan\theta = \frac{\textit{opposite}}{\textit{adjacent}}$$

## TRIGONOMETRIC RULES

Sine rule

Use with **non right angled** triangles.Sine Rule  
(for an angle)

$$\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$$

Sine Rule  
(for a side)

$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

Cosine rule

Use with **non right angled** triangles.  
Use when the question involves **3 sides and 1 angle.**Cosine Rule  
(for a side)

$$a^2 = b^2 + c^2 - 2bc\cos A$$

Cosine Rule  
(for an angle)

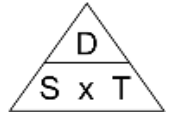
$$\cos A = \frac{b^2 + c^2 - a^2}{2bc}$$

Area of a triangle (trig)

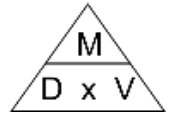
$$\textit{Area} = \frac{1}{2}ab\sin C$$

## COMPOUND UNITS

Speed formula

Speed = **Distance** ÷ **Time**  
Distance = **Speed** × **Time**  
Time = **Distance** ÷ **Speed**

Density formula

Density = **Mass** ÷ **Volume**  
Mass = **Density** × **Volume**  
Volume = **Mass** ÷ **Density**

**ALGEBRA INSTRUCTIONS**

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

**MULTIPLES AND FACTORS**

Multiple	<i>E.g. The 3<sup>rd</sup> multiple of 7 is 21.</i>
Factor	<i>. E.g. factors of 8 are 1, 2, 4 and 8.</i>

**PROBABILITY NOTATION**

$P(A) =$	<b>Probability of an event A =</b>
$P(A') =$	<b>Complement: event A will not occur</b>
$P(A \cap B) =$	<b>Intersection: both events A and B will occur</b>
$P(A \cup B) =$	<b>Union: event A or B or both will occur</b>

**2D REPRESENTATIONS OF 3D SHAPES**

Plan	A <b>2D view</b> of a 3D solid as viewed from <b>above. Birds-eye view.</b>
Elevation	The <b>2D view</b> of a 3D solid from the <b>front</b> or the <b>side.</b>

**INDEX LAWS: MULTIPLICATION AND DIVISION**

Multiplying	<b>Add</b> the powers <i>E.g. <math>a^m \times a^n = a^{m+n}</math></i>
Dividing	<b>Subtract</b> powers <i>E.g. <math>a^m \div a^n = a^{m-n}</math></i>
Raising	<b>Multiply</b> powers <i>E.g. <math>(a^m)^n = a^{mn}</math></i>
$p^0$	Anything to the power of 0 is <b>1</b>
$p^1$	Anything to the power of 1 is <b>itself</b>
Negative indices	<b>Reciprocal</b> <i>E.g. <math>a^{-m} = \frac{1}{a^m}</math></i>

**AVERAGES AND SPREAD**

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

**ANGLES IN POLYGONS: FACTS**

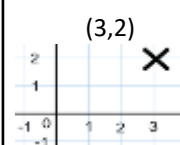
Sum of interior angles	<b><math>(n - 2) \times 180^\circ</math></b> Where n is the number of sides
Sum of exterior angles	<b><math>360^\circ</math></b>
Interior angle + exterior angle = <b><math>180^\circ</math></b> ,	

**LINEAR GRAPHS**

$y = mx + c$	<b>m</b> is the <b>gradient</b> and <b>c</b> is the <b>y-intercept.</b>
Gradient	How <b>steep</b> a line is. Can be positive or negative. <b><math>\frac{\text{Change in } y}{\text{Change in } x}</math></b>
y- intercept	Where the line <b>crosses</b> the <b>y-axis</b>
Parallel lines	Lines with the same <b>gradient</b> (same 'm')

**COORDINATES**

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

Angles around a point	Add to <b><math>360^\circ</math></b> (as they make a full turn)
Angles on a straight line	Add to <b><math>180^\circ</math></b>
Vertically opposite angles	Are <b>equal</b>
Angles in a triangle	Add to <b><math>180^\circ</math></b>
Angles in a quadrilateral	Add to <b><math>360^\circ</math></b>

## TRANSFORMATIONS

## Translation



Translate means to **move** a shape.  
The shape does not change (**congruent**).  
To translate a shape you need a **vector** in the form  $\begin{pmatrix} x \\ y \end{pmatrix}$

## Rotation



To turn a shape.  
The shape does not change (**congruent**).  
To rotate a shape you need a **centre of rotation**, the **number of degrees** to turn, and a **direction of turn** (clockwise or anticlockwise)

## Reflection



Reflection means to **flip** a shape over a **mirror line**.  
The shape does not change (**congruent**).  
To reflect a shape you need a **mirror line**.

## Enlargement

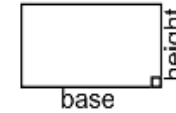
To **change the size** of a shape.  
The shape does change size (**similar**).  
To enlarge a shape you need a **centre of enlargement** and a **scale factor of enlargement**.

## AREA

Area of a rectangle

$$A = bh$$

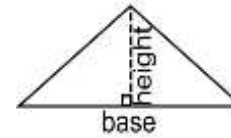
Area = **base x height**



Area of a triangle

$$A = \frac{bh}{2}$$

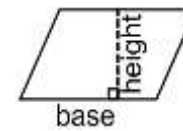
Area = **base x height**  
**2**



Area of a parallelogram

$$A = bh$$

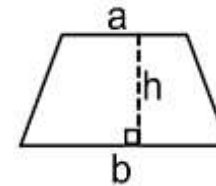
Area = **base x height**



Area of a trapezium

$$A = \frac{1}{2}(a + b)h$$

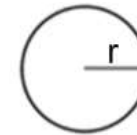
Area = **half the sum of the parallel sides, multiplied by the perpendicular distance between them**



Circle

$$A = \pi r^2$$

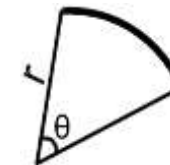
Area = **pi x radius<sup>2</sup>**



Sector

$$A = \frac{\theta}{360} \pi r^2$$

Area = **the fraction of the full circle x pi x radius<sup>2</sup>**



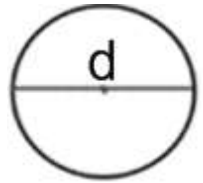
## CIRCUMFERENCE

Circumference of a circle

Circumference = **pi x diameter**

$$C = \pi d$$

OR  
 $C = 2\pi r$

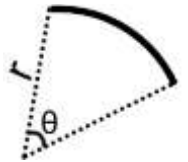


Arc length

Arc length = **the fraction of the full circle x pi x diameter**

$$L = \frac{\theta}{360} \pi d \quad \text{OR}$$

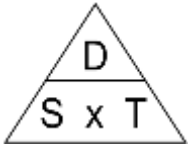
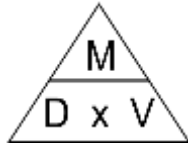
$$L = \frac{\theta}{360} 2\pi r$$



## COMMON FDP CONVERSIONS

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



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

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

**1. Homeostasis**

Homeostasis is the regulation of the internal conditions of a cell or organism to maintain optimum conditions for function in response to internal and external changes.

Homeostasis maintains optimal conditions for enzyme to work. In the human body, these include control of:

- blood glucose concentration
- body temperature
- water levels.

Automatic control systems may involve nervous or chemical responses. All control systems include:

- cells called receptors, which detect stimuli
- coordination centres (such as the brain, spinal cord and pancreas) that receive and process information from receptors
- effectors, muscles or glands, which bring about responses which restore optimum levels.

**2. The human nervous system**

The nervous system allows humans to react to their surroundings and coordinate their behaviour.

In a typical response the information from receptors pass along neurones as electrical impulses to the central nervous system (CNS). The CNS is the brain and spinal cord. The CNS coordinates the response of effectors which may be muscles contracting or glands secreting hormones. The pathway is:

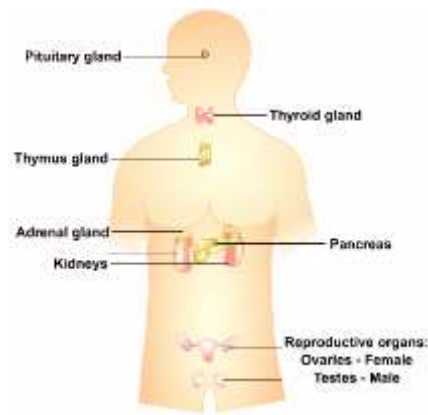
Stimulus → receptor → coordinator → effector → response

Reflex actions are automatic and rapid; they do not involve the conscious part of the brain. This makes the process faster and reduces the risk to the body. A reflex arc included the sensory neurone, synapse, relay neurone, motor neurone and effector.

**3. Human endocrine system**

The endocrine system is composed of glands which secrete chemicals called hormones directly into the bloodstream. The blood carries the hormone to a target organ where it produces an effect. Compared to the nervous system the effects are slower but act for longer.

The pituitary gland in the brain is a ‘master gland’ which secretes several hormones into the blood in response to body conditions. These hormones in turn act on other glands to stimulate other hormones to be released to bring about effects.



**4. Blood glucose**

Blood glucose concentration is monitored and controlled by the pancreas.

If the blood glucose levels are too high, the pancreas produces the hormone insulin that causes glucose to move from the blood into the cells. In liver and muscle cells excess glucose is converted to glycogen for storage.

Type 1 diabetes is a disorder in which the pancreas fails to produce sufficient insulin. It is characterised by uncontrolled high blood glucose levels and is normally treated with insulin injections.

In Type 2 diabetes the body cells no longer respond to insulin produced by the pancreas. A carbohydrate controlled diet and an exercise regime are common treatments. Obesity is a risk factor for Type 2 diabetes.

If the blood glucose concentration is too low, the pancreas produces the hormone glucagon that causes glycogen to be converted into glucose and released into the blood.

**5. Hormones in human reproduction**

During puberty reproductive hormones cause secondary sex characteristics to develop.

Oestrogen is the main female reproductive hormone produced in the ovary. At puberty eggs begin to mature and one is released approx. every 28 days. This is ovulation.

Testosterone is the main male reproductive hormone produced by the testes and it stimulates sperm production.

Several hormones are involved in the menstrual cycle of a woman.

- Follicle stimulating hormone (FSH) causes maturation of an egg in the ovary.
- Luteinising hormone (LH) stimulates the release of the egg.
- Oestrogen and progesterone are involved in maintaining the uterus lining.

**6. IVF treatment**

IVF involves giving a mother FSH and LH to stimulate the maturation of several eggs.

The eggs are collected from the mother and fertilised by sperm from the father in the laboratory.

The fertilised eggs develop into embryos.

At the stage when they are tiny balls of cells, one or two embryos are inserted into the mother’s uterus (womb).

**7. Methods of contraception**

Fertility can be controlled by a variety of hormonal and non-hormonal methods of contraception. These include: oral contraceptive, injection, implant or skin patch, barrier methods such as condoms and diaphragms, intrauterine devices (IUD), spermicidal agents, abstaining and surgical methods of male and female sterilisation.

**8. Negative feedback**

Adrenaline is produced by the adrenal glands in times of fear or stress. It increases the heart rate and boosts the delivery of oxygen and glucose to the brain and muscles, preparing the body for ‘flight or fight’.

Thyroxine from the thyroid gland stimulates the metabolic rate. It is important for growth and development.

DNA	
<b>DNA</b>	The chemical that genetic material is made up of. It forms a double helix structure
<b>Chromosome</b>	DNA in its tightly coiled structure
<b>Gene</b>	A small section of DNA which codes for an amino acid sequence
<b>Genome</b>	The entire set of genetic information of an organism. Scientists can use the genome to trace migration patterns and in medicine to identify inherited diseases
<b>Homologous pairs</b>	Every cell has 23 chromosomes from mum and 23 from dad. These form pairs with one another called homologous pairs.

Sexual reproduction	Asexual reproduction
The fusion of male and female gametes.	One parent cell splits in two to produce two daughter cells
The resulting cell has the full number of chromosomes and the offspring will have a mixture of both parents genes	These daughter cells are genetically identical to the parent—they are clones
E.g. The egg and sperm cells in humans (23 chromosomes each) or pollen and egg cell in plants	E.g. Binary fission in bacterial reproduction.

Meiosis	
A type of cell division which makes four gametes from one parent cell. Each gamete is genetically different to the other.	
1.	DNA is replicated
2.	Chromosomes line up in homologous pairs at the centre of the cell
3.	The pairs are pulled apart into two new cells
4.	The replicated chromosomes are separated and both cells divide again to give four genetically different gametes with half the number of chromosomes as a normal cell.

Genetic Inheritance	
<b>Gametes</b>	Sex cells (egg cell and sperm cell)
<b>Allele</b>	Different forms of the same gene
<b>Dominant</b>	This allele is always expressed, only one copy needed (e.g. polydactyly)
<b>Recessive</b>	This allele only expressed if two copies are present. (e.g. cystic fibrosis)
<b>Homozygous</b>	When two alleles present are the same HH
<b>Heterozygous</b>	When two alleles are different Hh
<b>Genotype</b>	The combination of alleles you have inherited
<b>Phenotype</b>	Physical feature that is observable
<b>Sex chromosomes</b>	One homologous pair dictates whether male or female characteristics develop. Female is XX and male is XY

Variation	
<b>Genetic variation:</b> determined by the genes inherited from your parents	
<b>Environmental variation:</b> determined by the surroundings and things that may happen to us	
<b>Mutation:</b> a change in an organism's DNA causing a gene to be altered	
Evolution theory	
All today's species have evolved from simple life forms that started to develop 3 billion years ago	
<b>Speciation:</b> occurs when populations of a species change and can not interbreed	
<b>Extinction:</b> when no living individuals of a species remain	
Desired characteristics	
<b>Selective breeding :</b> artificial selection of plants/animals with the best characteristics	
<b>Genetic Engineering:</b> transfer of a gene from one organism to another for a characteristic	
Fossils	
The remains of organisms from many years ago. It forms a cast identical to that of the original	
1. Gradual replacement by minerals	
2. From casts and impressions	
3. From preservation in places where no decay happens	
Antibiotic resistant bacteria	
Bacteria can develop random mutations in their DNA which can give them resistance to antibiotics—so antibiotics won't work when we get ill.	
To prevent against antibiotic resistance we must; finish the full course of antibiotics, never keep them for a later date and only take them when you really need to	
Classification	
<b>Linnean system</b>	Kingdom, Phylum, Class, Order, Family, Genus, Species
Three-domain system	1. Archaea, 2. Bacteria, 3. Eukaryota
The binomial system	Two part Latin name e.g. Homo sapiens
Evolutionary trees	These show how different species are related to one another.

## B6—Inheritance, Variation and Evolution

**1. Crude oil and hydrocarbons**

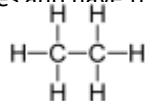
A hydrocarbon is a molecule made up of hydrogen and carbon atoms, only.

Crude oil is a mixture of different length hydrocarbon chains.

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

Key alkanes – Methane, ethane, propane and butane.

Ethane could be represented as;  $C_2H_6$ , or



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

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

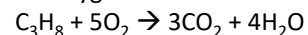
Fractions include; petrol, diesel, kerosene and fuel oil.

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

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

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

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

**2. Cracking and alkenes**

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

Cracking can be done by catalytic cracking or steam cracking.

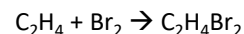
Cracking produces shorter alkanes (often used for fuels) and alkenes (can produce polymers).

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

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

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

e.g. Ethene + bromine → Dibromoethane

**2. Cracking and alkenes (Separate Chemistry only)**

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

Key alkenes – Ethene, propene and butene.

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

**3. Alcohol and Carboxylic acid**

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

Key alcohols – Methanol, ethanol, propanol and butanol.

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

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

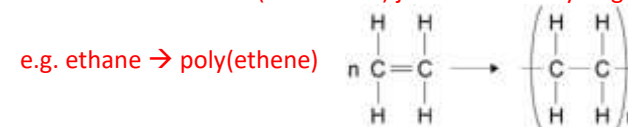
Key carboxylic acids – Methanoic acid, ethanoic acid, propanoic acid and butanoic acid.

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

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

**4. Synthetic and naturally occurring polymers**

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



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

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

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


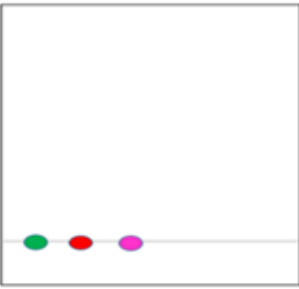
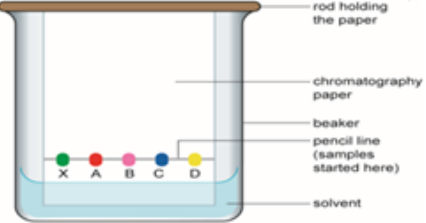
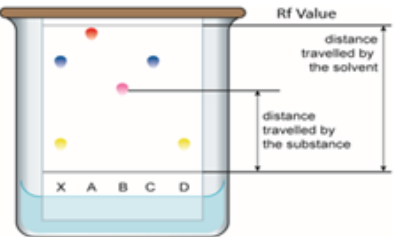
DNA is a very large molecule that codes for living organisms and viruses. DNA is made of two polymer chains in a double helix.

Examples of monomers linked to the polymers formed

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

Purity and Formulations	
Pure substance	Only contains <b>one element or compound</b>
	<b>Not mixed</b> with anything else
	Tested for using <b>melting point or boiling point</b> . A pure substance melts / boils at a specific temperature.
Formulations	A <b>useful mixture</b> with a precise <b>purpose</b>
	Examples: paint, medicinal drugs, cleaning products, fuels, cosmetics
Chromatography	
Chromatography	Used to <b>separate</b> and identify components of <b>mixtures</b> e.g. ink, paints, dyes and food colouring
Rf value	$\frac{\text{Distance travelled by substance}}{\text{Distance travelled by solvent}}$
Mobile phase	Where the molecules can move, e.g. <b>the solvent</b>
	The more time spent in the mobile phase the higher the spot moves up the paper
Stationary phase	Where the molecules cannot move, e.g. the <b>chromatography paper</b>
Gas Tests	
Oxygen, O <sub>2</sub>	Relights a <b>glowing splint</b>
Chlorine, Cl <sub>2</sub>	Bleaches <b>damp litmus</b> paper
Hydrogen, H <sub>2</sub>	Insert a <b>lit splint</b> into the gas
	Makes a " <b>squeaky pop</b> " sound
Carbon dioxide, CO <sub>2</sub>	Bubble gas through <b>limewater</b> (calcium hydroxide in water)
	Turns <b>cloudy</b>

## Chemistry C8 – Chemical Analysis

Paper Chromatography Method		
Step 1	Pencil line drawn 1 cm from the bottom of the chromatography paper (pencil is insoluble so will not travel up the chromatography paper)	
Step 2	Spot of ink on pencil line and allow to dry	
Step 3	Paper placed into beaker containing a solvent, e.g. water  A lid prevents solvent evaporation	
Step 4	Solvent rises taking the ink with it  More soluble compounds are carried further up the paper, so the compounds spread out	



**1. Forces and their interactions**

**Scalar** quantities have magnitude only. **Vector** quantities have magnitude and an associated direction. A vector quantity may be represented by an arrow. The length of the arrow shows the magnitude, and the direction of the arrow the direction of the vector quantity.

A force is a push or pull that acts on an object. Force is a vector quantity.  
All forces between objects are either:  
**contact forces** – the objects are physically touching, e.g. friction, air resistance, tension & normal contact force.  
**non-contact forces** – the objects are physically separated, e.g. gravitational, electrostatic & magnetic forces.

Weight is the force acting on an object due to gravity.  
Weight (in N) = mass (in kg) x gravitational field strength (in N/kg) [**W = mg**]  
Weight acts through an objects centre of mass.

Resultant force is a single force which replaces a number of forces and has the same effect.

**2. Work done and energy transfer**

When a force causes an object to move work is done.  
Work done (in J) = force (in N) x distance moved (in m) [**W = Fs**]  
One joule of work is when a force of one newton causes a displacement of one metre (so 1J  $\equiv$  1Nm).  
Work done against the friction causes a rise in temperature.

**3. Forces and elasticity**

Forces can lead to the stretching, bending or compressing of an object. For this to happen, more than one force has to be applied.  
Hooke's Law – the extension of an elastic object is directly proportional to the force applied, up until the elastic limit is reached. (Where, Extension = length – original length)  
Force (in N) = spring constant (in N/m) x extension (in m) [**F = ke**]  
Elastic potential (in J) =  $\frac{1}{2}$  x spring constant (in N/m) x (extension)<sup>2</sup> (in m) [**Ee =  $\frac{1}{2}$  ke<sup>2</sup>**]

**4. Forces and motion**

Distance is how far an object moves. It does not involve a direction, so it is a scalar quantity.  
Displacement includes both the distance and the direction; and is a vector quantity.  
Speed does not involve direction and is a scalar quantity.  
Typical values may be taken as: walking~ 1.5 m/s running~ 3 m/s cycling~ 6 m/s.  
For an object moving at constant speed; Distance travelled (in m) = speed (in m/s) x time (in s) [**s = vt**]  
Velocity is both the speed and direction of an object, and is a vector quantity.  
Motion in a circle involves constant speed but changing velocity.

**4. Continued**

From a distance-time graph;  
Speed can be calculated from the gradient. Acceleration can be calculated by drawing a tangent and measuring the gradient at that time.  
Acceleration (in m/s<sup>2</sup>) = change in velocity (in m/s) / time taken (in s) [**a =  $\Delta v/t$** ]  
From a velocity-time graph;  
The acceleration can be calculated from the gradient.  
The distance travelled can be calculated from the area under the graph.  
Acceleration can also be calculated from;  
(final velocity<sup>2</sup> (in m/s)) – (initial velocity<sup>2</sup> (in m/s)) = 2 x acceleration (in m/s<sup>2</sup>) x distance (in m) [**v<sup>2</sup> – u<sup>2</sup> = 2as**]  
An object falling has an acceleration of about 9.8m/s<sup>2</sup> due to the force of gravity.  
Eventually a falling object will have a resultant force of zero. This is its terminal velocity.

**5. Newton's Laws**

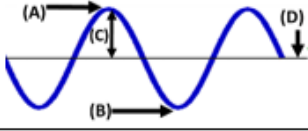
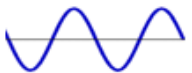

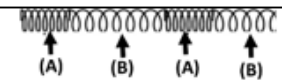
Newton's First Law:  
If the resultant force acting on an object is zero and:  

- the object is stationary, the object remains stationary
- the object is moving, the object continues to move at the same speed and in the same direction.

 Newton's Second Law:  
The acceleration of an object is proportional to the resultant force acting on the object, and inversely proportional to the mass of the object.  
resultant force (in N) = mass (in kg) x acceleration (in m/s<sup>2</sup>) [**F = ma**]  
Newton's Third Law:  
Whenever two objects interact, the forces they exert on each other are equal and opposite.  
The stopping distance of a vehicle is the sum of the distance the vehicle travels during the driver's reaction time (thinking distance) and the distance it travels under the braking force (braking distance). For a given braking force the greater the speed of the vehicle, the greater the stopping distance.  
Reaction times may be affected by tiredness, drugs and alcohol.  
Braking distance may be affected by weather conditions and poor condition of the vehicle.  
Weather conditions include wet and icy roads. Vehicle issues include worn brakes and tyres.  
The greater the braking force the greater the heating effect on the brakes.

**6. Momentum**

Momentum (in kg m/s) = mass (in kg) x velocity (in m/s) [**p = mv**]  
Total momentum before an event  $\equiv$  total momentum after the event. This is called conservation of momentum.

1.6 Wave properties	
<b>Waves</b>	Transfer energy and information, not matter
<b>Wavelength</b>	Distance from one point on a wave to the same point of the next wave
	(A) = Crest or Peak (B) = Trough (C) = Amplitude (D) = Rest position
<b>Amplitude</b>	The maximum disturbance from its rest position
<b>Crest</b>	The maximum value in an upward direction
<b>Trough</b>	The minimum value in a downward direction
<b>Frequency</b>	Number of waves passing a point per second, measured in Hertz (Hz)
<b>Wave Time period</b>	Time taken to produce 1 complete wave
<b>Wave Time period equation</b>	Time period = $1 \div \text{frequency}$ (s) (Hz)
<b>Wave speed</b>	The speed at which energy is transferred, measured in meters per second (m/s)
<b>Wave speed equation</b>	Wave speed = frequency x wavelength (m/s) (Hz) (m) Wave speed = distance x time
<b>Speed of sound in air</b>	330 m/s
1.7 Types of waves	
<b>Transverse wave</b> 	Vibration causing the wave is at perpendicular to the direction of energy transfer Water and light waves, S-waves, EM waves
<b>Longitudinal wave</b> 	Vibration causing the wave is parallel to the direction of energy transfer Sound waves, P-waves, ultrasound
<b>Compression</b>	Where the wave vibration comes close together
<b>Rarefaction</b> 	(A) = Compression (B) = Rarefaction
1.8 Wave movement	
<b>Reflection</b>	Wave bounces off the surface.
<b>Refraction</b>	Waves changes direction at boundary of a new substance, and changes speed
<b>Angle of incidence</b>	Angle between the incident ray and the normal

<b>Angle of refraction</b>	Angle between the refracted ray and the normal
<b>Transmitted</b>	Passes through the object.
<b>Absorbed</b>	Passes into but not out of, transfers energy and heats up the object.
<b>Optical density</b>	Is a measure of how quickly light can travel through a material
<b>Wave front</b>	A line showing all the points on a wave that are in the same position as each other
1.9 Electromagnetic waves (EM Waves)	
<b>Electromagnetic waves</b>	Are transverse, travel at the same speed, and transfer energy, can travel in a vacuum
<b>Speed of electromagnetic wave</b>	$3 \times 10^8$ m/s or 300,000,000 m/s
<b>Radio Wave:</b> <i>Long wavelength</i> <i>Low frequency</i>	Communications, Terrestrial TV, radio. No danger
<b>Microwave</b>	Mobile phones, cooking, satellites, WiFi. Danger: causes internal tissue heating
<b>Infrared</b>	Heating, remote controls, cooking. Danger: burning if concentrated
<b>Visible</b>	Illumination, photography, fibre optics. Danger: damage to eyes.
<b>Ultraviolet</b>	Security marking, disinfecting water, suntan Danger: Sunburn, cancer.
<b>X- ray</b>	Broken bones, airport security. Danger: Cell destruction, mutation, cancer.
<b>Gamma ray:</b> <i>Short wavelength</i> <i>High frequency</i>	Sterilising, detecting and killing cancer. Danger: Cell destruction, mutation, cancer.
<b>Order of colours</b>	Red, orange, yellow, green, blue, indigo, and violet
<b>Order of EM Spectrum =</b>	Radio waves, microwaves, infrared, visible light, ultra-violet, x-ray, gamma rays.
<b>Rough, black surfaces</b>	are the best emitters and absorbers of IR radiation
<b>Shiny, silver surfaces</b>	Are the worst emitters and absorbers of IR radiation
<b>Radiation dose</b>	Measure of risk of harm to the body from exposure to radiation and is measured in Sieverts (Sv)

CYCLE 1	SUBJECT	History	TOPICS	Medieval Migration	YEAR GROUP	11
	<b>Key Knowledge to learn</b>			<b>Key Knowledge to learn</b>		
<b>1 – Features of England</b>	<p><b>Key dates</b></p> <ul style="list-style-type: none"> <li>1250 – 1500 – Medieval Period</li> <li>1500-1750 – Early Modern Period</li> <li>1750-1900 – Industrial Period</li> <li>1900 – 2000s – Modern</li> </ul> <p><b>Key factors</b></p> <ul style="list-style-type: none"> <li>Britain’s connections with the wider world</li> <li>Beliefs, attitudes and values</li> <li>Government</li> <li>Economic forces</li> <li>Communications</li> </ul> <p><b>What was life like?</b></p> <ul style="list-style-type: none"> <li>Kings very powerful and always needed taxes, mainly for war (eg. Hundred Years War with France)</li> <li>Wool trade crucial to the economy</li> <li>Towns always needed new workers and Guilds (for each trade) controlled manufacturing and trade in towns and acted to stop new competition</li> <li>Christian church central to people’s lives with Pope as head</li> <li>The Medieval wool trade - Most of England’s wealth came from cutting wool from sheep and selling this wool to European weavers (see Fountains Abbey and how the monastery made money).</li> <li>Weavers then made the wool into cloth for clothes and other textile goods. Kings put taxes on all wool exported to Europe.</li> </ul>		<b>4. Italian bankers?</b>	<p><b>Why Italians migrated to England</b></p> <ul style="list-style-type: none"> <li>1260 Italian bankers discovered new ways to lend money without it being a sin - invited by kings</li> <li>Rich banking families arrived from Florence, Genoa, Lucca, and Venice</li> </ul> <p><b>The impact of the bankers on England</b></p> <ul style="list-style-type: none"> <li>Italian bankers replaced Jewish money lenders - led to Jewish expulsion</li> <li>Lent money to English Kings in exchange for privileged rights to trade wool and other goods</li> <li>1283- Loans helped Edward I to fund armies and castles to conquer Wales</li> <li>Helped develop language and systems of banking (eg. Words ‘credit’ and ‘debit’, as well as currency symbols eg. £)</li> </ul> <p><b>Experiences for Italians living in England</b></p> <ul style="list-style-type: none"> <li>Settled in London - very successful</li> <li>1456 - fled London after Italian merchant attacked – unusual event</li> <li>Attacks on non-Jewish migrants by ordinary people were rare, but did happen.</li> <li>150 foreigners were murdered during the Peasants Revolt in 1381 having been told to say, ‘bread and cheese’.</li> <li>More common were complaints about privileges given to migrants. In response, Henry VI introduced the Aliens Subsidy, a tax on all migrants, in 1440.</li> </ul>		
<b>2. Why did life for the Jews change so quickly?</b>	<p><b>The first Jews in England</b></p> <ul style="list-style-type: none"> <li>Invited by William the Conqueror following Norman conquest of 1066, as he needed their expert money skills</li> </ul> <p><b>The contribution of the Jews in England</b></p> <ul style="list-style-type: none"> <li>Jews were moneylenders – they lent money to Kings and traders</li> <li>Christians did not lend money - the Pope said it was sinful – therefore Christians relied on Jews for loans</li> <li>Small amounts loaned to traders, vast amounts loaned to kings to build castles and cathedrals</li> </ul> <p><b>Experiences for Jews living in England</b></p> <ul style="list-style-type: none"> <li>Jewish communities lived together in small areas of towns - called Jewries</li> <li>Before 1250s Jews generally accepted by English society as they made the economy work</li> </ul>		<b>5. Flemish migrants</b>	<p><b>Why the Flemish migrated to England</b></p> <ul style="list-style-type: none"> <li>Wars and rebellions in the Low Countries</li> <li>England accessible - short sea journey</li> <li>England a stable country with good wages.</li> <li>Kings could make more money from export taxes on cloth rather than wool so invited Flemish weavers (1270 and 1330s)</li> </ul> <p><b>The impact of the Flemish</b></p> <ul style="list-style-type: none"> <li>Growth of towns where weavers set up cloth manufacturing – created new jobs as well as kick-starting manufacturing industry in England (eg. 1363 – development of small town of Manchester)</li> <li>Flemish brick-makers influenced building styles in South East England</li> <li>Dutch brewers brought new styles of beer</li> <li>First printers, clock-makers, opticians</li> </ul> <p><b>Experiences for the Flemish</b></p> <ul style="list-style-type: none"> <li>Given help by kings - allowed to set up own guilds</li> <li>Often under threat – Edward III reminded mayors that no harm was to come to Flemish cloth workers</li> <li>Weavers resented by English guilds - 1436-7 all recent migrants from</li> <li>Low Countries ordered to leave England unless they bought a special licence and swore oath of allegiance</li> </ul>		
<b>3. Changing Experience of Jewish people</b>	<p><b>Changing Experiences 1250-1260s</b></p> <ul style="list-style-type: none"> <li>King Henry III in debt so he raised taxes - Jews had to pay more than anybody else</li> <li>Jews had to collect debts to pay the taxes</li> <li>Lincoln Blood Libel – in 1255 Jews blamed for disappearance of a young boy – 93 accused of ritual murder and 18 executed</li> <li>Arrival of Italian bankers in 1260s meant that Jews no longer needed as moneylenders – kings not willing to protect Jews</li> </ul> <p><b>Edward I and the expulsion of the Jews</b></p> <ul style="list-style-type: none"> <li>Edward I passed new law in 1275 - Statute of Jewry -Jews no longer allowed to be money lenders - all debts owed to</li> <li>them cancelled.</li> <li>Jews given option to convert to Christianity at Domus Conversum – special home in London</li> <li>1290 - Edward I expels all 3000 Jews left in England</li> </ul>		<b>6. Diversity of migrant groups</b>	<ul style="list-style-type: none"> <li>Around the year 1500, around one in every one hundred people in England were born elsewhere – surprisingly high number</li> <li>French - came from Gascony (ruled by English kings until 1453)</li> <li>Icelandic boys often bought or kidnapped as servants</li> <li>Opportunities to work as servants, labourers and merchants led to arrival of French, Scottish, Irish, Portuguese and Spanish</li> <li>1370 - Letters of Denization gave migrants the same rights and protections as English (but expensive, therefore unavailable to most migrants)</li> <li>A weak king could give in to demands to treat migrants harshly eg. Henry III was weak and failed to protect Jews in the</li> <li>A strong king could protect migrants eg. From the 1330s Edward III protected Flemish weavers from attack</li> </ul>		



CYCLE 1	SUBJECT	History	TOPICS	Early Modern	YEAR GROUP	11
	Key Knowledge to learn			Key Knowledge to learn		
7 How was England Changing 1500- 1750?	<ul style="list-style-type: none"> <li><b>Catholics</b> – the Pope is the head of the church; ceremony known as mass (led by a priest)</li> <li><b>Protestants</b> – wanted more local control of the church; plain churches and bible in English</li> <li>In the 1500s there was a split in the church known as the Reformation – rulers and people had to decide if they would be Catholic or Protestant</li> <li>By 1559, Elizabeth I had made England Protestant and England began to welcome Protestant refugees</li> <li>There were attempts by Catholic countries to take over England and make it Catholic again, eg. when King Philip of Spain tried to invade with the Spanish Armada</li> <li>The Gunpowder Plot in 1605 made people very suspicious of Catholics</li> <li>After 1660 England became peaceful and wealthy - London was the centre of trade and manufacturing so it was easy to find work</li> <li>From 1500 the voyages of European explorers and traders were creating a more connected world</li> <li>England established colonies in the Caribbean, North America as well as trading stations in India</li> </ul>		10 –Hansa Merchants?	<p><b>Why did they come?</b></p> <ul style="list-style-type: none"> <li>Hansa Merchants were a German-speaking trading organisation, which controlled trading routes in the North Sea and had a desire to expand their trade in to England</li> <li>Henry III granted a charter in 1266, giving the Hansa Merchants control of the wool trade in England</li> </ul> <p><b>What impact did they have?</b></p> <ul style="list-style-type: none"> <li>Developed a ‘Hanseatic’ trading network which integrated London into Northern Europe</li> <li>Traded wool for high quality resources (wood and metal) from Northern Europe -Hansa Merchants lived behind walls of the Steelyard, and did not interact with Londoners - made people quite suspicious and envious of them</li> </ul> <p><b>What experiences did they have?</b></p> <ul style="list-style-type: none"> <li>They became very wealthy and successful - The Artist Hans Holbein lived in England painting portraits of wealthy elites</li> <li>The Hansa’s profitable business and lifestyle of keeping separate created lots of envy from English merchants who pushed for the removal of privileges</li> <li>As trade began to move to the New World (Caribbean, India) the Hansa trading routes in the North Sea stopped being so beneficial</li> <li>As they had never integrated properly it was easy for Elizabeth to expel them from England completely in 1597</li> </ul>		
8 –Why did the Huguenots find refuge in England?	<p><b>Why did they come?</b></p> <ul style="list-style-type: none"> <li>The Huguenots were French Protestants</li> <li>They were persecuted by Catholics in France – St Bartholomew’s Day Massacre in 1572</li> <li>Protestantism made illegal in France in 1685</li> <li>England Protestant and welcoming. Charles II offered denizen status in 1681</li> </ul> <p><b>What impact did they have?</b></p> <ul style="list-style-type: none"> <li>Crucial role in Britain’s transformation into an industrial nation</li> <li>Hard-working and skilled craftsmen and developed silk industry and several others including paper making and furniture.</li> <li>Settled in Spitalfields in London – street names and buildings remain (eg, Fournier Street named after a successful Huguenot)</li> </ul> <p><b>What experiences did they have?</b></p> <ul style="list-style-type: none"> <li>Many flourished and over time integrated into English society - Settled permanently, anglicised names and intermarried</li> <li>Some prejudice and hostility – riot in late c17th – Londoners felt their jobs were being taken</li> </ul>			11– Gypsies and Jews	<p><b>Gypsies</b></p> <p><b>Why did they come?</b></p> <ul style="list-style-type: none"> <li>War in Eastern Europe forced them to leave</li> <li>England was a relatively peaceful place at the time</li> </ul> <p><b>What impact did they have?</b></p> <ul style="list-style-type: none"> <li>They traded as pedlars, pot menders and animal dealers some benefit to local economies</li> <li>There was a fear that they undermined settled Christian communities</li> <li>They added to the problem of vagrancy (begging)</li> </ul> <p><b>What experiences did they have?</b></p> <ul style="list-style-type: none"> <li>There were several harsh laws passed by monarchs</li> <li>Tudor authorities attempted to restrict their lifestyle by creating laws which stated that they had to settle down or risk being expelled or executed</li> </ul>	
9 –Why did attitudes towards the ‘Poor Palatines’ change over time?	<p><b>Why did they come?</b></p> <ul style="list-style-type: none"> <li>Warfare, religious persecution and bad harvest in Germany in 1709</li> <li>The Palatines were Protestant - England was a Protestant country</li> <li>Most of the Palatines wanted to travel from Britain to America – a ‘promised land’</li> </ul> <p><b>What impact did they have?</b></p> <ul style="list-style-type: none"> <li>Limited – some skilled workers, most peasant farmers – reliant on collections and relief funds</li> <li>Not in England long enough to have any impact</li> </ul> <p><b>What experiences did they have?</b></p> <ul style="list-style-type: none"> <li>Camped on Hampstead Heath near London</li> <li>Initial sympathetic reception from English, Soon seen a vagrants and a drain on resources - attacked by mobs</li> <li>3,000 failed in attempt to get to, and settle in America. Disastrous deportation to Catholic Ireland for 5,000 – given poor quality land and faced hostility from Catholic majority</li> <li>Many gave up and returned to Germany in 1709</li> </ul>		12 – African and Indian Migrants		<p><b>African Migrants</b></p> <p><b>Why did they come?</b></p> <ul style="list-style-type: none"> <li>From 1650s, forcible removal from Africa then West Indies No choice – brought to England as servants having been enslaved in West Indies</li> </ul> <p><b>What impact did they have?</b></p> <ul style="list-style-type: none"> <li>Benefitted the wealthy as cheap servants</li> <li>Presence led to the beginnings of racism in England - attitude of white superiority developed</li> </ul> <p><b>What experiences did they have?</b></p> <ul style="list-style-type: none"> <li>Some Africans were given freedom and some inherited wealth or property</li> <li>Often accepted by white English servants (before 1650s accepted in society)</li> <li>Most were considered as property and some were sold, and sometimes sent back into slavery in the West Indies</li> <li>Some managed to disappear and live amongst growing communities of free Africans in c18th ports</li> </ul>	

CYCLE 1	SUBJECT	History	TOPICS	Industrial Revolution – European migration	YEAR GROUP	11
Key Knowledge to learn				Key Knowledge to learn		
13- Industrial Revolution	<ul style="list-style-type: none"> <li>Industrial Revolution - growth of factories (primarily textiles) and industrial cities created jobs and opportunities</li> <li>New laws made Britain more tolerant for Catholics (1829 Catholic Emancipation Act) and Jews</li> <li>Wars in Europe made peaceful Britain seem a very attractive place. The growth of the Empire made Britain very wealthy</li> <li>Britain was promoted as the ‘Asylum of Nations’</li> <li>British politicians were proud to call Britain ‘the Asylum of Nations’. This meant that Britain would offer a place of safety to people who were under threat or being persecuted in their own countries.</li> <li>It meant that Britain did not have any laws restricting migrants in the c19th</li> </ul>			<p>An attractive country for Germans</p> <ul style="list-style-type: none"> <li>Largest migrant group, 1750-1900 - 1750 British King a German – George II</li> <li>1860s – fleeing warfare in Germany (struggle over German unification – prior to 1871 Germany not a country, but independent states)</li> <li>Engineers and businessmen attracted by economic opportunities + lack of government interference</li> <li>Political thinkers (eg. Karl Marx) enjoyed freedom</li> </ul> <p>Impact on the economy of Britain</p> <ul style="list-style-type: none"> <li>Set up successful companies, eg. Johann Ellermann’s shipping company in Hull &amp; Paul Reuter’s international news agency (Reuters) using new communications technology</li> <li>Textile trading in Bradford – centred in ‘Little Germany’ – many warehouses built by Germans</li> <li>Wide range of jobs – bankers, bakers, brewers, butchers</li> <li>Provided cheap food for workers - popularised the sausage and the ‘English breakfast’</li> </ul> <p>Experiences for the Germans</p> <ul style="list-style-type: none"> <li>Integrated easily - did not form communities in towns</li> <li>Valued for economic contribution</li> </ul>		
14 –Irish Migrations	<p><b>Leaving Ireland</b></p> <ul style="list-style-type: none"> <li>Early c19th – Poverty and oppressive English Protestant landlords led many to move to England</li> <li>Belfast only Irish city with industrial jobs but only employed Protestants</li> <li>1846-50 - Famine – potato blight then British government failure to help (Irish grain exported overseas) – 1 million left Ireland – some to America</li> </ul> <p><b>Living and working in Britain</b></p> <ul style="list-style-type: none"> <li>Took hardest, dirtiest jobs eg. miners, dock workers</li> <li>Many worked as navvies building canals and railways (lived in huts, worked in teams called gangs) – essential contribution to Britain’s wealth</li> <li>Others lived in most overcrowded, diseased areas of cities – lived in worst areas of Bradford, often renting rooms in shifts</li> </ul> <p><b>Prejudice and violence against the Irish</b></p> <ul style="list-style-type: none"> <li>Criticised for heavy drinking and fighting culture</li> <li>Extreme poverty pushed many into crime</li> <li>Accepted lower pay and employed as strikebreakers – hated by English workers</li> <li>Racism – Irish ‘Celts’ seen as inferior to English ‘Anglo-Saxons’- Anti-Irish riots eg. Manchester Road 1848</li> </ul> <p><b>The contribution and impact of the Irish</b></p> <ul style="list-style-type: none"> <li>Revitalised Catholic Church in England – helped establish equal rights for all religions</li> <li>Established Irish communities and pubs</li> <li>Great individuals eg. George Bernard Shaw (writer), Dr Thomas Barnado (childrens’ charity)</li> </ul>			<p><b>Encouragement to come to Britain</b></p> <ul style="list-style-type: none"> <li>Increasing tolerance in Britain</li> <li>Laws in the 1830s allowed Jews to trade, go to university, join army and be lawyers, and in 1858 become MPs</li> </ul> <p><b>Contribution to Britain</b></p> <ul style="list-style-type: none"> <li>Successful businesses and particularly bankers (Rothschilds)</li> <li>Jacob Behrens set up Chamber of Commerce in Bradford</li> <li>Synagogues set up, including in Bradford</li> </ul> <p><b>Experiences for the pre-1881 Jews</b></p> <ul style="list-style-type: none"> <li>Increasingly settled, prosperous and integrated</li> <li>First Jewish Lord Mayor of London 1855</li> <li>First Jewish MP 1858</li> <li>Jewish mayor in Bradford – Charles Semon, 1865</li> </ul> <p><b>Mass migration from Eastern Europe</b></p> <ul style="list-style-type: none"> <li>Over 200 pogroms (organised massacres) 1881-4 against poor Yiddish (traditional Jews) communities in Russia and E. Europe</li> <li>Refugees rejected across Europe – journey on foot very challenging</li> <li>Religious and political freedom in Britain with civil rights for Jews</li> </ul> <p><b>Impact on the clothing industry and the high street</b></p> <ul style="list-style-type: none"> <li>Employment in sweat shops in London (Whitechapel) making cheap clothes – sold all over country enabling working class British to buy new clothing for first time</li> <li>Mark &amp; Spencers (Michael Marks and Thomas Spencer– both had changed their names to sound more English), Burtons and Moss Bros all set up by East European Jewish migrants</li> </ul> <p><b>A challenging experience for most</b></p> <ul style="list-style-type: none"> <li>Lived in closed communities with little integration – kept Yiddish language, clothing and faith</li> <li>Crammed into over-crowded accommodation</li> <li>Some Jews already in Britain set up soup kitchens to help</li> <li>Other pre-1881 Jews did not welcome them – feared damage to reputation of Jewish people</li> <li>End of c19th – calls for laws to limit migration</li> </ul>		
15 – Italian Migrants	<p><b>Leaving Italy</b></p> <ul style="list-style-type: none"> <li>Late c19th – Italy became a unified country – involved wars, agricultural problems and disease</li> <li>750,000 people left Italy, many to America</li> <li>25,000 came to Britain, half to London, settling in an area called ‘Little Italy’</li> </ul> <p><b>Finding work</b></p> <ul style="list-style-type: none"> <li>1870s – new job of laying asphalt on roads – unpleasant job avoided by British workers</li> <li>Worked on streets as organ-grinders (operated musical machines) and icecream sellers (new to Britain)</li> <li>Often worked in gangs – young boys were exploited by gang-masters</li> <li>Italian craftsmen brought new trades incl. ceramics</li> </ul> <p><b>Experiences for the Italians</b></p> <ul style="list-style-type: none"> <li>British women often married Italian men</li> <li>Ice-cream popular, but Italians were blamed for cholera – accused of serving in dirty glasses (which led to the development of the ice-cream cone)</li> </ul>			<p><b>17 – Jewish Experience</b></p>		

CYCLE 1	SUBJECT	History	TOPICS	Industrial Revolution – Wider World	YEAR GROUP	11
Key Knowledge to learn						
18 – Connections with the wider world	<ul style="list-style-type: none"> <li>The British Empire grew enormously from 1750 to 1900 – in 1750 Britain owned a small number of colonies in the Americas – by 1900 Britain ruled one fifth of the land surface of the world</li> <li>The slave trade grew significantly from 1750 to 1800, but the trade was abolished in 1807 (slavery itself was abolished throughout the British Empire in 1833)</li> <li>A key feature of the Industrial Revolution was steam power – steampowered ships meant that Britain could trade more easily around the world</li> <li>Sailors from around the world were employed in large numbers on British ships – these sailors were known as Lascars</li> <li>Lascars or Indian sailors, first began to be employed in small numbers from the seventeenth century by the East India Company. The term ‘lascar’ eventually became a descriptive term for almost all non-European sailors. Shipping companies recruited men of many backgrounds, including Arab (Yemeni), Chinese and East African (Somalian). They were paid lower wages than British sailors and often treated harshly.</li> <li>Once in Britain lascars had to wait with little chance of getting a job, often for months at a time during winter, before they could get a return ship back to India. Shipping companies did not provide proper accommodation while they waited, and in the nineteenth century, it was not uncommon to see distressed lascars wandering in the streets.</li> </ul>					
19 – African and Indian Migrants	<p><b>How Africans ended up in Britain?</b></p> <ul style="list-style-type: none"> <li>Most were slaves in the West Indies who were forced to come by their owners - 15,000 in London by 1800</li> <li>Some recruited by the British as troops and sailors in the Napoleonic Wars</li> <li>Some fought for Britain against American rebels in the American War of Independence – they were forced to leave America after British were defeated</li> </ul> <p><b>Experiences living and working in Britain</b></p> <ul style="list-style-type: none"> <li>Court cases in late c18th ruled that Africans were free in Britain (runaway slave James Somerset, 1772), but legal status remained uncertain until full abolition of slavery in 1833</li> <li>Very difficult to make a living – many had to beg on the streets</li> <li>Ex-soldiers received no government help - A charity attempted to re-settle 400 Africans in Sierra Leone (West Africa) – this failed</li> <li>Many did manual jobs – labour for Industrial Revolution - Communities developed in ports (Liverpool; Cardiff) and London</li> <li>Development of racism in c19th Britain – became deep-rooted amongst all classes as attitudes towards Empire encouraged a belief in white British superiority</li> </ul> <p><b>The Impact of Africans in Britain</b></p> <ul style="list-style-type: none"> <li>Played a key role in campaign to abolish slave trade (Olaudah Equiano – an ex-slave who wrote an autobiography, Ottobah Cugoana – an ex-slave who wrote about the evils of the slave trade)</li> <li>Trade Unionist William Cuffay fought for rights for working men, incl. the vote</li> <li>Ira Aldridge – highly praised Shakespearean actor – married a white woman from Yorkshire and became a British citizen in 1863</li> </ul>	<p><b>Why Indians came to Britain?</b></p> <ul style="list-style-type: none"> <li>British government took over ruling India from East India Company in 1857</li> <li>When British working for government left India with families they brought servants with them (Ayahs) – Indian servants cheaper than British + regarded as a status symbol by wealthy Britons</li> <li>Lascars - mainly poor peasant farmers, mainly Indian - some Somali, Yemenis and Malayan - cheap crew for British merchant (trading) ships</li> <li>British universities and business opportunities attracted wealthier Indians</li> </ul> <p><b>Experiences living and working in Britain</b></p> <ul style="list-style-type: none"> <li>Servants and Lascars often abandoned by their employers on arrival in Britain leaving them to roam the streets - stranded with little money and no job or contacts</li> <li>Some Lascars died in Britain in winter months as they had no suitable clothing - others turned to theft and ended up in gaol (jail)</li> <li>Some Indian Lascars found work as street sellers and musicians</li> <li>Yemeni Lascars helped to build the Manchester Ship Canal in the 1880s</li> <li>Lascars helped to create the first working class multi-racial communities in Britain, especially in port cities</li> </ul> <p><b>The impact of wealthy and talented Indians</b></p> <ul style="list-style-type: none"> <li>Talented upper and middle class Indians had an impact on a wide range of aspects of British life (politics, medicine, education, even sport)</li> <li>Dr Frederick Akbar Mohammed – one of first Asian doctors, pioneering work on blood pressure</li> <li>Dadabhai Naoroji – first British Asian MP in 1892</li> <li>Cornelia Sorabji – first woman to study law at a British university</li> <li>Mohammed Abdul Karim – ‘Indian Secretary’ to Queen Victoria</li> </ul>				
20 – Chinese migrants	<p><b>Why the Chinese came to Britain?</b></p> <ul style="list-style-type: none"> <li>Trade between East India Company and China increased – Chinese sailors employed</li> <li>1868 Blue Funnel Line – first steamship route to China</li> <li>Demand for Chinese sailors - worked for low pay, worked hard and did not drink</li> </ul> <p><b>Experiences living and working in Britain</b></p> <ul style="list-style-type: none"> <li>1880s - Opened shops, restaurants and lodging houses for Chinese sailors (Chinatowns) in Liverpool and London (Limehouse)</li> <li>By 1900 laundries were one of most important businesses – also restaurants</li> <li>Also some opium dens opened led to image of Chinese as exotic and threatening</li> <li>Chinese men often married white women - set up businesses together – women were attracted by their hard work and not drinking alcohol</li> <li>Lack of fluency in English could lead to cultural segregation</li> </ul>					



CYCLE 1	SUBJECT	History	TOPICS	Modern Migration 1900-1950	YEAR GROUP	11
21 -How did the world change between 1900-1950?	Key Knowledge to learn			24 - Were German migrants treated any better during WW2?	<p><b>Why did they come?</b></p> <ul style="list-style-type: none"> <li>Persecution of opponents of the Nazis before WWII</li> <li>Britain against Nazism</li> </ul> <p><b>What impact did they have?</b></p> <ul style="list-style-type: none"> <li>No impact – placed in internment camps</li> </ul> <p><b>What experiences did they have?</b></p> <ul style="list-style-type: none"> <li>Initially only 348 interned out of 35,000</li> <li>Internment only for a short period in 1940</li> <li>Less hatred than WWI except for Nazis</li> <li>Jewish refugees placed alongside Nazi sympathisers in internment camps</li> </ul>	
22- First World War migration	<p><b>Belgian Migrants – Why did they come?</b></p> <ul style="list-style-type: none"> <li>German invasion of Belgium in 1914</li> <li>Britain an ally of Belgium - a safe haven for refugees</li> </ul> <p><b>What impact did they have?</b></p> <ul style="list-style-type: none"> <li>Given jobs around the country, usually factory work for the war effort or to fill gaps caused by conscription of men into the British Army</li> <li>Limited overall - Peace in 1918 - British government made it clear that the Belgians must return home</li> <li>Jobs were ended and free one-way tickets were provided</li> <li>A few stayed, married and blended in</li> </ul> <p><b>What experiences did they have?</b></p> <ul style="list-style-type: none"> <li>Warm welcome at first – many housed with families Factories established in Belgian villages run by Belgian government and using Belgian currency</li> <li>White and Christian, so ‘fitted in’</li> <li>As the war dragged on the British started to resent their presence, especially as conditions in Belgian villages were better than in most British homes</li> <li>Quick removal for most at end of WWI</li> </ul>	<p><b>How were German migrants treated?</b></p> <p><b>Why did they come?</b></p> <ul style="list-style-type: none"> <li>Already in Britain during WWI</li> </ul> <p><b>What impact did they have?</b></p> <ul style="list-style-type: none"> <li>No economic impact – they were placed in internment camps (a prison camp for enemies at a time of war) so their businesses were closed down</li> <li>Families changed surnames so they didn’t sound German</li> <li>(incl. royal family) -most hid their German origins</li> </ul> <p><b>What experiences did they have?</b></p> <ul style="list-style-type: none"> <li>Shops attacked by mobs</li> <li>Hatred in newspapers esp. after sinking of the passenger ship Lusitania in 1915 by German submarine</li> <li>Boredom in internment camps</li> </ul>	25 – Jewish Experience during WW2		<p><b>Why did they come?</b></p> <ul style="list-style-type: none"> <li>Nazi persecution, especially after Kristallnacht (Nazi pogrom against Jews all over Germany) in Nov. 1938</li> <li>Britain a safe haven with Jewish and Christian charities</li> <li>Government persuaded to give temporary visas to children</li> </ul> <p><b>What impact did they have?</b></p> <ul style="list-style-type: none"> <li>Charities and private individuals paid to house and look after Jewish refugees, so the government did not have to pay</li> <li>Many Jewish refugees were wealthy and highly educated - they included philosophers, artists, musicians, publishers and journalists who had a major cultural impact</li> </ul> <p><b>What experiences did they have?</b></p> <ul style="list-style-type: none"> <li>Thousands of children rescued including 669 by Nicholas Winton - most children later very thankful</li> <li>Only those who could prove that they would not be a financial burden on the government were allowed in</li> <li>Hostility from British fascists led by Oswald Mosely and some British newspapers in the 1930s</li> <li>Kindertransport children (sent from Germany by their parents on special trains) separated from families who then died in the Holocaust</li> </ul>	
23- Experience of Migrants between the war	<p><b>Why did they come?</b></p> <ul style="list-style-type: none"> <li>Employers around the Empire needing crews.</li> <li>Continued need for crews on merchant ships, especially when British seamen went to war</li> <li>End of WWI and difficulty returning home</li> </ul> <p><b>What impact did they have?</b></p> <ul style="list-style-type: none"> <li>Provided cheap labour for shipping companies</li> <li>Paid less than white seamen and therefore angered seamen’s unions - Unions believed Lascars were taking British jobs and were helping companies keep wages low</li> <li>Formed multi-cultural communities in ports such as Cardiff (Tiger Bay), Glasgow, Liverpool and South Shields</li> <li>New foods and festivals in these communities</li> </ul> <p><b>What experiences did they have?</b></p> <ul style="list-style-type: none"> <li>Many had relationships with white British women, married and had families - set up own businesses</li> <li>Barred from cafes and other social outlets, so had to set up their own</li> <li>Hostility and racism from white soldiers when they returned from war and felt ‘their jobs and women’ had been ‘taken’</li> <li>Riots in 1919 including Butetown in Cardiff - Whites blamed for riots, but police recommended sending Lascars back to countries of origin</li> <li>Some deportations (removal to country of origin)</li> </ul>			26 – Polish Migration	<p><b>Why did they come?</b></p> <ul style="list-style-type: none"> <li>Nazi invasion of Poland in Sept. 1939 - Britain the closest ally of Poland - a safe haven for refugees</li> <li>Communist takeover of Poland in 1945 - Poland under control of communist Soviet Union (enemy of Britain) at end of war, so going back to Poland not an appealing option as no political freedom or free speech</li> <li>1947 Polish Resettlement Act – Poles could return to Poland, or stay in Britain if they feared communist persecution</li> </ul> <p><b>What impact did they have?</b></p> <ul style="list-style-type: none"> <li>Military impact significant – 14,000 pilots; Polish code-breakers helped break German Enigma secret code</li> <li>After war worked in industries with a shortage of workers such as coal mines - Unions wanted a ban at first but accepted Poles by 1947</li> <li>Often lived in army and RAF camps after war</li> <li>By 1950 set up shops, farms, businesses, pubs and schools</li> </ul> <p><b>What experiences did they have?</b></p> <ul style="list-style-type: none"> <li>Most became British citizens after the war (Polish Resettlement Act)- Settled all over Britain and mixed into communities fairly quickly</li> <li>Government helped find work - British grateful for war efforts</li> </ul>	



CYCLE 1	SUBJECT	History	TOPICS	Modern Migration	YEAR GROUP	11
	Key Knowledge to learn			Key Knowledge to learn		
27 – The Later 20 <sup>th</sup> Century	<p><b>The later c20th:</b></p> <ul style="list-style-type: none"> <li>An age when Britain needed to rebuild after WWII</li> <li>In 1945 Britain still had an empire, but decolonisation began with independence for India and the new nation of Pakistan, then spread to African colonies</li> <li>Britain kept strong links with the Commonwealth, but migration from these countries led to changes in the laws in the 1960s</li> <li>Britain has become more connected with both Europe (joining the EU) and the world (improved communications – air travel, links to</li> <li>conflicts)</li> <li>Migration is the subject of heated debate in Britain</li> </ul>		30 - Why did Kenyan Asians need to leave Africa in the 1960s and 1970s?	<p><b>Why did they come?</b> New independent government in Kenya expelled all Asians in 1960s - same for Uganda in 1972 Government allowed both groups in after protests about the 1968 Commonwealth Immigrants Act was used to try to keep them out</p> <p><b>What experiences did they have?</b> Showed that 1968 Commonwealth Immigrants Act and 1971 Immigration Act could be challenged Commission for Racial Equality set up in 1976 – aimed to use the law to combat racial discrimination and to promote racial equality Increase in nationalist/racist protest – arrived at height of tension 1967 - National Front set up – wanted to ban all non-white immigration</p> <p><b>What impact did they have?</b> Low skilled labour in sweatshops restaurants Many businesses set up - in particular Kenyan Asians were business owners in Kenya</p>		
28 – Caribbean migration after WW2	<p><b>Why did they come?</b></p> <ul style="list-style-type: none"> <li>Shortage of jobs in West Indies (higher wages and jobs in Britain – see below)</li> <li>Links to Britain from WWII</li> <li>1948 Nationality Act (all Commonwealth citizens have a British passport)</li> </ul> <p><b>What experiences did they have?</b></p> <ul style="list-style-type: none"> <li>First arrivals on ship the Windrush initially welcomed</li> <li>Some integration, esp in sports such as cricket</li> <li>Some evidence of welcome - 1968 law ‘colour bar’ (turning away people because of their race) illegal</li> <li>Bristol bus boycott of 1963 successfully challenged refusal to employ black and Asian people</li> <li>Major challenges from racism – unofficial ‘colour bar’, refused housing by landlords, lived in run-down areas Fascist groups attacked them violently (1958 Notting Hill riot)</li> <li>Often could not find jobs they were qualified for, instead taking low skilled jobs</li> <li>Recent Windrush scandal – those without documents deported to West Indies</li> </ul> <p><b>What impact did they have?</b></p> <ul style="list-style-type: none"> <li>Major need to re-build + staff London Transport &amp; NHS, so low-skilled jobs easily found - also worked in factories</li> <li>New foods, carnivals (Notting Hill carnival -response to riots)</li> <li>Contribution in music and sports- Recent ‘Black Lives Matter’ campaign</li> </ul>		31 – EU migrants	<p><b>Why did they come?</b></p> <ul style="list-style-type: none"> <li>Britain had joined the European Economic Community (EEC) in 1973 – changed name to EU in 2007 and membership expanded to include East European countries</li> <li>EU allowed free movement of people between member states to aid business</li> <li>Weak economies and low wages in the former Communist countries of Eastern Europe</li> <li>2004 Labour government wanted more workers as the economy was doing well</li> </ul> <p><b>What experiences did they have?</b></p> <ul style="list-style-type: none"> <li>Easily found work – secure jobs and children in schools encouraged many to stay rather than return home as planned</li> <li>Many migrants highly skilled and highly educated, but accepted low paid jobs.</li> <li>Resentment, especially from British working class, feeling that ‘British’ jobs and housing were being taken by others</li> <li>Blamed for pressure on the NHS</li> </ul> <p><b>What impact did they have?</b></p> <ul style="list-style-type: none"> <li>Low skill labour eg. fruit picking, care workers.</li> <li>Builders, plumbers, electricians</li> <li>New shops eg. Polish delis • Greater diversity</li> </ul>		
29 – Asian Migrants	<p><b>Why did they come?</b></p> <ul style="list-style-type: none"> <li>Upturn in the British economy in the 1960s meant more workers were needed</li> <li>Hindus, Muslims and Sikhs on wrong side of India/Pakistan border – escape hostility</li> <li>Employment opportunities – mills in Bradford, Leeds; sweatshops in London (Bengalis where Huguenots and Jews had worked)</li> </ul> <p><b>What experiences did they have?</b></p> <ul style="list-style-type: none"> <li>Built own communities and set up own banking system and places of worship.</li> <li>1976 Grunwick Strike showed white acceptance of Asian co-workers – led by Asian woman, Jayaben Desai</li> <li>Racism discouraged integration - Prejudice in the work place – eg. some companies tried to ban Sikhs from wearing turbans</li> <li>Some attempts at integration backfired (‘bussing out’ to schools), some didn’t try to integrate</li> <li>Rise of National Front (wanted Britain for white British only) and Enoch Powell’s ‘Rivers of Blood’ speech (non-white immigrants will fight with white people)</li> <li>Temples and mosques gave spiritual strength; family support important</li> </ul> <p><b>What impact did they have?</b></p> <ul style="list-style-type: none"> <li>Low skilled labour in mills, sweatshops, restaurants</li> <li>Many communities developed</li> <li>Restaurants and local shops, new foods</li> <li>Temples, mosques and churches given new life</li> </ul>		32 – Responses to migration	<p><b>Government Responses</b></p> <p><b>Positive legislation</b></p> <ul style="list-style-type: none"> <li>1948 - Nationality Act – Commonwealth citizens welcomed to Britain</li> <li>1951 – Britain signed United Nations Convention on Refugees – asylum seekers allowed in</li> <li>1965 – Race Relations Act – illegal to refuse to serve people in restaurants, cinemas, shops etc. on grounds of race (however, didn’t achieve much) 1968 – Race Relations Act - stopped all ‘colour bar’ in housing and employment and services (a much more effective law)</li> </ul> <p><b>Negative responses</b></p> <ul style="list-style-type: none"> <li>1962 – Commonwealth Immigrants Act – British passport no longer gave right to live in Britain</li> <li>1968 – Commonwealth Immigrants Act – no entry without father or grandfather born in UK (ie. white immigration still largely possible)</li> <li>1971 - Immigration Act – as above + added work permits for limited time</li> </ul> <p><b>Unofficial attitudes</b></p> <p><b>Positive developments</b></p> <ul style="list-style-type: none"> <li>1976-78 – support for Grunwick Strike by white union members</li> <li>1976 – Rock Against Racism set up – music events organised</li> <li>2014 - survey found 90% of people believed their own area was a place where people of widely differing backgrounds got</li> <li>along well – survey also found the number of mixed race children continues to rise</li> </ul> <p><b>Negative developments</b></p> <ul style="list-style-type: none"> <li>1970s – rise in violent racist attacks as unemployment rose – NF a movement for racists (challenged by ANL – Anti-Nazi League)</li> <li>1980s and 1990s – police heavily criticised for ‘institutional racism’ – more likely to stop and search black people, racial discrimination when investigating murder of black teenager Stephen Lawrence</li> </ul>		

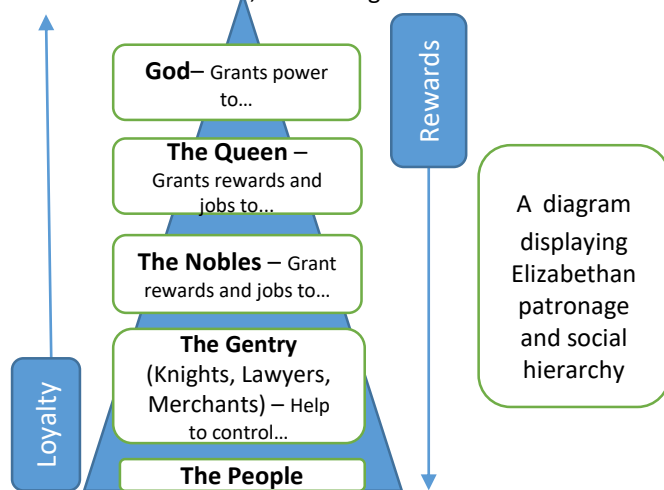
## Elizabeth I

### Personality and Background

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

### Patronage

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



## Political Power

### The Royal Court

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

### The Privy Council

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

### Local Government

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

### Parliament:

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

## Political Opposition

### Puritans in Parliament

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

### The Earl of Essex's Rebellion

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

## Important Dates

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

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

**Catholics v Protestants****Monarchs and Religion:**

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

**The Act of Uniformity – 1559:**

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

**The Act of Supremacy – 1559:**

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

**Many Catholics abandoned their beliefs through the 1570s:**

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

**Some Catholics started to resist changes through the 1580s:****1. Recusants:**

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

**2. Church Papists:**

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

**3. Plotters:**

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

**Persecution of Catholics****Laws Against Catholics:**

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

**The Pope's Reaction:**

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

**Margaret Clitherow:**

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

**Thomas Tresham:**

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

**Edmund Campion:**

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

**Catholic Failure****Reasons for failure of resurgence:**

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

**Mary Queen of Scots****Claim to the Throne:**

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

**Figurehead:**

- Mary was a figurehead for English Catholics
- Plotters began to plan to make Mary the Queen:
  - 1) **Throckmorton Plot 1583:** Plan to assassinate Elizabeth. Replace with Mary. Assisted by a Spanish invasion. Foiled by Francis Walsingham. Mary pleaded ignorance.
  - 2) **Babington Plot 1586:** Walsingham uncovered secret messages between Mary and plotters. Babington executed for treason.

**Trial and Execution:**

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

**War with Spain****Tension with Spain:**

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

**The Spanish Armada 1588:**

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



- Old English ships were set on fire and drifted into the Armada. Caused panic.
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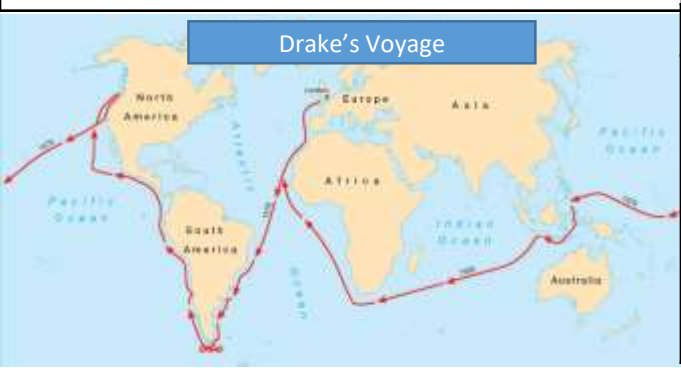
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CYCLE 1-3	SUBJECT	HISTORY	TOPICS	WIDER WORLD	YEAR GROUP
<p><b>Francis Drake</b></p> <ul style="list-style-type: none"> <li>Slave Trader in the 1860s</li> <li>1570s plundered and attacked Spanish colonies acting as a Privateer (a pirate paid by the government).</li> <li>1577 started to make his voyage around the world.</li> </ul> <p><b>Motivations:</b></p> <ul style="list-style-type: none"> <li>Wealth— seen through slavery and stealing from Spanish colonies.</li> <li>The Queen’s favour – it would impress the Queen.</li> <li>Empire building – inspired by John Dee</li> <li>Hatred of Catholic Spain</li> </ul> <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>Claimed islands around South America for the Queen</li> <li>Claimed California for the Queen – ‘New Albion’</li> <li>Traded in the Spice Islands. Brought new exotic goods to England for the first time.</li> <li>Brought back huge wealth from plunder and trade</li> <li>Knighthood by Elizabeth on board his ship ‘Golden Hind’ when he returned in 1581.</li> <li>First Englishman to circumnavigate (sail around) the whole world.</li> <li>Later helped defeat the Spanish Armada</li> </ul> <p><b>Problems:</b></p> <ul style="list-style-type: none"> <li>Not a hero to everyone – hated by the Spanish and local people that he attacked.</li> <li>Sold African slaves. Made him rich but difficult to see him as a hero.</li> <li>Didn’t keep all his wealth – had to give most away to the Queen’s treasury and other people who had invested in his voyage.</li> </ul>	<p><b>Humphrey Gilbert</b></p> <ul style="list-style-type: none"> <li>Soldier and courtier. Energetic and brave but also considered vain and ruthless</li> <li>1578 Queen granted Gilbert the right to set up a colony in North America.</li> </ul> <p><b>Motivations:</b></p> <ul style="list-style-type: none"> <li>Wealth – ownership of huge areas of North American land would make Gilbert rich.</li> <li>Possibility of setting up a trade route through America to China.</li> <li>Hatred of Catholic Spain: <i>Discourse on how her Majesty may annoy the King of Spain.</i></li> </ul> <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>1583 Claimed territory in Newfoundland (Canada) for English – first Englishman to claim in N. America</li> </ul> <p><b>Problems:</b></p> <ul style="list-style-type: none"> <li>1579 First voyage a disaster. Only his half brother Walter Raleigh managed to cross the Atlantic.</li> <li>1583 colony failed. Newfoundland too cold, barren and lacked resources.</li> <li>Lost ships on the rocky coast of Newfoundland</li> <li>Tried to Return home but hit storms. Ships sank and he drowned and died</li> </ul>  <p>Location of Newfoundland on a modern map</p>	<p><b>Walter Raleigh</b></p> <ul style="list-style-type: none"> <li>Elizabethan gentleman - obsessed with exploration from childhood. Half-brother to Gilbert.</li> <li>Queen’s favourite – unwilling to let him leave her at certain times.</li> </ul> <p><b>Motivations:</b></p> <ul style="list-style-type: none"> <li>Settling in America would open up opportunities to trade with Asia.</li> <li>Could help to build an Empire to rival Spain’s.</li> <li>Heard about Spanish gold mines in South America. Wanted to get rich in a similar way.</li> <li>Elizabethan had granted him a 1/5 of all wealth in colonised North America.</li> </ul> <p><b>Achievements:</b></p> <ul style="list-style-type: none"> <li>1584 his team had found Roanoke – an island of the coast of North America. Managed to persuade the Queen to start a colony there.</li> <li>1585 Raleigh's team (but not himself) sailed to North America. Documented the people, landscapes, and wildlife they found. Europeans learned a lot about North America from this.</li> <li>Initial relations with Roanoke Indians friendly (Algonquin people traded and helped them).</li> </ul> <p><b>Problems:</b></p> <ul style="list-style-type: none"> <li>Voyages blighted with storms. Lost many supplies.</li> <li>Colony failed. Relations with Indians deteriorated after colonists killed the Indian chief. Left in 1586.</li> <li>1590s Raleigh tried to discover gold in South America – believed in mythical gold city of ‘El Dorado’. Raleigh never found this (didn’t exist).</li> </ul>	<p><b>Ralph Fitch</b></p> <ul style="list-style-type: none"> <li>London merchant.</li> </ul> <p><b>Motivations:</b></p> <ul style="list-style-type: none"> <li>Wanted to find direct trade routes with the Indian and Chinese Empires (the greatest empires in the world).</li> <li>Needed to find new trade routes to access spices. Wealthier Elizabethans used spices a lot but they were expensive.</li> </ul> <p><b>Successes:</b></p> <ul style="list-style-type: none"> <li>1583 Travelled to the Mughal Emperor in India. A dangerous journey with only letters from the Queen for protection</li> <li>Saw the spices and cotton that could be traded in India. First Englishman to explore this.</li> <li>1588 explored and gained information about trade in China.</li> <li>His descriptions of what could be traded were very useful to merchants in London.</li> </ul> <p><b>Problems:</b></p> <ul style="list-style-type: none"> <li>Was arrested more than once on his travels – people were suspicious of white traders.</li> <li>Didn’t actually start any trading relationships.</li> </ul>  <p>The Mughal Empire in India – explored by Fitch</p>		
 <p>Drake's Voyage</p>	<p><b>John Dee</b></p> <ul style="list-style-type: none"> <li>Talented mathematician, astronomer and navigator.</li> <li>Advisor to the Queen. Argued Britain was isolated.</li> <li>Spain had a huge Empire. Britain needed one.</li> <li>Britain should have a North American Empire and explore China and the East too.</li> <li>This would make Britain rich and powerful.</li> <li>Many explorers + Elizabeth inspired by his ideas.</li> <li>His knowledge of navigation also helped Britain’s inexperienced seafarers to explore.</li> </ul>	<p><b>James Lancaster</b></p> <ul style="list-style-type: none"> <li>English Merchant – Commanded a ship against the Armada in 1588. Took the Ship East on a trading voyage. First trip failed – Portuguese blocked ships so they couldn’t reach the East Indies.</li> </ul> <p><b>Motivations:</b> - Desperate to stop other European powers dominating trade in the East (mainly the Dutch)</p> <p>- Wanted to build a British Empire in the East (they knew that attempts in North America had been a failure)</p> <p><b>Achievements:</b> - 1600 set up East India Company – Queen gave the EIC a monopoly on trade with the East.</p> <p>- Lancaster’s voyage between 1601-03 resulted in factories being set up in South East Asia. This started Britain’s empire in India which would continue to built through the 1600s.</p> <p><b>Problems:</b> - Had to face set-backs during first voyage to the East Indies. Elizabeth never saw the start of this trading Empire – she had died when Lancaster returned in 1603.</p>			

**Section A - American Expansion****Indians in the East**

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

**Land****Land and Democracy**

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

**Land and Profit**

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

**Land and Trade**

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

**Lewis and Clark**

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

**Section B - Cotton Plantations and Slavery****Divisions over Slavery**

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

**The Cotton Kingdom**

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

**Missouri Compromise:**

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

**Section C - Growing problems with Slavery****Revolts**

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

**Abolitionists**

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

**Dependence on Slavery**

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

**Section D - Removing Indians 1830-1838**

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

**Five Civilised Tribes 1820-1830**

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

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

**The Indian Removal Act 1830**

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

**Indian Reactions:****Cherokee**

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

**Seminoles and Creeks**

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

## Section E - The Plains Indians

**The Plains**

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

**Indian Nations on the Plains**The Apache

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

The Cheyenne

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

The Lakota Sioux

Had lived near the Great Lakes at the Northern edge of the Plains. Indian expulsion from the West led to these land becoming crowded. By 1830 the whole of the Lakota Sioux had migrated to the Great Plains.

• **Hunting:**

- Relied on the Buffalo. Hunted with guns and horses.
- Buffalo at centre of culture. Used for food, clothing and shelter. Buffalo hunts were big events.

• **Homes and Family:**

- Lived in Tipis made from Buffalo hides. These could be moved – central to nomadic culture.
- Tipis could withstand the strong winds of the Plains.
- Men were hunters, women were mothers and cooks, children trained as warriors, old respected for wisdom (until too weak – then left to die).

• **Beliefs:**

- Earth was sacred – the great spirit Wakan Tanka
- Everything in nature had a living spirit.
- No-one could own the land.

• **Leadership + Warfare:**

- No single leader of tribes. Made it difficult for US government to make reliable treaties with them.
- Warrior Culture – boys trained as soldiers. Dominant tribe on the Plains by 1839.

## Section F - The Early Migrants

**Why did People Migrate?**

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

**The Journey**

- Very long journey -2400 miles. Took around 8 months.
  - Mixture of Americans, Scandinavians, Germans + Irish.
1. Started by **stocking up on supplies**. Waited until the Spring and began journeys West.
  2. Crossed the **Great Plains**. Hazards included Buffalo, baking sun, lack of water + swollen rivers. Sometimes disrupted Indians and were attacked.
  3. Passing the **Rocky Mountains**. Difficult to move possessions and wagons. Many accidents. Disease like cholera rife. Snow could trap migrants + they'd starve.
  4. To California migrants crossed the desert and the Sierra Nevada mountains. To Oregon they crossed the Blue Mountains. Occasionally helped by Indians.

**Impact on the Native Americans**

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

## Section G - The Mormons

**Mormon Beliefs**

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

**These view made them unpopular with Americans****Persecution**

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

**The Mormons in Utah**

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

**Conflict**

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



## Section H - Gold Miners

**The California Gold Rush 1848-49**

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

**Impact:** By 1852 surface Gold had gone.

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

**The Pikes Peak Gold Rush 1858-58**

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

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

### Differences between North and South:

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

### Abolitionism

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

### Compromises:

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

### Democratic and Republican Parties:

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

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

### Outbreak of War:

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

### Lives of African Americans at Outbreak:

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

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

### *Black Experience in the North:*

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

### *Black Experience in the South:*

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

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

### *Black Experience in the North:*

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

### *Black Experience in the South*

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

## Section G - Reconstruction 1865-1870

### The end of the Civil War:

- **Jan 1865 – Congress passes 13<sup>th</sup> Amendment.** Slavery is abolished in the USA
- April 1865 – Confederacy Surrender. 1 week later Lincoln is assassinated. Johnson becomes President

### Presidential Reconstruction 1865:

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

### Radical Reconstruction 1866-70:

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

### *Timeline of Radicals Achievements:*

**Feb 1866** – Freedman’s Bureau (gave land out to ex-slaves and helped educate them)

**March 1866** – Civil rights Bill (now a crime to deprive anyone of their civil rights – even blacks)

**June 1866** – 14<sup>th</sup> Amendment (everyone in USA was a citizen regardless of their race)

**November 1866** – Radical Congress Majority increased

**March – June 1867: 1)** South divided into Military Districts (southern govs removed) **2)** Anyone who fought against the North banned from voting.

**1868** –Radical President Grant elected

**Feb 1870** – 15<sup>th</sup> Amendment passed. All citizens regardless of race have the right to vote.

**1870** – 2000 black Americans in political positions.

**REMEMBER – These changes DID NOT LAST**

## Section H - Reconstruction 1870-1877

### Southern Resistance to Radicals:

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

### Radical Weaknesses:

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

### Supreme Court Rulings:

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

<b>Section A</b>	<b>Section A Chronology</b>		<b>Section B</b>	<b>Section B - Nazi ideas: Key words</b>		
	1933	Jan		Hitler made Chancellor	<b>Aryan</b>	German 'master race'; non-Jews of 'pure' German origin
		27 <sup>th</sup> Feb		Reichstag Fire Hitler granted 'emergency powers' to arrest without trial	<b>Anti-semitism</b>	Hatred of Jews
		5 <sup>th</sup> March		New elections. Nazi best ever result (44%)	<b>Fuhrerprinzip</b>	The idea that Hitler has ultimate authority in Germany; everyone should be obedient to him
		24 <sup>th</sup> March		Enabling Act – Hitler can now pass laws without Reichstag	<b>Gleich-- schaltung</b>	Co-ordination or 'bringing into line'. The Nazi policy of controlling everything in society
		May		Trade Unions taken over	<b>Lebensraum</b>	'Living Space'. The Nazis believed this should come from invading eastern Europe. Later it justified exterminating the non-Aryans there.
		June		'Concordat' signed with Catholic Church	<ul style="list-style-type: none"> <li>• The SS - Hitler's personal bodyguards, led by Himmler</li> <li>• Gestapo – secret police</li> <li>• SA – Storm troopers led by Rohm</li> <li>• SD – Intelligence Gathering</li> <li>• Police and Courts – loyal to Nazis</li> <li>• Concentration camps – anyone who criticised the Nazis</li> <li>• Local Wardens – reported to Gestapo</li> </ul>	
		July		All other political parties banned		
	1934	May		'People's Courts' set up to try 'political crimes'		
		29-30 <sup>th</sup> June		Night of the Long Knives – attack on SA		
August		Death of Hindenburg, army oath of loyalty. Hitler now ' <b>Fuhrer</b> '				

<b>Section C – Steps to Power</b>	<b>Section D - Propaganda</b>	<b>Section B – (Continued) Key People</b>
<p>1) People likely to vote for Hitler were farmers, wealthy businessmen, Nationalists and Middle Class, attracted by his anti communist and anti Semitic messages</p> <p>2) SA are used to intimidate opponents and persuade people to vote for Hitler at ballot box</p> <p>3) In 1928 the Nazi party only had 12 seats in the Reichstag by 1932 this had increased to 230 seats</p> <p>4) German people were angry about the Versailles Treaty and the consequences of the Economic depression of 1929, German businesses were bankrupt and unemployment was high</p> <p>5) The Weimar Government struggled to deal with problems, several chancellors resigned</p> <p>6) Hoping Hitler could unite the government, Von Papen and Hindenburg used Emergency Powers to offer him the role of Chancellor in January 1933</p> <p>7) The Reichstag Fire, 27 February gave Hitler an opportunity to blame the Communists and create more fear, Hindenburg was persuaded to pass the Reichstag Emergency Decrees</p> <p>8) The Enabling Act followed in March 1933, allowing Hitler to pass laws without having to appeal to the Reichstag, destroying the democratic process 444 to 94</p> <p>9) Hitler uses powers to ban political parties and Trade Unions</p>	<p>13 March 1933, Ministry of Public Enlightenment and Propaganda created, designed to spread the Nazi message and crush opposition</p> <p>Joseph Goebbels in charge of propaganda</p> <p>Propaganda includes Newspapers, Radio, Rallies, Posters, Sports events, Film</p> <p>By 1939 the Nazi's owned 2/3rds of all German newspapers</p> <p>All Journalists forced to join the Reich Association of Press, and were instructed what they could print (censorship)</p> <p>By 1934 all radio stations became part of Reich Radio Company</p> <p>Radios played traditional folk music, or Classics such as Wagner</p> <p>By 1939 70% of Germans had a radio in their home called Peoples Receivers</p> <p>Rallies would be mass gatherings which included speeches, choruses, marches, parades to emphasis glory and strength</p> <p>For the 1934 rally, 500 trains carried 250,000 people</p> <p>Posters would use symbolism to emphasis important messages to the key groups of people such was women, workers, young</p> <p>Posters would also be used to reinforce Jewish stereotypes</p> <p>Sporting events such as the 1936 Olympics would be used to demonstrate the strength and superiority of the Aryan Race</p> <p>In 1934, The Reich Cinema Law made it compulsory that all scripts were censored</p> <p>Films were used to reinforce Nazi messages through drama or romance</p>	<p>Joseph Goebbels – Head of Propaganda, would also be involved in economic policies</p> <p>Wilhelm Frick – Minister for the Interior, overall responsibility for most aspects of life in German Society</p> <p>Ernst Rohm – Leader of the SA, Hitler's private army</p> <p>Hermann Goring – Leader of the Gestapo</p> <p>Rudolph Hess – Deputy Leader of the Nazi Party</p> <p>Heinrich Himmler – Leader of the SS, Hitler's elite guard</p> <p>Non Nazi's</p> <p>President Von Hindenburg – President of the Weimar Republic, had special emergency powers, under Article 48, to pass laws to protect the German nation, but could also dismiss or appoint Chancellors</p> <p>Von Papen – Member of the Social Democrat Party and previous Chancellor of Germany.</p>

		Opposition to the Nazis		
Section E: Opposition to the Nazis	Church	<ul style="list-style-type: none"> <li>• <b>Catholic Church</b> agreed to stay out of Nazi affairs in the 'Concordat' 1933. Nazis promised in return to leave Catholics and Catholic schools/youth groups alone</li> <li>• BUT Catholic youth groups stopped by 1936 and Catholic schools forced to close by 1939</li> <li>• Many Catholic bishops harassed; 3 bishops executed for distributing von Galen's sermons to soldiers [see below]</li> <li>• <b>Protestant Churches</b> combined in Nazi Reich Church - had to swear and oath of loyalty to Hitler</li> <li>• BUT 6000 pastors left to form their own 'Confessional Church'</li> <li>• <b>Neither Catholic NOR Protestant Churches ever criticised Kristallnacht</b></li> </ul>		
	Young people	<p><b>Edelweiss Pirates:</b> not united group but a few hundred in each big city. Aimed to avoid joining Hitler Youth and have fun. Hiking, singing anti-Nazi songs, drinking and having sex. One HJ leader killed 1944 by Edelweiss Pirates so some members hanged in revenge</p> <p><b>White Rose Group:</b> students at Munich University led by Hans and Sophie Scholl. Spread anti-Nazi messages, criticised Nazi treatment of Jews, during WW2 (1942-43). Hans and Sophie arrested and executed 1943.</p>		
	Army	Failed bomb plot (Operation Valkyrie) 1944 led by <b>von Stauffenberg</b> . Bomb did not kill Hitler, and the take over of Berlin was not properly organised. Von Stauffenberg and main plotters quickly <b>executed</b> . 5000 other Nazi opponents also killed in revenge.		
	Political opponents	<b>Communists, Social Democrats, Trade Unions.</b> Wanted to restore democracy, free speech and workers' rights. <b>All banned by 1933</b> BUT still secretly organised strikes, (400 between 1933-35) published leaflets, held meetings and wrote anti-Nazi graffiti. Thousands arrested and put in concentration camps, some beaten up, tortured or killed. Continued harassment from the Gestapo (2/3 of all Communist members were arrested) meant these groups were <b>not a serious threat after 1935</b> .		
	<b>Church Opposition: key individuals</b>			
	Von Galen	Catholic bishop who started criticising the Nazis in 1934. IN 1943 revealed that Nazis were secretly killing mentally and physically handicapped people. Nazis saw him as 'too popular to punish BUT his campaign made Nazis stop their euthanasia programme.		
	Dietrich Bonhoeffer	Formed the Confessional Church with <b>Martin Niemoller</b> . Said Nazism was anti-Christian. Nazis closed his training college for young ministers. Niemoller put in a concentration camp but survived. Bonhoeffer arrested 1943 and executed 1945.		
Section F: Outsiders	<b>WHO?</b> Anyone who didn't fit the <b>Nazi Aryan ideal:</b> Jews, Gypsies, homosexuals, 'workshy', political opponents (e.g. Communists), people with inherited illnesses, the mentally or physically disabled			
	1933	• Nazi encouraged boycott of Jewish shops; SA threaten shoppers outside	• Jewish public officials (judges, lawyers and teachers) sacked	
	1935	• Nuremberg Laws: Jews could not be German citizens; Jews could not marry or have sex with non-Jews		
	1938	• Jewish children banned from state schools; Jews not allowed to practice as doctors	• <b>Kristallnacht</b> – night of Nazi encouraged violence against Jews. 30,000 Jews arrested.	
	1939	• Jews not allowed to work as dentists, chemists or nurses. Curfew: to be indoors by 9pm.	• 6 million more Jews come under Nazi control as a result of invading Poland (1939) and Russia (41)	
	1941	• Nazis decide on 'Final Solution' – Jews must be exterminated to achieve 'Lebensraum'		
	1942	<ul style="list-style-type: none"> <li>• <b>Wanasee Conference:</b> Nazi leaders meet to agree on a more 'efficient' way of exterminating Jews</li> <li>• Six death camps built in Poland to murder Jews on an 'industrial' scale (gas chambers): <b>Auschwitz, Treblinka, Sobibor, Belzec, Majdenek, Chelmno</b></li> </ul>		
	1945	• 6 million Jews and millions of other outsiders had been killed by the end of WW2		
Section G: Outsiders key words	<b>Concentration Camps</b>	A camp where Nazis imprisoned their opponents. People were forced to work and lived in terrible conditions. Many died there (from disease/starvation) although they were not death camps.		
	<b>Death Camps</b>	A concentration camp where prisoners are sent to be killed.		
	<b>Einsatzgruppen</b>	Special groups of SS soldiers who, in WW2, were sent to follow the German army into Poland and Russia. They rounded up and shot all the Jews they could find.		
	<b>Final Solution</b>	The name for the Nazi plan to exterminate all the Jews in Europe. This idea developed over time but is said to have been planned at the <b>Wansee Conference - 1942</b>		
	<b>Ghetto</b>	A part of a city, usually a slum area, where Jews were forced to live.		
	<b>Lebensraum</b>	'Living Space'. The Nazis believed the need to achieve 'living space' for German people involved first invading Eastern Europe and then exterminating the people there.		
	<b>Urbemensch</b>	'Superhuman': Used by the Nazis to describe their 'master race' of Aryans		

Section A - Women's Lives 1933-1939	Section B - Lives 1933-1939	Section C - Young People's Lives 1933-1939	Section D - Jewish Lives 1933-1939
<p><b>Jobs:</b></p> <ul style="list-style-type: none"> <li>All female public service workers (doctors, teachers, civil servants) sacked.</li> <li>1934, around 360,000 women had given up work.</li> <li>Numbers of women in university limited to 10% of male intake.</li> </ul> <p><b>Marriage:</b></p> <ul style="list-style-type: none"> <li>1000 mark loan given for marrying Aryan man.</li> <li>The more children they had, the less they paid back.</li> <li>Contraception banned.</li> <li>Loan abolished in 1937.</li> </ul> <p><b>Children:</b></p> <ul style="list-style-type: none"> <li>Medals awarded for having lots of children gold for 8 children.</li> <li>Compulsory sterilisation for those with inherited disease or 'weaknesses' such as colour blindness.</li> </ul> <p><b>Propaganda:</b></p> <ul style="list-style-type: none"> <li>Posters encouraged the idea of the perfect Aryan family.</li> <li>Women <i>encouraged</i> to wear traditional clothing, NOT to wear trousers or dye their hair OR smoke.</li> <li>Slimming <i>discouraged</i> – women had to be strong for childbirth.</li> </ul> <p><b>Success of policies:</b></p> <ul style="list-style-type: none"> <li>Number of marriages increased slightly 1933-39</li> <li>birth rate increased 1933 (15 per thousand) to 1939 (20 per thousand)</li> <li>Divorce rate rose after 1938, 'duty year' introduced in 1939</li> </ul> <p>When women were called back to work in 1943... Only 1 million responded to the call – many had welcomed the initial return to traditional values and domestic life</p>	<p><b>Workers:</b></p> <p><b>DAF:</b></p> <ul style="list-style-type: none"> <li>Replaced Trade Unions</li> <li>Strikes were banned.</li> <li>Wages went down and hours went up.</li> <li>Unemployment reduced by 96% in 1936.</li> <li>BUT Jews and women taken off register.</li> </ul> <p><b>Public works:</b></p> <ul style="list-style-type: none"> <li>building autobahns and schools / hospitals</li> <li>provided <b>manual work</b> for many unemployed young men.</li> </ul> <p><b>RAD:</b></p> <ul style="list-style-type: none"> <li>Compulsory <b>work camps</b> for 18-25 year olds</li> <li>Digging ditches and planting forests.</li> <li>Low wages; military style regime.</li> </ul> <p><b>Military service:</b></p> <ul style="list-style-type: none"> <li>1935 2 years compulsory military service for young men</li> </ul> <p><b>Leisure time:</b></p> <ul style="list-style-type: none"> <li><b>KdF</b> ('Strength Through Joy') – organised activities (hikes, theatre, sports) after work</li> <li><b>SdA:</b> 'Beauty of Labour' aimed to make workplaces more attractive (canteens, toilets).</li> <li>Workers might have <b>felt</b> better off.</li> </ul> <p><b>'Winterhilfswerk':</b></p> <ul style="list-style-type: none"> <li>charity drive in winter months 1933-1945 – aimed to ensure 'no-one shall be hungry or cold'</li> <li>BUT workers could be sacked/harassed by others for not donating</li> </ul>	<p><b>Schools:</b></p> <ul style="list-style-type: none"> <li>School textbooks rewritten.</li> <li>Non-Nazi teachers sacked.</li> <li>Jewish teachers sacked.</li> </ul> <p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>History: WW1 loss the fault of Jews and Communists. Treaty of Versailles was Diktat.</li> <li>Geography: Lebensraum. German empire needed to expand.</li> <li>Maths: Maths problem had underlying anti-semitic and pro-Nazi messages.</li> <li>Science: Learnt about angles by plotting bomb trajectories.</li> <li>Race Studies: All students learned to identify the difference between Aryans and Jews.</li> <li>PE: Compulsory to create a fit Aryan race.</li> </ul> <p><b>Youth groups</b></p> <ul style="list-style-type: none"> <li>Hitler Youth (HJ) for boys</li> <li>League of German Maidens (BDM) for girls.</li> <li>HJ activities: hiking, running, jumping, singing, competitive, violent games.</li> <li>BDM activities: physical fitness, housework and childcare skills.</li> <li>Groups collected money for Nazi charities (like Winterhilfswerk)</li> <li>BOTH groups promoted <b>obedience to Hitler</b>.</li> <li><i>Membership</i> high but <i>attendance dropped</i> by late 1930s.</li> <li>Made compulsory 1939.</li> </ul> <p><b>Overall aims:</b></p> <ul style="list-style-type: none"> <li>Boys to be fit and ready for war</li> <li>Girls to be fit and ready for childbirth and motherhood</li> <li>Total loyalty to Germany and Hitler through indoctrination.</li> </ul>	<p><b>Undesirables</b></p> <p>Anyone who didn't fit the <b>Nazi Aryan ideal</b>: Jews, Gypsies, homosexuals, 'workshy', political opponents (e.g. Communists), people with inherited illnesses, the mentally or physically disabled.</p> <p>The Nazis used two terms to separate Aryans from non-Aryans:</p> <ol style="list-style-type: none"> <li><b>Urbarmenschen:</b> White, northern Europeans. The Aryan race. 'Super humans'</li> <li><b>Untermenschen:</b> Jews, Roma, Gypsies, Slavs. Non-Aryan. 'Sub-human'.</li> </ol> <p><b>1933</b></p> <ul style="list-style-type: none"> <li>Nazi encouraged boycott of Jewish shops; SA threaten shoppers outside</li> <li>Jewish public officials (judges, lawyers and teachers) sacked</li> </ul> <p><b>1935</b></p> <ul style="list-style-type: none"> <li>Nuremberg Laws:</li> <li>Jews could not be German citizens; Jews could not marry or have sex with non-Jews</li> </ul> <p><b>1938</b></p> <ul style="list-style-type: none"> <li>Jewish children banned from state schools; Jews not allowed to practice as doctors</li> <li><b>Kristallnacht</b> – night of Nazi encouraged violence against Jews. 30,000 Jews arrested.</li> </ul> <p><b>1939</b></p> <ul style="list-style-type: none"> <li>Jews not allowed to work as dentists, chemists or nurses. Curfew: to be indoors by 9pm.</li> <li>6 million more Jews come under Nazi control as a result of invading Poland (1939) and Russia (41)</li> <li><b>First use of yellow insignia</b></li> </ul>



Section E -Polish Occupation	Section F - Occupation of the Netherlands	Section G – Total War Germany	Section H - Holocaust
<p><b>Occupation:</b></p> <ul style="list-style-type: none"> <li>Under Lebensraum Nazi leaders believed in was Germanys right to take back Poland after it had been lost to them after WWI</li> <li>Poland invaded in September 1939, this was the official beginning of WW2</li> <li>Nazi leaders split the country into different regions, the largest region was called General Government</li> <li>The Nazi leaders aim was to 'Germanise' Poland</li> </ul> <p><b>Removal of Polish Culture:</b></p> <ul style="list-style-type: none"> <li>Himmler drew up a plan to decide how to occupy countries in Eastern Europe, called the Eastern General Plan. It aimed to remove as many Slavic people as possible and replace them with Germans</li> <li>From 1940 hundreds of thousands of native polish citizens were replaced with 500,000 'ethnic Germans'</li> <li>Hans Frank was placed in charge of this process, he aimed to destroy Polish culture</li> <li>School and universities were closed</li> <li>30,000 of most talented Polish people were arrested many tortured and murdered</li> <li>1.9 million non Jewish Citizens were murdered</li> <li>1.5 million Poles were deported and worked in labour camps</li> <li>In 1939 the Jewish population of Germany was 3.5 million by the end of the war 3 million had been murdered</li> </ul> <p><b>Resistance</b></p> <ul style="list-style-type: none"> <li>The Polish Government which had escaped to London helped to establish the Delegatura, a secret state within Poland</li> <li>In August 1944, their was an uprising in Warsaw lasting two months.</li> <li>The Germans eventually took control but ordered the complete destruction of Warsaw and its people</li> </ul>	<p><b>Occupation</b></p> <ul style="list-style-type: none"> <li>Begins in 10 May 1940</li> <li>Luftwaffe attack the port of Rotterdam, 800 people killed and 25,000 buildings were destroyed</li> <li>The Dutch government surrendered out of fear of similar loss of life in other cities</li> </ul> <p><b>Experiences of Occupation</b></p> <ul style="list-style-type: none"> <li>Civil Servants were allowed to continue to work, although many resigned</li> <li>Dutch Education was not changed and the Dutch at first co-operated with Germans</li> </ul> <p><b>Changing Experiences</b></p> <ul style="list-style-type: none"> <li>February 1941, the first Dutch Jews began to rounded up</li> <li>Dutch Communists began to go on strike, resulting in violent reaction from German authorities</li> <li>1943 107,000 Dutch Jews were deported or sent to concentration camps</li> <li>300,000 ex Dutch soldiers were transported to Germany to work in Labour Camps</li> <li>By 1944 all men between 16-60 had to report for forced labour across Germany</li> </ul> <p><b>Resistance:</b></p> <ul style="list-style-type: none"> <li>June 1940, many Dutch wore carnations in support of the exiled royal family</li> <li>Dutch organised a resistance movement operating in secret, 300,000 people were in hiding</li> <li>Illegal printing presses were established</li> </ul>	<p><b>War Economy :</b></p> <ul style="list-style-type: none"> <li>After invasion of Poland and other Eastern European countries Hitler declared a war economy in December 1939</li> <li>All industries would focus on the producing products to support war effort</li> <li>Military budget rose dramatically</li> <li>By 1941 55% of German workforce were employed in war related industries</li> <li>Albert Speer was to be in charge of this and introduced 'Industrial self responsibility'</li> <li>1940 10200 aircraft produced by 1944 this had risen to 39,600</li> <li>1940 1600 tanks were produced by 1944 this had risen to 19,000</li> </ul> <p><b>Impact of War :</b></p> <ul style="list-style-type: none"> <li>By Spring 1940 Germany was beginning to experience food shortages</li> <li>Rationing was introduced</li> <li>Jews were given much more rationing than Germans</li> <li>Germans would spend hours queuing for low quality foods</li> <li>Complaining would be dealt with harshly</li> <li>Women had a varied experience many leading Nazi still felt their role should be in the home, but as the war progressed some were encouraged to return to work. From 1939 women under 25 were expected to complete 6 months Labour Service before entering full employment</li> <li>From 28 August 1940 RAF began a bombing campaign against the important German cities</li> <li>Children were voluntarily evacuated out of the towns and cities</li> <li>Older children were placed in camps run by the Hitler Youth, this allowed the Nazi to increase their indoctrination programm</li> </ul>	<p><b>First Solution – Persecution and Emigration</b></p> <ul style="list-style-type: none"> <li>In German occupied countries the Nazi's would force Jews to leave the country</li> <li>Jews were beaten and humiliated, their property attacked and belongings looted</li> <li>He Nazi's created a Central Office for Jewish Emigration</li> </ul> <p><b>Second Solution – Concentration in Ghettos</b></p> <ul style="list-style-type: none"> <li>As Germany occupied more countries in the East with higher Jewish populations emigration would become harder to manage</li> <li>Jews were instead forced into Ghettos, which were enclosed areas in cities were Jews could be isolated</li> <li>The Warsaw Ghetto had a 3 metre high wall, and held 445,000 people</li> <li>Disease and death were common amongst young and elderly</li> </ul> <p><b>Final Solution – Mass Murder</b></p> <ul style="list-style-type: none"> <li>Einsatzgruppen, an elite German force carried out mass murders of Jewish communities. They were made up of SS and police</li> <li>The Einsatzgruppen would follow the German army as they entered new territory</li> <li>They would round up men, women and children take them to secluded wooded areas. The victims would be forced to dig a large pit, stand at the edge of it and then be shot.</li> <li>At Chelmo near the Polish town of Lodz, Jews were being murdered by exhaust fumes in a van, allowing more to be killed at the same time</li> <li>This idea was expanded on and in 1941 Operation Reinhard allowed the building of extermination or death camps</li> <li>By 1942, these were built in Belzec, Sobibor, Treblinka and later Auschwitz.</li> <li>Jews were herded into gas chambers under the pretence of having a shower, but then would be murdered with gas – 1.7 million by end of WW2</li> </ul>

## Fountains Abbey Site Study: Part 1/3 – How did Fountains Abbey change as a medieval monastery?

What were monasteries in Medieval England?	Why was Fountains founded in 1132?	What was the daily life of the monks?	How did Fountains Abbey change in the middle ages?
<p><u>Medieval England was a strictly Christian country with the Pope as the Head of the Church</u></p> <ul style="list-style-type: none"> <li>• Medieval society was very religious - even king believed to have God-given power</li> <li>• People believed God controlled their lives and to get to heaven good lives and prayer for sins was required</li> <li>• Monks were men who lived in a religious community to focus on worshipping God</li> <li>• Monks took vows of poverty, chastity and obedience - led simple lives with no family - dedicated their lives to prayer and religious study</li> <li>• Monks lived in monasteries, also called abbeys</li> <li>• The head of a monastery was the Abbot - he also sat in parliament, influencing the king</li> </ul> <p><u>Orders of Monks</u></p> <ul style="list-style-type: none"> <li>• There were different types of monasteries called <b>orders</b></li> <li>• The most common order in England was the Benedictine order</li> <li>• In the C12th, a new order was established called the Cistercian order</li> <li>• Cistercian monasteries set up to have strict rules - they believed Benedictine orders had become too relaxed</li> <li>• There were two types of monks: choir monks and lay brothers</li> <li>• Choir monks took full vows, and were educated</li> <li>• Lay brothers were not educated - they carried out manual work, farming, cooking, growing vegetables and supporting the choir monks</li> <li>• Monasteries like Fountains Abbey set up other monasteries called daughter houses</li> <li>• Kirkstall Abbey in Leeds was one of Fountains' 14 daughter abbeys</li> </ul>	<ul style="list-style-type: none"> <li>• In 1132, 13 monks from St Mary's Abbey in York left to set up a new monastery</li> <li>• They were unhappy with relaxed morals at St Mary's, a Benedictine abbey</li> <li>• They got support from the Archbishop of York - he asked the Archbishop of Canterbury to let them set up a new stricter monastery</li> <li>• They were given land in North Yorkshire, near Ripon</li> <li>• The land was in a valley on the banks of the River <u>Skell</u></li> <li>• They wanted to live away from society</li> <li>• Fountains Abbey founded in 1132 and joined Cistercian order in 1135</li> </ul> <p><u>The layout of monasteries</u></p> <ul style="list-style-type: none"> <li>• All Cistercian monasteries were built with same layout</li> <li>• They had a large church building, a cloister where monks walked and studied, a refectory for eating and a dormitory for communal sleeping</li> <li>• Choir monks and lay brothers lived in separate parts of monasteries</li> <li>• Monasteries had guest houses for traders and visiting monks to stay in</li> </ul> <p><u>How monks and monasteries made a living</u></p> <ul style="list-style-type: none"> <li>• Monks grew own food</li> <li>• Rich people gave monasteries money to pray for their souls to go to heaven - people also gave them money or land in their will when they died</li> </ul>	<ul style="list-style-type: none"> <li>• Choir monks had a strict routine of church services, prayer and study</li> <li>• Lay brothers also attended church services and then did labouring jobs in the abbey and farming its land - they brewed ale, baked bread, grew vegetables, looked after sheep and treated wool from sheep ready to sell at markets</li> <li>• Monks lived a simple life of obedience to God - their priority was prayer</li> <li>• Monks were silent for most of the day</li> <li>• They lived communally, with no privacy and shared dormitories</li> <li>• The first church service of each day would be at 4-5am</li> </ul> <p><u>The attitudes and values of the monks</u></p> <ul style="list-style-type: none"> <li>• Simplicity and poverty – monks owned no possessions</li> <li>• Obedience to God – monks had no leisure areas, they prayed, worshipped, studied, ate and slept</li> <li>• Chastity (no sexual relationships) – monks had no families, they lived communally in the monastery with little or no contact with the outside world</li> </ul> <p><u>Features showing daily life</u></p> <ul style="list-style-type: none"> <li>• Choir monks and lay brothers both had staircases directly from dormitories down into to the church</li> <li>• Shared dormitories</li> <li>• Only one room with fires for warm for the monks</li> <li>• Separate refectories and dormitories for choir monks and lay brothers</li> <li>• The industrial buildings had ovens for baking, troughs for holding water or ale and storage space for wool</li> </ul>	<p><u>As monasteries were given more and more land they farmed it, traded the produce and got an income - Cistercians made their wealth from trading wool in Yorkshire</u></p> <ul style="list-style-type: none"> <li>• After 40 years, Fountains Abbey had grown to include 60 choir monks and 200 lay brothers</li> <li>• The chapel of the 9 altars was added in c13th</li> <li>• It included marble columns and huge glass windows to glorify God</li> <li>• By 1216, Fountains was so powerful that King John had asked them to look after some valuables for safety</li> <li>• 1314 - Fountains taken over for a short period by invading Scottish army</li> <li>• Black Death of 1348-9 changed Fountains because the number of lay brothers dropped</li> <li>• One-third of England's population had died so a need for workers - fewer men joined monasteries</li> <li>• Land that Fountains owned all over Yorkshire could not be farmed with fewer lay brothers so was rented out</li> <li>• Fountain began to hire in paid workers from local villages</li> <li>• 1400s - Abbey began to grow again</li> <li>• Abbot's Lodgings extended.</li> <li>• Abbot <u>Huby</u> built a new tower</li> </ul> <p><u>Features showing change</u></p> <ul style="list-style-type: none"> <li>• The main doors had huge bolt holes to protect against attack</li> <li>• The muniment room, where important documents and land deeds were stored, designed to be difficult to enter - hidden bolted doorways</li> <li>• Doorways and fire places were blocked up</li> </ul>

## Les jours de la semaine

## Les nombres en français

0 zero	10 dix	20 vingt	30 trente	
1 un	11 onze	21 vingt-et-un	31 trente-et-un	
2 deux	12 douze	22 vingt-deux	32 trente-deux	
3 trois	13 treize	23 vingt-trois	33 trente-trois	
4 quatre	14 quatorze	24 vingt-quatre	34 trente-quatre	
5 cinq	15 quinze	25 vingt-cinq	35 trente-cinq	
6 six	16 seize	26 vingt-six	36 trente-six	
7 sept	17 dix-sept	27 vingt-sept	37 trente-sept	
8 huit	18 dix-huit	28 vingt-huit	38 trente-huit	
9 neuf	19 dix-neuf	29 vingt-neuf	39 trente-neuf	
40 quarante	50 cinquante	60 soixante	70 soixante-dix	
41 quarante-et-un	51 cinquante-et-un	61 soixante-et-un	71 soixante-onze	
42 quarante-deux	52 cinquante-deux	62 soixante-deux	72 soixante-douze	
43 quarante-trois	53 cinquante-trois	63 soixante-trois	73 soixante-treize	
44 quarante-quatre	54 cinquante-quatre	64 soixante-quatre	74 soixante-quatorze	
45 quarante-cinq	55 cinquante-cinq	65 soixante-cinq	75 soixante-quinze	
46 quarante-six	56 cinquante-six	66 soixante-six	76 soixante-seize	
47 quarante-sept	57 cinquante-sept	67 soixante-sept	77 soixante-dix-sept	
48 quarante-huit	58 cinquante-huit	68 soixante-huit	78 soixante-dix-huit	
49 quarante-neuf	59 cinquante-neuf	69 soixante-neuf	79 soixante-dix-neuf	
80 quatre-vingt		90 quatre-vingt-dix		
81 quatre-vingt-et-un		91 quatre-vingt-onze		
82 quatre-vingt-et-deux		92 quatre-vingt-douze		
83 quatre-vingt-et-trois		93 quatre-vingt-treize		
84 quatre-vingt-et-quatre		94 quatre-vingt-quatorze		
85 quatre-vingt-et-cinq		95 quatre-vingt-quinze		
86 quatre-vingt-et-six		96 quatre-vingt-seize		
87 quatre-vingt-et-sept		97 quatre-vingt-sept		
88 quatre-vingt-et-huit		98 quatre-vingt-dix-huit		
89 quatre-vingt-et-neuf		99 quatre-vingt-dix-neuf		
100 cent	600 six cents	105 cent cinq	1,001 mille et un	74,000 soixante-quatorze mille
200 deux cents	700 sept cents	149 cent quarante-neuf	1,500 mille cinq cents	100,000 cent mille
300 trois cents	800 huit cents	181 cent quatre-vingt-un	1,766 sept cent soixante-six	1,000,000 un million
400 quatre cents	900 neuf cents	501 cinq cent un	2,001 deux mille un	3,000,000 trois millions
500 cinq cents	1,000 mille	565 cinq cent soixante-cinq	40,000 quarante mille	1,000,000,000 un-milliard

octobre

novembre

décembre

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

**Connectives**

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

**Openers**

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

**Subjunctive**

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

**Questions**

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

**Intensifiers**

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

**Complex Opinions**

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

**Time Expressions**

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

**Adjectival Agreement**

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

**Adverbs**

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

**Superlatives**

le / la moins = the least  
 le / la plus = the most  
 le / la pire = the worst  
 le / la meilleur (e) = the best

**Exclamation**

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

**Negatives**

ne... pas = not  
 ne... jamais = never  
 ne... que = only  
 ni... ni = neither... nor  
 ne... plus = no longer/not anymore

**Comparatives**

plus... que = more... than  
 moins... que = less... than  
 mieux que = better than  
 pire que = worse than

**Reasons (Adjectives)**

*c'est... = it is...*  
*c'était... = it was...*  
*ce sera... = it will be...*  
*ce serait... = it would be...*

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

French

Tense Timeline

CYCLE 1

All Years

— = MINUS tense

+ = PLUS tense

**Imperfect**

I used to play

Je jouais

**Present**

I play

Je joue

**Simple Future**

I will play

Je jouerai

**Pluperfect**

I would have played

J'aurais joué

**Pluperfect**

I had played

J'avais joué

**Past Perfect**

I played

J'ai joué

**Near Future**

I am going to play

Je vais jouer

**Conditional**

I would play

Je jouerais





## Present Tense Regular Verbs

## ER verb habiter = to live

## IR verb finir = to finish

## RE verb attendre = to wait

<b>Je (J')</b>	habit e	<i>I live</i>	<b>Je (J')</b>	fin is	<i>I finish</i>	<b>Je (J')</b>	attend s	<i>I wait</i>
<b>Tu</b>	habit es	<i>You live (s/informal)</i>	<b>Tu</b>	fin is	<i>You finish (s/informal)</i>	<b>Tu</b>	attend s	<i>You wait (s/informal)</i>
<b>Il</b>	habit e	<i>He lives</i>	<b>Il</b>	fin it	<i>He finishes</i>	<b>Il</b>	attend _	<i>He waits</i>
<b>Elle</b>	habit e	<i>She lives</i>	<b>Elle</b>	fin it	<i>She finishes</i>	<b>Elle</b>	attend _	<i>She waits</i>
<b>On</b>	habit e	<i>We live</i>	<b>On</b>	fin it	<i>We finish</i>	<b>On</b>	attend _	<i>We wait</i>
<b>Nous</b>	habit ons	<i>We live</i>	<b>Nous</b>	fin issons	<i>We finish</i>	<b>Nous</b>	attend ons	<i>We wait</i>
<b>Vous</b>	habit ez	<i>You live (pl/formal)</i>	<b>Vous</b>	fin issez	<i>You finish (pl/formal)</i>	<b>Vous</b>	attend ez	<i>You wait (pl/formal)</i>
<b>Ils</b>	habit ent	<i>They live (m/mixed)</i>	<b>Ils</b>	fin issent	<i>They finish (m/mixed)</i>	<b>Ils</b>	attend ent	<i>They wait (m/mixed)</i>
<b>Elles</b>	habit ent	<i>They live (f)</i>	<b>Elles</b>	fin issent	<i>They finish (f)</i>	<b>Elles</b>	attend ent	<i>They wait (f)</i>

## Present Tense Irregular Verbs

## avoir = to have

## être = to be

## faire = to do

## aller = to visit

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

**French**

**Verbs**

**CYCLE 1**

**All Years**

Pluperfect      Past Imperfect      Past Perfect      Present Tense      Near Future      Simple Future      Conditional      Perfect Conditional

**INFINITIVE: porter = to wear (Regular er)**

I had worn      I used to wear      I wore      I am wearing/I wear      I am going to wear      I will wear      I would wear      I would have worn

<b>Je (J')</b>	avais	<b>porté</b>	<b>Je (J')</b>	port	<b>ais</b>	<b>Je (J')</b>	ai	<b>porté</b>	<b>Je (J')</b>	port	<b>e</b>	<b>Je (J')</b>	vais	<b>porter</b>	<b>Je (J')</b>	porter	<b>ai</b>	<b>Je (J')</b>	porter	<b>ais</b>	<b>Je (J')</b>	aurais	<b>porté</b>
<b>Tu</b>	avais	<b>porté</b>	<b>Tu</b>	port	<b>ais</b>	<b>Tu</b>	as	<b>porté</b>	<b>Tu</b>	port	<b>es</b>	<b>Tu</b>	vas	<b>porter</b>	<b>Tu</b>	porter	<b>as</b>	<b>Tu</b>	porter	<b>ais</b>	<b>Tu</b>	aurais	<b>porté</b>
<b>Il</b>	avait	<b>porté</b>	<b>Il</b>	port	<b>ait</b>	<b>Il</b>	a	<b>porté</b>	<b>Il</b>	port	<b>e</b>	<b>Il</b>	va	<b>porter</b>	<b>Il</b>	porter	<b>a</b>	<b>Il</b>	porter	<b>ait</b>	<b>Il</b>	aurait	<b>porté</b>
<b>Elle</b>	avait	<b>porté</b>	<b>Elle</b>	port	<b>ait</b>	<b>Elle</b>	a	<b>porté</b>	<b>Elle</b>	port	<b>e</b>	<b>Elle</b>	va	<b>porter</b>	<b>Elle</b>	porter	<b>a</b>	<b>Elle</b>	porter	<b>ait</b>	<b>Elle</b>	aurait	<b>porté</b>
<b>On</b>	avait	<b>porté</b>	<b>On</b>	port	<b>ait</b>	<b>On</b>	a	<b>porté</b>	<b>On</b>	port	<b>e</b>	<b>On</b>	va	<b>porter</b>	<b>On</b>	porter	<b>a</b>	<b>On</b>	porter	<b>ait</b>	<b>On</b>	aurait	<b>porté</b>
<b>Nous</b>	avions	<b>porté</b>	<b>Nous</b>	port	<b>ions</b>	<b>Nous</b>	avons	<b>porté</b>	<b>Nous</b>	port	<b>ons</b>	<b>Nous</b>	allons	<b>porter</b>	<b>Nous</b>	porter	<b>ons</b>	<b>Nous</b>	porter	<b>ions</b>	<b>Nous</b>	aurions	<b>porté</b>
<b>Vous</b>	aviez	<b>porté</b>	<b>Vous</b>	port	<b>iez</b>	<b>Vous</b>	avez	<b>porté</b>	<b>Vous</b>	port	<b>ez</b>	<b>Vous</b>	allez	<b>porter</b>	<b>Vous</b>	porter	<b>ez</b>	<b>Vous</b>	porter	<b>iez</b>	<b>Vous</b>	auriez	<b>porté</b>
<b>Ils</b>	avaient	<b>porté</b>	<b>Ils</b>	port	<b>aient</b>	<b>Ils</b>	ont	<b>porté</b>	<b>Ils</b>	port	<b>ent</b>	<b>Ils</b>	vont	<b>porter</b>	<b>Ils</b>	porter	<b>ont</b>	<b>Ils</b>	porter	<b>aient</b>	<b>Ils</b>	auraient	<b>porté</b>
<b>Elles</b>	avaient	<b>porté</b>	<b>Elles</b>	port	<b>aient</b>	<b>Elles</b>	ont	<b>porté</b>	<b>Elles</b>	port	<b>ent</b>	<b>Elles</b>	vont	<b>porter</b>	<b>Elles</b>	porter	<b>ont</b>	<b>Elles</b>	porter	<b>aient</b>	<b>Elles</b>	auraient	<b>porté</b>

**INFINITIVE: finir = to finish ( ir)**

I had finished      I used to finish      I finished      I am finishing/ I finish      I am going to finish      I will finish      I would finish      I would have finished

<b>Je (J')</b>	avais	<b>fini</b>	<b>Je (J')</b>	finiss	<b>ais</b>	<b>Je (J')</b>	ai	<b>fini</b>	<b>Je (J')</b>	fin	<b>is</b>	<b>Je (J')</b>	vais	<b>finir</b>	<b>Je (J')</b>	finir	<b>ai</b>	<b>Je (J')</b>	finir	<b>ais</b>	<b>Je (J')</b>	aurais	<b>fini</b>
<b>Tu</b>	avais	<b>fini</b>	<b>Tu</b>	finiss	<b>ais</b>	<b>Tu</b>	as	<b>fini</b>	<b>Tu</b>	fin	<b>is</b>	<b>Tu</b>	vas	<b>finir</b>	<b>Tu</b>	finir	<b>as</b>	<b>Tu</b>	finir	<b>ais</b>	<b>Tu</b>	aurais	<b>fini</b>
<b>Il</b>	avait	<b>fini</b>	<b>Il</b>	port	<b>ait</b>	<b>Il</b>	a	<b>fini</b>	<b>Il</b>	fin	<b>it</b>	<b>Il</b>	va	<b>finir</b>	<b>Il</b>	finir	<b>a</b>	<b>Il</b>	finir	<b>ait</b>	<b>Il</b>	aurait	<b>fini</b>
<b>Elle</b>	avait	<b>fini</b>	<b>Elle</b>	finiss	<b>ait</b>	<b>Elle</b>	a	<b>fini</b>	<b>Elle</b>	fin	<b>it</b>	<b>Elle</b>	va	<b>finir</b>	<b>Elle</b>	finir	<b>a</b>	<b>Elle</b>	finir	<b>ait</b>	<b>Elle</b>	aurait	<b>fini</b>
<b>On</b>	avait	<b>fini</b>	<b>On</b>	finiss	<b>ait</b>	<b>On</b>	a	<b>fini</b>	<b>On</b>	fin	<b>it</b>	<b>On</b>	va	<b>finir</b>	<b>On</b>	finir	<b>a</b>	<b>On</b>	finir	<b>ait</b>	<b>On</b>	aurait	<b>fini</b>
<b>Nous</b>	avions	<b>fini</b>	<b>Nous</b>	finiss	<b>ions</b>	<b>Nous</b>	avons	<b>fini</b>	<b>Nous</b>	fin	<b>issons</b>	<b>Nous</b>	allons	<b>finir</b>	<b>Nous</b>	finir	<b>ons</b>	<b>Nous</b>	finir	<b>ions</b>	<b>Nous</b>	aurions	<b>fini</b>
<b>Vous</b>	aviez	<b>fini</b>	<b>Vous</b>	finiss	<b>iez</b>	<b>Vous</b>	avez	<b>fini</b>	<b>Vous</b>	fin	<b>issez</b>	<b>Vous</b>	allez	<b>finir</b>	<b>Vous</b>	finir	<b>ez</b>	<b>Vous</b>	finir	<b>iez</b>	<b>Vous</b>	auriez	<b>fini</b>
<b>Ils</b>	avaient	<b>fini</b>	<b>Ils</b>	finiss	<b>aient</b>	<b>Ils</b>	ont	<b>fini</b>	<b>Ils</b>	fin	<b>issent</b>	<b>Ils</b>	vont	<b>finir</b>	<b>Ils</b>	finir	<b>ont</b>	<b>Ils</b>	finir	<b>aient</b>	<b>Ils</b>	auraient	<b>fini</b>
<b>Elles</b>	avaient	<b>fini</b>	<b>Elles</b>	finiss	<b>aient</b>	<b>Elles</b>	ont	<b>fini</b>	<b>Elles</b>	fin	<b>issent</b>	<b>Elles</b>	vont	<b>finir</b>	<b>Elles</b>	finir	<b>ont</b>	<b>Elles</b>	finir	<b>aient</b>	<b>Elles</b>	auraient	<b>fini</b>

**INFINITIVE: attendre = to wait (re)**

I had waited      I used to wait      I waited      I am waiting/ I wait      I am going to wait      I will wait      I would wait      I would have waited

<b>Je (J')</b>	avais	<b>attendu</b>	<b>Je (J')</b>	attend	<b>ais</b>	<b>Je (J')</b>	ai	<b>attendu</b>	<b>Je (J')</b>	attend	<b>s</b>	<b>Je (J')</b>	vais	<b>attendre</b>	<b>Je (J')</b>	attendr	<b>ai</b>	<b>Je (J')</b>	attendr	<b>ais</b>	<b>Je (J')</b>	aurais	<b>attendu</b>
<b>Tu</b>	avais	<b>attendu</b>	<b>Tu</b>	attend	<b>ais</b>	<b>Tu</b>	as	<b>attendu</b>	<b>Tu</b>	attend	<b>s</b>	<b>Tu</b>	vas	<b>attendre</b>	<b>Tu</b>	attendr	<b>as</b>	<b>Tu</b>	attendr	<b>ais</b>	<b>Tu</b>	aurais	<b>attendu</b>
<b>Il</b>	avait	<b>attendu</b>	<b>Il</b>	attend	<b>ait</b>	<b>Il</b>	a	<b>attendu</b>	<b>Il</b>	attend	<b>_</b>	<b>Il</b>	va	<b>attendre</b>	<b>Il</b>	attendr	<b>a</b>	<b>Il</b>	attendr	<b>ait</b>	<b>Il</b>	aurait	<b>attendu</b>
<b>Elle</b>	avait	<b>attendu</b>	<b>Elle</b>	attend	<b>ait</b>	<b>Elle</b>	a	<b>attendu</b>	<b>Elle</b>	attend	<b>_</b>	<b>Elle</b>	va	<b>attendre</b>	<b>Elle</b>	attendr	<b>a</b>	<b>Elle</b>	attendr	<b>ait</b>	<b>Elle</b>	aurait	<b>attendu</b>
<b>On</b>	avait	<b>attendu</b>	<b>On</b>	attend	<b>ait</b>	<b>On</b>	a	<b>attendu</b>	<b>On</b>	attend	<b>_</b>	<b>On</b>	va	<b>attendre</b>	<b>On</b>	attendr	<b>a</b>	<b>On</b>	attendr	<b>ait</b>	<b>On</b>	aurait	<b>attendu</b>
<b>Nous</b>	avions	<b>attendu</b>	<b>Nous</b>	attend	<b>ions</b>	<b>Nous</b>	avons	<b>attendu</b>	<b>Nous</b>	attend	<b>ons</b>	<b>Nous</b>	allons	<b>attendre</b>	<b>Nous</b>	attendr	<b>ons</b>	<b>Nous</b>	attendr	<b>ions</b>	<b>Nous</b>	aurions	<b>attendu</b>
<b>Vous</b>	aviez	<b>attendu</b>	<b>Vous</b>	attend	<b>iez</b>	<b>Vous</b>	avez	<b>attendu</b>	<b>Vous</b>	attend	<b>ez</b>	<b>Vous</b>	allez	<b>attendre</b>	<b>Vous</b>	attendr	<b>ez</b>	<b>Vous</b>	attendr	<b>iez</b>	<b>Vous</b>	auriez	<b>attendu</b>
<b>Ils</b>	avaient	<b>attendu</b>	<b>Ils</b>	attend	<b>aient</b>	<b>Ils</b>	ont	<b>attendu</b>	<b>Ils</b>	attend	<b>ent</b>	<b>Ils</b>	vont	<b>attendre</b>	<b>Ils</b>	attendr	<b>ont</b>	<b>Ils</b>	attendr	<b>aient</b>	<b>Ils</b>	auraient	<b>attendu</b>
<b>Elles</b>	avaient	<b>attendu</b>	<b>Elles</b>	attend	<b>aient</b>	<b>Elles</b>	ont	<b>attendu</b>	<b>Elles</b>	attend	<b>ent</b>	<b>Elles</b>	vont	<b>attendre</b>	<b>Elles</b>	attendr	<b>ont</b>	<b>Elles</b>	attendr	<b>aient</b>	<b>Elles</b>	auraient	<b>attendu</b>



Past Pluperfect			Past Imperfect			Past Perfect			Present			Near Future			Simple Future			Conditional			Perfect Conditional		
<b>INFINITIVE: aller = to go (Irregular)</b>																							
I had gone			I was going / I used to go			I have gone / I went			I am going / I go			I am going to go			I will go			I would go			I would have gone		
<b>Je (J')</b>	étais	<b>allé(e)</b>	<b>Je (J')</b>	all	<b>ais</b>	<b>Je (J')</b>	suis	<b>allé(e)</b>	<b>Je (J')</b>	v	<b>ais</b>	<b>Je (J')</b>	vais	<b>aller</b>	<b>Je (J')</b>	ir	<b>ai</b>	<b>Je (J')</b>	ir	<b>ais</b>	<b>Je (J')</b>	serais	<b>allé(e)</b>
<b>Tu</b>	étais	<b>allé(e)</b>	<b>Tu</b>	all	<b>ais</b>	<b>Tu</b>	es	<b>allé(e)</b>	<b>Tu</b>	v	<b>as</b>	<b>Tu</b>	vas	<b>aller</b>	<b>Tu</b>	ir	<b>as</b>	<b>Tu</b>	ir	<b>ais</b>	<b>Tu</b>	serais	<b>allé(e)</b>
<b>Il</b>	était	<b>allé(e)</b>	<b>Il</b>	all	<b>ait</b>	<b>Il</b>	est	<b>allé(e)</b>	<b>Il</b>	v	<b>a</b>	<b>Il</b>	va	<b>aller</b>	<b>Il</b>	ir	<b>a</b>	<b>Il</b>	ir	<b>ait</b>	<b>Il</b>	serait	<b>allé(e)</b>
<b>Elle</b>	était	<b>allé(e)</b>	<b>Elle</b>	all	<b>ait</b>	<b>Elle</b>	est	<b>allé(e)</b>	<b>Elle</b>	v	<b>a</b>	<b>Elle</b>	va	<b>aller</b>	<b>Elle</b>	ir	<b>a</b>	<b>Elle</b>	ir	<b>ait</b>	<b>Elle</b>	serait	<b>allé(e)</b>
<b>On</b>	était	<b>allé(e)</b>	<b>On</b>	all	<b>ait</b>	<b>On</b>	est	<b>allé(e)</b>	<b>On</b>	v	<b>a</b>	<b>On</b>	va	<b>aller</b>	<b>On</b>	ir	<b>a</b>	<b>On</b>	ir	<b>ait</b>	<b>On</b>	serait	<b>allé(e)</b>
<b>Nous</b>	étions	<b>allé(e/s)</b>	<b>Nous</b>	all	<b>ions</b>	<b>Nous</b>	sommes	<b>allé(e/s)</b>	<b>Nous</b>	all	<b>ons</b>	<b>Nous</b>	allons	<b>aller</b>	<b>Nous</b>	ir	<b>ons</b>	<b>Nous</b>	ir	<b>ions</b>	<b>Nous</b>	serions	<b>allé(e/s)</b>
<b>Vous</b>	étiez	<b>allé(e/s)</b>	<b>Vous</b>	all	<b>iez</b>	<b>Vous</b>	êtes	<b>allé(e/s)</b>	<b>Vous</b>	all	<b>ez</b>	<b>Vous</b>	allez	<b>aller</b>	<b>Vous</b>	ir	<b>ez</b>	<b>Vous</b>	ir	<b>iez</b>	<b>Vous</b>	seriez	<b>allé(e/s)</b>
<b>Ils</b>	étaient	<b>allé(e/s)</b>	<b>Ils</b>	all	<b>aient</b>	<b>Ils</b>	sont	<b>allé(e/s)</b>	<b>Ils</b>	v	<b>ont</b>	<b>Ils</b>	vont	<b>aller</b>	<b>Ils</b>	ir	<b>ont</b>	<b>Ils</b>	ir	<b>aient</b>	<b>Ils</b>	seraient	<b>allé(e/s)</b>
<b>Elles</b>	étaient	<b>allé(e/s)</b>	<b>Elles</b>	all	<b>aient</b>	<b>Elles</b>	sont	<b>allé(e/s)</b>	<b>Elles</b>	v	<b>ont</b>	<b>Elles</b>	vont	<b>aller</b>	<b>Elles</b>	ir	<b>ont</b>	<b>Elles</b>	ir	<b>aient</b>	<b>Elles</b>	seraient	<b>allé(e/s)</b>
<b>INFINITIVE: faire = to do / make (Irregular)</b>																							
I had done			I was doing / I used to do			I have done / I did			I am doing/ I do			I am going to do			I will do			I would do			I would have done		
<b>Je (J')</b>	avais	<b>fait</b>	<b>Je (J')</b>	fais	<b>ais</b>	<b>Je (J')</b>	ai	<b>fait</b>	<b>Je (J')</b>	f	<b>ais</b>	<b>Je (J')</b>	vais	<b>faire</b>	<b>Je (J')</b>	fer	<b>ai</b>	<b>Je (J')</b>	fer	<b>ais</b>	<b>Je (J')</b>	aurais	<b>fait</b>
<b>Tu</b>	avais	<b>fait</b>	<b>Tu</b>	fais	<b>ais</b>	<b>Tu</b>	as	<b>fait</b>	<b>Tu</b>	f	<b>ais</b>	<b>Tu</b>	vas	<b>faire</b>	<b>Tu</b>	fer	<b>as</b>	<b>Tu</b>	fer	<b>ais</b>	<b>Tu</b>	aurais	<b>fait</b>
<b>Il</b>	avait	<b>fait</b>	<b>Il</b>	fais	<b>ait</b>	<b>Il</b>	a	<b>fait</b>	<b>Il</b>	f	<b>ait</b>	<b>Il</b>	va	<b>faire</b>	<b>Il</b>	fer	<b>a</b>	<b>Il</b>	fer	<b>ait</b>	<b>Il</b>	aurait	<b>fait</b>
<b>Elle</b>	avait	<b>fait</b>	<b>Elle</b>	fais	<b>ait</b>	<b>Elle</b>	a	<b>fait</b>	<b>Elle</b>	f	<b>ait</b>	<b>Elle</b>	va	<b>faire</b>	<b>Elle</b>	fer	<b>a</b>	<b>Elle</b>	fer	<b>ait</b>	<b>Elle</b>	aurait	<b>fait</b>
<b>On</b>	avait	<b>fait</b>	<b>On</b>	fais	<b>ait</b>	<b>On</b>	a	<b>fait</b>	<b>On</b>	f	<b>ait</b>	<b>On</b>	va	<b>faire</b>	<b>On</b>	fer	<b>a</b>	<b>On</b>	fer	<b>ait</b>	<b>On</b>	aurait	<b>fait</b>
<b>Nous</b>	avions	<b>fait</b>	<b>Nous</b>	fais	<b>ions</b>	<b>Nous</b>	avons	<b>fait</b>	<b>Nous</b>	f	<b>aisons</b>	<b>Nous</b>	allons	<b>faire</b>	<b>Nous</b>	fer	<b>ons</b>	<b>Nous</b>	fer	<b>ions</b>	<b>Nous</b>	aurions	<b>fait</b>
<b>Vous</b>	aviez	<b>fait</b>	<b>Vous</b>	fais	<b>iez</b>	<b>Vous</b>	avez	<b>fait</b>	<b>Vous</b>	f	<b>aitez</b>	<b>Vous</b>	allez	<b>faire</b>	<b>Vous</b>	fer	<b>ez</b>	<b>Vous</b>	fer	<b>iez</b>	<b>Vous</b>	auriez	<b>fait</b>
<b>Ils</b>	avaient	<b>fait</b>	<b>Ils</b>	fais	<b>aient</b>	<b>Ils</b>	ont	<b>fait</b>	<b>Ils</b>	f	<b>ont</b>	<b>Ils</b>	vont	<b>faire</b>	<b>Ils</b>	fer	<b>ont</b>	<b>Ils</b>	fer	<b>aient</b>	<b>Ils</b>	auraient	<b>fait</b>
<b>Elles</b>	avaient	<b>fait</b>	<b>Elles</b>	fais	<b>aient</b>	<b>Elles</b>	ont	<b>fait</b>	<b>Elles</b>	f	<b>ont</b>	<b>Elles</b>	vont	<b>faire</b>	<b>Elles</b>	fer	<b>ont</b>	<b>Elles</b>	fer	<b>aient</b>	<b>Elles</b>	auraient	<b>fait</b>
<p><b>DR/MRS VANDERTRAMP verbs take être not avoir</b></p> <p>Descendre – je suis descendu(e)(s) - to come down (stairs)</p> <p>Rester – je suis resté(e)(s) - to stay</p> <p>Monter – je suis monté(e)(s) - to climb</p> <p>Revenir – je suis revenu (e)(s) - to return</p> <p>Sortir – je suis sorti(e)(s) - to go out</p> <p>Venir – Je suis venue (e)(s) - to come</p> <p>Aller – je suis allé(e)(s) - to go</p> <p>Naître - je suis né(e)(s) - to be born</p>												<p>Devenir – je suis devenu(e)(s) - to become</p> <p>Entrer – je suis entré(e)(s) - to enter</p> <p>Rentrer – je suis rentré(e)(s) - to re-enter</p> <p>Tomber – je suis tombé(e)(s) - to fall</p> <p>Retourner – je suis retourné(e)(s) - to return</p> <p>Arriver- je suis arrivé(e)(s) - to arrive</p> <p>Mourir – je suis mort(e)(s) - to die</p> <p>Partir – je suis parti(e)(s) - to leave</p>											

Week 1				Week 2			
House		Home		Location		Places in Town	
Une maison	House	Une chambre	A bedroom	À côté	Next to	Une bibliothèque	A library
Un appartement	Apartment	Un salle de bain	A bathroom	À gauche	To the left	Une église	A church
Une maison de ville	Town House	Une cuisine	A kitchen	À droite	To the right	Un château	A castle
Un gîte	Holiday house	Un salon	A salon	Au-dessus	On top	Une piscine	A swimming pool
Une ferme	Farmhouse	Au rez-de-chaussée	Ground floor	Au-dessous	Underneath	Une patinoire	An ice rink
Un pavillon	Bungalow	Des escaliers	Some stairs	En face de	In front of	Un supermarché	A supermarket
Une grange	Barn	Un bureau	An office	En bas de/ En haut de	Underneath/ on top of	Un musée	A museum
Un monument historique	Listed building	Un grenier	A loft	Devant	In front of	Un centre commercial	A shopping centre
Trois Étages	Three floors	Un jardin	A garden	Derrière	Behind	Un parc d'attraction	An amusement park
Un studio	Studio	Une salle à manger	A dining room	Sur le	On the	Un centre sportif	A sports centre

Week 2		Week 3					
Places in town		Advantages vs Disadvantages		Adjectives			
Une maison de jeunesse	A youth centre	Il y a	There is	Sale	dirty	Animé	lively
Un commissariat	A police station	Il n'y a pas de	There is not	Propre	clean	peuplé	populated
Un cinéma	A cinema	On peut	We can	Grand/Petit	big/small	Pollué	polluted
Des restaurants	Some restaurants	On ne peut pas	We can't	Moderne/Vieux	modern/old	Distrayant (e)	distracting
Une cathédrale	A cathedral	Il y avait	There was	Joli(e)	pretty	agréable	pleasant
Des magasins	Some shops	C'est	It is	Tranquille	calm	désagréable	unpleasant
Une mosquée	A mosque	C'était/Ils étaient	It was/They were	Bruyant	noisy	touristique	touristic
Un stade de foot	A football stadium	L'avantage	The advantage	Occupé	busy	intéressant	interesting
Un college/École	A college	L'inconvénient	The disadvantage	Calme	calm	Affreux (euse)	awful

## Week 3

## Week 4

## Countryside – La campagne

## City – La ville

## Ideal Town - Conditional

## Future Plans

Manque de variété	Lack of variety	Le transport	The transport	J'irais	I would go	Je visiterais	I would visit	Ce sera	It will be
Apprécier l'espace	Appreciate space	Des attractions	Some attractions	Je ferais	I would do	J'aurais	I would have	J'irai	I will go
Moins cher	Less expensive	L'hôpital	The hospital	Je voudrais	I would like	Je marcherais	I would walk	J'habiterai	I will live
Les gens sont moins pressés	People are less busy	Plusieurs magasins	More shops	J'aimerais	I would like	Je jouerais	I would play	Je rencontrai	I will meet
L'air pur	Clean air	Beaucoup de choses à faire	Lots of things to do	Je mangerais	I would eat	J'achèterais	I would buy	Il y aura	There will be
Apprécier les animaux de ferme	Appreciate farm animals	Une variété	A variety	Je pourrais	I could	Je regarderais	I would watch	Je mangerai	I will eat
Voyager loins	Travel far	Plus développée	More developed	Je nagerais	I would swim	Je relaxerais	I would relax	Je sortirai	I will go out
Qualité de vie	Quality of life	Les boîtes de nuit	Nightclubs	J'habiterais	I would live	Je détesterais	I would hate	Je jouerai	I will play
Une vie moins cher	A less expensive life	Une vie de stress	A life of stress	Il y aurait	There would be	Je louerais	I would hire	Je regarderai	I will watch
Difficile de se déplacer	Hard to get around	Les monuments et bâtiments	Monuments and buildings	Ce serait	It would be	Je resterais	I would stay	Je relaxerai	I will relax

## Week 4 - Verbs linked to Town

Se déplacer	To get around	Regarder	To watch	Utiliser	To use	Louer	To hire
Aller	To go	Apprécier	To appreciate	Avoir	To have	Rester	To stay
Faire	To do	Profiter	To make the most of	Rencontrer	To meet	Vivre	To live
Jouer	To play	Changer	To change	Balader	To stroll	Pratiquer	To practice
Nager	To swim	Déménager	To move houses/areas	Danser	To dance	Se détendre	To relax
Visiter	To visit	Polluer	To pollute	Manger/boire	To eat/drink	Voyager	To travel

Week 5		Week 5				Week 5			
Social Issues Nouns		Social Issues Nouns		Social Issues Adjectives		Social Issues Verbs			
Le chômage	Unemployment	Des vêtements	Some clothing	Difficile	hard	Soigner	To heal	S'inquiéter	To worry
La pauvreté	Poverty								
Les sans-abris	The homeless	Des volontaires	Volunteers	Malheureux	unhappy	Donner	To give	Dormir	To sleep
Les sans domicile Fixe (SDF)	The homeless	Un emploi	A job	Triste	sad	Offrir	To offer	Boire	To drink
Une association caritative	A charity	Un centre d'emploi	A job centre	Sérieux	serious	Distribuer	To distribute	Se droguer	To drug
Les personnes défavorisées	Under-privileged	Un sac de couchage	A sleeping bag	Injuste	unjust/unfair	Demander	To ask	Travailler	To work
Le travail bénévole	Volunteer work	Le trottoir	The pavement	Grave	serious	Acheter	To buy	Permettre	To allow
L'eau potable	Drinking water	L'inégalité	Inequality	Dur	hard	Se loger	To lodge	Priver	To deprive
Un logement	Accommodation	Les choses indispensables	Essential things	Sain/malsain	healthy/unhealthy	Payer	To pay	Collecter	To collect
La nourriture	The food								

Week 5		Week 6 - Verbs Revision							
Drink and Drugs		Social Issues Verbs				Modal Verbs			
Contre la loi	Against the law	Lutter	To fight	Vouloir	To want	Je veux	I want		
Les rues	The roads	Se débrouiller	To manage	Pouvoir	To be able to	On doit	We must		
Des problèmes sociaux	Social problems	Protéger	To protect	Ésperer	To hope	On peut	We can		
Des maladies	Illnesses	Apporter	To bring	Manquer	To miss	On devrait	We should		
Boire de l'alcool	To drink alcohol	Choquer	To shock	Se laver	To wash	On pourrait	We could		
S'injecter	To inject	Porter	To wear/carry	Décider	To decide	Il faut	We must		
Les drogues dures/douces	Hard/soft drugs	Rendre	To return	S'habiller	To dress yourself	Il faudrait	It would be necessary		
Un drogué	A drugged person	Commencer	To start	Vivre	To live	Je dois	I must		
Le narcotrafiquant	Drug trafficker	S'inquieter	To worry	Tomber malade	To fall ill	Il ne faut pas	We must not		
Le revendeur de drogues	Drug dealer	Régler	To sort out	Se sentir	To feel	On ne doit pas	We must not		

**FRENCH**

**YEAR 11**

**CYCLE 1**

**ENVIRONMENT & HOLIDAYS**

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

Week 9		Week 10				Week 11			
Recycling		Save the planet from home				Holiday Verbs		Activities	
les boîtes	tins	éteindre	to turn on	se baigner	to take a bath	Rester	To stay	Jouer du sport	To play sport
le verre	glass	se doucher	to shower	prendre	to take	Habiter	To live	Aller à un parc aquatique	To go to a water park
les journaux/un journal	newspapers / a newspaper	fermer	to close	réutiliser	to re-use	Louer	To hire	Aller à un parc d'attractions	To go to an amusement park
les papiers	paper	mettre	to put	voyager	to travel	Partager	To share	Visiter un musée	To visit a museum
les pots	pots	réduire	to reduce	marcher	to walk	Reposer	To relax	Apprécier une galerie d'arts	To appreciate art galleries
les magazines	magazines	trier	to sort	installer	to install	Relaxer	To relax	Faire de la plongée	To go diving
les bouteilles	bottles	économiser	to save	vérifier	to check	Dormir	To sleep	Manger dans un restaurant	To eat in a restaurant
les vêtements	clothes	partager	to share	baisser	to lower	Passer du temps	To spend time	Faire les magasins	To go shopping
les sacs en plastique	plastic bags	gaspiller	to waste	augmenter	to increase	Voyager	To travel	Faire du tourisme	To do tourist activities



Week 12				Week 13			
Weather		Countries		Forms of Travel		Adjectives	
Il fait beau	It's good weather	En Allemagne	In/to Germany	Un avion	A plane	Cher	expensive
Il fait du soleil	It's sunny	Au Maroc	In/to Morocco	Un train	A train	Moins cher	cheap
Il fait chaud	It is hot	En France	In /to France	Un autobus	A bus	Rapide	quick
Il fait froid	It is cold	En Espagne	In/to Spain	Un car	A coach	Lent	slow
Il pleut	It's raining	En Angleterre	In/to England	Une voiture	A car	Polluant	polluting
Il neige	It's snowing	Aux États-Unis	In/to the USA	Un bateau	A boat	Pratique	practical
Il fait du vent	It's windy	En Turquie	In/to Turkey	Un TGV	A high speed train	Confortable	comfortable
Il fait mauvais	It is bad weather	En Amérique	In/To America	À pied	On foot	Trop long	Too long
Il y a des nuages	It's cloudy	En Inde	In/To India	Un vélo	A bike	Relaxant	relaxing
Il y a de l'orage	It's stormy	Au Mexique	In/to Mexico	Un métro	A tube/underground	Intéressant	interesting

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

Week 2

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

Week 2

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

WHY LEARN A LANGUAGE?



1 Increases awareness of other peoples & cultures



2 Allows us to appreciate international art, music & literature



3 Improves English skills by making us more aware of how our own language works



4 Gives us the skills we need to learn other languages

## Week 3

## Technology Verbs

## Technology nouns

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

## Week 4

## Technology adjectives

## opinions

## Negative Structures

## For and against

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

## Week 5

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

## Week 6

## Week 6

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

## Week 7

## Healthy Lifestyle Verbs

## Healthy Lifestyle Verbs

## Food and Drink Nouns

Maintenir la forme	To stay in shape	S'exercer	To exercise	Améliorer	To improve	Le poisson	Fish
Réveiller	To wake up	Éviter	To avoid	Distraire	To entertain	Le poulet	Chicken
Déjeuner	To have lunch	Fumer	To smoke	Sentir	To feel	Les oeufs	Eggs
Se lever	To get up	S'inquieter	To be concerned	Maigrir/Grossir	To slim down / to put on weight	Le riz	Rice
Se coucher	To go to bed	Célébrer	To celebrate	Fatiguer	To be tired	Le pain	Bread
Cuisiner	To cook	Prendre	To take	Promener	To walk	Les céréales	Cereals
Choisir	To choose	Changer	To change	Garder	To keep	De l'eau	Some water
Consommer	To consume / use	Adapter	To adapt	Perdre	To lose	Les légumes	vegetables
Essayer	To try	Entraîner	To train	Remplacer	To replace	Les huiles	Oils
Motiver	To motivate	Endormir	To fall asleep	Empêcher	To prevent	Le sel	Salt

## Week 7

## Week 8

## Food and Drink Nouns

## Complex Opinions

## Adjectives

## Healthy/Unhealthy foods

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



## Week 8

Adverbs/Time Expressions		Mealtimes		Past imperfect		Immediate Future vs Simple Future	
Souvent	Often	Le matin	The morning	Je mangeais	I used to eat	On pourra	We will be able to
Rarement	Rarely	L'après-midi	The afternoon	Je buvais	I used to drink	Je ferai	I will do
Absolument	Absolutely	Le soir	The evening	Je sortais	I used to go out	J'irai	I will go
Bien / mal	Good/bad	La nuit	The night	Je consommais	I used to consume	Je voudrai	I will want
Lentement	Slowly	Pendant la semaine	During the week	Je faisais	I used to do	Je devrai	I will have to
Jamais	Never	Les weekends	On the weekends	Je prenais	I used to take	Je serai	I will be
Régulièrement	Regularly	Le petit - déjeuner	Breakfast	Je voulais	I used to want	J'aurai	I will have
Trop	Too much	Le goûter	Snack	Je pouvais	I used to be able to	Il faudra	We will have to
Un peu	A little	Le déjeuner	Lunch	Je devais	I used to have to	Je vais + inf	I am going to + inf
Des fois	sometimes	Le dîner	Dinner	J'avais/J'étais	I used to have/be	Nous allons +inf	We are going to + inf

## Week 9

Improve your lifestyle				Bad Habits			
Changer de style de vie	Change lifestyle	Gagner du poids	To gain weight	Les drogues	drugs	Diminuer les effets	Reduce the effects
Réussir à éviter	To manage avoiding	Maigrir urgemment	To slim urgently	L'alcool	alcohol	Un relaxant	Sedatif
Faire de l'exercice	To do exercise	Entraîner régulièrement	To train regularly	Les mélanges /premix	mixing alcohol	Une addiction	An addiction
Manger plus sainement	To eat more healthy	Contrôler les portions	To control portions	Quelques verres	Some glasses	Devenir dependant	To become dependant
Compter les calories	Count calories	Sentir mieux	To feel better	Un alcoolique	An alcoholic	Donner de la confiance	To give confidence
Etre Fatigué	To be tired	Avoir plus d'énergie	To have more energy	S'injecter	To inject yourself	Se sentir mal	To feel bad
Se coucher plus tôt	To go to bed earlier	Etre en bonne santé	To be in good health	Fumer	To smoke	Vomir	To vomit
Eviter de se lever tard	To avoid waking up late	Baisser la chance de	To reduce the chance of	Inhaler	To inhale	Le système respiratoire	Respiratory system
Demander de l'aide	To ask for help	Améliorer la confiance	To improve confidence	Les cicatrices	scars	Commettre un suicide	Commit suicide

Week 10

Jobs Vocabulary				Verbs Present Tense		Subjects at school	
Un psychologue	A psychologist	Un acteur/une actrice	An actor / actress	J'étudie	I study	Les mathématiques	Maths
Un médecin	A doctor	Un coiffeur (euse)	A hairdresser	Je fais	I do/ make	Les sciences	Sciences
Un architecte	An architect	Un homme d'affaire	A businessman	Je veux être	I want to be	Les langues	Languages
Un enseignant(e)	A primary school teacher	Un maçon	A builder	Je ne veux pas être	I do not want to be	Le sport	Sport
Un agent	An agent / officer	Un vendeur (euse)	A sales assistant	J'aide	I help	L'arts plastique/ Le dessin	Fine arts / art
Un policier (ère)	A police officer	Un caissier (ere)	A check out worker / cashier	J'acquière	I acquire	La musique	Music
Un pompier	A fireman	Un ouvrier (ere)	A factory worker	Je cherche	I look for	L'entreprise / le commerce	Business
Un ingénieur	An engineer	Un menuisier (ere)	A carpenter / joiner	Je recherche	I research	La technologie	DT
Un infirmier (ere)	A nurse	Un pharmacien (ne)	A pharmacist	Je comprends	I understand	L'anglais	English
Un dentiste	A dentist	Un facteur/factrice	A post man / woman	Je suis passionné	I am passionate	L'informatique	ICT

Week 11

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

5 Opens doors in an increasingly global jobs market

TRAVEL INDUSTRY JOURNALISM HEALTH SERVICES FASHION BUSINESS

6 Allows us to see the world from a different perspective

7 Opens up the possibility of living and working abroad

## Week 12

## Week 12

## Relationships - Verbs

## Relationships - Verbs

## Relationships – Family members and friends

Se fâcher	To get angry	Supporter	To bear	Mon père/ ma mère	My dad/mum	Ma copine/Mon copain	My friend
S'énerver	To get annoyed	Habiter	To live	Mon grand-père	My grand-father	Mon petit copain	My boyfriend
S'entendre bien/mal	To get on well/badly	Vivre	to live	Mon cousin/Ma cousine	My cousin	Ma famille	My family
Discuter	To discuss	Se séparer	To separate	Mon oncle/ma tante	My uncle/auntie	Mon beau père/Ma belle mère	My step dad/mum
Se disputer	To argue	Se divorcer	To divorce	Mon neveu/Ma nièce	My nephew/niece	Mon ami/Mon amie	My friend
Améliorer	To improve	Respecter	To respect	Mon fils/ Ma fille	My son/daughter	Mon/Ma/Mes	My
Se battre	To fight	Tromper	To cheat	Mon frère/Ma soeur	My brother/sister	Ton/Ta/Tes	Yours
S'amuser	To have fun	Choisir	To choose	Mon mari/Ma femme	My husband/wife	Son/Sa/Ses	His/hers
Épouser	To marry	Sentir	To feel	Mon époux/mon épouse	My partner in marriage	Leur/Leurs	Theirs

## Describing others 12

## Week 12

## Week 12

## Week 12

## Physical Description

## Relationships - Adjectives

## Marriage Plans

## Marriage Plans

Les cheveux/les yeux	Hair/ eyes	Gentil/gentille	Kind	Vivre en concubinage	To co-live	Se concentrer sur sa carrière	To concentrate on my career
Petit (e)/grand (e)	short / tall	Méchant/méchante	Mean	Je suis en couple	I am in a couple	Les avantages	The advantages
De taille moyenne	of average height	Paresseux/paresseuse	Lazy	La mode de vie	The style of life	Les inconvénients	The disadvantages
Gros/ mince	fat / thin	Timide/bavard (e)	Shy/chatty	Il/elle me fait rire	He/she makes me laugh	C'est moins cher	It is less expensive
Barbe/moustache	beard / moustache	Drôle/sympa	Funny/kind	Se remarier	To re-marry	Partager le prix	To share the price
Joli (e)/ laid (e)	pretty / ugly	Actif/active	Active	Se séparer	To separate	Acheter une bague	To buy a ring
Belle/beau/moche	pretty / handsome / ugly	Ennuyeux/Ennuyeuse	Annoying	Vivre ensemble	To live together	S'occuper des enfants	To look after children
Élégant/élégante	elegant	Marrant/marrante	Hilarious	Se divorcer	To divorce	Tomber amoureux	To fall in love
Jeune/vieux	young / old	Genéreux/généreuse	Generous	Je suis heureux/mécontent	I am happy/unhappy	Rester à la maison	To stay at home

FRENCH		YEAR 11		CYCLE 2		Customs & Festivals	
<b>Week 13 - Festival Verbs</b>		<b>Week 13 - Festival Verbs</b>		<b>Week 13 - Celebrations / Festivals</b>			
fêter en famille / chez mon cousin	to celebrate as a family / at my cousin's	regarder les feux d'artifice	to watch a firework display	Ma fête préférée est	My favourite festival is		
décorer le salon	to decorate the lounge	se souvenir	to remember	Noel	Christmas		
faire des préparatifs	to make some preparations	apporter	to bring	Aïd el-Fitr	Eid		
se souhaiter	to wish	chercher	to look for	Pâques	Easter		
manger des crudités	to eat raw vegetables	se déguiser	to dress up	La fête des Rois	Twelfth Night / Epiphany		
boire du champagne	to drink champagne	se reposer	to relax	La fête du travail	May Day		
s'offrir des cadeaux	to offer presents	se retrouver	to meet	La Chandeleur	Pancake Day		
danser	to dance	assister	to attend	Le réveillon de Noël	New Years' Eve		
chanter	to sing	rire	to laugh	La fête des Mères	Mother's Day		
<b>Week 13 - Food For Special Occasions</b>		<b>Week 13 - Clothing</b>		<b>Week 13 - Festivals Nouns / Adjectives</b>			
des crevettes	shrimps	des chaussures	some shoes	les festivités	celebrations		
des moules	muscles	une jupe	a skirt	le meilleur moment de ma vie	the best moment of my life		
des escargots	snails	une robe	a dress	le cadeau	present		
du champagne	champagne	des gants	some gloves	le défilé	the float		
du vin blanc / rouge	white / red wine	un pantalon	a pair of trousers	la naissance	birth		
de la bière	beer	une chemise	a shirt	le sapin	the Christmas tree		
la dinde rôtie	roast turkey	des bottes	some boots	le rire	laughter		
un grand gâteau au chocolat	a big chocolate cake	un collant	a pair of tights	religieux	religious		
un croquembouche	a dessert of fruits, nuts and caramel	un chapeau	a hat	hilariant	hilarious		
L'agneau	lamb	des chaussettes	some socks	rigolo	funny		

CYCLE 1		SUBJECT	RS	TOPICS	Christian practices	YEAR GROUP	10
<b>Week</b>	<b>Key Knowledge to learn</b>			<b>Week</b>	<b>Key Knowledge to learn</b>		
<b>1 - Worship</b>	<ul style="list-style-type: none"> <li>Liturgical worship: set words and actions for worship, based on the Bible.</li> <li>Informal worship: worship that is less formal and more relaxed; may be in a café, home or workplace.</li> <li>The bible is at the heart of ALL forms of Christian worship.</li> <li>Private worship: an individual or family worshipping at home or in a private place away from others (Jesus taught that private worship is the most important as we should never worship just to look devout.)</li> <li>Charismatic worship involves singing and people speaking from the heart when the spirit of God moves them to do so (typical in some Evangelical churches).</li> <li>Some prefer liturgical worship as it is a familiar ritual that makes them feel like part of a bigger Christian community saying the same thing at the same time and reminds them of the never changing nature of God, as it is the same in all churches that use it.</li> <li>Others prefer informal or private worship as it enables them to directly experience God for themselves, rather than going through ministers who may have different or misleading understanding of God; it is also easier to join in with if you are new to that particular church. All forms of worship use the Bible (could be in the sermon, readings, hymns or prayers).</li> </ul>			<b>4 Sacrament- Eucharist</b>	<ul style="list-style-type: none"> <li>The Eucharist celebrates the Last Supper the night before Jesus was crucified.</li> <li>The Last Supper was the final meal that Jesus shared with his disciples when instructed them to remember him.</li> <li>At the last supper Jesus blessed and shared bread and wine.</li> <li>It helps Christians remember and reflect on Jesus's sacrifice for them on the cross – his body was broken and his blood spilled to save them from death and the consequences of sin.</li> <li><u>Scripture says: "Take, eat, this is my body. Take, drink, this is my blood. Do this in remembrance of me." (Bible)</u></li> <li><u>The</u></li> <li>Some churches eg Catholic use wine at the Eucharist as Jesus used it at the Last Supper.</li> <li>Others eg Methodists use non-alcoholic juice as they believe alcohol can cause problems and they don't want to encourage people to use it.</li> <li>Catholics believe in transubstantiation – the bread and wine really become Christ's body and blood when they are blessed by the priest.</li> <li>Catholics call the Eucharist "Holy Communion" or Mass</li> <li>Others eg Methodists believe the bread and wine are simply symbols that help us remember Jesus' sacrifice on the cross</li> </ul>		
<b>2 – Prayer</b>	<ul style="list-style-type: none"> <li><u>The Lord's Prayer</u>: teaches Christians that God is "our Father" and what he is like, and what they should want. Jesus taught his disciples this prayer in the Bible so it is his exact words.</li> <li>Set prayers: prayers with fixed words that never change (eg <u>the Lord's Prayer</u> and <u>the Jesus Prayer</u>).</li> <li>Informal prayer: prayers made up by the person praying.</li> <li>Arrow prayers: very quick prayers sent up quickly to God in a moment eg "Help me God" or "Let him live".</li> <li>Jesus taught Christians should pray in private "<u>When you pray, go into your room and close the door.</u>"</li> <li>Some prefer set prayers as they are sure they are praying in the way the Bible and the Church want them to, and they trust them to have a greater understanding of God than the individual believer.</li> <li>Others prefer informal prayers that they make up themselves because they may fit the situation better and allow believers to have direct communication with God, which gives them their own understanding of Him and avoids misleading impressions others may give them.</li> <li>Prayer is an important part of Christian worship which helps them develop their relationship with God and to understand God through direct communication with Him.</li> </ul>			<b>5 – Pilgrimage</b>	<ul style="list-style-type: none"> <li>Pilgrimage means going on a journey to spend time in the presence of God, visit holy sites and reach new spiritual insights</li> <li>It often involves visiting a place where miracles occurred eg Lourdes in France</li> <li>Christians believe the Virgin Mary appeared to a girl called Bernadette in the village of Lourdes in 1844 and that she said that should build a chapel so that people could pray</li> <li>Other pilgrimage sites are dedicated to quiet reflection and spend some time living in a community based on Christian values eg Iona.</li> <li>Iona is a Scottish Island which pilgrims have visited since the 7th Century. It was the home of one of the first and most important monasteries in Britain.</li> <li>Pilgrimage can also be about visiting places connected to the life of Jesus so that they can get closer to Jesus the man.</li> <li>Christians call this place the Holy Land and visit places such as Bethlehem and Jerusalem</li> <li>Some say it is important because it enables you to leave secular life behind and focus fully on understanding God.</li> <li>Others say it is not commanded in the Bible so not necessary; you could achieve the same insights by reading about holy people and places, and donate the cost of the journey to charity instead</li> </ul>		
<b>3 Sacrament- Baptism</b>	<ul style="list-style-type: none"> <li>Jesus was baptised by John the Baptist in the River Jordan.</li> <li>At the moment of his Baptism all three parts of the trinity were present. Jesus the Son, the voice of God the Father and the Holy Spirit descending as a dove.</li> <li>In the bible, Jesus taught "<u>None can enter the Kingdom of God unless they are born again of water and spirit.</u>"</li> <li>Water is poured over the head, or the person is fully immersed in water, to symbolise their sins being washed away.</li> <li>Baptism cleanses sin and welcomes a new believer into the Christian Church family and community.</li> <li>White clothes are often worn to symbolise purity.</li> <li>Some believe infant baptism is not necessary as a just God would not send a baby to hell for not being baptised; infant baptism is pointless as the child is too young to commit to being a disciple of Jesus; the Bible only mentions adults being baptised.</li> <li>Others say Jesus clearly taught that all must be baptised as soon as possible after birth in case they die and need to enter heaven very young (see Scripture on the left).</li> <li>It is also a good way to mark the birth of a baby and welcome them into the Christian church community.</li> <li>Parents make promises to bring their children up as good Christians.</li> <li>It is the first sacrament of initiation.</li> <li>The words said are "I baptise you in the name of the Father and of the Son and of the Holy Spirit."</li> </ul>			<b>6 - Celebration</b>	<ul style="list-style-type: none"> <li>Christmas is a time to thank God for the incarnation of Jesus and to go to Church and pray</li> <li>Christmas is a time to spend with family and show love through exchange of gifts;</li> <li>Christmas is a time to remember and give to those who like Jesus were born and grew up in poverty.</li> <li>Christmas can include the following: midnight Mass; nativity plays; Christmas cards and presents; carols; charity donations; spending time with friends and family; volunteering with the homeless on or around Christmas Day</li> <li>The season before Christmas is ADVENT. This is a time of preparation for Christmas</li> <li>Easter remembers' Jesus suffering and death then celebrates his resurrection</li> <li>Easter recalls the act of reconciliation between God and humanity that Jesus' death represented and enabled to happen</li> <li>The 40 days before Easter are known as the season of LENT. During this time Christians prepare through fast and prayer.</li> <li>Easter week starts with Palm Sunday which celebrates Jesus entry into Jerusalem</li> <li>Maundy Thursday celebrates the Last Supper</li> <li>Good Friday is the day the Jesus crucifixion is remembered</li> <li>Easter Sunday celebrates the Resurrection</li> <li>Easter: Easter vigil, going to church, decorating eggs, lighting the Paschal candle; reflecting on Jesus's death and resurrection</li> <li>Many see Easter as more significant than Christmas because it is Jesus' resurrection that showed he was the Son of God and that death was overcome. Jesus atoned for sin through the crucifixion and so led humanity to salvation</li> </ul>		



CYCLE 1		SUBJECT	RS	TOPICS	Christian practices	YEAR GROUP	10	
Week	Key Knowledge to learn			Week	Key Knowledge to learn			
7 – The role of the Church in the local community	<ul style="list-style-type: none"> <li>Food banks help those who are in poverty by giving parcels containing donated food to last three days</li> <li>Street pastors help those who are vulnerable to crime and alcohol abuse late at night in city centres</li> <li>Scripture: Both show Christians performing the duty to “<u>Love they neighbour</u>” and help the needy as taught in the <u>Parables of the Sheep and Goats and the Good Samaritan</u></li> <li>In the Parable of the Sheep and Goats suggests</li> <li>Some say doing your Christian duty through actions in the community is more important than showing faith through worship in church; others feel worship and prayer are more important because they are direct contact with God and so are truer reflections of faith.</li> </ul>			10 – The Worldwide Church Responding to persecution	<ul style="list-style-type: none"> <li>Jesus taught that we should love our enemies and pray for those who persecute us; this would lead to rewards in heaven</li> <li>St Peter wrote to Christians who were persecuted that they should see persecution as a form of purification to make them more fit for eternal life with God; they were sharing in Jesus’ sufferings and should trust God to help them in their time of need.</li> <li>Christians will attempt to fight persecution and help those who are preventing from worshipping openly</li> <li>CASE STUDY: Open Doors is an organisation that helps persecuted Christians worldwide today by providing lawyers to help Christians who are taken to court for blasphemy in countries where Christianity is not the main religion, and by raising awareness in Christian countries of the risks other Christians face of persecution so they can pray for them or donate money</li> <li>They work and pray for peace, justice and an end to persecution worldwide</li> </ul>			
	8 – A growing Church	<ul style="list-style-type: none"> <li>Mission” means sending – the idea that Christians have been sent to achieve a purpose by God, eg help the poor or victims of crime</li> <li>“Evangelism” means spreading the Gospels, usually with the aim of converting people to Christianity</li> <li>CASE STUDY: The Church Army’s Sorted Project in Bradford is an example of mission and evangelism in our local community</li> <li>Scripture: “Go, and make disciples of all nations, baptising them...and teaching them to obey all that I have taught you.”</li> <li>Missionary work happens in the UK and overseas, particularly in developing countries, to grow the church and spread the teachings of Jesus. Serving in Mission works in the UK and West Africa: they support Christians to go and work in education and medicine in overseas and preach to those whom they have helped, if they wish to hear it.</li> <li>Evangelical churches are growing in the UK; they plant new churches to spread Jesus’ message and worship him. Their structure is different to traditional denominations with cells which meet in people’s homes as well as wider congregations and celebrations across a number of churches. Church Planting = opening new churches eg the Leeds Vineyard Project</li> </ul>			11– Christian responses to poverty	<ul style="list-style-type: none"> <li>Jesus taught in the Parable of the Sheep and Goats that for Christians to achieve salvation they must help those who are in need</li> <li>The Golden Rule “treat others as you wish to be treated” suggests we should help people in difficult situations, since we would want them to do the same to us – including poverty</li> <li>Christians respond to poverty by donating to food banks or volunteering to help them because of the Parable of the Sheep and Goats.</li> <li>The Parable of the Sheep and Goats is in Matthew 25</li> <li>The Parable says that “But when the Son of Man comes in his glory, and all the holy angels with him, then he will sit on the throne of his glory. Before him all the nations will be gathered, and he will separate them one from another, as a shepherd separates the sheep from the goats.”</li> <li>The sheep represent those that have followed Christian teaching and the goats are those that have not followed teaching.</li> <li>They therefore may respond by giving money to charities that help the poor worldwide such as Christian Aid, or helping Christian Aid raise money by going door to door in their fundraising campaign in May every year</li> </ul>		
		9 - The Worldwide Church Working for reconciliation	<ul style="list-style-type: none"> <li>Jesus’ death was an act of reconciliation between humans and God</li> <li>Christians believe that reconciliation with former enemies is extremely difficult, but Jesus taught to love your enemy and bless those who curse you, so they must try to do this</li> <li>Christians believe people should be reconciled to each other, just as Jesus reconciled God and humankind.</li> <li>Scripture: Jesus taught “love your enemy and bless those who curse you”</li> <li>The Bible teaches that Jesus’ death reconciled God and humans.</li> <li>CASE STUDY: the Community of the Cross of Nails in Coventry reconciled with Germany who bombed their cathedral in World War Two. Today, they work with groups in conflict worldwide to guide them in talking and listening to each other to increase understanding of each other’s point of view; this reduces tensions so they can forgive and be reconciled so they can live in peace.</li> </ul>			12 - Christian Aid Overseas	<ul style="list-style-type: none"> <li>Christian Aid’s work overseas:</li> <li>Christian Aid was set up in 1945.</li> <li>It was first set up by British and Irish Churches to help refugees.</li> <li>Emergency aid helps in natural disasters with food and bottled water, shelter and medical care, as well as sending doctors and rescue workers to disaster zones</li> <li>Short term aid comes next to rebuild communities, reunite families who have been separated and get children back to school, especially if orphaned</li> <li>Long term development aid is essential to deal with the cause of poverty such as unfair debt owed by LICs to HICs, corruption in LICs: it involves setting up schools, digging wells and training health and medical workers.</li> </ul>	
				13 – Christian Aid At home	<ul style="list-style-type: none"> <li>Christian Aid campaign so that the government helps those in need in the UK and worldwide more through funding welfare benefits and poverty charities like Oxfam, and letting LICs off debt</li> <li>Increasing public awareness eg getting celebrities to speak out against poverty in the media and through education programmes in schools</li> <li>Fundraising: raising money to help those in poverty and emergency situations plus longer term development to reduce poverty for the future.</li> <li>They knock on doors and hold a fundraising campaign in May every year to do this.</li> <li>They encourage Christians to give their time and act as volunteers, becoming Christian aid speakers, ambassador and teachers.</li> <li>They campaign for the use of clean renewable energy.</li> </ul>			

Week	Key Knowledge to learn
<b>1 – Christian beliefs: Nature of God</b>	<ul style="list-style-type: none"> <li>Omnipotent – this means that God is all powerful. Nothing is impossible for God.</li> <li>The creation story shows the power of God as does the story of Noah’s flood in the Old Testament where God flooded the earth for 40 days. Some Christians see the stories as literal truth and others see them as metaphors</li> <li>Omnibenevolent means all loving, so God is the source of all goodness and love in the world.</li> <li><i>“God so loved the world that He have His only son.” John 3:16.</i></li> <li><i>The Parable of the Prodigal Son</i> also shows the love of God. A spoiled son was welcomed home by his Father even though he doesn’t deserve it.</li> <li>Just means fair. God provides fair justice for all.</li> <li>Christians believe that God does not discriminate.</li> <li><i>The 10 commandments</i> are rules given by God to Moses to ensure that people lived a good and fair life.</li> <li><i>The Parable of the Sheep and Goats</i> teaches that all people will be judged on how they have lived their life</li> <li>These beliefs influence Christians by: <ul style="list-style-type: none"> <li>-encouraging them to look after the world as stewards because their all powerful God has created it.</li> <li>-Praying for the sick because they believe a loving and powerful God might provide a cure.</li> <li>-Treating others as they want to be treated with love following the example of God.</li> </ul> </li> </ul>
<b>2 – Christian Beliefs: The Trinity</b>	<ul style="list-style-type: none"> <li>Christianity is monotheistic meaning that they only worship one God.</li> <li>God’s nature is explained through the mystery of the Trinity and its three persons.</li> <li>The first person of the Trinity is God the Father who is the creator and sustainer of the Universe.</li> <li>The second person of the Trinity is God the Son. He is the loving nature of God. The son was ever present but became man in the form of Jesus through the incarnation.</li> <li>The third person is the Holy Spirit which is the presence of the God in the world. It gives them a source of strength in their lives.</li> <li>During Jesus’ baptism a voice from Heaven said, <i>“You are my beloved Son”</i>. At the same time the Holy Spirit descended as a dove. All three persons of the Trinity were present at this time.</li> <li>During baptism Christians are baptised <i>“in the name of the Father and of the Son and of the Holy Spirit.”</i></li> </ul>
<b>3 - Christian beliefs: Creation</b>	<ul style="list-style-type: none"> <li>God created the universe in six days and rested on the seventh.</li> <li>God took great care over creating the universe and all life on earth.</li> <li>God created humans <i>“in his image”</i> to have dominion over the rest of his creatures.</li> <li>The first humans were Adam and Eve according to the <i>Book of Genesis</i>.</li> <li>God gave humans dominion over the earth. This means that they were in control of it.</li> <li>Christian’s should act as God’s stewards. This means that they must care for and protect the earth.</li> <li>Christians will care for the environment e.g. by giving to green charities or using low emission vehicles.</li> <li>Christians will reflect on the beauty and wonder of nature as a reflection of God’s almighty power.</li> <li>Christians see humankind as a reflection of God so will care about every life and issues like human rights</li> <li>Quote 1 Omnipotence: <i>‘Great is our Lord and mighty in power.’ (Psalm 147:5)</i></li> <li>Quote 2 <i>“God created the world from nothing in seven days.” (Genesis)</i></li> <li>Quote 3 Benevolence: <i>‘For God so loved the world that he gave his only Son, so that whoever believes in Him shall not die, but shall have eternal life.’ (John 3:16)</i></li> </ul>

Week	Key Knowledge to learn
<b>4 – Christian beliefs: Incarnation</b>	<ul style="list-style-type: none"> <li>God became man in the form of Jesus. This is celebrated at the festival of Christmas.</li> <li>Jesus was fully human AND fully God. <i>“He was begotten not made” Creed</i></li> <li>Jesus came to free humans from sin and death, this is called atonement.</li> <li>Jesus came to show people how to live according to God’s laws.</li> <li>The incarnation shows that God loves humanity that he was prepared to become one of us and share our suffering. <i>“He came from heaven and by the Holy Spirit was made incarnate of the Virgin Mary.” Creed</i></li> <li>The incarnation gives them hope that they can overcome temptation and sin and achieve salvation.</li> <li>The incarnation means they will obey God’s law/believe in Jesus/be active in the Church community, to gain eternal life opened up by Jesus’ incarnation.</li> <li>Quote 1 <i>“Jesus is inseparably true God and true man.” (Catechism of the Roman Catholic Church)</i></li> <li>Quote 2 <i>“The Word became flesh and lived amongst us.” (John 1:14)</i></li> <li>Quote 3 <i>‘If anyone acknowledges that Jesus is Son of God, God lives in him and he in God.’ (1 John 4:15)</i></li> </ul>
<b>5 – Jesus as Son of God</b>	<p><b>Miracles</b></p> <ul style="list-style-type: none"> <li>A miracle is an extraordinary event that is not explainable by scientific law and is therefore attributed to God.</li> <li>Christians believe that Jesus (God incarnate) performed many miracles in his lifetime.</li> <li>Examples of Jesus’ miracles recorded in the Bible include: <ol style="list-style-type: none"> <li>The Calming of the Storm</li> <li>The healing of the Paralysed Man</li> <li>The raising of Lazarus</li> </ol> </li> <li>For Christians, miracles are a sign that God exists because the miraculous event does not seem to be explainable by scientific law.</li> <li>For Christians, miracles are a sign of what God is like e.g. all-powerful, caring, all loving and all-knowing.</li> <li>They might give Christians reassurance that God will be there to help them when they need it.</li> <li>It teaches Christians how they should act in difficult situations e.g. to help others that are ill.</li> </ul> <p><b>Parables</b></p> <ul style="list-style-type: none"> <li>Jesus’ teachings and parables can be found in the New Testament of the Bible in the gospels of Matthew, Mark, Luke and John.</li> <li>A parable is a simple story used to tell a moral, spiritual or religious lesson.</li> <li>Examples of Jesus parables are: <ol style="list-style-type: none"> <li>The Good Samaritan</li> <li>The Rich Fool</li> <li>The Sheep and the Goats.</li> </ol> </li> </ul>
<b>6 - Christian Beliefs: Crucifixion</b>	<ul style="list-style-type: none"> <li>Jesus died on a Friday.</li> <li>Christians call this day Good Friday.</li> <li>Crucifixion was a painful death. He was condemned to death by the Roman Governor Pontius Pilate.</li> <li>One of Jesus own disciples called Judas betrayed him.</li> <li>Jesus died asking God the Father to forgive his killers.</li> <li>Christians believe that Jesus died to atone for the sins of humanity. Atone means to put right.</li> <li>It was a painful death used for political prisoners as well as criminals. Jesus was crucified beside two common criminals.</li> <li>Christians will be forgiving of others as Jesus forgave his persecutors/killers.</li> <li>The crucifixion show’s Jesus unconditional love for humankind as he was willing to suffer to save us from sin.</li> <li>It encourages Christians to risk suffering to stand up for what they believe is right.</li> <li>Quote 1 <i>“Truly I tell you today you will be with me in Paradise.” Jesus to criminal crucified beside him. (Luke 23:42)</i></li> <li>Quote 2 <i>“Father forgive them, for they know not what they do.” Jesus on the cross, speaking about his killers (Luke 23:34)</i></li> </ul>

Week	Key Knowledge to learn	Week	Key Knowledge to learn
7 – Christian beliefs: Resurrection	<ul style="list-style-type: none"> <li>Resurrection means rising from the dead.</li> <li>Jesus rose from the dead three days after death on the cross.</li> <li>Christians call this day Easter Sunday and it is one of the most important days of the Christian calendar.</li> <li>Jesus was seen alive by many hundreds of witnesses according to the Bible.</li> <li>The first to see the risen Jesus were the women who came to visit his tomb according to the Bible. Mary Magdalene was the first. (Mark 16)</li> <li>Christians believe that Jesus then appeared to his disciples who he told must spread the word of God as he had commanded them too. <i>“Go into the world and spread the Good News.” (Mark 16)</i></li> <li>One disciple called Thomas did not believe in the resurrection until he had seen him with his own eyes.</li> <li>Two more disciples met the risen Jesus on the road to Emmaus.</li> <li>The Resurrection proves to them that Jesus was God’s son, so gives authority to his teaching and example.</li> <li>Quote 1 <i>“See my hands and my feet, that it is I myself. Touch me, and see. For a spirit does not have flesh and bones as you see that I have.” (Luke 24:39)</i></li> </ul>	10 – Atonement	<ul style="list-style-type: none"> <li>Jesus sacrificed himself to atone for our sins.</li> <li>Jesus sacrificed himself by dying on the cross as a human.</li> <li>Christians believe that Jesus paid the price for human sin and allowed the relationship between God and humanity to be healed.</li> <li>Some Protestant Christians believe that humans atone for their sins through proclaiming a belief in Jesus as God and Saviour.</li> <li>Roman Catholic Christians believe that atonement must come through active participation in the Sacraments.</li> <li>Roman Catholics believe that there are seven sacraments.</li> <li>The Church of England believes that there are two sacraments; Baptism and Eucharist.</li> <li>Quote 1: <i>“My grace is all you need.” Jesus (2 Corinthians 12)</i></li> </ul>
	8 – Christian Beliefs: Ascension		<ul style="list-style-type: none"> <li>Christians believe that after he rose from the dead Jesus later ascended (went up into) heaven.</li> <li>Some believe that this was a physical ascent and others claim that it is symbolic to show that Jesus’ time on earth was over.</li> <li>It is significant because it marks the time when Jesus left earth in a physical way but the Holy Spirit was left behind to lead and guide Christians today.</li> <li>Ascension Day celebrates Jesus’ ascension to heaven after he was resurrected on Easter Day.</li> <li>Quote 1: <i>“Then Jesus said to the apostles: ‘Go forth to every part of the world, and proclaim the good news to the whole creation. Those who believe it and receive baptism will find salvation’ Mark 16</i></li> <li>Quote 2: <i>“So after talking with them the Lord Jesus was taken up into heaven, and he took his seat at the right hand of God.” Mark 16</i></li> </ul>
9 - Christian beliefs: Original Sin		<ul style="list-style-type: none"> <li>A sin is an action that goes against the teachings and will of God.</li> <li>Christians believe that failure to believe in God is the biggest sin.</li> <li>Christians believe that breaking God’s law or Jesus teachings are sins.</li> <li>Christians believe that all people are born and remain sinners.</li> <li>Christians believe that sin separates humans from God.</li> <li>Christians believe that the story of Adam and Eve tells them about Original Sin.</li> <li>Original Sin is a Christian belief of that states that sin has existed since the fall of the first man.</li> <li>In the book of Genesis, Adam and Even are said to have disobeyed God by eating from the Tree of Knowledge of Good and Evil. (Genesis 3)</li> <li>This sin was the original sin which broke the relationship between God and humans.</li> <li>God sent Adam and Eve from the Garden of Eden after their first sin and said that they would now die and return to dust.</li> </ul>	12 - Judgement
	13 - Heaven & Hell	<ul style="list-style-type: none"> <li>Those who have achieved salvation will go to heaven for eternity.</li> <li>Heaven is God’s kingdom, reward for passing God’s judgement – close to God.</li> <li>Heaven is a place of peace and love, with no conflict or pain or suffering.</li> <li>Heaven inspires Christians to follow God’s law and repent of their sins.</li> <li>Heaven gives them hope of justice in the afterlife for suffering in this life. Some believe Heaven is a physical place, others a spiritual state of being with God.</li> <li>Hell is a place of suffering where unrepentant sinners go after judgement. Suffering is through being separated from God and physical torment e.g. burning. Hell is ruled by the devil and his angels.</li> <li>Purgatory is the a Catholic belief. A place where souls go to wait before they can get to Heaven.</li> <li>Hell Quote: <i>‘A place of a fiery furnace, with weeping and gnashing of teeth’ (Matthew 13:50).</i></li> <li>Heaven Quote <i>‘My Kingdom is not of this world...’ (John 18:36). “There are many places in my Fathers house and I have prepared a place for you.” (John 14)</i></li> </ul>	

Week	Key Knowledge to learn
<p><b>1. Good and evil intentions and actions</b></p>	<p><b>Good action-</b> an action that does not break the law and good actions performed outside of the law. For example, giving to charity.</p> <ul style="list-style-type: none"> <li>Kindness and compassion is a natural human reaction and has nothing to do with the law.</li> <li>People who perform good actions intend to do them. It is not accidental.</li> <li>Religious faith tend to encourage genuine good actions.</li> </ul> <p><b>Evil action-</b> actions performed which breaks the law.</p> <ul style="list-style-type: none"> <li>It is an opposite of good and causes suffering, injury and death.</li> <li>Religions believe evil actions are those which goes against God.</li> <li>Evil actions are not intentional all the time. Sometimes people are influenced to commit evil actions and maybe put in a situation where they believe they have no other choice but to commit evil actions.</li> <li>Muslims and Christians believe no one is perfect and human beings will make mistakes</li> <li>Christians see evil as an abuse of free will that God gave them.</li> <li>Most Christians believe in a figure called the Devil. He tries to tempt people into evil</li> <li>The Qur’an says that there is a devil who was an angel. Iblis refused God’s command and was expelled from paradise. Iblis tempts humans to be wicked</li> </ul>
<p><b>2. Reasons for crime</b></p>	<p>The reasons why people commit crime are <b>poverty, upbringing, mental illness, addiction greed, hate and opposition to an unjust law.</b></p> <ul style="list-style-type: none"> <li>Poverty – a person might commit a crime because they see no alternative way to survive</li> <li>Addiction – a person addicted to drugs or alcohol might be led into crime to feed their habit</li> <li>Upbringing – the environment in which a person is brought up might make them more likely to commit crime</li> <li>Muslims and Christians believe poverty is not a good reason to commit crime as in Islam Zakkah is given to help those in poverty. Christians should volunteer to help the poor and donate to foodbanks.</li> <li>Muslims and Christians should raise their children in a secure and safe environment and teach them the right way to behave and to respect the law.</li> <li>Muslims and Christians teach that hate and greed is wrong as it is against their teachings</li> </ul>
<p><b>3. Different types of crime</b></p>	<p>The three common types of crime are the following:</p> <ul style="list-style-type: none"> <li>Crimes against the person – This causes direct harm to a person</li> </ul> <p>Hate crime- often involves violence and are usually targeted at a person because of their race, religion, sexuality, disability or gender.</p> <p>Murder- one of the worst crimes. Some murders involve the victim being put in great pain before they die. Some Murders are classed as hate crimes.</p> <ul style="list-style-type: none"> <li>Crimes against property are offences that damage or deprive people of their property</li> </ul> <p>Theft- less serious than some other crimes but it still results in a victim suffering loss.</p> <p>Arson – deliberately setting fire to property or possessions</p> <ul style="list-style-type: none"> <li>Crimes against the State – Offences that could damage everyone for example terrorism or selling state secrets</li> </ul> <p>These types of crimes are condemned in Islam and Christianity. Christians believe that people should obey the la of the land as this is what St Paul taught. Islam also believes that Muslims should obey the law of the land in which they live.</p>

Week	Key Knowledge to learn
<p><b>4. Three aims of punishment</b></p>	<p>The aims of punishments are:</p> <ul style="list-style-type: none"> <li>Retribution – This means to take revenge on the offender. Society uses punishment to make the offender pay for what they have done. In the UK criminals can receive whole life prison sentences. In some countries they can receive capital punishment which is the death penalty</li> <li>Deterrence- to put people off from committing a crime. A punishment is meant to be unpleasant so that the offender is put off from committing crimes in the future. A burglar who is sent to prison for 5 years will hopefully not want to experience that again so will not commit another crime.</li> <li>Reformation- To change someone’s’ behaviour for the better. Many punishments are given to try to change the nature of the person who has offended. This is because people who break the law are still part of society. It is important to make them realise the impact that their actions might have on others so that they will not commit crime again. Punishments might include community service. In prisons there might be education programmes to support offenders</li> </ul> <p>In Islam some Shari’ah punishments are carried out in public to deter people watching form committing similar crimes. “Cut of the hands of thieves, whether they are man or woman, as punishment for what they have done – a deterrent from God.” Qur’an 5:38</p> <p>Christians believe the aim of punishment should be to reform the criminal rather than deterrence and retribution. “Do not take revenge... but leave room for God’s wrath for it is written: ‘It is mine to avenge; I will repay’ says the Lord.” Romans 12</p>
<p><b>5. Three forms of punishment for criminals</b></p>	<p>The main forms of punishment are:</p> <ul style="list-style-type: none"> <li>Prison – punishment given for serious crimes, criminals are locked in cells and have very little choice about how to spend their time. Christians believe prison should encourage positive activity. Muslims mainly use prisons to detain people awaiting trials or punishments</li> <li>Corporal punishment – Punishment which involves inflicting physical harm. Christians do not support this, but Muslims use this form of punishment in Muslim countries to promote deterrence.</li> <li>Community service- a punishment for minor offences involves working in the community without pay. Christian support this, yet it is rarely used by Muslims as it is not seen as an effective deterrence.</li> <li>Capital Punishment – The Death Penalty. This is not allowed in the UK but is followed in countries like China, USA and Saudi Arabia.</li> </ul>
<p><b>6. Forgiveness</b></p>	<ul style="list-style-type: none"> <li>Christians believe they should forgive those who commit crimes as Jesus forgave those who crucified him. Despite being forgiven, the criminal must still receive a punishment to ensure justice is done. Jesus told his followers that there is no limit to forgiving others. “Father forgive them, for they do not know what they are doing.” Luke 23</li> <li>In Islam there are two types of forgiveness, forgiveness from God and forgiveness from humans. Muslims should forgive each other to allow goodness to establish over evil. But the offender should also ask God for forgiveness after as only God can truly forgive. “ Let them pardon and forgive. Do you not wish that God should forgive you? God is forgiving and merciful.” Qur’an 24:22</li> <li>“Pardon each other’s faults and God will grant you honour.” Hadith</li> </ul>



CYCLE 1		SUBJECT	RE	TOPICS	Peace and Conflict	YEAR GROUP	11
<b>Week</b>	<b>Key Knowledge to learn</b>			<b>Week</b>	<b>Key Knowledge to learn</b>		
<b>7.</b> <i>Peace and Justice</i>	<ul style="list-style-type: none"> <li>Justice is what is right and fair, according to the Law. It is also making up for a wrong that has been committed</li> <li>God desires that there should be peace but he also desires that all should live in justice and freedom. Therefore sometimes Christians believe that war is necessary for the greater good.</li> </ul>			<b>10.</b> <b>Reasons for war</b>	<ul style="list-style-type: none"> <li>Greed is the selfish desire for something. Greed in the form of desire for land or resources can lead to war.</li> <li>Self defence is when you act to prevent harm to yourself or others. Self defence can lead to war when you defend your country or allies from attack, when you defend your values, beliefs or way of life or when you fight to defeat evil such as genocide. (Genocide is the deliberate killing of a whole nation or ethnic group.)</li> <li>Retaliation is when you deliberately harm someone as a response to them harming you. This can lead to war when a nation fights against a nation that has done something very wrong or has attacked or damaged your country.</li> <li>The Bible and Qur'an warn against greed. "For the love of money is the root of kinds of evil." 1 Timothy. "God does not like arrogant, boastful people, who are miserly...hiding the bounty God has given them." Qur'an 4:36-37</li> <li>Many Christians and Muslims believe that fighting in self defence is justified if all other ways of resolving conflict have failed. "Do not repay evil for evil... If it is possible, as far as it depends on you, live at peace with everyone." Romans. "Those who have been attacked are permitted to take up arms because they have been wronged – God has the power to help them." Qur'an 22-39</li> <li>Jesus taught that retaliation is wrong. "But I tell you, do not resist an evil person. If anyone slaps you on the right cheek, turn to them the other cheek also." Matthew 5:39. Islam teaches that God knows the need for fair retribution but retaliation must be measured. Forgiveness is a better response and will be rewarded by God.</li> </ul>		
<b>8.</b> <b>Forgiveness and reconciliation</b>	<ul style="list-style-type: none"> <li>Christians are taught to forgive each other if they wish to be forgiven.</li> <li>Both Muslims and Christians believe that God offers forgiveness to all who ask in faith.</li> <li>Reconciliation means a conscious effort to rebuild a relationship which has been damaged by conflict.</li> <li>"The servants of the Lord of Mercy are those who walk humbly on the earth, and who, when aggressive people address them, reply with words of peace," Qur'an 25:63</li> </ul>			<b>11.</b> <b>Holy War</b>	<ul style="list-style-type: none"> <li>A just war is a war which meets internationally accepted criteria for fairness and follows traditional Christian rules for a just war. The rules are now accepted by many other religions.</li> <li>Christian writers Augustine and Aquinas developed the concept of a just war.</li> <li>Lesser Jihad (the outward struggle to defend one's faith, family and country from threat obliges Muslims to fight, but only if the conditions of a just war are met.</li> <li>A just war is fought in self defence and not for greed or retaliation.</li> <li>A just war must be declared by a proper legal authority</li> <li>A just war must be a last resort. All other ways of solving the problem must have been attempted.</li> <li>A just war must be proportional. Excessive force should not be used and innocent civilians must not be killed.</li> <li>The first Caliph, Abu Bakr, devised rules for Muslims which said that armies must not harm innocent civilians, animals or the environment. Muslims believe that war should be proportional and fought without anger, but it is better to avoid war if possible.</li> </ul>		
<b>9.</b> <b>Attitudes towards violence and terrorism</b>	<ul style="list-style-type: none"> <li>The right to protest (express disapproval, often in a public group) is a fundamental democratic freedom.</li> <li>UK law usually allows peaceful public protest marches if the police are told six days before so that violence (actions that threaten or harm others) can be avoided.</li> <li>Terrorism is the unlawful use of violence against innocent civilians, to achieve a political goal. This form of violent protest is a crime.</li> <li>Christians believe that protest to achieve what is right is acceptable as long as violence is not used. The Christian pastor Dr. Martin Luther King Jr organised peaceful protests against unjust racist laws, which succeeded in bringing civil rights to African American citizens.</li> <li>In Islam, fighting is only allowed in self defence or defence of the faith and only against those who actively fight against you.</li> <li>No religion promotes terrorism</li> <li>"Do not kill each other, for God is merciful to you. If any of you does these things, out of hostility or injustice, We shall make him suffer Fire." Qur'an 4:29-30</li> </ul>			<b>12.</b> <b>Just War</b>	<ul style="list-style-type: none"> <li>A holy war is fighting for a religious cause or God, probably controlled by a religious leader.</li> <li>For both Muslims and Christians a holy war must be authorized by a religious leader with great authority. It can only be fought to defend the faith from attack. Those who take part in defending the faith might gain spiritual rewards.</li> <li>In the UK today many Christians and Muslims do not respond violently to an attack on their faith.</li> <li>During "the Troubles" in Northern Ireland (1968-98) conflict between Catholics and Protestants led to violence against each community. Many people suggest that this was a political crisis about nationality.</li> <li>Some groups such as al-Qaeda and ISIS use the Muslim idea of Holy War to justify their acts of terrorism. Most Muslims disagree with this. "Fight in God's cause against those who fight you, but do not overstep the limits: God does not love those who overstep the limits." Qur'an 2:190</li> </ul>		
				<b>13.</b> <b>Nuclear Weapons</b>	<ul style="list-style-type: none"> <li>Weapons of mass destruction kill large numbers of people indiscriminately and cause environmental damage.</li> <li>Nuclear weapons work by a nuclear reaction; they devastate huge areas and kill large numbers of people.</li> <li>Other types of WMD include chemical weapons and biological weapons.</li> <li>Nuclear weapons were used at the end of the Second World War by the USA against Japan leading to their surrender. 140,000 died in Hiroshima in 1945. The surrender of Japan has led some to say that their use was justified. Since then many countries have developed powerful nuclear weapons as a deterrent against attack.</li> <li>Chemical and biological weapons are illegal (The Chemical Weapons Convention 1993.) but many nations still have them.</li> <li>No religion supports the use of these weapons.</li> <li>Christians believe they are wrong because only God has the right to end life. "You shall not murder." Exodus. WMD kill huge numbers of civilians and so their use cannot be justified. Some Christians accept the POSSESSION of nuclear weapons as a deterrent to keep the peace.</li> <li>Islam believes that they are wrong because God created life on earth and Muslims have a duty to protect it. Nuclear weapons would destroy God's creation, killing millions of innocents. "Do not contribute to your destruction with your hands, but do good, for God loves those who do good." Qur'an 2:195</li> </ul>		

RE		Muslim Beliefs		Cycle 2		Y9			
Week	Key Knowledge to learn			Week	Key Knowledge to learn				
1. – Islamic beliefs: Sunni and Shia history	<ul style="list-style-type: none"> <li>• Sunni Muslims follow the example of the Prophet Muhammad</li> <li>• Shi’as Muslims follow the example of the Prophet Muhammad and his son-in-law Ali</li> <li>• About 80% of the worlds Muslims are Sunni</li> <li>• The larger group of Muslims chose Abu Bakr, a close Companion of the Prophet, as the Caliph</li> <li>• The term Caliph means the social and political leader who was chosen to lead the Muslim community</li> <li>• Sunnis believe that there were only four Caliphs after the Prophet Muhammad</li> <li>• Sunni Muslims call these the “Rightly Guided Caliphs”</li> <li>• Many Shi’a Muslims believe there are twelve Imams who are the successors to the Prophet Muhammad</li> <li>• Sunni Muslims make up the majority of British Muslims</li> </ul>			4. FESTIVAL: Ash’ura	<ul style="list-style-type: none"> <li>• This is celebrated by Sunni and Shia Muslims on the tenth of the month of Muharram, but for different reasons. Ashura means “tenth”.</li> <li>• <b>Sunni:</b> remembers Prophet Musa fasting on this day to remember the saving of the Israelites from the Pharaoh in Egypt.</li> <li>• <b>Shia:</b> Remembers the death of Hussein, the grandson of the Prophet, who was killed at the battle of Karbala on this date in 680CE. Yazid was unjust and kept slaves so Hussein had refused to be led by him, and was imprisoned in Karbala and killed.</li> <li>• <b>Sunni:</b> Many see it as a Day of Atonement, when sins are forgiven and repented of. Many fast on the 8<sup>th</sup>-10<sup>th</sup> of Muharram.</li> <li>• <b>Shia:</b> this is a festival of sincere sorrow and sadness. Many wear black as a sign of grief. Mosques are covered in black cloth. After prayers in the afternoon, poems about the tragedy of Hussein are read.</li> <li>• Shias learn from Ashura that Hussein, and the actions of the imams, should never be forgotten. This shows that all of them should stand up for justice to make society better and fight the unjust. A Shia’s love for Allah is shown through their love for the imams he has chosen to lead them.</li> </ul>				
	2. Islamic Beliefs: Six beliefs of Islam	<ul style="list-style-type: none"> <li>• The first belief is Tawhid, this means a belief that God is one. Another word for this is monotheistic.</li> <li>• The second belief is Malaikah, this means a belief in the existence of angels</li> <li>• The third belief is in the authority of Holy Books. The Qur’an is believed to be the final perfect message received from Allah by the Prophet Muhammad. Islam also recognises the importance of other holy books of Judaism and Christianity. These include the scrolls of Abraham and Moses, the Torah and Psalms and the Gospels.</li> <li>• The fourth belief is Nubuwwah and Risalah which means belief in prophets</li> <li>• The 5<sup>th</sup> belief is the belief in the Day of Judgement. The whole world will end and every human will be judged by Allah on their actions. Allah will decide who will be awarded a place in al-Jannah (Paradise) or Jahannam (Hell)</li> <li>• The 6<sup>th</sup> belief is Al-Qadr. This is the belief in predestination. Which means that although humans have free will, Allah knows what will happen</li> <li>• The Six beliefs are found in the “Kita al-inam” (book of faith)</li> <li>• The Six beliefs unite all Sunni Muslims in one community which they call the ummah</li> </ul>			5 Key Belief: Tawhid and Surah 112	<ul style="list-style-type: none"> <li>• Surah 112 of the Qur’an says “He is Allah, the One and Only; Allah, the Eternal, Absolute; None is born of Him, nor is He born; And there is none like Him.”</li> <li>• Muslims believe Allah is eternal and unique, with no parents, partners or children</li> <li>• They will only worship Allah, and no image or saint or other item is worthy of worship, so they will not make images of Allah or the Prophet Muhammad because they might worship them instead of Allah (this is the sin of shirk which is the worst sin in Islam)</li> <li>• Muslims believe Allah is not split into different persons in the way Christians see God as a Trinity; instead Allah is completely one and cannot be divided up in any way</li> </ul>			
		3. Islamic beliefs: The Five Roots	<ul style="list-style-type: none"> <li>• The Five Roots are foundations of a Shi’a Muslims faith</li> <li>• The first root is Tawhid, this means a belief that God is one.</li> <li>• The second is ‘Adl which means that God commands them to do good and avoid bad</li> <li>• The third is Nubuwwah which means belief in prophet hood</li> <li>• The fourth is Imamah which means there 12 imams appointed by Allah as successors to the Prophet</li> <li>• The 5<sup>th</sup> is Mi’ad which means a belief in the Day of Judgement and the resurrection of the body.</li> <li>• The five roots unite al Shi’a as a community as they all believe in them.</li> <li>• Sunni and Shi’a agree in ideas such as Tawhid, prophethood and the Day of Judgement</li> <li>• The Twelvers are those Shi’a who specifically believe in the 12 Imams</li> <li>• The Seveners are those Shi’a who believe there were 7 Imams who followed the Prophet</li> </ul>			6. Key Belief: The nature of Allah	<ul style="list-style-type: none"> <li>• Allah has many qualities such as immanence, transcendence, omnipotence, benevolence, mercy, fairness/justice, omniscience, listed in his 99 glorious names</li> <li>• Some believe He is both immanent and transcendent in a way that we cannot understand, because the Qur’an says he is both</li> <li>• Others say He is transcendent but <b>knows</b> everything that we do, which means he is “closer to you than your jugular vein” without being physically close/immanent</li> <li>• Since the Qur’an teaches that Allah is “closer to you than your jugular vein”, Muslims will know Allah understands everything they do and why they do it so he will judge fairly on the Day of Judgement and send them to heaven or hell accordingly. Therefore they will try to live how Allah wishes because they know they will be held accountable for every action and none escapes his notice.</li> <li>• Believing that God is fair, loving and omnipotent means Muslims see everything that happens as part of a test and trust that he has a bigger plan for them; this may involve suffering but must be the right thing for them, otherwise Allah would not plan it this way</li> </ul>		



RE		Christian Beliefs		Cycle 2		Y9	
Week	Key Knowledge to learn			Week	Key Knowledge to learn		
7. Key Belief: Angels	<ul style="list-style-type: none"> <li>They have no free will and only exist to serve and worship Allah</li> <li>Different angels have different roles, eg Jibril is in charge of communication between Allah and prophets; Mikail is in charge of weather.</li> <li>“Angels are appointed over you to protect you; they are kind and honourable, and write down your deeds. They know and understand all that you do.” (Qur’an)</li> <li>“They celebrate His praises night and day, nor do they ever get tired or stop.” (Qur’an)</li> </ul>			10. Key Belief: Judgement	<ul style="list-style-type: none"> <li>Everyone is accountable for all their actions in life</li> <li>Good and bad deeds are weighed in a scale and whichever side is heavier determines whether you go to heaven or hell</li> <li>“No one can bear the burdens of another” so no one else can pay the penalty of your sin (as Christians believe Jesus did)</li> <li>Everyone will have to account for their actions, with an angel reading out their Book of Deeds, so they will try to live and worship as the Qur’an commands so they will</li> <li>Even sins as light as a mustard seed will count in the scales of justice, so Muslims will try hard to avoid sin and to do good deeds, so their scales will tip towards the good and they will go to Jannah</li> </ul>		
8. Key Belief: Predestination	<ul style="list-style-type: none"> <li>All things are known to Allah before they happen, and approved by him: “Indeed, all things We created with predestination.”</li> <li>“No disaster strikes except by permission of Allah.” Qur’an 64:11</li> <li>Muslims believe that life is a test and Allah sends suffering for a reason; we may not understand that reason but it is part of his plan for our lives and we must learn to cope and not fall into despair or doubt.</li> <li>Muslims would respond that Allah does not MAKE us do what we do, he just knows in advance what we will do with our free will and what choices we will make, so judgement is fair.</li> <li>Allah chose to limit his power by giving us free will so would not change what we do, because free will is needed for accountability and judgement to be fair. This is like watching a film for a second time: you know what is going to happen but you cannot change it.</li> </ul>			11. Key Belief: Heaven and hell	<ul style="list-style-type: none"> <li><b>Jannah</b> (heaven) is a place of plenty and closeness to Allah</li> <li>“There are rivers of pure water; rivers of milk of which the taste never changes” (Qur’an)</li> <li><b>Jahannam</b> (hell) is a place of burning and shame, and being away from Allah</li> <li>"There are some whom the Fire will reach their ankles, others up to their knees, others up to their waists, and yet others up to their necks.” (Qur’an)</li> </ul>		
	9 Key Belief: Akhirah and resurrection	<ul style="list-style-type: none"> <li>After death everyone will wait in the grave for the Last Day when everyone will be resurrected and judged, then go to heaven or hell</li> <li>Muslims will care for their bodies and avoid tattoos and damaging behaviours like drinking alcohol and smoking, because they want their bodies to be whole and pure in the afterlife for resurrection</li> <li>Muslims will try to avoid sin so that they pass the test of judgement day and go to heaven not hell</li> </ul>			12. Key Belief: Risalah	<ul style="list-style-type: none"> <li>Allah communicated with mankind through prophets at different points in history</li> <li>Adam and Ibrahim are key prophets who came before Muhammad</li> <li>Muhammad is the final prophet; there will be no more prophets now that Allah has revealed the Qur’an to humankind.</li> <li>Adam: first man, first prophet, taught people to bake bread, cultivate crops and worship Allah</li> <li>Ibrahim: rewarded for his total obedience to Allah in being willing to sacrifice his son</li> <li>Muhammad: received the Qur’an via revelations lasting over 23 years; taken up into heaven at the end of his life; the final seal of the prophets; hadith are his sayings, traditions and customs and these are carefully studied by Muslim scholars; they have authority second only to the Qur’an</li> </ul>	
13. Key Belief: Holy books				13. Key Belief: Holy books	<ul style="list-style-type: none"> <li>Holy books: the Scrolls of Abraham, Torah, Psalms and Gospels</li> <li>The <b>Qur’an</b> is Allah’s final message to humankind and will never be replaced by another; it is the highest authority in Islam</li> <li>Muslims will study the Qur’an very carefully to try to learn how to live and worship correctly</li> <li>Muslims will try to live according to the Qur’an’s teachings to go to heaven</li> <li>Some try to learn it off by heart and become a <b>hafiz</b></li> </ul>		

CYCLE 1		SUBJECT	RS	TOPICS	Muslim Practices	YEAR GROUP	11		
Week	Key Knowledge to learn			Week	Key Knowledge to learn				
1. – Five Pillars of Islam	<p>The five pillars of Sunni Islam are:</p> <ol style="list-style-type: none"> <li>1. Shahadah – the declaration of faith.</li> <li>2. Salah – prayer</li> <li>3. Zakah – charity</li> <li>4. Sawm – fasting</li> <li>5. Hajj – pilgrimage</li> </ol> <ul style="list-style-type: none"> <li>• They are the founding principles of the religion.</li> <li>• Muhammad set up the practice of the 5 pillars.</li> <li>• The Pillars keep Allah at the centre of a believer’s life throughout each day.</li> <li>• They all involve a test which Muslims must pass either each day (prayer) or yearly (fasting and zakah) and once in a lifetime (hajj).</li> <li>• A person who follows the 5 Pillars will hopefully return to Allah in paradise as His servant.</li> </ul>			4. FESTIVAL: Ashura	<ul style="list-style-type: none"> <li>• This is celebrated by Sunni and Shia Muslims on the tenth of the month of Muharram, but for different reasons. Ashura means “tenth”.</li> <li>• <b>Sunni:</b> remembers Prophet Musa fasting on this day to remember the saving of the Israelites from the Pharaoh in Egypt.</li> <li>• <b>Shia:</b> Remembers the death of Hussein, the grandson of the Prophet, who was killed at the battle of Karbala on this date in 680CE. Yazid was unjust and kept slaves so Hussein had refused to be led by him, and was imprisoned in Karbala and killed.</li> <li>• <b>Sunni:</b> Many see it as a Day of Atonement, when sins are forgiven if repented of. Many fast on the 8<sup>th</sup>-10<sup>th</sup> of Muharram.</li> <li>• <b>Shia:</b> this is festival of sincere sorrow and sadness. Many wear black as a sign of grief. Mosques are covered in black cloth. After prayers in the afternoon, poems about the tragedy of Hussein are read.</li> <li>• Shias learn from Ashura that Hussein, and the actions of the imams, should never be forgotten. This shows that all of them should stand up for justice to make society better and fight the unjust. A Shia’s love for Allah is shown through their love for the imams he has chosen to lead them.</li> </ul>				
	2. Ten Obligatory Acts	<p>The ten Obligatory Acts of Shi’a Islam are:</p> <ul style="list-style-type: none"> <li>• 1 = prayer – salah</li> <li>• 2 = fasting – sawm</li> <li>• 3 = pilgrimage – hajj</li> <li>• 4 = charity – zakah</li> <li>• 5 = struggle – jihad</li> <li>• 6 = amir bin maroof – encouraging people to do what is good</li> <li>• 7 = nahi anil munkar – discouraging people from doing what is wrong</li> <li>• 8 = khums – giving to charity and religious leaders</li> <li>• 9 = tawalla – showing love for God and those who follow him</li> <li>• 10 = tabarra – not associating with the enemies of God</li> </ul> <p>Code which binds Shias together Imams gave the rule to follow them – authority of Imamate</p>			5. Eid-ul-Fitr	<ul style="list-style-type: none"> <li>• This is the celebration of the end of the month-long Ramadan fast.</li> <li>• Special prayers are said but Sunni and Shia Muslims perform them slightly differently</li> <li>• Now Muslims have fasted they know how hard life is for the poor, so zakah is due to be paid on this day.</li> <li>• This festival is a time to reflect on the past year and how to be better next year. It enables Muslims to improve their chance of entering Jannah by becoming a more observant Muslim and a better member of the ummah.</li> <li>• Ramadan and Eid-ul-Fitr are a chance every year to remember the path of Allah and make sure they come back if they have strayed from it.</li> <li>• Muslims have a day off work or school and go to the mosque, reflect on the year and enjoy visiting friends and relatives for celebratory meals now that they are no longer fasting.</li> <li>• It is a huge social occasion and strengthens the Ummah.</li> </ul>			
		3. Eid-UI -Adha	<ul style="list-style-type: none"> <li>• Remembers Prophet Ibrahim obeying Allah’s order to sacrifice his son, Ishmael.</li> <li>• Shaytan tempted Ibrahim to disobey Allah but Ibrahim threw stones to make him leave (also remembered by the stone throwing on Hajj)</li> <li>• He tried to slit Ishmael’s throat but when he looked down, it was a ram which had been killed and Ishmael was safe.</li> <li>• Ibrahim had passed the test of obedience to Allah’s will..</li> </ul> <p>To celebrate</p> <ul style="list-style-type: none"> <li>• A lamb is sacrificed and the meat split between the family who paid for the lamb, their friends, relatives and neighbours, and the poor. Many families in the UK pay money to charity instead of having a lamb sacrificed.</li> <li>• Sunnah of Eid: Sunnah = practices of the Prophet, which Muslims follow as he is the perfect example. For Eid they complete fajr prayer and then dress up in new clothes. They attend congregational prayer at mosque and hear a sermon on Ibrahim, commitment to obeying Allah, the poor, and the responsibilities of being a Muslim.</li> </ul>			6. Declaration of Faith	<ul style="list-style-type: none"> <li>• The Shahadah is “There is no God but Allah and Muhammad is the Prophet of Allah.”</li> <li>• This phrase is important to Muslims as it expresses the core beliefs of Islam.</li> <li>• The Shahadah is considered to provide the foundation for the other four pillars.</li> <li>• Shi’a Muslims add an extra phrase to the Shahadah: “and Ali is the friend of God.” This shows their belief that Ali, Muhammad’s cousin and son in law, was the true successor to the Prophet.</li> <li>• To become a Muslim a person only has to sincerely recite the Shahadah in front of Muslim witnesses.</li> <li>• The Shahadah is recited many times during a Muslim’s life. If they are born into a Muslim family, it is the first thing that they hear. If possible, it is also the last thing they say before they die.</li> </ul>		

CYCLE 1		SUBJECT	RS	TOPICS	Islamic practices	YEAR GROUP	11		
Week	Key Knowledge to learn			Week	Key Knowledge to learn				
7. Salah: Prayer	<ul style="list-style-type: none"> <li>To observe the duty of salah, Sunni Muslims pray five times a day and Shi'a Muslims pray three times a day.</li> <li>Shi'a Muslims combine midday and afternoon prayer and sunset and night prayers, so they say the same prayers but only three times a day</li> <li>Sunni Muslims prayer times are called; Fajr (before sunrise), Zuhr (after midday), Asr (afternoon), Maghrib (just after sunset), Isha (night).</li> <li>Before prayer all Muslims perform ritual washing called Wudu. This is to make themselves spiritually clean and focus fully on Allah.</li> <li>When praying all Muslims face the direction of Makkah. This means that all Muslims are focusing on one place associated with God when they pray.</li> <li>Shi'a Muslims believe in only using natural materials when praying so they will place a clay tablet or a piece of wood on the spot where their forehead will rest.</li> </ul>			10. Zakah and Khums: Charity	<ul style="list-style-type: none"> <li>Zakah requires Muslims to give 2.5% of their savings to charity every year.</li> <li>In addition to giving Zakah. Shi'a Muslims also give Khums. This is 20% of their savings, half of which goes to charity and half to religious leaders.</li> <li>Giving to charity is mentioned a number of times in the Qur'an; for example "Whatever you give should be for parents, close relatives, orphans, the needy and travellers. God is well aware of whatever good you do." 2:215.</li> <li>Only Muslims with savings greater than a certain amount (known as the nisab) are required to give Zakah.</li> <li>Zakah can be donated directly to a charity such as Islamic relief but it can also be collected by a mosque, which will distribute the money among those in need.</li> <li>Zakah is important because it fulfils a duty to God.</li> <li>It helps to strengthen the Muslim community by supporting the poor and weak.</li> <li>It is a type of purification that helps Muslims become closer to God.</li> </ul>				
	8. Prayer	<ul style="list-style-type: none"> <li>Muslim prayers are made up of a number of rak'ah: set sequences of actions and recitations.</li> <li>God commanded Muslims to pray, so it is important for Muslims to observe this pillar of Islam.</li> <li>Prayer is also important as it unites Muslims and brings them closer to God.</li> <li>The Jumma Prayer is a special communal prayer that is held at midday on Friday.</li> <li>Men are expected to attend a mosque for this prayer and women may do so if they wish.</li> <li>Muslims still perform wudu before Jumma Prayer and Mosques have special rooms set aside for this.</li> </ul> <p>Prayer is important to Muslims because:</p> <ol style="list-style-type: none"> <li>Muslims have been commanded to pray by God.</li> <li>It helps a Muslim become closer to God</li> <li>It motivates them to do God's will.</li> <li>It unites Muslims around the world as they all pray in the same way.</li> </ol>			11. Hajj: Pilgrimage	<ul style="list-style-type: none"> <li>Hajj is an annual pilgrimage that starts and ends in the city of Makkah (Mecca) in Saudi Arabia.</li> <li>Every Muslim is expected to take part in Hajj at least once in their life.</li> <li>Hajj remembers the actions of the Prophet Ibrahim and his family who rebuilt the Ka'aba.</li> <li>The Ka'aba is the cube shaped building in the centre of the Grand Mosque and is the holiest place in Islam.</li> <li>The Qur'an says that "Pilgrimage to the House is a duty owed to God by people who are able to undertake it." 3:97.</li> <li>Hajj is significant for Muslims because it: <ol style="list-style-type: none"> <li>Fulfils a religious obligation as it is a pillar of Islam and Muslims are told of its significance when reading the Qur'an.</li> <li>Pilgrimage brings a person closer to God as they do not have to deal with the world around them and instead concentrate on their faith.</li> <li>Hajj emphasises the unity of the Muslim ummah and shows that all Muslims are the same no matter their race or wealth.</li> </ol> </li> </ul>			
		9. Sawm: Fasting	<ul style="list-style-type: none"> <li>Ramadan is the most important month in the Islamic Calendar.</li> <li>It is during this month that the angel Jibril started to reveal the Qur'an to Muhammad.</li> <li>Muslims focus on their faith during this month by fasting, giving to charity and trying to please God.</li> <li>Fasting means not eating or drinking during daylight hours.</li> <li>The command to fast was revealed to Muhammad and can be found in the Qur'an. "It was in the month of Ramadan that the Qur'an was revealed as guidance for mankind... So any of you who sees in the month should fast." 2:185</li> <li>Food, drink, smoking and sex are forbidden during daylight hours. The fast is broken at sunset when an evening meal is shared with family and friends with prayer and reading from the Qur'an.</li> <li>Children, the ill and those who are pregnant are excused from the fast.</li> <li>The fast is important because it shows obedience and dedication to God and inspires Muslims to help those in poverty who don't have enough to eat or drink.</li> <li>The Night of Power is the night when Jibril first started to recite the Qur'an to Muhammad.</li> <li>Muslims might try to stay awake throughout the Night of Power, praying and studying the Qur'an. Observing the Night of Power is thought to give Muslims the benefits of worshipping for a thousand months.</li> </ul>			12. Hajj: Pilgrimage	<ul style="list-style-type: none"> <li>Hajj takes place over five days, during which time pilgrims travel from Makkah to Mina, Arafat, Muzdalifah and back to Makkah.</li> <li>The actions that are performed on Hajj remember the events in the lives of the Prophet Ibrahim and his family.</li> <li>Before Hajj begins, pilgrims must enter a state of purity called Ihram which involves ritual washing and wearing white.</li> <li>Everyone wearing the same clothes signifies unity and equality.</li> <li>Hajj pilgrimage starts in Makkah at the Grand Mosque as pilgrims walk round the Ka'aba seven times.</li> <li>Muslims will then walk seven times between the hills of Safa and Marwah, remembering Hajira's search for water and the miracle of the appearance of the well of Zaman.</li> <li>Pilgrims will then travel to Arafat where Muhammad preached his last sermon. Praying a whole afternoon under the hot sun shows their devotion to God.</li> <li>Pilgrims also throw pebbles at three stone wall called the Jamarat. These walls represent the devil.</li> </ul>		
9. Sawm: Fasting	<ul style="list-style-type: none"> <li>Ramadan is the most important month in the Islamic Calendar.</li> <li>It is during this month that the angel Jibril started to reveal the Qur'an to Muhammad.</li> <li>Muslims focus on their faith during this month by fasting, giving to charity and trying to please God.</li> <li>Fasting means not eating or drinking during daylight hours.</li> <li>The command to fast was revealed to Muhammad and can be found in the Qur'an. "It was in the month of Ramadan that the Qur'an was revealed as guidance for mankind... So any of you who sees in the month should fast." 2:185</li> <li>Food, drink, smoking and sex are forbidden during daylight hours. The fast is broken at sunset when an evening meal is shared with family and friends with prayer and reading from the Qur'an.</li> <li>Children, the ill and those who are pregnant are excused from the fast.</li> <li>The fast is important because it shows obedience and dedication to God and inspires Muslims to help those in poverty who don't have enough to eat or drink.</li> <li>The Night of Power is the night when Jibril first started to recite the Qur'an to Muhammad.</li> <li>Muslims might try to stay awake throughout the Night of Power, praying and studying the Qur'an. Observing the Night of Power is thought to give Muslims the benefits of worshipping for a thousand months.</li> </ul>			13. Jihad	<ul style="list-style-type: none"> <li>Jihad refers to the struggle against evil. It requires all Muslims to strive to improve themselves and the society they live in, in a way that pleases God.</li> <li>Greater Jihad is the inward, personal struggle to live according to the teachings of Islam.</li> <li>Lesser Jihad is the outward, collective struggle to defend Islam from threat.</li> <li>Greater Jihad is considered to be more important than lesser Jihad.</li> <li>Greater Jihad might involve; observing the five pillars, studying the Qur'an, avoiding temptations like drugs and alcohol, avoiding negative traits like greed and jealousy and helping and caring for those in need.</li> <li>Lesser Jihad comes from the earliest days of Islam when Muslims needed to fight for the freedom to practice their faith.</li> <li>Fighting for religious cause is sometimes called a Holy War. But lesser jihad or holy war can only be used as a last resort when the faith is under severe attack. Islam teaches that lesser jihad/holy war can never be used to justify a terrorist attack.</li> </ul>				

CYCLE 1	SUBJECT	RE	TOPICS	Religion and Life	YEAR GROUP	11
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Week	Key Knowledge to learn
1. The origins of the universe	<p>Christian teachings:</p> <ul style="list-style-type: none"> <li>The universe was made by God out of nothing.</li> <li>God created the world in 6 days and rested on the 7<sup>th</sup> (Genesis).</li> <li><b>Fundamental Christians:</b> Believe the statements in the bible are literally true and describe exactly how the universe was created. Others believe the seven days are describing periods of time.</li> <li><b>Liberal Christians:</b> Believe the creation stories are symbolic and the main message is that God created the universe. They may look to science to understand how God did this.</li> </ul> <p>Muslims Beliefs:</p> <ul style="list-style-type: none"> <li>The universe was designed and made by God.</li> <li>Six days refers to six periods of time, there is no indication to what was created on each day. (Unlike in the bible)</li> <li>'Your Lord is God who created the heavens and Earths in six days... He created the Sun, Moon, stars... All creation and all command belongs to him.</li> </ul> <p>Big Bang Theory:</p> <ul style="list-style-type: none"> <li>The Earth came into existence VIA the big bang. Some Muslims and Christians believe in the big bang theory as being caused by God. Islam encourages scientific investigation to give a greater understanding of God.</li> </ul>
2. The Value of the world	<p>AWE – Devout respect for Gods power of creation) WONDER- Marvelling at the complexity of the universe</p> <ul style="list-style-type: none"> <li>For Muslims and Christians the beauty of the world can give a sense of AWE and WONDER.</li> <li>They believe the Earth and nature are so amazing because they provide for humans and living things in order for their survival.</li> <li>Muslims see it as their duty to respect nurture and care for the environment.</li> </ul> <p><b>Stewardship and Dominion:</b></p> <ul style="list-style-type: none"> <li>Christians believe the first man on earth was given the role of stewardship “The Lord took took the man (Adam) and put him in the Garden of Eden to take care of it” (Genesis 2:15)</li> <li>Christians also teach that God gave humans power/ authority of Earth. This is called Dominion.</li> <li>Muslims believe humans have the role of Khalifahs (Stewards) on Earth and so should protect the natural Earth around us. “It is he who has made you successors on Earth.”</li> </ul> <p><b>Use of natural resources</b></p> <p>Population growth is impacting the environment and the natural world. Deforestation, Non-renewable sources of energy will eventually run out. People should be encouraging sustainable development (Reducing the impact on the natural world for future generations). Muslims and Christians believe they should avoid waste and conserve energy.</p>
3.The use and abuse of the environment	<ul style="list-style-type: none"> <li>Muslims and Christians show their concern by taking action to help protect the Earth against abuse- Misuse of the world and environment.</li> </ul> <p><b>Air pollution-</b> e.g. fumes from cars and factories cause global warming, climate change and diseases such as asthma/ lung cancer.</p> <p><b>Land pollution</b> e.g. poor disposal of waste causes chemicals to pollute the earth/ wildlife poisoning and inefficient farming.</p> <p><b>Water pollution</b> e.g. dumping waste into seas endanger marine life.</p> <ul style="list-style-type: none"> <li>Muslims believe they should help the Earth and not over use it. “Eat and drink but do not be extravagant” (Quran 7:31)</li> <li>Christians believe the world is on loan to humans &amp; they should look after it. “The Earth is the Lords and everything in it”.</li> <li>Muslims and Christians encourage people to reduce waste, recycle and reuse materials.</li> </ul>

Week	Key Knowledge to learn
4. The use and abuse of animals	<p>Christians and Muslims believe God made all living creatures and they should be treated well.</p> <p><b>Vegetarians-</b> Those that don't eat meat or fish</p> <p><b>Vegans-</b> Those that don't use anything from an animal including leather, milk and eggs.</p> <ul style="list-style-type: none"> <li>Christians have no rules about whether they can eat meat or not. Some believe God gave animals for food and others believe there is no need to eat animals.</li> <li>Muslims believe providing food is a just cause for killing animals but hunting for pleasure is not. Muslims have strict laws about killing animals e.g. animals should never be killed in front of each other.</li> <li>They should be killed in the name of God, using a very sharp knife to the throat to avoid suffering. The blood should be drained out. It is not lawful for Muslims to eat pig or any animal killed in the wild.</li> </ul> <p><b>Christian and Muslim beliefs about animal experimentation</b></p> <ul style="list-style-type: none"> <li>Causing animals unnecessary stress and harm is against Muslim principles</li> <li>Most Christians and Muslims believe testing should be allowed for essential human needs.</li> </ul>
5. Origins of Human life	<p><b>Christian beliefs</b></p> <ul style="list-style-type: none"> <li>Genesis 1: God created life with humans life being created last.</li> <li>God created humans in his image.</li> </ul> <p><b>Muslim beliefs:</b></p> <ul style="list-style-type: none"> <li>God created Adam as the first man, moulding him from clay and blowing life into his soul</li> <li>God created Hawaa (Eve) from the same soul and she became his life.</li> <li>They lived in paradise and were forbidden to eat from a specific tree. The devil convinced them to eat from this tree and they regretted it immediately.</li> <li>Life on Earth began with Adam and Eve after this event.</li> </ul> <p><b>Evolution</b></p> <ul style="list-style-type: none"> <li>Charles Darwin put forward the theory of Evolution. The idea that life started with a single cell, these cells evolved over time into creatures capable of living on land.</li> <li>Cells then adapted to their surroundings and thrived. This is called <b>survival of the fittest.</b></li> </ul> <p><b>Religious debate on evolution:</b></p> <ul style="list-style-type: none"> <li>Some Christians and Muslims completely reject the theory of evolution, some accept the mainstream scientific view and believe it does not conflict with their faith.</li> </ul>
6. Abortion	<ul style="list-style-type: none"> <li>Christians and Muslims believe in the <b>Sanctity of Life</b> (life is holy and given by God so only God can take it away)</li> <li>Many will also consider the <b>Quality of Life</b> (the general well being of a person, in relation to their health and happiness)</li> <li>Abortion is legal in the UK under various conditions.</li> <li>Christians believe God has a plan for everyone – abortion takes this away so is considered wrong (Jeremiah 1:5)</li> <li>Some C's agree if the baby will have a poor quality of life or if conception is the result of rape.</li> <li>Muslims believe abortion is forbidden unless under certain circumstances such as; the mothers life should be saved if the baby is putting her in danger or if the pregnancy is result of rape.</li> <li>No Muslim can have an abortion due to finances ‘Do not kill your children for fear of poverty – We shall provide for them and you’ (Quran 17:31)</li> <li>Abortion must happen before ensoulment (When the foetus is given a soul)</li> </ul>
7. Euthanasia and Life after death	<p><b>Euthanasia</b> – A good or gentle death painlessly ending the life of someone who is dying.</p> <p><b>Christians believe:</b></p> <ul style="list-style-type: none"> <li>God gives people free will to end their life. Euthanasia may be the most loving and compassionate thing to do.</li> <li>Euthanasia allows a dignified death and the drugs to end life are given by God to be used.</li> <li>However, others believe it is murder and may be abused. Therefore only God should take life.</li> </ul> <p><b>Muslims believe:</b></p> <ul style="list-style-type: none"> <li>Euthanasia is forbidden as it goes against the sanctity of life.</li> <li>There may be a cause for suffering – no one knows Gods plan. Goes against Qadr.</li> </ul> <p><b>Life after Death</b></p> <ul style="list-style-type: none"> <li>Both Christians and Muslims believe that death is not the end but beginning of the afterlife.</li> <li>Both believe that God will judge everyone on how they have lived on Earth.</li> <li>Gods judgement will determine whether we go to heaven or hell.</li> </ul>



CYCLE 1		SUBJECT	RE	TOPICS	Relationships and families	YEAR GROUP	11
Week	Key Knowledge to learn			Week	Key Knowledge to learn		
<b>8.</b> <b>Human sexuality</b>	<ul style="list-style-type: none"> <li>Human sexuality refers to how people express themselves and sexual beings. In Britain over recent decades, sex before marriage, having children outside of marriage and open homosexual relationships have become more common.</li> <li>The age of consent in Britain ( when a person is legally old enough to freely agree to have sex) is 16.</li> <li>Christianity and Islam regard heterosexual relationships (between members of the opposite sex) as natural, part of God’s plan for humanity.</li> <li>Some Christians and Muslims think homosexual relationships (between members of the same sex) are against God’s will. In Britain, homosexual couples can now legally marry</li> </ul> <p>Heterosexual relationships</p> <ul style="list-style-type: none"> <li>Many Christians believe that marriage is the only valid place for heterosexual relationships because it is part of God’s plan for humans. “This is why a man leaves his father and his mother and is united to his wife, and they become one flesh.” Genesis 2:24</li> <li>Muslims believe that heterosexual relationships are the normal pattern of behavior; Muslims are expected to marry and have a family. The only form of sexual relationship in Islam is that between husband and wife. “Marry those who are single among you for God will develop their moral traits.” Hadith</li> </ul>			<b>11.</b> <b>Marriage</b>	<ul style="list-style-type: none"> <li>Marriage is the legal union between a man and a woman. In some countries such as the UK it can also be the legal union of two people of the same sex.</li> <li>A civil partnership is a legal union of two people that does not include marriage.</li> <li>A Same sex marriage is a marriage between partners of the same sex.</li> <li>Cohabitation refers to a couple living together and having a sexual relationship without being in a legally binding marriage or partnership.</li> <li>Christians believe that marriage is a gift from God. It is a sacrament blessed by God that reflects the love of Jesus. It is a covenant (agreement) before God in which the couple promises to live faithfully till death.</li> <li>Muslims believe that marriage is a faithful, lifelong commitment, intended by God for the sharing of love and companionship. It is a social contact which brings two families together. The Qur’an says that husbands and wives are like garments for each other, meaning each should support and care for the other.</li> <li>The purpose of marriage for all religions is to provide a stable, secure environment for family life.</li> <li>Both Christians and Muslims believe that marriage is the proper place to enjoy sex, raise children in a religious faith and provide lifelong support for a partner.</li> </ul>		
<b>9.</b> <b>Relationships before and outside marriage</b>	<ul style="list-style-type: none"> <li>The Anglican Church, Catholic Church and Islam teach that sex before marriage is wrong (sex between two single unmarried people).</li> <li>All religions teach that sex outside marriage or adultery is wrong (voluntary sexual intercourse between an unmarried person and someone who is not their husband or wife).</li> <li>In Britain, sex before marriage is widely accepted, but many people, religious and non-religious, think that adultery is wrong because it involves lies, secrecy and betrays trust.</li> </ul> <p>Sex before marriage</p> <ul style="list-style-type: none"> <li>For many Christians sex expresses and deep lifelong union that requires the commitment of marriage. St Paul warns against sexual immorality. “Whoever sins sexually, sins against their own body. Do you not know that your bodies are the temples of the Holy Spirit. Some liberal Christians think that sex before marriage can be a valid expression of love for each other, particularly if the couple are intending marriage</li> <li>Muslims believe that sex is a gift from God that must be managed responsibly within marriage. The Qur’an forbids sex before marriage; under Islamic law sex before marriage is considered a serious sin</li> </ul> <p>Sex outside marriage</p> <ul style="list-style-type: none"> <li>Christians believe that adultery breaks the vows a couple make before God and threatens the stable relationship needed for a child's security. “You shall not commit adultery.” Exodus</li> <li>The Qur’an forbids adultery. “And do not go anywhere near adultery: it is an outrage, and an evil path.” Qur’an 17:32</li> </ul>			<b>12.</b> <b>Divorce</b>	<ul style="list-style-type: none"> <li>Divorce is the legal ending of a marriage. It is legal in the UK after one year if a marriage cannot be saved. Reasons for divorce may include: adultery, domestic abuse, addiction, work or financial pressures, falling out of love etc.</li> <li>Remarriage is when someone marries again after divorce while their former husband or wife is still alive.</li> <li>An annulment is a Catholic Church ruling that a marriage was never valid.</li> </ul> <p>Christianity</p> <ul style="list-style-type: none"> <li>Christian clergy will offer counselling, prayers and sacraments to couples who are struggling and may refer them to counselling agencies such as Relate.</li> <li>The Catholic Church teaches that marriage is a sacrament that is permanent and cannot be dissolved. Catholics can separate but not divorce or remarry while their partner is alive. They can attain an annulment if there was never a true marriage. Most Anglicans and Protestants allow divorce. Some allow remarriage as long as the couple take the vows seriously. Jesus taught that anyone who divorced and remarried was committing adultery but he also taught forgiveness and love.</li> </ul> <p>Islam</p> <ul style="list-style-type: none"> <li>The Qur’an encourages the couple to try to reconcile their differences by allowing family members to help bring them back together, if God wills.</li> <li>The Qur’an guarantees rights of both men and women to divorce, but divorce is hateful to Allah. Hadith</li> </ul>		
<b>10.</b> <b>Contraception and family planning</b>	<ul style="list-style-type: none"> <li>Contraception is the methods used to prevent pregnancy. There are three methods: artificial (condoms, the pill), natural (the rhythm method), and permanent (sterilisation).</li> <li>In Britain there is widespread acceptance of contraception to help family planning, prevent unwanted pregnancies, reduce global overpopulation and prevent the spread of sexually transmitted infections.</li> <li>Most Christian and Muslim couples accept family planning (controlling how many children a couple has and when they have them) in certain circumstances, but not to prevent having children altogether.</li> <li>All Christians believe that having children is God’s greatest gift to married couples. Catholics and Orthodox Christians are against artificial contraception. “Every sexual act should have the possibility of creating new life.” Humanae Vitae, 1968. Anglicans believe that artificial contraception is allowed as people should only have as many children as they can care for.</li> <li>Muslims believe that contraception can be used for family planning. Some prefer natural but artificial is fine as long as it does not cause an abortion.</li> </ul>			<b>13.</b> <b>Families</b>	<ul style="list-style-type: none"> <li>A nuclear family is a couple and their children.</li> <li>A stepfamily or blended family is formed on the remarriage of a divorced or widowed person that includes all of their children.</li> <li>An extended family might include grandparents and other relatives beyond parents who have a role in bringing up the children.</li> <li>Same-sex parents are people of the same sex who are raising children together.</li> <li>Polygamy is the custom of having more than one wife at the same time. Christianity is against polygamy. Some Muslims might accept polygamy with the consent of the first wife but only if the husband is able to love and support his wives equally. Polygamous marriages are illegal in the UK. It is known as bigamy.</li> <li>Christian parents raise their children in their faith. They teach them to pray. Some send their children to religious school. They teach them right from wrong and pass on the values of their religion.</li> <li>Muslims parents bring up their children in their faith. They teach them how to pray, keep halal food laws and live a good Muslim life. They support their children in finding a suitable marriage partner and often send them to madrasah (mosque school).</li> </ul>		

### 1. Health and Wellbeing

- A - Factors that affect health and wellbeing
- B - Interpreting health indicators
- C- Person-centred approaches to improving health and wellbeing.

#### Health and Wellbeing

**Holistic** – looks at the whole person not just the part that needs treatment or care. A holistic definition of health and wellbeing is a combination of physical health and social and emotional wellbeing. It is not just the absence of disease or illness. It looks at all aspects of a person’s health and wellbeing.



Our basic needs do not change as we pass through the various life stages. However, different people will need different kinds of support from health and social care services depending on their particular situation or life stage.

**Psychologist Abraham Maslow designed a hierarchy of needs shown as a pyramid. A sense of belonging may look different in adolescence than in middle adulthood.**

### 2. Physical Factors

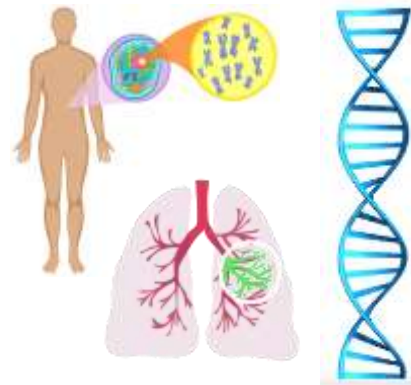
#### Inherited conditions:

- Most people have 23 pairs of chromosome in each of our cells.
- One from each pair from birth mother.
  - One from each pair from birth father.

There are two types of inheritance:

**Dominant** – only one parent needs to have/carry the condition for the child to inherit the condition e.g. Huntington’s Disease.

**Recessive** – Both parents need to have/carry the condition for the child to inherit it e.g. cystic fibrosis.



### 2. Physical Factors

**Physical ill health:** - can be acute, chronic or both.

Acute = comes on quickly, is short-term and can be cured.

Chronic = Life long.



e.g. Asthma is a chronic condition impacting the lungs – life long.

**There is no cure. However, An asthma attack is an acute condition which can be remedied with medication.**

**Mental Ill Health** – Mental health determines how we think/feel and behave as well as how we cope with situations. Mental ill health is when emotionally, psychologically and socially someone’s wellbeing is affected by a condition such as anxiety, stress, depression etc.

**Physical abilities** – how well you can perform a physical action such as walking, doing buttons etc. can be hugely impacted if we experience any kind of temporary or permanent physical impairment.

**Sensory impairments** – The loss of one of the 5 senses can have a devastating ability on someone’s ability to perform every day tasks. e.g. loss of vision could reduce someone’s ability and confidence to socialise.

### 3. Lifestyle Factors

**Nutrition** – A balanced diet is essential for a healthy body and mind. People who eat poorly are more prone to illness, being over/under weight.

**Physical Activity** – Regular exercise is essential for our health and wellbeing.

**Alcohol** – Can have a detrimental impact on someone’s physical health. Excessive drinking can lead to addiction and increased risks of cancer.

**Smoking** – Cigarettes contain highly addictive Nicotine which can have huge impacts on a person’s wellbeing and health.

**Illegal drugs and misuse of prescribed drugs** - can have a profound impact on your health and wellbeing .





#### 4. Cultural Factors

**Religion** – being part of a religious group can be positive for health and wellbeing. Many religious groups offer lots of support for individuals within their community.

**Community Participation** – belonging to a group with which someone identifies e.g. a street organising events together, or a member of the LGBTQIA+ community taking part in a Pride march.

**Gender Roles and expectations** – The roles and behaviours often stereotypically expected of men and women.

**Gender Identity** – how a person identifies. There are over 100 genders in the UK.

**Sexual Orientation** – The emotional, romantic or sexual attraction someone feels for another person/s.



#### 5. Life events/Circumstances

**Physical events** such as accidents, puberty etc. can have a profound impact on someone's health and wellbeing.

**Relationships changes** – both positive e.g. getting married or negative e.g. bereavement have a huge impact on someone's wellbeing.

**Expected life events** – things that are an accepted part of someone's life e.g. getting a job, going to school etc.

**Unexpected life events** – things that are not the norm e.g. being made redundant, going to prison etc.



#### 6. Environmental Factors

##### Housing needs, conditions and locations

The type of housing and the location of housing can hugely impact health and well-being. E.g. small flat in the city could lead to stress and ill-health due to air pollution.

**Home environment** – living with abuse or neglect can hugely impact health and wellbeing.

##### Pollution –

**Air pollution** can lead to life-long health conditions.

**Water Pollution** can lead to illness.

#### 7. Health Indicators

**Health indicators** – Physical and measurable indicators of someone's health.

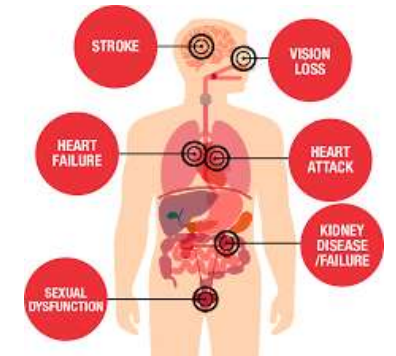
**Pulse rate** – Resting pulse rate compared to rate after exercise and recovery time. The quicker your pulse returns to normal the fitter you are.

**Blood Pressure** – The pressure exerted by your blood against the walls of your arteries. Long-term High blood pressure can have devastating consequences on the organs.

**Health indicators** –

##### BMI – Body Mass Index

Used to determine if someone is overweight.



#### 8. Economic Factors

**Employment situation** – whether someone is working can have a huge impact on their health and wellbeing

**Financial Resources** – the money and personal wealth at someone's disposal.

#### 9. Person-centred approach.

Recognising that each person is individual and therefore it is important to approach their care and needs in the individually. You place the person in the centre of their care and ensure that their care plan is developed specifically around their individual needs, wishes and circumstances.

### 10. Barriers to accessing care and support

Things that prevent someone being able to easily access support for specific health and wellbeing needs.

- **Physical** – being physically unable to get to a health and social care setting e.g. no wheelchair access.
- **Sensory disability** – Being unable to communicate with or access a facility due to sensory limitations.
- **Social and Cultural** – limitations due to social or cultural background e.g. men being uncomfortable having a female practitioner due to cultural beliefs.
- **Language and speech** – a language barrier between service user and health care practitioners.
- **Geographical** – unable to access a service due to its location e.g. you live in a rural location.
- **Financial** – Limitations due to financial.

### 11. Challenging texts/Additional reading



#### Key terms –

Holistic  
Disability  
Impairment  
Illness  
Sensory Impairments  
Dominant Genes  
Recessive Genes  
Nutrition  
Mental Ill Health  
Addictions  
Nicotine  
Hazards  
Supportive relationships  
Unsupportive relationships  
Social inclusion  
Social Exclusion

#### Key terms –

Coerce  
Sexual Orientation  
Gender Identity  
Stereotypes  
Diversity  
Barriers to accessing care  
Formal support  
Informal Support  
Life-style indicators  
BMI  
Pulse Rate  
Recovery Rate  
Blood Pressure  
Sphygmomanometer  
Person-Centred Approach  
SMART targets

It is important to ensure that you are reading your **revision guide** each day. The revision guide has been designed to support you in preparing for the externally assessed component of your course. **Component 3, Health and Wellbeing**, builds on knowledge, understanding and skills developed in Components 1 and 2.

For your **Component 3 assessment** you will explore factors and their effects on health and wellbeing, drawing on your understanding of human development and life events from unit 1 and services, support and approaches from unit 2. You will make recommendations and suggest actions to improve the health and wellbeing of individuals.

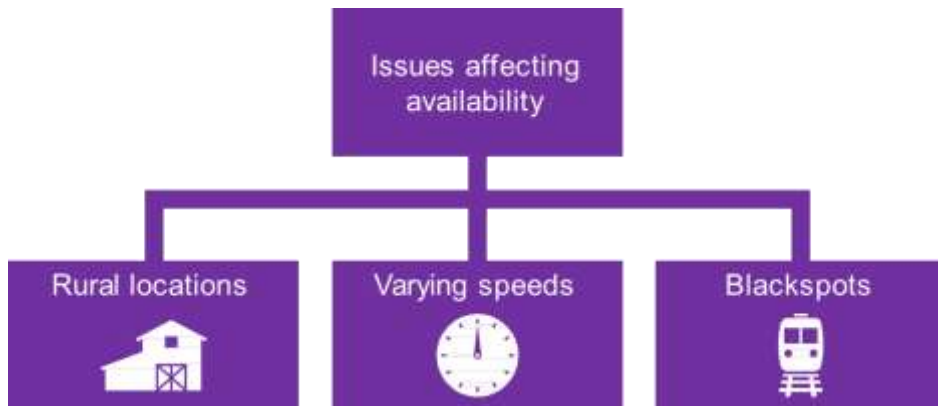
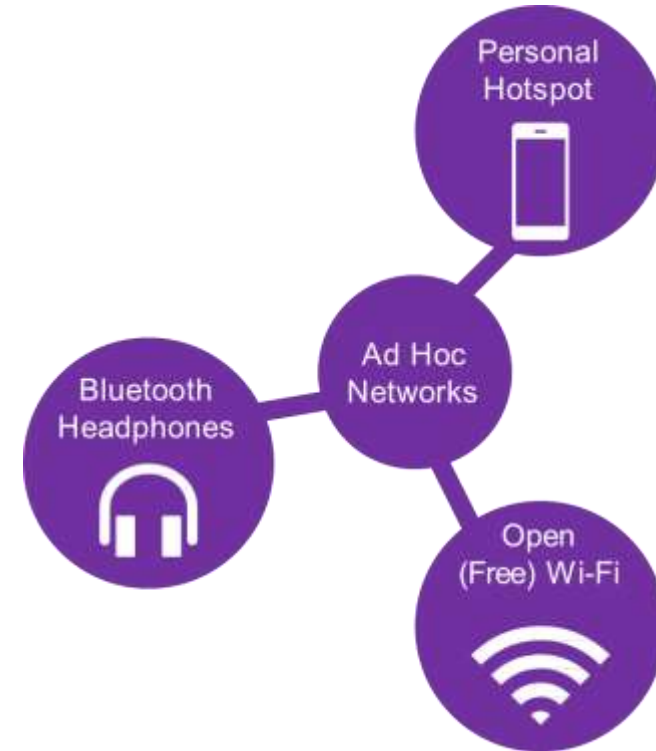


Scan the QR code for the specification document.



## BOX 1: Ad Hoc Networks

Key Terms	
Bluetooth	A short range technology that connects multiple devices.
Ad Hoc Network	A wireless network that does not require fixed hardware.
Personal Area Network	A network of computers based on or around a person.
Tethering	Where a smartphone acts as an internet access point.
Personal Hotspot	Using a phone's internet connectivity on another device.
PIN	'Personal Identification Number'
Encrypted	Means that data cannot be read without a key.
USB	A standard for connection sockets on computers.
Insecure	A connection vulnerable to interception.
Streaming	A continuous flow of data sent over the internet.



Advantages	Disadvantages
More devices can be added any time.	More open, so they are less secure.
Can be set-up anywhere.	Unorganised, with no device in control.
They require limited set-up.	The more devices, the slower the speed.

## BOX 2: Cloud Storage

Key Terms	
Server	A computer that delivers data over a network (the internet).
Downloading	The process of transferring from a server to computer.
Uploading	The process of transferring from a computer to a server.
Synchronising	When files on two devices are updated to be the same.



Cloud storage is where files created and used on one or more computers or devices are **stored and managed remotely**. The files are stored on **servers** so that they can be accessed **via the internet**.

What can be stored in the cloud?

Data back-ups

Photos and videos

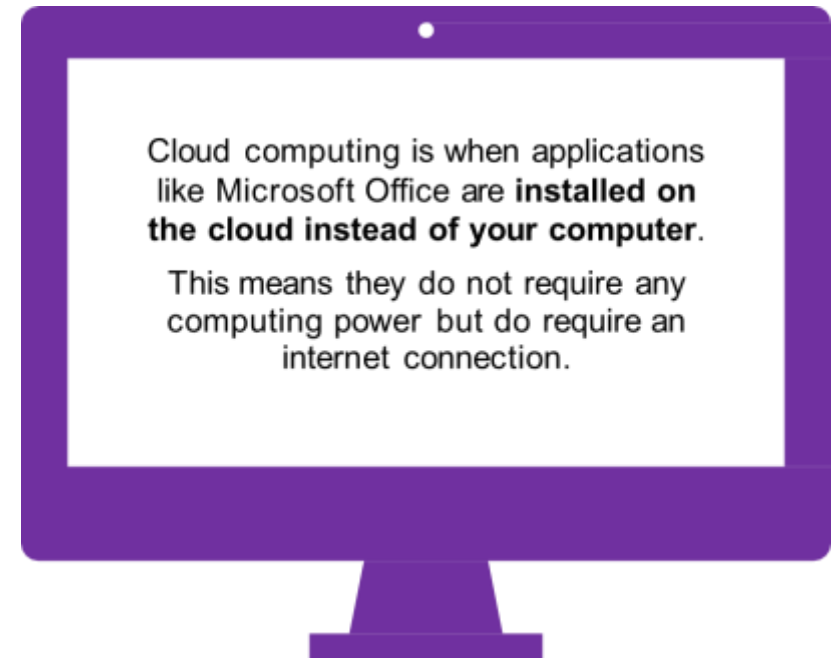
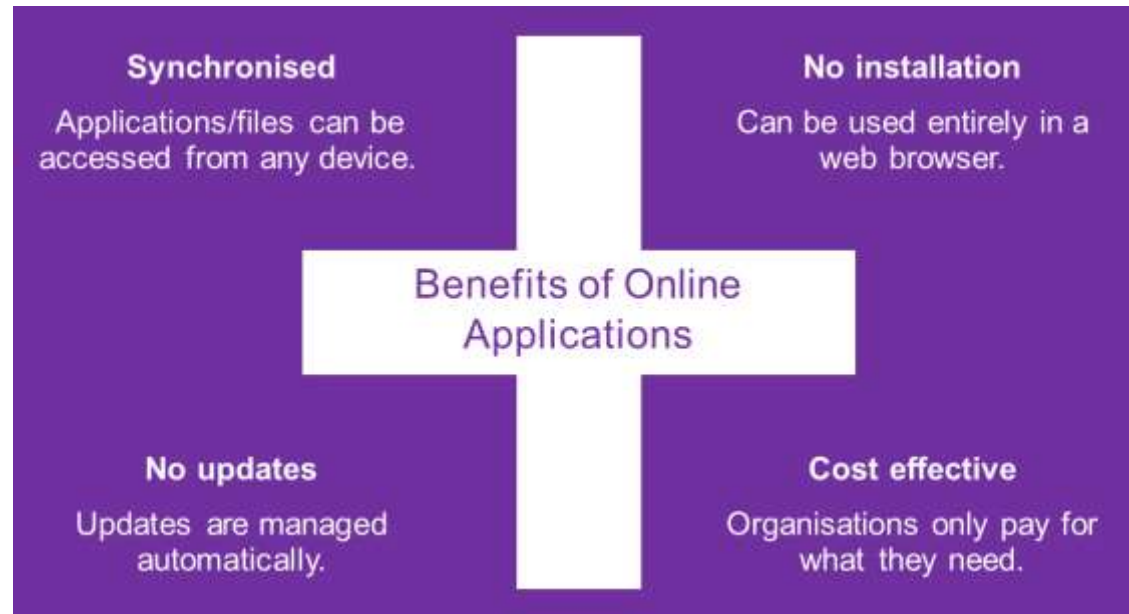
Documents

Advantages	Disadvantages
You can access your data from any device on the internet.	You cannot access your files without the internet.
It is scalable, meaning more storage can be added easily.	You have no control over how your data is stored by providers.



**BOX 3: Cloud Computing**

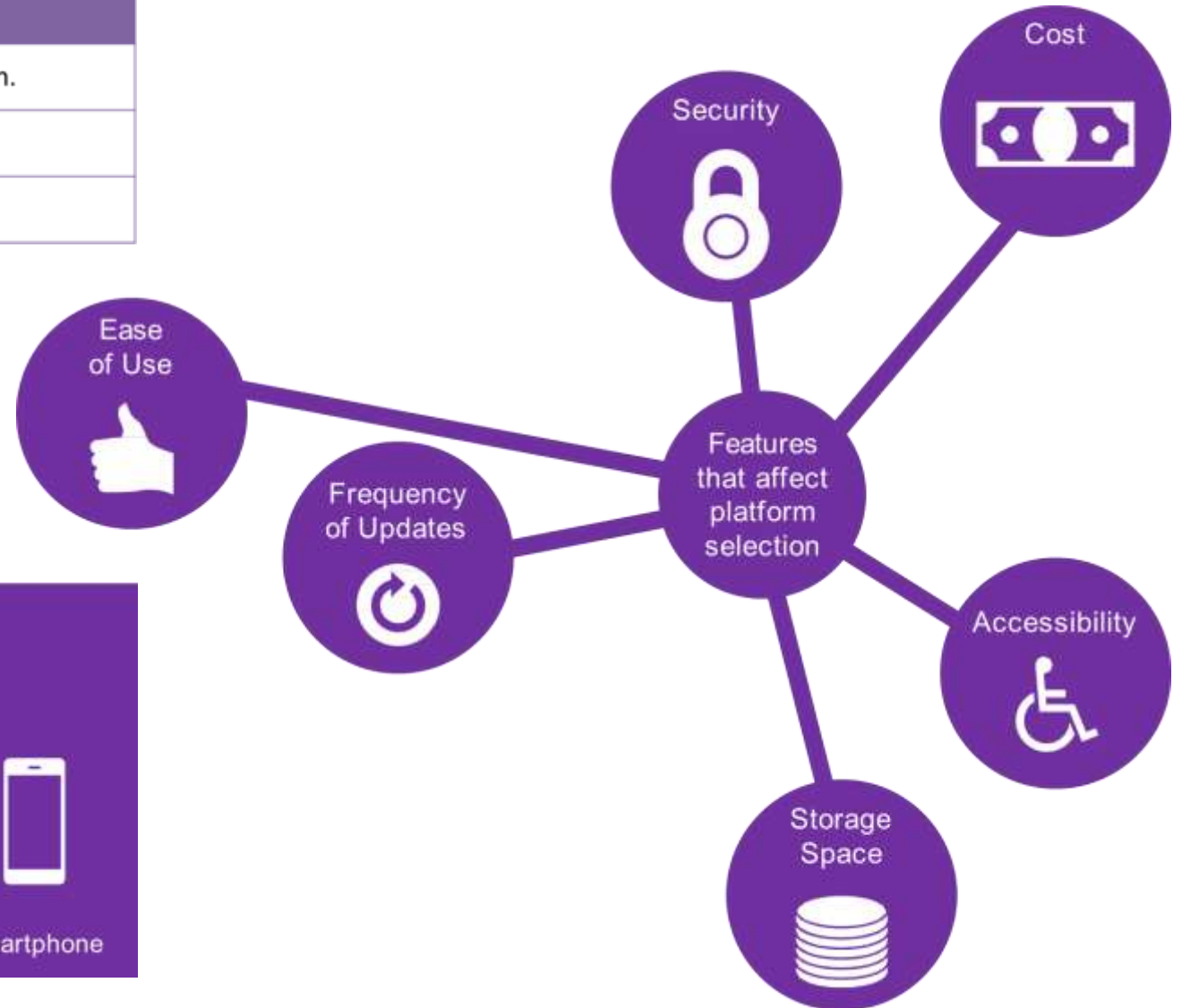
Advantages	Disadvantages
Doesn't require local computing power, meaning they can run on any device/computer.	Requires a stable internet connection. Without this, online applications are inaccessible.



## BOX 4: Platforms and Services

### Key Terms

Stakeholders	Those with an interest or investment in an organisation.
Downtime	A period when a computer/services are unavailable.
Geo-data	Location information used by smartphones/tablets.



### Common Platform Types



Desktop PC



Laptop



Tablet

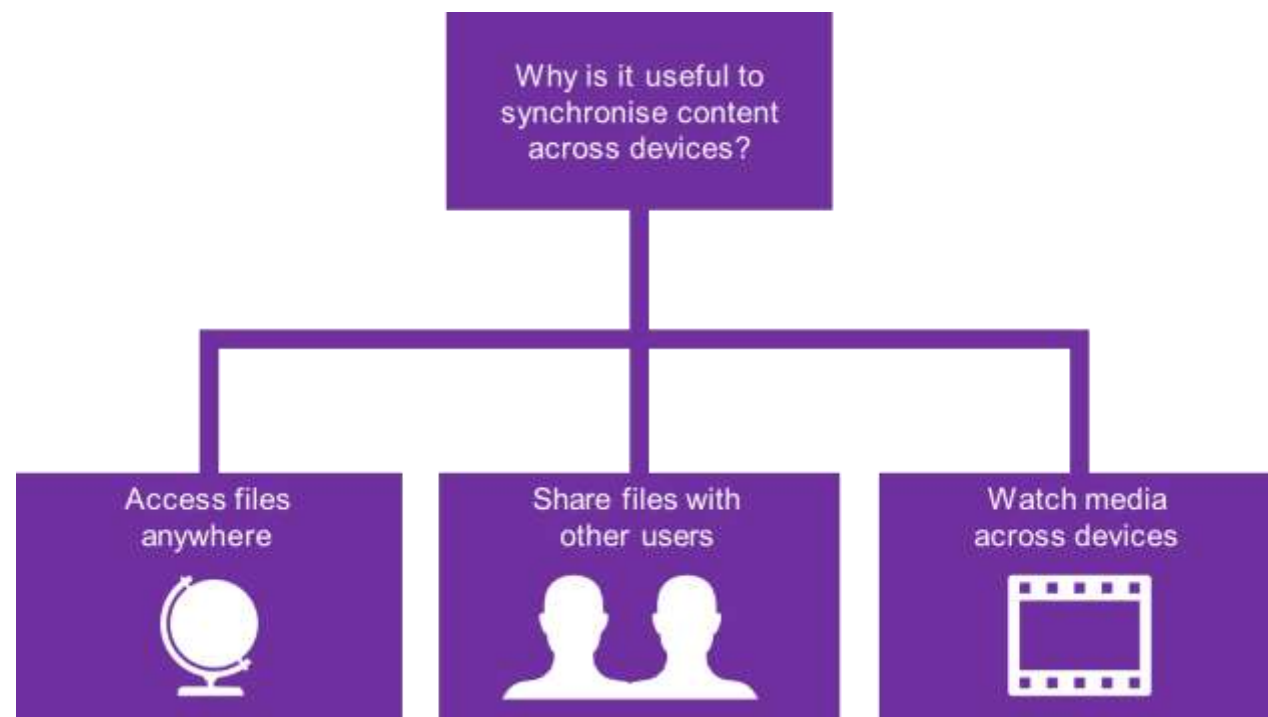


Smartphone



**BOX 1: Cloud & Traditional Systems**

Key Terms	
Synchronisation	When files on two devices are updated to be the same.
Notification	A message that notifies the user of a change or update.
Online	Connected to/uses the internet.
Offline	Not connected/doesn't use the internet.

**Popular Cloud Storage Platforms**

Microsoft OneDrive



Apple iCloud



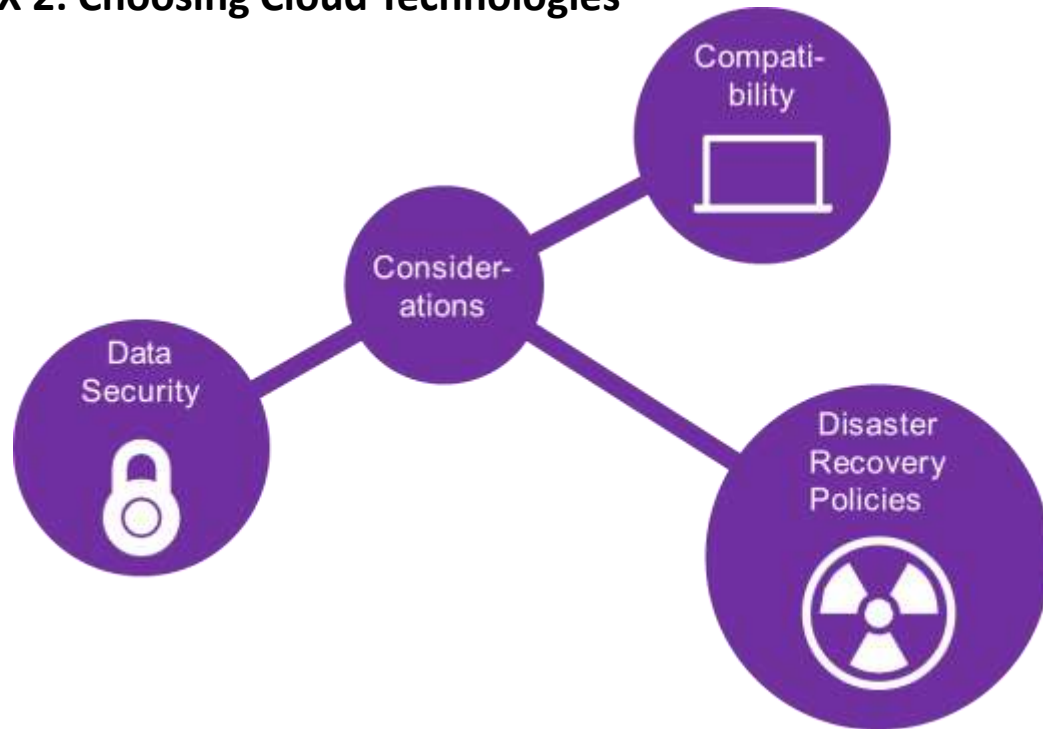
Google Drive



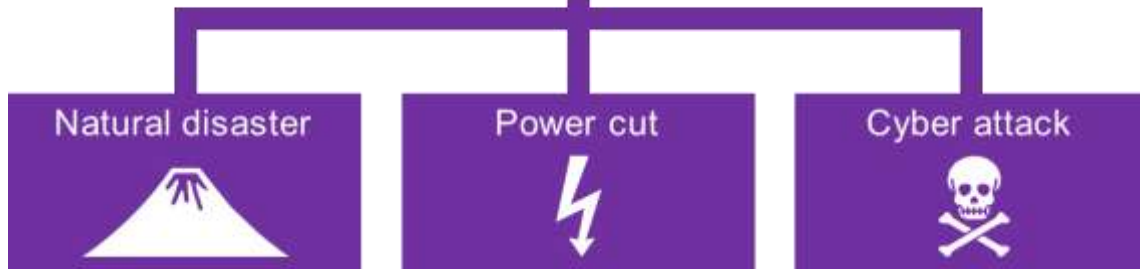
Dropbox



## BOX 2: Choosing Cloud Technologies



Uses for a disaster recovery policy



A disaster recovery policy is typically designed to **set out the actions** that will need to take place **after a disaster**, for example a cyber attack or a natural disaster, to **restore an organisation's services** quickly.

Advantages	Disadvantages
They can reduce the amount of time it takes to recover following a cyber security disaster.	It is not always possible to think of single risk that could occur before an attack is carried out.
They set out the roles of each person so everybody knows what to do following an attack.	Once the policy has been created, it needs to be continually updated.

## BOX 3: Maintenance, Set-Up and Performance



Key Terms	
Virtual Machine	Software applications that behave like a physical computer.
Administrator	A person responsible for configuring and maintaining technologies.
Spam	Electronic junk mail, usually sent with a commercial purpose.
Downtime	A period when a computer/services are unavailable.

Setting up a <u>traditional server</u> requires:	Setting up a <u>virtual machine</u> requires:
Purchase of hardware	Selecting a provider
Building hardware	Creating an account
Operating system/application installation	Selecting performance requirements
Stable network connection	Supplying payment

Downtime can be caused by:

Interrupted internet connectivity



Cyber attacks



Scheduled updates





## BOX 4: Collaborative Technologies

Benefits of Collaborative Technologies	
Global and multicultural workplace	Communicating and collaborating using technology can help build relationships between people of different ages, gender, religion or culture.
Inclusivity	Where technology has functionality for those with physical limitations. For example, people with visual impairments can take advantage of being able to enlarge text.
24/7/365 working hours	Having employees work from anywhere in the world means longer working hours. For example, live chat agents working in different time zones will be working 24/7/365.
Team flexibility	Teams can be made up of a variety of employees, like casual staff. These staff might be on short-term contracts or freelance suppliers who are self-employed.

### Version Control Features

#### Workflow

Only one person can work on the document at one time. Other users can only view the document.

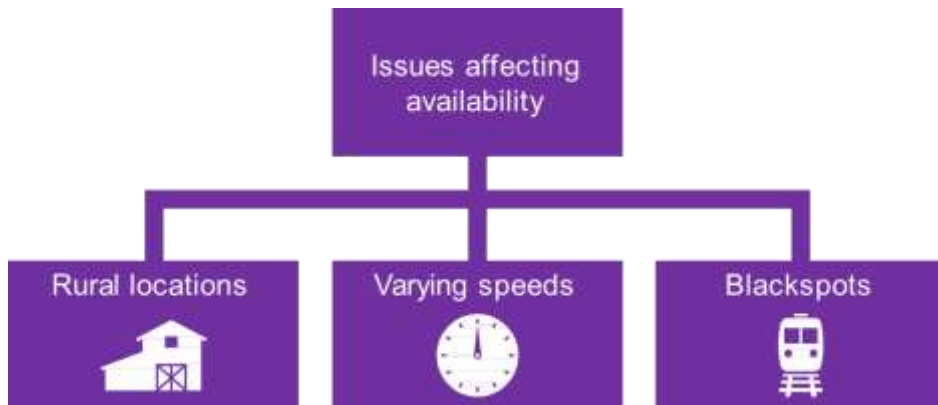
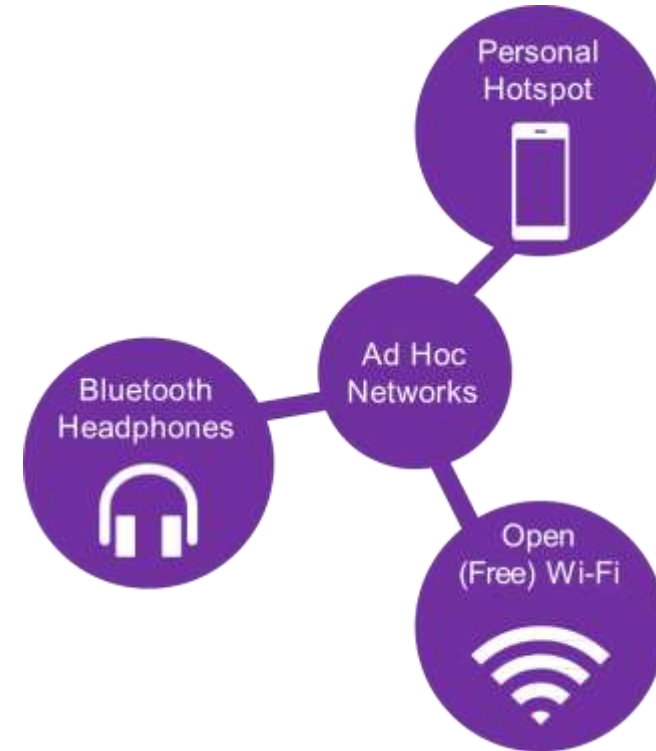
#### History

When a log is kept of what has changed and who has changed it. Users have to agree on these changes.

If several people are required to work on the same document, they could each save the document onto their computer, which would create multiple versions of the same document. **Version control prevents a clash** in the different versions of a document **between users**.

## BOX 1: Ad Hoc Networks

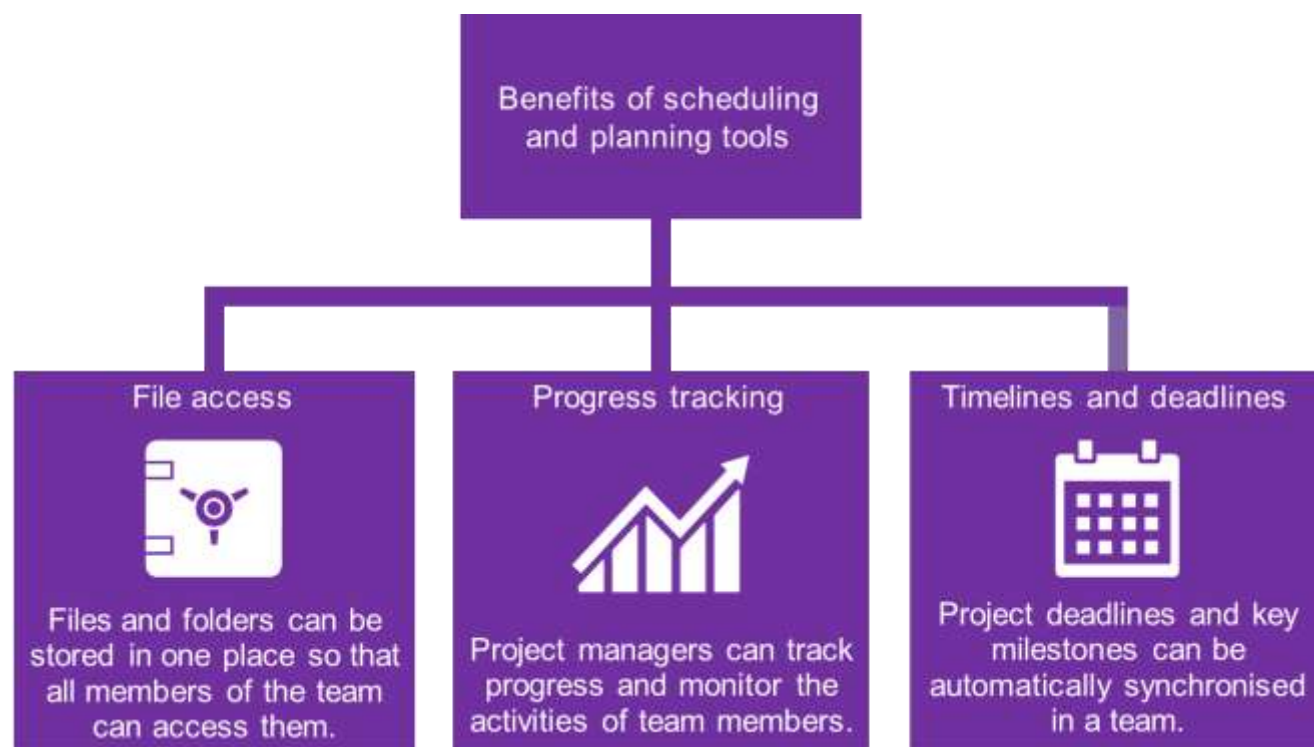
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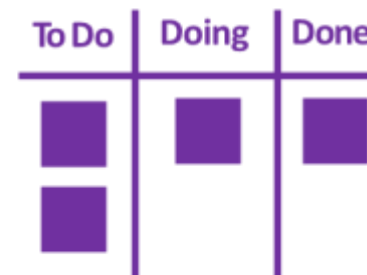
## BOX 2: Scheduling and Planning

Key Terms	
Scheduling	Setting start and end dates for a project, which automatically calculates the days needed.
Planning	Allocating tasks and controlling a schedule.
Project	An individual or collaborative enterprise that is carefully planned to achieve a particular aim.



### Scheduling Tools

#### Kanban



#### Gantt charts





## BOX 3: Communication with Stakeholders



Why would a business communicate with stakeholders?

To promote products or services with advertising.

To deal with customer queries/complaints.

To update investors on business finances.

To update employees on business operations.

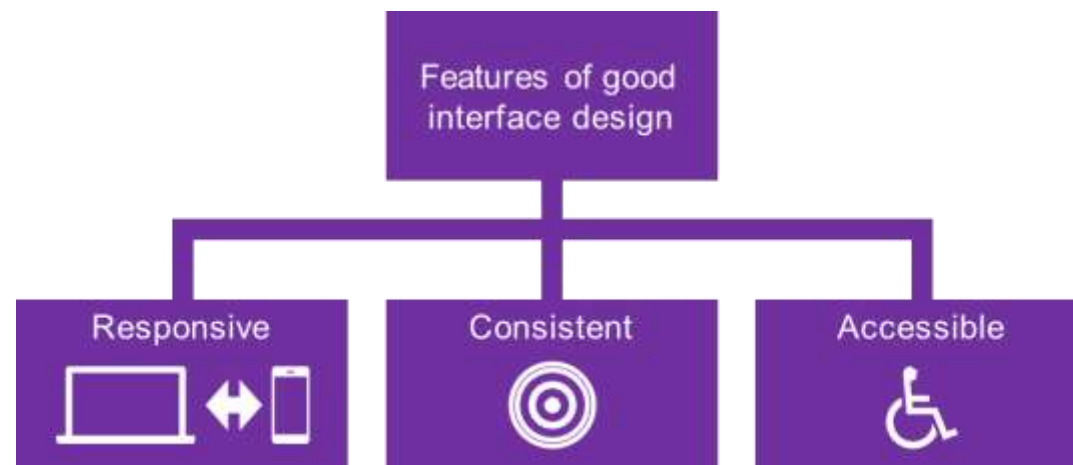
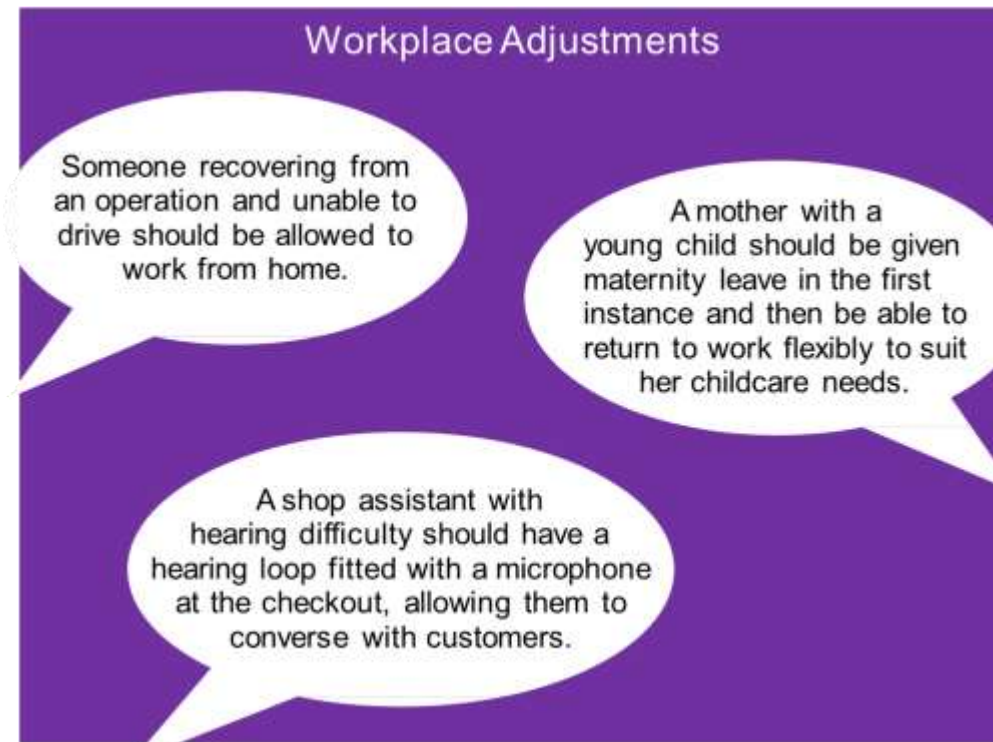
### Communication Technologies

Telephone	For conversations with individual customers, suppliers, etc.
Email	For conversations with larger groups like employees or customers.
Live chat	To provide support to customers on an informal basis.
Social media	To promote new products and provide general product guidance.

## BOX 4: Accessibility and Inclusivity



Accessibility Features	
Screen Reader	Reads text aloud for users with visual impairments/blindness.
High Contrast	Uses more contrasting colours for those with visual impairments.
Magnifier	Zooms in on a particular part of the screen for the visually impaired.
ALT Text	Text description of an image for screen reading software.



## Box A – Features of Music Brief

- Creative intentions and purpose of product
  - target audience
  - Commercial
  - Collaborative
  - Experimental.
- Aim, purpose and requirements of the brief.
- Nature of the specific area of the industry.
- Understand the target audience.
- Understanding and linking to the company's vision.

## Box B – Common health and safety points

Tripping hazards  
Fire exits  
Security  
Toilets  
Spilled liquids  
Disabled access  
Smoking rules  
Lighting  
First aid  
Overcrowding  
Staging

## Box C – Create Original Music (Musical Devices)

**Repetition** – when a musical phrase is repeated exactly  
**Sequence** – when a musical phrase is repeated at a higher or lower pitch (note)  
**Imitation** – when a musical phrase is imitated (for example the call-and-response in 'twist and shout – *twist and shout*)  
**Riffs** – a short, memorable instrumental phrase that is repeated several times in the song (used in Jazz, Rock & Pop)  
**Ostinato** – a longer riff, usually in the bass, that is repeated through-out the song (example: 'Stand by Me')  
**Block chords** – chords with all notes played together at the same time  
**Arpeggios** – broken chords; i.e. the notes of the chord played one after the other

## Box D – Create Original Music (Rhythmic Devices)

**Use of simple and compound time signatures –**

Remember: the strong beat is always '1' – then count until the next '1'

**Simple time:** beats are divided in 2 – 2/4 (1-and-2-and) 3/4 (1-and-2-and-3-and) 4/4 (1-and-2-and-3-and-4-and)

Usually pop/rock music is in 4/4. At times there it can be in 3/4, like a Waltz (type of dance)

**Compound time:** beats are divided in 3 – 6/8 (1-2-3 4-5-6) 9/8 (1-2-3 4-5-6 7-8-9) 12/8 (1-2-3 4-5-6 7-8-9 10-11-12)

**Irregular time signatures** – Time signatures that do not follow the usual simple/compound time patterns. For example: 5/8 or 7/4

**Syncopation** – Strong off-beat notes. Instead of falling on the beat, the notes come after the beat. Jazz and Blues are often based on syncopation. Rock 'n' Roll tends to be more on the beat (not syncopated)

**Swung rhythms** – Two consecutive quavers in simple time (2/4 3/4 4/4) that have a lilting feel. Jazz is based on swung rhythms.

**Straight rhythms:** evenly divided rhythms (i.e. ta ta-te ta ta)

**Dotted rhythms:** when a dot is added after a note, add half its length.

**Triplets** – In simple time (2/4 3/4 4/4) instead of dividing in two, a value is divided in three. Example: instead of dividing a crotchet in two quavers, as it should be, it is divided in three quavers.

## Box E – Performance (Musicality and Expression)

Use of and change in dynamics:

- pianissimo*** = very quiet
- piano*** = quiet
- mezzo-piano*** = moderately quiet
- mezzo-forte*** = moderately loud
- forte*** = loud
- fortissimo*** = very loud

***Legato/ staccato:*** smooth/ short and detached

Communication of meaning and mood: emphasis on important words, use of dynamics, change of timbre (tone) on certain words

Box A	<u>Extrinsic and intrinsic factors which influence the risk of injury</u> Extrinsic factors that can increase the chance of injury are factors that you cannot control. These are outside of a player's control.  Protective Equipment can help reduce injury by players having the correct protective equipment for example shin pads, gum shields and helmets if required. Lack of these can contribute to injuries  Individual variables are what makes a person unique and impact the sport they can participate or make the susceptible to injuries.	Examples of extrinsic factors are: environment; equipment; coaching/instructing/leading; types of sports.  Intrinsic factors are things that a player can control and these can then reduce the chance of injury to the player.  Examples of individual variables are: Gender; age; ;experience; weight; fitness levels; techniques/abilities; nutrition/hydration; medical condition; sleep; previous injuries.	Coaching can cause injury by a player being taught the incorrect technique, for example, being taught a bad tackle technique at rugby.  Examples of intrinsic factors are: wearing protective equipment, warming up correctly and wearing the correct clothing/ footwear.  If a participant has an injury, such as shin splints. Competing before it has healed will cause more damage and poor technique/performance. It will cause lasting damage too.
Box B	<u>Psychological factors which increase the risk of injury</u> There are four psychological factors that impact on an athletes performance: Motivation, Aggression (Direct and Channelled, Arousal and Anxiety).  Direct aggression is any form of behaviour that directed towards the goal of harming another player or person such as a two footed tackle in football.  Over arousal is when a player feels over 'psyched' up for a game. This can be harmful to a player's performance and technique at performing skills in a game.	Arousal is a player's level of excitement and readiness to perform.  Channelled aggression such as a boxer can assist with a successful outcome for a boxer. It can also be channelled to support a performance to win.  Under arousal is the opposite where a player feels 'sluggish' or 'lazy' – this can lead to a player not fully preparing and this can lead to injury.	There are three mental strategies that can support a performer: Mental Rehearsal; imagery; selective attention.  Reasons for aggression can be: Level of performance; retaliation; pressures to win; officials decisions; performance enhancing drugs.  Anxiety is the feeling of being nervous or worrying about a performance. This can lead to poor performance or injury as a player is not fully focussed.
Box C	<u>Warm up and Cool Down</u> Warming up and cooling down routines can help prevent injuries to players.  Mobility: exercises that take the joint through the full range of movement. Examples of dynamic movements are arm swings and hip circles.  Skill rehearsal: This is rehearsing common skills and movements that will be used in a game situation or the activity. For example passing in football, dribbling in basketball or shooting in netball.	Four phases of a warm up are: pulse raiser, mobility, dynamic movement, and skill rehearsal. This is the same regardless of the sport you are playing.  Dynamic movements: this is changing of speed and direction. For example, sprinting towards a cone and changing direction then sprinting to another. Dynamic examples – walking lunges, high knees.  Physical benefits of a warm up include: increased body temperature, increased blood flow, increased flexibility of muscle, increase in pliability of ligaments, s and increased range of movement in joints.	Pulse raiser: exercises that slowly increase the heart rate and body temperature of a player. Examples of a pulse raiser are: jogging, skipping cycling.  The use of suitable components and examples, in the design of the warm up routines and exercises/stretches that target different muscles/joints in the body.  Psychological benefits of a warm up include: heightens arousal, settles nerves, improves concentration, increases confidence and gets players in the 'zone' through mental strategies.



Box  
DTypes, causes and treatments of common sports injuries

**Acute injuries** are injuries that happen because of an immediate impact or trauma and cause immediate pain. For example, a fracture, a strain or sprain.

**A sprain** is when a ligament has been stretched twisted or torn. Symptoms of a sprain are; swelling, pain and bruising. Treat with R.I.C.E.

**A strain** is when muscles tendon have been torn or stretched. Symptoms of a strain are; swelling, pain, loss of movement and bruising. Treat with R.I.C.E.

Open (Bone pierces the skin), closed (bone doesn't pierce the skin) and stress (tiny fracture occurred over time) are different types **fractures**. **Dislocations** are where the bone detaches from it's joint.

**Hard (skeletal) Vs Soft tissue (Muscular)**

**Concussion** is a sudden trauma to the head that causes a short loss of mental functions. It can also cause unconsciousness. Can lead to Dementia & Alzheimer's.

**Skin damage** – Abrasions, Contusions (bruises) and blisters are examples of acute injuries.

**Chronic injuries** are injuries that happen over a long period of time that causes pain. They are also known as overuse injuries.

Examples of chronic injuries are; **shin splints**

**Tendonitis** – In the; Achilles, Shoulder (rotator cuff) or Knee (Patellar).

**Epicondylitis** – Lateral (tennis elbow) Medial (Golfer's elbow)

**Stress Fractures** – Repetitive strain on an area can lead to a stress fracture. There are lots of treatments for chronic injuries including, rest, message, electrolysis, but be specific, physiotherapy, **support** such as kinesiology taping & **immobilisation** (Casts/splints/slings).

There are **Different psychological effects** of dealing with injuries and medical conditions including treatment and long term rehabilitation.

Box  
EMeasures taken to prevent injury

There are **Safety Checks** taken to decrease the risk of injury these include– Risk assessments, level of risk. Control measures, medicals, screening, NGB policies.

**Emergency Action Plans** prevent injury and include emergency personnel (people who are identified to support in case of an emergency such as first aiders), emergency communication (the telephone numbers and email addresses of who to contact such as the local police, the CEO or the hospital) and emergency equipment (defibrillator, evacuation chair)

**SALTAPs (on field assessment routine)**– See, Ask, Look, Touch, Passive, Strength **DRABC – Danger, Response, Airways, Breathing, Circulation. Place in Recovery position** if unconscious but breathing. **PRICE – Protect, rest, Ice, Elevate. Use of X-rays to detect injury**

**Treatment & Therapies:** Massage, Ultrasound, Electrotherapy, Hydrotherapy, Cryotherapy (Ice chamber), Contrast therapy (Hot/Cold), painkillers, Support (Kinesiology tape, neoprene), Immobilization (Cast etc)

Box  
F**Medical Condition & Cause**

**Asthma** – Environment, intense exercise, cold weather

**Diabetes:** Age (type 1) Lifestyle (type 2). Type 1 (unable to produce insulin. Type 2 does not produce enough insulin.

**Epilepsy** – Severe head injury, anxiety/stress/lack of sleep

**SCA (Sudden Cardiac Arrest)** Is a heart attack caused by a malfunction in electrical impulses sent to the heart.

**Hypothermia** – When the body drops below 35 degrees. If the body is exposed to cold/wet conditions for a long time.

**Heat Exhaustion** – When body is above 38 degrees, strenuous activity, not enough water intake.

**Dehydration** – Loss of bodily fluids

**Symptom**

Coughing, wheezing, shortness of breath

Increased thirst, urinating often, extreme tiredness, weight loss, cuts take a long time to heal.

Eyes/Mouth/Limbs.

Unconscious or breathing difficulties.

Shivering, blue lips, pale skin, slurred speech, tiredness/confusion, slow breathing.

Excessive sweating, headache/dizziness, being thirsty, feeling or being sick, rapid pulse or breathing.

Feeling thirsty, fatigued, dark yellow urine and infrequent urination, dry mouth and lips.

**Treatment**

Inhaler/nebulizer, reassurance.

Insulin/Glucose intake, lifestyle changes, diet, exercise. Monitoring blood levels (Hyperglycemia is high, hypoglycemia is low blood sugar levels). AED's (Anti-epileptic drugs that can reduce the amount seizures) or Ketogenic diet (High fat diet) Need to call 999, defibrillator and lifestyle changes.

Remove wet clothing, wrap in blanket, DO NOT use hot bath. Give warm or sugary drink.

Move to a cool place, cool skin, drink plenty of water.

Drink water before exercise, keep hydrated. If diabetic drink lots of water to make up for losses.



**Box A – Drama Skills**

**Body Language** – Using your body to communicate your character. E.g. an old man would have hunched body language.

**Facial Expressions** – Using your face to communicate your characters emotions.

**Voice** – altering the tone, pitch, and pace of your voice to fit your character.

**Levels** – How high or low your character is to the ground. Can be used to communicate status, class or power.

**Proxemics** – How close or far away you stand to other characters on stage based on your relationship.

**Posture** – How you stand during your performance to represent your character

**Gestures** – using body parts to communicate non-verbally. e.g. waving, thumbs up, shaking head.

**Box B – Drama Techniques**

**Tableau** – Can also be called a freeze frame or still image. A moment of stillness in a performance, used to highlight key moments within a scene.

**Thought Tracking** – Saying your characters thoughts out loud to the audience so they know what your character is thinking or feeling.

**Forum Theatre** – a technique where the audience becomes the director. They can stop the performance at any time, give feedback, then rewind. Used during rehearsals to develop scenes.

**Narration** – Reading part of the story aloud to the audience, either instead of acting it out or alongside mime.

**Mime** – Using only your body to communicate, no talking.

**Flash-forward** – A scene which is set further in the future.

**Flashback** – A scene set in the past, sowing past events.

**Cross Cutting** – Where two or more scenes happen on stage at the same time, switching between the two.

**Box C – Context**

Social, Historical, Political and Cultural Contexts. Have you thought about the different contexts for your devising piece? These elements should build up your research section.

Social Context – A social setting or environment which people live.

Historical Context – A part of history which has happened (this could be when the play was set)

Political Context – The political party in power at the time and how this impacted on society.

Cultural Context – How culture can affect behaviour, choices and decisions for characters.

**Box D – Evaluation Sentence Starters**

I have demonstrated multiple skills during my rehearsals. An example of this is when...

During my performance, I was good at demonstrating drama skills such as.... This is important because...

Within my work, I used a variety of drama techniques to improve my overall performance. For example, I used ..... This was effective because...

One area I would like to improve on is ... It is important to use this skill in performance because... I could improve on this skill by...

**Box E – Roles and Responsibilities in Performing Arts**

**Director** - The directors role is to bring to life the playwrights work. They are responsible for choosing the right cast, the right acting style and making sure the performance is well rehearsed.

**Actor** - The actors role is to rehearse their lines before a rehearsal. They are responsible for performing as a certain role within the play, using the directors instructions.

**Set Designer** - The set designer is responsible for creating a set which matches the location or time period the play is set in. They might need to make some set themselves or buy this.

**Playwright** - playwrights role is to create and write the entire play. They are responsible for the entire story, setting, location and characters.

**Costume Designer** – The costume designer will need to research the historical and social context of the play to make sure costumes reflect this. They will also need to measure the actors to ensure all costumes fit.

**Box F - Stagecraft**

Every performance should have a clear starting position and a clear end position (freeze frame).

You should NEVER have your back to the audience, we use the red cross rule.

You must pronounce and enunciate your words clearly, even if you are playing a shy character.

You should rehearse the exact lines you will say and exactly when you will say them.

We work collaboratively, this means there is no director in the scene.

No hands in pockets, even if it is part of your character, you must consider different ways of communicating this.

Every character is aiming for an equal amount of lines to say and time on stage, the group must work collaboratively to achieve this.