

1 – Definitions

Font: a set of letters and symbols in a particular design and size.

Serif: a small line or stroke regularly attached to the end of a larger stroke in a letter.

Hand lettering: a form of drawing to create decorative letters



2 – Definitions

Design: a sketch, model, or plan for something you want to make.

Brief: a written explanation given to a designer, outlining the aims, objectives and milestones of a design project.

Illustrate: provide (a book, newspaper, etc.) with pictures

Stylised: simplified non realistic version of the object or person represented

Draft: a quick preliminary sketch of an illustration layout.

3 – Definitions

Layout: the way in which text or pictures are set out on a page.

Balance: Every element of a design—words, colours, images, shapes, patterns, etc.—carries a visual weight. Some elements are heavy and draw the eye, while other elements are lighter. The way these elements are laid out on a page should create a feeling of balance.

Proportions: the size of elements in relation to one another. Shows what's important in a design and what isn't. Larger elements are more important, smaller elements less.

4 – Principles of Design

White space: —also called “negative space”— is the areas of a design that do not include any design elements. The space is, effectively, empty.

It is important in a design: it gives elements of the design room to breathe. Negative space can also help highlight specific content or specific parts of a design.

It can also make elements of a design stand out.

5 – They Draw and Cook

They Draw and Cook (TDAC) was founded by siblings Nate Padavick and Salli S. Swindell in 2010.

It shows the internet's largest collection of illustrated recipes created by artists from around the world.



6 Ohn Mar Win

Ohn Mar Win is an illustrator from Burma who lives in the UK.

She best known for her fruit and vegetables illustrations, which have appeared on countless branding and packaging projects for clients all over the world.



1: Hello World

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

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

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

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

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

2: Selection and Movement

Selection: to choose and do something

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

Direction: The position to look or move to.

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

3: Iteration

Iteration: The action of repeating something

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

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

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

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

4: Variables, Scoring

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

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

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

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

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

5: Logic

> Greater than
 = Equals
 < Less than
 + Addition
 - Subtract
 * Multiply
 / Divide

AND: Two items have to be true

OR: Only one item needs to be true

6: Create, Comment and Test

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

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

Error: Something preventing a program from working.

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

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

1 – Physical Theatre

Physical Theatre – A style of drama that focuses more on the movement than the dialogue

Body as prop – Using your body to create props and objects on stage

Narration – A technique that uses dialogue to tell a story to the audience

Direct address – when you speak directly to the audience (breaking the 4th wall)

2 – Choreographic Skills

Choreography – a sequence of movements that are put together and rehearsed

Unison – when two or more performers perform the same movement at the same time

Canon – when two or more performers perform the same movement one after the other

Formations – the shape or pattern created by the performers when stood in the space

Levels – high, medium or low

Mirroring – when two or more performers perform the same movement but in opposition

3 – Non Verbal Communication Skills

Non Verbal Communication (NVC) relates to the way movements, posture and gestures can show how someone feels without speaking.

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

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 – Performance Skills

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

- **NVC—non verbal communication**
- **vocal Skills**
- **Theatrical Skills**
- **remain in character**
- **no back to the audience**

1: Vocabulary

conveys (verb): to express a thought, feeling or idea.

deduce (verb): to reach an answer or decision by thinking carefully about the known facts.

denouement (noun): the final outcome of a story

highlights (verb): to attract attention or make something stand out

omniscient (noun): knowing everything—an omniscient narrator knows everything that happens in a story.

realisation (noun): the moment of starting to understand a situation

2: Terminology

Atmosphere: the tone or mood that comes about during a certain scene or event.

Chronology: the order in which something happens in a story.

Foreshadowing: is a literary device in which a writer gives an advance hint of what is to come later in the story.

Narrative Perspective: the person who is telling the story, or the narrator, as well as the character from whose point of view the story is told.

Setting: the place or type of surroundings where something is positioned or taking place.

Suspense: the intense feeling a reader goes through while waiting for the outcome of certain events leaving the reader wanting more information.

Syntax: the way in which words are put together to form a sentence.

3: Grammar Pop: Syntax

Simple Sentence: contains a **subject** and *independent main clause*
e.g. *There is a strange toy in the attic.*

Compound Sentence: is comprised of two simple sentences joined together with a connective
e.g. *There is a strange toy in the attic and the children went to find it.*

Complex Sentence: is a sentence that contains an independent main clause with a subordinate clause added which contains extra information
e.g. *Despite being told not to, the children went to find the toy.*

Note: the extra information (subordinate clause) is separated from the main clause with one or two commas (depending on where it is placed).

Noun: a word that refers to a person, place, thing, event, substance, or quality
e.g. *boy, town, war, ice, beauty.*

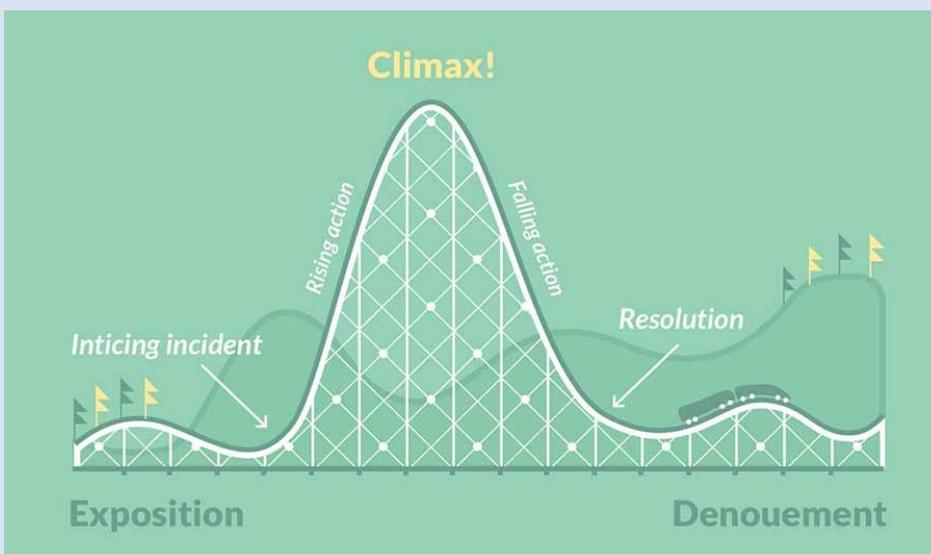
Pronoun: replaces a noun
e.g. *he, she, they*

Verb: a word or phrase that describes an action, condition, or experience
e.g. *run, keep, feel.*

Adjective: a word that describes a noun or pronoun
e.g. *clever, angry, sinister, innocent, fat.*

Adverb: a word that describes or gives more information about a verb, adjective, adverb, or phrase:
e.g. *She smiled malevolently. The house was spotlessly clean.*

4: Narrative Arc



Narrative: story

Narrative Arc: the typical chronological order of events that take place in a story. As seen in the image above.

Exposition: (opening) the background information within a narrative that sets the story up.

Rising Action: the part of the story after the characters and setting are introduced and where the events of the story begin to create suspense.

Climax: the most intense, exciting, or important point of the narrative.

Denouement: (ending where all is explained) the final part of a play, film, or narrative in which the plot is drawn together and matters are explained.

1: School Subjects		2: Opinion Phrases		3: Opinions with the Infinitive																																																																					
<p>Subjects</p> <table border="0"> <tr> <td>l'anglais</td> <td>English</td> <td>Adjectives</td> <td>fun</td> </tr> <tr> <td>le dessin</td> <td>art</td> <td>amusant/e</td> <td>boring</td> </tr> <tr> <td>l'espagnol</td> <td>Spanish</td> <td>barbant/e</td> <td>inspiring</td> </tr> <tr> <td>le français</td> <td>French</td> <td>inspirant/e</td> <td>exciting</td> </tr> <tr> <td>le sport</td> <td>PE</td> <td>passionnant/e</td> <td>boring</td> </tr> <tr> <td>le théâtre</td> <td>drama</td> <td>ennuyeux/euse</td> <td>difficult</td> </tr> <tr> <td>la cuisine</td> <td>cooking</td> <td>difficile</td> <td>easy</td> </tr> <tr> <td>l'EPS</td> <td>PE</td> <td>facile</td> <td>useful</td> </tr> <tr> <td>la géographie</td> <td>geography</td> <td>utile</td> <td></td> </tr> <tr> <td>l'histoire</td> <td>history</td> <td></td> <td></td> </tr> <tr> <td>l'informatique</td> <td>ICT</td> <td>Connectives and intensifiers</td> <td></td> </tr> <tr> <td>la musique</td> <td>music</td> <td>parce que</td> <td>because</td> </tr> <tr> <td>la religion</td> <td>RE</td> <td>car</td> <td>because</td> </tr> <tr> <td>les arts plastiques</td> <td>fine arts</td> <td>très</td> <td>very</td> </tr> <tr> <td>les maths</td> <td>maths</td> <td>assez</td> <td>quite</td> </tr> <tr> <td>les sciences</td> <td>science</td> <td>vraiment</td> <td>really</td> </tr> <tr> <td></td> <td></td> <td>un peu</td> <td>a bit</td> </tr> </table>		l'anglais	English	Adjectives	fun	le dessin	art	amusant/e	boring	l'espagnol	Spanish	barbant/e	inspiring	le français	French	inspirant/e	exciting	le sport	PE	passionnant/e	boring	le théâtre	drama	ennuyeux/euse	difficult	la cuisine	cooking	difficile	easy	l'EPS	PE	facile	useful	la géographie	geography	utile		l'histoire	history			l'informatique	ICT	Connectives and intensifiers		la musique	music	parce que	because	la religion	RE	car	because	les arts plastiques	fine arts	très	very	les maths	maths	assez	quite	les sciences	science	vraiment	really			un peu	a bit	<p>j'adore I love mon sujet préféré, c'est...</p> <p>j'aime I like my favourite subject is...</p> <p>j'aime bien I quite like</p> <p>je déteste I hate tu aimes...?</p> <p>je n'aime pas I don't like do you like...?</p> <p>je préfère I prefer</p> <p>When you express an opinion about a school subject, each opinion phrase must be followed by le, la, or les. For example:</p> <p>j'adore le français = I love French</p> <p>j'aime bien la géographie = I quite like geography</p> <p>je déteste les sciences = I hate science</p> <p>mon sujet préféré, c'est le sport = my favourite subject is PE</p>		<p>The infinitive is the form of the verb which has not been conjugated (or changed). This is the version of the verb that comes straight from the dictionary. For example:</p> <p>avoir - to have</p> <p>être - to be</p> <p>étudier - to study</p> <p>réviser - to revise</p> <p>When talking about something which you like or don't like to do, each opinion phrase must be followed by the infinitive form of the verb. For example:</p> <p>j'adore étudier l'anglais = I love to study English</p> <p>j'aime étudier la musique = I like to study music</p> <p>je déteste réviser les maths = I hate to revise maths</p>	
l'anglais	English	Adjectives	fun																																																																						
le dessin	art	amusant/e	boring																																																																						
l'espagnol	Spanish	barbant/e	inspiring																																																																						
le français	French	inspirant/e	exciting																																																																						
le sport	PE	passionnant/e	boring																																																																						
le théâtre	drama	ennuyeux/euse	difficult																																																																						
la cuisine	cooking	difficile	easy																																																																						
l'EPS	PE	facile	useful																																																																						
la géographie	geography	utile																																																																							
l'histoire	history																																																																								
l'informatique	ICT	Connectives and intensifiers																																																																							
la musique	music	parce que	because																																																																						
la religion	RE	car	because																																																																						
les arts plastiques	fine arts	très	very																																																																						
les maths	maths	assez	quite																																																																						
les sciences	science	vraiment	really																																																																						
		un peu	a bit																																																																						
4 Giving Reasons for Opinions		5: Étudier (to study)		6: Time Expressions																																																																					
<p>When you give a reason for an opinion you must use the verb 'être'. The form of être which you need to use will be different depending on whether the thing that you are describing is singular, plural, masculine or feminine:</p> <table border="1"> <tr> <td>singular (e.g. le dessin)</td> <td>c'est (it is)</td> </tr> <tr> <td>masculine plural (e.g. les maths)</td> <td>ils sont (they are)</td> </tr> <tr> <td>feminine plural (e.g. les sciences)</td> <td>elles sont (they are)</td> </tr> </table> <p>J'aime le dessin parce que c'est amusant. I like art because it is fun.</p> <p>Je déteste les maths parce qu'ils sont barbant. I hate (the) maths because they are boring.</p> <p>J'adore les sciences parce qu'elles sont passionnantes. I love (the) science(s) because they are exciting.</p> <p>Sometimes in English we can translate ils sont and elles sont simply as 'it is' if it makes more sense.</p>		singular (e.g. le dessin)	c'est (it is)	masculine plural (e.g. les maths)	ils sont (they are)	feminine plural (e.g. les sciences)	elles sont (they are)	<p>The 'er' verbs in French are a group of verbs which all have the same endings in the present tense.</p> <p>To conjugate these verbs, you remove the 'er' from the infinitive and add a different ending (to match the person who is doing the verb). For example:</p> <table border="1"> <thead> <tr> <th>étudier</th> <th>to study</th> </tr> </thead> <tbody> <tr> <td>j'étudie</td> <td>I study</td> </tr> <tr> <td>tu étudies</td> <td>you study (singular)</td> </tr> <tr> <td>il étudie</td> <td>he studies</td> </tr> <tr> <td>elle étudie</td> <td>she studies</td> </tr> <tr> <td>nous étudions</td> <td>we study</td> </tr> <tr> <td>vous étudiez</td> <td>you study (plural/formal)</td> </tr> <tr> <td>ils étudient</td> <td>they study (masculine)</td> </tr> <tr> <td>elles étudient</td> <td>they study (feminine)</td> </tr> </tbody> </table>		étudier	to study	j'étudie	I study	tu étudies	you study (singular)	il étudie	he studies	elle étudie	she studies	nous étudions	we study	vous étudiez	you study (plural/formal)	ils étudient	they study (masculine)	elles étudient	they study (feminine)	<table border="0"> <tr> <td>lundi</td> <td>Monday</td> <td>l'après-midi</td> <td>in the afternoon</td> </tr> <tr> <td>mardi</td> <td>Tuesday</td> <td>le déjeuner</td> <td>lunch</td> </tr> <tr> <td>mercredi</td> <td>Wednesday</td> <td>le matin</td> <td>in the morning</td> </tr> <tr> <td>jeudi</td> <td>Thursday</td> <td>le soir</td> <td>in the evening</td> </tr> <tr> <td>vendredi</td> <td>Friday</td> <td>le weekend</td> <td>at the weekend</td> </tr> <tr> <td>samedi</td> <td>Saturday</td> <td>la pause</td> <td>break</td> </tr> <tr> <td>dimanche</td> <td>Sunday</td> <td>la semaine</td> <td>the week</td> </tr> <tr> <td></td> <td></td> <td>la journée</td> <td>the day</td> </tr> </table> <p>If you are describing what you usually do on a particular day of the week in French, you must remember to put 'le' before the day. For example:</p> <p>Le lundi, j'étudie les maths. On Mondays, I study maths.</p>		lundi	Monday	l'après-midi	in the afternoon	mardi	Tuesday	le déjeuner	lunch	mercredi	Wednesday	le matin	in the morning	jeudi	Thursday	le soir	in the evening	vendredi	Friday	le weekend	at the weekend	samedi	Saturday	la pause	break	dimanche	Sunday	la semaine	the week			la journée	the day												
singular (e.g. le dessin)	c'est (it is)																																																																								
masculine plural (e.g. les maths)	ils sont (they are)																																																																								
feminine plural (e.g. les sciences)	elles sont (they are)																																																																								
étudier	to study																																																																								
j'étudie	I study																																																																								
tu étudies	you study (singular)																																																																								
il étudie	he studies																																																																								
elle étudie	she studies																																																																								
nous étudions	we study																																																																								
vous étudiez	you study (plural/formal)																																																																								
ils étudient	they study (masculine)																																																																								
elles étudient	they study (feminine)																																																																								
lundi	Monday	l'après-midi	in the afternoon																																																																						
mardi	Tuesday	le déjeuner	lunch																																																																						
mercredi	Wednesday	le matin	in the morning																																																																						
jeudi	Thursday	le soir	in the evening																																																																						
vendredi	Friday	le weekend	at the weekend																																																																						
samedi	Saturday	la pause	break																																																																						
dimanche	Sunday	la semaine	the week																																																																						
		la journée	the day																																																																						

1: UK ecosystems

Ecosystem- is a natural habitat made up of living and non-living things that work together.
Deciduous woodland – This type of woodland has oak trees and the climate in which they grow is mild and wet.
 Deciduous woodland is the natural ecosystem of the UK. Before the growth of human settlements, the UK was dominated by woodland.
Human environment - This could be an urban area or it can a natural area which has been affected by human activity.
Meadow- any grassland that is maintained by traditional farming practices and which becomes richer and richer with wild flowers over time.

4: Animal adaptations

Adaptation - This is when a plant or animal becomes better suited to their environment and climate. Animals naturally adapt to their environment over thousands of years.
 Polar bears have naturally adapted to the polar regions by having a white fur. This allows the polar bear to be camouflaged whilst hunting on ice.
 Most animals are not adapting to the human world and are becoming extinct.
One in four mammals are endangered on planet Earth due to humans.

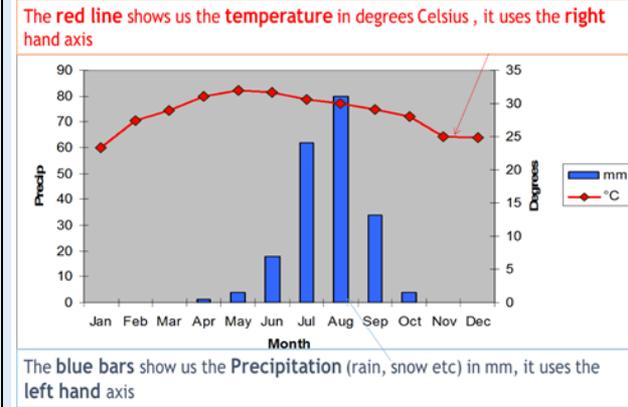
2: Global ecosystems

A global ecosystem is an ecosystem on a much bigger scale, these are referred to as **biomes**.
Local ecosystem - pond.
Global ecosystem- The Sahara desert.
 Human actions can have negative effects on ecosystems at both the local and global scale.
Biodiversity- This is the variety of plants and animals that live in an ecosystem.
Food chain - A series of organisms each dependent on the next as a source of food. E.g. Cows depend on grass.
Food web- A system of interlocking and interdependent food chains.

5: The Amazon Rainforest

Deforestation - : when forests are destroyed by cutting trees (logging) and not replanting them
 The **Brazilian** Amazon rainforest is being **deforested** for a number of reasons:
 1) Farmers are cutting down the rainforest so that their cattle (cows) can graze on the land.
 2) Rainforest wood is used for furniture, paper and building materials for the growing **economy** of Brazil.
 3) Deforestation creates space for roads .
5) Slash and burn – Farmers are slashing and burning areas of rainforest so they can grow ‘cash crops,’ such as coffee, cacao and corn.

3: Climate Graphs



Climate - the average weather in a place.
Weather- the day to day condition of the atmosphere. This includes temperature, rainfall and wind.

6: Conserving the rainforest

Conservation - To protect something from harm or destruction.

- Individuals can help to save the rainforest by buying food which have a green frog from the rainforest alliance.
- Governments can protect areas of land such as the Choco-Andean Rainforest corridor in Ecuador which bans deforestation.
- To stop illegal deforestation Brazil has a special police force called the IBAMA. These police officers use the latest satellite technology, computers and helicopters to stop the deforestation of the Amazon rainforest!

1 – William’s Castles

- When William was crowned King of England in 1066 many Saxons rebelled against him.
- The Normans built castles to intimidate the Saxons and potential foreign invaders.
- The Normans also built castles as a method of defence and attack.
- Castles included features such as: towers, thick walls, gatehouses, and moats.
- A Motte (wooden castle on a hill) and Bailey (fenced yard) castle was the first type of castle built.
- Castles were later made out of stone.

Key Date:

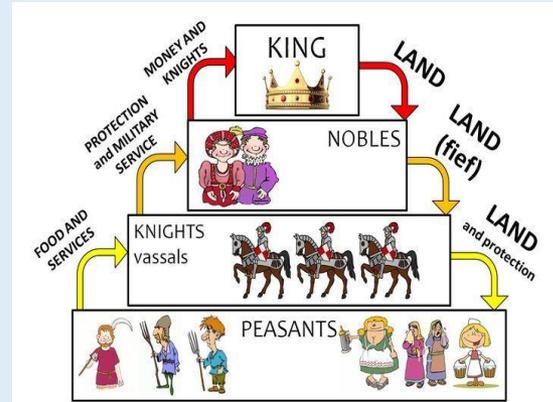
25 Dec 1066 – William crowned King of England

Language of the Lesson:

defence – to protect oneself from attack

rebelled – to go against someone/something

2 – Feudal System



Language of the Lesson:

hierarchy – a system of organising people into different ranks or levels of importance

3 – Feudal System

- The Feudal System – King William introduced a system to organise people.
- All land belonged to the King - he gave 25% to the Church.
- The King also gave land to those who swore loyalty to him and provided him with knights.
- Peasants lived on the land of their local lord – they could never own land for themselves.

Key Date:

1086 – The Domesday Book is written, which shows who owns the land in England at that time.

Language of the Lesson:

Feudal – French word meaning ‘land’

peasants – the poorest people in society who farmed the land

4 – Domesday Book

- King William wanted to know exactly who lived in England, their job, and the lord they worked for.
- Officials who worked for King William spent a year carrying out a survey of over 13,000 areas in England.
- The survey was published in 1086 and was known as the “Domesday Book”.
- The Domesday Book reported that 80% of Yorkshire had been burned by the Normans.

Language of the Lesson:

officials – someone in a recognised position

survey – a record of research

5 – Harrying of the North

- In 1069 there was an Anglo-Danish invasion in the north of England – they captured York Castle.
- King William paid the Danes to go home but many refused.
- King William starved them to death by burning their crops and killing their animals - this was known as the Harrying of the North.
- King William removed all English nobles from their positions and replaced them with Norman nobles.

Key Date:

1069-70 – the Harrying of the North

Language of the Lesson:

invasion – an attack on a country by someone else

nobles – a man with a lot of power in medieval England

6 – Norman Religion

- The religion of England was Catholic.
- There was a religious hierarchy of: the Pope, Archbishop, Bishop, Priests, Monks and Nuns.
- In 1066 there were 1,000 monks in England. By 1300 there were 12,000 monks.
- People were terrified of going to Hell when they died and so they lived their life as religiously as they could.
- Many people believed God was the cause and cure of illness in the medieval period.
- King William attempted to remove corruption within the Church.

Key Date:

1070 – William starts to reform the Church

Language of the Lesson:

Medieval – the period in history between 1000 and 1500.

1: 9 times table

- $1 \times 9 = 9$ $7 \times 9 = 63$
- $2 \times 9 = 18$ $8 \times 9 = 72$
- $3 \times 9 = 27$ $9 \times 9 = 81$
- $4 \times 9 = 36$ $10 \times 9 = 90$
- $5 \times 9 = 45$ $11 \times 9 = 99$
- $6 \times 9 = 54$ $12 \times 9 = 108$

2: Addition and subtraction

Sum – The result of an addition of two or more values
Difference - The result of subtracting two values. *Example: The difference of 8 and 5 is 3 because $8 - 5 = 3$*
Commutative - Giving the same result irrespective of order. Addition is commutative because $2 + 7 = 9$ and $7 + 2 = 9$ Subtraction is **not** commutative because $5 - 2 = 3$, but $2 - 5 = -3$

Bar charts
 The height of a bar chart gives the frequency. Bars must be of equal widths and have equal gaps between them



Frequency on the vertical axis
 Data categories on the horizontal axis

3: Financial maths

Date	Description	Credit £	Debit £	Balance £
2 nd May	Opening balance			104.50
5 th May	Gift	20		124.50
6 th May	Phone Bill		38.50	86

Credit - money going into a bank account. Also known as income

Debit - money going out of a bank account. Also known as expenses

Balance - How much money is in an account

Profit – A financial gain. Example: Sam bought a bike for £30 and sold it for £100. He made a profit of £70 ($100 - 30 = 70$)

Loss - Losing money. Example: Kate bought a bike for £30 and sold it for £20. She made a £10 loss ($30 - 20 = 10$)

4: Multiplying and dividing

Product - The result of a **multiplication** of two or more values. *Example: The product of 4 and y is 4y*

Multiplication is **commutative**
Example: $3 \times 5 = 15$ and $5 \times 3 = 15$. $3 \times 5 = 5 \times 3$

Division is **not commutative**
Example: $45 \div 9 = 5$ and $9 \div 45 = 0.2$. $45 \div 9 \neq 9 \div 45$

Dividend - The number that is being divided

Divisor - The number that you are dividing by

Quotient - The result of a division

Array - Items or numbers placed in rows and columns



An array of 15 counters

5: Factors and multiples

Factor - When a number can be written as a product of two numbers, these numbers are known as **factors**.

Example: $3 \times 9 = 27$, therefore 3 and 9 are factors of 27

Factors are always **integers (whole numbers)**

Highest common factor (HCF) - The common factor of two or more numbers which has the **highest** value

Multiple – A number in a specified timetable

Example: 9, 18, 27, 36 and 45 are the first five multiples of 9, because they are the first five numbers in the 9 times table

Lowest common multiple (LCM) - The common multiple of two or more numbers which has the **lowest** value.

6: Metric units

Metric – Units of measurement which use powers of ten

Prefix - A word at the front of another word which changes its meaning

Units of Length

Millimetre (mm) - thickness of a credit card

Centimetre (cm) – width a paper clip

Metre (m) – width of a school desk

Kilometre (km) – around the length of ten football pitches

Units of weight

Gram (g) – about the weight one paper clip

Kilogram (g) - weight of a bag of sugar

Prefix	Meaning
Milli	$\frac{1}{1000}$
Centi	$\frac{1}{100}$
Deci	$\frac{1}{10}$
Kilo	1000

Units of capacity

Millilitre (ml) - tip of a teaspoon
Litre (L) – approximately two pints of milk

1: The string family

The Orchestra

There are four sections in a typical orchestra: strings, woodwind, brass and percussion.



violin: smallest instrument of the string family. Played with a bow, under the chin.

viola: larger and lower in pitch than the violin.

cello: the second largest instrument of the family. Played between the legs.

double bass: the largest and lowest instrument. Usually played standing up or on a stool.

Timbre: the characteristic sounds of an instrument

Antonio Vivaldi: famous composer of string music

2: The woodwind family

Texture: the different layers of sound. Texture can be thick (many parts) or thin (one or two parts)

Tonguing: a technique used by woodwind players.



3: The brass family

Alison Balsom: world known English brass performer. Winner of three classical Brit Awards.



4: The percussion family

tuned percussion: tuned percussion are instruments where pitch can be played. For example; glockenspiel, xylophone

untuned percussion: the name given to percussion instruments with not pitch.

timpani: they consist of a skin called a *head* stretched over a large bowl commonly made of copper. Are sometime called kettledrums due to the shape of the bass.

Percussionist: the name given to the drummers in an orchestra



Component 1: Fitness Testing

Why do we do fitness testing?

Get a Baseline — fitness testing can give you an idea of where your fitness levels are at the start of a program, so that future testing can be compared to this and any changes can be noted.

Compare Results to Others — By comparing results to others such as your classmates, you can see the areas which need improvement.

Identify Weaknesses and Strengths — You can determine your strengths and weaknesses by comparing fitness test results to normative data.

Multistage fitness test = aerobic endurance

Vertical jump test = power

1 min sit up test = muscular endurance

Grip dynamometer = strength

Key vocabulary:

Component 4: HIIT training

HIIT training stands for High Intensity Interval Training and involves alternating short periods of intense exercise with less intense recovery periods.

Exercises could include:

- Squats to work your bottom and legs
- Burpees to work your whole body
- Press ups to work your shoulders and chest
- Sprinting to work your heart and legs
- Mountain climbers to work your bottom, legs, arms
- Thrusters to work your legs and shoulders



Key vocabulary:

Component 2: Circuit Training

Circuit training is a combination of six or more exercises with short rest periods between them for a **certain amount of time**.



Working the heart

Working the legs and bottom

Key vocabulary:

Component 5: Weight training

Weight training is when you lift or pull against resistance such as weights (dumbbells) or body weight.

What are sets and reps?

A **rep** is the number of times you perform a specific exercise, and a **set** is the number of cycles of **reps** that you complete. For example, suppose you complete 15 **reps** of a bench press. You would say you've completed "one **set** of 15 **reps**."

Here are some of the machines in our fitness suite:

Lat pull down
Leg press
Chest press
TRX



Key vocabulary:

Component 7: Orienteering

Orienteering is an exciting outdoor adventure sport which involves walking or running whilst navigating around a course using a detailed map. Maps make more sense in the field if you look at them when they are oriented – that is, lined up to the land around you. This is done by looking at landmarks and moving the map according to where the landmarks are in relation to you.

Key vocabulary:

Component 3: Exercise to music

Exercise to music is **high-energy** exercises performed as a routine set to music.

- March
- Jog
- Side step
- Grapevine
- Box steps
- Jumping Jacks

Component 3: Boxercise

Boxercise is an exercise class based on the training that boxers use to keep fit.

Jab
Hook
Uppercut
Jab cross
Combs

How do you measure your Heart Rate?

Place your index and middle fingers on your neck to the side of your windpipe. When you feel your pulse, count the number of beats in 15 seconds. Multiply this number by 4 to get your heart rate per minute.

Your HR will increase during exercise!

Key vocabulary:



Component 6:

Continuous and Fartlek Training

Continuous training is a form of exercise that is performed at a 'continuous' intensity throughout and doesn't involve any rest periods. Continuous training typically involves activities such as running, biking, swimming and rowing.

Fartlek training is a Swedish word and roughly translated means 'speed play'. It involves varying the intensity or speed of your run and the ground you run on. For example, mixing a 45minute run with some uphill slow jogs and some grassy sprint sections.

<p>Box 1 – Introduction to Islam</p> <ul style="list-style-type: none"> The religion Islam started in 610AD. This is 610 years after the death of Jesus. Islam started in Saudi Arabia, in the city Mecca. It is the third Abrahamic religion, that follows Abrahams teachings of their only being one God. This is also known as Monotheism. Followers of Islam are called Muslims. When they refer to God they use the Arabic word, which is Allah. Jewish people, Christians and Muslims all believe in the same God. Their religions are different based on their holy books and differences found within them. 	<p>Box 2 – Who was Muhammad</p> <ul style="list-style-type: none"> The Prophet Muhammad (pbuh) was a merchant born in the city of Mecca.. Tradition says Muhammad escaped the busy city during the month of Ramadan and went to the mountains by himself to think. Muslims believe Allah chose Muhammad to be his Prophet because he was a fair and wise man and because he was concerned for the people. The Qur’an is the holy book within Islam. Muslims believe the Qur’an is the words of Allah & that Angel Gabriel gave Muhammad the messages from Allah to be placed in the Qur’an. 	<p>Box 3 – The Nature of Allah</p> <p>The Qur’an contains guidance for Muslims on the nature of Allah, and how to live a good life that pleases him.</p> <p><i>The Qur’an states that: “There is no deity except Him, the Exalted, in Might, the Wise” (Qur’an 3:18).</i></p> <p>Key beliefs about God include:</p> <ul style="list-style-type: none"> Tawhid - the belief in the oneness and unity of Allah as expressed in the first of the Five Pillars of Islam, the Shahadah. Belief in this oneness or unity of Allah is an essential aspect of Islam. Monotheism - Muslims believe in only one God, Allah.
<p>Box 4 The Five Pillars</p> <p>The Five Pillars of Islam are five duties for muslims:</p> <ol style="list-style-type: none"> Shahadah is the Muslim declaration of faith. All Muslims repeat the words of Shahadah daily. Salah is prayer. It is compulsory for Muslims to pray five times a day. Zakah or charitable giving, encourages generosity and compassion. Sawm is the obligation to fast during Ramadan, which teaches Muslims self-discipline. Hajj is the pilgrimage to Makkah. It is compulsory for Muslims to make the trip at least once in their lifetime. 	<p>Box 5 - Zakah</p> <p>Zakah is the practice where a Muslim gives 2.5 per cent of their earnings to charity, after they have paid for what is necessary to support themselves. This means that people who are too poor will not be required to suffer hardship to give Zakah. Muslims give to charity because they see wealth as a loan from Allah. These donations help Muslims to purify their souls. It is said that the giver of the money will receive a “hundred-fold” back in the afterlife. Some Muslims perform Zakah by giving directly to a charity. Others contribute to collections in the mosque.</p>	<p>Box 6 - Hajj</p> <ul style="list-style-type: none"> Hajj is the Muslim pilgrimage, which it is compulsory for Muslims to undertake at least once in their lifetime as long as they are healthy and can afford it. In order for it to count, a Muslim’s journey must take place within the month of Dhu’l-Hijja, the 12th and final month of the Islamic calendar. Those completing the Hajj are known as Hajji. Everyone taking part in the Hajj pilgrimage is treated as an equal and there is a great sense of unity. The pilgrimage shows self-discipline and fulfils a religious duty, bringing Muslims closer to God.

Vocabulary	Definition
Muslim	Someone who follows the religion of Islam.
Islam	The religion that Muslims follow.
Allah	The Arabic word for God.
Arabic	The language of the Arabs, spoken by 150 million people throughout the Middle East.
AD	After Christ was born.
Saudi Arabia	A country in the Middle East.
Mecca	A desert valley in western Saudi Arabia, it is Islam's holiest city.
Monotheism	The belief in only one god.
oneness	To feel connected to something.
Five Pillars of Islam	Five duties that all Muslims must follow.
Shahadah	A prayer that declares the Muslim faith in Islam.
Tawhid	The belief that Allah is the only one and mighty God.
Ramadan	A Muslim practise whereby Muslims will not eat or drink.
Pilgrimage	A long journey completed in the name of a religion.

1: Biology: Diffusion		3: Chemistry: Chemical reactions.		5: Physics: Forces	
diffusion	the net movement of particles moving from a region of high concentration to an area of low concentration	molecule	2 or more atoms bonded together	force	a push or a pull effect
concentration	the amount of particles of a substance in a set volume	chemical reaction	a process which involves the rearrangement of atoms to form new substances	contact force	a force produced by two objects touching
exchange	the act of giving one thing and receiving another	reactants	the substances found at the beginning of a reaction	non-contact force	a force produced when two objects are not touching
net movement	the overall movement	products	the new substances produced at the end of a reaction	friction	a force that goes against a moving object
particle	the smallest unit of a substance	physical reaction	a process which involves the rearrangement of particles but no new substance is formed	air resistance	a force created by air particles acting against a moving object
		precipitate	an insoluble solid formed from a reaction	normal contact	a force applied to an object by a supporting surface
2: Biology: Gas Exchange		4: Chemistry: Combustion and oxidation		6: Physics: Weight, mass and gravity	
alveolus	tiny air sacs in the lungs where gas exchange occurs	combustion	the reaction between a fuel and oxygen	weight	the force an object applies downwards due to gravity
stomata	small opening on the surface of a leaf for gas exchange occurs	oxidation	the addition of oxygen to an element	mass	the amount of matter in an object
diaphragm	a sheet of muscle found under the ribs	oxide	the second name of a substance to indicate that oxygen is joined	gravity	the force that attracts an object to the centre of the earth
intercostal muscles	muscles in between the ribs that help move the ribcage	fuel	a substance that is burned to release energy	Gravitational field strength	the strength of the gravity acting on an object
inhale	the process of breathing air into the lungs	<i>mean</i>	<i>calculated by adding all values together then dividing by the number of values</i>	Weight (N) = Mass (kg) x Gravitational Field Strength (N/kg)	
exhale	the process of breathing air out of the lungs				

1: How to Wash Up

Wash up Properly you will need

1. A washing up bowl with hot water and one squirt of washing up liquid to kill the bacteria and dissolve grease.
2. A dish cloth to wipe the pots in the soapy water
3. A sponge with a scourer to scrub stubborn stains
4. A tea towel to dry the dishes.

How to wash up:

1. Stack the dirty dishes at the side of the sink NOT ON THE DRAINING BOARD
2. Fill any saucepans or mixing bowls with soapy water and leave to soak.
- 3 Wash the cleanest equipment first so you do not make the water too dirty.
4. Do not put sharp knives and peelers in the bowl as you can't see them.
5. Drain the dishes upside down on the draining board.
6. Dry dishes and put away in units.
7. Wipe all surfaces with a cloth.
8. Place wet cloths and tea towels in the washing basket at the front of the class.

2: Hygiene

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

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

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

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

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

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

3: Definitions

Healthy- being physically and mentally fit and well.

Balanced- making sure there is a variety in our diets and the quantities are correct.

Saturated fat - animal fats that clog up our arteries.

Unsaturated fat - 'good fats' that come from plants

Simple Carbohydrates – sugary foods that contain fast releasing energy that burns off quickly.

Complex Carbohydrates – starchy foods containing slow releasing energy that keeps us going.

Amino acids- essential protein which our body needs for growth and repair

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

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

Eat Well Guide– guidance from the Government showing proportionally what a person should eat from each food group

1 – Staying Safe in a Workshop

2 – Specification and Design Briefs

We use signs to help us stay safe in a workshop.



Red signs prohibit actions.



Yellow signs show warnings.



Blue signs show mandatory (must do) actions.



Green signs highlight areas of safety.

Design Brief – Short statement given to the designer that outlines what the product should be like.

Design Specification – A list of criteria that the product needs to address.

Client – A person or organisation that wants a product manufactured.

Consumer – A person who uses a product and may also buy it.

Target Market - The group of people a product is made for.

3 – Tools/Equipment

4 – Woods

5 – The 6 R's

Tenon Saw – A hand saw for cutting straight lines in wood.

Coping Saw – A hand saw for cutting intricate lines in wood.

Band Facer – A machine that uses sandpaper to shape wood.

Pillar Drill – A machine fixed in place that can drill holes in to material.

Bench Hook – A piece of equipment used to hold material against whilst working on it

Manufactured board – Sheet material formed by gluing together wood particles or layers. Eg. MDF.

Softwood – Wood that comes from a coniferous tree (doesn't lose it's leaves in winter). Eg. Pine.

Hardwood – Wood that comes from a deciduous tree (Does lose it's leaves in winter). Eg. Oak.

Grain – The texture/appearance of the woods fibres.

MDF– A manufactured board that is made from compressed and glued together wood fibres. It is often used in flatpack furniture (IKEA).

Rethink – Consider something again, especially in order to change it.

Reduce – Make smaller or less.

Repair - Restore (something damaged, faulty, or worn) to a good condition.

Reuse – Use again or more than once.

Refuse – Show that you are not willing to use or do something.

Recycle - Convert a used product into reusable material.