

**Beckfoot School**  
**Knowledgeable**  
**And Expert Learners**

**Year**

**2023/24**

**Nov - Dec**

**enjoy|earn|succeed**

Name: .....

Tutor group: .....

## Contents

- Homework Instructions 3
- Independent Learning: Revise Like a Beckfooter 5
- Quiz It instructions and knowledge organisers 6
- Link It instructions and templates 45
- Map It instructions and templates 51
- Shrink It instructions and templates 58
- Read and Reflect Like a Beckfooter 64
- Beckfoot Power Hour 66
- Communication pages 67
- Learn Like a Beckfooter Rewards 68

## 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

## 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.

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

## Homework

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

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

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

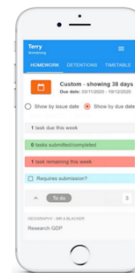
To display tasks in the order they were set, click on the Issue Date button.

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

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

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

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



## 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

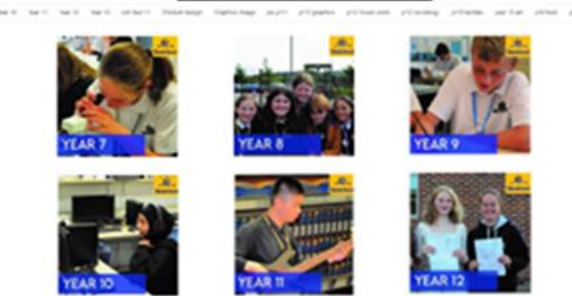
Completed

Submitted late

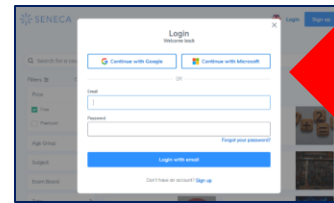
Not submitted

Submitted

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.



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



# 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

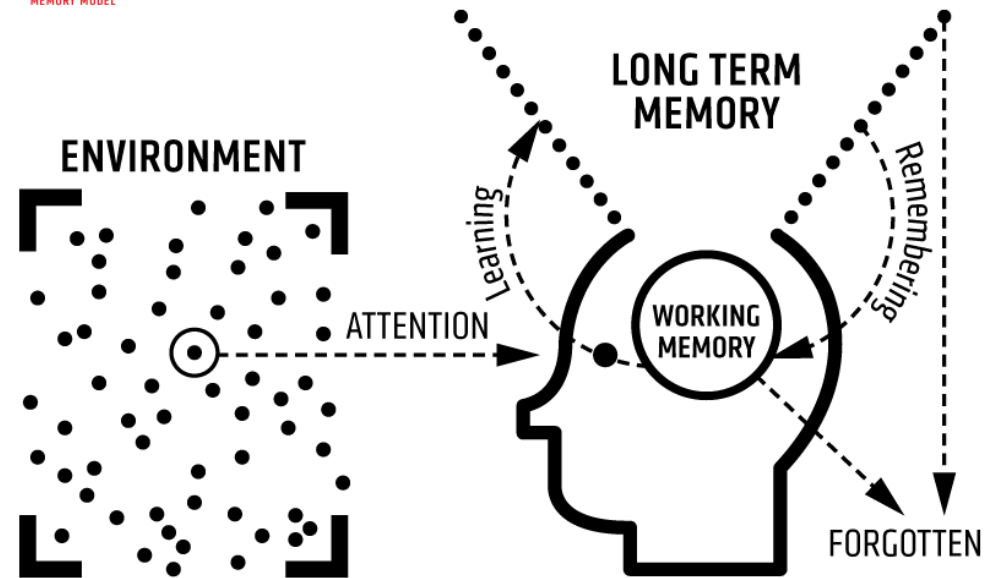
Quiz It, Link It, Map It, Shrink It (QILIMISI) is a structured programme of independent learning and revision activities that will help you to do all of the above. By using your knowledge organisers in multiple different ways, you will go from simply memorising facts, to really understanding them, and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



## Our evidence-informed Independent learning strategies:

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



# Homework Instructions

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



SCAN ME

Maths



SCAN ME

English



SCAN ME

Science



SCAN ME

MFL



SCAN ME

Humanities



SCAN ME

D&T



SCAN ME

Perf. Arts



SCAN ME

Art



SCAN ME

Music



SCAN ME

Computing



SCAN ME

Knowledgeable &  
Expert Learners



SCAN ME

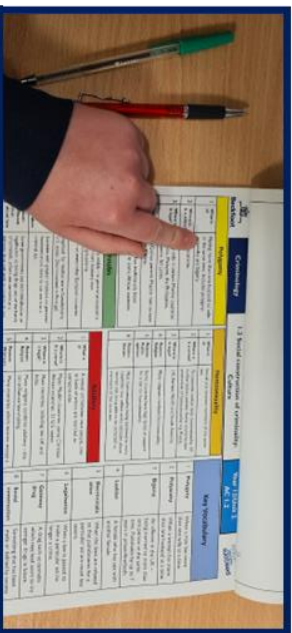
Confident  
Communicators

## 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



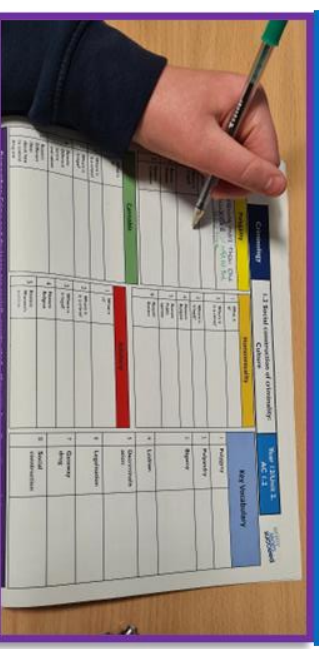
### Step 3: WRITE

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



### Step 2: COVER

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



### 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

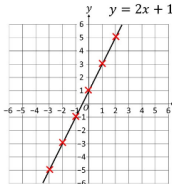
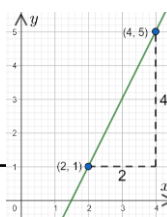
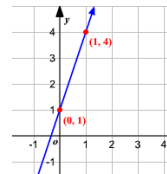
Use this table to help you keep track of the knowledge organisers you have quizzed on and checked this half term. Blank versions follow every organiser.

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	

## Probability

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

## Algebra – Linear Graphs

1	Plotting a linear graph	$y = 2x + 1$ <p>1) Complete a Table of Values.</p> <table border="1"> <tr> <td>x</td> <td>-3</td> <td>-2</td> <td>-1</td> <td>0</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>y</td> <td>-5</td> <td>-3</td> <td>-1</td> <td>1</td> <td>3</td> <td>5</td> <td>7</td> </tr> </table> 	x	-3	-2	-1	0	1	2	3	y	-5	-3	-1	1	3	5	7
x	-3	-2	-1	0	1	2	3											
y	-5	-3	-1	1	3	5	7											
2	Equation of a line	$y = mx + c$ <p><b>m</b> is gradient and <b>c</b> is the y intercept</p>																
3	Finding the Gradient																	
4	Finding the equation of a line																	

## Number – Indices and Standard Form

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

## Algebra - Formulae

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

## Key Vocabulary

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

## Probability

1	Calculating Probability	
2	Relative Frequency • $\frac{\text{Frequency}}{\text{Total}}$	

## Algebra – Linear Graphs

1	Plotting a linear graph	
2	Equation of a line	
3	Finding the Gradient • $\frac{\text{Change in } y}{\text{Change in } x}$ • $\frac{4}{2} = 2$	
4	Finding the equation of a line • Gradient is 3 • Y intercept is 1 • Equation of the line: <b><math>y = 3x + 1</math></b>	

## Number – Indices and Standard Form

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

## Algebra - Formulae

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

## Key Vocabulary

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



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

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

Plot Summary	
1	Ch 1
2	Ch 2
3	Ch 3
4	Ch 4
5	Ch 5
6	Ch 6

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

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

Themes		
1	Dreams	
2	Loneliness	
3	Death	
4	Prejudice	

Key Vocabulary		
1	Novella	
2	Itinerant worker	
3	Foreshadowing	
4	Motif	

## Structure of the Atom

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

## Models of the Atom through time

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

## Nuclear Radiation

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

## Key Vocabulary

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

## Structure of the Atom

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

## Models of the Atom through time

1	Early ideas	
2	Plum Pudding	
3	Nuclear Model	
4	Niels Bohr	
5	James Chadwick	

## Nuclear Radiation

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

## Key Vocabulary

1	Mass Number	
2	Atomic Number	
3	Isotopes	
4	Half-life	
5	Contamination	
6	Irradiation	
7	Random	



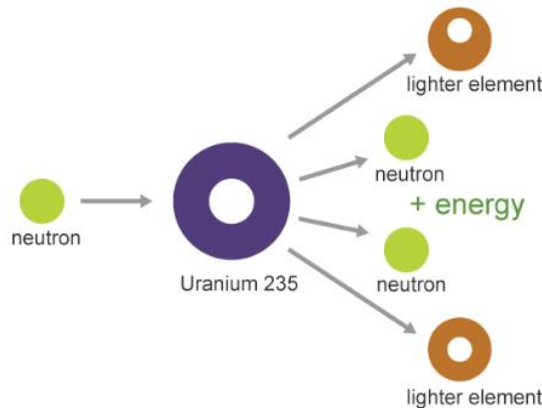
## Background radiation and radiation dose: (Physics only)

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

## Nuclear Fusion: (Physics only)

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

## Nuclear Fission: (Physics only)

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

### Background radiation and radiation dose: (Physics only)

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

### Nuclear Fusion: (Physics only)

1	
2	

### Nuclear Fission: (Physics only)

1	
2	
3	
4	

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

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

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

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

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

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

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

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



### Using the past tense

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

### Using the imperative

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

### Using the future – werden

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

### Using adjectives

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

### Examples

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

### Using the past tense

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

### Using the imperative

1	Beug	
2	Heb	
3	Lauf	
4	Leg	
5	Sitz	
6	Spring	
7	Steh auf	
8	Streck	
9	Vergiss	

### Using the future – werden

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


### Using adjectives

1	begabt	
2	berühmt	
3	bescheiden	
4	charismatisch	
5	erfolgreich	
6	grosszügig	
7	originell	
8	reich	
9	selbstbewusst	
10	launisch	

### Examples

1	Mein Vorbild ist sehr begabt und selbstlos.	
2	Mein Lieblingssportler ist Marcus Rashford, weil er sehr grosszügig ist.	
3	Ich habe Biologie studiert und viele Länder gesehen.	
4	In meinem Leben bin ich nach Afrika gefahren.	
5	Ich habe mir das Bein verletzt.	
6	Ich habe einen Monat im Rollstuhl verbracht.	
7	In der Zukunft werde ich Arzt werden.	

### A. Where is the Middle East?

1.	Location of Middle East	
2.	Dubai Growth	Dubai is one of the most famous cities in the Middle East. It was once a small fishing village of 20,000 but when oil was discovered in the region the village grew into a city.
3.	Dubai today	Dubai now has a population of over 3.1 million people. The city boasts some of the most expensive hotels in the world.

### B. Climate of the Middle East

1.	Climate	Climate is the long-term pattern of weather in a particular area. Dubai records high temperatures of 42 degrees and rainfall as low as 0mm in some months.
2.	Precipitation	Precipitation is any liquid or frozen water that forms in the atmosphere and falls back to the Earth.
3.	Atmospheric circulation	Atmospheric circulation is the large-scale movement of air.
4.	Hadley cell	A large-scale atmospheric convection cell in which air rises at the equator and sinks at medium latitudes, typically about 30° north or south

### C. Disappearing sea

1.	Aral Sea	The Aral sea is located in Kazakhstan.
2.	Cause of disappearance	The Aral Sea was part of the Soviet Union. In the 1930s planners started to build canals to take water from the two main rivers. This was to develop irrigated cotton and rice farming in the area. Cotton growing has been very successful in the area and Uzbekistan is still one of the largest exporters or raw cotton. In the 1960s even more irrigation canals were built. Less and less water was flowing into the Aral Sea and the sea began to shrink.
3.	Impacts	10 million people have been forced to leave the area, 60,000 jobs lost. Bird numbers have dropped from 370 different species to 160.

### D. People and wealth of Middle East

1.	Population distribution	The majority of people in the Middle East live in Turkey, Iraq, Iran and Syria.
2.	Ethnicity	Ethnicity the fact or state of belonging to a social group that has a common national or cultural tradition. There are four main ethnic groups in the Middle East, Turks, Arabs, Persians and Kurds.
3.	British people	There are over 300,000 British people living and working in Dubai. Many are attracted by the high wages and low taxes.
4.	Living in Dubai	There are strict rules and laws that you must follow if you visit or live in Dubai. However human rights and workers rights violations make this development controversial.

### E. Sustainable Dubai

1.	Sustainability	Meeting the needs of now without affecting the needs of those in the future. Avoidance of the depletion of natural resources in order to maintain an environmental balance.
2.	Why is Dubai not sustainable	Dubai produces a large amount of CO2 every year. It relies on oil as its main fuel, it has over 40 million people visiting every year with many travelling by aeroplane.
3.	Masdar City	Masdar city is a potential solution to Dubai's sustainability issues. Using a combination of traditional Arab design and green design to become a more sustainable city.

### F. Impacts of Israel-Palestine conflict

1.	Social Impacts	Gaza- 25% of homes have been destroyed. Over 10,500 casualties. 10 out of the 26 hospitals have closed. 300,000 children affected through exposure to conflict. Israel- Gatherings of 300 or more people has been banned to avoid becoming targets for attacks. Summer camps and universities forced to close for final exams. Total of 556 casualties. Increase in mental health illness.
2.	Economic impacts	Gaza- Cost of damage is at \$7.8 billion which is 3 times the GDP of Gaza.. 30,000 Gazans have lost their jobs. Israel- Cost of damage and days taken off work totals 41 million.
3.	Environmental impacts	Gaza- Water supply has been halted/reduced affecting 1.8 million people. Over 30km of water pipeline has been affected. Bombing and pollution has affected the Aquifer in the Gaza strip making the water unsafe to drink. 45% of the agricultural land has been negatively affected due to water shortages and over farming.

### A. Where is the Middle East?



1. Location of Middle East

2. Dubai Growth

3. Dubai today

### C. Disappearing sea

1. Aral Sea

2. Cause of disappearance

3. Impacts

### E. Sustainable Dubai

1. Sustainability

2. Why is Dubai not sustainable

3. Madar City

### B. Climate of the Middle East

1. Climate

2. Precipitation

3. Atmospheric circulation

4. Hadley cell

### D. People and wealth of Middle East

1. Population distribution

2. Ethnicity

3. British people

4. Living in Dubai

### F. Where is Palestine?

1. Location of Palestine



2. Daily Life



### 1. What was the Cold War?

1	How did the USA and the USSR's relationship change after WW2?	<ol style="list-style-type: none"> <li>During WW2, there was a Grand Alliance between Britain, USA and the USSR</li> <li>Towards the end of the war there was growing tension between the USSR and the other two.</li> <li>After the war, the Grand Alliance divided Europe into different sections under Capitalist and Communist control</li> </ol>
2	How did tension increase after WW2?	<ol style="list-style-type: none"> <li>After the war the USSR and USA began to compete to be the biggest superpower</li> <li>Germany and Berlin had been divided between the East and West.</li> <li>Britain, France and the USA wanted to unite their zones of Berlin into one zone</li> <li>In retaliation the USSR blocked rail links to stop supplies getting into West Berlin – this was the Berlin Blockade</li> <li>The British and Americans organised an airlift to drop supplies and the USSR backed down</li> </ol>
3	How did a Cold War develop?	<ol style="list-style-type: none"> <li>At the end of WW2, the USA developed and used the first nuclear weapons</li> <li>By 1949, the USSR had successfully tested its first nuclear bomb</li> <li>Both were terrified that the other side would have more weapons so they started making lots of nuclear weapons.</li> </ol>

### 3. Proxy Wars

1	Why did the Korean War happen?	<ol style="list-style-type: none"> <li>During WW2, Korea had been controlled by Japan, but after their defeat Korea was split into two zones.</li> <li>The USSR set up a communist government in the North and the USA set up a pro-USA Capitalist government.</li> <li>In June 1950, the North Korean army invaded South Korea hoping to unite Korea under one Communist government. They had been provided with weapons by the USSR</li> </ol>	3	Why did the Vietnam War happen?	<ol style="list-style-type: none"> <li>Similar to Korea, Vietnam was divided between the Communist North and the Capitalist South.</li> <li>The Leader of the North, Ho Chi Minh was unhappy with the division and supported a Communist group in the South called the Vietcong.</li> <li>The Americans became concerned that South Vietnam would become Communist and so began to send money and then troops to help fight the Vietcong.</li> <li>The Vietcong were also supplied by the USSR and China with weapons .</li> </ol>
2	Why did the USA get involved?	<ol style="list-style-type: none"> <li>US President Truman had made a speech in which he said America would offer money and military help to countries in danger of being taken over by Communism.</li> <li>When the North Koreans invaded South Korea, Truman persuaded the UN to help defend South Korea. In total 16 UN countries sent troops to fight but the USA sent the most and the commander was a US general called MacArthur.</li> </ol>	4	What was the consequence of these proxy wars?	<ol style="list-style-type: none"> <li>These wars were a way for the USA and the USSR to gain victories over the other superpower without directly fighting with each other.</li> <li>In both cases the USA wanted to stop the spread of Communism.</li> <li>In Korea, the war ended in a stalemate and the South remained Capitalist. However in the Vietnam War, the whole country became communist when the USA withdrew their troops in 1975</li> </ol>

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

1	Why did Cuba worry the USA?	<ol style="list-style-type: none"> <li>In 1959, a Communist revolution happened in Cuba</li> <li>This worried the USA as there was now a new Communist government near the USA</li> <li>President Kennedy ordered a secret invasion of Cuba in an attempt to get rid of the Communists but this was an embarrassing failure</li> </ol>
2	How did the Cuban Missile Crisis develop?	<ol style="list-style-type: none"> <li>The Russian president Khrushchev promised to help defend Cuba from attack by supplying nuclear weapons</li> <li>From 1962, the USSR began building nuclear missile launch bases in Cuba</li> <li>US spy planes spotted these bases and more missiles being transported by sea.</li> <li>The USA sent warships to stop the missiles reaching Cuba</li> <li>These threats seemed close to open war between the USA and the USSR</li> </ol>
3	How did the Cuban Missile Crisis end?	<ol style="list-style-type: none"> <li>Kennedy and Khrushchev negotiated to de-escalate the tension</li> <li>After nearly two weeks, America promised not to invade Cuba and agreed to remove some of its missile bases near the USSR and the USSR agreed to turn its ships around.</li> </ol>
4	How close did the Korean War come to Nuclear War?	<ol style="list-style-type: none"> <li>The Korean War had the potential to escalate into a Nuclear War when China became involved as a result of General MacArthur's aggressive tactics</li> <li>US president Truman and Eisenhower both threatened the use of nuclear weapons, especially if the Chinese government wouldn't negotiate the end of the war.</li> <li>These threats were never followed through</li> </ol>

Key Word	Definitions
<b>Arms Race</b>	A competition between nations to have the most and best weapons
<b>Capitalism</b>	A political ideology where trade and industry are controlled by private owners for profit
<b>Cold War</b>	a state of hostility between countries that involved threats, propaganda without full war.
<b>Communism</b>	Political ideology opposed to capitalism where government distributes wealth among citizens.
<b>Grand Alliance</b>	An alliance made during the Second World War between the USA, the USSR and Britain
<b>Ideology</b>	A system of beliefs that often impact economic or political views
<b>MAD – Mutually Assured Destruction</b>	The idea that because both superpowers had nuclear weapons using them against each other would destroy both countries.
<b>Proxy War</b>	Where two powerful nations use a smaller conflict to advance their interests
<b>Superpower</b>	A very powerful and rich country. (USA and USSR)
<b>Vietcong</b>	The name of the Communist rebel group in South Vietnam

### 1. What was the Cold War?

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

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

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

### 3. Proxy Wars

1	Why did the Korean War happen?	1. 2. 3.	3	Why did the Vietnam War happen?	1. 2. 3. 4.
2	Why did the USA get involved?	1. 2.	4	What was the consequence of these proxy wars?	1. 2. 3.

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

#### 4. Espionage

1	Why was there more spying?	1. During the Cold War both the sides of the war used spies to gather information about the enemy, particularly about their military and technology.
2	What spy organisations were there?	1. The USA had the CIA who mainly targeted the USSR 2. Britain had MI6, which also targeted the USSR and shared information with the CIA 3. The USSR had the KGB 4. Other countries had spying organisations that worked with their allies
3	What famous cases of espionage were there?	1. In 1960, a US spying plan had been caught and shot down over USSR territory. This event led to tensions increasing between the USA and the USSR 2. The Rosenbergs were accused of passing state secrets to the USSR after the USSR developed their first atomic bomb. They were found guilty and executed 3. The Cambridge Five Spy Ring were a group of British double agents who were recruited to spy for the USSR

#### 5. Propaganda

1	What was the aim of propaganda?	1. For both sides of the war, propaganda was used to promote one ideology and criticise the other
2	How was propaganda used in the USA?	1. In the USA propaganda became more prominent in the 50s and 60s. 2. US values were being promoted in film, television, music, literature and art 3. This created a 'Red Scare' where people were concerned about Communism growing in America
3	How was propaganda used in the USSR?	1. The USSR used propaganda in a similar way to the USA 2. The USSR promoted the successes of Communism in their propaganda to prove that a Communist country could be as successful as a Capitalist one

#### 6. Cold War competition

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

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

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

#### Key Word Definitions

<b>Espionage</b>	The practice of using spies to gain information for governments
<b>Propaganda</b>	Information (which may be misleading) used to promote a point of view.
<b>Soviet</b>	A citizen of the USSR.
<b>Space Race</b>	The competition between the USA and the USSR to explore space

#### 4. Espionage

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

#### 5. Propaganda

1	What was the aim of propaganda?	1.
2	How was propaganda used in the USA?	1. 2. 3.
3	How was propaganda used in the USSR?	1. 2.

#### 6. Cold War competition

1	Why did rivalry develop in other areas?	1. 2.
2	How did the superpowers compete in science?	1. 2. 3. 4. 5.
3	How did chess become a Cold War symbol?	1. 2. 3. 4.
4	How did the Olympics become a Cold War symbol?	1. 2. 3. 4.

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

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

Key Word	Definitions
Espionage	
Propaganda	
Soviet	
Space Race	



### Knowledge Group 1 – Extremism and Radicalisation

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

### Knowledge Group 2 – Equality and Women

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

### Knowledge Group 3 - Racism

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

### Knowledge Group 4 – Sexuality

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

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



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

### Knowledge Group 1 – Extremism and Radicalisation

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

### Knowledge Group 2 – Equality and Women

1	What does gender equality mean?	
2	Give two ways of controlling women	
3	Explain what religion teaches about controlling women	
4	What is CSE?	
5	What is FGM?	
6	Give two ways to help stop CSE and Grooming	

### Knowledge Group 3 - Racism

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

### Knowledge Group 4 – Sexuality

1	What does sexuality mean?	
2	What is sexism?	
3	What is gender?	
4	What does homophobia mean?	
5	What does Biphobia mean?	
6	What does Transphobia mean?	

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

## 1. Knowledge is power

1	<b>Healthy relationships with food</b>	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	<b>Food and physical health</b>	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	<b>Food and performance</b>	Everything we put into our bodies has an affect on how we perform both our daily activities and sports performance. Dieticians have an vital job when working with top athletes as each athlete/sport has a different focus and each nutrient has a different benefit.
4	<b>Food and mental health</b>	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	<b>Food and morality</b>	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	<b>KFC &amp; wedges</b>	Type of potato: Sweet potato, white, new Fish/chicken: Salmon, Pollock, chicken, turkey Coating/seasoning: Cornflakes, rice krispies, cherrios paprika, oregano, chilli
2	<b>Big Mac</b>	Mince choice, combining, moulding, shaping, cooking methods. Vegan/pescatarian options. Garnish development, leaves, vegetables, Sauces – mayo, chilli,
3	<b>Noodle pots</b>	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	<b>Sausage Bites</b>	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	<b>Cheesecake</b>	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	<b>Loaded Nachos</b>	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
	<b>Thai Curry</b>	Marinading, tenderising, use of authentic, traditional spices. Cooking techniques, temperature control, chicken. Accompaniments, rice, noodles, orzo, couscous. Appropriate Vegetable selection

## Key Vocabulary

1	<b>Deficiency</b>	A lack/shortage of a nutrient in the body.
2	<b>Excess</b>	Too much of a nutrient in the body.
3	<b>Macronutrient</b>	A nutrient required in large amounts in the diet. E.g. carbohydrates, fats, protein.
4	<b>Micronutrient</b>	A nutrient required in small amounts in the diet. E.g. vitamins, minerals and NSP.
5	<b>Anaemia</b>	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	<b>Diverticulitis</b>	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	<b>Osteoporosis</b>	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	<b>Well-being</b>	Well being is feeling well, feeling positive. Includes having good mental health and high life satisfaction.
9	<b>SMEE Issues</b>	Social, moral, ethical and environmental issues e.g. Organic, Halal, Fair trade, farm assured, veganism
10	<b>Symptoms</b>	A physical or mental feature that points to a condition or disease.
11	<b>Calorie</b>	The amount of energy in an item of food or drink is measured in calories
12	<b>Dietary Needs</b>	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	SME Issues	
10	Symptoms	
11	Calorie	
12	Dietary Needs	

☐ 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?

### Formal Elements

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

### Contextual links/Key names

1	<b>Banksy</b>	Banksy is an anonymous England-based street artist, vandal, political activist, and film director, active since the 1990s.
2	<b>Lady Pink</b>	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	<b>Keith Haring</b>	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	<b>Graffiti/Street art</b>	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	<b>Annotation</b>	Text accompanying images/practical work which explains, describes and justifies
3	<b>High resolution images</b>	Images with a high pixel resolution – clear/well defined quality images
4	<b>Mixed Media</b>	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	<b>CAD</b>	Computer Aided Design is the use of a range of computer software to support the creative/design process of products
6	<b>Repeat Reflect Rotate Half drop repeat</b>	Occurs multiple times A mirror image Move in a circle round an axis Staggering the repeat of an image along a vertical line
7	<b>Justification</b>	Presenting a reason, fact or opinion for your choices or actions
8	<b>Inspiration</b>	The process of being influenced or stimulated to do something creative








### Techniques and processes

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




### Tools and Equipment

1	<b>Heat press</b>	A heat press imprints designs on to a material with the application of heat and pressure for a period of time
2	<b>Dyes</b>	A natural or synthetic substance used to add colour
4	<b>Bondaweb</b>	A soft adhesive web attached to transfer paper
5	<b>Acrylic paint</b>	A water based fast drying paint
6	<b>Free machine foot Feed dogs</b>	A circular foot allowing free motion sewing in all directions Metal teeth like ridges which guide the fabric
7	<b>Cotton material</b>	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	<b>Coping Saw</b> 	Hand held tool used to cut intricate shapes in woodworking
2	<b>Bandfacer</b> 	A vertical bandfacer used for sanding, finishing & linishing tasks. (making surfaces flat).
3	<b>Hegner Saw</b> 	A piece of machinery used to cut intricate curves and joints
4	<b>Soldering Iron</b> 	An electrical tool which applies heat, melting solder allowing you to join metals together.
5	<b>Glass Paper</b> 	Sheets of <b>paper</b> with abrasive material glued to one face to enable finishing of specific materials.
6	<b>Wire Cutters</b> 	Hand held tool used to cut through wires or cables
7	<b>Wire Strippers</b> 	A hand-held tool designed to remove insulation from electrical wires.
8	<b>File</b> 	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	<b>Battery Snap</b> 	Snap onto the leads on the terminal end of a standard 9V battery.
2	<b>Switch</b> 	A component that can disconnect or connect the path in an <b>electrical</b> circuit.
3	<b>Light Emitting Diode (LED)</b> 	A light source that emits light when current flows through it in the correct direction.
4	<b>Wire</b> 	Made from copper, allowing electricity to flow between components.
5	<b>Battery</b> 	A combination of electrochemical cells with external connections for powering electrical devices.

## 5. Process; Soldering

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

## 4. Materials; Manufactured Boards

1	<b>Medium Density Fibreboard (MDF)</b>	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	<b>Plywood</b>	Strong thin wooden board consisting of two or more layers glued and pressed together with the direction of the grain alternating.
3	<b>Chipboard</b>	Made from compressed wood chips and phenol formaldehyde glues, often coated or veneered to give desired appearance
4	<b>Hardboard</b>	A cheaper option than plywood where strength is not required. Made from wood fibre & resin.
5	<b>Oriented Strand Board</b>	OSB is Formed out of compressed layers of wood strands with adhesives.

## Key Vocabulary

1	<b>Template</b>	A shaped piece of rigid material used as a pattern for repeated processes such as cutting out or shaping
2	<b>Model</b>	A particular design or version of a product
3	<b>Prototype</b>	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	
2	Model	
3	Prototype	

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

☐ Know about Series Circuits & Parallel Electrical Circuits

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

### Knowledge Group 1 Mask Preparation

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

### Knowledge Group 2 Assemblage

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

### Key Vocabulary

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

### Knowledge Group 3 Paint

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

### Knowledge Group 1 Mask Preparation

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

### Knowledge Group 2 Assemblage

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

### Key Vocabulary

1	Richard Symons	
2	Assemblage	

### Knowledge Group 3 Paint

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

**1. Rock**

1	<b>Rock</b>	Broad genre of 70's popular music starting with Rock and Roll and splitting into many sub genres. Defined usually by an upbeat tempo, electric guitars, Drums and bass.
2	<b>Musicians</b>	ACDC, Black Sabbath, Green Day, Led Zeppelin

**2. Grunge**

1	<b>Grunge</b>	Underground genre started in Seattle in 1980's America. Known for its stripped back, lo fi sound with fuzzy distorted guitars
2	<b>Musicians</b>	Nirvana, Soundgarden, Pearl Jam, Alice in Chains
3	<b>Teen Angst</b>	An anxious mood felt by teenagers, reflected in the lyrics of grunge

**3. Britpop**

1	<b>Britpop</b>	British guitar based music influenced by bands such as The Beatles and The Kinks. Started in the 90's and Known for its British lyrics and bright and catchy sound.
2	<b>Musicians</b>	Blur, Oasis, Suede, Elastica, The Verve
3	<b>Battle of Britpop</b>	Battle of Oasis vs Blur for top spot in the UK charts in 1995

**4. Musical characteristics**

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

**5. Performance Techniques**

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

**6. Key Vocab**
**Musical elements**

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

**7. Key vocab**
**Song structure**

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

**1. Rock**

1	Rock	
2	Musicians	

**2. Grunge**

1	Grunge	
2	Musicians	
3	Teen Angst	

**3. Britpop**

1	Britpop	
2	Musicians	
3	Battle of Britpop	

**4. Musical characteristics**

1	Distortion	
2	Low fi	
4	Fuzz	
5	Stripped Back	

**5. Performance Techniques**

1	Rehearsing	
2	Timing	
3	Projection	
4	Fluency	
5	Balance	

**6.Key Vocab  
Musical elements**

1	Melody	
2	Chords	
3	Chord Sequence	
4	Riff	
5	Dynamics	

**7. Key vocab  
Song structure**

1	Intro	
2	Verse	
3	Chorus	
4	Bridge	
5	Instrumental	
6	Outro	

**Other musical styles linked to this: British invasion, Pop Punk, Post Britpop, Punk, Heavy Metal, Synth Pop**

## PLOT OVERVIEW

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

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

## CONTEXT - Apartheid

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

## AUTHOR OF NOVEL – Malorie Blackman

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

Additional Information: Links to BTEC Component 2

## KEY TECHNIQUES IN EPIC THEATRE

All part of the 'Verfremdungseffekt' (the 'alienation' technique)

1	Montage	A montage is a series of freeze frames, images, projections or scenes put together in no particular order. Often music is played over the top.
2	Narration	The actor tells the story out loud. Sometimes the narrator will tell us what happens in the story before it has happened. This is a good way of making sure that we don't become emotionally involved in the action to come as we already know the outcome.
3	Direct Address	Speaking directly to the audience breaks the fourth wall and destroys any illusion of reality.
4	Third Person Narration	Commenting upon a character as an actor is a clear way of reminding the audience they are watching a play. It means they don't get emotionally attached to characters and think more about the message.
5	Multi-role	Multi-roling is when an actor plays more than one character onstage. The differences in character are marked by changing voice, movement, gesture and body language but the audience can clearly see that the same actor has taken on more than one role.
6	Placards / Projection	A placard is a sign or a additional piece of written information presented onstage. Using placards might be as simple as holding up a card or banner. Multimedia or a PowerPoint slideshow can also be used for this effect. What's important is that the information doesn't just comment upon the action but deepens our understanding of it.
7	Gestus	A clear gesture or movement used by the actor which captures the attitude of a character or situation.

## Physical Skills

1	Physical skills – In drama we use: GSPEED	G – Gesture S – Stance P – Posture & body language E – Expression E – Eye contact D - Dynamics
---	---	---

## Vocal Skills

1	Vocal Skills – In drama we use: DEPART	D – Diction & Projection E – Emphasis & Volume P – Pitch A – Accent R – Rhythm T - Tone
---	--	--

## Stagecraft Skills

1	Stagecraft skills – In drama we use: BEPLACES	B – Blocking E – Entrances and exits P – Proxemics L – Levels A – Audience awareness C – Concentration E – Energy S – Set and props interaction
---	---	--

## Contextual Links:

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

## PLOT OVERVIEW

## CONTEXT - Apartheid

**AUTHOR OF NOVEL – Malorie Blackman**

### Additional Information: Links to BTEC Component 2

## KEY TECHNIQUES IN EPIC THEATRE

All part of the 'Verfremdungseffekt' (the 'alienation' technique)

1	Montage	
2	Narration	
3	Direct Address	
4	Third Person Narration	
5	Multi-role	
6	Placards / Projection	
7	Gestus	

## Physical Skills

1	Physical skills – In drama we use: GSPEED	
---	--	--

## Vocal Skills

1	Vocal Skills – In drama we use: DEPART	
---	--	--

## Stagecraft Skills

1	Stagecraft skills– In drama we use: BEPLACES	
---	--	--

**Contextual Links:**

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



## The Hadley Family

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

## The McGregor Family

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

## THEMES

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

## The Hadley Family

1.	Kamal	
2.	Jasmine	
3.	Persephone (Sephy)	
4.	Minerva (Minnie)	

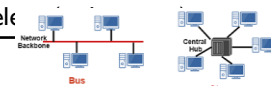
## The McGregor Family

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

## THEMES

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

Subject: Computing	Topic: Networks and Cyber Security	Year Group: 9
--------------------	------------------------------------	---------------

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 IP address to join internet

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
--------------------	------------------------------------	---------------

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
--------------------	---------------------------	---------------

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 <b>integer</b> 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
--------------------	---------------------------	---------------

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:

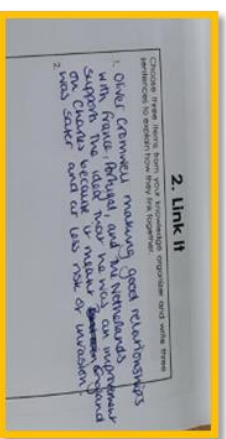
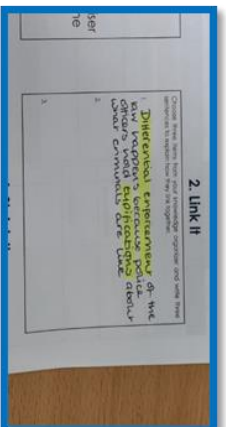
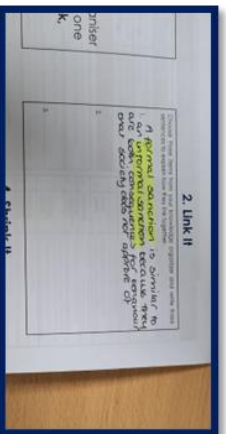
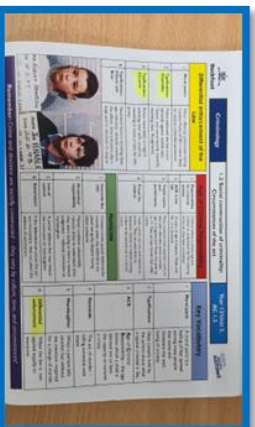
- x is similar to/different from y because...
- x is more/less ... than y because...

### 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**

•

•

•

**Link It**

•

•

•

**Link It**

•

•

•

**Link It**

•

•

•

**Link It**

•

•

•

**Link It**

•

•

•

**Link It**

•

•

•

**Link It**

•

•

•

**Link It**

•

•

•

**Link It**

•

•

•

**Link It**

•

•

•

**Link It**

•

•

•

**Link It**

•

•

•

**Link It**

•

•

•

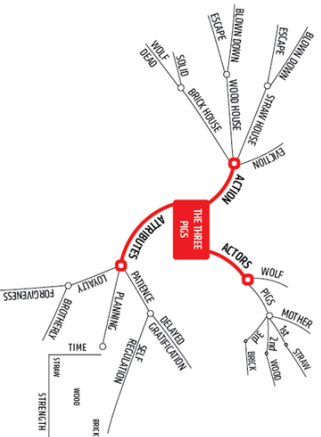
**Link It**

•

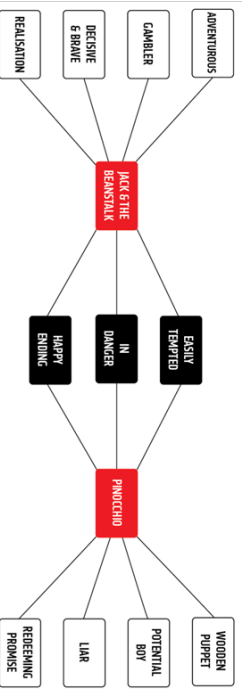
•

•

## Independent Learning: How to – 3 Map It



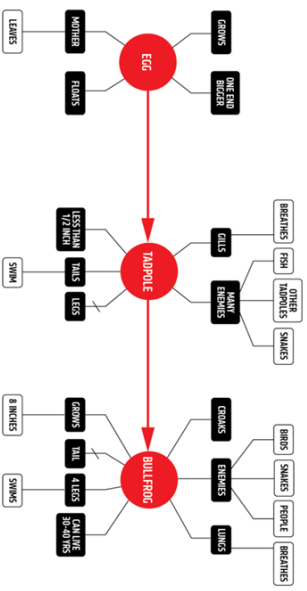
**Mind-maps** are useful if you want to chunk information or organise it into categories. In this example, the central idea is the 'The Three Figs' and each branch is a theme within the story



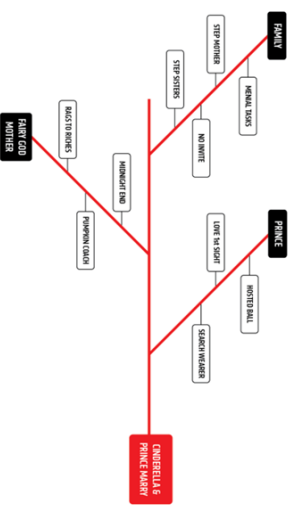
**Double-sprays** are useful if you want to show similarities and differences of information. In this example, the black boxes show what 'Jack & the Bearstalk' has in common with 'Procchio'. The white boxes show what is different about the two stories.

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	

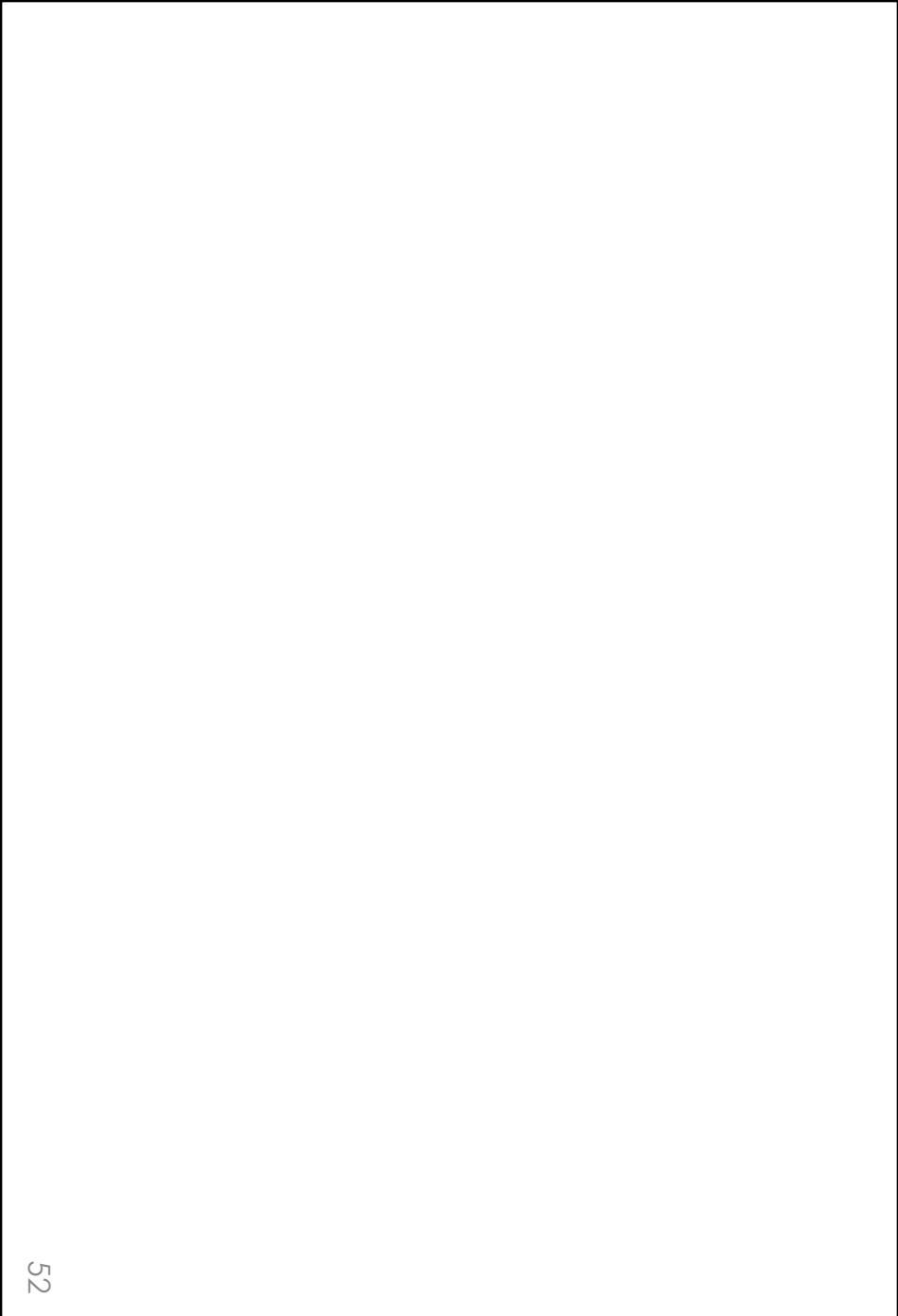
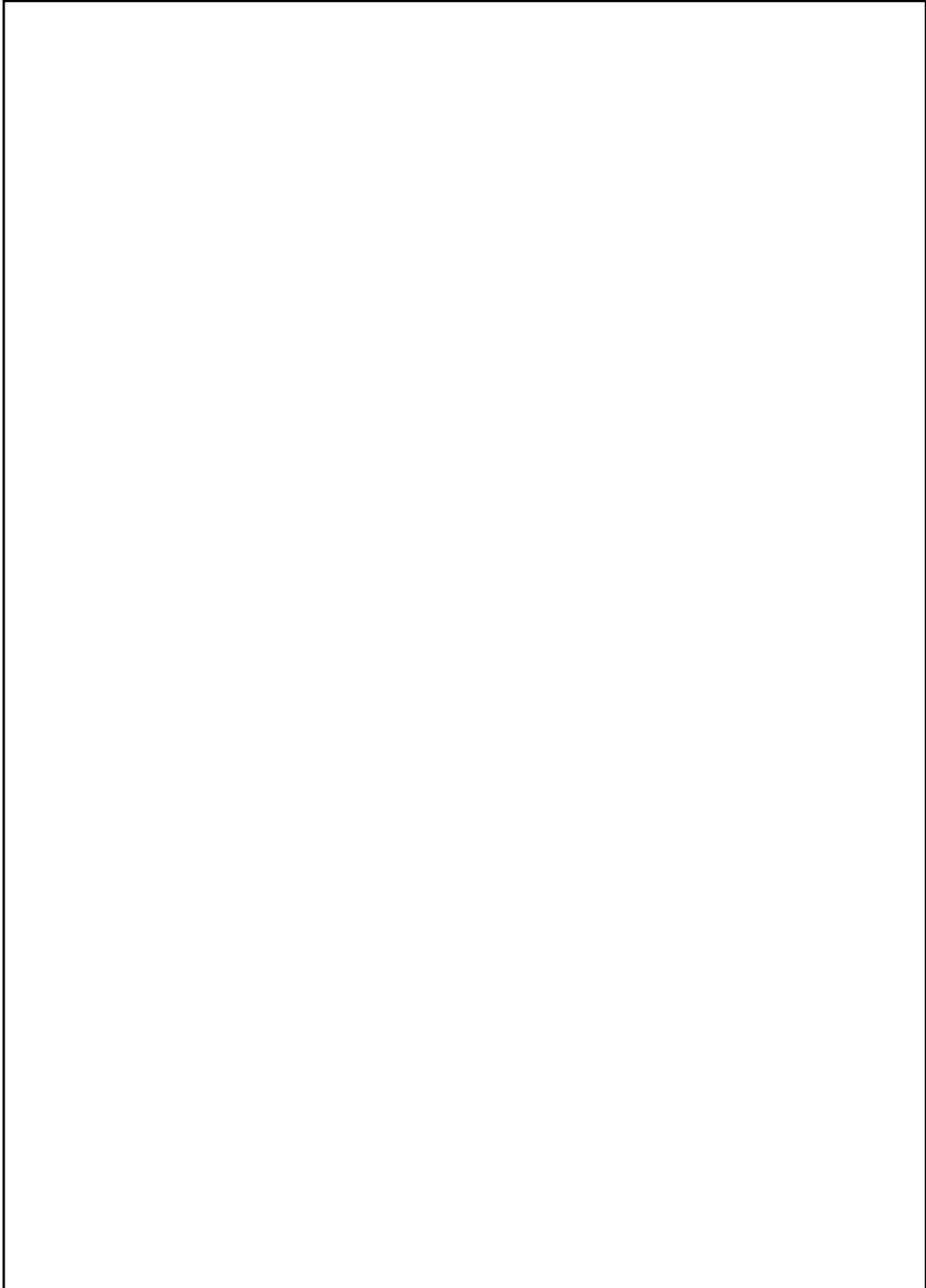


**Flow-sprays** are useful if you want to show the events that happen in a particular sequence. In this example, the red boxes show the main event in the lifecycle of bullfrogs, and the order they happen in. The black and white boxes show what factors contribute to these main events

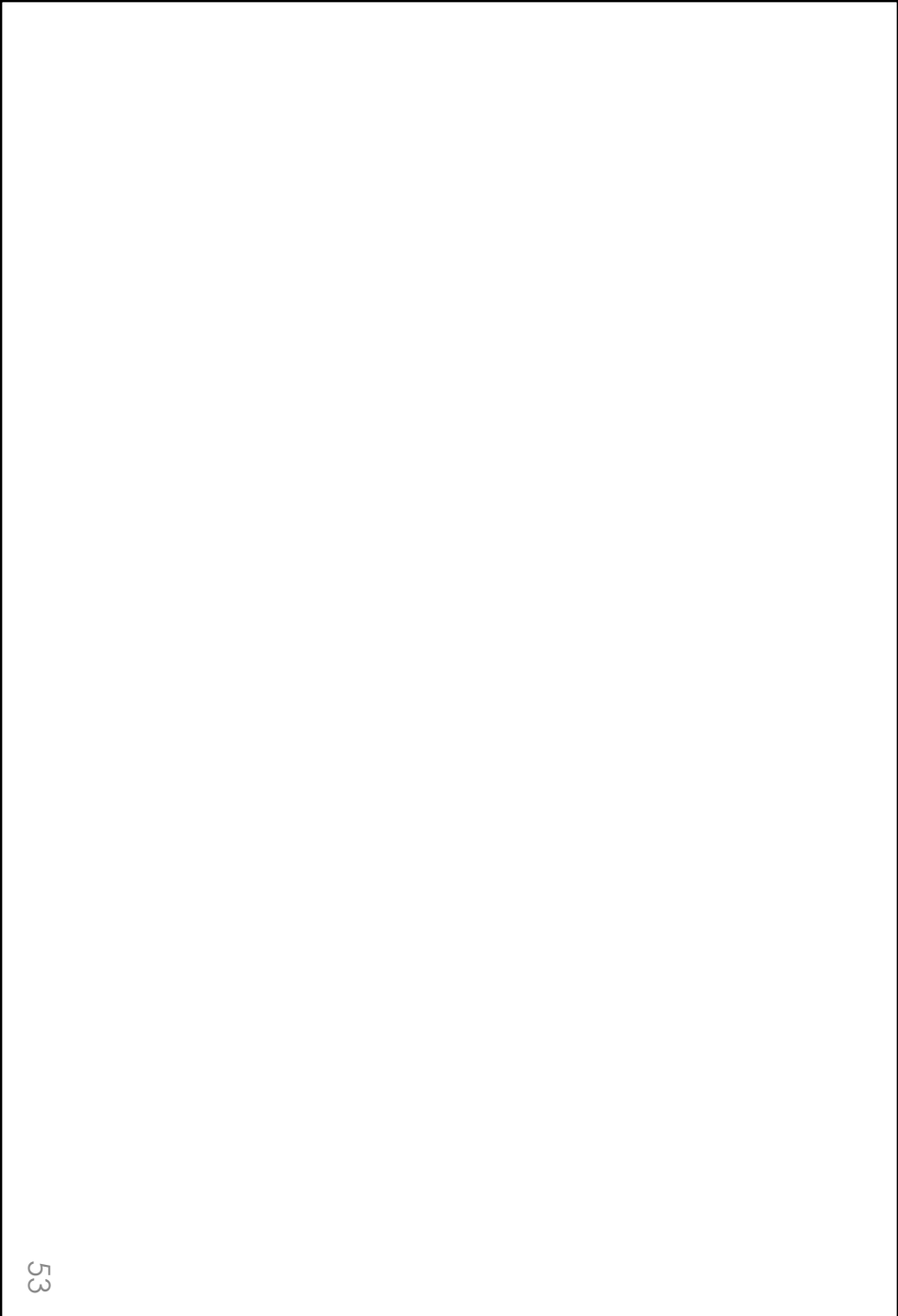
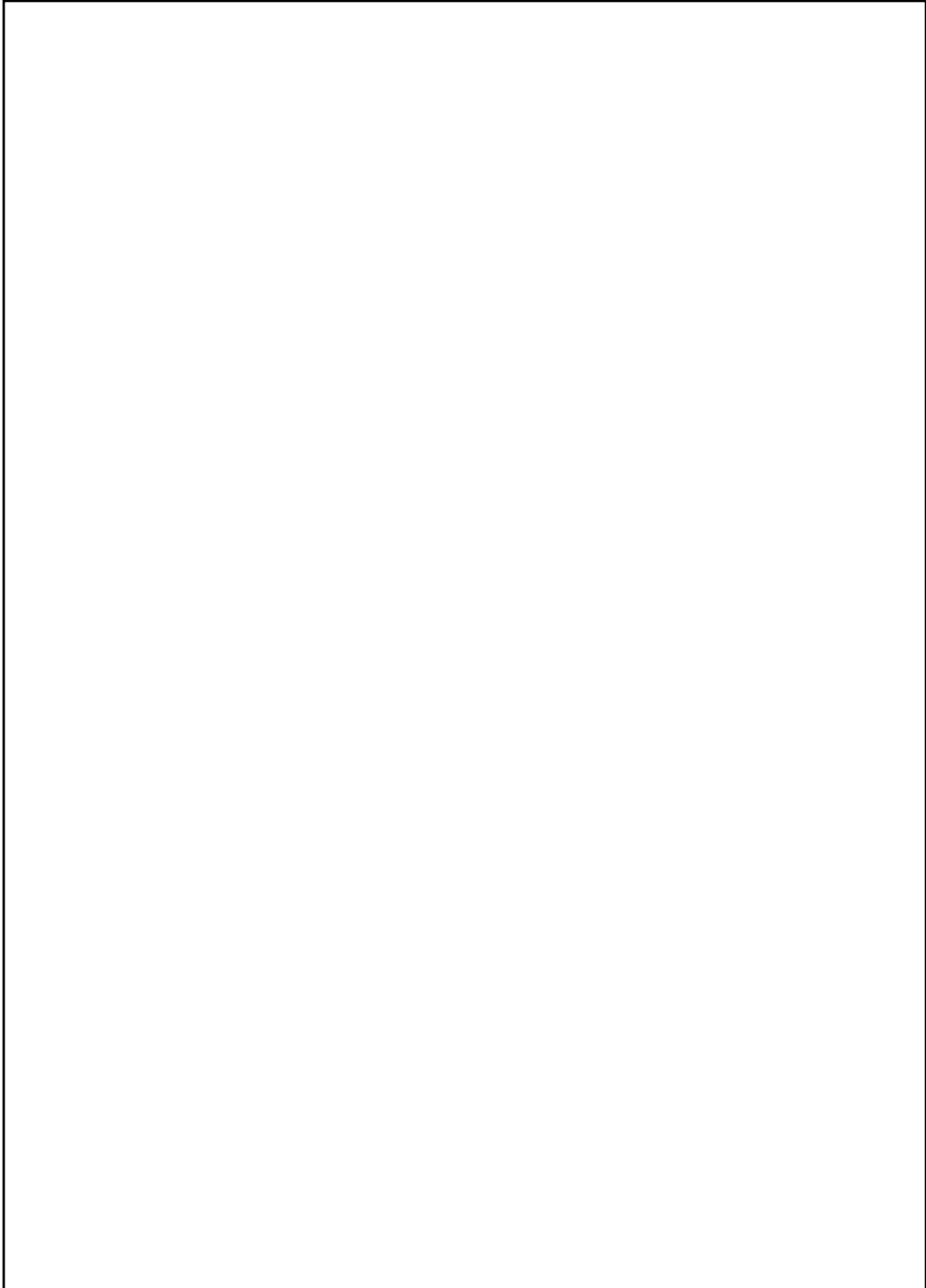


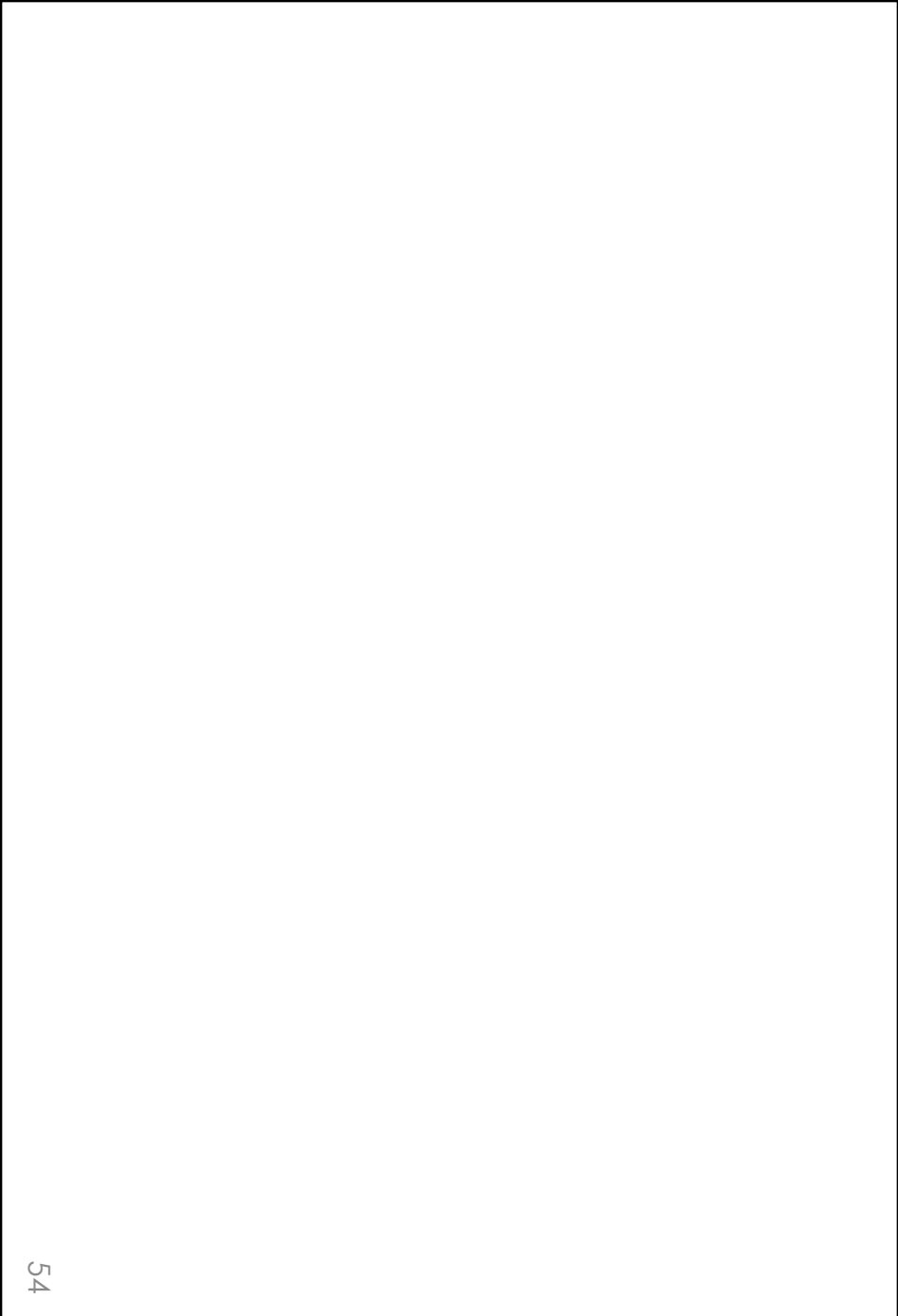
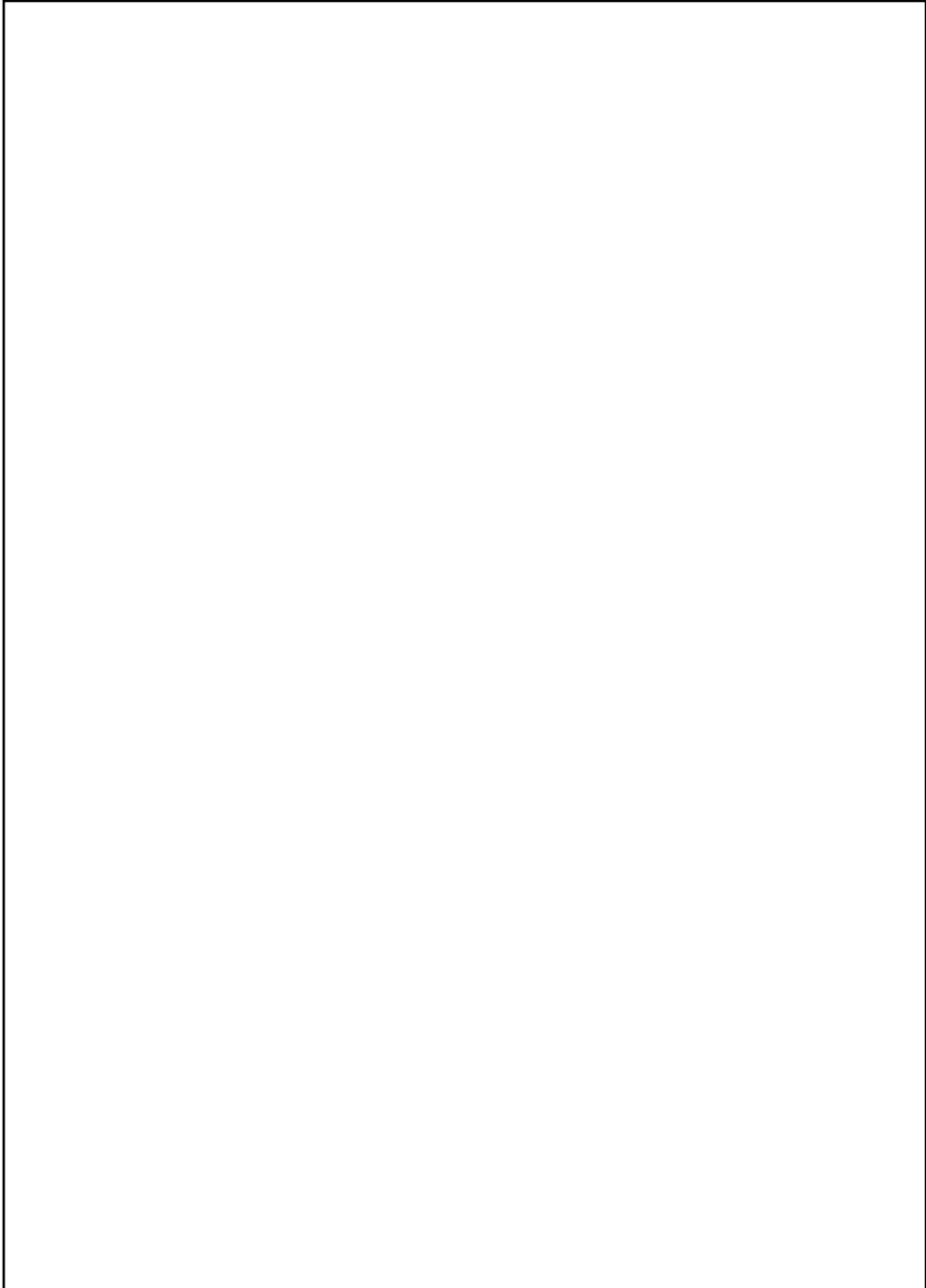
**Fishbone diagrams** are useful if you want to show causes and effect.

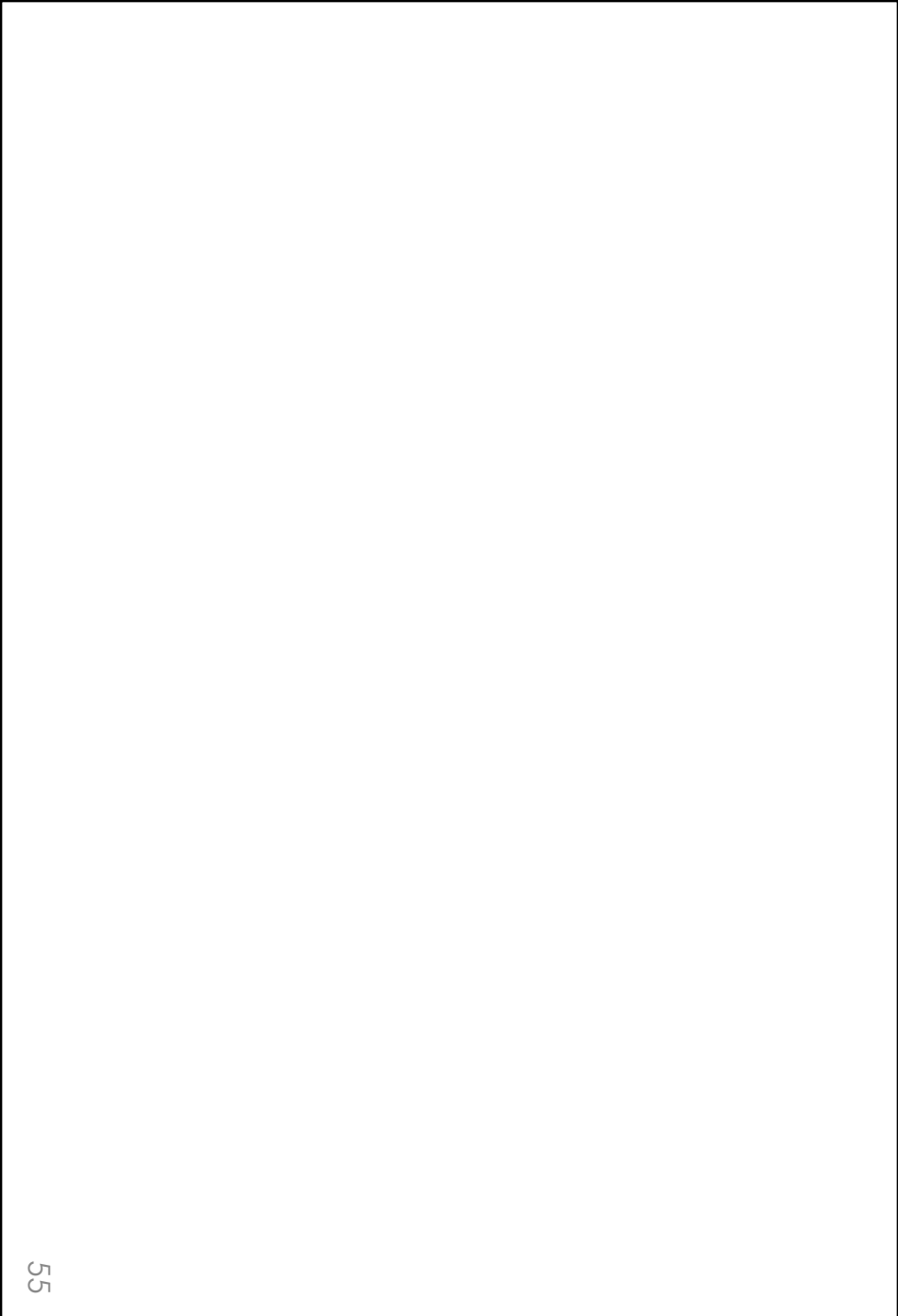
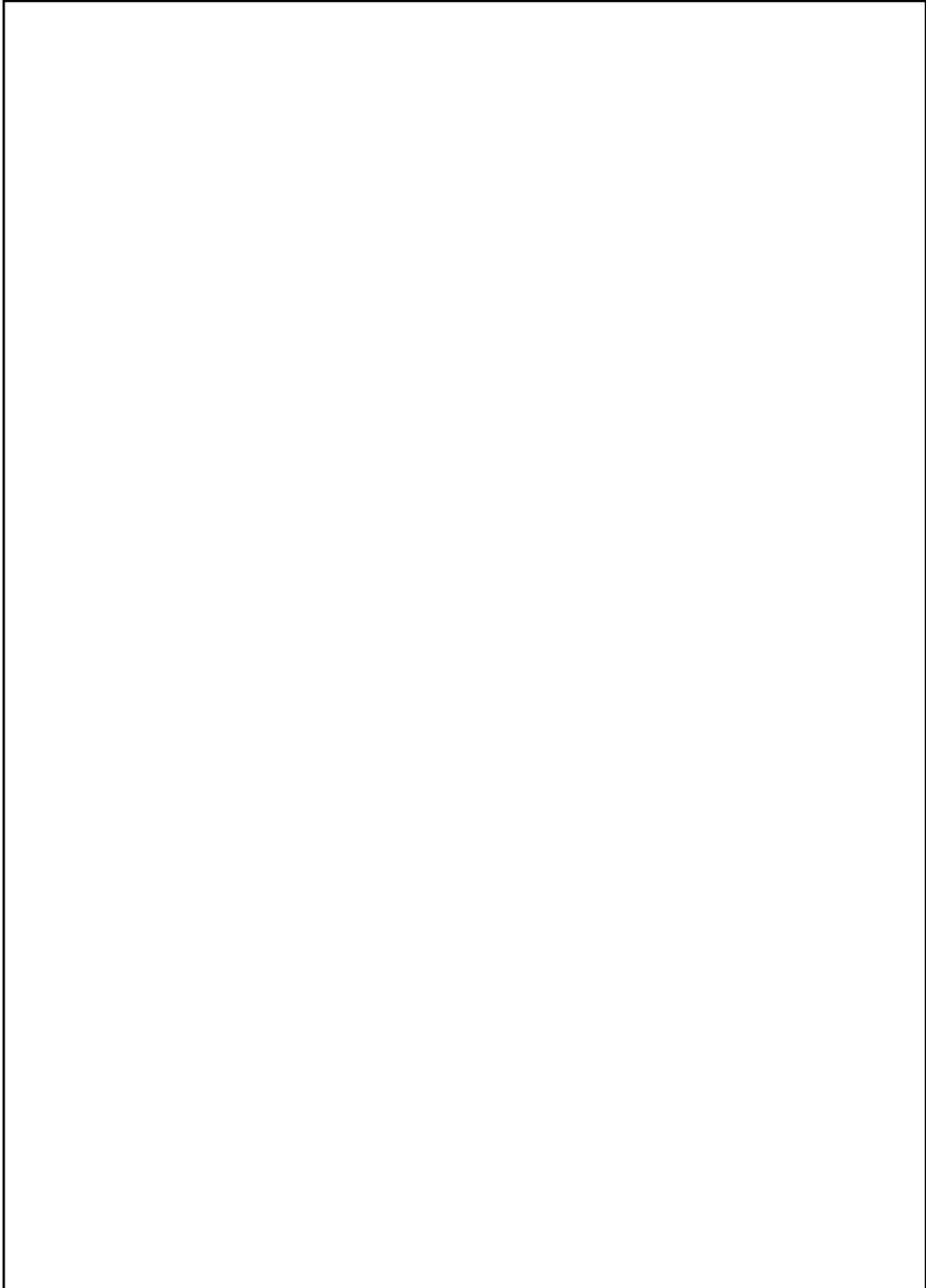
In this example, the white boxes are causes of the Prince and Cinderella getting married; the black boxes show how the causes have been categorised; and the red box shows the effect itself

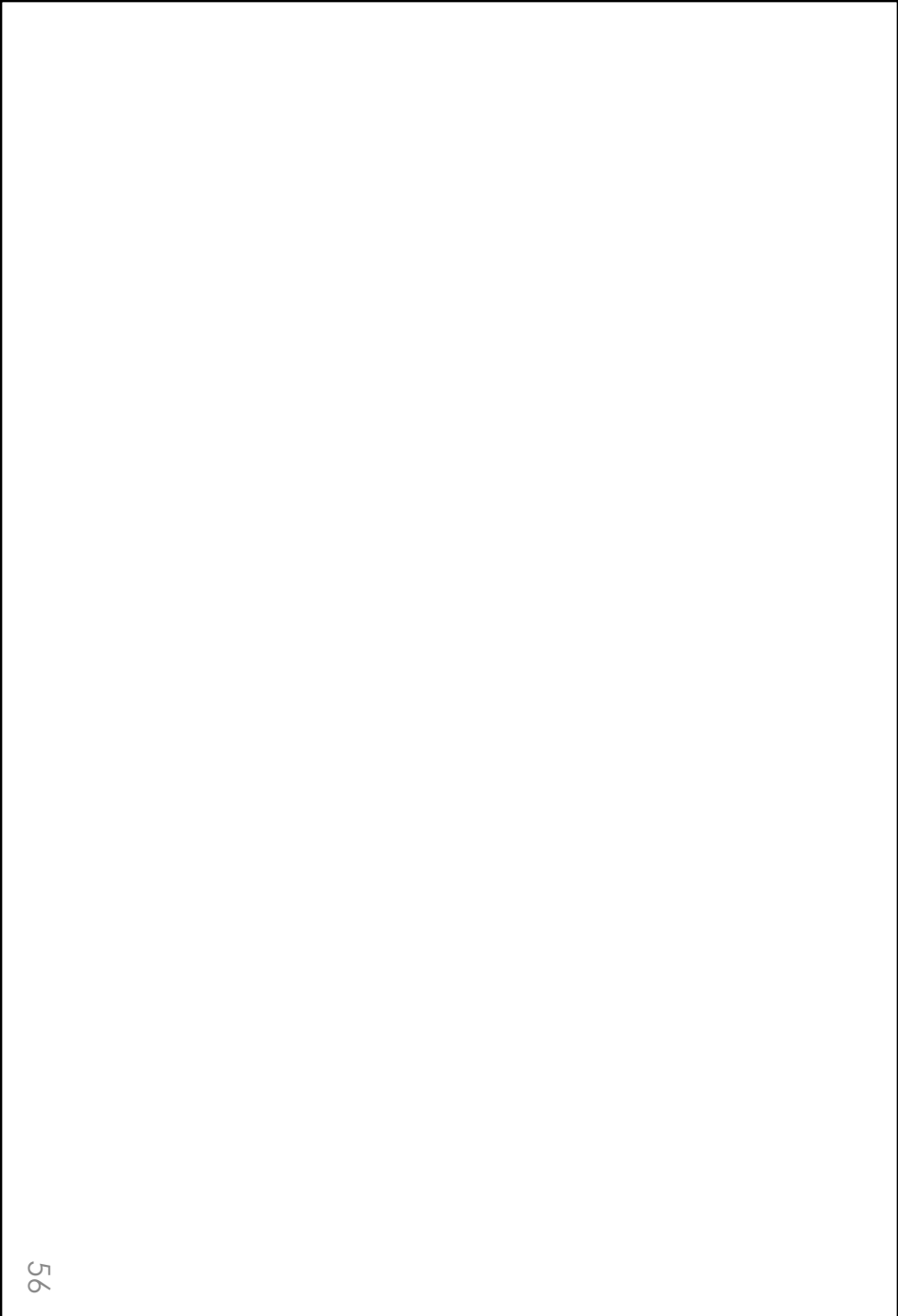
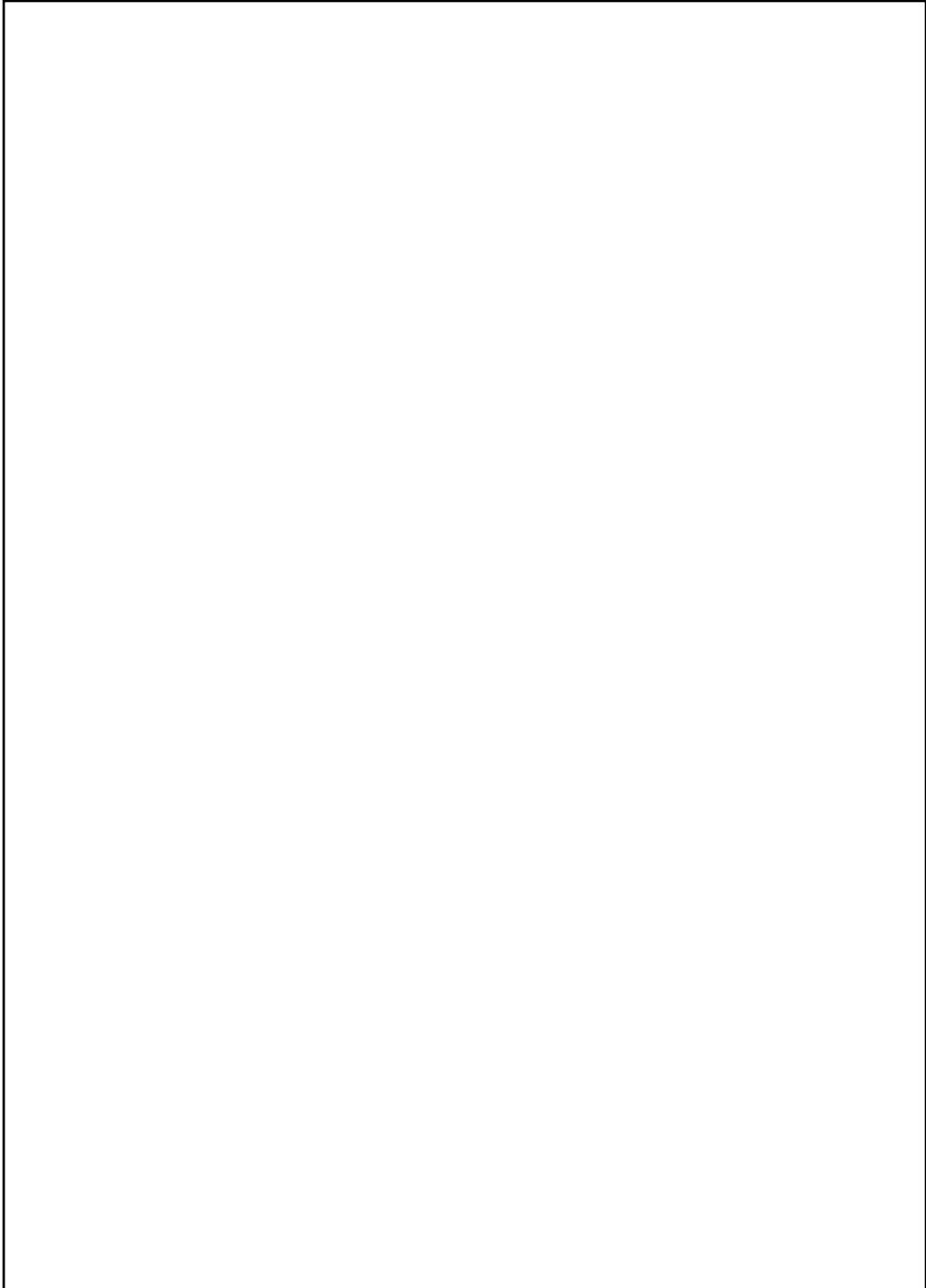


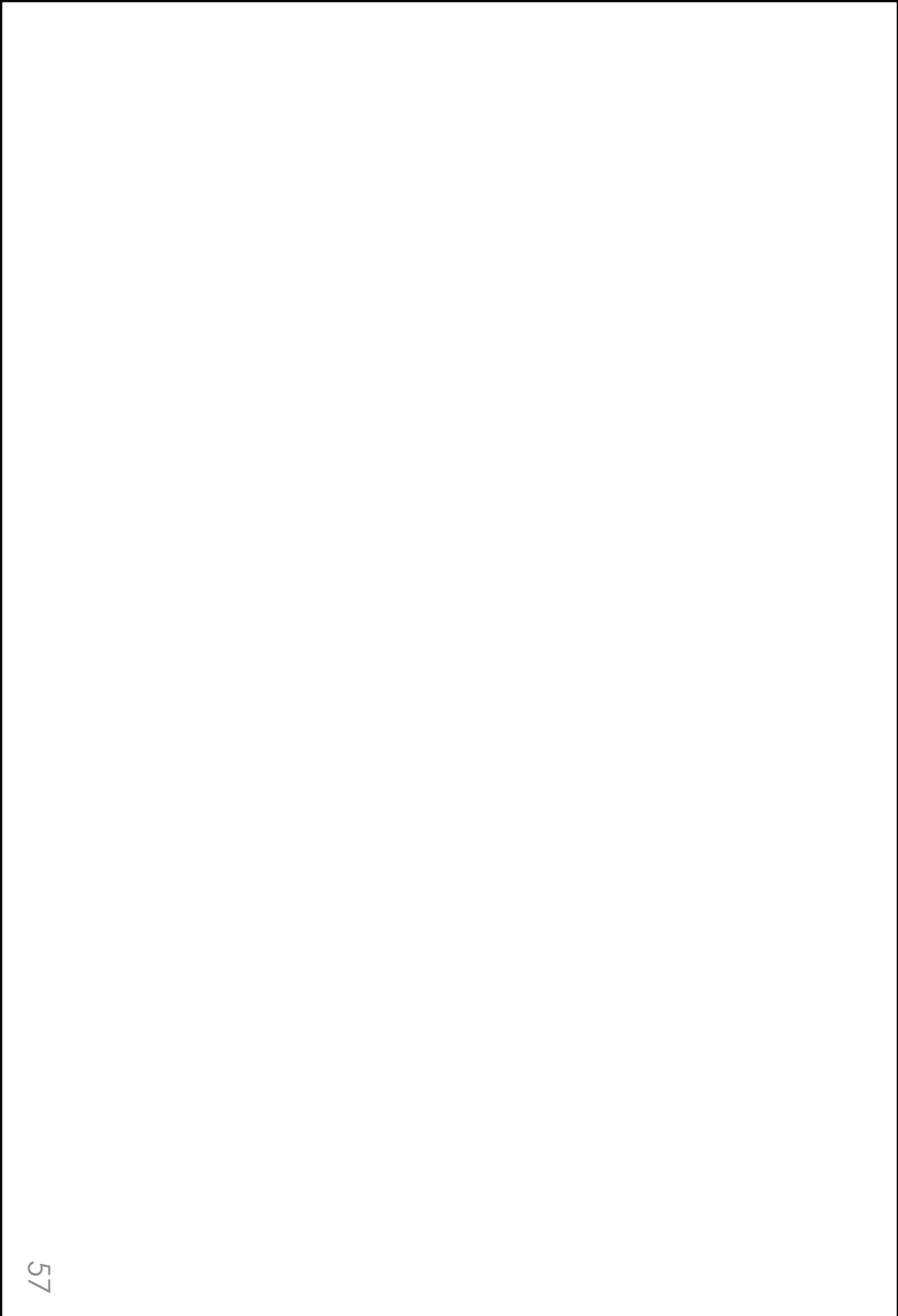
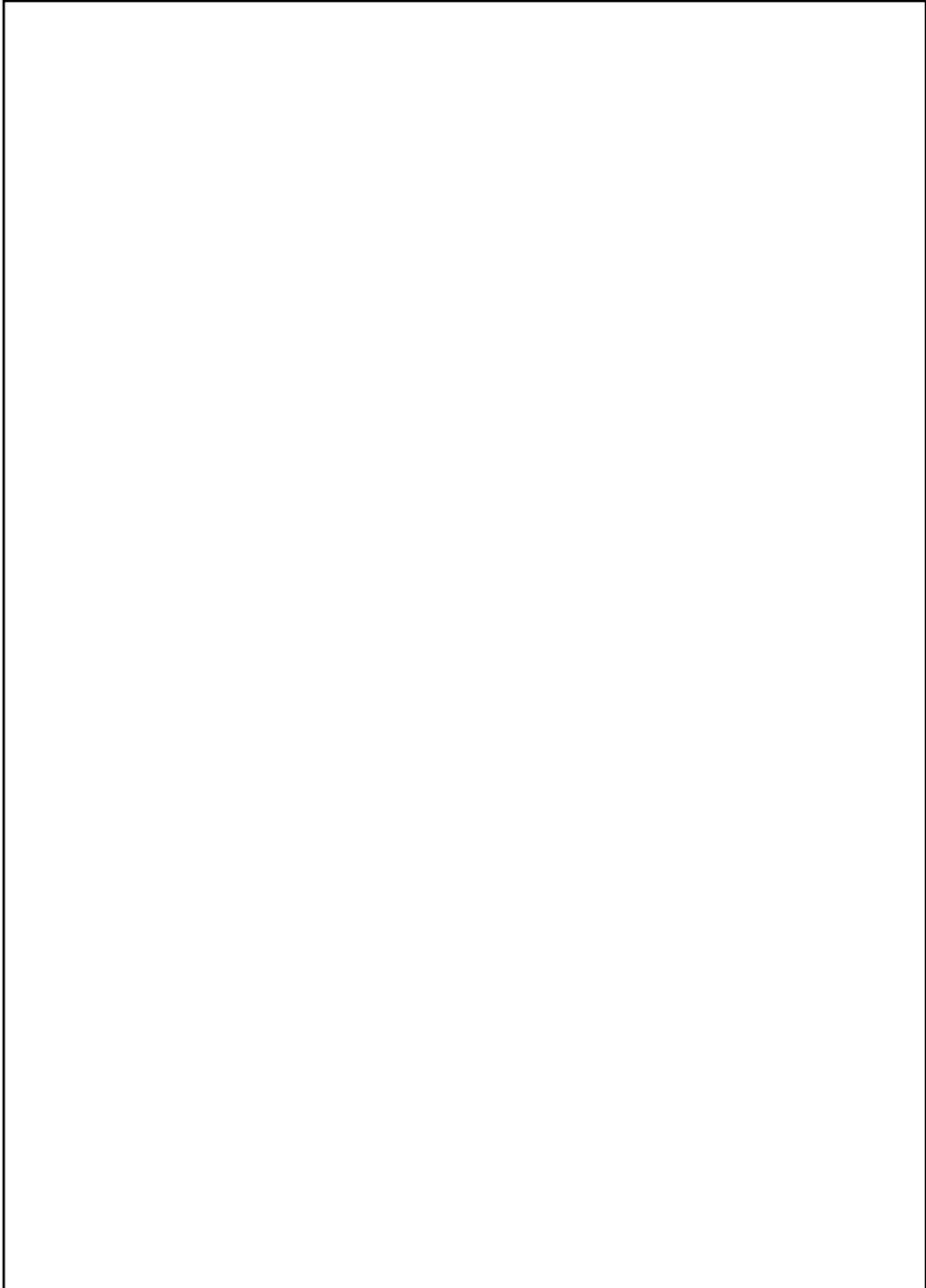












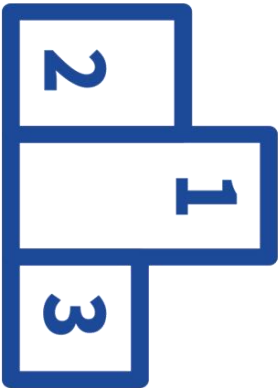
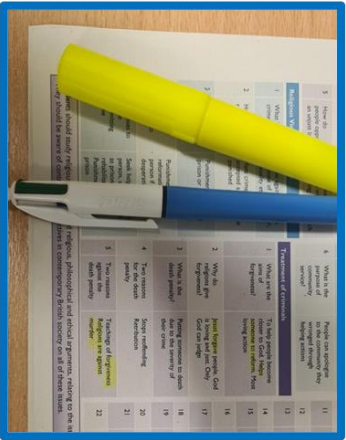
Independent Learning: How to 4 – Shrink It



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



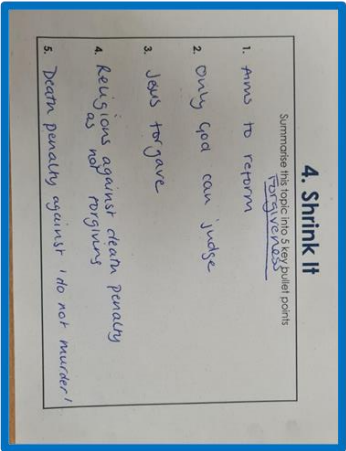
2. **Highlight** (or underline) the things you think are most important



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



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



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)

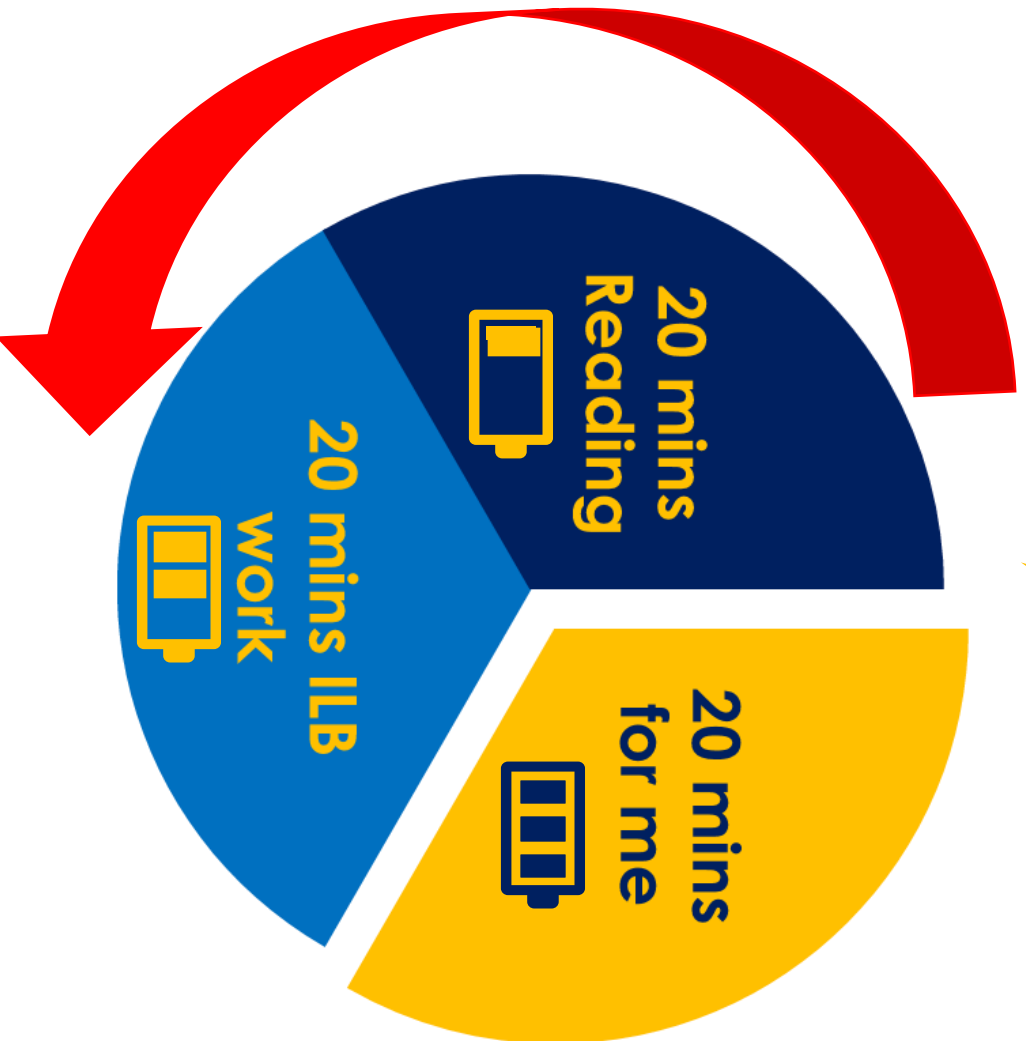
How is this going?  
What mistakes do I often make in this kind of task?  
How can I avoid making those mistakes?  
What am I finding difficult right now?  
What am I doing well?  
How do I know?  
How do I feel about the work?  
Am I motivated to complete this task to a high standard?  
What can I do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

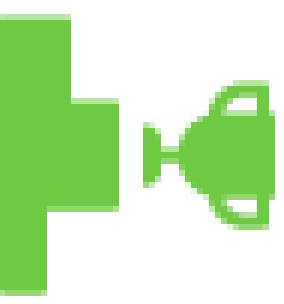
Our **minimum** expectations of KS3 students for their independent learning are as follows:

- **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	3 – 4	5
additional tasks	additional tasks	additional tasks

10 points	20 points	50 points
-----------	-----------	-----------