Beckfoot School

Knowledgeable And Expert Learners

Year 10

2023/24

Half-Term 2

enjoylearnsucceed

Name: ……

Tutor group: ……

Contents

What should you be working on each week?

Homework:

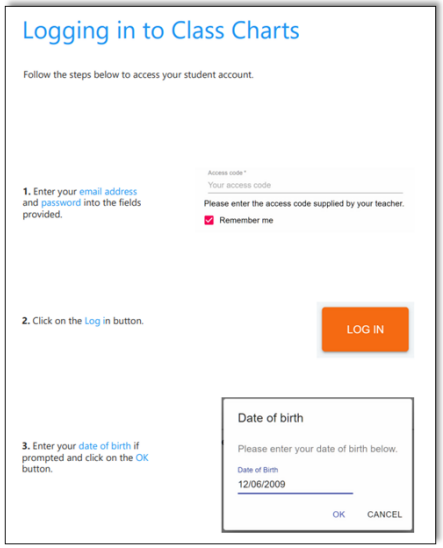
- Your teacher will set specific tasks, with a deadline, on Class Charts
- Instructions for your homework and how to access it are in this booklet
- You must complete and hand in the work by the deadline

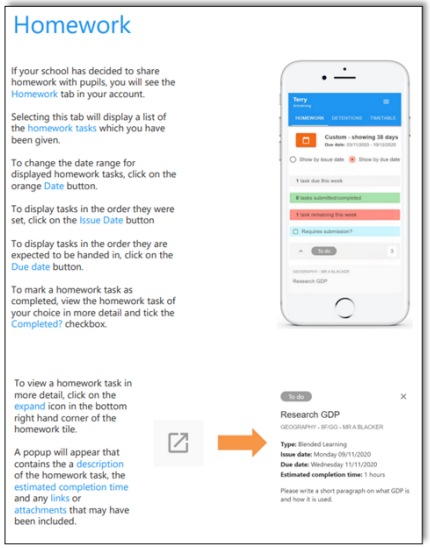
Independent Learning: Revise Like a Beckfooter

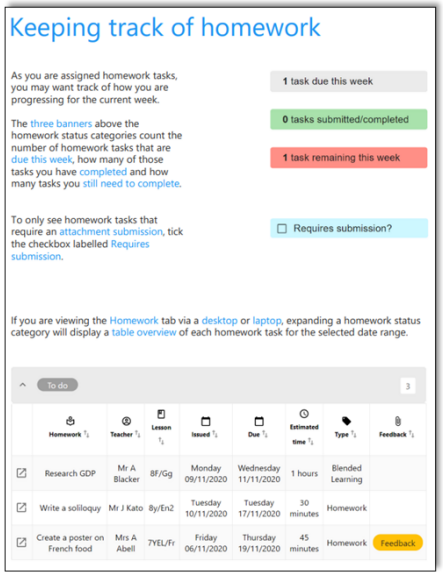
- You should complete 1 task per day, 5 days a week
- The tasks will be set on Class Charts to help you keep track
- You can choose the subject/topic you want to work on
- Your tutor will check your ILB at regular intervals
- You will be rewarded for going above and beyond expectations

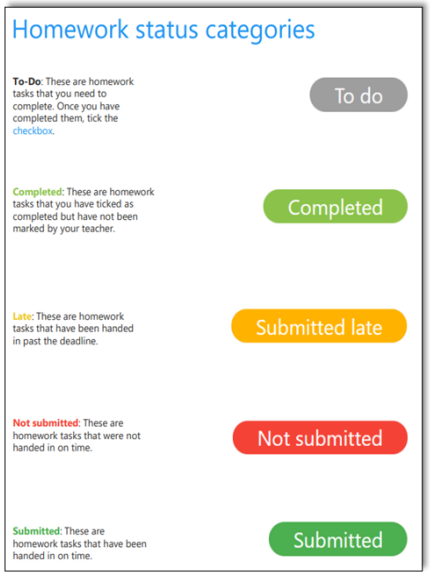
Homework Instructions

- 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.









Homework Instructions

Scan the QR codes below to find instructions for each subject's homework and access to independent learning resources.

SCAN ME

Maths

SCAN ME

English

SCAN ME

Science

SCAN ME

MFL

SCAN ME

Humanities

SCAN ME

D&T

SCAN ME

Perf. Arts

SCAN ME

Art

SCAN ME

Music

SCAN ME

Computing

SCAN ME

Knowledgeable & Expert Learners

SCAN ME

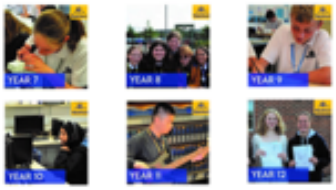
Confident Communicators

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.

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

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

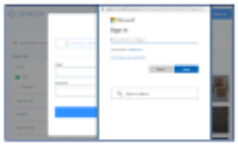
How to access Seneca

Seneca learning is a free online platform that will help you revise for all your subjects.

1. Go to https://senecalearning.com/en-GB/

2. Click 'Log In' at the top right hand corner.

3. Select 'Continue with Microsoft'.



4. Enter your school email and password.

5. Select the course(s) you want to work on.

You can also scan this QR code for a video walkthrough of how to log in as a student

SCAN ME

Independent Learning at KS4: Revise Like a Beckfooter

Independent Learning at KS4 is all about getting you ready for your exams at the end of Y11.

To be successful at exams, it is helpful to understand how memory works. Scientific research into memory and learning tells us that:

- Memories weaken over time
- We forget the most soon after learning
- Stress makes it harder to remember things

You will learn lots of new information over your GCSE years, and you will have to remember that material in your exams at the end. So how can you ensure that you don't forget all that knowledge?

- Revise regularly and repeatedly
- Revise using strategies that are proven to be effective
- Don't leave revision until the last few weeks before exams

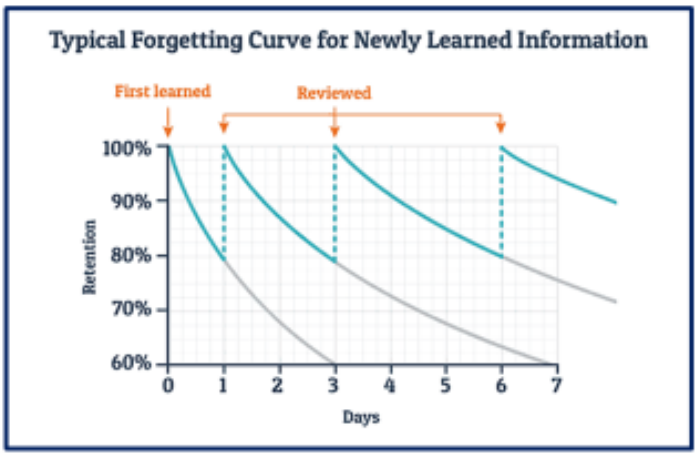
With all this in mind, we have designed a system of structured revision. This will help you develop really strong independent learning habits that will ensure you can:
a) learn more effectively and
b) reduce your stress at exam time

What we expect from you:

- 5 revision tasks per week using the specified revise like a Beckfooter strategy (on Class Charts)
- You choose the subjects – we set the tasks
- Bring your ILB to school every day

What you can expect from us:

- Support with your revision through tutor and lessons
- Revision tasks on Class Charts to help you stay on track
- Your ILB will be checked regularly by your tutor



Our evidence-informed 'Revise Like a Beckfooter' strategies:

1. Self-quizzing
2. Flash Cards
3. Mind-Maps
4. Brain Dumps

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

Weeks 1 and 2: Self-quizzing

1 Identify knowledge

Identify knowledge/content you wish to cover.

2 Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)

3 Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.

4 Self mark & reflect

Go back to the content and self mark your answers in **green** pen.

5 Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!

Use this table to help you keep track of the knowledge organisers you have self-quizzed on and checked this half term. Blank versions follow every organiser.

Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

Subject: Maths	Term: Half Term 2 - September	Year Group: 10F

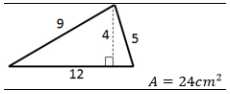
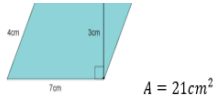
Algebra – Working with Symbols

1	Simplifying expressions **Collect 'like terms'.**	Be careful with negatives. x^2 and x are not like terms. $2x + 3y + 4x - 5y + 3 = 6x - 2y + 3$ $3x + 4 - x^2 + 2x - 1 = 5x - x^2 + 3$
2	Bracket Expansion	To expand a bracket, **multiply** each term **in the bracket** by the expression **outside** the bracket. $3(m + 7) = 3x + 21$
3	Factorise	The **reverse** of **expanding**. Factorising is writing an expression as a product of terms by '**taking out' a common factor**. $6x - 15 = 3(2x - 5)$, where 3 is the common factor.

Number - Percentages

1	Percentage multipliers	The multiplier for increasing by 12% is 1.12 The multiplier for decreasing by 12% is 0.88 (100% - 12%)
2	Percentage change	$\frac{(new\ value - original\ value)}{original\ value}$ x 100%
3	Reverse Percentage	A jumper was priced at £48.60 after a 10% reduction. Find its original price. 100% - 10% = 90% 90% = £48.60 1% = £0.54 100% = £54
4	Simplifying Ratios	**Divide** all parts of the ratio by a **common factor**. 5 : 10 = 1 : 2 (divide both by 5) 14 : 21 = 2 : 3 (divide both by 7)

Geometry and Measure – Area and Perimeter

1	Area of a rectangle/square **Length x Width**	 $A = 36cm^2$
2	Area of a Triangle **Base x Height ÷ 2**	 $A = 24cm^2$
3	Area of a parallelogram **Base x Perpendicular Height**	 $A = 21cm^2$
4	Area of a Circle	$A = \pi r^2$ which means 'pi x radius squared'.
5	Circumference of a Circle	$C = \pi d$ which means 'pi x diameter'

Ratio, Proportion and rates of change – Ratio

1	Unitary Method	Find the value of a single unit first, and then the value of the required number of units by multiplying

Key Vocabulary

1	Equation	A statement showing that **two expressions are equal i.e 2y-17=15**
2	Percentage multipliers	The **number** you **multiply** a quantity by to **increase or decrease** it by a **percentage**.
3	Reverse percentage	Find the **correct percentage given in the question**, then work backwards to **find 100%** Look out for words like '**before**' or '**original**'
4	Perimeter	The **total distance** around the **outside** of a shape.
5	Area	The amount of **space inside** a shape.

Subject: Maths	Term: Half Term 2 - September	Year Group: 10F

Algebra – Working with Symbols

1	Simplifying expressions **Collect 'like terms'.**	
2	Bracket Expansion	
3	Factorise	

Number - Percentages

1	Percentage multipliers	
2	Percentage change	
3	Reverse Percentage	
4	Simplifying Ratios	

Geometry and Measure – Area and Perimeter

1	Area of a rectangle/square **Length x Width**	
2	Area of a Triangle **Base x Height ÷ 2**	
3	Area of a parallelogram **Base x Perpendicular Height**	
4	Area of a Circle	
5	Circumference of a Circle	

Ratio, Proportion and rates of change – Ratio

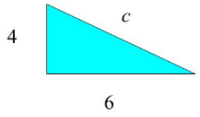
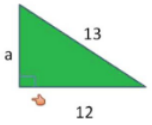
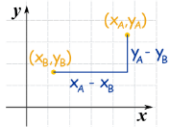
1	Unitary Method	

Key Vocabulary

1	Equation	
2	Percentage multipliers	
3	Reverse percentage	
4	Perimeter	
5	Area	

Subject: Maths	Term: Half Term 2 – September Part 1	Year Group: 10H

Geometry & Measure - Pythagoras

1	Finding the hypotenuse	Find c. $a^2 + b^2 = c^2$ $4^2 + 6^2 = c^2$ $c^2 = 52$ $c = \sqrt{52}$ $c = 7.21$ 
2	Finding the shorter side	Find the Value of a:  $c^2 = a^2 + b^2$ $a^2 = c^2 - b^2$ $a = \sqrt{c^2 - b^2}$ $a = \sqrt{13^2 - 12^2}$ $a = \sqrt{169 - 144}$ $a = \sqrt{25}$ $a = 5$
3	Find the distance between two points	 $\sqrt{(x_A - x_B)^2 + (y_A - y_B)^2}$

Number - Percentages

1	Percentage multipliers	The multiplier for increasing by 12% is 1.12 The multiplier for decreasing by 12% is 0.88 (100% - 12%)
3	Percentage change	$\frac{(new\ value - original\ value)}{original\ value}$ x 100%
2	Reverse Percentage	A jumper was priced at £48.60 after a 10% reduction. Find its original price. 100% - 10% = 90% 90% = £48.60 1% = £0.54 100% = £54
3	Compound Interest	A bank pays 5% compound interest a year. Bob invests £3000. How much will he have after 7 years? $3000 \times 1.05^7 = £4221.30$
4	Exponential Graph	The equation is of the form $y = a^x$, where a is a number called the **base**. If $a > 1$ the graph **increases**. If **0** ·  **es.** The is th  **ıich**

Key Vocabulary

1	Hypotenuse	The longest side on a right angled triangle
2	Unit Ratio	Used to compare ratios, one of the parts is 1. The only time it is permissible to have a decimal in a ratio.
3	Unitary method	Find the value of 1 item, before multiplying to find the value of more. Used to work out which products give the better value for money
4	Simple Interest	Interest calculated as a **percentage of the original** amount.
5	Compound Interest	Interest paid on the **original amount and the accumulated interest**.
6	Exponential growth	When we **multiply** a number **repeatedly** by the **same number** ($\neq 1$), resulting in the number **increasing by the same proportion** each time. e.g. $1, 2, 4, 8, 16, 32, 64, 128 \ldots$
7	Exponential decay	When we **multiply** a number **repeatedly** by the **same number** ($0 < x < 1$), resulting in the number **decreasing by the same proportion** each time. eg. $1000, 200, 40, 8 \ldots$.

Subject: Maths	Term: Half Term 2 – September Part 1	Year Group: 10H

Geometry & Measure - Pythagoras

1	Finding the hypotenuse	
2	Finding the shorter side	
3	Find the distance between two points	

Number - Percentages

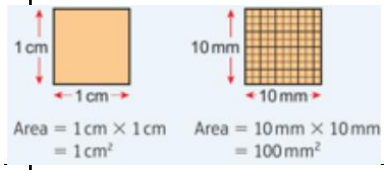
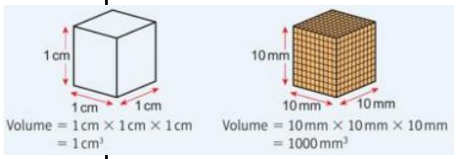
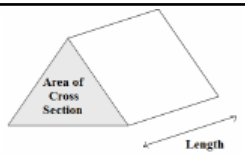
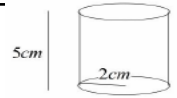
1	Percentage multipliers	
3	Percentage change	
2	Reverse Percentage	
3	Compound Interest	
4	Exponential Graph	

Key Vocabulary

1	Hypotenuse	
2	Unit Ratio	
3	Unitary method	
4	Simple Interest	
5	Compound Interest	
6	Exponential growth	
7	Exponential decay	

Subject: Maths	Term: Half Term 2 – September Part 2	Year Group: 10H

Geometry & Measure – Area & Volume

1	Area units	$1\ cm^2 = 100\ mm^2$ $1m^2 = 10000\ cm^2$ 
2	Volume units	$1\ cm^3 = 1000\ mm^3$ $1\ m^3 = 1000000\ cm^3$ 
3	Volume of a Prism = Area of cross section x length	
4	Volume of a Cylinder $V = \pi r^2 h$	 $V = \pi(4)(5)$ $= 62.8cm^3$
5	Surface Area of Cylinder	$2\pi r^2 + 2\pi rh$

Ratio, Proportion and rates of change – Ratio

1	Divide in a given ratio	eg Divide £350 in the ratio 3:4 between Amy and Bob. 3+4 = 7 (There are 7 parts.) 350 ÷ 7 = 50 (Each part is worth 50) 3 x 50 = £150 for Amy 4 x 50 = £200 for Bob

Key Vocabulary

1	Prism	A 3D shape that has a constant cross-section through its length, eg cylinder, triangular prism

Subject: Maths	Term: Half Term 2 – September Part 2	Year Group: 10H

Geometry & Measure – Area & Volume		
1	Area units	
2	Volume units	
3	Volume of a Prism = Area of cross section x length	
4	Volume of a Cylinder $V = \pi r^2 h$	
5	Surface Area of Cylinder	

Ratio, Proportion and rates of change – Ratio		
1	Divide in a given ratio	

Key Vocabulary		
1	Prism	

English Literature	A Christmas Carol	Year Group: 10 & 11

Plot Summary

1	**Stave 1**	Scrooge is introduced; he refuses to warm the office up for Bob Cratchit; he refuses to make a charity donation; refuses to eat Christmas dinner with Fred; is irritated by Christmas as it is interrupting his business; sees Marley's ghost who warns him he will be visited by three spirits to make him change his miserly ways.
2	**Stave 2**	The Ghost of Christmas Past takes Scrooge back in time to show him: his village; him alone at school; his sister collecting him from school; a party at Fezziwig's; Belle breaking off their engagement and Belle with her husband. Unable to take any more, Scrooge begs the spirit to take him back home. When he is back home, he falls asleep almost instantly.
3	**Stave 3**	The Ghost of Christmas Present shows Scrooge how the Cratchit family celebrate Christmas; Scrooge becomes worried about Tiny Tim not surviving in the future. The spirit then takes Scrooge to see how others celebrate Christmas including Fred's Christmas party. The spirit begins to age and under its robe Scrooge sees two children: Ignorance and Want.
4	**Stave 4**	The Ghost of Christmas Yet to Come arrives and Scrooge is terrified of him. It shows Scrooge a group of businessmen discussing someone's death. He is taken to a pawn shop where the possessions of the dead man are being sold. He is next taken to the Cratchit household where the family are grieving for Tiny Tim. Scrooge is then taken to a graveyard and sees his name on a gravestone. He begs the spirit and says he will change his ways.
5	**Stave 5**	Scrooge wakes up in his own bed and is now transformed! He sends a prize Turkey to the Cratchit family and even promises to give a huge charity donation to the poor. Scrooge then goes to Fred's to attend the party and is welcomed in. He also gives Bob Cratchit a raise and becomes a second father to Tiny Tim who does not die.

Characters

1	**Scrooge**	The protagonist, a mean old loner who hates Christmas.	6	**Bob Cratchit**	Scrooge's hardworking and unpaid clerk.
2	**Marley**	Scrooge's deceased business partner who appears as a ghost to warn Scrooge to change his ways.	7	**Tiny Tim**	Bob Cratchit's ill and vulnerable son.
3	**Ghost of Christmas Past**	A shape changing spirit that represents memory and has light/a flame at the top of its head.	8	**Fred**	Scrooge's patient, jovial nephew. The son of his beloved sister, Fan.
4	**Ghost of Christmas Present**	A jolly spirit (resembles Father Christmas) that represents generosity and Christmas spirit.	9	**Fezziwig**	Scrooge's generous former employer.
5	**Ghost of Christmas Yet to Come**	A silent, sinister spirit in a black, hooded cloak who represents death.	10	**Belle**	Scrooge's former fiancée who breaks off their engagement because he valued money more than their relationship.

Themes

1	**Greed and selfishness**	Characters such as Scrooge represent the middle classes who sought to hoard rather than share their wealth.
2	**Poverty**	Scrooge despises the poor and thinks they are lazy at first. At the end, he realizes he can share his wealth with the poor.
3	**Transformation**	The spirits show Scrooge scenes that prompt his transformation. At the end of the novella, Scrooge's transformation into a kinder human being is complete.
4	**Christmas**	Scrooge learns the true meaning of Christmas is to spend time with your family and loved ones.
5	**Social responsibility**	Ignorance and Want remind Scrooge that turning a blind eye to the plight of the poor creates desperate

Context

1	**Charles Dickens**	Born in1812 to a middle class family. His dad was imprisoned for debt leading to poverty for the family. Dickens began working difficult jobs at a young age.
2	**Poverty**	in 1834, the Poor Amendment reduced the amount of help available to the poor, forcing them to seek help from workhouses. Conditions were incredibly harsh in the Victorian era.
3	**Christmas**	Christmas was fairly a low key celebration. During Queen Victoria's reign, workers were given two days holiday for Christmas. Turkey was only eaten by the rich, goose was a cheaper option.

Key Vocabulary

1	**Simile**	Comparing two things using 'like' or 'as', e.g. "hard and sharp as a flint"
2	**Motif**	Repeated image or symbol, e.g. light being used several times in the novella
4	**Allegory**	Characters/events represent ideas about religion, morals or politics.
5	**Novella**	A short novel or long short story.
6	**Resolution**	The Point where conflict is solved, e.g. Scrooge's redemption.
7	**Redemption**	Being saved from sin, error or evil, e.g. Scrooge realising he needs to change his miserly ways and then does in stave 5.

English Literature	A Christmas Carol	Year Group: 10 & 11

Plot Summary

1	Stave 1	
2	Stave 2	
3	Stave 3	
4	Stave 4	
5	Stave 5	

Characters

1	Scrooge		6	Bob Cratchit	
2	Marley		7	Tiny Tim	
3	Ghost of Christmas Past		8	Fred	
4	Ghost of Christmas Present		9	Fezziwig	
5	Ghost of Christmas Yet to Come		10	Belle	

Themes

1	Greed and selfishness	
2	Poverty	
3	Transformation	
4	Christmas	
5	Social responsibility	

Context

1	Charles Dickens	
2	Poverty	
3	Christmas	

Key Vocabulary

1	Simile	
2	Motif	
4	Allegory	
5	Novella	
6	Resolution	
7	Redemption	

English Literature	Frankenstein	Year Group: 10 & 11

Plot Summary

1	**Letters 1-4** Walton's POV	The novel begins with a series of letters from Walton to his sister, Margaret. He is captain of the ship in a voyage to the north Pole. Walton and his men rescue Victor and help him recuperate on the ship. He eventually tells Walton his story.
2	**Ch. 1-2** Victor's POV	Victor begins his narration and tells of his childhood growing up in Geneva with his doting parents. He also shares that Elizabeth was adopted. As a teenager, Victor was fascinated by the mysteries of Science.
3	**Ch. 3-5** Victor's POV	Victor's mother dies from Scarlet fever after catching it whilst nursing Elizabeth. Victor leaves to attend university in Ingolstadt and becomes obsessed with anatomy. He decides to animate a creature and is horrified when it is brought to life. He abandons the creature and falls ill.
4	**Ch. 6-8** Victor's POV	Victor is nursed back to health by his friend, Henry Clerval. He receives a letter from his father informing him that William has been murdered. Returning to Geneva, Victor sees the monster and knows who is to blame, however Justine is executed for William's murder.
5	**Ch. 9-10** Victor's POV	Victor contemplates suicide but a trip to Belrive, planned by his father, cheers him up slightly. When he feels negative again, he decides to climb Montonvert to clear his head and sees the monster who shares his story.
6	**Ch. 11-12** Creature's POV	The monster describes the confusion in its first moments of life. He then describes people fleeing whenever he tried to approach them, so he decided to stay away from them. He developed skills and began observing the De Lacey family to educate himself.
7	**Ch. 13-14** Creature's POV	Winter turns into Spring and the creature has now learnt language. He notices that the family seem unhappy, until Safie arrives. He learns that the people are called Felix, Agatha and De Lacey and they used to be affluent.
8	**Ch. 15-17** Creature's POV	The creature finds books and learns to read and also learns how he was created. He hopes to befriend the cottagers, starting with the old, blind De Lacey, however Felix drives him away. When the family have left, the creature burns down their cottage and leaves for Geneva. He confesses that he killed William and framed Justine. He then implores Victor to make him a mate and Victor agrees.
9	**Ch. 18-20** Victor's POV	Victor visits England with Clerval, but he leaves Clerval in Scotland so that he can work on the female creature alone in the Orkney Islands. Mid-way, he destroys it in front of the monster. The monster promises revenge on Victor's wedding night. Victor then gets rid of the remains in the sea. When he lands in a town, he is suspected of a murder.
10	**Ch. 21-23** Victor's POV	Victor is taken to the body, which is Clerval's . He collapses and falls ill. When he awakens, he is found innocent. Elizabeth and Victor marry, however, he remembers the creature's threat and plans to battle him. On the wedding night, Elizabeth is killed by the creature and Alphonse dies from shock. Victor vows revenge on the creature.
11	**Ch. 24** Victor's POV- **Walton in Continuation** Walton's POV	Victor relentlessly tracks down the creature through ice and snow. He is found by Walton, to whom he warns not to make the same mistakes as him and Walton decides to call the voyage off. Victor asks Walton to continue his mission and then dies. Walton then sees the creature weeping over Victor's body. He is tormented and states he has no purpose left, now that his creator is dead. He leaves into the darkness.

Characters

1	**Robert Walton**	A young, ambitious English man leading an expedition to the North Pole.
2	**Victor Frankenstein**	Protagonist. Driven by ambition and Science. His quest for power leads him to his own downfall.
3	**Alphonse Frankenstein**	Victor's father. An example of kindness and selflessness.
4	**Caroline Frankenstein**	Victor's loving mother. A paradigm of motherly concern and generosity. Her death provides the catalyst for Victor to transcend death.
5	**William**	Victor's youngest brother who was murdered by the creature.
6	**Justine Moritz**	Frankenstein family servant, who is more like family. She was framed by the creature and executed for William's murder.
7	**De Laceys**	Parisian's turned rural farmers. They are poor, but kind, loving and good.
8	**The Creature**	A product of Victor's scientific experiment that went wrong. He is rejected by everyone and longs for acceptance.
9	**Henry Clerval**	Victor's best friend. He is an idealised character. Henry takes care of Victor and is also another one of the creature's victims.
10	**Elizabeth**	Victor's adopted sister and bride. She is a passive and idealised

Themes

1	**Ambition/ obsession**	Both Victor and Walton aim for major discoveries/achievements. Victor's tale is a warning to not be overly ambitious.
2	**Family/Love**	Family is important to Victor and the Creature. The Creature longs for family/love but is always rejected.
3	**Death**	Several people die in the novel and Victor's mother's death is what spurred Victor on to transgress the boundaries of life and death.
4	**Revenge**	Both Victor and the creature feel wronged and seek revenge even at the cost of their own safety, health and happiness.
5	**Man vs God**	Both Victor and Walton talk of conquering nature with science which emphasizes there risk-taking and ambitious natures.

Context

1	**Mary Shelley**	Born in 1797, most famous for *Frankenstein*. Shelley experienced a great deal of death in her own life: her mother, her 3 children and her husband (Percy Bysshe Shelley).
2	**Science**	Many advancements in science had been made, biologists were finding out a great deal about the human body and its capabilities. Science was breaking boundaries.
3	**Religion**	Parts of Europe were heavily religious. Therefore, occurrences that could not be explained were viewed as an act of God or from another supernatural force.

Key Vocabulary

1	**Epistolary Novel**	Novel written in the form of letters which allows the writer to establish the narrative POV clearly.
2	**Frame Narrative**	A narrative within a narrative. This allows us to see events from different perspectives.
4	**Allegory**	Characters/events represent ideas about religion, morals or politics.
5	**Foreshadowing -**	When something gives the reader a hint about what will take place in the future.
6	**Transgression**	An act that goes against a law, rule or code of conduct; an offence.
7	**Age of Enlightenment**	An intellectual and philosophical movement that dominated the world of ideas in Europe during the 17th-19th Century.

English Literature	Frankenstein	Year Group: 10 & 11

Plot Summary

1	**Letters 1-4** Walton's POV	
2	**Ch. 1-2** Victor's POV	
3	**Ch. 3-5** Victor's POV	
4	**Ch. 6-8** Victor's POV	
5	**Ch. 9-10** Victor's POV	
6	**Ch. 11-12** Creature's POV	
7	**Ch. 13-14** Creature's POV	
8	**Ch. 15-17** Creature's POV	
9	**Ch. 18-20** Victor's POV	
10	**Ch. 21-23** Victor's POV	
11	**Ch. 24** Victor's POV- **Walton in Continuation** Walton's POV	

Characters

1	**Robert Walton**		6	**Justine Moritz**	
2	**Victor Frankenstein**		7	**De Laceys**	
3	**Alphonse Frankenstein**		8	**The Creature**	
4	**Caroline Frankenstein**		9	**Henry Clerval**	
5	**William**		10	**Elizabeth**	

Themes

1	**Ambition/ obsession**	
2	**Family/Love**	
3	**Death**	
4	**Revenge**	
5	**Man vs God**	

Context

1	**Mary Shelley**	
2	**Science**	
3	**Religion**	

Key Vocabulary

1	**Epistolary Novel**	
2	**Frame Narrative**	
4	**Allegory**	
5	**Foreshadowing -**	
6	**Transgression**	
7	**Age of Enlightenment**	

Beckfoot

Subject: Science (Physics)	Topic: Energy	Year Group: 10

enjoy learn succeed

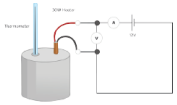
Energy equations

1	$E_k = ½ mv^2$	Kinetic energy = ½ x mass x speed^2
2	$E_p = mgh$	Gravitational potential energy = mass x gravitational field strength x height
3	$Ee = ½ ke^2$	Elastic potential energy = ½ x spring constant x extension^2
4	$P = E/t$	Power = energy ÷ time
5	$P = W/t$	Power = work done ÷ time
6	Efficiency = useful energy output ÷ total energy input	
7	$\Delta E = mc\Delta\theta$	Energy change = mass x specific heat capacity x change in temperature

Required Practical 1 – SHC

Independent variable – material tested
Dependent variable – SHC
Control variables – starting temperature, time taken and insulation.

Linking decrease in one energy store to an increase in temperature and an increase in thermal energy.



Energy stores and systems

1	8 stores of energy	Kinetic (movement), internal (thermal), chemical (from chemical reactions), elastic potential (stretched/squashed objects), gravitational potential (raised objects), electrostatic (opposite charges), magnetic and nuclear (energy from an atom).
2	3 methods of energy transfer	Mechanically – when work is done (force is used). Electrically – when moving charges are involved. Heating – energy is transferred from a hotter object to a cooler object.
3	Friction and lubrication	When solid objects move over a surface friction is created which leads to the transfer of thermal energy. Lubrication can be used to reduce friction and therefore heat loss.
4	Methods of	Thick walls, loft insulation (reduces convection) cavity walls (reduced

Energy resources

1	3 types of non-renewable energy	Coal, oil and natural gas and all will run out, but give out the most energy.
2	7 types of renewable energy	Solar (from sunlight), Geothermal (heat from earth), Wind (turbines), Hydroelectric (water in dams), Wave, Tidal (river barrages) and Biofuels (burning organic matter).
3	Key advantages	Renewable - (will not run out), less pollution produced. Non-renewable – meet higher energy demands
4	Key disadvantages	Renewable – Impact on environment to build plants, not very reliable, (can't always meet demands) costly so although less pollution not everyone willing to pay higher bills. Non-renewable – greenhouse gas emissions of carbon dioxide (cause global warming) and sulphur dioxide (acid rain).

Key Vocabulary

1	Conservation of energy	Energy can never be created or destroyed just transferred from one store to another.
2	Dissipated	A term used to describe ways in which energy is wasted.
3	System	An object or group of objects.
3	Power	The rate of transfer of energy OR the amount of work done in a given time.
4	Specific heat capacity (SHC)	The amount of energy required to raise the temperature of 1 kg of a material by 1 °C.
5	Conduction	How thermal (heat) energy is transferred in solids by particles colliding.
6	Convection	How thermal energy is transferred in liquids or gases. Relies on density of particles and convection currents.
7	Insulation	Methods to reduce heat loss from an object.
8	Efficiency	When energy is transferred, some is wasted. The less energy is wasted, the more efficient an object is.

Required practical 2 (PHYSICS ONLY) - investigate the effectiveness of different materials as thermal insulators and the factors that may affect the thermal insulation properties of a material. The better the insulator, the longer it takes the temperature to cool down.

Beckfoot

Subject: Science (Physics)	Topic: Energy	Year Group: 10

enjoy learn succeed

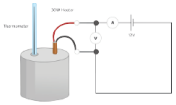
Energy equations

1	E_k =	Kinetic energy =
2	E_p = mgh	
3		Elastic potential energy = ½ x spring constant x extension^2
4	P =	Power =
5	P =	Power =
6	Efficiency =	
7	ΔE =	Energy change =

Required Practical 1 – SHC

Independent variable –
Dependent variable –
Control variables –

Linking decrease in energy store to an increase in temperature and an increase in thermal energy.



Energy stores and systems

1	8 stores of energy	
2	3 methods of energy transfer	
3	Friction and lubrication	
4	Methods of	

Energy resources

1		Coal, oil and natural gas and all will run out, but give out the most energy.
2	7 types of renewable energy	
3	Key advantages	Renewable - Non-renewable –
4	Key disadvantages	Renewable – Non-renewable –

Key Vocabulary

1	Conservation of energy	
2	Dissipated	
3		An object or group of objects.
3		The rate of transfer of energy OR the amount of work done in a given time.
4	Specific heat capacity (SHC)	
5	Conduction	
6		How thermal energy is transferred in liquids or gases. Relies on density of particles and convection currents.
7		Methods to reduce heat loss from an object.
8	Efficiency	

Required practical 2 (PHYSICS ONLY) - investigate the effectiveness of different materials as thermal insulators and the factors that may affect the thermal insulation properties of a material. The better the insulator,

Beckfoot

Chemistry | Chemical Changes | Year 10

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General reactions

1	**Metal + oxygen**	Metal oxide
2	**Metal + water**	Metal hydroxide + hydrogen
3	**Metal + acid**	Salt + hydrogen
4	**Acid + base/alkali(metal Hydroxide)**	Salt + water
5	**Acid + metal carbonate**	Salt + water + carbon dioxide

Reactivity series

Metal	**Extraction method**
Potassium	Electrolysis – electricity used to split the metal from its compound E.g. $2MgO \rightarrow 2Mg + O_2$
Sodium	
Lithium	
Calcium	
Magnesium	
Carbon	Non-metal
Zinc	Reduction with carbon: carbon removes the metal from the metal oxide E.g. $2CuO + C \rightarrow 2Cu + CO_2$
Iron	
Copper	
Gold	Does not form compounds, found in native state

Oxidation and reduction (HT only)

1	**OILRIG**	**O**xidation **I**s **L**oss, **R**eduction **I**s **G**ain (of electrons)
2	**Oxidation**	Happens when an atom loses electrons e.g. $Mg \rightarrow Mg^{2+} + 2e^-$
3	**Reduction**	Happens when an atom gains electrons e.g. $Cu^{2+} + 2e^- \rightarrow Cu$

Acids and their salts

Acid	**Formula**	**Salt**	**Formula**
Hydrochloric acid	HCl	Chloride	Cl^-
Nitric acid	HNO_3	Nitrate	NO_3^-
Sulfuric acid	H_2SO_4	Sulfate	SO_4^{2-}

Other useful ions

Hydroxide	OH^-
Hydrogen ion	H^+
Ammonium	NH_4^+
Carbonate	CO_3^{2-}

Required Practical Making a soluble salt

1	Measure out a volume of dilute sulphuric acid using a measuring cylinder
2	Warm dilute acid in a beaker with a Bunsen burner
3	Add metal oxide one spatula at a time until it in excess (when you can see unreacted metal oxide)
4	Filter the mixture using a funnel and filter paper
5	Pour the filtrate into an evaporating basin
6	Warm on a water bath until crystals form

Key Vocabulary

1	**Oxidation**	Gain of oxygen or loss of electrons
2	**Reduction**	Loss of oxygen or gain of electrons
3	**Displacement reaction**	A reaction where a more reactive metal displaces a less reactive metal from a compound
4	**Base**	A metal oxide or hydroxide
5	**Alkali**	A soluble base

Beckfoot

Chemistry | Chemical Changes | Year 10

enjoy learn succeed

General reactions

1	Metal + oxygen	
2	Metal + water	
3	Metal + acid	
4	Acid + base/alkali(metal Hydroxide)	
5	Acid + metal carbonate	

Reactivity series

Metal	
Potassium	
Sodium	
Lithium	
Calcium	
Magnesium	
Carbon	
Zinc	
Iron	
Copper	
Gold	

Oxidation and reduction (HT only)

1	OILRIG	
2	Oxidation	
3	Reduction	

Acids and their salts

Acid	Formula	Salt	Formula
Hydrochloric acid			
Nitric acid			
Sulfuric acid			

Other useful ions

Hydroxide	
Hydrogen ion	
Ammonium	
Carbonate	

Required Practical Making a soluble salt

1	
2	
3	
4	
5	
6	

Key Vocabulary

1	Oxidation	
2	Reduction	
3	Displacement reaction	
4	Base	
5	Alkali	

Beckfoot

Chemistry | Chemical Changes | Year 10

enjoy learn succeed

pH

1	**Acids**	Contain aqueous H^+ ions; pH < 7
2	**Alkalis**	Contain aqueous OH^- ions; pH > 7
3	**Neutral**	A solution with a pH of 7, has equal concentration of H^+ and OH^- ions
4	**Neutralisation**	$H^+ (aq) + OH^- (aq) \rightarrow H_2O (l)$
5	**How to measure pH**	Universal Indicator with colour chart or pH probe

Strong and weak acids (HT only)

1	**Concentration**	Measure of the amount of substance per litre (dm^3) of solution
2	**Concentrated**	Solution with a high amount of substance per dm^3
3	**Dilute**	Solution with a low amount of substance per dm^3
4	**Strong acid**	An acid that completely ionises in aqueous solution
5	**Weak acid**	An acid that only partially ionises in aqueous solution
6	**pH scale**	As the pH decreases by one unit, the H^+ concentration increases by a factor of 10.

Required practical – Titration (Chemistry only)

1	Fill burette with solution of known concentration
2	Measure out 25.0cm^3 of solution with unknown concentration with a pipette
3	Add unknown solution into a conical flask and place on a white tile
4	Add an indicator (usually phenolphthalein which is pink in alkali and colourless in acid/neutral)
5	Add known solution slowly to the unknown solution
6	Swirl regularly and add dropwise close to the endpoint

Electrolysis

	Formed at positive electrode	**Formed at negative electrode**
Molten compound	**Non-metal**	**Metal**
Aqueous compound	**Halogen** (if electrolyte contains halide) or **oxygen** (if electrolyte contains sulfate)	**Hydrogen**

Half-equations (HT only)

Formation of metal	**e.g. $Cu^{2+} + 2e^- \rightarrow Cu$**
Formation of halogen	**e.g. $2Cl^- \rightarrow Cl_2 + 2e^-$**
Formation of hydrogen	**$2H^+ + 2e^- \rightarrow H_2$**
Formation of oxygen	**$4OH^- \rightarrow O_2 + 2H_2O + 4e^-$**

Key Vocabulary

1	**Electrolysis**	Process where electric current is passed through an electrolyte to separate ions
2	**Anode**	Positive electrode
3	**Cathode**	Negative electrode
4	**Anion**	Negative ion (e.g. non-metal ions)
5	**Cation**	Positive ion (e.g. metal ions)
6	**Electrolyte**	Molten or aqueous ionic compound.
7	**Cryolite**	Substance added to aluminium oxide to lower melting point

Beckfoot

Chemistry	Chemical Changes	Year 10

enjoy learn succeed

pH

1	Acids	
2	Alkalis	
3	Neutral	
4	Neutralisation	
5	How to measure pH	

Strong and weak acids (HT only)

1	Concentration	
2	Concentrated	
3	Dilute	
4	Strong acid	
5	Weak acid	
6	pH scale	

Required practical – Titration (Chemistry only)

1	
2	
3	
4	
5	
6	

Electrolysis

	Formed at positive electrode	Formed at negative electrode
Molten compound		
Aqueous compound		

Half-equations (HT only)

Formation of metal	
Formation of halogen	
Formation of hydrogen	
Formation of oxygen	

Key Vocabulary

1	Electrolysis	
2	Anode	
3	Cathode	
4	Anion	
5	Cation	
6	Electrolyte	
7	Cryolite	

Beckfoot

Subject: Trilogy Science (Biology)	Topic: **Infection and Response**	Year Group: 10

enjoy learn succeed

Knowledge: Human Defence System

Skin	Acts as a barrier and produces antimicrobial secretions
Nose	Traps particles that contain pathogens
Trachea	Secretes mucus which traps pathogens
Stomach	Produces acid which kills pathogens
White blood cells	Help defend against pathogens by: phagocytosis, making antibodies and antitoxins

Knowledge : Antibiotics and painkillers

Antibiotics	Treat disease
	Specific antibiotics treat specific diseases
	Reduced deaths from infectious bacterial diseases
	Cannot treat viral pathogens
Penicillin	An antibiotic that helps cure bacterial diseases by killing ineffective bacteria inside the body
Painkillers	Treat symptoms of disease but do not kill pathogens
Problems	Greater use of antibiotics has led to the emergence of strains of bacteria that are resistant to antibiotics (superbugs)

Knowledge: Viral diseases

Measles	Fever and red skin rash – can be fatal. Spread by coughs and sneezes
HIV	Human Immunodeficiency Virus
	Flu-like illness. Virus attacks immune system. Spread by sexual contact or exchange of bodily fluids
TMV	Tobacco Mosaic Virus
	Plant pathogen causes discolouration (mosaic) in leaves and affects growth.

Knowledge: Bacterial Diseases

Salmonella food poisoning	Spread by bacteria on food. Causes fever, abdominal cramps, vomiting and diarrhoea.
Gonorrhoea	Sexually transmitted disease (STD). Causes thick yellow/green discharge from genitals.

Knowledge: Fungal diseases

Example	Rose black spot
Symptoms	Purple or black spots on leaves
Effect	Leaves turn yellow and drop off – no photosynthesis or growth
How it spreads	Water or wind
Prevention	Fungicides and remove affected leaves

Knowledge :Protist diseases

Example	Malaria
Symptoms	Fever and death
How it spreads	Mosquito spreads malaria protist by biting humans
Prevention	Mosquito nets and mosquito repellents

Key Vocabulary

1	Communicable Disease	A disease that can be passed on to others
2	Non Communicable Disease	A disease that cannot be passed on to others.
3	Pathogen	Microorganisms that cause infectious diseases.
4	Bacteria	Reproduce rapidly in body and may produce poisons (toxins).
5	Virus	Live and reproduce in cells, causing cell damage.

Knowledge: Vaccination

1	Small quantity of dead or inactive pathogen is injected into the body
2	White blood cells produce antibodies
3	If the same pathogen re-enters the body white blood cells can produce antibodies quickly
4	Antibodies prevent infection
5	If a large proportion of the population is immune, the spread of the pathogen is reduced greatly.

Knowledge : History of drugs

Older drugs were extracted from plants and microorganisms

Drug	**Extracted from**
Digitalis (heart drug)	Foxgloves
Aspirin	Willow
Penicillin	Penicillium mould

Clinical trials use healthy volunteers and patients.

- Very low doses of the drug are given at the start of the clinical trial.
- If the drug is found to be safe, further clinical trials are carried out to find the optimum dose for the drug.
- In double blind trials, some patients are given a placebo.

Beckfoot

Subject: Trilogy Science (Biology)	Topic: **Infection and Response**	Year Group: 10

enjoy learn succeed

Knowledge: Human Defence System

Skin	
Nose	
Trachea	
Stomach	
White blood cells	

Knowledge : Antibiotics and painkillers

Antibiotics	
Penicillin	
Painkillers	
Problems	

Knowledge: Viral diseases

Measles	
HIV	
TMV	

Knowledge: Bacterial Diseases

Salmonella food poisoning	
Gonorrhoea	

Knowledge: Fungal diseases

Example	
Symptoms	
Effect	
How it spreads	
Prevention	

Knowledge :Protist diseases

Example	
Symptoms	
How it spreads	
Prevention	

Key Vocabulary

1	Communicable Disease	
2	Non Communicable Disease	
3	Pathogen	
4	Bacteria	
5	Virus	

Knowledge: Vaccination

1	
2	
3	
4	
5	

Knowledge : History of drugs

Older drugs were extracted from plants and microorganisms

Drug	Extracted from
Digitalis (heart drug)	
Aspirin	
Penicillin	

Clinical trials use healthy volunteers and patients.

- Very low doses of the drug are given at the start of the clinical trial.
- If the drug is found to be safe, further clinical trials are carried out to find the optimum dose for the drug.
- In double blind trials, some patients are given a placebo.

Beckfoot

Subject: Triple Science (Biology) | Topic: Infection and Response | Year Group: 10

enjoy learn succeed

Knowledge: Monoclonal Antibodies

Identical copies of one type of antibody produced in laboratory

1	A mouse is injected with pathogen.
2	Lymphocytes produce antibodies.
3	Lymphocytes are removed from the mouse and fused with rapidly dividing mouse tumour cells .
4	The new cells are called hybridomas
5	The hybridomas divide rapidly and release lots of antibodies which are then collected.

Knowledge: Monoclonal Antibodies can be used in a variety of ways

1) Diagnosis	2) Detecting Pathogens
Pregnancy test – measure the level of hormones	Can detect very small quantities of chemicals in the blood

3) Detecting molecules	4) Treatment
Fluorescent dye can be attached so it can be seen inside cells or tissues	Bound to radioactive substance, toxic drug or chemical Cancer cells are targeted to normal body cells are unharmed

Knowledge : Detection and prevention of plant diseases

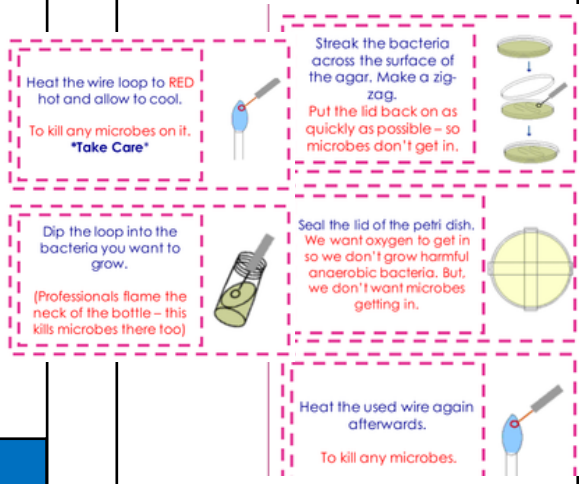
Detection	Identification
1-Stunted growth	Reference using gardening manual or website, laboratory test for pathogens, testing kit using monoclonal antibodies
2- Spots on leaves	
3- Area of decay	
4 -Growths	
5- Malformed stems/leaves	
6 - Discolouration	
7 - Presence of pests	

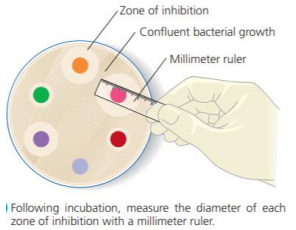
Plant Defences

Physical	Mechanical
Thick waxy layers, cell walls stop pathogen entry	Thorns, curling up leaves to prevent being eaten
Chemical	
Antibacterial and toxins made by the plant.	

Culturing microorganisms (BIOLOGY ONLY)

1	Bacteria multiply by simple cell division (binary fission), approx 1x per 40mins. Bacteria can be grown in nutrient broth solution or as colonies on an agar plate gel.
2	Aseptic techniques to prepare an uncontaminated culture:
3	Required practical: Antibiotics and antiseptics can be used to inhibit the growth of bacteria and zones of inhibition can be calculated: Measure zone of inhibition with a ruler and use πr^2





HT ONLY: use standard form (see sheet 1)

Beckfoot	**Subject: Triple Science (Biology)**	Topic: Infection and Response	Year Group: 10	enjoy learn succeed

Knowledge: Monoclonal Antibodies

Identical copies of one type of antibody produced in laboratory

1	
2	
3	
4	
5	

Knowledge: Monoclonal Antibodies can be used in a variety of ways

1) Diagnosis	2) Detecting Pathogens

3) Detecting molecules	4) Treatment

Knowledge : Detection and prevention of plant diseases

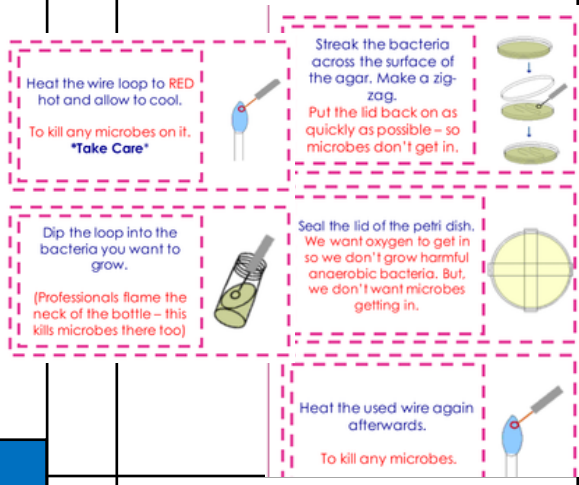
Detection	Identification
1-Stunted growth	
2- Spots on leaves	
3- Area of decay	
4 -Growths	
5- Malformed stems/leaves	
6 - Discolouration	
7 - Presence of pests	

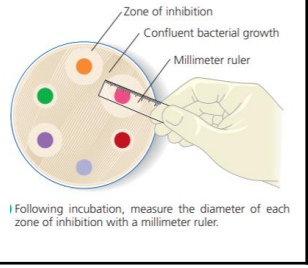
Plant Defences

Physical	Mechanical
Chemical	

Culturing microorganisms (BIOLOGY ONLY)

1	
2	Aseptic techniques to prepare an uncontaminated culture:
3	Required practical: Antibiotics and antiseptics can be used to inhibit the growth of bacteria and zones of inhibition can be calculated: Measure zone of inhibition with a ruler and use πr^2 **HT ONLY**: sheet 1)





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Chemistry | Structure and Bonding | Year 10

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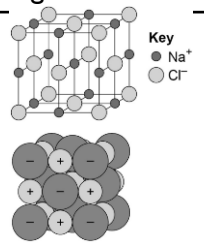
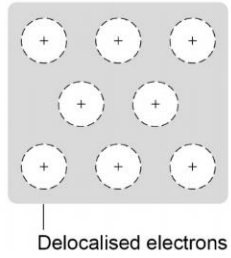
Ionic bonding

1	**Particles involved**	Oppositely charged ions
2	**Elements involved**	Compounds made from metals and non-metals
3	**Caused by**	Transfer of electrons from metal to non-metal, creating oppositely charged ions.
4	**Representation**	

Properties of ionic compounds

1	**Structure**	Giant ionic lattice
2	**Do they conduct electricity?**	When solid, no – ions cannot move. When molten or in solution, yes – ions can move.
3	**Melting and boiling points**	High – strong forces of attraction between oppositely charged ions

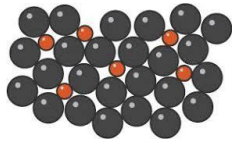
Metallic bonding

1	**Particles involved**	Atoms sharing delocalised electrons
2	**Elements involved**	Metallic elements and alloys
3	**Representation**	

Properties of metals

1	**Structure**	Regular lattice of positive metal ions in an 'sea' of delocalised electrons
2	**Do they conduct electricity?**	Yes, delocalised electrons can move through the metal
3	**Melting and boiling points**	High – strong forces of attraction between positive metal ions and delocalised electrons
4	**Hardness**	Metals are relatively soft – layers can slide. Alloys are hard.

Alloys

1	Structure	Metal atoms mixed with another element (metal or non-metal)
2	Representation	
3	Hardness	Harder than pure metal as layers are distorted and cannot slide

Key Vocabulary

1	**Melting point**	Temperature at which a solid turns to liquid.
2	**Boiling point**	Temperature at which a liquid turns to gas.
3	**Cation**	Positively charged particle
4	**Allotropes**	Different structural forms of an element.
5	**Delocalised**	Electrons that are no longer bound to a single atom, and are free to move

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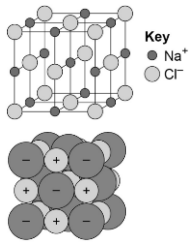
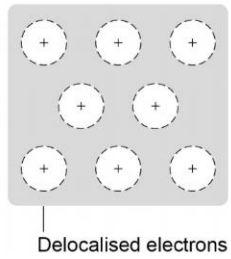
Ionic bonding

1	**Particles involved**	
2	**Elements involved**	
3	**Caused by**	
4	**Representation**	

Properties of ionic compounds

1	**Structure**	
2	**Do they conduct electricity?**	
3	**Melting and boiling points**	

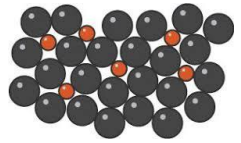
Metallic bonding

1	**Particles involved**	
2	**Elements involved**	
3	**Representation**	

Properties of metals

1	**Structure**	
2	**Do they conduct electricity?**	
3	**Melting and boiling points**	
4	**Hardness**	

Alloys

1	Structure	
2	Representation	
3	Hardness	

Key Vocabulary

1	**Melting point**	
2	**Boiling point**	
3	**Cation**	
4	**Allotropes**	
5	**Delocalised**	

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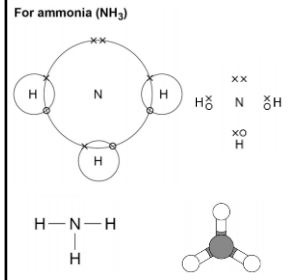
Covalent bonding

1	**Particles involved**	Atoms sharing a pair of electrons
2	**Elements involved**	Non-metallic elements and compounds
3	**Representation**	

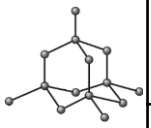
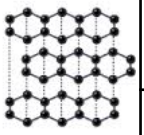
Properties of molecular compounds

1	**Bonding**	Strong covalent bonds between atoms, weak intermolecular forces between molecules.
2	**Do they conduct electricity?**	No, as there are no charged particles.
3	**Melting and boiling points**	Low – weak forces of attraction between molecules

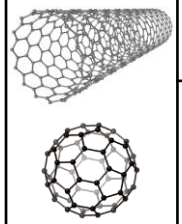
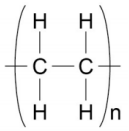
Giant covalent structures

1	**Bonding**	Strong covalent bonds between atoms
2	**Do they conduct electricity?**	Only those with delocalised electrons
3	**Melting and boiling points**	High – strong covalent bonds between atoms

Carbon

	Property	**Explanation**
Diamond 	Hard, high melting point	Every carbon bonded to 4 others with strong covalent bonds.
	Does not conduct electricity	No ions or delocalised electrons.
	Soft	Layers of carbon atoms can slide.
	Conducts electricity	Each carbon has a delocalised electron, which can carry charge.

Other giant structures

Fullerenes 	Structure	Molecules of carbon atoms with hollow shapes
	Uses	Fullerenes – drug delivery. Nanotubes – strengthen composite materials.
Polymers 	Structure	Repeating monomers connected by strong covalent bonds
	Properties	Relatively high melting points due to strong intermolecular forces.

Nanochemistry (chemistry only)

1	**Nanoscience**	Study of particles between 1 and 100 nm in size.
2	**Nanometre**	A billionth of a metre (1×10^{-9} m)
3	**Uses of nanotechnology**	Medicine, electronics, cosmetics, catalysts.
4	**Advantages**	Wide range of applications due to increased surface area to volume ratio and therefore reactivity
5	**Disadvantages**	Long-term impact on health not fully understood.

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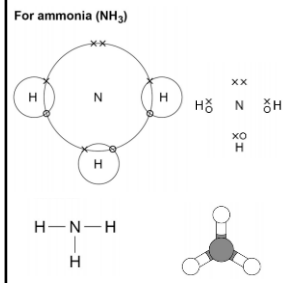
Covalent bonding

1	**Particles involved**	
2	**Elements involved**	
3	**Representation**	

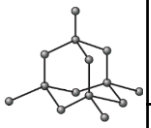
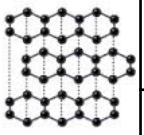
Properties of molecular compounds

1	**Bonding**	
2	**Do they conduct electricity?**	
3	**Melting and boiling points**	

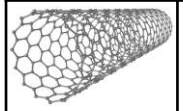
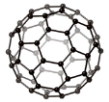
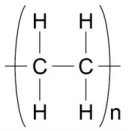
Giant covalent structures

1	**Bonding**	
2	**Do they conduct electricity?**	
3	**Melting and boiling points**	

Carbon

	Property	**Explanation**
Diamond 	Hard, high melting point	
	Does not conduct electricity	
	Soft	
	Conducts electricity	

Other giant structures

 	Structure	
	Uses	
Polymers 	Structure	
	Properties	

Nanochemistry (chemistry only)

1	**Nanoscience**	
2	**Nanometre**	
3	**Uses of nanotechnology**	
4	**Advantages**	
5	**Disadvantages**	

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Subject: French — Higher Tier Knowledge Organiser — KS4

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Present Tense		
1	Je suis	I am
2	J'ai	I have
3	Je fais	I do/make
4	Je vais	I go
5	J'aime	I like
6	Je déteste	I hate
7	Je joue	I play
8	Je mange	I eat
9	Je bois	I drink
10	Je lis	I read
11	Je vois	I see
12	J'achète	I buy
13	Je trouve	I find
14	Je travaille	I work
15	Je pense	I think
16	Je crois	I believe
17	Je dois	I have to
18	Je peux	I can
19	Je veux	I want to
20	c'est	it's

Perfect Tense		
1	Je suis allé(e)	I went
2	Je suis parti(e)	I left
3	J'ai fait	I did/made
4	J'ai aimé	I liked
5	J'ai détesté	I hated
6	J'ai joué	I played
7	J'ai mangé	I ate
8	J'ai acheté	I bought
9	J'ai trouvé	I found
10	J'ai travaillé	I worked
11	J'ai regardé	I watched
12	J'ai vu	I saw
13	J'ai bu	I drank
14	J'ai lu	I read

Il y a		
1	Il y a	There is/are
2	Il y avait	There was/were
3	Il y aura	There will be
4	Il y aurait	There would be

Imperfect Tense - I used to		
1	J'étais	… be
2	J'allais	… go
3	J'avais	… have
4	Je faisais	… do
5	Je jouais	… play
6	Je regardais	… watch
7	J'écoutais	… listen
8	Je mangeais	… eat
9	Je buvais	… drink
10	J'achetais	… buy
11	J'aimais	… like
12	C'était	It was

Future Tense		
1	Je serai	I will be
2	J'aurai	I will have
3	J'irai	I will go
4	Je ferai	I will do
5	Je jouerai	I will play
6	Je regarderai	I will watch
7	Je mangerai	I will eat
8	J'acheterai	I will buy
9	Je travaillerai	I will work
10	Je verrai	I will see
11	Je boirai	I will drink
12	Il sera	It will be

Structures with infinitives		
1	J'aime aller/faire	I like going/doing
2	Je n'aime pas aller/faire	I don't like going/doing
3	Je vais aller/jouer	I am going to go/to play
4	Je voudrais aller/jouer	I would like to go/play
5	il faut aller/jouer	you have to go/play
6	on peut/doit aller	you can/must go

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Subject: French — Higher Tier Knowledge Organiser — KS4

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Present Tense		
1	Je suis	
2	J'ai	
3	Je fais	
4	Je vais	
5	J'aime	
6	Je déteste	
7	Je joue	
8	Je mange	
9	Je bois	
10	Je lis	
11	Je vois	
12	J'achète	
13	Je trouve	
14	Je travaille	
15	Je pense	
16	Je crois	
17	Je dois	
18	Je peux	
19	Je veux	
20	c'est	

Perfect Tense		
1	Je suis allé(e)	
2	Je suis parti(e)	
3	J'ai fait	
4	J'ai aimé	
5	J'ai détesté	
6	J'ai joué	
7	J'ai mangé	
8	J'ai acheté	
9	J'ai trouvé	
10	J'ai travaillé	
11	J'ai regardé	
12	J'ai vu	
13	J'ai bu	
14	J'ai lu	

Il y a		
1	Il y a	
2	Il y avait	
3	Il y aura	
4	Il y aurait	

Imperfect Tense - I used to		
1	J'étais	
2	J'allais	
3	J'avais	
4	Je faisais	
5	Je jouais	
6	Je regardais	
7	J'écoutais	
8	Je mangeais	
9	Je buvais	
10	J'achetais	
11	J'aimais	
12	C'était	

Future Tense		
1	Je serai	
2	J'aurai	
3	J'irai	
4	Je ferai	
5	Je jouerai	
6	Je regarderai	
7	Je mangerai	
8	J'acheterai	
9	Je travaillerai	
10	Je verrai	
11	Je boirai	
12	Il sera	

Structures with infinitives		
1	J'aime aller/faire	
2	Je n'aime pas aller/faire	
3	Je vais aller/jouer	
4	Je voudrais aller/jouer	
5	il faut aller/jouer	
6	on peut/doit aller	

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Sentence Starters

1	je pense que	I think that
2	je crois que	I believe that
3	à mon avis	in my opinion
4	selon moi	in my opinion
5	je dirais que	I would say that
6	il me semble que	it seems to me that
7	d'un point de vue personnel	from a personal point of view
8	bien que je sache que	although I know that
9	à cause du fait que	due to the fact that
10	Je considerais que	I would consider that
11	il faut que je dise que	I have to say that

Connectives

1	parce que	because
2	car	because
3	mais	but
4	pourtant	however
5	en revanche	however
6	néanmoins	nevertheless
7	certes	admittedly
8	aussi	also
9	donc	therefore
10	d'ailleurs	besides
11	bien que (+subj)	although
12	à moins que (+subj)	unless

Intensifiers

1	un peu	a bit
2	assez	quite
3	très	very
4	vraiment	really
5	beaucoup	much/ a lot
6	trop	too
7	tellement	so
8	extrêmement	extremely

Exclamations!!!

1	Quel dommage!	What a shame!
2	Quel plaisir!	What a pleasure!

Adjectives

1	amusant	fun
2	intéressant	interesting
3	passionnant	exciting
4	utile	useful
5	beau	beautiful
6	fantastique	fantastic
7	incroyable	incredible
8	ennuyeux/ barbant	boring
9	fatigant	tiring
10	difficile	difficult
11	cher	expensive

Signposting Time Frames

1	l'année dernière	last year
2	la semaine dernière	last week
3	hier	yesterday
4	normalement	normally
5	d'habitude	usually
6	ce soir	this evening
7	la semaine prochaine	next week
8	l'année prochaine	next year
9	dans l'avenir	in the future

Frequency

1	tous les jours	every day
2	de temps en temps	from time to time
3	une fois par semaine	once a week
4	deux fois par mois	twice a month
5	ne...jamais	never
6	toujours	always
7	souvent	often
8	quelquefois/ parfois	sometimes

Fancy Phrases

1	après avoir mangé	after having eaten
2	je l'ai trouvé génial	I found it great
3	je me suis bien amusé(e)	I really enjoyed myself
4	ça m'a vraiment plu	I really enjoyed it
5	ça en valait la peine	It was worth it
6	je n'aurais jamais pensé	I would never have thought
7	j'ai tellement hâte	I'm really looking forward to it
8	le jeu en vaudra la chandelle	it will be worth it

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Subject: French — Higher Tier Knowledge Organiser — KS4

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Sentence Starters

1	je pense que	
2	je crois que	
3	à mon avis	
4	selon moi	
5	je dirais que	
6	il me semble que	
7	d'un point de vue personnel	
8	bien que je sache que	
9	à cause du fait que	
10	Je considerais que	
11	il faut que je dise que	

Connectives

1	parce que	
2	car	
3	mais	
4	pourtant	
5	en revanche	
6	néanmoins	
7	certes	
8	aussi	
9	donc	
10	d'ailleurs	
11	bien que (+subj)	
12	à moins que (+subj)	

Intensifiers

1	un peu	
2	assez	
3	très	
4	vraiment	
5	beaucoup	
6	trop	
7	tellement	
8	extrêmement	

Exclamations!!!

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2	Quel plaisir!	

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5	beau	
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8	ennuyeux/ barbant	
9	fatigant	
10	difficile	
11	cher	

Signposting Time Frames

1	l'année dernière	
2	la semaine dernière	
3	hier	
4	normalement	
5	d'habitude	
6	ce soir	
7	la semaine prochaine	
8	l'année prochaine	
9	dans l'avenir	

Frequency

1	tous les jours	
2	de temps en temps	
3	une fois par semaine	
4	deux fois par mois	
5	ne...jamais	
6	toujours	
7	souvent	
8	quelquefois/ parfois	

Fancy Phrases

1	après avoir mangé	
2	je l'ai trouvé génial	
3	je me suis bien amusé(e)	
4	ça m'a vraiment plu	
5	ça en valait la peine	
6	je n'aurais jamais pensé	
7	j'ai tellement hâte	
8	le jeu en vaudra la chandelle	

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Subject: French — Foundation Tier Knowledge Organiser — KS4

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Present Tense		
1	Je suis	I am
2	J'ai	I have
3	Je fais	I do/make
4	Je vais	I go
5	J'aime	I like
6	Je déteste	I hate
7	Je joue	I play
8	Je mange	I eat
9	Je bois	I drink
10	Je lis	I read
11	J'achète	I buy
12	Je trouve	I find
13	Je travaille	I work
14	Je pense	I think
15	c'est	it's

Perfect Tense		
1	Je suis allé(e)	I went
2	Je suis parti(e)	I left
3	J'ai fait	I did/made
4	J'ai aimé	I liked
5	J'ai détesté	I hated
6	J'ai joué	I played
7	J'ai mangé	I ate
8	J'ai acheté	I bought
9	J'ai trouvé	I found
10	J'ai travaillé	I worked
11	J'ai regardé	I watched
12	J'ai vu	I saw
13	J'ai bu	I drank
14	J'ai lu	I read

Near Future Tense – I am going to…		
1	Je vais être	be
2	Je vais avoir	have
3	Je vais aller	go
4	Je vais faire	do
5	Je vais jouer	play
6	Je vais regarder	watch
7	Je vais manger	eat
8	Je vais achèter	buy
9	Je vais travailler	work
10	Je vais voir	see
11	Je vais boire	drink
12	Je vais devenir	become
13	Je vais voyager	travel
14	ce sera	it will be

Conditional Tense – I would like to…		
1	Je voudrais être	be
2	Je voudrais avoir	have
3	Je voudrais aller	go
4	Je voudrais faire	do
5	Je voudrais jouer	play
6	Je voudrais regarder	watch
7	Je voudrais manger	eat
8	Je voudrais achèter	buy
9	Je voudrais travailler	work
10	Je voudrais voir	see
11	Je voudrais boire	drink
12	Je voudrais devenir	become
13	Je voudrais voyager	travel
14	ce serait	it would be

Il y a		
1	Il y a	There is/are
2	Il y avait	There was/were
3	Il y aura	There will be
4	Il y aurait	There would be

Structures with infinitives		
1	J'aime aller/faire	I like going/doing
2	Je n'aime pas aller/faire	I don't like going/doing
3	il faut aller/jouer	you have to go/play
4	on peut/doit aller	you can/must go

Imperfect Tense		
1	J'étais	I was/I used to be
2	J'avais	I had/I used to have
3	C'était	It was
4	il y avait	there was/were

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Subject: French — Foundation Tier Knowledge Organiser — KS4

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Present Tense		
1	Je suis	
2	J'ai	
3	Je fais	
4	Je vais	
5	J'aime	
6	Je déteste	
7	Je joue	
8	Je mange	
9	Je bois	
10	Je lis	
11	J'achète	
12	Je trouve	
13	Je travaille	
14	Je pense	
15	c'est	

Perfect Tense		
1	Je suis allé(e)	
2	Je suis parti(e)	
3	J'ai fait	
4	J'ai aimé	
5	J'ai détesté	
6	J'ai joué	
7	J'ai mangé	
8	J'ai acheté	
9	J'ai trouvé	
10	J'ai travaillé	
11	J'ai regardé	
12	J'ai vu	
13	J'ai bu	
14	J'ai lu	

Near Future Tense – I am going to…		
1	Je vais être	
2	Je vais avoir	
3	Je vais aller	
4	Je vais faire	
5	Je vais jouer	
6	Je vais regarder	
7	Je vais manger	
8	Je vais achèter	
9	Je vais travailler	
10	Je vais voir	
11	Je vais boire	
12	Je vais devenir	
13	Je vais voyager	
14	ce sera	

Conditional Tense – I would like to…		
1	Je voudrais être	
2	Je voudrais avoir	
3	Je voudrais aller	
4	Je voudrais faire	
5	Je voudrais jouer	
6	Je voudrais regarder	
7	Je voudrais manger	
8	Je voudrais achèter	
9	Je voudrais travailler	
10	Je voudrais voir	
11	Je voudrais boire	
12	Je voudrais devenir	
13	Je voudrais voyager	
14	ce serait	

Il y a		
1	Il y a	
2	Il y avait	
3	Il y aura	
4	Il y aurait	

Structures with infinitives		
1	J'aime aller/faire	
2	Je n'aime pas aller/faire	
3	il faut aller/jouer	
4	on peut/doit aller	

Imperfect Tense		
1	J'étais	
2	J'avais	
3	C'était	
4	il y avait	

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Subject: French — Foundation Tier Knowledge Organiser — KS4

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Sentence Starters

1	je pense que	I think that
2	je crois que	I believe that
3	à mon avis	in my opinion
4	selon moi	in my opinion
5	je dirais que	I would say that

Connectives

1	et	and
2	ou	or
3	où	where
4	parce que	because
5	car	because
6	mais	but
7	pourtant	however
8	aussi	also

Intensifiers

1	un peu	a bit
2	assez	quite
3	très	very
4	vraiment	really
5	beaucoup	much/ a lot
6	trop	too

Adjectives

1	amusant	fun
2	intéressant	interesting
3	passionnant	exciting
4	utile	useful
5	beau	beautiful
6	fantastique	fantastic
7	incroyable	incredible
8	ennuyeux/ barbant	boring
9	fatigant	tiring
10	difficile	difficult
11	cher	expensive

Signposting Time Frames

1	l'année dernière	last year
2	la semaine dernière	last week
3	hier	yesterday
4	normalement	normally
5	d'habitude	usually
6	ce soir	this evening
7	la semaine prochaine	next week
8	l'année prochaine	next year
9	dans l'avenir	in the future

Frequency

1	tous les jours	every day
2	de temps en temps	from time to time
3	une fois par semaine	once a week
4	deux fois par mois	twice a month
5	ne…jamais	never
6	toujours	always
7	souvent	often
8	quelquefois	sometimes

Exclamations!!!

1	Quel dommage!	What a shame!
2	Quel plaisir!	What a pleasure!

Fancy Phrases

1	je l'ai trouvé génial	I found it great
2	je me suis bien amusé(e)	I really enjoyed myself
3	j'ai tellement hâte	I'm really looking forward to it

Perfect Phrases For Any Essay

1	Hier je suis allé au cinema/au stade/au restaurant/au parc/au café/à la piscine et c'était…	Yesterday I went to the cinema/stadium/restaurant/park/ café/swimming pool and it was…
2	J'ai mangé une pizza/des frites/un hamburger/du jambon/du poisson/une glace et c'était…	I ate a pizza/fries/a hamburger/some ham/fish/an ice-cream and it was…
3	J'ai joué au foot/au tennis/au rugby/au golf et c'était…	I played football/tennis/rugby/golf and it was…
4	J'ai bu un coca/un jus d'orange et c'était…	I drank a coke/an orange juice and it was…

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Subject: French

Foundation Tier Knowledge Organiser

KS4

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Sentence Starters		
1	je pense que	
2	je crois que	
3	à mon avis	
4	selon moi	
5	je dirais que	

Connectives		
1	et	
2	ou	
3	où	
4	parce que	
5	car	
6	mais	
7	pourtant	
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Intensifiers		
1	un peu	
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Adjectives		
1	amusant	
2	intéressant	
3	passionnant	
4	utile	
5	beau	
6	fantastique	
7	incroyable	
8	ennuyeux/ barbant	
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11	cher	

Signposting Time Frames		
1	l'année dernière	
2	la semaine dernière	
3	hier	
4	normalement	
5	d'habitude	
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Frequency		
1	tous les jours	
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3	une fois par semaine	
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5	ne...jamais	
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Exclamations!!!		
1	Quel dommage!	
2	Quel plaisir!	

Perfect Phrases For Any Essay		
1	Hier je suis allé au cinema/au stade/au restaurant/au parc/au café/à la piscine et c'était...	
2	J'ai mangé une pizza/des frites/un hamburger/du jambon/du poisson/une glace et c'était...	
3	J'ai joué au foot/au tennis/au rugby/au golf et c'était...	
4	J'ai bu un coca/un jus d'orange et c'était...	

Fancy Phrases		
1	je l'ai trouvé génial	
2	je me suis bien amusé(e)	
3	j'ai tellement hâte	

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Present Tense

1	Ich bin	I am
2	Ich habe	I have
3	Ich mache	I do/make
4	Ich gehe	I go
5	Ich fahre	I travel
6	Ich mag	I like
7	Ich hasse	I hate
8	Ich spiele	I play
9	Ich esse	I eat
10	Ich trinke	I drink
11	Ich lese	I read
12	Ich sehe	I see
13	Ich kaufe	I buy
14	Ich finde	I find
15	Ich arbeite	I work
16	Ich denke	I think
17	Ich muss	I have to
18	Ich kann	I can
19	Ich will	I want to
20	es ist	it's

Perfect Tense

1	Ich bin gegangen	I went
2	Ich bin gefahren	I travelled
3	Ich bin geflogen	I flew
4	Ich bin geblieben	I stayed
5	Ich habe gemacht	I did/made
6	Ich habe gespielt	I played
7	Ich habe gegessen	I ate
8	Ich habe getrunken	I drank
9	Ich habe gekauft	I bought
10	Ich habe gearbeitet	I worked
11	Ich habe gesehen	I watched
12	Ich habe gelesen	I read
13	Ich habe gefunden	I found
14	ich habe besucht	I visited

Using Geben

1	es gibt	There is/are
2	es gab	There was/were
3	es wird…geben	There will be
4	es würde…geben	There would be

Simple Past

1	ich war	I was
2	es war	it was
3	sie waren	they were
4	ich hatte	I had
5	es gab	there was/were

Conditional Fancy

1	ich wäre	I would be
2	es wäre	it would be
3	sie wären	they would be
4	ich hätte	I would have
5	es gäbe	there would be

Future/Conditional Tense

ich werde/möchte….(I will/would like to)

1	…sein	be
2	…werden	become
3	…gehen	go
4	…fahren	travel
5	…spielen	play
6	…essen	eat
7	…trinken	drink
8	…sehen	see
9	…arbeiten	work
10	…lesen	read
11	…machen	make/do
12	…besuchen	visit

Structures With Infinitives

1	ich muss…machen	I have to do
2	ich darf…machen	I am allowed to do
3	ich kann…machen	I can do
4	ich soll…machen	I should do
5	ich will…machen	I want to do
6	man muss/kann/soll…machen	you must/can/should do

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Subject: German | Higher Tier Knowledge Organiser | KS4

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Present Tense		
1	Ich bin	
2	Ich habe	
3	Ich mache	
4	Ich gehe	
5	Ich fahre	
6	Ich mag	
7	Ich hasse	
8	Ich spiele	
9	Ich esse	
10	Ich trinke	
11	Ich lese	
12	Ich sehe	
13	Ich kaufe	
14	Ich finde	
15	Ich arbeite	
16	Ich denke	
17	Ich muss	
18	Ich kann	
19	Ich will	
20	es ist	

Perfect Tense		
1	Ich bin gegangen	
2	Ich bin gefahren	
3	Ich bin geflogen	
4	Ich bin geblieben	
5	Ich habe gemacht	
6	Ich habe gespielt	
7	Ich habe gegessen	
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10	Ich habe gearbeitet	
11	Ich habe gesehen	
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13	Ich habe gefunden	
14	ich habe besucht	

Using Geben		
1	es gibt	
2	es gab	
3	es wird...geben	
4	es würde...geben	

Simple Past		
1	ich war	
2	es war	
3	sie waren	
4	ich hatte	
5	es gab	

Conditional Fancy		
1	ich wäre	
2	es wäre	
3	sie wären	
4	ich hätte	
5	es gäbe	

Future/Conditional Tense		
ich werde/möchte....(I will/would like to)		
1	...sein	
2	...werden	
3	...gehen	
4	...fahren	
5	...spielen	
6	...essen	
7	...trinken	
8	...sehen	
9	...arbeiten	
10	...lesen	
11	...machen	
12	...besuchen	

Structures With Infinitives		
1	ich muss...machen	
2	ich darf...machen	
3	ich kann...machen	
4	ich soll...machen	
5	ich will...machen	
6	man muss/kann/soll...machen	

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Subject: German — Higher Tier Knowledge Organiser — KS4

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Sentence Starters

1	meiner Meinung nach	in my opinion
2	meines erachtens	in my opinion
3	im Großen und Ganzen	all in all
4	auf der einen Seite	on the one hand
5	aber auf der anderen Seite	but on the other hand
6	es scheint mir, dass	it seems to me that
7	ich denke, dass…	I think that
8	ich würde sagen, dass	I would say that
9	obwohl ich weiß, dass	although I know that
10	ich glaube, dass…	I believe that
11	ich muss sagen, dass	I have to say that

Connectives

1	und	and
2	aber	but
3	denn	because
4	sondern (neg)	but
5	jedoch	however
6	deshalb	therefore
7	trotzdem	nevertheless
8	außerdem	furthermore
9	weil/da	because
10	dass	that
11	obwohl	although
12	wenn	if/when

Intensifiers

1	ein bisschen	a bit
2	ziemlich	quite
3	sehr	very
4	wirklich	really
5	echt	genuinely
6	zu	too
7	so	so
8	ganz	totally

Exclamations!!!

1	Wie Schade!	What a shame!
2	Wahnsinn!	Wow!

Adjectives

1	lustig	funny
2	interessant	interesting
3	spannend	exciting
4	nützlich	useful
5	schön	beautiful
6	toll	great
7	unglaublich	incredible
8	langweilig	boring
9	anstrengend	tiring
10	schwierig	difficult
11	teuer	expensive
12	billig	cheap

Signposting Time Frames

1	letztes Jahr	last year
2	letzte Woche	last week
3	gestern	yesterday
4	normalerweise	normally
5	gewöhnlich	usually
6	dieses Abend	this evening
7	nächste Woche	next week
8	nächstes Jahr	next year
9	in der Zukunft	in the future

Frequency

1	jeden Tag	every day
2	ab und zu	from time to time
3	einmal pro Woche	once a week
4	zweimal pro Woche	twice a month
5	nie	never
6	immer	always
7	oft	often
8	manchmal	sometimes

Fancy Phrases

1	es hat eine Menge Spaß gemacht	it was loads of fun
2	ich habe mich wirklich amüsiert	I really enjoyed myself
3	es hat sich wirklich gelohnt	it was really worth it
4	das hat mir gefallen	I liked it
5	ich hätte nie gedacht	I would have never thought
6	je (heißer), desto besser	the (hotter) the better
7	ich freue mich schon darauf	I am already looking forward to it
8	es wird bestimmt viel Spaß machen	it will definitely be lots of fun

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Subject: German | Higher Tier Knowledge Organiser | KS4

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Sentence Starters

1	meiner Meinung nach	
2	meines erachtens	
3	im Großen und Ganzen	
4	auf der einen Seite	
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9	obwohl ich weiß, dass	
10	ich glaube, dass…	
11	ich muss sagen, dass	

Connectives

1	und	
2	aber	
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4	sondern (neg)	
5	jedoch	
6	deshalb	
7	trotzdem	
8	außerdem	
9	weil/da	
10	dass	
11	obwohl	
12	wenn	

Intensifiers

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Exclamations!!!

1	Wie Schade!	
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Adjectives

1	lustig	
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5	schön	
6	toll	
7	unglaublich	
8	langweilig	
9	anstrengend	
10	schwierig	
11	teuer	
12	billig	

Signposting Time Frames

1	letztes Jahr	
2	letzte Woche	
3	gestern	
4	normalerweise	
5	gewöhnlich	
6	dieses Abend	
7	nächste Woche	
8	nächstes Jahr	
9	in der Zukunft	

Frequency

1	jeden Tag	
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Fancy Phrases

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2	ich habe mich wirklich amüsiert	
3	es hat sich wirklich gelohnt	
4	das hat mir gefallen	
5	ich hätte nie gedacht	
6	je (heißer), desto besser	
7	ich freue mich schon darauf	
8	es wird bestimmt viel Spaß machen	

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Present Tense

1	Ich bin	I am
2	Ich habe	I have
3	Ich mache	I do/make
4	Ich gehe	I go
5	Ich fahre	I travel
6	Ich mag	I like
7	Ich hasse	I hate
8	Ich spiele	I play
9	Ich esse	I eat
10	Ich trinke	I drink
11	Ich lese	I read
12	Ich sehe	I see
13	Ich kaufe	I buy
14	Ich finde	I find
15	Ich arbeite	I work
16	Ich denke	I think
17	Ich muss	I have to
18	Ich kann	I can
19	Ich will	I want to
20	es ist	it's

Perfect Tense

1	Ich bin gegangen	I went
2	Ich bin gefahren	I travelled
3	Ich bin geflogen	I flew
4	Ich bin geblieben	I stayed
5	Ich habe gemacht	I did/made
6	Ich habe gespielt	I played
7	Ich habe gegessen	I ate
8	Ich habe getrunken	I drank
9	Ich habe gekauft	I bought
10	Ich habe gearbeitet	I worked
11	Ich habe gesehen	I watched
12	Ich habe gelesen	I read
13	Ich habe gefunden	I found
14	ich habe besucht	I visited

Using Geben

1	es gibt	There is/are
2	es gab	There was/were
3	es wird…geben	There will be
4	es würde…geben	There would be

Simple Past

1	ich war	I was
2	es war	it was
3	sie waren	they were
4	ich hatte	I had
5	es gab	there was/were

Conditional Fancy

1	ich wäre	I would be
2	es wäre	it would be
3	sie wären	they would be
4	ich hätte	I would have
5	es gäbe	there would be

Future/Conditional Tense

ich werde/möchte….(I will/would like to)

1	…sein	be
2	…werden	become
3	…gehen	go
4	…fahren	travel
5	…spielen	play
6	…essen	eat
7	…trinken	drink
8	…sehen	see
9	…arbeiten	work
10	…lesen	read
11	…machen	make/do
12	…besuchen	visit

Structures With Infinitives

1	ich muss…machen	I have to do
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6	man muss/kann/soll…machen	you must/can/should do

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5		I travel
6	Ich mag	I like
7	Ich hasse	I hate
8		I play
9		I eat
10		I drink
11	Ich lese	I read
12	Ich sehe	I see
13		I buy
14	Ich finde	I find
15	Ich arbeite	I work
16	Ich denke	I think
17	Ich muss	I have to
18	Ich kann	I can
19	Ich will	I want to
20		it's

Perfect Tense

1		I went
2		I travelled
3		I flew
4		I stayed
5		I did/made
6		I played
7		I ate
8		I drank
9		I bought
10		I worked
11		I watched
12		I read
13		I found
14		I visited

Using Geben

1		There is/are
2		There was/were
3	es wird...geben	There will be
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Simple Past

1	ich war	I was
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Conditional Fancy

1	ich wäre	I would be
2	es wäre	it would be
3	sie wären	they would be
4	ich hätte	I would have
5	es gäbe	there would be

Future/Conditional Tense

ich werde/möchte....(I will/would like to)

1	...sein	be
2	...werden	become
3		go
4		travel
5		play
6		eat
7		drink
8	...sehen	see
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Structures With Infinitives

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Sentence Starters

1	meiner Meinung nach	in my opinion
2	meines erachtens	in my opinion
3	im Großen und Ganzen	all in all
4	ich denke, dass…	I think that
5	ich würde sagen, dass	I would say that
6	ich muss sagen, dass	I have to say that

Connectives

1	und	and
2	aber	but
3	denn	because
4	oder	or
5	jedoch	however
6	außerdem	furthermore
7	weil/da	because
8	dass	that

Intensifiers

1	ein bisschen	a bit
2	ziemlich	quite
3	sehr	very
4	wirklich	really
5	echt	genuinely
6	zu	too
7	so	so
8	ganz	totally

Adjectives

1	lustig	funny
2	interessant	interesting
3	spannend	exciting
4	nützlich	useful
5	schön	beautiful
6	toll	great
7	unglaublich	incredible
8	langweilig	boring
9	anstrengend	tiring
10	schwierig	difficult
11	teuer	expensive
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Signposting Time Frames

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2	letzte Woche	last week
3	gestern	yesterday
4	normalerweise	normally
5	gewöhnlich	usually
6	dieses Abend	this evening
7	nächste Woche	next week
8	nächstes Jahr	next year
9	in der Zukunft	in the future
10	am Wochenende	at the weekend

Frequency

1	jeden Tag	every day
2	ab und zu	from time to time
3	einmal pro Woche	once a week
4	zweimal pro Woche	twice a month
5	nie	never
6	immer	always
7	oft	often
8	manchmal	sometimes

Exclamations!!!

1	Wie Schade!	What a shame!
2	Wahnsinn!	Wow!

Fancy Phrases

1	es hat eine Menge Spaß gemacht	it was loads of fun
2	es hat sich wirklich gelohnt	it was really worth it
3	das hat mir gefallen	I liked it
4	ich freue mich schon darauf	I am already looking forward to it
5	ich werde mich amüsieren	I will enjoy myself

Perfect Past Examples

1	Letztes Wochenende bin ich ins Kino/Café/Restaurant/Stadion/Museum gegangen und es hat eine Menge Spaß gemacht.	Last weekend I went to the cinema/café/restaurant/stadium/ museum and it was loads of fun.
2	Ich habe Hähnchen, Pommes und Salat gegessen und ich habe Cola getrunken. Das Essen war sehr lecker und es hat sich wirklich gelohnt. Wahnsinn!	I ate chicken, chips and salad and I drank cola. The food was very tasty and it was really worth it. Wow!

Fantastic Future Examples

1	Nächstes Jahr werde ich mit meinen Freunden nach Berlin fahren und ich freue mich schon darauf.	Next year I will travel with my friends to Berlin. I am already looking forward to it.
2	Ich möchte ins Café gehen und ich möchte Pizza essen. Ich werde mich amüsieren, weil ich Pizza liebe.	I would like to go to café and I would like to eat pizza. I will enjoy myself I love pizza.

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Subject: German — Foundation Tier Knowledge Organiser — KS4

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Sentence Starters

1		in my opinion
2	meines erachtens	in my opinion
3	im Großen und Ganzen	all in all
4	ich denke, dass…	I think that
5		I would say
6	ich muss sagen	I have to say

Connectives

1	und	and
2		but
3		because
4	oder	or
5	jedoch	however
6		furthermore
7		because
8	dass	that

Intensifiers

1	ein bisschen	a bit
2		quite
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Adjectives

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7		incredible
8	langweilig	boring
9	anstrengend	tiring
10	schwierig	difficult
11		expensive
12		cheap

Signposting Time Frames

1		last year
2	letzte Woche	last week
3		yesterday
4		normally
5	gewöhnlich	usually
6	dieses Abend	this evening
7		next week
8	nächstes Jahr	next year
9	in der Zukunft	in the future
10		at the weekend

Frequency

1	jeden Tag	every day
2		from time to time
3	einmal pro Woche	once a week
4		twice a month
5	nie	never
6	immer	always
7	oft	often
8		sometimes

Exclamations!!!

1	Wie Schade!	What a shame!
2	Wahnsinn!	Wow!

Fancy Phrases

1		it was loads of fun
2		it was really worth it
3		I liked it
4		I am already looking forward to it
5		I will enjoy myself

Perfect Past Examples

1	Letztes Wochenende bin ich ins Kino/Café/Restaurant/Stadion/Museum gegangen und es hat eine Menge Spaß gemacht.	Last weekend I went to the cinema/café/restaurant/stadium/ museum and it was loads of fun.
2	Ich habe Hähnchen, Pommes und Salat gegessen und ich habe Cola getrunken. Das Essen war sehr lecker und es hat sich wirklich gelohnt. Wahnsinn!	I ate chicken, chips and salad and I drank cola. The food was very tasty and it was really worth it. Wow!

Fantastic Future Examples

1	Nächstes Jahr werde ich mit meinen Freunden nach Berlin fahren und ich freue mich schon darauf.	Next year I will travel with my friends to Berlin. I am already looking forward to it.
2	Ich möchte ins Café gehen und ich möchte Pizza essen. Ich werde mich amüsieren, weil ich Pizza liebe.	I would like to go to café and I would like to eat pizza. I will enjoy myself I love pizza.

Beckfoot

Subject: Geography	Topic: The challenge of natural hazards	Year Group: 10

enjoy learn succeed

A. Natural hazards pose major risks to people and property.		
1	**Natural Hazard**	A natural processes that could cause death, injury or disruption to humans.
2	**Types of natural hazard**	Tectonic hazards, metrological hazards, hydrological hazards, climatological hazard.
3	**Hazard risk**	The probability or chance a natural hazard will take place.

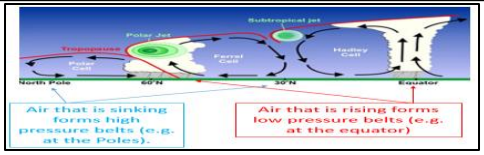
B. Earthquakes and volcanic eruptions are the result of physical processes		
1	**Plate tectonics theory**	Is a theory that the earth is divided up into tectonic plates. Plate boundary types; Constructive destructive, conservative.
2	**Distribution of tectonic hazards**	The majority of tectonic hazards happen along plate boundaries. The Pacific Ring of Fire is the location of most tectonic hazards.

C. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.

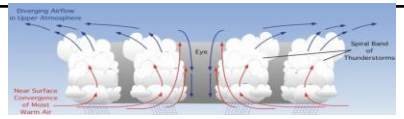
1	**Examples**	HIC- Italy 2009	LIC- Nepal 2015
2	Primary effect	300 deaths, 1500 people injured, 67,500 people homeless	9000 people dead, 20,000 people injured, 3 million homeless
3	Secondary effects	Fires in some collapsed buildings, broken water pipe caused a landslide.	Earthquake lead to an avalanche killing 19 people, road blocked.
4	Immediate response	Hotels provided shelter, Italian red cross carried out search and rescue.	Search and rescue teams, water and medical aid.
5.	Long term response	New settlement for 20,000 residents was built, Investigation into why buildings collapsed.	Roads repaired and stricter building regulations.

D. Global atmospheric circulation helps to determine patterns of weather and climate.

1



E. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.

1	**Distribution**	All Tropical storms are located between the Tropics.
2	Causes	Tropical storms form over ocean water that is 27°C and low pressure, water vapour evaporates and rises, this draws in more air creating strong winds, the storm then rotates due to the spin of the Earth.
3	Structure	
4	Climate change	Climate change will increase the intensity and distribution of Tropical storms
5.	Example	Typhoon Haiyan, 2013
6.	Effects	Primary- 7500 people dead, 1.9 million homeless Secondary- Oil leak damaging fish stocks, seawater damaging farmland.
7.	Response	Immediate- 800,000 people evacuated, medical aid and search rescue. Long-term- Upgrade and rebuild damaged building 'build back better'

F. The UK is affected by a number of weather hazards.	
1	Drought, river flash flooding, coastal flooding, slow onset river flooding, surface water flooding, extreme cold/heavy snow, heatwave, thunderstorm.

G. Extreme weather events in the UK have impacts on human activity.		
1	Example	Somerset floods 2014
2	**Effects**	Social- 600 homes flooded, people without power Economic- £10 million damage, 16 farms damaged. Environmental- Contaminated water affecting natural habitats.
3	**Response**	Immediate- Villages cut off used boats to act as transport, livestock was evacuated. Long-term- £20 million given by Government for a flood action plan., dredged 8km of the River Tone.

F. Climate change is the result of natural and human factors, and has a range of effects.		
1	Evidence	Increased global temperatures, reduced ice coverage, irregular weather patterns.
2	**Causes**	Natural- changes in earth orbit and tilt, volcanic activity, increased solar energy. Human- enhanced greenhouse effect due to increased burning of fossil fuels.
3	**Mitigation**	Use of alternative energy and renewable energy source's to reduce carbon dioxide emissions.
4	**Adaptation**	Use of carbon capture to reduce carbon. Tree planting to capture carbon Use of drought resistance seeds to help adapt to warmer climate.

Beckfoot

Subject: Geography	Topic: The challenge of natural hazards	Year Group: 10

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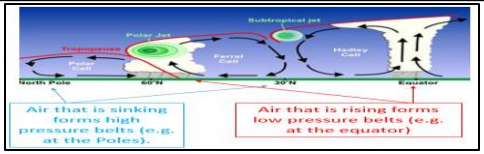
A. Natural hazards pose major risks to people and property.		
1	**Natural Hazard**	
2	**Types of natural hazard**	
3	**Hazard risk**	

B. Earthquakes and volcanic eruptions are the result of physical processes		
1	**Plate tectonics theory**	
2	**Distribution of tectonic hazards**	

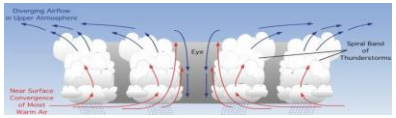
C. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.

1	**Examples**	HIC- Italy 2009	LIC- Nepal 2015
2	Primary effect		
3	Secondary effects		
4	Immediate response		
5.	Long term response		

D. Global atmospheric circulation helps to determine patterns of weather and climate.

1	

E. Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.

1	**Distribution**	
2	Causes	
3	Structure	
4	Climate change	
5.	Example	
6.	Effects	
7.	Response	

F. The UK is affected by a number of weather hazards.	
1	

G. Extreme weather events in the UK have impacts on human activity.		
1	Example	
2	**Effects**	
3	**Response**	

F. Climate change is the result of natural and human factors, and has a range of effects.		
1	Evidence	
2	**Causes**	
3	**Mitigation**	
4	**Adaptation**	

Subject: Geography	Topic: The challenge of natural hazards	Year Group: 10

1) Low income country (LIC) and High income country (HIC)	- This subdivision of countries is based on the World Bank income classifications (GNI per capita), which in 2013 were Low Income $1045 or below, and High Income $12746 or above.
2) Newly emerging economies (NEEs)	- Countries that have begun to experience higher rates of economic development, usually with higher levels of industrialisation. They differ from LICs in that they no longer rely primarily on agriculture, have made gains in infrastructure and industrial growth, and are experiencing increasing incomes and high levels of investment, eg Brazil, Russia, China and South Africa (the so-called BRICS countries).
3) Hazard risk	- The probability or chance that a natural hazard may take place.
4) Natural hazard	- A natural event (for example an earthquake, volcanic eruption, tropical storm, flood) that threatens people or has the potential to cause damage, destruction and death.

5) Conservative plate margin	Tectonic plate margin where two tectonic plates slide past each other.
6) Constructive plate margin	- Tectonic plate margin where rising magma adds new material to plates that are diverging or moving apart
7) Destructive plate margin	- Tectonic plate margin where two plates are converging or coming together and oceanic plate is subducted. It can be associated with violent earthquakes and explosive volcanoes.
8) Earthquake	-A sudden or violent movement within the Earth's crust followed by a series of shocks
9) Immediate responses	- The reaction of people as the disaster happens and in the immediate aftermath.
10) Long-term responses	- Later reactions that occur in the weeks, months and years after the event.
11) Monitoring	- Recording physical changes, such as earthquake tremors around a volcano, to help forecast when and where a natural hazard might strike.
12) Plate margin	- The margin or boundary between two tectonic plates.

13) Planning	- Actions taken to enable communities to respond to, and recover from, natural disasters, through measures such as emergency evacuation plans, information management, communications and warning systems.
14) Prediction	- Attempts to forecast when and where a natural hazard will strike, based on current knowledge. This can be done to some extent for volcanic eruptions (and tropical storms), but less reliably for earthquakes.
15) Primary effects	- The initial impact of a natural event on people and property, caused directly by it, for instance the ground buildings collapsing following an earthquake.
16) Protection	- Actions taken before a hazard strikes to reduce its impact, such as educating people or improving building design
17) Secondary effects -	The after-effects that occur as indirect impacts of a natural event, sometimes on a longer timescale, for instance fires due to ruptured gas mains resulting from the ground shaking.
18) Tectonic hazard	- A natural hazard caused by movement of tectonic plates (including volcanoes and earthquakes).
19) Tectonic plate	- A rigid segment of the Earth's crust which can 'float' across the heavier, semi-molten rock below. Continental plates are less dense, but thicker than oceanic plates.
20) Volcano	- An opening in the Earth's crust from which lava, ash and gases erupt.

Subject: Geography	Topic: The challenge of natural hazards	Year Group: 10

1) Low income country (LIC) and High income country (HIC)	
2) Newly emerging economies (NEEs)	
3) Hazard risk	
4) Natural hazard	

5) Conservative plate margin	
6) Constructive plate margin	
7) Destructive plate margin	
8) Earthquake	
9) Immediate responses	
10) Long-term responses	
11) Monitoring	
12) Plate margin	

13) Planning	
14) Prediction	
15) Primary effects	
16) Protection	
17) Secondary effects -	
18) Tectonic hazard	
19) Tectonic plate	
20) Volcano	

Subject: Geography	Topic: The challenge of natural hazards	Year Group: 10

21) Economic impact	- The effect of an event on the wealth of an area or community.
22) Environmental impact	- The effect of an event on the landscape and ecology of the surrounding area
23) Extreme weather	- This is when a weather event is significantly different from the average or usual weather pattern, and is especially severe or unseasonal. This may take place over one day or a period of time. A severe snow blizzard or heat wave are two examples of extreme weather in the UK.
24) Global atmospheric circulation	- The worldwide system of winds, which transports heat from tropical to polar latitudes. In each hemisphere, air also circulates through the entire depth of the troposphere which extends up to 15 km.
25) Immediate responses	- The reaction of people as the disaster happens and in the immediate aftermath
26) Long-term responses	- Later reactions that occur in the weeks, months and years after the event.
27) Management strategies	- Techniques of controlling, responding to, or dealing with an event.
28) Monitoring	- Recording physical changes, such as tracking a tropical storm by satellite, to help forecast when and where a natural hazard might strike.

29) Planning	- Actions taken to enable communities to respond to, and recover from, natural disasters, through measures such as emergency evacuation plans, information management, communications and warning systems.
30) Prediction	-Attempts to forecast when and where a natural hazard will strike, based on current knowledge. This can be done to some extent for tropical storms (and volcanic eruptions, but less reliably for earthquakes).
31) Primary effects	- The initial impact of a natural event on people and property, caused directly by it, for instance buildings being partially or wholly destroyed by a tropical storm.
32) Protection	- Actions taken before a hazard strikes to reduce its impact, such as educating people or improving building design.
33) Secondary effects	- The after-effects that occur as indirect impacts of a natural event, sometimes on a longer timescale, for instance impact on access to potable water can lead to spread of disease.
34) Social impact	- The effect of an event on the lives of people or community
35) Tropical storm	- (hurricane, cyclone, typhoon) An area of low pressure with winds moving in a spiral around the calm central point called the eye of the storm. Winds are powerful and rainfall is heavy.
36) Adaptation -	Actions taken to adjust to natural events such as climate change, to reduce potential damage, limit the impacts, take advantage of opportunities, or cope with the consequences.

37) Climate change -	A long-term change in the earth's climate, especially a change due to an increase in the average atmospheric temperature.
38) Mitigation	- Action taken to reduce or eliminate the long-term risk to human life and property from natural hazards, such as building earthquake-proof buildings or making international agreements about carbon reduction targets.
39) Orbital changes -	- Changes in the pathway of the Earth around the Sun.
40) Quaternary period	- The period of geological time from about 2.6 million years ago to the present. It is characterized by the appearance and development of humans and includes the Pleistocene and Holocene Epochs.

Subject: Geography	Topic: The challenge of natural hazards	Year Group: 10

21) Economic impact	
22) Environmental impact	
23) Extreme weather	
24) Global atmospheric circulation	
25) Immediate responses	
26) Long-term responses	
27) Management strategies	
28) Monitoring	

29) Planning	
30) Prediction	
31) Primary effects	
32) Protection	
33) Secondary effects	
34) Social impact	
35) Tropical storm	
36) Adaptation -	

37) Climate change -	
38) Mitigation	
39) Orbital changes -	
40) Quaternary period	

Subject: History Topic: American people and the 'Boom' Year Group: 10

Beckfoot

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1. Political situation in the 1920s

1	Which party was in charge?	1. The Republican party
2	What were the Republican policies?	1. Laissez-faire – the government shouldn't interfere with businesses 2. Isolationism – the USA should focus on themselves 3. Low taxes – allowed people to have more disposable income 4. Tariffs – taxes on imported goods pushed people to buy American goods

2. Why did America Experience a Boom?

1	Natural Resources	1. America had lots of natural resources like coal and iron. This meant they didn't need to import materials for production
2	Joining WWI late	1. The USA didn't join WWI until April 1917, so they didn't experience the same loss of men and resources that other countries did
3	Republican Policies	1. Republican policies benefited big businesses and allowed them to make as much money as possible – this fed into the US economy
4	The Stock Market	1. Businesses sold shares on the stock market, which gave them investment to grow 2. Ordinary people increased their wealth by buying and selling these shares
5	Mass Production	1. Henry Ford developed the assembly line to make his cars faster and cheaper 2. Other manufacturers adopted this method 3. It created jobs and encouraged more people to buy products as they were cheaper
5	Consumerism	1. Due to higher employment and lower taxes, more people had disposable income 2. Advertising and hire purchase encouraged everyone to buy the newest and latest products

3. How did popular culture change in the 1920s?

1	Why did culture change?	1. People had more freedoms and disposable income to spend on leisure activities
2	What new pastimes were there?	1. New crazes like mahjong, dances like the Charleston and even sitting on flag poles became popular
3	How did cinema change in the 1920s?	1. Cinema became increasingly popular 2. By 1929 100 million tickets were sold per week 3. Celebrities like Clara Bow and Rudolpho Valentino became popular and people tried to copy their lifestyle 4. The Hays Code was a set of strict rules about what couldn't be in movies
4	How did radio and music change?	1. Due to mass production, the radio was more affordable 2. Sports got a bigger following as it was broadcast on the radio 3. By 1922, there were over 500 radio stations compared to 1 in 1921 4. Jazz became the most popular form of music. 5. Jazz was disapproved of by the older generation who thought it encouraged immoral behaviour
5	How did life change for women?	1. In 1920, women gained the right to vote in the US 2. This encouraged women to look for other freedoms in life. 3. Women began to dress and act more freely – they were called flappers
6	What was a flapper like?	1. They wore lots of make up and jewellery 2. They cut their hair short 3. They wore short skirts 4. They smoked and drank in public
7	Who disapproved of the flappers?	1. The older generations disapproved of the way the flappers lived 2. There was even an anti-flirt league set up to try to persuade women not to act in this new way

4. What was Prohibition?

1	What was Prohibition?	1. A ban on producing, selling, transporting or importing alcohol between 1920 and 1933.
2	Why was it introduced?	1. Concerns that alcohol was having a bad effect on the nation's morality and health. 2. Many religious organisations believed alcohol contributed to social problems. 3. People in rural areas worried that alcohol fuelled crime and violence in towns. 4. Many German immigrants brewed beer and were unpopular after WW1, so buying beer was seen as unpatriotic.
3	Why was it hard to enforce?	1. It was difficult to police – there were over 18,600 miles of coast for only 3000 Prohls to police 2. Many people wanted to continue drinking 3. Gangs were involved in running speakeasies and selling moonshine 4. Gangs were able to bribe police, agents, border guards and judges.

Key word	Definition
Assembly Line	A production line in a factory where goods are produced in large numbers
Buying on the Margin	A method of buying shares where an investor pays 10% of the share price and repays the rest with their profits
Constitution	The system of laws a country is governed by
Consumer Society	a society centred on buying the newest goods and services
Economic boom	A time when businesses are doing well, sales are high, wages are rising and unemployment is low
Flapper	Usually rich young women who shocked older women with their independent behaviour
Hire Purchase	A way of buying goods by paying in small instalments over a long time
Isolationism	The idea that America should not play an important role in European concerns
Jazz	Popular music style associated with the 1920s
Laissez-faire	A government policy of not getting involved in people's lives
Mass Production	The process of producing goods in large quantities, using machinery
Prohibition	When the production, sale and transporting of alcohol was banned
Republican	One of 2 major political parties in America; seen as more conservative
Share	A part of a business that is sold to get investment in the company
Speculation	Gambling on the stock market, often with borrowed money
Stock Market	Where stocks were bought and sold
Tariffs	A tax added onto the price of goods

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Subject: History Topic: American people and the 'Boom' Year Group: 10

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1. Political situation in the 1920s

1	Which party was in charge?	1.
2	What were the Republican policies?	1. 2. 3. 4.

2. Why did America Experience a Boom?

1	Natural Resources	1.
2	Joining WWI late	1.
3	Republican Policies	1.
4	The Stock Market	1. 2.
5	Mass Production	1. 2. 3.
5	Consumerism	1. 2.

3. How did popular culture change in the 1920s?

1	Why did culture change?	1.
2	What new pastimes were there?	1.
3	How did cinema change in the 1920s?	1. 2. 3. 4.
4	How did radio and music change?	1. 2. 3. 4. 5.
5	How did life change for women?	1. 2. 3.
6	What was a flapper like?	1. 2. 3. 4.
7	Who disapproved of the flappers?	1. 2.

4. What was Prohibition?

1	What was Prohibition?	1.
2	Why was it introduced?	1. 2. 3. 4.
3	Why was it hard to enforce?	1. 2. 3. 4.

Key word	Definition
Assembly Line	
Buying on the Margin	
Constitution	
Consumer Society	
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Flapper	
Hire Purchase	
Isolationism	
Jazz	
Laissez-faire	
Mass Production	
Prohibition	
Republican	
Share	
Speculation	
Stock Market	
Tariffs	

Subject: History Topic: American people and the 'Boom' Year Group: 10

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5. Organised Crime & the success of Prohibition

1	What was the role of organised crime?	1. Gangs ran illegal bars called speakeasies and became very wealthy. 2. 'Organised crime' was able to develop as gangs grew wealthy through fixing gambling events, racketeering and running brothels. 3. Al Capone made $10 million per year from racketeering
2	Did it work?	1. There were around 200,000 speakeasies in the USA. 2. In New York the number of establishments selling alcohol actually rose during Prohibition. 3. Deaths from alcohol rose from 98 to 8000 by 1926 4. Prohibition actually created a rise in crime through the growth in gangsters, organised crime and police corruption. 5. Prohibition was unpopular
3	Why did some oppose it?	1. They argued that it threatened people's individual rights and encouraged disrespect for the law. 2. They said re-legalisation of alcohol could create legal jobs within the brewing industry. 3. The government could organise the sale and tax of alcohol, taking power out of the hands of criminals.

6. Immigration Tension

1	Why did people move to America?	1. There were plenty of industrial jobs in America. 2. Much of Europe was poor and life was hard and unfulfilling. 3. American living standards were higher and wages were better. 4. There were fewer obstacles for working-class people to improve their lives and many were attracted to the 'American Dream'. 5. Some groups faced political or religious persecution in Europe.
2	What was the impact?	1. Large ethnic areas developed in cities, for example Little Italy in New York, as various groups from southern Europe moved in large numbers. 2. Many immigrants were often resented as they were poor, did not speak English well, and had unfamiliar religious traditions (e.g. Jewish/Catholic). 3. WWI made Americans more suspicious of foreigners, especially those with Russian links due to the Communist revolution of 1917 in Russia.
3	What was life like for immigrants?	1. Some became very wealthy or successful by starting businesses. 2. For many, working and living conditions remained very difficult. 3. Many immigrants lacked education and would take any job available. 4. This meant that many Americans felt immigrants were 'stealing' jobs.
4	How did the government limit immigration ?	1. The 1917 Literacy Act banned immigrants over 16 who could not read a sentence of 40 words. 2. The 1921 Immigration Quota Law limited the maximum number of new immigrants per year to 350,000. 3. The 1924 National Origins Act allowed only 150,000 immigrants per year.

6. The Red Scare & Sacco and Vanzetti

1	What was the Red Scare?	1. In 1917, there was a Communist Revolution in Russia. Communism worried people because it contradicted American ideas of freedom and individual wealth. 2. With many immigrants from Russia and Easter Europe arrived in, people feared communism gaining popularity in America.
2	How did the Red Scare affect the US?	1. In July 1919 a Communist suicide bomber attacked the house of US Attorney General A. Mitchell Palmer. 2. Later in 1919, an unidentified bomber blew up 30 people in New York. Communists were suspected. 3. Palmer was in charge of the US legal and police systems. He vowed to get rid of Communists. 4. Around 6000 suspected Communists in 33 cities were arrested during the 'Palmer Raids'. However, little evidence of Communist plots was found. This period of Communist paranoia became known as the 'Red Scare'
4	Who were Sacco and Vanzetti?	1. Sacco and Vanzetti were Italian anarchists who were found guilty in May 1921 of robbing a shoe factory and killing two people in April 1920. 2. There was no conclusive evidence, but they were found guilty and sentenced to death. 3. Both spoke little English and it was claimed that they did not understand the charges. 4. The judge said even if they had not committed that specific crime they were 'the enemy' and 'morally to blame'.
5	Why was their case so important?	1. It was reported worldwide and there were huge protests against the verdict. 2. Protestors said the men were innocent and had been found guilty because of their race and their politics. 3. Despite this, Sacco and Vanzetti were executed by electric chair in August 1927.

Key word	Definition
Bootlegger	People who smuggled alcohol in their boots into the USA
Jim Crow Laws	Laws that discriminated against black people and enforced segregation
KKK	A racist organisation popular in the 1920s
Lynch	To kill without a trial – usually by hanging
Melting Pot	A place where different peoples are mixed together.
Racism	Prejudice or discrimination against a racial group
Racketeering	An illegal activity in which gangsters demand payment from a businessman or shopkeeper in return for 'protection'
Segregate	To keep black and white people separate
White Supremacy	The belief that white people are better that other races

7. Racial Tension

1	What was life like for African Americans?	1. Black people in the South faced discrimination and segregation under the Jim Crow laws. 2. They had to use separate restaurants, hotels, swimming pools and cemeteries as white people. Lots of effort was expended on stopping them voting. These laws also stopped inter-racial marriage 3. Many judges, sheriffs and police supported the Jim Crow laws.
2	Why did they leave the South?	1. Nearly 2 million African Americans left the southern states in the hope of a better life away from segregation/ 2. By the 1920s the African American population of Chicago and New York had more than doubled since 1900
3	What was life like in the North?	1. They still experienced racism in the north – they were the last to be hired for particular jobs and the first to be fired. 2. They occupied the worst housing in the worst areas of cities. 3. Black workers were often underpaid or unable to get jobs in certain industries or workplaces. 4. In 1919 there was a race riot in Chicago after an African American youth entered a 'whites-only' beach
4	What was the Black Renaissance?	1. Harlem in New York became famous as a centre for black poets, writers, artists and creativity 2. White customers were attracted to these areas due to their vibrant and lively nightclubs and music venues. 3. Some African Americans entered politics. WEB DuBois set up the NAACP in 1910, which worked to improve black rights
5	What was the KKK?	1. A white supremacist terror group founded in the 1860s by Southern Civil War veterans. 2. By 1925, their popularity had reached 5 million. Most of their members were poor white people 3. They felt African-Americans and immigrants were taking their jobs
5	What did they do?	1. They attacked and intimidated the people they believed to be inferior. Their tactics included whipping, kidnapping and lynching They had many supporters in important places, like the police force and judges 2. Their popularity decreased after a local Klan leader was found guilty of rape and murder. Within a year membership fell to 300,000

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Subject: History Topic: American people and the 'Boom' Year Group: 10

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5. Organised Crime & the success of Prohibition

1	What was the role of organised crime?	1. 2. 3.
2	Did it work?	1. 2. 3. 4. 5.
3	Why did some oppose it?	1. 2. 3.

6. Immigration Tension

1	Why did people move to America?	1. 2. 3. 4. 5.
2	What was the impact?	1. 2. 3.
3	What was life like for immigrants?	1. 2. 3. 4.
4	How did the government limit immigration ?	1. 2. 3.

6. The Red Scare & Sacco and Vanzetti

1	What was the Red Scare?	1. 2.
2	How did the Red Scare affect the US?	1. 2. 3. 4.
4	Who were Sacco and Vanzetti?	1. 2. 3. 4.
5	Why was their case so important?	1. 2. 3.

Key word	Definition
Bootlegger	
Jim Crow Laws	
KKK	
Lynch	
Melting Pot	
Racism	
Racketeering	
Segregate	
White Supremacy	

7. Racial Tension

1	What was life like for African Americans?	1. 2. 3.
2	Why did they leave the South?	1. 2.
3	What was life like in the North?	1. 2. 3. 4.
4	What was the Black Renaissance?	1. 2. 3.
5	What was the KKK?	1. 2. 3.
5	What did they do?	1. 2.

Beckfoot

Subject: History Topic: Americans' experiences of the Depression and New Deal Year Group: 10

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1. The Great Depression

1	What were the long term causes of the depression?	1. Over-speculation – too many people had bought shares with borrowed money hoping that their value would increase 2. Overproduction – the demand for products fell as everyone who could afford the products had already bought them 3. Credit – too many people had bought products with borrowed money, meaning there was a lot of debt 4. Tariffs – taxes on US imports in other countries meant companies struggled to sell their extra product aboard.
2	What were the short term causes of the depression?	1. Some shareholders began to lose confidence in the companies they invested in and from September 1929, they began selling their shares 2. As more people began to sell their shares, the value of these shares fell as the sellers were desperate to get rid of them. 3. This led to the Wall Street Crash
3	What was the Wall Street Crash?	1. On 24th October 1929, 13 million shares were sold – x5 sold on a normal day. Share prices for almost all companies dropped further. 2. This day became known as 'Black Thursday' or the Wall Street Crash.
4	What was the short term impact of the Wall Street Crash?	1. On 29 October there was another selling panic. 2. 16 million shares were sold. Shareholders lost a total of $8 billion on the day. 3. Many had borrowed money to buy the shares and now couldn't afford to pay back their loans 4. Many banks went bankrupt as they could not recover their money. In 1929, 659 banks folded and many people lost their life savings.

2. Effect of the Great Depression

1	What happened to employment after the Crash?	1. By 1932, around 13 million people were jobless (25% of the total labour force). 2. 12,000 people were losing their jobs every day by 1932 and 20,000 companies had shut down. 3. Between 1929 and 1932, factory production dropped by 45% and housebuilding by 80%.
2	Why did Hoovervilles develop?	1. Up to 250,000 people lost their homes as they couldn't pay their mortgage. 2. Many were forced to in Hoovervilles in improvised shacks built with unwanted materials 3. Many unemployed workers became 'hobos' and travelled the country looking for any work they could find. 4. Soup kitchens were set up in cities and many homeless people joined breadlines to find food.
3	How did the Depression affect farmers?	1. Many farmers were struggling before the Crash. 2. Many farmers had to pay back bank loans (e.g. for equipment) and often struggled to do this. 3. By 1932, 1 in 20 farmers had lost their farms and homes as a result. 4. Drought and farming methods had turned much of the Midwest into a 'Dust Bowl' in which the topsoil was blown away leaving dry soil.
3	How did President Hoover respond to the crisis?	1. He believed in 'rugged individualism' and felt the crisis would end quickly. 2. The Reconstruction Finance Committee lent money to farmers and struggling businesses. 3. A huge road and dam building programme created jobs. 4. $300m to help the unemployed was made available to the states but only $30m was used. 5. The Hawley-Smoot Tariff of 1930 taxed imports but led to other countries taxing US goods, making US exports fall
4	How did people react to the Depression?	1. Farmers in Iowa used guns and pitchforks to keep government officials from evicting farmers. 2. In summer 1932 250,000 ex-soldiers marched to Washington to demand their pension or 'bonus' to be paid early. 3. Hoover set the army on them and the 'Bonus Army' protesters were driven off with gas, guns and tanks. 4. People blamed Hoover's laissez-faire attitude for their suffering

Key word	Definition
Buying on the Margin	A method of buying shares where an investor pays 10% of the share price and repays the rest with their profits
Bonus Army	The war veterans who marched on Washington in 1932 to demand payment of their war pensions
Dust Bowl	Parts of the interior USA which had become infertile for farming
Hobo	The term used for a person who moved around the country seeking work
Hooverville	The temporary slums that arose as a response to high levels of homelessness
Laissez-faire	A government policy of not getting involved in people's lives
Rugged individualism	The belief that individuals should solve their own problems for hard work rather than relying on the state
Share	A part of a business that is sold to get investment in the company
Speculation	Gambling on the stock market, often with borrowed money
Stock Market	Where stocks were bought and sold
Under-consumption	When not enough money is being spent to sustain a particular business or the wider economy

3. The 1932 election		Hoover	Roosevelt
1	Background	1. Elected as president in 1928 – part of the Republican Party. 2. Before politics he was a mining multi-millionaire.	1. Part of the Democrat Party 2. New York governor after 1928 and spent $20m of tax money helping the unemployed.
2	Policies	1. Believed in rugged individualism and wanted America to solve its problems through hard work and without government help. 2. He only began to introduce measures to help citizens a few years after the Depression began.	1. He promised a 'New Deal' for America 2. The 3Rs: 'Relief' (help for those in need), 'Recovery' (providing jobs) and 'Reform' (to improve America and minimise the impact of the Depression).
3	Reasons for outcome	1. He was a poor speaker and his beliefs made him sound uncaring. 2. The Republicans were associated with causing the Depression	1. Voters liked him due to his resilience and ideas. 2. He spoke all over the country up to 15 times a day. 3. He broadcast his policies on the radio in a series of 'fireside chats'

Beckfoot

Subject: History Topic: Americans' experiences of the Depression and New Deal Year Group: 10

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1. The Great Depression

1	What were the long term causes of the depression?	1. 2. 3. 4.
2	What were the short term causes of the depression?	1. 2. 3.
3	What was the Wall Street Crash?	1. 2.
4	What was the short term impact of the Wall Street Crash?	1. 2. 3. 4.

2. Effect of the Great Depression

1	What happened to employment after the Crash?	1. 2. 3.
2	Why did Hoovervilles develop?	1. 2. 3. 4.
3	How did the Depression affect farmers?	1. 2. 3. 4.
3	How did President Hoover respond to the crisis?	1. 2. 3. 4. 5.
4	How did people react to the Depression?	1. 2. 3. 4.

Key word	Definition
Buying on the Margin	
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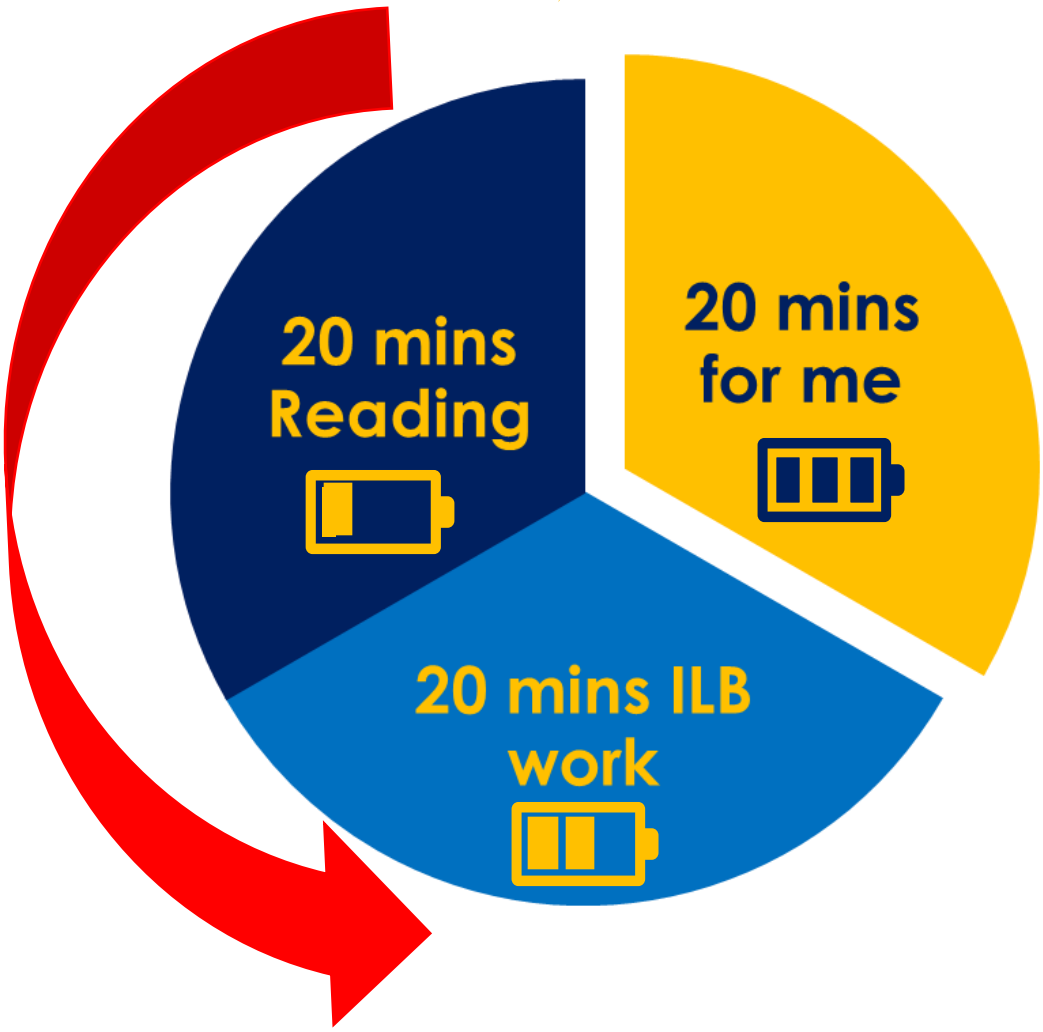
3. The 1932 election		Hoover	Roosevelt
1	Background	1. 2.	1. 2.
2	Policies	1. 2.	1. 2.
3	Reasons for outcome	1. 2.	1. 2. 3.

The Beckfoot Power Hour



The Beckfoot Power Hour is a way to help you build positive routines around your independent learning. Little and often is the key!

Your Power Hour should include three chunks: 20 minutes of **reading**; 20 minutes of **Revise Like a Beckfooter** activities in your ILB; and at least 20 minutes of **something you really enjoy** as a reward at the end.

Building habits like this will boost your academic performance and help support your mental wellbeing at the same time.

Have a go at building a Power Hour into your day as often as you can. We would suggest **5 times a week** is the optimum amount.

Weeks 3 and 4: Flash Cards

1 Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.

2 Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall

3 Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.

4 Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.

5 Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

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

Use this table to help you keep track of the flash cards you have made and used this half term. There are some flash-card templates for you to use overleaf.

Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

Weeks 5 and 6: Mind-Maps

1

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.

2

Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.

3

Branch off

Branch of your sub topics with further detail.

Try not to fill the page with too much writing.

4

Use images & colour

Use images and colour to help topics stick into your memory.

5

Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

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

Use this table to help you keep track of the mind-maps you have completed and checked this half term. There are some mind-map templates for you to use overleaf.

Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

Mind-Maps

Mind-Maps

Mind-Maps

Mind-Maps

Weeks 7 and 8: Brain-Dumps

1 Identify knowledge

Identify the knowledge/topic area you want to cover.

2 Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)

3 Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.

4 Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.

5 Store and compare

Keep your brain dump safe and revisit it.

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.

Brain dumps are a way of getting information out of your brain.

Use this table to help you keep track of the brain-dumps you have completed and checked this half term. There are some brain-dump templates for you to use overleaf.

Week 1	Which Subject/Topic?	Week 2	Which Subject/Topic?
Day 1		Day 1	
Day 2		Day 2	
Day 3		Day 3	
Day 4		Day 4	
Day 5		Day 5	

Learn Like a Beckfooter Rewards

Great independent learning and revision are vitally important for your academic success. We have high expectations for everyone because we whole-heartedly believe that you deserve to have the best chances in life.

Our **minimum** expectations of KS3 students for their independent learning are as follows:

- **5 QILIMISI tasks** per week using the specified strategy (on Class Charts)
- You choose the subjects – we set the tasks
- Bring your ILB to school every day

If you do not meet our minimum expectations, this will be logged on Class Charts in the same way as a missed homework.

We also recognise that often, students will want to do even more than this, and we want to support and celebrate that achievement with you. The more independent learning/revision you do, the more Class Charts points you will receive

The following rewards are available for those students who commit to their independent learning/revision and go above and beyond expectations:

1 – 2 additional tasks	3 – 4 additional tasks	5 additional tasks
10 points	20 points	50 points