

Collins

HUMANITIES 2017–2018

History • Geography • RE • Citizenship

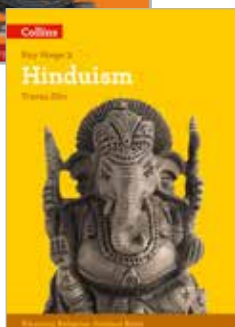
www.collins.co.uk



Welcome to the 2017 Humanities Catalogue

Inside you'll find lots of useful information on resources for KS3, GCSE and A-level from Collins, including revision guides and information on free teaching support. See below for details of some of the exciting new publishing and features available from Collins.

Want to take a closer look? If you would like more information on any of our series, please don't hesitate to contact one of our sales consultants – they'll be happy to answer your questions or visit your school. Find your local representative's details on the back page.



What's new

Collins Key Stage 3 Knowing History

Encourage a thirst for knowledge in your KS3 History students with high-quality, content-rich lessons that lay the groundwork for the new History GCSE.

See page 2

Collins Key Stage 3 Knowing Religion

Provide students with a strong understanding of religion and build a firm foundation for the new RS GCSE with our new engaging materials covering all six major world religions.

See page 22



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Find out more


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Key icons used in the catalogue






-  New resources
-  Age range
-  For Key Stage 3
-  For GCSE
-  For AS and A-level

Specification information

Available on our online learning platform Collins Connect:

Collins **Connect**

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-  For Edexcel
-  For AQA
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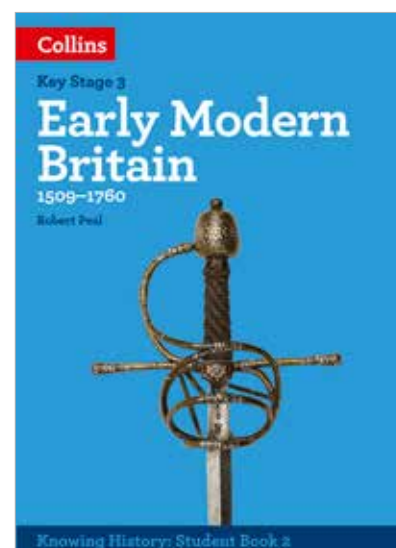
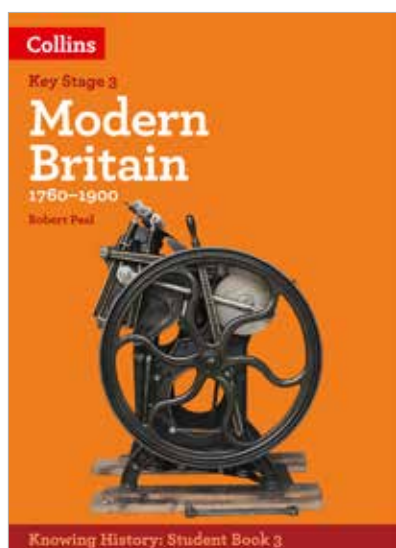
Collins Key Stage 3 Knowing History

NEW Age 11-14 KS3

Collins Connect

Author: Robert Peal

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Online at **Collins** Connect

- Use a digital version of the Student Books on your whiteboard for front of class teaching and provide access at home for students

Unit 1: Henry VIII and the Reformation
Knowledge organiser

Key vocabulary

Key people

Key vocabulary

Key people

Aid revision and consolidate learning with a **knowledge organiser** at the end of each chapter

Check your understanding sections ensure that key points in the narrative are understood

Key vocabulary and Key people highlight important knowledge from the chapter

Fact boxes provide insights to keep students engaged

Unit 1: Henry VIII and the Reformation
The young Henry VIII

Henry VIII was crowned king in 1509. He was already the son of **Thomas England**. He was tall and handsome, and a love of music, dancing, archery, tennis and tennis playing.

Henry VIII was thought by some of the greatest philosophers of his age, and could play many games and sports. He was also a keen student of the Bible. He was a great lover of music, and he loved to dance. He was a great lover of music, and he loved to dance. He was a great lover of music, and he loved to dance.

Fact

In 1520, a massive banquet was held at the court of Henry VIII. It was the largest banquet ever held in England. It was held at the court of Henry VIII. It was the largest banquet ever held in England.

Check your understanding

- How was Henry VIII's father, Henry VII, a great ruler?
- What were Henry VIII's interests and hobbies?
- What was the purpose of the Field of the Cloth of Gold?
- What was the purpose of the Field of the Cloth of Gold?

Sample from *Early Modern Britain (1509–1760) Student Book*

Student Books and Online Resources

Medieval Britain (410-1509)	978-0-00-819523-6	£7.99
Medieval Britain (410-1509): Powered by Collins Connect, 1 year licence	978-0-00-819517-5	£150 + VAT
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Collins Key Stage 3 History

Age 11-14

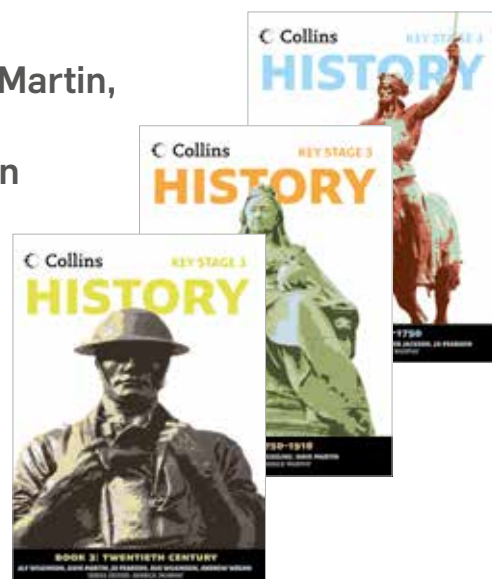
KS3

Series Editor: **Derrick Murphy**

Authors: **Alf Wilkinson, Elizabeth Sparey, Dave Martin, Andrew Wrenn, Jo Pearson, Graham Berry, Sue Wilkinson, Mark Gosling and Peter Jackson**

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Collins Key Stage 3 Revision and Practice

Collins Key Stage 3 History Revision Guide

With clear and accessible explanations of all the KS3 content, this History revision guide provides clear, concise revision notes, plus five practice opportunities for each topic.

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Collins Key Stage 3 History All-in-One Revision and Practice

Excellent value for money, this History revision and practice workbook contains all the content and questions from the KS3 History revision guide, plus lots of extra practice questions.

Based on research that proves repeated practice is more effective than repeated study, it includes clear and concise revision notes, plus seven practice opportunities for every topic, and is guaranteed to help students achieve the best results through repeated practice and testing.



	Schools' Price
Collins Key Stage 3 History Revision Guide	978-0-00-756288-6 £2.50
Collins Key Stage 3 History All-in-One Revision and Practice	978-0-00-756289-3 £3.99

Great value – see schools' prices!

Collins GCSE History Revision and Practice

NEW

Age
11-14

KS3

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- Topic review questions later in the book
- Mixed practice questions at the end of the book
- More exam-board specific topic-by-topic practice in the added workbook

Norman England

Anglo-Saxon Society on the Eve of Conquest

You must be able to:

- Describe the structure of Anglo-Saxon society before the Norman invasion
- Explain the key features of Anglo-Saxon religion, culture, language and law.

Revise

- Kings in England recognised the authority of the Pope as the head of the Roman Catholic Church.
- During the second half of the 10th Century many independent church leaders were replaced with monks from the Christian church. This created deep divisions in England as some people did not like being told what to do by the monks who worked for the Pope.

Culture

- The majority of people's lives were based around the land.
- Each ceorl worked a **hide** of the thegns' land (the thegns also worked but as slaves). Ceorls paid food rent to the thegn.
- Some ceorls had specialised jobs such as shoemakers, bakers and merchants.
- For ordinary families, men and women had specific roles but both were considered important: boys would learn farming, fishing and how to hunt. Girls would learn skills centred on the home, for example, how to cook and brew ale.
- It was rare for girls to be taught how to read and write. The sons of kings or rich thegns might be taught by a private teacher.
- The only schools were run by the Christian Church in monasteries.

Language

- The language spoken was Old English.
- This comprised a mixture of West Germanic languages.

Law

- Kings would give powers to local officials who would listen to cases. These were known as 'hundred' courts.
- Courts were becoming more important in deciding innocence or guilt (rather than people being punished on the say so of the king).
- Entire families could be punished for the actions of one individual.
- The Anglo-Saxons placed a high value on the word of a person (their solemn oath).
- Trials by ordeal were used to decide whether someone was innocent or guilty. Trials by iron or water were the most common.
- Everyone had a **wergild**. If the money could not or would not be paid then the family of the victim could pursue a blood feud.

Society – the Rulers

- England was divided into separate kingdoms, each ruled by a king (the head of the most powerful family within the kingdom).
- By the later **Anglo-Saxon** period the separate kingdoms had been united under the rule of one king. Kings then allowed earls to look after areas of England known as **earldoms**.
- Earls were responsible for providing justice and ensuring law and order was maintained.
- In 1042 King Edward the Confessor was king of England but he left much of the ruling of the lands to the powerful Earl of Wessex.
- **Thegns** were given land in return (and as a reward) for their loyalty to the king. Thegns were responsible for protecting the villagers under their control and providing military assistance to the king when needed.
- The **Witan** (king's counsel) would be called together to give advice to the king, but he did not have to listen to or act upon the advice.

Key Point

English society was an amalgamation of settlers from north-west Europe (tribes from the Angles, Saxons and Jutes).

Society – Ordinary People

- Most ordinary people in the kingdom were **ceorls** (freemen).
- People who were **thralls** (slaves) usually came from one of three groups:
 - Prisoners of war
 - Criminals who couldn't pay their fines
 - Descendants of the original British people who inhabited the island before the Saxon invasion.
- In times of hardship ceorl parents sold their children into slavery.
- Society was not completely rigid; ceorls could become thegns.

Religion

- During Anglo-Saxon times kings in England had converted to Christianity. The conversion began in AD597 when Pope Gregory I sent missionaries to spread Christianity.
- People within England believed in one God rather than the many of the Pagan beliefs.
- The Saxons stopped being superstitious and believing in charms and magic and started to listen to the Christian Church under the guidance from Rome.
- Religion became an important part of people's lives and the church held great power over them.

Quick Test

1. What religion were most people in England in 1066?
2. What were the most common trials to ascertain if a person was guilty of a crime?
3. Who usually received an education in Anglo-Saxon society?

Key Words

Anglo-Saxon earldom
thegn
Witan
ceorl
thrall
hide
wergild

Key Point

For the majority of people, life was very much structured by God or the social hierarchy.

Key Words

Anglo-Saxon earldom
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Key Point

For the majority of people, life was very much structured by God or the social hierarchy.

Sample from GCSE History (British) All-In-One Revision and Practice

NEW GCSE History (British) All-In-One Revision and Practice

978-0-00-816635-9

Schools' Price

£3.99



Flagship History

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For AQA

For Edexcel

Age 16+

AS/A

Authors: **Derrick Murphy, Terry Morris, Kathryn Cooper**



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“ I can only say good things about this Flagship History series – they really are great books. The synoptic overview they provide at the beginning of each book is good for gaining a general grounding in the subject, and each subsequent chapter then gives greater detail. The new mind maps are a particularly useful feature – very helpful for studying! ”

A. Watson, awarding **Germany 1848-1991** 5 stars out of 5 on amazon.co.uk

Collins Student Support Materials for History

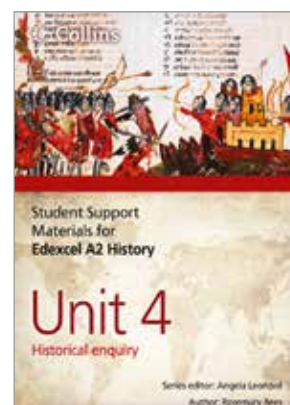
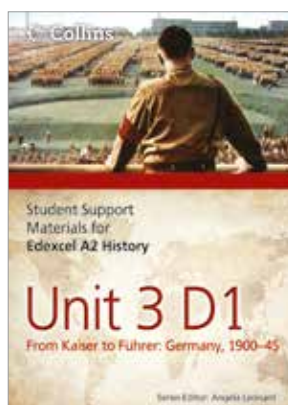
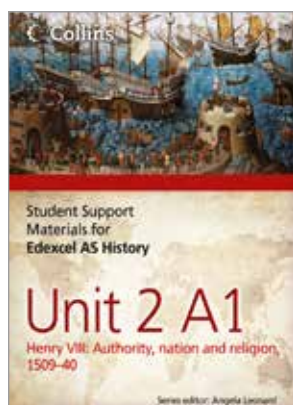
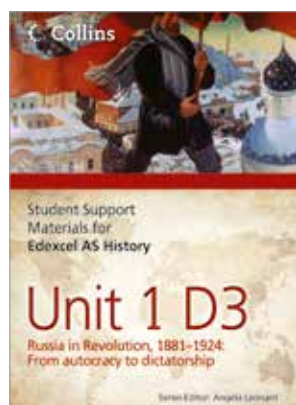
For Edexcel

Age
16+

AS/A

Series Editor: **Angela Leonard**

Authors: **Adam Bloomfield, Ben Gregory, Kerry Killin, Andrew Mitchell, Sarah Moffat, Rosemary Rees, Hilary Stark, Geoff Stewart, Alan White**



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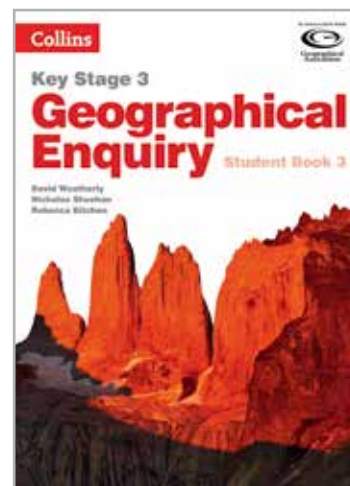
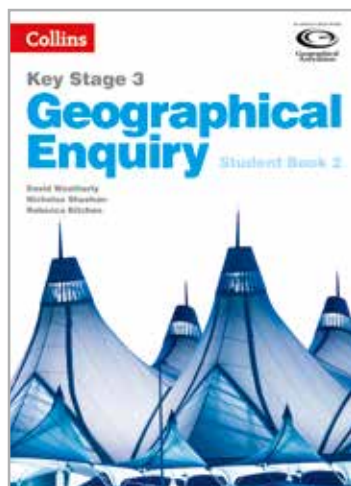
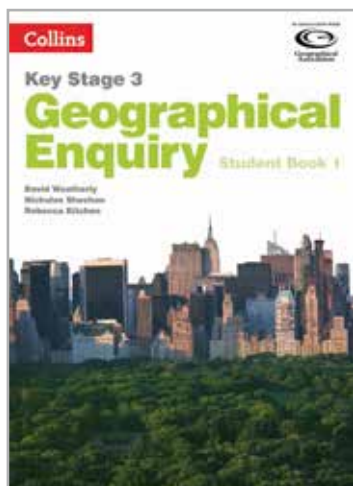


Key Stage 3 Geographical Enquiry

Age
11-14

KS3

Authors: David Weatherly, Nicholas Sheehan, Rebecca Kitchen



Engage and challenge your students with this investigative course for the 2014 curriculum.

Taking an entirely unique approach to teaching KS3 Geography by focusing on key question-led enquiries, Collins Key Stage 3 Geographical Enquiry series helps students to recognise, understand and evaluate the interconnected relationships between people and environments.

- **Student Books** encourage progression, critical thinking and discovery through 'How' and 'Why' key question led enquiries
- Enquiries consist of one overarching investigative question and a series of sub-questions, interspaced with opportunities for the students to consolidate and extend the knowledge and understanding they have acquired
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Enquiry topics:

- Natural resources
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- International development
- Weather and climate change
- Coastal management
- Recreation and leisure
- Natural hazards
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- Hydrology and flood management
- Tectonic activity
- Population
- Urbanisation

View a sample chapter from Student and Teacher Book 1 on www.collins.co.uk/KS3geo

Investigation title designed to engage students

Geographical Enquiry

Living in Japan

Why isn't Yuna able to play the sport she loves?

Yuna has been working in Osaka in Japan as a software engineer for four years. Osaka is the third-largest city in Japan after Tokyo and Yokohama and together with Kyoto and Kobe forms a metropolitan area of nineteen million people.



Overarching key enquiry question to encourage critical thinking and discovery

Scope for progression and further challenge for the more able

Activities are included to stimulate student's thinking

Regular opportunities for the students to consolidate what they have learned through reflective exercises

Sub-questions encourage students to enquire and think about the different dimensions of each investigation and expand knowledge and understanding independently

How does all of this affect Yuna? Read through all of the information cards (which can be printed from the Teacher Book) and then sort them into sets to provide you with information about:

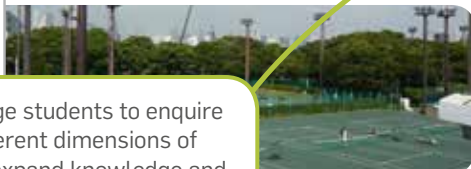
- The physical geography of Japan
- The impact of physical geography on population distribution and density in Japan
- Yuna
- Osaka
- Utsubo Tennis Club

Be sure to use appropriate subject vocabulary throughout your narrative e.g. relief, urban, megalopolis, population density/distribution, coastal etc.

Consolidating your thinking

Next you need to draft a piece of explanatory writing to bring all of this information together and help you answer the key question at the beginning of this enquiry. Use the information you have categorised above, plus additional reading of your own (additional sources are recommended below) to demonstrate that you understand the geographical reasons which explain why Yuna isn't able to play very much of the sport she loves. Your explanatory narrative needs to have the following structure:

- **A Title:** Why can't Yuna play the sport she loves?
- **An introductory paragraph** to set the scene and context – in this case providing background information on Yuna, where she lives and the life she leads. You will need to consider whether you will use maps and images to help set the context.
- **A second paragraph**, which begins with a topic sentence (this introduces the reader to what the paragraph is going to be about). In this paragraph you will discuss the physical geography of Japan and link this with appropriate maps and images.
- **A third paragraph** (the focus of which will again be introduced via a topic sentence), which explains the impact of the physical geography of Japan on human activity (e.g. where and how people are able to live) using connectives such as 'since', 'because', 'so', 'as', 'therefore' and then 'this leads to', 'which causes', 'this means', 'as a result of', 'due to the fact that', etc.
- **A concluding paragraph**, which is a summary of the main points and answers the question. Once again, look to apply appropriate connectives such as 'in conclusion', 'in summary', 'to sum up', 'overall', 'on the whole', 'in short', 'in brief', 'to conclude', 'so to round off', etc.



A model of explanatory writing, which provides the same kind of structure as the piece that you are going to write about Yuna, and which illustrates the key conventions, is available for you to print off from the Teacher Book. Read through this example carefully and use it as the basis for your explanation of: *Why can't Yuna play the sport she loves?*

Use the additional sources of information to the right to extend the depth and breadth of your explanation.

Assessment for learning

During the drafting stage of this piece of explanatory writing why not swap your developing answer with a partner and each use the table in the Teacher Book to check how your respective answers are shaping up? Discuss with your partner which aspects of your explanatory writing you feel are most effective so far and which require further development.

Because living space is in such short supply, the people of

Extending your enquiry

1.3 How is Japan creating more living space through umetatechi?

Japan has been reclaiming land from the sea for nearly 1000 years – the first man-made island of Kyogashima was created in 1173. The first large-scale reclamation project was started in Tokyo Bay in 1552. Today, 0.5% of the entire land area of Japan is estimated to be made of reclaimed land or umetatechi.

Consolidating your thinking

Look carefully at the images of Tokyo Bay on the following page. The map dates from 1898. How has the coastline changed since then? What shape are the land extensions and islands that have been created in Tokyo Bay over the years? In which decade did most land reclamation in Tokyo Bay occur? Why do you think this was? How is the reclaimed land being used today?

Useful general background on factors affecting population distribution:

<http://www.sln.org.uk/geography/schools/lythebridge/GCSERevision/PopulationD&D.htm>

http://www.bbc.co.uk/schools/gcsebitesize/geography/population/population_distribution_rev1.shtml

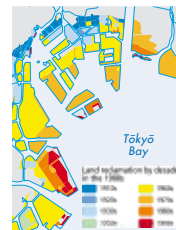
<http://www.bbc.co.uk/learningzone/clips/population-density-and-distribution/52.html>

More specific to Japan:

<http://countrystudies.us/japan/51.htm>

<http://www.shmsleveseur.files.wordpress.com/2009/08/chapter-31.pdf>

<http://afe.easia.columbia.edu/japan/japanworkbook/geography/>



Living in Japan 13

Sample from Geographical Enquiry Book 1

Our flexible **Teacher Books** provide an overview of each investigation in the Student Books, as well as ideas for extension activities and suggestions on how to adapt and expand teaching for each topic.

- Downloadable resources contain schemes of work and provide support and guidance on approaches to learning and teaching and the establishment of meaningful outcomes and assessment
- The Teacher Books are also available to download as editable Word files so teachers can tailor each learning activity to suit their own lessons

Student Book 1	978-0-00-741103-0	£15.99
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Fieldwork for GCSE Geography

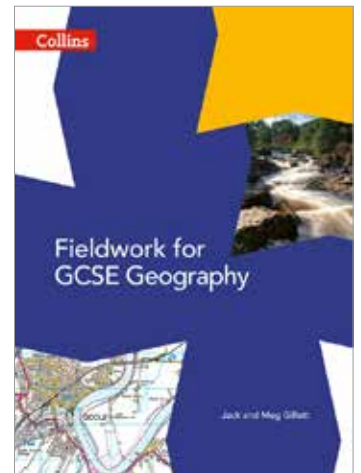
Age 14-16 GCSE

For AQA For Edexcel For OCR

Authors: Jack Gillett and Meg Gillett

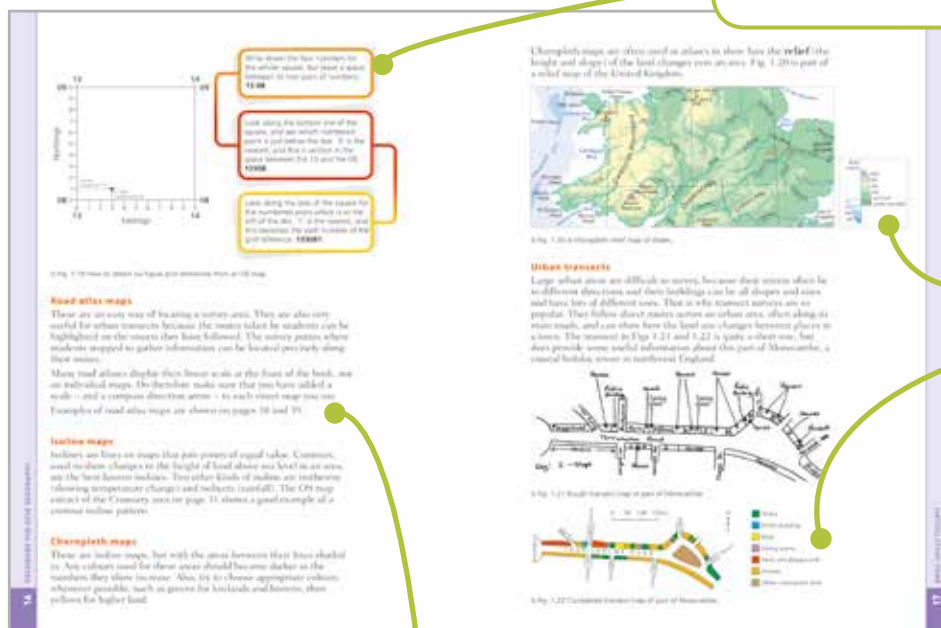
Help GCSE Students learn and apply the fieldwork skills they need to produce excellent fieldwork enquiry projects for the new 9-1 GCSE Geography courses for AQA, Edexcel and OCR.

Collins NEW Fieldwork for GCSE Geography covers every aspect of conducting and completing a GCSE Geography fieldwork enquiry. Every student will benefit from its two skills toolkits which assume no prior knowledge of data presentation and evaluation methods which are most likely to feature in both human and physical Geography-based fieldwork enquiries.



- Covers both human and physical Geography-based fieldwork enquiries, with a model study included for each
- Looks at every aspect of conducting and completing a GCSE Geography fieldwork enquiry, including planning, collecting and presenting data, and analysing and evaluating results
- Includes simple practice exercises to test students' basic skills and assess where more practice is required
- Examples of all of the types of exam question students may encounter in the new fieldwork section of the GCSE exams, with detailed answers available online
- A handy glossary with easy-to-understand definitions of important geographical terms

Step-by-step guides to all the skills students need for their fieldwork enquiries



Full-colour examples throughout of all the different types of maps, diagrams and sketches that students will need to be able to understand and create

Clear and concise explanations for all the types of maps and other resources that students will encounter, alongside advice on the most appropriate ways to use them for the GCSE fieldwork enquiries

Sample pages from *Fieldwork for GCSE Geography*

Fieldwork for GCSE Geography 978-0-00-818945-7 £13.99

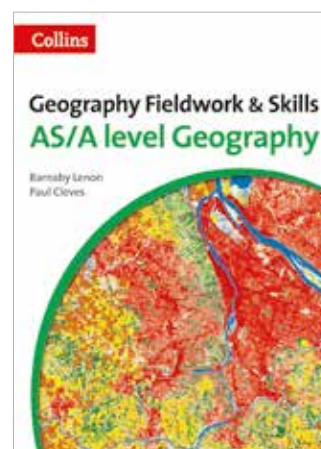
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Age 16+ AS/A

3rd edition

Author: **Barnaby Lenon and Paul Cleves**

- A revised third edition of this popular and well established text designed for the new generation of A-level specifications
- Revised and improved to take account of changes in the new A-level specifications, the book covers the three main aspects of fieldwork investigation: collecting, processing and presenting the data
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Geography Fieldwork and Skills: For AS/A-level Geography 978-0-00-759282-1 £37.50

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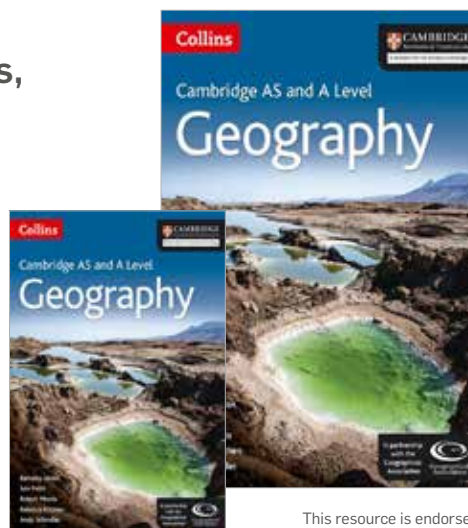
The book will help students to obtain the knowledge, understanding and skills to help them succeed in their geographical studies.

Student Books:

- Help students develop an understanding of complex topics and the inter-relationships between processes
- Inspire with a wealth of maps, diagrams and infographics
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- Benefit from innovative and refreshing ideas, and try out new approaches to strengthen and deepen students' understanding of our complex world
- Reach every child and provide support in areas where some concepts are more challenging



The Teachers' Resources DVD is endorsed by Cambridge International Examinations to support the full syllabus for examination from 2018.

This resource is endorsed by Cambridge International Examinations to support the full syllabus for examination from 2018.

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Excellent revision and consolidation of key content and skills at the end of the key stage to ensure the best possible results in test and assessments.

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- Provides five distributed practice opportunities for each topic so that students can test, revisit and renew their understanding throughout their revision
- All-in-One Revision Guide and Workbook with even more topic-based and mixed practice questions to guarantee the best results



Geography Revision Guide	978-0-00-756286-2	£2.50
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Collins GCSE Geography Revision and Practice

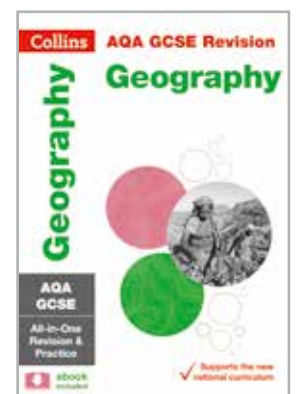
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There are clear and concise revision notes for every topic covered in the curriculum, plus seven practice opportunities to ensure the best results. An e-book version of the revision guide is included in the purchase of every book.

This approach includes:

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- End-of-topic practice questions
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Great value – see schools' prices!

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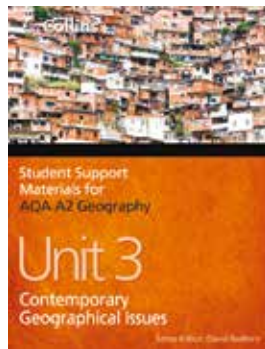
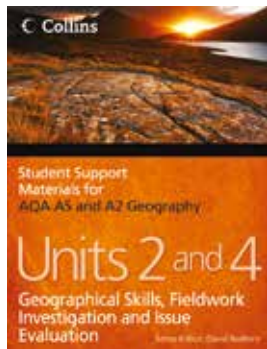
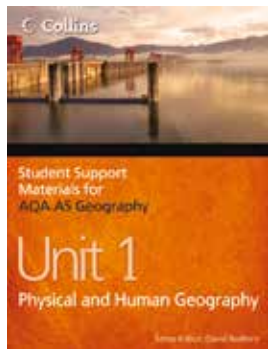
Collins Student Support Materials for Geography

Age 16+ AS/A

For AQA

Series Editor: David Redfern

Authors: Phillip Banks, Ruth Ward, Paula Howell Evans, Geoff Gilchrist, Tania Grigg

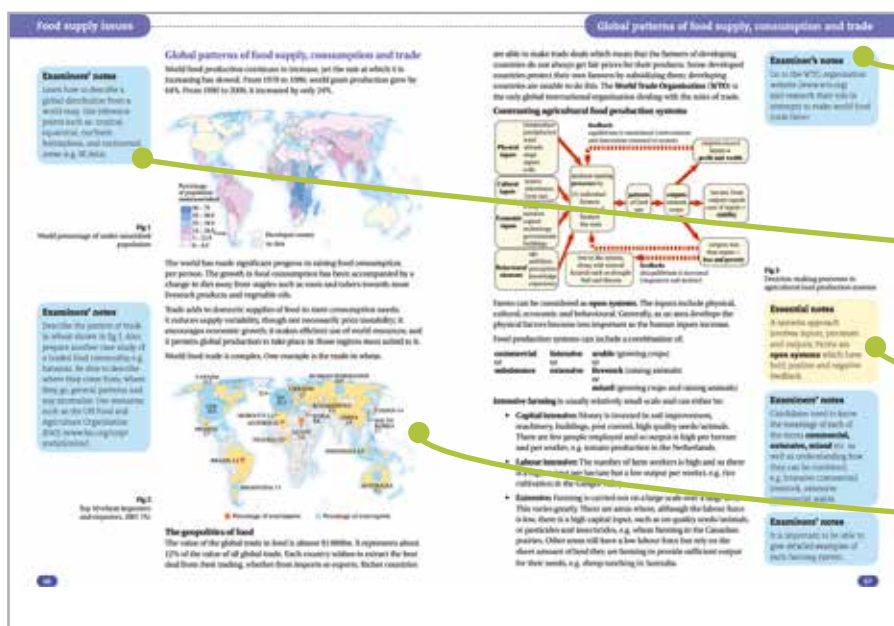


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Review of **Collins Student Support Materials for AQA Geography Unit 3: Contemporary Geographical Issues** on amazon.co.uk

Get better results with Collins Student Support Materials for AQA Geography.

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Topics are clearly labelled to aid revision

Hints and tips from the examiners identify common mistakes and offer vital exam advice

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Full colour figures and maps engage interest and set out content as clearly as possible

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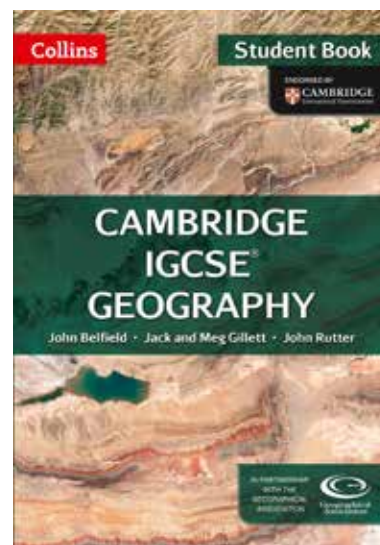
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Age
14-16Series Editor: **John Belfield**Authors: **John Belfield, Jack and Meg Gillett, John Rutter and Alison Rae**

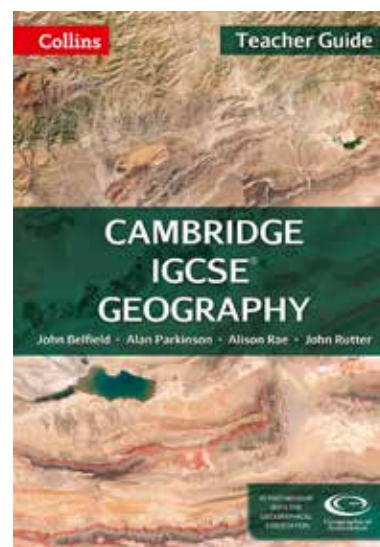
Student Book

- **An investigative approach to Cambridge IGCSE Geography**, written in partnership with the Geographical Association
- **Encourage students to make links** between geographical themes, processes and case studies and their own local contexts
- **Prepare for success** with full coverage of the core themes and skills, plus practise exam techniques with example questions and answers
- **Help students manage their own learning** with clearly highlighted learning objectives, and target information to help students work to their best abilities

Endorsed by Cambridge
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Teacher Guide

- **Comprehensive planning support** with lesson plans to match double-page spreads in the Student Book, as well as worksheets and ideas for differentiation
- **Fully supports the investigative approach** of the Student Book and the 0460 syllabus
- **Accompanying CD-Rom contains editable versions of all lesson plans** and worksheets as well as an image bank for classroom/whiteboard display
- **Produced in partnership with the UK Geographical Association** – the home of best practice in Geography teaching

This Teacher Guide has
not been through the
Cambridge endorsement
process

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Student Book	978-0-00-758906-7	£22.99
Teacher Guide	978-0-00-758907-4	£100.00

“ Highly relevant to the Cambridge IGCSE syllabus, saturated with great course material in terms of information, graphics, maps, exam questions and relevant case studies. ”

Head of Geography, British International School

Urban change

To understand what a modern city is like, you need to know how, when and where it started, and how it has developed and changed.

London – an example of changing land use

The Romans first built Londinium beside the River Thames almost 2000 years ago (map A). This site was chosen because it was easily defended and the Romans knew that it could become an important river centre. The actual site is now known as the city's 'East End' and 'West End'.

From the earliest times, the western and eastern sides of London have developed in very different ways (photos B and C). The East End has always been heavily industrialised and housed many of London's poorly paid workers. By contrast the West End is well known for its royal palaces, government buildings, large houses and expensive shops.

The East End developed first. Roman ships could not sail under London Bridge, the lowest bridging point across the Thames, so a port was established downstream of this. Industries developed behind the quays, as well as low-quality housing for the dock and factory workers, many of them migrants who migrated here from mainland Europe.

The West End developed later, around the 11th-century Westminster Abbey, and became the preferred location for royalty, the very wealthy, and the most influential people in government. One reason for choosing Westminster was that the prevailing winds blow from the south-west, so any air pollution from the East End's industries blows towards the North Sea, away from the West End. The large parks in this part of the city were originally hunting forests for the nobility, and they have been used as recreational areas ever since. It is quite unusual to find so much open space in the heart of a city, where the competition for land is intense.

By the 1800s, sea-going ships had become too big for the East End docks, and most of the industries that depended on them for imported raw materials had re-located elsewhere. The East End's economy had seriously declined and local unemployment had reached record levels. In 1981 the London Docklands Development Corporation was established to redevelop the whole area and give it a new lease of economic life. Photo D shows what this area looks like now.

The 2012 London Olympic Games were held in the valley of the River Lea, a northern tributary of the River Thames, just east of London Docklands. A major aim of the project has been to transform this area of dereliction and deprivation into one where people will want to live and work long after the games have finished. Map E shows what has been done to transform the whole of this area.

Fast fact
In 1900, London was the world's largest city, with 6.5 million people.

Further research
Investigate the impact of a previous Olympic Games on its host city. For example, the 2004 Games was in Athens – you could find out how it stimulated economic growth and improved recreational facilities in that city.

Topic link
More detail about the environmental impact of rapid urban growth and its effects on the rural-urban fringe can be found on pages 48–51.

1.6 Urban settlements 53

5.1 Preparing for your Geography examinations

Learning objectives:

- confidently prepare for examinations
- understand examination questions
- write a detailed case study answer.

What is the Geographical Themes examination?

In the Cambridge Paper 1 examination there are six questions on the paper from which you must choose three to answer, one from each section. Two questions are set on each of the three themes:

- Population and settlement** (population change, migration, population structure, population distribution, urban and rural settlement, service provision, urban land use, impact of suburbanisation)
- The natural environment** (earthquakes and volcanoes, river and coastal processes and landforms, coral reefs and mangrove swamps, weather, climate and ecosystems of the equatorial region and hot desert)
- Economic development** (indicators of development, food production, industry, tourism, energy and water resources, environmental risks of economic development).

In studying for this examination you will:

- learn about geographical events happening in different areas of the world
- gain an understanding of geographical processes
- have the opportunity to explore how people and the natural environment affect each other.

The examination tests:

- your understanding of geographical concepts (ideas)
- your knowledge of case study examples
- your analysis of information and data.

You will not be told which objective each question is testing but you will recognise the objectives by the wording of the question.

How to use your time effectively

During any examination it is important to plan your time effectively and the marks available for each section of question are a good guide. The Cambridge Paper 1 examination is 1 hour 45 minutes long. You must answer three questions, each worth 25 marks, so you have 15 minutes per mark. You may allow yourself about 25 minutes for each question, but remember: you also need to allow time to:

- read all the questions carefully
- choose which three questions you want to answer and in which order
- check your answers at the end of the examination to correct any simple mistakes you may have made.

Tip
Where there is a choice of questions to answer, it is important to choose the correct questions.
You do not have to answer the questions in the order in which they appear on the question paper. Answer your best topic first and your weakest topic last.

Tip
Do not try to answer more than three questions. You will not have time to answer them properly.
If you change your mind and stop answering a question part way through, make sure you cross out what you have written.

Choosing the correct questions to answer

In the Geographical Themes examination you have the opportunity to choose which questions you want to answer. You must choose one question from each section so read them all carefully before you make your choice. To help you to do this think about the following:

- Read all the separate parts of each question, especially the case study, which is worth most marks.
- Make sure you have studied the question topic! Some questions might look easier than others but you may not have enough knowledge about the topic.
- Think about which topics you have revised most thoroughly.
- Do not choose a question just because it has an interesting photograph, map or diagram.
- If you think you have chosen the wrong question you can change your mind once you have begun your answer. It is better to do this than carry on answering a question badly.

Understanding the question

Questions in examination will test different parts of the syllabus. Many questions have a common structure, as shown in the following example taken from a past Cambridge examination paper.

(a) Study Fig. 8, a map showing pollution of a river in a MEDC.

(i) Describe how the water quality changes along the river between points A and B. [1]

(ii) Using information from Fig. 8, give two reasons for the change which you have described in (i). [2]

(iii) Explain why, in many countries, waste is released into rivers. [3]

(iv) River pollution is a threat to the environment. Explain what could be done to reduce river silt and improve the quality of water in rivers. [4]

234 Section 5 Exam preparation **5.1 Preparing for your Geography examinations 235**

from Cambridge IGCSE® Geography Student Book

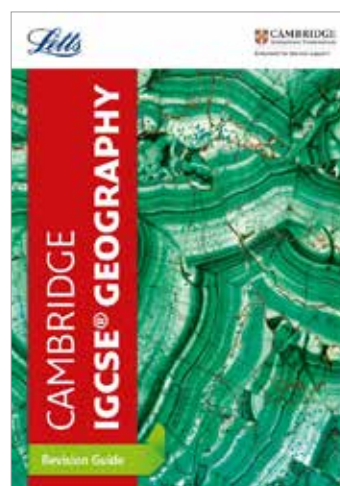
Letts Cambridge IGCSE® Geography Revision Guide

NEW Age 14-16

For Cambridge

The Letts Cambridge IGCSE® Revision Guide provides clear and accessible revision content to support all students, with lots of practice opportunities to build confidence and help students prepare for the Cambridge IGCSE® assessments. Covering the latest Cambridge IGCSE® Geography syllabus, this revision guide includes:

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We are working with Cambridge towards endorsement of this title

Schools' Price

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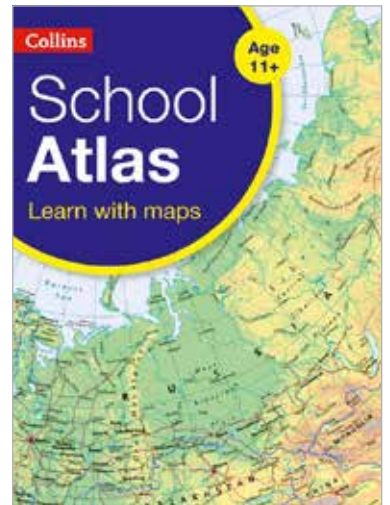
Collins School Atlas

Age 11-14 KS3

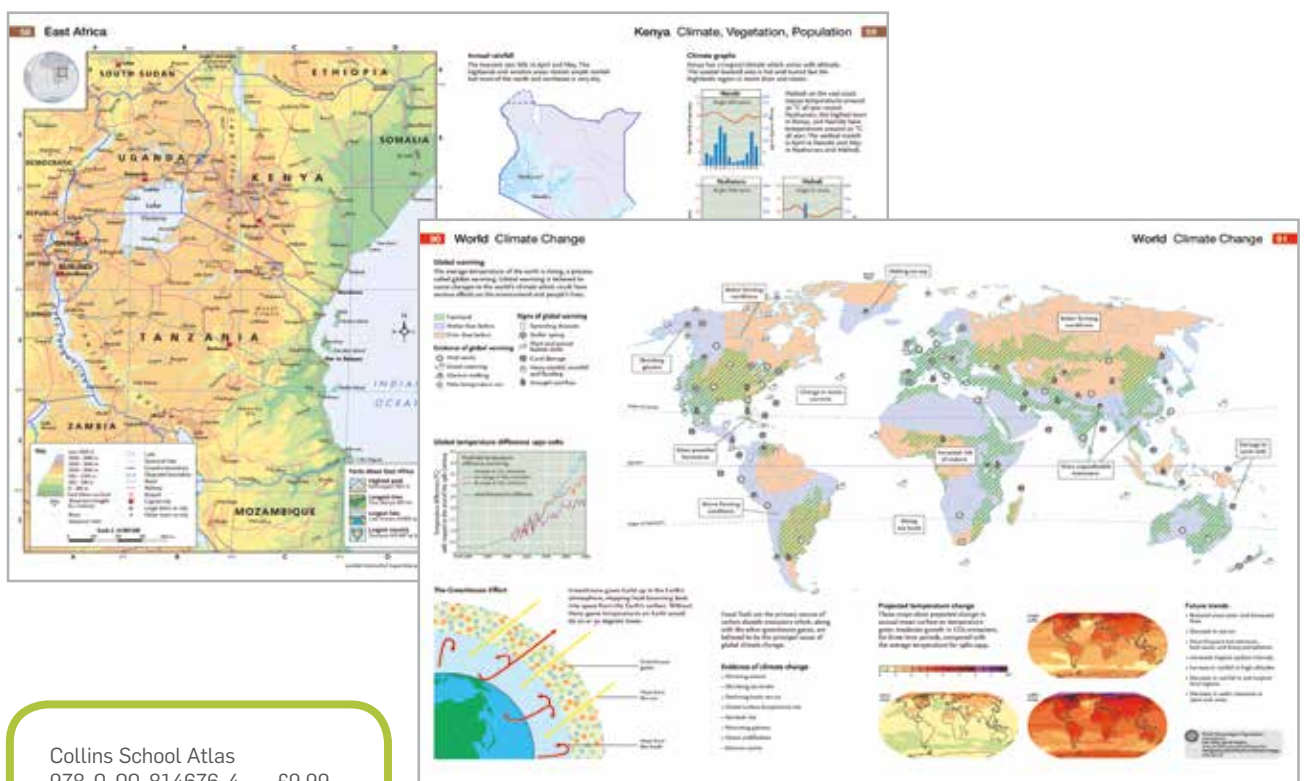
An introductory atlas for secondary schools, perfectly designed to support and motivate Key Stage 3 students in geographical and mapping skills.

This secondary school atlas for students aged 11–14 is designed to help develop map, atlas and data-handling skills. The content adheres closely to the requirements of the National Curriculum and incorporates results of classroom testing.

An easy-to-follow introductory 'map and atlas skills' section is followed by clear, accessible reference maps presented with locator maps, fact boxes and flags, descriptive text, detailed map keys and photos. Carefully selected focus country studies include mapping on contrasting regions and special topics. Regions included in this edition include Russia and the Middle East. The latest available country-by-country statistics are listed in a separate section and the index includes full latitude and longitude values.



- Features 96 pages of clear, easy to read maps, satellite images, an atlas skills section and hundreds of statistics
- Designed to help students develop map, atlas and data handling skills
- Incorporates results of classroom testing
- The world section covers all the global issues required by the National Curriculum e.g. climate change, population, biomes, earthquakes and volcanoes



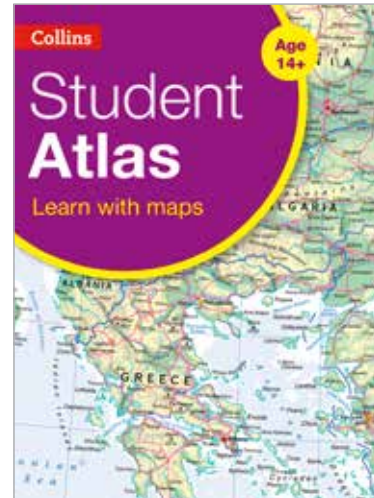
Collins School Atlas
978-0-00-814676-4 £9.99

Collins Student Atlas

Age 14-16 GCSE

Our New Edition of the **Collins Student Atlas** is an indispensable reference tool for students aged 14–16. Perfectly suited for use at GCSE, the fifth edition of this atlas includes a dictionary of geographical terms, up-to-date reference and thematic mapping, country-by-country statistics and a comprehensive index. This is a perfect tool for students, enabling them to increase their knowledge of the world and its issues.

- Perfect combination of reference maps, special topic maps and satellite images bring to life key topics of the curriculum
- Detailed thematic mapping of selected focus countries and accompanying lists of websites allow students to dig deeper into the subject matter
- Illustrated dictionary of geographical terms



118 World Tectonics

Tectonic plates

Scale 1: 170 000 000

Convergent plate boundaries: ...

Divergent plate boundaries: ...

Transform plate boundaries: ...

Other boundaries: ...

Continental drift

Major earthquakes 1971–1999

Year	Location	Magnitude	Deaths
1971	Honshu, Japan	7.5	2000
1975	Colombia	7.5	1000
1976	California, USA	6.5	100
1976	Guatemala	7.5	2000
1976	Philippines	7.5	2000
1976	India	7.5	2000
1976	USA	7.5	2000
1976	USA	7.5	2000
1976	USA	7.5	2000
1976	USA	7.5	2000

Major earthquakes 2000–2011

Year	Location	Magnitude	Deaths
2001	India	7.9	2000
2001	Japan	6.8	100
2001	USA	6.8	100
2001	USA	6.8	100
2001	USA	6.8	100
2001	USA	6.8	100
2001	USA	6.8	100
2001	USA	6.8	100
2001	USA	6.8	100
2001	USA	6.8	100
2001	USA	6.8	100

Major volcanic eruptions since 1971

Year	Location	Magnitude	Deaths
1980	USA	5.0	100
1980	USA	5.0	100
1980	USA	5.0	100
1980	USA	5.0	100
1980	USA	5.0	100
1980	USA	5.0	100
1980	USA	5.0	100
1980	USA	5.0	100
1980	USA	5.0	100
1980	USA	5.0	100
1980	USA	5.0	100

119 World Tectonics

Scale 1: 170 000 000

Volcanoes

● Earthquake and volcano area

▲ Major volcano

100 China

Scale 1: 10 000 000

from Collins Student Atlas

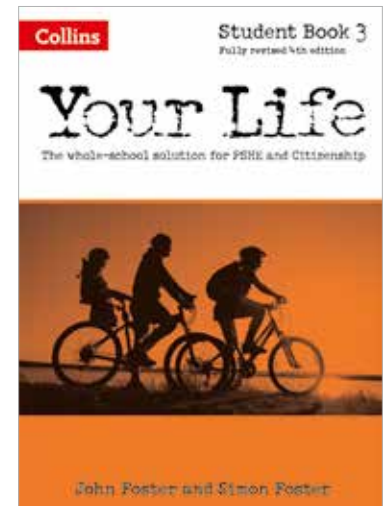
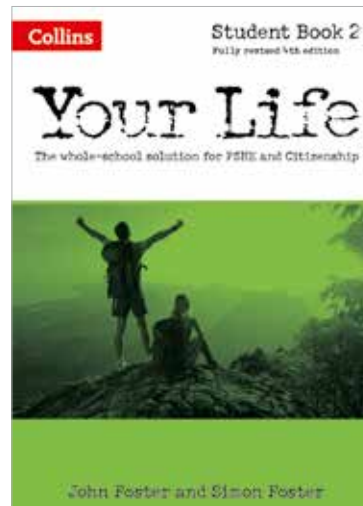
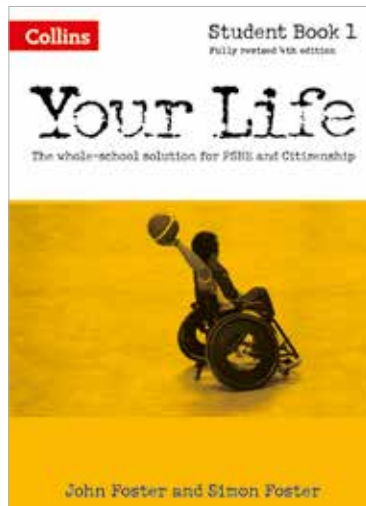
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Your Life



4th edition

Authors: **John Foster and Simon Foster**



Your Life is an engaging and accessible introduction to the issues, rights, responsibilities, money and more that affect young people today. The 4th edition has been updated to ensure it reflects the 2014 Programme of Study.

- **Deliver the only whole school solution for Citizenship and PSHE** with a clear and comprehensive programme at Key Stages 3 and 4 that covers the revised Programmes of Study
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Your Life KS3

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KS4 Co-ordinator's File, 4th edition	978-0-00-812942-2	£85.00

18 You and your body

What is a healthy diet?

Healthy Eating Facts

- To keep healthy you need to eat a balanced diet. Your body needs some body-building foods (protein), some energy-giving foods (carbohydrates and fats) and some protective foods (vitamins and minerals). It also needs plenty of fibre, which helps you to get rid of old waste.
- Foods that contain protein include meat and fish, milk, cheese and eggs and plant foods such as peas, soy beans, and pulses.
- Foods that contain carbohydrates include bread, potatoes, pasta, rice and rice, you also get energy from foods that contain fats, such as milk, butter, cheese, margarine and vegetable oils.
- Foods that contain vitamins and fibre include fresh fruit and vegetables, potatoes, lentils, cereals and pasta and frozen peas or other vegetables.
- By eating a range of these different foods you will also get the small amounts of minerals your body needs.
- The right amount**
Your body needs the right amount of food. If you eat too much or too little, you are likely to get ill. In Britain many people eat too much fat, sugar and salt. Research has shown that there are links between what we eat and many modern diseases. For example, a healthy diet can reduce your chances of developing heart trouble.

Are you eating a healthy diet?

TRACY'S EATING DIARY

I'm not sure how healthy my diet is. I don't eat much fruit and I don't like many vegetables. I like chocolate biscuits and take 1 don't like fish and I prefer chicken to other kinds of meat. But I like the things I eat when I had to eat this week.

SATURDAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Breakfast: Cereal Mid-morning: Chocolate Yoghurt Lunch: Chicken burger and chips Tea: Cake Supper: Ham sandwich, orange juice	Breakfast: Egg on toast, orange juice Lunch: Chicken and chips Tea: Cake, ice cream Supper: Spaghetti	Breakfast: Orange juice Mid-morning: Cereal Lunch: Pizza and chips Tea: Biscuits Supper: Biscuits on toast	Breakfast: Toast, orange juice Mid-morning: Cereal Lunch: Pasta and chips Tea: Biscuits Supper: Biscuits on toast	Breakfast: Orange juice Mid-morning: Chocolate Yoghurt Lunch: Pasta and chips Tea: Biscuits Supper: Biscuits on toast	Breakfast: Orange juice Mid-morning: Cereal Lunch: Sandwich and chips Tea: Biscuits Supper: Egg and toast	Breakfast: Orange juice Mid-morning: Cereal Lunch: Sandwich and chips Tea: Biscuits Supper: Egg and toast

For your file
Keep a food diary. Write down everything you eat each day for a week. Then write a comment saying whether or not you think you eat a healthy diet, and anything you think you need to do to improve your diet.

Relate learning to real-life issues and case studies

4 You and your time managing your time

How to handle your homework

Four students say what they think about homework and talk about how they cope with it.

Do you think homework is important?

Sally: I think homework is very important. It helps you to understand things, because you have to think things through. It helps you learn what you need to know in order to pass exams.

Tracy: Yeah, I suppose it is. But sometimes it's a waste of time. You feel as if the teacher has only set it because the timetable says it's geography homework every Thursday.

Berg: If you don't get homework you wouldn't bother to go without it.

Amy: I don't see why we have to have homework. We learn enough at school as it is. Our teachers should be our own to do what we want.

What's the best time to do your homework?

Sally: It depends what the subject is. I do my homework at seven. I get in from school. Other times I do it later on after I've been to the gym or done other things and then I don't have time.

Tracy: I do it when I feel like it. Sometimes I might spend a long time on it.

Berg: I don't do my homework at the same time. I have to finish school, watch TV, have my bath, then do the homework.

Amy: I do it in the bath-time, or first thing in the morning when I'm awake and I feel like it. I don't see why I should have to do homework anyway.

Where's the best place to do your homework?

Sally: I've had to get my own work space in the corner of my bedroom.

Tracy: The best place is somewhere quiet. But it's hard early in the morning. You can do homework in the library after school if you want. But I'd rather do it at home, even though it's hard to concentrate with my twin sister about.

Berg: I do it in the kitchen. But it's not ideal. Especially when my dad comes in later from work and wants to sit about.

Amy: Anywhere. So long as you can get enough sleep to keep the teachers off your back.

What do you do if someone interrupts you when you're doing your homework?

Sally: Because I'm in my own room, I don't get interrupted unless someone phones me or when they do. I tell them I'll ring them back later.

Tracy: It doesn't bother me if I get interrupted. I just go back to it later - or not when I'm not.

Berg: I'm always getting interrupted. I just have to put up with it.

Amy: It's the help that annoys me. It's only homework, isn't it?

Does anyone ever help you with your homework?

Sally: My mum's a doctor so she sometimes helps me with my science homework. She's really good at explaining things. Once she did get quite really with me because I got together with her but she said she'd be glad to check it out with your parents. She helps me with my science homework.

Tracy: No. My parents are too busy and I'm not that good. If I can't do it, I just leave it.

Berg: Sometimes my older sister helps me. But she doesn't always understand it herself.

Amy: My friend and I often do our homework together. She's better than me at French, so I copy from her. It's not fair, but it's the best.

For your file
Write out a list of the Top Ten Tips - How to Handle Your Homework.

Discuss the reasons for each of the healthy eating tips. Try to add some more tips to the list.

People under 16 should be supervised when using social media. Why do you agree or disagree with this idea?

Activities are included to stimulate students thinking

Consolidate learning with individual follow-up activities in the For your file sections

9 You and other people

bullying

What is bullying?

Bullying can take many forms, such as:

- Physical bullying** - pushing or hitting someone, damaging their things, stealing from them or forcing them to hand over money or belongings.
- Verbal bullying** - name calling, spreading rumours, nasty teasing, threats, insults. Sending nasty or threatening e-mails or text messages.
- Emotional bullying** - ignoring or deliberately leaving someone out. Making nasty remarks about someone's family or home life. Always criticising or "badmouthing" everything they do.
- Prejudice bullying** - bullying someone because of their race, their religion or country of origin. Some people may get bullied because they wear glasses or a hearing aid, or just because they look different.

From the Kids' Advice website

Who gets bullied?

There is no such thing as a typical victim. Bullies pick on people for all kinds of reasons. A person may come from a different background or speak with a different accent. They may be picked on because they look different - they wear glasses or a brace - or because they have red hair or dark skin. They may be good at exams or a sports bottom of the class. They may like the wrong music or wear the "wrong" clothes. However, the factor is often physically weaker or younger than the people who torment them.

Cyber bullying

Cyber bullying is when a person or a group of people uses the internet, mobile phones, online games or any other type of digital technology to threaten, tease or humiliate someone.

What are the different types of cyber bullying?

Email
Sending abusive or nasty emails - including sending emails to a group of people who join in with the bullying.

Instant messaging (IM) and chat rooms
Using instant messaging and chat rooms to send threatening or abusive messages to someone and asking others to join in.

Social networking sites
Writing nasty or upsetting comments on someone's profile and making jokes or comments about people on your own status updates or tweets.

Setting up a fake profile dedicated to bullying someone else.

Online gaming
Abusing or harassing someone through multi-player online gaming sites.

Mobile phones
Sending abusive texts, voice or photo messages.

I'm being cyber-bullied. What should I do?

- Talk to someone you trust like a parent, carer or teacher.
- Keep a copy of any abusive texts, emails, messages or comments that you receive and record the dates and times they were sent.
- You can contact a helpline such as Childline for advice. You can talk to Childline on 1-2-3 chat or contact them via their website (www.childline.org.uk) or phone 0800 1111.

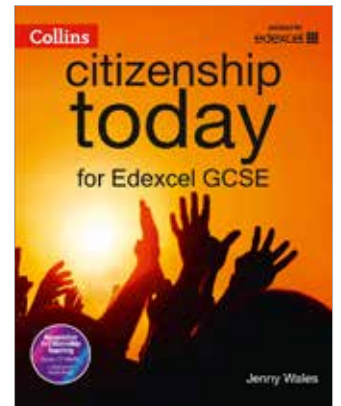
Develop discussion skills with In pairs, In groups and Role play activities

Learn what to do if faced with a difficult situation

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4th edition

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Pick up and teach with ready-made worksheets

2.1 Getting elected 58 pp. 56-57

Objectives
LO 1 To find out more about standing for a constituency.
LO 2 To find out more about voting.

Class:	Date:	Last lesson:	
G & T pupils:	SEN pupils:	M:	F:

Connect
Students discuss the following questions:
 • What have you always wanted to know about democracy in the UK (or about something covered in a previous lesson)? What about another pupil?
 • What would happen if no one wanted to become an MP?

Activate
Worksheet 2.1a: Election anagrams
 • Students solve election-related anagrams. (Answers: 1 – vote, 2 – election, 3 – eighteen, 4 – Member of Parliament, 5 – constituency, 6 – hustings, 7 – first past the post, 8 – referendum, 9 – representative democracy, 10 – direct democracy)
 • **Extra support:** certain students only find anagrams 1-5.

Demonstrate
Worksheet 2.1b: Planning for election and voting
 • Students read statements by five people who want to stand for election. In small groups, they decide who is standing for election for the right reasons and who is standing for the wrong reasons. For each character, they stick a sticky note, marked with the relevant letter, to one of two classroom walls (or pieces of sugar paper) marked 'right reasons' and 'wrong reasons'. (Answers: A, C & D are 'right reasons' and B & E are 'wrong reasons').
 • **Class discussion:** students discuss: Why is it vital that MPs are more interested in the needs of others than in becoming famous, working in London and so on?

Consolidate
Worksheet 2.1c: Elections summary
 • Students fill in the gaps in a summary with appropriate text relating to elections.
 • **Extra support:** HLT/Teacher supports certain students in a group discussion before they complete their summary.
 • Students share answers in small groups.
 • **Class feedback:** ask students: How can we apply what we've learned today in the real world?

Extra challenge
Ask more able students: How might someone from a foreign country, who is not allowed to vote, feel about UK citizens who 'can't be bothered' to vote?

Recommended websites
<https://main.ukrareservice.direct.gov.uk/advice/planning/jobprofiles/Pages/memberofparliament/mps.aspx>

Homework
Your friend says she, or he, won't be voting in the next general election because politics don't affect everyday life. How can you persuade them that they're wrong?

Theme B Democracy at work in the UK © HarperCollinsPublishers Ltd 2016 63

Worksheet 2.1b: Standing for election and voting

1. Read the statements below by people who would like to stand for Parliament below. Tick the statements you think give good reasons for wanting to be an MP and cross those you think give bad reasons.

I want to be an MP because then I can explain to everyone in the House of Commons what people in my local area need. We may live miles away from London, but our voice still counts!

I want to be an MP so that people recognise me and ask for my autographs. I've wanted to be famous since I was a kid. I'd love to have loads of Twitter followers commenting on my jokes!

I want to be an MP so that I get to spend loads of time in London. There are so many amazing shops there I'd be able to go to them after work, because some of them stay open really late.

I want to be an MP to help make us all proud of our country. It'd be a privilege to represent local families. People near me are good citizens who want sensible new laws introduced.

2. Read the statements by voters below. Tick the statements you think give good reasons for voting for a particular person and cross those you think give bad reasons.

I'm going to vote for my mate's brother in the next election. I can't stand him and I don't agree with his opinions on immigration. She's giving me a letter through, which is why I'm doing it.

I'm going to vote for whichever candidate seems to be the most interested in the people she or he would be representing. I've spent ages looking at candidates' websites and will take my time to decide.

I'm going to vote for a Labour candidate because Mum says we're a Labour family. She says she'll look over my shoulder when I vote! I'd rather vote Green but I guess it's up to my parents.

I'm going to vote for the same candidate I voted for last time. He's great with actors as well as with words! I trust him because last year he helped local families to save my old primary school.

I'm going to vote for a lady I met last week at a hustings. She explained what she's passionate about changing near my house. I was really inspired by her slide on tackling homophobia.

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Getting you thinking introduces the topic through thought-provoking case studies, images and questions

Action boxes encourage students to discover how the topic applies to contemporary contexts

1.4 What's happening to the UK population?

You will explore the changes that are taking place in the structure of the UK population.

Getting you thinking

1 Make a list of the way the government will have to support these children as they grow up and grow old.

2 Explain are being longer to what problem does this cause for the government?

Is the population growing?

UK population in millions

The UK population has grown steadily throughout history. Many babies used to die at a young age in the early 20th century. Today the survival rate is much higher. People used to die much earlier than most people do today. This is because most people now have a better diet and better healthcare.

Is the population ageing?

United Kingdom - 2014

If more babies are being born than the number of people who die, the average age of the population will fall. If it is the other way round, the average age will rise and the population will be ageing. As medical care improves, people are living longer. If the population is ageing the rate at the top of the pyramid will grow longer. Over half of people born today can expect to live to 100.

An ageing population generally means that there are more disabled people. The government has to work out how to pay for more pensions, healthcare and looking after the elderly.

Where have the migrants come from?

After the Second World War, the UK was short of people to work in the health service and other jobs. People were encouraged to come from the West Indies, and the Commonwealth countries took care of their own people.

The second source of immigrants in recent years has been the European Union (EU). Member countries of the EU agree that people can move freely from one country to another. In the EU has grown many people have decided to come to work here.

What's causing the change?

Since 1964 the population of the UK has grown by over ten million people. About half of this growth has happened since 2001.

There are two main factors that cause a change in the size of the population.

- Life expectancy**
If people live longer and more babies survive, the population will grow.
- Migration**
The number of immigrants coming into the country and the number of emigrants who go to live in other countries will affect the size of the UK population. As you found out in page 13, there has always been migration into the UK. As the numbers rise and fall, the total number of people in the country will be affected.

Why do people want to come to the UK?

People have many reasons for wanting to come to live in the UK. They generally fall into one of the following categories:

- Economic migrants** come because they are looking for a better life. They want to find work and support themselves and their families.
- Refugees** come because they have been forced to leave their country in order to escape war, persecution or natural disaster.
- Asylum seekers** come because they want to ask in a request to be allowed to stay because they are refugees.

Check your understanding

- What is happening to the size of the UK population?
- Why is it changing?
- What effect will the change in age structure have on the country?
- Since the Second World War, which areas have people come from?
- What different groups of people want to come to live in the UK?

Action

Look at the following website to track future change in the UK population. <http://www.oia.gov.uk/info/interactive/uk-population-forecast-2011/index.html>

Another point of view

We should welcome everyone who is escaping war, persecution or disaster.

Key terms

asylum seeker: someone who says he or she is a refugee, but whose claim has not yet been definitively evaluated.

Commonwealth: a voluntary group of independent countries, some of which were former British colonies.

economic migrant: a person who travels from one country or area to another in order to improve their standard of living.

European Union: a group of 28 countries which work together in fields such as the environment, social issues, the economy and trade.

refugee: a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

Key terms provide definitions of new words and concepts

Another point of view inspires debate and helps students practise putting together an argument for the exam

1.22 Bringing it all together

3. Analyse the sources to identify two views which the writers disagree about. (12 marks)

A British Bill of Rights will not protect us in the way the Human Rights Act does. The Human Rights Act is used to protect people who are a threat to our society.

4. Which writer do you agree with more? Explain your answer, referring to the arguments made in both sources. (12 marks)

I agree with the point of view of Liberty which is a pressure group that aims to protect our human rights.

The student is making a clear statement of their point of view and is the first paragraph used the facts to demonstrate the better.

It requires that public organisations like the Government, the police and local councils must treat everyone equally with fairness, dignity and respect. This is important if we are to live in a multicultural society in which people respect each other's way of life. There are many countries round the world where human rights are not respected and we do not want to live in a world like that.

Here there is a clear perspective on the point of view. This is followed by reference to our view in Europe.

If our law is based on the European Convention on Human Rights, we will be in line with other European countries as they are all members of the Council of Europe. This will mean we are all subject to the same laws.

At the moment judges decide whether people's human rights have not been respected. The Bill of Rights would mean that politicians could decide. If a law like this was passed, politicians might make decisions which promoted their views and restricted the views of other parties.

This shows understanding of Liberty reference to the effect of decisions being made by politicians.

The second view says that they would restore 'common sense' to how human rights are applied – but this is not very clear because people have different views about 'common sense'. It also mentions some human rights but doesn't mention others – so we really don't know what would not be included.

The student has argued in the next one view about the quality of the argument in both sources before writing up.

Although I support Liberty's view the way they end their argument is not very strong. A party that is trying to save money because of the economy might cut spending on things like legal aid but might still believe in human rights.

Extended writing

'Integration is the only way community cohesion can be successful'. How far do you agree with this view? Give reasons for your opinion, showing that you have considered other points of view.

In your answer, you could consider:

- the effect of integration on identity
- ways of achieving community cohesion.

As integration means bringing different groups of people together in society, it is clearly very important if we are to have community cohesion. It will help to create a community where there is a sense of belonging and everyone from all communities and different backgrounds is valued. This is what is meant by community cohesion.

The student has shown that they understand the key terms used in the question.

The main fear is that people will lose their identity if integration goes too far and everyone is expected to be the same. Many people from different communities want to keep their identity. They want to pass on their language to their children so it is not forgotten. A Polish friend of mine, for example, is a member of a group that does traditional Polish dancing. I believe that it is important for people to keep their culture but still learn to fit in with our society in the UK.

This section starts to set out another point of view. This is essential if you want to get more than half marks.

There are all sorts of ways of encouraging people to take part in society while keeping their cultures.

Here, the student is offering other ways of achieving community cohesion.

Schools are very good at doing this. Our school holds special days for different cultural groups within the school so we all learn about – and learn to respect – each other's traditions, but we all mix in together and everyone speaks English. Speaking English is very important if a diverse community is to work well together. It is difficult for someone who does not speak English to take part in society.

Local communities also organise events to bring communities together. The council in cities like Leicester where there are many Asian families, runs festivals in the city to show everyone the culture and get people to come together and have fun.

The student has shown some different methods to support their argument.

All these methods mean that people are integrated but do not lose their identity. I agree that integration is good for community cohesion but it must be matched with activities that help people maintain their identity.

This makes clear where the student stands. This does not have to be on one side or the other. A good answer is often not 50:50 – the rest of the answer would develop the points of view.

Samples from Citizenship Today for Edexcel 4th Edition, Student Book

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Unit 1: History and belief
Who is the Pope?

There are about 1.1 billion Catholics in the world, so the head of the Catholic Church, the Pope, is an extremely influential figure. How is he chosen?

From Peter to Francis
Catholics believe that the Pope is a successor of the disciple Peter, whom Jesus put in charge of the Church. The Pope lives in the world's smallest country, Vatican City, which is located in Rome. Popes can come from anywhere in the world, but there has only ever been one British Pope – John – for who was chosen in 1954. The current Pope, Francis, is from Argentina and is the first non-European to hold the office for more than 1,300 years.



Fact
When someone becomes Pope, he chooses a new name for himself. The name chosen usually comes from the Pope he is replacing and is an important and often unique example for other Catholics. Pope Francis named himself after the twentieth-century saint Francis of Assisi, who was very concerned about the poor and caring for the natural world.



Activity
Imagine you are a newspaper reporter in Vatican City on the day that Pope Francis is elected. Describe the atmosphere, what is happening, how the Catholic world is feeling and why it is an important day for them.

Key vocabulary
cardinals the most senior members of the Catholic Church, after the Pope
conclave the meeting of all the cardinals to elect a Pope

Check your understanding
1. How many Catholics are there in the world?
2. What do Catholics believe about the Pope?
3. Explain in detail how the Pope is chosen.
4. What is the significance of Pope Francis' name?
5. Explain three ways in which Pope Francis has broken with tradition.

Unit 1: History and belief
Knowledge organiser

Vocabulary


- apostle** a saint to which people are encouraged to refer by symbolic teaching away from us and following God
- leader** a Christian leader with authority over the priests and churches in an area
- cardinal** the most senior members of the Catholic Church, after the Pope
- conclave** a group of cardinals who meet to elect a Pope
- consecration** a sacred act of setting something apart for a special purpose
- congregation** the group of people who attend a church service
- conversion** the process of becoming a Christian and joining a church
- evangelist** a person who spreads the Christian message
- gospel** a book which contains the teachings of Jesus
- heretic** a person who holds beliefs that are different to those of the majority
- missionary** a person who goes to other parts of the world to spread the Christian message
- monastery** a place where monks or nuns live and pray
- parish** a local church community
- pope** the head of the Catholic Church
- priest** a member of the clergy who performs religious duties
- scripture** the holy books of a religion
- synagogue** a place of worship for Jews
- temple** a place of worship for many religions
- theology** the study of God and religious beliefs
- worship** an act of religious devotion

Key facts

- Christianity began in present-day Israel nearly 2000 years ago. It began with the belief that Jesus had died to forgive people's sin and was resurrected from the dead so that all people could have eternal life.
- The message of Christianity was spread around the Roman Empire by missionaries such as Paul.
- Christianity developed out of Judaism, but at the Council of Jerusalem it was decided that both gentiles – non-Jews – and Jews could become Christians.
- Members of the Early Church were persecuted and martyred until the Roman Emperor Constantine joined the faith in AD 312, following his conversion to Christianity after winning the Battle of Milvian Bridge in AD 312.
- Christians are important who believe in the Trinity – God the Father, Son and Holy Spirit.
- In AD 325, at the Council of Nicea, bishops wrote the Nicene Creed. This stated that Jesus is fully God.
- In 1054, the Church in the East split from the Church in the West. This is called the 'Great Schism'. The Church in the East became known as the Eastern Orthodox Church and the Church in the West became the Catholic Church.
- In 1517, a German monk called Martin Luther nailed his 95 theses to a church door in Wittenberg, sparking the Protestant Reformation, which split the Western Church. In 1534, Henry VIII established the Church of England.
- There are now 2.2 billion Christians in the world today who belong to one of the 38,000+ denominations of Christianity. These include the Salvation Army, Society of Friends (Quakers) and the Amish.
- The largest denomination of Christianity is Catholicism. Catholics believe in incarnation, baptism, confession and the importance of Mary, the mother of Jesus. The leader of the Catholic Church is the Pope. He is elected by cardinals at a meeting called a conclave.

Key people

- Adam** a Jewish man who was condemned to live in Hell.
- Abraham** the founder of the religion of Judaism.
- Constantine** a Roman emperor who converted to Christianity in AD 312.
- Emperor Nero** the Roman emperor during the time of Jesus.
- Emperor Trajan** a Roman emperor who wrote to the Pope asking him to stop preaching Christianity.
- Henry VIII** the King of England who founded the Church of England in 1534.
- Jesus** a Jewish man, believed by Christians to be the Messiah and Son of God.
- Martin Luther** a German monk who led the Protestant Reformation.
- Mary** the mother of Jesus, who is especially important to Roman Catholics.
- Paul** a travelling preacher and author of letters in the New Testament.
- Peter** Jesus' disciple, whom Catholics believe was the first Bishop of Rome.
- Pope Francis** a Roman Catholic who succeeded Pope Benedict XVI in 2013.
- Pope Leo** the Pope who in AD 440 said that the Bishop of Rome should lead the whole Church.



End-of-chapter questions are designed to check and consolidate students' understanding.

Knowledge organisers can be used to revise and quiz students on key dates, definitions and descriptions.

Key people boxes summarise the key figures of the religion.

Samples from Key Stage 3 Knowing Religion Christianity

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For Edexcel

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14-16

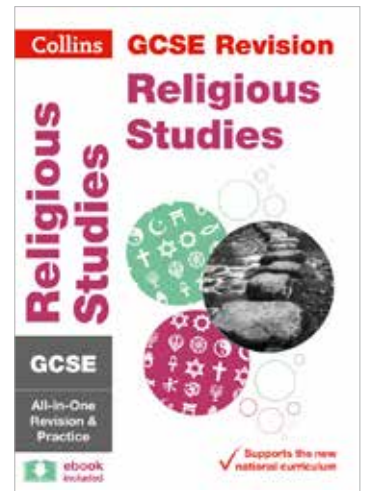
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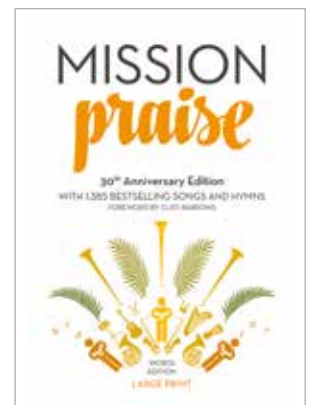
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