



HOUSTONE  
SCHOOL

# Year 8 – 100% Book Term 1 - 2022

| NAME          |  |
|---------------|--|
| FORM<br>GROUP |  |



## The Science of Learning

### How to do Retrieval Practice

1. Study the material you are trying to learn first. Take about 20 minutes the first time BUT this will get less and less each time as you get to know the material.

You can study the material by;

- Reading it again, over and over
- Look/cover/write/check
- Creating flashcards that you test yourself on

2. Pick up and use a **black pen**.

Put away all the answers and test yourself writing everything you remember in the blank spaces provided. Do not cheat!

3. Now pick up and use a **green pen**.

Check your answers:-

- Tick all of your correct answers
- Amend any incorrect answers (even if they are slightly wrong)
- Fill in any blank spaces with the correct answer copying the answer word for word
- Check all spellings are correct

4. Repeat the process as many times as you need to, pay special attention to your previous green pen answers (as these are the bits you need to learn!)

5. *Tip:- Lay blank pieces of paper over the answers in order to re-use the quiz again and again*

*Tip: - Even if you think you know it test yourself a week or so later to check you do.*

*Tip: - Do not leave it until the last minute – do some every week in the summer holidays (this is called Spaced Practice)*

*Tip: - Once you think you know it test yourself on everything AGAIN*

Retrieval practice feels hard but it is a really effective way to learn and commit knowledge to long term memory!



# KNOWLEDGE ORGANISER

## Art & Design

### Year 8 – 2D Studies (Half Term 1)

#### Topic: Near and Far

#### Prior Learning Check

- How to use a pencil to vary line qualities and show texture
- Controlling pressure/ space to create tone
- How to check accuracy using shape and proportion
- How to compose using symmetry
- How to describe artworks using the Formal Elements

#### Key Knowledge

##### DEVELOP ideas: AO1

You will learn:

- How to describe the use of Aerial Perspective in artworks
- About Impressionism (Berthe Morisot) and Post Impressionism (Van Gogh)
- How to explain connections between your own art and others
- How to carry out artist research making links to key art movements

##### EXPLORE ideas: AO2

You will learn:

- Mark-making - ways of creating texture and pattern through various tools/implements and repetition of gesture
- Collage: tearing, placement and assembling
- How to make an asymmetric composition which has balance, and visual interest.

##### RECORD ideas: AO3

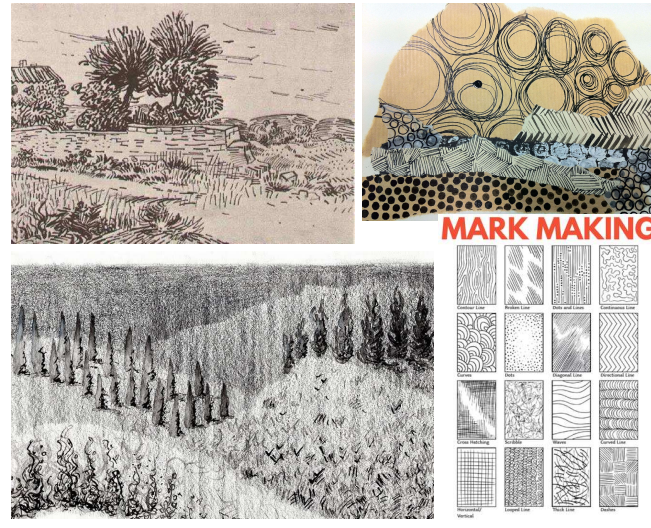
You will study approaches to drawing which focuses on:

- How to create illusion of depth on a flat surface, including overlap, scale and aerial perspective.
- How to suggest form and depth through mark-making.
- How to record thoughts/observations in annotation.

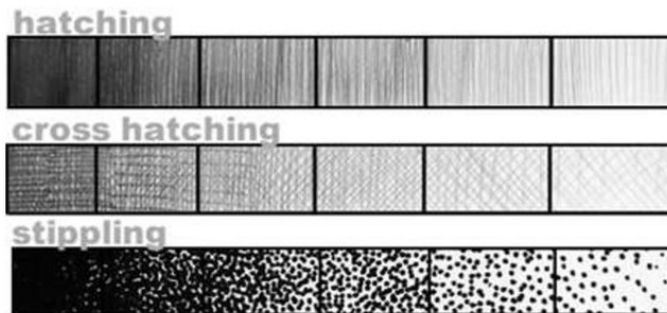
##### PRESENT ideas: AO4

- Create a pleasing composition using compositional principles of asymmetry – Rule of Thirds.

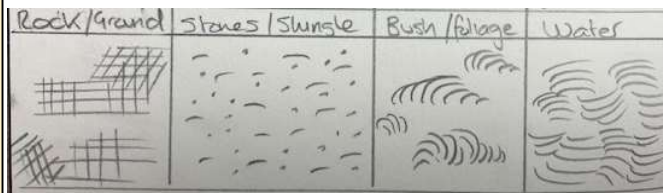
#### POSSIBLE OUTCOMES: examples of excellence



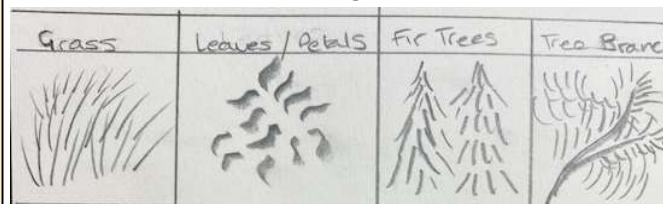
#### Motor Skills 1: Tone and Mark



#### Motor Skills 2: Mark Making



#### Motor Skills 3: Mark Making



|                           |  |
|---------------------------|--|
| <b>Tone</b>               | The lightness or darkness of colour. This can be used to suggest 3D form or depth.   |
| <b>Depth</b>              | The illusion of distance between the background and the foreground of a composition  |
| <b>Proportion</b>         | The size of one element in relation to another.  |
| <b>Aerial Perspective</b> | The technique of creating an illusion of depth by depicting distant objects as paler, less detailed, and usually bluer than near objects.                                |
| <b>Asymmetry</b>          | Refers to anything that isn't symmetrical. Balance is the visual principle of making a design appear equally weighted throughout the composition.                        |
| <b>Rule of Thirds</b>     | A compositional device that helps artists create balanced asymmetric compositions  |
| <b>Post-Impressionism</b> | Art movement that developed in the 1890s. It is characterized by a subjective approach to painting, as artists opted to evoke emotion rather than realism in their work. |

# COMPUTER SCIENCE 1

| What is a computer?     |  |
|-------------------------|--|
| 1. Computer             | A computer is a device that takes an <b>input</b> does something with it (a process) and produces an <b>output</b> . |
| 2. Input                | Data sent to a computer for processing   |
| 3. Output               | Data that a computer sends out normally through a screen or speakers.  |
| 4. Hardware             | The physical components of a computer e.g. monitor, hard drive, mouse  |
| 5. Software             | Installed on computer hardware. Something that cannot be touched. E.g. Chrome, Word, video games                     |
| 6. Application software | Software that helps the user complete a specific task e.g. write a letter  |
| 7. System software      | System software: software that helps the computer to run e.g. antivirus  |

| Main memory      |  |
|------------------|--|
| 19. Memory       | Used to store instructions for the CPU to execute ( <i>it is not the same as storage!</i> )                              |
| 20. RAM          | Random Access Memory. Stores currently running instructions and data ready for a CPU to execute.                         |
| 21. ROM          | Read Only Memory. Stores permanent instructions that tell a computer how to 'boot up'.                                   |
| 22. Volatile     | Data is lost when the power is switched off.   |
| 23. Non-volatile | Does not lose memory when the power is switched off.   |
| 24. Cache        | Memory located close to the CPU. Saves frequently used instructions and data, so they are quickly available for the CPU. |

| CPU                             |  |
|---------------------------------|--|
| 8. CPU                          | Central processing unit. Where processes such as calculating, sorting and searching take place.  |
| 9. Von Neumann architecture     | Data and instructions are both stored <b>together</b> in primary memory.   |
| 10. Control unit                | The control unit runs the show. <b>It understands the instructions and tells the other components what each instruction needs from them.</b> |
| 11. Arithmetic logic unit (ALU) | The ALU is the calculator of the CPU. It handles mathematical and logical operations that are required as part of an instruction.            |
| 12. Clock                       | Used to regulate the number of cycles carried out per second, and synchronise the other components.  |
| 13. Registers                   | Very small, very fast memory locations located inside the CPU.   |
| 14. Buses                       | A CPU bus is a set of parallel wires that transport data between the components inside the processor and memory.                             |
| 15. FDE cycle                   | The Fetch-Decode-Execute cycle is how the CPU processes instructions.  |
| 16. Fetch                       | Each instruction is the fetched in order from main memory.   |
| 17. Decode                      | This is the process the control unit uses to work out what the other components need to do.  |
| 18. Execute                     | The instruction will be carried out.   |



# COMPUTER SCIENCE 2

| Secondary storage     |  |
|-----------------------|--|
| 25. Capacity          | The amount of data that can be stored e.g. measured in bits, bytes, megabytes, gigabytes   |
| 26. Storage vs memory | Storage has higher capacity, is more robust, cheaper and more portable   |
| 27. Storage units     | Bit: smallest unit. A single 1 or 0<br>Byte: 8 bits<br>Kilobyte (Kb): 1000 bytes<br>Megabyte (Mb): 1000 kb<br>Gigabyte (Gb): 1000 mb<br>Terabyte (Tb): 1000 gb |

Examples of how large files are:

| File type               | Typical size  | Quantity a 1 gigabyte USB memory stick could hold  |
|-------------------------|---------------|--|
| Word processed document | 50 kilobytes  | 1 gigabyte = 1,000 megabytes, 1000 megabytes = 1,000,000 kilobytes, $1,000,000 / 50 = 20,000$ word processed files |
| Image file              | 100 kilobytes | 1 gigabyte = 1,000 megabytes, 1000 megabytes = 1,000,000 kilobytes, $1,000,000 / 100 = 10,000$ image files         |
| Video file              | 100 megabytes | 1 gigabyte = 1,000 megabytes, $1,000 / 100 = 10$ video files   |

## Secondary storage types:

| Type of storage  | What does it look like?  | Capacity   | Read/write speed | Cost      | Robust and portable? |
|--|--|--|------------------|-----------|----------------------|
| <b>Solid state (also known as flash storage).</b><br><br>Most commonly used in portable devices, but now more frequently in desktop PCs. | <br>Solid-state drive (SSD)    Inside a solid-state drive (SSD). | Smaller than magnetic.<br>E.g. solid-state drive:<br>120gb-1tb | Fast             | Expensive | Yes, no moving parts |
|  | <br>USB memory stick   |  |                  |           |                      |

# COMPUTER SCIENCE 3

|   |  |  |  |              |                                   |
|---|--|--|--|--------------|-----------------------------------|
| <p><b>Magnetic storage.</b></p> <p>Most commonly used inside desktop PCs.</p>   |    | <p>Large e.g. 1-10tb</p>   | <p>Slower</p>  | <p>Cheap</p> | <p>No, there are moving parts</p> |
| <p><b>Optical storage</b></p> <p>Most commonly used to distribute media e.g. video, games, music. Used less nowadays.</p> |  <p>Compact Disc (CD).      DVD.      Blu-Ray</p> | <p>Small.</p> <p>CD: 700mb</p> <p>DVD: 4.7gb</p> <p>Blu-Ray: 25-50gb</p> | <p>Faster than magnetic, slower than solid-state</p> | <p>Cheap</p> | <p>No, there are moving parts</p> |

# ENGLISH 1

## Key Stage 3 English Terms

| Term                  | Definition  |
|-----------------------|---|
| 1. Alliteration       | The repetition of the same consonant sound, especially at the beginning of words.   |
| 2. Allusion           | A reference to another event, person, place or work.  |
| 3. Ambiguity          | Use of language where the meaning is unclear or has two or more possible meanings or interpretations.   |
| 4. Anaphora           | Repetition at the start of a sentence or statement (Shylock's "Hath not a Jew...").   |
| 5. Antithesis         | Opposites - direct contrast: "I had sworn thee fair and thought thee bright/ Who art as black as Hell as dark as night".  |
| 6. Aposiopesis        | "***** is when..." Cutting off before a line is finished. Greek for 'becoming silent'. Eric cuts himself off in An Inspector Calls. ERIC: (eagerly) Yes I remember...(but he checks himself)  |
| 7. Assonance          | Similar vowel sounds occurring together: Spoon the fool's food.   |
| 8. Caesura            | A break in a line of verse, usually following enjambment (think of 'caesarean' or cut)  |
| 9. Chiasmus           | a rhetorical or literary figure in which words, grammatical constructions, or concepts are repeated in reverse order. (Fair is foul and foul is fair)   |
| 10. Colloquial        | Ordinary everyday speech and language (slang or dialect)  |
| 11. Connotation       | An implied meaning  |
| 12. Dramatic Irony    | When the audience knows something the characters on stage do not (Birling saying how great The Titanic is in An Inspector Calls)  |
| 13. Dactylic Metre    | (In poetry) One stressed followed by two unstressed syllables. Used by Tennyson in "Charge of the Light Brigade": "On with- the Light Brig-ade/ For-ward the Light Brig-ade". Here it sounds like horses galloping. (Note: This is the only poem in our anthology to use this form of metre.) |
| 14. Direct Address    | When the writer speaks directly to the reader.  |
| 15. Enjambment        | (in verse only) A line of verse that flows on into the next line without a pause. . "One summer evening (led by her) I found / A little boat..."  |
| 16. Foreshadowing     | A hint of what is to come - Marley's face on the door knocker in A Christmas Carol.   |
| 17. Hamartia          | The fatal flaw in a character   |
| 18. Hyperbole         | Exaggeration (usually for comic effect)   |
| 19. Iambic Pentameter | 10 syllables - Unstressed followed by stressed TeDUM TeDUM TeDUM TeDUM TeDUM  |
| 20. Imagery           | The use of words to create a picture or "image" in your head. "The ***** in Blake's 'London' is dark".  |
| 21. Internal rhyme    | Rhyming words within a line (rather than at the end of lines).  |
| 22. Irony             | At its simplest level, it means saying one thing while meaning another, usually for humour. Not as harsh as sarcasm.  |
| 23. Juxtaposition     | Placing two contrasting ideas/statements/things near each other in order to compare and contrast. It is different to oxymoron.  |
| 24. Metaphor          | Direct comparison saying one thing IS another (not 'like').   |
| 25. Metonymy          | refers to using one thing to describe something related to it, such as referring to the monarchy as simply "the crown," or religious institutions as "the church".  |
| 26. Metre (or Meter)  | The regular use of unstressed and stressed syllables in poetry (iambic pentameter and dactylic for example).  |
| 27. Narrative         | A piece of writing that tells a story.  |
| 28. Onomatopoeia      | Words which sound like the things they are describing: "bang", "crash", "squelch" etc. .  |
| 29. Oxymoron          | Two things which are generally incompatible put together, like "bitter sweet". Not to be confused with juxtaposition.   |
| 30. Pathetic fallacy  | When surroundings or weather reflect the inner mood of a character or event (Frankenstein's stormy night)   |
| 31. Pathos            | The effect in literature which makes the reader feel sadness or pity.   |
| 32. Personification   | Giving living (not necessarily 'human') attributes to inanimate or non-human things - is a type of metaphor. "Time must untie this knot".   |
| 33. Plot              | The sequence of events in a poem, play, novel or short story that make up the main storyline.   |
| 34. Point of View     | perspective from which we hear what is happening.   |

# ENGLISH 2

|                         |   |
|-------------------------|---|
| <b>35. Protagonist</b>  | The main character.   |
| <b>36. Pun</b>          | A play on words: "Time must untie this knot, not I..." (Shakespeare's Twelfth Night).   |
| <b>37. Rhyme scheme</b> | The pattern of rhymes in a poem.  |
| <b>38. Rhythm</b>       | The beat as created through the meter   |
| <b>39. Satire</b>       | The highlighting of human foolishness making fun of them. Satire can range from being gentle and light to extremely biting and bitter in tone.  |
| <b>40. Simile</b>       | Direct comparison using like or as.   |
| <b>41. Soliloquy</b>    | Speech delivered directly to the audience (particularly in Shakespeare) in which the character says they are thinking and feeling.  |
| <b>42. Sonnet</b>       | A fourteen-line poem, usually with 10 syllables in each line ("Ozymandias").  |
| <b>43. Stanza</b>       | The blocks of lines into which a poem is divided - a 'verse'  |
| <b>44. Statistics</b>   | (in non-fiction) facts and figures  |
| <b>45. Structure</b>    | The way a poem or play or other piece of writing has been put together  |
| <b>46. Symbol</b>       | Like the use of images, symbols present things which represent something else.  |
| <b>47. Synecdoche</b>   | Replacing a whole of a thing by a part. "All hands' on deck"  |
| <b>48. Syntax</b>       | Refers to the way in which words are placed together in writing.  |
| <b>49. Volta</b>        | (Italian: "turn") the turn in thought in a sonnet that is often indicated by such initial words as But, Yet, or And yet. the **** occurs between the octet and sestet in a Petrarchan sonnet and sometimes between the 8th and 9th or between the 12th and 13th lines of a Shakespearean sonnet |

## Sentences Types and Parts of Speech

| Term                               | Definition  |
|------------------------------------|---|
| <b>50. Simple sentences</b>        | A simple sentence is one main clause with a full stop.  |
| <b>51. Compound sentences</b>      | A compound sentence consists of at least two main clauses joined together by a conjunction.   |
| <b>52. Complex sentences</b>       | A complex sentence consists of a main clause plus one or more subordinate clauses.  |
| <b>53. Interrogative sentences</b> | Essentially, a question (think of interrogate). Can be a Sentence or a word. "What?"  |
| <b>54. Declarative sentences</b>   | Simply statements that relay information.   |
| <b>55. Imperative sentences</b>    | Used to issue a command or instruction, make a request, or offer advice.  |
| <b>56. Adverb</b>                  | Adds information to a verb.   |
| <b>57. Determiner</b>              | A word placed in front of a noun to specify quantity (e.g., "one dog," "many dogs") or to clarify what the noun refers to (e.g., "my dog," "that dog," "the dog") |
| <b>58. Verb</b>                    | A doing word (ran), or a state of being (is , was)  |
| <b>59. Noun</b>                    | Labels person, place or thing   |
| <b>60. Adjective</b>               | Describes a noun  |
| <b>61. Preposition</b>             | Shows relation of one thing to another - on, at, in, by   |
| <b>62. Conjunction</b>             | Joins word and clauses: 'and' 'so' 'where' etc.   |
| <b>63. Present Participle</b>      | Verb ending in 'ing': Walking, talking and jumping and so on  |
| <b>64. A concrete noun</b>         | a noun you can experience physically with your senses.  |
| <b>65. An abstract noun</b>        | an idea of something. You cannot experience it physically with your senses.   |
| <b>66. A proper noun</b>           | the specific name of something, and always needs a capital letter.  |
| <b>67. A common noun</b>           | a noun that is not a proper noun (all the rest). It does not need a capital letter.   |
| <b>68. Active verb</b>             | A doing verb expresses an action  |
| <b>69. Stative verb</b>            | A being verb expresses states of being, thoughts and feeling;   |
| <b>70. An auxiliary verb</b>       | a helping word that the main verb needs to be complete.   |
| <b>71. An adjective</b>            | a word that describes a noun.   |
| <b>72. A preposition</b>           | a word that is used before a noun, a noun phrase, or a pronoun, showing relationship.   |
| <b>73. A prepositional phrase</b>  | the combination of a preposition followed by a noun or pronoun "...on the table."   |



## Geography – Map Skills Knowledge Map and Retrieval Practice

1. **Atlases** are a book of maps and charts, they show us maps on a global scale, with information about each country in a series of charts.

2. If we want more detailed maps, then we wouldn't use an atlas, we would use **ordnance survey maps**. Ordnance survey maps are highly accurate, with a scale of 1:200 or 1:500.

3. Ordnance survey maps contain a wide range of information for the map reader to use. These maps contain,

- Symbols,
- Grid References,
- Compass Rose,
- Scale & Distance,
- Contour Lines



4. **Symbols** show the reader what a building or what a point of interest might be.

5. **Grid references** show a location with a series of vertical and horizontal grid lines, identified by numbers or letters. Grid references can be either 4 figure or 6 figure.

6. **The compass rose** shows directions on a map. There are primary directions (north, south, east, west). There are secondary directions (north east, north west, south east, south west)

7. **Scale** is a ratio between distance on a map and distance in real life. For example, 1cm on the map might equal 1 mile on the map. **Distance** is the space between 2 points, either on a map or in real life.

### Map Skills Key Terms

|                    |  |
|--------------------|--|
| 1. Map             | A visual representation of land or sea showing physical and human features, such as mountains, towns and cities.                   |
| 2. Atlas           | A book of maps and charts.   |
| 3. Symbol          | A visual representation of a building or a point of interest used on a map.  |
| 4. Compass Rose    | Printed on a map showing the compass directions.   |
| 5. Grid Reference  | A map reference indicating a location in terms of a series of vertical and horizontal grid lines identified by numbers or letters. |
| 6. Contour Lines   | Lines on a map joining points of equal height.   |
| 7. Scale           | Ratio between distance on a map and distance on the ground.  |
| 8. Distance        | The length of space between 2 points.  |
| 9. Ordnance Survey | Create highly accurate maps, they use a 1:200 or a 1:500 scale on their maps.  |
| 10. Hemisphere     | Half a sphere, in this case, the globe. There is the northern, southern, eastern, and western hemispheres.                         |

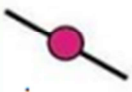

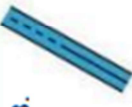












































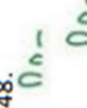




### Retrieval Practice Questions

| Retrieval Practice Questions                             | Answers  |
|--|--|
| 1. Name 3 features a good map should have.               | A key, a scale, detailed features.   |
| 2. Name the 3 types of bearings found on a compass rose. | Primary, secondary, and tertiary bearings  |
| 3. Name the primary bearings found on a compass rose.    | North, East, South, West   |
| 4. Name the secondary bearings found on a compass rose.  | North East, North West, South East, South West   |
| 5. Name the tertiary bearings found on a compass rose.   | North North East, East North East, East South East, South South East, South South West, West South West, West North West and North North West. |
| 6. A completed compass rose has how many points?         | 16   |
| 7. Name the scale used for OS Explorer Maps.             | 1:25,000   |
| 8. Name the scale used for OS Landranger Maps.           | 1:50,000   |
| 9. What does the abbreviation, OS stand for?             | Ordnance Survey  |
| 10. Which type of map is better for walking?             | Explorer because it is more detailed   |

# GEOGRAPHY 1

# GEOGRAPHY 2

## OS Map Symbols

|   |   |  |   |   |   |   |
|---|---|--|---|---|---|---|
| 1.     | 2.     | 3.     | 4.     | 5.     | 6.     | 7.     |
| 8.     | 9.     | 10.    | 11.    | 12.    | 13.    | 14.    |
| 15.    | 16.    | 17.    | 18.    | 19.    | 20.    | 21.    |
| 22.   | 23.   | 24.   | 25.   | 26.   | 27.   | 28.   |
| 29.  | 30.  | 31.  | 32.  | 33.  | 34.  | 35.  |
| 36.  | 37.  | 38.  | 39.  | 40.  | 41.  | 42.  |
| 43.  | 44.  | 45.  | 46.  | 47.  | 48.  | 49.  |
| 50.   | 51.    | 52.   |   |   |   |   |

## Year 8 History knowledge organizer

### History of Britain timeline

|                  |   |
|------------------|---|
| Before<br>2500BC | Stone Age (Paleolithic, Mesolithic, Neolithic)  |
| 2500-<br>800BC   | Bronze Age Britain                              |
| 800BC-<br>43AD   | Iron Age Britain                                |
| 43-<br>410AD     | Roman Britain                                   |
| 410-<br>1066     | Early medieval (Anglo-Saxon and Viking) Britain |
| 1066—<br>1500    | Medieval Britain                                |
| 1500-<br>1714    | Early modern Britain                            |
| 1714-<br>1900    | Industrial (Georgian and Victorian) Britain     |
| 1900-<br>2000    | Twentieth-century Britain                       |

# HISTORY 1

# HISTORY 2

## Reformation knowledge organiser

### Timeline

- 1348:** Arrival of the Black Death in England  
**1381:** The Peasants' Revolt  
**1320-1384** life of John Wycliffe  
1415 Jan Hus burned for heresy in Prague  
**1450s** Gutenberg invented his printing press in Germany and printed the first Bible  
1512 John Colet spoke about reforming the Church but did not criticise the Pope  
**1517** Luther published his 95 'Theses' – criticisms of the Church  
1526 Tyndale's English Bibles were burned in St Paul's Cathedral  
**1533-4** Henry VIII rejected the authority of the Pope and made himself head of the Church in England  
**1536-8** Henry closed down monasteries in England and introduced some religious changes including an English Bible  
**1547-1553** reign of Edward VI introduced Protestant changes including English prayer book for church services  
**1553-8** Mary I restored Catholicism in England  
**1558** Elizabeth I reintroduced a moderate form of Protestantism including English Bible and services.

### Reformers/ heretics

- 1. John Wycliffe**- criticized the power of the Pope and translated the Bible into English
- 2. Jan Hus** – followed Wycliffe's ideas in Bohemia, where his followers rebelled against the Pope
- 3. William Tyndale** – translated the Bible into English and criticised the power of the Pope
- 4. John Colet and Desiderius Erasmus** – promoted education and wanted to reform the Church but supported the Pope
- 5. Martin Luther** – monk from Germany, in 1517 set out 95 problems he had with the Catholic Church
- 6. Thomas Cromwell** – Henry's chief minister; organised 'Break with Rome'; Protestant

### Key words

- 7. Purgatory** – a place similar to Hell, souls would be punished there before going to heaven
- 8. Indulgences** – certificates sold by the Church claiming to reduce their time in Purgatory by a number of years
- 9. Intercession** – saints were believed to be able to speak to God on behalf of a person who prayed to them, to get help for them during their life or after their death
- 10. Mass/Eucharist** – main church service remembering Jesus's death, with bread and wine; Catholics believed the bread and wine became Jesus's body and blood, but Protestants disagreed
- 11. Heresy** – wrong beliefs: Catholics believed Protestantism was heresy, and vice versa

### Morebath

- 12. Sir Christopher**- priest from 1519-1574
- 13. St Sidwell** – a local saint; Sir Christopher gave an image of her to the parish church in 1519
- 14. Our Lady** – St Mary, mother of Jesus, a popular saint in Morebath
- 15. Stores** – groups of villagers who raised money to fund the lights
- 16. Lights** – candles kept burning in front of images of saints in the church
- 17. Bequeath** – to give something when you die
- 18. Vestments** – beautiful robes worn by the priest for church services
- 19. Ales** – social events held in the church ale house to raise funds for the stores etc.

### Key places

- 20. Morebath**- a village in Devon
- 21. East Anglia** – Norfolk, Suffolk, Essex, Cambridgeshire- Protestantism was most popular here
- 22. West Country** – Cornwall, Devon, Somerset, rebelled against Protestantism in 1549
- 23. Wittenburg** – town in Germany where Luther taught at the university
- 24. Prague** – capital of Bohemia, now in Czech Republic
- 25. Oxford and Cambridge** – location of universities in England

# MUSIC

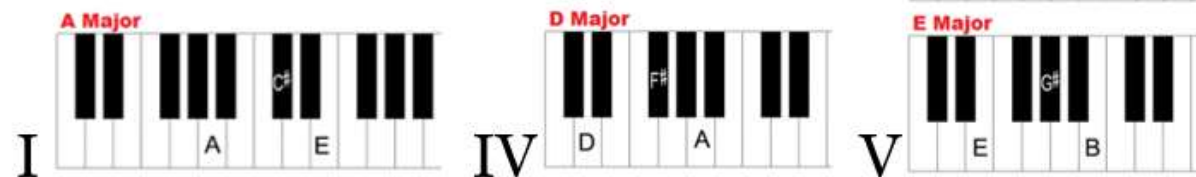
## Year 8 Music: I Got the Blues

### Keywords

1. Blues – a style of music originating from African-American slaves in 18<sup>th</sup> century. It features voice and instruments like guitar, banjo or piano.
2. Jazz – a popular genre that evolved out of Blues
3. 12 bar blues - The structure follows the same chord progression which can be written as roman numerals I I I I IV IV I I V IV I I.
4. AAB form– 2 lines of melody or lyrics repeated, followed by a 3<sup>rd</sup> different idea.
5. triad – 3 notes played at the same time
6. swing rhythm - the 1st and 3rd of triplet quavers played, sounding a 'long- short' pattern per beat
7. Improvisation - Making it up as you play
8. Call and response - one musical phrase followed by another in response. The response can be the same as or different to the call.

### Theory

Chords to play 12 bar blues in A major:



Swing rhythm:



### Listening

1. *Hound Dog* by Big Mama Thornton, later covered by Elvis Presley
2. *Give me one Reason* by Tracy Chapman
3. *Mercy* by Duffy
4. *I Want to break Free* by Queen

# SCIENCE 1

## Key Stage 3 Science 7B1

|                                   |  |
|-----------------------------------|--|
| 1. <b>Cell</b>                    | The basic unit of all life. All organisms are made of cells.   |
| 2. <b>Tissue</b>                  | A part of an organ that does an important job. Each tissue is made up of a group of the same type of cells all doing the same job. |
| 3. <b>Red blood cell</b>          | A blood cell that carries oxygen.  |
| 4. <b>Organ</b>                   | A large part of a plant or animal that does an important job. They are made up of various tissues.                                 |
| 5. <b>Root hair cell</b>          | Cell found in roots. It has a large surface area to help the cell absorb water quickly.  |
| 6. <b>Xylem tissue</b>            | Tissue that carries water in plants.   |
| 7. <b>Blood vessel</b>            | A tube that carries blood around the body.   |
| 8. <b>Circulatory system</b>      | Carries oxygen and nutrients (from food) in the blood around the body.   |
| 9. <b>Urinary system</b>          | Gets rid of waste materials produced in the body.  |
| 10. <b>Digestive system</b>       | Breaks down food and takes nutrients from it into the blood.   |
| 11. <b>Nervous system</b>         | Allows you to sense things.  |
| 12. <b>Locomotor system</b>       | Muscles and bones in your body.  |
| 13. <b>Water transport system</b> | Takes water from the ground in plants to the leaves  |
| 14. <b>Nucleus</b>                | Controls the cell's activities   |
| 15. <b>Cell surface membrane</b>  | Membrane that control what goes into and out of the cell.  |
| 16. <b>Cell wall</b>              | Tough wall around plant cells. Helps support and protect the cell.   |
| 17. <b>Vacuole</b>                | Storage space in plant cells.  |
| 18. <b>Cytoplasm</b>              | Watery jelly inside a cell where the cell's reactions take place   |
| 19. <b>Chloroplast</b>            | Green disc containing chlorophyll.   |

|                                  |   |
|----------------------------------|---|
| 20. <b>Chlorophyll</b>           | Green substance found inside chloroplasts, traps light energy for photosynthesis  |
| 21. <b>Slide</b>                 | Glass sheet that a specimen is put on.  |
| 22. <b>Objective lens</b>        | Part of the microscope that is closest to the specimen. Magnifies the image.  |
| 23. <b>Stage</b>                 | Part of a microscope. You put a slide on it.  |
| 24. <b>Fine focussing wheel</b>  | Wheel on a microscope that moves parts of the microscope a small amount to get the image into focus.                      |
| 25. <b>Eyepiece lens</b>         | Part of the microscope you look down. Magnifies the image.  |
| 26. <b>Coarse focusing wheel</b> | Wheel on a microscope that moves parts of the microscope a large amount to get the image into focus.                      |
| 27. <b>Coverslip</b>             | Thin piece of glass used to hold a specimen in place on a slide. It also keeps the specimen flat and stops it drying out. |
| 28. <b>Image</b>                 | What you see when looking down a microscope.  |
| 29. <b>Magnification</b>         | The number of times larger an image is than the initial object that produced it.  |
| 30. <b>Stain</b>                 | Dye used to colour parts of a cell to make them easier to see.  |
| 31. <b>Organelle</b>             | The small structures which make up a cell.  |
| 32. <b>Mitochondrion</b>         | Small structure (organelle) in the cytoplasm of cells where aerobic respiration occurs.                                   |
| 33. <b>Ribosome</b>              | An organelle which produces proteins  |
| 34. <b>Cellulose</b>             | A strong plant material used to make cell walls.  |
| 35. <b>Palisade cell</b>         | Tall cell found in leaves that contains many chloroplasts   |
| 36. <b>Glucose</b>               | An important sugar that is used as a reactant in respiration.   |
| 37. <b>Limiting factor</b>       | A variable that prevents the rate (speed) of a process from becoming any faster.  |

# SCIENCE 2

## Key Stage 3 Science 7B1

|                           |   |
|---------------------------|---|
| <b>38. Word equation</b>  | An equation in which the names of the reactant(s) are written on the left side, there is an arrow pointing from left to right, and the names of the product(s) are written on the right side: reactant(s) → product(s). |
| <b>39. Surface area</b>   | The total area of all the surfaces of a three-dimensional object  |
| <b>40. Adaptation</b>     | The features that something has to enable it to do a certain job or survive in a particular place.  |
| <b>41. Xylem vessel</b>   | A thick dead tube found in plants that carries water  |
| <b>42. Epidermis</b>      | The outer layer of tissue in a plant.   |
| <b>43. Phloem vessel</b>  | A living tissue that carries sugars around the plant.   |
| <b>44. Starch</b>         | A type of insoluble carbohydrate found in plants. The glucose made in photosynthesis is used to make starch.  |
| <b>45. Polymer</b>        | A substance made up of very long molecules containing repeating groups of atoms.  |
| <b>46. Diffusion</b>      | When particles spread and mix with each other without anything moving them.   |
| <b>47. Diaphragm</b>      | An organ containing a lot of muscle tissue, the diaphragm contracts and moves downwards to increase the volume of the chest when inhaling.  |
| <b>48. Ventilation</b>    | The movement of air in and out of your lungs.   |
| <b>49. Gas exchange</b>   | When one gas is swapped for another. In the lungs, oxygen leaves the air and goes into the blood. At the same time, carbon dioxide leaves the blood and goes into the air in the lungs.                                 |
| <b>50. Alveoli</b>        | Small pockets in the lungs in which gases are exchanged between the air and the blood.  |
| <b>51. Capillaries</b>    | Small blood vessels that are involved in gas exchange.  |
| <b>52. Breathing rate</b> | The number of times you inhale and exhale in one minute.  |
| <b>53. Intervals</b>      | The spacing between numbers on a graph. Eg. are you going to go up in tens or hundreds etc.?  |

|                                  |   |
|----------------------------------|---|
| <b>54. Scale</b>                 | How large or small you need to present your data so you can read it clearly   |
| <b>55. X axis</b>                | The horizontal line on a graph  |
| <b>56. Line of best fit</b>      | The line you draw on the graph to connect most of the data. This can be straight or curved.                             |
| <b>57. Y axis</b>                | The vertical line on a graph  |
| <b>58. Reliability</b>           | When an experiment can be repeated and similar results are gained.  |
| <b>59. Dependent variable</b>    | A variable that you measure after changing the independent variable.  |
| <b>60. Independent variable</b>  | The variable that you change each time.   |
| <b>61. Control variable</b>      | The variables that you keep the same in an experiment.  |
| <b>62. Validity</b>              | When all other variables are controlled and you are testing what you are supposed to test. Another word for 'fair test' |
| <b>63. Particle theory model</b> | This is a diagram to show what is happening to particles in a solid, liquid or gas.                                     |
| <b>64. Small Intestine</b>       | Breaks up food and diffuses it into the blood stream.   |
| <b>65. Rate</b>                  | The rate at which something happens is its speed.   |

# SPANISH 1

## Vocabulary 1a – Greetings

|                      |                            |
|----------------------|----------------------------|
| 01 – Saludos         | Greetings                  |
| 02 – ¡Hola!          | Hello!                     |
| 03 – ¡Buenos días!   | Good morning!              |
| 04 – ¡Buenas tardes! | Good afternoon! / evening! |
| 05 – ¡Buenas noches! | Good night!                |
| 06 – ¿Qué tal?       | How are you?               |
| 07 – ¿Cómo estás?    | How are you?               |
| 08 – Bien, gracias   | Good, thanks               |
| 09 – Muy bien        | Very good                  |
| 10 – Fenomenal       | Great                      |

## Vocabulary 1b – Greetings

|                       |                    |
|-----------------------|--------------------|
| 01 – Regular          | Not bad            |
| 02 – Fatal            | Awful              |
| 03 – ¿Cómo te llamas? | What's your name?  |
| 04 – Me llamo...      | My name is...      |
| 05 – Mi nombre es...  | My name is...      |
| 06 – ¿Dónde vives?    | Where do you live? |
| 07 – Vivo en...       | I live in...       |
| 08 – ¡Hasta luego!    | See you later!     |
| 09 – ¡Hasta mañana!   | See you tomorrow!  |
| 10 – ¡Adiós!          | Goodbye!           |

## Vocabulary 2a – Personality

|                       |                                     |
|-----------------------|-------------------------------------|
| 01 – Soy generoso/a   | I am generous                       |
| 02 – Soy genial       | I am great                          |
| 03 – Soy guay         | I am cool                           |
| 04 – Soy listo/a      | I am smart                          |
| 05 – Eres serio/a     | You are serious                     |
| 06 – Eres simpático/a | You are nice / kind                 |
| 07 – Eres sincero/a   | You are sincere                     |
| 08 – Es tímido/a      | He / She is shy                     |
| 09 – Es tonto/a       | He / She is silly                   |
| 10 – Es tranquilo/a   | He / She is calm / peaceful / quiet |



# SPANISH 2

## Vocabulary 2b – Passions

|                      |                  |
|----------------------|------------------|
| 01 – Mi pasión       | My passion       |
| 02 – Mi pasión es... | My passion is... |
| 03 – Mi héroe es...  | My hero is...    |
| 04 – el deporte      | sport            |
| 05 – el fútbol       | football         |
| 06 – la música       | music            |
| 07 – el tenis        | tennis           |
| 08 – y               | and              |
| 09 – también         | also             |
| 10 – pero            | but              |

## Vocabulary 3a – Siblings

|                             |                           |
|-----------------------------|---------------------------|
| 01 – ¿Tienes hermanos ?     | Do you have any siblings? |
| 02 – Tengo una hermana      | I have a sister           |
| 03 – Tengo un hermano       | I have a brother          |
| 04 – Tienes una hermanastra | You have a step-sister    |
| 05 – Tiene un hermanoastro  | He/She has a step-brother |
| 06 – No tengo hermanos      | I don't have any siblings |
| 07 – Soy hijo/a único/a     | I am an only child        |
| 08 – ¿Cuántos años tienes ? | How old are you?          |
| 09 – Tengo cuatro años      | I am four years old       |
| 10 – Tengo cinco años       | I am five years old       |

## Vocabulary 3b – Numbers

|              |          |
|--------------|----------|
| 01 – Seis    | Six      |
| 02 – Siete   | Seven    |
| 03 – Ocho    | Eight    |
| 04 – Nueve   | Nine     |
| 05 – Diez    | Ten      |
| 06 – Once    | Eleven   |
| 07 – Doce    | Twelve   |
| 08 – Trece   | Thirteen |
| 09 – Catorce | Fourteen |
| 10 – Quince  | Fifteen  |

# SPANISH 3

## Vocabulary 4a – Birthdays

|   |   |
|---|---|
| 01 – Dieciséis                          | Sixteen   |
| 02 – Diecisiete                         | Seventeen   |
| 03 – Dieciocho                          | Eighteen  |
| 04 – Diecinueve                         | Nineteen  |
| 05 – Veinte                             | Twenty  |
| 06 – Veintiuno                          | Twenty-one  |
| 07 – Treinta y uno                      | Thirty-one  |
| 08 – ¿Cuándo es tu cumpleaños?          | When is your birthday?                            |
| 09 – Mi cumpleaños es el uno de enero   | My birthday is on the 1 <sup>st</sup> of January  |
| 10 – Mi cumpleaños es el dos de febrero | My birthday is on the 2 <sup>nd</sup> of February |

## Vocabulary 4b – Months

|                 |           |
|-----------------|-----------|
| 01 – Marzo      | March     |
| 02 – Abril      | April     |
| 03 – Mayo       | May       |
| 04 – Junio      | June      |
| 05 – Julio      | July      |
| 06 – Agosto     | August    |
| 07 – Septiembre | September |
| 08 – Octubre    | October   |
| 09 – Noviembre  | November  |
| 10 – Diciembre  | December  |

## Vocabulary 5a – Pets

|                          |                       |
|--------------------------|-----------------------|
| 01 – ¿Tienes mascotas?   | Do you have any pets? |
| 02 – Tengo un caballo    | I have a horse        |
| 03 – Tengo una cobaya    | I have a guinea pig   |
| 04 – Tengo un conejo     | I have a rabbit       |
| 05 – Tienes un gato      | You have a cat        |
| 06 – Tienes un perro     | You have a dog        |
| 07 – Tienes un pez       | You have a fish       |
| 08 – Tiene un ratón      | He/She has a mouse    |
| 09 – Tiene una serpiente | He/She has a snake    |
| 10 – No tengo mascotas   | I don't have any pets |

# SPANISH 4

## Vocabulary 5b – Colours

| 01 – ¿Cómo es? / ¿Cómo son? | What is it like? / What are they like? |
|-----------------------------|--|
| 02 – Blanco/a               | White                                  |
| 03 – Amarillo/a             | Yellow                                 |
| 04 – Negro/a                | Black                                  |
| 05 – Rojo/a                 | Red                                    |
| 06 – Verde                  | Green                                  |
| 07 – Marrón                 | Brown                                  |
| 08 – Azul                   | Blue                                   |
| 09 – Rosa                   | Pink                                   |
| 10 – Naranja                | Orange                                 |

## Vocabulary 6a – Small Words

|                           |                               |
|---------------------------|-------------------------------|
| 01 – No                   | No / Not                      |
| 02 – Sí                   | Yes                           |
| 03 – Mi                   | My (singular)                 |
| 04 – Mis                  | My (plural)                   |
| 05 – Tu                   | Your (singular)               |
| 06 – Tus                  | Your (plural)                 |
| 07 – Su                   | His / Her (singular)          |
| 08 – Sus                  | His / Her (plural)            |
| 09 – Mi cantante favorita | My favourite singer           |
| 10 – Su programa favorito | His / Her favourite programme |

## Vocabulary 6b – Small Words

|                   |                           |
|-------------------|---------------------------|
| 01 – Mi hermana   | My sister                 |
| 02 – Mis hermanos | My siblings / My brothers |
| 03 – Tu perro     | Your dog                  |
| 04 – Sus mascotas | His / Her pets            |
| 05 – muy          | very                      |
| 06 – bastante     | quite                     |
| 07 – un poco      | a little / a bit          |
| 08 – y            | and                       |
| 09 – pero         | but                       |
| 10 – también      | also                      |

# RE1

## Who are the Jews?

A person is Jewish because they are born Jewish. There are approximately 15 million Jews worldwide. King David established Jerusalem as the capital of Israel, with the Jewish temple at the centre. In the UK today there are about 300,000 Jews. The religion goes back 4000 years and was founded by Abraham. Jews who live very strict lives and follow their religious rules as closely as possible are known as Orthodox Jews. Progressive Jews believe that their religion needs to move with the times and that some religious practices need to be reformed in order to fit in with the modern world.

The symbol of Judaism is the Star of David.

- **Abraham** – founder of Judaism
- **Star of David** – symbol of the Jewish faith
- **Progressive Jews** – believe that their religion needs to move with the times and reform the way it does things
- **Orthodox Jews** – choose to live very strict lives and follow their religious rules as closely as possible
- **Monotheism** – believing in one God

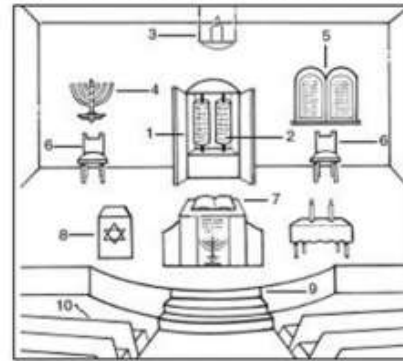
## What are the Jewish holy books?

The Torah is the first part of the Jewish bible. It is the central and most important document of Judaism and has been used by Jews through the ages. All Jews believe it contains the words of God. The Torah reminds Jews of the special covenant God made with Abraham. It makes clear that they should only worship this one God. During difficult times in their history, faithful Jews have trusted in God's promises in the Torah and this has given them strength and hope. For example, Jews may look at the account in Exodus about how God rescued the Jews from slavery in Egypt. Orthodox Jews believe that God **dictated** the Torah to Moses on **Mount Sinai 50 days** after their exodus from Egyptian slavery. They believe that the Torah shows how God wants Jews to live. It contains **613 mitzvots (= God-given commandments)** - the ten best known of these as the Ten Commandments. Progressive Jews think the words are from inspired men of God several thousand years ago, not God's actual words.

- **Torah** – the Holy Book of the Jews
- **Hebrew** – the language that the Torah is written in
- **Covenant** – a promise made between God and Abraham – God would give his people a land of their own in return for Abraham and his descendants obeying God's rules
- **Shema** – the most important prayer in Judaism, starting 'Hear, O Israel: The Lord is our God, the Lord is one.'
- **Mezuzah** – a small box that contains a scroll with the words of the Shema written on it - found on the right hand doorpost of each door (except the toilet) in a Jewish home

- **Tefillin** – two black leather boxes with straps to hold them on, worn by some Jews for prayers. They have the words of the Shema inside – and are worn on the forehead and arm as a reminder of God's laws.
- **Tallits** – prayer shawls
- **Tenakh** – the Jewish holy writings, which are Torah, Talmud, Nevi'im and Ketuvim
- **Torah** – the Jewish Books of Law (Genesis, Exodus, Leviticus, Numbers, Deuteronomy)

## How do Jews worship in the synagogue?



Label the key features using notes in your booklet

- **Yad** – a pointer that is used to protect the sacred Torah scrolls when reading from them
- **Mantle** – a special cover for the scrolls
- **Ark** – a special cupboard that the scrolls are kept in
- **Sofer** – a highly trained Jewish scribe who hand writes the Torah
- **Mitzvot** – God-given commandments – the Torah has 613 of them, that Orthodox Jews try and follow

## How do Jews keep the Shabbat Mitzvot?

In the Torah Jews are told to keep one day a week aside as a holy day. In the fourth commandment, or mitzvah (plural mitzvot), God tells the Jews not to work on the Sabbath. They are to keep this one day holy, as a day of rest dedicated to God.

The Shabbat is kept as a special day to spend time with the family and to worship God. **The Torah lists 39 jobs that cannot be done once Shabbat begins at Friday sunset.** For example, Jews are commanded not to use a hammer, start a fire or bake on the Shabbat. All housework and preparations for Shabbat have to be completed before the sunset. Shabbat is then kept until Saturday sunset.

- **Shabbat** – the holy day that Jews set aside for family time and worship
- **Shabbat Mitzvot** – the Torah lists 39 jobs that mustn't be carried out during Shabbat
- **Challah** – the two loaves of bread that Jewish families have at the Shabbat meal
- **Kiddush** – the prayer spoken by a Jewish mother at the start of Shabbat (just before sunset on Friday) – two candles are lit
- **Havdalah** – the prayer that ends Shabbat at sunset on Saturday – a plaited candle is lit

# RE2

## How do Jews keep kosher?

1. A Jewish butcher must slaughter an animal using the kosher method, by cutting the animal's throat. It must not be an animal that has died naturally or been killed by another animal.
2. Meat and dairy products cannot be eaten in the same meal, because the Torah states three times **not to 'boil a kid in its mother's milk'**.
3. Blood must be removed from all meat, because the life of the animal is contained in the blood.
4. Any fish with fins and scales is allowed but shellfish and eels are not.
5. Only meat from permitted animals can be eaten – **any animal that has cloven hoofs and chews its cud**. Pigs are forbidden.

## What happens when Jews are born?

In order to fulfil the covenant with God that was first made by Abraham, Jewish boys are circumcised eight days after their birth. This is known as the **Brit Milah**, which means 'the covenant of the cutting'.

Circumcision is a small operation to remove the flap of skin at the end of the penis. This can be done by a doctor or by a **mohel**. A mohel is a Jew who is specially trained in Jewish circumcision.

- **Circumcision** – a small operation to remove the flap of skin at the end of the penis
- **Brit Milah** - 'the covenant of the cutting' in which baby boys are circumcised at 8 days
- **Mohel** – a Jew who is specially trained in circumcision

## How do Jews celebrate Bat or Bar Mitzvah?

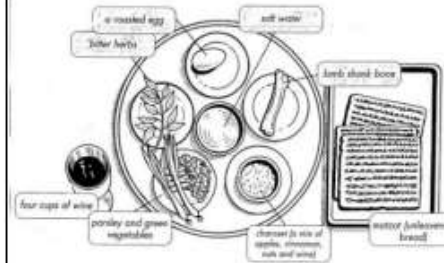
In Judaism boys and girls have separate ceremonies to mark the age at which they are considered old enough to take on their religious and moral responsibilities for themselves. Up until this time the parents are expected to make sure that their children perform their religious duties, for example attending the synagogue.

- A boy will go through his ceremony, when he becomes Bar Mitzvah, at the age of thirteen. Bar Mitzvah means 'son of the commandment.'
- Girls are believed to mature earlier than boys and so they take on their religious responsibilities at the age of twelve. The girls become Bat Mitzvah and this means 'daughter of the commandment'.
- In Progressive synagogues Bar and Bat Mitzvah ceremonies are the same. In an Orthodox synagogue Bar Mitzvah is usually held on the first Shabbat after a boy's thirteenth birthday, and he will read a portion from the Torah. The Bat Mitzvah is usually on a Sunday and, in a Progressive synagogue, the girl will read from the Torah during the service.
- **Bar Mitzvah** – son of the commandment
- **Bat Mitzvah** – daughter of the commandment
- **Kippah** – a small cap used to cover the head

## What festivals do Jews celebrate?

Rosh Hashanah is the Jewish New Year celebration. The festival celebrates God's creation of the world and the end of the world when the Day of Judgement will come. It takes place in late September or early October each year. The Jewish calendar starts 3761 years before the Christian calendar. So 2017 is 5778. It is a time for fresh starts. Jews spend ten days reflecting on what they have done wrong and repenting. Jews also accept apologies from each other and end any bad grudges that are being held. Jews hope that God will forgive them during this time. During Rosh Hashanah the **shofar** (a ram's horn) is sounded in the synagogue. It has a deep and solemn sound and it reminds Jews that God is almighty and that they must listen to him.

- **Seder** – the Passover meal
- **Shofar** – the horn blown in the synagogue at Rosh Hashanah
- **Purim** – a jolly festival that celebrates the rescue of Jews from destruction
- **Rosh Hashanah** – the Jewish New Year celebration
- **Pesach** – the festival of Passover
- **Hagadah** – the booklet that helps everyone know what is going on during Pesach
- **Prophet Elijah** – an extra glass of wine is left for him at the Pesach table to show belief that he will one day return from Heaven and announce the Jewish saviour



## THE FOUR QUESTIONS ASKED AT PASSOVER

1. On all other nights we eat bread or matza, while on this night we eat only matza.
2. On all other nights we eat all kinds of vegetables and herbs, but on this night we have to eat bitter herbs.
3. On all other nights we don't dip our vegetables in salt water, but on this night we dip them twice.
4. On all other nights we eat while sitting upright, but on this night we eat reclining.

## What is the history of Judaism?

Judaism came from God's promise to Abraham that his descendants would become the holy nation of Israel. Through Abraham's son Isaac, the prophet and leader of the Jewish people, Moses, was born. The Jews were to be holy, to serve God and follow his commands. Jews believe that God brought them through many troubled times, including freeing them from Egypt. God promised the Jews a land of their own; this land was to be Israel, and at its centre was the holy city of **Jerusalem**.

### Jerusalem

The Jewish nation became strong and was led by many kings, including Solomon, who was the first to build the Temple in Jerusalem for God. The Temple was the focus for all Jewish worship and it was a reminder of God's presence among them. However, in 586BCE the Temple was destroyed by the Babylonians and many Jews were taken into exile in Babylon (present-day Iraq). In 538BCE work on rebuilding the Temple began and many Jews returned from exile. The Jews who chose not to return were the start of the **Diaspora**. Eventually in 63BCE the Romans took over Jerusalem and the influence of the Jews was weakened. Over time the Jews became more spread out and the Temple became less of a focus for worship; many synagogues had been set up. After Jesus' birth, life and death some Jews believed he rose from the dead and was the **Messiah**. 'Messiah' is the word used to describe the person who Jews believed God was going to send to save them and lead them. Those who followed Jesus as the Messiah later became known as Christians.

In 70CE and again in 132CE the Jews revolted against the Romans. Both times the Temple was destroyed. The Temple has never been rebuilt; all that remains is the Wailing Wall.

After the second revolt the Jews were banned from Jerusalem by the Romans and many were killed. Jews became scattered throughout the Middle East and across Europe. For many years the Jews faced terrible treatment because they had a different set of religious beliefs and practices. This can be seen most terribly through the events of the Holocaust.

After the Second World War many countries agreed that the Jews should be given a land of their own. In 1948 the official State of Israel was established in the land known as Palestine. Many Jews believe this to be the land God promised to Abraham thousands of years before. Not everyone was happy with this: Arabs had been living in Palestine for several thousand years and they did not want to give their land over to the Jews.

# RE3

This has caused ongoing conflict between Jews and Palestinians and the problem still has not been solved.

## What do Jews believe about God?

God's name is considered absolutely holy by Jews.

- Jews say God (it is not a name) but write G\_d.
- YHWH is the name of God used in the Tenakh. It is usually pronounced Yahweh. This name means 'I am'. This is a reminder that to the Jews that God is **eternal**, and it is he who creates all living things. Jews do not say the name Yahweh, but replace it with Adonai (Lord) in speech and LORD (upper case letters) when written.
- Much of God's character is also revealed by the titles that he is given throughout the books of the Tenakh (see table).

## Who was Abraham?

This is the story of **Abraham** as told in the Torah. Abraham was originally called Abram. He lived in Ur, which is now part of Iraq, before travelling to Haran with his family. His father was called Terah.

At this time people believed in many gods. This is known as **polytheism**. Abram's father sold **idols** too (sculptures of gods). In the **Midrash** there are stories about Abraham smashing his father's idols when he realises there can be only one God of heaven and earth. It is this one God whom Abram begins to worship.

This is the start of Judaism as a monotheistic religion.

God calls Abram to leave his home and follow him. In Genesis 12, God promises Abram that he will be his God, that Abram will have many descendants and that he will deliver God and his people into a promised land. God promised to set apart the Hebrews as his chosen people. This is the start of the **covenant** between God and the Jewish people.

## How do Jews decide how they should live their lives?

A **halakhic** life means a life of walking with God. This is the kind of life Jews seek to live. Walking with God means following his ways and obeying his commands so that in all they do Jews are aiming to behave as God wants them to. The main guidance for living is found in the ten statements, given to God by Moses and in the 613 mitzvot. These commands are there to guide Jews in their journey through life and to help them walk with God. Generally, Jews follow the law of the country that they are living in. If they have concerns about a matter, for example, Jewish divorce or food rules, they can go to a Bet Din. The Bet Din is a special Jewish court made up of three rabbis. The only country in the world that is governed by Jewish law code, the Halakhah (= Jewish law), is Israel.

## ADDITIONAL NOTES:

