

Beckfoot School

Knowledgeable And Expert Learners

Year

Half-Term

2

enjoylearn**succeed**

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

Homework Instructions

- 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.

Access code*
Your access code

Please enter the access code supplied by your teacher.

☒ Remember me

LOG IN

2. Click on the Log in button.

Date of birth

Please enter your date of birth below.

Date of Birth

12/06/2009

OK

CANCEL

Keeping track of homework

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

1 task due this week

0 tasks submitted/completed

1 task remaining this week

☐ Requires submission?

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 laptop, expanding a homework status category will display a table overview of each homework task for the selected date range.

Homework	Teacher	Lesson	Issued	Due	Estimated time	Type	Feedback
<input checked="" type="checkbox"/> Research GDP	Mr A. Blacker	8F/Gg	Monday 09/11/2020	Wednesday 11/11/2020	1 hours	Blended Learning	
<input checked="" type="checkbox"/> Write a soliloquy	Mr J. Kato	8y/En2	Tuesday 10/11/2020	Tuesday 17/11/2020	30 minutes	Homework	
<input checked="" type="checkbox"/> Create a poster on French food	Mrs A. Abell	7YEL/ff	Friday 06/11/2020	Thursday 19/11/2020	45 minutes	Homework	Feedback

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.

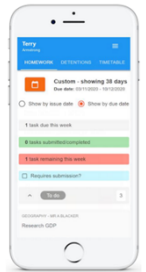
To display tasks in the order they were set, click on the Issue Date button.

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 your choice in more detail and tick the Completed? checkbox.

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

A popup will appear that contains a description of the homework task, the estimated completion time and any links or attachments that may have been included.



To do
Research GDP
GEOGRAPHY - BRIGGS, MRS BLACKER
Type: Blended Learning
Issue date: Wednesday 09/11/2020
Due date: Wednesday 11/11/2020
Estimated completion time: 1 hours
Please write a short paragraph on what GDP is and how it is used.

Homework status categories

To do: These are homework tasks that you need to complete. 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.

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.

To do

Completed

Submitted late

Not submitted

Submitted

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: r2k10
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.

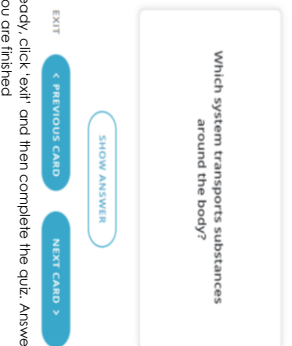


Remember you are expected to complete at least one quiz per week.

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)



4. Type your first name and last name as it's 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.

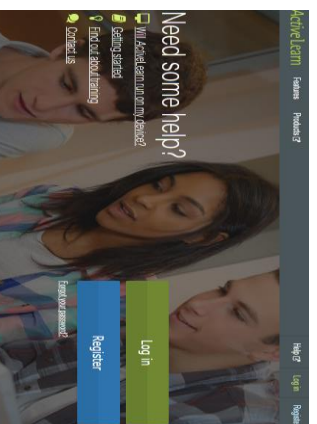
- Please follow them and complete the tasks for the deadline your teacher gives.



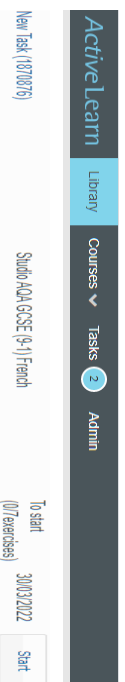
Homework Instructions: MFL

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.

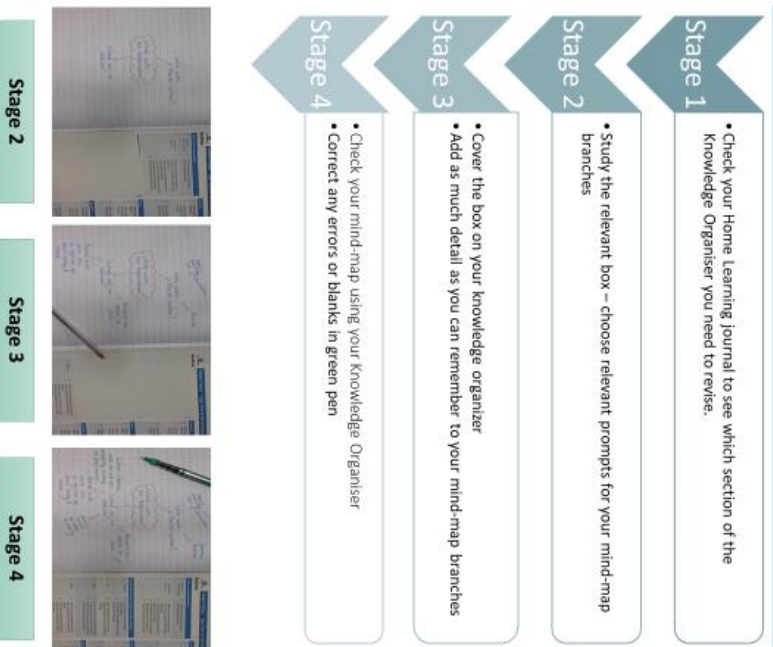


- Homework in Languages is set on Activelearn each week
- You should log in to Activelearn and complete the assignment set for you every week

Homework Instructions: Humanities

Humanities Home Learning H1T2 – Mind-Maps

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.



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)
			1000 Bytes		
2. Work out the binary/decimal conversions for the numbers below. (14 marks)					
Decimal		Binary			
154					
67					
				00110100	
47					1101010
56					120
120					17
					10101110
219					
45					
78					001111110
					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
Student login area, enter your learning resources, inventory desktop. Click to view >

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

Student Zone
Student's Covid test results, Student's Learning Resources, My Learning Resources, My Learning Resources

2. Select 'My Learning Resources'

3. Select your year group

3. Select the subject you want to work on

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






Revise Like a Beckfooter

Summary: How to flash cards

1  Identify knowledge <p>What are you creating flash cards on?</p> <p>Do you have your knowledge organizer?</p> <p>Use your book to look at previous misconceptions from whole class feedback.</p>	2  Colour coding <p>Use different coloured flash cards for different topics. This helps with organization NOT recall</p>	3  Designing <p>1 Question per flashcard.</p> <p>Making them concise and clear.</p> <p>Use a one word prompt, so that you can recall as much as you can.</p> <p>No extended answer questions.</p>	4  Using <p>Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.</p> <p>Do not just copy & re-read.</p> <p>Shuffle the cards each time you use them.</p> <p>Use the Leitner system to use flash cards everyday.</p>	5  Feedback <p>How have you performed when you look back at your answers?</p> <p>Is there anything you need to revisit in more detail?</p> <p>Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.</p>
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Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Summary: How to create a mind map

1  Identify knowledge <p>Select a topic you wish to revise. Have your class notes/knowledge organisers ready.</p>	2  Identify sub topics <p>Place the main topic in the centre of your page and identify sub topics that will branch off.</p>	3  Branch off <p>Branch of your sub topics with further detail.</p> <p>Try not to fill the page with too much writing.</p>	4  Use images & colour <p>Use images and colour to help topics stick into your memory.</p>	5  Put it somewhere visible <p>Place completed mind maps in places where you can see them frequently.</p>
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Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

Summary: Self Quizzing

1  Identify knowledge <p>Identify knowledge/content you wish to cover.</p>	2  Review and create <p>Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)</p> <p>Create x10 questions on the content (If your teacher has not provided you with questions)</p>	3  Cover and answer <p>Cover up your knowledge and answer the questions from memory.</p> <p>Take your time and where possible answer in full sentences.</p>	4  Self mark & reflect <p>Go back to the content and self mark your answers in green pen.</p>	5  Next time <p>Revisit the areas where there were gaps in knowledge, and include these same questions next time.</p>
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Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!

Summary: Brain dumps

1  Identify knowledge <p>Identify the knowledge/topic area you want to cover.</p>	2  Write it down <p>Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)</p> <p>Give yourself a timed limit (e.g. 10 minutes)</p>	3  Organise information <p>Once complete and you cannot remember any more use different colours to highlight/underline words in groups.</p> <p>This categories/links information.</p>	4  Check understanding <p>Compare your brain dump to your K/O or book and check understanding.</p> <p>Add any key information you have missed (key words) in a different colour.</p>	5  Store and compare <p>Keep your brain dump safe and revisit it.</p> <p>Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.</p>
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Brain dumps are a way of getting information out of your brain.

Revision Timetable **Date** _____

Revision Timetable **Date** _____

[illegible]

Subjects covered this half term

□ □ □ □ □

Confident Communicators Oracy Passport for success Y9

H Skills and Topics

T 2 Healthy Relationships (Body image and social media)

Reasoning
Listening



This Half Term to be a Confident Communicator in the **Social and Emotional Strand** I need to:

The Social and Emotional Strand: I can

- ☐ Instigate and help maintain a group discussion
- ☐ Demonstrate confidence when talking aloud in class by projecting my voice
- ☐ Adapt the way I am talking to suit my audience and be aware of the impact my words may have.

Confident Communicator Challenge: *I can use current affairs and information I have seen in the media to instigate a discussion*

Confident Communicators

My reflection task is to: Create a positive media message

People use social media to share their messages. Your task is to create a Tweet that supports a positive message you want to share. You only have 140 characters so be concise and summarise



📷

📍

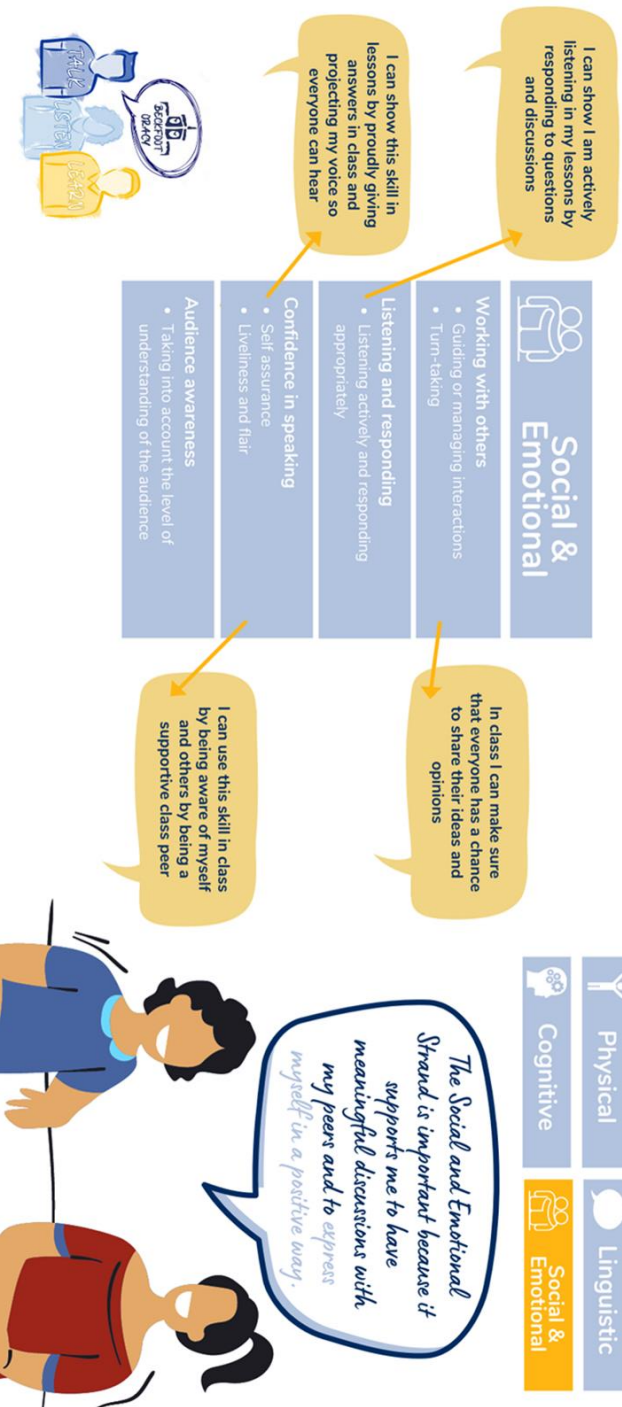
140

Tweet

**This Half Term I have
spoken like a Beckfooter!!!**



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



Speak like a Beckfooter

Talk

Show pride by projecting your voice.

Practice: stand at the back of the room and project your voice so everyone can hear you.

Show your team work by turn taking in your class discussions.

Listen

Make eye contact with someone when they are speaking to you. This shows you are listening.

When you are listening to your teacher in class, make sure your hands are empty. That way you can focus on your listening skills.

Learn

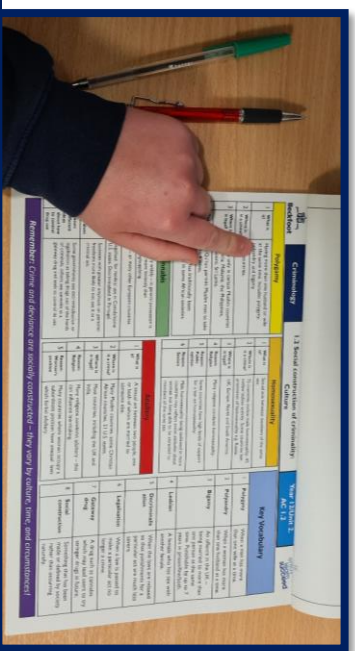
Winston Churchill's speech "We shall Fight on the Beaches" has been voted one of the best speeches of all time. Why do you think this is?

Watch one of your teachers in lesson. How do they model the social and emotional strand?



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



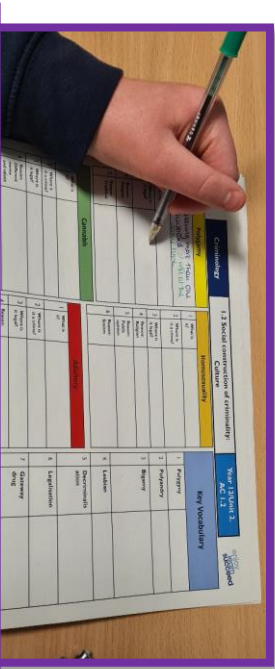
COVER:

- 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

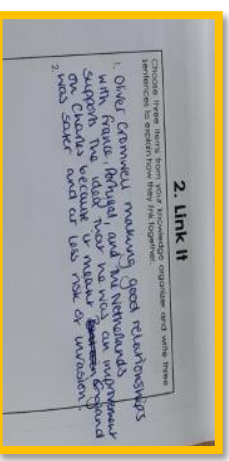
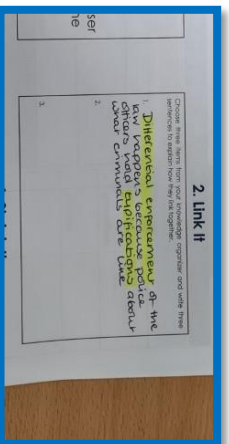
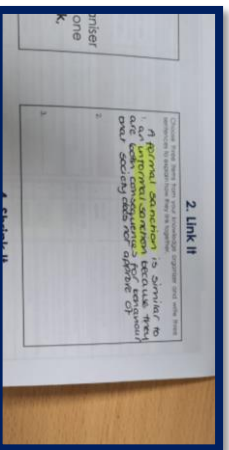
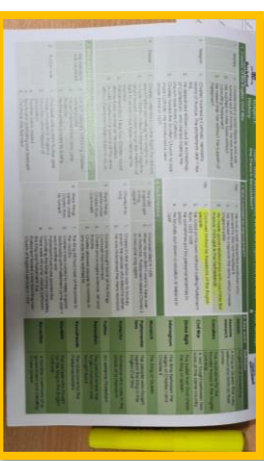
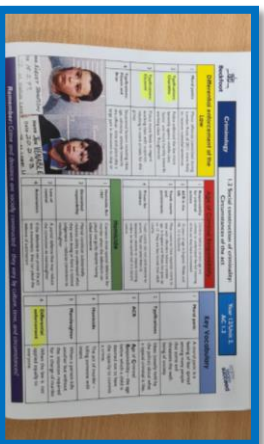
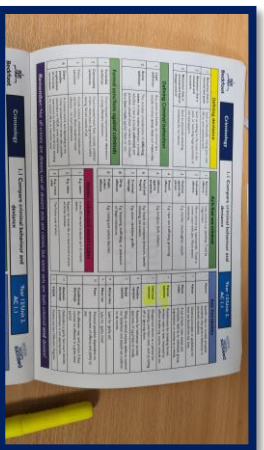
Independent Learning: How to 2 – Link It

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

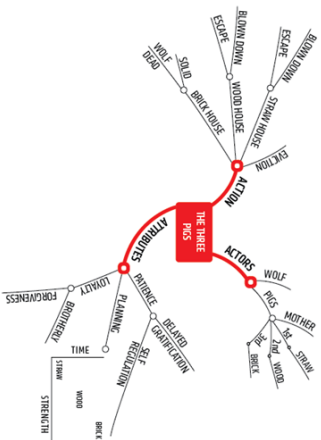
- **Compare and contrast:**
- x is similar to/different from y because...
- x is more/less ... than y because...

- **Cause and effect:**
- x happens because of y...
- x and y work together to produce z...

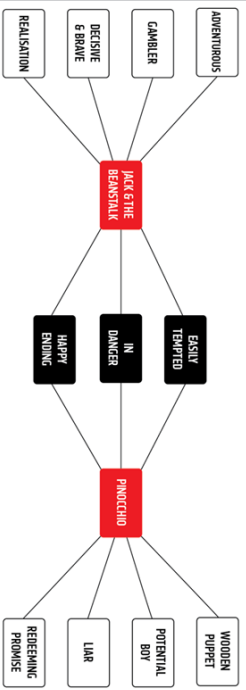
- **Support/refute:**
- x supports the ideas of y because...
- x refutes the ideas of y because...



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 Figs' and each branch is a theme within the story



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.

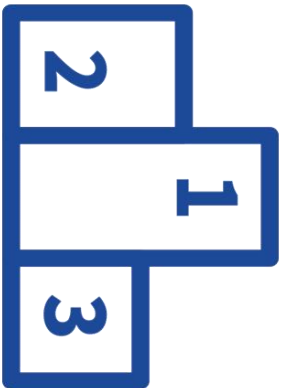
Independent Learning: How to 4 – Shrink It



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



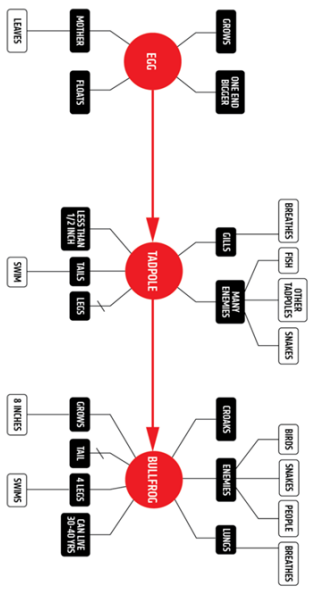
2. Highlight (or underline) the things you think are most important



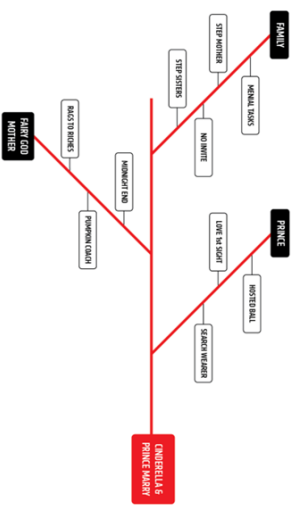
3. Rank your chosen points in order of importance



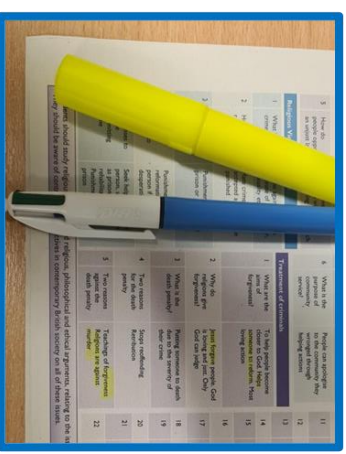
4. Bullet Point your 5 most important points using as few words as possible



Flow-spicy's 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



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



4. Shrink It

- Summarise this topic into 4 or 5 bullet points
- Forgiveness
1. aims to reform
 2. only god can judge
 3. Jesus forgive
 4. religious against death penalty as not forgives
 5. Death penalty against who not m



Algebra – Sequences

1	Nth term	<p> $+5$ $+5$ $+5$ $+5$ $+5$ $+5$ $2, 7, 12, 17, 22, 27, 32 \dots$ $5n$ This is what we put in front of the n </p> <p>2) Write out the times tables of the term-to-term rule above you sequence. Find the difference between this and the original sequence.</p> <p> 5 10 15 20 25 30 35 -3 -3 -3 -3 -3 -3 -3 $2, 7, 12, 17, 22, 27, 32 \dots$ $5n - 3$ We the add or subtract this: </p>
2	Special Sequences	<p>Triangular numbers</p> <p>1 3 6 10 15 21 28, 36, 45, 55...</p> <p>Square numbers</p> <p>$1^2=1$ $2^2=4$ $3^2=9$ $4^2=16$ $5^2=25$ $6^2=36$ $7^2=49$ $8^2=64$ $9^2=81$ $10^2=100 \dots$</p> <p>Cube numbers</p> <p>$1^3=1$ $2^3=8$ $3^3=27$ $4^3=64$ $5^3=125$ $6^3=216$ $7^3=343 \dots$</p>

Algebra – Equations

1	<p>EXAMPLE: Solve $5x + 4 = 8x - 5$</p> <p> $(+5)$ $5x + 4 + 5 = 8x - 5 + 5$ $5x + 9 = 8x$ $(-5x)$ $5x + 9 - 5x = 8x - 5x$ $9 = 3x$ $(\div 3)$ $9 \div 3 = 3x \div 3$ $3 = x$ </p> <p>This means 'add 5 to both sides'.</p> <p>Numbers on left, x's on right.</p> <p>Divide by number multiplying x.</p>
	<p>EXAMPLE: Solve $3(3x - 2) = 5x + 10$</p> <p> $9x - 6 = 5x + 10$ $(-5x)$ $9x - 6 - 5x = 5x + 10 - 5x$ $4x - 6 = 10$ $(+6)$ $4x - 6 + 6 = 10 + 6$ $4x = 16$ $(\div 4)$ $4x \div 4 = 16 \div 4$ $x = 4$ </p>

Key Vocabulary

1	Geometric Sequence	In a Geometric Sequence each term is found by multiplying the previous term by a constant .
2	Estimate	To find a value that is close enough to the right answer, usually with some thought or calculation involved.
3	Surd	When we can't simplify a number to remove a square root (or cube root etc) then it is a surd . Example: $\sqrt{2}$ (square root of 2) can't be simplified further so it is a surd .

Number – Rounding and estimating

1	Rounding	<p> 1 \leftarrow 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 \rightarrow 2 If the tenths digit is 1, 2, 3 or 4, we round down to the nearest whole number. If the tenths digit is 5, 6, 7, 8 or 9, we round up to the nearest whole number. </p> <p> 1.1 \leftarrow 1.11 1.12 1.13 1.14 1.15 1.16 1.17 1.18 1.19 \rightarrow 1.2 If the hundredths digit is 1, 2, 3 or 4, we round down to the nearest tenth. If the hundredths digit is 5, 6, 7, 8 or 9, we round up to the nearest tenth. </p>
2	Estimating	<p>EXAMPLE: Estimate the value of $\frac{127.8 + 41.9}{56.5 \times 3.2}$, showing all your working.</p> <p>1) Round all the numbers to easier ones — 1 or 2 sf usually does the trick.</p> <p>2) You can round again to make later steps easier if you need to.</p> <p> $\frac{127.8 + 41.9}{56.5 \times 3.2} \approx \frac{130 + 40}{60 \times 3}$ $= \frac{170}{180} \approx 1$ </p>

Ratio, Proportion and Rates of Change - Ratio

1	Ratio	<p>Simplify 60 : 40 : 100</p> <p> $\div 10$ $6 : 4 : 10$ $\div 2$ $3 : 2 : 5$ </p> <p>This could have been done in one step by dividing by 20.</p> <p>Share £45 in the ratio 2 : 7</p> <p> $45 \div 9 = 5$ $\text{£}10 : \text{£}35$ </p> <p>Write 2 : 5 in the form 1 : n</p> <p> $\div 2$ $2 : 5$ $1 : 2.5$ </p> <p>Joy and Martin share money in the ratio 2 : 5. Martin gets £18 more than Joy. How much do they each get?</p> <p> $18 \div 3 = 6$ $\text{£}12 : \text{£}30$ </p>
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Algebra – Sequences		
1	Nth term	
2	Special Sequences	

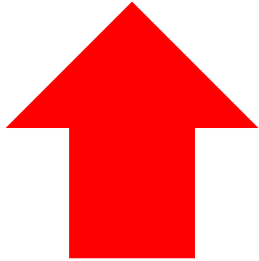
Algebra – Equations	
1	

Key Vocabulary		
1	Geometric Sequence	
2	Estimate	
3	Surd	

Number – Rounding and estimating		
1	Rounding	
2	Estimating	

Ratio, Proportion and Rates of Change - Ratio		
1	Ratio	

1. Quiz It



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

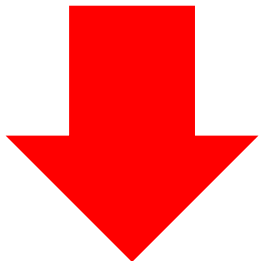
2. Link It

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

Texts and Authors

1	Vernon Scannell	'Nettles'	The speaker chops down the bed of nettles his 3-year old son falls into and injures himself on. The poem can also be read as an extended metaphor for war.
2	Maya Angelou	'Caged Bird'	A poem about the opposing experiences of two birds: one free, one caged. Due to its suffering, the caged bird sings, to cope with its captivity and to express its longing for freedom.
3	Aesop	<i>The Tortoise and the Hare</i>	A slow tortoise beats a fast hare in a race by taking their time and passing the hare as it sleeps. The moral of the story focuses on taking your time versus rushing something.
4	Anonymous Headteacher	Start of New Year Address	A speech delivered by a headteacher to Year 10 on the first day of term in September. The aim of the speech is to inspire and motivate the year group to begin the year with purpose.
5	George Orwell	<i>Animal Farm</i>	An allegorical novel that uses an extended metaphor of animals and a farm to reflect the events of the 1917 Russian revolution and the creation of the Soviet Union.

Features of Form

1	Poem	Poems are often set out in stanzas, possibly have a rhyme scheme and can vary in length.
2	Fable	A short story, typically with animals as characters, conveying a moral.
3	Novel	A longer piece of writing, usually organised into chapters and set out in paragraphs. Can have a first, second or third person narrator.
4	Speech	A speech is a formal talk given to an audience. The language of a speech should target and interest an audience.

Punctuation & Grammar Checklist

1	Full stop .	Marks the end of a sentence. Always followed by a capital letter.
2	Exclamation Mark !	Indicates a strong emotion. Always followed by a capital letter.
3	Question Mark ?	Indicates a question. Always followed by a capital letter.
4	Semi-colon ;	Joins two related sentences together. Replaces a coordinating conjunction. No capital letter needed afterwards.
5	Colon :	Introduces an idea. No capital letter needed afterwards. Replaces 'which is' or 'such as'. Can be replaced with a full stop.
6	Direct Speech " "	Indicates a character is speaking. Capital letter always needed; always includes some punctuation inside the closing speech mark; start a new line for a new speaker.
7	Brackets ()	Adds additional detail or comment. Can be removed without affecting the sentence.
8	Dash –	Used before an additional comment. No capital letter needed afterwards.
9	Apostrophe ‘	Indicates letters have been omitted (don't, I'm, etc.) or to show possession (Liam's pen).
10	Sentence Fragment	A short, incomplete sentence used for emphasis or dramatic effect. Like this.

Key Vocabulary

1	Metaphor	Describing something by saying it is something else that it can't literally be, e.g. 'You are my sunshine.'
2	Extended Metaphor	A metaphor that is developed in great detail, e.g. in one paragraph/stanza, a whole speech.
3	Conceit	An intricate or far-fetched metaphor. A comparison is made between two things which at first seem very unlike one another, e.g. 'My love is a motorcycle.'
4	Allegory	The representation of abstract (non-concrete) ideas by characters or events in a novel or poem, for example. See <i>Animal Farm</i> .
5	Tenor	The thing being described, e.g. a person
6	Vehicle	The figurative language used to describe the tenor, e.g. 'You (tenor) are my sunshine (vehicle)'
7	Figurative language	Using language that is not literal, e.g. 'I have a ton of homework.' Metaphors, similes etc. are figurative
8	Literal language	Exactly what is written and not using a metaphor/simile, e.g. 'It has rained a lot recently.'

Texts and Authors

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Features of Form

1	Poem	
2	Fable	
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4	Speech	

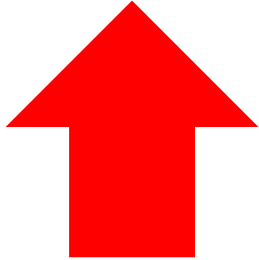
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1	Metaphor	
2	Extended Metaphor	
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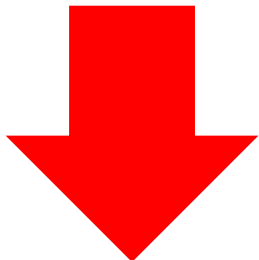
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Structure of the Atom

1	Radius of an atom	Approx. $1 \times 10^{-10} \text{m}$
2	Protons	Positively charged and found in the nucleus
3	Neutrons	No charge and found in the nucleus
4	Electrons	Negatively charged and found in energy levels at different distances from the nucleus
5	Nucleus	At the centre of the atom. Contains neutrons and protons (Mass number) 23 (Atomic number) 11 Na
6	Representing atoms	
7	Charge of an atom	Atoms have equal numbers of protons and electrons so are neutral

Models of the Atom through time

1	Early ideas	Atoms were thought to be tiny spheres that could not be divided
2	Plum Pudding	The plum pudding model suggested the atom was a ball of positive charge with negative electrons embedded in it
3	Nuclear Model	The alpha particle scattering experiment showed that the mass of the atom was concentrated in a nucleus at the centre and that this nucleus was positively charged
4	Niels Bohr	Suggested electrons orbit the nucleus at specific distances
5	James Chadwick	About 20 years after the nucleus was accepted, Chadwick discovered evidence for neutrons in the nucleus

Nuclear Radiation

1	Structure	Alpha - Beta - Gamma -	- 2 Protons + 2 Neutrons / stopped by paper or few cm in air - High energy electron / stopped by thin metal or a metre in air - Electromagnetic wave / stopped by thick lead and concrete
2	Decay equation	Alpha - Beta - Gamma -	- Mass number -4 and Atomic number -2 - Mass number no change and Atomic number +1 - No change
3	Ionising power	Alpha - Beta - Gamma -	- Strongly ionising due to 2+ charge - Moderately ionising due to 1- charge
4	Decay examples	Alpha - Beta -	$^{219}_{86}\text{radon} \rightarrow ^{215}_{84}\text{polonium} + ^4_2\text{He}$ $^{14}_6\text{carbon} \rightarrow ^{14}_7\text{nitrogen} + ^0_{-1}\text{e}$

Key Vocabulary

1	Mass Number	The atom's total number of Protons added to the number of Neutrons
2	Atomic Number	The number of protons in an atom. Will also be equal to the number of electrons
3	Isotopes	An atom with the same number of protons but a different number of neutrons
4	Half-life	The time taken for the activity of a radioactive sample (or the number of radioactive nuclei) to halve
5	Contamination	The unwanted presence of radioactive atoms on other materials
6	Irradiation	The process of exposing an object to nuclear radiation (the object does not become radioactive)
7	Random	Something that cannot be predicted – you do not know when a radioactive nucleus will decay

Structure of the Atom

1	Radius of an atom	
2	Protons	
3	Neutrons	
4	Electrons	
5	Nucleus	
6	Representing atoms	
7	Charge of an atom	

Models of the Atom through time

1	Early ideas	
2	Plum Pudding	
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4	Niels Bohr	
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Nuclear Radiation

1	Structure	Alpha - Beta - Gamma -	
2	Decay equation	Alpha - Beta - Gamma -	
3	Ionising power	Alpha - Beta - Gamma -	
4	Decay examples	Alpha - Beta -	

Key Vocabulary

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7	Random	

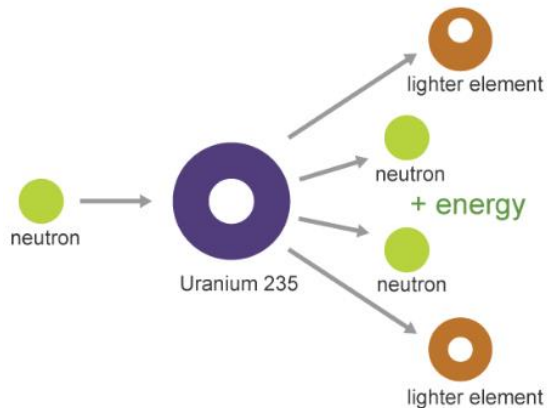
Background radiation and radiation dose: (Physics only)

1	Natural sources	a) Rocks b) Cosmic rays
2	Man made sources	a) Nuclear weapons testing b) Nuclear accidents
3	Background radiation and dose may be affected by...	a) Occupation (e.g. pilot, radiographer, etc) b) Location (e.g. Cornwall)
4	Units	Radiation dose is measured in sieverts (Sv) or millisieverts (mSv)
5	Half-life	Different isotopes have a range of half-lives and this can affect the hazards involved
6	Nuclear radiation is used in medicine for...	a) Providing images of internal organs b) Controlling or destroying unwanted tissues

Nuclear Fusion: (Physics only)

1	This is the joining of two light nuclei to form a heavier nucleus	
2	During the process, some of the mass may be converted into energy. This is what happens in stars (including the Sun) to release heat and light.	

Nuclear Fission: (Physics only)

1	This is the splitting of a large, unstable nucleus into two smaller nuclei
2	Usually this happens when the unstable nucleus absorbs a neutron
3	<p>Either two or three neutrons are released during fission, as well as Gamma rays and energy. The neutrons can go on to start a chain reaction if they are absorbed by other unstable nuclei.</p> 
4	A nuclear explosion is a chain reaction that has not been controlled

Background radiation and radiation dose: (Physics only)

1	Natural sources	
2	Man made sources	
3	Background radiation and dose may be affected by...	
4	Units	
5	Half-life	
6	Nuclear radiation is used in medicine for...	

Nuclear Fusion: (Physics only)

1	
2	

Nuclear Fission: (Physics only)

1	
2	
3	
4	

Chemical Digestion

1	Enzyme or chemical	Where is it made?	Action
2	Amylase	Mouth pancreas, small int.	Starch to glucose
3	Protease	Stomach, pancreas, small int.	Protein to amino acids
4	Lipase	Pancreas, small int.	Fats/Lipids to fatty acid and glycerol
5	HCl/acid	Stomach	Optimum for Protease
6	Bile	Liver, stored in gall bladder	Neutralizes stomach acid so optimum for enzymes

Required Practicals

Quantitative Testing of food groups.

- **Benedict's** + sugars = **green** to **brick red**;
- **Iodine solution** = starch = **blue/black**;
- **Biuret Reagent** + protein = **lilac**;
- Lipids = **opaque** (RP 3 Tril, 4 Trip)

Effect of pH on Amylase (RP 4 Tril, 5 Trip)

- IV = pH
- DV = time taken
- CV = volumes of solutions, temp

Cells **build into** tissues **which make** organs **which work in** organ systems **which make up an** organism

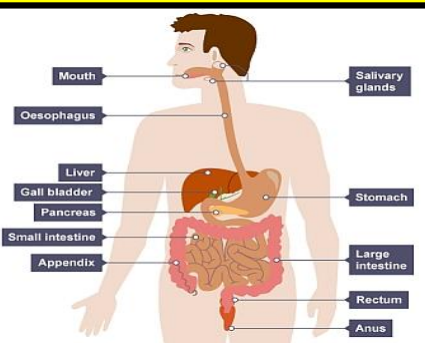
Mechanical Digestion

chewing, churning due to **muscular contraction** in the stomach

Digestion definition

break down of large insoluble molecules into soluble ones that can be absorbed **into the blood**

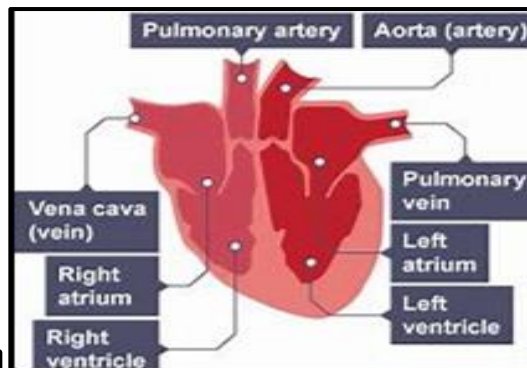
Digestive System



Blood Vessels

1	Arteries	Muscular, elastic blood vessels, take blood away from heart
2	Veins	Less muscular and elastic with valves, take blood back to the heart
3	capillaries	One cell thick walls, delivery to individual cells

The Heart



Systems Working Together

- 1 **The Respiratory System** – lungs add O_2 to blood and remove CO_2 from blood
- 2 **The Heart** pumps blood carrying O_2 to the cells for **respiration**.
- 3 **Glucose** absorbed into blood from the digestive system is pumped by heart to cells for **respiration**

Key Vocabulary

Enzyme	A protein molecule that is a biological catalyst
Active site	A region on an enzyme that will only bind to one substrate
Lock and key	The model of how enzymes digest substrates
Emulsify	Breaking large lipid globules into smaller droplets
Contraction	The only description to use to describe muscle movement
Recoil	When an artery snaps back into shape after expansion
Meristem	Where new cells are made in plants only at shoot and root tips
Xylem	Plant organ transporting water and minerals upwards only
Phloem	Plant organ transporting dissolved sugars everywhere in plants.
Transpiration	Evaporation out of the leaf
Translocation	Movement of dissolved sugar through the plant in the phloem

Chemical Digestion

1	Enzyme or chemical	Where is it made?	Action
2	Amylase		
3	Protease		
4	Lipase		
5	HCl/acid		
6	Bile		

Required Practicals

Quantitative Testing of food groups.

- **Benedict's**
- **Iodine solution**
- **Biuret Reagent**
- Lipids = (RP 3 Tril, 4 Trip)

Effect of pH on Amylase (RP 4 Tril, 5 Trip)

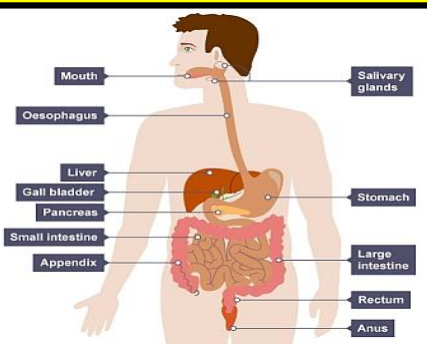
- IV =
- DV =
- CV =

Cells **build into** tissues **which make** organs **which work in** organ systems **which make up an** organism

Mechanical Digestion

Digestion definition

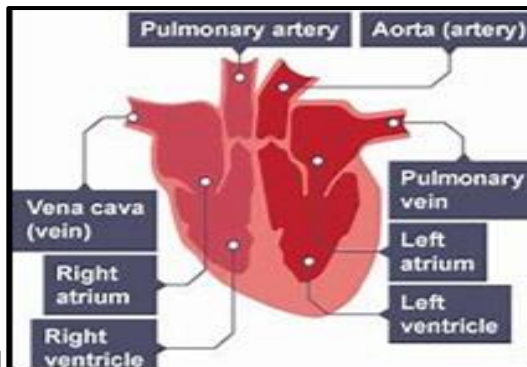
Digestive System



Blood Vessels

- | | | |
|---|-------------|--|
| 1 | Arteries | |
| 2 | Veins | |
| 3 | capillaries | |

The Heart



Systems Working Together

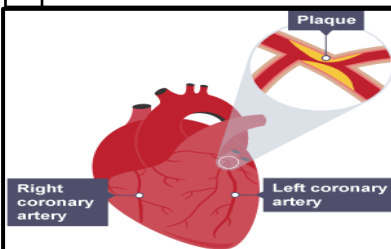
- | | |
|---|--|
| 1 | |
| 2 | |
| 3 | |

Key Vocabulary

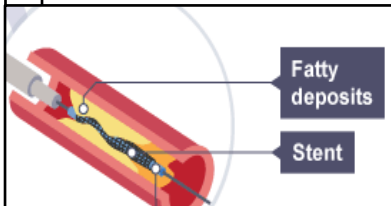
Enzyme	
Active site	
Lock and key	
Emulsify	
Contraction	
Recoil	
Meristem	
Xylem	
Phloem	
Transpiration	
Translocation	

Coronary Heart Disease (CHD)

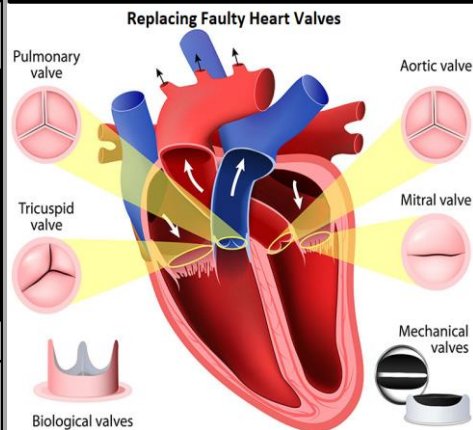
- 1 Fatty material or plaque builds up in **coronary arteries**.



- 2 Blood flow to heart muscle reduced.
- 3 Muscle gets **less O₂**, so **less respiration** occurs so **less energy** released so heart cells **respire less** and die.
- 4 This is a heart attack and if the heart stops it is a cardiac arrest.
- 5 Blood **cholesterol** increases **plaque** build up.
- 6 **Statins** – drugs that reduce blood cholesterol
- 7 **Stents** – inserted into coronary arteries by operation to hold open the arteries so the heart cells **get O₂ for respiration**.



Faulty Heart Valves



Key Valve Facts

- 1 Faulty valves mean that blood carrying O₂ is not pumped to respiring cells as effectively.
- 2 This can cause heart attacks.
- 3 Valves can be replaced by operation.
- 4 **Other treatments:**
Artificial Hearts
Transplants

Lifestyle choices increasing Risk factors

- | | | |
|---|---------------------------------|---|
| 1 | High fat diet, lack of exercise | CHD |
| 2 | Obesity | Type 2 Diabetes |
| 3 | Alcohol | Brain and Liver Function, harming unborn babies |
| 4 | Smoking | Lung disease and cancer, harming unborn babies |
| 5 | Carcinogens | ionising radiation (UVA and UVB, X rays) – cancer |
| 6 | Stress, difficult life | Other illnesses, mental health issues |

Other Risk Factors

- | | | |
|---|------------------------|--|
| 7 | Immune system problems | Person could be more prone to infectious diseases, asthma or allergies |
| 8 | Viruses | Viral cell infections can cause cancer |
| 9 | Illness in general | Can cause mental health problems e.g. depression |

Key Vocabulary

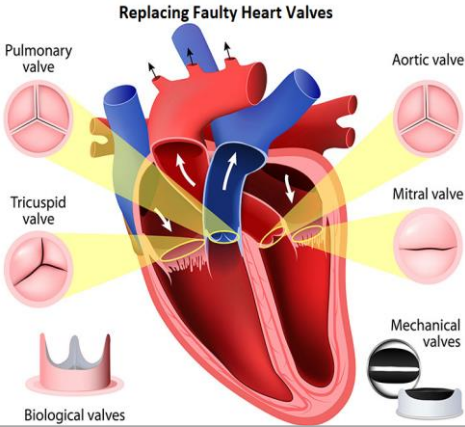
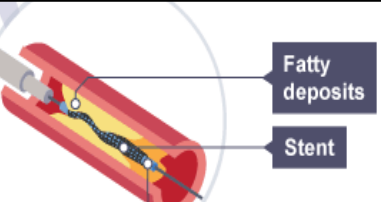
- | | |
|---------------------------|---|
| Health | This the complete state of physical and mental well being |
| Non communicable diseases | Diseases that are NOT transferred between people and other organisms. |
| Risk factor | Something that you do that could increase the chance of you developing a disease |
| Lifestyle choice | A choice a person makes about how to live and behave, according to their attitudes, tastes, and values. |
| Carcinogen | A substance capable of causing cancer in living tissue |
| Socio - economic | How the impact of a factor on peoples lives also causes financial effects. |
| Correlation | When 2 or more factors can be linked together, they show a relationship with each other. |
| Causal link | When the change in one factor is caused by another. |

Cancer

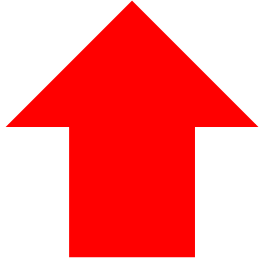
Socio – Economic Effects of Disease

- 1 Family financial loss due to non communicable disease.
- 2 Care for sufferers on a local, national and global scale will be expensive
- 3 Improving lifestyles will reduce risk factors -save £'s on healthcare.

- | | | |
|---|------------------|---|
| 1 | Malignant Tumour | Made of cancer cells that spread in the body via the blood or lymphatic system and grow into more malignant tumours |
| 2 | Benign Tumour | Made by abnormal cell growth but the cells stay in the benign tumour, new tumours do not form , it is NOT CANCER |

Coronary Heart Disease (CHD)		Faulty Heart Valves		Lifestyle choices increasing Risk factors		Key Vocabulary	
1				1	High fat diet, lack of exercise		Health
	2			Obesity		Non communicable diseases	
	3			Alcohol		Risk factor	
	4			Smoking		Lifestyle choice	
	5			Carcinogens		Carcinogen	
	6			Stress, difficult life		Socio - economic	
2		<div>Key Valve Facts</div> <div><div>1</div><div>2</div><div>3</div><div>4</div></div>		Other Risk Factors		Correlation	
3				7	Immune system problems		Causal link
4				8	Viruses		Cancer
5				9	Illness in		
6							
7				<div>Socio – Economic Effects of Disease</div> <div><div>1</div><div>2</div><div>3</div></div>		1	Malignant Tumour
		2	Benign Tumour				
							

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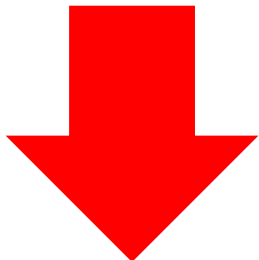
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Key verbs - present

1	Je passe	I spend
2	Je lis	I read
3	Je vais	I go
4	Je modifie	I update
5	Je commente	I comment
6	Je fais	I do
7	J'ai	I have
8	Je retrouve	I meet
9	Je veux	I want
10	Je peux	I can
11	On veut	We want
12	On peut	We can
13	On partage	We share
14	On s'envoie	We send eachother
15	On organise	We organise

Key verbs - past

1	Je suis allé	From time to time
2	Je suis resté	Sometimes
3	J'ai mangé	Every day
4	J'ai joué	Often

Time phrases

1	De temps en temps	From time to time
2	Quelquefois	Sometimes
3	Tous les jours	Every day
4	Souvent	Often
5	Tout le temps	All the time
6	Tous les weekends/jours	Every weekend/day
7	Une/deux fois par semaine	Once/twice a week

Opinions and adjectives

1	Je pense que	I think that
2	Je le trouve	I find it/him
3	Je la trouve	I find it/her
4	Beau/belle	Handsome/beautiful
5	Drôle	Funny
6	Pénible	Annoying
7	Égoïste	Selfish
8	Jaloux/jalouse	Jealous
9	Gentil/gentille	Kind
10	Lunatique	Moody
11	Timide	Shy
12	Joli/jolie	Pretty

Examples

1	Je vais tous les jours sur Facebook et je lis mes messages.	I go on Facebook every day and I read my messages.
2	Quelquefois on s'envoie des photos.	Sometimes we send eachother photos.
3	Je le trouve beau et gentil	I find him handsome and kind.
4	Je la trouve timide et jolie.	I find her shy and pretty.
5	Hier je suis allé sur Facebook et j'ai joué à des jeux vidéo.	Yesterday I went o Facebook and I played video games.

Key verbs - present

1	Je passe	
2	Je lis	
3	Je vais	
4	Je modifie	
5	Je commente	
6	Je fais	
7	J'ai	
8	Je retrouve	
9	Je veux	
10	Je peux	
11	On veut	
12	On peut	
13	On partage	
14	On s'envoie	
15	On organise	

Key verbs - past

1	Je suis allé	
2	Je suis resté	
3	J'ai mangé	
4	J'ai joué	

Time phrases

1	De temps en temps	
2	Quelquefois	
3	Tous les jours	
4	Souvent	
5	Tout le temps	
6	Tous les weekends/jours	
7	Une/deux fois par semaine	

Opinions and adjectives

1	Je pense que	
2	Je le trouve	
3	Je la trouve	
4	Beau/belle	
5	Drôle	
6	Pénible	
7	Égoïste	
8	Jaloux/jalouse	
9	Gentil/gentille	
10	Lunatique	
11	Timide	
12	Joli/jolie	

Examples

1	Je vais tous les jours sur Facebook et je lis mes messages.	
2	Quelquefois on s'envoie des photos.	
3	Je le trouve beau et gentil	
4	Je la trouve timide et jolie.	
5	Hier je suis allé sur Facebook et j'ai joué à des jeux vidéo.	

Using the past tense

1	Ich habe gearbeitet	I worked
2	Ich habe gemacht	I did / I made
3	Ich haben gewonnen	I won
4	Ich habe gesehen	I saw
5	Ich habe verdient	I earned
6	Ich habe trainiert	I trained
7	Ich bin gefahren	I travelled
8	Ich bin geworden	I became
9	Ich habe Zeit verbracht	I spent time

Using the imperative

1	Beug	bend
2	Heb	lift
3	Lauf	run
4	Leg	lie
5	Sitz	sit
6	Spring	jump
7	Steh auf	stand up
8	Streck	stretch
9	Vergiss	forget

Using the future – werden

1	Ich werde	I will
2	Du wirst	you will
3	er/sie/es wird	he/she/it will
4	wir werden	we will
5	ihr werdet	you (pl) will
6	Sie werden	You (formal) will
7	sie werden	they will

Using adjectives

1	begabt	talented
2	berühmt	famous
3	bescheiden	modest
4	charismatisch	charismatic
5	erfolgreich	successful
6	grosszügig	generous
7	originell	original
8	reich	rich
9	selbstbewusst	self-confident
10	launisch	moody

Examples

1	Mein Vorbild ist sehr begabt und selbstlos.	My role model is very talented and selfless.
2	Mein Lieblingssportler ist Marcus Rashford, weil er sehr grosszügig ist.	My favourite sportsman is Marcus Rashford because he is very generous.
3	Ich habe Biologie studiert und viele Länder gesehen.	I studied biology and seen lots of countries.
4	In meinem Leben bin ich nach Afrika gefahren.	In my life I have been to Africa.
5	Ich habe mir das Bein verletzt.	I broke my leg.
6	Ich habe einen Monat im Rollstuhl verbracht.	I spent a month in a wheelchair.
7	In der Zukunft werde ich Arzt werden.	In the future I will become a doctor.

Using the past tense

1	Ich habe gearbeitet	
2	Ich habe gemacht	
3	Ich haben gewonnen	
4	Ich habe gesehen	
5	Ich habe verdient	
6	Ich habe trainiert	
7	Ich bin gefahren	
8	Ich bin geworden	
9	Ich habe Zeit verbracht	

Using the imperative

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2	Heb	
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Using the future – werden

1	Ich werde	
2	Du wirst	
3	er/sie/es wird	
4	wir werden	
5	ihr werdet	
6	Sie werden	
7	sie werden	

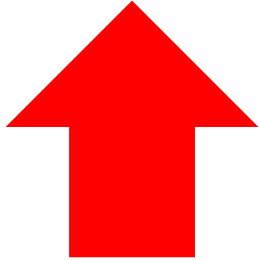
Using adjectives

1	begabt	
2	berühmt	
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Examples

1	Mein Vorbild ist sehr begabt und selbstlos.	
2	Mein Lieblingssportler ist Marcus Rashford, weil er sehr grosszügig ist.	
3	Ich habe Biologie studiert und viele Länder gesehen.	
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1. Quiz It



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

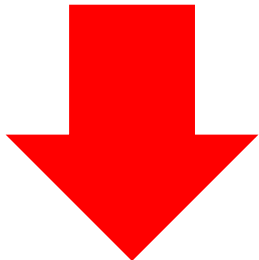
2. Link It

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.



A.. Across Russia		
1	Location	Russia is located in north-eastern Europe and northern Asia. It is the largest country in the world—slightly less than 1.8 times the size of the United States, with a total area of 17,075,200 sq. km (6,592,771 sq. mi).
2	Bordering countries	Russia has boundaries with 14 countries: Norway, Finland, Estonia, Latvia, Lithuania, Poland (via the Kaliningrad Oblast), Belarus, Ukraine, Georgia, Azerbaijan, Kazakhstan, Mongolia, the People's Republic of China and North Korea.



B. Russia's landscape

1	Physical conditions	Much of Russia is under snow for up to 8 months a year. The tundra and sub-Arctic climate zones have permafrost where there is frozen soil below the ground which stays frozen even in summer. In parts of Siberia, the permafrost is over 1km thick.
2	Physical landscape	Russia has a variety of Biomes- Mountain ranges, tundra, temperate forest, Steppe, taiga.

C. Melting permafrost

1	Permafrost	About a quarter of the entire northern hemisphere is permafrost, where the ground is frozen year-round. It's widespread in the Arctic regions of Siberia, Canada, Greenland, and Alaska—where nearly 85 percent of the region sits atop a layer of persistent permafrost. However, global warming is rapidly thawing this frozen landscape.
2	Climate change	With global warming causing temperatures around the world to increasing, permafrost is thawing in many Arctic regions. This is causing a number of severe local and global problems.

D. Rise and Fall of Russia

1	Tsars	The name for the king/ emperor of Russia from the 1300's.
2	Communist Russia	In 1919 Lenin created the USSR. He believed in a communist rule in which all property is owned by the community and each person contributes and receives according to their ability and needs.
3	Collapse of the USSR	In 1991 the republics that formed the USSR voted to leave. The USSR was broken up and Russia alone



Putin

E. Chernobyl disaster

1	Location	In eastern Europe in the country of Ukraine. Now an independent country, in 1986 the Ukraine was part of the Soviet Union.
2	The Chernobyl disaster	26th of April 1986, engineers were running safety tests at the Chernobyl nuclear power station. There were four reactors at the station and they were testing reactor number four. During one of the tests something went wrong and there was a massive power surge which meant that the reactor gave out more power than normal and caused an explosion of the nuclear reactor.
	impacts	29 people died within days of the explosion, however the impacts from radiation being released is unknown, 600,000 people exposed to the radioactive material were later diagnosed with cancer.

F. Putin's Russia

1	Superpower	A country that has the ability to exert its influence and power through economic or military means at anytime.
2	Crimea	The Republic of Crimea, officially part of Ukraine, lies on a peninsula stretching out from the south of Ukraine, to the east of Crimea is Russia. Crimea has been in conflict with Russia over its independence for many years.

1) Climate	Weather conditions of a region, as temperature, air pressure, humidity, precipitation, sunshine, cloudiness, and winds, throughout the year, averaged over a series of years.
2) Boreal Forest	Biome characterized by coniferous forests consisting mostly of pines, spruces, and larches. The taiga or boreal forest is the world's largest land biome.
3) Tundra	Type of biome where the tree growth is hindered by low temperatures and short growing seasons, the subsoil in the tundra is permanently frozen.
4) Permafrost	Permafrost is ground that continuously remains frozen for two or more years, located on land or under the ocean. Permafrost does not have to be the first layer that is on the ground. It can be an inch to over miles deep into the Earth's surface.
5) Communism	a theory or system of social organization in which all property is owned by the community and each person contributes and receives according to their ability and needs.
6) Nuclear Power	electric or motive power generated by a nuclear reactor.
7) Mutation	the changing of the structure of a gene, resulting in a variant form that may be transmitted to subsequent generations, caused by the alteration of single base units in DNA, or the deletion, insertion, or rearrangement of larger sections of genes or chromosomes.
8) Superpower	A country that has the ability to exert its influence and power through economic or military means at anytime.
9) Emerging power	An emerging power or rising power is a term used as recognition of the rising, primarily influence of a nation—or union of nations—which has steadily increased their presence in global affairs.

10) Steppe	a large area of flat un-forested grassland in south-eastern Europe or Siberia.
11) Taiga	the swampy coniferous forest of high northern latitudes, especially that between the tundra and steppes of Siberia.
12) Radiation	the emission of energy as electromagnetic waves.
13) USSR	The Soviet Union, officially the Union of Soviet Socialist Republics, was a federal socialist state in Northern Eurasia that existed from 1922 to 1991 and was the largest country in the world.
14) Crimea	The Republic of Crimea, officially part of Ukraine, lies on a peninsula stretching out from the south of Ukraine, to the east of Crimea is Russia.
15) Stalin	Joseph Stalin, the leader of the communist party in soviet Russia from mid 1920's-1953.
16) Putin	The current president of Russia.



A.. Across Russia		
1	Location	
2	Bordering countries	



C. Melting permafrost		
1	Permafrost	
2	Climate change	

D. Rise and Fall of Russia		
1	Tsars	
2	Communist Russia	
3	Collapse of the USSR	



Putin

E. Chernobyl disaster		
1	Location	
2	The Chernobyl disaster	
	impacts	

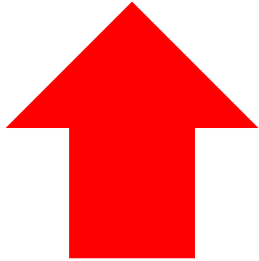
B. Russia's landscape		
1	Physical conditions	
2	Physical landscape	

F. Putin's Russia		
1	Superpower	
2	Crimea	

1) Climate	
2) Boreal Forest	
3) Tundra	
4) Permafrost	
5) Communism	
6) Nuclear Power	
7) Mutation	
8) Superpower	
9) Emerging power	

10) Steppe	
11) Taiga	
12) Radiation	
13) USSR	
14) Crimea	
15) Stalin	
16) Putin	

1. Quiz It



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

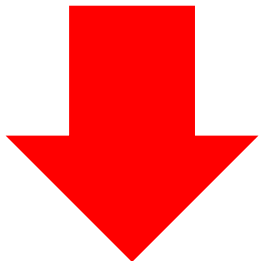
2. Link It

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.

1. The Holocaust and its consequences

1	What was the Holocaust?	<ol style="list-style-type: none"> The attempt by the Nazis to murder all the Jews of Europe between 1941 and 1945. Some people claim that all victims murdered or harmed by the Nazis should be considered Holocaust victims, others say only Jews. 6 million Jews were killed out of 11 million in Europe. 6-7 million other victims were also killed during 1941-45.
2	What policies did the Nazi state carry out against Jews?	<ol style="list-style-type: none"> They passed laws after 1933 to exclude, punish and humiliate Jews. Kristallnacht proved the Nazi state tolerated persecution of Jews. Jews were placed in concentration camps and ghettos. In 1941 the Final Solution was an attempt to murder all of Europe's 11 million Jews.
3	What took place at the Nuremberg Trials in 1945?	<ol style="list-style-type: none"> 24 senior Nazis went on trial at Nuremberg accused of crimes against humanity and waging an illegal war. All pleaded not guilty but 21 were convicted. Some were executed and others imprisoned for life. After Nuremberg the victorious nations decided to take steps to try and stop similar issues in the future.

2. Human Rights, the Geneva Convention and Rwanda

1	What is the United Nations?	<ol style="list-style-type: none"> The UN was set up after WW2 to try and stop war by getting nations to co-operate. The Security Council is made up of the USA, the UK, France, Russia (formerly the USSR) and China, along with 10 other nations. The UN makes recommendations about international law covering war and human rights.
2	What do the Universal Declaration on Human Rights and the Geneva Convention say?	<ol style="list-style-type: none"> The Declaration sets out rules on the rights that humans have such as being free, equality, fair trial and punishment. The Declaration is not a law but is used as the basis for many national and international laws. The Geneva Convention covers how combatants should behave in war. It is illegal to harm prisoners of war, civilians and non-combatants.
3	What happened during the Rwandan Genocide?	<ol style="list-style-type: none"> The Rwandan Genocide of 1994 involved the murder of up to a million Tutsi by the Hutu majority. UN attempts to intervene or to stop the genocide were mostly a failure. 1.2 million Rwandans were put on trial for their roles but most received light or no punishments. Some of the leaders of the genocide were imprisoned or escaped justice.

3. UN Intervention

1	What issues emerged between the main UN members?	<ol style="list-style-type: none"> China became a Communist country in 1949. The USA stopped China joining the UN as they wanted to stop Communism spreading. The USSR refused to engage with the UN until they allowed China in. The USSR began plotting with North Korea to attack South Korea.
2	How was the UN involved in the Korean War?	<ol style="list-style-type: none"> Korea was split into a Communist north and capitalist South after WW2 By 1950 the USSR was encouraging the North to invade. When they did invade, the US said it would help the South. The US got the UN to send an army that was mostly made up of American forces. A ceasefire was announced in 1953 but the war was never formally ended.
3	Was the UN intervention in Korea a success?	<ol style="list-style-type: none"> Yes: Saved South Korea from Communism Yes: The danger of nuclear war was avoided No: Widespread death and destruction in Korea No: Increased tension between Communist and capitalist nations No: Didn't actually stop or resolve the war

1. The Holocaust and its consequences

- | | | |
|---|--|----------------------|
| 1 | What was the Holocaust? | 1.
2.
3.
4. |
| 2 | What policies did the Nazi state carry out against Jews? | 1.
2.
3.
4. |
| 3 | What took place at the Nuremberg Trials in 1945? | 1.
2.
3.
4. |

2. Human Rights, the Geneva Convention and Rwanda

- | | | |
|---|--|----------------------|
| 1 | What is the United Nations? | 1.
2.
3. |
| 2 | What do the Universal Declaration on Human Rights and the Geneva Convention say? | 1.
2.
3.
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- | | | |
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4.
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2.
3.
4.
5. |

4. The Second World War and Social Change

1	What changes took place in the USA after WW2?	<ol style="list-style-type: none"> 1. Wartime campaigns such as 'Double V' sought to address racism 2. Black servicemen gained respect and became politically active 3. Brown vs Board outlawed segregation in education 4. The Montgomery Bus Boycott led to segregation on public transport being outlawed
2	What changes took place in Britain after WW2?	<ol style="list-style-type: none"> 1. The British government gave all Empire citizens British citizenship in 1948, so many people moved from the Caribbean to Britain for work. 2. Some people feared a 'colour problem' and some immigrants faced racism and unequal treatment. 3. Many black activists decided to organize events that showed Caribbean culture in a positive light. 4. The Notting Hill Carnival was started in response to racist attacks in the 1950s. 5. The Bristol Bus Boycott 1963 highlighted discrimination against black and Asian employees in the workplace.

5. The Second World War and the NHS

1	How did the welfare state develop in Britain?	<ol style="list-style-type: none"> 1. When working class people got the vote in the 1860s, the government had to make sure that it looked after them in order to keep their vote. 2. In the early 1900s, the Liberal Party sought to bring in new reforms such as free school meals, sick pay and unemployment pay. 3. During WW2, city children were evacuated to the countryside and people that they stayed with were shocked at their poor physical conditions.
2	Why was the NHS created?	<ol style="list-style-type: none"> 1. Government-funded healthcare had been discussed for decades. 2. The Beveridge Report of 1943 identified "Five Giants" that threatened society. 3. After WW2, many people voted for the Labour Party, who promised to make life better for ordinary people as a reward for their sacrifices during the war. 4. The NHS was set up to offer healthcare that would be free at the point of use.

6. The Second World War and Nuclear Warfare

1	Why was the atomic bomb used?	<ol style="list-style-type: none"> 1. The USA dropped 2 bombs on Japan in August 1945 to end WW2. 2. They argued that doing this would save lives in the long run – but it caused tens of thousands of deaths and huge amounts of destruction. 3. It was the first time a nuclear weapon had been used in war.
2	How did tensions increase after the Second World War?	<ol style="list-style-type: none"> 1. After WW2 the USA and USSR sought to increase their control in Europe. 2. Germany and Berlin itself were split into zones of influence. 3. The USSR tried to cut Berlin off, which led to the formal splitting of Germany. 4. When the USSR successfully tested a nuclear bomb, they became more confident in challenging the USA. 5. This led to a permanent state of tension and fear where both sides threatened MAD by suggesting they might use the nuclear bomb.

Key Word	Definitions
(Empire) Windrush	The ship on which 492 new immigrants arrived in Britain in 1948
Geneva Convention	A 1949 international law governing how combatants are meant to behave in war.
Intervention	The term for when UN forces get involved in a conflict
MAD	Mutually Assured Destruction – the idea that if one nuclear bomb was used there would be retaliation, and everyone would be destroyed
NHS	The National Health Service, set up in 1948 to introduce free healthcare in Britain
United Nations	The organization set up after WW2 to try and stop future wars
Universal Declaration of Human Rights	UN recommendations on rights that should be shared by all humans
Welfare state	A state in which the government pays to ensure that people are looked after.

4. The Second World War and Social Change

1	What changes took place in the USA after WW2?	1. 2. 3. 4.
2	What changes took place in Britain after WW2?	1. 2. 3. 4. 5.

5. The Second World War and the NHS

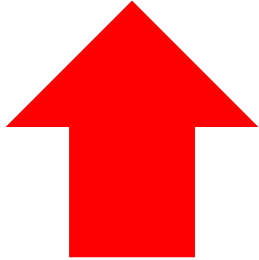
1	How did the welfare state develop in Britain?	1. 2. 3.
2	Why was the NHS created?	1. 2. 3. 4.

6. The Second World War and Nuclear Warfare

1	Why was the atomic bomb used?	1. 2. 3.
2	How did tensions increase after the Second World War?	1. 2. 3. 4. 5.

Key Word	Definitions
(Empire) Windrush	
Geneva Convention	
Intervention	
MAD	
NHS	
United Nations	
Universal Declaration of Human Rights	
Welfare state	

1. Quiz It



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

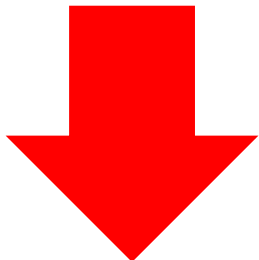
2. Link It

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- 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.

Knowledge Group 1		
1	Name two types of relationships	Friendship, family
2	Give two reasons why people marry	They love one another To have children
3	Explain what divorce is	Legal ending of a marriage
4	What is a covenant?	A promise made with God
5	Give two forms of contraception	The Pill, condoms
6	What is consent?	Permission for something to happen, saying you're happy and comfortable with what is happening

Knowledge Group 2		
1	What is genetic engineering?	The deliberate modification or changing of an organism
2	What is a designer baby?	Genetically modified baby so it removes a certain defect or has a particular gene
3	Give one religious argument against designer babies	Its playing God, only God can create life we should not mess with it
4	Give one secular reason to support designer babies	It removes the chance of serious defects
6	Explain why the biblical quote 'man in the image of God' is against genetic engineering	God makes people perfect in his image so people should change it

Knowledge Group 3		
4	What is simulated killing?	The dramatization of killing such as in a video game

Knowledge Group 4		
1	What is abortion?	The termination of a pregnancy
2	What does the UK law say about abortion?	Its legal up to 24 weeks with the consent of 2 doctors
3	Why are most religions against abortion?	They believe life is a sacred gift from God
4	What is euthanasia?	Painlessly ending someone's life to relieve suffering
5	What is the sanctity of life?	All life is sacred and special
6	What does stewardship mean?	Humans have the duty to take care of the environment

Key word	Definition
Marriage	The joining of two people as a legal couple. When done religiously it is done before God and then God blesses it as a covenant.
Covenant	A promise between yourself and God
Divorce	The legal ending of a marriage
Consent	Permission for something to happen or agreement to do something. Sexual consent means both people verbally say they want to and are happy to have sexual contact.
Contraception	Method or barrier to stop STI's and unwanted pregnancy's. It comes in different forms.
Designer babies	A baby whose genetic make-up has been selected in order to eradicate a particular defect, or to ensure that a particular gene is present.
Genetic engineering	The deliberate modification of the characteristics of an organism by manipulating its genetic material.
Organ donation	Giving an organ to someone else who needs a transplant.
Simulated killing	The dramatization of killing within a fictional context, e.g. in video games, films and plays
Abortion	When the pregnancy is ended so that it does not result in the birth of a child.
Pro-life	Opposing Abortion believing life is sacred.
Pro- Choice	Supports the mothers right to have an abortion if she chooses.
Stewardship	The belief that religious people have a duty and responsibility to look after the world
Dominion	The religious belief that God gave humans authority to rule over the world and its animals
Euthanasia	The merciful killing of someone to help them die to stop their pain and suffering.
Voluntary euthanasia	When the person suffering asks someone to help them end their life.
Non voluntary	When the person who is suffering cannot say they want to end their life and so their family has to decide.



- ☐ Ethics is the study of morality, deciding what is right and wrong. Different cultures and religions around the world have different ethical views
- ☐ The study of ethics has spanned over centuries with influences from ethicists from all parts of the globe
- ☐ The questions enquired about in ethics consider different concepts such as medical ethics and humanity

Knowledge Group 1		
1	Name two types of relationships	
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Knowledge Group 3		
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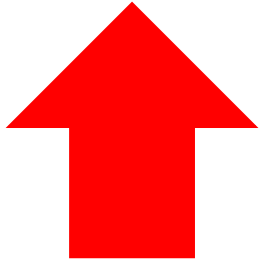
Knowledge Group 4		
1	What is abortion?	
2	What does the UK law say about abortion?	
3	Why are most religions against abortion?	
4	What is euthanasia?	
5	What is the sanctity of life?	
6	What does stewardship mean?	

Key word	Definition
Marriage	
Covenant	
Divorce	
Consent	
Contraception	
Designer babies	
Genetic engineering	
Organ donation	
Simulated killing	
Abortion	
Pro-life	
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Stewardship	
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Euthanasia	
Voluntary euthanasia	
Non voluntary	



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1. Quiz It



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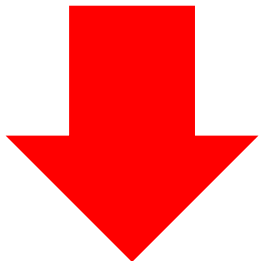
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- 2.
- 3.

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.

1. Knowledge is power

1	Healthy relationships 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 pots 	Type of noodles: dry, fresh, egg, rice, udon, Sauce Ingredients: soy, fish sauce, ginger, chilli, garlic Protein and vegetables: beef, tofu, 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 how 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 performance	
4	Food and mental health	
5	Food and morality	

2. How to adapt a recipe

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2	Big Mac 	
3	Noodle pots 	
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Key Vocabulary









1	Deficiency	
2	Excess	
3	Macronutrient	
4	Micronutrient	
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11	Calorie	
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1. Tools & equipment

1	Coping Saw 	Hand held tool used to cut intricate shapes in woodworking
2	Bandfacer 	A vertical bandfacer used for sanding, finishing & linishing tasks. (making surfaces flat).
3	Hegner Saw 	A piece of machinery used to cut intricate curves and joints
4	Soldering Iron 	An electrical tool which applies heat, melting solder allowing you to join metals together.
5	Glass Paper 	Sheets of paper with abrasive material glued to one face to enable finishing of specific materials.
6	Wire Cutters 	Hand held tool used to cut through wires or cables
7	Wire Strippers 	A hand-held tool designed to remove insulation from electrical wires.
8	File 	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.

2. Electronic Components

1	Battery Snap 	Snap onto the leads on the terminal end of a standard 9V battery.
2	Switch 	A component that can disconnect or connect the path in an electrical circuit.
3	Light Emitting Diode (LED) 	A light source that emits light when current flows through it in the correct direction.
4	Wire 	Made from copper, allowing electricity to flow between components.
5	Battery 	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

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.

☐ 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)

1. Tools & equipment

1	Coping Saw		
2	Bandfacer		
3	Hegner Saw		
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2. Electronic Components

1	Battery Snap		
2	Switch		
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4	Wire		
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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	
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Formal Elements

1	Tone	Smooth shading which fades gradually from dark to light
2	Form	Curved shading around the outline of an object using tone
3	Pattern	Created by repeating shapes, line or colour
4	Line	Hard and soft lines controlled using pressure
5	Texture	Comes in two forms actual (physical) or implied
6	Colour	The process of applying colour (primary or tertiary) to create effects/realism
7	Shape	An area enclosed by a line. Shapes can be either geometric, like a circle, square or triangle, or irregular.

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

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 Feed dogs	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

Formal Elements		
1	Tone 	
2	Form 	
3	Pattern 	
4	Line 	
5	Texture 	
6	Colour 	
7	Shape 	

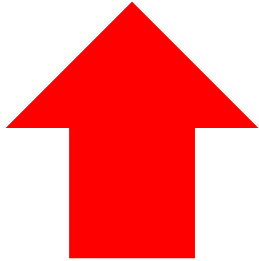
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Key Vocabulary		
1	Graffiti/Street art	
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Techniques and processes		
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Tools and Equipment		
1	Heat press	
2	Dyes	
4	Bondaweb	
5	Acrylic paint	
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7	Cotton material	

1. Quiz It



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

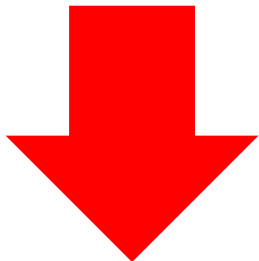
2. Link It

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- 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.

1. Blood Brothers – Written by Willy Russell

1	Setting	Liverpool - 1960's
2	Characters	<p>Mrs Lyons –</p> <ul style="list-style-type: none"> A wealthy woman. Doesn't work. Married to a wealthy businessman. Can't have children. <p>Mrs Johnstone –</p> <ul style="list-style-type: none"> A single Mother of 7 children. Mickey and Edwards biological mother. Works as a cleaner. <p>Edward Lyons -</p> <ul style="list-style-type: none"> Son to Mrs Lyons. Biological mother is Mrs Johnstone. Twin brother to Mickey but doesn't know. Lives in a richer part of Liverpool. Has a great education. <p>Mickey Johnstone –</p> <ul style="list-style-type: none"> Son to Mrs Johnstone. Lives in the poorer part of Liverpool. Has 6 siblings that he lives with. Has a twin brother called Edward. Doesn't have a very good education. <p>Linda –</p> <ul style="list-style-type: none"> Eddie and Mickey's childhood friend. Lives in the poorer part of Liverpool. Marries Mickey when she is older.
3	Synopsis	The story is a contemporary nature versus nurture plot, revolving around fraternal twins Mickey and Eddie, who were separated at birth, one subsequently

Contextual Links : <https://www.youtube.com/watch?v=dark0j4d51Y>
<https://www.bbc.co.uk/3/television/guides/1xrtf0d/revision/1>

2. Class system – This is used in Blood Brothers to identify the different ways the characters come across in the play.

1	Social Class	A division of a society based on social and economic status (how much money they have).
2	Working Class	The social group consisting of people who are employed for wages, especially in manual or industrial work.
3	Middle Class	The social group between the upper and working classes, including professional and business people and their families.
4	Upper Class	People who hold the highest social status, usually are the wealthiest members of society, and wield the greatest political power.

4. Stanislavski - Konstantin Stanislavski was a Russian Theatre Practitioner (someone who has had a **BIG INFLUENCE** on theatre).

1	Magic 'IF'	this technique means that the actor puts themselves into the character's situation. 'What would I do if I was in this situation?'
2	7 Questions	<p>Stanislavski would ask actors to ask these 7 questions to think about how the character would respond to the questions.</p> <ol style="list-style-type: none"> Who am I? Where am I? What time is it? What do I want? Why do I want it? How will I get what I want? What must I overcome to get what I want?
3	Objectives	What your character wants to achieve in the scene
4	Given Circumstances	Information about the character and their history. It also includes the time period and location.

Themes:

1	Nature	Your personality is decided by biological factors. It is in your genes.
2	Nurture	Your personality is influenced by your life experiences and what you have been exposed to as you are growing up.
3	The role of women	The women were expected to stay at home and look after the family while the men went out to work.
4	Education	The compulsory school leaving age was 14 in the 1960s. If you were from a poorer family you were more likely to leave early to work. There was a also a big divide between grammar schools (where you took an entrance exam) and comprehensive schools.
5	Growing up	We see Eddie and Mickey growing from young innocent boys, playing pretend gun fights and being mischievous, to adulthood, where they have responsibilities and serious relationships
6	Friendship	Mickey and Eddie seal their friendship within minutes of meeting with the 'blood brothers' ritual, ironically trying to become what they already are: brothers

6. Characterisation techniques

1	Characterisation	The ability to portray a character using voice, body language, movement and gestures.
2	Accent – Liverpoolian and RP.	The way someone pronounces words depending on where they come from. In this case, the accent is Liverpoolian (Liverpool).
3	Leading body parts	The part of your body that is furthest forward.
4	Conscience Alley	A drama technique to show the thoughts of a character out loud, usually two sides of an argument
5	Levels Of Tension	Focussing on different states of relaxation and tightness of muscles from 1-7.

1. Blood Brothers – Written by Willy Russell

1	Setting	
2	Characters	<p>Mrs Lyons –</p> <p>Mrs Johnstone –</p> <p>Edward Lyons -</p> <p>Mickey Johnstone –</p> <p>Linda –</p>
3	Synopsis (the story)	

2. Class system – This is used in Blood Brothers to identify the different ways the characters come across in the play.

1	Social Class	
2	Working Class	
3	Middle Class	
4	Upper Class	

4. Stanislavski - Konstantin Stanislavski was a Russian Theatre Practitioner (someone who has had a **BIG INFLUENCE** on theatre).

1	Magic 'IF'	
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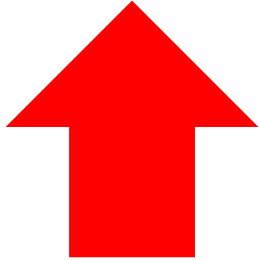
Themes:

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2	Nurture	
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4	Education	
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6	Friendship	

6. Characterisation techniques

1	Characterisation	
2	Accent – Liverpudlian and RP.	
3	Leading body parts	
4	Conscience Alley	
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1. Quiz It



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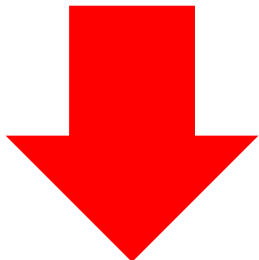
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3. Map It

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4. Shrink It

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3. Map it

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Knowledge Group 1 Low relief background

1	Expose	Make (something) visible by uncovering it.
2	Low relief	A sculptural relief in which forms extend only slightly from the background.
3	Mixed media	A term used to describe artworks composed from a combination of different media or materials.
4	Collage	A technique and the resulting work of art in which pieces of paper, are arranged and stuck down onto a supporting surface.
5	Compositional flow	Composition flow is about movement, direction and leading the eye from one part of a composition to another in the direction you want it to move.

Knowledge Group 2 Techniques

1	Drybrush	A painting technique in which a paintbrush that is relatively dry, but still holds paint, is used.
2	Stippling (painting)	A painting technique where a paintbrush is held in a vertical position and used to record marks on a surface.
3	Acrylic transfer	Technique which involves the transferal and embedding of ink from a photocopied surface onto a different surface with acrylic paint.

Knowledge Group 4 Stencilling

1	Stencil	A thin sheet of material, such as paper with letters or a design cut from it, used to produce the letters or design on an underlying surface by applying paint through the cut-out holes in the material.
2	Highlights	The areas on an object where light is hitting.
3	Shadows	The darker areas on an object where light is not hitting.
4	Colour blending	The process of applying gradual tone using a dark colour and layering a similar (lighter) colour.

Key Vocabulary

1	Street Art	Street art is visual art created in public locations for public visibility.
2	Muhammad Ali	Birmingham-based street artist who uses aerosol paints to create murals around his hometown. His work brings meaning to the public space.
3	Gum tape	A paper tape with a shiny and matt surface. Activated by water, gum tape penetrates the fibers of the card rather than just the surface.
4	Cardboard	A corrugated fiberboard which is made of multiple plies of paper-based material.
5	Cause	A principle, aim, or movement to which one is committed, and which one is prepared to defend or advocate.

Knowledge Group 1 Low relief background

1	Expose	
2	Low relief	
3	Mixed media	
4	Collage	
5	Compositional flow	

Knowledge Group 2 Techniques

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2	Stippling (painting)	
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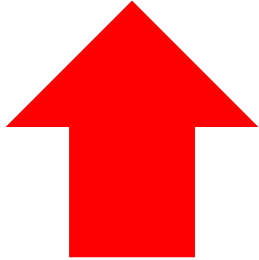
Knowledge Group 4 Stencilling

1	Stencil	
2	Highlights	
3	Shadows	
4	Colour blending	

Key Vocabulary

1	Street Art	
2	Muhammad Ali	
3	Gum tape	
4	Cardboard	
5	Cause	

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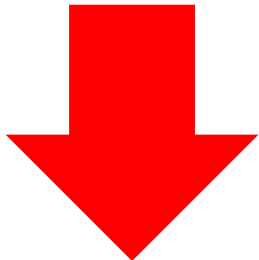
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1. Baroque Period

1	Baroque	Era of music from 1600- 1750
2	Composers	Bach, Pachelbel, Vivaldi, Handel
3	Baroque Instruments	Harpsichord, Organ, Violin, Cello, Wooden Flute
4	Terraced Dynamics	Sudden changes in the volume level, sometimes creating an echo effect
5	Basso Continuo	A form of musical accompaniment. It means "continuous bass". A bass line played by the left hand and doubled on the other bass instrument.
6	Harpsichord	a keyboard instrument where the strings are plucked rather than hammered.

2. Classical Period

1	Classical	Era of music from 1750- 1820
2	Composers	Mozart, Beethoven, Haydn, Schubert
3	Classical Instruments	Strings, woodwind, brass and percussion all used
4	Homophonic Accompaniment	One line of melody played by all instruments at the same time. Sounding together
5	Alberti Bass	A type of arpeggio, or 'broken' chord, in which the notes of the chord are played in the order lowest, highest, middle, highest.

3. Minimalism

1	Minimalism	Form of music that employs limited or minimal musical materials
2	Composers	Steve Reich, Phillip Glass, Michael Nyman
3	Syncopation	Rhythm patterns where stressed notes are placed off the beat.
4	Cross Rhythms	Conflicting rhythm patterns played together.
5	Diatonic Harmony	Involving only notes proper to the prevailing key without chromatic alteration.
6	Phase	The same part played on two instruments slightly out of time with each other
7	Sampling	Re-use of a portion of sound from another recording
8	Loops	Continues repetition of a musical phrase

4. Compositional Techniques

1	Imitation	Repetition of melody in a different voice (Different instrument)
2	Canon	A melody with one or more imitations of the melody played after a given duration
3	Ornamentation	Musical flourishes such as a trill (rapid playing of a notes and the one above it)

**5. Key vocab
Musical forms**

1	Binary	(AB)- where the music has two clear sections
2	Ternary	(ABA)- where the music has two sections then returns to the first section
3	Rondo	(ABACA)- where the music has one sections which keeps returning and is sandwiched between lots of different sections

**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	Broken chords	Notes of chord played individually
4	Ostinato	Repeating musical phrase
5	Pitch	High or Low
6	Dynamics	Volume of music
7	Texture	Layers of instruments used- Thick or thin
8	Timing	Playing with the pulse

1. Baroque Period

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2	Composers	
3	Baroque Instruments	
4	Terraced Dynamics	
5	Basso Continuo	
6	Harpsichord	

2. Classical Period

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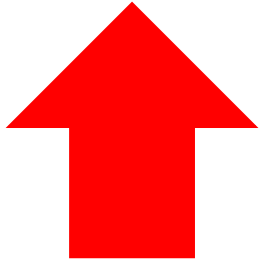
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Musical forms**

1	Binary	
2	Ternary	
3	Rondo	

**6.Key Vocab
Musical elements**

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3	Broken chords	
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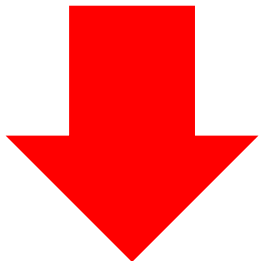
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3. Map It

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4. Shrink It

Summarise this topic into 5 key bullet points

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

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Subject: Computing	Topic: Python Programming	Year Group: 9
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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		
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4	Printing Data	

Programming Constructs		
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Data Types		
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Key Vocabulary		
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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.	

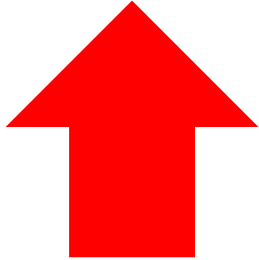
Key Vocabulary	
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Star Topology	

1. Quiz It



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

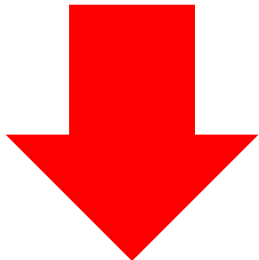
2. Link It

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

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Communication Page

Date	To	From	Message	Please sign to acknowledge

