Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: Décris-moi ta famille *Describe for me your family*

Les nombres - *Numbers*

0 zéro	10 dix	20 vingt	30 trente
1 un	11 onze	21 vingt-et-un	31 trente-et-un
2 deux	12 douze	22 vingt-deux	32 trente-deux
3 trois	13 treize	23 vingt-trois	…
4 quatre	14 quatorze	24 vingt-quatre	
5 cinq	15 quinze	25 vingt-cinq	40 quarante
6 six	16 seize	26 vingt-six	50 cinquante
7 sept	17 dix-sept	27 vingt-sept	60 soixante
8 huit	18 dix-huit	28 vingt-huit	
9 neuf	19 dix-neuf	29 dix-neuf	

la famille d'accueil: *foster family*
le (beau-) père: *(step-) father*
le grand- père: *grandfather*
le (demi-) frère: *(half/step-) brother*
le fils/la fille: *son/daughter*

la (belle-) mère: *(step-) mother*
la grand- mère: *grandmother*
la (demi-) sœur: *(half/step-) sister*
les parents: *parents*

As-tu un animal?   *Have you got a pet?*

J'ai …   *I have …*

un chat	*a cat*
un chien	*a dog*
un cochon d'Inde	*a Guinea pig*
un hamster	*a hamster*
un lapin	*a rabbit*
un lézard	*a lizard*
un oiseau	*a bird*
un poisson	*a fish*
un serpent	*a snake*

Non, je n'ai pas d'animal.   No, *I don't have any pet.*

Mais, je voudrais …   But, I would like …

Oui, j'ai … et …   Yes, I have … and …

Aussi, je voudrais …   Also, I would like …

Grammaire:

Possessive adjectives: **"my"** and **"your"** they change according to number (singular/plural) and genre (masculine/feminine) of the noun they accompany.
ex. My: **mon** frère: *my brother*
      ma soeur: *my sister*
      mes parents: *my parents*

Your: **ton** frère: *your brother*
      ta soeur: *your sister*
      tes parents: *your parents*

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 2: Il/ elle est comment? La taille et les yeux.   *What is he/she like? Height and eyes*

- **Il/elle est:** *he/she is*
  - **petit(e):** *small*
  - **grand(e):** *big/tall*
  - **de taille moyenne:** *medium sized*

- **Il/elle a les yeux:** *he/she has...eyes*
  verts/bleus/marron: *green/blue/brown*

- **Il/elle a les cheveux:** *he/she has...hair*
  - **noirs/blonds:** *black/blond*
  - **roux/gris/bruns:** *red/grey/brown*
  - **courts/longs /mi-longs:** *short/long/medium-length*
  - **bouclés/ raides:** *curly/straight*

- **Il a une barbe:** *he has a beard*
- **Il/elle a des taches de rousseur:** *he/she has freckles*
- **Il/elle a des tatouages:** *he/she has tattos*

- **Il/elle porte des lunettes:** *he/she wears glasses*

Important verbs : *AVOIR* and *ÊTRE*

in the present tense

AVOIR	TO HAVE
j'**ai**	I have
tu **as**	You (informal) have
il/elle/on **a**	He/she/we has/have
nous **avons**	we have
vous **avez**	you (plural / formal /polite) have
ils/elles **ont**	They (masc./ fem.) have

ÊTRE	TO BE
je **suis**	I am
tu **es**	You (informal) are
il/elle/on **est**	He/she / we is/are
nous **sommes**	we are
vous **êtes**	you (plural/ formal/ polite) are
ils/elles s**ont**	they are

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 3: il/ elle est comment? Les cheveux et le visage   *what is he/she like? Hair and eyes*

➢ **Il/elle est:** *he/she is*
- **petit(e):** *small*
- **grand(e):** *big/tall*
- **de taille moyenne:** *medium sized*

➢ **Il/elle a les yeux:** *he/she has...eyes*
  verts/bleus/marron: *green/blue/brown*

➢ **Il/elle a les cheveux:** *he/she has...hair*
- **noirs/blonds:** *black/blond*
- **roux/gris/bruns:** *red/grey/brown*
- **courts/longs /mi-longs:** *short/long/medium-length*
- **bouclés/ raides:** *curly/straight*

➢ **Il a une barbe:** *he has a beard*
➢ **Il/elle a des taches de rousseur:** *he/she has freckles*
➢ **Il/elle a des tatouages:** *he/she has tattos*

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Important verbs : *AVOIR* and *ÊTRE*

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AVOIR	**TO HAVE**
j'**ai**	I have
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vous **avez**	you (plural / formal /polite) have
ils/elles **ont**	They (masc./ fem.) have

ÊTRE	**TO BE**
je **suis**	I am
tu **es**	You (informal) are
il/elle/on **est**	He/she / we is/are
nous **sommes**	we are
vous **êtes**	you (plural/ formal/ polite) are
ils/elles s**ont**	they are

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: Context about the Author

- Nikesh Shukla was born on the 8th July 1980 in London
- He is a British author and screenwriter. His writing focuses on race, racism, identity, and immigration.
- Shukla's work focusses on increasing opportunities for under-represented writers in Britain
- He co-founded 'The Good Literary Agency' which is a company that promotes the work of writers who are often not given the same opportunities. He is interested in supporting writers from a range of backgrounds to increase diversity in literature.
- 'Any work I've done to make the industry more inclusive has been in collaboration with many others'
- Shukla has earned a number of awards for his work including: being named one of Time Magazine's cultural leaders, Foreign Policy magazine's 100 Global Thinkers, and The Bookseller's 100 most influential people in publishing in 2016 and in 2017.
- However he refused to accept an MBE in 2021 because he claimed that he didn't want to accept a symbol that was linked with the 'British Empire' because of the pain and suffering it has caused in the past.
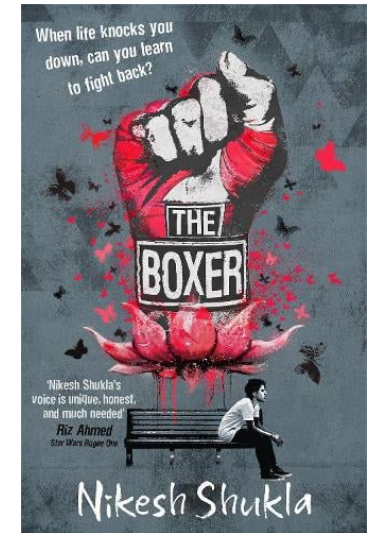
You can change a teenager's life, especially the life of a teenager who has never really seen themselves before. There is a crucial point in our reading journey where we have to see ourselves, we have to see ourselves as the main character. Then we can make decisions about who we want to be and decisions about what we can achieve, who we can aspire to be, what space we can occupy.

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 2: What is boxing all about?

- Boxing also known as the art of self-defence, is one of the most popular sports today. Its origins are tracked back 4000 years BC in North Africa. There is also evidence of it being played in Greece and Rome. Over the years, it developed into being the sport it is today.
- Boxing not only requires a high level of athleticism, vitality and strength, but also a high level of concentration and endurance.
- A boxing match is held in a square ring, with two corners marked with red and blue colour belonging to the fighters' teams, where under the supervision of a judge and a commission, two athletes compete using fair fighting techniques under a set of rules.
- The players must fight a series of rounds (normally 12) with one-three minutes intervals. A bell is rung to signify the start of each round.
- Who won the round is mostly based on counting "scoring punches" - punches with the knuckle side of the fists that strike the front or sides of the opponent's body (above the belt) or head. Fouls are also tracked and affect scoring. According to the judges, these may be: the number of punches, aggression put in, control of the ring, controlling the fight tempo, and the amount of damage caused.
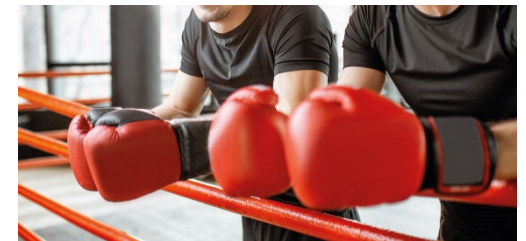
<u>Benefits of boxing:</u>
It's clear that boxing has a lot of physical benefits, however there are also psychological benefits which are outlined below

<u>Physical Benefits</u>	<u>Psychological benefits</u>
Cardiovascular health	Decreased stress
Hand eye coordination	Better quality of sleep
Overall strength	Improved confidence
Increased muscle mass	The sense of being part of a
Endurance and stamina	community

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 3: Themes in The Boxer

Theme	Example in the text	Quotation
Friendship	Sunny quickly makes friends with another boxer called Keir – they begin training together and Sunny feels at ease around him. Despite being new to the gym, Sunny seems to fit in quickly and finds this friendship helps him in the beginning.	'Keir had been the main reason I'd kept going back. I found him easy company'
Family	Sunny has a close relationship with his mother at the beginning of the novella. He lives with her while his father is in a hospice – Sunny is afraid to go and visit his father in the hospice so keeps his distance.	'She was the only person in the world I wasn't afraid of talking to. I told her everything'
Racism	At the beginning of the novella, Sunny suffers a racist attack whilst he waits at the train station. This has a lasting impact on him throughout the novel	'It felt like hours but was over in seconds. Scars that could last a lifetime, taking seconds to inflict'
Community	After the attack Sunny finds himself outside of a boxing gym. He is shown inside and is struck by the sense of community within the gym. All of the boxers seem to have a shared focus and goal.	'We all have a common goal: to give ourselves a fighting chance, whether that's in the ring or in life or in ourselves. You have a fighting chance;
Free will	After his attack, Sunny makes a choice to pursue boxing to try and overcome his feeling of hopelessness. He is unsure at first, but then realises that boxing can offer him a fresh start	'I decided to go back to the boxing gym…I chose the gym'

Vocabulary	Wider Research	Apply

1. Protagonist
2. First person
3. Third person
4. Non-fiction
5. Colloquial
6. Audience
7. Structure
8. Setting
9. Shift
10. Opinion
11. Influence
12. Semantic field
13. Connotations
14. Punctuation
15. Tolerance
16. Respect
17. Community
18. Free will
19. Friendship
20. Family
	• Research the benefits of boxing on physical and mental health.
	
	• Research famous boxers such as: Mohammad Ali, Mike Tyson, Tyson Fury, Anthony Joshua and compare the similarities and differences between the different boxers.
	
	• Complete further research on Nukesh Shukla and watch the following Ted Talk where he talks about why diverse stories matter
	https://www.ted.com/talks/nikesh_shukla_why_diverse_stories_matter
	
	• Watch the video about Mohammad Ali and explore how he used his fame to address issues with oppression and human rights
	https://www.youtube.com/watch?v=X-NW3NlL7W0
	
	• Further books by Nikesh Shukla
	   o Stand Up
	   o Run Riot
		1. Research boxing in the UK and create a poster
		
		2. Create a character profile for Sunny – consider: personality traits, interests, relationships with other characters in the novel
		
		3. Using your research into boxing, design a training program to improve fitness for somebody who is wanting to get into boxing
		
		4. Write a diary entry from the point of view of Sunny at the beginning of the novel.
		
		5. Create a story board of the key events in the novel so far

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: The Breathing System

Respiration releases energy from glucose so that life processes can carry on. Aerobic respiration needs oxygen but anaerobic respiration does not. The respiratory system is adapted for gas exchange.

Energy is needed for life processes such as: growth and repair, movement, control of body temperature in mammals .Respiration is a chemical reaction that happens in all living cells, including plant cells and animal cells. It is the way that energy is released from glucose so that all the other chemical processes needed for life can happen. Do not confuse respiration with breathing (which is properly called ventilation).

Aerobic respiration: Glucose and oxygen react together in cells to produce carbon dioxide and water and releases energy. The reaction is called aerobic respiration because oxygen from the air is needed for it to work. **glucose + oxygen → carbon dioxide + water.**

Anaerobic respiration: During hard exercise, not enough oxygen can reach your muscle cells. So, aerobic respiration is replaced with anaerobic respiration. This does not need oxygen for it to happen. Here is the word equation for anaerobic respiration in humans: **glucose → lactic acid.** Anaerobic respiration produces much less energy than aerobic respiration. The waste product, lactic acid, builds up in the muscles causing pain and tiredness. This leads to cramp. Lactic acid is only broken down when you start aerobic respiration again.

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The human gas exchange system: Aerobic respiration needs oxygen, and it produces carbon dioxide as a waste product. The human respiratory system contains the organs that allow us to get the oxygen we need and to remove the waste carbon dioxide we do not need. It contains these parts: two lungs, tubes leading from the mouth and nose to the lungs and various structures in the chest that allow air to move in and out of the lungs:

Trachea
Alveoli
Bronchiole
Right bronchus
Ribs
Intercostal muscles
Diaphragm
Heart
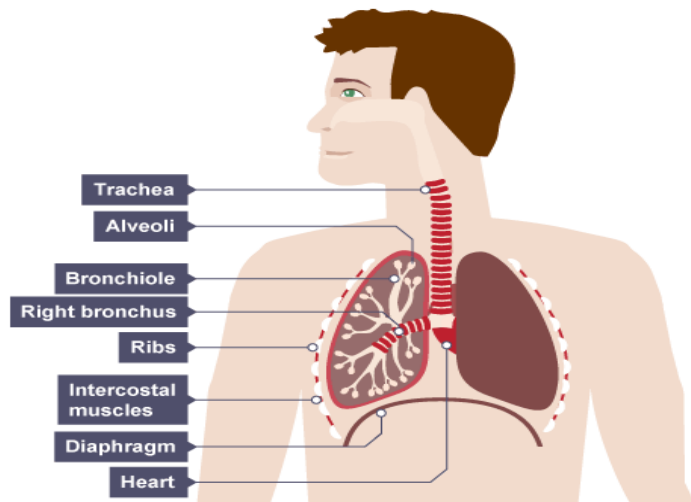
Ventilation

Ventilation or breathing involves movements of the ribs, intercostal muscles and diaphragm to move air into and out of the lungs:

- when we breathe in, we inhale

- when we breathe out, we exhale

	Aerobic	**Anaerobic**
Needs oxygen?	Yes	No
Needs glucose?	Yes	Yes
Product(s) formed	Carbon dioxide and water	Lactic acid

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 2: The Digestive system

The food we eat has to be broken down into other substances that our bodies can use. This is called digestion. Without digestion, we could not absorb food into our bodies and use it. Digestion happens in the digestive system, which begins at the mouth and ends at the anus.

After we swallow, our food passes through these organs in turn: oesophagus or gullet – stomach - small intestine - large intestine. **Liver and pancreas:** The liver and the pancreas play an important part in digestion. The liver produces bile, which helps the digestion of lipids (fats and oil). The pancreas produces biological catalysts called digestive enzymes which speed up the digestive reactions.

Digestion and enzymes: Our teeth break food down into small pieces when we chew. This is only a start to the process of digestion, as chewed pieces of food are still too large to be absorbed by the body. Food has to be broken down chemically into really small particles before it can be absorbed. Enzymes are the biological catalysts needed to make this happen quickly enough to be useful.

Stages of digestion:

Different things happen to food as it passes through the digestive system:

- food is digested in the mouth, stomach and small intestine

- digested food is absorbed into the bloodstream in the small intestine

- excess water is absorbed back into the body in the large intestine

- any undigested food passes out of the anus as faeces when we go to the toilet

Absorption and egestion: These are the processes that happen in the digestive system: ingestion **(eating)** → digestion **(breaking down)** → absorption → egestion **(removal from the body)**

Absorption: Digested food molecules are absorbed in the small intestine. This means that they pass through the wall of the small intestine and into our bloodstream. Once there, the digested food molecules are carried around the body to where they are needed.

You need to know all parts of this diagram in the correct order:
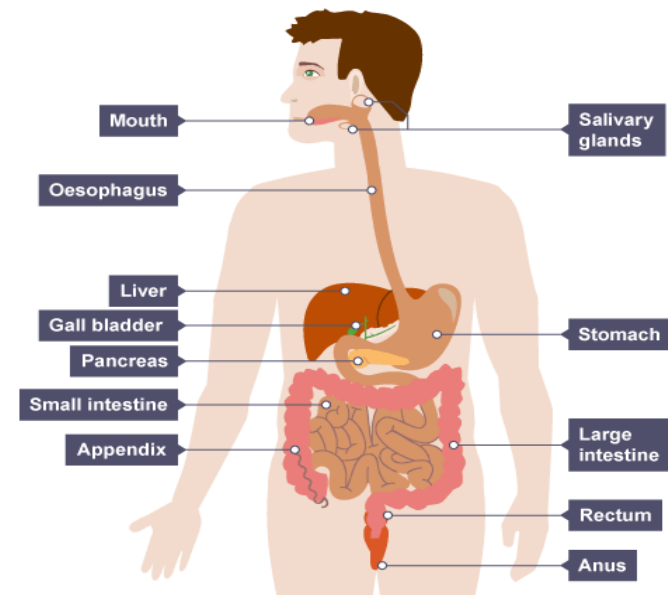
The small intestines are very important but here is a key fact to remember: Only small, soluble substances can pass across the wall of the small intestine.
Large insoluble substances cannot pass through. Larger insoluble substances pass through the large intestines and is carried away as waste products.

Vocabulary	Wider Research	Apply
1. Respiration 2. Digestion 3. Lactic Acid 4. Intestines 5. Villi 6. Glucose 7. Carbon Dioxide 8. Enzymes 9. Absorption 10. Bloodstream 11. Insoluble 12. Aerobic 13. Anaerobic 14. Egestion 15. Stomach 16. Ventilation 17. Molecules 18. Soluble 19. Trachea 20. Alveoli	**Respiration:** [1] https://www.bbc.co.uk/teach/class-clips-video/biology-ks3-gcse-aerobic-respiration/zmncqp3 [2] https://www.youtube.com/watch?v=ncv3nnjeNEo [3] https://www.youtube.com/watch?v=CjLzQNtKnN8 **Digestion:** [1] https://www.youtube.com/watch?v=Og5xAdC8EUI [2] https://www.youtube.com/watch?v=1sISguPDlhY [3] https://www.youtube.com/watch?v=1UvuBYUbFk0	1. **Sketch a diagram** to show the stages of the digestive system. You should include the journey of a piece of food for mouth to the anus. 2. **Create a table** to show the similarities and differences between aerobic and anaerobic respiration. 3. **Which enzymes** are involved with turning starch to glucose? 4. **Write a balanced chemical equation** for aerobic respiration in animals. 5. **Suggest three different ways** in which animals use the energy released by aerobic respiration.

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.
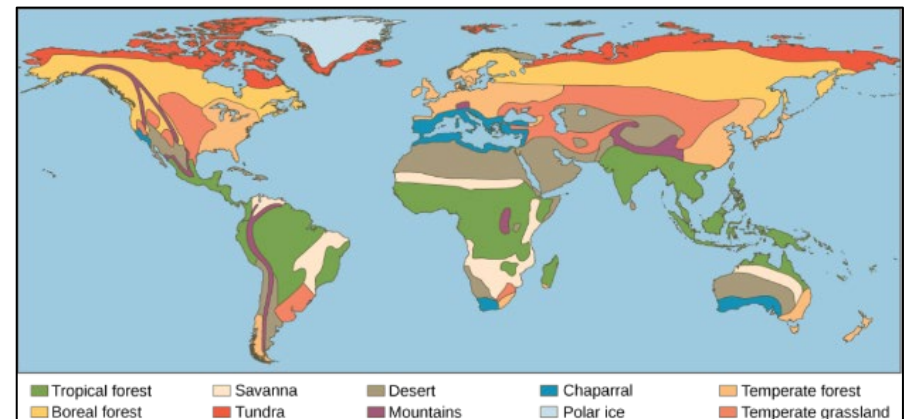
Topic 1: Parts of an Ecosystem

Our planet is a diverse and beautiful place. It is broken down into different areas called biomes.

An **ecosystem** is the interaction of living and non-living things in an environment. A **biome** is a specific geographic area notable for the species living there. A **biome** can be made up of many **ecosystems**. For example, an aquatic **biome** can contain **ecosystems** such as coral reefs and kelp forests.

The range of plants and animals is called biodiversity and is made up of flora (plants) and fauna (animals). Different parts of the ecosystem can be divided into 2 further categories called biotic (living things) and abiotic (non-living things e.g. rainfall).

Each ecosystem has its own challenges in terms of temperature and rainfall – or a lack of rainfall.

Biome	Temperature	Rainfall	Vegetation
Desert	Hot (>30°C) in day Cold (<0°C) at night	Low precipitation Less than 30 cm per year	Xerophytes (e.g. succulent bushes) Adapted to water conservation
Grassland	Warm (20 – 30°C)	Seasonal droughts common Medium amounts of moisture	Grasslands with widely spaced trees Fires prevent trees from invading
Shrub land	Moderate (15 – 25°C)	Rainy winters, dry summers	Dry, woody shrubs Regrow quickly (fire a constant threat)
Coniferous Forest (Taiga)	Cold (0 – 15°C)	Small amount of precipitation Wet due to lack of evaporation	Coniferous trees densely packed Little variation in species
Tropical Rainforest	Hot (25 – 30°C)	Very high precipitation More than 250 cm per year	Epiphytes, tall trees and undergrowth Large diversity in species
Tundra	Freezing (<0°C)	Little precipitation	Small, close to the ground (e.g. moss) Perennial plants grow in summer

Tropical forest | Savanna | Desert | Chaparral | Temperate forest
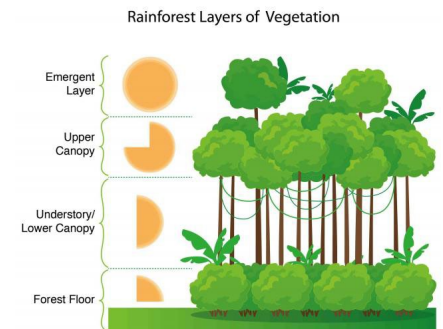Boreal forest | Tundra | Mountains | Polar ice | Temperate grassland

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 2: Tropical rainforests and coral reefs

Tropical rainforests:

The tropical rainforest biome has four main characteristics: very high annual rainfall, high average temperatures, nutrient-poor soil, and high levels of biodiversity (species richness). Rainfall: The word "rainforest" implies that these are the some of the world's wettest ecosystems.

- Only a thin layer of decaying (rotting) organic matter is found. Most **tropical rainforest soil** is relatively poor in nutrients. Millions of years of weathering and torrential rains have washed most of the nutrients out of the **soil**. More recent volcanic **soils**, however, can be very fertile. As a result, roots from trees will run across the land in the soil to get the most nutrients and water that it can.
- The Rainforest has **4 main layers**, each layer has different characteristics in terms of light and shade, available food and water, size of animals living there.
- Plants and animals adapt to live in these layers by changing their physical appearance and structure or through changing behavior.

Rainforest Layers of Vegetation

Emergent Layer
Upper Canopy
Understory/ Lower Canopy
Forest Floor

Coral reefs:

Coral reefs are important ocean habitats and offer a compelling case of the risks of climate change. Reefs provide a large fraction of Earth's biodiversity—they have been called "the rain forests of the seas." Scientists estimate that 25 percent of all marine species live in and around coral reefs, making them one of the most diverse habitats in the world.

- Coral reefs grow in **shallow, clean ocean waters** on either side of the **Equator**, because they need sunlight and warm temperatures all year to survive.
- Lots of different types of sea creatures call coral reefs their home – giant clams**,** starfish, sea turtles, seahorses**,** eels**,** cuttlefish and many, many more. The reefs provide this diverse range of animals with everything they need, including **food** and **shelter**.
- A lot of animals who live on the reef **camouflage** themselves to blend amongst the coral, either to stay safe from other animals or to hide as they hunt.
- **Plants** also live on reefs. **Algae** live inside soft coral, using sunlight to provide food and help the coral grow.

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 3: Hot deserts and cold deserts.

A desert is classified as a dry biome where little or no rain falls at any time throughout the year. Therefore, deserts can be hot and cold!

Hot deserts:

The characteristics of hot deserts include **high temperatures** in summer; greater evaporation than precipitation, usually made worse by high temperatures, strong winds and lack of cloud cover; considerable variation in the occurrence of **precipitation**, its intensity and distribution; and low humidity.

- Plants **adapt** to the climate to prevent evaporation of water from its stem so it can survive. It has spines on its skin to prevent animals eating it dying.
- The smaller animals and insects use the sun to orientate themselves to save time so they are not out in the blistering sun for longer than is necessary**.**
- Deserts are very difficult places to live in which is why may people who live in this biome move around frequently to locate resources.

Cold deserts:
Cold deserts are hot and dry in the summer but cold and dry in the winter, cold desert climates are found at higher **altitudes** than hot desert climates. Examples of cold deserts can be found in places such as Chile, China and the USA.

- Cold deserts are mostly found on high plateaus or mountains in temperate regions.
- These deserts get around 15-26 cm of rain per year.
- Cold deserts are also known as **polar deserts**.
- **Antarctica** is the world's largest cold desert.
- In winter, animals in these areas **adapt** to the temperatures by growing thick fur coats

Vocabulary	Wider Research	Apply
1. Biome 2. Ecosystem 3. Food chain 4. Desert 5. Tundra 6. Savanna 7. Abiotic 8. Biotic 9. Climate 10. Rainfall 11. Polar 12. Adaptation 13. Behaviour 14. Physical 15. Extreme 16. Temperature 17. Interdependent 18. Tourism 19. Sustainable 20. Sahara 21. Precipitation 22. Altitude 23. Adaption 24. Conservation 25. Camouflage 26. Shelter 27. Soil 28. Equator 29. Tropical 30.	BBC Bitesize Food chains Conservation Blue Planet on BBC iPlayer Further Reading: BBC article: Rainforest on fire 2019 WWF article: WWF Enclopaedia Britannica : Amazon Rainforest Desertification: Desertification causes and effects IAATO: Responsible Arctic Tourism	**Get creative** • Create a fact sheet about the Amazon Rainforest. • Create a video documentary about the Sahara and the different cultures that use the area. • Decorate biscuits to show the main characteristics of different biomes. • Create a climate graph for a place you may have visited and let me know which biome it is located in. Exam Style Questions: 1) For flora or fauna, explain how a species have adapted to survive in the hostile desert climate. (5 marks) 2) Assess the extent to which rainforests can be managed sustainably (6 marks) 3) With reference to a place you have studied, outline the threats to a coral reef ecosystem. (4 marks)

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: What was the Slave Trade?

When did it happen?
- The slave trade started in the 16th century and it ended in the British Empire in the 1830s.

What was it?
- "Slave" means 'a person who is owned by another person and works for nothing'.
- "Trade" means 'to buy and sell goods'.
- People tried to justify the slave trade through their beliefs, money and religion.
- The journey of slaves across the world became known as the 'slave trade triangle'.

1. Traders in Europe took textiles, alcohol and manufactured goods such as weapons and cooking equipment to West Africa. The goods were sold/exchanged and they bought African slaves.
2. The slaves were delivered to the East coast of America on a 70 day journey called the 'Middle Passage'. In America they were sold to farm owners to work on their huge plantations.
3. The traders took back sugar, tobacco and cotton to Europe where it was sold for even more profit.

How big was the slave trade?
- At least 12 million Africans were taken to the Americas as slaves between 1532 and 1832 and at least a third of them in British ships.
- As many as 2 million slaves died during the journey.
- Britain was heavily involved with slave ships leaving from Liverpool, Bristol and Glasgow.
- British ships made approximately 11,000 journeys.

How much profit was made?
- A slave could be bought in Africa for as little as £3.
- When they were sold in America, they could fetch up to £20 (£1200 in today's money).
- In total, it is estimated that Britain made profit of £1 billion in today's money.

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 2: Slave Ships and the Middle Passage

What was a slave ship like?

- We know so much about the slave trade because it was a business – the traders kept very detailed records.
- Conditions were terrible for the slaves. The traders fed them poorly because they wanted to keep profits high.
- On the slave ship 'Brookes', 454 slaves were crammed on board. Each had a bunk 1.8m long by 0.4m wide to lie in.
- The diagram opposite is the plans for a slave ship called 'Brookes'.

What was the journey across the Atlantic like?

- The journey from the West coast of Africa to the East coast of America was called the 'Middle Passage' as it was the middle part of the slave trade triangle.
- The journey took between 50 and 70 days.
- It is estimated that as many as 2 million slaves died during the journey.
- Common causes of death included:
  - Starvation
  - Dysentery
  - Heatstroke
  - Physical injuries
  - Suicide

Did slaves rebel against their 'masters'?

- Opportunities for rebellion or 'mutiny' were rare because the slavers were armed and slaves were chained together.
- However, there were some famous mutinies including on-board the Amistad in 1839.
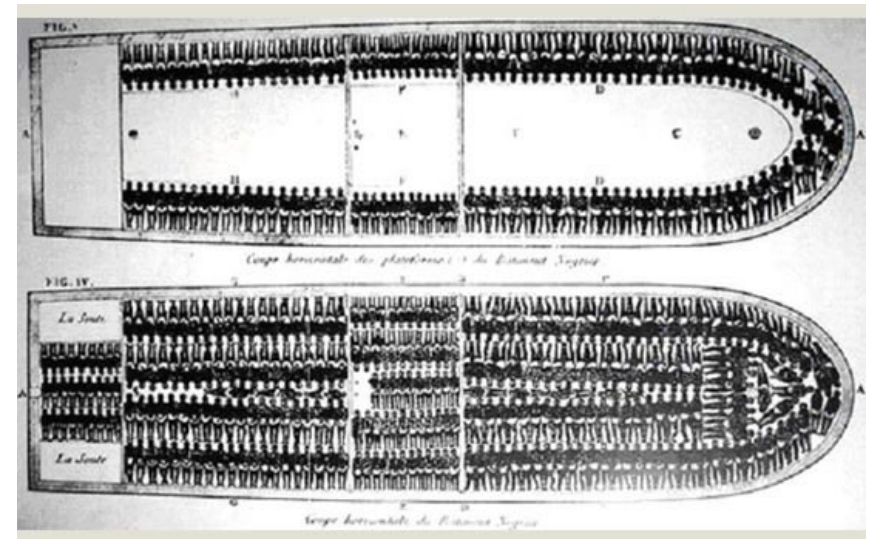
Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 3: The Abolition of the Slave Trade

What was 'abolition'?
- The term 'abolish' means "to put an end to".
- In the 19th century, two anti-slavery laws were passed.
- There were a number of reasons for it and different people involved in the abolition.

If it was making so much money, why did the slave trade end?
- Slavery became illegal for 3 main reasons:
- It was making less money than before
    1. Some argued people would work harder if they were paid and treated well
- Important people started to campaign against it
    1. MP William Wilberforce and businessman Josiah Wedgwood were two men who vowed to put an end to slavery
- Slave themselves began to speak out about their horrendous experiences
    1. Perhaps the most famous of these was Olaudah Equiano who told his own story

When did slavery end?
- In the 1800s, two laws were passed that made slavery illegal in the British Empire
    1. 1807 – It became illegal to buy and sell slaves.
    2. 1833 – It became illegal to own slaves throughout the British Empire

What were the long-term consequences of the slave trade?
- African deaths: Millions died before they even made it to the ships, during the middle passage and once they arrived at plantations.
- The loss of millions of strong, young people and constant wars weakened Africa forever, and maybe led to its later 'colonisation'.
- Knowledge: African slaves took with them agricultural knowledge, craftsmanship, religion, traditions, cooking, clothes, music and dance.

Vocabulary	Wider Research	Apply
1) Slavery 2) Trade 3) Atlantic 4) Slave trade triangle 5) Middle Passage 6) Abolition 7) British Empire 8) Auction 9) Branded 10) Plantation 11) Conditions 12) Journey 13) Profit 14) Starvation 15) Injuries 16) Dysentery 17) Heatstroke 18) Mutiny 19) Amistad 20) Josiah Wedgwood 21) William Wilberforce 22) Olaudah Equiano 23) Illegal 24) Medallion 25) Impact 26) Colonies 27) Campaign 28) Religious 29) Consequences 30) Knowledge	https://www.bbc.co.uk/bitesize/guides/zy7fr82/revision/1 https://www.bbc.co.uk/bitesize/guides/zy7fr82/revision/2 https://www.bbc.co.uk/bitesize/guides/zy7fr82/revision/3 https://www.bbc.co.uk/bitesize/guides/zy7fr82/revision/4 https://www.bbc.co.uk/bitesize/guides/zy7fr82/revision/5 https://www.bbc.co.uk/bitesize/guides/zy7fr82/revision/6 https://www.bbc.co.uk/bitesize/guides/zy7fr82/revision/7 https://www.youtube.com/watch?v=dnV_MTFEGIY https://www.youtube.com/watch?v=IDQSUvP9oxw	1. Look at a picture of the world map. Why would the 'Middle Passage' have been such a horrific journey? (HINT: what is the equator?). 2. What does the picture of the slave ship 'Brookes' tell you about conditions for slaves and the motives of the traders? 3. Draw your own map of the slave trade triangle and annotate it to show what was transported and traded on each leg of the journey. 4. Have a go at designing your own anti-slave trade medallion. What message would you like to send to the empire? 5. Complete a mind map of all the different impacts that the slave trade had on Africa.

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: Working With Numbers

Divisibility and divisions

There are multiple methods to divide numbers, some methods are shorter than others. The 'bus stop' method is a quick and simple way to divide numbers. It can also be used with decimal numbers. First you will need to write the number you would like to be divided inside of the bus stop. The number you are dividing by will be on the left of the bus stop.

Work out the value of 3^4.

$3 \times 3 \times 3 \times 3 = 81$

Write down the value of $\sqrt[3]{8}$.

$2^3 = 8$, so $\sqrt[3]{8} = 2$

In the example on the right we want to divide 186 by 6. First we need to find out how many 6's go into 1. As the answer is 0, this needs to be written above the 1. The 1 is then carried over to the next number to make 18. There are 3 lots of 6 in 18, so now we need to write 3 about the 8. Finally we find out how many lots of 6 go into 6, which is 1. We have now found the answer of 186 ÷ 6 = 31

can be made   3 x 6 = 18

Calculating with Negative Numbers

When multiplying or dividing with two signs that are **different**, the answer is **negative**.

When multiplying or dividing with two signs that are the **same**, the answer is **positive**.

Examples: -3 × 6 = -18   7 × (-2) = -14   24 ÷ (-6) = -4   -5 × -7 = 35   -100 ÷ - 5 = 20

+ x -	+ x +
- x +	- x -
+ ÷ -	+ ÷ +
- ÷ +	- ÷ -

Work these out: **a) –3 × –2 – 5   b) –3 × (–2 – 5)   c) –3 – 12 ÷ –2**

   a)   Using the rules of BIDMAS, calculate –3 × –2 first.

–3 × –2 – 5 = 6 – 5 = 1

   b)   This time you must do the calculation inside the brackets first.

–3 × (–2 – 5) = –3 × –7 = 21

   c)   It is important to recognise here that 12 is a positive number, since the minus (–) is the operation and not the sign of the number 12.

–3 – 12 ÷ –2 = –3 – (12 ÷ –2) = –3 – – 6 = –3 + 6 = 3
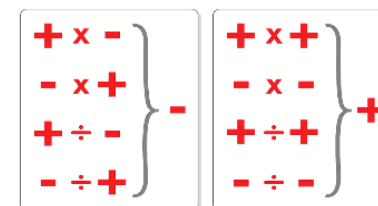
Powers and Roots

Powers, or indices, are a shorthand method of showing that a number is multiplied by itself a number of times.

For example:

$5 \times 5 = 5^2 = 25$

$5 \times 5 \times 5 = 5^3 = 125$

$5 \times 5 \times 5 \times 5 = 5^4 = 625$, etc.

A root is the inverse function of a power. A square root is the inverse of squaring a number, and a cube root is the inverse of cubing a number. Note that you can write the square root simply as $\sqrt{}$ with no small number 2 in front of it, but the cube root must always have a small 3 in front of it, like this: $\sqrt[3]{}$.

Note: Square roots can be positive or negative and a square number is always positive.

A positive cube number can only have a positive cube root and a negative cube number can only have a negative cube root.

Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 2: Area and Volume

Area of a Triangle

To work out the area of a triangle, you need to know the length of its base and its height. You measure the height by drawing a perpendicular line from the base to the angle above it. For this reason, it is sometimes called the perpendicular height. (Perpendicular height: at a right angle to the base)
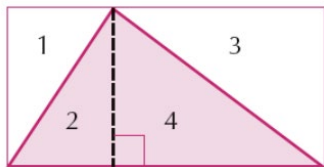
The diagram on the left shows that the area of the triangle is half the area of the rectangle that encloses it (Area 1 = Area 2, and Area 3 = Area 4). The area of the rectangle is found by multiplying the base and the height, so the area of the triangle is found by halving this. Area of a triangle = ½ × base × height
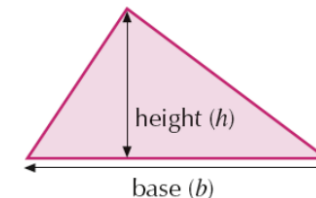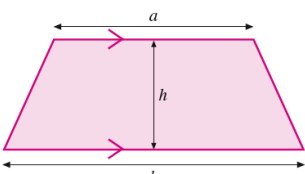
Area of a Parallelogram

To work out the area of a parallelogram, you need to know the length of its base and its perpendicular height. These diagrams show that the parallelogram has the same area as a rectangle with the same base and height.
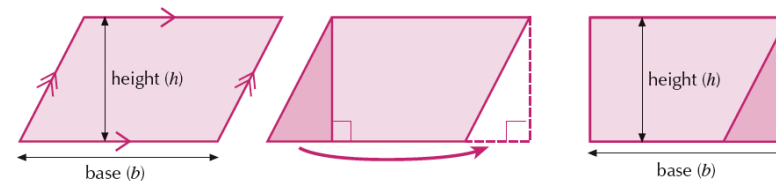
Area of a Trapezium:

To work out the area of a trapezium, you need to know the length of its two parallel sides, a and b, and the perpendicular height, h, between the parallel sides. Area of a trapezium = ½ × (a + b) × height

Work out the area of this trapezium.

5 cm

4 cm

9 cm

$A = \frac{1}{2} \times (9 + 5) \times 4$

$= \frac{1}{2} \times 14 \times 4$
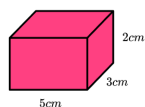
$= 28$ cm^2

Volume of a Cuboid

The **volume of a cuboid** is how much space there is inside the cuboid.

Volume = length × width × height

E.g.

2cm

3cm

5cm

The units of volume are cubed units.
E.g.
mm³ (cubic millimetres),
cm³ (cubic centimetres),
m³ (cubic metres).

THIRD SPACE LEARNING

Volumes of Cubes and Cuboids

To work out the volume of a cube or cuboid you will need to multiply the length, width and height together. A cube's sides are all of the same length, therefore you can multiply one of the sides with itself and then by itself again. For example: If the length of a cube was 6, I would find out the answer to 6 x 6 x 6 or 6³ = 216.

A cuboid is slightly different as the lengths will be different. Volume of a cuboid = Length x Width x Height

Vocabulary	Wider Research	Apply
Division Divisible Negative Positive Multiple Integer Power Root Square number Cube Number Square Root Cube Root Inverse Function Area Volume Triangle Parallelogram Trapezium Cube Cuboid Length Base Width Height Perpendicular	**Topic 1:** https://corbettmaths.com/wp-content/uploads/2018/11/Negatives-multiplication-and-division-pdf.pdf https://www.mathsgenie.co.uk/squares-cubes-and-roots.html https://www.youtube.com/watch?v=m26cv2jhfac **Topic 2:** https://corbettmaths.com/2012/08/02/area-of-a-trapezium-video/ https://corbettmaths.com/2013/12/20/area-of-a-triangle-video-49/ https://corbettmaths.com/2013/12/21/area-of-a-parallelogram-video-44/ https://corbettmaths.com/2012/08/09/volume-of-cuboids-and-cubes/	Follow these links for questions to apply your knowledge: **Negative Numbers** https://corbettmaths.com/wp-content/uploads/2018/11/Negatives-multiplication-and-division-pdf.pdf **Area of a Trapezium** https://corbettmaths.com/wp-content/uploads/2018/09/Area-of-a-Trapezium-pdf-1.pdf **Area of a Triangle** https://corbettmaths.com/wp-content/uploads/2018/02/area-of-a-triangle-pdf.pdf **Area of a Parallelogram** https://corbettmaths.com/wp-content/uploads/2013/02/area-of-a-parallelogram-pdf2.pdf **Volume of Cuboids** https://corbettmaths.com/wp-content/uploads/2013/02/volume-of-a-cuboid-pdf1.pdf