

PSHE: British Values

The government has defined five fundamental British values as:

Democracy; **The Rule of Law**; **Individual Liberty**; **Mutual Respect**; and **acceptance of different faiths/beliefs**.



Democracy:

- In the United Kingdom, people are eligible to **vote** at **age 18** in a **secret ballot** (so nobody will know who you voted for unless you tell them). Local **councils**, **members of Parliament (MPs)** can be voted for as well as, in some areas, mayors and police commissioners.
- Occasionally, the **electorate** (all the people eligible to vote) might be asked a question in what is called a **referendum**: e.g. in 2016, the electors were asked: "Should the United Kingdom remain a member of the European Union or leave the European Union?"
- At least once every 5 years there is a **General Election** in which you vote for the **Member of Parliament** for your local area. The **political party** with the most MPs is invited by the Queen to try and form a **government** led by the Prime Minister (the leader of the winning party).
- If fewer than half the MPs are from one party, sometimes the parties will need to form a government with more than one party in it: this is called a **coalition**.
- MPs debate in the palace of **Westminster** in the chamber called **The House of Commons**. The other chamber, **The House of Lords**, is not elected but checks and amends laws made in the House of Commons.
- Scotland, Wales and Northern Ireland have their own national assemblies where some laws are made.

Examples of political parties include Conservatives, Labour, Liberal Democrats, the Scottish National Party and the Greens.

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Rule of Law

In the UK, laws explain what is **legal** and **illegal**. People who commit crimes can be **prosecuted** by the **legal system**. Everyone is equal before the law. Police officers and private individuals can prosecute people who have done wrong. They are judged in **courts** which include a **judge** and, in certain types of cases, a **jury** (a group of ordinary citizens who come together to help decide if someone is **innocent** or **guilty**). To be **convicted** of a crime, you must be **proved guilty** "beyond reasonable doubt". If you disagree with the court, you can appeal to the **Supreme Court**. If you disagree with a law, you can campaign to parliament to change the laws.



Individual Liberty

People in the UK have liberty (freedom). These include **freedom of speech**, **freedom of assembly** (to meet up with people), etc. These rights can be limited if they cause a danger: e.g. promoting violence.

Mutual Respect

This means that we should have a fair, respectful and polite attitude to people no matter their gender, faith, ethnicity, sexuality, age or whether they are disabled etc.

Acceptance of Different Beliefs

According to the 2011 Census, 63% of people in the UK are Christian, 28% have no religion, 5% are Muslim, 1.5% are Hindu and less than 1% of people are Jewish, Sikh, Buddhist or other faiths.

ART & DESIGN: Clay Sculpture

Sculpture involves modelling in stone, metal, wood or **ceramics** (clay). Stone and ceramic sculptures survive for a long time and provides much of the historical evidence we have of ancient cultures. Clay skills include:

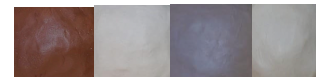
| | | |
|--|--|--|
|  <p>Hand-building: Forming clay objects using your hands.</p> |  <p>Coiling: Using long, thin strips of clay, coiled (wound round).</p> |  <p>Slab-building: Using hands or a slab roller, large, flat, slabs are used for sculpting.</p> |
|  <p>Pinching is a technique used for hand-building.</p> |  <p>Score & Slip To join two pieces of clay, score the two parts you wish to join (make grooves in it) and then add slip – watery clay that can be painted on.</p> | <p>Clay can be fired (heated in a special oven called a kiln) or air-dried (it is then called greenware).</p> |
| <p>Stages of Dryness Wet: The clay can be shaped and moulded. Leather Hard: Too hard to mould; can be trimmed/carved. Bone Dry: Dry and brittle.</p> |  <p>Wheel-casting Professional ceramic artists use a spinning wheel to turn the sculpture to create an even shape all around.</p> |  <p>Slip-casting: Pouring clay into a mould (or cast) and letting it dry.</p> |

- **Glaze** is the liquid that clay is **coated** with. When it dries, the glaze becomes an **impervious** (no water can pass through) and **vitreous** (glass-like) coating.
- **Wire** can also be used to strengthen clay with wire structure sometimes adding strength underneath.



To commemorate the **centenary** (100th anniversary) of the beginning of World War I, ceramic artist **Paul Cummin** created an **art installation** at the Tower of London

called **Blood Swept Lands and Seas of Red**; the title came from the first line of a poem by an unknown soldier in the war. Each part of the display was a hand-made poppy. Cummins and stage designer Tom Piper were awarded MBE awards (**Members of the British Empire**: awards the Queen can give out).



The four types of clay

- **Earthenware** (also called **Terracotta**).
- **Ball clay**: mainly for slip casting.
- **Stoneware clay**: for hardware and wheel-casting.
- **Porcelain clay** (also called **China** clay).



HISTORY: World War One

Features of life in the trenches

- Daily duties: cleaning weapons, refilling **sandbags**, fixing **barbed wire**, repairing trench walls, emptying **latrines** (trench toilets).
- Many soldiers became ill with diseases like **trench foot**. Some had their legs amputated.
- **Periscopes** were used to see over the trenches.
- Being **on watch** was important as the soldiers needed to be alert for signs of attack.
- **Sandbags** were stacked for protection in the trench.
- **Rats** stole food and spread diseases.
- **Dogs** were common as pets but also trained to carry messages, scout for enemies, carry medical supplies and serve as watchdogs.
- Soldiers had to carry a **rifle** which had a sharp blade at the



end and a **haversack** which contained personal items like a knife and fork, shaving kit, mug and food rations.

Food rations grew smaller as the war went on but treats from home like chocolate, biscuits and sardines were welcome. Food

was never hot and men often felt hungry.

Key Dates

28 June 1914 – Archduke Franz Ferdinand is assassinated.

4 August 1914 – Britain declares war on Germany.

1 July – 18 November 1916 – **Battle of the Somme**

11 November 1918 – **Armistice Day** – the Armistice is signed and war ends.

World War One Terms

Treaty -- A formal, signed agreement between two countries.

Mobilising troops – when troops were moving, often to a battlefield.

Assassination -- the murder of an important person or political leader.

Theatre of war -- The place in which a war took place.

Western Front -- The front line is the place where the two sides are fighting; on the west, the front extended mostly through France.

Skirmish -- A short fight.

Ypres -- A city in Belgium famous for several major battles through the war.

Dug-out -- A shelter in a trench

B.E.F. -- British Expeditionary Force -- the British army sent to the front.

Mustard gas -- A chemical weapon used in World War I.

Iron Cross -- A German military award

Ammunition -- Supply of bullets/shells

Battalion -- A group of soldiers.

Bombardment -- Continuous attack with shells or missiles.

British Commonwealth -- An allied group of former members of the British Empire.

Armistice -- A peace agreement.



The symbol of the poppy was adopted after the poem by Canadian doctor John MacRae called **In Flanders Fields**:

In Flanders fields, the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

ENGLISH: Word Classes

There are seven different types of words: **nouns**, **verbs**, **adjectives**, **adverbs**, **prepositions**, **conjunctions** and **determiners**.

Nouns are names of people, places or things.

- **Proper nouns** are used for names, places, days of the week and months of the year and need a capital letter (**Elizabeth, Taunton, Tuesday, February**).
- **Common nouns** are used for other things which can be concrete (i.e. you could touch it) such as **fish** or **tambourines** or abstract (i.e. you couldn't touch it) such as **happiness** or **courage**.
- **Pronouns** replace a noun or noun phrase (e.g. **he** instead of **Henry**, **those** instead of **the pile of books**).
- **Possessive pronouns** show possession and replace a noun or noun phrase: **his, hers, theirs, its** etc.
- **Relative pronouns** are used in a relative clause: **who, where, that, which, when, where, whose, whoever, whom** and **whomever**.
- **Noun phrases** are **groups of words** including a noun that could be replaced by a pronoun. E.g. "**The winding forest path**" could be replaced by "**it**".
- **Adjectives** describe nouns (e.g. **friendly, surprising, green**).

Prepositions show location, direction or time: e.g. **under, before, towards**. **Preposition phrases** are groups of words acting as a preposition: **through the smoke, before seven o'clock**.

Conjunctions link words, phrases and clauses together.

- **Co-ordinating** conjunctions link two main clauses together, where either would make sense on their own: e.g. It was raining **and** Jeff was surprised. The main co-ordinating conjunctions are: **but, or & and (BOA)**
- **Subordinating** conjunctions link a main clause and a subordinate clause. They can come at the beginning of a clause: e.g. **After** it rained, Jeff was surprised. Jeff, **because** it rained, was surprised. Jeff was surprised **as** it rained.

Determiners gives information about a noun. These include articles (**the, a, an**), demonstratives (**these, this**), possessives (**our, your**) and quantifiers (**some, five, many**).

Verbs show an action, a feeling or a state – e.g. **run, jumped, consider**.

- **Modal verbs** are extra verbs which show how certain or likely something is. The modal verbs are: **can, could, shall, should, will, would, may, might, must**.
- **Subjunctive mood** is where the verb changes if something is a wish or imagined. He **is** → Should he **be**... I **was** → If I **were**...
- **Tenses** show when something is happening. Progressive tenses describe when something is, was or will be in the middle of happening. Perfect tenses show when something was, is or will be finished happening.

| | Simple Tense | Progressive Tense | Perfect Tense |
|---------|--------------------|--------------------------|---------------------------|
| Past | I jumped | I was jumping | I had jumped |
| Present | I jump | I am jumping | I have jumped |
| Future | I will jump | I will be jumping | I will have jumped |

Adverbs can modify verbs, adjectives or clauses to show how something is done: e.g. **quickly, brilliantly, now**. **Adverbial phrases** are groups of words which work as an adverb: "**in a flash**", "**with a flourish of triumph**".

The **subject** of a sentence is the person/thing that does the action/verb. The **object** is affected by the verb: e.g. the girl (subject) eats (verb) the apple (object). The **active voice** has the order subject, verb and then maybe the object. The **passive voice** goes object, verb and maybe subject.

MATHS: Place Value and Calculation Vocabulary

Place value The value of the **digit** depends on which **place** it is in the number. (e.g. 5 tens is worth 50; 5 hundredths is worth 5/100).

Digit A character within a number: 0, 1, 2, 3, 4, 5, 6, 7, 8 or 9.

Multiples Numbers in a x table (e.g. multiples of 4 are 8, 12, 16...)

Factors Whole numbers which divide into a number (e.g. factors of 8 are 1, 2, 4 and 8).

Prime number A number which only has two factors: itself and one. The first prime numbers are: **2, 3, 5, 7, 11, 13, 17 and 19.**

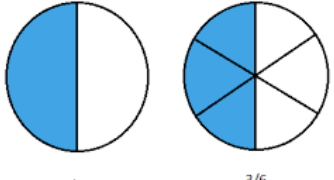
Square (2) numbers A number that has been multiplied by itself. ² is the sign **to square** a number. $2^2 = 4$, $3^2 = 9$. These numbers look like squares if you draw them as an array. Square numbers: **1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144...**

Cube (3) numbers A number that has been multiplied by itself another time. e.g. $2^3 = 2 \times 2 \times 2 = 8$. Cube numbers: **1, 8, 27, 64, 125, 216...**

Composite number Numbers which have more than two factors (i.e. are greater than 1 and not prime). The first composite numbers are 4, 6, 8, 10, etc.

Operation A rule for changing a number: + - x or ÷

Commutative When you can reorder a calculation and get the same answer (e.g. $4 + 7 = 7 + 4$ and $3 \times 5 = 5 \times 3$).

| | |
|---|--|
| $\frac{\text{numerator (the number of parts) } \times}{\text{denominator (how many would make a whole) } \div}$ |  |
| Equivalent (the same fraction with different numerators/denominators) → | |
| Reduced to, cancelled, simplify (say the same fraction using smaller numerators and denominators) → | |
| $1\frac{2}{3}$ Proper or <u>mixed</u> number: whole number and a fraction. | $\frac{5}{3}$ <u>Improper</u> or top-heavy fraction |

Odd/even numbers Odd numbers end 1, 3, 5, 7 & 9; evens end 0, 2, 4, 6 & 8.

Numeral Numbers written in figures – we use Arabic numerals.

Roman Numerals I = 1, V = 5, X = 10, L = 50, C = 100, D = 500 and M = 1000. Largest values come first (e.g. MDC is 1600) except: IV = 4, IX = 9, XL = 40, XC = 90, CD = 400, CM = 900.

Ascend/descend Going up/down (**ascending** order) is lowest to highest.

Approximately Roughly, about

Estimate A sensible guess, an approximate figure

Integer A whole, positive number

Inverse Doing the opposite operation

Negative numbers Numbers less than 0.

Justify **Prove** using a calculation and **explain** your answer.

Solution The answer to a problem.





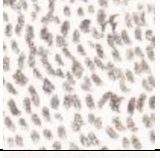





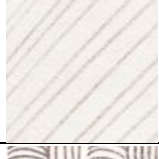


| + | - | X | ÷ |
|---|--|--|--|
| Add, addition, more, plus, increase, sum, total, altogether, double/triple etc. | Subtract, minus, take away, how many more, this leaves, difference between, halve/quarter etc. | Groups of, lots of, times, multiply, product, multiple, repeated addition Array | Share equally, ___ out of every ___, parts, equal parts, half/third/quarter etc., divide, factor |

Quotient
Divisor | Dividend

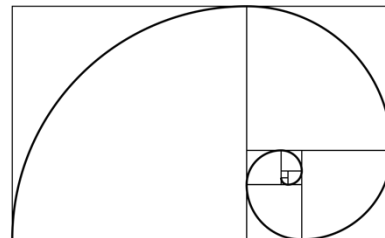
Dividend ÷ divisor = quotient

ART & DESIGN: Drawing Skills and Proportion

When drawing with pencil, pencils with harder lead will make lighter marks (**H to 6H**), while soft lead leads to dark marks (**B to 6B**). **HB** is in the middle.

| | | | | | |
|--|---|--|---|---|--|
|  | Hatching: vertical (up/down) or horizontal (left/right) |  | Loops – Change the density and distance for variety |  | Radial hatching – use short diagonals from the middle. |
|  | Scribbling Contrast with line distance or pressure. |  | Dots – mix thin and thick dots. |  | Feathering: Soft lead and pressure with blending. Loops. |
|  | Inclined (slanted) hatching |  | Dotted lines – vary length, width and placements |  | Wavy lines – use solid colours in between. |
|  | Cross-hatching – in two opposite directions |  | Zigzag lines Good to create silhouettes of shapes. |  | Contour lines – smooth lines. The size of gap shows distance. |
|  | Expressive hatching – vary line length and pressure. |  | Interwoven textures – vary angles and directions |  | Basketweave Pattern – same number of strokes each row |

The Fibonacci sequence is where you add the two previous numbers in the sequence to get the next number. (e.g. 1, 1, 2, 3, 5, 8, 13...). Creating squares with areas of the Fibonacci sequence and drawing a curve through can create **the golden spiral** which is often seen in architecture and nature.

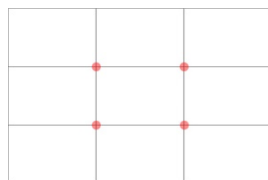


Framing (with or without a viewfinder) can determine the **aspect ratio** of an image.

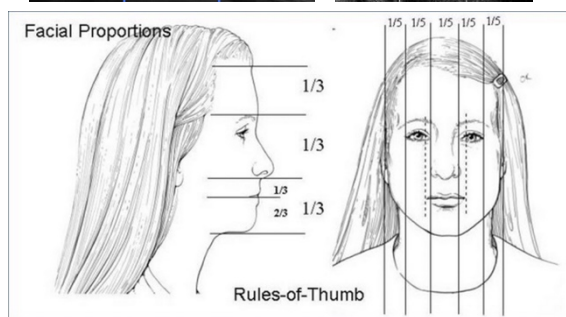
In film, common aspect ratios are 4:3 (old-fashioned televisions), 16:9 (modern televisions), 2:1 (many modern devices, e.g. phones); 2.35:1 (films).

From left to right, these panels show the proportions 4:3, 16:9 and 2:1.

Proportions are important when framing. The **rule of thirds** is used in framing and photography to put key aspects of the picture at key points in the frame. Rules of thumb can be used for **portraiture**. → Remember, the eyes are half-way down the head.



Tiny images (**thumbnails**) can be used to practise for a larger sketch.



ENGLISH LITERATURE: A Midsummer Night's Dream

This play was written by **William Shakespeare** around **1595/96** in the time of **Elizabeth I**. Shakespeare wrote at least 37 plays **tragedies** (e.g. the "four great tragedies": 'Hamlet', 'Othello', 'King Lear' and 'Macbeth'), other **comedies** such as 'The Taming of the Shrew' and 'Twelfth Night' as well as **history** plays (e.g. Richard III). The plays are divided into five **acts** and each act has some **scenes**.



| <u>Main characters</u> | <u>Ideas:</u> |
|---|---|
| <ul style="list-style-type: none"> • Theseus: the Duke of the city of Athens who is soon to be married to Hippolyta. • Four lovers. The arrows show who loves whom at the start of the play. • Nick Bottom and his theatre troupe (called the mechanicals) are practising for a performance at Theseus' wedding called 'Pyramus and Thisbe'. Bottom wants to play all the parts and have all the lines. • Oberon and Titania, the fairy king and queen, and the trickster, Robin Goodfellow (also called Puck) are also in the forest. | <p>Patriarchy – Athens was a patriarchal society: i.e. you had to obey fathers and male members. (Other "archy" words: monarchy - obeying one person, e.g. a king/queen/emperor; anarchy - obeying nobody: chaos!).</p> <p>Lunacy – This means madness. "Luna" is Latin for the Moon and was often associated with madness.</p> |
| | |

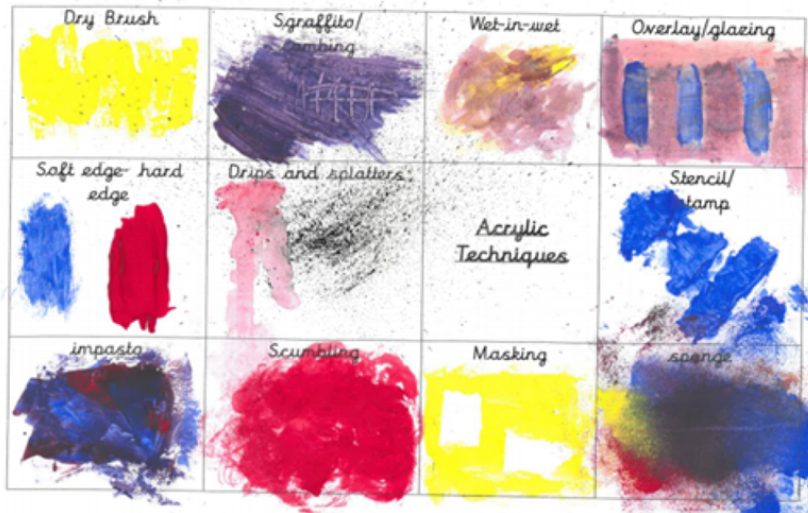


Poetic devices

- **Anaphora** – repetition at the beginning of a set of clauses/sentences. E.g. "Over hill, over dale. Through bush, through brier." Churchill used this technique a lot: "We shall fight them on the beaches. We shall fight them on the landing grounds. We shall fight them..." etc.).
- **Assonance** – using long vowel sounds to create rhythm in poetry. ("Her silvery visage in the watery glass.")
- **Consonance** – using lots of short, consonants to create rhythm in poetry (chattering and clattering).
- **Imagery** – The pictures the words make in your mind. (e.g. the Moon is talked about a lot throughout the play).
- **Malapropism** – When someone uses the wrong word. E.g. Bottom promises to practise his play part "most obscenely and courageously". Obscenely means very badly so he probably didn't mean to say that!
- **Pastiche** – A funny, silly version of a piece of art. Bottom and the mechanicals perform a pastiche of romantic plays called Pyramus and Thisbe. It's not very serious because their version includes a talking wall!
- **Rhyming couplet** – Two lines in a row that rhyme. You especially see this at the end of scenes.
- **Simile** – A comparison using "like" or "as". E.g. "momentary as a sound, swift as a shadow".
- **Soliloquy** – When a character talks about his thoughts directly to the audience, ignoring the other characters.

Theme – A main idea that runs through a play or poem or piece of writing. E.g. Confusion is a theme in "A Midsummer Night's Dream".

ART & DESIGN: Acrylic Techniques and Colour Theory



Painters think about **composition** (how a painting is put together including what is in the **foreground**, the **middle distance** and the **background**), **colour** and **light/shade** and different **techniques**, such as the ones for acrylic painting on the left.

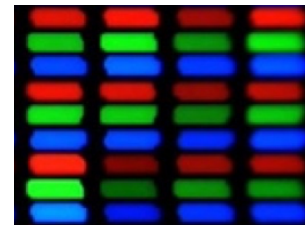


The colour wheel shows the **primary colours of pigment** (red, yellow and blue). Mixing two primary colours makes **secondary colours** (purple, orange, green) and tertiary colours are made from further mixes. You can change **shades** by making the colour lighter or darker.

The colours you can choose from are your **colour palette** but you don't have to use all the colours: the colours used within a particular painting is the **colour scheme**.

- **Analogous Colours** are next to each other on the colour wheel (e.g. green, olive, yellow)
- **Complementary Colours** are opposite on the colour wheel (e.g. red and green, purple and yellow). [Complementary has an extra e, compliment means to say something nice]
- **Warm and cool colours:** Reds and oranges are considered **warm** colours and blues **cool** colours. Colours can also be cool or warm **in relation to** one another – e.g. mauve is warm **in relation to** violet; yellow is warm **in relation to** green.

The primary colours of light are **red, green and blue (RGB)**. Pixel displays are made of three of each types of light. You can use computer code to say how much red light, how much green light and how much blue light each pixel should display. In many displays there are 256 shades of each colour (from 0 to 255). In Python code, you give three numbers from 0 to 255.



In HTML code, you use **hexadecimal** "hex" numbers which means two digits each for red, green and blue and using A to F for higher values.

| | | | | | |
|---------------|-----------------------|------------------|-----------------------------|----------------------------|--------------|
| | White (all the light) | Black (no light) | Bright red (only red light) | Yellow (mix red and green) | Medium green |
| Python | 255, 255, 255 | 0, 0, 0 | 255, 0, 0 | 255, 255, 0 | 0, 153, 0 |
| HTML | #FFFFFF | #000000 | #FF0000 | #FFFF00 | #009900 |



“Hinduism” is a Western term for people who lived in Northern India, who shared the **Vedas** and **ancient Sanskrit** writings of India. Followers prefer the term “**Sanatan Dharma**”, which mean ‘**eternal truths**’ (i.e. basic teachings which have always been true and always will be).

Hindus believe that there is one Supreme Being, **Brahman**. Brahman is everywhere and nothing would exist if Brahman is not in it. The **symbol** associated with Brahman is **Aum**. The sound is sacred and a way of describing Brahman.

Dharma is a belief that means **living right, respecting life** and **honouring the natural world**.



The **Holi festival** (or festival of colours) celebrates **Spring, community and equality**, reminding Hindus to respect the natural world and its seasons. This comes from the **Holika story**. This reminds Hindus to use their gifts to help not hurt others, the principle of **ahimsa**. It is usually celebrated in February or March.

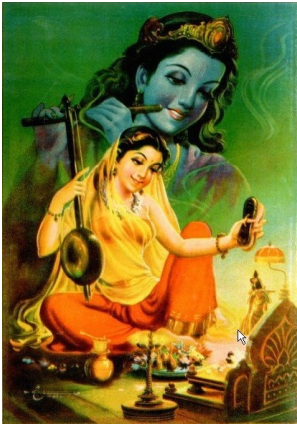
The Prahlad and Holika story

- A **demon king** believed he was more powerful than the gods and wanted everyone to worship him.
- The demon king's son, **Prahlad**, did not worship his father but worshipped the God **Vishnu**.
- The demon king tried to murder his son but each time Vishnu saved him.
- Eventually the demon king asked his sister, **Holika**, to kill Prahlad. Because Holika **could not be killed by fire**, she pulled him onto her lap and sat in the middle of the bonfire so he would burn to death.
- **Prahlad prayed to Vishnu** and the gods took away Holika's magic so she burned away while Prahlad survived!
- The demon king died and Prahlad became the king and ruled wise and fairly.



The Hindu word for 'action' is **karma** which means everything we do will have consequences. This is the '**Law of Karma**'. Following the Dharma will produce beneficial results.

The Ganges is a holy river which flows through **India** and **Bangladesh**, flowing from the **Himalayan Mountains** to the **Bay of Bengal**. Hindu believers release ashes into it so that souls may find salvation.



Hindu holy books describe **Rama and Krishna** as special people called **avatars**. These are believed by Hindus to be **God in human form** and that God can choose to be born as an Avatar, in any time and place, when the world needs God's help or example.

← A depiction of Krishna

Hindus worship God in other divine forms (called deities) alongside the Avatars. These include **Lakshmi** who is often worshipped at the holy festival of **Diwali**.

The Hindu book the **Ramayana** tells the story of the exile, return and reign of Rama. It teaches important guidelines for **right-living** (Dharma):

a) respect for parents

b) keeping promises

c) doing the right thing even when it's hard

d) using power with care and responsibility towards those with less power.

Diwali is a **festival of light** celebrated by Hindus. It falls in October or November. When Hindus light lamps to celebrate Diwali they remember that **God guides us** in life the way lamps light up darkness, to help us see our way.



Mandir – A Hindu temple. Many are filled with wood or stone artwork. The temple may contain **shrines** – a small place used for worship.

Puja – a special form of Hindu worship using a special tray called '**a puja thali**' with a small sacred flame, a bell, flower petals, incense and water to help them **not be distracted** by anything else they may see, hear, smell or touch around them.

This makes it a special time to be quiet enough to 'hear' God guiding them. Hindus can perform Puja at home or in a Mandir. During the ritual, light from a flame is offered or songs are sung for the deity – these are called **artis**. Hindus have a special place at home for performing puja once a day.



Murti – an image which shows the Divine Spirit.

Prasad – vegetarian food used as a religious offering.

Atman – the soul or the 'divine within'.