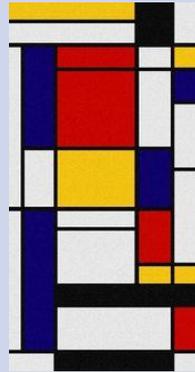


1 - Primary and secondary colours

Primary colours – The primary colours are **red, yellow and blue**. They cannot be made by mixing other colours together.

All other colours can be mixed from red, yellow and blue.

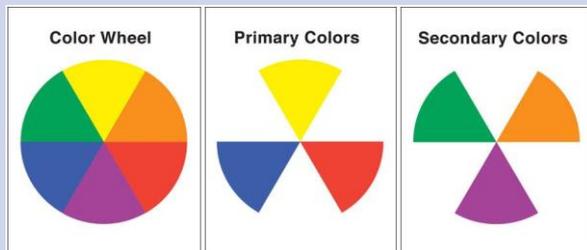
Piet Mondrian (right) often used primary colours in his work.



Secondary colours - Secondary colours are made by mixing equal amounts of primary colours together:

- Blue and red mixed together make purple
- Yellow and red mixed together make orange
- Blue and yellow mixed together make green

Purple, orange and green are secondary colours.



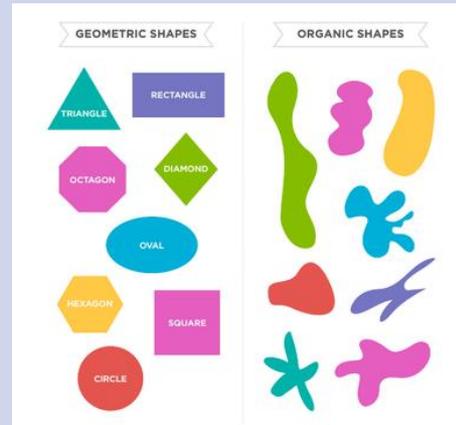
2 - Shape

A shape is a two-dimensional area. Shapes have height and width but not depth.

There are two types of shapes:

Organic - Organic shapes are shapes that can be found in nature. For example fruit, vegetables, flowers and shells.

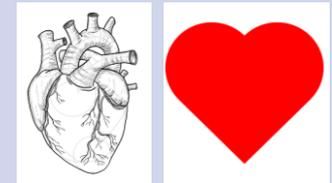
Geometric - Geometric shapes are mathematical shapes, such as squares and circles.



3 - Definitions

Composition: In Art, composition is the placement or arrangement of the visual elements, such as figures, trees, shapes and so on.

Stylised Drawing: A stylised drawing is a simplified non realistic version of the object or person represented.



Realistic and stylized heart

Mural: Painting or work of art often made directly on a wall

4 - Amadeo Gonzales

Amadeo Gonzales is a self-taught illustrator, cartoonist and musician who lives in the city of Lima in Peru. He also paints murals in public places.

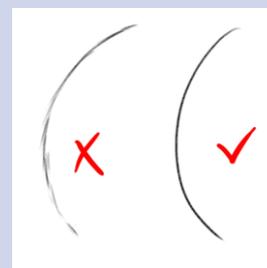
He likes filling sketchbooks with ideas and drawings over breakfast.



5 – Drawing / painting techniques

Confident Line: Bold line drawn in one gesture. Gives an impression of confidence. *Example on the right.*

Hesitant Line: Light shaky line that stops and starts. Gives an impression of not being sure and hesitating. *Example on the left.*



6 - Jon Burgerman

Jon Burgerman is an English artist who lives in New York, USA. He is famous for his instantly recognisable drawings, doodles, characters and murals.



1: Protocols

LAN – Local area network
WAN – Wide area network
Network – Two or more computers connected together.
 Historical methods of communications included:



2: Hardware

Router – A router forwards messages from one network to another. It acts as a gateway.
Network Cable – Connect different devices together.
Hub - A hub connects a number of computers together
Server - A server is a powerful computer which provides services
ISP – Internet service Provider

3: Wired and wireless

Wired – Wired networks send data along cables.
Wireless - Wireless networks send data through the air using radio waves
Bandwidth - Bandwidth is the amount of data that can be moved from one point to another in a given time. Higher bandwidth = more data per second. The concept is similar to the volume of water flowing through a pipe. This depends on the size and thickness of the pipe.



4: Internet

What is the internet?
 The internet is a worldwide network of computers.
 It is the physical hardware, i.e. the cables, the routers, and other pieces of hardware used to connect devices together.
 Any device connected to the internet is part of this network, for example:
 Laptops
 Games consoles
 PCs
 Tablets
 Mobile phones

5: Internet services

The WWW and the internet are NOT the same thing..
 Internet services include:

- WWW
- Online gaming
- VOIP
- Online streaming like Netflix
- Instant messaging
- Email



6: World wide web

The **World Wide Web** is a service provided on the internet. It is the websites, web pages, and links found on the internet.

- **Web browser** - is a piece of software (code) used to view information on the World Wide Web.
- **Web server** - is a server located on the internet that holds website web pages.
- **HTTP** - HTTP' stands for 'Hypertext Transfer Protocol'
- **HTTPS** - HTTPS' stands for 'Hypertext Transfer Protocol Secure'.
- **Webpage** - is a document that is accessible through the internet on a web browser.

1: What is improvisation?

Improvisation is a piece of drama that is made up on the spot by performers without using any prepared material

There are 4 Golden Rules of Improvisation:

1. **Agree** - *always try to agree with what your fellow actors say, otherwise your scene will end quickly*
2. **Add on** - *move the scene onwards, otherwise it will be stuck in the same place*
3. **Make Statements** - *don't always ask questions as it makes it harder for the other actors in the scene to keep creating ideas*
4. **Be Energetic** - *enthusiasm and energy is key, especially if you intend to keep your audience engaged*

2: Theatrical Skills

Theatrical Skills are utilised by an actor to assist them to rehearse and perform a piece of theatre effectively.

freeze frame: a frozen piece of action

thought track: when a character tells the audience their thoughts during a pause in the action

hot-seating: a rehearsal technique where an actor stays in characters and answers questions from the rest of the group - (the aim is to develop a better understanding of the character)

tension: a situation or feeling of suspense or uneasiness

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

3: Non-Verbal Communication

Non Verbal Communication (NVC) relates to the way movements, posture and gestures can show how someone feels without speaking. It is also referred to as **body language**.

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

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

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

gait: a person's manner of walking

4: Vocal Skills

- **pitch:** the degree of highness or lowness of the voice
- **pace:** the speed at which someone speaks
- **tone:** a quality in the voice that expresses the speaker's feelings or thoughts
- **volume:** the degree of loudness or the intensity of a sound

5: The Story Spine Structure

The Story Spine is the generic story structure. The plot of any story can be arranged and rearranged into a Story Spine Structure. Using the Story Spine Structure will help with the construction of a **narrative**.

narrative: a spoken or written account of connected events; a story

- Once upon a time...
- And every day...
- Until one day...
- And because of that...
- Until finally...
- And ever since then...

2: Theatrical Skills

Characterisation Focus

characterisation: the way an actor interprets and performs their character

To ensure that you give an effective performance, the skills and points below should be incorporated:

- **NVC—non verbal communication (see week 3)**
- **vocal Skills (see week 4)**
- **remain in character**
- **no back to the audience**

Oracy Focus

oracy: the ability to express oneself fluently and grammatically in speech

volume: ensure that your voice reaches everyone in the audience

clarity: ensure that you speaking clearly

pace: ensure that your pace of speech is appropriate to your character

1: Terminology

Noun – a word for objects, names or places. *e.g. doors, tables, dog, kettle, pen, Halifax.*

Adjective – a word that describes a noun. *e.g. beautiful, dirty, soft, furry, slow, speedy, fantastic.*

Verb – a 'doing' word that explains what actions a noun is completing. *e.g. walking, running, cooked, ate, loved, hated.*

Adverb – Describes a verb. Often ending in 'ly'. *e.g. quickly, slowly, painfully, incredibly, luckily*

Connotations – ideas or thoughts that are connected to a particular word in some way. *e.g. red has connotations of fire, love, burning and passion.*

Metaphor – a word or phrase applied to an object comparing two things that is not physically possible. *e.g. The snow blanketed the ground. Or Her eyes were deep blue pools.*

Simile – where words are compared to other objects in some way, using 'like' or 'as' *e.g. The dog ran like the wind.*

Personification – where non-human objects are given human characteristics. *e.g. The trees reached out their fingers.*

2: Vocabulary

To analyse (verb) – to examine something methodically and in detail, typically in order to explain and interpret it.

e.g. We analyse language in order to understand its deeper meaning.

To interpret (verb) – to explain the meaning of something.

e.g. The evidence was difficult to interpret upon first reading.

Suggests (verb) – gives you the impression of something.

e.g. The old rusty warning sign suggested we shouldn't enter.

Infer/inferences (verb/noun)– Making an assumption based on some evidence.

e.g. Due to the man's red face, we could infer that he was very angry.

3: Grammar

Main clause – a clause (a complete thought) that can stand alone. *e.g. The dog went for a walk.*

Subordinate clause – a clause at the start of a sentence that depends on the main clause. *e.g. When the dog cried, the owner took him for a walk.*

Simple Sentence – a sentence with only a main clause. *e.g. She knocked the mug off the shelf.*

Compound sentence – a sentence containing two main clauses, joined together by a conjunction.

e.g. She moved too quickly and knocked the mug off the shelf.

Complex sentence – a sentence with a subordinate clause and a main clause. *e.g. She moved too quickly and knocked the mug off the shelf, yet it didn't break.*

4: Genre

A genre is the purpose of why a book was written which informs the type of writing or 'conventions' it uses. For example, the 'horror' genre has the intention of making people feel scared so will include supernatural characters and ominous settings whereas a 'comedy' genre has the intention of making people laugh so will include humorous dialogue.

Gothic Horror – a story that has the purpose of creating fear and dread.

Comedy – a story that has the purpose of making people laugh.

Romance - a story that is about love and compassion.

Adventure – a story where the characters will often have to overcome barriers to achieve a goal.

Sci-Fi – A story that is often set in the future where we have more technology or even aliens!

5: Gothic Conventions

Gothic genres often use:

Motifs – a re-occurring idea or object. *e.g. a raven, terrible weather, supernatural beings.*

Supernatural beings – a character that is not human *e.g. Mr Crepsley and Dracula are both vampires.*

A gloomy or sinister setting – usually set in a dark, mysterious place *e.g. a haunted house or deserted graveyard.*

A hero – a character who 'saves the day' or is seen as the good person *e.g. Darren in Cirque du Freak.*

Intense emotions – a Gothic horror will usually fill you with lots of emotions *e.g. fear, dread.*

6: Character

All genres often have characters that fall into different categories. The two main categories are protagonists and antagonists.

Protagonist - The main character in the story who is often the 'hero'.

e.g. Harry in Harry Potter, Darren in Cirque du Freak, Bilbo Baggins in The Hobbit.

Antagonist – A character who opposes the protagonist and often stands in their way.

e.g. Voldemort in Harry Potter, Steve in Cirque du Freak, Saruman in The Hobbit.

1: Basic Phonics

Some letters, and pairs of letters, sound different in French to what you might expect.

Looks like	Sounds like	Example
c, ca, co, cu	k, ka, ko, ku	cousin
ç, ce, ci	s, se, see	ça va
è	e (like bet)	père
ai	ay	j'ai
qu	k	quatre
r	comes from the back of throat!	au revoir
t, d, s, n, x	silent at the end of a word	deux

2: Greetings

bonjour	hello	Ça va?	How are you?
salut	hi	ça va bien	I am well
à bientôt	see you later	ça va mal	I am not well
au revoir	goodbye	pas ma	not bad
bonsoir	goodnight	bof	so-so
merci	thank you	oui	yes
s'il vous plaît	please	non	no
et toi?	and you?		
Comment t'appelles-tu?		Je m'appelle...	
What is your name?		My name is....	
Quel âge as-tu?		J'ai ____ ans	
How old are you?		I am ____ years old	
Où habites-tu?		J'habite à...	
Where do you live?		I live in....	

3: Numbers

1	un	18	dix-huit
2	deux	19	dix-neuf
3	trois	20	vingt
4	quatre	21	vingt-et-un
5	cinq	22	vingt-deux
6	six	23	vingt-trois
7	sept	24	vingt-quatre
8	huit	25	vingt-cinq
9	neuf		
10	dix	30	trente
11	onze	40	quarante
12	douze	50	cinquante
13	treize	60	soixante
14	quatorze	70	soixante-dix
15	quinze	80	quatre-vingt
16	seize	90	quatre-vingt-dix
17	dix-sept	100	cent

4: Gender

All nouns in French have a grammatical gender - they are either **masculine** or **feminine**. It is important to learn the gender of new words as we go along.

Indefinite article: the word for 'a' changes in French depending on whether a noun is **masculine** or **feminine**.

	masculine	feminine
a/an	un	une

e.g. **un stylo** = a pen, **une table** = a table

Plurals: to make most French nouns plural we add an 's' to the end of the word. Instead of **un/une** we use **des** (some) or a number.

J'ai **deux frères** = I have **two** brothers

Elle a **des stylos** = She has **some** pens

5: Family Members

un ami	a friend	dans ma famille il y a...	
un copain	a friend	in my family there is...	
un cousin	a cousin		
un frère	a brother	qui s'appelle	who is called
un oncle	an uncle	qui s'appellent	who are called
un père	a dad	il s'appelle	he is called
		elle s'appelle	she is called
une amie	a friend	ils s'appellent	they are called
une copine	a friend	elles s'appellent	they are called
une cousine	a cousin		
une famille	a family	Elle a dix ans	She is ten years old
une mère	a mum		
une soeur	a sister	Il a dix ans	He is ten years old
une tante	an aunty		
des parents	parents		
des cousins	cousins		

6: Avoir (to have)

The verb **avoir** (to have) is an important verb in French.

It does not follow a regular pattern, so you need to learn it by heart.

	avoir	to have
j'ai		I have
tu as		you have (singular)
il a		he has
elle a		she has
nous avons		we have
vous avez		you have (plural/formal)
ils ont		they have (masculine)
elles ont		they have (feminine)

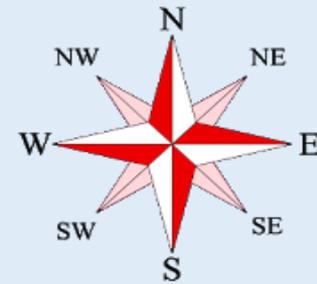
Key learning points

Why are maps important?	Maps help us to know the location of places. We can also use them to guide us when we move between places.
How is technology changing mapping?	Nowadays many people have mapping apps on their mobile phone. We also use satnavs. More people are using maps than ever before, but fewer people are using map skills.
What are Geographical Information Systems ? (GIS)	Geographical Information Systems allow us to make maps that have data and information layered on top of them. This is useful if we want to study the spatial distribution of information.
Why do we need to use compass directions?	Compass directions help us to orientate ourselves, and to direct others. They can be remembered using simple rhymes, such as Never Ever Support Wigan.
Why do we use symbols on maps?	Symbols are used to represent features on a map. The meaning of a symbol is given in the map's key.
Why do we use scale on maps?	Scale is used to show distance on maps. It also helps us to shrink objects so that they are proportional on a map.

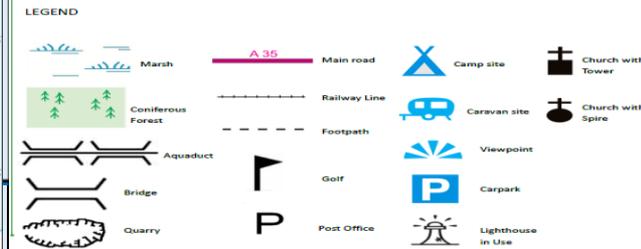
UK map



Compass directions



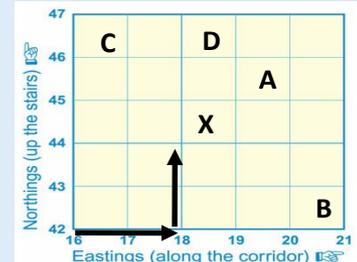
Ordnance Survey map symbols



Grid reference co-ordinates

Instructions: Find the box that you need coordinates for.. Then look at the **bottom left hand corner** of that box.. Next, go **along the corridor** to find the **Eastings** coordinate.. Finally, go **up the stairs** until you reach the **Northings** coordinate for the bottom left hand corner of your box.

X = 1844



Countries	Capital cities	Seas
England	London	English Channel
Scotland	Edinburgh	North Sea
Wales	Cardiff	Celtic Sea
Northern Ireland	Belfast	Irish Sea



1	2	3
<ul style="list-style-type: none"> Rome is in Italy The first Roman Emperor was Augustus He established the Roman Empire in 27BC Britain was conquered by Emperor Claudius in 43 AD The Roman empire was at its biggest in 101 AD <p>Key Dates: 43 AD– The Romans invaded Britain 122 AD–Hadrian's Wall was built</p> <p>Language of the Lesson: BC—Before Christ—a way of numbering the years before Jesus was born AD— Anno Domini (in the year of our Lord) a way of numbering all of the years since Jesus was born Invasion—when a country takes over another</p>	<ul style="list-style-type: none"> The Roman Empire was so large it became difficult to manage. A number of causes contributed to its fall, such as, its size, invasions, its division, inflation and the rise of Christianity. The legacy of the Roman Empire on Britain can be seen in a number of areas such as law, engineering, architecture, and language. Its military legacy can still be seen in Hadrian's wall which was built to keep the Scottish out of Roman Britain. <p>Key Dates: 476 AD - The fall of the Western Roman Empire</p> <p>Language of the Lesson: Empire —When a country takes over other countries Legacy —Something left behind by someone Architecture—the planning, designing and constructing of buildings and other structures.</p>	<ul style="list-style-type: none"> The last Roman soldiers left Britain in about 410 AD. Britain was invaded by Picts and Scots from the North and Anglo-Saxons and Vikings from overseas. The Romans had not taught the British to defend themselves so they were an easy target The Anglo-Saxons settled in Britain for a number of reasons, to fight, to farm, to make new homes and because they had been invited by the Britons who hoped they would help defend them. <p>Key Dates: 410 AD—The last Roman soldiers left Britain. 410AD-1066AD—The Anglo-Saxon age in Britain.</p> <p>Language of the Lesson: Invader—where a foreign army enters a country by force Settlement—a place where someone lives and builds a community</p>

4

- There were 5 Anglo-Saxon Kingdoms, Mercia, Northumbria, Wessex, East Anglia and Kent.
- The King was at the top of society, below him were the thanes and the ceorls, and below that were the peasants and the slaves. Everyone in the family had a role to play in Anglo-Saxon society. Most Anglo-Saxons worked as farmers, many were also craftsmen and warriors
- The Anglo-Saxons believed invisible elves were responsible for illness.

Language of the Lesson:

Kingdom—an area that is controlled by a particular person

Society—anything related to people

Community—a group of people living close to one another

Beowulf—the hero of an Anglo-Saxon story—a heroic prince who killed many monsters

5

- The Anglo-Saxons invaded as many different tribes that took over different parts of Britain and each had its own leader or war chief. From time to time the strongest King would claim to be Bretwalda—the ruler of all Britain.
- In 871 AD Alfred the Great became King of Britain and he helped defend England from Viking attack.
- The Anglo-Saxons used some of the old Roman defensive structures but they built many of their own 'burhs'

Key Dates:

871 AD—Alfred the Great became King of Britain

899 AD—Alfred died and was buried at his capital city of Winchester

Language of the Lesson:

Defence — to protect oneself from attack

Bretwalda—ruler of all Britain

Fyrd—a temporary army that could be called on in times of need

Burhs—a walled fort or town

6

- 1066 saw a number of contenders attempt to take the throne after the death of Edward the Confessor.
- Harold Godwinson defeated Harald Hardrada at the Battle of Stamford Bridge.
- The Battle of Hastings on 14 October 1066 saw William Duke of Normandy defeat King Harold Godwinson.
- The Normans built Motte and Bailey Castles to maintain control of England.

Key Dates:

5th January 1066—Edward the Confessor died without an heir.

September 1066—Harald Hardrada invades England

14th October 1066—Battle of Hastings.

Language of the Lesson:

Contender—someone who takes part in a competition

Heir—a person who inherits the rights and or property of another

Victory— victory is when one person or side wins in a competition.

1: 7 times table	2: Sequences	3: Algebraic notation 1
<p>$1 \times 7 = 7$ $7 \times 7 = 49$</p> <p>$2 \times 7 = 14$ $8 \times 7 = 56$</p> <p>$3 \times 7 = 21$ $9 \times 7 = 63$</p> <p>$4 \times 7 = 28$ $10 \times 7 = 70$</p> <p>$5 \times 7 = 35$ $11 \times 7 = 77$</p> <p>$6 \times 7 = 42$ $12 \times 7 = 84$</p>	<p>Term - Each number (or object) in a sequence</p> <p>Term to term - A term to term rule allows you to find the next term in a sequence if you know other terms</p> <p>Difference - The result of subtracting two values. <i>Example: The difference of 8 and 5 is 3 because $8 - 5 = 3$</i></p> <p>Linear - A linear sequence increases or decreases by the same amount between each term. Terms have a common difference</p> <p>Non-linear - A sequence which does <u>not</u> have a common difference</p> <p>Geometric - a sequence made by multiplying by the same value each time</p> <p>Ascending - An ascending sequence increases</p> <p>Descending - A descending sequence decreases</p>	<p>Input - The value which goes into a function machine</p> <p>Output - The value which comes out of a function machine</p> <p>Operation - A mathematical process. The four basic operations are addition, subtraction, multiplication and division</p> <p>Square (operation) - When a number is multiplied by itself. <i>Example: The square of 3 is 9 because $3 \times 3 = 3^2 = 9$</i></p> <p>Inverse - The inverse of something is its exact opposite. <i>Example: addition is the inverse of subtraction</i></p> <p>Expression - A term or group of terms which may include numbers, letters and operations</p> <p>Variable - A quantity which can take a range of values</p> <p>Coefficient - The quantity of a variable. <i>Example: In the expression $5y$ there are 5 lots of y, therefore the coefficient of y is 5</i></p> <p>Constant - A known value which does not change</p>
4: Algebraic notation 2	5: Equality and equivalence 1	6: Equality and equivalence 2
<p>Commutative - Giving the same result irrespective of order. <i>Example: $2 + 3 = 5$ and $3 + 2 = 5$</i></p> <p>Substitution - Replacing a variable with a known value</p> <p>Evaluate means to calculate the value of. <i>Example: Evaluate 5^2. The solution is 25 because $5 \times 5 = 25$</i></p> <p>Brackets - Used in pairs to group things together. <i>Example: $2(x + 1)$ is two lots of $x + 1$</i></p> <p>Equation - States that two things are equal. It contains expressions on both sides of an equals sign. <i>Example: $5 = 2x + 1$</i></p> <p>Consecutive - Ordered numbers without gaps. <i>Example: 12, 13, 14, 15</i></p> <p>Linear function - A function which creates a straight line graph</p>	<p>Equality - having the same value</p> <p>Fact family - A group of mathematical facts using the same values. <i>Example:</i></p> <div data-bbox="647 971 898 1106" data-label="Diagram"> </div> <p>$7 + 3 = 10$ $10 - 7 = 3$</p> <p>$3 + 7 = 10$ $10 - 3 = 7$</p> <p>Unknown - Another word for a variable</p> <p>Solution - a value we can put in place of a variable that makes the equation true. <i>Example: In the equation $x + 2 = 5$, the solution is 3 because $3 + 2 = 5$</i></p> <p>Solve - to find the solution of a given equation. We can solve equations by using inverse operations</p> <p>Product - The result of a multiplication of two or more values. <i>Example: The product of 4 and y is $4y$</i></p>	<p>Term (algebraic) - can be number or variables</p> <p>Like term - Terms containing the same variable. <i>Example: $4a$ and $-2a$ are like terms as they both have the variable a</i></p> <p>Unlike terms - Terms which <u>do not</u> contain the same variable. <i>Example: $4y$ and $3x$ are unlike terms.</i></p> <p>Equivalent - Of equal value. We use the symbol \equiv to denote this. <i>Example: $2y + 3y \equiv 5y$ is true for all values of y</i></p> <p>Simplify - To simplify an expression we often collect like terms. <i>Example: $2a + 3a + 4b \equiv 5a + 4b$</i></p> <p>Convention - A mathematical convention is an agreed way of doing something. <i>Example: We write $3 \times y$ as $3y$ not $y3$</i></p> <p>One step equation - Equations which have only one operation <i>Example: $3x = 15$ contains one multiplication</i></p>

1: What is music?

Music: An art form which relies on organised sound.

Musical elements: The different ingredients used in music.

Melody: The main tune consisting of different pitches and rhythms. It is usually the higher part.

Harmony: When different pitches are performed at the same time. This can create pleasing harmony or clashing harmonies.

Genre: Different styles of music belong to different genres. Examples include; pop, classical, rap and dance.

2: Beat and Rhythm

Tempo: The speed of the music.

Beat: The heart beat of music. It is usually inaudible, but you sense it throughout the music.

Rhythm: a string of different note values combined one after another to produce interest.

Syncopation: When the weak beat is emphasised creating an 'off-beat' feel to the rhythm.

Polyrhythm: When many different rhythms are performed at the same time to create a piece of music.

3: Notation

Score: A written form of musical composition; each instrument appears on a different line or staff.

Staff: the five lines of music. The staff is used by all instruments in Western music.

Duration: the length of time a note is played

Time Signature: Signifies the number of beats and the type of beats in a bar. This is seen at the beginning of the staff.

Composition: A piece of music written by a composer (writer of music). All music that is performed is a composition.

4: Performing Polyrhythms

Metronome: A piece of equipment which make the pulse/beat audible during practise. It helps performers to stay in time.

Stage Presence: How a performer presents themselves on the stage. This is how confident a performer looks and how they engage with their audience.

Ensemble: A group of performers working together.

Development: When a musical idea is changed. This can be done in a number of ways such as; tempo, played backwards, extended or shortened.

Justify: To prove comments made. For example, this might be to 'justify' an area for improvement in a performance.

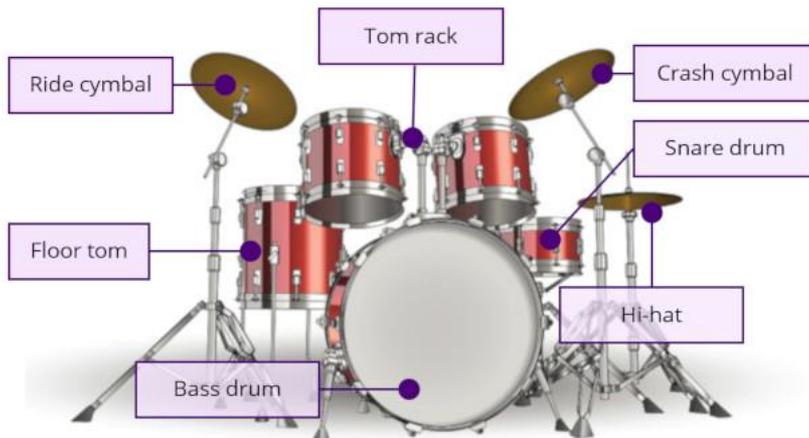
5: The Drum Kit

Snare Drum: a drum which produces a short sound when hit. Has a series of wires held under tension against the lower skin. Used to produce a 'drum roll'

Kick: This is another name for the bass drum. It is the largest drum with the lowest tone in a drum kit and is played with a pedal.

Hi-Hat: a combination of two cymbals and a pedal, all mounted on a metal stand.

Timbre: The colour or tone of a sound. This helps identify different instruments.



6: Rhythm Composition

Improvisation: When music is made up on the spot. The music is not written down and usually never rehearsed. A typical feature of Jazz music.

Dotted Crotchet: A crotchet with an added dot. The dot adds half the original value of the crotchet to the duration of the note. It will last for $1\frac{1}{2}$ beats. $1 + \frac{1}{2}(\text{the dot}) = 1\frac{1}{2}$

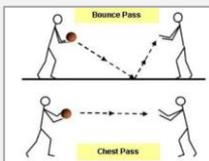
Dotted Rhythm: A rhythmic device which usually includes a dotted crotchet followed by a quaver.

Ostinato: A repeated musical idea which continues throughout a piece. Usually heard in the bass line.

Pulse: Another term for the beat. The heart beat of a piece of music.

Component 1: Passing

- Chest pass - flick wrists, thumbs point down, elbows out.
- Shoulder pass – from head height, opposite foot forward, elbow out
- Bounce pass– bounce from chest height, ball should hit the floor two-thirds of the distance towards the receiver.



Key vocabulary:

- Centre third
- Goal third
- Goal circle
- Centre circle

Component 4: Defending

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

Key vocabulary:

- Obstruction
- Man to man marking

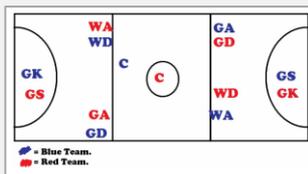
Component 2: Footwork

Footwork rule:

- A player can receive the ball with both feet grounded or jump to catch the ball and land on two feet simultaneously. You may then take a step in any direction with one foot (but not both).
- A player may receive the ball with one foot grounded or jump to catch the ball and land on one foot. The landing foot cannot be moved (other than to pivot on the spot) whilst the other foot can be moved in any direction.

Key vocabulary:

- Footwork
- Landing foot
- Goal line
- Side line

Component 5: Positional play

Position	Playing Areas				
Goal Shooter	1	2			
Goal Attack	1	2	3		
Wing Attack		2	3		
Centre		2	3	4	
Wing Defence			3	4	
Goal Defence				3	4
Goal Keeper					4

Key vocabulary:

- Goal keeper
- Goal defence
- Wing attack
- Wing defence
- Centre
- Goal attack
- Goal shooter

Component 7: Shooting

One point is scored by the ball going through the net from inside the goal circle.

Shooting technique: Ball held by dominant hand and high above the head. Second hand is placed at the side of the ball to steady its position. Aim for a point above the ring to gain height. Do not let the ball drop behind the head.

Key vocabulary: Goal circle, Goal line

**Component 6: Set plays**

A **tactic** is an action or strategy that is carefully planned to achieve an advantage, for example using the centre pass to gain an advantage over the opposition by planning where the pass will go, in order to outwit the opponents.

Key vocabulary:

- Tactic
- Strategy
- Outwit

Component 1: Passing

When passing the ball:

- Before you pass, look at where your teammate is – this will increase the accuracy of the inside foot pass
- Body over the ball
- Use inside of foot
- Step into the pass to add power
- Follow kicking leg through to target to add accuracy

Key Vocabulary:

- Assist – an assist in football is where you set up a goal, pass accuracy needs to be high for an assist to happen

Component 2: Receiving & Footwork

Teaching points for receiving the ball:

- Move in line with the ball
- Be focused with eyes on the ball
- Open the body up
- Control ball using inside of foot
- Check shoulders for anyone coming (player on)

Key Vocabulary:

- Anticipation – when receiving the ball you need to be on your toes and anticipate the arrival of the ball, if not you could miscontrol the ball and lose possession

Component 3: Dribbling

Dribbling teaching points:

- Eyes focused on ball
- Keep the ball as close to your foot as possible
- Light toe taps & touches
- Make sure your head is not always looking at the ball – if you constantly look at the ball you will not be able to analyse the game i.e. pass to a teammate, look for space to attack – lift your head at times to scan the pitch

Key Vocabulary:

- Attacking third – a part of the pitch where the team are attacking, dribbling skills will be needed

Component 4: Defending

Marking – being touch tight, close or nearer to your opponent to limit the time they have on the ball

Jockey – when an opponent is dribbling at you this is the position you should deploy; it is low to the ground position enabling you to be a better defender

Teaching points when jockeying:

- Side on to the opponent or at an angle
- Between the attacker and their target i.e. goal
- Athletic stance – bent knees, low centre of gravity
- Jockey to the side opposite of the opponent's dominant foot

Component 5: Positioning

- Defender – to defend inside and around the 18-yard box, stop the opponents scoring goals and distribute the ball to the midfielders
- Midfielder – to defend outside the 18-yard box, maintain possession of the ball in midfield, and assist attackers with through balls & passes
- Attackers – making attacking runs in the 18-yard and 6-yard boxes to create and score goals

When the team has possession the team should be spread wide across the pitch

When the team losses possession the team should be compact, and together in defence

Component 6: Shooting

Teaching points for basic shooting technique:

- Head over ball
- Leg and foot move in line with the ball
- Step into the shot will increase the power
- Follow through to target will increase the accuracy of the shot

Key Vocabulary:

- Striker (ST), Centre Forward (CF), Number 9 - these positions need excellent basic shooting technique as they will be performing the most shots in around the 18-yard box. Their main role is to score goals.

Component 7: Set plays & Tactics

One tactic that could be used in football is the counterattack.

This tactic permits a team to soak up attacking pressure from the opposition in defence and then when the opposition lose possession of the ball, the team set off on an immediate attack.

The aim is to catch the opposing team off guard, so that when they are attacking and lose the ball, they will be higher up the pitch with players out of position. Therefore, as a team you can effectively break off quickly and score.

Key Vocabulary:

- Counterattack – a tactic used in football to create goal scoring opportunities in open play



1 – The Trinity

The ‘**Tri**’ in Trinity indicates that it is about 3 things.

Christianity is a **monotheistic** faith. This means that people who follow the religion only believe in **one God**.

Christians believe that the one God they believe in comes in 3 forms: the **Father**, the **Son** and the **Holy Spirit**.

The role of the Father is to be the **creator** of the world, and they **judge** of all our actions on Earth.

The role of the Son is to be the **teacher, role model** and the **saviour** who fixed humanities broken relationship with God.

The role of the Holy Spirit is to be the **guide** for all who want it and the **comforter**.

2 – Experiencing God

Christians believe the Trinity allows them to be close to God at all times; whilst maintaining belief in his **power** and **transcendence** (being above and beyond human understanding).

Christians are **thankful** to God the Father for creating the world we live in; including the food provided for us by plants and animals and the beauty of the natural world.

Christians look up to Jesus as a **role model** and follow his teachings when thinking about how they should act in their everyday life.

Christians believe that the Holy Spirit is **everywhere, guiding and comforting** all who require it. They believe the Holy Spirit can hear and action their **prayers**.

3 – The life of Jesus

Christians believe that Jesus is God **incarnate** – this means that he is God in human form. He is fully God and fully human at the same time.

Jesus was born to a mother called **Mary**, and Christians believe that Jesus was conceived **immaculately**. This means that Mary and her fiancé Joseph had not had sexual intercourse, and God had ensured Mary became pregnant **miraculously**.

Jesus was raised as **Jew**. Christianity didn’t exist at this time – this only started when Jesus died. He was baptised in the Jewish faith by his cousin John (known as **John the Baptist**).

The Bible tells us that Jesus was approximately 30 years of age when he started **preaching** and performing **miracles**.

4 – The miracles of Jesus

A **miracle** is any event which goes against the laws of science. It is recorded in the Bible that Jesus performed many miracles in his time as a **preacher**. The miracles of Jesus are used by Christians to distinguish him from other humans, and to demonstrate his **incarnate** nature (being fully God as well as fully human).

Christians think that Jesus’ miracles show his **love** for people; he didn’t want them to suffer. They also think it demonstrates his **close relationship** with God the Father.

An example of a miracle:
- Healing a man who had leprosy: “Jesus reached out and touched the man... Be clean” Matthew 8:3.

5 – The death of Jesus

Jesus became a famous teacher and he gathered followers, known as **disciples**. Some people thought Jesus was **blasphemous**, and the authorities wanted to arrest him because they were threatened by his teachings. Jesus was betrayed by one of his disciples, who told the authorities where to find him.

Jesus was sentenced to death by **crucifixion**. He died as a human, showing pain throughout. The day of his death is known as **Good Friday**.

Christians believe Jesus was **resurrected** two days later, on a day now called **Easter Sunday**.

Christians believe that Jesus is a **Saviour** because his death put right everything that had broken between God and humans.

6 – Understanding the Bible

The **Bible** is the Christian **holy book**, and everything that they know about Jesus and his teachings lives inside it. It is split into two parts: the **Old Testament**, and the **New Testament**.

The Old Testament was written before the life of Jesus. It starts with the **Books of God’s Law**, containing rules on how to live a good life that God sent to the Jewish people via **Moses**. The Old Testament begins with the **creation** stories.

The New Testament starts with the four **gospels** (Matthew, Mark, Luke & John). Each gospel describes the life, death, resurrection and ascension of Jesus. The New Testament also includes letters written by the first **apostles**, such as St. Paul.

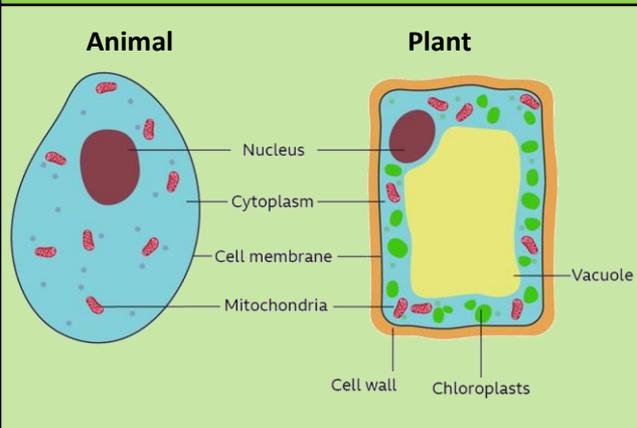
Key Word	Definition	Example Sentence
Trinity	The Christian God made up of three parts. The Father, the Son and the Holy Spirit.	Christians believe in one God who is made up of three different parts who all serve a different purpose: the Trinity.
Monotheistic	A belief in one God.	Christians are monotheistic. They believe that there is just one God.
Transcendent	The belief that God is above and beyond human understanding.	The Trinity is hard to understand, but Christians think that God is transcendent so they are not meant to understand it.
Incarnate	God in human form.	Christians believe that Jesus is God incarnate – he is fully God and fully human at the same time.
Immaculate	Free from sin.	The immaculate conception means that Mary (Jesus' mother) conceived the child without the sin of sex outside of marriage.
Miracle	An event which goes against the laws of science.	When Jesus healed the man with leprosy, he performed a miracle.
Prayer	A way of communicating with God, through words.	Christians pray to God regularly as they believe that he is with them at all times, through the form of the Holy Spirit.
Disciples	A follower of Jesus during his life time.	When Jesus became a famous teacher, he had many disciples who believed what he was saying.
Blasphemous	The act of saying something offensive about God, a religion or sacred things.	The authorities thought Jesus was blasphemous when he was saying things that went against the teachings of the Torah.
Crucifixion	A death sentence by being publicly nailed to a cross.	The crucifixion of Jesus was the way in which he fixed the broken relationship between God and humanity.
Resurrection	Being brought back to life, in both body and spirit.	Christians believe that Jesus was resurrected two days after his death – he rose from the dead.
Saviour	A person who saves someone.	Jesus is the saviour of humanities as he paid for all sins with his death.
Gospels	Literally means 'good news' and they are the books in the New Testament which teach Christians about the life of Jesus.	The four gospels are called Matthew, Mark, Luke and John and teach Christians about the life, death and resurrection of Jesus.
Apostles	The first Christian preachers and teachers who spread the word of Jesus after his death.	The apostles of Jesus spread the teachings of Christianity.

1: Variation	
variation	differences between organisms
cell	basic unit of all living organisms
tissue	a collection of similar cells working together to perform a specific function
organ	a collection of different tissues working together to perform a specific function
organ system	a group of organs that work together e.g. The digestive system.
organism	any living thing

3: States of Matter	
state of matter	the form in which an object is found e.g. solid, liquid or gas
solid	particles are regularly arranged and all touching
liquid	particles are touching and in an irregular arrangement
gas	no particles are touching and in a random arrangement
melting point	the temperature at which a solid turns to a liquid
boiling point	the temperature at which a liquid turns to a gas

5: Forces	
force	a push or a pull effect
newtons	the units in which force is measured
Newton meter	a piece of equipment containing a spring that measures the size of a force
balanced	all the forces in one direction are equal to all the forces acting in the opposite direction
unbalanced	all the forces in one direction are not equal to all the forces acting in the opposite direction

2: Cell Structure



Living things do all of the **MRS GREN** processes. (**M**ovement, **R**espiration, **S**ensitivity, **G**rowth, **R**eproduction, **E**xcretion and **N**utrition.)

4: Metals and Oxides

atom	a single sphere that makes up matter
particle	the single unit of a substance such as an atom or a molecule e.g. H_2O
element	a substance that contains only 1 type of atom e.g. H_2 or N_2
compound	a substance that contains 2 or more different atoms that are chemically joined
mixture	a substance that contains different types of particles that are not chemically joined

6: Moments

pivot	a point around which an object turns
moment	the turning effect around a pivot caused by a force e.g. a seesaw
clockwise	a motion that is in the same direction the as the hands on a clock
anticlockwise	a motion that is in the opposite direction to the hands on a clock
stationary	not moving
magnitude	the size of something

1- Research and Designing

What are textiles?

Textiles are all around us, in cars, health care, fashion, interiors and much more. Textiles play a huge role in our everyday lives, even when we aren't even thinking about it!

Design Process

As a designer you must be able to follow the design process to produce successful products. The first stages of the design process is to analyse the brief, produce a task analysis and then carry out initial research. The designer can then start to develop their own design ideas.

You need to know what the following terms mean:

1. **Design Brief** – a short statement outlining key points such as function, target market and the intended user which is given to the designer to work towards during the design process.
2. **Task Analysis** – a breakdown of the design brief to help you understand what you are going to design and make.
3. **Prototype** – a working model of the product used to test and evaluate before being put into production.
4. **Target Market** – the specific group of people who will buy/use the product. This includes specific age groups, gender, hobbies and interests.

2- Fibres to Fabric

Before textiles are made, the **fibres** must be spun into yarns which can then be **constructed** into fabric.

There are **three main types of fabric construction** which are:

1. **Woven** – woven fabric is made on a loom and is made up of a **warp** and a **weft**. The weft passes under and over the warp to produce a strong and hardwearing fabric.
2. **Knitted** – knitted fabrics are made by interlocking yarns together, this can be done either by hand or on a machine. Knitted fabrics are quite stretchy.
3. **Bonded** – bonded or non woven fabrics are made by laying fibres over each other and rubbing them together to make them bond (stick) together. Pressure and moisture are needed to bond the fibres together. Felt is a bonded type of fabric and is often used for craft and some clothing products like hats.

3- Planning and Designing

Throughout the design process the designer must research and produce design ideas before making the final prototype.

As a designer you must complete the following tasks before starting the making process:

1. **Mood board** – a selection of images and photographs linking to a specific theme, used to inspire the designer.
2. **Artist/Designer research** – research carried out into the work of other designers and artists which helps and inspires the designer to think of new and exciting ideas.
3. **Design Ideas** – a series of sketches and drawings used to translate the designers ideas onto paper, before make a prototype.
4. **Annotating designs** – notes and labels added to the design ideas to explain them further. Information such as size, colours, materials, techniques and processes are often added through annotations.