

## Study Skills Preparation

December Assessments 2025

**Year 11**

**Name:**

**Form:**

### **Top Tips:**

1. Create a revision timetable that plans which subjects and topics you will revise and when.
2. When planning your revision, focus on the areas you find difficult.
3. Don't spend too long on one topic. Short and regular sessions are the most effective (aim for 20-30 minutes before having a break)



## Year 11 Assessment Week Revision Overview

- This booklet is designed to give an overview of all the topics you have covered this year in your subjects in order to help you start your revision.
- The booklet also gives you a list of recommend resources to use for each subject to help you revise.
- It also includes **some of the core knowledge needed for some subjects. Please note, this is only a starting point for you revision. You must use the overview to find further resources to help with your revision.**
- It also contains some blank pages to help you prepare for your revision.

### **Effective Revision Methods**

Effective Revision is a cycle. This cycle needs to be repeated continuously for core knowledge to ensure it gets stuck in our long-term memory.

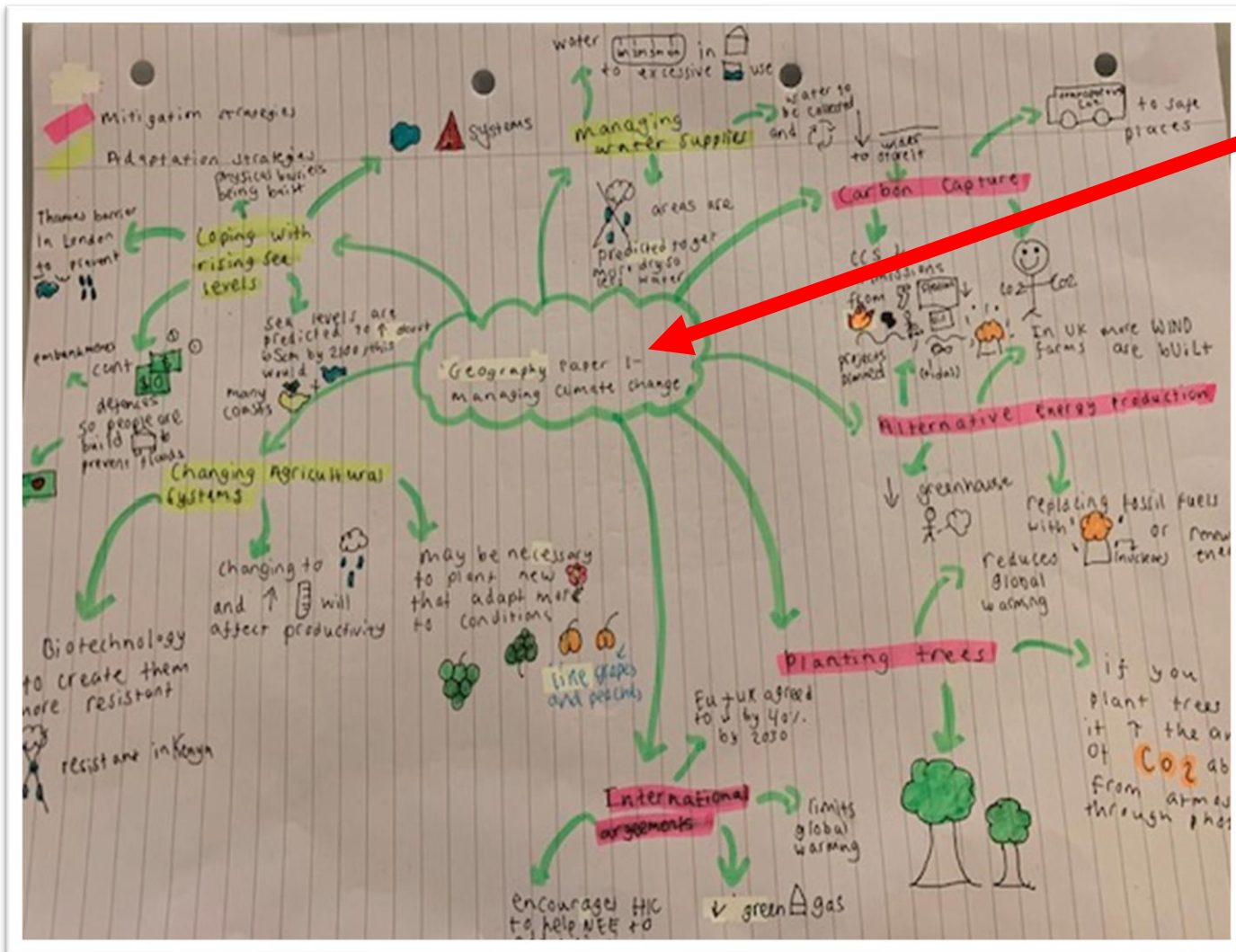
- 1) **Prepare:** Making flashcards and revision mind maps
- 2) **Retrieve:** Using look, cover, write, check, or getting someone else to test you at home
- 3) **Apply:** Applying the knowledge correctly to practice questions

**Part 1) Prepare:** First, you need to break down the important information into your own words. Making revision material is an important part of revising. When you make your own resource, you are aiming to reduce larger amounts of content from a revision guide or knowledge organiser so that you can remember it.

**Part 2) Retrieve:** This step is about checking your knowledge. Here you need to work out what is sticking in your brain and what you are struggling to remember so that you can go back over it

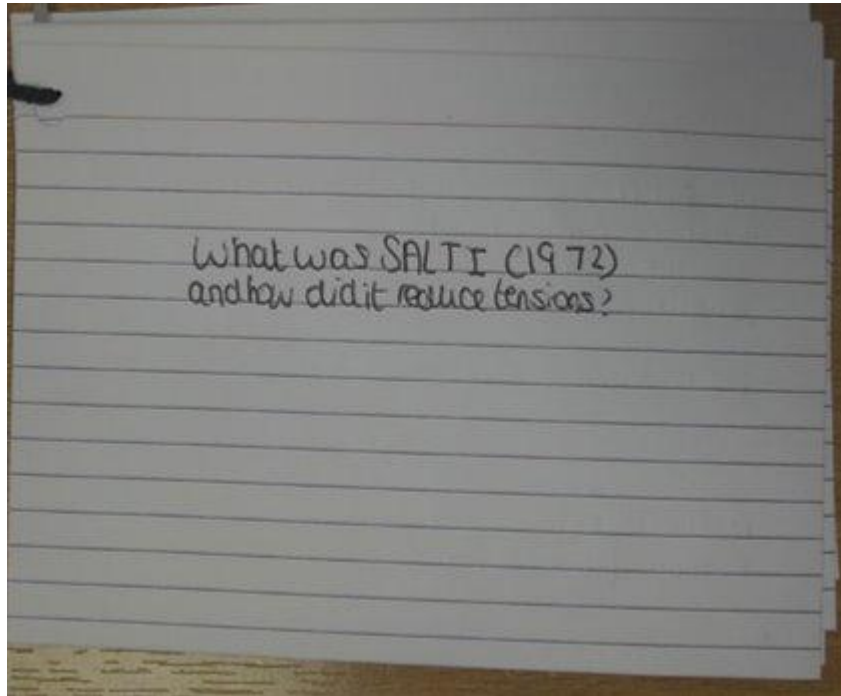
**Part 3) Apply:** Attempt your questions FROM MEMORY, do not copy from your notes - it is important for you to find out what you can remember

## Example Mind Map



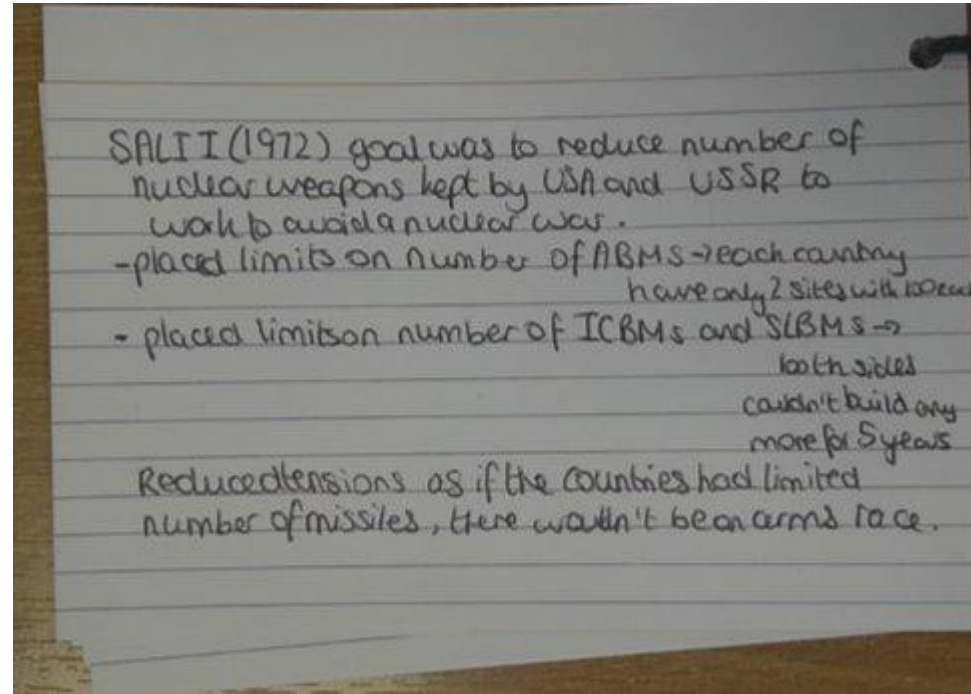
- Main topic is in the centre
- Key information is broken up into different sections
- Use of images as visual cues to help remember certain points
- Colour coding for different sections

## Example Flash Card



### Front of the flashcard

- Has a key question



### Back of the flashcard

- Has a number of short responses, with the key detail, which answer the question

<b>Example Revision Timetable</b>			
	Subject/Time	Subject/Time	Subject/Time
Monday	Computing 5:00-5:30	English 5:40-6.10	Biology 6.20-6.50
Tuesday	Geography 5.00-5.30	RE 5.45-6.15	Chemistry 6.30-7
Wednesday	Maths 5.15-5.45	DT 6.00-6.30	Physics 6.45-7.15
Thursday	RE 10.45-11.15	History 6.00-6.30	Biology 6.45-7.15
Friday	French/Spanish 6.30-7	Geography 7.15-7.45	Chemistry 8-8.30
Saturday	Computing 2.00-2.30	History 2.45-3.15	Physics 3.15-3.45
Sunday	DT 10.00-10.30	Art 10.45-11.15	Biology 11.30-12

<b>Revision Timetable</b>			
	Subject/Time	Subject/Time	Subject/Time
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Year 11			
Subject	Exam Board	Topics	Resources
Art	AQA	<ul style="list-style-type: none"> <li>• Identity Project - Independent &amp; individual responses.</li> <li>• Artist Research</li> <li>• Analysis &amp; annotations</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/art,-craft-and-design">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/art,-craft-and-design</a></li> <li>• <a href="https://www.youtube.com/watch?v=W6UGxVJv9F4">https://www.youtube.com/watch?v=W6UGxVJv9F4</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/guides/zgtngdm/revision/1">https://www.bbc.co.uk/bitesize/guides/zgtngdm/revision/1</a></li> </ul>
Biology	Edexcel	<ul style="list-style-type: none"> <li>• Topics to revise are;</li> <li>• <b>Paper 1</b></li> <li>• B1-Key concepts in biology</li> <li>• B2-Cells and Control</li> <li>• B3-Genetics</li> <li>• B5-Health, disease and the Development of medicine.</li> <li>• <b>Paper 2</b></li> <li>• B1-Key concepts in biology</li> <li>• B6-Plant structures and their Functions.</li> <li>• B7-Animal Coordination, Control and Homeostasis.</li> <li>• B8-Exchange and transport in Animals</li> <li>• B9-Ecosystems and Material Cycles</li> </ul>	<ul style="list-style-type: none"> <li>• Please refer to your Yardleys Biology revision Guide which will be handed out in lessons by your class teacher. Keep this until the end of year 11.</li> <li>• Your exercise book and DIPs completed in class</li> <li>• Revision guide from parent pay</li> <li>• BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f">https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f</a></li> <li>• GCSE POD</li> <li>• Exercise books</li> <li>• Physics and Maths tutor</li> </ul>
Combined Biology	Edexcel	<ul style="list-style-type: none"> <li>• Topics to revise are;</li> <li>• <b>Paper 1</b></li> <li>• B1-Key concepts in biology</li> <li>• B2-Cells and Control</li> <li>• B3-Genetics</li> <li>• B5-Health, disease and the Development of medicine.</li> <li>• <b>Paper 2</b></li> </ul>	<ul style="list-style-type: none"> <li>• Please refer to your Yardleys Biology revision Guide which will be handed out in lessons by your class teacher. Keep this until the end of year 11.</li> <li>• Your exercise book and DIPs completed in class</li> <li>• Revision guide from parent pay</li> <li>• BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f">https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f</a></li> <li>• GCSE POD</li> <li>• Exercise books</li> <li>• Physics and Maths tutor</li> </ul>

		<ul style="list-style-type: none"> <li>• B1-Key concepts in biology</li> <li>• B6-Plant structures and their Functions.</li> <li>• B7-Animal Coordination, Control and Homeostasis.</li> <li>• B8-Exchange and transport in Animals</li> <li>• B9-Ecosystems and Material Cycles</li> </ul>	
BTEC	Pearson	<p><b>Learning Aim A - Modern technologies</b></p> <ul style="list-style-type: none"> <li>• A1 Modern Technologies</li> <li>• A2 Impact of Modern Technologies</li> </ul> <p><b>Learning Aim B - Cyber security</b></p>	<ul style="list-style-type: none"> <li>• Pearson Revision Guide</li> <li>• Knowledge organiser booklet</li> <li>• Student book - class VLE page</li> <li>• Know it all Ninja</li> </ul>
		<ul style="list-style-type: none"> <li>• B1 Threats to data</li> <li>• B2 Prevention and management of threats to data</li> <li>• B3 Policy</li> </ul> <p><b>Learning Aim C - The wider implications of digital systems</b></p>	

		<ul style="list-style-type: none"> <li>• C1 Responsible Use</li> <li>• C2 Legal and ethical</li> </ul> <p><b>Learning Aim D - Planning and communication in digital systems</b></p> <ul style="list-style-type: none"> <li>• D1 Forms of notation</li> </ul>	
Chemistry	Edexcel	<p>For the December Assessment, Topics to examine are:</p> <p>C0 - Formula and Equations  C1 - Overarching Concepts  C2 - Matter and Mixtures  C3 - Chemical Changes  C4 - Extracting Metals  C5 - Triple Chemistry 1  C6 - Groups  C7- Rates and Energy Changes  C8 - Fuels and Earth Science  C9 - Triple Chemistry 2 (up to Alcohols)</p>	<ul style="list-style-type: none"> <li>• Please refer to your Yardleys Chemistry Revision Guide which will be handed out in lessons by your class teacher. Keep this until the end of year 11.</li> <li>• Your exercise book and DIPs completed in class</li> <li>• Revision guide from parent pay</li> <li>• BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zy984j6">https://www.bbc.co.uk/bitesize/examspecs/zy984j6</a></li> <li>• GCSE POD</li> </ul>
Combined Chemistry	Edexcel	<p>For the December Assessment, Topics to examine are:</p> <p>C0 - Formula and Equations  C1 - Overarching Concepts  C2 - Matter and Mixtures  C3 - Chemical Changes  C4 - Extracting Metals  C6 - Groups  C7- Rates and Energy Changes  C8 - Fuels and Earth Science</p>	<ul style="list-style-type: none"> <li>• Please refer to your Yardleys Chemistry Revision Guide which will be handed out in lessons by your class teacher. Keep this until the end of year 11.</li> <li>• Your exercise book and DIPs completed in class</li> <li>• Revision guide from parent pay</li> <li>• BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zy984j6">https://www.bbc.co.uk/bitesize/examspecs/zy984j6</a></li> <li>• GCSE POD</li> </ul>

Computer Science	OCR	<p><b>Paper 1</b></p> <p>1.1 Systems architecture  1.2 Memory and storage  1.3 Computer networks, connections and protocols  1.4 Network security  1.5 Systems software  1.6 Ethical, legal, cultural and environmental impacts of digital technology</p> <p><b>Paper 2</b></p> <p>2.1 Algorithms  2.2 Programming fundamentals  2.3 Producing robust programs  2.4 Boolean logic  2.5 Programming languages and Integrated Development Environments</p>	<ul style="list-style-type: none"> <li>• CGP Revision Guide</li> <li>• Knowledge organiser booklet</li> <li>• <a href="https://www.teach-ict.com/v/GCSE_Computing/OCR_J277/OCR_J277_home.html">https://www.teach-ict.com/v/GCSE_Computing/OCR_J277/OCR_J277_home.html</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/examspecs/zmtchbk">https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</a></li> <li>• <a href="https://student.craigndave.org/j277">https://student.craigndave.org/j277</a></li> </ul>
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Design Technology	Eduqas	<ul style="list-style-type: none"> <li>• The Design Process</li> <li>• Design techniques</li> <li>• Our World</li> <li>• Materials</li> <li>• Joining processes</li> <li>• Manufacturing &amp; Processes</li> <li>• Electronics</li> <li>• Energy generation</li> <li>• Mechanisms</li> <li>• Maths</li> </ul>	<ul style="list-style-type: none"> <li>□ Theory &amp; Revision Booklet</li> <li>□ CGP Revision Guide</li> <li>□ Eduqas Knowledge Organisers</li> <li>□ Mind maps for revision</li> <li>□ Yardleys' Knowledge Organiser</li> <li>□ <a href="#">BBC Bitesize</a></li> <li>□ <a href="#">Technology Student</a></li> </ul>
Drama		<ul style="list-style-type: none"> <li>• To develop an understanding of how to complete the written examination.</li> <li>• To develop a wider appreciation for basic theatrical terminology and elements.</li> <li>• To develop an understanding of the play Missing Dan Nolan and to be able to explore appropriate acting and design techniques.</li> <li>• To watch and develop and understanding of a live theatre performance.</li> </ul>	<ul style="list-style-type: none"> <li>• OCR Past Papers <a href="https://www.ocr.org.uk/qualifications/gcse/drama-j316-from-2016/assessment/">https://www.ocr.org.uk/qualifications/gcse/drama-j316-from-2016/assessment/</a></li> <li>• Missing Dan Nolan Summary <a href="https://www.dramaandtheatre.co.uk/practical/article/play-for-study-missing-dan-nolan">https://www.dramaandtheatre.co.uk/practical/article/play-for-study-missing-dan-nolan</a></li> <li>• BBC news article about the case <a href="http://news.bbc.co.uk/1/hi/uk/2069533.stm">http://news.bbc.co.uk/1/hi/uk/2069533.stm</a></li> <li>• Knee High Theatre company <a href="https://www.kneehigh.co.uk/">https://www.kneehigh.co.uk/</a></li> <li>• Frantic Assembly Theatre Company <a href="https://www.franticassembly.co.uk/">https://www.franticassembly.co.uk/</a></li> <li>• Daniel Nolan News story. <a href="https://www.youtube.com/watch?v=JbqjC6tb2f4">https://www.youtube.com/watch?v=JbqjC6tb2f4</a></li> <li>• Costume Design <a href="https://www.youtube.com/watch?v=cLW45yeCoNA">https://www.youtube.com/watch?v=cLW45yeCoNA</a></li> <li>• Stage anatomy, theatre design. <a href="https://www.youtube.com/watch?v=ju6Q_0jXFEO">https://www.youtube.com/watch?v=ju6Q_0jXFEO</a></li> <li>• Lighting Design basics <a href="https://www.youtube.com/watch?v=UN18kSmSNdk">https://www.youtube.com/watch?v=UN18kSmSNdk</a></li> <li>• CGP OCR GCSE Drama Revision Guide <a href="https://www.cgpbooks.co.uk/secondary-books/gcse/drama/dmr41-gcse-drama-revision-guide">https://www.cgpbooks.co.uk/secondary-books/gcse/drama/dmr41-gcse-drama-revision-guide</a></li> </ul>

			<ul style="list-style-type: none"> <li>• Key Theatre terms <a href="https://www.theatrecrafts.com/pages/home/topics/beginners/glossary/">https://www.theatrecrafts.com/pages/home/topics/beginners/glossary/</a></li> <li>• Staging Revision tasks. <a href="https://www.bbc.co.uk/bitesize/guides/z4wnmfr/revision/1">https://www.bbc.co.uk/bitesize/guides/z4wnmfr/revision/1</a></li> </ul>
English	Edexcel	<ul style="list-style-type: none"> <li>• 'Animal Farm'</li> <li>• 'Romeo and Juliet'</li>   <li>• English Language Paper 1 (2.0)</li> <li>• language analysis</li> <li>• Evaluation</li> <li>• Transactional Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Red exercise book</li> <li>• Copy of text</li> <li>• York Notes GCSE workbook</li> <li>• sparknotes.com</li> <li>• Yellow exercise book</li> </ul>
French	AQA	<ul style="list-style-type: none"> <li>• <b>School</b> - likes and dislikes, teachers, rules and uniform</li>   <li>• <b>Jobs</b> - job titles, part time job, verb 'to work'</li>   <li>• <b>Tenses</b> - use of perfect and imperfect (as well as future and present)</li>   <li>• <b>Work experience</b> - describing events in the past</li>   <li>• <b>Future plans</b> - what you want to do in the future and</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise book</li> <li>• Purple Grammar book</li> <li>• K.Os in exercise books</li> <li>• DIP tasks and improvement tasks</li> <li>• BBC Bitesize GCSE French</li>   <li>• <a href="http://www.linguascope.com">www.linguascope.com</a></li> <li>• Username: yardleys</li> <li>• Password: tyseley1</li>   <li>• <a href="http://www.languagenut.com">www.languagenut.com</a></li>   <li>• (login details glued into back of exercise books)</li> </ul>

		what you are going to do to get there.	
Geography	AQA	<ul style="list-style-type: none"> <li>• Paper 1. Natural Hazards - Climate change, tropical storms, tectonic hazards</li> <li>• Paper 1. Living World - rainforests &amp; hot deserts</li> <li>• Paper 1. UK physical environments - rivers &amp; coasts</li> <li>• Paper 2. Urban issues &amp; challenges - Lagos &amp; Birmingham</li> <li>• Paper 2 - The changing economic world - development and change in Nigeria and the UK.</li> <li>• Paper 3. Urban issues &amp; challenges fieldwork - Curzon Street regeneration.</li> </ul>	<ul style="list-style-type: none"> <li>• Red exercise book</li> <li>• CGP Revision Guide</li> <li>• Reading Books - Glossary - Geography Keywords</li> <li>• Place Specific Detail Overview Sheets</li> <li>• Homework workbook</li> </ul>

History	Edexcel	<ul style="list-style-type: none"> <li>• Revision of all topics so far:</li> <li>• Migration</li> <li>• Elizabeth</li> <li>• Mughals</li> <li>• Kenilworth Castle</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise book</li> <li>• Booklets</li> <li>• Knowledge organisers (VLE)</li> </ul> <p>Specific resources - Migration:  <a href="https://www.youtube.com/watch?v=-rEUrfEdp4w">https://www.youtube.com/watch?v=-rEUrfEdp4w</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zyqdk7h">https://www.bbc.co.uk/bitesize/topics/zyqdk7h</a></p> <p>Elizabeth:  <a href="https://www.bbc.co.uk/bitesize/topics/zn9t9ty/articles/zwtndnb">https://www.bbc.co.uk/bitesize/topics/zn9t9ty/articles/zwtndnb</a></p> <p>Mughals:  <a href="https://www.bbc.co.uk/bitesize/topics/zyqb9ty">https://www.bbc.co.uk/bitesize/topics/zyqb9ty</a></p> <p>Kenilworth Castle:  <a href="https://www.english-heritage.org.uk/visit/places/kenilworth-castle/history-and-stories/">https://www.english-heritage.org.uk/visit/places/kenilworth-castle/history-and-stories/</a></p>
Maths Higher	AQA	<ul style="list-style-type: none"> <li>• Number Sequences</li> <li>• Iteration</li> <li>• Functions</li> <li>• Inverse Functions</li> <li>• Factorising Quadratics</li> <li>• Completing the Square</li> <li>• Sketching Quadratic Graphs</li> <li>• Quadratic formula</li> <li>• SOH CAH TOA</li> <li>• Sine Rule and Cosine Rule</li> <li>• Circle Theorems</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://corbettmaths.com/contents/">https://corbettmaths.com/contents/</a></li> <li>• <a href="https://www.mathsgenie.co.uk/gcse.php">https://www.mathsgenie.co.uk/gcse.php</a></li> </ul>

		<ul style="list-style-type: none"> <li>• Equator of a Circle and <del>Radius</del> Tangent</li> <li>• Vectors</li> <li>• Linear and non-linear Simultaneous Equations</li> </ul>	
Maths Foundation	AQA	<ul style="list-style-type: none"> <li>• Number Sequences</li> <li>• Pythagoras</li> <li>• SOH CAH TOA</li> <li>• Volume of Prisms</li> <li>• Surface Area of Prisms</li> <li>• Volume of 3D shapes</li> <li>• Surface Area of 3D Shapes</li> <li>• % of an amount</li> <li>• Ratio - sharing</li> <li>• Proportionality</li> <li>• Best Buys</li> <li>• Percentages</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://corbettmaths.com/contents/">https://corbettmaths.com/contents/</a></li> <li>• <a href="https://www.mathsgenie.co.uk/gcse.php">https://www.mathsgenie.co.uk/gcse.php</a></li> </ul>
Music	Eduqas	<ul style="list-style-type: none"> <li>• AOS 1 - Musical Forms and Devices</li> <li>• AOS 1 Set Work - <i>Badinerie</i></li> <li>• AOS 2 - Music for Ensemble</li> <li>• AOS 3 - Film Music</li> <li>• AOS 4 - Popular Music</li> <li>• AOS 4 Set Work - <i>Africa</i></li> </ul>	<ul style="list-style-type: none"> <li>• Exercise books.</li> <li>• Eduqas GCSE Music Textbooks (Available in 118)</li> <li>• Music Theory Revision Booklet</li> </ul>

Physics	Edexcel	<p>The following topics...</p> <p>From Paper 1:</p> <ul style="list-style-type: none"> <li>- P1 &amp; P2: Forces and Motion</li> <li>- P3 Energy</li> <li>- P4 Waves</li> <li>- P5 Light and the EM Spectrum</li> <li>- P6 Radioactivity</li> <li>- P7 Astronomy</li> </ul> <p>From Paper 2:</p> <ul style="list-style-type: none"> <li>- P8 Work and Power</li> <li>- P9 Forces and Their Effects</li> <li>- P10 Electricity</li> <li>- P11 Static Electricity</li> <li>- P12 Magnetism</li> <li>- P13 EM Induction</li> <li>- P14 Particles Model</li> </ul>	<ul style="list-style-type: none"> <li>• Please refer to your Yardleys Physics revision Guide which will be handed out in lessons by your class teacher. Keep this until the end of year 11.</li> <li>• Your exercise book and DIPs completed in class</li> <li>• Edexcel revision guides.</li> <li>• BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zqpshv4">https://www.bbc.co.uk/bitesize/examspecs/zqpshv4</a></li> <li>• GCSE POD</li> <li>• Physics and Maths tutor: <a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a></li> <li>• Save my exams: <a href="https://www.savemyexams.com/">https://www.savemyexams.com/</a></li> <li>• Make sure to select GCSE Physics and Edexcel.</li> </ul>
Combined Physics	Edexcel	<p>The following topics...From Paper 1:</p> <ul style="list-style-type: none"> <li>- P1 &amp; P2: Forces and Motion</li> <li>- P3 Energy</li> <li>- P4 Waves</li> <li>- P5 Light and the EM Spectrum</li> <li>- P6 Radioactivity</li> </ul> <p>From Paper 2:</p> <ul style="list-style-type: none"> <li>- P8 Work and Power</li> <li>- P9 Forces and Their Effects</li> <li>- P10 Electricity</li> <li>- P12 Magnetism</li> <li>- P13 EM Induction</li> <li>- P14 Particles Model</li> </ul>	<ul style="list-style-type: none"> <li>• Please refer to your Yardleys Physics revision Guide which will be handed out in lessons by your class teacher. Keep this until the end of year 11.</li> <li>• Your exercise book and DIPs completed in class</li> <li>• Edexcel revision guides.</li> <li>• BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zqpshv4">https://www.bbc.co.uk/bitesize/examspecs/zqpshv4</a></li> <li>• GCSE POD</li> <li>• Physics and Maths tutor: <a href="https://www.physicsandmathstutor.com/">https://www.physicsandmathstutor.com/</a></li> <li>• Save my exams: <a href="https://www.savemyexams.com/">https://www.savemyexams.com/</a></li> <li>• Make sure to select GCSE Combined Science Physics and Edexcel.</li> </ul>

RE	AQA	<ul style="list-style-type: none"> <li>• Christian Beliefs</li> <li>• Christian Practices</li> <li>• Islam Beliefs</li> <li>• Islam Practices</li> <li>• Religion and Relationships</li> <li>• Religion and Life</li> </ul>	<ul style="list-style-type: none"> <li>• Flashcards made for homework</li> <li>• AQA website past papers online</li> <li>• Exercise books</li> <li>• BBC Bitesize</li> <li>• Quote booklet</li> <li>• Overview sheets</li> <li>• Paper 1 revision guide</li> </ul>
Spanish	AQA	<ul style="list-style-type: none"> <li>• <b>School</b> - likes and dislikes, teachers, rules and uniform</li> <li>• <b>Jobs</b> - job titles, part time job, verb 'to work'</li> <li>• <b>Tenses</b> - use of preterite and imperfect (as well as near future and present)</li> <li>• <b>Work experience</b> - describing events in the past</li> <li>• <b>Future plans</b> - what you want to do in the future and what you are going to do to get there.</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise book</li> <li>• Purple Grammar book</li> <li>• K.Os in exercise books</li> <li>• DIP tasks and improvement tasks</li> <li>• BBC Bitesize GCSE Spanish</li> <li>• <a href="http://www.linguascope.com">www.linguascope.com</a> Username: yardleys Password: tyseley1</li> <li>• <a href="http://www.languagenut.com">www.languagenut.com</a> (login details glued into back of exercise books)</li> </ul>

Sports Science	OCR	<p>R180 - Reducing the risk of injury.</p> <p>Topic Area 1: Different factors which influence the risk and severity of injury</p> <p>Topic Area 2: Warm up and cooldown</p> <p>Topic Area 3: Different types and causes of sports injuries</p> <p>Topic Area 4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions</p> <p>Topic Area 5: Causes, symptoms and treatment of medical condition</p>	<ul style="list-style-type: none"> <li>• Mind maps for revision Yardleys' Knowledge Organiser</li> <li>• Exercise book notes</li> <li>• OCR Sport R180 past papers</li> <li>• The everlearner website - <a href="https://pages.theeverlearner.com/2024-january-cnat-sport-science-r180-revision">https://pages.theeverlearner.com/2024-january-cnat-sport-science-r180-revision</a></li> <li>• Youtube - <a href="https://www.youtube.com/watch?v=MfAHxBFvf0c">https://www.youtube.com/watch?v=MfAHxBFvf0c</a></li> <li>• OCR Sports Science Textbooks</li> <li>• <a href="https://pages.theeverlearner.com/2024-january-cnat-sport-science-r180-revision">https://pages.theeverlearner.com/2024-january-cnat-sport-science-r180-revision</a></li> </ul>
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# 'Romeo and Juliet', William Shakespeare

Autumn Term – English Literature Knowledge Organiser

Our second unit of work in Year 10 will be in preparation for **Paper 1 (Section A) of your English Literature GCSE**. We will be reading and exploring the set text **'Romeo and Juliet'** by **William Shakespeare**. This paper will require you to analyse how the **language, form and structure** can create meanings and effects in an extract and throughout the entire play. You will, therefore, need to have a good knowledge of the plays as a whole and, above all, you need to ensure that you are constantly making an informed personal response. You will also need to have a developed awareness of the socio/historical context of the play.

**Topic Vocabulary:**  
 allegiance  
 antithesis  
 blank verse  
 brotherhood  
 comradeship  
 context  
 destiny  
 Elizabethan  
 empathy  
 fate  
 feud  
 foreshadowing  
 hierarchy  
 iambic  
 pentameter  
 imagery  
 juxtaposition  
 loyalty  
 misogyny  
 motif  
 mutiny  
 patronage  
 patriarchal  
 society  
 star-crossed  
 prologue  
 pride  
 rhyme  
 Shakespearean  
 superstition  
 theme  
 tragedy  
 usurpation  
 violence

Plot		Key Quotations		Context	The Hunger Games
Act 1	In Italy two noble families - the <b>Montagues and Capulets</b> - have much <b>bad blood</b> between them. <b>Romeo, son of old Montague, is in love with Rosaline, who does not return his love</b> . As a result, Romeo is depressed. To cure him of his love, his friend <b>Mercutio persuades him to attend a masked ball</b> at the Capulets, where he could encounter other beauties and forget Rosaline. At the ball, <b>Romeo falls in love at first sight with a girl, whom he learns is Juliet, daughter of the Capulets</b> . They seal their love with a kiss.	Prologue	"Two households, both alike in dignity, In fair Verona, where we lay our scene, From <b>ancient grudge break to new mutiny</b> , Where civil blood makes civil hands unclean. From forth the fatal loins of these two foes, A pair of <b>star-cross'd lovers</b> take their life"	In Italy in the 13th there were two feuding families: the Montecchi and the Cappelletti. They fought over who they supported; the Emperor or the Pope.	The Capulet and Montague families share an 'ancient grudge'. It is not revealed what this grudge is about.
Act 2	<b>Romeo lingers in Capulet's garden</b> , standing in the orchard beneath Juliet's balcony. He sees Juliet leaning over the railing, hears her calling out his name, and wishes that he were not a Montague. He reveals his presence, and they resolve, after an ardent love scene, to be <b>married secretly</b> .	Juliet	A1 " <b>My only love sprung from my only hate!</b> Too early seen unknown, and known too late!"	Ignorance and fear of the unknown (i.e. the supernatural, nature or God) often resulted in many Elizabethan superstitions.	Mercutio jests with Romeo, saying that Queen Mab (the bringer of dreams) has visited his love-sick friend in A1, S4.
Act 3	Tybalt encounters Romeo returning from Friar Lawrence's cell. Romeo, softened by his newfound love and his marriage to Juliet, refuses to be drawn into a quarrel with Tybalt, now his kinsman by marriage. <b>Mercutio grapples with Tybalt</b> and is killed. Aroused to fury by the death of his friend, Romeo <b> fights with Tybalt and kills him</b> and takes shelter in the Friar's cell.	Juliet	A2 "O Romeo, Romeo! wherefore art thou Romeo? <b>Deny thy father and refuse thy name</b> ; or, if thou wilt not, be but sworn my love, And I'll no longer be a Capulet."	Duelling and public fighting was outlawed in Elizabethan England, but it was not uncommon for nobility to settle their disputes privately and often resorting to violence.	The Prince is keen to keep the peace in Verona, however is challenged by short-headed males like Mercutio and Tybalt.
Act 4	In despair, <b>Juliet seeks Friar Lawrence's advice</b> . He gives her a sleeping potion, which for a time will cause her to appear dead. Thus, on the day of her supposed marriage to Paris, she will be carried to the family vault. By the time she awakens, Romeo will be summoned to the vault and take her away to Mantua.	Mercutio	A3 "No, 'tis not so deep as a well, nor so wide as a church-door; but 'tis enough, 'twill serve: <b>ask for me to-morrow, and you shall find me a grave man.</b> "	Society in 'Romeo and Juliet' is patriarchal meaning that men are privileged and given a greater position in society than women.	Despite his initial claims that he wishes only happiness for his daughter in any future marriage, Juliet's father later forcefully arranges her union with Paris and threatens to disown his daughter if she does not comply.
Act 5	The <b>Friar's letter fails to reach Romeo</b> . When he hears of Juliet's death Romeo procures a deadly poison from an apothecary and secretly returns to Verona to say his last farewell to his deceased wife and die by her side. At Juliet's side, Romeo drinks the poison and dies. When Juliet awakens from her deep sleep, she realises Romeo's error and kills herself with his dagger. <b>The Capulets and Montague decide to reconcile as a result of the deaths of their children</b> .	Juliet	A4 "Or bid me go into a <b>new-made grave</b> , And <b>hide me with a dead man in his shroud</b> "		
		Juliet	A5 "Yea, noise,† hen I'll be brief; <b>O, happy dagger!</b> This is thy sheath; there rest, and let me die."		
		Romeo	A5 "O true apothecary! Thy drugs are quick. — Thus <b>with a kiss I die.</b> "		





# 'Romeo and Juliet', William Shakespeare

Autumn Term — English Literature Knowledge Organiser

In your exam, you will be asked in **3a** to analyse how the writer presents a particular **themes, character or relationship**. You will be assessed for your ability to comment on **language, form and structure** used by the writer in an extract. For **7b**, you will need to comment on the whole play using the first page of this KO to help you revise.

## Language (types of words and imagery)

**common noun:** a word for a person, place, or thing ("naming word")

**abstract noun:** a noun that is not a physical object (a concrete noun); a word that expresses an idea or emotion, e.g. *truth, danger, happiness*

**adjective:** a word that is used before (**pre-modifying**) or after (**post-modifying**) a noun to describe or modify it

**verb:** a word that shows what action is being performed - e.g. *run, jump* - or the state of 'being' - e.g. *am, are, was, were, is, be* - ("doing word")

**imperative verb:** a verb that gives an order or command ("bossy verb")

**modal verb:** a verb used to express ability, possibility, permission or obligation (duty) - *can, could, may, might, shall, should, must, will, would*

**adverb:** a word that modifies a verb or an adjective. It expresses when, where, how, why or how intensely an action is performed or an emotion is felt.

**simile:** comparing two things by saying they are similar (using the words 'like' or 'as')

**metaphor:** comparing two things by saying they are the same (saying one thing 'is' another)

**personification:** describing an inanimate object or a non-human being as having human characteristics or emotions.

**pathetic fallacy:** when the weather or nature is described to reflect human emotions or the specific feelings of characters in a text

**imagery:** visually descriptive or figurative language; in 'Romeo and Juliet' there is often religious, light and dark and astrological imagery.

**antithesis:** similar to juxtaposition, this is a contrast (or difference) between two things.

## Structure - Sentences (how a text is organised)

**phrase:** a group of words used to give more information about the head (main) word

**interrogative question:** a sentence used to gain information

**rhetorical question:** a sentence used for emphasis (rhetorical)

**declarative sentence:** a statement

**imperative sentence:** a sentence that gives a command

**exclamatory sentence:** sentence that expresses strong emotion, like shock or anger

**fragment:** "sentences" that do not contain a full independent clause

**repetition:** a word or phrase that is written more than once for emphasis

**alliteration:** the repetition of the same letter or sound at the beginning of words next to or near one another

**juxtaposition:** when a writer places two opposing images near to each other to emphasise their difference or contrast.

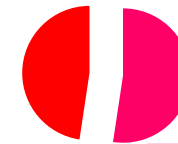
**semantic field:** when a (specific part of a) text contains lots of words with similar meanings

**foreshadowing:** a warning about, or link to, a future event

**motif:** a repeated image or idea throughout a text

## English Literature Paper

1



■ Section A  
■ Section B

'Romeo and Juliet' features on **Section A, Paper 1 of the English Literature GCSE**. You should spend **55 minutes** on this part of the exam in total.

## Section A



■ 3a  
■ 3b

You should spend **25 minutes** answering **question 3a** (writing and annotating) and **30 minutes** answering **question 3b** (writing and planning).

### Shakespeare — Romeo and Juliet — Question 3a (Extract)

Level	Descriptor (AO2)
Level 4	<ul style="list-style-type: none"> <li>The response is <b>focused and detailed</b>. Analysis of language, <b>form and structure</b> and their <b>effect on the reader</b> is sustained.</li> <li>Relevant subject terminology is used accurately and appropriately to develop ideas.</li> </ul>

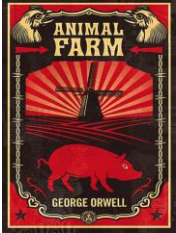
### Shakespeare — Romeo and Juliet — Question 3b (Elsewhere in the Play)

Level	Descriptor - Bullets 1, 2 and 3 - AO1 (15 marks), Bullet 4 - AO3 (5 marks)
Level 4	<ul style="list-style-type: none"> <li>The response has a <b>developed personal response</b> and thorough engagement, <b>fully related to the text</b>.</li> <li>The <b>critical style</b> is sustained and there is <b>well-developed interpretation</b></li> <li><b>Well-chosen references</b> to the text support a <b>range of effective points</b>.</li> <li>There is <b>sustained comment on relevant context</b> and detailed awareness of the <b>relationship between text and context</b>.</li> </ul>

### This Is Not A Feature-Spotting Safari!

Don't just pick out language and structure features; explain how they are used by the writer to convey the character, theme or relationship you have been asked to analyse in your extract!





# 'Animal Farm', by George Orwell

## Autumn Term 1: Knowledge Organiser

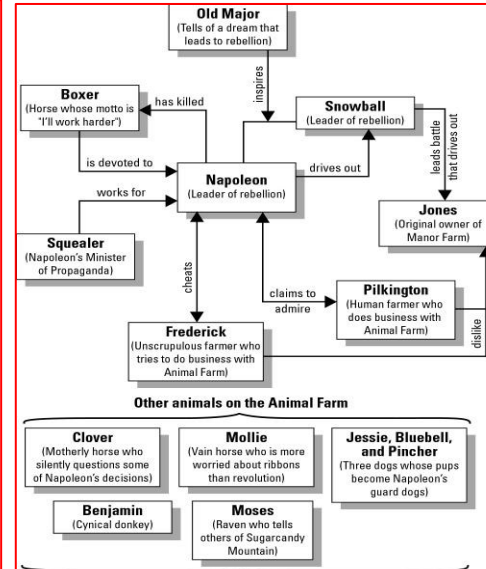
In Year 11 our first scheme of work for the Autumn Term is 'Animal Farm', by George Orwell. This is in preparation for your **English Literature GCSE Paper 1 Section B**. This is a closed text exam, you will be required to answer one essay question and will be assessed for understanding of the novel and context. 20% of the marks available will be awarded for vocabulary, spelling, punctuation and grammar.

### Topic Vocabulary:

abdicate  
allegory  
Animalism  
collaboration  
Communist  
comrade  
context  
convincing  
corruption  
deception  
dichotomy  
fable  
ignorance  
Joseph Stalin  
manipulation  
Maxim  
posthumously  
power  
propaganda  
prosperity  
rebellion  
revolt  
revolution  
Russian  
Revolution  
satire  
satirical  
subversive  
totalitarianism  
trickery  
Trotsky  
tyranny  
unanimously  
unequal  
usurpation  
Vladimir Lenin

### Parallels: History and the Novel

Chapter	Summary	Context
Chapter 1: The Rebellion	Old Major's ideas are similar to <b>Marxism</b> . He says ' <b>men is the only real enemy</b> ' as they are selfish and take advantage of the animals. This idea forms the basis of <b>Animalism</b> .	The Communist Party believed in Marx's ideas. Marx said that the upper class took advantage of the lower classes by paying them low wages while the rich kept most of the money.
Chapter 2: The Revolution	The animals rise up against Jones and chase him off the farm. The pigs try to create a society in which ' <b>all animals are equal</b> '.	Lenin, leader of the Bolsheviks, seizes power and overthrows the Provisional Government
Chapter 3: The Milk and Apples	Napoleon and Snowball draw up the seven commandments, and devise the maxim ' <b>four legs good, two legs bad</b> '	Lenin and Trotsky set up a Communist society; they want Russia to be fairer.
Chapter 4: The Battle of the Cowshed	Farmer Jones and his men attack Animal Farm at the Battle of the Cowshed. Snowball leads the animals to victory.	There is a civil war in Russia between the Bolsheviks and people loyal to the Tsar. The Bolsheviks, led by Trotsky, win the war.
Chapter 5: The Windmill Debate	Napoleon and Snowball fight over the way the farm should be run, then Napoleon drives Snowball from the farm.	Lenin's death causes a leadership battle between Trotsky and Stalin. Stalin wins and forces Trotsky out of Russia.
Chapter 6: We Must Work Harder	Napoleon uses fear and <b>propaganda</b> to make himself a powerful <b>dictator</b> .	Stalin uses propaganda to become a powerful leader. People are encouraged to idolise him.
Chapter 7: The Hen's Revolt	Napoleon tells the hens to sell their eggs for the collective good. The hens smash their eggs in protest. Napoleon uses the windmill's destruction as an excuse to kill animals who he claims have been working for Snowball.	Stalin's <b>collectivisation</b> policy creates many famines. Peasants fight the changes, but conditions get worse. Stalin invents a conspiracy against him, and uses it and an excuse to torture and execute his enemies.
Chapter 8: Napoleon's Deal	Napoleon's business deal with Frederick backfires. The animals are paid in forged notes and Frederick attacks the farm.	With Russia under threat, Stalin negotiates with Germany for protection. Germany betrays Russia (unsuccessfully) invading.
Chapter 9/10: Deception Continues	Boxer and the other animals continue to be tricked by Napoleon. Some begin to see that they have been deceived. The relationship between the pigs and the farmers becomes friendly. The friendship is short-lived as each side cheats at cards.	Russia, Britain and the US become allies. The alliance is short - no one trusts each other and, four years later, the <b>Cold War</b> begins.



### The Commandments

1. Whatever goes on two legs is an enemy.
2. Whatever goes on four legs, or has wings, is a friend.
3. No animal shall wear clothes.
4. No animal shall sleep in a bed.
5. No animal shall drink alcohol.
6. No animal shall kill any other animal.
7. All animals are equal.

### VSPAG: Adverbials

**Adverbials of cause and effect** - because, so, therefore, thus, consequently: use these to extend the explanation part of PEE writing, showing how you know.  
**Adverbials of addition** - and, also, as well as, moreover, in addition: use these to add more detail to your explanations exploring characters, themes and relationships in a novel in detail.  
**Adverbials of opposition** - yet, on the other hand, however, but: use these to demonstrate a range of interpretations of texts, extending comments about reader interpretations (and impact)

### Themes





As we work through the novel, complete the following chart making a note of which chapters the following key themes appear in.


Themes	Chapters	Quotation
Leadership and corruption		
Control (over the intellectually inferior)		
Lies, trickery and deceit		
Foolishness, ignorance and naivety		
Violence		
Pride and Ceremony		
Dreams, hopes and future plans		

# LO1: Understand the environment in which hospitality and catering providers operate

## AC1.1 Describe the structure of the hospitality and catering industry

### Food

<u>Types of food service</u>	
<b>Plate</b> 	<ul style="list-style-type: none"> <li>Meals are pre-plated in the kitchen</li> <li>Good portion control methods.</li> <li>All plates are consistent in the food presentation.</li> </ul>
<b>Silver</b> 	<ul style="list-style-type: none"> <li>This type of service requires more training for waiting staff, it is a skill.</li> <li>Food is fully cooked in the kitchen but presented on platters.</li> <li>A silver spoon and fork are used to serve food from a platter to a guest's plate at a table.</li> </ul>
<b>Buffet</b> 	<ul style="list-style-type: none"> <li>Food set up along a table.</li> <li>The food can be hot or cold.</li> <li>It can be self-service or served by staff, or a mixture of the two.</li> <li>Poor portion control when people help themselves and can go back for more</li> </ul>
<b>Vending</b> 	<ul style="list-style-type: none"> <li>Food service from a machine.</li> <li>Food can be served 24 hours.</li> <li>Usually snacks are served in this way but it can also be hot meals</li> </ul>

<u>Types of food service</u>	
<b>Fast food</b> 	<ul style="list-style-type: none"> <li>Customers collect food from a counter.</li> <li>Quick and simple method.</li> <li>Food served in disposable packaging.</li> <li>Packaging is bad for the environment</li> </ul>
<b>Gueridon</b> 	<ul style="list-style-type: none"> <li>Food is cooked, finished or presented to the guest at a table, from a moveable trolley.</li> <li>This might involve flambéing an item, carving it, cooking on a hot stone/plate or tossing a salad.</li> <li>Turns food into entertainment and creates an atmosphere of sophistication.</li> </ul>
<b>Café</b> 	<ul style="list-style-type: none"> <li>Counters displaying ready prepared/cooked food are used.</li> <li>Customers queue up.</li> <li>Customers may impulse buy from the displays.</li> </ul>
<b>trolley</b> 	<ul style="list-style-type: none"> <li>A meal provided in a tray or a choice of food from a trolley.</li> <li>Menu options are often limited and sometimes customers order in advance.</li> <li>Food can be prepared elsewhere and reheated or made in the premises and moved to another area</li> </ul>

Commercial sector



Non- Commercial sector











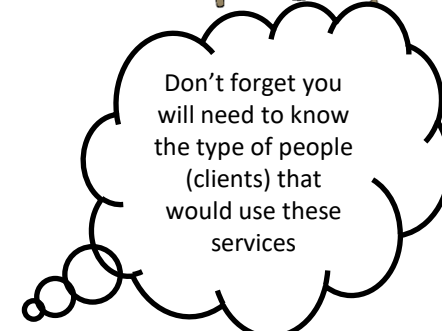
Residential



Non- Residential



Commercial sector Residential 	Commercial sector Non- Residential 	Non- Commercial sector Residential 	Non- Commercial sector Non- Residential 
<ul style="list-style-type: none"> <li>Hotels</li> <li>Guest house</li> <li>Campsites </li> </ul>	<ul style="list-style-type: none"> <li>Restaurants </li> <li>Pubs and bars</li> <li>Takeaways and fast food</li> </ul>	<ul style="list-style-type: none"> <li>NHS hospital </li> <li>Armed forces</li> <li>Hostel and shelters</li> </ul>	<ul style="list-style-type: none"> <li>Free work canteen</li> <li>Public schools</li> <li>Soup kitchens </li> </ul>



# Food Job Roles

## Managers



What do they do?

- Responsible for the running of the business
- Employing (and dismissing) staff
- Deal with problems and complaints

Examples in a hotel

- General manager
- Executive chef
- Finance manager

## Front of house



What do they do?

- Work directly with customers
- Take bookings
- Serve food and drinks
- Take bookings

Examples in a hotel

- Receptionists
- Waiting staff
- Porters
- Bartenders

## Back of house



What do they do?

- Buy and organise supplies
- Prepare and cook food
- Clean
- Maintain security

Examples in a hotel

- Stock controller
- Kitchen brigade
- Cleaners
- Room attendants

## Administrators



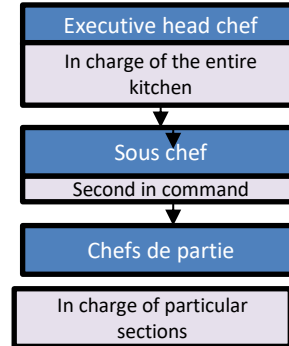
What do they do?

- Sort out and deal with letters, phone calls and emails
- Filling and organisation
- Manage events

Examples in a hotel

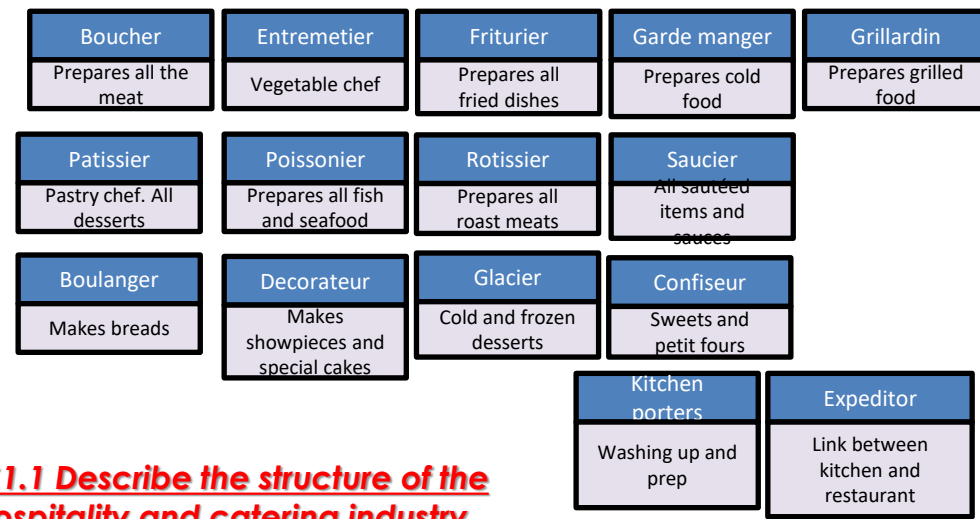
- Secretaries
- Accountants

Housekeeping	
Head house keeper	Room attendant s
Maintena nce staff	Cleaning staff



The kitchen brigade

Commis chef
Trainee chef, learn the skills for each section



## AC1.1 Describe the structure of the hospitality and catering industry

The front of house	
Receptionists	Take bookings, check customers in and out, deal with customers problems
Porters	Help customers to their rooms, set up meeting rooms
Night porters	Work reception at night, help late arrivals
Concierge	Arranges taxis and visits, park cars

## Standards and ratings



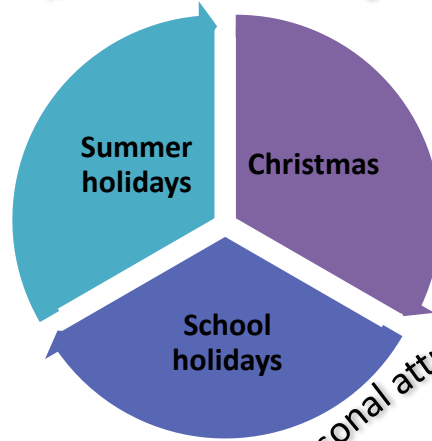
**LO1: Understand the environment in which hospitality and catering providers operate**

**AC1.2 Analyse job requirements within the hospitality and catering industry**

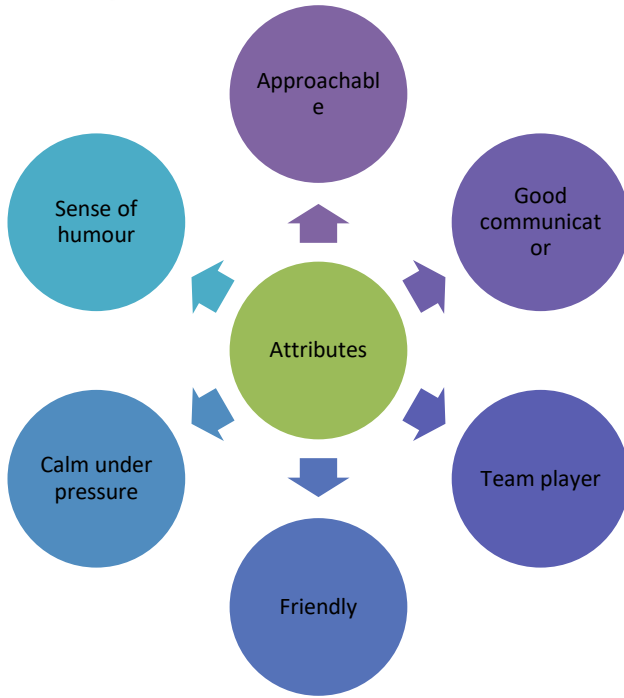
**Food**



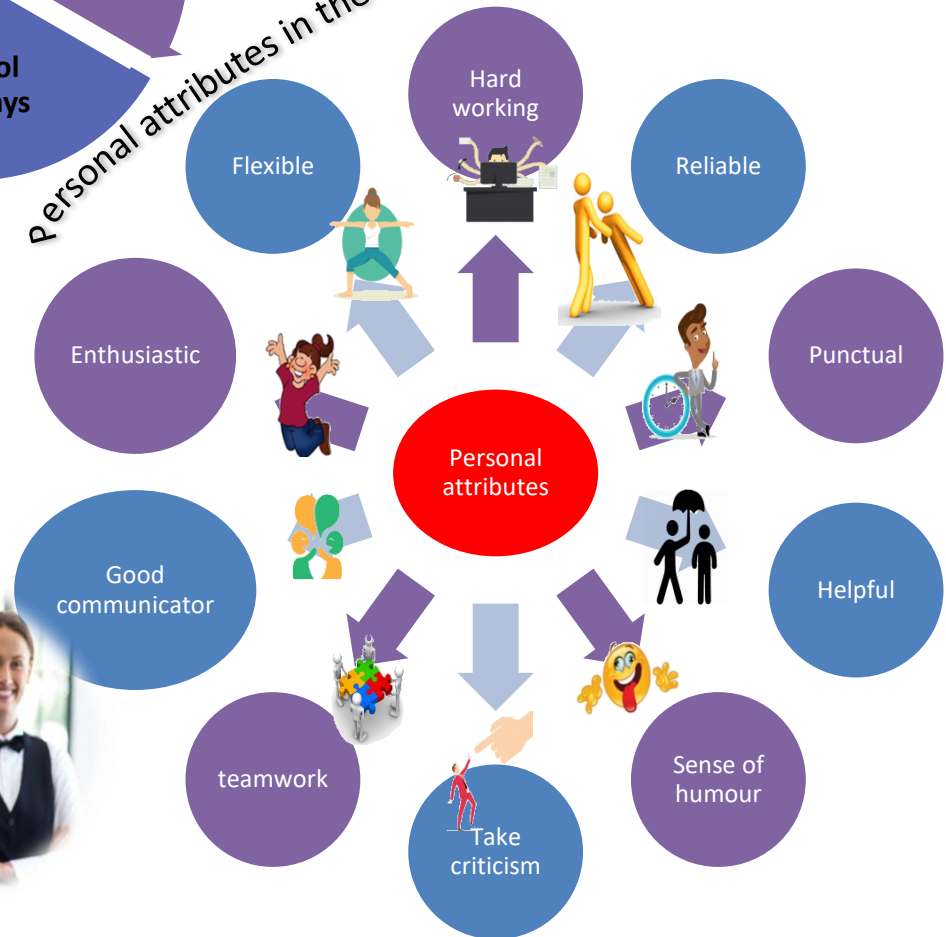
When is demand for staff high?



Personal attributes for waiting staff



Personal attributes in the industry



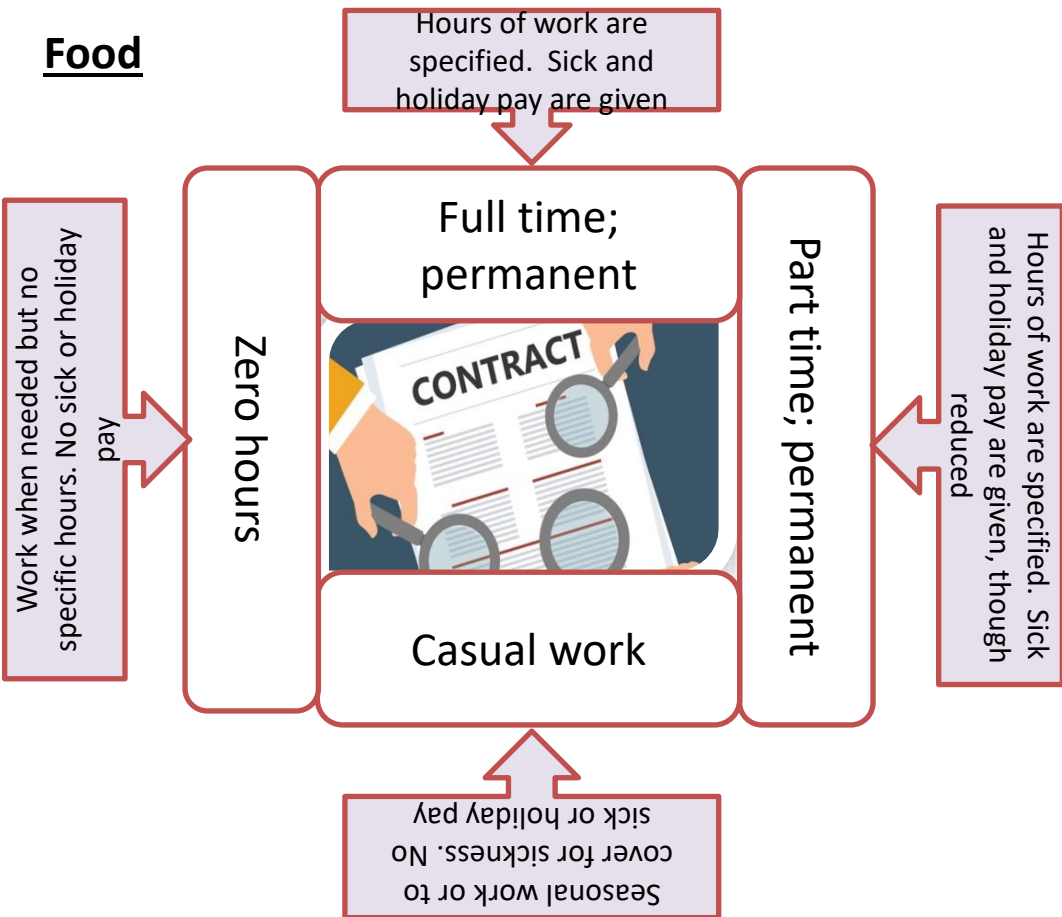
Skills needed as a waiter		
Responding to problems	Multi task	Good business knowledge
Calmly communicate	Well organised	Good local knowledge



**LO1: Understand the environment in which hospitality and catering providers operate**

**AC1.3 Describe working conditions of different job roles across the Hospitality and Catering industry**

**Food**



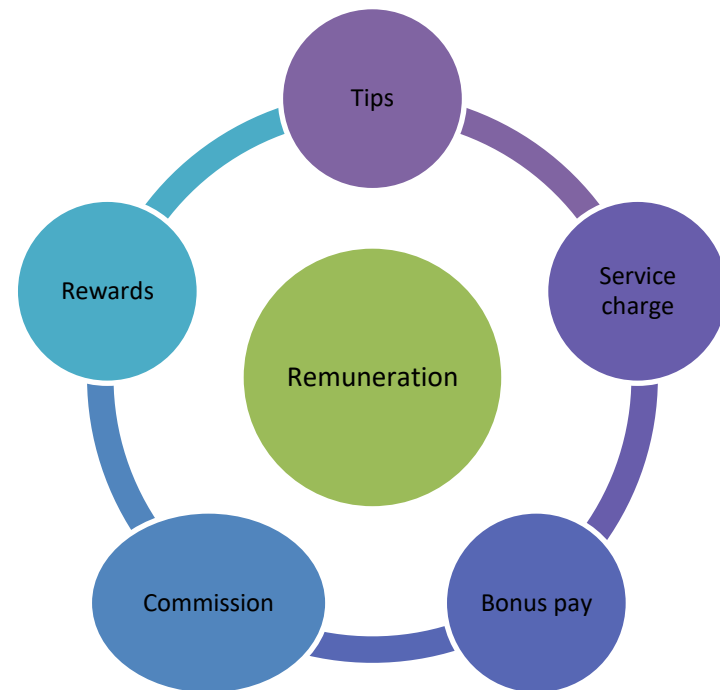
Paid employees are entitled to holiday pay each year. It is important to take time of to recharge. Most workers who work a 5-day week must receive at least 28 days' paid annual leave a year. This is the equivalent of 5.6 weeks of holiday.

**Rates of pay**



National minimum wage	This is paid hourly. This is the minimum pay that workers over school leaving age are entitles to
National living wage	This is the same principal as minimum wage but for people aged 25 and over

**Remuneration**



## **Food Year 11 Revision Watch list**

### **1-JOB ROLES**

Watch this program <https://www.bbc.co.uk/programmes/b09ws1xq>

and make notes on the different job roles within the hotel.

### **2- HOTEL INSPECTOR**

Pick an episode of The Hotel Inspector <http://www.channel5.com/show/the-hotel-inspector>

Identify the different factors affecting success and the reasons for failure that are discussed. Then carry out a SWOT analysis. Strengths Weakness Opportunities and threats

### **3- WORK FLOW**

Reminder of visiting the canteen (or watch a suitable you tube clip/ TV programme). Describe the operation layout and work flow, equipment and materials used. Make notes on stock control, documentation used, staff allocation, dress code and safety and security.

### **4- HEALTH AND SAFETY**

this webpage <http://www.hse.gov.uk/catering/index.htm>

Once you have had a look at a few different areas, click the link to visit the Shattered Lives website and have a look at the case study and some of the resources available.

### **5- EHO**

Watch this programme, paying particular attention to the case of salmonella poisoning.

<https://www.youtube.com/watch?v=AlaSXeycilc>

### **6-FOOD INSPECTORS**

Visit these webpages <https://www.food.gov.uk/> <https://www.gov.uk/browse/business/food>.

Explore different areas to expand you understanding of the food inspection process, food safety legislation and food poisoning.

### **7- FINANCES**

Watch an episode of million pound menu. <https://www.bbc.co.uk/programmes/b0b3pt5>

Pay careful attention to conversations about target markets, gaps in the market, competition, strengths, weaknesses and finances.

### 3.1.1 Section A: The challenge of natural hazards

Spec	Our Students
Use <b>named examples</b> to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.	Amatrice – Italy, 2016
	Gorkha – Nepal, 2015
Use a <b>named example</b> of a tropical storm to show its effects and responses.	Typhoon Haiyan, Philippines, 2013
An <b>example</b> of a recent extreme weather event in the UK to illustrate: <ul style="list-style-type: none"> <li>causes</li> <li>social, economic and environmental impacts</li> <li>how management strategies can reduce risk.</li> </ul>	Storm Eunice February 18th 2022

### 3.1.2 Section B: The living world

Spec	Our Students
An <b>example</b> of a small scale UK ecosystem to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling.	Freshwater pond
A <b>case study</b> of a tropical rainforest to illustrate: <ul style="list-style-type: none"> <li>causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth</li> <li>impacts of deforestation – economic development, soil erosion, contribution to climate change.</li> </ul>	Amazon Rainforest, Brazil
A <b>case study</b> of a hot desert to illustrate: <ul style="list-style-type: none"> <li>development opportunities in hot desert environments: mineral extraction, energy, farming, tourism</li> <li>challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility.</li> </ul>	Thar Desert, India

### 3.1.3 Section C: Physical landscapes in the UK

Spec	Our Students
An <b>example</b> of a section of coastline in the UK to identify its major landforms of erosion and deposition.	Dorset, UK
An <b>example</b> of a coastal management scheme in the UK to show: <ul style="list-style-type: none"> <li>the reasons for management</li> <li>the management strategy</li> <li>the resulting effects and conflicts.</li> </ul>	Lyme Regis, Dorset
An <b>example</b> of a river valley in the UK to identify its major landforms of erosion and deposition.	River Tees
An <b>example</b> of a flood management scheme in the UK to show: <ul style="list-style-type: none"> <li>why the scheme was required</li> <li>the management strategy</li> <li>the social, economic and environmental issues.</li> </ul>	Jubilee River relief channel, Windsor

## 3.2 Challenges in the human environment

Spec	Our Students
A <b>case study</b> of a major city in an LIC or NEE to illustrate: <ul style="list-style-type: none"> <li>• the location and importance of the city, regionally, nationally and internationally</li> <li>• causes of growth: natural increase and migration</li> <li>• how urban growth has created opportunities</li> <li>• how urban growth has created challenges:</li> </ul>	Lagos, Nigeria
An <b>example</b> of how urban planning is improving the quality of life for the urban poor.	Lagos, Nigeria Makoko – floating school
A <b>case study</b> of a major city in the UK to illustrate: <ul style="list-style-type: none"> <li>• the location and importance of the city in the UK and the wider world</li> <li>• impacts of national and international migration on the growth and character of the city</li> <li>• how urban change has created opportunities</li> <li>• how urban change has created challenges</li> </ul>	Birmingham
An <b>example</b> of a UK urban regeneration project to show: <ul style="list-style-type: none"> <li>• reasons why the area needed regeneration</li> <li>• the main features of the project.</li> </ul>	Birmingham's Big City Plan, Curzon Street

### 3.2.2 Section B: The changing economic world

Spec	Our Students
An <b>example</b> of how the growth of tourism in an LIC or NEE helps to reduce the development gap.	Kenya
A <b>case study</b> of one LIC or NEE to illustrate: <ul style="list-style-type: none"> <li>• the location and importance of the country, regionally and globally</li> <li>• the wider political, social, cultural and environmental context within which the country is placed</li> <li>• the changing industrial structure. The balance between different sectors of the economy how</li> </ul>	Nigeria  Shell - TNC

manufacturing industry can stimulate economic development <ul style="list-style-type: none"> <li>• the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country</li> <li>• the changing political and trading relationships with the wider world</li> <li>• international aid: types of aid, impacts of aid on the receiving country</li> <li>• the environmental impacts of economic development</li> <li>• the effects of economic development on quality of life for the population.</li> </ul>	
Economic futures in the UK: <ul style="list-style-type: none"> <li>• impacts of industry on the physical environment. An <b>example</b> of how modern industrial development can be more environmentally sustainable</li> </ul>	Cambridge Science Park

### 3.2.3 Section C: The challenge of resource management

Spec	Our Students
An <b>example</b> of a large scale water transfer scheme to show how its development has both advantages and disadvantages.	Lesotho Highland Water Project South Africa & Lesotho
An <b>example</b> of a local scheme in an LIC or NEE to increase sustainable supplies of water.	Wakel River Basin Project Rajasthan (Johads & Taankas)

In the specification content, students are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. Examples are more focused on a specific event or situation, are smaller in scale and do not cover the same degree of content.

# History

## Second order

### concepts

*Change, Continuity  
Consequence,  
similarity, difference  
and significance.*

**Year:**

**Topic:** Kenilworth

### Areas to study further

1. Why was Kenilworth built
2. Timeline of Kenilworth.
3. The story of the castle.
4. How had the site been used?
5. Life at Kenilworth
6. Attitudes of the people of Kenilworth
7. What values did the people have at Kenilworth
8. Significance of Kenilworth
9. Was Kenilworth typical?
10. Compare to other Castles
11. What can you look at to help you understand Kenilworth better?
12. How would an artist paint Kenilworth?
13. Feudal system
14. What challenges face you when studying this site?

### Core Text:

Kenilworth guidebook from the visit  
See all booklets giving to you

### Key Assessment

60 minutes  
Choice of two questions from three.  
**25 marks (5 marks SPAG)**  
*Use second order concepts*  
**PEEL**  
*Intro, 3-4 paragraphs and conclusion.*

## Physical Features

<b>The Great tower/Keep</b>	The keep is an important architectural and defensive feature of this castle. Built as the main defence.	<b>Saintlowe Tower</b>	The Saintlowe Tower, great chamber and lesser chamber were built by John of Gaunt to provide comfortable accommodation for important guests and state apartments for himself
<b>The Causeway</b>	The Medieval entrance to the castle served as a thoroughfare and as part of the system of dams which created the Mere.	<b>Leicester's Gatehouse</b>	This is a typical Elizabethan gatehouse, built by Robert Dudley as the main entrance to the castle. He altered the entrance making it wide enough for wheeled carriages and troops of horsemen
<b>Lunn's Tower</b>	Lunn's Tower is part of King John's defensive wall and is purely military in purpose. It incorporates fish-tailed arrow slits and controls the Northeast angle of the defences	<b>Leicester's Building</b>	The height of Elizabethan luxury, the three upper floors of this four-storey building were grand state rooms and bedrooms for the Queen and her ladies-in-waiting, each room being decorated and furnished in the most luxurious manner.
<b>Mortimer's Tower</b>	This was a gatehouse which controlled access to then outer court of the castle and in Medieval times was protected by the Mere, which came up to its base. 1210-15	<b>Leicester's Stables</b>	Nearly 49 metres long, the Tudor stables are built against the East outer curtain wall and are exceptionally well preserved. The upper floor, built of timber frames with brick and plaster infill, was probably used for servant accommodation and storing hay.
<b>Great Hall</b>	Constructed between 1361 and 1399, John of Gaunt's Great Hall was one of the finest in 14th century England and shows his wealth and power.	<b>Elizabethan Gardens</b>	Formal gardens were essential aspects of the Elizabethan house. They continued the Medieval tradition of an earthly paradise. They also showed off the owner's wealth and status. Robert Dudley built these in honour of Elizabeth.
<b>Kitchen and Strong tower</b>	Set apart from other buildings to reduce the risk of fire, this area contains the kitchens	<b>Curtain Walls</b>	Built as an extra defence around the grounds of the castle.

## Key Dates – Kenilworth

1086	Kenilworth is mentioned in the Domesday book
1100-1135	Geoffrey de Clinton built an earth and timber castle
1199-1216	Major work undertaken by King John
1244	Henry III granted the castle to Simon De Montford
1266	Siege of Kenilworth – 6 months
1361-1399	John of Gaunt renovates castle's role from total defence to palatial
1399	Gaunt's son became King Henry IV. Kenilworth becomes part of the crown.
1553	John Dudley was granted the castle
1563	Robert Dudley, John's son granted the castle and turns it into an Elizabethan palace.
1575	Elizabeth's visit to Kenilworth

## Key individuals/groups/Information:

<b>Simon de Montford</b>	Was granted the castle by Henry III and was part of a rebellion against the King. He was killed at the battle of Evesham.
<b>Elizabeth I</b>	Queen of England and was a guest at Kenilworth in 1575. The gardens and many improvements to the buildings were done in her honour as Robert Dudley attempted to gain her hand in marriage.
<b>Robert Dudley</b>	Was one of Queen Elizabeth's favourites and made vast improvements to Kenilworth in order to gain Elizabeth's hand in marriage.
<b>King John</b>	Changed Kenilworth from motte and baily timber castle into a stone building. Starting with the Keep.
<b>John of Gaunt</b>	Was an extremely powerful Noble with links to the royal family, he made huge renovations to Kenilworth turning it from a castle for just defence into a royal residence.
<b>The Normans</b>	Were catholic and had conquered England through William the Conqueror 1066. They also brought their skill in building castles. They followed a strict class system which was the Feudal System.
<b>The Angevins</b>	Were strong Catholics and kept the same class system as the Normans. They had problems with rebellions from the nobility.
<b>The Lancastrians</b>	Catholic and religion was very important. John of Gaunt was a very wealthy and powerful noble during this reign and made Kenilworth fit for a King.
<b>Dudley and Elizabeth</b>	Change in religion from Catholic toward Protestants. Massive change towards culture, arts, painting etc. 'Cult of Gloriana'. Kenilworth improved to impress Elizabeth I.
<b>Trade</b>	The location of Kenilworth meant it was on most of the trade routes.
<b>Geoffrey de Clinton</b>	Built an earth and timber castle in the area to keep an eye on the Earl of Warwick for the King, who was fearful of Warwick castle.

# Who had the power?

## Parliament

House of Lords - Lords, bishops and members of the nobility.  
House of Commons - 'common' people but wealthy and educated  
Less powerful than today but had an influence over tax and passed laws. The queen decided when to call them and how much to listen.

## Privy Council

Usually 12 men who took responsibility for the day-to-day running of the country and were her main advisers. Elizabeth chose who was a member so picked men of power and influence to avoid rebellion. They dealt with issues including religious, military, foreign affairs and the queen's security. They rarely agreed but if they did it was hard for Elizabeth to refuse. It was led by the Secretary of State.

Who had the power in Elizabethan England?

## Lord Lieutenants

Appointed by the queen to be responsible for an area of the country. They solved disputes and collected taxes. If a militia was needed to fight for the queen it was their job to raise it. Many of them were also Lord Lieutenants. It could lead to great power and influence.

## The Royal Court

Around 1000 nobles, government officials, ladies-in-waiting, servants and advisors who surrounded Elizabeth. It was a centre of political power, trends and fashions. The Privy Council was a key part of the court. Elizabeth could ensure loyalty through patronage - giving titles, places, power and rewards.

## Justices of the Peace

Also known as JPs. Each county had several to keep order. They were selected from local gentry and their job was to enforce the laws passed by Parliament. They could send a person to prison but more than one had to agree to a death penalty. They swore to treat rich and poor equally.

Key individuals
<b>Mary Queen of Scots</b> - heir to the throne of England
<b>Pope Pius V</b> - excommunicated Elizabeth
<b>Sir William Cecil</b> - Secretary of State
<b>Cardinal William Allen</b> - involved in the Throckmorton Plot and Spanish Armada
<b>Edmund Campion</b> - Jesuit
<b>Anthony Babington</b>
<b>Sir Francis Walsingham</b> - Secretary of State and Spymaster
<b>King Philip of Spain</b>
<b>Duke Medina Sidonia</b> - in charge of the Spanish Armada
<b>William of Orange</b> - Protestant who led a rebellion against Spain in the Netherlands.

History	Religion
Elizabeth was Protestant but inherited the upheaval of the Reformation and her families changes. As a practical monarch she tried to bring compromise with her 'religious settlement'. This included priests could marry, book of common prayer and she declared herself 'governor'. Catholics - recusancy fines were low and many kept their own beliefs. Following the Papal Bull which excommunicated Elizabeth, Catholics were encouraged to rise against her. There was a change in policy clamping down on them - see dates. Jesuits were sent to convert Protestants back to Catholic including Edmund Campion who was executed becoming a martyr. Puritans - strict protestants were disappointed in the settlement. Their prophesying criticised Elizabeth's church and in 1583 they were banned from unlicensed preaching and imposed recusancy fines.	

### Mary Queen of Scots

Mary was Queen of Scotland from 8 days old but was brought up in France. She returned to Scotland in 1560 but was very unpopular. It was suggested that she had been involved in the murder of her second husband Lord Darnley. In 1567 she fled from Scotland and her son James became King of Scotland. Mary was placed under house arrest and was moved around for 19 years. Mary was the legitimate heir to the English throne and was Catholic, this made her a threat to the childless Elizabeth. Several plots planned to put her on the throne but during the Babington Plot Walsingham found evidence that she knew of the plot. Mary was put on trial in October 1586 and found guilty of treason even though she argued that as she was not English and a Queen they had no right. On 8/2/1587 Mary was executed at Fotheringhay Castle making her a martyr.

### Conflict with Spain

Causes - Philip had been married to Mary Tudor and wanted England to be Catholic again. He had asked Elizabeth to marry him but she married England. Elizabeth authorised the sea dogs to steal Spanish Silver. Elizabeth also sent troops to help with William of Orange's rebellion against Spain. In naval warfare meant ships were faster and more maneuverable. They had more powerful weapons and more accurate navigation with the astrolabe. The Armada failed because of poor tactics by the Spanish including having a seasick man in charge - Duke Medina Sidonia. The English tactics including the use of fire ships. This was then followed by terrible storms that wrecked many of the Spanish ships on their way back round Scotland.

Key dates	
1567	Mary Queen of Scots comes to England.
1569	The Northern Rebellion
27 April 1570	Pope Pius V issued the Papal Bull and excommunicated
1571	The Ridolfi Plot. Recusancy fines.
1581	Treason to attend Catholic mass. Recusancy fines increased.
1583	The Throckmorton Plot. Rules to crack down on Puritanism.
1585	Treason to have a Catholic priest in your home. Act against Jesuits and Seminary Priests
1586	The Babington Plot. Mary Queen of Scots put on trial.
8/2/1587	Mary Queen of Scots executed.
1588	The Spanish Armada
1593	Statute of Confinement - Catholics could not travel more than five miles from home.

## KEY VOCABULARY/ TERMS - Tier 3

Protestant, Catholic, Puritan, recusancy, Papal Bull, excommunicate, Jesuits, missionary, martyr, rosary beads, plot, prophesying, treason, iconoclasm, astrolabe, fireship, line of battle, armada, propaganda.

# History

## Migrants to Britain - Medieval 1250-1500

### Key Events

**1250 onwards** - Henry III no longer protects the Jews and Italian bankers are invited to England.

**1255** - Young boy named Hugh disappeared. His body was found a month later and the Jewish community was blamed for his murder. 93 arrested and 18 hanged.

**1263** - 400 Jews murdered in Palm Sunday Massacre.

**1275** - Statute of Jewry passed which restricted the rights of Jews living in England.

**1282** - First mention of Hansa Merchants in England.

**1290** - Jews expelled from England by Edward I.

**1330s** - Flemish Weavers invited to England.

**1348** - Black Death leads to further job opportunities for migrants in towns.

**1370** - Letters of Denization introduced. To be treated as other English subjects, migrants had to pay a fee and take an oath of allegiance to the crown.

**1381** - Great Rising or Peasants' Revolt leads to the murder of up to 150 foreigners in London.

**1439** - King forced all foreign merchants to live in English homes after pressure from the guilds.

**1440** - 'Alien Subsidy' introduced. Tax on all adults, children and servants who were born overseas.



*The Hereford Mappa Mundi of 1300, showing Jerusalem in the centre, Europe lower left and Africa lower right. By the late Middle Ages, people from France, the Low Countries, the eastern Mediterranean and north Africa were living and working in England.*



*Migrants to Medieval Britain were not just bankers and weavers but did a wide variety of jobs.*



*Jews wearing yellow badged being threatened by a man with a club. From a thirteenth century manuscript.*

### Example Questions

**9 marker** - Write a clear and organised summary that analyses the reasons why people migrated to Britain in the period 1200-1500. Support your summary with examples.

**10 marker** - Why had Jewish communities left England by 1290? Explain your answer.

**18 marker** - 'Migration to Britain increased between 1250 and 1500 mainly because of changes in attitudes towards migrants.' How far do you agree with this statement? Give reasons for your answer.

### Jewish

#### Why did they come?

Most were invited by William the Conqueror. They were needed as they could work as money lenders and they were being persecuted in Europe.

#### What was their experience like?

1263 - Palm Sunday, 400 Jews were murdered. People were prejudiced against their work as money lenders and debt collectors. 1290 expelled showing strength of feeling against them.

#### What was their impact?

Their loans helped fund important activities and buildings such as market traders and castles.

### Flemish and Dutch

#### Why did they come?

Wars in the Low Countries. England more stable and only short sea journey away. They were skilled and invited by Edward III.

#### What was their experience like?

Guilds didn't like the Flemish weavers and wouldn't let them join. 1270 Henry III invited Flemish weavers to come to England. 1330s onwards Flemish were offered special privileges to work in England.

#### What was their impact?

Dutch beer became more popular than traditional British beer. The Flemish substantially grew the wool and textiles trade.

### Italian

#### Why did they come?

From the 1220s rich banking families started arriving in England. Italian bankers wanted to expand and were highly regarded in other countries.

#### What was their experience like?

They took the place of Jewish money lenders. Gained special privileges to trade in certain goods from the King. Made huge losses when Edward III refused to repay loans.

#### What was their impact?

Stayed in London with a lasting effect on banking. We get the word 'credit' and 'debit' from them, as well as the pound symbol.

*Anti-Semitic graffiti found on a scroll from Norwich in the 12<sup>th</sup> Century. Believed to depict the powerful Jewish financier Isaac Jurnett.*

# History

## Migrants to Britain - Early Modern 1500-1750

### Key Events

- 1517** – Martin Luther's 95 Thesis. Reformation divides Europe on religion.
- 1530s** – Henry VIII passed Egyptians Act. Orders gypsies to leave in 16 days.
- 1559** – Elizabeth I passed Religious Settlement Act granting some rights to Catholics.
- 1572** – St Bartholomew's Day Massacre in Paris begins Huguenot migration to Britain.
- 1597** – Elizabeth I expelled the Hansa from England.
- 1600** – East India Company granted a charter by Queen to develop trading links with East.
- 1655** – Oliver Cromwell allowed Jews back into Britain.
- 1681** – Charles II offered Huguenots denizen status in England.
- 1685** – Louis XIV makes Protestantism illegal in France.
- 1700** – Jewish population of England has grown to around 7,000 mostly centred around Aldgate in London.
- 1708** – Foreign Protestant Neutralisation Act. Huguenots same status as British.
- 1709** – 13,000 Palatines arrived in England.



European trade spread around the world.



Protestants being burnt.

### Example Questions

**9 marker** - Write a clear and organised summary that analyses the impact of Protestant refugees on Britain between 1500 and 1750. Support your summary with examples.

**18 marker** - 'Migrants had a different impact in Britain during the period 1500 to 1750 than in Industrial Britain 1750-1900.' How far do you agree with this

### Early Modern Jews

**Why did they come?**  
Fleeing persecution in Europe, invited by Oliver Cromwell in 1655.

**What was their experience like?**  
Still experienced anti-Semitism, but many integrated more to be accepted.

**What was their impact?**  
British-Jewish community.

### Africans/Indians

**Why did they come?**  
Africans came on slave ships from 1562 onwards. Indians were used as slaves and servants due to British connection with East India Company.

**What was their experience like?**  
Africans mistreated, used as slaves and treated as commodities. Often used as ornaments and status symbols by the wealthy.

**What was their impact?**  
Difficult to have an impact due to lowly status and lack of opportunity.

### Huguenots

**Why did they come?**  
Protestant and living in France. Charles II offered them denizen status in 1681.

**What was their experience like?**  
Some tensions with local craftsmen but given same rights as British born people in 1708.

**What was their impact?**  
Helped establish own Protestant Church. Brought specialist weaving and other craft techniques in clock and furniture making. Helped to establish the Bank of England.

### Palatines

**Why did they come?**  
Promised passage to America however they got stuck as Queen Anne's government stopped funding it. Some were Protestants fleeing religious persecution in 1709. Mostly however, they were fleeing poverty.

**What was their experience like?**  
At first welcomes, British raised £20,000. Eventually sent to Ireland.

**What was their impact?**  
Did not stay for long.

### Hansa Merchants

**Why did they come?**  
Excellent trade opportunities. They were Protestant.

**What was their experience like?**  
Economically successful. Not highly regarded by the locals. Very rich and could afford luxury life including being painted by Hans Holbein in 1532. Lived in and around the Steelyard in London as well as some other port cities.

**What was their impact?**  
No huge impact socially as didn't leave Steelyard and integrate. Economically they expanded the wool trade. Expelled in 1597 by Elizabeth I due to new opportunities to trade west rather than east.

### Roma-Gypsies

**Why did they come?**  
Fleeing persecution in Eastern Europe at end of 15<sup>th</sup> Century.

**What was their experience like?**  
Living on the margins of society as tinkers and herbalists. Nomadic and exotic. Regularly persecuted by authorities.

**What was their impact?**  
Hard to say due to prejudice and persecution. Many words in English have origins in Roma language.

# Migrants to Britain - Industry and Empire 1750-1900

## Key Events

- 1771** – James Somerset, young black man, successfully argued in court against slavery.
- 1800** – 15,000 black people in London.
- 1807** – British slave trade abolished.
- 1833** – British slaves on plantations freed.
- 1846-50** – Irish Famine. By 1851, 1.5 million left Ireland.
- 1851** – Jewish allowed to become MPs.
- 1851** – Ant-Irish riot in Greenock.
- 1857** – British Government takes over control of India from East India Company
- 1881** – East European Jews begin arriving in Britain.



## History



Irish navies were responsible for building much of the national rail network.



Italian men selling ice-cream in late nineteenth-century London.

## Example Questions

- 9 marker** - Write a clear and organised summary that analyses European migrants to Britain in the period 1750 to 1900. Support your summary with examples.
- 10 marker** - Why did Indian migrants come to Britain during the period 1600-1900? Support your answer with examples.
- 18 marker** - How far do you agree that the experience of migrants to Britain in the period 1750-1900 was positive? Give reasons for your answer.

### Irish

#### Why did they come?

Irish Famine. Secured jobs in factories. Proximity – could easily get to Glasgow and Liverpool. Many were planning to travel on to America.

#### What was their experience like?

98% working class. Catholic and so faced discrimination. Often living in poor housing. Navvies worked in terrible conditions. Served in army and navy.

#### What was their impact?

Largest groups of migrants. Worked as navvies (heavy duty builders) and constructed the bridges, tunnels and buildings which built British power around the world. Huge impact on cities like Liverpool and London.

### Italians

#### Why did they come?

Britain had a thriving economy, war and poverty back in Italy.

#### What was their experience like?

Falsely blamed for the outbreak of cholera because of the dirty glasses they served ice-cream in. Young boys who worked as street musicians exploited by gags. Catholic so faced discrimination. Worked in food, selling plaster statues and laying asphalt for roads.

#### What was their impact?

Created the ice-cream business we know today and Italian communities in many big British cities.

### Germans

#### Why did they come?

Fleeing warfare. King was German.

#### What was their experience like?

Set up German delicatessens as well as being entrepreneurs.

#### What was their impact?

Developed the type of sausage that is now in English breakfasts. Established businesses like Reuters and General Electric.

### Indians

#### Why did they come?

Britain had an expanding economy. India was in the British Empire. India had good trade links England because of the East India Company.

#### What was their experience like?

Poor Indians got jobs as Lascars – treated poorly and low pay and many died in extreme heat. All faced discrimination.

#### What was their impact?

Educated Indians helped advance medical understanding and challenge racial stereotypes.

### East European Jews

#### Why did they come?

Fleeing religious persecution in Russia and Eastern Europe. Pogroms.

#### What was their experience like?

Arrived destitute and speaking Yiddish. Helped by the existing Jewish community but experienced anti-Semitism.

#### What was their impact?

Established sweat shops in the East End and started Tesco's and Marks and Spencer's.

### Africans

#### Why did they come?

Some initially were brought as part of the slave trade. After abolition some came as part of global trade networks and empire.

#### What was their experience like?

Most experienced racism and prejudice but a growing number worked in various areas.

#### What was their impact?

Many served in the army and navy. Some rose to make significant contributions in politics and the arts.

# Migrants to Britain - 1900 to Present Day

## Key Events

- 1905** - Aliens Act introduces first restrictions on migrants coming to Britain.
- 1915** - Anti-German riots
- 1915** - Lusitania sunk leading to anti-German feeling.
- 1930s** - People fleeing war come to Britain -Kinder Transport
- 1947** - Polish Resettlement Act
- 1948** - NHS set up
- 1948** - British Nationality Act
- 1962** - Commonwealth Immigration Act
- 1967** - National Front founded by AK Chesterton
- 1968** - Enoch Powell gives his 'Rivers of Blood' speech
- 1971** - Immigration Act says only those with British born parents or g'parents could stay.
- 1999** - Macpherson Report blames Met Police for being institutionally racist.
- 1993** - Free movement of people across Europe allowed in Maastricht Treaty
- 2016** - Britain votes to leave the EU in a referendum



Empire Windrush docking at Tilbury Dock in June 1948.

## History

### Example Questions

- 9 marker** - Write a clear and organised summary that analyses the different experiences of migrants in Britain since 1900. Support your summary with examples.
- 10 marker** - What was the experience of migrants in Britain during the First and Second World Wars? Explain your answer with examples.
- 18 marker** - 'The impact of migrants on Britain was greater in the medieval period than in Britain since 1900.' How far do you agree? Give reasons for your answer.

### Commonwealth

**Why did they come?**  
Came from Africa, Caribbean and Indian Subcontinent. Some fought for Britain in WW1. 1948 British Nationality Act invited them, Britain needed healthy labour force. Began arriving in large numbers on Windrush.

**What was their experience like?**  
'Colour-bar' refused jobs and accommodation. Weren't accepted as British even though legally were. Many worked in NHS or transport.

**What was their impact?**  
Fought for more integration and less discrimination in the UK. Huge contribution to economy, sport and culture.

### EU Migrants

**Why did they come?**  
After 1993 workers in EU country were allowed to find jobs in any other EU country. After 2004 this included Eastern Europeans.

**What was their experience like?**  
Mostly positive and successful. Many Polish formed their own communities and undertook difficult jobs in UK. Over time the environment became less welcoming with rise of UKIP.

**What was their impact?**  
Economic contribution and growth in ant-migrant feeling leading to Brexit.

### Refugees

**Why did they come?**  
Fleeing conflict and persecution. Many from Iraq, Afghanistan and Syria.

**What was their experience like?**  
Often faced suspicion and detention. Backlog in administrating the system and growing calls to restrict numbers.

**What was their impact?**  
Hard for many to contribute with working restrictions.

### Germans

**Why did they come?**  
Many had come in 19<sup>th</sup> Century fleeing war and poverty. Later German Jews came in 1930s including Kindertransport.

**What was their experience like?**  
During WWI 29,000 deported. Called 'enemy aliens'. German shops targeted. Some changed names. 32,000 interned in camps. Accused of being spies. Similar in WWII although happened quicker.

**What was their impact?**  
Many didn't stay for a long time. Brought over German butchers and bakeries.

### Polish

**Why did they come?**  
Fought for allies in WW2. 1947 Polish Resettlement Act passed saying Poles could stay in Britain. After WW2 shortage of labor.

**What was their experience like?**  
Government supported them. 1950 opinion poll showed 56% of people wanted Poles to leave. By 1947, 43,000 Poles were working in heavy industry.

**What was their impact?**  
1 in 7 German planes shot down in the Battle of Britain were shot by Polish pilots. 120,000 Poles decided to stay after 1947 act. Contributed to heavy industry.




### Belgians

**Why did they come?**  
250,000 fleeing German invasion

**What was their experience like?**  
Were found homes and jobs across the country. Initially welcomed then later resented.





**What was their impact?**  
Helped war effort and then nearly all went home.

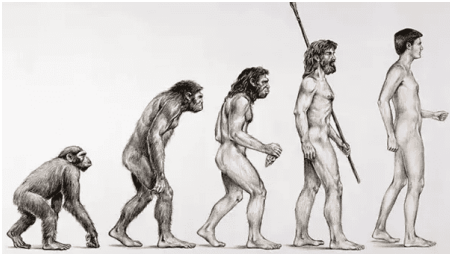
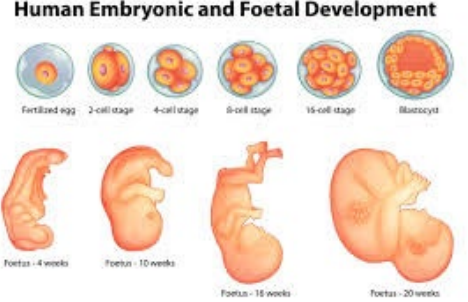


Relationships and Family Overview

<p><u>Homosexuality</u></p> 	<p><u>Sex before Marriage</u></p> 	<p><u>Sex outside of Marriage (adultery)</u></p> 	<p><u>Contraception</u></p> 
<p><u>Christianity:</u> God instructs Christians to reproduce in a heterosexual relationship and homosexuals cannot reproduce naturally so goes against God's will. "Go forth and multiply." (Bible) Catholics - homosexuality is not sinful but they should remain chaste (no sex) to avoid sinful acts. Church of England - welcomes homosexual couples in a loving and committed relationship, but don't allow marriage in the church.</p> <p><u>Islam:</u> Conservatives - Homosexuals are going beyond what God thinks is an acceptable way to live and is considered forbidden. They should control their desires and not break God's laws. "Must you lust after males and abandon the wives that God has created for you? You are exceeding all bounds." (Qur'an) Liberals - God is the only person to judge and might accept homosexual couples who are in a committed and loving relationship.</p>	<p><u>Christianity:</u> Sex expresses deep, lifelong union that requires the commitment of a marriage and sexual immortality threatens it. "...whoever sins sexually, sins against their own body... Do you not know your bodies are temples of the Holy Spirit..."(Bible) Liberals - sex before marriage can be a valid expression of love for each other, particularly if the couple are intending to marriage.</p> <p><u>Islam:</u> Sex is a gift from God and should only happen within a marriage. The Quran forbids sex before marriage. Under Shari'ah Law it is considered a serious sin, like adultery and rape. "The only way to protect all within society is to maintain a society where only a man and his wife share the act of sex." (Quran) In Britain, sex before marriage is widely accepted as it can help develop a relationship.</p>	<p><u>Christianity:</u> Adultery goes against the Ten Commandments as it breaks the marriage vows couples make before God and threatens the stable relationship needed for family security. You shall not commit adultery." (Bible) Liberals - Jesus forgave a woman caught in adultery but ordered her to leave her life of sin. If Jesus can forgive then so can Christians.</p> <p><u>Islam:</u> Muslims should avoid situations that could lead to sexual sins like meeting up with friends of the opposite sex. "A man should not stay with a woman in seclusion unless he is a Dhu-Mahram [relative]." (Quran) The Quran forbids adultery → "And do not go anywhere near adultery: it is an outrage, and an evil path." (17:32) Muslim couples should not have to go outside of marriage for fulfilment.</p>	<p><u>Christianity:</u> Catholic and Orthodox- The purpose of sex is to 'be fruitful and multiply' (having children) and contraception goes against God's natural laws as it can encourage infidelity/selfishness. Anglican/non-conformist - Contraception allows couples to develop their relationship first/space out pregnancies to avoid harming mother's health.</p> <p><u>Islam:</u> Conservative - contraception goes against God's will and gives them strength to cope with any children. Some believe it can be considered as sinful as abortion as you are preventing a life from forming. Liberal - God does not want to make life difficult for people so would accept contraception. "God wishes to lighten your burden; man was created weak." (Quran) Prophet Muhammad used natural forms of conception himself.</p>
<p><u>Marriage</u></p> 	<p><u>Divorce and Remarriage</u></p> 	<p><u>The Roles of Husbands/Wives</u></p> 	<p><u>The Role of Children</u></p> 
<p><u>Christianity:</u> It is a covenant (agreement) before God in which the couple promises to live faithfully till death. A spiritual bond of trust. "That is why a man leaves his father and mother and is united to his wife, and they become one flesh." (Bible)</p>	<p><u>Christianity:</u> Christians have different attitudes towards divorce because it seems to be allowing it for unfaithfulness. "If a man divorces his wife for any cause other than unchastity (unfaithfulness) he involved her in adultery." (Bible)</p>	<p><u>Christianity:</u> Christian parents raise children in Christian faith, teaching them to pray. Traditional role of the husband is to provide for the family financially and if not they are going against God. "Anyone</p>	<p><u>Christianity:</u> Christianity teaches to obey, love and respect your parents and honour them by taking care of them when they are older or in need of support. "Listen to your father, who gave you life, and do not despise your mother when she is old." (Proverbs 23:22)</p>



Religion and Life Overview

<p><u>Origins of Creation</u></p> 	<p><u>Problems Facing the Environment</u></p> 	<p><u>Solutions to Environmental Problems</u></p> 	<p><u>Animals</u></p> 
<p><u>Christianity</u> Fundamentalists (creationists) - six <b>literal</b> days '24 hour periods of creation (Genesis = <b>literal</b>.) God created everything in six days and rested on the seventh day. Don't accept the Big Bang theory. "Your Lord is God who created the heavens and the Earth in six days." (Genesis) Liberals - Six days = longer period of time. Can accept the Big Bang as part of God's plan. (Genesis = <b>symbolic</b>)</p> <p><u>Islam</u> Six days = <b>six periods of time</b>. No reference in the Qur'an as to what was created each day. Heaven and Earth split in two smoke-like forms by Allah. Sounds similar to the conditions of the Big Bang. Can accept the Big Bang as part of Allah's plan.</p> <p><u>Science</u> Expansion of time and space over <b>13.8 billion years (Big Bang.)</b> Evidence - Red Shift and CMBR.</p>	<p>There are numerous problems facing the environment; including <b>deforestation, climate change and plastic pollution.</b></p> <p><u>Christianity</u> Christians should behave as <b>stewards</b> and are responsible to care and protect the world that God created. Adam was told to look after it, "The Lord God took the man (Adam) and put him in the Garden of Eden to work and care of it." (Genesis) Although a minority of Christians take the approach of <b>dominion</b>, that they can use the environment for their own use as they choose, e.g. Trump encouraging the use of fossil fuels. This is because the Bible also says that Adam was told to "<b>rule over the fish in the sea and the birds in the sky.</b>" However, this approach of dominion causes environmental damage and can lead to the destruction of habitats and the extinction of animals.</p> <p><u>Islam</u> Muslims should act as <b>khalifah</b> (stewards) and protect what Allah has created. They will be judged on how they have fulfilled this role. They don't promote dominion.</p>	<p><u>Christianity</u> Christians promote the <b>3 R's as part of stewardship - reduce, reuse and recycle</b> in order to <b>reduce the use of non-renewable resources</b> such as coal, oil and gas and move towards <b>renewable resources</b>, such as wind, sea and solar. They encourage <b>sustainable development</b> - develop with the use of recycled resources such as recycled wood and renewable energy. Reduce - food waste, plastic waste etc. Reuse - bags, clothes etc. Recycle - bottles, cans etc. "The Lord God took the man (Adam) and put him in the Garden of Eden to work and care of it." (Genesis)</p> <p><u>Islam</u> The planet is only on <b>loan</b> and should be given back as Muslims found it. They promote the <b>3 R's</b> and living simply like the <b>Prophet Muhammad</b> demonstrated. "Do not seek from it more than you need." (Hadith) "Eat and drink (as we have permitted) but do not be extravagant." (Qur'an)</p>	<p><u>Christianity</u> Some <b>eat meat</b> in line with God's command to Noah after the flood, whilst others are <b>vegan/vegetarian</b> for ethical reasons - i.e. slaughter is cruel. Pro-meat: "<b>Everything that lives and moves will be food for you.</b>" Anti-meat: "<b>The righteous care for the needs of their animals.</b>" But they shouldn't judge one another. "<b>The one who eats everything (meat) must not treat with contempt the one who does not...</b>" Some Christians accept vivisection (medical) to find <b>cures to diseases</b>, others say it is <b>cruel and unreliable</b>. 3R's - reduce, refine, replace. Pro-vivisection: "<b>rule over the fish in the sea and the birds in the sky.</b>" Anti-vivisection: "<b>The righteous care for the needs of their animals.</b>" No acceptance of non-essential cosmetic testing (for shampoos, soaps, makeup etc.)</p> <p><u>Islam</u> Only <b>halal</b> meat is eaten (<b>Sharia law</b>.) "<b>It is God who provides livestock for you.</b>" Only essential testing is allowed - vivisection <u>is</u> essential to save lives, cosmetic <u>is not</u>. Human cells used instead.</p>

<p style="text-align: center;"><u>Origins of Human Life</u></p> 	<p style="text-align: center;"><u>Abortion</u></p> 	<p style="text-align: center;"><u>Euthanasia</u></p> 	<p style="text-align: center;"><u>Life after Death</u></p> 
<p><u>Christianity</u> Fundamentalists - Adam was created in <b>God's image</b> - 6<sup>th</sup> day of creation. God made him from the <b>soil</b>. <b>"And the Lord God formed man of the dust of the ground, and breathed into his nostrils the breath of life; and man became a living soul."</b> Eve created from Adam's rib. Fundamentalists do <u>not</u> accept evolution.</p> <p>Liberals - <b>Evolution is God's plan</b> for humanity, he started it off and oversees it. <b>Man did</b> evolve from other animals.</p> <p><u>Islam</u> Adam is the <b>first man and prophet</b>, moulded from clay. Hawwa is his wife made from the same soul. <b>"You humans were lifeless and He have you life."</b></p> <p><u>Some</u> Muslims accept animal evolution but not human evolution. Adam was inserted into the process.</p> <p><u>Science</u> Humans and animals evolved from a <b>common ancestor</b> through <b>natural selection</b>. Charles Darwin's theory. Evidence - DNA and fossil record.</p>	<p>Abortion is the termination of a foetus. UK law - before <b>24 weeks</b>.</p> <p><u>Christianity:</u> <b>Pro-life:</b> Life of foetus is equal to mothers. <b>Sanctity of the life</b> of the foetus/it was made in <b>God's image</b> and should be protected. <b>"For you created my inmost being; you knit me together in my mother's womb."</b></p> <p><b>Pro-choice:</b> Choice of the mother is more important than the life of foetus. Abortion of the <b>lesser of two evils</b>. In the cases of rape or severe disability abortion is the less evil option. <b>"Clothe yourself with compassion."</b></p> <p><u>Islam:</u> Abortion is generally <b>haram</b>; however, is <b>permitted</b> if there will severe mental/physical disabilities of foetus or to save mother's life. Some Muslims accept abortion in the case of rape. Abortion must happen <b>before ensoulment</b>. Contrasting views - <b>40 days vs 120 days</b>.</p> <p>Abortion is <u>never</u> accepted in the case of <b>financial difficulties</b>. <b>"Do not kill your children for fear of poverty - We shall provide for them and you."</b></p>	<p>Euthanasia refers to the <b>merciful</b> ending of the life of someone in severe pain or terminally ill, e.g. Daniel James. Legal in the Netherlands and Switzerland but not the UK (14 year prison sentence for aiding.)</p> <p><u>Christianity</u> RC - Oppose euthanasia due to the <b>sanctity of life</b> argument and the idea everyone was created in the <b>image of God</b>. <b>"So God created mankind in his own image."</b> Also, Jesus put up with his suffering so we should too - <b>resilience</b>.</p> <p>CofE - Generally more accepting due to the <b>lesser of two evils</b> argument in the case of terminal illness and severe pain and the <b>argument from freewill</b>.</p> <p><b>Apply agape</b> - <b>"love your neighbour as yourself."</b></p> <p><u>Islam</u> Euthanasia is <b>haram</b> and against the <b>sanctity of life</b> of a person. Undermines <b>Al-Qadr</b> (predestination) as prematurely ends a life that God had a plan for. <b>"No soul may die except with God's permission at a predestined time."</b></p> <p>Suffering could be part of God's plan for us (<b>a test</b>) which we shouldn't question.</p>	<p><u>Christianity</u> Heaven is a <b>reward</b>, described as a peaceful place with no pain or suffering; where God will <b>"wipe every tear from their eyes."</b> Whereas hell is a <b>punishment</b> for wrongdoers. Some Christians see it as a place of eternally burning flames and torment, whereas others see it as a darkness without the light of God.</p> <p><b>Roman Catholics</b> discuss <b>purgatory</b>; a place where the soul waits until it is cleansed enough to enter heaven.</p> <p>Christians are influenced by the prospect of an afterlife to act like a 'sheep' in the parable of the Sheep and Goats, giving food and drink to the poor. <b>"For I was hungry and you gave me something to eat."</b></p> <p><u>Islam</u> The term for life after death is <b>Akhirah</b>. Muslims say this life is temporary and a test for the afterlife. There are seven levels of heaven in Islam described as <b>"the Garden of Gardens"</b> and one hell where sinners are said to <b>"dwell amid scorching wind and scalding water in the shadow of black smoke, neither cool nor refreshing."</b> <b>Judgement</b> happens after the al-Mahdi returns and Izraf'il blows the trumpet.</p>



















