



The Hyndburn Academy

The best in everyone™

Part of United Learning

Year 7

End of Year

Assessment Booklet



Revision
Topics



Revision
Tips



Sparx
Help

A message from Miss Merchant

Dear Student

Mid-Year Assessments

This booklet has been put together to help you prepare fully for your End of Year Assessments which are taking place from the **17th - 23rd June**. These are important assessments, which your teachers will use to see whether you are working towards your full potential and to identify areas where you may need support to do so. As a result, it is critical that you prepare yourself fully to show your best on these assessments.

Use the following pages to form a revision timetable which will ensure you have looked over all the relevant information before your assessment. If you are not sure about any of the topics or content listed then please speak to your teacher and ask for more guidance. They will be happy to help!

When revising try to use a variety of strategies and formats to ensure you have materials to help you. This could include making mind maps, writing out key term definitions (and testing yourself!), doing practice questions on Seneca or Sparx, making flashcards with key facts, watching YouTube videos, and much more. When used together they will ensure you are fully prepared for your assessments.

Don't forget to also use your knowledge organisers.

Have a look for more tips on BBC Bitesize by following this link: Top Revision Techniques for Exams - <https://tinyurl.com/4ptxdeuy>

Remember, the effort that you put in will be reflected in your achievements. We are all here to support you to achieve your full potential and if you need any additional guidance or have any concerns please speak to your subject teacher, form tutor, or Head of Year.

All the best,
Miss Merchant
Assistant Head Teacher

Assessment Timetable

Assessment Timetable

Date	Exam	Year Group	Length	Period
Wednesday 17th June	Maths Paper 1	Year 7	45mins	P3
Thursday 18th June	Science - Biology	Year 7	30mins	P1
Friday 19th June	English Writing	Year 7	45 mins	P1
Friday 19th June	Science Chemistry	Year 7	30 mins	P4
Monday 22nd June	Maths Paper 2	Year 7	45mins	P2
Monday 22nd June	English Reading	Year 7	50 mins	P4
Tuesday 23rd June	Science Physics	Year 7	30 mins	P1

* History/Geography/RE/Spanish exams will be taken in lesson time - Your teacher will advise the dates.

HABIT - Get into the habit of working in a regular routine.

PLAN - Plan your weekly revision, homework and leisure time on the timetables provided. Make sure you can realistically keep to the schedule that you have planned.

PLACE - Make sure that you work in the best possible environment:

- The room should be well lit to reduce eye strain.
- Quiet with few distractions - no TV or phones.
- Sit on a chair at a table or desk rather than lounging on your bed or so close to a window that you might get distracted.
- Identify a set time and place for studying - most people study best in the mornings and evenings, but you need to work out the best time for yourself.

ORGANISATION

- Be fully prepared. Books, paper, pens, drinks etc. should all be organised before you start.
- Break each subject down into manageable chunks so that you can read over a topic once or twice in about 20 to 30 minutes. If you come across topics that you really don't understand, make a note of them and ask the subject teacher for help.

VARIETY

- Get some variety into your revision. Vary your use of revision materials: notes, revision cards, books, websites, podcasts and videos. Keep a record of what you have done in this booklet to make sure you cover all topics and don't avoid the more difficult ones.
- Begin your revision by re-reading your notes from the previous session. This will improve your recall. At the end of the week revise the whole week's work. Revision should involve checking your notes and writing down the main points may help you learn them more than you would by just reading them.
- As the exam draws nearer have 'key words' which trigger your memory.
- Saying things out loud can help you to learn and can improve your use of appropriate vocabulary. It is important to test yourself after each piece of work. Identify some questions you might think will be on the paper and write an outline answer for each one.

RELAX - Try to stop revising at least an hour before you go to bed. Relax to help you sleep. Working late will make you feel tired the next day. Only watch TV programmes that you enjoy rather than to fill in time. Get up early to make good use of your time.

HONESTY - Always be honest with yourself. Teachers can help you but they cannot do the work for you. Ask for help when you need it.

PERSEVERE - Don't give up: it really is not a long time and it will be worth it!

Good Luck!

English

Assessment Format:

Reading: 50 minutes (40 marks)

Writing: 45 minutes (40 marks)



Reading

Reading procedural knowledge you will be tested on your ability to:

- Read questions carefully and maintain a focus on the question.
- Zoom in on words and phrases that help answer the question and show a clear understanding of your knowledge.
- Identify explicit / implicit information.
- Make inferences and choose appropriate evidence to support those inferences.
- Identify and explain figurative language (personification, metaphors, similes, pathetic fallacy, etc.)
- Follow the 'Idea' 'Quote' 'Explain' 'Analysis' essay structure.



Writing

Writing procedural knowledge you will be tested on your ability to:

- Craft sentences carefully.
- Write in a clear, cohesive way.
- Use varied vocabulary (ambitious words).
- Punctuate for effect and with accuracy (;,!,?-,).
- Identify and use creative writing methods. such as simile, metaphor and personification.
- Develop a piece of writing.

SPaG is important!



Maths

Your End of Year Assessment for Maths will consist of 2 papers.
Each paper will be out of 45 marks.

Paper 1 – 45 minutes

Paper 2 – 45 minutes

To prepare yourself for the assessment you can use the booklets that we have used in class, along with the Independent Practice section of Sparx.

The topics that you need to revise, and the related Sparx codes are:

Unit	Topic	Sparx topics
7.01	Numerical skills	M763, M704, M522, M527, M111, M431, M878, M106, M288
7.02	Order of operations	M521
7.03	Introduction of algebra	M813, M795, M531, M417, M327, M208, M979, M707, M242
7.04	Prime, factors and multiples	M227, M823, M698, M322
7.05	Expanding and factorising	M237, M792, M100
7.06	Addition and subtraction	M928, M429, M347, M152, M899
7.07	Perimeter	M920, M635, M690
7.08	Mean	M940
7.09	Multiplication and division	M113, M911, M187, M803, M462, M354, M873, M262
7.10	Area of triangles and quadrilaterals	M900, M390, M291, M610, M269, M996, M705
7.11	Fraction manipulation	M158, M410, M671, M939, M601
7.12	Adding and subtracting fractions	M835, M931
7.13	Comparing and ordering fractions	M335
7.14	Fractions of amounts	M695
7.15	Polygons	M276, M523
7.16	Angles	M502, M541, M780, M331, M818, M351, M679, M319
7.17	Coordinates	M618, M230, M622, M797

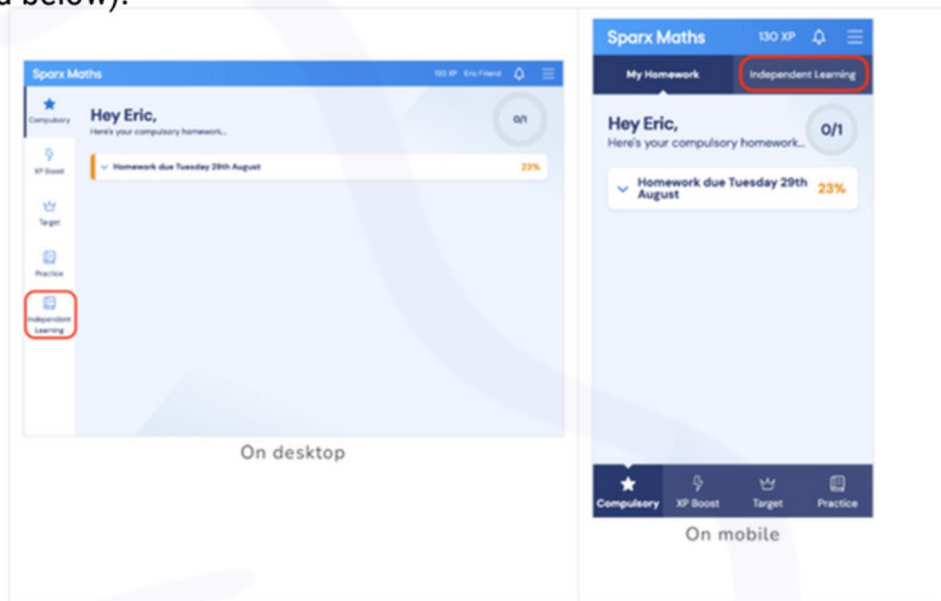


Sparx

Revising Independently with SPARX

STEP ONE: Finding independent learning

When you log in you will see the independent learning feature in the top right hand corner (circled in red below).



You can choose to work on any topic by:

- Typing one of the following in the Search for topics field:
 - The name of a topic
 - A keyword
 - A code given to you in the list on page 5.
- Browse the content by clicking on one of the main Strands.

STEP TWO: Choosing the right work

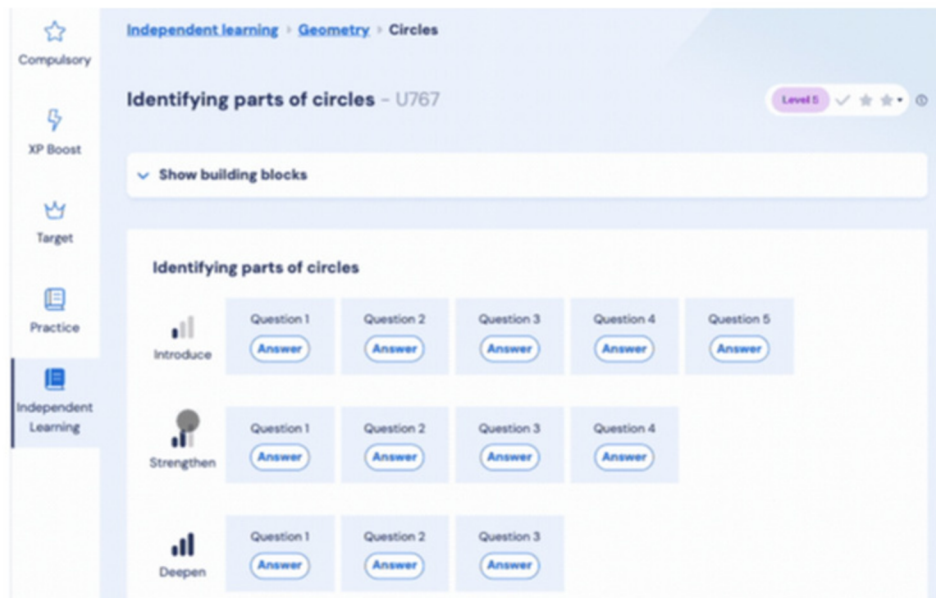
The difficulty level will be in line with that of your normal homework.

You can choose to complete questions that introduce the topic if you don't remember much about it, strengthen the topic if you need a recap or deepen the topic if you are looking to increase your knowledge.

Sparx

Revising Independently with SPARX

An example of this is shown on the right with the topic of circles.

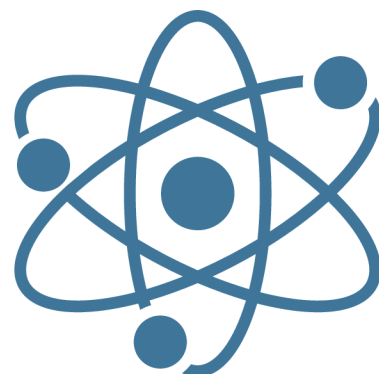


You will see the difficulty level is set to 5 (in the top right corner) but you can change this if you are finding questions too hard or too difficult.

Science

Assessment Format:

You will sit three papers, each paper is 40 minutes
Biology, Chemistry and Physics. Calculators and periodic table provided.



Topics that will be covered in the assessment.

Biology

Cells and organisation: life processes, plant and animal cells, organelles and functions, specialised cells, unicellular organisms, diffusion, microscopes and magnification.

Organ systems: gas exchange system, digestive system, circulatory system, musculoskeletal system; know organs, functions, and adaptations.

Chemistry

Particles, substances, and mixtures: solids, liquids and gases, particle diagrams, changes of state, gas pressure, atoms, elements, compounds, mixtures, chemical symbols and formulae, pure substances, solutions, and separating mixtures.

Chemical changes and materials: physical vs chemical changes, evidence of reactions, reactants/products, combustion, oxidation, thermal decomposition, exothermic/endergonic, metals/non-metals, ceramics, polymers, composites.

Physics

Fundamentals of physics: forces as pushes and pulls, contact and non-contact forces, force arrows, resultant forces, balanced and unbalanced forces, friction, deformation, energy stores, energy transfer pathways, and conservation of energy.

Sound and light: vibrations, loudness and amplitude, pitch and frequency, how sound travels, light travelling in straight lines, reflection, refraction, coloured light, shadows, hearing and seeing.

Working scientifically will appear across all papers: variables, planning safe methods, hazards and risks, tables, graphs, means, anomalies, conclusions, evaluation, SI units, and using and rearranging equations.

How to revise: learn key definitions, practise diagrams, practise equations, explain "why" using science, and complete retrieval questions little and often. You can use Sparx and ask your teacher for practice questions. Use the revision guide you were provided at the start of the year.

Geography

Assessment Format:

1 x 45 minute assessment

Topics covered in the assessments:

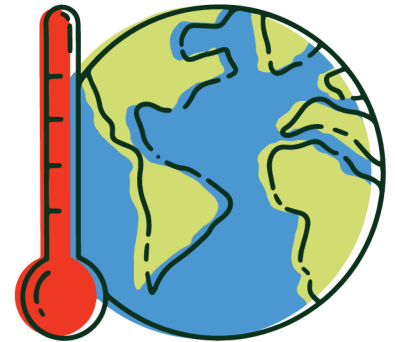
7.01 Geography Skills

7.02 Climate Change

7.03 Development

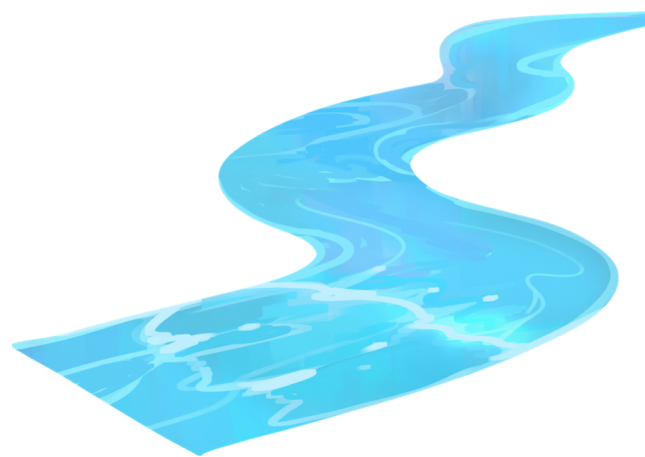
7.04 Rivers

7.05 World of Work



Revision

- Complete the revision topics and practice questions set on Seneca
- Use your knowledge organiser for key terms and processes
- Use BBC Bitesize - KS3 Geography - Development
- Make revision mind maps and notes to supplement your learning using <https://www.bbc.co.uk/bitesize/topics/zvwt/bk>
- Use BBC Bitesize - KS3 Geography - Rivers



History

Assessment Format:

1 x 45 minute paper

Topics covered in the assessment:

7.01 Empires East and West

7.02 Norman Conquest and Control

7.03 Medieval Religion

7.04 Challenges to Medieval Monarchs

You will be assessed on your knowledge of these topics. You will also be assessed on your historical skills, for example putting events in chronological order and analysing sources and interpretations. You will also have to complete a piece of historical writing.

Revision Resources

- Seneca
- Exercise books
- Knowledge organiser
- BBC bitesize



RE

Assessment Format:

1 x 45 minute paper

The first part will consist of multiple-choice questions in which you should select the correct answer.

The second part will consist of shorter descriptive questions where you must make a point and describe the topic of the question.

Finally, the third part will be a longer answer question where you will write two Point, Evidence, Explain paragraphs about the given topic.

Topics covered:

7.01 Religion Locally and Nationally

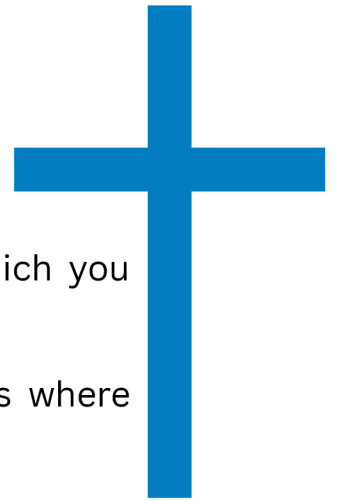
7.02 Origins of Abrahamic Faiths

7.03 Study of Judaism

7.04 Study of Christianity

Revision Resources

- Seneca
- Exercise books
- Knowledge Organiser
- BBC bitesize



Spanish

Assessment Format:

Paper 1: Receptive skills (reading and listening) 30 minutes

Paper 2: Writing 30 minutes

Topics covered in the Assessment:

Receptive Skills

Section A - Listening

- Dates (birthdays)
- Family members
- Where do you live?
- Describe your house
- What activities can you do in your area?

Section B - Reading

- Free time activities
- Descriptions- nationalities.
- School
- Describe areas in a city
- Activities you can do in your town

Writing

- Free-time activities
- Family members
- School subjects and opinions
- The region you live in
- Tenses



Conflict: Non-fiction and Poetry (Part 2)

Subject-Specific Vocabulary

1	exclamation	a type of sentence that conveys strong feelings
2	rhetorical question	a question that is used to make a point, rather than get an answer
3	tone	the attitude or feelings a writer expresses towards a subject
4	mood	a literary method used by writers to evoke certain feelings in readers, through descriptions
5	personification	giving human feelings or actions to an inanimate object
6	metaphor	a comparison in which a person, object or action is used to represent or symbolise another person, object or action
7	synonym	a word which has the same or nearly the same meaning as another word
8	speaker	in poetry, the narrative voice or the person speaking in the poem
9	stanza	a group of lines that form a smaller unit within a poem
10	rhyme scheme	the pattern according to which rhyming words located at the end of lines are repeated in works of poetry
11	anaphora	the repetition of the same words at the start of successive sentences or clauses or lines of poetry
12	metre	the rhythmic structure of a line of poetry: the pattern of syllables (or beats) in the line.
13	enjambement	the continuation of a sentence or clause across a line break in poetry
14	caesura	a pause that occurs within a line of poetry, usually marked by some form of punctuation
15	pronoun	a word that you use to refer to someone or something, in place of a noun
16	repetition	when a single word, or a group of words, is repeated
17	extended metaphor	a metaphor that unfolds across multiple lines or even paragraphs of a text
18	symbolism	when a writer takes an action, object, place, person, animal or word and gives it a more metaphorical meaning

Thematic Vocabulary – Power and Conflict

19	refugee	someone who has been forced to flee his or her home because of war, violence or persecution
20	refuge	a place that protects from danger or difficulty
21	displacement	to force out of a home territory or particular place
22	patriotism	love for your country and loyalty towards it
23	enlist	when someone joins the military
24	commemorate	to honour or remember a person, event or object through a ceremony, monument, or other means of recognition
25	remembrance	if you do something in remembrance of someone who has died, you show you remember them and respect them
26	colonialism	a practice by which one country controls people or areas in another country, often by establishing colonies
27	The British Empire	a collection of colonies controlled by the United Kingdom from the sixteenth century to the mid-twentieth century
28	sacrifice	the act of giving up something of great value to show loyalty or deep affection
29	loss	a feeling of sadness when someone or something you like is taken away from you

Academic Vocabulary

30	perspective	a way of looking at or thinking about something, especially influenced by your beliefs or experiences
31	ambiguous	something that is unclear or it can be understood in more than one way



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The Girl of Ink & Stars

Subject-Specific Vocabulary

1	Bildungsroman	a coming - of - age novel that concerns itself primarily with the educational, emotional and moral development of the main character, from youth into adulthood
2	magic realism	a literary genre where magic elements are a natural part in an otherwise ordinary, realistic environment
3	quest narrative	a story structure where the protagonist goes on a journey in search of something. The quest usually involves several hurdles and challenges, which the character must overcome.
4	narrative structure	exposition, rising action, climax, falling action, dénouement
5	tension	a feeling of nervousness or uncertainty leading up to a significant or challenging moment or event
6	cliffhanger	a plot device in which the end of a chapter ends in a moment of suspense when characters are left in a difficult situation without offering any resolution
7	foreshadowing	when the writer gives advance hints of what is to come later in the story
8	explicit characterisation	something the author tells us directly about a character e.g. their age, appearance, job, address, likes, dislikes
9	implicit characterisation	something we have to infer about a character through their actions, their dialogue, what others say about them
10	protagonist	the central character or leading figure in a poem, narrative, novel or any other story
11	antagonist	the character who opposes the protagonist
12	hero	a main character who, in the face of danger, combats adversity through feats of resourcefulness, bravery or strength
13	theme	an idea that recurs or pervades a piece of literature
14	personification	a type of metaphor in which something that is not human is given human traits
15	pathetic fallacy	when a writer gives human emotions and traits to nature, particularly the weather. It's often used to make the environment reflect the feelings of a narrator or other characters.
16	dynamic verb	indicates an action or process
17	stative verb	indicates a state of being or emotion
18	appositive phrase	an additional phrase that adds more information to a noun or noun phrase, verb or verb phrase
19	participle phrase	a type of modifier that uses the participle form of a verb to describe a noun

Thematic Vocabulary – Power and Conflict / Gender

20	colonialism	a practice by which one country controls people or areas in another country, often by establishing colonies
21	subjugated	being controlled or dominated
22	coercion	using force or the threat of force to make someone do something they don't want to do
23	sacrifice	give up something valuable or important, usually to obtain something else for yourself or for other people
25	gender	socially - constructed perceptions of how men and women are expected to behave

Character and Tone Vocabulary

29	callous	not caring about other people's feelings, pain or problems
30	ruthless	hard and cruel; determined to get what you want - not caring if you hurt other people
31	resourceful	able to deal with situations by finding ways to succeed
33	resilient	describes people and things that are able to recover easily and quickly from unpleasant or damaging events
24	integrity	the quality of being honest and having strong moral principles that you refuse to change

Other Vocabulary

26	fate	a power that some people believe controls and decides everything that happens, in a way that cannot be prevented or changed
27	redemption	1. You do something that makes people have a good opinion of you again after you have behaved badly. 2. In many religions, redemption means when you are forgiven by God for the wrong you have done.
28	myth	a traditional story, often associated with a particular place or group of people, usually featuring supernatural or fantastical elements

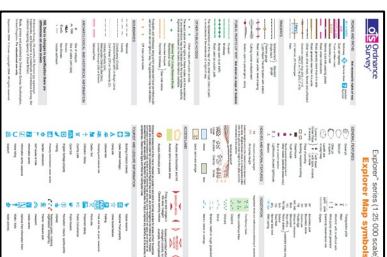


Introduction to geographical skills

Maps and symbols

OS maps use symbols to show human and physical features.

Maps have a **title**, **labels**, a **compass rose**, a **scale** and a **key**.



Key vocabulary

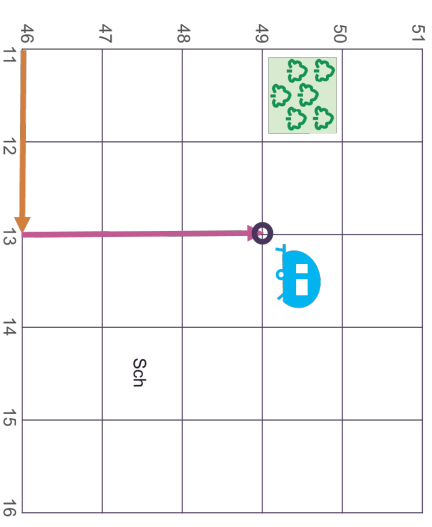
- **Continent** – One of the seven large land masses on Earth
- **Longitude** – The lines down the earth showing east or west
- **Latitude** – The lines across the earth showing north and south
- **Eastings** – The grid reference along the bottom
- **Northings** – The grid reference up the side
- **Contour lines** – Brown lines on a map that show height
- **Relief** – The height of the land
- **Topography** - The shape and physical features of an area
- **Altitude** - Height above sea level (measured in metres).
- **OS map** – Ordnance Survey is a map of areas of the UK

Four - figure grid references

Four - figure grid references are used to describe locations on an

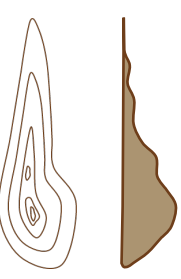
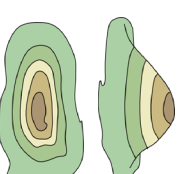
OS map.

1. Look at the bottom - left corner of the square.
2. Find the **easting**.
3. Find the **northing**.
4. Write down the four - figure grid reference.



Relief

Height on a 2D map can be shown using three methods:



Spot heights – a dot giving the exact height of a specific point.

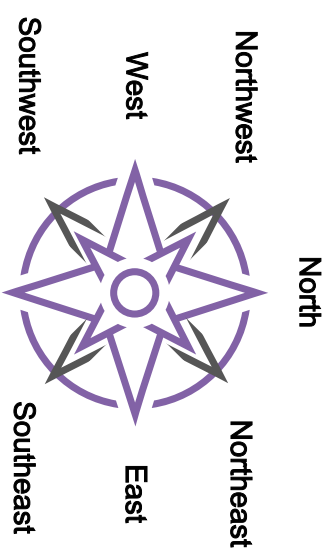
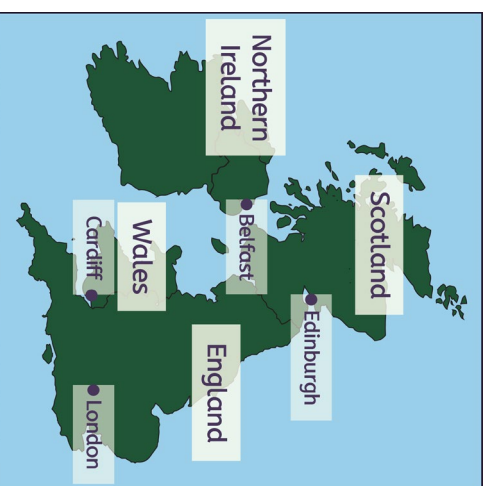
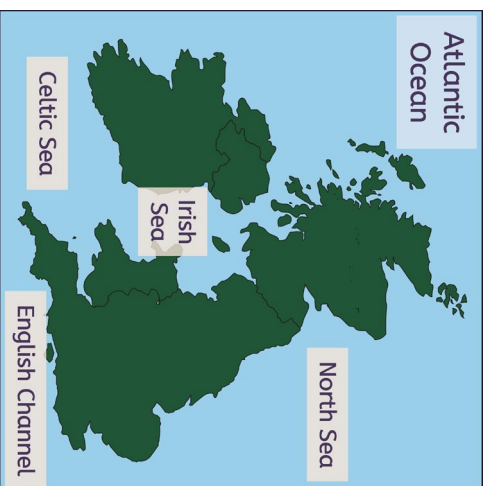
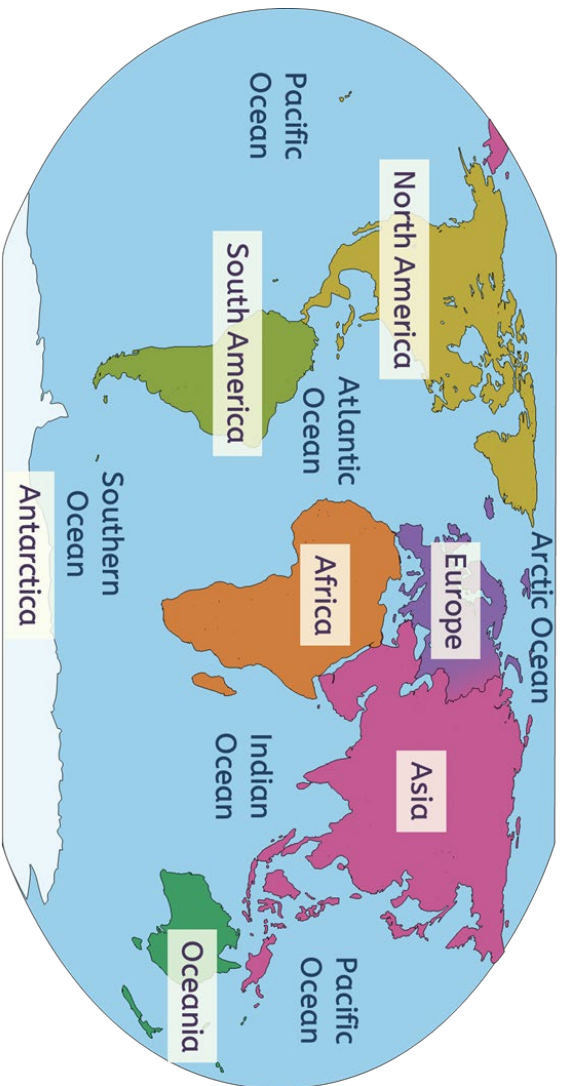
Colour layering - different heights are shown by bands of different colours.

Contour lines – brown lines connecting areas of the same height.

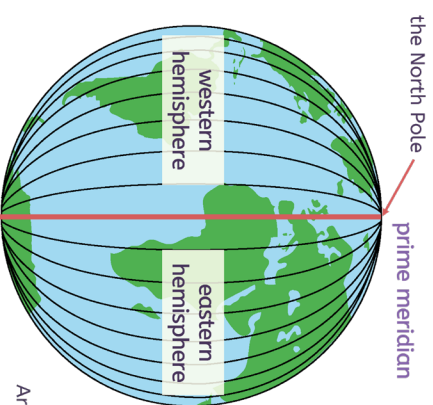


Introduction to geographical skills

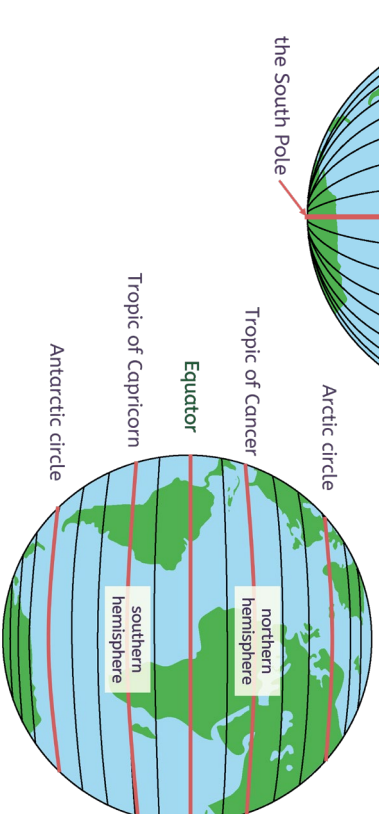
Continents, oceans and countries in the UK



Longitude and latitude



Longitude

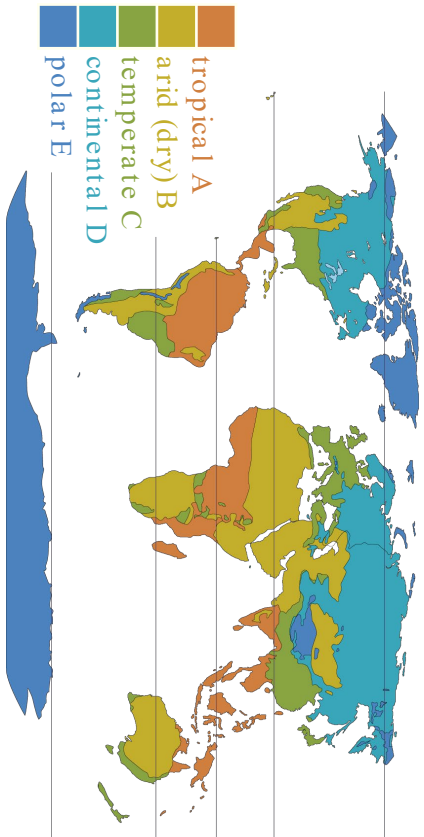


Latitude

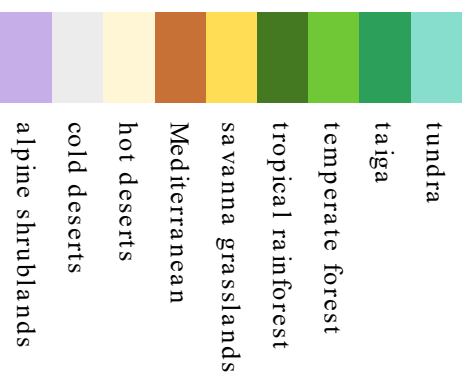
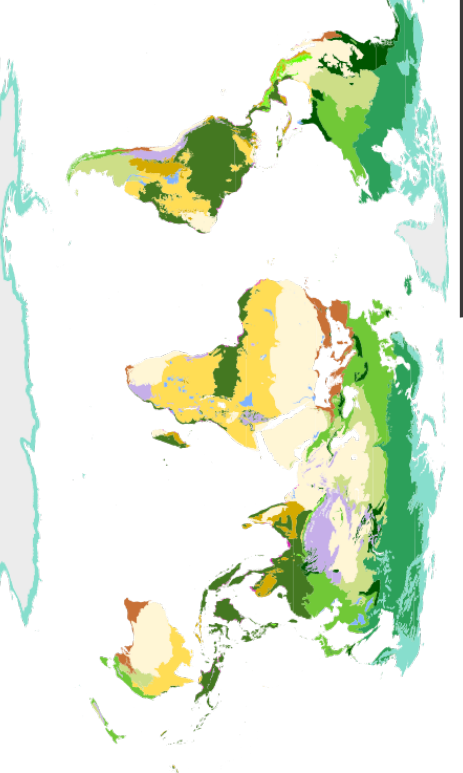


Introduction to global climate

Climate zones



Biomes



Climate zones are areas in the world that have a similar climate. There are several major climate zones in the world, and the main six are shown on this map. The climate zones generally group together horizontally, following lines of latitude.

Biomes are areas of the world that, because of similar climates, have similar landscapes and wildlife. Biomes are shown on the map.

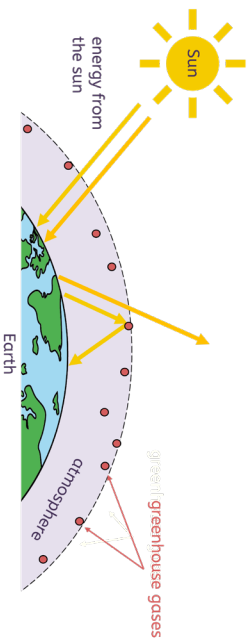
Key Vocabulary

- **greenhouse gases** – gases such as carbon dioxide that trap heat within the atmosphere
- **the greenhouse effect** – the natural warming of the planet to its habitable temperature, caused by trapping heat in the Earth's atmosphere
- **the enhanced greenhouse effect** – the unnatural warming of the Earth due to increased greenhouse gases in the atmosphere
- **global warming** – the increase of average temperatures on Earth; this happens naturally but happens faster due to the enhanced greenhouse effect
- **climate change** – the change in the Earth's long - term weather patterns, including precipitation, wind and temperature
- **fossil fuel** – a (chemical) store of energy formed over millions of years from dead plants and animals



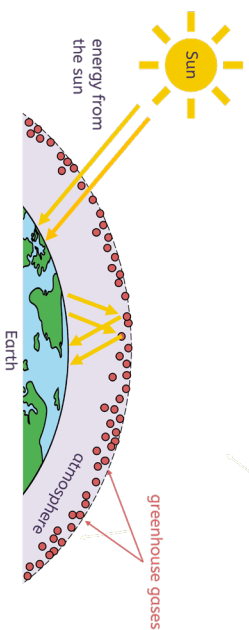
Introduction to global climate

Global warming

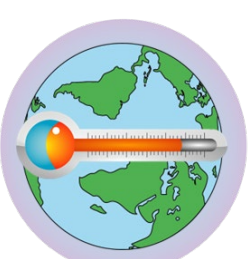


The **greenhouse effect** is the **natural process**, which has always taken place, that keeps the Earth warm. Without it, the Earth would be too cold to live on.

The light and heat energy are trapped in the atmosphere by greenhouse gases, such as carbon dioxide. This warms the Earth.



The **enhanced greenhouse effect** causes an **unnatural increase in temperature**. Human activities (such as burning fossil fuels, transport, waste, agriculture, deforestation) increase the amount of greenhouse gases in the atmosphere. The Earth warms more quickly, and global warming increases.



Accelerated global warming can also lead to other changes in the Earth's long-term weather patterns, such as precipitation, wind and storms. The changes to the Earth's wider climate – not just temperature – are called **climate change**.

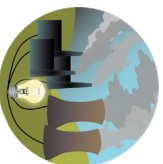
The causes of climate change

Climate change is caused by:

- burning fossil fuels for transport and electricity generation, which releases greenhouse gases
- deforestation, which reduces the absorption of greenhouse gases
- agriculture and waste disposal, which release greenhouse gases



deforestation



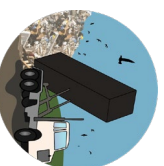
electricity generation



transport



agriculture

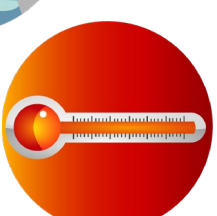
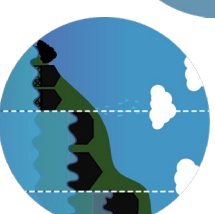


waste

The effects of climate change

Climate change can cause:

- more extreme weather events, such as heatwaves
- melting sea ice and ice caps
- rising sea levels and flooding of coastal areas



Development

Background

Across the world, the standard of living and quality of life can be very different.

A Countries therefore have different classifications based on the quality of life within them.

B How developed a country is can be measured in different ways.

C Development levels can vary within and between countries. There are many reasons why some countries are more developed than others.

D, E Countries can become more developed in many ways, including through economic growth from tourism, top - down development projects and bottom - up development projects.

A) Country classification

1 developed	(n) countries with high standards of living, advanced infrastructure and strong economies.
2 emerging	(n) countries transitioning between developing and developed, showing rapid improvements in infrastructure.
3 developing	(n) countries with lower standards of living, less advanced infrastructure and economies that are growing but not yet strong.

B) Measuring development

1 GNI per capita	(n) the average income of a country's citizens.
2 infant mortality rate	(n) the number of babies that do not survive to one year old per 1,000 births.
3 life expectancy	(n) the average number of years a person is expected to live.
4 literacy rate	(n) the percentage of people in a specific age group, typically aged 15 and above, who can read and write.
5 average years of schooling	(n) the average number of years of education that individuals aged 25 and older have completed.
6 Human Development Index (HDI)	(n) a composite measure of development that is used to categorise the development of countries using GNI per capita, life expectancy and average years of schooling.

C) Factors that hinder development

Human	Physical
uneven distribution of income	challenging relief
corruption	extreme climate
conflict	lack of natural resources
low - value goods and services for trade	landlocked
high levels of debt	tectonic hazards
poor education systems	extreme weather
poor healthcare systems	lack of water resources



D and E) Development Projects

D) Top - down project: The Grand Inga Dam DRC

Advantages	Disadvantages
It provides a reliable source of renewable energy for the DRC.	It would flood 22,000 hectares of land in the Burudi Valley.
It provides electricity for Kinshasa at a lost cost.	Natural habitats will be destroyed by the reservoir.
It produces electricity that the DRC can sell the other countries.	35,000 people would be displaced from their homes by the dam reservoir.
It produces electricity to power more coltan and copper mines.	Electricity will be sold to other countries, and many people in rural DRC will still be without electricity.

E) Bottom - up project: WECAN DRC

Advantages	Disadvantages
It protects the habitats of 100,000 species of animals and plants.	It is small scale, so it has limited reach.
It empowers indigenous women.	It does not stop illegal logging.
Women earn money from selling fruit and herbs from the trees planted.	The project currently supports only 700 women.
It reduces the impact of climate change through reforestation.	It takes a long time for the full benefits to be achieved.



Rivers

Background

Rivers affect the landscape and the lives of the people who live near them.

A Rivers are found within their own drainage basin and have their own distinct features.

B As a river moves from its source in the upper course to its mouth in the lower course, its profile changes.

C There are many different river processes that can impact the landscape.

D-F The processes of erosion and deposition can lead to the formation of different river landforms.

G Flooding is a key feature of rivers, and drainage basin processes play a significant role in this. By altering the drainage basin of a river, we can interfere with these processes.

H There are many examples of floods. Today, many strategies have been put in place to manage the flood risk.

A) Drainage basin features

- drainage basin** (n) an area of land drained by a river and its tributaries
- source** (n) the start of a river
- mouth** (n) the place where the river enters a lake, sea or ocean
- tributary** (n) a smaller river that joins a larger river
- confluence** (n) the point at which two or more rivers meet
- watershed** (n) the dividing line between two drainage basins

B) The river profile

- upper course** the narrow, steep, upper part of a river, which contains waterfalls
- middle course** the wider, deeper channel, which contains meanders and oxbow lakes
- lower course** the widest, flattest part of the river near the mouth, which contains the floodplain.

C) River processes

- river load** (n) the material carried along in the river
- erosion** (n) the breaking down or wearing away of material.
- vertical erosion** (n) erosion which takes place downwards into the land.
- lateral erosion** (n) when erosion moves across the land from side to side, causing the bends of meanders to widen.
- transportation** (n) when rivers carry rocks and sediment along their journey
- deposition** (n) when a river drops its load

D) River features - waterfalls

- waterfalls** (n) water falling from a height when a river or stream flows over a steep drop (upper course)
- plunge pool** (n) an area at the base of a waterfall that undercuts the hard rock layer
- gorge** (n) a steep sided valley left behind when a waterfall retreats upstream

E) River features - meanders

- meander** (n) a bend in a river (middle course)
- slip - off slope** (n) the sloping bend of a meander from the inside (shallow) to the outside (deep)
- river cliff** (n) the undercut bank on the outside bend of a meander



F) River features - floodplains

- floodplain** (n) a wide, flat area of land that is flooded frequently when a river bursts its banks (lower course)
- levee** (n) banks found at the side of a river in the lower course
- silt** (n) the fine, fertile eroded material transported by a river

G) The drainage basin system

- precipitation** (n) water falling to the ground in all forms (rain, snow, sleet and hail)
- interception** (n) when the leaves of trees stop precipitation reaching the ground
- surface runoff** (n) the movement of water over the surface of the land back into a river
- surface storage** (n) water stored on the surface in lakes or puddles
- infiltration** (n) the movement of water from the surface into the soil
- throughflow** (n) the movement of water through the soil back into the river

H) Case study: Somerset levels UK

Where/when		Southwest England, flood 2014 Rivers Parrett and Tone	
Causes	Effects	Responses	
deforestation on the floodplain	600 homes flooded	20,000 sandbags provided to protect homes	
saturated ground from heavy rainfall	£200 million lost from the collapse of the tourist industry	65 pumps installed to drain millions of cubic metres of floodwater	
low - lying land with four rivers flowing through it	6,800 hectares of agricultural land flooded	Hundreds of people were evacuated from their homes.	
build - up of sediment in the channel from lack of dredging	Native bird species couldn't hunt on the flooded ground.	The Environmental Agency is spending £6 million a year on dredging the rivers Parrett and Tone.	



World of work



Background

A	The world of work can be classified into four different employment sectors.
B	Many factors influence the type of employment sector which will be found within a particular country.
C	Industrial location is influenced by some key factors, which are more important for some industries in comparison to others.
D	Employment structure within countries varies based upon the level of development.
E	Trade, imports and exports.
F	Employment sectors and impact of industry in Russia.

B) Influences on employment structures

1	Industrialisation	(n) a move from primary employment to secondary employment, with a rise in manufacturing.
2	mechanisation	(n) when machinery begins to do the jobs which once required humans.
3	disposable income	(n) the money a person has left to spend after they have paid all their bills.
4	public services	(n) a service that is given or funded for the benefit of the community.

C) The location of industries

1	site	(n) the actual place where a settlement first grew up. This refers mainly to its physical setting.
2	situation	(n) the location of a place relative to other features nearby.
3	footloose	(adj) industries which are not tied to a specific location and can operate from anywhere.
4	raw materials	(n) natural resources that are used to make other things.
5	labour	(n) workers, employed people.
6	market	(n) a place where things are bought and sold.

D) Employment structures and development

Countries	Industries
developing countries	Large primary sector, growing secondary sector and a moderate tertiary sector.
emerging countries	large secondary sector, rapidly falling primary sector and growing tertiary sector.
developed countries	A large tertiary sector, a growing quaternary sector, both secondary and primary employment is low.
Change	Ca use
Falling primary and secondary sector	1. Cheaper to import. 2. Mechanisation has taken jobs. 3. Raw materials have been exhausted in certain areas.
Growing tertiary sector	1. Disposable income has increased, so a greater demand for services. 2. A large public sector e.g. health and education, due to a high tax revenue.

F) Case study: World of work in Russia

Factors effecting trade in Russia

Opportunities	Challenges
With a working population of over 75 million people, Russia has one of the largest workforces in the world.	Russia is at war with Ukraine which affects international relationships.
The Steppe and temperate woodlands of western Russia are fertile and flat.	Russia has the largest land mass of any country.
Russia has an extensive network of roads, railways, ports and pipelines.	Russia does not have a warm water port.
Russia has vast reserves of natural resources including oil and natural gas.	Many countries aim to buy and use less oil and natural gas in the future to mitigate the effects of climate change.
Russia's education system puts a strong focus on science, technology engineering and maths (STEM).	

E) Trade

1	trade	(n) the exchange of goods and materials between countries.
2	import	(v) goods brought into a country.
3	export	(v) sending goods to another country for sale.
4	trade bloc	(n) an arrangement in which participant countries lower trade barriers with one another.
5	tariff	(n) a tax imposed on goods when they are imported or exported between countries.



The Geography of The Middle East



Background

- A The Middle East is a region that covers western Asia, parts of northern Africa and south - eastern Europe.
- B The Middle East has huge reserves of natural resources.
- C Trade in the Middle East is heavily influenced by the region's vast oil and natural gas reserves, making it a critical part of global energy markets.
- D Saudi Arabia: Some countries in the Middle East are trying to diversify their economies.
- E Yemen: Development can vary between countries within The Middle East.

A) Features of The Middle East

- 1 **region** (n) a large area with common physical or human characteristics.
- 2 **population distribution** (n) how people are spread out over an area.
- 3 **fertile soil** (n) soil rich in nutrients.
- 4 **natural resource** (n) a useful thing or material that is found in nature, such as food, water or wood.
- 5 **colonialism** (n) acquiring control over another country, occupying it with settlers and sometimes exploiting it economically.
- 6 **plain** (n) a broad, flat or gently rolling land area with minimal variation in terrain.
- 7 **peninsula** (n) a landform surrounded by water on three sides but connected to a larger landmass on one side.
- 8 **wadi** (n) a dry riverbed or valley, typically found in arid or semi - arid regions.

B) Natural resources in The Middle East

- 1 **fossil fuel** (n) a natural fuel such as coal or gas. Formed from the remains of living organisms in the geological past.

- 2 **non-renewable** (n) energy which is finite, not sustainable, and takes a long time to replenish.
- 3 **refined** (n) separating and purifying different components of crude oil to produce useful products.

- 4 **extraction** (n) the act of taking something from the ground.

- 5 **crude oil** (n) naturally occurring, unrefined petroleum that can be refined into diesel, petrol etc.

- 6 **energy** (n) a source of usable power.

- 7 **supply** (n) the amount of something producers are willing to sell at a certain price.

- 8 **demand** (n) the amount of something consumers are willing to buy at a certain price.

- 9 **sustainability** (n) meeting the needs of today, while making sure we can meet the needs of the future.

C) Trade

- 1 **trade** (n) the exchange of goods and materials between countries.

- 2 **import** (v) goods brought into a country.

- 3 **export** (v) sending goods to another country for sale.

- 4 **trade route** (n) a passage of travel used by traders, either on land or in the sea.

D) Case study: Diversification in Saudi Arabia

- 1 **diversify** (v) to vary in order to spread the risk or expand.
- 2 **single major industry** (n) a significant portion of a country's economic activity is concentrated within a specific sector.
- 3 **stakeholder** (n) a person who has an interest in something or who is affected by something.

- 4 **climate change** (n) the changes in the Earth's long - term weather patterns, which is being sped up due to global warming.

Factors influencing diversification and development

Diversification in Saudi Arabia	Development in Yemen
the demand for natural resources	famine
the supply of natural resources	infrastructure
switch to renewable energy sources	conflict and corruption
religious pilgrimage	water scarcity
opportunities for tourism	trade

E) Case study: Development in Yemen

- 1 **developed countries** (n) countries with high standards of living, advanced infrastructure and strong economies.

- 2 **developing countries** (n) countries with lower standards of living, less advanced infrastructure and economies that are growing but not yet strong.

- 3 **borders** (n) a real or artificial line that separates geographic areas.

- 4 **corruption** (n) the misuse of power for private gain.

- 5 **civil war** (n) war between citizens of the same country.

- 6 **humanitarian crisis** (n) an event or events that threaten the health, safety or wellbeing of a large group of people.

- 7 **Sykes-Picot agreement** (n) a secret 1916 agreement between the United Kingdom and France to divide up parts of the Middle East for themselves.

- 8 **infrastructure** (n) the basic structure or features of an area or system e.g. roads, schools, hospitals and electric connectivity.



Fieldwork

Background

The enquiry process in geography fieldwork involves six stages: developing a question, collecting data, presenting data, analysing results, drawing conclusions and evaluating the investigation.

- A The enquiry question or hypothesis is used to guide the investigation and gives you something to test.
- B Collecting data involves using different methods to collect data to help answer the question or hypothesis.
- C Presenting data involves showing the data on graphs, labelled photographs, maps etc.
- D Analysing data involves reviewing the data to find trends, patterns and anomalies.
- E A conclusion is what you found out in relation to the question or hypothesis.
- F An evaluation answers how you would improve your fieldwork enquiry if you were to do it again.

A) Hypothesis

- 1 **enquiry** (n) a systematic process of investigation and exploration to gather information including a question or hypothesis, data collection, data presentation, data analysis, conclusions and evaluation.
- 2 **fieldwork** (n) practical work undertaken in physical and human environments to investigate geographical questions or hypotheses.
- 3 **prove** (v) to demonstrate or establish the truth or validity of something through evidence.
- 4 **disprove** (v) to show that something is not true or valid through evidence.
- 5 **investigate** (v) to carefully examine or explore something in order to gather information.
- 6 **hypothesis** (n) a prediction or statement which can be proven to be correct or incorrect based on the evidence collected in the field.

B) Data collection

- 1 **data collection** (n) the process of gathering information or facts through various methods.
- 2 **primary data** (n) data that you collect first hand.
- 3 **risk assessment** (n) a way of looking at potential dangers or problems in a certain area to understand how likely they are and how much damage they might cause.
- 4 **mitigate** (v) to make something less serious than it could have been.
- 5 **sample** (n) a representative portion of a larger group or population that is selected for study or analysis.
- 6 **random sampling** (n) selecting a person to interview or site to measure, at random. Random sampling is unbiased as particular people or places are not specifically selected.
- 7 **systematic sampling** (n) collecting data in an ordered or regular way, e.g. every five metres or every fifth person.
- 8 **survey** (n) a method of gathering information.
- 9 **fieldsketch** (n) a simple drawing made on-site to show key features of a landscape or area.
- 10 **methodology** (n) the approach or set of methods used to conduct research.

C) Data presentation

- 1 **data presentation** (n) strategies used to communicate and display findings clearly.



D) Data analysis

- 1 **data analysis** (n) the process of examining information to understand it better and make decisions based on what it reveals.
- 2 **mean** (n) add the total of all values that have been collected and then divide by the number of values.
- 3 **range** (n) the difference between the highest and lowest values in a dataset.
- 4 **percentage** (n) divide the part by the whole, then multiply the result by 100.
- 5 **anomaly** (n) something that is different from what is expected or normal.

E) Conclusion

- 1 **conclusion** (n) a summary of something that has been found out or identified.

F) Evaluation

- 1 **evaluation** (n) determining the strengths and limitations of the study by identifying areas for improvement and assessing the reliability of the findings.
- 2 **bias** (n) the tendency to favour or support one viewpoint, person, or group over others, often leading to unfairness.
- 3 **reliability** (n) the consistency of results and conclusions, e.g. keeping factors the same to compare variables.
- 4 **accuracy** (n) the number of errors in the collection of data, e.g. using the correct equipment.

Our fieldwork investigation

Fieldwork enquiry question or hypothesis:
The location around the school site with the greatest flood risk is X.

- 1 **permeable** (n) something that allows liquids or gases to pass through easily.
- 2 **infiltration** (n) The movement of water from the surface into the soil layer.
- 3 **infiltration time** (n) the speed at which water moves from the surface into the soil.



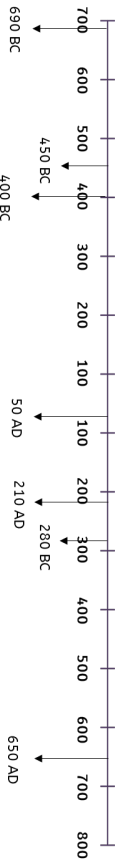
7.01 Empires East and West c.1000

Key Vocabulary

1	Apothecary	A person who in the past made and sold medicines.
2	Astronomy	The study of space, stars and planets.
3	Caliph	The ruler of the Islamic Empire.
4	Dynasty	A sequence of rulers from the same family.
5	Empire	A group of countries ruled by a single ruler.
6	Innovation	Improving something or creating something that is a new technology.
7	Madrassa	Muslim school or college.
8	Migration	The movement of people from one place to another.
9	Monarch	A king or queen.
10	Pilgrim	A person who makes a journey, often a long and difficult one, to a special place for religious reasons.

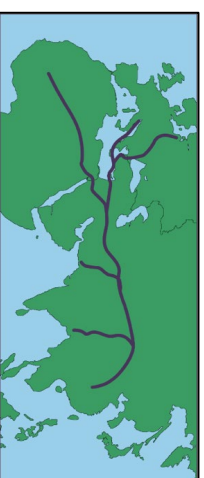
Chronology

A	chronology	(n) the arrangement of events, or dates, in the order of occurrence.
B	millennium	(n) a period of 1,000 years.
C	century	(n) a period of 100 years.
D	decade	(n) a period of 10 years.



Place

The **Silk Road** was an important trading route for spices, silk and knowledge. The Silk Road connected China with European countries.



Themes and Threads

Power

The control a person or group has in a country. For example, powerful empires which existed c.1000 held power through emperors, empresses and caliphs.

This includes threads such as warfare and empire.

Identity

The qualities and characteristics that make a person who they are and what they value as important. For example, religious beliefs such as Buddhism, Islam and Christianity influenced empires and individuals c.1000.

This includes threads such as women and beliefs.

Connectivity

The act of joining or being linked to somewhere, someone or something else. For example, people, knowledge and beliefs travelled across continents using trade routes, such as the Silk Roads.

This includes threads such as migration, trade, innovation, medicine and knowledge.

7.02 Norman Conquest

Key Vocabulary

1	archer	(n) a person who shoots with a bow and arrow
2	cavalry	(n) a group of soldiers who fight on horses.
3	claimant	(n) a person who believes they have a right to something.
4	conquer	(v) to take control of a place or people by force.
5	coronation	(n) a ceremony where the new monarch is crowned.
6	feudalism	(n) A system where someone who held land gave land to others on the condition that they serve them.
7	Harrying	(v) to repeatedly attack somewhere or something.
8	illegitimate	(n) a child born to parents who are not married.
9	infantry	(n) Soldiers who fight on foot.
10	inherit	(n) to receive something from a person who has died.
11	invade	(v) to enter an area by force to take control.
12	oath	(n) a promise witnessed by God.
13	primogeniture	(n) being the first- born child.
14	succession	(n) the order of taking over an official title or position.

5th January 1066
Death of Edward the Confessor

6th January 1066

Harold Godwinson crowned King of England

1069
Harrying of North

25th September 1066
Battle of Stamford Bridge

14th October 1066
Battle of Hastings

25th December 1066

William crowned King of England

1070

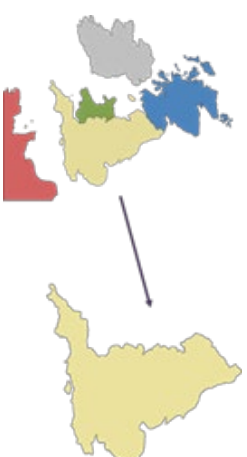
1080

1086
Domesday Book

1090

Place

This unit will focus on **England**.
The UK was formed in 1801 under the Act of Union



Themes and Threads

Power

The control a person or group has in a country.
For example, the monarch held complete control and needed a clear line of succession to avoid foreign claims to the throne.

This includes threads such as succession, warfare, Protest and class systems.

Identity

The qualities and characteristics that make a person who they are and what they value as important.
For example, the Normans promoted Christianity in England.

This includes threads such as women and beliefs.

Connectivity

The act of joining or being linked to somewhere, someone or something else.
For example, England was made up of many diverse groups who migrated before 1066.

This includes threads such as migration and medicine.



7.03 Medieval Religion

Key Vocabulary

1	Church	(n) The institution of the Christian Church, including all the people who ran it and all the individual churches.
2	church	(n) A Christian place of worship.
3	clergy	(n) Officials of the Church led by the pope.
4	excommunication	(n) Power of the pope to expel someone from the Church.
5	lality	(n) Ordinary people who attend church but do not hold official religious positions.
6	martyr	(n) A person who suffers or is killed because of their religious or political beliefs.
7	mass	(n) Religious service on a Sunday that worshippers were expected to attend.
8	monastery	(n) A building in which monks live and worship.
9	persecution	(n) Unfair or cruel treatment over a long period of time because of race, religion or beliefs.
10	pilgrimage	(n) A journey typically taken to a site of religious importance.
11	purgatory	(n) A place where an individual's soul stayed until all their sins had been forgiven.
12	relic	(n) Part of a saint's body or something they owned which was believed to have the power to perform miracles.

Themes and Threads



Power

The control a person or group has in a country.

For example, the Church had their very own hierarchy comprised of the pope, archbishop, bishops, priests, monks and nuns.

This includes threads such as warfare and protest.

Identity

The qualities and characteristics that make a person who they are and what they value as important.

For example, while Christianity (Catholicism) was the most common religion in medieval England, people following other faiths lived in England at this time too.

This includes threads such as the role of women.

Connectivity

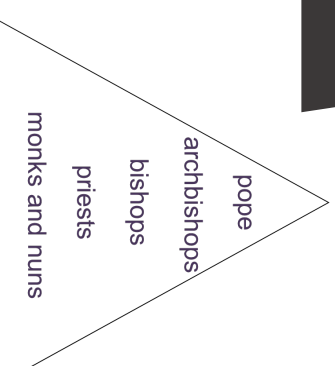


The act of joining or being linked to somewhere, someone or something else.

For example, Jews migrated to England in 1070, invited by William I.

This includes threads such as trade and medicine.

Church hierarchy



7.04 Medieval Monarchs

Key Vocabulary

1 baron	(n) a person who held land or property given by the monarch or a powerful overlord.
2 challenge	(n) to make a rival claim or to threaten someone's hold on a position.
3 dynastic	(adj) relating to a line of rulers from the same family.
4 heresy	(n) a belief that goes against the teachings of the Church
5 primogeniture	(n) the practice of giving the inheritance to the eldest son in the family.
6 miasma	(n) the idea that disease is caused by foul smelling air.
7 monarch	(n) king or queen.
8 resistance	(n) the refusal to accept or obey something.
9 revolt	(n) often a violent and sudden resistance which is short-lived.
10 siege	(n) military act of surrounding a city or base, attacking it, and cutting off supplies.

Themes and Threads

Power	Identity	Connectivity
<p>The control a person or group has in a country.</p> <p>For example, the power of the monarch was challenged during the Peasants' Revolt in 1381.</p> <p><i>This includes threads such as class systems, succession, protest and democracy.</i></p>	<p>The qualities and characteristics that make a person who they are and what they value as important.</p> <p>For example, the role of women such as Eleanor of Aquitaine who played an active role as Queen.</p> <p><i>This includes threads such as the role of women and beliefs.</i></p>	<p>The act of joining or being linked to somewhere, someone or something else.</p> <p>For example, the Black Death arrived in England in 1348 and there were several ideas about the causes of the disease and how to treat it.</p> <p><i>This includes threads such as medicine.</i></p>

Key dates

1135 - 53	The Anarchy
1170	Murder of Thomas Becket
1154	Eleanor becomes Queen of England and France
1209	King John excommunicated
1215	Magna Carta
1265	Creation of Parliament under Henry III
1381	Peasants' Revolt
1455 - 87	Wars of the Roses



7.04: Medieval Monarchs

Chronology



William I

1066 - 1087



William II

1087 - 1100



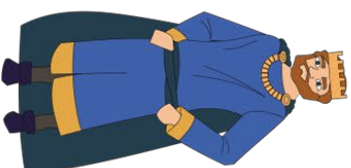
Henry I

1100 - 1135



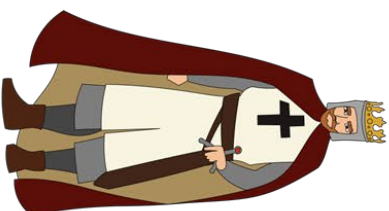
Stephen

1135 - 1154



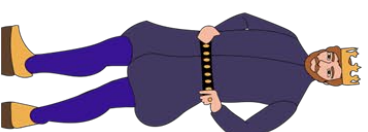
Henry II

1154 - 1189



Richard I

1189 - 1199



John

1199 - 1216



Henry III

1216 - 1272



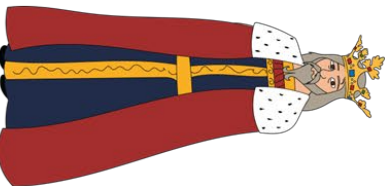
Edward I

1272 - 1307



Edward II

1307 - 1327



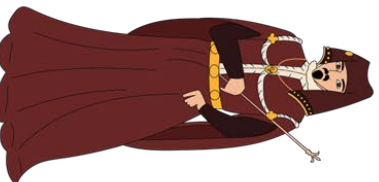
Edward III

1327 - 1377



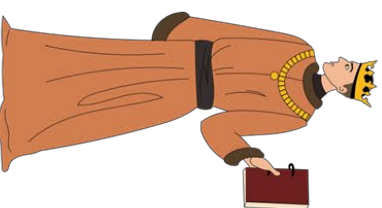
Richard II

1377 - 1399



Henry IV

1399 - 1413



Henry V

1413 - 1422



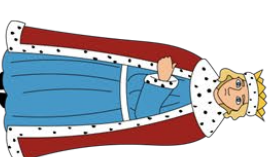
Henry VI

1422 - 1461



Edward IV

1461 - 1483



Edward V

1483



Richard III

1483 - 1485

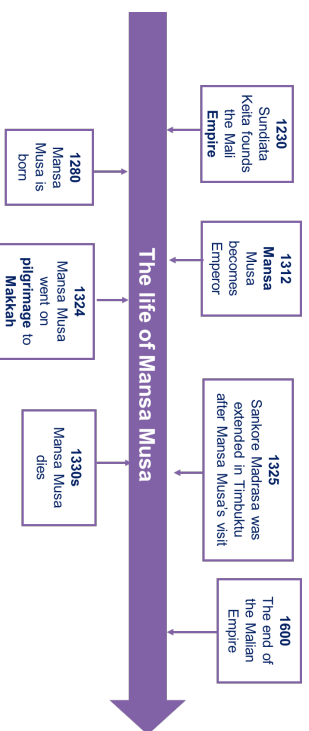


Mali

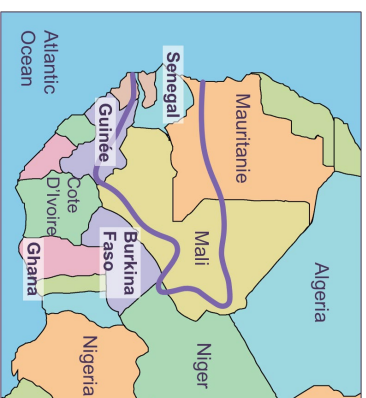
Key Vocabulary

1 annexation	(n) to add conquered territory to your own territory.
2 caravan	(n) a group of people, travelling together across a desert in Asia or North Africa.
3 diplomatic	(adj) being careful not to hurt someone's feelings.
4 divine	(adj) like a God.
5 empire	(n) a group of countries ruled by a single ruler.
6 enslaved	(v) to force someone to remain in a conditions such as slavery.
7 Griot	(n) people in West Africa who passed on their society's history through stories, poems and music.
8 legacy	(n) how someone or something is remembered.
9 Makkah	(n) the holy city of Islam in Saudi Arabia.
10 Mansa	(n) king of the Mali Empire.
11 merchant	(n) someone who buys goods and sells them for a profit.
12 pilgrimage	(n) a journey typically taken to a site of religious importance.

Chronology



Place



The line on this modern map of West Africa shows the location of the Mali Empire.

The Mali Empire was located in West Africa and was richer than any European empire during the 13th – 16th centuries.

Themes and Threads

Power

The control a person or group has in a country. For example, the Mali Empire was the wealthiest and largest empire in Africa. It expanded under Mansa Musa.

This includes threads such as succession and empire.

Identity

The qualities and characteristics that make a person who they are and what they value as important. For example, Mansa Musa was a devout Muslim and wanted to spread Islam across the Empire.

This includes threads such as beliefs and class systems.

Connectivity

The act of joining or being linked to somewhere, someone or something else. For example, the Mali empire was rich in gold and salt which was used to trade with other empires.

This includes threads such as trade and knowledge.



Religion Locally and Nationally

Key Vocabulary

1	diversity	Differences between a group or setting.
2	Christianity	The religion that Christians follow.
3	Islam	The religion that Muslims follow.
4	Judaism	The religion that Jewish people follow.
5	Hindu Dharma	The religion that Hindus follow.
6	Sikhi	The religion that Sikhs follow.
7	Buddhism	The religion that Buddhists follow.
8	Humanism	A non - religious tradition followed by Humanists .
9	migration	The movement of people from one place to another.
10	persecution	Unfair or cruel treatment over a long period of time because of race, religion or political beliefs.
11	census	An official survey of the people who live in a country.

The Census Data and Key Changes








In 2021,

- More people described themselves as religious than non - religious.
- The largest religious group was Christianity, followed by Islam and Hindu Dharma.

Between 20 01 and 2021,

- The number of people choosing to answer the question increased.
- The number of people reporting 'no religion' increased.
- The number of people reporting Muslim, Hindu, Sikh and Buddhist increased.
- The number of people reporting Christian decreased.

Religious and Non - Religious Symbols and Buildings

Follower	Symbol	Building
Christian	 Cross	church
Jewish	 Star of David	synagogue
Muslim	 Crescent Moon	mosque
Hindu	 Aum	mandir
Sikh	 Khanda	gurdwara
Buddhist	 Dharma Wheel	temple
Humanist (non - religious)	 Happy Human	(various)

Tools for Studying Religion


Social sciences are a group of subjects that are interested in how people live together in a society. Social scientists study how people change society and how society changes them.

Social scientists collect data in a range of ways, including surveys like the census, as well as looking at evidence of religion in a community's buildings.



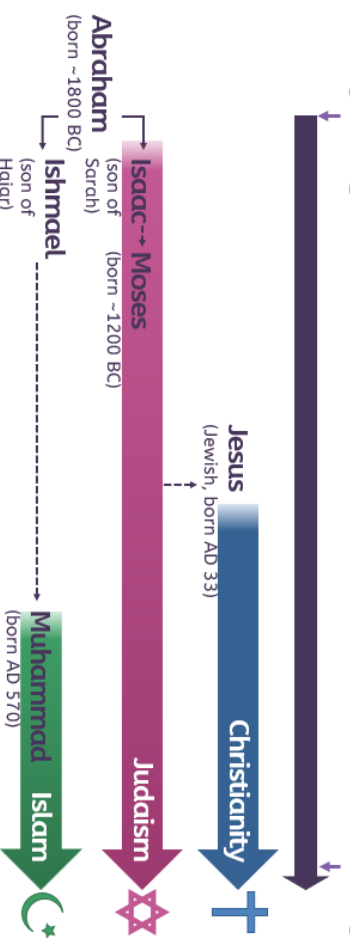
The Origins of Abrahamic Faiths

Key Vocabulary

1	Abrahamic faith	one of three faiths that are all linked by Abraham: Judaism, Christianity and Islam.
2	monotheism	the belief that there is only one God
3	polytheism	the worship of or belief in more than one god
4	covenant	an agreement between two sides (between humans and God)
5	sin	an action that is believed to go against the laws of God
6	idol	objects or images that represent gods
7	atonement	making up for something that someone has done wrong
8	sacrifice	to give up something valuable in order to gain something else
9	sermon	a talk about a religious or moral subject given by a leader in the religion
10	prophet	someone chosen by God to say the things God wants them to tell people
11	resurrection	coming back to life after someone has died
12	theology 	the study of God and ideas about God.
13	theologian	someone who studies theology, who might look at how holy texts and ideas about God influence people's beliefs and actions.

4000 years ago

Present day



Holy Books introduced

The Torah	Holiest scripture for Judaism. The word means "law" in Hebrew. It was written by Moses. It is also important in Christianity and Islam.
The Qur'an	Holiest scripture for Islam. The word means "recite" in Arabic. It was revealed to the Prophet Mohammed.

The Covenant and the Abrahamic Faiths

Abraham is a monotheist and worships only one God. God promises to look after Abraham and his descendants because of this, and that his descendants will be a blessing to the world. Abraham has two sons, Isaac (who Moses and Jesus are descended from) and Ishmael (who Muhammad is descended from). Moses is given the Ten Commandments as part of the covenant. Christians believe Jesus is part of the covenant being fulfilled. Muslims believe prophecy is a part of the covenant.





Holy Books introduced

The Tanakh	Hebrew Bible, which includes three parts: the Torah, Nevi'im and Ketuvim.
The Torah	Holiest scripture for Judaism. The word means "law" in Hebrew. Written by Moses. Also important in Christianity and Islam.
Nevi'im	Contains books of the Prophets, which tell the history of Israel God's messages through the prophets.
Ketuvim	Contains various writings, including poetry, wisdom literature and historical accounts.
Talmud	Contains discussions and interpretations of the Torah, which guides Jewish law and practice.

Tools for Studying Religion

Theology is the study of God and ideas about God. Theologians look at how ideas about God influence beliefs in religions and the actions people will do.



Social Scientists use evidence to see how people are influenced by society.



Social Scientists look at patterns in what people believe about God and how this may change due to time and place.



1	Abraham	The founder of Judaism and husband of Sara.
2	Covenant	An agreement between two sides (between humans and God).
3	Sara	Female leader, mother of nations and wife of Abraham.
4	Isaac	The son of Abraham and Sara.
5	Moses	Leader who freed the Israelites from slavery and was given the 10 commandments.
6	Miriam	Prophetess who helped her brother Moses lead the Israelites out of slavery.
7	Exodus	A book in the Bible which tells the story of the Israelites being freed from slavery.
8	Ten Commandments	Ten rules given to Moses by God about how humans should behave.
9	Esther	A Jewish queen who saved her people from a plot to destroy them.
10	Monotheism	The belief that there is only one God.
11	Shema	An important prayer, declaring the oneness of God.
12	Messiah	A future Jewish king who is expected to bring peace.
13	Genesis	A book in the Bible which describes the creation of the world.
14	Mitzvot	613 rules in the Torah which guide Jews in their behaviour.
15	Tikkun Olam	"Repairing the world", encouraging actions that improve society and bring justice.
16	Synagogue	A Jewish place of worship, study and community.
17	Bar/Bat Mitzvah	Coming of age ceremony (Bar Mitzvah for boys and Bat Mitzvah for girls).
18	Pesach/Passover	A Jewish holiday which commemorates the Exodus story.
19	Shabbat	A day of rest and worship observed from Friday evening to Saturday evening.
20	Orthodox	A branch of Judaism that follows traditional beliefs, laws and practices.
21	Progressive	A branch of Judaism that adapts traditional beliefs, laws and practices to fit modern life.
22	Prophecy	A message given to humans from God, usually to a prophet.

Christianity

Key Vocabulary

1	Jesus	The most important figure in Christianity, believed to be the Son of God.
2	Mary	The mother of Jesus.
3	Ministry	The work of a religious person.
4	Crucifixion	The execution of Jesus, by the Romans, on a cross.
5	Resurrection	Jesus rising from the dead three days after his crucifixion.
6	Ascension	Jesus' ascent to heaven, 40 days after his resurrection.
7	Mary Magdalene	A follower of Jesus who witnessed his resurrection.
8	The Great Commission	Jesus' instruction to his followers to spread his teachings to all people.
9	Apostles	The twelve main followers of Jesus who spread his message.
10	St Paul	An early Christian leader who wrote many letters in the New Testament.
11	Phoebe	A deaconess mentioned in the New Testament who helped the early church.
12	Lydia	A businesswoman and early Christian supporter of Paul.
13	Nicene Creed	A statement of Christian faith.
14	Trinity	The Christian belief in one God in three persons: Father, Son and Holy Spirit.
15	Reformation	A movement in the 16 th century that led to the creation of Protestant churches.
16	Protestant	A branch of Christianity that broke away from the Catholic Church during the Reformation.
17	Catholic	The largest branch of Christianity, led by the Pope.
18	Pope	The leader of the Catholic Church.
19	Messiah	One expected to save and lead the people. Christians believe this to be Jesus.
20	Salvation	Being saved from sin and its consequences.
21	Sermon on the Mount	A collection of teachings by Jesus covering topics like love, prayer and moral guidance.
22	The Lord's Prayer	A prayer taught by Jesus to his disciples, summarising key beliefs in the Christian faith.
23	Denomination	A specific branch of group within Christianity.
24	Sacrament	An important ritual that represents an important part of the faith.



Holy Books introduced

The most important book in Christianity. It is divided into two main parts: the Old Testament, which contains the history and teachings of the Jewish faith, and the New Testament, which focuses on the life, teachings, death and resurrection of Jesus and the early Christian community.

The Bible

These are four books in the Bible which contain the accounts of the life of Jesus. They are written by Matthew, Mark, Luke and John.

The Gospels

Tools for Studying Religion

Theology is the study of God and ideas about God. Theologians look at how ideas about God influence beliefs in religions and the actions people will do.

Social Scientists use evidence to see how people are influenced by society. Social Scientists look at patterns in what people believe about God and how this may change due to time and place.



1. Particles, states of matter and separating mixtures

Particle model essentials

- Solids consist of particles that are arranged in an orderly manner and remain in fixed positions, vibrating in place.
- Liquids have particles that are randomly arranged but remain in contact, allowing them to slide past one another, they sit at the bottom of their container, they do not float!
- Gases contain particles that are randomly distributed with significant space between them; they move rapidly and can be compressed.
- Gas pressure rises as particles collide more frequently with the walls of their container.

Key ideas

- Diffusion is the movement of particles from an area of higher concentration to an area of lower concentration.
- Changes in state are physical changes that can be reversed.
- During a change of state, the temperature remains the same.
- A pure substance consists of a single type of atom or compound, while a mixture contains two or more substances that are not chemically bonded.

Solutions

- A solute dissolves in a solvent to form a solution.
- A saturated solution occurs when no additional solute can dissolve.
- Solubility increases with higher temperatures.
- The mass remains constant throughout the dissolving process.

Choosing separation methods

- **Filtration:** separates an insoluble solid from a liquid; the solid residue stays behind while the filtrate passes through.
- **Evaporation/crystallization:** used to recover a soluble solid from a solution.
- **Distillation:** separates liquids based on their varying boiling points.
- **Chromatography:** divides solutes according to their different solubilities in a solvent.

2. Forces, energy and working scientifically

Forces

- Forces can be either contact forces, where objects touch, or non-contact forces, which act from a distance.
- They can change how fast an object moves, the direction it goes, or even its shape.
- When two objects push or pull on each other, the forces they apply are equal in size but act in opposite directions.
- Free-body diagrams use arrows with labels to show the size and direction of these forces clearly.

Resultant forces

- Balanced forces mean an object stays still or moves at a steady speed.
- Unbalanced forces cause an object to change speed, direction, or shape.
- Friction happens when two surfaces rub together and it slows things down.
- Compression is when something is being pushed together; tension is when it's being pulled apart.

Energy

- Energy moves from one store to another; it is never completely used up.
- Energy transfers occur through different methods like mechanical movements, heating, radiation, or electricity.
- As energy spreads out, it becomes less useful for doing work.

High-quality data

- Always use the correct units: length in meters (m), mass in kilograms (kg), time in seconds (s), temperature in kelvin (K) or degrees (°C), and force in newtons (N).
- Make sure instruments are set to zero before starting and choose the right scale for measurements.
- Take multiple readings, write them down clearly in tables, and check if the results are consistent.

Scientific method

- Identify the independent variable (what you change) and the dependent variable (what you measure).
- Use comparative phrases like: "as X increases, Y changes..." to explain relationships.
- Peer review helps check that the work is accurate and reliable.
- Reproducible means that different people doing the experiment get the same results.

3. Cells, diffusion and organisation

Cell organelles

- Nucleus: controls the cells activities, contains genetic information.
- Cytoplasm: where chemical reactions take place.
- Cell membrane: decides what goes in and out of the cell.
- Mitochondria: helps release energy through respiration.
- Plant cells also have a cell wall for structure, a large vacuole for storage of cell sap, and chloroplasts for photosynthesis.

Microscopes

- Always start with the lowest objective lens.
- Use coarse focus to move the stage and fine focus to make the image clearer.
- Total magnification is calculated by multiplying the eyepiece magnification by the objective lens magnification.
- When making scientific drawings, use clear lines, include labels, a title, and note the magnification.

Living processes

- Living things carry out key functions: movement, reproduction, sensitivity, growth, respiration, excretion, and nutrition.
- Specialised cells are designed to do specific jobs. For example, red blood cells carry oxygen around the body.

Diffusion

- Useful substances move into cells through diffusion.
- Waste materials move out of cells by diffusion.
- Diffusion happens faster when the temperature is higher, the difference in concentration is greater, or the surface area is larger.

Organisation

- Cells group together to form tissues.
- Tissues work together to make organs.
- Organs join to create organ systems.
- In multicellular organisms, organ systems are important because diffusion is too slow to transport substances across large distances.

4. Chemical changes, equations and reactions

Substances

- Element: a substance consisting of only one kind of atom.
- Compound: a substance formed when 2 or more elements are chemically combined.
- Mixture: a combination of substances that are not chemically bonded.
- The properties of compounds can differ significantly from those of the individual elements.

Formulae and equations

- Chemical symbols start with a capital letter followed by a lowercase letter, for example, Na.
- Small numbers written after elements show how many atoms are in a molecule, like CO₂.
- Word equations show what reacts and what is made, using an arrow (→) to separate reactants and products.
- State symbols tell you the form of substances: (s) for solid, (l) for liquid, (g) for gas, and (aq) for aqueous, which means dissolved in water.

Conservation of mass

- In a chemical reaction, atoms are rearranged.
- The total mass of the reactants is equal to the total mass of the products.
- When a substance dissolves, its mass remains the same because the number of particles does not change.

Oxidation and combustion

- Oxidation: This is when a substance combines with oxygen.
- Combustion: This is a reaction where fuel reacts with oxygen to produce carbon dioxide and water, releasing heat and light.

Thermal decomposition

- A substance breaks down into two or more products when heated.
- This process usually absorbs heat (endothermic), for example: copper carbonate breaks down into copper oxide and carbon dioxide.

Energy changes

- Exothermic reactions release energy, causing the temperature to increase.
- Endothermic reactions absorb energy, causing the temperature to decrease.
- To get better results, use insulation, a lid, and a digital thermometer to improve your data.

5. Human organ systems

Gas exchange system

- Alveoli help exchange oxygen and carbon dioxide through diffusion.
- They are adapted with a large surface area, thin walls, and a good blood supply to work well.
- When you breathe in, your chest gets bigger and the pressure inside drops.

Digestive system

- Breaks down large, insoluble food into small, soluble molecules.
- The small intestine absorbs the digested nutrients.
- Villi increase the surface area, have thin walls, and a good blood supply to help absorption.

Circulatory system

- The heart, blood, and blood vessels work together to move substances around the body.
- Valves in veins help keep the blood flowing in one direction.
- Arteries carry blood away from the heart; veins bring it back; capillaries allow substances to be exchanged between blood and tissues.

Blood

- Red blood cells carry oxygen around the body using a protein called haemoglobin.
- White blood cells help protect the body from infections and illnesses.
- Platelets are responsible for helping blood to clot when you get a cut.
- Plasma is the liquid part of blood that carries cells, nutrients, waste, and carbon dioxide.

Skeletal system

- The skeleton supports your body, protects your organs, helps make new blood cells, and allows you to move.
 - Joints help your body move smoothly.
- Cartilage and synovial fluid work together to reduce friction so your joints don't get damaged.

Muscles and movement

- Muscles can only pull; they do not push.
- Muscles work in pairs called antagonistic pairs, when one muscle tightens (contracts), the other relaxes.
- Tendons connect muscles to bones, while ligaments connect bones to other bones.

6. Sound, light and materials

Sound

- Sound is caused by vibrations that travel through the air or other materials as waves.
- The loudness of a sound depends on its amplitude, while the pitch depends on its frequency.
- Sound can travel through solids, liquids, and gases, but not through a vacuum.
- When sound bounces back after hitting a surface, it creates an echo.

Light

- Light moves quickly in straight lines from sources that give off light.
- Opaque objects do not let light pass through, so they create shadows.
- Angle of incidence = Angle of reflection
- Refraction happens when light changes speed as it passes into a different material.

Seeing

- We see objects when light enters our eyes.
- The lens helps focus the image onto the retina at the back of the eye.
- Pigments in the eye absorb some colors and scatter others.
- The primary colours of light are red, green, and blue.

Ceramics and polymers

- Ceramics are hard materials that can withstand high temperatures and do not conduct electricity well, but they can break easily.
- Polymers are made up of long chains of smaller units called monomers.
- Many synthetic polymers are made from crude oil, and they can cause problems for the environment.

Composites

- Made by joining two or more different materials.
- Each material keeps its own features but works together to make something stronger or more useful.
- Examples include fiberglass and reinforced concrete.

Science and technology

- Electron microscopes can show us tiny things like atoms.
- Computer simulations help us see how materials behave in different situations.
- To reduce mistakes, we repeat tests, calculate averages, and look for anything unusual.

1.1.1 Hola, ¿Qué tal?

Hola	Hello
Buenos días/buenas tardes	Good morning/afternoon
Gracias	Thank you
¿Cómo te llamas?	What's your name?
Me llamo	My name is...
¿Cómo se llama?	What is s/he is called?
Se llama...	S/he is called...
Adiós/hasta luego	Good-bye

1.1.3 ¿Cuántos años tienes? -

How old are you? How old is he/she?

¿Cuántos años tienes?	How old are you?
Tengo ... años.	I am ... years old.
¿Cuántos años tiene?	How old is s/he?
Tiene ... años.	S/he is ... years old.

1.2 ¿Cuándo es tu cumpleaños? -

When is your birthday?

MI cumpleaños es el...	My birthday is on...
Primero/uno de Dos/tres/cuatro de...	Second/third/fourth of...
MI cumpleaños es el cinco de marzo	My birthday is the 5 th March

1.1.4 ¿De dónde eres? ¿Dónde vives? -

Where are you from? Where do you live?

¿Dónde vives?	Where do you live?
¿De dónde eres? ¿Cuid es tu nacionalidad?	Where are you from? What is your nationality?
Vivo en... Inglieira/Escozia/ Irlanda del Norte/Gales/Francia/ España/Alemania/Portugal/Italia/los Estados Unidos (EEUU)	I live in... England/Scotland/Northern Ireland/Wales/France/Spain /Germany/Portugal/Italy/Unfited States (USA)
\$oy...	I am...
Inglés /inglesa	English
escocés/escocesa	Scottish
galés/galesa	Welsh
Irlandés/irlandesa	Irish
Hablo...	I speak....
español	Spanish
árabe	Arabic
francés	French
alemán	German
Me gustaría hablar...	I would like to speak...

1.3 ¿Qué (no) te gusta hacer? - What do you (not) like doing?

Me gusta (+ infinitive/noun with article)	I like
Me gusta bailar/el regeton	I like dancing// like regeton
No me gusta (+ infinitive/noun with article)	I don't like
No me gusta cantar	I don't like singing
Me encanta (+ infinitive/noun with article)	I love
Detesto (+ infinitive/noun with article)	I hate
Prefiero (+ infinitive/noun with article)	I prefer
Jugar (al + sport)	To play
Jugar con la consola/a los videojuegos	To play my Xbox
Hacer deporte	To play - to do sport
Comer	To eat

2.1 Háblame de tu familia - Tell me about your family

En mi familia	In my family
Hay...:personas	There are ...: people
/Mi madre/mi madrastra	My mum/step mum
Mi hermana	My sister
Mi abuela	My grandma
Mi padre/mi padrastro	My dad/stepdad
Mi hermano	My brother
Mi abuelo	My granddad
Mis hermanos	My brothers and sisters
Tiene ... años.	S/he is ... years old

2.2.2 Describe a tu madre/padre - Describe your mother/father

Tu/tus	Your
Mi padre tiene...	My dad has...
Mi padre es/mi padre no es...	My dad is.../my dad isn't...
Tiene	S/he has
Es	S/he is
A ... le gusta...	S/he likes
Prefiere	S/he prefers
Lleva	S/he wears
Barba	A beard
Bigote	A moustache
Gafas	Glasses
Pecas	Freckles
Aparato	Braces

2.2.1 ¿Cómo eres? - What are you like?

Tengo los ojos (azules/verdes/marrones)	I have ...: (blue/green/brown) eyes.
Tengo el pelo (rubio/pelirrojo/gris/negro/castaño)	I have ...: (blonde/red/grey/black/brown) hair.
Largo	Long
Corto	Short
Liso	Straight
Ondulado	Wavy
Rizado	Curly
Soy.../no soy...	I am.../I am not...
Muy	Very
Bastante	Quite
Un poco	A bit

2.3 ¿Qué te gusta hacer? ¿Qué le gusta hacer? -
What do you like doing? What does s/he like doing?

Me gusta (+ infinitive/noun with article)	I like...
A... le gusta (+ infinitive/noun with article)	S/he likes...
Me encanta (+ infinitive/noun with article)	I love...
Le encanta (+ infinitive/noun with article)	S/he loves...
Detesto (+ infinitive/noun with article)	I hate...
Detesta (+ infinitive/noun with article)	S/he hates...
No me gusta (+ infinitive/noun with article)	I don't like...
No le gusta (+ infinitive/noun with article)	S/he doesn't like...
Prefiero (+ infinitive/noun with article)	I prefer...
Prefiere (+ infinitive/noun with article)	S/he prefers...

2.4.1 ¿Tienes mascotas? ¿Cómo es tu perro/gato? -
Have you got pets? What is your dog/cat like?

Tengo ...	I have...
Un gato/dos gatos	A cat/two cats
Un perro/dos perros	A dog/two dogs
Un conejo/dos conejos	A rabbit/two rabbits
Una cobbya/dos cobbayas	A guinea pig/two guinea pigs
Un pez/dos peces	A goldfish/two goldfish
Un pájaro/dos pájaros	A bird/two birds
Una serpiente/dos serpientes	A snake/two snakes
Un caballo/dos caballos	A horse/two horses
Una tortuga/dos tortugas	A turtle/two turtles
Una araña/dos arañas	A spider/two spiders
Que se llama...	Who is called...
Que se llaman...	Who are called...
Es...	S/he, it's...

2.4.2 ¿Qué animales prefieres/te gustaría tener o proteger? -
What animals do you prefer? What animals would you like to have or protect?

Prefiero los (perros/gatos/ caballos/ conejos/ tortugas/ serpientes/ cobbayas/ pájaros/ arañas)	I prefer (dogs/cats/horses/rabbits/turtles/snakes/ guinea pigs/birds/spiders)
Porque son ...	Because they are...
Mi animal preferido es el...	My favourite animal is the...
En el futuro	In the future
Me gustaría tener/proteger	I would like to have/protect...
Animales/especies en peligro de extinción	Endangered animals/species

3.1.1 ¿Qué asignaturas tienes los lunes? - What subjects have you got on Mondays?

¿Qué asignaturas tienes los lunes?	What lessons do you have on Mondays?
Los lunes tengo...	On Mondays I have...
Los lunes tenemos...	On Mondays we have...
Inglés (el)	English
Informática (la)	ICT
educación física (la)	P.E.
alemán (el)	German
español (el)	Spanish
ética (la)	Citizenship
historia (la)	History
religión (la)	R.E.
geografía (la)	Geography
música (la)	Music
diseño (el) y tecnología (la)	Technology
arte dramático (el)	Drama
francés (el)	French
matemáticas (las)	Maths
ciencias (las)	Science
por la mañana	In the morning
por la tarde	In the afternoon
A las...	At ... o'clock
A las... y media	At half past ...

3.1.2 ¿Cuál es tu asignatura favorita? - What is your favourite subject?

¿Qué asignaturas (no) te gustan?	Which subjects do you (not) like?
Mi asignatura favorita es el/la/las...	My favourite subject is...
Porque es.../son...	Because it's/...
Interesante/s	Interesting
Una pérdida de tiempo	A waste of time
Tenemos muchos/demasiados deberes	We get a lot/oo much homework
(No) me gusta el/la profe	I don't like the teacher
Prefiero	I prefer
Más útil que	More useful than...
Menos interesante que	Less interesting than...

3.2 ¿Cómo son tus profes? - What are your teachers like?

Mi profe favorita/o es la/el de...	My favourite teacher is called...
Mi profe de (+ asignatura)	My ... (subject) teacher
Es alta/o, baja/o, de mediana estatura	S/he is tall/small/average height
Tiene el pelo corto/largo/rubio/gris/negro/castano/liso/rizado	S/he has short/long/blonde/grey/black/brown/straight/curly hair
Llevo gafas	S/he wears glasses
Creo que...	I think that...
En mi opinión	In my opinion
Es...	S/he is...
Nos ayuda	S/he helps us
Explica bien las cosas	S/he explains things well
No explica bien	S/he doesn't explain well
Grita a menudo	S/he shouts often

3.3 ¿Cómo es tu Instituto? Describe tu colegio -

What is your school like?

MI instituto/colegio es	My school is:...
Hay ... edificios	There are ... buildings
En mi colegio hay...	In my school there is/are...
Aulas (las)	Classrooms
Laboratorios de ciencias (los)	Science labs
Una pista de tenis/baloncesto	A tennis/basketball court
Un campo de juego	A playing field
Un gimnasio	A sports hall
Un teatro	A theatre
Una cafetería/un comedor	A canteen
Una clase de informática	A computer room
Una sala de profesores	A staffroom
Una biblioteca	A library
Una piscina	A swimming pool
Me gustaría/quisiera	I would like...
Otro/otra	Another:...
Más (ordenadores/aulas/espacio)	More (computers/ classrooms/space)
Un aula para bailar	A dance studio
Una sala de juegos	A games room

3.4 ¿Qué vas a hacer hoy después del colegio? -

What are you going to do today after school?

Después del colegio/instituto	After school
(No) voy a + infinitivo Salir con mis amigos	I'm (not) going... Go out with my friends
(No) quiero + infinitivo Pasear al perro	I don't want... Walk the dog

3.5 ¿Qué haces en el recreo? -

What do you do during break?

¿Qué haces normalmente después del colegio? -
What do you do generally after school?

En el recreo	During break
Como/comemos en la cafetería	I/we eat in the canteen
Un bocadillo	A sandwich
Unos caramelos	Some sweets
Una chocolatina	A chocolate bar
Fruita	Some fruit
Patatas fritas	Crisps/chips
Bebo (agua/un refresco)/ bebemos	I drink (water/a soft drink)/we drink
Después del Instituto	After school
Voy/vamos al parque/al centro	I go/we go to the park/ to the town centre
Hago/ hacemos los deberes	I do/we do my homework
Juego/ jugamos al baloncesto/ al ordenador	I/we play basketball /on the computer
Charlo con mis amigos/os	I chat with my friends

Where I live

4.1.1 ¿Dónde vives? - Where do you live?

¿Dónde está tu casa?	Where is your house?
Vivo en...	I live in...
Una casa (independiente)/un chalet (individual)	A detached house
Una casa adosada	A semi-detached/terraced house
Un piso/ apartamento	A flat/an apartment
Una caravana/una roulotte	A caravan
Está...	...is situated/...is located
En el norte/sur/este/oeste de Inglaterra	In the north/south/east/west of England
En el campo	In the countryside
En la(s) montaña(s)	In the mountains
En la costa	By the seaside/coast
En una ciudad	In a town/city
En un pueblo (grande/pequeño)	In a (big/small) village
Cerca de/lejos de un aeropuerto/centro comercial	Near to/far from an airport/shopping centre
Me gusta vivir aquí	I like living here
Hoy...	There is/are...
Muchas cosas que hacer	Lots of things to do
Oportunidades para la gente joven/los jóvenes	Opportunities for young people
Buen transporte público	Good public transport
Me encanta la tranquilidad	I like the peacefulness

4.1.2 ¿Cómo es tu casa? - What is your house like?

Mi casa es... Mi piso es...	My house is... My apartment is...
Hoy... (+ un/una or number)	There is/are...
No hay (+ item without the article)	There isn't/aren't...
Un salón	A living room
Un balcón/ una terraza	A balcony
Un garaje	A garage
Un jardín	A garden
Un despacho	A study/office
Una cocina	A kitchen
Un lavadero	A utility room
Un cuarto de baño	A bathroom
Un comedor	A dining room
Una habitación/ un dormitorio Dos habitaciones/dos dormitorios	A bedroom Two bedrooms

4.2 ¿Qué hay en tu habitación/dormitorio? - What is there in your bedroom?

Hay... (+ un/una or number)	There is/are...
No hay (+ item, no article)	There isn't/aren't...
Una cama	A bed
Una mesa	A desk
Un poster	A poster
Un ordenador	A computer
Una silla	A chair
Un armario	A wardrobe
Una estantería	A bookshelf
Literas	Bunk beds
Debajo de	Under
Encima de	On top of
Entre	Between
Delante de/enfrente de	In front of
Detrás de	Behind
Allado de	Next to

Where I live

4.3.1 ¿Qué hay en tu pueblo? -

What is there in your town?

Describe donde vives	Describe where you live
¿Qué hay en tu pueblo/zona/barrio?	What is there in your town/ neighbourhood?
Hoy (+ un/una or number)	There is/are...
No hay (+them)	There isn't/aren't...
Muchos/as	Lots of
Un centro comercial	A shopping centre
Un polideportivo	A leisure centre
Un parque	A park
Un cine	A cinema
Un restaurante (italiano/chino)	A (Italian/Chinese) restaurant
Una cafetería	A café
Un parque de atracciones	A theme park
Un teatro	A theatre
Una bolera	A bowling alley
Un castillo	A castle
Un museo	A museum
Una piscina	A swimming pool
Una pista de patinaje	An ice rink
Una biblioteca	A library

4.3.2 ¿Qué se puede hacer donde vives? -

What can you do where you live?

Se puede (+infinitive)	You can
No se puede (+infinitive) No se puede visitar el museo /castillo	You can't You can't visit the museum/ the castle
Ir al cine	Go to the cinema
Ir a la playa	Go to the beach
Ir a la bolera	Go to the bowling alley
Jugar en el parque	Play in the park
Comer en un restaurante	Eat at a restaurant
Visitar el museo/castillo	Visit the museum/the castle
Ver un espectáculo	See a show
Dar paseos/ir de paseo	Go for walks
Ir de compras	Go shopping

4.4.1 ¿Te gusta donde vives? ¿Por qué (no)? -

Do you like where you live? Why (not)?

Me gusta vivir aquí	I like living here
No me gusta vivir aquí	I don't like living here
Muchas cosas que hacer	Lots of things to do
Mucho trabajo	Lots of jobs
Muchas oportunidades para los jóvenes	Lots of opportunities for young people
Suficientes espacios verdes	Lots of green space
Demasiada contaminación	Too much pollution

4.4.2 ¿Dónde te gustaría vivir en el futuro? -

Where would you like to live in the future?

Quisiera (+ infinitive) vivir	I would like to live
Quiero (+ infinitive) vivir	I want to live
Me gustaría (+ infinitive) vivir	I would like to live
Preferir (+ infinitive) vivir	I prefer to live
En (+city name)	In
En el campo	In the countryside
En la montaña	In the mountains
En la costa	By the sea
En una ciudad	In a city
En el extranjero	Abroad
En + country	In + country
Me encanta el sol	I love the sun
Me apasiona la cultura	I love (I am passionate about) the culture
Me gusta la comida	I like the food
Es más interesante que...	It's more interesting than...



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