

Beckfoot School

**Knowledgeable
And Expert Learners**

Year

2023/24
Half-Term 2

enjoy learn succeed

Name:

Tutor group:

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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: Quiz It, Link It, Map It, Shrink It (QILIMISI)

- 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.

Logging in to Class Charts

Follow the steps below to access your student account.

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

Access code *
Your access code
Please enter the access code supplied by your teacher.
☒ Remember me

2. Click on the Log in button.

3. Enter your date of birth if prompted and click on the OK button.

Date of birth
Please enter your date of birth below.
Date of Birth
12/06/2009
OK CANCEL

Homework

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

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

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

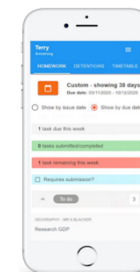
To display tasks in the order they were set, click on the Issue Date button.

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

To mark a homework task as completed, view the homework task of your choice in more detail and tick the Completed? checkbox.

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

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



Keeping track of homework

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

The three banners above the homework status categories count the number of homework tasks that are due this week, how many of those tasks you have completed and how many tasks you still need to complete.

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

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

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

Homework status categories

To do: These are homework tasks that you need to complete. Once you have completed them, tick the checkbox.

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

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

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

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

To do

Completed

Submitted late

Not submitted

Submitted

Homework Instructions

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**



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**Confident
Communicators**

How to access My Learning Resources

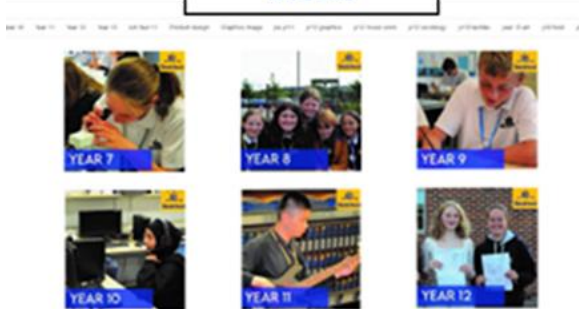
My Learning Resources is an online space where you can find all your lesson PowerPoints, knowledge organisers, quizzes and more. This will help you to learn independently and catch up any missed work.



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

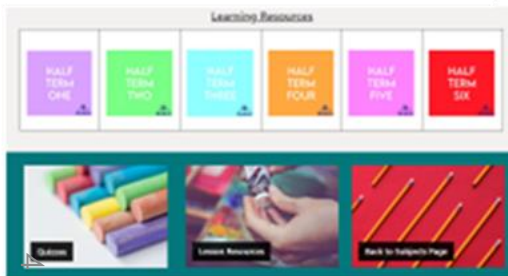


2. Select 'My Learning Resources'



3. Select your year group

3. Select the subject you want to work on

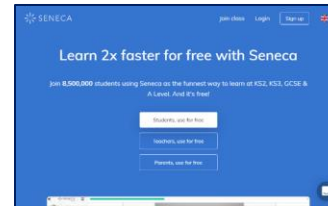


3. Select the relevant half term.

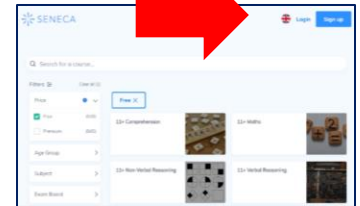
All the resources you need will be here

How to access Seneca

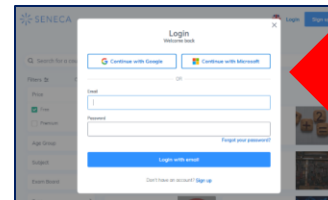
Seneca learning is a free online platform that will help you revise for all your subjects.



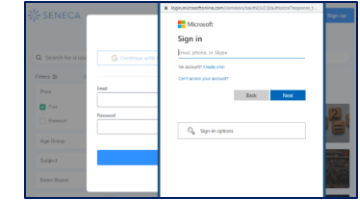
1. Go to <https://senecalearnin.g.com/en-GB/>



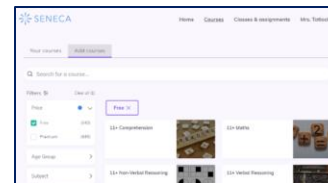
2. Click 'Log In' at the top right hand corner.



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 KS3: Quiz It, Link It, Map It, Shrink It

Independent Learning at KS3 is all about helping you to build on the knowledge you learn in class so that you know more, remember more, and can do more. This means you will experience lasting changes in your long-term memory, and develop a deep understanding of what you cover in class.

When you have truly learnt something you can:

- Remember it later
- Understand how it connects to other things you know
- Explain it in detail
- Identify the most important features of it
- Apply it in different situations

Quiz It, Link It, Map It, Shrink It (QILIMISI) is a structured programme of independent learning and revision activities that will help you to do all of the above. By using your knowledge organisers in multiple different ways, you will go from simply memorising facts, to really understanding them, and being able to really use that knowledge much more confidently and effectively.

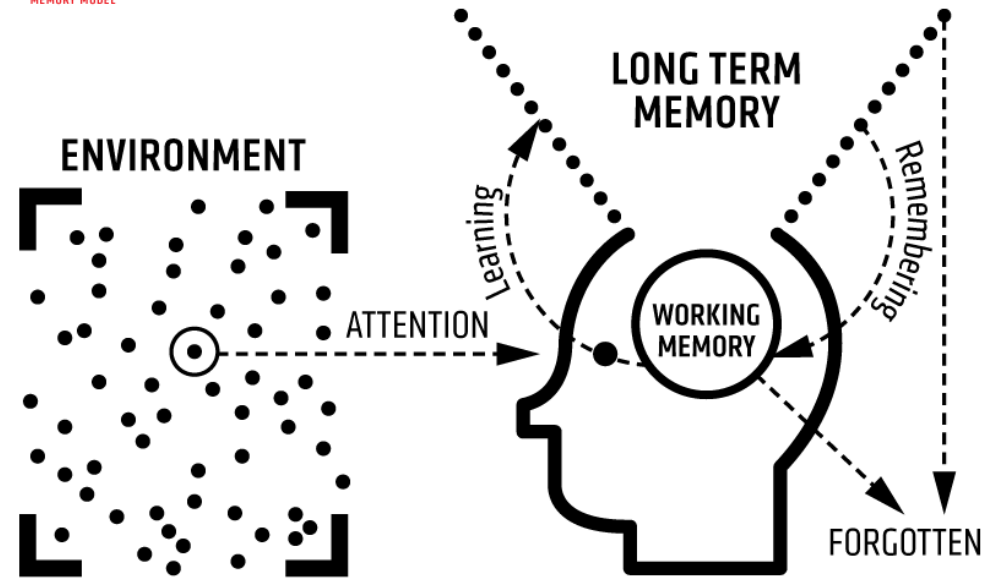
What we expect from you:

- 5 independent learning tasks per week using the specified QILIMISI 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 independent learning through tutor and lessons
- Independent Learning tasks on Class Charts to help you stay on track
- Your ILB will be checked regularly by your tutor

**OLI
CAV**
OLIVER CAVILLIOLI
@ollicav
ollicav.com
WILLINGHAM'S SIMPLE
MEMORY MODEL



Our evidence-informed Independent learning strategies:

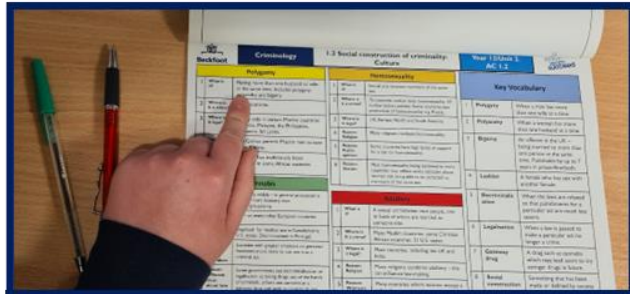
1. Quiz It
2. Link It
3. Map It
4. Shrink It

Independent Learning: How to 1 – Quiz It

How you use this strategy depends on whether you are **rehearsing** (the information is new to you) or **retrieving** (trying to recall information you have learned about already). The majority of your **Quiz it** work should be **Retrieval Practice**, as this will help you **remember more**.

Rehearsal: Do all 4 steps, Look, Cover, Write, Check

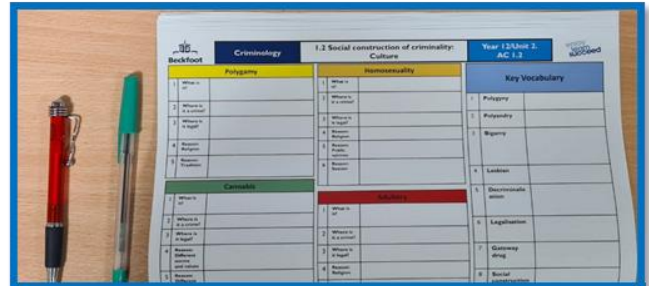
Retrieval Practice: Just do steps 2-4: Cover, Write, Check



Step 1: LOOK

If **Rehearsing** (the information is new to you):

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



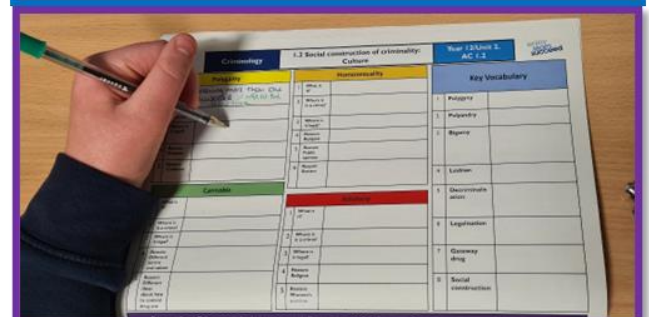
Step 2: COVER

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



Step 3: WRITE

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



Step 4: CHECK

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

Use this table to help you keep track of the knowledge organisers you have 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	

Algebra – Sequences		
1	Nth term	
2	Special Sequences	

Algebra – Equations	
1	

Key Vocabulary		
1	Geometric Sequence	
2	Estimate	
3	Surd	

Number – Rounding and estimating		
1	Rounding	
2	Estimating	

Ratio, Proportion and Rates of Change - Ratio		
1	Ratio	

Texts and Authors

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

Features of Form

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

Punctuation & Grammar Checklist

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

Key Vocabulary

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

Texts and Authors

1	Vernon Scannell	'Nettles'	
2	Maya Angelou	'Caged Bird'	
3	Aesop	<i>The Tortoise and the Hare</i>	
4	Anonymous Headteacher	Start of New Year Address	
5	George Orwell	<i>Animal Farm</i>	

Features of Form

1	Poem	
2	Fable	
3	Novel	
4	Speech	

Punctuation & Grammar Checklist

1	Full stop .	
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10	Sentence Fragment	

Key Vocabulary

1	Metaphor	
2	Extended Metaphor	
3	Conceit	
4	Allegory	
5	Tenor	
6	Vehicle	
7	Figurative language	
8	Literal language	

Chemical Digestion

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

Required Practicals

Quantitative Testing of food groups.

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

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

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

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

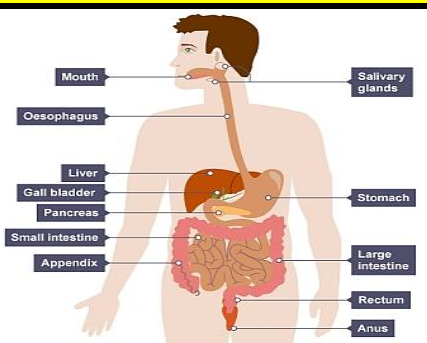
Mechanical Digestion

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

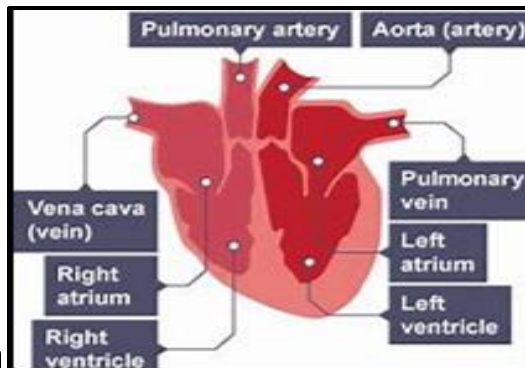
Digestion definition

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

Digestive System



The Heart



Systems Working Together

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

Blood Vessels

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

Key Vocabulary

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

Chemical Digestion

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

Required Practicals

Quantitative Testing of food groups.

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

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

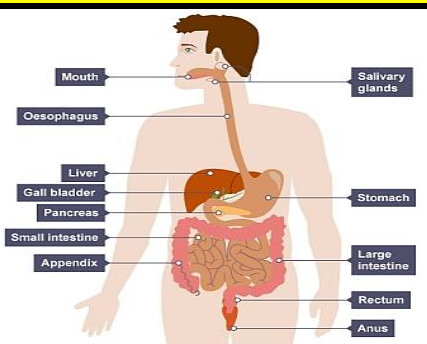
- IV =
- DV =
- CV =

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

Mechanical Digestion

Digestion definition

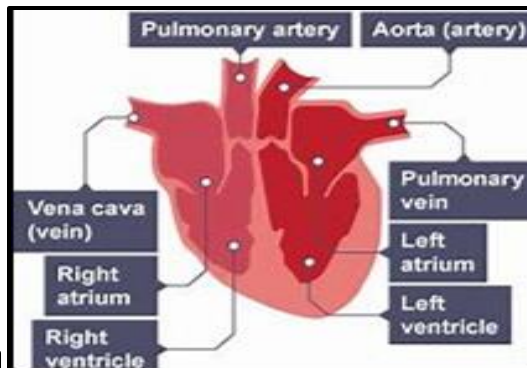
Digestive System



Blood Vessels

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

The Heart



Systems Working Together

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

Key Vocabulary

Enzyme

Active site

Lock and key

Emulsify

Contraction

Recoil

Meristem

Xylem

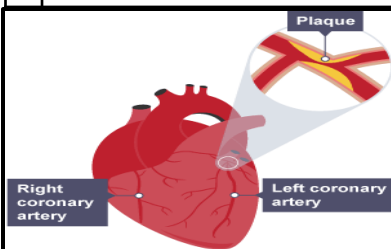
Phloem

Transpiration

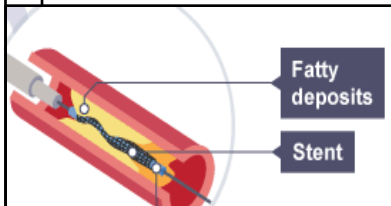
Translocation

Coronary Heart Disease (CHD)

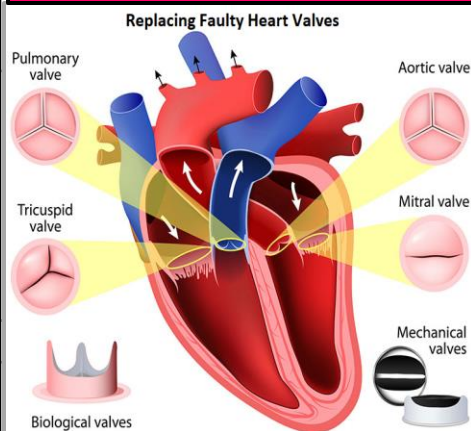
- 1 Fatty material or plaque builds up in coronary arteries.



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



Faulty Heart Valves



Key Valve Facts

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

Lifestyle choices increasing Risk factors

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

Other Risk Factors

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

Key Vocabulary

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

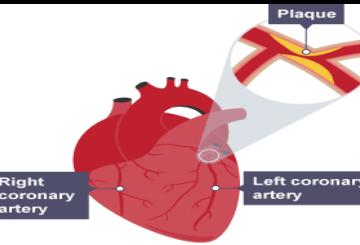
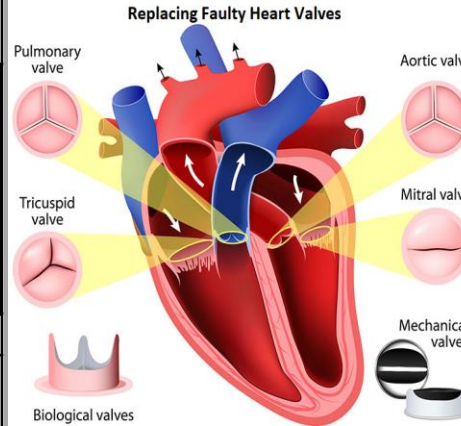
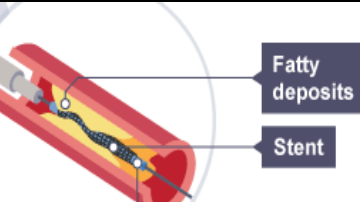
Cancer

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

Socio – Economic Effects of Disease

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

- | | |
|---|------------------|
| 1 | Malignant Tumour |
| 2 | Benign Tumour |

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

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 acheter	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 acheter	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

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 acheter	
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 acheter	
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	

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!

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...

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

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	
8	aussi	

Intensifiers

1	un peu	
2	assez	
3	très	
4	vraiment	
5	beaucoup	
6	trop	

Adjectives

1	amusant	
2	intéressant	
3	passionnant	
4	utile	
5	beau	
6	fantastique	
7	incroyable	
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	

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	

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

Present Tense		
1		I am
2		I have
3		I do/make
4		I go
5		I travel
6		I like
7		I hate
8		I play
9		I eat
10		I drink
11		I read
12		I see
13		I buy
14		I find
15		I work
16		I think
17		I have to
18		I can
19		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		There will be
4		There would be

Simple Past		
1		I was
2		it was
3		they were
4		I had
5		there was/were

Conditional Fancy		
1		I would be
2		it would be
3		they would be
4		I would have
5		there would be

Structures With Infinitives		
1		I have to do
2		I am allowed to do
3		I can do
4		I should do
5		I want to do
6		you must/can/should do

Future/Conditional Tense		
ich werde/möchte....(I will/would like to)		
1		be
2		become
3		go
4		travel
5		play
6		eat
7		drink
8		see
9		work
10		read
11		make/do
12		visit

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
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
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.

Sentence Starters

1		in my opinion
2		in my opinion
3		all in all
4		I think that
5		I would say
6		I have to say

Connectives

1		and
2		but
3		because
4		or
5		however
6		furthermore
7		because
8		that

Intensifiers

1		a bit
2		quite
3		very
4		really
5		genuinely
6		too
7		so
8		totally

Adjectives

1		funny
2		interesting
3		exciting
4		useful
5		beautiful
6		great
7		incredible
8		boring
9		tiring
10		difficult
11		expensive
12		cheap

Signposting Time Frames

1		last year
2		last week
3		yesterday
4		normally
5		usually
6		this evening
7		next week
8		next year
9		in the future
10		at the weekend

Frequency

1		every day
2		from time to time
3		once a week
4		twice a month
5		never
6		always
7		often
8		sometimes

Exclamations!!!

1		What a shame!
2		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		Last weekend I went to the cinema/café/restaurant/stadium/museum and it was loads of fun.
2		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		Next year I will travel with my friends to Berlin. I am already looking forward to it.
2		I would like to go to café and I would like to eat pizza. I will enjoy myself I love pizza.



Subject: Geography

Topic: Russia

Year Group: 9

enjoy
learn
succeed

Nuclear reactor core



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



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

C. Melting permafrost

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

D. Rise and Fall of Russia

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



E. Chernobyl disaster

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

F. Putin's Russia

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



A... Across Russia		
1	Location	
2	Bordering countries	



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

C. Melting permafrost		
1	Permafrost	
2	Climate change	
D. Rise and Fall of Russia		
1	Tsars	
2	Communist Russia	
3	Collapse of the USSR	



E. Chernobyl disaster		
1	Location	
2	The Chernobyl disaster	
	impacts	
F. Putin's Russia		
1	Superpower	
2	Crimea	

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

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

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

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

1. What is antisemitism and the Holocaust?			Key word	Definition
1	What is Anti-Semitism?	<ol style="list-style-type: none"> 1. Antisemitism is prejudice against Jewish people. 2. Antisemitism began when the first Christians blamed the Jews for the crucifixion of Jesus 3. Jewish people have been persecuted throughout history. 4. Jewish people were often blamed for things like the Black Death and faced violence such as massacres. 	Holocaust	The attempt by Nazi Germany and its collaborators to murder all Jews.
2	What is the Holocaust?	<ol style="list-style-type: none"> 1. 'Holocaust' literally means 'completely burnt'. 2. When historians talk about the 'Holocaust' they are referring to the organised mass murder of European Jewish people in the Nazi death camps during World War Two. 3. The Holocaust began in 1941 4. The Nazis referred to the Holocaust as the Final Solution 5. By the end of WW2 the Nazis had killed over 6 million Jews. 	Antisemitism	Prejudice directed towards Jews.
			Ghetto	A location in which Jews were confined and forced to live.
			Zionist	A Jew who believed the Jews had an eternal homeland in Palestine and should live there.
			Sabbath	The Jewish day of worship and rest.
			Nuremberg Laws	Laws passed in 1935 that showed the Nazi state was explicitly antisemitic.
			Kristallnacht	A violent 1938 riot against Jews also known as the 'Night of Broken Glass'.
			Kindertransport	A scheme by volunteers to bring Jewish refugee children to Britain by ship.
			Sonderkommando	Jews who were given jobs in camps such as clearing away bodies. They were still killed after a short time.
			Concentration camp	A Nazi work camp for Jews and other victims of persecution or opponents of the regime.
			Death camp	One of six camps designed purely for industrial killing.
			Final Solution	The decision to move from random attacks on Jews to a system of organised and industrialised killing..
2. Life in Nazi Germany			4. Einsatzgruppen and the Death Camps	
1	What did the Nazis do when they came to power?	<ol style="list-style-type: none"> 1. In Hitler's 1925 book Mein Kampf he said that the Jewish people should be driven out of Germany. 2. In 1933 the Nazis came to power and brought in laws targeting Jews. 3. The Nazis brought in laws which were seen as a nuisance at first but later threatened their ability to make a living. 	1	How did the mass killing happen?
			1.	Einsatzgruppen were Nazi killing squads that would go in to a town or village, round up all the Jewish people living there and shoot them.
			2.	Around 1 million Jews were killed by the Einsatzgruppen in a few months.
			3.	Often the Einsatzgruppen relied on help from the local police forces of the occupied countries.
			4.	In 1941 Nazi leaders developed a new plan to kill Jewish people in 'Death Camps'
			5.	Six Death camps were built in Eastern Europe.
			6.	Auschwitz-Birkenau was the largest Death Camp, 20 000 people per day were killed.
			7.	Jews from all over Europe were transported to the camps by railway in cattle trucks.
2	How did Kristallnacht change attitudes to Jews?	<ol style="list-style-type: none"> 1. Kristallnacht (1938) was a violent pogrom against Jews that showed the Nazis would allow Jews to be mistreated. 2. Laws against Jews became more harsh afterwards. For example a law from 1939 stated that Jews were forbidden to be out of doors after 8pm 		
3. Life in the Ghettos			5. How did the Jews resist the Holocaust?	
1	How did the Second World War change the Nazi approach?	<ol style="list-style-type: none"> 1. As the Nazis invaded Eastern Europe more Jewish people came under their control. 2. Jews were placed in ghettos controlled by the Nazis . 3. The largest ghetto was Warsaw 	1	How did Jews resist in the Warsaw Ghetto?
			1.	The Warsaw Uprising began on August 1, 1944, and lasted for 63 days until October 2, 1944.
			2.	It was one of the largest and most significant acts of resistance against the Nazis during the war.
			3.	The German forces responded to the uprising with ruthless violence and destruction.
			4.	The Germans employed mass executions, systematic burning of buildings, and widespread acts of brutality against the civilian population.
			5.	As a result, an estimated 200,000 civilians and resistance fighters lost their lives, while only a few thousand German soldiers were killed.
2	What were the condition in the Ghettos like?	<ol style="list-style-type: none"> 1. Conditions in the ghetto were terrible. 2. An average daily food ration in the ghetto was limited to 184 calories, which meant many Jews began to starve. 3. Diseases like typhus and cholera spread through the ghetto 4. 92000 Jews died of starvation in the ghetto 	2	Other forms of resistance?
			1.	Some Jews were able to escape persecution with the support of others who created false documents or provided somewhere to hide.

1. What is antisemitism and the Holocaust?			Key word	Definition
1	What is Anti-Semitism?		Holocaust	
2	What is the Holocaust?		Antisemitism	
			Ghetto	
			Zionist	
			Sabbath	
			Nuremberg Laws	
			Kristallnacht	
			Kindertransport	
			Sonderkommando	
			Concentration camp	
			Death camp	
			Final Solution	
2. Life in Nazi Germany			4. Einsatzgruppen and the Death Camps	
1	What did the Nazis do when they came to power?		1	How did the mass killing happen?
2	How did Kristallnacht change attitudes to Jews?			
3. Life in the Ghettos			5. How did the Jews resist the Holocaust?	
1	How did the Second World War change the Nazi approach?		1	How did Jews resist in the Warsaw Ghetto?
2	What were the conditions in the Ghettos like?		2	Other forms of resistance?

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

Knowledge Group 2		
1	What is genetic engineering?	The deliberate modification or changing of an organism
2	What is a designer baby?	Genetically modified baby so it removes a certain defect or has a particular gene
3	Give one religious argument against designer babies	Its playing God, only God can create life we should not mess with it
4	Give one secular reason to support designer babies	It removes the chance of serious defects
5	Explain the ethical dilemma in my sisters keeper	A sister has been genetically modified to be a donor baby and doesn't want to be forced into it anymore
6	Explain why the biblical quote 'man in the image of God' is against genetic engineering	God makes people perfect in his image so people should change it

Knowledge Group 3		
1	What is organ donation?	Giving an organ to someone who needs a transplant
2	What does the UK say about organ donation?	Everyone is a donor unless they opt out. It's a helpful act.
3	Give one reason organ donation is ethical	Its saves the life of others through a selfless act
4	What is simulated killing?	The dramatization of killing such as in a video game
5	What does Kant say about simulated killing?	It is not wrong as long as you do not enjoy it too much and like the thought of killing
6	What does Aristotle say about simulated killing?	It may change your character in a negative way

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

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



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

Knowledge Group 1

1	Name two types of relationships	
2	Give two reasons why people marry	
3	Explain what divorce is	
4	What is a covenant?	
5	Give two forms of contraception	
6	What is consent?	

Knowledge Group 2

1	What is genetic engineering?	
2	What is a designer baby?	
3	Give one religious argument against designer babies	
4	Give one secular reason to support designer babies	
5	Explain the ethical dilemma in my sisters keeper	
6	Explain why the biblical quote 'man in the image of God' is against genetic engineering	

Knowledge Group 3

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2	What does the UK say about organ donation?	
3	Give one reason organ donation is ethical	
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Knowledge Group 4

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



1. Knowledge is power

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

2. How to adapt a recipe

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

Key Vocabulary

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

☐ Think how else does food effect our lives.







☐ Research benefits of cooking for yourself.

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

1. Knowledge is power

1	Healthy relationship with food	
2	Food and physical health	
3	Food and performance	
4	Food and mental health	
5	Food and morality	

2. How to adapt a recipe

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

Key Vocabulary

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

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Formal Elements

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

Contextual links/Key names

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

Key Vocabulary

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








Techniques and processes

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




Tools and Equipment

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

Formal Elements

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



Contextual links/Key names

1	Banksy		
2	Lady Pink		
3	Keith Haring		

Key Vocabulary

1	Graffiti/Street art	
2	Annotation	
3	High resolution images	
4	Mixed Media	
5	CAD	
6	Repeat Reflect Rotate Half drop repeat	
7	Justification	
8	Inspiration	









Techniques and processes

1	Tie Dying		
2	Bondaweb		
3	Lamination		
4	Repeat patterns		
5	Free machine embroidery		






Tools and Equipment

1	Heat press	
2	Dyes	
4	Bondaweb	
5	Acrylic paint	
6	Free machine foot Feed dogs	
7	Cotton material	

1. Tools & equipment

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

2. Electronic Components

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

5. Process; Soldering

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

4. Materials; Manufactured Boards

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

Key Vocabulary









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

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






☐ Know about Series Circuits & Parallel Electrical Circuits

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

1. Tools & equipment

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

2. Electronic Components

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

5. Process; Soldering

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

4. Materials; Manufactured Boards

1	Medium Density Fibreboard (MDF)	
2	Plywood	
3	Chipboard	
4	Hardboard	
5	Oriented Strand Board	

Key Vocabulary

1	Template	
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Knowledge Group 1 Low relief background

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

Knowledge Group 2 Techniques

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

Knowledge Group 4 Stencilling

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

Key Vocabulary

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

Knowledge Group 1 Low relief background

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

Knowledge Group 2 Techniques

1	Drybrush	
2	Stippling (painting)	
3	Acrylic transfer	

Knowledge Group 4 Stencilling

1	Stencil	
2	Highlights	
3	Shadows	
4	Colour blending	

Key Vocabulary

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

1. Baroque Period

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

2. Classical Period

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

4. Compositional Techniques

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

5. Key vocab Musical forms

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

6.Key Vocab Musical elements

1	Melody	The main tune, played on instruments or sung.
2	Chords	Two or more notes played at once.
3	Broken chords	Notes of chord played individually
4	Ostinato	Repeating musical phrase
5	Pitch	High or Low
6	Dynamics	Volume of music
7	Texture	Layers of instruments used- Thick or thin
8	Timing	Playing with the pulse

1. Baroque Period

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

4. Compositional Techniques

1	Imitation	
2	Canon	
3	Ornamentation	

**5. Key vocab
Musical forms**

1	Binary	
2	Ternary	
3	Rondo	

**6.Key Vocab
Musical elements**

1	Melody	
2	Chords	
3	Broken chords	
4	Ostinato	
5	Pitch	
6	Dynamics	
7	Texture	
8	Timing	

2. Classical Period

1	Classical	
2	Composers	
3	Classical Instruments	
4	Homophonic Accompaniment	
5	Alberti Bass	

Other musical styles linked to this: Romantic, Modern, Renaissance

1. Blood Brothers – Written by Willy Russell

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

Contextual Links : <https://www.youtube.com/watch?v=dv4k0j451Y>
https://www.bbc.co.uk/3/health/health/2014/04/140424_blood_brothers_review.shtml

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

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

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

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

Themes:

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

6. Characterisation techniques

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

1. Blood Brothers – Written by Willy Russell

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

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

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

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

1	Magic 'IF'	
2	<p>7 Questions</p> <p>Stanislavski would ask actors to ask these 7 questions to think about how the character would respond to the questions.</p>	
3	Objectives	
4	Given Circumstances	

Themes:

1	Nature	
2	Nurture	
3	The role of women	
4	Education	
5	Growing up	
6	Friendship	

6. Characterisation techniques

1	Characterisation	
2	Accent – Liverpudlian and RP.	
3	Leading body parts	
4	Conscience Alley	
5	Levels Of Tension	

VOCAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR VOICE)

1.D	DICTION AND PROJECTION	Diction means pronouncing your speech clearly. Projection is making sure your voice can be heard (this doesn't mean shouting).
2. E	EMPHASIS AND VOLUME	Emphasis is when you make a word stand out "I never said you stole my hat" is different from "I never said you stole my hat". Volume is how loud or quiet the voice is. Don't forget words such as whisper and shout.
3. P	PITCH	Pitch means how high or low your voice is. Low pitch may convey sadness, whilst high pitch could convey joy.
4. A	ACCENT	Accent is the way you pronounce your words. It is used to indicate where a character is from, specifically which country or region. It can help distinguish class and status.
5.R	RHYTHM AND TEMPO	Rhythm is where we pause and leave gaps in speech. This could show a character is thinking or distressed. Tempo is how fast or slow the speech is. E.g. a fast tempo could show someone is excited, a slow tempo could show someone is sleepy or confused.
6. T	TONE	Tone describes the emotion behind the line. It can convey meaning. For example: an angry tone.

PHYSICAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR BODY)

1.G	GESTURES	Using your hands to highlight meaning or convey emotion. E.g. Scratching your head if you are confused or Waving to say 'Hello'.
2. S	STANCE	The way someone stands usually to do with feet positioning. This could be with your feet really wide apart or really close together, for example.
3. P	POSTURE AND BODY LANGUAGE	Posture and body language is how you hold and position your body to show emotion or a character's personality. E.g. shoulders back and chest out to show confidence. Hanging head and shoulder may show shame or sadness
4. E	EXPRESSIO N	Also known as 'facial expressions'. Using your face to communicate emotions and reactions. Smiling to show happiness, frowning to show anger, raising one eye brow to show confusion for example.
5. E	EYE CONTACT	Looking into someone else's eyes. This could be another character or an audience member. Making eye contact makes it clear who you are speaking to. Avoiding eye contact can suggest feeling awkward or upset.
6. D	DYNAMICS AND MOVEMENT	Dynamics means HOW you move. For example, sharply / smoothly. Movement is HOW your character walks. For example, with a limp or taking large steps

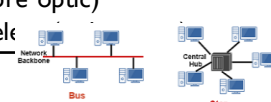
VOCAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR VOICE)

1.D	DICTION AND PROJECTION	
2. E	EMPHASIS AND VOLUME	
3. P	PITCH	
4. A	ACCENT	
5.R	RHYTHM AND TEMPO	
6. T	TONE	

PHYSICAL SKILLS TO BECOME A CHARACTER FOR REHEARSAL AND PERFORMANCE (USING YOUR BODY)

1.G	GESTURES	
2. S	STANCE	
3. P	POSTURE AND BODY LANGUAGE	
4. E	EXPRESSIO N	
5. E	EYE CONTACT	
6. D	DYNAMICS AND MOVEMENT	

Subject: Computing	Topic: Networks and Cyber Security	Year Group: 9
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Networks		
1	Types of Network	Personal Area Network (PAN) Local Area Network (LAN) Wide Area Network (WAN)
2	Connection	Wired (Cables can be copper or fibre optic) Wireless
3	Topology	Star Bus 
4	Address	MAC address on all devices

Network protocols and Security		
1	Connection	Ethernet for copper cables. WiFi wireless networking technologies
2	Internet Protocol	uses the Internet protocol suite to communicate between networks and devices
3	World wide web (www.)	Hypertext Transfer Protocol. HTTP(S) is the protocol used to transfer data over the web.
4	Email	SMTP simple mail transfer IMAP internet message access
5	Network Security	Authentication, encryption, firewall, MAC address filtering

Cyber Security CS		
1	Purpose of cyber security	to reduce the risk of cyber attacks, and protect against the unauthorised exploitation of networks and technology.
2	Cyber security threats	Social engineering, Malicious software, weak and default passwords, misconfigured access rights, removable media, outdated software
3	Social engineering	Explain the following; blagging, phishing, pharming, shouldering (or shoulder surfing)
4	Malicious software	Describe the following; virus, Trojan, spyware, adware, ransomware

Detect and prevent CS threats		
1	Understand and explain Security measures	Biometric measures (esp for mobile devices) Password systems, CAPTCHA (or similar) Email confirmation to confirm users identity, Automatic software updates
2	Protect from threats	Social engineering Malware

Key Vocabulary		
1	Network	is a set of computers connected together for the purposes of communication and sharing resources.
2	Network protocol	is a program that follows rules that define communication between two or more devices in a network.
3	Topology	is the arrangement of the devices of a communication network.
4	Internet	is the global system of interconnected computer networks
5	Cyber Security	is the technology, and controls to protect networks, programs, devices and data from cyber attacks
6	Social engineering	is malicious activities to trick users into making security mistakes or giving away sensitive information.
7	Malware	Malicious software written to harm or affect a computer.

Subject: Computing	Topic: Networks and Cyber Security	Year Group: 9
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Networks		
1	Types of Network	
2	Connection	
3	Topology	
4	Address	

Network protocols and Security		
1	Connection	
2	Internet Protocol	
3	World wide web (www.)	
4	Email	
5	Network Security	

Cyber Security CS		
1	Purpose of cyber security	
2	Cyber security threats	
3	Social engineering	
4	Malicious software	

Detect and prevent CS threats		
1	Understand and explain Security measures	
2	Protect from threats	

Key Vocabulary		
1	Network	
2	Network protocol	
3	Topology	
4	Internet	
5	Cyber Security	
6	Social engineering	
7	Malware	

Subject: Computing	Topic: Python Programming	Year Group: 9
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Programming basics		
1	Algorithm	sequence of steps taken to complete a task
2	Storing data	Input data as a variable or a constant and store it.
3	Processing	Programs manipulate data with logical processes
4	Printing Data	Data can be output using the print statement.

Programming Constructs		
1	Sequence	A set of logical steps carried out in order.
2	Selection	where a decision is made in programming using IF ELIF ELSE statements.
3	Count controlled Iteration	repeatedly executes a section of code a fixed number of times FOR
4	Condition controlled iteration	repeatedly executes a section of code until a condition is met - or no longer met WHILE

Data Types		
1	Integer	An integer is a whole number (not a fraction) it is positive, negative, or zero.
2	Real/Float	is written with a decimal point dividing the integer and fractional parts.
3	Boolean	has two possible values: true or false (yes or no)
4	Character	any letter, number or symbol on a computer.
5	String	a sequence of characters, a constant or a variable.

Program Coding		
1	Comment	annotation in the code of a computer program
2	Indentation	denotes code within the loop that is repeated.
3	Nesting	a programming construct is included within another.
4	Program	Step-by-step instructions a computer follows in order

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

Subject: Computing	Topic: Python Programming	Year Group: 9
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Programming basics		
1	Algorithm	
2	Storing data	
3	Processing	
4	Printing Data	

Programming Constructs		
1	Sequence	
2	Selection	
3	Count controlled Iteration	
4	Condition controlled iteration	

Data Types		
1	Integer	
2	Real/Float	
3	Boolean	
4	Character	
5	String	

Program Coding		
1	Comment	
2	Indentation	
3	Nesting	
4	Program	

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

Independent Learning: How to 2 – Link It

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

Compare and contrast:

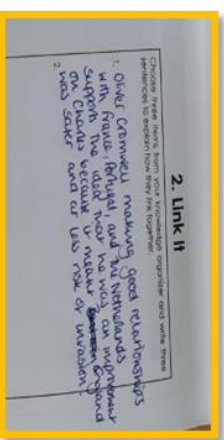
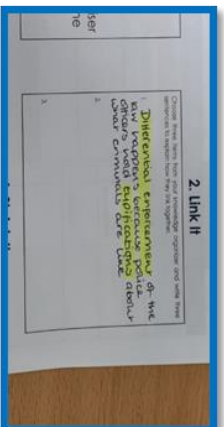
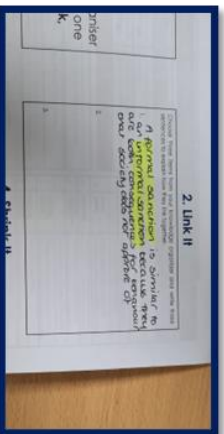
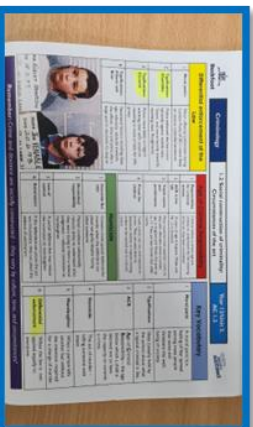
- x is similar to/different from y because...
- x is more/less ... than y because...

Cause and effect:

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

Support/refute:

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



Use this table to help you keep track of the Link It activities you have completed this half term. There are some Link It 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	

Link It

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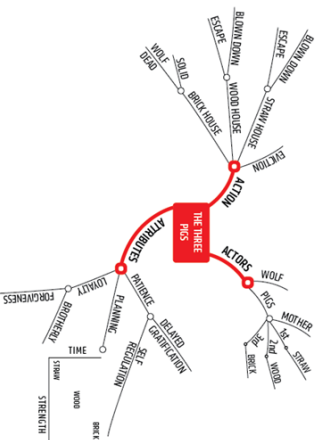
Link It

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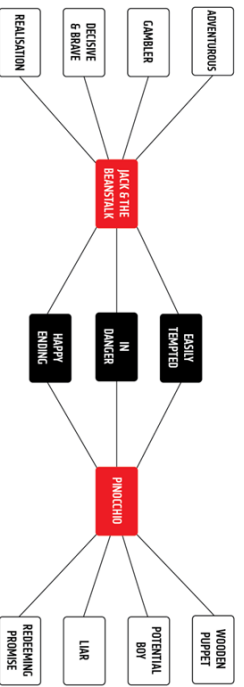
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Independent Learning: How to – 3 Map It



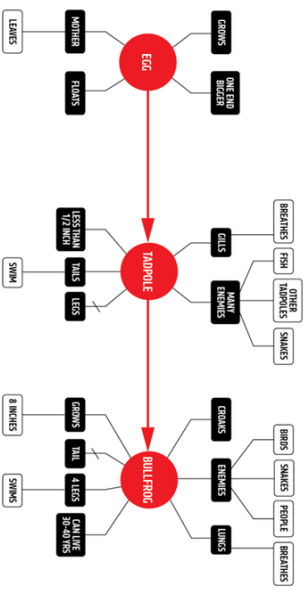
Mind-maps are useful if you want to chunk information or organise it into categories. In this example, the central idea is the 'The Three Figs' and each branch is a theme within the story



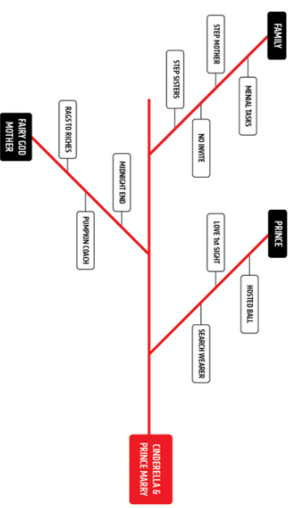
Double-sprays are useful if you want to show similarities and differences of information. In this example, the black boxes show what 'Jack & the Bearstalk has in common with 'Procchio'. The white boxes show what is different about the two stories.

Use this table to help you keep track of the Map It activities you have completed and checked this half term. There are some Map It 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	

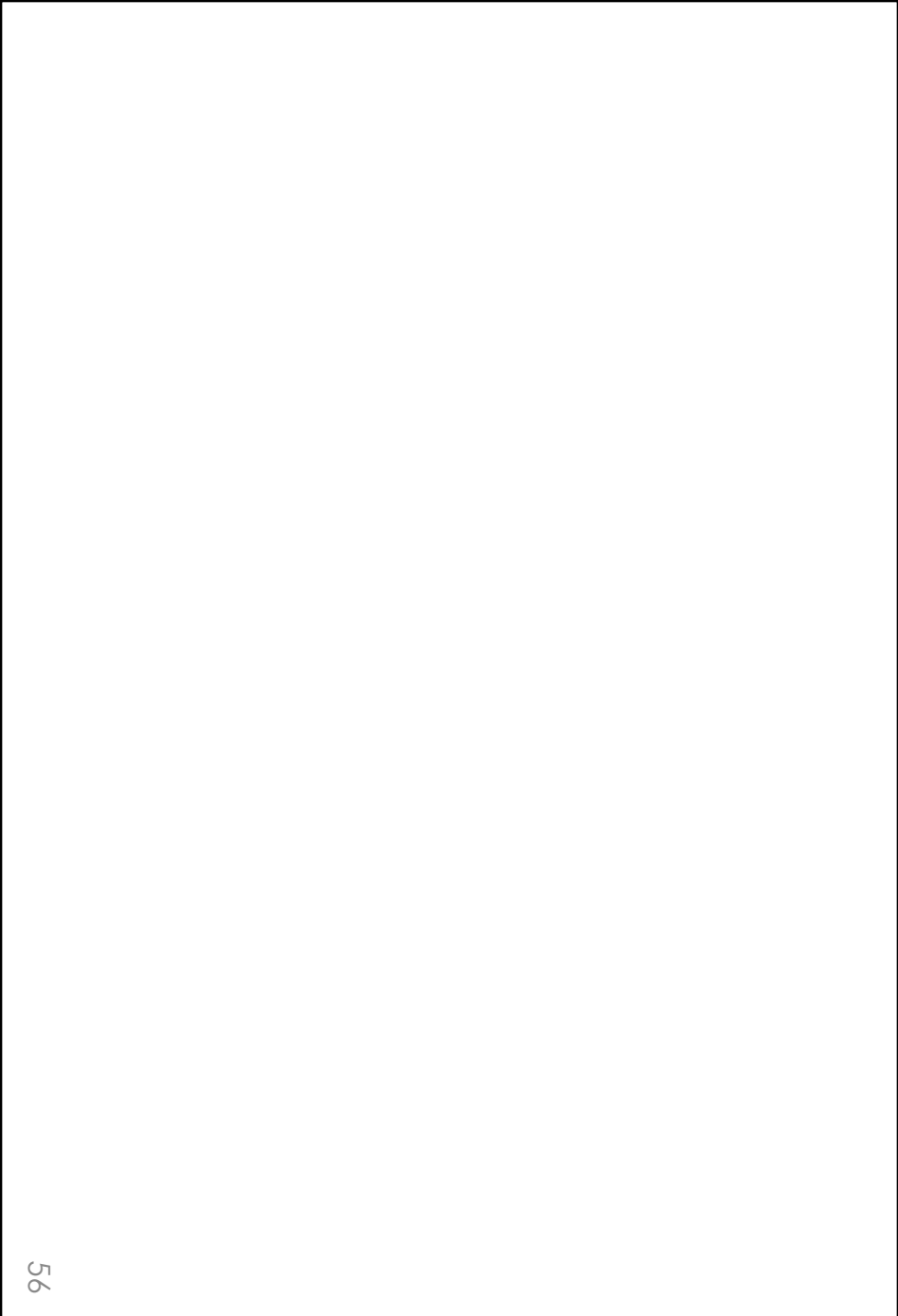
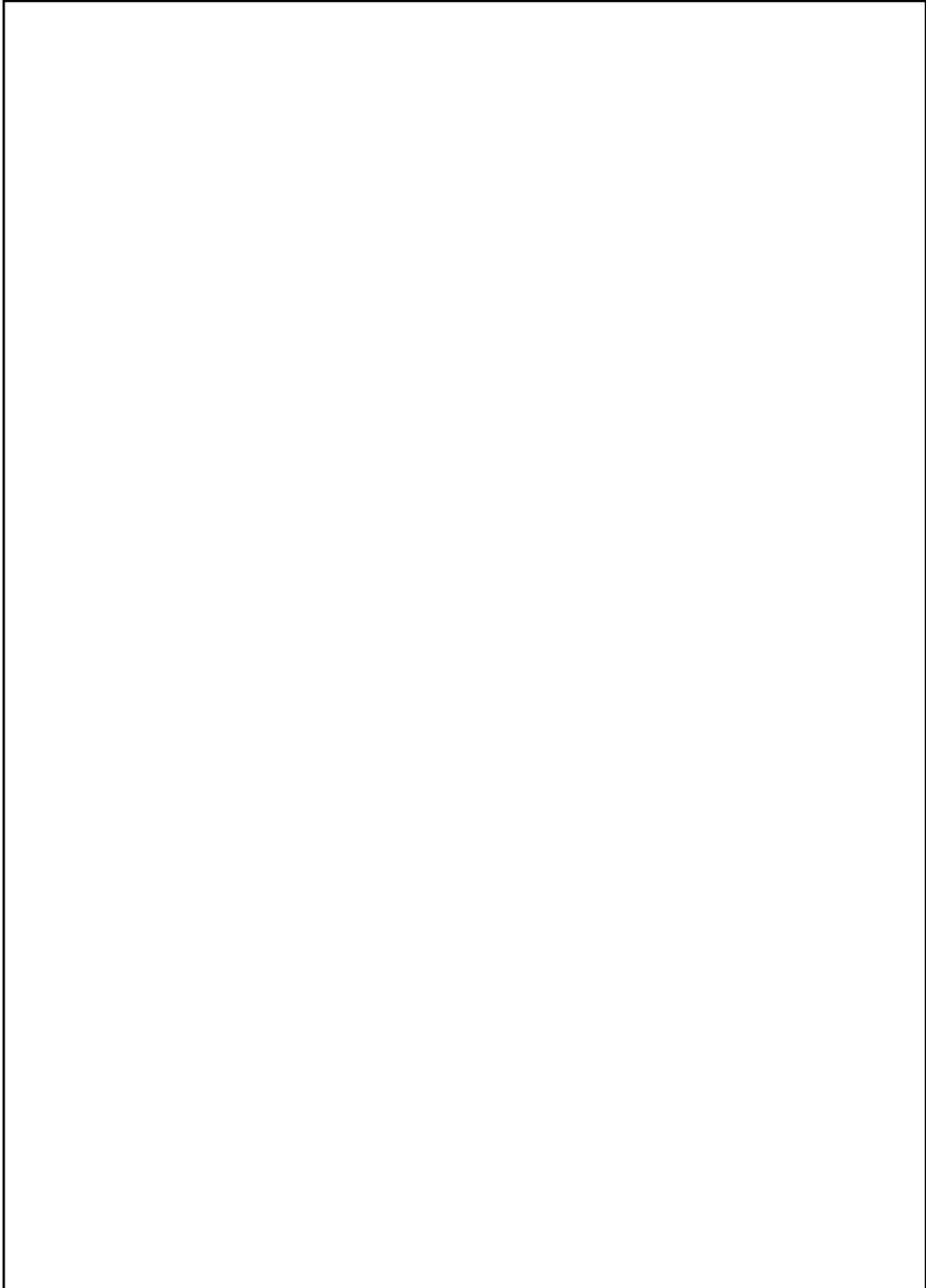


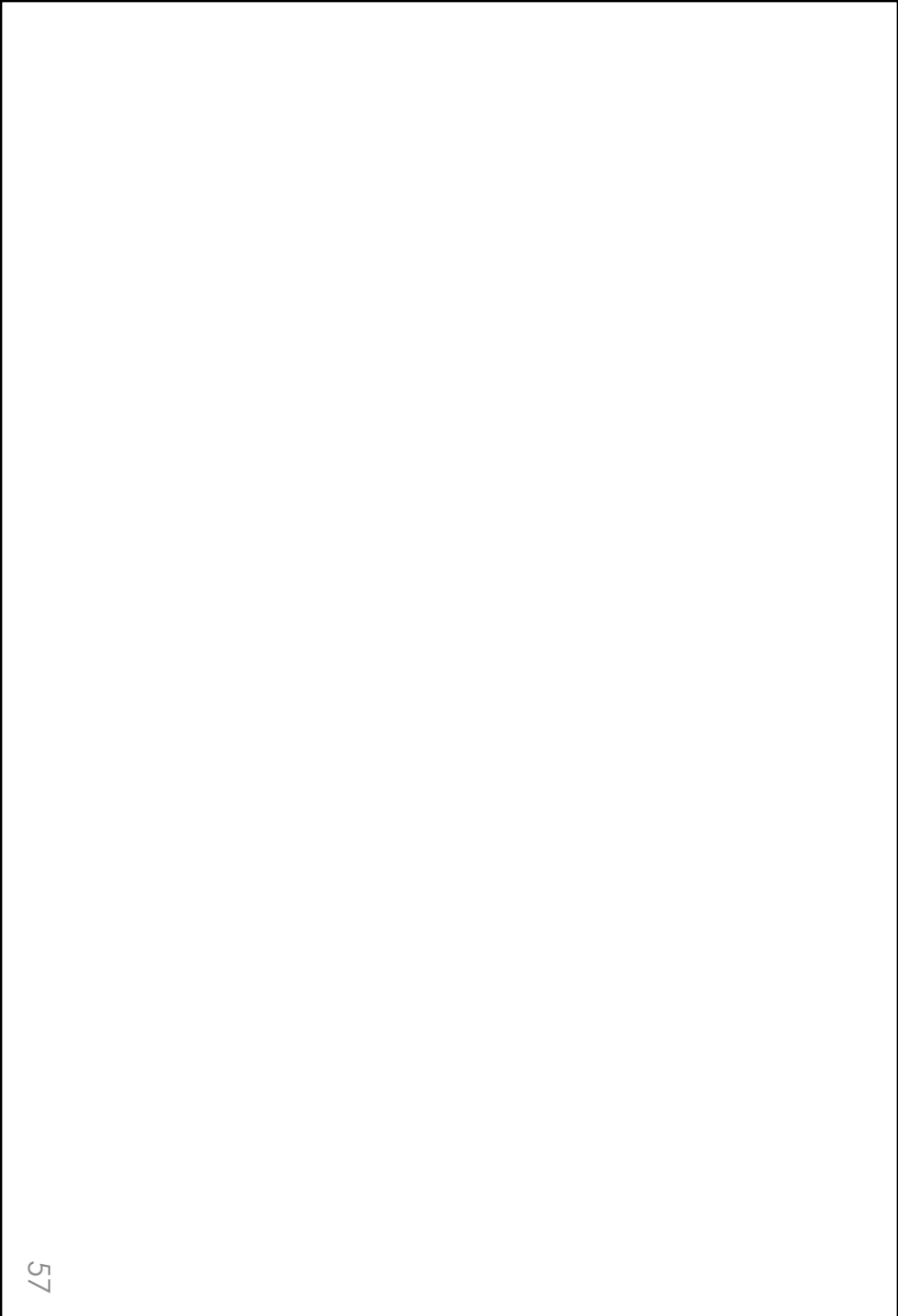
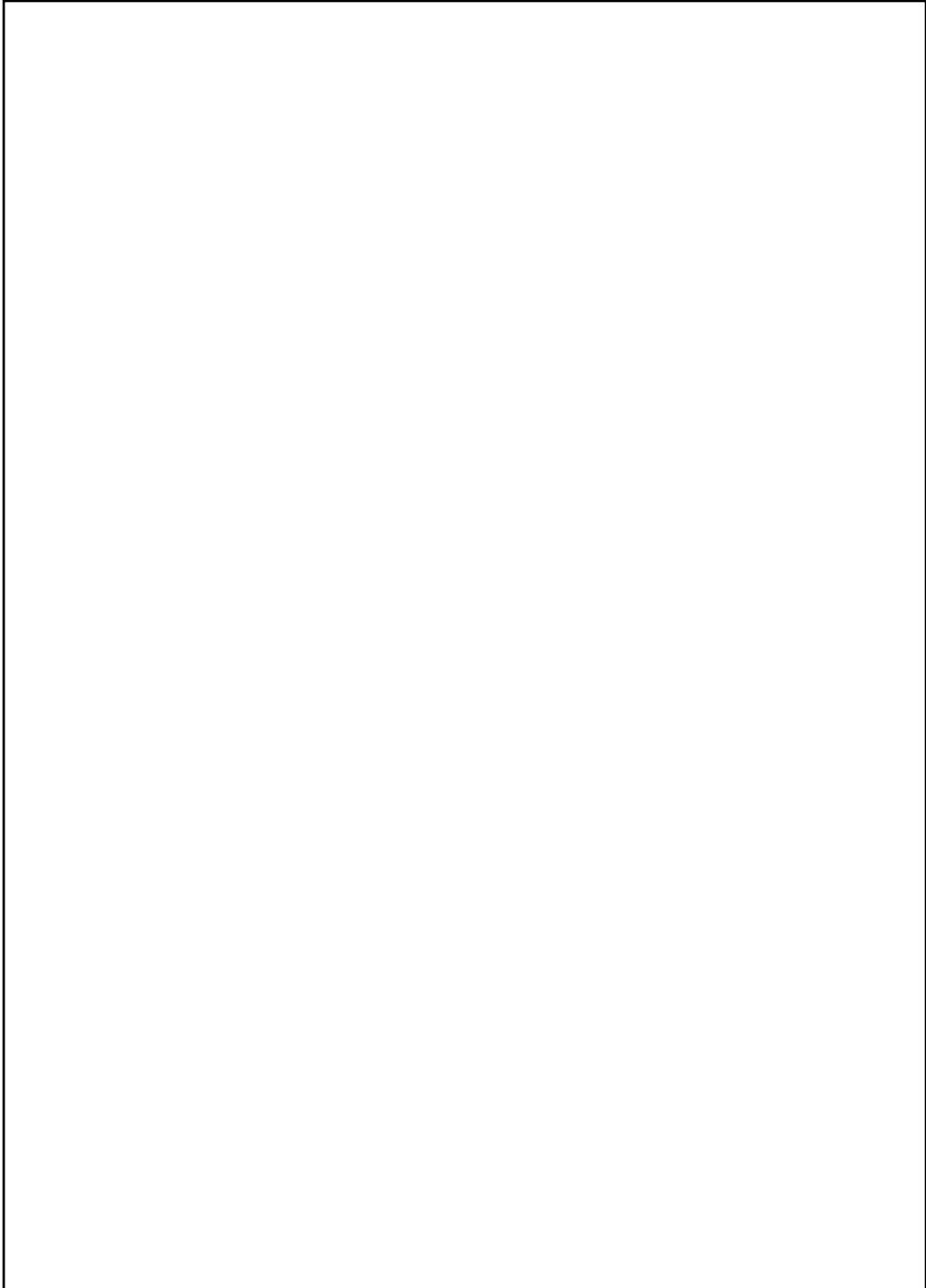
Flow-sprays are useful if you want to show the events that happen in a particular sequence. In this example, the red boxes show the main event in the lifecycle of bullfrogs, and the order they happen in. The black and white boxes show what factors contribute to these main events

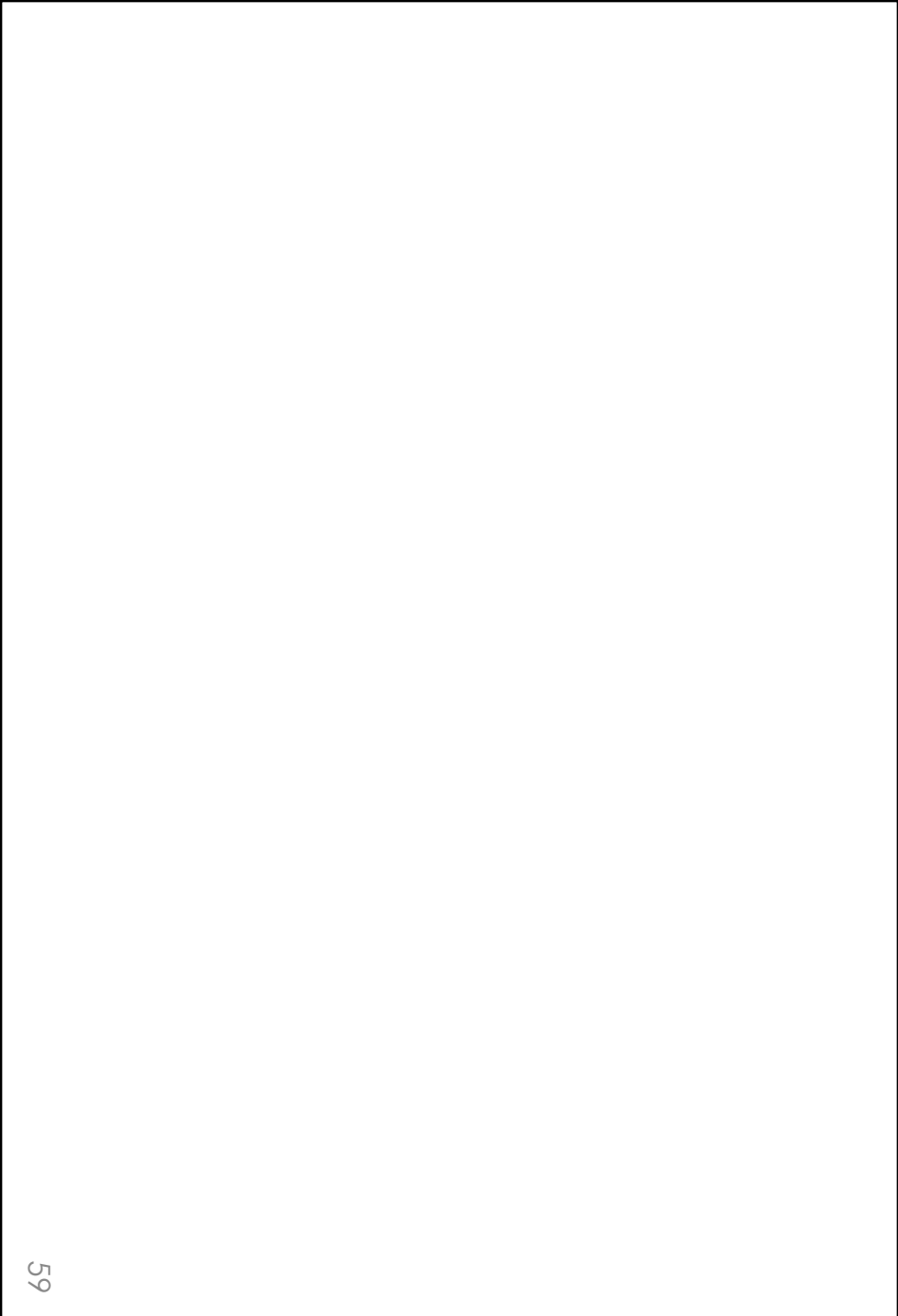
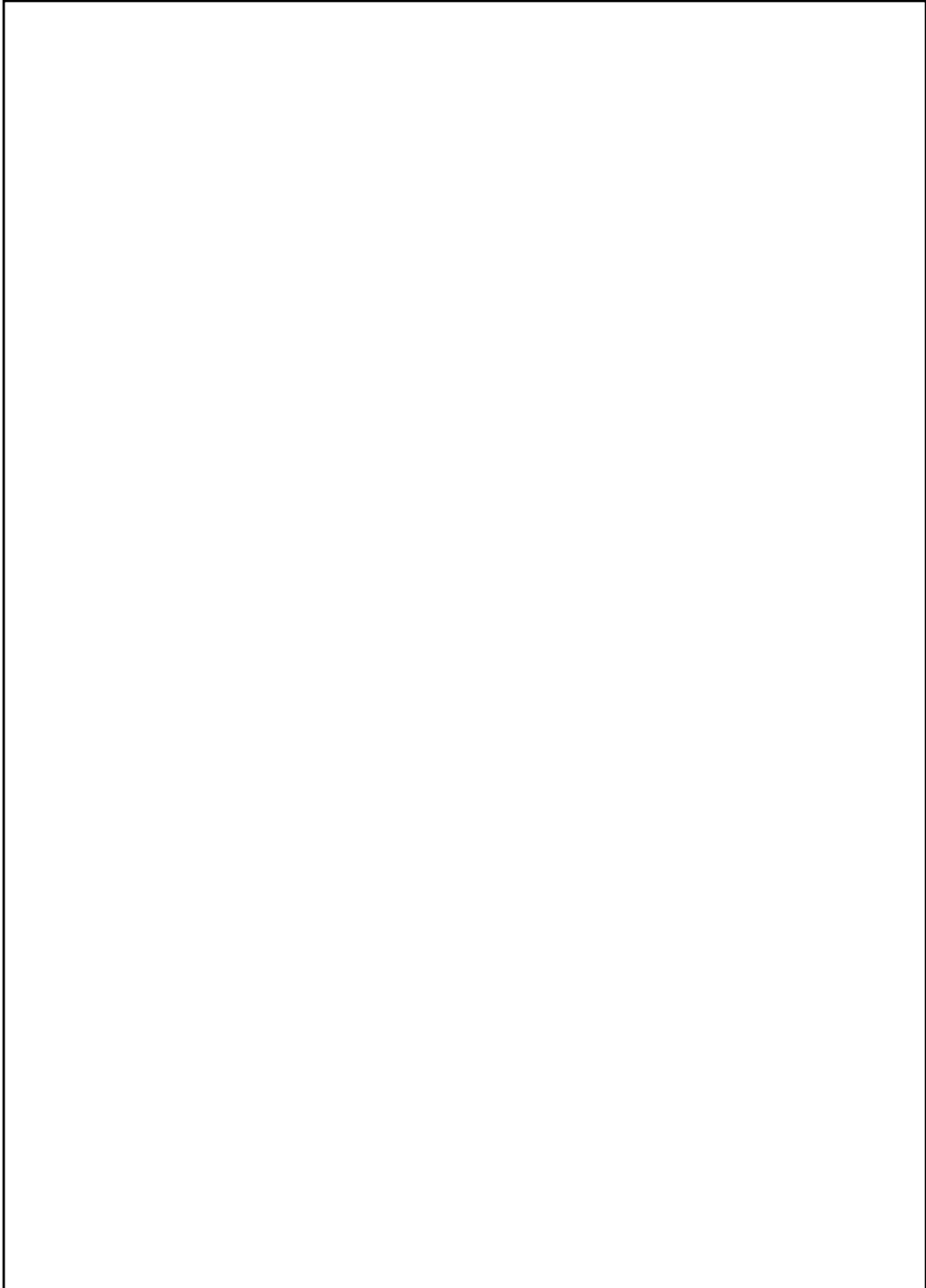


Fishbone diagrams are useful if you want to show causes and effect.

In this example, the white boxes are causes of the Prince and Cinderella getting married; the black boxes show how the causes have been categorised; and the red box shows the effect itself







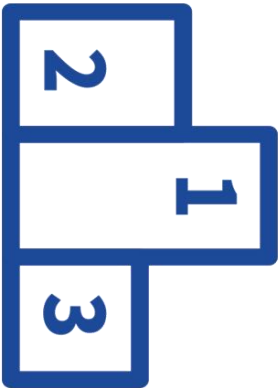
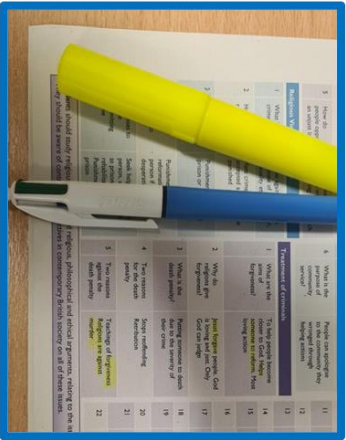
Independent Learning: How to 4 – Shrink It



1. **skin** over the Knowledge Organiser and look for the key information



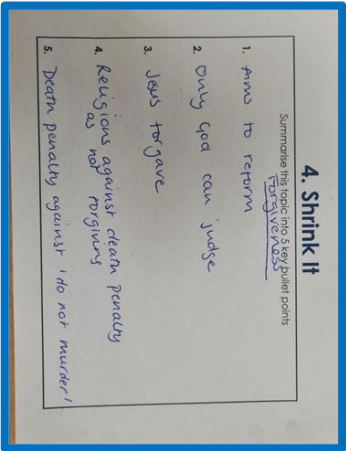
2. **Highlight** (or underline) the things you think are most important



3. **Rank** your chosen points in order of importance



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



Use this table to help you keep track of the Shrink It activities you have completed this half term. There are some Shrink It 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	

Shrink It

Subject:..... Topic:.....

Subject:..... Topic:.....

Shrink It

Subject:..... Topic:.....

Subject:..... Topic:.....

Shrink It

Subject:..... Topic:.....

Subject:..... Topic:.....

Shrink It

Subject:..... Topic:.....

Subject:..... Topic:.....

Shrink It

Subject:..... Topic:.....

Subject:..... Topic:.....

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)

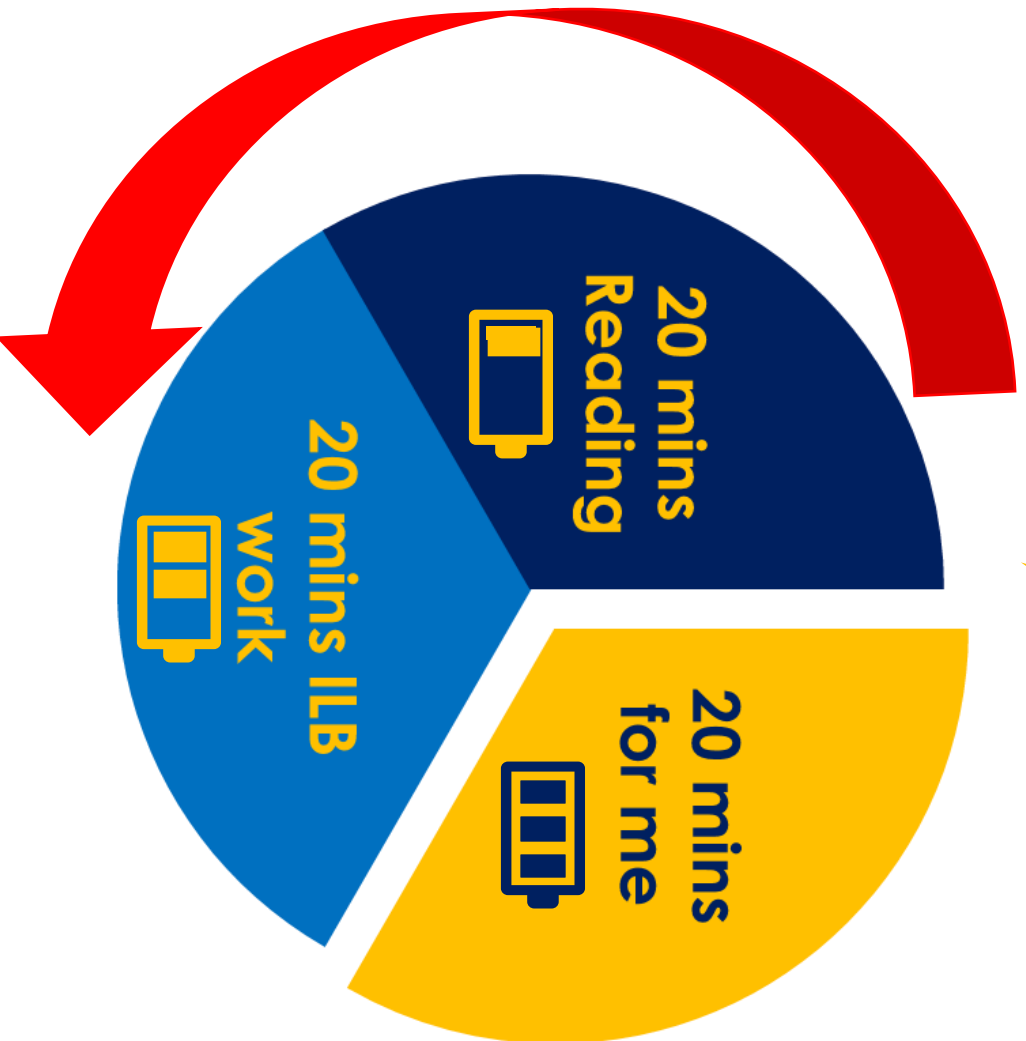
How is this going?
What mistakes do I often make in this kind of task?
How can I avoid making those mistakes?
What am I finding difficult right now?
What am I doing well?
How do I know?
How do I feel about the work?
Am I motivated to complete this task to a high standard?
What can I do to improve my 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

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.

Communication Pages

Date	To	From	Message	Please sign to acknowledge

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.

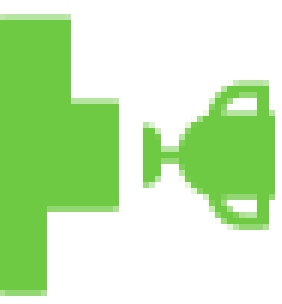
Our **minimum** expectations of KS3 students for their independent learning are as follows:

- **5 QILMISI 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