

ISCA ACADEMY



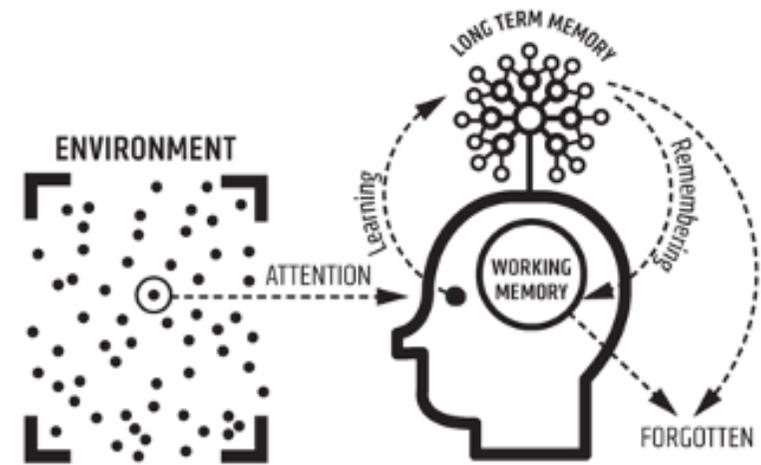
KNOWLEDGE ORGANISER Summer 2021

Year 9

Improving your Long-Term Memory

Memory

- Your memory is split into two parts; the working-memory and the long-term memory. Everybody's working-memory is limited, and can therefore become easily overwhelmed. Your long-term memory, on the other hand, is effectively limitless.
- You can support your working memory by storing key facts and processes in long-term memory. These facts and processes can then be **retrieved**, to stop your working memory becoming overloaded.



Willingham Simple Model of Memory

- Knowledge Organisers (KOs) are a key way to help you learn. Each KO has the key information that needs to be memorised to help you master your subject and be successful in lessons. We have also introduced a new section entitled '**Enquiry Tasks**' to ensure you are able to apply this new knowledge in a variety of contexts. These will not be set every week but teachers will direct students when to complete these.
- There is strong scientific evidence from cognitive psychology that shows the benefits of **self-quizzing** in promoting **retrieval strength**. This is your ability to quickly recall key facts related to your subject or topic.

How should I self-quiz and how often?

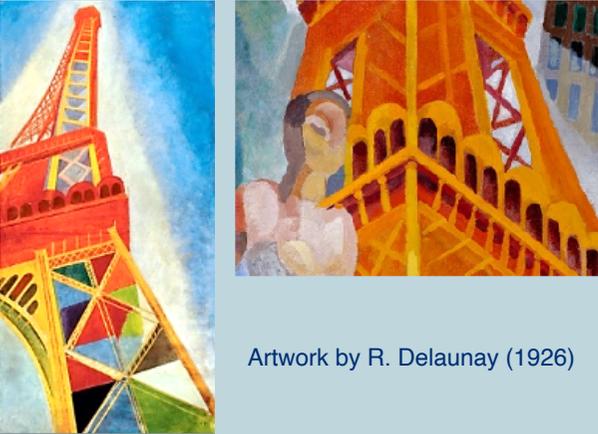
There are lots of different ways to **learn** the material in your knowledge organiser and the list below is not exhaustive. You could:

1. **Make flash cards** based on the knowledge organiser and ask someone to quiz you.
2. **Create a revision clock.** Draw a clock and add the topic in the middle. Break the clock face into 10 minute sections. Add notes from the knowledge organiser in each section. Cover the clock face and recite the information aloud.
3. Cover up one section of the knowledge organiser and try and write out as much as you can from memory (**Look, Cover, Write, Check**).
4. **Draw a mind map**, jotting down everything that you can remember from the knowledge organiser
5. Make up **mnemonics** to help you remember key facts, then write these out from memory i.e. **Never, Eat, Shredded, Wheat** - to remember cardinal directions.

Art and Design

Project 1: ARCHITECTURE- the built environment.

First finish all work started in your last lesson and then do these tasks. Complete one task per week to achieve a grade 4 or above. For grade 6 or above please make sure to complete these tasks with flare and dedication, talking regularly to your teacher.

Week 1&2: Responding to artists	Week 3&4: Responding to artists	Week 5&6: combining artists and ideas
<p>Enquiry task 1: I see, I think, I wonder</p> <p>Enquiry task 2: Produce some (more than 2) personal response developments to the artist Robert Delaunay – see below. These could be collages, paintings and/or digital drawings. Be brave, take risks – be creative.</p> <p>Key Words</p> <p>Purposeful: producing artwork for a specific reason/idea.</p> <p>Personal: belonging to or affecting you, the artist, in a particular way.</p> <p>Response: your creative reaction/idea – what you make, your personal interpretation of something.</p>  <p>Artwork by R. Delaunay (1926)</p>	<p>Enquiry task 1: I see, I think, I wonder</p> <p>Enquiry task 2: Produce some (more than 2) personal response developments to the artist John Charles – see below. These could be mixed media and/or digital drawings. Be brave, take risks – be creative.</p> <p>Key Words</p> <p>Commission: when someone offers money to an artist in exchange for new work that does not exist yet</p> <p>Interest: what attracts your attention and makes you want more.</p>  <p>Artwork by John Charles</p>	<p>Enquiry task 1: Similarities and differences – write a comparison between each artist studied (styles, techniques and media used and composition structures and techniques).</p> <p>Enquiry task 2: Mix and play. Produce some (more than 2) developments of your drawings/photos where you combine the styles, techniques and processes used by the artists studied.</p> <p>Key Words</p> <p>Combine: To join/mix/merge different images, styles and techniques.</p> <p>Vanishing point: the point in the distance at which parallel lines in a perspective seem to converge.</p>  <p>Artwork by KM in year 9 and student example from GCSE Bitesize Art and Design</p>
<h3>Steps to Success</h3>		
<p>Use your own photographs. Crop, select, enlarge, draw, collage, paint. Take your time and be precise. Use the artist influence but don't just copy – be brave, take risks.</p>	<p>Use your own photographs. Crop, select, enlarge, draw, collage, paint. Take your time and be precise. Use the artist influence but don't just copy – be brave, take risks.</p>	<p>Select, combine - mix and play. Choose elements of each artist's style and techniques to combine into a developed response. Be brave, take risks – be creative.</p>

Art and Design

Week 7&8: Plan your final piece	Week 9&10: Produce your final piece	Week 11&12: Complete your final piece
<p>Enquiry task 1: Produce some (more than 2) variations of your best developments – i.e. you could try different compositions, colour schemes and media.</p> <p>Enquiry task 2: produce a mini ‘mock-up’ of your chosen idea – test it out – what works – what needs to change? Prepare to start your final piece.</p> <p style="text-align: center;"><u>Key Words</u></p> <p>Purposeful: producing artwork for a specific reason/idea.</p> <p>Personal: belonging to or affecting you, the artist, in a particular way.</p> <p>Response: your creative reaction/idea – what you make</p>  <p>Student Art Guide: GCSE final piece– Sarah, “Sense of Place”</p>	<p>Enquiry task 1: Choose your paper or canvas of the right size and prepare your background – pencil in, softly, the layout of your final image. Use a grid or guidelines if needed.</p> <p>Enquiry task 2: Apply your background washes of colours and tones before then working into the details and textures of your piece.</p> <p style="text-align: center;"><u>Key Words</u></p> <p>Refine: making small changes to improve an idea/ artwork. Doing something again to make it better.</p>  <p>Student Art Guide: GCSE final piece– Sarah, “Sense of Place”</p>	<p>Enquiry task 1: Do a www/ebi evaluation for your final piece</p> <p>Enquiry task 2: Act upon your evaluation. Improve your final piece as you have planned in your ebi – complete your final piece.</p> <p style="text-align: center;"><u>Key Words</u></p> <p>Final piece: masterpiece displayed in a gallery or exhibition.</p> <p>Evaluation: checking if you have achieved what you planned to do at the start of the process.</p> <p>Conclusion: the end or final part, the visual outcome to an idea.</p>  <p>Digital drawing – combining artist images using Pixlr.com</p>
<h2>Steps to Success</h2>		
<p>Work fast and with a focused mind. Do not waste time doubting – test multiple times until you find the best outcome, work hard and follow your instinct.</p>	<p>Plan thoughtfully – choose from your best developments. Comment on your chosen outcome and how it relates to the theme. Test it out and review your work – www/ebi...</p>	<p>Make your ideas and artists influences clear. Explain your point of view on the theme “Architecture”. What are you showing to the viewer? What are you making us look at?</p>

Computer Science

Week 1 - Primary Storage	Week 2 - Secondary Storage	Week 3 - Data Representation																																
<p>Volatile - Data will be lost when there is no power. Primary Storage - Holds data and instructions which the CPU can much more easily and quickly access than from secondary storage devices. RAM - Random Access Memory. Volatile Storage which stores running programs and a small part of the operating system. ROM - Read Only Memory, this stores the computer boot up information and is sometimes called the BIOS. Cache - Memory which stores frequently used instructions and data. It can be accessed faster than RAM.</p> <p><u>Enquiry Task:</u> Black and Purple Book Questions on page 11 and review questions on page 18.</p>	<p>Non-volatile - Data will not be lost when there is no power. Secondary Storage - Permanent storage of instructions and data not in use by the processor. Stores the operating system, applications and data not in use. Read/write and non-volatile. BIOS - Basic Input Output System, sometimes referred to as the bootstrap. Contains the boot up information. Sequence – Any block of code Selection – Any IF statement in a program Iteration – Any loop, this could be FOR or WHILE</p> <p><u>Enquiry Task:</u> Black and Purple Book Questions on page 10 and review questions on page 18.</p>	<p>bit: b- One single binary digit 0 or 1. nibble - 4 bits of binary. 0000 to 1111. Byte: B - 8 bits of binary KiloByte: KB - 1024 Bytes MegaByte: MB - 1024 KiloBytes GigaByte: GB - 1024 MegaBytes TeraByte: TB - 1024 GigaBytes PetaByte: PB - 1024 TeraBytes For all of these in the exam you can use 1000 to keep the calculations simpler. Function - Reusable block of code which must return a value. Procedure - Reusable block of code which does not have to return a value. <u>Enquiry Task:</u> Black and Purple Book Questions on page 25.</p>																																
Week 4 - Binary Conversion	Week 5 - Binary Addition and Shifting	Week 6 - Hexadecimal & Mid Cycle Assessment																																
<p>Binary - Base 2 number system due to only having 2 numbers available 0 or 1. The main numbers are powers of 2.</p> <table border="1" data-bbox="168 1013 741 1117"> <tr> <td>128</td><td>64</td><td>32</td><td>16</td><td>8</td><td>4</td><td>2</td><td>1</td> </tr> <tr> <td>1</td><td>1</td><td>0</td><td>1</td><td>0</td><td>1</td><td>0</td><td>0</td> </tr> </table> <p>The above number to convert into denary (normal numbers) would be 212. Which is 128 + 64 + 16 + 4.</p> <p><u>Enquiry Task:</u> Black and Purple Book Questions 1 - 4 on page 25.</p>	128	64	32	16	8	4	2	1	1	1	0	1	0	1	0	0	<p>Left Shift - This is moving a binary number to the left. It doubles the value of the binary number with each shift. Example: 11010 Shifted Left 1 = 110100 Right Shift - This is moving a binary number to the right which removes a digit. It halves the value of the binary number with each shift. Example: 11010 Shifted Right 1 = 1101. Binary Addition Rules $0 + 1 = 1$ $1 + 1 = 0 \text{ r } 1$ $1 + 1 + 1 = 1 \text{ r } 1$</p> <p><u>Enquiry Task:</u> Black and Purple Book Questions 5-6 on page 26.</p>	<p>Hexadecimal- Base 16 number system due to it having 16 digits available. These are</p> <table border="1" data-bbox="1473 986 2085 1062"> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td> </tr> </table> <p>The key advice is to know that A is equal to 10, the rest of the letters are then easier to remember - i.e. B = 11 etc.</p> <p>A5 in Hexadecimal to convert to denary. Take the first character and multiply it by 16. Then add the second character. $A5 = (A * 16) + 5 = (10 * 16) + 5 = 165$</p> <p><u>Enquiry Task:</u> Black and Purple Book Question 7 on page 26 and the revision questions on 33 .</p>	0	1	2	3	4	5	6	7	8	9	A	B	C	D	E	F
128	64	32	16	8	4	2	1																											
1	1	0	1	0	1	0	0																											
0	1	2	3	4	5	6	7	8	9	A	B	C	D	E	F																			

Computer Science

Week 7 - Character Sets & Networks	Week 8 - Images and MetaData	Week 9 - Sound and Compression
<p>Ascii - A character set of how letters and symbols on a keyboard translate into binary. Has 2⁷ symbols.</p> <p>Extended Ascii - A larger character set which can be used for multiple languages. Has 2⁸ symbols.</p> <p>Unicode - A very large character set used by computers. It contains 2¹⁶ symbols.</p> <p>Colour depth - Also known as bit depth, is either the number of bits used to indicate the colour of a single pixel, in a bitmapped image or video frame buffer, or the number of bits used for each colour component of a single pixel.</p> <p>Resolution - The number of pixels in the image.</p> <p>File size - This increases as you increase colour depth or resolution.</p> <p><u>Enquiry Task:</u> Black and Purple Book Questions on page 31, 33.</p>	<p>MetaData - Data about data. It usually includes file format, height, width, file type, filename and more.</p> <p>Mesh Network - A network topology where there is no central server. Each node is responsible for its own files and peripherals.</p> <p>Calculating Image File Size File size in bits = width (in pixels) x height (in pixels) x colour depth</p> <p>Then divide that value by 8 to get the number of Bytes. Example: 100 x 200 image with 8 bit colour depth 100 x 200 x 8 = 160,000 bits divide by 8 for Bytes 20,000 Bytes = 20 KB</p> <p><u>Enquiry Task:</u> Black and Purple Book Questions on page 31, 32,33.</p>	<p>Sample Rate - The number of samples taken per second, measured in Hertz (Hz)</p> <p>Calculating Sound File Size File size in bits = Sample rate x duration(s) x bit depth</p> <p>Compression - The process of reducing the size of a file in terms of its storage size.</p> <p>Lossy compression - A compression scheme which generally involves a loss of resolution in parts of the image where experience shows that it will be least noticed. No reversible.</p> <p>Lossless compression - Uses an algorithm to compress the image. It is reversible and allows the original image to be recreated.</p> <p><u>Enquiry Task:</u> Black and Purple Book Questions on page 32 , 33.</p>
Week 10 - Encryption & Network Layers	Week - 11 Revision & Test	Week 12
<p>Encryption - Uses an algorithm to change plain text into cipher text which cannot be understood without a key.</p> <p>SMTP – Used for sending emails to a server.</p> <p>IMAP – Used for managing remote boxes.</p> <p>POP – Used for receiving emails from a server.</p> <p>HTTP – Hypertext transfer Protocol, A client-server method of requesting and delivering HTML web pages.</p> <p>FTP – File transfer protocol usually used over WANs.</p> <p>Layers – Their purpose is to split up network connectivity. It means you can work on one layer without affecting the others.</p> <p><u>Enquiry Task:</u> Black and Purple Book Questions on page 47.</p>	<p>Assessment week</p> <p>You will need to check all keywords throughout this knowledge organiser.</p> <p>All teacher resources and lessons are in google classroom.</p> <p>Black and Purple Book. Pages 33, 50 for full learning checklist</p>	<p>Teacher set homework based on knowledge gaps identified in assessments. Use this box to outline your areas of weakness for revision.</p>

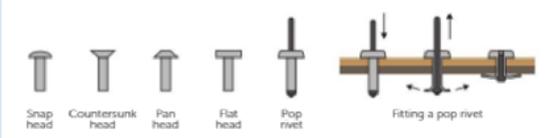
Dance

Week 1	Week 2	Week 3
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Practitioner: a person actively engaged in an art, discipline, or profession. In dance, this includes choreographers, dancers and designers ● Role: the tasks taken on by a practitioner when putting on a dance performance ● Dancer: a person who dances or whose profession is dancing ● Choreographer: a person who composes the sequence of steps and moves for a performance of dance 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Stimulus: inspiration for a dance idea or movement ● Purpose: the reason for creating a dance ● Intention: the dance idea to be conveyed to the audience. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Style: a characteristic way of moving ● Dance Theatre: a dance style that borrows from other art disciplines such as drama, music and film ● Contemporary Dance: a style of dance that borrows from other styles such as jazz, modern and ballet. ● Ariel: a dance style that incorporates apparatus attached to the ceiling, allowing dancers to explore space in three dimensions.
<p><u>Enquiry Task:</u> Use the internet to research the dance company and choreographer that created the work 'Perfect.' Find out about each of the practitioners involved and make notes on their roles.</p>	<p><u>Enquiry Task:</u> 'Perfect' is about the way we witness time and how as a force it pulls and shapes us. Do you agree or disagree with this statement? 'Time waits for no one.' Write a paragraph explaining your thoughts.</p>	<p><u>Enquiry Task:</u> Use the internet to research the following three dance styles: dance theatre / contemporary dance / aerial dance. Make a list of similarities and differences between the three styles.</p>
Week 4	Week 5	Week 6
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Movement Components: the action, space, dynamic and relationship content of a dance ● Motif: a movement phrase encapsulating an idea that is repeated and developed throughout the dance 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Choreographic Process: activities involved in creating dance movement ● Choreographic Devices: methods used by choreographers to create movement ● Motif Development: ways in which a movement phrase can be varied 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Relationships: the ways in which dancers' and their movements relate to each other, in time and space ● Unison, canon, mirroring, contact, compliment, contrast etc.
<p><u>Enquiry Task:</u> Create a 16 count phrase using a range of action, space and dynamic elements that could be used in your piece. Describe it using action, space and dynamic terms.</p>	<p><u>Enquiry Task:</u> Make a list of at least 3 different ways one of the motifs your group has created can be developed, and explain how each one links to the stimulus or purpose of the piece. Choose one that you can use in your rehearsal next lesson to improve your work.</p>	<p><u>Enquiry Task:</u> Watch a piece of dance of your choice on youtube. Make a list of all the ways dancers and their movements are relating to each other in time and space. Could any of these link to the stimulus, dance idea or purpose? Explain.</p>

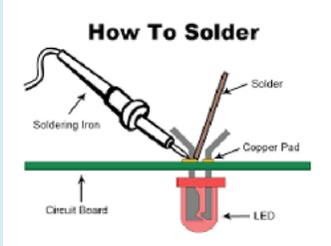
Dance

Week 7	Week 8	Week 9
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Aural setting: an audible accompaniment to the dance such as music, words, song and natural sound (or silence) ● Genre: a conventional category that identifies some pieces of music as belonging to a shared tradition or set of conventions. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Structure: the way in which a dance is built, ordered or organised ● Highlights: important moments of a dance ● Climax: the most significant moment of the dance ● Contrast: movements or shapes that have nothing in common 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Production Elements: The elements involved in creating a piece of dance for a professional performance in a theatre. ● Set: the staging design of a performance ● Lighting: the lighting design ● Projection: the presentation of an image on a surface, usually a screen.
<p><u>Enquiry Task:</u> Choose two sections from 'Perfect' which have contrasting aural settings. Write a list of similarities and differences between the two sections.</p>	<p><u>Enquiry Task:</u> Create 3 possible structure ideas for your dance. Draw a diagram, and write a description explaining how each structure links to the stimulus/ purpose or dance idea for the piece. Identify where your highlights and climax will be.</p>	<p><u>Enquiry Task</u> Choose one section of 'Perfect.' Draw and label a diagram of the stage. Identify both the set and lighting elements used.</p>
Week 10	Week 11	Week 12
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Synthesis: the combination of dance components or elements to form a connected whole dance ● Refinement: improving a dance by making small changes. ● Rehearsal Skills: skills used during the rehearsal process to improve the composition and performance of a dance 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Physical performance skills: skills that increase your ability to perform a range of actions effectively such as strength and flexibility ● Expressive performance skills: skills that contribute to performance artistry and that engage the audience, such as focus and musicality 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Skills: physical and mental attributes used to succeed in a task ● Techniques: methods used by to succeed in a task ● Evaluation: a critical review of the success of a task
<p><u>Enquiry Task:</u> Watch your work back on video. Identify any sections that need improving or changing. Describe how you will change them and the rehearsal skills you will use, and explain the desired effect this will have on the work.</p>	<p><u>Enquiry Task</u> Identify any physical and expressive performance skills that need to be used by the dancers in your group in order to make the intention of your dance clearer to the audience and explain how you will use them.</p>	<p><u>Enquiry Task</u> Evaluate the choreographic and performance skills that you used in the creation and performance of your 'Perfect' dance this term. Which skills and techniques did you use well, and which do you need to improve next time?</p>

Design and Technology

Week 1	Week 2	Week 3
<p>Metal ores are found in the earth's crust and are obtained by mining. Metals are extracted or separated from the ore and refined ready for use.</p> <p>Metals are extracted by different methods: Mining extracts minerals, metals and coal from the earth. The environment is adversely affected by soil erosion, air and water pollution and a loss of biodiversity. Mining creates open pits in the landscape, piles of waste and a potential risk of sinkholes. Mining companies are expected to return the land back to its original state after extraction.</p> 	<p>Ferrous metals all contain iron ferrite and have high tensile strength and durability.</p> <ul style="list-style-type: none"> • Most ferrous metals are magnetic. • Vulnerable to rust if exposed to moisture without a protective finish. • Stainless steel is protected from rust by the presence of chromium.  <p>Enquiry Task 1 - Explain two factors that make metal an expensive material to obtain. Give examples.</p>	<p>Non-ferrous metals are a group of pure metals and do not contain iron.</p> <ul style="list-style-type: none"> • Non-magnetic so used for wiring and electronics. • Non-ferrous metals have a higher resistance to rust but can corrode or oxidise. • Commonly used externally for guttering, pipes and road signs.  <p>Aluminium Copper Tin</p>
Week 4	Week 5	Week 6
<p>Aluminium – Properties: Lightweight, ductile, resists corrosion. Uses: Bike frames, drink cans, takeaway trays.</p> <p>Zinc - Properties: Brittle, yet malleable. High corrosion resistance. Uses: Used to galvanise steel.</p> <p>Copper - Properties: Ductile and malleable. Good electrical conductor. Uses: Plumbing supplies, electrical cables.</p> <p>Tin - Properties: Malleable and ductile, high corrosion resistance. Good electrical conductor. Uses: Solder, plating surfaces such as cans.</p> <p>Enquiry Task 2 - List as many metal products that you use each day and what type of metal they might be made from.</p>	<p>Alloys are a mixture of at least one pure metal and another element. The alloying process combines the metals and other elements to improve working properties or aesthetics. Alloys are harder than pure metals as they contain atoms of different sizes. These distort the arrangement of the atoms making it hard for the layers of atoms to slide over each other, creating a Harder & stronger metal.</p>  <p>Stainless steel Brass High speed steel</p>	<p>Rivets are used to join two or more sheets of metal together to create a strong and permanent fixing. Riveting is suited to situations where workers cannot access the back of a product such as in tubing or walls. Rivets are used by the aircraft, shipbuilding and automotive industries, where neatness and strength are important, but also allowing for lighter weight particularly in an aircraft.</p>  <p>Enquiry Task 3 – Using examples, describe how alloys can be more versatile than pure metals.</p>

Design and Technology

Week 7	Week 8	Week 9
<p>Machine screws differ from wood screws by having a finer thread and a parallel shank with no point on the end. They are available in different lengths, diameters and with various head shapes. They are also used as standard components in joining plastics.</p> 	<p>Soldering metals are joined with a metal filler known as solder. Solder has a lower melting point than the adjoining metals. Soft soldering is commonly used in manufacturing electrical circuits and plumbing with copper components. Flux is used to help the solder flow and keep the join clean. Hard soldering is used for joining precious metals.</p>  <p>Enquiry Task 4 - Using examples, explain the following toughness, hardness, ductile and malleable.</p>	<p>Welding fuses together metals at a very high temperature.</p> <ul style="list-style-type: none"> • The high heat melts the base materials. • A metal filler (welding rod of the same or similar base metal) is melted to fill the joint. • As they cool the parts fuse together, creating a very strong join. Spot welding is a quick process often used to join thin sheets of metal. Automated machines can spot weld to increase speed of production. The weld is not suitable for all purposes as it is small and less strong. 
Week 10	Week 11	Week 12
<p>Brazing uses a molten filler, such as brass spelter, to join two surfaces of metals together.</p> <ul style="list-style-type: none"> • Enables two different metals to be joined. • It is a high-temperature process, but a lower temperature than welding for the same base metals. • The work piece does not melt, just the molten filler, which solidifies when cool. • Provides a strong joint.  <p>Enquiry Task 5 - Explain two differences between welding and brazing. Make a list of products that are welded together.</p>	<p>Keywords –</p> <p>Bauxite – Aluminium ore. Non –Ferrous – A metal without iron. Ferrous – A metal containing iron. Ductility - The ability of a material to be stretched or drawn or pulled without breaking. Toughness - The ability to absorb shock without fracturing. Hardness - The ability to withstand impact, wear, abrasion and indentation. Corrosion – The oxidation of a metal, making it weaker over time. Malleability - The ability to be bent and shaped without cracking or splitting. Spelter – A copper-zinc alloy.</p>	<p>Log in to Focus eLearning and research 'Metals' in more detail – Produce a page of facts you haven't already covered this term.</p> <p>By visiting: www.focuslearning.co.uk Username: student@iscaacademy33144 Password: ush5zhhj5</p>  

Drama

Devising

Week 1	Week 2	Week 3
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Stimulus: Inspiration for a dramatic concept or story ● Devising: Creating a piece of drama as a group rather than using a script as a starting point. ● Spontaneous Improvisation: When an actor performs and creates a piece of drama at the same time. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Style: A distinctive way of presenting the drama that identifies it as belonging to a particular director, period or company ● Forum Theatre: A style of theatre in which the audience contribute by instructing the actors or taking over from them. ● Scenario: A dramatic situation that actors use to guide their improvisations. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Naturalism: A style of theatre that attempts to recreate a realistic portrayal of emotions. ● Given Circumstances: The facts we know about a character's situation. ● Magic if: A technique used to imagine yourself in another character's situation. ● Objective: The motivation behind a character's actions and behavior.
<p><u>Enquiry Task:</u> When approaching stimuli for the first time we often ask the questions: What do we know? and What do we want to know? Answer these questions for the picture on the google drive for this week.</p>	<p><u>Enquiry Task:</u> Forum theatre was originally used as a collaborative way to try and solve people's problems. Write down 5 scenarios that people might encounter in life that Forum theatre could help to solve</p>	<p><u>Enquiry Task</u> Create a character, based on someone you only know a little about. Rename them and create a back-story for that character that fits with the Given Circumstances but also imagines as much detail as possible about their life.</p>
Week 4	Week 5	Week 6
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Physical Theatre: A style of theatre in which the body is the main means of communication. ● Movement Sequence: A choreographed series of movements. ● Laban's Dynamics: A way to categorize and understand types of movement. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Chorus: In Ancient Greek theatre, they were a group of performers who would comment on the action of the play and interact with the main actors. They would move together in a stylized way. ● Flocking: A technique used to get actors to move together as if a flock of birds or a shoal of fish. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Storytelling Theatre: A style of theatre that uses narration and dialogue amongst other techniques. ● Narration: Verbally telling the story to the audience. ● Plot Driven: When the story is central to the piece of drama.
<p><u>Enquiry Task:</u> Take an activity that you regularly do in normal life. Break it down into a sequence of eight clear movements. Practice the movement sequence using each of Laban's efforts.</p>	<p><u>Enquiry Task:</u> In 'Oedipus' the Chorus represent the people of Thebes a city that is suffering under a terrible plague. Write a speech for the chorus to speak, it should explain the situation to their leader and beg for help. Decide which parts should be spoken together and which by individuals.</p>	<p><u>Enquiry Task:</u> Read the dialogue on the google drive. Write a piece of narration that transforms this quite dull scene into an engaging piece of storytelling theatre.</p>

Drama

Week 7	Week 8	Week 9
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Brief: a task or guidelines given to a practitioner so they can meet an objective. ● Target Audience: The people you ideally intend to perform for. ● Research: The gathering of information needed for a successful piece of drama. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Thematic: When a play is based around a theme rather than a single story or plot. ● Episodic: A way of structuring a play in short episodes that make sense on their own. ● Eclectic: Using a combination of different styles of drama in one piece. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Relationships: The interaction between characters based on their 'given circumstances' ● Tension: A feeling created by focusing on the build up to events ● Proxemics: The creation of meaning by the positioning of actors on stage.
<p><u>Enquiry Task:</u> Use the internet to research the ideas that your group has decided on from your stimulus and brief.</p>	<p><u>Enquiry Task:</u> Complete the notes for your 'ideas log' you should include information about the decisions you took as a group about style and themes, the research you carried out, your target audience and the purpose of your piece of drama.</p>	<p><u>Enquiry Task:</u> Look at a scene you have devised consider how the proxemics of this scene help communicate the relationships and create tension. Think of three key moments where you could improve the proxemics in order to communicate the meaning more clearly. Re-plan the movements for this scene.</p>
Week 10	Week 11	Week 12
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Refinement: Improving a drama by making small changes. ● Rehearsal Skills: Skills used during the rehearsal process to improve the composition and performance of a piece of drama 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Physical performance skills: Posture, gesture, stance, balance and facial expressions are all physical performance skills. ● Vocal performance skills: Tone, pitch, pace, pause, articulation, projection are all vocal performance skills. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Evaluation: Analyzing how effective you have been at meeting your aims and the aims of the brief. Providing evidence to back up your claims. ● Evidence: Descriptions of specific moments in your performance that link your work to the brief or your dramatic intentions.
<p><u>Enquiry Task:</u> Complete the notes for your 'Skills log' think about how your piece has developed, what your role was within the group, how practitioners' work has influenced your own work, how you ensured your work fit the brief.</p>	<p><u>Enquiry Task</u> Identify any physical and vocal performance skills that need to be used by the actors in your group in order to make the intention of your drama clearer to the audience and explain how you will use them or improve your use of them.</p>	<p><u>Enquiry Task</u> Complete your notes for your 'Evaluation Report' provide evidence that proves you have successfully fulfilled the brief but also include areas you think you could improve on to make your piece even more successful.</p>

English

An Inspector Calls

Week 1- The Opening Stage Directions	Week 2 - Mr. Birling
<p><u>1.Copy each of these words and their definitions 3 times using look/cover/write/check</u> Personal Responsibility- the idea that someone is responsible for their own welfare and behaviour Social responsibility- the idea that we are all responsible for the welfare of others and society as a whole Capitalism- a political system where private owners can generate profit for themselves and can distribute it as they like. Socialism- a political system when the government distributes wealth for the benefit of the community as a whole Stage Directions- An instruction in the text about lighting, sound, movement, costume, setting or how something ought to be said.</p> <p><u>2.Copy each of these quotations 3 times using look/cover/write/check</u> In the opening stage directions, the Birling's furniture is described as 'heavily comfortable but not cozy and homelike.'</p> <p>The lighting is described as 'pink and intimate' but should turn 'brighter and harder' when the Inspector arrives.</p> <p>The play begins with a table covered in 'desert plates, champagne glasses, port glasses, cigars and cigarettes'. They are drinking 'port'</p> <p>The men are in 'tails and white ties, not dinner jackets'</p>	<p><u>1.Copy each of these words and their definitions 3 times using look/cover/write/check</u> Industrial Middle Class- the class of wealthy businessmen and factory owners that became rich as a result of the industrial revolution. Bourgeoisie- another term for the middle class, typically with reference to its perceived materialistic values Materialistic- interested in material possessions; money obsessed. Patriarchal- a system controlled by men. Dogmatic- to be fixed in your views Hubristic- arrogant</p> <p><u>2.Copy each of these quotations 3 times using look/cover/write/check</u> In the opening stage directions, Mr. Birling is describes as a 'rather portentous' and heavy looking man.</p> <p>Priestley crafts Mr. Birling to represent Capitalist views Birling: "Lower costs and higher prices" Birling: "A man has to make his own way – has to look after himself – and his family"</p> <p>Priestley uses Mr. Birling as a caricature of the industrial middle classes rejection of socialism Birling: "But the way some of these cranks talk and write now, you'd think everybody has to look after everybody else, as if we were all mixed up together like bees in a hive"</p> <p>Priestley uses dramatic irony to illustrate the dogmatic hubris of the industrial middle classes. Birling: "There isn't a chance of war" Birling: "The Titanic...unsinkable absolutely unsinkable"</p>

English

Week 3- Sheila Birling	Week 4- Gerald Croft
<p><u>1.Copy each of these words and their definitions 3 times using look/cover/write/check</u> Patriarchal social norms- When men dominating a society is considered normal Idealised- to present something as perfect or better than in reality Infantilized- treated like a child Conitriion- to express guilt for something Assertive- to forcefully express an opinion</p> <p><u>2.Copy each of these quotations 3 times using look/cover/write/check</u> In the opening stage directions Sheila is described as “a pretty girl in her early twenties rather pleased with life ”</p> <p>Priestley initially presents Sheila as materialistic and immature Sheila: “Yes, go on, mummy. You must drink our health” Sheila: “I’m sorry, daddy. Actually I was listening.” Sheila: “(Excited) Oh – Gerald – you’ve got it – is it the one <u>you</u> wanted me to have?”</p> <p>Priestley uses Sheila to emphasise how the younger generations are controlled by their parents’ standards and social norms Mr. Birling: “Nothing to do with you, Sheila. Run along” Mrs. Birling: “What an expression, Sheila! Really the things you girls pick up these days!”</p> <p>Priestley uses Sheila as an idealised foil to Birling to show contrition for Eva Smith Mr. Birling: It’s a perfectly straightforward case, and as it happened nearly two years ago – obviously it has nothing whatever to do with the wretched girl’s suicide. Eh, inspector?” Sheila: “It’s the only time I’ve ever done anything like that, and I’ll never, never do it again to anybody.”</p>	<p><u>1.Copy each of these words and their definitions 3 times using look/cover/write/check</u> Aristocracy: the ‘upper classes’ Paternalistic: claiming to know what’s best for others (even if they don’t want it) Officer class: another name for the aristocracy Exploitation: to take advantage of vulnerable people.</p> <p><u>2.Copy each of these quotations 3 times using look/cover/write/check</u> In the opening stage directions, Gerald is described as an “attractive chap about thirty, rather too manly to be a dandy but very much the well-bred young man-about-town”</p> <p>Priestley initially presents Gerald as evasive Gerald: “After all, y’know, we’re respectable citizens and not criminals” Gerald: “I don’t come into this suicide business.”</p> <p>Priestley presents Gerald as paternalistic Gerald: “(With an effort) Inspector, I think Miss Birling ought to be excused any more of this questioning.” Gerald: “[Daisy] saw me looking at her and then gave me a glance that was nothing less than a cry for help.”</p> <p>Priestley characterizes Gerald as using objectifying language to describe Eva Smith Gerald: “She was very pretty – soft brown hair and big dark eyes-“ Gerald: “She looked young and fresh and charming and altogether out of place down here.” Gerald: “She was young and pretty and warm hearted – and intensely grateful.”</p>

English

Week 5- Mrs Birling	Week 6- Eric Birling
<p><u>1.Copy each of these words and their definitions 3 times using look/cover/write/check</u> Social conservatism: traditional rigid values, resistant to change Prejudice: opinions which are not based on reason or experience Dismissive: showing that something is not worthy of consideration</p> <p><u>2.Copy each of these quotations 3 times using look/cover/write/check</u> In the opening stage directions, Mrs Birling is described as “a rather cold woman and her husband's social superior.”</p> <p>Priestley uses Mrs Birling to assert the socially conservative norms of the Edwardian era: Mrs Birling: (reproachfully) Arthur, you're not supposed to say such things- Mrs Birling: What an expression, Sheila! Really, the things you girls pick up these days!</p> <p>Priestley characterizes Mrs Birling as willfully ignores unpleasant truths: Mrs Birling: (staggered) it isn't true (About Eric's Drinking)</p> <p>Priestley characterizes Mrs Birling as showing no remorse or responsibility for her actions: Mrs Birling: I was perfectly justified in advising my committee not to allow her claim for assistance. Mrs Birling: I'm sorry she should have come to such a horrible end. But I accept no blame for it at all. Mrs Birling: I've done nothing wrong and you know it</p> <p>Priestley characterizes Mrs Birling as placing blame on others in order to avoid it herself: Mrs Birling: Firstly, the girl herself [is to blame] Mrs Birling: Secondly, I blame the young man who was the father of the child she was going to have.</p>	<p><u>1.Copy each of these words and their definitions 3 times using look/cover/write/check</u> Hedonism/Hedonistic- the pursuit of pleasure; sensual self-indulgence. Euphemism- a mild or indirect way of speaking about something unpleasant or embarrassing. Redemption- the action of saving or being saved from sin, error, or evil.</p> <p><u>2.Copy each of these quotations 3 times using look/cover/write/check</u> In the opening stage directions. Eric is described as “In his early twenties, not quite at ease, half shy, half assertive”</p> <p>Priestley deliberately crafts Eric as idealistic. Eric: “Why shouldn't they try for higher wages? We try for the highest possible prices” Eric:“He could have kept her on instead of throwing her out. I call it tough luck.”</p> <p>Priestley crafts Eric as using euphemisms and objectifying language to describe his sexual assault on Eva Smith. Eric: “Well I was in that state when a chap easily turns nasty- and I threatened to make a row” Eric: “And that's when it happened. And I don't even remember- that's the hellish thing.”</p> <p>Priestley uses Eric to suggest that younger generation lack positive role models in society. Eric: “Because you're not the kind of father a chap could go to when he's in trouble – that's why.”</p> <p>Priestly characterizes Eric as becoming increasingly aggressive towards the older generation. Eric: “Then- you killed her. She came to you to protect me- and you turned her away-yes, and you killed her-and the child she'd have had too- my child- your own grandchild- you killed them both- damn you, damn you-“</p>

English

Week 7- The Inspector	Week 8- Eva Smith/Daisy Renton
<p><u>1.Copy each of these words and their definitions 3 times using look/cover/write/check</u> Prognostication- a vision of the future; a prophecy Omniscient- all knowing</p> <p><u>2.Copy each of these quotations 3 times using look/cover/write/check</u> In the initial stage directions, “the lighting should be pink and intimate until the Inspector arrives and then it should be brighter and harder.”</p> <p>When the Inspector first arrives “we hear the sharp ring of a door bell”</p> <p>When the Inspector first arrives, he is described as creating “an impression of massiveness, solidity and purposefulness” (which juxtaposes with Mr. Birling who is only heady ‘looking’)</p> <p>The Inspector “is a man in his fifties, dressed in a plain darkish suit of the period” (which juxtaposes with the Birlings who are in ‘White bow ties)</p> <p>Priestley crafts the Inspector as quietly aggressive towards the social norms of the Birlings The Inspector repeatedly “(cuts in)”- sometimes even “(cutting in massively)”</p> <p>Priestley characterizes the Inspector as omniscient: Sheila: “you fool, he knows, of course he knows” The Inspector: “I’m waiting... to do my duty”</p> <p>Priestley crafts the Inspector to use graphic imagery to generate sympathy for Eva Smith: The Inspector: burnt form the inside out The Inspector: A girl died tonight. A pretty, lively sort of girl, who never did anybody any harm. But she died in misery and agony- hating life-</p> <p>Priestley uses Biblical allusion in the Inspector’s final speech to reflect Priestley’s own views: The Inspector: “We are members of one body” (Corinthians, 12) The Inspector: “If men will not learn that lesson then they shall be taught it in blood and fire and anguish” (Book of Revelations)</p>	<p><u>1.Copy each of these words and their definitions 3 times using look/cover/write/check</u> Infantilised- to present or treat someone like a child Objectified- to present or treat someone like an object Over-sentimentalized- to remember or represent something as unrealistically good Dismissive: showing that something is not worthy of consideration Bias- favouring one person or group over another</p> <p><u>2.Copy each of these quotations 3 times using look/cover/write/check</u></p> <p>Priestley deliberately crafts Eva smith as voiceless.</p> <p>Priestley uses graphic imagery to prompt sympathy for the idealised and over-sentimentalized Eva Smith The Inspector: Burnt her inside out, of course. The Inspector: Her position now is that she lies with a burnt-out inside on a slab. The Inspector: A girl died tonight. A pretty, lively sort of girl, who never did anybody any harm. But she died in misery and agony- hating life-</p> <p>Priestly crafts the play to show how Eva Smith is objectified by others Mr Birling: She was a lively good-looking girl – country-bred, I fancy – Sheila: She was a very pretty girl...that didn’t make it any better. Gerald: She was young and pretty and warm-hearted Gerald: She was young and fresh and charming Gerald: She was very pretty – soft brown hair and big dark eyes Eric: She was pretty and a good sport</p> <p>Priestley crafts each of the Birlings as using infantilizing and dismissive language to describe Eva Smith Birling: [we’ve got nothing to do]with the wretched girl’s suicide Gerald: the girl saw me looking at her and then gave me a glance that was nothing less than a cry for help. Mrs Birling: As if a girl of that sort would ever refuse money! Mrs Birling: I don’t suppose for a moment that we can understand why the girl committed suicide. Girls of that class–</p>

English

Week 9- Social Class /Responsibility	Week 10- Gender/Generational Divides
<p><u>1.Copy each of these academic points and quotations 3 times using look/cover/write/check</u></p> <p>Priestley presents the Birlings as being obsessed with class Birling: “I was an alderman for years – and lord mayor two years ago – and I’m still on the bench” Birling: “Most of this is bound to come out. There’ll be a public scandal.”</p> <p>Priestley uses the Birling’s to illustrate the dismissive prejudice of the upper classes towards the working classes. Birling: “[we’ve got nothing to do]with the wretched girl’s suicide” Gerald: Not if it was just after the holidays. They’d be all broke – if I know them Mrs Birling: “Girls of that class”</p> <p>Priestley uses the Birling’s to show the upper classes failure to take responsibility. Birling: “[we’ve got nothing to do]with the wretched girl’s suicide” Gerald: “I don’t come into this suicide business.” Mrs Birling: “I’m very sorry. But I think she had only herself to blame. Mrs Birling; Go and look for the father of the child. It’s his responsibility Sheila: “It’s the only time I’ve ever done anything like that, and I’ll never, never do it again to anybody.”</p> <p>Priestley carefully creates a divide between the characters towards the end of the play to illustrate how resistant different groups are to change. The Inspector: We are responsible for each other. And I tell you that the time will soon come when, if men will not learn that lesson, then they well be taught it in fire and bloody and anguish. Good night. Birling: “there’s every excuse for what your mother and I did” Sheila: I remember what he said, how he looked, and what he made me feel... frightens me the way you talk, and I can’t listen to any more of it. Eric And I agree with Sheila. It frightens me too. Gerald: Everything’s all right now, Sheila. (Holds up the ring.) What about this ring?</p>	<p><u>1.Copy each of these academic points and quotations 3 times using look/cover/write/check</u></p> <p>Priestley crafts the Birlings as deliberately undermining the younger Generation Birling: “Just let me finish Eric. You’ve a lot to learn yet” Birling: “Nothing to do with you, Sheila. Run along” Mrs Birling: What an expression, Sheila! Really, the things you girls pick up these days! Mrs Birling: (severely) you’re behaving like an hysterical child tonight Birling: “Now look at the pair of them- the famous younger generation who know it all. And they can’t even take a joke-”</p> <p>Priestley crafts Sheila as becoming increasingly assertive and challenging the patriarchal social norms and the older generation Sheila: “Mummy”, “daddy” [?] “mother”, “father” Sheila: No, because I remember what he said, how he looked, and what he made me feel. Fire and blood and anguish. And it frightens me the way you talk, and I can’t listen to any more of it.</p> <p>Priestley presents Eric as becoming increasingly frustrated and aggressive towards his parents Eric: you’re not the kind of father a chap could go to when he’s in trouble Eric: (nearly at breaking point) Then – you killed her– you killed them both – damn you, damn you Eric: (shouting) And I say the girl’s dead and we all helped to kill her- and that’s what matters-</p> <p>Priestley presents Sheila as symbolically rejecting the patriarchal norms of the wedding ring in favour of asserting her own individuality. Gerald: Everything’s all right now Sheila. (Holds up the ring.) What about this ring? Sheila: No, not yet. It’s too soon. I must think.</p>

English

Week 11- Revision	Week 12- Revision
<p><u>1.Copy each of these quotations 3 times using look/cover/write/check</u></p> <p>In the opening stage directions, the Birling's furniture is described as 'heavily comfortable but not cozy and homelike.</p> <p>The lighting is described as 'pink and intimate' but should turn 'brighter and harder' when the Inspector arrives.</p> <p>The play begins with a table covered in 'desert plates, champagne glasses, port glasses, cigars and cigarettes'. They are drinking 'port'</p> <p>The men are in 'tails and white ties, not dinner jackets'</p> <p>In the opening stage directions, Mr. Birling is describes as a 'rather portentous' and heavy looking man.</p> <p>In the opening stage directions Sheila is described as "a pretty girl in her early twenties rather pleased with life "</p> <p>In the opening stage directions, Gerald is described as an "attractive chap about thirty, rather too manly to be a dandy but very much the well-bred young man-about-town"</p> <p>In the opening stage directions, Mrs Birling is described as "a rather cold woman and her husband's social superior."</p> <p>In the opening stage directions. Eric is described as "In his early twenties, not quite at ease, half shy, half assertive"</p> <p>When the Inspector first arrives, he is described as creating "an impression of massiveness, solidity and purposefulness" (which juxtaposes with Mr. Birling who is only heady 'looking')</p>	<p><u>1.Copy each of these academic points and quotations 3 times using look/cover/write/check</u></p> <p>Priestley uses the Birling's to show the upper classes failure to take responsibility.</p> <p>Birling: "[we've got nothing to do]with the wretched girl's suicide" Gerald: "I don't come into this suicide business." Mrs Birling: "I'm very sorry. But I think she had only herself to blame. Mrs Birling; Go and look for the father of the child. It's his responsibility Sheila: "It's the only time I've ever done anything like that, and I'll never, never do it again to anybody."</p> <p>Priestley crafts Sheila as becoming increasingly assertive and challenging the patriarchal social norms and the older generation</p> <p>Sheila: "Mummy", "daddy" [?] "mother", "father" Sheila: No, because I remember what he said, how he looked, and what he made me feel. Fire and blood and anguish. And it frightens me the way you talk, and I can't listen to any more of it.</p> <p>Priestley presents Sheila as symbolically rejecting the patriarchal norms of the wedding ring in favour of asserting her own individuality.</p> <p>Gerald: Everything's all right now Sheila. (Holds up the ring.) What about this ring? Sheila: No, not yet. It's too soon. I must think.</p>

French

Cycle 3 – Les loisirs (Leisure)			
WEEK	French	English	Enquiry Tasks – to be done in French
1	Pour moi le temps libre est important et la musique c'est ma passion. Ça m'aide à me détendre.	For me, free time is important and music is my passion. It helps me to relax.	Create a playlist of French music on Spotify. Who are your favourite artists?
2	En plus je suis télé-addict et j'adore les jeux télévisés. En ce qui concerne le cinéma, normalement je regarde les films policiers.	Also I am a TV addict and I love game shows. With regards to the cinema, normally I watch police films.	Write a paragraph of about 50 words to say what you watch on TV.
3	Samedi dernier je suis allé au cinéma avec mon ami et nous avons regardé un film de guerre. Chris Hemsworth était la vedette.	Last Saturday I went to the cinema with my friend and we watched a war film. Chris Hemsworth was the star.	Write a paragraph of about 50 words to describe what you did last weekend.
4	Ce week-end nous mangerons dehors, ce qui sera sympa. Moi, je préfère le fast-food mais ma mère dit qu'il faut bien manger.	This weekend we will eat out, which will be nice. Personally, I prefer fast food but my mum says that we must eat well.	Complete the worksheet on Google Classroom.
5	Qu'est-ce que je pense de la nourriture? Alors, moi j'adore les croques-monsieurs. Je pense qu'ils sont savoureux!	What do I think about food? Well, I love toasted sandwiches. I think that they are tasty!	Cover the French for weeks 1-5. Practice saying it out loud. Can you recall the whole text?
6	Je voudrais devenir végane car je m'inquiète pour la planète. Je ne mange pas souvent de viande.	I would like to become vegan as I am worried about the planet. I don't often eat meat.	Review your vocabulary from weeks 1-6 (Quizlet)
7	Pour l'anniversaire de mon beau-père, nous allons manger au restaurant français, où ils préparent des plats traditionnels.	For my step-dad's birthday we are going to eat in a French restaurant where they prepare traditional dishes.	Complete the worksheet on Google Classroom.
8	Quant aux sports, je joue au basket tous les jours parce que je fais partie d'une équipe locale.	As for sports, I play basketball every day because I am a member of a local team.	Write a paragraph of about 50 words to say what sports you do and don't do.
9	Ma sœur aime nager et actuellement elle s'entraîne pour une compétition. J'en suis sûr qu'elle gagnera.	My sister likes to swim and currently she is training for a competition. I am sure that she will win.	Complete the listening practice on Google Classroom.
10	Le sport peut être vraiment bénéfique pour la vie. J'en fais souvent au centre sportif, j'y vais avec mes copains.	Sport can be really beneficial for your life. I do it often at the sports centre, I go there with my friends.	Adapt the sentences from weeks 1-10 to write your own version of the text.
11	Full text revision		Cover the French for weeks 1-10. Practice saying it out loud. Can you recall the text?
12	Full text revision		Redo the Quizlet tests for Cycle 2 Weeks 1-10.

French

Week 1 Music		Week 2 TV and Film		Week 3 Past activities		Week 4 Future tense		Week 5 Food	
chanter	to sing	regarder	to watch	j'ai fait...	I did	sortir	to go out	du, de la, des	some
un chanteur	singer (m)	je regarde	I watch	l'équitation	horse riding	commencer	to start	un pot	a pot
une chanteuse	singer (f)	tu regardes	you watch (s)	le patinage	skating	courir	to run	un paquet	a packet
jouer	to play	il regarde	he watches	la voile	sailing	essayer	to try	une tranche	a slice
la chanson	song	elle regarde	she watches	une promenade	a walk	jouer	to play	une boîte	tin, box, can
la musique	music	nous regardons	we watch	le ski (nautique)	(water) skiing	lire	to read	une bouteille	a bottle
les paroles	the lyrics			le skate	skateboarding	rencontrer	to meet	une tablette	a bar
en direct	live	vous regardez	you watch (pl)	les sports d'hiver	winter sports	acheter	to buy	je mange	I eat
un concert	a concert	ils regardent	they watch (m)			écouter	to listen	je bois	I drink
un billet	a ticket	elles regardent	they watch (f)	la planche à voile	wind surfing	regarder	to watch	l'agneau	lamb
je m'intéresse à	I am interested in	les actualités	the news			la natation	swimming	<p>The future tense talks about what will happen. For er + ir verbs use the infinitive. For re verbs remove the e and add:</p> <p>Je jouerai Tu joueras Il jouera Nous jouerons Vous jouerez Ils joueront</p>	le boeuf
		le dessin animé	cartoon	j'ai joué...	I played	le canard	duck		
classique	classical	un documentaire	documentary	au basket	basketball	la dinde	turkey		
rock	rock	le feuilleton	soap	au volley	volleyball	l'escargot	snail		
pop	pop	un film	a film	je suis allé(e)	I went...	fruits de mer	seafood		
écouter	to listen	...de guerre	war	centre sportif	sports centre	le potage	soup		
j'aime	I like	un jeu télévisé	a game show	le stade	the stadium	le poulet	chicken		
j'adore	I love	la publicité	advert	club de jeunes	youth club	le riz	rice		
je n'aime pas	I don't like	la série	series	le cinéma	the cinema	je ferai	I will do		
je déteste	I hate	la télé réalité	reality TV	une fête	a party	j'irai	I will go		
je préfère	I prefer	la vedette	the star	la patinoire	the ice rink	je serai	I will be		
parce que	because	la piscine	the pool	la piscine	the pool	je verrai	I will see		
c'est	it is	une émission	a programme	il sera	it will be	le yaourt	yogurt		
KEY:	verbs	masculine nouns	feminine nouns	adjectives	connectives				

French

Week 6 Infinitive clauses		Week 7 World food		Week 8 Sports		Week 9 Sports		Week 10
Je pense	I'm thinking	l'assiette	plate / dish	parce que	because	<p>'En' = it/of them/some. It replaces a noun that is preceded by de/du/de la/ de l'/ des. Je fais du vélo – I do cycling J'en fais le lundi – I do it on Monday</p>		<p>Revise the key sentences and all vocabulary from this cycle ready for your assessment next week.</p> <p>Quizlet folder:</p> 
J'espère	I hope	les boissons	drinks	puisque	as, since			
Je vais	I'm going	hors d'oeuvre	starter	comme	as, like			
Je veux	I want	la nourriture	food	que	that			
Je voudrais	I would like	plat principal	main dish	faire	to do / make	<p>'Y' = there. It goes between a subject and a verb to replace a noun. It replaces a noun that is preceded by à, au / à la / en or chez. Je vais à Paris – I go to Paris. J'y vais – I go there.</p>		
Je peux	I can	les plats	dishes	je fais	I do			
Je dois	I must	un repas	a meal	tu fais	you do (s)			
commander	to order	l'ail	garlic	il /elle fait	he /she does			
goûter	to taste	le beurre	butter	nous faisons	we do	essayer	to try	
prendre	to take	la crêpe	pancake	vous faites	you do (pl)	débuter	to begin	
la cerise	cherry	la confiture	jam	ils font	they do	une équipe	a team	Assessment Week
le champignon	mushroom	haricots verts	green beans	la musculation	weight training	la course	the race	
le chou	cabbage	l'oeuf	egg	l'athlétisme	athletics	le tournoi	tournament	
le chou fleur	cauliflower	l'oignon	onion	la plongée	diving	le joueur	player	Week 12
le citron	lemon	le poive	pepper	l'escalade	climbing	fana de	a fan of	Teacher set homework based on knowledge gaps identified in assessments.
les crudités	raw chopped veg	les raisins	grapes	jouer	to play	le jeu	the game	
		la pomme	apple	je joue	I play	le match	the match	
la fraise	strawberry	la pomme de terre	potato	tu joues	you play (s)	gagner	to win	
la framboise	raspberry			il joue	he plays	perdre	to lose	
végétarien	vegetarian	<p>Demonstrative Pronouns These replace the noun This one: celui (-ci), celle Those ones: ceux, celles That one: celui-là, celle-là, Those ones: ceux-là, celles-là</p>		elle joue	she plays	marquer un but / un essai	to score a goal / try	
végane	vegan			nous jouons	we play	ils jouent	they play	
musulman	Muslim			vous jouez	you play			
juif / juive	Jewish							

Geography - Option

Weather and Climate

Week 1

Weather and climate

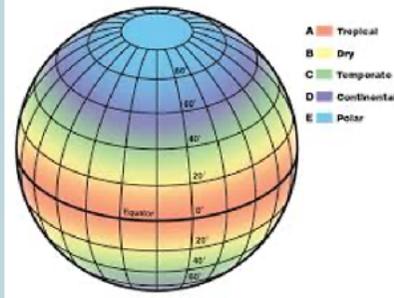
CLIMATE = the long term conditions of the atmosphere in a place.

WEATHER = the state of the atmosphere at a particular place and time.

Factors that affect the climate:

1. Latitude (Places which are near to the equator are much warmer than places which are near to the poles).
2. Distance from the sea
3. Relief (Temperature decreases on average by 1°C for every 100 metres in altitude)
4. Aspect (the direction in which the land, a slope or building faces).
5. Prevailing wind (the most frequent wind direction a location experiences).

Enquiry Task: Use the factors above to explain why we experience our specific climatic conditions in the south west of the UK.



Week 2

Types of rainfall

Why does rainfall occur?

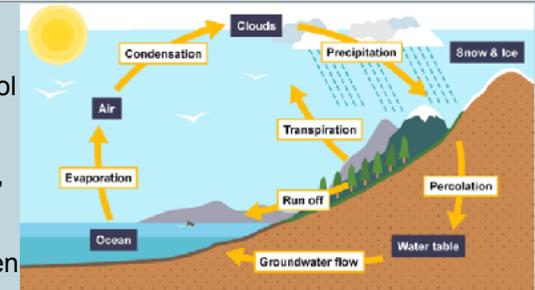
Warm moist air has to rise and cool for rainfall to occur.

Relief rainfall occurs when warm, moist air rises up over mountains.

Convective rainfall occurs when the energy of the sun heats the surface of the Earth, causing water to evaporate to form water vapour.

Frontal rainfall occurs when a warm front meets a cold front.

Enquiry Task: To the side of a map of the UK, label where/when we are likely to find each time of rainfall. Draw a small diagram next to each type.



Week 3

Forecasting the weather

Interpreting synoptic charts:

Isobars close together = windy
 Isobars far apart = still/ no wind
 Low pressure = smallest number on isobars
 High pressure = highest number on isobars

Air fronts:

Warm front



Cold front



Stationary front



Occluded front



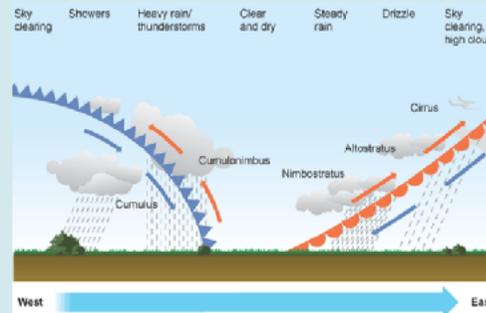
Different air masses which affect the UK:

Polar maritime
 Tropical maritime
 Tropical continental
 Polar continental
 Arctic maritime

Enquiry Task: Label a recent weather forecast map from the UK (e.g. from the BBC website), adding a few explanations of the weather types we are/were likely to experience & why this this (mentioning specific features from the list above).

Week 4

Depressions and anticyclones



A depression: A low pressure system which occurs when the weather is dominated by unstable conditions.

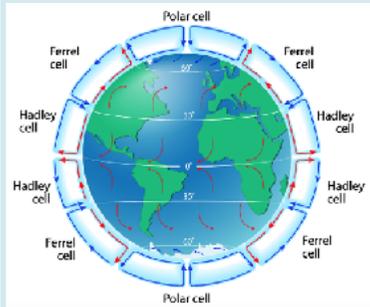
An anticyclone: An area of high atmospheric pressure where the air is sinking. (No clouds formed)

Enquiry Task: Using the diagram above/another you find online, describe the various stages of a depression – including the changes between each & the impact that this could have upon people's lifestyles.

Geography - Option

Week 5

Global atmospheric circulation



Polar cells = extend from between 60 and 70 degrees north and south, to the poles. Air in these cells sinks over the highest latitudes and flows out towards the lower latitudes at the surface.

Ferrel cells = are thermally indirect because they are driven by the motions of the cells on either side.

Hadley cells = air rises at the equator and air sinks at roughly 30° latitude. They are responsible for the trade winds in the Tropics and control low-latitude weather patterns

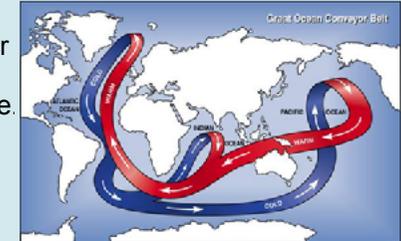
Enquiry Task: In 2 sentences, explain what Global Atmospheric Circulation is and what it is caused by. Use the internet and any class notes to help.

Week 6

Ocean currents

The ocean currents and wind systems transfer heat from the equator to the poles. They are important as they affect our: weather & climate.

The ocean conveyor belt : a combination of currents that result in four of the five global oceans exchanging water with each other.



Warm water has a lower density and rises while cold water sinks.

The Gulf Stream is important to use because: it brings us large amounts of warm air (& animal species).

Enquiry Task: Explain what would happen if the Gulf Stream was disrupted – what would the impacts be for the UK?

Week 7

Seasonal variations in the climate of the UK

Both temperatures & the amount of rainfall differ between different regions of the UK.

Far more rainfall falls in the West of the UK.

Temperatures are generally cooler in the East of the UK.

Temperate maritime climate of the UK

Temperate: relating to a region or climate characterised by mild temperatures.

Maritime: relating to or bordering on the sea.

Enquiry Task: Explain why the West of the UK receives more rainfall.



Week 8

Case study: The winter storms of 2014

Social impacts = Affect peoples' lifestyles and cultural practices.

E.g. Hundreds of people still in temporary accommodation months after the flooding took place.

Peoples' homes were left covered in mud and sewage.

Economic impacts = Impact money.

E.g. The cost of repairing the train line was £35 million.

Some farmers lost up to 95% of their land under water for weeks.

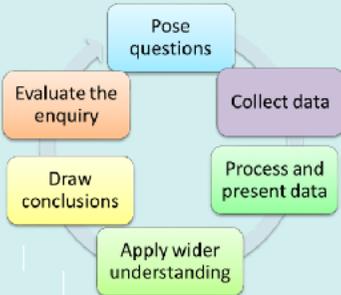
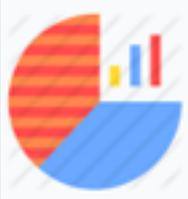
Environmental impacts = Have an effect upon wildlife/our environment.

E.g. 600 guillemots, puffins & other birds have been killed in the storm.

Floodwater killed many worms and insects living in the soil.

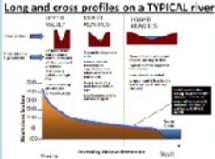
Enquiry Task: Which of the impacts of the winter 2014 floods do you think were most severe and why? Justify your opinion in the form of a news article. You can include a headline and a photo, alongside your main argument.

Geography - Option

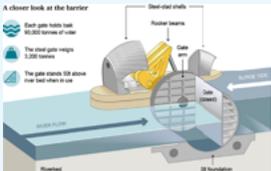
Week 9	Week 10
<p>Key terminology</p> <p>Fieldwork – a practical enquiry conducted by a researcher in the natural or human environment, to prove/disprove a hypothesis.</p> <p>Hypothesis - a statement to be tested and proved true or false.</p> <p>Sample size - the amount of data collected in a fieldwork enquiry.</p> <p>Primary data - data that you have collected yourself first-hand.</p> <p>Secondary data - data that has been collected by someone else e.g. internet.</p>  <p>Pose Questions A fieldwork enquiry is set up to try to test a hypothesis. The hypothesis is created by posing questions before an enquiry begins and are important in ensuring that fieldwork enquiries are meaningful and achievable.</p>  <p>Hypotheses can then be set up and tested, though a clear answer may not be found from the fieldwork data. This means that a judgement will need to be made based on the evidence, whether the hypothesis has been proved correct.</p> <p>Enquiry: Create an enquiry question for a fieldwork project you would like to undertake in an area close to your home (for example, your road or street). Then design a hypothesis and explain how you would collect data to test it.</p>	<p>Collect data How much data (sample size) and which data should be collected needs to be planned before fieldwork happens. Will the data help to answer the hypothesis/questions you have already set? Is the data collection manageable?</p> <p>A range of methods can be used to collect data in both the natural and human environment. For example you could measure the speed of a river at different points or count how many cars are on a road at different times during the day.</p> <p>Enquiry: Create a questionnaire that has five questions, to investigate how safe people feel in your local area. Think about how different people will feel safer in different local places. Look out for: differences in ages (do younger or older people feel safer); particular areas where they feel safe e.g. parks or streets, and whether they feel safer closer to home. Questionnaire title:</p> <p>Do people feel safe in my local area?</p> 
Week 11	Week 12
<p>Process and present data:</p> <p>Once fieldwork data has been collected, it needs to be processed and presented to make it more accessible. Calculations (such as averages or formulae) may be used to process data. The data can then be presented in graphs, on maps or by using photographs and sketches. The aim is to make the data easier to understand and draw conclusions.</p>  <p>Enquiry: Create a chart or graph to display the data from this pedestrian count:</p> <p>Mon AM = 5, MON PM = 4, TUES AM = 4, TUES PM = 2, WEDS AM = 3, WEDS PM = 4, THURS AM = 4, THURS PM = 6, FRI AM = 2, FRI PM = 8.</p> <p>The numbers represent the number of people to have walked past you. AM = morning, and PM = afternoon.</p>	<p>Apply wider understanding Once the fieldwork enquiry data has been presented, it is analysed to reveal patterns, trends and themes. Researchers describe what the data shows and suggest reasons why this is the case. This stage also involves linking patterns in the data to other areas of geography by applying wider understanding. It enables researchers to begin to draw conclusions about the hypothesis/questions.</p>  <p>Evaluate the enquiry At the end of a fieldwork enquiry it is important to evaluate (identify advantages and disadvantages) of each part of the research. This enables researchers to improve their future fieldwork studies.</p> <p>Enquiry: Describe the trends for the Week 11 pedestrian count (say which days show minimum/maximum values). *Challenge: Suggest reasons why there were more people on certain days, and more in the morning or afternoon.</p>

Geography - Core

Rivers and Coasts

Week 1	Week 2	Week 3
<p>The Water Cycle – is driven by heat from the sun.</p> <ul style="list-style-type: none"> The sun heats up water in the ocean/on land, which then rises into the atmosphere as water vapour. This process is called evaporation. This water vapour cools as it rises and turns into droplets. This process is called condensation. These droplets merge and form clouds that can produce rain, snow, sleet or hail - precipitation. Rain might be intercepted by roofs, or trees. Water infiltrates (penetrates) the soil and may percolate (flow slowly) through porous rocks. Water that cannot penetrate is surface runoff. Plants/trees return water to the atmosphere – via a process called transpiration. <p>Enquiry: Draw a labelled water cycle showing the processes of evaporation, transpiration and condensation.</p> 	<p>River Processes – Erosion/Transport/Deposition</p> <p>Erosion:</p> <p>Hydraulic Action - the river's power breaks off rock</p> <p>Attrition – sediment moving in the water smashes together to become smaller and more rounded.</p> <p>Abrasion - the rubbing/scouring effect of sand and small stones on the bed/banks as the water moves.</p> <p>Corrosion – acids/chemicals slowly dissolve rocks.</p> <p>Transport:</p> <p>Traction - large boulders grind slowly along the bed</p> <p>Saltation - small stones 'bounce' along the bed.</p> <p>Suspension - small material is held up in the flow.</p> <p>Solution - dissolved load (carried invisibly).</p> <p>Enquiry: Find real images of rivers and label them to show where each of the processes listed above is taking place.</p> 	<p>River Landforms - the processes of erosion, transport and deposition interact with the soil/rocks of the river to create a number of distinct landforms.</p> <p>Upper Course landforms (source of a river) include: V-shaped valleys, Interlocking Spurs, Waterfalls, Overhangs, Plunge Pools, Gorges and Rapids.</p> <p>Middle Course landforms (mid river area) include: Meanders, Ox-bow lakes and Flood Plains</p> <p>Lower Course landforms (river mouth) include: Levees, Deltas and Estuaries.</p> <p>Enquiry: Draw a storyboard to show each course of a river. Add and label the landforms found at each stage, and give a short explanation for each of these.</p> 
Week 4	Week 5	Week 6
<p>UK River case study - the River Tees</p> <p>Upper Course - the Tees carves a V-shaped valley in the moorland hills and flows over the 21m High Force waterfall, where hard Dolerite Whinstone rock meets softer Carboniferous Limestone rock.</p> <p>Middle Course - Huge meanders are seen in the middle course, which form part of a wide floodplain.</p> <p>Lower Course – two “cuts” were made in the 1800's at Yarm to shorten the route around big meanders.</p>  <p>Enquiry: Write a short tour guide that describes the journey as you travel length of the River Tees.</p>	<p>Flood Hydrographs and Lag Time</p> <p>Flood hydrographs show how intense rainfall causes river discharge (volume of water passing a given point), to rise before falling back to normal levels. Lag time (LT) is the time difference between peak rainfall and river peak discharge (PD). Many factors affect rates of discharge and the lag time, such as geology, vegetation and urbanisation. For example: cities concrete over the land, which increases PD sharply and significantly reduces LT. This means that cities face higher risk of flooding.</p> <p>Enquiry: Find 2 photos. One must be of an urban area and one of a rural area. Label the features and give an explanation of how they affect lag time.</p> 	<p>Flooding</p> <p>Rivers flood from time to time and some places are far more vulnerable to floods than others. Factors which influence the flood risk of an area include:</p> <ul style="list-style-type: none"> Steep slopes speed surface runoff into rivers. Rock type affects flood risk as rain cannot infiltrate impermeable rocks, so it rushes into rivers. Soil depth - deep soils allow more rain infiltration. Large forests reduce flood risk by intercepting rain water, preventing it from rushing into rivers. Cities prevent infiltration causing rain water to flow very rapidly into often enclosed, drains/channels. <p>Enquiry: Write a 'flood defence' plan for Exeter. Describe why the area may be at risk and suggest suitable flood defences.</p> 

Geography - Core

Week 7	Week 8	Week 9
<p><u>Coasts - Waves, Headlands and Bays</u></p> <ul style="list-style-type: none"> - Waves are formed by the wind interacting with the surface of the sea and break when the base is slowed by the sea bed shallowing at the coast. - The wave that rolls up the beach is the swash, while the returning wave is called the backwash. - The greater the fetch (the distance over which a wave develops) the larger the waves, as the wind blows over them for a greater amount of time. - On the coast, harder rock forms headlands, while bays are hollowed out from softer rock. The bays are sheltered from the wave energy and so deposition occurs forming a sandy or pebble beach. <p>Enquiry: Find and copy an image of a local headland and bay. Label it to show how this landscape was created.</p> 	<p><u>Erosion Landforms - Headlands</u></p> <p>Headlands protrude (stick out) from the coast, and are usually made up of harder, more resistant rock. They are more exposed than bays and subject to erosion on their upper surface and sides:</p> <ul style="list-style-type: none"> - Weather weakens the top of the cliff while the sea attacks the cliff base forming a wave-cut notch. - Waves carve caves from cracks at sea level. - Caves get widened into arches over many years. - Tops of arches may eventually collapse, leaving stacks which then erode further into stumps. - Stumps wear away leaving a wave-cut platform. -This process repeats and the cliff keeps retreating. <p>Enquiry: Write a story or poem to explain in simple terms, the stages of how a headland can be eroded. You should include a drawing for each of these.</p>	<p><u>Deposition Landforms - Sand Spits</u></p> <ul style="list-style-type: none"> - Deposition occurs when waves have insufficient energy to continue to carry sediment; the load is dumped - usually on the shore in a sheltered bay. - Waves move sand/pebbles along beaches, as the angle they strike is usually oblique (diagonal), so the swash pushes sediment up at an angle, but the backwash takes it directly back to the shore. This zig-zag movement of material along the shoreline is known as longshore drift. - Over time, longshore drift creates sand spits where the coastline curves, e.g. Dawlish Warren. <p>Enquiry: Find and then label an overhead image of Dawlish Warren spit. Then explain how this coastal landform has been created.</p> 
Week 10	Week 11	Week 12
<p><u>The future of Pennington Point – Sidmouth</u></p> <p>The sandstone cliffs at Pennington Point are eroding rapidly. Eleven homes and gardens sit atop these cliffs but they are gradually disappearing onto the beach below, particularly when there are storms. However, Pennington Point is part of the Jurassic Coast World Heritage Site, which means that sea defences are not currently allowed to be built there. Residents want defences, but environmentalists do not. Who is right? What should be done?</p> <p>Enquiry: Create two A5 posters - one written by local residents, and one which has been written by environmentalists. Each should explain how the group feels, giving evidence and reasons for their viewpoints.</p> 	<p><u>Thames Barrier</u></p> <p>The Thames Barrier spans 520m across the River Thames near Woolwich, and it protects 125 km² of central London from flooding caused by tidal surges. It has 10 steel gates that can be raised into position across the River Thames. When raised, the main gates stand as high as a 5-storey building. Each main gate weighs 3,300 tonnes. The barrier is closed to protect London from flooding from the sea.</p> <p>Enquiry: Write a news article evaluating the Thames Gateway project. Is the barrier effective in protecting central London? Will it still be effective in the future?</p> 	<p><u>Why are some communities more vulnerable to coastal erosion?</u></p> <p>Coastal erosion is happening all the time but some communities are at far greater risk than others. Happisburgh, on the Norfolk coast, is built on soft boulder clay, easily eroded by storm waves. Defences have not stopped the damage; the village is slowly falling into the sea.</p> <p>Enquiry: Using a map of Happisburgh (Norfolk), create a land use map that identifies what should happen to each of the areas around the village. e.g. Coastal defences such as groynes should go here because.... , whereas rock armour should be used in.... It is too costly to use defences here as....</p> 

History

Week 1	Week 2	Week 3
<p>Key Terms:</p> <ul style="list-style-type: none"> • Propaganda – Misleading information to try to persuade people of a particular view • Charisma – To be charming and be able to inspire others • KPD – Communist Party of Germany <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Joseph Goebbels – Hitler’s Minister for Propaganda and German Enlightenment <p>ENQUIRY TASK: <i>How did failures in 1929-33 lead to Nazi success?</i></p>	<p>Key Terms:</p> <ul style="list-style-type: none"> • Moderate – To hold balanced views • Economic depression – When a country has a total lack of money • Coalition – When political parties work together <p>Key Knowledge:</p> <ul style="list-style-type: none"> • March, 1932 – Hitler gains 30% of votes while Hindenburg gains 49,6% of the votes <p>ENQUIRY TASK: <i>How did the elections of 1932 help Hitler gain the Chancellorship?</i></p>	<p>Key Terms:</p> <p>Dictatorship – When total power exists in one person and they do not allow democracy Decree – A type of law Trade Union – An association of workers</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Feb, 1933 – Reichstag fire blamed on the Communist threat • March, 1933 – Enabling Act passes the Reichstag <p>ENQUIRY TASK: <i>Why was Hitler able to create a dictatorship?</i></p>
Week 4	Week 5	Week 6
<p>Key Terms:</p> <ul style="list-style-type: none"> • Glauscheitung – Nazi control of all behaviours • Lander – Local regions in Germany that had their own councils <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Trade unions banned. No political parties allowed other than NSDAP. Lander councils abolished. <p>ENQUIRY TASK: <i>How did Hitler ensure limited opposition to Hitler’s dictatorship?</i></p>	<p>Key Terms:</p> <ul style="list-style-type: none"> • Police state – A country that is controlled entirely. Strong punishments for those that don’t conform. • Gestapo – The Nazi police service • Concordat - An agreement between Hitler and the Pope <p>Key Knowledge:</p> <ul style="list-style-type: none"> • SD – Nazi intelligence branch • Concentration Camps – Camps primarily for political prisoners <p>ENQUIRY TASK: <i>What methods of control did the NSDAP use to control Germany?</i></p>	<p>Key Terms:</p> <ul style="list-style-type: none"> • Ministry – A government department • Culture – Ideas and customs of a group of people • Opposition – When you disagree with something <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Opposition groups – Edelweiss Pirates, Swing Youth, White Rose Group <p>ENQUIRY TASK: <i>How did people oppose the Nazis?</i></p>

History

Week 7	Week 8	Week 9
<p>Key Terms:</p> <ul style="list-style-type: none"> • Kinder – German word for ‘children’ • Kuche – German word for ‘kitchen’ • Kirche – German word for ‘church’ <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Law for the Encouragement of Marriage, 1933 • Lebensborn Programme, 1935 <p>ENQUIRY TASK: <i>How did Nazi treatment of women to that of the Weimar Republic?</i></p>	<p>Key Terms:</p> <ul style="list-style-type: none"> • Curriculum – The topics that are taught at a school • Nazi Teachers’ League – A way of controlling what teachers taught in school <p>Key Knowledge:</p> <ul style="list-style-type: none"> • 180 Secondary teachers sacked in Prussia • Start and end of all lessons with ‘Heil Hitler’ <p>ENQUIRY TASK: <i>How did the NSDAP control the young?</i></p>	<p>Key Terms:</p> <ul style="list-style-type: none"> • RAD – German Labour Force • Rearmament – Building up of armed forces • Autobahn – German motorway system <p>Key Knowledge:</p> <ul style="list-style-type: none"> • RAD – From 1935 it was compulsory for 6 months. 422,000 members in 1935 • 1,360,000 men in the army by 1939 <p>ENQUIRY TASK: <i>How did the NSDAP solve the unemployment crisis?</i></p>
Week 10	Week 11	Week 12
<p>Key Terms:</p> <ul style="list-style-type: none"> • Eugenics – The process of ‘improving’ the human race by selectively reproducing • Steralisation – Removing a person’s ability to reproduce • Social Darwinism – Natural selection of people – the idea that some people are superior to others <p>Key Knowledge:</p> <ul style="list-style-type: none"> • Aryan – Believed to be the superior race by the NSDAP <p>ENQUIRY TASK: <i>How did the NSDAP pursue a policy of racial superiority?</i></p>	<p>Key Terms:</p> <ul style="list-style-type: none"> • Anti-Semitism – To discriminate against Jewish people for being Jewish • Untermenschen – The Nazi belief that Jews were sub-human • Herrenvolk – The idea that some belonged to the ‘superior race’ <p>Key Knowledge:</p> <ul style="list-style-type: none"> • 1935 – Reich Law on Citizenship, Law for the Protection of German Blood and Honour <p>ENQUIRY TASK: <i>How did the anti-Semitic views of the NSDAP affect Jewish people?</i></p>	<p>Key Terms:</p> <ul style="list-style-type: none"> • Slavs – A group of people from Central and Eastern Europe • Persecution – When you attack a person – through the law • Kristallnacht – The targeting of Jewish businesses <p>Key Knowledge:</p> <ul style="list-style-type: none"> • November, 1938 – 814 shops damaged, 171 homes and 100 Jews killed during Kristallnacht <p>ENQUIRY TASK: <i>What did Nazi persecution look like?</i></p>

Hospitality and Catering

Week 1	Week 2	Week 3
<p>AC2.1 Explain factors to consider when proposing dishes for menus.</p> <ul style="list-style-type: none"> Type of provision/service style (eg buffet/table/counter (fastfood) service, location, size, standards (e.g. budget/5*). Outside catering/street food. Finance e.g. costs to business (buying in bulk (wholesalers)/batch cooking, high quality ingredients from local farm/market, organic costs, different customers' different budgets – low/medium/high. Set menus/a la carte. Type of customers/needs (e.g. teenagers/adults, likes/dislikes and dietary needs) special diets, allergies. Intolerances, organoleptic properties taste, texture, flavour, appearance. 	<p>AC3.1,2,3 Use of techniques in preparation and cooking of commodities.</p> <p>Follow a recipe for a main course with accompaniments (sides).</p> <p>Commodities (ingredients) Poultry, Meat, fish, eggs, dairy products, cereals, flour, rice, pasta, vegetables, fruit, soya products.</p> <p>Food Preparation skills: e.g. Weighing and measuring, Chopping, Shaping, peeling, whisking, melting, rubbing in, sieving, segmenting, slicing, hydrating, blending.</p> <p>Cooking skills: Boiling, blanching, poaching, braising, steaming, baking, roasting, grilling (griddling), frying, chilling, cooling, hot holding.</p> <p>Presentation: portion control, Position on plate, garnish (edible decorative), creativity.</p> <p>Enquiry task - Explain how you could adapt the dish based on criteria in 2.1</p>	<p>AC2.1 Explain factors to consider when proposing dishes for menus.</p> <ul style="list-style-type: none"> Time of year/day e.g. seasonality of commodities e.g. apples October, seasonal event (e.g. Christmas, Easter, summer holidays etc). Breakfast/lunch/evening meal. Skills of staff (high skills (eg pasta making from scratch)/low skills e.g. bought in ingredients eg buy in dried pasta. Equipment available (e.g. bread machines/pasta machines/large fridges/freezers. Time available (depends on numbers/style of food service e.g. self service/table service) Breakfast/lunch/evening meal. Fastfood or slow food.
Week 4	Week 5	Week 6
<p>AC2.2 Explain how dishes on a menu address environmental issues.</p> <ul style="list-style-type: none"> Preparation and cooking methods (e.g. reduce food waste, batch cooking) Commodities (ingredients – seasonal/organic) Packaging Environmental issues (type e.g. biodegradable, recycling, no one use plastic) Conservation of energy (electric/gas and water) Reduce, reuse, recycle (food/furniture/plastic) 	<p>AC3.1 -3.3 Use of techniques in preparation and cooking of commodities</p> <p>Practical Assessment</p> <p>Follow a recipe for a dessert with accompaniments (sides).</p> <p>Use a range of Commodities (ingredients) Poultry, Meat, fish, eggs, dairy products, cereals, flour, rice, pasta, vegetables, fruit, soya products</p> <p>Food preparation Techniques eg Weighing and measuring, Chopping, Shaping, peeling, whisking, melting, rubbing in, sieving, segmenting, slicing, hydrating, blending.</p> <p>Cooking techniques: Boiling, blanching, poaching, braising, steaming, baking, roasting, grilling (griddling), frying, chilling, cooling, hot holding.</p> <p>Presentation techniques: portion control, Position on serving dish, garnish (e.g. lemon/herbs), creativity.</p>	<p>AC2.2 Explain how dishes on a menu address environmental issues</p> <ul style="list-style-type: none"> Sustainable food - healthy food, maintaining healthy eco systems that can provide food for generations to come with minimal impact on the environment. E.g. plant based foods (soya/quorn). Provenance – know where food comes from, reduced food miles, carbon footprint/ ozone layer. Organic/free range/ethical (not harmful to animals) <p>Enquiry Task - Find out what these logos mean</p> 

Hospitality and Catering

Week 7	Week 8	Week 9
<p>AC2.3 Explain how menu dishes meet customer needs (eg adults, teenagers, babies, children, elderly)</p> <ul style="list-style-type: none"> • Nutritional needs of customers (see above) • Specific diets (allergies/food intolerances eg nut allergies children), lactose intolerant, vegan) • Organoleptic needs of customers (taste, texture, appearance, aroma)/likes/dislikes • Cost e.g. budget or premium priced dishes, value for money for customers 	<p>AC3.1, .2, 3.3 Use techniques in preparation and cooking of commodities</p> <p>Follow a recipe for a dessert, Identify and select the commodities, food preparation and cooking techniques below.</p> <p>Food preparation Techniques e.g. Weighing and measuring, Chopping, Shaping, peeling, whisking, melting, rubbing in, sieving, segmenting, slicing, hydrating, blending.</p> <p>Commodities Poultry, Meat, fish, eggs, dairy products, cereals, flour, rice, pasta, vegetables, fruit, soya products.</p> <p>Cooking techniques: Boiling, blanching, poaching, braising, steaming, baking, roasting, grilling (griddling), frying, chilling, cooling, hot holding.</p> <p>Presentation techniques: portion control, Position on serving dish, garnish, creativity.</p>	<p>AC2.4 Plan production of dishes for a menu</p> <ul style="list-style-type: none"> • Dovetailing - Sequencing and merging of recipes so ready at same time at end • Timing (timings for each stage of making) • Mise en place (things in their place – equipment/ ingredients/food preparation (chopping etc) • Method – detailed stages of making • Cooking, cooling, hot holding (above 63°C) • Serving – Presentations eg garnishes (lemon) • Waste – disposal of food waste/recycling/re-use • Equipment and tools • Commodities (ingredients) quantities <p>Enquiry task - Choose a high/medium skill main course + accompaniments from recipes we have already done and adapt for different customers/ diets/likes/dislikes/allergies etc.</p>
Week 10	Week 11	Week 12
<p>AC2.4 Plan production of dishes for a menu</p> <ul style="list-style-type: none"> • Contingency points – problem solving how you would deal with things that could go wrong. • Hygiene and Safety points – avoiding accidents and food poisoning. • Quality points – check to ensure dish is made to a high standard. • Food storage – fridge 0-5°C, freezer -18°C, dry store. • Cross contamination – avoiding crossing over of bacteria from one food or equipment to another. Use of colour coded boards. • Probe – temperature thermometer, core temperature 75°C and above held for 2 minutes eg poultry, beef burgers, sausages, shellfish, rice etc.). 	<p>AC3.1,2,3 Use techniques in preparation and cooking of commodities</p> <p>Practical Assessment</p> <p>Explain and demonstrate skills to make a main with accompaniments showing medium/high level skills from below.</p> <p>Commodities Poultry, Meat, fish, eggs, dairy products, cereals, flour, rice, pasta, vegetables, fruit, soya products</p> <p>Food preparation Techniques e.g. Weighing and measuring, Chopping, Shaping, peeling, whisking, melting, rubbing in, sieving, segmenting, slicing, hydrating, blending.</p> <p>Cooking techniques: Boiling, blanching, poaching, braising, steaming, baking, roasting, grilling, frying, chilling, cooling, hot holding.</p> <p>Presentation: portion control, position on plate, garnish.</p> <p>Enquiry task - Complete Self-assessment sheet of your practical work – bring in next lesson for final assessment</p>	<p>Revise, Assess, Review, Improve</p> <p>Key words to learn:</p> <p>Type of provision café, bistro, fine dining restaurant etc.</p> <p>Stye of food service how food is served – buffet, counter service, table service, silver service.</p> <p>Food Allergy – body’s immune system reacts unusually to specific foods e.g. nuts (can be severe anaphylactic).</p> <p>Intolerance difficulty digesting certain foods and having an unpleasant physical reaction to them.</p> <p>Sustainable - healthy food, maintaining healthy eco systems that can provide food for generations to come with minimal impact on the environment</p> <p>Provenance/traceability – where food comes from.</p> <p>Commodities – Ingredients.</p> <p>Contingencies - problem solving points how you would deal with things that could go wrong.</p>

iLife - PSHE

We would always encourage you to speak to the people you live with or someone in school if you have a worry or a problem. If you can't, or you want to read more about an issue affecting you or someone you know, here are some useful websites and phone numbers. They offer free, confidential advice and support.



General

Childline—www.childline.org
0800 1111

Offers information and advice, 1-2-1 confidential chat (text, email, phone) and support from message boards on a wide range of issues.

This website is one of the most useful you will find and can direct you to help or information about all the other topics mentioned here, and more...



Health

School nurse—07520 631722
Text only for confidential advice

National Health Service—www.nhs.uk
Research and useful information on health issues

Walk-In Centre, RD&E Hospital—01392 411611
Non-urgent and sexual health needs

Walk-In Centre, 31 Sidwell Street—01392 276892
Sexual health



Health and well-being

Samaritans—www.samaritans.org
Call 116 123 for emergency help
Email jo@samaritans.org (response within 24 hours)

Papyrus—papyrus-uk.org 0800 068 41 41
Urgent help for you or someone you know

YoungMinds—youngminds.org.uk
Text YM to 85258 for urgent help

Happy Maps—www.happymaps.co.uk
Advice on everything from sleep problems to anxiety, bullying, self-harm, coping with divorce, autism, ADHD, gender dysphoria and more

Kooth—www.kooth.com
Mental health advice and support, live chat support

Safety, bullying and abuse

Child Exploitation and Online Protection (CEOP) - www.ceop.police.uk
Report inappropriate online contact, any unlawful misuse of social media, or a child protection concern to a trained police officer. You can also click this button on your platform:



NSPCC—www.nspcc.org.uk 0800 1111
Information and help about on- and offline abuse

National Bullying Helpline—www.nationalbullyinghelpline.co.uk
0845 22 55 787



Healthy relationships

Thinkuknow—www.thinkuknow.co.uk
Age-related help and advice about on- and offline relationships, and consent.



Drugs and alcohol

YSmart—ysmart.org.uk 01271 388162
Information about substance misuse, advice, recovery and treatment

Homeless, skills, advice, getting your voice heard

Young Devon—www.youngdevon.org
01392 331 666

Local support for young people facing a crisis



LGBTQ+

X-PLORE—www.lgbtqyouthdevon.org.uk
Local support and groups for LGBTQ+ young people

If someone's life is at risk, you should dial 999

iMedia

Week 1 – 3 See Mark Scheme on Next Page	Week 4 - 6 See Mark Scheme on Next Page
<p>Learning Outcome 1 – Investigating Digital Graphics (18 Marks)</p> <p>The purpose of digital graphics</p> <ul style="list-style-type: none"> Investigate how and why digital graphics are used in a range of sectors Identify the purpose of digital graphics. <p>Identifying the properties of digital graphics</p> <ul style="list-style-type: none"> The properties of digital graphics which affect their suitability and compatibility with the intended purpose File formats for different types and uses of digital graphics. <p>Investigate the design and layout of digital graphics</p> <ul style="list-style-type: none"> Investigate how different purposes and audiences would influence the design and layout of digital graphics <p>Tips for best marks: Anything you use from the internet or books must be referenced</p> <ul style="list-style-type: none"> Find examples of graphics on your own - use your practice coursework to help you 	<p>Learning outcome 2 - Be able to plan the creation of a digital graphic (18 Marks)</p> <p>Your client and the target audience</p> <ul style="list-style-type: none"> Consider the client's requirements and how these are specified Consider the target audience for the digital graphic Decide on a visual style and composition of the digital graphic. <p>Creating a work plan for the project</p> <ul style="list-style-type: none"> List the activities which are needed to create the digital graphic with a time duration Put them in a logical order in a work flow. <p>Asset Table - You must have one of these Primary Source - An image you have drawn / taken Secondary Source - An image you have used from the internet</p> <p>Tips for best marks: Anything you use from the internet or books must be referenced</p> <ul style="list-style-type: none"> You can use templates but you must reference them. Choose your own activities - it will help make your work more individual
Week 7 – 9 See Mark Scheme on Next Page	Week 10 - 12 See Mark Scheme on Next Page
<p>Learning Outcome 2 - Continued..</p> <p>Visualisation Diagram - A paper based product with clear boxes for where images are going to go, and text.</p> <ul style="list-style-type: none"> Labels - with text. Font Size, colour, boldness, underlined Images - with reasons as to why they have been chosen Colour scheme - with reasons explained Legal Restrictions - Consider copyright, open source images, explain this on each image on your assets table. <p>Learning Outcome 3 – Creating your digital graphic (18 Marks)</p> <p>Create the graphic</p> <ul style="list-style-type: none"> Every tool you use in PhotoShop you must show in your documentation Save it in both versions as required <p>Tips for best marks: All images used must be in your Assets Table</p> <ul style="list-style-type: none"> Higher marks will be given for more tools used in Photoshop You must save it in both formats - and show this in your documentation 	<p>Learning Outcome 4 - Checking and reviewing the digital graphic (6 Marks)</p> <p>Reviewing the digital graphic</p> <ul style="list-style-type: none"> Review how well the digital graphic meets the client's requirements Identify how the digital graphic could be improved Describe areas for further development, giving reasons for your choices <p>No marks are deducted here for not meeting the brief. The focus is on can you evaluate it.</p> <p>Reviews contain:</p> <ul style="list-style-type: none"> What went well throughout the process with screenshots and labels Stating areas which need improvements with screenshots and labels Any areas which you feel need further development

iMedia

Week 1 – 3 Mark Scheme

LO1: Understand the purpose and properties of digital graphics		
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–9 marks
Produces a summary of how and why digital graphics are used, demonstrating a limited understanding of the purpose of digital graphics.	Produces a summary of how and why digital graphics are used, demonstrating a sound understanding of the purpose of digital graphics.	Produces a summary of how and why digital graphics are used, demonstrating a thorough understanding of the purpose of digital graphics.
Identifies a limited range of file types and formats, only some of which are appropriate to digital graphics.	Identifies a range of file types and formats, most of which are appropriate to digital graphics.	Identifies a wide range of file types and formats, which are consistently appropriate to digital graphics.
MB1: 1–4 marks	MB2: 5–7 marks	MB3: 8–9 marks
Demonstrates a limited understanding of the connection between the properties of digital graphics and their suitability for use.	Demonstrates a sound understanding of the connection between the properties of digital graphics and their suitability for use.	Demonstrates a thorough understanding of the connection between the properties of digital graphics and their suitability for use.
Demonstrates a limited understanding of how different purposes and audiences influence the design and layout of digital graphics.	Demonstrates a sound understanding of how different purposes and audiences influence the design and layout of digital graphics.	Demonstrates a thorough understanding of how different purposes and audiences influence the design and layout of digital graphics.

Week 4 - 6 Mark Scheme

LO2: Be able to plan the creation of a digital graphic		
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
Produces an interpretation from the client brief which meets few of the client requirements.	Produces an interpretation from the client brief which meets most of the client requirements.	Produces an interpretation from the client brief which fully meets the client requirements.
Produces a limited identification of target audience requirements.	Produces a clear identification of target audience requirements.	Produces a clear and detailed identification of target audience requirements.
Draws upon limited skills/knowledge/understanding from other units in the specification.	Draws upon some relevant skills/knowledge/understanding from other units in the specification.	Clearly draws upon relevant skills/knowledge/understanding from other units in the specification.
MB1: 1–5 marks	MB2: 6–9 marks	MB3: 10–12 marks
Produces a work plan for the creation of the digital graphic, which has some capability in producing the intended final product.	Produces a work plan for the creation of the digital graphic, which is mostly capable of producing the intended final product.	Produces a clear and detailed work plan for the creation of the digital graphic, which is fully capable of producing the intended final product.
Produces a simple visualisation diagram for the intended final product.	Produces a sound visualisation diagram for the intended final product.	Produces a clear and detailed visualisation diagram for the intended final product.

Week 7 – 9 Mark Scheme

LO3: Be able to create and save a digital graphic		
MB1: 1–4 marks	MB2: 5–7 marks	MB3: 8–9 marks
Sources or creates a limited range of assets for use in the digital graphic.	Sources and creates a range of assets for use in the digital graphic.	Sources and creates a wide range of assets for use in the digital graphic.
Prepares the assets for use in the digital graphic, some of which are technically appropriate or compatible .	Prepares the assets for use in the digital graphic, most of which are technically appropriate and compatible .	Prepares the assets for use in the digital graphic, all of which are technically appropriate and compatible .
MB1: 1–4 marks	MB2: 5–7 marks	MB3: 8–9 marks
Use of standard tools and techniques to create the digital graphic is limited and therefore creates a simple digital graphic which is appropriate to some aspects of the client brief.	Use of standard tools and techniques to create the digital graphic is effective and therefore creates a digital graphic which shows some detail which is appropriate to most aspects of the client brief.	Use of a range of advanced tools and techniques to create the digital graphic is effective and therefore creates a complex digital graphic which is appropriate for the client brief.
Occasionally saves and exports the digital graphic in formats which are appropriate .	Mostly saves and exports the digital graphic in formats and properties which are appropriate .	Consistently saves and exports the digital graphic in formats and properties, which are appropriate .
Occasionally saves electronic files using appropriate file and folder names and structures.	Mostly saves electronic files using file and folder names and structures which are consistent and appropriate .	Consistently saves electronic files using file and folder names and structures which are consistent and appropriate .

Week 10 - 12 Mark Scheme

LO4: Be able to review the digital graphic		
MB1: 1–2 marks	MB2: 3–4 marks	MB3: 5–6 marks
Produces a review of the finished graphic which demonstrates a limited understanding of what worked and what did not, making few references back to the brief.	Produces a review of the finished graphic which demonstrates a reasonable understanding of what worked and what did not, mostly referencing back to the brief.	Produces a review of the finished graphic which demonstrates a thorough understanding of what worked and what did not, fully referencing back to the brief.
Review identifies areas for improvement and further development of the final digital graphic, some of which are appropriate and sometimes explained .	Review identifies areas for improvement and further development of the final digital graphic, which are mostly appropriate and explained well .	Review identifies areas for improvement and further development of the final digital graphic, which are wholly appropriate and justified .

Mathematics

- 1) Go to sparxmaths.uk
- 2) Login using your username and password
- 3) Complete your compulsory homework as follows:
 - Write the bookwork code
 - Write the question, your working and your answer
 - Mark you answer in a different colour
 - If you are struggling, watch the video
 - Your homework is only complete when you have answered **every** question correctly.
 - If you are really struggling with one question, complete the other one and ask your maths teacher for help the next day.

1x	2x	3x	4x	5x
1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 = 4	5 x 1 = 5
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8	5 x 2 = 10
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 = 12	5 x 3 = 15
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 = 16	5 x 4 = 20
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 = 20	5 x 5 = 25
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 = 24	5 x 6 = 30
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 = 28	5 x 7 = 35
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 = 32	5 x 8 = 40
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 = 36	5 x 9 = 45
1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 = 40	5 x 10 = 50

6x	7x	8x	9x	10x
6 x 1 = 6	7 x 1 = 7	8 x 1 = 8	9 x 1 = 9	10 x 1 = 10
6 x 2 = 12	7 x 2 = 14	8 x 2 = 16	9 x 2 = 18	10 x 2 = 20
6 x 3 = 18	7 x 3 = 21	8 x 3 = 24	9 x 3 = 27	10 x 3 = 30
6 x 4 = 24	7 x 4 = 28	8 x 4 = 32	9 x 4 = 36	10 x 4 = 40
6 x 5 = 30	7 x 5 = 35	8 x 5 = 40	9 x 5 = 45	10 x 5 = 50
6 x 6 = 36	7 x 6 = 42	8 x 6 = 48	9 x 6 = 54	10 x 6 = 60
6 x 7 = 42	7 x 7 = 49	8 x 7 = 56	9 x 7 = 63	10 x 7 = 70
6 x 8 = 48	7 x 8 = 56	8 x 8 = 64	9 x 8 = 72	10 x 8 = 80
6 x 9 = 54	7 x 9 = 63	8 x 9 = 72	9 x 9 = 81	10 x 9 = 90
6 x 10 = 60	7 x 10 = 70	8 x 10 = 80	9 x 10 = 90	10 x 10 = 100

Homework Thursday 1st June 2017

Task 1

D40 $12 + 13 = \underline{25}$ ✓

E50 $4 \times 3 + 2 \times 5 =$
 $12 + 10 = \underline{22}$ ✓

F60 $\begin{matrix} 12 & : & 18 \\ 2 & : & 3 \end{matrix} \div 6$ ✓

H70 $\frac{1}{14} + \frac{1}{7} = \frac{1}{7}$ ✗

J90 $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$
 $= \frac{3}{8}$ ✓

A01 $\begin{array}{r} 493 \\ 162 \\ \hline 655 \end{array}$ ✓

B11 Area = 3×14
 $\begin{array}{r} \times 14 \\ 3 \\ \hline 42 \end{array}$ Area = 42 cm^2 ✓

C21 $\frac{1}{33} + \frac{1}{11} = \frac{1}{33} + \frac{3}{33}$
 $= \frac{4}{33}$ ✓

D31 $3^2 = 3 \times 3$
 $= \underline{9}$ ✓

E41 P(yellow) = $\frac{3}{6}$ ✗

F51 P(black) = $\frac{4}{8}$
 $= \frac{1}{2}$ ✓

Task 2

G61 All the marbles are green
 The probability of choosing a purple marble is impossible ✓

H71 P(odd) = $\frac{3}{5}$ ✓

Task 3

J22 Fueno ✓

K32 Unlikely ✗

L42 B, A, C ✓

C03 4 more blue balls ✓

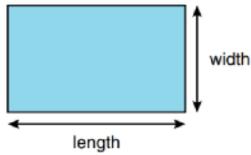
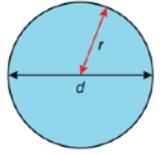
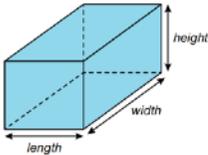
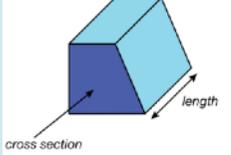
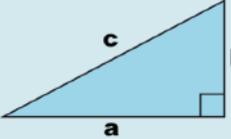
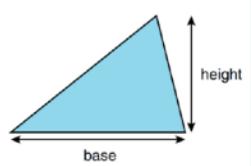
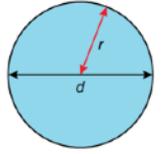
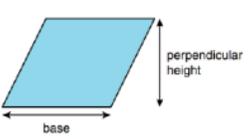
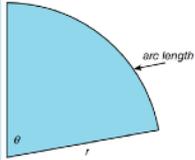
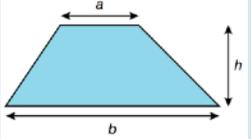
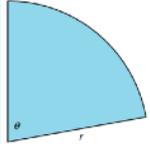
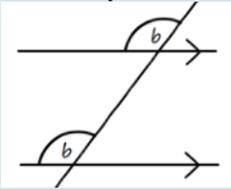
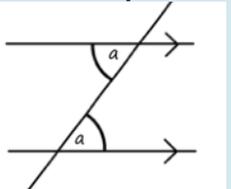
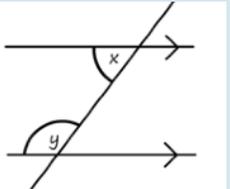
D13 4 black, 2 red, 2 blue
 The probability of picking black is evens: Bag B ✓

E23 B ✓



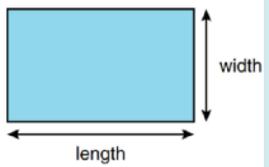
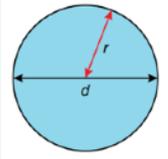
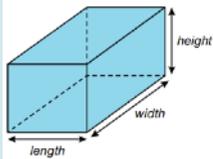
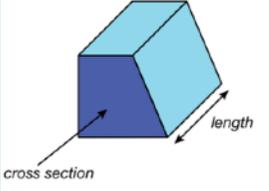
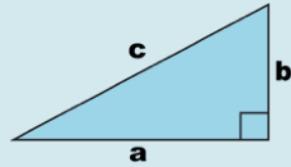
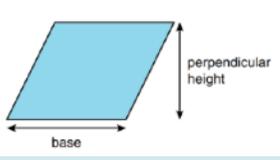
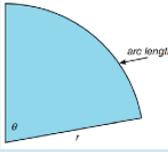
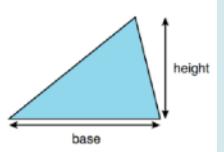
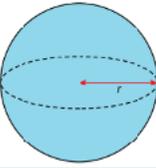
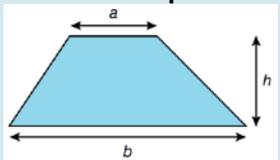
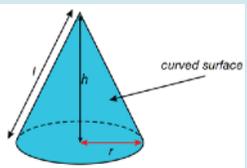
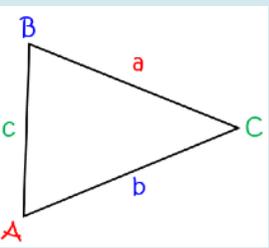
Mathematics - Core

Your Maths Teacher will specify which formulae you must learn.

<p>Area of a Rectangle</p>  <p>$length \times width = l \times w$</p>	<p>Circumference of a circle</p>  <p>$C = \pi \times d$</p>	<p>Volume of a Cuboid</p>  <p>$Length \times width \times height$ $V = l \times w \times h$</p>	<p>Volume of a Prism</p>  <p>$Area\ of\ a\ cross\ section \times length$</p>	<p>Pythagoras Theorem</p>  <p>$a^2 + b^2 = c^2$</p>																								
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Mathematics – Higher

Your Maths Teacher will specify which formulae you must learn.

<p>Area of a Rectangle</p>  <p>$length \times width = l \times w$</p>	<p>Circles</p>  <p>Circumference: $C = \pi \times d$ Area: $A = \pi \times r^2$</p>	<p>Volume of a Cuboid</p>  <p>$Length \times width \times height$ $V = l \times w \times h$</p>	<p>Volume of a Prism</p>  <p>$Area \text{ of a cross section} \times length$</p>	<p>Pythagoras Theorem</p>  <p>$a^2 + b^2 = c^2$</p>																								
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Music

Music Industry

Week 1	Week 2	Week 3
<p>Digital Audio Workstation (DAW) – a piece of software that allows you to sequence and record live sound and/or MIDI instruments.</p> <p>Virtual Instrument Track – MIDI track to recorded or edit MIDI sounds.</p> <p>Audio Track – Live sound track to loads loops or record live audio from microphones or guitars</p> <p>Metronome – click to help you keep time when recording.</p> <p>Loops/samples – pre-recorded musical ideas in a library.</p> <p>Regions/clips – coloured areas that hold musical information.</p> <p>Piano roll/step input – editing window which enables editing of MIDI events.</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>	<p>Note duration – length of note, Note position - placement of pitch and rhythm, Note velocity – volume of each note.</p> <p>Quantisation – moving notes to set beat positions.</p> <p>Looping – repeating musical regions/clips for set amounts of time.</p> <p>BPM – speed of the track in beats per minute.</p> <p>Balance – the balance of signals for each track to achieve a balanced sound in the overall song.</p> <p>Panning – the control of signal to each side in the stereo mix (left and right ear).</p> <p>Mixer – a control surface with multiple inputs for live instruments with settings such as balance and pan.</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>	<p>Mixing – process of adding effects and then pan and balance the song.</p> <p>Effects – selections from a library of effects to help enhance a piece of music.</p> <p>Mastering – process to export the final recording with some small tweaks.</p> <p>Mix down – process of exporting the song to a given format, MP3, WAV or similar.</p> <p>Live Sound Technician – someone who deals with the sound at live events or on the fly in recording studios</p> <p>Roadie – someone who works on tour moving equipment in and out of venues.</p> <p>Instrument Technician – someone who looks after instruments for artists/performers.</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>
Week 4	Week 5	Week 6
<p>Musician –plays an instrument or sings.</p> <p>Composer/Song Writer –writes songs for themselves or others to perform/record.</p> <p>Record Producer –makes songs/albums with artists in a studio.</p> <p>Conductor –helps direct an ensemble of musicians.</p> <p>Artistic Manager –could potentially manage every part of an artist's professional life.</p> <p>Venue Manager –organises people who work in venues.</p> <p>Studio Manager –organises people who work in studios.</p> <p>Promoter – someone who will promote someone's work.</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>	<p>Marketer – someone who can work with people to create a brand and strategy to sell that brand.</p> <p>A&R (artist and repertoire) – someone who finds artists for record labels, they can also help manage the artist.</p> <p>Sound Engineer – someone who helps to manipulate sound in particular spaces and has a lot of knowledge about live sound.</p> <p>Session Musician – someone who performs with a variety of different artists and doesn't belong to a set band/artist.</p> <p>Mastering Engineer – someone who works to create the finished product after it's been recorded in the studio.</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>	<p>Manufacturer – someone who creates CDs and other things like merchandise.</p> <p>Music Journalist/Blogger – someone who writes reviews on all things in music, from new guitars to new bands.</p> <p>Broadcaster – someone who works to get the music product out on a network (TV, radio, internet).</p> <p>Software Programmer/App Developer – someone who works to create musical software for the music industry.</p> <p>DJ – someone who plays artist's music, either on radio or at live events.</p> <p>Retailer – someone who stocks CDs or merchandise.</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>

Music

Week 7	Week 8	Week 9
<p>Distributor – the movement of goods (CDs) from the source through a distribution channel (iTunes, HMV) right up to the customer.</p> <p>Full Time – work that requires you to be there for a set time, you get privileges like sick pay and holiday pay.</p> <p>Part Time – same as full time but reduced hours.</p> <p>Freelance/Self employed – you get work for yourself, often well paid but doesn't have the privilege of sick pay or holiday pay</p> <p>Large Venues – huge stadiums or sport grounds that seat up to 100,000.</p> <p>Small Venues – bars, pubs and clubs that seat numbers in the low thousands or hundreds.</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>	<p>Recording Companies/Record Labels – Large multinational organisations that make albums/songs/records.</p> <p>Music Publishing – artists publish work in written form using these organisations.</p> <p>Self Publishing – when an artist publishes their own work.</p> <p>PR and Marketing Companies – companies that help create a brand and image for an artist.</p> <p>Hire and Transport Companies – companies that provide equipment for lighting, sound, other amenities like loo facilities and catering, and companies that move this stuff around and transport it.</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>	<p>Agencies – companies that work for musicians and provide advice and protection.</p> <p>Unions – large organisations set up to protect works right in the music industry.</p> <p>Trade Bodies – large organisations that are created and funded by its members to work for the rights of the people within that body.</p> <p>Health, Safety and Security – Laws and regulations that venues must follow to help keep their employees and customers safe.</p> <p>Major Labels – Universal or Sony are examples. Big sponsored record labels.</p> <p>Independent Labels – Smaller and self-funded record labels.</p> <p><u>Enquiry task: Exam Q's on Google Classroom</u></p>
Week 10	Week 11	Week 12
<p>Music Publishing: <u>Major publishing company:</u> Advantages: Distribution (increases sales), quality of design, marketing and promotion, payment Disadvantages: Usually need to go through an agent, harder to have music published when the company is large, more editing to your original work <u>Self-publishing (online):</u> Advantages: Don't need to go through an agent (you can send your work directly to them), you are more in control with the editing process, can be a stepping stone to a larger company, may cater to a specific genre that is different. Disadvantages: Less marketing & promotion, less pay, not the same <u>Enquiry task: Exam Q's on Google Classroom</u></p>	<p>SERVICE COMPANIES & AGENCIES Hire companies: 3 reasons why an artist would hire the following: <u>Sound & lighting equipment</u> 1. Technical expertise. 2. Quality of equipment 3. Engineer to take care of sound/lights so that the artist can focus on the music <u>Rehearsal & studio space</u> 1. To record a single with best quality equipment possible 2. Excellent acoustics for rehearsal 3. To perform to a small audience/ community event <u>Enquiry task: Exam Q's on Google Classroom</u></p>	<p>Full-Time –Contract includes pension, paid holidays, sick time. Will usually be long-term Part-Time – A contract but not full-time. Freelance –Not committed to a particular employer long-term. No long-term contract Self-Employed – Working for yourself rather than for someone else Permanent v Casual – Permanent offers guaranteed work job security. Casual is not secure and varies according to the work on offer, but it does give flexibility to organise your time Tax – Fee payable to the government based on your wages. Employers do this for you. Self-employed workers have to submit their financial dealings each year and pay the appropriate amount of money. <u>Enquiry task: Exam Q's on Google Classroom</u></p>

GCSE Physical Education

Week 1 – Components of Fitness	Week 2 – Fitness Testing	Week 3 – Principles of Training
<p>Key Words: Agility - The ability to change direction, at speed, while maintaining control. Agility is especially important in sports that require turns like side-stepping an opponent in rugby Balance - The ability of the performer to maintain their center of mass over their base of support whilst static or dynamic (whilst moving) Cardiovascular Fitness The ability of the heart and lungs to supply oxygen to the working muscles Coordination - The ability to use two or more different parts of the body together, smoothly and efficiently. Flexibility The range of movement possible at a joint. Important for gymnasts to perform skills. Muscular Endurance - The ability of a muscle or muscle group to undergo repeated contractions, avoiding fatigue Power - Is a product of speed and strength. (Power = Speed x Strength) Reaction Time - The time taken to initiate a response to a stimulus eg 100m start gun Strength Is the ability to overcome a resistance Strength is important for many sports. Being stronger can give you a big advantage in sports like gymnastics, rugby and weightlifting Speed The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time, putting the body parts into action as quickly as possible Questions: For each of the components of fitness, identify which sports would require each of them.</p>	<p>Key Words: Validity – the test measures what it intends to Reliability – trustworthiness of the test and how it is measured</p> <p>Fitness Tests: Grip Dynamometer Test Illinois Agility Test Multi Stage Fitness Test Ruler Drop Test Sit and Reach Test Sit Up Test Standing Stalk Test Vertical Jump Test Wall Toss Test 1 Rep Max Test 30 Meter Sprint Test</p> <p>Advantages of Fitness Testing:</p> <ol style="list-style-type: none"> 1.They identify strengths and or weaknesses 2.They monitor improvement 3.They show a starting level of fitness 4.They inform training requirements 5.They compare against national averages 6.They motivate and performance sets goals <p>Limitations of Fitness Testing</p> <ol style="list-style-type: none"> 1.Tests are often not sport specific or too general 2.They do not replicate movements of an activity 3.They do not replicate competitive conditions 5.Some need motivation and therefore they can have questionable <i>reliability</i> 6.Must be carried out with the correct procedures to increase <i>validity</i> of results <p>Questions:</p> <ol style="list-style-type: none"> 1.Link each of the tests to the components of fitness 2.Design a fitness test for a sport of your choice. 	<p>S.P.O.R.T Principle</p> <p>Specificity – Making training relevant to the demands of the sport, muscles or needs of the individual athlete Progressive – Gradually increasing the intensity of training over a period of time Overload - Working harder than normal to enable to body to adapt Reversibility – A reversal of fitness caused by something that either stops or prevents your training such as illness or injury Iedium – Regularly changing your training to avoid boredom</p> <p>F.I.T.T Principle</p> <p>Frequency – How often you train (twice a week, 3 times a week, everyday) Intensity – How hard/intense you train (in relation to your aerobic or anaerobic threshold or, if weight training, in relation to your 1 rep max) Time - How long you train (20mins, 1 hour) Type – Which method of training you use (Circuit, Continuous, Plyometric)</p> <p>Question: Annie is a 400m freestyle swimmer. Write a two week training programme, using the principles of training, in preparation for Annie to compete in two weeks' time.</p>

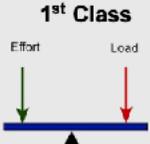
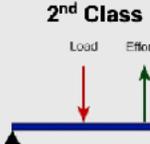
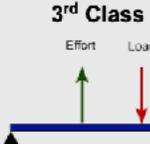
GCSE Physical Education

Week 4 – Methods of Training	Week 5 – Training Seasons	Week 6 – Injury Prevention
<p>Circuit Training – A series of <u>stations</u> performed one after another, either for time or a certain number of repetitions</p> <p>Continuous Training – Continuously training, <u>without stopping</u>, usually for a period of 20minutes or longer</p> <p>Fartlek Training – Swedish for ‘Speedplay.’ Similar to continuous training but varies in either <u>intensity</u> or <u>terrain</u>, whilst remaining continuous</p> <p>Flexibility Training – Static stretching, usually for 30seconds or longer at a time, of a certain muscle group to increase the range of movement possible at a joint</p> <p>Interval Training – High periods of work followed by a period of <u>complete rest</u>. This is then repeated.</p> <p>Plyometric Training – High impact training including exercises such as <u>leaping</u> and <u>bounding</u></p> <p>Weight Training – The use of resistance machines, free weights or body weights to increase either <u>muscular endurance</u> or <u>muscular strength</u></p> <p>Questions:</p> <ol style="list-style-type: none"> Evaluate the use of Circuit Training and Fartlek training as a suitable method of training for a Handball player (6marks) Discuss the appropriateness of a high jumper using weight training and plyometric training as a method to improve performance. (6marks) 	<p>Pre-Season</p> <ul style="list-style-type: none"> General aerobic fitness General strength & muscular endurance Training any component of fitness that is essential to success in their chosen sport Practicing skills & techniques that prepare athletes for success in the competitive season <p>Competitive Season</p> <ul style="list-style-type: none"> Performers concentrate on maintaining fitness throughout the competitive season Athletes will avoid over training so fatigue does not occur and performance is enhanced Optimising individual skills and team plays is the main focus for this season <p>Post-Season</p> <ul style="list-style-type: none"> Performer rest, recover and recuperate; only taking part in light <u>aerobic</u> activities Athletes should feel fully recovered and ready for pre-season at the end of the closed season <p>Questions: For a sport of your choice, develop a plan for Pre-Season, Competitive Season and Post-Season</p> <p>Tips: Include the Methods of Training you would use, which Principles of Training you would apply. Also, think about a range of activities that are fitness based and skill based.</p>	<p>There are 9 key concepts with regards to safety and injury prevention in sport:</p> <ol style="list-style-type: none"> Match the type and intensity of training to the performers individual needs. Do not over train Wear appropriate clothing and footwear Stretch, but do not overstretch or bounce stretch Wear taping and bracing where appropriate Always use correct technique Stay hydrated Make time for rest and recovery Always warm up and cool down correctly <p>Task: Create a spider diagram exploring the different ways technology in sport have evolved to make sport and physical activity safer.</p> <p>Questions:</p> <ol style="list-style-type: none"> Identify 3 safety measure that should be considered when taking part in hockey (3marks) Identify 5 safety measures a referee should undertake prior to the start of a rugby match (5marks) Using an example, explain how following the rules can make participation in a physical activity safer. Choose a sport to support your answer (2marks) Using an example, explain how wearing correct footwear can make participation in physical activity safer (2marks) For a sport of your choice, write a list of all the methods which are used to ensure player safety, both in training and competitive scenarios.

GCSE Physical Education

Week 7 – Optimising Training Methods	Week 8 – Specific Training Techniques	Week 9 – Effective use of warm up/cool down
<p><u>Aerobic & Anaerobic Training Thresholds</u> (Continuous, Fartlek, Interval)</p> <p>Aerobic: Oxygen + Glucose > Energy + CO₂ + Water Working between 60-80% of max heart rate Max HR = 220 – Age 60% = Max HR x 0.6 = 80% = Max HR x 0.8 =</p> <p>Anaerobic: Glucose > Energy + Lactic Acid Working between 80-90% of max heart rate 80% = Max HR x 0.8 = 90% = Max HR x 0.9 =</p> <p><u>Weight Training Thresholds</u></p> <p>Muscular Strength: High weight and low repetitions (4-8 repetitions) Firstly, find your 1 rep Max for each muscle group. Always working at 70% or higher of 1 rep max Eg. Bench Press 1 rep Max = 100kg 70% = 100 x 0.7 = 70kg</p> <p>Muscular Endurance: Low weight and high repetitions (12-15 repetitions) Again, find 1 rep max. Then work at a % lower than 70% of 1 rep max.</p> <p><u>Circuit Training</u> Athletes can alter the intensity of the session by either time/repetitions/rest periods</p> <p><u>Questions:</u></p> <p>Plan a training session using one of the measures above</p>	<p><u>Altitude Training</u></p> <p>Some athletes use special training methods to enhance performance. High Altitude training is a common specific method which many athletes who perform events for a long durations, such as marathon runners and tour de France cyclists, within their aerobic threshold use to improve performance.</p> <p>High Altitude Training This type of training takes place 2000 meters above sea level. At this point in the atmosphere, the air becomes thinner and there is much less oxygen than that which is found at lower altitudes. When athletes train at this level, their bodies have to adapt to the lower oxygen levels. The human body develops more red blood cells which allows more oxygen to be carried in the blood. When athletes then return to lower altitude levels to compete, their bodies cardiovascular system still has more red blood cells meaning that their body is more efficient at delivering oxygen to the working muscles during exercise.</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> Explain the advantages and disadvantages of high altitude training (4marks) 	<p><u>Effective Warm Up and Cool Down</u></p> <p>Warming up should include:</p> <ul style="list-style-type: none"> gradual pulse-raising activity dynamic stretching skill based practices/familiarisation mental preparation increase amount of oxygen to the working muscles. <p>The benefits of warming up:</p> <ul style="list-style-type: none"> effect on body temperature range of movement increased gradual increase of effort to full pace psychological preparation practice of movement skills through the whole range of movement injury prevention. <p>Cooling down should include:</p> <ul style="list-style-type: none"> maintaining elevated breathing and heart rate, eg walk, jog gradual reduction in intensity static stretching. <p>The benefits of cooling down:</p> <ul style="list-style-type: none"> allowing the body to recover the removal of lactic acid/CO₂/waste products prevent (delayed onset) muscle soreness/ DOMS <p><u>Questions:</u></p> <ol style="list-style-type: none"> Explain how a warm up can improve performance in Netball (3marks)

GCSE Physical Education

Week 10 - Interleaving Topic Revision	Week 11 – <u>Interleaving</u> Topic Revision	Week 12 – <u>Interleaving</u> Topic Revision
<p>Key Words: Sagittal Plane – Forwards and backwards movements. Mainly flexion and extension.</p> <p>Frontal Plane – Side to side movements. Mainly abduction and adduction</p> <p>Transverse Plane – Rotational or turning movements. Mainly rotation</p> <p>Transverse Axis – Passes horizontally through the body from left to right (movements in the sagittal plane: forwards and backwards)</p> <p>Sagittal Axis – Passes horizontally through the body from back to front (movement in the frontal plane: side to side)</p> <p>Longitudinal Axis – Passes vertically from the top of the body to the bottom (movement in the transverse plane: rotations)</p>	<p>Immediate Effects of Exercise:</p> <ol style="list-style-type: none"> Breathing Rate increases – supplying O₂ to muscles Heart Rate increases – pumping blood to muscles Body Temperature increases Sweating <p>Short-Term Effects of Exercise: (24-26hrs after)</p> <ol style="list-style-type: none"> Feel tired or fatigued Muscle cramps Feel nauseous (sick) DOMS (Delayed Onset of Muscle Soreness) Muscles ache Feel light headed <p>Long Term Effects of Exercise: (months-years)</p> <ol style="list-style-type: none"> Bradycardia – decreasing your resting heart rate because your heart has become stronger and more efficient Cardiac Hypertrophy – heart increasing in size and strength Muscular Hypertrophy – muscles increase in size and strength Improve a variety of components of fitness Change your body shape through either losing weight or gaining muscle mass Improve flexibility 	<p>Key Words: Fulcrum – pivot point of the lever Effort – the force that is applied to move the resistance or weight (muscles) Resistance – the load to be moved by the lever system (weight, limbs)</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> <p>1st Class</p>  </div> <div style="text-align: center;"> <p>2nd Class</p>  </div> <div style="text-align: center;"> <p>3rd Class</p>  </div> </div> <p>Mechanical advantage depends on the distance between effort and fulcrum when compared to distance of resistance from fulcrum – known as effort arm and resistance arm.</p> <p>Mechanical advantage = effort arm ÷ resistance arm</p> <p>Short effort arm = giving rapid movements over a large range of movement Short resistance arm = giving the advantage of being able to move a heavy weight</p>
<p>Questions:</p> <ol style="list-style-type: none"> In a tennis forehand stroke, Identify the plane and the axis when the arm bends at the elbow. (2marks) During a cartwheel, Identify the plane and the axis about which the movement is taking place. (2marks) 	<p>Questions:</p> <ol style="list-style-type: none"> Explain why breathing rate and heart rate increase when we exercise (4marks) Identify and explain how two long term effects of exercise could improve performance of a 10,000 meter runner (6marks) 	<p>Questions:</p> <ol style="list-style-type: none"> Using an example from a sport of your choice, identify the two types of movement that can occur at a hinge joint. (4 marks) Identify the type of lever being used during the upward phase of a bicep curl. Identify the agonist and antagonistic muscles and explain how they contract to allow this movement to occur (4marks)

Sports Studies

<p>Week 1 – LO2: Key considerations when planning a leadership session.</p>	<p>Week 2 – LO2: Key considerations when planning a leadership session.</p>	<p>Week 3 – LO2: Safety considerations when planning a session.</p>
<p><u>Key considerations when planning a sports session:</u></p> <ul style="list-style-type: none"> • <i>Objectives for the session</i> (e.g. meeting the needs of the group). • <i>Appropriate venue</i> (e.g. type, size, indoor/outdoor). • <i>Equipment needs</i> (e.g. type, size weight, arrangements). • <i>Supervision needs</i> (e.g. additional leaders, roles, number of participants). • <i>Timing of activities</i> (e.g. related to age, experience of participants, weather). • <i>Introduction/conclusion of session</i> (e.g. how, when, where?) 	<p><u>Key considerations when planning a sports session:</u></p> <ul style="list-style-type: none"> • <i>Basic warm up/cool down</i> (e.g. physical and mental preparation relevant to age of participants and the activity) • <i>Skills and technique development</i> (e.g. appropriate activities/structure of a session) • <i>Engaging</i> (e.g. Will the participants have fun? Will the activity hold their attention? Will the session flow smoothly?) • <i>Organisation</i> (e.g. size/make up of working groups, size of working areas, length of warm up/drills, timing to prevent boredom, allowing progression). <p>Applying your knowledge: A local primary school have asked you to plan a sporting session for 30, Year 4 students. Can you plan a sporting session of your choice using the sub headings from week 1 & 2?</p>	<p><u>Safety considerations when planning sports activity sessions:</u></p> <ul style="list-style-type: none"> • <i>Risk assessments</i> (e.g. facilities, equipment/clothing checks, activity-specific risks) • <i>Corrective action</i> (e.g. wiping up puddles, removing litter, reporting faulty equipment) • <i>Emergency procedures</i> (e.g. procedures in the event of an accident, procedures in the event of other emergencies, summoning qualified help, completion of relevant documents). <p>Enquiry Task: Can you design a template risk assessment (table format) and complete it for your primary school session plan. You could research templates online for some formatting ideas.</p>
<p>Week 4 – LO3: Delivering a sports session</p>	<p>Week 5 – LO3: Delivering a sports session</p>	<p>Week 6 – LO3: Delivering a sports session</p>
<p>When delivering a sporting session you must consider the following aspects:</p> <ul style="list-style-type: none"> • <u>safe practice</u>, i.e. organisation of group/activity • <u>safe supervision</u> (e.g. as a leader, coach) • <u>delivery style</u>, i.e. proactive/reactive demonstration/explanation • <u>communication skills</u>, i.e. <ul style="list-style-type: none"> - verbal and non-verbal - appropriate language - technical terms  <p>Enquiry Task: Select two of the underlined aspects to consider when delivering a session. Explain how you might use each aspect in your session.</p>	<p>When delivering a sporting session you must also consider the following aspects:</p> <ul style="list-style-type: none"> • <u>Motivation techniques</u>, i.e. encouragement, extrinsic motivators (e.g. rewards, prizes) • <u>Activity-specific knowledge</u>, i.e. appreciation/understanding of current techniques and tactics which are appropriate to the requirements of the performers • <u>Adaptability</u>, i.e. making adjustments in an activity that isn't working addressing issues you hadn't prepared for. <p>Enquiry Task: Select two of the underlined aspects to consider when delivering a session. Explain how you might use each aspect in your session.</p>	<p>Enquiry Task:</p> <p>Self-reflection on a what a 'good' and 'poor' sports leadership session looks like:</p> <p>Create a mind map with the following headings in the centre of your page.</p> <ol style="list-style-type: none"> 1) What does a good sports leadership session look like? Can you give specific examples? 2) What does a 'poor' sports leadership session look like? Can you give specific examples? <p>If you are struggling for ideas, think about PE lessons you have participated in this year or extra-curricular clubs you have attended.</p>

Sports Studies

Week 7 – LO1: Leadership roles	Week 8 – LO1: Role related responsibilities	Week 9 – LO1: Personal qualities
<p><u>Key Vocabulary</u> Captain: An honorary title given to the leader of the team, this individual takes responsibility for decisions and usually sets the standards expected.</p> <p>Manager: Responsible for making decisions and organising the staff, individual players and team as a collective.</p> <p>Teacher: A teacher is an educator and professional who helps students acquire knowledge and competence.</p> <p>Coach: Responsible for planning and delivering practices to improve individual/team performance.</p> <p>Role model: An inspirational figure or idol who young people may look up to, it is usually a successful individual in their sport.</p>	<p><u>Role related responsibilities:</u></p> <ul style="list-style-type: none"> • Knowledge of activity • Enthusiasm for activity • Knowledge of safety • Knowledge of child protection issues • Knowledge of basic first aid  <p>Enquiry task: Can you create a mind map with the key bullet points above.</p> <p>Can you add specific examples to your mind map of the knowledge required for each bullet point?</p>	<p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> • Reliability • Punctuality • Confidence • Communication • Creativity  <p>Enquiry task: Can you research two Managers, Coaches or Captains in your preferred sport?</p> <p>Which of the personal qualities above do they possess?</p> <p>Can you give specific examples of when the Manger, Coach or captain may demonstrate these personal qualities?</p>
Week 10 – LO1: Leadership Styles	Week 11 – LO4: Evaluate delivery of session	Week 12 – LO4: Evaluate delivery of session
<p><u>Leadership styles:</u> Democratic – This is where the coach engages the athletes/players in decision making for group goals, practice methods, game tactics and strategies.</p> <p>Autocratic – This style of leadership tends to make all the decisions and is motivated to complete the task as quickly and effectively as possible.</p> <p>Laissez-faire – When a leader does not take an active approach. The leader may decide what needs to be done but will then seek advice from players/athletes and then enable athletes to make the decision.</p> <p>Enquiry Task: Research a sports coach or manager that fits each style of leadership and create a profile on each one.</p>	<p>When evaluating the delivering and planning. You will need to identify 'What went well?' and 'What did not go so well?'</p> <p>You could consider the following points:</p> <ul style="list-style-type: none"> - Was the order of activities effective? - Were the activities safe? - Were your demonstrations clear and precise? - Did you have clear teaching points? - Did you encourage the performers throughout your session? - Did you have any extrinsic motivators in your session? - Did you display strong subject knowledge? - Did you have to adjust your session? If so, was the impact positive or negative? - Did you have any unexpected issues? 	<p>Applying your knowledge: Can you review and evaluate your leadership session, considering the key points from week 11.</p> <p>Write two lists of 1) positive aspects of your session 2) areas for improvement of your leadership session?</p> <p>Answer each question from week 11 with a clear explanation and examples.</p>  

Photography

Project 1: ARCHITECTURE- the built environment.

First finish all work started in your last lesson and then do these tasks. Complete one task per week to achieve a grade 4 or above.
For grade 6 or above please make sure to complete these tasks with flare and dedication, talking regularly to your teacher.

Week 1&2: Responding to designers	Week 3&4: Responding to designers	Week 5&6: Replicating photos of others
<p>Enquiry task 1: I see, I think, I wonder.</p> <p>Enquiry task 2: Produce a series of three edits in the style of artist Kate Jackson – see below. Use your mobile device to make it more experimental. Crop a view of a building in your phone or tablet. Edit it using any free apps like Pixlr or Photopea. Fill in the sky and other areas with solid bright colours.</p> <p style="text-align: center;"><u>Key Words</u></p> <p>Purposeful: producing artwork for a specific reason/idea. Personal: belonging to or affecting you, the artist, in a particular way. Response: your creative reaction/idea – what you make, your personal interpretation of something.</p>  <p>katejackson.co.uk - National Theatre, South Bank 2019</p>	<p>Enquiry task 1: I see, I think, I wonder.</p> <p>Enquiry task 2: Produce a series of three edits in the style of artist Paul Catherall – see below. Use your mobile device to make it more experimental. Crop a view of a building in your phone or tablet. Edit it using any free apps like Pixlr or Photopea. Fill in the sky and other areas with solid bright colours.</p> <p style="text-align: center;"><u>Key Words</u></p> <p>Commission: when someone offers money to an artist in exchange for new work that does not exist yet. Interest: what attracts your attention and makes you want more.</p>  <p>Paul Catherall, <i>Battersea Landscape</i>, rolfe-judd.co.uk</p>	<p>Enquiry task 1: Take 10+ photos outdoors of buildings using a low camera angle to force the perspective, as seen below.</p> <p>Enquiry task 2: Take 10+ photos indoors, using low angle and forced perspective.</p> <p style="text-align: center;"><u>Key Words</u></p> <p>Replica: an exact copy of something that exists. Perspective: the picturing of three-dimensional objects on a two-dimensional surface to give the right impression of their height, width, depth and position in relation to each other. Vanishing point: the point in the distance at which parallel lines in a perspective seem to converge.</p>  <p>Image from www.redeye.org.uk</p>
Steps to success		
<p>Use your own photographs. Crop, select, enlarge, paint. Take your time and be precise. Be well organised. Save your files with names that make them easy to find.</p>	<p>Use your own photographs. Crop, select, enlarge, paint. Take your time and be precise. Be well organised. Save your files with names that make them easy to find.</p>	<p>Get down to the ground and close to the surface of the building. Choose areas with enough interesting architectural or decorative features i.e. signs or lamps.</p>

Photography

Week 7&8: Responding to photos of others

Enquiry task 1: I see, I think, I wonder + research: internationalphotomag.com/photobiography-andreas-gursky

Enquiry task 2: Produce a series of three edits in the style of photographer Andreas Gursky – see below.

Key Words

Purpose: the aim of photographers when they investigate a topic or theme.

Camera angle: the position of the camera.



Andreas Gursky.

Week 9&10: Responding to designers

Enquiry task 1: I see, I think, I wonder.

Enquiry task 2: produce a series of three edits in the style of photographer Stephanie Jung – see below. Use your mobile device to make it more experimental. Overlay several photos from slightly different angles. Edit them using free apps like Pixlr or Photopea. Play with the opacity of the layers. Send the results to your school email.

Key Words

Refine: making small changes to improve an idea/artwork. Doing something again to make it better.



Scotland II by stephaniejungphotography.de

Week 11&12: Choose a final piece

Enquiry task 1: Decide which photo is your best in this project. Do a www/ebi evaluation.

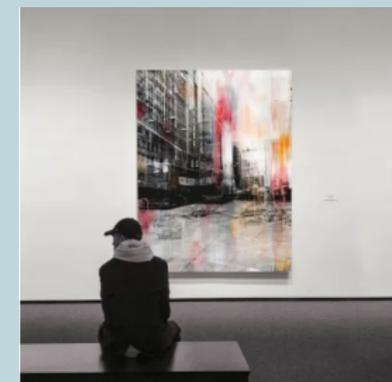
Enquiry task 2: Act upon your evaluation. Improve the shots and/or the edits as you have planned in your ebi.

Key Words

Final piece: masterpiece displayed in a gallery or exhibition.

Evaluation: checking if you have achieved what you planned to do at the start of the process.

Conclusion: the end or final part, the visual outcome to an idea.



Sven Pfrommer - Hong Kong IX

Steps to success

Take creative risks. Learn about the photographer. Take a new photo shoot to capture similar ideas. Use editing tools and actions that you know already to produce the final image.

Use layers, transparency and blending modes when you edit your photos. Keep all your test pieces safe by screen shooting or saving as JPEGs.

Make your ideas and artists influences clear. Explain your point of view on the theme "Architecture". What are you showing to the viewer? What are you making us look at?

Religious Education

Week 1 - Pre Teach Week	Week 2 - What is Ethics / Religion and Ethics	Week 3 - Ethical Theories
<p>1. Morality - principles concerning the distinction between right and wrong.</p> <p>2. Absolutism - the holding of absolute principles in political or theological matters.</p> <p>3. Relativism - knowledge, truth and morality exist in relation to culture, society or historical context.</p> <p>4. Fascism</p> <p>5. Reactionary</p> <p>6. Duplicity</p> <p>7. Hypocrisy</p> <p>8. Humanitarianism</p> <p>9. Reciprocity</p> <p>Complete definitions for words 4 - 9.</p>	<p>For most of us, the people who care for us at home are our biggest influence, at least until our teenage years. The law rules us all. We have to follow it or suffer the consequences.</p> <ul style="list-style-type: none"> • Morality is our idea of right and wrong. • Absolute morality is unchangeable. • Relative morality is changeable, based on the situation. • Religious people take guidance from their holy books and what religious leaders say. Religious believers have their own religious laws. This usually doesn't cause any problems, because many laws are common sense, and many match religious laws. <p>Explain religious attitudes to keeping laws.</p>	<ul style="list-style-type: none"> • The Divine Command Theory is the view that morality is somehow dependent on God, and that moral obligation consists in obedience to God's commands. • Deontological ethics holds that some acts are morally obligatory regardless of their consequences for human welfare. It focuses on the actions themselves being right or wrong. • Teleological theory focuses on the consequences or outcomes of the actions being classed as right or wrong. Teleology provides a moral basis for the professional ethics of medicine. <p>Describe an example of medical Teleology.</p>
Week 4 - Human Rights	Week 5 - Abortion & Designer Babies	Week 6 - Blood Transfusions / Medical Ethics
<p>Human rights are the basic entitlement of all humans.</p> <p>Examples are:</p> <ol style="list-style-type: none"> 1. We are all born free and equal 2. The right to equality and freedom from discrimination. 3. The right to life, liberty, and personal security. 4. Freedom from torture and degrading treatment. 5. The right to a fair trial. <p>Child Rights are fundamental freedoms and the inherent rights of all human beings below the age of 18. These rights apply to every child.</p> <p>What do you think is the most important Human Right? Explain your choice.</p>	<ul style="list-style-type: none"> • Abortion is the removal of the foetus from the womb to end a pregnancy. • Before 1967, abortion was illegal in the UK. • Today abortion is permitted if two doctors agree that certain conditions apply: the woman might die unless the pregnancy is ended; there is a substantial risk of the baby being born severely physically or mentally disabled; there is a risk to the woman's physical or mental health; there is a risk to the physical or mental health of her existing children. • Designer babies could have their gender and characteristics chosen by their parents, which is currently illegal. <p>When do you think it could otherwise be necessary to abort a child and why?</p>	<ul style="list-style-type: none"> • Many operations require the patient to have their blood replaced, or more likely 'topped up'. This is called a blood transfusion. • Jehovah's Witnesses (a religious group associated with Christianity) refuse transfusions because they feel their life is carried in their blood so they cannot have anyone else's blood. This is an interpretation of Leviticus 17:11 'For the life of a creature is blood'. • Cloning is the creation of a genetically identical copy of an organism. • The main types of cloning are: Reproductive Cloning - creating an identical copy of a creature; and Therapeutic Cloning where embryos are produced from which stem cells are taken and used for research to find treatments for diseases. <p>What are the ethical problems with reproductive cloning?</p>

Religious Education

Week 7 - Euthanasia	Week 8 - Crime and Punishment & War	Week 9 - Social Media
<ul style="list-style-type: none"> Euthanasia is the painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma. Voluntary euthanasia is when the person asks a doctor to end their life. Non-voluntary euthanasia is when the person is too ill to ask but it is believed to be in their best interests. Involuntary euthanasia was used in Nazi Germany to kill disabled and sick people without their consent. Passive euthanasia is where a dose of a pain-killing drug is increased in the belief that it will lessen pain and shorten life. Active euthanasia is where treatment is withheld with the intention of ending life, or giving a drug that will end life. <p>Do you think euthanasia is acceptable in some cases? Explain your answer.</p>	<ul style="list-style-type: none"> Capital punishment (the Death penalty) was abolished in the UK in 1965. All attempts to reinstate the Death Penalty have failed. Most Christians are against the death penalty as they believe 'thou shall not kill'. Buddhists agree as it goes against the 5 precepts. Most Christians believe that war should be avoided if possible, and should only be undertaken if all efforts to resolve an issue by peaceful means have failed. The concept of a 'Just War' is present in most religions. Humanitarian Intervention is when actions are undertaken, usually by a state or a coalition of states that are intended to reduce major human suffering within the borders of another state, usually by military means. <p>Research the Kosovo war - how 'Just' was it?</p>	<ul style="list-style-type: none"> Social media has also become a common ground for individuals to practise unethical acts. Social media platforms such as Facebook, Twitter, Instagram and Tick-Tok become common ground for individuals to post negative comments about each other. People are able to express their own thoughts, feelings and opinions without realising the effect it has on others. As a result, it may have a negative effect on the individual exposed to such unethical practises. The individual may not be able to cope with the content that has been posted against him or her on social media such may cause a drastic effect on his or her physical and mental wellbeing. <p>Give a specific example of how social media could have a negative effect on the user.</p>
Week 10 - Animal Rights	Week 11 - Assessment Week	Week 12 - Super Teach Week
<ul style="list-style-type: none"> Most people would say that just because the status of animals is lower than that of humans, does not mean that humans should mistreat them. Religions teach that although animals are not equal to humans, they should be cared for and respected as part of the natural world. Animal rights campaigners say animals should have the same rights as humans to be free from cruelty and exploitation. Other campaigners argue that traditional cruel animal sports such as fox-hunting and bullfighting should continue as they uphold cultural traditions and provide for employment in rural areas. <p>Is there an ethical difference between Bullfighting and Horse Racing? Explain.</p>	<ul style="list-style-type: none"> Create revision cards for each week, ensuring that there is a question on one side and a short, simple answer, on the other. Create revision posters for each week, ensuring that lots of colour and dual coding (images) are used. Summarise each week into 20 words, using images to also help you. Create a 'quizziz' or kahoot on the information that you have learnt. 	<ol style="list-style-type: none"> 1. Give two concepts of morality [2]. 2. Give two ideas on reasons for war [2]. 3. Explain two ethical theories [4]. 4. Explain two types of euthanasia [4]. 5. Explain religious beliefs on the use of animals [5]. 6. Explain religious beliefs on right and wrong [5]. 7. 'Abortion should not be permitted' Discuss [12].

Science

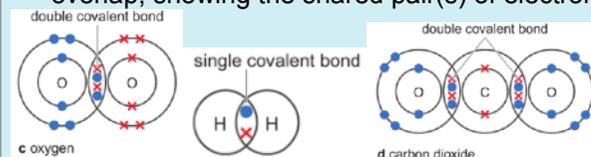
Biology (CB6) Part 1	Biology (CB6) Part 2	Chemistry (CC5-7) Part 1
<p>1. Photosynthesis is how nearly all food is produced for all living things.</p> <p>2. Photosynthesis makes biomass.</p> <p>3. carbon dioxide + water → glucose + oxygen</p> <p>4. Photosynthesis is endothermic - it absorbs light energy. It also requires chlorophyll.</p> <p>5. Limiting factors restrict how fast photosynthesis can go:</p> <p>a. Temperature: low temperatures, low rate; high temperatures, enzymes denatured, no reaction.</p> <p>b. Carbon dioxide concentration: too little means photosynthesis is slow as there is not enough for the reaction; extra CO₂ does not make it faster.</p> <p>c. Light intensity: too little light limits photosynthesis, but extra light does not make it faster.</p> <p>6. Root hair cells: large surface area, thin cell walls, lots of mitochondria for efficient absorption of water and mineral ions</p> <p>7. Xylem: lignified hollow dead cells - transport water and minerals - Transpiration</p> <p>8. Phloem: living cells transporting sucrose from leaves - Translocation</p> <p>9. Stomata open/close to control water loss</p> <p>10. Guard cells take in water and become turgid, opening stomata. At night, lose water by osmosis, become flaccid, stomata close.</p> <div data-bbox="555 552 779 922"> <p>The figure contains three line graphs. The first graph plots 'Rate of photosynthesis' on the y-axis against 'Temperature' on the x-axis, showing a bell-shaped curve that rises to a peak and then falls. The second graph plots 'Rate of photosynthesis' on the y-axis against 'Carbon dioxide concentration' on the x-axis, showing a curve that rises steeply and then levels off to a horizontal line. The third graph plots 'Rate of photosynthesis' on the y-axis against 'Light intensity' on the x-axis, showing a curve that rises steeply and then levels off to a horizontal line.</p> </div>	<p>11. Core Practical: How light intensity affects rate of photosynthesis:</p> <ol style="list-style-type: none"> Algal balls, in indicator, at different distances from light. Beaker of water as a heat sink to stop closer tubes getting warmer Indicator shows pH, which shows concentration of CO₂ [yellow: more CO₂; purple less CO₂] Further from light: less photosynthesis, more CO₂ <ul style="list-style-type: none"> Independent variable: distance/light intensity Dependent variable: pH Control variables: same volume of indicator, same concentration of CO₂ at the start, same number of algal balls, same lamp, same temperature <p>12. Rate of transpiration or rate of photosynthesis is calculated as rate = 1/time. Example unit: mm³/minute.</p> <p>Conclusion:</p> <p>13. Double light intensity = double photosynthesis (until light is no longer limiting)</p> <p>14. Double distance = ¼ light intensity = ¼ photosynthesis [inverse square law]</p> <p>Enquiry tasks:</p> <ol style="list-style-type: none"> Explain why stomata usually close at night. Explain how xylem cells are adapted to their function. Explain why doubling the distance from a light leads to ¼ rate of photosynthesis. Explain why increasing carbon dioxide concentration might not lead to faster photosynthesis. <div data-bbox="1115 679 1406 799"> </div>	<p>Ionic Bonding</p> <ol style="list-style-type: none"> An ion is an atom or group of atoms with a positive or negative charge A cation is a positively charged ion formed when an atom loses one or more electrons. An anion is a negatively charged ion formed when an atom gains one or more electrons.. Ionic bonding: <ol style="list-style-type: none"> is the transfer of electrons to gain a full outer shell forming oppositely charged particles that attract due to electrostatic forces of attraction occurs between a metal and a non-metal forms substances with high melting and boiling points compounds formed are giant lattices eg: sodium chloride (shown here) When ionic substances are molten or dissolved in solution they conduct electricity because the free electrons can carry a current. For a substance to conduct electricity: It must contain charged particles These particles must be free to move <div data-bbox="1845 644 2029 817"> </div> <p>Enquiry task: Magnesium chloride is formed from magnesium and chlorine, in terms of electrons, describe what happens when the atoms react together .</p>

Science

Chemistry (CC5-7) Part 2

Covalent bonding:

1. Takes place to form atoms with a full outer shell
2. Occurs between a **non-metal** and a **non-metal**
3. A **pair** of electrons is **shared** between two atoms
4. The **structure** and **bonding** of substances results in **different properties** such as **melting and boiling point**.
5. Covalent substances typically have:
 - a. Low melting and boiling points
 - b. Poor conductivity of electricity
6. Examples of **simple covalent structures** include: hydrogen H₂, water H₂O, methane CH₄, oxygen O₂ and carbon dioxide CO₂.
7. We can show covalent bonds with dot and cross diagrams where the outer electron shells overlap, showing the shared pair(s) of electrons.

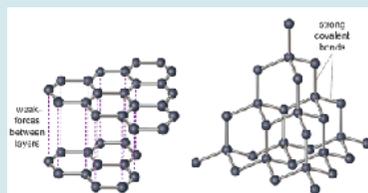


8. The number of covalent bonds formed by atoms of different elements are shown in the table below. This is called the **valency** of the element - it is the same as the number of electrons needed to obtain a complete outer shell.

Group number	Examples	Outer electrons	Bonds formed	Valency
4	C and Si	4	4	4
5	N and P	5	3	3
6	O and S	6	2	2
7	F and Cl	7	1	1

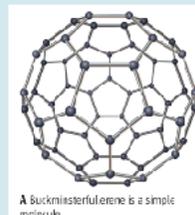
Chemistry (CC5-7) Part 3

1. **Giant covalent molecules** have:
 - a. Strong covalent bonds between atoms
 - b. High melting and boiling points
 - c. Usually solid at room temperature
 - d. Typically do not conduct electricity (except graphite)
2. Examples of **giant covalent molecules** include: diamond, graphite and silicon dioxide
3. **Allotropes** of carbon are different structural forms of the same elements.
4. **Graphite** and **diamond** are both made up of just carbon atoms but arranged differently.



Graphite: each atom is bonded to **3** others.
Diamond: each atom is bonded to **4** others.

5. Carbon can also form simple molecules called **fullerenes**, where each carbon atom is covalently bonded to three other carbon atoms - often tubular or ball shaped.

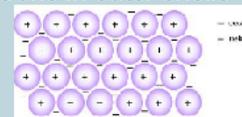


Enquiry task: Graphite is used to make electrodes because it conducts electricity. Use bonding to explain why graphite conducts electricity but diamond does not.

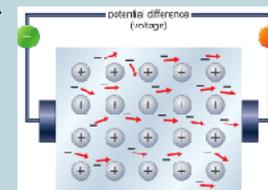
Chemistry (CC5-7) Part 4

Metals and metallic bonding:

1. Atoms in metallic elements are all the same size and are packed together in layers to form a **giant lattice**.
2. Metals have 1, 2 or 3 electrons in outer shells which are **delocalised** and able to move randomly throughout the structure.



3. Strong **electrostatic attraction** between positive metal ions and negative delocalised electrons give high melting and boiling points.
4. Metals are **malleable** because layers are able to slide over each other.
5. Metals can **conduct electricity** because of the presence of free **delocalised electrons** that can carry a current.
6. Structure and bonding can be represented by models:



- a. **Ball and stick model:** Shows how each atom is bonded to other atoms, but it *doesn't* show how the electrons are bonded or the elements involved
- b. **Space filling models:** as above but also shows the sizes of atoms relative to their bonds
- c. **Dot and cross diagrams:** shows the elements involved and how the electrons bond

Enquiry task: Copper is used in electricity cables. Explain, in terms of structure and bonding, why metals are good conductors of electricity.

Science

Physics (CP1)	Physics (CP2) Part 1	Physics (CP2) Part 2						
<p>1. Scalar - magnitude (size) but no specific direction. [<i>mass, distance, speed, energy</i>]</p> <p>2. Vector - magnitude and direction. [<i>weight, force, displacement, velocity, momentum</i>]</p> <p>3. Velocity is speed in a particular direction.</p> <p>4. speed = distance ÷ time</p> <p>5. Unit of speed is m/s</p> <p>6. distance = speed x time</p> <p>7. acceleration = change in speed ÷ time $a = (v - u)/t$</p> <p>8. Unit of acceleration is m/s²</p> <p>9. <i>Higher only: $v^2 - u^2 = 2 a x$</i></p> <p>10. Distance/time graphs: gradient shows the speed.</p> <p>11. Velocity/time graphs (speed/time graphs):</p> <ol style="list-style-type: none"> Gradient shows acceleration Area under the line shows distance <div data-bbox="230 798 730 1038" style="border: 1px solid black; padding: 5px;"> </div> <p>12. Speeds can be measured using a ruler and stopwatch or light gates. Both measure distance and time from which speed is calculated.</p> <p>13. Typical speeds:</p> <table border="1" data-bbox="197 1193 741 1313"> <tbody> <tr> <td>walking 1 m/s</td> <td>running 4 m/s</td> </tr> <tr> <td>cycling 8 m/s</td> <td>city driving 14 m/s</td> </tr> <tr> <td>Windy day 10 m/s</td> <td>sound 340 m/s</td> </tr> </tbody> </table> <p>14. Acceleration due to gravity, $g = 10 \text{ m/s}^2$</p>	walking 1 m/s	running 4 m/s	cycling 8 m/s	city driving 14 m/s	Windy day 10 m/s	sound 340 m/s	<p style="text-align: center;">Motion of Forces</p> <ol style="list-style-type: none"> A resultant force is the sum of all the forces acting on an object. Arrows on a force diagram show the size and direction of the force. Newton's 1st Law: If the resultant force on an object is zero, a stationary object will remain stationary, and a moving object will continue moving at a constant velocity. Newton's 2nd Law: If the resultant force on an object is non-zero, the object will accelerate in the direction of the resultant force at a rate inversely proportional to the mass of the object. The force (N), needed to accelerate (m/s²), a mass (kg), can be calculated as: $\text{force} = \text{mass} \times \text{acceleration} [F = m \times a]$ Weight is the force downwards due to gravity. The weight (N) of an object depends on its mass (kg) and the gravitational field strength (N/kg). $\text{weight} = \text{mass} \times \text{gravitational field strength} [W = m \times g]$ Gravitational field strength on the Earth is approximately 10 N/kg, so the acceleration due to gravity, g, is also 10 m/s². Acceleration (m/s²), can also be calculated using: $a = \frac{v - u}{t}$ and $v^2 - u^2 = 2 \times a \times x$ Where v = final velocity (m/s), u = initial velocity (m/s), t = time (s), and x = distance (m) <p>Enquiry Task: Draw a force diagram showing a plane accelerating down a runway, and another where the plane is flying at a const</p>	<p style="text-align: center;">Motion of Forces</p> <p>9. Core Practical: F = ma (Acceleration)</p> <ol style="list-style-type: none"> Tilt the ramp to compensate for friction Measure the mass of the trolley and all weights. Use two light gates to measure initial speed and final speed and the time between. Falling weights accelerate the trolley. Calculate the acceleration of the trolley using $a = \frac{v - u}{t}$ Repeat steps a-e, adding a known mass to the trolley each time. <ul style="list-style-type: none"> Independent variable: mass of the trolley Dependent variable: acceleration Control variables: accelerating force, ramp, trolley, distance travelled <p>Conclusion: Acceleration is inversely proportional to mass: As mass doubles, acceleration halves.</p> <p>10. Newton's 3rd Law Each force has an equal and opposite force. Same force, different objects. E.g.</p> <ul style="list-style-type: none"> When objects touch, such as when you sit on a chair At a distance, such as the gravitational attraction between the Earth and the moon. <p>11. Action-reaction forces describe how pairs of forces act on different objects. The two forces are always the same size and in opposite directions. They will also be the same type of force.</p> <p>12. Balanced forces describe how pairs of forces act on the same object. Different forces, same object</p> <p>Enquiry Task: Write a method to find the relationship between <u>force</u> and acceleration.</p>
walking 1 m/s	running 4 m/s							
cycling 8 m/s	city driving 14 m/s							
Windy day 10 m/s	sound 340 m/s							

Science

Physics (CP2) Part 3	Glossary/Enquiry Tasks	Glossary/Enquiry Tasks
<p style="text-align: center;">Motion of Forces</p> <ol style="list-style-type: none"> The momentum of an object depends on its mass and velocity. Momentum can be calculated using: $momentum (kg\ m/s) = mass (kg) \times velocity (m/s)$ [$p = m \times v$] Momentum is a conserved quantity. When objects collide, the total momentum of both objects is the same before the collision as it is after the collision, as long as there are no external forces acting. This is known as conservation of momentum. stopping distance = thinking distance + braking distance Thinking distance is based on reaction time and vehicle speed, and is affected by alcohol, drugs, tiredness, and distractions (phones). Braking distance is affected by wet/icy weather, the mass and speed of the vehicle, and the condition of the road, brakes, and tyres. In a car crash, vehicles decelerate quickly. The force exerted on the occupants is equal to the change in momentum divided by the time taken. [$F = \frac{mv - mu}{t}$] Modern cars have safety features that reduce the forces on the occupants during a collision by increasing the time taken for the change in momentum, such as crumple zones, air bags and seat belts. <p>Enquiry Task: Describe the effect of increasing speed on thinking distance and braking distance</p>	<p>Biology</p> <p>Biomass: the total mass in living things. Concentration: the amount of something dissolved in a solvent. Partially permeable membrane: a membrane that allows certain particles to pass through (usually water) but not others. Potometer: a device for measuring the rate of water uptake by a plant. Rate: how quickly something happens. Wilt: drooping plants caused by lack of water. Yield: the amount of something that is produced.</p> <p>Chemistry</p> <p>Anode: a positively charged electrode. Aqueous: dissolved in water. Cathode: a negatively charged electrode. Ductile: can be drawn into a wire. Lattice: a regular grid-like repeating structure. Malleable: can be hammered or rolled into shape without shattering. Sonorous: rings when struck. Valency: the number of covalent bonds formed by an atom.</p> <p>Enquiry Tasks:</p> <ol style="list-style-type: none"> Explain all the ways a grower of tomatoes can increase the yield of tomatoes in her greenhouses. Describe how water, minerals and sucrose are moved around a plant. Include all the processes involved (osmosis, active transport etc) and the vessels involved. 	<p>Physics</p> <p>Acceleration: how quickly speed or direction is changing. A vector. Can be positive or negative - speeding up or slowing down. Centripetal force: the force that acts towards the centre, keeping an object moving in a circle. Displacement: the vector version of distance (which is scalar). Distance in a particular direction. Equilibrium: not changing because things balance out. Gradient: the steepness of a line on a graph, calculated by taking the vertical distance between two points on a line and dividing by the horizontal distance between the same points. Inertial mass: the mass found by F/a. Magnitude: the size of something. Resultant: the total force from two or more forces acting on an object. Calculated by adding forces, depending on their direction.</p> <p>Enquiry Tasks:</p> <ol style="list-style-type: none"> Explain why metals are malleable and ductile, referring to their structure. Explain why fluorine and sodium can each form one covalent bond (valency of one), but magnesium and oxygen can each form two (valency of two). Draw a free body diagram to represent the forces on a hovering drone. Label the forces. Sketch a distance/time graph for your journey to school. Estimate distances (in m) and times. Sketch a speed/time graph for your journey to school. Estimate speeds (in m/s) and times, remembering that 20 mph is about 10 m/s.

Spanish

Week 1 Present tense verbs		Week 2 Three key verbs		Week 3 Describing people		Week 4 Reflexive verbs		Week 5 Relationships	
Hablar	To speak, talk	Ser	To be	alegre	happy	Llamarse	To be called	a menudo	often
hablo	I speak	soy	I am	amable	kind	me llamo	I am called	a veces	sometimes
hablas	you speak (s)	eres	you are (s)	ambicioso	ambitious	te llamas	you're called	de vez en cuando	from time to time
habla	he/she speaks	es	he / she is	animado	lively	se llama	he/she's called	siempre	always
hablamos	we speak	somos	we are	antipático	unkind	nos llamamos	we're called	raramente	rarely
habláis	you speak(pl)	sois	you are (pl)	cariñoso	affectionate	os llamáis	you're called	una vez	once
hablan	they speak	son	they are	comprensivo	understanding	se llaman	they're called	nunca	never
Comer	To eat	Estar	To be	desagradable	unpleasant	Reflexive verbs need a reflexive pronoun before the conjugated form of the verb.		cada día	every day
como	I eat	estoy	I am	egoísta	selfish			llevarse	to get on
comes	you eat (s)	estás	you are (s)	feliz	happy	enfadarse	to get angry	actualmente	currently
come	he/she eats	está	he/she is	gracioso	funny	pelearse	to fight	la barrera generacional	generation gap
comemos	we eat	estamos	we are	honrado	honest	casarse	to marry	el hogar	the home
coméis	you eat (pl)	estáis	you are (pl)	loco	mad	separarse	to separate	la culpa	The blame
comen	they eat	están	they are	maleducado	rude	quedarse	to stay	el consejo	advice
Vivir	To live	Tener	To have	perezoso	lazy	parecerse	to resemble	el joven	young person
vivo	I live	tengo	I have	rico	rich	divertirse	to have fun	la disputa	argument
vives	you live (s)	tienes	you have (s)	serio	serious	aburrirse	to get bored	adolescente	adolescent
vive	he/she lives	tiene	he/she has	simpático	nice, kind	comprometerse	to get engaged	la libertad	freedom
vivimos	we live	tenemos	we have	travieso	naughty			discutir	to argue
vivís	you live (pl)	tenéis	you have (pl)	triste	sad				
viven	they live	tienen	they have	valiente	brave				
Enquiry tasks – complete in Spanish									
Create flashcards for the regular present tense verbs.		Create flashcards for the irregular present tense verbs		Write 90 words to describe your friends in detail.		Write 90 words to describe your family relationships.		Review the vocabulary from weeks 1-5 on Quizlet.	
KEY:	verbs	masculine nouns		feminine nouns		adjectives		connectives	

Spanish

Week 6 Ser + Estar	Week 7 Immediate future		Week 8 Technology		Week 9 Online messaging		Week 10 Perfect tense		
Ser is used for: Description – es blanco Occupation – es profesor Character – es severo Time – es la una Origin – es español Relationship – es mi padre	voy	I go	borrar	to delete	una aplicación	an app	he mandado	I have sent	
	vas	you go (s)	cargar	to load	el ciberacoso	cyberbullying	has colgado	you've posted	
	va	he/she goes	chatear	to chat	la contraseña	password	ha comprado	he/she's bought	
	vamos	we go	colgar	to post	correo basura	junk mail	hemos usado	we've used	
Estar is used for: Position – está a la derecha Location – está en Madrid Action – está hablando Condition – está cansado Emotion – está feliz	vais	you go (pl)	compartir	to share	correo electrónico	email	habéis elegido	you've chosen	
	van	they go	conectar	to connect	los desconocidos	strangers	han recibido	they've received	
The immediate future says what you are going to do. Present of ir + a + infinitive		crear	to create	enviar					to send
The present continuous says what you are doing now. Present tense of Estar + the gerund = stem + -ando or -iendo	buscar	to look for	funcionar	to work, function	el ordenador	computer	The Perfect Tense says what has happened. Present tense of the verb Haber + past participle (stem + ado/ido). For irregular past participles see Quizlet.		
	echar de menos	to miss someone			grabar	to record, burn			la pantalla
estoy hablando	I'm speaking	el matrimonio	marriage	en línea	online	Week 11 Assessment week			
estoy comiendo	I'm eating	la boda	wedding	la red	internet				
Estar can also be used with a past participle or adjective	el amor	love	guardar	to save	las redes sociales	social networks	Week 12 Quizlet folder:		
	casado	married	el marido	husband	navegar	to surf			la sala de chat
soltero	single	la mujer	woman, wife	publicar	to publish	el peligro	danger		
jubilado	retired	los hijos	children	recibir	to receive	el riesgo	risk		
divorciado	divorced	la pareja	couple	usar	to use	el teclado	keyboard		
ocupado	busy	el novio	boyfriend	el archivo	file	el videojuego	videogame		
cansado	tired	la novia	girlfriend	la herramienta	tool	arroba	@		
Enquiry tasks – complete in Spanish									
Complete the grammar sheet on Google Classroom.	Write a paragraph about your future plans.		Write a paragraph about how you use technology.		Review the vocabulary from weeks 6-10 on Quizlet.				



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