



Beckfoot School

**Knowledgeable
And Expert Learners**

Year

9

Half-Term

3

enjoylearnsucceed****

Name:.....

Tutor Group:.....

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What should you be working on each week?

Homework:

- Your teacher will set you specific tasks, with a deadline, on Class Charts
- Instructions for your homework, and how to access it, are in this booklet
- You must complete and hand in the work by the deadline

Independent Learning:

- You should spend at least 20 minutes doing independent learning, using 'Quiz It, Link It, Map It, Shrink It' each day
- Your teacher will remind you of the topics and the tasks to do

- All of your Homework will be set by your teachers using the Class Charts system.
- You should check Class Charts every day to make sure you are up to date, and that you meet all your deadlines.
- In the next few pages, you will find instructions for how to access Class Charts and how to complete your homework assignments in each of your subjects.

Logging in to Class Charts

Follow the steps below to access your student account.

1. Enter your email address and password into the fields provided.

2. Click on the Log in button.

3. Enter your date of birth if you have not already done so, and click on the OK button.

Homework

If your school has decided to share homework with pupils, you will see the Homework tab in your account.

Selecting this tab will display a list of the homework tasks which you have been given.

To change the date range for displayed homework tasks, click on the orange Date button.

To display tasks in the order they were set, click on the Issue Date button.

To display tasks in the order they are expected to be handed in, click on the Due Date button.

To mark a homework task as completed, view the homework task of interest and tick the **Completed?** checkbox.

To view a homework task in more detail, click on the magnifying glass icon in the bottom right hand corner of the homework tile.

A popup will appear that contains a description of the homework task, the due date, the issue date and any link or attachments that may have been included.

Keeping track of homework

As you are assigned homework tasks, you may want track of how you are progressing for the current week.

The three banners above the homework status categories count the number of homework tasks that are **Due**, **Completed**, **Submitted** and how many tasks you still need to complete.

To only see homework tasks that require an attachment submission, tick the checkbox labelled **Requires submission**.

If you are viewing the Homework tab via a desktop or tablet, expanding a homework status category will display a table overview of each homework task for the selected date range.

Homework %	Teacher %	Learn %	Issued %	Completed %	Type %	Feedback %
Research GDP	Mr A Bucker	87/5g	Monday 09/11/2020	Wednesday 10/11/2020	1 hours	Blended Learning
Write a subpage	Mr J Kato	By/12	Tuesday 10/11/2020	Tuesday 10/11/2020	30 minutes	Homework
Create a poster on	Ms A Abell	78/L/Pl	Friday 06/11/2020	Thursday 19/11/2020	45 minutes	Homework

Homework status categories

To do

These are homework tasks that you have not completed. Once you have completed them, tick the checkbox.

Completed

These are homework tasks that you have ticked as completed but have not been marked by your teacher.

Submitted late

These are homework tasks that have been handed in past the deadline.

Not submitted

These are homework tasks that were not handed in on time.

Submitted

These are homework tasks that have been handed in on time.

Homework Instructions: Maths

MATHS

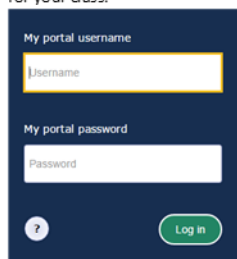
Maths homework at KS3 is set weekly in the form of a key skills retrieval practice work sheet included in the Maths homework booklet. In addition to this students have access to MyMaths, where you can access revision material for all topics taught in class. Class teachers may choose to set additional homework via MyMaths

HOW TO GUIDE

1. Follow the link: <https://login.mymaths.co.uk/login>
2. Use the following school login details
Login: beckfoot
Password: ratio
Here you can access all the revision material for KS3.



3. Use your personal login details given to you by your teacher to access any tasks set for your class.



Homework Instructions: Science



Science Home Learning Instructions

Please follow the instructions below to access your science home learning.

Remember you are expected to complete at least one quiz per week.

1. Log into Microsoft Teams using your school log in
2. Go to assignments and click on the Carousel Learning quiz set by your teacher
3. A window like the one below will pop up (if it doesn't, copy and paste the link into your internet browser)

Organisation so far....

QUIZ BY MR LEIGH

First Name

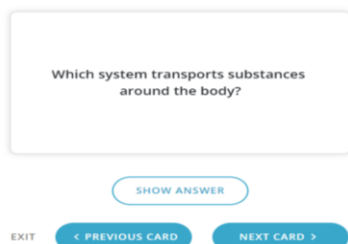
Enter your First Name

Last Name

Enter your Last Name

LOGIN

4. Type your first name and last name as it is written on the register to log into the quiz
5. Click on 'revise' and use 'look, cover, write and check' to go through the flash cards like the one below. Use your knowledge organiser to help you.



6. When you are ready, click 'exit' and then complete the quiz. Answer all questions and click 'submit' when you are finished

Homework Instructions: English

- Every half term, a home learning booklet will be provided for each scheme.

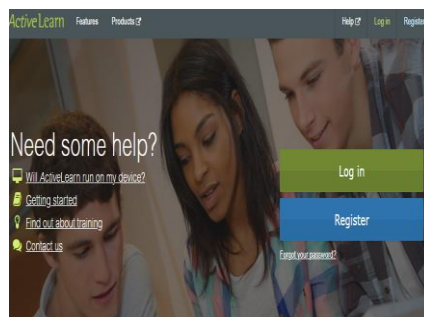
- They will have the instructions for each task in them.

- Please follow them and complete the tasks for the deadline your teacher gives.



Homework Instructions: MFL

1. Follow the link:
<https://www.pearsonactivelearn.com/app/Home>



2. Login using the username and password your were given in class.
3. Your assignment will be on the login page – click on Tasks. Select the task which has been set and complete before the due date.



- Homework in Languages is set on Activelearn each week
- You should log in to Activelearn and complete the assignment set for you every week

Homework Instructions: Humanities

Humanities Home Learning HT1 - Flashcards

Each week you will be asked to revise a particular section of your Knowledge Organiser, which can be found in this booklet. See below for the instructions of how to complete this half-term's retrieval focus.

Stage 1

- Check your Home Learning journal to see which section of the Knowledge Organiser you need to revise.

Stage 2

- Study the relevant box – choose three questions/prompts for your flashcards.

Stage 3

- Create 3 flashcards using the wording of the Knowledge Organiser – write the question on one side and the answer on the other.

Stage 4

- Cover up your Knowledge Organiser
- Quiz yourself with your flashcards
- Write the answers down in your Home Learning journal

Stage 5

- Check your answers using the Knowledge Organiser or your flashcards.
- Correct any blanks or incorrect answers in green pen.



Homework Instructions: Performing Arts

All home learning is set on Class Charts at start of every topic. The teacher will set a completion date on Class Charts.

REVIEW AND EMBED:

- For each topic, you will be set home learning to revise your knowledge organiser using techniques such as 'quiz it, link it, map it, shrink it'. This will help you to review and embed your understanding of the skills and techniques you will use in your practical work.
- You will also be given a set of questions and answers to revise in preparation for a quiz at the end of each topic.

RESEARCH AND EXPLORE:

- For each topic, you will be set a research task or line learning activity on Class Charts. You will have 2 weeks to complete this.
- This task will help you gather ideas for your practical work and develop your understanding and knowledge of the plays, themes and styles we are exploring in lesson.

READ AND ENJOY:

- For each topic, you will also be set an optional task to read or watch clips from the performances we are exploring in lesson. We will provide links with places you can access books, scripts and video clips on Class Charts.

Homework Instructions: D&T

- ☐ Complete the ELP given to you at the start of the rotation. You are only expected to complete the extended.
- ☐ If the ELP is practical based all resources will be given to you.
- ☐ Under teacher instruction preparation needs to be done for sections of the Knowledge Organiser.



Homework Instructions: Art

- One home learning project will be set every half term on class charts.
- Students will be provided with a list of options to choose from.
- Each task listed will link to topics covered in lessons and will utilise key techniques, this will give students a chance to retrieve core elements and explore more creative outcomes.
- Students will be expected to spend 2-3 hours on the tasks and will be given two weeks to complete, they must seek help during their second lesson prior to the hand in date if needed to allow time to complete.
- Completed work must be photographed and uploaded onto class charts



Homework Instructions: Music

- Every half term you will be set one home learning task, this will be set in class, and also put on class charts.
- The work will normally be set in week two of the half term, and handed in during week four.
- You will have two weeks to complete the work.
- If you need help, you will have a lesson to ask you teacher.
- There will be some extension tasks, these are optional.
- Once complete, you will submit the work on class charts.



Homework Instructions: Computing

Half term two

1. Every fortnight you will be asked to complete a worksheet from your Computing homework booklet. Your teacher will let you know which page to complete.

Here is an example worksheet from the Computing booklet:

Homework 1

Marks:

1. Define the following terms: (6 marks)

Bit	Nibble	Byte	Kilobyte (KB)	Megabyte (MB)	Gigabyte (GB)	Terabyte (TB)
			1000 Bytes			

2. Work out the denary/binary conversions for the numbers below: (14 marks)

Denary	Binary
154	
67	
	00110100
47	
	1101010
56	
129	
17	
	10101110
219	
45	
78	
	00111110
	10101111

2. Spend at least 20 minutes carrying out independent learning for Computing each week. Your teacher will let you know which topics you should be working on.

How to access My Learning Resources

My Learning Resources is an online space where you can find all your lesson PowerPoints, knowledge organisers, quizzes and more. This will help you to learn independently and catch up any missed work.

STUDENT ZONE

Record a Covid test result - Backlink school site > Record a Covid test result - Gov.uk/NHS site >

Enter

Home

My Learning Resources

1. Select 'Student Zone' on the homepage of our website

2. Select 'My Learning Resources'

YEAR 7

YEAR 8

YEAR 9

YEAR 10

YEAR 11

YEAR 12

3. Select your year group

ART

DESIGN & TECHNOLOGY

PE & SPORTS

ENGLISH

FRENCH

GEOGRAPHY

3. Select the subject you want to work on

Learning Resources

HALF TERM ONE

HALF TERM TWO

HALF TERM THREE

HALF TERM FOUR

HALF TERM FIVE

HALF TERM SIX

Options

Learning Resources

Back to Subjects Page

3. Select the relevant half term.

All the resources you need will be here

Read Like a Beckfooter

Vocabulary

Do you understand the words of the text?

Highlight any you're unsure of, then ask yourself these questions:

1. Can you work out the word from its context? What does it seem like it means?

2. Does it look like any other words you know? Could it mean something similar?

3. If you can't figure it out for yourself, look the word up in a dictionary or online



Comprehension

This means understanding a text. There are two things to think about:

1. Do you understand what it means literally?
2. Can you see what's implied?

To achieve these things:

1. Slow down your reading – many people miss key parts in texts because they go too fast
2. Look carefully at punctuation, which is designed to help you take pauses in the right places
3. Ask a trusted adult to read the text to/with you

Remember: not every text has implied meaning.

In English there will be lots, but there will be very little in many Science and Maths texts.

Summarising

A good summary expresses what really matters about a text as briefly as possible. If you can summarise a text, you must have understood it.

Follow these steps:

1. Summarise the text in five words
2. Summarise the text in twenty words
3. Summarise the text in fifty words

Each time you will have added more information, but you won't have included everything.

By following the process, you've decided what matters and what doesn't.

Reflect Like a Beckfooter

As Knowledgeable and Expert Learners, we are great at being reflective. We ask ourselves lots of questions before, during and after a task, not just at the end! This helps us to make good choices about what we need to do, and the best way to do it. It also helps us to stay motivated, even when things get tough. Finally, it helps to make sure we always complete learning tasks to the very best of our ability.

Before a task, ask yourself:

Comprehension

What is this task about?
What do I understand about it?
What am I being asked to do?

Connection

What do I already know about this?
Have I seen anything like this before?
How is this similar or different to other tasks I have done?

Strategy

Do I know any strategies that would be appropriate for this task?
Which strategy would be most helpful to me now?
Have I used this strategy before?
Was it successful?
How can I ensure I am successful this time?

During a task, ask yourself:

Reflection (during the task)

How is this going?
What mistakes do I often make in this kind of task?
How can I avoid making those mistakes?
What am I finding difficult right now?
What am I doing well?
How do I know?
How do I feel about the work?

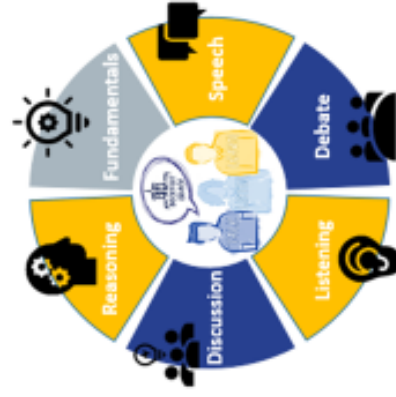
Am I motivated to complete this task to a high standard?
What can I do to improve my motivation level right now?

After a task, ask yourself:

Reflection (after the task)

Does my finished work look successful?
Does it make sense?
How do I know?
Could I have done this a different way?
Is this work better than I have done in the past?
How do I know?
How did my motivation level affect my performance in the task?
What emotions did I experience during the task?
Why?
How can I motivate myself in a different way in the future?
Explain

H T	Skills and Topics
	Language Use Listening Reasoning Discussion



***This Half Term to be a Confident Communicator in
the **Linguistic Strand** I need to:***

Linguistic

- ☐ I can clarify the meaning of specialist vocabulary
- ☐ I can consider register to change between formal and informal speaking
- ☐ I can use irony to emphasise an argument

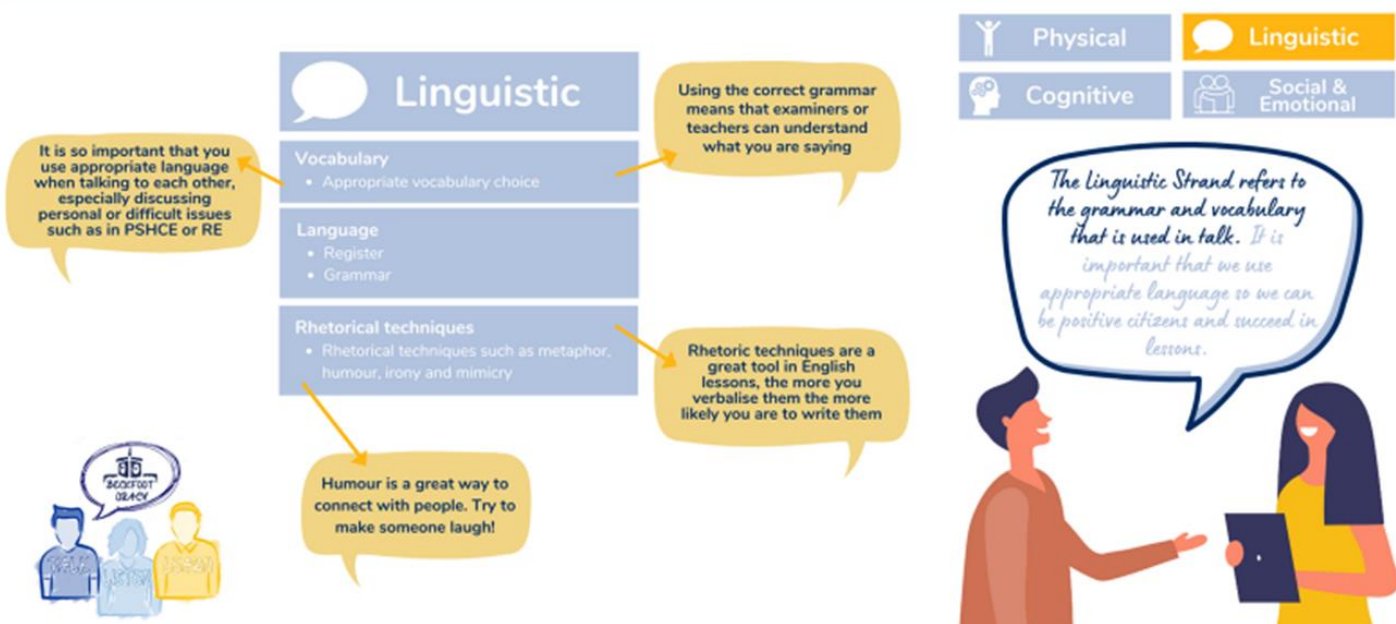
Confident Communicator Challenge:

Ask a teacher to give you 5 new words to discover. Use these in your next lesson.

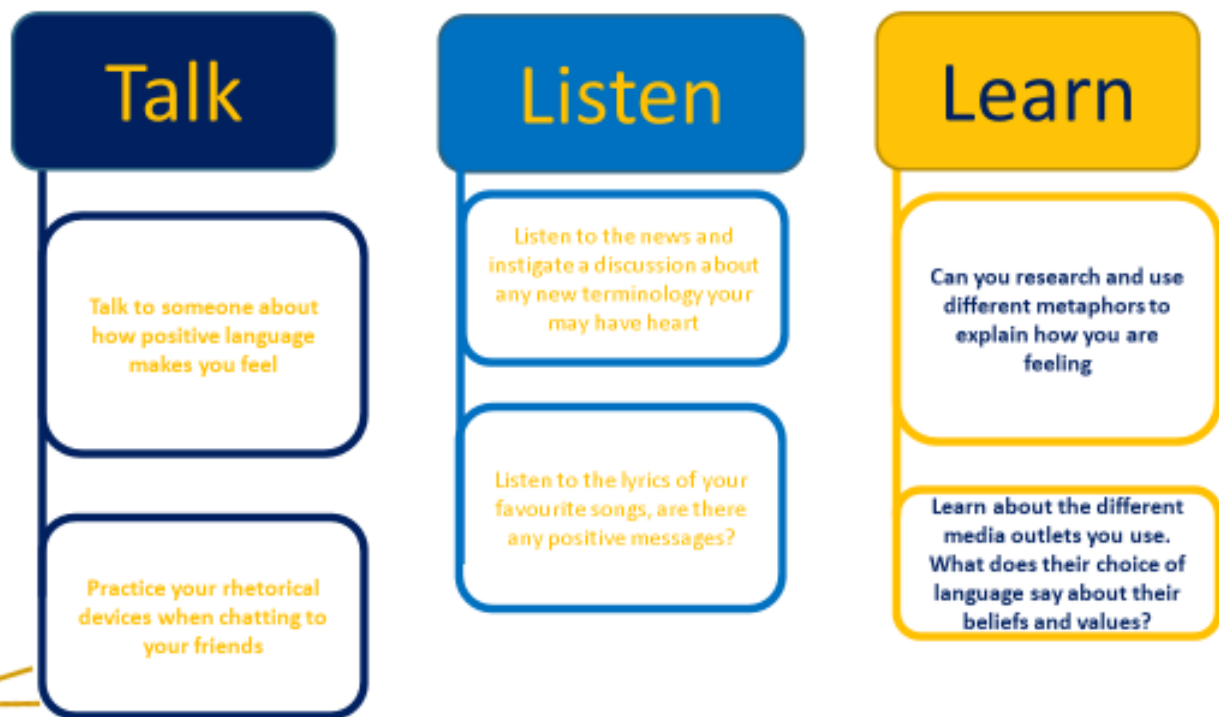
Write 5 positive statements you could say to someone to make their day.
Consider the impact your choice of language will have.



This Half Terms key fundamental skill to become a **Confident Communicator** is the: *Linguistic Strand*

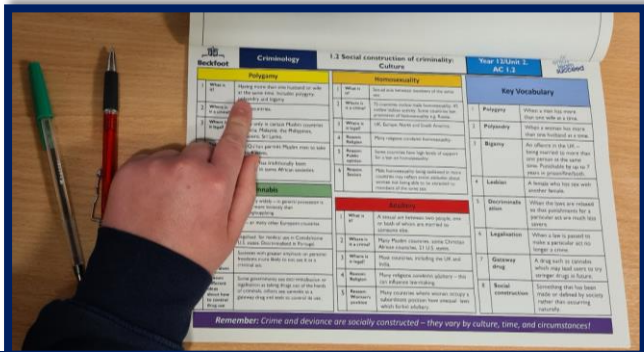


Speak like a Beckfooter



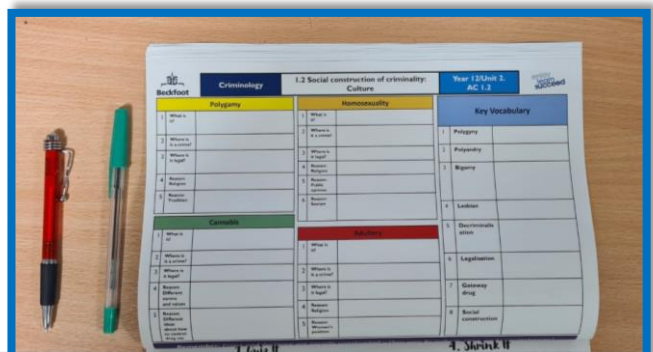
Clear so all can hear
Speak in full sentences
Use correct vocabulary
Ready to build

Independent Learning: How to 1 – Quiz It



LOOK:

- Read through 3-5 items from your Knowledge Organiser (bullet points, equations, facts etc.)
- Re-read if you need to



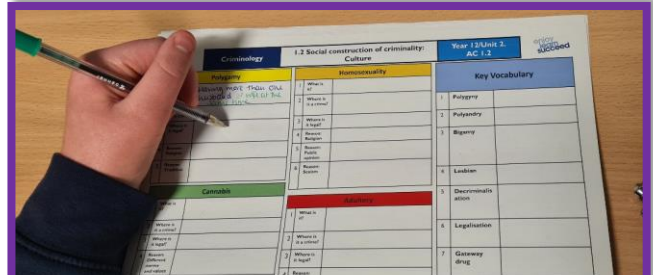
COVER:

- Turn your Knowledge Organiser over so that you can only see the blank version (no cheating!)



WRITE:

- In your blank Knowledge Organiser, write out the 3-5 items exactly.
- Use a blue or black pen



CHECK:

- Uncover your Knowledge Organiser
- Using green pen, check your writing/drawing word by word
- Tick every correct item and correct any mistakes – this is the most important part of the process

Independent Learning: How to 2 – Link It

- Choose 3-6 items from your knowledge organiser
- Write 3 sentences to show how these things link together
- You could:

Compare and contrast:

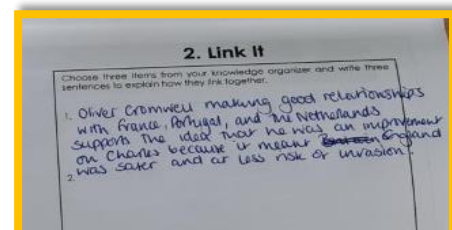
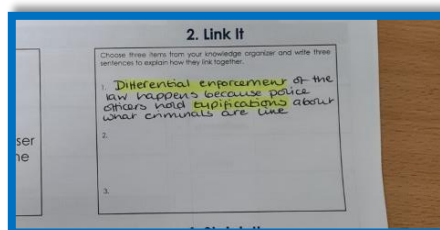
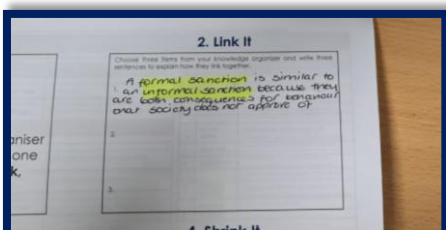
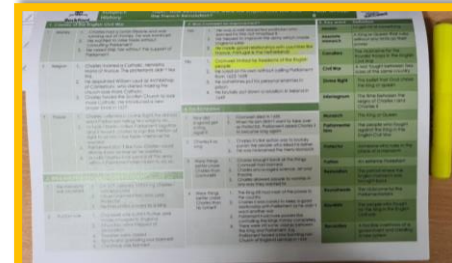
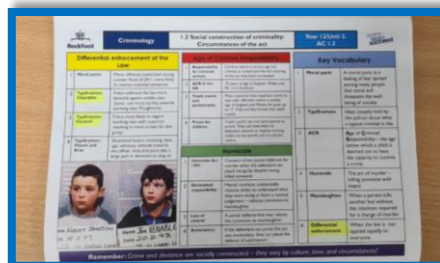
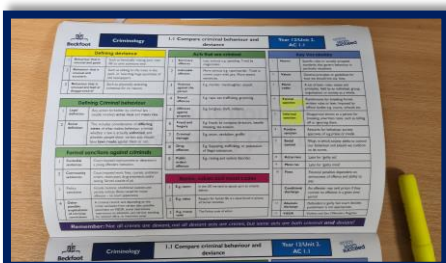
- x is similar to/different from y because...
- x is more/less ... than y because...

Cause and effect:

- x happens because of y...
- x and y work together to produce z...

Support/refute:

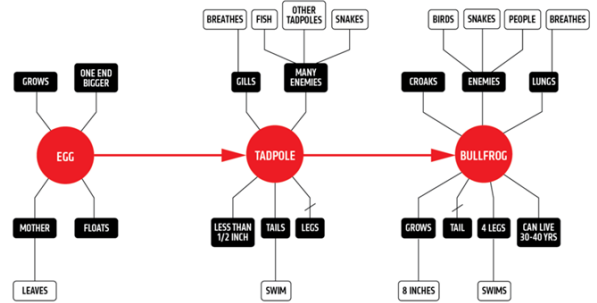
- x supports the ideas of y because...
- x refutes the ideas of y because...



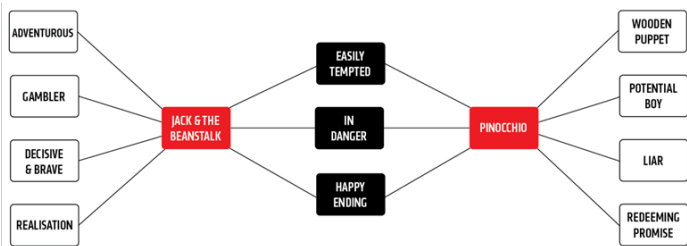
Independent Learning: How to – 3 Map It



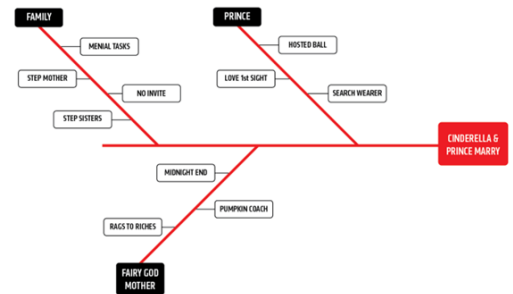
Mind-maps are useful if you want to chunk information or organise it into categories. In this example, the central idea is the 'The Three Pigs' and each branch is a theme within the story



Flow-sprays are useful if you want to show the events that happen in a particular sequence. In this example, the red boxes show the main event in the lifecycle of bullfrogs, and the order they happen in. The black and white boxes show what factors contribute to these main events

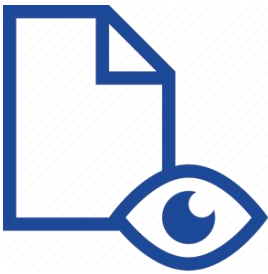


Double-sprays are useful if you want to show similarities and differences of information. In this example, the black boxes show what 'Jack & the Beanstalk' has in common with 'Pinocchio'. The white boxes show what is different about the two stories.



Fishbone diagrams are useful if you want to show causes and effect. In this example, the white boxes are causes of the Prince and Cinderella getting married; the black boxes show how the causes have been categorised; and the red box shows the effect itself

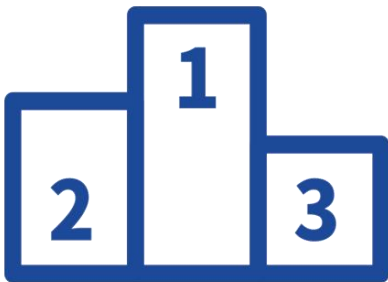
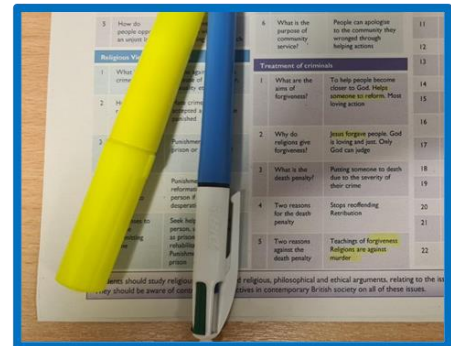
Independent Learning: How to – 4 – Shrink It



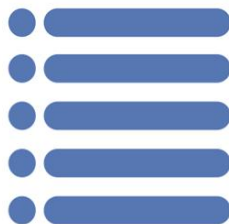
1. Skim over the Knowledge Organiser and look for the key information



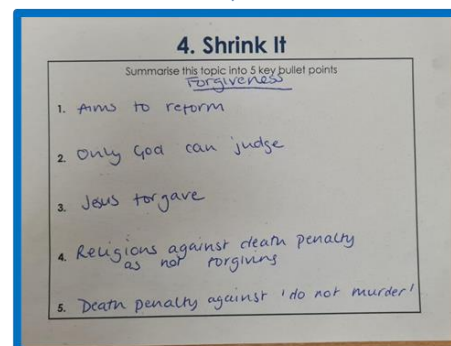
2. Highlight (or underline) the things you think are most important



3. Rank your chosen points in order of importance



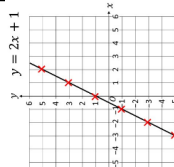
4. Bullet Point your 5 most important points using as few words as possible

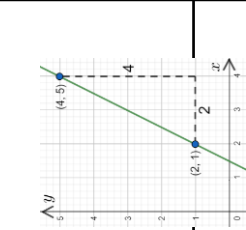
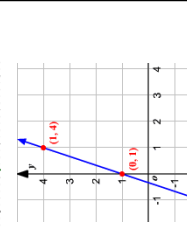


Probability

1	Calculating Probability	number of successful outcomes number of possible outcomes																		
2	Relative Frequency • $\frac{\text{Frequency}}{\text{Total}}$	<table border="1"> <thead> <tr> <th>Color</th><th>Frequency</th><th>Relative Frequency</th></tr> </thead> <tbody> <tr> <td>Purple</td><td>7</td><td>$7/20 = 35\%$</td></tr> <tr> <td>Blue</td><td>3</td><td>$3/20 = 15\%$</td></tr> <tr> <td>Pink</td><td>5</td><td>$5/20 = 25\%$</td></tr> <tr> <td>Orange</td><td>5</td><td>$5/20 = 25\%$</td></tr> <tr> <td>Total</td><td>20</td><td>$20/20 = 100\%$</td></tr> </tbody> </table>	Color	Frequency	Relative Frequency	Purple	7	$7/20 = 35\%$	Blue	3	$3/20 = 15\%$	Pink	5	$5/20 = 25\%$	Orange	5	$5/20 = 25\%$	Total	20	$20/20 = 100\%$
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Orange	5	$5/20 = 25\%$																		
Total	20	$20/20 = 100\%$																		

Algebra – Linear Graphs

1	Plotting a linear graph	$y = 2x + 1$ 1) Complete a Table of Values.  
2	Equation of a line	$y = \dots$ m is gradient and c is the y intercept

3	Finding the Gradient • $\frac{\text{Change in } y}{\text{Change in } x}$ • $\frac{4}{2} = 2$	
4	Finding the equation of a line • Gradient is 3 • Y intercept is 1 • Equation of the line: $y = 3x + 1$	

Number – Indices and Standard Form

1	Square Number 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225...	The number you get when you multiply a number by itself .
2	Square Root $\sqrt{36} = 6$	The number you multiply by itself to get another number (The reverse process to squaring a number)
3	Cube Number 1, 8, 27, 64, 125...	The number you get when you multiply a number by itself and itself again .
	Cube Root $\sqrt[3]{125} = 5$	The number you multiply by itself and itself again to get another number. The reverse process of cubing a number.
4	Multiplying with Standard Form $(1.2 \times 10^3) \times (4 \times 10^6) = 8.8 \times 10^9$	Multiply the numbers and add the powers.
5	Dividing with Standard Form $(4.5 \times 10^5) \div (3 \times 10^2) = 1.5 \times 10^3$	Divide the numbers and subtract the powers.

Algebra - Formulae

1	Expression, Equation, Identity, Formulae	<table><tr><td>An Expression</td><td>An Equation</td></tr><tr><td>$4a + 7b$</td><td>$4a + 12 = 60$</td></tr><tr><td>A Formula</td><td>An Identity</td></tr><tr><td>$A = \pi r^2$</td><td>$(a+b)^2 = a^2 + 2ab + b^2$</td></tr></table>	An Expression	An Equation	$4a + 7b$	$4a + 12 = 60$	A Formula	An Identity	$A = \pi r^2$	$(a+b)^2 = a^2 + 2ab + b^2$
An Expression	An Equation									
$4a + 7b$	$4a + 12 = 60$									
A Formula	An Identity									
$A = \pi r^2$	$(a+b)^2 = a^2 + 2ab + b^2$									
2	Substitution: replacing letters with numbers	$a = 3, b = 2$ and $c = 5$. Find: $2a = 2 \times 3 = 6$ $3a - 2b = 3 \times 3 - 2 \times 2 = 5$								
3	Rearranging formulae: Use inverse operations on both sides of the formula (balancing method) until you find the expression for the letter.	Make x the subject of $y = \frac{2x-1}{z}$ Multiply both sides by z $yz = 2x - 1$ Add 1 to both sides $yz + 1 = 2x$ Divide by 2 on both sides $\frac{yz + 1}{2} = x$ We now have x as the subject.								

Key Vocabulary

1	Rotational symmetry	A shape that still looks the same after some rotation. Eg. a square has a rotational symmetry of order 4.
2	Square root	The number you multiply by itself to get another number.
3	Cube root	The number you multiply by itself and itself again to get another number.
4	Perpendicular line	A line meeting another at a right angle, or 90°
5	Index notation	Indices are a way of representing numbers and letters that have been multiplied by themselves a number of times.

Subject: Maths	Term: Half Term 3 - November	Year Group: 9H
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Probability		
1	Calculating Probability	
2	Relative Frequency • $\frac{\text{Frequency}}{\text{Total}}$	

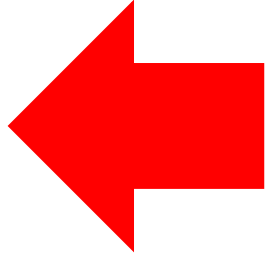
Algebra – Linear Graphs		
1	Plotting a linear graph	
2	Equation of a line	
3	Finding the Gradient • $\frac{\text{Change in } y}{\text{Change in } x}$ • $\frac{4}{2} = 2$	
4	Finding the equation of a line • Gradient is 3 • Y intercept is 1 • Equation of the line: $y = 3x + 1$	

Number – Indices and Standard Form		
1	Square Number 1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225...	
2	Square Root $\sqrt{36} = 6$	
3	Cube Number 1, 8, 27, 64, 125...	
	Cube Root $\sqrt[3]{125} = 5$	
4	Multiplying with Standard Form $(1.2 \times 10^3) \times (4 \times 10^6) = 8.8 \times 10^9$	
5	Dividing with Standard Form $(4.5 \times 10^5) \div (3 \times 10^2) = 1.5 \times 10^3$	

Algebra - Formulae		
1	Expression, Equation, Identity, Formulae	
2	Substitution: replacing letters with numbers	
3	Rearranging formulae: Use inverse operations on both sides of the formula (balancing method) until you find the expression for the letter.	

Key Vocabulary		
1	Rotational symmetry	
2	Square root	
3	Cube root	
4	Perpendicular line	
5	Index notation	

1. Quiz It



Use the blank knowledge organiser above to self-quizz. Complete one section at a time, using **Look, Cover, Write, Check**

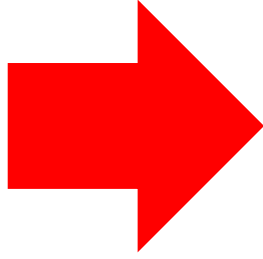
2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

- 1.
- 2.
- 3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

	Plot Summary
1	George & Lennie are on their way to start work as labourers at a ranch. They camp outside and they talk about their dream of getting a place of their own and living off the land.
2	George & Lennie arrive at the ranch to start work. They meet the boss and most of the other characters on the ranch; they don't have a good feeling about the place but decide to stay. George tells Lennie where to hide if he gets into any trouble.
3	George confides in Slim, explaining that they had to leave Weed because a woman accused Lennie of rape. Carlson pressures Candy into having his dog shot; a depressed Candy finds hope again when he hears about George and Lennie's plans, offering to give money to join them in buying a house. Slim's dog has puppies, Lennie is given one to keep. Curley starts a fight with Lennie and ends up with a crushed hand.
4	The ranch workers have gone out for the evening. Crooks, Candy, Lennie and Curley's Wife stay at the ranch. Lennie goes to see Crooks in his hut and along with Candy, the three of them share a dream about getting a place together. Curley's Wife joins them but she is not welcome; Crooks asks her to leave but she threatens him saying she will accuse him of rape if he is rude to her. Lennie accidentally kills one of the puppies, unaware of his own strength.
5	Lennie tries to bury the puppy discreetly in the barn. Curley's Wife sees Lennie and asks what he is doing. They have a conversation and she confides in Lennie saying that her husband isn't nice. Lennie strokes her hair but when she asks him to stop Lennie panics and accidentally kills her. Her body is found and the ranch workers organise a hunt for Lennie.
6	George realises that if Lennie is caught by the ranch workers he will be lynched and if he is taken to the police he will be taken to prison. He knows that Lennie is extremely vulnerable and makes a hard decision to save him being murdered by the others. Slim is the only other character who fully understands George's decision.

Characters					
1	George	The protagonist. Introduced as a smart but modest character, he is compassionate and feels a huge sense of responsibility where Lennie is concerned. George is a moral person who has to make difficult decisions.	5	Crooks	Crooks is the only black man on the ranch and experiences racism. He is intelligent and proud but battles with loneliness. Like Candy, he is excited by the idea of buying land with George and Lennie.
2	Lennie	Also the protagonist of the novella, Lennie is childlike and innocent, highly dependent on George to take care of him. He looks to George for guidance and reassurance and although he is a kind person he makes mistakes that have huge repercussions.	6	Curley	The antagonist of the novella. Curley is a cruel, insensitive man who enjoys picking fights with people. He is insecure about his height and often starts fights with those who are bigger than him to prove a point. Although recently married he doesn't try to understand or care for his wife.
3	Slim	A natural leader and an intelligent man who others listen to and respect. He is highly skilled and is the only other character who fully understands why George has to kill Lennie.	7	Curley's Wife	The only woman on the ranch, she is lonely and unhappy. She always appears to be searching for her husband but in truth she is looking for company.
4	Candy	The eldest of the ranch workers, Candy lost his hand in a farm accident. He cleans the ranch and is dependent on his old dog for company. A lonely character who is delighted by the idea of being able to buy a patch of land with George, Lennie & Crooks.	8	Carlson	An insensitive character who pressurises Candy into agreeing to have his dog killed. He owns the Luger pistol that is later used to kill Lennie.
Context					
1	The Great Depression	In 1929 the American stock market crashed meaning that the value of businesses dropped suddenly. Lots of these businesses had to close down and many people lost their jobs. People couldn't pay back the money they owed to the banks and as a result lost their homes. Many people lived in poverty.	Key Vocabulary		
2	Migrant Workers	During the Great Depression many farmers lost their jobs, they had borrowed money from the banks to buy farms but couldn't give the money back when the banks asked for it. This meant that many of these farm workers had to find work elsewhere, travelling around for temporary work, usually alone.			
3	The American Dream	In the 1800s many people saw America as a place to start a new life and settle on empty land (at this time most of western America hadn't been explored). Many people believed they could be their own boss and make their own fortune. This was the American Dream.			
4	Women in 1930s	Women weren't treated in the same way as men, they were expected to obey their husbands. Their job was to be a good wife and stay at home looking after the children.			
Themes					
1	Dreams	Many of the characters have dreams about what they would like to achieve if they had the opportunity. George and Lennie dream about having their own plot of land and Curley's Wife dreams of being an actress.	1	Novella	A short novel.
2	Loneliness	The majority of the characters are battling with loneliness. The men on the ranch have no family and workers usually travel alone. Curley's wife is constantly searching for company and Crooks feels lonely because he is given his own hut, separated from the others.	2	Itinerant worker	An itinerant worker travels around a region, working for short periods in different places.
3	Death	Death features in every chapter of the novella; it is a part of life on the ranch and nobody can escape it. Lennie is often involved in the deaths suggesting that he is dangerous. His accidental killing of the puppy can be seen as foreshadowing Curley's Wife's death.	3	Foreshadowing	To be a warning or an indication of a future event.
4	Prejudice	Crooks faces the most prejudice on the ranch because he is a black man. Black people were separated from white people in schools, prisons and hospitals in 1930s America. Candy also faces prejudice because of his age and disability whilst Curley's Wife experiences prejudice because she is not staying at home like a woman was expected to do. She is	4	Motif	A powerful or recurring idea in a novel.

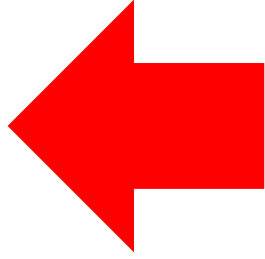
	Plot Summary	Characters			
1	Ch 1	1 George	5 Crooks		
2	Ch 2	2 Lennie	6 Curley		
3	Ch 3	3 Slim	7 Curley's Wife		
4	Ch 4	4 Candy	8 Carlson		
5	Ch 5				
6	Ch 6				

Context	
1	The Great Depression
2	Migrant Workers
3	The American Dream
4	Women in 1930s

Themes	
1	Dreams
2	Loneliness
3	Death
4	Prejudice

Key Vocabulary	
1	Novella
2	Itinerant worker
3	Foreshadowing
4	Motif

1. Quiz It



Use the blank knowledge organiser above to self-quizz. Complete one section at a time, using **Look, Cover, Write, Check**

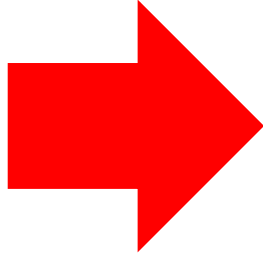
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Choose three items from your knowledge organizer and write three sentences to explain how they link together.

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3. Map It

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4. Shrink It

Summarise this topic into 5 key bullet points

- 1.
- 2.
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3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.



Beckfoot

Subject: Science

Topic: Chemistry of the Atmosphere (9)

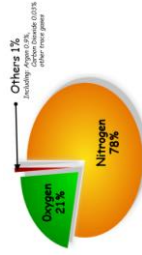
Year Group: 9

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Composition of the Atmosphere

1 The current composition has been stable for the past 200 million years.

The atmosphere is made up of: oxygen 21%, nitrogen 78% and 1% (CO₂, water vapour, argon)



Evolution of the Atmosphere

1 4.5 billion years ago Lots of volcanic activity. Atmosphere mostly CO₂, water vapour condenses to form oceans.

Volcanoes produce nitrogen which formed ammonia. CO₂ dissolves in sea water, reducing amount in atmosphere

2 2.7 billion years ago Cyanobacteria (algae) evolves. This was the first organism that could **photosynthesise**.
 $6\text{CO}_2 + 6\text{H}_2\text{O} \rightarrow \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2$

This meant that oxygen levels in the atmosphere increased and carbon dioxide decreased.

3 Between 2.7 billion and 200 million years ago Due to the increased oxygen, more complex life evolved (plants and animals).

Carbon becomes locked in these organisms. The organisms die and become buried deep underground. Heat and pressure turn this into **fossil fuels** (coal, oil and gas)

4 200 million years ago The atmosphere has the same stable composition we see today.

5 Present day Humans burn fossil fuels for energy. This releases stored carbon back into the atmosphere.

Greenhouse Gases (GHG's)

1	The 3 main GHG's are...	Water vapour, carbon dioxide and methane
2	Greenhouse gases in the atmosphere	Absorb and re-emit longwave radiation, causing the greenhouse effect
3	Some human activities release GHG's into the atmosphere.	E.g. burning fossil fuels, agriculture, deforestation

Greenhouse Effect

1 The greenhouse effect is **essential for life** on Earth, because it keeps the Earth at a warmer temperature. However, too many GHG's in the atmosphere could mean that the Earth's temperature becomes too high.

2 **Shortwave solar radiation**

Goes from the **sun to the Earth** (through the atmosphere).



3 **Longwave radiation**

Is the **reflected** back from the Earth. Some of this radiation is **absorbed by GHG's** and re-emitted back to Earth. This causes Earth's surface

Climate Change

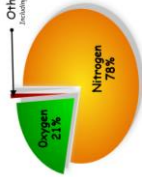
1	Effects	Ice melting	Increases sea levels, can cause flooding and loss of beaches
		Loss of habitats	Extinction of some species and reduced biodiversity
		Extreme weather	Causes droughts leading to forest fires and extreme rainfall leading to flooding
2	Evidence	Global temperatures are rising	This correlates (follows the same pattern) as GHG emissions from human activity.
		Sea ice and glaciers melting	The sea levels are rising and photos and measurements show ice melting over the past several hundred years
		More extreme weather	More extreme weather is being recorded, such as record rainfalls and the hottest months on record. This leads to floods and droughts.



Beckfoot

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Subject: Science	Topic: Chemistry of the Atmosphere (9)	Year Group: 9
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Composition of the Atmosphere	
1	

Evolution of the Atmosphere	
1	4.5 billion years ago
2	2.7 billion years ago
3	Between 2.7 billion and 200 million years ago
4	200 million years ago
5	Present day

Greenhouse Gases (GHG's)		
1	The 3 main GHG's are...	
2	Greenhouse gases in the atmosphere	
3	Some human activities release GHG's into the atmosphere.	
Greenhouse Effect		
1		
2	Shortwave solar radiation	
3	Longwave radiation	
Climate Change		
1	Effects	
2	Evidence	



Beckfoot

Subject: Science	Topic: Chemistry of the Atmosphere (9)	Year Group: 9
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Carbon Footprint	
1	A carbon footprint... Measures the amount of GHG's released by something during its life (can be a person, business or object).
2	Can be difficult to measure because... There's lots of factors to consider which can mean that being precise is difficult.
3	Carbon footprints can be reduced by... Not using processes that release GHG's (e.g. burning fossil fuels) or offsetting GHG emissions (e.g. planting trees).

Life Cycle Analysis (LCA)	
1	LCA's look at the whole environmental impact of an object during its life (not just GHG's) This is split into 4 stages... - Extracting and processing raw materials - Manufacturing and packaging - Use and reuse - Disposal of the product.
2	LCA's use value judgements Although it is possible to quantify (put a numerical value to) aspects of an items lifecycle (e.g. use of resources, how much waste is produced). It is not easy to quantify the effect of the pollutants, value judgements are used.
3	Value judgements are subjective... This means that manufacturers may use a selective LCA that only shows some of the impacts of the product on the environment. For value judgements to be reliable, they should be peer-reviewed

Complete and Incomplete Combustion	
1	Complete combustion Occurs when there is enough available oxygen. Produces just carbon dioxide and water. Hydrocarbons (fuel) + Oxygen → carbon dioxide + water
2	Incomplete combustion Occurs when there is not enough oxygen available Produce: Carbon monoxide (a toxic gas), soot (particulates of carbon), and water. May also produce sulphur dioxide and oxides of nitrogen (linked to acid rain). Hydrocarbon (fuel) + oxygen → carbon + carbon monoxide + water

Effects of Pollution		
1	Carbon monoxide	Colourless, tasteless toxic gas that is difficult to detect.
2	Acid rain	Caused by sulphur dioxide and oxides of nitrogen. Damages plants and buildings.
3	Soot and Global dimming	Soot in the atmosphere can cause respiratory problems. Large amounts also reduce the amount of light reaching the surface of the Earth.
Key Vocabulary		
1	Greenhouse gases (GHG's)	Gases which absorb and re-emit longwave radiation in the atmosphere, leading to the greenhouse effect.
2	Greenhouse effect	The process in which GHG's absorb and re-emit longwave radiation, leading to an increase in the temperature at the Earth's surface.
3	Global warming	The increase in overall global temperature caused by excess levels of GHG's in the atmosphere.
4	Climate change	The change in global weather patterns caused by excess levels of GHG's in the atmosphere.
5	Shortwave solar radiation	Radiation from the sun that is seen as visible light (or near visible light). Contains lots of energy.
6	Longwave radiation	Radiation with a longer wavelength, that is seen as infrared light. Contains less energy than shortwave radiation.
7	Carbon footprint	A process of measuring the amount of GHG's something releases during its lifecycle.
8	Life cycle analysis (LCA)	A process of measuring the overall environmental impact of something during its lifecycle.
9	Value judgements	The scores assigned to the effects of a pollutant. Used in LCA.
10	Pollution	The introduction of contaminants (such as chemical substances) to an environment.
11	Particulates	Solid groups of particles suspended in liquid or gas



Subject: Science	Topic: Chemistry of the Atmosphere (9)	Year Group: 9
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Beckfoot

Carbon Footprint	
1	A carbon footprint...
2	Can be difficult to measure because...
3	Carbon footprints can be reduced by...

Life Cycle Analysis (LCA)	
1	LCA's look at the whole environmental impact of an object during its life (not just GHG's) This is split into 4 stages...
2	LCA's use value judgements
3	Value judgements are subjective...

Complete and Incomplete Combustion	
1	Complete combustion
2	Incomplete combustion

Effects of Pollution	
1	
2	
3	
Key Vocabulary	
1	Greenhouse gases (GHG's)
2	Greenhouse effect
3	Global warming
4	Climate change
5	Shortwave solar radiation
6	Longwave radiation
7	Carbon footprint
8	Life cycle analysis (LCA)
9	Value judgements
10	Pollution
11	Particulates

Equations in this topic

1	Mass, weight and gravity	Weight = mass x gravitational field Units: Weight in Newtons (N) Mass in kilograms (kg) Gravitational field in Newtons per kg (N/kg)
2	Work done	Work done = force x distance Units: Work done in Joules (J) Force in Newtons (N) Distance in metres (m)
3	Spring constant	Force = spring constant x extension Units: Force in Newtons (N) Spring constant in Newtons per metre (N/m) Extension in metres (m)
4	Moments (PHYSICS ONLY)	Moment = force x distance Units: Moment in Newton metres (Nm) Force in Newtons (N) Distance in metres (m)
5	Pressure (PHYSICS ONLY)	Pressure = force / area Units: Pressure in pascals (pa) Force in Newtons (N) Area in metres ² (m ²)

Resultant forces - examples

Two forces, 3 newtons (N) and 2 N, act to the right. Calculate the resultant force.

$$3\text{ N} + 2\text{ N} = 5\text{ N to the right}$$



Two forces acting in the same direction

A force of 5 N acts to the right, and a force of 3 N act to the left. Calculate the resultant force.

$$5\text{ N} - 3\text{ N} = 2\text{ N to the right}$$

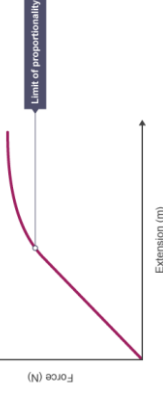


Two forces acting in opposite directions

Required practical – Hooke's law

Extension happens when an object increases in length. The extension of an elastic object, such as a spring, is described by Hooke's law:

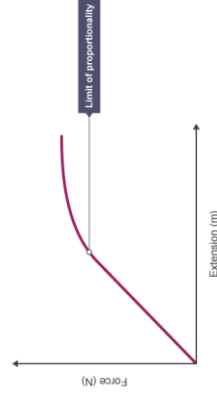
$$\text{force} = \text{spring constant} \times \text{extension}$$



Key Vocabulary

1	Resultant Force	The resultant force is a single force that has the same effect as two or more forces acting together
2	Scalar	A quantity that has magnitude only
3	Vector	A quantity that has both magnitude and direction
4	Weight	A result of mass and the gravitational field you are in
5	Mass	The number of particles in an object. Stays the same wherever you are in the universe
6	Work done	Whenever a force is used to move an object through a distance work is done on that object.
7	Inelastic deformation	An object will not return to its original shape and size when the force is removed.
8	Elastic deformation	An object will not return to its original shape and size when the force is removed.
9	Spring constant	Spring constant is a measure of the stiffness of a spring up to its elastic limit.

Subject: Science (Physics)	Topic: Forces- Part 1	Year Group: 9
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Equations in this topic		Resultant forces - examples		Key Vocabulary	
1	Mass, weight and gravity			1	Resultant Force
2	Work done			2	Scalar
3	Spring constant			3	Vector
4	Moments (PHYSICS ONLY)	Required practical – Hooke's law		4	Weight
5	Pressure (PHYSICS ONLY)			5	Mass
				6	Work done
				7	Inelastic deformation
				8	Elastic deformation
				9	Spring constant

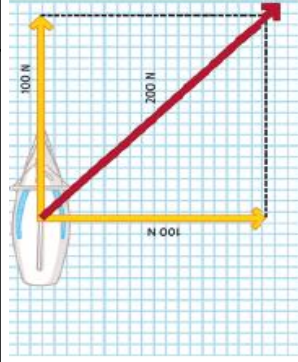
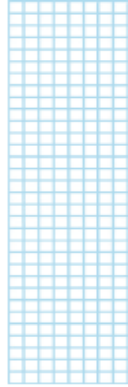
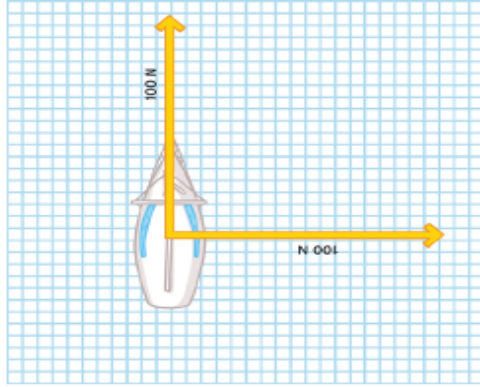
Resultant forces – Vector diagrams

A scale vector diagram can be used to calculate resultant forces that are not acting directly opposite of one another, on a straight line.

Worked example 1:

A boat is being pulled toward the harbour by two winch motors. Each motor is pulling with a force of 100N and they are working at right angles to one another.

To find the resultant force, you would first draw construction lines from the end of each arrow parallel to the other force arrow.



Remember that the size of the arrow is representative of the size of the force being exerted.

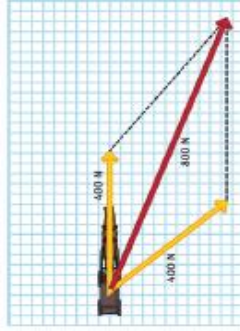
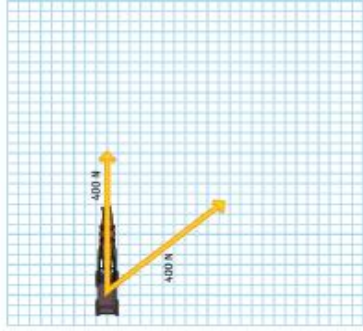
Where the construction lines intercept indicates the direction of the resultant force: from the centre of mass through the intercept.

The resultant force is the sum of the forces acting so in this example, that is 200N.

Worked example 2:

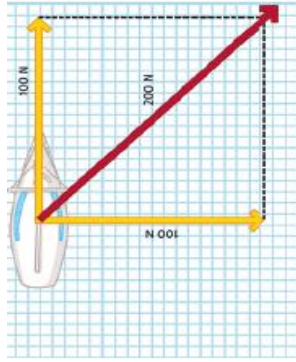
A horse-drawn carriage is pulled by two horses at 400N each. One of the horses is pulling in a different direction to the other horse. Show the resultant force and direction of the horse-drawn carriage.

As before, you will need to draw construction lines from the end of each force arrow and parallel to the other one. The intercept represents the direction of the resultant force. The resultant force is the sum of the individual forces so in this example, it is 800N.

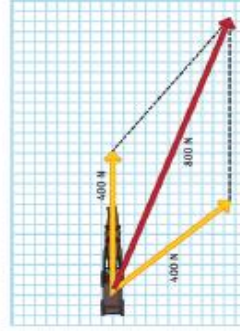
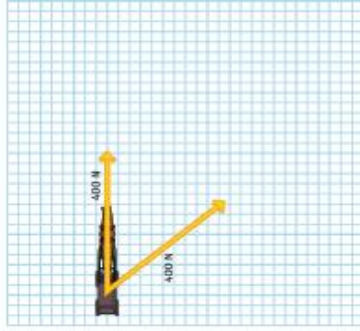
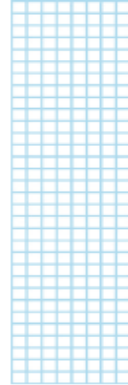
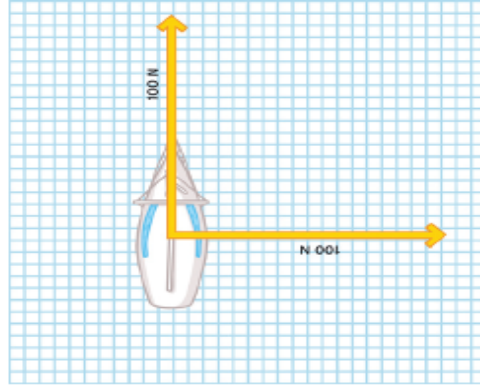


Key Vocabulary

1	Contact Forces	The objects are touching e.g. friction, air resistance, tension and contact force
2	Non-contact Forces	The objects are not touching e.g. gravitational, electrostatic and magnetic forces



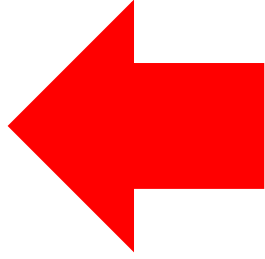
Worked example 2:



Key Vocabulary

1	Contact Forces	
2	Non-contact Forces	

1. Quiz It



Use the blank knowledge organiser above to self-quizz. Complete one section at a time, using **Look, Cover, Write, Check**

2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

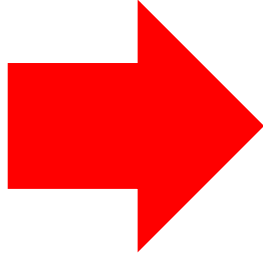
1.

2.

3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

1.

2.

3.

4.

5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Key phrases - present		
1	J'ai mal au bras	My arm hurts
2	J'ai mal à la jambe	My leg hurts
3	J'ai mal à l'oreille	I have ear ache
4	J'ai mal aux dents	My teeth hurt
5	Je suis touché au nez	I have been hit on the nose
6	Je suis touché à la tête	I have been hit on the head
7	Je suis touché à l'épaule	I have been hit on the shoulder
8	Je suis touché aux fesses.	I have been hit on the bum cheeks

Il faut expressions		
1	Il faut	You must
2	Il faut bien dormir	You must sleep well
3	Il faut bien manger	You must eat well
4	Il faut être motivé	You must be motivated
5	Il faut aimer la compétition	You must like competition

Key phrases - future		
1	Je mangerai	I will eat
2	Je mangerai sain	I will eat healthily
3	Je ne mangerai pas	I will not eat
4	Je ne mangerai pas sain	I will not eat healthily
5	Je mangerai trop de	I will eat too much of
6	Je ne mangerai pas trop de	I will not eat too much of
7	Je boirai	I will drink
8	Je ne boirai pas	I will not drink
9	Je jouerai	I will play
10	Je ferai	I will do/make
11	J'irai	I will go
12	Je prendrai	I will take/have

Examples		
1	Pour être sain il faut bien manger et dormir.	In order to be healthy you must eat and sleep well.
2	A l'avenir je mangerai sain. Je ne mangerai pas trop de fastfood.	In the future I will eat healthily. I will not eat too much fastfood.
3	Je ne boirai pas les boissons gazeuses et je prendrai les fruits et les légumes.	I will not drink fizzy drinks and I will have fruit and vegetables.
4	Ahh je suis touché au dos, j'ai mal au dos!	Ahhh I have been hit on the back, my back hurts!

Key phrases - present	
1	J'ai mal au bras
2	J'ai mal à la jambe
3	J'ai mal à l'oreille
4	J'ai mal aux dents
5	Je suis touché au nez
6	Je suis touché à la tête
7	Je suis touché à l'épaule
8	Je suis touché aux fesses.

Il faut expressions	
1	Il faut
2	Il faut bien dormir
3	Il faut bien manger
4	Il faut être motivé
5	Il faut aimer la compétition

Key phrases - future	
1	Je mangerai
2	Je mangerai sain
3	Je ne mangerai pas
4	Je ne mangerai pas sain
5	Je mangerai trop de
6	Je ne mangerai pas trop de
7	Je boirai
8	Je ne boirai pas
9	Je jouerai
10	Je ferai
11	J'irai
12	Je prendrai

Examples	
1	Pour être sain il faut bien manger et dormir.
2	A l'avenir je mangerai sain. Je ne mangerai pas trop de fastfood.
3	Je ne boirai pas les boissons gazeuses et je prendrai les fruits et les légumes.
4	Ahh je suis touché au dos, j'ai mal au dos!

Using verbs – hören (to listen)		
1	Ich höre	I listen
2	du hörst	you listen
3	er/sie/es hört	he/she/it listen
4	wir hören	we listen
5	ihr hört	you (pl) listen
6	Sie hören	you (formal) listen
7	sie hören	they listen

Using time phrases		
1	jeden Tag	every day
2	einmal pro Woche	once a week
3	zweimal pro Woche	twice a week
4	am Wochenende	at the weekend
5	ab und zu	now and then
6	seit drei Jahren	for three years
7	seit sechs Monaten	for six months
8	seit der Grundschule	since primary school

Was hast du gemacht? What did you do?		
1	Ich habe gesehen	I saw
2	Ich habe gemacht	I did/ I made
3	Ich habe teilgenommen	I took part
4	Ich habe kennengelernt	I met
5	Ich habe angezogen	I put on
6	Ich habe ausprobiert	I tried
7	Ich habe gegessen	I ate
8	Ich habe getrunken	I drank

Using adjectives	
1	toll
2	fantastisch
3	originell
4	melodisch
5	energiegeladen
6	kreativ
7	unterhaltsam
8	stark
9	altmodisch
10	kitschig

Examples	
1	Ich mag Popmusik, weil sie energiegeladen ist. I like pop music because it's energetic.
2	Ich höre nicht gern Klassische Musik, weil sie altmodisch ist. I don't like listening to classical music because it is old fashioned.
3	Ich spiele seit drei Jahren Gitarre. Es ist mein Lieblingsinstrument. I have played guitar for three years. It is my favourite instrument.
4	In der Zukunft möchte ich in einem Band spielen. In the future I would like to play in a band.
5	Meine Lieblingsband ist Coldplay. Ich finde sie begabt und originell. My favourite band is Coldplay. I find them talented and original.
6	Auf dem Musikfestival habe ich viele coole Bands gesehen. At the music festival I saw lots of cool bands.
7	Wir haben exotisches Essen ausprobiert und es war lecker! We tried exotic food and it was delicious!

Using verbs – hören (to listen)	
1	Ich höre
2	du hörst
3	er/sie/es hört
4	wir hören
5	ihr hört
6	Sie hören
7	sie hören

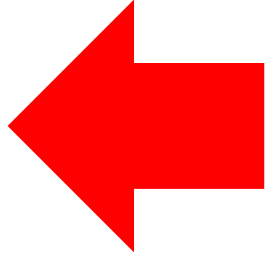
Using time phrases	
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2	einmal pro Woche
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Using adjectives	
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Examples	
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1. Quiz It



Use the blank knowledge organiser above to self-quizz. Complete one section at a time, using **Look, Cover, Write, Check**

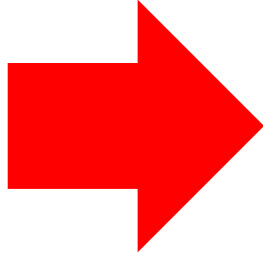
2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

- 1.
- 2.
- 3.

3. Map It

Use the space on the next page to create a graphic organiser to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Subject: Geography	Topic: The Middle East	Year Group: 9
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A. Where is the Middle East?			C. Disappearing sea			E. Sustainable Dubai		
1.	Location of Middle East		1.	Aral Sea	The Aral sea is located in Kazakhstan.	1.	Sustainability	Meeting the needs of now without affecting the needs of those in the future. Avoidance of the depletion of natural resources in order to maintain an environmental balance.
2.	Dubai Growth	Dubai is one of the most famous cities in the Middle East. It was once a small fishing village of 20,000 but when oil was discovered in the region the village grew into a city.	2.	Cause of disappearance	The Aral Sea was part of the Soviet Union. In the 1930s planners started to build canals to take water from the two main rivers. This was to develop irrigated cotton and rice farming in the area. Cotton growing has been very successful in the area and Uzbekistan is still one of the largest exporters of raw cotton. In the 1960s even more irrigation canals were built. Less and less water was flowing into the Aral Sea and the sea began to shrink.	2.	Why is Dubai not sustainable	Dubai produces a large amount of CO2 every year. It relies on oil as its main fuel, it has over 40 million people visiting every year with many travelling by aeroplane.
3.	Dubai today	Dubai now has a population of over 3.1 million people. The city boasts some of the most expensive hotels in the world. However human rights and workers rights violations make this development controversial.	3.	Impacts	10 million people have been forced to leave the area, 60,000 jobs lost. Bird numbers have dropped from 370 different species to 160.	3.	Madar City	Madar city is a potential solution to Dubai's sustainability issues. Using a combination of traditional Arab design and green design to become a more sustainable city.

B. Climate of the Middle East			D. People and wealth of Middle East			F. Where is Palestine?		
1.	Climate	Climate is the long-term pattern of weather in a particular area. Dubai records high temperatures of 42 degrees and rainfall as low as 0mm in some months.	1.	Population distribution	The majority of people in the Middle East live in Turkey, Iraq, Iran and Syria.	1.	Location of Palestine	Palestine consists of the areas of Gaza and West Bank controlled by Israel.
2.	Precipitation	Precipitation is any liquid or frozen water that forms in the atmosphere and falls back to the Earth.	2.	Ethnicity	Ethnicity the fact or state of belonging to a social group that has a common national or cultural tradition. There are four main ethnic groups in the Middle East, Turks, Arabs, Persians and Kurds.			
3.	Atmospheric circulation	Atmospheric circulation is the large-scale movement of air.	3.	British people	There are over 300,000 British people living and working in Dubai. Many are attracted by the high wages and low taxes.	2.	Daily Life	Dailey life in Palestine is heavily affected by the conflict with Israel. Much of the infrastructure inside the Gaza strip has been bombed, people struggle to find work, resources are limited.
4.	Hadley cell	A large-scale atmospheric convection cell in which air rises at the equator and sinks at medium latitudes, typically about 30° north or south	4.	Living in Dubai	There are strict rules and laws that you must follow if you visit or live in Dubai. Many of these strict laws are based on the religious Sharia laws.			There is constant fear of revenge acts.

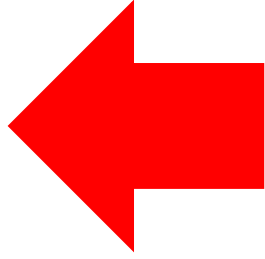
Subject: Geography	Topic: The Middle East	Year Group: 9
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A. Where is the Middle East?		
1.	Location of Middle East	
2.	Dubai Growth	
3.	Dubai today	
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1.	Aral Sea	
2.	Cause of disappearance	
3.	Impacts	
E. Sustainable Dubai		
1.	Sustainability	
2.	Why is Dubai not sustainable	
3.	Madar City	

F. Where is Palestine?		
1.	Location of Palestine	
2.	Daily Life	

D. People and wealth of Middle East		
1.	Population distribution	
2.	Ethnicity	
3.	British people	
4.	Living in Dubai	
B. Climate of the Middle East		
1.	Climate	
2.	Precipitation	
3.	Atmospheric circulation	
4.	Hadley cell	

1. Quiz It



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2. Link It

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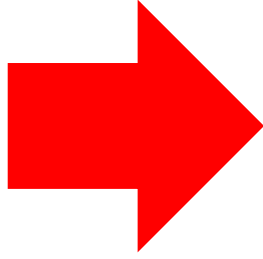
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3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

1.

2.

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4.

5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

1. What was the Cold War?

1	How did the USA and the USSR's relationship change after WW2?	- During WW2, there was a Grand Alliance between Britain, USA and the USSR - Towards the end of the war there was growing tension between the USSR and the other two. - After the war, the Grand Alliance divided Europe into different sections under Capitalist and Communist control
2	How did tension increase after WW2?	- After the war the USSR and USA began to compete to be the biggest superpower - Germany and Berlin had been divided between the East and West. - Britain, France and the USA wanted to unite their zones of Berlin into one zone - In retaliation the USSR blocked rail links to stop supplies getting into West Berlin – this was the Berlin Blockade - The British and Americans organised an airlift to drop supplies and the USSR backed down
3	How did a Cold War develop?	- At the end of WW2, the USA developed and used the first nuclear weapons - By 1949, the USSR had successfully tested its first nuclear bomb - Both were terrified that the other side would have more weapons so they started making lots of nuclear weapons.

3. Proxy Wars

1	Why did the Korean War happen?	- During WW2, Korea had been controlled by Japan, but after their defeat Korea was split into two zones. - The USSR set up a communist government in the North and the USA set up a pro-USA Capitalist government. - In June 1950, the North Korean army invaded South Korea hoping to unite Korea under one Communist government. They had been provided with weapons by the USSR
2	Why did the USA get involved?	- US President Truman had made a speech in which he said America would offer money and military help to countries in danger of being taken over by Communism. - When the North Koreans invaded South Korea, Truman persuaded the UN to help defend South Korea. In total 16 UN countries sent troops to fight but the USA sent the most and the commander was a US general called MacArthur.

2. How close did the Cold War come to Nuclear War?

1	Why did Cuba worry the USA?	- In 1959, a Communist revolution happened in Cuba - This worried the USA as there was now a new Communist government near the USA - President Kennedy ordered a secret invasion of Cuba in an attempt to get rid of the Communists but this was an embarrassing failure
2	How did the Cuban Missile Crisis develop?	- The Russian president Khrushchev promised to help defend Cuba from attack by supplying nuclear weapons - From 1962, the USSR began building nuclear missile launch bases in Cuba - US spy planes spotted these bases and more missiles being transported by sea. - The USA sent warships to stop the missiles reaching Cuba - These threats seemed close to open war between the USA and the USSR
3	How did the Cuban Missile Crisis end?	- Kennedy and Khrushchev negotiated to de-escalate the tension - After nearly two weeks, America promised not to invade Cuba and agreed to remove some of its missile bases near the USSR and the USSR agreed to turn its ships around.
4	How close did the Korean War come to Nuclear War?	- The Korean War had the potential to escalate into a Nuclear War when China became involved as a result of General MacArthur's aggressive tactics - US president Truman and Eisenhower both threatened the use of nuclear weapons, especially if the Chinese government wouldn't negotiate the end of the war. - These threats were never followed through

Key Word

Definitions

Arms Race

Capitalism

Cold War

Communism

Grand Alliance

Ideology

MAD – Mutually Assured Destruction

Proxy War

Superpower

Vietcong

1. What was the Cold War?

1	How did the USA and the USSR's relationship change after WW2?	1. 2. 3.
2	How did tension increase after WW2?	1. 2. 3. 4. 5.
3	How did a Cold War develop?	1. 2. 3.

3. Proxy Wars

1	Why did the Korean War happen?	1. 2. 3.
2	Why did the USA get involved?	1. 2.

2. How close did the Cold War come to Nuclear War?

1	Why did Cuba worry the USA?	1. 2. 3.
2	How did the Cuban Missile Crisis develop?	1. 2. 3. 4. 5.
3	How did the Cuban Missile Crisis end?	1. 2.
4	How close did the Korean War come to Nuclear War?	1. 2. 3.

Key Word

Key Word	Definitions
Arms Race	
Capitalism	
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Communism	
Grand Alliance	
Ideology	
MAD – Mutually Assured Destruction	
Proxy War	
Superpower	
Vietcong	

4. Espionage	
1	Why was there more spying? During the Cold War both the sides of the war used spies to gather information about the enemy, particularly about their military and technology.
2	What spy organisations were there? The USA had the CIA who mainly targeted the USSR Britain had MI6, which also targeted the USSR and shared information with the CIA The USSR had the KGB Other countries had spying organisations that worked with their allies
3	What famous cases of espionage were there? In 1960, a US spying plan had been caught and shot down over USSR territory. This event led to tensions increasing between the USA and the USSR The Rosenbergs were accused of passing state secrets to the USSR after the USSR developed their first atomic bomb. They were found guilty and executed The Cambridge Five Spy Ring were a group of British double agents who were recruited to spy for the USSR
5. Propaganda	
1	What was the aim of propaganda? For both sides of the war, propaganda was used to promote one ideology and criticise the other
2	How was propaganda used in the USA? In the USA propaganda became more prominent in the 50s and 60s. US values were being promoted in film, television, music, literature and art This created a 'Red Scare' where people were concerned about Communism growing in America
3	How was propaganda used in the USSR? The USSR used propaganda in a similar way to the USA The USSR promoted the successes of Communism in their propaganda to prove that a Communist country could be as successful as a Capitalist one

6. Cold War competition	
1	Why did rivalry develop in other areas? 1. Both the USSR and the USA wanted to show their superiority and their superpower status but they couldn't do this through war 2. Instead, the countries competed to be the most technologically advanced or to hold world fame
2	How did the superpowers compete in science? 1. The USA and the USSR became rivals in the race to explore space and be the first country to put a man on the moon 2. In October 1957, the USSR beat the USA to launch the first satellite into space: Sputnik 1 3. In 1961, the USSR beat the USA to have the first man and woman (in 1963) in space: Yuri Gagarin and Valentina Tereshkova 4. In 1969, the USA won the race to put the first men on the moon: Neil Armstrong and Buzz Aldrin 5. The space race also had a connection to the Cold War as the countries thought space technology could be used to develop more powerful weapons
3	How did chess become a Cold War symbol? 1. Chess had been extremely popular in the USSR for many years and Soviet chess players were some of the best in the world. 2. In 1972, an American called Bobby Fischer beat the reigning Russian world champion Boris Spassky. 3. This was a big victory and embarrassing defeat for the USSR 4. In 1975, a Soviet player won the title back
4	How did the Olympics become a Cold War symbol? 1. The 1952 Olympic Games in Helsinki was the first time the two superpowers faced each other in sport. The US won more gold medals here 2. Both sides invested huge sums of money in athletes and tactics 3. The USSR won 400 Gold medals to America's 373 from 1952-1988. 4. The USA refuse to send athletes to the Moscow Olympics in 1980 and the USSR refused to send athletes to the Los Angeles Olympics in 1984

7. How did the Cold War affect people's lives?	
1	How did the Cold War affect life in America? 1. Some Americans became paranoid and feared Soviet invasion or attack at any moment 2. Being prepared for a nuclear attack became a way of life. 3. Many schools and businesses practiced duck-and-cover drills. Communities installed air raid sirens and people built nuclear fallout shelters as precautions 4. During the 50s a man called Senator McCarthy claimed that there were many Communists hidden in the American government and in positions of influence 5. This lead lots of people to be accused and fired unjustly, including teachers, film makers, actors.
2	How did the Cold War affect life in the USSR? 1. Life in the USSR during the Cold War was not much different to before. 2. The state had total control over all media, and anyone caught reading, watching, or listening to any not permitted by the government was punished. 3. Outside of school, children were expected to join organisations that would teach them how to be a proper communist citizen. 4. Any Western fashion, music or literature or news was banned in the USSR

Key Word	Definitions
Espionage	
Propaganda	
Soviet	
Space Race	

4. Espionage

1	Why was there more spying?	1.
2	What spy organisations were there?	1. 2. 3. 4.
3	What famous cases of espionage were there?	1. 2. 3.

5. Propaganda

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6. Cold War competition

1	Why did rivalry develop in other areas?	1. 2.
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3	How did chess become a Cold War symbol?	1. 2. 3. 4.
4	How did the Olympics become a Cold War symbol?	1. 2. 3. 4.

7. How did the Cold War affect people's lives?

1	How did the Cold War affect life in America?	1. 2. 3. 4. 5.
2	How did the Cold War affect life in the USSR?	1. 2. 3. 4.

Key Word

Definitions

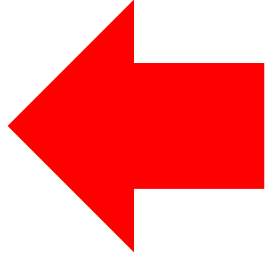
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1. Quiz It



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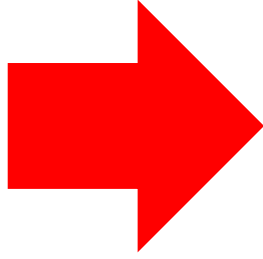
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3. Map It

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4. Shrink It

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- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Knowledge Group 1 – Extremism and Radicalisation

1	What is the difference in extremism and terrorism?	Extremism is beliefs, terrorism is violent action upon the beliefs
2	Give two factors that make radicalization more likely	Teenager, social isolation, expose to extreme content online
3	Give two signs someone is being radicalized	Argumentative, change in appearance, travel plans, social distancing
4	What is far right extremism?	Believing in anti Islamic agendas and supporting white supremacy
5	What is white supremacy?	Believing being white is better than other races... incorrectly!
6	Give an example of far right extremism	Bradford rallies or Norway shooting

Knowledge Group 2 – Equality and Women

1	What does gender equality mean?	Both genders are seen and treated as equals
2	Give two ways of controlling women	FGM Violence
3	Explain what religion teaches about controlling women	Its wrong, no forms of it are allowed in religion
4	What is CSE?	Child sexual exploitation is a type of sexual abuse. When a child is exploited, they're given gifts in exchange for performing sexual acts.
5	What is FGM?	Female genital mutilation is the ritual removal of some or all of the external female genitalia.
6	Give two ways to help stop CSE and Grooming	Telling someone trusted Calling the police

Knowledge Group 3 - Racism

1	What is racism?	discriminatory or abusive behaviour towards members of another race the prejudice that members of one race are intrinsically superior to members of other races
2	What is prejudice?	Judging someone before you know them due to their gender, race, religion etc
3	What is discrimination?	Negatively acting against someone due to their gender, race, religion etc
4	Equity?	Giving people different support to achieve the same outcome
5	Systematic barriers?	Society accepting discrimination to stop groups of people getting equal resources and opportunities.

Knowledge Group 4 – Sexuality

1	What does sexuality mean?	A persons identity in relation to who they are sexually/romantically attracted to
2	What is sexism?	prejudice, stereotyping, or discrimination, typically against women, on the basis of sex
3	What is gender?	What you assign yourself as e.g: man, woman, non-binary
4	What does homophobia mean?	dislike of or prejudice against gay people.
5	What does Biphobia mean?	dislike of or prejudice against bisexual people:
6	What does Transphobia mean?	dislike of or prejudice against transgender or transsexual people

The world is an extreme place, whether that's in its history or in the present day. Extremism is found in all countries and cultures and sometimes crosses over with religion. However all religions condemn violence, killing and harming. It is the corruption of peoples minds that causes extremism, which can be in many different forms.



Key word	Definition
Prejudice	unfairly judging someone before facts are known; holding bias against an individual or group.
Discrimination	actions or behaviour that result from prejudice
Heterosexual	to be sexually attracted to someone of the opposite sex
Homosexual	to be sexually attracted to someone of the same sex
Extremism	Supporting something that is outside of the usual norms in society
Radicalisation	The process of causing someone to become a supporter of terrorism, or forms of extremism that lead to terrorism
Terrorism	The unlawful use of violence and intimidation, in the pursuit of political goals.
Genocide	killing a specific group of people because of what they believe in.
Forced marriage	Marriage is carried out without the consent of the person/ people and often involves pressure or coercion.
Breast ironing	Also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear.
Domestic Abuse	Is an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, by a partner or ex-partner.
Honour based Violence	Can take many forms, e.g. threatening behaviour, assault, rape, kidnap, abduction, forced abortion, threats to kill and false imprisonment committed due to so called 'honour'.
Grooming	Children and young people are tricked into believing they're in a loving and consensual relationship. They may trust their abuser and not understand that they're being abused.

Knowledge Group 1 – Extremism and Radicalisation

1	What is the difference in extremism and terrorism?	
2	Give two factors that make radicalization more likely	
3	Give two signs someone is being radicalized	
4	What is far right extremism?	
5	What is white supremacy?	
6	Give an example of far right extremism	

Knowledge Group 3 - Racism

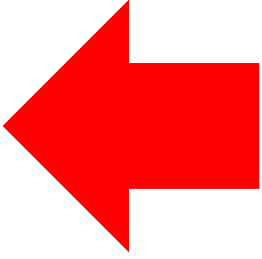
1	What is racism?	
2	What is prejudice?	
3	What is discrimination?	
4	Equity?	
5	Systematic barriers?	

Knowledge Group 4 – Sexuality

Knowledge Group 2 – Equality and Women			Knowledge Group 4 – Sexuality	
1	What does gender equality mean?		1	What does sexuality mean?
2	Give two ways of controlling women		2	What is sexism?
3	Explain what religion teaches about controlling women		3	What is gender?
4	What is CSE?		4	What does homophobia mean?
5	What is FGM?		5	What does Bi-phobia mean?
6	Give two ways to help stop CSE and Grooming		6	What does Transphobia mean?

Key word	Definition
Prejudice	
Discrimination	
Heterosexual	
Homosexual	
Extremism	
Radicalisation	
Terrorism	
Genocide	
Forced marriage	
Breast ironing	
Domestic Abuse	
Honour based Violence	
Grooming	

1. Quiz It



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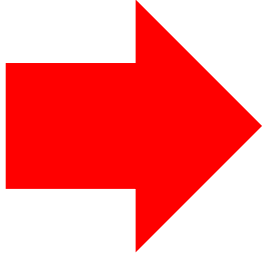
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3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

1.

2.

3.

4.

5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

1. Knowledge is power

1	Healthy relations hip with food	People with a healthy relationship to food eat mindfully. Eat when they're <i>physically</i> hungry. Don't "make up" for a meal. Or eat to see a change on the scales and they don't let food interfere with daily life.
2	Food and physical health	The food we consume can have an effective on our physical health both in a positive and negative way. Too much of a certain nutrient can cause illness (e.g. fat and obesity). Certain nutrients can also help improve your health (e.g. iron prevents anaemia). Exercise and Health.
3	Food and performance	Everything we put into our bodies has an affect on how we perform both our daily activities and sports performance. Dieticians have an vital job when working with top athletes as each athlete/sport has a different focus and each nutrient has a different benefit.
4	Food and mental health	Mental health effects how we think, feel and behave. Foods that have a positive effect: - Healthy fats: nuts and olive oil - Oily fish: salmon and tuna - Fruit and vegetables Foods that have a negative effect - Sugar - Caffeine - Processed food
5	Food and morality	Morality means the principles of what is right and wrong or good and bad behaviour. In food it usually links to SMEE issues. How what we eat impacts our environment and those around us.

2. How to adapt a recipe

1	KFC & wedges 	Type of potato: Sweet potato, white, new Fish/chicken: Salmon, Pollock, chicken, turkey Coating/seasoning: Cornflakes, rice krispies, cherrios paprika, oregano, chilli
2	Big Mac 	Mince choice, combining, moulding, shaping, cooking methods. Vegan/pescatarian options. Garnish development, leaves, vegetables, Sauces – mayo, chilli,
3	Noodle 	Type of noodles: dry, fresh, egg, rice, udon, Sauce Ingredients: soy, fish sauce, ginger, chilli, garlic Protein and vegetables: beef, tofú, egg, carrot, asparagus, broccoli, onion, nuts
4	Sausage Bites 	Meat filling choices, vegan, fish 5 veg a day, grating to hide for toddlers. Eliminate fatty pastry using wholegrain bread as a casing. Shaping, moulding, securing, glazing, consistent sizing, even cooking
5	Cheesecake 	Type of biscuits: Gingernuts, digestives Flavour of cream topping: Lemon, blueberry, mango, pineapple Topping/decoration: Crystallised lemon slices, blueberry cluster, chocolate decoration, strawberry fans
6	Loaded Nachos 	Using standard component to make another product, nachos. Seasoning, spice measuring on nacho and dips. Dip techniques, blending, mashing, liquidising, slice, dice, chop. Enzymic browning, use of lemon juice
	Thai Curry 	Marinading, tenderising, use of authentic, traditional spices. Cooking techniques, temperature control, chicken. Accompaniments, rice, noodles, orzo, couscous. Appropriate Vegetable selection

Key Vocabulary

1	Deficiency	A lack/shortage of a nutrient in the body.
2	Excess	Too much of a nutrient in the body.
3	Macronutrient	A nutrient required in large amounts in the diet. E.g. carbohydrates, fats, protein.
4	Micronutrient	A nutrient required in small amounts in the diet. E.g. vitamins, minerals and NSP.
5	Anaemia	A condition that can be caused by lack of iron in the diet where you lack enough healthy red blood cells to carry enough oxygen around the body.
6	Diverticulitis	A condition that can be caused by lack of NSP/fibre in the diet. It is where small pouches develop in your digestive system and they get infected or inflamed.
7	Osteoporosis	A condition that can be caused by lack of calcium/vitamin D in the diet. It weakens bones making them fragile and more likely to break.
8	Well-being	Well being is feeling well, feeling positive. Includes having good mental health and high life satisfaction.
9	SMEE Issues	Social, moral, ethical and environmental issues e.g. Organic, Halal, Fair trade, farm assured, veganism
10	Symptoms	A physical or mental feature that points to a condition or disease.
11	Calorie	The amount of energy in an item of food or drink is measured in calories
12	Dietary Needs	Certain diets that people either choose to follow OR must follow due to intolerances and allergies. E.g. Lactose/ Gluten free

☐ Think ow else does food effect our lives.

☐ Research benefits of cooking for yourself.

☐ Can you think of any other new words you've learnt in this project?

1. Knowledge is power

1	Healthy relations hip with food	
2	Food and physical health	
3	Food and performa nce	
4	Food and mental health	
5	Food and morality	

2. How to adapt a recipe

1	KFC & wedges 	
2	Big Mac 	
3	Noodle 	
4	Sausage Bites 	
5	Cheesecake 	
6	Loaded Nachos 	
	Thai Curry 	

Key Vocabulary

1	Deficiency	
2	Excess	
3	Macronutrient	
4	Micronutrient	
5	Anaemia	
6	Diverticulitis	
7	Osteoporosis	
8	Well-being	
9	SMEE Issues	
10	Symptoms	
11	Calorie	
12	Dietary Needs	

☐ Think ow else does food effect our lives.

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1. Tools & equipment

1		Hand held tool used to cut intricate shapes in woodworking
2		A vertical bandfacer used for sanding, finishing & finishing tasks. (making surfaces flat).
3		A piece of machinery used to cut intricate curves and joints
4		An electrical tool which applies heat, melting solder allowing you to join metals together.
5		Sheets of paper with abrasive material glued to one face to enable finishing of specific materials.
6		Hand held tool used to cut through wires or cables
7		A hand-held tool designed to remove insulation from electrical wires.
8		Hardened steel in the form of a bar or rod with many small cutting edges raised on its surfaces; used for smoothing or shaping objects.

☐ Sand down any finished plywood shapes (P80, P120, P240, P320, P400)

2. Electronic Components

1		Snap onto the leads on the terminal end of a standard 9V battery.
2		A component that can disconnect or connect the path in an electrical circuit.
3		A light source that emits light when current flows through it in the correct direction.
4		Made from copper, allowing electricity to flow between components.
5		A combination of electrochemical cells with external connections for powering electrical devices.

5. Process; Soldering

Step 1	Heat the connection with the tip of the soldering iron for a few seconds, then apply the solder.
Step 2	Keep the soldering tip on the connection as the solder is applied.
Step 3	Remove the tip from the connection as soon as the solder has flowed.
Step 4	Don't move the connection while the solder is cooling.
Step 5	Don't overheat the connection, as this might damage the electrical component you are soldering

☐ Know about Series Circuits & Parallel Electrical Circuits

4. Materials; Manufactured Boards

1	Medium Density Fibreboard (MDF)	Made by breaking down any woods into wood particles, combining it with urea- formaldehyde(UF) resin, and forming it into panels by applying high temperature and pressure.
2	Plywood	Strong thin wooden board consisting of two or more layers glued and pressed together with the direction of the grain alternating.
3	Chipboard	Made from compressed wood chips and phenol formaldehyde glues, often coated or veneered to give desired appearance
4	Hardboard	A cheaper option than plywood where strength is not required. Made from wood fibre & resin.
5	Oriented Strand Board	OSB is Formed out of compressed layers of wood strands with adhesives.

Key Vocabulary

1	Template	A shaped piece of rigid material used as a pattern for repeated processes such as cutting out or shaping
2	Model	A particular design or version of a product
3	Prototype	A first version of a device from which other forms are developed.

☐ Know the black wire goes to the short leg on the LED. (Red – positive, Black – Negative)

1. Tools & equipment	
1	Coping Saw 
2	Bandfacer 
3	Hegner Saw 
4	Soldering Iron 
5	Glass Paper 
6	Wire Cutters 
7	Wire Strippers 
8	File 

2. Electronic Components	
1	Battery Snap 
2	Switch 
3	Light Emitting Diode (LED) 
4	Wire 
5	Battery 

5. Process; Soldering	
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

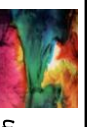
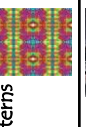
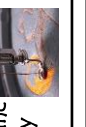
4. Materials; Manufactured Boards	
1	Medium Density Fibreboard (MDF)
2	Plywood
3	Chipboard
4	Hardboard
5	Oriented Strand Board

Key Vocabulary	
1	Template
2	Model
3	Prototype

☐ Sand down any finished plywood shapes (P80, P120, P240, P320, P400)	☐ Know about Series Circuits & Parallel Electrical Circuits	☐ Know the black wire goes to the short leg on the LED. (Red – positive, Black – Negative)
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Formal Elements	
1	Tone 
2	Form 
3	Pattern 
4	Line 
5	Texture 
6	Colour 
7	Shape 

Key Vocabulary	
1	Graffiti/Street art Graffiti or Street art is unofficial and independent visual art created in public locations. It often has a personal or political message. Common forms include spray paint, stencil, poster or sticker art and street installations.
2	Annotation Text accompanying images/practical work which explains, describes and justifies
3	High resolution images Images with a high pixel resolution – clear/well defined quality images
4	Mixed Media Mixed media art refers to a visual art that combines a variety of media in a single artwork. For example, pencil, paint, ink or fine liner etc.
5	CAD Computer Aided Design is the use of a range of computer software to support the creative/design process of products
6	Repeat Reflect Rotate Half drop repeat Occurs multiple times A mirror image Move in a circle round an axis Staggering the repeat of an image along a vertical line
7	Justification Presenting a reason, fact or opinion for your choices or actions
8	Inspiration The process of being influenced or stimulated to do something creative

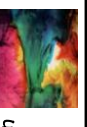
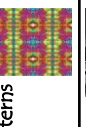
Techniques and processes	
1	Tie Dying  The process of tying and dyeing is folding material into a pattern, binding it and applying dye to create a vibrant design.
2	Bondaweb  The process of applying acrylic paint to adhesive bondaweb paper and applying heat to transfer the paint to fabric to create
3	Lamination  The process of applying acrylic paint between layers of plastic and applying heat to seal together the layers and the colourful design
4	Repeat patterns  An image which is used multiple times to create interesting patterns
5	Free machine embroidery  To use a free machine foot on the sewing machine to achieve free motion sewing which creates designs and patterns

Tools and Equipment	
1	Heat press A heat press imprints designs on to a material with the application of heat and pressure for a period of time
2	Dyes A natural or synthetic substance used to add colour
4	Bondaweb A soft adhesive web attached to transfer paper
5	Acrylic paint A water based fast drying paint
6	Free machine foot A circular foot allowing free motion sewing in all directions Metal teeth like ridges which guide the fabric
7	Cotton material Woven natural soft material which comes from the cotton plant

Contextual links/Key names	
1	Banksy  Banksy is an anonymous England-based street artist, vandal, political activist, and film director, active since the 1990s.
2	Lady Pink  Lady Pink is an Ecuadorian-American graffiti and mural artist. She focuses on empowering women, using street art as acts of rebellion and self-expression.
3	Keith Haring  Keith Haring was an American artist whose pop art and graffiti work grew out of the New York City street culture of the 1980s

Formal Elements	
1	Tone 
2	Form 
3	Pattern 
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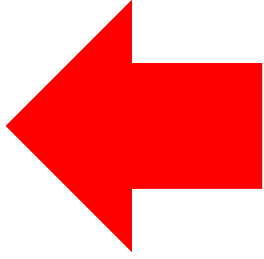
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Techniques and processes	
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Tools and Equipment	
1	Heat press
2	Dyes
4	Bondaweb
5	Acrylic paint
6	Free machine foot
	Feed dogs
7	Cotton material

Contextual links/Key names	
1	Banksy 
2	Lady Pink 
3	Keith Haring 

1. Quiz It



Use the blank knowledge organiser above to self-quizz. Complete one section at a time, using **Look, Cover, Write, Check**

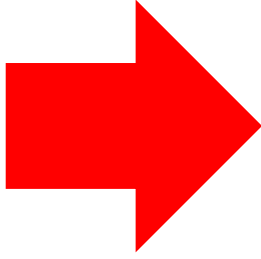
2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

- 1.
- 2.
- 3.

3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

- 1.
- 2.
- 3.
- 4.
- 5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

PLOT OVERVIEW

Sephy is a Cross - a member of the ruling class. Callum is a nought - a member of the underclass who were once slaves to the Crosses. The two have been friends since early childhood. But that's as far as it can go. Until the first steps are taken towards more social equality and a limited number of noughts are allowed into Cross schools.

Against a background of prejudice and distrust, intensely highlighted by violent terrorist activity by noughts, a romance builds between Sephy and Callum - a romance that is to lead both

CONTEXT - Apartheid

From 1948-1994, the South African government enforced apartheid. This meant that black and white people were forced to live separately, go to different schools and black people could not vote. White people got privileges and ruled the country. However, this all came to an end when black people finally got the right to vote and elected Nelson Mandela as president. He had spent 27 years in prison for fighting for black people's rights.

AUTHOR OF NOVEL – Malorie Blackman

Blackman was the Children's Laureate from 2013 to 2015. Blackman's motivation for writing Noughts and Crosses: 'I wanted to turn society as we know it on its head in my story, with new names for the major divisions in society. I wanted to see this new world through the eyes of the main two characters, Callum (a nought) and Sephy (a Cross). Race and racism are emotive issues that most people are loathe to discuss, but I think they should be discussed, no matter how painful.'

Additional Information: Links to BTEC Component 2

KEY TECHNIQUES IN EPIC THEATRE		Physical Skills	
All part of the 'Verfrumungseffekt' (the 'alienation' technique)		Physical skills	G – Gesture S – Stance P – Posture & body language E – Expression E – Eye contact D – Dynamics
1	Montage A montage is a series of freeze frames, images, projections or scenes put together in no particular order. Often music is played over the top.	In drama we use: GSPEED	
2	Narration The actor tells the story out loud. Sometimes the narrator will tell us what happens in the story before it has happened. This is a good way of making sure that we don't become emotionally involved in the action to come as we already know the outcome.		
3	Direct Address Speaking directly to the audience breaks the fourth wall and destroys any illusion of reality.		
4	Third Person Narration Commenting upon a character as an actor is a clear way of reminding the audience they are watching a play. It means they don't get emotionally attached to characters and think more about the message.		
5	Multi-role Multi-rolling is when an actor plays more than one character onstage. The differences in character are marked by changing voice, movement, gesture and body language but the audience can clearly see that the same actor has taken on more than one role.		
6	Placards / Projection A placard is a sign or additional piece of written information presented onstage. Using placards might be as simple as holding up a card or banner. Multimedia or a PowerPoint slideshow can also be used for this effect. What's important is that the information doesn't just comment upon the action but deepens our understanding of it.		
7	Gestus A clear gesture or movement used by the actor which captures the attitude of a character or situation.		
Stagecraft Skills		Stagecraft skills – In drama we use: BEPLACES	B – Blocking E – Entrances and exits P – Proxemics L – Levels A – Audience awareness C – Concentration E – Energy S – Set and props interaction
1			

Contextual Links:

Noughts and Crosses Pilot Theatre: <https://www.pilot-theatre.com/present-work/noughts-crosses>
Bristol Old Vic: <https://bristololdvic.org.uk/what-on/noughts-and-crosses>

PLOT OVERVIEW

CONTEXT - Apartheid

AUTHOR OF NOVEL – Malorie Blackman

KEY TECHNIQUES IN EPIC THEATRE	
All part of the 'Verfrumdungseffekt' (the 'alienation' technique)	
1	Montage
2	Narration
3	Direct Address
4	Third Person Narration
5	Multi-role
6	Placards / Projection
7	Gestus

Physical Skills

1 .

Physical skills

–

In drama we use:

GSPEED

Vocal Skills

1 .

Vocal Skills

–

In drama we use:

DEPART

Stagecraft Skills

1 .

Stagecraft skills –

In drama we use:

BEPLACES

Contextual Links:

Noughts and Crosses Pilot Theatre: <https://www.noughts-and-crosses-theatre.com/present-works/noughts-and-crosses>
 Bristol Old Vic: <https://bristololdvic.org.uk/what-to-see/noughts-and-crosses>

The Hadley Family	
1. Kamal	Kamal strongly dislikes noughts. Kamal is a government official, and he regards Crosses as superior to noughts. His belief in the importance of segregation drives his behaviour in the novel.
2. Jasmine	Despite her family's power and status, Jasmine suffers throughout the book. Her husband's neglect causes Jasmine to feel lonely, insignificant and powerless.
3. Persephone (Sephy)	'Sephy' is the daughter of the powerful Kamal Hadley. She is a Cross, meaning that she was born with a certain amount of privilege, which is contrasted with her childhood friend Callum. Initially, Sephy is naive to the brutal world around her. However, she learns to sympathise with Callum's suffering.
4. Minerva (Minnie)	Minerva is the older sister of Sephy. Often, Minerva does not agree with Sephy's positive opinions of noughts. Despite frequent arguments with her sister, Sephy does sometimes confide in Minerva.

The McGregor Family	
1. Ryan	Ryan does all that he can to protect his family. He, alongside Jude, joins the Liberation Militia. However, as a result of his loyalty to this cause, and his devotion to his family, Ryan is imprisoned.
2. Margaret (Meggie)	Meggie is a protective woman. For fourteen years, she worked for the Hadley family as a member of household staff. However, after being sacked by the Hadley family, Meggie and her family suffer financial hardship
3. Lynette	Lynette is Jude and Callum's older sister. Previously, she dated a Cross and as a result, she was attacked by some noughts. Consequently, due to the trauma, the attack affects Lynette mentally.
4. Jude	Callum's older brother, who displays violent and aggressive tendencies. While Callum is resolved to playing the system and becoming successful within it, Jude is concerned with rebellion, becoming involved with a terrorist organisation.
5. Callum	Callum is intelligent and hard-working. During childhood, he was best friends with Sephy, sharing a close connection, and later entering into a romantic relationship. With the help of a scholarship, Callum is able to join Sephy's 'Cross' school, which leads to discrimination and bullying.

THEMES

1	RACISM	A theme evident in noughts and crosses is racism, this is an obvious theme because the entire novel is about black people being superior to white people and that white people are being treated a lot worse than blacks are. Some times that racism was shown was when Callum started school and there was the mob of Crosses trying to him from getting in. Also when Sephy was sticking for Callum and then getting beaten up for it.
2	FRIENDSHIP	A theme evident in noughts and Crosses is friendship, this is an obvious theme because during the novel Sephy and Callum have been friends, even though it is against their beliefs that noughts and Crosses shouldn't mix. Some times that friendship was shown was when Sephy was sticking for Callum and then getting beaten up for it.
3	WAR	The theme of war is evident throughout the novel, it is shown by the many acts of violence that is exchanged between the noughts and crosses.
4	TERRORISM	The unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims
5	BIGOTRY	Intolerance towards those who hold different opinions from oneself
6	INJUSTICE	Lack of fairness.

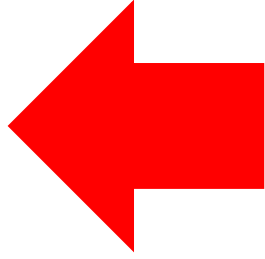
The Hadley Family	
1.	Kamal
2.	Jasmine
3.	Persephone (Sephhy)
4.	Minerva (Minnie)

The McGregor Family	
1.	Ryan
2.	Margaret (Meggie)
3.	Lynette
4.	Jude
5.	Callum

THEMES

1	RACISM
2	FRIENDSHIP
3	WAR
4	TERRORISM
5	BIGOTRY
6	INJUSTICE

1. Quiz It



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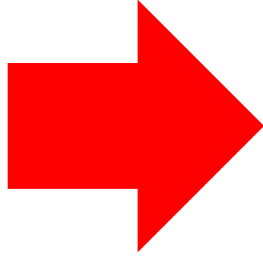
2. Link It

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3. Map It

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4. Shrink It

Summarise this topic into 5 key bullet points

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3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Knowledge Group 1 Mask Preparation

1	Fibre mask	A rigid paper mask with elastic to wear around the head.
2	Contour	An outline representing or bounding the shape or form of something.
3	Carve	Cut or shape a material in order to produce an object, design, or inscription.
4	Aperture	An opening, hole, or gap.
5	Bionic Eye	An artificial, robotic eye which provide visual sensations to the brain.
6	Wire mesh	A woven metal fabric created in varying degrees of coarseness, weight and aperture. Varying the weave pattern means we can vary the design, strength, density and rigidity of metal mesh.
7	Warp	Make or become bent out of shape.
8	Overlap	Extend over so as to cover partly.
9	Underlap	To extend partly under.

Knowledge Group 2 Assemblage

1	Disparate objects	Essentially objects which are different in kind: not able to be compared.
2	Balanced composition	A compositional choice in art in which the work feels balanced. Different compositional aspects carry "weight," for example the placement of objects.
3	Movement (Making the eye travel)	The principle of art that an artist uses to guide a viewer's eye in, through, and out of a composition.
4	Embed	To fix (an object) firmly and deeply in a surrounding mass.

Key Vocabulary

1	Richard Symons	Is an artist, sculptor and model maker who has worked in film, television and commercial projects ranging from major feature films, TV dramas, commercials and new media broadcasts.
2	Assemblage	A work of art made by grouping together found or unrelated objects.

Knowledge Group 3 Paint

1	Flat colour	Process of applying a coloured medium onto a surface to record a solid and uniform finish.
2	Unified	Made uniform or whole; united.
3	Dry brush	Drybrush is a painting technique in which a paint brush that is relatively dry, but still holds paint, is used to create a drawing or painting.
4	Tonal modelling	A means for the artist to create a sense of three-dimensional form in a painting. It involves using gradations of tone over the surface so that the lighter surface appears closer to the viewer and the darker side further away.
5	Highlights	An area or a spot in a drawing, painting, or photograph that is strongly illuminated.
6	Shadows	A shadow is a dark area where light from a light source is blocked by an opaque object.

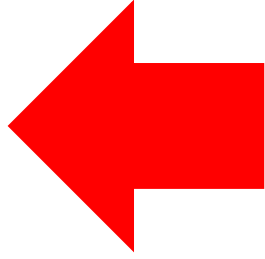
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1	Fibre mask
2	Contour
3	Carve
4	Aperture
5	Bionic Eye
6	Wire mesh
7	Warp
8	Overlap
9	Underlap

Knowledge Group 2 Assemblage	
1	Disparate objects
2	Balanced composition
3	Movement (Making the eye travel)
4	Embed

Key Vocabulary	
1	Richard Symons
2	Assemblage

Knowledge Group 3 Paint	
1	Flat colour
2	Unified
3	Dry brush
4	Tonal modelling
5	Highlights
6	Shadows

1. Quiz It



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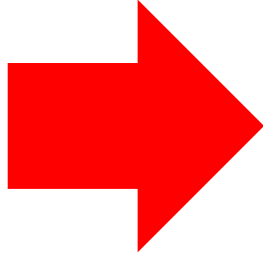
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4. Shrink It

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- 4.
- 5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

1. Rock

Rock	Broad genre of popular music starting with Rock and Roll and splitting into many sub genres. Defined usually by an upbeat tempo, electric guitars, Drums and bass.
Musicians	ACDC, Black Sabbath, Green Day, Led Zeppelin

2. Grunge

Grunge	Underground genre started in Seattle, America. Known for its stripped back, lo fi sound with fuzzy distorted guitars
Musicians	Nirvana, Soundgarden, Perl Jam, Alice in chains

3. Britpop

Britpop	British guitar based music influenced by bands such as The Beatles and The Kinks. Known for its British lyrics and bright and catchy sound.
Musicians	Blur, Oasis, Suede, Elastica, The Verve
Battle of Britpop	Battle of Oasis vs Blur for top spot in the UK charts in 1995

4. Musical characteristics

1	Distortion	Guitar effect used to create a 'Gritty sound'
2	Low fi	The quality of the sound. A deliberate choice to add imperfections in the sound quality.
4	Fuzz	Describing the timbre or sound of an electric guitar
5	Stripped Back	Not many instruments. Thin texture to the music

5. Performance Techniques

1	Rehearsing	Practicing your part in a song to ensure it is accurate and in time. Also refers to practicing as an ensemble.
2	Timing	Playing with the pulse of the music
3	Projection	Performing with appropriate, clear dynamics
4	Fluency	Playing accurately without any hesitation or pauses
5	Balance	The dynamic levels of each instrument. Being able to hear all instruments in the performance

6.Key Vocab Musical elements

1	Melody	The main tune, played on instruments or sung.
2	Chords	Two or more notes played at once.
3	Chord Sequence	A pattern of chords
4	Riff	A repeated musical pattern used in Rock, Pop and Jazz.
5	Dynamics	Volume of the music

7. Key vocab Song structure

1	Intro	The section of the music that introduces the song.
2	Verse	A section that repeats in a song, it has the same music, but different lyrics.
3	Chorus	The main section of a song, it will repeat both the lyrics and the music in the same way..
4	Bridge	A section in a song that links two other sections.
5	Instrumental	A section in the music with no lyrics and the instruments contain the melodic interest.
6	Outro	The ending section of a song.

1. Rock	
1	Rock
2	Musicians

2. Grunge	
1	Grunge
3	Musicians

3. Britpop	
1	Britpop
2	Musicians
3	Battle of Britpop

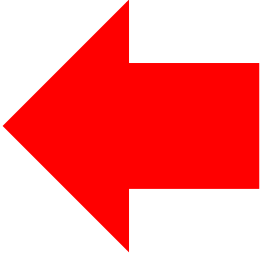
4. Musical characteristics	
1	Distortion
2	Low fi
4	Fuzz
5	Stripped Back

5. Performance Techniques	
1	Rehearsing
2	Timing
3	Projection
4	Fluency
5	Balance

6. Key Vocab Musical elements	
1	Melody
2	Chords
3	Chord Sequence
4	Riff
5	Dynamics

7. Key vocab Song structure	
1	Intro
2	Verse
3	Chorus
4	Bridge
5	Instrumental
6	Outro

1. Quiz It



Use the blank knowledge organiser above to self-quizz. Complete one section at a time, using **Look, Cover, Write, Check**

2. Link It

Choose three items from your knowledge organizer and write three sentences to explain how they link together.

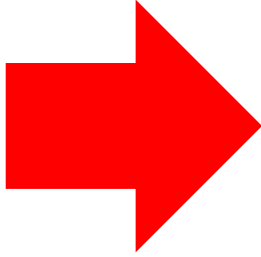
1.

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3. Map It

Use the space on the next page to create a mind-map or diagram to illustrate the knowledge from this topic.



4. Shrink It

Summarise this topic into 5 key bullet points

1.

2.

3.

4.

5.

3. Map it

Use this space to create a mind-map or diagram to illustrate the knowledge from this topic.

Programming basics	
1	Algorithm sequence of steps taken to complete a task
2	Storing data Input data as a variable or a constant and store it.
3	Processing Programs manipulate data with logical processes
4	Printing Data Data can be output using the print statement.
Programming Constructs	
1	Sequence A set of logical steps carried out in order.
2	Selection where a decision is made in programming using IF ELIF ELSE statements.
3	Count controlled iteration repeatedly executes a section of code a fixed number of times FOR
4	Condition controlled iteration repeatedly executes a section of code until a condition is met - or no longer met WHILE

Data Types	
1	Integer An integer is a whole number (not a fraction) it is positive, negative, or zero.
2	Real/Float is written with a decimal point dividing the integer and fractional parts.
3	Boolean has two possible values: true or false (yes or no)
4	Character any letter, number or symbol on a computer.
5	String a sequence of characters, a constant or a variable.
Program Coding	
1	Comment annotation in the code of a computer program
2	Indentation denotes code within the loop that is repeated.
3	Nesting a programming construct is included within another.
4	Program Step-by-step instructions a computer follows in order

Key Vocabulary	
1	Programming language An artificial language used to program a computer
2	Statement A single instruction
3	Machine code A programming language the computer understands
4	Calculation symbols + Addition - Subtraction • Multiplication
5	Types of Division / Real $5/2=2.5$ // Integer $5//2=2$ % Remainder $5\%2=1$
6	Comparison IF or WHILE == Is equal to != Not equal to > Greater than < Less than
7	Variable A named storage location which contains a value.
8	Constant A value that cannot be altered by the program during normal execution
9	Len Characters in a string

Programming basics	
1	Algorithm
2	Storing data
3	Processing
4	Printing Data

Programming Constructs	
1	Sequence
2	Selection
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4	Condition controlled iteration

Data Types	
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Program Coding	
1	Comment
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Key Vocabulary	
1	Programming language
2	Statement
3	Machine code
4	Calculation symbols
5	Types of Division
6	Comparison IF or WHILE
7	Variable
8	Constant
9	Len

Key Vocabulary	
Network	a set of computers connected together for the purposes of communication and sharing resources
Network Advantages	Sharing devices such as printers saves money. Site (software) licences are likely to be cheaper than buying several standalone licences. Files can easily be shared between users. Network users can communicate by email and instant messenger. Security is good - users cannot see other users' files unlike on stand-alone machines. Data is easy to backup as all the data is stored on the file server.
Network Disadvantages	Purchasing the network cabling and file servers can be expensive. Managing a large network is complicated, requires training and a network manager usually needs to be employed. If the file server breaks down the files on the file server become inaccessible. Email might still work if it is on a separate server. The computers can still be used but are isolated. Viruses can spread to other computers throughout a computer network. There is a danger of hacking, particularly with wide area networks. Security procedures are needed to prevent such abuse, eg a firewall.
Network protocol	is a program that follows rules that define communication between two or more devices in a network.
Internet	is the global system of interconnected computer networks
Cyber Security	is the technology, and controls to protect networks, programs, devices and data from cyber attacks
Social engineering	malicious activities to trick users into making security mistakes or giving away sensitive information.
Malware	Malicious software written to harm or affect a computer.

Network protocols and Security	
Connection	Ethernet for copper cables. WiFi wireless networking technologies
Internet Protocol	uses the Internet protocol suite to communicate between networks and devices
World wide web (www.)	Hypertext Transfer Protocol. HTTP(S) is the protocol used to transfer data over the web.
Email	SMTP simple mail transfer IMAP internet message access
Network Security	Authentication, encryption, firewall, MAC address filtering
Cyber Security CS	
Purpose of cyber security	to reduce the risk of cyber attacks, and protect against the unauthorised exploitation of networks and technology.
Cyber security threats	Social engineering, Malicious software, weak and default passwords, misconfigured access rights, removable media, outdated software
Social engineering	Blagging, phishing, pharming, shouldering (or shoulder surfing)
Malicious software	Describe the following; virus, Trojan, spyware, adware, ransomware
Detect and prevent CS threats	
Understand and explain Security measures	Biometric measures (esp for mobile devices) Password systems, CAPTCHA (or similar) Email confirmation to confirm users identity, Automatic software updates
Protect from threats	Social engineering Malware

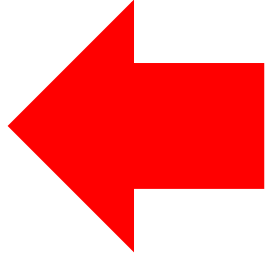
Networks	
Types	Personal Area Network (PAN) Local Area Network (LAN) Wide Area Network (WAN)
Connection	Wired (Cables can be copper or fibre optic) Wireless (radiowaves)
Addresses	MAC address on all devices IP address to join internet
Topologies	
Bus Topology	 Easy to install Easy to add extra workstations Uses less cable than a Star network Best choice for temporary networks If there is a problem with the central cable, the entire network stops working If there are a lot of workstations on the network, data can travel slowly. Data collisions can happen as the network becomes busy Low security - every workstation can see all of the data in the network Limited cable length and a maximum number of workstations
Star Topology	 Star networks are very reliable. If one connection fails, it does not affect other users Very few data collisions as each workstation has its own cable to the server Good security - no workstation can interact with another without going through the server first The most expensive network layout to install because of the amount of cables needed Installing the network usually needs experts to set it up Extra hardware such as hubs and switches may be needed If the server crashes or stops working then nobody will be able to access their files or use the network.

Key Vocabulary	
Network	
Network Advantages	
Network Disadvantages	
Network protocol	
Internet	
Cyber Security	
Social engineering	
Malware	

Network protocols and Security	
Connection	
Internet Protocol	
World wide web (www.)	
Email	
Network Security	
Cyber Security CS	
Purpose of cyber security	
Cyber security threats	
Social engineering	
Malicious software	
Detect and prevent CS threats	
Understand and explain Security measures	
Protect from threats	

Networks	
Types	
Connection	
Addresses	
Topologies	
Bus Topology	
	
Star Topology	

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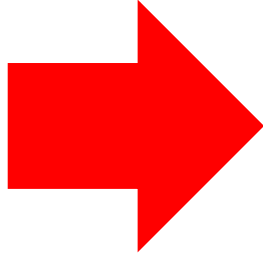
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4. Shrink It

Summarise this topic into 5 key bullet points

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Communication Page

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